



Art and Science Academy

FY23 Annual Report to The Guild

Updated October 26, 2023

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Statutory Purposes



Vision: The Minnesota Guild of Public Charter Schools advances positive educational outcomes for students that lead to success in life.

Mission: The Guild advocates for teacher leadership, professional autonomy, and the creation of innovative schools for student engagement and the ownership of learning. The Guild strives to support students, families, and communities most affected by the achievement gap and low graduation rates.



About Art and Science Academy

Art & Science Academy is a tuition-free public K-8 school offering a rigorous academic program while integrating art and science topics into each and every school day. The school's charter authorizer is the Minnesota Guild. The school is 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 artists, and as members of a local and global community.

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

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

Foundational Beliefs:

- ✓ The arts facilitate the development of critical thinking, communication and problem solving skills. These are essential 21st century workplace skills.
- ✓ 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 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 will practice caring, supportive and mutually respectful communication and behavior.
- ✓ 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.

Implementation of Primary and Additional Statutory Purposes

PRIMARY PURPOSE

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.

ADDITIONAL PURPOSES

The additional purposes 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.

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 intentionally addresses the improvement of developmental assets in students to further the overall educational goal.

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 was part of the Perpich Center's CAPP Program. The initiative is focussed on arts integration. The materials and lessons learned are the focus of team planning meetings and of the Integration Committee.
- ASA offers small group lessons in Music and Art as a result of the CAPP initiative.
- ASA offers after school/extended day opportunities for arts experiences, including, but not limited to; Theatre Troupe, Buckets/Percussion Group, Jazz Band and a full production spring play.

Science is also an essential component of a comprehensive education; science education develops student capacity in various ways.

- ASA Science teachers met to determine the K-8 Science Curriculum, including the identification of out of class experiences and "banner" events.
- ASA provides Innovation Days for K-8 learners where students experience hands-on opportunities to learn about air, land and other aspects of science.
- 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 provides weekly mentoring meetings for new teachers. The focus is on communication, teaching and meeting student needs.
- ASA teachers receive 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

- Teachers at ASA also have the opportunity to serve on the Board of Directors
- All Teachers at ASA provide direction to the Board of Directors by serving on one of the following committees that report to the Board monthly:
- COMMITTEE MEMBERSHIP
 - Integration Committee - Provides direction on arts and science integration.
 - Wellness Committee - Provides direction on health, safety, security and nutritional programs .
 - PBIS Committee - Provides direction and opportunities for community building and expectation setting/follow through on the ASA campus.
 - Engagement Committee - Provides direction on strategies for engaging parents, students, staff and the community into ASA.

Innovative Practices & Implementation

Continuous Improvement Model

Art and Science Academy will use a combination service model, which includes both push-in and pull-out services for students. At time, teachers and instructional assistants will work directly with students in the classroom while pulling students (individually and in small groups) out at time to work in designated study area. 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. ASA has also selected a small group of teachers to train in the LETRS (Language Essential for Teachers of Reading and Spelling) program to provide more depth to our literacy program. This is one of the core tenets of the Science of Reading.

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 outcomes 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.

ASA invites speakers into classrooms and the school to discuss careers, trends, legislation and other areas of interest as we are able, with the goal of exposing students to a variety of experiences and thought processes so they become more informed and inspired.

Future Plans

Marketing and “Telling our Story”

As public awareness of the Art and Science Academy increases in the community, we expect 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, the school will begin to engage in marketing strategies during the FY 24 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.

Systems Development

We have discovered some systems and processes are not established and that we need to develop and share. With any organization we will continue to review and refine our policies and procedures in order to improve clarity and practices. We will focus on informing staff, parents, and stakeholders of procedures and to cross train staff on the various systems. Systems being reviewed include finance, staff operations, curriculum and more.

Creating “Banner” Events

We identified the curriculum that we will be using K-8 in Science and Math and use the MN Graduation Standards to guide our Arts Programming. We are the Art and Science Academy and have identified the need for “banner” or extra special events to develop and celebrate. The Banner Events are the events that are unique opportunities to ASA and opportunities that will serve as “attractors” to our school.

Increased Engagement of Families and Community

With the school district’s focus on “recovery” from the impact of Covid and focusing on our current elementary and middle school programs, we have put the high school addition on “pause”. ASA has the property and initial plan. It is our intention to open-up the discussion to determine if and when the exploration of expansion to include high school should take place.

Curriculum Focus

Administrators and teachers are focusing on the K-8 scope of ASA in their learning program review. The focus was K-4 and 5-8 prior to this change in focus.

Board Committees & Training:

Based on the feedback from Board Members and Staff, four advisory committees will be organized for 2023-24. Their minutes are linked to each Board agenda and each group helps review data pertinent to the committee’s purpose.

