

2016-17 ANNUAL REPORT – Art & Science Academy, District #4227



Minnesota Charter School District #4227

School Board Chair, Susan Mackert

Director, Jill Arendt

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

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

Art & Science Academy finished the 2016-17 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

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Background

Art & Science Academy served students from kindergarten through eighth grade during the 2016-17 school year. The school was established in 2013, and in June of 2017, completed its 3rd 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

2016-2017 School-Year ASA School Board

Member	Position	Group	Email	Attendance
Henning, Linda	Member	Community Member	linda.henning@asa.k12.mn.us	Missed 1 meeting
Mackert, Susan	Chair	Community Member	sue.mackert@asa.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	Therese.zadnik-klecker@asa.k12.mn.us	Missed 1 meeting
Ruddy, Angela	Member	Parent	Angela.ruddy@asa.k12.mn.us	Missed 1 meeting
Otto, Richard	Member	Community Member	Dick.otto@asa.k12.mn.us	Missed 0 meetings
Galeazzi, Carlo	Executive Director	Ex Officio	carlo.galeazzi@asa.k12.mn.us	Missed 0 meetings

Susan Mackert

Board Chair

Susan Mackert is “mostly retired” and has a wealth of experience in board leadership, governance, and management. She is a former program evaluator for the McKnight Foundation’s original Initiative Fund program and built a long-term career serving clients ranging from small business to Fortune 500 companies in healthcare, education, corporate, and the public sector. She has served in leadership positions on a myriad of boards, including bank, hospital, chamber of commerce, Catholic Charities, and United Way. She conducted research for development of the first comprehensive, arts integrated middle school program in MN more than two decades ago.

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.

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.

Personnel Committee

The members of the personnel committee were Linda Henning, Angela Ruddy and Laura Rimbey.

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 Employment
Henning, Linda	3/19/15 4/24/15 10/26/16	Governance Finance Employment
Otto, Richard	3/19/15 4/24/15, 10/26/16	Governance Finance Employment
Ruddy, Angela	3/19/15 4/24/15 10/26/16	Governance Finance Employment
Rimbey, Laura	3/19/15 4/24/15 10/26/16	Governance Finance Employment
Zadnik-Kleckner, Therese	3/19/15 4/24/15 10/26/16	Governance Finance Employment
Galeazzi, Carlo	3/19/15 4/24/15 10/26/16	Governance Finance 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 conducted its annual meeting on March 30, 2017 and verified the results of the first board member election.

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.

School Administration

Carlo Galeazzi, Ed.D.

Founder

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
Carlo Galeazzi, Ed.D. Founder	763-444-0342	Carlo.galeazzi@asa.k12.mn.us
Jill Arendt, Assistant Director	763-444-0342	Jill.arendt@asa.k12.mn.us
Paul Maurer Robotics Teacher / Instructional Coordinator/Dean	763-444-0342	Paul.maurer@asa.k12.mn.us
Therese Zadnik-Klecker Office Manager/MARS Coordinator	763-444-0342	therese.zadnik-klecker@asa.k12.mn.us
Amy Donegan Program Coordinator	763-444-0342	amy.donegan@asa.k12.mn.us
Katie Lewis, Front Desk Receptionist	763-444-0342	Katie.lewis@asa.k12.mn.us

Faculty

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	File Folder #	Not Returning in 2017-18
Beimert, Anessa	Kindergarten	48009	
Finseth, Krista	1	470199	
Rimbey, Laura	1	327842	
Forsyth, Brianna	Special Ed	449905	X

Dahl, Kara	1	462638	
Senger, Dorothy	3	480702	
Winter, Roxanne	Special Ed.	322365	
Stenson Elizabeth	3	467821	
Shandri, Katie	2	479949	
Foschi, Jessica	5-8 Math	459299	
Mulhern, Ben	5-8 LA/Theater	466311	
Dale, Jeni	Music	460535	X
Dornseif, Erick	Art	452896	
Ver Voort, Katie	5	413631	
Mulvihill, Shelly	SS/LA	407628	
Clem, Christina	Special Ed	394503	X
Ann Rood	2	367987	
Heather Mix	5-8 SS	410495	
Taylor Zimmerman	4	487489	
Paul Maurer	7 Math	420386	
Kelly Schaefer	5-8 Science	486555	
Frank Asleson	Special Ed	384423	

