



2012-2013 Annual Report



Vision

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

Mission

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



Math and Science Academy

A Minnesota Charter School

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

2012-2013 ANNUAL REPORT

**Submitted to:
Student Achievement Minnesota
(SAM) MSA's Authorizer
Glory Kibbel**

**Submitted
October 1st 2013**

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Introduction

The Math and Science Academy (MSA) opened in the fall of the 1999-2000 school year and serves students grades six through twelve. MSA places tremendous value on a school design that is curriculum based, standards driven, and collaboratively run. The curriculum places emphasis in the areas of math and science with a balance of humanities. The agreed upon standard requires that students achieve beyond current state mandates and testing criteria. Every student at MSA is required to complete a math program through calculus and a high school science program that includes biology, chemistry, and physics. In addition, all students at MSA are required to take social studies and English every year, Spanish through the 11th grade, and at least one year of high school fine arts. Thus far, after twelve graduating classes, only five seniors have failed to graduate on time and over 90% of the students have pursued either a two or a four-year degree program. Moreover, while the state of Minnesota has led the nation in ACT scores the last four years with an average composite of 22.8, the average composite MSA ACT score over the past five years has been 27.6.

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and world language, but the school also boasts an excellent music program which includes after school choir, a string orchestra, and jazz band. In addition, MSA students can further enhance their learning experience by participating in a variety of after school activities (see Appendix A).

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

In the spring of 2010, the MSA Board of Directors took time to review and rewrite the mission, vision, and core values of the school. The goal of this activity was all part of the process of strategic planning. The Strategic Plan was updated and revised in 2012-13. As such the mission, vision and core values of MSA now read as follows:

Vision

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

Mission

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

Core Values

- MSA will foster a safe environment where every voice is heard and individuals are free to take risks.
- MSA will continue to improve performance and recognize outstanding achievement.
- MSA will empower students to develop skills in organization, time management and self-discipline.
- MSA will continuously evaluate and improve our program to ensure the highest quality of education.
- MSA will encourage networking, collaboration, and open communication between all members of our community.
- MSA will encourage students and staff to show respect for others and their views.
- MSA students and staff will exhibit fairness, cooperation, integrity and honesty.
- MSA students and staff will take responsibility for their actions.
- MSA will encourage students, their parents and staff to volunteer at school.
- MSA will set high expectations for teaching and learning.

Governance

MSA is governed by a Board of Directors (BOD) that is comprised of a membership in accord with Minnesota statute and consists of three (3) parents (or legal guardians) of enrolled students, four (4) licensed teachers who are employed by MSA at .5 FTE or above, two (2) community members who are not employed by the school and do not have a child enrolled in the school, and a non-voting student enrolled at MSA in grades 9-12. The Director and Chief Financial Officer sit on the board as ex-officio, non-voting members. MSA by-laws were recently changed to move the election held each year to the first Tuesday in April (The actual date is set by the BOD on the recommendation of the BOD Election Committee.). Elected board members serve a two-year term starting in the month of June after the Spring election.

MSA Board Meetings are held on the third Thursday of each month. There are eleven standing committees that meet monthly or as needed: Academic, Alternative Funding, Building Company and Building Maintenance, Enrollment, Finance/Budget, MN State HS League, Parent Team, Personnel, Policy, Student Committee, and Technology. The BOD routinely conducts workshops to address the larger issues, thereby giving the community a chance to participate with respect to all issues brought before the board.

The 2012-2013 BOD members are listed below in order of officers and term expiration date.

Board Member	Officer Position	Term Expiration	Representation	Board Training
Cheri Howe (651) 353-2312 chowe@mnmsa.org	Chair	12/31/12	Teacher	
Sandeep Chandak (651) 739-8458 schandak123@yahoo.com	Vice Chair	6/30/14	Parent	
Susan Mooney (651) 353-2311 smooney@mnmsa.org	Vice Chair	12/31/14	Teacher	12/8/12
Ken Thielman (651) 353-2316 kthielman@mnmsa.org	Treasurer	06/30/14	Teacher	
Lori Nixon (651) 734-1729 msabodlori@gmail.com	Treasurer	12/31/12 (appointed to complete parent term)	Parent	
Cynthia Bluhm (651) 325-7197 cbluhm@gmail.com	Treasurer	12/31/12	Parent	
Heidi Bardwell (651) 739-6582 hbardwell@comcast.net	Secretary	01/31/15	Parent	1/16/13

The 2012-2013 Board of Directors Members (Continued)

