



2006-2007 Annual Report



Vision:

To be a model of education that anticipates needs and prepares students for excellence

Mission:

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

Math and Science Academy

A Minnesota Charter School

*8430 Woodbury Crossing
Woodbury, Minnesota 55125
651-578-7507
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2006-2007 ANNUAL REPORT

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

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Sponsor Information

The Math and Science Academy, since opening in the fall of 1999, has been one of a few charter schools in the state to have the Department of Education (MDE) for a sponsor. From the time that I have been the director (beginning in 2003), Andrea Coffey has been our sponsor contact, and was primarily responsible for our contract renewals in 2002 and 2005. Early in the 2006-2007 school year, Stephanie Olsen replaced Andrea Coffey as our MDE contact, and has since been actively involved in monitoring our operation. She has diligently and conscientiously worked to organize workshops on governance, standardized testing, and test score analysis. As a school, MSA has been fortunate in that since our second year, we have had no significant issues that needed direct sponsor intervention.

Governance

MSA is governed by a board of directors (BOD) 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 is set by the BOD on the recommendation of the BOD election committee). 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 new for this year, fundraising) that meet either the second or third Thursday of the month. The MSA BOD routinely conducts workshops to address the larger issues, and thereby gives the community a chance to participate on such issues.

The 2006-2007 board members are listed below.

Name	Position and Term Expiration	Group Representation
Laura Hutt (651) 295-1056 lhutt@comcast.net	Board Treasurer – 12/31/06	Parent
Alan Moorhead (651) 361-4287 (work) Alan.Moorhead@assurant.com	Board Chair – 12/31/06	Parent
Michelle Richards (651) 353-2306 mrichards@mnmsa.org	Board Secretary – 12/31/06	Teacher
Eric Kaluza (651) 208-8859 ekaluza@mnmsa.org	Board Member – 12/31/06	Teacher
Bronwen Williams (651) 353-2309 bwilliams@mnmsa.org	Board Member – 12/31/06	Teacher
John Foster (651) 634-3214 jfooster@comcast.net	Board Chair – 12/31/07	Parent
Alice Lee (651) 687-7587 alice.lee@thomson.com	Board Member – 12/31/07	Parent
Lucretia Keeler (651) 353-2303 lkeeler@mnmsa.org	Board Secretary -12/31/07	Teacher
Jerry Shelton (651) 208-8754 jshelton@mnmsa.org	Board Member – 12/31/07	Teacher
Mark Phillion (763)-201-6557 mark.phillion@bellcomb.com	Board Treasurer – 12/31/08	Parent
Anil Mehta (651) 265-5044 anil.mehta@gtserVICing.com	Board Member – 12/31/08	Parent
Ken Thielman (651) 353-2316 kthielman@mnmsa.org	Vice Chair – 12/31/08	Teacher
Stacy Bartlett (651) 353-2313 sbartlett@mnmsa.org	Board Member – 12/31/08	Teacher
Darrel Schoeberlein (651) 353-2370 dschoeberlein@mnmsa.org	Board Member – 12/31/08	Teacher
Marilea Griggs MSA Student	Non-Voting Board Member 6/5/07	Student
Paul Simone (651) 353-2317 psimone@mnmsa.org	Ex-Officio Member	School District

Teaching Staff Information

Name	Subject Area	File Folder Number
Stacy Ann Bartlett	7-12 Life Sciences 5-8 Science	361292
Margaret Catherine Burggraaff	7-12 English/Language Arts	376388
Michelle Marie Matson	5-12 Social Studies –All	416675
Norma Patricia Haynes-Guerra	1-6 Elementary Education K-12 Physically Handicapped K-12 Spanish	306086
Cheryl Ann Howe	K-6 Elementary Education 5-8 Science	415900
Steven James LeDuc	K-12 Health Education K-12 Physical Education	389555
Marilynn T. Kaplan	K-12 EBD K-12 LD K-12 Physical Education	162537
Lucretia Louise Keeler	K-12 Visual Arts	408556
Joshua Michael Minsley	7-12 Theater Arts 7-12 Mathematics	376165
Leah Ann Bruggeman	5-12 English/Language Arts	427375
Douglas R. Johnson	History & Coaching	193804
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 Schoeberlein	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 5-8 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	
Joyce Lawrence	Office Assistant	
Jeanne Brino	Financial Coordinator	
Joel Dimock	Special Education Assistant	
Leslie Kurt	Special Education Assistant	

Additional Teaching Staff Information

For the 2006-2007 school year, MSA added a part time (.08FTE) 7-12 social studies teacher, Douglas Johnson; and a full time (1.0FTE) social studies teacher, Michelle Matson to fill-in for Susan Mooney – 7-12 social studies teacher – who was on unpaid board approved educational leave until the fall term 2007. Also hired during the 2006-2007 school year were Joel Dimock and Leslie Kurt as full-time special education paraprofessionals. As a result, MSA had no unmet staffing needs.

Program Success and Best Practices

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 with 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 MSA is required to complete a math program through calculus and a 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 11th grade, and one year of high school fine arts. Thus far, after six graduating classes, only three seniors have failed to graduate on time and over 90% of our students have pursued either a two or a 4-year degree program. Indeed, while the state of Minnesota led the nation in ACT scores the last two years with an average composite of 22.5, MSA composite ACT scores over the past two years have been 28.4 and 27.6.