Instructional Support Staff

Name	Assignment	Not Returning in 2017-2018
Anderson, Paige	kindergarten paraprofessional	
Whitman, Jennifer	special education paraprofessional	
Kalie Bainville	special education paraprofessional	
Daniels, Peiwu	special education paraprofessional	
Hockert, Austin	kindergarten program paraprofessional	X

Lewis, Katie	receptionist, lunch program coordinator	X
Felde, Korbyn	lunch server, after care	X
McKie, Mellissa	special education paraprofessional	
Hoppe, Kristin	special education paraprofessional, aftercare	X
Hockert, Kelsie	special education paraprofessional	
Criswell, Carol	special education paraprofessional	
Peterson, Elizabeth	middle school regular education program paraprofessional	
Galeazzi, Jordyn	lunch server, custodial, after care	X
Clark, Shelby	special education paraprofessional	X
Hughes, Sandra	special education paraprofessional	
Triplett, Bev	special education 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.

ASA Teacher Profile

	Art and Science Academy
Licensure Compliance	Licensed 95.3%
	With Special Permission 4.7%

Degree Preparation	Bachelor's Degree	76.1%
	Master's Degree	19.1%
	Doctorate	0.0%
Years of Experience	Less than 3 Years	23.8%
	3-10 Years	42.8%
	More than 10 Years	33.5%

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

Licensed Staff Ratio	13
October 1 Student Count	248

Total Licensed Teacher FTE Count 19.64

Student Information

2016 – 17 Demographics

	Art and Science Academy
Total Enrollment as of October 1	248
Black	.8%
White	95.3%
Hispanic/Latino	2.0%
Asian	0%
Native American	0%
Two or More Races	2.0%
Eligible for Free/Reduced Meals	28.1%
English Learner	0%

Receive Special Education Services	16.6%
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Student Attrition:

Art & Science Academy began the 2016-17 school year with 257 students. 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 2016-17 school year, ASA contracted with Lancer Foods to cater student lunches. The food service program was initially coordinated by Katie Lewis and Therese Zadnik-Kleckner. 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 2016, Art and Science Academy teachers conducted a comprehensive needs assessment. The Art and Science Academy uses FAST reading CBM (curriculum based measurement) reading and CBM mathematics process assessments. Other data gathered and reviewed prior to developing a targeted assistance and school wide improvement plan include MCA results from prior schools, guided reading level data, in-house teacher developed assessments and “aReading” and “aMath” (computer adaptive measure of broad reading and mathematics) assessment results. After reviewing all data collected from all grades, trends were identified and a comprehensive plan was developed.

Best Practice Strategies and Action Steps.

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

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

The Art and Science Academy uses FAST assessment (eReading and eMath) developed by the University of Minnesota for the school comprehensive needs assessment (CNA) in the fall and for progress monitoring throughout the year (winter and spring). FAST is directly aligned to the Minnesota state academic standards and is acutely accurate in determining student achievement and predicting how a student will perform on the Minnesota Comprehensive Assessment (MCA). For example, in almost every case, students who score within the “low risk” or “college prep” category of FAST assessment will also demonstrate proficiency on the MCA within the “meets the standards” and “exceeds standards” respectively. Because of this direct correlation, ASA will re-assess students in May of each year, who did not “meet the standards” on the MCA and will use the FAST data as evidence of student achievement towards reaching the respective academic goals. Students scoring “approaches the standards” on the preliminary MCA in the spring will demonstrate proficiency by scoring “low risk” on FAST in order to meet the criteria for achievement goal 1: math proficiency. Students scoring within the “does not meet the standards” range on the MCA will demonstrate growth by scoring within the “some risk” category of the FAST assessment by the end of the school year to meet achievement goal 2: growth.

Grade	Number Tested	Exceed the Standards	Meet the Standards	Low Risk/College Bound in May 2017	Total Exceed/Meets/Low Risk (Fast)	% Proficient
3	40	16	11	1	27	70
4	30	9	16	0	25	83.3
5	20	2	11	2	15	75
6	37	8	15	6	29	78
7	19	4	6	2	12	63
8	11	7	1	2	10	91

Achievement goal 1: Mathematics Proficiency

70% of all Art and Science Academy students assessed in grades 3-8 attending ASA for two or more consecutive years will demonstrate proficiency in math on the Minnesota MCA and/or FAST eMath (scoring in the “low risk” or “college prep” category).

Summary: 76.7% of all students in grades 3-8 demonstrated proficiency in math.

