



## *2003-2004 Annual Report*



***Mission:***  
***“A model of education that will anticipate and prepare students for excellence.”***

# *Math and Science Academy*

*A Minnesota Charter School*

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## *2002-2003 ANNUAL REPORT*

**Submitted to:  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville, Minnesota 55113-4266**

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October 1<sup>st</sup>, 2004**

## **Table of Contents**

<b>Student Background and Demographics.....</b>	<b>page 4</b>
<b>Student Participation.....</b>	<b>page 5</b>
<b>Teaching Staff Information.....</b>	<b>page 6</b>
<b>Governance.....</b>	<b>page 7</b>
<b>Program Success.....</b>	<b>page 8</b>
<b>Program Problems.....</b>	<b>page 8</b>
<b>Accountability Data.....</b>	<b>page 8</b>
<b>Academic Goals for 2003-2004.....</b>	<b>page 11</b>
<b>Non-Academic Goal for 2003-2004.....</b>	<b>page 11</b>
<b>Other School Accountability Measures.....</b>	<b>page 12</b>
<b>School Finances.....</b>	<b>page 13</b>
<b>Closing Comment.....</b>	<b>page 21</b>

## Student Background and Demographics

As a general demographic description, students at the Math and Science Academy (MSA) are comparable to the students who make-up the surrounding South Washington County community. Listed below, and on the next page is the 2003-2004 reported demographic information for MSA with respect to race, sex, special education, limited English proficiency, and free/reduced lunch.

<b>Race</b>	<b>Student Count</b>	<b>Student Percentage</b>
<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>0.0</b>
<b>Asian Pacific Islander</b>	<b>15</b>	<b>5.4</b>
<b>Black, Non-Hispanic</b>	<b>1</b>	<b>0.36</b>
<b>Hispanic</b>	<b>1</b>	<b>.72</b>
<b>White, Non-Hispanic</b>	<b>260</b>	<b>93.53</b>

<b>Sex</b>	<b>Student Count</b>	<b>Student Percentage</b>
<b>Female</b>	<b>113</b>	<b>40.65</b>
<b>Male</b>	<b>165</b>	<b>59.93</b>

<b>FARMS</b>	<b>Student Count</b>	<b>Student Percentage</b>
<b>Eligible for F/RP Meals</b>	<b>4</b>	<b>1.44</b>
<b>Not Eligible for F/RP Meals</b>	<b>274</b>	<b>98.56</b>

<b>LEP</b>	<b>Student Count</b>	<b>Student Percentage</b>
<b>Limited English Proficient</b>	<b>0</b>	<b>0</b>
<b>Non-LEP</b>	<b>278</b>	<b>100</b>

<b>Special Ed</b>	<b>Student Count</b>	<b>Student Percentage</b>
<b>Regular Education</b>	<b>250</b>	<b>89.93</b>
<b>Special Education</b>	<b>28</b>	<b>10.07</b>

## **Student Participation**

For the 2003-2004 school year, MSA had a superior attendance rate, a steady mobility rate, and an exceptional graduation rate. See the table below.

	<b>Student Count (ADM)</b>	<b>Student Percentage</b>
<b>Attendance Rate</b>	<b>273.25</b>	<b>96</b>

	<b>Student Count</b>	<b>Student Percentage</b>
<b>Graduation Rate</b>	<b>19</b>	<b>100</b>

	<b>Summer 2003</b>	<b>2003-2004 School Year</b>
<b>Mobility</b>	<b>Added: 49 new 6<sup>th</sup> grade students</b>	<b>Added: 17 new 6<sup>th</sup> through 11<sup>th</sup> graders</b>
	<b>Dropped: 25 - 7<sup>th</sup> through 11<sup>th</sup> graders</b>	<b>Dropped: 6 – 6<sup>th</sup> through 12<sup>th</sup> graders</b>

