Art and Science Academy FY2025 Annual Report to The Guild

Table of Contents

Introduction 3

School Information 3

Authorizer Information 3

Compliance Reporting 4

Student Enrollment and Student Attrition 4

Enrollment by Grade Level 4

Attrition 4

Retention 5

Governance and Management 5

Board Roster 5

Annual Board Training 7

Staffing 16

Professional Development Plans for Administratively Non-licensed Staff 18

Professional Development Documentation for School Director 18

Finances 18

Innovative Practices and Implementation 20

Future Plans 22

Statutory Purposes 24

Performance Reporting 27

Academic Performance 27

English Learners Progress 35

PIP Reporting 35

Additional Information 39

Comprehensive Achievement and Civic Readiness Report 40

Introduction

School Information

Art and Science Academy District # 4227-07
903 6th Avenue Court NE
Isanti, MN 55040

Executive Director: Cora Packard, cora.packard@artandscienceacademy.k12.mn.us

507-444-0342 District Office / Elementary School Office
507-444-0039 Middle School Office
https://artandscienceacademy.k12.mn.us

ASA Vision: *ASA provides high quality art and science integration opportunities in an innovative small school community.*

ASA Mission: *ASA provides outstanding artistic and scientific programs.*

Authorizer Information

Authorized by the MN Guild of Public Charter Schools (The Guild)
323 Washington Ave N
Minneapolis, MN 55401

Executive Director: Jim Zacchini, jim.zacchini@guildschools.org

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

Guild 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.*

Compliance Reporting

Student Enrollment and Student Attrition

Enrollment by Grade Level

School Year	25-26	24-25	23-24	22-23
KG	16	26	36	44
1st	30	35	39	44
2nd	27	34	43	39
3rd	29	44	39	43
4th	34	32	43	36
5th	26	35	27	39
6th	29	28	38	31
7th	10	33	21	38
8th	25	28	31	23

Student Attrition/Retention from FY24 – FY25 Summary

- The SCHOOL DISTRICT Attrition Rate was -23.3% / Retention Rate of 84.2%
- The ELEMENTARY Attrition Rate was -20.4% / Retention Rate of 81.3%
- The MIDDLE SCHOOL Attrition Rate was -27.4% / Retention Rate of 70.9%

Attrition

School Year	Day 1 Child Count	Oct. 1 Child Count	End of Year Child Count	Attrition from Oct. 1 – End of Year	Percentage from Oct. 1– End of Year
23-24	313	315	307	8	2.6%
24-25	291	295	305		
25-26	234	226			

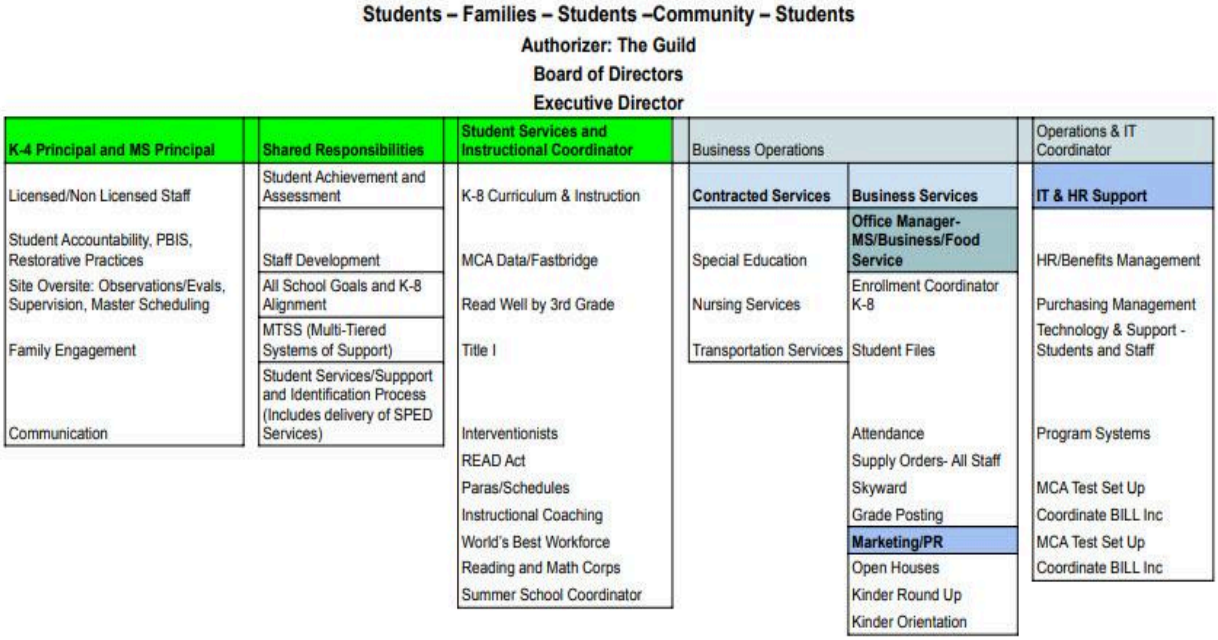
Retention

School Year	Total # of Students Eligible at End of Year to Return in Fall	Total # Students who Returned at Start of Next Year	Retention Rate (%)
24-25	282	241	85.5%
25-26	278	234	84.2%

Governance and Management

2024-2025 Organization Chart

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



Board Roster

Board Member	Board Officer Position	Teacher, Parent or Community Member	Term Start Date	Term End Date
Roberta Provost	Board Chair / Treasurer	Community	3/1/2017 Re-elected 7/1/2023	6/30/2025
Adam Schorer	Vice Chair	Parent	7/15/2021 Re-elected 7/1/2024	6/30/2026

Kara Dahl	Secretary	Community	8/1/2017 Re-elected 7/1/2023	6/30/2025
Christy Flaspeter	Member	Parent	8/18/2022 Re-elected 7/1/2023	6/30/2026
Andrea Patton	Member	Teacher	Elected 7/1/2024	6/30/2027
Kristy Livingston	Member	Parent	Appointed 4/18/2024 Elected 7/1/2024	6/30/2027
Nikki Draper	Member	Teacher	Appointed 7/1/23 Appointed 7/1/2024	6/30/2025
Cora Packard	Ex Officio	Executive Director	7/1/2024	

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

Open meeting laws are followed by posting meeting times on the school calendar on the website at: https://artandscienceacademy.k12.mn.us/school-events-calendar/

Minutes of past meetings are posted on the school website at:
https://artandscienceacademy.k12.mn.us/board-agenda-minutes/

Board members are committed to serving on various committees. Qualifications for committee membership include interest, special skills, or experience with the committee's topic or purpose. The board committees for the 2024-25 school year are:

- ***Finance Committee***
    - The finance committee is a standing committee.
    - The responsibilities of the finance committee are to provide financial analysis, advice, and oversight of ASA's budget to ensure that financial resources are available to provide programs and services to the ASA community.
    - The members of the committee for the 2024-25 school year are Roberta Provost, Adam Schorer and Kristy Livingston. Bridget Merrill-Myhre from Creative Planning, ASA's financial services company, attends all meetings as well.

- ***Personnel Committee***
    - The personnel committee is a standing committee.
    - The responsibilities of the personnel committee are to advise the Board on matters relating to personnel policies and practices, compensation and benefits,

labor relations and collective bargaining, employee relations, staffing, and organizational structure. The personnel committee also performs Director reviews per Policy 304, and approves end-of-the-year staff evaluations.
    - The members of the committee for the 2024-25 school year are Roberta Provost, Adam Schorer, Christy Flaspeter, and Andrea Patton.

- ***Policy Committee***
    - The policy committee is a standing committee.
    - The responsibilities of the policy committee are to ensure that the board has policies and procedures in place to guide the operation of the organization in a legal and ethical manner.
    - The members of the policy committee for the 2024-25 school year are Christy Flaspeter, and Kara Dahl.

- ***School Improvement Committee***
    - The school improvement committee was created by the Board in response to the identified needs of the school as identified in the Corrective Action Plan as defined by its authorizer, the Minnesota Guild.
    - The committee is responsible for guiding and participating in the implementation of the Corrective Action Plan, in accordance with the contract between Art and Science Academy and its authorizer, the Minnesota Guild.
    - This work supports the extension of ASA's one-year contract.
    - The members of the school improvement committee are Adam Schorer, Kristy Livingston and Nikki Draper.

Annual Board Training

The board follows Minn. Stat. §124E.07, Subd. 7, ensuring compliance with all statutory training requirements.

- All new board members begin required training within six months of seating and complete all components within twelve months.

- Required training includes:

    - Board Roles & Responsibilities
    - Financial Management and Public School Funding
    - Employment Policies & Practices

- Ex-officio members serving as charter school directors or chief administrators must complete required board training within three months of starting employment.

