



Midway Star Academy



Annual Report FY25

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Introduction & School Information

Statement of the statutory purpose of the report

The statutory purpose of the annual report is to ensure public accountability by reporting on required information including school enrollment, student attrition, governance, management, staffing, finances, management agreements, academic performance, innovative practices, and future plans in compliance with Minnesota Statutes section 124E.16 Subd. 2 and 120B.11 Subd. 5.

Contact Information

Midway Star Academy Charter School
1091 Snelling Avenue N.
Saint Paul, MN 55108

Telephone: (651)642-0667

Fax: (651)642-0668

Grades Served

Kindergarten to 8th Grade

Year Opened

Opened in the Fall of 2005

Programmatic Focus

Serving second generation East African community, supporting ELL programs, innovative teaching methods, culturally relevant practices, competency-based learning, academic performance.





Mission and Vision

Mission Statement

Midway Star Academy will provide students with educational opportunities that are respectful of the students' background and culture, learning styles and interests, enabling them to meet high academic expectations in an environment that allows them to celebrate their own unique culture while learning American customs and what it means to be a citizen

Vision Statement

The academic focus of Midway Star Academy is to integrate students into the scholastic community of Minnesota and enable students to use their talents and experiences to achieve to the best of their ability.

Midway Star Academy will create a learning environment that incorporates the cultural experiences of its students by enriching their personal and innate characteristics while setting high expectations and infusing personalized learning into the curriculum to improve student engagement and achievement.

A network diagram with various sized nodes and connecting lines, set against a light blue and white background.

Authorizer

Authorizer Information

Pillsbury United Communities

Office of Public Charter Schools

Liaison: Leona Diggs

LeonaD@pillsburyunited.org

612.302.3425

Address

1701 Oak Park Ave N
Minneapolis, MN 55411



Implementation of Primary and Additional Statutory Purposes

The primary purpose of mission-driven charter schools is to improve the learning achievement, and success of all students. The additional purposes of charter schools are to:

- 1 increase quality learning opportunities for all students;
- 2 encourage the use of different and innovative teaching methods;
- 3 measure learning outcomes and create different and innovative forms of measuring outcomes;
- 4 establish new forms of accountability for schools; or
- 5 create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Midway Star seeks to meet the additional purposes of increasing quality learning opportunities for all students and encouraging the use of different and innovative teaching methods.

Increase quality learning opportunities for all students:

At Midway Star, we provide quality learning opportunities for all students. We achieve this by setting high academic expectations, monitoring individual student progress, and using effective curriculum and programs. We also regularly recognize student successes. Our student body is predominantly Second Generation Americans with Somali and East African backgrounds. To support this diversity, we offer Somali language classes and host cultural events. This helps us create a learning environment that values and respects our students' cultures.

Encourage the use of different and innovative teaching methods:

At Midway Star, we promote innovative teaching methods that prioritize student needs. Our approach focuses on personalized, student-centered learning that incorporates culturally relevant practices. This includes using strategies that integrate students' interests, provide opportunities for student voice and feedback.



School Enrollment / Student Enrollment & Demographics

Student Enrollment

Student enrollment has remained relatively stable over the past three years, with total enrollment ranging from 393 to 421 students. Several grade levels showed positive movement from 2023–24 to 2024–25. First grade increased from 43 to 51 students, and fourth grade grew from 40 to 52 students. Enrollment at seventh grade also rose slightly from 43 to 46 students. These patterns indicate consistent interest across the elementary and middle grade levels and reflect the school's ability to maintain steady enrollment over time.

Number of Students Enrolled	2022-23	2023-24	2024-25
Kindergarten	44	41	32
1st Grade	48	43	51
2nd Grade	54	52	47
3rd Grade	41	57	49
4th Grade	53	40	52
5th Grade	46	51	35
6th Grade	44	50	40
7th Grade	47	43	46
8th Grade	39	44	41
Total	416	421	393

Student Demographics

Student demographics have remained consistent over the past three years, reflecting a stable and cohesive school community. The student body continues to represent a predominantly African American population, maintaining over 99% representation each year. The percentage of students eligible for free or reduced-price lunch has remained above 90%, underscoring the school's ongoing commitment to serving diverse and economically varied families. English Learner enrollment continues to represent a significant portion of the student body, supporting the school's focus on language development and inclusive instruction. The proportion of students receiving special education services has remained within a moderate range, ensuring targeted support for learners with additional needs while maintaining a strong general education program for all.

Demographic Trends	2022-23	2023-24	2024-2025
Total Enrollment	416	421	393
Special Education	5.77%	9.74%	7.9%
English Learners	61.78%	62.95%	56.2%
Free/Reduced Priced Lunch	>=90%	>=90%	>=90%
African American	99.52%	99.52%	99.5%
Latino/Hispanic	0.0%	0.0%	0.0%
Asian/PI	0.48%	0.48%	0.3%
American Indian	0.0%	0.0%	0.0%
White	0.0%	0.2%	0.3%
2 or more races	0.0%	0.0%	0.0%

Student Attendance, Attrition & Mobility

Student Attendance

Student attendance rates continue to be high, over 95% each year, and it continues to exceed both the Saint Paul Public Schools district average of approximately 70% and the statewide average of about 76%, demonstrating exceptional student commitment and a positive school culture that encourages daily attendance.



Student Attrition

The data shows that Midway Star maintained a stable enrollment across the year and retained a strong majority of students into the following year. Of the 430 students enrolled on October 1, 2024, 416 remained through June 1, 2025, reflecting relatively low in-year attrition.

Description	Number
Students who were in attendance on October 1, 2024	430
of those students remained until the end of the school year	416
Students who left the school after October 1, 2024	30
New students enrolled after October 1, 2024	20
Total students who were enrolled on June 1, 2025	416
Students who were enrolled on June 1, 2025 and re-enrolled in September of 2025.	330

Student Retention Rates

Most importantly, 330 of the 375 students eligible to return for FY26 re-enrolled, resulting in an 88% retention rate. This is a positive sign because high retention means students and families are choosing to stay, which supports stronger relationships, more consistent learning, and better overall school stability.

# of Students Eligible to Return for FY26	# of Students Returning for FY26	% of Students Returning FY26
375	330	88%

Academic Performance

Executive Summary

Midway Star Academy continues to demonstrate steady academic growth, high student engagement, and strong equity outcomes. The school exceeded its contractual growth goals and achieved significant proficiency gains, particularly among students qualifying for Free or Reduced-Price Meals (FRP). Local and statewide comparisons confirm that Midway outperformed similar schools in Minneapolis and maintained achievement levels above state FRP averages.



Section 1: Meeting Contractual Goals in Detail

Midway Star Academy, a public charter school serving 100% Black/African American students—with 56% English Learners (EL) and over 90% eligible for Free/Reduced-Price Meals (FRP)—operates under a performance contract with the Pillsbury United Communities Office of Public Charter Schools (PUC-OPCS). This contract sets ambitious academic, climate, operational, and financial benchmarks, holding the school accountable through a detailed Performance Framework. Academic achievement and growth for every student—not just proficiency, but year-over-year progress—form the heart of the Performance Framework; ultimately, these results drive contract renewal, intervention, and eligibility for three- or five-year terms.

How the Performance Contract Works

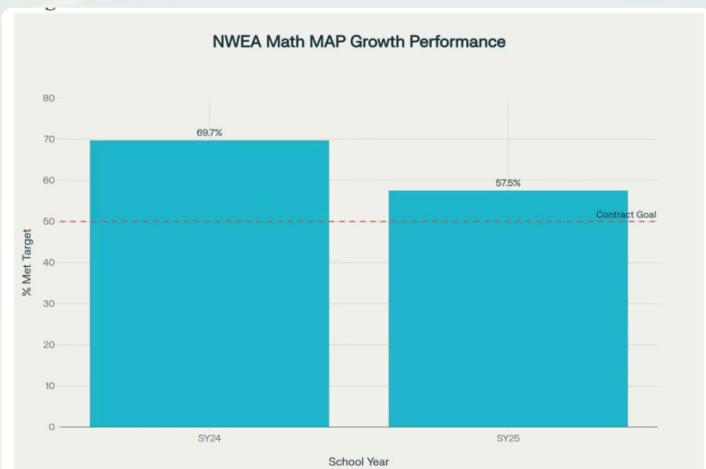
The contract for Midway Star Academy sets clear goals, year-by-year and over multi-year cycles, to ensure strong literacy and mathematics growth, close achievement gaps, elevate operational excellence, and maintain strong financial footing. Each goal is defined with explicit, tiered targets: "Exceeded Expectations," "Met," "Approaching," or "Of Concern." PUC-OPCS conducts regular oversight—site visits, data reviews, and governance checks—using the Performance Framework to confirm the accuracy of Midway Star's reports and that the school is supporting expectations for all students, especially for historically underserved groups. Only schools in the "Meets" or "Exceeds" range are eligible for a five-year renewal; those below this may receive shorter renewals or probationary contracts. Section ratings are highly influenced by the school's progress on contract goals and compliance with annual reporting and performance standards.

