



ST. CLOUD
MATH AND SCIENCE
ACADEMY

Charter School #4223
St. Cloud Math and Science Academy

Annual Report
FY 2022-2023 12/12/2023

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I. Introduction/School Information

This report provides the Minnesota Department of Education, our authorizer (Novation Education Opportunities or NEO), parents of St. Cloud Math and Science Academy (SCMSA), and the public with information describing the progress of SCMSA and its students.

SCMSA is a public charter school that serves students in K-7. The 2022-2023 school year marked SCMSA's 9th year of operations. The school was granted its charter in 2014. We are in the city limits of St. Cloud, Minnesota. During the 2022-2023 school year, we enrolled approximately 297 (K-7) students.

SCMSA is committed to providing a quality, child-focused educational program for all students. The staff work collaboratively to ensure that students receive a balanced education. We provide math and reading interventions and Reading Corp to help our students develop to their full potential and increase their proficiency throughout elementary school.

Individual student progress is measured and documented through formal and informal classroom assessments. To assess our students' progress, all students in grades K-7 are given the Formative Assessment for Teachers (FAST) screening/benchmarking assessment three times through the course of the year: fall, winter, spring.

St. Cloud Math and Science Academy District

#4223-07

1025 18th St. N
St. Cloud, MN 56303

Phone: 320-774-2201

F: 320-774-2204

Website: www.scmsastem.com

Grades Served: K-7

Year opened: 2014

Unique Characteristics

- 1) SCMSA has a small class size at 22 students or less in each classroom
- 2) Extended Summer programming available for all students
- 3) English is considered the second language for approximately 85% of our students
- 4) SCMSA has three Family STEM nights each year and an annual Family Picnic

Mission Statement:

With kindness and respect as our foundation, our highly skilled educators prepare students to become lifelong learners through the integrated instruction of Science, Technology, Engineering and Math in a safe and caring environment.

Program Focus:

The focus of the school stems from a belief that students learn better with hands-on activities. We focus on integrating Science, Technology, Engineering and Math into all content areas where applicable. Students are exposed to the arts and culture, physical education, STEM and citizenship.

II. Authorizer Information

SCMSA is pleased to have the opportunity to function under the authorization of Novation Education Opportunities (NEO) Contact information for NEO:
 3432 Denmark Avenue, Suite 130, Eagan, MN 55123
 Wendy Swanson Choi, Executive Director Phone – 612-889-2103
 Email – neoauthorizer.org

St. Cloud Math and Science Academy began its relationship with our Authorizer on January 23, 2014. NEO ensures that SCMSA is accountable and responsible in four key areas: 1) Governance, 2) Student and school performance 3) Operational performance and 4) Financial management. As part of the NEO oversight, NEO is contracted to attend at least two board meetings, review the annual report, review the school’s report card, review the school’s budget, and make at least two site visits per year.

School Calendar/Hours of Operation:

SCMSA closely follows the St. Cloud School District’s calendar of 168 scheduled days during the regular school year. The school was in session, Monday through Friday, from 7:15 a.m. to 2:15 p.m. SCMSA also provided students the opportunity to participate in a summer program. The program ran Tuesday, Wednesday and Thursday for 20 days during June and July from 8:00 am. to 12:00 pm.

III. School Enrollment

In 2022-2023 there were 297 students enrolled at St. Cloud Math and Science Academy.

Grade Level Enrollment – 2022-2023

<i>Grade Level</i>	<i>Number of students</i>	<i>Number of boys</i>	<i>Number of girls</i>
Kindergarten	47	20	27
First Grade	46	28	18
Second Grade	44	24	20
Third Grade	34	20	14
Fourth Grade	40	20	20
Fifth Grade	39	15	24
Sixth Grade	25	7	18
Seventh Grade	22	12	10
Total	297	146	151

The following chart provides demographic trends at SCMSA Elementary School.

