

# SEVEN HILLS CLASSICAL ACADEMY

## 2013-14 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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# SEVEN HILLS

## CLASSICAL ACADEMY

### 2013-14 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 (7<sup>th</sup>) year of operations closed on June 30, 2013. The school is currently in its third (3<sup>rd</sup>) 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-IIIs)**

**Sub Goal #1—Math Absolute Proficiency:** For FY 2014, the percentage of all continuously-enrolled\* students at the School scoring at least proficient will be: 94% in 3<sup>rd</sup> grade, 91% in 4<sup>th</sup> grade, and 89% in 5<sup>th</sup> 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:

<b>If the Traditional School Proficiency Rate is:</b>	<b>The Charter School's Proficiency Rate will be at least:</b>
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 2014, the percentage of all continuously-enrolled\* students at the School scoring at least proficient will be: 92% in 3<sup>rd</sup> grade, 91% in 4<sup>th</sup> grade, and 92% in 5<sup>th</sup> 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:

<b>If the Traditional School Proficiency Rate is:</b>	<b>The Charter School's Proficiency Rate will be at least:</b>
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 1<sup>st</sup> 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 as a means of 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 15<sup>th</sup> 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 15<sup>th</sup> 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 1<sup>st</sup>. Seven Hills' annual independent audit report for 2013-14 will be completed in October 2014 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](mailto: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 comply with all state requirements regarding authorization withdrawal.

**Governance**  
**2013-14 Board of Directors**

<b>Name</b>	<b>Address</b>	<b>Phone</b>	<b>Email</b>
John Rimstad (Secretary, Parent) Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:jrimstad@shcamn.org">jrimstad@shcamn.org</a>
John Thomson (Vice Chair, Parent) Attendance: 92%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:jthomson@shcamn.org">jthomson@shcamn.org</a>
Kim Hubertus (Treasurer, Parent) Attendance: 92%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:khubertus@shcamn.org">khubertus@shcamn.org</a>
Bryan Quevli (Chair, Parent) Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:bquevli@shcamn.org">bquevli@shcamn.org</a>
Brent Peterson (At-large) Attendance: 92%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:bpeterson@shcamn.org">bpeterson@shcamn.org</a>
Tasha Flikeid (Teacher) Attendance: 92%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:tflikeid@shcamn.org">tflikeid@shcamn.org</a>
Erin Carr (Teacher) Attendance: 75%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:ecarr@shcamn.org">ecarr@shcamn.org</a>
Elizabeth Zogby (Teacher) Attendance: 88%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:lzogby@shcamn.org">lzogby@shcamn.org</a>
Nick Wetschka (Community Member 88%)	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:nwetschka@shcamn.org">nwetschka@shcamn.org</a>
Alice Woog (Executive Director) Ex-Officio Attendance: 100%	8600 Bloomington Ave. S. Bloomington, MN 55425	952-426-6000	<a href="mailto:awoog@shcamn.org">awoog@shcamn.org</a>

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**

<b>Curriculum Director:</b> Julie Ball	<b>File Folder Number</b> 382298	<b>Comments:</b> Returned 13-14 until 12/16/13
Heather Burfeind	430473	Returned 13-14

**Literacy Specialist:**

Claire Emery	422213	Returned 13-14
Nicole Peterson	421959	Returned 13-14
Ania Wrase	446477	New 13-14

**Kindergarten:**

Nicole R. Peterson	427865	Returned 13-14
Celeste Wiederholt	381944	Returned 13-14
Martine Reinhart Klaers	459868	Returned 13-14
Amanda Ellingson	447867	Returned 13-14

**First Grade:**

Lori Chivers	447947	Returned 13-14
Brooke Steiner	439959	New 13-14
Kim Grutsch	439023	Returned 13-14
Kerry Tieman	415975	Returned 13-14

**Second Grade:**

Jennifer Harrison	396541	Returned 13-14
Lisa Carlin	419280	Returned 13-14
Kristina Baker	463008	Returned 13-14

**Third Grade**

Ruth Hansen	416221	New 13-14
Anna Quirk	446477	New 13-14
Erin Carr	448581	Returned 13-14

**Fourth Grade:**

Jason Sirovy	408717	New 13-14
John Vik	374375	Returned 13-14
Greg Wammer	409332	Returned 13-14

**Fifth Grade:**

Tasha Flikeid	427819	Returned 13-14
Sara Eschle	419429	Returned 13-14

**Visual Arts:**

Malorie Binn	455184	Returned 13-14
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**Physical Education:**

