

Curriculum and Annual Report 2015
Minnesota Charter School District #4091
Patrick Exner, Director
1719 Cannon Road, Northfield, MN 55057
Phone: 507.663.8806
Fax: 507.663.8802
Email: pexner@arcadiacharterschool.org

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Introduction

Arcadia Charter School is a public charter school offering 126 students in grades 6 through 12 a challenging, project-based curriculum in a multi-age environment. Arcadia emphasizes the importance of a low staff to student ratio. The school is entering its twelfth year of operation and is authorized by the Northfield Public School District.

Mission

It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, and ethically to higher education and future employment. Arcadia envisions a learning community that encourages and assists students to:

- Express themselves artistically
- Use technology responsibly, creatively, and with innovation
- Develop critical thinking and creative problem solving skills
- Construct knowledge and meaning for themselves
- Understand and strive for wellness of their whole person
- Recognize and act upon their responsibilities as local citizens within our global context
- Achieve proficiency in project-based learning

School Description

Arcadia Charter School (previously the Northfield School of Arts and Technology – ARTech)
District #4091

First Year of Operation: 2003-2004

Grades Served: 6th through 12th

Enrollment Cap: 126 Students

Authorizer: Northfield Public Schools

Chris Richardson, Ph.D.

507-663-0600

School Calendar & Hours of Operation

First Day of School: September 2nd, 2014

Last Day of School: June 5th, 2015

Arcadia is open Monday, Tuesday, Thursday, & Friday from 8:05 AM to 2:45 PM. Wednesdays from 9:05 AM to 2:45 PM.

Student To Teacher Ratio

Arcadia employed 10 licensed teachers to serve 120 students in grades 6-12. The 2014-15 student/teacher ratio was 12:1

This report outlines and details Arcadia's governance, structures, academic program, accountability data, and innovative practices.

School Enrollment & Demographics

Arcadia's student enrollment has stabilized more over the past five years. Arcadia had an average of 120 students during the 2014-15 school year. Our reported ADM is lower, due to students enrolling in Postsecondary Enrollment Options (PSEO) at Minnesota Colleges & Universities. Arcadia had students taking courses at South Central College, Dakota County Technical College, Inver Hills Community College, and in the University of Minnesota system to name a few. *(Question 7.3: Continuous Enrollment for Multiple Years)*

School Year	6	7	8	9	10	11	12	Enrollment Total	Average Daily Membership
2011-2012	14	21	18	12	20	29	17	131	115.14
2012-2013	21	14	22	20	11	20	30	138	121.02
2013-2014	19	21	14	23	21	14	17	129	117.89
2014-2015	13	22	22	19	18	23	14	131	119.85
Percent Change	-31.58%	4.76%	57.14%	-17.39%	-14.29%	64.29%	-17.65%		
Estimated 2015-2016	17	12	20	19	19	18	20	125	125

School Year	Free and/or Reduced	Special Education %	Northfield Residents %	Non-Northfield Residents %	Minorities	Exceeding Proficiency
2012-2013	29.4%	22.2%	86.5%	13.5%	7.9%	31.5%
2013-2014	27.1%	27.1%	87.7%	12.3%	13.9%	36.2%
2014-2015	24.6%	33.3%	80.2%	19.8%	14.3%	42.4%
2015-2016	24.2%	38.4%	82.2%	17.8%	13.9%	

Student Attendance, Attrition & Mobility

2014-2015 Student Attendance Rate: Arcadia's attendance rate for the 2013-14 school year was 93.26%, above the AYP target of 90.0%.

Student Attrition

Arcadia has seen fewer students leave during the school year, as compared to the early years of the school. From school year to school year, Arcadia sees the most attrition during the transition from eighth to ninth grades. This is the transition from middle school to high school for Arcadia, the Northfield School District, and the other districts located around Arcadia. (*Question 7.2: Re-Enrollment Rate*)

Grade	2010-11	2011-12	Re-enrolled		2012-13	Re-enrolled		2013-14	Re-Enrolled		2014-15	Rate
			2011-12	Rate		2012-13	Rate		2013-14	Rate		
6th Grade	18	13	0	0.0%	20	0	0.0%	19	0	0.0%	12	
7th Grade	17	20	16	88.9%	13	13	100.0%	20	17	85.0%	18	94%
8th Grade	15	18	14	82.4%	21	19	95.0%	14	12	92.3%	20	100%
9th Grade	17	11	7	46.7%	17	12	66.7%	21	19	90.5%	13	92%
10th Grade	26	17	15	88.2%	10	10	90.9%	20	17	100.0%	18	88%
11th Grade	12	26	25	96.2%	17	16	94.1%	13	10	100.0%	19	95%
12th Grade	20	14	11	91.7%	28	26	100%	15	14	82.4%	12	92%
Total	125	119	88	83.8%	126	96	98.0%	122	89	90.8%	100	94%

World's Best Workforce Components

Education Approach and Curriculum

Arcadia is a multi-age, project-based learning environment that encourages and assists students to express themselves artistically, use technology innovatively, develop critical thinking and problem solving skills. Arcadia helps students construct knowledge and meaning for themselves, and strives for wellness of their whole person. Arcadia expects students to be responsible global citizens and active in our community.

MIDDLE SCHOOL PROGRAM

Advisory Structure

Arcadia's middle school is structured to serve approximately 18 students in each grade with a total of 54 students. Each advisory serves approximately 27 students in a multi-age setting of grades 6-8. Two advisors lead an advisory, overseeing the social curriculum and project process.

Middle School Curriculum Overview

This document is a summary of the Arcadia middle school curriculum. It is an overview, meant to give parents, staff, and other interested parties an explanation of what is "taught" during middle school time in advisories. Other, more specific, detailed explanations and accompanying documents can be found in the middle school curriculum binder.

Much of what is learned or taught during time in advisories is a response to what comes up in conversations or interactions with students. In other words, in keeping with an emerging environment, we use shifting dynamics, important conversations, and promising ideas as opportunities to teach many things. But Arcadia also has a purposeful agenda for students and a specific role for middle school advisors.

As staff at a small school, the advisors all wear many hats. Each of us is a content area teacher and has been charged with guiding all students in the school towards success in that subject matter. But a middle school advisor's primary charge is to teach and track his or her middle school students. This means, that while we are often pulled in many directions, we are primarily responsible for the students in our middle school advisories.

