



2020-2021 ANNUAL REPORT

CREATIVE THINKERS & LEADERS



Arizona School for the Arts

MISSION

Arizona School for the Arts inspires creative thinkers and leaders through providing an innovative concentration in college preparation informed by the performing arts.



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Dear Friends and Families of Arizona School for the Arts,

In 8th grade earth science class, I learned about earthquakes. We studied how seismic waves traveling through the earth at different speeds through different materials, are fundamental to how scientists learn about the internal geological structure of the Earth.

Even as ASA celebrated our 25th Anniversary year, the COVID-19 Pandemic was a seismic wave that washed through our lives. It crashed into our education system and filtered through arts organizations across our country. Last year allowed us to examine the essential core of ASA built over 25 years, to probe truths about learning and artistic development and our community.

As we all Zoomed in from home, the importance of each individual's growth and development was amplified. Learning tilted from the collaborative toward the centrality of individual learning and the creative process. Providing more personal choice in book selections and writing prompts, encouraged students to dip into their own curiosities as they built language skills. Artistically we made room and time to focus on the creative process itself rather than a collective performance. Students explored collaborative and solo creative projects including film, composition, choreography, and event curation. These projects focused on using art to grow their expressive voice, make world connections, and civic engagement. We celebrated student voice and self-expression.

Through the year, as waves rippled through our midst, ASA's foundational structures proved resilient. Faculty and staff were adaptive, creative and totally committed to our students. Our Board of Directors and the guidance of our Health and Wellness Council protected our health and safety. Parent champions contributed to community connections through our Parent and Family Engagement

Council and essential support for our Annual Fund. The strength of our foundations prevailed as we celebrated vibrancy of individual student voices.

As we experienced ASA in a new way, we also continued to delve more deeply into social justice and equity within our school. Working with consultants we examined our school culture and climate through a series of stakeholder interviews and we began to evaluate our policies and processes through an equity lens. We emerged with a 3-year Diversity, Equity and Inclusion (DEI) Strategic Plan, outlined within this report and a strong commitment to ensure that all of our students, faculty and families feel a sense of belonging and representation at ASA.

Culminating 25 years of bringing to our community ASA's unique brand of college preparation informed by the performing arts, we emerge from an historic year with new opportunities to cultivate learning, inspire creative expression, celebrate the richness of our students' voices and to appreciate more than ever the power of being part of a community together once again.

All my best,

Leah Fregulia

Leah Fregulia
Head of School
and CEO



DIVERSITY, EQUITY & INCLUSION (DE&I)

GOASA.ORG/DEI

“Arizona School for the Arts is committed to building an equitable environment for students, families, faculty, and staff. We recognize that a school culture that provides broad and diverse perspectives is essential to the learning, full participation, and the success of all of our students.”

– ASA’s Equity Statement adopted by the Board of Directors in March 2021

In the summer of 2020, the ASA Board of Directors and Senior Leadership Team convened a group of stakeholders in a strategic planning retreat with a strong emphasis on examining equity, diversity, and inclusion throughout our school culture, and in education at a state and national level. Resulting from this day of evaluation, reflection, and planning, ASA took initial steps to build a multi-year plan that would create a culture of belonging that is responsive to the needs and assets of a diverse culture.

We are committed to three essential goals:

ASA CULTURE AND CLIMATE



Advance efforts and initiatives to create and foster an inclusive and equitable culture within Arizona School of the Arts.

RECRUITMENT AND RETENTION OF STAFF AND STUDENTS



Cultivate and foster strategies that support the recruitment and retention of a diverse faculty, staff, and student body at ASA and ensure the school has a reputation of being inclusive and welcoming of diverse populations.

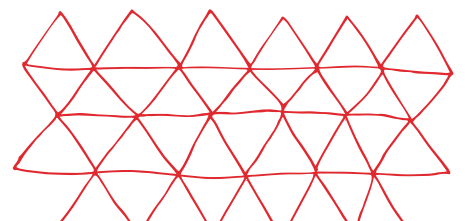
ACADEMIC & ARTS CURRICULUM AND CREATIVE PROGRAMMING



Engaging faculty in developing and implementing strategies that actively provide forums for mutual respect of differences.

To help propel our plan forward and ensure accountability to these goals, a Core Equity Team of stakeholder and school leaders meet regularly with our consultants to provide guidance, conduct research, and connect ASA with resources and training for the Board, school leaders, faculty, and students.

As a school, we are called to be in the center of transformative learning and to work diligently with our community to foster a culture of belonging for all our students, faculty, and parents.



DE&I STRATEGIC TIMELINE

GOASA.ORG/DEI

This 3-year plan from 2020-2023, emphasizes a focus on racial justice and equity.

**DECEMBER
2020**

Utilizing interview and focus group protocols developed by the consultant, a total of 45 individuals participated in the qualitative assessment about perceptions of the overall climate of ASA from a DE&I lens.

A desk audit was conducted to review the compositional diversity of the board, faculty, and students as well as various ASA policies and practices.

**EARLY
2021**

**APRIL
2021**

The findings were presented first to the Executive Committee and then to the full ASA Board of Directors.

A DE&I strategic planning + change management session was facilitated by consultants that included representatives of the board, staff, faculty,

**JUNE
2021**

**SEPTEMBER
2021**

First training with the Senior Leadership Team (SLT), Core Equity Team (CET), and the Board of Directors. First CET meeting. Review of goals, objectives, and metrics.

The plan will be evaluated and revised annually over the course of three years and used as a platform for long-term continuous focus on being a place of belonging.

