



Schoolcraft Learning Community

An Expeditionary Learning TM

Public Charter School

Annual Report
September 21, 2010



**Expeditionary Learning Schools
Outward Bound**

Table of Contents

<i>Introduction.....</i>	<i>3</i>
<i>School Mission Statement.....</i>	<i>3</i>
<i>Sponsor Information</i>	<i>3</i>
<i>Governance/Financial Management.....</i>	<i>3</i>
<i>Board Members Transitions</i>	<i>4</i>
<i>Board Members List</i>	<i>4</i>
<i>Staff Information</i>	<i>4</i>
<i>Innovative Practices and Implementation.....</i>	<i>7</i>
<i>Ends Policies</i>	<i>8-11</i>
<i>Program Challenges including Student Attrition</i>	<i>12</i>
<i>Accountability Data - Academic Performance</i>	<i>13-14</i>
<i>Academic Goals 2009-10 ..</i>	<i>15</i>
<i>Non-Academic Goals 2009-10 - Operational Performance</i>	<i>15-16</i>
<i>Future Plans: Academic Goals for the Coming School Year.....</i>	<i>16-17</i>
<i>Future Plans: Non-Academic Goals for the Coming School Year.....</i>	<i>17</i>
<i>Enrollment Process</i>	<i>17</i>
<i>School Application Form.....</i>	<i>18</i>
<i>School Enrollment Form.....</i>	<i>18</i>
<i>School Report Card from MDE.....</i>	<i>19</i>
<i>Financial Policy & Procedures.....</i>	<i>20</i>
<i>School Finance Award Letter.....</i>	<i>20</i>
<i>Budget and UFARS information.....</i>	<i>21</i>
<i>Statements of Non-profit Status.....</i>	<i>22</i>

Introduction

Schoolcraft Learning Community was awarded its first charter from the state of MN in April 2000. We opened our doors to those we serve in September 2000, offering an alternative education style to 120 students. Schoolcraft Learning Community is based on a shared conviction that enthusiasm and rigor are compatible and that students learn best in small group settings emphasizing individualized instruction, project orientation, and teamwork. We believe that local environment, culture, and history provide a bridge to global perspectives, a rich source of experiences and material, and that students should be encouraged to become significant contributors to their community. During the 2009-10 school year, Schoolcraft Learning Community served approximately 170 students in the Bemidji area. Reflecting on the school's successful completion of its tenth year, it is evident that our original vision, as stated, continues to be strong in our unique learning environment.

School Mission Statement

Schoolcraft Learning Community exists to help develop individuals to be self-directed, lifelong learners who have the skills and knowledge to confidently and compassionately navigate in the world.

Sponsor Information



The Minnesota Department of Education has been Schoolcraft's sponsor since its inception in 2000. The charter contract was renewed for an additional one year extension in 2010, as Schoolcraft Learning Community works to attain a new sponsor as mandated by the state of Minnesota. The involvement of MDE's Charter School Coordinator, Stephanie Olsen, and other MDE staff members, has been integral in helping us develop and maintain our successful learning environment for students. Stephanie Olsen works with the School Choice Programs and Services, 1500 Hwy 36 West, Roseville, MN 55113, (651)582-8348.

Governance/Financial Management

Schoolcraft continues its commitment to govern and lead with excellence by utilizing the Policy Governance© model for Board Governance. The intention is to provide a clear framework for monitoring progress in meeting expectations for student achievement as established in the Ends Policies. The system has been helpful in providing accountability and communication between the board and administration. The Schoolcraft Learning Community School Board reviews its policies annually, and the School Director presents monitoring reports to the board throughout the school year, with each policy being addressed at least once annually, specifying how the policies are being followed. Our FY 10 overview and financial policy and procedures is included in our documents section on page 20. The School Finance Award letter for this year is also included on page 20. Our budget and UFARS audit information is on page 21. Our current policies, bylaws and budgetary information are posted on our website, www.schoolcraft.org. State mandated school board training was completed in June 2010 for all but 1 member of our board.

Board Members Transitions

The Schoolcraft Learning Community Board currently has 6 members, half of which are licensed teachers, following the April 2010 election. Our newly elected board member is Craig Cameron. Jim Conway and Sara Breeze were re-elected for two year terms, and Jeff Ueland was board appointed in November 2009 to fulfill our community member requirement. BrodieKarger was elected Board Chair and Sara Breeze was elected Board Records Officer in April 2010.

Board Members List

Name/Contact Info	Occupation	Other Affiliations	Term ends
BrodieKarger (Board Chair) 3913 Prairie Street NE Bemidji, MN 56601 brodie@schoolcraft.org	IT at Bemidji State University Schoolcraft Parent		04/11
Sara Breeze(Board Records Officer) 8525 WaterviewCrt NE Bemidji, MN 56601 sarab@schoolcraft.org	SLC Teacher (6-8) Schoolcraft Parent		4/12
Jim Conway 4848 Knollwood Drive NE Bemidji, MN 56601 jim@schoolcraft.org	SLC Teacher (6-8)		4/12
Bernadette Aguilera 22128 Gull Lake Loop Rd. NE Tenstrike, MN 56683 bernadette@schoolcraft.org	Substitute Teacher Schoolcraft Parent		4/11
Carla Patch 26059 Birchmont Beach Rd. NE Blackduck, MN 56630 carla@schoolcraft.org	SLC Teacher (2-3)		4/10
Jeff Ueland 9202 Raspberry Ct. NE Bemidji, MN 56601 jeff@schoolcraft.org	Bemidji State University Professor		04/11
Craig Cameron 9923 Gull Lake Rd. NE Tenstrike, MN 56683 craig@schoolcraft.org	SLC Paraprofessional Schoolcraft parent		04/12

Staff Information

Our director, Scott Anderson, has been a steadfast leader for Schoolcraft Learning Community since our inception in 2000. He plans to attain his administrative license in K-12 education by the fall of 2010. Rita Poulton, Business Manager, and Shar Paquette, Administrative Coordinator, have also been with Schoolcraft since 2000.

Inherent in the Expeditionary Learning Outward Bound design is the emphasis on collaborative teaching and learning and creation of a strong school culture. Schoolcraft Learning Community staff members strive to provide this collaborative spirit.