Midway Star's contract was reviewed in 2023 and renewed for 5 years, the maximum renewal permitted by statute. We are now in our second year of the 5 year contract. In FY24 and FY25, Midway Star met or exceeded all of its academic contractual goals with PUC.

1

Academic Goal 1

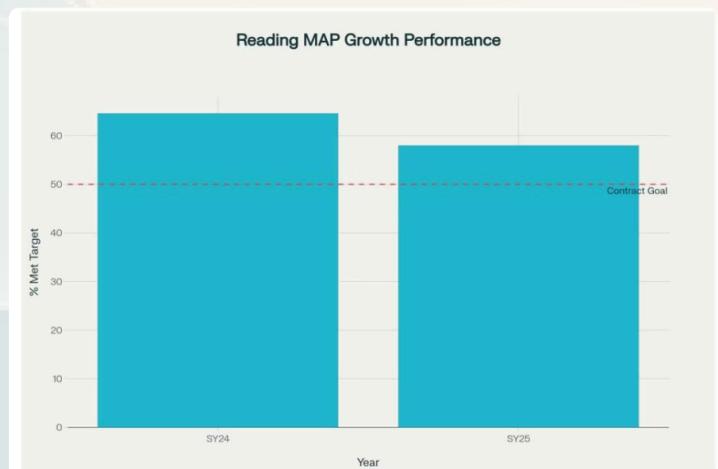
Academic Goal 1: From FY24-FY28, at least 50% of students will meet their annual RIT growth projection on the NWEA math MAP assessment. *The school exceeded this goal in FY24 and met this goal in FY25.*



2

Academic Goal 2

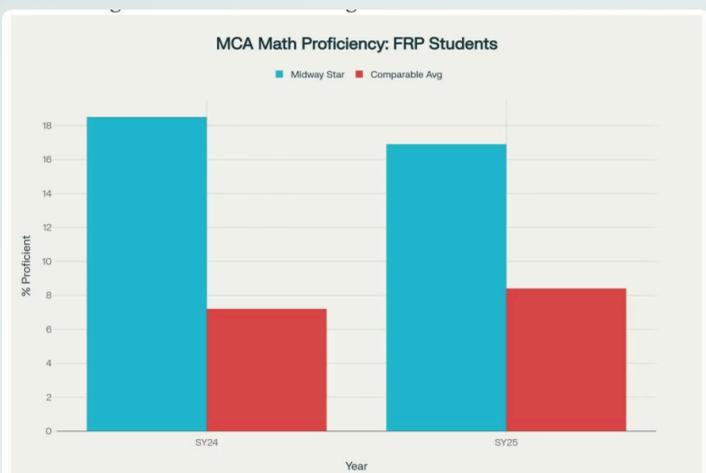
Academic Goal 2: From FY24-FY28, At least 50% of students will meet their annual RIT growth projection on the NWEA reading MAP assessment. *The school exceeded this goal in FY24 and met this goal in FY25.*



3

Academic Goal 3

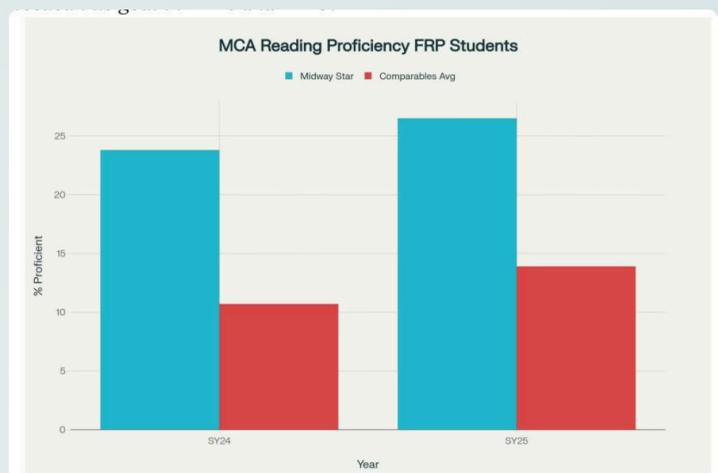
Academic Goal 3: From FY24-FY28, The school's average MCA math proficiency rate of FRP students will exceed the three comparable schools (Sullivan Nellie Stone and Bethune). *The school exceeded this goal in FY24 and met this goal in FY25.*



4

Academic Goal 4

Academic Goal 4: From FY24-FY28, the school's average MCA reading proficiency rate of FRP students will exceed the three comparable schools (Sullivan Nellie Stone and Bethune). *The school exceeded this goal in FY24 and FY25.*



(Source: FY 25 NWEA MAP data submitted to PUC-OPCS per contractual reporting.)

Section 2: Multi-year Trends

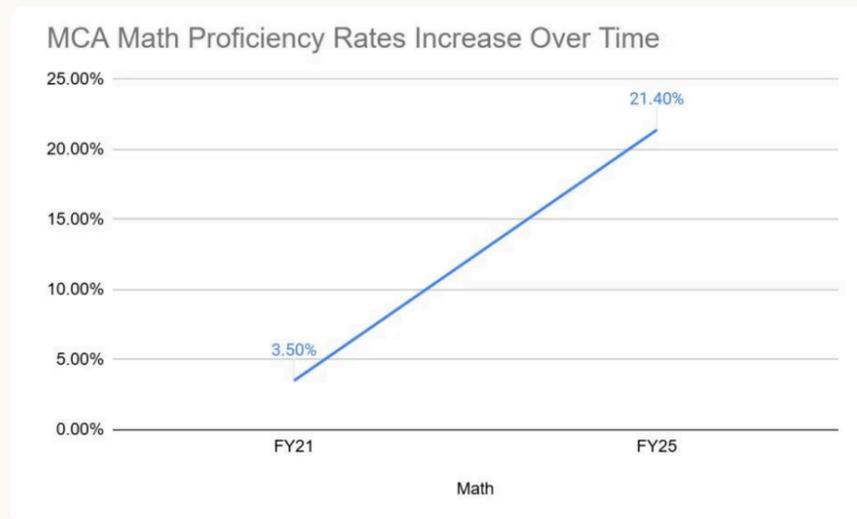
Midway Star Academy's academic results over the past five years reflect sustained growth, instructional stability, and student persistence. Since FY 2021, the school has nearly **quadrupled math proficiency** and **tripled reading proficiency**, while maintaining strong student growth on the NWEA MAP and outperforming similar schools in equity subgroups.

1

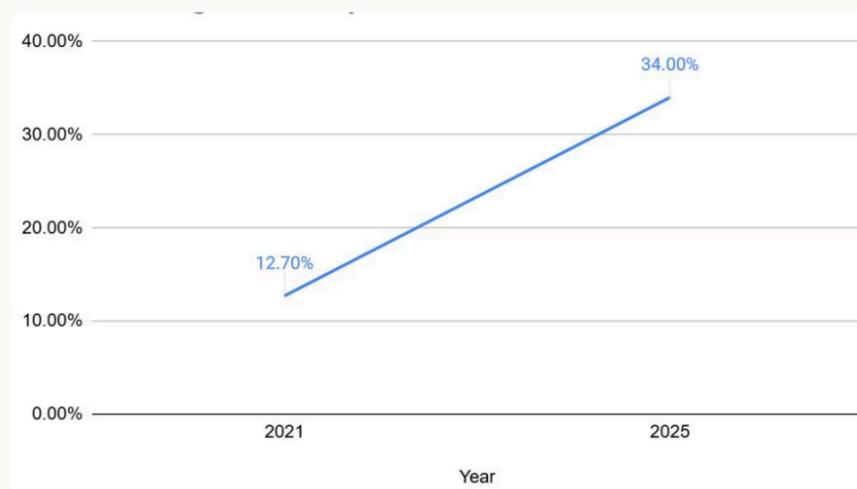
Academic Proficiency Gains

MCA results show consistent long-term improvement in every tested area.