Board Member	Officer Position	Term Expiration	Representation	Board Training
Rachael Erickson (651) 214-3586 rerickson@mnmsa.org	Secretary	12/31/12	Teacher	
Sarah Burns (651) 436-8750 sarahburns1@comcast.net		01/31/15	Parent	1/16/13
Daniel Dawiedczyk (651) 247-9564 daniel.daweidczyk@molex.com		6/30/14	Community Member	1/16/13
Alice Quammen-Lee (651) 263-1040 alice.quammenlee@thomsonreuters.com		12/31/14	Community Member	10/5/13
Jerry Hall (651) 431-1047 jwhall2@mmm.com		12/31/12	Community Member	
Lisa Anderson (651) 353-2370 landerson@mnmsa.org		6/30/14 (incoming)	Teacher	
David Halstead (651) 354-1589 dhalstead@mnmsa.org		12/31/13 (incoming)	Teacher	
Annie Cardenas (651) 357-2931 acardenas@mnmsa.org		12/31/14	Teacher	
Michelle Kurkoski (651) 431-1047 mkurkoski2mnmsa.org		12/31/12	Teacher	
Anish Chandak	Non-voting	6/5/12	Students	
Robert Kreischer (651) 357-6920 bkreischer@mnmsa.org	Director Ex-Officio Member Non-voting		School District	1/16/13
Judith Darling (651) 463-5533, x202 judith@bkda.org	CFO Ex-Officio Member Non-voting		School District	

MSA School Management & Administrative Team

Administrative and Support Staff Information

Robert Kreischer	Director	
Judith Darling	Financial Manager	Beltz, Kes, Darling & Associates
Lisa Boelter	Office Manager	
Joyce Lawrence	Office Manager	
Joell Pundsack	Office Assistant	
Carrie Brookins	School Psychologist	File Folder # 368171

School Director Biography

Bob Kreischer was hired as Director of MSA to begin in August 2012. He also serves as an ex-officio member of the MSA Board of Directors. He has a BA and MA in Educational Administration. Bob is a 40 year career educator with experience in public, independent and public charter schools.

Teaching Staff Information

For the 2012-2013 school year, 100% of the MSA teaching staff were recognized as highly qualified and fully licensed. For the 2013-14 school year, the school hired 12 new staff including another EA and receptionist. Most of the new staff (which meant almost one-third of the staff was new this year) was the result of increasing the number of our 9th graders, decreasing the loss of 8th graders going into 9th and retaining more 11th/12th graders who would have otherwise chosen PSEO. The goal was not to discourage PSEO but to eliminate students from having to go PSEO because we didn't have the course they needed (for example the next math course in sequence, i.e., Calculus II). We also added elective courses, indicated in a student/teacher survey, that might keep more students at MSA. The number of the ninth, tenth, and eleventh grade students increased significantly over the previous year.

Name	File Folder#	Licensure Area	12-13 Teaching Assignment(s)
Lisa Anderson	369704	7-12 Social Studies	7 th & 8 th Grade Social Studies
Christa Bren	460282	5-12 Mathematics	6 th – 11 th Mathematics
Margaret Catherine Burggraaff	376388	7-12 Grade English/Language Arts	8 th Grade English 11 th & 12 th Grade Composition
Mary A Cedarleaf	415447	K-12 LD, K-12 EBD	Special Education
Rachael A. Erickson	443271	5-12 Communication Arts/Literature	6 th – 10 th Grade English
David Halstead	433703	K-12 Spanish	6 th & 7 th Grade Spanish

Teaching Staff Information (Continued)

Name	File Folder#	Licensure Area	12-13 Teaching Assignment(s)
Norma Patricia Haynes-Guerra	306086	1-6 Elementary Education K-12 Physically Handicapped K-12 Spanish	8 th & 9 th Grade Spanish
Teri Sue Hitchcock	416849	K-6 Elementary Education 5-12 Mathematics	7 th & 8 th Grade Mathematics
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
Michelle Marie Kurkoski	416675	5-12 Social Studies –All	6 th , 7 th and 12 Grade Social Studies
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
Susan Mooney Vare	389698	7-12 Social Studies	10 th -12 th Grade Social Studies
Amy Otteson	360833	K-12 Visual Arts/K-12	6-12 Art
Dan Pryor	451112	5-8 General Science 9-12 Life Science	6 th – 10 th Science
Steven Lee Pullar	374091	7-12 Physical Science	10 th – 12 th Grade Chemistry & Physics
Michelle Nicole Richards	403184	7-12 English/Language Arts	7 th Grade English Language Arts
Jerry Clark Shelton	264285	K-12 Music	6 th – 12 Music
Maria Pilar Sustic	371987	7-12 Spanish K-12 Visual Arts	7 th , 10 th , & 11 th Grade Spanish
Kenneth James Thielman	382640	7-12 Mathematics 5-8 Mathematics	6 th – 10 th Grade Mathematics
Timothy Michael Tydlacka	360146	7-12 English/Language Arts	9 th , 11 th & 12 th Grade English
Bronwen Kendrick Williams	398286	7-12 Mathematics	7 th -11 th Grade Mathematics
Lauren June Zachman	442513	5-12 Mathematics	7 th – 12 th Mathematics

Non-Licensed Support Staff

Name	Work Assignment
Jason Jensen	Special Education Assistant
Jinan Wienhandl	Special Education Assistant
Renee Nettleton	Special Education Assistant
Jessica Heydt-Nelson	Special Education Assistant 504 Coordinator

School Enrollment Procedures

GENERAL STATEMENT OF ENROLLMENT

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

Admission Requirements

The policy of the Math and Science Academy is to enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils will be accepted by lot. The Math and Science Academy gives preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. The Math and Science Academy does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

ADMISSION POLICIES & PROCEDURES

Math and Science Academy establishes the following Admissions and Lottery Policy.

