



2019-2020 Annual Report



Vision

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

Mission

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

Math and Science Academy

A Minnesota Public Charter School

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

2019-2020 ANNUAL REPORT

**Submitted to:
Student Achievement Minnesota (SAM)
MSA's Authorizer
Liz Wynne**

**Submission date:
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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 based on curriculum, standards driven, and collaboratively run. The curriculum places emphasis in the areas of math and science with a balance of humanities. The MSA standard requires that students achieve beyond current state mandates and testing criteria. MSA students are required to complete a math program through calculus and a science program that includes biology, chemistry, physics, as well as one additional science course. Additionally, all students at MSA must take Social Studies and English every year, as well as Spanish through the 11th grade. MSA requires at least one year of high school fine arts, a half year of physical education, and health in the 9th grade. MSA also boasts a music program which includes choir, a string orchestra, and jazz band. In addition, MSA students can enhance their learning experience by participating in a variety of after school activities (see Appendix A).

It is the MSA's policy to provide an equal educational opportunity for all students. The Math and Science Academy does not 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. Thus far, after seventeen graduating classes, only ten seniors have failed to graduate on time. Moreover, while the state of Minnesota has led the nation in ACT scores in past five years with an average composite of 22.2, the average composite MSA ACT score over the past five years has been 27.9.

In the spring of 2015, the MSA Board of Directors began a review of the mission, vision, and core values of the school. The goal of this activity was to end up with a renewed mission, vision, core values while updating its strategic planning. The Strategic Plan was updated in 2016-2017 and revisited every year since. 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

We provide accelerated curricula 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 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 BOD elections are normally held each year on the first Tuesday in April (The actual date is set by the BOD on the recommendation of the BOD Election Committee.). Board of Directors are elected for 3 year terms, with three terms expiring each year.

MSA Board Meetings are typically held on the third Monday of each month. The BOD routinely conducts workshops before the regular meetings to address the larger issues, thereby giving the community a chance to participate with respect to all issues brought before the board.

The 2019-2020 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
Lisa Anderson	Chair	Teacher Member	Jun 2017	Jun 2020	Yes - 9
Jeff Eng	Vice-Chair	Parent Member	Jun 2018	Jun 2021	Yes – 5,6,7
Noah Langseth	Treasurer	Teacher Member	Jun 2018	Jun 2021	Yes – 8
Judy Seeberger	Secretary	Teacher Member	Jun 2018	Jun 2021	Yes – 10,11
Michelle Kurkoski		Teacher Member	Jun 2019	Jun 2022	Yes – 15,17, 18
Ramesh Aki		Parent Member	Jan 2019	June 2020	Yes – 11
Cody Schniepp		Community Member	Jun 2019	Jun 2022	Yes – 12
Dan Ellingson		Parent Member	Jun 2019	Jun 2022	Yes – 13,14,18
Alexandria Ledo		Community Member	Jun 2018	Resigned Jun 21, 2019 Jun 2020	Yes – 9
Adam Bartz		Community Member	Sep 2019	Jun 2020	Yes - 16
Emily Wong		Student Representative	Jun 2019	Jun 2020	N/A
John Gawarecki	Director Ex-Officio	School District	N/A	N/A	Yes – 2,3,4,8
Judith Darling	CFO Ex-Officio	School District	N/A	Retired Mar 2020	Yes – 1
Steve Wruck	CFO Ex-Officio	School District	N/A	Mar 2020	N/A

1 Completed Charter School Finance Training August 17, 2014.

2 Completed Charter School Board Training: Board Governance, Employment Law. Finance Matters - August 4, 2015.

3 Completed Charter School Board Training Employment in Charter Schools - December 2, 2015.

4 Completed Charter School Board Training Governance, and Employment Law - April 14, 2016.

5 Completed Charter School Board Training: Governance – November 29, 2016.

6 Completed Charter School Board Training: School Finance – February 27, 2017.

- 7 Completed Charter School Board Training: Governance and Employment in Charter Schools – March 11, 2017.
- 8 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – August 8, 2017.
- 9 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – October 14, 2017.
- 10 Completed Charter School Board Training: Governance – September, 12, 2018.
- 11 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 16, 2019.
- 12 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – August 6, 2019.
- 13 Completed Charter School Board Training: Employment – October 22, 2019.
- 14 Completed Charter School Board Training: School Finance – October 31, 2019.
- 15 Completed Charter Training: Employment in Charter Schools – November 20, 2019.
- 16 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 15, 2020.
- 17 Completed Charter School Board Training: School Finance – January 22, 2020.
- 18 Completed Charter School Board Training: Governance – February 11, 2020.

MSA School Management & Administrative Team

John Gawarecki	Director	
Tom Johnston	Assistant Director, Middle School	
Shannon Froberg	Assistant Director, Activities	
Judith Darling	Financial Manager	Beltz, Kes, Darling & Associates
Joell Pundsack	MARSS/Student Data Coordinator	
Ken LaCasse	Business Manager	
Carrie Hamm	Office Manager	
Amanda Stout	Office Manager	
Emily Graveen	High School Academic Counselor	
Kirstin Knutson	Middle School Counselor	
Justin Gehring	Technology Coordinator	

School Director Biography

John Gawarecki was hired as Director of MSA to begin in July 2015. He also serves as an ex-officio member of the MSA Board of Directors. He has a BS, in Natural Sciences and MA in Educational Leadership and is a licensed Minnesota teacher in Physical Sciences and Coaching (File Folder #361839). He is completing an additional MA in Educational Administration and pursuing his Superintendent’s license. John has over twenty years of experience in the education field with fifteen years of experience in public charter schools. (See Director Development Plan, Appendix B.)

Teaching Staff Information

At the beginning of the 2019-2020 school year, 100% of the MSA teaching staff were recognized as highly qualified and fully licensed. To prepare for the 2019-20 school year with one teacher retiring, and five teachers not returning, and one administrative staff member not returning, the school hired eight new staff members. Of the eight new staff members, seven were teachers. Teachers were hired in the following areas: math, Spanish, music, and physical education and health. The nonteaching staff member hired was for an open office manager position.

During the course of the fall, a physical education/health teacher resigned and was replaced by a licensed Educational Assistance. In addition to this teaching change, a math teacher resigned in December and was replaced by an in-house licensed math teacher which created an opening in the Special Education Department. The special education position was filled January. A list of the courses and electives that are offered to students can be found in Appendix C.

MSA Teachers

Full Name	MN License No.	Licensure Area	Teaching Assignments
Jean Rose Albers	474829	5-8 Science 9-12 Life Sciences	Anatomy 9-12 th grade Biology
Lisa Marie Anderson	369704	7-12 Social Studies	7-9 th grade Social Studies
Markell Carroll Anderson	486511	K-12 Spanish	6-12 th grade Spanish
Jacob Thomas Bukkila	500998	5-8 Science 9-12 Physics	8 th grade Physical Science 11-12 th grade Physics
Margaret Catherine Vincent Burggraaff	376388	7-12 Grade English/Language Arts K-12 Reading	9-12 th grade English
Anne Marie Cardenas	430525	5-8 Science 9-12 Chemistry	9-12 th grade Chemistry
Virginia Elsen	319966	7-12 Spanish	7-9 th grade Spanish
Michael Frederick Fillbrandt	455271	K-12 Dance and Theatre 5-12 Communication Arts/Literature	6 th grade English
Mark Harold Greseth	488183	5-8 Science	6-8 th grade Science
Karen Jean Hail	255394	K-12 Music	6-12 Choir
Norma P Haynes-Guerra	306086	K-12 Spanish K-12 Physically Handicapped	7-9 th grade Spanish
Caitlin Ann Kender Harper	480782	5-12 Mathematics	6-9 th grade Mathematics
Aron Charles Hellner	509550	5-8 Science 5-8 Social Studies	6-9 th grade Physical Education 7 th and 9 th grade Health
Jennifer J. Heydt-Nelson	413292	K-12 Visual Arts	8-12 th grade Art
Jessica Elisabeth Heydt-Nelson	453570	5-12 Social Studies-All	8-12 th grade Social Studies
Cheryl Ann Howe	415900	K-6 Elementary Education 5-8 Science	6-8 th grade Science
Angela Hope Haverland	489352	K-12 Academic and Behavioral Strategist	6-8 th grade Special Education
Hannah Jo Kostichka	488152	K-12 Academic and Behavioral Strategist	6-8 th grade Special Education
Michelle Marie Kurkoski	416675	5-12 Social Studies-All	9-10 th grade Social Studies
Noah Kendall Langseth	460701	5-12 Mathematics	6-9 Mathematics

Full Name	MN License No.	Licensure Area	Teaching Assignments
Kassie Lynn Larson	451897	K-12 Spanish	6-8 th grade Spanish
Isaac Leonhardi	505802	5-12 Mathematics	7-12 th grade Math
Shannon Menard	190201	Learning Disabilities	8-12 th grade Special Education
Lucy Kate Nordstrom	507352	5-12 Social Studies – All	7-10 th grade Social Studies
Kerry Ann O’Keefe	482091	K-12 Visual Art	6-8 th grade Art
Sandra Lou Overson	318581	7-12 Mathematics	10-12 th grade Math
Michelle Nicole Richards	403184	7-12 English/Language Arts	7 th grade English
Tara Elizabeth Richert	475492	K-12 Physical Education 5-12 Health Education	6-7 th grade Physical Education 6-7 th grade Health
Catherine Rae Roath	448473	5-12 Social Studies-All	6-12 th grade Social Studies
Heather Marie Rosemann	449491	5-12 Communication Arts/Literature	10-12 th grade English
Judith Ann Mlinar Seeberger	484500	5-12 Communication Arts/Literature	6-9 th grade English
Wendell Sletten	461546	K-12 Instrument (Band/Orch) and Classroom Music	6-12 th grade Band
Mariah Leigh Smith	506810	K-12 Learning Disabilities K-12 Academic and Behavioral Strategist 5-8 Mathematics K-6 Reading K-12 Developmental Disabilities	6-9 th grade Special Education
Andrew John Tretter	378215	K-12 Physical Education 5-12 Health (Out of Field Permission)	6-9 th grade Physical Education 7 th and 9 th grade Health
Cheryle Teresa Ward	446450	5-12 Communication Arts/Literature K-12 English as a Second Language K-12 Reading	7-8 th grade English
Sheryl Jean White	483388	5-12 Mathematics	7-11 th grade Math

