

# Great River School



## *Annual Report on Curriculum, Instruction and Student Achievement*

**2009-10 School Board Chair: Deborah Schlick**  
**2009-10 Head of School: Christina Beck**

1326 Energy Park Drive  
St. Paul, MN 55108  
Phone: 651-305-2780  
Fax: 651-305-2781  
Website: [www.greatriverschool.org](http://www.greatriverschool.org)

**Submitted to:**

**Hamline University School of Education**  
**1536 Hewitt Avenue**  
**Saint Paul, MN 55104-1284**

**Minnesota Department of Education**  
**1500 Highway 36 West**  
**Roseville, MN 55113**

October 1, 2010

## **Table of Contents**

- 3. Mission, Vision, Values
- 4. Student Demographics
- 5. Faculty Information
- 6. Governance and Board Information
- 7. Student achievement goals for meeting state academic standards
- 8-10. Results of local assessment data, and any additional test data
- 11. Staff Development Goals and Outcomes
- 11-15. Professional Development Plan and Performance Results for Head of School
- 15-17. Program Successes and Challenges
- 17. General Fund Operations and Financial Position
- 18-23. Appendix A: Strategic Plan
- 23. Appendix B: School Board Approval of Annual Report
- 23. Appendix C: Public Notification for Annual Report Posting on District Website
- 24-26. Appendix D: School and Student Goals and Performance Indicators for FY 2008-2010
- 27. Charter School Annual Reporting

Great River School in St. Paul, Minnesota, opened its doors in August 2004 as a pioneer in Montessori adolescent education. Great River School is one of five schools nationwide that offers a Montessori based education model for junior high and high school students and one of three Montessori high schools in the United States that offers an International Baccalaureate Diploma Program.

**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 seeks to embody and promote the following:

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

### **Student Background/Demographics:**

Number of students enrolled using year-end data (2009-2010) as provided by the Minnesota Department of Education website.

<b>Student Year</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>7<sup>th</sup> Grade</b>	46	50
<b>8<sup>th</sup> Grade</b>	48	50
<b>9<sup>th</sup> Grade</b>	50	49
<b>10<sup>th</sup> Grade</b>	34	50
<b>11<sup>th</sup> Grade</b>	32	39
<b>12<sup>th</sup> Grade</b>	20	24
<b>Totals</b>	230	262

### **Key Demographic Trends**

<b>Demographic Category</b>	<b>2009-2010</b>
<b>Special Education</b>	15%
<b>Black</b>	6%
<b>Hispanic</b>	4%
<b>Asian/Pacific Islander</b>	6%
<b>White</b>	83%
<b>American Indian</b>	0%
<b>Free/Reduced Lunch</b>	12%
<b>LEP</b>	0%

### **Key Demographics Significant Trends:**

Great River School maintains an active waiting list, and demographics are vastly determined by the annual lottery system. Student mobility is not an issue, as approximately 88% 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)
2008-2009	92%	Yes
2009-2010	92%	Yes

**Enrollment Trends:**

Academic Year	Number Enrolled October 1	Number Enrolled at End of School Year
2008-2009	231	230
2009-2010	263	262

**Teaching Staff Information**

2009-2010 School Year			
Teacher Name	Assignment Name	File Number	2010-2011 Status
Christensen, Andrea	SRH English	429882	R
Diehn, Kate	SRH English	423610	R
Donnelly, Kira	JRH Math	373253	R
Flood, Michael	SRH Math	419038	R
Gantenbein, Mary	JRH English	354379	R
Garita, Victor Enrique	JRH/SRH Spanish	998280	R
Inz, Nelson	JRH Social Studies	425948	R
Keenan, Molly	SRH Social Studies	426385	R
Lawrence-Lupton, Sarah	Special Education	437321	R
Limberg, Tami	SRH Science	440216	R
Miesle, Caroline	Vocal Music	422229	R
Moudry, Benedict	Social Studies	397056	R
O'Brien, Sam	Visual Arts	444810	R
Peterson-Nafziger, Melanie	SRH Social Studies	432493	R
Schultz, Zachary	SRH Math	433948	NR
Scott, Zachary	Instrumental Music	444768	R
Sweet, Michael	JRH Science	444822	R
Wildman, Bradley	Special Education	348788	R

	Number of teaching faculty at start of year	Number of teachers who left during academic year	Number of teachers intending to return in FY10	Teacher Retention Rate
<b>2009-2010</b>	18	0	17	94%

**Significant trends in faculty retention:**

A major shift in patterns of previous years occurred in regard to faculty retention this year. At the end of the school year, all faculty expressed their intention to return. By August, one teacher departed to teach overseas. Whereas in previous years the level of faculty turnover was as high as 25%, this year, nearly 100% intend to return. This can be attributed to several factors. Early in the school year, the board adapted a grid for examining salaries. Raises in pay were given to those who had seen stagnant wages for more than a year. An environment of trust and collaboration was cultivated with a firm commitment to consensus decision making practices and the teaching conditions were improved with a new wing. Efforts to increase the level of communication and responsiveness between faculty and administration have also paid off.

