



**Independent School District #4190
2018-2019 Annual Report
World's Best Workforce Annual Report**

River's Edge Academy
2018-2019 Annual Report
World's Best Workforce Annual Report

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Addenda

- 2018-2019 School Calendar
- 2018-2019 Implementation Review
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School Information

River's Edge Academy ISD #4190

188 Plato Blvd. W.

St. Paul, MN 55017

651-234-0150

www.riversedgeacademy.org

Serves grades 9-12

Opened Fall 2009

River's Edge Academy graduates are academically, socially, and personally prepared to pursue life beyond high school with honor, empathy, honesty, perseverance, and a sense of exploration.

The mission of River's Edge Academy is to challenge students to discover their greatness by learning through experience in a small, supportive community.

Authorizer: Audubon Center of the North Woods

The authorizing mission of ACNW is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

David Greenberg, Director of Charter School Authorizing

43 Main St. S.E., Suite #507

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Contract Dates:

2008-2012

2012-2015

2015-2016

2016-2019



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Implementation of Primary and Additional Statutory Purposes

River's Edge Academy is committed to meeting each of the purposes outlined in Minnesota State Statute 124E. Charter Schools:

River's Edge Academy will improve pupil learning and student achievement by;

- Increasing learning opportunities for pupils through:
- Encourage the use of different and innovative teaching methods using a new school reform model from EL Education. All staff are trained in best practices for instruction, assessment, school culture and leadership.
- Measure learning outcomes and create different and innovative forms of measuring outcomes through the use of authentic assessments in other words meaningful projects. Students will be engaged in assessing themselves and receive constructive feedback from teachers. Students will also have the opportunity to revise their work for a high grade using feedback from teachers.
- Establish new forms of accountability for schools by utilizing multiple forms of assessment included by not limited to NWEA MAP scores, quantitative character and leadership assessments, informal and formal academic assessments, participation in Outward Bound experiences, student led conferences and celebrations of learning.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. Staff members are engaged in most decision-making processes. All staff members participate in professional development each week at REA, including topics such as academic development, children's mental health, trauma informed education, building character through crew and inclusive classrooms. Teachers have the opportunity to attend national professional development as well.



Student Enrollment and Demographics

Student Enrollment and Average Daily Membership

The following numbers are based off of enrollment as of the end of the indicated school year.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
9th Grade	17	12	13	14	9	10	19	16
10th Grade	16	25	21	22	28	23	14	17
11th Grade	17	17	28	17	15	24	15	12
12th Grade	12	11	17	14	17	10	15	11
Total	62	65	79	67	69	67	63	56
Average Daily Membership	66.34 MARSS 68.2 Infinite Campus	88.83 MARSS 63.76 Infinite Campus	76.40 MARSS 78.78 Infinite Campus	68.30 MARSS 69.62 Infinite Campus	73.95 MARSS 75.78 Infinite Campus	68.10 MARSS 70.44 Infinite Campus	61.62 MARSS 64.26 Infinite Campus	58.06 MARSS 58.08 Infinite Campus

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 higher than state average in Minnesota. REA has seen an increase in the percentage of students who qualify for an IEP. The school has consistently had a high percentage of students that qualify for free or reduced breakfast and lunch. The following data represents enrollment on October 1st.

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Enrollment	62	65	75	70	73	70	74	51
Male	63%	63%	55%	51%	38%	47%	43%	52%
Female	37%	37%	45%	49%	62%	53%	57%	51%
Special Education	22%	16%	24%	29%	21%	42%	50%	51%
LEP	3%	3%	1%	1%	1%	1%	1%	1%
African American	3%	17%	23%	14%	10%	19%	10%	10%
Latino	8%	15%	25%	26%	18%	20%	28%	25%
Asian/PI	0%	5%	1%	1%	1%	3%	4%	3%
American Indian	0%	2%	4%	6%	3%	0%	1%	1%
White	88%	57%	43%	47%	55%	37%	41%	49%
Two or more races	0%	5%	4%	6%	14%	6%	16%	12%
F/R Lunch	50%	63%	84%	69%	62%	54%	51.4%	61%

Student Attendance, Attrition and Mobility

Student Attendance

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-2019
Overall Attendance Rate	88.8%	87.6%	92.22%	84.28%	84.35%	85.75%	82.13%	81.27%	82.05%

River's Edge Academy has a full time Social Worker on staff. This individual provides services and supports to staff, students and families with the goal of increasing students/family engagement including attendance. Proactive and reactive strategies include the truancy process, family meetings and communication with families (phone calls and meetings).

Student Attrition

	June Enrollment	Graduates	Returned in the fall	Retention Rate
2012	62	5	45	78.9%
2013	65	10	40	72.7%
2014	75	13	42	67%
2015	67	12	47	85%
2016	71	18	45	87%
2017	67	9	40	69%
2018	63	14	34	69%
2019	56	10	42	91%

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 one of the most important aspect of a sustainable school. This is a continued area of growth and commitment.

Student Mobility

	Summer Transfers In	Number of students On Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2011-2012	35	60	44	26	70	116%
2012-2013	45	65	46	30	76	117%
2013-2014	32	79	62	40	102	129%
2014-2015	12	70	52	54	106	151%
2015-2016	18	73	40	29	69	95%
2016-2017	18	70	44	35	79	113%
2017-2018	25	91	30	33	63	69%
2018-2019	17	52	37	23	60	115%

- Total mid-year transfers divided by number of students on Oct. 1.

Educational Approach and Curriculum

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.



Staffing

River's Edge Academy employs five content area teachers (Science, Math, English and two Social Studies), four Special Education teachers (the two Social Studies teachers split time as Special Education teachers), six Student Support Specialists (paraprofessionals), School Social Worker, Office Manager, Student Affairs Administrator and Executive Director. The four sections of students received instruction from each of the experienced teachers; 9th and 11th graders with one Humanities teacher, 10th and 12th with the other. River's Edge Academy hires licensed teachers and did not have any variance. The science teacher received an experimental waiver from the Board of Teaching as he taught Chemistry and holds a Life Science license.