Non-Licensed Support Staff

Name	Area of Assignment
Charles Akyigyina	Special Education Assistant
Kaya Allen	Special Education Assistant
Erin Bault	Special Education Assistant
Denice Fair	Study Hall Monitor
Debra Fleischhacker	Special Education Assistant
Milli Gupta	Special Education Assistant
Tom Harper	Special Education Assistant
April McClerman	Special Education Assistant

Kris Nelson	Special Education Assistant
Michael Palony	Special Education Assistant
Deborah Webster	Special Education Assistant
Marissa Ward	Special Education Assistant

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 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 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. 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 January 1st the open enrollment period applicable to the following school year’s admissions.
 - b. Posts on the Math and Science Academy website around January 1st:
 - (i) Math and Science Academy’s enrollment application applicable to the following school year, and
 - (ii) the Admissions and Lottery Policy.
- (2) Establishes and publishes at the February board meeting, the available enrollment by grade applicable to the following school year.
 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 an application.

- (3) Prior to the beginning of the open enrollment period, the school asks families to complete an "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 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, who submit an application 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 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 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 an 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) 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 applications are already admitted or establish a sibling waiting list, and after all children of teachers employed at the school who submitted an 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 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) Applicants are automatically admitted as long as there is available enrollment 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 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

Order of Admission: Siblings of Already Admitted Students, then Children of Teachers Employed at the School, then 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: 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 students race/ethnicity for reporting purposes, as required by Minn. Statute 120 B 35.

Foreign Exchange Student Admission Procedures

Admissions Statement: Admission to Math & 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.

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:

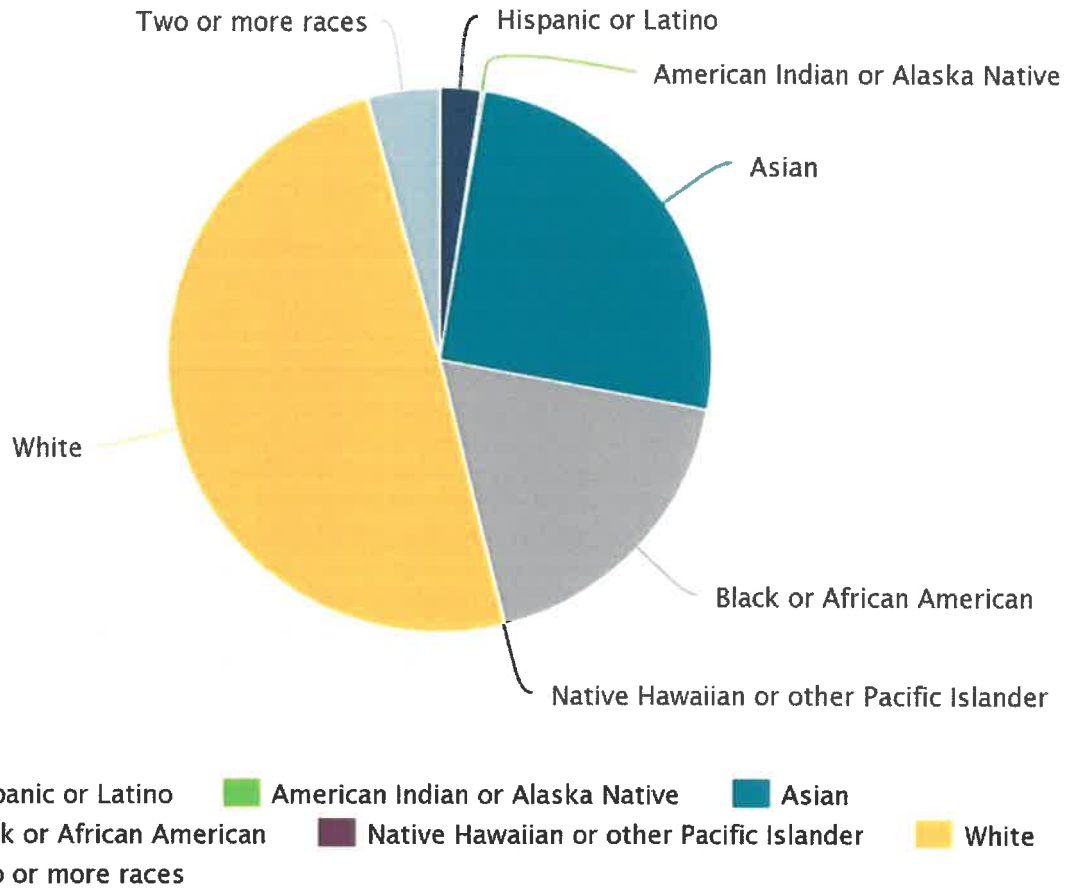
- (1) Prior to the 15th consecutive absence, the school will notify the parent/guardian of the student to determine if the student intends on returning to MSA.

(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

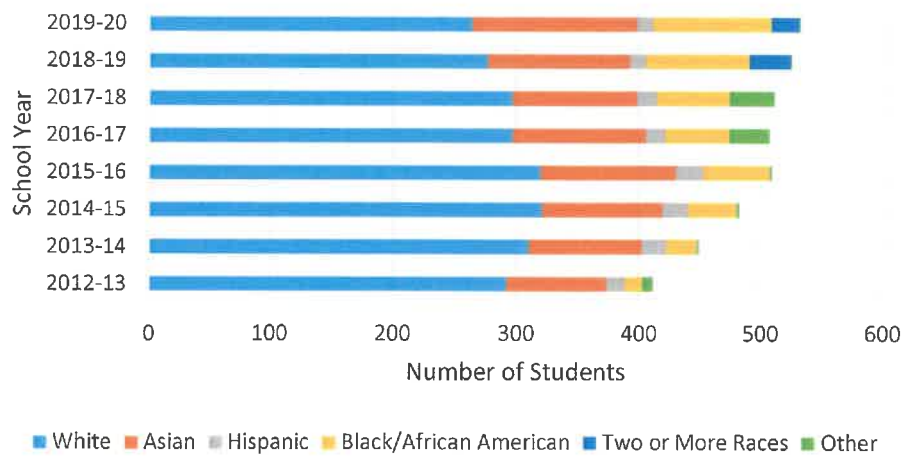
Student Population:	533	
American Indian:	1	0.2%
Asian:	135	25.3%
Hispanic:	13	2.4%
Black/African American:	97	18.2%
White:	264	49.5%
Two or More Races	23	4.3%

Enrollment by Special Population

Special Education:	43	8.1%
Free/Reduced Lunch:	26	4.9%
English Learner	3	0.6%

MSA has seen a large rise in its diversity over the past several years. While the number of white students has averaged 298 for the past eight years, the number of its Asian population has increased by 53 students since the 2012-13 school year and its Black/African American population has increased by 83 students over the same time period. In the past eight school years, MSA has gone from a white student population of 71% to its current level of 49.5%.

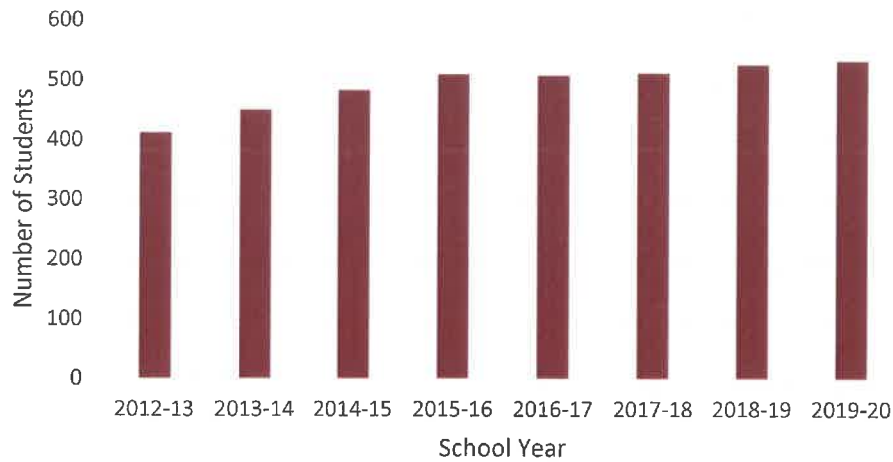
Student Population Composition



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 533 students for the 2019-20 school year.

Student Population



Student Enrollment-Related Information

MSA continued to see strong interest from families wanting to send their children to the school. The total enrollment of 533 was influenced by the increase of the high school grades.