## Teaching Staff Information

<b>Name</b>	<b>Subject Area</b>	<b>File Folder Number</b>
Stacy Ann Bartlett	7-12 Life Sciences 7-12 Chemistry	361292
Margaret Catherine Vincent (Burggraaff)	7-12 English/Language Arts	376388
Norma Patricia Haynes- Guerra	1-6 Elementary Education K-12 Physically Handicapped	306086
Eric Peter Kaluza	K-12 Health Education K-12 Physical Education	406698
James Allen Kojis	1-6 Elementary Education 7-12 Life Sciences 5-9 Science	287714
Mary Patrice Glunz-Mesler	K-12 EBD K-12 LD	385642
Joshua Michael Minsley	7-12 Theater Arts 7-12 Mathematics	376165
Melissa Alyce Molin	7-12 English/Language Arts	374615
Susan Mooney Vare	7-12 Social Studies	389698
Steven Lee Pullar	7-12 Physical Science	374091
Michelle Nicole Richards	7-12 English Language Arts	403184
Darrel Lee Schoberlein	7-12 Social Studies	403770
Tate Schoeberlein	EBD/LD	999060
Jerry Clark Shelton	K-12 Music	264285
Paul Joseph Simone	7-12 Social Studies District Professional Administrative K-12 Principal	324604
Maria Pilar Sustic	7-12 Spanish K-12 Visual Arts	371987
Kenneth James Thielman	7-12 Mathematics	382640
Bronwen Kendrick Williams	7-12 Mathematics	398286

## Administrative and Support Staff Information

Paul Joseph Simone	Director District Professional Administrative	324604
Pat Esparza	Office Manager	
Julia Douglas	Business manager	
Jeanne Brino	Financial Coordinator	
Julie Barnett	Special Education Assistant	
Gale Samms	Special Education Assistant	369223

## Additional Teaching Staff Information

For the 2003-2004 school year, MSA did not add any new or additional staff, nor did MSA have any new or additional staffing needs that went unmet.

## Governance

MSA is governed by a board of directors that is comprised of four parents, five teachers, one non-voting student representative, and the director as an ex-officio member. According to MSA by-laws, an election is held each year in November (the actual date to be set by the board) when, on a staggered basis, approximately half of the board is up for election with newly elected members being seated at the first meeting in January of the following year. MSA board meetings are held on the first Thursday of each month. There are eight standing committees (viz. budget, building maintenance, enrollment, personnel, technology, parent team, policy, and grant) that meet either the second or third Thursday of the month. The MSA Board of Directors routinely conducts workshops to address the larger issues, and gives the community a chance to weigh-in on such issues. The 2003-2004 board members are listed below.

<b>Name</b>	<b>Position and Term Expiration</b>	<b>Group Representation</b>
Stacy Bartlett	Board Member – 12/31/04	Teachers
Carrie Bartz	Board Secretary – 12/31/05	Parents
Joshua Minsley	Board Member – 12/31/05	Teachers
Bhaskar Velamakanni	Board Member – 12/31/05	Parents
Kristen Moravetz	Board Member – 6/30/05	Students
Patricia Guerra	Board Member – 12/31/05	Teachers
Darrel Schoeberlein	Board Member – 12/31/04	Teachers
Kenneth Thielman	Board Vice Chair – 12/31/04	Teachers
Peter Sadowski	Board Chair – 12/31/04	Parents
Alan Moorhead	Board Treasurer – 12/31/04	Parents
Andrew Price	Board Member – 6/31/04	Students
Paul Simone	Ex-Officio Member	School District
Julie Close	Board Member – 12/31/03	Parents
Mary Pat Mesler	Board Member – 12/31/03	Teachers

## Program Success

The Math and Science Academy (MSA) opened its doors in the fall of the 1999 school year and has placed tremendous value on a design that is curriculum based, standards driven, and collaboratively run. The curriculum places emphasis in the areas of math and science and a

balance of humanities. The agreed upon standard requires that students achieve at least, if not far beyond current state mandates and testing criteria.

In order to graduate, every student at the MSA is required to complete a math program through calculus, and high school science program that includes biology, chemistry, and physics. In addition, all students at MSA are required to take social studies and English every year, Spanish through the 11<sup>th</sup> grade, and a year of high school fine arts. Thus far, after three graduating classes, only two seniors have failed to graduate on time.

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and world language, but also boasts a music program that participates in the twin cities “J-Train” program, and has a full time music instructor that expanded the program to include choir and a string orchestra. Finally, MSA curriculum and standards include a full time health program and a full time physical education program in cooperation with the Southeast Area YMCA.

