![Math and Science Academy logo - MSA Public Charter School]
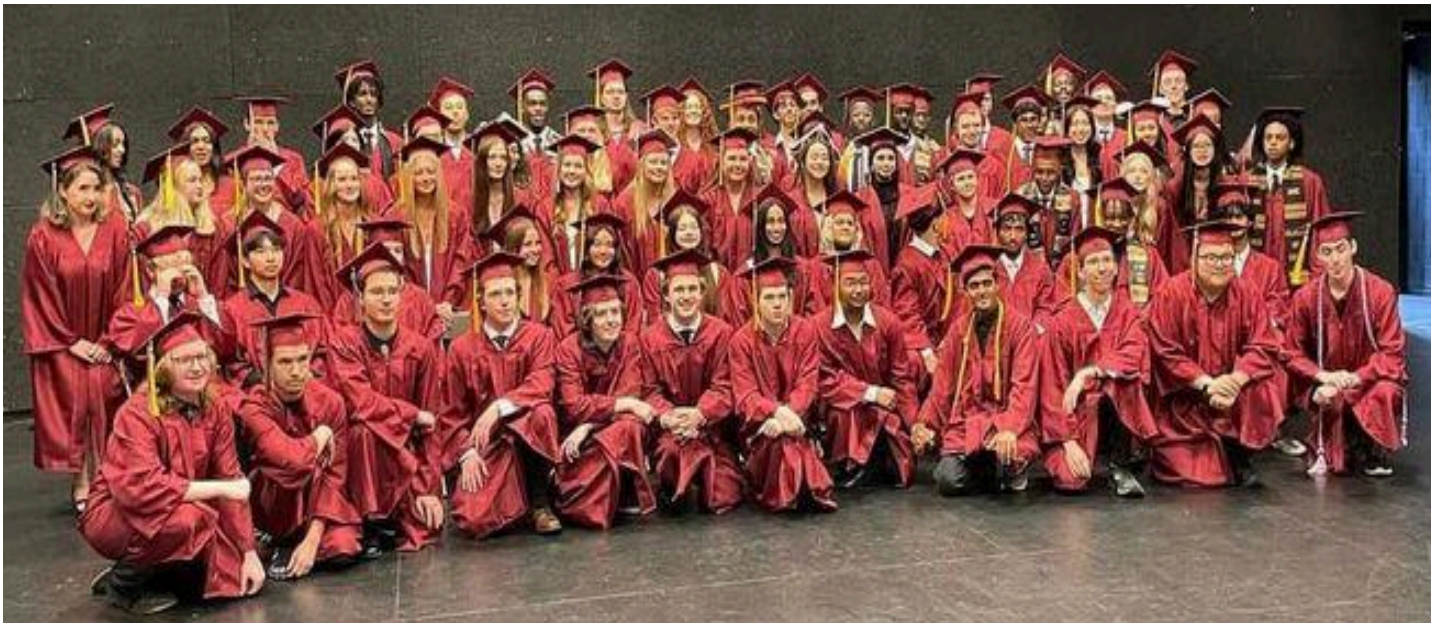
2023-2024 Annual Report

Vision

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

Mission

We provide accelerated and inclusive curricula and instruction in all subjects, with an emphasis on math and science.

Math and Science Academy

A Minnesota Public Charter School

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

2023-2024 ANNUAL REPORT

Submitted to:
Student Achievement Minnesota (SAM)
MSA's Authorizer
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Minneapolis, MN 55458-1639

Submission date:
October 1, 2024

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Introduction

The Math and Science Academy (MSA) opened in 1999 and is now a distinguished public middle and high school catering to students in grades 6-12. Our educational program is centered on an accelerated and inclusive curriculum across all subjects, with a strong focus on mathematics and science. MSA requires students to complete an advanced math progression through calculus. The curriculum, starting in grade six, is accelerated and prepares students for the rigors of Advanced Placement (AP) coursework in high school. Math and Science Academy values accelerated curriculum in all areas.

MSA offers a comprehensive and cohesive educational program that integrates well-defined systems, procedures, processes, and strategic plans to enhance academic success for all students. The ongoing expansion project places a strong emphasis on maintaining the sustainability of successful practices at MSA. MSA strives for continuous improvement, even as the school undergoes significant growth, projected to nearly double in size at its new expansion location.

At MSA, the Multi-Tiered System of Support (MTSS) serves as the umbrella overarching our school operations. This comprehensive framework facilitates systematic, ongoing improvement by promoting data-driven problem-solving and decision-making practices throughout all grade levels of our educational program. Its primary aim is to provide support for all students, including those who are enrolled in special education services. MSA's child find process is embedded in the MTSS framework.

Math and Science Academy is proud to have a diverse student population. During the 23-24 school year, 65.2% of our students were non-white. The Minnesota Department of Education reports student test data as a whole and is divided into economic and racial subgroups. Every subgroup of students at MSA scored better than the highest achieving subgroups in the state, in both reading and math, on the Minnesota Comprehensive Assessment. The exception was that English Language Learners scored slightly below in reading, and students receiving special education services scored less than 1% lower in reading.

Vision

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Mission

We provide accelerated and inclusive curricula and instruction in all subjects, with an emphasis on math and science.

Our Core Values

- Honesty: MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.

- Community: MSA maintains small class sizes and a small school feel.

- Respect: MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.

- Teamwork: MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.

- Excellence: MSA continuously evaluates and improves programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Governance

MSA is governed by a Board of Directors (BOD) that is comprised of a membership in accord with Minnesota statute and consists of four (4) licensed teachers who are employed by MSA at .5 FTE or above, three (3) parents (or legal guardians) of enrolled students, two (2) community members, and two non-voting students enrolled at MSA in grades 9-12. The MSA BOD has no clear majority. The Executive Director serves as ex-officio. MSA BOD elections are normally held each year in the spring. Board of Directors are elected for 3-year terms, with three terms expiring each year.

MSA Board Meetings are typically held on the third Tuesday of each month. The BOD routinely conducts work sessions one or two weeks before the regular meetings.

The 2023-2024 BOD members are listed below in order of officers and term expiration date.

Name	Board Position	Group	Date Seated	Term Expiration	State Required Board Training Completed
Wendell Sletten	Chair	Teacher Member	June 2022	June 2025	Yes: 11, 1, 2,
Hetal Patel	Vice-Chair	Parent Member	June 2022	June 2024	Yes: 11, 5
Isaac Leonhardi	Treasurer	Teacher Member	June 2023	June 2026	Yes: 1, 2, 6, 7, 8, 9, 10
Sarah Harms	Secretary	Teacher Member	June 2023	June 2026	Yes: 5
Karina Lozano		Teacher Member	June 2023	June 2024	Yes: 2, 3, 4, 11
Jules Kinkel		Community Member	August 2023	June 2025	Yes: 3,4
Brian Linzmeier		Community Member	August 2023	June 2027	Yes: 3, 4
Dan Ellingson		Parent Member	June 2021	June 2025	Yes: 2, 5, 11
Mary Yapp		Parent Member	June 2023	June 2026	Yes: 5, 1
Josh Balami		Student Representative	September 2023	June 2024	N/A
Joseph Ayelew		Student Representative	June 2023	June 2024	N/A
Kate Hinton	Executive Director Ex-Officio	School District	N/A	N/A	N/A

1 MACS Training Course 100 – November 17, 2023

2 MACS Training Course 200 – November 20, 2023

3 MSBA Training Phase 1: Learning to Lead – School Board Basics – December 6, 2023

4 MSBA Training Phase 2: Leadership Foundations – December 13 and 20, 2023

5 MSBA Board's Roles and Responsibilities, Financial Management, and Employment Policies and Practices – January 10, 2024

6 MN Charter Board Training and Development Grant Project – Develop and Use Policies – May 7, 2024

7 MN Charter Board Training and Development Grant Project – Look Out for Conflicts – May 7, 2024

8 MN Charter Board Training and Development Grant Project – Respond to Data Requests – May 7, 2024

9 MN Charter Board Training and Development Grant Project – Evaluate the Leaders – May 7, 2024

10 MN Charter Board Training and Development Grant Project – Retain and Maintain Records – May 30, 2024

11 Open Meeting Law

2023-24 MSA School Management & Administrative Team

Kathryn Hinton (beginning October 25, 2023)	Executive Director	
Randall Vetsch (ending October 25, 2023)	Executive Director	
Steve Hoemann	Principal, Middle School	Activities Director
LyTou Lee	Principal, High School	
Jillynne Raymond	Special Services Director	
Becky Bogan	Due Process Clerk	
Dustin Reeves	Financial Manager, Contracted	Creative Planning
Joell Pundsack	MARSS/Student Data Coordinator	
Shauni Holt	Business Assistant	
Emma Tiedeman	Executive Assistant	
Caitlin Bond	Enrollment Coordinator	
Amanda Stout	Middle School Office Manager	
Jennifer Shelstad	High School Office Manager	
Emily Graveen	High School Counselor	
Isaac Johnson	Middle School Counselor	
Justin Gehring	Technology Coordinator, Contracted	JRS Computing

School Executive Director Biography

Dr. Kate Hinton joined MSA in July 2021 as the High School Principal and was appointed Executive Director in October 2023. Dr. Hinton came to MSA with nearly 20 years of experience as a teacher, instructional coach, program coordinator, and administrator in St. Paul Public Schools. Dr. Hinton earned her doctorate in Educational Leadership from the University of St. Thomas. She holds a BA in finance from Michigan State University and a MA in education from University of St. Thomas. She is a licensed teacher, principal, and superintendent. In addition to her work at MSA, she has served as an instructor in the Principal Licensure program at the University of Minnesota since 2019.

Teaching Staff Information

All Math and Science Academy teachers are fully licensed by the Minnesota Department of Education for the courses that they teach.

Full Name	Role	License FFN	Licenses Held
Logan Alger	Math 8-10, Robotics 7	1017881	7-12 Mathematics
Cullen Anderson	Health/PE	1030627	Physical Education K-12, Health 5-12
Lisa Anderson	Social Studies 9-12, Freshman Seminar	369704	Social Studies 7-12
Joshua Barth	Mathematics 11-12	498607	5-12 Mathematics
Margaret Berry	Special Education	324224	K-12 Mild to Moderate Mentally HDCP, K-12 Learning Disabilities
Tamara Brooks	Special Education	510148	K-12 Academic and Behavioral Strategist
Melissa Brunshidle	Science 7-8	1024474	5-8 Science
Margaret Burggraaff	English 9-12	376388	Reading K-12, English/Language Arts 7-12
Kasey Coutermash	Math 7-9	1017622	5-12 Mathematics
Erin Cramer	Social Studies 8	482465	5-12 Social Studies
Michael Fillbrandt	English 6, Study Skills	455271	Communication Arts/Literature 5-12, Dance and Theatre K-12
Megan Flowers	Spanish 8-10	1016656	K-6 Elementary Education, K-12 Spanish
Lori French	Choir 6-12	289656	K-12 Classroom Music, K-12 Vocal Music
Amanda Froberg	Science 6-7	510118	Science 5-8, Chemistry 9-12
Emily Graveen	Counselor 9-12	494671	School Counselor K-12

Mark Greseth	Science 6-8	488183	Science 5-8, Life Science 9-12
Sarah Harms	Mathematics 7 and 8	1009623	K-6 Elementary Education, 5-8 Mathematics
Caitlin Harper	Long Term Chemistry Substitute	480782	Mathematics 5-12, OFP Chemistry 9-12
Jennifer Heydt-Nelson	Art 9-12	413292	Visual Arts K-12
Kathryn Hinton	High School Principal, Executive Director	410208	Elementary K-6, Mathematics 5-8, Principal K-12, District Superintendent
Steven Hoemann	Middle School Principal 6-8	338516	Science 5-9, Life Science 7-12, Secondary Guidance Counseling 7-12, Principal K-12
Rachel Holst	Spanish 10-12	1023962	Spanish 7-12, Communication Arts and Literature 7-12
Isaac Johnson	Middle School Counselor	513246	School Counselor K-12
David Johnston	Special Education	504253	K-12 Academic and Behavioral Strategist
Michelle Kurkoski	Social Studies 9-12	416675	Social Studies 5-12
Noah Langseth	Engineering 9-12, Coding 6, Intro to Computer Science 9-12	460701	Mathematics 5-12
Kassie Larson	Spanish 6-8	451897	Spanish K-12
LyTou Lee	Principal 9-12	481561	Business 5-12, Principal K-12
Isaac Leonhardi	Mathematics 9-12	505802	Mathematics 5-12
Karina Lozano	English 7-10	514040	Communication Arts/Literature 5-12
Marisa Melek	Science	1000401	5-8 Science, 9-12 Life Science
Alyssa Metcalf	Social Studies 6-12	1010656	Social Studies 5-12