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 can further enhance their educational experience by participating in after school extracurricular activities, including a MSHL level cross country team, MSHL baseball, club level recreational sports such as boy's and girl's basketball, academic teams, theater, orchestra and jazz band, National Honor Society, Student Council, Academic Triathlon, Lego league robotics, as well as Spanish club, art club, and other various school-sponsored social events.

Program Challenges

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 2006-2007 legislature. For the 2007-2008 school year, MSA will continue to lobby lawmakers 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 extracurricular agreements.

Another issue, which is more unique to our program, is that of expansion and in particular, lack of expansion funding in particular. MSA has researched and pursued an expansion agenda for two years. The result of this effort has been the realization that there is no funding source for a successful, suburban math and science program. In other words, while there is start-up funding for new programs, funding for the demographically defined disadvantaged, and funding for large traditional programs, there is no funding for small successful programs such as ours.

Our greatest challenge however, comes from the lack of adequate yearly funding. With double digit increases in fixed costs such as health benefits and utilities, it will soon become increasingly impossible to provide a quality-uniform education to our students with only one or two percent yearly increase in formula aid. Our only revenue protection has been the addition of students to our program (of which we have a great number waiting), but this too has become problematic in a finite space such as ours. With no expansion possibilities as described above, we are in danger of being forced to not renew our charter and subsequently, close our doors.

Accountability Data

In order to ensure that academic progress is being made, MSA students are required to take all state mandated standardized tests throughout the year. This testing includes the Basic Standard Skills Tests in 8th and 10th grade, for those who have yet to pass, and the newly established MCA II exams in 6th, 7th, 8th, 9th, 10th and 11th grade. In addition, MSA administers the PSAT to all students in grades 9 through 11. For the last four years, MSA

has had at least one student competing as a national merit semifinalist. In 2004-2005 MSA was granted permission by the Minnesota Department of Education (MDE) to use the PSAT results as its new independent benchmark for progress. In other words, each year MSA students in grades 9 through 11 are given the PSAT in the fall, and when the test results are reported in December, scores are compared to previous years, as well as to all sophomores and juniors nationwide. This was the third year the PSAT was be used as a benchmark for reading, writing and math, and these are the scores to which all subsequent years will continue to be compared.

Without exception, each year since MSA opened in fall of 1999, we have outperformed not only the mandated testing state averages, but also the scores of all the surrounding schools in South Washington County, the Metro area as a whole, and the majority statewide.

Minnesota Comprehensive Assessments Test Scores (MCA II's)

		Did Not Meet Standard	Partially Meets Standard	Meets the Standard	Exceeded the Standard	Percent Passing
6th Grade Mathematics	MSA	9%	16%	48%	27%	75%
	State	16%	21%	41%	22%	63%
6th Grade Reading	MSA	2%	11%	21%	66%	82%
	State	14%	19%	35%	31%	66%
7th Grade Mathematics	MSA	11%	20%	36%	34%	70%
	State	18%	21%	39%	23%	62%
7th Grade Reading	MSA	0%	5%	38%	57%	95%
	State	16	20	31	32	63%
8th Grade Mathematics	MSA	5%	16%	59%	20%	79%
	State	20%	21%	39%	19%	58%
8th Grade Reading	MSA	0%	7%	32%	61%	93%
	State	16%	21%	27%	36%	63%
10th Grade Reading	MSA	0%	5%	37%	58%	95%
	State	18%	20%	32%	28%	60%
11th Grade Mathematics	MSA	0	31%	38%	31%	69%
	State	47%	21%	20%	12%	32%

Basic Standards Test of Written Composition Results

	# Tested	# Passed	% Passed	Ave. Score out of 6
9th Grade Writing	39	38	97.44	4.4
10th Grade Writing	38	38	100	4.79

PSAT Scores

The PSAT scores, as they are listed below, represent our 9th, 10th, and 11th graders across the areas of reading, writing, and math compared on a national norm expressed in a percentile.

School Summary	Critical Reading	Math	Writing Skills	Selection Percentile
2006 Grade 11 Average Norm Reference Percentile	72%	69%	75%	76%
2006 Grade 10 Average Norm Reference Percentile	83%	73%	76%	67%
2006 Grade 9 Average Norm Reference Percentile	75%	68%	73%	60%
2005 Grade 11 Average Norm Reference Percentile	75%	68%	70%	73%
2005 Grade 10 Average Norm Reference Percentile	72%	67%	65%	56%
2005 Grade 9 Average Norm Reference Percentile	66%	56%	62%	48%
2004 Grade 11 Average Norm Reference Percentile	76%	70%	71%	75%
2004 Grade 10 Average Norm Reference Percentile	72%	67%	70%	62%
2004 Grade 9 Average Norm Reference Percentile	60%	53%	57%	47%

*PSAT Scores Notes

***Notes to PSAT**

Critical reading, math, and writing skills percentiles differ by grade levels. Performance of juniors and above is compared with that of juniors nationwide; the performance of sophomores and below is compared with that of sophomores nationwide.

Selection index percentile compares performance of all students, regardless of grade level, with that of juniors nationwide.

Other School Accountability Measures

MSA 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 committee of the MSA BOD and provides a means for parents to meet together and work to support MSA. The Parent Team also provides a forum for parent discussion and can be a mechanism for developing recommendations for the BOD. All parents and guardians of MSA students are automatically members of the Parent Team and are invited to attend meetings on the second Thursday of each month at 7:00 pm.

