

SEVEN HILLS CLASSICAL ACADEMY

2012-13 Annual Report

School Mission

Seven Hills Classical Academy provides students with a classical education in an academically rigorous environment designed to promote strong citizenship and life-long learning.

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2012-13 Annual Report

School Mission

Seven Hills Classical Academy provides students with a classical education in an academically rigorous environment designed to promote strong citizenship and life-long learning.

Vision Statement

Recognizing that all students have a right to pursue academic and personal excellence, Seven Hills challenges students by:

- Providing a caring and structured small-school environment
- Maintaining high expectations of students, staff, and the community
- Inspiring critical thinking, creativity, and an appreciation for beauty through active implementation of the Core Knowledge curriculum
- Promoting a strong value system that embraces Cooperation, Assertion, Responsibility, Empathy and Self-control (“C.A.R.E.S.”)

Authorizer Information

Friends of Education

Liaison: R.E. Topoluk

EX0-01-A

200 East Lake Street

Wayzata, MN 55391-1693

Telephone: (952) 745-2717

Fax: (952) 745-2739

Seven Hills Classical Academy executed its Charter School Contract with Friends of Education (“Friends”) on August 26, 2005. Its seventh (7th) year of operations closed on June 30, 2013. The school is currently in its third (3rd) renewal year with the authorizer. Per the renewal agreement, Friends continues to monitor the school’s operations in three critical areas: academic performance, finance, and reporting and legal compliance. The monitoring program is described below.

Academic Performance

Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.

Testing

Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in the Charter School Contract with Seven Hills. Generally, however, testing data is reviewed quarterly to ensure that Seven Hills’ goals are being met, both in terms of

individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance. Seven Hills’ academic, student and school wide goals are set forth in the school’s authorizer agreement and related to the 2012-13 academic year and were, as follows:

Goal 1: State Assessment Tests (MCA-IIs & MCA-IIIs)

Sub Goal #1—Math Absolute Proficiency: For FY 2013, the percentage of all continuously-enrolled* students at the School scoring at least proficient will be: __% in 3rd grade, __% in 4th grade, and __% in 5th grade.

Sub Goal #1.1—Math Absolute Proficiency – Subsequent Year’s Improvement: The number of continuously-enrolled* students scoring at least proficient will increase 20% each year.

Sub Goal #2: Math Comparative Proficiency – District: The School will demonstrate higher grade level and school wide proficiency rates than the Bloomington school district.

Sub Goal #3: Math Comparative Proficiency – Traditional District School: The School will demonstrate higher grade level and school wide proficiency rates than the Hillcrest Elementary according to the following schedule:

If the Traditional School Proficiency Rate is:	The Charter School’s Proficiency Rate will be at least:
less than 51%	130% of the traditional school performance
Between 51-75%	120% of the traditional school performance
Greater than 75%	110% of the traditional school performance

Sub Goal #4—Reading Absolute Proficiency: For FY 2012, the percentage of all continuously-enrolled* students at the School scoring at least proficient will be: __% in 3rd grade, __% in 4th grade, and __% in 5th grade.

Sub Goal #4.1—Reading Absolute Proficiency – Subsequent Year’s Improvement: The number of continuously-enrolled* students scoring at least proficient will increase 20% each year.

Sub Goal #5: Reading Comparative Proficiency – District: The School will demonstrate higher grade level and school wide proficiency rates than the Bloomington school district.

Sub Goal #6: Reading Comparative Proficiency – Traditional District School: The School will demonstrate higher grade level and school wide proficiency rates than the Hillcrest Elementary according to the following schedule:

If the Traditional School Proficiency Rate is:	The Charter School’s Proficiency Rate will be at least:
less than 51%	130% of the traditional school performance
Between 51-75%	120% of the traditional school performance
Greater than 75%	110% of the traditional school performance

Sub Goal #7—Science Absolute Proficiency: 75% of all continuously-enrolled* students at the School scoring at least proficient.