● **Math Proficiency:** Rose from 3.5 % (FY 21) to 21.4 % (FY 25) (+17.9 points).



● **Reading Proficiency:** Increased from 12.7 % (FY 21) to 34.0 % (FY 25) (+21.3 points).

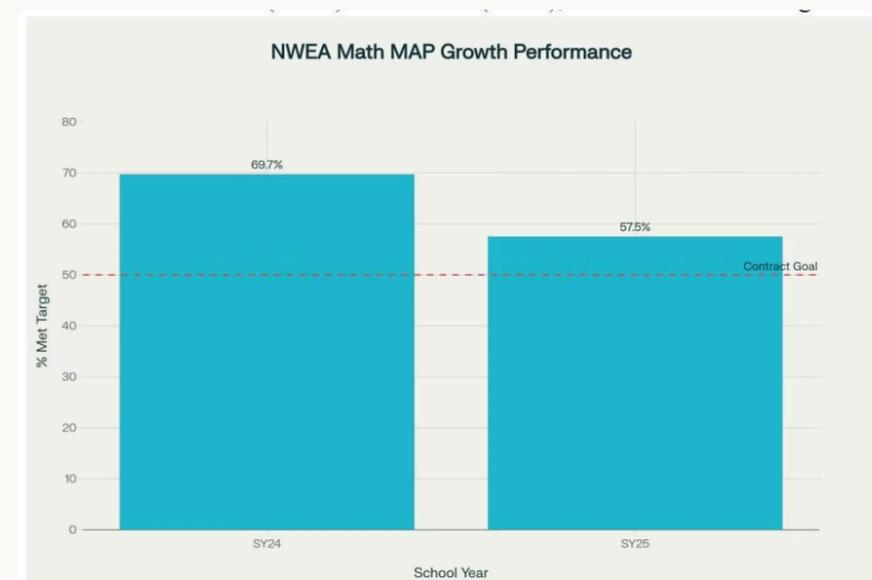


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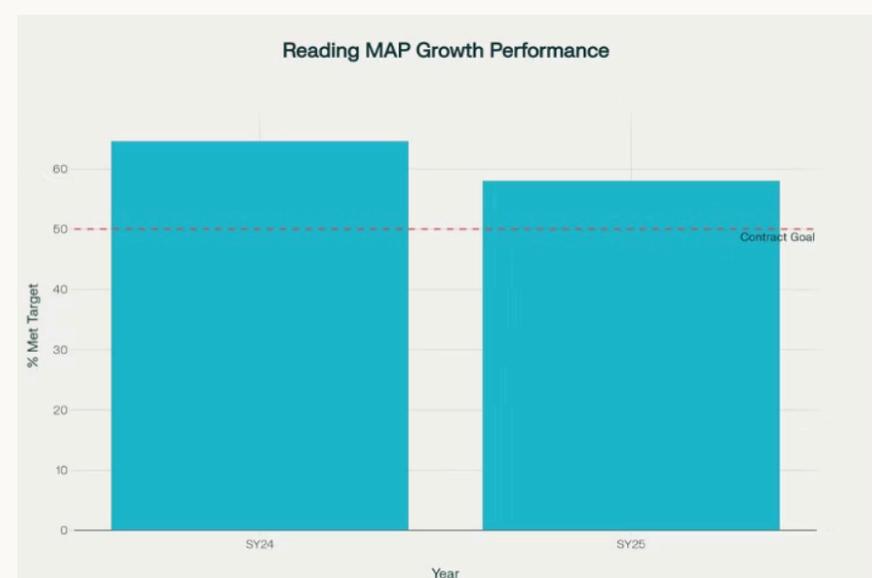
Exemplary Student Growth

Growth data demonstrate that Midway Star consistently meets or exceeds its performance contract targets.

● **Math Growth:** 69.7 % (FY24) and 57.5 % (FY25), both above the 50 % goal.



● **Reading Growth:** 64.6 % (FY 24) and 58.0 % (FY 25), sustained above the contract benchmark.



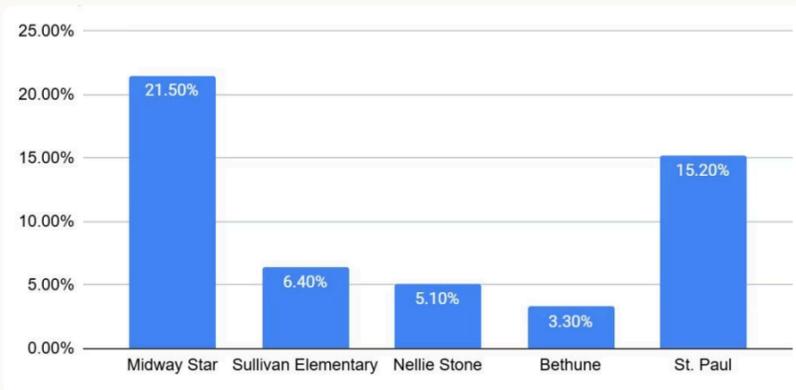
Continuous progress across grade levels indicates effective instructional planning and response, confirming ongoing student growth and effective teaching.

Section 3: Closing the Achievement Gap

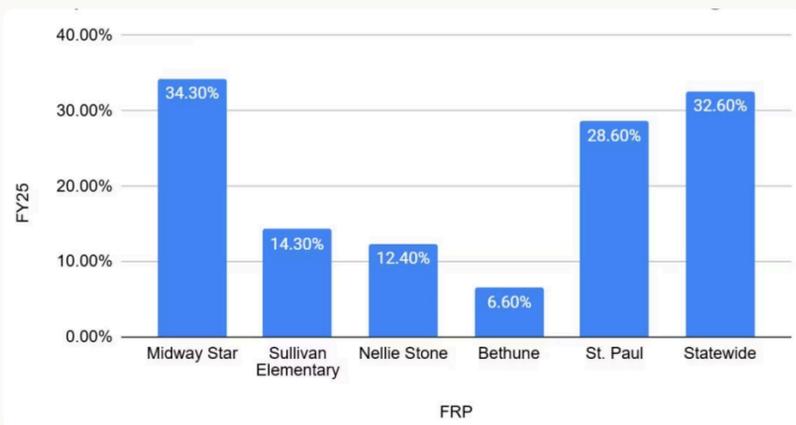
FRP Students

Midway Star's FRP students perform well above their peers in comparable schools, demonstrating effective equity-focused instruction.

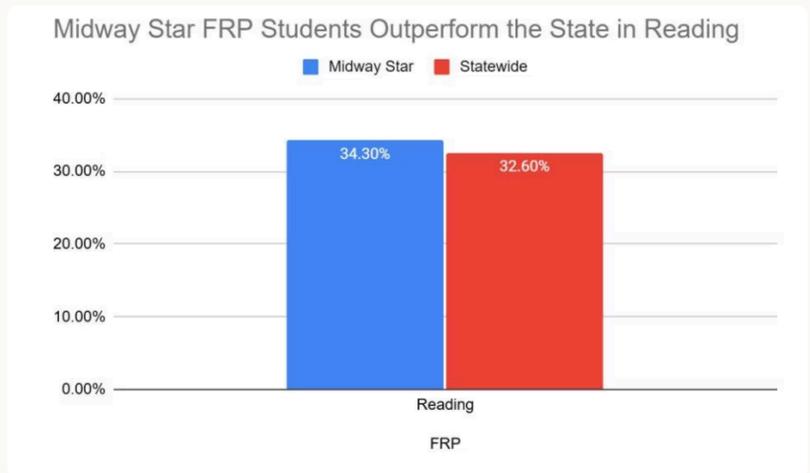
- In FY25, 21.5% of Midway Star's FRP students were proficient in math on the MCA— 6.3 points above Saint Paul Public Schools and about 16.6 percentage points above the average of the comparable schools.



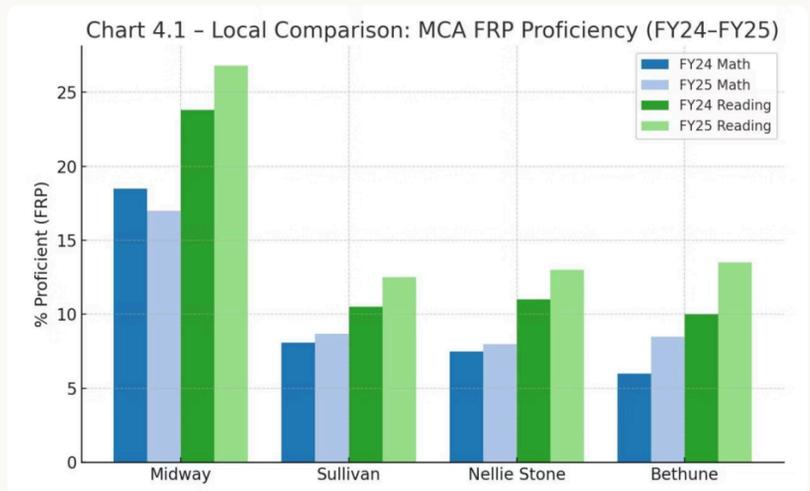
- Among FRP students, the school exceeded the comparison group on average by 23.2 points in FY25. They also outperformed Saint Paul Public Schools and the state by 5.7 percentage points and 1.7 percentage points respectively.



