

# Annual and World's Best WorkForce Report

2021-2022



*Minnesota Charter School District #4227*  
*Serving Grades K-8.*

School Board Chair, Roberta Provost

Interim Executive Director, Paula Foley

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Submitted to:  
Minnesota Guild  
67 8th Ave NE  
Minneapolis, MN 55104

Approved by the ASA Board of Directors 10-27-22

Art & Science Academy, Minnesota School District #4227, is a public charter school in the Cambridge-Isanti area. The school's address for the elementary school is 903 6th Ave Ct, NE, Isanti, MN 55040 and for the middle school the address is 1005 7<sup>th</sup> Ave NE, Isanti, MN 55040. ASA serves grades kindergarten through eighth.

### **Mission**

The mission of ASA is to provide outstanding artistic and scientific programs.

### **Vision**

ASA will provide high quality art and science integration opportunities in an innovative small school community.

### **Charter Authorizer**

The Minnesota Guild - 323 Washington Avenue - Minneapolis, MN 55401

### **Vision**

The vision of the Guild is to be the leading authorizer of teacher powered schools that result in multiple measures of student success through collaborative innovations in teaching and learning. The Guild advances the original vision of the chartered-school model, in which teachers are professionally organized and work to create innovative, research-based schools that rely on teacher expertise to identify and use effective teaching strategies, promote engaged student learning, create professional autonomy, and ensure effective, shared responsibility for outcomes.

The Guild vision is aligned with Minnesota Statutes §124E, Subd. 1 (5): create new professional opportunities for teachers, including the opportunity to be responsible for the learning program.

### **Contact Information:**

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### **Annual Report Elements Required by Statute**

*A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:*

1. School enrollment
2. Student attrition
3. Governance and management
4. Finances
5. Staffing
6. Academic performance
7. Innovative practices and implementation
8. Future plans

The annual meeting date for ASA is typically the third Thursday in February, unless otherwise noted online.

### **Implementation of Primary and Additional Statutory Purposes**

The **primary purpose** of Art and Science Academy is to improve pupil learning and student achievement. The school will report its implementation of this primary purpose in the following way:

The school has implemented a variety of programs over this charter cycle to improve learning for a population by incorporating an arts integration program to increase engagement and learning in the educational process.

#### ***Building developmental assets***

It is important in addition to academic services, to also address the other skills students need in order to function better at school and in society. Through the implementation of skills training such as Zones of Regulation, ASA purposely addresses the improvement of developmental assets in students to further the overall educational goal.

The additional purpose(s) of Art and Science Academy is (are) to (check all that apply):

- ☒ Increase learning opportunities for pupils.
- ☒ Encourage the use of different and innovative teaching methods.
- ☐ Measure learning outcomes and create different and innovative forms of measuring outcomes.
- ☐ Establish new forms of accountability for schools.
- ☒ Create new professional opportunities for teachers.

The school will report its implementation of this (these) additional purpose(s) in the following way:

### **1) Increasing learning opportunities for pupils**

Student interest in learning is as essential as student achievement.

The arts are an essential component of a quality holistic education; they stimulate student interest and serve as a stage or platform for learning academics. ASA promotes an arts integration model to achieve this.

- ASA is part of the Perpich Center's CAPP Program. The initiative is focussed on arts integration.
- ASA offers small group lessons in Music and Art as a result of the CAPP initiative.

Science and Math are also an essential component of a comprehensive education; they develop student capacity in various ways.

- ASA offers Science and Math Electives (i.e. Food Science) and initiatives that develop engineering and other scientific opportunities.
  - (Drones, Generation Genius, Garden Tower)

### **2) Encouraging the use of different and innovative teaching methods**

ASA encourages teachers to explore new methods to arts integration teaching with stipends for those who seek out additional ideas and ways to connect with arts and science resources in the area.

- ASA teachers are receiving professional development on arts integration.
- ASA teachers choose some of their personal professional development and instructional strategy goals (i.e. LETRZ)
- ASA is reviewing the possibility of developing a teacher "toolkit" of preferred Arts, Science and behavioral strategies for students.