Sub Goal #8: Science Comparative Proficiency: The School will demonstrate higher grade level and school wide proficiency rates than the Bloomington school district and Hillcrest Elementary.

Sub Goal #9: Math Growth: The percentage of students achieving medium and high growth will be at least 70%.

Sub Goal #10: Math Growth – Non-proficient: The percentage of non-proficient students achieving high growth will be at least 75%.

Sub Goal #11: Math Growth Adequacy: The percentage of students who achieve High Growth plus the percentage of proficient students who achieve Medium Growth will be at least 75%.

Sub Goal #12: Reading Growth: The percentage of students achieving medium and high growth will be at least 70%.

Sub Goal #13: Reading Growth – Non-proficient: The percentage of non-proficient students achieving high growth will be at least 75%.

Sub Goal #14: Reading Growth Adequacy: The percentage of students who achieve High Growth plus the percentage of proficient students who achieve Medium Growth will be at least 70%.

*Continuously enrolled is defined as enrolled since at least October 1st of the school year.

Goal 2: NWEA Measures of Academic Progress

As it appears in the Friends of Education Contract, measures of academic progress are being administered and recorded through Quarterly Interim Assessments. See Goal #3 below.

Goal 3: Data-Driven Instruction

Sub Goal #1: Math: The School will implement DDI summative assessments on a quarterly basis in all grades. The School's teachers will review results with the Assessment Specialist within 48 hours following the assessment and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

Sub Goal #2: Reading: The School will implement DDI summative assessments on a quarterly basis in all grades. The School's teachers will review results with the Assessment Specialist within 48 hours following the assessment and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

Goal 4: Attendance

The School will maintain at least a 95% student attendance rate.

Goal 5: Satisfaction Surveys

Sub Goal #1--Parent Satisfaction: At least 85% of all parents returning the annual survey will indicate overall satisfaction with the School.

Sub Goal #2--Staff Satisfaction: At least 80% of all staff returning the annual survey will indicate overall satisfaction at the School.

Site Visits

Friends' engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the Executive Director, business manager, selected school teachers, students, and available parents and board members. Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by Friends of Education general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensure requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, Special Education requirements, financial controls, and open enrollment processes.

Department of Education

Friends has asked that the Minnesota Department of Education inform Friends if Seven Hills is not reporting properly and to share copies of all pertinent correspondence between Seven Hills and the MDE. Friends' adopts a similar procedure regarding compliance with local, State and Federal laws.

Annual Reports

Friends' requires that Seven Hills prepare an annual report which details the school's evaluation of meeting each of its academic performance goals. Friends' monitors the implementation of the academic program at Seven Hills. Friends' also implements a support network for the schools it authorizes to engage in mutual support and problem solving.

Finance

Friends' oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

Financial Statements

Prior to June 15th of each year, Seven Hills must submit to Friends an annual budget which has been adopted by the School Board. Seven Hills must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved.

Independent Audit

By December 15th of each year, Seven Hills must submit to Friends its independent audit report, with any school management response due to Friends on or before January 1st. Seven Hills' annual independent audit report for 2012-13 will be completed in October 2013 and will be conducted by Malloy Montague Karnowski Radosevich & Co. CPA 5353 Wayzata Blvd. #410

Minneapolis, MN 55416 Main 952-545-0424, Fax 952-545-0569. Main contact is James Eichten, jeichten@mmkr.com

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members provide opportunities to review financial operations.

Reporting and Legal Compliance

Friends’ oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

Governance

Seven Hills must submit board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by Seven Hills.

Annual Reports

Friends’ requires that Seven Hills submit an annual report which details the school’s evaluation of meeting State reporting requirements.

Remediation

Should Seven Hills fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions including:

- Friends notifies the school leader or board chair of areas of concern
- Friends formally notifies the school board of areas of concern and may ask that the school board develop a performance improvement plan
- Friends’ initiates a notice and action plan whereby Friends states its intention to revoke authorization.

Friends of Education complies with all state requirements regarding authorization withdrawal.

