

## PUBLIC CHARTER SCHOOL DISTRICT # 4119

### SCHOOL YEAR 2015-16

### WORLD’S BEST WORKFORCE & ANNUAL REPORT

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# 1. School Information

## Contact Information

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Grades Served:9-12

Year Opened: 2004

## Mission and Vision

### Mission

Learn by doing. Embrace your place in the world, prepare for success and make friends along the way.

### Vision

A community supporting the individual through authentic education that supports life-long learning.

## Authorizer Information

Academic Arts High School opened in 2004 as River Heights. 2016/17 will be our twelfth year as a charter school, Authorized by Audubon. In the last year and a half, we have enjoyed enhanced support from our Authorizer, enabling us to make great strides towards becoming a better school.

The authorizing mission of the Audubon Center of the North Woods (ACNW) Charter School Division is to provide superior oversight, evaluation, feedback and strategic support to its authorized schools resulting in the increased academic, financial, operational and environmental education performance of each school.

The authorizing vision of ACNW is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities while working towards a healthy planet where all people live in balance with the Earth.

David Greenberg, Director of Charter School Authorizing

Audubon Center of the North Woods

Charter School Division

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# 2. Implementation of Primary and Additional Statutory Purposes

Academic Arts High School meets the primary statutory purpose of charter schools: to improve pupil learning and student achievement, by striving to create a learning community where students become active, caring citizens and inquisitive, resourceful lifelong learners. Efforts to implement this type of learning community in our school are described throughout this report.

# AAHS also seeks to meet the additional statutory purposes of a charter school: the program increases learning opportunities by providing a small, project-based program where students who may not thrive in traditional high schools can learn and build their unique paths toward graduation and beyond. We incorporate innovative teaching through our project-based learning platform focusing on artistic expression. We are continuously developing measurement outcomes and accountability methods to gauge students’ progress. As a small, close-knit school, teachers have the ability to give input and guide the development of the school. We are working to cultivate a more balanced school board with three teacher members, one parent member, and three community members.

Regarding the components of the World’s Best Workforce, AAHS focuses on ensuring all students are ready for life after high school through career skills development and college readiness.

# 3. Student Enrollment & Demographics

## STUDENT ENROLLMENT

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Students Enrolled** | **2014-15** | **2015-16** | **2016-17 (est.)** |
| 9th Grade | 8 | 18 | 10 |
| 10th Grade | 39 | 50 | 40 |
| 11th Grade | 29 | 42 | 40 |
| 12th Grade | 48 | 21 | 30 |
| **Total** | 100 | 131 | 120 |
| **Total ADM (Average Daily Membership) for year** | **91.04** | **95.41** | **100** |

## STUDENT DEMOGRAPHICS

*Provide a brief narrative regarding demographic trends.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Demographic Trends** | **2014-15** | **2015-16** | **2016-17 (est.)** |
| Total Enrollment | 124 | 94 | 120 |
| Male | 62 | 60 | 60 |
| Female | 62 | 71 | 60 |
| Special Education | 25 | 23 | 30 |
| English Learners | 0 | 5 | 5 |
| Free/Reduced Priced Lunch | 44 | 47 | 50 |
| Black, not of Hispanic Origin | 12 | 7 | 15 |
| Hispanic/Latino | 29 | 19 | 25 |
| Asian/Pacific Islander | 0 | 3 | 5 |
| American Indian/Alaskan Native | 1 | 0 | 0 |
| White, not of Hispanic Origin | 82 | 64 | 75 |

# 4. Student Attendance, Attrition & Mobility

During this school year, we focused on year-long student retention, as well as attendance. Our overall attendance rate for the school dropped this year, but the year-long enrollment percentage was higher. Students stayed enrolled for the entire school year but had spottier attendance during the school year. We feel this is an improvement, as it means our drop-out rate is lower and puts more of our students on a path towards graduation.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2013-14** | **2014-15** | **2015-16** |
| **Overall Student Attendance Rate** | 88% | 85% | 77.5% |

## STUDENT ATTRITION

|  |  |
| --- | --- |
| **Percentage of students\* who were continuously enrolled between October 1 of the 2014-15 school year and October 1 of the 2015-16 school year.** | 44.72% |

|  |  |
| --- | --- |
| **Percentage of students\* who continued enrollment in the school from Spring 2014 to October 1, 2015.** | 50.88% |

## STUDENT MOBILITY

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Summer Transfers In** | **Number of students on Oct. 1** | **Mid-year Transfers In** | **Mid-year Transfers Out** | **Total Mid-year Transfers** | **Mobility Index\* *(as a percent)*** |
| **2012-13** | 0 | 65 | 20 | 13 | 33 | 50% |
| **2013-14** |  4 | 87  | 42 | 9 | 33  | 37%  |
| **2014-15** |  1 | 79  | 45 | 19 | 26 | 32% |

\* Total mid-year transfers divided by number of students on October 1.

|  |  |
| --- | --- |
| **Percentage of students who were enrolled for 95% or more of the 2015-16 school year.**  | **80%** |

During the 15/16 school year we focused on student attendance and retention. We developed accountability measures and goals with students in their advisory groups. Our school office staff also called parents every day when students were not in school or not in school on time. Developing this relationship and accountability with parents and our students resulted in an increase in student attendance.

Increasing student participation and retention are essential to students learning and making progress on their goals. It is also a critical element for maintaining a healthy school budget and fund balance. Declining student mobility, combined with higher student attendance has cultivated a stable school environment where students can build relationships with each other and staff, and learn steadily.

# 5. Educational Approach & Curriculum

 “Learn by doing, embrace your place in the world, prepare for success, and make friends along the way.” Academic Arts High School utilizes a foundational approach to student success. We value information, techniques, and skills that are learned outside of the classroom and we seek to integrate core classes with Project Based Learning. Project Based Learning (PBL) enables students to complete practical work that reflects their interests, in school and out of school skills, work independently, and collaborate with other students.

