



Schoolcraft Learning Community

An Expeditionary Learning TM

Public Charter School

Annual Report
September 2008



**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 an additional three year term in 2006. 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

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.

Board Members Transitions

The Schoolcraft Learning Community Board returned to a teacher majority via the April 2008 election. Newly elected teacher members are Carla Patch, Jim Conway and Noelle Stinson. Sara Breeze was re-elected for another two year term. Robert Saxton resigned his position in April 2008 to enable the Board to return to a teacher majority. Tom Williams resigned his board position in May 2008. The board voted in July 2008 to not fill this position until the yearly elections in 2009.

The board members elected Mitch Hayle to serve as Chair and Jules Rubey to serve as Board Records Officer.

Board Members List

Name/Contact Info	Occupation	Other Affiliations	Term ends
Mitch Hayle (Board Chair) 16166 Wilkey Loop Rd. NE Bemidji, MN mitch@schoolcraft.org	In-Home Family Support Counselor Upper Mississippi Mental Health Center Schoolcraft Parent		4/09
Sara Breeze 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
Jules Rubey (Board Records Officer) 525 25th Street NW Bemidji, MN 56601 jules@schoolcraft.org	Director of Program Services, REM North Star, Inc. Schoolcraft Parent	<ul style="list-style-type: none"> Member of HUUF and on Religious Education Committee Member of Northwoods Coalition for Battered Women 	4/09
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)		4/10

Staff Information

"If schools want to enhance their organizational capacity to boost student learning, they should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff." (Newmann & Wehlage, 1995)

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 2007-08 school year. Emily Erickson, Music Instructor, left during the summer of 2006 to take another position. Jerianne Moen was hired to fill this position. Amy Halland resigned her position. Nikki Rice was hired to fill the 1st grade teacher position. Melanie Nelson left to work in another district, and was replaced by Noelle Stinson. Greg Moen resigned to teach in another school. His position was not filled. The middle school grades were restructured. Jennifer Hendrickx resigned, and William Naylor was hired for the Special Ed. Paraprofessional position. Three additional Special Ed. Paraprofessional positions were created and filled by Sara Hendrickx, Kim Kaml, and Barb Haluptzok. Jaci Crisman and Lois Pearson were hired for the Title 1 program. Schoolcraft contracts for the following services: Special Education Director, Speech Pathologist, Occupational Therapist, and School Psychologist.

Teaching Staff			Other Staff		
Staff Member	Assignment	Folder #	Staff Member	Assignment	Folder #
Scott Anderson	Director	210953	Linda Blessing	Physical Ed	134430
Judith Bing	Grades 4-5	280974	Lisa Robinson	Arts Instruction	398506
Sara Breeze	Grades 6-7	232585	Frances Van Dorn	Orchestra	324186
Raschell Collyer	Special Ed	360766	Lois Pearson	Title I Instructor	304580
James Conway	Grades 6-7	257579	Francois Fouquerel	French	998793
Marilyn Delaney	Grades 6-7	380911	Jerianne Moen	Music	434567
Nikki Rice	Grade 1	424661	Rita Poulton	Business Manager	
Shanna Reiners	Grades 2-3	429632	Sue Liedl	Conflict Mgmt.	
Noelle Stinson	Grade K	427566	Michelle Olson	Special Ed Para	
Kim Kaml	Special Ed Para	320346	Sara Dreyer	Title 1/Special Ed	298343
Barb Haluptzok	Special Ed Para	339673	Shar Paquette	Adm Coordinator	384002
Carla Patch	Grades 2-3	243010	Paul Poulton	Tech Generalist	
Hilary Phukan	Grades 4-5	280972	Tracy Schoenfelder	Receptionist	
Sara Hendrickx	Special Ed Para	439509	Jaci Crisman	Title 1 Instructor	392401
Teresa Kane	Special Ed Para	317794	Carol Weeks	Special Ed Para	
William Naylor	Special Ed Para				

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, the expeditions engage the students in learning. Schoolcraft undertook an all-school environmental expedition during the fall of 2007 in which every crew at every grade level studied aspects of environmental issues. We held our first all-school celebration in January of 2008, and invited the wider community to share in our celebration.



Service Learning and Community Involvement

Crews at each grade level have service learning embedded into their expeditions. For example, the K-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 6-8 crews again helped with tree planting for Concordia Language Villages.

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 2007-08 student population was 160. 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. Schoolcraft community members had the opportunity to complete a survey in the spring of 2008. The results were overall very positive. The results of the survey are included in this report.

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 in every grade level definitely helps prepare them to be good community members, both presently and in the future.

Artist in Residence

Schoolcraft had the wonderful opportunity for the second year in a row to host Terrance Smith, Folk Dance Specialist, for a week in April. It was a wonderful community building week 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.

Results Policies

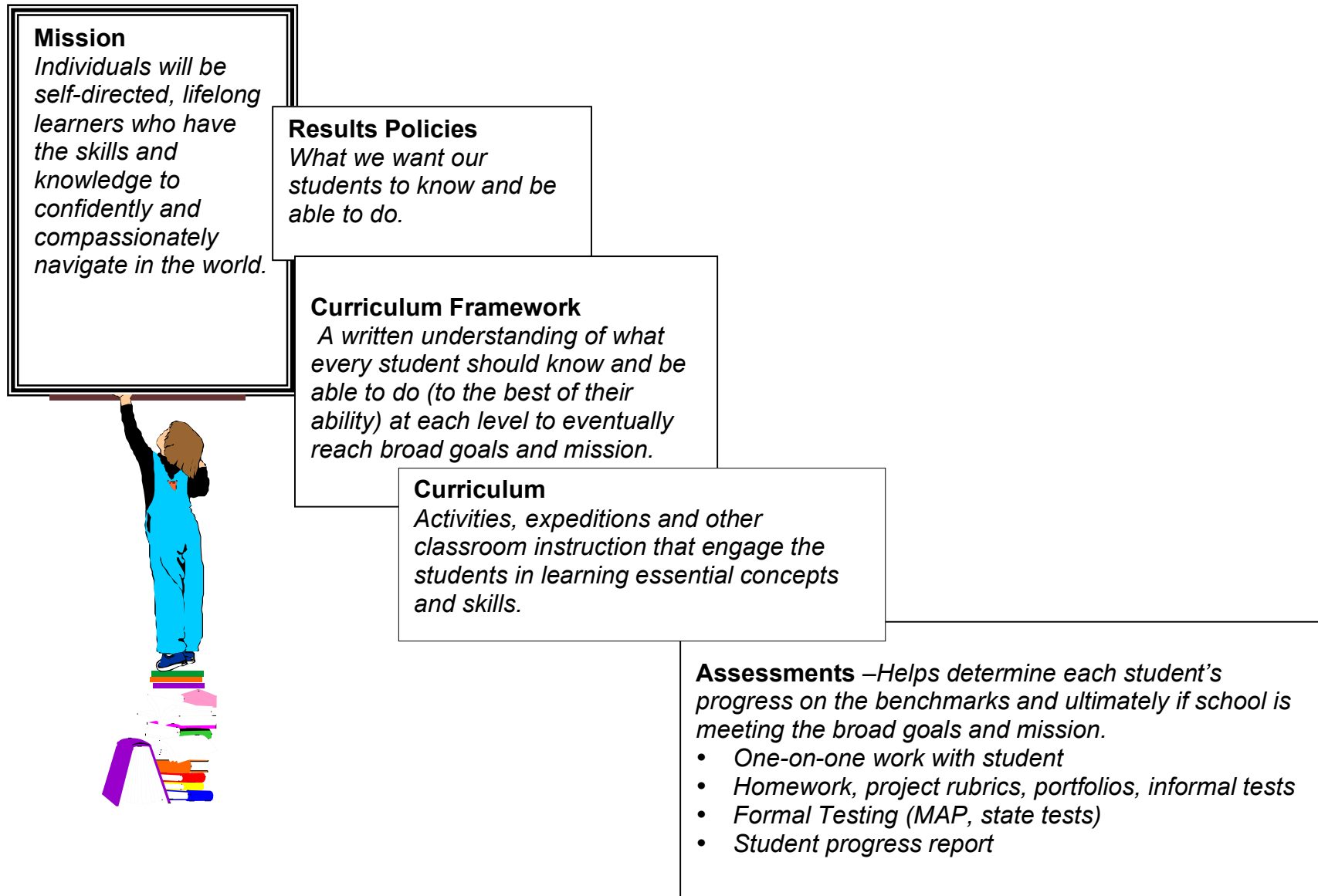
“In times of drastic change, it is the learners who inherit the future. The learned usually find themselves beautifully equipped to live in a world that no longer exists.” -Eric Hoffer

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.

The following page describes how these outcomes are tied to the mission and the pages following list the Results Policies.



