

Academic Arts High School

## ISD # 4119-07

### School Year 2013-14 CHARTER SCHOOL ANNUAL REPORT

### &

WORLD’S BEST WORKFORCE ANNUAL REPORT

## (WBWF requirements bolded)

### School Information Page 3

### Student Enrollment & Demographics Page 4

### Student Attendance, Attrition & Mobility Page 4

### **World’s Best Workforce Components**

###  **Educational Approach and Curriculum** Page 6

### **Innovative Practices & Implementation** Page 11

### **Academic Performance** Page 13

### **Student and Parent Satisfaction** Page 19

### Environmental Education Page 20

### Staffing Page 23

### Governance and Management Page 24

### Operational Performance Page 26

### Finances Page 27

### Future Plans Page 28

###  15. Attachments Page 29

# School Information

Address: 60 East Marie Avenue, Suite 220

 West Saint Paul, Minnesota 55118

Phone: 651/457-7427

Website:[www.academicarts.org](http://www.academicarts.org)

Grades Served:9-12

Opened in: 2004

## Mission Statement:

Academic Arts High School is a learning community where students become active, caring citizens and inquisitive, resourceful lifelong learners.

## Vision Statement:

Where the best in high school learning is a result of innovation, successful academics, respectful relationships, ethical excellence, responsibility-based freedoms, knowledge that lasts, and pursuit of one’s individual goals… every day.

## Authorizer Information

Academic Arts High School opened in 2004 as River Heights. This is AAHS’ tenth year as a charter school authorized by Audubon.

Audubon Center of the North Woods

Charter School Division

43 Main St. S.E., Suite #238

Minneapolis, MN 55414

612-331-4181

[www.audubon-center.org](http://www.audubon-center.org)

David Greenberg, Director of Charter School Authorizing

# Student Enrollment

## Number of Students Enrolled

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2012-13** | **2013-14** | **2014-2015 (est.)** |
| 8th Grade | 4 | 1 | N/A |
| 9th Grade | 13 | 10 | 25 |
| 10th Grade | 26 | 9 | 25 |
| 11th Grade | 29 | 19 | 25 |
| 12th Grade | 39 | 37 | 25 |
| **Total** | 127 | 76 | 100 |
| **Total ADM (Average Daily Membership) for year** | **78.09** | **88.3** | **85** |

**Key Demographic Trends**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2012-13** | **2013-2014** | **2014-2015 (est.)** |
| Total Enrollment | 110 | 76 | 100 |
| Male | 58 | 38 | 50 |
| Female | 53 | 38 | 50 |
| Special Education | 24 | 21 | 20 |
| LEP | 0 | 0 | 0 |
| African American | 11 | 8 | 10 |
| Latino | 13 | 10 | 10 |
| Asian/PI | 0 | 0 | 0 |
| American Indian  | 2 | 1 | 0 |
| White | 68 | 57 | 80 |
| F/R Lunch | 23/0 | 40 | 45 |

# Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2011-12** | **2012-13** | **2013-14** |
| Overall Attendance Rate | 79% | 72% | 88% |

Attendance during the 2013/2014 school year was markedly improved over the previous year. In 2012/2013 the school underwent a change in school mid-year due to construction in the new facility (the facility used during the 2013/2014 school year). The mid-year shift in 2012/2013 lead to decreased attendance during the previous school year.

The new facility and a stable school environment contributed to stronger attendance during the 2013-14 school year.

STUDENT ATTRITION

|  |  |
| --- | --- |
| Percentage of students\* who are continuously enrolled between October 1 of 2012-13 school year and October 1 of 2013-14 school year. | 49% |

|  |  |
| --- | --- |
| Percentage of students\* who continue enrollment in the school from Spring 2013 to October 1, 2013. | 70% |

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)** |
| **2010-11** | 0 | 58 | 18 | 28 | 46 | 79 |
| **2011-12** | 0 | 66 | 22 | 21 | 43 | 65 |
| **2012-13** | 0 | 65 | 20 | 13 | 33 | 50 |
| **2013-14** |  |  |  |  |  |  |

\* Total mid-year transfers divided by Number of students on Oct. 1.

The mobility index at Academic Arts High School has dropped steadily over the last three school years. The number of students transferring out mid-year has also dropped, while the number of students transferring in has remained at a steady level. The decrease in students transferring out suggests that the school is experiencing a growth in stability.

|  |  |
| --- | --- |
| Percentage of students who were enrolled for 95% or more of the 2013-14 school year.  | 49% |

# Worlds’ Best Workforce Components

Educational Approach and Curriculum

*Describe the school’s key pedagogical approaches and how does they align to the school mission?*

Academic Arts High School utilizes a foundational approach to student success. AAHS values information, techniques, and skills that can be learned outside of the classroom and seeks to integrate core classes with Project Based Learning.

AAHS uses a combination of in-class, 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. They also work in groups to learn effective communication and collaboration. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.

*Describe the instructional program and curriculum. Explain the breadth and depth of the curriculum and its alignment to state standards and school mission.*

Academic Arts High School experienced a restructuring year during the 13/14 school year. A challenging change in leadership at the beginning of the school year caused some organizational and resource based challenges during the 13/14 school year. The new leadership at AAHS used the 13/14 school year to identify areas that need improvement. The school administration and teaching staff spent the summer developing new plans and strategies for the 14/15 school year. The 14/15 school year is being viewed as a “rebuilding” year, after a year with significant changes and challenges.

AAHS has implemented beginning year assessments in reading and math. Because the school has smaller enrollment numbers and a fluid student body, traditional MCA and MMR data is not useful when assessing school success. To supplement MCA and MMR data school administration and teachers are implementing beginning year assessment test and end of year tests. The school will also be developing a student and parent satisfaction survey. This survey tool will assist the school in gauging student success. Previously, student and parent surveys have had very little participation. For the 14/15 school year incentives will be used to bolster participation.

