URBAN ACADEMY CHARTER SCHOOL

2010 Annual Report on Curriculum, Instruction and Student Achievement

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EXECUTIVE SUMMARY

This report provides the Minnesota Department of Education, Hamline University, families of Urban Academy (UA), and the general public with information describing the progress of UA and its students during the school's sixth year of operation. A summary of the key findings in this annual report are as follows:

- ❖ **Program Successes, Effective Strategies, and Challenges:** UA utilized a number of school-wide programs and practices to improve academic achievement for all students including:
  - ○ A full time English as a Second Language teacher;
  - ○ Many educational activities for students in the local community;
  - ○ Monthly grade level team meetings, weekly Professional Learning Communities, and specialized task forces in Teacher Assisting Teams and Child Study Teams that focused on building interventions and instructional skills for the lowest performing students;
  - ○ Parent involvement continued to be a success with many various opportunities offered to parents to be involved in their child's academic, social, and life skill development;
  - ○ UA received the School Finance Award from MDE for the fourth year in a row; and
  - ○ Students continued to benefit from the use of the Response to Intervention model, Reading Recovery, and the Literacy Collaborative comprehensive school reform project.

- ❖ **Academic Goals:** UA used two instruments to assess student progress towards academic goals including the Measures of Academic Progress (MAP) and the Minnesota Comprehensive Assessments, Series II (MCA-II).
  - ○ UA utilized the MAP reading, language use, and mathematics assessments for the fourth year.
    - ▪ UA met the goal of 45% or more of students making one year's growth or more in reading (65.2%), language use (65.9%), and mathematics (80.5%). In addition, the largest proportions of students made *more than* one year's growth in reading (42.8%), language use (44.2%), and math (57.0%).
    - ▪ The proportions of students making one year's growth or more was similar across the federal No Child Left Behind[1] (NCLB) student groups.
  - ○ On the MCA-II mandatory statewide assessment of reading and mathematics performance, the proportion of UA students whose scores were proficient was smaller than the students in SPPS and statewide.

- ❖ **Other School Accountability Measures:** UA monitors student attendance rates, and assesses parent and student satisfaction as indicators of non-academic goals.
  - ○ UA met its goal of 95% student attendance in 2008-2009.[2]
  - ○ UA's goal was that families and students would express 80% satisfaction with three elements of UA's program: student achievement, parent involvement, and school environment.
    - ▪ Students showed slightly decreased levels of satisfaction in 2009-2010 with 73.6% reporting satisfaction with student achievement, 76.5% with parental involvement, and 61.6% with the school environment.
    - ▪ Students were generally positive on the open-ended items indicating they enjoyed the school's learning activities and subjects, staff, food, fun, playtime, and recess. Students wanted to see improvements in the behavior of other students, education, facilities and materials, and food.
    - ▪ Parents met two of the three satisfaction goals showing 91.4% satisfied with the school

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[1] There are 9 categories of students used in the federal NCLB legislation including: All students, Students eligible for free or reduced-price meals, students who have limited English proficiency, students who are eligible to receive special education services, students of African American descent, students of Asian or Pacific Islander descent, students of Hispanic descent, students of Native American descent, students of White or Caucasian (non-Hispanic) descent.

[2] 2009-2010 data not yet available from MDE.

environment and 83.4% with parental involvement. Student achievement showed an increase from the previous school year but fell slightly short of the goal at 76.6%.

- Parents indicated they enrolled their child at UA because of referrals, location, quality program and curriculum, and the academic and learning environment. When asked about UA's greatest strength, parents indicated family involvement, the focus on students and student needs, quality staff, and academics. Parents thought UA could improve upon expanding school programming, transportation and parking, and learning and academics.

MISSION, GOAL, AND ACCOUNTABILITY PLAN

UA is charter school in Saint Paul that serves urban students in grades K-6. UA focuses on a connected curriculum that recognizes and celebrates diversity. 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."*

Goals and Accountability Plan:

UA has developed two academic and two non-academic goals for the 2009-2010 school year as part of their commitment to accountability. All of the academic and non-academic goals were developed with specific measurement tools and indicators of success (see Table 1 below).