Social Curriculum

The social curriculum at Arcadia is at the core of what we do: we are a small, community school, and how we interact with and respond to each other will determine the success of our community. In light of this, we have adopted Developmental Designs. This is a social curriculum designed to teach social skills and good citizenship, and to promote academic success.

We devote the first 2-4 weeks of school each year to setting the tone and expectations for our social expectations. We engage students in purposeful community building games and activities and orient them to the middle school handbook and other rules or expectations and routines. Each year we create a social contract with our individual advisories, which is then brought to the larger school—by advisory representatives—to be assimilated into one, school-

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wide social contract. We return to this social contract often during the year to remember what we as an advisory and a school have determined is the way we want to operate together and treat each other. We refer to this social contract when we need to navigate concerns or conflicts; it establishes language and clear guidelines for behavior.

A large component of Developmental Designs is the “advisory circle.” We set the stage for the morning circle by using a morning board to ask questions that make students think and come up with answers or comments that typically reflect on something or look forward to something important to talk about. We begin each morning circle with a greeting, done to acknowledge each and every person as we start the day. During the rest of the circle, we read announcements, hear about concerns or celebrations, and discuss important issues or ideas. Sometimes we will incorporate games or activities into circles. Afternoon circles are times to come together at the end of the day to check on homework assignments, hand things out, and give last minutes reminders. We continue these circles all year round.

One important tool that we use to acknowledge each other is our end of the year ritual. We take several hours on the last day of each school year where we engage students in a careful and thoughtful activity designed to show appreciation for each person. Afterwards, we have a ceremony to honor the 8th graders and recognize their individual gifts to our advisory and our school.

Project Process

Students have both core classes and electives (which are classes that they can opt to take or not take). A good part of their academic learning comes through projects. Students do one guided project each quarter, encouraged by the theme for that quarter. Each quarter’s theme is typically taken from the book that the middle school Language Arts classes are reading for the quarter. The themes and the books are on a three-year rotation; this means that the students who come in the first quarter of 6th grade finish with the rotation the 4th quarter of their 8th grade year. The books read in middle school Language Arts are subject to change based on teacher discretion and other opportunities that often present themselves during the year.

These themes are used to inspire and give direction to students, who conceive of then devise and develop a project, based upon an idea that they have found from the theme. Examples of some books and themes are: the book *Walk Two Moons* gives way to the theme “Explorations;” the books *Airborne* and *The Little Prince* (both books are read in one quarter) promote the theme “Flight;” the book *The Diary of Anne Frank*, lends itself to the theme of race. Examples of projects done during the quarter of “Flight” include Amelia Earhardt, Sputnik, military helicopters, the birds of the Amazon Rain Forest, and the history of space exploration.

Students are asked to find several good sources before they are sure that their project itself is worthy of attention. Once they have done this, they fill out the project proposal sheet; on one side of this sheet is a list of some potential resources, on the other is the know/wonder chart—a graphic organizer designed to help them decide what they already know and what they might need to discover to do their project. Once they are ready, students meet with their advisors and “propose” their project. This proposal process is also used as a teaching tool; students typically come away with new questions to ask.

Each quarter students will Demonstrate Their Learning to their peers and their teachers. And each quarter they will do this differently: the first quarter, students write a paper and make a

poster board; the second quarter, students create a power point or a prezzi (a web-based, graphic presentation tool); the third quarter, students will make/create/or do something; and the fourth quarter, students may demonstrate their learning in any way that they choose. Each quarter, advisors teach students these methods of demonstrating, complete with expectations and standards. Although these methods of demonstrating what they've learned change, what is consistent each quarter is that students stand in front of their advisory and tell what they have learned, much as they would if they were giving a speech. This is what Arcadia calls finalizations, or presentations. Both teachers and students fill out a "rubric" for the presenters; this is how they get feedback on their projects, and it is also how teachers are able to observe and comment on the culmination of the student's work.

These projects are all largely research-based, and we feel it's important to teach the skills that accompany each stage of this research. We also acknowledge that not all projects involve reading and research, and we often encourage additional individual projects for students (particularly for our kinesthetic learners) who are interested in exploring a project that isn't necessarily "research" driven. In addition, each year, we incorporate a collaborative service project into one of our quarters. Students are also encouraged to participate in History Day, a nationally sponsored history project competition.

Although each advisory is a mixed grade grouping, advisors take special effort to make sure that 6th graders and other new students are given more direct teaching in the project process. We also have a mentorship program that pairs 6th graders with high school students to give them extra social and academic support. Additionally, in order to be prepared for high school, and to be given an added challenge, 8th graders do an honors, or 8th grade, project. This process typically begins the 3rd quarter, when 8th graders are introduced to the concept and oriented to the expectations and guidelines.

Advisors are cognizant about what particular ages and what particular students need by way of challenge or support for their project process. With some students, we concentrate on the rudimentary project skills. For others (and ideally, for all of them when they're ready), we push critical thinking. This is often done during the project proposal, but it happens throughout note checking and even finalization. This is when we ask students to form opinions, come to their own conclusions, put their learning in some sort of context, or create original ideas.

Arcadia also uses more conventional means for achieving academic growth. In addition to learning through guided projects, middle school students also take classes, some required and some elected. The required classes (dubbed "core classes") are content area classes: Language Arts, Social Studies, Science, Math. These classes meet 3-4 days a week and last for the whole school year. We also offer elective classes; these classes are options for students, but we strongly encourage students to sign up for at least one elective. In the past we have offered such elective experiences as dance, theater, creative writing, Spanish, technology lab, drumming, and the Arcadia green house. Art, Physical Education, and Choir have been—at different times—either required classes or electives.

Arcadia's middle school curriculum is very successful in helping students succeed both academically and socially. Our morning and afternoon circle, student contract, purposeful project process, and offering of classes and field trips work together to produce well-rounded, thoughtful young people, prepared for success in high school and beyond. We firmly believe that our system fosters students to become fine citizens and excellent learners.

HIGH SCHOOL PROGRAM

Advisory Structure

Arcadia's high school is structured to serve approximately 18 students in each grade with a total of 72 students. Each advisory serves approximately 36 students in a multi-age setting of grades 9-12, a ratio of 1 teacher to 18 students. Two advisors lead an advisory, overseeing the social curriculum and project process.