The majority of academic teachers returned for the 2009-10 school year. William Naylor, Teresa Kane, Stacy Swor, Chad Foster, and Linda Blessing resigned their positions in June 2010. Schoolcraft contracts for the following services: Special Education Director, Speech Pathologist, Occupational Therapist, French, Conflict Management, and School Psychologist.

Teaching Staff			Other Staff		
Staff Member	Assignment	Folder #	Staff Member	Assignment	Folder #
Scott Anderson	Director	210953	Frances Van Dorn	Orchestra	324186
Judith Bing	Grades 4-5	332375	Stacy Bender-Fayette	Tech. Int. Spec.	381011
Sara Breeze	Grades 6-8	329322	Carol Weeks	Special Ed Para	
Raschell Collyer	Special Ed	360766	Kristi Garbow	Special Ed Para	337711
James Conway	Grades 6-8	257579	Teresa Kane	Special Ed Para	317794
Marilyn Delaney	Grades 6-8	380911	William Naylor	Special Ed Para	
Nikki Rice	Grade 1	424661	Michelle Olson	Special Ed Para	
Shanna Reiners	Grades 2-3	429632	Eric Carlson	Special Ed Para	417151
Lia Henningsgaard	LT Sub Gr 2-3	451850	Dan Gannon	Special Ed Para	
Carla Patch	Grades 2-3	339681	Craig Cameron	Special Ed Para	
Hilary Phukan	Grades 4-5	389004	Lois Pearson	Title I	304580
Linda Blessing	Physical Ed	134430	Jaci Crisman	Title 1	392401
Lisa Robinson	Arts Instruction	398506	Carolyn Towler	LT Sub Music	349777
Anna Mae Sovick	Kindergarten	415336	Rita Poulton	Business Manager	
Jerianne Moen	Music	434567	Shar Paquette	Adm Coordinator	384002
Sara Dreyer	Special Ed	298343	Chad Foster	Special Ed Para	455821
Sarah Wilson	Kindergarten	436311	Tracy Schoenfelder	Receptionist	
Francois Fouquerel	French Instructor	998793	Stacy Swor	Special Ed Para	458535
Brooke Wichmann	CM Instructor				

Innovative Practices and Implementation



Engaging Expeditions

Each year, the learning expeditions have become more rich in integrating academic content from various disciplines. From concentration camps to underground railroads to rainforests to Voyageur camps to reliving the travels of Lewis and Clark, the expeditions engage the students in learning. Our teaching staff develops expeditions based upon their passions and the passions of their students, embedding the Minnesota Graduation Standards within, while creating an in-depth study in which students can immerse themselves.

Service Learning and Community Involvement

Crews at each grade level have service learning embedded into their expeditions. For example, the 8th grade crew investigated the plant life prevalent in the Bemidji State Park Bog, took photos, and created a touch screen explanation for use by the park patrons. The Kindergarteners created plays based on the Frog and Toad series, and presented them at the Bemidji Public Library. The 1st grade crews studied the food we eat, created food activity books for local restaurants and raised money for World Vision, purchased livestock for hungry families, and also planned menus for our school kitchen. All grade levels participate in two choir/orchestra/French concerts per year, showcasing parts of their current expeditions, held at the Bemidji High School Performing Arts Center, to which the public is invited.

Small Class Sizes/Small Caring Community

Schoolcraft boasts class sizes of 18 or less at every grade level, which enhances student learning through lower student/teacher ratios and smaller learning environments. Our 2009-10 student population was 176. This created an environment where one could know every student's name. In addition, each student is encouraged to have at least one adult that they can confide in. In all past surveys, both staff and community based, our caring community atmosphere is referenced as one of our greatest strengths. Our lunches are served family style, and our entire school eats together in mixed ages to help foster the relational aspect of our community. Staff meets students as they get off of the bus in the morning, and again before they leave on the buses at the end of the day. Students eat breakfast every day with their crew, giving students time to connect with their peers and the adults in their classroom in a more informal setting daily. Crews have "circle time" every morning with their crews for 20 minutes, a time to connect, share, regroup, and get ready for a successful day at school.

Foreign Language and Conflict Management

Schoolcraft offers French and Conflict Management at every grade level, K-8. Schoolcraft Learning Community believes that early and continued language learning is very beneficial. In addition to weekly French times, we offer immersion opportunities through special events and French lunch times. Conflict management skills are some of the hardest skills any person must learn, and we believe that teaching these skills to all of our students at every grade level helps prepare them to be good community members, both presently and in the future. We enhance these skills in the upper grades through access to the "We Can Teach Program", the "STAR Team", and "Peer Mediation" opportunities.

Music Enrichment programs

Schoolcraft offers orchestra and choir instruction to any interested students in grades K-8 and piano instruction to all K-1 students. This helps foster the love of music at an early age. We also incorporate extra experiential music time for the K-1 crews at least monthly throughout the year.

Portfolio Presentations

Students are required to “show what they know” through formal portfolio presentations in front of a meaningful audience. These presentations are considered “required” for passing grades 5 and 8. These presentations do help prepare the students for public speaking opportunities in their future.

Special Education Inclusion

We have a strong belief in the importance of inclusion of special needs students within the classroom environment. We provide additional support in the classroom whenever possible, with pull-out sessions only when warranted. This enhances the student’s feeling of community within his/her class.

Wellness Policies

We recognize that a student who feels safe and connected to their school and is properly nourished and healthy has a greater chance of attending school on a regular basis, performing better in the classroom, and becoming a functioning member of the school-community. Through a grant opportunity, on-site counseling services were initiated this year with an increase in number of hours planned for next year. We continue to offer breakfast to every student and high quality lunches for our hot lunch program.

Expeditionary Learning

Schoolcraft has contracted with the Expeditionary Learning Outward Bound since our inception. The design principles and the core practices, along with the support for our curriculum building/design and staff training, is integral to what makes Schoolcraft special. School culture is modeled and developed through our knowledge of expeditionary learning.

