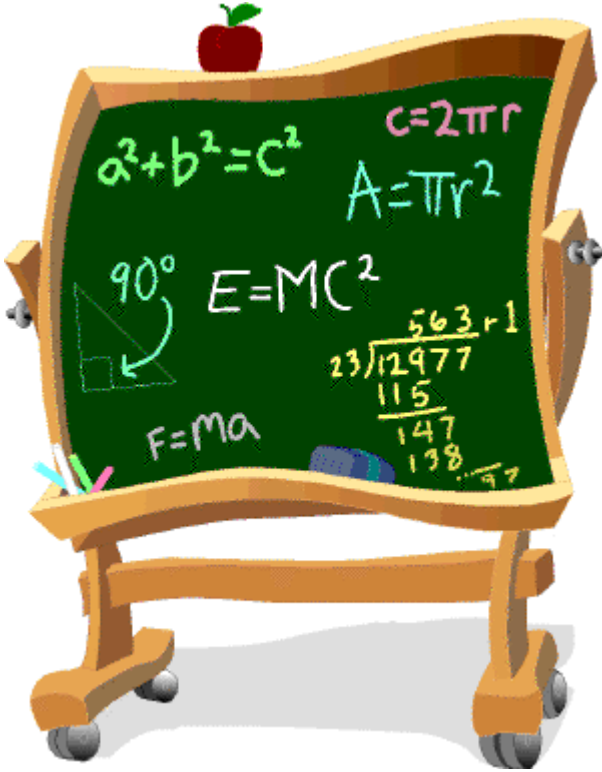


2010-2011 Annual Report



Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

To offer intense math and science experiences and challenging opportunities in the arts and humanities. To develop lifelong learning skills, including critical thinking, effective time management, and collaboration with peers.



Math and Science Academy

A Minnesota Charter School

*8430 Woodbury Crossing
Woodbury, Minnesota 55125
651-578-7507
www.mnmsa.org*

2010-2011 ANNUAL REPORT

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

**Submitted
October 1st 2011**

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Introduction

The Math and Science Academy (MSA) opened in the fall of the 1999-2000 school year and serves students grades six through twelve. MSA places tremendous value on a school 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 far beyond current state mandates and testing criteria. 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 at least one year of high school fine arts. Thus far, after nine graduating classes, only five seniors have failed to graduate on time and over 90% of the students have pursued either a two or a four-year degree program. Moreover, while the state of Minnesota has led the nation in ACT scores the last four years with an average composite of 22.8, the average composite MSA ACT score over the past three years has been 28.4.

MSA nurtures the whole student. After the regular school day, MSA students can further enhance their educational experience by participating in after school extra-curricula activities, including a MSHL level cross country team, MSHL level baseball, club level recreational sports such as boy's and girl's basketball, academic teams, theater, orchestra, 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.

It is the MSA'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.

In the spring of 2010, the MSA Board of Directors took time to review and rewrite the mission, vision, and core values of the school. The goal of this activity was all part of the process of strategic planning that continued throughout the 2010-2011 school year. As such the mission, vision and core values of MSA now read as follows:

Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

To offer intense math and science experiences and challenging opportunities in the arts and humanities. To develop lifelong learning skills, including critical thinking, effective time management, and collaboration with peers.

Core Values

We will foster a safe environment where every voice is heard and individuals are free to take risks.

We will continue to improve performance and recognize outstanding achievement.

We will empower students to develop skills in time management, self-discipline, and critical thinking.

We will continuously evaluate and improve our program to ensure the highest quality of education.

We will encourage networking, collaboration, and open communication between all members of our community.

Governance

MSA is governed by a board of directors (BOD) that is comprised of a membership in accord with Minnesota statute and consists of three parents (or legal guardians) of enrolled students, five licensed teachers who are employed by MSA at .5 FTE or above, one interested community member who is not employed by the school and does not have a child enrolled in the school, and a nonvoting student enrolled in grades 9-12 at MSA. The chief administrator and the chief financial officer sit on the Board as ex-officio, non-voting members. According to MSA by-laws, an election is held each year on the first Tuesday 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 annually, and newly elected members are seated at the first meeting in January of the following year. MSA board meetings are held on the third Thursday of each month. There are eleven standing committees (viz. budget, building maintenance, enrollment, personnel, technology, parent team, policy, student committee, MSHSL, academic, and alternative funding) that meet generally on the second or fourth Thursday of the month. The MSA BOD routinely conducts workshops to address the larger issues, thereby giving the community a chance to participate with respect to all issues brought before the board. The 2010-2011 board members are listed below listed in order of officers and then term expiration date.

Name	Position and Term Expiration	Group Representation
Craig Creeger (651) 361-0457 craig.creeger@gmail.com	Board Chair – 12/31/12 Re-elected	Parents
Cynthia Bluhm (651) 325-7197 cbluhm@gmail.com	Treasurer –12/31/12 Re-elected	Parents
Julie Runge (651) 736-0428 jkrunge@mmm.com	Secretary –12/31/11 (outgoing)	Parents
Lucretia Keeler (651) 353-2303 lkeeler@mnmsa.org	Vice Chair – 12/31/11	Teachers
Maggie Burggraaff (651) 353-2304 m_burggraaff@mnmsa.org	Board Member – 12/31/10	Teachers
Molly Molitor (651) 208-8859 mmolitor@mnmsa.org	Board Member – 12/31/10	Teachers
Timothy Tydlacka (651) 353-2307 ttydlacka@mnmsa.org	Board Member – 12/31/10	Teachers
PJ Flanigan (651) 733-2197 pjflanigan@mmm.com	Board Member – 12/31/11	Community
Julie Runge (651) 736-0428 jkrunge@mmm.com	Secretary –12/31/11	Parents
Michelle Richards (651) 353-2306 mrichards@mnmsa.org	Board Member – 12/31/11	Teachers
Rachael Erickson (651) 214-3586 rerickson@mnmsa.org	Secretary -12/31/12 Incoming	Teachers

Cheri Howe (651) 353-2312 chowe@mnmsa.org	12/31/12	Teachers
Michelle Kurkoski (651) 431-1047 mkurkoski@mnmsa.org	12/31/12	Teachers
Samantha Creeger	Non-voting Student Member 6/3/11	Students
Paul Simone (651) 353-2317 psimone@mnmsa.org	Ex-Officio Member	School District
Julia Douglas (651) 353-2318 jdouglas@mnmsa.org	Ex-Officio Member CFO	School District Resigned 01/15/11
Judith Darling 651-463-5533 x202 Judith@bkda.org	Ex-Officio Member CFO	School District

MSA School Management & Administrative Team

MSA is fully compliant with all statutes and contract provisions regarding school management and operations.

Administrative and Support Staff Information

Paul Joseph Simone	Director District Professional Administrative	File Folder # 324604
Lisa Boelter	Office Manager	
Julia Douglas	Business manager	Resigned 01/15/11
Judith Darling	Financial Manager	Beltz, Kes, Darling & Associates
Joyce Lawrence	Office Assistant	
Carrie Brookins	School Psychologist	File Folder # 368171

School Director Biography:

Paul Simone is a founding faculty member of the Math and Science Academy. As school director, he also serves as an ex-officio member of the MSA board of directors. He has a BA and MA degree from the University of St. Thomas, he is a licensed 7-12 social studies teacher – all subjects, a K-12 licensed administrator, and is currently enrolled in the doctoral program in educational leadership at the University of St. Mary's of Minnesota. Paul is a 20-year career educator with experience in West St. Paul, St. Paul, and South Washington County schools. He began as a social studies teacher at MSA and has been the director of MSA since the fall of 2002.

