



Schoolcraft Learning Community

An Expeditionary Learning TM

Public Charter School

Annual Report
December 15, 2009



**Expeditionary Learning Schools
Outward Bound**

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Introduction

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. Students should be encouraged to become significant contributors to their community. Reflecting on the school's successful completion of its eighth year, it is evident that much of that vision has been realized in this 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 a one year extension in 2009. The involvement of MDE's Charter School Coordinator, Stephanie Olsen and other MDE staff members has been important in helping us develop into a 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 financial policy and procedures is included in our documents section on page 23. The School Finance Award letter for this year is also included on page 23. Our current policies, bylaws and budgetary information are posted on our website, www.schoolcraft.org.

Board Members Transitions

The Schoolcraft Learning Community Board maintained a teacher majority following the April 2009 election. Newly elected board members are Bernadette Aguilera and Brodie Karger. Noelle Stinson resigned her board position in July 2009 due to moving out of the area. Jim Conway acted as board chair through August 2009, with Brodie Karger being elected to that position effective September 2009. Noelle Stinson held the Board Records Office position for May - July 2009. Sara Breeze

was elected Board Records Officer effective August 2009. The board is actively seeking a member of the greater community to serve on the board. Francois Fouquerel was elected in the April 2009 elections, but had to resign due to potential conflict of interest due to sponsorship discussions with Concordia College.

Board Members List

Name/Contact Info	Occupation	Other Affiliations	Term ends
Brodie Karger (Board Chair – Sept. 09) 3913 Prairie Street NE Bemidji, MN 56601 brodie@schoolcraft.org	Exhibits Manager for GE Healthcare Schoolcraft Parent		04/11
Sara Breeze (Board Records Officer) 8525 Waterview Crt NE Bemidji, MN 56601 sarab@schoolcraft.org	SLC Teacher (6-8) Schoolcraft Parent		4/10
Jim Conway 4848 Knollwood Drive NE Bemidji, MN 56601 jim@schoolcraft.org	SLC Teacher (6-8)		4/10
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
Noelle Stinson 1015 America Ave. Bemidji, MN 56601 noelle@schoolcraft.org	SLC Teacher (K)		04/10 (resigned in July 2009)

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 summer of 2010.

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 2008-09 school year. Noelle Stinson resigned her position in July of 2009, which was filled by Sarah Wilson. Kim Kaml vacated her position at the end of May 2009, which was filled by Eric Carlson. Barb Haluptzok took another position with a neighboring district, and we chose not to fill her position for the 2009-10 school year. Sara Hendrickx took a position with another district at the end of May 2008. Kristi Garbow was hired to fill her position. Paul Poulton vacated his Technology Generalist position at the end of May 2009. 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	Barb Haluptzok	Special Ed Para	339673
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
Noelle Stinson	Grade K	427566	Kim Kaml	Special Ed Para	320346
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	Kalsey Zachman	Long Term Sub 2-3	442639
AnnaMae Sovick	Kindergarten	415336	Rita Poulton	Business Manager	
Jerianne Moen	Music	434567	Shar Paquette	Adm Coordinator	384002
Sara Dreyer	Special Ed	298343	Paul Poulton	Tech Generalist	
Sarah Wilson	Kindergarten	436311	Tracy Schoenfelder	Receptionist	

Program Successes and Best Practices



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 2-3 crews picked up garbage at two public area park facilities, and the 6-8 graders cleaned up some beach areas on Lake Bemidji. The Kindercrews created books on birds and the 4-5 crews created informational notecards on those involved in the Lewis and Clark expedition. The 1st graders made recipe books and made them available to community members.

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 2008-09 student population was 172. 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, and will continue to enhance our French program. 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 definitely helps prepare them to be good community members, both presently and in the future.

Orchestra/Piano programs

Schoolcraft offers orchestra 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.

Artist in Residence

Schoolcraft had the wonderful opportunity, for the third year in a row, to host Terrance Smith, Folk Dance Specialist. He joined us to kick-off our year in the fall for a two day exposure. He re-joined us in the spring for another couple of days. It was a wonderful community building time that culminated in a Barn Dance Celebration.