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 0.25 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 (9 total). Includes Art, World Language, Health & Physical Education/Fitness

Daily Schedule

The school day begins at 8:15 am and ends at 2:45 pm. On Wednesdays students participate in fieldwork; school begins at 8:15 am and ends at 12:45 pm. Fieldwork includes service projects, college visits, career preparation and applying concepts from academic classes to the community (conducting primary research, water quality testing, interviewing experts, etc.).

RIVER'S EDGE ACADEMY DAILY SCHEDULE								
		A-Day	B-Day	Fieldwork		A-Day	B-Day	
		MONDAY	TUESDAY	WEDNESDAY		THURSDAY	FRIDAY	
		8:00 - 8:15 am	Breakfast served	Breakfast served	Breakfast & lunch served		Breakfast served	Breakfast served
45 min	8:15 - 9:00 am	Crew	Crew	8:15 - 8:25 am	All School Circle	Crew	8:15 - 9:00 am	Crew
	9:05 - 10:40 am	Block 1	Block 3	8:30 am - 12:10 pm	Fieldwork	Block 1	9:05 - 10:35 am	Block 3
95 min	10:45 - 11:35 am	Elective #1	Elective #1			Elective #1	11:20 - 11:45 am	Lunch
50 min	10:45 - 11:35 am	Elective #1	Elective #1			Elective #1	11:20 - 11:45 am	Lunch
30 min	11:35 - 12:05 pm	Lunch	Lunch			Lunch	11:45 - 11:55 am	Daily Restore
10 min	12:05 - 12:15 pm	Daily Restore	Daily Restore	12:10 - 12:40 pm	Lunch	Daily Restore	11:55am - 12:35pm	Elective #2
50 min	12:15 - 1:05 pm	Elective #2	Elective #2	12:40 - 12:45 pm	Daily Restore	Elective #2	12:40 - 2:10 pm	Block 4
95 min	1:10 - 2:45 pm	Block 2	Block 4	After School Program for Students	Staff Professional Development	Block 2	2:10 - 2:25 pm	Weekly Restore
								2:25 - 2:45 pm
	2:45 - 3:30 pm	Homework Help	Homework Help SLC Mtg Staff Meetings			Staff Meetings		

Remediation and Acceleration

The majority of students who transfer to River's Edge Academy from another high school are credit deficient. Students make plans and set goals twice a year related to graduation and credit recovery. REA offers limited opportunities to recover credit beyond the typical school day. One option is for students to take an Intensive course for 0.25 credits; Math and English Intensives are offered in the fall and Humanities and Science Intensives are offered in the spring. Students are also supported in the process of enrolling in night, online and summer school.

Special Education

Students who qualify for an Individual Education Plan receive a Free and Appropriate Public Education at River's Edge Academy. Learners are supported in both their areas of strength and growth. Classes are inclusive and meet the needs of all students. Evaluations are conducted every three years and annual team meetings support the Individual Education Plan.

Addendums

Please find the following addendums relevant to this section:

- 2018-2019 School Calendar

Innovative Practices & Implementation

River's Edge Academy promotes outdoor experiential education as part of our school curriculum. This year students participated in a three day-long programs including outdoor leadership programming at Camp Tanadoona, rock climbing at Vertical Endeavors, and paddling the Chain of Lakes in Minneapolis. Opportunities also included character-based leadership development during the school day. REA is committed to providing relevant, place-based experiences that strengthen 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.

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 fieldwork includes research at the library, viewing theater productions, college visits, restoration work, museum visits, environmental service, and more. Each crew (homeroom) selects a service project partner for the school year. Students volunteer at this location once a month. A reflection helps students connect the experience to the REA school values: honor, exploration, honesty, perseverance, and empathy.

Academic Performance: Goals & Benchmarks

Indicator 1: Mission Related Outcomes Over the period of the contract, students at River's Edge Academy (REA) will demonstrate readiness for life beyond high school with a sense of exploration.

Measure 1.1: From FY16 to FY19, the aggregate percentage of sophomore students who successfully present a passage portfolio earning a proficient or higher score annually will be at least 90.0%.

River's Edge Academy	Number of Sophomore Students	Number of Students Proficient on Passage Portfolio	Percent of Students Proficient on Passage Portfolio
FY16	23	20	87.0%
FY17	18	16	89%
FY18	10	8	80%
FY19	11	10	90%
Aggregate	62	54	87.0%

Measure 1.2: From FY16 to FY19, the aggregate percentage of all students annually who successfully complete an Outward Bound (updated in FY19 with adventure) course and earn the corresponding credit will be at least 90.0%.

River's Edge Academy	Number of Students	Number of Students who Passed Outward Bound Course	Percent of Students who Passed Outward Bound Course
FY16	105	102	97.1%
FY17	105	101	96.1%
FY18	95	83	87%
FY19	104	92	88%
Aggregate	409	378	92.4%

Indicator 2: English Language Learners

The school is not evaluated in this indicator area as it does not serve a significant population of English Learners.

Indicator 3: Reading Growth Over the period of the contract, students at REA will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments.

Measure 3.1: From FY16 to FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

River's Edge Academy	Mean Growth Z-Score	Number of Students
FY16	0.255	12
FY17	CTSTR	CTSTR
FY18	CTSTR	CTSTR
FY19	CTSTR	CTSTR
Aggregate Z-Score = 0.255		

Source: [MDE Data Reports and Analytics – Multiple Measurement District Downloads](#)

Measure 3.2: From FY16 to FY19, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

River's Edge Academy	Number of Students with Positive Z-Score	Number of Students with Negative Z-Score	Total Number of Students with Z-Scores	Percentage of Students with Positive Z-Score
FY16	7	5	12	58.3%
FY17	CTSTR	CTSTR	CTSTR	CTSTR
FY18	CTSTR	CTSTR	CTSTR	CTSTR
FY19	CTSTR	CTSTR	CTSTR	CTSTR
Aggregate				

Measure 3.3: From FY17 to FY19, the aggregate percentage of students in grades 9-12 who meet or exceed individualized growth targets based on NWEA normative data where students at grade level make one year's growth and those below grade level increase by 1.5 grade level equivalencies for fall to spring administration of the NWEA MAP assessment will be at least 53.0%.

