



School Annual Education Report (AER) Cover Letter

1/12/21

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Gateway to Success 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 Brenda Andersen at office@g2sacademy.net for assistance.

The AER is available for you to review electronically by accessing the following link [G2S Annual Education Combined Report](#), or you may review a copy in our main office.

For the 2019-20 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 was identified as a Comprehensive Support and Improvement school based on low standardized state test scores. This is a direct result of our desire to support students who struggle to find success in traditional environments. Although, we have many students who perform very well academically, there are also a number of students who don't, and they have a dramatic effect on our overall scores.

One of the biggest challenges we face as a school is connected to supporting struggling readers. So much of a student's success in school is based on their ability to read and comprehend written material. We have a number of students who are excellent readers, but a significant number of our students struggle in this area. Many of these students also face challenges in writing, so we have committed to emphasize literacy across all of our content areas.

Examining information related to core content and project components, as well as sharing what's been learned through writing is crucial to project based learning (PBL), so we are consistently emphasizing and supporting growth in literacy skills. We focus on teaching strategies that align to important state standards, in hopes that students will build these skills and increase performance on standardized tests. Students who have been enrolled for at least a full academic year, have shown dramatic increases on North West Examination Association (NWEA) tests. Through the PBL process, students also learn other important skills associated with teamwork, collaboration, communication, and problem solving.

Important information about the District is listed below.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL
 - a. Year round enrollment not to exceed enrollment cap prior to April 2020-125 students, after April 2020-165 students
 - b. Online interest form, followed by completion of application and other required information
2. STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN
 - a. Comprehensive curriculum development to be completed fall 2021
 - b. Instructional design (project based learning) in place
 - c. Staff training 90% complete
 - d. Social and emotional supports complete
3. DESCRIPTION OF SCHOOL
 - a. 45 students in middle school grades 6-8 (filled to capacity-waiting list)
 - b. 75 students high school grades 9-12 (spots available)
 - c. Project based learning focused on collaboration, trial and error, real world connections, and personalized learning.
4. CORE CURRICULUM
 - a. Available by request at office@g2sacademy.net
5. AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS AND NATIONALLY NORMED ACHIEVEMENT TESTS
 - a. 18-19
 - i. NWEA

1. Reading	210.27(BOY)	217.27(EOY)
2. Math	217.3(BOY)	220.4(EOY)
 - ii. SAT
 1. Overall 791
 2. Reading 398
 3. Math 394
 - b. 19-20
 - i. Not Tested Due to COVID-19
6. NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES
 - a. 18-19 (20 of 125/16.0%)
 - b. 19-20 (12 of 123/10.25%)

7. OTHER IMPORTANT HIGH SCHOOL DATA

- a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
 - i. 18-19 (1)
 - ii. 19-20 (0)
- b. NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)
 - i. NA
- c. NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)
 - i. NA
- d. NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
 - i. 18-19 (1)
 - ii. 19-20 (0)

We are proud of the environment we have created for the families in our community! We have an amazing staff of highly qualified educators, who care deeply about students, and we have developed a strong curriculum that allows all students the opportunity for success.

Sincerely,

Jamie Bandstra