Art and Science Academy FY 2024 Annual Report to The Guild

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Introduction

School Information





Elementary Campus
903 6th Ave Ct NE

Isanti, MN 55040

Phone: 763-444-0342

Middle School Campus
1005 7th Ave

Isanti, MN 55040

Phone: 763-444-0039

ISD #4227

www.artandscienceacademy.k12.mn.us

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

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

ABOUT ART AND SCIENCE ACADEMY: *Art & Science Academy is a tuition-free public K-8 school offering a rigorous academic program while integrating art and science topics into each and every school day. The school's charter authorizer is the Minnesota Guild. The school is open to all K-8 students, Art & Science Academy is a unique learning environment where dedicated teachers inspire students to realize their potential as individuals, as students, as artists, and as members of a local and global community.*

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

October 1 Enrollment											
	24-25	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15
K	26	36	44	44	41	40	39	29	20	48	16
1	35	39	44	43	42	37	32	39	42	30	28
2	34	43	39	40	33	36	43	46	30	42	30
3	44	39	43	32	36	43	42	42	41	33	22
4	32	43	36	37	39	44	45	53	31	23	25
5	35	27	39	37	42	50	51	43	22	39	19
6	28	38	31	42	39	49	48	28	36	22	16
7	33	21	38	26	40	49	35	50	20	11	0
8	28	31	23	31	35	37	43	22	11	0	0
Elementary	171	200	206	196	191	200	201	209	164	176	121
Middle School	124	117	131	136	156	185	177	143	89	72	35
District Total	295	317	337	332	347	385	378	352	253	248	156
Year-over-Year Enrollment	-7.4%	-5.9%	1.5%	-4.3%	-9.9%	1.9%	7.4%	39%	2.0%	59%	
Elementary Attrition	16.9%	3.0%	-4.9%	-2.6%	4.7%	0.5%	4.0%	-22%	7.3%	-31%	
Middle School Attrition	-5.6%	12%	3.8%	15%	19%	-4.3%	19%	-38%	-19%	-51%	
District Attrition	7.5%	6.3%	-1.5%	4.5%	11%	-1.8%	-6.9%	-28%	-2.0%	-37%	

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			

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%

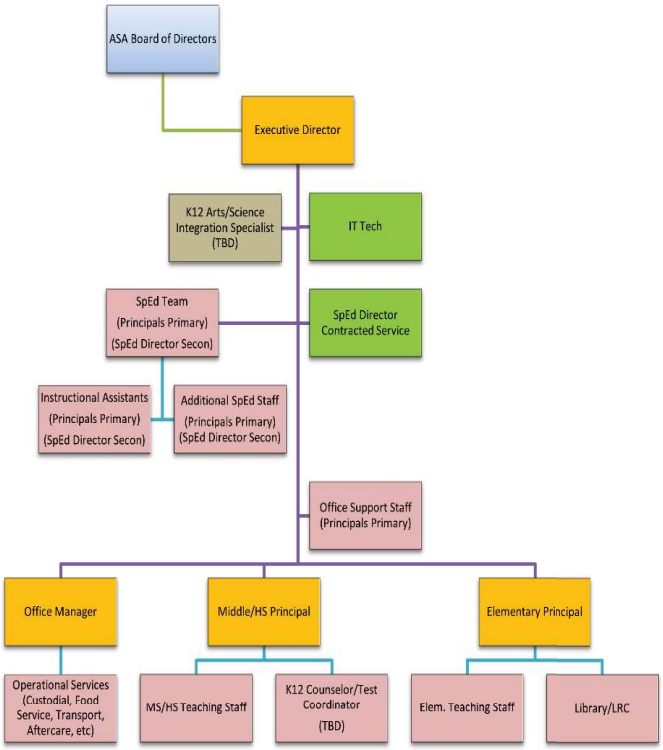
Student Attrition/Retention from FY23 - FY24 Summary

- The SCHOOL DISTRICT Attrition Rate was 7.5%/ Retention Rate of 85.5%.
- The ELEMENTARY Attrition Rate was 16.9% / Retention Rate of 85.2%
- The MIDDLE SCHOOL Attrition Rate was -5.6%/ Retention Rate of 85.8%

Governance and Management

2023-2024 Organization Chart

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



Board Roster

2023 - 2024 ASA Board Members			
Member	**Position**	**Seated**	**Term**
Roberta Provost	Board Chair/Treasurer Community Representative	3/1/2017 Re-elected 2/23/2023	Ends 6/30/2026
Adam Schorer	Vice Chair Parent Representative	7/15/2021 Re-elected 2/20/2024	Ends 6/30/2026
Kara Dahl	Secretary Community Representative	8/1/2017 Re-elected 2/23/2023	Ends 6/30/2025
Christy Flaspeter	Parent Representative	8/18/2022 Re-elected 2/23/2023	Ends 6/30/2026
John Booth	Community Representative	7/15/2021 Elected 2/18/2021	Resigned 12/11/2023
Nikki Draper *New Board Member	Teacher Representative	Appointed 7/20/2023	Ends 6/30/2025
Heather Mix *New Board Member	Teacher Representative	Appointed 7/20/2023	Resigned 1/18/2024
Chris Mendez *New Board Member	Parent Representative	7/20/2023 Elected 2/23/2023	Resigned 9/22/2023
Kristy Livingston *New Board Member	Parent Representative	Appointed 4/18/2024 Elected 2/20/2024	Ends 6/30/2027
Paula Foley	Ex Officio		

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 2023-24 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 2023-24 school year are Roberta Provost and Adam Schorer. 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 2023-24 school year are Roberta Provost, Adam Schorer, and Christy Flaspeter.

- ***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 2023-24 school year are Roberta Provost, Christy Flaspeter, and Kara Dahl.

- ***Renewal Committee***
  - The renewal committee was created by the board in expectation of the needs of the school.

- The responsibilities of the renewal committee are to guide and participate in the application process to renew the contract with ASA's authorizer, the Minnesota Guild.
- The members of the renewal committee are Roberta Provost, Adam Schorer, Kara Dahl, and Nikki Draper.