- FRP focus group students post higher proficiency rates than the state in Reading.



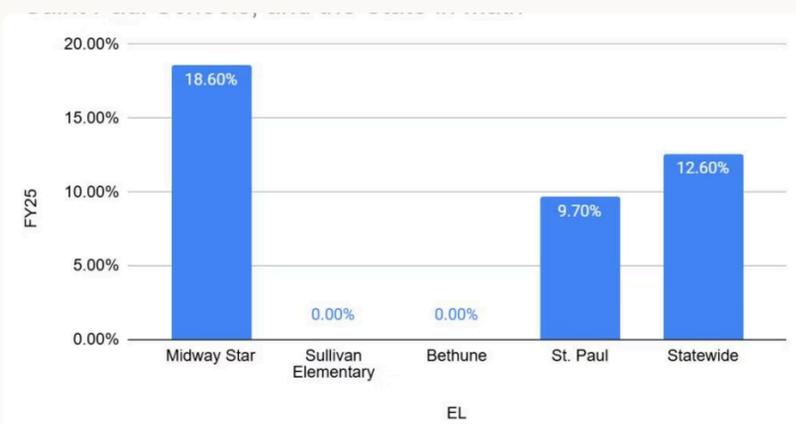
- FRP students outperformed the average of three comparable Minneapolis schools— **Sullivan, Nellie Stone Johnson, and Bethune Community School**—by 10–13 percentage points in both FY24 and FY25. Across two consecutive years (FY 24 – FY 25), Midway's FRP students achieved roughly **double** the proficiency of comparison schools.



Between FY 2021 and FY 2025, Midway Star Academy achieved record proficiency growth and maintained above-target MAP results. FRP students outperformed comparables, attendance stayed high, and instructional systems remained aligned to student needs. These results demonstrate a strong five-year trajectory of equitable and sustainable academic improvement.

EL Students

- Among EL students, rates consistently surpass the average of comparable schools (Sullivan, Nellie Stone, and Bethune), St. Paul Public Schools and the state by 6.0–18.6 points.



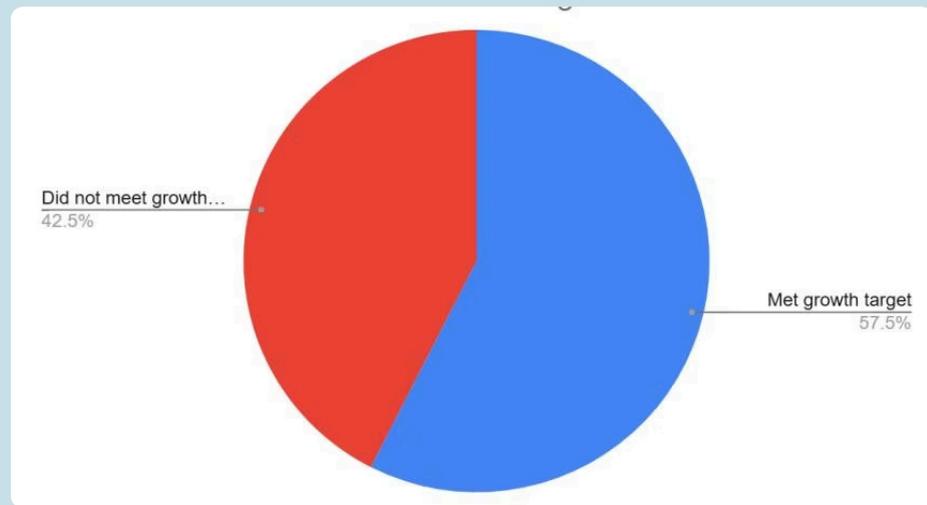
- EL focus group students outperform the state in both Reading and Math!



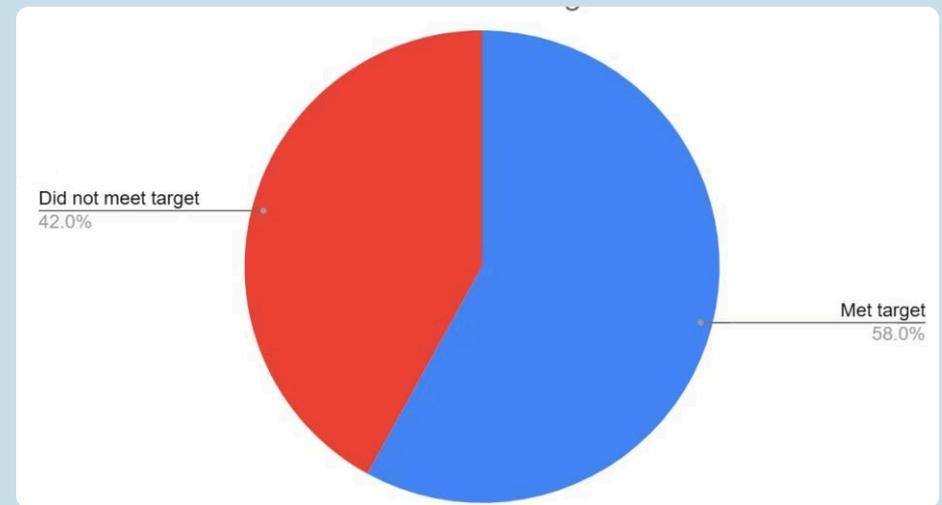
Section 4: National and Broader Context (MAP Growth and Equity Profile)

Midway's growth outcomes also stand out when compared to national NWEA MAP benchmarks.

• **Math Growth (FY 25):** 57.5% of students met or exceeded targets vs national median 51 CGP.

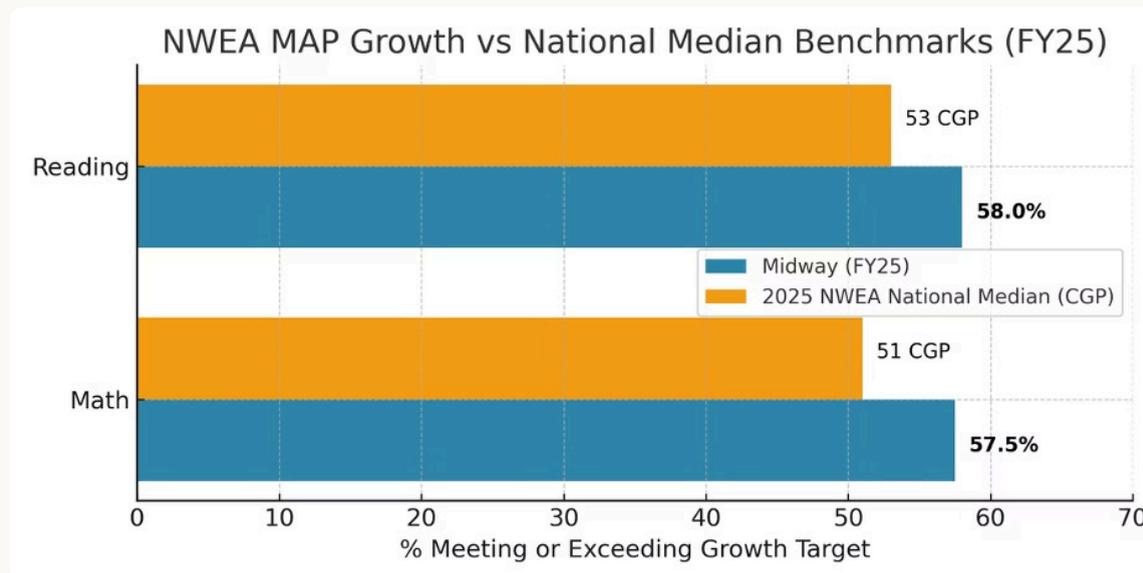


• **Reading Growth (FY 25):** 58.0% met growth targets vs national median 53 CGP.