Student Enrollment by Grade Level

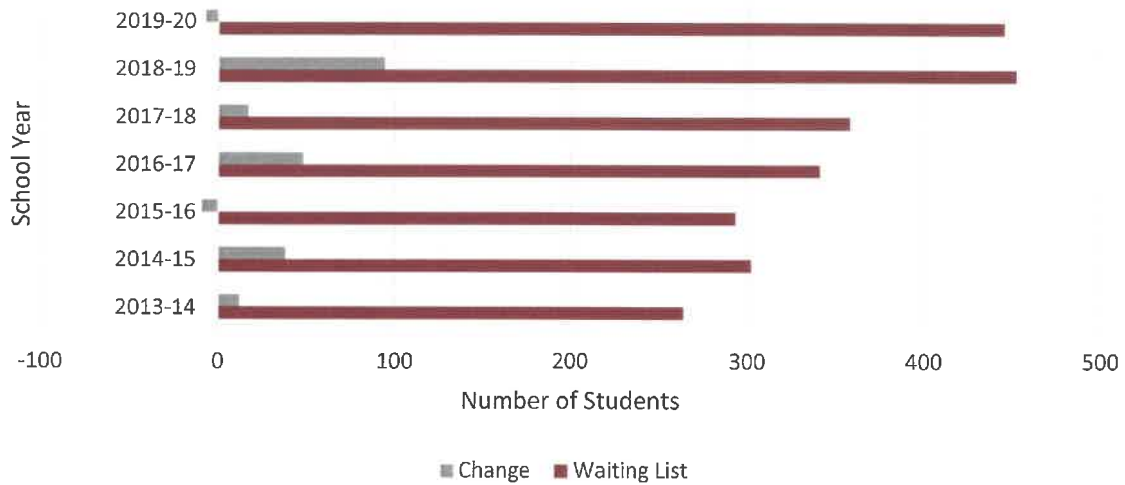
As of October 1, 2019

Grade	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Totals	88	88	88	80	68	61	60	533

Waiting List of Students by Grade

The waiting list in the previous year was 452, and after increasing the MSA student population for the current year by seven students, the waiting list dropped by seven students. The majority of the waiting list students were from the sixth grade, where a total of 227 students were waiting admission. The following chart shows MSA’s waiting list and amount of change.

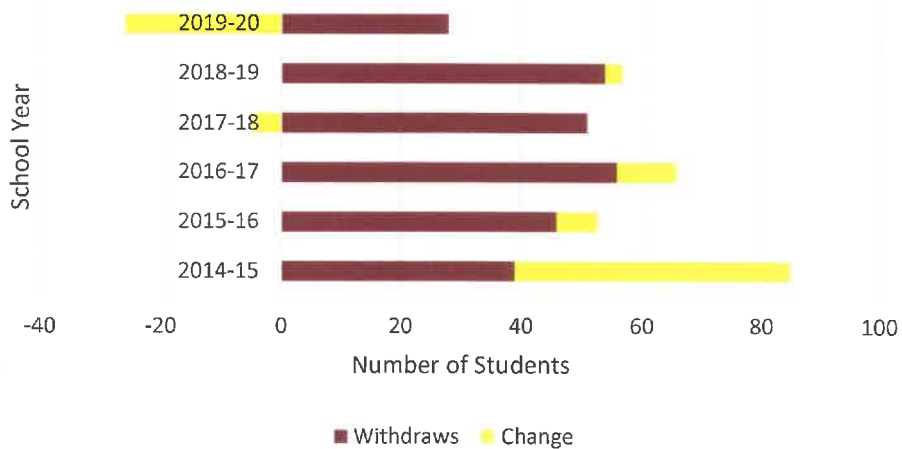
Student Waiting List and Yearly Increase in Enrollment



Withdrawn Students

At the beginning of the school year, MSA added a freshman seminar class to assist new students to the high school with the hope of reducing the amount of students who withdraw at the end of the year. It appears that this 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 in half. This led to a large reduction in the number of student withdraws.

Student Withdrawals



See Appendix D for comparison enrollment statistics between school years. Data on the Students Withdrawn chart represents student withdraws as of June 30th of each year.

Academic Performance

During the 2019-2020 school year, the MSA did not test any of its students according to its originally scheduled MCA test dates to the COVID-19 so MCA and ACT result data along with growth measures are unavailable for this school year. MDE continued to track a school's graduation rate of which MSA continued to have an exceptional rate. MSA graduated 100% of its general education student population. There were three special education students who did not graduate in 4 years, but are on track to graduate within a 7-year period.

MSA did receive results from the PSAT and Advanced Placement exams that its students took. That information follows.

PSAT Results

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 five students qualify for National Merit Scholarships with one student winning a national scholarship. MSA's results for the PSAT follow.

Juniors in the area of **ERW** (Evidenced based Reading and Writing):

- The average score was 602 on a scale of 160 to 760.
- 92% of MSA students met the ERW Benchmark.

Juniors in the area of **Math**:

- The average score was 586 on a scale of 160 to 760.
- 81% of MSA students met the Math Benchmark.

Selection Index for Juniors:

- The average score was 1188 on a scale of 320 to 1520.
- With 81% of MSA students meeting both Benchmarks.

10th Grade students in the area of **ERW** (Evidenced based Reading and Writing):

- The average score was 565 on a scale of 160 to 760.
- With 91% of MSA students meeting the ERW Benchmark.

10th Grade students in the area of **Math**:

- The average score was 534 on a scale of 160 to 760.
- With 70% of MSA students meeting the Math Benchmark.

Selection Index for 10th Graders:

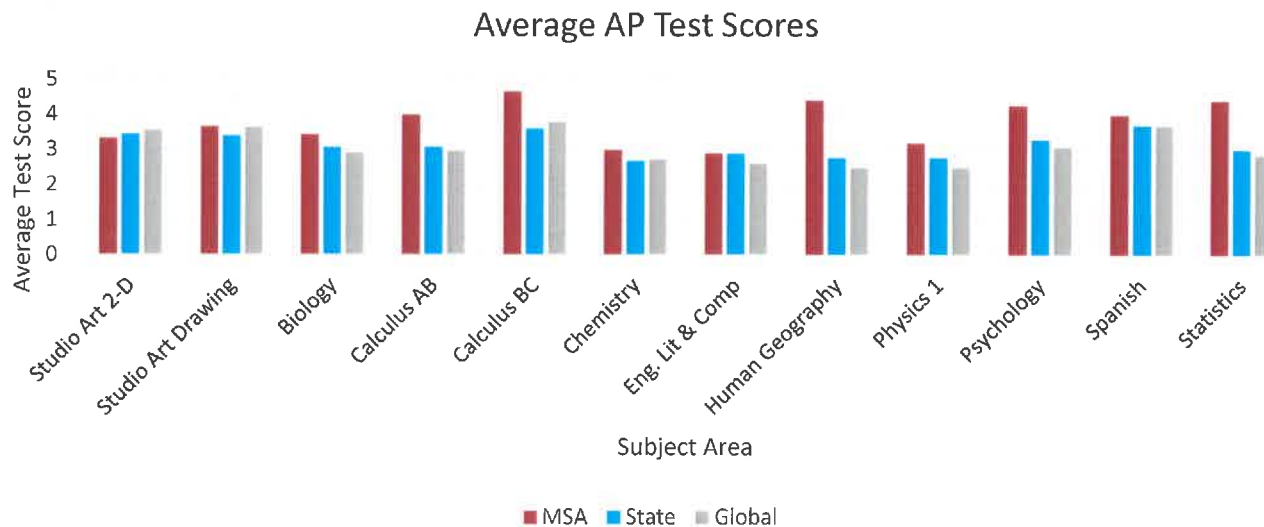
- The average score was 1099 on a scale of 320 to 1520.
- With 70% of MSA students meeting both Benchmarks.

Advanced Placement (AP) Test Results

Each year MSA students in grades 9 through 12 are given the opportunity to take an AP exam in the subject area they are enrolled in if it is an AP approved course. For AP courses, most colleges will give credit to students when they achieve a score of 3 or higher. MSA students were successful at obtaining

this level on 84.3% of their tests! Because some colleges will require a score of a 4 for credit, MSA strives to have students achieve at least a 4 on their tests. To that end, MSA can claim that 58.4% of MSA students taking AP exams obtained that level. In comparison to MSA rates, the state average for a score of 3 or higher was 66.4% and nationally 58.5% of students scored a 3 or higher. The rates for at least a four on the AP exams for the state was 38.1% while nationally it was 33.4%. The state and national averages are from the previous year due to the fact that the 2020 information will not be released until late October. Historically these averages do not move more than 0.1%.

MSA students averaged an AP score that outperformed the average state and global average in 10 of the 11 subject areas with Human Geography and Calculus AB showing the greatest difference. MSA students taking Psychology, Statistics, and Calculus BC did exceedingly well when compared to the state and global average.



While MSA students experienced great success taking the AP exams, MSA also had the largest number of AP exams taken this year by its students. Overall, MSA had 185 tests taken this year, as compared to 151 tests taken last year.

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 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 Minnesota State High School League (MSHSL) team, as well as club level activities such as boys volleyball, 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 Robotics teams FRC, FTC, and FLL also did exceptionally well as many of the teams qualified for state championship tournaments and the FTC team qualified for the World Championship in their first year of competition.

Along with all the events sponsored by MSA, MSA also partners with the YMCA to offer a before school program for grades 6-8. For grades 9-12, MSA offers a before school study hall. Both of these programs operate from 7:00am 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 aide in transitioning into MSA. The National Honor Society offers a tutoring service for students who are identified by their teachers as needing assistance in individual subject areas. MSA also began to offer an extended day program from 4:00pm to 5:00 pm for students who need additional assistance in subject areas and it is taught by licensed school teachers. This program was implemented during the second semester with 64 students taking advantage of the program by year's end.

Operational Performance

MSA has a demonstrated record of providing academic excellence 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 E.

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.

Student Growth & Student Group Performance

With the new MDE model for tracking growth, MSA growth results show a growth rate that is balanced between the High and Medium rate for all students. Combined, these growth results are at a rate that is over three times higher than the low growth rate for students.

MSA Parent Team 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 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 F).

For this year's survey, many questions were simplified and became more direct with a comment question following it. The participation of the survey included over 170 participants.

From the survey, it is apparent that there is a strong sense that MSA offers curriculum that is above average, as all subject areas rated above average, with the science curriculum leading the ratings with 82% of parents identifying the program as above average or exceptional, while the English and math curriculum was slightly behind with 74% and 67% of parents identifying these programs as above average or exceptional.

In the area of school functioning, parents continued to rate the academic rigor of the courses as the highest area followed by student safety. The area that received the lowest rating of the areas identified was teacher communication with parents. When asked how often they contacted school personnel, over 79% of the responding parents stated they contacted school personnel at least on a weekly basis. Of the parents returning a survey, almost 88% said they were satisfied with the school.