- **Integration Committee** - Provides direction on arts and science integration.
- **Wellness Committee** - Provides direction on health, safety, security and nutritional programs .
- **PBIS Committee** - Provides direction and opportunities for community building and expectation setting/follow through on the ASA campus.
- **Engagement Committee** - Provides direction on strategies for engaging parents, students, staff and the community into ASA.
 - Conference Participation Data
 - Staff Updates (running notes) - Notes are sent weekly.
 - District Updates (family running notes) - Information is shared as needed and weekly.

Student Enrollment

OCTOBER 1 ENROLLMENT										
	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15
K	36	44	44	41	40	39	29	20	48	16
1	39	44	43	42	37	32	39	42	30	28
2	43	39	40	33	36	43	46	30	42	30
3	39	43	32	36	43	42	42	41	33	22
4	43	36	37	39	44	45	53	31	23	25
5	27	39	37	42	50	51	43	22	39	19
6	38	31	42	39	49	48	28	36	22	16
7	21	38	26	40	49	35	50	20	11	0
8	31	23	31	35	37	43	22	11	0	0
ELEM	200	206	196	191	200	201	209	164	176	121
Middle School	117	131	136	156	185	177	143	89	72	35
DIST TOTAL	317	337	332	347	385	378	352	253	248	156
YR TO YR	-5.93%	1.51%	-4.32%	-9.87%	1.85%	7.39%	39.13%	2.02%	58.97%	

STUDENT ATTRITION/RETENTION from FY22 to FY23

The SCHOOL DISTRICT Attrition Rate was 6% / Retention Rate of 94%.

The ELEMENTARY Attrition Rate was 3% / Retention Rate of 97%

The MIDDLE SCHOOL Attrition Rate was 11% / Retention Rate of 89%

Governance & Management

2022-2023 Organization Chart

** The ASA Board is accountable to The Guild the School District's Charter School Authorizer



2022 - 2023 ASA Board Members

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
Paula Foley	Director	Ex Officio

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 Board 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. Bridget Merrill-Myhre (BKDV) attends all meetings as well.
- **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.
 - The group discovered that this work was being duplicated by the CAPP Marketing Committee. The tasks assigned to both of the Committees, were assigned to district staff and an Engagement Committee will be established for the 2023-24 school year.
- **Policy Committee**
 - The members of the policy committee are Kara Dahl (Chair), Nate Severson, and John Booth
- **Non - Board District Level Committee - CAPP Committee**
 - 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.

Annual Board Training

School Board Trainings

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Roberta Provost	3/1/2017	06/27/17 Anton Group/Mackert	06/27/2017 MACS-T.Degree	06/27/2017 Anton Group
Nate Severson	10/24/2019	10/15/19 MACS	10/22/19 MACS	11/19/19 MACS
John Booth	7/15/2021	4/14/21 MACS	5/19/21 MACS	5/3/21 MACS
Adam Schorer	7/15/2021	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
Christy Flaspeter	8/18/2022	11/17/22 Provost	6/15/23 Flaspeter/HR Professional	10/27/22 Provost
Carmel Leasure	8/18/2022	11/17/22 Provost	6/15/23 Flaspeter/HR Professional	10/27/22 Provost

During the 2022-2023 school year, the following trainings were completed by the board:

Annual Training – FY23			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Roberta Provost	9/15/22	Data Privacy	Roberta Provost
	9/15/22	Open Meeting Law	Roberta Provost
	10/27/22	Board Meetings - Procedures and Processes	Roberta Provost
	1/19/23	Arts Integration	Roberta Provost
Adam Schorer	9/15/22	Data Privacy	Roberta Provost
	9/15/22	Open Meeting Law	Roberta Provost
	10/27/22	Board Meetings - Procedures and Processes	Roberta Provost
	1/19/23	Arts Integration	Roberta Provost
Nate Severson	9/15/22	Data Privacy	Roberta Provost
	9/15/22	Open Meeting Law	Roberta Provost
	1/19/23	Arts Integration	Roberta Provost
Kara Dahl	9/15/22	Data Privacy	Roberta Provost
	9/15/22	Open Meeting Law	Roberta Provost
	10/27/22	Board Meetings - Procedures and Processes	Roberta Provost
	1/19/23	Arts Integration	Roberta Provost
John Booth	9/15/22	Data Privacy	Roberta Provost
	9/15/22	Open Meeting Law	Roberta Provost
	10/27/22	Board Meetings - Procedures and Processes	Roberta Provost
Carmel Leasure	9/15/22	Data Privacy	Roberta Provost
	9/15/22	Open Meeting Law	Roberta Provost
	10/27/22	Board Meetings - Procedures and Processes	Roberta Provost
	1/19/23	Arts Integration	Roberta Provost
Christy Flaspeter	10/27/22	Board Meetings - Procedures and Processes	Roberta Provost

Board Seats right now have not been “assigned”. Due to a several board members leaving before their term was up, some new members were appointed to fill in for a year. This resulted in having several seats up for re-election in the FY24 school year. The board will be discussing how to adjust the terms and assign board seats in order to have a balance of staggered board seats over a 3-year period, (Example: 3-2-2 over a 3 year period).

