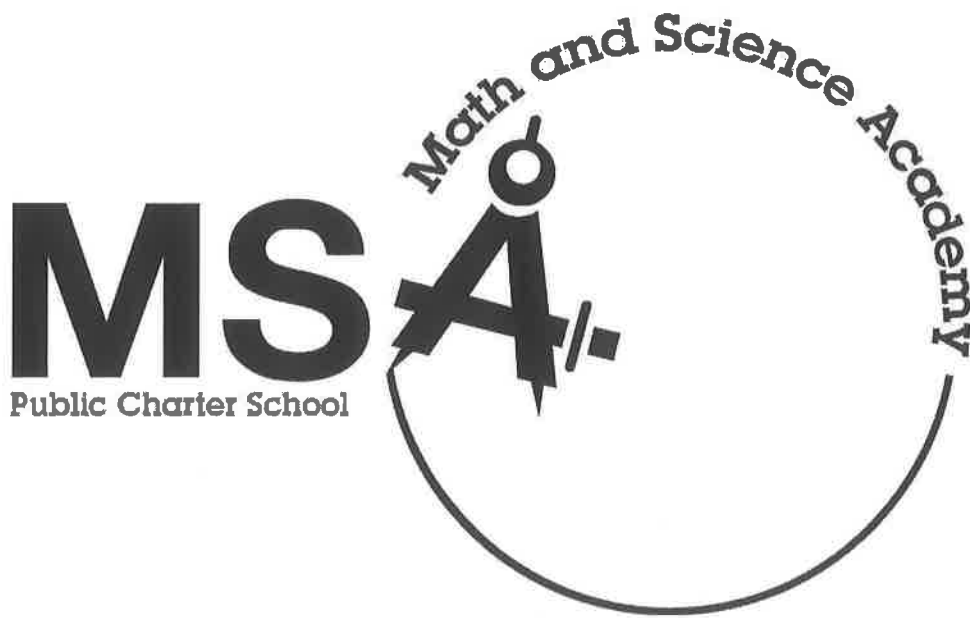


Strategic Plan 2014-2015



Original Create Date:
October 2010

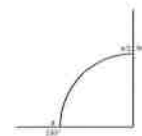
Last Modified:
September 2015

Status:
Final

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

Mission To offer intense math, science and technology experiences and challenging opportunities in the arts and humanities. To develop lifelong learning skills, including critical thinking, leadership skills, volunteerism and collaboration with peers.

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



Background

The 2010 Math and Science Academy (MSA) Board of Directors (BOD) created this Strategic Plan for the primary purpose of guiding the long-term viability of the school and to align our specific written goals with our Vision. The 2010-2011 plan had outlined two possible options for the continuous operation and sustainability of the school – continue to use the existing facilities (which would not have the ability to increase enrollment in the future) or build a new building (which would allow the ability to increase enrollment, if needed). MSA continues to have a strong enrollment waiting list of prospective students growing every year.

MSA had outgrown its original building and in 2010, signed a three year lease on an additional building across the street from the main building. After a careful and thorough review, in 2012, MSA decided to build a new building in the vacant lot adjacent to the current building and vacate the second building at the end of the three year lease. The building construction is expected to be completed in August 2013 and it will be in use starting with school year 2013-14. With the completion of the new building, MSA will have its own gymnasium and music room with additional classrooms.

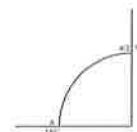
Review and Assessment

The BOD will review this strategic plan and assess and revise it as needed at the completion of each academic year.

Overview

The BOD identified eight key areas of focus: ***Enrollment, Finance, Facilities, Annual Funding Sources, Staffing, Academics, Communication and Technology.***

The following sections will elaborate on these eight key areas.



Enrollment

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

MSA's small size could very well be its greatest asset. MSA understands that small schools can offer personalized instruction, an atmosphere of ownership (for both staff and students), and foster a safe environment. When a school population exceeds 500 students, it tends to lose the feel of a small school.

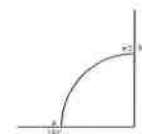
MSA's building capacity, based on current fire codes for the two buildings, is set at 290 students for Building A (8430) and 324 students for Building B (8460).