Table 1: UA's 2009-2010 Accountability Plan

Academic Goal	Measurements	Indicators of Success
Achieve high levels of student academic performance in reading. Achieve high levels of student academic performance in language use. Achieve high levels of student academic performance in mathematics.	Measures of Academic Progress (MAP) *Reading, Language Use, Mathematics*	Growth: At least 45% of UA students will make one year's fall-to-spring growth on the MAP assessments (Reading, Language Use, and Mathematics).
	Minnesota Comprehensive Assessments-II (MCA-II) *Reading, Mathematics*	Standard: 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-II by the year 2014.[3]
Non-Academic Goals	**Measurements**	**Indicators of Success**
Maintain high levels of student attendance.	Attendance Rates	Standard: Urban Academy will achieve at least a 95% attendance rate for each school year.
Achieve high levels of family and student satisfaction for student academic achievement, parental involvement, and UA's school environment.	Family and Student Surveys	Standard: At least 80% of Urban Academy parents and students (of those who respond) will be satisfied with the school's program.

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[3] In order to meet NCLB requirements, 50% or more of all UA students must meet proficiency in reading and mathematics in spring 2009, with an approximate increase of 12.5% of students scoring proficient each year in each student group.

SCHOOL PROGRAM

"The kids seem very enthusiastic with learning and the school in general."

"I believe my child has improved overall this past year and I am proud to have my daughter be a part of Urban Academy."

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

Sponsor

Hamline University School of Education
Sheila Wright, Dean
swright@hamline.edu
651-523-2600

UA opened in Fall 2003
Contract was renewed in 2010 through the spring of 2011

Description of Sponsor Accountability Initiatives or Reports

Hamline University is accountable to ensure that UA is responsible for the finances of the school and student achievement. UA and Hamline work in partnership to ensure that the school achieved its goals both academically and fiscally. As part of this partnership, Hamline University representatives visited UA once in the 2009-2010 school year to conduct focus groups with staff, parents, students, and board members.

UA's contract with Hamline University has been renewed through spring of 2011. In the 2009-2010 school year UA staff will participated in a self-study as part of the process towards renewing the charter school-authorizer relationship.

School Calendar/Hours of Operation

School was in session September 8, 2009 through June 11, 2010. The school day at UA ran from 7:30 am to 2:30 pm Monday through Friday, and the after school program ran from 2:30 to 5:00 pm.

Student/Classroom Teacher Ratio

UA employed 13 classroom teachers, 9 teaching specialists (Curriculum/Literacy Coordinator, ESL Specialist, Family Specialist, Librarian, Physical Education teacher, Social Worker, Technology/Visual Arts Specialist, Title I Reading Specialist, and Title I Math Specialist), 2 special education teachers, 5 special education paraprofessionals, 7 paraprofessionals, and 6 administrative/support staff to serve 268 students in grades K-6. The overall student to classroom teacher ratio for 2009-2010 was 20.6:1.

Enrollment

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 including 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/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/guardians contest the Site Director's decision then the School Board reviews the matter and renders a decision.

Characteristics of UA Students

Enrollment at UA has shown a steady increase each year since the school's opening in 2003. In 2009-2010, the majority of students were students of color (96%) and qualified for free or reduced lunch (98%). Table 3 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 in the recent past. For example, the number and proportion of students with Limited English Proficiency nearly doubled from the 05/06 school year (19%) to the 06/07 school year (29%) and has since remained relatively stable (21% in 2009-2010). In addition, the number of students with special education status nearly doubled from the 06/07 school year (9%) to the 07/08 school year (15%) and has not changed substantially (15%) in 2009-2010.