Our school program uses a combination of traditional teaching for core subjects and Project Based Learning, that is teacher guided and student driven, for electives. Students work independently to develop strong self-advocacy skills. A student-driven project is a project designed by a student with the guidance of their advisor. The advisor ensures that the project addresses state standards for learning. Teacher-driven projects are devised by a student’s advisor which are based on MN state standards and aligns with a student’s credit needs. Group work is highlighted during projects encouraging students to learn effective communication and collaboration. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.

The unique combination of project-based learning and traditional lecture curriculum ensures students receive an education which aligns with state standards and caters to their individual interests. In the “real” world, where technology and knowledge are changing on a daily basis, it is imperative that students learn how to learn. It is necessary that students understand how to comprehend the information they are receiving and work with it. Project-based learning allows students to cultivate this skill. Traditional classroom time develops the core foundational skills needed for advanced and lifelong learning, and PBL gives students the time to apply those skills in a way relevant to their personal interests and passions.

Curriculum Alignment: The Instructional Lead has been organizing, guiding, and implementing the rigorous curriculum with teaching staff over the 15/16 school year. We held weekly Curriculum Committee meetings and PLPs where staff reviewed curriculum. At these meetings we discussed content achievements, interdisciplinary strategies, behavioral techniques, and cross curricular units. These meetings allowed us to guide curriculum in the core content classes while incorporating environmental education in all classrooms. This time is also used to identify successes in the classrooms which has contributed to a positive teaching culture. Teaching staff submit their lesson plans weekly, and they are reviewed by the Instructional Lead for alignment to state standards; she then provides guidance and feedback.

|  |
| --- |
| **Daily Schedule** |
| **Time Start** | **Time End** | **Regular Schedule** |
| 8:00 | 8:55 | Period One |
| 9:00 | 9:55 | Period Two |
| 10:00 | 10:55 | Period Three |
| 11:00 | 11:45 | Period Four |
| 11:45 | 12:30 | Lunch |
| 12:30 | 1:25 | Advisory PBL / Thursday Reading |
| 1:30 | 3:30 | Elective Class |

Each student is assessed upon enrollment so their educational program may be tailored to fit their body of knowledge. Student coursework is selected based upon previously completed credits. The assessment enables the school to develop a course load that addresses any gaps in student knowledge. Assessments also identify students who are well-prepared academically and provides them with a challenging and appropriate course load. Students whose skill levels are lower spend more time with teachers developing and honing their skill sets. Projects these students develop focus on developing remedial skills. All students develop more complex projects and are challenged by their advisors. This is one of the benefits of a PBL program and a small school environment.

The Special Education population at Academic Arts High School represents roughly 30% of the student body. Students with an Individualized Education Program (IEP) are integrated into the general education population as much as their IEP allows. Their coursework is modified as required by their IEP document. All of their classes are the same as general education students. AAHS utilizes the inclusion model of instruction, which keeps special education students and general education students in the same classes. Accommodations are made based on IEP needs.

During the 2015/16 school year we had five English Learner students. This is the first time in several years that we have had EL students attend our school. We implemented individual teaching time with trained paraprofessionals to support students learning, provided students with digital equipment for guided reading and writing assignments. Students were provided iPads with speech-to-text apps and supplementary recorded readings to support learning.

|  |
| --- |
| Graduation Requirements |
| Language Arts | 16 |
| Mathematics | 16 |
| Science | 12 |
| Social Studies | 14 |
| Reading | 4 |
| Art | 4 |
| Life Plan | 2 |
| Senior Project | 4 |
| Elective Projects | 22 |
|   | 94 |

Academic Arts High School is staffed to have less than twenty students per classroom/advisory group. The school employs five general education teachers, two and a half special education teachers, three paraprofessionals and a school psychologist. Each advisor has less than 20 students assigned to them. We aim to keep class size small, focusing on individualized attention.

Each student’s advisor ensures that projects and core subject work contribute to overall student achievement and learning. Student work is in alignment with state standards; the project-based learning aspect contributes to AAHS mission of preparing students for life after high school. A senior-specific advisory team works with senior students to adequately prepare them for graduation.

Project-based learning allows teachers to utilize interdisciplinary knowledge; providing maximum integration of teaching subjects and increasing learning efficiency.

A student graduating from AAHS will earn 94. Students can choose from a multitude of electives in their PBL seminars. Electives for the 2015/16 school year included: MAP STARS, GSA, Archery, Student Congress, Ukulele Club, Prom Committee, and Restorative Justice Circle.

Students start their day at 8:00 a.m. and remain at school until 3:30 p.m. A sample of student schedules is on the previous page, below.

# 6. Innovative Practices & Implementation

Academic Arts High School is deeply invested in preparing students for life outside of High School. We utilize project-based learning to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace.

Each year, we make a point of visiting community colleges, technical schools, and after school graduation opportunities. We invite schools to visit AAHS to speak about their programs, campus life, and financial options for schooling. We focus on setting students up for a successful life post-graduation. This year the following schools visited Academic Arts: Inver Hills, McNally Smith, Arts Institute, IPR, Hamline, St. Paul Community College, and Concordia College.

Academic Arts has a music studio which has been used during the last school year for music and video production projects, audio and digital sound design, and lessons on musical instruments. We purchased new midi controllers and headphones during the 2015/16 school year.

Seniors at Academic Arts complete two capstone projects, a life plan and a large project of their design with their advisor.

Life Plan - The Life Plan helps students understand how independence will affect them. Students must find housing for themselves, apply and secure a job or college to attend, create a balanced budget that includes their rent, utilities, bills, transportation costs, daily necessities and other needs. The student must fill out the paperwork to apply for jobs, college, financial aid, etc. They must write a resume and a cover letter. They must look into and sign up for the required testing for college enrollment if their schools require it.

