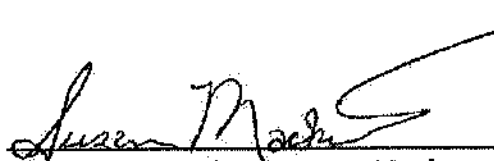


2015-16 ANNUAL REPORT – Art & Science Academy, District #4227



*Minnesota Charter School District #4227*

  
School Board Chair, Susan Mackert

  
Executive Director, Carlo Galeazzi

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Submitted to:  
Minnesota Guild  
67 8<sup>th</sup> Ave NE  
Minneapolis, MN 55104

**District Name, Number, and Address**

Art & Science Academy, Minnesota School District #4227, is a charter school in the Cambridge-Isanti area. The school's address is 903 6<sup>th</sup> Ave Ct, NE, Isanti, MN 55040.

Art & Science Academy finished the 2015-16 school year with an enrollment of 258 students and an average daily membership of 258.29.

**Mission**

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

**Vision**

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

**Annual Report Elements Required by Statute**

A. Minnesota Statutes, section 124D.10, Subdivision 14: "A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on:"

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

Annual report prepared by: Carlo Galeazzi, School Founder / Director

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## **Background**

Art & Science Academy served students from kindergarten through seventh grade during the 2015-16 school year. The school was established in 2013, and in June of 2016, completed its 2<sup>nd</sup> year. Art and Science Academy is located in the town of Isanti.

Art & Science Academy is a comprehensive tuition-free public elementary school offering a rigorous academic program while integrating the visual and performing arts into each and every school day.

Open to all K-8 students, Art & Science Academy is a unique learning environment where dedicated teachers inspire students to realize their potential as individuals, as students, as artists, and as members of a local and global community. Students learn in small classes, receive all necessary academic support, and participate in advanced learning opportunities during an enrichment hour at the end of each day.

### **Foundational Statements:**

1. The arts facilitate the development of critical thinking, communication and problem solving skills. These are essential 21st century workplace skills.
2. Science is a subject that should be learned through engagement and discovery. Hands on experiments and activities supporting the concepts being learned must be a regular practice and students should experience concepts rather than simply discussing them.
3. The Art and Science Academy will provide a healthy, safe and nurturing environment where students can learn and enjoy coming to school every day. The entire community will practice caring, supportive and mutually respectful communication and behavior.
4. Student interest in learning is as essential as student achievement. The arts are an essential component of a quality holistic education; they stimulate student interest and serve as a stage or platform for learning academics.

## **School Governance**

### **Board Composition**

#### **2015-2016 School-Year ASA School Board**

| <b>Member</b>  | <b>Position</b> | <b>Group</b>     | <b>Email</b>               | <b>Attendance</b> |
|----------------|-----------------|------------------|----------------------------|-------------------|
| Henning, Linda | Member          | Community Member | lrhenning100@hotmail.com   | Missed 1 meeting  |
| Mackert, Susan | Chair           | Community Member | sue.mackert@pcac.k12.mn.us | Missed 0 meetings |
| Rimbey, Laura  | Member          | Teacher          | laura.rimbey@asa.k12.mn.us | Missed 2 meetings |

|                        |                    |                  |  |                   |
|------------------------|--------------------|------------------|--|-------------------|
| Therese Zadnik Klecker | Treasurer          | Ex-Officio       | <a href="mailto:Therese.zadnik-klecker@asa.k23.mn.us">Therese.zadnik-klecker@asa.k23.mn.us</a> | Missed 1 meeting  |
| Ruddy, Angela          | Member             | Parent           | <a href="mailto:aruddy@gmail.com">aruddy@gmail.com</a>   | Missed 1 meeting  |
| Otto, Richard          | Member             | Community Member | <a href="mailto:dkotto6@gmail.com">dkotto6@gmail.com</a>                                       | Missed 0 meetings |
| Galeazzi, Carlo        | Executive Director | Ex Officio       | <a href="mailto:carlo.galeazzi@asa.k12.mn.us">carlo.galeazzi@asa.k12.mn.us</a>                 | Missed 0 meetings |

Linda R. Henning

Board Member

Linda has over 40 years' experience in the public, non-profit and private sectors in a variety of professional, managerial and leadership positions focused primarily on public and intergovernmental relations and partnerships, real estate financing, community and economic development and affordable housing, environmental issues, and environmental and arts education.

