River’s Edge Academy

Independent School District #4190
2013-2014 Annual Report
World’s Best Workforce Annual Report
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Charter school statutory requirements underlined.

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School Information

188 Plato Blvd. W.
St. Paul, MN 55017
www.riversedgeacademy.org
Serves grades 9-12
Opened Fall 2009

Vision: River’s Edge Academy educates students to become environmentally responsible, socially conscious, and scholastically prepared for college and active community life.

Mission: River’s Edge Academy, in partnership with parents and community, prepares urban high school students for their further education and career by challenging them with rigorous academics, innovative projects and an inter-disciplinary river-focused curriculum.

Authorizer Information:

Audubon Center of the North Woods

Mission: To instill a connection and commitment to the environment in people of all communities through experiential learning.

Charter School Division
43 Main St. S.E., Suite #238
Minneapolis, MN 55414
612-331-4181
www.audubon-center.org

David Greenberg, Lead Coordinator

Student Enrollment and Demographics

There were a total of 100 students enrolled in the school throughout the 2013-2014 school year. Student recruitment and retention continues to be a priority as both are the key to financial and community stability. REA has not needed to conduct a lottery, however the policy is in place in the situation that more than 100 students apply prior to March 1st.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>17</td>
<td>12</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>10th Grade</td>
<td>16</td>
<td>25</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>11th Grade</td>
<td>17</td>
<td>17</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>12th Grade</td>
<td>12</td>
<td>11</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>65</td>
<td>79</td>
<td>72</td>
</tr>
<tr>
<td>Average  Daily Membership</td>
<td>66.34 MARSS</td>
<td>88.83 MARSS</td>
<td>76.40 MARSS</td>
<td>TBD MARSS</td>
</tr>
<tr>
<td></td>
<td>68.2 Infinite Campus</td>
<td>63.76 Infinite Campus*</td>
<td>78.78 Infinite Campus</td>
<td>71.49 Infinite Campus</td>
</tr>
</tbody>
</table>

*An appeal addressing the significant discrepancy was submitted to the Minnesota Department of Education on August 6, 2014. REA is waiting for response.

**As of September 19, 2014

Key Demographic Trends

River’s Edge Academy is a culturally and socio-economically diverse community. The percentage of students that receive special education services is aligned with the state average in Minnesota. The school has consistently had a high percentage of students that qualify for free or reduced breakfast and lunch.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>62</td>
<td>65</td>
<td>75</td>
<td>72</td>
</tr>
<tr>
<td>Male</td>
<td>63%</td>
<td>63%</td>
<td>55%</td>
<td>48%</td>
</tr>
<tr>
<td>Female</td>
<td>37%</td>
<td>37%</td>
<td>45%</td>
<td>51%</td>
</tr>
<tr>
<td>Special Education</td>
<td>22%</td>
<td>16%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>LEP</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>African American</td>
<td>3%</td>
<td>17%</td>
<td>23%</td>
<td>16%</td>
</tr>
<tr>
<td>Latino</td>
<td>8%</td>
<td>15%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>0%</td>
<td>5%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>2%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>88%</td>
<td>57%</td>
<td>43%</td>
<td>47%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>F/R Lunch</td>
<td>50%</td>
<td>63%</td>
<td>84%</td>
<td>78%</td>
</tr>
</tbody>
</table>

*As of September 19, 2014
Student Attendance, Attrition and Mobility

Student Attendance

<table>
<thead>
<tr>
<th>Overall Attendance Rate</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.8%</td>
<td>87.6%</td>
<td>92.22%</td>
<td>84.28%</td>
<td></td>
</tr>
</tbody>
</table>

The staff at River’s Edge participated in professional development and implemented strategies to increase students’ noncognitive skills. Research supports that attendance is a key indicator for student success. During the 2013-2014 school year staff implemented an incentive based system to encourage increased attendance rates. Students will earn a raffle ticket for each week he or she has perfect attendance.