The Parent Team organizes parent volunteer efforts, provides funding for activities, and supports various student and school activities. However, the Parent Team does not participate in general fundraisers or sales of food or merchandise. Instead, all families are asked to make a contribution to the Parent Team of \$35 if they have one child or \$50 if they have more than one child at MSA. These funds are used for activities that are not provided for by the general education budget. Some activities that have received financial support from the Parent Team in the past include various school clubs and teams, the annual school play, prom, teacher conference dinners, MOL Day, Pi Day, transportation for field trips, school landscaping, all-school assemblies, and Lego robotics.

2006 - 2007 Parent Team Officers:

Chairperson: Sandra Tevlin, 651-739-7399


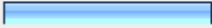
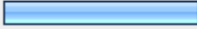
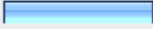
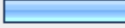
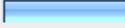
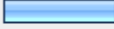
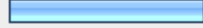
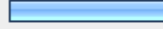
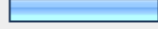


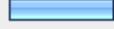

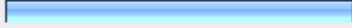
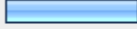

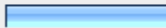
Vice-Chairperson: Billie Holterman-Schniepp, 651-459-5720, billieptvc@hotmail.com

Secretary: Sheila Schroeder, 651-738-3281, sheila_schroeder@yahoo.com

Treasurer: Debbie Johnson, 651-739-6152, Debbiejohnson12@aol.com

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 with others who value a good education and attend school with the expectation to learn.

Parent Survey Results

What grade level(s) did your student(s) attend? Mark all that apply.			
		Response Percent	Response Count
6		41.8%	41
7		36.7%	38
8		34.7%	34
9		26.5%	28
10		21.4%	21
11		21.4%	21
12		19.4%	19
		<i>answered question</i>	98
		<i>skipped question</i>	0
How many years has your student(s) attended MSA? Mark all that apply.			
		Response Percent	Response Count
1		34.7%	34
2		27.6%	27
3		26.5%	26
4		19.4%	19
5		18.4%	18
6		18.4%	18
7		11.2%	11
		<i>answered question</i>	98
		<i>skipped question</i>	0
If your student(s) is (are) not returning to MSA for the 2007/2008 school term, please check the reason(s).			
		Response Percent	Response Count
Graduating		61.9%	13
Curriculum		23.8%	5
Academic Progress		9.5%	2
Sports		0.0%	0
Other		28.6%	6
		<i>answered question</i>	21
		<i>skipped question</i>	77

answer options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	High Importance	Low Importance
My student knows how to access a variety of resources (PSEO, homework assistance, libraries, etc.) to help him/her learn.	28	48	6	3	1	44	2
Teachers are available and accessible	36	32	13	5	0	45	1
My student is being well prepared to pursue post high school options.	47	32	6	1	0	45	2
MSA's curriculum is broad enough to meet the educational needs of my student	35	38	8	4	0	44	1
MSA's facilities are clean and well maintained.	26	32	21	7	1	41	4
The building has adequate classroom space.	7	21	24	29	5	40	7
Students at MSA show respect for each other.	31	45	8	2	0	44	1
My student feels safe at MSA.	56	25	5	0	0	46	0
Discipline policies are enforced fairly and consistently.	28	35	16	3	3	43	4
I feel welcome at MSA.	34	31	12	7	2	42	5
Parent/Teacher conferences are beneficial to my student.	20	27	26	10	3	34	11
Parent/Teacher conferences serve a purpose.	19	35	21	10	3	33	11
I receive timely information about MSA's curriculum, policies, and school events.	29	25	18	12	2	45	2
Teachers respond promptly to my telephone inquiries.	27	31	17	9	2	44	2
Teachers respond promptly to my email inquiries.	19	20	23	16	7	42	4
The website is user friendly and contains current information about MSA.	25	34	16	11	0	43	3
Teachers at MSA demonstrate genuine concern for the well-being of students.	37	32	10	5	2	47	0
MSA's policies are fair and effective.	29	34	11	7	5	41	3
The MSA administration demonstrates genuine concern for the well-being of students.	37	32	13	2	2	45	1
The views of parents are seriously considered when school policy decisions are made.	18	30	25	7	6	42	4
Teachers and administrators at MSA are sensitive to issues of diversity (race, gender, religion, etc).	21	41	20	2	0	39	8

Please rate the Math class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
Algebra I	33.3% (13)	28.2% (11)	5.1% (2)	2.6% (1)	0.0% (0)	30.8% (12)	1.67	39
Algebra II	27.9% (12)	30.2% (13)	2.3% (1)	4.7% (2)	4.7% (2)	30.2% (13)	1.97	43
Calculus	9.4% (3)	18.8% (6)	3.1% (1)	3.1% (1)	6.3% (2)	59.4% (19)	2.46	32
Honors Calculus	3.8% (1)	7.7% (2)	3.8% (1)	3.8% (1)	0.0% (0)	80.8% (21)	2.40	26
Pre-Algebra	33.3% (14)	28.6% (12)	0.0% (0)	2.4% (1)	0.0% (0)	35.7% (15)	1.56	42
Geometry	13.8% (4)	20.7% (6)	3.4% (1)	0.0% (0)	3.4% (1)	58.6% (17)	2.00	29
Honors Geometry	13.3% (4)	10.0% (3)	0.0% (0)	13.3% (4)	0.0% (0)	63.3% (19)	2.36	30
Pre-Calculus	13.8% (4)	3.4% (1)	17.2% (5)	3.4% (1)	0.0% (0)	62.1% (18)	2.27	29
Honors Pre-Calculus	7.1% (2)	17.9% (5)	0.0% (0)	0.0% (0)	0.0% (0)	75.0% (21)	1.71	28
PSEO	14.8% (4)	7.4% (2)	0.0% (0)	0.0% (0)	0.0% (0)	77.8% (21)	1.33	27
Other	4.2% (1)	8.3% (2)	0.0% (0)	0.0% (0)	0.0% (0)	87.5% (21)	1.67	24
Please rate the Art class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
7 Art	21.4% (6)	21.4% (6)	7.1% (2)	0.0% (0)	0.0% (0)	50.0% (14)	1.71	28
8 Art	28.6% (8)	14.3% (4)	7.1% (2)	0.0% (0)	0.0% (0)	50.0% (14)	1.57	28
10 Art	13.6% (3)	13.6% (3)	4.5% (1)	4.5% (1)	0.0% (0)	63.6% (14)	2.00	22
PSEO	15.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	84.2% (16)	1.00	19
Other	20.0% (4)	5.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	75.0% (15)	1.20	20