Senior Projects Topics:

* AAHS School Commercial: Students created a new commercial for marketing purposes and to refute common misconceptions about alternative education.
* Don’t Buy New, Upcycle! Students demonstrated money-saving techniques by building a bench out of an old bookcase. The bench includes seating and storage.
* Becoming a DCE: The student reflected on their internship with a local church and detailed the steps they are taking to become a Director of Christian Education.
* Fixing my Credit: Our student explains the trouble they got into misusing credit cards and taking out loans. Then, they discussed the steps they took to get out of debt and begin raising their credit score.
* 32H.085 Time for a Change: Student documented the process they took to meet with Senators and other Legislators to amend a law prohibiting minors from utilizing tanning equipment.
* Safe Sports and Preventing Common Injuries: The Student documented ways to prevent common sports injuries, using themselves as a cautionary tale.
* Project Free Movement: Two students acknowledged that the cost of dance classes is prohibitive to low-income families, so they created dance class videos and planned to upload them to the internet and make them available at no charge.
* School Forest: Acknowledging the trouble of accessing forested areas in an urban environment, students applied to develop a small forest in West St. Paul. Their project proposal was approved by the DNR.
* Fighting with Mental Illness and Depression: Our student reflected on their experiences with depression and a close call with suicidal ideation. They used local and national statistics to discuss how chemical imbalances in the brain affect people and the options for assistance in dealing with this.
* Assembling your own Computer: A student demonstrated how to build a computer by using separate parts. They detailed the financial savings individuals or businesses might see by building their own computers and how it is simpler than people assume.

Enrichment clubs began the school year after school and were switched to before school at midwinter break. We discovered that students were leaving before club time to go to work or meet other commitments. By moving them to the start of the school day, we found students attended more regularly. This also acted as an incentive for students to be at school on time.

AAHS did not offer a summer program for 15/16 school year.

The instructional liaison, a new position during 15/16, worked steadily with staff on Curriculum Alignment. Student curriculum is now aligned to state standards and benchmarks. We will continue to work on streamlining our curriculum across disciplines, so key concepts and benchmarks are addressed in multiple subjects.

Staffing continues to be a strength of our schools. None of our core teachers left between 14/15 and the 15/16 school year. We had some turnover of support staff such as paraprofessionals, but we continue to have a stable and engaged core teaching staff.

Student enrollment has gradually increased over the school year and remained consistent.

The school budget is healthy and stable. AAHS is operating within our income and able to efficiently serve our students.

Parent involvement continues to be a challenge for our school. We see low parent participation and engagement at parent events and meetings. This year we offered community breakfasts and community dinners to encourage parents and community members to engage with the school. We also held our first Academic Success Banquet for students who made the honor roll. Next year we plan to implement a home visit program and to partner with other local community events to increase parent participation.

Consistent, timely attendance has been an ongoing issue for our students. To address this, we removed Advisory first hour. This had a negative impact on student attendance, and we switched it back after a few months of trial.

Engagement on Standardized Testing remains moderate and challenging. However, this year we managed to test all enrolled students and added the NWEA science test in Winter and Spring. This provides us with more usable data for analysis regarding student achievement.

# 7. Academic Performance: Goals & Benchmarks

## 2015 through 2018 Contractual Goals.

This set of goals was provided to AAHS mid-way through the 2014/15 school year. We are reporting the baseline data. These goals will be used as an evaluative tool beginning in the 2015/16 school year.

## World’s Best Workforce (WBWF) Goal Areas:

* **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
	+ Not Applicable, Academic Arts High School does not serve PreK or Kindergarten students.
* **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
	+ Not Applicable, AAHS does not serve third-grade students.
* **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
	+ 2014/15: Based on NWEA test scores, there is no fall-to-spring test data for students identified in racial or economic subgroups. We cannot, at this time, measure achievement gap closure based on this metric.
	+ 2015/16: Margins for Continuously Enrolled students among ethnic subgroups are minimal and not useful for determining progress towards closing the achievement gap.
* **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
	+ 2014/15: 80% of graduating seniors during the 2014/15 school year completed the Life Plan project and met AAHS criteria for career and college ready.
	+ 2015/16: 26 college credits were collected by students in PSEO during this school year. 53% of graduating seniors during the 2015/16 school year completed the Life Plan project with a grade of C or better and meet AAHS criteria for career and college ready.
* **Graduate from High School [GRAD]:** All students graduate from high school.
	+ 2014/15: 87% students enrolled on October 1 on-track for graduation succeeded in graduating during the 2014-15 school year.
	+ 2015/16: 71% of students enrolled on October 1 who were on-track for graduation succeeded in graduating during the 15/16 school year.

**Indicator 1: Mission-Related**

**Goal:** **Over the period of the contract, students at Academic Arts High School (AAHS) will**

**demonstrate stronger building blocks of healthy development.**

 **Measure 1.1 – 5%: From FY16 to FY17, the aggregate percent decrease of the number of students**

**who score in the challenged or vulnerable range on the Search Institute School Assets subscale**

**from fall to spring of the same year will be at least 30.0%.**

• Exceeds Standard: The aggregate percent decrease is at least 40.0%.

• Meets Standard: The aggregate percent decrease is at least 30.0%.

• Approaches Standard: The aggregate percent decrease is at least 20.0%.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

FY16 is our first year using the Search Institutes Survey. Using the composite Assets Score, the percentage of students who scores as challenged was 28%. The number percentage of students scoring as vulnerable was 59%. A total of 87% of students scoring as challenged or vulnerable on the composite assets.

 **Measure 1.2 – 5%: From 2015 to 2017, the aggregate percentage of continuing, non-graduating**

**students who are enrolled in the spring, re-enroll in the subsequent academic year, and remain**

**enrolled through at least October of that year will be at least 75.0%.**

• Exceeds Standard: The aggregate percentage is at least 90.0%.

• Meets Standard: The aggregate percentage is at least 75.0%.

• Approaches Standard: The aggregate percentage is at least 65.0%.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

2014/15: Does Not Meet Standard. Rollover enrollment from Spring 2014 to Fall 2015 was 43%.

2015/16: Does Not Meet Standard. Rollover enrollment from Spring 2015 to Fall 2016 51%.

