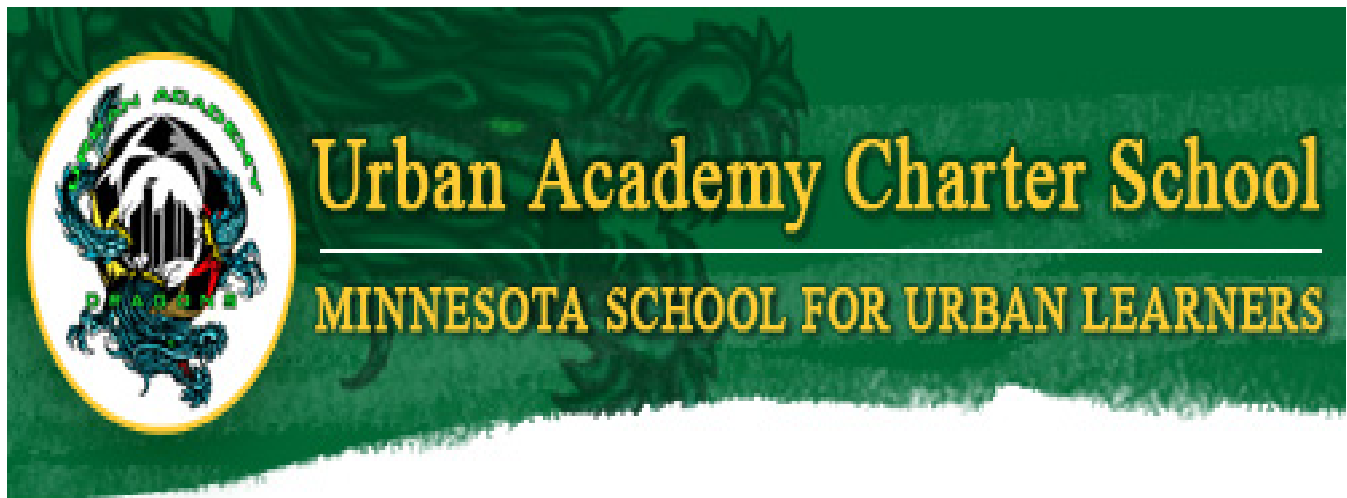


URBAN ACADEMY CHARTER SCHOOL

**2013 ANNUAL REPORT ON CURRICULUM, INSTRUCTION, AND STUDENT
ACHIEVEMENT**



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EXECUTIVE SUMMARY

This report provides the stakeholders of Urban Academy (UA) with information describing the progress of UA and its students. A summary of the key findings in this annual report follows:

- UA serves a diverse group of urban learners
 - Most students were students of color (97%) and qualified for free or reduced lunch (97%), both percentages greater than the surrounding school district of Saint Paul; some were Limited English Proficient (16%) and qualified for special education services (12%); also Nearly one-quarter (37%) of students in grades 1 through 6 were new to school in 2012-2013 and life circumstances often drive students from the school after only a few years.
- Students made academic gains in growth on the Measures of Academic Progress (MAP) in Reading, Language Use, and Math:
 - Most students scored as Above Growth in reading (64%), language use (59%), and math (64%), meeting the goal of 45% Above Growth for all three subject areas; these percentages gains were greater than the previous two school years.
- Students made strong academic gains in proficiency on the Minnesota Comprehensive Assessment (MCA):
 - UA increased proficiency from 2012 to 2013 by +12% in reading to 45% total proficient, meeting the goal of a +7% increase in proficiency; for math proficiency increased by +5% to 22% total proficient, falling slightly short of the goal.
 - Proficiency levels and rates of change in proficiency from 2012 to 2013 at UA exceeded two of three comparison schools in reading and exceeded all three in math, meeting the goal of exceeding comparison schools' rates of change for math.
- UA decreased incidents of disrespectful behavior by -13%, between 2012-13 and the previous school year, falling short of the goal of decreasing incidents by -25%.
- UA extended its data-driven process to include further examination of non-proficient students academic performance:
 - Non-proficient students started the school year 1 or more years behind grade level in both reading and math as measured by the MAP.
 - Well over half of non-proficient students made Above Growth on the MAP in reading (64%) and math (52%).
 - Non-proficient students averaged greater than 100% of MAP growth in reading (129%) and math (113%).
- UA African American (AA) students increased proficiency between 2012 and 2013 at rates greater than statewide Caucasian students in math (+7% compared to -1%) and UA Asian or Pacific Islander (API) students decreased at a rate equal to statewide Caucasian students (-1%). In reading, UA AA and API and statewide Caucasian students all decreased in proficiency¹ but UA API students decreased at a rate lower than statewide Caucasian students (-8% compared to -17%) while UA AA students decreased at a slightly faster rate (-19% compared to -17%).

GENERAL INFORMATION



“I see growth in my child every day.”

“My child has come home every day excited about what she has learned.”

Two Urban Academy Parents' Responses to Parent Survey question: "Is Urban Academy Following Its mission?"

School Program. Strategically located in downtown Saint Paul, UA is a charter school that serves urban learners in grades K-6. UA focuses on a connected curriculum that recognizes and celebrates diversity. The focus of the school stems from the belief that quality education for urban students will lead to a productive future and end the cycle of poverty in the students' lives. This belief extends beyond academic education as the school works to instill community-based values such as non-violence, respect, responsibility, accountability, and social reliability. The staff at UA implements an urban teaching strategy through the Urban Learner Framework and with guidance from professional development trainers from higher education. UA is a non-profit trust registered with the Minnesota Attorney General's Office (see also Appendix A).

Mission Statement. *“Our mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research-proven methods in a safe, structured, and respectful community.”*

Sponsor Information

2012-2013 Sponsor

Novation Education Opportunities
Wendy Swanson-Choi
Wendy.swansonchoi@gmail.com
612-889-2103

Contract began in 2011 for one year; renewal through the 2015-2016 school year

UA began its relationship with the new sponsor, Novation Education Opportunities (NEO), in the 2011-2012 school year. NEO ensures that UA is accountable and responsible in four key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. As part of NEO's oversight, NEO is contracted to attend at least two board meetings, reviews the annual report, reviews the school's report card, reviews the school's budget, and makes at least two site visits.

School Calendar/Hours of Operation. School was in session September 4, 2012 through June 7, 2013. The school day at UA ran from 7:30 a.m. to 2:30 p.m. Monday through Friday, and the after school program ran from 2:30 to 5:00 p.m. Summer school ran from June 17, 2013 through July 12, 2013 from 8:00 a.m. to 2:00 p.m. Monday through Thursday.

Characteristics of UA Students. In 2012-2013, the large majority of students were students of color (97%) and qualified for free or reduced lunch (97%); these percentages have been consistent very consistent since UA's inception. UA served similar percentages of Limited English Proficiency students (16%) and Special Education Students (12%) and these percentages have also stayed fairly consistent compared to years past. Table 1 below shows a number of important demographic characteristics of UA students.

Table 1: Characteristics of UA Students

	07-08	08-09	09-10	10-11	11-12	12-13
October 1 Enrollment	261	275	268	259	302	268
Attendance Rate ²	93.8%	95.3%	93.3%	92.7%	93.2%	N/A ³
Male	139 (53%)	153 (56%)	144 (54%)	124 (48%)	157 (52%)	158 (59%)
Female	122 (47%)	122 (44%)	124 (46%)	135 (52%)	145 (48%)	110 (41%)
Race / Ethnicity						
American Indian	2 (>1%)	2 (>1%)	1 (>1%)	0 (0%)	1 (>1%)	2 (>1%)
Asian/Pacific Islander	66 (25%)	63 (23%)	54 (20%)	34 (13%)	44 (15%)	48 (18%)
Black/Non-Hispanic	181 (69%)	191 (69%)	197 (74%)	215 (83%)	245 (81%)	206 (77%)
Caucasian	4 (2%)	13 (5%)	11 (4%)	7 (3%)	8 (3%)	9 (3%)
Hispanic	8 (3%)	6 (2%)	5 (2%)	3 (1%)	4 (1%)	3 (1%)
Students of Color	257 (98%)	262 (95%)	257 (96%)	252 (97%)	294 (97%)	259 (97%)
Free or Reduced Lunch	257 (98%)	266 (97%)	262 (98%)	253 (98%)	285 (94%)	260 (97%)
Limited English Proficient	76 (29%)	64 (23%)	55 (21%)	31 (12%)	39 (13%)	42 (16%)
Special Education Status	39 (15%)	34 (12%)	39 (15%)	29 (11%)	37 (12%)	33 (12%)

Figures 1 through 4 below show the proportion of students enrolled at UA and enrolled at Saint Paul Public Schools (SPPS), the district surrounding UA. As can be seen in the figures, UA has a higher proportion of students of color and a higher proportion of students eligible for free or reduced priced lunch than does SPPS. In contrast, a higher proportion of students with special education status and Limited English Proficiency students are currently enrolled in SPPS than at UA.

² The formula for attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is computed by taking the number of days a student was marked in attendance divided by the number of instructional days reported for that school. ADM is computed by taking the number of days the student was reported as enrolled divided by the number of instructional days reported for that school.

³ Not currently available.

Figure 1: Proportion of Students of Color Enrolled at SPPS and UA

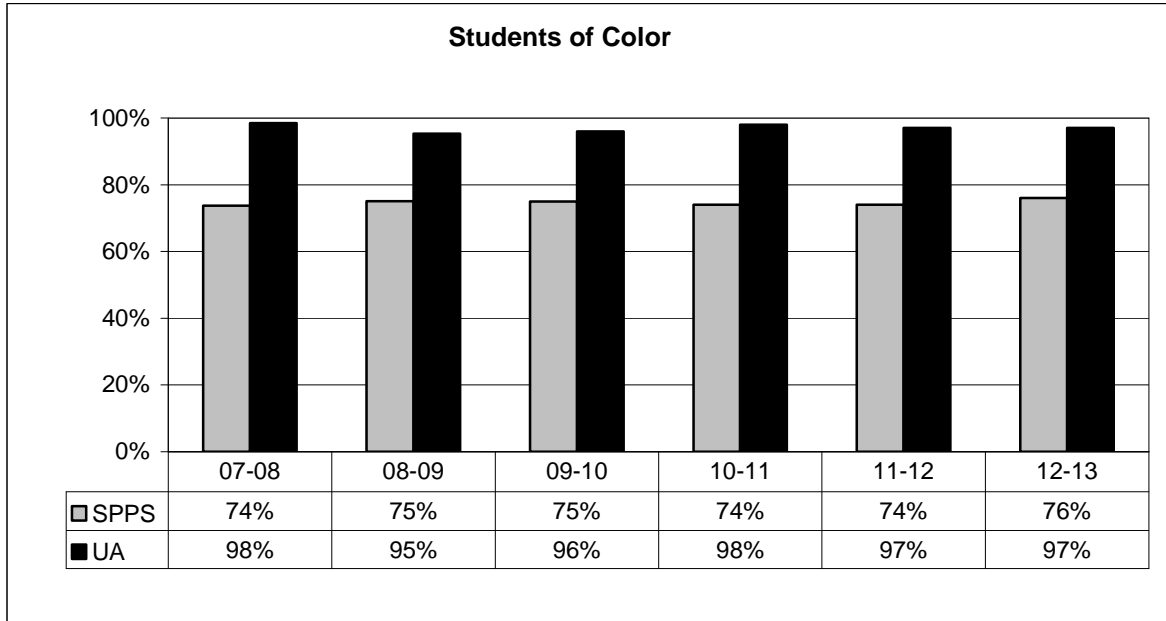


Figure 2: Proportion of Students Eligible for Free or Reduced Price Lunch at SPPS and UA