POLICY STATEMENT: Admission to Math & Science Academy is open to all students, without regard to ability, race, religion, or any other factors, other than the capacity of the program, class, grade level, or building.

- (1) Each school year, the Board of Directors:
 - a. Initiates by January 1st the open enrollment period applicable to the following school year's admissions.
 - b. Posts on the Math and Science Academy website by January 1st:
 - (i) Math and Science Academy's enrollment application applicable to the following school year, and

- (ii) the Admissions and Lottery Policy.
 - c. Establishes and publishes by the February board meeting, the available enrollment by grade applicable to the following school year.
- (2) Notice to Currently Admitted Students & Teachers Employed at the School. Prior to the beginning of the open enrollment period, the school provides notice of the open enrollment period to parents and teachers so that siblings of currently admitted students and children of teachers may submit a timely application.
 - (3) Currently Admitted Students – Intent to Return. Prior to the beginning of the open enrollment period, the school asks families to complete an “Intent to Return” form.
 - (4) Application Processing. 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) Admissions. All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment 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 admitted students and children of teachers employed in school have preference.
 - (6) Siblings of Admitted Students. Siblings, who submit an application before the expiration of the open enrollment period, or currently admitted students are automatically admitted unless the number of sibling applications exceed the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in order in which they are drawn in that lottery. If all available enrollment in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the teacher-children waiting list and the general waiting list.
 - (7) Children of Teachers Employed at Math and Science Academy. Children of teachers 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 a timely application are admitted, and provided there is available enrollment as determined by the Board for the applicable grade(s). If the number of children of teachers exceeds the available enrollment established by the Board for any grade (and after all siblings of admitted students who submitted a timely application are admitted), a teacher-children lottery is held. Children of teachers are admitted to the school in order in which they are drawn in the lottery. If all available enrollment in a grade is filled by children of teachers, the teacher-children lottery continues to establish the teacher-children waiting list for each such grade.
 - (8) General Lottery. If the number of applications received during the open enrollment period exceeds available enrollment established by the Board for any grade (and after siblings of admitted students) who submitted timely applications are already admitted or establish a sibling waiting list, and after all children of teachers employed at the school who submitted a timely application are already admitted or establish a teacher-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 teachers employed at the school) received before the expiration of the open enrollment period are included in the general lottery. Students are admitted to the school in order in which they are drawn in the lottery, as long as there is available enrollment as determined by the Board for the applicable grade(s). If all available enrollment 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 enrollment as determined by the Board remains in the applicable grade(s).

- (9) Applications received after the open enrollment period expires are automatically admitted as long as there is available enrollment as established by the Board in the applicable grade, in the order received. If, or once, there is no available enrollment in any grade, applications are added to the applicable waiting list for each such grade, in the order received.
- (10) The school conducts all lotteries through a method of random selection.

General Admission Procedures:

- (1) **Order of Admission:** Siblings of Already Admitted Students, then Children of Teachers Employed at the School, then General Admissions.
- (2) **No waiting list carry over from year to year:** Each waiting list is subject to a lottery and redrawn during each admission process each year.
- (3) **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.
- (4) **Lottery Grade Order:** Applicable lotteries occur from highest grade to lowest grade.

Student Demographics

Data from the 2012-2013 School Year

Student Population: **411** as of May 31, 2013

71% - Caucasian
20% - Asian
3.75% - Hispanic

3.5% - African American
1.75% - Other
0% - Native American

Limited English Proficient
0%

Special Education
11.25%

Free and Reduced Price Lunch
0%

Open Enrollment

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

Other Enrollment-Related Information

MCA Results 2012-13

Subject	Grade	% Proficient	Subject	Grade	% Proficient
MATH	6 th	70%	READING	6 th	80%
	7 th	77%		7 th	73%
	8 th	86%		8 th	84%
	9 th	NA		9 th	NA
	10 th	NA		10 th	100%
SCIENCE	High School	94.5%	WRITING	9 th	100%
	8 th	80%			

2012-2013 Student Enrollment by Grade Level As of May 31, 2013

Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Totals	90	89	90	54	35	25	28	411

2012-2013 Withdrawn Students

Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Totals	3	4	26	9	1	1	0	44

44 Students left during or after 2012-2013; total for all grades 6-12.
See Appendix B for comparison enrollment statistics.

Academic Performance and 2012-2013 Accountability Data

As of the date of this review, for the school year 2012-2013, the Math and Science Academy (MSA) ranked among the top five MCA math (84%) and reading (97%) scores in the state. On the new multiple measurement ratings, MSA was one of the top two schools in the East Metro area, excluding only one elementary school. MSA had a score of 97.45%. The Math and Science Academy (MSA) ranked first among all district high schools in Science and first among all district 8th grades. Only five other charter schools were in the top 25 high school science scores and four for 8th grade.

In breaking down the MCA scores:

For reading in all grades 6, 7, 8, and 10; only 15 students did not meet the expectations (none were in 10th grade); only 6 partially met the expectations (again, none were in 10th grade); 119 met the expectations and 143 exceeded the expectations. For 10th grade MCA reading, 23 exceeded the standards, and 11 met the expectations.