High School Curriculum Overview

Students are required to take foundational classes in the core subject areas in the beginning of their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, experiential education, internships, or through service learning. Credit is granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, other world languages, or physical education) or to initiate large group projects. The emergent and interdisciplinary nature of many seminars and projects allow the students and teachers the flexibility to create unique learning plans.

Social Curriculum

An integral part of the educational process is the social growth of each student. They need to develop the interdependent skills that are necessary to work in a community.

These interdependent skills include:

- Cooperation
- Collaboration
- Consensus building
- Service learning
- Community Building

The by-product of learning the above skills is a developed sense of tolerance, appreciation of diversity and an internalized sense of the effectiveness of group synergy.

Life Skills

Arcadia recognizes certain life skills as core areas for development and will integrate them into the educational process:

- Critical thinking
- Organizational skills
- Self-discipline, responsibility and integrity of work
- Constructive creativity
- Independent learning skills.

Graduation Requirements

Students are required to take foundational classes in core subject areas in the beginning of their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, or seminars. Credits are granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, other world languages, and/or physical education) or to initiate group projects. The emergent and interdisciplinary nature of the many seminars and projects allows students and teachers the flexibility to create unique learning plans with guidance from teachers.

To earn an Arcadia Charter School diploma, students must successfully complete the following requirements:

23.0 Credits are required

Quarter-long courses are worth 0.25 credit; yearlong courses are worth 1.0 credit.

Language Arts	4.0 Credits	(2 Credits in Writing, 2 Credits in Literature)
Social Studies	3.5 Credits	(1.0 Credit in US History, 1.0 Credit in World History & Geography, 0.5 Credit in Economics, 1.0 Credit in US Government & Civics)
Math	3.0 Credits	(1.0 Credit in Algebra 2 is required)
Science	3.0 Credits	(1.0 Credit in Physical Science, 1.0 Credit in Biology)
Art	2.25 Credits	(2.0 Credits in Art, 0.25 Credit in Arts Analysis)
Electives	7.25 Credits	

Senior Projects

In order to graduate from Arcadia, each senior must complete a challenging, interdisciplinary Senior Project. Students choose the topics, complete ten to fifteen pages of writing, and present to the Arcadia community during Senior Presentation Nights in the spring. Students who are enrolled in full-time PSEO are exempt from this requirement as they participate in college full-time and are not on campus to fulfill the senior project tasks.

The general education program is supported by a team of three licensed special education staff and four paraprofessionals that serve Individual Education Program Plan needs. These staff members work to create an environment that is as inclusive as possible. The special education programming works seamlessly with the general education program at Arcadia.

Arcadia Charter School has been an approved Q-comp school since the fall of 2004. All teachers are observed a minimum of three times a year. This includes a full teacher evaluation at the end of the school year. In the 2014-15 school year, Arcadia will move to a 3-year cycle for full teacher evaluations, but will continue with the model of a minimum of 3 teacher observations a year. The Arcadia Teacher Evaluation Program meets the requirements of the World's Best Workforce Legislation.

Innovative Practices and Implementation

Technology

Arcadia put \$6,000 above the budgeted dollars into technology in the 2014-15 school year. The school purchased 20 chromebooks for a classroom set and for use in the advisories. Each classroom has been outfitted with an LCD television, AppleTV, and blu-ray DVD - for both student and teacher use. Teachers training on Google Classroom is ongoing and being implemented in the classroom.

Arts for Martin

2014-15 marked the eleventh annual celebration of Arcadia Charter School's *Arts for Martin*, a community-wide celebration of the life of Martin Luther King.

Arts are the unifying factor of this celebration, reflecting on the meaning of Dr. King's life and the relevance to our community today. This year's speaker was Judy Dirks and her work with refugees and immigrants. The performers included the Northfield High School Band, the Arcadia African Drumming Ensemble, The Laura Baker Choir and Drummers, the Arcadia Middle School Theater Class, the Northfield High School Performing Arts Class, the Arcadia Performance Poets, and the Community Choir.

Artists in Residence: Arcadia has a long history of welcoming Artists in Residence at the school. The 2014-15 Artist in Residence was Chris Koza a singer and songwriter. Chris worked with Arcadia students throughout the month of April and culminated the residency with a collaborative performance on May, 1.

Schools on Stage

The Guthrie Schools on Stage program is not new to Arcadia. The 2014-15 school year was the third time Arcadia has partnered with the Guthrie for an art residency at Arcadia Charter School. In this residency Guthrie staff come to the school for 3 sessions after school to work with students in theater. Students then go to the Guthrie to perform what they have learned and attend a Guthrie performance. This program was opened up to Arcadia and Northfield High School students.

8th Grade Honors Projects

Each 8th grade student completes an Honors Project. That Honors Project is the final project for their middle school program that includes high school advisors and walks the student through the project process in the high school program. The 8th grade Honors Project is a milestone for all middle school students transitioning into high school.

May Term

May Term is a fantastic way to end the school year for students. May Term is our version of a college J-Term, during which students choose one area of study and focus on that in an all-day or half-day course for the last 2 1/2 to 3 weeks of school. This is the time of the year when we work in longer trips and a lot of experiential education in the outdoors. May Term allowed students to close the regular school year, usually the 2nd week in May, feeling not rushed and stressful. May Term re-energizes students as they start a fresh topic.

2015 May Term Offerings

American Musical Theater

Content Standards: Arts Analysis/Interpretation & Creation/Performance

Description: From the stage to the screen, students will explore musical theater, from its origins to the present day. They will research, analyze and discuss written and visual resources and will attend a performance of Peter Pan at Children's Theater. They will also rehearse and perform songs from musicals. Cost: \$25

S.C.A.M.

Content Standards: Art - Media Literacy

Description: S.C.A.M. offers a chance for students to analyze, define and research media. Students will examine the role of the media in three particular themes: consumption, gender and politics. Students will explore their own media use, collaborate to create advertisements, and examine issues from target marketing to the role of corporate lobbying. Our students will work in collaboration with a Carleton Psychology class to learn methods of critical media analysis and be guests at a panel discussion on campus. In addition we will take field trips to a downtown advertising agency, the Mall of America, and a local media outlet. This class has a PG-13 rating for some mature themes. Cost: \$25

International Foods

Content Standards: Elective, Geography

Description: Students will be working in groups to explore the food culture of a specific region/group of people of their choosing. We will research the ingredients and traditions and create 4 meals based on our findings. The class will include a final food culture group presentation and all students will walk away with a class recipe packet. Cost: \$32

Crafting

Content Standards: Arts Creation

Description: Spend a week creating crafts from recycled items, a week creating crafts from nature and the final week will be creating a craft or two that has a cultural connection.
Cost: TBD

Design Thinking

Content Standards: Elective

Description: In this course students will work through the Stanford Design Thinking Process. The first few days will be learning the design process. After students have a feel for the design process, we will brainstorm areas of need in school, the community, the world. From there we will design products that "solve the problem" or provide a service. As an example, we will look at the design of the "advisory" and process through a re-design, looking at usage, student spaces, student desks, etc.