## Governance

### 2009-2010 School Board Members:

Name	Date Elected	Board Position	Affiliation	Date Term Ends
Deborah Schlick	Elected May 2009	President	Parent	July 2012
Neal McMahon	Elected May 2009	Vice President	Parent	July 2012
Cory Olson	Elected March 2008	Treasurer	Community Member	July 2011
Andrea Martin	Elected May 2009	Member	Community Member	July 2011
Mary Gantenbein	Elected April 2007	Member	Teacher File folder # 354379	July 2010
Ben Moudry	Elected April 2007	Executive committee at large	Teacher File folder # 397056	July 2010
Candy Husemoller	Appointed November 2005/Elected April 2007	Member	Community Member	July 2010
Paulette Zoe	Appointed August 2008	Member	Community Member	July 2009
Kira Donnelly	Elected March 2008	Member	Teacher File folder # 373253	June 2011
Andrea Christensen	Appointed Dec 2007 Elected March 2008	Member	Teacher File folder # 429882	June 2010
Christina Beck	Appointed July 2010	Ex-officio	Head of School	N/A
Kate Diehn	Appointed Sept 2008 Elected May 2009	Member	Teacher File folder # 423610	July 2011
Sarah Lawrence-Lupton	Appointed Oct 2008 Elected May 2009	Member	Teacher File folder # 437321	July 2012
Michael Flood	Elected May 2009	Member	Teacher File folder # 419038	July 2012
Total			Parents = 2 Community = 4 Teachers = 8	

### Governance:

The school board speaks as one voice through policy and clearly defined roles within the Carver Model of Governance. Consensus is sought in all decisions.

### School Board Meetings and Attendance Data

The Great River School board met monthly and posts meeting times and dates on the Great River School website as well as in the Great River School News (weekly e-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 2009-2010 school year.

Board members began the mandatory training as set forth by MDE through Booth Law, LLC at St. Thomas University.

### School Board Meeting Dates 2009-2010

July 15; August 19; September 16; October 21; November 18; January 20; February 17; March 17; April 21; May 19 & 25.

## Accountability Data Overview from 2009-2010 (Hamline University Authorizer Agreement)

Indicator	High	Medium	Low
<b>NCLB/AYP</b>	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.
09-10 Progress	X		
<b>SAT 10</b>	Regular education students who have attended GRS for three consecutive years will be at the 70 <sup>th</sup> National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 60 <sup>th</sup> 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 <sup>th</sup> National Percentile in 90% of all categories
09-10 Progress	X		
<b>MCA Testing</b>	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.
09-10 Progress	X		
<b>Student Attendance</b>	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.
09-10 progress		X	
<b>Parent Participation</b>	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.
09-10 progress	X		
<b>Students will indicate their level of satisfaction with the school in the areas of safety, acceptance and learning, biannually in school/staff evaluation surveys.</b>	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.
09-10 progress	N/A		
<b>Parents will report a positive school climate and challenging academic program, biannually in school/staff evaluation surveys.</b>	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.
09-10 progress		X	
<b>Student Portfolios</b>	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.
09-10	X		
<b>College Preparation</b>	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.
09-10 progress		X *taking deferrals into account	
<b>Creativity Action and Service Program</b>	90% of students will have met GRS grade level standards for CAS 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.
09-10 progress	X		

## 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	2008-2009	2009-2010
Great River	49%	50%	60%	59%	67%
State of MN	58%	59%	60%	64%	65%

### Grade 11 MCA Math Results

	Percent Proficient
Great River	44.1%
State of MN	43.5%

### Grade 8 MCA Math Results

	Percent Proficient
Great River	72%
State of MN	58%

### Grade 7 MCA Math Results

	Percent Proficient
Great River	79.5%
State of MN	63.5%

## Reading Proficiency Across All Grade Levels

	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
<b>Great River</b>	<b>68%</b>	<b>68%</b>	<b>78%</b>	<b>85%</b>	<b>90.4</b>
<b>State of MN</b>	<b>72%</b>	<b>65%</b>	<b>71%</b>	<b>72%</b>	<b>72.7</b>

### Grade 10 MCA Reading Results

	<b>Percent Proficient</b>
<b>Great River</b>	<b>78%</b>
<b>State of MN</b>	<b>76%</b>

### Grade 8 MCA Reading Results

	<b>Percent Proficient</b>
<b>Great River</b>	<b>98%</b>
<b>State of MN</b>	<b>69%</b>

### Grade 7 MCA Reading Results

	<b>Percent Proficient</b>
<b>Great River</b>	<b>96%</b>
<b>State of MN</b>	<b>67%</b>

### Science Proficiency Grade 8 only

	<b>2008-2009</b>	<b>2009-2010</b>
<b>Great River</b>	<b>46%</b>	<b>68%</b>
<b>State of MN</b>	<b>43%</b>	<b>49%</b>

### Grades 9-12 MCA Science Results

	<b>Percent Proficient</b>
<b>Great River</b>	<b>Not tested in 2010</b>
<b>State of MN</b>	<b>52%</b>

