

# Saginaw Arts and Sciences Academy

2018–2019 Annual Education Report for 2017–2018 Progress  
Rachel A. Reid, Principal

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## Annual Education Report

April 1, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Saginaw Arts and Sciences Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mrs. Rachel A. Reid for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2HquoRJ>, or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

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Saginaw Arts and Sciences Academy students exceed state and national averages on our MSTEP, PSAT and SAT scores. Teachers have identified our students in the bottom 30% and students who are capable of demonstrating growth and increasing their proficiency in assessed areas. These students have been assigned to additional structured tutorials throughout the school year to strengthen their content areas of need. Students identified for the supplemental core content instruction through after school tutorials and peer tutoring are monitored to ensure an increase in student proficiency for all students.

State law requires that we also report additional information.

### PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned by boundary area in the City of Saginaw. We also accept students, as part of the Schools of Choice process. Students attend Saginaw from the other boundary areas in the district, as well as other school districts in the county ISD area. School attendance boundaries are set by the SPSD Board of Education. Enrollment requests are considered in accordance with the following:

- Board Policy 8040 School Admissions
- Board Policy 8005 Open Enrollment (for students who reside within district boundaries)
- Board Policy 7950 Schools of Choice (for students who reside outside of district boundaries)

### THE STATUS OF THE 3–5 YEAR SCHOOL IMPROVEMENT PLAN

Goals	Progress		
	Getting Started	Implementation	Monitoring
Goal 1: Goal 1: All students will meet or exceed Common Core State Standards for literacy (Reading/Writing)			
Strategies: Teachers and administrators will be provided learning opportunities prior to the beginning of the school year through the Teacher Summer Institute and the Administrative Academy. During these sessions information about CCSS, how to		x	

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implement them with student-centered learning, inquiry-based learning, data-driven decisions and research based instructional best practices to include integration of technology.			
Goal 2: Students in grades 7 and 11 will show a 5% increase in Science Proficiency on MSTEP, MME, and AP assessments.			
Strategies: Staff will implement student learning, inquiry-based learning and research based best practices including technology integration and differentiated instruction to support students as shown by state and local assessments.		x	
Goal 3: There will be a 10% increase in the number of math students who will meet level 3 or 4 proficiency in math common core state standards on the 2017 State Standardized Assessments assisted by use of exploration activities and technology.			
Strategies: Teachers will implement lessons that support learning CCSS that include multi-tiered questioning, visual representations, and the use of graphing calculators where appropriate with the support of district math coaches.		x	
Goal 4: Saginaw Arts & Sciences will continue to be a stable and high performing organization to promote the success of all students.			
Strategies: Staff will continue to develop curriculum documents that would further enhance SASA programs and provide articulation of courses to reflect the students' anticipated course of study		x	

### A BRIEF DESCRIPTION OF OUR SCHOOL

The Saginaw Arts and Sciences Academy is a public school for gifted and talented students that has been recognized by the State of Michigan as a Reward School for many years. Students who are looking for a challenging and culturally diverse environment are able to take advanced level courses. Qualifying students are enrolled in an area of concentration that meets for a 2-3 hour concentration block. Students have the option to specialize in visual or performing arts or in an academic concentration.

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The Dance program is designed to enable each student to discover their own capacity for ideas, thoughts and feelings using a working knowledge of dance technique and vocabulary. A strong emphasis is placed on developing the discipline and responsibility that is involved in learning dance technique, in performance, and in choreography.

The Theatre program is designed to foster the creative spirit through performance, design, and hands-on experience. Students work collaboratively to develop their performance skills, discipline, and general theatre knowledge, including Theatre History. Emphasis is placed on growth through self-understanding, critical thinking, and group interaction.

The Visual Arts program is open to students in grades 6-12. This program is designed to teach students to apply the elements and principles of design as explored through a variety of two and three-dimensional media. New middle school students enrolled in the morning classes will study both 2-D and 3-D art under the guidance of both instructors. High school students in the afternoon classes will elect to be enrolled in either the 2-D or 3-D art class.

