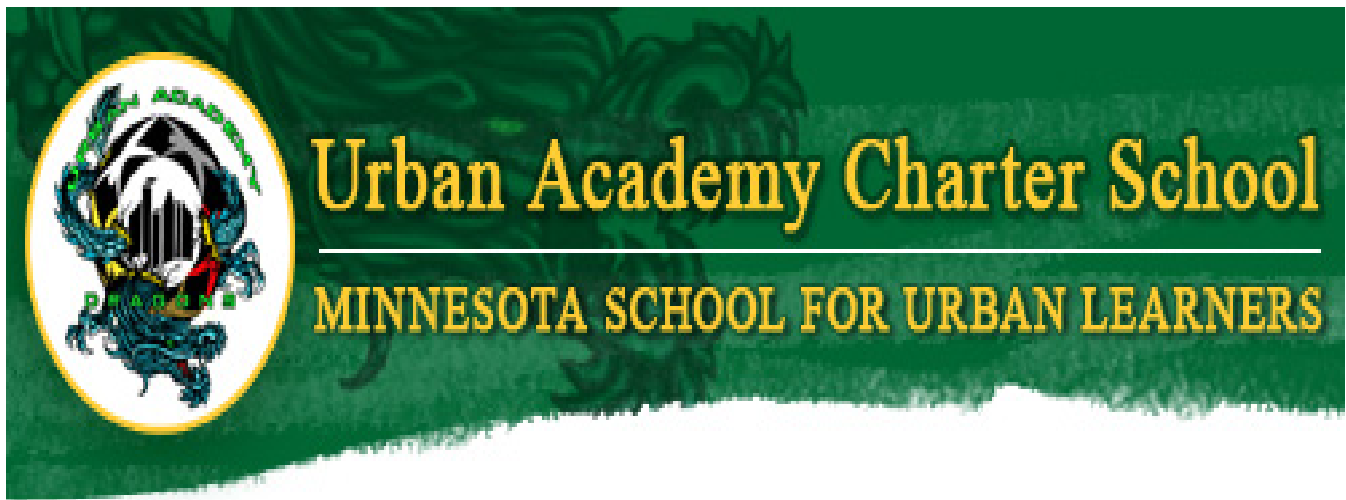


URBAN ACADEMY CHARTER SCHOOL

**2012 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 (94%), both percentages greater than the surrounding school district of Saint Paul; some were Limited English Proficient (13%) and qualified for special education services (12%); also Nearly one-quarter (24%) of students in grades 1 through 6 were new to school in 2011-2012 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 (53%), language use (53%), and math (53%), meeting the goal of 45% Above Growth for all three subject areas.
- Students made strong academic gains in proficiency on the Minnesota Comprehensive Assessment (MCA):
 - UA increased proficiency from 2011 to 2012 to by +7% to 33% total proficient in reading and by +9% to 22.0% total proficient in math, meeting the goal of increasing proficiency by +7%.
 - Proficiency levels and rates of change in proficiency from 2011 to 2012 at UA exceeded all three-comparison schools in reading and math, meeting the goal of exceeding comparison schools' rates of change.
 - UA's Multiple Measures Rating also exceeded all three comparison schools.
- UA met its NEO goal of decreasing incidents of disrespectful behavior by -47%, meeting 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 (60%) and math (57%).
 - Non-proficient averaged greater than 100% of MAP growth in reading (113%) and math (130%).
- UA African American (AA) and Asian or Pacific Islander (API) students increased proficiency between 2011 and 2012 at rates greater than statewide Caucasian students in reading (+6% in reading for AA and +15% for API compared to +1.6 compared to +2 for statewide Caucasian) and math (+7% in reading for AA and +15% for API compared to +6% for statewide Caucasian) thereby making steps toward closing the achievement gap.

GENERAL INFORMATION



“Every child is respected for their difference.”

“They strive for perfection and the teachers care.”

Several 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

2011-2012 Sponsor

Novation Education Opportunities

Dr. Bryan Rossi

bryan@bryanrossi.com

763-588-4453

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 attends 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 8, 2011 through June 11, 2012. 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 20, 2011 through July 15, 2011 from 8:00 a.m. to 12:00 p.m. Monday through Friday.

Characteristics of UA Students. In 2011-2012, the majority of students were students of color (97%) and qualified for free or reduced lunch (94%). Table 1 below shows a number of important demographic characteristics of UA students. It is important to note that, although many of the demographic characteristics of UA students have remained stable over the past five school years, there have been some dramatic shifts. For example, the number and proportion of students with Limited English Proficiency nearly doubled from the 2005-2006 school year (19%) to the 2006-2007 school year (29%) and remained relatively stable until dropping in 2010-2011 to 12%. In addition, the number of students with special education status nearly doubled from the 2006-2007 school year (9%) to the 2007-2008 school year (15%) and has not changed substantially (11%) in 2010-2011.

Table 1: Characteristics of UA Students

	06-07	07-08	08-09	09-10	10-11	11-12
October 1 Enrollment	210	261	275	268	259	302
Attendance Rate ¹	94.8%	93.8%	95.3%	93.3%	92.7%	N/A ²
Male	116 (55%)	139 (53%)	153 (56%)	144 (54%)	124 (48%)	157 (52%)
Female	94 (45%)	122 (47%)	122 (44%)	124 (46%)	135 (52%)	145 (48%)
Race / Ethnicity						
American Indian	3 (1%)	2 (>1%)	2 (>1%)	1 (>1%)	0 (0%)	1 (>1%)
Asian/Pacific Islander	60 (29%)	66 (25%)	63 (23%)	54 (20%)	34 (13%)	44 (15%)
Black/Non-Hispanic	145 (69%)	181 (69%)	191 (69%)	197 (74%)	215 (83%)	245 (81%)
Caucasian	2 (1%)	4 (2%)	13 (5%)	11 (4%)	7 (3%)	8 (3%)
Hispanic	0 (0%)	8 (3%)	6 (2%)	5 (2%)	3 (1%)	4 (1%)
Students of Color	208 (99%)	257 (98%)	262 (95%)	257 (96%)	252 (97%)	294 (97%)
Free or Reduced Lunch	202 (96%)	257 (98%)	266 (97%)	262 (98%)	253 (98%)	285 (94%)
Limited English Proficient	60 (29%)	76 (29%)	64 (23%)	55 (21%)	31 (12%)	39 (13%)
Special Education Status	18 (9%)	39 (15%)	34 (12%)	39 (15%)	29 (11%)	37 (12%)

Figures 1 through 4 below show the proportion of students enrolled at UA and enrolled at St. 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.

¹ 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.

² Not currently available.

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

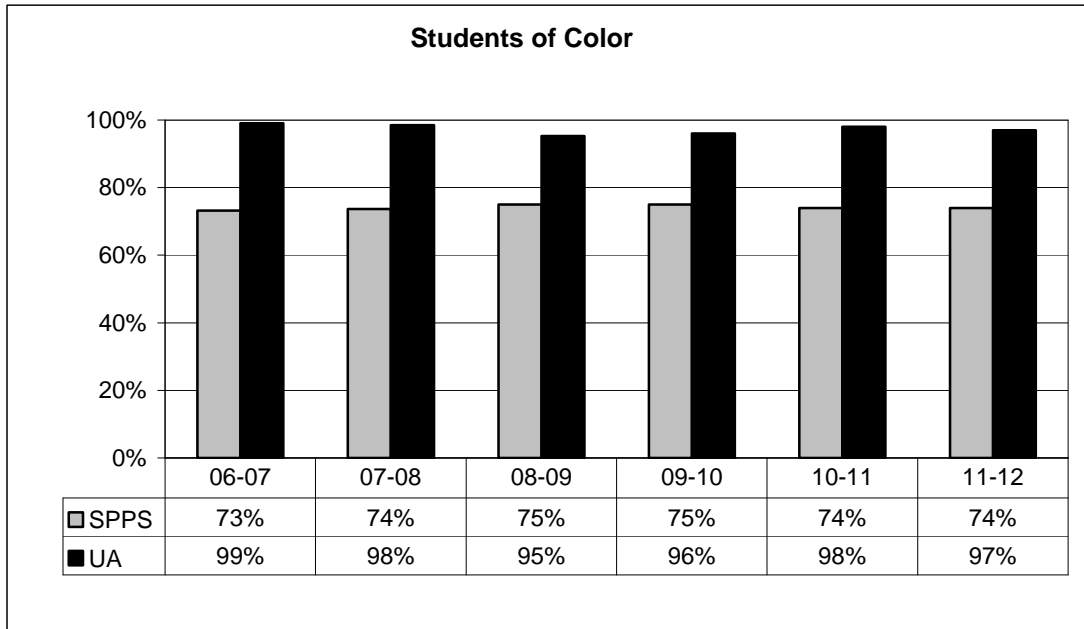


Figure 2: Proportion of Students Eligible for Free or Reduced Price Lunch at SPPS and UA