These results indicate that Midway students are not only maintaining typical national growth but slightly surpassing it in both subjects—reflecting consistent instructional improvement and student engagement.

Serving > 90 % FRP and > 70 % EL students, Midway's growth rates demonstrate the impact of equitable, culturally responsive instruction and data-driven intervention strategies that support accelerated learning for all students.



Conclusion

Midway Star Academy consistently outperformed peer and district schools and exceeded state FRP and EL averages in both Math and Reading. Its MAP growth rates surpassed national medians, showing that the school's data-driven instruction and family engagement model produce equitable, sustained achievement within local, state, and national contexts.

Overall, Midway Star Academy's results this past year were exceptional—not only for the academic results, but for proving what is possible when a mission-driven school focuses on historically marginalized learners. Every growth indicator and proficiency gain shows that when a school implements rigorous programming coupled with best teaching strategies, its students will succeed.

Data Sources: Minnesota Department of Education (MDE) Report Card 2021–2025; NWEA MAP Growth Reports FY 24–FY 25; PUC-OPCS Performance Contract Benchmarks.





Governance

Midway Star Academy successfully met its governance requirements and demonstrated a strong commitment to effective board operations and leadership development. The Board of Directors maintained compliance with state membership and training requirements, including a blend of teachers, parents, and community members, and ensured all new and returning members completed required trainings on governance, finance, and statutory duties.

Board meetings and annual reviews emphasized key responsibilities such as academic oversight, budget adoption, and evaluation of the executive director. An annual assessment reflected high levels of board satisfaction with executive leadership, especially in mission fulfillment, communication, financial management, and strategic planning. Overall, the board actively promoted clear governance processes, supported continuous improvement, and ensured ongoing compliance with Minnesota statutes and authorizer expectations. Results from board selfassessment and leadership evaluation were overwhelmingly positive, further reinforcing the board's effectiveness and commitment to the school's mission. Developing and retaining strong teaching staff was noted as a future priority.

Board of Directors

Name	Affiliation	Board Position	Date Elected/ Appointed	Appointed / Elected	Service End/ Term End	Phone Number	Email
Hasan Ainab	Teacher	Board Chair, Treasurer	6/21/24	Appointed	6/30/27	(651) 642-0667	aguled@midwaystar.org
Amina Abdullahi	Parent	Member	8/1/19	Elected	6/30/26	(651) 642-0667	aminaabdullahi021284@gmail.com
Kalton Aded	Teacher	Member	10/25/24	Appointed	6/30/27 Resigned 5/1/25	(651) 642-0667	kaded@midwaystar.org
Anna Heamstead	Teacher	Member	8/25/23	Appointed	6/30/26 Resigned 1/24/25	(651) 642-0667	ahemstead@midwaystar.org
Abdifitah Yasin	Community	Member	10/25/24	Appointed	6/30/27 Resigned 6/1/25	(651) 642-0667	Abdifitah.yasin@gmail.com
Nur Kasim	Community	Secretary	9/20/24	Appointed	6/30/27	(651) 642-0667	kasin.nur@gmail.com
Mohamed Egal	Community	Member	2/21/25	Appointed	6/30/26	(651) 642-0667	mohegal14@gmail.com
Mohamed Warsame	Executive Director	Ex Officio					

Board Training and Development

Midway Star Academy's Board of Directors is deeply invested in both meeting and exceeding statutory governance requirements. Beyond compliance with Minnesota Statute 124E.07, the board emphasizes continuous improvement and skill-building for all members. Each new and returning board member participated in targeted, high-quality trainings—beyond the minimum requirements—covering governance fundamentals, finance, the Open Meeting Law, data practices, leader evaluation, budget adoption, and maintaining positive authorizer relations.

New Member Training

New Board Member Name	Board's Role and Responsibilities	Open Meeting Law	Data Practices law	Board Roles and Responsibilities Regarding Student Success and Achievement	Employment Policies and Practices	Financial Management
Hasan Ainab	8.23.24 Instructional Designs, Inc.	8.23.24 Instructional Designs, Inc.	8.23.24 Instructional Designs, Inc.	The Role of Charter School Boards in Effective Governance, 11.15.24, Marcy Myers, IDI Maintain Authorizer Relations, 4.15.24, Marcy Myers, IDI	Evaluate the Leader, 4.15.25, Marcy Myers, IDI	Adopt a Budget, 11.15.24, Marcy Myers, IDI Conduct Financial Oversight of Pupils, 4.15.25, Marcy, IDI
Abdifatah Yasin	10.31.24 Instructional Designs, Inc.	10.31.24 Instructional Designs, Inc.	10.31.24 Instructional Designs, Inc.	The Role of Charter School Boards in Effective Governance, 11.15.24, Marcy Myers, IDI	Resigned	Adopt a Budget, 11.15.24, Marcy Myers, IDI
Nur Kasin	9.22.24, Marcy Myers, Instructional Designs, Inc.	9.22.24, Marcy Myers, Instructional Designs, Inc.	9.22.24, Marcy Myers, Instructional Designs, Inc.	The Role of Charter School Boards in Effective Governance, 11.15.24, Marcy Myers, IDI Maintain Authorizer Relations, 4.15.24, Marcy Myers, IDI	Evaluate the Leader, 4.15.25, Marcy Myers, IDI	Adopt a Budget, 11.15.24, Marcy Myers, IDI Conduct Financial Oversight of Pupils, 4.15.25, Marcy, IDI
Mohamed Egal	2.4.25, Marcy Myers, Instructional Designs, Inc.	2.4.25, Marcy Myers, Instructional Designs, Inc.	2.4.25, Marcy Myers, Instructional Designs, Inc.	Maintain Authorizer Relations, 4.15.24, Marcy Myers, IDI	Evaluate the Leader, 4.15.25, Marcy Myers, IDI	Conduct Financial Oversight of Pupils, 4.15.25, Marcy, IDI

Annual Training

Continuing Board Member Name	Date of Training	Training Topic	Presenter
Amina Abdullahi (Parent, Member)	11.15.24	The Role of Charter School Boards in Effective Governance Adopt a Budget	Marcy Myers, Instructional Designs, Inc.
	4.15.25	Maintain Authorizer Relations Evaluate the Leader Conduct Financial Oversight of Pupil Units	Marcy Myers, Instructional Designs, Inc.
Anna Hemstead (Teacher, Member)	11.15.24	The Role of Charter School Boards in Effective Governance Adopt a Budget	Marcy Myers, Instructional Designs, Inc.
Kalton Aded (Teacher, Member)		Resigned	
Mohamed Warsame (Ex Officio)	11.15.24	The Role of Charter School Boards in Effective Governance Adopt a Budget	Marcy Myers, Instructional Designs, Inc.
	4.15.25	Maintain Authorizer Relations Evaluate the Leader Conduct Financial Oversight of Pupil Units	Marcy Myers, Instructional Designs, Inc.

Board Election

Non-election year

Board Development Plan

This Board Development Plan was built upon a thorough annual assessment of each board member's needs and strengths. The plan demonstrates Midway Star Academy's commitment to more than just statutory compliance—it reflects a proactive approach to governance growth. By using assessment results to identify skill gaps and relevant topics, the board ensures all members have access to timely, meaningful, and targeted training opportunities throughout the year. This process helps every board member build the knowledge and skills necessary to fulfill their responsibilities effectively and support the school's long-term success.

Training Facilitation

Board Priority*	Outcome	Key Steps	Board Meeting Date
Budget Board Roles and Responsibilities	The Board of Directors regularly evaluate the school's academic, organizational, and financial performance. Board members understand and follow the requirements laid out in its bylaws and relevant state statutes.	Step 1: Watch the following videos prior to the board meeting <ul style="list-style-type: none"> Adopt a Budget The Role of Charter School Boards in Effective Governance Step 2: Review, discuss, and take a quiz during the board meeting Step 3: Commit to taking next steps to becoming a better board Step 4: Receive a certificate of completion	November 11, 2024
Financial Management Governance-Management Relationships Evaluate the Leader	Board members understand pupil units and the financial impact of changes in pupil units to understand how much revenue the school will receive. Board members will understand how the school leaders and board interact and work with another to ensure the school is meeting its goals. Board members learn new ideas to help with evaluating school leaders effectively.	Step 1: Watch the following videos prior to the board meeting <ul style="list-style-type: none"> Conduct Financial Oversight of Pupil Units Maintain Authorizer Relations Evaluating the Leader Step 2: Review, discuss, and take a quiz during the board meeting Step 3: Commit to taking next steps to becoming a better board Step 4: Receive a certificate of completion	April 15, 2025

Result of Annual Assessment of Board Performance

The board's end-of-year performance evaluation for FY25 reflects a high level of achievement across all governance responsibilities. Results indicate that the board consistently monitored its own structure, adhered to bylaws and election requirements, ensured thorough orientation and ongoing training for both new and veteran members, and complied with all statutory obligations in areas such as open meetings, data practices, professional development, and policy oversight. Regular reviews of core responsibilities—like academic performance monitoring, school leader evaluation, meeting documentation, and website transparency—returned overwhelmingly positive ratings. The majority of board members marked "Yes" for all key actions, demonstrating strong consensus and alignment with best practice standards. Instances of "Partial" or "Unsure" responses were very limited and mainly pertained to the timing or completion status of new member training, which is being addressed.