Annual Board Training

The board follows Minn. Stat. § 124E.07 Subd 7, starting all new board members' required training within 6 months of their seating and completing within 12 months of seating. Required training includes "Board Roles & Responsibilities," "Financial Management," and "Employment Policies & Practices."

Initial Training				
Board Member Name	**Original Date Seated**	**Board's Role & Responsibilities**	**Employment Policies & Practices**	**Financial Management**
Roberta Provost	3/1/2017	6/17/2017 Anton Group/Mackert	6/27/2017 MACS-T.Degree	6/27/2017 Anton Group
Adam Schorer	7/15/2021	6/9/2021 MACS	10/26/2021 MACS	9/20/2021 MACS
Kara Dahl	8/1/2017	6/17/2017 Anton Group/Mackert	6/27/2017 MACS-T.Degree	6/27/2017 Anton Group
Christy Flaspeter	8/18/2022	11/17/2022 Provost	6/15/2023 Flaspeter/HR Professional	10/27/2022 Provost
John Booth	7/15/2021	4/14/2021 MACS	5/19/2021 MACS	5/3/2021 MACS
Nikki Draper *New Board Member	7/20/2023	04/18/2024 Provost	04/18/2024 Provost	11/16/2023 Provost
Chris Mendez *New Board Member	7/20/2023	Resigned	Resigned	Resigned
Heather Mix *New Board Member	7/20/2023	Resigned	Resigned	Resigned
Kristy Livingston *New Board Member	4/18/2024	04/18/2024 Provost	04/18/2024 Provost	*in progress*

The board also performs annual training of these required courses as well as several others, such as Board Meetings Procedures and Processes, Open Meeting Law, and Arts Integration. Any board member may request training on a topic of their choice at any time.

Annual Training - FY24				
Board Member Name	**Date of Training**	**Training Title or Topic**	**Presenter or Trainer**	**Location**
Roberta Provost	9/21/2023	Board Meetings - Procedures and Processes	Roberta Provost	September Regular Board Meeting
	9/21/2023	Open Meeting Law	Roberta Provost	
	11/16/2023	Data Practices Act	Roberta Provost	November Regular Board Meeting
	11/16/2023	Financial Management and Oversight	Roberta Provost	
	4/18/2024	Board's Role & Responsibilities	Roberta Provost	April Regular Board Meeting
	4/18/2024	Employment Policies & Practices	Roberta Provost	
	5/20/2024	High Quality Boards - Governance vs. Management	Dr. Meg Cavalier	Google Meet
Adam Schorer	9/21/2023	Board Meetings - Procedures and Processes	Roberta Provost	September Regular Board Meeting
	9/21/2023	Open Meeting Law	Roberta Provost	
	4/18/2024	Board's Role & Responsibilities	Roberta Provost	April Regular Board Meeting
	4/18/2024	Employment Policies & Practices	Roberta Provost	
	5/20/2024	High Quality Boards - Governance vs. Management	Dr. Meg Cavalier	Google Meet
Kara Dahl	9/21/2023	Board Meetings - Procedures and Processes	Roberta Provost	September Regular Board Meeting
	9/21/2023	Open Meeting Law	Roberta Provost	
	11/16/2023	Data Practices Act	Roberta Provost	November Regular Board Meeting
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	4/18/2024	Employment Policies & Practices	Roberta Provost	

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	9/21/2023	Open Meeting Law	Roberta Provost	
	11/16/2023	Data Practices Act	Roberta Provost	November Regular Board Meeting
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	4/18/2024	Employment Policies & Practices	Roberta Provost	
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John Booth	11/16/2023	Data Practices Act	Roberta Provost	November Regular Board Meeting
	11/16/2023	Financial Management and Oversight	Roberta Provost	
*Nikki Draper *New Board Member **Statutory requirement	9/21/2023	Board Meetings - Procedures and Processes	Roberta Provost	September Regular Board Meeting
	9/21/2023	Open Meeting Law	Roberta Provost	
	11/16/2023	Data Practices Act	Roberta Provost	November Regular Board Meeting
	11/16/2023	**Financial Management and Oversight	Roberta Provost	
	4/18/2024	**Board's Role & Responsibilities	Roberta Provost	April Regular Board Meeting
	4/18/2024	**Employment Policies & Practices	Roberta Provost	
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Board Member Name	**Date of Training**	**Training Title or Topic**	**Presenter or Trainer**	**Location**
*Heather Mix *New Board Member	9/21/2023	Board Meetings - Procedures and Processes	Roberta Provost	September Regular Board Meeting
	9/21/2023	Open Meeting Law	Roberta Provost	
*Kristy Livingston *New Board Member **Statutory requirement	4/18/2024	**Board's Role & Responsibilities	Roberta Provost	April Regular Board Meeting
	4/18/2024	**Employment Policies & Practices	Roberta Provost	
	5/20/2024	High Quality Boards - Governance vs. Management	Dr. Meg Cavalier	Google Meet

Staffing

Teacher Retention: 30% of teachers returned to the FY24 school year and 70% of teachers returned to the FY25 school year. Please see the list of FY24 teachers below.

Staff Member	Role/Position	MN License File Folder # (if applicable)	Finished EOY FY23 and returned for FY24? (Y/N)	Finished EOY FY24 and returned for FY25? (Y/N)
Teaching Staff				
Marie Pelzer	Kindergarten Teacher	1007065	Hired in FY24	N
Jenni Skiba	Long Term Substitute - 4th Grade & Kindergarten	431058	NA	NA
Sonja Govednik	First Grade Teacher	385485	Hired in FY24	Y
Nikki Draper	First Grade Teacher	408731	Y	Y
Samantha Droeger	Second Grade Teacher	1011602	Hired in FY24	Y
Teagan Gustafson	Second Grade Teacher	1028875	Hired in FY24	Y
Dorothy Senger	Third Grade Teacher	465914	Y	Y
Allison Minikus	Third Grade Teacher	1026187	Hired in FY24	Y
Abby Proehl	Fourth Grade Teacher	1013299	Hired in FY24	Y
Jodi Haben	Fourth Grade Teacher	348753	Hired in FY24	Y