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. 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.

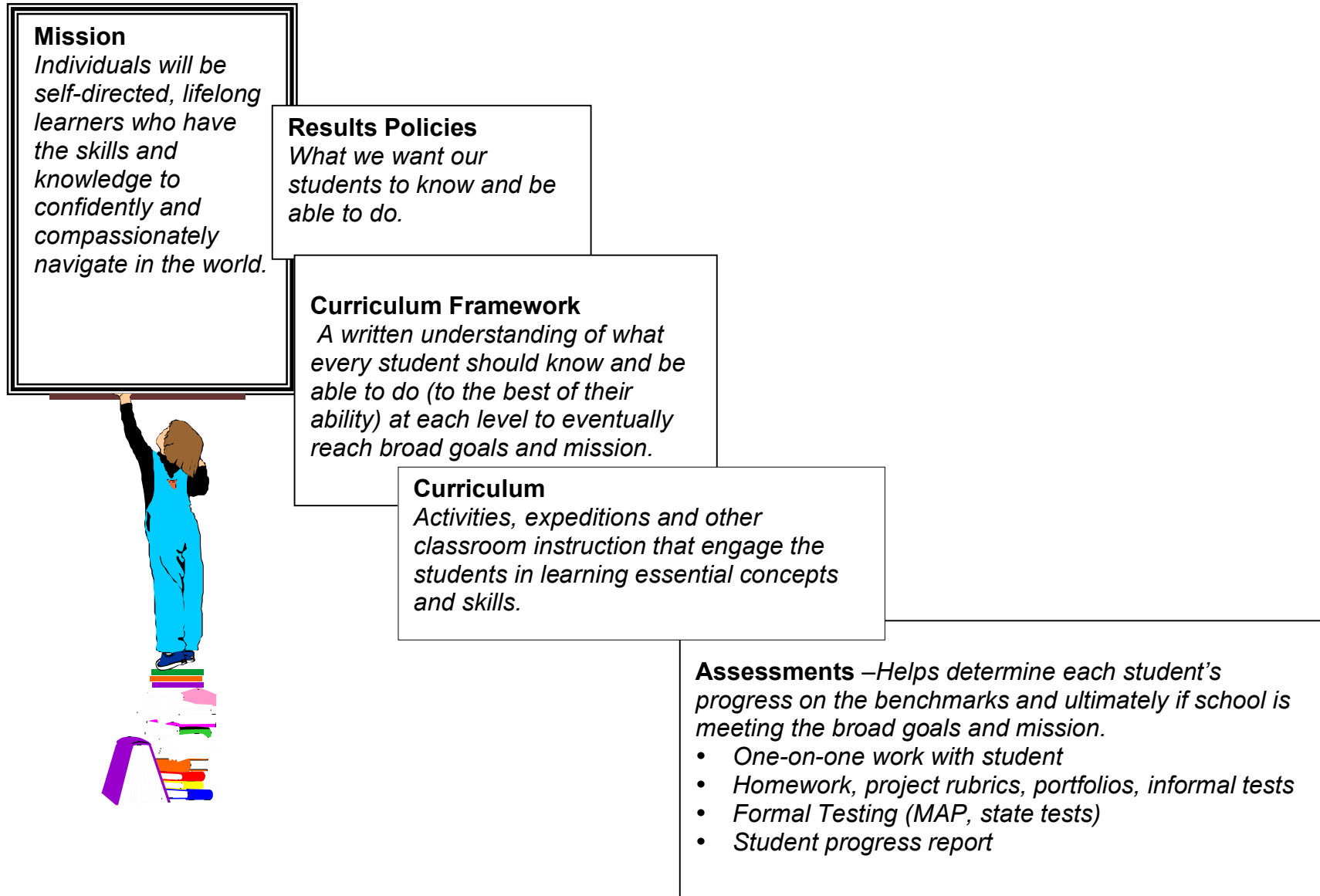
Ends Policies

“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



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.
- Respects 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 knows 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 2008-09 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. We were able to extend the time onsite at Concordia Language Villages to May 29, but were still days short of the ISD #31's district calendar. 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

Being notified by MDE in November 2008 of the intent to not renew our sponsorship agreement has been a challenge. Due to the timelines, MDE granted a one year extension for Schoolcraft to acquire another sponsoring agency.