Student Attrition

<table>
<thead>
<tr>
<th></th>
<th>June Enrollment</th>
<th>Graduates</th>
<th>Returned in the fall</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>62</td>
<td>5</td>
<td>45</td>
<td>78.9%</td>
</tr>
<tr>
<td>2013</td>
<td>65</td>
<td>10</td>
<td>40</td>
<td>72.7%</td>
</tr>
<tr>
<td>2014</td>
<td>75</td>
<td>13</td>
<td>42</td>
<td>67%</td>
</tr>
</tbody>
</table>

The Board of Directors and staff continue to be committed to retaining students and building a student population that supports the mission and vision of River’s Edge Academy. Stakeholders agree that retention is the single most important aspect of a sustainable school.

Student Mobility

<table>
<thead>
<tr>
<th></th>
<th>Summer Transfers In</th>
<th>Number of students On Oct. 1</th>
<th>Mid-year Transfers In</th>
<th>Mid-year Transfers Out</th>
<th>Total Mid-year Transfers</th>
<th>Mobility Index* (as a percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>35</td>
<td>60</td>
<td>44</td>
<td>26</td>
<td>70</td>
<td>116%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>45</td>
<td>65</td>
<td>46</td>
<td>30</td>
<td>76</td>
<td>117%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>32</td>
<td>79</td>
<td>62</td>
<td>40</td>
<td>102</td>
<td>129%</td>
</tr>
</tbody>
</table>

* Total mid-year transfers divided by Number of students on Oct. 1.
World’s Best Workforce Components

Educational Approach and Curriculum

Expeditionary Learning Schools is a new school reform model focused on active pedagogy, positive school community and culture, effective school structures; the use of data to improve instruction and place based learning. REA implements innovative projects, which incorporate experts from the field of study and service learning.

Expeditionary Learning’s design principles harnesses the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge and courage needed to imagine a better world and work toward building it. Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of Outward Bound:
1. The Primacy of Self-Discovery
2. The Having of Wonderful Ideas
3. The Responsibility for Learning
4. Empathy and Caring
5. Success and Failure
6. Collaboration and Competition
7. Diversity and Inclusion
8. The Natural World
9. Solitude and Reflection
10. Service and Compassion

School culture and college readiness is emphasized in daily community meetings, establishing norms and values. Crew or homeroom provides a place for students to be heard and to build relationships with staff, peers and families. Passage portfolios, student led conferences and Celebrations of Learning provide an opportunity for alternative assessment with an authentic audience. The staff participated in both on site and national professional development focused on effectively implementing the new school reform model.

Graduation Requirements
The REA graduation requirements exceed MN State Standards and therefore students who graduate from REA will be prepared for a wide variety of post-secondary opportunities. Students earn .25 credit per class, per quarter, totaling one credit in a full subject area for one school year. Graduation requirements are described below.

Academic Courses (4 – total in each subject area).
Language Arts, Humanities (Social Studies), Mathematics, and Science
Elective Courses (8 – total). The follow classes are required
Art, World Language Health & Physical Education/Fitness

Portfolios
Students at REA will develop a Portfolio during the time they are enrolled. Upon graduation, students will be asked to present their Portfolio and work to the staff and peers. Portfolios help students learn at a deeper level and measure their growth over time. Portfolios also show how students are meeting high standards and are terrific tools for showing growth over time. We are look forward to what our students accomplish with this tool each year.

What is the REA Portfolio? A portfolio does not include all student work. Rather, it is a selection of high quality products made by the student with teacher guidance. Each student will present highlights of his or her Crew Portfolio during student-led conferences. The portfolio contains written work and may also include artwork, audio or videotapes of performances, photographs of three-dimensional constructions, computer graphics, and more. A student’s portfolio reflects how thinking about significant issues and questions has grown, how a range of knowledge and skills has developed, and the effort that has been made.