Achievement goal 2: Mathematics Growth

75% of all students enrolled in ASA on October 1 will demonstrate adequate growth on the FAST assessment by the following measures:
Students scoring in the “high risk” category will move into the “some risk” or “low risk” category by the end of the school year. Students scoring in the “some risk”

category on FAST will move into the “low risk” category by the end of the school year.

Summary: 47% of the Art and Science students moved up a category on the Reading FAST test from Fall to Spring for the 2016-2017 school year. That is 101 of our 215 students taking the test moved up a category. We have made some changes to address this discrepancy and are hopeful for more movement within categories for the 2017-2018 school year.

Grade	Number Tested	Exceed the Standards	Meet the Standards	Low Risk/College Bound in May 2017	Total Exceed/Meets/Low Risk (Fast)	% Proficient
3	40	7	20	2	29	73
4	29	9	12	2	23	79
5	20	3	14	0	17	85
6	37	16	12	3	31	84
7	19	5	5	1	11	58
8	11	7	1	1	9	82

Achievement goal 3 Reading Proficiency

80% of all students in grades 3-8 attending ASA for two or more consecutive years will demonstrate proficiency on the Minnesota MCA and/or FAST assessment for reading.

Summary: 76.8% of all students in grades 3-8 demonstrated proficiency in reading.

Achievement goal 4: Readings Growth

75% of all students enrolled in ASA on October 1 will demonstrate adequate growth on the FAST assessment by the following measures:

Students scoring in the “high risk” category in the fall will move into the “some risk” or “low risk” category by the end of the school year. Students scoring in the “some risk” category in the fall will move into the “low risk” category by the end of the school year.

Grade	Number of Students Moving Up a FAST Category
K	5/18
1	12/42
2	17/30

3	24/38
4	13/30
5	14/22
6	22/34
7	9/18
8	7/11

Summary: 50% of Art and Science students moved up a category on the FAST Math test for 2016-2017 school year. Our students in Kindergarten and 1st grade did not move as much as we would have liked. We have made some changes to increase the likelihood that more movement in a positive direction happens for the 2017-2018 school year.

Achievement goal 5: Science Proficiency

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

Summary: 73% of students in grades 5 and 8 demonstrated proficiency on the 2017 Science MCA exam.

Achievement goal 6: Staff Satisfaction with Professional Development

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

Based on Survey Monkey results, 95% agree or strongly agree with the statement: Overall, the professional development I have received was relevant and useful to me in my classroom.

Achievement goal: 7 Attendance Goal Met

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

Achievement goal: 7 Attendance

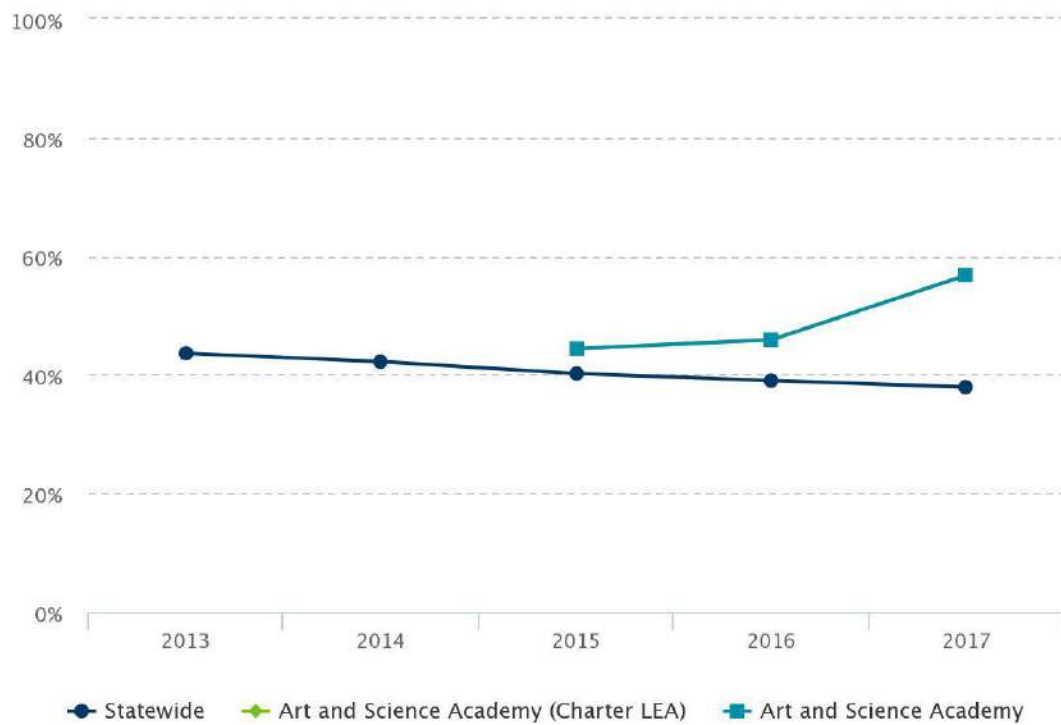
ASA will have a measurable goal of 95% average daily attendance every year.