How Curriculum Supports Mission at Schoolcraft Learning Community



Results 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

Results 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.
-

Self-reliance Positive habits of Character

- 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.

Results 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 2007-08 school year. We incorporated some additional Special Education learning space in our lower campus to help with accessibility for students when pull-out services were necessary. We found we were understaffed to meet students' needs, and thus had to hire and train additional Special Education staff.

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 can hold school from after Labor Day to the day prior to Memorial Day on our site. This requires us to, again, be creative and flexible in our calendar scheduling, decreasing our number of staff training days, and requiring us to have school on days that ISD #31 buses are not available. These no busing days are needed for student contact days, but we do have an average decrease in attendance of 33%, which does limit what can actually be taught in the classrooms on those days.

Accountability Data

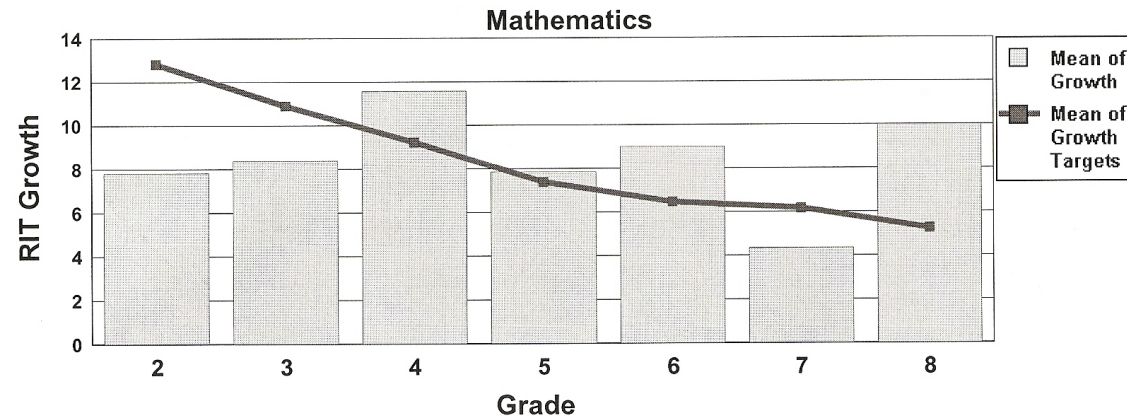
We have included data from our MAP tests and our MCA results from 2007-08 in the next three pages. The bar graph represents Schoolcraft student results and the line graph is the national average for the MAP testing.

Student Growth District Summary - Fall 2007 to Spring 2008

District: Schoolcraft Learning Community

*(Small Group Summary Display is ON)

Mathematics	Count	Fall 2007		Spring 2008		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 2	16	176.7	10.2	184.5	14.8	7.8	9.8	2.5	12.8	-5.0	61.0	6	37.5
Grade 3	18	191.2	13.1	199.6	11.1	8.4	5.9	1.4	10.9	-2.5	77.0	6	33.3
Grade 4	18	195.3	11.0	206.8	12.3	11.5	6.1	1.4	9.2	2.3	125.3	11	61.1
Grade 5	13	209.9	9.9	217.8	9.8	7.9	9.0	2.5	7.4	0.5	106.3	7	53.8
Grade 6	15	212.7	13.3	221.7	14.7	9.0	7.5	1.9	6.5	2.5	139.2	8	53.3
Grade 7	18	219.2	16.9	223.5	14.8	4.3	7.8	1.8	6.2	-1.8	70.3	9	50.0
Grade 8	12	223.4	24.5	233.4	18.0	10.0	9.5	2.7	5.3	4.8	190.5	9	75.0



* Summary data for groups with less than 10 students are shown as selected, but may not be statistically reliable.

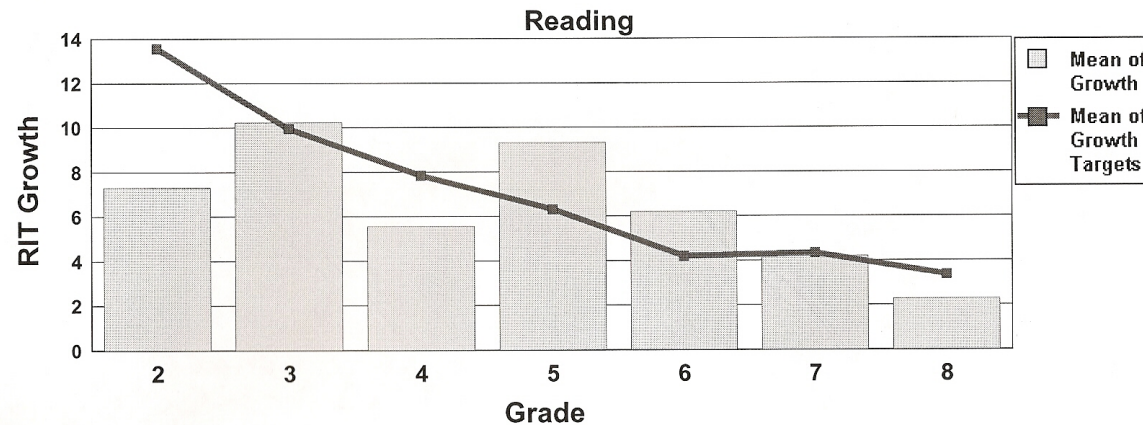
** All Targets based on the most recent NWEA RIT Scale Norms study.

Student Growth District Summary - Fall 2007 to Spring 2008

District: Schoolcraft Learning Community

*(Small Group Summary Display is ON)

Reading	Count	Fall 2007		Spring 2008		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 2	16	174.3	18.5	181.6	20.5	7.3	9.9	2.5	13.6	-6.3	53.9	6	37.5
Grade 3	18	187.9	18.1	198.2	13.7	10.3	7.5	1.8	9.9	0.3	102.8	7	38.9
Grade 4	18	195.3	21.2	200.8	18.5	5.5	7.4	1.7	7.8	-2.3	70.9	7	38.9
Grade 5	13	200.4	19.3	209.7	19.0	9.3	9.3	2.6	6.3	3.0	147.6	8	61.5
Grade 6	15	211.6	14.9	217.8	15.8	6.2	7.1	1.8	4.2	2.0	147.6	9	60.0
Grade 7	15	215.1	15.6	219.3	12.9	4.2	7.9	2.0	4.3	-0.1	96.9	9	60.0
Grade 8	11	220.7	17.5	223.0	17.7	2.3	5.0	1.5	3.4	-1.1	67.6	5	45.5



* Summary data for groups with less than 10 students are shown as selected, but may not be statistically reliable.

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

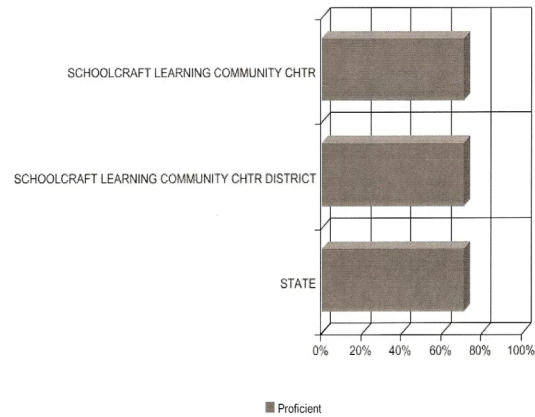


District Name: SCHOOLCRAFT LEARNING COMMUNITY CHTR
DISTRICT
School Name: SCHOOLCRAFT LEARNING COMMUNITY CHTR

Selected Analysis Options

School Year: 07-08 **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	29.47 %	70.53 %	95
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	29.47 %	70.53 %	95
STATE (MN)	29.3 %	70.7 %	420461

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

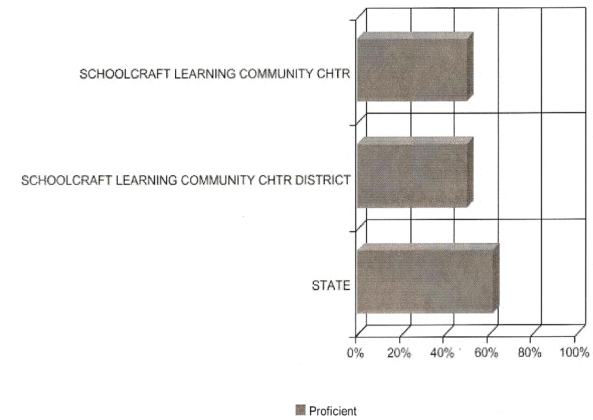


District Name: SCHOOLCRAFT LEARNING COMMUNITY CHTR
DISTRICT
School Name: SCHOOLCRAFT LEARNING COMMUNITY CHTR

Selected Analysis Options

School Year: 07-08 **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	50.0 %	50.0 %	94
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	50.0 %	50.0 %	94
STATE (MN)	37.97 %	62.03 %	400293

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

Academic Goals for 2007-08

- 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.