Kerry O'Keefe	Art 6-8	482091	Visual Arts K-12
Joshua Petitt	English 6	408455	Communication Arts/Lit 5-12, ESL K-12
Jillynne Raymond	Director of Special Services	338311	Principal K-12, Director of Special Education
Michelle Richards	English 7	403184	English/Language Arts 7-12
Justin Robb	English 7	513835	Communication Arts/Literature 5-12
Lucy Rubenzer	Social Studies 7-12	507352	Social Studies 5-12
Amy Seif	English 10-12	362359	English/Language Arts 7-12 and Middle School
Katie Seif	Physics 9-12, MS Science	1025613	Life Science 9-12, OFP Physics 9-12, OFP Science 5-8
Elizabeth Shypulski	Spanish 7-10	1008985	Spanish K-12, ESL K-12
Wendell Sletten	Band/Orchestra 6-12	461546	Instrumental and Classroom Music K-12
Jamey Strand	Physical Education 6-9	427939	Learning Disabilities K-12, Short Call Substitute Pre K-Adult, OFP Physical Education K-12
Jana Tarlton	Math 6-7	501980	Mathematics 5-12, Elementary Education 1-6
Brian Voeller	Social Studies 7	422876	Social Studies 5-12
Cheryle (Teresa) Ward	English 8, English Language Learning 6-12	446450	ESL K-12, Reading K-12, Communication Arts/Literature 5-12
Rachel Weirich	9-12 Chemistry	505758	9-12 Chemistry, 9-12 Life Science
David Zapata	Spanish 6-9	1030422	Spanish K-12

Support Staff

Name	Role	Name	Role
Charles Akyigyina	Educational Assistant	Jon Christopher Catudio	Maintenance
Ilsa Cuzzort	Educational Assistant	Debra Fleischhaker	Educational Assistant
Caroline Foster	Educational Assistant	Jackson Hoemann	Educational Assistant
Rich Kaup	Maintenance	Caroline Maddux	Educational Assistant
April McClernan	Educational Assistant	Sunita Michelson	Study Hall Monitor
Mike Palony	Educational Assistant	Kate Singer	Educational Assistant

School Enrollment Procedures

GENERAL STATEMENT OF ENROLLMENT

It is the Math and Science Academy's procedure 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 procedure of the Math and Science Academy is to enroll a student 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 admitted by lottery. 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 staff before admitting other pupils by lot. The Math and Science Academy does not limit enrollment to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

TERMINOLOGY

Admission
The process of a student applying for enrollment. Admission is subject to capacity. A student must be admitted before the student may enroll.
Admitted student
A student who submitted a timely application for enrollment (i.e., during the open enrollment period) and who is offered a seat.
Enrollment
The process of a student accepting a seat, which was offered. Enrolled student-a student who accepted a seat, which was offered, by timely submission of enrollment registration forms.
Staff
Current employees of the Math and Science Academy and who receive a W-2 from MSA.
Sibling

The Math and Science Academy includes foster children of the pupil's parents in the definition of sibling.

ADMISSION PROCEDURES
Math and Science Academy establishes the following Admissions and Lottery Procedure.

ADMISSIONS STATEMENT
Admission to Math and Science Academy is open to all students, without regard to ability, race, religion, or any other factors. Enrollment will be influenced by the capacity of the program, class, grade level, or building.

1. Each school year, the Board of Directors:
   a. Initiates around December 15th the open enrollment period applicable to the following school year's admission.
   b. Posts on the Math and Science Academy website around December 15th:
      i.   Math and Science Academy's enrollment application applicable to the following school year, and
      ii. the Admissions and Lottery procedure.
   c. Establishes and publishes at the February Board meeting, the available enrollment by grade applicable to the following school year.
2. Prior to the beginning of the open enrollment period, the school provides notice of the open enrollment period to parents and current staff so that siblings of currently enrolled students and children of current staff may submit an application.
3. During the month of January, the school asks families to complete a "Intent to Return" form.
4. Each enrollment application received is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.
5. All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available capacity established by the Board for the applicable grade(s). In this situation, all submitted applications for such grade(s) are placed in the lottery; however, siblings of currently enrolled or admitted students and children of current staff employed in school have preference.
6. Siblings who submit an application are automatically admitted unless the number of sibling applications exceeds the available capacity established by the Board for the applicable grade(s). If the number of sibling applications exceeds available capacity in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in the order in which they are drawn in that lottery. If all available capacity in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the staff-children waiting list and the general waiting list.
7. Children of current staff employed at the school who submit an application before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of already admitted students) who submitted an application are admitted, and provided there is available capacity as determined by the Board for the applicable grade(s). If the number of children of current staff exceeds the available capacity established by the Board for any grade (and after all siblings of admitted students who submitted an application are admitted), a staff-children lottery is held.
8. Children of current staff are admitted to the school in the order in which they are drawn in the lottery. If all available capacity in a grade is filled by children of current staff, the staff-children lottery continues to establish the staff-children waiting list for each such grade, which has preference over the general waiting list.

9. If the number of applications received during the open enrollment period exceeds available capacity established by the Board for any grade (and after siblings of admitted students who submitted applications are already admitted or establish a sibling waiting list, and after all children of current staff employed at the school who submitted an application are already admitted or establish a staff-children waiting list, the school conducts a general lottery. All applications for each such grade(s), excluding applications from siblings of already admitted students and excluding applications from children of current staff employed at the school, received before the expiration of the enrollment period are included in the general lottery. Students are admitted to the school in the order in which they are drawn in the lottery, as long as there is available capacity as determined by the Board for the applicable grade(s). If all available capacity in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available capacity as determined by the Board remains in the applicable grade(s).
10. Applicants are automatically admitted as long as there is available capacity as established by the Board in the applicable grade and siblings continue to have preference, in the order received. If, or once, there is no available capacity in any grade, applications are added to the applicable waiting list for each such grade, in the order received.
11. The school conducts all lotteries through a method of random selection
12. If a student becomes ineligible for a waitlist they are on (Example: a student on the sibling waitlist no longer has a sibling attending MSA), the student will be moved to the bottom of the next appropriate waitlist.

GENERAL ADMISSION PROCEDURES

Order of Admission

1. Siblings of Already Admitted Student
2. Children of Staff Employed at the School
3. General Admissions

Waiting list does not carry over from year to year
Each waiting list is valid only for the school year for which it is drawn and does not carry over to subsequent years.

Multiple births (twins, triplets, etc.)
Each student seeking admission completes an application (i.e. not one application for the family). In a lottery situation, each student receives an individual number/lot in the lottery.

Lottery Grade Order
Applicable lotteries occur from lowest grade to highest grade.

Race/Ethnicity Reporting
Admitted students - If parent, guardian, or student self-identification methods are not possible, or the family declines to answer the questions, The Director or designee will utilize the best information they possess to determine the student's race/ethnicity for reporting purposes, as required by Minnesota Statute 120 B.35.

NEW STUDENTS – ATTENDANCE IN THE FIRST FIVE DAYS

New students must be in school within the first five school days of their start date. Students who are not present and in class within the first five school days will be withdrawn from the Math and Science Academy. Appeals can be made to the Executive Director.

FOREIGN EXCHANGE STUDENT ADMISSION PROCEDURES

ADMISSIONS STATEMENT

Admission to Math and Science Academy is open to all foreign exchange students, without regard to race, or religion. Exchange student admission will be influenced by the capacity of the program, class, grade level, and building capacities.

Eligibility Determination

When MSA has a vacancy in grades 10 through 12 after following all of its general admission procedures, it may fill any remaining vacancies with an exchange student who meets the following requirements:

1. The foreign exchange pupil must meet the program requirements for the J-visa student cultural exchange program and;
2. The foreign exchange pupil must be a participant in a cultural exchange program registered with the Office of the Secretary of State under Minnesota State Statute 5A.02.

Math and Science Academy complies with all applicable Minnesota State laws and regulations including all requirements set forth in 124E.11c.

15 Consecutive School Day Absences Procedures:

When a student has 15 consecutive school day absences during the regular school year, regardless if they are excused or unexcused, without receiving instruction in the home or hospital shall be dropped from the roll and classified as withdrawn pursuant with Minn. Stat. $ 126C.05, Subd. 8. When this situation arises, MSA will follow the following procedures:

   (1) Prior to the 15th consecutive absence, the school will notify the parent/guardian of the student to determine if the student intends on returning to MSA.

   (2) Once the 15th consecutive school day absence has occurred during the regular school year, regardless if they are excused or unexcused the school will determine if the student has formally withdrawn or has been expelled in accordance with the Pupil Fair Dismissal Act.2654.

Student Demographics

All student demographic information is taken from the [Minnesota Report Card](#).
Student Demographics by Race/Ethnicity
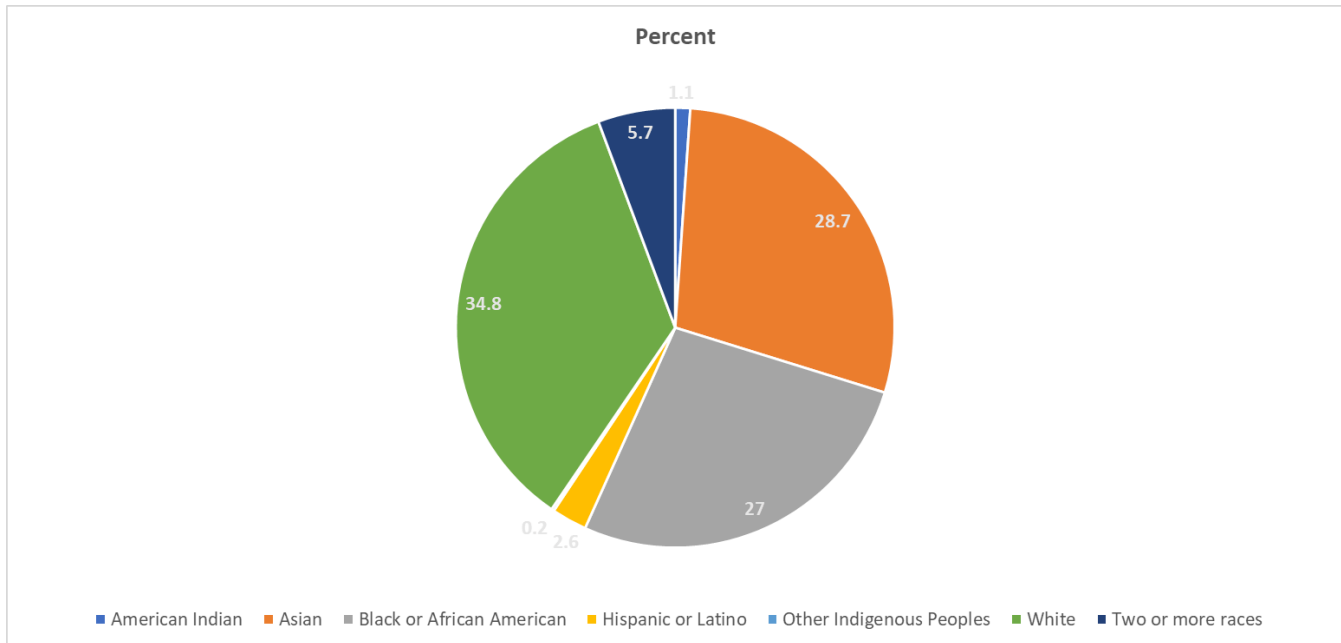
Enrollment by Race/Ethnicity

Student population: 663

Race/Ethnicity	Count	Percent
American Indian/Alaska Native	7	1.1%
Asian	190	28.7%
Hispanic	17	2.6%
Black/African American	179	27.0%
Other Indigenous Peoples	1	0.2%
White	231	34.8%
Two or more races	38	5.7%

Enrollment by Special Population

	Count	Percent
English Language Learner	17	2.6%
Special Education	38	5.7%
Free Reduced-Price meals	56	8.4%

MSA welcomes and is excited by our increasingly diverse student population. We are proud that our efforts to make all students welcome have resulted in more Black and Asian families choosing MSA. In

2012 we were a school of 71% white students and efforts to be more inclusive have resulted in a population that is now 65.2% non-white.