	2014-2015	2015-2016	2016-2017	2018-2019	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Enrollment	140	161	173	212	181	205	235	234	270
Male	75	83	91	104	84	108	115	135	130
Female	65	78	82	108	97	97	120	99	140
Special Education	10	9	15	13	20	16	19	24	36
African American	137	156	172	210	174	200	231	230	261
Hispanic									
Asian/Pacific Islander									1
White	3	5	1	2	7	5	4	4	8
American Indian									0
F/R Lunch	140	161	173	212	181	205	235	194	270
LEP	135	156	173	190	148	156	187	170	211

IV. Student Attrition:

We began the school year with an enrollment of 264 students. The year ended with 270 Students.

Attrition and Mobility

During the 2022-2023 school year 11 students transferred/moved out of our District and 6 students moved into open seats. This was a student gain during the school year. This is approximately a 4.17% % change in students across all grade levels. (Mobility index is calculated by taking the total transfers in and out divided by the October 1st population.)

Enrollment procedures:

SCMSA actively recruited students from a diverse community. Copies of SCMSA enrollment applications can be found on our website as well as in the school office. A limited amount of information is gathered on the forms as directed by law, including the student's name, grade, (to determine if space is available) whether or not the student has a sibling enrolled at SCMSA (applicants with enrolled siblings have higher priority) and parent or guardian contact information.

SCMSA's policies and procedures handbook details admissions procedures. The office/enrollment

manager manages enrollment applications, makes admission decisions, and notifies parents of admitted students. Per the Policies and Procedures handbook, SCMSA gives preference to and enrolls siblings of SCMSA students and then new students on a first come-first-served basis until space is filled. If the number of applicants exceeds the number of openings, admission is based on a lottery system.

V. Governance:

The SCMSA board is organized consistent with Minnesota statutes and complies with the Minnesota Open Meeting Law. Board meetings are conducted in an orderly fashion including an Agenda, the minutes from the previous meeting and a specified process. Copies of the Agendas and minutes from each SCMSA board meeting can be obtained on our school website or the SCMSA board secretary. There are no deviations between the By-Laws adopted by the SCMSA's board and their implementation. Any deviations between the By-Laws and their implementation would be recorded in the minutes and presently, no deviations have been recorded. In addition, the Board has adopted the required policies and procedures for a charter school in the state of Minnesota. A record of the adopted policies can be found in our school main office, with the SCMSA board secretary and on the school website.

Monthly, the board meets and the Executive Director reports on the school's progress in terms of the governance plan, management plan, and operations plan to ensure the proper execution of each. The Executive Director is primarily responsible for the school's operation performance and the director is evaluated formally once per year.

The finance committee consists of the Director, Administrative Assistant, Board Treasure and the business manager. A system of checks and balances has been established for the financial accountability of the school. The school has received recognition for Financial Management. The Board of Directors' primary responsibility is to provide supervision of the school's Director and their decisions focus on all dimensions of the school's operation, including, but not limited to:

1. School mission, goals and objectives
2. School policy
3. Budget
4. Curriculum and instructional direction
5. Staffing
6. Long range planning
7. Communication (home, community, authorizer)
8. School enrollment and organization

The SCMSA School Board of Directors consists of the following voting members:

1. Three teacher representatives - (3 members with one open position)
2. Three parent representatives (1 member with two open positions)
3. Three community representatives (1 member with two open positions)
4. One Ex-Officio member: building administrator
5. Five voting members currently with a maximum of 9 voting members

SCMSA Board has 4 standing committees: Executive, Facilities, Finance and Educational Programs and Accountability. The Executive and Educational Programs committees meet monthly, Finance meets quarterly, and Facilities meets twice annually.

Our short-term goal is to fill the three open board positions, at least 2 being from the educator and business communities. Our long-term goal is to increase our enrollment to 275 students as a K-7 school before looking at adding on to our facility for 8th grade. Another long-term goal is to work on efforts to increase our parent education opportunities.