Exploring our Community

Content Standards: Elective

Description: In this half-day May Term, we will explore our community through activity. We'll start with team-building activities with an aim to build trust in our group before we head out for some hiking, biking, and canoeing. We'll also perform service for our community, including cleaning up the Cannon River. Prepare to be outside moving! Cost is \$25

Personal Fitness

Content Standards: Elective

Description: Students will be visiting the Northfield YMCA to take part in a variety of exercise and recreation options using the Wellness Center. Cost is \$50.00.

History and Current Events Inquiry

Content Standards: Social Studies

Description: In the spirit of National History Day, we will develop presentations on history topics. We can also explore current events. We will go beyond powerpoints and poster boards by trying our hand at videos, performances, and ways of showing what you know. The focus will be collaboration and creativity. And fun, we'll also try to have fun.

Artemis

Content Standards: Elective

Description: It is a student led May Term where students use "Artemis", a cooperative space ship bridge simulator. The first few days will be spent learning how to play the game, the bulk of the remaining time will be spent creating and writing scripted missions for the game. With the last couple of days being spent playing the missions that we create.

Nature Photography-(Camping at Split Rock Light House)

Content Standards: Arts

Description: The first week of this class will focus on introducing students to nature photography. Students will learn about different styles of nature photography and nature photographers who create art and commercial works. They will learn techniques and approaches to create their own collection of photographs. The second week will be camping at Split Rock Lighthouse, spending days hiking and photographing nature. Time will be spent discussing successes and failures in their pursuit of shooting the perfect shot. On the third week, students will edit and create portfolios for show. Requirements: SLR Camera and personal camping equipment. Cost: \$250

Writers Workshop On the Road

Content Standards: Elective

Description: Let's head up to the North Shore and let the winds, waves, trees, and slopes inspire our writing! Focusing on creative writing with geographical and historical elements, this May Term class will spend the first week reading Minnesota-specific fiction and non-fiction selections set during various time periods. During this week, we will also plan meals and activities for 5 days and 4 nights at a large home near Lutsen that is right on the shore of Lake Superior. While "up North," we will write, read, hike, explore, draw, cook, etc., inspired by the scenery and history of beautiful state. Cost: \$250. (The class will do some fundraising to help with expenses.)

Agronomy:**Description:**

Agronomy is the science and technology of producing and using plants for food, fuel, fiber, and land reclamation. Do you like being outside? Do you like playing in the dirt and in the water? Do you like discovering how the food you eat gets to your table? If you answered "YES!" to any of these questions than this May Term is for you! We will start out with a 3-day, 2-night trip to Wolf Ridge Environmental Learning Center in northern MN where we will learn about ecology, geology, farming & the environment, and maybe do a high ropes course too! When we get back from Wolf Ridge, we'll visit a variety of local farms, hear from local beekeepers, gardeners, and conservationists, as well as work on our own conservation projects around Arcadia. Join us for a fun time of playing in the dirt!

Teacher Development & Evaluation Program (Qcomp)**Staff development processes****Team Time (PLC)**

Arcadia teachers meet for team time every Wednesday from 7:45 AM to 8:45 AM. The purpose of this time is collaboration amongst staff on student management and development.

Staff Development Time (Professional Development Activities)

Arcadia teachers meet for 1.5 hours every other Tuesday from 3:00 PM to 4:30 PM. The purpose of this staff development time is for achieving success with the cycle goal(s). A component of the Arcadia Charter School mission is for students to be proficient in Project-Based Learning. One semester of each school year will be devoted to the continued development of project-based learning at Arcadia.

Evaluation processes**New Teacher Evaluation Process**

Observation/Evaluations are scheduled until the teacher is rated as an established teacher, approximately 3 years.

- Fall Observation (Formative Evaluation by Director)
- Peer Observation by Trained Staff Member (Informal Observation)
- Winter Observation (Formative Evaluation by Qcomp Team Member)
- Spring Observation (Summative Evaluation by Director)

Established Teacher Evaluation Process

Observation/Evaluation are scheduled for established teachers on a 3 year cycle.

Year 1

- Observation (Formative Evaluation by Director or Qcomp Team Member)
- 1st Peer Observation by Trained Staff Member (Informal Observation)
- 2nd Peer Observation by Trained Staff Member (Informal Observation) or Self-Evaluation

Year 2

- Observation (Formative Evaluation by Director or Qcomp Team Member)
- 1st Peer Observation by Trained Staff Member (Informal Observation)
- 2nd Peer Observation by Trained Staff Member (Informal Observation) or Self-Evaluation