NWEA MAP – Reading (Grades 9-12)

River's Edge Academy	Number of Students	Number of Students Meeting or Exceeding Individualized Growth Targets	Percent of Students Meeting or Exceeding Individualized Growth Targets
FY17	39	18	45%
FY18	36	22	61%
FY19	58	29	50%
Aggregate	133	69	52%

Source: School's Annual Report/WBWF Report

Indicator 4: Math Growth Over the period of the contract, students at REA will demonstrate growth in math as measured by state accountability tests and nationally normed assessments.

Measure 4.1: From FY16 to FY19, the aggregate growth z-score for all students on state accountability tests will be equal to or greater than 0.00.

River's Edge Academy	Mean Growth Z-Score	Number of Students
FY16	CTSTR	CTSTR
FY17	CTSTR	CTSTR
FY18	CTSTR	CTSTR
FY19	CTSTR	CTSTR
Aggregate Z-Score = CTSTR		

Source: [MDE Data Reports and Analytics – Multiple Measurement District Downloads](#)

Measure 4.2: From FY16 to FY19, the aggregate percentage of students that achieve a positive z-score on state accountability tests will be greater than 50.0%.

River's Edge Academy	Number of Students with Positive Z-Score	Number of Students with Negative Z-Score	Total Number of Students with Z-Scores	Percentage of Students with Positive Z-Score
FY16	CTSTR	CTSTR	CTSTR	CTSTR
FY17	CTSTR	CTSTR	CTSTR	CTSTR
FY18	CTSTR	CTSTR	CTSTR	CTSTR
FY19	CTSTR	CTSTR	CTSTR	CTSTR
Aggregate				

Measure 4.3: From FY17 to FY19, the aggregate percentage of students in grades 9-12 who meet or exceed individualized growth targets based on NWEA normative data where students at grade level make one year's growth and those below grade level increase by 1.5 grade level equivalencies for fall to spring administration of the NWEA MAP assessment will be at least 53.0%.

NWEA MAP – Math (Grades 9-12)

River's Edge Academy	Number of Students	Number of Students Meeting or Exceeding Individualized Growth Targets	Percent of Students Meeting or Exceeding Individualized Growth Targets
FY17	34	15	44%
FY18	40	22	55%
FY19	54	33	61%
Aggregate	128	70	54%

Source: School's Annual Report/WBWF Report

Indicator 5: Reading Proficiency Over the period of the contract, students at REA will demonstrate proficiency in reading as measured by state accountability tests and nationally normed assessments.

Measure 5.1: From FY16 to FY19, the school’s aggregate proficiency index score for students in grade 10 will increase by at least 6.0 points from the baseline proficiency index score (FY13-15 baseline – 44.6) OR will be equal to or greater than that of the state for the same grade (10).

Measure 5.2: From FY16 to FY19, the school’s aggregate proficiency index score for students in grade 10 will be equal to or greater than that of the resident district (ISD 625 – St. Paul) for the same grade (10).

Reading: All State Accountability Tests – All Students (Enrolled October 1, Grade 10)

River’s Edge Academy	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY16	3	5	6	3	64.7
FY17	1	3	4	2	60.0
FY18	1	3	3	3	55.0
FY19	0	3	9	7	40.0
Aggregate	5	14	22	15	55.0

Measure 5.3: From FY16 to FY19, the aggregate percentage of students in grades 9-12 who are on grade level in the fall as determined by the NWEA MAP assessment will increase by at least 10.0 percentage points by the spring (including only students assessed in both fall and spring).

NWEA MAP Reading –Students with pre- and post-test scores (Grades 9-12)

Year	Count on Grade Level - Fall	Total Count - Fall	Percent on Grade Level - Fall	Count on Grade Level – Spring	Total Count – Spring	Percent on Grade Level – Spring	Change in Percentage Points – Fall to Spring
FY16	32	59	54%	26	43	60.4%	6.4
FY17	24	39	61.5%	25	39	64%	3.5
FY18	29	48	60.4%	29	36	80.5%	20.1
FY19	25	45	55.5%	23	40	57.5%	2
Aggregate	110	185	59.4%	106	158	67.0%	7.6

Indicator 6: Math Proficiency Over the period of the contract, students at REA will demonstrate proficiency in math as measured by state accountability tests and nationally normed assessments.

Measure 6.1: From FY16 to FY19, the school’s aggregate proficiency index score for students in grade 11 will increase by at least 8.0 points from the baseline proficiency index score (FY13-15 baseline – 20.8) OR will be equal to or greater than that of the state for the same grade (11).

Measure 6.2: From FY16 to FY19, the school’s aggregate proficiency index score for students in grade 11 will be equal to or greater than that of the resident district (ISD 625 – St. Paul) for the same grade (11).

Math: All State Accountability Tests – All Students (Enrolled October 1, Grade 11)

River's Edge Academy	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY16	0	2	2	8	25.0
FY17	0	1	3	7	22.7
FY18	0	0	2	13	0.7
FY19	1	1	2	8	29.0
Aggregate	1	4	9	36	19.35

Measure 6.3: From FY16 to FY19, the aggregate percentage of students in grades 9-12 who are on grade level in the fall as determined by the NWEA MAP assessment will increase by at least 10.0 percentage points by the spring (including only students assessed in both fall and spring).

NWEA MAP Math –Students with pre- and post-test scores (Grades 9-12)

Year	Count on Grade Level - Fall	Total Count - Fall	Percent on Grade Level - Fall	Count on Grade Level – Spring	Total Count – Spring	Percent on Grade Level – Spring	Change in Percentage Points – Fall to Spring
FY16	31	67	46%	21	50	42%	-4
FY17	16	39	41%	13	39	33%	-7
FY18	18	47	38.3%	22	40	55%	16.7
FY19	17	44	38.6%	14	42	33%	-5.6
Aggregate	82	197	41.6%	70	171	40.9%	-0.7

Indicator 7: Science Proficiency (and Growth) Over the period of the contract, students at REA will demonstrate proficiency in science as measured by state accountability tests.