### **3) Creating new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site**

- ASA is one of the few union-based charter schools in the state.
- Teachers at ASA also have the opportunity to serve on the Board of Directors
- Teachers at ASA have the opportunity to serve on the CAPP Committee and other decision making bodies (Science and Math Committee)
- Administrators and teachers are focusing on the K-8 scope of ASA in their learning program review.

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### Background

Art & Science Academy is a comprehensive tuition-free public K-8 school offering a rigorous academic program while integrating the arts (music, art, and theater) and sciences into each and every school day.

Open to all K-8 students, Art & Science Academy is a unique learning environment where dedicated teachers inspire students to realize their potential as individuals, as students, as artist-scientists, and as members of a local and global community.

#### ***Foundational Statements:***

1. *The arts facilitate the development of critical thinking, communication and problem-solving skills.* These are essential 21st century workplace skills.

2. *Science is a subject that should be learned through engagement and discovery.* Hands-on experiments and activities supporting the concepts being learned must be a regular practice and students should experience concepts rather than simply discussing them. The elementary school is implementing sustainable growing towers to help them learn about the environment, understand the growing process and eventually donate the organic foods to the community. This learning will be reinforced through the Foods Class in middle school.

3. *The Art and Science Academy will provide a healthy, safe and nurturing environment where students can learn and enjoy coming to school every day.* The entire community practices caring, supportive and mutually respectful communication and behavior.

4. *Student interest in learning is as essential as student achievement.* The arts are an essential component of a quality holistic education; they stimulate student interest and serve as a stage or platform for learning academics.

## FINANCES

FY22 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	\$4,716,970	\$116,462	\$47,567
Total Expenditures	\$4,741,284	\$118,112	\$32,910
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	(\$24,314)	(\$1,650)	\$14,657
Total Fund Balance	\$1,463,639	\$44,658	\$73,467

FY21 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	\$5,446,716	\$96,423	\$17,428
Total Expenditures	\$4,626,897	\$81,851	\$10,147

Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	\$819,819	\$14,572	\$7,281
Total Fund Balance	\$1,487,953	\$46,308	\$58,802
<b>FY20 Finances</b>	<b>Fund 01</b>	<b>Fund 02</b>	<b>Fund 04</b>
Total Revenues	\$4,798,129	\$126,375	\$33,300
Total Expenditures	\$4,384,709	\$104,167	\$26,516
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	\$413,419	\$22,208	\$6,784
Total Fund Balance	\$668,134	\$31,736	\$51,521

### **Finances**

<b>FY19 Finances</b>	<b>Fund 01</b>	<b>Fund 02</b>	<b>Fund 04</b>
Total Revenues	\$4,538,247	\$120,555	\$35,496
Total Expenditures	\$4,320,217	\$111,028	\$32,042
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	\$218,030	\$9,527	\$3,454
Total Fund Balance	\$245,887	\$9,527	\$44,736

### [Fundraising Balances](#)

## *Overview*

School finances are substantially influenced by enrollment and as ASA continues operations, the main focus has been to grow the fund balance. The school has been successful at this the past few years and in FY22 they dipped into the fund balance slightly. Enrollment stayed fairly consistent from FY21 to FY22. ASA is projecting enrollment to grow by approximately 15 students in FY23.

## *Revenues*

The majority of funding for ASA came from state and federal sources. Revenues in the General Fund decreased by \$729,746 from FY2021. Mainly due to the PPP loan that was received in FY21 as a one time source of funding. The Food Service Program (Fund 02) ended with a slight deficit for the year. However, the fund balance is still quite healthy. The Community Fund (Fund 04) which is supported by the School's before and after care program continues to build a fund balance for future programming needs.

For FY2022, the finance committee reviewed the budget on a regular basis, as changing conditions prompted the reallocation of resources and while the final audit has not been completed at the time of this report, estimates have shown that the school ended up with a slight deficit for FY2022.

## *Expenditures*

Expenditures at ASA were driven mostly by student needs. Expenditures in the General Fund increased by \$114,387 from FY2021. A majority of these expenditures were for salaries and benefits for staff. Approximately 47% of expenditures were General Education salaries and benefits, 13% of costs went to pay for facilities including the lease payment and utilities, and approximately 21% of expenditures were spent on the Special Education program.

