

Eagle Ridge Academy Annual Report 2010-11

Annual Report—2010–11

School Mission

The mission of Eagle Ridge Academy is to provide students with a traditional, classical education that demands their best in academic achievement, behavior, and attitude and challenges them to attain their highest potential.

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School Mission

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Vision Statement

Eagle Ridge Academy will offer an academically rigorous, time-tested classical, liberal arts curriculum that:
*prepares students to be exemplary and knowledgeable citizens;
instills a life-long passion for learning;
values self-discipline, respect, perseverance, and a
teaches truth, beauty and goodness; and
fosters an appreciation for the United States of America and her
unique role in the world.*

Authorizer Information

Friends of Education

Liaison: R.E. Topoluk
EX0-01-A
200 East Lake Street
Wayzata, MN 55391-1693
Telephone: (952) 745-2717
Fax: (952) 745-2739

Eagle Ridge Academy executed its Charter School Contract with Friends of Education ("Friends") on December 10, 2003. Its seventh year of operations closed on June 30, 2011. The school is currently in its third renewal year with the authorizer. Per the renewal agreement, Friends continues to monitor the school's operations in three critical areas: academic performance, finance, and reporting and legal compliance. The monitoring program is described below.

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

Testing. Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in the Charter School Contract with Eagle Ridge Academy. Generally, however, testing data is reviewed each semester to ensure that Eagle Ridge Academy's goals are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance. Eagle Ridge Academy's academic,

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student and school wide goals are set forth in the school's authorizer agreement and related to the 2010-11 academic year and were, as follows:

1. Student Academic Goals (MCAs):
 - a. Math: 85% of all continuously enrolled students at the School will score at least proficient. The number of continuously-enrolled students scoring at least proficient will increase 20% each year. The School will demonstrate higher grade level and school wide proficiency rates than the Edina and Eden Prairie school districts.
 - b. Reading: 85% of all continuously enrolled students at the School will score at least proficient. The number of continuously-enrolled students scoring at least proficient will increase a minimum of 3% each year. The School will demonstrate higher grade level and school wide proficiency rates than the Edina and Eden Prairie school districts.
 - c. Science: 85% of all continuously enrolled students at the school will score at least proficient. The School will demonstrate higher grade level and school wide proficiency rates than the Edina and Eden Prairie school districts.
 - d. Math Growth: The percentage of students achieving low growth will be less than 50% of the percentage of students achieving high growth.
 - e. Reading Growth: The percentage of students achieving low growth will be less than 50% of the percentage of students achieving high growth.
2. Student Academic Goals (NWEA measures of Academic Progress):
 - a. MAP Math: The rate of continuously enrolled students achieving targeted RIT growth, according to the Achievement Status Report by NWEA, will be no less than the 90th percentile nationwide.
 - b. MAP Reading: The rate of continuously enrolled students achieving targeted RIT growth, according to the Achievement Status Report by NWEA, will be no less than the 90th percentile nationwide.
3. Attendance: The School will maintain at least a 95% student attendance rate.
4. Parent Satisfaction. At least 85% of all parents returning the annual survey will indicate overall satisfaction with the School.
5. Staff Satisfaction. At least 85% of all staff returning the annual survey will indicate overall satisfaction at the School.

Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with Eagle Ridge Academy's Executive Director, business manager, selected school teachers, students, and available parents and board members. Friends site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment promoting the academic goals. Friends provides feedback following each site visit; feedback may be oral and/or written.

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Annual Reports. Friends requires that Eagle Ridge Academy prepare an annual report which details the school's evaluation of meeting each of its academic performance goals.

To assist with its authorizing responsibilities with respect to academic performance, Friends implements a support network for the schools it authorizes to engage in mutual support and problem solving.

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

Financial Statements. Prior to June 15th of each year, Eagle Ridge Academy must submit to Friends an annual budget which has been adopted by the School Board of Directors. Eagle Ridge Academy must also submit monthly financial statements and cash flow projections to Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved.

Independent Audit. By December 15th of each year, Eagle Ridge Academy must submit to Friends its independent audit report, with any school management response due to Friends on or before January 1st. Eagle Ridge Academy's annual independent audit report for 2010-11 will be completed in September and October of 2011 and will be conducted by Malloy Montage Karnowski Radosevich & Co., P.A. (MMKR), 5353 Wayzata Blvd. Ste 410, Minneapolis, MN 55416; Phone: (952) 545-0424; Fax: (952) 545-0569

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

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

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

Annual Reports. Friends requires that Eagle Ridge Academy submit an annual report which details the school's evaluation of meeting State reporting requirements.

Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the Executive Director, business manager, selected school teachers, students, and available parents and board members. Site visits may also include a review of

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pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by Friends of Eagle Ridge Academy's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes. Department of Education. Friends has asked that the Minnesota Department of Education inform Friends if Eagle Ridge Academy is not reporting properly and to share copies of all pertinent correspondence between Eagle Ridge Academy and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

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

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

Friends complies with all state requirements regarding authorizership withdrawal.

Governance

Board of Directors - 2010-11

Name	Address	Phone	Email
Pete Larson (parent; chair)			
+attendance: 92%			
Paul Long (parent; vice-chair)			
+attendance: 84%			
Sonja Menard Lower School Dean			
+attendance: 92%			
David Dikken (parent)			
+attendance: 84%			

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Jim Romportl (parent;Treasurer)			
+attendance: 84%			
Jessica Bergeron (teacher)			
+attendance: 84%			
Carolyn Sommers- Tillotson (teacher)			
+attendance: 92%			
Sara Sloneker (teacher)			
+attendance: 100%			
Mary Wolff (teacher)			
John Howitz Executive Director Ex-officio member			
+attendance: 100%			

The Board of Directors met monthly on the second Tuesday of each month, unless re-scheduled. Minutes of the Board of Directors are submitted to Friends of Education and are posted to the school's website, as are requisite financial documents. Copies of all minutes and financial reports are maintained in the main office of the school. The By-Laws call for annual board elections in June at the regularly scheduled meeting. The current members' attendance has been consistent and is referenced above. All board members have received and will continue to seek out board training on governance, human relations and finance as is statutorily mandated.

Teaching Staff

Lower School Dean:	File Folder Number	Comments:
Sonja Menard	429284	Returned 10-11
Executive Director:		
John Howitz	311904	Returned 10-11
Kindergarten:		
Nicole Gillitzer	433990	New
Heidi Palm	44032	New
First Grade:		
Mary Bradley	256443	New
Karen Sahli	417087	New
Second Grade:		

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Angela Deboer	422260	New
Janice Gerheart	430611	New
Third Grade		
Susan Roeber	438926	New
Amy Rau	445816	New
Fourth Grade:		
Missy Madigan	448096	New
Sacha Muller	430894	New
Fifth Grade:		
April Gabranski	397151	New
Dan Walker	329881	New
Physical Education K-12		
Mitch Jensen	324878	New
Music:		
John Luukkonen	418821	Returned 10-11
Sarah Nimchuk	415020	New
Latin:		
Jessica Bergeron	423628	Returned 10-11
Melissa Hegg	434538	Returned 10-11
Robert Stulac	443349	Returned 10-11
Special Education:		
John D'Allesandro	443470	Returned 10-11
Rochelle Schelling	431392	New
Judy McClellan	335699	New
Art:		
Jon Kamrath	415627	Returned 10-11
Lisa Johnson	344055	Returned 10-11
Sarah Theisen	415020	New
Spanish:		
Mary Wolff	172226	Returned 10-11
College Advisor/Assessment Coordinator/Economics:		
Brad Kalina	440407	Returned 10-11
Humanities:		
Erin Johnson:	417567	Returned 10-11
John Miller	405201	Returned 10-11
Sara Sloneker	440531	Returned 10-11
Mathematics:		
Bob Guelich	418664	Returned 10-11
Tiffany Goedjen	423314	Returned 10-11
Annalise Oksnevad	452781	New

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Austen Rockcastle	998785	Returned 10-11
Sarah Manke	448585	Returned 10-11

Science:

Jake Hairell	424428	Returned 10-11
Beth Luby	405547	Returned 10-11
Carolyn Sommers-Tillotson	402139	Return 10-11

English:

Andrew Carlson:	437215	Return 10-11
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History:

Daniel Clapero	414336	Returned 10-11
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For the academic year, 2010-11, Eagle Ridge Academy completed a grade level expansion to include grades K-5. In addition to two sections of each grades K-5, instructional staff includes teachers in physical education, art, music and latin.

EXECUTIVE DIRECTOR:

Mr. John Howitz served as the Executive Director of Eagle Ridge Academy from 2008-June 2011.