What is in the Portfolio?
- Reflection on REA’s character values
- Examples of high quality work in core classes: Math, Science, English, and Humanities.
- Reflections on the student’s experiences and growth in expeditions, fieldwork, and service.
- College and career preparation including a resume, essay, and personal reference letters.

Purpose of the Portfolio.
- An avenue for students to gather their best work.
- A way to present and highlight their work to family and friends
- To show that the student is continually meeting graduation requirements.
- Help prepare the student for college admission.

Daily Schedule
The school day begins at 8:15 am and ends at 2:45 pm. On Wednesdays, school begins at 8:15 am and ends at 12:45 pm.

1st Period 8:15 am - 8:25 am
2nd Period 8:30 am - 9:15 am
Breakfast 9:15 am - 9:30 am
3rd Period 9:30 am - 10:15 am
4th Period 10:20 am - 11:05 am
5th Period 11:10 am - 11:55 am
Lunch 11:55 am - 12:30 pm
Crew 12:35 pm - 1:05 pm
Project Enrichment 1:10 pm - 1:55 pm
Elective 2:00 pm - 2:45 pm
Innovative Practices and Implementation

River’s Edge Academy received a significant donation to provide Outward Bound programs free of charge for all students throughout the year. This year students participated in a series of one-day programs (rock climbing at Taylor’s Falls, Boy Scout Base Camp and Urban Expedition) and a four-day course on the Superior Hiking Trail. Opportunities also included character-based leadership development during the school day. REA is committed to providing relevant, place based experiences that strengthen that character development of each student. As a school that serves urban youth, it is important to provide meaningful experiences that foster personal growth and leadership development.

During the 2013-2014 school year, students participated in an interdisciplinary project creating a field guide to the Superior Hiking Trail. Each student participated in a series of workshops to gain knowledge and experience in the following areas: maps, flora, fauna, and astronomy. Students conducted research both in the field as well as at school. Each student drafted, revised and published a page in the field guide. The copy-editing, production and publishing was all student led. The book was sold at the Spring Celebration of Learning.

Innovative Curriculum

The curriculum at River’s Edge Academy is organized into Learning Expeditions. Learning Expeditions are long-term, in-depth studies of a single topic, usually lasting a full quarter, that
explore important guiding questions, incorporate standards, involve fieldwork, service and adventure, and culminate in a project, product or performance. A Learning Expedition integrates the conventional knowledge and required skills of the academic disciplines. Expeditions require students to develop the habits of work, thinking and judgment that lead to effective reading, writing, problem solving and discussion. Individual and group projects are designed to organize and engage student learning by calling for concrete products or actions that address authentic problems.

River’s Edge students participate in weekly fieldwork. This place-based approach brings relevance to learning. Community-based field work includes research at the library, water quality testing, visiting historic places in St. Paul, college visits, restoration work at a ‘scientific natural area’, camping, rock climbing, Minnesota Science Museum and Dodge Nature Center.
1. Academic Performance

   • By FY15 75% of students enrolled on October 1st will be proficient in Reading as measured by the MCA. This will require a 1.75% increase each year based on the benchmark of 67% students proficient during the 2010-2011 school year.

<table>
<thead>
<tr>
<th>School year</th>
<th>Goal</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>68.75%</td>
<td>77%*</td>
</tr>
<tr>
<td>2012-2013**</td>
<td>70.5%</td>
<td>54.6%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>72.75%</td>
<td>45.5%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>74.5%</td>
<td>**</td>
</tr>
</tbody>
</table>

*This percentage includes all students, not just those who were enrolled since October 1st.

**The MCA reading test was different during the 2012-2013 school year.

By FY15 40% of students enrolled on October 1st will be proficient or partially proficient in Math as measured by the MCA. This will require a 5.75% increase each year based on the benchmark of 17% students proficient during the 2010-2011 school year.

