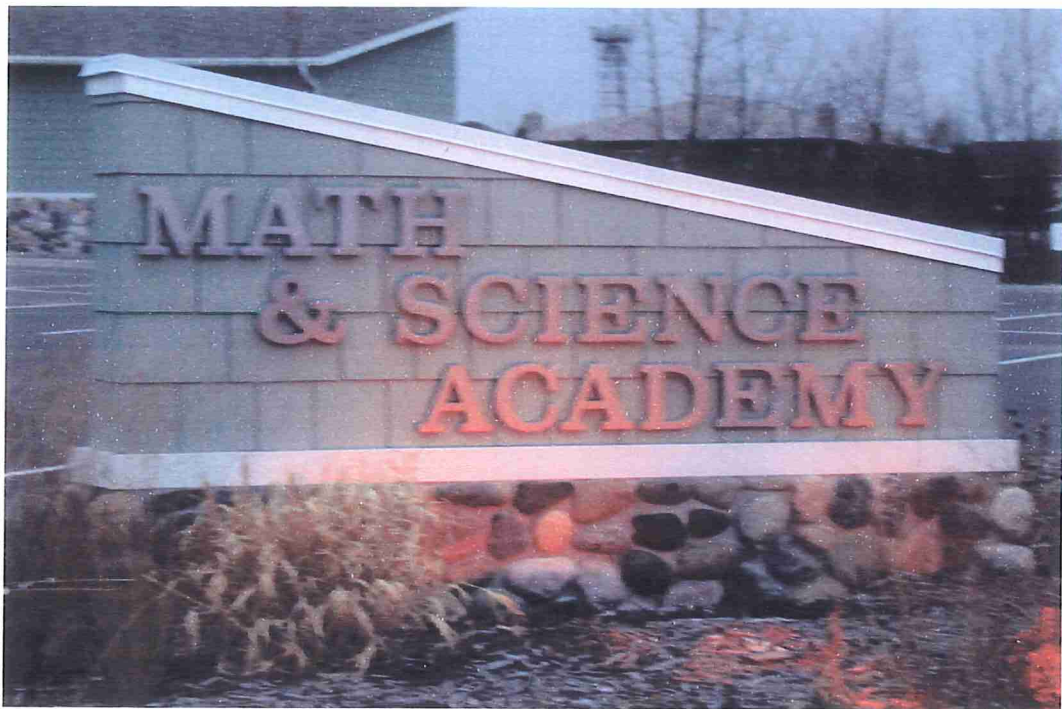
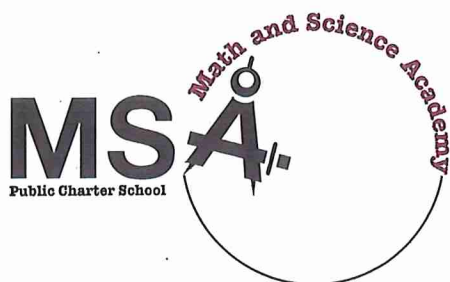


# **MATH AND SCIENCE ACADEMY**



**Annual Report  
Fiscal Year 2001-2002**





October 1, 2002

Ms. Christine Jax  
Commissioner  
Department of Children, Families and Learning  
State of Minnesota  
Highway 36 West  
Roseville, MN 55113

RE: Math and Science Academy  
Annual Report

Dear Ms. Jax:

Enclosed you will find the Math and Science Academy's third Annual Report. As you will note, the report reflects our continued positive growth in all areas of the school. Our steadily increasing enrollment has afforded us the opportunity to enhance our staff with additional educational professionals which, in turn, benefits our students with both enhanced curriculum and additional course options.

As always, the families of MSA have contributed hours of volunteer time assisting with everything from special assembly programs to donation drives which have supplied maps for every room in the school. Their assistance and support has been invaluable.

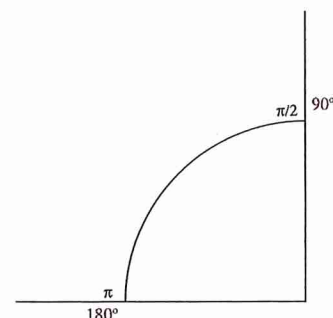
Our financial position remains secure as evidenced by the attached Annual Report. Monthly meetings of a variety of Board Committees, such as the Budget Committee, help assure sound fiscal decision-making which have contributed greatly to our positive financial situation.

As our partners in education, you and your staff have an open invitation to visit the Math and Science Academy at any time convenient to you. We would be pleased to show you our wonderful facilities and provide the opportunity to visit with our outstanding staff. If you should have any questions regarding this report or any aspect of the Math and Science Academy, please do not hesitate to call me at (651) 353-2311.

Sincerely,

Susan Mooney Vare  
Chair, Board of Directors

Encl.





# Math and Science Academy

*Minnesota Charter School*

**8340 Woodbury Crossing  
Woodbury, Minnesota 55125  
651-578-7507**

## *ANNUAL REPORT*

**Fiscal Year 2001-2002**

**Submitted to:  
The Department of Children, Families, and Learning  
State of Minnesota  
Highway 36  
Roseville, MN 55113**

**Submitted on:  
October 1, 2002**



## **I. Overview of the Math and Science Academy**

### **A. Vision, Mission, Goals and Objectives**

#### **Vision**

To be a visible love of learning in the community

#### **Mission**

A community created and operated school that provides high expectations for all students.

#### **Goals**

- To provide our students with a sense of community by requiring them to complete a Community Service Program prior to graduation.
- To introduce our students to a variety of professions and provide an opportunity for career exploration by offering a Job Experience component.
- To offer our students a variety of elective courses and a quality sports program.
- To adapt and remain current on new developments in science, technology, business and education.
- To produce technologically competitive students.

#### **Objectives**

- To provide a small, personal learning environment for our students
- To prepare our students to enter adulthood with a quality, rigorous, practical, and well balanced middle and secondary educational experience
- To help each individual student meet or exceed the requirements of the Minnesota Graduation Basic and High Standards in all areas
- To require that students take and pass complete programs in science and math including biology, chemistry, physics, algebra, geometry, trigonometry, and calculus. This coursework is coupled with a strong humanities program that encompasses all state requirements for English, social studies, and foreign language.
- To assess our students based on performance and standardized evaluation on a regular basis.

- To develop and provide learning experiences that strive to convey a sense of support for innovation, debate, inquiry, and the seeking of new knowledge.

### **Legal Entity and Status**

Legal Entity:	Math and Science Academy (MSA) 8430 Woodbury Crossing Woodbury, MN 55125 651-578-7507 Fax 651-578-7532
Charter School:	Per Minnesota State Charter School Law
Sponsor:	Department of Children, Families and Learning State of Minnesota
Sponsor contact:	Andrea Coffey, Learner Options 651-634-2304

### **Description of School**

Public School District:	4043-07
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Enrollment is open to any student in the State of Minnesota. MSA has its open enrollment period from the first school day in January to February 15<sup>th</sup> of each year. A lottery is held to determine the students accepted and the order those not chosen are put on the waiting list(s). As a public school there is no tuition charged to attend.

Fiscal Year:	July 1 to June 30
First Year of Operation:	July 1, 1999 to July 2000
Grades Served:	Sixth through twelfth grades
School Enrollment:	Fiscal Year 2001-2002 October 1 enrollment 264 Students



### Attendance Area

Any student in the State of Minnesota may attend MSA without paying tuition. For students who live within the boundaries of our home district (South Washington County Schools) free bussing to school is provided, if student lives a given number (as defined by South Washington County Schools) of miles from the school. Students who live outside the boundaries of our home district are typically driven by their parents, drive themselves, or car pool. Whereas, most of our students live within our home district, MSA has students who live as far away as Burnsville.

### Program

MSA provides a college preparatory curriculum requiring physics, calculus, along with 6 years of foreign language and 7 years of English and social studies for graduation (Grades 6 through 12.)

## II. Student Information

### Student backgrounds and demographics

The following provides an overview of our student body's characteristics

1.	Race		9.0%
2.	Gender	Female	40.2% Male 59.8%
3.	Special Education		9.8%
4.	Limited proficiency in English		0.0%
5.	Free/reduced lunch		1.0%
6.	PSEO		3.0%

### Student Participation

1.	Attendance	94.4%
2.	Mobility	13 Dropped 14 Added During the 01-02 school year
3.	Graduation	8 seniors graduated including one foreign exchange student.

### Testing Results

MSA students were tested at several times during the year with different tests. The results are most promising and will be used by the school as the benchmark as we move forward in time.

New students were tested in the fall and spring – 6<sup>th</sup> grade and all new upper classmen. The rest of the test results for 2002 are compared to the spring testing of 2001. MSA averages are compiled for the students that took the tests during each test period – i.e., if a student did not take the test in either testing period, that student is not included in the averages presented. Results are included in appendix A.

Over all MSA students accomplished more than one year's growth in most academic areas as measured by the **ITBS/ITED** tests. The 6<sup>th</sup> through 8<sup>th</sup> grades grew an average of 1.5 grade equivalents each year they were at MSA. By the time the students reached 9<sup>th</sup> grade the class average reached the 99<sup>th</sup> percentile on the national school norms and maintained that ranking through graduation.

The eleventh and twelfth grade students were given a new version of the Iowa Tests and thus the scores cannot be directly compared as they have different norm bases and are completely revised from the old version that is reported in prior years for these students. This information is good news to the MSA staff and community, and provides a challenge to continue to do as well in future years.