For math in grades 6, 7, and 8; only 13 did not meet the expectations, 50 partially met, 95 met, and 133 exceeded the standards. In 11th grade, 10 exceeded the MCS math expectations; 13 met the expectations; 2 partially met the expectations; and 0 did not meet the expectations.

All 9th graders passed the MCA written test. Of 54 students taking the test, only 12 got a 3. All the rest were higher.

Our most recent ACT results showed consistently high scores. The percent of ACT-tested students ready for college level course work shows that 100% of our kids tested college ready for college English composition; 82% for college algebra; 93% for college social science and 93% for college biology.

In English composition, math, reading and science, each score is higher than the previous year. In college biology we got by far our highest college readiness score.

See Appendix C for chart comparing last five years on MCA, PSAT, and ACT scores.

PSAT Test

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 ninth year the PSAT was used.

The PSAT scores, as they are listed below, represent our students across the areas of reading, writing, and math compared on a national norm, expressed in a percentile. Performance of juniors and above is compared with that of juniors nationwide; the performance of sophomores and below is compared with that of sophomores nationwide. Selection index percentile compares performance of all students, regardless of grade level, with that of juniors nationwide.

2012-2013 PSAT Test Data

Graduating	College Ready Selection Percentile
Class of 2015	94.38%
Class of 2014	76%
Class of 2013	89.7%

Comprehensive Educational Program During and After School

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and world language, but the school also boasts a music program. In addition, MSA students can enhance their educational experience by participating in a variety of after school activities including a Minnesota State High School League (MSHSL) cross country team, a Nordic Ski team, a boys basketball team, a track team, MSHSL FIRST Robotics, as well as club level activities such as girl's basketball, academic teams, theater, National Honor Society, Student Council, Academic Triathlon, Lego League Robotics, Spanish Club, Art Club, international field trip offerings, and other various school-sponsored social events and dances. MSA's First Robotics Team won first place at the State Fair and won first place at the state level. Additionally, at the international competition, they finished in the top 25 out of 402 teams competing.

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 (approximately 411 students in grades 6-12), it has been less relevant to disaggregate our student data within the typical demographic categories of ethnicity, gender, or educational program. The advantage of our small school size is that MSA staff are able to sufficiently use the individual student data. It is our practice to specifically identify and address the needs of individual students not making adequate progress. The positive result of this is clearly reflected in the successful performance of MSA 9-11th grade students on the state-required graduation assessments.

MSA Parent Team Involvement

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

MSA also solicits input from its families by issuing an annual family satisfaction survey (See Appendix D). This year we tried a new format to see if we could get more responses. We did but not significantly so. These are summarized by areas of concern. 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.

Innovative Practices and Implementation

One of the most significant contributing factors in student academic performance is the effectiveness of classroom instruction. 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. A substantial indication to MSA success is retention year after year. Going into the 2013-14 school year, two teachers retired, one left for family reasons, one to start a charter school, and one was not asked back.

MSA teachers are required to align their curriculum with both state standards, and national standards where appropriate. MSA curriculum and instruction are modified as needed by individual teachers and with the guidance and oversight of the MSA Board of Directors.

At MSA, teachers drive staff development decisions in cooperation with the director and the MSA board. Last year staff development focused on Data Driven Instruction and curriculum mapping. As indicated earlier, we added many new courses – new electives, more AP and CIS classes (see Appendix E). We also changed the class schedule to regular 7 period day with no block scheduling.

The 2011-2012 staff development program was in purchasing iPads for faculty use and determining best practice use with students. In order to continue that important staff development opportunity in 2012-13, iPads were purchased for new teachers and we used the iPad in different subject areas. Each staff meeting a different teacher presented a “Tech Tip” for better use of the iPad.

Future Plans and Program Challenges

During the 2012-13 school year, the MSA Board of Directors revised a detailed 3-year strategic plan that encompasses the areas of: enrollment, budgeting, academics, facilities, and alternative funding sources. As we closed the 2012-13 school year, a separate facility with a gym, music room and 10 classrooms was to be finished by August 2013.

Other than completing the building by August 2013 and being ready for the opening of school in September, we had several other goals. At the end of the school year 2011-2012, MSA lost a strong, committed leader, someone who helped found the school, taught the first couple years at the school and became the Executive Director for over 10 years. The loss created a great deal of angst and division in the school. Part of the goal was to bring the community back together, and as a faculty become a “together we”. We needed to reconnect and become solidified. The transition needed to be an easy one. This process started with a search and lengthy interviews involving all constituents of candidates interested in being the director at MSA. A new director started in August.

Director’s Self Development Plan (see Appendix G)

Finances

FY13 Audit was conducted during July and August 30, 2013, and was presented at the September 2013 Board of Directors meeting. The audit results will be submitted to the commissioner and our authorizer by December 31, 2013, which is consistent with Minnesota Statute 124D.10.

