

Senators Marty, Chaudhary and Stumpf introduced--
S.F. No. 384: Referred to the Committee on Finance.

1 A bill for an act

2 relating to education finance; modifying the
3 referendum aid adjustment for open enrollment
4 students; altering the statewide property tax;
5 amending Minnesota Statutes 2004, sections 127A.47,
6 subdivision 7; 275.025, subdivision 1.

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

8 Section 1. Minnesota Statutes 2004, section 127A.47,
9 subdivision 7, is amended to read:

10 Subd. 7. [ALTERNATIVE ATTENDANCE PROGRAMS.] The general
11 education aid for districts must be adjusted for each pupil
12 attending a nonresident district under sections 123A.05 to
13 123A.08, 124D.03, 124D.06, 124D.08, and 124D.68. The
14 adjustments must be made according to this subdivision.

15 (a) General education aid paid to a resident district must
16 be reduced by an amount equal to the referendum equalization aid
17 attributable to the pupil in the resident district.

18 (b) General education aid paid to a district serving a
19 pupil in programs listed in this subdivision must be increased
20 by an amount equal to the greater of (1) the referendum
21 equalization aid attributable to the pupil in the nonresident
22 district; or (2) the product of the district's open enrollment
23 concentration index, the maximum amount of referendum revenue in
24 the first tier, and the district's net open enrollment pupil
25 units for that year. A district's open enrollment concentration
26 equals the greater of zero, or the lesser of 1.0, or the ratio

1 of the district's number of net open enrollment pupil units for
2 that year divided by its resident pupil units for that year to
3 .50.

4 (c) If the amount of the reduction to be made from the
5 general education aid of the resident district is greater than
6 the amount of general education aid otherwise due the district,
7 the excess reduction must be made from other state aids due the
8 district.

9 (d) The district of residence must pay tuition to a
10 district or an area learning center, operated according to
11 paragraph (e), providing special instruction and services to a
12 pupil with a disability, as defined in section 125A.02, or a
13 pupil, as defined in section 125A.51, who is enrolled in a
14 program listed in this subdivision. The tuition must be equal
15 to (1) the actual cost of providing special instruction and
16 services to the pupil, including a proportionate amount for debt
17 service and for capital expenditure facilities and equipment,
18 and debt service but not including any amount for
19 transportation, minus (2) the amount of general education
20 revenue and special education aid but not including any amount
21 for transportation, attributable to that pupil, that is received
22 by the district providing special instruction and services.

23 (e) An area learning center operated by a service
24 cooperative, intermediate district, education district, or a
25 joint powers cooperative may elect through the action of the
26 constituent boards to charge the resident district tuition for
27 pupils rather than to have the general education revenue paid to
28 a fiscal agent school district. Except as provided in paragraph
29 (d), the district of residence must pay tuition equal to at
30 least 90 percent of the district average general education
31 revenue per pupil unit minus an amount equal to the product of
32 the formula allowance according to section 126C.10, subdivision
33 2, times .0485, calculated without basic skills revenue and
34 transportation sparsity revenue, times the number of pupil units
35 for pupils attending the area learning center, plus the amount
36 of compensatory revenue generated by pupils attending the area

1 learning center.

2 [EFFECTIVE DATE.] This section is effective for revenue for
3 fiscal year 2006.

4 Sec. 2. Minnesota Statutes 2004, section 275.025,
5 subdivision 1, is amended to read:

6 Subdivision 1. [LEVY AMOUNT.] The state general levy is
7 levied against commercial-industrial property and seasonal
8 residential recreational property, as defined in this section.
9 The state general levy base amount is \$592,000,000 for taxes
10 payable in 2002. The base amount is increased by \$2,000,000 for
11 taxes payable in 2006 and later. For taxes payable in
12 subsequent years, the levy base amount is increased each year by
13 multiplying the levy base amount for the prior year by the sum
14 of one plus the rate of increase, if any, in the implicit price
15 deflator for government consumption expenditures and gross
16 investment for state and local governments prepared by the
17 Bureau of Economic Analysts of the United States Department of
18 Commerce for the 12-month period ending March 31 of the year
19 prior to the year the taxes are payable. The tax under this
20 section is not treated as a local tax rate under section 469.177
21 and is not the levy of a governmental unit under chapters 276A
22 and 473F.

23 The commissioner shall increase or decrease the preliminary
24 or final rate for a year as necessary to account for errors and
25 tax base changes that affected a preliminary or final rate for
26 either of the two preceding years. Adjustments are allowed to
27 the extent that the necessary information is available to the
28 commissioner at the time the rates for a year must be certified,
29 and for the following reasons:

30 (1) an erroneous report of taxable value by a local
31 official;

32 (2) an erroneous calculation by the commissioner; and

33 (3) an increase or decrease in taxable value for
34 commercial-industrial or seasonal residential recreational
35 property reported on the abstracts of tax lists submitted under
36 section 275.29 that was not reported on the abstracts of

1 assessment submitted under section 270.11, subdivision 2, for
2 the same year.

3 The commissioner may, but need not, make adjustments if the
4 total difference in the tax levied for the year would be less
5 than \$100,000.

6 [EFFECTIVE DATE.] This section is effective for taxes
7 payable in 2006.

Consolidated Fiscal Note – 2005-06 Session

Bill #: S0384-0 (R) **Complete Date:** 02/18/05

Chief Author: MARTY, JOHN

Title: AID ADJUSTMENT FOR OPEN ENROLLMENT

Fiscal Impact	Yes	No
State	X	
Local	X	
Fee/Departmental Earnings		X
Tax Revenue	X	

Agencies: Education Department (02/17/05)

Revenue Dept (02/18/05)

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Net Expenditures					
General Fund		999	1,220	1,220	1,220
Education Department		999	1,220	1,220	1,220
Revenues					
General Fund		2,000	2,054	2,107	2,166
Revenue Dept		2,000	2,054	2,107	2,166
Net Cost <Savings>					
General Fund		(1,001)	(834)	(887)	(946)
Education Department		999	1,220	1,220	1,220
Revenue Dept		(2,000)	(2,054)	(2,107)	(2,166)
Total Cost <Savings> to the State		(1,001)	(834)	(887)	(946)

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Consolidated EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES

Date: 02/18/05 Phone: 296-8674

Fiscal Note – 2005-06 Session

Bill #: S0384-0 (R) **Complete Date:** 02/17/05

Chief Author: MARTY, JOHN

Title: AID ADJUSTMENT FOR OPEN ENROLLMENT

Fiscal Impact	Yes	No
State	X	
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
General Fund		999	1,220	1,220	1,220
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
General Fund		999	1,220	1,220	1,220
Revenues					
-- No Impact --					
Net Cost <Savings>					
General Fund		999	1,220	1,220	1,220
Total Cost <Savings> to the State		999	1,220	1,220	1,220

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

BILL DESCRIPTION:

This fiscal note addresses Section 1 of SF 384, which amends M.S. 127A.47, subd. 7 by increasing the open enrollment adjustment for referendum aid for certain school districts that gain more students than they lose through open enrollment.

