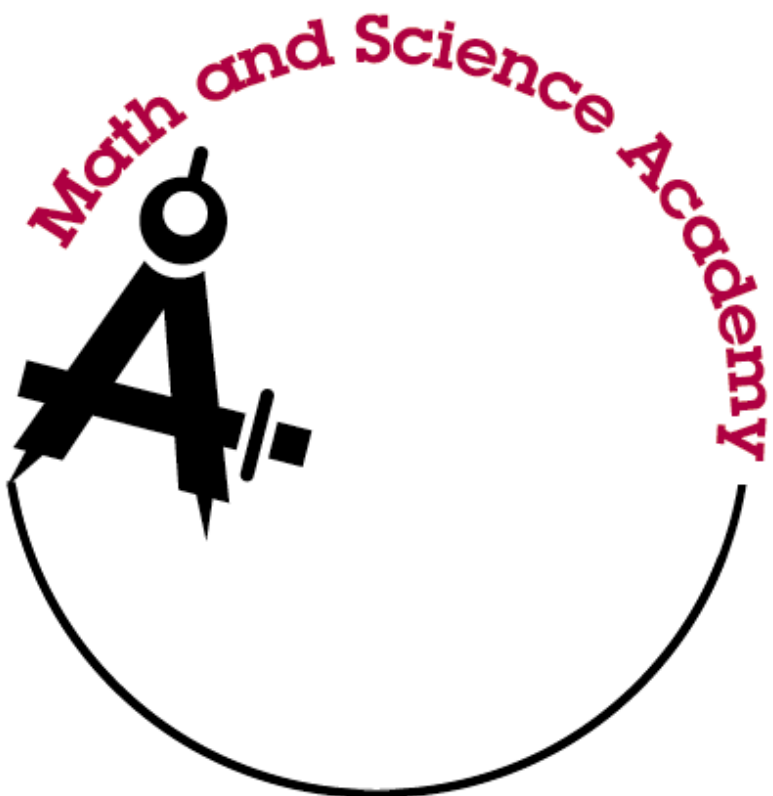




2008-2009 Annual Report



MS
Public Charter School



Vision:

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

Mission:

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

Math and Science Academy

A Minnesota Charter School

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

2008-2009 ANNUAL REPORT

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

**Submitted
January 2010**

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School Enrollment/Student Demographics/Student Attrition

Student Population: 327



Limited English Proficient



Special Education



Free and Reduced Price Lunch



Open Enrollment

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

Other Enrollment-Related Information

AYP Attendance Rate



District Mobility

Students from other districts who attend school in this district: **312**

Students from this district who attend school in another district: **NA**

Rate of students transferring into the district



Rate of students transferring out of the district

4% 

Rate of students transferring between schools in the district

0% 

Governance

MSA is governed by a board of directors (BOD) that is comprised of four parents, five teachers, one non-voting student representative, and the director as an ex-officio member. According to MSA by-laws, an election is held each year in November (the actual date is set by the BOD on the recommendation of the BOD election committee). Approximately half of the board is up for election with newly elected members being seated at the first meeting in January of the following year. MSA board meetings are held on the first Thursday of each month. There are eight standing committees (viz. budget, building maintenance, enrollment, personnel, technology, parent team, policy, and new for this year, fundraising) that meet either the second or third Thursday of the month. The MSA BOD routinely conducts workshops to address the larger issues, and thereby gives the community a chance to participate on such issues. The 2008-2009 board members are listed below.

Name	Position and Term Expiration	Group Representation
Anil Mehta (651) 265-5044 anil.mehta@gtserVICING.com	Board Member – 12/31/08	Parents
Ken Thielman (651) 353-2316 kthielman@mnmsa.org	Vice Chair – 12/31/08	Teachers
Stacy Bartlett (651) 353-2313 sbartlett@mnmsa.org	Board Member – 12/31/08	Teachers
Mark Phillion (763)-201-6557 mark.phillion@bellcomb.com	Board Treasurer – 12/31/08	Parents
Darrel Schoeberlein (651) 353-2370 dschoeberlein@mnmsa.org	Board Member – 12/31/08	Teachers
John Foster (651) 634-3214 jfoster@comcast.net	Board Chair – 12/31/09	Parents
Maria Sustic (651) 353-2315 msustic@mnmsa.org	Board Member – 12/31/09	Teachers
Ronn Hannula (651) 731-4615 lhannula@usfamily.net	Board Member – 12/31/09	Parents
Susan Mooney (651) 353-2311 smooney@mnmsa.org	Vice Chair – 12/31/09	Teachers

Maggie Burggraaff (651) 353-2304 m_burggraaff@mnmsa.org	Board Member – 12/31/10	Teachers
Cynthia Bluhm (651) 325-7197 cbluhm@gmail.com	Secretary – 12/31/10	Parents
Craig Creeger (651) 361-0457 craig.creeger@gmail.com	Treasurer – 12/31/10	Parents
Molly Molitor (651) 208-8859 mmolitor@mnmsa.org	Board Member – 12/31/10	Teachers
Timothy Tydlacka (651) 353-2307 ttydlacka@mnmsa.org	Board Member – 12/31/10	Teachers
Karl Grant MSA Student	Non-Voting Board Member 6/5/08	Students
Paul Simone (651) 353-2317 psimone@mnmsa.org	Ex-Officio Member	School District

Teaching Staff Information

For the 2008-2009 school year, 100% of the MSA teaching staff were recognized as highly qualified and fully licensed. In addition the administrative staff, specifically the director, holds a current K-12 administrative licensed.