Figure 3: Proportion of Students with Limited English Proficiency at SPPS and UA

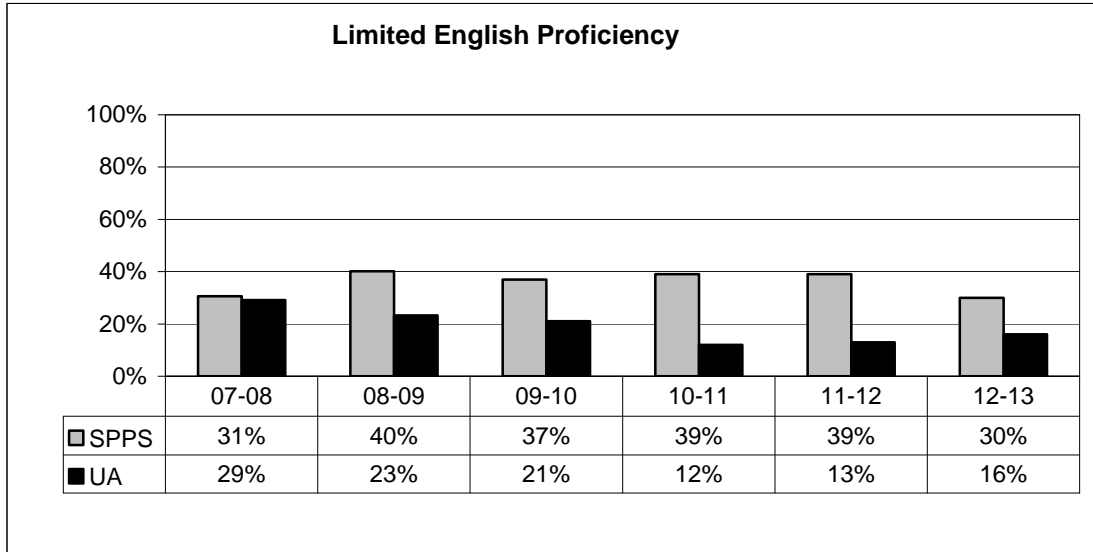
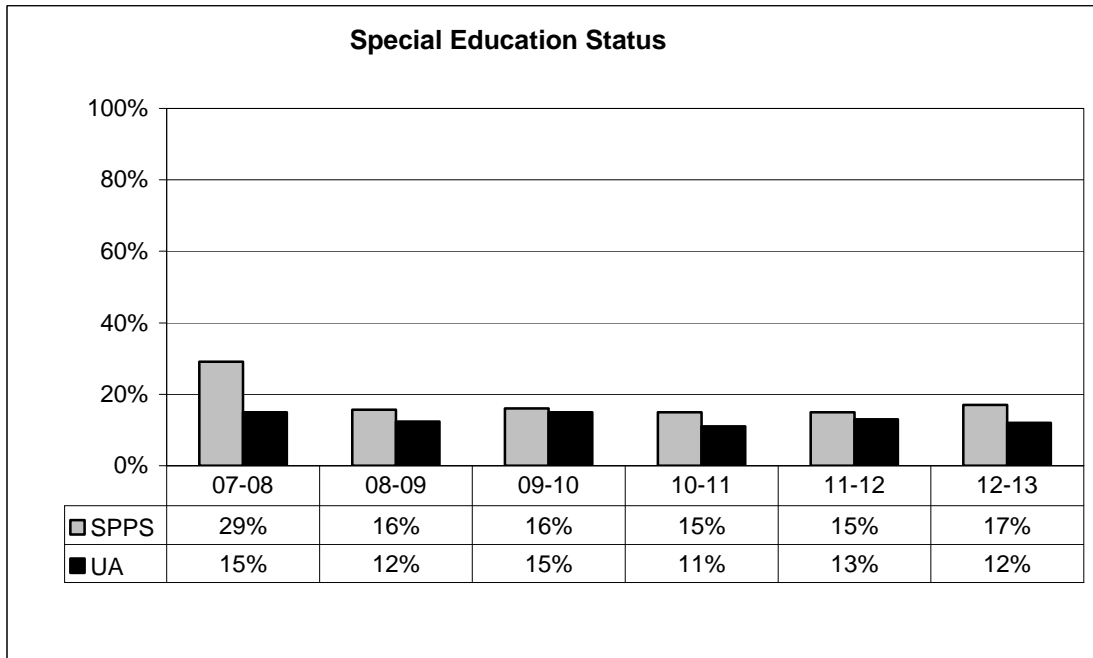
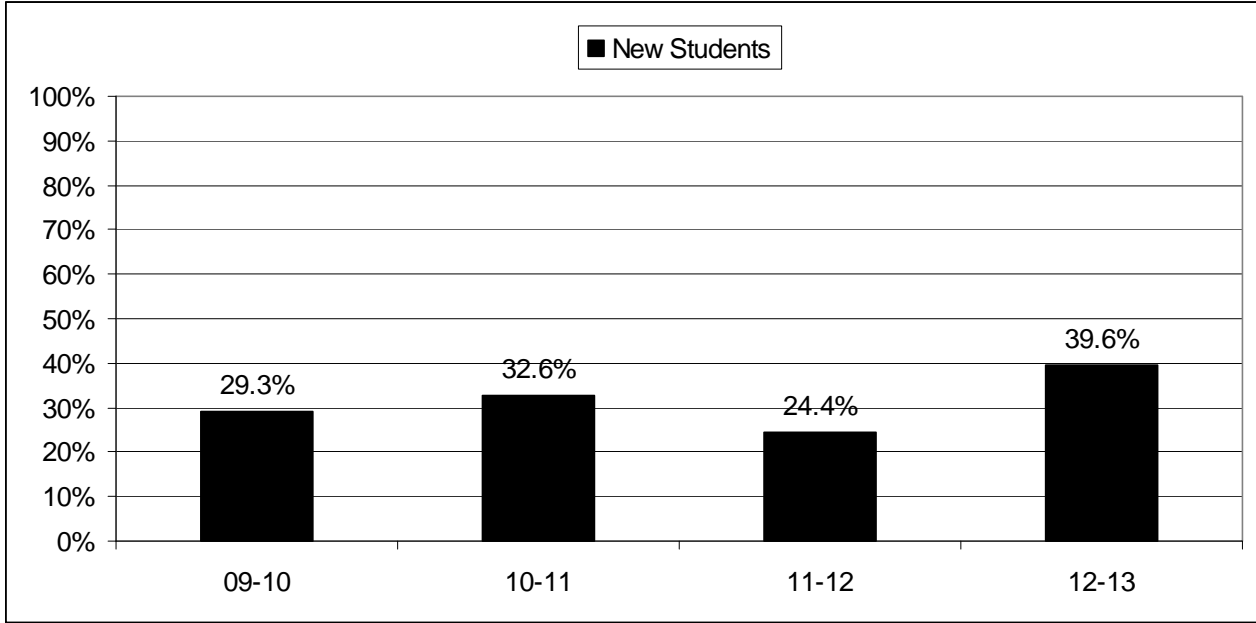


Figure 4: Proportion Special Education Students at SPPS and UA



Student Attrition. UA has traditionally served a student population that is highly mobile. The chart below describes the mobility of UA students in grades 1 through 6 looking back from 2010 to 2013. As can be seen in the chart, nearly a quarter or more of UA students have been new students for each of the three school years displayed. In the 2012-13 school year, nearly 40% of UA students were new students.

Figure 5: Proportion of New Students



UA also further examined the average number of years students have been enrolled at UA per grade level, as Table 2 displays the results for the past four school years. Most students from grades 1 and 2 averaged close to 2 years enrolled, while grades 3 through 5 averaged 3 years enrolled and grade 6 averaged close to 4 years of 7 possible.

Table 2: Average Years Enrolled at UA by Grade

Grade	09-10	10-11	11-12	12-13
1st	1.7	1.5	1.7	1.7
2nd	1.7	2.2	2.0	2.3
3rd	2.2	2.3	2.7	2.7
4th	2.9	2.6	2.9	3.3
5th	3.2	2.9	3.2	3.5
6th	3.3	4.1	3.7	4.2

GOVERNANCE, MANAGEMENT, AND OPERATIONAL PERFORMANCE



“Staff [are] always available to talk to and there to help the best way they can.”

“Classroom sizes. Less students gives [students] more time and attention with the teacher [and] therefore a greater learning experience.”

Two Urban Academy Parents’ Responses to Parent Survey question: “What do you think is Urban Academy’s greatest strength?”

School Board. In accordance with state laws, UA’s bylaws specify the size, makeup, and term length of UA’s governing school board. The bylaws also stipulate notification of regular and special board meetings, officer positions, establishing a quorum, conflict of interest, and voting rights. All meetings are open meetings which anyone may attend. Board meetings take place by a parliamentary procedure that includes a published agenda, minutes of meetings, and a structured meeting process. Board members make key decisions on school policy, performance expectations, budgeting and budget reviews, expenditure approvals, and the annual school finance audit. The board is also responsible for reviewing the school’s director on an annual basis. The board is also briefed regularly on student academic performance to aid in the decision-making process. The board also is required to approve any educational improvement plans (e.g. the 2012-13 Focus School Plan) and UA’s Annual Reports to MDE and NEO.

The membership of UA’s School Board is listed in Tables 3 below.

Table 3: UA School Board

Name	File Folder	Board Position	Contact Information	Group
Melissa Hansen		Board Chair	mel.m.hansen@gmail.com	Community
Tamara Mattison		Board Finance	tdmatti@comcast.net	Community
Dr. Barbara Shin		Board Vice-Chair	Bshin7@gmail.com	Community
Michael Ahrndt		Board Member	Wowfoundation.mac@gmail.com	Community
Kristin Evans	425130	Board Secretary	kevans@urbanacademymn.org	UA Teacher
Roger Sykes		Board Member	rogeramber@msn.com	UA Parent
Dr. Mongsher Ly	450140	Ex-Officio Member	mly@urbanacademymn.org	Executive Director

Per the Board Development Plan, board members took advantage of three MDE-approved training sessions in 2011-2012 focused on governance, finance, and employment.

Advisory Board. UA also employs an advisory board to aid in implementing the school’s vision. Table 4 below shows the names, contact information, representation, and employers of UA’s

Advisory Board.

Table 4: UA Advisory Board

Name	Email	Representation	Employment
Fong Lor	fong.lor@ci.stpaul.mn.us	Community	City of Saint Paul
Luis Brown-Pena	Luis.brown-pena@state.mn.us	Community	Ramsey County
Pamela Young	youngpamela@cs.com	Community	Designs for Learning

Staffing. UA employed 1 school director, 1 site director, 1 school principal, 13 classroom teachers, 8 specialists (Family Specialist, Social Worker, School Nurse, ESL Specialist, Title I Specialist, 2 Special Education Specialists, and a Media Specialist), 8 paraprofessionals, and 4 support staff to serve 268 students in grades K-6. The overall student to classroom teacher ratio for 2011-2012 was 20.6:1.

Turnover rates at UA were moderate for 2012-2013 with 3 of 13 teaching staff (25.0%) not returning for 2012-13; all non-teaching staff members are returning. UA’s turnover rates have been higher in years past due to AYP restructuring of school staff. For example, in 2010-2011 and 2009-2010 UA turned over close to one-third of teaching staff for restructuring purposes.

Table 5: Turnover Rates Among Teaching and Non-Teaching Staff at UA

	07-08	08-09	09-10	10-11	11-12	12-13
Teaching staff	16.7%	15.0%	35.0%	33.3%	7.7%	23.1%
Non-teaching staff	9.5%	8.0%	18.2%	25.0%	3.8%	0.0%
Total	12.8%	11.1%	26.2%	30.8%	5.1%	13.0%

Table 6 below shows all staff employed at UA for the 2012-2013 school year, their teacher license associated file folder number (when applicable), their position, and whether or not they will be returning for the 2012-2013 year. All UA classroom teachers are Highly Qualified Teachers as defined by MDE.