Taylor Streckert	SPED Teacher	487489	Y	Y
Gretchen Jackson	Long TermSubstitute/ Elementary Art	1017499	NA	
Vanessa Pooler	K-4 Music Teacher	1027205	Hired in FY24	Y
Noah Heidorn	Physical Education/DAPE	512549	Y	N
Kyle Porter	5 - 8 Math Teacher	1000808	Hired in FY24	Y
Heather Mix	5 - 6 Language Arts Teacher	410495	Hired in FY24	Y
Tonja Brown	7 - 8 Language Arts Teacher	475816	Y	Y
Jeff Schafer	5-8 Physical Education & Health	466434	Y	N
Nate Warner	5 - 8 Science Teacher	1024124	Hired in FY24	N
Makayl Dahl	5 - 8 Social Studies Teacher	1004259	Y	N
Sam Stuckey	5 - 8 Art Teacher	509405	Hired in FY24	Y
Trey Stuckey	5-8 Music Teacher	1019524	Hired in FY24	N
Andrea Patton	SPED Teacher	1011344	Hired in FY24	Y
Renee Nord	SPED Teacher	487070	Y	Y
Krista Bayne	Mental Health Specialist	1012087	Hired in FY24	N
Retention Rate			8/27 = 30% (EOY FY23 Count was 27)	16/23 = 70%
Administration Staff				
Paula Foley	Executive Director	297490	Y	N
Shawna Voigt	Dean of Students	1001963	Hired in FY24	N
Mike Gadbois	Project Dean	316017	Hired in FY24	N
Korbin Kvaas	K-8 Principal	467802	Hired in FY24	N
Retention Rate			1/3 = .33% (EOY FY23 Count was 3)	0/4 = 0%
Support Staff				
Kara Gomes	Behavior Specialist	996547	Y	Y
Denise Leblanc	SPED Paraprofessional		Y	Y
Bev Triplett	SPED Paraprofessional		Y	Y
Nick Charles	SPED Paraprofessional		Hired in FY24	Y
Sandy Hughes	SPED Paraprofessional		Y	N
Lindsey Anderson	SPED Paraprofessional		Hired in FY24	Hired in FY24
Anne Senger	SPED Paraprofessional		Hired in FY24	N

Melissa Thomsen	SPED Paraprofessional		Hired in FY24	Y
Kathryn Bien	Paraprofessional/Lunch		Hired in FY24	Y
Brooke Senger	Lunchroom Support		Hired in FY24	Y
Lauri Sweeney	SPED Paraprofessional		Y	Y
Shala Thomsen	SPED Paraprofessional		Hired in FY24	Y
Stacey Raveling	SPED Paraprofessional		Hired in FY24	Y
Savannah Erickson	SPED Paraprofessional		Hired in FY24	Y
Julie Vasquez	SPED Paraprofessional		Y	Y
Joshua Montag	Technology and Network Specialist		Hired in FY24	Y
Tiana Hoven	People Operations Specialist		Hired in FY24	N
Sabrina Dewey	Marketing and Enrollment Specialist		Hired in FY24	Y
David Holboy	Technology		Y	N
Lisa Paschke	Intervention and Materials Specialist		Y (Prior Reading Corps Tutor)	Y
Bridget Carpenter	Custodian		Y	Y (Moved to Reading Corps Tutor)
Danny Schnabel	Maintenance		Hired in FY24	N
Maria Hansen	Custodian		Hired in FY24	N
Ashley McCraner	Elementary School Office Manager		Y	Y
Tammy Koosman	Middle School Office Manager and District Support		Hired in FY24	N
Retention Rate			10/24 = 42% (EOY FY23 Count was 24)	17/25 = 68%

Professional Development Plans for Administratively Non-licensed Staff

NA

2023- 2024 Administration and Licenses	License Number
Paula Foley, Executive Director	297490 (Superintendent Ex: 06/30/2028)
Korbin Kvaas, K-8 Principal	467802(Principal K-12 Ex: 06/30/2026)
Michael R Gadbois	316017 (Superintendent Ex: 06/30/2029)

Finances

Financial Overview

School finances are substantially influenced by enrollment and as ASA continues operations, the focus has been to grow the fund balance. The school has been successful at this for the past few years and in FY24 has added to the fund balance by $120k. Enrollment declined by approximately 30 students from FY23 to FY24. ASA is projecting enrollment to increase throughout the school year in FY25. ***The school has a stable fund balance and was not in Statutory Operating Debt (SOD) during FY24.*

Most of the funding for ASA came from state and federal sources. Revenues in the General Fund stayed consistent from FY23. The Food Service Program (Fund 02) ended with a slight deficit for the year. However, the fund balance is healthy. The Community Fund (Fund 04) which is supported by the School's Before/Aftercare program continues to build a fund balance for future programming needs.

The finance committee reviewed the budget on a regular basis in FY24 as changing conditions prompted the reallocation of resources, and while the final audit has not been completed at the time of this report, estimates have shown that the school continues to have a healthy surplus for FY25.

Expenditures

Expenditures at ASA were driven mostly by student needs. Expenditures in the General Fund decreased by $95k from FY23. Most of these expenditures were for salaries and benefits for staff as well as a decrease in contracted service expenses. Approximately 43% of expenditures were General Education salaries and benefits, 14% of costs went to pay for facilities including the lease payment and utilities, and approximately 19% of expenditures were spent on the Special Education program.