- The board records and reports for each training session the subject, date(s), location, and names of participating board members.

- New board members in FY25 are clearly identified, and their progress toward completion of required training is tracked and documented.

- In accordance with statute, the board conducts an annual performance assessment, with results and training documentation included in the school's annual report.

Board Member	**New board member? (Yes/No)**	**Location**	**Date of Training**	**Training Title or Subject**
Cora Packard- Ex-Officio	Yes	Charter Source Online Course	6/1/24 - 6/30/24	Per Minn. Stat. 124E.07, Subd. 7, the director completed the required training on the following topics: ● Board Roles & Responsibilities ● Financial Management and Public School Funding ● Employment Policies & Practices The following trainings were attended by all board members during the board session's Board Training to include the Ex-officio; Board Meetings ● New Board Member Basics ● Practices of High-Performing Boards ● Top Pitfalls of Open Meeting Law ● Open Meeting Law Deep Dive ● Understanding Student Data - MCA ● Understanding Student Data - NWEA MAP ● Parliamentary Procedures ● Enhanced Data Privacy Practices Law ● Understanding Charter School Financials ● Leadership Performance Review ● Crisis Management and Communication
Roberta Provost	No	All other training for ASA took place at the Art and Science Middle School.		
Adam Schorer	No			
Kara Dahl	No			
Christy Flaspeter	No			
Nikki Draper	No		7/18/24 9/19/24	
Andrea Patton	No			
Kristy Livingston	No			
			10/24/24	

Board Member	New board member? (Yes/No)	Location	Date of Training	Training Title or Subject
				● Managing Grievances Effectively and Efficiently
			11/21/24	● Succession Planning and Lessons Learned
			1/19/25	● Charter School Budget Basics ● Building and Recruiting a Strong Board ● Charter School Employment Law
			2/20/25	● Role of the Board in Academic Oversight (required) ● Board Engagement
			3/20/25	● What School Boards Should Know about Special Education ● Authorizer Panel
			4/24/25	● Teacher Licensing Update
			5/15/25	● Charter Funding Obstacles ● What Boards Should Know About Conflicts of Interest
			6/26/25	● Charter School Facilities

Annual Board Performance Assessment

The document below compares the Art and Science Academy Board's self-assessment results between July 2024 and January 2025 across several governance areas, highlighting ongoing development in Board function and leadership practices.

Mission and Purpose

- In both years, Board members demonstrated a strong understanding and support of the school's Mission and Vision.
- The 2025 results reflect greater consistency in relating decisions to the Mission and active involvement in promoting it.
- The Board continues to review and revise the Mission, Vision, and Bylaws as necessary.

Strategic Planning

- The Board shows ongoing participation in strategic planning, including regular review and revision of the plan.
- Members increasingly recognize their responsibility for accomplishing strategic objectives.

Advancement

- Progress is noted in the adoption and monitoring of a marketing and enrollment management plan.
- The Board demonstrates more regular updates and oversight of advancement activities.

Financial Management

- The Board maintains sound financial oversight, reviewing budgets and financial reports consistently.
- Financial expertise within the Board is identified as a continued strength.

Board Agenda and Operations

- Collaboration between the Board Chair and Executive Director in preparing agendas remains strong.
- Improvements are noted in the timely distribution of agendas and background materials, promoting informed decision-making.
- Orientation and professional development for Board members are provided to ensure effectiveness.

Leadership

- The Board Chair demonstrates effective meeting leadership and maintains strong communication with administration.
- The Board exhibits **o**pen discussion, objectivity, and support for the school's leadership team.
- Performance evaluations for the Executive Director and Principals are conducted as part of leadership accountability.

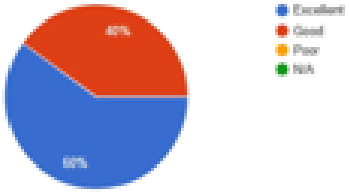
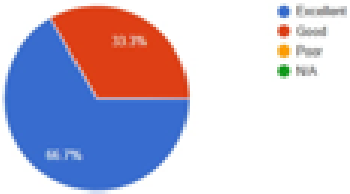
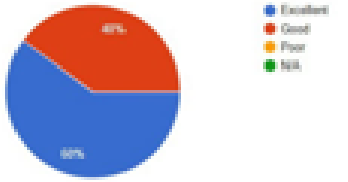
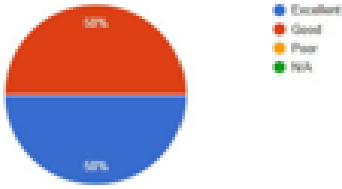
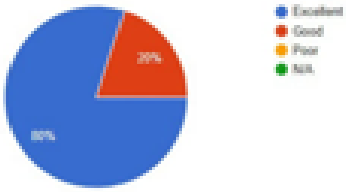
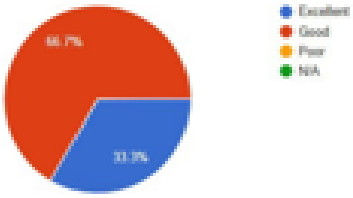
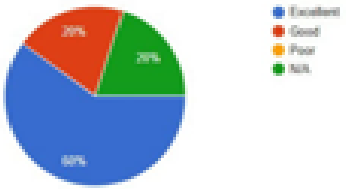
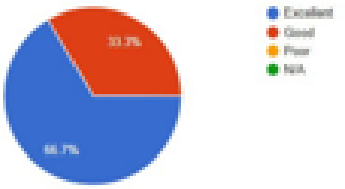
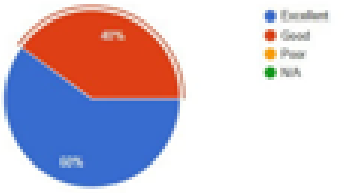
Committees

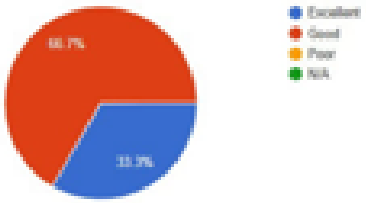
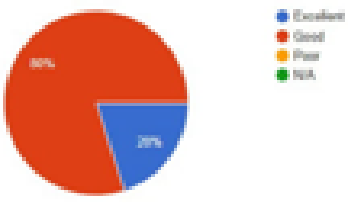
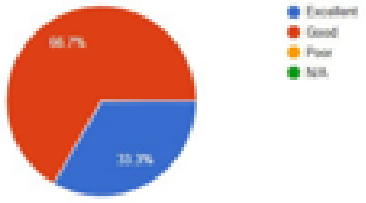
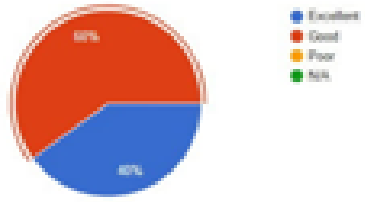
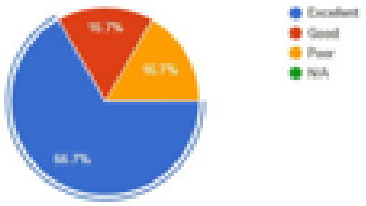
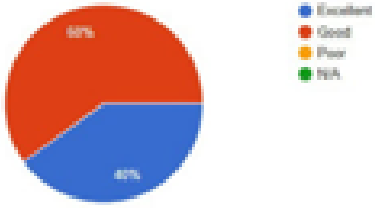
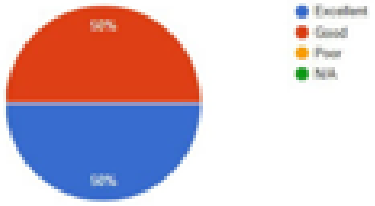
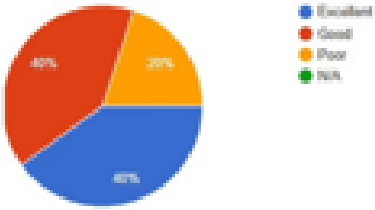
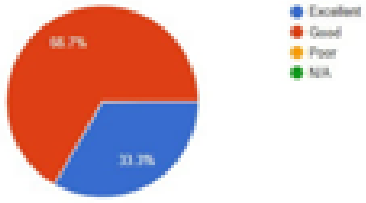
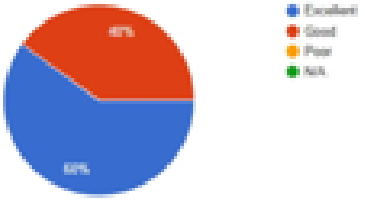
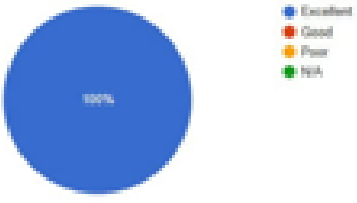
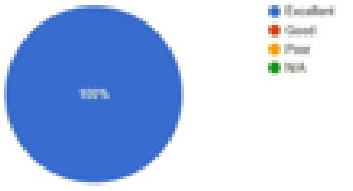
- Committees have clearly defined tasks and report regularly on progress.
- Meeting frequency and substantive discussions are improving, reflecting stronger engagement and accountability.