Name	File Folder #	Licensure Area	08-09 Teaching Assignment(s)
Stacy Ann Bartlett	361292	7-12 Life Sciences 5-8 Science	6 th Grade Life Science 9 th Grade Biology
Margaret Catherine Burggraaff	376388	7 th Grade English/Language Arts	7 th Grade English
Michelle Marie Kurkoski	416675	5-12 Social Studies –All	6 th , 7 th and 12 Grade Social Studies
Norma Patricia Haynes-Guerra	306086	1-6 Elementary Education K-12 Physically Handicapped K-12 Spanish	6 th , 7 th , 8 th , & 9 th Grade Spanish
Cheryl Ann Howe	415900	K-6 Elementary Education 5-8 Science	8 th Grade Physical Science 7 th Grade Earth Science
Marilynn T. Kaplan	162537	K-12 EBD K-12 LD K-12 Physical Education	Special Education
Lucretia Louise Keeler	408556	K-12 Visual Arts/K-12 Reading	6-12 Art/Reading Specialist
Timothy Michael Tydlacka	360146	7-12 English/Language Arts K-12 Spanish	9 th , 11 th & 12 th Grade English 6 th Grade Spanish

Susan Mooney Vare	360146	7-12 Social Studies	10 th -12 th Grade Social Studies
Steven Lee Pullar	389698	7-12 Physical Science	10 th – 12 th Grade Science
Michelle Nicole Richards	403184	7-12 English/Language Arts	8 th Grade English Language Arts
Darrel Lee Schoeberlein	403770	7-12 Social Studies	8 th and 9 th Grade Social Studies
Jerry Clark Shelton	264285	K-12 Music	6 th – 12 Music
Maria Pilar Sustic	371987	7-12 Spanish K-12 Visual Arts	8 th -12 th Grade Spanish
Bronwen Kendrick Williams	398286	7-12 Mathematics	7 th -12 th Grade Mathematics
Kenneth James Thielman	38264	7-12 Mathematics 5-8 Mathematics	6 th – 12 th Grade Mathematics
Lauren June Zachman	442513	5-12 Mathematics	7 th – 12 th Mathematics
Molly Elizabeth Molitor	427302	K-12 Physical Education 5-12 Health Education	6 th -12 th Physical Education 7 th and 10 th Grade Health
Mary A Cedarleaf	415447	K-12 LD K-12 EBD	Special Education
Rachael A. Erickson	443271	5-12 Communication Arts/Literature	6 th – 10 th Grade English

Administrative and Support Staff Information

Paul Joseph Simone	Director District Professional Administrative	File Folder # 324604
Lisa Boelter	Office Manager	
Julia Douglas	Business manager	
Joyce Lawrence	Office Assistant	
Carrie Brookins	School Psychologist	File Folder # 368171
Jessica Heydt-Nelson	Special Education Assistant	
Jinan Wienhandl	Special Education Assistant	
Leslie Kurt	Special Education Assistant	

Finances

According to our FY 09 Audit Opinion: The financial statements are fairly stated, and the Math and Science Academy was issued what is known as a “clean” audit report.

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

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

Fund Balance: The School had another positive outcome financially for fiscal 2008-2009 as fund balance in the General Fund increased by \$93,417. The ending FY 09 fund balance was \$813,967 as of June 30, 2009. The ending fund balance represents about 30.6% of expenditures incurred for the year and is an important aspect in the School’s financial well being since a healthy fund balance represents things such as

cashflow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid prorations at the state level and similar problems.

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

FACTORS BEARING ON THE SCHOOL'S FINANCIAL FUTURE

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

Academic Performance

2008-2009 Accountability Data

In order to ensure that academic progress is being made, MSA students are required to take all state mandated standardized tests throughout the year. This testing includes the Basic Standard Skills Tests in 8th and 10th grade, for those who have yet to pass, and the newly established MCA II exams in 6th, 7th, 8th, 9th, 10th and 11th grade. In addition, MSA administers the PSAT to all students in grades 9 through 11. For the last four years, MSA has had at least one student competing as a national merit semifinalist. In 2004-2005 MSA was granted permission by the Minnesota Department of Education (MDE) to use the PSAT results as its new independent benchmark for progress. In other words, each year MSA students in grades 9 through 11 are given the PSAT in the fall, and when the test results are reported in December, scores are compared to previous years, as well as to all sophomores and juniors nationwide. This was the fifth year the PSAT was used as a benchmark for reading, writing and math, and these are the scores to which all subsequent years will continue to be compared.