ASSUMPTIONS:

The simulation used the same FY 2006 inputs used for the November 2004 state budget forecast. The effect on revenues was assumed to be constant after FY 2006.

EXPENDITURE AND/OR REVENUE FORMULA

Under current law, the open enrollment adjustment for referendum aid equals a district's net open enrollment gain or loss, multiplied by the district's average referendum equalization aid per resident pupil unit (RPU).

The bill's language is somewhat ambiguous, but it has been interpreted as follows: In the open enrollment adjustment for referendum aid, average referendum equalization aid per RPU is replaced by the greater of a) average equalization aid per RPU, or b) the product of a district's open enrollment concentration (meaning the ratio of the net open enrollment pupil units divided by the RPU's, divided by 0.5, but restricted to the range from 0.0 to 1.0) multiplied by the lesser of the district's referendum allowance or the tier 1 referendum cap (which is currently \$500).

The effect on aid entitlements and appropriations is as follows:

	A	B	C	D
	ENTITLEMENT	CURRENT PAYMENT = A X 81.9%	CLEANUP FOR PRIOR YEAR	COST = B+C
2005-06	1,219,864	999,069	0	999,069
2006-07	1,219,864	999,069	220,795	1,219,864
2007-08	1,219,864	999,069	220,795	1,219,864
2008-09	1,219,864	999,069	220,795	1,219,864

LONG-TERM FISCAL CONSIDERATIONS

This is a continuing program.

LOCAL GOVERNMENT COSTS

Referendum aid revenue will increase for selected districts.

Agency Contact Name: Porter, Bob 651-582-8851
FN Coord Signature: AUDREY BOMSTAD
Date: 02/17/05 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES
Date: 02/17/05 Phone: 296-8674

Fiscal Note – 2005-06 Session

Bill #: S0384-0 (R) **Complete Date:** 02/18/05

Chief Author: MARTY, JOHN

Title: AID ADJUSTMENT FOR OPEN ENROLLMENT

Fiscal Impact	Yes	No
State	X	
Local	X	
Fee/Departmental Earnings		X
Tax Revenue	X	

Agency Name: Revenue Dept

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
-- No Impact --					
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
-- No Impact --					
Revenues					
General Fund		2,000	2,054	2,107	2,166
Net Cost <Savings>					
General Fund		(2,000)	(2,054)	(2,107)	(2,166)
Total Cost <Savings> to the State		(2,000)	(2,054)	(2,107)	(2,166)

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalent					
-- No Impact --					
Total FTE					

This bill version has no fiscal effect on our agency.

FN Coord Signature: JOHN POWERS

Date: 02/18/05 Phone: 556-4054

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: NANCY HOMANS

Date: 02/18/05 Phone: 296-9370

Senator Olson introduced-

S.F. No. 2776: Referred to the Committee on Finance.

A bill for an act

1.2 relating to education finance; restoring charter school start-up aid for certain
1.3 charter schools for fiscal year 2006; amending Laws 2003, First Special Session
1.4 chapter 9, article 2, section 51; Laws 2005, First Special Session chapter 5,
1.5 article 2, section 84, subdivision 3.

1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.7 Section 1. Laws 2003, First Special Session chapter 9, article 2, section 51, is amended
1.8 to read:

1.9 Sec. 51. **CHARTER SCHOOL START-UP AID.**

1.10 A charter school in its first year of operation during fiscal year 2004 or 2005 is not
1.11 eligible for charter school start-up aid for fiscal years 2004 or 2005 under Minnesota
Statutes, section 124D.11, subdivision 8.

1.13 **EFFECTIVE DATE.** This section is effective the day following final enactment
1.14 for revenue for fiscal year 2006.

1.15 Sec. 2. Laws 2005, First Special Session chapter 5, article 2, section 84, subdivision 3,
1.16 is amended to read:

1.17 Subd. 3. **Charter school startup aid.** For charter school startup cost aid under
1.18 Minnesota Statutes, section 124D.11:

1.19	1,393,000		
1.20	\$ <u>2,760,000</u>	2006
1	3,185,000		
1.22	\$ <u>3,337,000</u>	2007

1.23

2.1 The 2006 appropriation includes \$0 for 2005 and ~~\$1,393,000~~ \$2,760,000 for 2006.

2.2

2.3 The 2007 appropriation includes ~~\$259,000~~ \$401,000 for 2006 and \$2,926,000 for
2.4 2007.

2.5

2.6 **EFFECTIVE DATE.** This section is effective the day following final enactment
2.7 for revenue for fiscal year 2006.

To: Charter School Directors, Sponsors, and Resource Organizations

From: Division of School Choice & Innovation Minnesota Department of Education

Date: July 21, 2005

Re: State Start-up Aid for Charter Schools

Following passage of the 2005 K-12 Omnibus Education Act last week, the Minnesota Department of Education (MDE) has received a number of inquiries regarding state start-up aid for new charter schools opening this fall. Please review the information below and contact the MDE staff listed below if you have further questions.

Under Minnesota Statute 124D.11, Subdivision 8: "Start-up costs. During the first two years of a charter school's operation, the charter school is eligible for aid to pay for start-up costs and additional operating costs. Start-up cost aid equals the greater of: (1) \$50,000 per charter school; or (2) \$500 times the charter school's pupil units served for that year."

The 2005 K-12 Omnibus Education Act includes an appropriation for Charter School Startup Aid of \$1,393,000 for fiscal year 2006 and \$3,185,000 for fiscal year 2007.

As a result, charter schools that open in fall 2005 will receive a start-up aid payment on October 15, 2005 for 84.3% of their calculated start-up aid entitlement for the 2005-06 school year. The remaining 15.7% of that startup aid entitlement will be paid in fiscal year 2007 as part of the "hold back" requirements for all state aid to public schools.