Teaching Staff Information

For the 2010-2011 school year, 100% of the MSA teaching staff were recognized as highly qualified and fully licensed.

Name	File Folder #	Licensure Area	10-11 Teaching Assignment(s)
Stacy Ann Bartlett	361292	7-12 Life Sciences 5-8 Science	6 th Grade Life Science 9 th Grade Biology
Margaret Catherine Burggraaff	376388	7-12 Grade English/Language Arts	8 th Grade English 11 th & 12 th Grade Composition
Michelle Marie Kurkoski	416675	5-12 Social Studies –All	6 th , 7 th and 12 Grade Social Studies
Norma Patricia Haynes-Guerra	306086	1-6 Elementary Education K-12 Physically Handicapped K-12 Spanish	8 th & 9 th Grade Spanish
Cheryl Ann Howe	415900	K-6 Elementary Education 5-8 Science	8 th Grade Physical Science 7 th Grade Earth Science
Marilynn T. Kaplan	162537	K-12 EBD K-12 LD K-12 Physical Education	Special Education
Lucretia Louise Keeler	408556	K-12 Visual Arts/K-12 Reading	6-12 Art/Reading Specialist
Timothy Michael Tydlacka	360146	7-12 English/Language Arts	9 th , 11 th & 12 th Grade English
Susan Mooney Vare	360146	7-12 Social Studies	10 th -12 th Grade Social Studies
Steven Lee Pullar	389698	7-12 Physical Science	10 th – 12 th Grade Chemistry & Physics
Michelle Nicole Richards	403184	7-12 English/Language Arts	7 th Grade English Language Arts
Lisa Anderson	369704	7-12 Social Studies	7 th & 8 th Grade Social Studies
Jerry Clark Shelton	264285	K-12 Music	6 th – 12 Music
Maria Pilar Sustic	371987	7-12 Spanish K-12 Visual Arts	7 th , 10 th , & 11 th Grade Spanish
Bronwen Kendrick Williams	398286	7-12 Mathematics	7 th -11 th Grade Mathematics
Kenneth James Thielman	38264	7-12 Mathematics 5-8 Mathematics	6 th – 10 th Grade Mathematics
Lauren June Zachman	442513	5-12 Mathematics	7 th – 12 th Mathematics
Molly Elizabeth Molitor	427302	K-12 Physical Education 5-12 Health Education	6 th -12 th Physical Education 7 th and 10 th Grade Health
Mary A Cedarleaf	415447	K-12 LD K-12 EBD	Special Education
Rachael A. Erickson	443271	5-12 Communication Arts/Literature	6 th – 10 th Grade English
David Halstead	433703	K-12 Spanish	6 th Grade Spanish
Cheryle Teresa Ward	446450	7-12 English/Language Arts K-12 ELL	8 th -12 th English/ K-12 ELL

Non-Licensed Support Staff

Name	Work Assignment
Albert Kevin Head	Special Education Assistant
Jinan Wienhandl	Special Education Assistant
Leslie Kurt	Special Education Assistant

School Admissions and Enrollment**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.

Admission requirements

The policy of the Math and Science Academy is to 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. The Math and Science Academy gives preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. The Math and Science Academy does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Math and Science Academy Application Form

Enrollment Year:
 Student First Name:
 Student Last Name:
 Grade Enrolled For:
 Address:
 City:
 State:
 Zip:
 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:

Student Demographics Data from 2010-11 school year

Student Population: 354



Limited English Proficient



Special Education



Free and Reduced Price Lunch



Open Enrollment Data from 2011-12 school year

Is this school eligible for open enrollment at any grade level? **YES**

Other Enrollment-Related Information Data from 2010-11 school year

AYP Attendance Rate



2010-2011 Student Enrollment by Grade Level

Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Female	44	41	40	15	17	9	13	179
Male	40	39	26	16	17	17	17	172
Totals	84	80	66	31	34	26	30	351

Academic Performance

2010-2011 Accountability Data

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

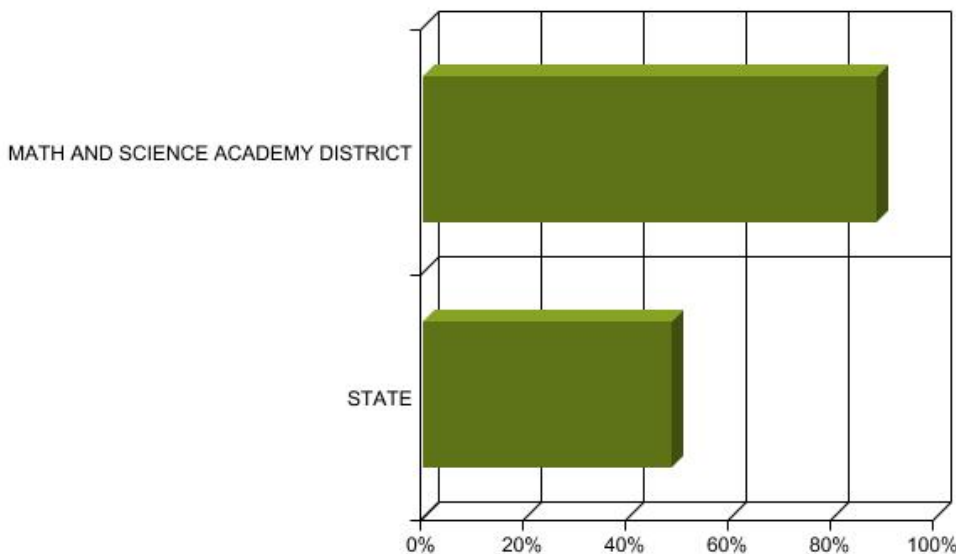
Current Academic Goals

MSA leadership and the 2010-2011 school authorizer, MDE, agreed that defining clear, specific, measurable goals is an area that MSA has improved in the past year and will continue to improve in the next contract term. The contract goals and outcomes are listed below.

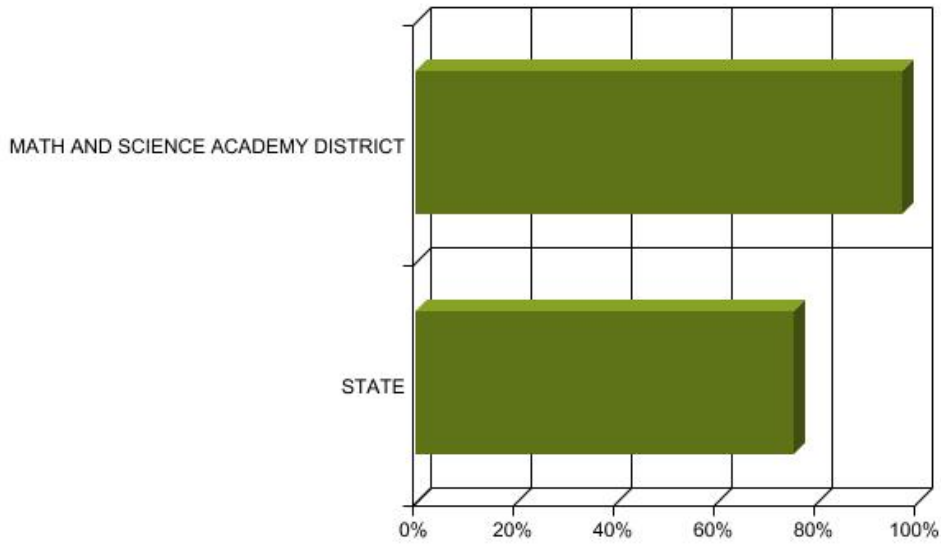
MSA Academic Goals:

- + By 2011, 85% of 8th grade students will meet or exceed the state standards on the MCA II math test.
2011 8th Grade MCA Math Test results N/A – In 2011 the State of Minnesota replaced the MCA II with the revised MCA III math test.
- + By 2011, 95% of 8th grade students will meet or exceed the state standards on the MCA II reading test.
2011 8th Grade MCA Reading Test results – 92.30%
- + By 2011, 100% of 9th grade students will meet their graduation testing requirement by meeting or exceeding the writing standards on the MCA II test.
2011 9th Grade MCA Writing Test results – 100%
- + By 2011, 100% of 10th grade students will meet their graduation testing requirement by meeting or exceeding the reading standards on the MCA II test.
2011 10th Grade MCA Reading Test Results – 97.05%
- + By 2011, 90% of 11th Grade students will meet their graduation testing requirement by meeting or exceeding the math standards on the MCA II test.
2011 11th Grade MCA Math Test Results – 88.46%
- + Using PSAT scores and data, students in grade 9-11 will increase their over-all selection percentile from year to year.