**WBWF Goal Areas Addressed by this Goal:** *Career and College Ready*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 2: English Language Learners**

**Goal:** ***The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.***

**Indicator 3: Reading Growth**

**Goal:** **Over the period of the contract, students at AAHS will demonstrate growth in reading as**

**measured by nationally normed assessments.**

 **Measure 3.1 [CCR] – 10%: From FY16 to FY18, the school will earn at least 70.0% of possible**

**growth index points\* on the NWEA MAP-Reading.**

• Exceeds Standard: The school earns at least 90.0% of possible growth index points.

• Meets Standard: The school earns at least 70.0% of possible growth index points.

• Approaches Standard: The school earns at least 60.0% of possible growth index points.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Meets Standard: 76% of possible growth index points on the NWEA MAP-Reading were earned.

 **Measure 3.2 [CCR] – 10%: From FY16 to FY18, the school will earn at least 70.0% of possible**

**growth index points\* on the NWEA MAP-Language Usage.**

• Exceeds Standard: The school earns at least 90.0% of possible growth index points.

• Meets Standard: The school earns at least 70.0% of possible growth index points.

• Approaches Standard: The school earns at least 60.0% of possible growth index points.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Approaches Standard: 68% of possible growth index points were earned on the NWEA MAP-Language.

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 4: Math Growth**

**Goal:** **Over the period of the contract, students at AAHS will demonstrate growth in math as**

**measured by nationally normed assessments.**

 **Measure 4.1 [CCR] – 10%: From FY16 to FY18, the school will earn at least 70.0% of possible**

**growth index points\* on the NWEA MAP-Math.**

• Exceeds Standard: The school earns at least 90.0% of possible growth index points.

• Meets Standard: The school earns at least 70.0% of possible growth index points.

• Approaches Standard: The school earns at least 60.0% of possible growth index points.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Meets Standard: 80% of possible growth index points were earned on the NWEA MAP-Math.

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 5: Reading Proficiency**

**Goal:** **Over the period of the contract, students at AAHS will demonstrate proficiency in reading as**

**measured by state accountability tests.**

 **Measure 5.1 [CCR] – 5%: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10), OR it will increase by at**

**least 15.0 points from the baseline proficiency index score (baseline score – 50.0).**

• Exceeds Standard: The school’s aggregate proficiency index score is at least 15.0 points above the state’s score, OR it is at least 20.0 points above the baseline score.

• Meets Standard: The school’s aggregate proficiency index score is equal to or greater than the state’s score OR it is at least 10.0 points above the baseline score.

• Approaches Standard: The school’s aggregate proficiency index score is within 10.0 points of the state’s score, OR it is at least 5.0 points above the baseline score.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

2014/15: 11.1% proficient in the Spring of 2015.

2015/16: 21.1% proficient in the Spring of 2016.

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 6: Math Proficiency**

**Goal:** **Over the period of the contract, students at AAHS will demonstrate proficiency in math as**

**measured by state accountability tests.**

 **Measure 6.1 [CCR] – 5%: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 11), OR it will increase by at**

**least 15.0 points from the baseline proficiency index score (baseline score – 4.4).**

• Exceeds Standard: The school’s aggregate proficiency index score is at least 15.0 points above the state’s score, OR it is at least 30.0 points above the baseline score.

• Meets Standard: The school’s aggregate proficiency index score is equal to or greater than the state’s score OR it is at least 15.0 points above the baseline score.

• Approaches Standard: The school’s aggregate proficiency index score is within 10.0 points of the state’s score, OR it is at least 10.0 points above the baseline score.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

2014/15: 0% proficient in the Spring of 2015.

2015/16: 6.7% proficient in the spring of 2016

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 7: Science Proficiency**

**Goal:** **Over the period of the contract, students at AAHS will demonstrate proficiency in science as**

**measured by state accountability tests.**

 **Measure 7.1 [CCR] – 5%: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School), OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 18.8).**

• Exceeds Standard: The school’s aggregate proficiency index score is at least 15.0 points above the state’s score, OR it is at least 30.0 points above the baseline score.

• Meets Standard: The school’s aggregate proficiency index score is equal to or greater than the state’s score OR it is at least 15.0 points above the baseline score.

• Approaches Standard: The school’s aggregate proficiency index score is within 10.0 points of the state’s score, OR it is at least 10.0 points above the baseline score.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

2014/15: MCA-II tests for Science were not administered in the Spring of 2015.

2015/16: 26.3% of students tested proficient on the Science MCA.

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 8: Proficiency in Other Curricular Areas**

**Goal:** *The school does not have a contractual goal in this optional indicator area.*

**Indicator 9: Post-Secondary Readiness**

**Goal:** **Goal: Over the period of the contract, students at AAHS will demonstrate readiness for post**

**secondary success.**

 **Measure 9.1 [CCR] –6%: From FY16 to FY17, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on the**

**Accuplacer-Reading will be at least 70.0%.**

• Exceeds Standard: The aggregate percentage is at least 80.0%.

• Meets Standard: The aggregate percentage is at least 70.0%.

• Approaches Standard: The aggregate percentage is at least 60.0%.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Accuplacer did not share student test scores with our school this year; we are unable to report on this measure.

**Measure 9.2 [CCR] – 6%: From FY16 to FY17, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on the**

**Accuplacer-Math will be at least 70.0%.**

• Exceeds Standard: The aggregate percentage is at least 80.0%.

• Meets Standard: The aggregate percentage is at least 70.0%.

• Approaches Standard: The aggregate percentage is at least 60.0%.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Accuplacer did not share student test scores with our school this year; we are unable to report on this measure.

**Measure 9.3 [CCR] – 6%: From FY16 to FY17, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on the**

**Accuplacer-Writing will be at least 70.0%.**

• Exceeds Standard: The aggregate percentage is at least 80.0%.

• Meets Standard: The aggregate percentage is at least 70.0%.

• Approaches Standard: The aggregate percentage is at least 60.0%.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Accuplacer did not share student test scores with our school this year; we are unable to report on this measure.

