

# Creative Thinkers and Leaders

# MISSION

## ABOUT

Arizona School for the Arts, a non-profit, public charter school located in downtown Phoenix, provides an innovative concentration of rigorous academic college preparation informed by the performing arts to students in grades 5-12. Established in 1995, ASA delivers a nationally recognized quality of education that inspires creative thinkers and leaders and attracts more than 840 students each year from over 100 zip codes across Maricopa County. **Learn more at [GOASA.ORG](http://GOASA.ORG).**

## MISSION

ASA inspires creative thinkers and leaders through providing an innovative concentration in college preparation informed by the performing arts.

## CORE VALUES

- Student growth and education that develops **critical thinking, empathy, leadership, and civil engagement**
- A nurturing learning environment that respects **creativity, individuality, curiosity, innovation, and collaboration** in a physically safe and secure space
- Commitment to a distinctive dual focus in **college preparation** and **performing arts** concentrated on sequential skill acquisition and development
- Dedication to **lifelong learning and growth** in academics and arts

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# from the CEO

## **Dear Friends and Families of Arizona School for the Arts,**

The **2021-2022 School Year** culminated in an end of year Showcase celebration at the Phoenix Art Museum that brought our school together in a myriad of new ways, fitting the new normal we are embracing as we fully emerge from a few tumultuous years. As the **Showcase 2022** theme reflected, it was a **Kaleidoscope** year full of a myriad of images, reflections, and beauty!

As new patterns emerged, combined and recombined, the beauty of our community's resilience shone forth. **Our senior class graduated, achieving admissions into their top schools** including notable institutions across the nation such as **Vanderbilt, USC, Stanford, and NYU** in addition to the **quality universities in our own state**. We also celebrated **27 seniors who received the Arizona State Arts Seal of Proficiency** for their completion of a rigorous, standards-based, and high-quality arts education course of study. And, we were able to return to in-person learning and performing for the entire year with students performing in **more than 50+ concerts and recitals, and participating in All-State and All-Region adjudicated competitions, receiving top ratings and recognitions.**

Even as we celebrated moments that dazzled us, we were also compelled to take a reflective look inward and examine how changes within



**Leah Fregulia**

our society shaped our school and our relationships with one another. **We discovered a need to build capacity to provide more structure and support for students and faculty, and a schoolwide urgency to establish stronger and more regular communication systems.** Our Arts Faculty shifted and reshaped their approach to teaching by **deeply committing to adding a stronger focus on the creative process and fostering social and emotional growth throughout the curricula.** As often is true, the arts helped us reform our connections to one another where gaps had opened during times of isolation.

**ASA also continued to examine and forward our commitment to achieving a culture of equity and inclusion for all our students.** Through professional development, expert guidance, and candid reflections from faculty, students and parents, we continued our endeavor to define a culture that nurtures and celebrates every individual and heritage - a commitment that will continue to inform our mission and vision forward.

**Looking forward, Arizona School for the Arts continues to be committed to the kaleidoscope mentality - to see beauty and opportunity in change, to be agile and innovative, and to live rooted in our mission.**

All my best,

A handwritten signature in blue ink that reads "Leah Fregulia". The signature is fluid and cursive.

Leah Fregulia

Head of School and CEO



# DIVERSITY, EQUITY & INCLUSION (DE&I)

## BROADENING THE STUDENT EXPERIENCE

Diversity, Equity, & Inclusion (DE&I) remains a major focus of our collective work. ASA is committed to embedding the values of equity, inclusivity, and belonging into the school's academic, artistic, and social fabric.

The last few years have been ones of growth and change for ASA, and we have learned a great deal through feedback channels offered to all of our stakeholders. and we continue the progress of making Arizona School for the Arts a safe and positive creative learning environment.

With help from outside experts and an advisory team made up of ASA faculty, staff, parents, students, and board members, **we have developed a DE&I Strategic Plan that includes practical education for our faculty and staff; the formation of a Core Equity Team (CET), a re-design of the student code of conduct approach to discipline; a revision of our Equity Statement; and more.**

## THE CORE EQUITY TEAM

The DE&I work at ASA has deepened through the establishment of the **Core Equity Team (CET)** - a volunteer group of passionate ASA administrators, teachers, students, parents, a board member, and two consultants – to advance the transformational and ongoing DE&I work.

## The CET is grounded in three essential goals:

- Create and maintain a welcoming and equitable school culture.
- Cultivate and foster strategies that support the retention and recruiting of a diverse faculty, staff, and student body.
- Develop and implement an equity and inclusion framework for curriculum design and teaching.

Two foundational initiatives championed by the CET this past year were to develop a more robust **ASA Equity Statement** and to revise our discipline process grounded in a well-defined code of conduct and **Restorative practices and principles.**

## EQUITY STATEMENT

Over the summer of 2022, the CET initiated the collaborative revision of the ASA Equity Statement (initial adoption, March 2021) with its members, faculty, students, and administration. The ASA Equity Statement, adopted by the Board of Directors, is core to holding all stakeholders accountable for creating and sustaining an equitable school where all students are seen, valued, and able to thrive.

## ARIZONA SCHOOL FOR THE ARTS EQUITY STATEMENT

*We believe "the arts enlarge the field of freedom"\*. Our continuing work at Arizona School for the Arts is to acknowledge and reject oppression in all its forms so that every student has full access to education that nurtures the development of their authentic selves. This work is dependent on every community member feeling safe, especially when learning, teaching, and creating.*

\*Reflections on Freedom and Art\* by W. H. Auden is reprinted in the UNESCO Courier by permission of the Estate of W. H. Auden. Reflections on freedom and art.

## 2021-2022 SCHOOL YEAR CORE EQUITY TEAM MEMBERS



Alex Laing  
ASA Board Member



Leah Freguila  
Head of School/CEO



Sara Maline Bohn  
Principal



Kimberly Brown  
Faculty



Camille Dominguez  
Faculty



Liz Guzman  
Faculty



Ricky Livoni  
Faculty



Aiko Yamada Mancini  
Faculty



Byron Miles  
Faculty



Felina Rodriguez  
Faculty



Faith Taylor  
Faculty



Amalia Nevarez  
Student



Amara Washington-Bess  
Student



Nonnie Shivers  
Parent

## DE&I Work - Progress to Date for SY 2021-22

### How do we make this happen?

- Recognize what it means to be interconnected.
- Act in ways that reduce or remove harm to others.
- Share resources, time, and opportunities, and act for the benefit of others.
- Acknowledge when we make mistakes and welcome dialogue, recognizing that feedback builds understanding and moves us toward change.
- Honor each learner's unique culture and learning process in arts and academic spaces.
- Recognize that the world pushes minoritized voices to the margins and seek to create pathways for those who have been pushed to the margins to be "drawn to the center."

### RESTORATIVE PRACTICES

The Core Equity Team examined ways in which ASA guides students in their social development and helps them build positive behaviors and relationships. This work was especially important following the isolation of the pandemic when students returning to a social environment required us as educators to adapt to new behaviors and emotional needs. The Core Equity Team led research on best practices and selected an expert consultant to help develop a new framework and student code of conduct rooted in restorative practices that will be implemented beginning in the 2022-2023 school year.

### LEARNING TOGETHER

Learning together as an entire community is critical to our success, and we are reminded to lean into ASA's Core Values—curiosity and collaboration among them – as we strive for excellence, critical thinking, creativity, individuality, innovation, leadership, and civic engagement.

Visit [GOASA.ORG/DEI](https://www.goasa.org/dei) to learn more about ASA's DE&I work and progress, including our 2022 - 2024 Strategic Plan to foster an equitable learning and teaching environment that celebrates the diversity of students, teachers, staff, and families.