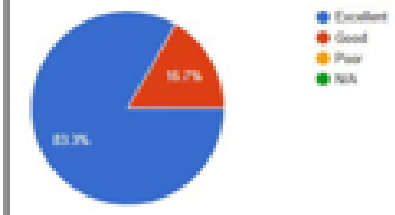
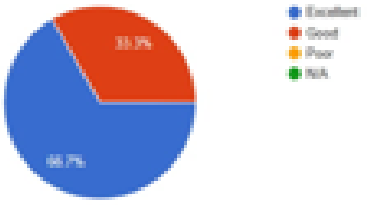
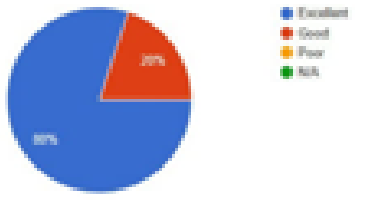
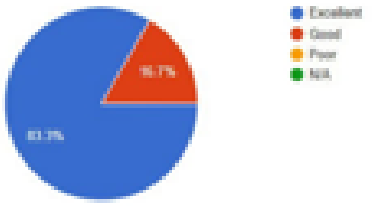
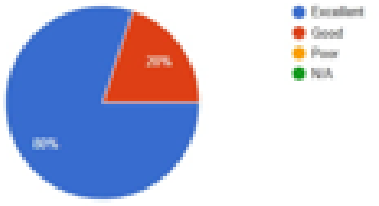
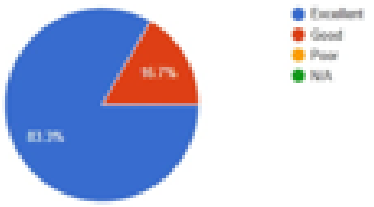
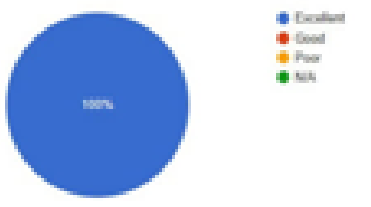
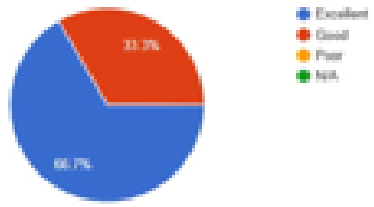
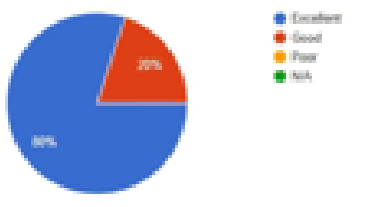
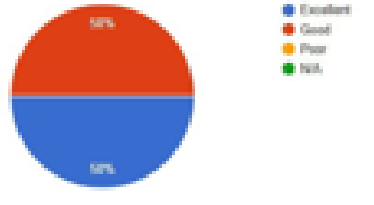
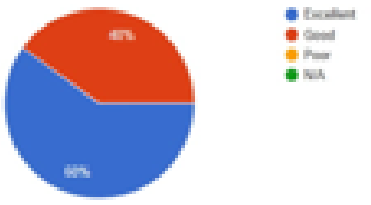
Overall Impression

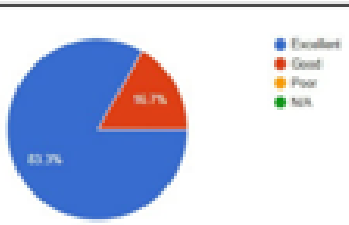
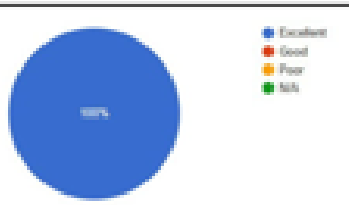
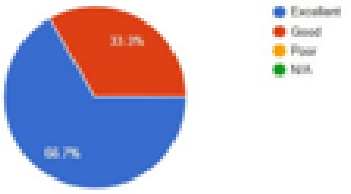
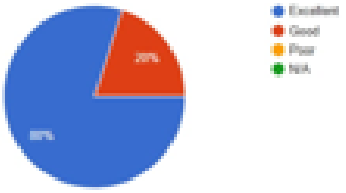
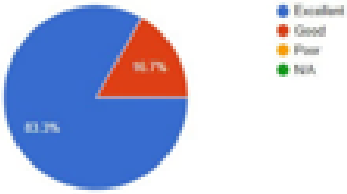
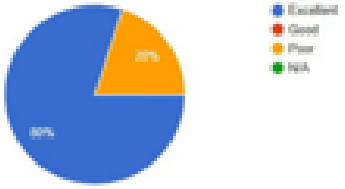
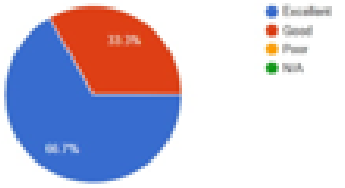
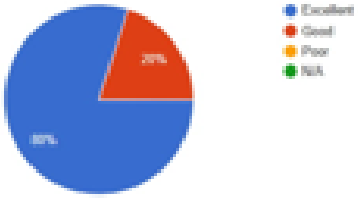
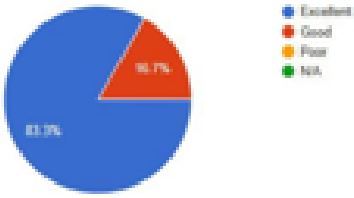
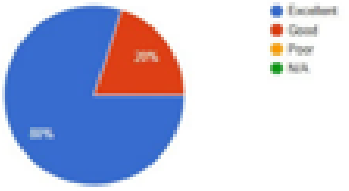
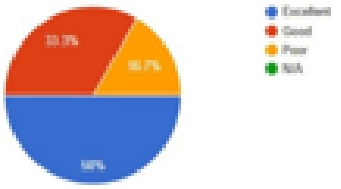
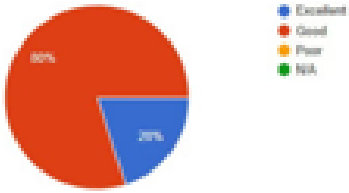
Between 2024 and 2025, the ASA Board demonstrated **growth in governance maturity**, enhanced alignment with its Mission, and more structured committee and leadership practices. The comparison suggests ongoing improvement in **strategic planning, transparency, and collaboration** between the Board and administration.

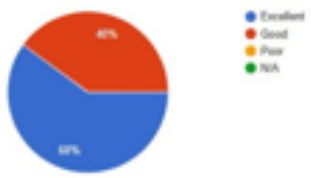
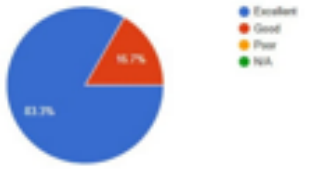
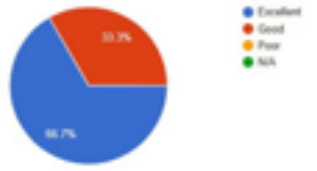
ASA Board Self-Assessment Result Comparison

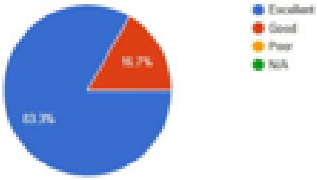
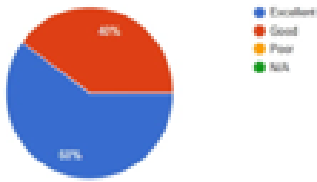
	July 2024	January 2025
Mission and Purpose: The school Mission and Vision are well understood and supported by the Board.		
Mission and Purpose: The Board consistently relates its decisions to the Mission.		
Mission and Purpose: The Board is active in ensuring that the school's Mission is promoted in the school and on the Board.		
Mission and Purpose: The Board reviews the Bylaws on a regular basis and revises when necessary.		
Mission and Purpose: The Board reviews the Mission and Vision statements and revise when necessary.		

Strategic Planning: How would you rate the Board's participation in Strategic Planning?		
Strategic Planning: The Board accomplishes the activities for which it has responsibility in the Strategic Plan.		
Strategic Planning: The Board reviews and revises its Strategic Plan on an annual basis.		
Advancement: Board leadership adopts and implements a marketing plan that includes enrollment management.		
Advancement: The Board regularly monitors and updates plans.		
Financial Management: The Board reviews and approves the budget prepared by the Finance Committee.		

