



2024-2025 Annual Report



Vision

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

Mission

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

Math and Science Academy

A Minnesota Public Charter School

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2024-2025 Annual Report

Submitted to:

Student Achievement Minnesota (SAM)

MSA's Authorizer

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Introduction

Founded in 1999, the Math and Science Academy (MSA) is a distinguished public charter school serving students in grades 6 through 12. Renowned for academic excellence, MSA offers an accelerated and inclusive curriculum with a strong emphasis on mathematics and science. All students are required to complete an advanced mathematics progression through calculus or an approved equivalent, ensuring rigorous preparation for Advanced Placement (AP) coursework beginning in high school.

MSA is committed to delivering a high-quality, comprehensive educational experience that fosters academic achievement across all subject areas. Our curriculum is intentionally accelerated starting in grade six and is supported by well-defined systems, procedures, and strategic planning. These frameworks are designed to promote sustainable student success and support continuous schoolwide improvement, particularly as MSA undergoes a major expansion expected to nearly double our student capacity.

At the core of our operations is the Multi-Tiered System of Support (MTSS), a schoolwide framework that guides data-driven problem-solving and decision-making. MTSS ensures that all students—including those receiving special education services—are provided with the support necessary to thrive academically. MSA's child find process is integrated within this framework to identify and address student needs promptly and effectively.

MSA is proud of its diverse and inclusive learning community. In the 2024–2025 academic year, 68.5% of our student body identified as non-white. According to the Minnesota Department of Education, MSA has closed the achievement gap between black and white students, as evidenced by our ACT performance. If considered independently, the average ACT scores of MSA's black students would rank among the top five schools in the state.

Looking ahead, MSA is entering an exciting new chapter of growth. A new state-of-the-art campus for grades 6–12 is scheduled to open in the fall of 2026 at 9025 Bailey Road in Woodbury, Minnesota. Simultaneously, MSA is actively pursuing the addition of an elementary program at its current location, further extending our mission of academic excellence to younger learners.

Our Core Values

- **Honesty:** MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- **Community:** MSA maintains small class sizes and a small school feel.
- **Respect:** MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.
- **Teamwork:** MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.
- **Excellence:** MSA continuously evaluates and improves programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Governance

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

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

The 2024-2025 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
Wendell Sletten	Chair	Teacher Member	June 2022	June 2025	Yes
Brian Linzmeier	Vice-Chair	Community Member	August 2023	June 2027	Yes
Isaac Leonhardi	Treasurer	Teacher Member	June 2023	June 2026	Yes
Sarah Harms	Secretary	Teacher Member	June 2023	June 2026	Yes
Tami Brooks		Teacher Member	June 2024	June 2027	Yes
Jules Kinkel		Community Member	August 2023	June 2025	Yes
Dan Ellingson		Parent Member	June 2021	June 2025	Yes
Mary Yapp		Parent Member	June 2023	June 2026	Yes
Kari Koerner		Parent Member	June 2024	June 2027	Yes
Nneka Amadi	Ex-Officio	Student Representative	June 2024	June 2025	N/A
Abigail Wudmatas	Ex-Officio	Student Representative	June 2024	June 2025	N/A
Kate Hinton	Executive Director Ex-Officio	School District	N/A	N/A	N/A

MSA Staff

2024-25 MSA School Management Team

Name	Role	Organization
Kate Hinton	Executive Director	
Steve Hoemann	Principal - Middle School / Activities Director	
LyTou Lee	Principal - High School	
Robby Sanders	Dean of Students	
Jillynne Raymond	Special Services Director	
Dustin Reeves	Financial Manager - Contracted	Creative Planning
Justin Gehring	Technology Coordinator - Contracted	JRS Computing

School Executive Director Biography

Dr. Kate Hinton joined the Math and Science Academy (MSA) in July 2021 as High School Principal and was appointed Executive Director in October 2023. She brings more than 20 years of experience in public education in both traditional and charter school settings, having served as a math teacher, instructional coach, program coordinator, and administrator.

Dr. Hinton earned her Doctorate in Educational Leadership and Master of Arts in Teaching from the University of St. Thomas, and a Bachelor of Arts in Business with a focus on Finance and Accounting from Michigan State University. She also completed her District Superintendent and Principal Licensure through Hamline University and is licensed as a teacher, principal, and superintendent in the state of Minnesota.

In addition to her leadership role at MSA, Dr. Hinton has served as an instructor in the University of Minnesota's Principal Licensure Program since 2019, where she supports the development of future educational leaders.

2024-2025 MSA Licensed Staff

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

Full Name	Role	License FFN	Licenses Held
Logan Alger	Math 8-10, Robotics 7	1017881	7-12 Mathematics
Lisa Anderson	Social Studies 9-12	369704	Social Studies 7-12
Joshua Barth	Mathematics 11-12	498607	5-12 Mathematics
Margaret Berry	Special Education	324224	K-12 Mild to Moderate Mentally HDCCP, K-12 Learning Disabilities
Sarah Borrell	Health	1033776	Health and Physical Education
Tamara Brooks	Special Education	510148	K-12 Academic and Behavioral Strategist
Melissa Brunshidle	Science 7-8	1024474	5-8 Science
Margaret Burggraaff	English 9-12	376388	Reading K-12, English/Language Arts 7-12
Kasey Coutermash	Math 7-9	1017622	5-12 Mathematics
Trevor Cowles	Art Long Term Sub	1036194	Visual Arts K-12
Erin Cramer	Social Studies 8	482465	5-12 Social Studies
Joy Crockett	English Long Term Sub	323471	K-6 Elementary Education and Communication/Language Arts 6-12
Tracy Duce	Business	491493	Elementary Education and Business
Michael Fillbrandt	English 6, Study Skills	455271	Communication Arts/Literature 5-12, Dance and Theatre K-12

Megan Flowers	Spanish 8-10	1016656	K-6 Elementary Education, K-12 Spanish
Tiffa Foster (Joined December 2024)	Choir 6-12	1028049	Vocal and Classroom Music
Lori French (Left December 2024)	Choir 6-12	289656	K-12 Classroom Music, K-12 Vocal Music
Amanda Froberg	Science 6-7	510118	Science 5-8, Chemistry 9-12
Martin Gaslin	Special Education	311075	7-12 Mathematics, K-12 Principal, K-12 Academic and Behavioral Strategist
Emily Graveen	Counselor 9-12	494671	School Counselor K-12
Mark Greseth	Science 6-8	488183	Science 5-8, Life Science 9-12
Sarah Harms	Mathematics 7 and 8	1009623	K-6 Elementary Education, 5-8 Mathematics
Kathryn Hinton	Executive Director	410208	Elementary K-6, Mathematics 5-8, Principal K-12, District Superintendent
Steven Hoemann	Middle School Principal 6-8	338516	Science 5-9, Life Science 7-12, Secondary Guidance Counseling 7-12, Principal K-12
Rachel Holst	Spanish 10-12	1023962	Spanish 7-12, Communication Arts and Literature 7-12
Isaac Johnson	Middle School Counselor	513246	School Counselor K-12
David Johnston	Special Education	504253	K-12 Academic and Behavioral Strategist
Michelle Kurkoski	Social Studies 9-12	416675	Social Studies 5-12
Noah Langseth	Engineering 9-12, Coding 6, Intro to Computer Science 9-12	460701	Mathematics 5-12
Kassie Larson	Spanish 6-8	451897	Spanish K-12
LyTou Lee	Principal 9-12	481561	Business 5-12, Principal K-12
Isaac Leonhardi	Mathematics 9-12	505802	Mathematics 5-12
Karina Lozano	English 7-10	514040	Communication Arts/Literature 5-12
Zephyr Lynn	9-12 Art	1034969	K-12 Visual Arts
Marisa Melek	Science	1000401	5-8 Science, 9-12 Life Science
Alyssa Metcalf	Social Studies 6-12	1010656	Social Studies 5-12

Jennifer Neisse	Social Studies 6	386997	Social Studies 5-8, Communication Arts/Literature 5-8, Elementary Education K-6
Kerry O'Keefe	Art 6-8	482091	Visual Arts K-12
Joshua Petitt	English 6 and 8	408455	Communication Arts/Lit 5-12, ESL K-12
Jillynne Raymond	Director of Special Services	338311	Principal K-12, Director of Special Education
Michelle Richards	English 7	403184	English/Language Arts 7-12
Lucy Rubenzer	Social Studies 7-12	507352	Social Studies 5-12
Amy Seif	English 10-12	362359	English/Language Arts 7-12 and Middle School
Katie Seif	Physics 9-12, MS Science	1025613	Life Science 9-12, OFP Physics 9-12, OFP Science 5-8
Elizabeth Shypulski	Spanish 7-10	1008985	Spanish K-12, ESL K-12
Wendell Sletten	Band/Orchestra 6-12	461546	Instrumental and Classroom Music K-12
Jamey Strand	Physical Education 6-9	427939	Learning Disabilities K-12, Short Call Substitute Pre K-Adult, OFP Physical Education K-12
Jana Tarlton	Math 6-7	501980	Mathematics 5-12, Elementary Education 1-6
Amanda Thao	Health and Physical Education	1035345	5-12 Health and K-12 Physical Education
Cheryle (Teresa) Ward	Reading, English Language Learning 6-12	446450	ESL K-12, Reading K-12, Communication Arts/Literature 5-12
Rachel Weirich	9-12 Chemistry	505758	9-12 Chemistry, 9-12 Life Science
David Zapata	Spanish 6-9	1030422	Spanish K-12