During the 2001 –2002 school year 8<sup>th</sup> and 10<sup>th</sup> grade students took the **Minnesota Test of Basic Skills** in the areas of reading, mathematics and writing. 96% percent of the 8<sup>th</sup> graders had passed the reading test by the end of their 8<sup>th</sup> grade year and 87% of them had passed the mathematics test. About 50% of those that passed the tests had taken them as 7<sup>th</sup> graders. 96% of the 10<sup>th</sup> graders passed the writing test with ¼ of the class taking and passing the test as 9<sup>th</sup> graders.

### **Student Activities**

At MSA we offer a wide variety of activities and encourage our students to participate whenever possible. MSA's philosophy is that all students are welcome to participate if they have an interest and willingness to contribute positively to the activity. The following provides an overview of some of the student activities that are offered.

- P.E.T. Club
- Jazz Improv
- Orchestra (Woodbury Youth Orchestra)
- Robotics-Lego Competition
- Academic Triathlon
- Newspaper – *The Tangent*
- Student Council
- Math Masters
- Nobel Peace Prize Festival
- Yearbook – *MASCADA*
- Science Olympiad
- Sports
  - Boy's basketball
  - Girl's basketball
  - Golf – May Term
  - Bicycling – May Term
- Spring Formal
- Northern Stars Leadership Conference
- El Sustico Arts and Crafts Club
- History Book Club

La Tertulia Spanish Club  
National Honor Society  
Prayer Group  
Stock Market Game

### **III. Staff Information**

Indeed the reality of our dreams for MSA is greater than our hopes! And it is in great measure because of the wonderful dedicated people who have come to work at MSA. They are dedicated to their students and the highest ideals of their chosen profession – the education of our community's future.

MSA prides itself on hiring the best administrative and teaching staff that possesses unique qualities.

MSA staff...

1. Have high expectations for ALL students
2. Respect MSA Staff, MSA families, and MSA students
3. Use a variety of styles in the pursuit of excellence in their field
4. Provide a safe learning environment
5. Pursue their own continued learning
6. Are team players
7. Have knowledge of other subjects
8. Are experts in their own subject areas
9. Are prepared and organized
10. Are experienced and comfortable with technology
11. Are independent thinkers
12. Are pleasant and act professionally
13. Are flexible
14. Are creative
15. Excel in customer service
16. Uphold the Vision, Mission, Objectives, and Goals of MSA

**A. Teachers and Staff**

<b>Name</b>	<b>Title</b>	<b>File Number</b>
Julie Barnett	Spec. Educational Assistant	
Stacy Bartlett	Science Teacher	361292
John Bull	Director	147877
Julia Douglas	Business Manager	
Pat Esparza	Administrative Secretary	
Patricia Guerra	Spanish Teacher	306086
James Kojis	Science, Art and 6 <sup>th</sup> Grade	287714
Eric Launderville	Physical Ed. Assistant (1/2 year)	
Mary Pat Mesler	Special Education Teacher	229452
Josh Minsley	Mathematics Teacher	376165
Melissa Molin	English Teacher	374615
Susan Mooney	Social Studies Teacher	389698
Steve Pullar	Science Teacher	374091
Vicki Reisnouer	6 <sup>th</sup> Grade Teacher	315817
Scott Robin	Educational Assistant	
Sue Schenck	Special Education Assistant	382026
Paul Simone	Social Studies Teacher	324604
Jerry Shelton	Band	264285
Jackie Smith	Phy. Ed./Health Teacher	C. Expert
Tate Schoeberlein	Special Ed assistant	
Maria Sustic	Spanish and Art Teacher	371987
Ken Thielman	Mathematics Teacher	382640
Maggie Vincent	English Teacher	376388
Bronwen Williams	Mathematics Teacher	398286

MSA believes it is critical to attract and retain the best of teachers and staff. It is with thanks for a job well done and sadness in our loss that we watch as our colleagues leave. We delight, though, with them in the adventure of new directions in their lives and say good-bye with the best of wishes now and into the future.

At the end of the school's third year of operation, one teacher, one teacher assistant and the director left for various reasons. Mrs. Reisnouer returned to North Branch Schools, Mr. Robin moved to the Brainerd area and Mr. Bull retired from Education.

#### **IV. MSA Families**

MSA families are the foundation of the school. It is through their:

- belief that an education for their students should be both challenging and enriching;
- sense of responsibility in seeking out a forum by which these ideals are held in highest regard; and
- finding in MSA a gift for their student not only in terms of opportunity for academic success but also for the enrichment of their lives socially, mentally and emotionally

##### **A. Families Play a Most Important Role at MSA**

Young, old, and in between the families of our students are always welcome at MSA. The school is founded on the belief that families provide strength to a student to do better in school. If that support is from all members of the family then all the better!

##### **B. The Parents' Team**

The Parents' Team is MSA families who get together every second Thursday of the month to discuss issues impacting our children and MSA. It is an informal meeting. A parent volunteers to facilitate the meeting with the *Parents' Team Newsletter* being issued to summarize the discussions so that all parents can keep current on the issues of the day.

The Parents' Team is a way for parents to organize their volunteer efforts, to provide a forum to discuss issues of concern, to communicate and thereby learn about the school, and most importantly a way to get to talk to and get to know other parents. It is also a mechanism to develop recommendations for consideration by the MSA School Board. It is a meeting all parents are welcome to attend. All parents/guardians who have a student at MSA are automatically a member of the Parents' Team.

The premise behind the Parents' Team: We are all here to help our children receive the best possible education. The task is easier if we know each other, discuss the issues, work together, and support each other. The Parent Team is a great place to do this. All MSA families are always welcome!

A very special note of thanks is extended to Sue Porter for the leadership she provided the Parent Team during MSA's third year of operation. Her hard work, leadership and dedication were a gift we are most honored to have received.

Debbie Johnson and Sandra Walsch led the Peace Site and Peace Garden efforts. Through their leadership, hard work and volunteer recruitment a Peace Garden was planted around the MSA sign and many other flowers were planted around the building. In addition they taught a May term class and provided materials for the Peach Site project.

### **C. MSA Families Satisfaction Survey**

The MSA Family Satisfaction Survey was issued to all families in June 2002. 53 surveys were returned which represents less than 1/5 of the MSA students. The percentages reported below and in appendix B reflect the results of the returned surveys.

The results indicate that parents are pleased with MSA. MSA appeals to families because it is a smaller school governed by teachers and parents. Parents feel empowered to make a difference in their child's education. Parents also point out the positive social aspects for their students, in that their students are able to find friendships among others like themselves who value a good education and attend school with the expectation to learn.

Teachers are the most valued asset at MSA. Parents in the surveys frequently commented on one or another teacher and how important they are in their student's education. Teachers bring an incredible commitment to their students and to the school, qualities the parents respect tremendously and find as the great strength of the school.

86% responded that they were very satisfied or satisfied with the school overall. Secretarial staff received the highest ranking with 98% positive response. Sports, after school programs, enrollment and future planning, and May term were the areas that respondents rated below 50% satisfaction.



These results give us hope that we are on the right track. MSA offers unique aspects not found in the home district schools: small size which facilitates coordinated curriculum from grade to grade as well as across disciplines, everyone knows each other, and a feeling of being settled in as students with the same teachers year to year in their classes.

**Overall** satisfaction for MSA was rated as follows:

28%	Very satisfied
58%	Satisfied
4%	Neutral
4%	Dissatisfied
0%	Very Dissatisfied
0%	Not Applicable

The physical education program received:

15%	Very satisfied
36%	Satisfied
21%	Neutral
16%	Dissatisfied
4%	Very Dissatisfied
4%	Not Applicable

These rating challenge MSA to address various issues faced by many PE programs: making the program challenging and meaningful for a lifetime while working in the constraints of the schedule for other classes and facilities.

The sports program received:

2%	Very satisfied
11%	Satisfied
11%	Neutral
16%	Dissatisfied
16%	Very Dissatisfied
37%	Not Applicable

MSA has been working on this program since the early stages of its development. The obstacles are many to offering a varied, challenging program. Inroads have been made through the dedicated work of many. Much more needs to be accomplished. Due to testimony at the State Senate by MSA students and other Charter School students during the 2001 – 2002 session the Senate Education Committee passed a favorable piece of legislation

but the House did not have a companion bill thus the legislation did not pass. The Mn State High School League has been directed to come up with a plan to present to the 2002- 2003 Legislature.

Parents did note various issues in the survey that they would like addressed. Noted in the parentheses are the actions MSA has taken to date to address these issues. They are:

1. Transportation is a concern for parents who live outside the home district and for a small percent that live in South Washington County. (South Washington County did revise some routes during the year but additional work needs to be done.)
2. The school needs a sports program that provides for a wide variety of interests on behalf of the students. (MSA Board members, staff, parents and students worked with legislatures to try and pass legislation which would require home districts to allow charter school students to participate on their teams. The legislature did not approve such legislation this session.)
3. The Physical Education program has improved but needs more work. Some parents want PE every day. (Administration is working with the YMCA to negotiate time and space needs.)
4. Good communications between the school and home is critical. Communications over the Internet should take place. (MSA is working on our list server to again be able to provide timely Internet communication with all of our families.)
5. The school is founded on a premise that students' need to be exposed to technology in the classroom teachings. Parents wanted to see this technology incorporated into the classroom teachings. (MSA continues to address this area. MSA staff agrees with the parents on the importance of staying current in this area. GIS was a class taught by the social studies department this year and a number of upgrades were made to the software and hardware.)
6. Building maintenance and cleanliness has arisen as a concern. (MSA hired a different cleaning company mid-year. Progress appears to be being made.)