Year 3

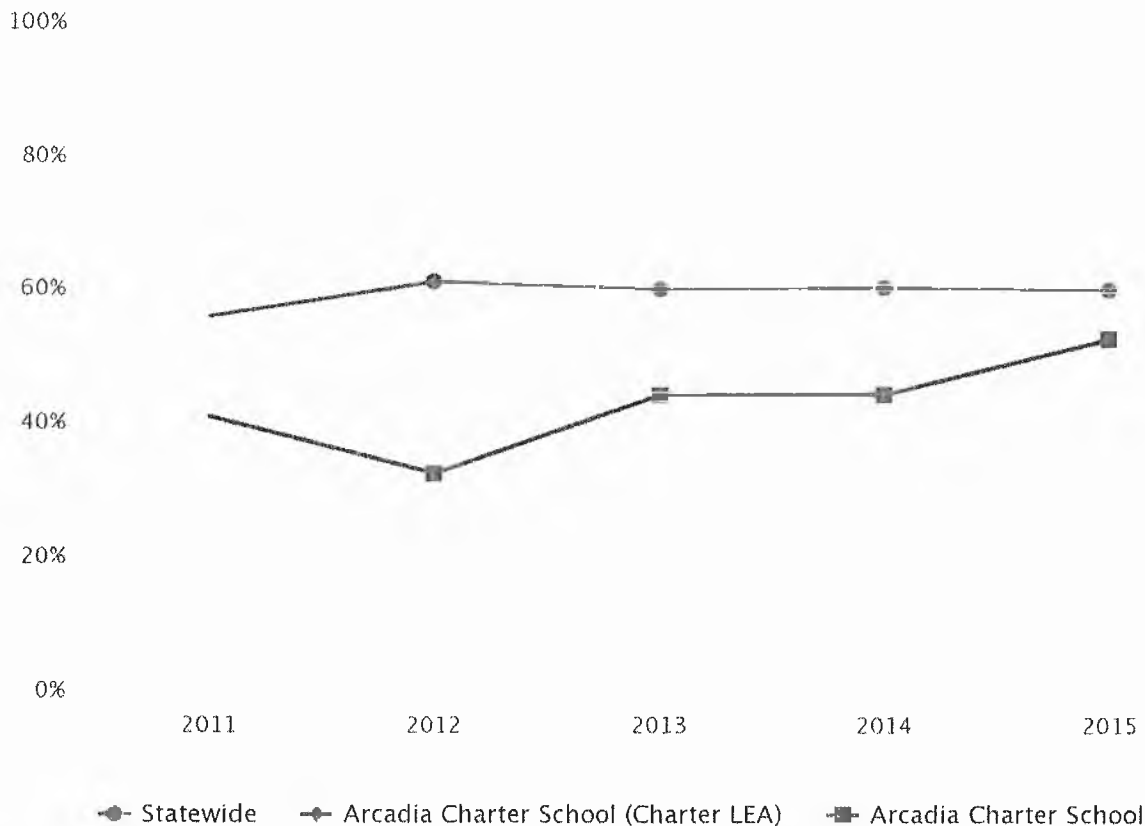
- Fall Observation (Formative Evaluation by Director or Qcomp Team Member)
- Winter Peer Observation by Trained Staff Member (Informal Observation)
- Spring Observation (Summative Evaluation by Director)

Academic Performance

Mathematics

Arcadia scores improved in mathematics. Our scores are below the State level of proficiency. Mathematics continues to be a goal of our Q-comp staff development program. Many of our students who struggle with mathematics, are coming to Arcadia below multiple grade levels in mathematics. We are greatly encouraged by our individual student growth numbers.

MCA 2011-2015 Math Scores



Arcadia Charter School Arcadia Charter School

MCA Math-Arcadia

Year	Percent Proficient	Number Proficient	Number Tested
2011	41.0%	25	61

Year	Percent Proficient	Number Proficient	Number Tested
2012	32.5%	25	77
2013	44.3%	31	70
2014	44.4%	28	63
2015	52.8%	38	72

Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2011	56.0%	239,183	427,399
2012	61.3%	263,827	430,619
2013	60.2%	261,002	433,493
2014	60.5%	263,921	436,130
2015	60.2%	264,249	438,838

Growth Level	Count	Percent
Low	9	23.6%
Medium	18	47.3%
High	11	28.9%

2014-15 Goal

Goal 1: The percentage of all students enrolled October 1 in grades 6-8 and 11 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 44% in 2014 to 57.6 % in 2015.

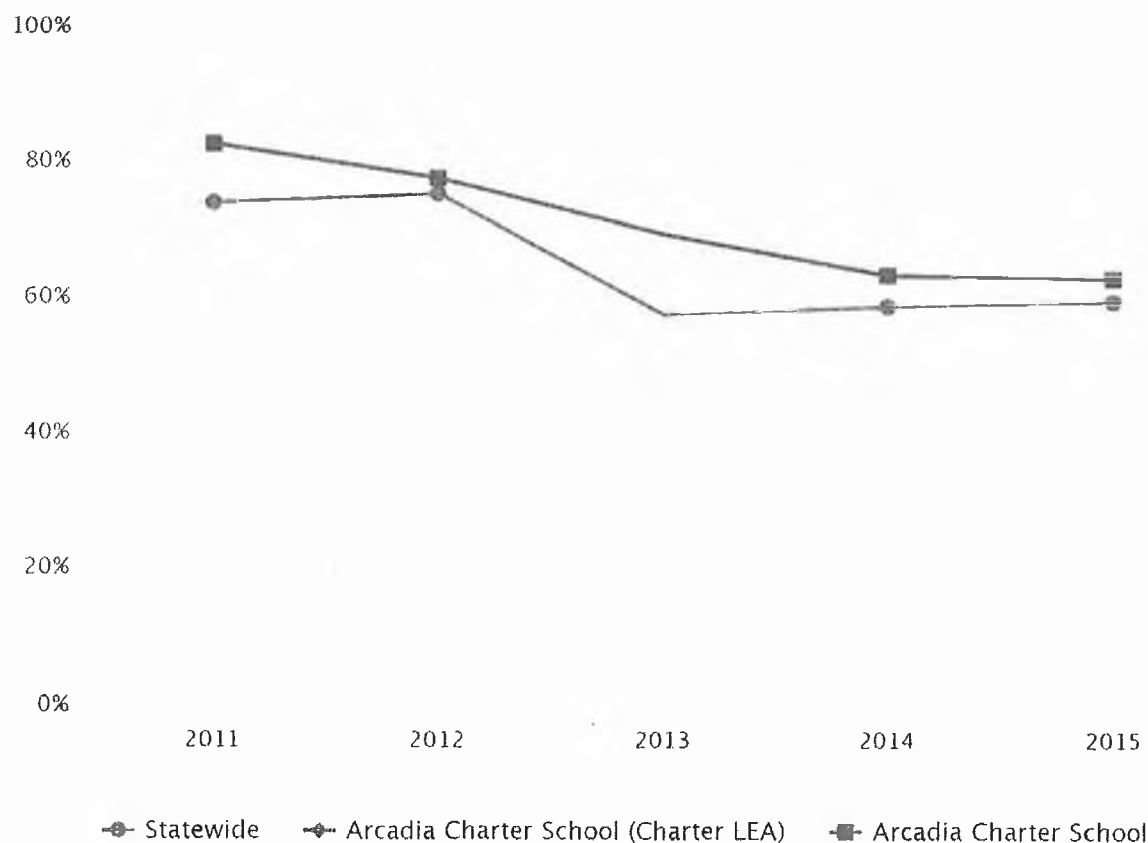
Arcadia fell short of its goals in mathematics, but showed an increase of 5% from the previous year.