2023



BOARD OF DIRECTORS | 2020-2021

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



Carlos Contreras
Vice President



Dr. David Garcia
Secretary / Treasurer



Dr. Javier Cárdenas, MD
Past President



Kevin Allen



Dr. Edward Finn



Betty Hum



Dr. Heidi Jannenga



Alexander Laing



Karen Lugosi



Marcia Mintz



John O'Neal



Allison Otu



John Snider



Jesus Lopez
Honorary Alumni Member
Class of 2018

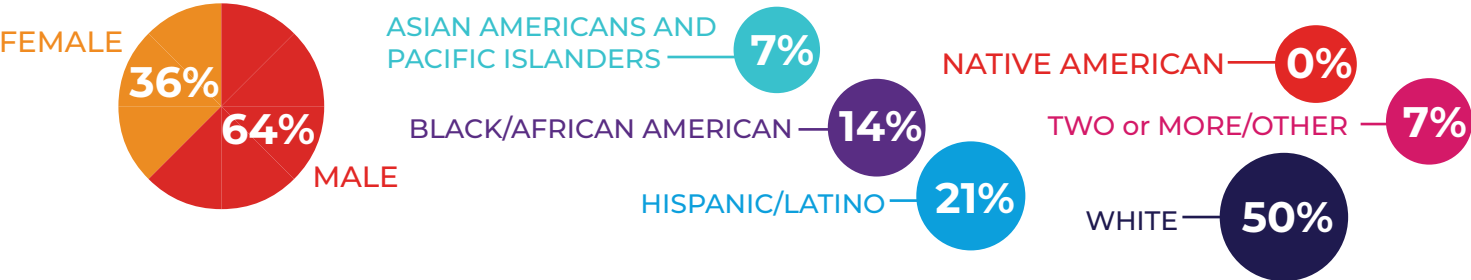


Richard Livoni
Honorary Faculty
Academic



Aaron Thacker-Woodruff
Honorary Faculty
Arts

BOARD OF DIRECTORS DEMOGRAPHICS 2020-2021



SENIOR LEADERSHIP & ADMINISTRATION | 2020-2021

ASA's leadership team and administration's commitment to creating an equitable learning and teaching environment, achieving outstanding academic results, and sustaining a top-notch performing arts experience is an inspiring testament to the school's success.

Leah Fregulia

Head of School and CEO

Sara Maline Bohn

Principal

Monica Sauer Anthony

Arts Director and Vice Principal of Student Services

Elizabeth Clark

Vice Principal of Student 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

Myra Pedro

Registrar and Admissions

Min Skivington

Donor Relations and Marketing Manager

Carolyn Smith

Executive Assistant to the CEO and Alumni Engagement Coordinator

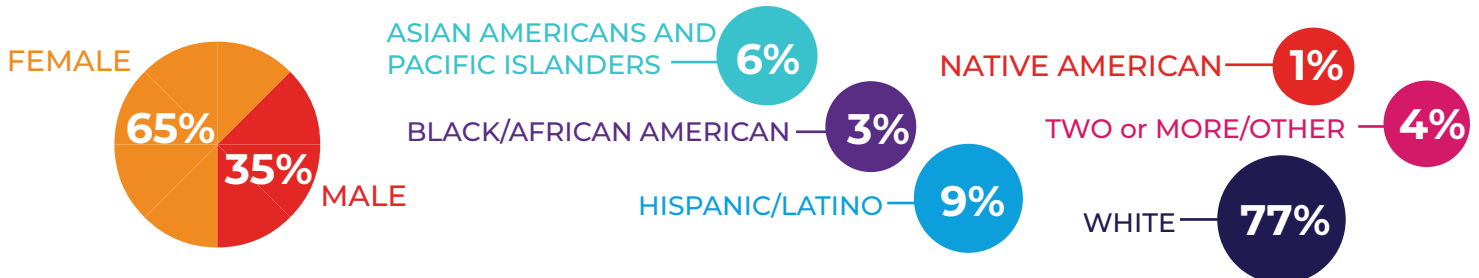
Ronnie Williams

Facilities Supervisor

Jessica Wooley

Attendance Clerk and Front Office

FACULTY & STAFF DEMOGRAPHICS 2020-2021



FACULTY MEMBERS

41 Full-time Academic
18 Full-time Arts
18 Part-time Arts

FACULTY RETENTION

85% Academic
100% Arts

FACULTY DEGREES

50% Academic Bachelors
48% Academic Masters
2% Academic PhDs
22% Arts Bachelors
50% Arts Masters
22% Arts DMA
6% Non-degree Arts Professionals



FACULTY & STAFF | 2020-2021

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

ENGLISH

Dianna Bellian
Collin Clark
Alexandria Frost
Erin Jonas
Chad Kurzawski
Teresa Layden
Ginette Rossi
Diane Wolin

FOREIGN LANGUAGE

Isabel Campaña
Rebecca Kendall
Oscar Miranda
Ramon Miranda

LIFE SKILLS

Lizzie (Baggleman) Pompa
Nicole Coleman

MATH

Shannon Avey
Cergio Brown
David Kenton
Anna-Lisa Kersch
Arman Markosyan
Ronald Tanner
Robert Tolar
Dana Webb

SCIENCE

Dylan Cooper
Kristin Mailhiot
Kaitlyn Rose
Mary Snider
Jeff Steinert
Faith Taylor
Emma Wisheart
Beth Wootten

SOCIAL STUDIES

Amanda Birch
Kimberly Brown
Ann Kaufman
Eden Lewkowitz
Ricky Livoni
Emma Popish
Lisa Speck
Roy Wilkins

BAND

Dr. Thomas Breadon
Ashley Burrows
Liz Guzman
Derek Sanchez
Abby Simpson

CHORAL ARTS

Dana Bender
Dr. Josef Curtis
Jessica Elder
Jason Raetz
Katherine Rosenfeld

DANCE

Jordan Daniels
Gillmer Duran
Gia Firicano
David Krensing
Yumi LaRosa
Rebecca Needhammer
Kleiton Sistelos

GUITAR

Joshua Pierce
Dr. Erik Sloyka

PIANO

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

STRINGS & JAZZ BAND

Jon Murray
Dr. Sarah Schreffler
Maria Simiz
Dagmara Suchon
Dr. Allyson Wuenschel

THEATRE

Robert Chambers
Dr. Craig Kosnik
Elise Kurbat
Melissa Rex
Aaron Thacker-Woodruff
Melissa Toomey

EXCEPTIONAL STUDENT SERVICES

Ada McCartney
Dr. Jane Soukup
Jennifer Vanderslice
Mark Vite

STUDENT SUPPORT SERVICES

Liz (Kuhl) Wakeford,
College Counselor
Amy Smith,
Student Support Specialist

FACILITIES

Richard Agee
Elizabeth Ayala
Tully Balcom



82 IN 5-YEAR COHORT

76
SENIORS

97%
COLLEGE OR
CONSERVATORY BOUND

FIRST GENERATION
COLLEGE STUDENTS
16%

93%
Graduation Rate
4-year COHORT
(100% 5-year COHORT)

MAJORS

17% — in STEM/Arts

17% — in Arts

21% — in Humanities/Arts

22% — in STEM

23% — in Humanities

**CLASS OF
2021**

4 NATIONAL MERIT
COMMENDED
SCHOLARS

FUTURE PLANS

41% attending 4-year
college in state

39% attending 4-year
college out of state

17% attending community
college/technical/
nursing/language
school, etc.