Achieved this goal? ☒ Yes ☐ No

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

Achieved this goal? ☐ Yes ☒ No
We did achieve the goal in reading but not in math.

Methods to Improve Math and Reading Scores 2007-08:

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. Weekly team meetings are held to discuss student issues/needs and to incorporate assistance where necessary.

Non-Academic Goals for 2007-08

- 1) The Board and Director will successfully complete a one-year cycle of goal setting and accountability regarding student achievement and operations. **Board members** will participate in their role of assuring Schoolcraft is meeting its mission by following and continually improving the monitoring schedule that provides a) oversight of the Director; b) a schedule for gathering input from stakeholders; c) a regular review of the board's own processes and responsibilities and d) review and development of ends statements or results. The **Director** will complete monthly monitoring reports, providing adequate data that assures compliance with the following policies:

- | | | |
|---|---|---|
| ▪ <i>Emergency Director succession</i> | ▪ <i>Compensation and benefits</i> | ▪ <i>Asset protection</i> |
| ▪ <i>Treatment of students & families</i> | ▪ <i>Financial planning/ budgeting</i> | ▪ <i>Communication/support to board</i> |
| ▪ <i>Treatment of staff</i> | ▪ <i>Financial condition & activities</i> | |

Achieved this goal? ☒ Yes ☐ No

- 2) Over the coming year, the Board and Director will develop and implement at least one process that provides data that measures the degree to which the Results Policies are being achieved. This might involve developing surveys of Schoolcraft graduates or parents, and/or identifying accountability methods that are currently being conducted at the school that can be used to measure progress towards the Results Policies.

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

We gave families and staff the opportunity to fill out a comprehensive survey. Results were overwhelmingly positive. A copy of the results of the family survey is included.

- 3) Parent Involvement will be increased through reactivating the Parent Advisory Committee and increasing the support of the parent network to meet our school needs. Our family involvement during the 2006-07 school year, both in and out of the classroom dwindled. Our Parent Advisory Committee quit meeting in early Spring 2007. As a school we will continue to find ways to encourage our parents to be involved in their children's education.

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

We continue to work on this goal. While we did have some increases, we still are trying to "activate" our parent group.

Academic Goals for the Coming Year

- 1) Students in grades 2 through 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 new MAP testing program.

Rationale: Students experiencing at least one year's growth in these core areas is vital so this will be included as a goal until all grade levels achieve it for each of these areas.

- 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.

Rationale: The smaller class sizes and individualized instruction should result in Schoolcraft students achieving higher math and reading scores than the state average, (given that the percentage of students receiving special education services are approximately equal). We feel we should master this goal before setting additional goals.

Non-Academic Goals for the Coming School Year


The Schoolcraft Learning Community Board has identified four non-academic goals within our results policies to focus on for the upcoming 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.
- 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.
- 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.
- 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.



Enrollment Process

All openings at all grade levels will be filled from a waiting list established by state-mandated lottery to be held each February for the following school year. Applications can be completed on the website at www.schoolcraft.org, or a hard-copy application can be acquired through the office. Priority will be given to those applicants with siblings currently attending Schoolcraft and to families residing in Turtle River Township. 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.



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 ___

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 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.

SCHOOLCRAFT LEARNING COMMUNITY CHTR 2008

<http://ec>

District Name: SCHOOLCRAFT LEARNING COMMUNITY CH **Principal:** SCOTT ANDERSON

Address: 9500 RUPPSTRASSE NE

BEMIDJI, MN 56601

Phone: 218-586-3284

Website:

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

(Data from 2007-08 school year unless otherwise noted)

Student Information

2007-08

Enrollment Demographics



■	American Indian	13.0%
■	Asian	1.3%
■	Hispanic	3.9%
■	Black	2.6%
■	White	79.2%
Total:		100.0%

Student Population	154
Limited English Proficient	0%
Special Education	17%
Free and Reduced Price Lunch	49%

Is school eligible for open enrollment at any single grade level(s) for school year 2008-09?	Data not submitted

District Mobility

2006-07

Students from other districts who attend school in this district

Students from this district who attend school in another district

Rate of students transferring out of the district

Rate of students transferring between schools in district

Rate of students transferring into the district

Adequate Yearly Progress

This school meets AYP requirements for 2008. Title I in 2009.

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	Mathematics	Attendance
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.	This school has met requirements for reading.	This school has met requirements for mathematics.	This school requirements for Schools must have Attendance rate show improvement compared to previous years.
All students	Yes	Yes	Yes
American Indian/Alaskan Native	-	-	-
Asian/Pacific Islander	-	-	-
Hispanic	-	-	-
Black, not of Hispanic origin	-	-	-
White, not of Hispanic origin	Yes	Yes	Yes
Limited English Proficient	-	-	-
Special Education	-	-	-
Free and Reduced-Price Meals	Yes	Yes	Yes

2008 Minnesota Comprehensive Assessment Series II Scores

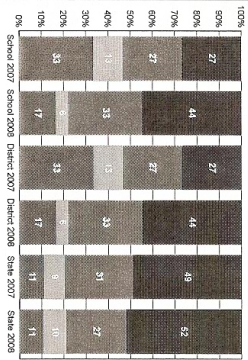
2007-08 School
Year Data

Exceeds standard
Meets standard

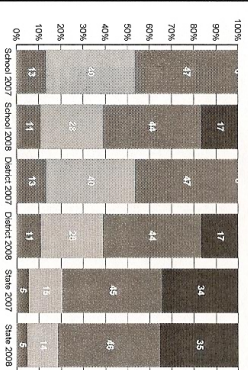
Partially meets standard
Does not meet standard

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

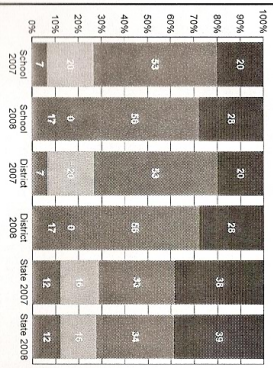
Reading - Grade 3



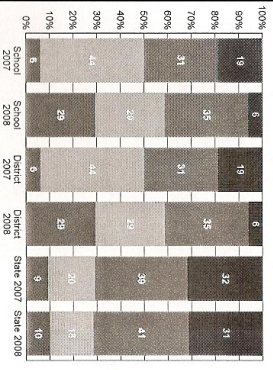
Math - Grade 3



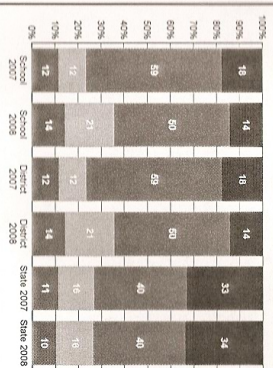
Reading - Grade 4



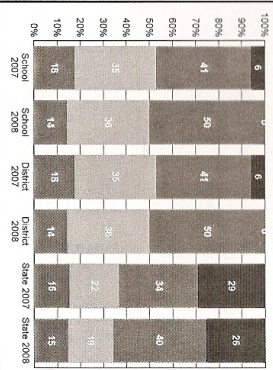
Math - Grade 4



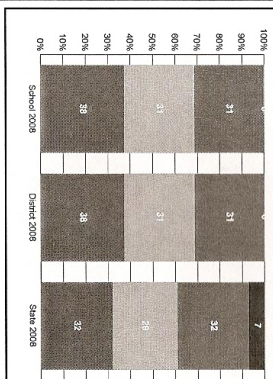
Reading - Grade 5



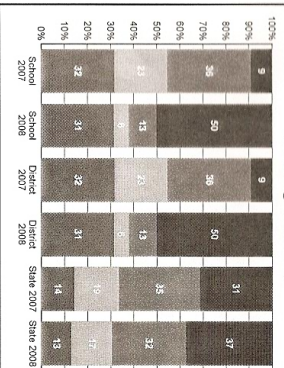
Math - Grade 5



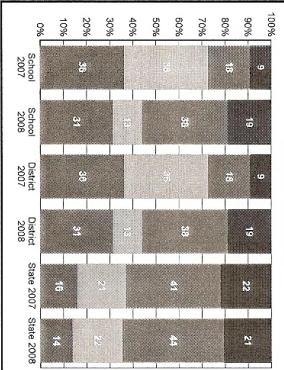
Science - Grade 5

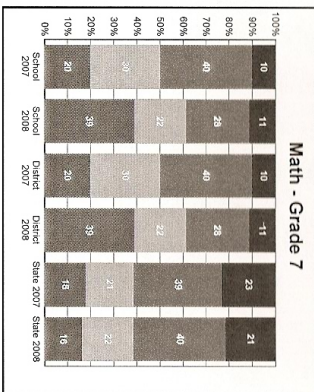
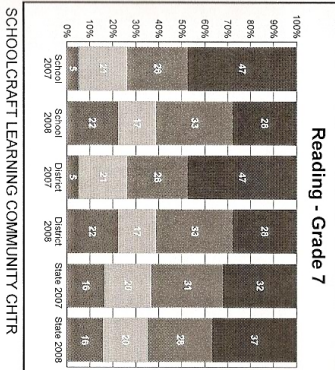