Measure 7.1: From FY16 to FY19, the school's aggregate proficiency index score for students in High School will increase by at least 6.0 points from the baseline proficiency index score (FY13-15 baseline – 43.1) OR will be equal to or greater than that of the state for the same grade (HS).

Measure 7.2: From FY16 to FY19, the school's aggregate proficiency index score for students in High School will be equal to or greater than that of the resident district (ISD 625 – St. Paul) for the same grade (HS).

Science: All State Accountability Tests – All Students (Enrolled October 1, High School)

River's Edge Academy	Exceeds	Meets	Partially Meets	Does Not Meet	Proficiency Index
FY16	0	4	9	8	40.5
FY17	0	4	4	6	42.9
FY18	0	1	5	16	15.9
FY19	0	3	9	7	40.0
Aggregate	0	12	27	37	34.8

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs Over the period of the contract, students at REA will demonstrate proficiency in writing as measured by grade-specific essay rubrics.

Measure 8.1: From FY17 to FY18, the aggregate percentage of students who earn a score of three (proficient) or higher on an essay as measured by the grade-specific rubric annually will be at least 90.0%.

River's Edge Academy	Number of Students	Number of Students with Proficient Score on Essay	Percent of Students with Proficient Score on Essay
FY17	18	10	55.6%
FY18	11	8	72.7%
FY19	9	7	77.7%
Aggregate	29	18	62.0%

Indicator 9: Post Secondary Readiness Over the period of the contract, students at REA will demonstrate readiness for post-secondary success.

Measure 9.1: From FY16 to FY19, the aggregate percentage of students who were enrolled at the school as 9th graders, remained continuously enrolled, and graduate within four years will be at least 90.0%

4-Year Graduation Rate – Students Continuously Enrolled from 9th Grade

River's Edge Academy	Number of Students	Number of Students who Graduated	Percent of Students who Graduated
FY16	CTSTR	CTSTR	CTSTR
FY17	4	4	100%
FY18	8	7	87.5%
FY19	9	6	66%
Aggregate	21	17	81%

Measure 9.2: From FY16 to FY19, the aggregate percentage of students who were enrolled at the school as 9th graders, remained continuously enrolled, and are accepted into a post secondary education program upon graduation will be at least 75.0%

Post Secondary Acceptance Rate – Students Continuously Enrolled from 9th Grade

River's Edge Academy	Number of Students	Number of Students Accepted into Post Secondary	Percent of Students Accepted into Post Secondary
FY16	CTSTR	CTSTR	CTSTR
FY17	3	3	100%
FY18	8	7	87.5%
FY19	9	9	100%
Aggregate	20	19	95%

Measures 9.3: From FY16 to FY19, the aggregate 6-year graduation rate will be at least 67.0%.

6-Year Graduation Rate

River's Edge Academy	Graduated	Continuing	Dropped Out	Unknown	Graduation Rate
FY16	12	0	4	6	54.5%
FY17	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
FY18	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
FY19	CTSTR	CTSTR	CTSTR	CTSTR	CTSTR
Aggregate					

Source: [Minnesota Report Card](#)

Measure 9.4: From FY17 to FY19, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on the Accuplacer (Reading) will be at least 70.0%.

ACCUPLACER – Reading

River's Edge Academy	Number of Graduating Students	Number of Students College Ready	Number of Students Needing No More than One Semester Remediation	Percent of Students Demonstrating Readiness for College
FY17	9	5	3	89%
FY18	16	14	2	100%
FY19	10	5	2	70%
Aggregate	35	24	7	86.3%

Measure 9.5: From FY17 to FY19, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on the Accuplacer (Math) will be at least 70.0%.

ACCUPLACER – Math

River's Edge Academy	Number of Graduating Students	Number of Students College Ready	Number of Students Needing No More than One Semester Remediation	Percent of Students Demonstrating Readiness for College
FY17	9	0	2	22%
FY18	16	2	1	20%
FY19	10	0	1	10%
Aggregate	35	2	4	17.3%

Indicator 10: Attendance Over the period of the contract, students at REA will attend the school at high rates and remain enrolled throughout the school year.

Measure 10.1: From FY16 to FY19, the average of the school's annual attendance rates will be at least 90.0%.

River's Edge Academy	Attendance Rate
FY16	86.0%
FY17	82.13%
FY18	81.2%
FY19	82.05%
Average	83.1%

Measure 10.2: From FY16 to FY19, the aggregate percentage of students enrolled at the school as of October 1 who remain enrolled until the end of the school year will be at least 85.0%.

River's Edge Academy	Number of Students Enrolled October 1	Number of Students who Remained Enrolled through End of Year	Percent of Students who Remained Enrolled through End of Year
FY16	72	40	55.6%
FY17	70	46	66%
FY18	71	47	66.2%
FY19	52	40	76.9%
Aggregate	213	133	62.4%

Educational Effectiveness: Assessment & Evaluation

Assessment

Students at River's Edge Academy are assessed in multiple ways including the Minnesota Comprehensive Assessment and NWEA Measure of Academic Performance. Students also take quizzes and tests designed by teachers using local and national standards. Authentic assessments also include projects, presentations, essays and other approaches relevant to the content area. Teachers utilize common rubrics to assess student achievement. This data is used to improve instruction and curriculum as well as evaluate student progress toward meeting state and local requirements.

School leadership identified areas of need in reading and math proficiency and growth prior to the school year. A professional development work plan was established to support teachers in the process of assessing and evaluating each students' programs to meeting state standards. Please refer to the Academic Performance: Goals & Benchmarks section for the school's progress toward meeting contractual expectations.

Data teams disaggregate student data by ethnic background, ELL, and special education services. An emphasis is placed on the latter based on the schools growing population of students who qualify for special education services.