Financial Management: The Board receives and systematically reviews financial reports on a regular basis.		
Financial Management: The Board composition includes members who bring special expertise to financial matters.		
Board Agenda: The Board agenda is prepared collaboratively by the Principal and Board Chair.		
Board Agenda: The agenda and committee reports are distributed at least three business days in advance of meetings.		
Board Agenda: The agenda and committee reports are accompanied by appropriate background data.		
Board Agenda: The orientation of new board members and the continued updating of all board members are offered.		

Leadership: The Board Chair effectively presides over meetings.		
Leadership: Communication between the Board Chair and Administration is evident.		
Leadership: The Board carefully examines all issues and items brought to its attention.		
Leadership: The Board fosters openness and objectivity during meetings and encourages expression of competing points of view.		
Leadership: The Board makes effective use of the time, talent, and other resources available to it.		
Leadership: The Board participates in the performance evaluation of the Executive Director and Principal(s).		

Leadership: The Board is publicly supportive of the school and its administration.		
Committees: Committee meetings are frequent enough.		
Committees: Committees address issues of substance.		
Committees: Committee reports are included in monthly agendas.		
Committees: Committees have clearly defined tasks.		

Committees: Committees report regularly about their progress on assigned tasks.		

Staffing

Staff Member	Role/Position	MN License File Folder # (if applicable)	Finished EOY FY25 and returned for FY25? (Y/N)
Teaching Staff			
Allison Minikus	3rd Grade Teacher	1026187	Y
Amanda Rajkowski	Kindergarten Teacher	442066	Y
Audrey Misiura	5-6 Science Teacher	1037749	N
Cade Sivertson	K-8 PhyEd Teacher	1036592	Y
Dorothy Senger	3rd Grade Teacher	465914	Y
Guinevere Wilkens	5-8 Science Teacher	1020447	Hired FY26
Gunnar Grammond	5-8 Social Studies Teacher	1004401	Y
Heather Mix	5-6 Language Arts Teacher	410495	Y
Jamie Ehman	3rd Grade Teacher	517144	Y
Joseph Worwa	5-6 Math Teacher	453043	Y
Kyle Porter	7-8 Math Teacher	1000808	N
Mackenzie Goedel	5-8 Music Teacher	1024863	Y
Meg Castro	K-4 Art Teacher	1036492	Y
Nichol Mertens-Maxson	7-8 Science Teacher	437165	N
Nicole Draper	1st Grade Teacher	408731	Y
Nicole Wurm	Kindergarten Teacher	1033417	Y
Renee Nord	5-8 SPED Teacher	487070	N
Rya Reynolds	3-4 SPED Teacher	1033214	Y
Samantha Droeger	2nd Grade Teacher	1011602	Y
Samantha Stuckey	5-8 Art Teacher	509405	N
Sarah Johnson	K-4 Music Teacher	434745	N
Sonja Govednik	1st Grade Teacher	385485	N
Taylor Streckert	K-4 SPED Teacher	487489	N
Teagan Gustafson	2nd Grade Teacher	1028875	Y
Tonja Brown	7-8 Language Arts Teacher	475816	Y
Vanessa Pooler	5-8 Dance and Theatre Teacher	1027205	Y
Retention Rate			17/25 = 68%
Administration Staff			
Cora Packard	Executive Director/MS Principal	397621	Y

Julie Winn	Director of Curriculum	409353	Y
Kaylord Saunders Jr	ES Principal	453050	N
Melissa Erickson	MS Principal	371382	Hired FY26
Retention Rate			2/3 = 66%
Support Staff			
Ashley McCraner	ES Office Manager/MARSS		Y
Beverly Triplett	ES Math Interventionist		Y
Bridget Carpenter	MS Food Service		Y
Christina Nelson	SPED Paraprofessional		Hired FY26
Christine Anderson	Aftercare Supervisor		Y
Emily Branca	SPED Paraprofessional		Hired FY26
Jennifer Wright	SPED Paraprofessional		Y
Joshua Montag	Director of Operations and Technology		Y
Julie Vasquez	SPED Paraprofessional		Y
Kara Beck	SPED Paraprofessional		N
Kara Gomes	Behavior Interventionist		N
Kathryn Bien	SPED Paraprofessional		Y
Lauri Sweeney	SPED Paraprofessional		Y
Lindsey Anderson	SPED Paraprofessional		N
Lisa Paschke	Reading Interventionist		Y
Melissa Thomsen	Paraprofessional		N
Michelle Fuller	SPED Paraprofessional		Hired FY26
Natalie Beckham	ES Office Assistant/Kids Club Coordinator		Y
Nicole Bridges	SPED Paraprofessional		Y
Sabrina Dewey	Marketing		N
Sara Goldstein	SPED Paraprofessional		Hired FY26
Savannah Erickson	SPED Paraprofessional		Y
Shala Thomsen	Paraprofessional		N
Stacey Raveling	SPED Paraprofessional		N
Susan Wong	MS Office Manager		Y
Tori Kronmann	Student Support		Hired FY26
Vincent Charles	SPED Paraprofessional		N
Retention Rate			14/22 = 64%

Professional Development Plans for Administratively Non-licensed Staff

NA

Professional Development Documentation for School Director

Director Training Completion

New Requirements from 2025 Legislative Session:
Per Minn. Stat. 124E.12, Subd. 2, the annual report must include documentation of all professional development training completed by the director or chief administrator in the previous academic year. This requirement has been incorporated into the school's annual reporting and performance evaluation procedures.

In alignment with this statute, the school confirms that director training completion is a required component of annual performance evaluation and reporting.

The school director completed the required 10 hours of training on June 9, 2025, at the Bemidji, MN Charter Leader Institute during the Minnesota Charter School Leadership Conference. The training was certified by the Minnesota Association of Charter Schools (MACS) and was not self-instructional.

The following required topics were successfully completed:

- Charter school law and requirements
- Board and management relationships
- Charter contract and authorizer relationships

Certification of completion has been received and is maintained on file as part of annual compliance documentation.

Finances

Financial Overview
School finances are substantially influenced by enrollment and as ASA continues operations, the focus has been to keep a healthy fund balance. The school has been successful at this for the past few years however in FY25 enrollment declined by approximately four students from FY24 to FY25 and the fiscal year ended with a general fund loss of ($841,373) . ASA is projecting enrollment to decrease throughout the school year in FY26 and will also reduce expenditures to match the reduced enrollment. The finance committee reviewed the monthly financial reports and budget on a regular basis in FY25 as changing conditions prompted the reallocation of resources.

***The school has a stable fund balance and was not in Statutory Operating Debt (SOD) during FY25.*

Revenues
Most of the funding for ASA came from state and federal sources. Revenues in the General Fund decreased in FY25. The Food Service Program (Fund 02) ended with a slight deficit for the year. The Community Fund (Fund 04) which is supported by the School's Before/Aftercare program continues to have a fund balance for future programming needs.

Expenditures
Expenditures at ASA were driven mostly by student needs. Expenditures in the General Fund increased by approximately $1M from FY24. Most of these expenditures were for salaries and benefits for staff. Approximately 50% of expenditures were General Education salaries and benefits, 11% of costs went to pay for facilities including the lease payment and utilities, and approximately 16% of expenditures were spent on the Special Education program.

Net Income and Fund Balance
The total net deficit for all funds was $869,068 for FY25. This decreased the overall Fund Balance for all funds to $1,270,089, or 23% of total expenditures for FY25. Enrollment fluctuated throughout the year compared to FY24, but overall, the school ended the year as initially projected with the budget.

World's Best Workforce Annual Budget
No funds were specifically allocated to implementing WBWF in the 2024-25 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 has created a short- and long-term plan looking at K-8 curriculum which will require additional funds.

Budget Information

FY25 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	$4,341,947	$241,708	$27,823
Total Expenditures	$5,183,321	$256,754	$40,490
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income (Deficit)	($841,373)	($15,046)	($12,667)
Total Fund Balance	$1,185,977	$0	$84,112

FY24 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	$4,346,365	$225,406	$82,770
Total Expenditures	$4,225,561	$252,633	$59,811
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	$120,804	($27,227)	$22,959

Total Fund Balance	$2,027,350	$15,046	$96,778

Innovative Practices and Implementation

Art and Science Integration:

The Art and Science Academy (ASA) is a small, innovative school community dedicated to integrating the arts and sciences into high-quality learning experiences. Its mission is to provide outstanding artistic and scientific programs that encourage creativity, discovery, and engagement. ASA believes that the arts foster critical thinking, communication, and problem-solving, while science is best learned through hands-on exploration and experimentation. The school is committed to creating a safe, nurturing environment where students feel supported, respected, and excited to learn. Through active participation, event planning, and meaningful opportunities, students develop responsibility, interest, and a love for lifelong learning.