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

## Stanford Achievement Testing Results: Administered 02/10

Testing Categories	7 <sup>th</sup>	+/- Nat. Avg.	8 <sup>th</sup>	+/- Nat. Avg.	9 <sup>th</sup>	+/- Nat. Avg.	10 <sup>th</sup>	+/- Nat. Avg.	11 <sup>th</sup>	+/- Nat. Avg.	12 <sup>th</sup>	+/- Nat. Avg.
Total Reading	80	+13	79	+12	83	+14	72	+10	84	+13	85	+14
Reading Vocabulary	77	+12	74	+11	73	+10	65	+7	71	+10	72	+10
Reading Comprehension	77	+12	78	+13	81	+13	71	+10	84	+13	86	+14
Total Math	78	+13	82	+15	79	+13	80	+13	82	+13	83	+14
Math Problem Solving	83	+13	84	+14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math Procedures	64	+7	77	+12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Language	68	+8	71	+10	66	+8	61	+6	72	+10	72	+10
Language Mechanics	63	+7	61	+5	58	+4	54	+2	65	+7	67	+7
Language Expression	71	+10	78	+12	72	+10	67	+8	76	+11	75	+12
Spelling	75	+12	73	+10	73	+10	58	+4	70	+10	81	+14
Total Science	77	+12	82	+12	78	+12	81	+7	75	+11	81	+13
Social Science	76	+12	71	+10	76	+12	68	+5	81	+13	83	+14

The above results are from the Stanford Achievement Test taken in February 2009-2010 academic school year. The National PR-S of the Mean NCE for each testing category is given, followed with the percent above the Mean National NCE. National PR-S of the Mean NCE is an indicator of the performance of the typical student in the group in terms of percentile rank. NCE is the normal curve equivalent. In 09-10, Great River School scored at or higher than the national average in all categories. This represents an improvement over last years' results in the area of language (mechanics, expression and total language) particularly in the 9<sup>th</sup> and 10<sup>th</sup> grades.

### ACT College Readiness Test Scores

11 students took the ACT in 2009-2010. The composite score for our school was 26.3. The state average is 22.7. The ACT also establishes benchmarks as indicators for college readiness in English Composition, Algebra, Social Science and Biology. Great River students demonstrated 100% preparedness in College English Composition and Algebra, 91% in College Social Science, and 64% in College Biology.

**Great River Staff Development Goals and Outcomes**

On site staff development occurred over a period of 5 half days and a two day retreat. Our work during these half days focused on characterizing the developmental phases of adolescents and how best to practically meet their needs. Through selected reading, personal experience and sharing of observations, the faculty worked with the 12-14 year old and 15 -18 year old respectively. We also engaged a panel of students to gather information. Faculty offered experiential demonstrations of best practices as a resource for others. Finally, we engaged the services of Mary Sheedy Kurcinka, best-selling author and internationally recognized lecturer and parent educator to work with us on differentiation in the classroom. Mary linked research-based information with typical challenging behaviors to provide solutions for teachers in working with a continuum of student needs.

Our special education director offered one session on general education responsibilities with regard to iep's.

**Goal #1** Increase the level of Montessori Training for Great River School Staff.

**Outcome #1** The math department traveled as a group to the North American Montessori Teachers Association math conference. One teacher completed the NAMTA adolescent training in Cleveland. Another began the elementary training and completed the foundations course at the Montessori Training Center in Minnesota.

**Goal #2** Increase number of staff members trained in International Baccalaureate through Level 2.

**Outcome #2** IB training during 2009-2010 school year:  
 IB Coordination, category 2 - Christina Beck  
 IB Math Standard Level, category 2 - Michael Flood  
 IB History Route 2 HL, category 2 - Nelson Inz  
 IB Spanish SL, category 2 - Enrique Garita  
 IB Environmental Systems and Societies, category 2 - Sheila Sullivan

MAIB (Minnesota Association of IB Schools) roundtables autumn 2009:  
 Andrea Christensen - TOK  
 Karen Cedars - Counseling  
 Melanie Peterson-Nafziger - Coordination  
 Melanie Peterson-Nafziger - History  
 Sam O'Brien – Art  
 Christina Beck-Directors

**Professional Development Plan for Head of School per Minn. Stat. § 124D.10, subd. 11 (2009)**

**Professional Development Plan for Achieving School Goals**

**Goal #1: To develop a Professional Development Plan to comply with provisions of Minnesota Statutes 124D.10 subd.11 (revised 2009). Provisions state that “an individual who does not hold a valid administrative license and who serves in an administrative, supervisory or instructional leadership position shall develop a professional development. The results of the implementation of the professional development plan shall be included in the school’s annual report.”**

Necessary Competencies	Professional Competencies Action Plan	Goal Achievement Action Plan	Resources	Documentation of Action Plans and Goal Achievement
------------------------	---------------------------------------	------------------------------	-----------	--