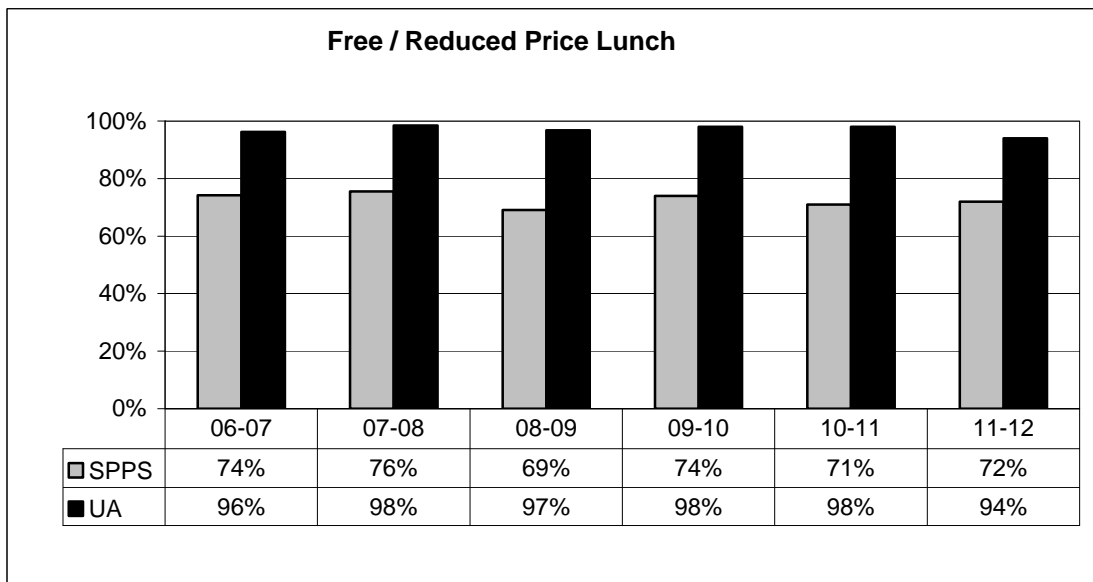


Figure 3: Proportion of Students with Limited English Proficiency at SPPS and UA

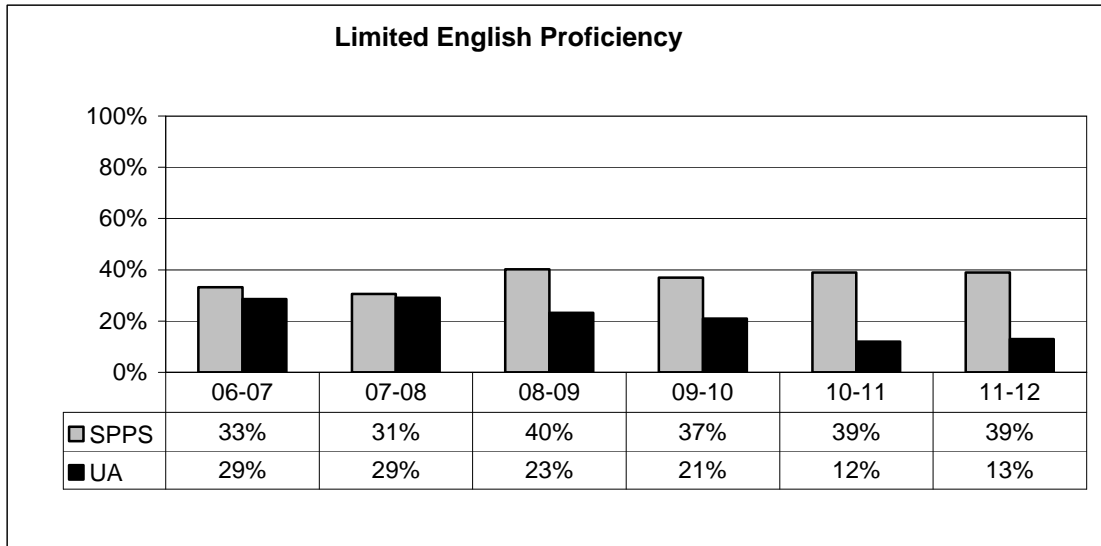
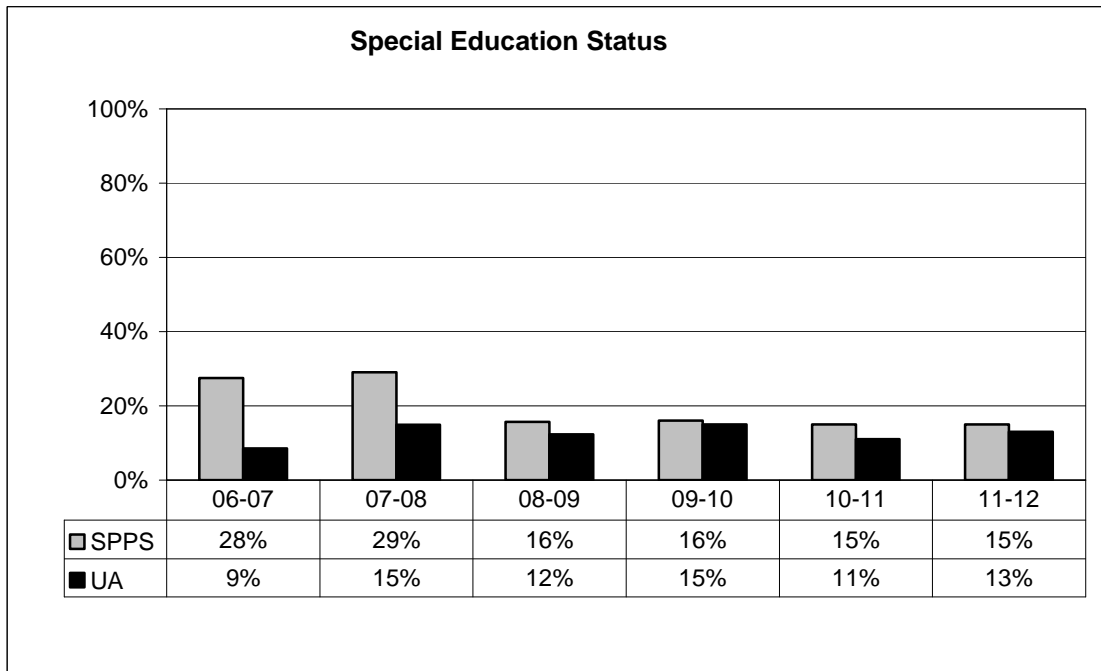
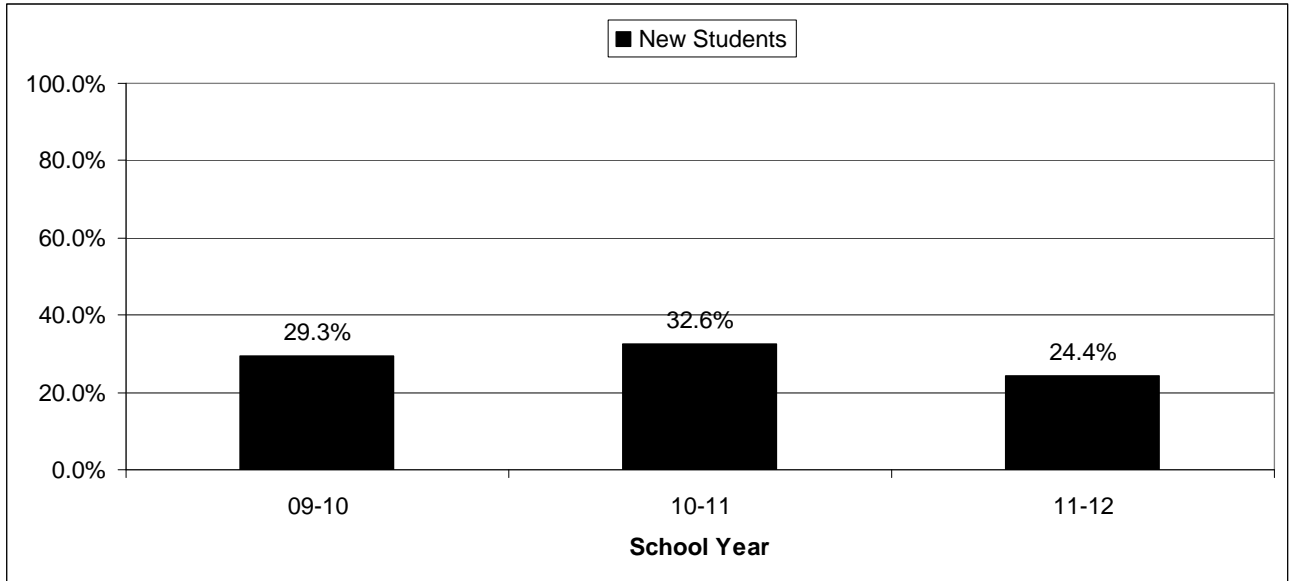


Figure 4: Proportion of Students with Special Education Status at SPPS and UA



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 2012. 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.

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 three 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
1st	1.7	1.5	1.7
2nd	1.7	2.2	2.0
3rd	2.2	2.3	2.7
4th	2.9	2.6	2.9
5th	3.2	2.9	3.2
6th	3.3	4.1	3.7

GOVERNANCE, MANAGEMENT, AND OPERATIONAL PERFORMANCE



“The school provides excellent support to students who need it.”

“[The] Environment makes learning easy.”