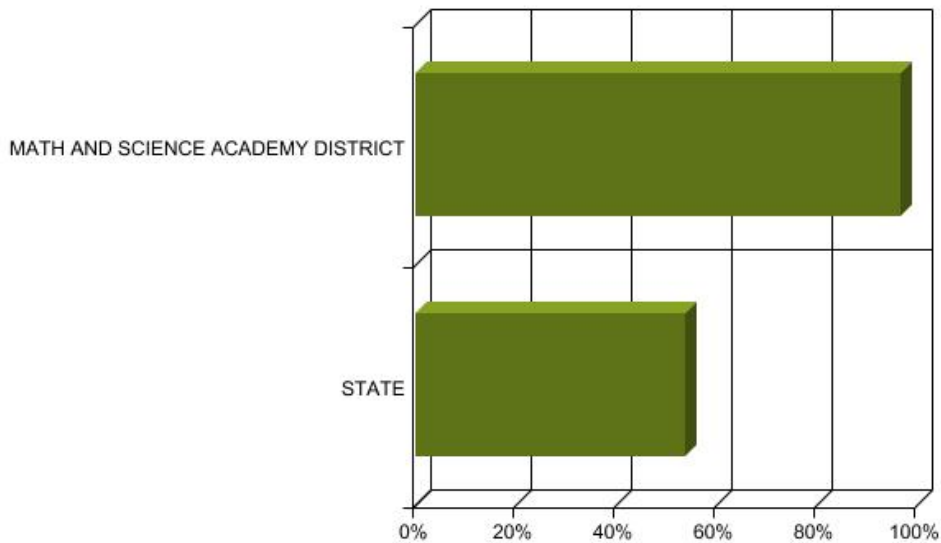
2010-2011 MCA Test Results



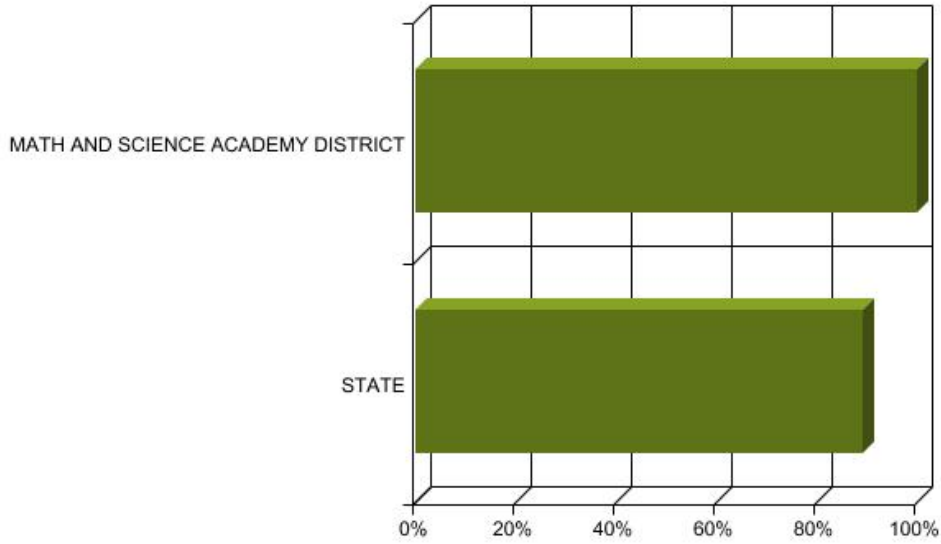
11 th Grade Math	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	11.53 %	88.46 %
STATE (MN)	51.40 %	48.59 %



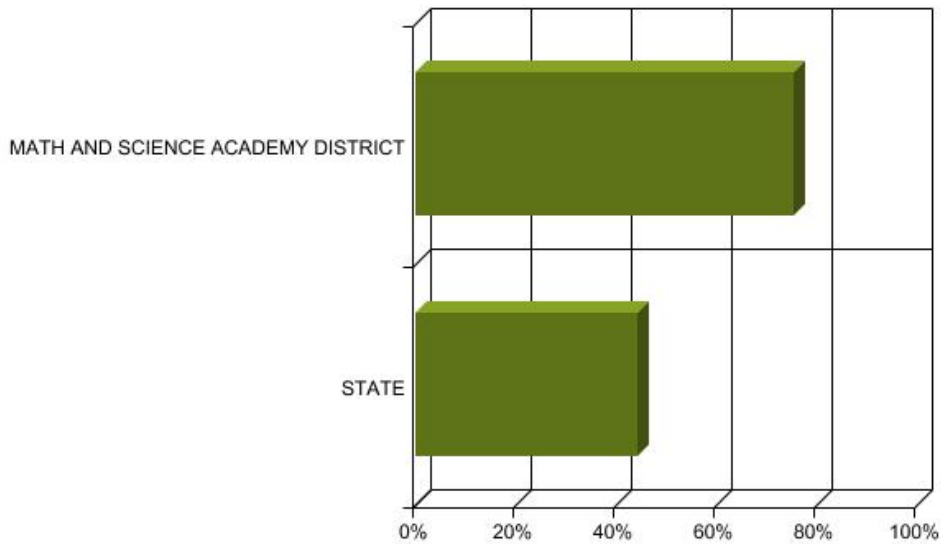
10th Grade Reading	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	2.94%	97.05 %
STATE (MN)	24.67 %	75.32 %



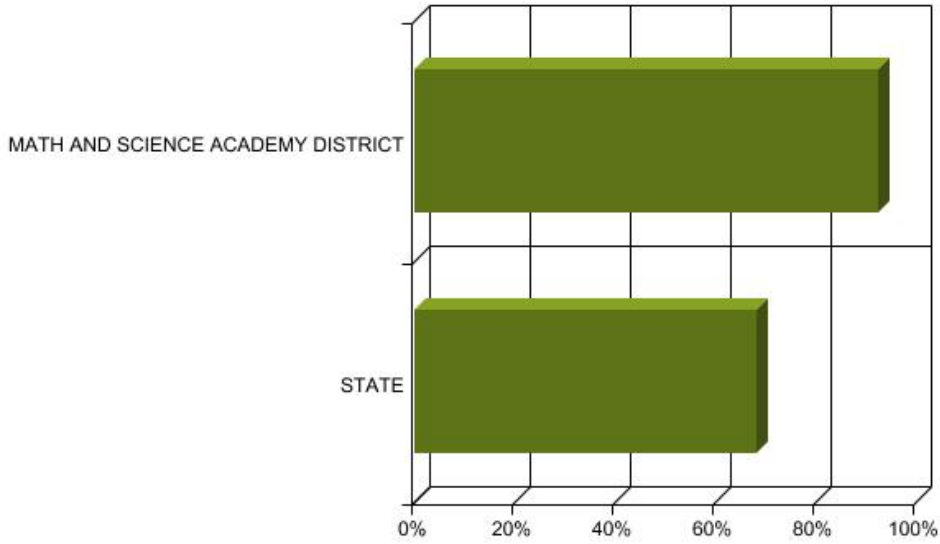
High School Science	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	3.3%	96.66 %
STATE (MN)	46.15 %	53.84 %



