Annual and World's Best Work Force Report

2017-18 and 2018-19

Minnesota Charter School District #4227

School Board Chair, Sue Mackert

Executive Director, Kevin Fitton

903 6th Ave Court NE
Isanti, MN 55040
Phone: 763-444-0342
Fax: 763-444-0331
Email: kevin.fitton@artandscienceacademy.k12.mn.us

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

Art & Science Academy, Minnesota School District #4227, is a charter school in the Cambridge-Isanti area. The school's address is 903 6th Ave Ct, NE, Isanti, MN 55040. The school serves grades kindergarten through eighth.

Mission

The mission of the Art & Science Academy will be to provide rigorous K-8 public education in Science, Math, Technology, Language Arts and Social Studies, while integrating the visual and performing arts (visual, media, music, dance and theater) within each school day. ASA is a free public charter school staffed with highly qualified and motivated individuals.

Vision

Through strong partnerships among teachers, parents, students and the community, Art & Science Academy will provide an outstanding, innovative and individualized education that challenges and motivates each child to reach his/her personal best

Charter Authorizer

The Minnesota Guild

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:
Cindy Murphy
Executive Director
execdirectormnguild@gmail.com
612-394-5238
323 Washington Ave N
Minneapolis, MN 55401

Annual Report Elements Required by Statute

A. Minnesota statutes, section124D.10, subdivision 14: *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 September unless otherwise noted online.

Annual report prepared by:
Lisa Brady, Elementary Principal, Liz Peterson, Title I Teacher, and Kevin Fitton, Exec Director

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.

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.

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. Currently the school is looking at implementation of a team-based model for substantive decision making.

Table of Contents

Background 4
Finances 6
School Governance 7
Student Information 15
Food Program 15
School Goals & Progress Towards Achievement 16
Satisfaction Surveys 24
World's Best Work Force Goals 25
Innovative Practices and Implementation 26
Future Plans 27

Background

Art & Science Academy is a comprehensive tuition-free public elementary school offering a rigorous academic program while integrating the visual and performing arts 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 artists, and as members of a local and global community. Students learn in small classes, receive all necessary academic support, and participate in advanced learning opportunities during an enrichment hour at the end of each day.

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.

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 will practice 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

FY19 Finances	Fund 01	Fund 02	Fund 04
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

FY18 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	$3,998,339	$101,854	$37,117
Total Expenditures	$4,007,679	105,865	$$15,110
Transfer Out	$(4,011)	-	-
Transfer In	-	$4,011	-
Net Income	$(13,351)	-	$22,007
Total Fund Balance	$27,857	-	$41,282

Overview

School finances are substantially influenced by enrollment and as ASA continues operations, the main focus has been to grow the fund balance which is evident through the FY2019 results as $218,030 was added to the general fund balance.

Revenues

The majority of funding for ASA came from state and federal sources. Revenues in the General Fund increased by $539,000 from FY2018. Mainly due to the increase of 22 students from FY2018 to FY2019 as well as a 2% increase from the State to the General Education Allowance and an increase in the School's free & reduced eligible students (Compensatory Aid). The Food Service Program (Fund 02) ended with a positive surplus for the first year. This surplus will be used for future growth in the program. The Community Fund (Fund 04) which is comprised of the School's before and after care program continues to build a small fund balance for future programming needs.

For FY2019, the finance committee reviewed the budget on a regular basis, as changing conditions prompted the reallocation of resources and while the final audit hasn't occurred at the time of this report, estimates have shown that the school ended up with a growing positive net income for FY2019.

Expenditures

Expenditures at ASA were driven mostly by student needs. Expenditures in the General Fund increased by $312,000 from FY2018. A majority of these expenditures were for salaries and benefits for staff as well as building lease and Special Education needs. Approximately 46% of expenditures were comprised of General Education salaries and benefits, 17% of costs went to pay for facilities including the lease payment and utilities, and approximately 26% of expenditures were spent on the Special Education program.