- Engaged outside resources to **evaluate ASA's policies, procedures, and practices** and recommend changes to make these more equitable.
- Adopted a **3-year DE&I Strategic Plan** guided by consultant Dr. Linda Groomes (began in 2020).
- Adopted a new **Equity Statement** to be core to teaching practices, policies, and procedures.
- Embedded **ongoing professional development** opportunities for all faculty, staff, and leadership, covering topics such as systemic racism in schools (workshops conducted by the Anti-Defamation League), microaggressions, bias, gender identity, restorative practices, and other related topics that affect the recruitment and retention of students and faculty.
- Empowered students and families of all affinity groups through **student-led clubs, forums/town halls** for students and families.
- Established **Honorary Student Board Members**.
- Created **"The Bridge" a quarterly student newsletter** to fill the communication gap between Students, Faculty, and Administration on ASA's equity work and progress.
- Created a **Restorative Practices and Discipline** framework.
- Began a **preliminary review of academic and arts curriculum** to ensure that it is culturally relevant, rigorous, and inclusive of all students' cultures, backgrounds and identities.
- Reviewed and implemented policies and practices to promote the recruitment and retention of diverse faculty and staff, including a **competitive pay scale for teachers**; initiated phase 1 of 3 of a new compensation model.
- Created **bilingual materials** for all policies, procedures, and communications.

# BOARD OF DIRECTORS | 2021-2022

The Board of Directors ensures Arizona School for the Arts stays true to its mission in all its critical strategic decisions. Their support to improve our community, campus, and position as one of the Valley's most sought-after educations is invaluable.



**Dr. Anthony Dietz**  
President



**Dr. David Garcia**  
Vice President



**Betty Hum**  
Secretary / Treasurer



**Dr. Javier Cárdenas, MD**  
Past President



**Kevin Allen**



**Dr. Edward Finn**



**Yetta Gibson**



**Dr. Hazem Hnaide, MD**



**Dr. Heidi Jannenga**



**Alexander Laing**



**Karen Lugosi**



**John O'Neal**



**Allison Otu**



**John Snider**



**Richard Livoni**  
Honorary Faculty Board Member  
Academic



**Jessica Elder**  
Honorary Faculty Board Member  
Arts



**Jesús López**  
Honorary Alumni Board Member  
Class of 2018

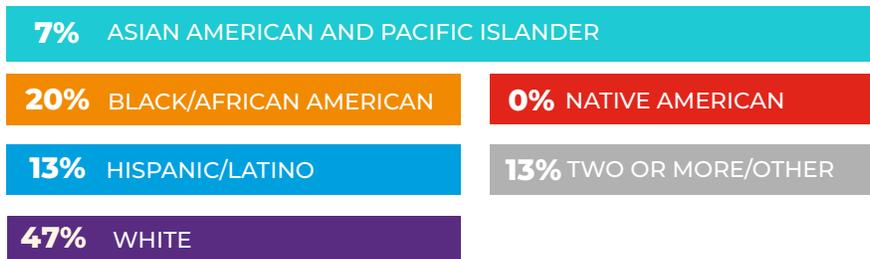
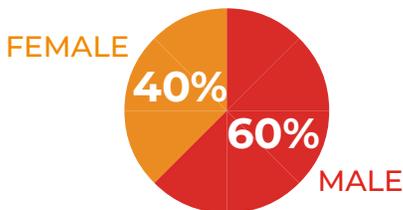


**Amalia Nevarez**  
Honorary Student Board Member  
Class of 2023



**Amara Washington-Bess**  
Honorary Student Board Member  
Class of 2022

## BOARD OF DIRECTORS DEMOGRAPHICS 2021-2022



# SENIOR LEADERSHIP & ADMINISTRATION | 2021-2022

The Senior Leadership and Administration is committed to driving an equitable learning and teaching environment that inspires student growth and belonging, achieves outstanding academic and arts achievement, and fosters a strong and connected community.

**Leah Fregulia**

Head of School and CEO

**Sara Maline Bohn**

Principal

**Monica Anthony**

Arts Director and Vice Principal of Student Services

**Dr. Eva Miles**

Vice Principal Student of Support and Assessment

**Jamie Bledsoe**

School Office Administrator

**Dr. Drew Maxwell**

Operations Director

**Leslie Religioso**

Development and Marketing Director

**Elizabeth Shaw**

Business Director

**Laura Apperson**

Senior Accountant

**Tiffany Kell**

Business Administrative Assistant

**Jenny Kelly**

Attendance Clerk and Health Center

**Gaby Maxwell**

Front Office Administrative Assistant

**Myra Pedro**

Registrar and Admissions

**Min Skivington**

Donor Relations and Marketing Manager

**Carolyn Smith**

Executive Assistant to the CEO and Alumni Relations Coordinator

**Ronnie Williams**

Facilities Supervisor

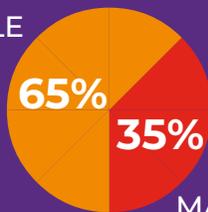
**Cody Wooley**

Operations Assistant

## FACULTY & STAFF DEMOGRAPHICS 2021-2022

Faculty members are highly-qualified to enable students to discover and embrace their academic aspirations and unique artistic talents. Many academic and arts faculty hold advanced degrees and/or are professional artists.

FEMALE



**4%** ASIAN AMERICAN AND PACIFIC ISLANDER

**5%** BLACK/AFRICAN AMERICAN

**0%** NATIVE AMERICAN

**10%** HISPANIC/LATINO

**9%** TWO or MORE/OTHER

**71%** WHITE

**FACULTY MEMBERS**

- 42 Full-time Academic
- 24 Full-time Arts
- 5 Part-time Arts

**FACULTY DEGREES**

- 40% Academic Bachelors
- 52% Academic Masters
- 7% Academic PhDs
- 21% Arts Bachelors
- 52% Arts Masters
- 21% Arts DMA

**FACULTY RETENTION**

- 83% Academic
- 93% Arts



# FACULTY & STAFF | 2021-2022

Dedicated to the highest standards in teaching that set ASA apart, our teachers inspire the next generation of creative thinkers, learners, and leaders!

## BAND

Dr. Thomas Breadon  
Ashley Burrows  
Liz Guzman  
Derek Sanchez

## CHORAL ARTS

Dana Bender  
Dr. Josef Curtis  
Jessica Elder  
Jason Raetz

## DANCE

Dubraskha Arrivillaga  
Gillmer Duran  
Gia Firicano  
David Krensing  
Yumi LaRosa  
Kleiton Sistelos

## ENGLISH

Dianna Bellian  
Collin Clark  
Erin Jonas  
Kristi Kleiser  
Chad Kurzawski  
Teresa Layden  
Ginette Rossi  
Diane Wolin

## EXCEPTIONAL STUDENT SERVICES

Alexandra Higgins  
Dr. Jane Soukup  
Jennifer Vanderslice Colonna  
Mark Vite

## FOREIGN LANGUAGE

Rebecca Kendall  
Byron Miles  
Oscar Miranda  
Ramon Miranda

## GUITAR

Joshua Pierce  
Dr. Erik Sloyka

## LIFE SKILLS

Lizzie Pompa  
Nicole Coleman

## MATH

Cergio Brown  
Camille Dominguez  
Charles Hopkins  
David Kenton  
Arman Markosyan  
Carly McClain  
Robert Tolar

## PIANO

Dianne Cangelosi  
Dr. John Hwang  
Aiko Yamada Mancini  
Dr. Elias-Axel Pettersson  
Angelica Prado-Stern

## SCIENCE

Dylan Cooper  
Connie Padian  
Kaitlyn Rose  
Mary Snider  
Jeff Steinert  
Faith Taylor  
Emma Wisehart  
Beth Wootten

## SOCIAL STUDIES

Kimberly Brown  
Ann Kaufman  
Eden Lewkowitz  
Ricky Livoni  
Emma Popish  
Felina Rodriguez  
Lisa Speck  
Roy Wilkins

## STRINGS & JAZZ BAND

Mila Crise Gallardo  
Jon Murray  
Maria Simiz  
Dagmara Suchon  
Dr. Allyson Wuenschel

## STUDENT SUPPORT SERVICES

Francesca Bianco  
Amy Smith  
Liz Wakeford  
Jessica Wooley

## THEATRE

Robert Chambers  
Dr. Craig Kosnik  
Elise Kurbat  
Melissa Rex



# RECOGNITION | 2021-2022

ASA is an innovative learning institution recognized nationally and by the State of Arizona for its unique blend of college preparation informed by the performing arts.