## *Net Income and Fund Balance*

The total net deficit for all funds was (\$11,206) for FY2022. This decreased the overall Fund Balance for all funds to \$1,581,857, or 32.4% of total expenditures for FY2022. Enrollment stayed steady compared to FY21 and overall the school ended the year better than initially projected with the budget.

## *World's Best Workforce Annual Budget*

*No funds were specifically allocated to implementing WBWF in the 2022-23 school year as programs related to WBWF areas were already in place in some form and so are already accounted for in the budget.*



*The school will create a long term plan and begin looking at curriculum K-8 which will require additional funds. The plan is in the development stages.*

## School Governance

### *20221 - 2022 and 2022-23 School Year ASA Board*

Member	Position	Term
Roberta Provost	Board Chair (Parent Member)	Ends 6/30/2023
Adam Schorer	Vice Chair (Parent Member)	Ends 6/30/2024
Nate Severson	Treasurer (Teacher Member)	Ends 6/30/2023
Kara Dahl	Secretary (Teacher Member)	Ends 6/30/2023
Christy Flaspeter	Parent Member	Ends 6/30/2023
Carmel Leasure	Teacher Member	Ends 6/30/2023
John Booth	Community Member	Ends 6/30/2024
CHANGE FROM 2021-2022	These members have cycled off the board	
Curt Nelson	Community Member	Resigned March 29, 2022

Art and Science Academy board meetings occur on the third Thursday of each month. All meetings take place at the school.

Open meetings laws are followed by posting meeting times on the school website.

Minutes of past meetings are posted on the school website:

<https://artandscienceacademy.k12.mn.us/board-agenda-minutes>

**2022-23 Committees:** Board members are committed to serving on various committees. Qualifications for committee membership include interest, special skills or experience with the committee's topic/purpose.

**Finance Committee**

The members of the finance committee were Roberta Provost, Carmel Leasure, and Nate Severson (Curt Nelson 2021-2022)

**Personnel Committee**

The members of the personnel committee include Roberta Provost, Adam Schorer (Chair), and Christy Flaspeter.

**Strategic Planning Committee**

The members of the strategic planning committee are Jon Booth (Chair) Christy Flaspeter, Adam Schorer, and Carmel Leasure (Roberta, John and Nate 2021-2022)

**Policy Committee**

The members of the policy committee are Kara Dahl (Chair), Nate Severson, and John Booth

**Non - Board District Level Committee - CAPP Committee**

The members of the CAPP Committee are Erick Dornseif, Dorothy Senger, Nathan Severson, Lisa Brady, Jon Moberg, Liz Shatek, Roberta Provost, Krista Finseth, Emily Dornseif, Amy Pelowski, Kara Dahl and Carmel Leasure. \

**School Board Trainings**

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Roberta Provost	3/1/17	06/27/17 Anton Group/Mackert	06/27/2017 MACS-T.Degree	06/27/2017 Anton Group
Nate Severson	10/24/19	10/15/19 MACS	10/22/19 MACS	11/19/19 MACS
John Booth	7/15/21	4/14/21 MACS	5/19/21 MACS	5/3/21 MACS
Adam Schorer	7/15/21	6/9/21 MACS	10/26/21 MACS	9/20/21 MACS
Kara Dahl	08/2017	06/27/17 Anton Group/Mackert	06/27/2017 MACS-T.Degree	06/27/2017 Anton Group
Curt Nelson	10/24/19	2/11/20 MACS	2/19/20 MACS	2/27/20 MACS

During the 2021-2022 school year, the following trainings were completed by the board:

Annual Training – FY22			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Roberta Provost	8/19/21	Special and General Education Funding Basics and a Primer on SpEd Services.	Kevin Fitton
	02/17/22	Budget Projections	Kevin Fitton
Nate Severson	8/19/21	Special and General Education Funding Basics and a Primer on SpEd Services.	Kevin Fitton
	02/17/22	Budget Projections	Kevin Fitton
Curt Nelson	8/19/21	Special and General Education Funding Basics and a Primer on SpEd Services.	Kevin Fitton
	02/17/22	Budget Projections	Kevin Fitton
John Booth	8/19/21	Special and General Education Funding Basics and a Primer on SpEd Services.	Kevin Fitton
Kara Dahl	8/19/21	Special and General Education Funding Basics and a Primer on SpEd Services.	Kevin Fitton
	02/17/22	Budget Projections	Kevin Fitton
Adam Schorer			Kevin Fitton

## Faculty

### *School Administration*

The Interim Director is currently a licensed MN administrator and follows professional development plans as necessary to maintain that licensure.