Accountability Data

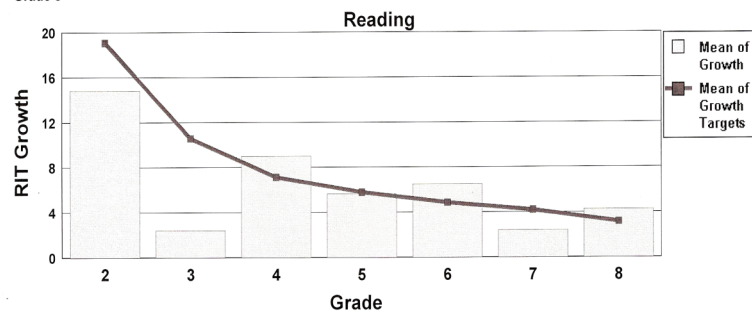
We have included data from our MAP tests and our MCA results from 2008-09 in the next three pages. The bar graph represents Schoolcraft student results and the line graph is the national average for the MAP testing.

Student Growth District Summary - Fall 2008 to Spring 2009

District: Schoolcraft Learning Community

*(Small Group Summary Display is OFF)

Reading	Count	Fall 2008		Spring 2009		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	Error					
Grade 2	12	158.1	7.6	172.9	12.2	14.8	14.1	4.1	19.1	-4.3	77.7	4	33.3
Grade 3	12	184.3	20.5	186.8	22.2	2.5	11.6	3.3	10.6	-8.2	22.8	4	33.3
Grade 4	15	198.3	17.9	207.3	11.7	9.0	8.8	2.3	7.1	1.9	126.2	9	60.0
Grade 5	13	204.3	22.2	209.9	24.9	5.6	6.6	1.8	5.8	-0.2	97.3	7	53.8
Grade 6	14	209.6	17.1	216.1	17.2	6.5	9.1	2.4	4.9	1.6	133.8	9	64.3
Grade 7	15	215.7	11.6	218.1	12.5	2.4	8.3	2.1	4.2	-1.8	57.1	7	46.7
Grade 8	12	221.8	13.2	226.0	10.9	4.2	6.0	1.7	3.2	1.1	134.2	8	66.7



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

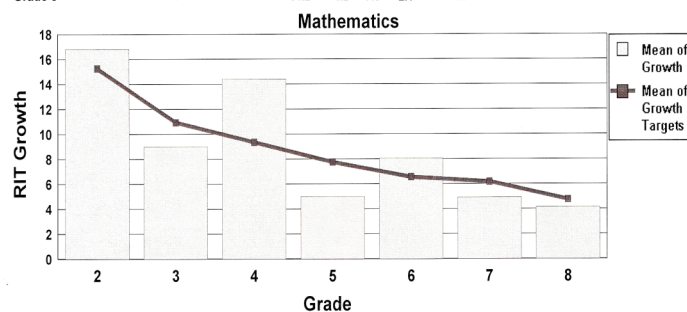
** All Targets based on the most recent NWEA RIT Scale Norms study.

Student Growth District Summary - Fall 2008 to Spring 2009

District: Schoolcraft Learning Community

*(Small Group Summary Display is OFF)

Mathematics	Count	Fall 2008		Spring 2009		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	Error					
Grade 2	16	169.3	14.5	186.1	12.0	16.8	12.6	3.1	15.3	1.6	110.2	7	43.8
Grade 3	14	190.0	14.7	199.0	10.9	9.0	10.2	2.7	10.9	-1.9	82.4	6	42.9
Grade 4	17	196.9	14.6	211.3	12.8	14.4	10.7	2.6	9.4	5.1	154.1	13	76.5
Grade 5	13	205.5	15.2	210.5	14.0	5.0	7.6	2.1	7.8	-2.8	64.4	5	38.5
Grade 6	14	218.2	9.2	226.3	9.6	8.1	6.6	1.8	6.6	1.5	122.8	8	57.1
Grade 7	16	220.0	12.9	224.9	12.9	4.9	9.1	2.3	6.2	-1.3	79.8	7	43.8
Grade 8	13	228.0	15.3	232.2	14.2	4.2	7.6	2.1	4.8	-0.6	87.1	5	38.5



* 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.