**Governance
2012-13 Board of Directors**

Name	Address	Phone	Email
John Rimstad (Secretary, Parent) Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	jrimstad@shcamn.org
John Thomson (Vice Chair, Parent) Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	jthomson@shcamn.org
Kim Hubertus (Treasurer, Parent) Attendance: 92%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	khubertus@shcamn.org
Bryan Quevli (Chair, Parent) Attendance: 92%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	bquevli@shcamn.org
Russ Rosckes (Community Member) Attendance: 16%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	rrosckes@shcamn.org

Belinda Caspari (Parent) Attendance: 66%%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	bcaspari@shcamn.org
Tasha Flikeid (Teacher) Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	tflikeid@shcamn.org
Sarah Gleason (Teacher) Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	sgleason@shcamn.org
Elizabeth Zogby (Teacher) Attendance: 92%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	lzogby@shcamn.org
Nick Wetschka (Community Member) March-June 2013 Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	nwetschka@shcamn.org
Alice Woog (Executive Director) Ex-Officio Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	awoog@shcamn.org

The Board of Directors met monthly on the first Thursday of each month, unless re-scheduled. Minutes of the Board of Directors are submitted to Friends of Education and are posted to the school's website, as are requisite financial documents. Copies of all minutes and financial reports are maintained in the main office of the school. The By-Laws call for May board elections.

Teaching Staff

Curriculum Director:	File Folder Number	Comments:
Julie Ball	382298	Returned 12-13
Literacy Specialist:		
Claire Emery	422213	Returned 12-13
Kindergarten:		
Nicole R. Peterson	427865	New 12-13
Celeste Wiederholt	381944	Returned 11-12
Martine Reinhart Klaers	459868	New 12-13
Amanda Ellingson	447867	New 12-13
First Grade:		
Lori Chivers	447947	New 12-13
Tracy Nelson	380906	Returned 12-13
Kim Grutsch	439023	Returned 12-13

Second Grade:

Jennifer Harrison	396541	Returned 11-12
Erin Day	416936	Returned 11-12
Kristina Baker	463008	New 12-13
Third Grade		
Freya Koester	448995	Returned 12-13
Sarah Gleason	426219	Returned 12-13
Erin Carr	448581	Returned 12-13
Fourth Grade:		
John Langins	440033	Returned 12-13
John Vik	374375	Returned 12-13
Greg Wammer	409332	Returned 12-13
Fifth Grade:		
Kerry Tieman	415975	Returned 12-13
Tasha Flikeid	427819	New 12-13
Sara Eschle	419429	Returned 12-13
Visual Arts:		
Malorie Binn	455184	New 12-13
Physical Education:		
Chad Anderson	441924	Returned 12-13
Music:		
Caitlin Lucic	425033	Returned 12-13
Special Education:		
Colleen Jax	360873	Returned 12-13
Susan Stalock	447328	New 12-13
Diana DiPalermo	103432	Returned 12-13 (OT)
Carolyn Farrell	386644	Returned 12-13
Latin:		
Elizabeth Zogby	467162	Returned 12-13
Enrichment Coordinator:		
Heather Burfeind	430473	Returned 12-13
Remediation:		
Lisa Carlin	419280	Returned 11-12
Nicole A. Peterson	421959	New 12-13
Assessment Specialist		
Brent Peterson	In Process – MDE	Returned 12-13

For the academic year, 2012-13, new hires were made to fill non-returning staff positions.

EXECUTIVE DIRECTOR:

Alice Woog, Ed. D. returned for the 2012-13 school year, as Executive Director.