Net Income and Fund Balance

The total net income for all funds was $231,011 for FY2019. This increased the overall Fund Balance for all funds to $300,150, or 6.7% of total expenditures for FY2019. This is a very positive result as ASA continues to build an appropriate reserve for the future.

World's Best Workforce Annual Budget

No funds were specifically allocated to implementing WBWF in the 2017-18 or 2018-19 school year as programs related to WBWF areas were already in place in some form and so are already accounted for in the budget. We don't foresee this changing in the near future unless requirements change.

School Governance

Board Composition
2017-18 School Year ASA Board

Member	Position
Sue Mackert	Board Chair
Linda Henning	Board Member
Richard Otto	Community Member
Karen Ostlund	Teacher Rep
Kara Dahl	Teacher Rep

Lori Kenison	Parent Rep
Roberta Provost	Parent Rep

2018-19 School Year ASA Board

Member	Position
Sue Mackert	Board Chair
Linda Henning	Board Member
Richard Otto	Community Member
Karen Ostlund/Erick Dornseif	Teacher Rep
Kara Dahl	Secretary
Roberta Provost	Finance
Lori Kenison	Parent

Art & Science Academy served students from kindergarten through eighth grade during the 2017-18 and 2018-19 school years. The school was established in 2013, and in June of 2019, completed its 6th year. Art and Science Academy is located in the town of Isanti.

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

2017-18 Committees

Finance Committee
The member of the Finance Committee was Richard Otto.

Personnel Committee
The members of the personnel committee were Linda Henning, Sue Mackert and Richard Otto.

2018-19 Committees

Finance Committee

The members of the Finance Committee were Brianna Wudel, Paul Mauer, Roberta Provost.

Personnel Committee

The members of the personnel committee were Linda Henning, Lori Kenison and Kara Dahl.

School Board Trainings

Initial Training				
Board Member Name	**Original Date Seated**	**Board's Role & Responsibilities**	**Employment Policies & Practices**	**Financial Management**
Sue Mackert	01/2014	02/13/2014 Guild Mackert-Galeazzi	02/13/2014 Henning	06/26/2014 BKDV
Linda Henning	01/2014	02/2014 Guild Mackert-Galeazzi	02/2014 Henning 06/27/2017 MACS-T.Degree	06/26/2014 BKDV
Richard Otto	11/2015	11/2015 Galeazzi 06/27/2017 Anton Group	02/18/2016 Henning/Mackert 09/19/2017 BKDV	01/21/2016 BKDV
Roberta Provost	08/2017	06/27/2017 Anton Group/Mackert	06/27/2017 MACS-T.Degree	06/27/17 Anton Group
Kara Dahl	08/2017	06/27/17 Anton Group/Mackert	06/27/2017 MACS-T.Degree	06/27/2017 Anton Group
Lori Kenison	NA	NA	NA	NA
Karen Ostlund	10/2017	NA	NA	NA
Erick Dornseif	2/2019	NA	NA	NA

During the 2017/18 school year, the following trainings were completed by the board:

Date	Training	Presented by:
6/27/17	Employment and Finance	Craig Kepler, Attorney, Lindquest and Vennum
9/19/17	Finance and Governance Training	Tabitha Reinhardt, BKDV Sue Mackert
10/26/17	Expectations of MN Nonprofits and MN Open Meeting Law	Sue Mackert
11/16/17	Corporate Culture/Mission/Vision/ Values and Strategic Direction	Sue Mackert Carlo Galeazzi
5/17/18	School Instructional Leadership	Carlo Galeazzi

During the 2018/19 school year, the following training was completed by the board:

Date	Training	Presented by:
8/16/18	Annual Board Organizational Workshop: Board Governance, Performance Evaluation Process, Board Member Recruitment, Board Administrative Services	Tabitha Reinhardt, BKVD Sue Mackert/Linda Henning
9/2018	Financial Oversight, Board Governance	BKDV Sue Mackert

Open meetings laws are followed by posting meeting times on the school website. Minutes of past meetings are posted on the school website: https://www.artandscienceacademy.k12.mn.us/boardminutes

Faculty

School Administration

The Executive Director and all three Principals are currently licensed MN administrators and follow professional development plans as necessary to maintain that licensure.