**Measure 9.4 [CCR] – 6%: From FY16 to FY17, the aggregate percentage of students that complete**

**their Life Plan project with a grade of C or better will be at least 75.0%.**

• Exceeds Standard: The school earns at least 80.0%.

• Meets Standard: The school earns at least 70.0%.

• Approaches Standard: The school earns at least 60.0%.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

2014/15: Approaches Standard. 66% of students completed the Life Plan with a grade of C or better.

2015/16: Does Not Meet Standard: 53% of students completed the Life Plan with a grade of C or better.

**Measure 9.5 [CCR] – 8%: From FY16 to FY18, the school will earn at least 75.0% of possible credit**

**index points.\***

• Exceeds Standard: The school earns at least 90.0% of possible credit index points.

• Meets Standard: The school earns at least 75.0% of possible credit index points.

• Approaches Standard: The school earns at least 60.0% of possible credit index points.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

2015/16: Meets standard. Based on NWEA Credit Index points, the school earned 78% of available points across all subjects.

 **Measure 9.6 [GRAD] – 6%: From FY16 to FY17, the aggregate percentage of students that graduate on or before their identified Graduation Year will be at least 70.0%.**

• Exceeds Standard: The aggregate percentage is at least 80.0%.

• Meets Standard: The aggregate percentage is at least 70.0%.

• Approaches Standard: The aggregate percentage is at least 60.0%.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

2014/15: Exceeds standard. 87% of students enrolled on October 1 on-track for graduation succeeded in graduating during the 2014-15 school year.

2015/16: Meets Standard. 71% of students enrolled on October 1 who were on-track for graduation succeeded in graduating during the 15/16 school year.

**WBWF Goal Areas Addressed by this Goal:** *Career and College Ready*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator 10: Federal and State Accountability**

**Goal:** *The school does not have a contractual goal in this indicator area. ACNW will evaluate the school’s performance in this area based on results from the Multiple Measurement System.*

**Indicator 11: Attendance**

**Goal:** **Goal: Over the period of the contract, students at AAHS will attend the school at high rates.**

 **Measure 11.1 – 7%: From FY15 to FY17, the average of the school’s annual attendance rates will be at least 85.0%.**

• Exceeds Standard: The average of the school’s annual attendance rates is at least 92.0%.

• Meets Standard: The average of the school’s annual attendance rates is at least 85.0%.

• Approaches Standard: The average of the school’s annual attendance rates is at least 80.0%.

• Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

2014/15: Meets Standard. The attendance rate for the 2014/15 school year was 85%.

2015/16: Does not Meet Standard. The school’s overall attendance rate was 77.5% **WBWF Goal Areas Addressed by this Goal:** *Graduation Rates*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

**Indicator A: Federal and State Accountability**

## Additional Academic Data

MAAP STARS Competition – 16 students participated in the MAAP STARS competition during the 2015/16 school year. We also hosted the regional competition at our school this year. Students placed in 4 different categories: Interview, Team Management Decision Making, Public Speaking, and Workplace Relations.

#### Students on Track for Graduation

Of 14 students who were enrolled on October 1 and on track to graduate, 11 seniors graduated in the spring, a 71% graduation rate. Of the three students who did no graduate, one will continue through next year, 1 student unenrolled during the school year, and one took a full-time job and had not completed enough credits to graduate at this time.

* 8 of 11 Graduates plan on attending College
* 4 of 11 Graduates applied to College for the 2016/17 school year
* 4 of 4 Graduates who applied to College were accepted

Below are charts detailing the mean score by class, by quarter. It is important to note that each quarter cannot be compared to the next as students switched classes quarterly. However, this information is useful in showing the achievement per class. A passing score is considered to be 60%.

# 8. Educational Effectiveness: Assessment & Evaluation

In the 2015-2016 school year, Academic Arts High School noticed a significant difference in the median scores for the student group defined as "Present 50% or Better" over the median scores of student group "All Students." As such, AAHS began to collect data for student scores and overall grades in courses every two weeks and graphed those scores as each quarter continued. This data was presented to the board as "Classroom Data 2015-2016."

This data helps AAHS staff, as well as the school board, assess the school's educational effectiveness, as the school was able to determine which students needed attendance goals to help them achieve more, and it allows teachers to edit their lesson plans accordingly for more success among all students while keeping standards rigorous.

For each student, the advisor monitors the students’ attendance, project completion, and credits earned. Graduation plans are developed between the student and the advisor and the advisor monitors progress quarterly and yearly.

We utilize a teacher evaluation progress, take into account Parent feedback, feedback and evaluations from the Authorizer and MN Department of Education. The school has also, in the past, contracted with outside agencies for a school evaluation.

Teacher evaluations are done yearly, and our process is modeled after the MN Department of Education’s model for teacher evaluations. Our evaluation has multiple points of contact and is careful to track progress on student learning goals. The curriculum is reviewed and adjusted yearly based on prior year feedback from teachers and parents. As a project-based school, we have ample flexibility in our curriculum. The school director is evaluated yearly by the school board, in accordance with best practices.

Our small–scale school and close-knit staff create a caring space and investment in student achievement. Individualized instructional practices are tailored to meet students at their academic levels and support their overall learning and personal growth. The individualized programs allow students to learn effectively and develop personal ownership over their education and development. Students each have their own Chromebook, we utilize Google Classroom and have recently invested in a 3D printer. Teachers attend a multitude of conferences to gain knowledge on new educational practices and technologies to use in an enhanced classroom.

# 9. Student & Parent Satisfaction

## Student Survey Results

Student survey results are overall very positive. Key areas of strength reflect strong teacher-student relationships, challenging academics, options for students to make decisions regarding their learning program.

The majority of students are more satisfied with the Mathematics program than the Reading program. More students select “Strongly Agree” than “Agree” in regards to the mathematics program. The margin of difference between the two programs is not of great distinction, however. AAHS is pleased to see that students respond highly to both programs when given the opportunity for feedback. 74% of students indicated that they are challenged by the coursework at Academic Arts. 93% of students indicate that “Teachers at AAHS are continually challenging me to do my best work.”