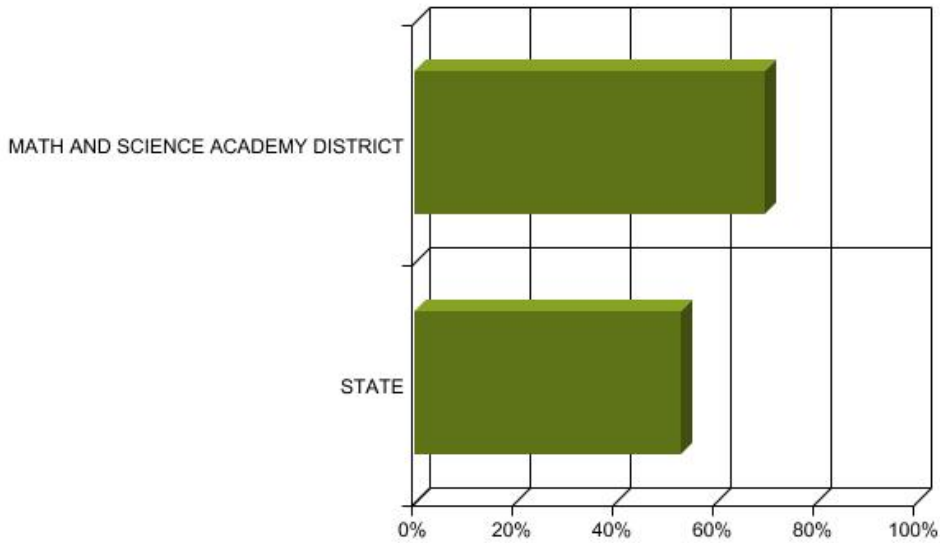
9th Grade Writing	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	0.0%	100 %
STATE (MN)	10.93 %	89.06 %



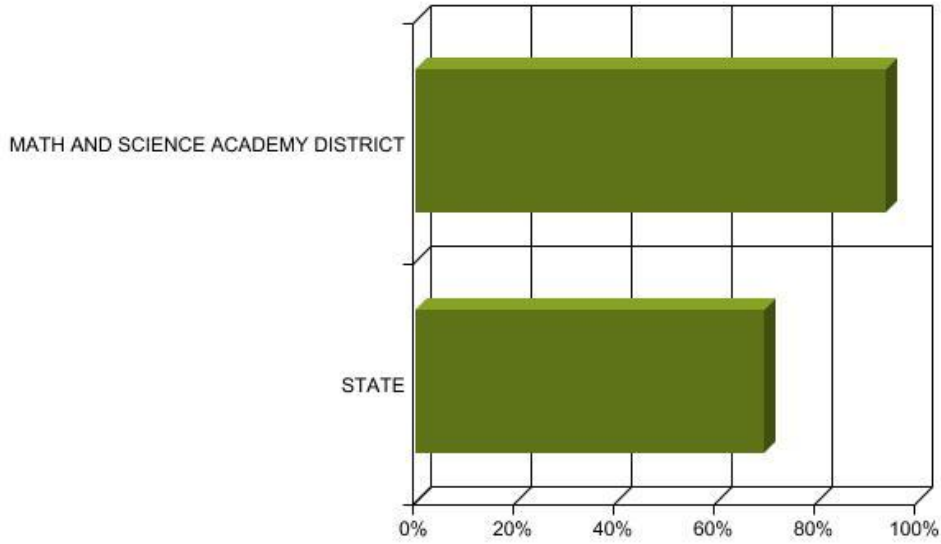
8th Grade Science	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	24.61%	75.83 %
STATE (MN)	55.62 %	44.37 %



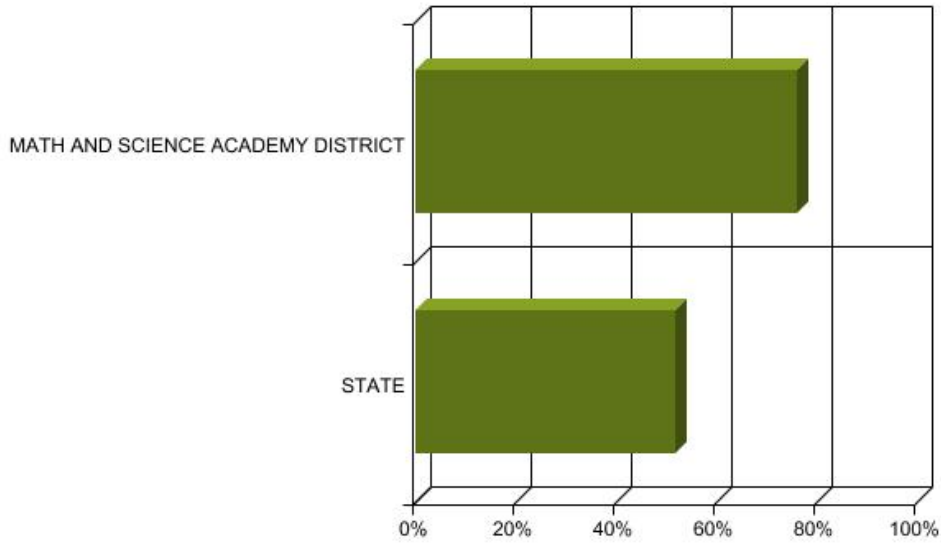
8th Grade Reading	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	7.69%	92.30 %
STATE (MN)	31.89 %	68.10 %



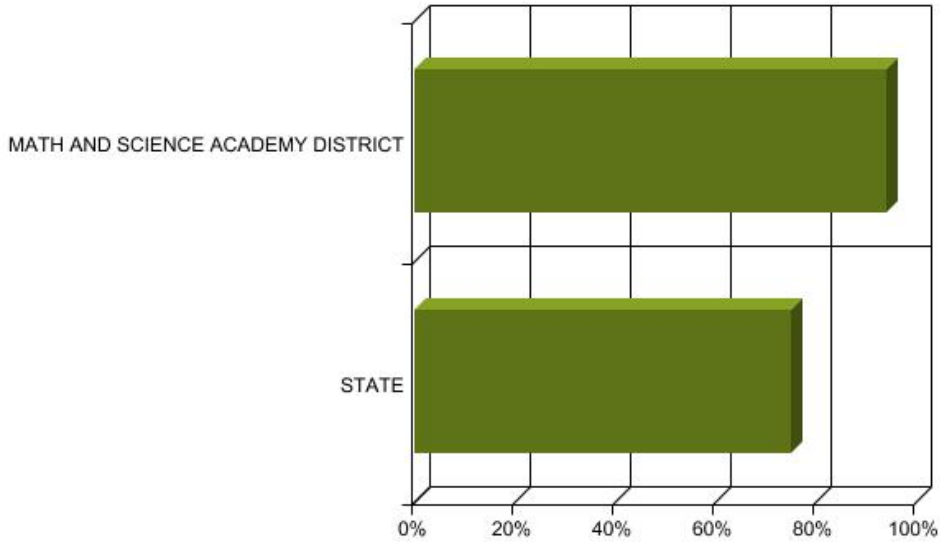
8th Grade Math	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	30.30 %	69.69 %
STATE (MN)	46.72 %	53.27 %