Reading - Grade 6

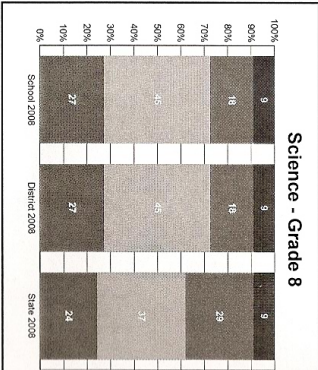
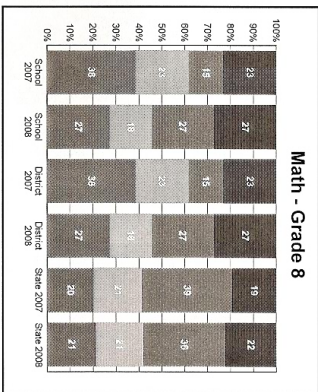
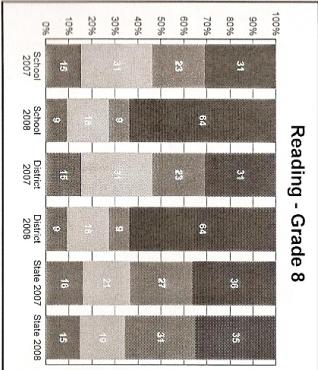


Math - Grade 6





SCHOOLCRAFT LEARNING COMMUNITY CHTR



School Opportunities

2008-09 School Year Data

Junior High/Middle School:

Students at this school can participate in:

Athletic Activities	No data provided.
Dance, Media Arts, Music, Theater and/or Visual Arts	No data provided.
Family Involvement Activities	No data provided.
Student Clubs and Organizations	No data provided.
(Information collected directly from schools)	

Elementary School:

Students at this school can participate in:

Half Day/Part Time Kindergarten	No data provided.
Full Day/Full week Kindergarten	No data provided.
Before and After School Programs	No data provided.
Early Childhood Family Education Activities	No data provided.
Physical Education	No data provided.
Dance, Media Arts, Music, Theater and/or Visual Arts	No data provided.
(Information collected directly from schools)	

School & District Staffing

2007-08 School Year Data

School Staff

Number of School Staff by Position	School #	State #	Teacher Degree Preparation	School %	State %
Teachers	12.87	52,970	Bachelor's	100.00%	47.55%
Media Specialists	0.00	842	Masters	0.00%	50.40%
Other Licensed Professionals	0.00	6,729	Doctorate	0.00%	0.18%
Paraprofessionals	5.60	12,162	Teacher Years of Experience	School %	State %
Administrators	0.00	2,788	Less than 3 years	42.66%	8.86%
Other Staff Including Non-licensed Staff	5.30	32,916	More than 10 years	41.65%	57.41%
Total Staff	23.77	108,408			
State Licensure Compliance					
Staff in compliance by licensure	72.96	98.17	Federal Highly Qualified Requirements	School %	State %
Staff in compliance by permission	27.04	1.65	Teachers meeting Federal requirements for "Highly Qualified"	100.00%	97.62%
Full Time Equivalent (FTE)					
			Title I Paraprofessionals considered "Highly Qualified"	100.00%	98.07%
			Inequitable Distribution of Non-HQ Teachers	Data not available.	

District Staff

2007-08 School Year Data

Number of District Staff by Position	District #	State #	Teacher Degree Preparation	District %	State %
Teachers	Data not available.	52,970	Bachelor's	100.00%	47.55%
Media Specialists	Data not available.	842	Master's	0.00%	50.40%
Other Licensed Professionals	Data not available.	6,729	Doctorate	0.00%	0.18%
Paraprofessionals	Data not available.	12,162	Teacher Years of Experience		
Administrators	Data not available.	2,788	Less than 3 years	42.66%	8.86%
Other Staff Including Non-licensed Staff	Data not available.	32,916	More than 10 years	41.65%	57.41%
Total Staff	Data not available.	108,408			
State Licensure Compliance	District %	State%	Federal Highly Qualified Requirements	District %	State %
Staff in compliance by licensure	Data not available.	98.17	Teachers meeting Federal requirements for "Highly Qualified".	100.00%	97.62%
Staff in compliance by permission	Data not available.	1.85			

Full Time Equivalent (FTE)	Title I Paraprofessionals considered "Highly Qualified".	Number of Schools with Inequitable Distribution of Non-HQ Teachers	100.00%	98.07%	44
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Average Administrative Salaries	District	State	Teacher Salary Information	District	State
Superintendents:		\$104,419	Average Teacher salary	\$35,109	\$50,345
Principals:			Bachelor's Degree - Beginning level*	No data available.	
Elementary:		\$90,743	Bachelor's Degree - highest level*	No data available.	
Middle School:		\$96,024	Master's Degree - highest level*	No data available.	
High School:		\$88,511			
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

2007-08 School Year Data

		Core Academic Classes Taught by Highly Qualified Teachers	
		Total #	Percent
Elementary level	High Poverty Schools	9,393	96.91%
	Low Poverty Schools	8,239	98.20%
	All Elementary Schools	32,767	98.01%
Secondary level	High Poverty Schools	10,362	94.21%
	Low Poverty Schools	20,329	98.54%
	All Secondary Schools in State	60,456	97.41%
All Schools in State		93,223	97.62%

Q Comp and Professional Development for Staff

2007-08 School Year Data

Is the school/district approved for Q Comp?

.

No

Report to Taxpayers

2006-07 School Year

General Fund Expenditure per Student by Program				Revenue per Student generated by students attending this school			
	School	District	State	school	School	District	State
District Level Administration	\$1,137	\$1,137	\$395	Basic General Education	\$5,350	\$5,350	\$5,598
School Level Administration	\$0	\$0	\$385	Extended Time	\$0	\$0	\$66
Regular Instruction	\$4,645	\$4,645	\$4,124	Compensatory	\$703	\$703	\$376
Career & Technical Instruction	\$0	\$0	\$131	Limited English Proficiency	\$0	\$0	\$47
Special Education Instruction	\$1,218	\$1,218	\$1,649	Sparsity	\$23	\$23	\$24
Student Activities/Athletics	\$0	\$0	\$238	Operating Capital	\$222	\$222	\$224
Instructional Support Services	\$152	\$152	\$425	Operating Referendum	\$0	\$0	\$714
Pupil Support Services	\$64	\$64	\$255	OCComp	\$0	\$0	\$58
Operations, Maintenance & Other	\$452	\$452	\$782	Other General Education	\$153	\$153	\$232
Student Transportation	\$0	\$0	\$529	Subtotal, General Education	\$6,451	\$6,451	\$7,339
Subtotal - General Fund Operating Expenditures	\$7,668	\$7,668	\$8,913	Special Education	\$1,217	\$1,217	\$946
Capital Expenditures	\$1,347	\$1,347	\$451	Title I	\$210	\$210	\$130
Total - General Fund	\$9,015	\$9,015	\$9,364	First Grade Preparedness	\$0	\$0	\$9
				Other Operating	\$157	\$157	\$807
				Other Capital Expenditures	\$1,012	\$1,012	\$227
				Total - General Fund	\$9,047	\$9,047	\$9,457

General Fund Revenue per Student by Source				Expenditures as percent of revenues generated by students attending this school			
	District	State		School	District	State	
Federal Grants	\$619	\$444		100%	100%	99%	
State Aids and Grants	\$8,288	\$7,489					
Local Property Tax	\$0	\$1,020					
Student Fees/Admissions	\$5	\$82					
Tuition from other Districts	\$0	\$68					
Investment Earnings	\$66	\$91					
Other Local	\$69	\$264					
TOTAL General Fund	\$9,047	\$9,458					

District Revenue and Expenditure Totals by Fund				Trends Over Time			
	Revenue	Expenditures		2004-05	2005-06	2006-07	
General	\$1,438,413	\$1,433,491		\$7,818	\$8,287	\$9,047	
Food Service	\$90,292	\$103,696					
Community Service	\$0	\$0					
Debt Service	\$0	\$0		\$2,178	\$2,526	\$2,466	
TOTAL	\$1,528,705	\$1,537,187					

School District Property Tax Information			
Average Home Value	District	State	
Average School District Property Tax per Home			
Average School District Property Tax per \$100,000 of Home Value after Credits			