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. It also includes reflections on the student's experiences and growth in expeditions, fieldwork, and service. Artifacts related to college and career preparation including a resume, essay, and personal reference letters are also important aspects of the portfolio.

Each student presents 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.

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.

Professional Development

Each year school leadership facilitates a process of creating a professional development work plan for the school year. This document outlines the academic goals and how staff will be supported in implementing strategies to reach these goals. Staff provide input and reviewing academic data (MAP and MCA results), demographics and character data (attendance, behavior, engagement) to determine the areas of need.

The Instructional Coaches conduct information 'learning walks' to provide formative feedback to teachers regarding instruction. Learning walks serve as one way to improve instruction, curriculum, and student achievement by providing teachers with individual feedback and resources based on their teaching and students' learning.

The Instructional Coaches and teachers engage in 'coaching cycles' to provide feedback, evaluate and structure professional development to support instruction. These systems, structures and resources are primarily based on the EL Education model. Weekly professional development focuses on high quality curriculum, instruction and student work. All staff engage in professional development with EL Education as described in the attached Work Plan. Student engaged assessment, critical reading strategies and using formative assessments (such as exit tickets) are all example of how professional development supports teacher quality, performance, and effectiveness.

Staff participate in two formal processes to evaluate River's Edge Academy's academic program. The mid-year review (completed in January) was an opportunity to reflect on student growth, the implementation of the academic program and progress in meeting the work plan goals. The implementation review was completed in May. School leaders completed a review of student academic and character data (as

described above). A focus group with students provided insight into their perspective of the effectiveness of the academic program. Lastly, staff completed a formal survey regarding the academic program, curriculum, assessment, and character development. A summary of the implementation review is attached.

The Board Chair evaluates the Executive Director based on feedback from stakeholders including staff, board members, EL Education School Designer and the school authorizer. The Executive Director completes a self-reflection. This information is synthesized by the board chair and provided to the Board of Directors and Executive Director.

Addendum

Please find the follow addendums relevant to this section:

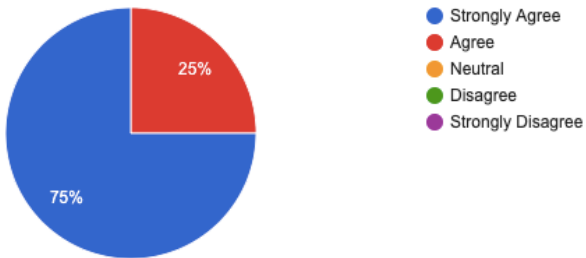
- Curriculum Map

Student & Parent Satisfaction

The following is a summary of the student and parent satisfaction survey.

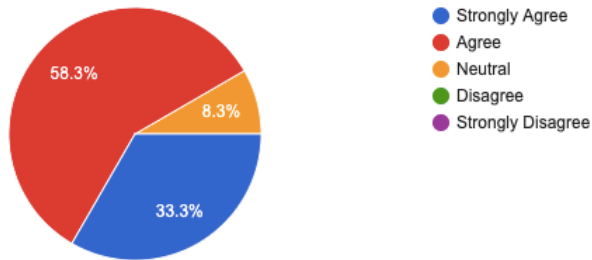
The overall school atmosphere is positive and welcoming.

12 responses



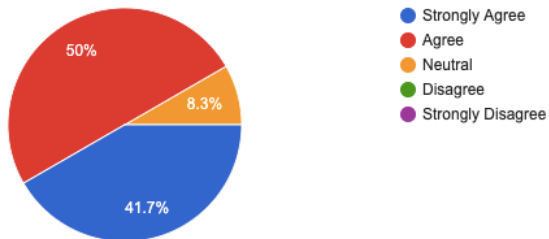
My student has made academic progress this year.

12 responses



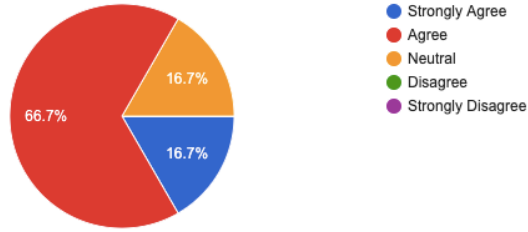
I am satisfied with the learning program.

12 responses



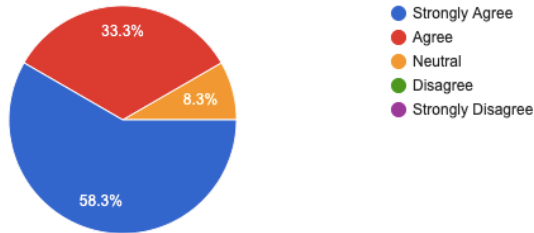
My student has gained a better understanding of college and career options.

12 responses



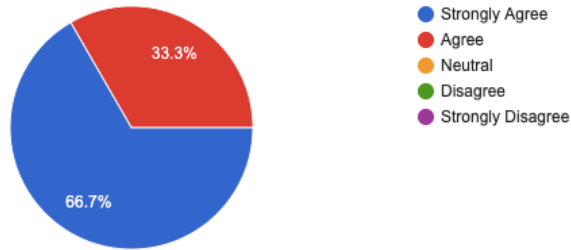
My student feels accepted at school.

12 responses



Staff are accessible to my student.

12 responses



Environmental Education

River's Edge Academy is committed to being an environmentally focused school in several capacities. Since receiving the Green Ribbon Schools Award, Energy Star Award and the B3 Benchmarking Award in 2018, REA has continued to maintain environmental awareness and programs that focus on sustainable use of resources. REA monitors electric and natural gas usage and continues to be below industry average for usage. REA builds environmental awareness through coursework, community service initiatives, and school-wide waste management. Additionally, 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. All students participate in adventure learning including paddling, hiking, rock climbing, bike trips, visiting natural areas like the Mississippi River, Dodge Nature Center, city and state parks, etc. Students also participate in service learning which has included river clean ups, community plantings, and marking storm drains with 'Drains to the Mississippi – Do Not Dump' signage. The Executive

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.