Innovative Practices

Schoolcraft applied for and received an E2T2 grant for approximately \$190,000. This award was used to purchase new equipment and resources, and receive staff training in Web 2.0 applications. We will continue to follow the grant stipulations and benefit from the opportunities that this grant has provided our school throughout the upcoming year.

Ends Policies

"In times of drastic change, it is the learners who inherit the future. The learned usually find themselves beautifully equipped to live in a world that no longer exists." -Eric Hoffer

It is the role of the Schoolcraft Board to assure that the education at Schoolcraft beautifully equips students to live in the world of today and tomorrow. Through board trainings, staff input, parent surveys and strategic planning sessions, we have been working on identifying those skills and attributes necessary for a satisfying and successful life. We have developed a list of knowledge, skills and attitudes that will help set the direction of curriculum and programs at the school.

How Curriculum Supports Mission at Schoolcraft Learning Community

Mission

Individuals will be self-directed, lifelong learners who have the skills and knowledge to confidently and compassionately navigate in the world.

Results Policies

What we want our students to know and be able to do.

Curriculum Framework

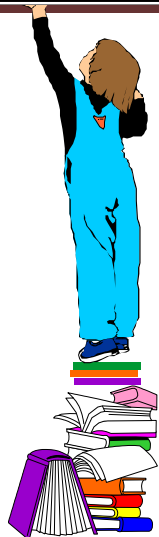
A written understanding of what every student should know and be able to do (to the best of their ability) at each level to eventually reach broad goals and mission.

Curriculum

Activities, expeditions and other classroom instruction that engage the students in learning essential concepts and skills.

Assessments –Helps determine each student's progress on the benchmarks and ultimately if school is meeting the broad goals and mission.

- One-on-one work with student
- Homework, project rubrics, portfolios, informal tests
- Formal Testing (MAP, state tests)
- Student progress report



Ends Policies

A student who participates in the Schoolcraft Learning Community program shall:

- Understand U.S. and world geography, history and current events.
- Demonstrate knowledge needed for effective participation in a democratic society.
- Promote racial and gender equity.
- Understand, appreciate and work with people from diverse backgrounds and abilities.
- Understand the structure and the function of economic, political and governmental systems in the U.S. and the world.
- Respect and promote ecological balance.
- Understand the role of religions and philosophies in world events.
- Understand and appreciate other languages and cultures.
- Know and support the goals of one's school and school community.
- Question authority appropriately.
- Respect human dignity and the diversity of life on Earth.

**Local & Global
Community Awareness**

-
- Understand the commonly accepted rules and conventions of the English language and know how to use them.
 - Listen actively; make appropriate inquiries.
 - Read and understand the literal and implied meanings of fictional and non-fictional material.
 - Demonstrate the ability to communicate using a language other than English.
 - Demonstrate creative expression and curiosity.
 - Use the arts and humanities as creative and universal means of communication.
 - Understand and apply the basic concepts of design, music, literature, art, dance and drama.
 - Express thoughts, feelings, opinions and ideas clearly.
 - Present a coherent, logical argument using relevant evidence.
 - Communicate effectively.

Communication

Ends Policies

Functional Academic Skills

A student who participates in the Schoolcraft Learning Community program shall:

- Approach learning as a lifelong process and develop ability to learn from mistakes.
 - Make decisions using factual information, logical reasoning and intuitive and creative thinking.
 - Solve problems, reason and communicate mathematically. Understand and apply the concepts and skills of number and spatial sense, measurement, probability and statistics, and functions and relationships.
 - Understand and apply the basic concepts, principles and processes of sciences in solving problems.
 - Formulate questions and seek answers to problems using critical thinking, observation and interpretation. Analyze, evaluate and integrate data.
 - Understand the connections and apply knowledge among the various disciplines.
 - Demonstrate technological literacy, understand the relationship of technology to productivity and quality of life.
-

- Understand issues, choices and consequences involved with contemporary societal problems.
- Display honesty, loyalty and integrity. Reflect on choices.
- Build and maintain the esteem of self and others.
- Read for enjoyment.
- Build and maintain physical, emotional and mental wellness by balancing school, family, social and leisure needs.
- Demonstrate and appreciate appropriate humor.
- Apply skills in areas such as personal finance, mentoring, consumerism, and time and stress management.
- Assume responsibility for self and contribute to the well-being of others in the community, nation and world.

Self-reliance Positive habits of Character

Ends Policies

A student who participates in the Schoolcraft Learning Community program shall:

- Understand the importance of appropriate dress and hygiene.
- Adapt to various schedules and environments.
- Engage in continuous improvement efforts and recognize quality products.
- Work effectively independently and as a team member.
- Delegate tasks, assume responsibility and demonstrate leadership.
- Exhibit initiative, organization, punctuality and daily attendance.
- Demonstrate dependability, responsibility, commitment and self-evaluation in completing tasks.
- Demonstrate the skills necessary to explore career choices.
- Work effectively with others.
- Respect the rights, well-being and property of others.
- Demonstrate sensitivity to the varying needs, opinions and concerns of others.

**Competency in Workplace
and Society**



Program Challenges

Moving

A challenge that the school has always had is the necessity to move in (every fall) and out (every spring) of the Concordia Language Villages (CLV) buildings. The setting is so conducive to the learning atmosphere staff members want to create. However, the impact of moving on students and staff is significant. Each spring, all classroom items are packed in semi-trailers, which are stored over the summer at a location inaccessible to staff. Teachers spend considerable instruction time packing and unpacking school items. Many expendable items that could be used from year to year are discarded because of the likelihood that they would be damaged on the semi-trailer. Indeed, many items are damaged during the move and storage. We researched and purchased some large portable moving crates that could be filled then placed on trucks using a forklift. This did seem to improve the moving process. Another major challenge with the move is that the administrative offices need to tear down and set up their offices twice per year. A permanent administrative space would be a definite benefit.

Space

Schoolcraft does continually struggle with space issues. We do not have gymnasium facilities to use for Physical Education, and use our cafeteria space for Physical Education during inclement weather. This means we spend significant staff time setting and re-setting the cafeteria space depending on who is using the space. We also quite often struggle with teaching/activity space. Creativity and flexibility are highly valued commodities in handling our space issues.