Several 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, make-up, 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 and Advisory Committee are included in Tables 3 and 4 below.

Table 3: UA School Board

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

Per the Board Development Plan, board members took advantage of two MDE-approved training sessions in 2011-12: governance training in November of 2011 and finance training in April of 2012.

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, 9 specialists (Family Specialist, Social Worker, School Nurse, Physical Education Teacher, ESL Specialist, Title I Specialist, 3 Special Education Specialists, and a Media Specialist), 8 paraprofessionals, and 5 support staff to serve 259 students in grades K-6. The overall student to classroom teacher ratio for 2011-2012 was 19.9:1.

Turnover rates at UA were very low for 2011-2012 with 1 of 13 teaching staff (7.7%) and 1 of 26 non-teaching staff member (3.8%) not returning for the 2012-2013 school year. 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

	06-07	07-08	08-09	09-10	10-11	11-12
Teaching staff	14.3%	16.7%	15.0%	35.0%	33.3%	7.7%
Non-teaching staff	6.3%	9.5%	8.0%	18.2%	25.0%	3.8%
Total	10.0%	12.8%	11.1%	26.2%	30.8%	5.1

Table 6 below shows all staff employed at UA for the 2011-2012 year, their teacher license associated file folder number, 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	11-11	Return 12-13	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	
Michelle Kafka		Cafeteria	Y	N	Relocation
Mikel Martin, Sr.		Maintenance	Y	Y	
Shelley Hickman		Family Specialist	Y	Y	
Emily Ravits		Social Worker	Y	Y	
Emily Espey		School Nurse	Y	Y	
Daria Caldwell	449755	Physical Education	Y	Y	
Rana Angadji	420881	ESL	Y	Y	
Alicia Block	440068	Title I Teacher	Y	Y	
Maggie Rassier	462594	Kindergarten	Y	Y	
Beth Tenquist	426464	Kindergarten	Y	Y	
Heidi Pendroy	390695	First Grade	Y	Y	
Jacuelyn Smith	399433	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	Y	

Name	File Folder	Position	11-11	Return 12-13	Conditions for changes
Sara Wright	448620	Fourth Grade	Y	Y	
Elizabeth Sawyer	462403	Fourth Grade	Y	Y	
Elizabeth Robinette	441968	Fifth Grade	Y	Y	
Emily Haine	461034	Sixth Grade	Y	N	Relocation
Harold Lang	422103	Sixth Grade	Y	Y	
Yuyin Liao	423068	Special Education Teacher	Y	Y	
Kristin Evans	425130	Special Education Teacher	Y	Y	
Adrian Agard	446698	Special Education Teacher	Y	Y	
Khalid Lubega	451538	Media Specialist	Y	Y	
Maria Victoria Brown-Pena		Special Education Paraprofessional	Y	Y	
Lia Vang		Special Education Paraprofessional	Y	Y	
Christine Brinkman		Paraprofessional		Y	
Una Vang		Paraprofessional	Y	Y	
Ronsoie Xiong		Paraprofessional	Y	Y	
Chao Yang		Paraprofessional	Y	Y	
Mai Ger Vue		Paraprofessional	Y	Y	
Panyia Ly	440282	Paraprofessional/Floating Teacher	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 2012 financial audit is complete it will be forwarded to NEO and MDE. UA's financial audit for the year ended June 30, 2011 is available upon request.

Financial highlights from the 2011 audit include:

- UA has increased its fund balance greatly over a 6-year period due to sound financial management, recovering from a tenuous financial position in 2004.
- UA used a more conservative approach to budgeting regarding revenue projections and expenses until enrollment figures were stable.
- Careful monitoring of enrollment projections enabled UA to make significant improvement to financial stability.

MDE Finance Award. For the fiscal year ending in 2011, 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



“I like the small school setting and closeness with parents.”

“Teachers are well educated and give the utmost respect so my child can improve and develop the skills she has the most difficulty in.”

Several 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
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 its 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, exceeds expectations). Those students who achieve "meets expectations" and "exceeds expectations" are identified as having proficiency with Minnesota's academic standards by the

Minnesota Department of Education.

During the 2011-2012 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 sample³ 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).

2011-2012 Accountability Plan

2011-2012 Accountability Plan Goals and Summative Results. In the 2011 annual report, UA had two academic in place for the 2011-2012 school year. All of the academic and non-academic goals were developed with specific measurement tools and indicators of success (see Table 8 below).

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) <i>Reading, Language Use, Mathematics</i>	Goal: At least 45% of UA students will make one year’s fall-to-spring growth on the MAP assessments (Reading, Language Use, and Mathematics). Results: UA met the goal Urban Academy met the goal in all three subject areas – Reading (52.9%), Language Use (52.8%), and Mathematics (53%).
Achieve high levels of student academic performance in language use. Achieve high levels of student academic performance in mathematics.	Minnesota Comprehensive Assessments (MCA) <i>Reading, Language Use, Mathematics</i>	Goal: All enrolled students in all NCLB student groups will perform at or above grade-level proficiency in both reading and mathematics as measured by the MCA by the year 2014. Results: This goal was required as part of the AYP school improvement plan. While the results do not meet the goal, the school did make significant progress in almost all groups in both reading and math (see Tables 12 and 131 below).

Academic Growth. UA established the goal of achieving at least 45% 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 (52.9% in reading, 52.8% in language use, and 53.0% 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 (52.9%), scored as Above Growth while the remaining students (47.1%) scored Below Growth.

³ Norms are generated for each individual fall scaled per grade.

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

	Grade							Total
	K	1	2	3	4	5	6	
Above Growth	11 (29.7%)	17 (43.6%)	20 (54.1%)	22 (66.7%)	22 (66.7%)	14 (48.3%)	21 (65.6%)	127 (52.9%)
Below Growth	26 (70.3%)	22 (56.4%)	17 (45.9%)	11 (33.3%)	11 (33.3%)	15 (51.7%)	11 (34.4%)	113 (47.1%)

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 (52.8%) scored as Below Growth while the remaining students (47.2%) scored as Above Growth.

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

	Grade					Total
	2	3	4	5	6	
Above Growth	18 (51.4%)	18 (58.1%)	11 (55.0%)	13 (52.0%)	15 (48.4%)	75 (52.8%)
Below Growth	17 (48.6%)	13 (41.9%)	9 (45.0%)	12 (48.0%)	16 (51.6%)	67 (47.2%)

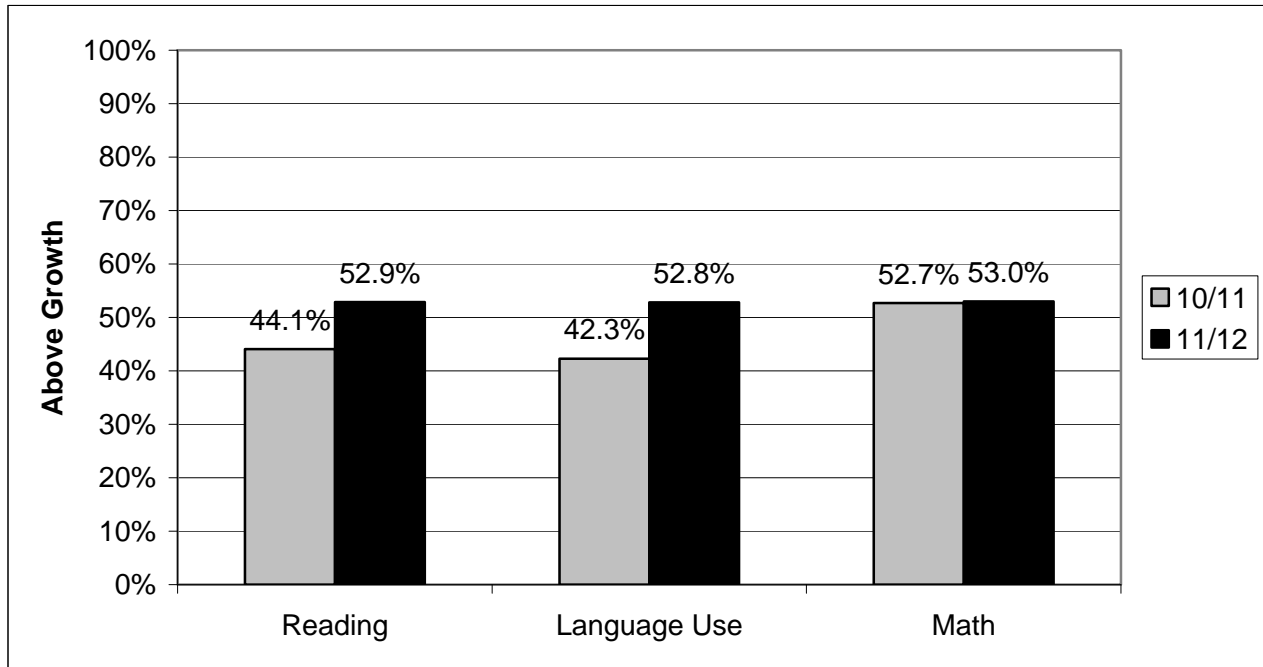
The table below shows the proportion of students making Above Growth and Below Growth on the mathematics portion of the MAP. The majority of students (53.0%) scored as Above Growth while the remaining students (47.0%) scored Below Growth.