Other data related to student performance:

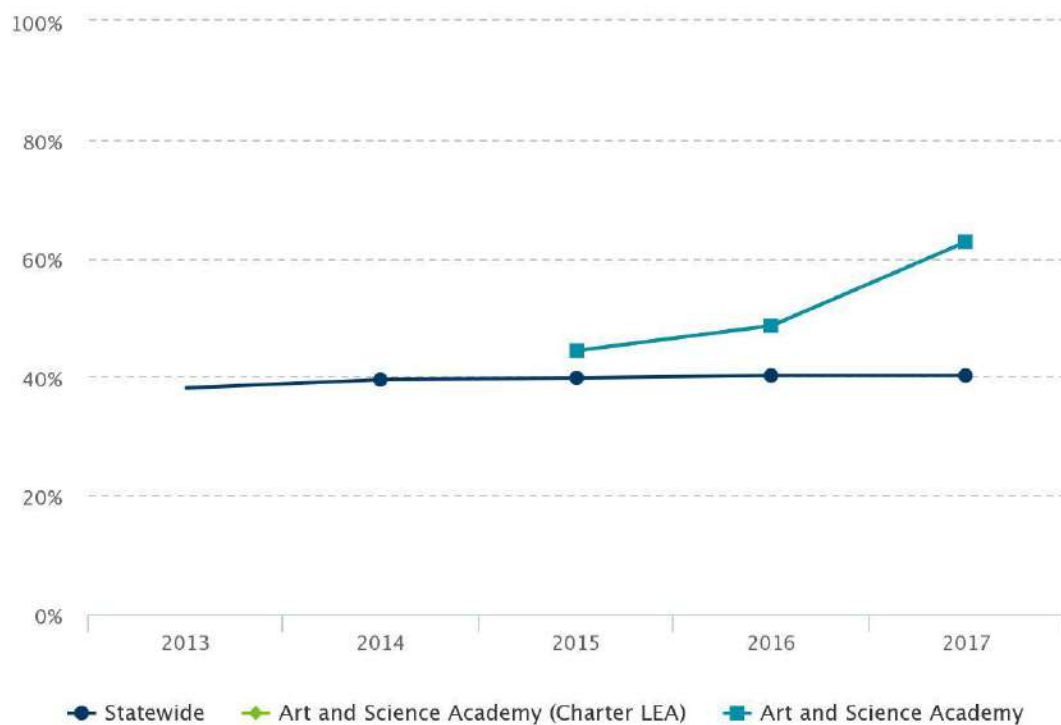
Special Populations

As indicated in the following charts, students with special need and those designated as free / reduced lunch, attending the Art and Science Academy, tend to thrive academically.

