

Annual Report

2008-2009 School Year

River Heights Charter School

District 4119

60 East Marie Avenue, Ste. 220

West St. Paul, MN 55118

651.457.7427

Table of Contents

Mission Statement and Vision 3

Sponsor Information 3-4

Governance 4

Advisor/Teaching Staff Information 5-8

Director's Professional Development Plan 8

Program Success and Best Practices 9

Program Challenges 10

Accountability Data and Test Scores 11-16

Academic Goals 16-18

Financial Summary 19

Non-Academic Goals 20

State Report Card 21 - 31

School Admission Policies/Procedures 32

Prospective Student Form 33

Request For Records Forms 34

Conclusion 35

Attachments in hard-copy-only sent:

Non-Profit Status Form, 2009 RHCS Bylaws

AYP Summary, Enrollment Demographics, and Test Scores

Mission Statement

To empower lifelong learners to become problem solvers and creative, healthy individuals who are self-sustaining, responsible, active citizens of their local and global community.

Vision

To prepare students to lead and thrive in a dynamic world.

Sponsor Information

On June 30, 2007, EdVisions did not seek to renew their sponsor contract with River Heights Charter School because they no longer met the requirements to be a sponsor according to Minnesota Charter School Law. RHCS remains a member of the EdVisions Cooperative. Audubon Center of the North Woods became our new sponsor on July 1, 2007 (PO Box 530, Sandstone, MN 55072, 651.260.3782). The resolve to improve our school's program and governance structure is a collective effort and team-spirited with frequent, open communication and interaction among all parties.

Steve Dess, our liaison with Audubon, was of great value to RHCS during this time of transition. During the spring of 2008, ACNW conducted an evaluation of RHCS and decided to offer another contract of sponsorship to us until June 30, 2009. A strategic plan was developed by Jane Davin and staff and they worked with the sponsor's identified goals of maintaining high attendance rates and financial stability. 2008-09 has been a school year marked by much progress and redirection of our academic program. Katie Kleese, Co-Director at ACNW made one site visit to River Heights and met with the staff with

Steve Dess. Good ideas were exchanged for more concerted efforts for students to visit each others' charter schools for camaraderie and information exchange. Our hope is that this will occur in 2009-10. ACNW has committed to be River Heights Charter School's sponsor with a three-year contract with River Heights.

In March, 15 students attended a 4-day retreat at ACNW and took a number of environmental workshops. This hands-on learning opportunity was enhanced by the great staff and facilities at Audubon's woodland center. We hope to encourage more students to participate in the 2009-10 year. It was a fantastic opportunity to see what Audubon can offer River Heights' students academically as well as being our school sponsor.

Governance

New members to the River Heights School Board served for an interim term of five months until the regular elections at the Annual meeting were held in April 2008. All Board members were re-elected to their positions and ran uncontested.

Board Members after the 2008-09 school year are:

1. Ruth Johnsen – Advisor – Board Chair
2. Eileen Devine– Advisor – Member
3. Sandy Christie – Parent – Board Treasurer
4. Dominique Gant – Advisor- Member
5. Lindsey Jelle – Advisor - Member
6. Ellen Schaub – Parent - Board Secretary
7. Ross Berbig – Advisor - Member
8. Jane Davin – Director (non-voting member)

Regular Board meetings take place at the school (almost always) the third Wednesday of each month at 4:00 p.m.

All Board members may be contacted at the school's address.

In April 2008, review and revision of the current RHCS by-laws was initiated and was completed by summer. The River Heights Charter School Discipline policy was also reviewed and has been revised to reflect a clearer statement of expectations of RHCS students. The work of reviewing, revising and adding to the collection of Board policies is ongoing and productive.

Advisor/Teaching Staff Information

River Heights experienced a complete turnover in advisory staff from the end of the 2006-2007 academic year. The uncertainty of the school reopening was a major contributing factor in the resignations of staff in 2007. Jane Davin was confirmed as Director at the December Board meeting in 2007. In the following school year, 2008-09, the staff and school board stabilized and

The following staff comprised the 2008-09 school roster

Staff Member	Title	File Folder #	Dates of Employment
Jane Davin	Director/Language Arts Advisor	307364	Full Year
Ruth Johnsen	Special Education Advisor	397458	Full Year
Ross Berbig	Social Studies Advisor	428765	Full year
Jon Abu-Saba	Advisor 9-12	392071	Full Year
Lindsey Jelle	Advisor – Math	445808	Full Year
Shoua Yang	Office Manager	N/A	Full Year
Cassimer Dutcher and Dominique	Educational Aids	N/A	Both Full Year

Gant			
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Eileen Devine	Science Advisor 9-12	320551	Part-time
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This year's staff has been unified in its commitment to retool and restructure the program at RHCS with a singular goal of creating a superior charter school. The advisors worked creatively as a team for strategies and implement changes necessary to address issues that have been problematic for RHCS in the past.