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

	Grade							Total
	K	1	2	3	4	5	6	
Above Growth	10 (29.4%)	16 (44.4%)	20 (58.8%)	22 (66.7%)	22 (64.7%)	11 (39.3%)	22 (66.7%)	123 (53.0%)
Below Growth	24 (70.6%)	20 (55.6%)	14 (41.2%)	11 (33.3%)	12 (35.3%)	17 (60.7%)	11 (33.3%)	109 (47.0%)

Figure 6 below displays the percentages of students making Above Growth in all 3 subject areas in 2010-2011 and 2011-2012. Compared to the previous year, UA had higher percentages of students scoring Above Growth in 2011-2012 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 2012 in reading. The percentage of students proficient in each category, African American (AA), Asian or Pacific Islander (API)⁴, Free or Reduced Lunch (FRL), English Language Learner (ELL), Special Education (SPED) has positively increased since 2008 and the highest percentages for each group are the 2012 MCA results.

Table 12: Reading Proficiency Rates by Year and Student Group

Year	Reading				
	AA	API	FRL	ELL	SPED
2012 (Grades 3-6)	32.0%	37.0%	32.5%	37.5%	24.0%
2011 (Grades 3-6)	26.5%	22.7%	25.4%	25.0%	17.4%
2010 (Grades 3-6)	21.5%	7.1%	15.8%	10.7%	4.2%
2009 (Grades 3-6)	21.5%	5.9%	16.4%	5.9%	10.5%
2008 (Grades 3-6)	23.0%	3.4%	18.2%	6.5%	0.0%

The table below breaks down MCA proficiency performance by student group from 2008 through 2012 in math. Table 13 below breaks down MCA proficiency performance by student group from 2008 through 2012 in reading. The percentage of students proficient in each category has steadily increased since 2008 and the highest percentages for each group are the 2012 MCA results, with the exception of special education which is very close to 2011 results.

⁴ Other ethnic categories of Hispanic, White, and American Indian or Alaskan Native had too few students to report.

Table 13: Mathematics Proficiency Rates by Year and Student Group

Year	Math				
	AA	API	FRL	ELL	SPED
2012 (Grades 3-6)	17.6%	39.3%	22.5%	44.0%	15.4%
2011 (Grades 3-6)	10.2%	24.0%	13.2%	26.1%	16.7%
2010 (Grades 3-6)	10.9%	*	10.4%	*	9.1%
2009 (Grades 3-6)	11.1%	*	11.1%	*	11.1%
2008 (Grades 3-6)	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 2011-2012 was: (1) 32% (an increase of +7%) of all students will be proficient on the 2012 MCA reading test and (2) 19% (an increase of +7%) of all students will be proficient on the 2012 MCA math test.

As seen in Table 14 below, from 2011 to 2012, UA increased the percent of students scoring proficient in reading by +7.2% and +9.2% in math, meeting the goal for both subject areas. 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
Reading	25.4%	32.6%	+7.2%
Mathematics	12.8%	22.0%	+9.2%

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 proficiency⁵.

In 2012, UA had a higher proportion of students scoring proficient in both reading and math compared to EOGGA, WISE, and GCPE; UA’s increase in proficiency from 2011 to 2012 also exceeded changes for all three comparison schools and met the goal for increasing proficiency at a greater rate than comparison schools (see Figures 7 and 8 and Table 15 below).

⁵ 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.

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

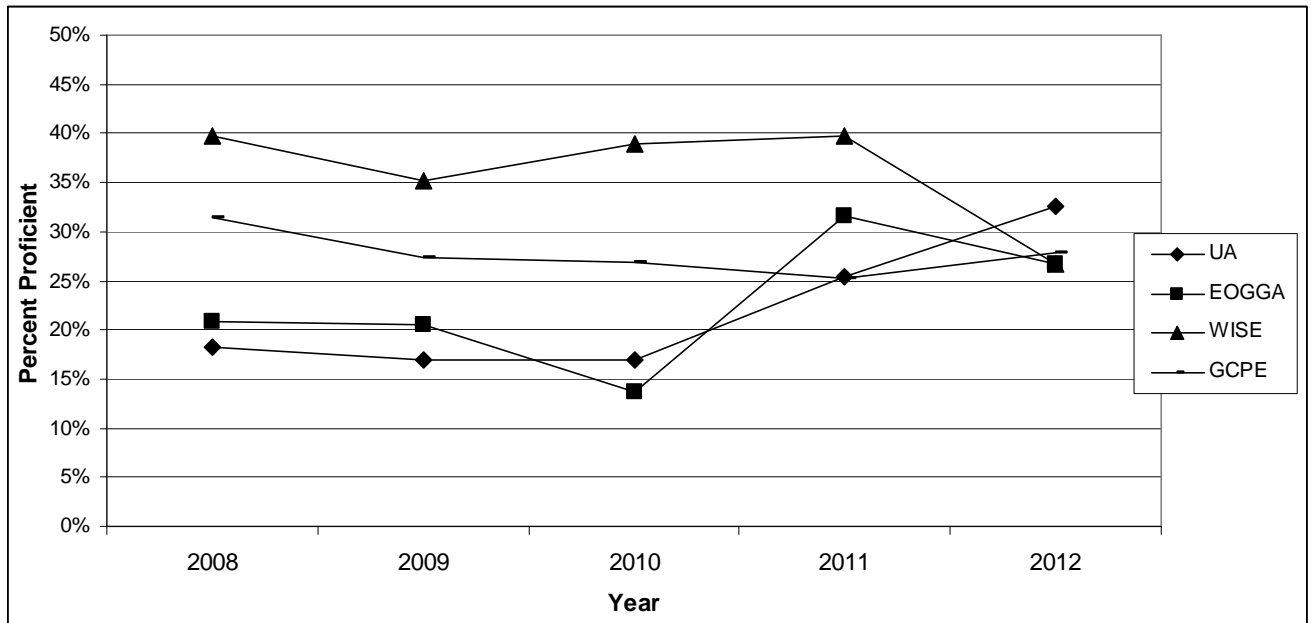


Figure 8: MCA Reading Proficiency Trends of Students at UA , EOGGA, WISE, and GCPE

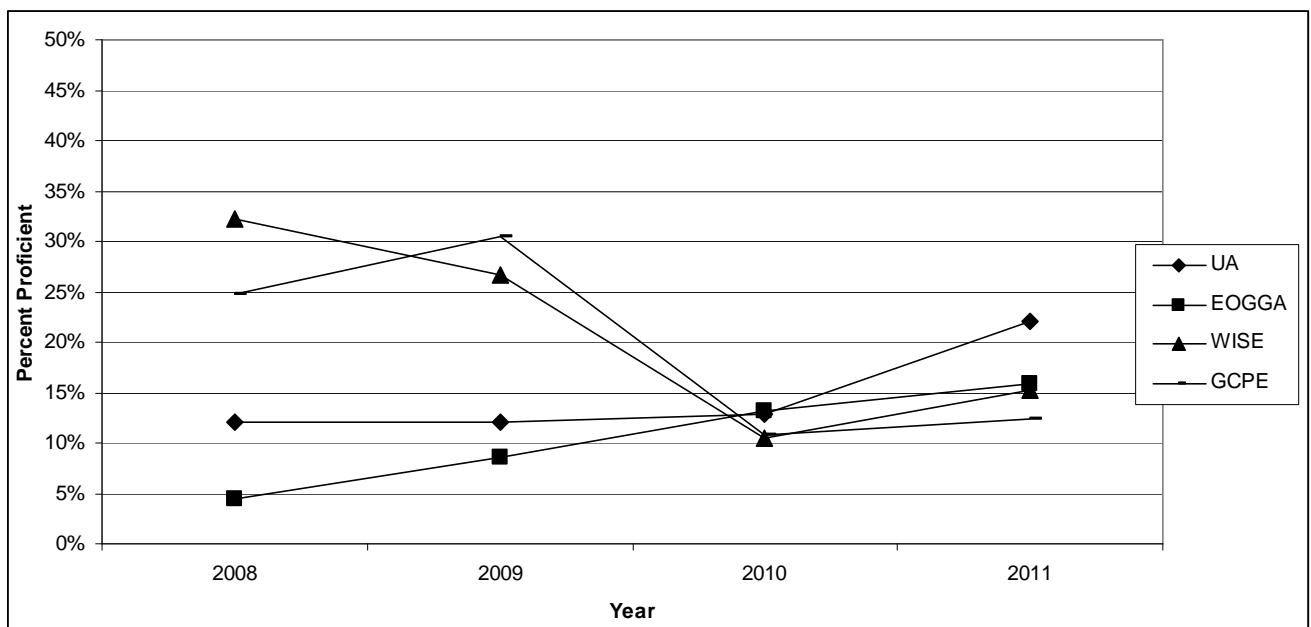


Table 15: Change in Proficiency Scores from 2011 to 2012 for UA, EEOGGA, WISE, and GCPE

Year	Reading				Mathematics			
	UA	EOGGA	WISE	GCPE	UA	EOGGA	WISE	GCPE
2011	25.4%	31.6%	39.8%	25.2%	12.8%	13.1%	10.4%	10.8%
2012	32.6%	26.7%	26.7%	27.9%	22.0%	15.9%	15.3%	12.4%
<i>Change</i>	<i>7.2%</i>	<i>-4.9%</i>	<i>-13.1%</i>	<i>2.7%</i>	<i>9.2%</i>	<i>2.8%</i>	<i>4.9%</i>	<i>1.6%</i>

The table below shows the breakdown of UA, EOGGA, WISE, and GCPE points earned on the 3 MMR rating areas and the total percent of points earned of the 75 possible. Overall, UA earned 11.03 points of the 75 possible on the MMR for a rating of 14.71%. UA’s MMR rating exceeded all three of the comparison schools’ ratings.