Historically, some students have elected to leave MSA at the completion of 8th and 9th grade, for several reasons, the most frequently cited reasons being:

- Desire to pursue classes available at other schools.
- Involvement in athletics not available at MSA.
- Academically not successful at MSA, and therefore elect to attend a school that has different graduation requirements.

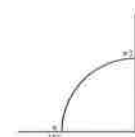
MSA's Director has been charged with the task of improving student retention in these grades. To that end, in the 2014-15 school year more electives have been offered and MSA is working toward increasing the variety of core classes, and incorporating more AP classes when viable.

As long as it is financially viable, MSA will target an average student to teacher ratio of 20-22:1, which is calculated by the number of MSA students, excluding the PSEO students, divided by the number of non-Special Education teachers.



Enrollment (Continued)

Goals	Support for the Vision	Owner
Remain a small school by capping enrollment at 450 students, excluding PSEO students and contingent on facilities.	<p>It is MSA's opinion that academic excellence is best achieved in small schools.</p> <p>Supported by:</p> <ul style="list-style-type: none"> • BOD • Finance Committee • Director 	<ul style="list-style-type: none"> • BOD • Director • MSA staff
Maintain the Enrollment Forecast spreadsheet that shows the number of students in each grade for the next five years.	<p>This is MSA's plan for achieving the sustainable model of academic excellence.</p> <p>Supported by:</p> <ul style="list-style-type: none"> • Director • Finance Committee • Director 	<ul style="list-style-type: none"> • BOD • Director • MSA staff



Facilities

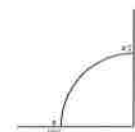
Vision: To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners, and global citizens.

MSA's original building at 8430 Woodbury Crossing is leased from the MSA Building Company. A second building is also being leased by MSA Building Company that was completed September 2013. The original building will house 8th-12th graders and the second building houses 6th and 7th graders.

Challenges

Our biggest challenge will be to keep enrollment at a level that will allow us to maintain both buildings.

Goals	Support for the Vision	Owner
Ensure that the space of the two buildings is best utilized to provide adequate space for students to learn.	Sustainable model of academic excellence Supported by: <ul style="list-style-type: none">• Director• Teachers	<ul style="list-style-type: none">• BOD• Building/Safety Committee
Ensure that both buildings have the necessary infrastructure and amenities that allow the facilities to be used to their full potential.	Sustainable model of academic excellence Supported by: <ul style="list-style-type: none">• Director• Teachers	<ul style="list-style-type: none">• BOD• Building/Safety Committee
Ensure that funds are available to repair and update the old building to provide an adequate and safe learning environment.	Sustainable model of academic excellence Supported by: <ul style="list-style-type: none">• Director• Teachers	<ul style="list-style-type: none">• BOD• Building/Safety Committee



Financing

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

Since MSA opened in 1999, enrollment has increased every year. Initially, this growth was planned to fully populate the school in grades 6 – 12. More recently, the student population was forced to grow in order to keep the school financially solvent. Enrollment eventually exceeded the existing facility's capacity, so additional classrooms, as well as a gymnasium, was completed September 2013. The combined facilities should provide sufficient space to accommodate the enrollment needed to balance the school's budget for at least five years. See Appendix A for budget projections.

Challenges

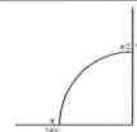
Unchecked Enrollment Growth

The majority of the school's revenue comes from the State of Minnesota and is based on the number of Adjusted Pupil Units. Because increases to State aid did not keep up with inflation, MSA frequently increased enrollment to meet increased costs. If future State funding does not increase sufficiently, and if alternative sources of funding are not found, eventually, the school's facilities will not be able hold enough students to balance its budgets. In addition, this increase in student population will cause the school to get larger than most students, teachers, or parents want. The intimacy of a small school will be lost.