Susan Mackert

Board Chair

Sue Mackert, Executive Director of the Perpich Center in Golden Valley, is a communications consultant with over 30 years of business experience. She is a former Board member of the St. Cloud Area Chamber of Commerce and served on the board of directors of a number of entities including St. Cloud Hospital, Bremer Bank, Catholic Charities, and the United Way of Central Minnesota.

Dick Otto

Board Member Community Representative

Dick Otto is a local resident since 1988. Dick volunteers regularly in the community and works as a judge for local elections. Dick and his wife Cathy have 6 children and 21 grand children.

Laura Rimbey

Board Member - Teacher Representative

Laura Rimbey is a current teacher at Art & Science Academy. (See faculty bio information)

Angela Ruddy

Board Member - Parent Representative

Angela Ruddy is a parent and former visual arts teacher. Angela and her husband John have two daughters attending ASA.

Carlo Galeazzi Ed.D.

Ex-officio

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

#### Finance Committee

The members of the finance committee were Susan Mackert and Richard Otto.

#### School Board Trainings

During the 2014-2015 school year, the following members received board training:

| Member                   | Date                      | Topics of Training               |
|--------------------------|---------------------------|----------------------------------|
| Mackert, Sue             | 3/19/15 4/24/15 10/26/16  | Governance Finance<br>Employment |
| Henning, Linda           | 3/19/15 4/24/15 10/26/16  | Governance Finance<br>Employment |
| Otto, Richard            | 3/19/15 4/24/15, 10/26/16 | Governance Finance<br>Employment |
| Ruddy, Angela            | 3/19/15 4/24/15 10/26/16  | Governance Finance<br>Employment |
| Rimbey, Laura            | 3/19/15 4/24/15 10/26/16  | Governance Finance<br>Employment |
| Zadnik-Kleckner, Therese | 3/19/15 4/24/15 10/26/16  | Governance Finance<br>Employment |
| Galeazzi, Carlo          | 3/19/15 4/24/15 10/26/16  | Governance Finance<br>Employment |

#### Board Practices, Processes, and Performance

The board is organized as follows: There are five total members, including one teacher, one parent, and two community members.

The board reviewed the bylaws at its annual meeting in April 2015.

2014-2015 Election Date: April 2015

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

Minutes of past meetings are posted on the school website: [www.asa.k12.mn.us](http://www.asa.k12.mn.us) and the Guild Epicenter.

#### School Administration

Carlo Galeazzi, Ed.D.

Founder / Director

Carlo Galeazzi is a former science teacher and a licensed k-12 principal and superintendent. Carlo is a seasoned school administrator with previous experience in charter school and traditional school administration. Galeazzi served as director of the Perpich Center for Arts Education Arts High School from 2008 – 2012.

Previous administrative roles include serving as dean of students, assistant principal, curriculum director and principal in both charter and traditional schools.

Galeazzi holds a doctorate (Ed.D.) in Organizational Leadership & Policy Development from the University of Minnesota. Galeazzi's areas of expertise include: - Curriculum & Instruction - Assessment - Program Development - Art & Academic Integration - School Law - Professional Development - Program Evaluation - Prevention - Computer-Based Instruction - Alternative Education - At-Risk Learners - Attendance & Discipline - Special Education - Campus Safety.

| Name  | Phone        | Contact Information  |
|---|--------------|--|
| Therese Zadnik-Klecker<br>Office Manager/MARS<br>Coordinator        | 763-444-0342 | <a href="mailto:therese.zadnik-klecker@asa.k12.mn.us">therese.zadnik-klecker@asa.k12.mn.us</a> |
| Paul Maurer Robotics<br>Teacher / Instructional<br>Coordinator/Dean | 763-444-0342 | <a href="mailto:Paul.maurer@asa.k12.mn.us">Paul.maurer@asa.k12.mn.us</a>                       |
| Amy Donegan Program<br>Coordinator                                  | 763-444-0342 | <a href="mailto:amy.donegan@asa.k12.mn.us">amy.donegan@asa.k12.mn.us</a>                       |

### Faculty

ASA experienced significant increase in student enrollment during the 2015-16 school year creating several new positions. In addition, several teachers that had been commuting from areas such as Minneapolis, St. Cloud and Fridley, left to teach closer to their residence. Sadly, ASA experience the loss of one teacher who went on maternity leave and passed away unexpectedly.