Program Successes, Analysis and Best Practices

**Student Demographics, Enrollment and Attrition:
(October 1, 2010)**

Enrollment:	Total	Enrollment	and	Attrition:
	Kindergarten:	44		11%
	First Grade:	40		13%
	Second Grade:	45		13%
	Third Grade:	45		13%
	Fourth Grade:	45		13%
	Fifth Grade:	44		9%
	Sixth Grade	50		9%
	Seventh Grade	47		10%
	Eighth Grade	48		9%
	Ninth Grade	56		20%
	Tenth Grade	38		30%
	Eleventh Grade	32		18%
	Twelfth Grade	32		10%

Free Lunch:	49
Reduced Price Lunch:	46
Full Price Lunch:	509
Special Education:	29

American Indian:	3
Asian/Pacific Islander:	37
Hispanic:	8

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Black: 17
White: 494

In each year of its operations, Eagle Ridge Academy has been fully enrolled with waiting lists in several grades. With the grade level expansion of K-5, waiting lists were at 100% and the board of directors made a decision to add a third section at each grade K-5 for academic year 2011-12. In FY11, the school experienced 12% attrition of families. Reasons indicated for such transfers include: families moving out of the area; inconvenience of school hours (that are set by busing schedules); or transfer to a school where older siblings are in attendance.

Eagle Ridge Academy's academic, student and school goals, are set forth below in the Accountability Measures, Data and Strategies to Meet Student Needs section of this Annual Report. Each of the stated goals is followed by a brief discussion, including supporting data, of the school's successes and progress towards meeting those goals in 2010-11.

One of the key contributing factors to the success of Eagle Ridge Academy is that the entire community supports a rigorous, structured and disciplined academic program, implemented in the classical model, driven by data and assessments. The community will not compromise with its vision, and all staff are dedicated to bringing each child up to, and when possible, beyond grade level.

School Curricula

The critical components of the educational program at Eagle Ridge Academy are described below. These may be modified or supplemented according to student needs.

Core Knowledge Scope and Sequence

Eagle Ridge Academy believes that the *Core Knowledge Scope and Sequence*, implemented through classical instructional strategies, supports each student's ability to meet the highest of academic standards. Inspired to produce extraordinary levels of achievement, teachers work with students, from a very young age, to master basic and foundational skills and engage in in-depth studies of high-interest level concepts.

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

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

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- eliminating many of the gaps and repetition characterized in standard curriculums.

Science and Social Studies at Eagle Ridge Academy follows in close alignment with the sequence of units as delineated in the Core Knowledge Scope and Sequence. Relying generally on the Pearson History and Geography Social Studies texts and FOSS and Delta Science kits, teachers are able to present the most meaningful learning opportunities possible, understanding each child's learning styles, interests and ability levels.

Differences in student ability and variances in their readiness are accommodated with all of the curricular programs. Through frequent work sampling and ongoing assessments embedded within the *Sequence* and the reading and math programs, teachers are able to identify any student who is struggling with any part of the curriculum.

A. Mathematics

Saxon Math: Kindergarten through 9th Grades

Saxon Math is one of the nation's most thoroughly researched core mathematics program for grades K-12. Saxon's unique pedagogical approach based on instruction practice, and assessment distributed across grade levels incorporates more than 25 years of research and classroom experience.

B. Balanced Literacy: Guided Reading and Classical Literature

Eagle Ridge Academy implements the Scholastic Guided Reading Program, which is implemented in a context whereby a teacher supports each reader's development of effective strategies for processing texts at increasingly challenging levels of difficulty. The teacher works with a small group of children who demonstrate similar reading processes and are able to read similar levels of text with support. The ultimate goal in Guided Reading is to help children learn how to use independent reading strategies successfully. The Guided Reading program is aligned with Core Knowledge in that it focuses on building knowledge and greater understanding in a systematic, structured, cohesive, and consistent manner. The program further instills in the young reader a lifelong interest in reading and literature.

a. Phonics: Kindergarten-5th Grade

The Souday System is an Orton-Gillingham based multisensory structured phonics program that emphasizes visual, auditory and kinesthetic learning styles. Instruction begins by focusing on the structure of language and gradually moves towards reading. The program provides students with

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immediate feedback and a predictable sequence that integrates reading, writing and spelling. The student is directly taught reading, handwriting and written expression as one logical body of knowledge. Learners move step by step from simple to more complex material in a sequential, logical manner that enables students to master important literacy skills.