MCA READING

Arcadia scores in reading continue to be above the State level of proficiency. Although they are above, Arcadia did see a decrease in scores, when the State of Minnesota saw an increase. The decrease for Arcadia may be the difference between one or two students, where the state consists of hundreds of students.

Arcadia Charter School Reading MCA Proficiency
(based on October 1 child count)

MCA
Reading
2011-15



Arcadia
Reading

Year	Percent Proficient	Number Prof.	Number Tested
2011	82.7%	62	75
2012	77.6%	52	67
2013	69.4%	43	62
2014	63.4%	45	71
2015	62.9%	44	70

Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2011	74.0%	316,663	427,643
2012	75.3%	323,699	429,669
2013	57.6%	250,398	434,532
2014	58.8%	257,198	437,067
2015	59.5%	262,340	440,602

Arcadia Charter School Reading MCA Growth *(based on October 1 child count)*

Growth Level	Count	Percent
Low	10	21%
Medium	18	41%
High	17	38%

2013-14 Goal

Goal : The percentage of all students enrolled October 1 in grades 6-8, and 10 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 63.4 % in 2014 to 68.4 % in 2015.

Arcadia did not meet this goal for the 2014 accountability tests. Arcadia continues to score above the State of Minnesota in reading and we are encouraged by our growth level but must add reading to part of our Q-Comp goals.

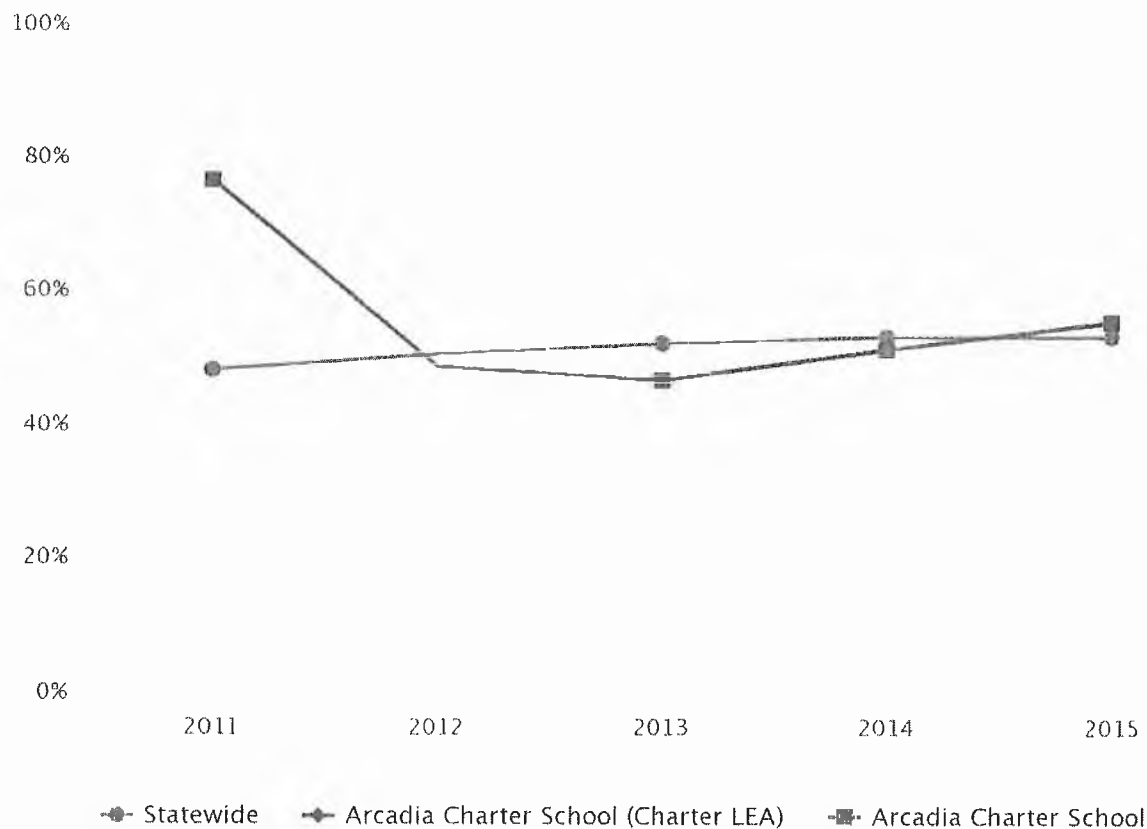
Science

Arcadia scores in science were above the State level of proficiency. Arcadia has been restructuring the middle school curriculum to better align the science standards, when they are covered and in what order. This may better align the students knowledge of the content and when they are tested on it.

Arcadia Charter School Science MCA Proficiency

(based on October 1 child count)

MCA 2011-2015 Science



Arcadia Charter School (Charter LEA)

Year	Percent Proficient	Number Proficient	Number Tested
2011	76.7%	23	30
2012	48.9%	22	45
2013	46.9%	15	32
2014	51.5%	17	33
2015	55.6%	20	36

Statewide

2011	48.4%	87,942	181,844
2012	50.8%	91,112	179,333

Statewide

2013	52.4%	93,225	178,045
2014	53.4%	96,462	180,512
2015	53.4%	98,489	184,592

Multiple Measurement Rating

Arcadia's 15 Multiple Measurement Rating is 59%. This is significant as it shows even our students who are not at grade level are showing strong growth.

Domain	School Score	State Avg. Score	Possible Score
Proficiency	27.27	27.12	50
Growth	28.24	23.6	50
Achievement Gap Reduction	25.90	19.22	50
Graduation	25.00	24.11	25
Total Points	105.41	94.05	175
Percentage	59%		

Focus Rating

Arcadia's 2015 FR is 80% which qualifies Arcadia for an MDE Celebration School Award. This is our second year classified as a Celebration School. It marks our success in meeting the needs of our focused group students. Focus rating concentrates on a school's ability to close the achievement gap and the growth of targeted student groups.

Student and Parent Satisfaction

Parent Survey Data

Each spring, Arcadia surveys middle and high school families. Those survey results are used to give the school feedback on the program, procedures, and the school environment.