<table>
<thead>
<tr>
<th>School year</th>
<th>Goal</th>
<th>Percent Proficient and Partially Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>22.75%</td>
<td>18.2%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>28.5%</td>
<td>25%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>34.25%</td>
<td>26.3%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>40%</td>
<td>**</td>
</tr>
</tbody>
</table>
2. Academic Growth

FY13-FY15, 70% of all students enrolled on October 1st will meet projected growth in reading comprehension as measured by the Northwestern Evaluation Assessment (NWEA) nationally norm-referenced Measures of Academic Progress (MAP) tests.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students tested in fall and spring</th>
<th>Number of students met projected growth</th>
<th>Percentage of students who met projected growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

FY13-FY15, 70% of all students enrolled on October 1st will meet projected growth in mathematics as measured by the Northwestern Evaluation Assessment (NWEA) nationally norm-referenced Measures of Academic Progress (MAP) tests.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students tested in fall and spring</th>
<th>Number of students met projected growth</th>
<th>Percentage of students who met projected growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>4</td>
<td>57%</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

3. Mission Specific

- River’s Edge Academy’s Longitudinal Hope Study Scores will remain greater than 46, being moderate, while 50 is considered high and 54 very high.
  “According to hope theory, hope reflects individuals’ perceptions regarding their ability to clearly conceptualize their goals, develop the specific strategies to reach those goals (i.e., pathways thinking), and initiate and sustain the activities in support of those strategies (i.e., agency thinking). According to hope theory, a goal can be anything that an individual desires to experience, create, obtain, accomplish, or become. A goal may be related to grades in school or activities outside of school, but the important thing is that the goal has value to the individual.” –Hope Survey
  - FY14 Students did not complete the survey due to issues with technology.
- 75% of sophomores who are enrolled in September will successfully present a passage portfolio at the end of each year.
  - In FY14, 85% of sophomores who were enrolled in September successfully presented a passage portfolio in May of 2014.
4. Environmental Education
   - Staff, students, and parents at River’s Edge Academy will increase their environmental literacy, and develop the knowledge, skills, and attitudes to support a sustainable, healthy environment.
     - In May of 2014, 50% of parents strongly agreed and 50% agreed with the following statement: my student has gained social and environmental awareness while attending REA, as measured by the parent satisfaction survey.

5. Other Goals
   - REA will maintain 90% attendance rate.
     - In FY14, the school wide attendance rate was 84.28%
   - For students that begin at REA in 9th grade and who are continuously enrolled, 90% will graduate in four years and 75% will enroll in post secondary education.
     - In FY14, 100% of students that began 9th grade at REA graduated in four years and attended post secondary education.
     - Each student in the graduating class of 2014 was accepted to college!
Student and Parent Satisfaction

During the Spring of 2013, River’s Edge Academy engaged in a market research project with the Center for Consulting Enterprise, a program of the Carlson School of Business. Four MBA students conducted a series of student and parent interviews and surveys. The goal of the data collection was to gain perspective from families at REA regarding their satisfaction as well as what they value about River’s Edge Academy. The following is a summary of the process:

More than 70% of parents and students identified that small class sizes, sense of community and experiential learning were the most important aspects of River’s Edge Academy. Overall, parents stated that their students had opportunities to pursue college, become leaders and engage in a safe community. The final report is attached.
Environmental Education

The mission of River’s Edge Academy’s authorizer, the Audubon Center of the North Woods, is to “instill a connection and commitment to the environment in people of all communities through experiential learning.” As part of our contract with our authorizer, we have agreed to the following environmental education goal.

Staff, students and parents at River’s Edge Academy will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment.

River’s Edge Academy is committed to being an environment-based school in several capacities. REA measures daily electric and natural gas energy use with a monitoring system. Facility improvements have been and will continue to be made to make better use of and decrease the amount of energy. REA provides students with fresh fruit and vegetable each day. Teachers and students utilize outdoor classroom, school garden and chickens as a teaching tool and to supplement food program.