Jason Buch	437044	New 13-14
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**Music:**

Caitlin Lucic	425033	Returned 13-14
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**Special Education:**

Colleen Jax	360873	Returned 13-14
Susan Stalock	447328	Returned 12-13
Diana DiPalermo	103432	Returned 13-14 (OT)



Carolyn Farrell	386644	Returned 13-14
Shannon Archer	367806	New 13-14

**English Language Learner:**

Daven Kokkila	477420	New 13-14
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**Latin:**

Elizabeth Zogby	467162	Returned 13-14
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**Enrichment Coordinator:**

Heather Burfeind	430473	Returned 13-14
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**Remediation:**

Kelly Ryan	423709	New 13-14
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**Assessment Specialist**

Brent Peterson	477413	Returned 13-14
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**Counselor**

Karissa Isaacson	460272	New 13-14
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For the academic year, 2013-14, new hires were made to fill non-returning staff positions.

**EXECUTIVE DIRECTOR:**

Alice Woog, Ed. D. returned for the 2013-14 school year, as Executive Director.

**Program Successes, Analysis and Best Practices****Student Demographics, Enrollment and Attrition:**

Enrollment:	Total	471	
	Kindergarten:	100	(4 classes: 25 each)
	First Grade:	97	(4 classes: 25, 24, 24, 24)
	Second Grade:	81	(3 classes: 27 each)
	Third Grade:	75	(3 classes: 25 each)
	Fourth Grade:	60	(3 classes: 20 each)
	Fifth Grade:	54	(2 classes: 27 each)

Free Lunch:	90 students (19.1%)
Reduced Price Lunch:	32 students (6.7%)
Full Price Lunch:	349 students (74%)

American Indian:	4 students (.008%)
Asian/Pacific Islander:	13 students (.027%)
Hispanic:	16 students (.033%)
Black:	35 students (.074%)
Two or more races:	32 students (.067)
White:	371 students (.636)

In 2013-14, Seven Hills was fully enrolled with a waiting list in every grade. In FY14 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 2013-14.

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 was 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 for the 2012-13 school year as the Core Science curriculum for all students Kindergarten through 5<sup>th</sup> 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 5<sup>th</sup> 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 30 students as well as 12% 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 '13-'14 again indicated strong proficiency with 25 of the 25 points. Our growth fell a bit from an average growth Z score of 0.1957 in 2013 (17.16 points) to 0.0705 in 2014 (13.71). Our achievement gap reduction score in turn, also saw a minor decline from -0.2097 in 2013 (20.74 points) to -0.1019 in 2014 (17.57). Together this meant our overall MMR went from 83.87% in 2013 to 75.04% in 2014.

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 literacy and math specialists work in concert with grade level teachers to provide support and interventions for our Title 1 students. As such, we were able to reduce the achievement gap in reading for our Asian, Hispanic, SpEd, Black, and FRP subgroups. In math, we were able to reduce the achievement gap for our Asian and El subgroups. Overall our AGR for reading was -0.1346 and -0.0695 for math. We have had much success with many of our lower performing groups but realize there is opportunity for improvement with those groups we have not yet reached.

### **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 FY13, 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.

FY14 brought 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 2013. The data showed Seven Hills' third to fifth grade students in Special Education performed well, awarding us with the "Rewards School" status for the second year in a row.

Seven Hills focused all efforts to maintaining the 2012-13 success in 2013-14 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 Specialists 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 K-1 was added in the 2013-14 school year. 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)**