Sources of Revenue for Charter Schools

Unlike traditional public schools, charter schools cannot levy taxes. This means charter schools continue to experience a disproportionate financial challenge compared to traditional public schools. The staff of MSA, along with other charter schools, will continue to lobby legislators to increase funding to charter schools. In addition, the MSA BOD has created an Annual Fund Committee to search out and obtain new sources of revenue. Either, or both, approaches must be successful if MSA expects to continue submitting annual audited financial statements that result in positive fund balances.

Goal	Support for the Vision	Owner
Ensure that each yearly budget results in a surplus, or if it must be in deficit, then a plan must be in place to ensure that the issues causing the deficit are resolved.	Sustainable model of excellence Supported by: <ul style="list-style-type: none">• Treasurer• Director	<ul style="list-style-type: none">• BOD• Finance Committee



Annual Funding Sources

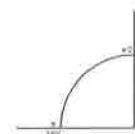
Vision: To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners, and global citizens.

The mission of the Math and Science Academy Alternative Funding Committee is to keep MSA students focused on academics, and to rely on the gracious support of our parents, alumni and community members to participate in fundraising with the school. The results of these efforts will provide students with innovative and hands-on experiences so that MSA can continue on its path of academic excellence.

Focus

- Upgrade old and new buildings
- Course Expenses outside of budget

Goals	Support for the Vision	Owner
<p>Establish Annual Fund</p> <ul style="list-style-type: none"> • Engage MSA community in fundraising through contact with fundraising vehicle. • Continue Give to the Max as the main fundraising vehicle. • Reestablish connections with alumni. • Develop a greater community outreach. <p>Gather and analyze past and current data regarding school-related fundraising efforts to maximize MSA's overall alternative funding strategies.</p>	<p>Academic excellence</p> <p>Supported by:</p> <ul style="list-style-type: none"> • Annual Fund Committee • Finance Committee • MSA Community • Director 	<ul style="list-style-type: none"> • Annual Fund Committee • Alumni Committee

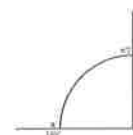


Staffing

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

From a budgeting standpoint, it is critical that MSA continues to hire teachers and administrative staff as needed to support student success.

Goals	Support for the Vision	Owner
MSA will target an average student to teacher ratio of 20-22:1	Sustainable model of education Supported by: <ul style="list-style-type: none">• Finance Committee• Departments	<ul style="list-style-type: none">• BOD• Director
Ensure that teachers' licensures will adequately cover the projected student population.	Sustainable model of education Supported by: <ul style="list-style-type: none">• Departments	<ul style="list-style-type: none">• BOD• Director
Ensure that teachers are qualified and meet the growing needs of MSA's expanding curriculum.	Academic excellence Supported by: <ul style="list-style-type: none">• Departments	<ul style="list-style-type: none">• BOD• Director
Ensure that teachers receive competitive pay and benefits.	Sustainable model of education Supported by: <ul style="list-style-type: none">• Finance Committee	<ul style="list-style-type: none">• Director



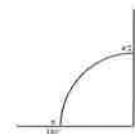
Academics

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

MSA's academics are both rigorous and varied. Individual teachers and departments create the curriculum, with significant changes being approved by the BOD. The curriculum emphasizes problem solving and critical thinking, as well as research and evaluation. This has created a program that encompasses a school-wide writing standard (MLA) as well as graduation requirements that exceed state and national standards in Math and Science. (See *Math & Science Academy High School Profile MSA Course Requirements* located on the school website www.mnmsa.org)

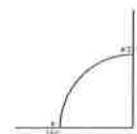
All of this has led to continuous success as evidenced by MSA students consistently scoring among the best in the state and in the country on standardized tests such as the MCAs and ACT.