Special Education

We had a high percentage of special needs students during the 2009-10 school year. We continue to work on identifying ways to meet our students' needs within the classroom setting if at all possible, as Expeditionary Learning is easier to grasp if the students are in class.

Time Constraints

We are challenged by a shortened school day due to our location and the logistics of our busing arrangements with ISD #31. We are also challenged by a shorter school year than our local district due to our lease arrangement with Concordia Language Villages. This does limit the total number of student contact days that we are able to have, as we are not allowed to hold school if busing is not made available to our students.

Sponsorship

Because MDE's sponsorship was to end in June 2010, we worked very diligently to find another sponsor. Concordia College actively pursued sponsor status, but because of some wording in their mission statement, they were denied as a sponsor in the spring of 2010. MDE extended their sponsorship for an additional year to enable us to procure a different sponsor.

Competition/Student Attrition

We have many factors involved in our student attrition rate, including familial mobility and multiple educational choices in our area. Between the 2008-09 and 2009-10 school year, we had 12 students that were enrolled to attend our school decline us as their educational option. Between the 2009-10 and 2010-11 school year, we had 14 enrolled students decline us as their educational option.

Accountability Data

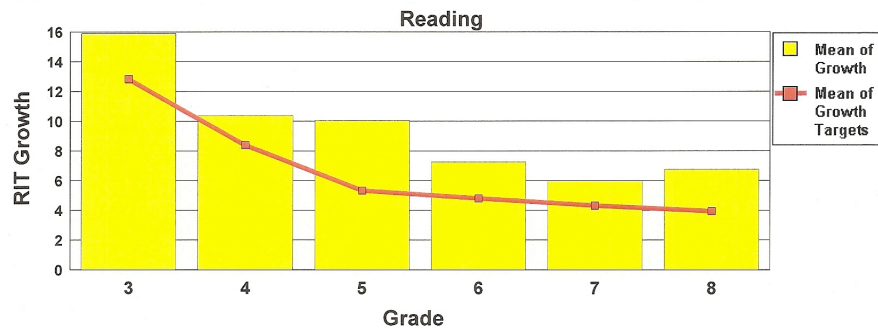
We have included data from our MAP tests and our MCA results from 2009-10 in the next two pages. The bar graph represents Schoolcraft student results and the line graph is the national average for the MAP testing.

Student Growth District Summary - Spring 2009 to Spring 2010

District: Schoolcraft Learning Community

*(Small Group Summary Display is OFF)

Reading	Count	Spring 2009		Spring 2010		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 3	18	177.9	16.2	193.8	15.1	15.9	10.4	2.4	12.8	3.1	123.8	10	55.6
Grade 4	13	194.8	20.9	205.2	18.0	10.4	11.5	3.2	8.4	2.0	123.9	8	61.5
Grade 5	18	208.7	11.4	218.8	11.9	10.1	5.6	1.3	5.3	4.7	188.5	15	83.3
Grade 6	15	208.9	23.4	216.1	18.7	7.2	9.7	2.5	4.8	2.5	151.4	8	53.3
Grade 7	13	215.3	17.6	221.3	13.6	6.0	7.9	2.2	4.3	1.7	139.3	9	69.2
Grade 8	16	216.3	13.0	223.0	11.2	6.7	6.2	1.5	3.9	2.8	171.4	12	75.0



* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

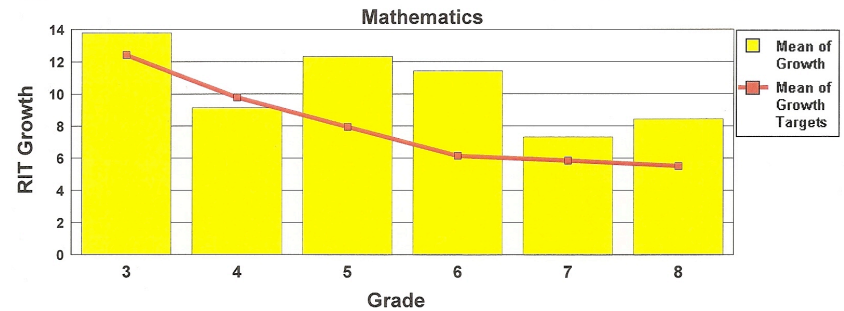
** All Targets based on the most recent NWEA RIT Scale Norms study.

Student Growth District Summary - Spring 2009 to Spring 2010

District: Schoolcraft Learning Community

*(Small Group Summary Display is OFF)

Mathematics	Count	Spring 2009		Spring 2010		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 3	19	186.1	13.7	199.8	11.9	13.7	9.2	2.1	12.4	1.4	111.0	10	52.6
Grade 4	14	203.6	11.4	212.8	10.3	9.2	7.1	1.9	9.8	-0.6	93.4	5	35.7
Grade 5	18	212.9	11.4	225.3	11.3	12.4	6.9	1.6	7.9	4.4	155.2	12	66.7
Grade 6	14	211.5	14.0	222.9	13.4	11.4	7.4	2.0	6.1	5.3	186.0	11	78.6
Grade 7	13	226.7	9.7	234.0	10.7	7.3	9.9	2.7	5.8	1.5	125.0	8	61.5
Grade 8	16	225.3	12.1	233.7	15.7	8.4	8.8	2.2	5.5	2.9	153.4	11	68.8



* Summary data for groups with less than 10 students are suppressed because they are not statistically reliable.

** All Targets based on the most recent NWEA RIT Scale Norms study.



District Name: SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT

Selected Analysis Options

School Year: 2010

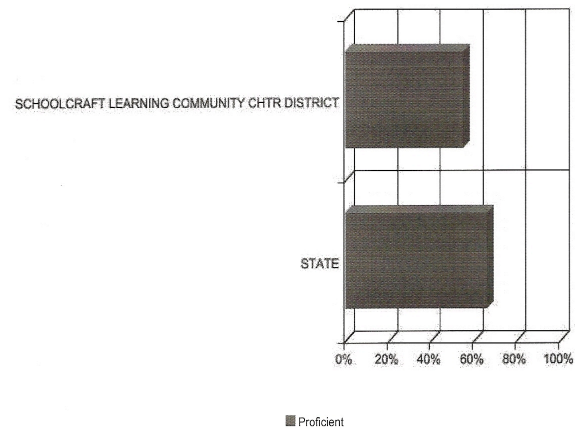
Test Name: MCA-II

Subject: Mathematics

Grade: All Tested Grades

Score Type: Proficiency

Analysis Results*



Proficiency

	Not Proficient	Proficient	Number Tested
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	45.0 %	55.00 %	100
STATE (MN)	34.10 %	65.89 %	404886

* Due to unknown status of some test takers, student group totals may not match with state totals.