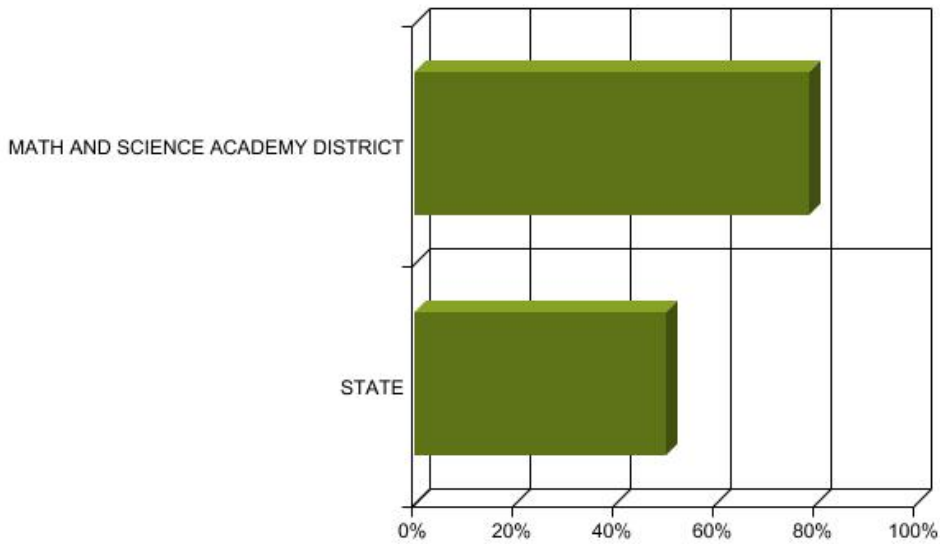
7th Grade Reading	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	6.25 %	93.75 %
STATE (MN)	30.38 %	69.61 %



7th Grade Math	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	24.05 %	75.94 %
STATE (MN)	48.26 %	51.73 %



6th Grade Reading	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	5.88 %	94.11 %
STATE (MN)	24.90 %	75.09 %



6th Grade Math	Not Proficient	Proficient
MATH AND SCIENCE ACADEMY DISTRICT	21.17 %	78.82 %
STATE (MN)	49.71 %	50.28 %

PSAT Test

In 2004-2005 MSA was granted permission by their authorizer to use the PSAT results as its independent benchmark for progress. 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 seventh year the PSAT was used as a benchmark for reading, writing and math.

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

The Math and Science Academy was pleased to announce that three seniors from the class of 2011 had been selected as Finalists in the 2011 National Merit® Scholarship Program and were considered for National Merit Scholarships. Furthermore, the Math and Science Academy was very pleased and proud to announce Aren Siekmeier as the winner of a National Merit® \$2500.00 Scholarship. He was chosen from a group of approximately 15,000 distinguished scholars.

2010-2011 PSAT Test Data

Graduating Class of 2011	Critical Reading	Math	Writing Skills	Selection Percentile	Year-to-year % Increase
As 11th Graders	73.35%	69.69%	69.46%	74.23%	16.3%
As 10th Graders	62.95%	63.63%	63.65%	57.93%	27.24%
As 9th Graders	40.87%	35.71%	38.33%	30.69%	NA

Comprehensive Educational Program During and After School

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and world language, but also boasts a music program with a full time music instructor, who has expanded the program to include after school choir, a string orchestra, and jazz band. In addition, MSA students can further enhance their extracurricular experience by participating in a variety of after school activities including a Minnesota State High School League (MSHSL) cross country team, a MSHSL Nordic Ski team, a MSHSL boys basketball team, a MSHSL baseball team, a MSHSL track team as well as club level recreational sports such as girl's basketball, academic teams, theater, National Honor Society, Student Council, Academic Triathlon, Lego league robotics, FIRST Robotics, Spanish club, art club, international field trip offerings, and other various school-sponsored social events and dances.

MSA Parent Team Involvement

MSA is a community created and operated school, that benefits from a well-organized and engaged Parent Team. The Parent Team is an official committee of the MSA Board of Directors (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 regularly scheduled meetings.

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 invited to make an annual contribution to the Parent Team of \$35 if they have one child or \$50 if they have more than one child at MSA. These segregated funds are accounted for in a separate cash account and 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.

2010 - 2011 Parent Team Officers: Chairperson: Nancy Creeger
 Volunteer Coordinator: Cheryl Cartony & April Siekmeier
 Secretary: Amy Sunderman
 Treasurer: Lori Nixon

Operational Performance

MSA also solicits input from its families by issuing an annual family satisfaction survey (**See Appendix A for 2010-2011 Parent Survey Results**). 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.

MSA has a demonstrated record of providing a rigorous and successful education program for all students. Based on the 2010-2011 School Report Card, MSA has met 100.0% of the requirements for Adequate Yearly Progress under No Child Left Behind. Due to the relatively small size of MSA (approximately 351 students in grades 6-12), it has been less relevant to disaggregate our student data within the typical demographic categories of ethnicity, gender, or educational program. The advantage of our small school size is that MSA staff are able to sufficiently "drill-down" to the individual student data. It is our practice to specifically identify and address the needs of individual students not making adequate progress. The positive result of this is clearly reflected in the successful performance of MSA 9-11th grade students on the state-required graduation assessments.

MSA is also a model charter school for best practices in school management and governance. School leaders are often relied upon to serve as presenters, peer leaders, and mentors at MDE training opportunities. The Minnesota Department of Education, our 2010-2011 authorizer, also relied on MSA to be a leader and mentor among the "team of ten" MDE-sponsored schools. MSA leaders and faculty are always willing and able to serve upon request.

Innovative and Proven Best Practices

One of the most significant contributing factors in student academic performance is the effectiveness of classroom instruction. 100 percent of MSA teachers are Highly Qualified (2010-2011 School Report Card) and fully dedicated to continuous improvement. With quality instruction in mind, the MSA pay scale and staff policies all center on professional development and advancing educational best practices. MSA faculty are encouraged to seek professional development and leadership opportunities (internal and external to MSA) in their academic fields and are monetarily rewarded for their accomplishments.

MSA teachers are required to align their curriculum with both state standards, and in the case of science, national standards. MSA curriculum and instruction is modified as needed by individual teachers and with the guidance and oversight of the MSA board of Directors, and is based on data-driven decision making. For example, when our students performed poorly on the statistical concepts part of the MCA math exam, we inserted both a unit on statistics into our 6th grade math curriculum and began teaching a separate statistics unit for more advanced students who have already progressed passed the 6th grade curriculum.

At MSA, teachers drive staff development decisions in cooperation with the director and the MSA board. The staff development program relies on teachers identifying an annual academic goal for improvement, and then taking the lead to select subject area experts who will then carry out the actual training process. A somewhat unique characteristic of MSA is our use of internal faculty experts in the design and implementation of this process. Annually in the fall, teachers collectively engage in a "needs assessment" discussion and state assessment data for the prior school year is one of the factors taken into consideration. Other needs that have

been considered include advancing the use of technology in the classroom and increasing team and interdisciplinary instruction. This discussion immediately precedes the composing of the annual school-wide staff development plan. The school-wide staff development plan is then specifically designed and facilitated by internal faculty experts and to support and sustain the aforementioned MSA goals and annual student academic gains in writing, reading, math, and science.