After the regular school day, MSA students further enhance their educational experience by participating in after school extra-curricular activities that include, club level recreational sports, academic teams, theater, orchestra and jazz band, National Honor Society, Student Council, academic triathlon, Lego league robotics, as well as other various school-sponsored social events.

## **Program Problems**

Once again an issue for MSA (not unlike many charter schools) is the lack of traditional public school interest in entering into cooperative agreements with respect to Minnesota High School League activities. MSA has worked through and with the Minnesota Association of Charter Schools (MACS) and the state legislature in an attempt to gain a compromise resolution, but once again failed in the 2003-2004 school year. For the 2004-2005 school year, MSA will continue to lobby the state legislature and the Minnesota State High School League to find an equitable solution to this dilemma. MSA will also attempt to work directly with the surrounding districts to secure cooperative extra-curricular agreements.

Another looming problem for MSA (again not unlike other charter schools) is the freeze in educational spending. This issue is complicated and far reaching. It does, however, present a greater risk to charter schools including MSA, due to an actual reduction in lease aide, the lack of tax levy authority and the continued increases in inflation and areas such as health care and building maintenance. Even though MSA has completed each school year with an audited annual budget surplus, that money too, will not be enough to offset fixed increases and the ability of MSA to continue delivery of a quality program.

## **Accountability Data**

In order to ensure that academic progress is being made, Math and Science Academy students are required to take several standardized tests throughout the year. These tests include the Basic Standard Skills Tests in 8<sup>th</sup> and 10<sup>th</sup> grade, the MCA exams in 7<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade, and the Iowa Tests of Educational Development (ITED) in 9 through 12th grades and the Iowa Tests of



Basic Skills (ITBS) in grades 6 through 8. MSA has chosen to use ITED and ITBS results as its benchmark for progress. Each year, new students are given the ITED and ITBS in the fall. In the spring, all students grades 6 through 12 are once again tested. Finally, the test results for each year are compared. Overall, MSA students have consistently accomplished more than one year's growth in virtually all academic areas as measured by the ITEDs and the ITBSs. Many of the students are already scoring at the nationally-normed 99<sup>th</sup> percentile, and thus, can no longer demonstrate such dramatic improvement. This information is always good news to the MSA staff and community and provides a challenge to continue our academic excellence.

In addition to the ITEDs and the ITBSs, MSA administers the 8<sup>th</sup> grade reading and math BST, the 10<sup>th</sup> grade writing BST, the 7<sup>th</sup> grade reading and math MCA, the 10<sup>th</sup> grade reading MCA, and the 11<sup>th</sup> grade math MCA. Without exception, each year MSA has outperformed not only the state averages, but the averages of surrounding schools in South Washington County. For example, for the 2003-2004 school year, MSA's average score on the 10<sup>th</sup> grade BST for written composition was 3.6, while the state average score was 3.2. The percent of students passing the written comprehension exam at MSA for the 2003-2004 school year was 100%, while the state average was 91%. Eighth grade results are equally impressive. This year 97% of the test-taking 8<sup>th</sup> graders passed the reading exam, and 91% of the 8<sup>th</sup> graders passed the math portion. To date, 100% of our juniors and seniors have passed the reading, math, and writing BST exams.

Our top testing performances, however, are on the 7<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade MCA's. On the 7<sup>th</sup> grade reading and math MCA's, 97% of our students scored a three or higher. Our 10<sup>th</sup> and 11<sup>th</sup> grade MCA's in math and reading were the highest in the state of Minnesota with 100% of both our 10<sup>th</sup> and 11<sup>th</sup> graders scoring three or higher.

Below are the Math and Science Academy BST and MCA test data as they appear on the MDE website.

