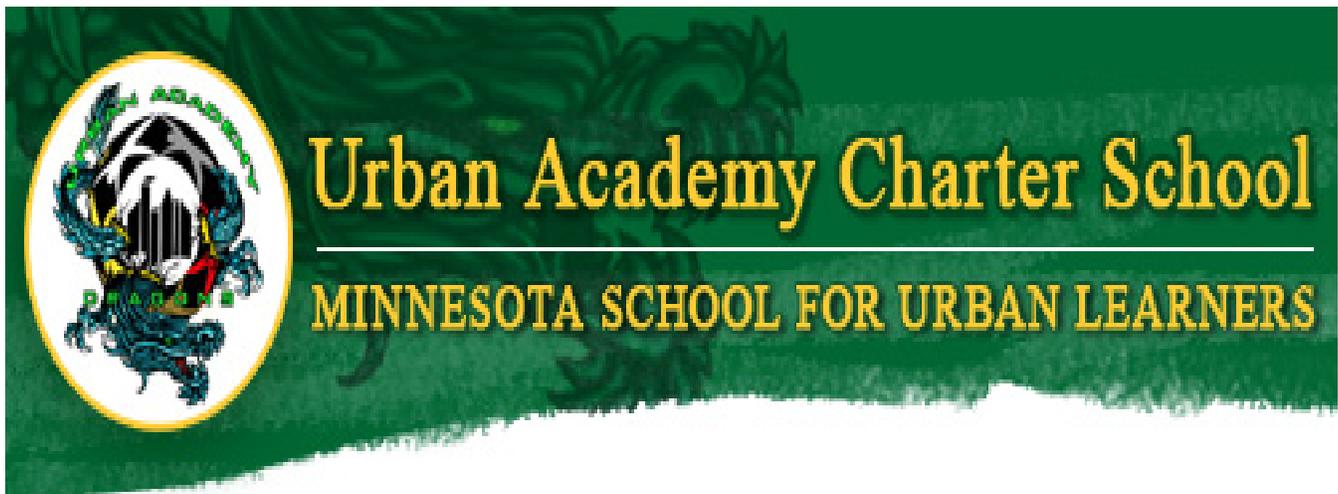


URBAN ACADEMY CHARTER SCHOOL

**2014 ANNUAL REPORT ON CURRICULUM, INSTRUCTION, STUDENT
ACHIEVEMENT, AND WORLD'S BEST WORKFORCE**



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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 (99%) and qualified for free or reduced lunch (99%) and many had limited English proficiency (32%), all percentages greater than the surrounding school district of Saint Paul; some qualified for special education services (8%); also over one-third (40%) of students in grades 1 through 6 were new to school in 2013-2014.
- Students made academic gains in growth on the Measures of Academic Progress (MAP) in Reading, Language Use, and Math:
 - Most students met or exceeded growth targets in reading (68%), language use (62%), and math (77%), meeting the goal of 55% meeting or exceeding growth targets for all three subject areas; these percentages were greater than any previous school year.
- Students made academic gains on the Minnesota Comprehensive Assessment (MCA):
 - UA increased proficiency from 2013 to 2014 by +4% in reading to 21% total proficient; for math proficiency also increased by +4% to 32% total proficient.
 - Proficiency levels and rates of change in proficiency from 2013 to 2014 at UA exceeded two of three comparison schools in reading and exceeded one of three in math.
 - The percent of students On Track for Success has increased each year since 2010 for a total of 28% On Track for Success in Reading and 41% in math.
- UA African American (AA) students increased proficiency between 2013 and 2014 at rates greater than statewide Caucasian students in reading (+7% compared to -1%) while UA Asian or Pacific Islander (API) students changed in proficiency at a rate lower than statewide Caucasian students (-6% compared to +2). In math, UA AA and API increased proficiency at rates greater than statewide Caucasian students (+2% and +3% compared to +1%).
- UA explored the success of specifically 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.
 - Most non-proficient students met or exceeded growth targets on the MAP in reading (72%) and math (61%).
 - Non-proficient students averaged greater than 100% of growth targets in reading (152%) and math (138%).
- UA decreased incidents of disrespectful behavior by -33%, between 2013-14 and the previous school year, exceeding the goal of decreasing incidents by -25%.

GENERAL INFORMATION



“I see growth every day in my child;”

“My child is meeting her potential.”

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.

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.”*

Authorizer Information

2013-2014 Authorizer
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 3, 2013 through June 7, 2014. The school day at UA ran from 8:30 a.m. to 3:30 p.m. Monday through Friday, and the after school program was hosted by The Boys and Girls Club of Mount Airy. Summer school ran from June 16, 2014 through July 10, 2014.

Characteristics of UA Students. In 2013-2014, the large majority of students were students of color (97%) and qualified for free or reduced lunch (97%); these percentages have been very consistent since UA's inception. UA's percentage of Limited English Proficiency students nearly doubled (32%) compared to the previous school year. UA served some Special Education Students (12%) and this percentage is fairly consistent compared to years past. Many students often have a variety of other needs such as students new to the country and homeless students. Table 1 below shows a number of important demographic characteristics of UA students.

Table 1: Characteristics of UA Students

	08-09	09-10	10-11	11-12	12-13	13-14
October 1 Enrollment	275	268	259	302	268	267
Attendance Rate ¹	95.3%	93.3%	92.7%	93.2%	94.1%	N/A ²
Male	153 (56%)	144 (54%)	124 (48%)	157 (52%)	158 (59%)	146 (55%)
Female	122 (44%)	124 (46%)	135 (52%)	145 (48%)	110 (41%)	121 (45%)
Race / Ethnicity						
American Indian	2 (>1%)	1 (>1%)	0 (0%)	1 (>1%)	2 (>1%)	2 (>1%)
Asian/Pacific Islander	63 (23%)	54 (20%)	34 (13%)	44 (15%)	48 (18%)	92 (35%)
Black/Non-Hispanic	191 (69%)	197 (74%)	215 (83%)	245 (81%)	206 (77%)	168 (63%)
Caucasian	13 (5%)	11 (4%)	7 (3%)	8 (3%)	9 (3%)	3 (1%)
Hispanic	6 (2%)	5 (2%)	3 (1%)	4 (1%)	3 (1%)	2 (<1%)
Students of Color	262 (95%)	257 (96%)	252 (97%)	294 (97%)	259 (97%)	264 (99%)
Free or Reduced Lunch	266 (97%)	262 (98%)	253 (98%)	285 (94%)	260 (97%)	266 (99%)
Limited English Proficient	64 (23%)	55 (21%)	31 (12%)	39 (13%)	42 (16%)	86 (32%)
Special Education Status	34 (12%)	39 (15%)	29 (11%)	37 (12%)	33 (12%)	22 (8%)

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 price lunch than does SPPS. In contrast, a similar proportion of Limited English Proficiency students and a higher proportion of students with special education status 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

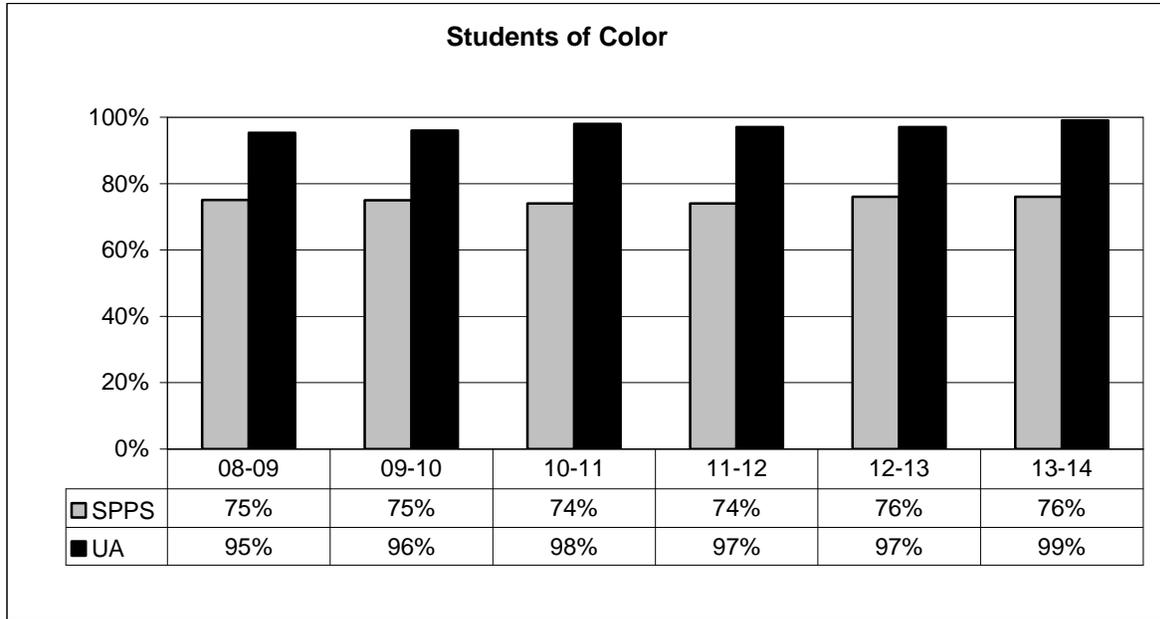


Figure 2: Proportion of Students Eligible for Free or Reduced Price Lunch at SPPS and UA