Program Successes, Analysis and Best Practices

Student Demographics, Enrollment and Attrition:

Enrollment: Total	441	
Kindergarten:	94	(4 classes: 23, 24, 24, 23)
First Grade:	78	(3 classes: 26, 26, 26)
Second Grade:	84	(3 classes: 28, 28, 28)
Third Grade:	66	(3 classes: 22, 22, 22)
Fourth Grade:	61	(3 classes: 20, 20, 21)
Fifth Grade:	58	(3 classes: 19, 19, 20)

Free Lunch:	74 students (16.7%)
Reduced Price Lunch:	20 students (4.5%)
Full Price Lunch:	347 students (78.6%)

American Indian:	2 students (.004%)
Asian/Pacific Islander:	7 students (.015%)
Hispanic:	13 students (.029%)
Black:	32 students (.072%)
Two or more races:	27 students (.61)
White:	360 students (.82%)

In 2012-13, Seven Hills was fully enrolled with a waiting list in every grade. In FY13 as in past years, the school experienced a similar rate of attrition as in previous years of approximately 5%. Reasons for transfers include: families moving out of the area and out of state, job relocation and transfer to a school where older siblings are in attendance for convenience.

Seven Hills’ academic, student and school goals, are set forth below in the Accountability Measures, Data and Strategies to Meet Student Needs section of this Annual Report. Each of the stated goals is followed by a brief discussion, including supporting data, of the school’s successes and progress towards meeting those goals in 2012-13.

One of the key contributing factors to the success of Seven Hills is that the entire community supports a rigorous, structured and disciplined academic program, driven by data and assessments.

Teachers, staff and families have lent their support in various ways. Teachers and staff have adapted curricular areas to meet individual student needs through curriculum mapping and alignment to the Minnesota State Standards. Through increased communication regarding individual academic strengths and areas for growth, families continue to engage in their child(ren)’s learning.

Additionally, ALL students are viewed as gifted as we seek to challenge them to the best of their individual abilities. The community will not compromise with its vision, and all staff is dedicated to bringing each child up to, and when possible, beyond grade level. Thus, embedded in its academic programming, Seven Hills has an enrichment program designed to accommodate both remediation and gifted and talented needs.

School Curricula

The critical components of the Seven Hills educational program are described below. These may be modified or supplemented according to student needs.

Core Knowledge Scope and Sequence

The *Core Knowledge Scope and Sequence* holds that a grade-by-grade core of common learning is necessary to ensure a sound and fair elementary education, by:

- mapping out a complete program that provides each student with a broad-based education, free of significant gaps,
- clearly defining the knowledge and skills that each student must master at each grade level to create high levels of academic expectations; and
- eliminates many of the gaps and repetition characterized in standard curriculums.

Beginning in 2012-13, Core Knowledge at Seven Hills is taught in Language Arts, Visual Arts, Music, Social Studies and Human Body Science. Core Knowledge Science Units of the Human Body for K-5 will be taught sequentially as it builds a solid foundation for Minnesota Science Standards and assessments in the upper grades.

National Geographic Science

National Geographic Science was adopted this school year as the Core Science curriculum for all students Kindergarten through 5th grade. Through hands-on inquiry based activities students explore Earth, Life and Physical Sciences. Technology integration includes Skype sessions with National Geographic Explorers in their field of study. Use of technology in the sciences, support making connections to real world science exploration and research that impacts the world in which we live.

Mathematics: Singapore Math: Kindergarten through 5th Grades

Singapore Math is a unique approach to teaching math that focuses on building students' problem-solving, mental math, and high-level thinking skills. By starting with the concrete then moving to the pictorial, and finishing with the abstract, Singapore Math adds greater depth to math instruction and improves students' mastery of basic math concepts. As a result, children are able to learn at their own level and progress at their own pace. Flexible grouping according to student performance levels will enable teachers to work more closely with each individual student, and students will be accountable for their own success.

Balanced Literacy Program Using Guided Reading and Classical Literature

Seven Hills implements the *Scholastic Guided Reading Program*, whereby teachers support reader's development of effective strategies for processing texts at increasingly challenging levels of difficulty. Additional reading curricula include: Phonics K-2, Grammar 1-5, Penmanship K-5, Spelling 1-5 and Writing integrated in all subject areas. Classical Literature selections are introduced through the Core Knowledge Sequence in grades K-5.