08-09 Staff Bios

Jane Davin, Director

University of Minnesota: B.A. Vocal Music Education K-12,

Master of Liberal Arts Interdisciplinary Studies

Jane has 12 years teaching experience at a K-8 private school teaching music, art, English and history. She has taught project-based learning now for the past four years. Earlier in her career, Jane taught piano and voice at a home school cooperative. In addition to instruction, Jane is a professional writer and contributes to curriculum development, staff support, administrative oversight, and has particular skills in conflict/resolution with students.

Ruth Johnsen, Special Education Advisor; School Board Chair

Bethel University: B.A., Psychology; Master's, Special Education K-12

Ruth comes to RHCS with prior experience as a special education instructor for grades 7-12, all areas of disabilities. She also previously worked in a PBL learning environment assisting special education students.

Jon Abu-Saba, Science; Advisor

University of Wisconsin – Eau Claire: B.A., Biology,

Master's, Secondary Education (Biology) 9-12

Jon taught high school science in another charter school and a number of public high schools as well. He has experienced a similar curriculum to PBL in his own education journey.

Ross Berbig, Social Studies; Advisor

Bachelor of Arts 2006 in Social Studies

Ross Berbig is the new middle school and Social Studies Advisor at River Heights Charter School. Mr. Berbig grew up in the Twin Cities as the second of six siblings. In 2006, he graduated from Saint John's University, majoring in Social Science. Being the first person in his family to graduate from college was a great delight to his parents. During college, Mr. Berbig was highly active in extracurricular activities such as basketball and Tae Kwon Do. Right out of college, he taught Civics and Geography at Milaca High School, and was also a basketball coach.

This being his first year at River Heights, Mr. Berbig is happy to be a part of the River Heights staff. The project-based method and learning community are both aspects of his enthusiasm in joining the River Heights team.

Shoua Yang, Office Manager

High School Diploma

Shoua previously worked at another charter school as a Family Liaison and MARSS Coordinator. She also has experience as a teacher's aide working with elementary children diagnosed with Emotional and Behavior Disorders.

Shoua Yang is starting her fourth year at River Heights Charter School. Shoua manages the front desk and also works on MARSS reports, EDRS, and is the school's Test Coordinator for all statewide and district assessments.

Shoua was born and raised in St. Paul. She is the fourth child in a family of nine children. She attended Harding High School where she volunteered for the St. Paul Public schools as a para for students with special needs. Right out of high school, Shoua spent five years managing and running her own language-interpreting business. In the fall of 2005, she decided to work for a brand new charter school as a Family Liaison and Administrative Assistant.

Dominique Gant, Educational Aid, Advisor; ASL Instructor

Dominique is in her third year at River Heights. She has the pleasure of working with Ms. Johnsen in special education, and also works as an advisor in the math rotation area. Ms. Gant is in her third year at St. Paul College, working on her Child Development specializing in an American Sign Language Degree. She has practiced American Sign Language for seven years. Dominique is a great resource for seminars on American Sign Language for our student body.

Dominique has a special talent for reaching students of all skill levels, encouraging them to press on to their best work.

Cassimer Dutcher, Admin Assistant; Science Educational Aid, Advisor

Ms. Dutcher is an Educational Aid for River Heights, and works with many students who would like more individualized help with projects and assignments. She has an undergraduate degree in Archaeology, and currently is pursuing a master's degree.

Lindsey Jelle, Math Instructor; Advisor

Lindsey Jelle is the math instructor at River Heights. She is a graduate of the University of North Dakota with a B.A. in Mathematics and two minors, in Secondary and Middle-level Education.

Ms. Jelle is excited to be working with the students of River Heights Charter School, and is very good at creating the kind of student-teacher rapport that makes learning (and especially Math!) fun and engaging.

Lindsey grew up in rural Cannon Falls, Minnesota, with her parents and her two siblings. She has a twin sister and also an older brother, who is currently working for Boeing on the next space shuttle launch.