**ASA**  
has earned  
and maintained an  
**"A Grade"** from  
Arizona Department  
of Education



## U.S. News and World Report Best High Schools in America 2022

**17TH**  
in Arizona  
High Schools  
Out of  
**550 (Total)**

**11TH**  
in Phoenix-AZ  
Metro-Area High  
Schools Out of  
**315 (Total)**

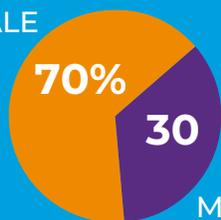
**115TH**  
in U.S. Charter  
Schools Out of  
**2,830 (Total)**

**535TH**  
in National  
Rankings Out of  
**17,843 (Total)**

**847** STUDENTS ENROLLED .....

## STUDENT DEMOGRAPHICS | 2021-2022

FEMALE



MALE

**3%** ASIAN AMERICANS AND PACIFIC ISLANDERS

**6%** BLACK/AFRICAN AMERICAN

**1%** NATIVE AMERICAN

**32%** HISPANIC/LATINO

**7%** TWO or MORE/OTHER

**51%** WHITE



# ACADEMIC ACHIEVEMENTS | 2021-2022

## SAT RESULTS (Average Scores)

READING / WRITING	621	529
MATH	598	521

## ASA NATIONAL

## ADVANCED PLACEMENT

- 135** STUDENTS ENROLLED
- 191** EXAMS TAKEN
- 62** PERCENT OF STUDENTS RECEIVING PASSING SCORES OF (3+)
- 24** AP SCHOLARS
- 10** WITH HONORS
- 1** WITH DISTINCTION

## ACT RESULTS (Average Scores)

ENGLISH	32.4	19.9
READING	30.8	21.1
MATH	24.6	20.2
SCIENCE	26	20.5
COMPOSITE	28.6	20.6

## ASA NATIONAL

## HONORS OR ADVANCED COURSEWORK

- 117** STUDENTS IN MIDDLE SCHOOL **ADVANCED ENGLISH**
- 33** STUDENTS IN MIDDLE SCHOOL **ADVANCED MATH**
- 161** STUDENTS IN HIGH SCHOOL IN **ADVANCED/AP ENGLISH**
- 79** STUDENTS IN **ADVANCED/AP MATH**
- 125** STUDENTS IN **ADVANCED/AP OTHER SUBJECTS**
- 137** EARNED **ACADEMIC HONORS**
- 51** EARNED **ARTS CLASS GRADING HONORS**

## 3RD QUARTER PRESENTATIONS | 3QP

### I LOVE ARIZONA SCHOOL FOR THE ARTS BECAUSE...

The 3rd Quarter Presentation (3QP) project is an annual learning experience for all 5-12th grade students. Typically, this is an integrated project designed at grade level and begins with topic selection, research questions, and evaluating sources. Students are guided through in-depth research, personal analysis, and organizational strategies to develop a 5-10 minute presentation with a visual presentation that is presented to a panel of their parents and teachers. Students learn formal presentation skills and how to respond to spontaneous questions and authentic feedback. **3QP is ranked by ASA alumni as the most formative and important experience of their years at ASA and is a shared experience that unites students through the years.**



# ARTS ACHIEVEMENTS | 2021-2022

ASA artistic scholars and faculty shined in music, dance, and theatre competitions across the state and region. These notable achievements and recognitions are a testament to ASA's caliber of performing arts faculty, curricula, and programs.

## MUSIC

**Arizona Music Educators Association (AMEA)** and **Arizona Band and Orchestra Directors (ABODA)** All-Region and All-State Festivals 2021.

### AMEA HIGH SCHOOL ALL-STATE FESTIVAL

- 6 Band and Percussion students**, with two claiming *1st Chair Overall* and *Best in Class Solo* and *Best Ensemble Performer*
- 5 Choral students**
- 4 Orchestra students**, with two claiming *Best in Class Solo* and *Best Ensemble Performer*



### AMEA HIGH SCHOOL ALL-STATE FESTIVAL

- 9 Band and Percussion students**, with three claiming *1st Chair Overall*
- 6 Choral students**
- 15 Orchestra students**, with two claiming *1st Chair Overall*



### AMEA MIDDLE SCHOOL ALL-STATE FESTIVALS

- 13 All-State Band and All-State Orchestra**

### ABODA ALL-STATE GUITAR FESTIVAL

**World Guitar** students received the honor of **“Superior with Distinction”** for their adjudicated performance at the 2022 ABODA All-State Guitar Festival.



### JAZZ MADRIGAL FESTIVAL

**Chamber Singers** received the honor **“Superior Rating”** for their performance at the Jazz Madrigal Festival at Northern Arizona University.

## DANCE

### 2022 Annual Arizona Young Artists' Competition

The Arizona Young Artists' Competition celebrates young talents in the performing arts. Several young artists in the disciplines of dance, classical voices, musical theatre voices, and acting emerged as finalists, including **two ASA Theatre high school students** and **one ASA Dance high school student, who won an award in the dance category.**



# ARTS ACHIEVEMENTS | 2021-2022

## THEATRE

### ASU GAMMAGE High School Musical Theatre Awards

Over the school year, schools with musical theatre programs are adjudicated in 14 performance and technical categories. ASA proudly had **18 students nominated as Finalists (6) or Semi-Finalists (12), with three ASA students winning awards for Best Vocalist and Best Sound.**



### Arizona Thespians Regional Competition (States) and International Thespian Festival (Nationals)

Each year Thespians have the option to attend the **Arizona Thespians Regional Competition** and present their work to adjudicators for a rating and a chance to qualify for the nationals at the International Theatre Festival. ASA Thespians received **“Excellent”** ratings for their **Solo Musical Theatre Song** and **Monologue Acting**, as well as a **“Superior”** rating for **Duet Musical Theatre Song**. Two ASA Musical Theatre students qualified for the **International Thespian Festival (Nationals)** where they participated in a variety of workshops and the opportunity to submit college auditions. At the end of the week, they received their adjudication scores and ranked **“Superior”** for a **Duet Musical Theatre Song**, qualifying for the Thespy's.



# EXTRACURRICULAR CLUB ACHIEVEMENTS

ASA has an active student body, with more than 40 extracurricular clubs that range from interest clubs, honor societies, and award-winning competitive clubs to student government and student unions. These engaging activities complement the work in the class, giving students extra opportunities to develop leadership skills, grow their expressive voice, connect with others, and give back to the community. Here are a few notable accomplishments and recognitions achieved by a sample of our student extracurricular clubs:

## CROSS COUNTRY

The ASA Women's Team placed **2nd in the CAA Roadrunner Regional Meet** and 4th in the CAA State Meet. Nora Muma placed 1st in the Regional Meet and was the CAA Women's State Champion. The ASA Men's Team placed 1st in the CAA Roadrunner Regional Meet and 4th in the CAA State Meet. Kaelan James placed 2nd in the Regional Meet and 4th in the State Meet.