Please rate the Science class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.							
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Response Count
6 Life Science	39.4% (13)	36.4% (12)	6.1% (2)	0.0% (0)	0.0% (0)	18.2% (6)	33
7 Earth Science	21.0% (7)	40.6% (13)	9.4% (3)	3.1% (1)	0.0% (0)	25.0% (8)	32
8 Physical Science	18.2% (6)	33.3% (11)	18.2% (6)	3.0% (1)	6.1% (2)	21.2% (7)	33
Biology	7.4% (2)	55.6% (15)	7.4% (2)	0.0% (0)	0.0% (0)	29.6% (8)	27
Vertebrate Zoology	7.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	92.3% (12)	13
Micro Biology	6.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	93.3% (14)	15
Chemistry	15.0% (3)	10.0% (2)	10.0% (2)	5.0% (1)	10.0% (2)	50.0% (10)	20
Honors Chemistry	15.0% (3)	15.0% (3)	0.0% (0)	5.0% (1)	10.0% (2)	55.0% (11)	20
Physics	11.8% (2)	5.9% (1)	0.0% (0)	5.9% (1)	11.8% (2)	64.7% (11)	17
Honors Physics	17.8% (3)	11.8% (2)	5.9% (1)	5.9% (1)	5.9% (1)	52.9% (9)	17
'Science Project' Project	13.3% (2)	0.0% (0)	6.7% (1)	0.0% (0)	0.0% (0)	80.0% (12)	15
PSEO	27.8% (5)	5.6% (1)	0.0% (0)	0.0% (0)	0.0% (0)	66.7% (12)	18
Other	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	90.0% (9)	10






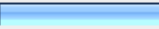
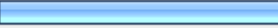



Please rate the English class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
6 English	33.3% (12)	30.6% (11)	13.9% (5)	5.6% (2)	0.0% (0)	16.7% (6)	1.90	36
7 English	34.3% (12)	40.0% (14)	2.9% (1)	0.0% (0)	0.0% (0)	22.9% (8)	1.59	35
8 English	36.4% (12)	33.3% (11)	3.0% (1)	6.1% (2)	0.0% (0)	21.2% (7)	1.73	33
9 English	17.2% (5)	44.8% (13)	3.4% (1)	3.4% (1)	0.0% (0)	31.0% (9)	1.90	29
10 American Literature	25.0% (6)	8.3% (2)	4.2% (1)	12.5% (3)	4.2% (1)	45.8% (11)	2.31	24
British Literature	15.8% (3)	5.3% (1)	15.8% (3)	0.0% (0)	0.0% (0)	63.2% (12)	2.00	19
Speech	5.6% (1)	33.3% (6)	0.0% (0)	0.0% (0)	0.0% (0)	61.1% (11)	1.88	18
PSEO	30.4% (7)	17.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	52.2% (12)	1.38	23
Other	6.7% (1)	13.3% (2)	0.0% (0)	0.0% (0)	0.0% (0)	80.0% (12)	1.67	15

Please rate the Social Studies class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
6 Social	30.6% (11)	36.1% (13)	8.3% (3)	2.8% (1)	2.8% (1)	19.4% (7)	1.90	38
7 Social/Geography	18.2% (6)	42.4% (14)	9.1% (3)	6.1% (2)	0.0% (0)	24.2% (8)	2.04	33
8 Social	38.7% (12)	29.0% (9)	12.9% (4)	0.0% (0)	0.0% (0)	19.4% (6)	1.68	31
American History	25.0% (6)	29.2% (7)	4.2% (1)	0.0% (0)	0.0% (0)	41.7% (10)	1.64	24
World History I	37.5% (9)	16.7% (4)	0.0% (0)	0.0% (0)	4.2% (1)	41.7% (10)	1.57	24
World History II	23.8% (5)	19.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	57.1% (12)	1.44	21
PSEO	25.0% (5)	15.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	60.0% (12)	1.38	20
Other	6.3% (1)	12.5% (2)	0.0% (0)	0.0% (0)	0.0% (0)	81.3% (13)	1.67	18
Please rate the Spanish class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
6 Spanish	35.1% (13)	37.8% (14)	5.4% (2)	0.0% (0)	2.7% (1)	18.9% (7)	1.73	37
7 Spanish	27.3% (9)	39.4% (13)	0.0% (0)	6.1% (2)	3.0% (1)	24.2% (8)	1.92	33
8 Spanish I	31.3% (10)	43.8% (14)	0.0% (0)	3.1% (1)	3.1% (1)	18.8% (6)	1.81	32
9 Spanish II	21.4% (6)	39.3% (11)	3.6% (1)	0.0% (0)	3.6% (1)	32.1% (9)	1.89	28
10 Spanish III	27.3% (6)	22.7% (5)	0.0% (0)	0.0% (0)	0.0% (0)	50.0% (11)	1.45	22
11 Spanish IV	12.5% (2)	18.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	68.8% (11)	1.60	16
PSEO	25.0% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	75.0% (12)	1.00	16
Other	7.1% (1)	7.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	85.7% (12)	1.50	14