Administrative Support Staff

Name	Role
Becky Bogan	Due Process Clerk
Joell Pundsack	MARSS/Student Data Coordinator
Shauni Holt	District Operations Supervisor
Emma Tiedeman	Executive Assistant
Caitlin Bond	Enrollment Coordinator
Amanda Stout (ending October 2024)	Middle School Office Manager
Yayoua Xiong (beginning December 2024)	Middle School Office Manager
Jenny Shelstad	High School Office Manager

Support Staff

Name	Role	Name	Role
Charles Akyigyina	Educational Assistant	Caroline Maddux	Educational Assistant
Ilsa Cuzzort	Educational Assistant	Debra Fleischhaker	Educational Assistant
April McClernan	Educational Assistant	Jackson Hoemann	Educational Assistant
Rich Kaup	Maintenance	Mike Palony	Educational Assistant
Galina Kim	Gen. Ed. Para	Sunita Michelson	Study Hall Monitor
Jameson Burger	Educational Assistant	Jen Wendlandt	Educational Assistant

Admission Procedures

General Statement of Enrollment

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

The procedure of the Math and Science Academy is to enroll a student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils will be admitted by lot. The Math and Science Academy does not limit enrollment to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Terminology

Admission

The process of a student applying for enrollment. Admission is subject to capacity. A student must be admitted before the student may enroll.

Admitted Student

A student who submitted a timely application for enrollment (i.e., during the open enrollment period), who is offered a seat and completes the enrollment process.

Staff

A staff member eligible for an enrollment preference for their child, including foster child, must be an individual employed at the school whose employment is stipulated in advance to total at least 480 hours in a school calendar year.

Sibling

Siblings of an admitted student, including the foster children of the pupil's parents.

Admission Procedures

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

Admissions Statement

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

1. Each school year, the Board of Directors:
 - a. Initiates the open enrollment period applicable to the following school year's admission.

- b. Posts on the Math and Science Academy website:
 - i. Math and Science Academy's enrollment application applicable to the following school year, and
 - ii. the Admissions and Lottery procedure.
 - c. Establishes and publishes at the January Board meeting, the available enrollment by grade applicable to the following school year.
2. Prior to the beginning of the open enrollment period, the school provides notice of the open enrollment period to parents and current staff, so that siblings of admitted students and children of current staff may submit an application.
 3. During the month of January, the school asks families to complete an "Intent to Return" form. The "Intent to Return" form helps in planning more effectively for the next school year. Completing the form is optional, and families are not required to do so.
 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 unless more applications are received than the available capacity established by the Board for the applicable grade(s).

Order of Admission

If the number of applications for a specific grade level exceed the number seats available students will be admitted in the following order:

1. **Siblings** who submit an application are automatically admitted unless the number of sibling applications exceeds the available capacity established by the Board for the applicable grade(s). If the number of sibling applications exceeds available capacity in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in the order in which they are drawn in that lottery. If all available capacity in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the staff-children waiting list and the general waiting list.
2. **Children of current staff** employed at the school who submit an application before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of admitted students) who submitted an application are admitted, and provided there is available capacity as determined by the Board for the applicable grade(s). If the number of children of current staff exceeds the available capacity established by the Board for any grade (and after all siblings of admitted students who submitted an application are admitted), a staff-children lottery is held.

Children of current staff are admitted to the school in the order in which they are drawn in the lottery. If all available capacity in a grade is filled by children of current staff, the staff-children lottery continues to establish the staff-children waiting list for each such grade, which has preference over the general waiting list.
3. **All other students** If the number of applications received during the open enrollment period exceeds available capacity established by the Board for any grade (and after siblings of admitted students who submitted applications are already admitted or establish a sibling waiting list, and after all children of current staff employed at the school who submitted an application are already admitted or establish a staff-children waiting list, the school conducts a general lottery. All applications for each such grade(s), excluding applications from siblings of already admitted students and excluding applications from children of current staff employed at the school, received before the expiration of the enrollment period are included in the general lottery. Students are admitted to the school in the order in which they are drawn in the lottery, as long as there is available capacity as determined by the Board for the applicable grade(s). If all

available capacity in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available capacity as determined by the Board remains in the applicable grade(s).

4. **Applications received after the lottery** Applicants are automatically admitted as long as there is available capacity as established by the Board in the applicable grade and siblings continue to have preference, in the order received. If, or once, there is no available capacity in any grade, applications are added to the applicable waiting list for each such grade, in the order received.

The school conducts all lotteries through a method of random selection. If a student becomes ineligible for a waitlist they are on (Example: a student on the sibling waitlist no longer has a sibling attending MSA), the student will be moved to the bottom of the next appropriate waitlist.

General Admission Procedures

Order of Admission

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

Waiting list does not carry over from year to year

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

Multiple births (twins, triplets, etc.)

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

Lottery Grade Order

Applicable lotteries occur from lowest grade to highest grade.

Race/Ethnicity Reporting

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

Foreign Exchange Student Admission Procedures

Admission of Foreign Exchange Students

All foreign exchange students with J-1 visas residing in Minnesota will follow the same admissions process required for applicants seeking admission and enrollment.

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

15 Consecutive School Day Absences Procedures:

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

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

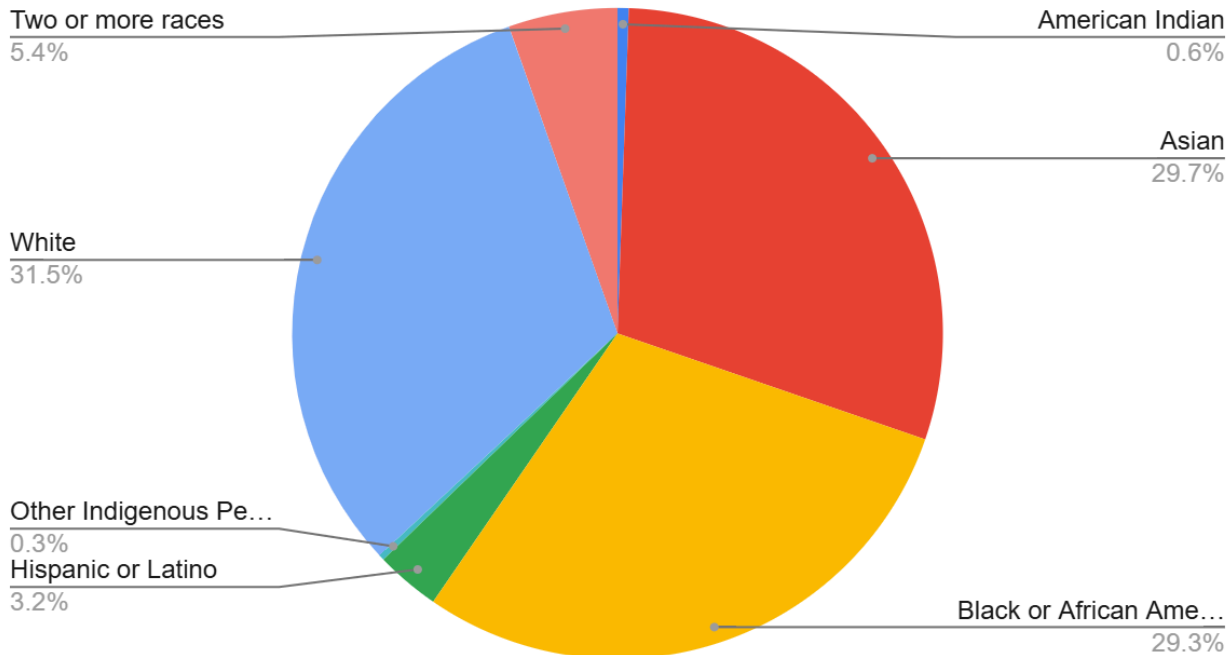
2. Once the 15th consecutive school day absence has occurred during the regular school year, regardless if they are excused or unexcused the school will determine if the student has formally withdrawn or has been expelled in accordance with the Pupil Fair Dismissal Act.2654.
3. The 15-day absence rule does not automatically trigger a withdrawal from enrollment records. A student must still be withdrawn through the formal procedures (withdrawal or expulsion).

Student Demographics

All student demographic information is taken from the [Minnesota Report Card](#).