Relevant curriculum incorporates community based learning and relevant projects. All students engaged in environmental themes such as sustainability, alternative forms of energy, etc. are embedded in documented curriculum. Student led initiatives include recycling programs, ‘green practices’ and a partnership with Dodge Nature to discard our food waste and provide educational opportunities at the center in West St. Paul. Hands-on learning projects such as boat and fishing pole building, designing and creating a mural focused on the river in St. Paul, as well as play based on the nature deficit disorder encouraged students to interact with environmental issues in a variety of ways.

All students will participate in adventure learning including Outward Bound paddle or hiking course, rock climbing, bike trip, natural areas include Mississippi River, Dodge Nature Center etc. Students also participate in service learning which has included river clean ups, community plantings, and spray painting messages near storm drains with Friends of the Mississippi. The Director is involved in local and national green initiatives, including serving as the Chair of the Executive Committee for the Minnesota Coalition of Green Schools in conjunction with the USGBC.
The administration and Board of Directors are committed to hiring high quality teachers that have experiences relevant to REA’s mission. Non-licensed staff complement academic staff, supporting the school structures and systems in meaningful ways.

### 2013-2014 Licensed Teaching Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>File #</th>
<th>License / Assignment</th>
<th>2014-15 Status*</th>
<th>Years Employed by School</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Melvin</td>
<td>436811</td>
<td>Special Education and Social Studies</td>
<td>NR</td>
<td>5</td>
</tr>
<tr>
<td>Sky Davey</td>
<td>405906</td>
<td>Special Education and Social Studies</td>
<td>R</td>
<td>4</td>
</tr>
<tr>
<td>Heather Evjen</td>
<td>436239</td>
<td>ELL and Math</td>
<td>NR</td>
<td>3</td>
</tr>
<tr>
<td>Amanda Sitron</td>
<td>461541</td>
<td>Science</td>
<td>R</td>
<td>1</td>
</tr>
<tr>
<td>Emily Lundberg</td>
<td>467391</td>
<td>English Language Arts</td>
<td>R</td>
<td>2</td>
</tr>
<tr>
<td>Kyle Alvashere</td>
<td>422529</td>
<td>Special Education</td>
<td>NR</td>
<td>1</td>
</tr>
<tr>
<td>Jaclyn Rehmke</td>
<td>467179</td>
<td>Special Education</td>
<td>R</td>
<td>1</td>
</tr>
</tbody>
</table>

* R = Return, NR = Not Return

**Licensed teacher percentage turnover rate:**
2013-14 to 2014-15 = 42% ([non-returning teachers / total teachers x 100]

### 2012-13 Other Licensed (non-teaching) Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>14-15 Status*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meghan Cavalier</td>
<td>Executive Director</td>
<td>R</td>
<td>File # 426698 Years Employed by School: 6</td>
</tr>
</tbody>
</table>

* R = Return, NR = Not Return

**All staff percentage turnover rate:**
2013-14 to 2014-15 = 21% ([non-returning staff / total staff x 100]
Governance and Management

Governance
River’s Edge Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

- school board composition, and the board demonstrates the capacity to govern an effective charter school;
- board member training;
- effectively and transparently conducting board meetings:
  - A discernible method for conducting meetings (i.e. Robert’s Rules)
  - Complying with MN Open Meeting Law
  - Timely distribution of board materials prior to meetings to board members and authorizer
  - Appropriate documentation of board and committee meetings
- board decision-making and oversight, including but not limited to:
  - Establishing, reviewing and implementing policy
  - Establishing performance expectations that are in alignment with charter contract
  - Regularly reviewing academic, financial and operational data
  - Overseeing school improvement plans as necessary
  - Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports and financial audits

ACNW Operations Performance Evaluation framework

The Board of Directors has strategically recruited members who are committed to REA’s mission and also bring specific experience or background. During FY14 the board of comprised of two teachers, two parents, and five community members. An attorney, social worker, finance specialist, Outward Bound board member, employee of Department of Natural Resources, and University of Minnesota. The compliment of expertise assisted the Executive Directors in many ways! Recruiting board members to fill this capacity has not been easy. The group has overcome this challenge through personal networking, support of MAP for nonprofits and communication with families.