Student population for the past five years:

	2019-20	2020-21	2021-22	2022-23	2023-24
American Indian/Alaskan Native	0.2%	0.4%	0.7%	1%	1.1%
Asian	25.3%	25.2%	28.6%	27.9%	28.7%
Black/African American	18.2%	20.4%	21.9%	23.3%	27%
Hispanic	2.4%	2.0%	2.5%	2.6%	2.6%
White	49.5%	48.1%	41.0%	40.2%	34.8%
Two or More Races	4.3%	3.9%	5.2%	4.9%	5.7%

Student population in October of each year listed below:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
508	512	526	533	543	553	609	663

Open Enrollment

MSA is a public charter school that accepts all students for open enrollment in the 6th through 12th grade levels. MSA typically has waiting lists for each of its grades. The enrollment capacity for each grade is set by the MSA Board of Directors each year. Over the past eight years, MSA has seen its student population grow, with it peaking at 663 students in the 2023-24 school year.
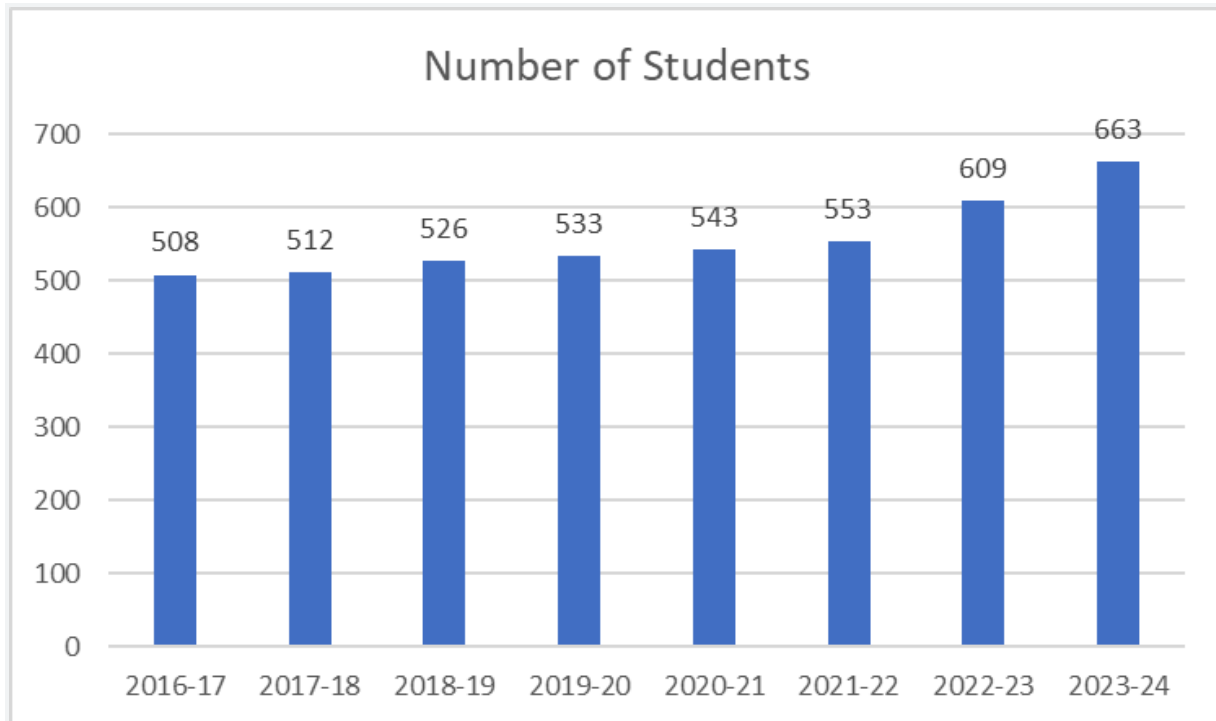
Student Enrollment-Related Information

MSA continued to see strong interest from families wanting to send their children to the school. The total enrollment of 663 was influenced by the increase of the high school grades.

Student Enrollment by Grade Level

As of October 1, 2023:

Grade	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Totals	93	92	94	114	119	82	69

Waiting List of Students by Grade

The waiting list in the previous year was 381 and for the 2023-24 school year was 438. The majority of the waiting list students were from the sixth grade, where a total of 171 students were waiting for admission. The following chart shows MSA's waiting list and amount of change.
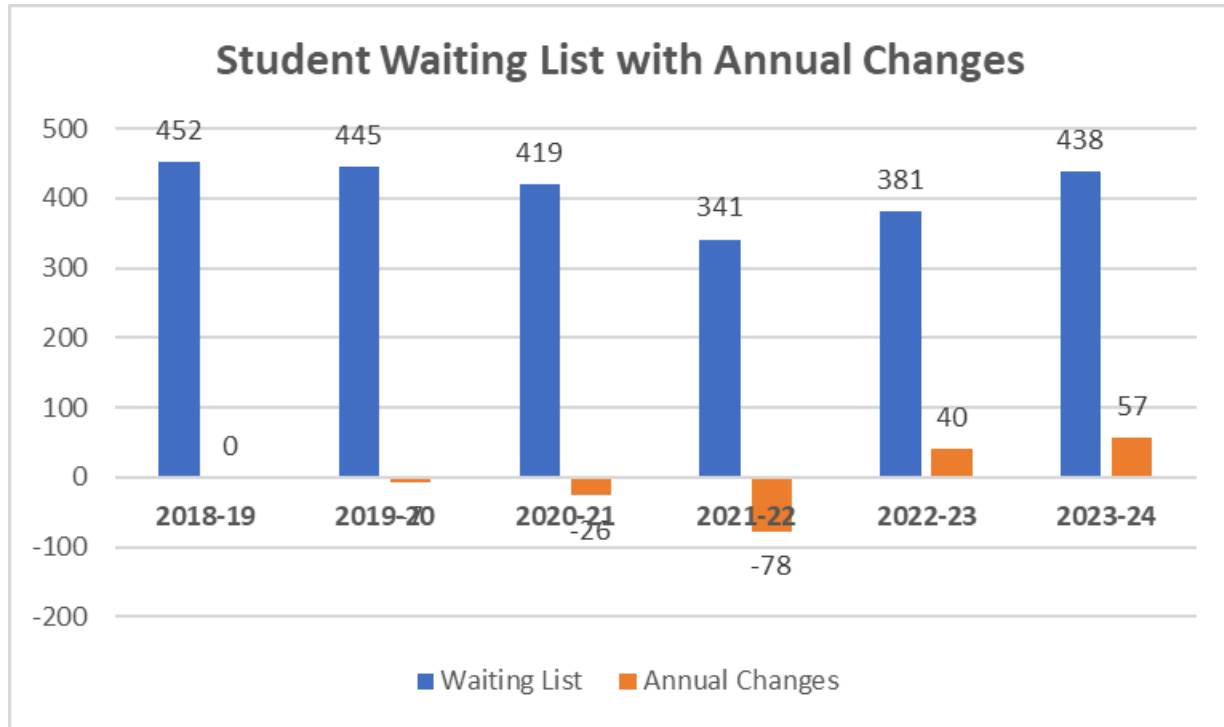
Withdrawn Students

At the beginning of the 2019-20 school year, MSA added a freshman seminar class to assist ninth grade students in their transition to high school with the hope of reducing the number of students who withdraw at the end of the year. Now in the fifth year of offering the class, this has made a significant impact on student retention, as the historical continuation in the number of students that withdrew from the school during 9th grade was reduced by over half. This is a driving force in our improved student retention.

During the 2022-23 school year MSA began implementation of the Multi-Tiered System of Supports (MTSS) to provide support so that students are learning at their highest level. In the 2023-2024 implementation of the block schedule allowed MSA to dig deeper into the work and provide more systematic support for all learners.

Student Withdrawals with Annual Changes
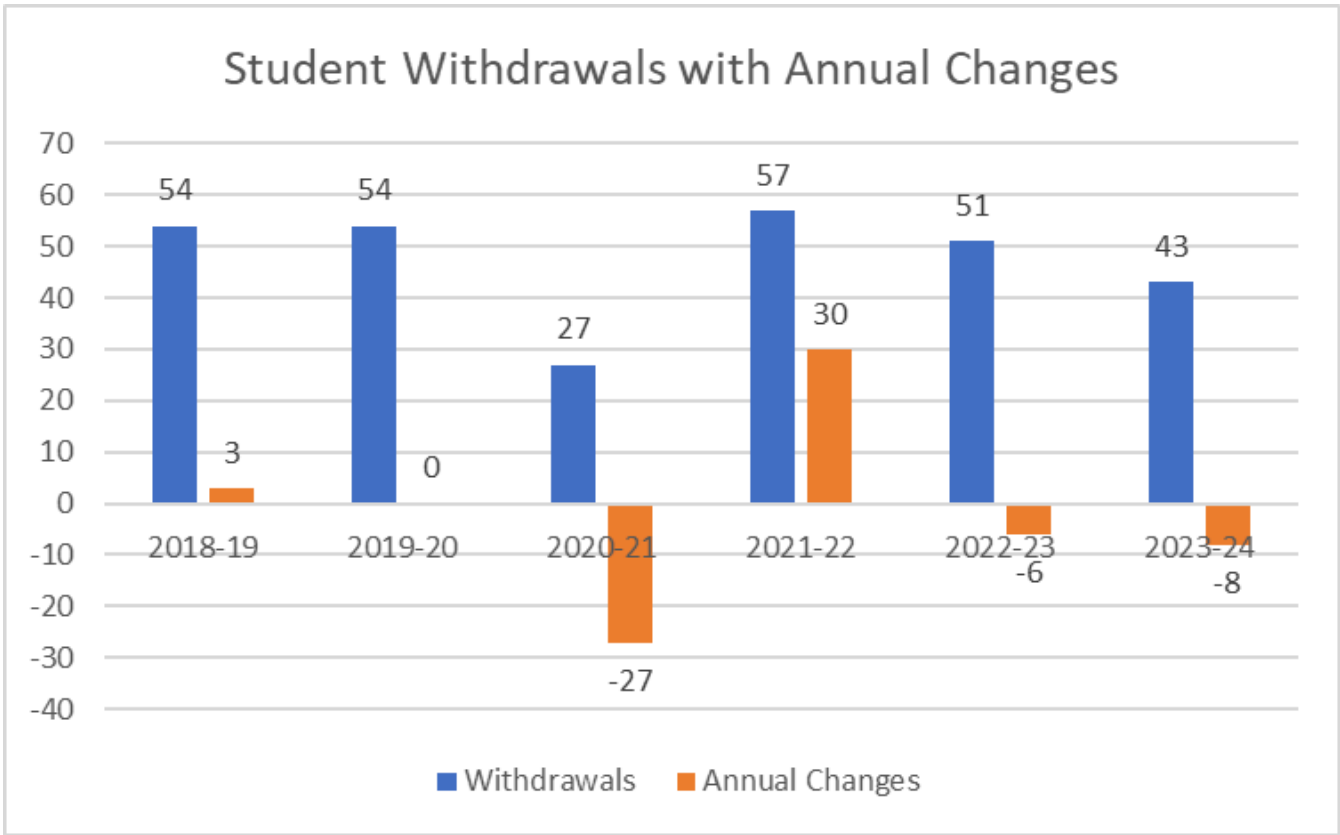
See Appendix C for comparison enrollment statistics between school years. Data on the Students Withdrawn chart represents student withdrawals as of June 30th of each year.

Academic Performance

MSA's graduation rate for the 2022-2023 school year, as calculated by MDE, continues to be exceptional. MSA graduated 95% of students on time. MSA's PSAT, Advanced Placement exams results, and MCA-III are provided below.

ACT Results Spring 2024

ACT average composite of
- State - 20.8
- National - 19.5
- MSA - 23.6

PSAT Results Fall 2023

Each year, about 3.5 million students across the nation take the PSAT test. Its goal is to assess student's readiness for college and those students who score exceptionally well may be considered for the National Merit Scholarship. MSA had three students qualify as Semifinalists for the National Merit Scholarships. MSA's results for the PSAT follow.

11th grade students in the area of **ERW**: (Evidence-based Reading and Writing):
- The MSA average score was 547 on a scale of 160 to 760.

- The benchmark for college readiness score is 460.
- 80% of MSA students met the ERW Benchmark.

11th grade students in the area of **Math**:
- The average score was 585 on a scale of 160 to 760.
- The benchmark for college readiness score is 510.
- 53% of MSA students met the Math Benchmark.

Selection Index for 11th grade students:
- The average score was 1074 on a scale of 320 to 1520.
- 49% of MSA students met both Benchmarks.

10th grade students in the area of **ERW**: (Evidence-based Reading and Writing):
- The average score was 557 on a scale of 160 to 760.
- The benchmark for college readiness score is 430.
- 82% of MSA students met the ERW Benchmark.

10th grade students in the area of **Math**:
- The average score was 541 on a scale of 160 to 760.
- The benchmark for college readiness score is 480.
- 61% of MSA students met the Math Benchmark.

Selection Index for 10th grade students:
- The average score was 1040 on a scale of 320 to 1520.
- 57% of MSA students met both Benchmarks.

9th grade students in the area of **ERW**: (Evidence-based Reading and Writing):
- The average score was 481 on a scale of 160 to 760.
- The benchmark for college readiness score is 410.
- 75% of MSA students met the ERW Benchmark.

9th grade students in the area of **Math**:
- The average score was 470 on a scale of 160 to 760.
- The benchmark for college readiness score is 450.
- 50% of MSA students met the Math Benchmark.

Selection Index for 9th grade students:
- The average score was 960 on a scale of 320 to 1520.
- 46% of MSA students met both Benchmarks.

Advanced Placement (AP) Test Results

Each year MSA students in grades 9 through 12 enrolled in AP-approved courses are given the opportunity to take an AP exam in the subject in which they are enrolled. Overall, 157 MSA students took a total of 256 AP exams in 2024.