3% with alternative plans

MAY 2021

College Signing Day



HIGH SCHOOL SPOTLIGHT

STUDENT LEADERSHIP & HONORARY STUDENT BOARD MEMBERS

It's no question that you'll find that ASA students are active in school governance and the democratic process. They are encouraged to seek out the many opportunities at ASA to grow their expressive voice and be empathetic leaders who are passionate about making a difference within ASA and their communities.

One distinctive way a rising Junior or Senior can further develop their leadership is by serving in the newly created role of Honorary Student Member on the Arizona School for the Arts Board of Directors. Although the position is a non-voting one, it allows the member the forum to represent the voice of the student body on the Board of Directors to strengthen ASA for current and future generations. **AMARA WASHINGTON-BESS** and **AMALIA NEVAREZ** were selected to the Honorary Student Board Member leadership positions for the 2021-2022 school year. Both have made impressive strides as student leaders and we asked them to reflect on their role as Honorary Student Board Members.

MEET AMARA: *My name is Amara Washington-Bess, I am in 12th grade, and I am in Chamber Orchestra, as well as a Teacher's Assistant for Concert Orchestra. At ASA, I am President of Black Students Union, co-President of the National English Honors Society, President and co-Founder of Project Peer-to-Peer, Vice President of the Senior Class of 2022, Executive of Coalition Club, Social Media Manager, a Student Representative on the Core Equity Team, and a Student Tutor.*

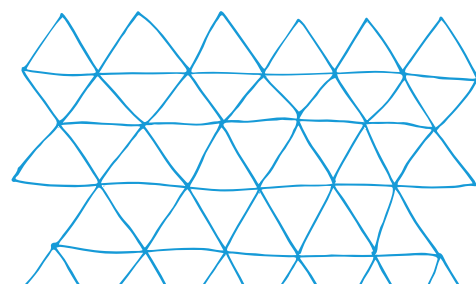


**AMARA
WASHINGTON-BESS**

MEET AMALIA: *My name is Amalia Nevarez and I am in the 11th Grade here at ASA. I've been going to ASA since I was in 5th grade and have been in choir and piano here for nearly seven years. In addition to my presidency of ASA's Hispanic Student Union, I am also a part of the National Mathematics Honor Society (Mu Alpha Theta), the National Foreign Language Honor Society, The National Honor Society, the National Music Honor Society (Tri-M), and Model UN. Additionally, I serve on the Arizona Department of Education's Latinx Advisory Council in order to continue my work with improving the Latinx student experience. I am also on the Arizona Science Center Teen Advisory Board as a way to get teens around the Valley excited and informed about STEM. I am also continuing my work from a summer internship with NASA and will be presenting at the 2021 American Geophysical Union Conference (AGU) and the 2022 International Virtual Science Symposium (IVSS).*



**AMALIA
NEVAREZ**



Q: What is your definition of a good leader?

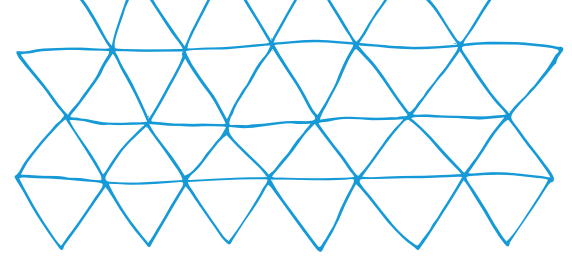
AMALIA: *My definition of a good leader is someone who is able to separate their own agenda from that of the people they are serving. They take into account the needs and wants of the people their decisions will affect and make actions accordingly. A good leader is also passionate about their work and has the motivation to continue when things get difficult.*

AMARA: *A good leader listens to the concerns of others and is able to articulate them in a manner that initiates change. Leaders are someone people can rely on, and depend upon to create solutions and lessen problems. I think that leadership is a huge responsibility that requires trial and error to truly master, and it is a never-ending learning experience.*

Q: The Honorary Student Board Member has the opportunity to represent views of students beyond themselves. How does it feel to be a representative voice of the ASA student body and how do you connect with the students you represent?

AMALIA: *It is a lot of responsibility to know that I help to represent the entire student body, but it's a responsibility that I take on with pride. I know that when I talk to the Board I have to make sure that I am expressing the interests of all the students rather than just myself, and I work to hear everyone's opinions by observing and asking questions. If there's something I hear about repeatedly from students that seems to merit action, I will make sure to tell the Board about it.*

AMARA: *I like that ASA gives me the opportunity to be a leader within my community. I connect with the students I represent because I am a young woman of color in a community that is predominantly white. As President of the Black Student Union and as an Honorary Student Board Member, I feel empowered to be a representative voice, especially for black students who do not feel heard and/or represented in voicing issues to inspire solutions to enhance the experiences of POC at ASA.*



Q: In what ways has your time at ASA enhanced your leadership skills?

AMALIA: *ASA makes sure that there are always opportunities for students to lead. Whether that be leading a club or starting a discussion in class, it is always encouraged for students to try on leadership roles. For me specifically, the numerous third quarter presentations and my time in Model UN have given me the confidence to speak in public, answer questions under pressure, and hold difficult discussions. The opportunity to lead the Hispanic Student Union has also improved my planning and organizational skills, with the club counting on me to have something planned every week.*

AMARA: *My time at ASA has enhanced my leadership skills by preparing me to talk to individuals with who I may be unfamiliar. That my words have intention and truth behind them, so I need to speak with grace and intent. ASA has allowed me to learn how to listen to others and gain new perspectives to further incite change and create solutions.*

Q: Any advice for future ASA student leaders?

AMARA: *Future ASA leaders should know that patience is key and that speaking about your beliefs is how change happens. Future ASA leaders should remember to listen to others, and take time to consider the bigger picture, and be open-minded.*

AMALIA: *My advice for future ASA leaders is to make sure that you are passionate about the cause you are leading. Having a real drive for your mission makes every obstacle worth it and every success all the more rewarding. Working hard on something that you truly care about doesn't make the work any easier, but it gives it meaning and gives you hope.*

ACADEMIC RECOGNITION

SAT RESULTS

(average scores)

	NATIONAL	ASA
READING/ WRITING	602	650
MATH	622	588

ACT RESULTS

(average scores)