## Basic Standard Test Scores

<b>Basic Standard Skill Test</b>	<b>Average Scale Score State</b>	<b>MSA</b>	<b>Percent Passing</b>
<b>8<sup>th</sup> Grade Reading</b>	<b>645.3</b>	<b>676.4</b>	<b>97.83</b>
<b>8<sup>th</sup> Grade Math</b>	<b>630.7</b>	<b>647.6</b>	<b>91.3</b>
<b>10<sup>th</sup> Grade Writing</b>	<b>3.2</b>	<b>3.6</b>	<b>100</b>

## Minnesota Comprehensive Assessments Test Scores

		Levels					*Percent Passing
		1	2	3	4	5	
7 <sup>th</sup> Grade Mathematics	Math & Science Academy	<b>0.00</b>	<b>7.14</b>	<b>37.50</b>	<b>35.71</b>	<b>19.64</b>	<b>92.85%</b>
	<b>State</b>	6.67	26.59	38.86	19.16	8.63	66.65%
7 <sup>th</sup> Grade Reading	Math & Science Academy	<b>1.79</b>	<b>1.79</b>	<b>26.79</b>	<b>53.57</b>	<b>16.07</b>	<b>96.43%</b>
	<b>State</b>	5.51	24.73	31.27	32.41	6.08	69.76%
11 <sup>th</sup> Grade Mathematics	Math & Science Academy	<b>0.00</b>	<b>0.00</b>	<b>18.52</b>	<b>37.04</b>	<b>44.44</b>	<b>100%</b>
	<b>State</b>	4.44	25.26	41.97	22.41	5.93	70.31%
10 <sup>th</sup> Grade Reading	Math & Science Academy	<b>0.00</b>	<b>0.00</b>	<b>14.71</b>	<b>44.44</b>	<b>40.74</b>	<b>100%</b>
	<b>State</b>	5.53	16.72	36.61	31.44	9.89	77.94%

\*Passing refers to all students who scored at level 3 or higher

## ITED – Spring 2004

District Summary	Reading	Language	Math	Social Studies	Science	Sources of Information
<b>*Grade 12 Grade Equivalent</b>	<b>13+</b>	<b>13+</b>	<b>13+</b>	<b>13+</b>	<b>13+</b>	<b>13+</b>
<b>Grade 12 National Norms</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>
<b>*Grade 11 Grade Equivalent</b>	<b>13+</b>	<b>13+</b>	<b>13+</b>	<b>13+</b>	<b>13+</b>	<b>13+</b>
Grade 11 National Norms	<b>99%</b>	<b>97%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>98%</b>
<b>*Grade 10 Grade Equivalent</b>	<b>15.6</b>	<b>14.6</b>	<b>15.1</b>	<b>15.5</b>	<b>15.6</b>	<b>14.2</b>
<b>Grade 10 National Norms</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>97%</b>
<b>*Grade 9 Grade Equivalent</b>	13.9	14.2	14.3	14.4	14.3	13.7
Grade 9 National Norms	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>

\* Grade equivalent translate into grade level ability

## ITBS – Spring 2004

District Summary	Reading	Language	Math	Social Studies	Science	Sources of Information
<b>*Grade 8 Grade Equivalent</b>	<b>12.4</b>	<b>12.9</b>	<b>13.1</b>	<b>13.7</b>	<b>13.5</b>	<b>13.8</b>
<b>Grade 8 National Norms</b>	<b>94%</b>	<b>93%</b>	<b>97%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>
<b>*Grade 7 Grade Equivalent</b>	<b>11.8</b>	<b>11.9</b>	<b>11.5</b>	<b>12.1</b>	<b>12.6</b>	<b>12.1</b>
<b>Grade 7 National Norms</b>	<b>99%</b>	<b>96%</b>	<b>98%</b>	<b>96%</b>	<b>99%</b>	<b>96%</b>
<b>*Grade 6 Grade Equivalent</b>	<b>9.9</b>	<b>10.6</b>	<b>10.5</b>	<b>10.0</b>	<b>11.3</b>	<b>11.1</b>
<b>Grade 6 National Norms</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>96%</b>	<b>99%</b>	<b>99%</b>

## Academic Goals for 2004-2005 School Year

Based on the already high test results for MSA students, the goal will be to maintain superior scores while facing a reduction in resources. MSA will continue to administer state mandated BST and MCA exams, including the new 6th grade reading and mathematics MCA. The goal will be to continue to perform beyond the state averages, as well as the averages posted by the surrounding districts. By year's end, MSA would like to maintain its already achieved "5-star" school rating.