Please note that state start-up aid is not a grant program and does not require an application be submitted to MDE by new charter schools. It is also completely separate from the federal Public Charter Schools grant program administered by MDE.

If you have any questions about how your school's start-up aid entitlement will be calculated, please contact Colleen Leemon at colleen.leemon@state.mn.us or 651-582-8566. If you have questions about how the start-up aid entitlement will be paid out, please contact Judy Kuck at judy.kuck@state.mn.us or 651-582-1613.

Important Notice for Schools that Opened in Fall 2004: Charter schools that opened in fall 2004 (fiscal year 2005) are NOT eligible to receive state start-up aid in fiscal year 2006. This is due to the following law enacted in 2003: "A charter school in its first year of operation during fiscal year 2004 or 2005 is not eligible for charter school start-up aid under Minnesota Statutes, section 124D.11, subdivision 8." (Minnesota Session Laws 2003, 1st Special Session, Chapter 9, Article 2, Section 51.)



Annual Report 2004-05

Our Sponsor

Hopkins ISD @270
1001 Highway 7
Hopkins, MN 55305
Sponsor Liaison - Katie Lee, Community Education Director
952-988-4000

Main Street School of Performing Arts began a sponsorship agreement with Hopkins School District #270 in 2003. Our current contract is not up for renewal until the end of the 2006-07 fiscal year.

The positive and unique relationship between MSSPA and the Hopkins School District is characterized by: 1. An annual letter of agreement which allows MSSPA to contract with the district for much needed services such as food service; 2. two high level HSD cabinet members designated as ex-officio members of the MSSPA board; 3. Bi-annual administrators report to the HSD school board. The letter of agreement assures that support is provided to MSSPA and that HSD is compensated fairly for any support services they provide to the school. The ex-officio members attend all meetings to ensure that the sponsoring district has current, accurate information on the operations of the School. The administrator's bi-annual update to the HSD school board allows board members to ask questions and get first hand information on the successes and challenges at the school. The report includes a financial update, academic update, student demographics and any other additional information that might be requested by the sponsor.

Governance

MSSPA by-laws specify that the board of directors consist of no fewer than five and no more than twenty-five persons. Furthermore, it recommends that by the third year of operations the Board of Directors be elected by a majority of staff members and parents of children who attend the school. Each board member serves a two year term. . The Principal/Executive Director reports directly to the board of directors. The Board of Directors term ends in early June. New members are also elected to the board at this time. Board Officers are selected after the board annual retreat in August.

The 2004-05 school board consisted of 8 voting members and 3 ex-officio members (See Appendix A). The 2005-06 school board consists of 7 board members and 3 ex-officio members (See Appendix B). Approximately ½ of the 2005-06 board members are returning for their second year of service. The board has adopted a process by which approximately half the board rotates off after a two-year term and new members are elected to serve a two year term. This process assures that a reasonable number of experienced members are on the school board at any given time.

Teaching Staff

MSSPA has a small but dedicated teaching staff. We had one teacher leave in March 2005 for health reasons and one teacher decide not to return at the end of the 2004-05 academic year. The new teacher hired to replace the ill instructor returned with all other first year teachers. Consequently, 86% of the teachers opted to return for a second year of teaching at MSSPA. The 2004-05 teaching staff and the 2005-06 teaching staff are listed below.

2004-05 Teacher Data

Teacher Name	File Folder #	Teaching Assignment
Jennifer DeGrote (1.0 FTE)	409095	Social Studies 9-10
Michelle Erickson (1.0 FTE)	418418	Social Studies 9 -10
William Leaf (1.0 FTE) *	416772	Theatre 9-10
Brenda Leviton (0.5 FTE)	364049	Spanish/French 9-10
Matthew MacFarlane (1.0 FTE)	334049	Music
Betsy Maloney (1.0 FTE)	In process MDE	Dance 9-10
Alison Maud-Hallin (1.0 FTE)	339425	Mathematics 9-10
Samantha Thompson (1.0 FTE)	395795	Special Education 9-11
Eryne Warne (1.0 FTE)	381085	Language Arts/ Theatre
Crystal Wood (1.0 FTE)	419137	Science 9-10

2005-06 Teacher Data

Teacher Name	File Folder #	Teaching Assignment
Peter Anderson	419770	Science 9-11
Michelle Erickson (1.0 FTE)	418418	Social Studies 9 -11
Cassy Furo (0.5 FTE)	420932	Language Arts 9-11
William Leaf (1.0 FTE)	416772	Theatre 9-11
Brenda Leviton (1.0 FTE)	364049	Spanish/French 9-11
Matthew MacFarlane (1.0 FTE)	334766	Music 9-11
Betsy Maloney (1.0 FTE)	In process MDE	Dance 9-11
David Perlman (1.0 FTE)	425066	Mathematics 9-11
Samantha Thompson (1.0 FTE)	395795	Special Education 9-11
Eryne Warne (1.0 FTE)	381085	Language Arts/ Theatre 9-11
Crystal Wood (1.0 FTE)	419137	Science 9-11
Ronald Zuchora (0.5 FTE)	381334	Special Education 9-11

*William Leaf was contracted through Stages Theatre Company in 2004-05.

Student Demographics

MSSPA ended its inaugural year with approximately 110 students enrolled. The students came from through the Twin Cities metro area (Diagram 1). The largest percentage of students came from Minneapolis, Hopkins and Minnetonka.

Additional Demographic data for MSSPA indicate the initial year saw a 2 to 1 female to male ratio (Diagram 2). Students were fairly evenly distributed amongst grades 9 and 10 (Diagram 3). 18 percent of the students at MSSPA come from a diverse background (diagram 4)