Table 2: Characteristics of UA Students

Year (Grades)	04-05 (K-4)	05-06 (K-5)	06-07 (K-6)	07-08 (K-6)	08-09 (K-6)	09-10 (K-6)
October 1 Enrollment	141	195	210	261	275	268
Attendance Rate[4]	92.3%	93.2%	94.8%	93.8%	95.3%	N/A[5]
Male	72 (51%)	93 (48%)	116 (55%)	139 (53%)	153 (56%)	144 (54%)
Female	69 (49%)	102 (52%)	94 (45%)	122 (47%)	122 (44%)	124 (46%)
Race / Ethnicity						
American Indian	2 (1%)	3 (2%)	3 (1%)	2 (>1%)	2 (>1%)	1 (>1%)
Asian/Pacific Islander	29 (21%)	37 (19%)	60 (29%)	66 (25%)	63 (23%)	54 (20%)
Black/Non-Hispanic	104 (74%)	148 (76%)	145 (69%)	181 (69%)	191 (69%)	197 (74%)
Caucasian	2 (1%)	5 (3%)	2 (1%)	4 (2%)	13 (5%)	11 (4%)
Hispanic	4 (3%)	2 (1%)	0 (0%)	8 (3%)	6 (2%)	5 (2%)
Students of Color	139 (99%)	190 (97%)	208 (99%)	257 (98%)	262 (95%)	257 (96%)
Free or Reduced Lunch	127 (90%)	189 (97%)	202 (96%)	257 (98%)	266 (97%)	262 (98%)
Limited English Proficient	16 (11%)	37 (19%)	60 (29%)	76 (29%)	64 (23%)	55 (21%)
Special Education Status	0 (0%)	15 (8%)	18 (9%)	39 (15%)	34 (12%)	39 (15%)
Mobility Index[6]	0.46	0.32	0.21	0.16	.32	N/A[7]

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 are currently enrolled in SPPS than at UA. UA and SPPS both contain a similar proportion of Limited English Proficiency students.

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[4] 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.

[5] Not currently available.

[6] The *Mobility Index* is calculated by adding mid-year enrollments, transfers and withdrawals and then dividing by the district's October 1 enrollment. The *Mobility* represents how much activity annually occurs based on student transfers after the school year begins.

[7] Not currently available.

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

Students of Color

	04-05	05-06	06-07	07-08	08-09	09-10
□SPPS	71%	73%	73%	74%	75%	75%
■UA	99%	97%	99%	98%	95%	96%
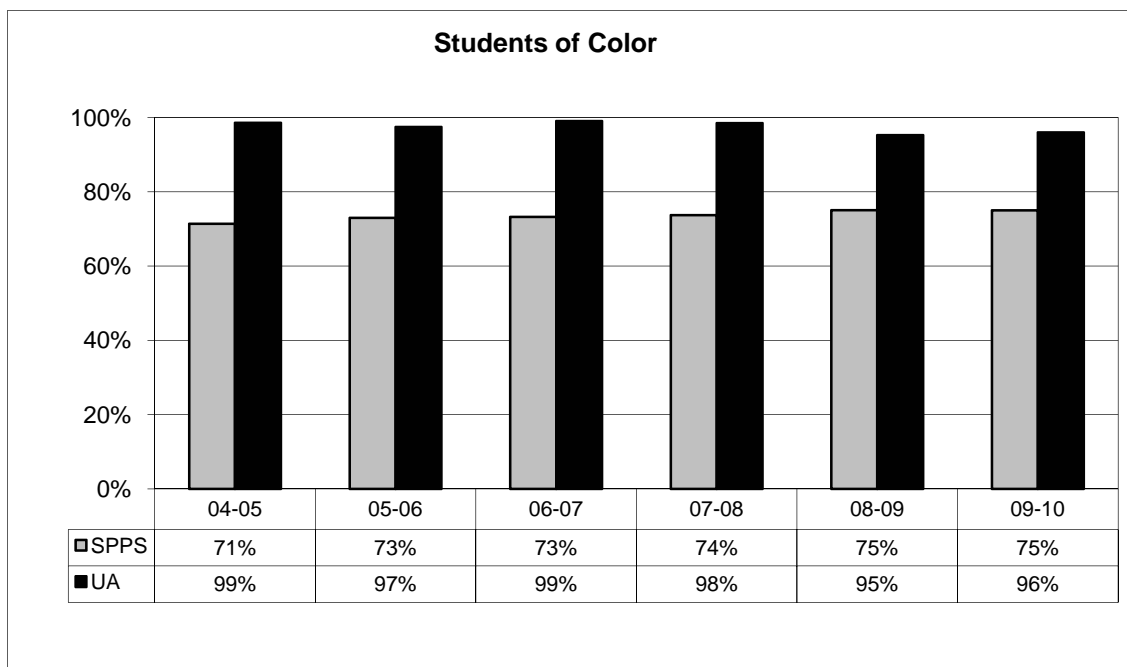
Figure 2: Proportion of Students Eligible for Free or Reduced Price Lunch at SPPS and UA