Net Income and Fund Balance

The total net surplus for all funds was $116,536 for FY24. This increased the overall Fund Balance for all funds to $2,027,350, or 43% of total expenditures for FY24. Enrollment fluctuated throughout the year compared to FY23, 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 2023-24 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

FY23 Finances	Fund 01	Fund 02	Fund 04
Total Revenues	$4,763,411	$147,343	$58,769
Total Expenditures	$4,320,502	$159,344	$28,416
Transfer Out	-	-	-
Transfer In	-	-	-
Net Income	$422,908	($12,001)	$352
Total Fund Balance	$1,906,547	$32,657	$73,819

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



Student Leadership- A Year in Review Presented by ASA Newspaper and Yearbook Students

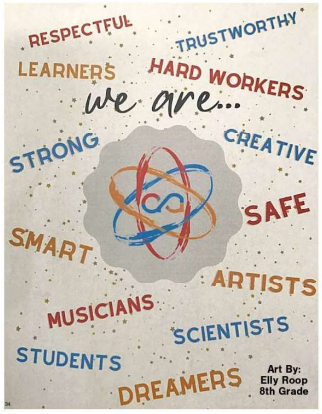
The following showcase pages were designed, organized and collaborated on through the Newspaper and Yearbook elective course for 7th and 8th grade students. Students are encouraged at ASA to engage fully in creativity and to have ownership in the school climate and culture.





Art Integration:

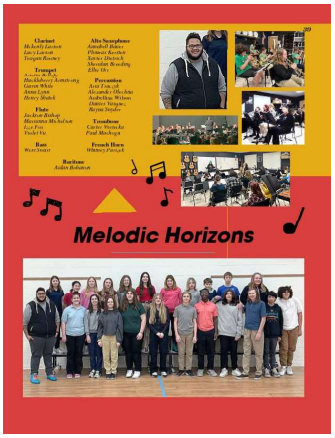
Research strongly supports the notion that arts education and integration can help struggling learners better learn the topics being assessed. For example, (Fiske, 2002) found that the arts provide students with authentic learning experiences that are real and meaningful to them. Others have discovered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





ASA hosts four music concerts annually. Band is offered to students in grades 5-8 along with additional music options including Jazz Band and solo lessons.

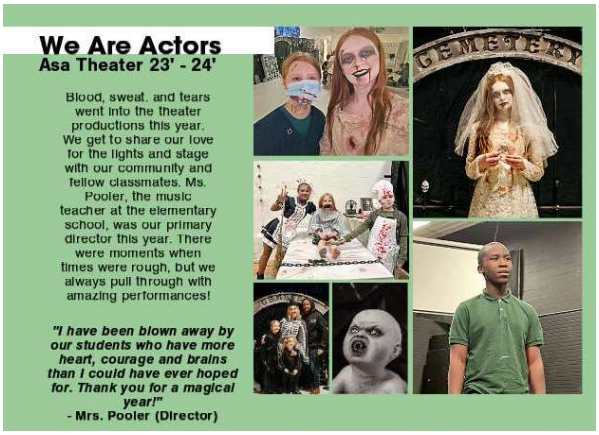






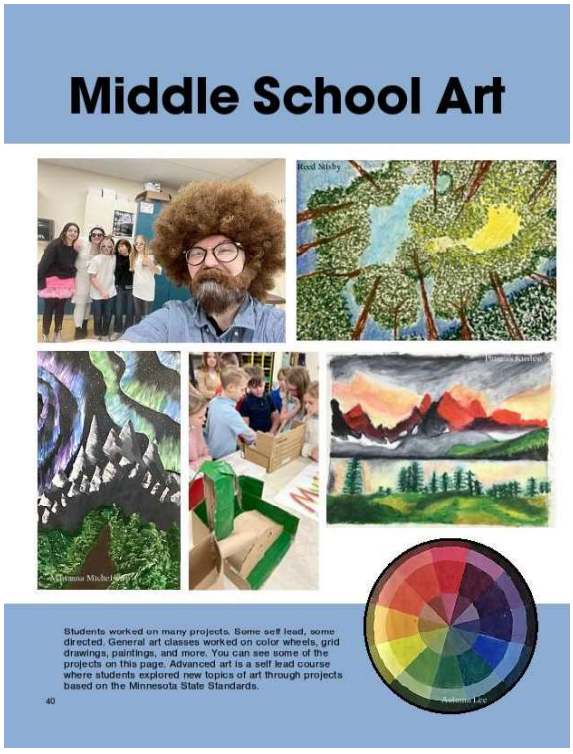


ASA sponsors “Haunted Hallways” each fall and a school theater production each spring. This includes students in grades 5-8 and will be expanded to grades K-8.





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





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

● A focus on K-8 Science and Math outcomes and curriculum audit.
● Integration of standard Math and Science initiatives such as towers (elementary), Food Class (middle school), drone and cube (middle school). This will continue to be a focus.
● ASA will begin the discussion on strategies for creating a "banner" Science program.

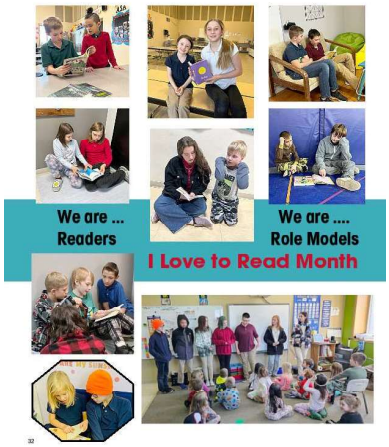


ASA incorporates college and career readiness opportunities by having grades 5-8 participate in the Career Fair at Anoka Hennepin Community College.

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

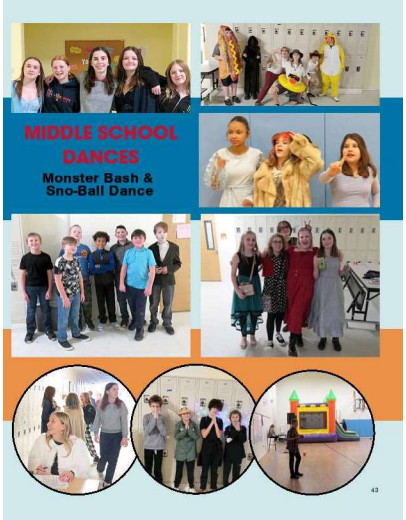
Enrichment and Community Building Events at ASA

ASA prides itself on the variety of opportunities provided to students and the array of interactive hands-on activities provided throughout the year. The banner events listed below have become cornerstone experiences that have folded into ASA tradition.