## Non-Academic Goals for 2004-2005

It has been decided by the staff that for the 2004-2005 school year, staff development will take the form of a year-long writer's workshop. Guided by the English department, each staff will receive group and individual instruction in how to best assign, evaluate, and standardize student writing across the curriculum. By year's end, MSA teachers and student will have writing program that has become the standard by which the teaching staff and students can be assessed.

Another non-academic goal for MSA will be to rewrite the parent/student satisfaction survey. This survey was first written during the 1999-2000 school year as part of our sponsor contract and has not been updated since. The goal of the rewrite will be to include areas of program expansion (viz. music, band, specific extra-curricular activities, and staffing increase) and make the survey instrument more sensitive to areas in need of improvement. This task will be assigned to the MSA Board of Directors, and subsequently assigned to the parent team for input, and ultimately used this school year and commented on in the 2003-2004 annual report.

## Other School Accountability Measures

The Math and Science Academy is intended to be a community created and operated school, and as such, has a well-organized parent team. The parent team is an official board appointed committee made up of MSA families whose goals include helping our children receive the best possible education, working together, and supporting each other. The parent team also allows parents to organize their volunteer efforts, to provide a forum to discuss issues of concern, to develop recommendations for consideration by the MSA Board of Directors, to communicate and thereby learn about the school, and most importantly, to talk with and get to know other parents. The committee meets the second Thursday of the month and is facilitated by an elected parent team leader. A monthly summary, the *Parents' Team Newsletter*, is then distributed to keep all families informed of current discussions, issues, and topics. All parents/guardians who have a student at MSA are automatically members, and all are encouraged to attend.

MSA also solicits input from its families by issuing an annual family satisfaction survey. The data generated from this survey indicates that parents are quite pleased with MSA. MSA appeals to families because it is a small school governed by teachers and families. At MSA parents are empowered to make a difference in their child's education. Parents also like to 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.

<i>Parent Team Survey Results</i>	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Not Applicable		No Answer		Total	
After School Programs and Clubs	23	22%	44	42%	15	14%	8	8%	2	2%	11	11%	1	1%	104	100%
Director	61	59%	33	31%	7	7%	1	1%	1	1%	0		1	1%	104	100%
Discipline	34	33%	45	43%	11	10.5%	1	1%	1	1%	12	11.5%	0		104	100%
Electives/Non-Core Courses	21	21%	41	39%	15	14%	7	7%	4	3.5%	12	11.5%	4	3.5%	104	100%
English	47	45%	45	43%	4	3.5%	3	3%	3	3%	0		2	2%	104	99.5%
Enrollment, Marketing and Future Planning	24	23%	51	49%	15	14%	2	2%	0		8	8%	4	3.5%	104	99.5%
Grounds and Building Appearance	27	26%	57	55%	14	13%	4	3.5%	2	2%	0		0		104	99.5%
Math	49	47%	38	36.5%	9	9%	6	5%	0		0		2	2%	104	99.5%
May Term	30	29%	42	40%	15	14%	11	10.5%	2	2%	2	2%	2	2%	104	99.5%
Music/Band	37	35.5%	17	16%	7	7%	2	2%	0		41	39%	0		104	99.5%
Administrative/Office Staff	70	67%	29	28%	2	2%	1	1%	0		1	1%	1	1%	104	100%
Overall Satisfaction	50	48%	44	42%	4	3.5%	3	3%	0		0		3	3%	104	99.5%
Parents/Student/Advisor Conferences	22	21%	27	26%	27	26%	13	13%	7	7%	7	7%	1	1%	104	100%
Phone Communication	32	31%	50	48%	8	7.5%	3	3%	6	6%	4	3.5%	1	1%	104	100%
Physical Education	23	22%	49	47%	8	7.5%	6	5%	5	5%	10	10%	3	3%	104	99.5%
Science	40	38%	38	36.5%	14	13%	10	10%	0		0		2	2%	104	99.5%
Social Studies	42	40%	53	51%	5	5%	3	3%	0		0		1	1%	104	100%
Spanish	44	42%	49	47%	6	6%	2	2%	2	2%	0		1	1%	104	100%
Special Education	9	9%	6	6%	3	3%	0		2	2%	84	80%	0		104	100%
Sports	4	4%	5	5%	22	21%	21	20%	9	9%	38	36%	5	5%	104	100%
Technology	30	29%	46	44%	18	17%	3	3%	1	1%	1	1%	5	5%	104	100%
Transportation	9	9%	31	30%	13	12.5%	6	6%	8	8%	35	33.5%	2	2%	104	100%
Written Communication	25	24%	51	49%	15	14%	5	5%	2	2%	2	2%	4	4%	104	100%

Total: 104 Surveys

Discrepancies in total percentages is due to rounding to nearest tenth of a percent.