Please rate the Music class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
6 Concert/Beg.	38.2% (13)	11.8% (4)	0.0% (0)	5.9% (2)	2.9% (1)	41.2% (14)	1.70	34
7-12 Wind/Jazz	53.5% (23)	14.0% (6)	0.0% (0)	2.3% (1)	0.0% (0)	30.2% (13)	1.30	43
PSEO	10.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	90.0% (18)	1.00	20
Other	5.3% (1)	5.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	89.5% (17)	1.50	19

Please rate the Phys. Ed. class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
6 Phy. Ed.	13.8% (4)	20.7% (6)	27.6% (8)	6.9% (2)	0.0% (0)	31.0% (9)	2.40	29
7 Phy. Ed.	6.7% (2)	26.7% (8)	36.7% (11)	0.0% (0)	0.0% (0)	30.0% (9)	2.43	30
8 Phy. Ed.	11.1% (3)	18.5% (5)	33.3% (9)	0.0% (0)	0.0% (0)	37.0% (10)	2.35	27
9 Phy. Ed.	4.2% (1)	12.5% (3)	33.3% (8)	8.3% (2)	0.0% (0)	41.7% (10)	2.79	24
10 Phy. Ed.	5.0% (1)	10.0% (2)	15.0% (3)	5.0% (1)	5.0% (1)	60.0% (12)	2.88	20
11 Phy. Ed.	5.6% (1)	5.6% (1)	16.7% (3)	0.0% (0)	0.0% (0)	72.2% (13)	2.40	18
Lifetime Fitness	10.5% (2)	15.8% (3)	5.3% (1)	5.3% (1)	0.0% (0)	63.2% (12)	2.14	19
PSEO	17.6% (3)	5.9% (1)	0.0% (0)	5.9% (1)	0.0% (0)	70.6% (12)	1.80	17
Other	11.8% (2)	11.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	76.5% (13)	1.50	17

Please rate the Health class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
7 Health	5.6% (2)	27.8% (10)	27.8% (10)	2.8% (1)	2.8% (1)	33.3% (12)	2.54	36
10 Health	4.2% (1)	8.3% (2)	8.3% (2)	8.3% (2)	8.3% (2)	62.5% (15)	3.22	24
PSEO	15.0% (3)	5.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	80.0% (16)	1.25	20
Other	4.5% (1)	9.1% (2)	0.0% (0)	0.0% (0)	4.5% (1)	81.8% (18)	2.50	22

Please rate the Other class(es) that your student(s) took during the 2006/2007 School term. Mark all that apply.								
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Response Count
Computer Prog.	16.7% (4)	12.5% (3)	8.3% (2)	4.2% (1)	0.0% (0)	58.3% (14)	2.00	24
Create/Explore	10.0% (2)	10.0% (2)	10.0% (2)	5.0% (1)	0.0% (0)	65.0% (13)	2.29	20
World of Music	25.0% (7)	14.3% (4)	3.6% (1)	0.0% (0)	3.6% (1)	53.6% (15)	1.77	28
Key/Study Skills	19.4% (7)	25.0% (9)	11.1% (4)	0.0% (0)	0.0% (0)	44.4% (16)	1.85	36
Were you satisfied with the courses offered during May Term?								
							Response Percent	Response Count
Very Satisfied							28.4%	21
Satisfied							40.5%	30
Neutral							18.9%	14
Unsatisfied							9.5%	7
Very Unsatisfied							2.7%	2
							<i>answered question</i>	74
							<i>skipped question</i>	24
Were you satisfied with the extracurricular activities that your student(s) participated in during the 2006/2007 School term?								
							Response Percent	Response Count
Very Satisfied							28.8%	21
Satisfied							49.3%	36
Neutral							11.0%	8
Unsatisfied							8.2%	6
Very Unsatisfied							2.7%	2
	Yes	No	Not Sure	Response Count				
Were the questions and response options on the survey clear?	91.7% (66)	5.6% (4)	2.8% (2)	72				
Were the questions adequate to allow you to express your satisfaction/dissatisfaction with the overall program at MSA?	61.1% (44)	30.8% (22)	8.3% (6)	72				
Will you take the online survey next year if offered?	81.9% (59)	5.6% (4)	12.5% (9)	72				

Academic/Accountability Goals for 2007-2008 School Year

Based on the MCA II test results for MSA students, our first academic goal is to maintain our above average scores and continue our score improvement for each individual student (versus that of any group in particular) from grades six through eleven. For the 2007-2008 school year, our other academic goal will be to continue to administer the PSAT exam to our 9th through 11th grade students and examine the scores on a value-added basis. In other words, from the PSAT data listed in this report, there does appear to be gains in reading, writing, and math scores across the years- 9th through 11th grade.

An accountability goal for MSA for the 2007-2008 school year is to improve upon board identified areas of weakness from the parent survey. For example, save that of adequate building space, the top areas of dissatisfaction from the parent survey are: parent teacher conferences, website communication/information, and teacher communication. Each of these areas is scheduled to be discussed at the board level, and together with staff, strategies will be developed for improvement, and again measured using the annual parent survey. An additional accountability goal for the 2007-2008 school year is to complete and submit our third contract renewal to MDE by June 30th 2008.