Lupe Lopez, Staff/Student Liaison

Mr. Lopez is a long-time resident of West St. Paul. Although he retired in 1998, he soon decided to work with Community Action Council (CAC) as a Service/Family Support Worker in 1999. Currently, Mr. Lopez is the Student/Staff Liaison here at River Heights Charter School, and will be completing his third year this June. In the past, he has coached football, baseball, basketball and wrestling.

Professional Development Plan for RHCS Administrative Director Position:

River Heights seeks in the 2009-10 school year ways in which an administrator's license can be attained for the Director. Charter School Partners, of which River Heights is a founding member school, has voiced this in discussion and possible solutions for administrators. Mankato State also works with some charter school administrators for developing a program that includes the present tasks and duties of Directors of charter schools. Leaders at MN New Country School have taken this course and program and have shared with River Heights contact people for pursuing it further.

Program Success and Best Practices

Starting in the fall of 2008,

Because the state standards are different for junior high than high school, Sheri designed a system called Project Summary for keeping track of what targets students must fulfill.

RHCS expanding and improving their technology. In 2008-2009, the school added over 20 new computers to the student network in a computer lab. This system of computer use is a vast change from previous years, where students shared computers throughout the day at their own personal stations. Staff found that this method of research was not conducive to productivity for most students. The computer lab, well-monitored, has proven to be a greatly enhanced manner of doing project research for students.

We also incorporated a second server that holds all of the students' files and programs. Along with this advancement we have started to put together a Lynex system with each of the three computers using a differing form of the Lynex system. These three computers will be linked together to give the students the opportunity to learn and use a different computer system platform.

With advisor-designed and led seminars, students had the opportunity to meet learning targets which might be more difficult to incorporate into individual project work. RHCS advisors research, write, and design these seminars to meet specific student learning outcomes. For example, advisor Jon Abu-Saba designed and led the Genetics seminar which focused on science learning targets. Dominique Gant has done seminars in American Sign Language. Cassi Dutcher, an organic farmer and master's degree candidate, works with students on projects in her area of expertise such as archeology and organic farming.

Every morning all students were required to participate in a math seminar and two other seminars of their choice. The decision to require

specific math time was a major deviation from the previous school program of 06-07. Students were provided some structure to succeed and also were able to experience independence of thought and choice in project-based activities. This programming change was implemented in the fall of 2007, in part, to address the school's past poor performance on math BSTs. It also offers more guided instruction in PBL while leaving the afternoon open for independent project work. In 2008-09, a more structured "rotation of classes" began for students each morning, to cover core subject areas: Math, Social Studies, Language Arts, and Science. This increased student learning, resolve and accountability, and productivity.

Some of the success stories included in our Best Practices category involve specific projects and progress students made during the 08-09 school year. Senior projects included a vegetarian cookbook, starting an IT business, Early Childhood Development Project, and a Foster Care Project.

Other student-led projects included one student leading a mentoring girls' group.

Program Challenges

Enrollment: RHCS started the 07-08 year with 70 students which peaked at 84; the year ended with 78 students. Our audited ADM following the conclusion of the school year was 79.11. The RHCS School Board voted mid-year to expand our capacity enrollment to 95 students. In 2008-09, enrollment settled to 75 for the remainder of the school year.

Attendance: River Heights is focused on addressing attendance issues promptly; ensuring students are productive while in school, and reaching out to parents to gain their support in student progress. Staff has revised our process to address student behavior issues to make it more efficient and responsive. Staff has now been oriented to IDEA Procedural Safeguard issues as well as the Minnesota Pupil Fair Dismissal Act.

Our goal is to increase our overall attendance rate to exceed 90%. The 2008-09 school year has made strides toward that goal.

Student Distribution: Currently our student population is top-heavy with nearly a third of our students in the 12th grade level. 11th, 10th, and 9th are more evenly distributed over the remaining 2/3 of the student body.

Accountability Data from Reporting School Year

River Heights Charter School firmly believes in collecting data from multiple sources including norm-referenced, value-added, and survey driven data. Effective, meaningful assessment of academic achievement and growth was a serious challenge for RHCS in 06-07. With so few students participating in spring assessments, the data was not enough for us to accurately interpret year-to-year academic growth or loss for the school as a whole. In 2008-09, the resolve to be tested was greatly improved among students – see test results and scores below.