Table 6: UA Staff

Name	File Folder	Position	12-13	Return 13-14	Conditions for changes
Mongsher Ly	450140	Executive Director	Y	Y	
Mai Saevang	397463	Principal	Y	Y	
Ralph Elliott		Site Director	Y	Y	
Christina James		Office Manager	Y	Y	
Ashley Williams		Office/Special Education Assistant	Y	Y	
William Morris		Cafeteria	Y	Y	
Jeremiah Witt		Maintenance	Y	Y	
Shelley Hickman		Family Specialist	Y	Y	
Emily Ravits		Social Worker	Y	Y	
Emily Espey		School Nurse	Y	Y	
Rana Angadji	420881	ESL Teacher	Y	Y	
Alicia Block	440068	Title I Teacher	Y	N	Relocation
Maggie Rassier	462594	Kindergarten	Y	N	Relocation
McKenzie Larson	461856	Kindergarten	Y	Y	
Panyia Ly	440282	First Grade	Y	Y	
Samantha Willems	463777	First Grade	Y	Y	
Robert McCabe	454698	Second Grade	Y	Y	
Jennifer Reger	461069	Second Grade	Y	Y	
Christine Sowden	385367	Third Grade	Y	Y	
William Toppson	429517	Third Grade	Y	N	Contract non-renewal
Sara Wright	448620	Fourth Grade	Y	Y	
Harold Lang	422103	Fourth Grade	Y	Y	
Beth Tenquist	426464	Fifth Grade	Y	N	Contract non-renewal
Elizabeth Roddy	299933	Sixth Grade	Y	N	Contract non-renewal

Name	File Folder	Position	12-13	Return 13-14	Conditions for changes
Yuyin Liao	423068	Special Education Teacher	Y	Y	
Kristin Evans	425130	Special Education Teacher	Y	Y	
Ryan Roy	452621	Science Specialist	Y	Y	Personal
Khalid Lubega	451538	Media Specialist	Y	Y	
Victoria Brown-Pena		Special Education Paraprofessional	Y	Y	
Lia Vang		Special Education Paraprofessional	Y	Y	
Kyle Elliott-Sexton		Special Education Paraprofessional	Y	Y	
Christine Brinkman		Paraprofessional	Y	Y	
Una Vang		Paraprofessional	Y	Y	
Ronsoie Xiong		Paraprofessional	Y	Y	
Chao Yang		Paraprofessional	Y	Y	
Mai Ger Vue		Paraprofessional	Y	Y	

Enrollment Procedures. UA actively recruited students from diverse communities as well as provided enrollment forms in multiple languages (English, Hmong, and Spanish). Copies of UA's enrollment applications can be found in Appendix B. A limited amount of information is gathered on the forms as directed by law, including: the student's name, gender, grade (to determine if space is available), whether or not the student has a sibling enrolled at UA (applicants with enrolled siblings have higher priority), and parent or guardian contact information.

UA's Policies and Procedures Handbook details admissions procedures (see Appendix C). The Site Director manages enrollment applications, makes admission decisions, and notifies parents of admitted students. Per the Policies and Procedures Handbook, the Site Director gives preference to and enrolls siblings of UA students and then new students on a first-come-first-served basis until space is filled. If the number of applicants exceeds the number of openings, admission is based on a lottery system. If parents or guardians contest the Site Director's decision, then the School Board reviews the matter and renders a decision.

FINANCES

Financial Audit. Once the 2013 financial audit is complete, it will be forwarded to NEO and MDE. UA's financial audit for the year ended June 30, 2012 is available upon request.

Appendix D shows UA's fund balance for the month ending July 2013.

MDE Finance Award. For the fiscal year ending in 2012, UA qualified for and won MDE's finance award, which is given to schools that show strong financial management and timely and appropriate reporting of finances.

STUDENT ACHIEVEMENT AND PROGRESS TOWARDS GOALS



“It is a safe school and family oriented.”

“It is a multi-cultural school, friendly and welcoming environment, feels like a family, easy going and understanding education atmosphere.”

Two Urban Academy Parents’ Responses to Parent Survey question: “Why did you enroll your child (children) in Urban Academy?”

Advisory Committee and Assessments

District Advisory Committee Membership. District Advisory Committee members are invited to participate by the Executive Director. The criteria for membership is a stated interest in helping to develop a comprehensive school improvement plan (available upon request) and availability for necessary meetings and document review.

Table 7: District Advisory Committee Members

Name	Position/Association
Mai Saevang	Principal
Alicia Block	Title I Teacher
Christine Sowden	Teacher Lead/Third Grade Teacher
Robert McCabe	Second Grade Teacher
Kristin Evans	Special Education Teacher
Kari McGowan	School Parent
Mongsher Ly	Executive Director

UA Assessment Objectives. UA has been working to create a consistent set of accountability goals as reflected in its annual report, school-wide improvement plans, and contract with its authorizer (NEO). The objectives of the UA testing program are: (1) To identify student strengths and weaknesses and target interventions, (2) to measure student achievement of academic standards, and (3) to measure individual student growth.

Assessments. The Minnesota Comprehensive Assessments (MCA) is a mandatory statewide assessment of reading and mathematics performance in grades 3 through 6. The MCA is used to measure students’ progress toward mastery of Minnesota’s academic standards and was first administered in spring 2006. Performance on the MCA is reported in scaled scores and achievement levels (does not meet expectations, partially meets expectations, meets expectations, and exceeds expectations). Those students who achieve “meets expectations” and “exceeds

expectations” levels are identified as having proficiency with Minnesota’s academic standards by the Minnesota Department of Education.

During the 2012-2013 school year, Urban Academy used the Northwest Evaluation Association’s (NWEA’s) Measures of Academic Progress (MAP) is a computer-adaptive assessment that is aligned with state educational objectives and can be used to assess student understanding in reading, mathematics, and language use among students in grades K-6. NWEA also provides normed growth measures based on a national sample⁴ that can be used to classify student progress from fall to spring as Above Growth (equal to or greater than the average change in scores from fall to spring) or Below Growth (less than the average change in scores from fall to spring).

2012-2013 Accountability Plan

Table 8 below shows UA’s 2012-13 accountability plan with goals, measurement tools, indicators, and results.

Table 8: 2011-2012 Accountability Plan and Results

Academic Goal	Measurement	Indicators of Success and Results
Achieve high levels of student academic performance in reading.	Measures of Academic Progress (MAP)	Goal: At least 55% of UA students will make one year’s fall-to-spring growth on the MAP assessments (reading, language use, and math).
	<i>Reading, Language Use, Mathematics</i>	Results: UA met the goal in all three subject areas reading (64.1%), language use (58.6%), and mathematics (63.5%).
Achieve high levels of student academic performance in language use.	Minnesota Comprehensive Assessments (MCA series assessments/all accountability tests)	Goal: Achieve 39% proficiency on all students tested on the MCA in reading. Achieve 29% proficiency on all students tested on the MCA in math.
Achieve high levels of student academic performance in mathematics.	<i>Reading, Mathematics</i>	Results: UA met the goal with 44.7% proficient ⁵ in reading. UA came close to meeting the goal in math with 27.1% of students proficient in Math.
	Minnesota Comprehensive Assessments (MCA series assessments/all accountability tests)	The percentage of UA students that demonstrate proficiency on the MCA reading and math tests will increase at a greater rate than three comparison schools: Emily O. Goodridge Gray Accelerated (EOGGA), Woodson Institute of Student Excellence (WISE), and Green Central Park Elementary (GCPE).
	<i>Reading, Mathematics</i>	Results: UA partially met this goal. UA students achieved a greater rate of change in reading over GCPE but not WISE or EOGGA, and achieved a greater rate of positive change than all three schools in math.

⁴ Norms are generated for each individual fall scaled per grade.

⁵ MDE uses equipercentiles to estimate how students would have scored on the MCA-II using MCA-III scores; these estimates are presented here for the purpose of reporting on progress to previously established goals.

Academic Growth. UA established the goal of achieving at least 55% of students scoring as Above Growth from fall to spring on the MAP assessment in reading, language use, and mathematics. UA exceeded the goal in all three subject areas (64.1% in reading, 58.6% in language use, and 63.5% in mathematics); Tables 9, 10, and 11 below provide breakdowns of growth levels per subject and grade level.

The table below shows the proportion of students making Above Growth and Below Growth on the reading portion of the MAP. The majority of students (64.1%), scored as Above Growth while the remaining students (35.9%) scored Below Growth.

Table 9: Number and Proportion of Students Above Growth and Below Growth on the Spring MAP Reading Assessment

	Grade							<i>Total</i>
	K	1	2	3	4	5	6	
Above Growth	17 (70.8%)	20 (69.0%)	18 (50.0%)	14 (63.6%)	20 (64.5%)	15 (68.2%)	19 (67.9%)	123 (64.1%)
Below Growth	7 (29.2%)	9 (31.0%)	18 (50.0%)	8 (36.4%)	11 (35.5%)	7 (31.8%)	9 (32.1%)	69 (35.9%)

The table below shows the proportion of students making Above Growth and Below Growth on the language use portion of the MAP. The majority of students (58.6%) scored as Below Growth while the remaining students (41.4%) scored as Above Growth.

Table 10: Number and Proportion of Students Above Growth and Below Growth on the Spring MAP Language Use Assessment

	Grade					<i>Total</i>
	2	3	4	5	6	
Above Growth	18 (48.6%)	7 (31.8%)	25 (80.6%)	15 (68.2%)	17 (60.7%)	82 (58.6%)
Below Growth	19 (51.4%)	15 (68.2%)	6 (19.4%)	7 (31.8%)	11 (39.3%)	58 (41.4%)

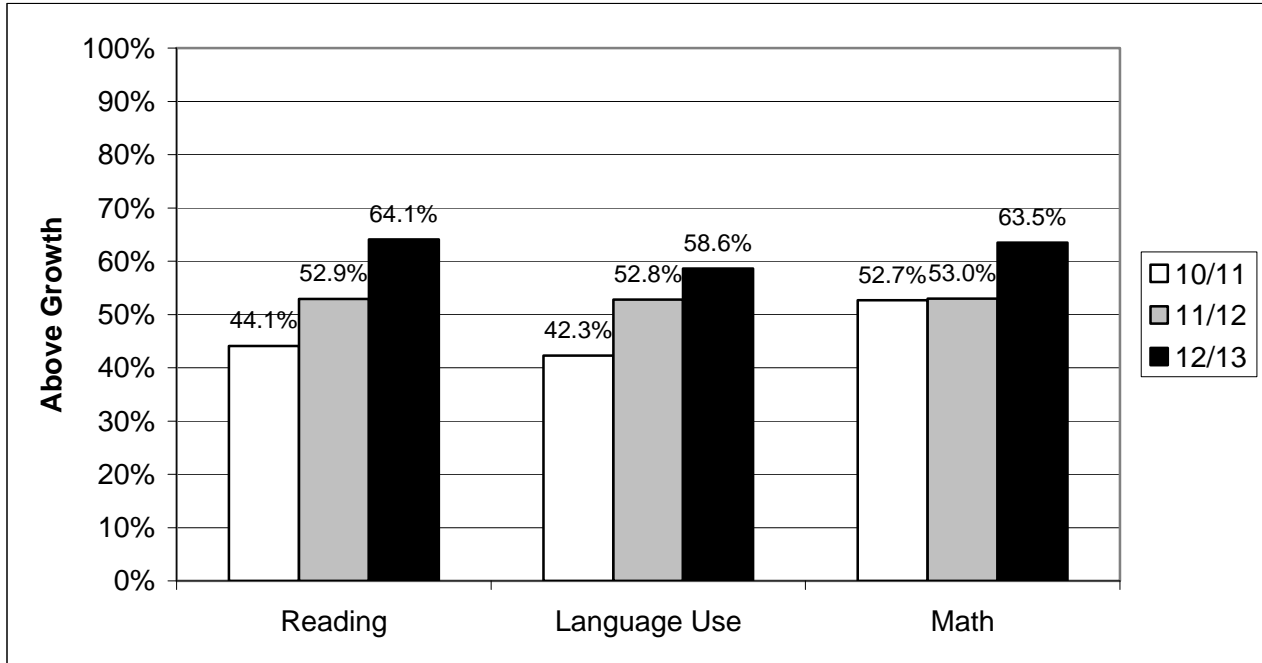
The table below shows the proportion of students making Above Growth and Below Growth on the mathematics portion of the MAP. The majority of students (63.5%) scored as Above Growth while the remaining students (36.5%) scored Below Growth.

Table 11: Number and Proportion of Students Above Growth and Below Growth on the Spring MAP Mathematics Assessment

	Grade							<i>Total</i>
	K	1	2	3	4	5	6	
Above Growth	14 (60.9%)	23 (82.1%)	25 (65.8%)	13 (59.1%)	21 (67.7%)	8 (36.4%)	18 (64.3%)	122 (63.5%)
Below Growth	9 (39.1)	5 (17.9%)	13 (34.2%)	9 (40.9%)	10 (32.3%)	14 (63.6%)	10 (35.7%)	70 (36.5%)

Figure 6 below displays the percentages of students making Above Growth in all 3 subject areas in 2010-2011, 2011-2012, and 2012-2013. Compared to the previous two school years, UA had higher percentages of students scoring Above Growth in 2012-2013 in all three subject areas.