Table 16: Points Earned in Each MMR Category and MMR Overall Rating

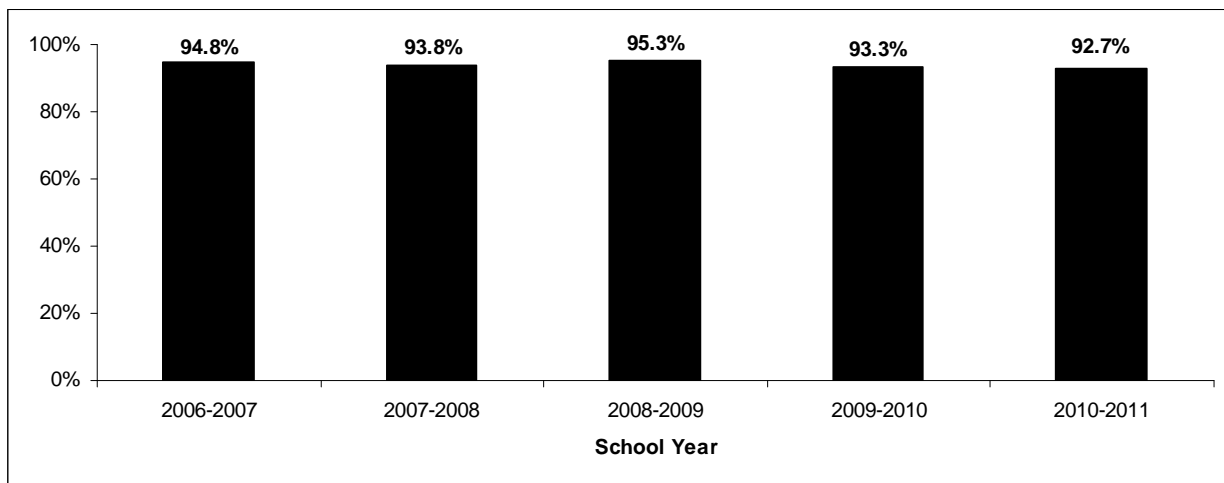
School	Proficiency Points	Growth Points	Achievement Gap Reduction	Total Points	MMR Rating
UA	1.15	2.02	7.86	11.03	14.71%
EOGGA	0.67	.68	2.18	3.53	4.70%
WISE	0.67	3.81	4.59	9.07	12.09%
GCPE	0.67	0.80	1.41	2.89	3.85%

Non-Academic Goals

Student Behavior. UA established one additional goal to address other aspects of student learning, that incidents of disrespectful behavior would decrease by 25% in the second half of the 2011-2012 school year and decrease by 25% in 2012-2013 compared to 2011-2012⁶. UA met the goal with 49 referrals in fall of 2011 and only 23 in the spring of 2012 for a decrease in referrals of 47%.

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 2006-2007 school year to the 2010-2011 school year. In 2010-2011, UA’s attendance rate was 92.7%, slightly less than UA’s goal of 95% or greater attendance.⁷

Figure 9: UA Attendance Rates Over Time



MARSS Accuracy. UA has set the goal of achieving 100% MARSS accuracy October 1 of 2011 and by November 15 of 2012. Although UA did not achieve 100% accuracy in 2011-2012, quarterly audits between the MARSS coordinator and the Testing Coordinator are scheduled for the 2012-2013 school year to ensure accuracy.

⁶ Results for the 2012-2013 goal will be reported in the 2013 annual report.

⁷ 2011-2012 attendance rates are not currently available from MDE.

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 (69.3%), writing perceptions (72.9%), math perceptions (74.0%), and family and school climate (67.2%). All four domains fell short of the 80% satisfaction goal.

Table 17: Student Survey Indicators of Success

Percent Satisfaction						
Domain	2006-07	2007-08*	2008-09*	2009-10	2010-11	2011-12
Reading Perceptions	65.56%	67.3%	71.9%	68.6%	67.3%	69.3%
Writing Perceptions	N/A	75.7%	78.1%	76.3%	70.3%	72.9%
Math Perceptions	67.36%	72.2%	75.2%	78.4%	69.4%	74.0%
Family and School Climate	75.18%	73.4%	72.3%	66.6%	62.2%	67.2%

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

Parent satisfaction showed very positive results for student achievement (75.7%), parental involvement (87.4%), and school environment (84.4%), meeting UA’s goal of 80% satisfaction for two of the three areas.

Table 18: Indicators of Success

Percent Satisfaction						
Domain	2006-07	2007-08*	2008-09*	2009-10	2010-11	2010-12
Student Achievement	82.4%	68.9%	68.9%	76.6%	81.6%	75.7%
Parent Involvement	73.9%	72.2%	85.2%	83.4%	90.4%	87.4%
School Environment	89.7%	85.4%	92.8%	91.4%	88.5%	84.4%

* Survey went through major revisions 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 ad to have have been tested and have a valid score on the MAP in fall in reading or math of 2011 and spring of

2012. Therefore, this analysis excludes a few students (7% or 9 students total of students tested in reading on the MCA and also 7% or 9 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. On the 2012 MCA, 67.4% of students were not proficient in reading; in math 77% 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 levels behind in all grades with 5th and 6th graders at least two grade levels behind. In math, non-proficient students also averaged one or more grade levels behind grade level expectations in all grades.

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

Grade	Number Tested	Average Fall RIT	Grade Levels Behind
3	19	167	1 or more
4	24	178	1 or more
5	18	183	2 or more
6	20	192	2 or more

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

Grade	Number Tested	Average Fall RIT	Grade Levels Behind
3	19	176	1 or more
4	28	186	1 or more
5	24	195	1 or more
6	25	204	1 or more

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, 60.0% of non-proficient students made Above Growth in reading and 57.4% 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	63.2%	68.4%
4	66.7%	63.0%
5	50.0%	34.8%
6	57.9%	64.0%
<i>Total</i>	<i>60.0%</i>	<i>57.4%</i>

* Too few students tested to report a percentage

UA also examined the average percentage of MAP growth gained for this cohort of students. Table 22 breaks down the actual percentage of MAP growth⁸ attained for non-proficient students. Non-proficient students averaged greater than 100% of MAP growth in both subjects averaging 112.9% percent of growth in reading and 130.0% of growth in math.

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

Grade	Percent of Reading MAP Growth	Percent of Math MAP Growth
3	117.8%	119.5%
4	99.3%	125.9%
5	106.5%	77.7%
6	131.1%	190.0%
<i>Total</i>	<i>112.9%</i>	<i>130.0%</i>

* Too few students tested to report an average

Last, UA examined the total number of years enrolled at UA for non-proficient students, as seen in Table 23 below. Students generally had been enrolled at UA for half of the total possible years they could have been enrolled at the school (e.g. 6th graders not proficient in reading averaged 3.6 years enrolled of a possible seven years).

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

Grade	Average Years Enrolled for Reading	Average Years Enrolled for Math
3	2.5	2.2
4	2.8	2.6
5	3.5	3.2
6	3.6	3.2

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 populations⁹ 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.

⁹ Other ethnic categories of Hispanic and American Indian or Alaskan Native had too few students to report.

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

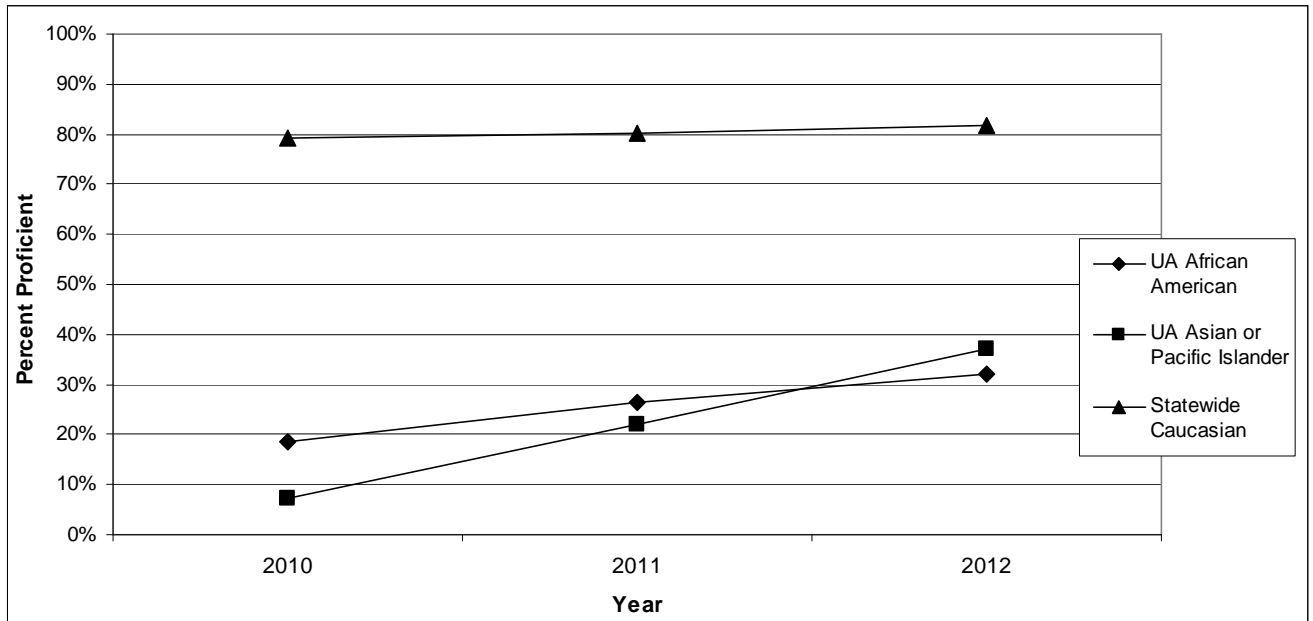


Table 24: Achievement Gap Reading Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students

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

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) thereby aiding in closing the achievement gap.