## School Finances

MSA began the 2003-2004 school year with a \$172,476.00 fund balance. The 2003-2004 fiscal year end audit was conducted on August 23<sup>rd</sup>, 2004, and the results will be submitted to MDE by the required deadline. Whereas the results of this audit are as of yet incomplete, there is every indication that once again MSA will have annual surplus of approximately \$8000.00 even though the below un-audited 2003-2004 board approved budget indicates an annual balance of -\$349.61.

<b>Math and Science Academy</b>		
FY03-04 Budget		
<b><u>Enrollment Projections</u></b>		
Number Students Grade 6		45
Number Students Grade 7		59
Number Students Grade 8		50
Number Students Grade 9		53
Number Students Grade 10		36
Number Students Grade 11 (assume 27 students with 2 FT PSEO)		25
Number Students Grade 12 (assume 23 students with 13 FT PSEO)		10
Total Number Students (Grades 6-12)		278
Total Number Students (Grade 6)		45
Total Number Students (Grades 7-12) Less 20 for good yearly average		213
Adjusted Pupil Units (Grade 6) AMCPU		47.7
Adjusted Pupil Units (Grades 7-12) AMCPU		276.9
Total ADJUSTED Pupil Units		324.6
Adjusted Marginal Cost Pupil Units (AMCPU) (90/10)		324.938
<b>Greater of line 29 or line 31</b>		<b>324.938</b>
<b><u>General Education Revenue</u></b>		
<u>State Averages per AMCPU</u>		
Inflation Rate Assumption - Basic only		
Basic Excluding Transportation		\$4,377.85
Referendum Aid - Avr.		\$127.96

Transportation		\$0.00
Graduation Rule		\$0.00
Sparsity		\$16.00
Training & Experience		\$18.00
Equity		\$33.00
Compensatory Transition		\$0.00
Operating Capital		\$203.00
Supplemental		\$0.00
State Revenue (per AMCPU)		\$4,775.81
Less Pension Adjustment		\$47.43
<b>Total State Revenue (per AMCPU)</b>		<b>\$4,728.38</b>
<b>Total General Education State Revenue</b>		<b>\$1,534,832.15</b>
<b><u>Compensatory Revenue</u></b>		<b>\$0.00</b>
<b>Calculated Compensatory State Revenue</b>		<b>\$0.00</b>
<b><u>Building Lease Aid</u></b>		
Lease Aid per Pupil Unit		\$1,500.00
Maximum Qualifying Lease Aid		\$487,407.00
Lease Aid a t90% of Lease Cost		\$413,587.13
Lessor of \$1,500/p.u. or 90% of lease payment		\$413,587.13
<b><u>Other Revenue</u></b>		
General Fund Transfer		\$10,000.00
<b>Total Other Revenue</b>		<b>\$10,000.00</b>
<b><u>Special Education Revenue Calculations</u></b>		
State Spec. Ed.Staff Revenue		\$67,139.19
Delete Category		\$0.00
Delete Category		\$0.00
Excess Cost/Tuition Bills (Estimate)		\$20,000.00
Federal Spec Ed Flow thru		\$25,000.00
Federal Spec Ed Pers. Dev.		\$640.00