## MOCK TRIAL

- **5** ASA Mock Trial Teams competed in the AZ High School Mock Trial All-Region Tournament - February 2022; placed **4th in the Region!**
- **3** ASA Teams competed in the State Competition, March 2022



## MODEL UNITED NATIONS (MUN)

In October 2021, ASA MUN students earned **11 awards** at the Westwood High School Conference. Four students won Best in Committee awards, two won Runner-Up Best in Committee awards, and five received Honorable Mentions. The students participated in the Sonoran Desert Conference at Mesa Community College in February 2022 where they earned **9 awards** for distinguished delegates and policy statements.



## HS ROBOTICS

**Team Voltage** was awarded the **1st Place Connect Award at the First Tech Challenge Regional Qualifier** in December 2021. The Connect Award is given to the team that demonstrates the most connection with their local STEM community and their work at the event. They were awarded **1st Place Motivate Award at the State Competition** held in March 2022.



## MS ROBOTICS

Team Power\_Plants was awarded the Third Place Innovation Project Award at the State Competition for First Lego League Robotics in March 2022. Their project was a robot that transports food for St Mary's Foodbank. The judges were impressed with their ability to take feedback from St Mary's and incorporate new ideas into their project. The team members were also happy to report that they had learned many new skills during their time at the competition.



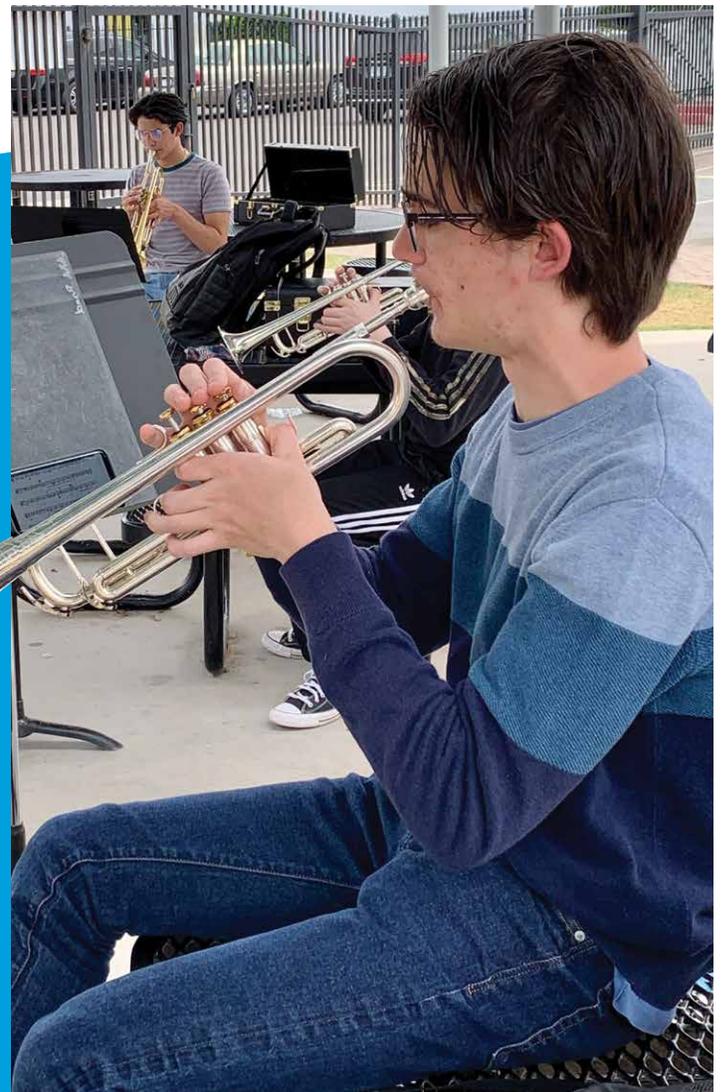
## HONOR SOCIETIES

## NEW MEMBER INDUCTIONS

MU ALPHA THETA	10 Students
NATIONAL HONOR SOCIETY	28 Students
NATIONAL FOREIGN LANGUAGE HONOR SOCIETIES <i>(French and Spanish)</i>	16 French Students 21 Spanish Students
NATIONAL HONOR SOCIETY FOR DANCE ARTS	3 Students
NATIONAL ENGLISH SOCIETY	46 Students
THESPIANS	29 Students
TRI-M MUSIC HONOR SOCIETY	18 Students

**Honor Societies at ASA host various community events and support several service projects for ASA and local non-profit organizations, for example:**

- ASA Homecoming Dance
- ASA Campus Clean-Up Days
- ASA Foreign Language Fair
- Blood Drives for Vitalant
- Annual Benefit Fashion Show for NHS
- ASA Dia de los Muertos Ofrenda
- Clothing Drive for White Dove Thrift Shop



# LIFE AFTER **ASA** LEADS TO SUCCESS

ASA graduates are well-prepared for nationally competitive colleges, universities, conservatories, or a career in the arts or other fields. They are known for being civically engaged citizens who can confidently communicate their ideas and empathetic creative leaders who understand how to work with others.

## CLASS OF 2022 SNAPSHOT

- 83** SENIORS
- 99%** GRADUATION RATE
- 96%** COLLEGE OR CONSERVATORY BOUND
- 43%** Attending 4-Year College, In-State
- 46%** Attending 4-Year College, Out-of-State
- 7%** Attending 2-Year, then go to 4-Year Colleges
- 4%** With alternative plans, including Culinary and Technical Schools
- 20%** FIRST GENERATION COLLEGE STUDENTS

## INTENDED MAJORS

- 14%** In STEM/Arts
- 27%** In Arts
- 8%** In Humanities/Arts
- 29%** In STEM
- 22%** In Humanities

## THE COLLEGE BOARD NATIONAL RECOGNITION PROGRAM

**6** National Hispanic Recognition Awards

## NATIONAL MERIT® SCHOLARS

- 1** National Merit Semi-Finalist Scholar
- 2** National Merit Commended Scholar(s)

## ARIZONA ARTS SEAL RECIPIENTS **27**

## CLASS OF 2022 COLLEGE, UNIVERSITY & CONSERVATORIES



- |  |                                      |  |   |   |
|--|--------------------------------------|--|---|---|
| American Academy of Dramatic Arts                | Cornish College of the Arts          | New England Conservatory of Music            | Sarah Lawrence College                                | University of Illinois - Urbana Champaign |
| American University                              | DePaul University                    | New Haven University                         | Savannah College of Art and Design                    | University of Maryland                    |
| Arizona State University                         | DePauw University                    | New Mexico State University                  | School of The Art Institute of Chicago                | University of Michigan                    |
| Arizona State University, Barrett Honors College | Drexel University                    | New York University                          | Seattle University                                    | University of Minnesota                   |
| Art Academy of Cincinnati                        | Duke Kunshan University (China)      | New York University Tisch School of the Arts | Seton Hall University                                 | University of Nevada Las Vegas            |
| August Escoffier School of Culinary Arts         | Embry Riddle Aeronautical University | Northeastern University                      | Stanford University                                   | University of Oregon                      |
| Bard College                                     | Fordham University                   | Northern Arizona University                  | Temple University                                     | University of Oregon — Clark Honors       |
| Bates College                                    | George Fox University                | Northern Arizona University Honors College   | Texas A&M University                                  | University of Portland                    |
| Baylor University                                | George Washington University         | Northwestern University                      | The New School  | University of Puget Sound                 |
| Belmont University                               | Gonzaga University                   | Notre Dame of Maryland                       | The New School, Parsons School of Design              | University of Southern California         |
| Berklee School of Music                          | Grand Canyon University              | Oberlin College of Arts and Sciences         | The Peabody Institute of The Johns Hopkins University | University of the Pacific                 |
| Boston Conservatory                              | Hawaii Pacific University            | Oberlin Conservatory                         | The State University of New York - Purchase           | University of Toronto (Canada)            |
| Boston University                                | Hollins University                   | Ohio State University                        | Tufts University                                      | University of Washington                  |
| Brandeis University                              | Indiana University                   | Oregon State University                      | University of Arizona                                 | University of Wisconsin Madison           |
| Butler University                                | James Madison University             | Pace University                              | University of Arizona, Franke Honors College          | Utah State University                     |
| California Institute of the Arts (CalArts)       | Laguna College of Art and Design     | Pacific Lutheran University                  | University of California-Berkeley                     | Vanderbilt University                     |
| Case Western Reserve University                  | Lawrence University                  | Phoenix Community College                    | University of California-Davis                        | Virginia Tech                             |
| Chapman University                               | Lewis and Clark College              | Point Park University                        | University of California-Los Angeles                  | Washington State University               |
| Colgate University                               | Loyola Marymount University          | Queen's University (Canada)                  | University of Colorado-Boulder                        |   |
| Colorado School of Mines                         | Loyola University-Chicago            | Reed College                                 |   |   |
| Colorado State University                        | Manhattan School of Music            | Rochester Institute of Technology            |   |   |
| Columbia College Chicago                         | Manhattan School of Music College    | San Francisco Conservatory of Music          |   |   |
| Columbia College Hollywood                       | Marymount Manhattan College          | San Francisco University                     |   |   |
|  | Marymount Manhattan College          |  |   |   |
|  | McGill University (Canada)           |  |   |   |
|  | Mount Holyoke College                |  |   |   |