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

| Name              | Assignment Grade  | File Folder # | Not Returning in 2016-17 |
|-------------------|-------------------|---------------|--------------------------|
| Anessa Beimert    | kindergarten      | 416775        |                          |
| Finseth, Krista   | 1                 | 470199        |                          |
| Rimbey, Laura     | 1                 | 327842        |                          |
| Forsyth, Brianna  | Special Ed        | 496064        |                          |
| Dahl, Kara        | 1                 | 462638        |                          |
| Dorothy Senger    | 3                 | 465914        |                          |
| Elizabeth Stenson | 3                 | 467821        |                          |
| Shandri, Katie    | 2                 | 479949        |                          |
| Jessica Foschi    | 5-8 Math          | 480793        |                          |
| Mulhern, Ben      | 5-8<br>LA/Theater | 466311        |                          |

|                               |              |        |   |
|-------------------------------|--------------|--------|---|
| Jeni Dale                     | Music        | 362156 |   |
| Redfield, Sue (long term sub) | Art          | 297489 | X |
| Clem, Christina               | Special Ed   | 437659 |   |
| Ann Rood                      | 2            | 367987 |   |
| Brianna McDonald              | 5-7 L.A.     | 421315 | X |
| Heather Mix                   | 5-8 SS       | 410495 |   |
| Taylor Zimmerman              | 4            | 487489 |   |
| Paul Maurer                   | 7 Math       | 420386 |   |
| Kelly Schaefer                | 5-8 Science  | 486555 |   |
| Amy Cross                     | Kindergarten | 419058 | X |
| Asleson, Frank                | Special Ed   | 384423 |   |

#### Instructional Support Staff

| Name               | Assignment  | Not Returning in<br>2015-2016 |
|--------------------|---|-------------------------------|
| Custer,<br>Melanie | 3rd Grade SpEd Program Paraprofessional                 | X                             |
| Dvorak,<br>Rebecca | 4th Grade SpEd Program Paraprofessional                 |                               |
| Engberg,<br>Tina   | 1st Grade SpEd Program Paraprofessional                 | X                             |
| Frilseth,<br>Mindy | 2nd Grade SpEd Program Paraprofessional                 | X                             |
| Hockert,<br>Austin | Kindergarten SpEd Program<br>Paraprofessional           |                               |
| Lewis, Katie       | 1st Grade Regular Education Program<br>Paraprofessional |                               |
| Masters,<br>Alicia | 2nd Grade Regular Education Program<br>Paraprofessional | X                             |
| McKie,<br>Mellissa | 3rd Grade SpEd Program Paraprofessional                 |                               |
| Olson, Erin        | 2nd, 3rd & 5th SpEd Program<br>Paraprofessional         |                               |

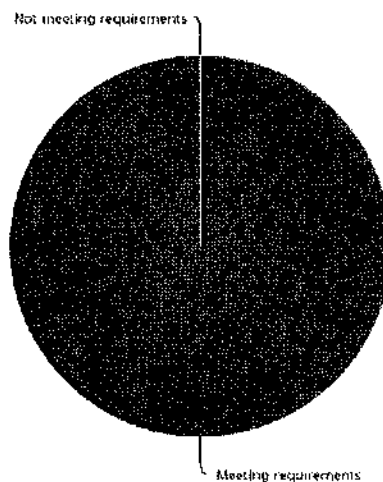


|                     |  |   |
|---------------------|--|---|
| Peterson, Elizabeth | 4th Grade Regular Education Program Paraprofessional |   |
| Reichle-Terry, Edna | Kindergarten SpEd Program Paraprofessional           | X |
| Smith, Kelly        | 3rd Grade SpEd Program Paraprofessional/Nurse        | X |
| Taray, Sherri       | 5/6th Grade Regular Program Paraprofessional         | X |
| Triplett, Bev       | 1st Grade SpEd Program Paraprofessional              |   |

### Teacher Coaching, Supervision, and Evaluation

Art & Science Academy teachers are observed informally throughout the school year by peers and administration. New teachers are observed and coached by the school administrator twice during the first year. Peer observations are strongly encouraged at least one time per year. In addition, the school administrator conducts one formal observation and evaluation.