<ul style="list-style-type: none"> <li>• Interpersonal Skill</li> <li>• Personal Learning and Development</li> <li>• Drive for Results</li> <li>• Directing Others</li> <li>• Developing others</li> <li>• Organizational Ability</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the three-day Charter Leader Assessment and Development program, co-sponsored by the University of St. Thomas and the Minnesota Association of Charter Schools.</li> <li>• Complete interactions with team members, as well as simulations with a parent.</li> <li>• Reflect on performance in each phase of the Charter Leader</li> <li>• Create at least 3-5 Professional Development Plans, using the results gained from the Assessment Center to align growth plans with school goals.</li> </ul>	<ul style="list-style-type: none"> <li>• During the Assessment Center, complete interactions with team members, as well as simulations with a parent.</li> <li>• Reflect on performance in each phase of the Charter Leader Assessment.</li> <li>• Demonstrate organizational skills by completing the In-basket of activities.</li> <li>• Conduct a performance appraisal review session with a teacher, demonstrating the skill of developing others.</li> <li>• Make high quality decisions, demonstrating the skills necessary to direct the work of others.</li> <li>• Demonstrate the ability to construct written responses that are clear, free of technical errors, and tailored to the needs of the audience who will read the response.</li> </ul>	<ul style="list-style-type: none"> <li>• Fee</li> <li>• Blank template of the Biographical Sketch, to use in completing short essays reflecting on personal and professional strengths and areas for improvement.</li> <li>• Assistance from the Assessment Center director in understanding the parameters of the simulated activities.</li> <li>• Support from team members while participating in the Team Meeting and other activities requiring interaction with others.</li> <li>• Skill and accuracy by those who have been contracted to rate the skills of the participants.</li> <li>• Assistance from the Final Report writer in helping interpret the results of the Assessment Center, and in creating a professional development plan based on the results.</li> </ul>	<ul style="list-style-type: none"> <li>• Present a Final Report from the Charter Leader Assessment Center, showing performance levels in the 10 rated skill areas.</li> <li>• Present to the Board of Directors at least 3 Professional Growth Plans, based on the results of the Assessment Center, and aligned with school goals.</li> </ul>
--	--	---	--	--

**Professional Development Plan Performance Results:**

**I attended the three-day seminar, “Charter Leader Assessment and Development Program”, jointly sponsored by the University of St. Thomas and the Minnesota Association of Charter Schools, on October 20, 21, and December 3, 2009. Activities included 1) an extensive In-basket of written information and requests for action, 2) an interaction with an angry parent, 3) a performance appraisal session with an under-performing teacher, 4) a Leaderless-group Team Meeting in which I contributed to a solving problems related to the charter school’s financial well-being, and 5) an Oral Report to the Board of Directors and community, in which I represented the school from the Director’s position and laid out a plan for future growth and development of the school.**

## **Competency Development Results:**

**There were 10 skills rated in this Assessment and Development program, including:**

- **Setting Instructional Direction**
- **Teamwork**
- **Sensitivity**
- **Judgment**
- **Results orientation**
- **Organizational Ability**
- **Oral Communication**
- **Written Communication**
- **Developing others**
- **Understanding own Strengths and Weaknesses**

**The assessors for the various activities examined the work I did and the data show that my greatest strengths were in the areas of Judgment, Teamwork and Written Communication. In particular, the work I did for the In-basket activity consistently showed my ability to write clearly and with technical proficiency, to model and encourage the behaviors that move the group to task completion, and to analyze information to determine the important elements of a situation with regard to the content contained in the information presented to me in letters and e-mails from others.**

**The Assessment Report showed developing competency scores in the areas of Oral Communication and Developing Others. During my oral report, the assessor was impressed with my ability to choose words that crafted a portrait of my personality and leadership style but noted a muted introduction and lack of vocal enthusiasms and energy. I was not as strong in setting firm direction for the teacher or in presenting a full array of resources for the teacher to consider in her development. I also, in the In-basket activity, overlooked opportunities to develop action plans that were sufficiently detailed to give others a clear directive for action. I intend to develop professional development plans to address these two areas.**

## **Goal #2: Curriculum Balance**

There is a strong desire among the community stakeholders for a variety of electives, including additional languages, physical education, arts and music courses. In addition, electives are seen as an opportunity for GRS students to learn together across grade levels. On a yearly basis, offerings at GRS should be evaluated to assure that electives are sustainable and best meet the needs of students within the core mission. The challenge is to remain true to the core mission of the school - providing rigorous, Montessori based academics and Key Experiences - while staying within a limited budget.

Necessary Competencies	Professional Competencies Action Plan	Goal Achievement Action Plan	Resources	Documentation of Action Plans and Goal Achievement
<p>Priority setting</p> <p>Strategic Agility &amp; Innovation</p> <p>Managerial courage</p> <p>Organizational skills</p>	<p>Evaluate administrative structures</p> <p>Regular (weekly and monthly) meetings with other charter directors, GRS Montessori and IB directors and charter leaders</p> <p>Attend trainings in Montessori and IB curriculum</p>	<p>Re-write parent questionnaire</p> <p>Conduct faculty retreat to assess faculty's strengths and goals toward fulfillment of the strategic plan</p>	<p>Online survey creation tool</p> <p>Economic resources to conduct survey</p> <p>Professional development funding</p>	<p>Fall 2009 add PT PE/Health teacher</p> <p>New survey administered &amp; results /input analyzed</p> <p>2-day retreat</p> <p>Eliminated 1 F.T.E. from administration to allow for increased class offerings in FY11</p>

### Professional Development Plan for Achieving School Goals

#### Goal #3: Increase fund balance to 12%

Necessary Competencies	Professional Competencies Action Plan	Goal Achievement Action Plan	Resources	Documentation of Action Plans and Goal Achievement
<p>Judgment</p> <p>Strategic Agility &amp; Innovation</p> <p>Managerial courage</p>	<p>Attend financial management workshop</p> <p>Audit expenditures</p> <p>Meet weekly with finance manager</p>	<p><i>Financial Leadership for Executive Directors</i> Workshop at Nonprofits Assistance Fund</p>	<p>Registration fee</p>	<p>Unaudited data submitted to the state in October 2010 shows a fund balance of nearly 16%</p>

**Professional Development Plan Performance Results:**

The goal increasing the GRS fund balance was met.