The 2010-2011 staff development program was the identification of teacher qualities and organizational behaviors that support both our mission and vision. The decision to pursue the 2010-2011 activity was actually driven by our 2009-2010 NCA report that recommended we “engage in an inclusive review” of our mission and purpose at “this point in the school’s history.” As such, the result of this activity is detailed below.

Communicating the Vision, Mission, and Values of the Math and Science Academy

Vision

To be an **innovative, sustainable** model of **academic excellence** that creates **well-rounded, lifelong learners** and **global citizens**.

Mission

To offer **intense math and science experiences** and **challenging opportunities in the arts and humanities**.
To develop lifelong learning skills, including **critical thinking, effective time management, and collaboration with peers**.

How to assess and identify each of the above elements of our vision and mission:

Innovative: The Math and Science Academy is innovative inasmuch as we –

- Update our curriculum, add and change electives as evidenced by our course book
- Work to incorporate technology in our lessons assessed through the need for laptops, desktops, and a computer projector in each classroom, as well as teacher webpages, podcasting of classes, and the student portal – “My MSA”
- Work to meet the needs of individual students through not only special education, but weekly student of concern discussions and formal child find activities and forms
- Budget \$1000.00 per staff member for individualize staff development
- Have curriculum and graduation requirements in each core area that exceed state and national standards as described by our graduation requirement and course book
- Have expanded our curriculum beyond the core areas to offer a music program that encompasses no less than seven different musical opportunities for students to participate
- Have an art program that offers visual art to four out of seven grade levels

Sustainable: The Math and Science Academy is sustainable through

- Annually working to improve our definition of what is an MSA employee as it is written in the staff handbook.
- Recognition that 75-80 percent of our students participate in extracurricular activities
- Continued updating of course book with new electives
- Continuous scope and sequence and curriculum mapping from one class level to the next
- Maintaining a program that generates a waiting list of students
- Frugal budgeting that has generated an annual surplus
- Providing individual educational services for students who are entitled or express a willingness to take advantage
- Continuous academic success and/or improvement
- Continuous upgrading of building technology
- Formal written long range plan

Academic Excellence: The Math and Science Academy represents academic excellence in that

- Our students consistently score among the best students on standardized tests including all MCA exams and college aptitude tests
- Have a graduation requirement in each core area that exceeds state and national standards as described by our graduation requirement and course book
- Have adopted a school wide writing standard (Viz. MLA) in all classes across the curriculum
- Allow for parent survey evaluation and feedback with respect to our academic program
- Continuous assessing of special needs students according to academic ability
- Approximately 90% of all graduates have attended either a two of four year college program after graduation
- A number of our curriculum programs are aligned with not only state, but national standards

Well –rounded: The Math and Science Academy creates well rounded learners in that

- 75-80 percent of our students participate in extracurricular activities
- Our graduation requirement goes beyond the core areas of math, science, English, social studies, and Spanish
- A standardized writing curriculum is embedded in all our curriculum
- We have multi-grade level classes, reality based problem solving assignments, and a variety of assessment methods for each class beyond standardized tests and testing
- MSA has a curriculum for each core area that exceeds state and national standards as described by our graduation requirement and course book, as well as an expanding list of electives in each grade level
- Demonstrated connections between curriculum areas by way of interdisciplinary lessons, cooperation, and collaboration

Lifelong Learners: The Math and Science Academy creates lifelong learners when

- Approximately 90% of all graduates have attended either a two of four year college program after graduation
- Curriculum and individual lessons are developed to place emphasis on problem solving and thinking skills e.g. academic research and evaluation
- Annual events and activities explain and discuss education beyond the MSA
- Reality based problem solving assignments are incorporated into daily lessons

Global Citizens: The Math and Science Academy creates life-long global citizens through

- Curriculum and individual lessons developed to place emphasis on current events
- Curriculum and individual lessons are developed to place emphasis on world cultures and geography
- collaboration with guest artists; exposure to different styles/types of music and theater from a cultural standpoint
- Working towards Spanish language mastery and developing and understanding the relationship between the practices and perspectives of Hispanic culture
- Multi-grade level classes, reality based problem solving assignments
- Offer extracurricular opportunities to reach others in need (e.g. Feed My Starving Children)

Future Plans and Program Challenges

Our greatest challenge comes from the lack of adequate legislative funding. For the 2010-2011 school year specifically, this issue was only made larger due to the shortfall in cash flow as a result of the increase in educational hold-back to 30%. With double digit increases in fixed costs such as health benefits and utilities, it is becoming impossible to provide a quality-uniform education for our students, especially given no increases in formula aid over the past five years. 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.

Additionally, more unique to our program is that of expansion and in particular, lack of expansion resources. MSA has researched and pursued an expansion agenda for two years as a way to address revenue scarcity. The result of this effort has been the realization that there are no funding sources for a successful, suburban math and science program. In other words, while there has been start-up funding for new programs, funding for the demographically defined disadvantaged, and funding for large traditional programs, there is no funding for a small successful program such as ours. To meet this challenge, during the 2009-2010 school year, MSA submitted, and had an additional site plan approved by MDE. The 2010-2011 school year was the first year of a three year lease for an additional site within walking proximity to our current facility.

Whereas this lease does allow MSA to generate additional revenue through increased enrollment starting in the fall of 2010, and it does for the next three years address our space needs, it does not however entitle MSA to additional expansion funds to cover the cost of remodeling and furnishing. Furthermore, this plan does place MSA on the path to further expansion, which may or may not solve future revenue problems. For the 2010-2011 school year, the MSA Board of Directors developed a detailed 3-year strategic plan that encompasses the areas of: enrollment, budgeting, academics, facilities, and alternative funding sources. (See <https://www.mnmsa.org/> for a copy of the Strategic Plan)

Finances

According to our FY 10 Audit Opinion: The financial statements are fairly stated, and the Math and Science Academy was issued what is known as a “clean” audit report.

The Yellow Book Opinion: No compliance issues were noted during the review of laws, regulations, contracts, grant agreements or other matters that could have significant financial implications to the School.

For Legal Compliance: No compliance issues were reported with respect to Minnesota Statutes related to charter schools and UFARS accounting.

Fund Balance: The School had another positive outcome financially for fiscal 2009-2010 as fund balance in the General Fund increased by \$6,169. The ending FY 10 fund balance was \$820,136 as of June 30, 2010. The ending fund balance represents about 30.9% of expenditures incurred for the year and is an important aspect in the School’s financial well being since a healthy fund balance represents things such as cashflow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid prorations at the state level and similar problems.

In the audit, there were no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. There were also no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

FY11 Audit was conducted on during July and August of 2011, and is schedule to be completed by November 1, 2011 (the due date for this annual report is October 1, 2011). The audit results will be submitted to the commissioner and our authorizer by December 31, 2011 which is consistent with Minnesota Statute 124D.10.

See Appendix B for a copy of the 2010-2011 adjusted budget.

Factors bearing on the school’s financial future

The Math and Science Academy is dependent on the State of Minnesota for its revenue authority. Recent experience demonstrates that legislated revenue increases, and lack thereof, have not been sufficient to meet instructional program needs and increased costs due to inflation. Despite this situation, the Math and Science Academy will strive to maintain its long-standing commitment to academic excellence and educational opportunity for students within a framework of financial fiduciary responsibility.

Authorizer Information

Since opening in the fall of 1999, The Math and Science Academy, has been one of a few charter schools in the state to have the Department of Education (MDE) for an authorizer. Early in the 2006-2007 school year, Stephanie Olsen became our MDE authorizer liaison, and has since been actively involved in monitoring our operation. She 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 have kept MSA from renewing our 3-year contract, which has now been renewed through the 2010-2011 school year.