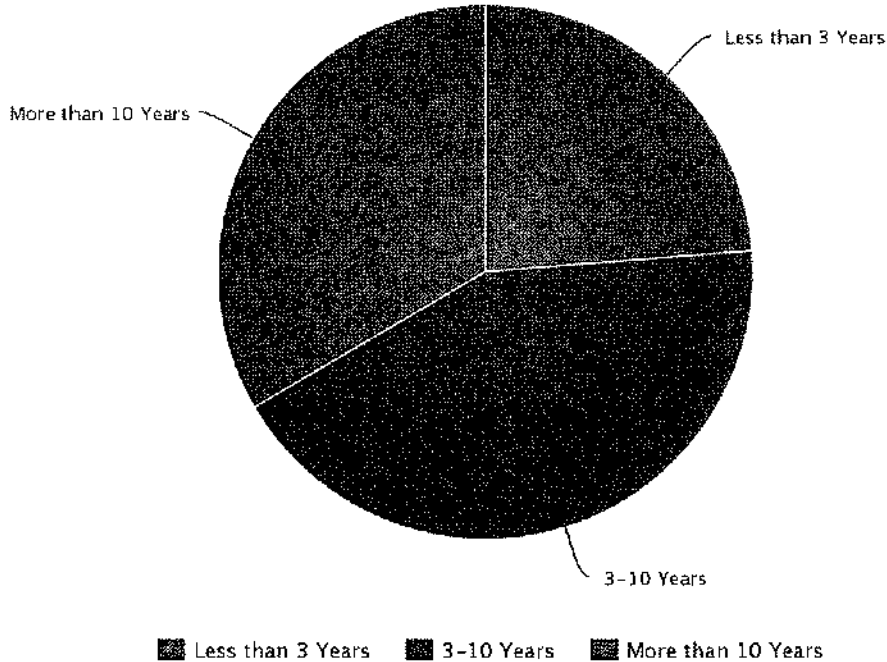
### Federal Highly Qualified Requirements:



|                         |       |
|-------------------------|-------|
| Licensed                | 95.3% |
| With Special Permission | 4.7%  |

### Years Experience

| Experience         | Percent |
|--------------------|---------|
| Less than 3 Years  | 23.8%   |
| 3-10 Years         | 42.8%   |
| More than 10 Years | 33.5%   |



### Ratio of Licensed Teachers to Students

|                                  |       |
|----------------------------------|-------|
| Licensed Teacher Ratio           | 13    |
| October 1 Student Count          | 248   |
| Total Licensed Teacher FTE Count | 19.64 |

### Ratio of Licensed Teachers and Support Staff to Students

|                         |     |
|-------------------------|-----|
| Licensed Staff Ratio    | 13  |
| October 1 Student Count | 248 |

**Total Licensed Teacher And Support Staff FTE Count 19.71**

### Student Information

#### Demographics

|  |                  |
|--|------------------|
|  | <b>2015-2016</b> |
|--|------------------|

|  |            |
|--|------------|
| <b>Total Enrollment as of October 1<sup>st</sup></b> | <b>248</b> |
| Black  | 1.2%       |
| White  | 97.2%      |
| Hispanic   | 1.6%       |
| Asian  | 0%         |
| Native American                                      | 0%         |
| Eligible for Free/Reduced Meals                      | 27%        |
| English Learner                                      | 0%         |
| Receive Special Education Services                   | 12.5%      |

#### **Student Attrition:**

Art & Science Academy began the 2015-2016 school year with 257 students (as of Aug 10th, 2015). At the end of the school year, the enrollment was 255 students (as of May 27th, 2016). This accounts for a fall-to-spring attrition rate of 1.9%. School Enrollment as of Oct 1, 2015 was 252

#### **Food Program**

During the 2015-16 school year, ASA contracted with Lancer Foods to cater student lunches. The food service program was initially coordinated by Katie Lewis and Therese Zadnik-Klecker. Upon completion of training, Katie Lewis became the Lunch Coordinator. We currently use 2 staff to prepare and serve lunches to students, while monitoring students and cleaning tables after lunch.

#### **School Goals & Progress Towards Achievement**

One of the statutory purposes for charter legislation is to improve student achievement. Many of the school goals developed for ASA involve measurable achievement and student, parent & teacher satisfaction with the program.

#### **ASA Annually conducts a comprehensive needs assessment (CNA):**

During the fall of 2015, Art and Science Academy teachers conducted a comprehensive needs assessment. The Art and Science Academy uses FAST reading CBM (curriculum based measurement) reading and CBM mathematics

process assessments. Other data gathered and reviewed prior to developing a targeted assistance and school wide improvement plan include MCA results from prior schools, guided reading level data, in-house teacher developed assessments and “aReading” and “aMath” (computer adaptive measure of broad reading and mathematics) assessment results. After reviewing all data collected from all grades, trends were identified and a comprehensive plan was developed.