The members of the Board of Directors serve three-year renewable terms, with board elections taking place in May. The Board of Directors meet the 4th Wednesday of each month except for December and July. Special meeting dates and times as determined by the Board of Directors, are publicly posted in the school and on the school website.

CURRENT ROLE	Seat Term	Board Position	Board Member
A. Parent	8/10/2022-6/30/2023	Member	Erika Cowley 612-703-5367 Shorty55362@gmail.com
B. Community Member			
C. Teacher License #419058	7/1/2020-6/30/2023	Treasure	Amy Cross 320-774-2201 Amy.cross@scmsastem.com
A. Parent	July 2017 – June 2020	Member	OPEN
B. Community Member	July 2019 – June 2022 Approved 1/24/2018	Board Chair	Michael Mullin 320-224-4492
C. Teacher License # 501663	8/10/2022-6/30/2023	Vice Chair	Courtney Nelson 320-774-2201 courtney.nelson@scmsastem.com
A. Parent		Member	OPEN
B. Community Member	-	Member	OPEN
C. Teacher License # 1004164		Member	Rachel Saatzer 320-774-2201 Rachel.Saatzer@scmsastem.com

VI. Management:

Executive Director - Licensed K-12 Principal Tammy Bengtson File # 351572

The Executive Director is licensed through the Minnesota Department of Education. She continues to attend ongoing developmental workshops and training.

Assessment Director/Special Education Director – Licensed K-12 Principal

Nancy Benson File #364688

Director of Special Education Licensure

Staffing:

All SCMSA teachers are Highly Qualified Teachers as defined by MDE.

2022-2023 Licensed Teaching Staff Fill in The file folder number

Name	License and Assignment	2022-23 Status	File Folder
Amy Cross	Kindergarten	Returning	419058
Kim Hess	Kindergarten	Returning	462347
Erika Sawyer	First Grade	Returning	508341
Jennifer Olufson	First Grade	Returning	418257
Sherri Hodge	Second Grade	Returning	351365
Rachael Saatzer	Second Grade	Returning	1004164
Courtney Nelson	Third Grade	Returning	501663
Jenna Erpelding	Third Grade	Returning	507699
Lora Jacobson	Fourth Grade	Returning	433152
Tessa Soltis	Fourth Grade	Returning	424368
Gabe Erpelding	Fifth Grade	Returning	1009769
Ashley Bernath	Fifth Grade	Returning	1004334
Maria Bodette	Reading Intervention	Returning	225955
Janette Yiran	ELL	Returning	492610
Rebecca Keniston	ELL	Returning	492611
Brianna Kucera	SPED	Returning	1006057
Meghan Schneider	SPED	Returning	516265

Sheilagh Johnson	Part Time Speech Teacher	Returning	356587
Andrew Schultz	STEM Teacher	Returning	478383
Tammy Bengtson	Principal	Returning	351572
Nancy Benson	Asst. Principal/SPED	Returning	364688
Milton Hodge	Sixth Grade	Returning	1004402
Doug Millaway	Part Time SPED Director	Returning	298143

2022-2023 New Licensed Teaching Staff

Fill in The file folder number

Name	Grade	File Folder Number	2022-2023 Status
Patrick Fitzgerald`	PE	1021301	NEW
Sam Poppen	Middle School Social Studies	1019998	NEW
Desiree Henke	SPED	512520	NEW
Taylor Zitur	K-6 reading intervention	1010392	NEW
Mark Timpane	Building sub	476561	NEW
Leah Kangas	EL teacher	1021865	NEW
Dan Holan	Math intervention teacher	293659	NEW
Tony Keller	Art Teacher	360720	NEW