Fund Balance: The School had another positive year financially as the fund balance in the General Fund increased. The ending fund balance total was over one million dollars representing about 36% of expenditures incurred for the year end June 30, 2012. This is an important aspect in the MSA's financial well-being since a healthy fund balance is a cushion against unanticipated expenditures, enrollment declines, state aid metering changes and funding deficiencies. Additionally, it put the school in a good place to secure bonds for the purchase of our new building. MSA once again had a clean audit. The audit was given to our authorizer.

See Appendix E for a copy of the 2012-2013 financial statements.

Authorizer Information

Since opening in the fall of 1999, The Math and Science Academy, MSA has had an authorizer. We have had no significant issues that have kept MSA from renewing our 3-year contract, due up at the end of the 2013-2014 school year, by our authorizer Student Achievement of Minnesota (SAM). SAM's director is Glory Kibbel, 612-723-5597, gkibbel@gmail.com, P.O. Box 581639, Minneapolis, MN 55458-1639.

Non-Profit Status

Attorney General - [Lori Swanson](#)
Minnesota Attorney General's Office
 1400 Bremer Tower - 445 Minnesota Street - St. Paul, MN 55101

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

EDITOR:

Bob Kreischer
Director: Math and Science Academy
bkreischer@mnmsa.org
651-357-6920

Activities at the Math and Science Academy

Academic Triathlon
Anime/Manga
Art Club
Asian Club
Boys Baseball
Boys Basketball
Chess Club
Choir
Computer Club
FIRST Robotics
Gaming Club
Geography Bee
Lego Robotics
Jazz
Madrigal Choir
Math Team
Middle School Orchestra
National Honor Society
Nordic Skiing
Newspaper Club (Slice of Pi)
Orchestra (Middle School and
High School)

Politics Club
Science Bowl
Spanish Club
Student Council
Symphony Orchestra
Track and Field
Yearbook Club

Yearly Productions

One Act Plays
NHS Variety Show
Theater Arts –musical
in May-June

Enrollment Numbers from 2010-11 to 2013-14 (Updated: 9/15/13)

Student Enrollment							
2010-11		2011-12		2012-13		2013-14	
6 th Grade	85	6 th Grade	85	6 th Grade	89	6 th Grade	88
7 th Grade	80	7 th Grade	87	7 th Grade	89	7 th Grade	86
8 th Grade	66	8 th Grade	80	8 th Grade	89	8 th Grade	88
9 th Grade	31	9 th Grade	43	9 th Grade	55	9 th Grade	72
10 th Grade	35	10 th Grade	30	10 th Grade	36	10 th Grade	51
11 th Grade	26	11 th Grade	28	11 th Grade	25	11 th Grade	32
12 th Grade	20	12 th Grade	25	12 th Grade	28	12 th Grade	24

Waiting List							
2010-11		2011-12		2012-13		2013-14	
6 th Grade	47	6 th Grade	96	6 th Grade	123	6 th Grade	119
7 th Grade	0	7 th Grade	36	7 th Grade	62	7 th Grade	71
8 th Grade	36	8 th Grade	0	8 th Grade	0	8 th Grade	32
9 th Grade	11	9 th Grade	24	9 th Grade	0	9 th Grade	25
10 th Grade	8	10 th Grade	7	10 th Grade	10	10 th Grade	11
11 th Grade	6	11 th Grade	1	11 th Grade	4	11 th Grade	6
12 th Grade	3	12 th Grade	0	12 th Grade	0	12 th Grade	0

Declined Acceptance			
2012-13		2013-14	
6 th Grade	21	6 th Grade	16
7 th Grade	7	7 th Grade	
8 th Grade	13	8 th Grade	
9 th Grade	20	9 th Grade	
10 th Grade	0	10 th Grade	0
11 th Grade	4	11 th Grade	0
12 th Grade	0	12 th Grade	0

Students Withdrawn							
2010-11		2011-12		2012-13		2013-14	
6 th Grade	2	6 th Grade	6	6 th Grade	3	6 th Grade	3
7 th Grade	4	7 th Grade	2	7 th Grade	4	7 th Grade	0
8 th Grade	17	8 th Grade	27	8 th Grade	26	8 th Grade	17
9 th Grade	10	9 th Grade	3	9 th Grade	9	9 th Grade	4
10 th Grade	5	10 th Grade	6	10 th Grade	1	10 th Grade	2
11 th Grade	2	11 th Grade	1	11 th Grade	1	11 th Grade	1
12 th Grade	0	12 th Grade	0	12 th Grade	0	12 th Grade	0
TOTAL	40	TOTAL	45	TOTAL	43	TOTAL	27

PSAT

	Reading	Math	Writing
9 th (2011)	47.6	47.7	42.3
10 th (2012)	48.6	51.0	47.4
11 th (2013)	59.6/50.6/46.8	59.1 H/52.1/47.5	57.6 H/47.3/44.8
12 th (2014)	52.5/50.7/46.9	54.6/52.3/47.8	50.7/48.8/46.9

MCA

	Math (11th)	Reading (10th)	Writing (9th)	Science
2009	91.3%/73.9% E	100%.78% E	100%/100% *	83.3%/31% E <i>All H.S.</i>
2010	94.1%/94.1%*	96.6%/96.6% *	100%/100% *	89.4%/34% E <i>All H.S.</i>
2011	96.2%/96.2% *	97.1%/76.5% E	100%/100% *	82.1%.33% E 8 th and 9 th
2012	75%/42.9% E	100%/71.4% E	100%/100% *	97.7%/55.8% E <i>All H.S.</i>
2013	92%/40% E	100%/68% E	100%/100% *	94.5%/55.6% E <i>All H.S.</i>