**92% OF 2022 GRADUATES WERE ACCEPTED TO THEIR TOP THREE SCHOOLS**

# ARTS SPOTLIGHT | 2021-2022

**Art transcends language boundaries, age boundaries, and cultural boundaries. During the past few years, as our lives and social interactions were disrupted, art once again proved to be a binding agent, breaking down boundaries and helping us to remain connected and hopeful.**

As the fall of 2021 brought us back together, it caused us to look outward and see how society, and therefore art, has changed. As a full arts faculty, we looked into our experiences as professionals and then considered what our students most need at this moment for their creative development and to prepare for their future.

Even as we began to question the impact of pandemic changes on our environment, we continue to emphasize and value the ways in which the arts teach students to navigate small and large problems, work independently and collectively, engage with curiosity, and value the important growth that comes from failing and trying again. Through arts, we deepen our civic engagement and unify our learning as a collective society.

***Performing arts deepen our understanding of personal strengths and builds awareness of social cultures and values.*** We intentionally weave in skills to empathetically resolve personal, cultural, and historical conflict through artistic expression. We analyze artistic intent and impact as it connects to personal and societal experiences. We also provide as much opportunity for students to see themselves in their curriculum through student choice activities, bringing their cultural and familial art to the classroom and learning about new artistic cultures they haven't been exposed to in the past.

**The fall of 2021 was the start of our first full year back on campus after our year of lockdown and hybrid learning. We took this opportunity to take a 360° degree review of our arts programming and see how we can develop 21st-century artists.**

Throughout our journey to reconstruct our vision for the performing arts program at ASA, we are guided by two fundamental questions:

***What does it mean to be a performing artist in the 21st-century world during a global pandemic? And how can the arts curriculum support the social and emotional needs of our students?***

These two strands of inquiry became unified as we honed in on the creative process as the foundation of our curricular training and development. Through this process, we teach the elements of **creating, performing, responding**, and **connecting** with a lens that encourages students to develop a sense of identity and community.

## CREATING

Creating is at the heart of performing arts. It helps us not only understand the purpose behind what someone else has created but also how to incorporate self-expression through our own work. Students devised their own works and exercises by applying learned



MONICA SAUER ANTHONY



technical skills to convey emotion, mood, and story, similar to writers, choreographers, and composers. Through this process, they honed in on how to conceptualize, organize, and develop their ideas to prepare for presentation.

Students analyzed how conflict can be represented in a creative form and how the resolution of conflict creates stronger communities. They explored ways of balancing other classmates' ideas to consider personal, ethical, and civic impact. Learning how to create methodically developed skills of inquiry, compromise, and decision-making.

## PERFORMING

During the lockdown year, our students spent a year performing through a computer or into a microphone. Their prerecorded material was combined by their faculty to make a collective performance. This isolation made us truly value performing live for our audiences. We all experienced a spark of joy as we engaged with our audiences in the classroom and on the stage. Students analyzed and refined their interpretive skills of old and new standards in their art form in addition to popular and their own works.

We rebuilt the self-management techniques by practicing together and individually. As every student navigated their way to our performing stages, we started to rebuild their self-confidence to present in public settings and engage with our audience in old and new ways.

## RESPONDING

Another key component of the artistic process is how to reflect on our work and how to give and receive feedback. These skills have helped our students develop critical thinking skills and strategies to develop depth to their intent and impact of their creative work. Students also analyzed the responsive nature of collaborative performing to understand how to live this responsive nature in their art form. Practicing these skills has helped the students develop their individual and collective experiences to feel free and supported through artistic risk-taking.



## CONNECTING

Students brought their own stories through their area and were able to be part of the process of developing personal and cultural connections. They brought their experiences through collaborating with other students and faculty in piece selection, training in new techniques, and the making of new work. Every art class was steeped in learning where things came from, why they were created, and how to make and share personal connections to deepen understanding.

**The 2021-2022 school year had many challenges, but the thing that helped keep us united was this renewed connection to performing and exploring how it brings all people together.** As a whole art community, we looked at bringing our performance curriculum into this new world of art. The pandemic has changed us all, and we have embraced the need to evolve and adapt to deepen the connection art has with the greater world.

Resource: <https://selarts.org>



# SHOWCASE SPOTLIGHT | 2021-2022



## CONGRATS AND BRAVO!

Thank you to all our **students, families, faculty, staff, sponsors, volunteers, and community members** for the incredible year-end celebration that was ***Kaleidoscope: An ASA Showcase!***

***Kaleidoscope*** was ASA's jubilant return to an in-person Showcase event, and we couldn't be more proud of the dedicated work and artistry of our students, faculty, and staff. Together, a beautiful evening was created and filled with music, theatre, dance, and song.

**Scan to View Recap Video:**

[bit.ly/showcase22video](https://bit.ly/showcase22video)



## SHOWCASE BY THE NUMBERS

- \* **700+** student performers joined by their **30** arts faculty mentors
  - \* **1,600+** attendees
  - \* **16** performing events and **16+** hours of performance content
  - \* **1** amazing student work installation, featuring projects and works created in **academic classes** and **extracurricular clubs!**
- and** more than **\$105,000** raised (an ASA record!) **THANK YOU!**



## Thank You to Our 2022 Sponsors

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# ALUMNI SPOTLIGHT | 2021-2022

## 2022 SHOWCASE | DISTINGUISHED ALUMNI HONOREES

**Megan Quinn, PhD RNC-NIC** | Class of 2005

**Megan Quinn** is an Assistant Professor at Oregon Health & Science University in Portland with a PhD in Nursing Science from The University of Arizona. Megan has been a Neonatal Intensive Care Unit registered nurse since 2009 and received her Bachelor of Science from Arizona State University. With her graduate certificate from the University of Washington in Palliative Care, Megan is passionate about advocating for parent collaboration and involvement in research. She believes that she has learned lessons in resilience from the families she has cared for over the years, *“Resilience requires self-awareness of your own strengths and weaknesses, understanding what you can do well for yourself and others, and where you might need to ask for help.”*



Megan **Quinn**

**Beryl Brachman** | Class of 2010

As an academically excellent and talented theater and percussion student, **Beryl Brachman** went to Smith College, where she earned a B.A. in Theater/East Asian Languages and Literature and then went on to get her MFA in Costume Design from California Institute for the Arts. As an accomplished costume designer and illustrator forging her path, working on several costume teams for film and TV, Beryl has worked on several notable projects. Her impressive work has been featured in *Black Boy Joy*, *Samir*, *Blackout*, and *Scroll Wheel of Time*. In all instances, the hallmark of Beryl's work is the innovative use of graphic shapes to “...examine the relationship between culture, technology, and the body.”