District Name: SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT

Selected Analysis Options

School Year: 2010

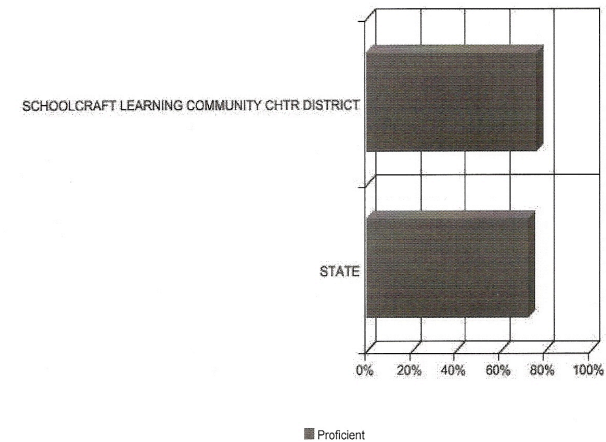
Test Name: MCA-II

Subject: Reading

Grade: All Tested Grades

Score Type: Proficiency

Analysis Results*



Proficiency

	Not Proficient	Proficient	Number Tested
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	23.76 %	76.23 %	101
STATE (MN)	27.65 %	72.34 %	419900

* Due to unknown status of some test takers, student group totals may not match with state totals.

Academic Goals for 2009-10

- 1) Students in grades 2-8 will meet or exceed the national average growth in reading and math based upon the measurement process of the MAP testing program.

Achieved this goal? ☒ **Yes** ☐ **No**

- 2) Schoolcraft students will achieve a 78% proficiency overall in reading and a 60% proficiency overall in math for grades 3-8 as measured by the Minnesota Comprehensive Assessments.

Achieved this goal? ☐ **Yes** ☒ **No**

Students did achieve at 76% proficiency overall in reading and 55% proficiency overall in math. Scores for both reading and math have gone up for the last 4 years.

Methods to Improve Math and Reading Scores 2009-10:

A new math curriculum was implemented in 2008-09 through grades K-5 to build consistency and better understanding of the mathematical concepts. We are a Title 1 school which enables a wider reach of assistance into the classrooms. We have increased our Title 1 services out of general education funding specifically in the lower elementary grades. We have seen a marked improvement in individual reading skills in those students receiving Title 1 services. Weekly team meetings are held to discuss student issues/needs and to incorporate assistance where necessary. We continue to offer break out sessions in both math and reading for at risk students to work in a smaller setting to gain better understanding. We believe that continued focus on our current path will bear academic fruit in the upcoming school year.

Non-Academic Goals for 2009-10

The Schoolcraft Learning Community Board requested that Schoolcraft Learning Community continue to focus on the following four non-academic goals within our ends policies during the 2009-10 school year.

- 1) The Board and Director will focus on Self Reliance and Positive Habits of Character by building and maintaining physical, emotional and mental wellness through looking at resources to help students balance school, family, social and leisure needs.

Achieved this goal? ☒ **Yes** ☐ **No**

Schoolcraft estimates a slight decrease in awareness reports from the previous year. Through continued and increased counseling services available for at risk students during the school day, we help to foster safe relationships with adults. We incorporated a daily schedule allowing a school-wide classroom morning circle time to maintain better relationships. We contracted with Peacemaker Resources to provide conflict management training for every grade level. We had positive results through both our student and parent surveys.

2) The Board and Director will focus on Competency in the Workplace and Society by better management and/or division of project based time and specialist time.

Achieved this goal? ☒ Yes ☐ No

We decreased student transition time and increased opportunities for team planning time in our daily schedule.

3) The Board and Director will use technology to better communicate with parents as well as improve the use of current technological resources and seek additional technological resources.

Achieved this goal? ☒ Yes ☐ No

We applied for and received an E2T2 grant award of approximately \$190,000 which greatly enhanced our capacity to introduce Web 2.0 skills to our families and students. We purchased new teacher and student computers, projectors, and other digital tools to enhance our learning and teaching. We used online technology for both our student and parent surveys, which had return results of 90% and 70% respectively. We continue to look for ways to improve our communication to our parents and the public in general.

4) The Board and Director will focus on Local and Global Awareness Ends policy: knows and supports the goals of one's school and school community by developing further understanding of ELOB principles by board, teachers, staff and parents.

Achieved this goal? ☒ Yes ☐ No

We continued to train our teachers and staff on ELOB principles and guidelines.

Academic Goals for the Coming Year

- 1) Students in grades 2 through 8 will meet or exceed a growth target of 85% measured from spring to spring in math scores based upon the measurement process of the MAP testing program.
- 2) Students in grades 2 through 8 will meet or exceed a growth target of 85% measured from spring to spring in reading scores based upon the measurement process of the MAP testing program.
- 3) Schoolcraft students will achieve a 80% proficiency overall in reading as measured by the Minnesota Comprehensive Assessments.
- 4) Schoolcraft students will achieve a 75% proficiency overall in math for grades 3-8 as measured by the Minnesota Comprehensive Assessments.
- 5) Schoolcraft students will achieve a 70% proficiency overall in science for grades 5 and 8 as measured by the Minnesota Comprehensive Assessments.

Non-Academic Goals for the Coming School Year

The Schoolcraft Learning Community Board has requested that Schoolcraft Learning Community focus on these four non-academic goals for the upcoming school year.

1) **Secure Authorizer**

2) **Marketing**

Improve public relations, positive reinforcement of school successes, validate our market niche, which would be shown by waiting lists at every grade level, reduced attrition, with our goal being 90 % student retention, and increased local community awareness.