Research on science and art integration shows that combining these disciplines enhances creativity, critical thinking, and problem-solving skills. Studies highlight that when students engage in both scientific inquiry and artistic expression, they develop a deeper understanding of concepts by connecting observation, experimentation, and imagination. Art helps students visualize abstract scientific ideas, while science provides structure and inquiry methods that strengthen artistic exploration. Integrated STEAM (Science, Technology, Engineering, Art, and Math) programs have been found to improve engagement, retention, and motivation—especially for diverse learners—by appealing to multiple learning styles and encouraging hands-on, inquiry-based learning. Overall, science and art integration fosters innovation and helps students see the interconnectedness of knowledge in the real world.

Student Leadership: Newspaper & Newscast, Yearbook, and Student Council

ASA Sponsored activities:
Haunted Hallway: Fall
Theater in the Spring
Music Concerts- one per trimester
Art Shows- one per trimester

Enrichment and Community Builder Events at ASA

Open House: September
Monster Bash: Middle School: October
Trunk or Treat PAC Sponsored: October
Trek or Treat Student Fundraiser Walk: October

Haunted Hallway: October
3rd Fractured Fairy Tales Puppet Show: November
Guthrie Theater 7th and 8th grade: A Christmas Carol: December
Orpheum Theater 3rd and 4th Grade: December
Sno-Ball Middle School Dance: January
Wild Mountain Tubing: January
Art and Science Fair: February
3rd Grade Wax Museum: March
Equinox Extravaganza Middle School Concert,Band, Choir and 4th grade Recorders: March
2nd Grade Habitat Fair: April
Middle School Spring Fling Dance presented by Student Council: May
K-8 Kindness Month presented by Student Council: May
K-8 Ninja Day and Field Day: May
Innovation Day: May
End of year Middle School Family Celebration: June
Kindergarten Graduation: May
8th Grade Graduation: May
K-8 STAR Student Recognition throughout the year

Continuous Improvement Model
Data meetings to inform instruction
Title 1 services grades K-4 in math and reading
Extended Day Services Afterschool grades 3-4
Reading Corp grades K-3

Progress Monitoring: Fastbridge, STAR, and MCA data. Created an integrative MTSS model that we continue to build on.

Future Plans

The Art and Science Academy (ASA) continues to strengthen its academic programming, governance, and operational systems to ensure full alignment with state standards, its charter contract, and the Guild's performance expectations.

Focus Areas for FY2026

1. Strengthen Academic Programming and Instruction

Recognizing ASA's long-standing dedication to its mission and vision, the school remains committed to deepening curriculum, instruction, and assessment practices.

- Continue aligning all curriculum maps and resources to Minnesota Academic Standards with quarterly updates to the School Board and the Guild.

- Expand the work of the Director of Curriculum and Instruction to lead data-informed instructional improvement and teacher coaching.

- Implement three formal coaching cycles and performance evaluations by May 2026, ensuring fidelity to instructional priorities.

- Provide professional development in literacy, numeracy, and arts integration, including ongoing READ Act compliance and structured literacy training.

- Strengthen the MTSS framework by adding Middle School and Elementary Interventionists, Title I math and reading teachers, and maintaining the Reading Corps program—with plans to add Math Corps in the future.

- Continue bi-weekly Math Fact Fluency checks and use data to guide classroom interventions and support.

2. Improve Student Access and Learning Opportunities

ASA is expanding programming to foster academic and creative growth for all students.

- Offer After School Targeted Services and summer school opportunities to address learning gaps and enrichment needs.

- Maintain and enhance STEAM instruction for K–4 and expand integrated project-based learning in middle school.

- Continue to enhance arts programming with Theater, Choir, and Dance in middle school and robust K–8 instruction in music, band, and art.

- Strengthen science integration through the K–8 STEAM instruction.

- Launch the planning phase for a future high school as part of ASA's long-term vision to serve students from Pre-K through grade 12.

3. Advance Performance Improvement Plan (PIP) Goals

To address the "approaching" academic performance rating from FY24 and align with the Guild's PIP, ASA will:

- Include a monthly standing board agenda item for reporting on progress toward contract performance goals.

- Ensure all board meeting minutes include accompanying data presentations, intervention plans, and stakeholder communication updates.

- Continue transparent reporting of curriculum, staffing, and assessment updates to the Guild.

- Utilize internal and external assessment data (FastBridge, STAR, Capti, MCA, curriculum-based measures) to monitor improvement and inform schoolwide strategies.

4. Strengthen Governance, Communication, and Leadership Stability

ASA is committed to strengthening governance systems and promoting transparency, collaboration, and long-term stability.

- Conduct a Board retreat (Summer/Fall 2025) with work sessions to focus on defining and communicating the roles and responsibilities between the Board and Administration.

- Engage a third-party facilitator specializing in governance and communication to enhance collaboration among board members, staff, and stakeholders.

- Ensure board and committee meeting minutes are posted within 30 days of approval and easily accessible on the school website.

- Develop a succession plan for key leadership roles by the end of the school year of 2026, documenting job descriptions, knowledge transfer processes, and continuity strategies.

- Review and update administrative and leadership job descriptions in compliance with Minn. Stat. 124E.12, Subd. 2.

5. Ensure Compliance and Transparency

ASA is working proactively to ensure compliance with all statutory and contractual obligations.

- Review and update Admissions and Enrollment policies and website materials, in alignment with MDE's Charter School Admissions and Enrollment Guidance.

- Maintain compliance with authorizer reporting, including submission of audit reports, PIP updates, and corrective action documentation to the Guild.

- Continue progress reporting on statutory purposes, governance, and academic improvement in all future annual reports.

Summary

ASA's future plans are focused on improving academic outcomes, stabilizing leadership, and maintaining full compliance with statutory and contractual requirements. With a renewed vision and strategic focus on performance, transparency, and community engagement, ASA is

positioning itself for sustainable success and continued growth toward its long-term goal—a complete PreK–12 community school serving the arts, sciences, and the broader learning community.

Dissemination Activities

Art and Science Academy (ASA) is committed to ensuring that information about the school's programs, enrollment procedures, and mission reaches families that reflect the diversity of Minnesota's population, including students of color, students at risk of academic failure, and students from low-income backgrounds. ASA participates in local community events to share information about the school and its mission and vision. The school also utilizes the Parent Advisory Council (PAC) to help distribute information and support recruitment efforts both locally and throughout surrounding communities. Recognizing the importance of local engagement, ASA is making additional efforts to recruit within the immediate area to meet the growing need for student school choice and to better serve low-income families.

ASA partners with local community organizations and early learning centers, conducts outreach through local media and digital platforms—including community newspapers, radio stations, and social media channels that serve diverse audiences—and hosts open houses and school tours during flexible hours (including evenings and weekends) to accommodate working families. The school also engages in targeted outreach to early childhood programs to increase awareness of its arts- and science-integrated educational opportunities. These dissemination activities are ongoing and are documented annually in ASA's report to the Minnesota Guild to ensure compliance with Minn. Stat. 124E.17, Subd. 1.

Statutory Purposes

Primary Purpose

The primary purpose of a charter school, as defined in Minnesota Statutes, §124E.01, is to improve all pupil learning and all student achievement.

Art and Science Academy (ASA) fulfills this purpose through its arts and sciences integration model, which blends creative and scientific inquiry to promote engagement, critical thinking, and achievement for all students. This approach allows learners to make meaningful connections across subjects, increasing both academic performance and motivation.

FY25 Implementation:

- Continued implementation of ASA's arts and sciences-integrated instructional model across all grades.

- Integration Committee met monthly to strengthen curriculum alignment between arts and academic standards.

- Teachers analyzed student achievement data to monitor growth and inform instruction.

- Launched new reading curricula—Open Up Resources and UFLI Foundations (K–6)—to improve literacy outcomes.

- All K–8 Language Arts and Special Education teachers completed READ Act training, strengthening core instruction in reading and foundational skills.

- Expanded STEAM opportunities for K–4 to promote curiosity, creativity, and early exposure to integrated problem-solving.

- Provided after-school and extended day programs in math and reading for grades 3–4, offering additional targeted learning time.

These actions directly support ASA's mission to improve student learning and achievement through creative, data-informed instruction rooted in both the arts and sciences.

Additional Statutory Purposes

(1) Increase Learning Opportunities for Pupils

Student interest in learning is as essential as student achievement. The arts and sciences are vital components of a holistic education; they engage students intellectually and creatively, serving as a platform for learning across disciplines.

FY25 Implementation:

- Continued development using concepts from the Perpich Center's CAPP Program, incorporating arts-integrated strategies into team planning and instructional design.

- Integration Committee meetings focused on strengthening arts and science connections across the curriculum.

- Expanded small group lessons in Music, Art, Dance, Theater and Choir to provide differentiated, skill-based instruction.

- Offered after-school/extended day programs including Theatre Troupe students hosting its annual Haunted Hallway in October, a One-Act play in February and a spring musical theatrical production of Alice in Wonderland in May.