Due to the collegial nature of Academic Arts High School, teachers are involved in the day-to-day operation of the school. They are involved in the development and implementation of the school curriculum. The school integrates project based learning into the classroom, because of this innovative approach the teaching staff has developed their curriculum. The curriculum is designed to cater to the student's learning needs and personal interests. Combining project based learning with the traditional teaching model develops an interest in learning which will follow students after graduation. Curriculum is aligned to state standards and project based learning requires students be inquisitive and develop a passion for life-long learning.

Project based learning gives students the opportunity to make their decisions while they are in school. They are given choices regarding their learning path, this teaches them decision-making and self-advocacy skills.

For the 14/15 school year, project based learning will be more fully integrated into each subject. In past years, it has been kept separate. Integrating project based learning into every subject provides for a more comprehensive teaching model as it allows teachers and students to draw from multiple knowledge bases.

Two large senior projects are required of graduating seniors. The two senior advisory projects include a life plan and a senior project. The senior project is selected by the student in an area of their interest. The life plan requires students apply for college or jobs, get quotes on housing and develop a budget. This prepares them for a successful life after High School.

*Provide clearly defined school goals and benchmarks for instruction and student achievement for all student subgroups.*

Academic Arts High School utilizes an inclusion method of instruction. Goals for each of the subgroups are applied to the student population equally. These goals are:

1. 3% of all students in grade 11 enrolled by October 1 will achieve proficiency in math as measured by annual MCA tests.

 Results: 21% proficient, 14 students were tested and 3 were proficient.

1. By 2013, 8% of all students in grade 9 enrolled by October 1 will achieve proficiency in Science as measured by annual MCA tests.

 Results: Inconclusive, computer testing error. No results to report.

1. By 2013, 32% of all students in grade 10 enrolled by October 1 will achieve proficiency in reading as measured by annual MCA tests.

 Results: 55% proficient, 18 students tested, 7 meets standards, 2 proficient, 1 exceeded proficiency.

*Describe the school’s process for assessing and evaluating each student’s progress toward meeting state and local academic standards.*

Students are assigned an Advisor each year. This Advisor helps students select coursework and projects that fit their learning needs and individual interests. Their coursework for each class is assigned by the course’s instructor. Grades and progress are reported and the students’ advisor, who monitors overall progress and growth.

*Describe the school’s process to review and evaluate the effectiveness of instruction and curriculum.*

During the 13/14 school year, which started off with major leadership changes, staff and school administration recognized the necessity of student progress evaluations. In Math and Reading for the 14/15 school year, pre and post school year test have been implemented. During the 13/14 school year teachers utilized classroom grades to gauge student progress and curriculum effectiveness. The implementation of Pre and Post year testing will allow the school to have more meaningful data to work with for the next school year.

# *Provide specific information on strategies for improving instruction, curriculum and student achievement. Include a description of professional development strategies and activities and how instructional leadership is provided at the school.*

# Academic Arts High School has cultivated a collaborative environment for teachers and school administration. As a small school, this collaborative structure is essential for student success. In an effort to improve efficiency and student achievement, AAHS administration and staff have attended several training and professional development seminars over the last year to improve their skills and knowledge base. They have attended the MN Association of Alterative Programs (Annual Conference), Audubon Staff Development trainings, Teacher –Led School development by ISES, and AAHS hosts Conversation Day for EdVisions each year.

# *Describe remediation and acceleration practices or programming.*

# Each student is assessed upon enrollment so that their education 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 course load.

# *Describe the special education program.*

# 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.

# AAHS now has two full-time Special Education Teachers, one half-time Special Education teacher, three full-time Paraprofessionals and one full-time School Psychologist. A more comprehensive special education staff allows for the inclusion model to be fully utilized.

# *Describe the English Learner program.*

# Academic Arts High School has not had any English Learner students for the last two years. If an LEP student were to enroll AAHS would utilize literacy strategies and individualized attention to build student literacy skills and support learning.

# *Describe how the school is staffed to meet its educational mission.*

# Academic Arts High School is staffed to have less than twenty students per classroom. The school employs 4 general education teachers, two and a half special education teachers, 3 paraprofessionals and a school psychologist. AAHS aims 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 fully prepare them for graduation.

# Project based learning allows for teachers to utilize interdisciplinary knowledge, this provides maximum integration of teaching subjects that increases learning efficiency.

# 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 | 11:55 | Period Four |
| 11:55 | 12:40 | Lunch |
| 12:40 | 1:35 | Elective Class |
| 1:40 | 3:30 | Advisory PBL / Thursday Reading |

See **Attachment 1** for the School Calendar.

## Graduation Requirements

A student graduating from AAHS will earn 94 credits in the following areas:

 16 Language Arts

 16 Mathematics

 12 Science

 14 Social Studies

 4 Sustained Silent Reading

 4 Art

 2 Life Plan

 4 Senior Project

 22 Elective Project (2 Health, 2 Physical Education Required)

 (2 Foreign Language Recommended)

# Innovative Practices & Implementation

# *Describe how the school meets the primary and secondary statutory purpose(s).*

# Academic Arts High School meets the primary statutory purpose, 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 at AAHS are described throughout this report.

# AAHS also seeks to meet the additional statutory purposes: 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. AAHS incorporates innovative teaching through its project based learning platform focusing on artistic expression. AAHS is 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. The school is working to cultivate a more balanced school board with 3 teachers, 2 parents and 3 community members.

# Regarding the components of the World’s Best Workforce, AAHS focuses on ensuring all students are ready for life after high school.