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, MSA considers professional development and advancing educational best practices critical. To ensure that each MSA teacher has the opportunity for individual professional growth, faculty are encouraged to seek professional development and leadership opportunities (internal and external to MSA) in their academic fields and are monetarily rewarded for their accomplishments.

MSA teachers are required to align their curriculum with both state standards, and 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. MSA conducted a school-wide review of its curriculum over the past year to ensure the proper scope and sequencing is in place for its students.

At MSA, teachers drive staff development decisions in cooperation with the director and the MSA board. This year's staff development focused on special needs students and implementation of accommodations and modification for these students into the classroom. An increase in our course variety and adding new electives and additional AP classes was implemented (see Appendix C).

Future Plans and Program Challenges

Please note that Appendix G contains the Director Goals and Authorizer Goals.

Our biggest challenges are:

1. Financial – maintaining a sustainable school for years to follow. Future years will bring higher salaries and benefits than what the state and federal funds supply. How do we meet this need?
2. Providing diverse course offerings with limited classroom space available. MSA utilizes over 85% of its classroom space throughout the day. Finding space for meetings during the school day can be a challenge.
3. Maintaining our academic excellence and success while meeting the needs of a growing population of higher needs students with lower academic capabilities.
4. Retaining our students from middle school to high school. MSA tends to lose a majority of students during this transition due to a lack of activities and its size.
5. Providing alternatives for our students before the beginning of the school day while maintaining the safety and security of everyone at MSA.
6. Finding parking space for our students who live outside of the busing area and for our PSEO students who need to return to campus for classes.
7. Providing study space on campus for the numerous PSEO students that we have.

Finances

FY20 Audit: This year's audit is scheduled to be conducted during October 2020, and will be presented at the November 2020 Board of Directors meeting.

Fund Balance: The School had a positive position financially going into the 2019-2020 school year. Based on the approved budget, the fund balance in the General Fund was projected to grow slightly.

See Appendix H for a copy of the long range budget.

Strategic Plan

MSA's BOD spent numerous hours looking at the Vision, Mission, Core Values, and Strategic Plan. While the Mission statement did not change, there was a move in the Vision of the school to focus on the math and science academic focus of the school. During discussions, it was also determined that the Core Values needed to be updated to more accurately reflect the values of the school. Finally, the BOD decided to make the Strategic Plan more reflective of its new Vision and Core Values. A copy of the current Strategic Plan can be found in Appendix I.

Authorizer Information

Since opening in the fall of 1999, MSA has had an authorizer. MSA had no significant issues during its contract review and received a 5-year contract. Our authorizer is Student Achievement of Minnesota (SAM). SAM's director is Liz Wynne, 763-557-6676, liz.wynne2@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	JOHN GAWARECKI
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

LETTERING OPPORTUNITIES

Students may earn the following letters: Boys Cross Country, Girls Cross Country, Girls Volleyball, Boy Soccer, Girls Soccer, Football, Trap Team, Boys Basketball, Girls Basketball, Girls Nordic Ski, Boys Nordic Ski, Boys Track, Girls Track, Girls Badminton, Boys Volleyball, Robotics, Drama, Debate, Speech, National Honor Society, Student Council, Newspaper, Yearbook, Earth Club, Performing Arts, and Earth Club.

MSHSL SPORTS

FALL

Boys Cross County
Girls Cross Country
Girls Volleyball
Trap Team
Football
Boys Soccer
Girls Soccer

WINTER

Boys Basketball
Girls Nordic Ski
Girls Basketball
Boys Nordic Ski

SPRING

Girls Track
Boys Track
Girls Badminton
Trap Team

MIDDLE SCHOOL CLUBS

Math League, Academic Triathlon, Lego League, GSA, Choir, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice Club, Africa Club, Cinematography Club, Spanish Club, Chess Club, Art Club, Battle of Books, Earth Club, and Knitting Club.

HIGH SCHOOL CLUBS

GSA, Physics Club, Biology Club, FTC, Business Club, Order of Phoenix, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice, Africa Club, Cinematography Club, Spanish Club, Chess Club, Art Club, SWEnext Club, Earth Club and Knitting Club.

Director Development Plan

1. Meet all elements of the Director's job description.
2. Make one year of progress towards obtaining the Administrative License, with the long term goal of completing the license in two years.
3. Provide leadership specific to meeting the authorizer's stated goals for the school year.
4. Receive an average of "adequate" on the final Board of Director's annual evaluation.

MSA 2019-20 Courses, Electives, and Enrichment Courses

ENGLISH

English 6 (6th grade)
 English 7 (7th grade)
 English 8 (8th grade)
 Literature & Composition (9th grade)
 British World Literature (10th grade)
 American Literature (11/12th grade)
 Research Writing (10-12th grade)
 Composition (10-12th grade)
 Study Skills (6th grade)
 Study Skills (7-9th grade)
 Speech (7-8th grade) EC
 Young Adult Literature (7-8th grade) EC AP
 Literature & Comp (11/12th grade) EL

MATH

Pre-algebra (6th grade)
 Algebra I (7th grade)
 Algebra II (8th grade)
 Algebra III (9th grade) Pre-
 calculus (10th grade)
 Calculus (11/12th grade)
 AP Calculus AB (10-12th grade) EL AP
 Calculus BC (11/12th grade) EL AP
 Statistics (10-12th grade) EL
 Math Skills (6th grade) teacher recommended
 Geometry (9-12th grade) EL

ART

Art & Creativity (6th grade) EC
 Art 8 (8th grade)
 Art & Technology (7-8th grade) EC
 Drawing (9-12th grade) EL Painting
 (9-12th grade) EL
 Digital Visual Communications I (9-12th) EL
 Digital Visual Communications II (9-12th) EL
 Sculpture & Craft (9-12th grade) EL Ceramics (9-
 12th grade) EL
 AP Studio Art (10-12th grade) EL

PERFORMING ARTS

Concert Band (6th grade) EC Wind
 Band (7-8th grade) EL Wind
 Ensemble (9-12th grade) EL
 Choir for credit (9-12th grade) zero hour EL
 Symphony for credit (9-12th grade) zero hour EL
 Wind Ensemble online for credit (9-12th) EL

EL: Elective class for high school students. High school students choose electives.

HEALTH/PE

PE 6 (6th grade)
 PE 7 (7th grade)
 PE 8 (8th grade)
 PE 9 (9th grade)
 Health 7 (7th grade)
 Health 9 (9th grade)

SOCIAL STUDIES

MN History (6th grade) US
 Studies (7th grade) Global
 Studies (8th grade)
 Ancient World History and Geography (9th grade) Modern
 World History and Human Geography (10th) American
 History (11/12th grade)
 Political Science (12th grade) Introduction
 to Economics (12th grade) Freshmen
 Seminar (new 9th grade) EL MSA
 Yearbook (8-12th grade) EC/EL AP
 Psychology (11th/12th grade) EL
 AP Human Geography (11th/12th grade) EL

SCIENCE

Life Science (6th grade) Earth
 Science (7th grade) Physical
 Science (8th grade) Biology
 (9th grade) Chemistry (10th
 grade) Physics (11th/12th
 grade) Engineering (8th grade)
 EC
 Anatomy & Physiology (10-12th grade) EL
 Bio-engineering (9-12th grade) EL Engineering
 I (9-12th grade) EL Engineering II (9-12th
 grade) EL
 Taste of Science (9-12th grade) EL
 AP Biology (9-12th grade) EL
 AP Chemistry (11-12th grade) EL
 AP Physics (11-12th grade) EL
 STEAM Project (12th grade FT MSA) EL

SPANISH

Spanish 1A (6th grade)
 Spanish 1B (7th grade)
 Spanish I (new 8-12th grade students)
 Spanish II (8th grade)
 Spanish III (9th grade)
 Spanish IV (10th grade)
 Spanish V (11th grade)
 AP Spanish Language (11/12th grade) EL

EC: Enrichment course for middle school students. Middle school students are assigned electives with the exception of Band.

Enrollment Numbers 2013-14 to 2019-20

Student Enrollment (Start of School Year)

Grade Level	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change
6th Grade	79	-1.1%	85	7.6%	88	3.5%	88	0.0%	88	0.0%	88	0.0%
7th Grade	90	-1.1%	84	-6.7%	88	4.8%	88	0.0%	88	0.0%	88	0.0%
8th Grade	87	-1.1%	88	1.1%	88	0.0%	88	0.0%	88	0.0%	88	0.0%
9th Grade	74	30.9%	74	0.0%	73	-1.4%	73	0.0%	76	4.1%	80	5.3%
10th Grade	61	41.7%	67	9.8%	62	-7.5%	66	6.5%	70	6.1%	68	-2.9%
11th Grade	50	-28.9%	56	12.0%	62	10.7%	54	-12.9%	62	14.8%	61	-1.6%
12th Grade	30	-14.3%	50	66.7%	53	6.0%	55	3.8%	54	-1.8%	60	11.1%
TOTAL	471	2.8%	504	7.0%	514	2.0%	512	-0.4%	526	2.7%	533	1.3%

Waiting List (After Lottery)

Grade Level	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change
6th Grade	152	27.7%	124	-18.4%	146	17.7%	174	19.2%	226	29.9%	227	0.4%
7th Grade	74	4.2%	67	-9.5%	87	29.9%	75	-13.8%	92	22.7%	85	-7.6%
8th Grade	25	-21.9%	44	76.0%	44	0.0%	42	-4.5%	58	38.1%	53	-8.6%
9th Grade	44	76.0%	43	-2.3%	41	-4.7%	58	41.5%	40	-31.0%	56	40.0%
10th Grade	3	-72.7%	7	133.3%	11	57.1%	4	-63.6%	23	475.0%	16	-30.4%
11th Grade	2	-66.7%	8	300.0%	9	12.5%	5	-44.4%	11	120.0%	6	-45.5%
12th Grade	2	N/A	0	N/A	3	N/A	0	N/A	2	N/A	2	N/A
TOTAL	302	N/A	293	-3.0%	341	16.4%	358	5.0%	452	26.3%	445	-1.5%

Students Withdrawn (As of June 30th)

Grade Level	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change
6th Grade	2	N/A	1	-1	2	1	0	-2	3	3	4	1
7th Grade	3	N/A	4	1	2	-2	4	2	6	2	3	-3
8th Grade	23	N/A	23	0	7	-16	4	-3	3	-1	1	-1
9th Grade	7	N/A	11	4	4	28	29	1	29	0	15	0
10th Grade	2	N/A	7	5	14	7	5	-9	7	2	2	-1
11th Grade	2	N/A	0	-2	3	3	4	1	4	0	2	-1
12th Grade	0	N/A	0	0	0	0	5	5	2	-3	2	N/A
TOTAL	39	N/A	46	7	56	10	51	-5	54	3	29	0

World's Best Workforce Report

The slides that can be found on the following pages are slides that were used to present MSA's World's Best Workforce plan and report to the school's community on February 11, 2020. The team that composed the working group consisted of parents, teachers, students and administrative staff.