An important indicator of positive and supportive relationships with teachers is the question “There is at least one staff member at AAHS I can go to for help on problems at school or outside of school” to which 75% of students responded “Strongly Agree” and the other 25% responded “Agree.” Connecting students with an adult to communicate with on personal and academic struggles ensure that the student feels supported at school and is able to ask for and receive positive input to support good decision making. This avenue of communication also allows for school staff to get the student support from outside agencies when necessary.

Areas which received less positive responses on the student survey include the food service program and peer relationships. AAHS administration feels that the food program provides healthy and well-balanced meals, this does not necessarily coordinate with the desired lunch meal of high school students.

AAHS has identified that peer-to-peer relationships may not always be the easiest for students to navigate. We have focused on working with students to communicate their feelings, identify and properly address issues with their peers, and develop coping mechanisms when things do not go well. This is an area for continued improvement as only 63% of students state they “feel safe, physically and emotionally at AAHS.”

##  Parent Survey Results

 Parents of Academic Arts students responded positively to the Parent survey. They feel that their students are engaged, challenged, and making improvements academically. Parents indicated that school staff administration and teachers are easily accessible and responsive to questions and concerns. An area identified for improvement is to give parents more advanced notice on field trips and school events. We will work on improving this during the 16/17 school year,

# 10. Environmental Education

The mission of Academic Arts High School’s authorizer, the Audubon Center of the North Woods, is to “instill a connection and commitment to the environment in people of all communities through experiential learning.” The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. Environmental literacy is the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment. As part of our contract with our authorizer, we are required to provide opportunities to instill a connection and commitment to the environment through experiential learning.

**Indicator Area 1: Curriculum and School Culture**

Academic Arts implemented Leave No Trace as its core environmental curriculum and cultural framework for school values during the 2015/16 SY. We took these 7 principles and applied them to our school building and community. Using materials properly, discarding waste properly within the school building. Composting compostable materials, recycling recyclables, etc.

The Leave No Trace principles are:

* Plan Ahead and Prepare
* Travel and Camp on Durable Surfaces
* Dispose of Waste Properly
* Leave What You Find
* Minimize Campfire Impacts
* Respect Wildlife
* Be Considerate of Others

To use this framework inside of the school, we altered the principles to accommodate the needs of our school building. In school – LNT principles are applied to using school equipment properly: sitting on chairs instead of tabletops, composting and recycling as appropriate, etc.

Students participated in three camping trips utilizing camping equipment donated to the school from REI. This is an opportunity to apply their LNT ethics in the original purpose of LNT. Also to demonstrate and experience why the ethics matter and how they affect the outdoors. Camping activities are used to develop a meaningful and engaged relationship between students and the outdoors. Many students have never been camping. 80% of students had never been camping before they attended school at AAHS.

* More than 40 students attended a multi-day trip at the Audubon Center for the Northwoods.
* Two of our students completed Leave No Trace Mastery this year, and are now able to teach others using this curriculum. This is an employable skill which students will use to get jobs in park services.
* We also developed Environmental Education week where we held special projects and events aimed at developing students’ knowledge of environmental activism.
* Students participated in three off-site camping trips during the school year.

**Indicator Area 2: Exposure to Natural Environments**

During the 15/16 school year, Academic Arts provided four large-scale outdoor experiences. There are smaller, day-trip experiences throughout the school year to local city parks, zoos and nature preserves. During the overnight camping, trips students are encouraged to navigate through hiking trails and apply their Leave No Trace principles to the campsite. Students journal through their experiences and work towards completing their science projects.

Linking student’s outdoor experience to non-science classes is still a work in progress. During the 15/16 school year the goal was to get students outside and developing a relationship with nature. 80% of students have not been camping before they go on a school trip with Academic Arts. The experience of being in a natural park, away from cell phone reception or wifi is an odd and novel experience for our students.

Academic Arts held four overnight environmental education trips, three camping trips and one to Audubon Center of the Northwoods.

**Indicator Area 3: Promote Environmental Stewardship**

Leave No Trace’s seven principles are focused on environmental stewardship and preserving our natural environments. At school, students model and practice these principles by taking responsibility for the school building, materials, and grounds. All school materials and lunches are separated out into compostable, recyclable, and landfill containers.

Students practice sustainable practices, in accordance with Leave No Trace principles, in the school every day. We operate a small community garden and use our compost as fertilizer for the garden.

Allowing and encouraging students to become Leave No Trace masters is a tangible and employable way for students to pass on their knowledge of environmentalism. Demonstrating sustainable practices at school events to which parents are invited is a good opportunity for parents to see the value in sustainable living. We believe that developing sustainable habits in high school age students sets them up for a life where these habits are natural and easy for students to maintain.

Our program will be increased during the 2016/17 school year. The first step in the program expansion plan is to begin using compostable lunch trays and cutlery.

**Indicator Area 4: Mission or Community Related EE Goals**

We feel that environmental literacy is an essential component of an authentic education. Education that develops the individual into a compassionate, literate, lifelong learner requires an environmental component geared towards global responsibility. Teaching skills that enable students to daily practice environmentalism and embrace it as a part of their vocabulary and everyday concerns are essential. Developing a school-wide recycling and organic program and implementing Leave No Trace curriculum are the ways in which we applied environmental education for the 15-16 school year.

As an urban school, we focused on activities and educational curriculum that demonstrated responsibility, conservation, and sustainability. Responsibility through the recycling and organics program. Sustainability through the urban garden and building of a Tiny House. Conservation through trips to rural locations where students can practice the principles of Leave No Trace.

**Indicator Area 5: Financial and Operational Commitment**

Academic Arts is committed to running a low-waste and environmentally responsible school. We do this by composting and recycling over 50% of school waste. Teaching staff use digital assignments and collect student work back digitally using Google Classroom to reduce the use of paper in the classroom. Communication with parents is done digitally as much as possible to reduce waste and because parents find it to be more efficient. When purchasing new materials, we look for materials that are effective digitally, produced in a sustainable manner, or have a longevity that makes them a practical and environmentally friendly choice.