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

2009 Minnesota Comprehensive Assessments Test Scores (MCA II's)

		Not Proficient	Proficient
6th Grade Mathematics	MSA	22.72%	77.27%
	State	36.37%	63.75%
6th Grade Reading	MSA	12.12%	87.87%
	State	30.38%	69.92%
7th Grade Mathematics	MSA	19.67%	80.32%
	State	38.6%	61.4%
7th Grade Reading	MSA	4.91%	95.08%
	State	35.19%	64.80%

8th Grade Mathematics	MSA	18.18%	81.81%
	State	40.34%	59.65%
8th Grade Reading	MSA	3.63%	96.36%
	State	33.20%	66.79%
10th Grade Reading	MSA	0%	100%
	State	25.84%	74.15%
11th Grade Mathematics	MSA	8.69%	91.30%
	State	58.38%	41.61%

2009 writing Graduation Test

	% Passed	Ave. Score out of 6
9th Grade Writing	100%	4.32
State	89.58%	3.47

2009 Science Results

	Not Proficient	Proficient
8th Grade	16.36%	83.63%
State	57.36%	42.63%
High School	16.66%	83.33%
State	50.50%	49.49%

PSAT Test Data

The PSAT scores, as they are listed below, represent our 9th, 10th, and 11th graders across the areas of reading, writing, and math compared on a national norm expressed in a percentile. Critical reading, math, and writing skills percentiles differ by grade levels. Performance of juniors and above is compared with that of juniors nationwide; the performance of sophomores and below is compared with that of sophomores nationwide.

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

Graduating Class of 2009	Critical Reading	Math	Writing Skills	Selection Percentile	Year-to-year % Increase
As 11th Graders	76%	75%	73%	78%	11%
As 10th Graders	83%	73%	76%	67%	19%
As 9th Graders	66%	56%	62%	48%	NA

Operation Performance and Best Practices

The MSA opened its doors in the fall of the 1999 school year and has been a leading example of excellence in public education from that school year forward. The school is standards-driven and collaboratively run. The curriculum places emphasis in the areas of math and science; however, the students also benefit from a well balanced academic program that includes cross curriculum activities, the arts, extra-curricular activities, etc. When students are interviewed, it is clear that they appreciate attending MSA, the whole package from facility, to school environment of respect, academic quality, and a caring and highly qualified school faculty. MSA students desire to be no other place.

In order to graduate, every student at MSA is required to complete a math program through calculus and a high school science program that includes biology, chemistry, and physics. Rigorous school standards are expected, shared, reinforced, and appreciated.

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

After the regular school day, MSA students can further enhance their educational experience by participating in a variety of after school extracurricular activities appropriate for a secondary level school, including a Minnesota State High School League (MSHSL) cross country team, a MSHSL Nordic Ski team, a MSHSL boys basketball team, a MSHSL baseball team, a MSHSL track team as well as club level recreational sports such as girl’s basketball, academic teams, theater, orchestra and jazz band, National Honor Society, Student Council, Academic Triathlon, Lego league robotics, Robotics FIRST in addition to Spanish club, art club, and other various school-sponsored social events.

MSA is also a model charter school for best practices in school management and governance. School leaders are often relied upon to serve as presenters, peer leaders, and mentors at MDE training opportunities. Sponsor MDE also relies on MSA to be a leader and mentor among our own “team of ten” MDE-sponsored schools. MSA leaders and faculty are always willing and able to serve upon request.

Finally, this past year, MSA had the honor and privilege of being one of the top performing schools in the State of Minnesota, as well as having received two U.S. News & World Report’s “America’s Best High Schools” Bronze Awards, a Minnesota Academic Excellence Foundation (MAEF) Spotlight Award, and a National No Child Left Behind (NCLB) Blue Ribbon School for 2008-2009.

MSA is intended to be a community created and operated school, and as such, has a well-organized parent team. The Parent Team is an official committee of the MSA Board of Directors (BOD) and provides a means for parents to meet together and work to support MSA. The Parent Team also provides a forum for parent discussion and can be a mechanism for developing recommendations for the BOD. All parents and guardians of MSA students are automatically members of the Parent Team and are invited to attend meetings regularly scheduled meetings.

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

conference dinners, MOL Day, Pi Day, transportation for field trips, school landscaping, all-school assemblies, and Lego robotics.

2008 - 2009 Parent Team Officers: Chairperson: Sue Kratz
 Volunteer Coordinator: Jeni Crump
 Secretary: Amy Sunderman
 Treasurer: Lori Nixon

MSA also solicits input from its families by issuing an annual family satisfaction survey. The data generated from this survey indicates that parents are quite pleased with MSA. MSA appeals to families because it is a small school governed by teachers and families. At MSA, parents are empowered to make a difference in their child's education. Parents also like to point out the positive social aspects for their students, in that their students are able to find friendships with others who value a good education and attend school with the expectation to learn.

Program Challenges

Once again an issue for MSA (not unlike many charter schools) is the lack of traditional public school interest in entering into cooperative agreements with respect to Minnesota High School League activities. MSA has worked through and with the Minnesota Association of Charter Schools (MACS) and the state legislature in an attempt to gain a compromise resolution but once again failed in the 2009 legislature. For the 2009-2010 school year, MSA will continue to lobby lawmakers and the Minnesota State High School League to find an equitable solution to this dilemma. MSA will also attempt to work directly with the surrounding districts to secure cooperative extracurricular agreements.