	NATIONAL	ASA
ENGLISH	19.9	28.2
READING	21.2	27.3
MATH	20.2	23.7
SCIENCE	20.6	23.2
COMPOSITE	20.6	25.7

STUDENTS ENROLLED IN HONORS

86 — students in Middle School Advanced English

students in Middle School Advanced Math — **87**

148 — students in High School Advanced/AP English

students in High School Advanced/AP Math — **94**

129 — students in Advanced/AP other subjects

Earned Academic Honors — **148**

AP COURSEWORK

108 — STUDENTS ENROLLED

EXAMS TAKEN — **174**

11 — AP SCHOLARS

WITH HONORS & DISTINCTION — **4**

A

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



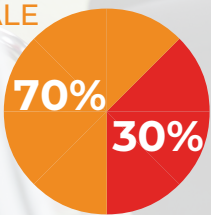


STUDENT DEMOGRAPHICS 2020-2021

839

ASA STUDENTS

FEMALE



MALE

ASIAN AMERICANS AND
PACIFIC ISLANDERS

3%

NATIVE AMERICAN

1%

BLACK/AFRICAN AMERICAN

5%

TWO or MORE/OTHER

6%

HISPANIC/LATINO

32%

WHITE

54%

19% FREE / REDUCED LUNCH

ASA's Ranking: Best High Schools In America

12

th in Arizona High Schools
out of 550 total

8

th in Phoenix, AZ Metro Area High Schools
out of 308 total

127

th in U.S. Charter Schools
out of 2,785 total

650

th in National Rankings
out of 17,857 total



MIDDLE SCHOOL SPOTLIGHT

NOURISHMENT FOR LITERACY: The Book Bistro at ASA

Walk into Mrs. Ginette Rossi's 6th grade classroom and it's hard to miss the shelves upon shelves of books that have been collected over her 20-year career as an educator, seven of which have been with ASA teaching English Language Arts. For Mrs. Rossi, there's nothing better than experiencing a good book and seeing the connection, creativity, and critical thought process it brings out in her students when it comes to their literacy development.

Mrs. Rossi is not only a beloved ASA teacher but an ASA parent as well, "I found that students, and even my own children who are also ASA students, need to feed their literacy appetite outside of class. It's not only what I tell them as a teacher and what needs to be completed as part of curriculum or teacher-devised independent reading list. There needs to be more." She continues, "To become a true reader and lover of literature, students need to be reading things that they like. Is this book going to feed me? Is this going to nourish me?"

Mrs. Rossi, who is working toward a Ph.D. in English education at Arizona State University, was inspired by a research study by Kent State University teacher-researchers Dr. Lori G. Wilfong and Dr. Wendy C. Kasten that introduced The Book Bistro concept; an independent reading program that fosters a love of reading through ambiance. By the end of the study, researchers showed astonishing gains in participation in independent reading. The research affirmed the middle school English Department's goal of authentically cultivating literacy in young people at ASA. Mrs. Rossi says, "I took the research and put my own twist to it!"

The result was the creation of ASA's very own Book Bistro program, which began in November 2017. ASA 5th and 6th graders piloted the independent reading program by selecting books of their choice and writing illustrated reviews. Then at Book Bistro events, held three

times a year, students pitched their favorite new books to fellow students and discussed the reasoning behind their choices. Mrs. Rossi explains, "There's a paradigm shift when students talk to each other about books they are reading. The choice – the autonomy for students to select what they want to read for Book Bistro – translates into them making recommendations to their peers, and now they are the changemakers for their classmate's literacy."

The Book Bistro program has transformed many students' relationships with reading. Although Book Bistro reviews are not graded, students do receive participation credit. Mrs. Rossi shares with a smile, "To participate in Book Bistro activities you have to be reading, which is what research proves grows students!"

MIRRORS, WINDOWS AND SLIDING GLASS DOORS

One of the concepts Mrs. Rossi incorporates in her classroom is mirrors, windows, and sliding glass doors. "The Mirror is how you see yourself, your identity and finding books about your identity; the Window is looking into someone else's identity, and then the Sliding Glass Door is opening yourself to different perspectives and how we can change our world views," Mrs. Rossi describes.

What is taught in the classroom and extended into the Book Bistro program, creates pathways for ASA's youngest students to better understand themselves and their classmates. For example, at the end of this past school year



in May 2021, ASA hosted its first ever Book Bistro “Family Style”, exploring “reading as an act of social justice” and amplifying stories by Black authors. Participating families selected a book and were paired up to meet at selected locations to have a Zoom or socially-distanced book discussion. Book Bistro “Family Style” had a participation of 480 students and 180 families across all grade levels – it’s amazing to think about how many books were read, how many identities were reflected in mirrors, and how many windows and sliding glass doors were metaphorically “opened” for so many students and their families.

The community building contributions of the Book Bistro program have been notable. Students who may not have had an opportunity to meet at school are now able to connect through Book Bistro events and forge new friendships rooted in their shared curiosity of reading and learning. Mrs. Rossi expands, “There’s also something to be said for a teacher creating an ambience for the students where I’m ‘serving them’ by organizing a Book Bistro, where we are feeding a student’s soul through service and by centering their choices. It flips the roles and they look at it as, Oh wow! This place is mine; I belong in this room and I belong as a reader.”

The curiosity, motivation, learning and relationships deepened among our young people has been very exciting to see!

BOOK BISTRO AT A GLANCE

The Book Bistro is a research-based program that implements the best of what is known about encouraging independent reading: self-selected reading, book discussion, and peer interaction in tandem with ambience and environment.

ASA **is the first school** in Arizona to embed The Book Bistro independent reading concept; it has since been initiated in 33 schools across Arizona.

Mrs. Rossi has presented to her peers at the National Council of Teachers of English, Charter School Association, and AZ Teachers Association on her methods of implementing the Book Bistro in unique ways at ASA.

ASA Book Bistro events are held in September, December, and May with a Book Fair to kick-off summer reading for middle school students.

Approximately 450 ASA middle school grade level students participate in each Book Bistro event throughout the year.



“*I didn’t realize how much I missed reading until the Bistro was back in my life*”

- Emily, 8th grader

ARTS SPOTLIGHT

ASA'S SHOWCASE PERFORMANCE: CELEBRATING TRADITION & INNOVATION

Every day in ASA classrooms, student creativity and leadership are cultivated by our dedicated and highly-skilled faculty. The music, theatre, and dance programs integrate historical, global, and cultural connections and focus on performing, creating original work, process-driven collaboration, self-discipline, critical thinking, learning from failure, idea generation, empathy, and reasoning – traits that lead to lifelong learning and success for young artistic scholars.

TEACHING PERFORMING ARTS WITHOUT PERFORMANCES

For ASA Faculty and the Arts Director and Vice Principal of Student Services, Monica Sauer Anthony, there was a lot learned from arts instruction during distance and hybrid learning last year. “The challenges of being a performer through COVID-19 were on the forefront of everybody’s mind.” Ms. Anthony shared.