2017-2018	**2018-2019**
Carlo Galeazzi, Ed.D. Founder	Carlo Galeazzi, Ed.D. Founder
Jill Arendt, Assistant Director	Lisa Brady, Principal, Elementary
Kara Kerr, Principal	Kara Kerr, Principal, Middle
Paul Maurer, Instructional Coordinator/Dean	Paul Maurer, Instructional Coordinator/Dean
Therese Zadnik-Klecker Office Manager/MARS Coordinator	Therese Zadnik-Klecker Office Manager/MARS Coordinator

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.

2017-2018		**2018-2019**	
Name	Assignment	Name	Assignment
Asleson, Frank	SPED	Asleson, Frank	SPED
Bangasser, Kalie	Para	Boldt, Jason	Art
Bochet, Taylor	Before Care	Braun, Heather	Lunch
Braun, Heather	Lunch	Burch, Jeni	Para
Burch, Jeni	Para	Carpenter, Bridget	Custodian
Carpenter, Bridget	Custodian	Criswell, Carol	Para

Criswell, Carol	Para	Dahl, Kara	2nd
Dahl, Kara	2nd	Daniels, Peiwu	Para
Daniels, Peiwu	Para	Donegan, Amy	Office
Donegan, Amy	Office	Dornseif, Emily	Para
Dornseif, Emily	Para	Dornseif, Eric	Art Teacher
Dornseif, Eric	Art Teacher	Dvorak, Rebecca	Para
Dvorak, Rebecca	Para	Erickson, Angie	Para
Erickson, Angie	Para	Fahland, Michelle	SPED
Fahland, Michelle	SPED	Finseth, Krista	Kinder
Finseth, Krista	Kinder	Fritzgerald, Mark	Phy-Ed
Fritzgerald, Mark	Phy-Ed	Daniels, Jessica	Math
Foschi, Jessica	Math	Gehrke, Jessica	Before Care
Gehrke, Jessica	Before Care	Gomes, Kara	Behavior Specialist
Gomes, Kara	Behavior Specialist	Heidorn, Noah	Phy-Ed
Heidorn, Noah	Phy-Ed	Hockert, Austin	Para
Hockert, Austin	Para	Rundle, Kelsey	Para
Hockert, Kelsey	Para	Huges, Sandy	Para
Huges, Sandy	Para	Kuhel, Jacob	4th
Kuhel, Jacob	4th	Lebens, Sara	Office
Lebens, Sara	Office	McKie, Mellissa	Para
McKie, Mellissa	Para	McKinnon, Lauri	Office
McKinnon, Lauri	Office	Miller, Wendy	Para
Miller, Wendy	Para	Mix, Heather	ELA
Mix, Heather	SS	Braun, Heather	Lunch

Mulhern, Ben	English	Lund, Mechelle	SPED
Mulvihill, Shelly	English	Mulhern, Ben	Social Studies
Nord, Renee	SPED	Mulvihill, Shelly	ELA
Olson, Mary Lou	2nd/Kinder	Nord, Renee	SPED
Ostlund, Karen	5th	Olson, Mary Lou	2nd/Kinder
Peterson, Liz	Title 1	Ostlund, Karen	5th
Prince, Paige	Para	Peterson, Liz	Title 1
Raymond, Melissa	5th	Prince, Paige	Para
Ricker, Katie	1st	Raymond, Melissa	5th
Rimbey, Laura	2nd	Ricker, Katie	1st
Rood, Anne	4th	Rimbey, Laura	2nd
Schaefer, Kelly	Science	Rood, Anne	4th
Senger, Dorothy	3rd	Schaefer, Kelly	Science
Severson, Nathan	Music	Senger, Dorothy	3rd
Stenson, Elizabeth	3rd	Severson, Nathan	Music
Streckert, Taylor	1st	Stenson, Elizabeth	3rd
Swartz, Brandon	Para	Streckert, Taylor	1st
Triplett, Bev	Para	Swartz, Brandon	Para
Ver Voort, Katie	4th	Triplett, Bev	Para
Welch, Tim	Math	Ver Voort, Katie	4th
Whitman, Jennifer	Para	Welch, Tim	Math
Winter, Roxann	SPED	Whitman, Jennifer	Para
LaBlanc, Denise	Para	Winter, Roxann	SPED
Johnson, Suzanne	Media	Walters, Patrick	5th
		LeBlanc, Denise	Para