b. Grammar

Shurley English is a sequentially oriented curriculum that incorporates the use of rhythm, repetition and student teacher interaction in teaching all aspects of grammar, incorporating Minnesota State Standards.

c. Spelling:

For spelling, Eagle Ridge Academy uses the Evan-Moor spelling for grades 4-8. Kindergarten - Grade 3 does not use a formal spelling program, but rather focuses on high-frequency words, and spelling recommendations within the Core Knowledge Sequence.

d. Handwriting:

Handwriting Without Tears is a program that uses teaching strategies to meet the needs of all learners, letter styles which promote legible and fluent writing, and an easier transition from print to cursive.

e. Writing:

For writing, we use Shurley English. It connects grammar to written composition. From the website it states, "The hallmark of Shurley English is helping students incorporate a strong foundation of grammar and language skills into a well-organized writing process to create effective communication."

f. Classical Literature:

The school's mission and vision statement contemplates in-depth studies, as appropriate at each grade level, of the volumes of classical literature comprising library including original texts. Classical Literature in a fully integrated classroom supplements the Core Knowledge sequence and dove-tails with the Scholastic Guided Reading program.

C. Music and Visual Arts

Music and the arts are essential complements to both our greater vision and the *Core Knowledge Scope and Sequence*. An early introduction to the arts provides Eagle Ridge Academy students with opportunities to sing, dance, listen and act in an atmosphere that encourages greater participation. Eagle Ridge Academy's music and visual arts

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programs impact the academic achievement, high-level thinking, and well rounded nature of Eagle Ridge Academy students.

D. Physical Education

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

E. Latin Instruction

Classical Education holds that early elementary education is the best time to introduce the study of language structures. Language structures in turn serve as the foundation for understanding the complex vocabulary, concepts, and paradigms of more advanced studies. As part of their studies in Classical Education, all students study Latin and Vocabulary of Classical Roots. The school's Latin program is content rich, drawing from the cultural influences, texts, and history which shaped the language.

F. Character Education

Eagle Ridge Academy is not only committed to academic excellence, but to strong ethical standards—including: Citizenship (C), Integrity (I), Perseverance (P), Honor (H), Excellence (E), and Respect (R). Established and adopted by the Board of Directors, Eagle Ridge Academy students and teachers call these our Pillars and practice applying these characteristics in our daily lives.

Data supporting the success of the programs implemented at Eagle Ridge Academy can be found in the NWEA MAP test results and MCA II test results that are set forth in the Accountability Measures/Data and Strategies to Meet Student Needs section of this Annual Report.

Program Challenges

1. Lower School

Reading: In Kindergarten through fifth grade it was a challenge providing targeted reading support to many students who were not at grade level. We implemented the DRA-2 assessment to better identify the strengths and needs of our learners and utilized a phonics-based approach for targeted instruction.

Shurley English: Implementing Shurley English K-5 was a challenge because most students had limited experience with

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structured writing. We implemented Shurley English to assist all students with their writing skills.

Mathematics: Saxon Math placement tests identified students level of performance and it was a challenge to meet the variety of needs of students in math. We initiated flexible groups in several grade levels to meet student needs. Further, students who were at least one grade level ahead in math attended math classes in higher grade levels.

2.Upper School

Mathematics: FY 10 MCA II data identified deficiencies in math at the Upper School. Actions taken in FY 11 included additional sections of Algebra to lower class size, a third section of Geometry was added, a new teacher was hired for upper level classes and math support classes were offered first semester for struggling students.

Revised math progression:

- a. Students completing a Rapid Progress course sequence or Standard Progression course sequence will complete Algebra I in 8th grade.
- b. All course sequences are structured to insure every student will earn the required three credits of high school math (state).
- c. All course sequences are structured to insure every student will earn the required four credits of math (Eagle Ridge).
- d. All course sequences are structured to insure every student will complete Algebra 2 (state).