The Elementary Principal is currently a licensed MN administrator and follows professional development plans as necessary to maintain that licensure.

The Middle School Principal is not currently a licensed MN administrator. Per [Statute](#), the Board has directed the Interim Director to set the following goals and evaluation plan with the Principal. [LINK](#)

<b>2021-22 Administration and Licenses</b>	<b>License Number</b>
Kevin Fitton, Executive Director	454925
Lisa Brady, Principal, Elementary	483356
Jon Moberg, Intermediate Principal	Goal Plan
Lauri McKinnon Office Manager/MARSS Coordinator	Currently working on additional HR licensure.

### *Staff*

The Art and Science Academy teachers are all highly qualified according to federal highly qualified guidelines. ASA teachers are optimistic, compassionate problem-solving professionals, licensed by the state of Minnesota.

### *Teacher Coaching, Supervision, and Evaluation*

Art & Science Academy teachers are observed informally throughout the school year by administration.

- New teachers are observed and coached by the school administrator twice during the first year.
- Peer observations are strongly encouraged at least one time per year.
- The licensed and non-licensed school administrators conduct one formal observation and evaluation. The non-licensed administrators work is reviewed by the executive director

<b>ASA Teacher Profile</b> <i>Licensure Compliance</i>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Licensed	91%	94%	96%	89.3%
Licensed with Special Permission	9%	6%	4%	10.7%

Equitable Access to Excellent Teachers: Being a small school, an elaborate process of determining equitable access has not been necessary. However, the ASA Administrative Team does review qualifications of all teaching staff and works to ensure qualified individuals are staffed in all positions as much as possible.

Variances are only sought when no qualified candidate is available. Every effort is made to ensure students do not have a special permission teacher more than once in succession unless unavoidable.

ASA encourages hiring teachers of all backgrounds, however due to the more remote location outside of the metro area, the demographics trend heavily towards a white population.

<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
<i>Total Licensed Teacher FTE - 32</i>	<i>Total Licensed Teacher FTE - 28</i>	<i>Total Licensed Teacher FTE - 28</i>	<i>Total Licensed Teacher FTE - 28</i>
<i>Total Staff - 57</i>	<i>Total Staff - 52</i>	<i>Total Staff - 55</i>	<i>*plus admin &amp; counselor</i>
<i>Ratio of Licensed Teachers and Support Staff to Students</i>	<i>Ratio of Licensed Teachers and Support Staff to Students</i>	<i>Ratio of Licensed Teachers and Support Staff to Students</i>	<i>Licensed Staff Ratio:</i>
<i>Licensed Staff Ratio: 1:12</i>	<i>Licensed Staff Ratio: 1:13</i>	<i>Licensed Staff Ratio: 1:12</i>	<i>1:12</i>
<i>Support Staff Ratio: 1:17</i>	<i>Support Staff Ratio: 1:13</i>	<i>Support Staff Ratio:</i>	<i>Support Staff Ratio: 1: 12.5</i>

		1: 13	
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## Student Information

OCTOBER 1 ENROLLMENT									
	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15
<b>K</b>	44	44	41	40	39	29	20	48	16
<b>1</b>	44	43	42	37	32	39	42	30	28
<b>2</b>	39	40	33	36	43	46	30	42	30
<b>3</b>	43	32	36	43	42	42	41	33	22
<b>4</b>	36	37	39	44	45	53	31	23	25
<b>5</b>	39	37	42	50	51	43	22	39	19
<b>6</b>	31	42	39	49	48	28	36	22	16
<b>7</b>	38	26	40	49	35	50	20	11	0
<b>8</b>	23	31	35	37	43	22	11	0	0
<b>EL</b>	206	196	191	200	201	209	164	176	121
<b>MS</b>	131	136	156	185	177	143	89	72	35
<b>GT</b>	337	332	347	385	378	352	253	248	156
<b>YR TO YR</b>	1.51%	-4.32%	-9.87%	1.85%	7.39%	39.13%	2.02%	58.97%	
<b>EL</b>		89.09%	86.82%	90.91%	91.36%	95.00%			
<b>MS</b>		68.00%	78.00%	92.50%	88.50%	71.50%			
<b>GT</b>		79.05%	82.62%	91.67%	90.00%	83.81%			