		Nord, Renee	Sped
		Jadinak, Angel	2nd
		Johnson, Suzanne	Media
		Leasure, Carmel	Music
		Andrys, Melissa	Lunch
		Vogle, Maryann	Aftercare

Teacher Coaching, Supervision, and Evaluation

Art & Science Academy teachers are observed informally throughout the school year by peers and 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. In addition, the school administrator conducts one formal observation and evaluation.

ASA Teacher Profile	**2017-2018**	**2018-2019**
Licensure Compliance		
Licensed	93%	91%
Licensed with Special Permission	7%	9%

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 is 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.

2017-18 *Total Licensed Teacher FTE - 32* *Total Staff - 55*	*2018-19* *Total Licensed Teacher FTE - 32* *Total Staff - 55*

Ratio of Licensed Teachers and Support Staff to Students Licensed Staff Ratio: 1:11 Support Staff Ratio: 1:16	*Ratio of Licensed Teachers and Support Staff to Students* Licensed Staff Ratio: 1:12 Support Staff Ratio: 1:17

Student Information

Demographics

	2017-18	**2018-19**
Total Enrollment as of October 1	358	381
Black	1.5%	1.6%
White	92.2%	92%
Hispanic/Latino	1.5%	1.1%
Asian	.8%	1.1%
Native American	0%	0%
Two or More Races	4%	4.2%
Eligible for Free/Reduced Meals	32.1%	32.7%
English Learner	0%	0%
Receive Special Education Services	22%	23%

Student Attrition:

2017-2018
ASA had an attrition rate of 19.8%

2018-2019
ASA had an attrition rate of 6.8%

Food Program

During the 2017-18 and 2018-2019 school years, ASA contracted with Lancer Foods to cater student lunches. The food service program was initially coordinated by Katie

Lewis and Therese Zadnik-Klecker. Upon completion of training, Laurie McKinnon became the Lunch Coordinator. We currently use 2 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 achievement and student, parent & teacher satisfaction with the program.

ASA annually conducts a comprehensive needs assessment (CNA):

During the fall of 2017 and 2018, Art and Science Academy teachers conducted a comprehensive needs assessment. The Art and Science Academy uses FAST reading CBM (curriculum-based measurement) reading and CBM mathematics 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 a comprehensive plan was developed.

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 1 services to qualifying students
• Systematic PLC work during professional development days devoted to aligning curriculum, analyzing benchmark data, planning instruction and support sessions for students based on data trends
• Development of SMART Goals and Action Plans
• Utilizing a school-wide data review process

The Art and Science Academy uses FAST assessment (eReading and eMath) developed by the University of Minnesota 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

acutely 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. Because of this direct correlation, ASA will re-assess students in May of each year, who did not "meet the standards" on the MCA and will use the FAST data as evidence of student achievement towards reaching the respective academic goals. Students scoring "approaches the standards" on the preliminary MCA in the spring will demonstrate proficiency by scoring "low risk" on FAST in order to meet the criteria for achievement goal 1: math proficiency. Students scoring within the "does not meet the standards" range on the MCA will demonstrate growth by scoring within the "some risk" category of the FAST assessment by the end of the school year to meet achievement goal 2: growth.