# *Describe innovative or unique aspects of the school, especially as they relate to the school mission.*

# 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 AAHS makes 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.

# Graduating seniors complete two special projects. The first of these projects is the Life Plan. The Life Plan helps students understand what life on their own will be like. 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.

# The second project graduating seniors must complete called the Senior Project. The senior project has a few requirements that smaller school projects do not have. This is a capstone project that is individualized to each student and is of benefit to their community. These projects usually take three to four months for students to complete.

# One further aspect which Academic Arts High School focuses on is artistic expression. Over the last several years AAHS has invested in a studio space for students to utilize. During the 13/14 school year the school purchased new equipment which students may use to record music, podcasts, spoken word poems and more. The development of this space is alignment with one of AAHS’s key goals.

# *Describe after school and/or summer programs*

# Academic Arts High School offers afterschool clubs as enrichment programs. The purpose of these clubs is to provide a safe space for students to enjoy after school. This safe environment develops a sense of community and support for students. The clubs which were offered during the 13/14 school year were: Anime Club, Minecraft, RPG Games, Guitar Lessons, and Student Government.

# The school did not offer a summer program during the 13/14 school year.

# *What were the key successes from past school year?*

# After suffering from low enrollment due to switching buildings, the school enjoyed a higher retention rate during the 13/14 school year than in previous years.

# With this higher retention rate, staff were able to identify key needs of the students and plan to meet those needs more comprehensively.

# The staff also put more effort into relationships with parents. By providing more advanced notice of open house nights and parent teacher conferences *and then following up these invitations with a phone call, the school saw and increase in parent participation.*

# *What were the key challenges from past school year?*

# The Administration change at the beginning of the 13/14 school year put a severe strain on the school. The transition of school directors was challenging and caused disruption to the start of school. The interim director worked diligently to smooth the water once the transition was made. She has attended several professional development opportunities to develop her administrative skill set, and the school found that after the original changeover the school has been running more smoothly.

# Over the 13/14 school year, AAHS recognized that they require more concrete data to help them address student’s needs. Due to the schools small size, the MMR and MCA data provided by the state is not helpful to the school. During the summer of 2014, the school has developed assessments that will provide the school with a more accurate assessment of student needs.

# Parent involvement is a challenging area for AAHS. Teachers and school administration have been calling parents to invite them to attend events as well as sending home flyers and information further in advance.

#  *Describe the highlights of the school’s strategic plan? (Plan may be attached.)*

# The school board is developing the strategic plan. It will be provided to the Authorizer at the end of November, 2014.

#

# Academic Performance

## A. Progress on ACNW Contractual Academic Goals including Mission Related goals.

|  |  |  |
| --- | --- | --- |
| **Goal** | **Results** | **Explanation of Results** |
| 32% of all students in grade 11 enrolled by October 1 will achieve proficiency in math as measured by annual MCA tests. | 21% Proficient, 14 students tested, 3 reached proficiency. | For 13/14 AAHS did not achieve this goal, however progress was made. This goal continues for 14/15. |
| At least 20% of students testing in grades 8-12 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math for the school year 13/14. | (See explanation) | The data provided by NWEA testing in 2012 did not adequately outline goals for NWEA testing in 2013/14. Growth targets for NWEA tests were not established and therefore could not be met by any students who participated in NWEA testing from Fall to Spring in the 13/14 school year. Goal planning is possible using the data collected in 2013/14 for the 2014/15 NWEA testing sessions. |
| 70% of all students enrolled in a mathematics course by October 1 will score 10% or higher or more on their exit examination than their entrance examination. | There were 74 total students enrolled in a math class at the end of the year. 29 of the 74 took both an entrance exam and an exit exam. 28 of the 29 showed an improved score from the first test.  | 45 of the 74 we do not have exit exam data for, as they did not take the exit exam (absent the last week, dropped, etc.) |
| By 2013, 8 of all students in grade 9 (min, 20 students) enrolled by Oct. 1 will achieve proficiency in Science as measures by annual MCA tests.  | Inconclusive, a computer error prevented this test from being taken.  | AAHS has updated their technology to include 55 new laptops. The new equipment will decrease the technical difficulties that were experienced during this year. |
| By 2013, 32% of all students in grade 10 (min. 20 students) enrolled by Oct. 1 will achieve proficiency in reading as measured by annual MCA tests. | 55% proficient, 18 students tested, 7 meets standards, 2 proficient, 1 exceeded.  | This goal was met even though the school fell just short of the 20 student minimum. Reading proficiency continues to be a priority and there are plans to hire a Reading Specialist during 14/15.  |
| At least 20% of students testing in grades 8-12 will meet expected growth targets established by NWEA from the winter window (Feb.) to the fall 2013 administration of the NWEA MAP assessment in reading. Fall testing will occur in Sept. 2013. | (See explanation) | The data provided by NWEA testing in 2012 did not adequately outline goals for NWEA testing in 2013/14. Growth targets for NWEA tests were not established and therefore could not be met by any students who participated in NWEA testing from Fall to Spring in the 13/14 school year. Goal planning is possible using the data collected in 2013/14 for the 2014/15 NWEA testing sessions. |

*Narrative: Provide two or three paragraphs describing the school’s performance on ACNW contractual goals. Highlight strengths, provide reasoning why goals may not have been met, and describe any plans for improvement in areas in which goals were not met.*

Math and reading proficiency are areas of continued improvement at Academic Arts. Even though the math MCA proficiency goal was not met, the utilization of entrance and exit exams has allowed the school to identify particular areas of struggle to focus instruction for the future. The data derived from the entrance and exit exams have given the school a better picture of what the students may be struggling with on the math MCA as well. The more focused instruction will likely result in slightly higher scores for 14/15. The school met their MCA reading proficiency goal for 13/14. Continued improvement in student attendance as well as plans to hire a Reading Specialist during 14/15 will contribute to Academic Arts High School’s growing reading proficiency.