Figure 6: Student Growth by School Year and Subject



Proficiency by Student Group. The table below breaks down MCA proficiency performance by student group from 2008 through 2013 in reading. The percentage of students proficient in each category, African American (AA), Asian or Pacific Islander (API)⁶, Free or Reduced Lunch (FRL), English Language Learner (ELL), Special Education (SPED) has positively increased from 2008 through 2012 with the highest percentages for each group occurring in the 2012 MCA results. In 2013, percentages for all groups were reduced compared to 2012 but remained higher than most previous years.

It is very important to note that the MCA changed from the MCA-II to the MCA-III in 2013 and that the MCA-III is considered a more difficult test. Because of the change in test difficulty, examining changes in proficiency rates between 2012 and 2013 is not advisable.

Table 12: Reading Proficiency Rates by Year and Student Group

Year	Reading				
	AA	API	FRL	ELL	SPED
2013	13.3%	29.2%	16.7%	26.3%	0.0%
2012	32.0%	37.0%	32.5%	37.5%	24.0%
2011	26.5%	22.7%	25.4%	25.0%	17.4%
2010	21.5%	7.1%	15.8%	10.7%	4.2%
2009	21.5%	5.9%	16.4%	5.9%	10.5%
2008	23.0%	3.4%	18.2%	6.5%	0.0%

The table below breaks down MCA proficiency performance by student group from 2008 through 2013 in math. The percentage of students proficient in each category has steadily increased since 2008 through 2012 (with the exception of special education which is very close to 2011 results). In 2013, proficiency rates exceeded all previous years for AA students and FRL students while both API, ELL, SPED rates were slightly reduced.

It is very important to note that the MCA changed from the MCA-II to the MCA-III in 2011 and

⁶ Other ethnic categories of Hispanic, White, and American Indian or Alaskan Native had too few students to report.

that the MCA-III is considered a more difficult test. Because of the change in test difficulty, changes in proficiency rates between 2010 and 2011 should be interpreted very cautiously.

Table 13: Mathematics Proficiency Rates by Year and Student Group

Year	Math				
	AA	API	FRL	ELL	SPED
2013	24.5%	38.5%	25.8%	38.1%	4.5%
2012	17.6%	39.3%	22.5%	44.0%	15.4%
2011	10.2%	24.0%	13.2%	26.1%	16.7%
2010	10.9%	*	10.4%	*	9.1%
2009	11.1%	*	11.1%	*	11.1%
2008	12.6%	*	12.2%	*	8.3%

* Too few students tested to report

SMART Achievement Goals

MCA Proficiency SMART Academic Achievement Goal. UA has established data based goals for incrementally increasing student proficient rates. The goal for 2012-2013 was: (1) 39.6% (an increase of +7%) of all students will be proficient on the 2013 MCA reading test and (2) 29% (an increase of +7%) of all students will be proficient on the 2013 MCA math test.

Although the MCA-III began in 2013, MDE does provide a crosswalk that assesses how students would have done on the MCA-II given their 2013 MCA-III scores⁷, and those results are presented for reading below. As seen in Table 14 below, from 2012 to 2013, UA increased the percent of students scoring proficient in reading by +12.1% meeting the goal for reading and by +5.1% in math falling slightly short of the goal. Proficiency rates showed a total of 32.6% of students proficient in reading and 22.0% proficient in math.

Table 14: UA Proficiency Rates of Change from 2011 to 2012

Year	2011	2012	Difference (2011-12)	2013	Difference (2012-13)
Reading	25.4%	32.6%	+7.2%	44.7%	+12.1%
Mathematics	12.8%	22.0%	+9.2%	27.1%	+5.1%

MCA Proficiency Comparison Schools. UA’s goal is to increase the percentage of Urban Academy students that demonstrate proficiency on the MCA math and reading tests at a greater rate than the two comparison schools with similar demographics, Emily O. Goodgridge Gray Accelerated (EOGGA) and Woodson Institute for Student Excellence (WISE). These two schools were selected based on student populations and historical achievement. Urban Academy also selected a third comparison school, Green Central Park Elementary (GCPE), to enhance the range of comparisons. GCPE was selected based on a match of 2011 MCA scaled scores. Matching UA and GCPE by average scaled scores provides a comparison of not only exceedingly close proficiency levels but also very close distances from proficiency⁸.

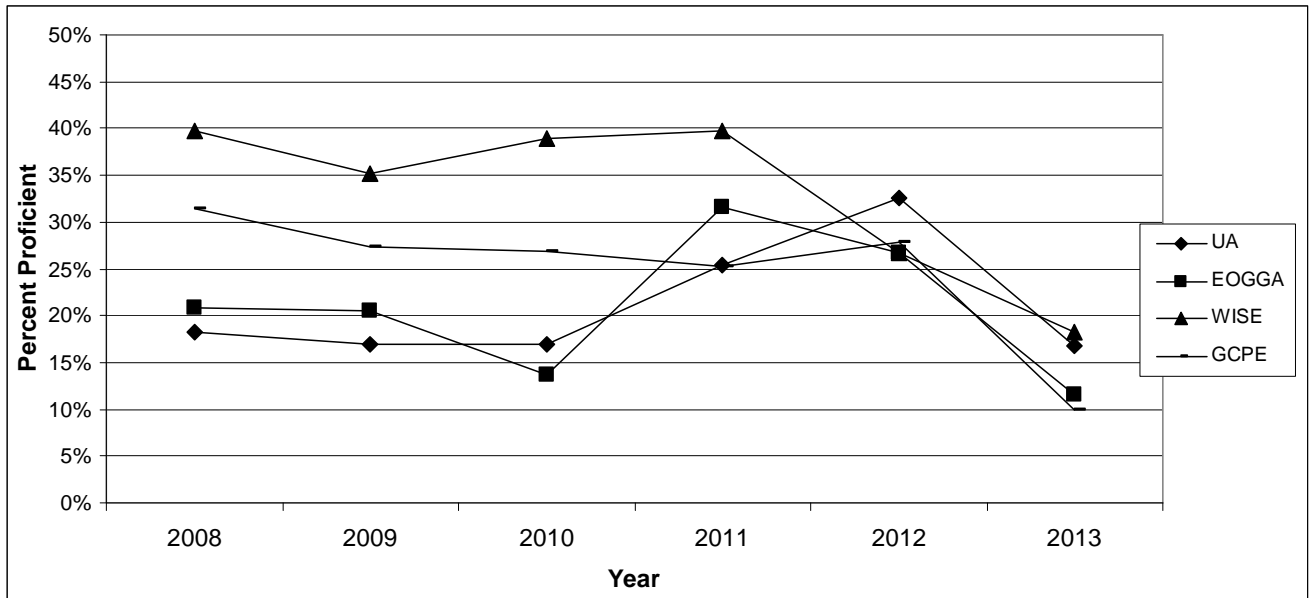
In 2012, UA had a higher proportion of students scoring proficient in reading compared to EOGGA, WISE, and GCPE and in 2013 UA maintained higher proficiency rates than GCPE and EOGGA while nearly matching WISE’s rate. All four schools decreased the percent of students proficient in 2013, however the MCA-III began in 2013 so rates of change should be interpreted very cautiously. UA’s change in proficiency from 2012 to 2013 also exceeded GCPE and EOGGA

⁷ MDE uses equipercenitiles to estimate how students would have scored on the MCA-II using MCA-III scores.

⁸ For example, only considering proficiency equates students very close to proficiency and those very far away while considering scaled scores equates only those students the same distance from proficiency.

but was less than WISE (see Figures 7 and Table 15 below).

Figure 7: MCA Reading Proficiency Trends of Students at UA, EOGGA, WISE, and GCPE



For math, in 2012, UA had a higher proportion of students scoring proficient compared to EOGGA, WISE, and GCPE and in 2013 UA maintained higher proficiency rates than all three comparison schools. UA’s change in proficiency from 2012 to 2013 also exceeded all three comparison schools’ rates of change (see Figure 8 and Table 15 below).

Figure 8: MCA Math Proficiency Trends of Students at UA , EOGGA, WISE, and GCPE

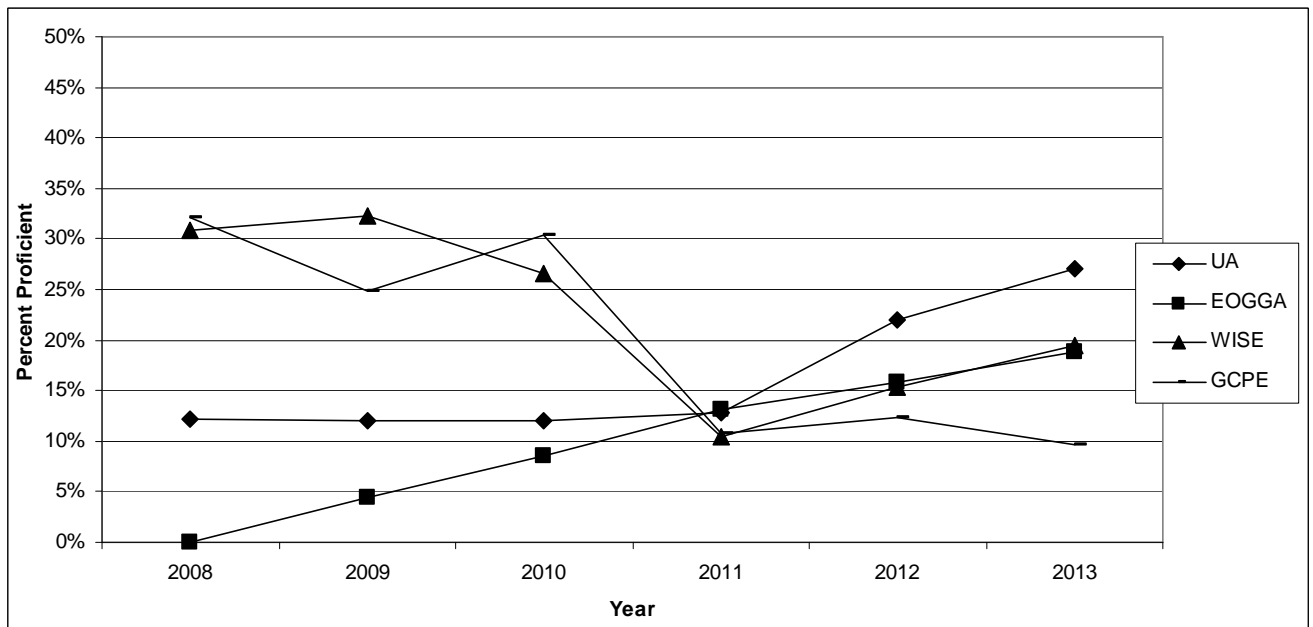


Table 15: Change in Proficiency Scores from 2012 to 2013 for UA, EOGGA, WISE, and GCPE

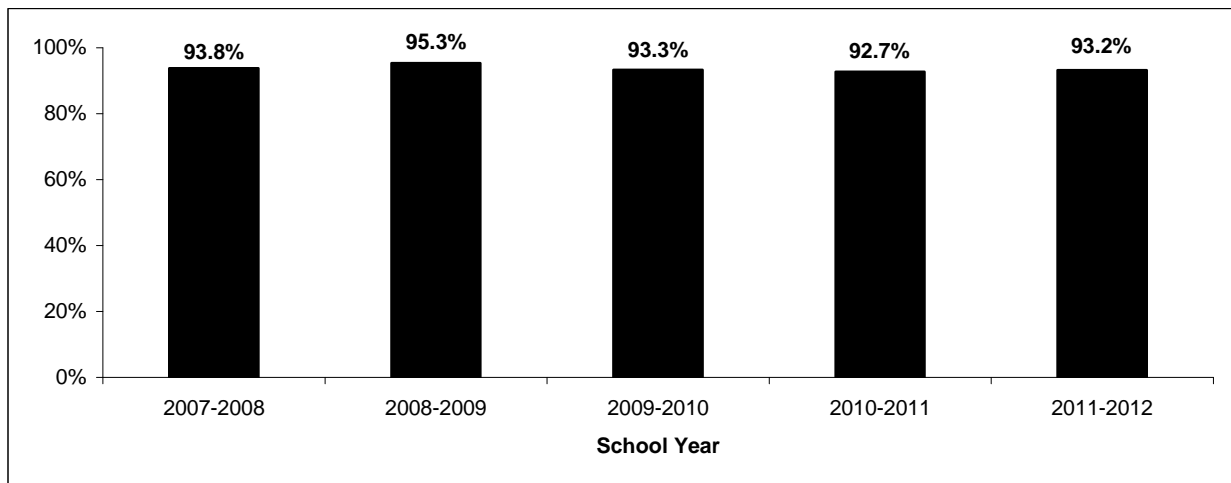
Year	Reading				Mathematics			
	UA	EOGGA	WISE	GCPE	UA	EOGGA	WISE	GCPE
2012	32.6%	26.7%	26.7%	27.9%	22.0%	15.9%	15.3%	12.4%
2013	16.7%	13.6%	18.3%	9.9%	27.1%	15.9%	19.5%	9.7%
<i>Change</i>	<i>-15.9%</i>	<i>-13.1%</i>	<i>-8.4%</i>	<i>-18.0%</i>	<i>+5.1%</i>	<i>+3.0%</i>	<i>+4.2%</i>	<i>-2.7%</i>

Non-Academic Goals

Student Behavior. UA established one additional goal to address other aspects of student learning: incidents of disrespectful behavior would decrease by 25% from 2011-2012 to 2012-2013. UA fell slightly short of the goal with 72 referrals in 2011-12 and 63 in 2012-2013 for a decrease of 12.5%.