**Competency Development Results:**

Implementation of new financial practices and guidelines helped us achieve the operational financial goal.

Budget revisions and controls helped make the goal realistic.

**Program Successes (and/or best practices)**

**Community Building and Non Traditional Learning Activities:** The key experiences continue to be a major aspect of the school's program successes. 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. 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 a given 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 experiences offer the opportunity to travel, work and to study together for four days. For eight days in June, students participated in a variety of activities including: trip to Costa Rica, arts trip to Chicago, local community service, local photography and hiking in the boundary waters.

A series of school events brings the community together for inter-generational arts events, concerts, and festivals. Students take ownership in these extra-curricular activities in multiple ways from selling their wares to providing games and activities for younger children and sharing their talents.

**Summary of Great River School Non Traditional Learning Opportunities:**

<i>Academic Year</i>	<i>Junior High</i>	<i>Senior High</i>
<i>2009-2010</i>	<i>Fall Trip = Junior High trip to Michigan studying the Industrial Revolution</i> <i>January Term = All student production of five tales</i> <i>Spring Trip = All student 5-day bike trip to Western Wisconsin</i>	<i>Fall Trip = 9-10 grade trip to the Lake Country Land School in Western Wisconsin</i> <i>11<sup>th</sup> grade College Tour</i> <i>12<sup>th</sup> grade leadership trip kayaking in the Apostle Islands with Wilderness Inquiry</i>

		<p><i>Spring Intensives = All students participated in an 8-day intensive learning experience. Examples: constructing a bike shelter, trip to Costa Rica, cabaret</i></p>
--	--	---

**Athletics:** As part of a three-school cooperative, Great River School students participated on a variety of athletic teams with students from Twin Cities Academy and Avalon School. This cooperative arrangement had a very successful year thanks to the efforts of Athletic Director, Marcus Walker. Highlight of the season was the Boys' Basketball team, which made it to the division finals. The Ultimate Frisbee team progressed to #11 in the state.

**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 for the fourth year in a row. This award is given to very few Minnesota public schools. It demonstrates the commitment of Board, teaching and administrative faculty toward 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.

**International Baccalaureate:** Great River School graduated its first three diploma candidates in the IB program this year. Two of the three candidates received the diploma and students took 23 IB certificate exams. There are three diploma candidates in the Class of 2011 and 18 in the Class of 2012.

**College Acceptances:** 100% of graduating seniors who applied, were accepted to a college or university. A partial list of these schools includes: University of Wisconsin, Madison; University of St. Thomas; Clark University; Hamline University; Hampshire College; Full Sail University; Tulane University, Hofstra University; Lawrence College; Minneapolis College of Art and Design; St. Norbert College; University of Chicago; University of Iowa and Columbia College. Of twenty-eight graduates, twenty chose to matriculate in the Fall of 2010.

**Program Challenges**

**Physical Plant:** Great River School embarked on a relatively major expansion that was not complete until November 2009. The new wing encompasses classrooms, a science lab, art room and commons space suitable for the A3 (11<sup>th</sup> and 12<sup>th</sup> grade) program. Prior to the completion of this project, our facility was stretched beyond capacity. Classes were run concurrently in

**Economy of Scale:** Curricular challenges continue to present themselves especially in the areas of science, math and language. Given the size of Great River's student body and faculty, it is difficult to fund enough small classes to meet the demands of every student. Our professional development focused on differentiation so that more students' needs will be addressed in the classroom. Developmentally, Great River is transitioning from an initiative/developmental phase to a more administrative phase where programming and practices become more solidly identified. The early period of changing innovation will yield to consistent pedagogy and curriculum. The task then becomes avoiding complacency.

**Acclimating new faculty:** With a new head of school, financial manager, and three new full time faculty members and one new aide, Great River faced the challenge of orienting and mentoring new employees and shifting to accommodate a changing group. The working relationship of the faculty proved harmonious, but the learning curve is steep as IB and Montessori both require specific knowledge. The two day overnight faculty retreat was prepared to look forward collectively in a spirit of collaboration and innovation. In preparation for increasing our efficiency and effectiveness as a group, plans for adjusting the administrative circle formation were made for the '10-11 school year.

#### **GENERAL FUND OPERATIONS AND FINANCIAL POSITION**

According to Dean Walczak, its financial manager, Great River School reported an unreserved fund balance \$390,639. Annual revenue with accruals stands at \$2,659,746 while expenses with accruals is \$ 2,451,104 This points to a projected fund balance of 16%.

Current projections for the financial health and stability of the school are always dependent upon the numbers of students in the school. Future challenges include funding dependent upon the financial health of the State of Minnesota. The need to borrow money to meet the operational needs of the school remains directly related to the percentage of owed revenue held back by the State.