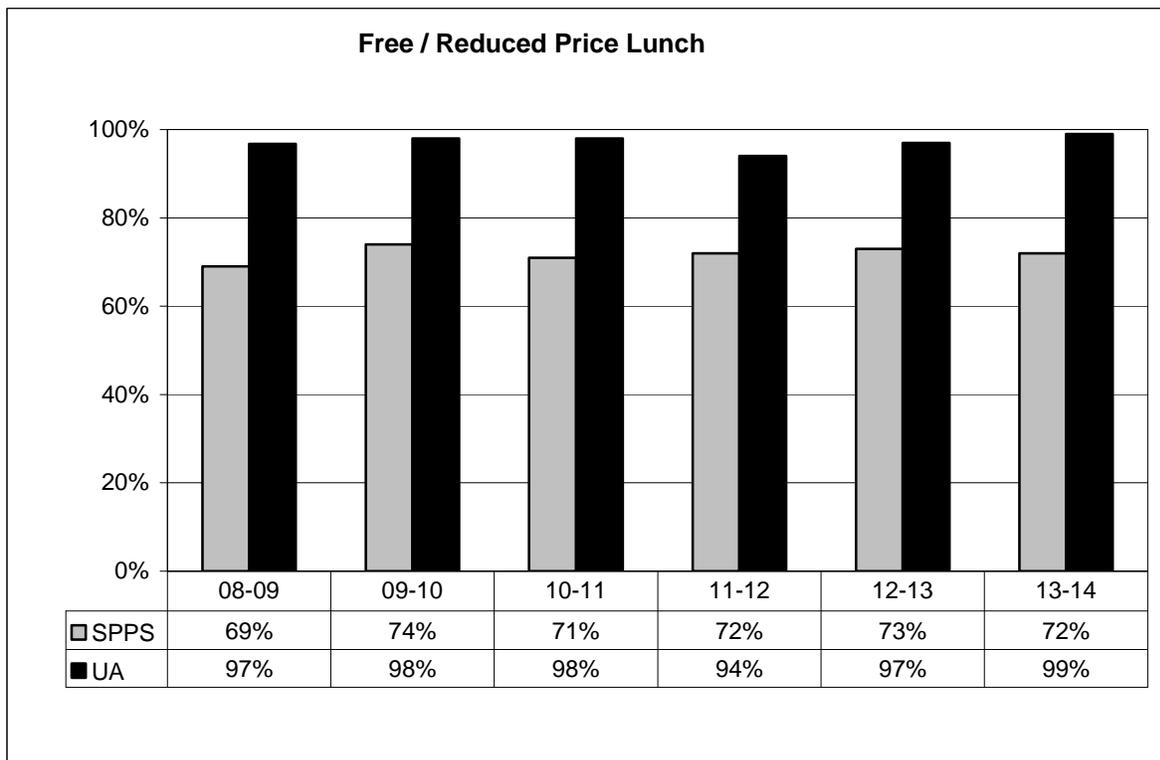


Figure 3: Proportion of Students with Limited English Proficiency at SPPS and UA

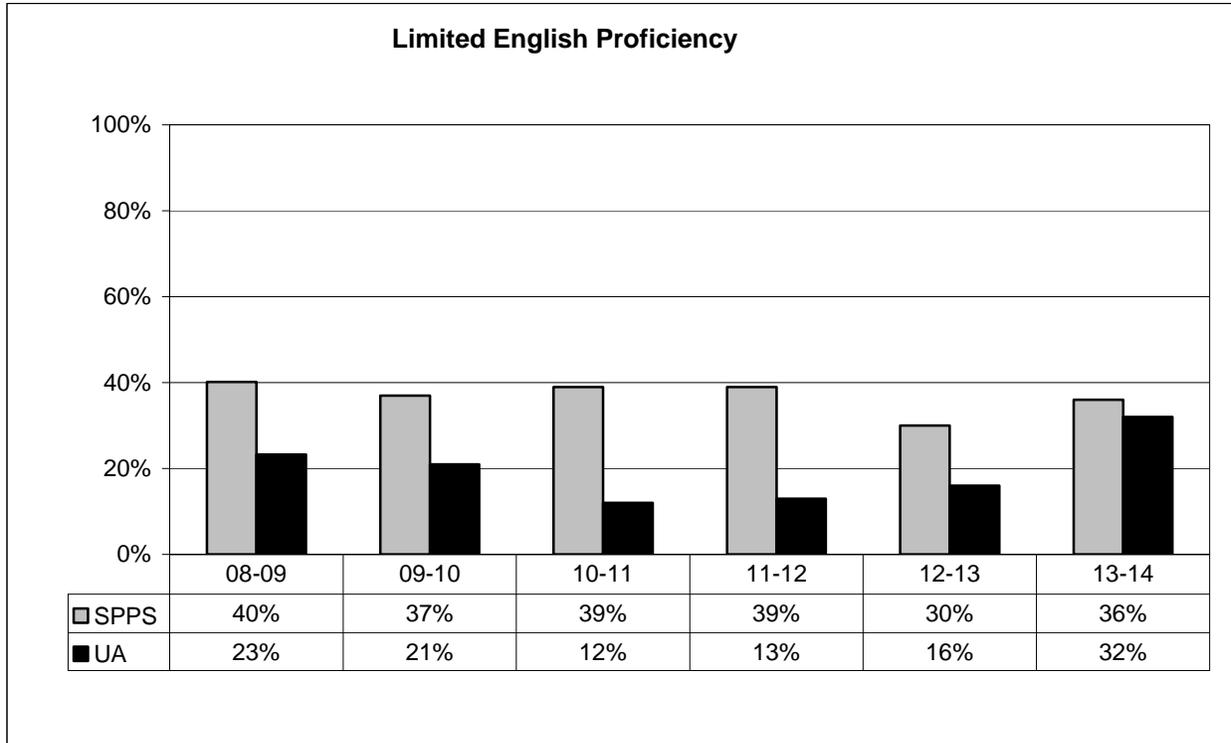
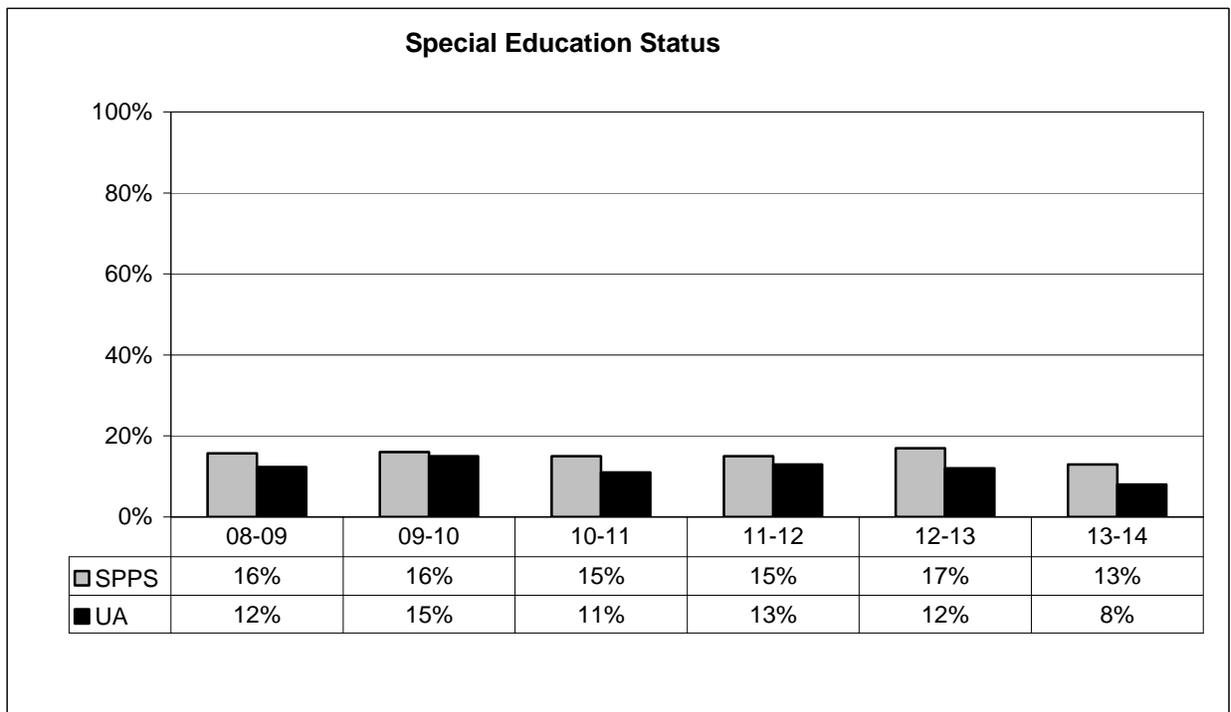


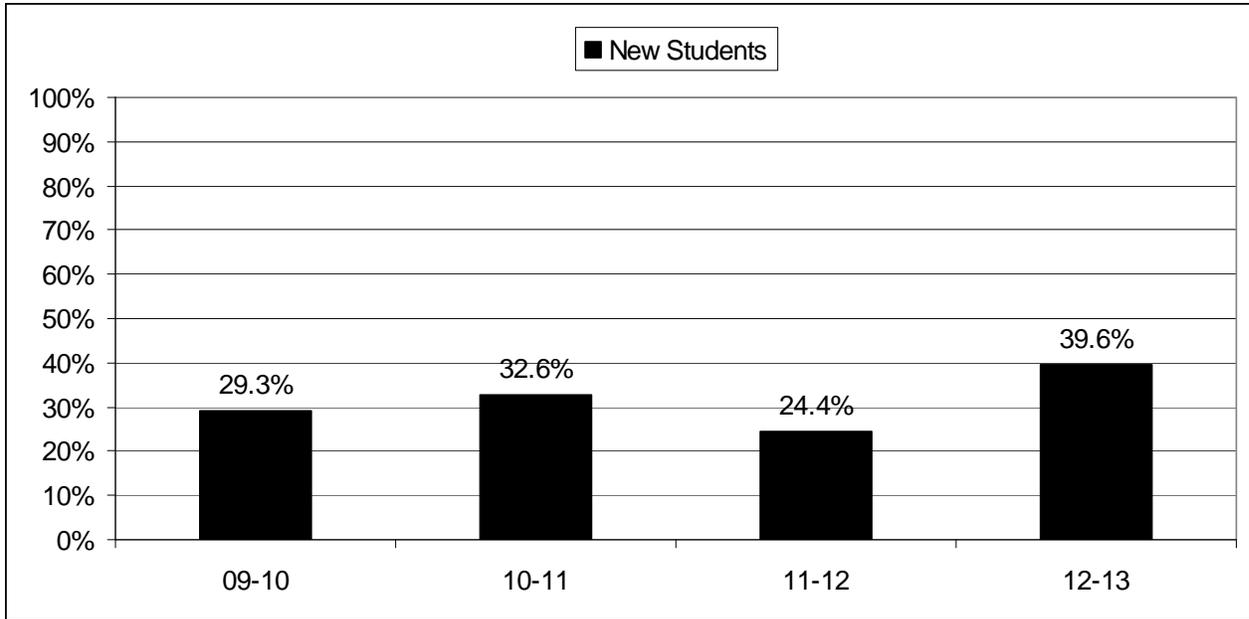
Figure 4: Proportion Special Education Students at SPPS and UA



Student Attrition. UA welcomes all students regardless of their background or life situation and many families are drawn to the school for this reason, and these families also tend to be highly mobile. Although UA connects families with community resources to stabilize their lives and living situations, family situations often result in students leaving UA before 6th grade graduation. 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 four school years displayed. In the 2013-14 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, Grades 3 and 4 averaged 3 years enrolled, Grade 5 averaged about 4 years, and grade 6 averaged close to 3 years of 7 possible.

Table 2: Average Years Enrolled at UA by Grade

Grade	09-10	10-11	11-12	12-13	13-14
1st	1.7	1.5	1.7	1.7	1.7
2nd	1.7	2.2	2.0	2.3	2.1
3rd	2.2	2.3	2.7	2.7	2.6
4th	2.9	2.6	2.9	3.3	2.7
5th	3.2	2.9	3.2	3.5	3.9
6th	3.3	4.1	3.7	4.2	3.3

GOVERNANCE, MANAGEMENT, AND OPERATIONAL PERFORMANCE



“The teachers and staff take good care of the children.”

“Everyone is family.”

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 2013-14 Focus School Plan) and UA’s Annual Report to 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
Dr. Tamara Mattison		Board Finance	tdmatti@comcast.net	Community
Fong Lor		Board Vice-Chair	flor26@comcast.net	Community
Caley Long		Board Member	caley.k.long@gmail.com	Community
Nancy Smith		Board Member	kimamana@clear.net	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 2013-2014 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
Ralph Elliott	relliott@urbanacademymn.org	School	Urban Academy
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 executive director, 1 site director, 1 school principal, 6 support staff (office manager, office secretary, van driver, 2 cafeteria workers, media/technology specialist, and custodian), 1 social worker, 1 behavioral specialist, 13 classroom teachers, 6 teaching specialists (2 Special Education, Title I, 2 ESL, Science) and 11 paraprofessionals to serve 267 students. The classroom teacher to student ration was 20.5:1. All UA classroom teachers are Highly Qualified Teachers as defined by MDE.

UA continues to refine its teaching staff to those who best fit UA's model, and this has resulted in turnover rates at UA being moderately large for 2013-2014. Also, UA is a small charter school with less resources available for teachers than larger, more well funded districts, and some staff will move on to other districts with greater pay and more resources after serving at UA for a time. In 2013-14, 12 of 19 teaching staff (63.2%) are not returning for 2014-15; for all other staff members 3 of 23 are not returning (13.0%).

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

	08-09	09-10	10-11	11-12	12-13	13-14
Teaching staff	15.0%	35.0%	33.3%	7.7%	23.1%	63.2%
Other staff	8.0%	18.2%	25.0%	3.8%	0.0%	13.0%
Total	11.1%	26.2%	30.8%	5.1%	13.0%	35.7%

Table 6 below shows all staff employed at UA for the 2013-2014 school year, their teacher license associated file folder number (when applicable), their position, and whether or not they will be returning for the 2014-2015 school year.

Table 6: UA Staff

Name	File Folder	Position	Return 14-15	Conditions for changes
Mongsher Ly	450140	Executive Director	Yes	
Mai Saevang	397463	Principal	Yes	
Ralph Elliott		Site Director	Yes	
Christina James		Office Manager	Yes	
Seng Xiong		Office Secretary	Yes	
Khalid Lubega	451538	Media/Technology Specialist	Yes	
Williams Morris		Van Driver	Yes	
Phillip Harris		Cafeteria	Yes	
Latasha Moore		Cafeteria	Yes	
Jeremiah Witt		Custodian	Yes	
Emily Ravits		Social Worker	Yes	
Shelley Hickman		Behavior Specialist	Yes	
Clorinda Jacobson	455338	Kindergarten	No	Other Employment
Jennifer Cotennec	474893	Kindergarten	No	Non-Renewal
Panyia Ly	440282	First Grade	Yes	
Samantha Willems	463777	First Grade	No	Other Employment
Robert McCabe	454698	Second Grade	Yes	
Susan Gross	319455	Second Grade	No	Non-Renewal
Christine Sowden	385367	Third Grade	No	Other Employment

Name	File Folder	Position	Return 14-15	Conditions for changes
Charise Powell	472692	Third Grade	No	Non-Renewal
Sara Wright	448620	Fourth Grade	No	Other Employment
Harold Lang	422103	Fourth Grade	Yes	
Eleanor Karr	474609	Fifth Grade	No	Other Employment
Corissa Lueck	473914	Fifth Grade	No	Other Employment
Anna Yang	453766	Sixth Grade	No	Non-Renewal
Kristin Evans	425130	Special Education	Yes	
Yuyin Liao	423068	Special Education	Yes	
PaKou Yang	360268	Title I	Yes	
Rana Angadji	420881	ESL	No	Relocation
Christine Brinkman	444374	ESL	No	Non-Renewal
Jill Romans	355379	Science	Yes	
Yolanda Lozoya		Paraprofessional	No	Non-Renewal
Chao Yang		Paraprofessional	Yes	
Kha Doe		Paraprofessional	Yes	
Lisa Ly Vang		Paraprofessional	Yes	
Una Vang		Paraprofessional	Yes	
Lia Vang		Paraprofessional	Yes	
Ronsoie Xiong		Paraprofessional	Yes	
Mai Ger Vue		Paraprofessional	Yes	
Kyle Elliott		Special Education Paraprofessional	No	Non-Renewal
Victorian Brown-Pena		Special Education Paraprofessional	Yes	
Linnea Sowden		Special Education Paraprofessional	No	Non-Renewal

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 A. 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 B). 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 2014 financial audit is complete, it will be forwarded to NEO and MDE. Appendix C shows UA's fund balance for the month ending July 2014.

MDE Finance Award. For the fiscal year ending in 2012 and 2013, 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;”

“To achieve greater academic success.”

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 Focus School Plan (available upon request) and availability for necessary meetings and document review.

Table 7: District Advisory Committee Members

Name	Position/Association
Mai Saevang	Principal
Pakou Yang	Title I Teacher
Christine Sowden	Lead Teacher/Third Grade Teacher
Robert McCabe	Second Grade Teacher
Kristin Evans	Special Education Teacher
Roger Sykes	School Parent
Mongsher Ly	Executive Director

UA Assessment Objectives. UA is continuously in the process of aligning the interests of NEO, MDE, and other invested stakeholders with the school’s accountability goals, data-driven decision making, and the Focus School Plan. 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. The MCA-II underwent an update of its standards and became the MCA-III in 2013 for reading and in 2011 for math; comparisons between the MCA-II and MCA-III should not be made.

For several years, Urban Academy has 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 was used to set target growth scores to measure student progress from fall to spring. Students classified by whether they meet or exceed their growth targets or score below their growth targets.

Academic Growth. UA established the goal of achieving at least 55% of students would meet or exceed their growth targets from fall to spring on the MAP assessment in reading, language use, and mathematics. UA exceeded the goal in all three subject areas (68.1% in reading, 62.0% in language use, and 76.7% in mathematics); Tables 8, 9, and 10 below provide breakdowns of growth levels per subject and grade level.