Rapid Progression

6 th	7 th	8 th	9 th	10 th	11 th	12 th
Course 2	Algebra 1	Geometry	Algebra 2	Pre Calc	Calc	Prob/Stat
Course 3	Algebra 1	Geometry	Algebra 2	Pre Calc	Calc	Prob/Stat

Standard Progression

6 th	7 th	8 th	9 th	10 th	11 th	12 th
Course 1	Course 2	Algebra 1	Geometry	Algebra 2	Pre Calc	Calc
Course 1	Course 3	Algebra 1	Geometry	Algebra 2	Pre Calc	Calc
Course 1	Course 2	Algebra 1	Geometry	Algebra 2	Pre Calc	Math Elec
Course 1	Course 3	Algebra 1	Geometry	Algebra 2	Pre Calc	Math Elec

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Additionally support classes were added for students needing extra assistance. The ALEKS program was also utilized to determine student needs and re-teach concepts. Our school will continue its focus on math for future improvement in student learning and test scores.

Another challenge was beginning the process of planning and developing AP courses. With several courses now approved for the 2011-2012 school year, courses will begin to be offered.

Writing: A final challenge was to continue to develop and expand the writing program. Courses have been added and augmented to reflect different styles of writing, but this is still an area for progress.

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

Academic, student and school goals

Eagle Ridge Academy's academic, student and school goals, are set forth below followed by a brief discussion of the school's progress towards meeting those goals in 2010-11.

Student Academic Goal(s): (1) 85% of continuously enrolled students at the school will score at least proficient in Math and Reading. The School will demonstrate higher grade level and school wide proficiency rates than the Edina and Eden Prairie school districts and comparative schools. (2) The school's progress toward meeting student academic goals is set forth in the Standardized Assessment Data section below.

Student or School Goal: Student attendance will average above 95%. This will be validated by attendance figures logged in the school office and submitted to the MDE.

2010-11 Percent Attendance as reported to MDE:

Kindergarten:	97.68%
First Grade:	95.37%
Second Grade:	100.0%
Third Grade:	100.0%
Fourth Grade:	97.94%
Fifth Grade:	95.79
Sixth Grade:	100.0%
Seventh Grade:	100.0%
Eighth Grade:	99.8%
Ninth Grade:	99.49%
Tenth Grade:	100.0%
Eleventh Grade:	99.41%
Twelfth Grade:	100.0%

Student or School Goal: At least 90% of parents and staff will indicate overall satisfaction with the school on a survey administered annually. Eagle Ridge Academy and its Board of Directors administered surveys in 2010-11 to all parents and staff.

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Eagle Ridge Academy parents completed a teacher satisfaction survey at the end of academic year 2010-11. The survey used a 4.0 point Likert scale to determine satisfaction levels on 12 different questions related to their child's teacher(s). Results of the survey provide evidence of Eagle Ridge Academy parent's high level of satisfaction with their child's teacher. Average ratings of High School teachers: 3.5; Middle School teachers: 3.4; Elementary School teachers: 3.56

Eagle Ridge Academy employees surveyed by the Star Tribune and Workplace Dynamics ranked the Eagle Ridge Academy the 8th Best Place to work in Minnesota in 2011.

With regard to state reporting requirements, Eagle Ridge Academy met all charter school state reporting deadlines. Additionally, where federal funding dictated documentation and reporting, Eagle Ridge Academy met all reporting deadlines as well.

Standardized Assessment Data

During September of 2010, all Eagle Ridge Academy students took the NWEA MAP tests to set an initial benchmark for assessments and measurement of student achievement. These tests were administered again in May of 2011. The 3rd through 11th grade students took the MCA tests in the Spring. The NWEA MAP test results reflected those students who were successful in reaching targeted growth rates. Eagle Ridge Academy has determined growth based upon the students meeting targeted growth numbers established by the NWEA MAP test program.

The Fall to Spring 2010-11 NWEA MAP Test results reflect the following information regarding growth for the current (2010-11) 1st through 11th grade classes.

2010-11 NWEA MAP Test Results**

Grade	Subject	Fall 2009	Spring 2010	% Meeting Target Growth
1st Grade	Math	169.6	192.3	87.9
	Reading	165.4	191.4	91.2
2nd Grade	Math	186.1	203.4	76.7
	Reading	186.6	202.6	66.7
3rd Grade	Math	198.2	214.2	85.0
	Reading	197.8	208.2	63.4
4th Grade	Math	210.6	221.3	63.4