Another issue, which is more unique to our program, is that of expansion and in particular, lack of expansion resources. MSA has researched and pursued an expansion agenda for two years. The result of this effort has been the realization that there is no funding source for a successful, suburban math and science program. In other words, while there is start-up funding for new programs, funding for the demographically defined disadvantaged, and funding for large traditional programs, there is no funding for small successful programs such as ours. To meet this challenge, MSA has submitted, and has had an alternative site policy approved by MDE. The 2009-2010 school year will be used as a planning year to decide how best to address lack of classroom space, as well as issues of revenue short falls by planning for an additional site.

However, our greatest challenge, comes from the lack of adequate yearly funding. For the 2009-2010 school year specifically, this issue is only made larger due to the shortfall in cash flow as a result in the increase in educational hold-back to 27%. With double digit increases in fixed costs such as health benefits and utilities, it will soon become increasingly impossible to provide a quality-uniform education to our students with only one or two percent yearly increase in formula aid. Our only revenue protection has been the addition of students to our program (of which we have a great number waiting), but this too has become problematic in a finite space such as ours.

Other School Accountability Data

See Appendix A – Parent Survey

Current Academic Goals

MSA leadership and school sponsor, MDE, are in agreement that defining clear, specific, measurable goals is an area that MSA has improved in the past year and will continue to improve in the next contract term. The contract goals and outcomes are listed below. **As such, only the 8th grade math goal is yet unmet.**

MSA Academic Goals:

- ✦ **By 2011**, 85% of 8th grade students will meet or exceed the state standards on the MCA II math test.
2009 8th Grade MCA Math Test results – 81.81 %
- ✦ **By 2011**, 95% of 8th grade students will meet or exceed the state standards on the MCA II reading test.
2009 8th Grade MCA Reading Test results – 96.36%
- ✦ **By 2011**, 100% of 9th grade students will meet their graduation testing requirement by meeting or exceeding the writing standards on the MCA II test.
2009 9th Grade MCA Writing Test results – 100%
- ✦ **By 2011**, 100% of 10th grade students will meet their graduation testing requirement by meeting or exceeding the reading standards on the MCA II test.
2009 10th Grade MCA Reading Test Results – 100%
- ✦ **By 2011**, 90% of 11th Grade students will meet their graduation testing requirement by meeting or exceeding the math standards on the MCA II test.
2009 11th Grade MCA Math Test Results – 91.3%
- ✦ Using PSAT scores and data, students in grade 9-11 will increase their over-all selection percentile from year to year. (See previously report PSAT data table)

Other Student/School Program Goal: During each academic year, teachers will develop and participate in school-wide staff development that supports and sustains academic gains in writing, reading, math, and science goals toward the year 2011.

Innovative Practices and Implementation

One of the most significant contributing factors in student academic performance is the effectiveness of classroom instruction. 100 percent of MSA teachers are Highly Qualified (2009 School Report Card) and fully dedicated to continuous improvement. With quality instruction in mind, the MSA pay scale and staff policies all center on professional development and advancing educational best practices. MSA faculty are encouraged to seek professional development and leadership opportunities (internal and external to MSA) in their academic fields and are monetarily rewarded for their accomplishments.

For example, 80 percent of the MSA teaching staff received supplemental pay for participating in and fully completing the school-wide staff development activity for the 2008-09 school year as evidenced by teachers jointly developing an interdisciplinary lesson plans and then delivering that lesson to students (e.g. math & social, English/writing & science, etc).

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

At MSA, teachers drive staff development decisions in cooperation with the director and the MSA board. The staff development program relies on teachers identifying an annual academic goal for improvement, and then taking the lead to select subject area experts who will then carry out the actual training process. A somewhat unique characteristic of MSA is our use of internal faculty experts in the design and implementation of this process. Annually in the fall, teachers collectively engage in a “needs assessment” discussion and state assessment data for the prior school year is one of the factors taken into consideration. Other needs that have been considered include advancing the use of technology in the classroom and increasing team and interdisciplinary instruction. This discussion immediately precedes the composing of the annual school-wide staff development plan. The school-wide staff development plan is then specifically designed and facilitated by

internal faculty experts and to support and sustain the aforementioned MSA goals and annual student academic gains in writing, reading, math, and science.

MSA has a proven record of providing a rigorous and successful education program for all students. Based on the 2009 School Report Card, MSA has met 100.0% of the requirements for Adequate Yearly Progress under No Child Left Behind. Due to the relatively small size of MSA (approximately 285 students in grades 6-12), it has been less relevant for us to disaggregate our student data within the typical demographic categories of ethnicity, gender, or educational program. The advantage of our small school size is that MSA staff are able to sufficiently “drill-down” to the individual student data. It is our practice to specifically identify and address the needs of individual students not making adequate progress. The positive result of this is clearly reflected in the successful performance of MSA 9-11th grade students on the state-required graduation assessments.