Table 8: Number and Proportion of Students Above Growth and Below Growth on the Spring MAP Reading Assessment

	Grade							
	K	1	2	3	4	5	6	Total
Above Growth	30 (78.9%)	21 (72.4%)	23 (56.1%)	27 (69.2%)	21 (77.8%)	22 (71.0%)	12 (50.0%)	156 (68.1%)
Below Growth	8 (21.1%)	8 (27.6%)	18 (43.9%)	12 (30.8%)	6 (22.2%)	9 (29.0%)	12 (50.0%)	73 (31.9%)

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

	Grade					
	2	3	4	5	6	Total
Above Growth	23 (59.0%)	23 (62.2%)	20 (74.1%)	14 (45.2%)	18 (75.0%)	98 (62.0%)
Below Growth	16 (41.0%)	14 (37.8%)	7 (25.9%)	17 (54.8%)	6 (25.0%)	60 (38.0%)

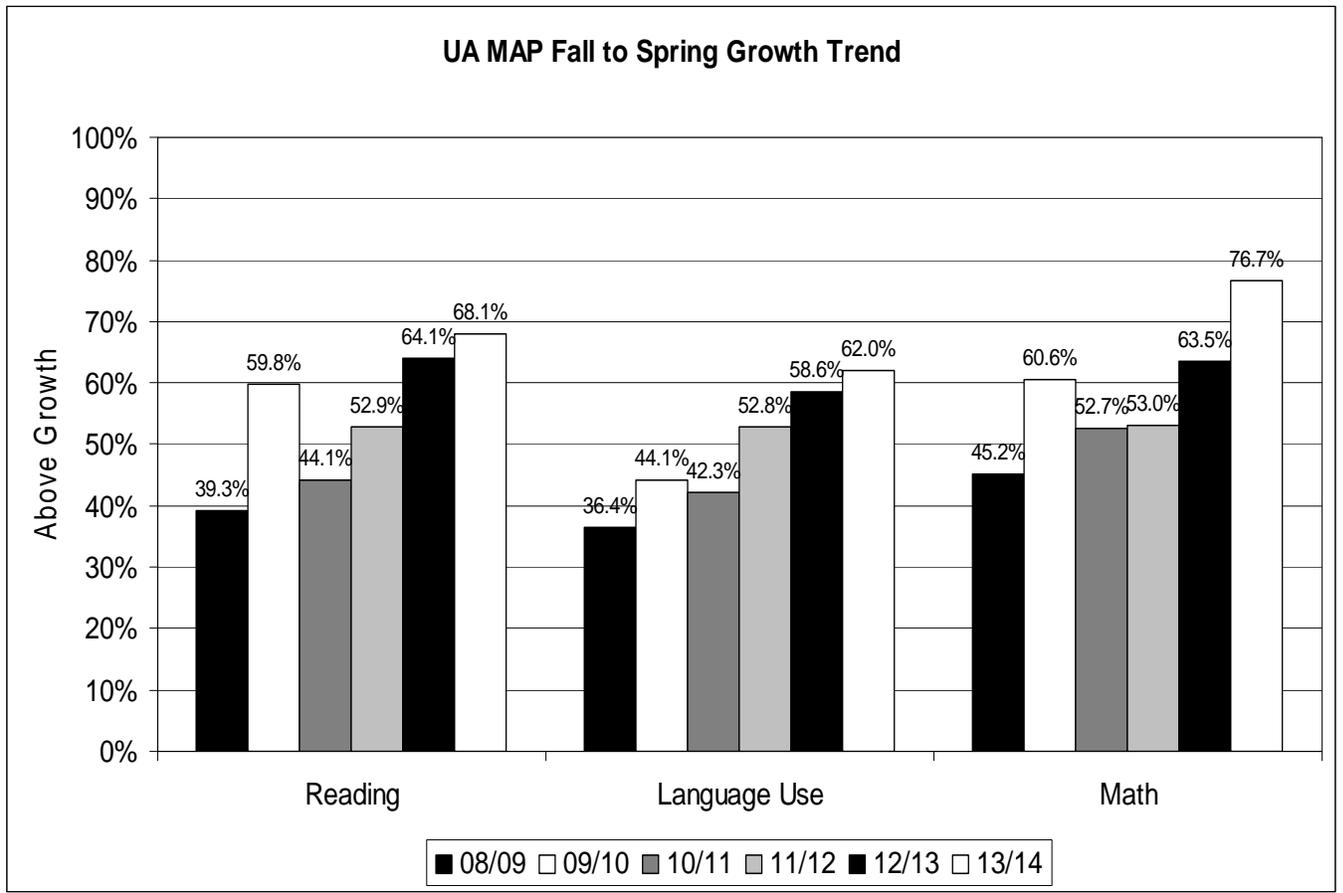
Table 11: Number and Proportion of Students Above Growth and Below Growth on the Spring MAP Mathematics Assessment

	Grade							
	K	1	2	3	4	5	6	Total
Above Growth	32 (84.2%)	23 (79.3%)	33 (82.5%)	31 (81.6%)	20 (74.1%)	21 (67.7%)	14 (58.3%)	174 (76.7%)
Below Growth	6 (15.8%)	6 (20.7%)	7 (17.5%)	7 (18.4%)	7 (25.9%)	10 (32.3%)	10 (41.7%)	53 (23.3%)

Figure 6 below displays the percentages of students meeting or exceeding growth targets in all 3 subject areas in 2008-09 through 2013-14. Compared to all previous school years, UA had higher percentages of students meeting or exceeding growth targets in 2013-2014 in all three subject areas.

Figure 6: Student Growth by School Year and Subject

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



Proficiency by Student Group. The table below breaks down MCA proficiency performance by student group from 2013 through 2014 in reading. The percentage of African American (AA) and Free or Reduced Lunch (FRL) students proficient in each category⁴ increased positively in 2014 while Asian or Pacific Islander (API) and English Language Learner (ELL) proficiency levels decreased and Special Education (SPED) did not change.

Table 11: Reading Proficiency Rates by Year and Student Group

Year*	Reading				
	AA	API	FRL	ELL	SPED
2014	22.4%	23.3%	22.8%	11.8%	0.0%
2013	13.3%	29.2%	16.7%	26.3%	0.0%

* MCA standards changed in 2013 and should not be compared to previous years

The table below breaks down MCA proficiency performance by student group from 2011 through 2014 in math. The percentage of students proficient in each category has steadily increased since 2011 through 2014 with percentages in 2014 exceeding all previous years for all groups except ELL students who have a very similar proficiency level to the previous school year.

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

Table 12: Mathematics Proficiency Rates by Year and Student Group

Year*	Math				
	AA	API	FRL	ELL	SPED
2014	27.6%	40.9%	31.5%	37.1%	18.2%
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%

* MCA standards changed in 2012 and should not be compared to previous years

On Track for Success. MDE defines students “on track for success” if they meet one of two conditions on their MCA tests: 1) students proficient in the previous year make medium or high growth in the following year 2) non-proficient students in the previous year make high growth in the following year. The percent of students on track for success has risen in each progressive year since 2010 through 2014. In 2014, 27.6% of students were on track for success in reading for a +16.7% change since 2010; 40.9% of students were on track for success in math for a +18.3% change.

Figure 7: UA Students On Track for Success

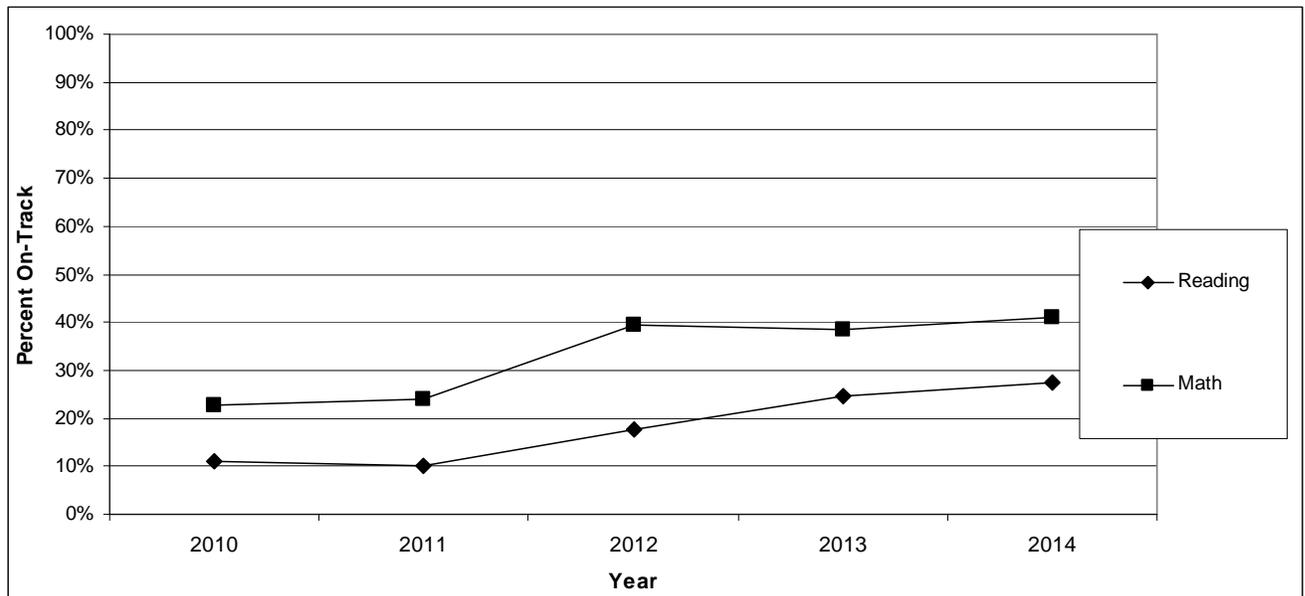


Table 13: UA Students On Track for Success

Year	2010	2011	2012	2013	2014
Reading	10.9%	10.2%	17.6%	24.5%	27.6%
Mathematics	22.6%	24.0%	39.3%	38.5%	40.9%

SMART Achievement Goals

MCA Proficiency SMART Academic Achievement Goal. UA has established data based goals for incrementally increasing student proficient rates. The goal for 2013-2014 was: (1) 24.3% (an increase of +7%) of all students will be proficient on the 2014 MCA reading test and (2) 34.1% (an increase of +7%) of all students will be proficient on the 2014 MCA math test.

As seen in Table 14 below, from 2012 to 2014, UA increased the percent of students scoring proficient in reading and math in each progressive year. In reading, proficiency increased by +4.0%, falling slightly short of the goal. For math, proficiency increased by +4.4% from 2013 to 2014 falling slightly short of the goal. Proficiency rates in 2014 showed a total of 21.3% of students

proficient in reading and 31.5% proficient in math.

Table 154: UA Proficiency Rates of Change from 2011 to 2012

Year	2012	2013	Difference (2012-13)	2014	Difference (2012-13)
Reading	N/A	17.3%	N/A	21.3%	+4.0%
Mathematics	22.5%	27.1%	+5.1%	31.5%	+4.4%

MCA Proficiency Comparison Schools. UA’s goal is to increase the percentage of students that demonstrate proficiency on the MCA math and reading tests at a greater rate than the three comparison schools with similar student populations and similar historical achievement levels: Woodson Institute for Student Excellence (WISE), Bruce F Vento Elementary (BVE), and Green Central Park Elementary (GCPE).

Between 2013 and 2014, UA increased proficiency in reading by +4.0%, a rate higher than both BVE (-0.1%) and GCPE (+2.9%) but slightly lower than WISE (+8.4%). Overall, UA’s proficiency level of 21.3% was higher in 2014 than BE (16.9%) and GCPE (13.0%) and slightly lower than WISE (27.1%).

For math, UA has increased the percent of students proficient in each year since 2011 for a total increase of +18.9%; this increase more than doubles gains by BVE (+7.8%) and is more than six times greater than gains by GCPE (+3.2%); WISE equaled UA’s gains at 19.1%. In 2014 UA had the highest proficiency level of all three schools with 32.5% of students proficient in math followed by WISE at 29.7%, BE at 24.8%, and GCPE at 15.4%.