Latin Instruction

Core Knowledge holds that early elementary education is the best time to introduce the study of language structures. Language structures in turn serve as the foundation for understanding the complex vocabulary, concepts, and paradigms of more advanced studies. Latin instruction is taught Kindergarten through Fifth grade as part of their studies in Classical Education. Extensive research and our charter authorizer agreement with Friends of Education led Seven Hills' decision to introduce Latin to students in Kindergarten. The school's Latin program is content rich, drawing from the cultural influences, texts, and history which shaped the language.

Music and Visual Arts

Music and the arts are essential complements to both our greater vision and *Core Knowledge Scope and Sequence*. An early introduction to the arts provide Seven Hills students with opportunities to sing, dance, listen and act in an atmosphere that encourages greater participation. Seven Hills music and visual arts programs impact the academic achievement, high level thinking, and well-rounded nature of Seven Hills Classical Academy students.

Physical Education

The Physical Education program at Seven Hills Classical Academy is designed to reflect National Standards for growth and development in the areas of physical fitness and nutrition, social and emotional health, motor skill acquisition, and intellectual skill and concept development.

Character Education

Seven Hills Classical Academy is not only committed to academic excellence, but to ethical standards—including our core virtues of Cooperation, Assertion, Responsibility, Empathy, and Self-Control. Seven Hills students and teachers call these our **C.A.R.E.S.** rules and practice applying these characteristics in our daily lives.

Additionally, Seven Hills utilizes the CORE Virtues program of: respect, compassion, courage, diligence, patience, and perseverance, closely aligning with the *Core Knowledge Scope and Sequence*. The Seven Hills community holds that through great children's literature, students can effectively learn core virtues. This is an important part of the child's overall development and part of *Seven Hills Four Pillars of Classical Education*.

Enrichment Program

Seven Hills has an enrichment program designed to accommodate both remediation and gifted and talented needs. The identified gifted and talented population of approximately 35 students as well as 14% of the population who demonstrated needs or challenges with academic progress. All students are viewed as gifted as we seek to challenge them to the best of their individual abilities. All Academy staff is dedicated to bringing each child up to, and when possible, beyond grade level. Summer enrichment opportunities are available for all students who would like to further their studies beyond the school year.

Assessment

One of the key contributing factors to the success of Seven Hills is that the entire community supports a rigorous, structured and disciplined academic program, driven by data and assessments.

In addition to standardized assessments (MCA's), student achievement is measured in a variety of ways, both formally and informally. Quarterly Interim Assessments are given to students in reading and math and are aligned to the Minnesota Standards and Benchmarks at all grade levels in Kindergarten through Fifth grades. Portfolios, essay writing, project completion, teacher observations, parent surveys, oral assessments, concept quizzes and tests, anecdotal reports, student self-assessments, etc., are used in all academic settings. Having a Data-Driven Instruction model, it is imperative for the teachers to use data from standardized, formative and summative assessments, in order to effectively implement the curriculum so as to challenge all ability levels and to meet remediation, enrichment and special needs.

Data results supporting the success of the programs implemented at Seven Hills can be found in the MCA III Reading, MCA III Mathematics and MCA Science Test results.

Program Challenges

1. Achievement Gap

The Minnesota Department of Education has adopted an accountability measure based on a Multiple Measurement Rating (MMR). Our MMR for '12-'13 again indicated strong proficiency with 24.99 points putting us in the 99th percentile. Our growth held steady from the prior year with 20.41 points ranking us in the 82nd percentile. Our achievement gap reduction score however, saw an increase to 23.93 putting us in the 96th percentile. Together this meant our overall MMR went from 87.76% in 2012 to 92.43% in 2013.

The tiered intervention model of academic support in literacy and math is the primary way in which we seek to address the achievement gap. Our two full time literacy specialists and two full time math specialists work in concert with grade level teachers to adequately support our title 1 students. As such, we were able to achieve a growth score of 0.09 in math and 0.43 in reading for our combined lower performing subgroups. This resulted in achievement gap reduction scores of -0.05 in math and -0.37 in reading, thus helping to close the achievement gap in our community.