“Last year, we really shifted to going with what we can do, rather than focusing on what we couldn’t do. There was no formula for teaching performing arts online. We started from scratch completely, teachers were finding ways to use project-based learning in the digital world as their way to

engage their students, individually and in smaller groups.” Project-based learning allowed teachers to come away with a greater opportunity to explore and emphasize the student creative process through collaboration, critical thinking, and community development.

Projects each quarter varied from student compositions, preparation and performing digital recitals, creating a video and then writing the soundtrack that goes over the top, for example. At the same time, students developed a deeper understanding of a piece of music or theatre script—historical context, how it was developed, the theory behind it, and the cultural

significance. What we’re going toward is a deepening of the application that students are the drivers of their creativity, and that’s what we’re showcasing at all performances.”

Changing the approach in how Showcase, ASA’s signature year-end performance event and fundraiser, was produced gave the ability to highlight student creativity, in addition to aspects of academic and extracurricular clubs that mean so much to the school community. “I think it’s going to be a richer experience for the students here on out because they are going to have and feel like they are the ones, in tandem with their instructor, in the learning of their art form and presenting it at Showcase. It creates a sense of connection, belonging, and appreciation for the collaborative process in which multicultural art is created.” Ms. Anthony explains. “Some of the work students will be producing answer the questions of “how am I interpreting what I’ve learned from my teacher in class that is from all of these genres, all over the world, and all through history and time? How am I incorporating my likes and dislikes? How are I and my classmates choosing what is presented at Showcase?”

Ms. Anthony’s hope for Showcase 2022 is that, for the first time, students get to be audience members when they’re not performing.

A SIGNIFICANT MILESTONE AND A FIRST FOR ALL!

The 2020-2021 school year marked ASA’s 25th Anniversary. It was also a year that called upon our most resilient selves to keep learning and the arts alive. Although very much different than past Showcase performances, the school



embraced the opportunity created by the pandemic to produce a Showcase never before seen in ASA history, a first-ever live-streamed event – *Home: An ASA Virtual Showcase* on June 3, 2021. Although performers and the audience couldn't physically be together, the community endeavored to connect our hearts and minds in celebration of the place and people who have made ASA their intellectual, creative, and often social home over the years. It was certainly a historical moment for ASA as students and faculty created music, dance, theatre, and academic spotlights, both pre-recorded and produced (often from home!) and live-streamed from ASA's campus. The virtual aspect also allowed for Zoom interviews and to honor three alumni honorees from across the country and world, as well as a virtual alumni reunion gathering and a Zoom Talk Back session with a few creatives behind Showcase.

SHOWCASE 2022 COMING INTO FOCUS

Now, turning the page with optimism and a return to in-person and live performing – albeit with health safety protocols – we lean into a strengthened focus on student-led art creation and self-expression, both as artists as individuals and a community of artists. "Showcase is going to be true to the creators of the time, and we will be creating an event that is a fully immersive experience for the audience

and performers that is unique for each year. I think when you stay true to the time, the moment, and the people involved, events like Showcase become so much more special for everyone – from the artists to the instructors to the audience," says Ms. Anthony.

It's in that same spirit that ASA looks forward to presenting Showcase on June 2, 2022, to our community in celebration of the arts and our creative artist scholars. We hope you're just as excited as we are!

SAVE THE DATE

Arizona School for the Arts SHOWCASE

— JUNE 2, 2022 —

Come along with us and share in our
26th Annual Showcase at the iconic
Phoenix Art Museum!

RESERVE TICKETS | SPONSOR | DONATE

Learn more at goasa.org/showcase.

ALUMNI SPOTLIGHT

GROWING CONNECTIONS

ASA Student and Family Alumni are the foundation of the school's initial vision and part of the ongoing cultivation of our mission. As part of ASA's 25th Anniversary celebration and virtual production of Home: An ASA Showcase, we incorporated a new alumni tradition of honoring three remarkable ASA Alumni. A tradition we hope to continue as part of Showcase for years to come!



2021 Distinguished Alum Award Honoree David Hallberg ('00)

has led a storied career in the world of dance. From School of Ballet Arizona to the Paris Opera Ballet School to the American Ballet Theatre's Studio Company, to making history as the first American to become a Premier Dancer with the Bolshoi Ballet in 2011, David seems to have done it all and then some. In 2021, David became the eighth Artistic Director of The Australian Ballet.

2021 Distinguished Alum Award Honoree Kelsey Jennings Roggesnack ('09)

credits ASA's creative thinking strategy with how she approaches her education to this day. After receiving her Bachelor of Arts degree from Williams College in 2013, Kelsey worked as a Fulbright English Teaching Assistant in Indonesia. Upon her return to the United States, she received her Master's Degree in Education from Harvard University's Graduate School of Education in 2018 and is currently a second-year Ph.D. student in the Department of History at Cornell University.



2021 Rising Star Alum Award Honoree Stephen Dabrowski ('18)

was the Valedictorian of his graduating class. Throughout his tenure at ASA, Stephen felt that being surrounded by so many talented people inspired him to work his hardest in school in order to expand his own capabilities. From Mock Trial Finals at Yale University to representing his school as a Lead Ambassador, he always strove to do his best work. We look forward to Stephen's continued successes and all the incredible accomplishments made by so many ASA Alumni!

ASA ALUMNI CONNECTIONS

One of the things that make Arizona School for the Arts the proudest of its alumni, is the varied and interesting places their paths in life have taken them. What we hear from our alum time and again is that ASA gave them the foundation to move in the world around them with confidence and success. As our school continues to grow, so do our student and family alumni groups. If you are a student alum or parent of an alumni, we hope you visit ASA for traditions, like Showcase and more, to help build and continue these important 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.

ARTS RECOGNITION

Performing arts are fundamental to the overall school experience at ASA. Despite COVID's impact on many community arts events and festival opportunities, ASA artistic scholars still shined in music, dance, and theatre!

MUSIC

ASA students participated in the Arizona Music Educators Association (AMEA) All-Region and All-State Festivals digitally and prerecorded their submissions with hands-on help from Faculty.

Middle School All-State Festival

- 3 students for All-State Band
- 4 students for All-State Orchestra

High School All-State Jazz Festival

- 1 student for All-State Jazz (in two instruments!)