Overall, the evaluation confirms that the board has built a well-functioning system for selfassessment, accountability, and continuous improvement. These results underscore the board's commitment to high performance and legal compliance, positioning the school for continued success in governance and operational excellence.

Management

School Leaders

Person	Title	Licensure	Role
Mohamed Warsame	Director	K12 Principal License	Oversees all school programs and operations under the board's oversight.
Hassan Hade	Assistant director	K12 Principal License	Oversees all operations under the director's oversight.
Amy Kinney	Instructional Coach	5-12 Communication Arts/Literature	Oversees teaching and instructional practices

School Director Evaluation Process and Date:

Per Minn Stat. 124E.12 Subd. 2, the charter school board of directors must use the established qualifications, as listed in statute, as the basis for the performance evaluation of the charter school director or chief administrator.

Summary: The evaluation, conducted in May 2025, shows strong overall satisfaction with Mohamed Warsame's performance, particularly in communication, mission fulfillment, and use of data for school improvement. The board as a whole are very satisfied or satisfied across most areas and reflects very positive board perceptions of Mr. Warsame's effectiveness and leadership

Areas where the board as a whole is satisfied or very satisfied with Mr. Warsame's performance as an Executive Director, based on the areas mentioned:

- Collaborates effectively with the board to fulfill the school's mission and meet contractual obligations with the authorizer.
- Ensures the financial health and stability of the organization.
- Drives fulfillment of the school's mission through strong programs, strategic planning, and proactive community outreach.
- Utilizes instructional and assessment data to develop and monitor effective school improvement plans.
- Provides necessary resources to maintain appropriate and efficient school operations.
- Communicates clearly and regularly about progress towards contract goals.
- Maintains compliance with all relevant statutes and regulations.
- Develops and maintains strong, positive relationships with families and the broader community.
- Promotes and supports a culturally responsive school environment.
- Engages in ongoing professional development and implements a robust professional development plan.
- Delivers overall high-quality educational outcomes for the school.

Survey results pointed to one potential area for growth: developing and retaining teachers.

Professional Development Training of Director or Chief Administrator

Executive Director's Professional Development Plan

Mohamed Warsame is a licensed administrator and therefore is not required to have a board approved professional development plan.

Training Completed by the Executive Director

Mr. Warsame recently completed his third year in the doctoral program in educational leadership at Concordia University. In FY25, he completed the following doctoral courses, earning 3 units for each: Action Research, Qualitative and Quantitative Research, Drafting the Methodology, Research Methods, Literature Reviews, and Dissertation Methodologies.

In addition to his doctoral coursework, Mr. Warsame participated in regular governance training. Through this training, he further developed his ability to:

- Understand the role that policy plays in school district governance and administration.
- Know and apply statutory regulations affecting school board meetings, communications, procedures, and practices.
- Demonstrate a clear understanding of the distinct roles and responsibilities of the school board and the school director.



Staffing

Midway Star Academy strives to hire the best available licensed and non-licensed staff to meet the needs of its student population of primarily immigrants and English Learners. To the greatest extent possible, Midway Star Academy hires staff who are representative of the diverse cultures represented at the school.

More than 85% of licensed teachers returned for the 2025-26 year! We believe that we have created a positive, supportive environment that keeps teachers returning. In addition, 73% bring four or more years of teaching experience, contributing to classroom stability and student learning. About half of the licensed teaching team holds a master's degree, and staff diversity reflects and supports the needs of the school's primarily immigrant and English Learner population.

Midway Star Academy's teacher staffing during 2025-26 was as stated in the tables below.

Licensed Teachers

Licensed Staff Name	License and Assignment	Folder Number	Returned for 25-26 *	# of Yrs. Experience	Is person teaching in area of license?	Have an advanced degree?
Larson, Michelle	2nd Grade Teacher	382890	R	8	Y	Masters
Nash, Austin	Gym Teacher	1038077	R	2	Y	
Ramirez, Gregory	Grade 5 teacher	381380	NR	24	Y	Masters
Warsame, Khalif	Academic Advisor	477450	R	17	Y	
Herzi, Rukia	English Language Learner (ELL)	502918	R	7	Y	
Ali, Safia	Kindergarten Teacher (K)	517104	R	4	Y	Masters
Abdi, Warsan	Kindergarten Teacher (K)	1009011	R	3	Y	Masters
Gadiano, Thelma	1st Grade Teacher	1028022	R	2	Y	
Olson, Ryan	4th grade teacher	1005558	R	5	Y	
Sheik, Faisa	1st Grade teacher	1007569	R	5	Y	Masters
Hemstead, Anna	Fourth Grade Teacher	1018398	R	3	y	
Aded, Kaltoon	ELA Middle School	1008739	R	5	Y	
Abdirashid, Kowsar	Kindergarten teacher	1008002	R	4	Y	
Kimaiga, Eucabeth	SPED Teacher	493239	NR	7	Y	Masters
Regala, Michelle	Science Teacher	1027578	R	2	Y	Masters
Yussuf, Nawaal	ELA Teacher	1027576	R	4	Y	Masters
Barnayha, Lalaine	SPED Teacher	1026446	R	4	Y	
Farah, Abdulkhaliq	1st Grade Teacher	1019587	R	3	Y	Masters
Ainab, Hasan	SPED Teacher	1026258	R	2	Y	Masters
Noor, Nasra	2nd grade teacher	1005798	R	6	Y	
Gheddi, Abdihakim	Gym Teacher	1029330	NR	2	Y	
Osman, Fahmo	5th-grade	509772	NR	7	Y	Masters
Fiqi, Omar	Intervention Teacher	369215	R	17	Y	
Barre, Khadra	Kindergartner Teacher	509118	R	7	Y	
Goro, Ibrahim	Grade 6 teacher	1040275	R	2	Y	
Harris, Brook	Social Studies teachere	1036837	R	2	Y	

* R = Returning, NR = Not Returning

Teacher Retention

Of the 26 licensed teaching staff members employed by Midway Star Academy in 2024-25, 22 returned in Fall 2024.

School Year	# Teachers Employed at the end of School Year	# Teachers Returning at the Start of Next School Year	Retention Rates
2024-25 to 2025-26	26	22	85%

Administrative Staff

Person	Title	Licensure	Role
Mohamed Warsame	Director	K12 Principal License	Oversees all school programs and operations under the board's oversight.
Hassan Hade	Assistant Director	K12 Principal License	Assists Director for programs and operations under the director's oversight
Hussein Hussein	Operations Manager	HR manager	Oversees all operations under the director's oversight
Amy Kinney	Instructional coach	Teacher	Oversees curriculum and teaching

Professional Development Provided to Staff

Professional development (PD) at Midway Star is designed to directly support and advance the objectives of the School Improvement Plan (SIP) and the Comprehensive Achievement and Readiness (CACR) strategic plan, ensuring a coherent and sustained approach to staff learning and instructional improvement.

All PD sessions, coaching, and collaborative trainings are carefully aligned with the school's identified goals for academic achievement, engagement, classroom management, curriculum fidelity, and intervention strategies. Program priorities for PD include making lessons more engaging, fostering active student participation, implementing positive classroom environments, and supporting teachers to follow grade-level pacing with fidelity. The SIP and CACR plans highlight the need for staff to analyze student data, identify skill and achievement gaps, and develop interventions that close those gaps, setting PD topics and priorities in direct response to these instructional targets.