Attendance. UA’s attendance goal was to achieve at least a 95% attendance rate for the 2011-2012 school year. Figure 9 below summarizes attendance rates from the 2007-2008 school year to the 2011-2012 school year. In 2011-2012, UA’s attendance rate was 93.2%, slightly less than UA’s goal of 95% or greater attendance.⁹

Figure 9: UA Attendance Rates Over Time



MARSS Accuracy. UA has set the goal of achieving 100% MARSS accuracy for each school year in 2012-13 UA achieved 100% accuracy.

Student and Parent Surveys. UA’s goal for student and parent satisfaction was that at least 80% of UA students and parents who responded to the survey would be satisfied with the school’s program in several domains (reading, writing, math, and family and school climate for students, student achievement, parent involvement, and school environment for parents). Tables 17 and 18 (below) show the proportion of students and parents who reported satisfaction with student achievement, parent involvement, and the environment at UA.

UA students were generally showed positive in reading perceptions (79.7%), writing perceptions (83.9%), math perceptions (86.1%), and family and school climate (81.1%). Three of the four domains reached the 80% satisfaction goal and each domain’s percent of satisfaction was higher than the previous five years.

⁹ 2012-2013 attendance rates are not currently available from MDE.

Table 17: Student Survey Indicators of Success

Percent Satisfaction						
Domain	2007-08*	2008-09*	2009-10	2010-11	2011-12	2012-13
Reading Perceptions	67.3%	71.9%	68.6%	67.3%	69.3%	79.7%
Writing Perceptions	75.7%	78.1%	76.3%	70.3%	72.9%	83.9%
Math Perceptions	72.2%	75.2%	78.4%	69.4%	74.0%	86.1%
Family and School Climate	73.4%	72.3%	66.6%	62.2%	67.2%	81.1%

* Survey went through major revisions in 2007-2008 and minor revisions in 2008-2009.

Parent satisfaction showed positive results for student achievement (72.9%), parental involvement (86.2%), and school environment (81.0%), meeting UA’s goal of 80% satisfaction for two of the three areas. All three domains’ levels of satisfaction in 2012-2013 were very similar to the previous school year.

Table 18: Parent Survey Indicators of Success

Percent Satisfaction						
Domain	2007-08*	2008-09*	2009-10	2010-11	2010-12	2012-13
Student Achievement	68.9%	68.9%	76.6%	81.6%	75.7%	72.9%
Parent Involvement	72.2%	85.2%	83.4%	90.4%	87.4%	86.2%
School Environment	85.4%	92.8%	91.4%	88.5%	84.4%	81.0%

* Survey went through major revisions in 2007-2008 and minor revisions in 2008-2009.

In-Depth Data Exploration of Student Achievement Results

Further Questions for Exploration. UA has shown significant improvement in both proficiency on the MCA and growth on the MAP assessment over the past two school years. UA’s commitment to student achievement caused the school to look in more detail at the data to address some additional questions:

- For students that are not scoring proficient:
 - At what grade level did they begin the school year?
 - How did they grow over the course of the year?
- Do students that have been in the school longer perform better?
- What is UA doing to address the achievement gap?

Selection Criterion. To be included in the following analysis, students had to have taken a non-modified MCA test with a valid score in 2012 and been classified as non-proficient and had to have been tested and have a valid score on the MAP in fall in reading or math of 2012 and spring of 2013. Therefore, this analysis excludes a few students (22.9% or 25 students total of students tested in reading on the MCA and also 31.3% or 30 students tested in math) who did not meet this criterion that are otherwise reported by MDE on proficiency levels for UA.

Beginning of The Year Grade Level Performance. First, beginning of the year grade levels are presented for non-proficient students. On the 2012 MCA, 83.2% of students were not proficient in reading; in math 72.7% were not proficient.

Tables 19 and 20 break down average fall RIT scores per grade level and associated grade levels. In

the beginning of the school year students who were not proficient in reading were at least one grade level behind in all grades except for 6th graders who were at least two grade levels behind. In math, non-proficient students also averaged at least one grade level behind grade level expectations in all grades except for 6th graders again at least two grade levels behind.

Table 19: Reading MAP Grade Levels by Grade for Non-Proficient Students

Grade	Number Tested	Average Fall RIT	Grade Levels Behind
3	19	171.1	Greater than 1
4	23	186.4	Greater than 1
5	19	190.9	Greater than 1
6	23	195.5	Greater than 2

Table 20: Math MAP Grade Levels by Grade for Non-Proficient Students

Grade	Number Tested	Average Fall RIT	Grade Levels Behind
3	14	177.6	Greater than 1
4	11	191.2	Greater than 1
5	20	195.9	Greater than 1
6	21	202.7	Greater than 2

Fall to Spring Growth Results. UA examined the percentage of this sample of students scoring as Above Growth on the MAP. As seen in Table 21, 64.3% of non-proficient students made Above Growth in reading and 51.5% made Above Growth in math.

Table 21: Percent Scoring Above Growth by Grade for Non-Proficient Students

Grade	Above Growth in Reading	Above Growth in Math
3	13 (68.4%)	8 (57.1%)
4	13 (56.5%)	5 (45.5%)
5	13 (68.4%)	7 (35.0%)
6	15 (65.2%)	14 (66.7%)
<i>Total</i>	<i>54 (64.3%)</i>	<i>34 (51.5%)</i>

UA also examined the average percentage of MAP growth gained for this cohort of students. Table 22 breaks down the actual percentage of MAP growth¹⁰ attained for non-proficient students. Non-proficient students averaged greater than 100% of MAP growth in both subjects averaging 129.0% percent of growth in reading and 113.4% of growth in math.

Table 22: Percent Scoring Above Growth by Grade for Non-Proficient Students

Grade	Percent of Reading MAP Growth	Percent of Math MAP Growth
3	132.0%	109.9%
4	154.9%	124.7%
5	113.9%	89.4%
6	113.2%	132.5%
<i>Total</i>	<i>129.0%</i>	<i>113.4%</i>

Last, UA examined the total number of years enrolled at UA for non-proficient students, as seen in Table 23 below. Students in 3rd grade generally had been enrolled at UA for three of four total possible years they could have been enrolled at the school, 4th graders three of five, 5th graders three and one-half of six, and 6th graders four and one-half of seven.

¹⁰ For example, a student who met their exact growth target would have gained 100% of MAP growth while if they doubled the expected growth target they would achieve 200% of MAP growth.

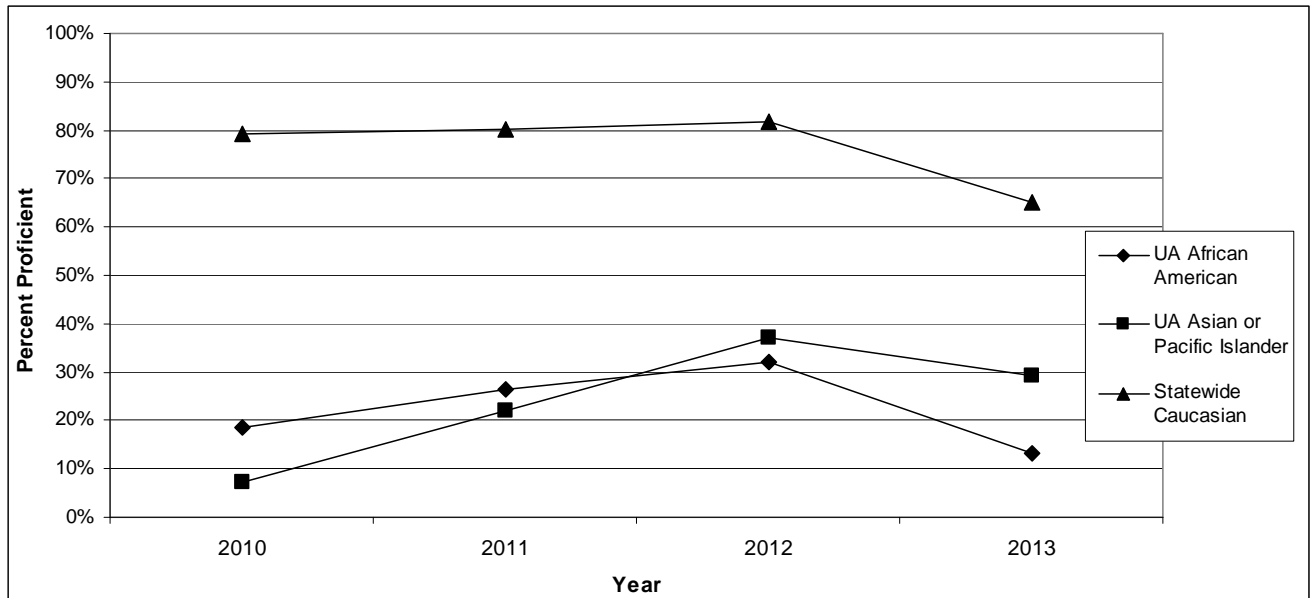
Table 23: Average Years Enrolled at UA for Non-Proficient Students

Grade	Average Years Enrolled for Reading	Average Years Enrolled for Math	Maximum Possible Number of Years Enrolled
3	3.0	2.7	4
4	3.0	3.2	5
5	3.3	3.4	6
6	4.4	4.4	7

Achievement Gap Reduction

Figure 10 and Table 24 below display proficiency trends for UA’s African American (AA) and Asian or Pacific Islander (API) student populations¹¹ and statewide Caucasian proficiency rates in reading. Although UA’s AA and API student group proficiency rates were below that of statewide Caucasian students, UA’s students of color increased proficiency rates at a higher rate than statewide Caucasian students between 2010 and 2011 (+7.8 for AA students and +14.9 for API students compared to +1.2% for statewide Caucasian students) and between 2011 and 2012 (+5.5 for AA students and +15.0 for API students compared to +1.6% for statewide Caucasian students) thereby aiding in closing the achievement gap. In 2013, administration of the MCA-III began and therefore proficiency rates for all three groups decreased. However, the decrease in proficiency rates was lower for UA API students (-7.8%) but slightly higher for UA AA students (-18.7%) compare to statewide Caucasian students (-16.8%).

Figure 10: Achievement Gap Reading Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students



¹¹ Other ethnic categories of Hispanic and American Indian or Alaskan Native had too few students to report.

Table 24: Achievement Gap Reading Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students

Group	2010	2011	Change 2010 to 2011	2012	Change 2011 to 2012	2013	Change 2012 to 2013
UA African American	18.7%	26.5%	+7.8	32.0%	+5.5%	13.3%	-18.7%
UA Asian or Pacific Islander	7.1%	22.0%	+14.9%	37.0%	+15.0	29.2%	-7.8%
Statewide Caucasian	79.1%	80.3%	+1.2%	81.9%	+1.6%	65.1%	-16.8%

Figure 11 and Table 25 below display proficiency trends for UA’s African American (AA) and Asian or Pacific Islander (API) student populations and statewide Caucasian proficiency rates in math. Similar to reading results, although UA’s AA and API student group proficiency rates were below that of statewide Caucasian students, UA’s students of color increased proficiency rates at a higher rate than statewide Caucasian students between 2010 and 2011 (-0.7 for AA students and +1.4 for API students compared to -8.3% for statewide Caucasian students) and between 2011 and 2012 (+7.4 for AA students and +15.3 for API students compared to +5.6% for statewide Caucasian students). In 2013 the trend of closing the achievement gap continued for UA AA students (+6.9%) but the rate of change for UA API equaled that of and statewide Caucasian students (-0.8% for each group).