Average ACT Scores

	English	Math	Reading	Science
2007	27.8	26.3	28.0	27.8
2008	25.5 L	25.7	26.7 L	24.2 L
2009	28.1	27.5	30.0 H	27.5
2010	29.3 H	26.6	29.0	28.2 H
2011	29.3 H	28.9 H	28.3	28.2 H
2012	27.6	25.5 L	27.8	26.5
2013	29.4	26.9	27.9	27.3

Percent of ACT Tested Students Ready for College-Level Course Work

	College English	College Algebra	College Social Studies	College Biology	All Four
2008	91% L	91%	87% L	52% L	48% L
2009	96%	89%	93%	89%	78%
2010	100%	95%	100% H	90%	90% H
2011	100%	100% H	90%	90%	84%
2012	100% H	88%	96%	83%	79%
2013	100%	82% L	93%	93% H	82%

1st Percent Proficient

L – Lowest

E – Exceeds

H - Highest

*Passed

PSAT – mean scores: 2nd score state; 3rd national

Parent Survey 2012-13

74% Very Satisfied

11% O.K.

15% Not Happy

Areas of Concern

1. **Math – 10**

Struggled with:

Awful, trouble understanding, did not get much help.

2. **Spanish – 4**

Struggled with:

Disappointed kids and teachers don't speak Spanish more often.

3. **Science – 3**

Not preparing kids in AP class to pass AP test.

Parents looking at PSEO to avoid teacher(s).

4. **Grades Not Readily Available**

More consistent feedback.

Lack of communication.

On-line grading.

5. **Website**

Needs to be changed, updated, more user friendly.

6. **Computers should not be slow to “boot up”.**

7. **Frustration with parents leading activities.**

Some want to run everything.

Not good at it.

Need training.

I'll never volunteer for that again.

Electives By Grade

6th Grade

All classes below M-F

- 6 Introduction to Band (year long)
- 6/7 Concert Band (year long)
- 6 Art and Creativity (year long)
- 6 Drumming/World of Music (year long)

7th Grade

- 7/8 Speech (MWF; offered 1st or 2nd semester)
- 7/8 Theater (T/Th; offered 1st or 2nd semester)
- 7/8 History of Rock and Roll (T/Th year long)
- 7/8 Wind Band (MWF; year long)

All classes below M-F

- 6/7 Concert Band (year long)
- 7/8 Debate (offered 1st or 2nd semester)
- 7 Art Masters (year long)

8th Grade

- 7/8 Speech (MWF; offered 1st or 2nd semester)
- 7/8 Theater (T/Th; offered 1st or 2nd semester)
- 7/8 Wind Band (MWF; year long)
- 7/8 History of Rock and Roll (T/Th year long)

All classes below M-F

- 8-12 Geometry (M-F year long)
- 8-10 FabLab (M-F; offered 1st or 2nd semester)
- 7/8 Debate (M-F; offered 1st or 2nd semester)

9th Grade

All classes below M-F

- 9-12 Debate (offered 1st or 2nd semester)
- 9-12 Speech (offered 1st or 2nd semester)
- 9-12 Drawing and Painting (offered 1st or 2nd semester)
- 9-12 Digital Photography (offered 1st or 2nd semester)
- 9-12 Sculpture and Craft (offered 1st or 2nd semester)
- 9-12 Visual Communication
(offered 1st or 2nd semester)
- 9-12 Wind Ensemble (year long)
- 9-12 Drumming (year long)
- 9-12 Music Theory/Composition (year long)
- 9-12 Science Fiction
- 8-12 Geometry (year long)
- 8-10 FabLab (offered 1st or 2nd semester)

10th Grade

- 10-12 FACS (T/Th; offered 1st or 2nd semester)
- 10-12 Lifetime Activities
(MWF; offered 1st or 2nd semester)

All classes below M-F

- 9-12 Debate (offered 1st or 2nd semester)
- 9-12 Speech (offered 1st or 2nd semester)
- 9-12 Drawing and Painting (offered 1st or 2nd semester)
- 9-12 Digital Photography (offered 1st or 2nd semester)
- 9-12 Sculpture and Craft (offered 1st or 2nd semester)
- 9-12 Visual Communication
(offered 1st or 2nd semester)
- 9-12 Wind Ensemble (year long)
- 9-12 Drumming (year long)
- 9-12 Music Theory/Composition (year long)
- 9-12 Science Fiction
- 8-12 Geometry (year long)
- 8-10 FabLab (offered 1st or 2nd semester)
- 10-12 Research Writing (1st semester)
- 10-12 Composition for the Real World (2nd semester)

11th and 12th Grade

- 10-12 FACS (T/Th; offered 1st or 2nd semester)
- 10-12 Lifetime Activities
(MWF; offered 1st or 2nd semester)