## Appendices

### Appendix A: Great River School Strategic Plan

As Great River School endeavors to become the public school of choice for highly motivated students, the school recognizes that it must:

- Stay true to its Montessori foundation;
- Provide an exceptional education that attracts and retains students;
- Grow slowly to achieve stability;
- Provide for appropriate physical spaces;
- Attract and retain exceptional teachers; and
- Continue to be a financially sound nonprofit corporation.

The founders of Great River School envisioned a place where Montessori education is offered in a public school setting. Montessori prepares students for life and higher learning while exploring education through “hands-on” experiences. Great River School’s conceptual structure and design is anchored in nearly 100 years of Montessori practice. Great River School must stay true to its Montessori foundation.

Great River recognizes it must provide an exceptional education that attracts and retains students. Current programs include authentic educational trips, International Baccalaureate, college preparation, and opportunities for independent work. Future program enhancements will enable Great River to attract and retain highly motivated students.

Experience in the first six years of the school’s operation indicates that growth in the number of students must be managed and limited to ensure the advantages of a small school as envisioned by Great River's founders. In order to remain financially healthy, program offerings must be continually reviewed and refined. Great River School must balance the need for a variety of program options with the primary goal of providing quality Montessori education in a small – school setting.

The current GRS site was expanded in 2009. This expansion will allow for current programming to comfortably exist on this site. Ongoing discussions will determine if the site is viable for the long term, with modifications, or if a new site will eventually be needed. Attention will be given to creating and enhancing the prepared environment within the Montessori setting.

Key Experiences are a signature part of student life at GRS. Junior High students can expect an Odyssey trip each fall, which serves the developmental needs of early adolescents by providing opportunity for individual growth, independence from the home and family, and opportunities to try new and differing roles, and benefits the GRS community by preparing students for a cohesive school experience.) The Junior High also has a January Term (J-term) Key Experience focused on theater production as well as a spring bike trip.

For High School students, the Key Experiences reflect the changing developmental needs of 9<sup>th</sup> – 12<sup>th</sup> graders. The increasing experience, self-discovery, and outward focus of those years should be reflected in the design of these Key Experiences. While a fall team-building trip takes place, it is shorter in duration than the Junior High. Throughout the year, Key Experiences may include internships, service learning, field trips, spring intensives, and other experiences appropriate to the individual and the developmental stage.

Great River cannot succeed without exceptional teachers. The staff’s hard work and perseverance have enabled the school to become a stable place that can plan for its future. Great River's dedicated faculty help shape a community that is focused and excited to learn. Great River will need to support the faculty's hard work and

reward their dedication by providing Montessori training opportunities, best practice exchanges, and other resources. Great River School recognizes that it needs to offer employee benefits that are comparable to other schools of similar size. It must maintain a healthy fund balance to attract, support, and retain exceptional teachers.

Great River's greatest financial challenge is to fund the school's aspirations in a thorough, orderly, and comprehensive manner. The school's options and tradeoffs must be continually assessed. The school must adhere to the sound financial policies that the school board has established. A strong and healthy fund balance is critical to the school's success.

The strategies and plans for achieving Great River's goals are contained within these pages. These strategies and plans are simply a blueprint for orderly change. We recognize that the blueprint must be flexible and dynamic to meet the school's future needs. Tactics to implement the goals need to be flexible. The School Director is responsible for implementing the academic and school program parts of the strategic plan with oversight by the Great River School Board.

## KEY STRATEGIC GOALS AND STRATEGIES

### GOAL 1: JR AND SR HIGH MONTESSORI EDUCATION THAT IS A NATIONAL MODEL

#### A. Montessori Training for Educators

Grounding in Montessori philosophy and approaches is essential for all teaching staff. On a yearly basis, an introduction to Montessori will be provided locally or on site to all new staff. At least 2 in-service offerings on Montessori philosophy, best practices and resources will be conducted for all staff throughout the school year. Montessori guidance will be included in the staff handbook.

#### 2009/2010:

- 3 additional staff receive intensive training in Montessori methods
- document success and best practices for internal training and development

#### 2010/2011:

- 3 additional staff receive intensive training in Montessori methods
- document success and best practices for internal training and development

#### 2011/2012:

- 3 additional staff receive intensive training in Montessori methods
- document success and best practices for internal training and development

#### 2012/2013:

- remainder of returning staff receive intensive training in Montessori methods
- share knowledge through publications and national forums

#### B. International Baccalaureate Integration with Montessori

2009/2010 will be the second year of the IB program at GRS. IB courses will continue to integrate with Montessori philosophy and approaches. Yearly, GRS will comply with IB authorization requirements. The school will monitor best practices in IB Montessori integration.

#### 2009/2010:

- Training one additional teacher in IB to assure backup and flexibility
- Document effective practices for future GRS IB teachers

#### 2010/2011:

- Train one additional teacher in IB to assure backup and flexibility
- Provide advanced training to one existing IB teacher
- Document effective practices for future GRS IB teachers
- Evaluate implementation of IB program and adjust if needed

#### 2011/2012:

- Provide advanced training to one existing IB teacher
- Document effective practices to share with GRS teachers and broader education community
- Evaluate IB program

#### C. Prepared Environments

During 2009, the existing GRS building will be expanded and remodeled. Space reassignment will occur. Every year, GRS should assess and review its use of the building spaces to assure optimum environments for Montessori learning. Planning and implementing changes to these environments will occur as necessary.