Goals	Support for the Vision	Owner
Continue to provide and expand college credit options such as Advanced Placement (AP) courses and/or College in the Schools (CIS) courses in all core areas.	Academic excellence Supported by: <ul style="list-style-type: none">• Finance-Committee• Academics Committee• Director	<ul style="list-style-type: none">• Departments
Maintain superior test scores on state required standardized tests.	Academic excellence Supported by: <ul style="list-style-type: none">• Director	<ul style="list-style-type: none">• Departments
Ensure ongoing innovation in the classroom through the use of technology and current educational advancement and staff development.	Innovation Supported by: <ul style="list-style-type: none">• Finance Committee• Technology Committee• Director	<ul style="list-style-type: none">• Departments



Academics (Continued)

Goals	Support for the Vision	Owner
Work to develop students into life-long learners and global citizens through curriculum selection and course offerings.	Create life-long learners Supported by: <ul style="list-style-type: none">• Director	<ul style="list-style-type: none">• Departments
Continue to provide support and information for students interested in enrolling in PSEO.	Academic excellence and create life-long learners Supported by: <ul style="list-style-type: none">• Director	<ul style="list-style-type: none">• Assistant Director



Communication

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

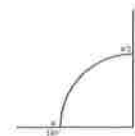
Since the Math and Science Academy (MSA) completed the building expansion project, it is critical that MSA create community awareness of the expanded facility as well as increased communication of overall school successes. These efforts are primarily for public relations. In addition, increased communication with the community could create sustainable community partnerships and open new avenues for funding and beyond. Communication would be integrated into the overall strategic plan as appropriate.

Challenge: MSA is not consistently viewed as being a primary stakeholder in the community.

Goals	Support for the Vision	Owner
Create increased community awareness through a detailed communication plan.	Promote MSA's sustainable model of excellence. Supported by: <ul style="list-style-type: none">• Annual Fund Committee• Director	<ul style="list-style-type: none">• BOD members and committees as appropriate• Director
Seek out and sustain community partnerships to provide opportunities for students and staff to grow as community leaders.	Create well-rounded life-long learners and global citizens. Supported by: <ul style="list-style-type: none">• Annual Fund Committee• Director	<ul style="list-style-type: none">• BOD as appropriate• Director

Opportunities

- Local Business Internship/Mentor Programs
- Press Release / Media Relationships
- Woodbury Chamber of Commerce Partnerships



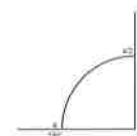
Technology

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

The Technology Committee will work with MSA staff, students and parents in providing access and instruction on the technology needed to support MSA's curriculum. Technology is no longer just support behind the scenes. Today and in the future, prepared students must be proficient in computer programs used in college classes and the workforce. In addition MSA will strive to give students access to scientific technology such as the Fab Lab.

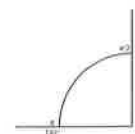
The Technology Committee will work with the Budget Committee and the Alternative Funding Committee to ensure that technology needs are communicated and a plan is in place to provide funding.

Goals	Support for the Vision	Owner
Sustain and enhance the 1:1 laptop program.	Sustainable Model of Excellence Supported by: <ul style="list-style-type: none">MSA Community	<ul style="list-style-type: none">Technology Committee
Provide fixed asset technology for both buildings. This includes adequate Wi-Fi for concurrent use for all staff and students, whiteboards, projectors, telephone system and printers	Sustainable Model of Excellence Supported by: <ul style="list-style-type: none">Finance Committee	<ul style="list-style-type: none">Technology Committee
Assist in incorporating technology within coursework whether in support of the subject, or as the subject, such as Computer Programming and Engineering.	Academic Excellence Supported by: <ul style="list-style-type: none">DepartmentsAcademics Committee	<ul style="list-style-type: none">Technology CommitteeDepartmentsAcademic Committee



Technology (Continued)

Goals	Support for the Vision	Owner
Professional development for staff on what technology is applicable and how to use it.	Academic Excellence Supported by: <ul style="list-style-type: none"> • MSA Staff • Departments 	<ul style="list-style-type: none"> • Technology Committee • MSA Staff
On-going design and upkeep of MSA website.	Sustainable Model of Excellence Supported by: <ul style="list-style-type: none"> • MSA Staff • Communication Committee 	<ul style="list-style-type: none"> • Communication Committee