The board developed a strategic plan in October 2012 in conjunction with the new charter contract. SMART goals have guided board decisions, committee work and have been implemented by the Executive Director. During FY14, actions steps were developed and monitored by the group. Further steps will need to be taken order to continuing to work toward these important goals.

The Board of Directors understands their role in due diligence, accountability, responsibility and most importantly, commitment to the citizens on Minnesota, primarily the families who attend REA. Ongoing board training, communication with the Executive Director, reviewing board documents prior to meetings and open discussion all lead to board high performance.
The River’s Edge Academy Board of Directors is committed to ongoing development and learning opportunities. All board members have met the state of Minnesota’s initial and ongoing board training requirements.

**Board Training Information**

<table>
<thead>
<tr>
<th>Member Name</th>
<th>Board Position</th>
<th>Date Elected</th>
<th>Date Seated</th>
<th>Term End Date</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>Peg Skold</td>
<td>Chair</td>
<td>August 18, 2010</td>
<td>August 18, 2010</td>
<td>June 30, 2015</td>
<td><a href="mailto:pskold@reamn.org">pskold@reamn.org</a></td>
</tr>
<tr>
<td>Matt Kolb</td>
<td>Vice Chair</td>
<td>November 19, 2011</td>
<td>November 19, 2011</td>
<td>June 30, 2014</td>
<td><a href="mailto:mkolb@reamn.org">mkolb@reamn.org</a></td>
</tr>
<tr>
<td>Thomas Rupp</td>
<td>Treasurer</td>
<td>September 20, 2013</td>
<td>September 20, 2013</td>
<td>June 30, 2017</td>
<td><a href="mailto:trupp@reamn.org">trupp@reamn.org</a></td>
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<tr>
<td>David Melvin</td>
<td>Secretary</td>
<td>March 19, 2009</td>
<td>March 19, 2009</td>
<td>June 30, 2014</td>
<td><a href="mailto:dmelvin@reamn.org">dmelvin@reamn.org</a></td>
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<tr>
<td>Sky Davey</td>
<td>Member</td>
<td>May 16, 2012</td>
<td>July 19, 2012</td>
<td>June 30, 2015</td>
<td><a href="mailto:sdvaey@reamn.org">sdvaey@reamn.org</a></td>
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<tr>
<td>Elizabeth Hagen</td>
<td>Member</td>
<td>July 1, 2013</td>
<td>August 15, 2013</td>
<td>June 30, 2017</td>
<td><a href="mailto:lhagen@reamn.org">lhagen@reamn.org</a></td>
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<tr>
<td>Jay Krienitz</td>
<td>Member</td>
<td>May 16, 2012</td>
<td>July 19, 2012</td>
<td>June 30, 2015</td>
<td><a href="mailto:jkrienitz@reamn.org">jkrienitz@reamn.org</a></td>
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<tr>
<td>Rosa Estrada</td>
<td>Member</td>
<td>July 1, 2013</td>
<td>August 15, 2013</td>
<td>June 30, 2017</td>
<td><a href="mailto:restrada@reamn.org">restrada@reamn.org</a></td>
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<tr>
<td>Joanna Daggett</td>
<td>Member</td>
<td>October 12, 2013</td>
<td>October 12, 2013</td>
<td>June 30, 2017</td>
<td><a href="mailto:jdaggett@reamn.org">jdaggett@reamn.org</a></td>
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<thead>
<tr>
<th>Board Member Name</th>
<th>Training Content Area</th>
<th>Training Date</th>
<th>Trainer/Presenter</th>
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<tbody>
<tr>
<td>All board members listed above</td>
<td>School Finance Strategic Planning</td>
<td>October 12, 2013</td>
<td>Kara Gaffy, BKDA Dr. Meg Cavalier</td>
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<tr>
<td>Thomas Rupp</td>
<td>Board Governance Human Resources School Finance</td>
<td>December 7, 2013</td>
<td>University of St. Thomas</td>
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<tr>
<td>Elizabeth Hagen</td>
<td>Human Resources School Finance Board Governance</td>
<td>October 5, 2013</td>
<td>University of St. Thomas</td>
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<td>Rosa Estrada</td>
<td>Human Resources School Finance Board Governance</td>
<td>October 5, 2013</td>
<td>University of St. Thomas</td>
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<tr>
<td>Joanna Daggett</td>
<td>Human Resources School Finance Board Governance</td>
<td>December 7, 2013</td>
<td>University of St. Thomas</td>
</tr>
</tbody>
</table>
Management