2. Furtherance of the Data Driven Instruction Model

One of the chief challenges to the furtherance of our Data Driven Instruction Model was the lack of appropriate assessments aligned to state testing specifications. Through the training provided for

Friends' schools to learn about the Data Driven Instruction Model, we have learned about the importance of our Interim Assessments (IAs) to be aligned to the MCAs in format, content, and length. While we have done extensive work to align our IAs in content and length, the MCA-IIs will all become MCA-IIIs in FY13. So as we analyzed our data in FY12, the questions about transitioning our students to an online format were fervent.

The launching of the Technology committee in FY12 was also a way to begin to address the increasing requirement of technologically literate students. It has been determined that if our students are to be required to manipulate technology to perform tasks, we should be able to assess for content in a similar manner. With that in mind, our Assessment Specialist sought out an assessment program for transitioning our IAs to an online format.

FY13 will bring about a full implementation of online IAs to match skills evident in MCA-IIIs. Students will also be exposed to technology through a specialized technology class with the Library/Media Specialist. With these simultaneous additions to our programming, data analysis and re-teaching will be more specific and student focused than ever before. Pinpointing content or technology will be much easier in the past and will have a positive effect on student achievement.

3. Special Education AYP in Reading

MCA data from the previous school year was released in August 2011. The data showed Seven Hills' third to fifth grade students in Special Education performed well, awarding us with "Safe Harbor" status, which was an improvement from the previous year when this particular group of students did not make AYP.

Seven Hills focused all efforts to maintaining the 2010-2011 success in 2011-2012 and approached the challenge by focusing on several key areas: data analysis, curriculum review, standards-based instruction, and instructional support.

In 2011, Seven Hills added a Special Education Coordinator position to ensure maintenance of the Special Education program, including upholding proper due process procedures and assisting with and facilitating team meetings based on student academic needs. The Coordinator also supervised the implementation of the Read Naturally program and the Orton-Gillingham methodologies and instructional approaches, used with many of the students who received Special Education services in Reading.

Additionally, the Enrichment Team and Literacy Specialist worked with teachers in aiding and administering benchmark assessments, QRI-4, and building-developed quarterly interim assessments, analyzing results, and determining appropriate instructional materials, pacing and methodology. The Literacy Specialist provided all teachers with a focused resource pertaining to literacy instruction, and worked with the Special Education department to familiarize the team with the administration and data analysis process of a variety of reading assessments utilized in the classrooms to determine and document student progress.

An additional Literacy Specialist, focusing on 3rd-5th grades will be added for 2012-2013. The current Literacy Specialist will work on the Reading Well by Third Grade Literacy Initiative in connection with MDE's requirements. Literacy support will continue at all grade levels in reading instruction, MCA test preparation and focused literacy strategies to continue to improve the reading proficiency of our Special Education students.

Academic Performance: Accountability Measures, Data and Strategies to Meet Student Needs

Goal 1: State Assessment Tests (MCA-IIIs)