Academic Evaluation Tools

NWEA Measurement of Progress (MAP)

Minnesota Basic Standard Tests

Minnesota Comprehensive Assessment

- **NWEA Data**

This data is used in multiple ways to support student learning, to assess skill level, and to focus extra assistance. The data significant to the annual report represents only a baseline data of students' instructional levels. Only a handful of students from Spring 2007 year took the NWEA tests in Spring 2008, so a growth report is not available for the 07-08 year. NWEA tested students in the spring of 2009. Ruth Johnsen is now our NWEA coordinator, and will assess how to successfully use the data available for the testing window in the fall of 2009.

Math and Language Usage RIT scores show 32% of RHCS students at or above grade level; 68% below grade level. Reading scores show 56% of our students at or above grade level; 44% below grade level. Grade level RIT scores were compared to the national NWEA RIT Scale Norms Study which includes data from over 2.8 million students in grades K-12.

- **Minnesota Basic Skills/GRAD Data**

Basic Skills Tests (BSTs) are being phased out and Graduation Required Assessment for Diploma (GRAD) tests are concurrently being implemented for students who were in 8th grade or below in 2005. Students in higher grades as of 2005 are subject to passing the BSTs in order to earn a diploma.

Improvement was shown in all three subject areas although many of our students come to RHCS working at below grade level as shown by NWEA results. The BST tests are a challenge to pass for some of our older students. 9th graders who took the GRAD Written Composition test fared well with 75% passing the exam on the first try.

BST Math and Reading 2007-08

April 2008	Mathematics	Reading
Number Tested	10	7
Number Passed	3	2

BST/GRAD Written Composition-2007-08

2008	Number of Students Tested	Score 1.0 or 1.5	Score 2.0	Score 3.0 or 3.5	Score 4.0 or 4.5	Score 5.0 or 5.5	Score 6.0
BST	3	1	1	1	0	0	0

GRAD	12	1	2	7	1	1	0
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Minnesota Comprehensive Assessment Data-2007-08

Students in grades 7, 8 and 11 were tested in Math; students in grades 7, 8 and 10 were tested in Reading. This was the first year for students in grades 8 through 12 to be tested in Science.

	Meets Standards	Partially Meets Standards	Does Not Meet Standards	Exceeds Standards
Math	15%	18%	68%	
Reading	38%	24%	26%	12%
Science	7%	38%	55%	

2008-09 Results on next page

BST Math and Reading 2008-09

April 2009	Mathematics	Reading
Number Tested	12	10
Number Passed	3	8

BST/GRAD Written Composition-2008-09

2008	Number of Students Tested	Score 1.0 or 1.5	Score 2.0	Score 3.0 or 3.5	Score 4.0 or 4.5	Score 5.0 or 5.5	Score 6.0
BST	1	1	1	1	0	0	0
GRAD	11	2	2	9	1	1	0

Minnesota Comprehensive Assessment Data-2008-2009

Students in grades 11 were tested in Math; students in grades 10 were tested in Reading. This was the first year for students in grades 9 through 12 to be tested in Science.

	Meets Standards	Partially Meets Standards	Does Not Meet Standards	Exceeds Standards
Math	2	3	11	0
Reading	8	4	1	1
Science	10	12	13	0

- **Graduation Data**

Ten students graduated from River Heights Charter School in June 2009, which is doubled from last year. One student is pursuing a career in law enforcement. Another student is pursuing a business degree from MCTC. Two of the five graduates are currently enrolled at the University of Minnesota and Carleton College.

- **Post Secondary Enrollment Options Data**

One student was enrolled in Post Secondary Enrollment Options in 2008-09 school year.

- **Completed Project Data**

A huge effort on the part of the new staff took place in the fall of 2007 to identify, recover, complete, and help students document as many projects as possible for the sake of validating student achievement that had taken place in the 2006-07 school year, even if some projects were not even close to completion.