Open House - September
Monster Bash Middle School Dance - October
Haunted Hallway Performance - October
Trunk or Treat Fundraiser Walk - October
Innovation Day - November
Guthrie Theater 7th & 8th Grade *A Christmas Carol* - December
Orpheum Theater 3rd & 4th Grade *How the Grinch Stole Christmas* - December
PBIS Movie Day - December
Sno-Ball Middle School Dance - January
Wild Mountain Tubing and Skiing - January
Art Show - February
3rd Grade Wax Museum - March
Equinox Extravaganza Middle School Concert - March
APEX Fundraiser - March
Wizard of Oz Performance - May
End of Year Celebration - June





Continuous Improvement Model



Art and Science Academy will use a combination service model, which includes both push-in and pull-out services for students. Teachers and instructional assistants will work directly with students in the classroom while pulling students (individually and in small groups) out at time to work in designated study areas. ASA employs a Title I teacher and we utilize the Reading Corps Program. Teachers will use research-based intervention programs such as Benchmark Literacy, Read Naturally, Reveal Math, etc. ASA has also selected a small group of teachers to train in the LETRS (Language Essential for Teachers of Reading and Spelling) program to provide more depth to our literacy program. This is one of the core tenets of the Science of Reading.

Progress Monitoring

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

Future Plans

Recognizing ASA's dedication to its mission and vision for the past 10 years and turning the corner on completing year 11, ASA has so much to be proud of. ASA's dedicated team of teachers, support staff, board members, and families is a true testament to the meaningful work ASA has brought to this community of learners.

As we venture forward, focused attention has been given to deepening our curriculum, professional development and student programming. As part of this work, we have made gains in retaining teachers and staff, hiring licensed teachers and providing mentorship to all levels. ASA recently added the position of Director of Curriculum and Instruction to provide guidance and structure to not only improve instruction but to enhance our teaching strategies and implementation of priority standards.

We strive to improve our MTSS Model with the addition of licensed Middle School and Elementary interventionists, a Title I math and Title I reading teacher along with 3 Reading Corps tutors with hopes of adding Math Corps next year. We are planning to provide After School Targeted Services as well as summer school opportunities in this fiscal year. In addition

to our plan in meeting student needs for support, we are implementing a bi-weekly Math Fact Fluency Check in all grade levels. We are already seeing positive improvements in all of our students!
With a strong sense of urgency, we are wholeheartedly embracing the challenge of taking on our responsibilities to meet the requirements of the MN READ Act. New curriculum has begun this year to provide the structure and the key elements of a full reading program that has been missing at ASA.
In the area of arts, we have added Theater, Choir and Dance to our Middle School courses. We also have a K-4 Music Teacher, K-4 Art Teacher, 5-8 Band/Music Teacher and 5-8 Art Teacher! For science integration, K-4 now has a full-time STEAM teacher which works with the art team to blend and integrate both art and science in addition to STEAM as a specialist class for all students in grades K through 4. Middle school students now have two math teachers and two science teachers. With these additions, we are providing a much more robust and comprehensive learning environment and are realizing many results already.
ASA has a bright future where we see the realized goal of completing our school district with our own High School. We are moving forward with a renewed spirit and vision of creating an all encompassing school grades K-12 and then adding Pre-K and a daycare to become a full community school for our area.

Statutory Purposes

Primary Purpose

The primary purpose of Art and Science Academy is to improve pupil learning and student achievement.

The school will report its implementation of this primary purpose in the following way:

The school has implemented a variety of programs over this charter cycle to improve learning for a population by incorporating an arts integration program to increase engagement and learning in the educational process. The primary purpose is supported through the additional purposes listed below.

Additional Purposes

The additional purposes of Art and Science Academy include:

- Increase learning opportunities for pupils.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers.

The school will report its implementation of these additional purposes in the following way:

1) Increasing learning opportunities for pupils

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

ASA promotes an arts integration model to achieve this.

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

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

- ASA Science teachers met to determine the K-8 Science Curriculum, including the identification of out of class experiences and "banner" events.
- ASA provides Innovation Days for K-8 learners where students experience hands-on opportunities to learn about air, land and other aspects of science.
- ASA offers Science and Math Electives (i.e. Food Science) and initiatives that develop engineering and other scientific opportunities that include courses in Drones, Generation Genius, and a class Garden Tower.

2) Encouraging the use of different and innovative teaching methods

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

- ASA provides weekly mentoring meetings for new teachers. The focus is on communication, teaching and meeting student needs.
- ASA teachers receive professional development on arts integration.
- ASA teachers choose some of their personal professional development and instructional strategy goals (i.e.K-8)
- ASA is reviewing the possibility of developing a teacher "toolkit" of preferred Arts, Science and behavioral strategies for students.

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

- Teachers at ASA also have the opportunity to serve on the Board of Directors.
- All Teachers at ASA provide direction to the Board of Directors by serving on one of the following committees that report to the Board monthly:

COMMITTEE MEMBERSHIP

- ➢ Integration Committee - Provides direction on arts and science integration.
- ➢ Wellness Committee - Provides direction on health, safety, security and nutritional programs .
- ➢ PBIS Committee - Provides direction and opportunities for community building and expectation setting/follow through on the ASA campus.
- ➢ Engagement Committee - Provides direction on strategies for engaging parents, students, staff and the community into ASA.