River's Edge Academy embeds environmental themes in curriculum and community practices (composting, recycling, water conservation). It is our goal to authentically incorporate sustainable topics throughout the school year. Environmental education should not and is not a 'one and done' experience for students at REA. Rather students engaged in academic projects throughout the year that incorporate environmental education. Day-to-day practices model how to be an environmental steward in daily living.

River's Edge Academy implemented a variety of environmental learning opportunities. The interdisciplinary climate change unit was a success. Students learned about the climate change and energy usage within all of their classes, giving several perspectives including scientific data, social justice, human impacts, and the history of climate change advocacy.



The following is a summary of REA's Progress toward the Environmental Education Charter Contract Goals:

Indicator Area 1: Awareness

Students demonstrate an awareness of the relationship between the environment and human life and the diversity of life that shares the earth with humans.

Goal: Students and staff at River's Edge Academy have the awareness, or are increasing their awareness, of the relationship between the environment and human life.

Strategy:

- All students will participate in an interdisciplinary climate change unit.

Evaluation method:

- 90% of students will receive a proficient score of three or higher (four point scale as described in a rubric) on the final product.
 - Results: 12 of 15 students or 80% of students received a proficient on the final product.
 - The ninth and tenth grade students studied how humans and the environment interact on and around the Mississippi River, using historical and current examples. The final product for English and Humanities was to choose and research a topic related to the Mississippi River and create a podcast telling the story of the topic and analyzing the human-environment interaction related to that topic. Topics ranged from the economic impact of steamboats, to the role of National Park rangers on the river, to the many names that the river has had throughout history.



Indicator Area 2: Knowledge

Students have knowledge of how natural systems function and how human systems interact with and depend on them.

Goal: Students and staff at River's Edge Academy have the knowledge, or are increasing their knowledge, of human and natural systems and processes.

Strategies:

- Students in 9th and 10th grade will learn about the river systems and the human impact on this ecosystem.

Evaluation method:

- 90% of students will receive a proficient score on the year end product in science class, applying knowledge of river systems.
 - Results: 20 of 24 or 83% of students received a proficient score on the year end product in science class, applying knowledge of river systems. The unit of study included the following:
 - Land Cover Description
Students estimated the percent land cover for their given area as either agricultural (crops or livestock), parkland/unused land, residential (high-density or low-density), or urban (roads, high-density construction, or industrial). They used this information to help predict potential sources of pollution.
 - Pollutants and Sources
Students looked up water quality data using online government water health monitoring sites. They used nitrate/nitrite, temperature, phosphorus, pH, and dissolved oxygen reports to create and compare their predicted sources to probable real sources of pollution (better/worse than expected).
 - Water Health (Report Card) Grade
Students reviewed the site using Google Maps and completed an assessment that reviewed many areas to get an overall water quality grade. The assessment was teacher-made, but based on the Minnesota Watershed Health Assessment Framework (WHAF).
 - Management Plan
Students took all of the data and looked for patterns, trends, and areas of particular interest. They used these patterns to create a plan that would help solve environmental issues and pollution levels. Some changes were behavioral, others were policy suggestions, while some were physical management suggestions for buildings, structures, or parks.

Indicator Area 3: Attitudes

Students demonstrate respect and concern for the earth's health and the motivation to participate in environmental stewardship.

Goal: Students and staff at River's Edge Academy have an attitude, or are increasing their attitude of, appreciation and concern for the environment.

Strategy:

- All students will participate in two three-day expeditions in and around natural spaces in the Twin Cities metro.

Evaluation method:

- 90% of students will connect their experience on the expedition with the school values and appreciation for the natural world through journal reflections while on the trip and a survey when they have returned.
 - Results: 48 of 55 or 87% of students connect their experience on the expedition with the school values and appreciation for the natural world through journal reflections done in Crew.

Indicator Area 4: Skills

Students possess the skills needed to identify and critically analyze environmental issues, and to contribute to resolving the root of environmental challenges.

Goal: Students and staff at River's Edge Academy have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.

Strategy:

- All students in grades 9th and 10th grade will analyze data related to human impact on river systems and will prepare a written report and oral presentation to the school board and community leaders.

Evaluation method:

- 90% of students will receive a proficient score of three or higher (four point scale as described in a rubric) on this product
 - Results: 19 of 24 or 79% of students received a proficient score on the year end product in science class, applying knowledge of river systems. The unit of study included the following:
 - Land Cover Description
Students estimated the percent land cover for their given area as either agricultural (crops or livestock), parkland/unused land, residential (high-density or low-density), or urban (roads, high-density construction, or industrial). They used this information to help predict potential sources of pollution.
 - Pollutants and Sources
Students looked up water quality data using online government water health monitoring sites. They used nitrate/nitrite, temperature, phosphorus, pH, and dissolved oxygen reports to create and compare their predicted sources to probable real sources of pollution (better/worse than expected).
 - Water Health (Report Card) Grade
Students reviewed the site using Google Maps and completed an assessment that reviewed many areas to get an overall water quality grade. The assessment was teacher-made, but based on the Minnesota Watershed Health Assessment Framework (WHAF).
 - Management Plan
Students took all of the data and looked for patterns, trends, and areas of particular interest. They used these patterns to create a plan that would help solve environmental issues and pollution levels. Some changes were behavioral, others were policy suggestions, while some were physical management suggestions for buildings, structures, or parks.

Indicator Area 5: Action

Students have the capacity, or are increasing their capacity, to perceive and interpret the health of environmental and social systems and take appropriate action to maintain, restore, or improve the health of those systems.

Goal: Students and staff at River's Edge Academy demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

Strategy:

- All students will participate and reflect on at least one service project focused on conservation. Evaluation method:
- 90% of students will actively participate and reflection on a service project focused on conservation. The reflection will be graded on a four point scale and included in the students' portfolio.