According to Project Foundry, a total of 104 projects had been completed in the 2006-07 school year. After the River Heights recovery effort and all new staff were in place by September 2007, Project Foundry showed a total of 279 projects having been completed in the 2007-08 school year. In 2008-09, Project Foundry records a total number of projects completed for the school year as 470, which was an average of almost six projects per student for the school year. This is almost doubled from the 2007-08 school year, an important record as it documents the hard work of the new staff and the success of necessary program changes that have taken place. *Note: the 06-07 Annual Report reported in error that 221 projects were completed in that year.*

Academic Goals for the Upcoming Year

Looking ahead, River Heights recognizes that its focus as a project-based school needs further definition. As a project-based school that is sponsored by Audubon Center of the North Woods, we wish to become more of an environmental/arts school. More projects that are ecology-based can be represented in the spectrum of the four main core subject areas. As this new brand is being pursued, we will look for ways to move in this direction through project choices, field trip opportunities, and community service involvement. For example:

In the beginning of the 2008-09 school year, we are doing a teacher-led project called "Sturdy-Style Grocery Bags." Canvas, reusable grocery bags are being sewn with the goal in mind to sell them to raise funds for Student Government and hopefully make a greater, visual mark in our community by doing this project.

In Language Arts, several writing-rich, teacher-led environmental projects have taken place such as "Economy of Words," "Bigfoot: Finding Your Carbon Footprint," and "Let the Chips Fall Where They May," which is learning about getting ice cores from arctic regions as samples of carbon history.

Other progress has taken place with our Student Government, desiring to have presentations every two weeks, instead of presentation nights as has occurred in previous years. The first of the more frequent presentations will take place on October 3, 2008. This will serve also to encourage students to present often and much...a practice that will enhance academic rigor and enthusiasm.

In addition, the morning academic program has changed considerably to more structure for the sake of student success. Three core subject areas are taught in a rotation: Social Studies, Science, and Math. Language Arts will be integrated within these classes with a supplemental class once a week, book clubs and writing clubs, and Socratic Seminars led by Jane Davin.

"Friday Spotlight" is another new feature of the 2008-09 school year. At 12:30 p.m. on Fridays, students are given the opportunity to perform music, skits, poems, or other performance art pieces for their peers. "Spotlight" is a time for announcing Student of the Week, important announcements, and Student Government updates.

The main goal remains that River Heights be as academically rigorous a project-based school as it can be; a caring community of learners, who have the freedom to work in an environment free of tardy bells and crowd-control atmosphere...and direction given from a caring staff of professionals who are committed to individual student support, quality project work, and innovative environmental ideas for education.

Financial Summary

The 08-09 school year saw more financial growth and stability for River Heights Charter School. At the end of the 08-09 school year the unaudited fund balance was at around 80,000.

The school has continued to maintain consistent student numbers which will help to stabilize revenues coming to the school. From unaudited statements for the 08-09 school year the school maintained expenditures of \$724,669 and received revenues of \$691,062 . These numbers do not include payable or receivables which at this point have a net positive value.

The school has 8 main categories to which they track expenditures. The following is a breakdown of unaudited expenditures in each category.

Administrative	\$ 106,752
Contracted Services	\$ 70,156
Business	\$ 19,675
Instructional	\$ 211,905
Facilities	\$ 220,448
Training	\$ 2,020
Special Education	\$ 80,462
Transportation	\$ 13,251

The School Board and management at the school continue to make conservative financial expenditures that serve the educational needs of the students and student programs, while also providing a sufficient fund balance to withstand any financial burden that the school might face in the future.

Non-Academic Student/School Goals for the Upcoming School Year

1. Implement revised discipline policy and renew efforts to strengthen attendance and reduce incidents requiring corrective action or dismissals.
2. Evaluate and continue to upgrade network, hardware and software.
3. Implement revised RHCS By-Laws; continue to review and add to Board approved policies.
4. Refine administrative procedures for efficiency and compliance with state and federal reporting mandates.
5. Retain or increase fund balance; consider long-term administrative changes that could financially benefit RHCS.
6. Form a grant-writing team to apply for additional program funds. Currently, our math teacher in 2009 has an outside source that may be able to assist us in this endeavor.

State Report Card

In 2009, our report card shows that in the 5 eligible groups, River Heights Charter School has met 100% of the requirements for Adequate Yearly Progress under No Child Left Behind. See attachment for full State Report Card provided above.

American Indian/Alaskan Native 4%

Asian 6.8%

Hispanic 21.6%

Black 8.1%

White 59.5%

Total: 100.0%

Special Education

Data not
submitted

WEST ST. PAUL, MN 55118

District Name: Principal: JANE DAVIN

Student Population

Grades served: 7,8,9,10,11,12

Phone:

Website:

Is school eligible for open enrollment at any single grade level(s) for school year 2009-10?