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

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

- Alignment between school goals and teacher/administrator training as described in this report
- Provide targeted services to qualifying students
- Provide Title 1 services to qualifying students
- Systematic PLC work during professional development days devoted to aligning curriculum, analyzing benchmark data, planning instruction and support sessions for students based on data trends
- Development of SMART Goals and Action Plans
- Utilizing a school-wide data review process

### **Achievement goal 1: Mathematics Proficiency**

The percentage of all ASA students enrolled October 1, 2014 in grades 3-5 demonstrating proficiency on the Minnesota MCA for math will exceed those of surrounding student home school district (Cambridge-Isanti District #911) by 5% or higher at the end of the first year.

Within three years (i.e., end of the first contract period), 70% of all students assessed in grades 3-8 attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for math.

| <b>Goal Not Met</b>     | <b>2015Average score<br/>for grades 3-5</b> | <b>2016Average score<br/>for grades 3-5</b> |
|-------------------------|---|---|
| Art and Science Academy | 56.2  | <b>65.4</b><br><b>9.2% increase</b>         |
| Cambridge-Isanti        | 72.9  | 74.2  |
| State                   | 66.9  | 65.6  |

**Possible Explanations:** While the three-year goal seems attainable, the first year’s goal, particularly in math (in a district with students performing highly on math MCA’s), was not met for several reasons. There were several major factors during the start up years 1 &2 that made attaining goal 1 extremely unlikely. Several of the major factors include:

1. Facilities; ASA encountered unforeseen difficulties with our building; beginning with the work not being completed as promised and the quality of work that was completed was far below the standards for a school setting. For example, the majority of walls had to be torn down

during year 2 because the year 1 builder did not insulate the walls in between classrooms. In 2015, ASA teachers again conducted classes in makeshift spaces until the year 2 builder completed new classrooms in December, 2015.

2. The second challenge involved the teaching staff. The majority of teachers hired for year 2 teaching math and reading in the testing grades were novice teachers. The lack of experience combined with poor facilities contributed to the school's inability to attain difficult math goals.

### **Achievement goal 2: Mathematics Growth**

All students performing at grade level make at least one year's expected growth when receiving one year of opportunity to learn. Struggling students (students who are below grade level one or more years) will make a minimum of 1.25 years of growth when receiving one year of opportunity to learn. Students in grades 3-8 will be administered the Regular Northwest Evaluation Association (NWEA). MAP fall, winter, and spring.

**Note:** this goal is **only** attainable if **all** students entering at grade level attain 1 full year growth and **all** students performing below grade level make 1.25 years growth according to one assessment. We recommend adjusting the language of growth goals to include a percentage, i.e. 80%

| 2015 Math Growth                              | Grade           | Fall Assessment | Spring Assessment | Notes                            |
|---|-----------------|-----------------|-------------------|----------------------------------|
| Percent of students scoring at grade level    | 3 (32 students) | 59              | 84                |                                  |
| Percent of students scoring below grade level |                 | 41              | 16                |                                  |
| Percent of students scoring at grade level    | 4 (22 students) | 72              | 95                |                                  |
| Percent of students scoring below grade level |                 | 28              | 5                 |                                  |
| Percent of students scoring at grade level    | 5 (38 students) | 66              | 56                | 7 students moved up one category |
| Percent of students scoring below grade level |                 | 34              | 32                |                                  |

Because ASA teachers have a large voice in decision-making, ASA uses FAST assessments rather than NWEA. First year teachers were also able to research, compare and contrast the use of Ipads vs. Learn Pad, a product of Tierney Brothers. Teachers selected to purchase Learn Pads.

FAST is aligned well with MCA assessments and categorize students into three sub groups: Low Risk, Some Risk and High Risk. Our goal is to eliminate the

High Risk category and reduce the Some Risk category. We translate the High Risk and Some Risk designations into students who are below grade level. Students scoring within the Low Risk category generally perform well on MCA assessments and are viewed as at or above grade level.