Performance Reporting

Academic Performance

Goal #1A	**On Track for Success - Using the North Star Academic Progress (NSAP), ASA will meet/exceed the state in Achievement Level Improved in math in FY21, FY22 and FY23. *FY23 and FY24 represent achievement levels of students who maintained or improved.**					
Contract Year	**FY2019 (Baseline)** (Added due to COVID and MDE emphasis on using FY19 data)	**FY2020 (COVID)**	**FY2021 (COVID)**	**FY2022 Third Year of Contract**	**FY2023 Fourth Year of Contract**	**FY2024 Fifth Year of Contract**
DISTRICT Goal Percentage	NSAP: 56.5% ASA: 59.0%	N/A Covid	N/A Covid	NSAP: 45.8% ASA: 46.3%	NSAP: 56.3% ASA: 43.0%	NSAP: 14.2% ASA: 10.1%
Annual % (increase/decrease)	+2.5%	N/A Covid	N/A Covid	+0.5%	-13.3%	-4.1%
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Met	Not Met	Not Met

ELEMENTARY Goal Percentage					NSAP: 56.3% ASA: 57.6%	NSAP: 14.2% ASA: 2.6%
Annual % (increase/decrease)					+1.1%	-11.6%
Was the goal Met, Partially Met, or Not Met?					Met	Not Met
MIDDLE SCHOOL Goal Percentage					NSAP: 56.3% ASA: 26.1%	NSAP: 14.2% ASA: 12.9%
Annual % (increase/decrease)					-29.9%	-1.3%
Was the goal Met, Partially Met, or Not Met?					Not Met	Not Met
School's analysis of performance for the reporting year	FY 2024 Analysis: In response to the prior year's MCA and FastBridge data, the district purchased a K-8 math curriculum (Reveal Math) and will need at least one more year to address the gaps and instructional needs for students and teachers. ASA has also addressed teacher turnover and highly qualified teachers as an area to develop.					

Goal #1B	**On Track for Success - Using the North Star Academic Progress (NSAP), ASA will meet/exceed the state in Achievement Level Improved in reading in FY21, FY22 and FY23. *FY23 and FY24 represent achievement levels of students who maintained or improved.**					
Contract Year	**FY2019 (Baseline) (Added due to COVID and MDE emphasis on using FY19 data)**	**FY2020 (COVID)**	**FY2021 (COVID)**	**FY2022 Third Year of Contract**	**FY2023 Fourth Year of Contract**	**FY2024 Fifth Year of Contract**

DISTRICT Goal Percentage	NSAP: 58.8% ASA: 63.5%	N/A Covid	N/A Covid	NSAP: 50.3% ASA: 53.2%	NSAP: 60.0% ASA: 51.4%	NSAP: 19.1% ASA: 17.3%
Annual % (increase/decrease)	+4.7%	N/A Covid	N/A Covid	-3.2%	-8.6%	-1.8%
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Not Met	Not Met	Not Met
ELEMENTARY Goal Percentage					NSAP: 60.0% ASA: 57.6%	NSAP: 19.1% ASA: 10.5%
Annual % (increase/decrease)					-2.4%	-8.6%
Was the goal Met, Partially Met, or Not Met?					Not Met	Not Met
MIDDLE SCHOOL Goal Percentage					NSAP: 60.0% ASA: 49.6%	NSAP: 19.1% ASA: 19.8%
Annual % (increase/decrease)					-10.4%	+0.7%
Was the goal Met, Partially Met, or Not Met?					Not Met	Met
School's analysis of performance for the reporting year	FY 2024 Analysis: ASA underwent teacher turnover at the elementary level and was not able to secure licensed teachers until late-mid year and employed subs for some grades. This disruption along with inexperienced teachers has interrupted learning. ASA is working to align curriculum and follow state guidelines as outlined in the READ Act to address this deficiency in reading.					

Goal #2	Math Proficiency: For all students tested in grades 3-8, who were consecutively enrolled at ASA for two or more years, the schoolwide MCA Math proficiency rate will continue to meet or exceed the state average in FY22, FY23, and FY24.					
Contract Year	**FY2019 (Baseline)** (Added due to COVID and MDE emphasis on using FY19 data)	**FY2020 (COVID)**	**FY2021 (COVID)**	**FY2022 Third Year of Contract**	**FY2023 Fourth Year of Contract**	**FY2024 Fifth Year of Contract**
DISTRICT Goal Percentage	NSAP: 56.5% ASA: 63.9%	N/A Covid	N/A Covid	NSAP: 45.8% ASA: 43.7%	NSAP: 46.0% ASA: 34.0%	NSAP: 45.3% ASA: 33.6%
Annual % (increase/decrease)	+7.4%	N/A Covid	N/A Covid	-2.0%	-12.0%	-11.70%
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Not Met	Not Met	Not Met
ELEMENTARY Goal Percentage	NSAP: 56.5% ASA: 73.5%			NSAP: 45.8% ASA: 64.5%	NSAP: 46.0% ASA: 55.4%	NSAP: 45.3% ASA: 52.6%
Annual % (increase/decrease)	+17.0%			+18.7%	+9.4%	+7.3%
Was the goal Met, Partially Met, or Not Met?	Met			Met	Met	Met
MIDDLE SCHOOL Goal Percentage	NASA: 56.5% ASA: 51.2%			NSAP: 45.8% ASA: 31.6%	NSAP: 46.0% ASA: 20.8%	NSAP: 45.3% ASA: 20.0%
Annual % (increase/decrease)	-5.3%			-14.2%	-25.2%	-25.30%

Was the goal Met, Partially Met, or Not Met?	Not Met			Not Met	Not Met	Not Met
School's analysis of performance for the reporting year	FY 2024 Analysis: The impact of the Middle School decline impacted the overall district percentage. While the elementary surpassed the state average, the Middle School was underserved with limited teaching staff, as ASA went with one teacher to serve all of the 5-8 students. New math curriculum was also being implemented during this time. ASA now employs two math teachers for our 5-8 students and will need at least another year to develop and deepen the new math material.					