Beryl **Brachman**

## 2022 SHOWCASE | RISING STAR ALUMNI HONOREES

**Alicia (Simmons) Winchel** | Class of 2014

**Alicia Winchel** graduated from ASA with a full scholarship to Fordham University and pursued dual Bachelor's degrees in Psychology and International Humanitarian Affairs. At Fordham, she became increasingly interested in racial inequality and the segregation of people of color. She studied apartheid in South Africa for five months during the summer after her junior year; she followed that up by working for the International Rescue Committee as a refugee resettlement intern. After graduation, she moved back to Phoenix and worked as a child advocate at Childhelp. In January 2021, she returned to the International Rescue Committee as an anti-trafficking case manager. In October 2021, she was promoted to anti-trafficking & victims services supervisor, providing program oversight and developing community partnerships.



Alicia (Simmons) **Winchel**

**Lennon Torres** | Class of 2017

**Lennon Torres** is a dancer, choreographer, founder, and CEO of Continuum Community. She is pursuing an M.A. in Public Relations and Advertising at the University of Southern California, where she received a B.F.A. More than a year ago, Lennon announced on TikTok that she was transitioning from Zachary to Lennon (she/her). Continuum Community is a hub with practical resources to help different communities evolve into more gender-inclusive spaces. As Lennon began advocating for her gender identity, she published a guidebook for dance companies and other organizations to make creative spaces safer and more inclusive for all people. As she told *People magazine* earlier this year on her transition, “It’s not always easy, and it’s not always fun, but I want to show as much of it as possible so that we can continue advancing toward a more open and fulfilling place for the LGBTQ+ community and especially transgender people looking to transition.”



Lennon **Torres**

## ASA ALUMNI CONNECTIONS

Visit [GOASA.ORG/ALUMNI](https://goasa.org/alumni) for more alumni features, updates on ways to connect, and signing up for our quarterly ASA Alumni Pigeon Post e-newsletter – it’s for both student alumni and parents of alumni.

# CAMPUS HIGHLIGHT | 2021-2022

**Our growth as a school and community continues to evolve, both in the classroom and throughout our campus. When we started to look at ways to enhance the ASA campus, we knew we wanted to create a place where students could thrive.** Our vision was for an outdoor space that would inspire creativity and community, and we set out to make it happen with the help of new and longtime partners.

Through a connection with Phoenix Community Alliance, landscape architecture and design firm with offices in Phoenix, Dig Studio, created the design proposal for a creative application of QCP Concrete Solutions **outdoor furniture into the Student Quad** at ASA. The proposal was submitted to QCP in response to a nationally competitive grant opportunity, and ASA was selected! As the recipients of the \$75K - \$100K donation of QCP Concrete Solutions outdoor furniture, plus installation and heavy-lifting (quite literally!) from friends at Willmeng Construction, we've been able to expand our campus's outdoor space. From mini performance areas to a variety of outdoor seating nooks, these new enhancements have provided our students with more outdoor areas to cultivate their creativity and gather together with friends to rehearse, study, and bond.

Additionally, we look with anticipation to the completion of the outdoor Amphitheater (formerly the Bandshell). The project continues to make progress into the SY22-23. Through a long-term relationship with SmithGroup, Inc., that began with the design of our master site plan for the school grounds, they are once again coming through for ASA. As a premier innovative international design firm headquartered in Phoenix, the SmithGroup team has contributed, the architectural design of the **solar shade canopy, amphitheater seating, and landscape enhancements.**

The solar shade canopy and our covered parking areas have also been outfitted with solar panels this year. The materials, design, and installation were free of cost to ASA, while providing energy cost savings.

Plans are also in motion to equip the Amphitheater with **state-of-the-art audio**

**and lighting equipment**, to create a learning environment to be known as the Performance and Production Lab that will benefit the entire ASA community, including Theatre production students!

Once fully completed, the **ASA Student Quad, Outdoor Amphitheater, and Performance and Production Lab** will take our campus to the next level and play an integral role in the continued growth and evolution of our students, school, and community.

**We can't wait!** \*.....



**THANK YOU TO  
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**SPECIAL THANKS TO ASA PARENTS  
AND ALUMNI PARENTS**

**Rich Newman | Michelle Ray  
Jose Pombo | John Tran**



## Jennifer Bonnett and Javier Cárdenas, MD

Jennifer Bonnett and Dr. Javier Cárdenas joined the ASA community in 2013 when their first child, Sophia, started the 7th Grade. Now, with all three children who have since graduated from ASA (**Sophia '19, Dominic '20, and Santino '22**), ASA continues to hold a special place in their family's life.

The Bonnett-Cárdenas family supports Arizona School for the Arts because they believe in its mission, and they describe their involvement with the school as **“an investment in excellence in education while demonstrating dedication to arts and culture in Phoenix.”**

Jennifer and Javier share that their children have benefited greatly from attending ASA: outside of parenting, ASA is most responsible for the intellectual and artistic development of our children. Each child has an arts foundation that helps them think creatively in whatever they pursue now; engineering, theater or working with horses. They have lifelong interests and hobbies — playing music at family and friend gatherings or seeking out art performances. They are curious and creative; they even laugh at jokes we don't understand, especially around reading and writing music!”

Jennifer and Javier have made their impact at ASA by volunteering in their own ways that allowed them to engage with the school in meaningful ways.

**Javier served on the Board of Directors for several years before stepping up as Board President in 2018-2019 and 2019-2020.** During a vital time for the school, he chaired the Health and Wellness Committee, which was tasked with providing the Board and school administration with steady guidance and support during the height of the COVID-19 pandemic.

**Jennifer focused on parent engagement and supporting faculty and staff.** She served on planning committees for various special events, organized college informational sessions and panels for parents with ASA's College Counselor, Ms. Kuhl, and led and supported the Parent and Family Engagement Council at its start in 2020.

**“Javier and Jennifer share a remarkable commitment to sustain and uplift endeavors they believe in deeply. Their generosity to ASA comes in many forms - countless volunteer hours, leadership, expert guidance, and financial support - and always with heartfelt grace and a vision for the future,”** said Head of School Leah Fregulia.

Jennifer and Javier shared, “we also believe it's important to give to fundraising campaigns like ASA's Annual Fund because we feel a sense of responsibility to continue ASA's growth. The scope of education and opportunities available to all students is made possible through private philanthropy and fellow parents giving in any way they can. It's so important, and indeed, we are grateful to all who join us in recognizing the value of an ASA education with their support.”

## ASA MEMORIES | WE REMEMBER MOST ✨.....

- Every signature Showcase event, Choral Collage, and 3rd Quarter Presentations.
- Watching our oldest, **Sophia**, at 11 years old, withstand a grilling during her first 3rd Quarter Presentation and our surprise with her poise and confidence at such a young age!
- Getting to know the amazing academic and art teachers over the years and the administrative staff.
- Each of the activities that our kids were involved in introduced us to new and different parent groups; Jazz Band, Cross Country, Theatre, and Mock Trial.
- Seeing **Dominic** for the first time on-stage, we saw the spark of what was to come that night!
- Listening to **Santino** practice the same few bars of music over and over for two hours until it was seared into not only his but all of our brains!