PD is provided through multiple channels:

- Weekly Professional Learning Communities (PLC) meetings where staff collaboratively analyze student data, plan remediation, identify strengths/weaknesses, and share effective strategies for instruction and interventions.
- One-on-one coaching sessions, where teachers receive individualized feedback and support focused on their classroom management and instructional strategies. In the fall, staff received targeted coaching after classroom observations with actionable feedback.
- Regular whole-staff workshops scheduled throughout the year, which include sessions on topics such as the Science of Reading, vocabulary development, instructional best practices, student engagement techniques, classroom management strategies, and data-driven planning.

Regular program evaluations, teacher observations, and walkthroughs are key in guiding PD selection and refinement. School leaders, and the instructional coach, jointly review classroom implementation, observe PLC effectiveness, and analyze assessment/data trends to identify new PD needs and monitor progress toward academic targets. Observations are tracked and discussed within 24-48 hours to ensure prompt feedback and support. Monthly and quarterly reviews of student performance, classroom culture, and teacher collaboration enable leadership to continually adjust PD offerings so that they remain tightly aligned with both SIP outcomes and CACR milestones.

Teacher Evaluation Description:

Midway Star evaluates teachers through a comprehensive process that emphasizes growth and effectiveness. The evaluation system is built on three main pillars: supporting teacher improvement through coaching and actionable feedback, providing job-embedded professional development, and monitoring student proficiency and growth. Teacher evaluations are conducted twice each year.



Educational Approach and Curriculum

Midway Star's educational approach is guided by the school's mission, "Midway Star will provide students with educational opportunities that are respectful of the students' background and culture, learning styles and interests, enabling them to meet high academic expectation, in an environment that allows them to celebrate their own unique culture while learning American customs and what it means to be a citizen." To accomplish this, Midway Star implements personalized learning methods that are built on the following design principles for studentcentered learning:



Learning is Personalized:

Personalized learning recognizes that students engage in different ways and in different places. Students benefit from individually paced, targeted learning tasks that formatively assess existing skills and knowledge and that address the student's needs and interests.



Learning is Competency-Based:

students move ahead when they have demonstrated mastery - not when they've reached a certain birthday or undergone the required hours in a classroom.



Learning Happens Anytime, Anywhere:

Learning takes place beyond the traditional school day and even the school year. The school's walls are permeable—learning is not restricted to the classroom.



Students Take Ownership Over Their Learning:

student centered learning engages students in their own success and incorporates their interests and skills into the learning process, students support one another's progress and celebrate success.

The Midway Star educational approach is built on the foundation of high academic expectations for all students. By closely monitoring student data and progress, implementing proven worldclass curriculum and programs, and regularly celebrating student successes, we create an environment that supports achievement and establishes the belief that all children can learn at high levels.

Curriculum

Reading:

K-5 students use Savvas MyView for ELA, which helps build strong reading, writing, and critical thinking skills through engaging literature and interactive activities. Grades 6-8 use Wit & Wisdom, a curriculum based on exceptional texts that ties reading, writing, and vocabulary to key ideas and rigorous standards.

Math:

EnVision Math by Savvas is used for all students K-8, emphasizing problem-based learning, visual strategies, math vocabulary, and standards-aligned assessment to ensure conceptual understanding and prompt intervention where needed.

Social Studies:

The social studies content in each grade is organized into four major domains: history, geography, government, and economics. The curriculum covers all state standards as well as the National Curriculum Standards for Social Studies published by the National Council for Social Studies (NCSS).

Science:

Our Science curriculum utilizes Touch Technology to its fullest potential. Students build molecular models, label parts of the skeletal system, create charts, and much much more. The curriculum converse the entirety of the Next Generation Science Standards (NGSS) as well as MN standards.

Specials:

Our students rotate among physical education and Somali.

Personalized Learning Tools:

To ensure we are meeting the divers needs of all our students, we have implemented the following tools to supplement our curriculum, designed to close the gaps in all students' learning.

- MobyMax (K-8): Tailored, adaptive learning to meet individual needs.
- IXL Math and ELA (K-8) Interactive online practice for math and English Language Arts skills.
- LExia: (K-5) Personalized reading support for elementary students.
- PowerUp (6-8): A literacy program designed to strengthen reading and writing skills.



Innovative Practices and Implementation

At Midway Star, we have implemented following innovative practices to improve the educational program for all students:

Data Driven Instruction:

PLCs meet weekly. During these weekly PLC meetings, teachers look at grade level and classroom assessment data to identify specific standards and objectives where students are struggling and excelling. This information is then used to develop strategies for improving student learning. Each Monday teachers meet with other members from their grade level. During these meetings, teachers discuss the curriculum, develop common assessments, review data, and problem solve issues directly related to their grade level. On Wednesdays, teachers meet in vertical teams to review standards and ensure they are aligned from grade to grade, they share instructional strategies, and may also use this time to receive professional development from the academic dean or EL teacher.

Job Embedded Professional Development:

In addition to OL&LA training, teachers participate in ongoing professional development workshops throughout the year that focus on areas of need. In August teachers will receive training from Savvas that is focused on foundational and comprehension skills related to the Science of Reading. We offer self-paced online workshops for teachers. Based on needs identified through teacher evaluations and walkthroughs, the administration team chooses 3-5 workshops for staff to attend. Any teacher may request to participate in additional online training. If approved, the school will purchase the online training program for them. Additionally, the school shares pre-recorded webinars of various topics that teachers can view if they are seeking more professional development. The academic dean provides follow-up sessions and training for teams and individuals to assist with developing lesson plans, using various engagement strategies, and analyzing data.

Multi-Tiered System of Support:

Midway Star has established a process for MTSS to help identify students needing additional support in academics and behavior. Students' academics are monitored 3 times a year to ensure all students are making adequate growth. For students whose screening assessment results suggest working below or well below grade, additional diagnostic tests are given. This additional data point will help place the student at the appropriate tier and help identify the specific learning gaps a student may have in literacy development. Through this process, teachers were able to develop correct strategies to better support their students in the classroom, and the school was able to better identify students needing tier 2 or tier 3 support.

Comprehensive Achievement and Civic Readiness Strategic Plan Report

Midway Star Academy actively implements its CACR plan by focusing on clear academic goals and systematic strategies, ensuring that every student is prepared for postsecondary success. The school uses a data-driven approach to meet state requirements and fulfill its mission for all students to thrive academically and develop the skills needed for college and careers. To achieve these goals, Midway Star delivers a rigorous curriculum aligned with Minnesota standards, using proven programs like Savvas EnVision for math and Savvas and Wit and Wisdom for reading. Teachers meet weekly in Professional Learning Communities (PLCs) to review classroom and benchmark data, identify learning gaps, and collaboratively plan instruction and targeted interventions. Students in need of additional support are identified through three annual universal screening cycles, followed by diagnostic assessments. Targeted support, including WIN (What I Need) time and small group interventions, addresses the unique learning needs of each student.

The school provides ongoing support for English Learners, delivers family-engaged programming, and ensures a diverse staff that mirrors the student community. Teachers receive consistent coaching, professional development, and feedback, all tied directly to the CACR plan's objectives. Leadership and instructional coaches regularly observe classrooms and monitor implementation, providing direct support to teachers.

Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

1	<p>Submission Details</p> <p>Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Minnesota Education Grant System (MEGS). You can copy your responses from this template into MEGS.</p> <p>If your district or charter does not utilize ESEA funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to CACR.MDE@state.mn.us.</p>
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2	<p>Contact Information</p> <p>District or Charter Name: Midway Star Academy</p> <p>CACR Contact Name: Mohamed Warsame CACR Contact Title: Executive Director</p> <p>CACR Contact Email: mwarsame@midwaystar.org CACR Contact Phone Number: (651)642-0667</p>
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Annual Public Meeting

These annual public meetings are to be held in the fall of each school year.

CACR Requirement: School boards are to hold an annual public meeting each fall to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Families and community partners should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

Provide the date of the school board annual public meeting to review progress on the CACR plan for the most recent school year: January 17, 2025

Annual Report

CACR Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Provide the direct website link to the district's CACR annual report. If a link is not available, describe how the district disseminates the report to families and community partners: The school disseminates the report by posting it on the school's website, publishing it in the annual report, and sharing it at the annual meeting.