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	Reading	206.9	214.9	73.2
5th Grade	Math	220.1	238.3	88.4
	Reading	215.9	223.2	60.5
6th Grade	Math	232.2	244.2	77.8
	Reading	221.5	224.9	63.6
7th Grade	Math	241.2	252.4	82.6
	Reading	224.4	230.1	62.2
8th Grade	Math	244.9	251.9	72.1
	Reading	227.5	232.8	67.6
9th Grade	Math	246.6	251.7	67.3
	Reading	226.8	231.5	63.6
10th Grade	Math	256.1	258.7	51.4
	Reading	239.9	244.0	43.5
11th Grade	Math	259.2	261.7	71.4
	Reading	242.6	241.1	47.4

2011 MCA II Proficiency Results**

Grade	3	4	5	6
Reading-ERA 2011	91.1	77.8	95.4	86.0
Reading-ERA continuously-enrolled	N/A	N/A	95.4	86.0
Normandale Elementary	94.9	98.0	96.0	N/A
Oak Point Intermediate School	N/A	N/A	N/A	89.3
State Average Proficiency-Reading	78.5	75.2	80.3	75.1
Math-ERA 2011	91.1	57.8	65.9	62.0
Math-ERA continuously-enrolled	N/A	N/A	N/A	65.5
Normandale Elementary School	89.8	90.9	81.2	N/A

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Oak Point Intermediate School	N/A	N/A	N/A	56.5
State Average Proficiency Math	70.1	67.2	53.6	50.3
Science-ERA 2011	N/A	N/A	56.9	N/A
Science-ERA continuously-enrolled	N/A	N/A		N/A
Normandale Elementary School	N/A	N/A	61.4	N/A
State Average Proficiency-Science	N/A	N/A	46.0	N/A

Grade	7	8	10	11
Reading-ERA 2011	87.2	87.2	92.1	N/A
Reading-ERA continuously-enrolled	87.2	88.4	92.1	N/A
Eden Prairie High School	N/A	N/A	89.0	N/A
Central Middle School	85.8	84.4	N/A	N/A
State Average Proficiency-Reading	69.6	68.1	75.3	N/A
Math-ERA 2011	61.7	80.9	N/A	71.9
Math-ERA continuously-enrolled	61.7	81.4	N/A	73.3
Eden Prairie High School	N/A	N/A	N/A	66.3
Central Middle School	70.8	79.8	N/A	N/A
State Average Proficiency-Math	51.7	53.2	N/A	48.6
Science-ERA 2011	N/A	56.2	N/A	69.8
Science-ERA continuously-enrolled				
Eden Prairie High School	N/A	N/A	N/A	68.3
Central Middle School	N/A	67.4	N/A	N/A
State Average Proficiency-Science	N/A	44.4	N/A	53.8

**Results indicate that, in Math, 3rd grade exceeded district, state and comparative school proficiency levels, and met the 85% proficiency goal in FOE contract. Grades 4-6 exceeded state proficiency levels only. In the Upper School "7th" grade did not exceed district or comparison school, but exceeded the state average math proficiency. Grades 8 and 11 exceeded the district, state and comparison school proficiency levels, and continue to work toward meeting the 85% contract goal. With the exception of 6th grade, all continuously enrolled students demonstrated significant math gains on the MCA III, with the greatest increase in proficiency in the 8th grade.

In Reading, all grades at the Upper School (6-12) met the 85% continuously enrolled goal. Additionally all grades exceeded the

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comparison school, district and state proficiency levels. (academic goal #1)

In Science, 5th and 8th grade exceeded the state proficiency levels, but fell below the comparative school in percent proficient. High School students at Eagle Ridge Academy exceed district, state and comparative school proficiency levels. All grades continue to work towards meeting the 85% goal and exceeding the comparison school proficiency levels.

Strategies to meet student needs

The 2010-11 Lower School (grades 1-5) Fall NWEA MAP test data identified a need for reading interventions for some students in grades 1-3. Laurie Basic assisted with providing these during the afternoons each week as a part of a pull-out program. She utilized the Souday System for this, along with other materials from when she was a teacher.

Also in the area of reading we used reading groups. First grade also implemented flexible groups based upon needs.

In math, students who were above grade level went to the higher grade level for math. We had 3 second graders go to third grade math and 1 fourth grader in fifth grade math (our fifth grade math book is Course 1, generally a sixth grade level textbook). Grades 1-3 also used flexible groups to meet the diverse math needs of our student population.