Future Plans

Currently, the Math and Science Academy (MSA) facilities plan covers a building of fourteen classrooms over approximately 22,000 square feet. The building was designed and built as a school for 265 MSA students, grades 6th -12th, and does generally meet our needs; save that of our physical education program, where we lease space at the local YMCA. In the spring of 2009 the MSA Board of Directors applied for and received permission for an additional site. Notwithstanding the actual details that are currently under discussion, an additional MSA site/facility will ideally be located in South Washington County School District #833 thereby keeping the separation of buildings and program to a minimum as well as to not disrupt our current transportation partnership with the local school district. An additional school site/facility plan will essentially separate the high school grades 9th through 12th into a separate campus from the 6th through 8th graders. For example, our first choice for expansion would be in the vacant 4.5 acre lot adjacent to our current facility. Though, after initial research, this option may prove to be quite expensive. However, the **3M Company** has a number of vacant and near vacant buildings throughout the city of Woodbury, easily within a five mile radius of our current location; and it is the city of Woodbury that would be our first choice of locations as to again maintain our current transportation partnership with the local school district.

Sponsor Information

Since opening in the fall of 1999, The Math and Science Academy, has been one of a few charter schools in the state to have the Department of Education (MDE) for a sponsor. Early in the 2006-2007 school year, Stephanie Olsen replaced Andrea Coffey as our MDE sponsor liaison, and has since been actively involved in monitoring our operation. She has diligently and conscientiously worked to organize workshops on governance, standardized testing, and test score analysis. As a school, MSA has been fortunate in that since our second year, we have had no significant issues that have kept MSA from renewing our 3-year sponsor contract, which has now been renewed through the 2010-2011 school year.

Beginning in 2008-2009, our MDE sponsor liaison has conducted at least two site visits annually, including attending at least one MSA board meeting annually. Our sponsor will also make an effort to attend a sampling of MSA student activities and concerts. Our sponsor will also review our Annual Report and Audit, as well as monitor MSA compliance with school reporting requirements. Our sponsor will continue to review the MSA annual budget and school performance on the State Report Card annually. Our sponsor will also continue to regularly review MSA board meeting minutes, and monitor school policy revisions as needed.

Minnesota Department of Education

Sponsor Liaison: Stephanie Olsen

Sponsor Contact Information: 651-582-8348

Contract Termination Date: June 30, 2011



GENERAL STATEMENT OF ENROLLMENT

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

Admission requirements.

The Math and Science Academy may limit admission to:

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

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

Math and Science Academy Application Form

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

Attorney General
[Lori Swanson](#)

Minnesota Attorney General's Office

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

(651) 296-3353
 (800) 657-3787

TTY:(651) 297-7206
 TTY:(800) 366-4812

Organization Name	MATH AND SCIENCE ACADEMY
Organization Type	TRUST
Contact Person	
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

EDITORS:

Paul Simone
Stephanie Olsen

Appendix A

MSA Parent Satisfaction Survey 2008/2009								
1. What grade level(s) did your student(s) attend? Mark all that apply.								
			answered question	90				
			skipped question	0				
			Response Percent	Response Count				
6			34.40%	31				
7			30.00%	27				
8			27.80%	25				
9			16.70%	15				
10			20.00%	18				
11			12.20%	11				
12			7.80%	7				
2. How many years has your student(s) attended MSA? Mark all that apply.								
			answered question	90				
			skipped question	0				
			Response Percent	Response Count				
1			30.00%	27				
2			25.60%	23				
3			25.60%	23				
4			12.20%	11				
5			21.10%	19				
6			11.10%	10				
7			6.70%	6				
3. If your student(s) is (are) not returning to MSA next year, please check the reason(s).								
			answered question	15				
			skipped question	75				
			Response Percent	Response Count				
Graduating			33.30%	5				
Curriculum			26.70%	4				
Academic Progress			13.30%	2				
Sports			13.30%	2				
Other			33.30%	5				

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

	answered question							85
	skipped question							5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	This question is important to me	This question is not important to me	Response
								Count
My student knows how to access a variety of resources (PSEO, homework assistance, libraries, etc.) to help him/her learn.	37.6% (32)	48.2% (41)	8.2% (7)	3.5% (3)	1.2% (1)	60.0% (51)	3.5% (3)	85
Teachers are available and accessible to my student.	36.5% (31)	44.7% (38)	15.3% (13)	1.2% (1)	1.2% (1)	61.2% (52)	1.2% (1)	85
My student is being well prepared to pursue post high school options.	40.0% (34)	45.9% (39)	10.6% (9)	1.2% (1)	1.2% (1)	62.4% (53)	1.2% (1)	85
MSA's curriculum is broad enough to meet the educational needs of my student	24.7% (21)	44.7% (38)	12.9% (11)	10.6% (9)	5.9% (5)	61.2% (52)	2.4% (2)	85
MSA's facilities are clean and well maintained.	18.8% (16)	51.8% (44)	15.3% (13)	9.4% (8)	3.5% (3)	60.0% (51)	2.4% (2)	85
The building has adequate classroom space.	5.9% (5)	27.1% (23)	32.9% (28)	23.5% (20)	9.4% (8)	52.9% (45)	8.2% (7)	85
Students at MSA show respect for each other.	32.9% (28)	48.2% (41)	14.1% (12)	1.2% (1)	2.4% (2)	63.5% (54)	1.2% (1)	85
My student feels safe at MSA.	50.6% (43)	41.2% (35)	5.9% (5)	0.0% (0)	1.2% (1)	61.2% (52)	2.4% (2)	85
Discipline policies are enforced fairly and consistently.	25.9% (22)	35.3% (30)	25.9% (22)	8.2% (7)	3.5% (3)	54.1% (46)	5.9% (5)	85
I feel welcome at MSA.	29.4% (25)	52.9% (45)	7.1% (6)	5.9% (5)	3.5% (3)	54.1% (46)	8.2% (7)	85
Parent/Teacher conferences are beneficial to my student.	31.8% (27)	37.6% (32)	11.8% (10)	9.4% (8)	8.2% (7)	52.9% (45)	9.4% (8)	85
Parent/Teacher conferences serve a purpose.	28.2% (24)	49.4% (42)	7.1% (6)	9.4% (8)	5.9% (5)	52.9% (45)	10.6% (9)	85
I receive timely information about MSA's curriculum, policies, and school events.	28.2% (24)	41.2% (35)	10.6% (9)	11.8% (10)	5.9% (5)	57.6% (49)	4.7% (4)	85
Teachers respond promptly to my telephone inquiries.	28.2% (24)	40.0% (34)	24.7% (21)	4.7% (4)	2.4% (2)	57.6% (49)	4.7% (4)	85
Teachers respond promptly to my email inquiries.	28.2% (24)	36.5% (31)	21.2% (18)	10.6% (9)	2.4% (2)	58.8% (50)	3.5% (3)	85
The website is user friendly and contains current information	23.5% (20)	49.4% (42)	16.5% (14)	9.4% (8)	1.2% (1)	55.3% (47)	7.1% (6)	85