Staffing

School Staff

The Art and Science Academy teachers are all highly qualified according to federal highly qualified guidelines. ASA teachers are optimistic, compassionate, and solutions focused professionals, licensed by MDE.

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**
- **School Director/Administrator Review Policy/Procedures**
- **Work was done to develop this system during the 2022-23 school year:**
- **Teacher Evaluation Schedule and Forms**
- **Support Staff and Evaluation Procedures**

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

Last	First	File Folder #		Last	First	File Folder #
Johnson	Scott	Tier One		Leasure	Carmel	436831
Boelter	Nancy	451712		Mulvihill	Shelly	407628
Brazil	Caitlin	1008484		Nitz	Makayl	1004259
Brown	Tonja	475816		Nord	Renee	487070
Dahl	Kara	462638		Pelowski	Amy	505750
Deeth	Hannah	1019481		Peterson	Liz	420814
Dornseif	Eric	452896		Schaefer	Jeff	466434
Draper	Nikki	408731		Schaefer	Kelly	486555
Finseth	Krista	470199		Senger	Dorothy	465914
Gavin-Ballanger	Joe	1018145		Servaty	Bethany	499271
Gilbert	Ashley	490874		Severson	Nate	503614
Heidorn	Noah	512549		Welch	Tim	450763
Jadinak	Angelisa	452224		Wilkins	Gwynn	1020447
King	Crystal	495932				

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 the qualifications of all teaching staff and works to ensure qualified individuals are staffed in all positions as much as possible.

Variations 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 Total Staff - 57</i>	<i>Total Licensed Teacher FTE – 28 Total Staff - 52</i>	<i>Total Licensed Teacher FTE – 28 Total Staff - 55</i>	<i>Total Licensed Teacher FTE – 28 Total Staff - 54</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>Ratio of Licensed Teachers and Support Staff to Students</i>
Licensed Staff Ratio: 1:12	Licensed Staff Ratio: 1:13	Licensed Staff Ratio: 1:12	Licensed Staff Ratio: 1:12
Support Staff Ratio: 1:17	Support Staff Ratio: 1:13	Support Staff Ratio: 1:13	Support Staff Ratio: 1: 12.5

TEACHER ATTRITION/RETENTION:

The school had a teacher Attrition Rate from FY22 to FY23 of 21% or a Retention Rate of 79%

SUPPORT STAFF

SUPPORT STAFF	POSITON	SUPPORT STAFF	POSITON
Laurie McKinnon	Acct Payable/Oper Mang	Melissa Andrys	SPED Para
Natalie Beckham	After Care - Coordinator	Emily Dornseif	SPED Para
Isiah Zamora	AfterCare Para	Denise Zupko	SPED Para
Kara Gomes	Behavior Specialist	Bev Triplett	SPED Para
Bridget Carpenter	Elementary Custodian	Lauri Sweeney	SPED Para
Becca Dvorak	Elementary Secretary	Anne Senger	SPED Para
David Holboy	IT Lead	Alicia Martinson	SPED Para
Bob Waters	Maintenance/MS Custodian	Angie Erickson	SPED Para
Cassie Poser	Marketing	Jamie Proefrock	SPED Para
Brianna Cadwell	Middle School Secretary	Wendy Smith	SPED Para
Lisa Paschke	Reading Corp	Piewu Daniels	SPED Para
		Denise Leblanc	SPED Para
		Stephanie Schmeiderhorn	SPED Para / Before Care

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. The Middle School Principal was replaced by the Interim Director as principal in March, 2023.

2022- 2023 Administration and Licenses	License Number
Paula Foley, Interim Executive Director	297966 (Superintendent License Ex: 06/30/2028)
Lisa Brady, Principal, Elementary Principal	483356 (k-12 Principal License Ex: 06/30/2024)
Jon Moberg, Middle School Principal	Goal Plan
Lauri McKinnon, Office Mang/MARSS Coord	Working on additional HR licensure.

Finances

Financial 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 FY23 they added to the fund balance by \$440k. The school received the Employee Retention Credit (ERC) of \$384k. Enrollment remained fairly consistent from FY22 to FY23. ASA is projecting enrollment to decrease by approximately 20 students in FY24.

***** The School has an extremely stable fund balance and was not in Statutory Operating Debt (SOD) during year FY23.***

A majority of funding for ASA came from state and federal sources. Revenues in the General Fund stayed consistent from FY22. 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 FY2023, 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 healthy surplus for FY2023.