Diagram 1

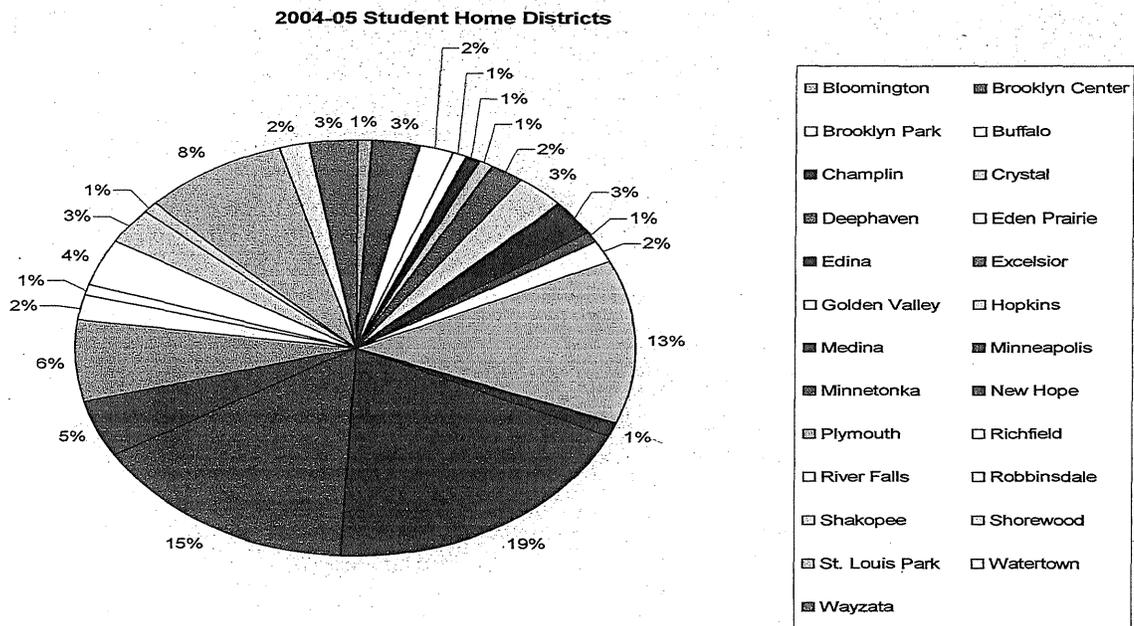


Diagram 2

Grade level	% Female	% Male
9th Grade	65	35
10th Grade	74	26

Diagram 3

Grade level	% Enrolled
9th Grade	57
10th Grade	43

Diagram 4

Ethnicity	% of school population
African-American	16
American Indian/Alaskan	1
Asian	2
White	82

Student Participation

MSSPA had a 92% attendance rate during 2004-05. 92% of our students attended all classes every day. This speaks well of the programs offered by MSSPA given the fact that approximately 60% of students have to get to school via their own transportation. Additional participation information can be obtained at the Minnesota Department of Education website.

Program Successes and best practices

The mission of MSSPA is to cultivate and challenge each learner's intellectual and expressive potential in a rigorous academic and artistic setting. Specifically our mission is:

- Enabling every student to develop and be challenged
- Striving for students experiencing the learning and gaining depth of understanding
- Creating a holistic approach that marries academics and arts
- Producing students that are intellectually precise

Our inaugural year has allowed many successes for MSSPA towards achieving this mission.

- Curriculum for grades 9,10 & 11 implemented that meets all state requirements
- Advanced placement courses in Biology and Literature have been implemented
- Curriculum mapping complete for 9th & 10th grade courses, 11th & 12th grade courses to be mapped this year. Maps will help determine gaps and overlaps in curriculum and determine how to expand an enhance program
- Chemistry lab completed in the south wing of building
- Computer lab installation to be complete by mid-October
- Media center opening on a limited basis
- Expanded transportation options available
- Accreditation process underway
- Arts juries instituted to:
 - Establish a level of expectation and professionalism amongst students
 - Prepare students for real world art experiences including auditioning
 - Provide feedback regarding individual student growth and learning in their art area.

In addition to these successes the staff constantly works to infuse all learning with creativity and artistry. Each instructor is required to infuse the arts into at least on instructional unit. Our staff consistently collaborated to find ways to connect learning for students.

Program Challenges

The challenges that MSSPA faces fall into three general categories

1. Financing – our initial year did not provide the student enrollment that was expected. This fact coupled with a costly building renovation created a challenging year financially.
2. Transportation – A phone survey of students that applied but chose not to attend MSSPA was conducted. The results indicated three primary reasons for students choosing not to come – 1. wanted to stay in familiar school with known friends, 2. curriculum did not provide the breadth of coursework needed, 3. transportation was too challenging
3. Providing challenging coursework – Since curriculum was one of the prominent reasons given for students not attending, we needed to determine how to adequately continue to assure a challenging academic environment for students.

The following steps are being taken by the school to address these challenges

Finance

- Grant writer hired to assist with funding requests to Foundations & Corporations
- MSSPA board planning annual capital campaign drive (November-December)
- PTO spearheading Happenings Book fundraiser

Transportation

A transportation survey was distributed to all students planning to attend MSSPA fall 2005. A mapping was done to determine where expanded busing might be advantageous. As a result of working with the Hopkins School District MSSPA was able to offer expanded transportation options for 2005-06 as follows:

- Option 1 – students ride MSSPA bus that covers NW metro area suburbs
- Option 2 – Minneapolis & Hopkins students catch HSD bus to MSSPA shuttle at Hopkins North and Hopkins West
- Option 3 – Carpooling of students from same geographic area

Challenging Coursework

The most difficult aspect of working to continue to provide challenging coursework is trying to balance staffing levels with student enrollment and curriculum expansion. The foundational core program designed for the school has always included providing Advanced Placement and more advanced arts courses for students. The school is constantly evaluating how to improve learning for students and is implementing the following:

- Advanced placement courses in Biology and Literature have been implemented
- Curriculum mapping complete for 9th & 10th grade courses, 11th & 12th grade courses to be mapped this year. Maps will help determine gaps and overlaps in curriculum and determine how to expand an enhance program

- Assess effectiveness of courses offered at MSSPA via end of course surveys
- Begin accreditation process to closely examine and fine tune school improvement plan

Accountability Data

The academic goals for the MSSPA inaugural year were:

1. Students will perform at or above the National average on the reading and writing portions of the nationally norm referenced Iowa Test of Educational Development
2. Students will perform at or above average on the math portions of the Iowa Test of Educational Development

National School Norm – Percentile Rank – Fall 2004

	Reading	Language	Mathematics	Overall Composite
Grade 9	88%	88%	61%	82%
Grade 10	84%	88%	55%	84%

National School Norm – Percentile Rank – Spring 2005

	Reading	Language	Mathematics	Overall Composite
Grade 9	90%	88%	63%	87%
Grade 10	85%	83%	59%	85%

The data above indicates that the overall performance of students on all three content areas was good. The composite score for the school did increase from fall to spring. However, mathematics is an area where improvement is needed. The mathematics skills tested were concepts and problem solving and computation. Closer examination of the mathematics results revealed computation as the area of greatest need for all students. The curriculum mapping of mathematics content will be analyzed to enable the school to determine where and how these skills can be reinforced.