High School All-State Festival

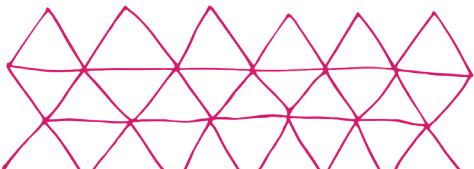
- 3 students for All-State Band
- 1 student for All-State Orchestra
- 4 students for All-State Choir

High School All-Region Festival

- 8 students for All-Region Band with two students claiming the Top Seats and two claiming the 2nd Seats
- 2 Students for All-Region Orchestra
- 4 Students for All-Region Choir

THEATRE

The ASU Gammage High School Musical Theatre Awards recognizes and celebrates Valley high school students and faculty that produce musical theatre programs. Over the school year, schools are adjudicated in 14 performance and tech categories. Seven ASA students were nominated as Finalists or Semi-finalists, with two students receiving an ASU Gammage Leadership Award and an Excellence in Stage Management Award.



EXTRACURRICULAR RECOGNITION

For the 2020-2021 School Year, ASA had over 30 student-led clubs and organizations for 7th-12th graders and 18 student-led lunch clubs for 5th and 6th graders. We are so proud of our Club Student Leaders and Faculty Advisors who worked tirelessly to reimagine many community events during this most unique year. Here are a few notable examples of extracurricular club accomplishments and honor society recognitions:

ASA AMBASSADORS

ASA Ambassadors are chosen based on their leadership skills, ability to interact enthusiastically with the public, and willingness to support and represent ASA. The Ambassadors help lead the first-ever virtual New Student Orientation at the beginning of the school year. They led teacher meet-and-greets, a virtual tour, and get-to-know-you activities, all via Zoom. The Ambassadors also led the first-ever Virtual Club Fair for grades 7-12 to help keep student connections and involvement in extracurricular clubs alive!



ASA COALITION

The mission of the Coalition is to bring together the diverse clubs on campus to discuss the intersections of experiences of the members of each group. Coalition Clubs organized and led several virtual events for the ASA community including Black Student Union *Healing Histories Series: Reconceptualizing Race* with guest speakers Yetta Gibson, Allison Otu and Alex Laing; Hispanic Student Union *Hispanic Heritage Month Celebration* with guest speakers Alberto Ríos, Paul Espinosa, Isabel Campaña, Diego Miranda, Melvin Altamirano, Dr. Javier Cárdenas, and Marcelino Quiñonez; ASA Ambassadors x Black Student Union event with Colleen Jennings-Roggensack on equity, diversity and leadership.

Clubs participating in the Coalition also doubled from 7 to 14 for the academic year 2020-2021:

ASActivism, Asian Student Union, Black Student Union, The Body Project, Feminist Alliance, Hispanic Student Union, Indigenous People's Club, Queer Student Union, She's the First!, StuAc, Student's Against Stigma, StuGo, Thespians, Tri-M.



CROSS COUNTRY

The Middle and High School Cross Country teams, which include 5th-12th graders, had a very successful year with **44 athletes** practicing virtually and socially-distanced in person, competing in multiple races throughout the fall season. The culmination of their success is seen through **34 of the athletes qualifying for the Arizona State Championships**:

- The High School Girls team earned a 6th place overall team placement
- The High School Boys team earned a 5th place overall team placement



NATIONAL FOREIGN LANGUAGE HONOR SOCIETIES

The National Foreign Language Honor Societies held a virtual Induction Ceremony to induct 21 new members from the classes of 2020, 2021, and 2022 into the French and Spanish Honor Societies.

NATIONAL HONOR SOCIETY FOR DANCE ARTS (NHSDA)

Aaliyah Mazzeo, Class of 2021, won the Arizona National Dance Education Organization 2021 Artistic Merit, Leadership, and Academic Achievement Award and received the title "Graduating with Honors in the NHSDA"

TRI-M® MUSIC HONOR SOCIETY

This international music honor society for high school students is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and inspire other students to excel at music and leadership. **ASA inducted 23 new members in the 2020-2021 school year.**



MOCK TRIAL

ASA's Junior/Senior team earned 3rd Place in the Arizona State High School competition and earned 1st Place and 3rd Place in the Regionals of Arizona High School Mock Trial competition, hosted by the Arizona Foundation for Legal Services & Education and the State Bar of Arizona's Young Lawyers Division.

MODEL UNITED NATIONS

ASA students earned 7 awards at the Westwood High School Virtual Conference - October 2020 and earned 3rd place overall out of 22 competing schools from across the state at the Arizona State Model United Nations Conference at Mesa Community College - February 2021; 9 Students won an array of other awards, as well.

NATIONAL HONOR SOCIETY

ASA's National Honor Society Chapter held a virtual induction Induction Ceremony to recognize 39 inductees from the Class of 2021 and Class of 2022 for academic achievement in the 2020-2021 academic year. Book Awards were also given to top-performing Class of 2022 students:

- Dartmouth College Award:
Amara Washington-Bess
- Johns Hopkins University Award:
Brennen Wise
- Smith College Award:
Elena Gandy
- Wellesley College Award:
Nora Muma

ROBOTICS, HIGH SCHOOL

All-Girls Team Voltage participated in the First Tech Challenge Phoenix Qualifier in December through a virtual competition.

GIVING IN ACTION

THE DIFFERENCE YOUR ANNUAL GIVING MAKES AT ASA

Annual Giving provides consequential and essential support for Arizona School for the Arts, contributing more than 10% to the school's \$9 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 2020-2021 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!



CLOSES THE GAP

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, every hour of time matters.



FACULTY EMPLOYMENT & DEVELOPMENT OPPORTUNITIES

Faculty recruitment, retention, and development are top priorities for ASA. Annual Funds supported our ability to move eight part-time arts teachers to full-time faculty members. The enhanced opportunities were in alignment with strategic plan goals that made a measurable difference in arts and academic education programs for students, as well as faculty experiences at ASA.



TECHNOLOGY & CAMPUS IMPROVEMENTS

Annual Fund contributions supported over \$100,000 in Chromebooks to achieve infrastructure capacity to accommodate a 1:1 environment, plus new software for enhanced academic and performing arts learning; Instrument repair and masterclasses; Facilities upgrades, including long-needed ballet floors in the dance studios and updates to the Theatre workshop.



EXTRACURRICULAR ACTIVITIES

Tax credit gifts directly benefit extracurricular clubs, activities, and foundational character-building classes such as Life Skills. ASA had over 30 student-led clubs and organizations for 7th-12th graders and 18 student-led lunch clubs for 5th and 6th graders. Faculty advisors and students successfully transitioned clubs and organizations to an online format for the entire first semester with a few socially-distanced events in Quarter 2.



CAMPUS SAFETY

COVID-19 required ASA to make a substantial investment in community safety including outdoor sinks, sanitizing stations, PPE supplies, campus-wide signage, improved A/C, and ventilation systems. ASA also refurbished a safety gate for improved campus security.