Schoolcraft Learning Community's Bold Steps 2008-09

VISION

Global Perspectives

Local Environment & Experiences

Enthusiasm & Rigor

Local Culture & History

Project Orientation & Teamwork

Individualized Instruction & Small Group Learning

Mission

4. Improve ELOB Awareness

3. Improve and Expand Technology

2. Improve Competency in the Workplace and Society

1. Improve Self Reliance and Positive Habits of Character

Supports

- Dedicated Parents
- Passionate Faculty & Staff
- Determined Leadership
- SLC Community

Challenges

- MDE requirements
- Technology
- Community ELOB Awareness
- Time
- Resources/Funding

Schoolcraft Learning Community Parent/Guardian Survey

	strongly agree	agree	Neutral/ not applicable	disagree	strongly disagree
<p>1. My child likes Schoolcraft Learning Community.</p> <p>Comments: K-3: She is a very shy child so the smaller class rooms make her comfortable; Our daughter is extremely happy to be a part of this community. Very much; She loves school and looks forward to going; He really enjoys going to school; My child has said a number of times how thankful she is to be able to go to Schoolcraft. They love the school, the outdoors, the expeditions and the teachers; Both are happy to go to SLC – don't seem to grasp that there are other schools;</p> <p>4-8: The students are missing out on some activities a larger setting can offer; Loves it;</p>	<p>23 total 16 K-3 7 4-8</p>	<p>14 total 8 K-3 6 4-8</p>	<p>-</p>	<p>1 total from K-3</p>	<p>-</p>
<p>2. I feel the Bemidji community is supportive of Schoolcraft.</p> <p>Comments: K-3: I feel the Bemidji community/Bemidji schools oust charter kids; Still a lot of misconceptions – private school, school for sped kids, school for just the best kids; A lot of people still are not familiar with what it is entirely; Some people are, some people are not, and some people continue to think it is a private school; I hear wonderful things about it almost every week; Somewhat; I don't see any 'support' from anyone outside of the Schoolcraft community; I have no idea; This is very unfortunate, but I put it down to narrow-mindedness that often seems to prevail in the community and is no fault of SLC or the staff/students; While I have spoken to many parents who would like their children to attend Schoolcraft, I have experienced neutral to mildly negative attitudes toward charter schools in general within the established educational community; I feel most people don't know much about it – probably 8 out of 10 people I talk to assume SLC is private and want to know how much it costs; I haven't met a person who hasn't been supportive, but the public schools don't seem to be; Word around town seems to be positive, but a lot of curiosity and ignorance;</p> <p>4-8: I feel the community is coming around to the idea of it; Most people are but some folks are still unsure – I feel it is improving each year; Not in middle school sports;</p>	<p>4 total 3 K-3 1 4-8</p>	<p>11 total 6 K-3 5 4-8</p>	<p>14 total 9 K-3 5 4-8</p>	<p>8 total 6 K-3 2 4-8</p>	<p>1 total from K-3</p>
<p>3. My child is treated as an individual in this school.</p> <p>Comments: K-3: She is treated as an individual but not always taught like an individual; Strongly agree; Wonderful personal attention; I can tell he feels comfortable and confident in school; My child has received individualized attention rather than being plugged into a generic model;</p> <p>4-8: Definitely;</p>	<p>24 total 19 K-3 5 4-8</p>	<p>11 total 4 K-3 7 4-8</p>	<p>1 total from K-3</p>	<p>1 total from K-3</p>	<p>-</p>
<p>4. My child is receiving adequate support to become a self-directed learner.</p> <p>Comments: K-3: We think that this year at SLC there has been a lot of indoctrination going on; I think the teachers at SLC do this very well; I can see the beginning steps in this; I think Carla is doing a superb job in instilling leadership qualities; ELOB; Can't tell yet, too young; Time will tell; Library/independent computer time needed</p> <p>4-8: I have some doubts on whether or not the students will be ready for high school – I don't feel they are at the same level; Is encouraged to be self-motivated;</p>	<p>17 total 12 K-3 5 4-8</p>	<p>13 total 7 K-3 6 4-8</p>	<p>5 total 4 K-3 1 4-8</p>	<p>2 total 1 K-3 1 4-8</p>	<p>1 total from K-3</p>
<p>5. My child's teachers have high expectations of him/her.</p> <p>Comments: K-3: I'd like to see higher expectations placed on expected behaviors; Very high – Noelle in K for example, gives fun homework; We love the support from her teacher – she is wonderful; I think too high for a 7 year old; Definitely; I have heard his teacher say this and so has he;</p> <p>4-8: no comments...</p>	<p>19 total 17 K-3 2 4-8</p>	<p>19 total 8 K-3 11 4-8</p>	<p>1 from K-3</p>	<p>-</p>	<p>-</p>

Revised January 2008

Schoolcraft Learning Community Parent/Guardian Survey

	strongly agree	agree	Neutral/ not applicable	disagree	strongly disagree
6. I believe that my child is receiving adequate academic skills. Comments: K-3: They haven't been there a full year yet. We are amazed by reading progress in the younger years; She is learning much more at this level than I expected; I think so, I just don't see much, but I definitely have a good feeling; This year has been great academically, but last year was not so. Yes, and I know there are measurement tools in place to verify this; I'd like to see a comparison between SL/C grades who go on to BHS and middle school – standard elementary kids who go there as well... how do they measure up?; Need more math skills, paper/pencil spelling;	15 total 14 K-3 1 4-8	14 total 5 K-3 9 4-8	4 total 3 K-3 1 4-8	4 total 2 K-3 2 4-8	1 total form K-3
4-8: I'm not sure the students are at an academic level that is comparative with other schools in the area; Could improve a bit in providing more of the basics; Not in math – if the whole class does not do well that should be a clue;					
7. As a parent/guardian, I am aware of my child's progress at Schoolcraft. Comments: K-3: Not as often as we would like; good communication; In K, very much so, less in 3 rd grade, and only from what she tells me in Title 1 (which sounds good), but I would like something more and would rather have had conferences with progress reports as I have more informed questions than I did previously; I feel I am satisfied with the level of communication between myself and my child's teacher; I feel the progress is documented and discussed with me;	20 total 15 K-3 5 4-8	14 total 8 K-3 6 4-8	-	4 total 2 K-3 2 4-8	-
4-8: I think this is normally a problem at just about any school setting; Mostly at conferences – doesn't have a lot of homework; Because he is receiving SPED services, I would like to know more frequently how he is doing;					
8. My child receives adequate feedback on his/her progress. Comments: K-3: I think she does get feedback, but again, not as often as we would like to see; Reading rewards are nice for the kids (pizza hut coupons); Notes/emails from teachers often if there are concerns; Yes – the teacher gives a lot of feedback; Don't know, but would assume so – his teacher is very good!; Grading system very subjective	16 total 12 K-3 4 4-8	15 total 7 K-3 8 4-8	5 total 4 K-3 1 4-8	2 total from K-3	-
4-8: Yes;					
9. I am comfortable communicating with Schoolcraft staff. Comments: K-3: I'm comfortable but not always sure that my opinions are taken seriously; Communication has been great – Shar, Tracy, teachers, very good – we like being able to use email; They are always present; I like that we can use email; They are the most talented group I have ever seen that work so well ALL together!!; I have the pleasure of being acquainted with teachers/staff through volunteer work;	27 total 20 K-3 7 4-8	10 total 4 K-3 6 4-8	1 total from K-3	-	-
4-8: Yes – Tracy is always friendly when I call the school and teachers are always willing to talk;					
10. I feel there is adequate communication from Schoolcraft to our family. Comments: K-3: I would like more like a progress update – a short prewritten form of the classes and then a hand note on each subject on how they are doing; The email updates from Shar and classroom teachers are great; The communication is good but sometimes late; I would like to know more about my 3 rd grader's classwork/homework. She doesn't ask questions when she doesn't understand and I assume that things are OK. I need to become more involved, so I would like to know (for instance) what homework has been assigned, or what they're reading, etc. so that I can support it properly. I have to take her word when she says she doesn't have to do her reading journal, then I see on her progress report that she's often late. I don't want to get in these habits early on.; The emails and newsletters are very helpful. The website is also helpful for any misplaced communication items.; Every effort is made through newsletters, etc.;	24 total 18 K-3 6 4-8	11 total 5 K-3 6 4-8	1 total from K-3	2 total 1 K-3 1 4-8	-
4-8: Because he is receiving SPED services, I would like to know more frequently how he is doing					