For AP exams, many colleges will give credit to students when they achieve an AP exam score of 3 or higher. MSA students were successful at obtaining this level on 79% of their tests.

Minnesota Comprehensive Assessment (MCA)
MSA results on MCA-II testing. In 2023-24, 51% of our students were proficient in science, 69.7% were proficient in math, and 77.8% were proficient in reading. MSA's students performed 25% points above the state average in math, 28% points above in reading, and 9% points higher in science. Below we've depicted our achievement gap for 2023-2024. MSA has an achievement gap of between Black students and other student groups, but when compared to other groups at the statewide level there are no achievement gaps.

MSA

2023-2024	All	White	Asian	Black	Gap Between White and Black Students
Met or Exceeded Proficient, Reading	78%	82%	83%	67%	15%
Met or Exceeded Proficient, Math	70%	80%	75%	56%	24%

Statewide

2023-2024	All	White	Asian	Black	Gap Between White and Black Students
Met or Exceeded Proficient, Reading	50%	59%	45%	31%	28%
Met or Exceeded Proficient, Math	45%	56%	43%	22%	34%

Difference between MSA and Statewide

2023-2024	All	White	Asian	Black	Gap Between White and Black Students
Met or Exceeded Proficient, Reading	+28%	+23%	+38%	+34%	-13%
Met or Exceeded Proficient, Math	+25%	+26%	+32%	+34%	-10%

World's Best Workforce

The following goals were finalized with the external advisory group for MSA's world's best workforce plan for 2022-23. The team that composed the working group consisted of parents, teachers, students, and administrative staff.

    A. Achievement Gap Reduction
        1. By the conclusion of 2023, the proficiency achievement gap on the MCA reading test will be no greater than 3.5% for each student group publicly reported by MDE in 2023.
        2. By the conclusion of 2023, the proficiency achievement gap on the MCA math test will be no greater than 3.5% for each student group publicly reported by MDE in 2023.
    B. Career/College Readiness Goal
        1. 85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA.
    C. Graduation Goal
        1. MSA will have a graduation rate of at least 95% as reported by MDE's report card.

Our assessment of our progress on these goals is as follows:

- Goal A1/A2. The gap between black/African American and white students narrowed from 20% to 18% in both reading and math. Asian students outperform white students in math by 8%. This gap was narrowed from 10%. The gap between Asian and white students was 2% in reading.

- Goal B. 90% of students met/exceeded the English benchmark 76% of students met/exceeded the Science benchmark 72% of students met/exceeded the Math benchmark 76% of students met/exceeded the Reading benchmark.

- Goal C. In 2022-23 95% of MSA students at MSA for their senior year graduated within 4 years.

Comprehensive Educational Program Before, During, and After School

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and Spanish, but the school also boasts music and art programs. In addition, MSA students can enhance their educational experience by participating in a variety of after school activities including being a member of a number of Minnesota State High School League (MSHSL) teams, as well as club level activities. For a complete list of athletics and activities at MSA, please see appendix A or click this Link.

MSA's Robotics teams FRC, FTC, and FLL also did exceptionally well as many of the teams qualified for state championship tourneys and the FTC team qualified for the World Championship in their first year of competition.

For grades 6-12, MSA offers a fee-based before school study hall. This program operates from 7:30am to 9:00 am on days school is in session.

To assist students who might need additional assistance, MSA offers several opportunities for students to utilize. The Link Crew is a high school activity that mentors middle school students to aid in transitioning into MSA.

Operational Performance

MSA has a demonstrated record of providing a rigorous and successful education program for all students. Due to the relatively small size of MSA's identifiable groups, it has been less relevant to disaggregate our student data within the typical demographic categories of ethnicity, or educational programs. One of the advantages of our small class sizes is that MSA staff are able to sufficiently use individual student data to track each student's progress. It is our practice to specifically identify and address the needs of individual students not making adequate progress. MSA World's Best Workforce Report can be found in Appendix D.

In addition to each teacher conducting individual tracking, teachers attend monthly meetings where teachers of the same grade level students share their observations of students who are of concern in their classroom so that common trends can be identified and addressed. Students identified during these meetings as having multiple concerns are then entered into an additional support program initiated by one of the concerned teachers.

MSA Parent Involvement

MSA is a community created and operated school that benefits from a well-organized and engaged Parent Team Organization (PTO). The PTO is a separate organization from the school and provides a means for parents to meet together and work to support MSA. The PTO also provides a forum for parent discussion and can be a mechanism for working with MSA. All parents and guardians of MSA students are automatically members of the PTO and are invited to attend regularly scheduled meetings. Some activities that have received financial support from the PTO in the past include various school clubs and teams, school play, prom, teacher training breakfast, teacher conference dinners, Mole Day, Pi Day, transportation for field trips, committees, and school landscaping.

MSA also solicits input from its families by issuing an annual family satisfaction survey (See Appendix I).

Innovative Practices and Implementation

MSA is a mission-driven charter school. Our aim is to provide accelerated and inclusive curricula in all subject areas, with an emphasis on math and science. This mission is implemented for the achievement and success of all students specifically by increasing quality learning opportunities for all students, encouraging different and innovative teaching methods, measuring learning outcomes in innovative ways, and creating new professional opportunities for teachers.

1. Increase quality learning opportunities for all students:
MSA students are required to achieve requisites beyond the state standards and guidelines.
For example, high school graduation requires every student to complete a math program
through calculus, and a science program that includes biology, chemistry and physics. Students are required to take English and social studies every year, four years of high school Spanish, and one year of fine arts. As a natural extension of math and science, STEM is embedded to give students opportunities in computer coding, engineering, and robotics.

Grade-level student success teams meet twice a month to identify students who are struggling and determine ways to improve student learning. Teachers then provide additional support during class or through an intervention teacher. Students have an advisory daily. During advisory, students have social-emotional lessons, academic support from their teachers, and college and career readiness lessons.

2. Encourage the use of different and innovative teaching methods:
Teachers have embraced the Culturally Responsive Teaching and the Brain work by Zaretta Hammond. This work pushes teachers to move students from dependent to independent learning using culturally responsive methods. Teachers are also embarking on a book study of Grading for Equity. A group of teacher leaders are assisting teachers move to a more equitable grading methodology by implementing grading strategies that are motivating and help students identify their progress toward meeting the standards.

The block schedule has allowed students to do more project-based learning. Students report a deeper understanding of the content and a lower-stress environment. Additional teacher collaboration time allows teachers to build interdisciplinary projects. For example, the tenth-grade teachers did a combined English and social studies project.

3. Measure learning outcomes and create different and innovative forms of measuring outcomes:
Teachers are dedicated to helping students reach mastery of the content. They collaborate to improve student outcomes. Students who are struggling are given interventions either in the classroom or with an intervention teacher. The staff has taken ownership of student learning and now adjusts instruction to ensure that all students are learning. Students are still expected to meet or exceed proficiency but it is through a learning partnership with the teaching staff.

All sixth-grade students take a semester-long reading course. Students who do not reach proficiency by the end of the semester are given continuing support until they are proficient. Students who master the grade level standards get extensions to their learning. Ninth-grade students who do not have the equivalent of Integrated Math 1 will take an intensive Integrated Math 1 and 2 course. This allows all students to reach a higher level of math proficiency.

Teachers continuously assess students, give feedback, and support them in moving to proficiency. The staff develops lessons and assessments that are aligned with the state standards. This allows teachers to intervene as soon as students begin to fall behind or to offer extensions if they have already learned the material.

4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:
MSA improves pupil learning by implementing Professional Learning Communities. All required courses are aligned to the state standards. Teachers have developed learning targets aligned with the standards. Teachers are implementing data teams. Teachers develop innovative ways to implement and assess student learning and support both accelerated and struggling learners.

Future Plans and Program Challenges
Please note that Appendix E contains the Authorizer Goals.

Our biggest challenges are:
1. Financial – expansion is underway. This will provide future stability and sustainability. The biggest challenge is developing a project that meets the programmatic needs of the school in a cost effective way.
2. Academic - Maintaining our academic excellence and success while growing. Many supports are in place to help students. We will continue to work to grow those supports at the same rate we are growing.
3. Providing diverse course offerings with limited classroom space available. During the transition to the new school building space will be tight.
4. Retaining our students from middle school to high school. MSA has made strides in retaining students but more work is still needed.
5. Providing study space on campus for the numerous PSEO students that we have.
6. Moving to a new location and opening an elementary school will be an exciting challenge.

Finances
FY23 Audit: The audit was conducted during October 2023, and was presented at the December 2023 Board of Directors meeting. MSA received a clean audit with no findings.
Fund Balance: The School had a positive position financially going into the 2024-2025 school year. Based on the approved budget, the fund balance in the General Fund is projected to grow slightly to $2,442,423.

See Appendix F for a copy of the long-range budget.

Strategic Plan
A Strategic Plan was created in 2021-22.   A copy of the Strategic Plan can be found in Appendix H.

Non-Profit Status

Attorney General - Keith Ellison
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	Kate Hinton
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

Appendix A

LETTERING OPPORTUNITIES

MSA activities where a varsity letter may be earned:
*indicates the activity is under MSHSL rules and regulations

Lettering opportunities:

Cross Country - Boys*	Trap Team*	FRC*	Newspaper
Cross Country - Girls*	Basketball - Girls*	Baseball*	Theater Guild
Volleyball - Girls*	Nordic Ski - Girls*	FTC	National Honor Society
Soccer - Boys*	Nordic Ski - Boys*	Student Council	Speech*
Soccer - Girls*	Track and Field - Boys*	SWEnext	Spanish Club
Football*	Track and Field - Girls*	Band/Orchestra/Choir	Tri-M Honor Society
Basketball - Boys*	Badminton - Girls*	Academic Letter	Yearbook

MSHSL SPORTS

FALL	WINTER	SPRING
Cross Country - Girls	Basketball - Boys	Badminton - Girls
Cross County - Boys	Basketball - Girls	Baseball
Football	Nordic Ski - Boys	Softball
Soccer - Boys	Nordic Ski - Girls	Track and Field - Boys
Soccer - Girls	Swimming - Boys	Track and Field - Girls
Trap Shooting		Trap Shooting
Volleyball - Girls		

Current Clubs and Activities

BioXplorers	Computer Club	MS Math League	Speech
Board Game Design	FIRST Lego League	Muslim Student Association	Student Action Group
Book Club	FIRST Robotics (FRC)	Newspaper	Student Council
BSU (Black Student Union)	FIRST Tech Challenge	NHS	SWENext
Business Club	Green Thumb Society	Prom Committee	Theater

Cheers for Volunteers	GSA	RPG (Role Playing Games)	Theater Guild
Chess Club	International Club	Service Learning	Tri-M Music Honor Society
Christian Youth Association	Link Crew	Spanish Club	

Appendix B Course Offerings

ENGLISH
English 6
Reading 6
English 7
English 8
Literature & Composition
World Literature
American Literature
Research Writing
Composition

MATH
Middle School Math I
Middle School Math II
Integrated Math I
Integrated Math II
Integrated Math III
Pre-calculus
Calculus

ADVANCED PLACEMENT
AP Art and Design
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science
    Principles
AP Computer Science A
AP Human Geography
AP Literature and
    Composition
AP Physics
AP Psychology
AP Statistics
AP US History
AP Geography
AP Political Science

SOCIAL STUDIES
MN History
US Studies
Global Studies
Ancient World History and
Geography
Modern World History and
Geography
American History
Political Science
Introduction to Economics

SPANISH
Spanish 1A
Spanish 1B
HS Spanish I
Spanish II
Spanish III
Spanish IV
Spanish V

HEALTH/PE
PE 6
PE 7
Health 7
PE 8
PE 9
High School Health
Team Sports

SCIENCE
Life Science
Earth Science
Physical Science
Biology
Chemistry
Physics
CIS Physiology

MIDDLE SCHOOL ELECTIVES
Art 8
Art & Create
Art & Technology
Creative Writing
Speech
Study Skills
Theater
World of Music
Latin American Culture
Middle School Coding
Middle School Robotics
Environmental Science
Hands on History
Beginning Band
Beginning Orchestra
Beginning Choir

HIGH SCHOOL ELECTIVES
Ceramics
Sculpture
Drawing
Painting
Digital Visual Cinema 1
Digital Visual Cinema 2
Coding
Engineering
Author Focus
Creative Writing
Banned Books
Freshman Seminar
World of Wonder
Geology
Forensics
MSA Yearbook
Intermediate, Advanced Band
Intermediate, Advanced
Orchestra
Intermediate Choir
African American Studies

Appendix C
page 1 of 3

Enrollment Numbers 2018-19 through 2023-24
Student Enrollment (start of the school year)