Goal planning will commence regarding NWEA for 14/15 using 13/14 testing data. Growth targets were not established for the 13/14 year due to lack of data.

## B. Reading and Math Growth

Due to lack of available data from MDE, the school is developing its own assessment and survey tools for the 14/15 school year.

MDE Report Card Data:

Due to the school’s small size MDE is unable to provide the traditional Report Card data. AAHS will use supplemental data to provide insight into the schools performance.

## B. Proficiency Results in Reading, Math, and Science

Provide proficiency data from the MDE’s report card. Please identify the exact data source (MCA II, All Accountability Tests, MCA III, etc.). Use of October 1 data is encouraged and should be clearly identified. Include the school’s analysis of this data identifying strengths/weaknesses, trends, and plans for improvement. The use of graphs and charts is encouraged.

Include:

The school’s MCA proficiency index rates in all tested areas and proficiency index rate trends for the last three years.

MCA proficiency rate - the percentage of students that were proficient (that were enrolled on October 1 of that school year) in all tested areas and proficiency rate trends for the last three years.

MCA performance disaggregated by grade level and student subgroups for reading, math, science and writing (as appropriate).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Proficiency Rates, Math** |  |  |  |  |  |
|  | **Academic Arts High School** | **State** |  **Local District** | **Rivers Edge Academy** | **High School for Recording Arts** |
| 2014 | 0% | 60.5% | 53.7% | 15.4% | 3.8% |
| 2013 | 8.3% | 42.1% | 53.8% | 12% | 12.1% |
| 2012 | 0% | 61.3% | 57.5% | 0% | 0% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Proficiency Rates, Reading** |  |  |  |  |  |
|  | **Academic Arts High School** | **State** |  **Local District** | **Rivers Edge Academy** | **High School for Recording Arts** |
| 2014 | 47.1% | 58.8% | 59.4% | 35.3% | 10% |
| 2013 | 31.6% | 38.1% | 56.8% | 43.8% | 12.5% |
| 2012 | 29.6% | 75.3% | 72.6% | 76.9% | 28.8% |

Math and Reading proficiencies are high priorities at Academic Arts High School. Our proficiency rates continue to grow with each year. The school places an emphasis on reading by requiring the students participate in sustained silent reading for a portion of every day. This along with consistent staffing may contribute to the schools rising reading proficiency rate. Math proficiency is predicted to grow because of consistent staffing and the addition of an online math program.

There are plans to hire a reading specialist for 14/15.

## E. Other Subject Areas, other Academic or Academic-Related Performance Data

### Class Scores – Mathematics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |   |   |   |   |   |   |  |
|   | ***All Classes*** |  |  |  |  |  |   |
|  |   |   |   |   |   |   |  |
|  | ***By October:*** |  |  |  |  |  |  |
|   |   | All Classes # Goal Met: | 9/20 |  |  |  |   |
|   |   | All Classes % Goal Met: | 45% |  |  |  |   |
|   |   |   |   |   |   |   |   |
|   | ***After October:*** |  |  |  |  |  |   |
|  |   | All Classes # Goal Met: | 3/9 |  |  |  |  |
|   |   | All Classes % Goal Met: | 33% |  |  |  |   |
|  |   |   |   |   |   |   |  |
|   | ***Combined:*** |  |  |  |  |  |   |
|   |   | All Classes # Goal Met: | 12/29 |  | # Absent | 26/74 |   |
|   |   | All Classes % Goal Met: | 41% |  | % Absent | 35% |   |
|   |   |   |   |   |   |   |   |

74 students were enrolled in a math course during the 2013/2014 school year. 29 of these 74 students took the pre-assessment exam. Of the 29 students who participated in a Pre Exam, 28 of the students who took the Post Exam showed improvement on the post exam. A high percentage of students did not take these Pre and Post exams; they were either not enrolled during the two assessment weeks or did not attend on testing days. Students who are continuously enrolled in mathematics at Academic Arts High School do show improvement over students who are not continuously enrolled. The challenge for AAHS is keeping students enrolled and regularly attending classes.

### Senior Projects

In 2013/2014 13 seniors attempted to complete the Senior Life plan. Of those 13, 9 students (or 69%) completed the project. The mean scored for the 9 completed Life Plans was 79.55. An above average score on these assignments shows students are demonstrating a sound level of capability for life after graduation.

### Graduation Rates

For students enrolled by October 1, who graduated in Spring of 2013:

 18.2% Graduated
 18.2% dropped out
 59.1% plan to continue towards graduation.

Students must have 94 credits to graduate from Academic Arts High School. Largely, the delay in graduation time is due to the low number of credits students have when they enroll at AAHS. We work with these students to assess their skills upon enrollment and develop a learning plan. It is not unusual for students to be at senior “age” but to lack the credits to graduate. This contributes to the high percentage of seniors continuing on for a second year as “seniors”.

## F. Post-Secondary Readiness (for high schools)

* Graduation rates: 4, 5, and/or 6 year rates and/or other meaningful measures gathered by your school.

Historical Graduation Rate Data:

 2009/10: 41%

 2010/11: 50%

 2011/12: 22%

 2012/13: 37%

 2013/14: 57%

* Data that shows the percentages of students demonstrating readiness for post-secondary success.