2022-2023 Non-Licensed Staff

Name	Assignment	2022-2023 status
Sandi Eikmeier	Administrative Assistant	Returning
Vaughn Stice	Office para/Food service	Returning
Owen Westerberg	Custodian	Returning
Scott Schmitt	Custodian	Returning
Rita Doroff	Food Service	Returning
Shukri Mohamed	Art Para	Returning
Jamie Lamecker	TITLE Para	Returning
Jerusha Morris	TITLE Para	Returning
Hannah Freyholtz	TITLE Para	Returning
Saido Yusuf	TITLE Para	Returning
McKayla Nathe	SPED Para	Returning
Theresa Schroeer	SPED Para	Returning

Mary Byker	Para/Reading Intervention	Returning
Glenny Olufson	SPED Para	Returning
Zahra Botan	EL Para	Returning
Suzanne DuMont	EL para	Returning

2022-2023 New Non-Licensed

Name	Assignment	2022-23 Status
Amanda Mayne	Sped Para	NEW
Angeolic Saldana	Sped Para	NEW
Kimberlee White	Sped Para	NEW
Luul Enow	Cultural Liaison	NEW
Courtney Nathe	Sped para	NEW
Hannah Robel	Sped Para	NEW
Andrea Stone	SPED Para	NEW
Terry Utter	Computer IT	NEW
Said Sirad	Phy Ed	NEW

IX. Finances:

Information presented below is derived from 2022-2023 Audit figures.

Financial Highlights:

Financial Highlights

- The assets and deferred outflows of resources of the School exceeded liabilities and deferred inflows of resources at the close of the most recent fiscal year by \$17,503 at the close of fiscal year 2022 (net position)
- The Charter School’s total net position increased by \$214,526 mainly due to the negative expense recognition for the decrease in the pension liability for GASB 68.
- As of the close of the current fiscal year, the Charter School’s governmental funds reported a total ending fund balance of \$1,246,112, an increase of \$92,687 from the prior year. Approximately 93.7 percent of this total amount, \$1,167,401 (unassigned fund balance), is available for spending at the Charter School’s discretion.
- The unassigned fund balance for the General fund was \$1,167,401 or 45.4 percent of total General fund expenditures.

Awards in 2022-2023

- 1) Minnesota Department of Education Finance Award
- 2) NEO Finance Award

Year	Fund Balance	Percentage of total general fund Expenditures.
2014	N/A	N/A
2015	\$254,643	15.63%
2016	\$647,031	35.5%
2017	\$949,347	47.5%
2018	\$1,152,588	45.3 %
2019	\$1,167,401	45.4%
2020	\$1,167,401	45.4%
2021	\$1,529,408	39.8%
2022	\$1,551,426	43.18%

Other Financial Performance indicators include:

- Preliminary UFARS data was submitted to MDE on time.
- Final UFARS data was submitted by MDE on time.
- The current year audit was submitted to MDE and the authorizer on time.
- Preliminary budgets are approved prior to July 1, 2023
- UFARS and Audit data agree
- The Final UFARS Turnaround Edit Report contains no errors
- The audit is free from material and significant deficiencies
- Financial reports are submitted to the NEO Epicenter in a timely manner
- The board conducts regular financial oversight at board meetings
- The fund balance policy was submitted to NEO
- The general fund unreserved balance is at least 20% at the end of FY2023
- The organization has a positive current ratio (assets to liabilities)

XI. Operational Performance:

Background Information

2022-2023 St. Cloud Math and Science Academy is in its ninth year as a school. We are in the city of St. Cloud. Our school has been under the authorization of Novation Educational Opportunities (NEO) since 2014. Our school is a small family atmosphere with only two classes per grade level K-6th grades. We believe that a small class size will help our students to increase their proficiency in Math and Reading. We also believe that the interventions we are using help to increase student proficiency in reading and math. We review data often throughout the year in the form of FASTBridge Benchmarks and progress monitoring through FAST Bridge and Moby Math Individual Progress Monitoring. The focus of the school stems from a belief that students learn better with hands-on activities. We focus on integrating Science, Technology, Engineering and Math into all content areas where applicable. Students are exposed to the arts and culture, physical education, and citizenship.