- Added after-school academic programs in math and reading (grades 3–4) to strengthen foundational learning.

- Introduced STEAM programming (K–4) to integrate science, technology, engineering, art, and math through hands-on learning.

- Hosted Innovation Days (K–8) providing experiential learning in science and environmental studies.

- Expanded Science and Math electives, including Rocketry, Mystery Science and a Garden Tower project, Math Fluency, World Building, emphasizing applied science and engineering concepts.

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(2) Encourage the Use of Different and Innovative Teaching Methods

ASA supports educators in designing and applying innovative teaching practices that enhance engagement and improve outcomes through arts-integrated instruction.

FY25 Implementation:

- Provided stipends for teachers who developed new arts integration strategies or engaged with local arts and science partners.

- Facilitated monthly, and as needed, mentoring sessions for new teachers, focusing on classroom communication, instructional best practices, and student support.

- Delivered professional development on literacy, strategies to strengthen Tier I instruction, implementation of using interventions in the classroom, implemented MTSS system with teacher input and guidance, classroom instruction strategies, including completion of READ Act training for all K–8 Language Arts staff and Special Education teachers.

- Supported teacher-selected professional learning goals through the onboarding of Marshall Rubrics and Professional Growth Plans.

- Continued planning for a teacher “toolkit” of preferred arts, science, and behavioral strategies to promote consistency and innovation across classrooms.

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(3) Measure Learning Outcomes and Create Different and Innovative Forms of Measuring Outcomes

ASA educators are deeply involved in designing and evaluating the learning program. Teachers integrate the arts and sciences while developing authentic, student-centered assessments aligned to standards and creative performance measures.

FY25 Implementation:

- Teachers designed innovative assessments incorporating artistic and scientific inquiry to measure understanding and application of knowledge.
- Used data-driven analysis to guide instruction and provide targeted interventions.
- Teachers participated on key committees that meet monthly and report monthly to the Board of Directors:
    - **Integration Committee** – Arts and science curriculum development.
    - **Wellness Committee** – Health, safety, and school climate initiatives.
    - **PBIS Committee** – Positive behavior supports and community-building strategies.
    - **Sunshine Committee** – Strengthening connections among staff.

Through these committees and assessment practices, ASA ensures continuous improvement, teacher collaboration, and accountability for student learning outcomes.

Summary:
Implementation and efficacy related to the primary and additional statutory purposes are reflected throughout ASA's professional development plans, curriculum initiatives, and organizational structures that promote collaboration, innovation, and measurable student success. The school reports these results annually to the Minnesota Guild in accordance with charter contract Section 6.7.

Performance Reporting

Academic Performance

Assessment	**FastBridge: Kindergarten, All Children are Ready for School This goal is aligned to the Comprehensive Achievement and Civic Readiness goal.**

Goal # 1	Per the annual goal, eighty-percent (80%) of Kindergarten students who have been in attendance since October 1st will increase their FastBridge "no risk" reading percentage from 22% in 2024 to 57% in 2029. This goal is aligned with the Comprehensive Achievement and Civic Readiness goal.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	22%	32%	42%	47%	52%	57%
Actual Annual Results		54%				
Was the goal Met, Partially Met, or Not Met?		Met				
School's analysis of performance for the reporting year including performance toward your school's PIP	For the 24-25 school year, ASA was able to hire two well-qualified Tier 3 & 4 teachers for these classrooms. We also launched the UFLI curriculum in K-2 to systematically teach foundational reading skills. These two factors were prime contributors to the outcomes.					

Assessment	**FastBridge: K-2 Reading**					
Goal #2	The percentage of students who are "college pathway" or "no risk" on the Reading Fastbridge will increase from 35% in 2024 to 62% in 2029. Students will be assessed in the fall, winter, and spring.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029

Projected Goal Indicator for each fiscal year	35%	45%	52%	57%	59.5%	62%
Actual Annual Results		42%				
Was the goal Met, Partially Met, or Not Met?		Partially Met				
School's analysis of performance for the reporting year including performance toward your school's PIP	There are several things that contributed to ASA not meeting the goal. During the 2023-24 school year, Kindergarten was not taught by a highly qualified teacher, which led to significant gaps for our rising first grade class. Much of the first half of first grade was remediation of K literacy skills. We also launched UFLI in K-2 to systematically deliver foundational phonics instruction. Neither 1st or 2nd graders had received this prior to this year, so there were reading gaps that also needed to be addressed in intervention. While we did not reach our goal, we felt good gains were made given the circumstances.					

Assessment	**FastBridge: K-2 Math**					
Goal #3	The percentage of students who are "college pathway" or "no risk" on the Math Fastbridge will increase from 62% in 2024 to 73% in 2029. Students will be assessed in the fall, winter, and spring.					
Contract Year	FY2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	62%	65%	67%	69%	71%	73%

Actual Annual Results		38%				
Was the goal Met, Partially Met, or Not Met?		Not Met				
School's analysis of performance for the reporting year including performance toward your school's PIP	In the 2024-25 school year, math continued to be a low area of performance. An analysis of the curricular materials revealed that they were not well aligned with MN state standards and that the materials were incomplete and hard to use. In response, we began a curriculum search and the faculty curriculum committee helped select a high-quality, hands-on curriculum to replace it. Training and implementation began summer 2025.					

Assessment	**MCA Student Achievement: Grades 3-8 Reading**					
Goal #4	The percentage of students who meet or exceed standards will increase from 48% in 2024 to 63% in 2029.					
Contract Year	FY2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	48%	51%	54%	57%	60%	63%
Actual Annual Results		43%				
Was the goal Met, Partially Met, or Not Met?		Not Met				

School's analysis of performance for the reporting year including performance toward your school's PIP	This was a transition year for us as we added new elements to our literacy offering curriculum as well as trained for MN READ requirements. We launched a state recommended literacy curriculum in the 2024-25 school year, but found that the rigorous nature of the curriculum was actually above many of our readers, who were lacking some core reading skills, and so the full effects of that are not demonstrated here. 2024-25 was also the first year of implementation for a new systematic phonics curriculum, UFLI, and so the impact from that will take a few years to show up in our MCA data. We also began implementing the STAR Renaissance benchmarking test, which gives clear data of whether a student is meeting MN standards. This has helped us better understand which standards to target during intervention and instruction.

Assessment	**MCA Student Achievement: Grade 3-8 Math**					
Goal #5	The percentage of students who meet or exceed standards will increase from 28% in 2024 to 58% in 2029.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	28%	33%	38%	43%	48%	58%
Actual Annual Results		27%				
Was the goal Met, Partially Met, or Not Met?		Not Met				
School's analysis of performance for the reporting year including performance	Our Fastbridge scores indicated an improved demonstration of math skills in the 2024-25 school year (53%), but it clearly does not align well with the results on our MCA. We began using the STAR Renaissance benchmarking tool last winter to help us offer better predictive assessment of whether students were up to MN standards requirements, not just basic math skills. Due to the lagging MCA performance levels in math in the past years as well as the data we were able to gather from STAR, we made the decision to replace our math					

toward your school's PIP	curriculum with one more highly aligned with MN standards starting in the 2025-26 school year. .

Assessment	**MCA Student Achievement: Grade 5 Science, All Students Prepared to be Lifelong Learners. This goal is aligned to the Comprehensive Achievement and Civic Readiness goal**					
Goal #6A	Grade 5 Science Proficiency: The percentage of students who meet or exceed standards on the Science MCA will increase from 20% in 2024 to 45% in 2029. This goal meets the Comprehensive Achievement and Civic Readiness goal; All students are prepared to be lifelong learners as science is instrumental in helping students learn life long skills like problem-solving, critical thinking, decision-making, and STEM skills. *Data calculated internally.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	20%*	25%	30%	35%	40%	45%
Actual Annual Results		9%				
Was the goal Met, Partially Met, or Not Met?		Not Met				
School's analysis of performance for the reporting year including performance toward your school's PIP	Due to our more rural location, it has proven difficult to find highly qualified and effective teachers in all subject areas. Science continues to be a place where staffing is an issue. Additionally, prior to last year we did not have a state aligned math curriculum in the lower school. We implemented a new curriculum last year and some of those students will be taking the science exam this spring in 5th grade. While we hope to see improvements overall, we also know there are curricular gaps that need to be backfilled.					