There was also a significant drop in the percentile rank for students in the Language skills component of the test. The language skills component focuses on revising written materials. Greater emphasis on these skills will be given in our 9th grade workshop course as well as other courses that require student writing.

MSSPA only had 10th graders in 2004-05 so only the 10th graders took the MCA's. 96% of students passed the MCA reading test. The MCA in mathematics will be given during the 2005-06 academic year.

The MCA test results, ITED results, and PSAT results will be analyzed to provide guidance in areas where improvement or modification to the curriculum might be needed.

Academic Goals 2005-06

- Increase student performance against the national school norm on the ITED mathematics test by 5%
- Increase percentage of students passing the MCA by 1% or more
- Have at least 15% of students enrolled in Advanced Placement courses by 2006-07
- Prepare 80% or more of Juniors to score 1000+ on SAT and 26+ on ACT tests
- 95% of Juniors will take the PSAT
- Expand interdisciplinary collaborations to a minimum of two per semester to enhance student learning

Other School Goals 2005-06

- Expand partnerships with community artists/arts organizations and school arts program
- Expand performance opportunities for students
- Fully define arts internship programs to be offered to Seniors next year
- Develop arts scholarship programs for summer study for students
- Increase student attendance (ADM) from 92% to 94%
- Expand the professional development and training of school staff
- Assess effectiveness of courses offered at MSSPA

Parent Involvement/Community Support

MSSPA has an active PTO. The most visible indicator of support and involvement is all of the color that is around the school building this year. The PTO coordinated a student developed mural and painted various parts of the school. The PTO is also planning a homecoming event to welcome the families of new students entering fall 2005.

The school has a successful partnership with Stages Theatre Company – a Hopkins community first class children’s theatre company. The collaboration allows MSSPA to have performances at the Hopkins Center for the Arts and to allow students to work with professional theatre artists, designers, and technicians.

MSSPA will survey parents in 2005-06 to determine areas of success and concern from a parent’s perspective. The survey will enable the school to assure that our program is meeting the needs of the school community. The survey will also formalize a process of school accountability.

School Finances

School financial information will be obtained from the Minnesota Department of Education. If additional financial information is desired please contact the school at 952-224-1340 or visit the Minnesota Department of Education website.

Appendix A
2004-05 Board Member Biographies

Lynn Plaschko – Vice Chair

I have a B.S. degree in Business/Personnel Management from St. Cloud State University. I have worked for General Mills since 1992 as an HR Manager and currently as an HR Director. I have been a board member of the General Mills Credit Union as well as president of the Twin Cities HR Association. I volunteer at church and Habitat for Humanity. I enjoy downhill skiing and watching my kids at their activities.

Thomas Richards - Secretary

I have a B.S. degree from St. John's in psychology with a law degree from Hamline University. I've been practicing for 20 years and am currently self-employed providing services for the State as a part-time public defender (working primarily in Juvenile Court) and for Wright and Sherburne counties, providing representation in mental health cases as well as family court mediation services as well as a criminal and family law practice. I also have coached the Mock trial team for Buffalo H.S. and coached for the Wayzata Football, Basketball and Soccer Associations and am a camera person for the varsity football team. I add I am the Lacrosse coach for the Wayzata boys H.S. varsity team. I also am a member of the Sherburne County Juvenile Justice initiative.

William Lauder

Retired Hopkins School District Teacher
Not available at this time.

Lela Hudson – Board Chairperson

Lela Hudson has a Bachelors Degree in Health administration from Governor's State University and an Associate Degree from Prairie State College. She spent over 20 years as a working healthcare professional. She worked also worked as a teacher for the State of Illinois and is a licensed Foster Care provider. Lela is an advocate for education and the arts.

Miata Foluke

Miata Foluke is a wife and mother of three. She has lived in the Twin Cities for 20 years. The first eight years she worked as a Credit Supervisor for Ford Motor Credit Company. Throughout this time she continued studies at St. Cloud State University (after originally attending Wayne State), studying elementary education. She is currently working on my 5-12 licensures in the area of language arts and communications.

Currently, she works as an educational consultant for Educational Resources Inc., Direct Instruction Implementation Company based out of Billings, Montana. She is the founder and independent consultant of Each One Teach One,

providing training and coaching for schools in the twin cities that utilize the Direct Instruction Curriculum. She has trained teachers throughout the twin cities, St. Cloud, Fargo, and Rockford.

She was a founding parent for Harvest Preparatory School. She sat on the advisory board during its two year planning phase. She then worked at Harvest for ten years. As a teacher and curriculum specialist I have always strived to ensure that all students at Harvest achieve the highest level of academic excellence. She has a very strong commitment to the belief that all children can learn. She is also actively engaged in my church and community. I have started a group called Sisterfriends: A Young Woman's Empowerment Group for young women who are ages 13-17. Recently we started the Sisterfriends Book Club which meets monthly. This is a collaboration between Sisterfriends and North High School.

Dave Mahler - Treasurer

Dave Mahler is the Vice President –Treasurer of Jacobs Management Corp. Jacobs Management Corp is an entrepreneurial based organization which requires him to wear many hats. Dave responsibilities include managing oversees benefits administration, overseeing 401(k) investments, and overseeing accounting, budgeting, and strategic planning for several Jacobs related companies. Dave is a husband and father of three children. He has volunteered at St. Bartholomew's Catholic Church, St. Therese of Deephaven, Stages Theatre Company, and Benilde St. Margaret High School. Dave is also a cantor, guitarist and drummer.

Erica Zeffarano

Erica Zaffarano is a theatrical set designer who has been the resident designer for the Jon Hassler Theater in Plainview, MN, since it started and has worked with Stages and the Eden Prairie Players. She has designed for theatres and/or been a founding member of theatres in Vermont, the Virgin Islands, Washington, California, Nevada, Utah, Iowa and has been Artist-in-Residence at Iowa State University, Purdue University. and the University of Maine. She has two eighth graders at the FAIR School who have been there since the first year it opened.

William J. Pierro

Adroit Marketing Inc.

Manufacturers Sales Representative in the Building Materials Industry.

Adroit Marketing is a small independent representative organization that started in 1992, and is based in West Bend Wisconsin.

Major Manufacturers represented are Atlas Roofing Corp. and Air Vent Inc.