Limited English

Proficient

Free and Reduced

Price Lunch

28%

22%

0%

Address: 60 E MARIE AVENUE, STE #220

74

<http://education.state.mn.us>

RIVER HEIGHTS CHARTER SCHOOL DISTRICT

(Data from 2008-09 school year unless otherwise noted)

RIVER HEIGHTS CHARTER SCHOOL 2009

651-457-7427

**Reading Mathematics
Participation**

-
-
-
-
-
-
-
-
-
-

Proficiency

Yes

-
-
-
-
-
-
-
-
-

This school has met requirements for reading.

Proficiency

Yes

-
-
-
-
-
-
-
-

This school has met requirements for mathematics.

Attendance

This school has met requirements for Attendance. Schools must have a 90% Attendance rate from 2008 or show improvement when compared to previous years. AYP Attendance Rate 83.89 Reading and Mathematics requirements are: All student groups of 40 or more must have a 95% participation rate in the accountability tests and all student groups of 20 or more must be proficient or on track for 100% proficiency by 2014.

Exceeds standard Partially meets standard Values are percentages - test documents with valid Meets standard Does not meet standard test scores relative to total test documents.

RIVER HEIGHTS CHARTER SCHOOL

0%

10%

20%

30%

40%

50%

60%

70%

80%

90%

100%

School

2008

School

2009

District

2008
District
2009
State 2008 State 2009

Reading - Grade 10

0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
School
2008
School
2009
District
2008
District
2009
State 2008 State 2009

Math - Grade 11

0%
10%
20%
30%
40%
50%

60%
70%
80%
90%
100%
School
2008
School
2009
District
2008
District
2009
State 2008 State 2009

High School Science

No data provided.

No data provided.

Students at this school can participate in:

Competitive Athletics

Dance, Media Arts, Music, Theater and/or Visual Arts

(Information collected directly from schools)

Non-competitive Athletics

Co-curricular Athletics

High School:

No data provided.

No data provided.

No data provided.

No data provided.

Junior High/Middle School:

Students at this school can participate in:

Student Clubs and Organizations

Family Involvement Activities

Dance, Media Arts, Music, Theater and/or Visual Arts

.

Athletic Activities

(Information collected directly from schools)

No data provided.

No data provided.

Data not available.

20.00%

3.55

0.00

0.00

0.00

8.80

0.00

School % State%

28.17%

71.83%

28.17%

16.90%

46.39%

51.44%

8.45%

58.54%

School # State #

Title I Paraprofessionals considered "Highly Qualified"

Teachers meeting Federal requirements for "Highly Qualified"

.

More than 10 years

Less than 3 years

Master's

Bachelor's

Teacher Degree Preparation

Staff in compliance by permission

Staff in compliance by licensure

State Licensure Compliance

Total Staff

Other Staff Including Non-licensed Staff

Administrators

Paraprofessionals

Media Specialists

Teachers

Number of School Staff by Position

Other Licensed Professionals Doctorate

School % State %

Teacher Years of Experience School % State %

Federal Highly Qualified Requirements School % State %

Full Time Equivalent (FTE)

52,969

812

6,984

12,233

2,788

109,196

97.38%

97.86%

5.25 33,410

0.00% 0.19%

20.85

79.15

98.32

1.54

Inequitable Distribution of Non-HQ Teachers .

.

Data not available.

0.00%

Data not available.

Data not available.

0.00%

20.00%

Data not available.

Data not available.

District % State%

28.17%

71.83%

28.17%

16.90%

46.39%

51.44%

8.45%

58.54%

District # State #

Title I Paraprofessionals considered "Highly Qualified"

Teachers meeting Federal requirements for "Highly Qualified"

More than 10 years

Less than 3 years

Master's

Bachelor's

Teacher Degree Preparation

Staff in compliance by permission

Staff in compliance by licensure

State Licensure Compliance

Total Staff

Other Staff Including Non-licensed Staff

Administrators

Paraprofessionals

Media Specialists

Teachers

Number of District Staff by Position

Other Licensed Professionals Doctorate

District % State %

Teacher Years of Experience School % State %

Federal Highly Qualified Requirements District % State %

Full Time Equivalent (FTE)

52,969

812

6,984

12,233

2,788

109,196

97.38%

97.86%

33,410

0.00% 0.19%

98.32

1.54

Number of Schools with Inequitable Distribution
of Non-HQ Teachers 53

Data not available.