Expenditures

Expenditures at ASA were driven mostly by student needs. Expenditures in the General Fund decreased by \$410k from FY2022. A majority of these expenditures were for salaries and benefits for staff as well as a decrease in contracted service expenses. Approximately 47% of expenditures were General Education salaries and benefits, 23% 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 surplus for all funds was \$431,259 for FY2023. This increased the overall Fund Balance for all funds to \$2,013,023, or 44.4% of total expenditures for FY2023. Enrollment stayed steady compared to FY22 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.

BUDGET INFORMATION

FY23 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	\$4,763,411	\$147,343	\$58,769
Total Expenditures	\$4,320,502	\$159,344	\$58,416
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	\$442,908	(\$12,001)	\$352
Total Fund Balance	\$1,906,547	\$32,657	\$73,819

FY22 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	\$4,706,842	\$116,462	\$47,567
Total Expenditures	\$4,731,158	\$118,112	\$32,910
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	(\$24,315)	(\$1,650)	\$14,666
Total Fund Balance	\$1,463,639	\$44,658	\$73,467

ACADEMIC PERFORMANCE REPORTING

Goal #1A	<p>On Track for Success – Using the North Star Academic Progress (NSAP), ASA will meet/exceed the state in Achievement Level Improved in <u>math</u> in FY21, FY22 and FY23. *FY23 Represents achievement levels of students who maintained or improved.</p>					
Contract Year	FY2019 (Baseline) (Added due to COVID and MED emphasis on using FY19 data)	FY20 COVID	FY21 COVID	FY22 Third year of current contract	FY23 Second year of current contract	FY24 Fifth year of contract
DISTRICT Goal Percentage	NSAP: 56.50% ASA: 59%	N/A Covid	N/A Covid	NSAP: 45.83% ASA: 46.33%	NSAP: 56.3% ASA: 43%	
Annual % (increase/decrease)	+2.5%	N/A Covid	N/A Covid	+0.5%	-13.3%	
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	met	Did not meet	
ELEMENTARY Goal Percentage					NSAP: 56.3% ASA: 57.6%	
Annual % (increase/decrease)					+1.1%	
Was the goal Met, Partially Met, or Not Met?					met	
MIDDLE SCHOOL Goal Percentage					NSAP: 56.3%	

					ASA: 26.1%	
Annual % (increase/decrease)					-29.9%	
Was the goal Met, Partially Met, or Not Met?					Did not meet	
School's analysis of performance for the reporting year	<p>FY 2023 Analysis: We included aggregate breakdown of MCA scores between the Elementary and Middle School to include additional information to the District MCA aggregate proficiency data. It is clearly evident our Middle School Proficiency levels in Math are in need of focused attention and further analysis. We were unable to obtain specific aggregate statewide data for specifically grades 3-5 and 6-8, which would be helpful in determining how we are doing in comparison to statewide. Looking at breakdowns of proficiency levels by grade level will be important as the school determines where to strategically focus on looking at our current curriculum materials, instructional strategies, interventions, etc. The Middle School did determine the need to follow a stable curriculum and purchased the Reveal Math program for grades 7-8, so the district would have a consistent curriculum K-8. There were students who surpassed grade level expectations in math and advanced algebra curriculum and options were secured to allow those students continued growth.</p>					

Goal #1B	<p>On Track for Success – Using the North Star Academic Progress (NSAP), ASA will meet/exceed the state in Achievement Level Improved in Reading in FY21, FY22 and FY23. *FY23 Represents achievement levels of students who maintained or improved.</p>					
Contract Year	FY2019 (Baseline) (Added due to COVID and MED emphasis on using FY19 data)	FY20 COVID	FY21 COVID	FY22 Third year of current contract	FY23 Second year of current contract	FY24 Fifth year of contract

Goal Percentage	NSAP: 58.83% ASA: 63.50%	N/A Covid	N/A Covid	NSAP: 50.33% ASA: 53.17%	NSAP: 60% ASA: 51.4%	
Annual % (increase/decrease)	+4.67%	N/A Covid	N/A Covid	-3.2%	-8.6%	
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Did not meet	Did not meet	
ELEMENTARY					NSAP: 60% ASA: 57.6%	
Goal Percentage						
Annual % (increase/decrease)					-2.4%	
Was the goal Met, Partially Met, or Not Met?					Did not meet	
MIDDLE SCHOOL					NSAP: 60% ASA: 49.6%	
Goal Percentage						
Annual % (increase/decrease)					-10.4%	
Was the goal Met, Partially Met, or Not Met?					Did not meet	
School's analysis of performance for the reporting year	<p>FY 2023 Analysis: We included aggregate breakdown of MCA scores between the Elementary and Middle School to include additional information to the District MCA aggregate proficiency data. Although we are close to equal to statewide proficiency levels in Reading, we know we can do much better. It will be important to look at breakdowns of proficiency levels by grade level as the school determines how to strategically focus on our current curriculum materials, instructional strategies, interventions, etc. Benchmark</p>					