Achievement Goals 2017-2018

Goal #1 - Academic Growth

The school will show positive student growth measured by state accountability measures, the school will show a Growth Z Score of "0" at the end of the fourth year and post a positive Z score in all subsequent years during the contract period.

Because MN doesn't provide the raw Z score to schools, we will measure this goal by tracking student growth as described in the DSR/SSR Data Report from MDE. In this report, Z scores are used to determine the growth level students demonstrate.

How Growth Levels Are Assigned The DSR/SSR includes growth levels tied to growth Z scores. In general, **students who have a growth Z score of less than -0.5 have Low Growth (L); students who have a growth Z score between -0.5 and +0.5 have Medium, or Average growth (M); students who have a growth Z score of greater than +0.5 have High Growth (H).** Students may have slightly higher or lower growth Z scores than these cut points because the nearest scale score is used for classification of Low, Medium, and High rather than a strict correspondence with the observed growth Z score. This means it is possible that a student may have a growth Z score of +0.55 but receive a growth code of Medium. For questions about growth, contact MDE Analytics.

As a baseline for the first year of tracking, we wanted a 50% baseline for the M and H levels. Going forward, we would suggest using the DSR/SSR Date Report and would like to raise the % of the M and H levels as the years go on.

Math Z Scores based on High, Medium and Low Growth as described above.

Grades 4-8 2017-2018	High	Medium	Low
Reading	32%	42%	26%
Math	28%	41%	31%

The total 0 to positive growth for reading is 74% and for math is 69%.

Goal #2 - Math Proficiency

70% of all students assessed in grades 3-8 attending the school for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for math.

ASA did not attain its goal of 70% proficient for grades 3, 4, 5, 6, and 8 in the 17/18 school year, but did attain the 70% proficient goal for the 17/18 school year in grade 7.

The following table outlines grades 3-8 Math MCA proficiency percent and indicates whether or not the goal was met.

Grade/ Year	3 16/17	4 16/17	5 16/17	6 16/17	7 16/17	8 16/17
%	67%	69%	38%	56%	70%	60%
Was 70% Goal Met	No	No	No	No	Yes	No

Goal #3 - Reading Proficiency

80% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for reading.

ASA did not attain its goal of 80% proficient for grade 3 in the 17/18 school year.

The following table outlines Grade 3 Reading MCA proficiency for the year 17/18 and indicates whether or not the goal was met.

Grade 3	Year 17/18

%	58%
Was 80% Goal Met?	No

Goal #4 - Science Proficiency

70% of all students assessed in grades 5 and 8 attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for Science.

ASA did attain its goal of 70% proficient for grade 5 (73%) in the 17/18 school year but did not attain its goal of 70% proficient for grade 8 (50%) in the 17/18 school year.

The following table outlines Grades 5 and 8 Science MCA proficiency for the year 17/18 and indicates whether or not the goal was met.

School Year	Grade 5 Science Proficiency %	Was 70% goal met?	Grade 8 Science Proficiency %	Was 70% goal met?
17/18	73%	Yes	50%	No

Goal #5 - Staff Satisfaction with Professional Development

90% of ASA staff will indicate that they are "satisfied" or "highly satisfied with the relevancy and applicability of professional development received. Assessments will be conducted biannually in November and June.

Year 2017/18: Based on the November data collected using Survey Monkey, ASA did meet the staff satisfaction with professional development of 90%.

1. When asked to respond to the following statement, 91% of those responding agreed or strongly agreed: The topics and workshops provided thus far have been relevant to me and my current ASA teaching role.

Year 2017/18: Unable to locate PD survey for May/June

Goal #6 - Attendance

The school will have a measurable goal of 95% average daily attendance every year.

The following chart is based on the MARSS District ADM Served Report:

Year 17/18 Grade:	Average Daily Attendance %
K	99%
1	98%
2	98%
3	98%
4	98%
5	98%
6	99%
7	97%
8	97%
District Average:	**98%**

ASA did attain the 95% average daily attendance goal for 17/18.