Revised January 2008

Schoolcraft Learning Community Parent/Guardian Survey

	strongly agree	agree	Neutral/ not applicable	disagree	strongly disagree
<p>11. My child feels safe at Schoolcraft.</p> <p>Comments: K-3: For the most part – still having issues with some inappropriate behavior of the sexual nature and advances on my daughter and other girls out there; Bullying, kids throwing rocks on the bus, name calling, intimidation are on-going issues; She is nervous sometimes about “the BIG kids” but is dealing with it; And respected;</p> <p>4-8: I feel the setting is much better than the middle school. In the past there was concerns about waiting for the bus at middle school – kids acting disrespectfully;</p>	<p>27 total 18 K-3 9 4-8</p>	<p>7 total 3 K-3 4 4-8</p>	<p>3 total 3 K-3</p>	<p>1 total from K-3</p>	-
<p>12. Schoolcraft has a warm and welcoming feel.</p> <p>Comments: K-3: Not as much as it used to – kinda feels like people are on the defense a lot; I agree, but I may be biased, being SLC staff; I think SLC fosters a strong sense of belonging amongst its students and staff; Love the environment – love being greeted everyday and leaving with a wave goodbye!; The environment couldn't be better; I LOVE how teachers and staff are there when the kids get both off and on the bus and they wave goodbye to the kids EVERYDAY! Fantastic!!!; Don't stop waving to school buses and families!; Love the small community;</p> <p>4-8: No comments given</p>	<p>28 total 29 K-3 9 4-8</p>	<p>8 total 4 K-3 4 4-8</p>	<p>1 total from K-3</p>	<p>1 total from K-3</p>	-
<p>13. SLC has played a role in encouraging my child to be a contributing member of our community.</p> <p>Comments: K-3: Again, a little too much indoctrination on the green thing: Foodshelf, Unicef, Donations for Afghanistan are good – I think service to the community could be stronger, but, perhaps, not without doing a disservice to basic educational components; Excellent choice of expedition this year (garbage pickup @ Cameron was good); Especially with the reuse, reduce, recycle expedition; It's hard to say at this point but it seems likely; Loved the fall expedition; They both have an enthusiastic and age-level appropriate dedication to the environment; Haven't seen that so much (geographically challenged?); I would like to see the children more involved with some community group – perhaps as volunteers or “pals” for elderly;</p> <p>4-8: No comments given</p>	<p>17 total 10 K-3 7 4-8</p>	<p>14 total 9 K-3 5 4-8</p>	<p>6 total 5 K-3 1 4-8</p>	<p>1 total from K-3</p>	-
<p>14. The special education program at Schoolcraft meets the students' needs. (You may mark the “not applicable” column if this does not apply to your child.)</p> <p>Comments: K-3: Love the speech teacher. Where are the “progress” reports?; Title 1: This is the only area that truly concerns me as I've had zero feedback or communication. I assume it has a budgetary element to it and I'm not against that, and I hear from my daughter that it's going well and she's racing ahead, but it was something we'd tried to avoid and want to support and there's been no communication and I find that disappointing. I trust SLC, but this feels like it's falling through the cracks a bit....;</p> <p>4-8: No comments given</p>	<p>4 total 3 K-3 1 4-8</p>	<p>7 total 4 K-3 3 4-8</p>	<p>23 total 16 K-3 7 4-8</p>	<p>2 total 1 K-3 1 4-8</p>	<p>1 total from K-3</p>
<p>15. I am familiar with the Expeditionary Learning Outward Bound philosophy.</p> <p>Comments: K-3: I think SLC has fallen off the wagon and forgot about the <i>whole</i> Schoolcraft community “all the families”; need more OB in the ELOB; I am learning more and I like it so far, partly through my own research but also through parent orientation; Nice;</p> <p>4-8: Should have another parent meeting that explains it;</p>	<p>13 total 8 K-3 5 4-8</p>	<p>18 total 14 K-3 4 4-8</p>	<p>3 total 1 K-3 2 4-8</p>	<p>4 total 2 K-3 2 4-8</p>	-
<p>16. Parent volunteers are an important part of Schoolcraft's culture.</p> <p>Comments: K-3: I'd like to see more involvement; I think they could use lots more; I am not as aware as I should be in regards to volunteers; It would be nicer if there were more at times; We need more but how?; I don't see other classrooms but suspect I am only parent volunteering in mine. PAC meetings under attended; I'm not sure if they're an important part, but they can be helpful. What do the teachers think? I like St. Philips' method of requiring volunteer work from the parents; Not clear;</p>	<p>15 total 9 K-3 6 4-8</p>	<p>15 total 9 K-3 6 4-8</p>	<p>3 total 2 K-3 1 4-8</p>	<p>2 total from K-3</p>	-

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Schoolcraft Learning Community Parent/Guardian Survey		strongly agree	agree	Neutral/ not applicable	disagree	strongly disagree
<p>4-8: Parent involvement is important anywhere. But I sometimes wonder if it is hard to get more than just a few parents to volunteer. For what reason?;</p> <p>17. I understand the mission of Schoolcraft Learning Community (see bottom of letterhead) and I believe the mission is being followed by the school.</p> <p>Comments: K-3: it's a lofty goal – I certainly hope so; I think SLC does this very well...students are encouraging to others and I have seen my daughter grow in confidence. So far so good; I'd like to see more being done regarding building character and promoting compassion. Really emphasizing it now with the younger grades so they can be good role models. Very much;</p> <p>4-8: No comments given;</p>		<p>18 total 15 K-3 3 4-8</p>	<p>18 total 8 K-3 10 4-8</p>	-	<p>1 total from K-3</p>	-
<p>18. Foreign Language/World Culture is an important part of Schoolcraft's mission.</p> <p>Comments: K-3: It is a part but Spanish would be better. If you look at United States more people speak Spanish than French. How can we support this better? Could be integrated far more – Francois could have lots more support. The French songs are frequently sung around home and will stick with the kids a long time!; I really value having a language taught from Kindergarten; I feel this needs more "push" from teachers; I would like to see this be an even bigger part of the school, but there is clear value on it and I'm happy with this level; This is so amazing that my child can be exposed to this now instead of just at a HS level. And what a wonderful teacher!!!; Music and Language (along with class size) are the reasons we have our children at Schoolcraft – Never lose these focuses!; The opportunity to learn French and to be exposed to that and other cultures is among the 3 top reasons we have our child at SLC; The kids say the French teacher is a little negative and strange; This is a major element of distinction from other options. It ought to be stronger at the upper level grades;</p> <p>4-8: They do look at a wide range of things; Would be nice to include Spanish since it is becoming America's 2nd language;</p>		<p>17 total 15 K-3 2 4-8</p>	<p>18 total 7 K-3 11 4-8</p>	<p>1 total from K-3</p>	<p>1 total from K-3</p>	-
<p>19. Music instruction is an important part of Schoolcraft's mission.</p> <p>Comments: K-3: Jerianne has done such a wonderful job with the students this year; I think the part-time position has affected the music program over the years. I appreciate having keyboarding offered to K-1. What a great opportunity!; We love orchestra and music; I am a little disappointed that they don't have more time during the day for music/piano; I am just awed by the musical talent by the teachers and students and the range of opportunities to experience music – piano, violin, etc.; Music and Language (along with class size) are the reasons we have our children at Schoolcraft – Never lose these focuses!; This is the 2nd of 3 top reasons we are here!;</p> <p>4-8: Orchestra should include other instruments other than strings – like flute, oboe, etc;</p>		<p>20 total 18 K-3 2 4-8</p>	<p>16 total 6 K-3 10 4-8</p>	<p>2 total 1 K-3 1 4-8</p>	-	-
<p>20. Art instruction is an important part of Schoolcraft's mission.</p> <p>Comments: K-3: Is an excellent way to express themselves and create; I wish it were more; One of the most enjoyable activities for our child; Lisa does an awesome job; Great projects; Great; Expansion of art dept. would be nice ie. Get someone in who can teach pottery, etc...perhaps be able to raise money for a wheel(s) and kiln(s). I love the peace basement concepts – the opportunity to exercise self-control and personal reflection; In this day and age of extracurriculars being cut, it's GREAT they have this outlet. I was impressed by the students' artwork at the exhibition at BSU last month;</p> <p>4-8: No comments given</p>		<p>19 total 17 K-3 2 4-8</p>	<p>17 total 6 K-3 11 4-8</p>	<p>2 total from K-3</p>	-	-