Bill has spent his entire career in the building materials industry, specializing in insulation and ventilation products. He does extensive training and seminars relating to insulation and ventilation throughout the five state area based upon the knowledge and skills developed over the past twenty five years.

He graduated from the University of Minnesota with a bachelors degree in Applied Business, after growing up and attending school in Hopkins, Minnesota.

Katie Lee ex-officio member

Katie is the Director of Community Education for the Hopkins School District.

She has a master's in Educational Leadership, a BA in Education, and holds a Community Education administrative license with the state of Minnesota. She began her career with Hopkins Schools in 1990 and served as the Family Involvement Coordinator. Katie has also worked for Minneapolis and Bloomington School Districts. She has been involved with adult and community education since 1980. She and her husband have five daughters and live in the Hopkins School District.

John Schultz ex-officio member

John Schultz lives in Plymouth, Minnesota with his wife, Jane, and his two daughters Elena (7) and Ana Mei (2). John has a Bachelor of Arts degree in Biology and Religion and a Bachelor of Science in Science Education. John also has a Master of Science degree in Soil, Water and Climate Science. John is currently writing his dissertation in curriculum and instruction on students conceptions of groundwater.

John served as a science teacher for the Hopkins School District, teaching at Hopkins North Junior High School and the Hennepin County Home School for 14 years. In 1999, John became an associate principal of Eden Prairie High School. In 2002, John became a Lecturer in Science Education in the Department of Curriculum and Instruction at the University of Minnesota.

John is currently in his second year being the Director of Teaching, Learning, and Technology for the Hopkins School District. John oversees all curriculum, instruction and assessment. He also manages No Child Left Behind and other state mandates and initiatives.

Sandy Boren-Barret, ex-officio member

Sandy is the artistic director of Stages Theatre Company. She had been the program director of Stages Theatre Company since 1990, allowing her to pursue her dual passions for arts education and theatre. Managing a team of artists and educators, she directed art residency programs, workshops for children and youth, curriculum development projects and many other collaborative ventures with teachers and community leaders. An accomplished director, she has directed over 25 productions at Stages Theatre Company, including A Christmas Carol and Dreams of a Bird Woman: The Sacagawea Story. Boren-Barrett received her B.A. degree in Theatre Performance from Huntington College in Montgomery, Alabama and received her grade 7-12 Theatre Arts Teaching Certification from the University of Wisconsin-Parkside.

Appendix B 2005-06 Board Member Biographies

MELISSA R. COHEN

Melissa Cohen has more than 30 years of media experience, including two years as a television news reporter, six years as publicity director for the Guthrie Theater and two years as publicity director of the "Viennese Sommerfest" for the Minnesota Orchestra. She also worked on press advance during Mikhail Gorbachev's visit to Minnesota in June 1990 and coordinated the Minnesota Super Bowl Task Force Media Center for Super Bowl XXVI in January 1992.

A native of Minneapolis, Cohen is a Phi Beta Kappa graduate of the University of Minnesota with a Bachelor of Arts in Journalism and Speech/Communications. She has received four national promotional awards from the Public Broadcasting Service for her promotional work on national television programs including "Alive from Off-Center."

Melissa is President of MRC Public Relations, Inc. -established in 1982. MRC specializes in media strategy, campaign planning and media placement for a select group of retail, arts & entertainment and business-to-business clients.

MRC works closely with each client to analyze goals and determine the best approach to reach targeted audiences through news and feature coverage opportunities in print and electronic media — locally, regionally and nationally.

MRC has managed media relations for local, regional and national clients, including:

Arts & Entertainment

MRC launched the Twin Cities inaugural "Unique Lives & Experiences" lectures series featuring Mary Tyler Moore, Lauren Bacall, Marcia Clark, the Duchess of York and Maya Angelou.

Retail and Hospitality

MRC has been highly successful in assisting many local retail and hospitality clients gain greater visibility in a competitive marketplace. Retail clients served by MRC include Bachman's, Galleria, Block e, Cabela's, MN World Trade Center, Town Square, The Pillsbury Company (Cafe Häagen-Dazs), Koll Real Estate, Joe Boxer Corporation, The Gift Certificate Center, Inc., Minneapolis City Center, Gaviidae Common, the World Trade Center, Ridgedale, Brookdale and Southdale Shopping Centers, the Hearthrob Cafe, Parasole Restaurant Holdings (*Good Earth Restaurant and Bakery, Manny's, Muffuletta In The Park, Buca, Pronto Ristorante and Caffè and Figlio*) and the Sheraton Park Place Hotel.

Business-to-Business

MRC's business-to-business efforts have concentrated on a select group of clients, among them: 3M, VEE Corporation, Koll Real Estate, LecTec Corporation, Jack Morton Company, Displaymasters, Deaton Museum Services, Design Stages, Brookfield Development, Inc., and Aveda Corporation

Dave Mahler - Treasurer

Dave Mahler is the Vice President –Treasurer of Jacobs Management Corp. Jacobs Management Corp is an entrepreneurial based organization which requires him to wear many hats. Dave responsibilities include managing oversees benefits administration, overseeing 401(k) investments, and overseeing accounting, budgeting, and strategic planning for several Jacobs related companies. Dave is a husband and father of three children. He has volunteered at St. Bartholomew's Catholic Church, St. Therese of Deephaven, Stages Theatre Company, and Benilde St. Margaret High School. Dave is also a cantor, guitarist and drummer.

Betsy Maloney

Betsy Maloney, dance instructor at Main Street School of Performing Arts, holds an MFA in Dance Performance and Choreography from the University of Colorado and a BA in Dance and English from Gustavus Adolphus College, Shattuck – St. Mary's School, the Academy of Russian Ballet, the University of Minnesota, the Science Museum of Minnesota, and the Mankato Ballet Company. Her choreography has been presented locally at Intermedia Arts, The Minneapolis Institute of Art, and the Fall out Art Fest as well as the Phipps Center in Hudson, Wisconsin.

Chuck Mogilevsky – Vice Chairperson

Born March 6, 1956 in Minneapolis, Minnesota

Graduated Washburn High School Minneapolis, Minnesota in 1974.

Attended Northwestern University

Graduated University of Minnesota B.S. Economics in 1978

Graduated University of Wisconsin MBA in Finance in 1980

Began business career at O'Connor & Associates in Chicago in 1980. O'Connor was leading Derivatives trading firm. During my career there I was member of the American Stock Exchange and the Chicago Board of Trade. From the years 1989-1991 he was Director of O'Connor's London office.