Assessment	**MCA Student Achievement: Grade 8 Science, All Students are Ready for Career and College. This goal is aligned to the Comprehensive Achievement and Civic Readiness goal.**					
Goal #6B	Grade 8 Science Proficiency: The percentage of students who meet or exceed standards on the Science MCA will increase from 12% in 2024 to 35% in 2029. This goal meets the Comprehensive Achievement and Civic Readiness goal; All students are ready for career and college as science is instrumental in helping students learn life long skills like problem-solving, critical thinking, decision-making, and STEM skills. *Data calculated internally.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	12%*	15%	20%	25%	30%	35%
Actual Annual Results		4%				
Was the goal Met, Partially Met, or Not Met?		Not Met				
School's analysis of performance for the reporting year including performance toward your school's PIP	Due to our more rural location, it has proven difficult to find highly qualified and effective teachers in all subject areas. Science continues to be a place where staffing is an issue. Additionally, prior to last year we did not have a state aligned math curriculum in the lower school. We implemented a new curriculum last year and some of those students will be taking the science exam this spring in 5th grade. While we hope to see improvements overall, we also know there are curricular gaps that need to be backfilled.					

Assessment	MCA Academic Achievement: Closing the Math Gap					
Goal #7	Close the gap between special education students and all students from a difference of 17.2% in 2024 (SpEd 11.5% and GenEdu 28.7%) to 7.1% by 2028. This is the Comprehensive Achievement and Civic Readiness goal; All racial and economic achievement gaps between students are closed.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	17.2% gap	15.2	14.2	13.2	12.2	11.2
Actual Annual Results		18% gap				
Was the goal Met, Partially Met, or Not Met?		Not Met				
School's analysis of performance for the reporting year including performance toward your school's PIP	ASA continued working toward closing the special education achievement gap as outlined in our PIP. While FastBridge data showed improvement in foundational math skills, MCA performance and the special education proficiency gap did not yet reflect the growth we are building toward. To support future improvement, ASA adopted a new standards-aligned math curriculum, strengthened MTSS structures in collaboration with MDE, implemented STAR benchmark assessments for more accurate progress monitoring, and expanded instructional coaching and teacher mentoring. These foundational changes are expected to drive stronger MCA outcomes and measurable gap reduction as implementation deepens in the coming years.					

ASA has been making great strides in restoring our academic program and developing quality reporting systems, but the work is still taking root. In addition to conducting a full academic assessment of programming, implementing new curriculums in literacy, math, and science, training all our literacy teachers in the current MN READ requirements, and introducing both the STAR text and the CAPTI ReadBasix to help us create better target interventions for improved student outcomes, we have also worked closely with MDE to elevate our MTSS structure. We have also added instructional coaching and enhanced our teacher training to ensure a higher caliber Tier 1 classroom instruction. Additionally, we have implemented a high

quality mentoring program to respond to the development of the high numbers of novice teachers in our classrooms. We expect to see increasing fruit from this labor in the years to come.

English Learners Progress

NA

ASA has not had any EL students that have been in the district meeting the 10% population. Last year ASA had two students attend ASA that did not complete the screener for EL services. They left the district before the screener was completed.

PIP Reporting

Overview

Art & Science Academy (ASA) continued implementation of its Performance Improvement Plan (PIP) in FY25 as required under its contract with the Minnesota Guild of Public Charter Schools. The PIP targets improvement in three key performance areas: Academic, Governance and Operational, and Financial performance. FY25 actions addressed findings from the FY24 Annual Report Review, the FY25 Corrective Action Plan (CAP), and Guild feedback through oversight reports.

Academic Performance

Targets Identified:

- Align all curricula to Minnesota Academic Standards.
- Implement a structured instructional coaching model.
- Increase data-informed reporting and intervention documentation at board meetings.
- Ensure timely communication of curriculum and staffing changes to the Guild.

Achievements in FY25:

- ASA implemented a high-quality coaching system through its FY25 CAP (Finding 7). The system now provides ongoing coaching cycles and will expand in FY26 to include curriculum-mapping review.

- Administration and teachers began curriculum mapping in all core subject areas to document alignment with Minnesota standards.

- Teacher observations were conducted using standardized rubrics. Protocols for observations and evaluations have been established.

- Staffing and curriculum changes were consistently documented in board minutes and shared with the Guild.

- The school began developing a monthly data-reporting structure for the board, including presentations on student progress and interventions.

Challenges:

- MCA and contract academic performance goals were not yet fully met; ASA earned an "Approaching" rating (22.5/50) in the FY24 report.

- Curriculum alignment work remains in progress and will require full implementation by FY26.

- Board documentation of student performance data and follow-up actions is improving but not yet consistently detailed.

Next Steps (FY26):

- Complete curriculum mapping across all subject areas.

- Maintain quarterly progress updates to the Board and to the Guild.

- Fully implement three formal instructional coaching cycles by May 2026.

- Establish a standing academic data presentation at every board meeting and include intervention summaries in the public minutes.

Governance and Operational Performance

Targets Identified:

- Clarify governance roles and communication between the board and administration.

- Update job descriptions and qualifications for leadership roles per Minn. Stat. 124E.12.

- Bring enrollment and admissions policies into full statutory compliance.

- Improve transparency and accessibility of board meetings and records.

- Develop a leadership succession plan to stabilize operations.

Achievements in FY25:

- The board began developing clear role and communication protocols between governance and administration. A finalized framework has begun being developed and will continue to work on it at board work sessions.

- Updated and published job descriptions and qualifications for the Executive Director, Director of Curriculum & Instruction, and Elementary/Middle School Principal, aligning with statutory requirements.

- Revised the enrollment application (May 2025) and initiated updates to the Admissions and Enrollment Policy to meet MDE guidance under Minn. Stat. 124E.11.

- Improved board reporting by attaching all presentation materials (e.g., FastBridge data reports) to meeting minutes.

- Incorporated charter purposes reporting into the FY25 Annual Report, addressing a prior "partially met" indicator.

- Administrative oversight of staff retention and communication has been strengthened through ongoing leadership meetings.

Challenges:

- Transparency and open communication remain growth areas, as noted in Guild feedback.

- The school must continue improving accessibility of board minutes and committee documents.

- Ongoing work is needed to stabilize leadership after several years of personnel transitions.

Next Steps (FY26):

- Engage a third-party consultant to support leadership communication, organizational culture, and board effectiveness.

- Ensure public access to all meeting minutes on the ASA website without restricted permissions.

- Develop a formal leadership succession plan to ensure long-term stability and continuity.

Financial Performance

Targets Identified:

- Maintain fiscal stability and compliance with Guild financial performance metrics.
- Submit audits and financial reports to the Guild as issued.
- Ensure transparency and alignment of fiscal practices with board oversight.

Achievements in FY25:

- ASA met or exceeded Guild financial performance benchmarks, including current ratio, fund balance, and debt-service coverage.
- FY25 financial audit was clean with no material findings.
- Mid-year budget revisions maintained a positive fund balance despite enrollment fluctuations.
- Monthly financial reporting to the board provided consistent oversight and transparency.

Challenges:

- Continued attention is required for facility cost monitoring and long-term fiscal planning.
- Staffing transitions required increased administrative focus on financial continuity.

Next Steps (FY26):

- Continue monthly financial oversight and reporting to the board and Guild.
- Maintain conservative enrollment projections to safeguard fiscal stability.
- Submit all future audits (including Special Education) promptly upon receipt.

Summary of FY25 PIP Progress

Performance Area	Status	Notes
Academic Performance	**In Progress / Partially Met**	Curriculum alignment underway; coaching system active; contract goal reporting improving.
Governance & Operations	**In Progress**	Board communication, transparency, and role clarification progressing toward completion by FY26.
Financial Management	**Met**	Financial health indicators met or exceeded; audit clean; oversight effective.

Conclusion

In FY25, Art & Science Academy made meaningful progress in implementing the goals of its Performance Improvement Plan. The school has established sustainable systems for academic improvement and governance accountability while maintaining financial stability. Although certain deliverables remain ongoing—particularly curriculum alignment and governance transparency—the systems now in place demonstrate clear, measurable progress toward meeting all PIP requirements by FY26.

ASA will continue reporting to the Minnesota Guild and maintain corrective action strategies as outlined in the PIP until all indicators are fully met.

Additional Information

Art and Science Academy (ASA), District #4227-07, is a public K–8 charter school located in Isanti, Minnesota, authorized by the Minnesota Guild of Public Charter Schools. ASA's mission is to provide outstanding artistic and scientific programs within a small, innovative school community where creativity, curiosity, and discovery drive learning. Through intentional integration of the arts and sciences, ASA fosters critical thinking, communication, and problem-solving skills across all subjects. The school emphasizes individualized learning, strong teacher-student relationships, and inclusive opportunities for exploration in the arts, science, and technology. ASA remains deeply committed to improving student achievement through data-informed instruction, arts-integrated learning experiences, and consistent alignment with Minnesota Academic Standards. The 2024–25 school year marked continued progress in instructional quality, governance stability, and compliance—demonstrating ASA's focus on both academic growth and community connection.