## **V. Board Governance and leadership**

**Board of Directors:** A nine member Board is elected by the parents/guardians of students and enrolled at the school and staff. Board membership is comprised of five teachers and four parents/guardians. Officers are elected by the Board on the first meeting of the Board after January 1. Board members listed below were elected by the families of the school through an election held in November 2001. Members were seated in January 2002. Non-voting members of the Board include the Director and a student representative.

The student body elects the student representative. Students eligible to run must be in the 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grades. Elections are held in the spring for the upcoming school year. The student representative holds office from July 1<sup>st</sup> to July 1<sup>st</sup>.

**Board Officers:** Susan Mooney Vare, Board Chair (teacher)  
Margaret Vincent, Vice Chair (teacher)  
Denise Kapler, Treasurer (parent)  
Carrie Bartz, Secretary (teacher)

**Other Board Members:**  
Julie Close (parent)  
Ken Gervais (parent)  
Josh Minsley (teacher)  
Melissa Molin (teacher)  
Paul Simone (teacher)

**Student Representative:**  
Justin Gehring, 11th Grade Student

**Director:** John W. Bull, Licensed Principal, State of Minnesota

## **VI. Our Community**

From a base of local support from the City of Woodbury, District 833 and the YMCA, MSA has continued to reach out to our community to provide the best education possible for our students. MSA and the Woodbury Community Theatre continue to cooperate on a student theatre workshop during the summer concluding with several productions staged at MSA. The WCT also produces its December production at MSA featuring the MSA fireplace as the backdrop for its Holiday Show.

The YMCA is another partner that has proved invaluable. It is the willingness of the YMCA to permit the school to use their facilities for our physical education program that has permitted the school to provide all necessary elements needed of a school. This partnership has also included working closely with the YMCA in providing the staffing of our Physical Education Program.

South Washington County School District 833 is a partnership we are continuing to foster. We look forward to continuing work with the school district on other programs. Of particular note, the South Washington County School District's bus service has been flexible in working with us in getting our students safely to and from school.

## **VII. Facilities**

MSA's main campus is located at 8340 Woodbury Crossing, Woodbury, MN. MSA offers its physical education and various extra-curricular programs at the East Area YMCA.

### **Leases:**

The Math and Science Academy has two leases. One is for its school building with the MSA Building Company. The second is with the YMCA for its physical education program.

The MSA Building Company owns the school building. It is a non-profit corporation and exists solely to provide a mechanism for MSA to have a building. State law prevents a Charter School from owning its own building

The Math and Science Academy leases space for its physical education program (PE) from the YMCA, Woodbury, MN. The YMCA is located less than a block away from the school. Students walk to the YMCA to attend PE classes. For the 2001-2002 fiscal year the cost of this facility lease is a bit over \$6,000 per month.

## **VIII. Goals and Outcomes for 2001 – 2002**

### **A. Successes, Setbacks and Failures of Our Third Year Fiscal Year 2001-2002**

#### **1. Successes**

##### **Staffing**

###### **MSA Staff**

MSA continued to attract and retain the best of teachers. We are pleased with our success in this area.

##### **Student Programs**

###### **State Graduation Standards**

The staff has integrated 99% of the state graduation standards into their curriculums or developed May Term classes that address a specific standard.

###### **Spring Formal**

It was memorable for all who worked so hard to bring it about – Teachers, students, and parents, and for those who attended it was absolutely beautiful.

###### **Brain Day**

A day dedicated to the awesome power of the brain. And what an incredible organ it is! From math to science to Spanish class the brain was studied.

###### **Special Education**

Special Education was a set back for our first year. During our third year, the State of Minnesota notified MSA that all areas of the Special Education Program were in compliance with State Regulations.

We are the Dragons!

A Dragon is the official mascot of MSA. Through a process involving the students, staff and final Board approval, the Dragon was adopted as the MSA mascot.

#### MSA Crest

MSA adopted a design for its crest. The crest symbolizes the schools dedication to academic excellence and its belief that an education in the science and mathematic fields is best complemented by a strong liberal arts curriculum.

#### First Graduation

The Crest was used on the first graduation announcements as eight seniors graduated on June 9, 2002. State Senator Len Price gave the graduation address as Nick Gervais and Jason Schubbe gave the student addresses. The students picked Ken Thielman and Paul Simone to give the faculty addresses. Susan Mooney Vare, Board Chair, presented the Diplomas to each student's parent. Each parent then presented the diploma to his or her son – the class was made-up of 8 boys.

#### MSA Letter Awards

MSA Board adopted the criteria a student needs to achieve to be awarded an MSA letter. The letter was developed and the letter jacket style was selected.

## 2. Communications

#### MSA Newsletter

The MSA newsletter was sent home monthly to help families keep abreast of important school related issues. This newsletter is in addition to the newsletter sent home by the Parent Team each month.

#### MSA List Serve

An MSA list serve was developed and implemented to facilitate timely and accurate communications with students and their families. The MSA web-site home page was supported to provide more information and on a more timely basis.

3. Finances

Long-term Debt

During our first year of operation, over \$145,000 in operating debt was incurred. The school had managed to pay this debt down to approximately \$125,690 by July 2002 after successfully refinancing the debt at a lower interest rate. This debt is scheduled for final pay off by 2010, if not before. This debt expense is provided for within the school's fiscal year 2001-2002 budget and within the five-year budget projections. These budget projections indicate the maintenance of a proper fund balance.

4. Set Backs

Sports

Ability to offer our students a full complement of competitive programs. The Minnesota High School League continues to block our students from participating on home district teams.

5. Failures

None.

**Goal Attainment for fiscal year 2001-2002.**

1. Academic Goals

Whereas, the school cannot be all things to all people, MSA will work on creating flexibility in its academic areas to accommodate requests by students to advance their learning at the school while MSA maintains control of the high standards and quality.

a. MSA staff completed the North Central Association application and documented the strengths and weaknesses of the current MSA Academic Program. Future goals will be developed from this document.

Facilitate MSA's growth into a strong educational institution, one that draws its strength from the potential of its students, the talent of its teachers, the competencies of its staff and the power of its families.



- a. Many parents directed after school activities and taught classes during May term. Parent teachers during May term was a first time accomplishment.

Facilitate academic excellence by providing a curriculum defined in scope and sequence that integrates technology into each subject area.

- a. ITBS/ITED test results show at least one-year growth at each grade level as measured by their core or composite scores. MSA is very fortunate to attract students that produce excellent test scores. This in turn makes it more difficult to produce even better standardized scores – but MSA staff and students have accomplished that feat. Please note the scores listed in the Appendix A.
- b. Facilitate academic excellence by providing curriculum defined in scope and sequence that integrates technology into each subject area.

Keyboarding and introduction to computers class was developed and implement as a requirement for 6<sup>th</sup> grade.

Physics equipment was purchased and integrated the physics lab.

Assistive technology was implemented in the resource room.

Language arts classes encouraged all students to word process writing assignments.

Graphing calculators are used in most mathematics classes.

Computer simulations of cell respiration and other lessons in biology.

Most teachers use web pages to post assignments and list links to relevant sites.

Social studies integrated Internet research into most classes.

- c. Graduation standards need to be developed with the input of teachers and families

MSA's lead teacher met with the Parent Team or its curriculum committee on a monthly basis to refine the student course handbook. Minnesota State Graduation Standards were integrated into various curriculums to meet state requirements. MSA requires all State

Graduation Standards. MSA graduation standards were also articulated in the student course handbook.

## 2. Non-Academic Goal Attainment

### a. School Climate

School Climate is an integral component of a school's ability to impart knowledge to its students. Given that our school is so new and that all are new to the school, this issue takes on even more importance. With this perspective in mind the following areas will be focused on during the months and years to come.

Student respect and working together.

Students were assigned advisors and advisories in turn established schedules, fun competitions and other activities. All school meetings were held on a regular basis to discuss student issues and to recognize students who had participated in various events.

Teachers and staff -- team building

Regular staff meetings were held each Thursday afternoon. The staff also planned special social events to get to know each other outside the school setting.

Foster the channels of communication between school and home.

Parent Teacher conferences were formally scheduled both in the fall and spring but more importantly the staff tried to communicate to parents that a conference may be held anytime.

All MSA teachers have cell phones and encourage parents and students to call concerning homework, grades or other questions. Teachers also send home grade reports monthly.

The parent team and the school provided a newsletter to parent's monthly providing calendars and information about the school or parent team activities. The Parent team also provided several activities for students and parents including two open houses for parents and prospective parents.

### b. Clean School

The school contracted with a different cleaning company mid-year to maintain the classrooms and general areas of the school. In addition students helped clean up the Great Hall after lunch each day. Some cleaning equipment was upgraded. The Building

Company repaired the roof to alleviate a design problem that allowed snowmelt to infiltrate the siding on the front of the building.

c. **Addition**

The Annex was completed by mid-August in time for the 2001-2002 school year to start. The addition includes three additional classrooms, storage area, and two staff bathrooms.

**IX. Goals for 2002 – 2003**

**Academic Goals for 2002 – 2003**

- a. Complete the North Central Association application and establish the academic goal for NCA and MSA.
- b. Implement the “No Child Left Behind” goals and procedures.