O'Connor was purchased by Swiss Bank Corporation in 1992 where I served as Chief Operating Officer of Swiss Bank's Foreign Exchange operation as well as CFO of Investment Bank while in Zurich Switzerland.

Swiss Bank was purchased by Union Bank of Switzerland (UBS) in 1997. While at UBS he was the CFO of the UBS Global Hedge Fund. While CFO he was a Board Member of a number of funds.

Charles left UBS in 2000 to move to Minneapolis for Knight Trading Group where I was the CFO and COO of the Derivatives Trading Division. He holds a Series 27 registration.

Knight's Derivatives business was purchased by Citigroup in December of 2004 where he is now a Managing Director in the Equities Division.

Charles is married with four children. Arthur 16, Laura 15, Sarah 13, Rebekah 11. I have been in a number of charitable activities. I was Chairman of Synagogue fundraiser and most recently was involved in a successful charitable event for RAINN (Rape, Abuse, Incest National Network).

William J. Pierro – Board Chairperson

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He graduated from the University of Minnesota with a bachelors degree in Applied Business, after growing up and attending school in Hopkins, Minnesota.

Alan Schwartz – Asst. Treasurer

My name is Alan Schwartz. I was directed to you by William Leaf with whom I worked for a number of years at Valleyfair. He said that you are looking to fill a board position at the Main Street School of Performing Arts. I am interested in finding out more about the position.

Alan is the Vice President of Finance at Valleyfair Amusement Park and have worked there since 1978. He was in Public Accounting for over a year before I started at Valleyfair. He grew up in Golden Valley, Minnesota and later attended Yale University for my undergraduate degree in Russian Studies. After college he spent three years in the military, and then went on for an MBA in Accounting at Washington University in St. Louis. His professional expertise is in financial controls, accountability, administration, and general management.

He is intrigued by the concept of charter schools and particularly one with a focus on the arts. He is a long time fan of all kinds of music and theater.

Lori Suvalsky - Secretary

Lori Suvalsky is a psychiatrist, educated in Madison, WI, who first practiced in OB/GYN. She is the mother of 5 teenagers. Lori works on the inpatient unit at the VA hospital. She has spoken at several seminars in the Twin Cities, educating patients and their families with mental illness. Lori has also volunteered as an usher at Stages for the past 5 years and sewn for their Halloween benefit. She is currently MSSPA PTO treasurer

Katie Lee ex-officio member

Katie is the Director of Community Education for the Hopkins School District.

She has a master's in Educational Leadership, a BA in Education, and holds a Community Education administrative license with the state of Minnesota. She began her career with Hopkins Schools in 1990 and served as the Family Involvement Coordinator. Katie has also worked for Minneapolis and Bloomington School Districts. She has been involved with adult and community

education since 1980. She and her husband have five daughters and live in the Hopkins School District.

John Schultz ex-officio member

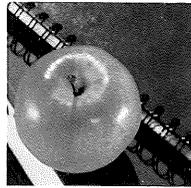
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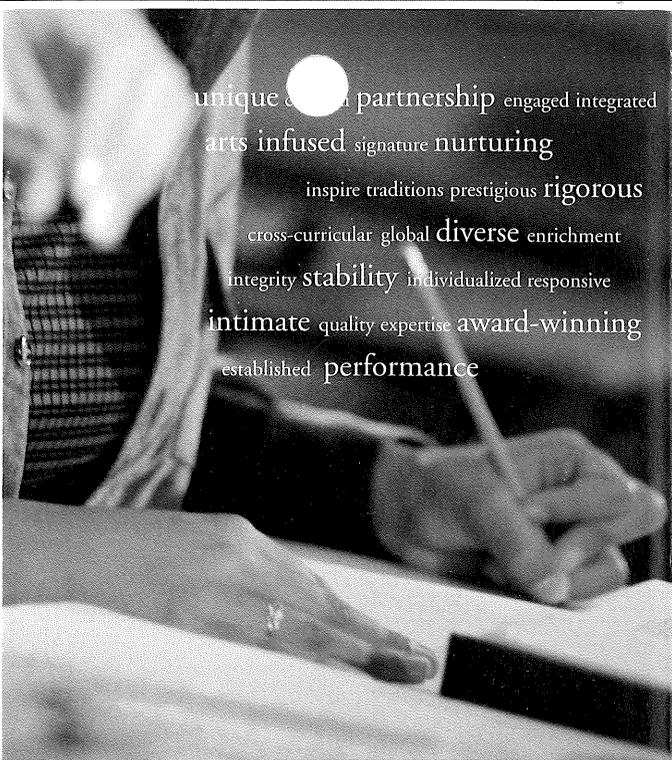
John is currently in his second year being the Director of Teaching, Learning, and Technology for the Hopkins School District. John oversees all curriculum, instruction and assessment. He also manages No Child Left Behind and other state mandates and initiatives.

John Montilino, ex-officio member

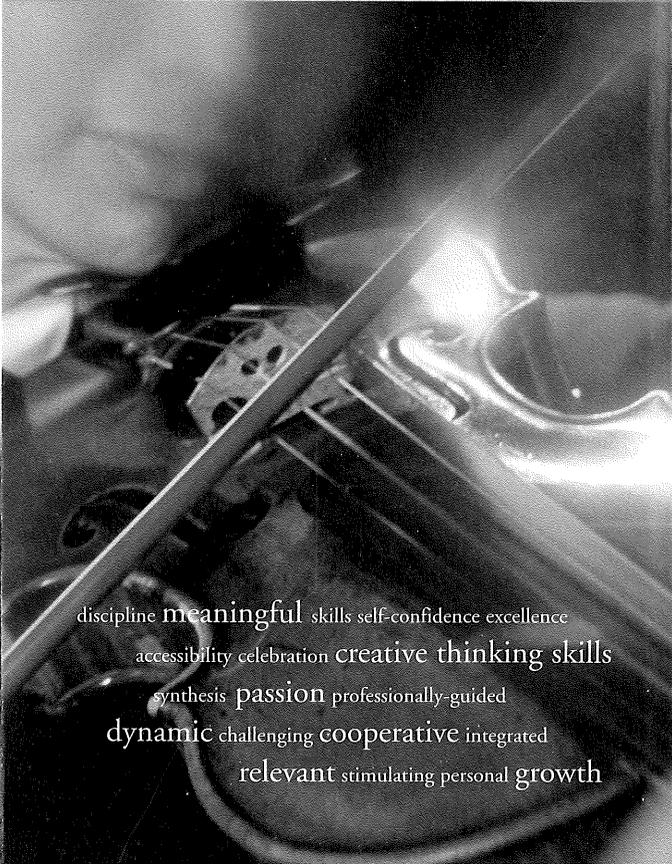
John is the Managing Director of Stages Theatre Company. There is no bio available for him at this time.