Test Results

Test Results

Home: Academic Excellence: School Report Card: SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT: Test Results

SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT

Print Results

Selected Analysis Options

School Year: 08-09

Test Name: MCA-II

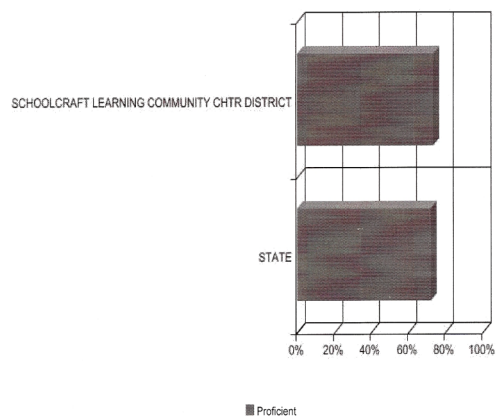
Subject: Reading

Grade: All Tested Grades

Score Type: Proficiency

Edit Analysis Options

Analysis Results*



Proficiency

	Not Proficient	Proficient	Number Tested
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	26.59 %	73.40 %	94
STATE (MN)	28.07 %	71.92 %	418835

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



Test Results

Test Results

Home: Academic Excellence: School Report Card: SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT: Test Results

SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT

Print Results

Selected Analysis Options

School Year: 08-09

Test Name: MCA-II

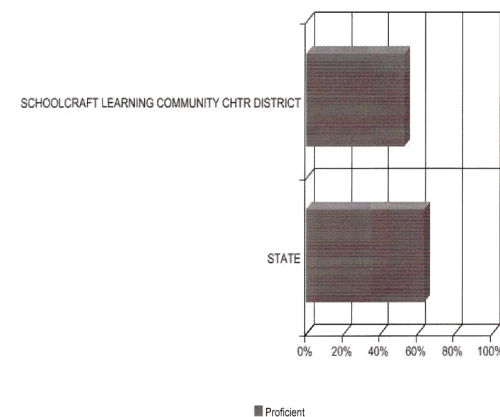
Subject: Mathematics

Grade: All Tested Grades

Score Type: Proficiency

Edit Analysis Options

Analysis Results*



Proficiency

	Not Proficient	Proficient	Number Tested
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	47.42 %	52.57 %	97
STATE (MN)	36.13 %	63.86 %	401010

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

Academic Goals for 2008-09

- 1) Students in grades 2-8 will show an average of one-year academic growth within one calendar year in reading and math based upon the measurement process of the MAP testing program as reflected by the charts on page 13.

Achieved this goal? ☒ Yes

Schoolcraft students in Grades 4, 5, 6 and 8 met or exceeded the national average growth on the reading MAP tests. Schoolcraft students in Grades 2, 4, and 6 met or exceeded the national average growth on the math MAP tests.

☒ No

Schoolcraft students in Grades 2, 3, and 7 did not meet the national average growth on the reading MAP tests. Schoolcraft students in Grades 3, 5, 7, and 8 did not meet the national average growth on the math MAP tests.

- 2) The percentage of Schoolcraft students achieving proficiency in math and reading will exceed the state average for grades 3, 5, 7 and 8 as measured by the Minnesota Comprehensive Assessments as reflected by the charts on page 14.

Achieved this goal? ☐ Yes ☒ No

We did achieve the goal in reading but not in math.

Methods to Improve Math and Reading Scores 2008-09:

A new math curriculum was implemented 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.

Non-Academic Goals for 2008-09

The Schoolcraft Learning Community Board identified four non-academic goals within our ends policies to focus on for the 2008-09 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 decrease in awareness reports of 50% from the previous year. We had a decrease in the number of incidents reported on DIRS of approximately 50%. We have made counseling services available

for at risk students during the school day. We worked on changing our daily schedule to allow for 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.