<b>Total Special Education Revenue</b>		\$112,779.19
<b><u>Student and Staff Assumptions</u></b>		
Number of Special Needs Students		\$20.00
Number of Special Education Students		\$14.00
Number Free Lunch		\$0.00
Number Reduced Lunch		\$0.00
Number of Teachers		\$15.00
Number of Administrators		\$1.00
Number of Support Staff		\$2.00
Number of Special Education Teachers		\$1.50
Number of Special Ed. Paraprofessionals		\$1.60
Number of Gen Ed Paraprofessionals		\$0.40
Staff to Student Ratio		\$17.20
<b><u>Projected Benefits</u></b>		
Inflation Rate Assumption		Use actuals
Health Ins.		
Health Ins. Deductible Allowance (max)		
Dental Ins.		
Life Ins.		
ST Disability		
LT Disability		
Vision Allowance		
Worker's Comp Ins.		6% increase
FICA		\$7.65
TRA (Teachers Retirement)		\$5.00
PERA		\$5.53
<b><u>Other Costs Inflation Rate Assumption</u></b>		
<b><u>Revenue Calculations</u></b>		
<b><u>State Aids</u></b>		
General Education Revenue		\$1,534,832.00
Compensatory Revenue		\$0.00
Building Lease Aid		\$413,587.00
Charter School Start-up Revenue		\$0.00
Special Education Revenue		\$112,779.00



<b>Total State Aids</b>		\$2,061,198.00
<b><u>Grants and Loans</u></b>		
3rd Federal Charter School Start-Up Grant		
2nd Federal Charter School Start-Up Grant		
State Grants		\$0.00
Private Grants		\$0.00
Misc Rev - Yearbook, Theatre, Federal Dollars(Title II & VI)		\$0.00
<b>Total Grants &amp; Loans</b>		\$0.00
<b>Total Other Revenues</b>		\$10,000.00
<b>Total Revenue</b>		\$2,071,198.00
<b><u>Expenditure Calculations</u></b>		
<b><u>Regular Education Salaries &amp; Benefits</u></b>		\$0.57
<b><u>Salaries</u></b>		
Teaching Staff		\$629,000.00
Administrative		\$152,500.00
Principal	\$68,000.00	
Business Manager	\$43,500.00	
Office Personnel	\$41,000.00	
	\$152,500.00	
Office Intern (2@3hrs day for 175 days)		\$7,500.00
Educational Assistant - Non Spec Ed (prior to 01-02 support)		\$0.00
Substitute or Leave Buyout		\$25,488.00
Substitute Administrators		\$3,500.00
Special Ed. Teachers		\$65,600.00
Special Ed. Assistants		\$25,000.00
Special Ed. Assistants 0.6 FTE		\$22,000.00
Gen Ed Assistants 0.4 FTE		\$5,500.00
	subtotal	\$936,088.00
<b><u>Benefits</u></b>		
Health Ins.		\$85,861.00
Health Ins. Deductable Allowance (250)		\$5,712.50
Dental Ins.	\$15,541.85	
Life Ins.	\$2,736.00	

STD/LTD	\$15,358.10	
ADD	\$410.40	
subtotal	\$34,046.35	\$28,688.92
Vision Allowance (200)		\$4,320.00
Estimated Benefit Increase total	\$124,582.42	
Emergency Approved Paid Time off		
<b>Healthcare Reserve</b>		
Annuity (403b)		\$0.00
Worker's Comp. Ins. Premium		\$3,619.48
subtotal		\$128,201.90
<b>Payroll Taxes (Employer Paid)</b>		
MN Unemployment Tax (1st \$21,000 of empl. Sal @.17%)		\$785.40
FICA (Soc. Sec 6.2%+ Medicare 1.45%)		\$68,603.15
PERA (Non-Teacher Retirement employer portion) 5.53%		\$7,189.00
TRA (Teachers Retirement) 5%		\$38,055.00
subtotal		\$114,632.55
<b>Total Regular Education Salaries &amp; Benefits</b>		\$1,178,922.45
<b>Special Education</b>		\$0.01
Additional Spec. Ed. Materials		\$3,100.00
Contracted Related Services & Assessments(Federal Money)		\$17,500.00
Additional Spec. Ed. Materials - Student Specific		\$600.00
916 Contracted Related Services & Assessments-Student Specific?		\$800.00
Contract Special Education Director (MACS)		\$3,000.00
<b>Total Special Education</b>		\$25,000.00
<b>Services &amp; Activities</b>		\$0.07
Staff Development		\$21,600.00
Professional Organizations and Literature (@ \$200/staff)		\$4,570.00
Audit		\$15,000.00
Accounting		\$13,500.00
Payroll Fees		\$3,000.00
Insurance- Property & Liability		\$25,645.00
MN State High School League		\$100.00
Nurse Services		\$2,300.00
Affiliate Membership #916 and tuition		\$11,400.00