2010-2011 Authorizer Contact Information

Minnesota Department of Education

Authorizer Liaison: Stephanie Olsen

Authorizer Contact Information: 651-582-8348

Contract Termination Date: June 30, 2011

During the 2010-2011 school year, MSA did secure a contract with a new authorizer. For the fiscal years beginning June 30th 2011 ending June 30th2014, the Math and Science Academy will be authorized by Student Achievement Minnesota LLC.



STUDENT
ACHIEVEMENT
MINNESOTA LLC

Glory Kibbel - *Director*
(612) 723-5597 | gkibbel@gmail.com
P.O. Box 581639
Minneapolis, MN 55458-1639

Report Card

The 2010-2011 Math and Science Academy School Report Card can be found at:

http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=010&DISTRICT_NUM=4043&DISTRICT_TYPE=07

Non-Profit Status

Attorney General - [Lori Swanson](#)

Minnesota Attorney General's Office

1400 Bremer Tower - 445 Minnesota Street - St. Paul, MN 55101

Organization Name	MATH AND SCIENCE ACADEMY
Organization Type	TRUST
Contact Person	PAUL SIMONE
Address	8430 WOODBURY CROSSING
City	WOODBURY
State	MN
Zip Code	55125
IRS Code 501(c)	03
Purpose or Description	To promote effective education for students at the Math and Science Academy charter school.
Phone Number	(651) 578-7507
Status	ACTIVE

EDITOR:

Paul Simone
Director: Math and Science Academy
psimone@mnmsa.org
651-353-2317

Appendix A

MSA Parent Satisfaction Survey 2010/2011									
1. What grade level(s) did your student(s) attend? Mark all that apply.									
			answered question	129					
			skipped question	0					
			Response Percent	Response Count					
6			30.2%	39					
7			36.4%	47					
8			21.7%	28					
9			10.1%	13					
10			12.4%	16					
11			7.0%	9					
12			10.9%	14					
2. How many years has your student(s) attended MSA? Mark all that apply.									
			answered question	129					
			skipped question	0					
			Response Percent	Response Count					
1			43.4%	56					
2			23.3%	30					
3			16.3%	21					
4			9.3%	12					
5			10.1%	13					
6			3.9%	5					
7			10.1%	13					
3. If your student(s) is (are) not returning to MSA next year, please check the reason(s).									
			answered question	32					
			skipped question	97					
			Response Percent	Response Count					
Graduating			40.6%	13					
Curriculum			9.4%	3					
Academic Progress			9.4%	3					
Sports			18.8%	6					
Other			37.5%	12					

4. Please respond to the following statements. Please mark TWO boxes for each statement: one for your level of agreement AND one for the level of importance.

	answered question							105
	skipped question							24
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	This question is important to me	This question is not important to me	Response
								Count
My student(s) feel(s) safe at MSA	76	26	1	2	0	72	2	105
As a parent/guardian I feel welcome at MSA.	52	32	16	3	2	69	4	105
At MSA students at MSA show respect for each other.	46	45	7	6	1	72	1	105
I know how to access a variety of resources MSA has to offer (daily announcements, online forms, school calendar, meeting dates and times, etc.).	49	42	7	5	1	64	8	105
My student is being well prepared to pursue post high school options.	50	41	7	4	1	73	3	105
MSA's curriculum is broad enough to meet the educational needs of my student(s).	35	50	5	11	4	73	0	105
I receive timely information about MSA's curriculum, policies, and school events.	26	45	21	9	4	69	3	105
The website is user friendly and contains current information about MSA.	31	44	14	14	2	60	11	105
The teachers are available and accessible to my student.	56	37	7	4	1	73	1	105
The teachers respond promptly to my email inquiries.	50	29	20	6	0	71	3	105
The teachers respond promptly to my telephone inquiries.	45	33	21	4	0	61	11	105
The teachers at MSA demonstrate genuine concern for the well being of my student.	50	40	8	3	4	73	0	105
The teachers at MSA are sensitive to issues of diversity (race, gender, religion, etc).	42	30	27	4	0	59	16	105
The MSA director is available/accessible to my student.	40	37	25	1	1	59	12	105

The MSA director responds promptly to my email inquiries.	44	30	25	2	0	66	7	105
The MSA director responds promptly to my telephone inquiries.	38	27	33	2	0	62	13	105
The MSA director demonstrates genuine concern for the well being of my student.	46	34	21	2	1	70	1	105
The MSA director is sensitive to issues of diversity (race, gender, religion, etc).	38	28	35	1	1	56	17	105
The MSA office personnel are available and accessible to my student.	65	34	6	0	0	66	4	105
The MSA office personnel respond promptly to my email inquiries.	52	30	22	1	0	63	8	105
The MSA office personnel respond promptly to my telephone inquiries.	55	30	17	1	0	63	9	105
The MSA office personnel demonstrate a genuine concern for the well being of my student.	58	29	15	2	0	68	2	105
The MSA office personnel is sensitive to issues of diversity (race, gender, religion, etc).	43	20	38	1	0	54	19	105
MSA's policies are fair and effective.	45	41	10	8	1	68	2	105
MSA's discipline policies are enforced fairly and consistently.	37	39	23	3	1	65	4	105
The views of the MSA family community are seriously considered when school policy decisions are made.	27	34	30	9	4	62	5	105
Parent/Teacher conferences at MSA are beneficial to me.	43	39	14	4	5	67	4	105
Parent/Teacher conferences at MSA improve parent/teacher communication.	42	37	16	5	5	66	4	105
The early release day for parent/teacher conferences is necessary.	31	32	30	9	2	41	30	105
I like the idea of spring parent teacher conferences.	44	28	23	6	5	53	17	105

5. Please rate the Math class(es) that your student(s) took this year. Mark all that apply.

	answered question						101	
	skipped question						28	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply
							Average	Count
Pre-Algebra	24	16	4	2	1	19	1.72	66
Algebra I	15	9	0	5	4	20	2.21	53
Algebra II	12	8	3	1	0	23	1.71	47
Geometry	13	5	0	0	0	26	1.28	44
Pre-Calculus	4	2	1	1	3	34	2.73	45
Calculus	1	0	0	0	1	34	3.00	36
AP Calculus	0	1	0	0	1	34	3.50	36
CIS Calculus	1	0	1	0	0	35	2.00	37

6. Please rate the Science class(es) that your student(s) took this year. Mark all that apply.

	answered question						98	
	skipped question						31	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply
							Average	Count
6 Life Science	25	16	0	1	0	8	1.45	50
7 Earth Science	18	18	3	0	0	8	1.62	47
8 Physical Science	11	11	1	0	0	10	1.57	33
9 Biology	5	7	1	1	0	11	1.86	25
Chemistry	1	2	3	1	0	17	2.57	24
AP Chemistry	2	1	1	1	1	16	2.67	22
CIS Physics	2	2	3	1	1	16	2.67	25

7. Please rate the English class(es) that your student(s) took this year. Mark all that apply.

	answered question						102	
	skipped question						27	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply
							Average	Count
6 English	24	12	1	1	0	18	1.45	56
7 English	21	11	2	0	0	15	1.44	49
8 English	16	7	1	1	0	16	1.48	41
9 English	8	5	0	0	0	17	1.38	30
10 American Literature	6	5	1	0	0	21	1.58	33
Expository Writing	0	1	0	0	0	24	2.00	25
British Literature	4	7	0	1	0	22	1.83	34