Middle School Parent Survey Highlights

- 75 % of parents said the Advisor is always responsive to concerns that the parent has.
- 85.71 % of parents said Arcadia's Advisors create a positive environment for learning.
- 90.48 % of parents said their child is gaining skills that promote lifelong learning
- 80.95 % of parents understand the project process and are comfortable asking their child about their projects.

Middle School Testimonials

"Arcadia offers more hands on learning than a traditional middle school. The staff is very supportive and genuinely cares about the students and their individual needs. Class sizes are small so it allows for more student/staff interaction. It feels like an extended family. It is accepted and encouraged for students to be unique individuals rather than followers. Project based learning leads to creativity, excellent public speaking skills and preparation for college level activities"

"I love the fact that my son is learning to ask interesting questions and find the answers to those questions. He's also becoming very skilled at sharing that information with others — these are important life skills he will need no matter where he goes."

My child says that "Arcadia is like a family." My child also says that "if you want to be the same as everybody else at Arcadia you have to be unique." My child loves that you can dress uniquely and rather than getting teased, kids will compliment you on your outfit. At Arcadia you are accepted for who you are. Advisory circle time allows the kids to interact and express themselves.

"The Arcadia staff is wonderful. We couldn't have found a better school for our children."

High School Parent Survey Highlights

- 70.37 % of parents said their child feels comfortable at Arcadia. 0.0% said they never felt comfortable.
- **100% of parents said the advisors create a positive learning environment**
- 82.61 % of parents said their child is gaining skills that promote lifelong learning.
- 60.87 % of parents always understand the project process.

High School Testimonials

"Arcadia is a school for students who have the courage to be an individual. This courage is celebrated at Arcadia and is very supportive to the student bold enough to show their true self."

"When Arcadia students are engaged and excited by what they are learning, they have the confidence and curiosity to step forward and ask the questions and also answer the questions."

"Students at Arcadia are known, cared for, and engaged in all aspects of their learning and the overall community of the school."

"My child has been there for 7 years and because of this kind of schooling she not only is prepared for college, but I think prepared for a life of continued learning and civic engagement. Thanks to all who have helped her along the way."

Staffing

For the start of the 2014-15 school year, Arcadia had two staff members who left: our mathematics teacher and advisor, Lindsey Johnson, and our Spanish teacher, John Witt. Arcadia filled the position of math teacher and advisor with Angela Heidtke. Angela will be teaching Advanced Algebra, Pre-Calculus and middle school Math 6.

Moving into the 2015-2016 school year, Joe Parr our Social Studies teacher moved with his family and was replaced with Matt Everhart. Matt will teach Social Studies and be part of the Red Advisory. Ryan Krominga also left Arcadia after 11 years to a new adventure with the Shakopee Schools. Ryan was replaced by Patrick Exner who is the current Director.

Due to our growth in required SPED services, we have hired an additional 4 paraprofessionals for the 2015-16 school year. Dominique Bly, Ali Peterson, Linda Goozen and Amy Merritt.

Name	File Folder Number	Assignment	Years Employed by the School	Left During 2014-15 School Year	Not Returning 2015-16 School Year	Hired for 2015-16 School Year
Patrick Exner	#396604	Executive Director				X
Ryan Krominga		Executive Director	11		X	
Rebecca McMullen	N/A	Business Manager	11			
Kim Hansen	N/A	Administrative Assistant	6			
Lisa Malecha	#330990	Social Worker	9			
Dominique Bly	N/A	Paraprofessional	1			X
Allison Peterson	N/A	Paraprofessional	0			X
Amy Merritt	N/A	Paraprofessional	0			X
Linda Goozen	N/A	Paraprofessional				X
Kathy Ingraham	N/A	Paraprofessional	1			
Lori Coleman	N/A	Paraprofessional	1			

Name	Assignment	Left During 2014-15 School Year	Not Returning 2015-16 School Year	Hired for 2015-16 School Year
Scott Grave	Language Arts			
Tami Kasch-Flugum	Science			
Joe Pahr	Social Studies		X	
Matt Everhart	Social Studies			X
Angela Heidtke	Mathematics			
Bob Gregory-Bjorklund	Theater			
Sarah Wallis	Arts			
Kate Werner	Math/Social St.			
Dan Peace	Science			
Tammy Prichard	Language Arts			
Gary Braun	Spec. Ed.			
Maria Musachio	Spec. Ed.			
Alison McCusker	Spec. Ed.			

Governance and Management

Arcadia's governing board changed the election date during the 2013-14 school year. Arcadia's elections have moved from October of each school year to April of each school year. The election will be completed prior to each school year's end, with the following August be the seating meetings for new members. The school board did this to allow time for new families to learn more about the school and decide whether they may want to serve on the school board. Our first spring election was a huge success and our new members started in August 2014 this year.

2013-14 Arcadia School Board

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration
Sheri Acosta	Chairperson	Parent	10/11/2010	10/14/2010	08/2014
Tom Kastan	Vice-Chairperson	Parent	06/10/2013	08/22/2013	08/2016
Lindsey Johnson	Treasurer	Teacher	10/01/2012	10/11/2012	08/2014
Kate Beiswanger	Secretary	Teacher	06/10/2013	08/22/2013	08/2015
Gary Braun	Board Member	Teacher	10/01/2012	10/11/2012	08/2014
Elisabeth Hurlbert	Board Member	Parent	06/10/2013	08/22/2013	08/2016
Laura Stelter	Board Member	Community Member	10/03/2011	10/13/2011	08/2014
Sara Line	Board Member	Parent	10/01/2012	10/11/2012	08/2016
Sean Fox	Board Member	Parent	10/01/2012*	10/11/2012	08/2015

2014-15 Arcadia School Board

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration
Sheri Acosta	Chairperson	Parent	06/02/2014	08/14/2014	08/2017
Tom Kastan	Vice-Chairperson	Parent	06/10/2013	08/22/2013	08/2016
Gary Braun	Treasurer	Teacher	06/02/2014	08/14/2014	08/2016
Kate Werner	Secretary	Teacher	06/10/2013	08/22/2013	08/2015
Sarah Wallis	Board Member	Teacher	06/02/2014	08/14/2014	08/2016
Elisabeth Hurlbert	Board Member	Parent	06/10/2013	08/22/2013	08/2016
Laura Stelter	Board Member	Community Member	06/02/2014	08/14/2014	08/2017
Sara Line	Board Member	Parent	10/01/2012	10/11/2012	08/2016
Sean Fox	Board Member	Parent	10/01/2012*	10/11/2012	08/2015