Teachers at MSA demonstrate genuine concern for the well-being of students.	29.4% (25)	50.6% (43)	12.9% (11)	5.9% (5)	0.0% (0)	62.4% (53)	1.2% (1)	85
MSA's policies are fair and effective.	20.0% (17)	50.6% (43)	14.1% (12)	5.9% (5)	7.1% (6)	60.0% (51)	4.7% (4)	85
The MSA administration demonstrates genuine concern for the well-being of students.	34.1% (29)	48.2% (41)	12.9% (11)	3.5% (3)	0.0% (0)	61.2% (52)	1.2% (1)	85
The views of parents are seriously considered when school policy decisions are made.	16.5% (14)	37.6% (32)	27.1% (23)	10.6% (9)	7.1% (6)	60.0% (51)	3.5% (3)	85
Teachers and administrators at MSA are sensitive to issues of diversity (race, gender, religion, etc).	24.7% (21)	47.1% (40)	24.7% (21)	1.2% (1)	0.0% (0)	54.1% (46)	8.2% (7)	85

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

	answered question						skipped question		81
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count	9
Algebra I	29.7% (11)	21.6% (8)	2.7% (1)	10.8% (4)	8.1% (3)	27.0% (10)	2.26	37	
Algebra II	18.9% (7)	16.2% (6)	8.1% (3)	5.4% (2)	8.1% (3)	43.2% (16)	2.43	37	
Calculus	9.4% (3)	15.6% (5)	3.1% (1)	3.1% (1)	6.3% (2)	62.5% (20)	2.5	32	
Honors Calculus	8.7% (2)	8.7% (2)	4.3% (1)	0.0% (0)	0.0% (0)	78.3% (18)	1.8	23	
Pre-Algebra	37.5% (15)	22.5% (9)	10.0% (4)	2.5% (1)	2.5% (1)	25.0% (10)	1.8	40	
Geometry	25.8% (8)	12.9% (4)	3.2% (1)	0.0% (0)	0.0% (0)	58.1% (18)	1.46	31	
Honors Geometry	4.2% (1)	4.2% (1)	0.0% (0)	0.0% (0)	0.0% (0)	91.7% (22)	1.5	24	
Pre-Calculus	13.5% (5)	18.9% (7)	5.4% (2)	5.4% (2)	2.7% (1)	54.1% (20)	2.24	37	
Honors Pre-Calculus	4.2% (1)	4.2% (1)	4.2% (1)	0.0% (0)	0.0% (0)	87.5% (21)	2	24	
PSEO	18.8% (6)	12.5% (4)	3.1% (1)	0.0% (0)	3.1% (1)	62.5% (20)	1.83	32	
Other	0.0% (0)	0.0% (0)	5.6% (1)	0.0% (0)	0.0% (0)	94.4% (17)	3	18	