Academic Goals for 2011-12

At its September 2011 Board Meeting, the Board of Directors approved the academic goals for the 2011-12 academic year, effectively reaffirming its agreement to continue with the goals articulated in its Board Approved academic goals for the 2010-11 academic year. The goals are those articulated in the school's authorizer agreement with Friends of Education. The following are the student academic goals, as well as student or school goals, that were approved by the school's Board of Directors:

Goal 1: State Assessment Tests (MCA-IIIs)

Sub Goal #1--Math: 85% of all continuously-enrolled* students enrolled at the School will score at least proficient.

Sub Goal #2--Math: The number of continuously-enrolled* students scoring at least proficient will increase 20% each year.

Sub Goal #3--Math: the School will demonstrate higher grade level and school wide proficiency rates than the Edina and Eden Prairie school districts and its comparison district schools.

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Sub Goal #4--Reading: 85% of all continuously-enrolled* students at the School will score at least proficient.

Sub Goal #5--Reading: The continuously-enrolled* students scoring at least proficient will increase a minimum of 3 percentage points each year.

Sub Goal #6--Reading: The School will demonstrate higher grade level and school wide proficiency rates than the Edina and Eden Prairie school district and its comparison district schools.

Sub Goal #7--Science: 85% of all continuously-enrolled* students at the school will score at least proficient.

Sub Goal #8--Science: The School will demonstrate higher grade level and school wide proficiency rates than the Edina and Eden Prairie school district and its comparison district schools.

Sub Goal #9: Math Growth: The percentage of students achieving low growth will be less than 50% of the percentage of students achieving high growth.

Sub Goal #10: Reading Growth: The percentage of students achieving low growth will be less than 50% of the percentage of students achieving high growth

Goal 2: NWEA Measures of Academic Progress

Sub Goal #1--MAP Reading: The rate of continuously enrolled students achieving targeted RIT growth, according to the Achievement Status Report by NWEA, will be no less than the 90th percentile nationwide.

Sub Goal #2--MAP Math: The rate of continuously enrolled students achieving targeted RIT growth, according to the Achievement Status Report by NWEA, will be no less than the 90th percentile nationwide.

*continuously-enrolled is defined as enrolled at least since October 1 of the school year.

Goal 3: Attendance

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

Goal 4: Satisfaction Surveys

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

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Sub Goal #2--Staff Satisfaction: At least 85% of all staff returning the annual survey will indicate overall satisfaction at the School.

In addition to the standardized assessments (MCA II and NWEA MAP), student achievement is measured in a variety of ways, both formally and informally. Eagle Ridge Academy also administers semester "Blue Book" exams for college preparation and assessment of student learning. The exams train students to convey knowledge by providing concise and structured answers to essay questions. Additionally, student assessment at Eagle Ridge Academy includes project completion, teacher observations, parent surveys, oral assessments, concept quizzes and tests, anecdotal reports, student self-assessments, practical demonstrations in science, and performance recitals in music. It is imperative for the teachers to use data from standardized, formative and summative assessments, in order to effectively implement the curriculum so as to challenge all ability levels and to meet the needs of all learners.

Finances and Operational Performance

Prior to June 15th of 2011, the administration and the school's business manager prepared and presented the school's budget to the school's Board of Directors. Upon review of the budget, the Board of Directors approved, adopted and submitted the FY12 budget to its authorizer, Friends of Education. Additionally, Eagle Ridge Academy submitted monthly financial statements, including cash flow projections, to its authorizer. The financial statements contained budget and actual expenses and included explanations for all items exceeding budget and the manner in which the excess items would be resolved.

By December 15th of 2011, Eagle Ridge Academy will submit to its authorizer its independent audit report, which will be completed during October of 2011. Eagle Ridge Academy's annual audits have been clean, with no findings, over the past several years. Additionally, the school has been the recipient of the Minnesota Department of Education's School Finance Award in each year of its operations. The administration anticipates a similar audit being issued for FY11 as well as securing MDE's Finance Award for FY11. Nevertheless, should one be required, the administration and the school's business manager will submit its school management response, if one is required, to Friends of Education on or before January 1st of 2012.

Eagle Ridge Academy's annual independent audit report for 2010-11 is currently in process and is being conducted by Malloy Montage Karnowski Radosevich & Co., P.A. (MMKR), 5353 Wayzata Blvd. Ste 410, Minneapolis, MN 55416; Phone: (952) 545-0424; Fax: (952) 545-0569

Contact Information

Eagle Ridge Academy Annual Report 2010-11

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