#### **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- IIIs)**

Charter Academic Goal	2014 Performance																														
<p>Goal 1: State Assessment Test (MCAs)</p> <p><b>Sub Goal #1:</b></p> <p><b>Math Absolute Proficiency:</b> For FY 2014, the percentage of all continuously-enrolled* students at the School scoring at least proficient will be: 94%, 3<sup>rd</sup> grade; 91%, 4<sup>th</sup> grade; 89%, 5<sup>th</sup> grade.</p>	<table border="1"> <thead> <tr> <th></th> <th>Goal</th> <th>2014</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>94</td> <td>87%</td> <td>No</td> </tr> <tr> <td>4<sup>th</sup></td> <td>91</td> <td>89%</td> <td>No</td> </tr> <tr> <td>5<sup>th</sup></td> <td>89</td> <td>72%</td> <td>No</td> </tr> </tbody> </table>		Goal	2014	Met?	3 <sup>rd</sup>	94	87%	No	4 <sup>th</sup>	91	89%	No	5 <sup>th</sup>	89	72%	No														
	Goal	2014	Met?																												
3 <sup>rd</sup>	94	87%	No																												
4 <sup>th</sup>	91	89%	No																												
5 <sup>th</sup>	89	72%	No																												
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<p><b>Sub Goal #3:</b>  <b>Math Comparative Proficiency – Traditional District School:</b>                  The School will demonstrate higher grade level and school wide proficiency rates than Hillcrest Elementary according to the following schedule:</p> <table border="1" data-bbox="191 380 824 621"> <tr> <td>If the traditional School Proficiency Rate is:</td> <td>The Charter School's Proficiency Rate will be at least:</td> </tr> <tr> <td>Less than 51%</td> <td>130% of the traditional school performance</td> </tr> <tr> <td>Between 51-75%</td> <td>120% of the traditional school performance</td> </tr> <tr> <td>Greater than 75%</td> <td>110% of the traditional school performance</td> </tr> </table>	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	<table border="1" data-bbox="857 264 1390 415"> <tr> <td></td> <td>Hillcrest Elementary</td> <td>SHCA</td> <td>Met?</td> </tr> <tr> <td>1. Grade 3</td> <td>77.6%</td> <td>86.6%</td> <td>Yes</td> </tr> <tr> <td>2. Grade 4</td> <td>88.5%</td> <td>88.5%</td> <td>No</td> </tr> <tr> <td>3. Grade 5</td> <td>70.4%</td> <td>72.2%</td> <td>No</td> </tr> <tr> <td>4. All</td> <td>78.8%</td> <td>83.2%</td> <td>No</td> </tr> </table> <p>1. 110% = 85.4%                  2. 110% = 97.4%                  3. 120% = 84.5%                  4. 110% = 86.7%</p>		Hillcrest Elementary	SHCA	Met?	1. Grade 3	77.6%	86.6%	Yes	2. Grade 4	88.5%	88.5%	No	3. Grade 5	70.4%	72.2%	No	4. All	78.8%	83.2%	No		
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<p><b>Sub Goal #4:</b>  <b>Reading Absolute Proficiency:</b> For FY 2014, the percentage of all continuously-enrolled* students at the School scoring at least proficient will be 92%, 3<sup>rd</sup> grade; 91%, 4<sup>th</sup> grade, 92%, 5<sup>th</sup> grade.</p>	<table border="1" data-bbox="857 720 1170 856"> <tr> <td></td> <td>Goal</td> <td>2014</td> <td>Met?</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>92</td> <td>92.4%</td> <td>Yes</td> </tr> <tr> <td>4<sup>th</sup></td> <td>91</td> <td>84.7%</td> <td>No</td> </tr> <tr> <td>5<sup>th</sup></td> <td>92</td> <td>88.5%</td> <td>No</td> </tr> </table>		Goal	2014	Met?	3 <sup>rd</sup>	92	92.4%	Yes	4 <sup>th</sup>	91	84.7%	No	5 <sup>th</sup>	92	88.5%	No														
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<b>Sub Goal #7:</b> <b>Science Absolute Proficiency:</b> 75% of all continuously-enrolled* students at the school will score at least proficient.	<b>Achieved</b> 91%											
<b>Sub Goal #8:</b> <b>Science – Comparative Proficiency:</b> The School will demonstrate higher grade level and school wide proficiency rates than the Bloomington school district and Hillcrest Elementary.	<b>Achieved</b> <table border="1"> <thead> <tr> <th>School</th> <th>Science Proficiency</th> </tr> </thead> <tbody> <tr> <td>Seven Hills</td> <td>90.7</td> </tr> <tr> <td>Bloomington</td> <td>56.0</td> </tr> <tr> <td>Hillcrest</td> <td>70.5</td> </tr> </tbody> </table>				School	Science Proficiency	Seven Hills	90.7	Bloomington	56.0	Hillcrest	70.5
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<b>Sub Goal #9:</b> <b>Math Growth:</b> The percentage of students achieving medium and high growth will be at least 70%.	<b>Achieved</b> Medium = $34.8 + 6.1 = 40.9$ High = $29.6 + 3.5 = 33.1$ Total = 74.0											
<b>Sub Goal #10</b> <b>Math Growth – Nonproficient:</b> The percentage of nonproficient students achieving high growth will be at least 75%.	<b>Not Met</b> $4/13 = 31\%$											
<b>Sub Goal #11:</b> <b>Math Growth Adequacy:</b> The percentage of students who achieve High Growth plus the percentage of proficient students who achieve Medium Growth will be at least 70%.	<b>Not Met</b> High = $29.6 + 3.5 = 33.1$ Prof Medium = 34.8 Total = 67.9											
<b>Sub Goal #12:</b> <b>Reading Growth:</b> The percentage of students achieving medium and high growth will be at least 70%.	<b>Achieved</b> Medium = $36.0 + 4.4 = 40.4$ High = $29.8 + 3.5 = 33.3$ Total = 73.7											
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<b>Sub Goal #14:</b> <b>Reading Growth – Adequacy:</b> The percentage of students who achieve High Growth plus the percentage of proficient students who achieve Medium Growth will be at least 70%.	<b>Not Met</b> High = $29.8 + 3.5 = 33.3$ Prof Medium = 36.0 Total = 69.3											