In the 2013-2014 school year, Academic Arts High School had the largest graduating class since opening as River Heights Charter School, and thus the most completed Life Plans in a school year showing an increase in students prepared for post-secondary success. In addition to this, three students were accepted for enrollment in Post-Secondary Education Options (PSEO) through Inver Hills Community College. One was accepted for the Spring of 2014, and the other two were accepted for Fall of 2014.
* Percent of students taking various tests (e.g. ACT/Accuplacer/SAT) and results.

In the 2013/2014 school year, there were at least 25 students that took the Accuplacer test. 19 of those students submitted results to the school. Compiled information on the tests:

 # Students – Reading 19
 Mean – Reading 60

 # Students – Arithmetic 18
 Mean – Arithmetic 44

 # Students – Math History 9
 Mean – Math History 4

 # Students – Elem. Algebra 13

 Mean – Elem. Alegebra 44

 # Students – College Math 1
 Mean – College Math 28

* Career awareness data (e.g. job shadow experiences recorded, career options identified, internship data, etc.…)

The completion of the Life Plan project requires that each student connects with a professional in the career field they are most interested in. Several students conducted interviews, while some students were able to obtain day long shadows. For one student, a semester long internship.

31 students participated in MAAP STARS during the 13/14 school year. MAAP STARS helps students learn skills that will support them in their endeavors following high school graduation.  These skills demonstrate problem solving abilities, communication, independent living, ability to get and maintain employment, ability to be promoted, and skills that will support their development in both post-secondary education and employment settings. Below is the number of students who participated in each of the following at the Regional Completion: 2 in Employment Interview, 9 in Public Speaking, 4 in Team Management Decision Making, 9 in Lifesmarts. At the State competitions 2 students participated in Employment Interview, 7 in Public Speaking, 4 in Team Management Decision Making, 4 in Lifesmarts and 6 in Artistic Performance.

* College credits earned through PSEO, College in the Schools, or Advanced Placement and IB Tests.

One student was enrolled in and finished college level courses during the 2013/2014 school year. This student earned college credit for a Language Usage course and a Community Health Course.

* Advanced academic skill development, such as reasoning, problem solving, analysis, and writing abilities that increase the likelihood of college success.

1 student from 12/13 attended PSEO and 2 in 14/15 are attending PSEO
* College application and acceptance data.

Of the students who graduated in the 2013/2014 school year, one has confirmed that they are enrolled in college currently.

## C. Multiple Measures Rating

According to the Minnesota Department of Education’s Multiple Measurement System Summary report dated October 2, 2014 (Appendix A), Academic Arts High School has not been designated as a Priority, Focus, Continuous Improvement, Celebration Eligible, or Reward School.

Academic Arts High School did not apply for Title I funding for 13/14 or 14/15 therefore a Focus Rating (FR) is not applicable. The school will apply for Title I funds for 15/16.

## Student and Parent Satisfaction

A student and parent satisfaction survey was not completed for the 13/14 school year. This was due to extremely low participation in the 12/13 satisfaction surveys.

For the 14/15 school year the school will attempt to use incentives to bolster participation.

## End of Worlds’ Best Workforce Components

# Environmental Education

The mission of Name of 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.” As part of our contract with our authorizer, we have agreed to the following environmental education goal:

Staff, students and parents at Academic Arts High School will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment.

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. To meet the above goal, Academic Arts High School has agreed to provide opportunities to instill a connection and commitment to the environment through experiential learning.

## Indicator Area 1: EE-based Curriculum Components

Describe how the school integrates environmental education into science curriculum and other disciplines.

* In what ways does the school integrate environmental education into its academic program?

The science teacher at Academic Arts High School focuses on environmentalism. He brings environmental awareness into everyday teaching.
* Are EE values and strategies present in disciplines other than science? If so, in what way(s)?

Due to the Project Based Learning and integrative learning approach of AAHS, environmental values are brought up in projects and learning activities regularly. Students are routinely encouraged to consider the environmental aspects and repercussions of any project.

* Please provide a list of specific examples (e.g. courses, projects, EE-related student accomplishments, etc.) that demonstrate EE integration in science and other discipline areas.

The science teacher takes students to parks and nature preserves regularly, teaching students to identify plant and animal life.

 Staff worked with the planetarium to develop a customized presentation that fit with topics covered in science classes; chemistry – the role of stars in creation of elements, environmental/life science – effects of runaway greenhouse effect on a planet’s global climate.

## Indicator Area 2: Field Trips to Natural Areas

Describe how the school engages students in nature-related outdoor experiences at least twice per school year.

**Trip to Audubon Center of the Northwoods –** 4/2014, 18 students in grades 9-12 visited Audubon Center for a 3-day trip. They took classes on raptors, navigated the high ropes course, went rock climbing, participated in an astronomy seminar.

**Planetarium trip** – 9/2013, 27 students in grades 9-12 visited the Como Planetarium; in addition to general astronomy, covered effects of climate change on Venus and Earth and implications for the future of life on Earth.

**Archery Program** grant received end of last year. Staff & Students volunteered at game fair. Archery program implemented for 14/15 school year.

## Indicator Area 3: Promote Environmental Stewardship

## Academic Arts did not provide EE learning opportunities to a larger, school related community during 13/14. Goals for next year include getting community members involved in the citizen water monitoring program and sharing experiences canoeing on the Mississippi River with the National Parks Service.

## Indicator Areas 4 & 5: EE Elective Trend Areas

Describe how the school participates in at least two activities in at least two trend areas.

**Indicate the elective trend area(s) in which your school participates:**

 ✔ EE trained teachers or experts (Summer 2014) – Academic Arts High School’s EE contact, Josh Maclachlan, participated in the Teacher-Ranger-Teacher program through the National Parks Service.