Goal #3	**READING Proficiency: For all students tested in grades 3-8, who were consecutively enrolled at ASA for two or more years, the schoolwide MCA Reading proficiency rate will continue to meet or exceed the state average in FY22, FY23 and FY24.**					
Contract Year	**FY2019 (Baseline)** **(Added due to COVID and MDE emphasis on using FY19 data)**	**FY2020 (COVID)**	**FY2021 (COVID)**	**FY2022 Third Year of Contract**	**FY2023 Fourth Year of Contract**	**FY2024 Fifth Year of Contract**
DISTRICT Goal Percentage	NSAP: 58.8% ASA: 69.5%	N/A Covid	N/A Covid	NSAP: 50.3% ASA: 55.6%	NSAP: 50.5% ASA: 51.0%	NSAP: 50.4% ASA: 52.6%
Annual % (increase/decrease)	+10.7%	N/A Covid	N/A Covid	+5.4%	+0.5%	+2.2%
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Met	Met	Met
ELEMENTARY Goal Percentage	NSAP: 58.8% ASA: 59.0%			NSAP: 50.3% ASA: 50.0%	NSAP: 50.5% ASA: 52.5%	NSAP: 50.4% ASA: 54.1%

Annual % (increase/decrease)	+0.2%			-0.3%	+2.0%	+3.7%
Was the goal Met, Partially Met, or Not Met?	Met			Not Met	Met	Met
MIDDLE SCHOOL Goal Percentage	NSAP: 58.8% ASA: 59.0%			NSAP: 50.3% ASA: 54.3%	NSAP: 50.5% ASA: 52.5%	NSAP: 50.4% ASA: 48.8%
Annual % (increase/decrease)	+9.4%			+4.0%	+2.0%	-1.6%
Was the goal Met, Partially Met, or Not Met?	Met			Met	Met	Not Met
School's analysis of performance for the reporting year	FY 2024 Analysis: The trend for our students that have been with ASA for 2 or more years, is fairly positive. While just shy of the mark with our Middle School students, ASA overall was comparable to the state average. ASA has begun to implement more intervention work with our Middle School students and will continue to develop this area.					

Goal #4	**FAST Growth - The aggregate percentage of students in grades K- 8 who meet their fall to spring FAST expected growth target will be at least 50% in FY22, FY23 and FY24.**					
Contract Year	**FY2019 (Baseline)** **(Added due to COVID and MDE emphasis on using FY19 data)**	**FY2020 (COVID)**	**FY2021 (COVID)**	**FY2022 Third Year of Contract**	**FY2023 Fourth Year of Contract**	**FY2024 Fifth Year of Contract**
DISTRICT Goal Percentage	50%	N/A Covid	N/A Covid	50%	50%	50%
Annual % (increase/decrease)	Reading: 63% Math: 59%	N/A Covid	N/A Covid	Reading: 71% Math: 65%	Reading: 54% Math: 49%	Reading: 61% Math: 66%

Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Met	Partially Met	Met
School's analysis of performance for the reporting year	FY 2024 Analysis: ASA met this goal in both categories and will now begin to move that goal mark higher. Along with the requirements of the Read Act and identifying curriculum needs and professional development areas, ASA will see a steady rise in expected growth rate.					

Goal #5	**Kindergarten Growth Goal - 50% of Kindergarten students attending ASA will be considered as 'low risk/college pathway' as measured by FAST testing in the spring of each year in FY22, FY23 and FY24.**					
Contract Year	**FY2019 (Baseline)** **(Added due to COVID and MDE emphasis on using FY19 data)**	**FY2020 (COVID)**	**FY2021 (COVID)**	**FY2022 Third Year of Contract**	**FY2023 Fourth Year of Contract**	**FY2024 Fifth Year of Contract**
DISTRICT Goal Percentage	50%	N/A Covid	N/A Covid	50%	50%	50%
Annual % (increase/decrease)	Reading: 78% Math: 63%	N/A Covid	N/A Covid	Reading: 74% Math: 42%	Reading: 44% Math: 44%	Reading: 29% Math: 66%
Was the goal Met, Partially Met, or Not Met?	Met	N/A Covid	N/A Covid	Partially Met	Not Met	Partially Met
School's analysis of performance for the reporting year	FY 2024 Analysis: While kindergarteners did not meet the 50% threshold for reading, students did show significant growth from fall to spring scores, but many fell just short of meeting the grade level benchmark. In kindergarten, ASA was not able to hire a licensed teacher and the impact was significant. ASA has initiated a curriculum to address this gap in kindergarten and first grade. Additional intervention support has also been provided to our students.					

Goal #6	School/Mission Specific Goal Using a school-developed assessment, at least 75% of K-8 students will score 80% or higher on their year-end arts project evaluation in FY21, FY22, FY23 and FY24.					
Contract Year	**FY2019 (Baseline)** (Added due to COVID and MDE emphasis on using FY19 data)	**FY2020 (COVID)**	**FY2021 (COVID)**	**FY2022 Third Year of Contract**	**FY2023 Fourth Year of Contract**	**FY2024 Fifth Year of Contract**
DISTRICT Goal Percentage	NA	N/A Covid	80.5%	85.4%	90.0%	90.0%
Was the goal Met, Partially Met, or Not Met?	NA	N/A Covid	Met	Met	Met	Met
School's analysis of performance for the reporting year	FY 2024 Analysis: As part of our mission and vision, ASA's dedication to art integration shines through. Art integration has been woven into all grades and all classes. Each year teachers showcase their students' work at an end of year slide presentation demonstrating the art standards that were implemented into core subject standards. ASA continues to grow and move art integration forward to engage students and provide a powerful mode for students to learn through art.					

English Learners Progress

Art and Science Academy's student population does not exceed 10% English language learners.

PIP Reporting

N/A

Additional Information

World's Best Workforce

2023–24 World's Best Workforce (WBWF) Annual Summary Report

District or Charter Name: Art and Science Academy

WBWF Contact: Cora Packard

Title: Executive Director

Phone: 763-444-0039

Email: cora.packard@artandscienceacademy.k12.mn.us

Annual Report

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

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to stakeholders: https://artandscienceacademy.k12.mn.us/school-performanceand-student-achievement/

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023–24 SY.

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

Provide the date of the school board annual public meeting to review progress on the CACR plan for the 2023-24 SY: October 24, 2024

Goals and Results

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.