**Non Academic Goals for 2002-2003**

- a. Meet the Standards to become a recognized Peace Site.
- b. Improve the cleanliness of the building through the concerted efforts of the cleaning service and student assistance.
- c. Improve the outward appearance of the building to give a better first impression.

## **X. Financial Information**

**Funding Source:** State of Minnesota

**Operating Revenue:** Distributed on a per student basis; the School receives an amount adjusted higher for upper class students than the amount received for sixth graders. The School receives approximately \$4,400 per student.

**Lease Revenue:** Lease revenue, lease aide is provided by the State to MSA on a per student basis - approximately \$1,500 per student – this funding cannot be greater than the MSA lease amounts. Lease aide pays 90% of the lease costs, 10% of the lease costs comes from operating revenue.

**Operating Restrictions:** MSA has established a balanced budget for Fiscal Year 2002-2003(see Appendix C.) This budget also supports a positive fund balance. The school board has also accepted a five-year budget projection provided by administration that indicates the school's ability to maintain a positive fund balance over these years.

### **Bond Restrictions:**

MSA has pledged its full lease aide to meet the obligation of the building bonds. After these bonds are paid, any remaining funds must be used to pay for the YMCA lease and the remaining monies owed under the lease with the Building Company. The bond also requires that the school incur no more than \$50,000 in annual debt cost per year. This \$50,000 limit does not include the cost of the lease from the MSA Building Company nor the lease with the YMCA.

### **Financial Successes:**

1. Refinanced operating loan.
2. Improved banking conditions with Anchor Bank
3. Year End Fund Balance in Excess of \$150,000.00

**Financial Statements (See Appendix C)**

For fiscal year 2001-2002

Income Statement

Balance Sheet

For Fiscal Year 2002 –2003

Budget

## **XI. MSA Building Company**

Legal Entity: MSA Building Company  
8340 Woodbury Crossing  
Woodbury, MN 55125  
651-578-7507

Incorporated: Non-profit Corporation per Minnesota State Statute as a 501-3c.

### **Governance**

Board of Directors: The MSA Building Company has a three member Board. The Math and Science Academy's Board of Directors appoint officers.

Current Board: Steve Harper, President (parent)  
Paul Simone, Vice President (parent)  
Ken Gervais (parent)

### **Plans – Short and Long Term**

Long Term: Manage and maintain MSA School Building to high standards so as to facilitate an excellent learning environment for MSA students.

## **Financial Information**

**Bonds:** Construction of the school building was completed in November 1999. The Annex was completed in August of 2001. The building was financed through thirty (30) year bonds issued by the City of Woodbury. The MSA Building Company successfully refinanced the various bonds on the Building and Annex during the 2001 – 2002 school year. These bonds are a mix of both tax-exempt and non-exempt bonds. These bonds are paid for by money received from the State of Minnesota as lease aide by the school.

### **Financial Status:**

The Building Company leased the building to MSA for approximately \$280,700.00 in fiscal year 2001-2002. This payment is used to cover payments to bond holders for costs arising from the construction of the building.

### **Annual Audit:**

The Building Committees finances are audited annually and are reported with MSA's audit – Appendix C.



**XII.**

**APPENDICES**

## Appendix A

### ITBS/ITED TESTS RESULTS

SCORE	TEST DATE	GRADE	GRAD. YR.	TEST	READING	LANGUAGE	MATH	CORE	SCIENCE	COMPOSITE
GE	Oct-99	10	2002	ITED	13.8	13.4	13.7	13.7	13.7	13.6
GE	Jun-00	10	2002	ITED	14.1	14.2	14.6	14.4	14.7	14.3
GE	Oct-00	11	2002	ITED	15.2	14.1	15.4	14.9	15.9	14.9
GE	May-01	11	2002	ITED	15.8	14.6	16	15.5	16.7	15.5
PR-NSM	Oct-99	10	2002	ITED	98	91	97	96	96	95
PR-NSM	Jun-00	10	2002	ITED	97	97	99	99	99	99
PR-NSM	Oct-00	11	2002	ITED	99	94	99	99	99	99
PR-NSM	May-01	11	2002	ITED	99	98	99	99	99	99
SS	Oct-99	10	2002	ITED	301	298.7	301.3	300.5	303	300.4
SS	Jun-00	10	2002	ITED	305.7	315	316.9	312.5	323.8	312.4
SS	Oct-00	11	2002	ITED	322	312	329.7	321.1	344.3	323
SS	May-01	11	2002	ITED	331.4	322.6	339.7	331.1	356.3	333

GE	Oct-99	9	2003	ITED	12.7	12.5	13	12.7	13.4	12.8
GE	Jun-00	9	2003	ITED	13.5	12.9	14	13.5	13.9	13.5
GE	Oct-00	10	2003	ITED	14.2	13.4	13.8	13.8	14.3	13.9
GE	May-01	10	2003	ITED	14.6	13.7	14.3	14.2	15.2	14.4
PR-NSM	Oct-99	9	2003	ITED	93	86	97	93	99	95
PR-NSM	Jun-00	9	2003	ITED	98	85	99	96	99	97
PR-NSM	Oct-00	10	2003	ITED	99	91	98	97	99	98
PR-NSM	May-01	10	2003	ITED	99	91	99	98	99	99
SS	Oct-99	9	2003	ITED	284.9	282	288.7	285.1	298.1	286.7
SS	Jun-00	9	2003	ITED	297	288.6	306.3	297.4	307.8	299.2
SS	Oct-00	10	2003	ITED	307	297.6	301.9	302.2	316.4	305.4
SS	May-01	10	2003	ITED	313.1	304	311.8	309.7	330.6	312.6

GE	Oct-99	8	2004	ITBS	11.9	12.5	12.9	12.5	12.7	12.5
GE	Jun-00	8	2004	ITBS	12.3	13.3	13.3	13.1	13.5	13.3
GE	Oct-00	9	2004	ITED	13.1	13.2	13.9	13.4	14.1	13.5
GE	May-01	9	2004	ITED	13.7	13.9	13.8	13.9	14.4	14
GE	May-02	10	2004	ITED	14.7	13.9	14.7	14.5	15.4	14.6
PR-NSM	Oct-99	8	2004	ITBS	98	97	99	99	99	99
PR-NSM	Jun-00	8	2004	ITBS	93	98	99	98	99	99
PR-NSM	Oct-00	9	2004	ITED	97	95	99	99	99	99
PR-NSM	May-01	9	2004	ITED	98	99	99	99	99	99
PR-NSM	May-02	10	2004	ITED	99	94	99	99	99	99
SS	Oct-99	8	2004	ITBS	275.8	282.4	286.6	281.6	284.5	282.9
SS	Jun-00	8	2004	ITBS	279.7	295.9	293.3	289.6	300.3	295.3

# COMPARISON OF ITED/ITBS BUILDING AVERAGES - by Score/Grade

SCORE	TEST DATE	GRADE	GRAD. YR.	TEST	READING	LANGUAGE	MATH	CORE	SCIENCE	COMPOSITE
SS	Oct-00	9	2004	ITED	291.2	293.9	304.2	296.4	311.3	298
SS	May-01	9	2004	ITED	300	308.1	302.8	305.1	316.9	306.1
SS	May-02	10	2004	ITED	314.2	308.3	319.2	313.8	335.8	316.6
GE	Oct-99	7	2005	ITBS	10.7	10.7	10	10.6	12.2	11
GE	Jun-00	7	2005	ITBS	12.1	12.2	11.8	12.1	13.3	12.5
GE	Oct-00	8	2005	ITBS	12.3	12.7	12.6	12.5	13.4	12.9
GE	May-01	8	2005	ITBS	12.9	13.5	13.4	13.3	13.8	
GE	May-02	9	2005	ITED	14	14.2	14.1	14.1	14.5	14.1
PR-NSM	Oct-99	7	2005	ITBS	99	97	98	99	99	99
PR-NSM	Jun-00	7	2005	ITBS	99	98	99	99	99	99
PR-NSM	Oct-00	8	2005	ITBS	99	99	99	99	99	99
PR-NSM	May-01	8	2005	ITBS	99	99	99	99	99	99
PR-NSM	May-02	9	2005	ITED	99	99	99	99	99	99
SS	Oct-99	7	2005	ITBS	267.1	267.6	262.3	265.6	279.2	269.2
SS	Jun-00	7	2005	ITBS	278.3	279.4	276.2	278	294.8	282.6
SS	Oct-00	8	2005	ITBS	279.5	285.8	282.8	282.7	297.1	287.8
SS	May-01	8	2005	ITBS	288.4	299.7	295.4	294.3	306.3	
SS	May-02	9	2005	ITED	305.2	313.7	306.7	308.2	319.6	309

GE	Oct-99	6	2006	ITBS	7.8	7.7	8.7	8.1	8.4	8.4
GE	Jun-00	6	2006	ITBS	7.8	7.7	8.7	8.1	9.4	8.4
GE	Oct-00	7	2006	ITBS	10.4	9.3	9.2	9.6	11.6	10.2
GE	May-01	7	2006	ITBS	11.9	12	11.9	11.9	13.1	
GE	May-02	8	2006	ITBS	12.5	13	12.8	12.7	13.5	
PR-NSM	Oct-99	6	2006	ITBS	89	83	99	92	99	93
PR-NSM	Jun-00	6	2006	ITBS	95	94	99	96	99	97
PR-NSM	Oct-00	7	2006	ITBS	99	86	92	94	99	95
PR-NSM	May-01	7	2006	ITBS	99	95	98	97	99	
PR-NSM	May-02	8	2006	ITBS	95	95	98	96	99	
SS	Oct-99	6	2006	ITBS	239.2	237.7	248.5	241.8	256	245.1
SS	Jun-00	6	2006	ITBS	239.2	237.7	248.5	241.8	256	245.1
SS	Oct-00	7	2006	ITBS	263.9	255.4	254.7	258	273.1	262.2
SS	May-01	7	2006	ITBS	274.5	275	273.1	274.9	288	
SS	May-02	8	2006	ITBS	283.1	290	286	286.4	299.8	