Table 15: Proficiency Rates at UA, WISE, BVE, and GCPE

Year	Reading				Mathematics			
	UA	WISE	BVE	GCPE	UA	WISE	BVE	GCPE
2011	N/A	N/A	N/A	N/A	12.6%	10.8%	17.0%	12.2%
2012	N/A	N/A	N/A	N/A	22.5%	15.6%	26.1%	12.7%
2013	17.3%	18.7%	17.0%	10.1%	27.1%	19.3%	31.4%	9.6%
2014	21.3%	27.1%	16.9%	13.0%	31.5%	29.7%	24.8%	15.4%
<i>Change</i>	<i>+4.0%</i>	<i>+8.4%</i>	<i>-0.1%</i>	<i>+2.9%</i>	<i>+19.8%</i>	<i>+19.8%</i>	<i>+7.8%</i>	<i>+3.2%</i>

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

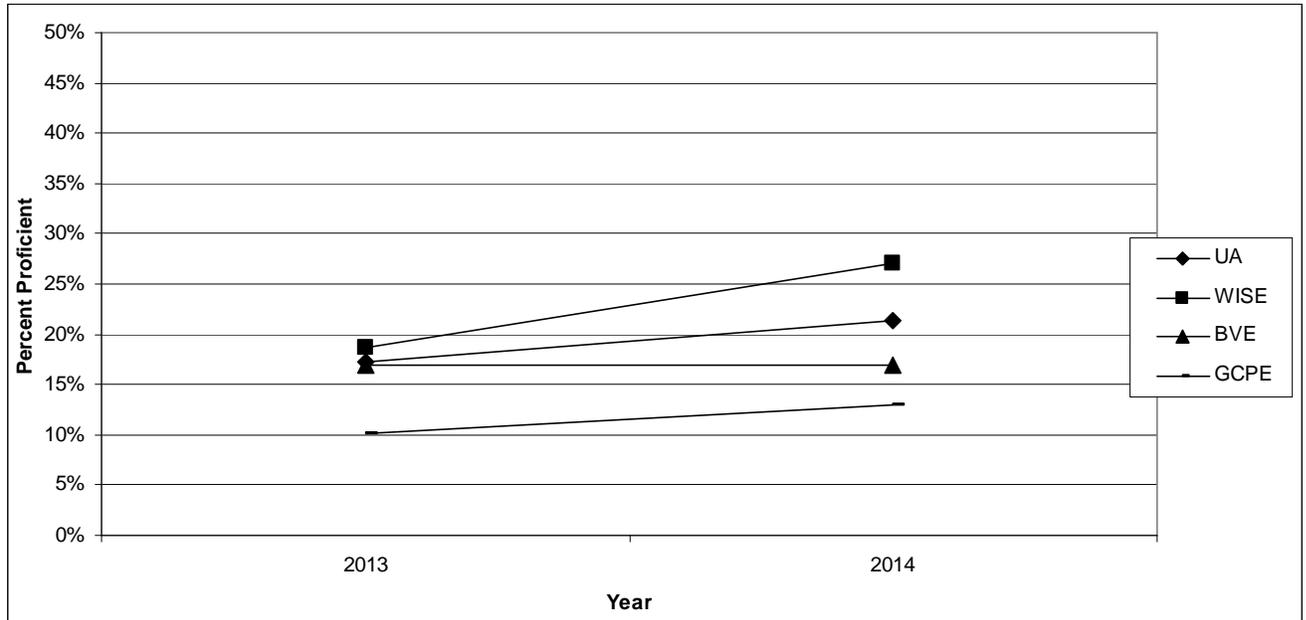


Figure 9: MCA Math Proficiency Trends of Students at UA , EOGGA, WISE, and GCPE

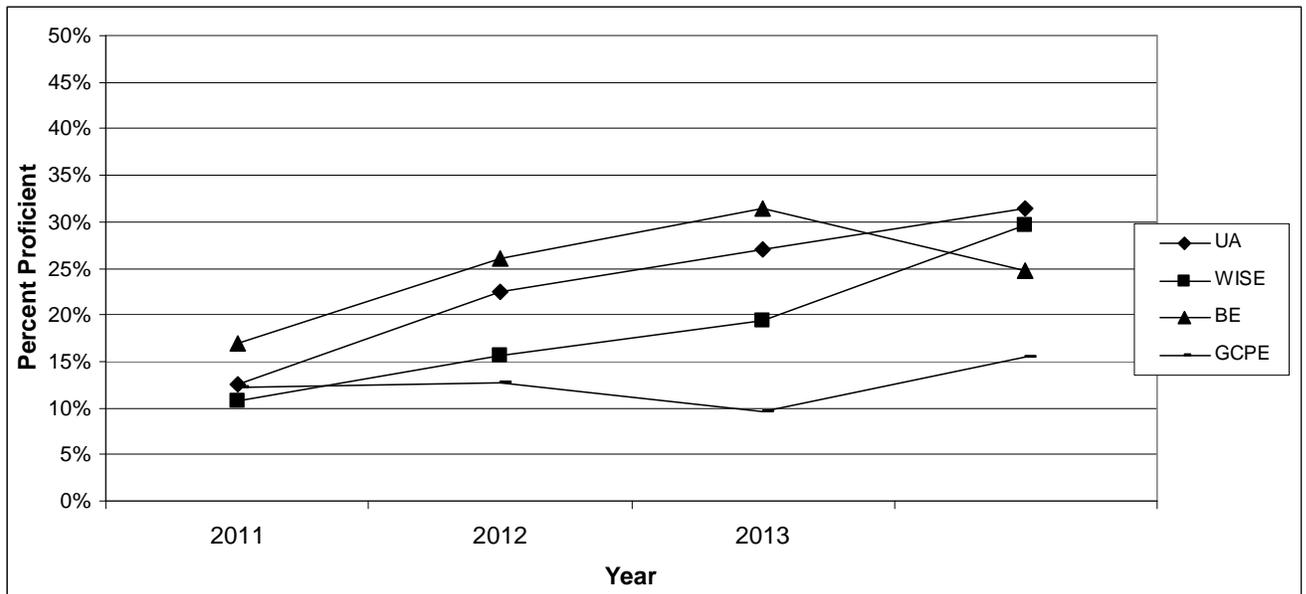


Table 16: Change in Proficiency Scores from 2012 to 2013 for UA, EEOGGA, WISE, and GCPE

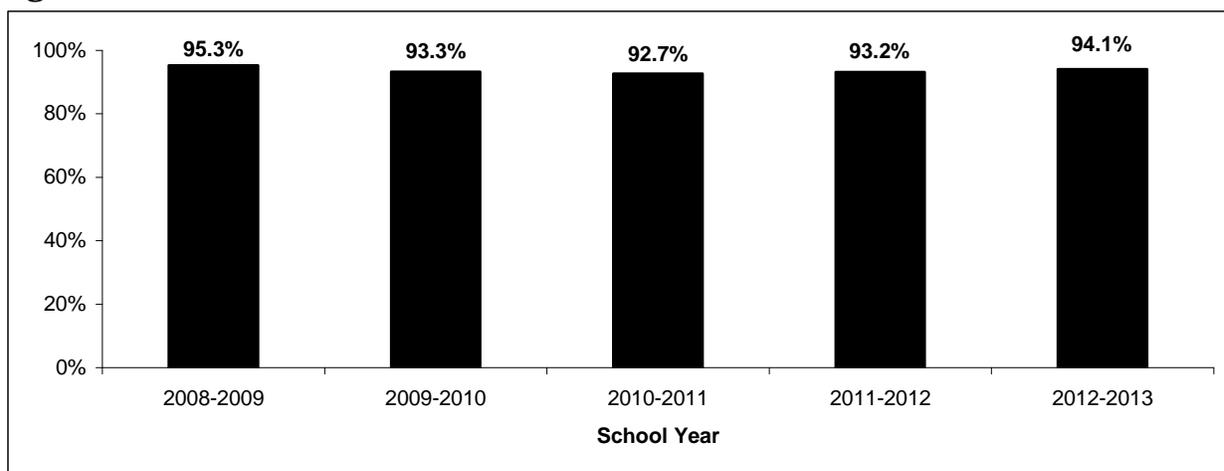
Year	Reading				Mathematics			
	UA	WISE	BE	GCPE	UA	WISE	BE	GCPE
2011	N/A	N/A	N/A	N/A	12.80%	10.40%	15.40%	10.80%
2012	N/A	N/A	N/A	N/A	22.00%	15.30%	25.30%	12.40%
2013	16.70%	18.30%	16.30%	9.90%	27.10%	19.50%	29.40%	9.70%
2014	22.50%	26.80%	17.60%	13.00%	32.10%	29.50%	24.90%	16.20%
<i>Change</i>	<i>+19.3</i>	<i>+19.1%</i>	<i>+9.5%</i>	<i>+5.4%</i>	<i>+5.8%</i>	<i>+8.5%</i>	<i>+1.3%</i>	<i>+3.1%</i>

Non-Academic Goals

Student Behavior. UA established a non-academic goal to measure implementation progress of the Positive Behavioral Intervention and Supports (PBIS): incidents of disrespectful behavior would decrease by 25% from 2012-2013 to 2013-2014. In 2011-12, UA showed a decrease in referrals by 12.5% with 63 issued compared to 72 in the previous year, and in 2013-14 only 42 referrals were issued for a decrease of 33.3%, exceeding the goal by 8.3%.

Attendance. Figure 9 below summarizes attendance rates from the 2008-2009 school year to the 2012-2013 school year⁵. In 2012-2013 UA's attendance rate was 94.1%, higher than all previous years except for 2008-09. UA spends a great deal of effort in maintaining this historically high attendance rate with its high needs population of students, and considers time away from school as a last resort for rehabilitation. For example, UA staffs a Behavioral Specialist to immediately manage student disruptions, all staff have training in implementing the PBIS, and UA communicates with families openly about student behavior. UA also considers other hindrances to attendance beyond behavior and, for example, purchased a clothes washer and drier for families who would otherwise have their child miss school rather than attend with dirty uniforms.

Figure 10: UA Attendance Rates Over Time



MARSS Accuracy. UA has set the goal of achieving 100% MARSS accuracy for each school year, and in 2013-14 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 (65.3%), writing perceptions (64.3%), math perceptions (64.5%), and family and school climate (58.7%), however all percentages were lower than the previous year.

⁵ 2013-2014 attendance rates are not currently available from MDE.

Table 17: Student Survey Indicators of Success

Percent Satisfaction					
Domain	2009-10	2010-11	2011-12	2012-13	2013-14
Reading Perceptions	68.6%	67.3%	69.3%	79.7%	65.3%
Writing Perceptions	76.3%	70.3%	72.9%	83.9%	64.3%
Math Perceptions	78.4%	69.4%	74.0%	86.1%	64.5%
Family and School Climate	66.6%	62.2%	67.2%	81.1%	58.7%

Parent satisfaction showed positive results for student achievement (72.4%), parental involvement (86.5%), and school environment (82.8%), meeting UA’s goal of 80% satisfaction for two of the three areas. All three domains’ levels of satisfaction in 2013-2014 were very similar to the previous school year.

Table 18: Parent Survey Indicators of Success

Percent Satisfaction					
Domain	2009-10	2010-11	2010-12	2012-13	2013-14
Student Achievement	76.6%	81.6%	75.7%	72.9%	72.4%
Parent Involvement	83.4%	90.4%	87.4%	86.2%	86.5%
School Environment	91.4%	88.5%	84.4%	81.0%	82.8%

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?
- What is UA doing to address the achievement gap?

Selection Criterion. To be included in the following analysis, students had to have a valid MCA score in 2014 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 2013 and spring of 2014. Therefore, this analysis excludes a few students (24.4% or 32 students total) 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 2014 MCA, 77.5% of students were not proficient in reading; in math 67.9% were not proficient.

Tables 19 and 20 break down average fall RIT scores per grade level and associated grade levels. In general, as grade level increased, the further behind grade level students were. In the beginning of the school year students who were not proficient in reading were at least one grade level behind in grades 3 and 4 while Grade 5 was greater than 2 grade levels behind and 6th graders were at least 3 grade levels behind. In math, non-proficient students also averaged at least one grade level behind grade level norms in all grades with 4th and 6th graders 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	29	168.7	Greater than 1
4	22	175.9	Greater than 1
5	22	187.7	Greater than 2
6	19	186.8	Greater than 3

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

Grade	Number Tested	Average Fall RIT	Grade Levels Behind
3	26	174.7	Greater than 1
4	14	177.8	Greater than 2
5	17	197.5	Greater than 1
6	22	197.4	Greater than 2

Fall to Spring Growth Results. Table 21 shows the percentage of this sample of students meeting or exceeding growth targets on the 2013-14 MAP. As seen in Table 22, 71.7% of non-proficient students made met or exceeded growth targets in reading and 60.8% in math.

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

Grade	Above Growth in Reading	Above Growth in Math
3	19 (65.5%)	20 (23.1%)
4	17 (77.3%)	8 (57.1%)
5	18 (81.8%)	8 (47.1%)
6	12 (63.2%)	12 (54.5%)
<i>Total</i>	<i>66 (71.7%)</i>	<i>48 (60.8%)</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 growth⁶ attained for non-proficient students. Non-proficient students averaged greater than 100% of MAP growth in both subjects averaging 152.0% percent of growth in reading and 138.9% of growth in math. In conclusion, although these particular students did not achieve proficiency, they made greater than average academic progress compared to their peers and moved closer toward becoming proficient.

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

Grade	Percent of Reading MAP Growth	Percent of Math MAP Growth
3	115.4%	145.7%
4	157.8%	170.0%
5	179.6%	119.9%
6	169.4%	125.8%
<i>Total</i>	<i>152.0%</i>	<i>138.9%</i>

⁶ 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.

Achievement Gap Reduction

UA’s progress towards closing the achievement is one way in which the school is contributing to building the World’s Best Workforce. Figure 11 and Table 23 below display proficiency trends for UA’s African American (AA) and Asian or Pacific Islander (API) student populations⁷ 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 AA students increased proficiency rates at a higher rate than statewide Caucasian students between 2013 and 2014 (+9.1 for AA students compared to +1.5% for statewide Caucasian students); UA’s API students decreased slightly in proficiency (-5.9%).