<i>Demographics</i>	2019-20	2020-21	2021-22	2022-23
<b>Total Enrollment as of October 1</b>	381	347	332	337

Black	0.5%	2.9%	2.1%	1.7%
White	91.4%	85%	83.4%	80.2%
Hispanic/Latino	0.8%	3.2%	4.2%	5.0%
Asian	0%	1.7%	2.1%	2.1%
Native American	0%	0.9%	0.6%	1.2%
Two or More Races	7.3%	6.3%	7.5%	9.8%
Eligible for Free/Reduced Meals	30.6%	33.7%	27.7%	45.4%
English Learner	0%	0%	0.3%	0.0%
Receive Special Education Svcs	22.1%	21%	18.4%	18.7%

*Student Attrition Rate = 4.7% 21-22 School Year*

## Food Program

During the 2021-22 school year, ASA contracted with Lancer Foods (now TRIO) to cater student breakfasts & lunches. ASA participates in the National School Lunch Program (NSLP).

- The food service program was managed by Lauri McKinnon.
- We currently have 3 staff to prepare and serve lunches to students, while monitoring students and cleaning tables after lunch.

## School Goals & Progress Towards Achievement

One of the statutory purposes for charter legislation is to improve student achievement. Many of the school goals developed for ASA involve measurable benchmarks to that end.

*ASA annually conducts a comprehensive needs assessment (CNA):*

During the fall of 2020, Art and Science Academy teachers conducted a comprehensive needs assessment. The Art and Science Academy uses FAST reading CBM (curriculum-based measurement) reading process assessments. Other data gathered and reviewed prior to developing a targeted assistance and school wide improvement plan include MCA results from prior schools, guided reading level data, in-house teacher developed assessments and “aReading” and “aMath” (computer adaptive measure of broad reading and mathematics) assessment results. After reviewing all data collected from all grades, trends were identified, and discussed in the data meetings.

### ***Best Practice Strategies and Action Steps***

Art and Science Academy will address student achievement goals using Best Practice strategies, which include:

- Alignment between school goals and teacher/administrator training as described in this report
- Provide targeted services to qualifying students
- Provide Title I services to qualifying students
- Systematic professional development days devoted to aligning curriculum and furthering initiatives.

\*Elementary teams meet every other week to analyze benchmark data, plan instruction and support sessions for students based on data trends

\*Use of data based math and reading curriculum.

The Professional Development Calendar is [HERE](#).

The Art and Science Academy uses FAST assessment (aReading and aMath) for the school comprehensive needs assessment (CNA) in the fall and for progress monitoring throughout the year (winter and spring). FAST is directly aligned to the Minnesota State Academic Standards and is accurate in determining student achievement and predicting how a student will perform on the Minnesota Comprehensive Assessment (MCA). For example, in almost every case, students who score within the “low risk” or “college prep” category of FAST assessment will also demonstrate proficiency on the MCA within the “meets the standards” and “exceeds standards” respectively.

### ***ESSA Identification***

*Under ESSA, Minnesota will be identifying schools that will receive comprehensive supports or additional targeted support beginning in the FY20-21 school year.*

ASA is not a comprehensive or targeted support school.