Figure 11: Achievement Gap Math Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students

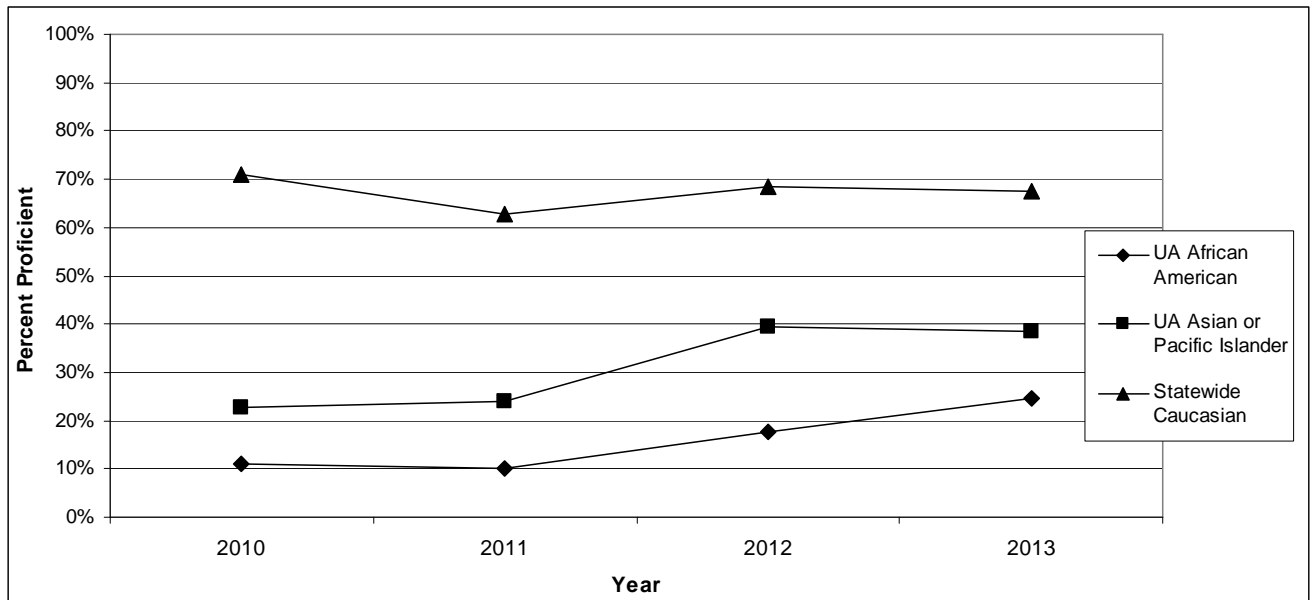


Table 25: Achievement Gap Math Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students

Group	2010	2011	Change 2010 to 2011	2012	Change 2011 to 2012	2013	Change 2012 to 2013
UA African American	10.9%	10.2%	-0.7%	17.6%	+7.4%	24.5%	+6.9%
UA Asian or Pacific Islander	22.6%	24.0%	+1.4%	39.3%	+15.3%	38.5%	-0.8%
Statewide Caucasian	71.0%	62.7%	-8.3%	68.3%	+5.6%	67.5%	-0.8%

SUCCESSSES, INNOVATIVE AND BEST PRACTICES, IMPLEMENTATION, CHALLENGES, AND FUTURE PLANS



“Teachers respect all the students.”

“I like that they are teaching me new things.”

Two Urban Academy Students' Responses
Student Survey question: "List up to three things you like about Urban Academy?"

Successes and Challenges

Successes. Over the past several school UA has worked to prioritize what actionable steps should be taken to improve as a school and community. The following list represents an ordered list of UA's focus for the 2012-13 school year.

Goal: To create a school improvement process and plan that is collaborative, focuses on student learning, and is measured by multiple sources of data.

1. Improve student performance in ELA and Mathematics
2. Establish a guaranteed and viable curriculum in all content areas
3. Improve the performance of ALL our students, including our ELL and special education students on MCAs
4. Increase parent and student involvement in the school process and learning
5. Building leadership capacity
6. Improve instruction through research-based practices

To accomplish the above goal, UA engaged in specific targeted strategies in the 2012-13 school year:

- Continued to use a strategy system approach building teaching staff capacity to educate all students through modeling and teaching Big 5 reading and math strategies
- Promoting and ensuring that all staff (classroom, ELL, Title I, and Special Education teachers, and paraprofessionals) are working collaboratively to achieve shared instructional goals and fidelity to Big 5 strategies through:
 - Two rotating lead teachers facilitated Professional Learning Communities (PLC) that continued to meet weekly. The PLC emphasized overlapping roles and responsibilities to emphasize collective responsibility for student achievement and school environment.

- Collaborative teaching through grade level teams with a focus on test data to inform instruction so students can progress towards proficiency and grade level standards
- An additional number of collaborative efforts through the Curriculum Alignment process for reading achievement
 - Weekly grade level Big 5 assessments, a review of curriculum review, and sharing of instructional strategies and materials based off assessment results
 - Weekly benchmarking to align curriculum to state standards
 - A focus on assessment results to identify specific student strengths and weaknesses and instructional strategies to address specific needs
- Implementation of the Differentiated Spelling Instruction Words Their Way pre assessment to capture student ability level in several reading skills
- Individual Education Plan goals and objectives for Special Education students that are aligned to state standards
- Added a science teacher which helped contribute to an increase in science proficiency (+5.4%, from 7.1% in 2012 to 12.5% in 2013)
- 2012-13 was the first year of Quality Compensation (Q-Comp)
 - Implementation and resulted in most teachers (11 of 15) achieving the goal of 52% or greater of students Above Growth on MAP
 - Q-Comp positions include a Teacher Lead, responsible for evaluating other teachers and coordination of Q-Comp and two PLC Leads, responsible for mentoring other teachers
- Together with the principal, the Teacher Lead and PLC Leads provide a number of services:
 - Provide ongoing and supportive academic learning opportunities
 - Identify strategies to improve student learning
 - Plan each PLC
 - Support teachers with mapping curriculum to align with state standards
 - Assist in data analysis and coaching with other teaching staff
 - Lead and support collaboration between staff
- Implementation of the Positive Behavioral Interventions and Supports (PBIS) to best prevent and minimize classroom disruptions

Successes in the 2012-13 school year included not only programic changes but academic results as well:

- Consistent improvement on MCA proficiency (see page 18) and MAP growth (see page 16)
- Solid turnout at parent-teacher conferences

Challenges. UA faced several challenges in 2012-13:

- The efforts to improve the school through alignment of curriculum and assessments to Minnesota state standards is intensive and time consuming but is essential to UA's future success.
- Most UA students begin the school year one or more grade levels behind in reading and math (see page 22)
- Student mobility continued to remain high and in 2012-13 was higher than previous years (see page 9)
- The PBIS was new to UA in 2012-13 and will take time for implementation to become consistent
- Although UA's policy is that students must wear the approved UA uniform daily and most UA students consistently wore the standard UA uniform daily, some students did not always adhere to the policy
- Teaching staff are still in the process of refining their skills developing and delivering interventions as part of the RTI process and ensuring that all staff are unified in implementation of a chosen intervention. UA plans to basic RTI training in 2013-14 for all staff.
- UA has expanded its library over the past few school years, and students and staff could make more use of its resources
- Although almost all teaching staff strive to follow to UA's model and future direction, a few staff members struggled with adherence to UA's model.

Innovative and Best Practices

UA continued to implement best practices in place and innovate on how to best achieve success with the particular population of unique and diverse students.

- Q-Comp provided funds and guidance for two classroom teachers to engage in increased responsibilities in mentoring other classroom teachers in data driven instruction and instructional strategies. LEAD teachers were provided professional development on facilitating PLC, developing benchmark assessments, and developing differentiated instruction.
- The principal's role as instructional leader was well supported teachers who have taken on leadership roles in mentoring other teachers. The principal and teacher leaders met weekly to plan PLC, discuss methods for teacher leaders to support other staff, and analyze weekly benchmark assessments. The principal and teacher leaders also collaborated on teacher performance evaluation to further aid teacher leaders' leadership skills.
- The principal provides continual, regular feedback and support to teaching staff through weekly reviews of assessments and lesson plans
- Assessment of professional development needs for staff to best utilize resources allocated to professional development such as coaching, workshops, seminars, group discussions, the use of consultants, and the MDE's Center for Excellence
- Teachers received three formal and summative evaluations and feedback from the evaluations was used to enhance evaluation rubrics for teacher self-evaluation
- Differential instruction based and classroom assessments designed to fit individual student abilities including Envisions Math Curriculum which integrates differentiation into the curriculum
- Title I reading and math interventions were coordinated to complement classroom teacher's instruction and to address specific learning needs
- The integration of technology classes with core content areas
- Providing summer school interventions specific to student needs
- Providing a Math Night event for parents to encourage familial involvement in the students' education

Future Plans

Student learning is always the highest priority as UA designs step for its future. In addition to continuing the effective best practices described above, UA has a number of future plans to achieve this priority.

- Continue the process of aligning UA's curriculum, instruction, and with Minnesota state standards in all core content areas. Throughout the 2013-14 school year staff create and prioritize subsets of the core content areas and develop common formative assessments for all grades.
- Implement a school-wide Response to Intervention process with fidelity, ensuring that classroom teacher and Special Education teachers make data driven decisions on progress, instruction, and interventions
- Enhance the learning of ELL students through Hmong and Spanish Oral Language classes twice per week for all grades
- Provide professional development relevant to teachers' needs in the areas of assessments for monitoring student progress, use of assessment results, Big 5 implementation, implementation of interventions, Guided Reading, Writer's Workshop, and other areas as necessary

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APPENDIX A

Registration with Minnesota Attorney General's Office



The Office of Attorney General Lori Swanson

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366-4812

Search Results

Organization Name **URBAN ACADEMY**
Organization Type **TRUST**
Contact Person **ATTN MONGSHER LY**
Address **133 E 7TH ST**
City **ST PAUL**
State **MN**
Zip Code **55101**
IRS Code 501(c) **03**

Purpose or
Description

A K-6 charter school; to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research proven methods in a safe, structured and respectful community.

Phone
Number

(651) 215-9419

Status

ACTIVE

Extension

None

What year would you like to see information for?

Most Current Year

Charities

APPENDIX B

Enrollment Applications in English, Hmong, and Spanish



Urban Academy Public Charter School

Dear Parent/Guardian:

Thank you for your interest in enrolling your child at Urban Academy Charter School. Urban Academy is a K-6 public elementary charter school that welcomes you and your child to our school.

“Our mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research proven methods in a safe, structured and respectful community”.

The prompt return of your completed application will ensure your child’s enrollment for the current/coming school year. Your application will be considered once all forms have been received. In addition, all prospective parents interested in ALL DAY KINDERGARTEN will need to submit the following information before the child can attend:

1. Copy of Birth Certificate
2. Pre-school screening report (Contact a Early Childhood Screening Agency)
3. Immunization Records

NOTE: Incomplete applications will delay your child’s enrollment

Once Urban Academy receives the completed application, someone will be in contact with you to confirm your child’s enrollment and will set up a time to meet with you and your child.

For additional information or questions, please feel free to contact us at 651-215-9419.

RETURN FORM TO

Urban Academy Charter School
133 East 7th Street
Saint Paul, MN 55101



Urban Academy

Public Charter School

“Our mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research proven methods in a safe, structured and respectful community”.

Urban Academy provides a quality education for urban students in grades K-6. We believe that education plays a critical role in developing creative and responsible human beings. Children have an innate ability to learn. When nurtured and taught in an environment that respects their unique culture, abilities, resiliency, and effort, they awaken the desire to learn. Ready and willing to be taught, children grow and flourish as creative citizens, able to make their own distinctive contribution to society.

Urban Academy believes in a strong partnership with the student’s home and community in which they reside. Every student is to be understood holistically, by understanding the student’s academic abilities, social and personal life, which impacts their academics and behavior. Our Family Specialist meets regularly with the parents and parent committees to gather information on how to provide them with the resources that they need and will improve their support for their children.