Student Demographics by Race/Ethnicity

Race and Ethnicity FY 2025



Enrollment by Race/Ethnicity

Race/Ethnicity	Count	Percent
American Indian	4	0.60%
Asian	214	29.70%
Black or African American	211	29.30%
Hispanic or Latino	23	3.20%
Native Hawaiian or Pacific Islander	0	0.00%
Other Indigenous Peoples	2	0.30%
White	227	31.50%
Two or more races	39	5.40%
All students	720	100.00%

Enrollment by Special Population

Other Criteria	Count	Percent
English learner	20	2.80%
Special education	49	6.80%
Free/Reduced-Price meals	71	9.90%
Homeless	0	0.00%

MSA welcomes and is excited by our increasingly diverse student population. We are proud that our efforts to make all students welcome have resulted in more Black and Asian families choosing MSA. In 2012 we were a school of 71% white students and efforts to be more inclusive have resulted in a population that is now 68.5% non-white. MSA has proven to be a destination school for students of all backgrounds.

Student population for the past five years:

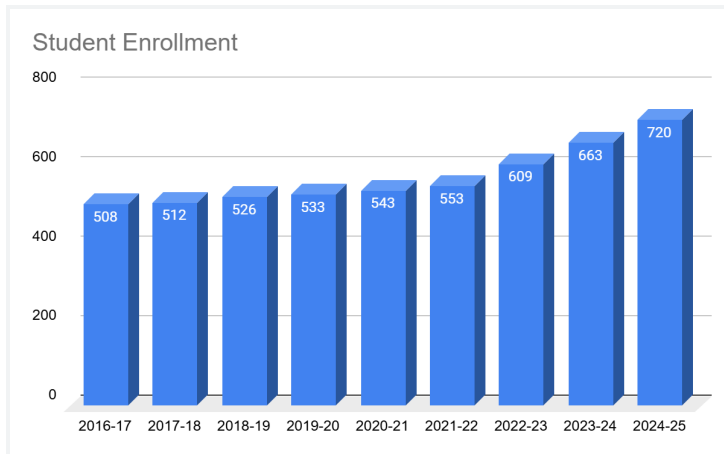
	2020-21	2021-22	2022-23	2023-24	2024-25
American Indian/Alaskan Native	0.40%	0.70%	1%	1.10%	0.60%
Asian	25.20%	28.60%	27.90%	28.70%	29.70%
Black/African American	20.40%	21.90%	23.30%	27%	29.30%
Hispanic	2.00%	2.50%	2.60%	2.60%	3.20%
White	48.10%	41.00%	40.20%	34.80%	31.50%
Two or More Races	3.90%	5.20%	4.90%	5.70%	5.40%

Student population in October of each year listed below:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
508	512	526	533	543	553	609	663	720

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 720 students in the 2024-25 school year.



Student Enrollment-Related Information

MSA continued to see strong interest from families wanting to send their children to the school. The total enrollment of 720 was influenced by the increase of the high school grades.

Student Enrollment by Grade Level

As of October 1, 2024:

Grade	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Totals	97	96	96	118	111	120	82

Waiting List of Students by Grade

The waiting list for the 2024-25 school year was 356. The majority of the waiting list students were from the sixth grade, where a total of 165 students were waiting for admission. The increased market visibility has contributed to an increase in the waitlist to 591 for the 2025-2026 school year. The following chart shows MSA's waiting lists on the day following the lottery.

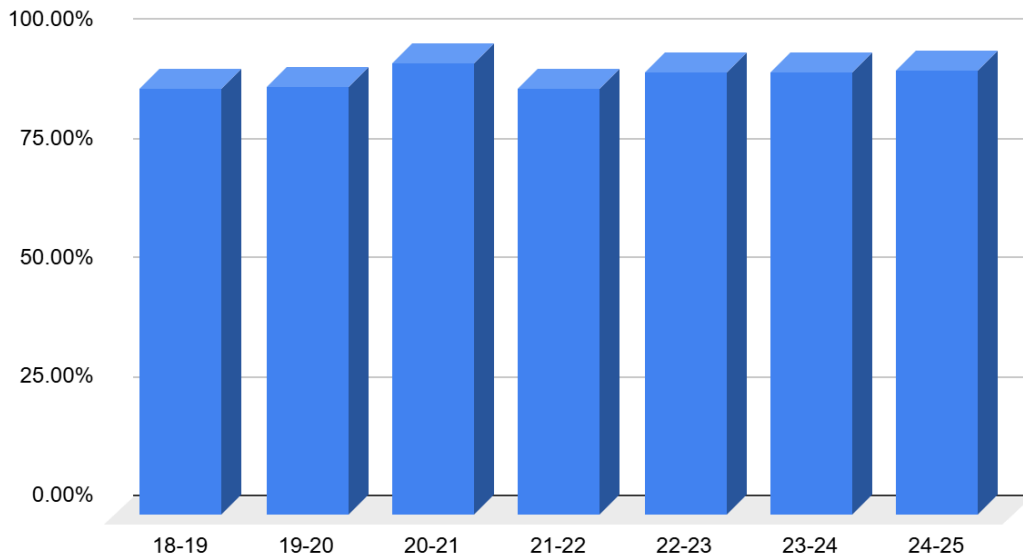
Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	TOTAL
2013	123	62	0	0	10	4	0	199
2014	119	71	32	25	11	6	0	264
2015	152	74	25	44	3	2	0	300
2016	124	67	44	43	7	8	0	293
2017	146	87	44	41	11	9	3	341
2018	137	74	40	50	4	5	0	310
2019	153	59	34	32	3	5	1	287
2020	171	83	53	52	14	3	2	378
2021	181	88	76	69	15	11	3	443
2022	130	54	53	67	9	8	1	322
2023	165	64	58	68	15	10	1	381
2024	171	71	69	93	20	14	0	438
2025	165	59	49	67	8	6	2	356
2026	246	126	87	110	13	6	3	591

Withdrawn Students

MSA began a campaign to retain high school students through graduation in the 2021-22 school year. During this time we have required a High School Seminar for all freshmen to orientate them to the rigorous high school curriculum. In addition, MSA has adjusted the math course offerings to ensure that all new students are able to complete the high school graduation requirements. Our student retention rate has risen to 93.61% since the inception of these strategies.

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

Student Retention



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

School Year	Enrollment	Withdrawals	Retention Rate
18-19	526	54	89.73%
19-20	533	54	89.87%
20-21	543	27	95.03%
21-22	553	57	89.69%
22-23	609	43	92.94%
23-24	663	46	93.06%
24-25	720	46	93.61%

Academic Performance

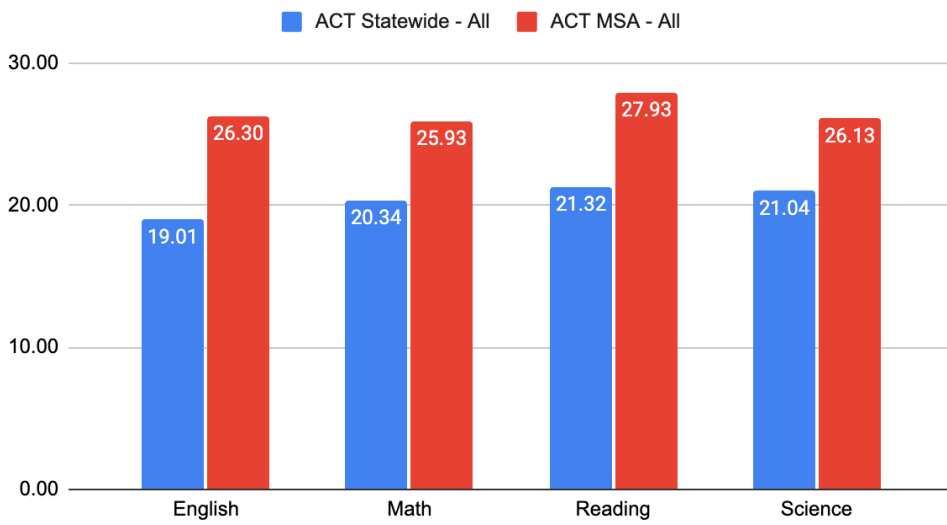
MSA's graduation rate for the 2023-2024 school year, as calculated by MDE, continues to be exceptional. MSA graduated 98.5% of students on time. MSA's PSAT, Advanced Placement exams results, and MCA-III are provided below.