Other student/school Goals for 2007-2008

For the 2007-2008 school year, the staff has decided that the school-wide staff development activity will take the form of cross-curricular observations as well as development and implementation of interdisciplinary lesson plans. Guided by the three subject area experts, each staff member will take time to do a minimum of three observations of teachers outside their curriculum area and provide written feedback to the teacher he/she observed. They will next select from the teachers they observed, one teacher to work with and develop an interdisciplinary lesson plan to implement as part of their regular curriculum. That is to say, each MSA teacher will develop and deliver an interdisciplinary lesson plan with a colleague outside his/her licensed area of expertise. The final product for the school will be a lesson plan guide containing each of the lessons that will be shared with the entire staff.

Another non-academic goal for MSA is to continue the “parent orientation” night whereby parents are invited to come to school and experience a school day by attending their student’s scheduled classes. A final goal for the 2007-2008 school year is to encourage parents to come to school and get involved in school activities through the planning of parent team meetings. For example, the 2007-2008 meeting topics include, board of director’s elections – meet the candidate night, college night for all 9th - 12th graders, Post Secondary Education Option (PSEO) night, as well as possible meetings on internet safety, effective study habits for junior high, and other topics as decided upon by the parent team.

MATH & SCIENCE ACADEMY 2007



District Name: MATH & SCIENCE ACADEMY DISTRICT
 Address: 8430 WOODBURY CROSSING
 WOODBURY, MN 55125
 Phone: 651-353-2317

Principal: PAUL SIMONE
 Website: www.mnmsa.org
 Grades served: 6,7,8,9,10,11,12

(Data from 2006-07 school year unless otherwise noted)

Student Information 2006-07 School Year Data

Demographics	Enrollment																												
<table border="1" style="font-size: small; margin-top: 10px;"> <tr><td>American Indian</td><td>0.0%</td></tr> <tr><td>Asian</td><td>7.4%</td></tr> <tr><td>Hispanic</td><td>0.0%</td></tr> <tr><td>Black</td><td>0.3%</td></tr> <tr><td>White</td><td>81.7%</td></tr> <tr><td>Total</td><td>100.0%</td></tr> </table>	American Indian	0.0%	Asian	7.4%	Hispanic	0.0%	Black	0.3%	White	81.7%	Total	100.0%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Student Population</td> <td style="text-align: right;">312</td> <td>Is school eligible for open enrollment at any single grade level(s)?</td> <td style="text-align: right;">Yes</td> </tr> <tr> <td>Limited English Proficient</td> <td style="text-align: right;">0%</td> <td>AYP Attendance Rate</td> <td style="text-align: right;">96.35%</td> </tr> <tr> <td>Special Education</td> <td style="text-align: right;">8%</td> <td>AYP Graduation Rate</td> <td style="text-align: right;">100.00%</td> </tr> <tr> <td>Free and Reduced Price Lunch</td> <td style="text-align: right;">1%</td> <td>Dropout Rate</td> <td style="text-align: right;">NA</td> </tr> </table> <p style="color: red; font-size: small; text-align: center;">(Data from 2005-06 school year)</p>	Student Population	312	Is school eligible for open enrollment at any single grade level(s)?	Yes	Limited English Proficient	0%	AYP Attendance Rate	96.35%	Special Education	8%	AYP Graduation Rate	100.00%	Free and Reduced Price Lunch	1%	Dropout Rate	NA
American Indian	0.0%																												
Asian	7.4%																												
Hispanic	0.0%																												
Black	0.3%																												
White	81.7%																												
Total	100.0%																												
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Limited English Proficient	0%	AYP Attendance Rate	96.35%																										
Special Education	8%	AYP Graduation Rate	100.00%																										
Free and Reduced Price Lunch	1%	Dropout Rate	NA																										

District Mobility 2005-06 School Year Data

Students from other districts who attend school in this district	304
Students from this district who attend school in another district	No data available.
Rate of students transferring out of the district	4.95%
Rate of students transferring between schools in district	0.00%
Rate of students transferring into the district	1.98%