Goal	*Result*	*Goal Status*
65% of kindergarten students attending ASA will be considered as low risk/college pathway at the spring testing as measured by the FAST testing	*Provide the result for the 2023–24 SY that directly ties back to the established goal.* *READING: 29% of kindergarten students are considered low risk/college pathway as measured by Spring Fast Testing Reading* *MATH: 66% of kindergarten students are considered low risk/college pathway as measured by Spring Fast Testing Math*	*Check one of the following:* *___ On Track (multi-year goal)* *___ Not On Track (multi-year goal)* *___ Goal Met (one-year goal)* *_x_ Goal Not Met (one-year goal)*

Close the Achievement Gap(s) Between Student Groups

Goal	*Result*	*Goal Status*
78% of ASA students enrolled in grades 4-8 will achieve at least one year of growth in Math and Reading as measured by FASTBridge Fall to Spring Benchmark testing.	*MATH: 47% of all students grade 4-8 achieved a year of expected growth or aggressive growth in Math as measured by Fall to Spring Fast benchmark testing. 33% expected growth 14% aggressive growth* *READING: 59% of all students grade 4-8 achieved a year of expected growth or aggressive growth in Math as measured by Fall to Spring Fast*	*Check one of the following:* *___ On Track (multi-year goal)* *___ Not On Track (multi-year goal)* *___ Goal Met (one-year goal)* *__x_ Goal Not Met (one-year goal)*

	benchmark testing. 28% expected growth 31% aggressive growth	

All Students Career and College-Ready by Graduation

Goal	*Result*	*Goal Status*
53% of students assessed in grades 4-8 will demonstrate proficiency on the MCA reading assessment and 23% of grades 4-8 students will demonstrate proficiency on the MCA Math assessment. *80% of students in 8th grade will take a career interest inventory 75% of 8th grade students will attend a college and/or career exploration event.*	*46% of grades 4-8 students demonstrated proficiency in Reading on MCA.* *23% of grade 4-8 students demonstrated proficiency in Math on MCA.* ***92% of our 8th (23 of 25) 8th grade students attended a college and/or career exploration event*	*Check one of the following:* *___ On Track (multi-year goal)* *___ Not On Track (multi-year goal)* *__x__ Goal Met (one-year goal) for Math* *_x___ Goal Not Met (one-year goal) for Reading & 8th Grade Career Exploration Event*

All Students Graduate

Goal	*Result*	*Goal Status*
N/A	*Provide the result for the 2023–24 SY that directly ties back to the established goal.* *Type response here*	*Check one of the following:* *___ On Track (multi-year goal)* *___ Not On Track (multi-year goal)* *___ Goal Met (one-year goal)* *___ Goal Not Met (one-year goal)*

DEPARTMENT OF EDUCATION

2024–25 Annual Charter School Assurances

The following assurances must be signed by all operational charter schools annually. Type text responses in underlined spaces or where indicated. If there is not a relevant response to a prompt for your school, enter "None" or "N/A" instead of leaving a space blank. Signatures at the bottom of the form provide certification of all assurances contained in the text of the document. **Please submit policies related to Assurances 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 2023, section 124E.13, subdivision 1 as amended by the Laws of Minnesota 2024, chapter 115, article 6, section 1, and Minnesota Statutes 2023, section 124E.03, subdivision 2(a).

   a. Is the lease is 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.
      NA

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

2. I assure that the charter school has taken steps to maintain nonsectarian school facilities in compliance with Minnesota Statutes 2023, section 124E.06, subdivision 3(c).

   a. Apart from items displayed only during the meetings of after-school student-only clubs, identify and describe all religious texts, symbols, quotations, or objects displayed at your school facilities on school days.
   None

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

None

c. Describe all prayers, calls to prayers, invocations, readings of religious texts, and religious greetings that have been delivered in connection with school activities.
None

3. I assure that the charter school has a board-adopted religious accommodation policy that accords equal treatment of and access to all religions. Attach the most recent version of the policy.
4. I assure that if the charter school allows religious or other activities on school property during non-instructional time, there is a board-adopted policy allowing equal access to all groups and that such access otherwise complies with Minnesota Statutes 2023, section 124E.06, subdivision 3(c). Attach the most recent version of the policy.
5. I assure that the charter school does not involve itself in religious activities, consistent with Minnesota Statutes 2023, section 124E.06, subdivision 3(c), including by recruiting employees, parents or other volunteers for such activities.

   a. If you have not already done so in Assurance 1(b), identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with any sectarian organization.
   None

   b. If you have not already done so in Assurance 1(c), identify and describe any activities by sectarian organizations in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events.
   None

   c. Identify and describe any instance in which your school took the religion of an individual into account in (a) the hiring, firing, discipline or assignment of your faculty, staff, vendors, or contractors; (b) the recruitment, admission or discipline of students; or (c) decisions regarding the resources made available to student groups.
   None

6. I assure that food served at the charter school satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with Minnesota Statutes 2023, section 124E.03, subdivision 2(a).

   a. Describe any religious-based restrictions that your charter school places on the types of food that may be consumed on its premises.
   None

7. I assure that the charter school follows the state data practices law, consistent with Minnesota Statutes 2023, 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:
   11/16/2023
   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 2023, section 124E.11 as amended by the Laws of Minnesota 2024, chapter 109, article 6, section 15. Attach the most recent version of the policy.
9. I assure that the charter school has a neutral dress code and/or uniform policy that does not promote a particular religion or particular religious customs and that the school does not, through its enforcement of dress code and/or uniform policy, restrict opportunity to participate in school activities. Attach the most recent version of the policy, if a formal, written policy exists.

    a. Describe the policy, if it is unwritten.
    Policy 504 attached

Charter School Information

Name of Charter School: Art and Science Academy

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/MS Principal

Signature: Cora Packard

Date: 10/24/24

Certification of Assurances by Board Chair of Charter School

Printed Name: Roberta Provost

Title: Board Chair

Signature: Roberta Provost

Date: 10-24-24

Board and Director Approval of FY24 Annual Report to The Guild and FY24 World's Best Workforce Summary and Achievement Report

At the October 30, 2024 Board Meeting, the Board reviewed and approved the FY24 Annual Report to The Guild and FY24 World's Best Workforce Summary and Achievement 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

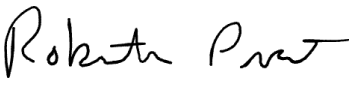
Printed Name: Cora Packard
Title: Executive Director

Signature: 

Date: 10/30/24

Certification of Assurances by Board Chair of Charter School

Printed Name: Roberta Provost
Title: Board Chair

Signature: 

Date: 10/30/24