Postage & Shipping		\$3,000.00
Extra Curricular Activities		\$2,000.00
MACS Membership		\$2,500.00
Bank Interest/Principle on Line of Credit		\$23,292.12
Bank Fees		\$500.00
Government Fees		\$0.00
Copies (\$308 per month plus \$3000 for overage)		\$2,000.00
Testing		\$3,800.00
Director's Discretionary Fund		\$5,000.00
Professional Associations (MSBA)		\$1,500.00
Security & Monitoring		\$3,100.00
Transportation		\$4,000.00
<b>Total Services &amp; Activities</b>		\$147,807.12
<b><u>Supplies &amp; Equipment</u></b>		\$0.03
School Textbook		\$15,767.77
School supplies - Classroom		\$28,039.02
School Supplies - Mayterm		\$0.00
Phone Equipment Repair		\$1,000.00
Office Supplies		\$10,000.00
Equipment - Classroom		\$1,000.00
Office Furniture		\$0.00
<b>Total Supplies &amp; Equipment</b>		\$55,806.79
<b><u>Maintenance</u></b>		\$0.03
Snow Removal		\$6,000.00
Lawn Service and Landscaping		\$1,500.00
Building Maintenance		\$3,000.00
Supplies & Equipment		\$6,000.00
Garbage & Recycling		\$4,000.00
Custodial Services		\$32,000.00
Capitol Repairs		\$10,000.00
<b>Total Maintenance</b>		\$62,500.00
<b><u>Utilities</u></b>		\$0.03
Electricity & Gas *NOTE*(Last 2yrs cost approx 26,500 each Yr)		\$28,000.00
Phone Plans (Qwest, Sprint, Voicestream)		\$30,000.00
YMCA Utilities		\$0.00
Water & Sewer		\$2,100.00

Internet Access		\$450.00
<b>Total Utilities</b>		\$60,550.00
<b><u>Technology</u></b>		\$0.04
Computers, Peripherals Techie Gear		\$43,660.00
Computer Tech Support, Outside Vendor		\$5,000.00
Computer Tech Support, Internal Staff		\$5,000.00
Photocopying Equipment		\$19,200.00
Software		\$0.00
Skyward Accounting software(\$20 per child count)		\$5,560.00
<b>Total Technology</b>		\$78,420.00
<b><u>Marketing &amp; Development</u></b>		\$0.00
Printing		\$1,000.00
Advertising		\$1,000.00
Meeting/Open Forum Expenses		\$1,000.00
<b>Total Marketing &amp; Development</b>		\$3,000.00
<b><u>Facilities</u></b>		\$0.22
Lease Payments - Permanent Building -Trustee & Bond		\$376,281.25
Trustee Fees (1725 twice a year)		\$3,450.00
YMCA Lease Pymt: Athletic Facilities		\$79,810.00
Capital Improvement Lease(CIT)		\$0.00
Repayment of Reserve Fund		\$0.00
Replacement of AC Chiller Unit		\$0.00
Property Appraisal		\$0.00
Arbitrage Calculation (estimate)		\$0.00
Excess closing cost		\$0.00
<b>Total Facilities</b>		\$459,541.25
<b>Total Expenses</b>		\$2,071,547.61
<b>Annual Surplus (Deficit)</b>		-\$349.61

## **Director's Comment**

The 2003-2004 school year was by many accounts, a very successful one. Educationally MSA achieved, or exceeded, all expectations that were established at the beginning of the school year. We had the highest tenth and eleventh grade MCA scores in the state, achieved a "five-star" rating from the department of education, and were able to remain fiscally solvent without any additional loans or outside sources of money. As the new 2004-2005 school year begins, MSA has an enrollment waiting list of approximately 130 students. However, if the current trend in educational financing and resource allocation to charter schools continues as it has the past two years, MSA, regardless of how educationally successful, will be in jeopardy of canceling its charter.

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