Urban Academy’s academic program entails implementing thinking skills, creative thinking, and higher order of thinking. Urban Academy has developed a unique, integrated curriculum that is based on but not limited to the Minnesota Graduation Standards. Our curriculum is articulated throughout the various grade levels to provide a sense of community and continuity throughout the school. Urban Academy uses a collaborative team approach to achieve a connected curriculum that recognizes and celebrates diversity. Integrating cultural heritage into everyday studies allows the students to make exciting discoveries, values themselves and others, and personally relates to the things they learn.

Urban Academy board members consist of seven members ranging from parents, teachers, and professional community members who govern Urban Academy. Members provide the staff and administration with assistance necessary to increase the academic proficiency and social skills of the students.

Last, but certainly not least, Urban Academy employs certified classroom teachers and provides them with the assistance that they need to be a productive educator. The educators we employ are committed to our vision and mission, as well as to our students and families. We seek the best teachers, who have the drive and the commitment to make a positive difference in urban education. Urban Academy provides training for our faculty and staff (teachers and support personnel) in the area of urban culture to enable them to be more sensitive and receptive to the needs of the urban learners.

Urban Academy Charter School

ENROLLMENT FORM

Date: _____ Date of Birth: _____

Student Full Name Middle Initial Last Name

Home Address: _____
Street Apt #

City State Zip Code

Home Telephone #: _____

Grade Enrolling for: _____ Gender: M ___ F ___

Does your child receive any special/medical services: NO ___ YES ___

If yes, please explain:

Current School: _____

City State Zip Code

Father/Guardian: _____ Mother/Guardian: _____

Work Telephone #: _____

Cell Phone #: _____

Other Siblings:

Name Grade Name Grade

Name Grade Name Grade

URBAN ACADEMY PUBLIC CHARTER SCHOOL ESTAMOS REGISTRANDO PARA EL AÑO ESCOLAR 2009-2010



GRADOS DE KINDER A 6

**Urban Academy Charter School
133 East 7th Street
St. Paul, MN 55101
651-215-9419**

“ENSEÑANZA GRATIS” PARA TODOS LOS ESTUDIANTES

- VALORAMOS LA DIVERSIDAD Y EL MULTICULTURALISMO
- JORNADA COMPLETA DE CLASES PARA KINDER
- GRUPOS PEQUEÑOS PARA CADA MAESTRO
- UNIFORME REQUERIDO PARA TODOS LOS ESTUDIANTES
- PROGRAMA GRATIS DE DESAYUNO Y ALMUERZO
- TRANSPORTE GRATIS PARA LOS ESTUDIANTES
- ENSEÑANZA CON DIFERENTES PROGRAMAS
- CLASES DE TECNOLOGIA PARA TODOS LOS GRADOS
- CLASES DE HMONG Y ESPAÑOL PARA TODOS LOS GRADOS
- BUENA LOCALIZACION, EN EL CENTRO DE SAN PABLO
- CON APOYO DE LA COMUNIDAD Y LA FAMILIA

PARA REGISTRAR SUS HIJOS U OBTENER MAS INFORMACION COMUNIQUESE CON LA SEÑORA SHELLEY HICKMAN AL TEL: 651-215-9419. NOS PUEDE VISITAR PARA QUE CONOSCA NUESTRA ESCUELA Y EL PERSONAL.

VISITE NUESTRA RED EN EL INTERNET: WWW.URBANACADEMYMN.ORG

PATROCINADO POR HAMLINE UNIVERSITY

FORMULARIO DE REGISTRO

Mision:

“Nuestra mision es trabajar en conjunto con los parientes de la escuela, para proveer oportunidad a todo nino que reciba educacion basica, a que desarrollen sus habilidades, utilizando metodos seguros y estructurados respetando su comunidad”.

Si usted esta interesado en registrar su nino (a) en Urban Academy, por favor complete la siguiente informacion.

_____ Me gustaria tener mas informacion sobre Urban Academy

_____ Me gustaria registrar a mi nino en Urban Academy

Nombre del nino:

_____ Apellido _____ Nombre

Genero: _____ Masculino _____ Femenino

Grado: _____

Nombre de parientes:

1. _____ Apellido _____ Nombre

Genero: _____ Masculino _____ Femenino

Grado: _____

2. _____ Apellido _____ Nombre

Genero: _____ Masculino _____ Femenino

Grado: _____

Parentes - Guardianes informacion del contacto:

_____ Apellido _____ Nombre _____ Segundo Nombre

_____ Direccion

_____ Ciudad _____ Estado _____ Codigo Postal

(_____) _____ (_____) _____
Telefono Telefono del trabajo

**URBAN ACADEMY PUBLIC CHARTER SCHOOL
NOW ENROLLING FOR 2009-2010**



Grades K-6



**Urban Academy Charter School
133 East 7th Street
St. Paul, MN 55101
651-215-9419**

**“KEV PAB DAWB” RAU COV MENYUAM KAWM
NTAWV**

- MUAJ VAJ HUAM SIB LUAG THIAB TSIS XAIV NTSEJ TSIS XAIV MUAG
- QIB KINDERGARTEN MUAJ KAWM NTAWV TAS HNUB
- TSIS PUB KAWM COOB, COOB RAU IB TUG XIB HWB
- COV MENYUAM HNAV RIS TSHO IB YAM NKAUS
- MUAJ TSHAIS THIAB SU NOJ
- MUAJ TSHEB THAUJ COV MENYUAM KAWM NTAWV MUS LOS DAWB
- MUAJ NTAWV TSEEM CEEB NTAU YAM KAWM
- QHIA TXUJ CI TSHWJ XEEB RAU TXHUA QIB KAWM
- MUAJ QHIA NTAWV (SPANISH, HMONG) RAU TXHUA QIB
- CHAW NYOB, NYOB RAU NRAM PLAWV ZOS NROOG ST. PAUL
- TSEV KAWM NTAWV ZOO SIAB TOS TXAIS LAJ MEJ PEJ XEEM SAW DAWS

BAJ SIAB COJ NEJ COV MENYUAM TUAJ SAU NPE KAWM NTAWV YOG
MUAJ LUB NUG HU RAU 651-215-9419.

CAW NEJ SAIB PEB TAU RAU NTAWM TSHOOJ CAB SAB
WWW.URBANACADEMYMN.ORG

APPENDIX C

Admissions Policies and Procedures

Urban Academy

Policy and Procedure:

ADMISSIONS POLICY

Policy No.: 01.04

Originate: August 2003

Revised: 5/08

Adopted: 8/03

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I. PURPOSE

- A. This policy is to define the parameters that Urban Academy will use in admitting students into their school.

II. GENERAL STATEMENT

- A. Urban Academy, in compliance with current state, and federal statutes and regulations and in recognition of its obligation to provide equal educational opportunities for all persons within its jurisdiction as a public school, affirms that it will not discriminate on the basis of race, gender, color, religion, creed, national origin, status in regard to public assistance, marital status, parental status, age, sexual orientation, or disability in the following areas: access to course offerings, curriculum materials, counseling practices, extracurricular activities, or use of school facilities. This policy supports Urban Academy's good faith efforts to comply with Title IV of the Civil Rights Act of 1964 and Title IX of the educational amendments of 1972.

- B. Urban Academy will give admission:

1. Preference to children of families with students presently attending Urban Academy;
2. On a first-come-first-serve basis until the established class size is met;
3. By lottery if the demand exceeds the available classroom space per grade;
4. To Kindergartners five (5) years of age or older by September 15 of any school year or have passed early entrance kindergarten screening administered by their home school district.

III. RESPONSIBILITIES

- A. All Urban Academy employees will assist all applicants and their parents or legal guardians without discrimination
- B. The Director of the school shall review or delegate the review of all applications, ask for

Urban Academy

Policy and Procedure: ADMISSIONS POLICY

Policy No.: 01.04

Revised: 5/08

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additional information if it is needed to assist in the enrollment process, and render a decision as to whether or not the request for admission be approved within a reasonable time frame.

C. The School Board shall review all contested applications for admission.

APPENDIX D: FINANCES

Urban Academy

Balance Sheet

Month Ending - July 2013

	General Fund	Food Service Fund	Fixed Assets & Long Term Debt	Total All Funds
ASSETS				
Current Assets				
Main Checking Account	167,394	(2,964)	-	164,430
Savings/ICS Account	790,671	-	-	790,671
Due from MDE	126,145	-	-	126,145
Due from Federal	12,526	-	-	12,526
Due From Local Sources	-	-	-	-
Prepaid (Lease Deposits & Other)	32,164	-	-	32,164
Total Current Assets	1,128,901	(2,964)	-	1,125,937
Equipment				
General Fixed Assets	-	-	352,767	352,767
Total Equipment	-	-	352,767	352,767
Other Assets				
Amount Provided for NCB Loan	-	-	-	-
Total Other Assets	-	-	-	-
Total Assets	1,128,901	(2,964)	352,767	1,478,704
LIABILITIES, EQUITY AND FUND BALANCE				
Current Liabilities				
Payroll Liabilities	53,883	170	-	54,053
Accounts Payable	32,577	99	-	32,676
Other Accounts Payable- Debt	-	-	-	-
Short Term Debt-LOC	-	-	-	-
Deferred Revenue	-	-	-	-
Total Current Liabilities	86,460	269	-	86,729
Long Term Liabilities				
Loans	-	-	-	-
Total Long Term Liabilities	-	-	-	-
Total Liabilities	86,460	269	-	86,729
Equity and Fund Balance				
Investment in General Fixed Assets	-	-	352,767	352,767
Restricted Fund Balance- 6/30/2013*	20,160	-	-	20,160
Unrestricted Fund Balance - 6/30/2013*	937,259	-	-	937,259
Net Income-Current Month	85,022	(3,233)	-	81,789
Total Equity and Fund Balance	1,042,441	(3,233)	352,767	1,391,975
Total Liabilities, Equity and Fund Balance	1,128,901	(2,964)	352,767	1,478,704

*pre-audited data

APPENDIX D: STUDENT AND PARENT SURVEYS

Student Survey. A total of 189 surveys (80 from females and 106 from males¹²) were collected from students in grades kindergarten through sixth (30 in kindergarten, 30 in grade 1, 32 in grade 2, 25 in grade 3, 27 in grade 4, 21 in grade 5, 23 in grade 6)¹³. The survey consisted of 31 questions including 27 closed-ended questions regarding reading perceptions (n=7), writing perceptions (n=4), math perceptions (n=5), perceived difficulty of reading and math (n=2), and family and school climate (n=9). Response options for most of the perception questions were “Yes,” “Not Sure,” or “No,” however students rated the perceived difficulty of reading and math using a “Too Easy,” “About Right,” and “Too Hard” scale. In addition, there were 2 open-ended questions regarding three things the student likes about UA and three things the student wished could be better at UA and 2 demographic questions (gender, grade).

The number and proportion of students who answered “yes” to 29 of the closed-ended items is shown in Table 27 below. Student reading perceptions at UA were generally positive with 61.9% or more students responding positively to five of the seven reading perception questions. The majority of UA students reported that they enjoy reading in a guided group, usually understand what they are reading, think they are a good reader, enjoy reading with another student, enjoy reading by themselves, enjoy talking about books that they have read, and indicated they like to read aloud. UA students’ perceptions about writing were also generally positive with 63.5% or more students responding positively to three or more of the writing perception questions. The majority of UA students reported that they enjoy writing when they choose their own topic, think they are a good writer, publish their work, and share their writing. Student responses to questions about math were also generally positive with 58.2% or more of the students responding positively to four of the five math perception questions on the survey. The majority of students at UA reported that they enjoy math when they use objects, charts or counters, understand what they are doing in math, when they see an example, think they do well in math, and need less help with math than they used to. Again, students’ responses to questions on family and school climate were generally positive (55.5% or more of the students responded positively to six of the nine family and school climate items). The large majority of UA students reported that their family thinks they are a good reader, their teacher cared about them, their family thinks they are good at math, that UA is a safe place, that they like coming to school, and that their family helps with school work. Slightly more than half of the students reported that UA students respect teachers while less than half indicated they can learn even when other students misbehave and UA students respect each other.

Table 27: Number and Proportion of Students Who Answered “Yes” on the Student Survey

Reading Perceptions	Yes
I enjoy reading when I am in a guided reading group.	137 (91.9%)
I usually understand what I am reading.	140 (91.5%)
I think I am a good reader.	154 (84.6%)
I enjoy reading when I work with another student.	138 (83.1%)
I enjoy reading when I work by myself.	128 (79.0%)
I enjoy reading when we talk about a book.	123 (77.4%)
I like to read aloud.	91 (55.8%)
Writing Perceptions	Yes
I enjoy writing when I choose my own topic.	143 (91.1%)
I think I am a good writer.	141 (90.4%)
I enjoy writing when I can publish my work.	12 (83.7%)

¹² Three students did not indicate their gender.