6. Please rate the Science class(es) that your student(s) took this year. Mark all that apply.									
	answered question						80		
	skipped question						10		
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply	
							Average	Count	
6 Life Science	50.0% (20)	17.5% (7)	7.5% (3)	0.0% (0)	0.0% (0)	25.0% (10)	1.43	40	
7 Earth Science	30.3% (10)	36.4% (12)	6.1% (2)	0.0% (0)	0.0% (0)	27.3% (9)	1.6	33	
8 Physical Science	20.0% (7)	34.3% (12)	2.9% (1)	2.9% (1)	0.0% (0)	40.0% (14)	1.8	35	
9 Biology	18.8% (6)	25.0% (8)	6.3% (2)	0.0% (0)	0.0% (0)	50.0% (16)	1.75	32	
10 Chemistry	12.5% (4)	25.0% (8)	9.4% (3)	0.0% (0)	3.1% (1)	50.0% (16)	2.21	32	
10 Honors Chemistry	12.5% (3)	20.8% (5)	0.0% (0)	0.0% (0)	0.0% (0)	66.7% (16)	1.25	24	
Physics	8.3% (2)	12.5% (3)	0.0% (0)	0.0% (0)	4.2% (1)	75.0% (18)	2.16	24	
Honors Physics	4.8% (1)	4.8% (1)	0.0% (0)	0.0% (0)	0.0% (0)	90.5% (19)	1.5	21	
PSEO	23.3% (7)	6.7% (2)	3.3% (1)	3.3% (1)	3.3% (1)	60.0% (18)	2.09	30	
Other	5.6% (1)	5.6% (1)	0.0% (0)	0.0% (0)	0.0% (0)	88.9% (16)	1.5	18	
7. Please rate the English class(es) that your student(s) took this year. Mark all that apply.									
	answered question						82		
	skipped question						8		
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply	
							Average	Count	
6 English	23.1% (9)	35.9% (14)	7.7% (3)	5.1% (2)	2.6% (1)	25.6% (10)	2.03	39	
7 English	32.3% (10)	32.3% (10)	3.2% (1)	3.2% (1)	0.0% (0)	29.0% (9)	1.68	31	
8 English	25.8% (8)	29.0% (9)	0.0% (0)	3.2% (1)	0.0% (0)	41.9% (13)	1.67	31	
9 English	17.6% (6)	29.4% (10)	2.9% (1)	2.9% (1)	0.0% (0)	47.1% (16)	1.83	34	
10 American Literature	14.3% (5)	34.3% (12)	2.9% (1)	2.9% (1)	2.9% (1)	42.9% (15)	2.05	35	
British Literature	4.2% (1)	16.7% (4)	0.0% (0)	8.3% (2)	0.0% (0)	70.8% (17)	2.43	24	
Speech	8.3% (2)	16.7% (4)	0.0% (0)	4.2% (1)	0.0% (0)	70.8% (17)	2	24	
Poetry	8.0% (2)	16.0% (4)	4.0% (1)	4.0% (1)	0.0% (0)	68.0% (17)	2.13	25	
PSEO	24.1% (7)	13.8% (4)	0.0% (0)	6.9% (2)	0.0% (0)	55.2% (16)	1.77	29	
Other	6.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	93.8% (15)	1	16	

8. Please rate the Social Studies class(es) that your student(s) took this year. Mark all that apply.								
	answered question						81	
	skipped question						9	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
6 Social	36.8% (14)	34.2% (13)	2.6% (1)	2.6% (1)	0.0% (0)	23.7% (9)	1.62	38
7 Social/Geography	16.7% (5)	43.3% (13)	6.7% (2)	0.0% (0)	6.7% (2)	26.7% (8)	2.14	30
8 Social	29.0% (9)	29.0% (9)	0.0% (0)	0.0% (0)	0.0% (0)	41.9% (13)	1.5	31
9 World History I	25.0% (8)	25.0% (8)	0.0% (0)	3.1% (1)	0.0% (0)	46.9% (15)	1.65	32
10 World History II	17.6% (6)	29.4% (10)	5.9% (2)	2.9% (1)	0.0% (0)	44.1% (15)	1.89	34
American History	4.2% (1)	16.7% (4)	4.2% (1)	4.2% (1)	0.0% (0)	70.8% (17)	2.29	24
Honors American History	5.3% (1)	0.0% (0)	0.0% (0)	5.3% (1)	0.0% (0)	89.5% (17)	2.5	19
CIS American History	5.3% (1)	0.0% (0)	0.0% (0)	5.3% (1)	0.0% (0)	89.5% (17)	2.5	19
PSEO	22.2% (6)	11.1% (3)	3.7% (1)	7.4% (2)	0.0% (0)	55.6% (15)	1.92	27
Other	6.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	93.8% (15)	1	16
9. Please rate the Spanish class(es) that your student(s) took this year. Mark all that apply.								
	answered question						80	
	skipped question						10	
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
6 Spanish	31.6% (12)	28.9% (11)	10.5% (4)	2.6% (1)	2.6% (1)	23.7% (9)	1.9	38
7 Spanish	23.3% (7)	23.3% (7)	6.7% (2)	3.3% (1)	16.7% (5)	26.7% (8)	2.55	30
8 Spanish I	28.1% (9)	25.0% (8)	0.0% (0)	6.3% (2)	0.0% (0)	40.6% (13)	1.74	32
9 Spanish II	15.6% (5)	21.9% (7)	9.4% (3)	6.3% (2)	0.0% (0)	46.9% (15)	2.12	32
10 Spanish III	11.8% (4)	35.3% (12)	11.8% (4)	0.0% (0)	0.0% (0)	41.2% (14)	2	34
11 Spanish IV	8.0% (2)	20.0% (5)	4.0% (1)	0.0% (0)	0.0% (0)	68.0% (17)	1.88	25
PSEO	9.5% (2)	4.8% (1)	4.8% (1)	0.0% (0)	0.0% (0)	81.0% (17)	1.75	21
Other	6.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	93.8% (15)	1	16