GE	Oct-00	6	2007	ITBS	8.7	9	9.3	9.1	10.2	9.4
GE	May-01	6	2007	ITBS	9.7	10.9	10.5	10.4	12	



SCORE	TEST DATE	GRADE	GRAD. YR.	TEST	READING	LANGUAGE	MATH	CORE	SCIENCE	COMPOSITE
GE	May-02	7	2007	ITBS	11.6	12.9	11.7	12	13.2	
PR-NSM	Oct-00	6	2007	ITBS	98	998	99	99	99	99
PR-NSM	May-01	6	2007	ITBS	99	99	99	99	99	
PR-NSM	May-02	7	2007	ITBS	98	99	99	98	99	
SS	Oct-00	6	2007	ITBS	249.3	252.3	255.9	252.2	263.3	255.3
SS	May-01	6	2007	ITBS	258.6	268.4	265.1	264.3	276.7	
SS	May-02	7	2007	ITBS	272.6	283	274.8	276.8	293.8	

GE	Oct-01	6	2008	ITBS	8.2	8.2	8.8	8.4	9.2	
GE	May-02	6	2008	ITBS	9.0	9.4	10.0	9.5	10.1	
PR-NSM	Oct-01	6	2008	ITBS	94.0	90	99.0	96	98	
PR-NSM	May-02	6	2008	ITBS	94	92	99	96	97	
SS	Oct-01	6	2008	ITBS	242.9	242.7	249.8	246	254.1	
SS	May-02	6	2008	ITBS	252.1	256.2	261.8	257.1	262	

GE = Grade Equivalent

SS = Standard Score

PR-NSM = %ile Rank, Nat'l School Norms



## Appendix B

### SURVEY RESULTS





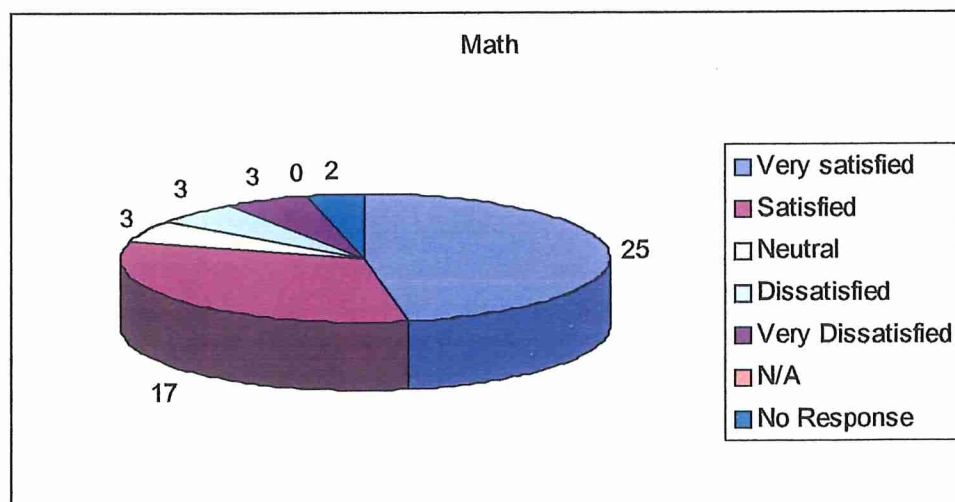
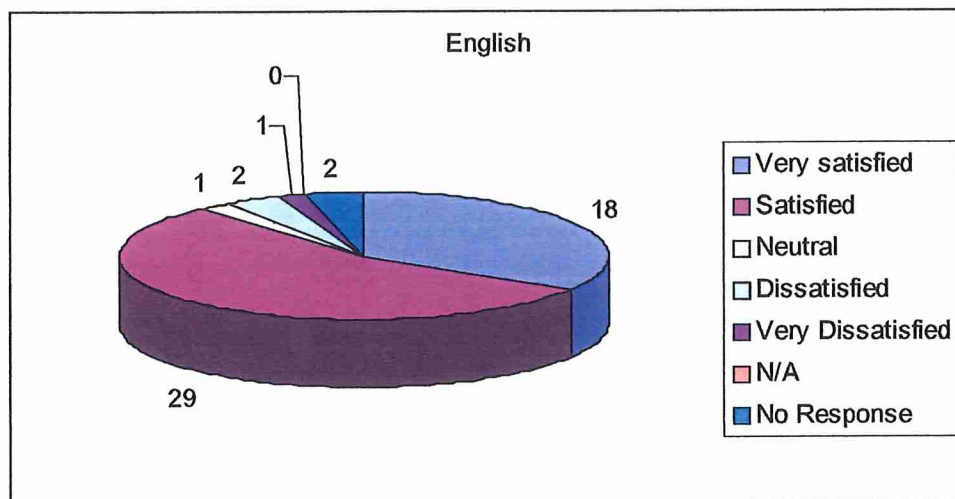
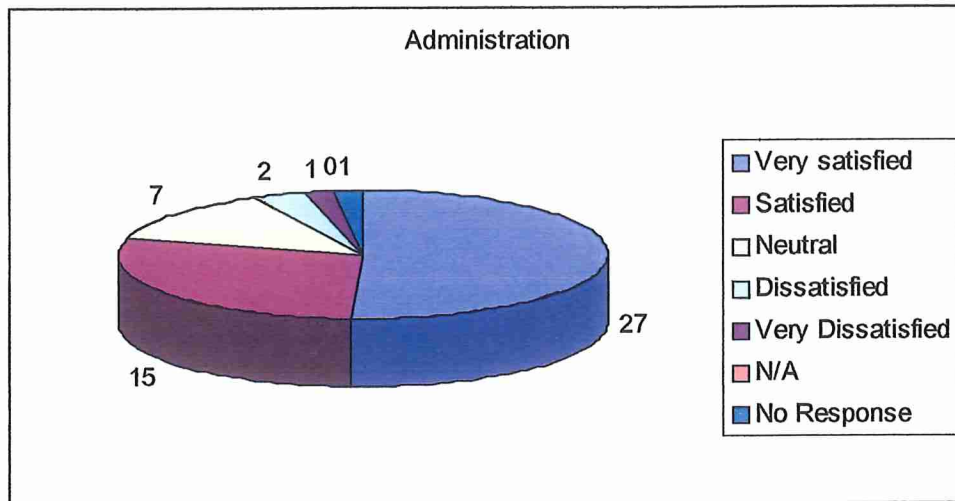
# MSA Parent Survey Summary

53 total surveys tallied

Subject	Very satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A	No Response	Total
Administration	27 51%	15 28%	7 13%	2 4%	1 2%	0	1 2%	53
After School Programs and Clubs	4 8%	12 23%	14 26%	7 13%	4 8%	8	4 8%	53
Discipline	9 17%	24 45%	7 13%	6 11%	2 4%	1	4 8%	53
Electives	8 15%	25 47%	10 19%	4 8%	2 4%	1	3 5%	53
English	18 34%	29 55%	1 2%	2 4%	1 2%	0	2 4%	53
Enrollment, Marketing & Future Planning	4 8%	18 34%	18 34%	2 4%	1 2%	6	4 8%	53
Grounds and Building Appearance	13 25%	22 42%	7 13%	9 16%	0	0	2 4%	53
Math	25 47%	17 32%	3 6%	3 6%	3 5%	0	2 4%	53
May Term	19 36%	20 38%	6 11%	5 9%	0	0	3 5%	53
Overall Satisfaction	15 28%	31 58%	2 4%	2 4%	0	0	3 5%	53
Parent/Student/Advisor Conferences	17 32%	16 30%	11 21%	3 6%	4 8%	1	1 2%	53
Phone Communication	23 43%	18 34%	6 11%	1 2%	1 2%	2	2 4%	53
Physical Education	8 15%	19 36%	11 21%	9 16%	2 4%	2	2 4%	53
Science	20 38%	22 42%	8 15%	1 2%	1 2%	1	0	53
Secretarial Staff	30 57%	22 42%	0	0	0	0	1 2%	53
Social Studies	26 49%	20 38%	5 9%	1 2%	1 2%	0	0	53
Spanish	19 36%	22 42%	6 11%	4 8%	1 2%	0	1 2%	53
Special Education	4 8%	4 8%	7 13%	2 4%	0	34	2 4%	53
Sports	1 2%	6 11%	6 11%	9 16%	9 16%	20	2 4%	53
Technology	4 8%	23 43%	12 23%	4 8%	3 5%	3	4 8%	53
Transportation	6 11%	18 34%	7 13%	5 9%	3 5%	12	2 4%	53
Written Communications	21 40%	20 38%	2 4%	4 8%	1 2%	2	3 5%	53