3) **Technology**

- a) Continue fulfilling our E2T2 grant opportunities and requirements
- b) Seek continued technology integration funding

4) **School Improvement Plan**

Creation and Implementation of plan as mandated by state law.



Enrollment Process

All openings at all grade levels will be filled by state-mandated lottery to be held each February for the following school year. A waiting list may result and be maintained for one academic year. Applications can be completed on the website at www.schoolcraft.org, or a hard-copy application can be acquired through the office (see page 18). Priority will be given to those applicants with siblings currently attending Schoolcraft. Placement of students and class sizes/make-up will be at the discretion of the Director. Kindergarten students must be 5 years of age on or before September 1st of the school year for which they are applying.

Once a student is offered an opening, additional information is acquired through the use of an enrollment form (see page 18).



Schoolcraft Learning Community

PO Box 1685 * Bemidji, MN 56619 * www.schoolcraft.org * learn@schoolcraft.org
(218)586-3284; fax (218)586-3285
Curiosity Compassion Creativity

Instructions: Complete this form (one per family) and send it to Schoolcraft Learning Community, PO Box 1685, Bemidji, MN 56619. Use the back of this form for additional children or to provide expanded comments as needed.

Last Name: _____ Today's Date: _____

Number of children applying for Schoolcraft admission: _____

First Name(s) of Parent(s) or Guardian(s): _____

Mailing Address: _____

City: _____ ZIP: _____ School District: _____

Phone (Day): _____ (Evening): _____ Township: _____

E-mail Address: _____ School Year Applying For: _____

Student Name _____

Grade in application year _____

If Kindergartener, is birthdate on or before September 1 of application year? ____ Yes ____ No

Student Name _____

Grade in application year _____

If Kindergartener, is birthdate on or before September 1 of application year? ____ Yes ____ No

Student Name _____

Grade in application year _____

If Kindergartener, is birthdate on or before September 1 of application year? ____ Yes ____ No

Schoolcraft is an Equal Opportunity Employer and Educator and we welcome applications from all persons without regard to race, religion, gender, sexual orientation, and intellectual, artistic, or physical ability. According to Minnesota Charter School law, a lottery to establish waiting list order from which openings at each grade level are filled will be held each February for the following school year. Siblings of currently enrolled students are given preference in the waiting list order to keep families together whenever possible. Turtle River Township families are given preference per Minnesota Statute 124D.10.Subd.9. You can visit our website at www.schoolcraft.org for further details.



Schoolcraft Learning Community

PO Box 1685 * Bemidji, MN 56619 * www.schoolcraft.org * learn@schoolcraft.org
(218)586-3284; fax (218)586-3285
Curiosity Compassion Creativity

Instructions: This form is to be completed after students are accepted into Schoolcraft Learning Community. Complete this form and return it to the Schoolcraft Learning Community office. Use the back of this form for additional children or to provide expanded comments as needed.

Student First Name: _____ Student Last Name: _____

Middle Name: _____ Student Date of Birth: _____

Name(s) of Parent(s) or Guardian(s): _____

Mailing Address: _____

City: _____ ZIP: _____ School Transferring from: _____

Phone (Day): _____ (Evening): _____ Cell phone: _____

E-mail Address: _____ Does this student have special needs? _____

Anything else you would like to share with us as we start our learning journey together? _____

Please complete this if you are enrolling more than one child in Schoolcraft Learning Community. Thank you!

Student First Name: _____ Student Last Name: _____

Middle Name: _____ Student Date of Birth: _____

School Transferring from: _____ Does this student have special needs? _____

Anything else you would like to share with us as we start our learning journey together? _____

Student First Name: _____ Student Last Name: _____

Middle Name: _____ Student Date of Birth: _____

School Transferring from: _____ Does this student have special needs? _____

Anything else you would like to share with us as we start our learning journey together? _____

Schoolcraft is an Equal Opportunity Employer and Educator and we welcome applications from all persons without regard to race, religion, gender, sexual orientation, and intellectual, artistic, or physical ability. You can visit our website at www.schoolcraft.org for further details.



School Report Card

Superintendent: SCOTT ANDERSON

9500 RUPPSTRASSE RD NE
BEMIDJI, MN 56601
Phone: 218-586-3284

SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT (4058-07)

Report Card Information

Student Demographics Data from 2009-10 school year

Student Population: 178



Limited English Proficient



Special Education



Free and Reduced Price Lunch



AYP Attendance Rate



Graduation Rate

NA

Students from other districts who attend school in this district: 175

Students from this district who attend school in another district:

NA

http://education.state.mn.us/ReportCard2005/demographics.do?SCHOOL_NUM=000&DI... 8/16/2010


School Report Card

Superintendent: SCOTT ANDERSON

9500 RUPPSTRASSE RD NE
BEMIDJI, MN 56601
Phone: 218-586-3284

SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT (4058-07)

Growing Toward Success - Minnesota's Growth Model

As part of Minnesota's assessment system, The Minnesota Department of Education measures whether or not students are meeting the state math and reading academic standards, which are what they should know and be able to do in a particular grade.

If a student meets those standards, they are considered to be proficient.

With input from educators, the Minnesota Department of Education has created a growth model. The growth model is designed to help parents and educators to track students' progress toward proficiency from year-to-year, in order to better determine whether they are gaining and maintaining skills necessary to be successful after high school.

The growth model chart below identifies the percent of students in your district who were proficient in 2009. The individual boxes show how all students progressed during the 2009-10 school year towards knowing and understanding the content of academic standards at their grade level.

- Proficient but made low growth
- Proficient and continued to grow
- Proficient and made exceptional growth
- Not proficient and made low growth toward proficiency
- Not proficient but made some growth toward proficiency
- Not proficient but made exceptional growth toward proficiency

Math

Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	13% 10 students were proficient but made low growth	34% 27 students continued to grow	13% 10 students made exceptional growth
Not Proficient	10% Count in cell too small to report	19% 15 students were not proficient but made some growth	11% Count in cell too small to report

View Math by Grade Level

View Math by Subgroup

View State Growth

Reading

Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	5% Count in cell too small to report	24% 19 students continued to grow	45% 35 students made exceptional growth
	1%	8%	17%

http://education.state.mn.us/ReportCard2005/growth.do?SCHOOL_NUM=000&DISTRIC... 8/16/2010

FY 10 Financial Status

Schoolcraft Learning Community finished the fiscal year of 2009-10 with a fund balance of \$509,510. This figure is 31.32% of our operating budget which allowed us to avoid the issue of borrowing additional funds to survive the statewide 30% withholding to the public schools. Like all schools, we kept a sharp eye on overall expenditures to maintain a positive cash balance throughout the school year. Our most recent audit found no material weaknesses or findings and Schoolcraft did receive a Minnesota Department of Education Finance Award for our attention to financial reporting and the success of our audit. Our school also maintains a finance committee made up of staff/ parents/ community members that provide financial recommendations to the school director.