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

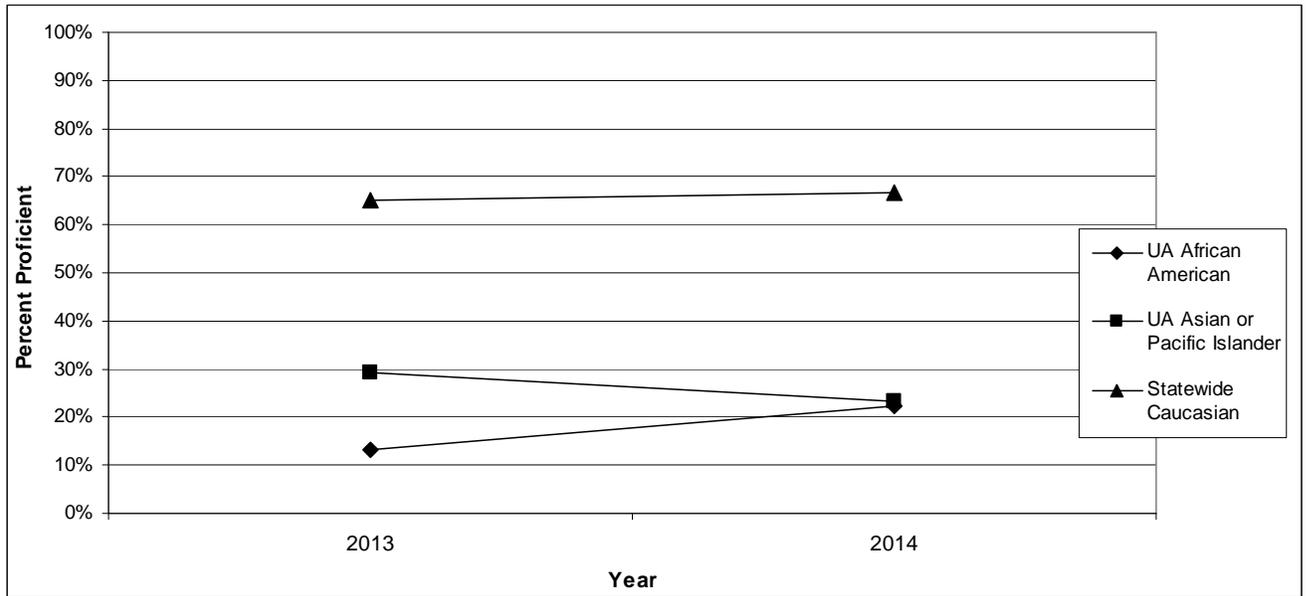


Table 23: Achievement Gap Reading Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students

Group	2013	2014	Change
UA African American	13.3%	22.4%	+9.1%
UA Asian or Pacific Islander	29.2%	23.3%	-5.9%
Statewide Caucasian	65.1%	66.6%	+1.5%

Figure 12 and Table 24 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. 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 2013 and 2014 (+3.1 for AA students and +2.4 for API students compared to +0.6% for statewide Caucasian students). Since 2011, UA AA students have gained +12.0% towards closing the achievement gap and UA API students gained +11.5%.

⁷ Other ethnic categories of Hispanic and American Indian or Alaskan Native had too few students to report.

Figure 12: Achievement Gap Math Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students

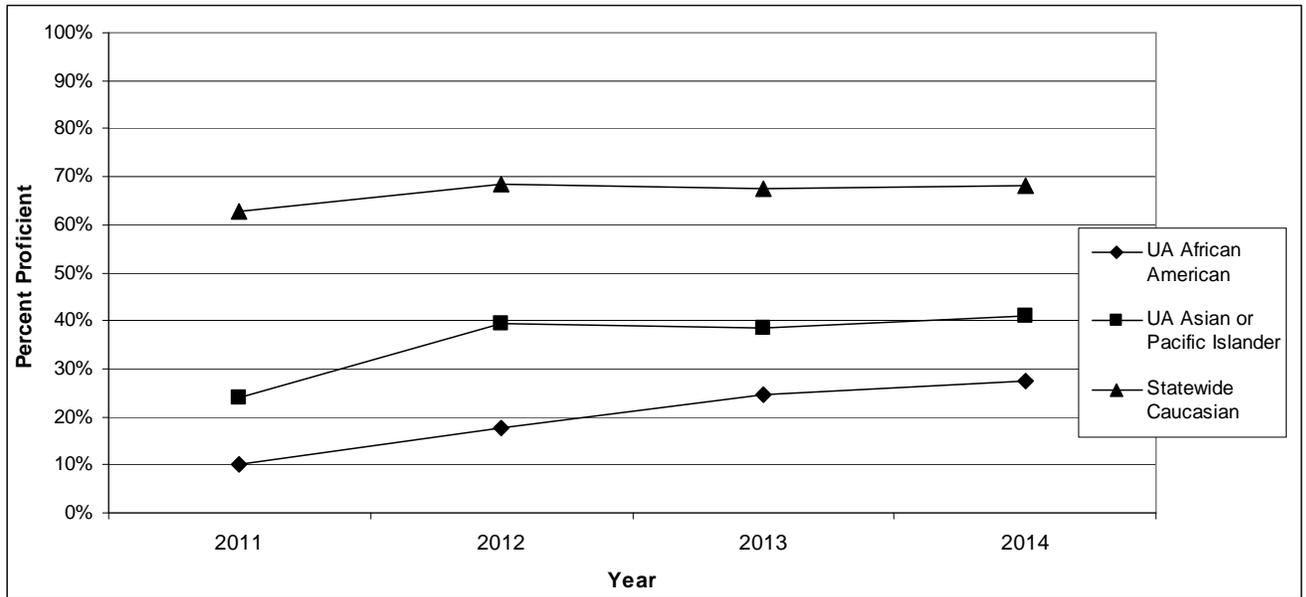


Table 24: Achievement Gap Math Trends for UA African American and Asian or Pacific Islander Students Compared to Caucasian Students

Group	2011	2012	Change 2011 to 2012	2013	Change 2012 to 2013	2014	Change 2013 to 2014
UA African American	10.2%	17.6%	+7.4%	24.5%	+6.9%	27.6%	+3.1%
UA Asian or Pacific Islander	24.0%	39.3%	+15.3%	38.5%	-0.8%	40.9%	+2.4%
Statewide Caucasian	62.7%	68.3%	+5.6%	67.5%	-0.8%	68.1%	+0.6%

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



"I want to clothe children that don't have clothes, I want to feed children that are hungry, I want to help get them shelter when they are homeless."

Dr. Mongsher Ly, Director
Urban Academy

Successes and Challenges

Successes. Urban Academy goes to great lengths to align their Title I, School Improvement Plan, Literacy Plan, and Q Comp plan so that resources are utilized wisely and efficiently to meet the needs of the students through consistent and focused interventions that align across each of these plans.

- Proficiency rates have steadily increased in both math and reading.
 - MCA Reading proficiency rates increased from 16.7% in 2013 to 22.5% in 2014.
 - MCA Math proficiency rates increased from 12.8% in 2011 to 27.1% in 2013 and then to 32.1% in 2014.
- Student academic growth has continued to improve and excel.
 - The percent of student that meet or exceed expected growth targets rose in 2014 to 68.1% in reading and 76.7% in math (greater percentages than any previous school year at UA), showing that UA students are performing better than national averages.
 - For specifically students non-proficient on the MCA, these students made 152.0% of their MAP growth targets in reading and 138.9% in math.
- Implementation of the PBIS has resulted in a 33% decrease in disrespectful behavior.
- Attendance rates have continued to be strong with a 94.1% attendance rate in 2012-13.

Challenges.

- MCA proficiency in reading and math has increased, but there is still room for improvement. UA is continuing to refine its practices to meet the needs of students.

- The continued high mobility rate of UA's population of students (39.6% were new students in 2013-14) results in the teaching staff facing a significantly different cohort of students each year of which many are significantly behind grade level in both reading and math.
- There is a need for greater consistency in the competency level of staff in the key teaching skills required within UA's standards (e.g. classroom management, balanced literacy, backwards lesson planning, use of data).
- Typically the school has some staff turnover, and this past year it was even higher for a number of reasons. The high turnover rate supports a number of new challenges and training them into UA's system will be a challenge in 2014-15. With so many new, the main focus of the coming school year will be to support and train these new staff in how to practice data driven instruction and backwards planning (Understanding by Design) towards common formative assessments in both reading and math. Since UA's math curriculum is aligned well to the State standards, UA will focus support in planning the reading curriculum within the Balanced Literacy framework.
- The Social Studies curriculum needs to be updated. A curriculum committee will be convening in 2014-15 to conduct a needs assessment and research curriculum options.

Innovative and Best Practices

Curriculum Best Practices. UA's curriculum is rigorously aligned to the Minnesota Academic Standards.

For reading, staff utilize teaching methods defined by the National Reading Panel and Balanced Literacy strategies for teaching reading. 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 key reading strategies to improve comprehension.

UA utilizes the Envisions mathematics curriculum, which aligns to the Minnesota Mathematics Standards. UA teachers analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master in order to become grade level proficient. Then they 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. This is commonly referred to as "backwards lesson design." The Envisions curriculum has the advantage of providing a more visual approach to helping students understand math concepts. UA teachers are also trained to implement the concrete-abstract-representational instructional design that increases student engagement and conceptual understanding. UA utilizes a Title I mathematics teacher to provide additional classroom support to students slightly below grade level in mathematics.

Data Driven Instructional Practices. UA has a variety of structures for analyzing student data and developing interventions to help students meet grade level proficiency. Given what UA learns about student needs, decisions are always made in the best interests of the students. And given the small size of the school there is little "red tape" hindering the process of adapting to student needs.

Staff are trained to "backwards plan" to benchmark assessments to determine mastery of standards. The staff has been trained in the Response to Intervention (RtI) methods and trained in how to use weekly Professional Learning Communities (PLC) to further analyze weekly student data from benchmark assessments based on the Minnesota Standards in language arts and reading. 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, and paraprofessionals, and the principal) to discuss the overall progress of students the effectiveness of interventions.

The Instructional Leadership Team/Q Comp Team meets weekly to review benchmark data and plan aligned professional development activities to support teachers in helping students that are not achieving their full potential. They also meet monthly for 60 minutes to examine what is working and not working overall in the program as well as discuss the Q Comp teacher observation and evaluation data. The data from benchmark assessments as well as analysis of data from MAP and MCA assessments are used to determine professional development needs on an ongoing basis.

The Leadership Team/Q-comp Team is tasked to support teachers. They are expected to be coaches, models and support of staff, for individual growth as well as the team as a whole. The leaders are self-starters, and take initiative based on these expectations. The leaders help staff by building relationships between staff members and by generating by-in with staff on the school improvement process. The team meets weekly for 30 minutes to look at data from weekly assessments, examine trends, and identify professional development needs that will help students succeed. They also talk through feedback from teachers and Q Comp observations to identify effective teaching strategies that can be model during upcoming PLC. Additionally, the leadership team meets monthly for 60 minutes to review the overall School Improvement Plan and to review progress on team goals, stay focused on student learning, improve communication, and build capacity across staff.

Reading Interventions. UA applies a wide range of reading interventions to ensure all students are reading at grade level by 3rd grade, and thereby meeting the standards for the World's Best Workforce. Reading interventions are built off of a variety of student achievement results. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. UA also uses internally developed or selected benchmark assessments directly aligned with Minnesota standards on a bi-weekly basis to determine grade level proficiency in reading. The students are also assessed in reading through MAP three times a year. Students are asked to complete a writing sample three times a year, which they need to score 85% or higher to be proficient. The MN Reading Corps members give weekly assessments to students who qualify for the MRC program. Diagnostics tests are also given to check proficiency. The students are assessed with the DSI spelling assessment, and grouped according to their assessment score.

Bi-weekly benchmark assessment results are analyzed on a bi-weekly basis at PLC meetings where teachers develop targeted goals for students and collaborate to form strategies to help students that are not meeting grade level proficiency. Teachers use this formative data to identify students who are not meeting a specific benchmark and collaboratively plan for remediation as well as identify those students who meet the grade level benchmark and need enrichment. The school's Principal and teachers all share best practices in remediation and collaboration to improve student outcomes includes all instructional staff including paraprofessionals, Title I, ESL and Special Education.

UA uses reading strategies and interventions identified by the National Reading Panel (direct vocabulary instruction, generating questions, and monitoring comprehension) and that are implemented within a Balanced Literacy instructional approach within the Readers and Writer's 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.

Reading Corps staff tutors students one-on-one using research based specific interventions. This provides K-3 students additional practice to improve deficient skills such as letter sound and

nonsense word fluency correspondence, phoneme blending, phoneme segmenting, word blending, repeated reading with comprehension, and oral reading fluency. This strategy is most effective for those students who are closest to achieving grade level reading standards and will improve their performance in a timely manner.

The Title I program also has a specific focus on reading literacy. The Title I teacher works with one-on-one or small groups of students focusing on increasing the students reading skills. UA also uses two ESL teachers to improve the reading skills of ELL students. The ELL teachers will provide small group English and reading instruction for the ELL students on a daily basis during the literacy block to provide additional instruction in reading.

Parent Involvement. UA families are notified through goal sheets related to math and reading achievement at conferences two times a year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's score. Phone logs are kept to insure parents are being notified of their child's progress throughout the year. A letter is sent home each year with MCA scores listed. MAP test scores and reading levels are included on report cards.

Parents are invited to collaborate in a variety of ways. First, parents are invited to Reading, Math, and MCA nights and to parent-teacher conferences twice a year. Additionally, teachers are required to contact at least 10 parents each month. Newsletters from the school go out monthly, and some classroom teachers have class newsletters. We have a parent survey each year. Parents are also invited to volunteer in the classroom, additionally; we have family dinners throughout the year, where parents are invited to attend.

Future Plans

- Continue to identify teaching staff who need support on implementation of backwards planning and using common formative assessment data to improve consistency of usage across grades.
- Explore options for a Performance Based or Proficiency Based salary schedule as a way to improve teacher retention.
- UA is moving to a larger location near a park to allow more space for learning in the Fall of 2015; the location is close enough to the current location to allow UA to continue to serve its current community. Given the new space, UA has plans to significantly upgrade technology access for both teachers and students. Significant teacher training will support the advancement of using technologies such as SmartBoards, Ipads, and other software programs to support language instruction, literacy development, and math concept development.

ABOUT ACET INC.

ACET has provided evaluation and research services for 15 years. ACET takes great pride in providing a wide range of evaluation services and solutions to local, regional, and national clients. ACET's collaborative, flexible, and transparent approach helps programs achieve outcomes to promote maximum potential for current and prospective generations. We believe the power of evaluation will transform the way our clients help people.