**Math and Science Academy
Long-Range Budget Projection Model
April 12, 2015**

	<u>Actual 2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Enrollment Projections						
Number of Students Grade 6	88	79	84	84	84	84
Number of Students Grade 7	88	90	84	84	84	84
Number of Students Grade 8	87	87	88	80	80	80
Number of Students Grade 9	71	74	75	80	80	80
Number of Students Grade 10	50	62	70	73	75	77
Number of Students Grade 11	34	50	57	67	69	71
Less Adjustment for Grade 11 PSEO - Assuming 25% FT PSEO	(7)	(7)	(13)	(15)	(15)	(16)
Adjusted ADM for Grade 11	27	43	44	52	54	55
Number of Students Grade 12	26	30	48	55	60	62
Less Adjustment for Grade 12 PSEO - Assuming 75% FT PSEO	(19)	(22)	(32)	(36)	(40)	(41)
Adjusted ADM for Grade 12	7	8	16	19	20	21
Total Enrollment/Headcount	445	472	506	523	532	538
Total ADM	419	444	462	472	477	481
Total Number of Current Year Pupil Units (WADM)	523.48	516.87	537.34	549.55	555.86	560.95
State Revenue Assumptions and Calculations						
General Education Revenue						
State Averages Per Pupil Unit	\$,044.51	\$,831.00	\$,889.31	\$,949.20	\$,007.89	\$,087.76
Inflation Rate Assumption-Basic only	1.0%	1.5%	1.0%	1.0%	1.0%	1.0%
Basic Excluding Transportation	\$5,044.61	\$5,559.28	\$5,614.87	\$5,671.02	\$5,727.73	\$5,785.00
Gifted and Talented	12.00	13.00	13.00	13.00	13.00	13.00
Transportation Sparsity	0.24	0.00	0.00	0.00	0.00	0.00
Sparsity	26.47	27.48	27.48	27.48	27.48	27.48
Operating Capital	206.85	225.25	225.25	225.25	225.25	225.25
Equity	97.47	115.09	115.09	115.09	115.09	115.09
Referendum	99.73	236.14	196.30	196.30	196.30	196.30
Transition Allowance	0.62	0.62	0.62	0.62	0.62	0.62
Transportation	0.00	0.00	0.00	0.00	0.00	0.00
Per Pupil Unit State Revenue	\$,487.99	\$,176.86	\$,192.60	\$,248.75	\$,305.46	\$,362.74
Less Pension Adjustment	(32.42)	7.40	7.40	7.40	7.40	7.40
Total Per Pupil Unit State Revenue	\$5,455.57	\$6,184.26	\$6,200.00	\$6,256.15	\$6,312.86	\$6,370.14
Total General Education State Revenue	2,855,856	3,196,426	3,331,485	3,438,081	3,509,093	3,573,343

Math and Science Academy
Long-Range Budget Projection Model
April 12, 2015

	<u>Actual</u> <u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
	2%	1%	1%	1%	1%	1%
Compensatory Revenue	per state	per MDE 11-13-13	per MDE 2-3-15	estimate	estimate	estimate
A: Number of Students prior yr. (current year for 1st year)	409	442	478	462	472	477
B: Number of Free Lunch Students prior yr. (or current year for	7	4	5	5	5	5
C: Number of Reduced Lunch Students prior yr. (current yr. for	0	4	4	4	4	4
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	7.00	6.00	7.00	6.76	6.91	6.99
E: Concentration Portion	0.02	0.01	0.01	0.01	0.01	0.01
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	0.02	0.02	0.02	0.02	0.02	0.02
G: PU = .6 * D * F	0.09	0.06	0.08	0.07	0.08	0.08
H: Initial Revenue	439	305	388	379	392	401
Miscellaneous Adjustment (Rounding)		(5)	11			
I: Short Year Factor	1	1	1	1	1	1
Calculated Compensatory State Revenue ((A) x (B))	439	300	399	379	392	401
Building Lease Aid						
Aid at \$1,200 per p.u., change to \$1314 per p.u. 7-1-14	628,170	679,161	706,060	722,111	730,405	737,091
Aid at 90% of Lease	528,166	672,768	706,060	722,111	730,405	737,091
Lesser of per pupil unit or 90% of lease payment	1200	1302	1314	1314	1314	1314
Estimated Proration of Lease Aid Revenue	628,166	672,768	706,060	722,111	730,405	737,091
100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Prorated Building Lease Aid Revenue	628,166	672,768	706,060	722,111	730,405	737,091
Lease Aid Revenue per pupil unit(before proration)	1200	1302	1314	1314	1314	1314
Special Education Revenue						
State Special Education Aid and Tuition Billing	Actual	Estimate	Estimate	Estimate	Estimate	Estimate
	306,662	346,570	390,714	406,362	422,624	439,544
LEP (Limited English Proficiency) State Aid						
Prior Year LEP Eligible ADM	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Current Year LEP Eligible ADM	0	0	0	0	0	0
ADM Served	419	444	462	472	477	481
Adjusted LEP ADM	0	0	0	0	0	0
LEP Marginal Cost Pupils	0	0	0	0	0	0
LEP Revenue	0	0	0	0	0	0
Concentration Portion	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
LEP Concentration Revenue	0	0	0	0	0	0
Total LEP Aid	0	0	0	0	0	0