Achievement Goals 2018-2019

Goal #1 - Academic Growth

For the period ending June 30, 2019, the Guild will use the MN Department of Education's "Students on track for Success" growth measure. ASA "students on track for success" in Math and reading will exceed the statewide and Cambridge Isanti "students on track for Success" growth scores, for the same grades as served by ASA.

Art and Science Academy - Growth by Last Year's Math Proficiency Status, All Students

Proficient Students **Non-Proficient Students**

Growth level	Count	Percentage of Total	Count	Percentage of Total
Low	34	16.9%	23	11.4%
Medium	40	19.9%	39	19.4%
High	39	19.4%	26	12.9%

Cambridge-Isanti District - Growth by Last Year's Math Proficiency Status, All Students

	Proficient Students		Non-Proficient Students	
Growth level	Count	Percentage of Total	Count	Percentage of Total
Low	452	21.4%	222	10.5%
Medium	595	28.2%	319	15.1%
High	364	17.2%	160	7.6%

MN State Growth by 18/19 Math Proficiency Status, All Students

Year		Exceeds	Meets	Partially meets	Does not meet
2018	Count	106,240	149,280	92,010	95,116
	Percent	24.0%	33.7%	20.8%	21.5%
2019	Count	100,197	144,479	94,612	101,645
	Percent	22.7%	32.8%	21.5%	23.1%

Art and Science Academy - Growth By 18/19 Reading Proficiency Status (MDE Report Card only had ASA's 4th grade scores on the report card)

	Proficient Students		Non-Proficient Students	
Growth level	Count	Percentage of Total	Count	Percentage of Total

Low	3	7.5%	6	15.0%
Medium	11	27.5%	4	10.0%
High	8	20.0%	8	20.0%

Cambridge-Isanti District - Growth by Last Year's Reading Proficiency Status (Only 4th grade is shown to compare to ASA's 4th grade)

	Proficient Students		**Non-Proficient Students**	
Growth level	**Count**	**Percentage of Total**	**Count**	**Percentage of Total**
Low	36	10.2%	31	8.8%
Medium	89	25.3%	62	17.6%
High	56	15.9%	78	22.2%

MN State Growth by Last Year's Math Proficiency Status, All Students

Not available for 2019 on the MN Report Card.

Goal #2 - Math Proficiency

70% of all students assessed in grades 3-8 attending the school for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for math.

Grade 3	18/19	Grade 4	18/19	Grade 5	18/19
	72% Proficiency		67% Proficiency		62% Proficiency
Grade 6	18/19	Grade 7	18/19	Grade 8	18/19
	28% Proficiency		58% Proficiency		59% Proficiency

Goal #3 - Reading Proficiency

80% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for reading.

Grade 3	18/19

	48% Proficiency

Goal #4 - Science Proficiency

70% of all students assessed in grades 5 and 8 attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for science.

Grade 5	18/19	Grade 8	18/19
	64% Proficiency		54% Proficiency

Goal #5 - Staff Satisfaction with Professional Development

90% of ASA staff will indicate that they are "satisfied" or "highly satisfied" with the relevance and applicability of professional development received. Assessments will be conducted biannually in November and June.

Year 2018/19: Based on the November data collected using Survey Monkey, ASA did not meet the staff satisfaction with professional development of 90% as the average was 88%.

Questions

1. Overall satisfaction with workshop week - 85% were satisfied or highly satisfied
2. Overall satisfaction with ENVoY training - 97% were satisfied or highly satisfied
3. Overall satisfaction with Google training- 82% were satisfied or highly satisfied

Goal #6 - Attendance

The school will have a measurable goal of 95% average daily attendance every year.

The following chart shows attendance percentages for the 2018/19 school year through March of 2019. ASA did attain the 95% average daily attendance goal for 18/19.