- Results: on average, 45 of 53 or 85% of students actively participate and reflection on a service project focused on conservation. The reflection will be graded on a four point scale and included in the students' portfolio.
- Students participated in a service project with Youth Farm, Urban Roots, and River Mile. Conservation projects included planting seedlings for Youth Farm, restoration of native plants and removal of invasive species for Urban Roots, and litter pick-up along the Mississippi for River Mile with Friends of the Mississippi. All students present in attendance on given days engaged in the hands-on projects as well as educational opportunity about the topic. Students then reflected on the experience in Crew. Students who were present participated in the project and reflection.



Governance and Management

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 FY19 the board of comprised of two teachers, one parent, and five community members. 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 and communication with families.

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.

Board Terms and Officers

Member Name	Board Position	Date Elected	Date Seated	Term End Date	Email Address
Thomas Rupp	Chair	September 20, 2013	September 20, 2013	June 30, 2016	trupp@reamn.org
Emily Lundberg	Secretary	July 1, 2014	August 21, 2014	June 30, 2017	elundberg@reamn.org
Sky Davey	Member	May 16, 2012	July 19, 2012	June 30, 2018	sdvaey@reamn.org
Jen Peterson	Treasurer	May 19, 2016	August 18, 2016	June 30, 2019	jpeterson@reamn.org

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Alex Platt McDonough	Vice Chair	May 19, 2016	August 18, 2016	June 30, 2019	amcdonough@reamn.org
Felicia Clomon	Member	Appointed	April 19, 2018	June 30, 2021	fclomon@reamn.org
Wendy Boppert	Member	June 9, 2017	July 1, 2017	June 30, 2020	wboppert@reamn.org
Jason Brown	Member	June 7, 2018	July 1, 2018	June 30, 2021	jbrown@reamn.org

Board Training Information

Member Name	Date Seated	Training Content	Training Date	Trainer/Presenter
Jason Brown	July 1, 2018	School Finance Strategic Planning	11/29/18	Mike Pocrnich, TAG Dr. Meg Cavalier
		School Finance Board Governance Human Resources	6/19/18	Minnesota Association of Charter Schools
Thomas Rupp	September 20, 2013	School Finance Strategic Planning	11/29/18	Mike Pocrnich, TAG Dr. Meg Cavalier
		School Finance Board Governance Human Resources	12/7/13	University of St. Thomas
Emily Lundberg	July 1, 2014	School Finance Strategic Planning	11/29/18	Mike Pocrnich, TAG Dr. Meg Cavalier
		School Finance Board Governance Human Resources	10/12/15	St. Thomas University
Sky Davey	July 1, 2012	School Finance Strategic Planning	11/29/18	Mike Pocrnich, TAG Dr. Meg Cavalier
		School Finance Board Governance Human Resources	10/6/13	Cindy Lavorato Chuck Herdegen
Wendy Boppert	July 1, 2017	School Finance Strategic Planning	11/29/18	Mike Pocrnich, TAG Dr. Meg Cavalier
		Board Governance Human Resources School Finance	1/17/18 2/24/18 May 2018	Minnesota Association of Charter Schools

Jen Peterson	August 18, 2016	School Finance Strategic Planning	11/29/18	Mike Pocrnich, TAG Dr. Meg Cavalier
		School Finance	1/31/17	Minnesota Association of Charter Schools
Alex Platt McDonough	July 1, 2016	School Finance Strategic Planning	11/29/18	Mike Pocrnich, TAG Dr. Meg Cavalier
		School Finance Board Governance Human Resources	12/10/16	St. Thomas University
Felcia Clomon	April 19, 2018	School Finance Strategic Planning	11/29/18	Mike Pocrnich, TAG Dr. Meg Cavalier
		School Finance Board Governance Human Resources	3/26/19	Minnesota Association of Charter Schools

The River’s Edge Academy Board of Directors is committed to ongoing development and learning opportunities. All board members have meet the state of Minnesota’s initial and ongoing board training requirements.

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 of 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: The Anton Group
- Special Education Director: Indigo Education
- Catering: Caravan Kids Catering
- Auditor: Abdo Eick & Meyers

The school community has become more stable over time, with the 2018-2019 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 including teachers, paraprofessionals, administrative staff, EL Education School Designer, parents, school board members and authorizer liaison. The Executive Director completed a self-evaluation using the 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.

Staffing

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.

2018-2019 Licensed Teaching Staff				
Name	File #	License / Assignment	2019-20 Status*	Years Employed by School
Dave Melvin	436811	Special Education and Social Studies	NR	1
Sky Davey	405906	Special Education and Social Studies	R	9
Jason Fisher	476571	Math	NR	5
Andrew Arlt	443747	Science	NR	3
Emily Lundberg	467391	English Language Arts	R	7
Jaclyn Rehmke	467179	Special Education	R	5
Eric Fergen	498473	Special Education	R	2

* R = Return, NR = Not Return

Licensed teacher percentage turnover rate:

2017-18 to 2018-19 = 14% [non-returning teachers / total teachers x 100]

2018-19 Other Licensed (non-teaching) Staff			
Name	Assignment	19-20 Status*	Comments
Meghan Cavalier	Executive Director	R	File # 426698 Years Employed by School: 11
Leslie Allred	School Social Worker	R	File # 490012 Years Employed by School: 4

* R = Return, NR = Not Return

2018-19 Other Non-Licensed Staff		
Name	Assignment	18-19 Status*
Beka Hennessey	Paraprofessional	R
Adam Winter	Paraprofessional	R
Bruce Low	Paraprofessional	R
Katie Kirschbaum	Paraprofessional	R
Aaron Birr	Paraprofessional	R

Esteban Rodriguez-Hefty	Paraprofessional	R
Michael Herndon	One-on-one Paraprofessional	R
Ava Buchanan	Student Affairs Manager	R
Whitney Woods	Office Manager	NR

* R = Return, NR = Not Return

All staff percentage turnover rate:

2018-19 to 2019-20= 22% [non-returning staff / total staff x 100]

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

The Board of Directors and staff have worked to maintain a positive relationship with the landowners. The current building at 188 Plato Blvd. W. provides flexible space and an opportunity to build out into current warehouse storage.