#### 2009/2010:

- Establish best practices for prepared environments
- Utilize the rearrangement of spaces as an opportunity to assess environmental needs
- Identify materials needed to prepare the environments for appropriate adolescent learning

#### D. Key Experiences – Junior High

Junior high key experiences meet the development needs of the early adolescent. On a yearly basis, the junior high will embark on an Odyssey trip in the fall, recommended to be at least 8 days in length. The trip should meet, in length, distance and experiences, the goals of establishing independence, interdependence and community building among the junior high students. In addition, a January Term (J-term) production provides opportunities to explore the performing arts. It is a chance for the entire junior high to work together on an extended project. Finally, a spring bike trip provides both a physical challenge and an experience in group travel and cooperation.

In 2009/2010, the experiential goals of these experiences will be clarified and communicated with staff and parents. On a yearly basis, experiences will be evaluated and future plans modified based on lessons learned.

#### E. Key Experiences – Senior High

Senior high Key Experiences will meet the developmental needs of the older adolescent. The fall Experience will be a minimum of 3 days off-campus. This experience or trip will provide a team building opportunity for the senior high. Further Key Experiences during the school year may include: May Term, internships, service learning opportunities, leadership development experiences, college visits, and other trips and learning opportunities. These experiences will be designed to meet the needs of adolescents as they develop leadership and life skills.

In 2009/2010, the experiential goals for the senior high experiences will be clarified by grade level, and communicated with staff and parents. On a yearly basis, experiences will be evaluated and future plans modified based on lessons learned.

#### F. Academic Rigor and Accountability/Student Achievement

On a yearly basis, GRS will meet or exceed goals established in the sponsoring agreement with Hamline University, and requirements of the MN Department of Education. Yearly, staff will review strength areas and

development needs, and assess best approaches to assure student achievement in those areas. GRS will encourage IB diploma and certificate efforts by students.

#### G. Grade Level Groupings Optimum for Instruction

The Montessori approach is based upon six year development phases for individuals. In Montessori education, each of those six year developmental phases is taught in three year educational units. Thus in a 7 – 12 grade setting, there would be two levels, each with a grouping of three years (7 - 8- 9 and 10 -11 -12). GRS is currently in a 7 – 8, 9 – 10, 11 – 12 configuration. Movement to a three year, two level grouping will require careful assessment and planning.

2009/2010: Evaluate the 7 – 8, 9 – 10, 11-12 system at the end of the 2009/10 school year.

2010/2011: Use fall 2010 staff retreat to determine movement to the three year, two level groupings.

- If determination is made to move, use 2010/2011 year to plan with the full community for this change.
- If determination is made to not move, evaluate the 7-8, 9-10, 11-12 system at the end of the 2010/2011 school year.

2011/2012:

- If decision was made in fall 2010 to move to 7-8-9, 10-11-12 groupings, implementation takes place in 2011/2012.
- If decision was made in fall 2010 NOT to move, use the fall 2011 staff retreat to determine movement, then use 2011/2012 to plan implementation.

#### H. Curriculum Balance

There is a strong desire among the community for a variety of electives, including additional languages, physical education, arts and music courses. In addition, electives are seen as an opportunity for GRS students to learn together across grade levels. On a yearly basis, offerings at GRS should be evaluated to assure that electives are sustainable and best meet the needs of students within the core mission. The challenge is to remain true to the core mission of the school - providing rigorous, Montessori based academics and Key Experiences - while staying within a limited budget.

2009/2010:

- Reinstate Spanish in Junior High.
- Incorporate physical education as a regularly occurring offering (not just a semester course) in the junior high rotation.
- Incorporate physical education at the Senior High level as appropriate

#### I. Extracurricular activities and opportunities

To balance the limited elective options available in a small school environment, GRS should explore after school offerings including, but not limited to: music alternatives; language clubs; drama, arts or sports clubs; volunteer activities, cooking club and other cross grade level opportunities. These may be accomplished through partnerships with other schools; use of graduate students as student instructors; Amity scholars; foundation support for scholarships for fee based activities.

2009/2010: Poll students and parent community on interest levels; explore options for providing extracurricular activities; offer what is feasible during this school year.

2010/2011 and beyond: Continue to offer extracurricular activities, evaluating with community yearly.

#### J. Microeconomies/Staging Areas/Partnerships/Occupations/Internships

Beyond typical classroom activities and Key Experiences, GRS aims to provide opportunities for students to prepare for work, college, and life as well as to provide an enriched atmosphere for adolescent development and learning. Because launching a micro-economy, staging area, occupation and other approaches requires significant planning, investment, and outreach, additional work is required in this area to identify most likely options. Then concerted planning and implementation efforts on initial choices can be conducted.

2009/2010: Staff task force needed to fully define and explore these areas, and to develop opportunities both within GRS and in the broader community. Select options to assure development of 2 microeconomies each in A1 and A2 levels and begin initial planning. Select options for staging areas/partnerships and begin initial planning. Identify possible internship connects; work with A3 students to secure internship opportunities.

2010/2011: Implement 2 micro -economies in each level. Implement staging areas/partnerships in each area.