**Indicator Area 6: Science Proficiency**

This indicator is addressed above in Section 7 – Academic Performance: Goals & Benchmarks.

**Indicator Area 7: Environmental Literacy**

Environmental education is focused on in Environmental Science courses. Leave No Trace has been integrated into the school culture successfully. Teaching staff focuses on cross-disciplinary instruction, allowing for each lesson plan to highlight elements from another academic discipline. This was a new strategy implemented during the 2015/16 school year and will be increased during 2016/17. Experiential learning days are a key component of our instructional plan and students are excited and engaged in experiential learning.

We took over half our students on camping and outdoor experiential learning excursions. Students also practice recycling daily in the school building and relate academic concepts to environmental practice in the classroom. We also see students modeling and discussing LNT principles during passing times and group work.

Since implementing our recycling and organics program, we have seen students gravitate towards leadership roles within this program. Students use the recycling bins faithfully. Environmental literacy reflects an awareness of how one’s actions impact the world around you, by utilizing a cross-disciplinary approach we have found students bring up examples in other classes related to environmentalism and make those connections on their own, as well as when guided in the classroom.

Leave No Trace has been a great success over the 15/16 school year. We had high participation in these classes and graduated two students as Leave No Trace masters.

Future plans for our Environmental Ed curriculum are tocontinue the alignment of the school curriculum and benchmarks to LNT principles and include environmental education principles thoroughly into other disciplines.

# 11. Governance & Management

Below is the school board table for the 2015/16 school year. Amy Charpentier, Courtney Finn, Josh MacLachlan, and Linnea Morgan are all new board members as of the Winter Board elections. Ms. Finn, Mr. MacLachlan, and Ms. Morgan agreed to two-year Board terms. Amy has agreed to a one-year Board term. Academic Arts has three teachers on our School Board, two community members, and one parent members.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Member Name** | **Board Position** | **Affiliation** | **Date Elected** | **Date Seated** | **Term End Date** | **Phone Number** | **Email Address** |
| Amy Charpentier | Member | Parent | 02/16/2016 | 02/16/2016 | 02/16/2017 | 651-457-7427 | amycharpentier50@yahoo.com |
| Courtney Finn | Member | Community Member | 01/19/2016 | 01/19/2016 | 01/19/2019 | 651-457-7427 | courtneyfinn81@gmail.com |
| Josh MacLachlan | Member | Teacher | 01/19/2016 | 01/19/2016 | 01/19/2019 | 651-457-7427 | josh.maclachlan@academicarts.org |
| Linnea Morgen | Secretary | Teacher | 01/19/2016 | 01/19/2016 | 01/16/2019 | 651-457-7427 | linnea.morgen@academicarts.org |
| Andrew Ng | Member | Teacher | 11/18/2014 | 11/18/2014 | 11/18/2017 | 651-457-7427 | andrew.ng@academicarts.org |
| Dean Walczak | Financial Manager | Community Member | NA | NA | NA | 651-457-7427 | NA |
| Krissy Wright | Ex-Officio | Director | NA | NA | NA | 507-351-0422 | krissy.wright@academicarts.org |
| Bill Zimniewicz | Chair | Community Member | 11/18/2014 | 11/18/2014 | 11/18/2014 | 651-457-7427 | bill@jenningsclc.org |

**Annual Training**

Annual Board of Directors training was not completed during the 2015/16 school year. To ensure that directors receive the required training in a timely manner going forwards, Academic Arts has become a member of the Minnesota Association of Charter Schools (MACS). As a part of our membership, MACS will provide annual school board training. Our next training date is scheduled for October of 2016. The last training provided to the school board was in November of 2014 by Bryan Rossi.

## MANAGEMENT

Academic Arts High School contracts with the following organizations:

* Contracts with Tammy Pulver for Special Education Services
* Contracts with Designs for Learning for Program Support Services
* Contracts with Done Right Foods for Food Service

Academic Arts is pleased to report no key staffing changes in the 2015/16 school year and no planned key staffing changes for 2016/17.

### LIST OF ADMINISTRATORS/QUALIFICATIONS

- Shoua Yang: Administrative Manager & MARSS Coordinator

- Lauryn Davin, Administrative Assistant and Nutritional Program Coordinator

- Monica Darrico, Receptionist

- Krissy Wright, Director

- Kelley Thompson, Instructional Lead

### PROFESSIONAL DEVELOPMENT PLAN FOR Krissy Wright, Director

 **Professional Development Goals/Areas of Focus for 2015-16:**

* Attend Administrative workshops and professional development training
* Complete the Education Policy Fellowship Program
* Attend the Washington Policy Seminar
* Education Policy work

**Activities Completed/Progress/Results for 2015-16:**

* Attended MASFEP and MAAP conferences
* Attended numerous MACS and MDE training
* Member of MAAP Legislative Committee
* Completed the Education Policy Fellowship Program
* Attended the Washington Policy Seminar
* Attended the National Summit on Teacher Diversity in Washington, D.C.
* Completed re-licensure for a Special Education - EBD MN teaching license FFN:463254

**Professional Development Goals/Areas of Focus for 2016-17:**

* Work with a caseload of students receiving special education services
* Continued involvement in education policy
* Achieve and maintain steady enrollment at or close to capacity
* Further implementation of a distributive leadership model
* Increase parent engagement

The school director is evaluated annually by the School Board. School staff are evaluated by the School Director, and a summary of the evaluation is shared with the school board.