All classes below M-F

- 10-12 Research Writing (1st semester)
- 10-12 Composition for the Real World
(2nd semester)
- 11/12 Spanish Literature (year long)
- 9-12 Debate (offered 1st or 2nd semester)
- 9-12 Speech (offered 1st or 2nd semester)
- 9-12 Drawing and Painting (offered 1st or 2nd semester)
- 9-12 Digital Photography (offered 1st or 2nd semester)
- 9-12 Sculpture and Craft (offered 1st or 2nd semester)
- 9-12 Visual Communication
(offered 1st or 2nd semester)
- 9-12 Wind Ensemble (year long)
- 9-12 Drumming (year long)
- 9-12 Music Theory/Composition (year long)
- 9-12 Science Fiction
- 8-12 Geometry (year long)
- 11/12 Statistics (year long)
- 11/12 AP Calc II (year long)
- 11/12 Anatomy/Physiology & Neuroscience
(year long)
- 11/12 Astronomy/Astrophysics and Modern Physics
(year long)

**MATH AND SCIENCE ACADEMY
CHARTER SCHOOL NO. 4043
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2013
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2012)**

	Major Funds		Total Governmental Funds	
	General	Building Company	2013	2012
ASSETS				
Cash and Investments	\$ 1,123,049	\$ 12,638	\$ 1,135,687	\$ 179,530
Cash and Investments Held by Trustee	-	4,032,234	4,032,234	455,148
Receivables:				
Due from Minnesota Department of Education	491,786	-	491,786	1,076,723
Due from Federal through Minnesota Department of Education	3,678	-	3,678	1,243
Other Receivables	2,996	-	2,996	7,119
Due from Other Funds	-	52,416	52,416	61,511
Prepaid Items	128,014	57,000	185,014	37,747
Total Assets	\$ 1,749,523	\$ 4,154,288	\$ 5,903,811	\$ 1,819,021
LIABILITIES AND FUND BALANCE				
Liabilities:				
Salaries Payable	\$ 219,652	\$ -	\$ 219,652	\$ 139,783
Payroll Deductions and Employer Contributions Payable	74,945	-	74,945	55,586
Accounts and Contracts Payable	73,971	1,021,792	1,095,763	66,803
Due to Other Funds	52,416	-	52,416	61,511
Unearned Revenue	5,800	-	5,800	-
Total Liabilities	426,784	1,021,792	1,448,576	323,683
Fund Balance:				
Nonspendable:				
Prepaid Items	128,014	57,000	185,014	37,747
Restricted:				
Building Company	-	3,075,496	3,075,496	396,625
Assigned				
Educational Materials	27,095	-	27,095	-
Capital Campaign Contribution	11,464	-	11,464	-
Unassigned	1,156,166	-	1,156,166	1,060,966
Total Fund Balance	1,322,739	3,132,496	4,455,235	1,495,338
Total Liabilities and Fund Balance	\$ 1,749,523	\$ 4,154,288	\$ 5,903,811	\$ 1,819,021

See accompanying Notes to Basic Financial Statements.

**MATH AND SCIENCE ACADEMY
CHARTER SCHOOL NO. 4043
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2013
(WITH SUMMARIZED FINANCIAL INFORMATION FOR THE YEAR ENDED JUNE 30, 2012)**

	Major Funds		Total Governmental Funds	
	General	Building Company	2013	2012
REVENUES				
Local Sources:				
Earnings on Investments	\$ 634	\$ 7,537	\$ 8,171	\$ 18,236
Other	199,815	443,927	643,742	488,426
State Sources	3,406,721	-	3,406,721	3,073,709
Federal Sources	29,921	-	29,921	36,880
Total Revenues	<u>3,637,091</u>	<u>451,464</u>	<u>4,088,555</u>	<u>3,617,251</u>
EXPENDITURES				
Current:				
Administration	141,796	-	141,796	139,975
District Support Services	310,835	-	310,835	340,339
Regular Instruction	1,761,573	-	1,761,573	1,476,454
Special Education Instruction	291,543	-	291,543	268,939
Instructional Support Services	34,362	-	34,362	23,000
Pupil Support Services	20,702	-	20,702	25,165
Sites and Buildings	798,765	-	798,765	680,638
Fiscal and Other Fixed Cost Programs	18,219	324,350	342,569	61,140
Capital Outlay	35,270	3,241,097	3,276,367	70,323
Debt Service:				
Principal	-	-	-	80,000
Interest and Fiscal Charges	-	400,288	400,288	295,988
Total Expenditures	<u>3,413,065</u>	<u>3,965,735</u>	<u>7,378,800</u>	<u>3,461,961</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	224,026	(3,514,271)	(3,290,245)	155,290
OTHER FINANCING SOURCES (USES)				
Sale of Equipment Proceeds	-	-	-	300
Proceeds from Sale of Bonds	-	9,950,000	9,950,000	-
Bond Premium	-	270,142	270,142	-
Refunding Bond Payments	-	(3,970,000)	(3,970,000)	-
Total Other Financing Sources	<u>-</u>	<u>6,250,142</u>	<u>6,250,142</u>	<u>300</u>
Net Change in Fund Balances	224,026	2,735,871	2,959,897	155,590
Fund Balances - Beginning	<u>1,098,713</u>	<u>396,625</u>	<u>1,495,338</u>	<u>1,339,748</u>
Fund Balances - Ending	<u>\$ 1,322,739</u>	<u>\$ 3,132,496</u>	<u>\$ 4,455,235</u>	<u>\$ 1,495,338</u>

See accompanying Notes to Basic Financial Statements.