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families. Type response here

Goals and Results

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. 50% of Kindergarten students will achieve at grade level on the NWEA Reading MAP assessment.	Provide the result for the 2024–25 SY that directly ties back to the established goal. 42.3% of K students met growth targets.	Check one of the following: <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> N/A (no kindergarten enrollment)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. At least 50% of students will meet their annual growth goal in reading. From FY22 to FY24, the aggregate percentage of all students assessed in the Fall who achieve their Spring benchmark goal in Reading as measured by the NWEA/MAP suite of assessments will be within the target range and increase annually.	Provide the result for the 2024–25 SY that directly ties back to the established goal. 58% of students met their growth targets.	Check one of the following: <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal)

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. At least 50% of students will meet their annual growth goal in math. From FY22 to FY24, the aggregate percentage of all students assessed in the Fall who achieve their Spring benchmark goal in Mathematics as measured by the NWEA/MAP suite of assessments will be within the target range and increase annually.	Provide the result for the 2024–25 SY that directly ties back to the established goal. 57.5% of al students met their growth targets.	Check one of the following: <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input checked="" type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal)

Provide the established SMART goal for the 2024–25 SY. At least 50% of below grade level students in the fall will meet their annual growth goal in math and those students cumulatively will make over 120% of expected growth in Math.	Provide the result for the 2024–25 SY that directly ties back to the established goal. 52.6% of below grade level students met their growth goals and they made 193% of expected growth.	Check one of the following: <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input checked="" type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> N/A (no 12th grade enrollment)
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All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. NA	Provide the result for the 2024–25 SY that directly ties back to the established goal. NA	Check one of the following: <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> N/A (no 12th grade enrollment)

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. 80% of graduating middle school students must complete and pass a 21st century lifelong learner research project.	Provide the result for the 2024–25 SY that directly ties back to the established goal. 85% of graduating middle school students completed and passed a 21st century lifelong learner research project.	Check one of the following: <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Goal Met (multi-year goal) <input type="checkbox"/> Goal Not Met (multi-year goal) <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal)

Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers

To the greatest extent possible, Midway Star Academy hires staff who are representative of the diverse cultures represented at the school. In addition, we strive to hire experienced and qualified teachers.



Student & Parent Satisfaction

1

Parents: 88% Satisfaction

21 of 24 respondents

2

Staff: 80% Satisfaction

12 of 15 respondents

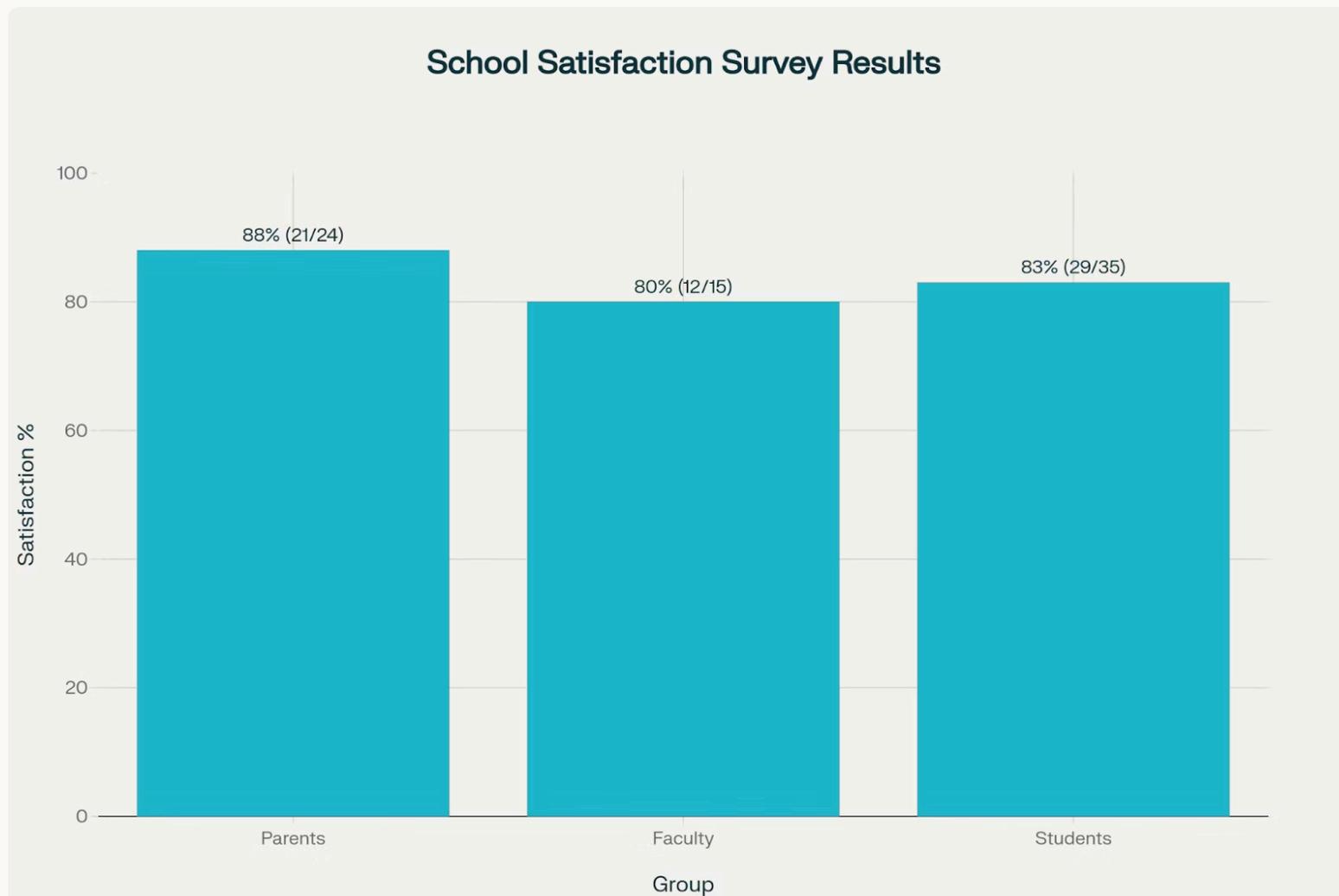
3

Students: 83% Satisfaction

29 of 35 respondents

Annual satisfaction surveys, administered each spring, show strong support for the school across parents, students, and staff. Parents reported an 88% satisfaction rate (21 of 24 respondents), students reported 83% satisfaction (29 of 35), and staff reported 80% satisfaction (12 of 15).

High satisfaction equates to higher staff and student retention, which strengthens the school community over time. When teachers and students stay, it results in better academic performance over time and helps build a stronger sense of connection and belonging for everyone.



Finances

Information presented below is derived from the fiscal year 2024-25 projected budget. The 2024-25 audit will be completed and presented to the Minnesota Department of Education.

Overview

Overall, the school is doing well financially and is positioned to provide their students with the resources they need to reach their potential academically.

Revenues

Revenue for FY25 was close to budget due to enrollment being 413.15 compared to the budgeted amount of 415.

Expenses

Expenses for FY25 are expected to be higher than originally budgeted due to a capital improvement project for the school building but the school continues to have a positive net income for the year.

Net Surplus or Deficit and Fund Balance

The school is estimated to have a strong year financially ending with a net income of \$409,663. The school fund balance percentage is 46%. Most charter schools strive to have a minimum fund balance of 25% and the school is far exceeding that percentage.

	Fund 1	Fund 2	Total
Total Revenues	9,251,799.93	607,700.00	9,859,499.93
Total Expenditures	8,788,288.09	661,548.58	9,449,836.67
Net Income	463,511.85	(53,848.58)	\$409,663.27
Total Fund Balance	\$4,302,269.45	\$49,277.59	\$4,351,547.04

Dieci School Finance LLC provides accounting services for Midway Star Academy.

For questions regarding school finances and for complete financials for 2024-25 and/or an organizational budget for 2025-26, contact:

Name: Robert Procaccini

Position: Contract Accountant

Contact info:

Phone: 651-309-2233 ext. 5

Email: robert@diecisf.com



Dissemination Activities / Dissemination of Information

Midway Star employs multiple strategies to disseminate information and draw in new students that reflect the diversity of MN's population and targeted groups. Our outreach includes word-of-mouth referrals, community gatherings, and multiple parent information nights. Furthermore, our school website and regular newsletters keep families informed about our programs, events, and accomplishments.



Future Plans



Facility Expansion

We have expanded the facility, adding almost 18,000 square feet with completion expected in December 2025. The new space will add classrooms to reduce class sizes and provide rooms for targeted academic support, and we have future plans to include high school and Pre-K.



New Language Classes

Starting in January, new world language classes—Arabic, Somali, and potentially Spanish or French—will be offered based on parent feedback.



Sports Programs

We are excited to share that in FY26, we started soccer and basketball programs for students in grades 5–8, and plans are being considered for younger students.



Afterschool Program

We will also offer an afterschool program that will launch in November, tailored to support reading and math for grades 1–8 twice a week.