# 12. Staffing

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **File #** | **License and Assignment** | **2016-17 Status\*** |
| Bade, Stephanie | 996502 | Special Education | Returning |
| Fjelstad, Heather | 476801 | Special Education Coordinator | Returning |
| MacLachlan, James | 443250 | Science Teacher | Returning |
| Massey, David | 460536 | Science Teacher | Returning |
| Morgen, Linnea | 482162 | Social Studies | Returning |
| Ng, Andrew | 449484 | Mathematics | Returning |
| Peterson, Julie | 997261 | Special Education | Returning |
| Thompson, Kelly | 460463 | Instructional Lead, Title I Reading | Returning |
| Wright, Krissy | 463254 | Director, Special Education | Returning |

**2015-16 Teacher Professional Development Activities:**

*Provide the professional development activities completed by teachers in 2015-16. Especially highlight professional development activities that focused in whole or in part on developing quality assessments and measures of student outcomes.*

Staff attended the following Professional Development Activities:

* MAASFEP: Krissy Wright, Kelley Thompson, and Josh MacLachlan
* MAAP Conference: Krissy Wright, Kelley Thompson, Julie Peterson, Heather Fjelstad, Ty Cody, David Massey, Josh MacLachlan, Andrew Ng, Linnea Morgen, and Carrie Wiste
* Conversation Day: Krissy Wright, Kelley Thompson, Josh MacLachlan, Ty Cody, David Massey, Julie Peterson, Heather Fjelstad, Linnea Morgen, Andrew Ng, and Carrie Wiste
* ED Policy Fellowship: Krissy Wright
* Washington Policy Seminar: Krissy Wright
* LGBTQ Population support: Staff attended training on LGBTQ issues and support. They were guided on how to respond to various situations and how to approach the topic in a school setting. Krissy Wright, Kelley Thompson, Heather Fjelstad, Julie Peterson, Ty Cody, Carrie Wiste, Josh MacLachlan, Andrew Ng, Linnea Morgen, David Massey, Josh Brose, Mari Parilla and Michael Reed
* MCTE Workshop-a-Go-Go: A workshop on incorporating Language Arts skills into various classrooms. Kelley Thompson and David Massey
* Q-Comp Training: Krissy Wright

|  |  |
| --- | --- |
| **Percentage of Licensed Teachers from 2015-16 not returning in 2016-17 (non-returning teachers/total teachers from 2015-16 X 100)** | **0%** |

|  |
| --- |
| **2015-16 Non-Licensed Staff** |
| **Name** | **Assignment** | **2016-17 Status\*** | **Comments** |
| Brose, Joshua | Paraprofessional | R |  |
| Cady, Alto Mari | Paraprofessional | R |  |
| Cody, Ty | School Psychologist | R |  |
| Cellette, Joe | Paraprofessional | NR |  |
| Davin, Lauryn | Administrative Assistant | NR |  |
| Darrico, Monica | Administrative Assistant | R | Spanish Speaking |
| Ingram, Donald | Paraprofessional | NR |  |
| Iverson, Tera | Paraprofessional | NR | Worked Sept. - March |
| Kah, Dua | Paraprofessional | R |  |
| Lambert, Shanika | Paraprofessional | NR |  |
| Lavarato, Elaina | Paraprofessional | R |  |
| Parilla, Mari | Paraprofessional | R |  |
| Reed, Michael | Paraprofessional | R |  |
| Sanders, Roxanne | Paraprofessional | NR |  |
| Yang, Shoua | Administrative Manager | R |  |

\* R = Returning, NR = Not Returning

# 13. Operational Performance

Academic Arts High School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

* Academic Arts High school completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:
	+ State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
	+ TRA/PERA;
	+ School website is compliant with statutory and authorizer expectations;
	+ Insurance coverage;
* the school facilities, grounds and transportation, including but not limited to:
	+ Fire inspections and related records;
	+ Viable certificate of occupancy or other required building use authorization;
	+ Physical space provides a safe, positive learning environment for students;
	+ Appropriate and safe student transportation practices;
* health and safety, including but not limited to:
	+ Nursing services and dispensing of pharmaceuticals;
	+ Food service;
	+ Emergency management plan;
* admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
* due process and privacy rights of students, including but not limited to:
	+ Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
	+ Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
	+ Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
	+ Transfer of student records;
* employment including transparent hiring, evaluation and dismissal policies and practices;
* required background checks for all school employees

# 14. Finances

For questions regarding school finances and for complete financials for 2015-16 and/or an organizational budget for 2016-17, contact:

Name: Dean Walczak

Position: Finance Manager

Contact info:

Phone: 612-396-3694

Email: dean.walczak@dwfinman.com

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2016.

|  |  |  |  |
| --- | --- | --- | --- |
| **FY16 Finances** | **Fund 1** | **Fund 2** | **Fund 4** |
| Total Revenues | 1,342,737 | 4,059 | 0 |
| Total Expenditures | 1,328,830 | 22,047 | 0 |
| Net Income | 13,907 | (17,988) | 0 |
| Total Fund Balance | 279,542 | 0 | 0 |

**Overview**

Enrollment for the district in FY 16 was higher than planned. Overall the financial situation remains stable with no unforeseen plusses or minuses. Although there was a net increase in funds, there was also an increase in expenditures which affects the overall fund balance for the district.

**Revenues**

Key sources of revenue for the district remain state funding and some federal funding. The school did receive title 1 funds this year for the first time*.*

**Expenses**

Expenses have grown with an increase in student population and an increase in needs for special education services. The largest cost for the school remains the staffing required to meet student needs.

**Net Income and Fund Balance**

FY16 net income was positive. However, increases in expenditures resulted in a decrease in the overall fund balance. Although above 20% the school strives for a fund balance goal of 25%.

# 15. Future Plans

The student schedule will change from quarters to blocks to enable students to earn credits faster in areas of need. This also increases opportunity for completing required credits. All classes during blocks are interdisciplinary. More experiences learning will be linked to the curriculum and have learning objectives and standards in accordance with state standards.

At the end of each block, there will student presentations. Enabling students to practice public speaking.

All teachers have applied for experiential learning variance licenses and will able to teach in other disciplines and better develop project based learning targets.

# 16. Works Cited

*Combined Campuses: Brand Standards Guide.* DeLand, FL: Stetson U, 2006. *LNT Brand Standards.* Web. 7 June 2016.

# 17. Additional Notes

This report was produced in collaboration with the Administrative staff at Academic Arts High School and Andrea Krause at Designs for Learning. Ms. Krause can be reached at 651/255-8855 or akrause@designlearn.net