World's Best Workforce

Summary of 2018-2019
and areas of growth for
2019-2020 and beyond

February 11, 2020



Plan for this evening

- Explain “World’s Best Workforce”
- Share context of our current goals and progress
- Look to the future for our World’s Best Workforce planning



Learning Targets

- Do you have an understanding of World's Best Workforce?
- Can you talk about our current areas of focus and some growth we've made?
- Do you know what our new goals are for this school year?
- Do you know how those who are interested can continue to be involved?



World's Best Workforce (WBWF)

- Is described in Minnesota Statute 120B.11 School District Process for Reviewing Curriculum, Instruction and Student Achievement; Striving for the World's Best Workforce
 - <https://www.revisor.mn.gov/statutes/?id=120b.11>
- Is a "comprehensive, long-term strategic plan to support and improve teaching and learning"
- Part of the Annual Report for the State
 - Must publish a summary report and share electronically
 - Must hold an annual public meeting
 - Tonight is that annual meeting



Goal of World's Best Workforce

○ **Must satisfy State legislation to address the following 5 goals:**

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



WBWF at MSA

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.



How are we doing?

- Test Scores
- Review goals
- Update plans that have been implemented.

2018 – 2019 Goals and Results

Goals

- Black/African American students at MSA (all grades) will have a proficiency rate of 81.5% (meets or exceeds) or better on the 2019 MCA math test.
- Black/African American students at MSA (all grades) will have a proficiency rate of 87.8% (meets or exceeds) or better on the 2019 MCA reading test.
- MSA's seniors will have an average composite ACT score of 28 or higher for the 2018-2019 school year.

Results

- Goal not met. Black/African American students at MSA (all grades) had a proficiency rate of 66.0% on the 2019 MCA math test.
- Goal not met. Black/African American students at MSA (all grades) had a proficiency rate of 69.3% on the 2019 MCA reading test
- Goal not met. MSA's seniors had an average composite score of 27.1. The score of 27.1 lead the state of MN for high schools with more than 10 students taking the test.



2018 – 2019 Goals and Results

Goals

- All seniors who begin the year at MSA will graduate in the spring of 2019.

Results

- Goal not met. MSA had 51 out of 54 seniors graduate that began the year at MSA.



Gap Reduction - MCA Math and Reading Data 2017-2019

	All Students, All Grades	Black/African American Students, All Grades	White Students, All Grades	Asian Students, All Grades
Math 2019	78%	66% (-14%)	80%	80%
Math 2018	81%	73% (-10%)	83%	87%
Math 2017	79%	59% (-22%)	81%	84%
Reading 2019	84%	69% (-18%)	87%	88%
Reading 2018	87%	74% (-16%)	90%	90%
Reading 2017	87%	70% (-21%)	91%	88%



2019 – 2020 Goals

- Black/African American students at MSA (all grades) will have a proficiency rate of 80% (meets or exceeds) or better by 2023 as measured by the MCA math test. MSA will make a minimum increase of 4% per year to meet this goal. (66% in 2019)
- Black/African American students at MSA (all grades) will have a proficiency rate of 87% (meets or exceeds) or better by 2023 as measured by the MCA reading test. MSA will make a minimum increase of 4% per year to meet this goal. (69% in 2019)
- On the ACT test, Each of the 4 core subject tests will show that 85% MSA seniors are ready for college-level coursework as measured by the ACT test and reported on the College Readiness Letter received by MSA
- All seniors who begin the year at MSA will graduate in the spring of 2019



Systems, Strategies, and Support

- Culturally Responsive Pedagogy (CRP) Training
- Identify individual students who are struggling by using MCA and Fastbridge data
 - Provide additional support to individual students including, but not limited to,
 - Check and connect
 - Individualized learning
 - Child find meetings
 - Tier 2 interventions
 - Advisory groups
- Use Fastbridge to screen and track growth of individual students
- Teachers/departments will update curriculum maps to ensure standards and benchmarks are being met



Systems, Strategies, and Support (cont.)

- Math department implemented CPM math at the beginning of semester 2
- All subjects are providing reading support and intervention this year
- Create professional development task force
 - Increase cultural responsiveness professional development
 - Implement implicit bias training
- All Juniors, and Seniors are individually counseled on academic progress by academic counselor
- Continue to provide PSAT and practice ACT test



Systems, Strategies, and Support (cont.)

- ACT preparation support
- 9th grade seminar class
- Diverse employee task force
- Collaborated with St. Cloud Junior High on the SSP



Academic Committee

- If you're interested or know someone who is:
 - Please touch base tonight, or
 - Send an email sharing interest

tjohnston@mnmsa.org

landerson@mnmsa.org



Learning Targets

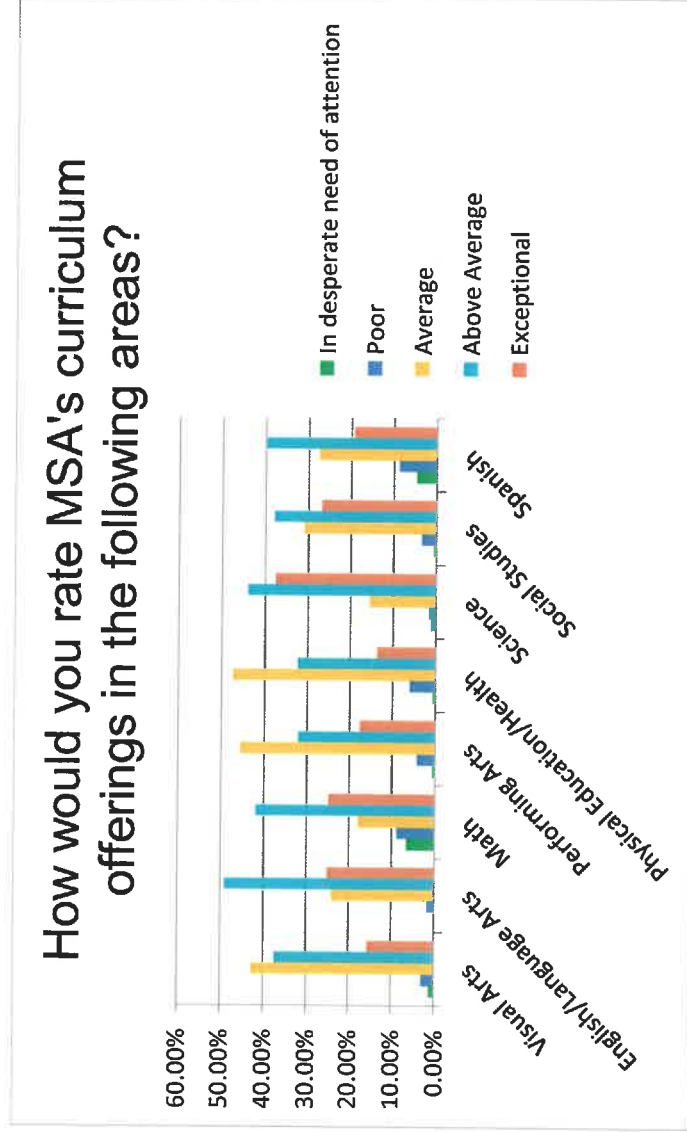
- Do you have an understanding of World's Best Workforce?
- Can you talk about our current areas of focus and some growth we've made?
- Do you know what our new goals are for this school year?
- Do you know how those who are interested can continue to be involved?