Schoolcraft Learning Community is in solid financial condition.

Financial Policy & Procedures

We recognize the importance of checks and balances to strengthen internal controls and operating efficiency. These are the steps that we have taken:

- The Director, signs and approves purchase orders before they are purchased.
- The Director personally signs all checks, we do not use a signature stamp. Therefore he sees every check written.
- The Business Manager, is the only person that processes the checks and payments thru the computerized accounting system, but she has no authority or ability to sign a check.
- The Administrative Coordinator, reconciles the bank statement, as the third check on payments and receipts on a monthly basis.
- The Administrative Coordinator records all incoming cash and checks, Business Manager completes the deposit slip and records the revenue, Director brings the deposit to the bank and returns the receipt to be matched with the deposit record.
- The finance committee, consisting of 2 or 3 teachers, 1 board member, 1 parent volunteer with a financial background, the director and business manager, meets monthly to look at the financial statements in greater detail.
- The balance sheet, checks written, list of vouchers waiting for approval and expenditure matrix (actual spent YTD vs. budget) is given to the board at every monthly meeting. Changes in the budget or major purchases are brought to the board for approval.
- The Director signs and approves all journal entries, budget changes and bank reconciliation statement.

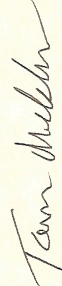
We continue to strive to maintain checks and balances and back up procedures to ensure we are maintaining accurate financial data to the state and to the Schoolcraft Learning Community School Board.

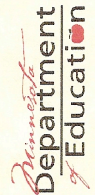
Minnesota Department of Education

2010 School Finance Award

Schoolcraft Learning Community Charter

In recognition of outstanding
accomplishments in financial
management, including
compliance with state statutes.


Thomas Melcher, Director
Division of Program Finance


Minnesota
Department
of Education


Janna Duffy, Supervisor
Financial Management

Schoolcraft Learning Community
Budget FY 10 FY11

	FY 10 Budget		FY 11 Budget	
Revenue	178 stds/	tech grnt	177 stds/	
Gen Ed	\$1,131,572		\$1,148,156	
3% additional hold back			(\$34,445)	
Lease Aid	\$166,842		\$170,100	
Title I, II, V	\$37,991		\$37,228	
ARRA Title 1	\$24,714	carry over	\$8,705	
Title II	\$8,571		\$7,740	
Spec Ed State	\$91,589		\$91,589	
Spec Ed Fed	\$29,889		\$29,889	
Tuition Billing	\$204,613		\$210,807	
Spec Ed ARRA	\$33,139		\$0	
interest/other	\$10,000		\$1,000	
REAP grant	\$21,145		\$20,045	
Grants	\$5,000	189750	\$2,000	
Lunch	\$69,931	**	\$69,931	
Breakfast	\$33,287		\$33,287	
Total	\$1,868,283		\$1,796,032	
Expenses	2% sal inc		2% or 750	
Brd trng / sponsor cost	\$8,000		\$5,000	
Admin Sal & Benefits	\$168,578		\$177,409	
moving/summer exp	\$9,000		\$9,000	
phone, postage etc	\$10,000		\$10,000	
Tchr Sal + Benefits	\$467,514	19700	\$485,268	
After school actv	\$5,000		\$0	
Spec Ed	\$302,714		\$308,908	
Special Ed Consultants	\$56,516		\$23,377	
Specialists	\$128,113		\$146,404	French 25,000
Title 1 401 & 470	\$62,705		\$54,949	
Tech support	\$22,738	21521	\$21,758	not tech grant
Conflict Manag	\$15,560		\$11,000	
Subs	\$25,000		\$25,000	
Instructional Supplies	\$30,000	200	\$22,500	*
Art & Music supplies	\$5,000		\$3,750	
Technology	\$15,000	111029	\$10,000	
Field Work	\$20,000		\$15,000	*
Facilities	\$183,000		\$189,000	
Utili & Maint	\$71,500		\$73,100	
Consultants	\$6,500	29300	\$4,875	*
Classroom spec/guests	\$8,000		\$4,000	
Health	\$10,400		\$3,000	
Lunch	\$86,473		\$86,473	
Breakfast	\$38,266		\$38,266	
Insurance Liability	\$14,290		\$14,290	
Work Comp	\$8,925		\$8,925	
audit	\$6,500		\$7,000	
Memberships	\$6,000		\$6,000	
Software fee	\$9,500		\$9,500	
Web site/Newspaper	\$2,425		\$1,040	
Staff Dvlp Travel	\$12,000		\$9,000	*
ELOB	\$22,800	8000	\$7,740	\$15,740
furniture replacement	\$9,000		\$4,500	
Total	\$1,847,017		\$1,796,032	
Rev/Expenses	\$21,266		(\$0)	