PROFESSIONAL DEVELOPMENT

ASA made significant investments in technology and professional development for faculty to deliver learning experiences while students were home and online. This included Zoom licenses, cameras, and microphones, and a host of new software. While this year called for three instructional models (Distance Learning, Hybrid, and In-Person), the faculty and students enhanced use of technology will prove beneficial for years to come.



WITH GRATITUDE

ASA is grateful to the parents, alumni, grandparents, parents of alumni, faculty, staff and community champions who made a gift to ASA during the 2020-2021 fiscal year (July 1, 2020 – June 30, 2021).

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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.

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 Becca and Joshua Sharp
 Wendy and Greg Walt

Every effort has been made to recognize all who have made contributions to ASA during the 2020 -2021 fiscal year (July 1, 2020 - June 30, 2021). Although great care was taken in the preparation of this report, mistakes can be made. If there is an error, please accept our apologies and notify the Development and Marketing Team development@goasa.org.

VOLUNTEER HIGHLIGHTS

Volunteers play a vital role in the success of our school community. Between the parents, alumni, grandparents, parents of alumni, faculty and staff, ASA is fortunate to have an active and growing group of supporters. Our volunteers help the School in many ways, including planning Parent and Family Engagement Council (PFEC) events that support teachers, parents, and students, coaching and facilitating extracurricular clubs along with faculty advisors, helping arts departments, as well as providing as-needed support to our office and operations staff. Thank you to all parents/guardians who gave of their time during a particularly unique year. **WE THANK YOU!**

Bernadette Bluehouse
Jennifer Bonnett ★
David Briggs
Stephen Burroughs
Alba Chester
Bettina Chow
James Chow
Cara Denby ★
Anthony Dietz
Mary Dudy
Ann Durkin
Elizabeth Eels ★
Jessica Fischer
Chris Fiscus
Tara Gaffney
Kathleen Ganley
Michelle Ganz ★
Molly Gilbert
Keely Hartsell
Angel Jannasch-Pennell ★
Wendy Johnson ★
Amy Kelly ★
James Kent

Meggin Kirk ★
Hsiao-Tsui Lu ★
Kelly Luadtke
Karen Lugosi ★
Robin Lynch-Johnson
Amy McSheffrey
Tori Muma
Linda Norquist ★
Heather Novak ★
Yolanda Nussdorfer ★
Rhonda O'Neal
Michelle Park
Louann Phillips
Susie Stecknet
Linda Stevenson ★
Courtney Sullivan ★
Greg Swartz
Marie Thearle ★
Leslie Tweedle ★
Amy Vance
Becky Vining
Amy Vynalek ★
Leah Won
Sohui Yu Yang ★

We are grateful for the ASA images by our amazing community of photographers. Thank you to our creative collaborators:

- Dahl Design Studio
- Keith & Melissa Photographers
- ASA Yearbook and Social Media Club

★ Parent and Family Engagement Council is a parent/guardian-led volunteer leadership group that supports the school's family and faculty community. The group was newly created this past year and PFEC members worked creatively to devise ways to connect the ASA family community. If you are interested in learning more about PFEC, contact Leslie Religioso at religioso@goasa.org.

We value and appreciate all our parent and community volunteers. If we inadvertently omitted anyone, please email development@goasa.org. For the current school year, remember to log your volunteer hours and notify the Development and Marketing Team at **GOASA.ORG/VOLUNTEER**.



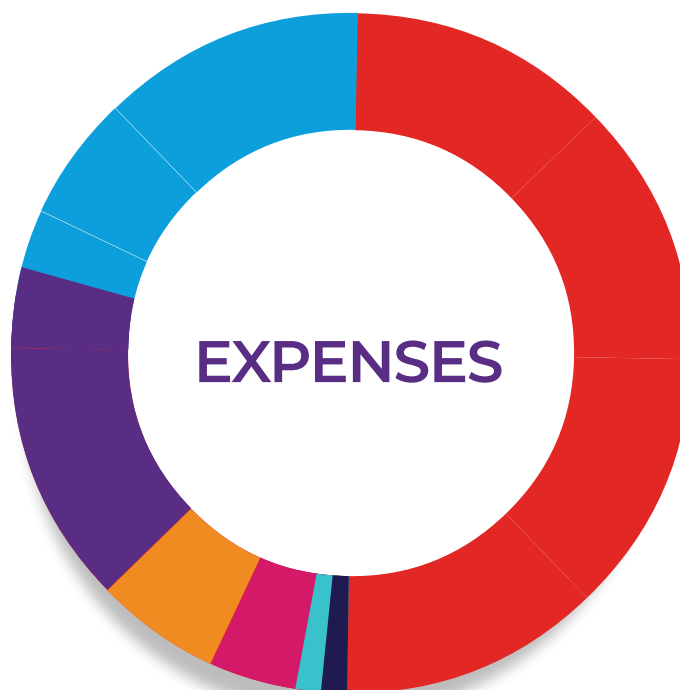
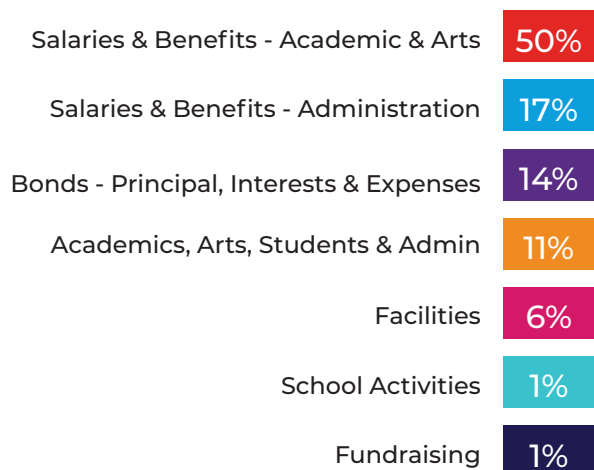
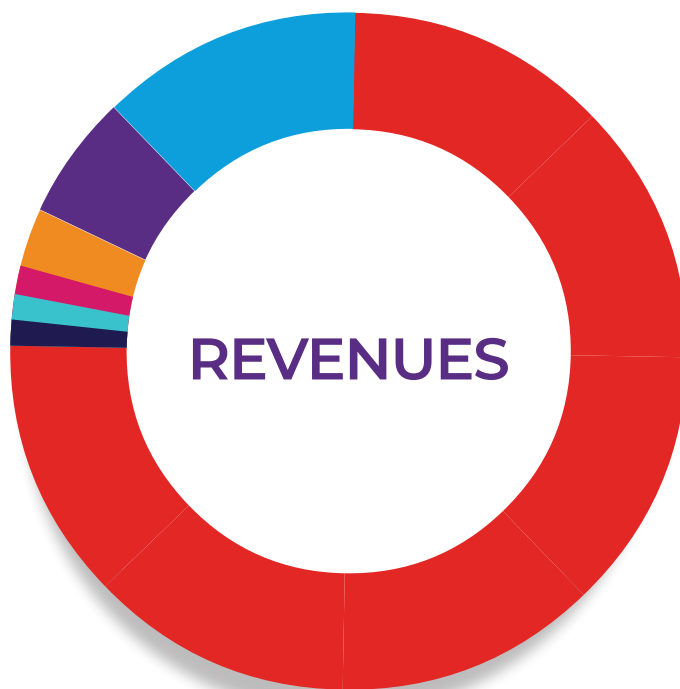
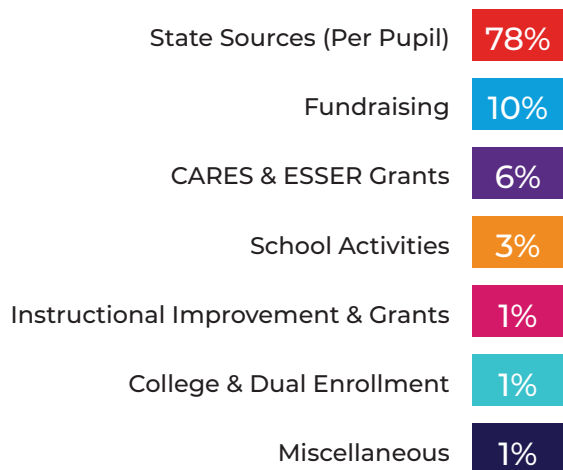
SHARE YOUR WHY #WhyIGive | GOASA.ORG/WHYIGIVE