Parent Survey

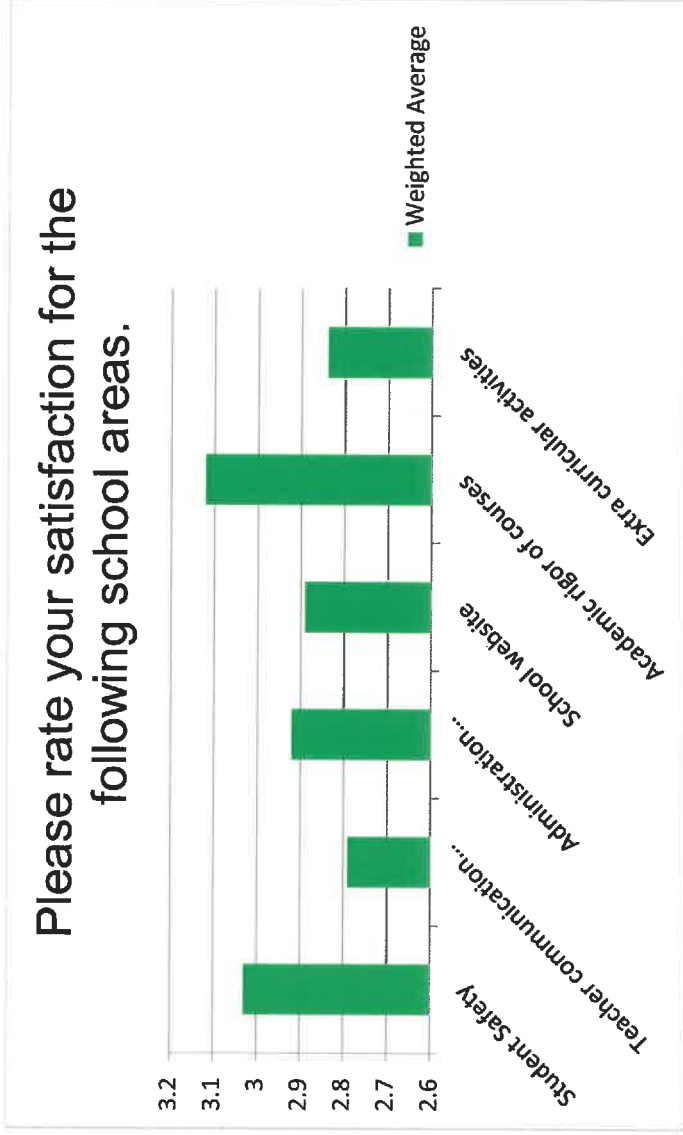
June Parent survey. (171 responses with 98 completed surveys total.)

The following represents summary data that was collected after the school year was completed. Questions not appearing were open ended questions and were not summary in nature.

Q1 How would you rate MSA's curriculum offerings in the following areas?



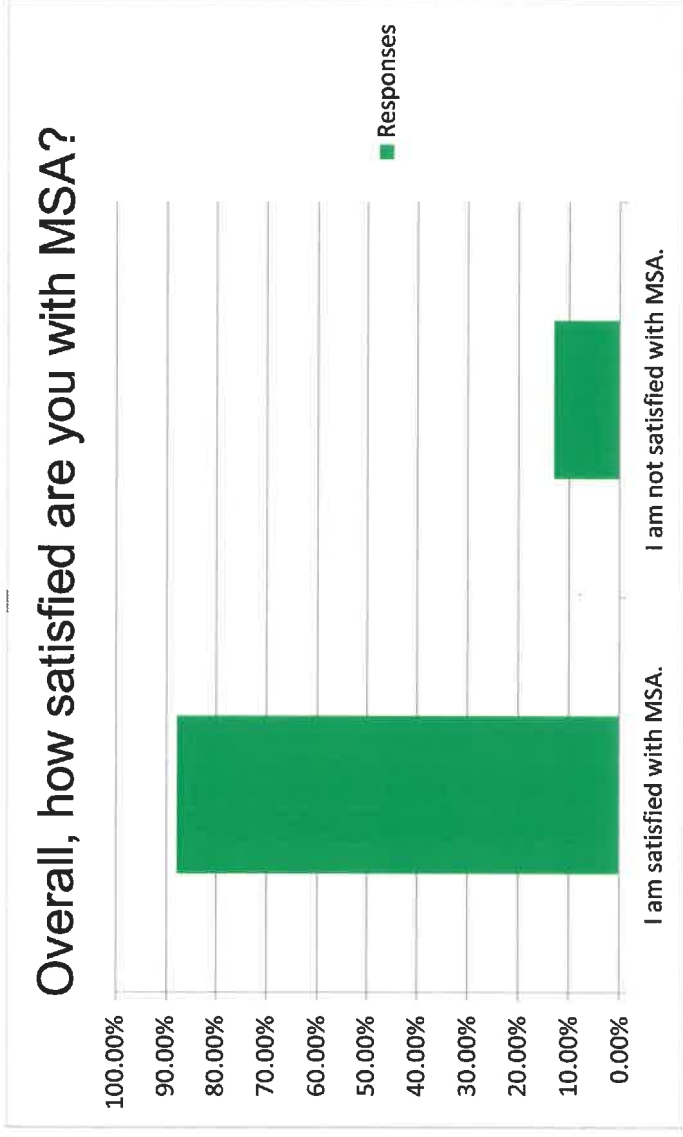
Q3 Please rate your satisfaction for the following school areas.



Q7 On average, how often do you communicate with school personnel (teachers or support staff)?

Frequency	Count	Percentage
0 times per month	26	21.49%
1-5 times per month (weekly)	67	55.37%
6-15 times per month (biweekly)	13	10.74%
15 - 30 times per month (daily)	9	7.44%
more than 30 times a month (more than once a day)	6	4.96%

Q9 Overall, how satisfied are you with MSA?

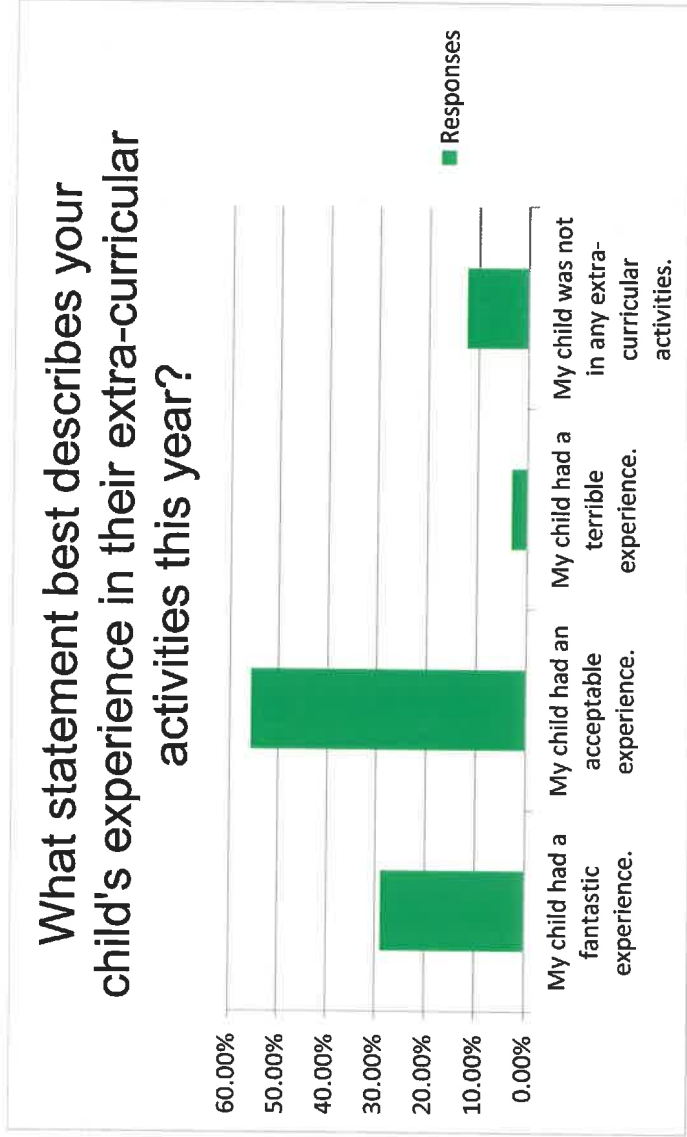


Answer Choices	Responses
I am satisfied with MSA.	102
I am not satisfied with MSA.	15

Q11 How many extra-curricular activities did your student participate in this year?

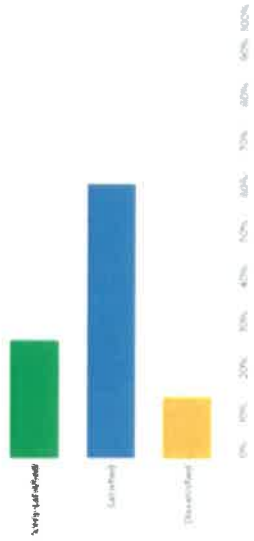
Answer Choices	Responses
0	12.24%
1-3	68.37%
4 or more	19.39%

Q12 What statement best describes your child's experience in their extra-curricular activities this year?



Q31: How satisfied are you with the Distance Learning that took place at MSA?

Answers: 96 Skip to Q32



Answers: 96 Skip to Q32

ANSWER CHOICES	RESPONSES
Very satisfied	25 26.04%
Satisfied	58 60.42%
Dissatisfied	13 13.54%
TOTAL	96

Q32: Do you feel the implementation of the distance learning was reasonable?

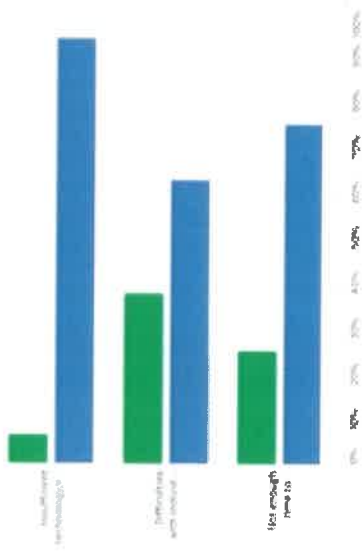
Answered: 06 Skipped: 73



Answered: 06 Skipped: 73

Q33: Did you experience any of the following during distance learning?

Answered: 06 Skipped: 73



Answered: 06 Skipped: 73

Q33: Did you experience any of the following during distance learning?

Answered: 96 Skipped: 75

	YES	NO	TOTAL	WEIGHTED AVERAGE
Insufficient technology/resources	6.25%	93.75%	100	100
Difficulties with individual class expectations	17.50%	82.50%	100	100
Not enough time to complete assignments	25.00%	75.00%	100	100

Answered: 99 Skipped: 76

Q34: If we have in-person school starting next school year with health mitigation best practices in place, would you send your child to school?

Answered: 99 Skipped: 76



Answered: 99 Skipped: 76

Q34: If we have in-person school starting next school year with health mitigation best practices in place, would you send your child to school?