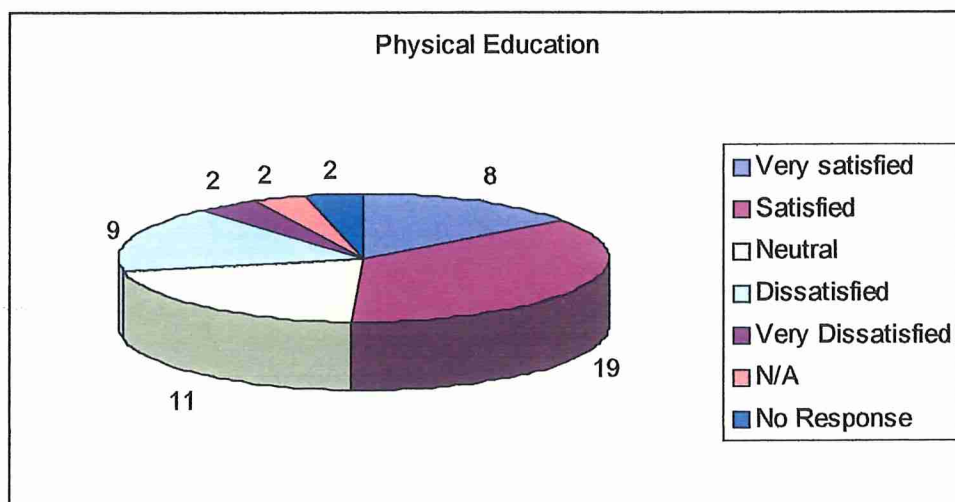
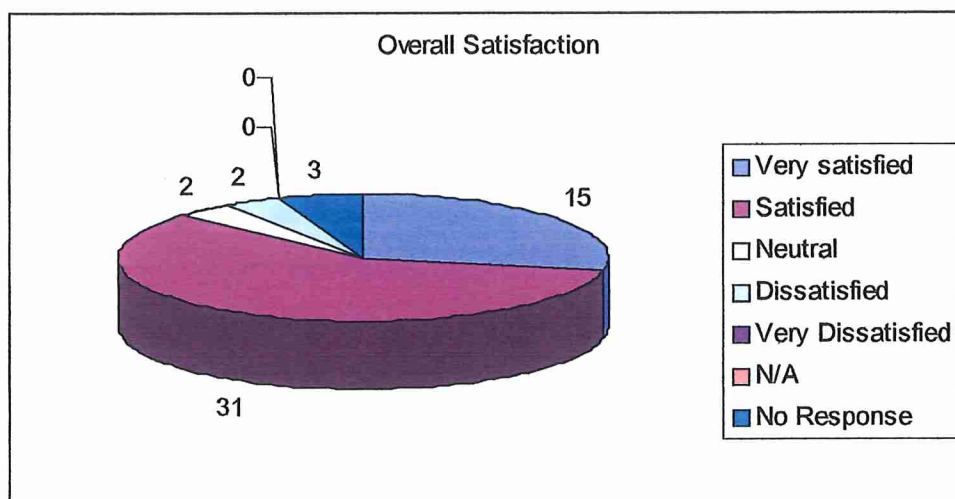
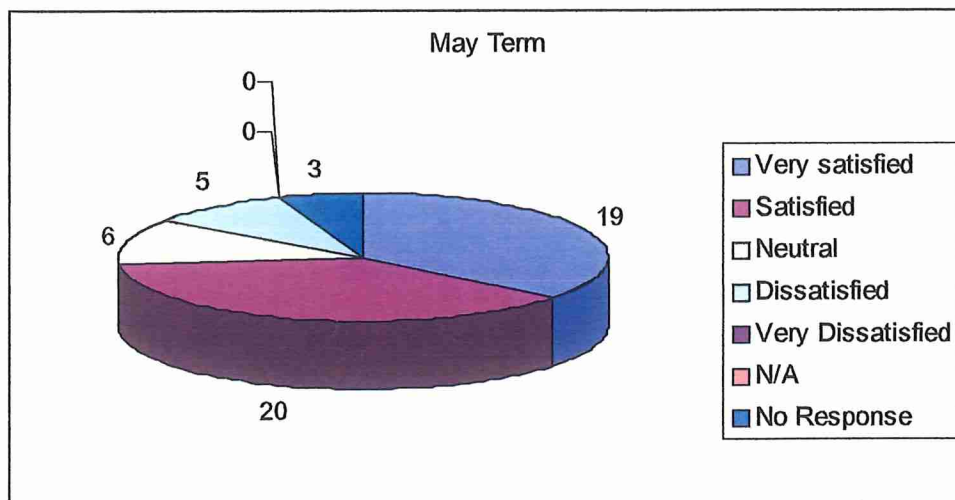


## 2002 Parent Satisfaction Survey SUMMARY CHARTS



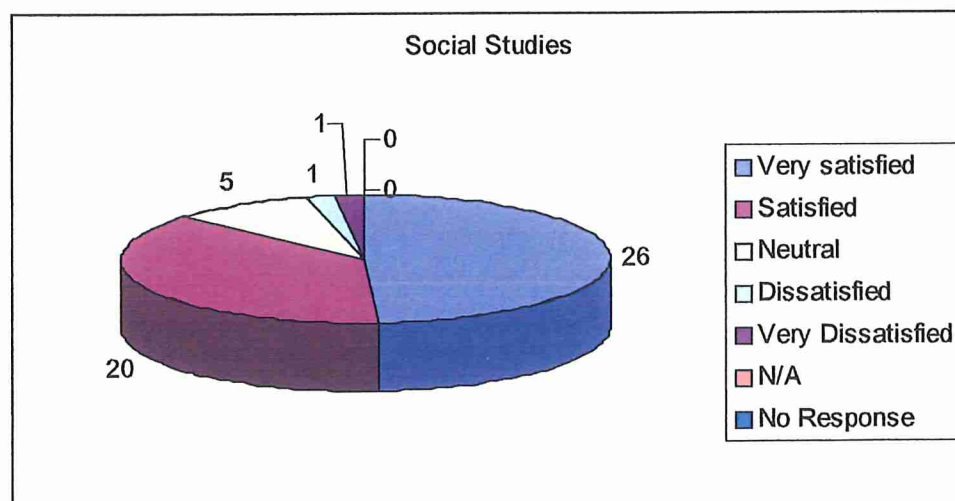
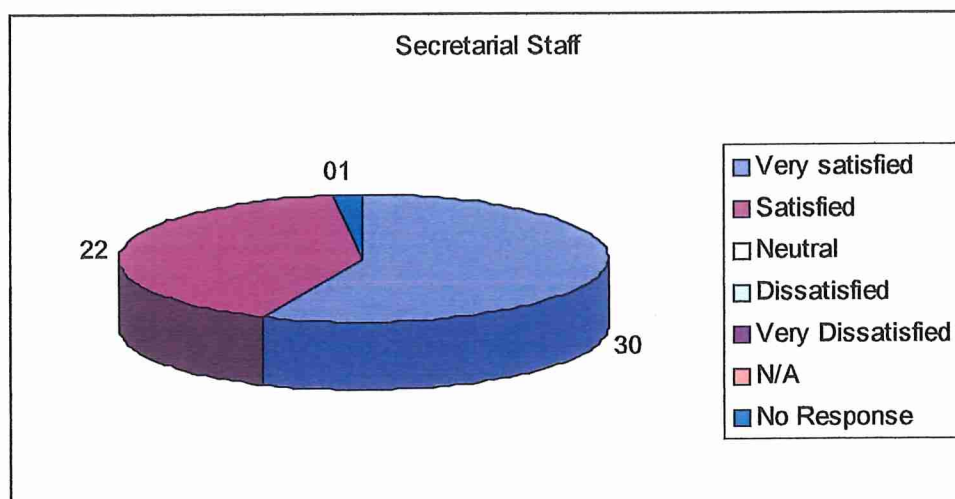
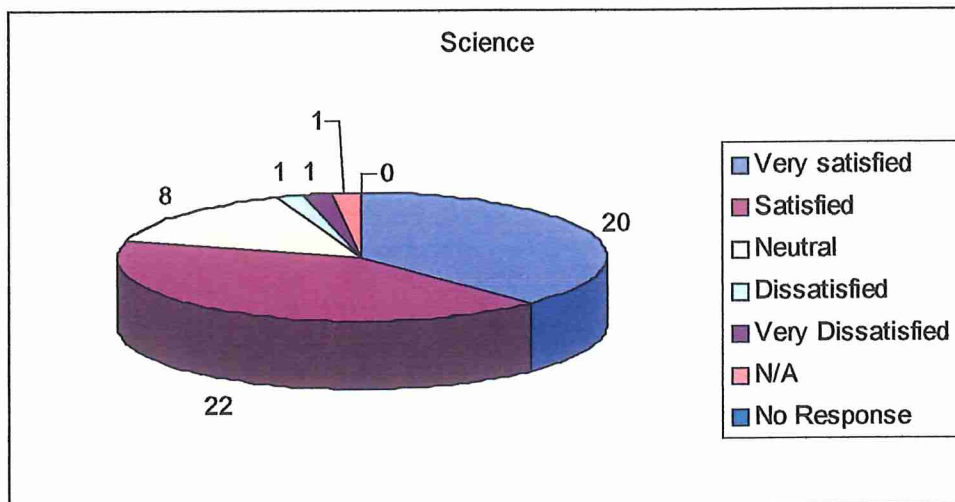