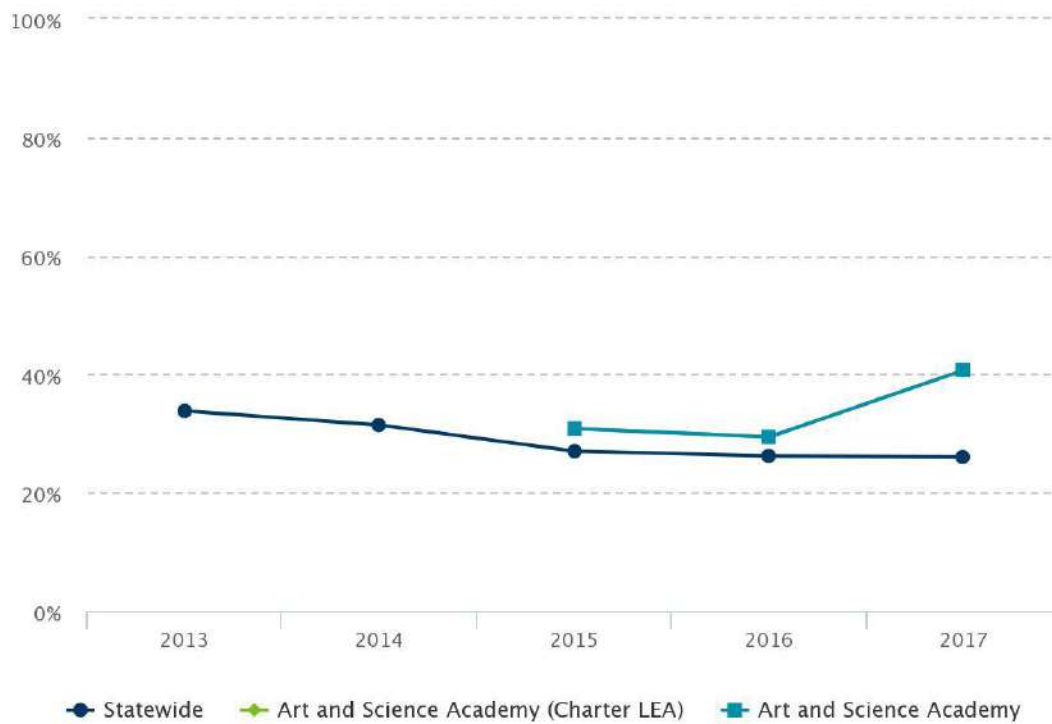
2017 math proficiency free/reduced lunch



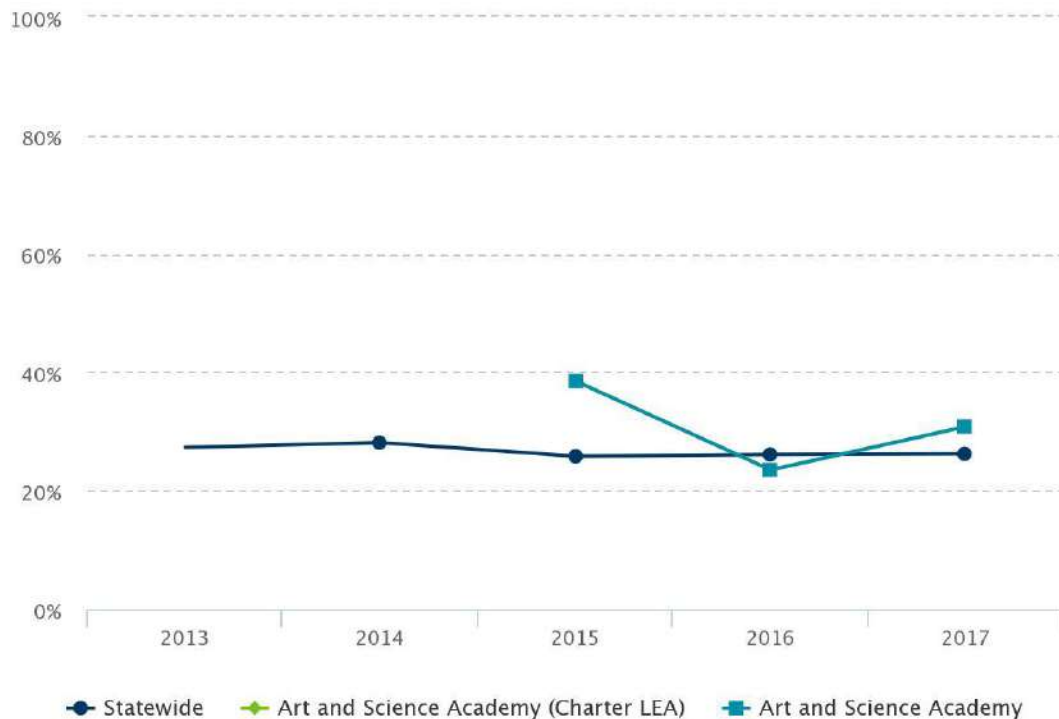
2017 reading proficiency free/reduced lunch



MCA math proficiency special needs all grades



MCA reading proficiency special needs all grades



Parent/Student Satisfaction: 2016-17

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%

Continuous Improvement Model

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

Progress Monitoring

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

Innovative Teaching Methods

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

3. Explore and prepare to implement innovative methods for teacher-led programs

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.