Grade Level	2018-19 Student Counts	2018-19 Annual % Change	2019-20 Student Counts	2019-20 Annual % Change	2020-21 Student Counts	2020-21 Annual % Change	2021-22 Student Counts	2021-22 Annual % Change	2022-23 Student Counts	2022-23 Annual % Change	2023-24 Student Counts	2023-24 Annual % Change
6th Grade	88	3.5%	88	0.0%	88	0.0%	89	1.1%	92	3.4%	93	1.1%
7th Grade	88	4.8%	88	0.0%	87	-1.1%	92	5.7%	92	0.0%	92	0.0%
8th Grade	88	0.0%	88	0.0%	92	4.5%	91	-1.1%	92	1.1%	94	2.2%
9th Grade	75	1.4%	80	6.7%	86	7.5%	89	3.5%	117	31.5%	114	-2.6%
10th Grade	72	7.5%	68	-5.6%	73	7.4%	73	0.0%	88	20.5%	119	35.2%
11th Grade	61	10.7%	61	0.0%	59	-3.3%	62	5.1%	69	11.3%	82	18.8%
12th Grade	54	6.0%	60	11.1%	58	-3.3%	57	-1.7%	59	3.5%	69	16.9%
TOTALS	**526**	**2.0%**	**533**	**1.3%**	**543**	**1.9%**	**553**	**1.8%**	**609**	**10.1%**	**663**	**8.9%**

Enrollment Numbers 2018-19 through 2023-24
Waiting List (after lottery)

Grade Level	2018-19 Student Counts	2018-19 Annual % Change	2019-20 Student Counts	2019-20 Annual % Change	2020-21 Student Counts	2020-21 Annual % Change	2021-22 Student Counts	2021-22 Annual % Change	2022-23 Student Counts	2022-23 Annual % Change	2023-24 Student Counts	2023-24 Annual % Change
6th Grade	226	29.9%	227	0.4%	142	-37.4%	131	-7.7%	165	26.0%	171	3.6%
7th Grade	92	22.7%	85	-7.6%	84	-1.2%	53	-36.9%	64	20.8%	71	10.9%
8th Grade	58	38.1%	53	-8.6%	85	60.4%	55	-35.3%	58	5.5%	69	19.0%
9th Grade	40	-31.0%	56	40.0%	75	33.9%	84	12.0%	68	19.0%	93	36.8%
10th Grade	23	475.0%	16	-30.4%	16	0.0%	9	-43.8%	15	66.7%	20	33.3%
11th Grade	11	120.0%	6	-45.5%	12	100.0%	8	-33.3%	10	25.0%	14	40.0%
12th Grade	2	n/a	2	0.0%	5	150.0%	1	-80.0%	1	0.0%	0	100.0%
TOTALS	**452**	**26.3%**	**445**	**-1.5%**	**419**	**-5.8%**	**341**	**-18.6%**	**381**	**11.7%**	**438**	**15.0%**

438

Enrollment Numbers 2018-19 through 2023-24

Student Withdrawals (as of June 30 Waiting List, after lottery)

Grade Level	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	3	n/a	4	33.3%	1	-75.0%	0	0.0%	5	100.0%	3	-40.0%
7th Grade	6	50.0%	3	-50.0%	3	0.0%	8	166.7%	3	-62.5%	3	0.0%
8th Grade	3	-25.0%	1	-66.7%	2	100.0%	7	600.0%	5	-28.6%	2	-60.0%
9th Grade	29	0.0%	15	-48.3%	16	6.7%	21	40.0%	20	-4.8%	25	25.0%
10th Grade	7	40.0%	2	-71.4%	2	0.0%	11	450.0%	11	0.0%	5	-54.5%
11th Grade	4	0.0%	2	-50.0%	2	0.0%	9	350.0%	7	-22.2%	3	-57.1%
12th Grade	2	-60.0%	2	0.0%	1	-50.0%	1	50.0%	0	-100.0%	2	n/a
TOTALS	**54**	**5.9%**	**29**	**-46.3%**	**27**	**-6.9%**	**57**	**96.6%**	**51**	**-10.5%**	**43**	**-15.7%**

2023-2024 Goals

- Graduation:
  - MSA will have a 95% graduation rate each year.
- Achievement Gap Reduction:
  - Math proficiency gaps on the MCA will be no more than 10% for each student group;
  - Reading proficiency gaps on the MCA will no more than 10% for each student.
- Nationally Normed Assessments:
  - At least 80% of the 10th grade class will take the PSAT;
    - at least 80% will meet or exceed the benchmark for ERW and Math.
  - At least 85% of the 11th grade class will take the PSAT;
    - at least 85% will meet or exceed the benchmark for ERW and Math.
  - At least 90% of students taking the ACT will meet or exceed the college readiness benchmark for English and Science.
  - At least 85% of students taking the ACT will meet or exceed the college readiness benchmark for Math and Reading.

Appendix E Authorizer Goals

ACADEMIC

Goal 1: State Assessments (MCAS) (55% Weight)

Sub Goal#l: Reading

1.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, the average proficiency for grades 6th, 7th and 8th will be 20% percentage points above state average proficiency on the reading MCA.
- Each school year 2020-2023, the average proficiency for 10th grade will be 25% percentage points above the state average on the reading MCA.

1.2 Comparative Proficiency

Each school year 2020-2023, the School will demonstrate higher grade level <u>and</u> school wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the reading MCA.

1.3 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group reading proficiency on the MCA will be no greater than 3% for each student group publicly reported by MDE in 2020.

Sub Goal#2: Math

2.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, the average proficiency for grades 6th, 7th and 8th will be 15% percentage points above state average proficiency on the math MCA.
- Each school year 2020-2023, the average proficiency for 11th grade will be 30% percentage points above state average proficiency on the math MCA.

2.2 Comparative Proficiency

For each school year 2020-2023, the School will demonstrate higher grade level <u>and</u> school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the math MCA.

2.3 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group math proficiency on the MCA will be no greater than 3% for each student group publicly reported by MOE in 2020.

Sub Goal#3: Science

3.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, 8th grade students will score 20% percentage points above the state average in proficiency on the science MCA.
- Each school year 2020-2023, high school students will score 30% percentage points above the state average in proficiency on the science MCA.

3.2   Comparative Proficiency

Each school year 2020-2023, the School will demonstrate higher grade level <u>and</u> school wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the science MCA.

Goal 2: Nationally Normed Assessments (25% Weight)

2.1   FastBridge - Reading

MN ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge reading assessment by 30 percentile points.
- By the conclusion of school year 2022, students who remained enrolled through 8th grade since 2019 will show at least a 3-point growth gain on the FastBridge reading assessment.

2.2   FastBridge - Math

MN ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge math assessment by 30 percentile points.
- By the conclusion of school year 2022, students who remained enrolled through 8th grade since 2019 will show at least a 3-point growth gain on the FastBridge math assessment.

2.3   PSAT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2020-2023, a minimum of 80% of 10th grade students will take the PSAT, and a minimum of 80% will meet or exceed the benchmark for both ERW and Math.
- Each year, a minimum of 85% of 11th grade students will take the PSAT, and a minimum of 85% will meet or exceed the benchmark for both ERW and Math.

2.4   ACT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2020-2023, a minimum of 90% percent of students taking the ACT will meet or exceed the college readiness benchmark for English and Biology.
- Each year 2020-2023, a minimum of 85% percent of students taking the ACT will meet or exceed the college readiness benchmark for Algebra and Social Studies.

Goal 3: Graduation Rate (20% Weight)

Minnesota Comprehensive Achievement and Civic Readiness Charter Contract Target: All Students Graduate from High School
ESSA: Graduation Rates
Each year 2020-2023, at least 95% 12th grade students will graduate.

NON-ACADEMIC GOALS
Goal 4: Student Attendance

ESSA: Consistent Attendance
Each school year 2020-2023, the School will maintain an average daily student attendance rate of at least 95%.

Goal 5: Professional Development

- **Individual Teacher Training** -100% of teachers will participate in professional development which contributes to educator growth and development as determined by administration and the teacher.

- **School-wide Professional Development**- Administration and teachers will mutually select and conduct at least one school-wide professional development day per semester based on professional development needs survey result(s).

Goal 6: Staff Diversity

- The School will actively recruit staff persons that reflect the school's racial demographics and hire at least one person who reflects MSA's BIPOC students publicly reported to MDE.
- 100% of MSA instructional staff will participate in training in inclusive practices, implicit bias and culturally responsive teaching by the end of the 2021-22 school year.

Goal 7: Stakeholder Satisfaction

- School year 2020-2021, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction for the school's Distance Learning Plan and Implementation.
- Each year 2020-2023, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction.
- At least 3 recurring/repeated concerns identified in the parent survey results (those noted in 10% or more of returned annual surveys) will be addressed in the School's action plan. Board's minutes will reflect the status of progress made until concerns are resolved.

Goal 8: Volunteer Activity

For each scheduled school board election during the contract period, the School will recruit and present a minimum of three teacher and three parent choices for board of directors on the ballot.

Annual Surplus (Deficit)		50,151	13,613	68,211	62,084	1,480,442	2,143,272	2,454,524	2,983,161	2,809,703

Math and Science Academy
Budget Projection Model
August 6, 2024

	Original 2023-2024	Revised 2023-2024	Original 2024-2025	Working 2024-2025	Budget Projections				
					2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Enrollment Projections									
Number of Students Grade K	0	0	0	0	0	75	75	75	75
Number of Students Grade 1	0	0	0	0	0	75	75	75	75
Number of Students Grade 2	0	0	0	0	0	25	75	75	75
Number of Students Grade 3	0	0	0	0	0	75	75	75	75
Number of Students Grade 4	0	0	0	0	0	75	75	75	75
Number of Students Grade 5	0	0	0	0	0	25	75	75	75
Number of Students Grade 6	92	92	94	94	225	225	225	225	225
Number of Students Grade 7	92	94	94	94	225	225	225	225	225
Number of Students Grade 8	92	93	94	94	225	225	225	225	225
Number of Students Grade 9	115	112	122	122	200	225	225	225	225
Number of Students Grade 10	110	121	122	122	150	225	225	225	225
Number of Students Grade 11	82	72	122	122	120	150	225	225	225
Less Adjustment for Grade 11 PSEO	(10)	(15)	(30)	(30)	(15)	(15)	(15)	(15)	(15)
Adjusted ADM for Grade 11	**72**	**56**	**92**	**92**	**105**	**135**	**210**	**210**	**210**
Number of Students Grade 12	65	38	82	82	120	120	150	200	200
Less Adjustment for Grade 12 PSEO	(40)	(6)	(10)	(10)	(6)	(6)	(6)	(6)	(6)
Adjusted ADM for Grade 12	25	32	72	72	114	114	144	194	194
Total Headcount	598	622	730	730	1,265	1,745	1,950	2,000	2,000
Total ADM	648	601	690	690	1,244	1,374	1,479	1,529	1,529
Enrollment totals by state pupil unit weighting category									
Total Number of Students Grade K	0	0	0	0	0	75	75	75	75
Total Number of Students Grade 1-3	0	0	0	0	0	175	225	225	225
Total Number of Students Grade 4-6	92	92	94	94	225	325	375	375	375
Total Number of Students Grade 7-12	506	509	596	596	1,019	1,149	1,254	1,304	1,304
Total ADM	598	601	690	690	1,244	1,724	1,929	1,979	1,979
Total Number of Current Year Pupil Units (WADM)	699.20	702.59	809.39	809.39	1,447.80	1,953.80	2,179.80	2,239.80	2,239.80

State Revenue Assumptions and Calculations									
General Education Revenue									
State Averages Per Pupil Unit	7,138	7,138	7,281	7,281	7,426	7,575	7,726	7,881	8,039
Inflation Rate Assumption-Basic only	4.0%	4.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	$6,804.48	$6,805.37	$6,941.48	$6,941.48	$7,080.31	$7,221.91	$7,366.35	$7,513.68	$7,663.95
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	32.53	33.47	33.47	33.47	33.47	33.47	33.47	33.47	33.47
Operating Capital	226.63	226.58	226.58	226.58	226.58	226.58	226.58	226.58	226.58
Equity	115.27	115.24	115.24	115.24	115.24	115.24	115.24	115.24	115.24
Menstrual Prod/Opiate Antag	0.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Referendum	86.80	79.68	79.68	79.68	79.68	79.68	79.68	79.68	79.68
Transition Allowance	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67
Per Pupil Unit State Revenue	7,279.38	7,276.01	7,412.12	7,412.12	7,550.95	7,692.55	7,836.99	7,984.32	8,134.59
Total Per Pupil Unit State Revenue	$7,279.38	$7,276.01	$7,412.12	$7,412.12	$7,550.95	$7,692.55	$7,836.99	$7,984.32	$8,134.59
Total General Education State Revenue	5,089,746	5,112,037	5,999,309	5,999,309	10,932,261	15,029,710	17,083,074	17,883,276	18,219,859

1

Annual Surplus (Deficit)		50,151	13,613	68,211	62,084	1,480,442	2,143,272	2,454,524	2,983,161	2,809,703