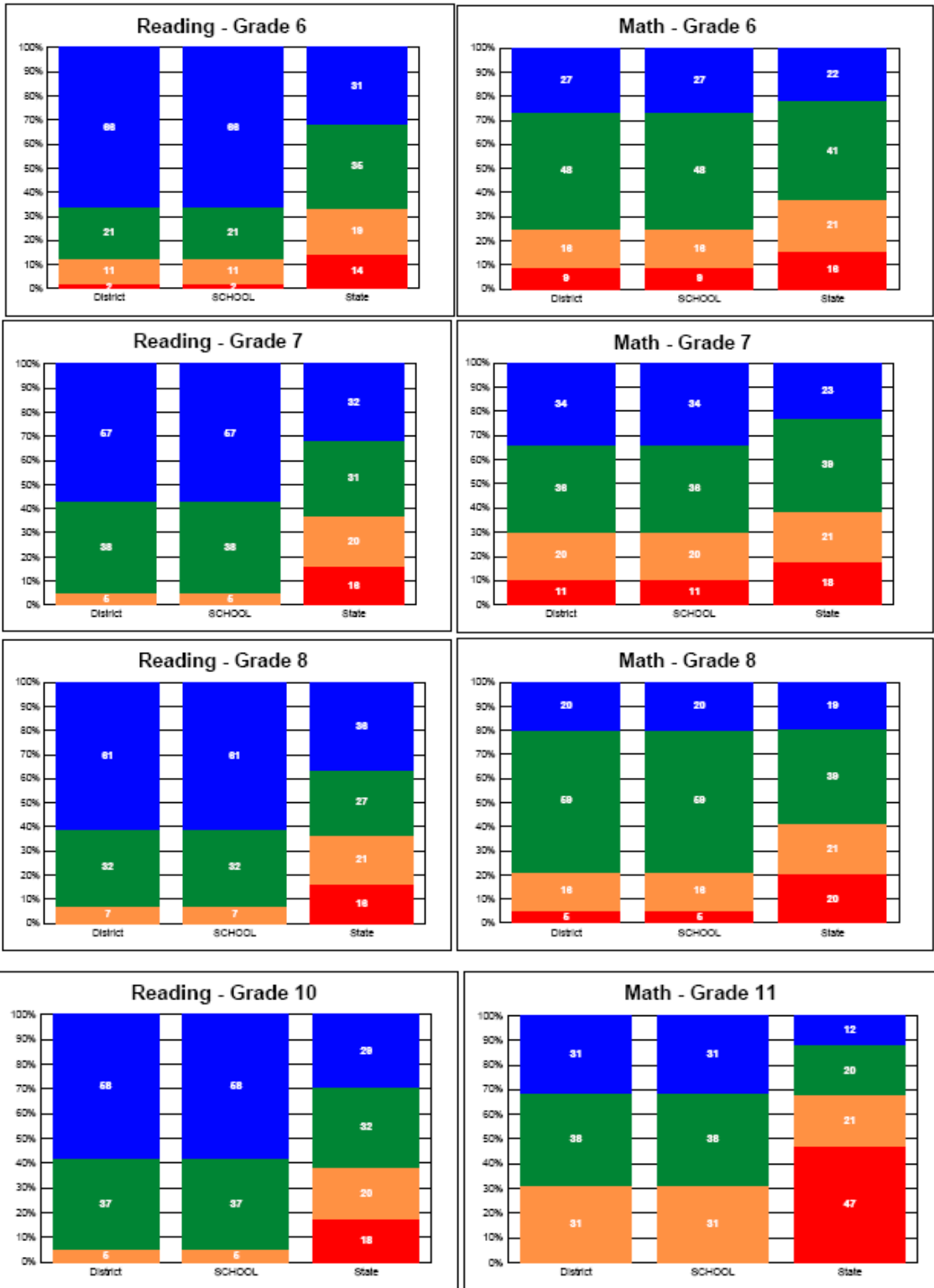
Adequate Yearly Progress

This school meets AYP requirements for 2007

	Reading	Mathematics	Attendance
Reading and Mathematics requirements are: All student groups of 40 or more must have a 95% participation rate in the accountability tests and all student groups of 20 or more must be proficient or on track for 100% proficiency by 2014.	This school has met requirements for reading.	This school has met requirements for mathematics.	This school has met requirements for Attendance. Schools must have a 90% Attendance rate from 2006 or show improvement when compared to previous years.
All students	Participation: Yes Proficiency: Yes	Participation: Yes Proficiency: Yes	
American Indian/Alaskan Native	-	-	
Asian/Pacific Islander	-	-	
Hispanic	-	-	
Black, not of Hispanic origin	-	-	
White, not of Hispanic origin	Yes Yes	Yes Yes	
Limited English Proficient	-	-	
Special Education	-	-	
Free and Reduced-Priced Meals	-	-	

2007 Minnesota Comprehensive Assessment Series II Scores 2006-07 School Year Data

■ Exceeds standard ■ Partially meets standard Values are percentages - test documents with valid test scores relative to total test documents.
■ Meets standard ■ Does not meet standard



School Opportunities 2007-08 School Year Data

High School:

College and Career Readiness		Extra Curricular Activities	
Students at this school can participate in:		School offers:	
EPAS: Plan Assessments	Yes	Competitive Athletics	Yes
ACT Tests	Yes	Non-competitive Athletics	Yes
SAT Tests	Yes	Co-curricular Athletics	Yes
Advanced Placement Courses	No	Dance, Media Arts, Music, Theater and/or Visual Arts	Yes
International Baccalaureate Courses	No	Student Clubs and Organizations	Yes
College in the Schools	Yes		
CLEP Tests	No		
Vocational Certification	No		
Tech Prep for College Credit	No		

(Information collected directly from schools)

Junior High/Middle School:

Students at this school can participate in:	
EPAS: Explore Assessments	Yes
High School or Advanced Course Work	Yes
Pre-advanced Placement	Yes
International Baccalaureate Middle Years	No
Academic Support and Enrichment Activities	Yes
Athletic Activities	Yes
Dance, Media Arts, Music, Theater and/or Visual Arts	Yes
Family Involvement Activities	Yes
Student Clubs and Organizations	Yes

(Information collected directly from schools)

Advanced Academic Opportunities 2007-08 School Year Data

High School:

The school provides academic opportunities and support outside of the school day	Yes
The school integrates technology into curriculum and instruction across subject areas	Yes
The students can meet art standards in four of the following areas: dance, media arts, music, theater & visual arts	Yes
The school challenges all learners by differentiating instruction in classrooms from basic through college	Yes
The school offers strategies to meet the needs of culturally and economically diverse learners	Yes

(Information collected directly from schools)

Junior High/Middle School:

The school provides academic opportunities and support outside of the school day	Yes
The school integrates technology into curriculum and instruction across subject areas	Yes
The students can meet art standards in three of the following areas: dance, media arts, music, theater & visual arts	Yes
The school challenges all learners by differentiating instruction in classrooms from basic through high school	Yes
The school offers strategies to meet the needs of culturally and economically diverse learners	Yes

(Information collected directly from schools)

School Safety Policies and Programs 2007-08 School Year Data

Crisis Management Policy	Yes
Harassment Policy	Yes
Dangerous Weapons Policy	Yes
Alcohol/Drug Policy	Yes
Anti-Violence/Anti-Bullying Programs	Yes

(Information collected directly from schools)

School & District Staffing 2006-07 School Year Data

School Staff					
Number of School Staff by Position	School #	State #	Teacher Degree Preparation	School %	State %
Teachers	17.74	52,798	Bachelor's	70.80%	47.91%
Media Specialists	0.00	881	Master's	28.52%	49.98%
Other Licensed Professionals	0.50	6,588	Doctorate	0.00%	0.19%
Paraprofessionals	1.89	15,444	Teacher Years of Experience	School %	State %
Administrators	1.00	2,705	Less than 3 years	11.50%	9.06%
Other Staff Including Non-licensed Staff	2.63	29,293	More than 10 years	23.51%	58.50%
Total Staff	23.78	107,706			
State Licensure Compliance	School %	State%	Federal Highly Qualified Requirements	School %	State %
Staff in compliance by licensure	100.00	98.10	Teachers meeting Federal requirements for "Highly Qualified".	100.00%	97.72%
Staff in compliance by permission	0.00	1.72	Title I Paraprofessionals considered "Highly Qualified".	0.00%	94.69%
			Inequitable Distribution of Non-HQ Teachers	Data not available.	31.00

Full Time Equivalent (FTE)

District Staff 2006-07 School Year Data

Average Administrative Salaries	District	State	Teacher Salary Information	District	State
Superintendents:		\$101,849	Average Teacher salary	\$41,878	\$49,718
Principals:			Bachelor's Degree - beginning level*	\$32,000	
Elementary:		\$89,684	Bachelor's Degree - highest level*	\$45,000	
Middle School:		\$93,670	Master's Degree - highest level*	\$58,000	
High School:	\$75,630	\$86,894			
School Board Members: *	\$0				

(*Information collected directly from districts for 07-08 school year)

Core Academic Classes Taught by Highly Qualified Teachers Statewide 2006-07 School Year Data

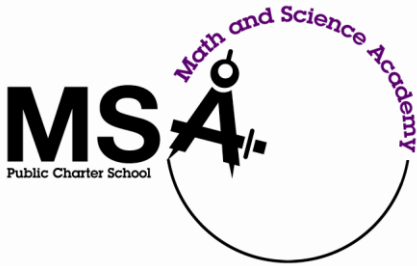
		Core Academic Classes Total #	Core Academic Classes Taught by Highly Qualified Teachers	
			Total F.T.E.	Percent F.T.E.
Elementary level	High Poverty Schools	8,715	8,492	97.44%
	Low Poverty Schools	8,400	8,248	98.18%
	All Elementary Schools	32,465	31,871	98.17%
Secondary level	High Poverty Schools	8,874	8,350	94.10%
	Low Poverty Schools	20,952	20,623	98.43%
	All Secondary Schools in State	60,167	58,653	97.48%
All Schools in State		92,632	90,524	97.72%

Q Comp and Professional Development for Staff 2006-07 School Year Data

The district staff development program has the following components:

Is the school/district approved for Q Comp?	No
Aligned with student and staff needs	Yes
Informed by student data	Yes
Based on curricular and instructional needs	Yes
Based on formal assessment of instructional effectiveness	Yes
Designed to enhance coordination across grades	Yes
Aligned to district and site strategic goals	Yes

(Information collected directly from districts)



GENERAL STATEMENT OF ENROLLMENT

It is the Math and Science Academy's policy to provide equal educational opportunity for all students. The Math and Science Academy does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The Math and Science Academy also makes reasonable accommodations for disabled students.

Admission requirements.

The Math and Science Academy may limit admission to:

- (1) pupils within an age group or grade level;
- (2) people who are eligible to participate in the graduation incentives program under section 124D.68; or
- (3) residents of a specific geographic area where the percentage of the population of non-Caucasian people of that area is greater than the percentage of the non-Caucasian population in the congressional district in which the geographic area is located, and as long as the school reflects the racial and ethnic diversity of the specific area.

The Math and Science Academy shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils will be accepted by lot. If the Math and Science Academy is the only school located in a town serving pupils within a particular grade level, then pupils that are residents of the town will be given preference for enrollment before accepting pupils by lot. If a pupil lives within two miles of a charter school and the next closest public school is more than five miles away, the Math and Science Academy will give those pupils preference for enrollment before accepting other pupils by lot. The Math and Science Academy shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents before accepting other pupils by lot. The Math and Science Academy may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Math and Science Academy Enrollment Form

Enrollment Year:
Student First Name:
Student Last Name:
Grade Enrolled For:
Date of Birth:
Address:
City:
State:
Zip:
Home District:
Home Phone:
Email:
Parent 1 First Name:
Parent 1 Last Name:
Parent 1 Work Phone:
Parent 2 First Name:
Parent 2 Last Name:
Parent 2 Work Phone:
Present Grade:
School Name:
School Address:
School City:
School State:
School Zip:
Siblings of Math and Science Academy Student?:
Sibling's Name:
Comments:
Name of Submitter:
Relationship of Submitter:
Directory Information:

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