# GIVING IN ACTION | 2021-2022

## THE DIFFERENCE YOUR ANNUAL GIVING MAKES AT ASA

**Annual Giving provides consequential and essential support for Arizona School for the Arts, contributing about 10% to the school's \$10 million operating budget.** Through our partnership, participation, and investment – your engagement directly impacts all students, supports incredible faculty, and sustains a potentially transformative experience that we call an Arizona School for the Arts education. Here are highlights of what your generosity made possible at ASA in the 2021-2022 school year:

### EXCELLENCE IN EDUCATION

ASA's stimulating academic curriculum and the boost of an arts education increases student motivation, and cultivates passionate, collaborative, curious, and thoughtful people, and encourages poise and presence in our students recognized frequently by others even outside of our community. Each year, the Annual Fund invests in sustaining a margin of excellence in education that provides all ASA students the opportunity to grow and thrive in countless ways!



Most importantly, YOUR Annual Fund gifts fill the gap between state funding and the full cost of an ASA education that is an innovative intersection of college preparatory academics and stimulating performing arts programs. As a tuition-free, nonprofit public charter school, ASA is partially state-funded and relies on the generosity of our community to ensure a full and enriched school experience. YOU make a real difference and EVERY gift of every size, matters.

### FACULTY EMPLOYMENT AND DEVELOPMENT OPPORTUNITIES

Faculty recruitment, retention, and development are top priorities for ASA. This past year, the school completed market research and developed an equitable, sustainable and aspirational pay scale for teachers and implemented the first 2 of 3 phases of a new compensation model. A strong Annual Fund supports our strategic priorities to promote the recruitment and retainment of diverse and high-quality faculty and staff.



## TECHNOLOGY & ARTS EXPERIENCES

Annual Fund contributions supported the maintenance of Chromebooks in the classroom. This past year also included adding brand-new computer charging stations and secure storage carts for 5th and 6th-grade classrooms. The arts program was additionally supported with funds for instrument repairs, purchasing a new upright bass, stipends for clinicians and masterclasses, and venue fees for concerts and recitals.



## STUDENT ACTIVITIES

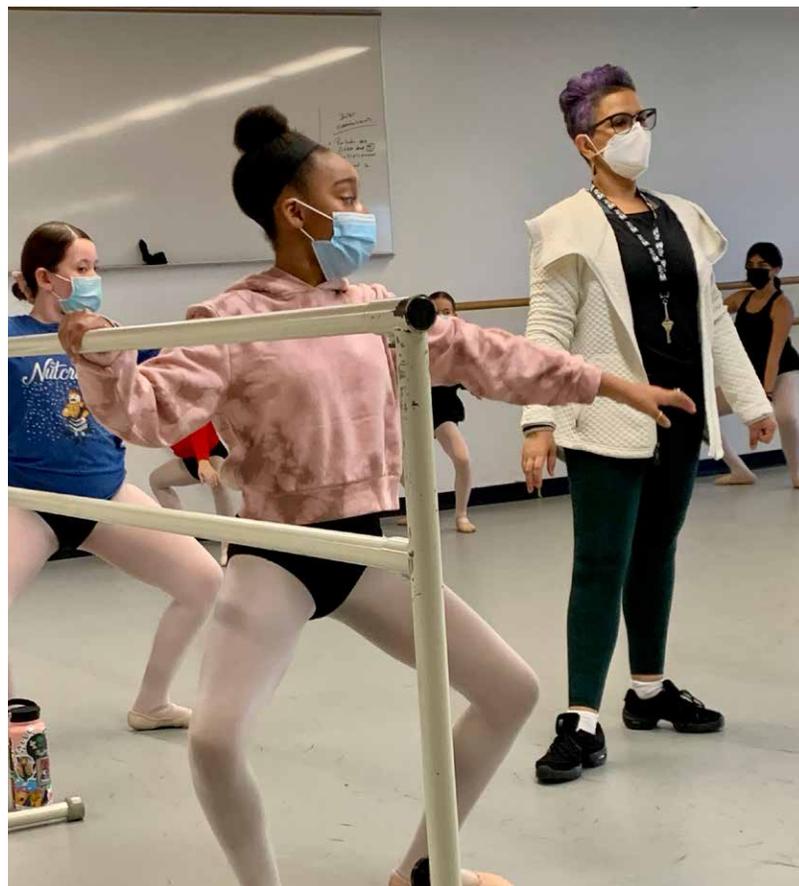
Tax credit gifts directly benefit extracurricular clubs and activities and Life Skills classes. ASA had over 40+ student-led clubs. A number of competitive clubs achieved impressive results for the year, including Mock Trial, Model UN, Cross Country, and Robotics. A strong tax credit campaign ensures that these clubs can thrive and flourish.

## CAMPUS IMPROVEMENT AND SAFETY

Annual funds supported the painting of buildings, the replacement of floor tiles and doors, and the installation of improved security cameras, in addition to the purchase of new tables and chairs in classrooms and portable office space for faculty and staff (installation in 2022-23).

## PROFESSIONAL DEVELOPMENT

ASA was able to invest in ongoing and meaningful DE&I-focused professional development for all faculty, staff, and school leadership, covering topics such as systemic racism in schools (workshops conducted by the Anti-Defamation League), microaggressions, bias, gender identity, restorative justice practices, and other related topics that affect the recruitment and retention of students and faculty and the management of an inclusive culture.



# WITH GRATITUDE | 2021-2022

ASA is grateful to the parents, grandparents, parents of alumni, student alumni, faculty, staff, and community champions who made a gift in support of the 2021-2022 School Year.

## CIRCLES OF GIVING

**We recognize the commitment of leadership donors who give \$2,000 and above to the Annual Fund. We acknowledge these generous members of the ASA community with appreciation — thank you for being among ASA's strongest philanthropic supporters this past year.**

### INNOVATORS CIRCLE OF GIVING | \$10,000+

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The Raia Family

### LEADERSHIP CIRCLE OF GIVING | \$6,000 - \$9,999

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**Thank you to those who added to their support with Corporate Matching Gifts and/or participated in Workplace Giving. Interested in finding out if your employer matches a gift? Visit [GOASA.ORG/OTHERWAYSTOGIVE](https://www.goasa.org/otherwaystogive).**

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*Every effort has been made to recognize those who have made contributions to ASA during 2021-2022 fiscal year (July 1, 2021 - June 30, 2022). Although great care was taken in preparing this report, errors may have been missed. If there is an error, please accept our apologies and notify the **Development and Marketing Team at [development@goasa.org](mailto:development@goasa.org)**.*

# VOLUNTEER HIGHLIGHTS | 2021-2022

Volunteers play a vital role in the success of our school community. Between the parents, student alumni, parents of alumni, grandparents, and additional caring individuals, ASA is fortunate to have an active and growing group of volunteers who help us in many ways. From planning parent and family engagement events, coaching and facilitating extracurricular activities, helping the performing arts departments and academic teams, and providing support to our Front Office, Operations, Development, and Marketing staff, each volunteer is an invaluable member of the ASA community. **THANK YOU!**

Paul Aguirre  
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**We are grateful for the ASA images taken by our amazing community of volunteer photographers. Thank you to our creative collaborators.**