Director's goals:

1. Provide leadership for developing and improving climate and culture at the school.

- a. Improve "team" feeling. At least 85% of staff should agree that the team feeling has been improved compared to last year.
- b. Fairly recognize and celebrate achievements of staff and students
- c. Address current and potential issues in a timely manner
- d. Be easily accessible and approachable to all stakeholders

2. Make high school a viable option at MSA:

- a. Reduce attrition rate of students entering 9th grade to less than 20% and for other grades to less than 10%.
- b. In collaboration with the academic committee, establish and offer rigorous curriculum to retain more high school students
- c. Look at other curriculum options to retain students. Also look at PSEO and how it affects high school growth.

3. Staff Evaluation

- a. Make sure staff is aware of the performance evaluation process set up by the board of directors. Make sure all staff knows what to expect.
- b. Evaluate staff performance and provide ongoing coaching for improvement (if needed)
- c. Promote high expectations for teaching and learning

4. Oversee successful completion of Authorizer goals

- a. Our authorizer, Student Achievement of Minnesota has outlined certain goals for the school. Make sure those goals are achieved successfully.

5. Be Fiscally Responsible:

- a. Execute within the budget setup by the board of directors.

6. Promote MSA Brand:

- a. Establish and maintain working relationship with the local newspaper to get news/articles published about the school at least once a month. Also, communicate effectively and regularly (at least once a month) with all the stakeholders.

August 19, 2013

Dear MSA Stakeholder,

As you may recall, in March 2012, then MSA Director, Mr. Paul Simone, informed us that he would not be returning to MSA in the school year 2012-13. During April-June 2012, MSA's Personnel Committee worked extremely hard to identify and interview potential candidates and Mr. Bob Kreischer was hired as the Director of MSA in June 2012.

At the time, there were 3 main issues that the school faced:

1. We needed to implement a performance review process for all the staff
 - We needed to make sure everyone completely understood the performance evaluation process and knew what to expect
2. We needed to reduce the attrition of students entering into 9th grade and needed to make high school viable at MSA
 - By losing a lot of high school students, in long term, we may not be able to sustain a high school at MSA
3. Most important, we needed to improve the morale of the staff and improve the team-feeling
 - The school "climate" and culture needed a lot of improvement

After Mr. Kreischer was hired, he was given the task to address these issues. In addition, he also had the following goals:

4. Oversee successful completion of authorizer goals
 - All charter schools have the oversight of an authorizer and the school must meet the goals set by the authorizer in order to stay in business
5. Be fiscally responsible
 - Make sure the school is run within the budget setup by the board of directors
6. Promote MSA brand
 - Get more coverage for MSA in local press

In August 2012, Mr. Bruce Monroe, who was the Academic Director at MSA, resigned from the school. Instead of hiring someone else to replace him, Mr. Kreischer took over the additional responsibility of Academic Director.

It was a tall order for someone who was new to MSA to tackle all these issues. I am very pleased to tell you that Mr. Kreischer has done an excellent job and has either met or exceeded the goals set for him.

We have successfully implemented the performance review process at the school. Mr. Kreischer has observed every teacher multiple times during the year and has given constructive feedback to all the teachers and they have appreciated it. Incidentally, the state has mandated that every charter school needs to have a performance review process starting in FY 2015. We are ahead of schedule.

In order to reduce the attrition at MSA, more AP and CIS courses are being offered now. In addition to more rigorous courses, a lot more elective courses are also being offered. As a result, the number of students going into 9th grade who are not returning to MSA has reduced. Also, the number of 11th and 12th grade students who will be full time PSEO has gone down. This will keep more high school students at the MSA campus.

There has been a significant improvement in the staff morale. The school "climate" has also seen a lot of improvement. This was measured by conducting staff surveys in December 2012 and May 2013. Almost 90% of the staff either agreed or strongly agreed to the questions to measure the improvement. This is a huge achievement for MSA.

The authorizer goals are set for a 3-year period (due by end of school year 2013-14) and are on track to be met. The school continues to operate well within the budget while maintaining a very healthy fund balance. And the school had plenty of press coverage in Woodbury (Woodbury Bulletin, Patch) and Saint Paul (Pioneer Press) papers.

Mr. Kreischer has implemented improved safety procedures for emergency preparedness by conducting multiple emergency drills. A large percentage of students surveyed responded that he was always visible in the school and was always available to talk/help them. Mr. Kreischer has also followed up with the comments/concerns from the parent survey.

Mr. Kreischer joined MSA at a very difficult time. He brought with him a wealth of experience and knowledge. And he has done an excellent job addressing the issues the school was facing. Based on this, the Board of Directors has renewed his contract for the next academic year 2013-14.

Sandeep Chandak
Board Chair
MSA Board of Directors