10. Please rate the Art class(es) that your student(s) took this year. Mark all that apply.								
	answered question							51
	skipped question							39
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply
							Average	Count
7 Art	14.7% (5)	14.7% (5)	8.8% (3)	2.9% (1)	0.0% (0)	58.8% (20)	2	34
10 Art	18.2% (6)	12.1% (4)	6.1% (2)	3.0% (1)	0.0% (0)	60.6% (20)	1.85	33
11/12 Art	4.2% (1)	4.2% (1)	8.3% (2)	0.0% (0)	0.0% (0)	83.3% (20)	2.25	24
PSEO	8.7% (2)	4.3% (1)	4.3% (1)	0.0% (0)	0.0% (0)	82.6% (19)	1.75	23
Other	9.5% (2)	9.5% (2)	0.0% (0)	0.0% (0)	0.0% (0)	81.0% (17)	1.5	21
11. Please rate the Music class(es) that your student(s) took this year. Mark all that apply.								
	answered question							63
	skipped question							27
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply
							Average	Count
World of Music	21.9% (7)	12.5% (4)	12.5% (4)	0.0% (0)	0.0% (0)	53.1% (17)	1.8	32
6 Band	32.1% (9)	14.3% (4)	3.6% (1)	3.6% (1)	0.0% (0)	46.4% (13)	1.6	28
7-8 Band	30.3% (10)	24.2% (8)	0.0% (0)	3.0% (1)	0.0% (0)	42.4% (14)	1.58	33
9-12 Band	28.1% (9)	15.6% (5)	3.1% (1)	3.1% (1)	0.0% (0)	50.0% (16)	1.63	32
PSEO	4.3% (1)	4.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	91.3% (21)	1.5	23
Other	5.6% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	94.4% (17)	1	18
12. Please rate the Phys. Ed. class(es) that your student(s) took this year. Mark all that apply.								
	answered question							73
	skipped question							17
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating	Reply
							Average	Count
6 Phy. Ed.	16.2% (6)	37.8% (14)	10.8% (4)	2.7% (1)	0.0% (0)	32.4% (12)	2	37
7 Phy. Ed.	21.4% (6)	21.4% (6)	14.3% (4)	7.1% (2)	3.6% (1)	32.1% (9)	2.26	28
8 Phy. Ed.	12.5% (3)	25.0% (6)	4.2% (1)	0.0% (0)	0.0% (0)	58.3% (14)	1.8	24
9 Phy. Ed.	11.5% (3)	23.1% (6)	7.7% (2)	0.0% (0)	0.0% (0)	57.7% (15)	1.91	26
10 Phy. Ed.	13.3% (4)	20.0% (6)	16.7% (5)	0.0% (0)	0.0% (0)	50.0% (15)	2.07	30
11 Phy. Ed.	4.2% (1)	20.8% (5)	4.2% (1)	0.0% (0)	0.0% (0)	70.8% (17)	2	24
Lifetime Fitness	15.8% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	84.2% (16)	1	19
PSEO	9.5% (2)	9.5% (2)	0.0% (0)	0.0% (0)	0.0% (0)	81.0% (17)	1.5	21
Other	5.9% (1)	0.0% (0)	5.9% (1)	0.0% (0)	0.0% (0)	88.2% (15)	2	17

13. Please rate the Health class(es) that your student(s) took this year. Mark all that apply.								
	answered question							48
	skipped question							42
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
7 Health	21.2% (7)	27.3% (9)	6.1% (2)	3.0% (1)	0.0% (0)	42.4% (14)	1.84	33
10 Health	17.6% (6)	32.4% (11)	2.9% (1)	0.0% (0)	0.0% (0)	47.1% (16)	1.72	34
PSEO	8.7% (2)	8.7% (2)	0.0% (0)	0.0% (0)	0.0% (0)	82.6% (19)	1.5	23
Other	5.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	95.0% (19)	1	20
14. Please rate the Other class(es) that your student(s) took this year. Mark all that apply.								
	answered question							56
	skipped question							34
	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied	N/A	Rating Average	Reply Count
Study Skills	17.9% (10)	26.8% (15)	7.1% (4)	3.6% (2)	1.8% (1)	42.9% (24)	2.03	56
15. Were you satisfied with the courses offered during May Term?								
	answered question		81					
	skipped question		9					
		Response Percent	Response Count					
Very Satisfied		16.00%	13					
Satisfied		53.10%	43					
Neutral		18.50%	15					
Unsatisfied		9.90%	8					
Very Unsatisfied		2.50%	2					
16. Were you satisfied with the extracurricular activities that your student(s) participated this year?								
	answered question		77					
	skipped question		13					
		Response Percent	Response Count					
Very Satisfied		19.50%	15					
Satisfied		39.00%	30					
Neutral		24.70%	19					
Unsatisfied		16.90%	13					
Very Unsatisfied		0.00%	0					
	answered question		80					
	skipped question		10					
	Yes	No	Not Sure	Reply Count				
Were the questions and response options on the survey clear?	93.8% (75)	2.5% (2)	3.8% (3)	80				
Were the questions adequate to allow you to express your satisfaction/dissatisfaction with the overall program at MSA?	73.4% (58)	20.3% (16)	6.3% (5)	79				
Will you take the online survey next year if offered?	85.0% (68)	5.0% (4)	10.0% (8)	80				