Contributors to this report include:

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APPENDIX A

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 _____

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 B

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 C: FINANCES

Urban Academy
Balance Sheet
 Month Ending - July 2014

	General Fund	Food Service Fund	Fixed Assets & Long Term Debt	Total All Funds
ASSETS				
Current Assets				
Main Checking Account	187,900	(8,173)	-	179,727
Savings/ICS Account	245,983	-	-	245,983
Due from MDE	303,548	255	-	303,803
Due from Federal	17,412	7,527	-	24,939
Due From Local Sources	3,807	-	-	3,807
Prepaid (Lease Deposits & Other)	24,643	-	-	24,643
Total Current Assets	783,294	(391)	-	782,903
Equipment				
General Fixed Assets	-	-	377,571	377,571
Total Equipment	-	-	377,571	377,571
Other Assets				
Amount Provided for NCB Loan	-	-	-	-
Total Other Assets	-	-	-	-
Total Assets	783,294	(391)	377,571	1,160,474
LIABILITIES, EQUITY AND FUND BALANCE				
Current Liabilities				
Payroll Liabilities	86,330	-	-	86,330
Accounts Payable	24,535	-	-	24,535
Other Accounts Payable- Debt	-	-	-	-
Short Term Debt-LOC	-	-	-	-
Deferred Revenue	-	-	-	-
Total Current Liabilities	110,865	-	-	110,865
Long Term Liabilities				
Loans	-	-	-	-
Total Long Term Liabilities	-	-	-	-
Total Liabilities	110,865	-	-	110,865
Equity and Fund Balance				
Investment in General Fixed Assets	-	-	377,571	377,571
Restricted Fund Balance- 6/30/2013	24,643	-	-	24,643
Unrestricted Fund Balance - 6/30/2013	696,417	-	-	696,417
Net Income-Current Month	(48,631)	(391)	-	(49,022)
Total Equity and Fund Balance	672,429	(391)	377,571	1,049,609
Total Liabilities, Equity and Fund Balance	783,294	(391)	377,571	1,160,474

APPENDIX D: PARENT AND STUDENT SURVEYS

Urban Academy Parent Survey Results Spring 2014

The following is a summary of the survey responses collected from parents who have students that attended Urban Academy (UA) in spring 2014. A total of 156 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. At the end of this summary the survey results are discussed within the context of UA’s indicators of success.

Section 1: Parent Demographics

Most of the parents (or guardians) responding to the survey were women (82.1%) with men representing a smaller proportion (17.9%).⁸ In addition, half of parents responding to the survey identified themselves as African American / Black (50.7%) and over one-third (38.7%) of parents identified themselves as Asian / Pacific Islander; the remaining parents identified themselves as White/European American (4.2%), American Indian (2.8%), Multicultural (2.8%), or Latino/Hispanic (0.7%).⁹ Most parents had either 1 child attending UA (50.4%) or 2 children (34.3%) while the remaining had 3 children (10.9%) or 4 or more children (4.4%) attending UA.¹⁰ Over half of the parents (65.7%) indicated they had a working computer at home.¹¹

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%).

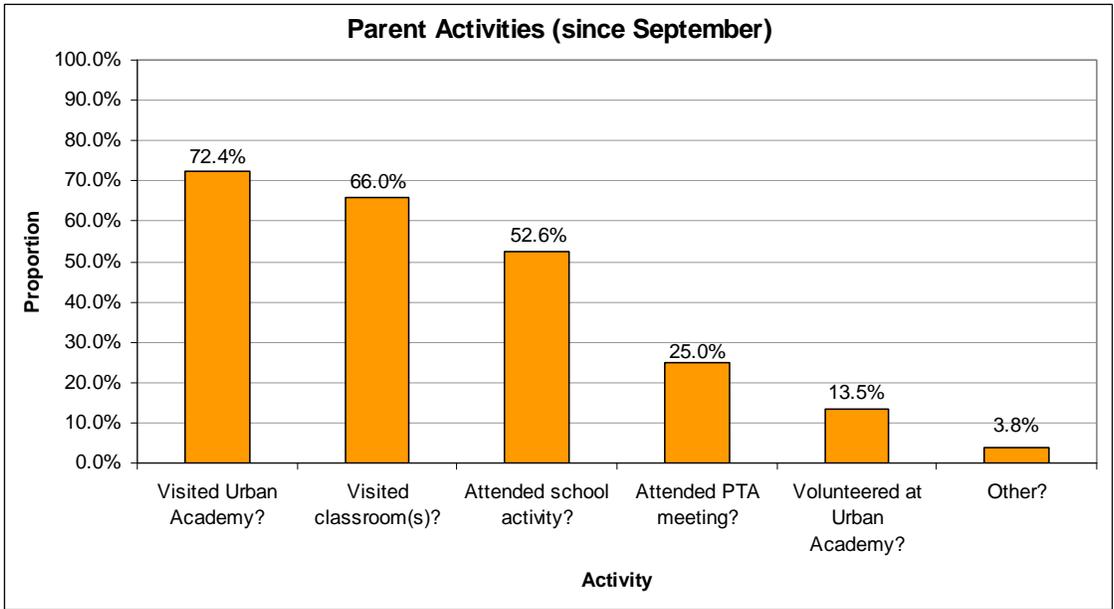
Chart 1: Parent Participation at UA

⁸ An additional 11 parents declined to indicate their gender.

⁹ An additional 14 parents declined to indicate their race or ethnicity.

¹⁰ An additional 17 parents declined to indicate the number of children currently enrolled at UA.

¹¹ An additional 15 parents did not indicate if they had a working computer in their home.



About half of parents indicated they attended 2 or less (49.4%) with the rest of parents attending 3 or more activities (21.8%). In addition, some parents (13.5%) indicated they had attended none of the activities.

Section 2: Student Achievement

Parents’ perceptions of their children’s achievements in school were generally positive and overall “Yes” responses were observed for 55.8% or more on all of the student achievement items. Refer to Chart 2 for the percentage of responses for each answer category and Table 1 for the breakdown of responses for each question.

Chart 2: Percentage of Respondents for Student Achievement Questions

Perceptions of Student Achievement

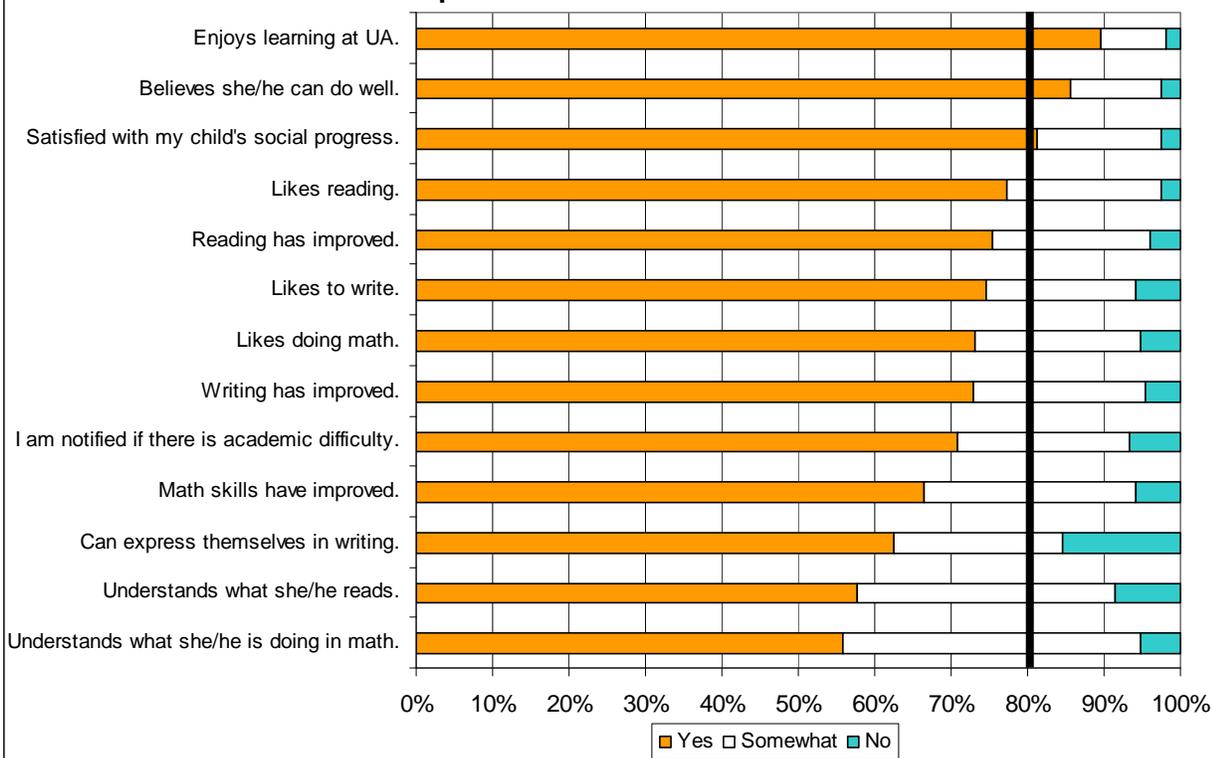


Table 1: Breakdown of Responses for Student Achievement Questions

	Yes	Somewhat	No
My child enjoys learning at UA.	139 (89.7%)	13 (8.4%)	3 (1.9%)
My child believes she/he can do well.	132 (85.7%)	18 (11.7%)	4 (2.6%)
I am satisfied with my child's social progress.	125 (81.2%)	25 (16.2%)	4 (2.6%)
My child likes reading.	119 (77.3%)	31 (20.1%)	4 (2.6%)
My child's reading has improved.	114 (75.5%)	31 (20.5%)	6 (4.0%)
My child likes to write.	115 (74.7%)	30 (19.5%)	9 (5.8%)
My child likes doing math.	111 (73.0%)	33 (21.7%)	8 (5.3%)
My child's writing has improved.	113 (72.9%)	35 (22.6%)	7 (4.5%)
I am notified if there is academic difficulty.	107 (70.9%)	34 (22.5%)	10 (6.6%)
My child's math skills have improved.	101 (66.4%)	42 (27.6%)	9 (5.9%)
My child can express themselves in writing.	97 (62.6%)	34 (21.9%)	24 (15.5%)
My child understands what she/he reads.	89 (57.8%)	52 (33.8%)	13 (8.4%)
My child understands what she/he is doing in math.	86 (55.8%)	60 (39.0%)	8 (5.2%)

Section 3: Parent Involvement

Parent’s perceptions of their involvement were generally positive with 76.6% or greater overall positive responses for all 9 items. Refer to Chart 3 for the percentage of responses for each answer category and Table 2 for the breakdown of responses.

Chart 3: Percentage of Respondents for Parent Involvement Questions

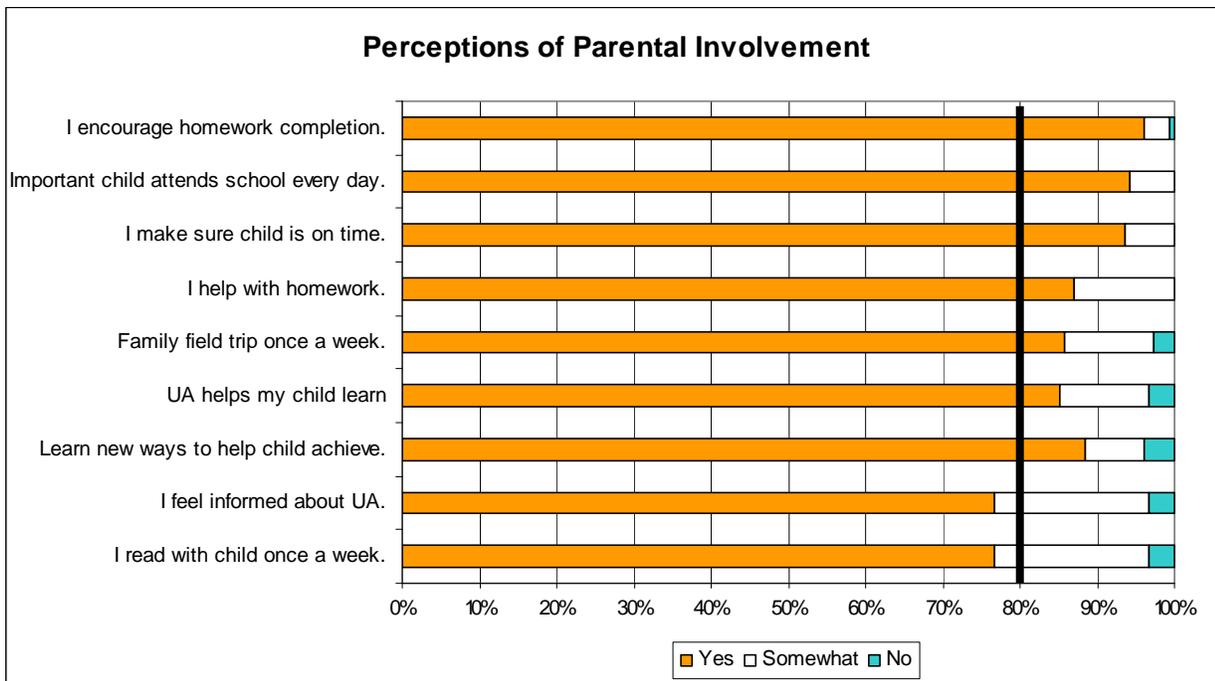


Table 2: Breakdown of Responses for Parent Involvement Questions

	Yes	Somewhat	No
I encourage homework completion.	147 (96.1%)	5 (3.3%)	1 (0.7%)
Important that my child attends school every day.	145 (94.2%)	9 (5.8%)	0 (0.0%)
I make sure child is on time.	144 (93.5%)	10 (6.5%)	0 (0.0%)
I help with homework.	133 (86.9%)	20 (13.1%)	0 (0.0%)
I take child on family field trip once a week.	133 (85.8%)	18 (11.6%)	4 (2.6%)
UA helps my child learn.	132 (85.2%)	18 (11.6%)	5 (3.2%)
I would like to learn new ways to help child achieve.	137 (88.4%)	12 (7.7%)	6 (3.9%)
I feel informed about UA.	119 (76.8%)	31 (20.0%)	5 (3.2%)
I read with child once a week.	118 (76.6%)	31 (20.1%)	5 (3.2%)

Section 4: School Environment

Parent perceptions of UA’s school environment were largely positive with overall responses showing no less 78.2% positive responses on any of the items. The majority of parents (56.2%) responded positively to all 10 school environment items. Refer to Chart 4 for the percentage of responses for each answer category and Table 3 for the breakdown of responses for each question.