The Voice/Keyboard program is available to qualified middle and high school students. Musical instruction includes the areas of voice, keyboard, music theory, music history and appreciation, and performance choreography. The intent of the program is to develop individual and group performance skills, appreciation and knowledge of music and the arts, and to prepare for college study. No previous piano instruction is required.

The Middle School Language Arts/Global Studies program is designed to Integrate Language Arts and Global Studies for sixth, seventh and eighth graders. This enriched and accelerated curriculum allows students to use originality, creativity and leadership skills. Career exploration, guest speakers and field trips are integrated into the program to enhance the learning.

The Mathematics/Science program is designed to integrate mathematics and science. This unified approach treats mathematics both as a science and as a language of the other sciences. Students will learn scientific facts and concepts and be able to understand how these facts are established and applied to real world problems. In response to the needs of today's changing society, students are exposed to current technologies as well.

The Global Studies program promotes a lifelong growth in the understanding, awareness and appreciation of the world community and the interdependency of its

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people and systems--social, cultural, racial, economic, political, artistic, linguistic, technological, ecological, religious, and historical.

The high school Language Arts program at SASA is designed to challenge the students' interests and skills in reading, writing, speaking, listening and viewing. Students will use creative approaches to the study of literature and the practice of writing, exploring a variety of genres. Frequent writing assignments focus on narratives, poems, scripts, and critical responses to literature, including expository and argumentative essays; reading assignments include novels, drama, poetry, essays, biography and memoirs.

### CORE CURRICULUM

The Michigan School Code requires every local school district to establish a core curriculum and an aligned instructional program. Teachers, instructional coaches and administrators have collaborated to address core curriculum requirements by creating overarching questions and essential learning expectations for students, along with assessments and resources for four core content areas (English, Social Studies, Science and Math). SPSD obtains the curriculum from the Michigan Association of Intermediate School Administrators (MAISA), which provides college and career readiness units and resources that are aligned with the Michigan standards.

The Core Curriculum can be located on the Saginaw Public District's website:

- Step 1: Go to [www.spsd.net](http://www.spsd.net)
- Step 2: Click on Departments
- Step 3: Click on Instructional Division
- Step 4: Click on MAISA units
- Step 5: To view and download the MAISA CCRS units, click on either the SEARCH or BROWSE buttons on the top of the page. You can use the SEARCH feature to find where a certain topic or skill is taught. The BROWSE button allows you to browse by grade level or subject area.

Or, click here: <https://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default>

### AGGREGATE STUDENT ACHIEVEMENT RESULTS

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Please click on the link to access student achievement results:

<http://bit.ly/2HquoRJ>

## PARENT–TEACHER CONFERENCES

The percentage of parents/guardians that attended conferences was 62.0%. Many of our parents use Skyward Family Access to monitor their students' academic progress and thus do not feel the need to participate in face-to-face conferences. Other parents communicate with teachers on a regular basis via email and/or phone contact, along with scheduled meetings with teachers when necessary.

## COLLEGE ENROLLMENT

Description	Number	Percentage
NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)	15	26%
THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)	11	50%
THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)	166	69%
THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT	20 out of 36	76%

Over 93% of the graduating seniors enrolled in college after graduation. SASA offers 11 Advanced Placement courses and opportunities for high school students to enroll in dual enrollment opportunities at local colleges and universities as well as CTE courses at the Saginaw Career Complex and the Michigan Virtual High School. The Saginaw Arts and Sciences Academy is a unique gifted and talented school like no other in Michigan. SASA offers concentrations in academic, visual and performing arts for grades 6-12. Our award winning staff continues to

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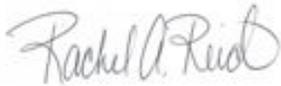
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motivate and inspire students to exceed expectations and reach their goals and dreams. Students aspire to explore and excel in their areas of concentration. Opportunities and educational options abound at SASA. The many awards and distinctions earned through adjudications and competitions, whether in the academic or performing and visual arts programs, demonstrate the SASA spirit and commitment to excellence by all members of this school community!

Sincerely,

A handwritten signature in cursive script that reads "Rachel A. Reid". The signature is written in a light grey or blue ink.

Rachel A. Reid