Math and Science Academy
Budget Projection Model
August 6, 2024

	Original 2023-2024	Revised 2023-2024	Original 2024-2025	Working 2024-2025	Budget Projections 2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
	8%	7%	6%	6%	6%	6%	6%	6%	6%
Compensatory Revenue	MDE 01.11.23	MDE 01.26.24	MDE 01.26.24	MDE 01.26.24	Estimate	Estimate	Estimate	Estimate	Estimate
A: Number of Students prior yr. (current year for 1st year)	609	609	663	663	730	1265	1745	1950	2000
B: Number of Free Lunch Students prior yr. (or current year for 1st yr.	47	43	40	40	44	76	105	118	121
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st yr.}	6	9	16	16	18	31	42	47	48
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	50.00	47.50	48.00	48.00	52.85	91.58	126.33	141.18	144.80
E: Concentration Portion	0.08	0.08	0.07	0.07	0.07	0.07	0.07	0.07	0.07
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	0.10	0.10	0.09	0.09	0.09	0.09	0.09	0.09	0.09
G: PU = .6 * D * F	3.08	2.78	2.61	2.61	2.87	4.97	6.86	7.67	7.86
H: Initial Revenue	18,545	17,503	16,792	16,792	18,904	33,497	47,246	53,981	56,605
Miscellaneous Adjustment (Rounding)	8	8	1,118	1,118	0	0	0	0	0
I: Short Year Factor	1	1	1	1	1	1	1	1	1
Calculated Compensatory State Revenue ((A) x (B))	18,553	17,511	17,910	17,910	18,904	33,497	47,246	53,981	56,605
Building Lease Aid: Lesser of line a or b below:									
ADM Including PSEO	598	622	730	730	1,265	1,745	1,950	2,000	2,000
WADM Including PSEO	759	728	857	857	1,448	1,954	2,180	2,240	2,240
Lease Expense	747,385	1,051,598	1,391,430	1,391,430	2,113,788	2,852,548	3,182,508	3,270,108	3,270,108
a) Lease Aid Rev at $1,314 per pupil unit	997,589	955,998	1,126,361	1,126,361	1,902,409	2,567,293	2,864,257	2,943,097	2,943,097
b) Lease Aid Rev at 90% of Lease Expense	672,647	946,438	1,252,287	1,252,287	1,902,409	2,567,293	2,864,257	2,943,097	2,943,097
Lesser of $1,314/p.u. or 90% of lease payment	672,647	946,438	1,126,361	1,126,361	1,902,409	2,567,293	2,864,257	2,943,097	2,943,097
Estimated Proration of Lease Aid Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Prorated Building Lease Aid Revenue	672,647	946,438	1,126,361	1,126,361	1,902,409	2,567,293	2,864,257	2,943,097	2,943,097
Lease Aid Revenue per pupil unit (after proration)	886	1301	1314	1314	1314	1314	1314	1314	1314
Building Lease Aid Analyticals:									
Lease Aid Rev that would need to be generated to cover expense at 90%.									
Max per Statute is $1,314	886	1301	1461	1461	1314	1314	1314	1314	1314
How many more WADM would we need to maximize lease aid?	0	0	96	96	0	0	0	0	0
Long-Term Facilities Maintenance Revenue									
Revenue per Adjusted Pupil Unit	132	132	132	132	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	92,294	92,742	106,840	106,840	191,110	257,902	287,734	295,654	295,654
	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%
Special Education Revenue	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
State Special Education Aid and Tuition Billing	615,417	626,715	651,789	651,789	677,875	704,990	733,227	762,586	793,067
EL Revenue	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Prior Year EL Eligible ADM	1	1	1	1	1	1	1	1	1
Current Year EL Eligible ADM	1	1	1	1	1	1	1	1	1
ADM Served	598	568	690	690	1244	1724	1929	1979	1979
Adjusted EL ADM	1	1	1	1	1	1	1	1	1
EL Marginal Cost Pupils	20	20	20	20	20	20	20	20	20
EL Revenue	24,560	24,560	24,560	24,560	24,560	24,560	24,560	24,560	24,560
Concentration Portion	0.0017	0.0018	0.0014	0.0014	0.0008	0.0006	0.0005	0.0005	0.0005
Concentration Factor	0	0.0	0	0	0	0	0	0	0
LEP Pupil Units	0	0.0	0	0	0	0	0	0	0
EL Concentration Revenue	6	9	5	5	3	2	2	2	2
Total EL Aid	24,566	24,569	24,565	24,565	24,563	24,562	24,562	24,562	24,562

| Annual Surplus (Deficit) | 50,151 | 13,613 | 68,211 | 62,084 | 1,480,442 | 2,143,272 | 2,454,524 | 2,983,161 | 2,809,703 |

Math and Science Academy
Budget Projection Model
August 6, 2024

	Original 2023-2024	Revised 2023-2024	Original 2024-2025	Working 2024-2025	Budget Projections 2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Revenue Summary and Projections									
State Aids									
General Education Revenue	5,089,746	5,112,037	5,999,309	5,999,309	10,932,261	15,029,710	17,083,074	17,883,276	18,219,859
Pension Adjustment Revenue	21,455	31,028	31,028	31,028	31,028	31,028	31,028	31,028	31,028
EL Revenue	24,566	24,569	24,565	24,565	24,563	24,562	24,562	24,562	24,562
EL Cross-Subsidy Revenue FY22-FY25	504	482	482	482	0	0	0	0	0
Compensatory Revenue	18,553	17,511	17,910	17,910	18,904	33,497	47,246	53,981	56,605
Subtotal	5,154,824	5,185,627	6,073,294	6,073,294	11,006,756	15,118,797	17,185,910	17,992,847	18,332,054
Building Lease Aid	672,647	946,438	1,126,361	1,126,361	1,902,409	2,567,293	2,864,257	2,943,097	2,943,097
Long-Term Facilities Maintenance Revenue	92,294	92,742	106,840	106,840	191,110	257,902	287,734	295,654	295,654
Prior Year Over/Under accruals/Rounding Adjustment	0	0	0	0	0	0	0	0	0
Special Education Aid	615,417	626,715	651,789	651,789	677,875	704,990	733,227	762,586	793,067
Endowment Aid	23,915	32,550	25,798	25,798	46,501	51,360	52,995	57,045	58,974
School Library Aid	0	19,916	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Student Support Personnel Aid	0	19,290	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Other MN Aid	0	0	0	0	0	0	0	0	0
Government Wide Pension Audit Entry	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Total State Aids	6,574,097	6,938,277	8,039,082	8,039,082	13,879,650	18,755,342	21,179,123	22,106,229	22,477,845
Federal Revenue									
Federal Special Ed (FIN 419)	47,900	47,900	48,900	48,900	49,900	50,900	51,900	52,900	54,000
Federal Special Ed (FIN 140)	0	12,525	0	0	0	0	0	0	0
Title I Funds	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Title II Funds	4,200	4,200	4,300	4,300	4,400	4,500	4,600	4,700	4,800
Title IV Funds	0	0	0	0					
CARES and ESSER Funding	0	1,250	0	0	0	0	0	0	0
Total Federal Revenue	62,100	75,875	63,200	63,200	64,300	65,400	66,500	67,600	68,800
Other Revenue									
Fees from Patrons: Milk, Graduation Gear, AP Exam (005-050)	56,200	56,400	66,100	66,100	121,500	171,700	196,000	205,100	209,200
Fees From Patrons: Study Hall (920-050)	6,700	6,800	6,800	6,800	12,500	17,700	20,200	21,100	21,500
Fees from Students/ Field Trip (105-050)	5,000	5,000	29,600	29,600	30,300	30,900	30,900	30,900	30,900
Third Party Billing	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Interest Revenue	75,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000
Annual Fund (255)/Dragon Dinner	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000
Donations and Miscellaneous Grants, Tech FR	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Miscellaneous Income/Sale of Equipment	0	2,500	0	0	0	0	0	0	0
Technology Grant (ECF Grant)	0	80,000	0	0	0	0	0	0	
Year Book Revenues	2,900	2,900	3,400	3,400	6,300	8,900	10,200	10,700	10,900
Employee Retention Credit	0	0	125,000	125,000	125,000	125,000	125,000	125,000	0
Insurance Recovery (625)	0	369,838	0	0	0	0	0	0	0
Student Activity Revenue/ExtraCurricular	157,300	175,000	185,100	185,100	340,300	481,000	549,000	574,500	586,000
Total Other Revenue	389,100	884,438	602,000	602,000	821,900	1,021,200	1,117,300	1,153,300	1,044,500
Total Revenue	7,025,297	7,898,590	8,704,282	8,704,282	14,765,850	19,841,942	22,362,923	23,327,129	23,591,145
Formula Check Per Audit	7,025,297	7,898,590	8,704,282	8,704,282	14,765,850	19,841,942	22,362,923	23,327,129	23,591,145

| Annual Surplus (Deficit) | 50,151 | 13,613 | 68,211 | 62,084 | 1,480,442 | 2,143,272 | 2,454,524 | 2,983,161 | 2,809,708 |

Math and Science Academy
Budget Projection Model
August 6, 2024

	Original 2023-2024	Revised 2023-2024	Original 2024-2025	Working 2024-2025	Budget Projections 2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Expenditure Calculations									
New Staff Calc - Staff increases based on enrollment increases									
Actual/projected enrollment change from prior year	54	3	89	0	554	480	205	50	0
Added new teacher FTE's - calculated at 20:1 ratio (rounded)	4.0	0.0	2.0	2.0	29.0	24.0	10.0	3.0	0.0
Other Teachers/Non-teachers Added									
Additional staff budget added	0	0	2	2	29	24	10	3	0
Total new teachers added/subtracted									
Projected new teacher (1FTE) Salary cost	46,665	46,665	47,598	48,550	48,550	49,521	50,512	51,522	52,552
Added salary cost - teachers (added FTE's times cost)	186,660	0	95,197	97,101	1,407,958	1,188,511	505,117	154,566	0
Added cost - others per above	0	0	2	2	29	24	10	3	0
Inflation Assumptions									
Salaries	3.7%	3.7%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Other costs	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Budget Calculations	33.0%	31.0%	32.0%	32.0%	33.0%	34.0%	35.0%	36.0%	37.0%
100 Salaries	3,050,730	3,024,168	3,361,287	3,365,929	4,911,500	6,198,300	6,827,400	7,118,500	7,260,900
200 Benefits	985,996	942,146	1,075,612	1,077,097	1,620,795	2,107,422	2,389,590	2,562,660	2,686,533
100 Extracurricular Stipends	82,935	90,000	85,900	85,900	87,600	89,400	91,200	93,000	94,900
305 Contracted Services	324,600	546,100	863,742	863,742	1,588,000	2,244,700	2,561,800	2,680,800	2,734,400
315 Repairs and Maintenance for Computers	68,500	68,900	89,000	89,000	163,600	231,300	264,000	276,300	281,800
320 Communications Services	36,500	36,700	37,000	37,000	68,000	96,100	109,700	114,800	117,100
329 Postage	2,700	2,700	2,700	2,700	5,000	7,100	8,100	8,500	8,700
330 Utilities	123,700	123,700	133,400	133,400	170,125	240,500	245,300	250,200	255,200
340 Insurance	45,400	47,075	69,300	69,300	70,700	72,100	73,500	75,000	76,500
350 Repairs and Maintenance	83,000	83,400	84,400	84,400	155,200	219,400	250,400	262,000	267,200
360 Field Trip Transportation	2,500	2,745	0	0	0	0	0	0	0
366/368 Travel and conferences (some moved to Stipends)	58,500	58,800	59,500	59,500	109,400	154,600	176,400	184,600	188,300
366/368 Admin Professional Development	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
369 Field Trip Admissions	31,300	31,500	31,900	31,900	58,600	82,800	94,500	98,900	100,900
Lease Payments per Amended Lease (Nov 2020)	547,766	547,934	1,181,712	1,181,712	1,898,006	2,852,548	3,182,508	3,270,108	3,270,108
8490 Woodbury Crossing (Bldg C)	70,615	71,643	73,793	73,793	76,006	0	0	0	0
8490 Woodbury Crossing Real Estate Taxes (Bldg C)	22,283	22,283	22,729	22,729	23,183	0	0	0	0
8500 Woodbury Crossing (Bldg D)	106,722	109,899	113,196	113,196	116,592	0	0	0	0
Amount to Repair and Replacement Fund/Max Lease Aid	0	299,839	0	0	0	0	0	0	0
570 Total Lease Expense	747,385	1,051,598	1,391,430	1,391,430	2,113,788	2,852,548	3,182,508	3,270,108	3,270,108
335 Other Rentals and Operating Leases	1,000	1,000	1,000	1,000	1,800	2,500	2,900	3,000	3,100
380 Computer and Tech Related Hardware Rental	4,500	6,300	5,100	5,100	9,400	13,300	15,200	15,900	16,200
401/455/465 General Supplies	41,600	41,800	42,300	42,300	77,800	110,000	125,500	131,300	133,900
401 Maintenance Supplies	17,400	17,500	17,700	17,700	32,500	45,900	52,400	54,800	55,900
405 Non-Instructional Computer Software & Licensing	33,700	33,900	34,300	34,300	63,100	89,200	101,800	106,500	108,600
406 Instructional Software Licensing	38,500	40,000	39,100	39,100	71,900	101,600	116,000	121,400	123,800
430/456/466 Instructional Supplies	40,400	48,000	41,000	41,000	75,400	106,600	121,700	127,400	129,900
460 Textbooks and Workbooks	23,300	24,750	23,800	23,800	43,800	61,900	70,600	73,900	75,400
461 Standardized Tests	23,000	23,100	23,400	23,400	43,000	60,800	69,400	72,600	74,100
490 Food	2,200	2,300	2,300	2,300	4,200	5,900	6,700	7,000	7,100