ACT Test Scores

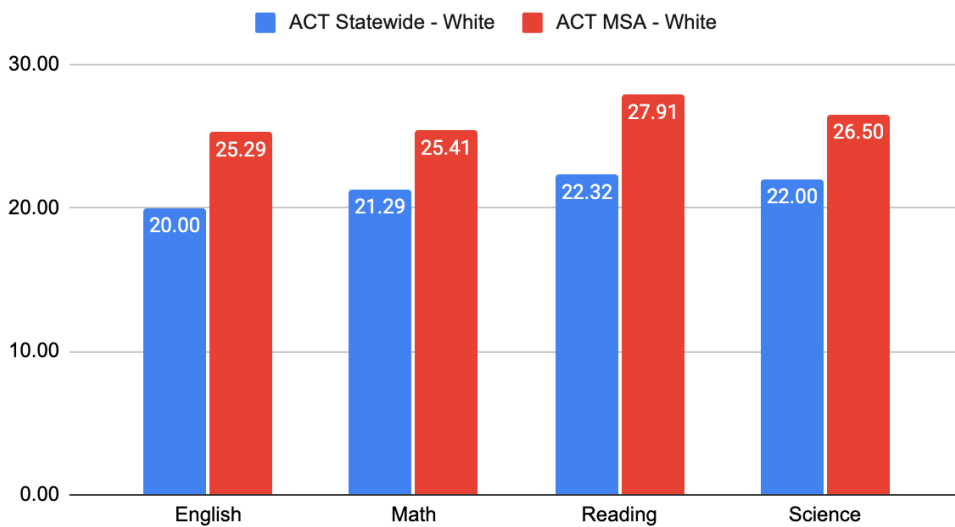
The ACT Data for the Spring 2024 administration is below. Of note, the black students at MSA outperformed white and Asian students statewide. This clearly demonstrates MSA closes the gaps that persist nationally by the time students graduate from high school. We are excitedly anticipating the release of the data from the 2025 ACT administration.

	Composite	English	Math	Reading	Science
Statewide - All	20.55	19.01	20.34	21.32	21.04
MSA - All	26.70	26.30	25.93	27.93	26.13
Statewide - White	21.53	20.00	21.29	22.32	22.00
MSA - White	26.41	25.29	25.41	27.91	26.50
Statewide - Asian	20.18	18.74	20.27	20.61	20.61
MSA - Asian	27.88	28.56	27.81	28.94	25.94
Statewide - Black	16.63	15.10	16.39	17.38	17.15
MSA - Black	25.63	25.50	24.17	26.33	25.00

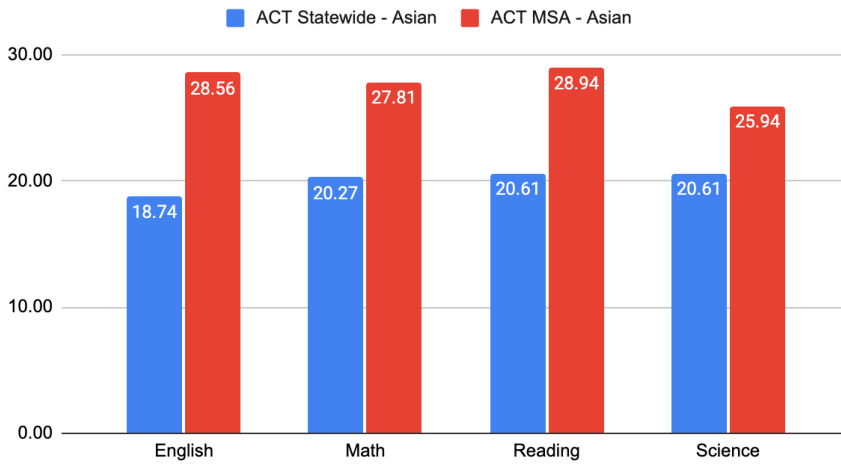
Statewide - All and MSA - All



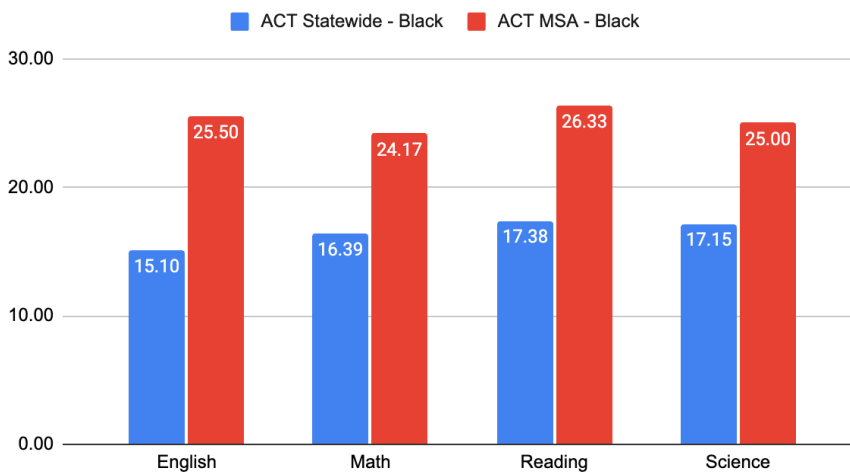
Statewide - White and MSA - White



Statewide - Asian and MSA - Asian



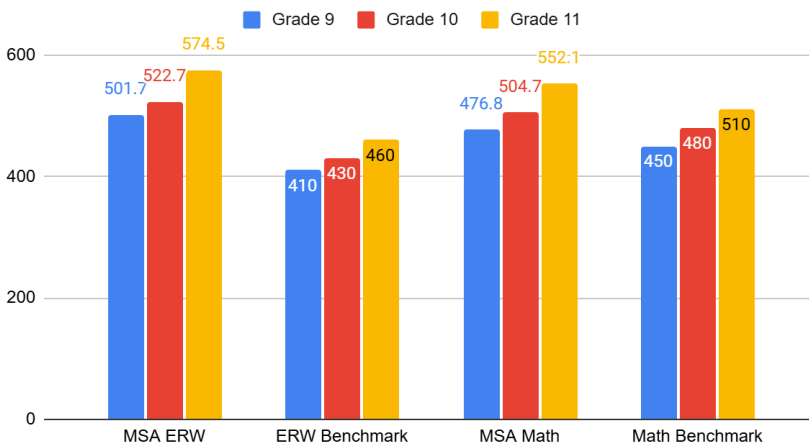
Statewide - Black and MSA - Black



PSAT Fall 2024 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 three students qualify as Semifinalists for the National Merit Scholarships. MSA's results for the PSAT follow.

MSA ERW, ERW Benchmark, MSA Math and Math Benchmark



11th grade students in the area of ERW: (Evidence-based Reading and Writing):

- The MSA average score was 574.5 on a scale of 160 to 760.
- The benchmark for college readiness score is 460.
- 86.61% of MSA students met the ERW Benchmark.

11th grade students in the area of Math:

- The average score was 552.1 on a scale of 160 to 760.
- The benchmark for college readiness score is 510.
- 62.5% of MSA students met the Math Benchmark.

Selection Index for 11th grade students:

- The average score was 1126.6 on a scale of 320 to 1520.
- 60% of MSA students met both Benchmarks.

10th grade students in the area of ERW: (Evidence-based Reading and Writing):

- The average score was 522.7 on a scale of 160 to 760.
- The benchmark for college readiness score is 430.
- 90% of MSA students met the ERW Benchmark.

10th grade students in the area of Math:

- The average score was 504.7 on a scale of 160 to 760.
- The benchmark for college readiness score is 480.
- 59% of MSA students met the Math Benchmark.

Selection Index for 10th grade students:

- The average score was 1027 on a scale of 320 to 1520.
- 56.7% of MSA students met both Benchmarks.

9th grade students in the area of ERW: (Evidence-based Reading and Writing):

- The average score was 501.7 on a scale of 160 to 760.
- The benchmark for college readiness score is 410.
- 77.19% of MSA students met the ERW Benchmark.

9th grade students in the area of Math:

- The average score was 476.8 on a scale of 160 to 760.
- The benchmark for college readiness score is 450.
- 44.74% of MSA students met the Math Benchmark.

Selection Index for 9th grade students:

- The average score was 978 on a scale of 320 to 1520.
- 43% of MSA students met both Benchmarks.

Advanced Placement (AP) Test Results

Each year MSA students in grades 9 through 12 enrolled in AP-approved courses are given the opportunity to take an AP exam in the subject in which they are enrolled. Overall, 167 MSA students took a total of 309 AP exams in 2025.

For AP exams, many colleges will give credit to students when they achieve an AP exam score of 3 or higher. MSA students were successful at obtaining this level on 82% of their tests.

Minnesota Comprehensive Assessment (MCA)

MSA results on MCA testing. In 2024-25, 71.7% were proficient in math, and 80.5% were proficient in reading. MSA's students performed 25% points above the state average in math, 28% points above in reading, and 9% points higher in science. Below we've depicted our achievement gap for 2023-2024. MSA has an achievement gap of between Black students and other student groups, but when compared to other groups at the statewide level there are no achievement gaps.

MSA

2024-2025	All	White	Asian	Black
Met or Exceeded Proficient, Reading	80.5%	93%	86%	61.1%
Met or Exceeded Proficient, Math	71.7%	84.5%	86.4%	46.6%

Statewide

2024-2025	All	White	Asian	Black
Met or Exceeded Proficient, Reading	49.6%	58.7%	44.4%	31%
Met or Exceeded Proficient, Math	42.6%	55.4%	43.1%	22.5%

Difference between MSA and Statewide

2024-2025	All	White	Asian	Black
Met or Exceeded Proficient, Reading	+30.9%	+34.3%	+41.6%	+30.1%
Met or Exceeded Proficient, Math	+29.1%	+29.1%	+43.3%	+24.1%

Comprehensive Achievement and Civic Readiness

The following goals were finalized with the external advisory group for MSA's CACR committee for 2024-25. The team that composed the working group consisted of parents, teachers, students, and administrative staff (See Exhibit D).