Math and Science Academy
Long-Range Budget Projection Model
April 12, 2015

	<u>Actual</u> <u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Revenue Summary and Projections						
State Aids						
General Education Revenue	2,855,856	3,196,426	3,331,485	3,438,081	3,509,093	3,573,343
Compensatory Revenue	<u>439</u>	<u>300</u>	<u>399</u>	<u>379</u>	<u>392</u>	<u>401</u>
Subtotal	2,856,295	3,196,726	3,331,885	3,438,461	3,509,486	3,573,744
Technical & Operating Capital Aid	0	0	0	0	0	0
Building Lease Aid	628,166	672,768	706,060	722,111	730,405	737,091
Prior Year Over/Underaccruals	19,198	55	0	0	0	0
Special Education Aid	306,662	346,570	390,714	406,362	422,624	439,544
Endowment Aid	10,828	12,944	13,457	13,763	13,921	14,048
Teacher Development & Evaluation Revenue		8,426	0	0	0	0
Other Miscellaneous State Aid	53	0	0	0	0	0
Total State Aids	3,821,203	4,237,490	4,442,116	4,580,696	4,676,435	4,764,427
Federal Revenue						
Federal Special Ed	50,635	91,186	86,226	88,000	89,800	91,600
Total Federal Revenue	50,635	91,186	86,226	88,000	89,800	91,600
Other Revenue						
Fees from Patrons, Students, Music	21,258	8,000	8,500	8,900	9,200	9,500
Fees From Patrons: Study Hall (920-050)		9,065	9,600	10,000	10,300	10,600
Fees from Students/ Field Trip	23,625	28,900	30,600	31,900	32,900	33,900
Interest Revenue	608	660	750	750	750	750
Technology Donations	800	0	0	0	0	0
Annual Fund (255)/Capital Campaign	58,783	58,000	50,000	50,000	50,000	50,000
Donations and Miscellaneous Grants	250	3,000	0	0	0	0
Miscellaneous Income/Sale of Equipment	13,472	325	0	0	0	0
Year Book Revenues	12,415	13,800	14,600	15,200	15,700	16,200
Insurance Recovery (625)	15,585	0	0	0	0	0
Student Activity Revenue (offset by SA expenses, year-end entry)	111,132	20,000	10,000	7,500	7,500	5,000
Total Other Revenue	257,928	141,750	124,050	124,250	126,350	125,950
Total Revenue	4,129,765	4,470,426	4,652,392	4,792,946	4,892,585	4,981,977
	4,129,765	4,470,426				