Charter Academic Goal	2013 Performance																												
<p>Goal 1: State Assessment Test (MCAs) Sub Goal #1: Math Absolute Proficiency: For FY 2013, the percentage of all continuously-enrolled* students at the School scoring at least proficient will be: ?, 3rd grade; ?, 4th grade; ?, 5th grade.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><i>Goal</i></th> <th style="text-align: center;"><i>2013</i></th> <th style="text-align: center;"><i>Met?</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3rd</td> <td></td> <td style="text-align: center;">97%</td> <td></td> </tr> <tr> <td style="text-align: center;">4th</td> <td></td> <td style="text-align: center;">81%</td> <td></td> </tr> <tr> <td style="text-align: center;">5th</td> <td></td> <td style="text-align: center;">67%</td> <td></td> </tr> </tbody> </table>		<i>Goal</i>	<i>2013</i>	<i>Met?</i>	3 rd		97%		4 th		81%		5 th		67%													
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Mathematics Sub Goal 1.1																													
Year	# Students Scoring at least Proficient	% increase in students																											
2007	61	NA																											
2008	80	31.1%																											
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	Year	# Students Scoring at least Proficient	% increase in students																				
	2007	71	NA																				
	2008	83	16.9%																				
	2009	107	28.9%																				
	2010	152	42.1%																				
	2011	181	19.1%																				
	2012	180	-0.6%																				
2013	158	-12.2%																					
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Sub Goal #7: Science Absolute Proficiency: 75% of all continuously-enrolled* students at the school will score at least proficient.	Achieved 89 > 75																						
Sub Goal #8: Science – Comparative Proficiency: The School will demonstrate higher grade level and school wide proficiency rates than the Bloomington school district and Hillcrest Elementary.	Achieved 89 > 62 89 > 78																						
Sub Goal #9: Math Growth: The percentage of students achieving medium and high growth will be at least 70%.	Achieved Medium = 39.6 + 3.6 = 43.2 High = 23.4 + 6.3 = 29.7 Total = 72.9																						
Sub Goal #10 Math Growth – Nonproficient: The percentage of nonproficient students achieving high growth will be at least 75%.	Not Met 7/14 = 50%																						
Sub Goal #11: Math Growth Adequacy: The percentage of	Not Met																						

students who achieve High Growth plus the percentage of proficient students who achieve Medium Growth will be at least 70%.	High = 23.4 + 6.3 = 29.7 Prof Medium = 39.6 Total = 69.3
Sub Goal #12: Reading Growth: The percentage of students achieving medium and high growth will be at least 70%.	Achieved Medium = 35.1 + 2.7 = 37.9 High = 45.0 + 5.4 = 50.4 Total = 88.2
Sub Goal #13: Reading Growth – Nonproficient: The percentage of nonproficient students achieving students achieving high growth will be at least 75%.	Not Met 6/11 = 55%
Sub Goal #14: Reading Growth – Adequacy: The percentage of students who achieve High Growth plus the percentage of proficient students who achieve Medium Growth will be at least 70%.	Achieved High = 45.0 + 5.4 = 50.4 Prof Medium = 35.1 Total = 85.5

In Reading, Seven Hills met nearly every goal by having strong growth and proficiency despite a new, more rigorous, MCA III. In fact, Seven Hills had the highest proficiency of any elementary school/district in the state. This ensured we met our comparison goals with Hillcrest Elementary and Bloomington school district.

In Math, Seven Hills met some of our growth and proficiency goals, but have some room for improvement.

There are some notable challenges with regards to some of the goals we didn't meet. Nonproficient growth is such a small number of students that 1 or 2 students' growth affects a large change. Absolute proficiency is nearly impossible to meet, as a decline in 3-5 enrollment means we have less total students from which to achieve proficient students.

In Science, Seven Hills met all of the goals for proficiency, comparisons, and growth.

Goal 2: NWEA Measures of Academic Progress

As it appears in the Friends of Education Contract, measures of academic progress are being administered and recorded through interim assessments. See Goal #3 below.

Goal 3: Data-Driven Instruction

Sub Goal #1: Math: The School will implement DDI summative assessments on a quarterly basis in all grades. The School's teachers will review results with the Assessment Specialist within 48 hours following the assessment and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results.

Sub Goal #2: Reading: The School will implement DDI summative assessments on a quarterly basis in all grades. The School's teachers will review results with the Assessment Specialist within 48 hours following the assessment and will re-teach necessary components the week following the assessment. The School will invite Friends to attend all quarterly meetings to review results

Goal 4: Attendance

The School will maintain at least a 95% student attendance rate.

2012-13 Percent Attendance as reported to MDE:

***Waiting for access to EDRS on the Minnesota Department of Education website to update for FY12. As soon as we are granted access, we will immediately update attendance and submit it to Friends of Education.**

Kindergarten: 94
First Grade: 78
Second Grade: 84
Third Grade: 66
Fourth Grade: 61
Fifth Grade: 58

Goal 5: Satisfaction Surveys

Sub Goal #1--Parent Satisfaction: At least 85% of all parents returning the annual survey will indicate overall satisfaction with the School.