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

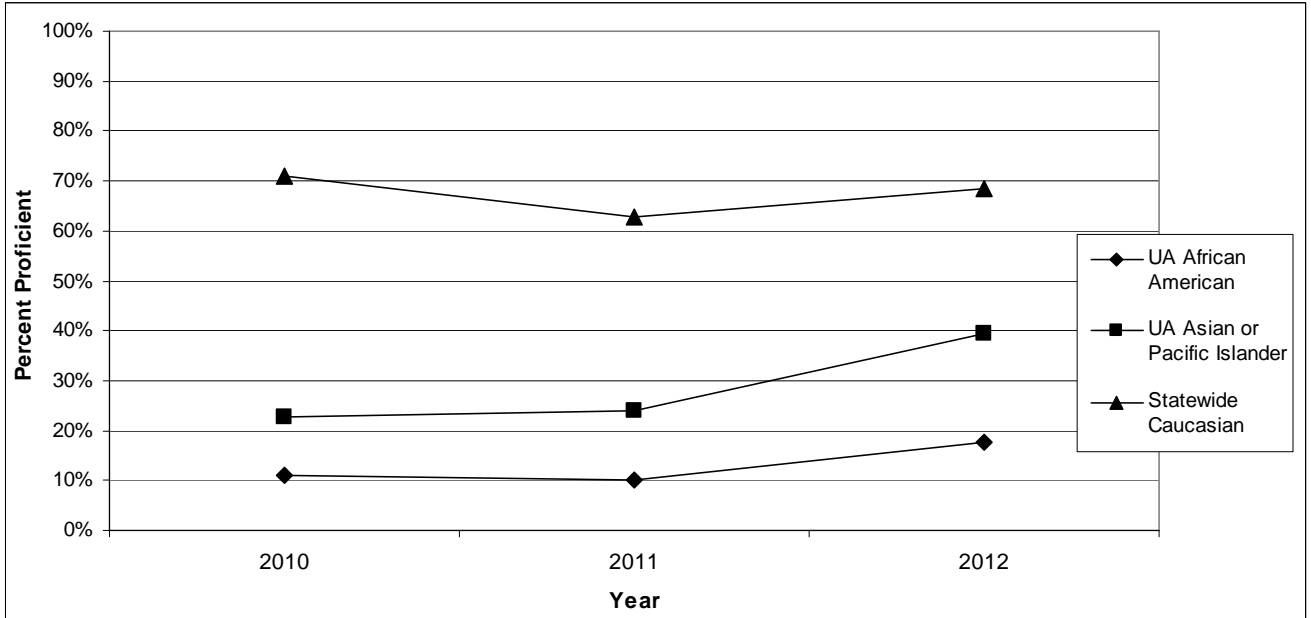


Table 25: Achievement Gap Math Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students

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

2012-2013 Accountability Plan

Table 26 shows UA’s 2012-2013 Accountability Plan with academic goals, measurement tools, and indicators for success.

Table 26: 2011-2012 Accountability Plan and Results

Goal	Measurement	Indicators of Success
Increase student proficiency	Minnesota Comprehensive Assessment (MCA)	<p>Achieve 39% (+7% increase) proficiency of all students tested on the MCA in reading</p> <p>Achieve 29% (+7% increase) proficiency of all students tested on the MCA in math</p> <p>The percentage of UA students that demonstrate proficiency on the MCA math and reading tests will increase at a greater rate than three comparison schools: Emily O. Goodridge Gray Accelerated (EOGGA), Woodson Institute for Student Excellence (WISE), and Green Central Park Elementary (GCPE)</p>
Achieve student academic growth	Measures of Academic Progress (MAP)	At least 55% of UA students will make one year’s fall-to-spring growth on the MAP assessments (Reading, Language Use, and Mathematics).
Promote respectful behavior	Student referrals	The ratio of incidents involving disrespectful behavior will decrease by 25% in the 2012- 2013 school year from the 2011-2012 school year.
Achieve high levels of student attendance	Minnesota Department of Education’s (MDE) attendance measures	Achieve at least a 95% attendance rate
Ensure MARSS accuracy	MDE’s Annual Yearly Progress Report	Achieve 100% MARSS accuracy on October 1 st and by November 15 th

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

“Everyone with Urban Academy works very hard to impact our children.”

“All staff seem to be involved in the well-being of the children that attend UA.”

Several Urban Academy Parents' Responses
Parent Survey question: "Do you think Urban Academy is following its mission? Why or why not?"



In addition to the feedback from students and parents, UA school staff reflected on the successes, innovations, best practices, implementation, challenges, and future plans for the school. The following represent staff perceptions for the 2011-2012 school year.

Successes

- UA has undergone many recent changes, catalyzed through the school improvement plan process. These changes have coincided with upward trends in MCA proficiency rates (see pages 18-22) and MAP growth results (see pages 15-16). One key change through the school improvement process was establishing a Principal position in 2010-11 that replaced the previous shared leadership team.
- Use of the Positive Behavior Interventions and Supports (PBIS) provided a constructive framework for the continued promotion of respect, care, and safety for students and all other stakeholders.
- Family involvement maintained strength and continued to grow as evidenced by involvement in the school board, parent groups, and school activities.
- Community partnerships from a variety of organizations continue to grow and support the school.
- Along with academics, UA has developed student social skills through character education.
- UA continues to maintain a strong fund balance to meet future needs of the school.
- The school's principal, Title I Teacher, and Curriculum Teacher Leaders benefited from a professional development session by the creators of the *Reading by Third Grade Plan*. Staff involved in the professional development will incorporate key elements from the plan to improve literacy instruction.
- Special education and ESL programs use a proven Response To Intervention (RTI) model and individualized educational goals through weekly formative assessments.

Innovative and Best Practices and Implementation

The school is now in its third year of being led by Principal Mai Vang as instructional leader and has instilled several key components to a data driven and standards based instructional system:

- UA's mathematics curriculum is aligned to the Minnesota Academic Standards. UA utilizes the Envisions mathematics curriculum, which aligns to the Minnesota Mathematics Standards and provides a more visual approach to learning. UA teachers use a "backwards lesson design" in two steps: (1) analyze student MCA results from the previous year and NWEA MAP results to identify key concepts and skills that students need to master in order to become grade level proficient, (2) identify assessments that measure mastery of those benchmarks and identify curriculum resources that will help students understand the concepts and develop the skills that lead to mastery. UA teachers are also being trained to implement the concrete-abstract-representational instructional design that increases student engagement and conceptual understanding. Teachers are supported by a Title I mathematics teacher to provide additional classroom support to help students' slightly below grade level in mathematics. UA teachers have regularly taught and provide practice opportunities for students to use the "Big 5" math problem-solving strategies.
- UA uses reading strategies identified by the National Reading Panel (direct vocabulary instruction, generating questions, and monitoring comprehension) and that are aligned to the Minnesota Academic Standards. The skills are implemented within a Balanced Literacy instructional approach within the Readers and Writers Workshop framework of instruction. Key elements of the framework include Interactive Read Aloud, Modeled Shared Readings, Guided Reading, Phonics/Word Study, Rigorous Independent Reading, and Literature Circles. UA teachers have regularly taught and provide practice opportunities for students to use the "Big 5" reading strategies (Minnesota Power Standards in Language Arts) to improve comprehension.
- Reading Corps members provide one-on-one tutoring to UA students. This affords K-3 students additional practice to improve deficient skills. This strategy is most effective for those students who are closest to achieving grade level reading standards and who will improve student performance in a timely manner.
- UA staff use weekly Professional Learning Communities (PLC) to further analyze weekly student data from benchmark assessments based on the Minnesota Standards in reading and math. Teachers in the PLCs examine student results and collaborate on developing strategies to help all students meet grade level proficiency. UA also has grade level planning and data analysis meetings on a regular basis. In addition, there are weekly team meetings comprised of grade level teachers, ESL, Title 1 reading and math, special education, paraprofessional, and the principal to discuss the overall progress of students the effectiveness of interventions.
- UA staff receives high quality professional development in each key area aligned to the School Improvement Action Plan. Teachers are provided training in a number of areas, including developing and analyzing formative assessments, understanding Minnesota State Standards and grade level proficiency benchmarks, the tracking of student progress, implementing key components of the Balanced Literacy instructional approach within the Readers and Writers Workshop framework of instruction, developing goal oriented lessons in math and reading, and aligning and use the Envisions Math curriculum to help students visualize and gain a better understanding of key math concepts. The regular PLC meetings and the follow up support from the principal provides job embedded professional development aimed at improving teacher understanding of the concepts students need to master. Other professional development sessions are organized by the curriculum consultant and the principal in such areas as

best practices in teaching, literacy, classroom management, etc. and these sessions are provided throughout the school year.