### **Achievement goal 3 Reading Proficiency by Grade 3**

The percentage of all ASA students enrolled October 1, 2014 in grade 3 demonstrating proficiency on the Minnesota MCA for reading will exceed those of surrounding student home school district (Cambridge-Isanti District #911) by 3% or higher at the end of the first year. Within three years (i.e., end of the first contract period), 80% of all grade 3 students attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for reading

| <b>Goal Met</b>         | <b>Percent of 3<sup>rd</sup> graders scoring proficiency on MCA Reading in</b> |
|-------------------------|--|
| Art and Science Academy | 70   |
| Cambridge - Isanti      | 62   |
| State                   | 59   |

### **Achievement goal 4: Readings Growth**

All students performing at grade level make at least one year's expected growth when receiving one year of opportunity to learn. Struggling students (students who are below grade level one or more years) will make a minimum of 1.25 years of growth when receiving one year of opportunity to learn. Students in grades 3-8 will be administered the Regular Northwest Evaluation Association (NWEA). MAP fall, winter, and spring.

| <b>Reading Growth</b>                         | <b>Grade</b>       | <b>Fall Assess ment</b> | <b>Spring Assessment</b> | <b>Notes</b>   |
|---|--------------------|-------------------------|--------------------------|--|
| Percent of students scoring at grade level    | 3<br>(32 students) | 68                      | 84                       | 2 students moved from the "high risk" category to the "low risk" category. |
| Percent of students scoring below grade level |                    | 32                      | 16                       |  |
| Percent of students scoring at grade level    | 4<br>(23 students) | 82                      | 86                       | 2 students moved from the "some risk" category to the "low risk" category  |
| Percent of students scoring below grade level |                    | 18                      | 14                       |  |
| Percent of students scoring at grade level    | 5<br>(40 students) | 62                      | 62                       | 8 Student moved from the "high risk" category to the "some risk" category. |
| Percent of students scoring below grade       |                    | 38                      | 38                       |  |

|   |  |  |  |   |
|---|--|--|--|---|
| level   |  |  |  | 4 students moved from<br>"some risk to low" |
| <p>Note: Also, our first year implementation of FAST assessments was very challenging for reasons including technology. For example, we did not have Internet services until mid-January. Our post assessments were taken just a few months later. Our end of the year assessments were also met with Internet and technology issues. As a result, we believe most of our growth data is not valid or reliable.</p> <p>Also, this goal is only attainable if all students entering at grade level attain 1 full year growth and all students performing below grade level make 1.25 years growth according to one assessment. We recommend adjusting the language to include a percentage for a goal, i.e. 80% of students...</p> |  |  |  |   |

#### **Achievement goal 5: Science Proficiency**

The percentage of all ASA students enrolled October 1, 2014 in grade 5 demonstrating proficiency on the Minnesota MCA for science will exceed those of surrounding student home school districts (Cambridge-Isanti District #911) by 5% or higher at the end of the first year. Within three years (i.e., end of the first contract period), 70% of all students assessed in grades 5 and 8 attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA for science.

| <b>Goal Met</b>         | <b>Percent of 5th graders scoring proficiency on MCA Science in 2015</b> |
|-------------------------|--|
| Art and Science Academy | 74   |
| Cambridge - Isanti      | 64   |
| State                   | 59   |

#### **Achievement goal 6: Staff Satisfaction with Professional Development**

##### **Goal Met**

90% of ASA staff will indicate that they are "satisfied" or "highly satisfied" (using a Likert scale survey model) with the relevancy and applicability of professional development received. Assessments will be conducted bi-annually in November and June.

#### **Teacher Satisfaction with Professional Development Survey**

2015-16

Teachers feel empowered to take risks, try innovative teaching approaches and they do not feel "micro managed." 100%

Teachers feel treated like a professional and supported so that they can teach, learn and grow as a professional: 93%

Other data related to satisfaction of students, parents and teachers:

#### **Parent/Student Satisfaction: 2014-15**

Achieving Mission: 93%

Child enjoys going to school each day: 98%  
 The academics are challenging and my child is learning: 95%  
 My child feels happy and positive about being in his/her classroom 100%  
 Parent reports seeing positive change in child's attitude towards school: 94%

**Parent/Student Satisfaction: 2015-16**

Achieving Mission: 97%  
 Child enjoys going to school each day: 92%  
 The academics are challenging and my child is learning: 97%  
 My child feels happy and positive about being in his/her classroom 98%  
 Parent reports seeing positive change in child's attitude towards school: 95%