Achievement Gap Reduction - Not Yet Met

- By the conclusion of 2026, the School's MCA reading proficiency variance between white and black student groups will be less than 10 points in grade 8.
- By the conclusion of 2026, the School's MCA math proficiency variance between white and black student groups will be less than 10 points in grade 8.

College and Career Readiness - Met

- For the school year 2025, a minimum of 85% of 11th-grade students will take the ACT and at least 80% percent of students who take the ACT will meet or exceed the college readiness benchmark for English.
- For the school year 2025, a minimum of 85% of 11th-grade students will take the ACT and at least 75% percent of students will meet or exceed the college readiness benchmark for Mathematics (Algebra).

Graduation Rate - Met

- The 4-year high school graduation rate will be at least 95%.

All Students are prepared to be lifelong learners - Met

- Prepare students with adaptable skills for a rapidly changing world.
- Encourage career exploration programs, internships, and dual enrollment opportunities, ensuring students graduate with both academic knowledge and practical skills.

- This will be measured by monthly guidance lessons in advisory targeting college and career readiness.

Strategies

- Staff development training on how to use data to make instructional decisions that improve academic performance.
- All staff will receive 15 hours of Multi-Tiered System of Support training.
- Completion of an Equity Audit and implementation of strategies to improve noted gaps in performance.

Comprehensive Educational Program Before, During, and After School

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

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

For grades 6-12, MSA offers a fee-based before school study hall. This program operates from 7:30am to 9:00am on days school is in session. To assist students who might need additional assistance, MSA offers several opportunities for students to utilize. The Link Crew is a high school activity that mentors middle school students to aid in transitioning into MSA.

Operational Performance

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

MSA has adopted a Multi-Tiered System of Supports (MTSS) approach to addressing student concerns. Therefore, in addition to each teacher conducting individual tracking, teachers attend bi-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 and tracked by the teachers.

MSA Parent Involvement

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

Innovative Practices and Implementation

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

1. Increase quality learning opportunities for all students:

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

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

2. Encourage the use of different and innovative teaching methods:

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

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

3. Measure learning outcomes and create different and innovative forms of measuring outcomes:

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

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

Teachers continuously assess students, give feedback, and support them in moving to proficiency. The staff develops lessons and assessments that are aligned with the state

standards. This allows teachers to intervene as soon as students begin to fall behind or to offer extensions if they have already learned the material.

4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:

MSA improves pupil learning by implementing Professional Learning Communities. All required courses are aligned to the state standards. Teachers have developed learning targets aligned with the standards. Teachers are implementing data teams. Teachers develop innovative ways to implement and assess student learning and support both accelerated and struggling learners.

Future Plans and Program Challenges

Please note that Appendix E contains the Authorizer Goals.

Our biggest challenges are:

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

Finances

FY24 Audit: The audit was conducted during October 2024, and was presented at the December 2024 Board of Directors meeting. MSA received a clean audit with no findings.

Fund Balance: The School had a positive position financially going into the 2024-2025 school year. Fiscal Year 2025 started with an audited fund balance of \$2,561,342. Based on preliminary financial statements, the fund balance in the General Fund grew to \$3,220,532. At the time of this report the year end financial statements were still under review by our accountants.

Strategic Plan

A Strategic Plan was created in 2021-22 and extended in 2025-2026. A copy of the Strategic Plan and Extension can be found in Appendix F.

Non-Profit Status

Attorney General - Keith Ellison
Minnesota Attorney General's Office
1400 Bremer Tower - 445 Minnesota Street - St. Paul, MN 55101

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

Appendix A - Lettering Opportunities

MSA activities where a varsity letter may be earned:

*indicates the activity is under MSHSL rules and regulations

Lettering Opportunities

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

MSHSL Sports

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

Current Clubs and Activities

Art Club	Computer Club	FIRE News Network	Speech
Board Game Design	Debate	National Honor Society	Student Action Group
Astronomy Club	FIRST Lego League	Newspaper	Student Council
BSU (Black Student Union)	FIRST Robotics (FRC)	Muslim Student Association	SWENext
DECA	FIRST Tech Challenge	Prom Committee	Theater
Cheers for Volunteers	GSA	Chamber Orchestra	Theater Guild
Christian Youth Association	HOSA	RPG (Role Playing Games)	Tri-M Music Honor Society
Chess Club	International Club	Spanish Club	WEB
Jazz Ensemble	Zoology Club	Engineering Club	A/V Club
Psychology Club	S. Asian Student Union	Tutoring Club	UNICEF Club

Appendix B Course Offerings

English

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

Math

Middle School Math I
Middle School Math II
Integrated Math I
Integrated Math II
Integrated Math III
Pre-calculus
Calculus
CIS Statistics

Advanced Placement

AP Art History
AP Biology
AP Chemistry
AP Physics
AP Calculus AB
AP Calculus BC
AP Statistics
AP Computer Science
Principles
AP Computer Science A
AP Human Geography
AP Literature and
Composition
AP Language and
Composition
AP Psychology
AP US History
AP Human Geography
AP American Government

Social Studies

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

Spanish

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

Health/PE

PE 6
PE 7
Health 7
PE 8
PE 9
High School Health
Team Sports
Strength and Conditioning

Science

Life Science
Earth Science
Physical Science
Biology
Chemistry
Physics
CIS Physiology

Middle School Electives

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

High School Electives

Ceramics
Sculpture
Drawing
Painting
Digital Visual Cinema 1
Digital Visual Cinema 2
Coding
Engineering
Freshman Seminar
MSA Yearbook
Intermediate, Advanced Band
Intermediate, Advanced
Orchestra
Intermediate Choir

Middle School Intervention

Reading Intervention
Math Intervention

Appendix C
page 1 of 2

Enrollment Numbers 2019-20 through 2024-25
Student Enrollment (start of the school year)

	2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
Grade Level	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	88	0.0%	88	0.0%	89	1.1%	92	3.4%	93	1.1%	97	4.3%
7th Grade	88	0.0%	87	-1.1%	92	5.7%	92	0.0%	92	0.0%	95	3.2%
8th Grade	88	0.0%	92	4.5%	91	-1.1%	92	1.1%	94	2.2%	95	1.1%
9th Grade	80	6.7%	86	7.5%	89	3.5%	117	31.5%	114	-2.6%	118	3.5%
10th Grade	68	-5.6%	73	7.4%	73	0.0%	88	20.5%	119	35.2%	112	-5.9%
11th Grade	61	0.0%	59	-3.3%	62	5.1%	69	11.3%	82	18.8%	121	47.6%
12th Grade	60	11.1%	58	-3.3%	57	-1.7%	59	3.5%	69	16.9%	82	18.8%
TOTALS	533	1.3%	543	1.9%	553	1.8%	609	10.1%	663	8.9%	720	8.5%

Appendix C
page 2 of 2

Enrollment Numbers 2019-20 through 2024-25
Waiting List (after lottery)

	2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
Grade Level	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	227	0.4%	142	-37.4%	131	-7.7%	165	26.0%	171	3.6%	246	43.9%
7th Grade	85	-7.6%	84	-1.2%	53	-36.9%	64	20.8%	71	10.9%	126	77.5%
8th Grade	53	-8.6%	85	60.4%	55	-35.3%	58	5.5%	69	19.0%	87	26.0%
9th Grade	56	40.0%	75	33.9%	84	12.0%	68	19.0%	93	36.8%	110	18.3%
10th Grade	16	-30.4%	16	0.0%	9	-43.8%	15	66.7%	20	33.3%	13	-35.0%
11th Grade	6	-45.5%	12	100.0%	8	-33.3%	10	25.0%	14	40.0%	6	-57.1%
12th Grade	2	0.0%	5	150.0%	1	-80.0%	1	0.0%	0	100.0%	3	undefined
TOTALS	445	-1.5%	419	-5.8%	341	-18.6%	381	11.7%	438	15.0%	591	34.9%

Appendix D Comprehensive Achievement and Civic Readiness Report

Comprehensive Achievement and Civic Readiness Goals

November 2024

Goals 2024-2025

Achievement Gap Reduction - Not Yet Met

- By the conclusion of 2026, the School's MCA reading proficiency variance between white and black student groups will be less than 10 points in grade 8.
- By the conclusion of 2026, the School's MCA math proficiency variance between white and black student groups will be less than 10 points in grade 8.