Students at River's Edge receive Metro Transit bus passes. The school offers unlimited ride cards for a small fee that helped off-set 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 such as Expeditions.

Caravan Kids Catering provides breakfast and lunch for the students 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 2018-2019 year. Special Education staff and school administration continue to work with Indigo Education to ensure compliance.

Parent engagement is a priority at River's Edge. This is evident by monthly newsletters, semi-annual community gatherings, biannual student led conferences and Celebrations of Learning. This year, community members and past and current families, staff, and students celebrated REA's 10 Year Celebration at REA, which had a high turnout and strong fundraising outcomes. There are many volunteer opportunities throughout the school year. This year, REA hosted a parent orientation picnic in Crews. Twelve families participated. The goal was to build relationships and provide an experience for parents similar to what students experience at school.

Finances

Includes annual budget for World's Best Workforce

Questions regarding school finances and for complete financials and/or an organizational budget for FY19 should be forwarded to:

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

The Anton Group (TAG) provides accounting services for River's Edge Academy.

Information presented below is derived from preliminary audit figures. The full financial audit was completed and presented to Minnesota Department of Education and Audubon Center of the North Woods in September 2018.

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FY19 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$1,418,354	\$24,167	0
Total Expenditures	\$1,443,224	\$22,204	0
Net Income	(\$24,870)	\$1,963	0
Total Fund Balance	\$44,628	\$1,963	0

Overview

Revenue depends on the average daily membership and has remained below the goal the Board of Directors set. Enrollment continues to be a priority. River’s Edge Academy met cash flow needs throughout the year given the increased fund balance and line of credit with Venture Bank. REA ended the year with a fund balance of \$44,628.

Revenues

The majority of River’s Edge Academy Funding is State and Federal Programs including, but not limited to general education, lease aid, compensatory, Special Education, Title I and Title II.

Expenditures

The largest category of expenditures is staff salary and benefits followed by contracted services. Staff and Board of Directors are conservative when creating annual and long term budget ensuring that all expenditures are accounted for.

Net Income and Fund Balance

The board maintained a formal policy that requires a 2% fund balance at year-end in addition to working toward the long-term goal of 25%. This will be accomplished by creating a specific line item in the budget for a fund balance and conservative, ongoing budget management.

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River’s Edge Academy is committed to recruiting and retaining highly qualified staff who are primarily responsible for implement strategies to increase academic achievement and the mission of REA. Resources are decided to increase graduate rates as well as college and career preparation.

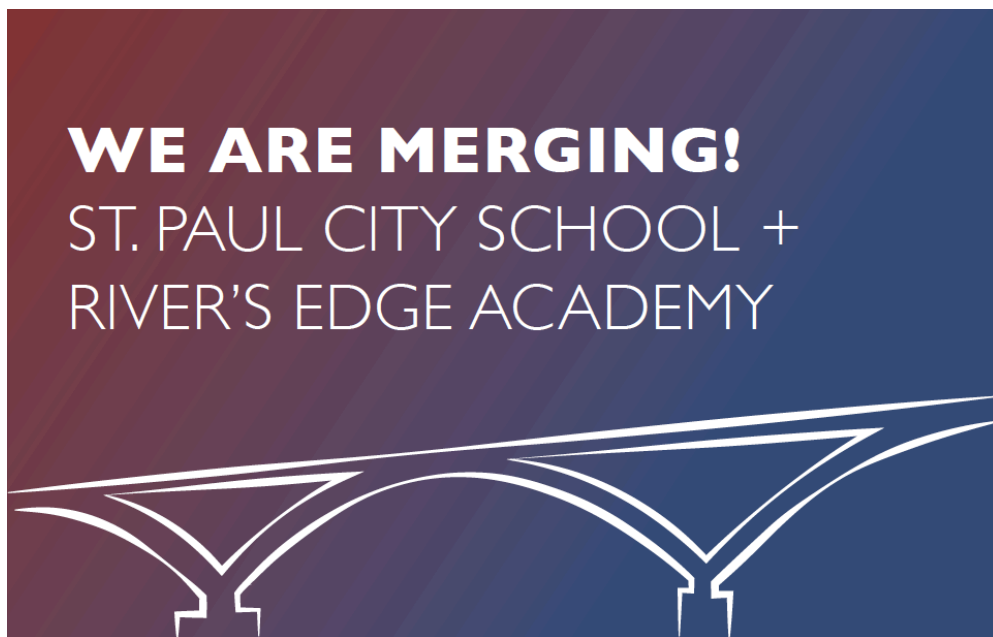
Future Plans

River's Edge Academy has made the exciting decision to merge with St. Paul City School, providing a PreK-12 learning community for all of our students and families. This is a process will bring together the boards, staff, students, and community to provide more opportunities and shared resources for students. Both schools will keep their names, identities and cultures. The merger will be a bridge between our communities.

The mission statements of both schools are aligned. The schools have worked together in many capacities in the past: through events, shared community service projects, professional development for staff, and enrollment. All staff will remain employed; Dr. Meg Cavalier will be the Executive Director of the full district and will remain as lead at REA. Nancy Dana will remain as Director of Development and Facilities at SPCS. Justin Tiarks will remain Principal at SPCS. Day to day operations including transportation, start times, schedules and calendars will not change.

The merger went into effect on July 1, 2019. Already, signs of success have been showing: 12 of our 20 9th graders are SPCS alumni, promising high retention between middle and high school in future years. This continuity supports students and families, as well as district staff. We expect enrollment to grow and fill grade levels to capacity in future years as a result of this merger.

River's Edge Academy does not plan to expand or move sites. The current space was renovated two years ago and meets the schools' needs. Board members and staff expect to see a consistent or increased number of students who qualify for Special Education services. This trend has been true the last two years. We believe this is due to the fact that REA is a community focused on relationships, the whole learner and experiential education. This approach benefits all students, especially those with exceptionalities. REA will continue to collaboration with Indigo Education to ensure that students needs are being met through appropriate curriculum and service providers.



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