The Executive Director, Dr. Meg Cavalier manages the school. Meg is a licensed K-12 Principal and Superintendent in the state of Minnesota. In June 2013 she received a Doctorate in Education Degree from Bethel University. Her dissertation research project was a national study on Outward Bound programs in high schools. The associations she found were applicable to the programs at River’s Edge Academy.

Administration has worked to establish relationships with high quality contractors. The following organizations provide services to River’s Edge Academy.

- Finance: Belz, Kas Darling and Associates
- Special Education Director: ISES
- Catering: Done Right Food
- Auditor: Clifton Larson Allen

The school community has become more stable over time, with the 2013-2014 school year being positive and productive. Students and staff were invested committed to making academic growth with credit attainment and MAP scores as evidence.

The Board Chair solicited data from school stakeholders regarding areas that director did very well and areas needing improvement from that stakeholder’s perspective. Specific examples were requested from teachers, paraprofessionals, administrative staff, Expeditionary Learning School Designer, parents, school board members and authorizer liaison. The Executive Director made self-evaluation using job description as criteria. Using this information the Board Chair and Director engaged in a discussion about findings and together set goals for the next school year.
Operational Performance

River’s Edge Academy materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

- relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:
  - State reporting and applications, including but not limited to: MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
  - TRA/PERA;
  - School website is compliant with statutory and authorizer expectations;
  - Insurance coverage;
- the school facilities, grounds and transportation, including but not limited to:
  - Fire inspections and related records;
  - Viable certificate of occupancy or other required building use authorization;
  - Physical space provides a safe, positive learning environment for students;
  - Appropriate and safe student transportation practices;
- health and safety, including but not limited to:
  - Nursing services and dispensing of pharmaceuticals;
  - Food service;
  - Emergency management plan;
- admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
- due process and privacy rights of students, including but not limited to:
  - Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
  - Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
  - Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
  - Transfer of student records;
- employment including transparent hiring, evaluation and dismissal policies and practices;
- required background checks for all school employees

River’s Edge Academy began the final year of a lease in FY14. The Board of Directors and staff have worked to maintain a positive relationship with the landowners and have already begun to discuss the terms of a new lease. The current building at 188 Plato Blvd. W. provides flexible space and an opportunity to build out into current warehouse storage. During the school year, the Board of Directors renegotiated a new lease that is based on the revenue generated with lease aid. The five-year lease included the cost to build out an additional two and a half classrooms and two meeting spaces. The staff, students and Board of Directors worked to ensure a successful build out that would benefit student learning. The increase space will now accommodate four sections of 25 students. Meetings spaces were scares and now provide opportunities for small student group and staff meetings.
Students at River’s Edge receive Metro Transit bus passes. The school offers unlimited ride cards for a small fee that helped offset the cost. A limited number of students took advantage of the offer so that they could use public transportation for employment and recreation. REA staff members drive a van to ‘shuttle’ students from downtown to the school both in the morning and from the school to downtown in the afternoon. This enables most students to take one bus from their home to downtown St. Paul. School buses are used several times throughout the year to transport students on field trips both with Outward Bound and other locations such as the National College Fair.