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Schoolcraft Learning Community Parent/Guardian Survey

	strongly agree	agree	Neutral/ not applicable	disagree	strongly disagree
<p>21. Conflict Management instruction is an important part of Schoolcraft's mission.</p> <p>Comments: K-3: Any skills children can acquire in this area will do nothing but help them; My child has mentioned these skills but they could be emphasized more; I would not have thought much about this before we came here, but I am impressed at the skills my kids are learning and USING. It seems like a great program; My child is already expressing herself well and in a positive way! I like that; I see teachers incorporating this all the time in their classrooms. This has been valuable to my children; Our daughter talks about ways she has put these skills to good use while riding the bus;</p> <p>4-8: No comments given</p>	<p>26 total 17 K-3 9 4-8</p>	<p>11 total 6 K-3 5 4-8</p>	<p>2 total from K-3</p>	-	-
<p>22. Physical Education instruction is an important part of Schoolcraft's mission.</p> <p>Comments: K-3: They need to learn to be healthy and physically active; I wish it were more; We wish there was everyday PE!; How about twice a week? I appreciate Linda's approach to fitness and cooperative games; Love Hoppers; I wish there was more time for this but I love the outdoor time too; I really am pleased with the variety and how integrated it is into the culture. Boys can jump rope, etc.; I feel there's not enough PE, but if it's a choice between that or French – I choose FRENCH; 2 things stand out 1-obesity epidemic and 2-learning to be a part of a team is useful throughout life;</p> <p>4-8: I feel that they need more</p>	<p>15 total 14 K-3 1 4-8</p>	<p>15 total 6 K-3 9 4-8</p>	<p>5 total 3 K-3 2 4-8</p>	<p>3 total 2 K-3 1 4-8</p>	-
<p>23. SL.C offers opportunities for family and community members to participate in significant ways to support student achievement.</p> <p>Comments: K-3: I believe so, but not all families/community members are aware of their opportunities; Wonderful celebrations and public performances; How?; I haven't experienced this;</p> <p>4-8: A few more fun family socializing events – how about cookies and drinks after winter and spring concert?</p>	<p>18 total 15 K-3 3 4-8</p>	<p>13 total 5 K-3 8 4-8</p>	<p>4 total 3 K-3 1 4-8</p>	<p>1 total from K-3</p>	-
<p>24. School-wide practices are generally respectful of and sensitive to the cultural backgrounds and diverse qualities of the members of Schoolcraft Learning Community</p> <p>Comments: K-3: Not always – we have parents out at SL.C that are loggers and our children were taught that it was bad to cut down trees; A bit of liberal slant; Wonderful diversity; Not sure; By teaching foreign language and eating food from around the world, students are learning tolerance and openness; I believe strongly in being open to ALL OTHER CULTURES, in addition to our own, not INSTEAD of our own; Love the school;</p> <p>4-8: No comments given</p>	<p>18 total 15 K-3 3 4-8</p>	<p>16 total 7 K-3 9 4-8</p>	<p>2 total 1 K-3 1 4-8</p>	<p>1 total from K-3</p>	-
<p>25. All things considered, I as a parent, am satisfied with Schoolcraft.</p> <p>Comments: K-3: We have concerns with the way things were taught for the last expedition. Then to find out afterwards Scott doesn't check up on the teachers. We feel that's part of this job to keep everybody in check; We are pleased with the down-to-earth approach used with the kids everyday. It is great to see such a positive learning environment. Gives us hope!; We have had and continue to have a very positive experience at SL.C. This has been a good fit for my children. We love it; Very much so! From the headline philosophy to the myriad small details (family style lunches, yoga, etc.), I couldn't ask for a more forward thinking school. Love the environment (Concordia) and the "vibe"; my kids are both very happy and are changing and growing. They are confident, they feel part of a community; I look forward to when you can be in a permanent location so there could be a playground and a library; 110% This school should be a national example to others as a school of excellence!; After last year with Amy, I was considering switching to Bemidji. I heard that Carla was an excellent EL/OLB educator and I have been won over by her.</p>	<p>25 total 19 K-3 6 4-8</p>	<p>10 total 4 K-3 6 4-8</p>	<p>2 total 1 K-3 1 4-8</p>	<p>1 total from K-3</p>	-

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Schoolcraft Learning Community Parent/Guardian Survey

	strongly agree	agree	Neutral/ not applicable	disagree	strongly disagree
<p>4-8: No comments given</p> <p>26. Will you be sending your child(ren) back to Schoolcraft next fall?</p> <p>Comments (Why or Why Not?): K-3: We are holding off pulling her to see if the school can get back on track. We hope they can; There is nothing like the unique experience of SLC... the setting @ CLV is a perk also; We value expeditionary learning and the sense of belonging. I like the small school size and the relationships teachers build with students; Depends on my child's progress; Yes – they love it and we are happy with their progress; We hope she can continue throughout 8th grade; I and my children have a voice at SLC, SLC values closely match my own, small class size, environment, language and arts, wider outlook, family feel, etc. etc... we are very happy with the school; I love how everyone knows everyone else; I am completely satisfied with Schoolcraft; And I have recommended several other families to do the same; I remain committed to SLC;</p> <p>4-8: Because she loves Schoolcraft and I feel it is meeting her needs and she is learning not only academics but how to be a good person; Yes; Yes; Undecided; I feel it's a better setting than the middle school</p>	<p>26 total 19 K-3 7 4-8</p>	<p>8 total 4 K-3 4 4-8</p>	-	<p>1 total from K-3</p>	-

My child(ren) are in grades K-3 25 total _____. My child(ren) are in grades 4-8 13 total _____.

There were 6 surveys that indicated children in both levels.

Please list at least three points on which you believe the school should focus its attention in the next two years. Be as specific as possible in identifying these points.

K-3:

1. *I think I made my points above. Another concern we had was our daughter was made to watch an inappropriate movie in Carla and Shanna's crew. We had a meeting with Scott about it and we all agreed a letter should go out to all families and nothing was ever done! I think that is poor leadership at the school and also bad that the teachers didn't stand up and say yes it was inappropriate and we're sorry.*

2. *Community Awareness – We still seem to be a best kept secret; Foreign Language – update it, bring in some fun culture – Mardi Gras? Integrate it w/Art, Music, Phy-Ed, General Ed.*

3. *More time spent on basics – reading, math; More emphasis on respect*

4. *Hand-washing before lunch time? Not sure this happens...; More PE time – even 2X/week?*

5. *Continue with the opportunities you provide students through fieldwork; Continue the positive school climate...I do not know many schools where students of all ages would get up and perform a dance during lunch; Another school-wide expedition? We are very thankful for Schoolcraft!*

6. *Nov. conference was positive yet report card VERY negative. There was absolutely NO communication regarding academic struggles!! I will have my child independently evaluated to see how my child measures in comparison to his grade level. My child may be going to ISD 31 next year. My child has been at Schoolcraft for 4 years and this year is a HUGE disappointment! (Exactly what Dr. Hess would love to hear!!) I am VERY angry!!!*

7. *Outdoors issues/Nature skills. I don't think our expeditions take enough advantage of the school's location; All grade levels need enough French to be LEARNING the language; Grade-to-Grade CONTINUITY. Are teachers willing to add/alter teaching methods and curriculum when given suggestions from parents? How open are they to new ideas?*

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8. Fund raising; Better playground equipment.
9. Send out information 2X/month with specific future dates and times of activities. This can be electronic too. Build a library – this is a huge missing link to this school. Do a book drive or fundraiser for books and designate a space for this. Downsize the amount of paper used – transition to laptops for coursework.
10. The menu offers a wide variety which is very positive. I would like to suggest **MORE RAW VEGETABLES** (which is very healthy in one's diet) *ei.* If broccoli is on the menu – it could, perhaps, be offered raw and cooked?
11. Establish/encourage gifted programs for kids who are bored. Consider an after school care program. Find ways to continue to support the high energy of the teachers.
12. I would like to see the language element have even more emphasis. My Kindergarten can actually have a short conversation in French. I am so pleased. More time spent on this, or even another class taught in French would be great as they can absorb so much. SLC is doing a great job here, I'd just like to see more of it. Media studies – the kids are becoming more and more media-savvy, but I think a critical element to this is missing (read-being critical of the media) and critical thinking in general. This is probably an important part of the older grades curriculum and I'm getting ahead of things. Continuation into grades 9-12!
13. Learning about different ethnicities. Continuing to focus on nature, making use of the wilderness to explore and learn from. Branching out more with after school activities – chess club, coyote club, and sports.
14. Each child have I challenge item they wish to accomplish using the resources available to them at Schoollcraft – whether it is learning how to do something or get better at something they already can do but not well. *I.e.* Tie shoes, math concepts, musical instruments, etc.; I would like to have had a copy of the objectives my child was going to be assessed on at the beginning of the school year so I could reinforce more at home what she would be evaluated on her report card. When I received her report card, I was surprised at some of the things she was expected to know.; Corporate sponsorship and/or communications on what we can do to help fulfill educational needs – much like the make-a-wish but what personal challenge does the student want to embrace and who can help them get there through a mentorship or experience. *I.e.* Child wants to be able to perform better at fractions...can we as parents help provide an opportunity for the child to see where fractions are used most often? How can we help the child accomplish this personal goal? *I.e.* Child wants to learn how to X-country ski – is there a ski shop who could spend time outfitting a kid for a day and teach them to X-country ski or offer to have them meet advanced skiers? *I.e.* Child wants to be a chef – can we get them involved in a kitchen sometime? Invite them to tour a kitchen at a restaurant and meet a chef? Everybody knows somebody – let's use the network of our parents to put more learning into action.
15. French – this is a **HUGE** selling point of SLC. Opening up the brain pathways required for learning languages is crucial for future language learning. Music – teaching instruments from day ONE is something not offered anywhere else. Class size – small class size is what originally brought us to SLC – every politician says it's important, but only SLC delivers.
16. Language – it opens their minds up in ways just talking about another culture won't do. I would be supportive of some "immersion" days. Could there be immersion weekends with Francois and parent volunteers? Could SLC families get discounts on Language weekends at CLV? Could we have kids to start saving in the younger grades for an 8th grade trip to France? Save for 2 weeks at French camp at CLV? They should leave SLC with a 2nd language. Environment – Would like to see it be a focal point at SLC. No other learning environment in the Bemidji area has such a varied, beautiful setting. I would like to see the