Reading was purchased for, however, was not being consistently used in 5,6 Language Arts instruction. Teacher consistency in attendance was a barrier that was addressed, and it was determined that following the curriculum is not a “choice.” The Child Study team gathered informational data on teacher lead interventions, however, there were not options for additional support in language arts. It was determined that the WIN programming available to the elementary would be extended to the middle school for 2023-24.

Goal #2	Math Proficiency: For all students tested in grades 3-8, who were consecutively enrolled at ASA for two or more years, the schoolwide MCA Math proficiency rate will continue to meet or exceed the state average in FY21, FY22 and FY 23.					
Contract Year	FY2019 (Baseline) (Added due to COVID and MED emphasis on using FY19 data)	FY20 COVID	FY21 COVID	FY22 Third year of current contract	FY23 Second year of current contract	FY24 Fifth year of contract
DISTRICT Projected Goal Indicator for each fiscal year	NSAP: 56.5% DIST-ASA: 63.9%	N/A Covid	N/A Covid	NSAP: 45.8% DIST-ASA: 43.7%	NSAP: 46% DIST-ASA: 34%	
Actual Annual Results	+7.4%	N/A Covid	N/A Covid	-2%	-12%	
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	did not meet	did not meet	
ELEMENTARY Projected Goal Indicator for each fiscal year	NSAP: 56.5% ELEM-ASA: 73.5%	N/A Covid	N/A Covid	NSAP: 45.8% ELEM-ASA: 64.5%	NSAP: 46% ELEM-ASA: 55.4%	

Actual Annual Results	+17%	N/A Covid	N/A Covid	+18.7	+9.4%	
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Met	Met	
MIDDLE SCHOOL						
Projected Goal Indicator for each fiscal year	NASA: 56.5%			NSAP: 45.8%	NSAP: 46%	
	MS-ASA: 51.2%			MS-ASA: 31.6%	MS-ASA: 20.8%	
Actual Annual Results	-5.3%			-14.2%	-25.2%	
Was the goal Met, Partially Met, or Not Met?	Did not meet			Did not meet	Did not meet	
School's analysis of performance for the reporting year	<p>FY 2023 Analysis: We included aggregate breakdown of MCA scores between the Elementary and Middle School to include additional information to the District MCA aggregate proficiency data. It is clearly evident our Middle School Proficiency levels in Math are in need of focused attention and further analysis. We were unable to obtain specific aggregate statewide data for specifically grades 3-5 and 6-8, which would be helpful in determining how we are doing in comparison to statewide. Looking at breakdowns of proficiency levels by grade level will be important as the school determines where to strategically focus on looking at our current curriculum materials, instructional strategies, interventions, etc. As stated in the Goal 1As analysis, the Reveal Curriculum was purchased and will be consistently implemented for the 2023-24 school year. Teachers will no longer have the "choice" as to whether or not they will benchmark assess students throughout the year. The assessments will be completed as prescribed and the PLCs and Child Study Team will determine any changes in student programming based on the data collected and analyzed. The Middle School will also look at possible ways to teach test-taking strategies, increase student motivation, and integrate math instruction into other subject area as additional strategies to improve learning in math and success measures.</p>					

Goal #3	READING Proficiency: For all students tested in grades 3-8, who were consecutively enrolled at ASA for two or more years, the schoolwide MCA Reading proficiency rate will continue to meet or exceed the state average in FY21, FY22 and FY 23.					
Contract Year	FY2019 (Baseline)	FY20 COVID	FY21 COVID	FY22 Third year of current contract	FY23 Second year of current contract	FY24 Fifth year of contract
DISTRICT Projected Goal Indicator for each fiscal year	NSAP: 58.8% DIST-ASA: 69.5%	N/A Covid	N/A Covid	NSAP: 50.3% DIST-ASA: 55.6%	NSAP: 50.5% DIST-ASA: 51%	
Actual Annual Results	+10.7%	N/A Covid	N/A Covid	+5.4%	+0.5%	
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	met	met	
ELEMENTARY Projected Goal Indicator for each fiscal year	NSAP: 58.8% ELEM-ASA: 59%	N/A Covid	N/A Covid	NSAP: 50.3% ELEM-ASA: 50%	NSAP: 50.5% MS-ASA: 52.5%	
Actual Annual Results	+0.2%	N/A Covid	N/A Covid	-0.3%	-1.9%	
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Did not meet	Did not meet	