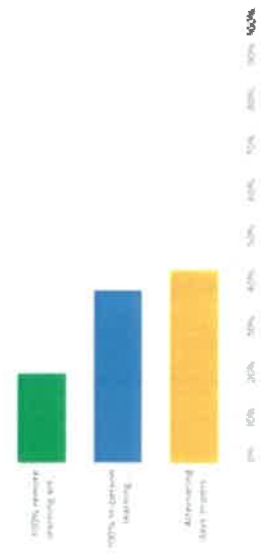
Answered: 63 Skipped: 76

ANSWER CHOICES	RESPONSES
Yes	60.25%
No	10.75%
TOTAL	63



Q35: Given the current context of the pandemic, which model would best meet the needs of your child(ren) and your family for the 2020-21 school year?

Answered: 52 Skipped: 79



Authorizer and Director Goals

Authorizer Goals

ACADEMIC

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

Sub Goal#1: 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 and 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 Growth

MN ESSA: Academic Progress

Each school year 2020-2023, the percentage of non-proficient students achieving reading high growth will exceed the percentage of students achieving low growth on the reading MCA.

1.4 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 and 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 Growth

MN ESSA: Academic Progress

Each year, the percentage of non-proficient students achieving math high growth will exceed the percentage of students achieving low growth on the math MCA.

2.4 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 and 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 bench mark 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 bench mark 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 bench mark 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 bench mark for Algebra and Social Studies.

Goal 3: Graduation Rate (20% Weight)

World's Best Workforce 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 reflects the school's racial demographics and hire at least one highly- qualified staff member representative of each student group publicly reported to MDE.

Goal 7: Stakeholder Satisfaction

- 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 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.

Director General Goals

1. Meet all elements of the Director's job description.
2. Make one year of progress towards obtaining the Administrative License, with the long term goal of completing the license in two years.
3. Provide leadership specific to meeting the authorizer's stated goals for the school year.
4. Receive an average of "adequate" on the final Board of Director's annual evaluation.

Long Range Budget Model

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Working Budget			
	Actual 2017-2018	2018-2019	2019-2020	2020-2021
Enrollment Projections				
Number of Students Grade 6	88	88	88	88
Number of Students Grade 7	88	88	88	88
Number of Students Grade 8	88	88	88	88
Number of Students Grade 9	74	74	75	75
Number of Students Grade 10	66	70	70	70
Number of Students Grade 11	55	62	64	65
Less Adjustment for Grade 11 PSEO	(9)	(7)	(11)	(7)
Adjusted ADM for Grade 11	46	55	53	54
Number of Students Grade 12	55	54	57	60
Less Adjustment for Grade 12 PSEO	(33)	(33)	(32)	(36)
Adjusted ADM for Grade 12	22	21	25	24
Total Enrollment/Headcount	514	524	530	534
Total ADM	471	484	487	492
Total Number of Current Year Pupil Units (WADM)	547.94	562.73	566.40	566.02

State Revenue Assumptions and Calculations

General Education Revenue	6,187.90	6,311.66	6,437.90	6,566.65	6,697.99
State Averages Per Pupil Unit	2.0%	2.0%	2.0%	2.0%	2.0%
Inflation Rate Assumption-Basic only	\$5,999.92	\$6,017.92	\$6,138.28	\$6,261.04	\$6,386.26
Basic Excluding Transportation	13.00	13.00	13.00	13.00	13.00
Gifted and Talented	29.52	29.80	29.80	29.80	29.80
Sparity	226.41	226.59	226.59	226.59	226.59
Operating Capital	120.95	117.35	117.35	117.35	117.35
Equity	175.25	170.45	170.45	170.45	170.45
Referendum	0.00	0.67	0.67	0.67	0.67
Transition Allowance	16.18	15.62	16.18	16.18	16.18
Extended Time	6,481.23	6,591.40	6,712.32	6,835.08	6,960.30
Per Pupil Unit State Revenue	0.00	0.00	0.00	0.00	0.00
Less Pension Adjustment	56,481.23	\$6,591.40	\$6,712.32	\$6,835.08	\$6,960.30
Total Per Pupil Unit State Revenue	3,551,313	3,709,178	3,801,884	3,868,764	3,932,686
Total General Education State Revenue					

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Working Budget			
	Actual 2017-2018	2018-2019	2019-2020	2020-2021
Compensatory Revenue				
A: Number of Students prior yr. (current year for 1st year)	Per 1-4-17	Per 1/9/18	Per 1/9/19	estimate
B: Number of Free Lunch Students prior yr. (or current year for 1st yr.)	508	512	524	534
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st yr.)	17	17	22	22
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	8	4	5	5
E: Concentration Portion	21.00	19.13	24.50	24.79
F: Concentration Factor (lesser of 1 or Conc. Portion / .8)	0.04	0.04	0.05	0.05
G: PU = .6 * D * F	0.65	0.54	0.86	0.87
H: Initial Revenue	3,483	2,935	4,812	4,981
Miscellaneous Adjustment: (Rounding)	(6)	(35)		
Calculated Compensatory State Revenue ((A) x (B))	3,476	2,900	4,812	4,981

	3%	4%	4%	4%
Building Lease Aid: Lesser of line a or b below:				
ADM Including PSEO	514	524	530	534
WADM Including PSEO	599	643	618	623
Lease Aid Expense	869,853	883,592	902,864	909,872
a) Lease Aid Rev at \$1,314 per pupil unit	787,131	844,324	812,578	818,885
b) Lease Aid Rev at 90% of Lease Expense	782,868	795,233	812,578	818,885
Lesser of \$1,314/pu. or 90% of lease payment	782,868	795,233	812,578	818,885
Estimated Proration of Lease Aid Revenue	99.2%	100.0%	100.0%	100.0%
Total Prorated Building Lease Aid Revenue	780,519	795,233	812,578	818,885
Lease Aid Revenue per pupil unit (after proration)	1303	1288	1314	1314

	93%	93%	93%	94%
Long-Term Facilities Maintenance Revenue				
Revenue per Adjusted Pupil Unit	85	132	132	132
Total Long-Term Facilities Maintenance Revenue	46,109	74,280	74,765	74,714

	Estimate	Estimate	Estimate	Estimate
Special Education Revenue				
State Special Education Aid and Tuition Billing	449,266	527,835	543,076	570,927

	0%	0%	0%	0%
EL Revenue				
Prior Year EL Eligible ADM	3	1	9	1
Current Year EL Eligible ADM	1	9	1	1
ADM Served	471	484	487	486
Adjusted EL ADM	1	9	3	1
EL Marginal Cost Pupils	20	20	20	20
EL Revenue	14,080	14,080	14,080	14,080
Concentration Portion	0.0021	0.0186	0.0021	0.0021
EL Concentration Revenue	5	364	4	4
Total EL Aid	14,085	14,444	14,084	14,084

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

Actual Working Budget
2017-2018 2019-2020 2020-2021 2021-2022

Revenue Summary and Projections

	Actual <u>2017-2018</u>	Working Budget <u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
State Aids				
General Education Revenue	3,551,313	3,709,178	3,801,884	3,982,686
Pension Adjustment Revenue	0	3,777		
LEP Aid	14,085	14,444	14,084	14,084
Compensatory Revenue	3,476	2,900	4,981	5,134
Subtotal	3,568,874	3,730,299	3,820,949	4,007,005
Building Lease Aid	780,519	795,233	812,578	818,885
Long-Term Facilities Maintenance Revenue	46,109	74,280	74,765	75,530
Prior Year Over/Under accruals/Rounding Adjustment	22,960	(36)	0	0
Special Education Aid	449,266	527,835	543,076	570,927
Endowment Aid	18,115	19,637	18,653	18,758
Other Miscellaneous State Aid (Inc. Gov Wide Pension)	21,071	12,000	15,000	15,000
Total State Aids	4,906,915	5,159,249	5,284,853	5,530,268
Federal Revenue				
Federal Special Ed	68,154	64,153	65,400	68,000
Title II Funds	2,581	7,841	8,000	8,400
Total Federal Revenue	70,735	71,994	73,400	76,400
Other Revenue				
Fees from Patrons: Milk, Graduation Gear, AP Exam (005-050)	22,581	23,000	23,600	24,800
Fees from Patrons: Study Hall (920-050)	4,670	6,200	6,400	6,700
Fees from Students/ Field Trip (105-050)	59,435	62,200	63,900	67,100
Interest Revenue	888	14,250	14,250	14,250
Annual Fund (255)/Capital Campaign/Dragon Dinner	89,950	119,365	85,000	75,000
Donations and Miscellaneous Grants, Tech FR	5,596	775	0	0
Miscellaneous Income/Sale of Equipment	641	1,000	0	0
Year Book Revenues	3,536	3,600	3,700	3,900
Insurance Recovery (625)	0	3,305	0	0
Student Activity Revenue	117,983	120,000	123,200	129,500
Total Other Revenue	305,280	353,695	320,050	314,350
Total Revenue	5,282,930	5,584,998	5,678,303	5,927,918
Formula Check	5,282,930	5,584,998	5,678,303	5,927,918
Per Audit	5,282,930		5,775,377	5,927,918