## 2002 Parent Satisfaction Survey SUMMARY CHARTS





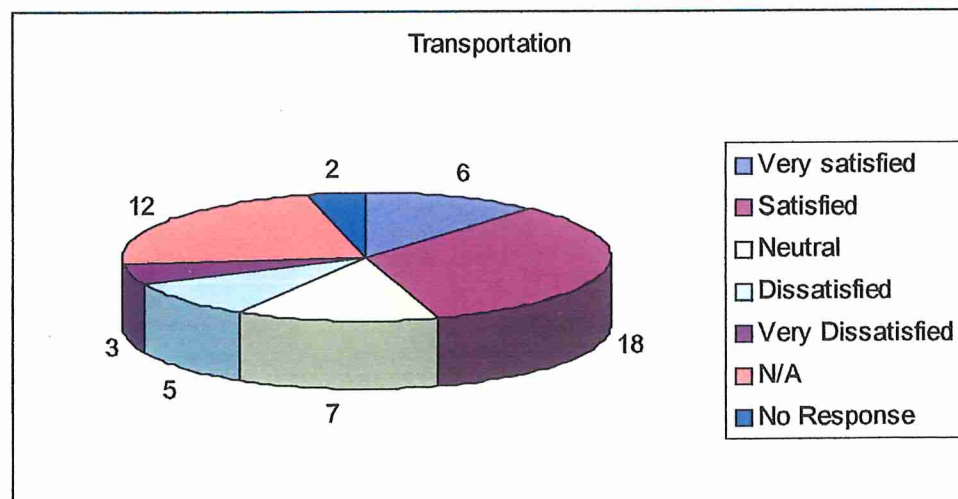
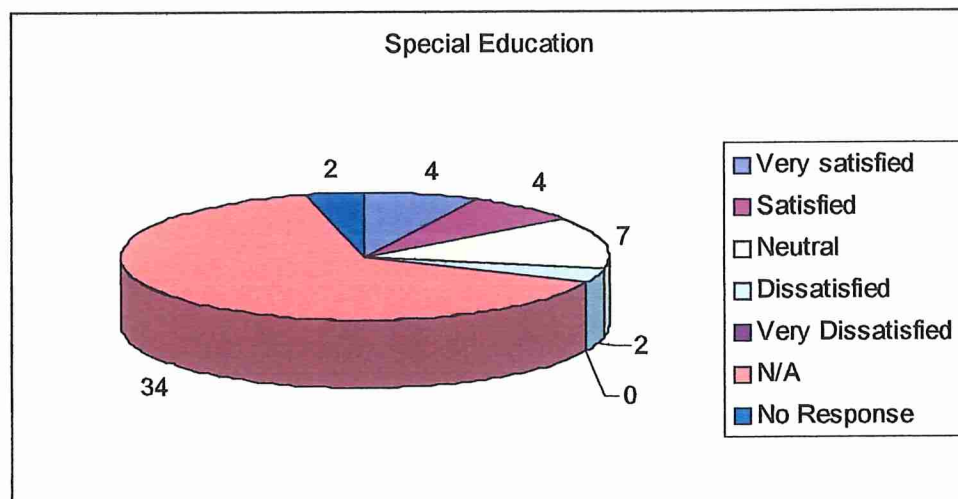
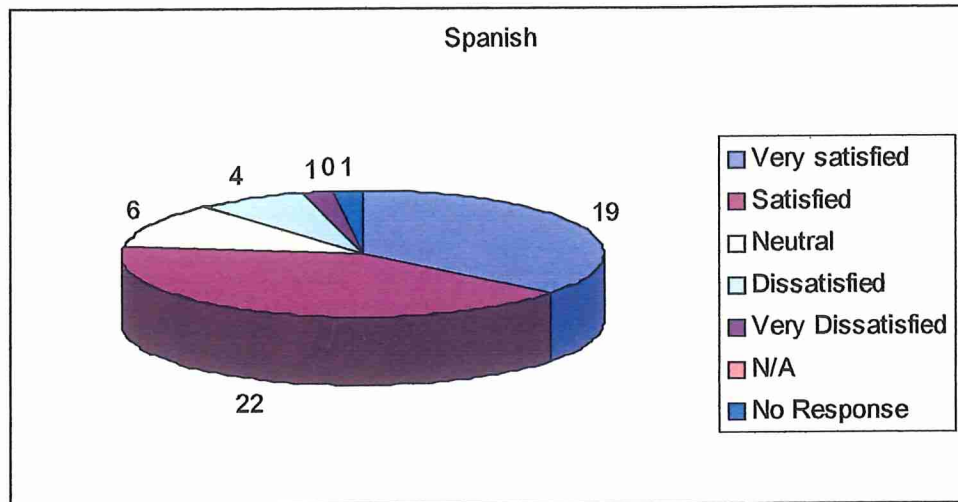
## 2002 Parent Satisfaction Survey SUMMARY CHARTS







## 2002 Parent Satisfaction Survey SUMMARY CHARTS

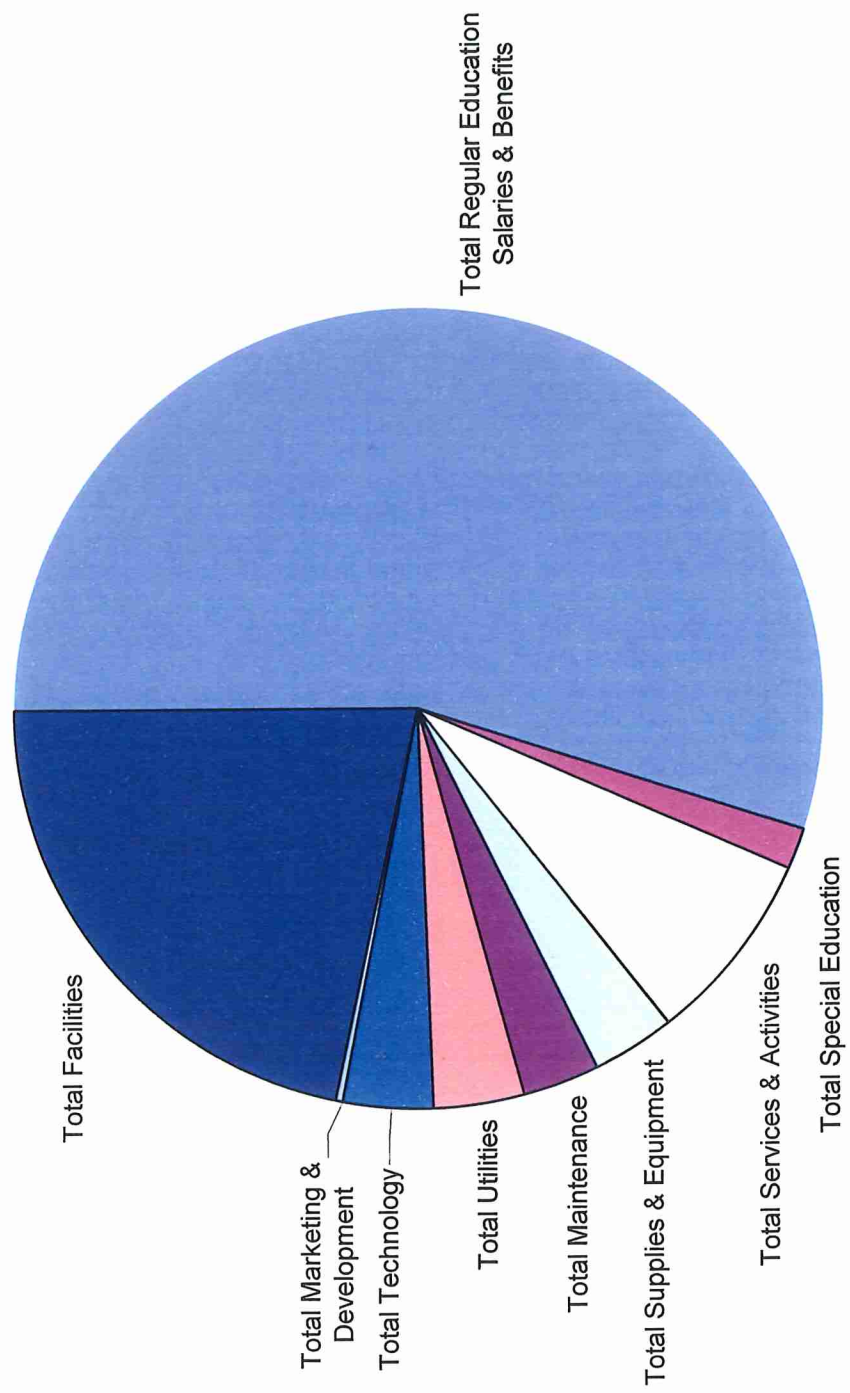




## Appendix C

### FINANCIAL DOCUMENTS

<b>Woodbury Math and Science Academy</b>			
<b>Budget</b>			
<b>As of June 13, 2002</b>			
		<b>2002-2003</b>	
BUDGET SUMMARY			
PROJECTED ADJUSTED PUPIL UNITS		<b>325.78</b>	
PROJECTED REVENUE			
GENERAL EDUCATION		\$1,536,427.00	
LEASE AID		\$399,526.00	
SPECIAL EDUCATION AID		\$116,231.84	
TOTAL REVENUE			<b>\$2,052,184.84</b>
PROJECTED EXPENSES			
Total Regular Education Salaries & Benefits		\$1,122,614.99	
Total Special Education		\$34,462.00	
Total Services & Activities		\$160,842.12	
Total Supplies & Equipment		\$65,591.47	
Total Maintenance		\$66,185.00	
Total Utilities		\$74,130.00	
Total Technology		\$71,400.00	
Total Marketing & Development		\$6,000.00	
Total Facilities		\$443,917.35	
Total Expenses			<b>\$2,045,142.93</b>
PROJECTED YEAR END FUND BALANCE			<b>\$7,041.91</b>