MIDDLE SCHOOL	NASA: 58.8%			NSAP: 50.3%	NSAP: 50.5%	
Projected Goal Indicator for each fiscal year	MS–ASA: 68.2%			MS–ASA: 54.3%	MS–ASA: 52.5%	
Actual Annual Results	+9.4%			+4%	+2%	
Was the goal Met, Partially Met, or Not Met?	Met			Met	Met	
School’s analysis of performance for the reporting year	<p>FY 2023 Analysis: We included aggregate breakdown of MCA scores between the Elementary and Middle School to include additional information to the District MCA aggregate proficiency data. Although we are close to equal to statewide proficiency levels in Reading, we know we can do much better. It will be important to look at breakdowns of proficiency levels by grade level as the school determines how to strategically focus on our current curriculum materials, instructional strategies, interventions, etc.</p>					

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.					
Contract Year	FY2019 (Baseline) (Added due to COVID and MED emphasis on using FY19 data)	FY20 COVID	FY21 COVID	FY22 Third year of current contract	FY23 Second year of current contract	FY24 Fifth year of contract
Projected Goal Indicator for each fiscal year (Pull directly from your contract)	50%	N/A Covid	N/A Covid	50%	50%	

Actual Annual Results (This is where you insert actual results it may be a % or number aligned with projected indicator above)	Reading- 63% Math-59%	N/A Covid	N/A Covid	Reading- 71% Math-65%	Reading- 54% Math- 49%	
Was the goal Met, Partially Met, or Not Met?	Met Both	N/A Covid	N/A Covid	Met Both	Met Reading Did not meet Math	
School's analysis of performance for the reporting year	<p>FY23 Analysis: A significant decrease for both Math and Reading from FY22 school year in students meeting typical or aggressive growth from Fall to Spring Benchmark testing. Further analysis of grade level growth is required to determine areas of greatest need for additional investigation and focus. While it was our goal to hire additional teachers to support students in making growth, teacher hiring has been a significant challenge. We have realigned the staff available to have one individual monitoring student data daily and working with a small team of individuals to review the intervention resources available and suggest possible strategies and resources for teachers to implement based on the data and resources. Teacher consistency, a implementation of current curriculum, and options for intervention support will be focused on to address all grade levels for the 2023-24 school year.</p>					

Goal #5	Kindergarten Growth Goal – 50% of Kindergarten students attending ASA will be considered as ‘low risk/college pathway’ as measured by FAST testing in the spring of each year in FY21, FY22 and FY23.					
Contract Year	FY2019 (Baseline) (Added due to COVID and MED emphasis on using FY19 data)	FY20 COVID	FY21 COVID	FY22 Third year of current contract	FY23 Second year of current contract	FY24 Fifth year of contract
Projected Goal Indicator for each fiscal year (Pull directly from your contract)	50%	N/A Covid	N/A Covid	50%	50%	
Actual Annual Results (This is where you insert actual results it may be a % or number aligned with projected indicator above)	Reading- 78% Math- 63%	N/A Covid	N/A Covid	Reading- 74% Math- 42%	Reading- 44% Math- 44%	
Was the goal Met, Partially Met, or Not Met?	Met Both	N/A Covid	N/A Covid	Met Reading Did not meet Math	Did not meet Reading or Math	
School’s analysis of performance for the reporting year	FY23 Analysis: Although we did not meet the goal for math or reading, additional analysis indicates that several students were very close to reaching the score that would have placed them into the “low-risk” category.					

Goal #6	School/Mission Specific Goal Using a school-developed assessment, at least 75% of K-8 students will score 80% or higher on their year-end arts project evaluation in FY21, FY22 and FY23.					
Contract Year	FY2019 (Baseline) (Added due to COVID and MED emphasis on using FY19 data)	FY20 COVID	FY21 COVID	FY22 Third year of current contract	FY23 Second year of current contract	FY24 Fifth year of contract
Projected Goal Indicator for each fiscal year (Pull directly from your contract)	N/A	N/A	80.5% of students passed their year-end arts project with and 80% or higher score	85.4% of students passed their year-end arts project with and 80% or higher score	90% of students passed their year-end arts project with an 80% or higher score	
Actual Annual Results (This is where you insert actual results it may be a % or number aligned with projected indicator above)	N/A	N/A	80.5%	85.4%	90%	
Was the goal Met, Partially Met, or Not Met?	N/A	N/A	Met	Met	Met	
School's analysis of performance for the reporting year	Previously, we just took the overall percentages. Each grade level submitted their percentage passed. The average of all classes was taken, resulting in our 85.4% result. Staff professional development time was dedicated to integrating the arts and to overall integration strategies. Teachers created and shared a information to create a district video on the successes, challenges and opportunities for students due to arts integration. It was reviewed by all staff as the year ended.					