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

Actual Working Budget
2017-2018 2018-2019 2019-2020 2020-2021 2021-2022

Expenditure Calculations

	2.0%	2.0%	2.0%	2.0%	2.0%
Inflation Assumptions					
Salaries			2.0%	2.0%	2.0%
Other costs			2.0%	2.0%	2.0%
Budget Calculations					
100 Salaries	32.2%	32.5%	33.4%	33.9%	34.4%
200 Benefits	1,920,697	2,043,210	2,121,058	2,163,500	2,251,800
100 Extracurricular Stipends	618,286	663,045	709,058	734,064	775,283
305 Contracted Services	53,040	62,044	74,064	75,500	77,000
315 Repairs and Maintenance for Computers	234,682	224,670	254,195	259,100	267,100
320 Communications Services	33,533	36,000	39,400	40,582	41,799
329 Postage	20,490	21,970	22,620	23,100	23,800
330 Utilities	4,155	4,150	4,300	4,400	4,500
340 Insurance	101,659	116,200	118,465	120,800	123,200
350 Repairs and Maintenance	27,687	34,200	36,400	37,100	37,800
360 Field Trip Transportation	112,016	117,500	120,600	122,900	126,700
366/368 Travel and conferences (some moved to Stipends)	10,801	10,800	11,100	11,300	11,600
369 Field Trip Admissions	33,045	40,500	29,600	30,200	31,100
	49,747	51,400	52,800	53,800	55,500
Lease Payments per Amended Lease (Nov 2012)	686,562	707,002	707,625	708,344	707,606
8490 Woodbury Crossing (Bldg C)	70,369	61,800	63,654	65,564	67,531
8490 Woodbury Crossing Real Estate Taxes (Bldg C)	14,742	18,674	19,421	20,198	21,006
8500 Woodbury Crossing (Bldg D)		55,300	97,644	100,573	103,591
Amount to Repair and Replacement Fund/Max Lease Aid	58,180	40,816	14,520	15,194	10,139
370 Total Lease Expense	869,853	885,992	902,854	909,872	909,872
370 Other Rentals and Operating Leases	648	1,040	1,100	1,100	1,100
380 Computer and Tech Related Hardware Rental	24,157	24,496	35,300	36,000	37,100
389 Staff Tuition Reimbursement	1,000	0	0	0	0
401/455/465 General Supplies	38,753	40,000	31,000	31,600	32,600
401 Maintenance Supplies	24,709	28,000	28,700	29,300	30,200
405 Non-Instructional Computer Software & Licensing	18,279	18,936	19,400	19,800	20,400
406 Instructional Software Licensing	10,873	17,000	17,400	17,700	18,200
430/456/466 Instructional Supplies	48,944	35,900	36,800	37,500	38,700
460 Textbooks and Workbooks	39,250	44,800	34,800	35,500	36,600
461 Standardized Tests	22,185	23,000	23,600	24,100	24,800
490 Food	36	1,000	1,000	1,000	1,000
505/506 Capitalized Technology Software	0	5,500	5,600	5,700	5,900
520 Bldg Improvements	14,685	0	0	0	0

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual	Working Budget			
	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
530 Furniture and Other Equipment	22,806	50,400	15,000	15,300	15,800
555/556 Technology Hardware (Capitalized)	21,809	63,532	50,200	51,200	52,800
740 Interest Expense	0	0	0	0	0
820 Dues and memberships	37,559	37,566	38,200	38,900	40,100
898 Scholarships	0	0	500	500	500
Annual Fund (255)/Capital Campaign	75,158	119,365	40,000	75,000	75,000
State Special Ed Expenditures / ESY	483,082	567,565	590,300	613,900	698,500
Federal Special Ed Expenditures (Inc. ARRA)	68,154	64,153	65,400	66,700	68,000
Title II Funds	2,581	7,841	8,000	8,200	8,400
Student Activity Expenses	149,484	100,000	123,200	125,600	129,500
Pension Expense (Offset by Revenues)	11,957	12,000	15,000	15,000	15,000
Total Expenditures	5,205,800	5,571,375	5,677,025	5,835,819	6,027,255
Formula Check	5,205,800	5,571,375	5,677,025	5,835,818	6,027,254
Per Audit	5,205,800				
Annual Surplus	77,130	13,562	1,278	(60,442)	(99,336)
Per Audit	77,130				
Beginning fund Balance	2,021,092	2,098,222	2,111,784	2,113,062	2,052,620
Per Audit	2,021,092	2,098,222	2,111,784	2,113,062	2,052,620
Ending Fund Balance	2,098,222	2,111,784	2,113,062	2,052,620	1,953,284
Per Audit	2,098,222	2,111,784	2,113,062	2,052,620	1,953,284
Fund Balance Percentage of Annual Expenditures	40.3%	37.9%	37.2%	35.2%	32.4%

Strategic Plan

Math and Science Academy

2017-20 Strategic Plan

Approved 3/21/17

Approved 4/15/19

Vision

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

Mission

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

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

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 PRIORITIES			
<p>INCREASE MISSION-DRIVEN ACADEMIC PROGRAMMING</p> <p><i>Enhance MSA's distinction for academic excellence through rigor and technology, and focus on academic mission.</i></p>	<p>ACHIEVE TEACHER AND STAFF EXCELLENCE</p> <p><i>Build on MSA's reputation for educational quality by recruiting, training and retaining quality teachers and staff.</i></p>	<p>MAINTAIN AND ENHANCE A ROBUST MSA COMMUNITY</p> <p><i>Cultivate cohesiveness through communication and collaboration with parents, between teachers and staff, and through purposeful mixed-grade interactions.</i></p> <p><i>Broaden MSA's community base by increasing alumni connections, and establishing a Woodbury presence.</i></p>	<p>SUPPORT MEASURES TO MAKE MSA FINANCIALLY SUSTAINABLE</p> <p><i>Create and monitor a plan for MSA's financial sustainability through measured expansion (building, teacher, and student growth), and fundraising.</i></p> <p>ENSURE OPERATIONAL EXCELLENCE</p> <p><i>Focus on meeting stakeholder expectations by strengthening the operational effectiveness of MSA.</i></p>

CORE INITIATIVES			
<ul style="list-style-type: none"> Maintain and enhance academic rigor Improve and increase STEM programming Explore and promote innovative opportunities in academic programming 	<ul style="list-style-type: none"> Recruitment Professional development Retention 	<ul style="list-style-type: none"> Cultivate small school ethos Cultivate diversity awareness Expand MSA community base 	<ul style="list-style-type: none"> Measured expansion Fundraising Administrative Communications Marketing

PERFORMANCE INDICATORS

<p>1. Maximize enrollment in AP in core areas of the curriculum, possibly by alternating some courses every other year. Currently offering 10 AP courses; will review offerings to see what can be offered every other year.</p> <p>2. Review the math and science course offerings, compare to other schools who have an accelerated math and science curriculum, and note, and correct deficiencies, if any (<i>revisit later</i>)</p>	<p>1. Provide new and existing teachers and staff updated job descriptions and job performance review process</p> <p>2. Provide professional development opportunities on how technology and Skyward can be used in the classroom and how to use it.</p> <p>3. Review teacher induction (mentoring) program, note and correct any deficiencies, if any</p> <p>4. Make it a priority to engage teacher voice during decision making processes (<i>conduct meetings with director and teacher BOD members to share feedback/ideas</i>)</p> <p>5. Update, clarify, and communicate a clear evaluation system/ observation process for teachers and staff.</p> <p>6. Minimize teacher room changes during the class day.</p>	<p>1. Continue bridging opportunities between buildings and grades through a community building task force.</p> <p>2. Implement a student buddy system/mentoring program for all new students. (<i>LINK is in place, but need another opportunity for new older students; possibly match up with student they shadowed (would need to be sure all have someone they are connected to-counselor driven)</i>)</p> <p>3. Provide opportunities for middle school students to connect with high school students (<i>“fair” idea-highlight HS projects, MS students invited to see; advisory match student grades and have dual advisory and share HS experience - counselor driven; celebration time 8th and HS student group</i>)</p> <p>4. Look for service opportunities for students to have an impact on school operations. (<i>recycling, groundskeeping, TA, LINKS, mentor for new older students; school service learning?</i>)</p>	<p>1. Choose and implement a smart growth option and review annually to ensure that each yearly budget does not result in a deficit. <i>Options are reviewed annually to ensure the budget does not result in a deficit.</i></p> <p>2. Increase student capacity size by relocating or replication at another location by 2024. Expansion committee is currently looking at this.</p> <p>3. Target average student-to-teacher ratio of no more than 22:1.</p> <p>4. Ensure that building space is best utilized to provide adequate space for students to learn. <i>There is adequate space for learning, and flexible study and group space in all buildings.</i></p> <p>5. Develop a strategic 3-5 year MSA fundraising plan. Has not been addressed.</p> <p>6. Continue GTTM as the main fundraising vehicle to facilitate the AFC annual goal. <i>GTTM is our</i></p>	<p>1. Continue to develop a cohesive and collaborative administration team.</p> <p>2. Continue to ensure clear roles and responsibilities for administrative staff.</p> <p>3. Continue to develop a communications plan which would include target audiences (teachers, support staff, parents, students, alumni, Woodbury community, other), messages for each audience, and a deliberate outreach plan.</p> <p>4. *Develop and communicate a “brand” for the school including marketing materials. <i>The Communications Task Force in tandem with the School Expansion Committee will explore areas such as school branding and an outreach plan.</i></p> <p>5. Enhance and update database of what scholarships MSA students received, what colleges MSA students attended and where MSA students volunteered.</p>
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		<p>5. Continue class specific celebrations 6th and 9th grade (picnics, etc.)</p> <p>6. Celebrate student diversity and increase cultural competence. (Spanish/Asian/African clubs are planning a cultural event in 2019)</p> <p>7. *Develop an active MSA alumni network. The network is being cultivated, a Facebook group has been created, and there is a database-Justin G. is the point person); create a LinkedIn opportunity</p> <p>8. Increase City of Woodbury community and business outreach and connections by joining Chamber of Commerce and other civic organizations. MSA has joined the Woodbury Chamber of Commerce.</p> <p>9. Increase MSA student volunteer opportunities in the Woodbury and surrounding communities (senior housing, library, YMCA, etc.) A student-run Cheers for volunteers club offers opportunities for students: Feed the Starving Children; making knitted goods for those in need, etc.</p>	<p>main fundraising event. We met this year's goal of \$50,000; the AFC continues to work on other fundraising event, such as the Dragon Dinner.</p> <p>7. Develop marketing piece for MSA that explains charter school funding and needs for the school community. Has not been addressed.</p>	<p>*We continue to create an alumni database for marketing and outreach interests.</p>
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EDITOR:

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