 Energy efficiency

 Food program

 Natural vegetation/wildlife use

 Outdoor recreation

 Operations & finance

 ✔Waste reduction (ongoing) – All of the teachers at Academic Arts High School started using Google Apps for Education as a system to share and receive assignments. This has tremendously cut paper use. Students are encouraged to be mindful of paper and other resources when developing plans for their Individual projects for Project Based Learning.

## Indicator Area 6: Commitment

Describe how the school uses its resources to carry out EE mission match activities.

A couple examples of how Academic Arts High School shows commitment to EE in it’s financial and operational decision-making are: Choosing a school lunch catering company who uses as many compostable and biodegradable containers as possible and utilizing Google Docs to reduce the amount of paper used in everyday operations. The school did apply for EE funds that were available from ACNW in 13/14, but will apply for and utilize them for 14/15.

## Indicator Area 7: Environmental Literacy

Are students knowledgeable about the environment, and have the capacity and commitment to engage in inquiry, problem solving, decision-making, and action to foster environmental sustainability?

* Describe the school’s approach to environmental education.

Academic Arts High School serves students living in urban areas. Many students spend most of their time in a small radius from where they live, rarely interacting with the natural world. The school focuses on (1) exposing students to experiences that they normally would never have and (2) using these new experiences to inspire and teach.

* What have been your success and challenges related to environmental education?

Successes: Students who attend the trip to the Audubon Center indicate that their perspectives of the world changed due to their experience.

Challenges: We are an urban school. We need creative ideas to get students outside into “nature” on a regular basis.

* Have the school’s EE activities impacted students’ environmental literacy? How do you know?

While the school has not taken any formal measures, the students report through conversation and reflections that their perspectives of the world have changed due to some of their experiences (especially at the Audubon Center) and activities that the school provided.

* If not, what future plans does the school have to increase students’ environmental literacy through curriculum-based measures?

Academic Arts High School is committed to increasing students’ environmental literacy. Plans for 14/15 include: monthly environmental field trips, application for a recycling and organics grant with Dakota County, and collection of more formal feedback and data about EE activities.

# Staffing

### Licensed teacher percentage turnover rate:

2013-14 to 2014-15: [non-returning teachers / total teachers x 100] = 22%

Two teaching staff out of 9 are not returning for the 14/15 school year. Two paraprofessionals out of 5 are not returning for the 14/15 school year. Two teachers were half time. The school hired a full time teacher to replace the two. Both Paraprofessionals left personal reasons.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Licensed Teaching Staff |  |  |  |  |
| **Name** | **File #** | **License/Assignment** | **2013/14 Status** | **Comments** |
| Fjelstad, Heather | 476801 | Special Education Coordinator | Returning |  |
| Forrest, Ashley | 477375 | Humanities Instructor | NR | Formerly Mankowski |
| MacLachlan, James | 443250 | Secondary Science Teacher | Returning |  |
| Ng, Andrew | 449484 | Secondary Mathematics Instructor | Returning |  |
| Peterson, Julie | 997261 | Special Education Instructor | Returning |  |
| Thompson, Kelly | 460463 | Language Arts Instructor | Returning |  |
| Wright, Kristen | 463254 | Special Education Instructor | Returning |  |
| Packard, Russel | 997720 | Foreign Language, Music | NR | Was ½ time |
| Morgan, Linnea |  | Social Studies | New |  |
|  |  |  |  |  |
| Other Staff |  |  |  |  |
| **Name** |  | **Assignment** | **2013/14 Status** | **Comments** |
| Cody, Ty |  | School Psychologist | Returning |  |
| Davin, Lauryn |  | Administrative Assistant | Returning |  |
| Ingram, Donald |  | Paraprofessional | Returning |  |
| Wright, Kristen |  | Academic Dean, Interim Director | Returning |  |
| Yang, Shoua |  | Administrative Assistant | Returning |  |
| Outaw, Dalton |  | Paraprofessional | NR |  |
| Smith, Shantana |  | Paraprofessional | NR |  |
| Shanika,  |  | Paraprofessional | New |  |
| Cellette, Joe |  | Paraprofessional | New |  |

# Governance and Management

## BOARD OF DIRECTORS

*Provide a brief narrative about the capacity and role of the board. This narrative should address key indicators included on the ACNW evaluation (see below).*

## Board Membership Table

|  |  |  |  |
| --- | --- | --- | --- |
| Member Name | Board Position | Date Seated | Comment |
| Mitchel, Maria | Member | 07/2012 |  |
| Monson, Nicholas | Member | 07/2013 |  |
| Ng, Andrew | Member | 07/2010 | Teacher Member |
| Thomas, Milt | Chair | 09/2013 |  |
| Thompson, Kelley | Secretary | 06/2013 |  |
| Wright, Kristen | Ex-Officio | 07/2012 | Stepped down, 9/2013 |
| Fjelstad, Heather | Member | 09/2013 | Teacher Member |
| Hoffman, Michelle | Treasurer | 01/2014 | Parent Member |
| Downs, Craig | Member | 07/2014 | Lawyer |
| Medwetz, Laura | Member | 08/2014 | Professor, St. Thomas |

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

* School board composition, and the board demonstrates the capacity to govern an effective charter school

The Board went through quite a transition during 13/14. New members have been recruited in the areas of law, education, and fiscal and operational management.

* Board member training

Training was scheduled for the entire Board January 2014 with a company that had done previous training for the Board. Unfortunately, health issues for the trainer kept postponing training throughout the year. Now having seated new members, the entire board will be trained on November 22, 2014.

* Effectively and transparently conducting meetings:

The Board of Academic Arts High School follows Robert’s Rules of Order to conduct all meetings. Dates and times of all meetings are posted on the school’s website and any deviation to that schedule is posted following MN Open Meeting Law requirements. Board materials are distributed by the Board Secretary to members and the authorizer with enough time for review before the meeting. The Secretary takes minutes of each meeting that reviewed and approved by the Board at the following meeting.