2014-15 School Board Contact Information

Name	Phone Number	E-Mail Address
Sheri Acosta	651.470.4571	sacosta@arcadiacharterschool.org
Tom Kastan	507.663.8806	tomkastan@gmail.com
Gary Braun	507.663.8806	gbraun@arcadiacharterschool.org
Kate Werner	507.663.8806	kwerner@arcadiacharterschool.org
Sarah Wallis	507.663.8806	swallis@arcadiacharterschool.org
Elisabeth Hurlbert	507.663.8806	eliskreg@live.com
Laura Stelter	507.663.8806	laurastelter@gmail.com
Sara Line	507.663.8806	Sara.line@nfd.k12.mn.us
Sean Fox	507.663.8806	sfox@carleton.edu

Board Member Training

In January, 2014, the Arcadia Charter School board hired trainer Bryan Rossi to train the board on the three areas of Board Governance, School Finance, and Employment Law. In the 2014-15 school year, we have one new board member, Sarah Wallis, who is received the appropriate training in October, 2014. The Arcadia School Board is planning participated in training during their 2015 Board Retreat but there were no new board members.

Current Arcadia Strategic Plan

Facilities: The facilities committee will propose to the board several extensively researched and viable options to maximize the learning space in our school, ensuring it is conducive to learning.

Education: To create a document that describes Project Based Learning (PBL) at Arcadia by June 1, 2014. The document will describe how PBL fits into the curriculum, including seminars and individual projects. The document will contain yearly goals for implementing any changes to PBL.

The education committee will present to the board a list of financially responsible recommendations for expanding educational opportunities for Arcadia's students by the March 2014 meeting.

Marketing: The marketing committee will present to the board proposals for expanding the school's collaboration with other agencies and for educating and positively promoting Arcadia by the April 2014 board meeting.

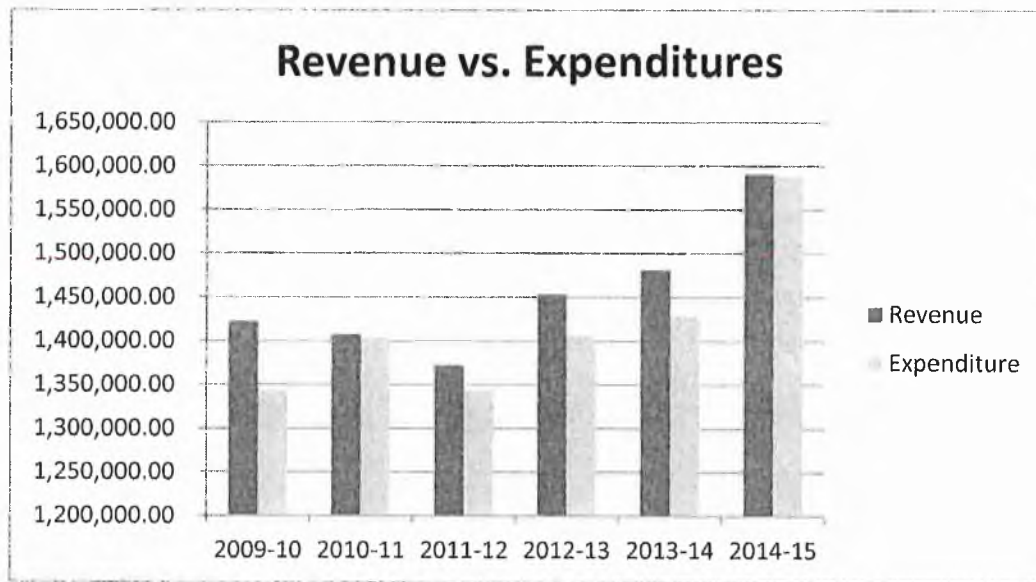
Fundraising: The fundraising committee will propose a long-term fundraising plan that can be used to generate additional school resources and target specific areas of need by the February 2014 board meeting.

Finances

Arcadia Charter School's general fund balance remained stable with an increase in the 2014-15 school year. The Arcadia fund balance at the end of the 2014-15 school year was \$203,143.32. Arcadia's school board and Finance Committee continue to emphasize goals to maintain a full enrollment to maintain strong financial support for upcoming years. Expenditures that improved our facilities, updated our technology and increased our benefit package were priorities in 2014-15.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Revenue	1,422,020.00	1,407,390.00	1,372,814.00	1,453,521.00	1,480,966.14	1,590,961.35
Expenditure	1,342,914.00	1,403,434.00	1,343,164.00	1,405,999.00	1,429,232.62	1,588,671.92

Fund Balance	90,430.00	96,198.00	124,036.33	173,668.00	201,167.48	203,143.32
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New to 2015-2016 School Year

Arcadia switched Director's in Mid-August of 2015, the outgoing Director Ryan Krominga served the community well for over 10 years. The new Director is Patrick Exner. Patrick will focus this year on stewarding the existing story of Arcadia while listening, learning and building trusting relationships.

Library Space: Largely due to a strong fundraising campaign. Arcadia will be adding a library space in what use to be a storage area. It will be a quiet space for students to study, work on quiet projects and will be conducive to learning. It is furnished with library furniture and many new shelves for our books.

New Meal Program: Lancer Dining Services will be our new provider for our breakfast and lunch program. They have many years of experience serving the Northfield area for catering and school meal programs.

Special Education: Our Special Education Staff has increased by three paraprofessionals for the 2015-2016 school year. Our new staff, Dominique Bly, Allison Peterson and Linda Goozen will help us better serve the many needs of our students.

Technology: We have added an additional 20 chromebooks with a classroom cart designated for the high school. Teachers are being trained in Google Classroom to engage students in 21st century learning and active learning through hands-on curriculum. This move has been in the works for a few years, but 2015 will be full implementation of the program.

Academics: The goal is to increase the academic rigor and student learning throughout grade levels. Our intentional actions will be based in continuing to streamline the hybrid model of project-based learning integrated with traditional core classes.

Marketing: For 2015-16, Arcadia will be getting a new website to streamline our communication to existing parents and attract future Arcadia families. Our major goal in this area, is to make sure the broader community knows the great work being done at Arcadia.

Facilities: The facilities committee will take on the charge of creating space most conducive to learning. We know our current lease runs through 2020 so we will focus our attention in creating an inside space most conducive to learning while maximizing our space.