## *Achievement Goals 21-23*

*FY 23 Data not available at this time*

### **Goal 1 – On Track for Success**

*Using the North Star Academic Progress, ASA will meet/exceed the state in Achievement Level Improved in reading and math in FY21, FY22, and FY23.*

FY21 ASA Math Improved –N/A Covid

FY21 Statewide Math Improved – N/A Covid

FY21 ASA Reading Improved – N/A Covid

FY21 Statewide Reading Improved – N/A Covid

FY22 ASA Math Improved – 46.33%

FY Statewide Math Improved – 45.83%

Met

FY22 ASA Reading Improved – 53.17%

FY Statewide Reading Improved – 50.33%

Met

### **Goal 2 – Math Proficiency**

*For all students in grades 3-8, who were consistently enrolled at ASA for two or more years, the district MCA math proficiency rate will continue to meet or exceed the state average in FY21, FY22, and FY23.*

FY21 ASA Math – 44.91% proficient

FY21 Statewide Math – 44.17% proficient

Met

FY22 ASA Math- 43.76%

FY22 Statewide Math- 45.83%

Met

### **Goal 3 – Reading Proficiency**

*For all students in grades 3-8, who were consistently enrolled at ASA for two or more years, the district MCA math proficiency rate will continue to meet or exceed the state average in FY21, FY22, and FY23.*

FY21 ASA Reading – 54.64% proficient  
FY21 Statewide Reading – 51.33% proficient  
Met

FY22 ASA Reading- 55.57%  
FY22 Statewide Reading- 50.33%  
Met

#### **Goal 4 – FAST Growth**

*The aggregate percentage of students in grades K-8 who meet their fall to spring FAST expected growth target will be at least 50% in FY21, FY22, and FY23.*

FY21 Math-72%  
FY21 Reading- 66%  
Met

FY22 Math- 65%  
FY22 Reading- 71%  
Met

#### **Goal 5 – Kindergarten Growth**

*50% of Kindergarten students attending ASA will be considered as ‘low risk/college pathway’ as measured using FAST testing in the spring of each year in FY21, FY22, and FY23.*

FY21 Math- 39%  
FY21 Reading- 41%  
Did not meet

FY22 Math- 42%  
FY22 Reading- 74%  
Did not meet math, met reading

#### **Goal 6 – School/Mission Specific**

*Using a school-developed assessment, at least 80% of K-8 students will score 80% or higher on their year-end arts project evaluation in FY19 and FY20. At least 75% of K-8*

students will score 80% or higher on their year-end arts project evaluation in FY21, FY22, and FY23.

FY21 Elementary- 82.5%  
Met

FY22 Elementary- 92.9%

## Satisfaction Surveys

### *School Survey 2021-22*

88% of respondents believe ASA is a good environment for students.

94% of respondents believe ASA is a safe place for students.

75% of respondents believe ASA is educationally effective for students.

*\*percentages only count agree and strongly agree answers, some replied with NA/Neutral/No Opinion.*

District Advisory Committee Members 20-21	Role in District
Kevin Fitton	Executive Director
Lisa Brady	Principal
Jon Moberg	Principal
Roberta Provost	Parent
Lori Haugh	Parent
Kara Dahl	Teacher
Nate Severson	Teacher
Curt Nelson	Community Member

## World's Best Workforce Goals

World's Best Workforce requires all MN schools to address certain goals areas to meet the needs of the changing workforce. One of the five goals is graduation focused and don't apply to this K-8 school environment and so is not mentioned in this report.

### Goal 1: All Children Ready for School

SMART Goal: 70% of Kindergarten students attending ASA will be considered as low risk/college pathway at the spring testing as measured by the FAST testing

Results:

Math- 42%

Reading- 74%

**Goal Status**

Met: Reading Met

Not Met: Math not met

### Goal 2: All Students in Third Grade Achieving Grade-Level Literacy

SMART Goal: 80% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the MCA in reading

Results: 39% proficient

**Goal Status**

Met:

Not Met: X

### Goal 3: Close the Achievement Gap(s) Among All Groups

SMART Goal: 86% of ASA students enrolled in grades 4-6 will achieve at least one year of growth in math and reading from last year

Reading - 75%

Math - 69%

**Goal Status**

Met:

Not Met: X

### Goal 4: All Students Career- and College-Ready by Graduation

SMART Goal: 70% of students assessed in grades 3-8 who have attended ASA for 2 consecutive years will demonstrate proficiency on the MCA for reading and math

95% of students in 8th grade will take a career interest survey

95% of 8th graders will attend a college and career exploration event.

Results:

Reading – 55.57% proficient

Math – 43.76% proficient

Career Survey – Was canceled in 2021 due to covid issues.