Chart 4: Percentage of Respondents for School Environment Questions

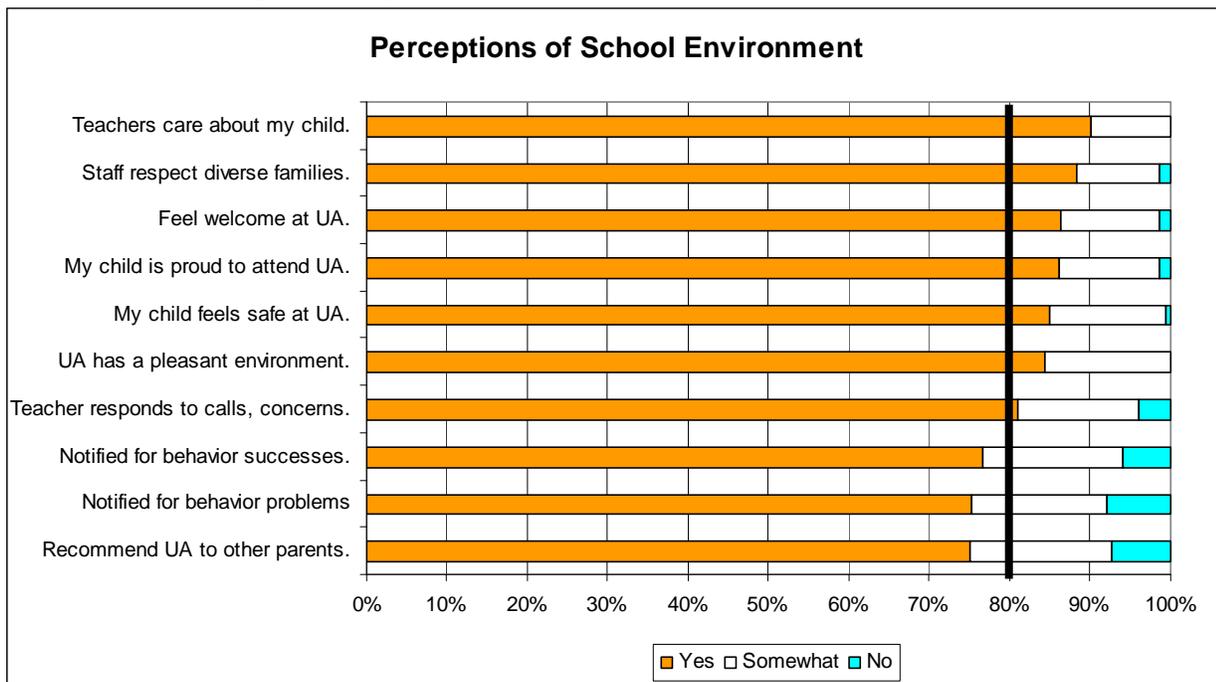


Table 3: Breakdown of Responses for School Environment Questions

	Yes	Somewhat	No
UA teachers care about my child.	136 (90.1%)	15 (9.9%)	0 (0.0%)
UA staff show respect for diverse families.	135 (88.2%)	16 (10.5%)	2 (1.3%)
Feel welcome at UA.	132 (85.7%)	19 (12.3%)	3 (1.9%)
My child is proud to attend UA.	130 (86.1%)	19 (12.6%)	2 (1.3%)
My child feels safe at UA.	130 (85.0%)	22 (14.4%)	1 (0.7%)
UA has a pleasant environment.	130 (84.4%)	24 (15.6%)	0 (0.0%)
Teacher responds to calls, concerns.	120 (81.1%)	22 (14.9%)	6 (4.1%)
I am notified for behavior successes.	115 (76.7%)	26 (17.3%)	9 (6.0%)
I am notified for behavior problems.	113 (75.3%)	25 (16.7%)	12 (8.0%)
I would recommend UA to other parents.	114 (75.0%)	27 (17.8%)	11 (7.2%)

Indicators of Success

Urban Academy identified a number of goals as part of their accountability plan including specific indicators of success and measurement. One goal was that at least 80% of UA parents will be satisfied with the school's program by year 3 of operation. Table 4 shows the percent satisfaction for Student Achievement, Parent Involvement and School Environment for the 2008-2009 through 2012-2013 school years. UA met its goal for 80% satisfaction for two of three domains (Parental Involvement, and School Environment) in the 2013-2014 school year.

Table 4: Indicators of Success

	Percent Satisfaction				
Domain	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Student Achievement	76.6%	81.6%	75.7%	72.9%	72.4%
Parent Involvement	83.4%	90.4%	87.4%	86.2%	86.5%
School Environment	91.4%	88.5%	84.4%	81.0%	82.8%

Section 5: Open-Ended

At the end of the survey, parents were asked four open-ended questions. The results for these four questions are summarized below.

Why did you enroll your child (children) in Urban Academy?

Parents were invited to share why they enrolled their child (children) at Urban Academy. Of the 134 parents responding to this survey, 128 parents (95.5%) offered responses to this question. The majority of parent responses fell under the following four themes: recommendations (14.8%), location (12.5%); academic and learning (10.9%); and class sizes (10.2%). Example quotes from each of the themes are summarized in Table 5 below.

Table 5: Reasons for Enrolling Child / Children at Urban Academy

Theme	Example Comments
Recommendation (14.8%)	<i>"I heard a lot of good things about the school."</i>
Location (12.5%)	<i>"Close to home;" "Close to my job."</i>
Academics and learning (10.9%)	<i>"To achieve greater academic success."</i>
Class size (10.2%)	<i>"I like the small school setting;" "Smaller class sizes."</i>

What do you think is Urban Academy's greatest strength?

Parents also responded to an open-ended question about UA's greatest strength. Of the 134 parents responding to the survey, 108 parents (80.6%) offered responses to this item. Parent responses were reviewed and grouped into the following four prominent themes: Staff (27.8%); family culture (17.6%); and academics (7.4%). Example quotes from each of the themes are summarized in Table 6 below.

Table 6: Perceptions of Urban Academy's Greatest Strength

Theme	Example Comments
Staff (27.8%)	<i>"The staff. The teachers and staff take good care of the children."</i>
Family involvement (17.6%)	<i>"Keeping in touch with the parents of the children;" "Everyone is family."</i>
Academics (7.4%)	<i>"My child has learned a lot since"</i>

What do you think Urban Academy should improve upon?

Parents were also given the opportunity to make suggestions for UA's future. Of the 134 parents responding to the survey, 104 parents (77.6%) provided suggestions. The majority of parents'

suggestions for improvement were grouped into three categories: Positive comments (22.1%); expanded programming (9.6%); and communication with parents (9.6%).

A sample of parent responses for the three most frequently mentioned suggestion themes can be found in Table 7 below.

Table 7: Suggestions for Urban Academy’s Improvement

Theme	Example Comments
Positive (22.1%)	<i>“Keep up the great work.”</i>
Expanded programming (9.6%)	<i>“Sports and music;” “Art, music, dance classes.”</i>
Communication (9.6%)	<i>“Better communication when parents call to ask questions;” “Getting back to phone calls a little faster.”</i>

Is Urban Academy following its mission?

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, 83 parents responded to this item. The large majority (89.2%) said that “Yes” Urban Academy is following its mission while very few said “somewhat” (6.0%) or “no” (4.8%) or “somewhat” (1.4%). Parents were also given the opportunity to expand on their response, and parents offered a total 52 explanatory comments. Parents’ additional comments fell into only one main category: Student progress/meeting potential (30.8%). A sample of parent responses can be found in Table 8 below.

Table 8: Fidelity to Urban Academy’s Mission

Theme	Example Comments
Student progress/Meeting potential (55.6%)	<i>“My son has improved a great deal since he started the school;” “I see growth every day in my child;” “My child is meeting her potential.”</i>

Urban Academy Student Survey Results Spring 2014

The following is a summary of the survey responses collected from students attending Urban Academy (UA) in spring 2014. A total of 219 surveys (91 from females and 120 from males¹²) were collected from students in grades kindergarten through sixth (36 in kindergarten, 21 in grade 1, 40 in grade 2, 40 in grade 3, 29 in grade 4, 28 in grade 5, 25 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).

Section 1: Reading Perceptions

Student reading perceptions at UA were generally positive with 60.7% or more students responding positively to six of the seven reading perception questions. The majority of UA students reported that think they are a good reader, they enjoy reading in a guided group, enjoy reading with another student, enjoy reading by themselves, enjoy talking about books that they have read, usually understand what they are reading. Fewer students indicated they like to read aloud. Chart 1 shows the

¹² Three students did not indicate their gender.

¹³ One student did not indicate their grade.

percentage of responses for each answer category and Table 1 shows the breakdown of responses for each question.

Chart 1: Percentage of Respondents for Reading Perception Questions

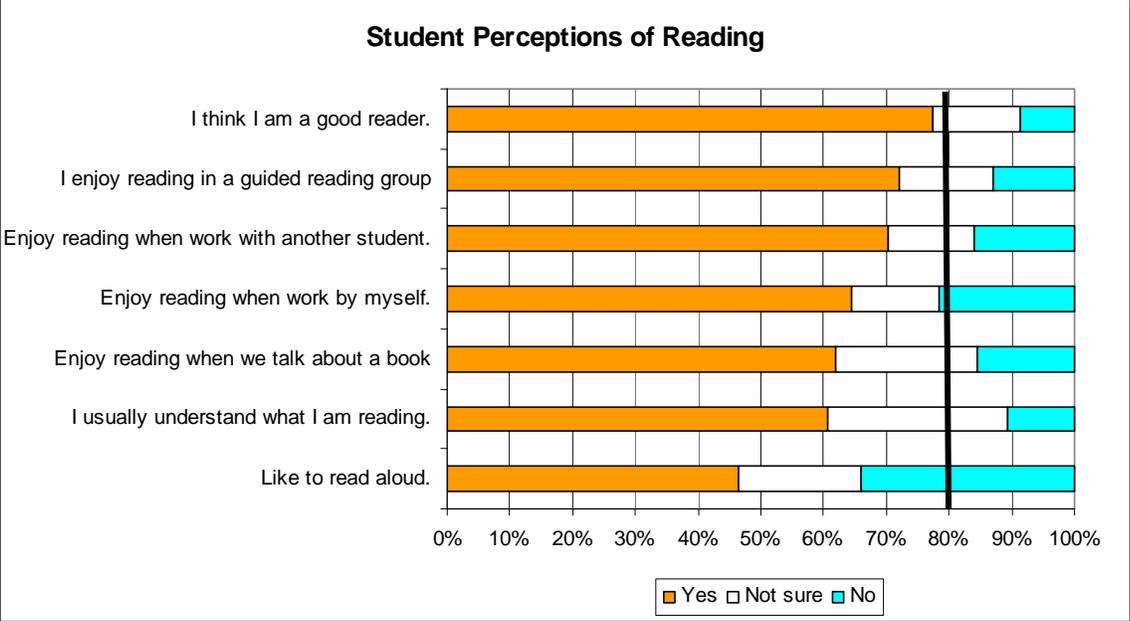


Table 1: Breakdown of Responses for Reading Perception Questions

	Yes	Not sure	No
I think I am a good reader.	169 (77.5%)	30 (13.8%)	19 (8.7%)
I enjoy reading when I am in a guided reading group.	150 (72.1%)	31 (14.9%)	27 (13.0%)
I enjoy reading when I work with another student.	150 (70.4%)	29 (13.6%)	34 (16.0%)
I enjoy reading when I work by myself.	135 (64.6%)	29 (13.9%)	45 (21.5%)
I enjoy reading when we talk about a book.	129 (62.0%)	47 (22.6%)	32 (15.4%)
I usually understand what I am reading.	130 (60.7%)	61 (28.5%)	23 (10.7%)
I like to read aloud.	100 (46.5%)	42 (19.5%)	73 (34.0%)

Section 2: Writing Perceptions

UA students’ perceptions about writing were also generally positive with 62.0% or more students responding positively to all four of the writing perception questions. The majority of UA students reported that they enjoy writing when they choose their own topic, publish their work, share their writing, and think they are a good writer. Chart 2 below shows the percentage of responses for each response category and Table 2 shows the breakdown of responses for each question.