Learning Environment

We believe that learning is enhanced when students feel valued and safe. At SCMSA, there are high expectations for school-wide behaviors where all students respect themselves, others, and property. Each staff member makes a concerted effort to connect with each student to establish a genuinely positive climate where students can comfortably enjoy learning. Relationships are very important at SCMSA between classrooms and staff members. Our PBIS and Responsive Classroom approach has enhanced our success in establishing a nurturing and positive school climate. Our academic schedule is designed to promote a collaborative professional culture. Our staff have common planning time with their grade level teaching partners in which they can analyze student data/work, set focused goals, design common assessments, and analyze student work. Collaboration results in increased student learning and instructional effectiveness.

A Commitment to increase our parent and community Involvement.

This year we have started a parent group called parents promoting Student Progress. Parents are invited to collaborate in a variety of ways. We offer 4 parent meetings each year. These meetings are held in conjunction with our family STEM night in which we provide transportation to our families. Due to this, we have a high participation rate and can educate parents about current information that will help them to assist their children in succeeding at our school. Parents are invited to volunteer in the classroom any time they are available.

We currently have a Facebook page that is updated regularly with school events and weekly educational activities. Each teacher sends home a daily communication folder in which parents get information about school events and programs, enabling them to be supportive and involved. We also use our JMC student system to make phone calls to remind parents of events and important calendar dates. Parents are always welcomed to visit classrooms, eat lunch with students and observe special events such as School assemblies.

SCMSA has parent/teacher conferences two times per year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's progress. FAST scores and

progress monitoring data is reviewed at both conferences as well. Each summer, a letter is sent home with MCA scores listed. Report cards are also mailed home 4 times per year.

XII. Innovative Practices and Implementation:

Our school board, director and teaching staff hold the mission of our school at the forefront of our decision making. We strive to stay mission focused and driven to implement what has been agreed upon with our school contract and with our authorizer. This includes offering a well-rounded education in all areas of academics and social emotional growth. The class sizes will be 20 students or less in all K-7th grade classes. A small class size ensures high engagement and frequent teacher interaction with each student. This is our 2nd year of having a Project Lead the Way STEM program. Each grade level K-7 has a STEM qualified teacher every other day opposite physical education in order to provide teacher preparation time. Our school moved to having a STEM program instead of an art program in order to improve our image as a STEM school and give our students more hands-on learning time.

Our school offers teachers autonomy in Science instruction. Teachers will utilize current school resources such as Inspire Science kits, Generation Genius, and other and other engaging lessons of your choice to follow MN state standards. In addition to using the science curriculum during the school day, we have 3 STEM nights in which we invite our families into the school to engage in hands-on science activities with their children. During 2021-2022, our STEM nights were done via zoom.

In the area of technology, each student has access to Smart board technology and has opportunities to utilize many apps available for Chromebook computers and iPads. Small group instruction offers many online learning options for students to increase their math and reading skills. In the area of technology, all of our curriculum in math, reading and science have a supplemental online individual learning component. We have purchased IXL and teachers use a variety of free programs that align with state standards. During distance learning, our school was able to purchase one to one iPads for K-2nd grade and Chromebooks for all 3rd-6th grade students.

XIII. Curriculum

Our curriculum is rigorously aligned to the Minnesota Academic Standards. For reading, we use the Wonders curriculum. Reading Wonders provides the instructional support materials needed to teach the rigor, intent, and depth of the new Common Core State Standards. Key elements of the curriculum include interactive read aloud, modeled shared readings, guided reading, phonics/word study, rigorous independent reading, and Literature circles. SCMSA teachers have taught and provided practice opportunities for students to use

key reading strategies to improve comprehension. The Wonders curriculum has a guide for the standards for social studies and for science that are integrated into the reading and writing components. Technology is used every day in every classroom. Each student has access to Smart board technology and has opportunities to utilize many Apps available for MacBook computers and iPads. Technology is used to promote increased cognitive engagement and deeper conceptual understanding.