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 established a technology committee to begin the process of analyzing our technology needs. We used electronic means of keeping our parents informed and updated our website frequently.

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 featured a "Design Principle of the Month" in the newsletters over the course of the school year. We held an Expeditionary Learning Information Night open to the entire community to increase awareness of our curricular model. 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 the national average growth in reading and math based upon the measurement process of the MAP testing program.
- 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.

Rationale: The smaller class sizes and individualized instruction should result in Schoolcraft students achieving higher reading and math scores than the 2008-09 school year. We continue to fund full-time Title staff to help students acquire these skills.

Non-Academic Goals for the Coming School Year

The Schoolcraft Learning Community Board has requested that Schoolcraft Learning Community continue to focus on these four non-academic goals within our ends policies for the upcoming school year.

1) **Self Reliance and Positive Habits of Character**

- a) Fostering and Maintaining Physical Wellness of Students
- b) Fostering and Maintaining Emotional Wellness of Students

2) **Competency in the Workplace and Society**

- a) Management of Scheduling
- b) Management of Staff Planning/Collaboration

3) **Technology**

- a) Improve Current Technology Use and Resources
- b) Better Communicate with Parents
- c) Seek Additional Technological Resources

4) **Local and Global Awareness**

- a) Increase Understanding of Expeditionary Learning principles among the Board, Staff, Parents, and Students



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 19).



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

Student Name _____

Grade in application year _____

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

Student Name _____

Grade in application year _____

If Kindergarten, 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? _____

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SCHOOLCRAFT LEARNING COMMUNITY CHTR 2009



District Name: SCHOOLCRAFT LEARNING COMMUNITY CHTR Principal: SCOTT ANDERSON

Address: 9500 RUPPSTRASSE NE
BEMIDJI, MN 56601

Website:

Grades served: Kindergarten, 1,2,3,4,5,6,7,8

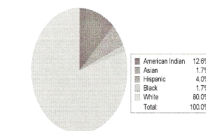
Phone: 218-586-3284

(Data from 2008-09 school year unless otherwise noted)

Student Information

2008-09 School Year Data

Enrollment Demographics



Is school eligible for open enrollment at any single grade level(s) for school year 2009-10?

Data not submitted

District Mobility

2007-08 School Year Data

Students from other districts who attend school in this district	154
Students from this district who attend school in another district	No data available.
Rate of students transferring out of the district	No data available.
Rate of students transferring between schools in district	No data available.
Rate of students transferring into the district	No data available.

Adequate Yearly Progress

This school does not meet AYP requirements for 2009. The school is Title I in 2010.

Reading and Mathematics requirements are: All student groups of 40 or more must have a 95% participation rate in the accountability tests and all student groups of 20 or more must be proficient or on track for 100% proficiency by 2014.

Reading

This school has met requirements for reading.

	Participation	Proficiency
All students	Yes	Yes
American Indian/Alaskan Native	-	-
Asian/Pacific Islander	-	-
Hispanic	-	-
Black, not of Hispanic origin	-	-
White, not of Hispanic origin	Yes	Yes
Limited English Proficient	-	-
Special Education	-	Yes
Free and Reduced-Price Meals	Yes	Yes

Mathematics

This school has NOT MET requirements for mathematics.

	Participation	Proficiency
All students	Yes	Yes
American Indian/Alaskan Native	-	-
Asian/Pacific Islander	-	-
Hispanic	-	-
Black, not of Hispanic origin	-	-
White, not of Hispanic origin	Yes	Yes
Limited English Proficient	-	-
Special Education	-	No
Free and Reduced-Price Meals	Yes	Yes

Attendance

This school has met requirements for Attendance. Schools must have a 90% Attendance rate from 2008 or show improvement when compared to previous years.