Chart 2: Percentage of Respondents for Writing Perception Questions

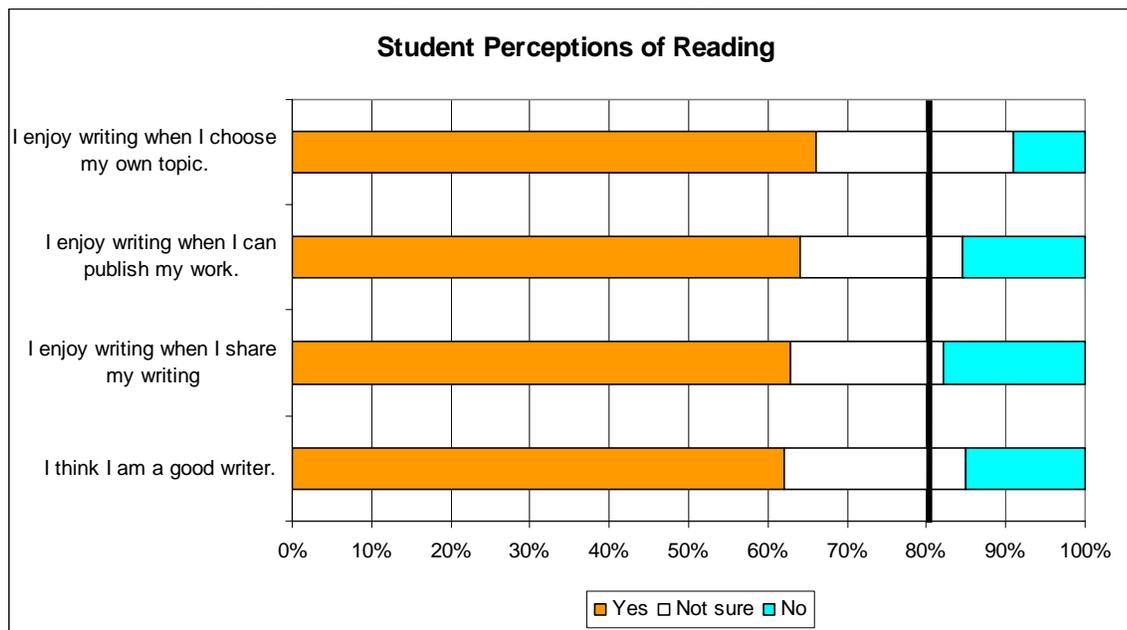


Table 2: Breakdown of Responses for Writing Perception Questions

	Yes	Not sure	No
I enjoy writing when I choose my own topic.	140 (66.0%)	53 (25.0%)	19 (9.0%)
I enjoy writing when I can publish my work.	128 (64.0%)	41 (20.5%)	31 (15.5%)
I enjoy writing when we share our writing.	130 (62.8%)	40 (19.3%)	37 (17.9%)
I think I am a good writer.	132 (62.0%)	49 (23.0%)	32 (15.0%)

Section 3: Math Perceptions

Student responses to questions about math were also generally positive with 59.8% or more of the students responding positively to all 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, think they do well in math, enjoy math when they see an example, need less help with math than they used to, and

understand what they are doing in math. Chart 3 shows the percentage of responses for each answer category and Table 3 shows the breakdown of responses for each question.

Chart 3: Percentage of Respondents for Math Perception Questions

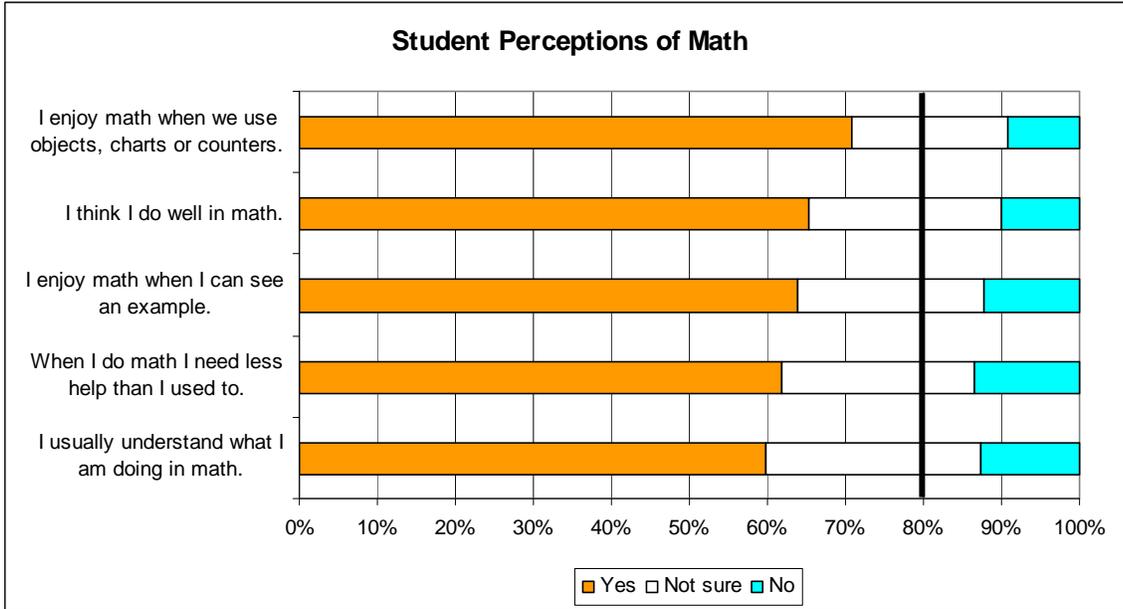


Table 3: Breakdown of Responses for Math Perception Questions

	Yes	Not sure	No
I enjoy math when we use objects, charts or counters.	148 (70.8%)	42 (20.1%)	19 (9.1%)
I think I do well in math.	136 (65.4%)	51 (24.5%)	21 (10.1%)
I enjoy math when I can see an example.	131 (63.9%)	49 (23.9%)	25 (12.2%)
When I do math I need less help than I used to.	133 (61.9%)	53 (24.7%)	29 (13.5%)
I usually understand what I am doing in math.	128 (59.8%)	59 (27.6%)	27 (12.6%)

Section 4: Perceptions of Topic Ease/Difficulty

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.”

Chart 4: Percentage of Respondents for Perceptions of Topic Ease/Difficulty Questions

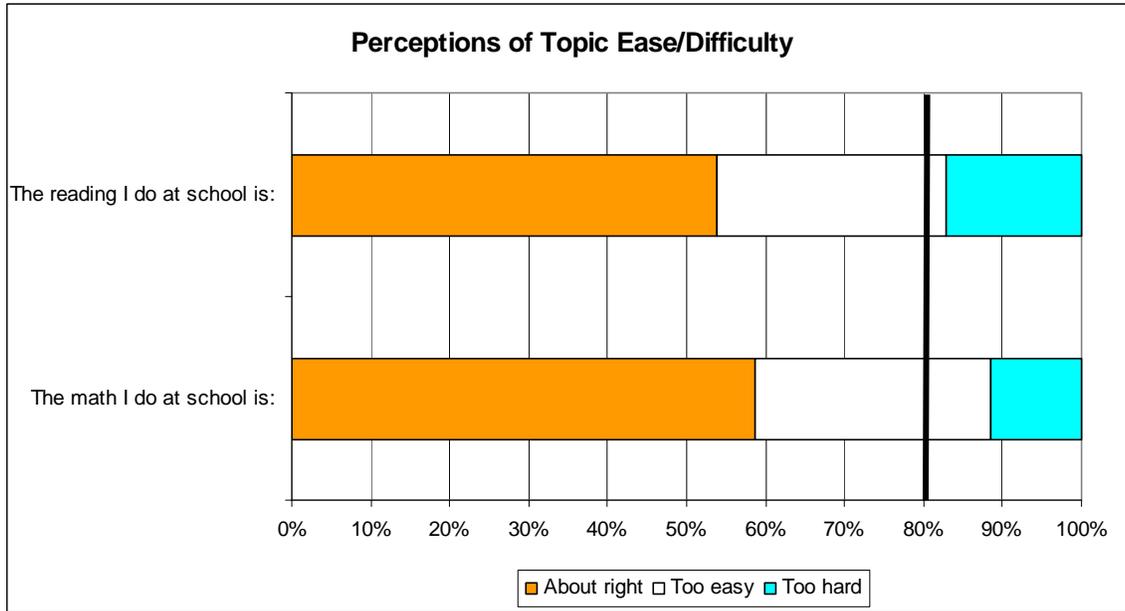


Table 4: Breakdown of Responses for Topic Ease/Difficulty Questions

	About Right	Too Easy	Too Hard
The reading I do at school is:	108 (58.7%)	55 (29.9%)	21 (11.4%)
The math I do at school is:	100 (53.8%)	54 (29.0%)	32 (17.2%)

Section 5: Family and School Climate

Again, students’ responses to questions on family and school climate were generally positive with 62.1% or more of the students responding positively to six of the nine family and school climate items. The large majority of UA students reported that their teacher cared about them, their family thinks they are a good reader, their family thinks they are good at math, that their family helps with school work, that UA is a safe place, and that they like coming to school. Less than half of the students reported they can learn even when other students misbehave, that UA students respect teachers, and UA students respect each other. Chart 5 shows the percentage of responses for each answer category and Table 4 shows the breakdown of responses for each question.

Chart 5: Percentage of Respondents for Family and School Climate Questions

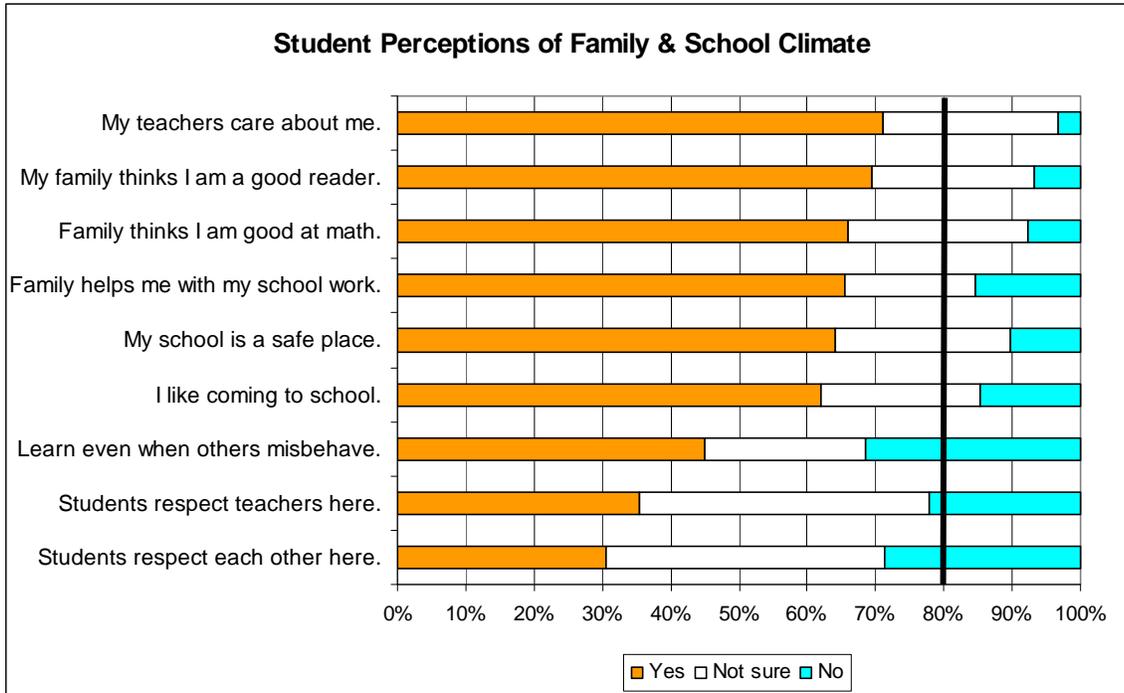


Table 5: Breakdown of Responses for Family and School Climate Questions

	Yes	Not sure	No
My teachers care about me.	148 (71.2%)	53 (25.5%)	7 (3.4%)
My family thinks I am a good reader.	143 (69.4%)	49 (23.8%)	14 (6.8%)
My family thinks I am good at math.	139 (65.9%)	56 (26.5%)	16 (7.6%)
My family helps me with my school work.	137 (65.6%)	40 (19.1%)	32 (15.3%)
My school is a safe place.	132 (64.1%)	53 (25.7%)	21 (10.2%)
I like coming to school.	131 (62.1%)	49 (23.2%)	31 (14.7%)
Learn even when others misbehave.	92 (45.1%)	48 (23.5%)	64 (31.4%)
Students respect teachers here.	72 (35.5%)	86 (42.4%)	45 (22.2%)
Students respect each other here.	64 (30.5%)	86 (41.0%)	60 (28.6%)

Section 6: Open-Ended Questions

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 185 (84.5%) students provided 1 or more items they liked about UA (26 with 1 response, 37 with 2, and 122 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:

Theme	Example Comments
Academics/Learning (23.7%)	“I like to do math;” “I get to learn;” “I like science.”
Fun/Recess (18.0%)	“Going to the park;” “Play Time;” “Recess.”
Teachers/Staff (13.5%)	“Nice and good teachers;” “The teachers really want us to learn.”

Students were also invited to respond to “List up to 3 things you wish could be better at Urban Academy.” A total of 122 (55.7%) students provided 1 or more responses to this question (36 with 1 response, 28 with 2, and 58 with 3). Students provided an average of 1 response each. Student responses were grouped by theme and the following 3 themes had the largest number of responses:

Theme	Example Comments
Food (14.7%)	<i>"New food;" "Breakfast;" "Better lunches."</i>
Academics (11.6%)	<i>"More math;" "Be better at math;" "Reading."</i>
Recess (10.0%)	<i>"More recess time;" "Go to the park every day."</i>

Indicators of Success

Urban Academy staff have identified a specific indicator for the student survey: that at least 80% of UA students who responded to the survey will be satisfied with the school's program.

As can be seen in Table 6 below, the proportion of UA students who reported satisfaction in sections of the survey ranged from 65.3% to 58.7%. Student ratings of satisfaction met UA's goal for none of the four categories (reading perceptions, writing perceptions, and math perceptions). Also, proportions were less in each category compared to the previous year.

Table 6: Indicators of Success

Domain	Percent Satisfaction				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Reading Perceptions	68.6%	67.3%	69.3%	79.7%	65.3%
Writing Perceptions	76.3%	70.3%	72.9%	83.9%	64.3%
Math Perceptions	78.4%	69.4%	74.0%	86.1%	64.5%
Family and School Climate	66.6%	62.2%	67.2%	81.1%	58.7%