Annual Surplus (Deficit)		50,151	13,613	68,211	62,084	1,480,442	2,143,272	2,454,524	2,983,161	2,809,703

Math and Science Academy
Budget Projection Model
August 6, 2024

	Original 2023-2024	Revised 2023-2024	Original 2024-2025	Working 2024-2025	Budget Projections 2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
505/506 Capitalized Technology Software	8,800	8,800	8,900	8,900	16,400	23,200	26,500	27,700	28,300
520 Bldg Improvements & Additional Bonding Costs	0	369,838	0	0	275,000	275,000	500,000	629,000	650,000
530 Furniture and Other Equipment	20,400	10,400	10,500	10,500	19,300	507,000	578,600	55,500	56,600
555/556 Technology Hardware (Capitalized)	58,600	12,000	45,000	45,000	82,700	116,900	133,400	139,600	142,400
ECF Funding	0	80,000	0	0	0	0	0	0	0
560 Capital Leases	28,100	23,000	28,500	28,500	52,400	74,100	84,600	88,500	90,300
820 Dues and memberships	52,300	51,600	57,000	57,000	104,800	148,100	169,000	176,800	180,300
898 Scholarships	500	500	0	0	500	500	500	500	500
Annual Fund (255)/Capital Campaign	37,500	37,500	25,000	25,000	37,500	37,500	37,500	37,500	37,500
State Special Ed Expenditures / ESY	658,200	670,283	697,100	697,100	725,000	754,000	784,200	815,600	848,200
Third Party Billing	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Federal Special Ed Expenditures (FIN 419)	47,900	47,900	48,900	48,900	49,900	50,900	51,900	52,900	54,000
Federal Special Ed Expenditures (FIN 140)	0	12,525	0	0	0	0	0	0	0
Title I Funds	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Title II Funds	4,200	4,200	4,300	4,300	4,400	4,500	4,600	4,700	4,800
CARES and ESSER Funding	0	0	0	0	0	0	0	0	0
Salaries/Wages	0	1,250	0	0	0	0	0	0	0
Benefits	0	0	0	0	0	0	0	0	0
Budget Contingency (Director)	0	0	0	0	0	0	0	0	0
Student Activity Expenses	157,300	175,000	163,700	163,700	340,300	481,000	549,000	574,500	586,000
Pension Expense (Offset by Revenues)	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Total Expenditures	**6,975,146**	**7,884,978**	**8,636,071**	**8,642,198**	**13,285,408**	**17,698,670**	**19,908,398**	**20,343,968**	**20,781,441**
Formula Check	6,975,146	7,884,978	8,636,070	8,642,198	13,285,408	17,698,670	19,908,398	20,343,968	20,781,441
Per Audit									
Annual Surplus		50,151	13,613	68,211	62,084	1,480,442	2,143,272	2,454,524	2,983,161	2,809,703
Per Audit									
Beginning fund Balance		2,336,233	2,360,599	2,374,212	2,374,212	2,442,423	3,922,865	6,066,136	8,520,661	11,503,821
Ending Fund Balance		2,386,384	2,374,212	2,442,423	2,436,295	3,922,865	6,066,136	8,520,661	11,503,821	14,313,525
Per Audit									
Fund Balance Percentage of Annual Expenditures		34.2%	30.1%	28.3%	28.2%	29.5%	34.3%	42.8%	56.5%	68.9%
Days Cash on Hand (30 required)		115	98	91	90	90	106	101	137	176
Debt Service Coverage (1.00 required)		1.16	1.05	2.00	4.81	4.81	9.68	10.28	11.41	11.09

This financial report is prepared in a modified format in that they exclude footnotes and
required supplementary information in order to be considered a full set of financial statements. The
excluded portions will be included in the School's fiscal year end financial statements. Creative Planning is

Math and Science Academy
January 2022-June 2025 Strategic Plan

Vision

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

Mission

We provide accelerated and inclusive curricula and instruction in all subjects with an emphasis on math and science.

Board Approval Statement

The MSA Board of Directors has approved the above vision and mission as well developed the three strategic priorities, to form the foundation of our strategic plan. The strategic priorities are success for all students, organizational support of MSA vision and mission, and facilities and infrastructure to support MSA vision and mission. Focus Areas listed under each priority are categories of work that need to be addressed, per stakeholder input, data, or best practices, to achieve the priority. The strategic plan is not meant to be all encompassing. Rather it is intended to help us focus on high leverage actions that will help us achieve our strategic priorities, fulfill our mission, and reach our vision. SMART (strategic, measurable, actionable, relevant, and time bound) goals address each Focus Area.

Math and Science Academy 3-Year Strategic Priorities

PURPOSE: **To fulfill the school's mission, vision, and values in order to better serve its students, staff, and families.**

Strategic Priority: Success for All Students

Due Date	Goal	Measure	Focus Area	Progress Reporting
June 2022	**Administrators, and the Board, when applicable, will act swiftly and comprehensively to address concerns or complaints of racism or discrimination at MSA including violations of related policies. Administrators will act to protect students from any staff retaliation and address retaliation swiftly.**	**All complaints will be investigated within one school day of the complaint the investigative process will begin. Administration will follow up to the complainant with as much information as legally allowed within 5 days of the completion of the investigation.**	**Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)**	**Admin Log**
August 2022	**All staff will have targeted DEI training focused on implicit bias and anti-racism.**	**100% of staff will have implicit bias and anti-racism training.**	**Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)**	**Dashboard**
August 2022	Adjust the morning meeting schedule to insure administrative support at departmental and grade level meetings.	Morning meeting schedule will allow for admin support.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Report
August 2022	All parents are invited to conferences during the school year and encouraged to contact teachers during office hours with their concerns.	Parental involvement for all parents	Rigorous curricula and instruction	Admin Report
August 2022	MSA Department Chairs will be trained in professional learning communities.	One teacher from each department and principals will be trained in the PLC process	Rigorous curricula and instruction	Dashboard
September	MSA will begin implementation of	All 6th grade students get a	Achievement Gap	Dashboard

2022	MTSS	semester of reading.	Reduction	
September	**All staff will have training on the**	**See improvements in the**	**Inclusive curricula and**	**Dashboard**

2022	**rights of students who receive special education, students who receive services under Section 504, and other protected classes.**	**percentage of special education students that are retained through graduation and what percentage of students take AP classes (versus what percentage of students score a 3 or higher).**	**instruction (Race/culture, ability, LGBTQ+)**	
September 2022	SST teams will assess monthly the cumulative homework load across the grade level.	In survey responses students report increased levels of satisfaction with quality and quantity of homework	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
September 2022	Administrators will act to protect students from any staff retaliation and address retaliation swiftly.	All complaints will be investigated within one school day of the complaint and the investigative process will begin. Administration will follow up to complainant with as much information as legally allowed within 5 days of the completion of the investigation.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Log
September 2022	MSA will begin implementation of MTSS	Implementation of Tier 2 teacher intervention time built in schedule. 100% of intervention staff training summer 2022.	Rigorous curricula and instruction	Dashboard
September 2022	MSA will begin implementation of MTSS	New 9th grade students get Freshman seminar.	Rigorous curricula and instruction	Dashboard
October 2022	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card	Graduation	Dashboard

December 2022	A group of teachers and administrators will develop a walk-through or instructional rounds protocol that includes inclusive and culturally responsive look-fors for aid in building staff capacity to provide inclusive and culturally responsive curriculum and instruction.	A walkthrough protocol will be completed by December 2022	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
January 2023	Begin study of equity and grading practices as part of the culturally responsive teaching framework.	100% of teachers will participate in conversations and training about equitable grading practices	Rigorous curricula and instruction	Dashboard
June 2023	Develop a full literacy plan.	Reading staff will develop a plan to identify and assist students	Achievement Gap Reduction	Dashboard

		struggling with reading.		
June 2023	85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA.	Test score results from ACT	College/Career Readiness	Dashboard
June 2023	Develop a data tracking system to study why students leave MSA. This system needs to capture data about students who leave MSA and then do not graduate from high school.	Complete survey and records review for 100% of students who leave MSA.	Graduation	Dashboard
June 2023	Each teacher will demonstrate increased capacity to provide culturally responsive instruction in an informal or formal observation.	75% of teachers will show improved capacity for culturally relevant instruction as measured by the walkthrough protocol	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard

June 2023	By the end of 2022-23 all staff will have at least four hours of professional development around implicit bias and anti-racism including training on relevant MSA policies, such as Policy 413.	95% of instructional staff will have 4 hours of implicit bias training and anti-racism training	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
June 2023	Expand and clarify that rigor can be different for each student in an inclusive educational setting. MSA teachers and EAs will be trained on differentiated instruction.	100% of teachers and EAs will have training on differentiated instruction	Rigorous curricula and instruction	Dashboard
June 2023	Grade level teams will operate effectively as Student Support Teams, following the MSA SST process, and planning and implementing appropriate interventions based on data.	80% of all SST time will be focused on student success, interventions, and data. As measured by SST meeting minutes and admin observation.	Rigorous curricula and instruction	Dashboard
June 2023	Review all high school course offerings for alignment to student needs and the standards.	100% of PLCs will report on their curricular review and findings.	Rigorous curricula and instruction	Dashboard
June 2023	All parents invited to conferences twice during the 23-24 school year	75% conference attendance at fall and spring conferences	Rigorous curricula and instruction	Dashboard
June 2023	Build regular student town hall meetings into the school calendar	at least 3 town hall meetings for students during the school year	Rigorous curricula and instruction	Dashboard

June 2023	Department meetings will take significant steps towards becoming PLCs including being able to answer the four critical questions of a PLC. The focus of PLC work will further assess instructional effectiveness in preparing students for high school, college and career.	80% of all PLC/Department meetings will be focused on answering the four critical questions of a PLC. As measured by PLC meeting minutes and admin observations	Rigorous curricula and instruction/College and Career	Dashboard

August 2023	By the conclusion of 2023, the proficiency achievement gap on the MCA reading test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021.	We will measure progress towards this goal by comparing MCA scores from 2022 and 2023	Achievement Gap Reduction	Dashboard
August 2023	Adjust the master schedule to allow for job embedded professional collaboration.	The new schedule will allow for job embedded PLCs and SSTs.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Report
August 2023	Implement a block schedule.	80% of high school students will report a better school/life balance by the spring of 2024	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
September 2023	Implementation of a schedule that allows for teachers to have PLC and SST meetings within the school day.	95% of staff will have their prep periods aligned in the schedule to allow for PLC and SST meeting times during the school day.	Rigorous curricula and instruction	Dashboard
October 2023	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card	Graduation	Dashboard
January 2024	Conduct a research-based study of the math progression. The math department and administration will study our current course offerings/progression and compare them to current research.	The administration will present findings and recommendations to the board for review by January 2024.	Achievement Gap Reduction	Admin Report
February 2024	Following the review all high school course offerings for alignment to student needs and the standards. Make recommendations to adjust course offerings as determined by review.	Course guide will be updated to reflect PLC findings	Rigorous curricula and instruction	Dashboard
June 2024	Curriculum will be adjusted and	75% of curriculum will be vertically	College/Career	Dashboard

	aligned vertically to focus on the standards based on benchmarks.	aligned and standards based.	Readiness	
June 2024	Develop an intervention plan for students at risk of leaving MSA and not on track to graduate.	SST, counselors, administration and parent will develop an intense intervention plan for 100% of students who are at risk of not meeting MSA graduation standards.	Graduation	Dashboard
June 2024	Development of common formative and summative assessments aligned with to the state standards	75% of all assessments will be commonly shared and assessed for their vertical alignment and adherence to the state standards.	Rigorous curricula and instruction	Dashboard
June 2024	PLCs will be fully implemented. The focus of PLC work will further assess instructional effectiveness in preparing students for high school, college and career.	95% of PLC time will be focused on reviewing student work and answering the 4 PLC questions. As measured by PLC meeting minutes and admin observations	Rigorous curricula and instruction	Dashboard
June 2024	All parents invited to two times conferences during the school year	85% conference attendance for at least one conference during the school year and overall attendance at both conferences is 75%.	Rigorous curricula and instruction	Dashboard
June 2024	MSA will empower student voices.	Administrators and BOD members will host at least 3 town hall meetings for students during the school year	Rigorous curricula and instruction	Dashboard
June 2024	Deeper dive into how we are assessing learning and is that reflected in our grading practices	100% of teachers will participate in conversations and training about equitable grading practices	Rigorous curricula and instruction	Dashboard
August 2024	Focus course assignments on grade level teaming as the school grows for teacher focus on a particular common group of students	Staffing assignments will focus on grade level teaming.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Report