SCIENCE INTEGRATION: ASA's focus on integrating science throughout students' learning experiences happens in many ways, including: guest speakers, experiential learning, projects, and cooperative learning.



The ARTS: Students at ASA are involved in different forms of art throughout the year, including: daily music and art classes, music performances, theater, art shows, and classroom integration.



BUILDING A COMMUNITY: ASA take great pride in focusing on creating a positive school culture by engaging in both social and experiential learning activities which foster interaction, encourage cooperation, and promotes social and emotional well-being, while having fun together





2022–23 World’s Best Workforce (WBWF) Summary and Achievement Report

District or Charter Name: Art and Science Academy

WBWF Contact: Paula Foley

Title: Executive Director

Phone: 763-444-0039

Email: paula.foley@artandscienceacademy.k12.mn.

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes No

This report has three parts:

WBWF: Required for all districts/charters.

A&I: Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.

Racially Identifiable School: Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World’s Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders:

Provide the direct website link to the A&I materials:

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year.

Report on this measure for the 2022–23 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: **October 27, 2022**

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
65% of kindergarten students attending ASA will be considered as low risk/college pathway at the spring testing as measured by the FAST testing Type response here	READING: 44% of kindergarten students are considered low risk/college pathway as measured by Spring Fast Testing Reading MATH: 44% of kindergarten students are considered low risk/college pathway as measured by Spring Fast Testing Math Type response here	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
52% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the MCA in Reading.	READING: 58.5% of 3 rd grade students scored demonstrated proficiency in reading based on FY23 MCA Reading. Response: Our 3 rd grade rate of proficiency of 58.5% is 11.4% higher than the statewide average of 47.1% of all 3 rd graders	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>78% of ASA students enrolled in grades 4-8 will achieve at least one year of growth in Math and Reading as measured by FASTBridge Fall to Spring Benchmark testing.</p> <p>RESPONSE: The school does not have a large number of students from different categories to close the achievement gap on. Thus, the school chose an achievement goal for all the grade 4-6 students using our progress monitoring/benchmarking assessment program of FastBridge.</p>	<p>MATH: 70% of all students grade 4-8 achieved a year of expected growth or aggressive growth in Math as measured by Fall to Spring Fast benchmark testing. 53% expected growth 17% aggressive growth</p> <p>READING: 68% of all students grade 4-8 achieved a year of expected growth or aggressive growth in Math as measured by Fall to Spring Fast benchmark testing. 57% expected growth 11% aggressive growth</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>53% of students assessed in grades 3-8 will demonstrate proficiency on the MCA reading assessment and 23% (grades 4-8) and 53% (3rd grade) students will demonstrate proficiency on the MCA Math assessment.</p> <p>80% of students in 8th grade will take a career interest inventory</p> <p>75% of 8th grade students will attend a college and/or career exploration event.</p>	<p>47% of grades 4-8 students demonstrated proficiency in Reading on MCA</p> <p>58.5% of grade 3 students demonstrated proficiency in Reading MCA</p> <p>32% of grade 4-8 students demonstrated proficiency in Math on MCA.</p> <p>65.9% of grade 3 students demonstrated proficiency in Math on MCA.</p> <p>**92% of our 8th (23 of 25) 8th grade students attended a college and/or career exploration event</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>



2023–24 Annual Charter School Assurances

The following assurances must be signed by all operational charter schools annually. Type text responses in underlined spaces or where indicated. If there is not a relevant response to a prompt for your school, enter "None" or "N/A," instead of leaving a space blank. Signatures at the bottom of the form, provide certification of all assurances contained in the text of the document. **Please submit policies related to assurances number three, four, seven, eight, and nine as attachments with this form.**

1. I assure that the charter school has looked for facilities that comply with [Minnesota Statutes 2022, section 124E.13, subdivision 1](#) as amended by the [Laws of Minnesota 2023, chapter 55, article 6, section 12](#), and [Minnesota Statutes 2022, section 124E.03, subdivision 2\(a\)](#).
 - a. Is the lease is with a sectarian organization?
 Yes
 No
 - b. If yes, I assure students at the charter school are screened from any involvement with or exposure to any of the sectarian organization's religious activities occurring on school property during the school day or during school-sponsored events.
 - A. Identify any involvement of any of the charter school's school directors, administrators, or teachers in the sectarian organization.
None
 - B. Identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with the sectarian organization.
None
 - C. Identify and describe any activities by the sectarian organization in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.
None
2. I assure that the charter school has taken steps to maintain nonsectarian school facilities in compliance with [Minnesota Statutes 2022, section 124E.06, subdivision 3\(c\)](#).
 - a. Apart from items displayed only during the meetings of after-school student-only clubs, identify and describe all religious texts, symbols, quotations, or objects displayed at your school facilities on school days.