## 2. HEALTHY SCHOOL COMMUNITY

### A. Community Building

Beyond trips and Key Experiences, plan and implement community events which provide opportunities for the student body (and the broader community) to experience shared activities and interaction. Especially important is the nurturing of connections made by students who have moved to different grade levels, so friendships can be maintained across levels. Examples include: coffee houses, dances, fall arts festival, volunteer activities. On a yearly basis, plan in advance, advertise and conduct at least 5 community events each year.

### B. Supporting Diversity among Students and Staff

Students of diverse backgrounds should be welcomed and included at GRS, and efforts should be made to recruit staff who better reflect the diversity of the student body. Staff and students should have opportunities to better understand diverse cultural perspectives and background through training and experience. On a yearly basis, recruiting efforts for both students and staff should include outreach to diverse communities. At least once each year, a learning opportunity should be provided for both students and staff on cultural differences and appreciation.

### C. Peaceful Conflict Resolution

GRS is committed to peaceful means to resolve conflicts, through peer mediation and other approaches. At least once each year, a learning opportunity should be provided for both students and staff on peaceful conflict resolution.

### D. Sustainable Compensation and Benefits for Staff

GRS is committed to providing sustainable levels of compensation and benefits. Upon establishment of sufficient (20%) fund balance reserves, dental coverage and retirement benefits will be explored.

## GOAL 3: ROBUST SCHOOL OPERATIONS

### A. Clear Roles and Responsibilities

Typical of evolving, young organizations, roles at GRS have sometimes been overlapping or confused. With the arrival of a new director, full enrollment, and entering a period of relative programmatic stability, 2009/2010 provides an opportunity for clarification and delineation of roles and responsibilities: between levels; among staff; among administrators.

2009/2010: Director clarifies roles and responsibilities.

Roles and responsibilities are clarified every year thereafter.

### B. Limited School Growth

Experiencing nearly full enrollment and commitment for the near future to the existing building site has resulted in discussions establishing an optimum student population of 250-270. Recognizing this optimum student body size means that growth must remain limited to assure program integrity. In addition, it will be essential to recognize the budget available to a student body of that size, and create a budget which accomplishes core mission while assuring sustainability.

### C. Facility Improvements and Stability

The current site expansion will be completed by fall, 2009. While this expansion meets the short term needs of the school, the longer term needs must be reviewed and planned for. Options available at this time are: 1) to lease the current space for the length of the lease (5 years –until 2014), and plan for movement to another leased space; 2) lease the current space for the length of the lease (5 years – until 2014) but begin planning for and funding purchase of a new or existing building; 3) lease the space until market conditions are favorable, then work with the GRS foundation for the purchase of the building, with plans to stay at this location; and 4) lease space until conditions are favorable, work with GRS foundation to purchase the building, then use the building as leverage to buy and/or build a new school. New site selection would require extensive research and community discussion.

Because market conditions are nebulous at this time, the options above should be explored and evaluated in 2009/2010, until a definitive approach can be decided.

### D. Fund Stability

GRS is committed to remaining financially sound. To that end, the school strives to achieve the annual MDE Finance Award, through sound fiscal management and training of board members. This will remain an annual effort.

The GRS Board established the goal of 20% fund balance to assure financial stability in case of emergency. Each year, the goal has been to increase the fund balance toward that ultimate goal. Financial setbacks have necessitated using a portion of the fund balance. In future years, GRS will:

2009/2010: Restore fund balance to 2007/2008 level (12%)

2010/2011: Increase fund balance by 3% to 15%

2011/2012: Increase fund balance by 3% to 18%

2012/2013: Increase fund balance by 2% to 20%

### **Appendix B: School Board Approval of Annual Report**

As reflected in its official minutes, the GRS Board reviewed and approved the annual report on September 29, 2010.

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

The annual report will be posted on the GRS website within 5 business days following the September 29, 2010 board meeting.

## **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

<b>Indicator</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
<b>NCLB/AYP</b>	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.
<b>SAT 10</b>	Regular education students who have attended GRS for three consecutive years will be at the 70 <sup>th</sup> National Percentile in 90% of all categories	Regular education students who have attended GRS for three consecutive years will be at the 60 <sup>th</sup> 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 <sup>th</sup> National Percentile in 90% of all categories
<b>MCA Testing</b>	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.
<b>Student Attendance</b>	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.
<b>Parent Participation</b>	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.
<b>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.</b>	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.
<b>Parents will report a positive school climate and challenging academic program, biannually in school/staff evaluation surveys.</b>	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.
<b>Student Portfolios</b>	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.
<b>College Preparation</b>	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.
<b>Creativity Action and Service Program</b>	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.

**Charter School  
Annual Reporting  
*From MDE***

Minn. Stat. § 124D.10, subd. 14 (2009) **Annual public reports.**

A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, operational performance, innovative practices and implementation, and future plans. A charter school must distribute the annual report by publication, mail, or electronic means to the commissioner, sponsor, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Website.

Minn. Stat. § 124D.10, subd. 11 (2009)

(b)...The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. Documentation of the implementation of the professional development plan of these persons shall be included in the school's annual report.

Great River School is authorized by:

Hamline University School of Education  
Barbara Swanson, Charter School Committee Chair  
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](mailto:bswanson@gw.hamline.edu)

Years of Sponsorship:

The Graduate School of Education at Hamline University has sponsored Great River School continuously since its 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.