Challenges

UA faced a number of challenges in 2011-2012 and has strategies in place to face those challenges.

- UA seeks to serve a population of students that are particularly “at-risk” as compared to the surrounding district of Saint Paul with nearly all students served at UA being students of color (97%) and qualifying for free or reduced meals (94%, see page 6).
- The UA student population is highly mobile with nearly a third of all students in grades 1 through 6 new students each school year (see pages 8-9), and students generally are forced from the school due to life circumstances only after a few years (see page 9). Also, students that enter the school generally begin the school year significantly behind grade level in both reading and math (see page 22). In addition, new students enter UA’s program with little or no history (i.e., school records) to explain their current level of performance. This results in a wide range of student skill levels within UA’s classrooms.
- Even though the school has made significant progress in establishing a data driven instructional culture, consistency in implementation of these practices remains a challenge. There is a need for greater consistency in the competency level of staff in the key teaching skills required within the system. In addition, retaining trained and competent staff that have achieved success within this system is a challenge as well. To address this challenge, the main goal of the new Schoolwide Improvement Plan is to improve the competency of all grade level teachers in data driven instruction in reading and the recently approved Q Comp program (approved application available upon request).

Future Plans

The school has a number of ideas and plans for moving forward.

- For 2012-2013, UA will utilize resources from the approved Q Comp funding. Teacher responsibility will be improved by allowing extended responsibility for three classroom teachers in the following positions: a Q Comp Teacher Lead and two PLC Leads as well as classroom teachers with increased responsibilities in working with and mentoring other teachers. The PLC Lead for Primary Grades will support grades K-3 classroom teachers, the P.E. teacher, Title I teacher, and one Special Education teacher. The PLC Lead for Intermediate Grades will support grades 4-6 classroom teachers, one English Language Learners teacher, one technology teacher, and two Special Education teachers. The Q Comp Teacher Lead’s role will be to evaluate teachers, to coordinate the Q Comp program, and to plan and implement job-embedded staff development activities at a school-wide level. The Q Comp Teacher Lead also supports the two PLC Leads on the implementation of weekly Professional Learning Community (PLC) staff development focused analyzing UA’s weekly student benchmarks data and assessing progress towards site achievement goals.
- Identified Q Comp Leads will coordinate with the Principal weekly to provide ongoing and supportive academic learning opportunities for teachers and students; identify strategies to improve overall student learning and achievement; plan the PLCs; lead and support teachers in mapping curriculum to align with MDE benchmarks in reading and math; assist in data analysis and coaching support to engage teachers in data conferences with students; support collaboration among teachers, paraprofessionals, specialists, and ELL and other instructional support staff. Support provided helps ensure planning and alignment of reading and math curriculum and strategies across grade levels as well as

specialty areas (special education, physical education, ELL, technology, Title I and Ameri-Corps tutoring program), and; discuss teacher evaluations.

- UA will continue what have shown to be successful strategies including the Big 5 math and reading strategies, RTI, CRA for math, and frequent student progress monitoring. UA will also continue with high behavior standards for students, character development education, and high levels of community and family involvement.
- The teacher-driven Professional Learning Communities will continue to focus on professional development including building leadership capacity among staff.
- New and more comprehensive data analysis has allowed UA to link attendance patterns, MCA results, and MAP results. These results will be further examined and used to guide practices for the future.
- UA has and will continue to seek other financial resources such as grants, donations, and fundraisers.

ABOUT ACET INC.

Established in 1998, ACET is an independent research group specializing in the evaluation of educational and community-based programs. Our group has extensive experience evaluating multi-year, multi-site statewide and national initiatives aimed at improving the lives of youth and families, and in providing positive outreach to various communities. ACET's mission is to "provide services to improve organizational effectiveness and build evaluation capacity."

ACET has served as the principal evaluator for several local, statewide, and federal programs and initiatives funded by organizations such as the Minnesota Department of Human Services, the Minnesota Office of Higher Education, and the U.S. Department of Health and Human Services. We have provided evaluation technical assistance and offered training sessions to more than 50 organizations that have a widespread impact on varied groups, including youth and adults recovering from chemical dependency, children at risk for academic failure, and adults receiving health and prevention services. Our company has also provided evaluation assistance to organizations that empower individuals to develop peaceful relationships, eliminate violence, and establish outreach efforts to parents and community members.

Contributors to this report include:

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APPENDIX A

Registration with Minnesota Attorney General's Office

THE OFFICIAL WEBSITE OF THE OFFICE OF THE MINNESOTA ATTORNEY GENERAL



The Office of Attorney General Lori Swanson

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(800) 657-3787

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297-7206
TTY:(800)
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: STUDENT AND PARENT SURVEYS

Student Survey. A total of 220 surveys (114 from females and 104 from males¹⁰) were collected from students in grades kindergarten through six (36 in kindergarten, 38 in grade 1, 35 in grade 2, 30 in grade 3, 27 in grade 4, 28 in grade 5, 26 in grade 6). 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. The majority of responses were very positive for reading perceptions, writing perceptions, math perceptions, parental involvement, and school environment. Positive responses for many of the survey items exceeded two-thirds of the students (66.7%). It is important to note that a few items showed less positive results. Under student achievement, less than half of the students (40.7%) said they like to read aloud. Several items under school environment showed relatively lower positive responses with slightly more than half of students agreeing that they can learn even when others misbehave (55.6%) and less than half that students respect teachers (49.8%), and that students respect each other (41.6%).

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

Reading Perceptions	Yes
I think I am a good reader.	174 (80.2%)
I enjoy reading when I am in a guided reading group.	170 (80.2%)
I enjoy reading when I work by myself.	157 (74.0%)
I enjoy reading when we talk about a book.	156 (73.9%)
I enjoy reading when I work with another student.	148 (70.1%)
I usually understand what I am reading.	146 (67.3%)
I like to read aloud.	88 (40.7%)
Writing Perceptions	Yes
I enjoy writing when I choose my own topic.	161 (79.3%)
I think I am a good writer.	154 (71.6%)
I enjoy writing when I can publish my work.	149 (71.0%)
I enjoy writing when we share our writing.	144 (70.2%)
Math Perceptions	Yes
I enjoy math when I can see an example.	167 (78.8%)
I enjoy math when we use objects, charts or counters.	168 (77.1%)
I think I do well in math.	166 (76.9%)
When I do math I need less help than I used to.	153 (69.9%)
I usually understand what I am doing in math.	150 (68.2%)
Family and School Climate	Yes
My family thinks I am a good reader.	176 (80.7%)
My teachers care about me.	176 (80.4%)
My family thinks I am good at math.	167 (76.6%)
I like coming to school.	164 (74.9%)

¹⁰ Two students did not indicate their gender.

Reading Perceptions	Yes
My school is a safe place.	162 (73.6%)
My family helps me with my school work.	156 (72.2%)
Learn even when others misbehave.	120 (55.6%)
Students respect teachers here.	108 (49.8%)
Students respect each other here.	91 (41.6%)

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. The largest proportion of students agreed that the reading they do is “about right” (48.8%) and fewer students (39.3%) thought the reading they do is “too easy.” For math, the largest proportion of students thought the math they do is about right (45.0%) with fewer (36.8%) responding that the math they do is “too easy.” Some students (less than 19%) felt that reading or math was “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:	103 (48.8%)	83 (39.3%)	25 (11.8%)
The math I do at school is:	94 (45.0%)	77 (36.8%)	38 (18.2%)

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 176 (80.0%) students provided 1 or more items they liked about UA (15 with 1 response, 23 with 2, and 138 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
Academics (33.9%)	<i>“I like to do math.”</i> <i>“Reading is fun.”</i> <i>“Technology class.”</i>
Staff (18.2%)	<i>“[Staff member] cares about me and helps me.”</i> <i>“The teachers and how they respect students.”</i> <i>“My teacher is a great teacher.”</i>
Physical education/gym (10.4%)	<i>“Physical education.”</i> <i>“I love gym.”</i>

Students were also invited to respond to “List up to 3 things you wish could be better at Urban Academy.” A total of 115 (68.2%) students provided 1 or more responses to this question (39 with 1 response, 35 with 2, and 76 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
Facilities, supplies/materials, programming (48.2%)	<i>“Have pizza.”</i> <i>“Change cubbies to lockers.”</i> <i>“Have art classes.”</i>
Academics (17.7%)	<i>“More math.”</i> <i>“Better at math.”</i> <i>“Read more often”</i> <i>“Read better.”</i>