* Board decision-making and oversight, including but not limited to:

The Board reviews and approves policies that are implemented at the school. When possible, the Board also assists in establishing these policies. The contract with Audubon Center of the Northwoods is reviewed, approved and signed by the Board every year. The Board is aware of performance expectations set by ACNW and assists school leaders in establishing appropriate policy. The Board also reviews and approves the schools up-to-date finances every month.

# MANAGEMENT

Academic Arts High School has four staff in administrative positions. This includes an Administrative Manager, Administrative Assistant, and Dean of Students, all of which report to the Executive Director. The Executive Director reports to the Board of Directors.

Instructional and Administrative staff peer evaluate each other at the end of the year on that year’s performance with anonymity. This includes Instructional staff evaluating Administrative staffs’ performance with anonymity. Evaluations are then given to the Board of Directors to evaluate.

## Professional Development Plan(s) and Implementation

### PROFESSIONAL DEVELOPMENT PLAN FOR AAHS Board of Directors

Major Responsibilities:

* Govern an effective charter school

Goals:

* Effectively conduct Board meetings
* Board decision and oversight of school

Actions:

* Get Board Training for all Board members

Evaluation:

* Evaluate administrative positions

### PROFESSIONAL DEVELOPMENT PLAN FOR Kristen Wright

Major Responsibilities:

* Dean of Students Position
* See board approved Dean of Students description

Goals:

* Effectively develop, monitor, and execute truancy procedures
* School safety

Actions:

* Counselor to students
* Observe management of school in terms of safety

Evaluation:

* Evaluated by Staff and Board of Directors

# Operational Performance

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

* relevant compliance and reporting requirements to 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

# Finances

**Questions regarding school finances and for complete financials for 2013-14 and/or an organizational budget for 2014-15, contact:**

Position: Dean Walczak – Finance Manager

Phone: 612-396-3694

Email : dean.walczak@dwfinman.com

Dean Walczak Financial Management LLC provides accounting services for School.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2014

|  |  |  |  |
| --- | --- | --- | --- |
| **FY14 Finances** | Fund 1 | Fund 2 |  |
| Total Revenues | $1,050,260 | $10,881 |  |
| Total Expenditures | $1,011,097 | $17,297 |  |
| Net Income | $39,164 | ($6,416) |  |
| Total Fund Balance | $172,280 | ($6,416) |  |

**Overview**

The FY 14 school year saw growth in student numbers and resulting changes to staffing and operations related to that growth. The overall budget increased in Revenue and Expenses. Delayed payments to the school from the state provided some challenges to cash flow, but overall the school was able to make positive gains in its overall financial position Gains in special education students resulted in increases in staffing in the special education department. Although fully funded there was a lag time between the recording of these expenses and the receipt of revenue from the State for these expenses. The school was faced with a cash flow issue as a result. Because of a hold off on the receipt of revenue the school did open a line of credit in anticipation of cash shortfalls. The state did come through on payments and the loan amount was not used.

 **Revenues**

*General Fund 01* - Primary revenue sources continued to be funding from the State of Minnesota. Overall total revenue increased as a result of an increase in student numbers and higher retention of students.

*Food Service Fund 02*– Food Service was a new operation to the school in FY14. Revenue was received by the state for students using the food service program.

**Expenses**

Gen Fund 01 – As stated previously there was an increase in expenses as the result of an increase in student numbers. The increase in expenditures was related to the increase in regular staffing and special education staffing and an increase in legal consulting services at the beginning of the school year.

Food Service Fund 02 – The introduction of the Food Service this year increased expenses in Fund 02.

**Net Income and Fund Balance**

General Fund 01 - Preliminary financials show an increase in Net income for FY 14 and a resulting net increase in the fund balance. The goal for the school is to reach a fund balance percentage of 25%.

Food Service Fund 02 – Expenses were higher than revenue for FY14. The school board will have one more year to decide on how they would like to proceed with the negative fund balance. It may be that they will decide to transfer funds from General Fund 01 in order to eliminate the deficit this year.

# Future Plans

AAHS does not have plans to expand the facility, as they just moved into their building two years ago. The School board has set the enrollment cap is set at 100. If that cap is met, the school has the ability to expand to 120 in the current facility. The long-term plan is for the school to sustain enrollment around 100 students, and then expand after two years of this sustained enrollment

The school plans to continue to developing their own curriculum in project based learning. The use of in-house assessment tools will assist the teachers in developing a detailed and rigorous curriculum for their students.

The school has begun to focus on technology development. During the 13/14 school year the school purchased 3 new Mac computers to be used in the Studio space. AAHS also purchased 20 new Chromebooks for the 14/15 school year. Part of the school development plan is to provide a laptop to each student.

More detail on these goals will be provided in the strategic plan.

# Attachment 1 - School Calendar



# Attachment 2 – Life Plan Guidelines

**Life Plan Guidelines**

The Life Plan is a single project that earns two credits at Academic Arts High School. Students are expected to be working and checking regularly with their advisor on their progress. This project may take upwards of 100+ hours.

The proposal and presentation processes should remain the same, but the content of the Life Plan should be about you and your future and should have the following elements:

1. **My Career**
2. **My Life**
3. **My Credit**
4. **My Budget**
5. **My Paperwork**

**1.) My Career**:
Students will use an interest inventory and their own personal exploration to create a collection of potential career opportunities and the necessary training/skills that are needed for these career options. In addition, students will also recognize some of the challenges and obstacles they may face in these career choices.