Year 18/19 Grade:	Average Daily Attendance %
K	98%
1	98%

2	98%
3	98%
4	98%
5	98%
6	98%
7	98%
8	97%
District Average:	**98%**

ESSA Identification
NEW FOR FY18: Under ESSA, Minnesota will be identifying schools that will receive comprehensive supports or additional targeted support beginning in the FY18-19 school year.

ASA is not a comprehensive or targeted support school.

Satisfaction Surveys

Parent Satisfaction 2018-19

My child enjoys going to school: 91%
The staff are friendly/welcoming and listen to my concerns: 95%
My child feels happy and positive about being in his/her classroom: 96%
I have seen a positive change in my child's attitude towards school: 91%

Student Safety Survey 2018-2019

76% of students in grades 3-4 feel they have a good relationship with their teachers
25% of students in grades 3-4 'sort-of' have a good relationship with their teachers
51% of students in grades 5-8 feel they have a good relationship with their teachers
42% of students in grades 5-8 'sort-of' have a good relationship with their teachers

59% of students in grades 3-4 feel safe at school
35% of students in grades 3-4 feel safe at school
70% of students in grades 5-8 feel safe at school

28% of students in grades 5-8 feel safe at school

88% of students in grades 3-4 feel adults at ASA care about them
10% of students in grades 3-4 'sort-of' feel adults at ASA care about them
65% of students in grades 5-8 feel adults at ASA care about them
30% of students in grades 5-8 'sort-of' feel adults at ASA care about them

District Advisory Committee Members 17-18, 18-19	Role in District
Kara Kerr	Principal/ Director of Special Education
Lisa Brady (18-19 only)	Principal
Eric Dornseif	Teacher
Lori Kennison	Parent
Angie O'Keefe	Parent
Diane Schultz	Parent
Rich Schultz	Parent
Terry Fedor	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: ASA did not attain its goal of 70%. ASA had 52% of Kindergarten students attending at low risk/college pathways.		
Goal Status	Met:	Not Met: X

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: In 2018-19, 48% of all 3rd grade students attending ASA for two or more consecutive years demonstrated proficiency on the MCA in reading.		
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		
Results: Math- 67% of students in grades 4-6 will achieve at least one year of growth. Reading- 57% of students in grades 4-6 will achieve at least one year of growth.		
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: 58% of students assessed in grades 3-8 who have attended ASA for 2 consecutive years will demonstrate proficiency on the MCA for math. 70.2% of students assessed in grades 3-8 who have attended ASA for 2 consecutive years will demonstrate proficiency on the MCA for reading. 100% of students in 8th grade took a career interest survey. 96% of 8th graders attended a college and career exploration event.		
Goal Status	Met:	Not Met: X

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. Teachers will use research-based intervention programs such as Words Their Way.

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.

Future Plans

ASA has begun implementing an Arts Integration program where the arts teachers meet regularly with the general education teachers to discuss standards and links to organic art integration. Teachers will attend an Arts Integration Seminar this summer to reinforce what true art integration means. ASA will schedule times when the teachers meet collaboratively to plan and execute arts integration. Art integration units will be shared with parents and displayed in the schools and community buildings.

ASA has also begun planning for WIN times (What I Need) which will allow students to receive on target instruction where they need it. Students will be taught at their level to explore their curriculum needs.

ASA is encouraging teachers to become leaders in the school by giving them autonomy within their committees to make decisions for the school. They are included in major decisions (curriculum, schedules, staff development) and are being informed on the school budget so that decisions are made for the whole instead of the individual.

ASA is working with the community to raise awareness of ASA's special qualities. We plan to have more community events that bring families and businesses together.

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. The school will be pursuing an expansion to K-12 from its current K-8 format as soon as finances allow.

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 2017-19 school years on October 24, 2019. 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

Linda Henning, Vice Chair

Curt Nelson, Treasurer

Kara Dahl, Secretary

Nate Severson, Member

Timery Spencer, Member

Lori Kenison, Member

Kevin Fitton, Exec. Director