8. Please rate the Social Studies class(es) that your student(s) took this year. Mark all that apply.

	answered question						99	
	skipped question						30	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply
							Average	Count
6 Social	17	14	5	1	0	18	1.73	55
7 Geography	11	16	5	2	1	16	2.03	51
8 Social	9	10	2	1	1	17	1.91	40
9 World History I	5	7	1	0	1	18	1.93	32
10 World History II	7	5	1	0	0	20	1.54	33
American History	2	1	0	1	1	25	2.60	30
Honors American History	0	0	0	0	0	25	0.00	25
CIS American History	0	1	0	0	0	25	2.00	26
Political Science	2	0	0	0	0	24	1.00	26

9. Please rate the Spanish class(es) that your student(s) took this year. Mark all that apply.

	answered question						99	
	skipped question						30	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
6 Spanish	12	11	5	5	4	18	2.41	55
7 Spanish	20	11	8	1	0	15	1.75	55
8 Spanish I	10	8	2	0	1	17	1.76	38
9 Spanish II	4	5	0	2	1	17	2.25	29
10 Spanish III	4	8	0	0	0	20	1.67	32
11 Spanish IV	0	4	0	1	0	24	2.40	29

10. Please rate the Art class(es) that your student(s) took this year. Mark all that apply.

	answered question						93	
	skipped question						36	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
6 Art	16	10	7	0	0	26	1.73	59
7 Art	17	8	2	0	1	22	1.57	50
8 Art	5	10	0	0	0	25	1.67	40
10 Art	6	4	1	0	0	24	1.55	35

11. Please rate the Music class(es) that your student(s) took this year. Mark all that apply.

	answered question						92	
	skipped question						37	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
6 Band	12	8	0	0	1	31	1.57	52
7-8 Band	14	11	3	2	0	31	1.77	61
9-12 Band	7	7	0	0	0	26	1.50	40

12. Please rate the Phys. Ed. class(es) that your student(s) took this year. Mark all that apply.

	answered question						100	
	skipped question						29	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
6 Phy. Ed.	12	15	6	1	2	21	2.06	57
7 Phy. Ed.	9	13	9	2	0	17	2.12	50
8 Phy. Ed.	7	12	2	0	2	18	2.04	41
9 Phy. Ed.	5	7	0	0	1	19	1.85	32
10 Phy. Ed.	6	5	0	0	0	23	1.45	34
11 Phy. Ed.	3	2	0	0	0	26	1.40	31

13. Please rate the Health class(es) that your student(s) took this year. Mark all that apply.

	answered question						77	
	skipped question						52	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
7 Health	13	17	5	0	0	35	1.77	70
10 Health	7	7	0	0	0	35	1.50	49

I am _____ with my access to CIS information.	7	10	26	4	3	2.72	50	
I am _____ with how CIS classes fit into my student's MSA schedule.	7	9	27	4	2	2.69	49	
I am _____ with the amount of AP information provided by MSA.	7	9	21	10	4	2.90	51	
I am _____ with the timeliness of AP information from MSA.	7	10	23	7	3	2.78	50	
I am _____ with my access to AP information.	7	10	22	7	5	2.86	51	
I am _____ with how AP classes fit into my student's MSA schedule.	7	9	26	4	2	2.69	48	
16. In general, what was your level of satisfaction with the extracurricular activities that your student participated in this year?								
answered question			108					
skipped question			29					
			Response Percent	Response Count				
Very Satisfied			30.0%	30				
Satisfied			40.0%	40				
Neutral			21.0%	21				
Unsatisfied			8.0%	8				
Very Unsatisfied			1.0%	1				
				Yes	No	Not Sure	Reply Count	
Were the questions and response options on the survey clear?				94	2	3	99	
Were the questions adequate to allow you to express your satisfaction/dissatisfaction with the overall program at MSA?				73	16	10	99	

Appendix B

The Working Budget estimates shown on this report are prepared using both the school's estimates and consultant estimates and are prepared for internal use only. This report has not been compiled, reviewed or audited and should not be relied upon for other uses

Math and Science Academy			
2011-2012 Revised Budget			
			FY 2012 Revised Budget 356
General Fund - 01			
Revenues			
State Revenues			
		General Education Aid	2,316,117
		Charter School Lease Aid	523,850
		Special Education Aid	246,558
		Total State Revenues	3,086,525
Federal Revenues			
		Federal Education Job Funds	6,430
		Special Education Aid	42,640
		Startup and Implementation Grants	
		Total Federal Revenues	49,070
Local Revenues			
		Fees from Patrons	10,000
		Fees from Students (Field Trip and Other Misc.)	26,000
		Interest Earnings	1,000
		Technology Donations	18,000
		Year Book Revenues	10,500
		Total Local Revenues	65,500
		Total Revenues	3,201,095
			3,201,095
Expenditures			
		Salaries and Wages	1,173,678
		Employee Benefits	543,773
		Extracurricular Stipends	37,661
		Contracted Services	157,885
		Communications Services	26,810
		Postage	4,500
		Utilities	48,230
		Property and Liability Insurance	15,615
		Repairs and Maintenance	65,120
		Transportation for Field Trips	6,500
		Travel, Conferences, and Staff Training	22,000
		Building Lease	582,055
		Other Rentals and Operating Leases	19,440
		Tuition Reimbursement	
		Payments to Other ISD's - CIS Program	1,400
		Field Trips	11,500
		Nursing Services (in contracted services)	0
		Supplies - Non Instructional	62,901
		Maintenance Supplies	6,000
		Instructional Supplies	23,230
		Textbooks and Workbooks	20,589

	Standardized Tests	4,200
	Media Resources	0
	Food Purchased	0
	Other Equipment (Furniture)	10,500
	Technology Equipment	18,000
	Sale of Materials	0
	Interest Expense	5,331
	Dues and Memberships, Fees	3,500
	Scholarships	500
	State Special Ed	259,534
	Federal Special Ed	42,640
	Total Expenditures	3,173,094
		3,173,094
	General Fund Net Income	28,001
		28,001
Food Services Fund - 02		
	Revenues	
	State Revenues	
	Federal Revenues	
	Sale of Lunches and Other Local Revenues	
	Transfer from General Fund	
	Total Revenues	0
	Expenditures	
	Salaries and Wages	
	Employee Benefits	
	Purchased Services	
	Supplies and Materials (Inc. Food and Milk)	
	Equipment	
	Dues and Memberships	0
	Total Expenditures	0
	Food Services Fund Net Income	0
Community Services Fund - 04		
	Revenues	
	Participation Fees	
	Transfer from General Fund	
	Total Revenues	0
	Expenditures	
	Salaries and Wages	
	Employee Benefits	
	Purchased Services	
	Supplies and Materials	
	Equipment	
	Dues and Memberships	
	Total Expenditures	0
	Community Food Services Fund Net Income	0

Total All Funds					
Revenues					
				State Revenues	3,086,525
				Federal Revenues	49,070
				Local Revenues	65,500
				Total Revenues	3,201,095
					3,201,095
Expenditures					
				Salaries and Wages	1,173,678
				Employee Benefits	543,773
				Purchased Services	998,718
				Supplies and Materials	116,920
				Equipment	28,500
				Short Term Financing Costs	5,331
				Other (Fundraising, Special Ed, Dues, etc.)	306,174
				Total Expenditures	3,173,094
				Total Revenues All Funds	3,201,095
				Total Expenditures All Funds	3,173,094
Net Income - All Funds					
					28,001
				Beginning Fund Balance, All Funds, July 1, 2011	930,208
				Projected Fund Balance, All Funds, June 30, 2012	958,209
					30%