Data not available.

Data not available.

Data not available.

Data not available.

Data not available.

Data not available.

Teachers meeting federal requirements for
“Highly Qualified” in high poverty schools in
district

Teachers meeting federal requirements for
“Highly Qualified” in low poverty schools in
district

No data available.

\$108,273 \$36,126 \$52,409

(*Information collected directly from districts for 07-08 school
year)

School Board Members: *

Bachelor's Degree - beginning level*

Bachelor's Degree - highest level*

Master's Degree - highest level*

Average Teacher salary

Principals:

Superintendents:

Elementary:

Middle School:

High School: \$90,412

\$98,848

\$93,712

Average Administrative Salaries District State Teacher Salary

Information District State

No data available.

No data available.

No data available.

Total # Percent

Core Academic Classes

Taught by Highly Qualified Teachers

Total #

Core Academic Classes

All Schools in State

Secondary level

All Secondary Schools in State

Low Poverty Schools

High Poverty Schools

All Elementary Schools

Low Poverty Schools

Elementary level High Poverty Schools 9,841

8,008

32,656

9,517 96.71%

7,852 98.05%

31,984 97.94%

11,796

17,590

61,383

10,907 92.46%

17,358 98.68%

59,594 97.09%

94,039 91,578 97.38%

Is the school/district approved for Q Comp?
. No

School Admissions Policies/Procedures

Attached are the school's New Student Enrollment and New Student Record forms. They have been revised to comply with MDE's directive regarding discrimination and the collection and use of data. The New Student Enrollment form is used for prospective students until enrollment is confirmed; the New Student Record form is used to collect information required for confirmed enrolled students only.



60 E. Marie Ave Ste. 220
West Saint Paul, MN 55118
Office 651-457-7427
Fax 651-554-7611
www.riverheightscharter.org

How did you hear about our school?

- Friend Mailing Flyer Referred from school Website Newspaper
 Magazine Other

New Student Enrollment

Date _____

Student Name _____

Address _____

City _____ State _____ Zip Code _____

Grade _____

Parent Information

Parent 1 Name _____

Parent 2 Name _____

Home Address _____

Home Address _____

City _____ State _____ Zip _____

City _____ State _____ Zip _____

Phone _____

Phone _____

Cell/Work _____

Cell/Work _____

Parent/Guardian Signature _____

Date _____

For office Use only

_____ Called for meeting on _____

_____ New Student Record packet given

Meeting scheduled for _____ at _____: _____ am / pm

Start Date _____

Student was placed in _____'s advisory

_____ Staff initial & date _____



60 E Marie Ave, Ste 110
West St. Paul, MN 55118
651-457-7427
Fax: 651-554-7611
www.riverheightscharter.org

Request for Records

The following student has enrolled at **River Heights Charter School** on _____ . We are requesting a copy of their student records, including their MARSS number, any Special Education information (IEP's, Assessments, etc.), student transcript, current report card, immunization record, and Minnesota Basic Standards Test scores to the above address.

If there are any further questions, please contact Shoua Yang at 651-457-7427.

Student Name (Last, First, Middle)

Gender:

Date of Birth: ____/____/____

Dates Attended (If Available)

____/____/____ Through ____/____/____

Thank you for your assistance.

Sincerely,

Shoua Yang
Receptionist/MARSS Coordinator
River Heights Charter School

No prior consent is necessary when educational records from one educational agency are sent to another educational agency where the student seeks to enroll. These records can include grades and attendance records but do not include psychological records that require parental consent for release to another educational agency.

____ First Request Date _____ Initial _____

____ Second Request Date _____ Initial _____

____ Third Request Date _____ Initial _____

Conclusion

Several sources have described the 08-09 year as a year for RHCS to continue the accomplishments that were begun in 07-08. To that end, more necessary adjustments have been identified, initiated and are being monitored closely. Among these are the expansion of the RHCS board to seven members with an advisor majority; the hiring of new staff committed to unity, Project Based Learning, and academic excellence; and sustained efforts to increase and stabilize our enrollment. Our financial standing is solid with a conservative spending plan and an eye toward building our resources so we can invest in River Heights' future and meet the academic needs of our students. Certainly, the 27% holdback has put River Heights in a position of very limited cash flow. As of 2009, we are holding steady financially, due to good financial management over the last two years.

River Heights Charter School

Annual Report – 2008 - 2009