Done Right Food provides breakfast and lunch for the students and staff at River’s Edge Academy. This partnership was established when the school first opened. The organization has provided high quality, scratch food including whole wheat grains, fresh fruit and a salad bar in addition to nutrition education and resources.

REA staff members have consistently been in compliance in all areas of due process including special education and student discipline. River’s Edge Academy completed Special Education monitoring during the 2013-2014 school year. The Minnesota Department of Education cited four finding areas in due process, requiring the district minimal corrective action. Since then, the Special Education staff (including the teachers, Special Education Director and Executive Director) have completed the necessary steps to address these findings.

Parent engagement is a priority at River’s Edge. This is evident by weekly newsletters, monthly community gatherings, biannual student led conferences and Celebrations of Learning. Students are required to participate while parents are highly encouraged. There are many volunteer opportunities throughout the school year.

Four new staff members were hired in FY14. Jaclyn Rehmke and Kyle Alveshere replaced Dave Melvin, the Special Education teacher who resigned in October 2013. Danyelle Fisher and Bruce Lower were hired to fill two new paraprofessional positions. The addition of a Special Education teacher and two paraprofessionals was the result of significantly increased student need and was supported by the Board of Directors, Special Education Director, and Authorizer. The Executive Director commits to an extensive hiring process that begins by posting the positions in a variety of locations. This includes the Minnesota of Charter Schools, St. Cloud State’s EdPost, Minnesota Environmental Partnership, St. Thomas, Bethel University, Hamline University, and the University of Minnesota. First interviews on conducted. All candidates who participate in a second interview with two teachers also submit either a video tape of themselves teaching or curriculum that they have created. Background checks are completed on staff, board members and volunteers.
**Finances**

Questions regarding school finances and for complete financials for 2013-14 and/or an organizational budget for 2013-14, contact: Meg Cavalier

Position: Executive Director  
Phone: 651-234-0150  
Email: mcavalier@reamn.org

Beltz Kas Darling and Associates provides accounting services for River’s Edge Academy.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2014.

<table>
<thead>
<tr>
<th>FY14 Finances</th>
<th>Fund 1</th>
<th>Fund 2</th>
<th>Fund 4</th>
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</thead>
<tbody>
<tr>
<td>Total Revenues</td>
<td>$1,088,426</td>
<td>$47,486</td>
<td>N/A</td>
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<tr>
<td>Total Expenditures</td>
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<tr>
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<tr>
<td>Total Fund Balance</td>
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<td>-</td>
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</table>

**Overview**

Enrollment continues to be a priority and challenge as evidence by the school’s lack of a fund balance. Revenue depends on the average daily membership and has remained below the goal the Board of Directors set. River’s Edge Academy met cash flow needs throughout the year by selling receivables to Charter School Capital.

**Revenues/Expenditures**

See the table above summarizing Fund 1 and Fund 2 revenues, expenditures and fund balances.

**Net Income and Fund Balance**

Enrollment as of September 19, 2013 is 72 students, which will have a positive impact of the fund balance.

River’s Edge Academy’s strategic plan includes the following goal: By meeting or exceeding board approve budgeted revenue and expense goals, REA will have a fund balance of 30% of annual expenditures or more by June 30, 2015. The school did not make progress toward this goal during FY14, however there are structures in place that will support a stable and growing community.
Future Plans

River’s Edge Academy completed an extensive facility expansion this year and purchased an additional classroom set of computers. Future budgets will include an appropriation to support the maintenance of current equipment as well as purchasing new equipment. The current space will accommodate 100 students, which is the short and long term enrollment goal. As noted in this report, the Carlson Consulting Enterprise program (Carlson School of Business) provided a market research report that provided insight into the current satisfaction of students and parents, but also strategies for effective marketing and recruiting. The staff and Board of Directors are committed to creating a stable environment for both the community and enrollment numbers. We are confident that will sustained effort, intentionality and expectation of high quality educational programming River’s Edge Academy will achieve the goals established in the strategic plan and charter contract!