In Reading and Math Seven Hills continues to have high levels of performance, easily outperforming the Bloomington school district. In nearly every category Seven Hills also

outperforms its high performing comparison school, Hillcrest, albeit not always by the 110 %or 120% as stated in the goals.

There are some notable challenges with regards to some of the goals that weren't met. Absolute proficiency is nearly impossible to meet as the enrollment has increased only marginally in the past year. Another challenge is to outperform the traditional high performing school by such a large margin. It has also been quite a challenge to have such high levels of non-proficient students achieve high growth.

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

## **Goal 2: NWEA Measures of Academic Progress**

As it appears I 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.

## **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. This was met.

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

## **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 addition 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 2014-15**

At the June 2014 School Board Meeting, the Board of Directors approved the academic goals for the 2014-15 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 Assessments (50% weight)**

Sub Goal 1.1: Absolute Proficiency: By the conclusion of FY2017, the school-wide proficiency rate will be no less than 89% for math and 94% for reading.

Sub Goal 1.2: Comparative Proficiency: Each year, the School will demonstrate higher grade level and school-wide proficiency rates than Bloomington school district for reading, math, and science (for the same grades as offered by the School), and higher school-wide proficiency rates than a Bloomington district school (for the same grades as offered by the School), which the School students would otherwise likely attend, for reading, math, and science.

Sub Goal 1.3: Growth: Each year, the percentage of students achieving high growth will exceed the percentage of students achieving low growth in reading and math, and the percentage of nonproficient students achieving high growth will be at least 50% in reading and math.

Sub Goal 1.4: Achievement Gap Reduction: By the conclusion of FY2017, for both reading and math, the proficiency rate for each subgroup for which the School had publicly-reportable/sufficient counts in 2013 will be no less than:

[One-half of (100 - 2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate

In addition, by the conclusion of FY2017, the difference between the non-FRL proficiency rate in the School, and the FRL proficiency rate will be no greater than five percentage points for both reading and math.

**Goal 2: Nationally Normed Assessment (25% weight)**

Each year, the School will administer a nationally-normed assessment in at least the highest grade served by the School and a grade at least three grade levels below the highest grade.

For students in the identified lower grade who have a national percentile ranking of less than 70% and who remain in the School through the highest grade served by the School: at least 50% will increase their national percentile ranking by the end of the highest grade served.

**Goal 3: School Culture (25% weight)**

Sub Goal 3.1: Math: Academic Governance: The School will implement an Academic Governance Plan to critically evaluate and strategically lead the School's academic performance and improvement. The School shall include a summary of its findings in the School's board minutes no less than twice annually.

Sub Goal 3.2: Date Driven Instruction: The School will continue to implement DDI summative assessments on a quarterly basis in all grades in at least reading and math. The School's teachers will review results with the designated leader 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: Additional Measures**

Sub Goal 4.1: Attendance: Each year, the School will maintain at least a 95% student attendance rate.

Sub Goal 4.2: Satisfaction Surveys: Each year, at least 80% of all parents and staff returning the annual survey will indicate overall satisfaction at the School.

**Finances and Operational Performance**

Prior to June 15<sup>th</sup> of 2013, 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 FY14 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 15<sup>th</sup> of 2013, Seven Hills submitted the independent audit report to its authorizer, which was completed during October of 2013. Seven Hills' annual audits have been clean, with no findings, over the past several years. The administration anticipates a similar audit being issued for FY14 and is hopeful to secure MDE's Finance Award for FY14. 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 1<sup>st</sup> of 2015.

Seven Hills' annual independent audit report for 2013-14 will be completed in October of 2014 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](mailto:jeichten@mmkr.com)

### **Contact Information**

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

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