**Achievement goal: 7 Attendance Goal Met**

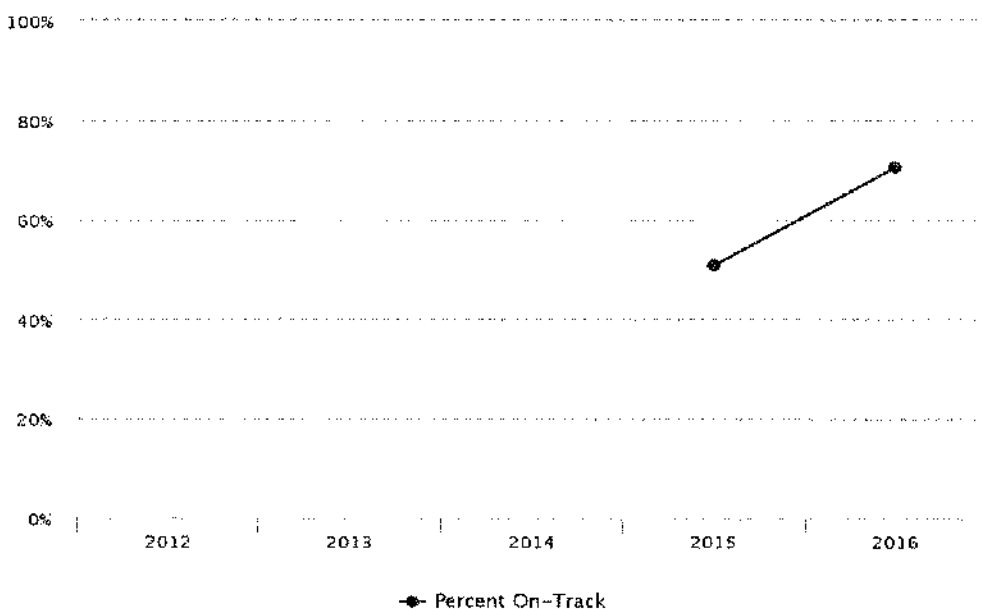
ASA will have a measurable goal of 95% average daily attendance every year.

**Multiple Measures Rating MMR**

**Accountability Goal: Math and Reading MMR Goal Growth (on track for success);** Summative Goal Statement: The percentage of students attending ASA who are considered, by MMR measures, to be "on track" for success will increase each year. By the end of the second year of operation, (2015-16), the percentage of ASA students enrolled in grades 4-6 considered on-track for success as determined by

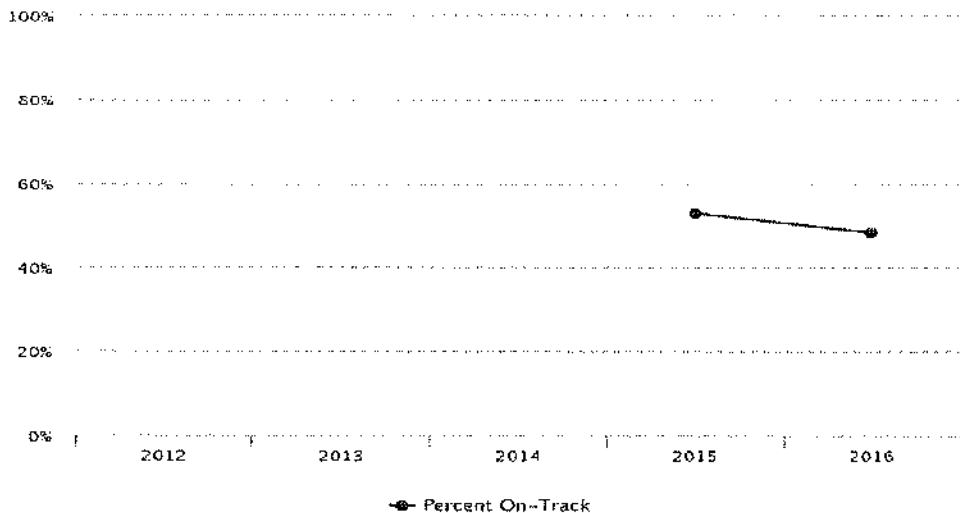
the 2015-16 71 % of ASA students are "on track" for success in math.

MDE growth model will be above 70%, indicating an increase from the previous (2014-15) school year





2015-16 48 % of ASA students are “on track” for success in reading.



Based on the above data, ASA did meet the math goal but did not meet the reading MMR goal. We believe this is due, at least in part, to ineffective teaching methods and have corrected the issue.