For math, the teaching staff utilizes the Everyday Mathematics curriculum by McGraw-Hill. This program aligns to the Common Core State Standards. The standards for Mathematical Practices describe skills students should use to approach math. They are not taught in isolation of the content standards. They are fully integrated into Everyday Math, helping students more effectively build the habits of mind needed to succeed in college and careers. This curriculum is framed around the response to intervention approach which differentiates for students approaching grade level, are on level and are beyond grade level. There are also many ELL instructional strategies such as pictures and photographs, academic vocabulary, echo reading and tiered questions for teachers to use as tools to assist the students with Limited English proficiency in accessing the content that will help them to learn the concepts. SCMSA teachers analyze student MCA results from the previous year and FAST results to identify key concepts and skills that students need to master to become grade level proficient. Then they identify assessments that measure mastery of those key concepts and identify interventions that will help students understand the concepts and develop the skills that lead to mastery.

XIV. Teacher and Principal Evaluation

Instruction/Curriculum/Teacher Evaluations/Principal Evaluation:

This year we have had instructional leaders in mentoring new teachers, leading staff development and instructional coaching in classrooms. Our new teacher Mentees report an appreciation of the direct support from Mentors and the feedback given during instructional coaching.

In our nine years, our curriculum committee has purchased the Wonders Reading Curriculum, Wonderworks reading intervention curriculum, Wonder's ELL language curriculum, Inspire Science Curriculum, Everyday Math Curriculum and Writer's workshop curriculum.

Our staff have been trained in all the new curriculum. This school year we have had training in the areas of Math, Writing/Reading, Engagement strategies, the gradual release of responsibility strategy, Responsive classroom, PBIS strategies, and training on using turn and talk strategies to assist our English Language Learners with accessing the curriculum and content.

Curriculum Process:

Our school district employs a comprehensive system to periodically review and evaluate the effectiveness of all district curriculum and instruction. The primary goal of the District's curriculum review process is to develop a guaranteed and viable curriculum. This is a curriculum in which the agreed upon essential content and skills are covered within adequate instructional time. There is a pilot phase, assessment phase and a decision-making phase involved in the process.

Teacher Evaluation: The goal of the teacher evaluation is to develop teachers by working toward clear expectations. Teachers set annual goals aligned to the school improvement plan. Probation teachers are formally observed three times per year during the first three years. Teachers with more experience are formally observed every three years. A summative evaluation includes elements of the observation that document standards of effective practice. Evaluation includes longitudinal data on student engagement, and measures of student achievement. During years in which a formal observation is not taking place, teachers participate in peer review. The process is completed by peer review which focuses on teacher reflection and growth. A New Teacher Academy and mentoring is provided for all new teachers. A formal assistant plan is provided for teachers in need of improvement. The total evaluation system is supported through ongoing professional development.

Principal Evaluation: Annual goals are established in conjunction with the school improvement plan. Summative evaluation is based on progress toward goals. The rubrics for the summative evaluation are based on research and an online system of record keeping and evidence collection is used. Survey data collected from board members and staff is utilized as part of the reflective conference. Progress toward meeting school improvement plan goals is also considered in determining principal growth

XV. Future:

SCMSA is in its ninth year as a public charter school. We are fortunate to have outdoor space to utilize with our STEM activities in Fall and Spring. Our leadership team is currently working on adding after-school programs and are looking into developing a summer school program for our students to continue to improve in academic achievement over the summer.

We are submitting our Annual Report to our authorizer- Novation Educational Opportunities (NEO). We are grateful to the trust our families and the SCMSA community have placed in us to deliver a program of excellence to the students of SCMSA Elementary School. The seeds of pride were planted when the school was established in 2014 and we continue to serve as the heartbeat of our small community to this day. We look forward to the opportunities for growth and enhanced success as

we continue our partnership with NEO.