**MINNESOTA MATH AND SCIENCE ACADEMY  
CHARTER SCHOOL NO. 4043  
GENERAL FUND  
STATEMENT OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL  
FOR THE YEAR ENDED JUNE 30, 2001  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2000)**

	2001			2000
	Budget	Actual	Over (Under) Budget	Actual
<b>REVENUES</b>				
Local Sources	\$ -	\$ 93,710	\$ 93,710	\$ 15,505
State Sources	1,588,870	1,599,453	10,583	1,296,699
Federal Sources	46,000	-	(46,000)	48,755
<b>Total Revenues</b>	<b>\$ 1,634,870</b>	<b>\$ 1,693,163</b>	<b>\$ 58,293</b>	<b>\$ 1,360,959</b>
<b>EXPENDITURES</b>				
Current				
School Administration				
Salaries	\$ 96,500	\$ 59,459	\$ (37,041)	\$ 73,142
Employee Benefits	7,652	11,117	3,465	9,363
Purchased Services	-	-	-	660
Other Expenditures	-	-	-	700
<b>Total School Administration</b>	<b>\$ 104,152</b>	<b>\$ 70,576</b>	<b>\$ (33,576)</b>	<b>\$ 83,865</b>
School Support Services				
Salaries	\$ 63,870	\$ 73,500	\$ 9,630	\$ 45,310
Employee Benefits	15,245	15,810	565	9,150
Purchased Services	74,865	76,660	1,795	72,379
Supplies and Materials	12,284	12,559	275	25,517
Capital Expenditures	5,794	2,649	(3,145)	5,216
Other Expenditures	34,033	21,338	(12,695)	14,059
<b>Total School Support Services</b>	<b>\$ 206,091</b>	<b>\$ 202,516</b>	<b>\$ (3,575)</b>	<b>\$ 171,631</b>
Regular Instruction				
Salaries	\$ 443,875	\$ 482,473	\$ 38,598	\$ 319,938
Employee Benefits	152,888	122,553	(30,335)	96,600
Purchased Services	24,332	62,145	37,813	31,986
Supplies and Materials	83,360	75,736	(7,624)	71,975
Capital Expenditures	49,206	14,002	(35,204)	87,381
Other Expenditures	870	4,338	3,468	532
<b>Total Regular Instruction</b>	<b>\$ 754,531</b>	<b>\$ 761,247</b>	<b>\$ 6,716</b>	<b>\$ 608,412</b>

**MINNESOTA MATH AND SCIENCE ACADEMY  
CHARTER SCHOOL NO. 4043  
GENERAL FUND  
STATEMENT OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL (CONTINUED)  
FOR THE YEAR ENDED JUNE 30, 2001  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2000)**

	2001			2000
	Budget	Actual	Over (Under) Budget	Actual
<b>EXPENDITURES (Continued)</b>				
Special Education Instruction				
Salaries	\$ 94,895	\$ 92,669	\$ (2,226)	\$ 53,823
Employee Benefits	10,580	10,583	3	6,650
Purchased Services	6,800	34,770	27,970	3,669
Supplies and Materials	9,215	2,371	(6,844)	1,243
Capital Expenditures	-	354	354	-
Other Expenditures	-	4,239	4,239	-
Total Special Education Instruction	<u>\$ 121,490</u>	<u>\$ 144,986</u>	<u>\$ 23,496</u>	<u>\$ 65,385</u>
Instructional Support Services				
Purchased Services	\$ 16,195	\$ 7,723	\$ (8,472)	\$ 5,242
Supplies and Materials	4,330	746	(3,584)	352
Other Expenditures	559	188	(371)	341
Total Instructional Support Services	<u>\$ 21,084</u>	<u>\$ 8,657</u>	<u>\$ (12,427)</u>	<u>\$ 5,935</u>
Pupil Support Services				
Purchased Services	\$ 10,000	\$ -	\$ (10,000)	\$ -
Supplies and Materials	105	260	155	12,418
Total Pupil Support Services	<u>\$ 10,105</u>	<u>\$ 260</u>	<u>\$ (9,845)</u>	<u>\$ 12,418</u>
Site, Building and Equipment				
Salaries	\$ 5,000	\$ 4,000	\$ (1,000)	\$ -
Employee Benefits	-	317	317	-
Purchased Services	536,000	475,394	(60,606)	375,294
Supplies and Materials	3,000	5,248	2,248	2,749
Total Site, Building and Equipment	<u>\$ 544,000</u>	<u>\$ 484,959</u>	<u>\$ (59,041)</u>	<u>\$ 378,043</u>
Fiscal and Fixed Costs Programs				
Purchased Services	\$ 12,000	\$ 3,157	\$ (8,843)	\$ 5,907
Total Expenditures	<u>\$ 1,773,453</u>	<u>\$ 1,676,358</u>	<u>\$ (97,095)</u>	<u>\$ 1,331,596</u>
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	<u>\$ (138,583)</u>	\$ 16,805	<u>\$ 155,388</u>	\$ 29,363
Fund Balance - Beginning		<u>29,363</u>		<u>-</u>
Fund Balance - ENDING		<u>\$ 46,168</u>		<u>\$ 29,363</u>



**MINNESOTA MATH AND SCIENCE ACADEMY**  
**CHARTER SCHOOL NO. 4043**  
**SPECIAL REVENUE FUND – BUILDING COMPANY**  
**BALANCE SHEET**  
**JUNE 30, 2001**  
**(WITH COMPARATIVE AMOUNTS AS OF JUNE 30, 2000)**

	<u>2001</u>	<u>2000</u>
<b>ASSETS</b>		
Cash and Investments	\$ 34,534	\$ 142
Cash and Investments Held by Trustee	689,170	317,240
Due from Related Party	39,031	95,292
Total Assets	<u>\$ 762,735</u>	<u>\$ 412,674</u>
<b>LIABILITIES AND FUND EQUITY</b>		
<b>Liabilities</b>		
Accounts Payable	\$ 102,183	\$ 25,173
Total Liabilities	<u>\$ 102,183</u>	<u>\$ 25,173</u>
<b>Fund Equity</b>		
Fund Balance		
Designated for Building Company Escrow	<u>\$ 660,552</u>	<u>\$ 387,501</u>
Total Liabilities and Fund Equity	<u>\$ 762,735</u>	<u>\$ 412,674</u>

**MINNESOTA MATH AND SCIENCE ACADEMY**  
**CHARTER SCHOOL NO. 4043**  
**SPECIAL REVENUE FUND – BUILDING COMPANY**  
**STATEMENT OF REVENUE, EXPENDITURES, AND CHANGES IN FUND BALANCE**  
**FOR THE YEAR ENDED JUNE 30, 2001**  
**(WITH COMPARATIVE ACTUAL AMOUNTS FOR THE YEAR ENDED JUNE 30, 2000)**

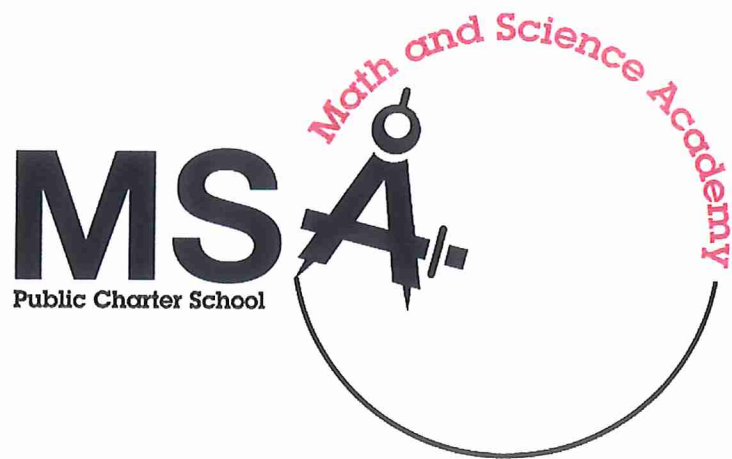
	<u>2001</u>	<u>2000</u>
<b>REVENUES</b>		
Investment Earnings	\$ 26,076	\$ 60,051
Other Local Revenue	277,683	195,787
Total Revenues	<u>\$ 303,759</u>	<u>\$ 255,838</u>
<b>EXPENDITURES</b>		
Capital		
Site, Building and Equipment	\$ 391,227	\$ 1,840,333
Debt Service		
Principal	66,262	30,000
Interest and Fiscal Charges	234,926	220,130
Total Expenditures	<u>\$ 692,415</u>	<u>\$ 2,090,463</u>
Deficiency of Revenues Under Expenditures	<u>\$ (388,656)</u>	<u>\$ (1,834,625)</u>
<b>OTHER FINANCING SOURCES</b>		
Proceeds from Capital Lease	\$ -	\$ 64,281
Proceeds from Mortgage Loan	661,707	-
Total Other Financing Sources	<u>\$ 661,707</u>	<u>\$ 64,281</u>
<b>EXCESS OF REVENUES AND OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES</b>	<b>\$ 273,051</b>	<b>\$ (1,770,344)</b>
Fund Balance - Beginning	<u>387,501</u>	<u>2,157,845</u>
Fund Balance - ENDING	<u><u>\$ 660,552</u></u>	<u><u>\$ 387,501</u></u>

**Editors:**  
Jack Bull  
Pat Esparza  
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