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children utilizing the area. There are so many life-long skills kids could learn at SLC that they couldn't elsewhere. It is such an opportunity, when you have such small class sizes, to teach kids a better appreciation and knowledge of their environment on a daily basis. Appreciative kids today are environmental stewards tomorrow. Building character and self-esteem – enabling kids to become leaders. Be able to pick a SLC child out of a crowd. Music and Art! I have been, at times, concerned with 'talk' my child hears on the bus and at lunch time. Has there even been any thought given to breaking them up into more age-appropriate groups during lunch? I.e K-4 sitting together at tables, and 5-8 at others?

17. Self empowerment/confidence

18. More world language in upper grades. More life skills through non-academic times (meals, recess, etc.)

19. Library/Book Mobile; Math Skills

4-8th Grades

20. Keyboarding skills for grades 4-6 – such a vital part of higher education is typing up papers! Maybe a grant to get keyboards and program? Could teachers/parent conferences be spaced a little differently? It seems that last conference is so close to the end of the year – could it be earlier? Continuing to do the awesome job you are already doing – pay attention to all the good things!

21. More science equipment; improving PE

22. Geography in the classrooms; playground equipment; parking for child pick-up

23. Conflict Management should continue; School wide expedition celebrations; Pursue grant opportunities

24. More communication with parents on how children are doing.

25. More physical activity (PE)

26. Are the children going to be in social shock when they enter the HS? They've had a very relaxed setting – teachers on a first name basis – HS and college are VERY different! Will they be ready academically? Sometimes I'm not sure that SLC is keeping up with the other regional schools. I know field trips are an important learning tool – but SLC has much shorter school days as it is, and especially in the spring when they go to play at BSU once or twice a week for a while – I feel this precious time should be spent in the classroom.

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Schoolcraft Learning Community Staff Survey	strongly agree	agree	Neutral/ not applicable	disagree	strongly disagree
1. I am satisfied with the level of my salary.	2	11	1	2	
2. I am satisfied with the fringe benefits that I receive.		11	3	1	
3. Smaller class sizes, more autonomy in the classroom and an ability to influence the direction of the school helps offset the salary difference between Schoolcraft and the Bemidji School District.	11	5	1		
4. I know the school's mission statement.	6	8	3		
5. I agree with the school's mission statement.	9	5	4		
6. I am satisfied with the evaluation and assessment of my performance.	2	8	5		
7. I am satisfied with the evaluation and assessment of the performance and assessment of the other staff.	2	9	5		
8. There are adequate resources available for instruction.	1	13	3		
9. I am satisfied with the school buildings and facilities.	3	7	3	4	
10. The availability of computers and other technology is adequate.	2	6	3	6	
11. Our school governance model is effective.	2	12	2		
12. I am comfortable communicating with Schoolcraft board members.	7	7	2		
13. The director of the school offers adequate support and guidance.	7	9	1		
14. I feel there is adequate communication between the director and staff.	5	10	1	1	
15. Teachers are able to be autonomous and creative in their classes.	11	5			
16. There is good communication between the school and parents/guardians.	4	12			
17. I believe an emphasis on positive school culture is important.	15				
18. Students receive sufficient individual attention.	10	7			
19. Students receive appropriate special education services.	3	9	3	1	
20. I feel that there are adequate opportunities for me to influence the steering and direction of the school.	6	9	2		
21. There are good professional development opportunities for staff.	9	8			

2

Please rank the following conditions in order of importance to you when thinking about why you work at Schoolcraft Learning Community. (1 being the most important of the selections and 5 being the least)

	1	2	3	4	5	6
Small class sizes	3	6	5	2	1	
Opportunity to serve on the board				3	5	9
The school's location		1	1	10	3	2
The feeling of community and cooperation among students, staff, administration and board.	10	6	1			
Opportunity for innovation and autonomy in the classroom	4	4	8	1		
The salary and benefits			2	1	9	5

All of the following programs are important at Schoolcraft and will continue to be a part of the school. However, as we make decisions about where to focus resources, it would be helpful to have a sense of what is important to the members of our school community. Please rank the following programs in the order of their importance to you not using any one number more than once.

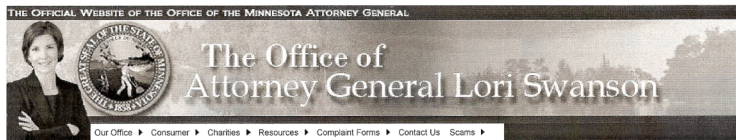
	1	2	3	4	5
World culture/foreign language		1	2	7	7
Music	6	5	4	2	
Art	1	9	4	3	
Conflict Management skill training	9	1	2	3	2
Physical Education		3	4	2	8

Comments:

- almost impossible to rank! All are important.
- Music, Art, Phy Ed ranking together (#1) in importance. We seriously need to allocate more resources to music, art and world cultures. Music (band, music, choir, orchestra) has vastly improved but we need MORE. CM & Phy Ed are running well but we need MORE Phy Ed.

1. I am satisfied with the level of my salary.
 - Thank You
2. I am satisfied with the fringe benefits that I receive.
 - *Part time* -I'm not sure if I get health insurance etc.
 - Fringe benefits to me mean *great people to be around, *Allowed to be creative *Great setting.
 - Insurance for Health
 - Staff needs to 'grow' and learn the big picture of finances. Then they need to participate in financial decisions.
3. Smaller class sizes, more autonomy in the classroom and an ability to influence the direction of the school helps offset the salary difference between Schoolcraft and the Bemidji School District.
 - I wouldn't work in Bemidji.
4. I know the school's mission statement.
 - Cannot remember it but it sounded good when I heard it. Mission Statement could be posted around the school.
 -
5. I agree with the school's mission statement.
6. I am satisfied with the evaluation and assessment of my performance.
 - I haven't been evaluated to my knowledge.
 - I've never had an evaluation of my performance. I would like an evaluation and assessment of my performance.
 - not yet
7. I am satisfied with the evaluation and assessment of the performance and assessment of the other staff.
 - I've not been present at any evaluation of other teacher
 -
8. There are adequate resources available for instruction.
9. I am satisfied with the school buildings and facilities.
 - I love the setting but could use a bit more space
 - Moving is a pain- not a major pain, but a pain nonetheless. I think the food and the beautiful setting serve very well to offset the pain.
10. The availability of computers and other technology is adequate.
 - I don't use the computer (or need to) at this time.
 - Paul does a fabulous job with what he has. I would like more PC's in my room. We need 1 or 2 more digital cameras and 1 more digital video camera.
11. Our school governance model is effective.
 - This is our third year and we are in transition w/ much to be decided and done.

12. I am comfortable communicating with Schoolcraft board members.
13. The director of the school offers adequate support and guidance.
 - Support is there, guidance not always "firm" enough
14. I feel there is adequate communication between the director and staff.
 - Staff needs to grow into Site Based Management!
15. Teachers are able to be autonomous and creative in their classes.
16. There is good communication between the school and parents/guardians.
17. I believe an emphasis on positive school culture is important.
18. Students receive sufficient individual attention.
19. Students receive appropriate special education services.
 - Not sure of who has special services. I think for the most part it is confidential.
20. I feel that there are adequate opportunities for me to influence the steering and direction of the school.
21. There are good professional development opportunities for staff.
 - Professional development opportunities are wonderful!



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Lori Swanson

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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

What year would you like to see information for?

Most Current Year

Charities

STATE OF MINNESOTA

OFFICE OF THE ATTORNEY GENERAL

LORI SWANSON
ATTORNEY GENERAL

January 31, 2008

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

SCHOOLCRAFT LEARNING COMMUNITY
RT 3 BOX 516
BEMIDJI, MN 56601-

FOR FISCAL YEAR ENDING: 6/30/2007

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