¹³ One student did not indicate their grade.

I enjoy writing when we share our writing.	118 (75.2%)
Math Perceptions	Yes
I enjoy math when we use objects, charts or counters.	142 (93.4%)
I usually understand what I am doing in math.	135 (90.0%)
I enjoy math when I can see an example.	132 (88.0%)
I think I do well in math.	135 (87.7%)
When I do math I need less help than I used to.	114 (75.5%)
Family and School Climate	Yes
My family thinks I am a good reader.	145 (96.7%)
My teachers care about me.	158 (93.5%)
My school is a safe place.	144 (92.3%)
My family thinks I am good at math.	141 (92.2%)
I like coming to school.	147 (87.5%)
My family helps me with my school work.	139 (86.9%)
Students respect teachers here.	81 (57.9%)
Learn even when others misbehave.	89 (50.3%)
Students respect each other here.	76 (47.2%)

Last, two items asked students to comment on the difficulty level of the reading and math they are exposed to at UA and results for the two items are summarized in Table 28 below. Over half of UA students indicated that the reading they do is “too easy” while a smaller amount indicated the reading is “about right.” A very small proportion felt that the reading was “too hard.” Over half of the UA students also indicated that the math they do is “too easy” while a smaller amount indicated that the math is “too easy,” and a few students reported that the math is “too hard.”

Table 28: Breakdown of Responses for Topic Ease/Difficulty Questions

	About Right	Too Easy	Too Hard
The reading I do at school is:	63 (35.6%)	98 (55.4%)	16 (9.0%)
The math I do at school is:	60 (34.3%)	93 (53.1%)	22 (12.6%)

Students were also invited to respond to 2 open-ended questions. The first was “List up to 3 things you like about Urban Academy” and 158 (83.6%) students provided 1 or more items they liked about UA (21 with 1 response, 33 with 2, and 104 with 3). Students provided an average of 2 items each. Student responses were grouped by theme and the following 3 themes made up the majority of responses had the largest number of responses:

Table 29: Themes of Top 3 Things Students Like About UA

Theme	Example Comments
Staff (23.7%)	“I have the perfect teacher;” “They care about me.”
Academic subjects (21.1%)	“I like to learn;” “Learning ABCs.”
Fun (18.4%)	“Fun activities;” “Play time.”

Students were also invited to respond to “List up to 3 things you wish could be better at Urban Academy.” A total of 124 (65.7%) students provided 1 or more responses to this question (48 with 1 response, 19 with 2, and 57 with 3). Students provided an average of 1.5 responses each. Student responses were grouped by theme and the following 3 themes had the largest number of responses:

Table 30: Themes of Top 3 Things Students Wish Could be Better at UA

Theme	Example Comments
Student behavior (28.3%)	“Everyone should behave;” “Listen to the teachers.”

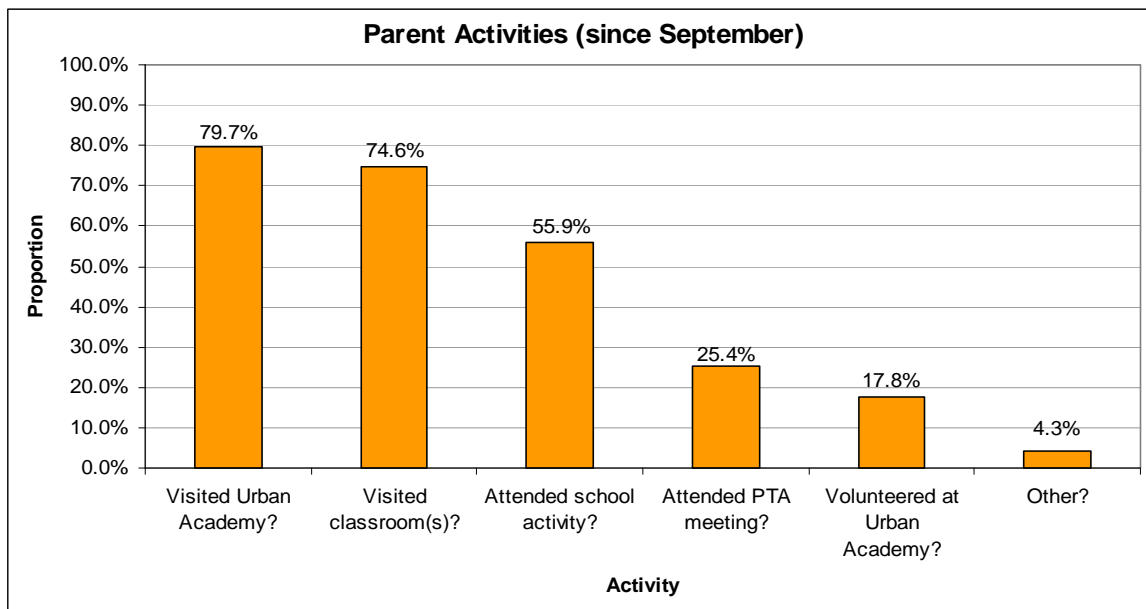
Theme	Example Comments
Expanded programming (19.7%)	<i>"More technology;" "Arts and crafts."</i>
Academics (18.4%)	<i>"Learn more in math;" "Need to make subjects harder."</i>

Parent Surveys. A total of 134 surveys were completed by parents. The survey consisted of 42 questions in the following 4 sections: (1) Parent Demographics (n=5); (2) Student Academic Achievement (n=13); (3) Parent Involvement (n=10); (4) School Environment (n=9); and (5) Open-ended (n=4). The first three sections of the survey contained multiple choice questions that parents responded to by checking "Yes," "No," or "Somewhat." For the open-ended items parents were asked to indicate (a) why parent enrolled their student at UA; (b) UA's greatest strength; (c) what UA should improve upon; and (d) whether or not UA is following its mission.

Most of the parents (or guardians) responding to the survey were women (86.2%) with men representing a smaller proportion (13.8%).¹⁴ In addition, half of parents responding to the survey identified themselves as African American / Black (55.8%) and one-quarter (30.8%) of parents identified themselves as Asian / Pacific Islander; the remaining parents identified themselves as White/European American (5.8%), American Indian (3.3%), Multicultural (2.5%), or Latino/Hispanic (1.7%).¹⁵ Most parents had either 1 child attending UA (47.4%) or 2 children (34.5%) while the remaining had 3 children (7.8%) or 4 or more children (10.3%) attending UA.¹⁶ Over half of the parents (62.2%) indicated they had a working computer at home.¹⁷

Parents were also asked if they had participated in any of 6 activities held at UA. The majority of parents responding to the survey indicated they had visited UA (79.7%), visited the classrooms (74.6%), and had attended a school activity or conferences (55.9%). Fewer parents indicated they attended a PTA meeting (25.4%) or volunteered at UA (17.8%). Only a small proportion of parents indicated they attended another activity not listed (4.8%).

Figure 12: Parent Participation at UA



¹⁴ An additional 11 parents declined to indicate their gender.

¹⁵ An additional 14 parents declined to indicate their race or ethnicity.

¹⁶ An additional 17 parents declined to indicate the number of children currently enrolled at UA.

¹⁷ An additional 15 parents did not indicate if they had a working computer in their home.

Most parents indicated they attended 2 or less (51.5%) with fewer parents attended 3 or more activities (48.5%). In addition, some parents (15.7%) indicated they had attended none of the activities.

Table 31 below shows the number and proportion of parents who answered “Yes” to each closed-ended item on the parent’s survey.

Table 31: Number and Proportion of Parents Who Answered “Yes” on the Parent Survey

Student achievement	“Yes”
My child enjoys learning at UA.	118 (88.1%)
My child believes she/he can do well.	114 (85.7%)
My child likes reading.	104 (78.8%)
My child’s reading has improved.	101 (77.1%)
I am satisfied with my child’s social progress.	102 (76.7%)
My child likes doing math.	95 (73.1%)
My child likes to write.	95 (73.1%)
My child’s writing has improved.	93 (70.5%)
My child’s math skills have improved.	93 (69.9%)
I am notified if there is academic difficulty.	91 (69.5%)
My child understands what she/he reads.	86 (65.2%)
My child can express themselves in writing.	81 (60.4%)
My child understands what she/he is doing in math.	79 (59.4%)
Parent Involvement	“Yes”
I encourage homework completion.	127 (96.2%)
Important that my child attends school every day.	124 (94.7%)
I make sure child is on time.	124 (93.9%)
I help with homework.	116 (87.2%)
I take child on family field trip once a week.	110 (84.0%)
UA helps my child learn.	110 (84.0%)
I would like to learn new ways to help child achieve.	108 (83.1%)
I feel informed about UA.	100 (75.8%)
I read with child once a week.	100 (75.8%)
School Environment	“Yes”
UA teachers care about my child.	114 (89.1%)
UA staff show respect for diverse families.	117 (88.6%)
UA has a pleasant environment.	114 (87.0%)
Feel welcome at UA.	109 (83.8%)
My child is proud to attend UA.	106 (82.2%)
My child feels safe at UA.	105 (80.2%)
Teacher responds to calls, concerns.	102 (79.1%)
I am notified for behavior successes.	99 (76.2%)
I am notified for behavior problems.	95 (73.1%)
I would recommend UA to other parents.	93 (72.1%)

Parents were invited to share why they enrolled their child (children) at Urban Academy. Of the 134 parents responding to this survey, 114 parents (85.1%) offered responses to this question. The majority of parent responses fell under the following four themes: recommendations (18.3%); academic and learning (18.3%); location (16.3%); and class sizes (14.4%). Example quotes from each of the themes are summarized in Table 32 below.

Table 32: Reasons for Enrolling Child(ren) at Urban Academy

Theme	Example Comments
Recommendation (18.3%)	<i>"I heard a lot of good things about the school."</i>
Academics and learning (18.3%)	<i>"Because I think my children will learn well."</i>
Location (16.3%)	<i>"Close to home;" "Close to my job."</i>
Class size (14.4%)	<i>"Smaller classes and my child gets the one-on-one he needs."</i>

Parents also responded to an open-ended question about UA's greatest strength. Of the 134 parents responding to the survey, 95 parents (70.9%) offered responses to this item. Parent responses were reviewed and grouped into the following four prominent themes: Staff (25.0%); family culture (21.3%); and instructional techniques (21.3%). Example quotes from each of the themes are summarized in Table 33 below.

Table 33: Perceptions of Urban Academy's Greatest Strength

Theme	Example Comments
Staff (25.0%)	<i>"Supportive and caring teachers;" "Hard working teachers."</i>
Family culture (21.3%)	<i>"The family friendly environment;" "Willing to work with parents."</i>
Instructional techniques (21.3%)	<i>"Teaching kids with all different kinds of abilities."</i>

Parents were also given the opportunity to make suggestions for UA's future. Of the 134 parents responding to the survey, 85 parents (63.4%) provided suggestions. The majority of parents' suggestions for improvement were grouped into three categories: Positive comments (36.0%); expanded programming (21.3%); and communication with parents (17.3%).

A sample of parent responses for the three most frequently mentioned suggestion themes can be found in Table 34 below.

Table 34: Suggestions for Urban Academy's Improvement

Theme	Example Comments
Positive (36.0%)	<i>"Keep up the good work;" "So far so good."</i>
Expanded programming (21.3%)	<i>"Art, music, dance, or acting classes;" "Go to eighth grade."</i>
Communication with parents (17.3%)	<i>"Communication as to what is going on at the school."</i>

On the last open-ended item parents were asked if they felt UA was following the school's mission (the mission statement was provided for parent's review). Of the 134 parents responding to the survey, 65 parents responded to this item. The large majority (91.5%) said that "Yes" Urban Academy is following its mission while very few said "no" (7.0%) or "somewhat" (1.4%). Parents were also given the opportunity to expand on their response, and parents offered a total 49 explanatory comments. Parents' additional comments fell into only one main category: Student progress/meeting potential (55.6%). A sample of parent responses can be found in Table 35 below.

Table 35: Fidelity to Urban Academy's Mission

Theme	Example Comments
Student progress/Meeting potential (55.6%)	<i>"I see growth every day in my child;" "My child is exceeding his work."</i>