Math and Science Academy
Long-Range Budget Projection Model
April 12, 2015

		<u>Actual</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Expenditure Calculations								
<u>Inflation Assumptions</u>								
Salaries		2.0%		2.0%	2.0%	2.0%	2.0%	2.0%
Other costs		2.0%		2.0%	2.0%	2.0%	2.0%	2.0%
<u>Budget Calculations</u>								
100 Salaries		35.2%		37.8%	38.1%	39.1%	40.1%	41.1%
200 Benefits		1,491,266		1,571,677	1,740,363	1,775,200	1,810,700	1,846,900
185 Bonus Pay		525,475		594,343	663,802	694,841	726,843	759,843
100 Extracurricular Stipends		0		0	0	0	0	0
100 Study Hall (920)		41,090		58,099	45,825	46,700	47,600	48,600
305 Contracted Services		170,592		13,000	9,600	10,000	10,300	10,600
320 Communications Services		21,948		192,785	197,598	206,000	212,500	218,700
329 Postage		2,856		26,620	28,200	29,400	30,300	31,200
330 Utilities		80,441		6,100	6,500	6,800	7,000	7,200
340 Insurance		18,711		94,635	96,500	98,400	100,400	102,400
350 Repairs and Maintenance		84,890		24,100	24,600	25,100	25,600	26,100
360 Field Trip Transportation		7,205		66,200	70,200	73,200	75,500	77,700
366 Travel and conferences		26,965		8,900	9,400	9,800	10,100	10,400
369 Field Trip Admissions		17,862		39,526	41,900	43,700	45,100	46,400
8500 Woodbury Crossing (Engstrom)		14,656		20,000	21,200	22,100	22,800	23,500
Lease Payments per Amended Lease (Nov 2012)		614,678			688,345	686,679	686,562	686,562
Adjustment, Max Lease Aid or Close		68,628		57,280	96,166	115,667	124,999	132,428
370 Total Lease Expense		697,962		747,520	784,511	802,346	811,561	818,990
370 Other Rentals and Operating Leases		13,076		12,168	12,900	13,400	13,800	14,200
391 Payments to Other ISD's - CIS Program		5,800		8,410	5,990	6,200	6,400	6,600
401 General Supplies/Non-Instructional		63,682		59,775	64,350	67,100	69,200	71,200
401 Maintenance Supplies		15,613		12,800	16,100	16,800	17,300	17,800
405 Non-Instructional Computer Software & Licensing		16,519		20,430	22,800	23,800	24,500	25,200
430 Instructional Supplies		27,244		34,387	36,500	38,100	39,300	40,400
460 Textbooks and Workbooks		18,358		48,405	51,400	53,600	55,300	56,900
461 Standardized Tests		6,308		5,800	7,700	8,000	8,300	8,500

Math and Science Academy
Long-Range Budget Projection Model
April 12, 2015

	<u>Actual</u> <u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
470 Media/Library Resources	0	0	0	0	0	0
530 Furniture and Other Equipment	43,308	12,000	12,700	13,200	13,600	14,000
555 Technology Equipment	58,953	80,000	40,000	41,700	43,000	44,200
555 Technology Equipment - From Staff Development	2,445	0	0	0	0	0
740 Interest Expense	0	0	0	1,000	1,000	1,000
820 Dues and memberships	25,824	30,930	32,895	34,300	35,400	36,400
898 Scholarships	0	500	500	500	500	500
520 Bldg Improvements	11,486	0	0	0	0	0
Annual Fund (255)/Capital Campaign	39,816	58,000	50,000	50,000	50,000	50,000
899 Miscellaneous Expense	383	0	0	0	0	0
Additional Educational Materials (916)	24,498	0	0	0	0	0
State Special Ed Expenditures / ESY	322,362	368,692	415,653	432,300	449,600	467,600
Federal Special Ed Expenditures (Inc. ARRA)	50,635	91,186	86,226	88,000	89,800	91,600
Student Activity Expenses (offset by SA revenue, year-end entry)	68,824	20,000	10,000	7,500	7,500	5,000
Total Expenditures	4,003,397	4,326,989	4,605,914	4,739,037	4,860,805	4,979,634
	4,003,397	4,326,989				
Annual Surplus	126,368	143,437	46,477	53,860	31,781	2,344
	126,368	143,437				
Beginning fund Balance	1,322,738	1,449,106	1,592,543	1,639,020	1,692,880	1,724,661
Ending Fund Balance	1,449,106	1,592,543	1,639,020	1,692,880	1,724,661	1,727,004
	1,449,106	1,592,543				
Fund Balance Percentage of Annual Expenditures	36.2%	36.8%	35.6%	35.7%	35.5%	34.7%

The projected statements are presented on a budgetary basis and do not include the activity of the building company.