Sub Goal #2--Staff Satisfaction: At least 80% of all staff returning the annual survey will indicate overall satisfaction at the School.

Remediation/Enrichment Groups

At the start of the school year, students are identified for remedial support services by a variety of data and assessments. Data is analyzed from the previous year's interim assessments and MCA assessments. This is then partnered with new data from the fall collected with a host of curriculum assessment including QRIs, Reading benchmark assessments, and Singapore or other math pretests.

Students are then supported through the first quarter as we continue to collect formal and informal data. After the first quarter interim assessments, all remedial student groupings and target instruction is reviewed during the Interim Analysis meetings. As these are fluid and flexible groupings, remedial support shifts throughout the year. The support is provided in both Reading and Math by the Literacy, Math, and Enrichment specialists.

Strategies include but are not limited to: grouping students through regular assessments, providing layered support in reading and math with additional minutes of instruction to support remediation and enrichment students, parent communication of goals, progress and assignments for skill practice.

As noted in the Program Challenges section, our shift in FY13, to a formalized RTI inspired model and the additional of an additional staff member provides us the opportunity to have K-2 and 3-5 Literacy and Math support that is consistent and coherent.

Academic Goals for 2013-14

At the June 2013 School Board Meeting, the Board of Directors approved the academic goals for the 2013-14 academic year, affirming its agreement to continue with the goals articulated in its Board Approved academic goals for the 2012-13 academic year. The goals are articulated in the school's authorizer agreement with Friends of Education. The following are the student academic goals, as well as student or school goals, that were approved by the school's Board of Directors:

Goal 1: State Assessment Tests (MCA-IIs)

Charter Academic Goal	
Goal 1: State Assessment Test (MCAs)	
Sub Goal #1:	
Math Absolute Proficiency: For FY 2013, the percentage of all continuously-enrolled* students at the School scoring at least proficient will be: ?, 3 rd grade; ?, 4 th grade; ?, 5 th grade.	
Sub Goal #1.1:	
Math Absolute Proficiency – Subsequent Year's Improvement:	
The number of continuously-enrolled* students scoring at least proficient will increase 20% each year.	
Sub Goal #2:	
Math Comparative Proficiency – District:	
The School will demonstrate higher grade level and school wide proficiency rates than the Bloomington school district.	
Sub Goal #3:	
Math Comparative Proficiency – Traditional District School:	
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Sub Goal #5:	
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*Continuously-enrolled is defined as enrolled at least since October 1 of the school year.

Goal 2: Nationally Normed Assessment

Students will be assessed annually in the Spring of each year using MCA III's

Goal 3: Data-Driven Instruction

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Finances and Operational Performance

Prior to June 15th of 2012, the administration and the school's business manager prepared and presented the school's budget to the school's Board of Directors. Upon review of the budget, the Board of Directors approved, adopted and submitted the FY12 budget to its authorizer, Friends of Education. Additionally, Seven Hills submitted monthly financial statements, including cash flow projections, to its authorizer. The financial statements contained budget and actual expenses and included explanations for all items exceeding budget and the manner in which the excess items would be resolved.

By December 15th of 2012, Seven Hills submitted the independent audit report to its authorizer, which was completed during October of 2011. Seven Hills' annual audits have been clean, with no findings, over the past several years. The administration anticipates a similar audit being issued for FY13 and is hopeful to secure MDE's Finance Award for FY13. Nevertheless, should one be required, the administration and the school's business manager will submit its school management response to Friends of Education on or before January 1st of 2014.

Seven Hills' annual independent audit report for 2012-13 will be completed in October of 2013 and will be conducted by Malloy Montague Karnowski Radosevich & Co. CPA 5353 Wayzata Blvd. #410 Minneapolis, MN 55416. Main 951-545-0424, Fax 952-545-0569. Main contact is James Eichten, jeichten@mmkr.com

Contact Information

For any clarification or questions regarding information contained in the Annual Report, contact:

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