Art and Science Academy continues to serve as a vital educational option for families in Isanti County, where access to specialized, arts- and science-based programs is limited. ASA recognizes the growing need to engage students through hands-on, creative, and experiential learning opportunities that connect directly to their local environment and community. To enhance student engagement, ASA plans to strengthen partnerships with regional arts and science organizations, local businesses, and environmental education centers to expand authentic learning beyond the classroom. The school is exploring new ways to involve students in community arts showcases, environmental stewardship projects, and STEM initiatives that reflect Isanti County's natural and cultural resources. ASA's small-school setting provides a uniquely personal approach to learning—allowing staff to focus on relationship-building, social-emotional development, and academic support tailored to each student's needs. Moving forward, ASA will continue to refine its curriculum, strengthen family and community partnerships, and expand enrichment opportunities that prepare all students for academic success, creativity, and civic readiness in a rapidly changing world.

Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

District or Charter Name: Art and Science Academy

CACR Contact Name: Cora Packard

CACR Contact Title: Executive Director

CACR Contact Email: cora.packard@asa.k12.mn.us

CACR Contact Phone Number: 763-444-0342

Annual Public Meeting

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

Meeting Date: November 20th at the Elementary School at 4:30 pm.

CACR 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.

Website link to the district's CACR annual report. https://artandscienceacademy.k12.mn.us/school-performance-and-student-achievement/

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

Overview

The document compiles **Family**, **Student**, and **Staff** survey responses collected in **April 2025** for **Art and Science Academy (ASA)**. It includes survey categories assessing school climate, leadership, safety, communication, and instructional quality.

1. Family Survey Highlights

Families were asked to evaluate school culture, communication, safety, fairness, facilities, and involvement.

Key Themes:

- **High Standards & Support:** Families feel teachers and staff uphold high academic standards and actively support student success.
- **Respect & Communication:** Parents generally feel comfortable communicating with teachers, and most believe staff treat students respectfully.
- **Safety:** Families report students feel safe at school and on the way to and from school.
- **Fairness & Discipline:** School rules are viewed as fair, consistent, and clearly communicated.
- **Academic Integration:** Most families agree that **art and science integration** are happening in classrooms.
- **Facilities & Resources:** Classrooms are described as clean, organized, and equipped with up-to-date materials and technology.
- **Family Involvement:** Many families participate in conferences and activities, though fewer report frequent volunteering.

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2. Student Survey Highlights

Surveys were conducted separately for **Elementary** and **Middle School** students, focusing on school climate and safety.

Elementary Students:

- Generally positive responses about feeling safe, respected, and successful.
- Students recognize teachers' efforts to maintain cleanliness and order.
- Many report positive relationships with teachers and peers.

Middle School Students:

- Responses were measured on a **Yes / Neutral / No** scale.
- The majority indicate they feel safe and supported by staff.
- Some neutrality appears around fairness of rules and consistency of discipline, indicating possible areas for improvement.

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3. Staff Survey Highlights

Staff provided feedback on school environment, leadership, and operations.

Environment & Operations:

- Most staff agree the school provides a safe environment and that cleanliness and maintenance meet expectations.
- Safety and cleanliness concerns are reportedly addressed promptly.
- Technology is considered effective for teaching and daily use.

Principal Leadership:

- Staff generally view principals as **supportive, responsive, and focused on student needs**.
- Principals are seen as open to new ideas, modeling positive character, and providing professional growth support.
- There is a strong sense of **trust and communication** between staff and principals.

Executive Director Leadership:

- The Executive Director is perceived as **communicative, approachable, and visionary**.
- Staff feel the Director fosters a **positive, collaborative school culture** and demonstrates strong leadership and decision-making.

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4. General Trends Across Surveys

- **Strengths:** Positive school climate, strong leadership, safe environment, and clear communication.
- **Areas for Growth:** Increasing family volunteer engagement, ensuring consistent rule enforcement (especially at the middle school level), and continuing focus on visible academic integration.

Goals and Results

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. Per the annual goal, eighty-percent (80%) of Kindergarten students who have been in attendance since October 1st will increase their FastBridge "no risk" reading percentage from 22% in 2024 to 32% in 2025 and to 57% by 2029.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. 54% of kindergarten students in attendance since October 1st increased their FastBridge score to "no risk" in 20025.	***Check one of the following:*** ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) _x_ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ N/A (no kindergarten enrollment)

Repeat table for additional school readiness goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the stablished Spart goal for 2024-25 School Year. The achievement gap between Special Education students and all students was 17.2% in 2024 (Special Education: 11.5%, General Education: 28.7%). The school has set a target to reduce this gap to 7.1% by 2028, demonstrating a commitment to closing disparities and ensuring equitable outcomes for all learners.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. In 2025, Special Education students demonstrated an achievement gap of 18 percentage points compared to all students. This indicates that Special Education students performed below their peers, highlighting a continued need for targeted support and interventions to close the gap.	***Check one of the following:*** ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) _x_ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Repeat table for additional school readiness goals as appropriate.

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. The percentage of students who meet or exceed standards on the 8th grade Science MCA will increase from 12% in 2024 to 15% in 2025 and reach 35% by 2029. This goal meets the Comprehensive Achievement and Civic Readiness goal; All students are ready for career and college as science is instrumental in helping students learn lifelong skills like problem-solving, critical thinking, decision-making, and STEM skills.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. 4% of students met the goal to meet or exceed standards on the 8th grade Science MCA.	***Check one of the following**:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) _x_ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year.	Provide the result for the 2024-25 School Year that directly ties back to the established goal.	***Check one of the following**:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal _x_ N/A (no 12th grade enrollment)

Repeat table for additional school readiness goals as appropriate.

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 School Year. The percentage of students who meet or exceed standards on the 5th grade Science MCA will increase from 20% in 2024 to 25% in 2025 and reach 45% in 2029. This goal meets the Comprehensive Achievement and Civic Readiness goal; All students are prepared to be lifelong learners as science is instrumental in helping students learn lifelong skills like problem-solving, critical thinking, decision-making, and STEM skills.	Provide the result for the 2024-25 School Year that directly ties back to the established goal. 9% of students met the goal to meet or exceed standards on the 5th grade Science MCA.	***Check one of the following:*** ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) _x_ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal

Repeat table for additional school readiness goals as appropriate.

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DEPARTMENT OF EDUCATION

2025–26 Annual Charter School Assurances

The following assurances must be signed by all operational charter schools annually. Type text responses 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 3, 4, 7, 8, and 9 as attachments with this form**.

1. I assure that the charter school has looked for facilities that comply with Minnesota Statutes 2024, section 124E.13, subdivision 1 and Minnesota Statutes 2024, section 124E.03, subdivision 2(a).
   a. Is the lease with a sectarian organization?

      _____ Yes

      __X__ 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. Provide your response in the space below.
      NA

      B. Identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with the sectarian organization. Provide your response in the space below.
      NA

      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. Provide your response in the space below.
      NA

2. I assure that the charter school has taken steps to maintain nonsectarian school facilities in compliance with Minnesota Statutes 2024, 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. Provide your response in the space below.
   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. Provide your response in the space below.
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. Provide your response in the space below.
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.

   Policy 102 attached
   Policy 609 attached

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 2024, section 124E.06, subdivision 3(c). Attach the most recent version of the policy.

   Policy 609 attached

5. I assure that the charter school does not involve itself in religious activities, consistent with Minnesota Statutes 2024, 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. Provide your response in the space below.
   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. Provide your response in the space below.
   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. Provide your response in the space below.
   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 2024, 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. Provide your response in the space below.
   None

7. I assure that the charter school follows the state data practices law, consistent with Minnesota Statutes 2024, 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 in the space below:
   09/19/2024
   Policy 406 attached
   Policy 722 attached

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 2024, section 124E.11. Attach the most recent version of the policy.
   Policy 517 attached

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 such policy, if written, or a description of the policy if unwritten.

   Policy 504 attached

Charter School Information

Name of Charter School: Art and Science Academy

Charter Local Educational Agency (LEA) Number: 4227-07

Name of Charter School's Authorizer: The Minnesota Guild

Certification of Assurances by Director of Charter School

Printed Name: Cora Packard

Signature: Cora Packard

Date: 09/29/2025

Certification of Assurances by Board Chair of Charter School

Printed Name: Adam Schorer

Signature: Adam Schorer

Date: 09/30/2025

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Board and Director Approval of FY25 Annual Report to The Guild and FY25 Comprehensive Achievement and Civic Readiness Report

At the October 30, 2025 Board Meeting, the Board reviewed and approved the FY25 Annual Report to The Guild and FY2 Comprehensive Achievement and Civic Readiness Report.

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: Cora Packard
Title: Executive Director

Signature: Cora Packard

Date: 10/30/25

Certification of Assurances by Board Chair of Charter School

Printed Name: Adam Schorer
Title: Board Chair

Signature: Adam Schorer

Date: 10/30/25