AYP Attendance Rate 94.10



School Report Card

Superintendent: SCOTT ANDERSON

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

SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT (4058-07)

Report Card Information

Student Demographics Data from 2008-09 school year

Student Population: 175



Limited English Proficient

0%

Special Education

21%

Free and Reduced Price Lunch

49%

AYP Attendance Rate

94%

Graduation Rate

NA

Students from other districts who attend school in this district: 154

Students from this district who attend school in another district:

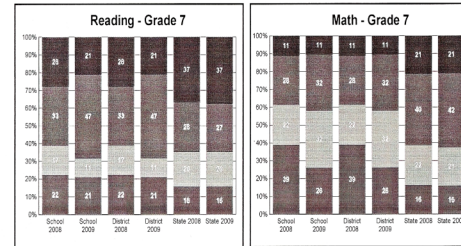
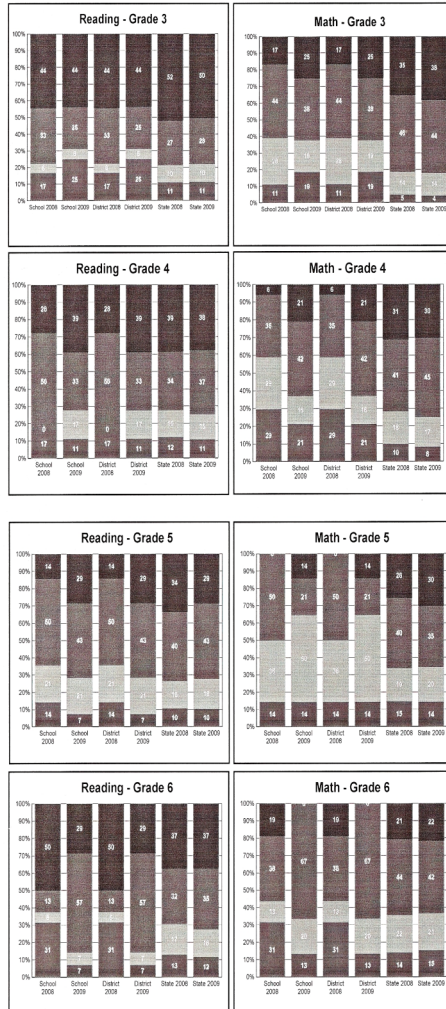
NA

2009 Minnesota Comprehensive Assessment Series II Scores

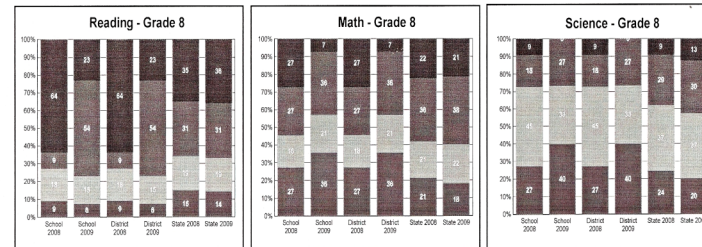
2008-09 School Year Data

Exceeds standard
Partially meets standard
Meets standard
Does not meet standard

Values are percentages - test documents with valid test scores relative to total test documents.



SCHOOLCRAFT LEARNING COMMUNITY CHTR



School & District Staffing						2008-09 School Year Data	
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School Staff					
Number of School Staff by Position	School #	State #	Teacher Degree Preparation	School %	State %
Teachers	13.82	52,969	Bachelor's	100.00%	46.39%
Media Specialists	0.00	812	Master's	0.00%	51.44%
Other Licensed Professionals	0.00	6,984	Doctorate	0.00%	0.19%
Paraprofessionals	10.15	12,233	Teacher Years of Experience		School %
Administrators	0.00	2,788	Less than 3 years	14.47%	8.45%
Other Staff Including Non-licensed Staff	4.50	33,410	More than 10 years	45.73%	58.54%
Total Staff	28.47	109,196			
State Licensure Compliance					
	School %	State %	Federal Highly Qualified Requirements	School %	State %
Staff in compliance by licensure	72.43	98.32	Teachers meeting Federal requirements for "Highly Qualified"	100.00%	97.38%
Staff in compliance by permission	27.57	1.54			
			Title I Paraprofessionals considered "Highly Qualified"	100.00%	97.86%
			Inequitable Distribution of Non-HQ Teachers		
				Data not available.	
Full Time Equivalent (FTE)					