August 2024	Implementation of findings of math progression study	Schedule updated with new math progression	Achievement Gap Reduction	Admin Report
October 2024	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card	Graduation	Dashboard

February 2025	Continued monitoring and adjusting of course offerings	Course guide will be updated to reflect PLC findings	Rigorous curricula and instruction	Dashboard
June 2025	Curriculum will be adjusted and aligned vertically to focus on the standards based on benchmarks.	95% of curriculum will be vertically aligned and standards based.	College/Career Readiness	Dashboard
June 2025	Assess and refine intervention plans for students at risk of leaving MSA and are not on track to graduate.	SST, counselors, administration and parent will develop an intense intervention plan for 100% of students who are at risk of not meeting MSA graduation standards.	Graduation	Dashboard
June 2025	Align grading practices to state standards	100% of teachers will understand how to align grading to the state standards	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
June 2025	Build regular student town hall meetings into the school calendar	at least 3 town hall meetings for students during the school year	Rigorous curricula and instruction	Dashboard
August 2025	PLCs will begin the data teams process. The focus of PLC work will further assess instructional effectiveness in preparing students for high school, college and career.	100% of PLC leads will have data teams training.	Rigorous curricula and instruction	Dashboard

Strategic Priority: Organizational Support of MSA Vision and Mission

Due Date	Goal	Measure	Focus Area	Progress Reporting
April 2022	Off cycle pay raises	100% of staff had a 3% pay increase	Staffing	Admin Report
June 2022	**Increased transparency about the investigation and open communication with the board and administration.**	**The administration and BOD will hold student town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.**	**Communication**	**Dashboard**
July 2022	**Board of Directors onboarding packet is updated to strongly convey board roles, responsibilities, and particular priorities for MSA in light of the recent investigation.**	**Board members sign off on their review of the onboarding materials.**	**Improved Governance**	**Admin Report**
August 2022	**Administration will provide regular updates to the board, staff, parents, and students, throughout 2022-23 on actions to address the findings of the investigation.**	**Administration will report progress on the strategic plan and investigative findings at regular meetings of the BOD.**	**Communication**	**Monthly Admin Report**
August 2022	**The board will outline a board training plan and timeline to address findings and recommendations of the investigation.**	**The board will establish and agree upon a plan.**	**Improved Governance**	**Dashboard**
November 2022	**Initiate Board training on governance.**	**Agenda and minutes document board training.**	**Improved Governance**	**Dashboard**

November 2022	**Consider changing bylaws to reduce the number of teacher board members or encourage more balanced representation.**	**Agenda and minutes document bylaws discussion.**	**Improved Governance**	**Dashboard**
December 2022	**Update Board and employee conflict of interest and code of ethics policies, as well as BOD bylaws to support**	**Agenda and minutes document bylaws discussion.**	**Improved Governance**	**Admin Report**

	teacher board members if performing their role.			
December 2022	Implement a process to allocate and track department budgets will be fully implemented.	Staff will be able to see and understand how to spend their departmental budgets. Administration will easily be able to see what has been spent and what is outstanding.	Operations	Admin Report
December 2022	MSA employee files will be organized and updated with performance reviews. All employees hired after October 2021 will have files that include a resume, transcripts, their offer letter, MSA salary history, and performance reviews.	Complete and accurate employment records.	Staffing	Admin Report
April 2023	Continued salary increases and a restructure of the salary scale to allow staff to move through it in less than 40 years.	Salary scale that is more in line with neighboring districts.	Staffing	Admin Report
June 2023	**Students will be surveyed each year about MSA's climate. The survey will include an item or items asking about students' experiences with discrimination at MSA.**	**Survey results will be reported to the BOD**	**Climate**	**Dashboard**

June 2023	MSA Staff evaluation will be updated to include clear language around assessing professionalism in the workplace.	New staff evaluation form is complete and approved by the BOD	Climate	Admin Report
June 2023	Reinstitute the Sunshine Committee to offer more staff social and extracurricular activities.	Staff will report a more inclusive workplace on staff surveys.	Climate	Admin Report
June 2023	**Increased transparency about the investigation and open communication with the board and administration.**	**The administration and BOD will hold town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.**	**Communication**	**Dashboard**
June 2023	**MSA policies and procedures will support improved**	**Teacher, parent, and community board members will participate on board**	**Improved Governance**	**Admin Report**

	governance. Complete a review of policies and procedures, including function of Academics and Finance Committees and Policy Subcommittee to assure they support improved governance and the proper role of board members.	**committees and subcommittees within their fiduciary roles. Policies will correctly and consistently describe the roles and responsibilities of teachers, administrators and board members as applicable. Documented changes in policies and procedures.**		
December 2023	Climate surveys in December of 2023 will reflect increased satisfaction with MSA's communication. Need to flesh out the key steps here as sub goals: Job satisfaction, Inclusivity, communication, work environment that supports professional growth	Climate results will be shared at the January 2024 BOD meeting	Climate	Dashboard

Due Date	Goal	Measure	Focus Area	Progress Reporting
June 2024	MSA Website and Branding will undergo a comprehensive review and update by the end of 2024.	MSA website and branding will be updated.	Branding/Website	Admin Report
June 2024	Increased transparency about the investigation and open communication with the board and administration.	The administration and BOD will hold town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.	Communication	Dashboard
June 2025	Reduce staff turnover.	Retain 90% of staff each year.	Staffing	Admin Report
June 2025	Increase licensed staff of color to better reflect the racial makeup of our student body.	10% of licensed staff will identify as part of a racial minority.	Staffing	Admin Report

Strategic Priority: Facilities and Infrastructure

Due Date	Goal	Measure	Focus Area	Progress Reporting
June 2022	Clear Tier 1 supports and documentation will be in place.	Data tracking system is in place.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
June 2022	Hire an owner's representative (project manager)	Under contract by the July 2022 meeting	Expansion	Dashboard
August 2022	Address SEL needs of students receiving special education services.	A school psychologist will be available to attend to students with IEPs SEL needs.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Admin Report
September 2022	Opening week teacher training on Character Strong to reboot the program.	100% of classroom teachers will have additional Character Strong training focused on providing the tools needed for full implementation.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard

October 2022	Decide if we will move or stay on current land.	Board presentation no later than October 2022 meeting	Expansion	Dashboard
January 2023	Study and report the findings of pathway curricular study in preparation for a block schedule.	A pathway recommendation will be made in January 2023	Schedule, Handbooks, Policies, and Procedures	Admin Report
April 2023	Financing secured and construction ready to begin	Board presentation no later than April 2023 meeting	Expansion	Dashboard
May 2023	**Revise and implement changes in the Staff Handbook, the Student/Parent handbook, Grading Handbook, and practices relating to Advanced Placement classes and other elective class admission, extracurricular participation, discipline, as well as excused and unexcused absences to address areas where there are deficiencies that disparately impact students with disabilities or who are in other protected classes.**	**Updated handbooks and written procedures are approved, when applicable, posted, and implemented.**	**Schedule, Handbooks, Policies, and Procedures**	**Admin Report**

June 2023	MSA will provide stronger social emotional learning opportunities in advisory	Students will engage in SEL lessons 3 times per month during advisory	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
June 2023	Tier 1 support and 2 interventions will be in place. Staff will be trained on interventions and implementation during opening week.	95% of students struggling will have a documented support or intervention plan in place.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard

June 2023	Make recommendations to align policies for more equitable outcomes.	Administration will report to the BOD any policies and procedures that encourage disproportionate or racist practices including disciplinary actions such as detention or suspension.	Schedule, Handbooks, Policies, and Procedures	Admin Report
June 2023	Begin a focus on MSA graduation in middle school. Track the 9th graders to understand who stays through 12th and how many.	MSA will increase the percentage of students who chose to stay at MSA from grade 8 to grade 9 from 79% in 2021 to 92% in 2025.	Student retention and enrollment	Dashboard
August 2023	Teachers will receive more comprehensive training for leading SEL lessons.	Teachers will report greater comfort in leading SEL lessons as measured by exit surveys from training sessions	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Admin Report
August 2023	Implement a block schedule.	The new block schedule will be in place to support student centered initiatives.	Schedule, Handbooks, Policies, and Procedures	Admin Report
September 2023	Administrators will implement a walkthrough schedule for clear formative, focused teaching and inform professional development decisions.	100% of all teachers will receive walkthrough feedback at least 3 times a year.	Evaluate performance and progress	Dashboard
June 2024	Implement a SEL screening 3 times a year.	85% of MSA students will have 3 SEL screenings each year.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Admin Report
June 2024	Teams of administrators and teachers will observe and understand the degree of implementation of MTSS.	85% of classrooms will demonstrate implementation of student interventions and supports during administrative walkthroughs.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard

June 2024	Begin a focus on MSA graduation within the middle school. Implement changes based on study of students who leave.	MSA will increase the percentage of students who chose to stay at MSA from grade 8 to grade 9 from 79% in 2021 to 92% in 2025.	Student retention and enrollment	Dashboard
September 2024	New school building complete	Move in to new building	Expansion	Dashboard
June 2025	Continued focus on MSA graduation within the middle school. Monitor and adjust to continue student retention.	MSA will increase the percentage of students who chose to stay at MSA from grade 8 to grade 9 from 79% in 2021 to 92% in 2025.	Student retention and enrollment	Dashboard

Appendix H Parent Survey Responses 2023-2024

Percent Change in Parent Positive Responses from 2023 to 2024

It is encouraging that our parents are noticing improvements in our areas of focus. The two areas that did not show improvement are still rated greater than 89%. It is satisfying to see that parents are recognizing the work we have been doing over the past year.

Question	Agree and Strongly Agree 2024	Agree and Strongly Agree 2023	Difference
Q1: I understand the mission and vision of MSA.	89.68%	90.91%	-1.23%
Q2: The school board upholds the mission and vision for MSA.	85.61%	71.05%	14.56%
Q3: The school board enacts and maintains the necessary policies.	81.37%	72.50%	8.87%
Q4: The school board advocates on behalf of students and the school.	80.77%	65.88%	14.89%
Q5: My student enjoys coming to school.	85.94%	77.91%	8.03%
Q6: MSA provides a safe and nurturing environment for my student.	89.52%	78.41%	11.11%
Q7: The school environment is clean, and the building is well maintained.	91.67%	86.90%	4.77%
Q8: Teachers understand my student's strengths and weaknesses.	83.76%	78.16%	5.60%
Q9: Teachers demonstrate genuine concern for the success of students.	89.34%	85.54%	3.80%
Q10: Administrators demonstrate genuine concern for the success of students.	84.35%	67.90%	16.45%
Q11: Teachers and administration are sensitive to issues of diversity (race, gender, religion, ability, etc.).	87.61%	84.34%	3.27%
Q12: Discipline policies are enforced fairly and appropriately.	78.16%	68.12%	10.04%
Q13: Students show respect for each other.	86.92%	74.07%	12.85%
Q14: The school office staff is friendly and helpful.	92.62%	89.77%	2.85%
Q15: I am likely to recommend MSA to friends and family.	88.98%	80.90%	8.08%
Q16: I am comfortable sharing concerns and ideas with school administration and teachers.	82.93%	81.40%	1.53%
Q17: I am satisfied with communication from my student's teachers.	87.30%	78.89%	8.41%
Q18: I am satisfied with communication and information from the school.	89.39%	84.27%	5.12%
Q19: The website is easy to navigate and contains current information about MSA.	89.84%	75.56%	14.28%
Q20: The school has high standards for teaching and student learning.	92.91%	87.36%	5.55%
Q21: The academic curriculum meets my expectations and standards.	89.84%	87.64%	2.20%
Q22: The amount of homework is appropriate for my student.	88.19%	85.39%	2.80%

Q23: MSA meets the needs of those students who struggle academically and need extra help learning.	74.36%	58.00%	16.36%
Q24: MSA is preparing my student for post high school options.	93.04%	94.44%	-1.40%
Q25: I am satisfied with the education that my student receives at MSA.	94.40%	90%	4.40%
Q27: My student is given opportunities to participate in a variety of school activities and clubs.	96.85%	91.86%	4.99%
Q28: Extracurricular activities are an important part of my student's school experience.	95.20%	92.05%	3.15%
Q31: I know how to get involved at MSA.	88.52%	N/A	N/A

Submitted by:

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