College and Career Readiness - Met

- For the school year 2025, a minimum of 85% of 11th-grade students will take the ACT and at least 80% percent of students who take the ACT will meet or exceed the college readiness benchmark for English.
- For the school year 2025, a minimum of 85% of 11th-grade students will take the ACT and at least 75% percent of students will meet or exceed the college readiness benchmark for Mathematics (Algebra).

Graduation Rate - Met

- The 4-year high school graduation rate will be at least 95%.

All Students are prepared to be lifelong learners - Met

- Prepare students with adaptable skills for a rapidly changing world.
- Encourage career exploration programs, internships, and dual enrollment opportunities, ensuring students graduate with both academic knowledge and practical skills.
- This will be measured by monthly guidance lessons in advisory targeting college and career readiness.

Strategies

- Staff development training on how to use data to make instructional decisions that improve academic performance.
- All staff will receive 15 hours of Multi-Tiered System of Support training.
- Completion of an Equity Audit and implementation of strategies to improve noted gaps in performance.

Appendix E Authorizer Goals

ACADEMIC

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

Sub Goal #1: Reading

1.1 Absolute Proficiency *ESSA: Academic Achievement*

Each school year, 2025 and 2026, school-wide proficiency will be at least 20 percentage points above the state average proficiency on the MCA reading assessment.

1.2 Comparative Proficiency

Each school year, 2025 and 2026, the School will demonstrate higher reading proficiency than ISD 833, resident district, and the state average for the same grades served on the MCA reading assessment.

1.3 Achievement Gap Reduction

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

By the conclusion of 2026, the School's MCA reading proficiency variance between white and black student groups will be less than 10 points.

By the conclusion of 2026, the School's MCA reading proficiency variance between FRP and non-FRP students will be less than 7 points.

Sub Goal #2: Math

2.1 Absolute Proficiency *ESSA: Academic Achievement*

Each school year 2025 and 2026, school-wide proficiency will be at least 20 percentage points above the state average proficiency on the MCA math assessment.

2.2 Comparative Proficiency

Each school year, 2025 and 2026, the School will demonstrate higher math proficiency than ISD 833, resident district, and the state average for the same grades served on the MCA math assessment.

2.3 Achievement Gap Reduction

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

- By the conclusion of 2026, the School's MCA math proficiency variance between white and black student groups will be less than 10 points.
- By the conclusion of 2026, the School's MCA math proficiency variance between FRP and non-FRP students will be less than 10 points.

Sub Goal #3: Science

3.1 Absolute Proficiency

- Each school year 2025 and 2026, 8th-grade students will score 15 percentage points above the state average in proficiency on the MCA science assessment.
- Each school year 2025 and 2026, high school students will score 20 percentage points above the state average in proficiency on the MCA science assessment.

3.2 Comparative Proficiency

Each school year, 2025 and 2026, the School will demonstrate higher science proficiency than ISD 833, resident district, and the state average for the same grades served on the MCA science assessment.

Goal 2: Nationally Normed Assessments (25% Weight)

2.1 FastBridge - Reading

ESSA: Academic Progress

- Each school year 2025 and 2026, 7th-grade students identified as high risk on the FastBridge AUTOREADING test in the fall of each year will meet or exceed that year's national normed average reading growth for that grade level.

2.2 FastBridge-Math

ESSA: Academic Progress

Each school year 2025 and 2026, 7th-grade students identified as high risk on the FastBridge aMath test in the fall of each year will meet or exceed that year's national normed average math growth for that grade level.

2.3 PSAT

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

- Each school year 2025 and 2026, a minimum of 80% of 10th-grade students will take the PSAT, and at least 75% of students will meet or exceed the benchmark for ERW.
- Each school year 2025 and 2026, a minimum of 80% of 10th-grade students will take the PSAT, and at least 75% of students will meet or exceed the grade-level benchmark for Math.

2.4 ACT

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

- Each school year 2025 and 2026, a minimum of 85% of 11th-grade students will take the ACT and at least 80% percent of students who take the ACT will meet or exceed the college readiness benchmark for English.
- Each school year 2025 and 2026, a minimum of 85% of 11th-grade students will take the ACT and at least 75% percent of students will meet or exceed the college readiness benchmark for Mathematics (Algebra).

Goal 3: Graduation Rate (20% Weight)

World's Best Workforce Charter Contract Target: All Students Graduate from High School

Each school year 2025 and 2026, the school's 4-year high school graduate rate will be at least 95%.

NON-ACADEMIC GOALS

Goal 4: Student Attendance

ESSA: Consistent Attendance

Each school year 2025 and 2026, the School will maintain a consistent attendance rate of 95% or higher.

Goal 5: Professional Development

Each school year 2025 and 2026, all instructional staff will participate in at least 15 hours of all-school professional development that focuses on Multi-Tiered System of Supports (MTSS), special education, and DEI (diversity, equity and inclusion) training.

Goal 6: Staff Diversity

Each school year 2025 and 2026, the School will recruit licensed staff members representative of the school's demographics and increase the diversity of the staff by at least 1 FTE.

Goal 7: Stakeholder Satisfaction

Each year 2025-2026, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction.

Goal 8: Volunteer Engagement

Goal 8.1

During the school years 2025 and 2026, the board will adopt and implement two strategies to increase diversity representation in board governance and the planning of school events/activities by recruiting volunteers that reflect the school's demographics.

Goal 8.2

Each school year 2025 and 2026, the School will host at least two culturally responsive events to enhance school culture.

Goal 9: Board Governance

Goal 9.1

Each year, newly elected or appointed MSA board members will receive and document board governance orientation training on the school's bylaws, policies, charter school law, SAM Charter Contract Agreement, and the role and responsibilities of a board director.

Goal 9.2

Each year 2025 and 2026, SAM's Charter Contract Exhibit K will be posted as a board meeting agenda item for review by August 31st of that year. The board will review Exhibit K, determine the board's compliance status, and respond accordingly to increase governance efficiency as noted in recorded board meeting minutes.

Goal 9.3

Each year 2025 and 2026, the board will conduct an external board review for at least two board meetings to promote ongoing board development and accountability and develop an action plan identifying areas in need of improvement and establish strategies for implementation.

Goal 9.4

By the end of the school year 2025, the board will develop a school leadership succession plan in collaboration with an advisory committee composed of teachers, students, parents, and administrators.

Goal 9.5

Each school year 2025 and 2026, the Board and School will conduct an Equity Audit to evaluate school culture, policies, practices, and outcomes, identify areas that demand improvement, and develop strategies to address the findings.

Appendix F

Strategic Plan Extension and Strategic Plan 2022-2025

MSA Strategic Plan Extension June 2025-June 2026

Success for all Students

Student Achievement

Focus: MSA will continue to build a Multi Tiered System of Support to support increased student achievement for all students.

Smart Goals:

- By the spring of 2026, 100% of PLCs will develop a Data Teams framework and systematic formative assessments.
- 100% of PLCs will have begun developing proficiency scales for all required courses in the department.
- All students with low test scores or grades will have an intervention plan communicated with families.
- All staff will receive at least 10 hours of MTSS training during the 25-26 school year.

Equity

Focus: Diverse family engagement was noted as an area for growth in the Equity Audit. MSA will build systems that make MSA more welcoming for diverse families and increase parental involvement.

Smart Goals:

- MSA will have at least one person of color run in the 2026 board election.
- 90% of all parents at MSA will have at least one parent conference during the 2025-2026 school year.
- MSA will increase participation of black parents in board elections by 15% in the next election.

Leadership Development

Focus: Continued improvement in instructional leadership is key to improved academic performance. MSA will continue to improve instructional leadership and teacher leader development.

Smart Goals:

- 100% of the administrative team will participate in the Minnesota Instructional Leadership Academy.
- Twice per year administration will have informational meetings about completing Leadership Pathways for teachers.
- Six additional teachers will attend PLC training by the end of the 25-26 school year.

Expansion

Elementary Expansion

Instructional Quality

Focus: Building a high quality elementary school program is essential to the success of the MSA expansion plans.

Smart Goal:

- By March 2026, there will be a full curricular scope and sequence for grades K-5 that has incorporated parent feedback, best instructional practices and remains focused on the MSA mission and vision.

School Climate

Focus: Extending MSA culture in an age appropriate manner to the lower school grades will be key to a cohesive K-12 experience.

Smart Goal:

- By June 2026, a full staff onboarding and professional development plan for the elementary school will be in place for the 26-27 school year.

Secondary Expansion

Instructional Quality

Focus: A thoughtful systematic approach to the extension and expansion of the secondary school program is essential to the success of the MSA expansion plans.

Smart Goal:

- By March 2026, the full curricular expansion and staffing plan for the 26-27 school year will be complete. This plan will incorporate student/parent feedback, best instructional practices and remain focused on the MSA mission and vision.

School Climate

Focus: Expanding the MSA culture to be inclusive of a growing student and staff population will be key to a successful expansion..

Smart Goal:

- By June 2026, a full staff onboarding and professional development plan for the elementary school will be in place for the 26-27 school year.
- MSA will develop and pilot a parent academy during the 25-26 school year to partner with parents in the success of their children.