08/04/10		UNIFORM FINANCIAL ACCOUNTING AND REPORTING STANDARDS	COM01040580710
		COMPLIANCE REPORT	DATA AS OF 08/04/10
		AUDITED UFARS DATA SUBMITTED	
DISTRICT: 4058-07 SCHOOLCRAFT LEARNING COMMUNITY C06/30/10			
01 GENERAL FUND		06 BUILDING CONSTRUCTION	
TOTAL REVENUE	1,921,505	TOTAL REVENUE	
TOTAL EXPENDITURES	1,821,417	TOTAL EXPENDITURES	
RESERVED:		RESERVED:	
403 STAFF DEVELOPMENT		407 CAPITAL PROJECTS LEVY	
405 DEFERRED MAINTENANCE		409 ALTERNATIVE FAC. PROGRAM	
406 HEALTH & SAFETY		413 PROJECTS FUNDED BY COP	
407 CAPITAL PROJECTS LEVY		419 ENCUMBRANCES	
408 COOPERATIVE REVENUE		UNRESERVED:	
411 SEVERANCE PAY		422 UNRESERVED/UNDESIGNATED	
413 PROJECT FUNDED BY COP			
414 OPERATING DEBT		07 DEBT SERVICE	
416 LEVY REDUCTION		TOTAL REVENUE	
417 TACONITE BUILDING MAINT		TOTAL EXPENDITURES	
419 ENCUMBRANCES		RESERVED:	
423 CERTAIN TEACHER PROGRAMS		425 BOND REFUNDINGS	
424 OPERATING CAPITAL		451 QZAB PAYMENTS	
426 \$25 TACONITE		UNRESERVED:	
427 DISABLED ACCESSIBILITY		422 UNRESERVED/UNDESIGNATED	
428 LEARNING & DEVELOPMENT			
434 AREA LEARNING CENTER		08 TRUST	
435 CONTRACTED ALT. PROGRAMS		TOTAL REVENUE	
436 ST. APPROVED ALT. PROGRAM		TOTAL EXPENDITURES	
438 GIFTED & TALENT		RESERVED:	
441 BASIC SKILLS PROGRAMS		419 ENCUMBRANCES	
445 CAREER & TECH PROGRAMS		UNRESERVED:	
446 FIRST GRADE PREPAREDNESS		422 UNRESERVED/UNDESIGNATED	
449 SAFE SCHOOLS LEVY			
450 PREKINDERGARTEN		20 INTERNAL SERVICE	
451 QZAB PAYMENTS		TOTAL REVENUE	
452 OPEB LIAB NOT IN TRUST		TOTAL EXPENDITURES	
453 UNFNDED SEV & RETIREMT LEVY		RESERVED:	
UNRESERVED:		419 ENCUMBRANCES	
418 DESIG. SEVERANCE-INS. PREM.	509,510	422 UNRESERVED/UNDESIGNATED	
422 UNRESERVED/UNDESIGNATED			
02 FOOD SERVICE		25 OPEB REVOCABLE TRUST FUND	
TOTAL REVENUE	114,954	TOTAL REVENUE	
TOTAL EXPENDITURES	150,291	TOTAL EXPENDITURES	
RESERVED:		RESERVED:	
411 SEVERANCE PAY		419 ENCUMBRANCES	
419 ENCUMBRANCES		UNRESERVED:	
452 OPEB LIAB NOT IN TRUST		422 UNRESERVED/UNDESIGNATED	
UNRESERVED:			
418 DESIG. SEVERANCE-INS. PREM.	4,214	45 OPEB IRREVOCABLE TRUST FUND	
422 UNRESERVED/UNDESIGNATED		TOTAL REVENUE	
04 COMMUNITY SERVICE		TOTAL EXPENDITURES	
TOTAL REVENUE		RESERVED:	
TOTAL EXPENDITURES		419 ENCUMBRANCES	
RESERVED:		UNRESERVED:	
411 SEVERANCE PAY		422 UNRESERVED/UNDESIGNATED	
419 ENCUMBRANCES			
426 \$25 TACONITE		47 OPEB DEBT SERVICE FUND	
431 COMMUNITY EDUCATION		TOTAL REVENUE	
432 E.C.F.E		TOTAL EXPENDITURES	
444 SCHOOL READINESS		RESERVED:	
447 ADULT BASIC EDUCATION		425 BOND REFUNDINGS	
452 OPEB LIAB NOT IN TRUST		UNRESERVED:	
UNRESERVED:		422 UNRESERVED/UNDESIGNATED	
418 DESIG. SEVERANCE-INS. PREM.			
422 UNRESERVED/UNDESIGNATED			
=====			
1) FUND BALANCE	509,510		
2) EXPENDITURES	1,626,944		
3) SOD CALCULATION (1 / 2)	31.32 %		



More about
Attorney General
Lori Swanson

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Charities Forms

Charity Resources

Sample Policies

Extension Request

**Minnesota Attorney
General's Office**

1400 Bremer Tower
445 Minnesota
Street
St. Paul, MN 55101

(651) 296-3353
(800) 657-3787

TTY:(651)
297-7206
TTY:(800)
366-4812

Search Results

Organization Name SCHOOLCRAFT LEARNING COMMUNITY

Organization Type TRUST

Contact Person

Address PO BOX 1685

City BEMIDJI

State MN

Zip Code 56619-

IRS Code 501(c) 03

Purpose or
Description To establish and operate a Results-Oriented
Charter School.

Phone Number (218) 586-3284

Status ACTIVE

Extension Granted

What year would you like to see information for?

Most Current Year

Submit

Cha



LORI SWANSON
ATTORNEY GENERAL

STATE OF MINNESOTA

OFFICE OF THE ATTORNEY GENERAL

February 25, 2010

SUITE 1200
445 MINNESOTA STREET
ST. PAUL, MN 55101-2130
TELEPHONE: (651) 296-9412

SCHOOLCRAFT LEARNING COMMUNITY
PO BOX 1685
BEMIDJI, MN 56619-

FOR FISCAL YEAR ENDING: 6/30/2009

Dear Sir or Madam:

This Office has received the IRS return and filing fee which was recently filed on behalf of SCHOOLCRAFT LEARNING COMMUNITY. The organization's registration has been continued pursuant to Minnesota Statutes chapter 501B.33-45, the Supervision of Charitable Trusts and Trustees Act.

We wish to remind you that registration is not an endorsement of the organization and that Minnesota law prohibits any person from misrepresenting the meaning of registration.

Certain organizations may require evidence of registration with this Office, so we suggest that you **retain this letter in your files.**

The organization's next IRS return and filing fee will be due on or before the 15th day of the fifth month after the close of the organization's fiscal year end.

Sincerely,

CHERYL BOE
Legal Assistant

(651) 757-1414 (Voice)
(651) 296-7438 (Fax)

EIN: 411962483

cc:

AG: #750644-v1