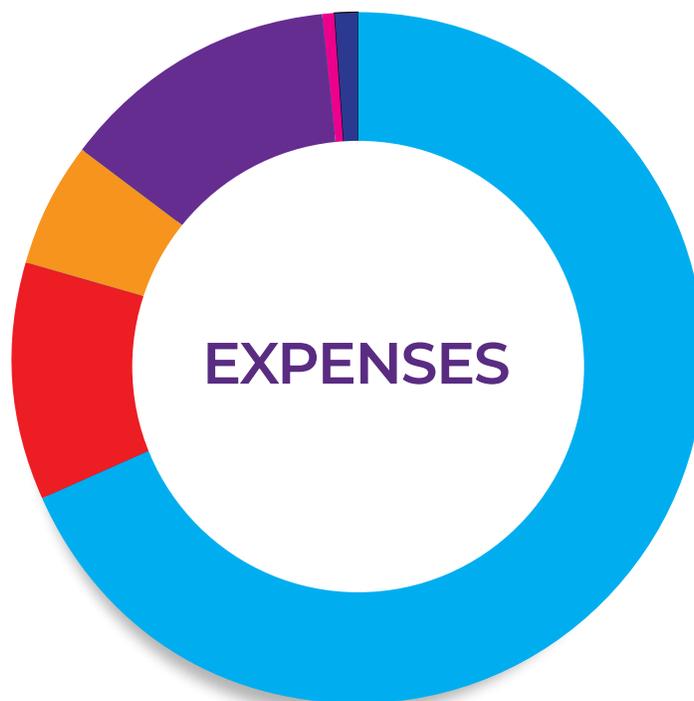
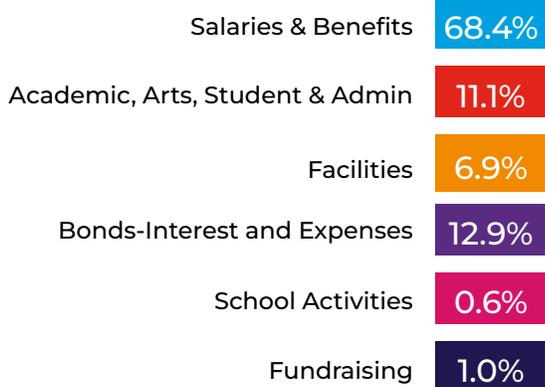
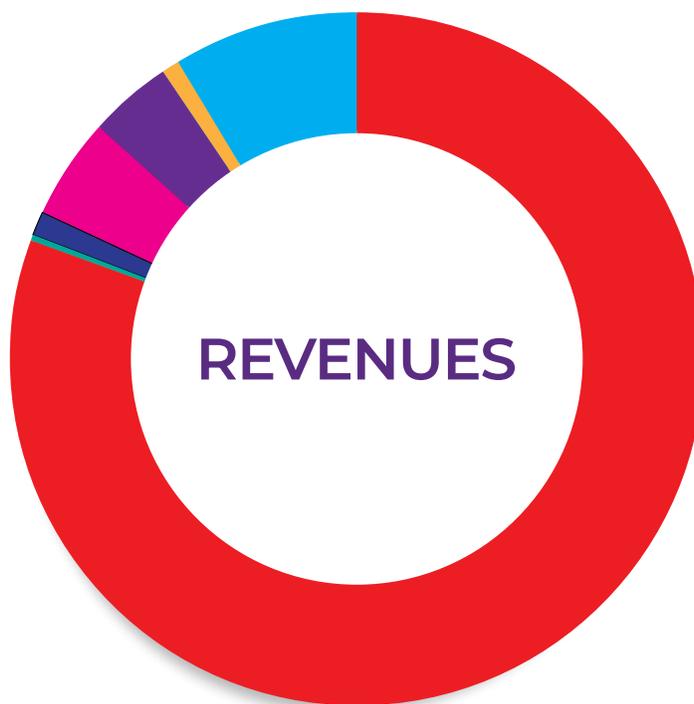
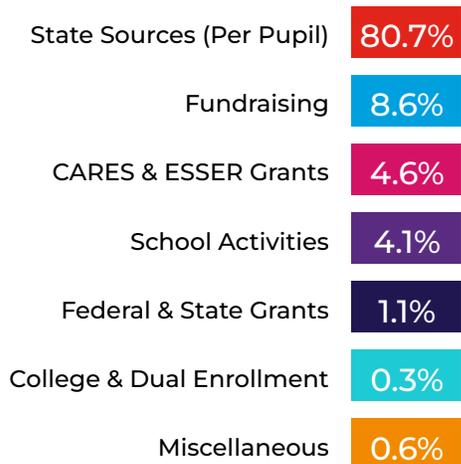
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- Keith & Melissa Photographers
- Ian James
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**★ Parent and Family Engagement Council (PFEC) is a parent/guardian-led volunteer leadership group that supports the family and faculty community at ASA.**

**We value and appreciate all our parent and community volunteers. If we inadvertently omitted you, please email [development@goasa.org](mailto:development@goasa.org). Thank you for your kindest support and understanding.**

# FINANCIALS | 2021-2022

Consolidated Statement of Financial Position Year Ended June 30, 2022.



## Consolidated Statement of Financial Position Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
<b>REVENUE AND SUPPORT:</b>			
State aid	\$ 7,021,679	\$ 1,055,454	\$ 8,077,133
Grants	566,508		566,508
Tax credit contributions		153,291	153,291
Contributions - other	705,058		705,058
Student activities	410,363		410,363
Interest income	847		847
Miscellaneous revenues	58,108		58,108
Net assets released from restrictions	1,125,667	(1,125,667)	
<b>Total revenue and support</b>	<b>9,888,230</b>	<b>83,078</b>	<b>9,971,308</b>
<b>EXPENSES:</b>			
Salaries	4,941,735		4,941,735
Payroll taxes and benefits	1,389,569		1,389,569
Professional services	640,336		640,336
Instructional supplies	360,751		360,751
General supplies	122,515		122,515
Printing and postage	21,849		21,849
Equipment rental	49,376		49,376
Repairs and maintenance	160,780		160,780
Dues and fees	29,069		29,069
Insurance	47,216		47,216
Utilities	160,575		160,575
Student activities	62,960		62,960
Interest expense	746,097		746,097
Depreciation	428,211		428,211
Space rent	31,266		31,266
Amortization of deferred charges	18,160		18,160
Miscellaneous expense	41,953		41,953
Bond related fees	6,250		6,250
<b>Total expenses</b>	<b>9,258,668</b>		<b>9,258,668</b>
Change in net assets	629,562	83,078	712,640
Net assets (deficit), beginning of year	(876,180)	27,050	(849,130)
<b>Net assets (deficit), end of year</b>	<b>\$ (246,618)</b>	<b>\$ 110,128</b>	<b>\$ (136,490)</b>

# FINANCIALS | 2021-2022

## Consolidated Statement of Financial Position Year Ended June 30, 2022.

### ASSETS

Current assets:	
Cash and cash equivalents	\$ 3,132,982
Restricted cash	25,245
Due from government	178,355
Prepaid interest	157,550
Prepaid expenses	113,148
Total current assets	<u>3,607,280</u>
Right-of-use assets	<u>27,399</u>
Property and equipment, net:	
Land and land improvements	5,251,672
Buildings and improvements	12,006,977
Site improvements	351,613
Furniture, fixtures, and equipment	1,867,035
Less accumulated depreciation	(5,126,535)
Total property and equipment, net	<u>14,350,762</u>
Total assets	<u>\$ 17,985,441</u>

### LIABILITIES AND NET ASSETS (DEFICIT)

Current liabilities:	
Accounts payable	\$ 65,448
Accrued payroll and related	374,063
Accrued interest	61,435
Right-of-use liabilities	16,905
Long-term debt, current portion	503,305
Total current liabilities	<u>1,021,156</u>
Right-of-use liabilities, net	10,493
Long-term debt, net	17,090,282
Total liabilities	18,121,931
Net assets (deficit):	
Without donor restrictions	(246,618)
With donor restrictions	110,128
Total net assets (deficit)	<u>(136,490)</u>
Total liabilities and net assets (deficit)	<u>\$ 17,985,441</u>

# ANNUAL GIVING

Every gift, volunteer, and support from our community makes a difference. Arizona School for the Arts relies on this ongoing generosity to build, sustain, and further elevate the level of excellence in the arts and academic programming. *Thank you for providing all ASA students the opportunity to grow and thrive in countless areas!*



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