Facilities

Focus: MSA will build and renovate facilities to support innovation, sustainability, and a high quality educational experience for all students K-12.

Smart Goals:

- The new secondary school will be complete and ready to move in by August 2026.
- The current MSA site will be remodeled and ready for elementary school by August 2026.

Governance

Financial Sustainability

Focus: Expansion brings in more revenue and expenses. Over the next three to five years MSA will need to increase the fund balance to meet new bond covenants and increase our credit rating after bonding.

Smart Goal:

- The budget presented for the 26-27 school year will increase the fund balance by a minimum of \$1,000,000.

Community Engagement

Focus: Offering multiple ways for the MSA board to engage a diverse community is key to supporting the future success.

Smart Goals:

- MSA Board will participate in and support three Town Halls to engage stakeholders during the 25-26 school year.
- Each MSA Board member will attend at least two community outreach events by June 2026.

Data and Accountability

Focus: Regular data review empowers MSA leadership to inform decisions, drive school improvement, and enhance student success.

Smart Goals:

- The MSA Board will review student achievement data twice during the 25-26 school year.
- The MSA Board will review progress toward reaching the charter school contract goals

Board Development

Focus: Continued board development is key to continued Excellence in Governance.

Smart Goals:

- Twice annually the MSA board will complete a self evaluation and participate in an external evaluation.
- New MSA Board members will complete onboarding and orientation prior to seating.
- The board will hold two board retreats focused on identified areas of need based on the self and external evaluations.

Math and Science Academy

January 2022-June 2025 Strategic Plan

Vision

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

Mission

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

Board Approval Statement

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

Math and Science Academy 3-Year Strategic Priorities

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

Strategic Priority: Success for All Students

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

August 2022	MSA Department Chairs will be trained in professional learning communities.	One teacher from each department and principals will be trained in the PLC process.	Rigorous curricula and instruction	Dashboard
September 2022	MSA will begin implementation of MTSS.	All 6th grade students get a semester of reading.	Achievement Gap Reduction	Dashboard
September 2022	All staff will have training on the rights of students who receive special education, students who receive services under Section 504, and other protected classes.	See improvements in the percentage of special education students that are retained through graduation and what percentage of students take AP classes (versus what percentage of students score a 3 or higher).	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
September 2022	SST teams will assess monthly the cumulative homework load across the grade level.	In survey responses students report increased levels of satisfaction with quality and quantity of homework.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
September 2022	Administrators will act to protect students from any staff retaliation and address retaliation swiftly.	All complaints will be investigated within one school day of the complaint and the investigative process will begin. Administration will follow up to complainant with as much information as legally allowed within 5 days of the completion of the investigation.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Log
September 2022	MSA will begin implementation of MTSS.	Implementation of Tier 2 teacher intervention time built in schedule. 100% of intervention staff training summer 2022.	Rigorous curricula and instruction	Dashboard
September 2022	MSA will begin implementation of MTSS.	New 9th grade students get Freshman seminar.	Rigorous curricula and instruction	Dashboard

October 2022	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card.	Graduation	Dashboard
December 2022	A group of teachers and administrators will develop a walk-through or instructional rounds protocol that includes inclusive and culturally responsive look-fors for aid in building staff capacity to provide inclusive and culturally responsive curriculum and instruction.	A walkthrough protocol will be completed by December 2022.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
January 2023	Begin study of equity and grading practices as part of the culturally responsive teaching framework.	100% of teachers will participate in conversations and training about equitable grading practices.	Rigorous curricula and instruction	Dashboard
June 2023	Develop a full literacy plan.	Reading staff will develop a plan to identify and assist students struggling with reading.	Achievement Gap Reduction	Dashboard

June 2023	85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA.	Test score results from ACT.	College/Career Readiness	Dashboard
June 2023	Develop a data tracking system to study why students leave MSA. This system needs to capture data about students who leave MSA and then do not graduate from high school.	Complete survey and records review for 100% of students who leave MSA.	Graduation	Dashboard

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

June 2023	Department meetings will take significant steps towards becoming PLCs including being able to answer the four critical questions of a PLC. The focus of PLC work will further assess instructional effectiveness in preparing students for high school, college and career.	80% of all PLC/Department meetings will be focused on answering the four critical questions of a PLC. As measured by PLC meeting minutes and admin observations.	Rigorous curricula and instruction/College and Career	Dashboard
August 2023	By the conclusion of 2023, the proficiency achievement gap on the MCA reading test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021.	We will measure progress towards this goal by comparing MCA scores from 2022 and 2023.	Achievement Gap Reduction	Dashboard
August 2023	Adjust the master schedule to allow for job embedded professional collaboration.	The new schedule will allow for job embedded PLCs and SSTs.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Report
August 2023	Implement a block schedule.	80% of high school students will report a better school/life balance by the spring of 2024.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
September 2023	Implementation of a schedule that allows for teachers to have PLC and SST meetings within the school day.	95% of staff will have their prep periods aligned in the schedule to allow for PLC and SST meeting times during the school day.	Rigorous curricula and instruction	Dashboard
October 2023	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card.	Graduation	Dashboard

January 2024	Conduct a research-based study of the math progression. The math department and administration will study our current course offerings/progression and compare them to current research.	The administration will present findings and recommendations to the board for review by January 2024.	Achievement Gap Reduction	Admin Report
February 2024	Following the review all high school course offerings for alignment to student needs and the standards. Make recommendations to adjust course offerings as determined by review.	Course guide will be updated to reflect PLC findings.	Rigorous curricula and instruction	Dashboard
June 2024	Curriculum will be adjusted and	75% of curriculum will be vertically	College/Career	Dashboard

	aligned vertically to focus on the standards based on benchmarks.	aligned and standards based.	Readiness	
June 2024	Develop an intervention plan for students at risk of leaving MSA and not on track to graduate.	SST, counselors, administration and parent will develop an intense intervention plan for 100% of students who are at risk of not meeting MSA graduation standards.	Graduation	Dashboard
June 2024	Development of common formative and summative assessments aligned with to the state standards.	75% of all assessments will be commonly shared and assessed for their vertical alignment and adherence to the state standards.	Rigorous curricula and instruction	Dashboard
June 2024	PLCs will be fully implemented. The focus of PLC work will further assess instructional effectiveness in preparing students for high school, college and career.	95% of PLC time will be focused on reviewing student work and answering the 4 PLC questions. As measured by PLC meeting minutes and admin observations.	Rigorous curricula and instruction	Dashboard

June 2024	All parents invited to two times conferences during the school year.	85% conference attendance for at least one conference during the school year and overall attendance at both conferences is 75%.	Rigorous curricula and instruction	Dashboard
June 2024	MSA will empower student voices.	Administrators and BOD members will host at least 3 town hall meetings for students during the school year.	Rigorous curricula and instruction	Dashboard
June 2024	Deeper dive into how we are assessing learning and is that reflected in our grading practices.	100% of teachers will participate in conversations and training about equitable grading practices.	Rigorous curricula and instruction	Dashboard
August 2024	Focus course assignments on grade level teaming as the school grows for teacher focus on a particular common group of students.	Staffing assignments will focus on grade level teaming.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Admin Report
August 2024	Implementation of findings of math progression study.	Schedule updated with new math progression.	Achievement Gap Reduction	Admin Report
October 2024	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card.	Graduation	Dashboard

February 2025	Continued monitoring and adjusting of course offerings.	Course guide will be updated to reflect PLC findings.	Rigorous curricula and instruction	Dashboard
June 2025	Curriculum will be adjusted and aligned vertically to focus on the standards based on benchmarks.	95% of curriculum will be vertically aligned and standards based.	College/Career Readiness	Dashboard

June 2025	Assess and refine intervention plans for students at risk of leaving MSA and are not on track to graduate.	SST, counselors, administration and parent will develop an intense intervention plan for 100% of students who are at risk of not meeting MSA graduation standards.	Graduation	Dashboard
June 2025	Align grading practices to state standards.	100% of teachers will understand how to align grading to the state standards.	Inclusive curricula and instruction (Race/culture, ability, LGBTQ+)	Dashboard
June 2025	Build regular student town hall meetings into the school calendar.	At least 3 town hall meetings for students during the school year.	Rigorous curricula and instruction	Dashboard
August 2025	PLCs will begin the data teams process. The focus of PLC work will further assess instructional effectiveness in preparing students for high school, college and career.	100% of PLC leads will have data teams training.	Rigorous curricula and instruction	Dashboard

Strategic Priority: Organizational Support of MSA Vision and Mission

Due Date	Goal	Measure	Focus Area	Progress Reporting
April 2022	Off cycle pay raises.	100% of staff had a 3% pay increase.	Staffing	Admin Report
June 2022	Increased transparency about the investigation and open communication with the board and administration.	The administration and BOD will hold student town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.	Communication	Dashboard