### Continuous Improvement Model

Art and Science Academy will use a combination service model, which includes a push in, and pull out services to students. At times, teachers and instructional assistants will work directly with students in the classroom while pulling students (individually and in small groups) out at times to work in designated study areas. Teachers will use research-based intervention programs such as Words Their Way. Progress Monitoring

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

### Finances

2015-2016 Annual Report – Art & Science Academy, District #4227-07

#### Financial Highlights

**Fund Balance** – The School’s fund balance of the General Fund ended at a surplus of \$37,359 at June 30, 2016. Because this was the second year of operations with students, it is expected that fund balance would not be significant. In terms of

thinking more long-term, if the Board has not already done so, it should consider establishing a fund balance policy which establishes a target fund balance percentage. We recommend that once a new charter school program has stabilized and matured that the charter school develop a plan that will eventually result in a target fund balance that is at least 20% to 25% of annual expenditures. We don't specify a specific time period but the plan is intended to give guidance to the School's leaders and finance staff to be incorporated into the budget development and planning to help ensure that progress is made toward the Board's goals. The ending fund balance at June 30, 2016 for Art & Science Academy represents (1.4%) of expenditures incurred for the period. The ending fund balance is an important aspect in the School's financial well being since a healthy fund balance represents financial flexibility in terms of positive cash flow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies, changes in state aid metering payments and aid prorations at the state level and similar problems.

**General Fund Budget to Actual** – Total General Fund revenues on a net basis were \$30,251 (or 1.1%) higher than the final budgeted amount while total expenditures were \$4,217 (or 0.2%) higher than the final amended budget. We recommend that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero to the extent practical once the educational program has stabilized. This would generally include continuing to undertake at least one mid-year budget amendment to update budget assumptions. **Food Service Fund** – The School's Food Service Fund ended fiscal year 2016 with a fund balance of \$-0- as a result of a transfer from the General Fund in the amount of \$25,633.

**Community Service Fund** – The School's Community Service Fund ended fiscal year 2016 with a fund balance of \$19,275.

## **Innovative Teaching Methods**

### **Team Teaching**

Team or "Co-teaching" is defined as two teachers or adults working together with groups of students and sharing the planning, organization, delivery and assessment of instruction, as well as, the physical space. Co-teaching is an attitude of collaboration and communication aimed at enhancing student learning.

The Art and Science Academy has adopted a team teaching approach to providing services to all students in general education classroom. Teachers attended training to assist with the initial understanding of team teaching and to help transition from the traditional model to a more innovative and collaborative one.

Within this team teaching approach, ASA special education teachers spend the majority of their time in the regular classrooms of their students, assisting with teaching, providing individual and small group instruction, overseeing para-professional services and teaching whole class lessons. ASA believes this model of instruction is more inclusive and supportive for students with special needs and the

regular education teacher. Special education teachers are present in the classroom and provide services on a “push-in” basis, rather than pulling students with special needs out of the general classroom for services.

### **Art Integration:**

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

### **Elective Coursework for Grades 5-8 including foreign language & acting**

ASA has developed a unique schedule for our middle grades, which includes an elective hour (3rd hour). Students select a class from a list (including Spanish, German, Robotics, Acting, Creative Writing) based on their personal interests. These classes run for a trimester at a time. The goal is to provide advanced classes and allow students to select a class that they have personal interest in and will enjoy attending each day. We believe this option will help to increase motivation and make learning a more meaningful experience.

### **Future Plans**

Our plans for the future include;

1. refinement and improvement of school programs and;
2. program growth

Art and Science Academy staff will review all programs annually, and as needed, in order to make any necessary modifications that would improve any of the services we provide to students and families. These modifications can range from increasing course offerings to curriculum refinement and additions to the types of technology used by students and staff. This year, ASA is working to improve our math and reading program as mentioned previously in this report. Other improvements and refinements include the development of a shared time agreement with the Cambridge-Isanti district. This agreement now allows ASA students in grades 7&8 to participate in sports through the local school district. ASA is also continuing to improve by adding and refining addition of elective coursework for grades 5-8, improving technology used by students through the purchase of Ipads and increasing advanced opportunities for students.

As public awareness of the Art and Science Academy increases in the community, we expect that our enrollment will continue to increase. While some continued growth is inevitable, ASA will continue to operate as a “small school” due to the many benefits that a smaller school setting provides to students.