OUR MISSION:
Cultivating and challenging
each learner's intellectual and
expressive potential in a rigorous
academic and artistic setting.



unique partnership engaged integrated
arts infused signature nurturing
inspire traditions prestigious rigorous
cross-curricular global diverse enrichment
integrity stability individualized responsive
intimate quality expertise award-winning
established performance

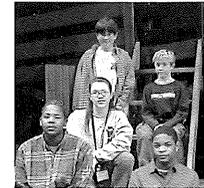


discipline meaningful skills self-confidence excellence
accessibility celebration creative thinking skills
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dynamic challenging cooperative integrated
relevant stimulating personal growth



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IN
AN ARTS ENVIRONMENT

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OUR VISION:
Through the creation and
performance of theatre, music,

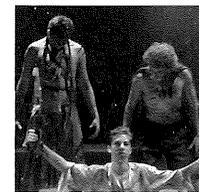


and dance, learners will
establish their
unique personal
signature.

Rigorous academics and
collaboration with
professional artists
will prepare learners for



higher
education
and
lifelong



engagement
in the arts.



Are you a **STUDENT**
interested in the performing arts?

Do you have a **PASSION** to create
and perform?

Are **YOU** a dancer?

A musician?

An actor?

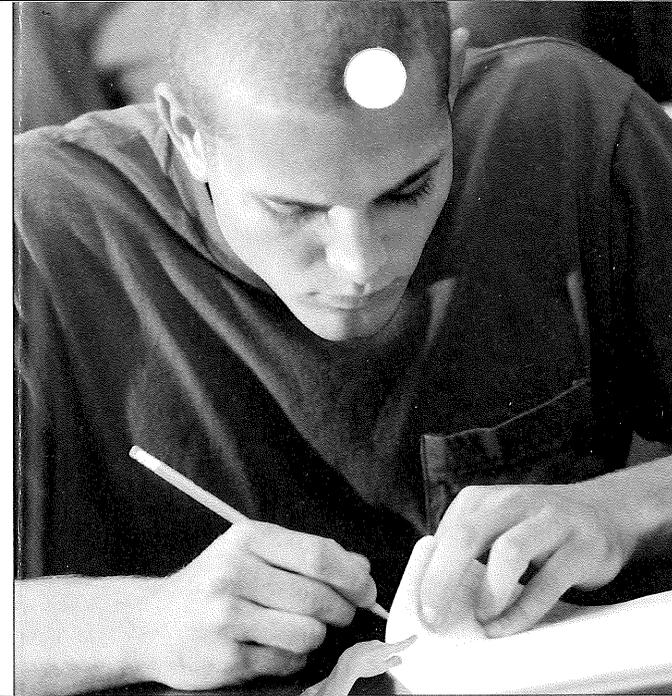
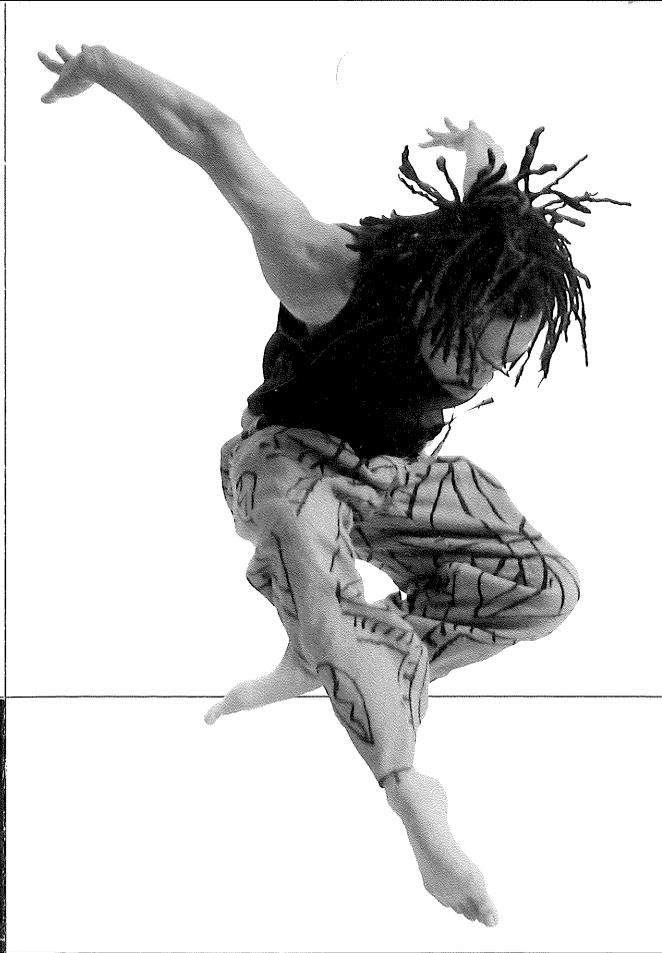
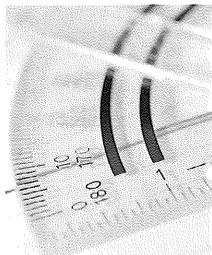
If you are looking for a place, a space
in which to learn, create, and perform,
the Main Street School of Performing
Arts may be for you.

In this small, unique
school setting, you will
benefit from challenging
academics, personalized



learning plans, and a stimulating arts envi-
ronment. Your exceptional educational
experience will be guided by fully
licensed teachers and enhanced by access

to state-of-the-art technol-
ogy and the opportunity
to engage with local pro-
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the Hopkins Center for the
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Performing Arts will offer students
rich and rewarding academic and
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the fall of 2004 for students
in grades 9–10, and expanding to grade 11 in
2005, and grade 12 in 2006, the Main Street
School is a public charter school developed by
the renowned Stages Theatre Company and
sponsored by the award-winning Hopkins
School District. The school will provide Twin
Cities students with an integrated program of
superior academic standards and an arts
focused education.



For more information about enrollment deadlines, our public
information sessions, and academic criteria visit our website at:

www.performing-arts-school.org

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