July 2022	Board of Directors onboarding packet is updated to strongly convey board roles, responsibilities, and particular priorities for MSA in light of the recent investigation.	Board members sign off on their review of the onboarding materials.	Improved Governance	Admin Report
August 2022	Administration will provide regular updates to the board, staff, parents, and students, throughout 2022-23 on actions to address the findings of the investigation.	Administration will report progress on the strategic plan and investigative findings at regular meetings of the BOD.	Communication	Monthly Admin Report
August 2022	The board will outline a board training plan and timeline to address findings and recommendations of the investigation.	The board will establish and agree upon a plan.	Improved Governance	Dashboard
November 2022	Initiate Board training on governance.	Agenda and minutes document board training.	Improved Governance	Dashboard
November 2022	Consider changing bylaws to reduce the number of teacher board members or encourage more balanced representation.	Agenda and minutes document bylaws discussion.	Improved Governance	Dashboard
December 2022	Update Board and employee conflict of interest and code of ethics policies, as well as BOD bylaws to support teacher board members if performing their role.	Agenda and minutes document bylaws discussion.	Improved Governance	Admin Report

December 2022	Implement a process to allocate and track department budgets will be fully implemented.	Staff will be able to see and understand how to spend their departmental budgets. Administration will easily be able to see what has been spent and what is outstanding.	Operations	Admin Report
December 2022	MSA employee files will be organized and updated with performance reviews. All employees hired after October 2021 will have files that include a resume, transcripts, their offer letter, MSA salary history, and performance reviews.	Complete and accurate employment records.	Staffing	Admin Report
April 2023	Continued salary increases and a restructure of the salary scale to allow staff to move through it in less than 40 years.	Salary scale that is more in line with neighboring districts.	Staffing	Admin Report
June 2023	Students will be surveyed each year about MSA's climate. The survey will include an item or items asking about students' experiences with discrimination at MSA.	Survey results will be reported to the BOD.	Climate	Dashboard
June 2023	MSA Staff evaluation will be updated to include clear language around assessing professionalism in the workplace.	New staff evaluation form is complete and approved by the BOD.	Climate	Admin Report
June 2023	Reinstitute the Sunshine Committee to offer more staff social and extracurricular activities.	Staff will report a more inclusive workplace on staff surveys.	Climate	Admin Report

June 2023	Increased transparency about the investigation and open communication with the board and administration.	The administration and BOD will hold town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.	Communication	Dashboard
June 2023	MSA policies and procedures will support improved	Teacher, parent, and community board members will participate on board	Improved Governance	Admin Report

	governance. Complete a review of policies and procedures, including function of Academics and Finance Committees and Policy Subcommittee to assure they support improved governance and the proper role of board members.	committees and subcommittees within their fiduciary roles. Policies will correctly and consistently describe the roles and responsibilities of teachers, administrators and board members as applicable. Documented changes in policies and procedures.		
December 2023	Climate surveys in December of 2023 will reflect increased satisfaction with MSA's communication. Need to flesh out the key steps here as sub goals: Job satisfaction, Inclusivity, communication, work environment that supports professional growth.	Climate results will be shared at the January 2024 BOD meeting.	Climate	Dashboard
June 2024	MSA Website and Branding will undergo a comprehensive review and update by the end of 2024.	MSA website and branding will be updated.	Branding/Website	Admin Report
June 2024	Increased transparency about the investigation and open communication with the board	The administration and BOD will hold town hall meetings at least 3 times per year. Information will be shared regarding the	Communication	Dashboard

	and administration.	investigation as legally allowable.		
June 2025	Reduce staff turnover.	Retain 90% of staff each year.	Staffing	Admin Report
June 2025	Increase licensed staff of color to better reflect the racial makeup of our student body.	10% of licensed staff will identify as part of a racial minority.	Staffing	Admin Report

Due Date	Goal	Measure	Focus Area	Progress Reporting
June 2022	Clear Tier 1 supports and documentation will be in place.	Data tracking system is in place.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
June 2022	Hire an owner's representative (project manager).	Under contract by the July 2022 meeting.	Expansion	Dashboard
August 2022	Address SEL needs of students receiving special education services.	A school psychologist will be available to attend to students with IEPs SEL needs.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Admin Report
September 2022	Opening week teacher training on Character Strong to reboot the program.	100% of classroom teachers will have additional Character Strong training focused on providing the tools needed for full implementation.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
October 2022	Decide if we will move or stay on current land.	Board presentation no later than October 2022 meeting.	Expansion	Dashboard
January 2023	Study and report the findings of pathway curricular study in preparation	A pathway recommendation will be made in January 2023.	Schedule, Handbooks, Policies, and	Admin Report

	for a block schedule.		Procedures	
April 2023	Financing secured and construction ready to begin.	Board presentation no later than April 2023 meeting.	Expansion	Dashboard
May 2023	Revise and implement changes in the Staff Handbook, the Student/Parent handbook, Grading Handbook, and practices relating to Advanced Placement classes and other elective class admission, extracurricular participation, discipline, as well as excused and unexcused absences to address areas where there are deficiencies that disparately impact students with disabilities or who are in other protected classes.	Updated handbooks and written procedures are approved, when applicable, posted, and implemented.	Schedule, Handbooks, Policies, and Procedures	Admin Report

Strategic Priority: Facilities and Infrastructure

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

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

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

Appendix G Parent Survey Responses 2024-25

In 2025, **97.99% of families said they would recommend Math and Science Academy to friends and family**, a significant increase from **80.9% in 2023**. The table below shows how survey responses have shifted over the past two years.

Families reported notable improvements in **board governance**, with approval rising from **69.81% in 2023 to 92.83% in 2025**. Additionally, **77.65% of families in 2025 felt MSA effectively met the needs of students who struggle academically**, up from **58% in 2023**.

MSA is proud of this progress and remains committed to strengthening our systems of support for all learners.

Question	Agree and Strongly Agree 2025	Agree and Strongly Agree 2024	Agree and Strongly Agree 2023	Difference
Q1: I understand the mission and vision of MSA	95.86%	89.68%	90.91%	4.95%
Q2: The school board upholds the mission and vision for MSA	95.87%	85.61%	71.05%	24.82%
Q3: The school board enacts and maintains the necessary policies.	94.02%	81.37%	72.50%	21.52%
Q4: The school board advocates on behalf of students and the school.	88.60%	80.77%	65.88%	22.72%
Q5: My student enjoys coming to school.	89.04%	85.94%	77.91%	11.13%
Q6: MSA provides a safe and nurturing environment for my student.	92.57%	89.52%	78.41%	14.16%
Q7: The school environment is clean, and the building is well maintained.	86.39%	91.67%	86.90%	-0.51%
Q8: Teachers understand my student's strengths and weaknesses.	84.83%	83.76%	78.16%	6.67%
Q9: MSA Staff (was teachers) demonstrate genuine concern for the success of students.	87.32%	89.34%	85.54%	1.78%
Q10: MSA Staff (was administrators) demonstrate genuine concern for the success of students.	87.32%	84.35%	67.90%	19.42%
Q11: MSA Staff (was Teachers and administration) are sensitive to issues of diversity (race, gender, religion, ability, etc.).	89.83%	87.61%	84.34%	5.49%
Q12: Discipline policies are enforced fairly and appropriately.	83.81%	78.16%	68.12%	15.69%
Q13: Students show respect for each other.	82.22%	86.92%	74.07%	8.15%
Q14: The school office staff is friendly and helpful.	96.48%	92.62%	89.77%	6.71%

Q15: I am likely to recommend MSA to friends and family.	97.99%	88.98%	80.90%	17.09%
Q16: I am comfortable sharing concerns and ideas with school administration and teachers.	94.85%	82.93%	81.40%	13.45%
Q17: I am satisfied with communication from my student's teachers.	82.07%	87.30%	78.89%	3.18%
Q18: I am satisfied with communication and information from the school.	90.54%	89.39%	84.27%	6.27%
Q19: The website is easy to navigate and contains current information about MSA.	84.35%	89.84%	75.56%	8.79%
Q20: The school has high standards for teaching and student learning.	95.17%	92.91%	87.36%	7.81%
Q21: The academic curriculum meets my expectations and standards.	95.83%	89.84%	87.64%	8.19%
Q22: The amount of homework is appropriate for my student.	94.56%	88.19%	85.39%	9.17%
Q23: MSA meets the needs of those students who struggle academically and need extra help learning.	77.65%	74.36%	58.00%	19.65%
Q24: MSA is preparing my student for post high school options.	93.08%	93.04%	94.44%	-1.36%
Q25: I am satisfied with the education that my student receives at MSA.	95.27%	94.40%	90.00%	5.27%
Q27: My student is given opportunities to participate in a variety of school activities and clubs.	95.07%	96.85%	91.86%	3.21%
Q28: Extracurricular activities are an important part of my student's school experience.	91.49%	95.20%	92.05%	-0.56%

*There were some changes in the survey from 2024 to 2025; those changes are in bold.

**Questions 9 and 10 were combined in 2025.

Submitted by:

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