C&C Event - Was canceled in 2021 due to covid issues

**Goal Status**

Met:

Not Met: X

### Students being served by Special Education Services

61 Special Education Students (District) on Dec 1 count for 21-22 SY:	Total Served at Elementary	Total Served at Middle School
0.0% Black	0	0
78.7% White	20	28
4.9% Hispanic	3	0
1.6% Asian	1	0
3.3% Am Ind	0	2
11.5% Multi-Race	5	2

## Innovative Practices and Implementation

### *Continuous Improvement Model*

Art and Science Academy will use a combination service model, which includes a push in, and pull out services to students. At times, teachers and instructional assistants will work directly with students in the classroom while pulling students (individually and in small groups) out at times to work in designated study areas. ASA employs a Title I teacher and we utilize the Reading Corps Program. Teachers will use research-based intervention programs such as Benchmark Literacy, Read Naturally, Reveal Math, etc.

### *Progress Monitoring*

Art and Science Academy teachers will use progress-monitoring assessments through the FAST computer-based program, and other teacher-developed assessments, to monitor student academic achievement and to develop lessons and strategies that address deficiencies on an ongoing basis. Student progress will be monitored at least bi-monthly to determine academic growth and to ensure students are achieving academic goals.

### *Innovative Teaching Methods*

#### Art Integration:

Why do we teach and integrate the arts? Research strongly supports the notion that arts education and integration can help struggling learners better learn the topics being assessed. For example, (Fiske, 2002) found that the arts provide students with authentic learning experiences that are real and meaningful to them. Others have discovered that when the arts are integrated into academic instruction, the learning experiences can become enhanced with discovery, improving the conditions for learning. Over the past two decades, ample research has been conducted establishing direct correlations between sustained involvement in arts programs and the development of cognitive and meta-cognitive capacities or “habits of mind,” associated with high student achievement and college readiness. These capacities include focused perception, analysis, elaboration, problem solving, motivation, active engagement, and critical thinking skills.

ASA hosts four music concerts annually.

ASA sponsors “Haunted Hallways” each fall and a school theater production each spring. This includes students in grades 5-8 and will be expanded to grades K-8.

ASA is part of the Perpich Comprehensive Arts Planning Program (CAPP). ASA has a team of dedicated teachers and community members who meet regularly to plan and implement a successful arts integration program.

Science Integration is an ongoing focus for ASA schools. The overarching goals for the Science program include, but are not limited to:

- A focus on K-8 Science and Math outcome and curriculum audit.
- Integration of standard Math and Science initiatives such as towers (elementary), Food Class (middle school), drone and cube (middle school). This will continue to be a focus.

- ASA will begin the discussion on strategies for creating a “banner” Science program.

ASA incorporates college and career readiness opportunities by having grades 5-8 participate in the Career Fair at Anoka Hennepin Community College,

## Future Plans

As public awareness of the Art and Science Academy increases in the community, we expect that our enrollment will continue to increase. While some continued growth is inevitable, ASA will continue to operate as a “small school” due to the many benefits that a smaller school setting provides to students. Originally, the school did not put a lot of resources into marketing as the school was near its enrollment cap, however with the enrollment drop, the school will continue engaging with marketing efforts for the 2022-23 school year. Marketing strategies include, but are not limited to participation in HiWay 65 Chamber of Commerce and their events, City of Isanti - Family/Child Events, City of Cambridge - Family/Child Events, Farmer’s Market Participation in Isanti and Cambridge, Mass Postcard Mailings and Advertising at Rum River BMX.

## BOARD ACKNOWLEDGEMENTS AND APPROVALS

The ASA board wants to thank the various people who have been involved in the compilation of this report. It wouldn't have been possible to accomplish without a substantial amount of work hours put in by staff members who already wear a lot of hats and deserve recognition for the work they do.

This report has been compiled and approved to report out on the 2021-22 school year on October 27, 2022. The following board members attest that the report has been completed as accurately as possible and all the information known up to the date of writing this report is correct.

Roberta Provost, Board Chair

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Adam Schrorer, Vice Chair

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Nate Severson, Treasurer

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Kara Dahl, Secretary

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John Booth, Member

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Christy Flaspeter, Member

Carmel Lesure, Member

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Paula Foley, Interim Executive

Director

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