None

- b. If religious texts or multiple substantive quotations from religious texts are used in any classes or teaching materials other than in survey classes that teach about multiple religions, describe the texts or materials and quotations.

None

- c. Describe all prayers, calls to prayers, invocations, readings of religious texts, and religious greetings that have been delivered in connection with school activities.

None

3. I assure that the charter school has a board-adopted religious accommodation policy that accords equal treatment of and access to all religions. Attach the most recent version of the policy.

4. I assure that if the charter school allows religious or other activities on school property during non-instructional time, there is a board-adopted policy allowing equal access to all groups and that such access otherwise complies with [Minnesota Statutes 2022, section 124E.06, subdivision 3\(c\)](#). Attach the most recent version of the policy.

5. I assure that the charter school does not involve itself in religious activities, consistent with [Minnesota Statutes 2022, section 124E.06, subdivision 3\(c\)](#), including by recruiting employees, parents or other volunteers for such activities.

- a. If you have not already done so in Assurance 1(b), identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with any sectarian organization.

None

- b. If you have not already done so in Assurance 1(c), identify and describe any activities by sectarian organizations in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.

None

- c. Identify and describe any instance in which your school took the religion of an individual into account in (a) the hiring, firing, discipline or assignment of your faculty, staff, vendors, or contractors; (b) the recruitment, admission or discipline of students; or (c) decisions regarding the resources made available to student groups.

None

6. I assure that food served at the charter school satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with [Minnesota Statutes 2022, section 124E.03, subdivision 2\(a\)](#).
 - a. Describe any religious-based restrictions that your charter school places on the types of food that may be consumed on its premises.
None

7. I assure that the charter school follows the state data practices law, consistent with [Minnesota Statutes 2022, section 124E.03, subdivision 5](#), including regarding staff ability to report unethical or fraudulent actions of a charter where they work, and that the charter school's board has attended trainings that include state data practices law. Attach the most recent version of the policy.
 - a. Please list the dates that the trainings took place:
9/15/2022

8. I assure that, if the charter school has a waiting list for acceptance into the school, a lottery is conducted that does not select students based on religious preference and that the lottery otherwise complies with [Minnesota Statutes 2022, section 124E.11](#) as amended by the [Laws of Minnesota 2023, chapter 55, article 6, section 10](#). Attach the most recent version of the policy.
9. I assure that the charter school has a neutral dress code and/or uniform policy that does not promote a particular religion or particular religious customs and that the school does not, through its enforcement of dress code and/or uniform policy, restrict opportunity to participate in school activities. Attach the most recent version of the policy, if a formal, written policy exists.
 - a. Describe the policy, if it is unwritten.
[Type response here, if policy not attached]

Charter School Information

Name of Charter School: Art and Science Academy (ASA)

Charter Local Educational Agency (LEA) Number: 4227

Name of Charter School's Authorizer: Minnesota Guild

Certification of Assurances by Director of Charter School

Printed Name: Paula Foley

Title: Director

Signature: Paula Foley

Date: 10/29/23

Certification of Assurances by Board Chair of Charter School

Printed Name: Roberta Provost

Title: Board Chair

Signature: Roberta Provost

Date: 10/29/2023

Board and Director Approval of FY23 Annual Report to The Guild and FY23 World's Best Workforce Summary and Achievement Report

At the October 26, 2023 Board Meeting, the Board reviewed and approved the FY23 Annual Report to The Guild and FY23 World's Best Workforce Summary and Achievement Report.

Assurances:

1. The data and information in this report is for the 2022-2023 (FY23) school year. Every attempt has been made to provide accurate data and information.
2. A Table of Contents is included on page 1 of the report.
3. Hyperlinks have been removed and summaries have been provided where appropriate.
4. Data charts and tables have been reviewed for clarity of interpreting.
5. Full words are spelled out, before abbre
6. The school's contact information and the Guild's contact information has been included in the report.
7. The school's mission, vision, and beliefs are at the beginning of the report and match what is on our district website.
8. The Guild's current mission and vision statements are included in the report.
9. The report used the statutory/contract compliance headings and organized it in a manner we believe flows well.
10. Upon final approval from The Guild, the full report will be posted as one PDF file making it easily accessible to the public

Charter School Information

Name of Charter School: Art and Science Academy (ASA)

Charter Local Educational Agency (LEA) Number: 4227

Name of Charter School's Authorizer: Minnesota Guild

Certification of Assurances by Director of Charter School

Printed Name: Paula Foley

Title: Executive Director

Signature: 

Date: 10/26/23

Certification of Assurances by Board Chair of Charter School

Printed Name: Roberta Provost

Title: Board Chair

Signature: 

Date: 10/26/23