District Staff						2008-09 School Year Data	
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Number of District Staff by Position	District #	State #	Teacher Degree Preparation	District %	State %
Teachers	Data not available.	52,969	Bachelor's	100.00%	46.39%
Media Specialists	Data not available.	812	Master's	0.00%	51.44%
Other Licensed Professionals	Data not available.	6,984	Doctorate	0.00%	0.19%
Paraprofessionals	Data not available.	12,233	Teacher Years of Experience		School %
Administrators	Data not available.	2,788	Less than 3 years	14.47%	8.45%
Other Staff Including Non-licensed Staff	Data not available.	33,410	More than 10 years	45.73%	58.54%
Total Staff	Data not available.	109,196			
State Licensure Compliance					
	District %	State %	Federal Highly Qualified Requirements	District %	State %
Staff in compliance by licensure	Data not available.	98.32	Teachers meeting Federal requirements for "Highly Qualified"	100.00%	97.38%
Staff in compliance by permission	Data not available.	1.54	Teachers meeting federal requirements for "Highly Qualified" in high poverty schools in district	0.00%	
			Teachers meeting federal requirements for "Highly Qualified" in low poverty schools in district	0.00%	
			Title I Paraprofessionals considered "Highly Qualified"	100.00%	97.86%
			Number of Schools with Inequitable Distribution of Non-HQ Teachers	Data not available.	53
Full Time Equivalent (FTE)					
Average Administrative Salaries					
	District	State	Teacher Salary Information	District	State
Superintendents:		\$108,273	Average Teacher salary	\$34,546	\$52,409
Principals:			Bachelor's Degree - beginning level*	No data available.	
Elementary:		\$83,712	Bachelor's Degree - highest level*	No data available.	
Middle School:		\$98,779	Master's Degree - highest level*	No data available.	
High School:		\$90,412			
School Board Members: *	No data available.				

(*Information collected directly from districts for 07-08 school year)

Core Academic Classes Taught by Highly Qualified Teachers Statewide					2008-09 School Year Data	
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		Core Academic Classes	Core Academic Classes Taught by Highly Qualified Teachers	
		Total #	Total #	Percent
Elementary level	High Poverty Schools	9,866	9,530	96.59%
	Low Poverty Schools	8,008	7,852	98.05%
	All Elementary Schools	32,697	32,010	97.90%
Secondary level	High Poverty Schools	11,771	10,894	92.55%
	Low Poverty Schools	17,590	17,358	98.68%
	All Secondary Schools in State	61,342	59,568	97.11%
All Schools in State		94,039	91,578	97.38%

Q Comp and Professional Development for Staff		2008-09 School Year Data	
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Is the school/district approved for Q Comp? No



More about
Attorney General
Lori Swanson

Charity Links

AG Home
Charities Search
Charities Laws PDF
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 10, 2009

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: 6/30/2008

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) 296-8019 (Voice)
(651) 296-7438 (Fax)

EIN: 411962483

AG #750644-v1

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 approval 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.



February 4, 2009

Scott Anderson, Director
Schoolcraft Learning Community Charter 4058
Box 1685
Bemidji, MN 56610

Dear Mr. Anderson:

On behalf of the Minnesota Department of Education and the Division of Program Finance, I wish to extend congratulations to you, your business staff and the Board of Education for earning the **School Finance Award** this year. I hope you share the good news with your local media and citizen groups.

The award reflects a compliance with Minnesota Statutes on selected finance issues. It also reflects a proactive stance by the district on positive fund balances, sound fiscal policies and practices, training initiatives and accountability.

I have enclosed a copy of the **School Finance Award** certificate for you and your board chair. It is signed by Tom Melcher, Director of Program Finance and Janna Duffy, Supervisor. They both extend their congratulations as well. A list of award winners is shared at several department events and posted to our web site. The list is also shared at events sponsored by the Minnesota School Boards Association, the Minnesota Association of School Administrators and the Minnesota Association of School Business Officials.

Again, I congratulate you and your team.

Sincerely,

A handwritten signature in blue ink that reads "Alice Seagren".

Alice Seagren
Commissioner

cc: Board Chairperson

Enclosure

1500 Highway 36 West, Roseville, MN 55113-4266 651-582-8200 TTY: 651-582-8201

education.state.mn.us