1.) **List your interests** (1-2 pages)
What interests you? Search the internet for help with an "interest inventory" or ways to explore your interests. Think about your personality and what you like doing.

Come up with an extensive list of interests - They don't all have to have a practical career application right away. They don't all have to make money. Answer: What would you like to do every day? What makes you curious? What makes you happy? Where would you like to be? Who would you like to be working with? Come up with more of your own questions and answer them. Does your paper match the interest inventory?

2.) **List career choices** with descriptions (1-2 pages)
Come up with a list of major career fields that interest you and get more detailed as you narrow down and explore 3 specific professions. For example, narrow the large field of psychology to a specific career choice such as "police psychologist specializing in post-traumatic stress disorder.”

One way to help you think of careers is to start at the other end: Look through the employment listings at Startribune.com, or go to different companies' websites and look at their "employment opportunities" pages.

 3.) **List training, education, and obstacles** for each career choice (1-2 pages)
This will require research, but sometimes it could be as simple as making a phone call: If you find someone willing to talk to you, they'lllikely be pretty open about the education, training, and obstacles they needed to overcome to do a certain job.

Otherwise, use the internet to find what specific professions require in terms of types and hours of training, what type of education or degree is needed, etc.

**2.) My Life:**

- Lifestyle Choices: Students will explore their preferred lifestyle choices which may include, but is not limited to: location of residence, hours working per week, family structure, mode of transportation, type of housing, vacation and leisure time, and monetary comfort.

- Personal Choices: Students will explore the impact their personal, family, and consumer choices have on their personal life, family life, and local and global society. This may include, but is not limited to: home maintenance, transportation choices, purchasing, cooking food, cleanliness, and entertainment.

The choices and information found from the “My Career” section, will influence your choices in the “My Life” portion of the life plan, as well as the rest of your Life Plan, since you will now know what type of salary you might expect with your career options.

1. **Lifestyle Choices** (1-2 pages)
The "Lifestyle Choices" half of this is fun, as you will be picturing your ideal life: Where would you like to live and why? How many hours would you like to work a week and why? How will you get around? What type of housing, vacations, and leisure time would you like?
2. **Personal Choices** (1-2 pages)
The "Personal Choices" half begins to ground those choices in every day routines: If you picture a beautiful apartment, how often will you clean it? Will you learn how to fix your furnace, or will you hire someone to do it? Will you cook your own food or always order out? What effects will your choices have on the community and your family? If you eat nothing but drive-through fast food, what's the effect on your health, your wallet, and your community?

**3.) My Credit**

- Credit Choices: Students will examine the risks and benefits of credit and investment in various circumstances such as: credit cards, mortgages, car loans, post-secondary/college loans, mutual funds, retirement plans and savings accounts. The student will also examine how credit ratings are developed and how those ratings can impact what loans a person is able to obtain.

1. **Credit** Choices
What is a credit rating and what makes a rating improve or drop? What are the risks of using credit cards and not paying your bills on time? How much money do you need for a down payment on a house?

**The end product will be an in-person presentation or speech.** You could either do the research online or seek the help of a credit counselor. Either way, the answers need to be in your own words, so that it's clear you've learned them. You can use a few notes to remind you of what you're going to say for the presentation, but the presenter mustn’t read directly from notes or the speech outline.

**4.) My Budget**

- Budgets: Students will create a sample personal and/or family budget reflecting their lifestyle choices and career options based on research of the area the student would like to reside.

1. **Create a budget**
Now that you've chosen a career and lifestyle and a place where you'd like to live, can your job pay the rent and bills? Can you keep your credit good? Create a monthly budget to make it work. The end product will be a **budget in a spreadsheet.**The template will be provided. Incorporate, at minimum, the following items:
	1. **Monthly Salary**
	2. **Rent or Mortgage**
	3. **Property Taxes**
	4. **Utilities and Garbage**
	5. **Groceries or Food**
	6. **Gas or Transportation**
	7. **Bills (Credit Cards, Student Loans, etc.)**
	8. **Vehicle Payment (If Applicable)**
	9. **Insurance (Health, Car, House, etc. If Applicable)**
	10. **Clothing**
	11. **Entertainment**

**5.) My Paperwork**

- Health Care: Students will explore the role of health care in their life and examine various options and plans for health care insurance.

- Post-Secondary Paperwork/Job Applications: Students will practice filling out important paperwork for applications toward a job in the field of interest or application to a college with a program for desired degree. Students may complete paperwork required to be accepted into a college and application for financial aid (FAFSA), or application for work in their field.

1. **Write a resume and cover letter**In order to find work, you will need to create a resume of your academic and professional achievements. Search resumes and cover letters and/or ask friends, family, and other resources to find what others have done for these important documents. Find out what looks good and what you should avoid.
2. **Apply for a Job and/or Post-Secondary Options**
Once your resume and cover letters are completed, find what requirements a few post-secondary options and professions require for enrollment or employment. Find the paperwork and applications for some choice schools and/or jobs. Fill them out as part of your final product.

The final products for this section will be **copies of real job, school, financial aid, and insurance applications.** You will create, fill out, and hand in a **copy of your resume and cover letter**. Find what references you can use for employment applications.

The Life Plan should have many sources, so keep track of where everything came from!

**Life Plan Recap**

The items you will need to turn in are the following:

* List your interests (1-2 pages)
* List career choices with descriptions (1-2 pages)
* List training, education, and obstacles for each career choice (1-2 pages)
* Lifestyle Choices (1-2 pages)
* Personal Choices (1-2 pages)
* Credit Choices and Ratings Presentation or Speech Outline
* Budget Spreadsheet
* Resume and Cover Letter
* Applications for Employment, School, Financial Aid, and Insurance