Are YOU an ASA Donor or Volunteer? Do you give \$5, \$25, \$500, \$2,000, \$5,000 or more? Do you give your time? No matter how or what amount you give, EVERY donor/level of giving and volunteer makes a difference! Share your reason(s) for giving to ASA and take part in the **#WhyIGive Campaign**. You may even see your entry shared on our school's social media! Thank you for your continued support and participation. Still looking to make a Tax Credit and/or Annual Fund contribution? No problem! Give online, today!



FINANCIALS

Consolidated Statement of Financial Position Year Ended June 30, 2021.



FINANCIALS

Consolidated Statement of Financial Position Year Ended June 30, 2021.

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND SUPPORT:			
State aid	\$ 6,669,100	\$ 709,511	\$ 7,378,611
Grants	635,301		635,301
Tax credit contributions		177,377	177,377
Contributions - other	692,751		692,751
Student activities	344,956		344,956
Interest income	1,507		1,507
In-kind Revenue	8,350		8,350
Miscellaneous revenues	92,069		92,069
Net assets released from restrictions	923,077	(923,077)	
Total revenue and support	9,367,111	(36,189)	9,330,922
EXPENSES:			
Salaries	4,709,968		4,709,968
Payroll taxes and benefits	1,269,728		1,269,728
Professional service	470,638		470,638
Instructional supplies	345,843		345,843
General supplies	332,345		332,345
Printing and postage	6,152		6,152
Equipment rental	45,549		45,549
Repairs and maintenance	74,984		74,984
Dues and fees	20,172		20,172
Insurance	45,486		45,486
Utilities	171,720		171,720
Student activities	66,997		66,997
Interest expense	766,740		766,740
Depreciation	423,205		423,205
Space rent	40,403		40,403
Amortization of deferred charges	18,160		18,160
Miscellaneous expense	34,313		34,313
Bond related fees	6,300		6,300
Total expenses	8,848,703		8,848,703
Change in net assets	518,408	(36,189)	482,219
Net assets (deficit), beginning of year	(1,394,588)	63,239	(1,331,349)
Net assets (deficit), end of year	\$ (876,180)	\$ 27,050	\$ (849,130)

FINANCIALS

Consolidated Statement of Financial Position Year Ended June 30, 2021.

ASSETS

Current assets:

Cash and cash equivalents	\$2,621,108
Restricted cash	24,215
Due from government	418,561
Prepaid interest	102,616
Prepaid expenses	26,465
Total current assets	<u>3,192,965</u>

Right-of-use assets	<u>49,278</u>
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Property and equipment, net:

Land and land improvements	5,251,672
Buildings and improvements	11,865,566
Site improvements	351,613
Furniture, fixtures, and equipment	1,819,628
Less accumulated depreciation	<u>(4,698,324)</u>
Total property and equipment, net	<u>14,590,155</u>

Total assets	<u><u>\$ 17,832,398</u></u>
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LIABILITIES AND NET ASSETS (DEFICIT)

Current liabilities:

Accounts payable	\$67,624
Accrued payroll and related	439,847
Accrued interest	62,971
Right-of-use liabilities	26,106
Unearned revenues	2,750
Long-term debt, current portion	<u>483,629</u>
Total current liabilities	<u>1,082,927</u>

Right-of-use liabilities, net	23,173
Long-term debt, net	17,575,428
Total liabilities	18,681,528

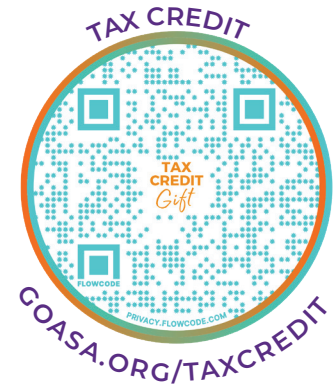
Net assets (deficit):

Without donor restrictions	(876,180)
With donor restrictions	<u>27,050</u>
Total net assets (deficit)	<u>(849,130)</u>

Total liabilities and net assets (deficit)	<u><u>\$ 17,832,398</u></u>
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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!**



ADDITIONAL WAYS TO GIVE

**VOLUNTEER
YOUR TIME**



amazonsmile



COMMUNITY GIVING

**EMPLOYER
MATCHING
GIFTS**



**PLANNED
LEGACY GIFTS**

**SPONSOR AND
SUPPORT EVENTS**

Arizona School for the Arts
SHOWCASE
— JUNE 2, 2022 —



**STUDENT AND PARENT
ALUMNI GIVING**

**GIFTS OF
SECURITIES**



**DEDICATION
TRIBUTE GIFTS**



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2020-2021 ANNUAL REPORT
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