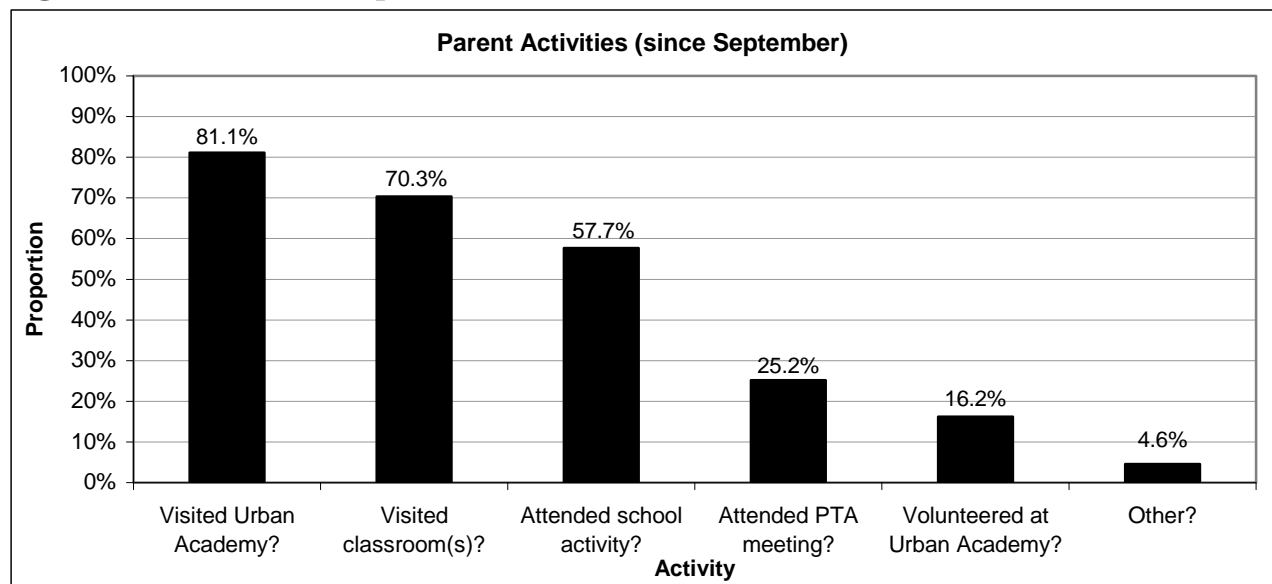
Theme	Example Comments
Student behavior (16.5%)	<i>"Have respect for each other."</i> <i>"Listen to the teachers."</i> <i>"The bus behavior."</i>

Parent Surveys. A total of 121 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 the 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. At the end of this summary, the survey results are discussed within the context of UA's indicators of success.

Most of the parents (or guardians) responding to the survey were women (83.2%) with men representing a smaller proportion (16.8%).¹¹ In addition, half of parents responding to the survey identified themselves as African American/Black (52.3%) and one-quarter (28.8%) of parents identified themselves as Asian/Pacific Islander; the remaining parents identified themselves as Multicultural (9.0%), White/European American (5.4%), Latino/Hispanic (2.7%), or American Indian (1.8%).¹² Most parents had either 1 child attending UA (39.3%) or 2 children (37.4%), while the remaining had 3 children (14.0%) or 4 or more children (9.3%) attending UA.¹³ Over half of the parents (60.2%) indicated they had a working computer at home.¹⁴

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 (81.1%), visited the classrooms (70.3%), and had attended a school activity or conferences (57.7%). Fewer parents indicated they attended a PTA meeting (25.2%) or volunteered at UA (16.2%). Only a small proportion of parents indicated they attended another activity not listed (4.6%).

Figure 12: Parent Participation at UA



¹¹ An additional 8 parents declined to indicate their gender.

¹² An additional 10 parents declined to indicate their race or ethnicity.

¹³ An additional 14 parents declined to indicate the number of children currently enrolled at UA.

¹⁴ An additional 13 parents did not indicate if they had a working computer in their home.

Most parents indicated they attended 2 or fewer activities (52.9%) with fewer parents attended 3 or more (47.1%). In addition, some parents (11.6%) 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. As can be seen in the table, 74% or more of parents responded “yes” to all of the survey items.

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

Student achievement	“Yes”
My child enjoys learning at UA.	109 (90.1%)
My child believes she/he can do well.	103 (85.1%)
My child likes reading.	102 (85.0%)
My child’s reading has improved.	95 (79.2%)
My child likes to write.	94 (77.7%)
My child likes doing math.	89 (77.4%)
I am notified if there is academic difficulty.	89 (74.8%)
I am satisfied with my child’s social progress.	85 (73.3%)
My child’s math skills have improved.	85 (70.8%)
My child understands what she/he is doing in math.	83 (69.2%)
My child understands what she/he reads.	82 (67.8%)
My child can express themselves in writing.	78 (64.5%)
My child’s writing has improved.	78 (64.5%)
Parent Involvement	“Yes”
I encourage homework completion.	113 (93.4%)
Important that my child attends school every day.	112 (93.3%)
UA helps my child learn.	104 (86.7%)
I take child on family field trip once a week.	104 (86.0%)
I would like to learn new ways to help child achieve.	102 (85.0%)
I make sure child is on time.	115 (85.0%)
I read with child once a week.	99 (82.5%)
I feel informed about UA.	98 (82.4%)
I help with homework.	99 (81.8%)
School Environment	“Yes”
UA teachers care about my child.	110 (91.7%)
UA staff show respect for diverse families.	105 (89.0%)
Feel welcome at UA.	106 (87.6%)
UA has a pleasant environment.	104 (86.7%)
My child is proud to attend UA.	103 (86.6%)
My child feels safe at UA.	99 (83.9%)
Teacher responds to calls, concerns.	96 (82.1%)
I would recommend UA to other parents.	97 (80.8%)
I am notified for behavior problems.	94 (79.0%)
I am notified for behavior successes.	93 (78.2%)

Parents were invited to share why they enrolled their child(ren) at Urban Academy. Of the 121 parents responding to this survey, 105 parents (86.8%) offered 132 responses to this question. The majority of parent responses fell under the following 4 themes: recommendations (14.4%); generic positive comments (13.6%); location (12.1%); and class sizes (10.6%). 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
Recommendations (14.4%)	<i>"It was referred to me by another parent." "A parent informed me of the great school."</i>
Positive comments (13.6%)	<i>"It is a great school." "Good program."</i>
Location (12.1%)	<i>"Close to my work." "It is close to my house."</i>
Class sizes (18.2%)	<i>"I wanted my children to be in a smaller classroom setting." "Smaller classes and he gets the one-on-one that he needs."</i>
Recommendations (14.4%)	<i>"It was referred to me by another parent." "A parent informed me of the great school."</i>

Parents also responded to an open-ended question about UA's greatest strength. Of the 121 parents responding to the survey, 90 parents (74.4%) offered 97 responses to this item. Parent responses were reviewed and grouped into the following 4 prominent themes: staff (29.9%); academic strategies and programs (21.6%); family culture (14.4%); and academics and learning (13.4%). 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 (29.9%)	<i>"Teachers go above and beyond to help kids succeed." "Everybody there cares, especially the teachers and staff."</i>
Academic strategies and programs (21.6%)	<i>"Less students gives them [students] more time and attention with the teacher, and therefore a greater learning experience." "Teaching kids with all different kids of abilities."</i>
Family culture (14.4%)	<i>"How family friendly oriented they are." "Family environment."</i>
Academics and learning (13.4%)	<i>"My child has learned a lot since she started the school." "[They] make sure our children learn all they need to know."</i>

Parents were also given the opportunity to make suggestions for UA's future. Of the 121 parents responding to the survey, 80 parents (66.1%) provided 85 suggestions. The majority of parents' suggestions for improvement were grouped into three categories: Positive comments (36.5%); expanded programming (24.7%); communication with parents (9.4%).

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 comments (36.5%)	<i>"Keep up the good work." "Nothing."</i>
Expanded programming (24.7%)	<i>"Music or art classes." "After school programming."</i>
Communication with parents (9.4%)	<i>"Communication as to what is going on at school." "The communication between staff and parents."</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 83 parents responding to the survey, 75 parents (62.0%) responded to this item. The large majority (89.3%) said "yes", Urban

Academy is following its mission, while very few said somewhat (6.7%) or no (4.0%). Parents were also given the opportunity to expand on their response, and parents offered a total of 27 explanatory comments. Parents' additional comments fell into three main categories: student progress/meeting potential (59.3%); parental involvement (25.9%); and staff dedication (14.8%). 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 (59.3%)	<p><i>"My child has come home every day excited about what she has learned and her willingness to learn has increased."</i></p> <p><i>"I see the growth every day in my child."</i></p>
Parent involvement (25.9%)	<p><i>"They have staff that understands family's' needs."</i></p> <p><i>"I am informed every time of positive progress as well as negative."</i></p>
Staff dedication (14.8%)	<p><i>"Everyone at Urban Academy works very hard to impact our children."</i></p> <p><i>"All staff seem to be involved in the well being of the children that attend UA."</i></p>