Free / Reduced Price Lunch

	04-05	05-06	06-07	07-08	08-09	09-10
□SPPS	69%	71%	74%	76%	69%	74%
■UA	90%	97%	96%	98%	97%	98%

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

Limited English Proficiency

	04-05	05-06	06-07	07-08	08-09	09-10
SPPS	37%	36%	33%	31%	40%	37%
UA	11%	19%	29%	29%	23%	21%
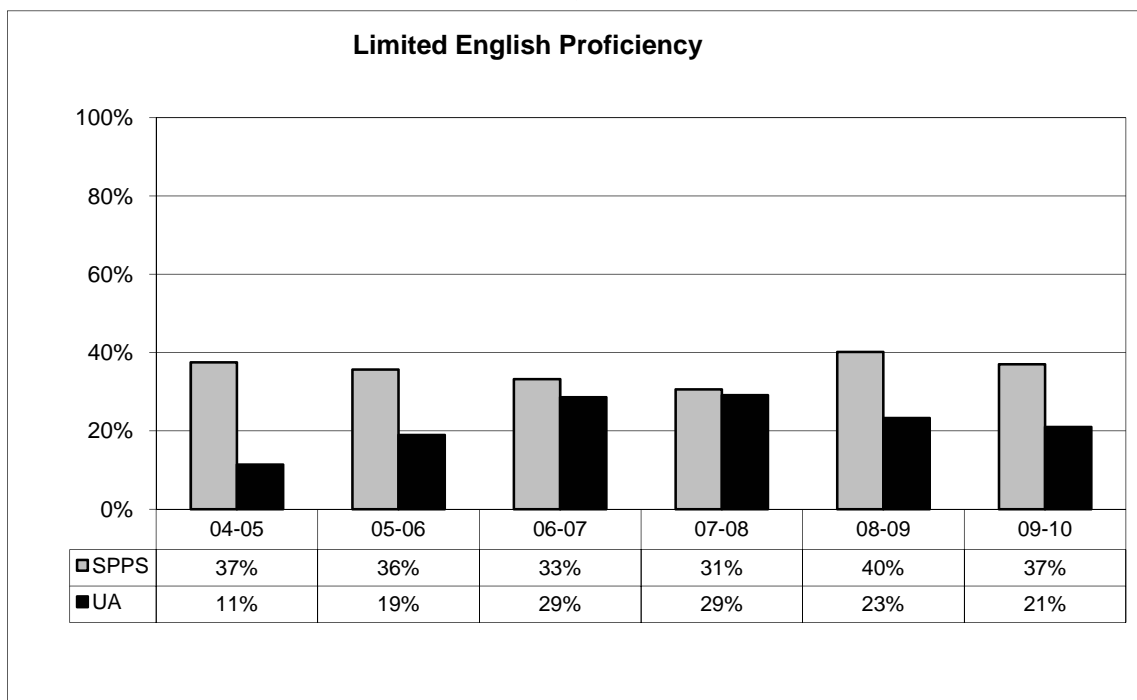
Figure 4: Proportion of Students with Special Education Status at SPPS and UA

Special Education Status

	04-05	05-06	06-07	07-08	08-09	09-10
SPPS	17%	16%	28%	29%	16%	16%
UA	0%	8%	9%	15%	12%	15%
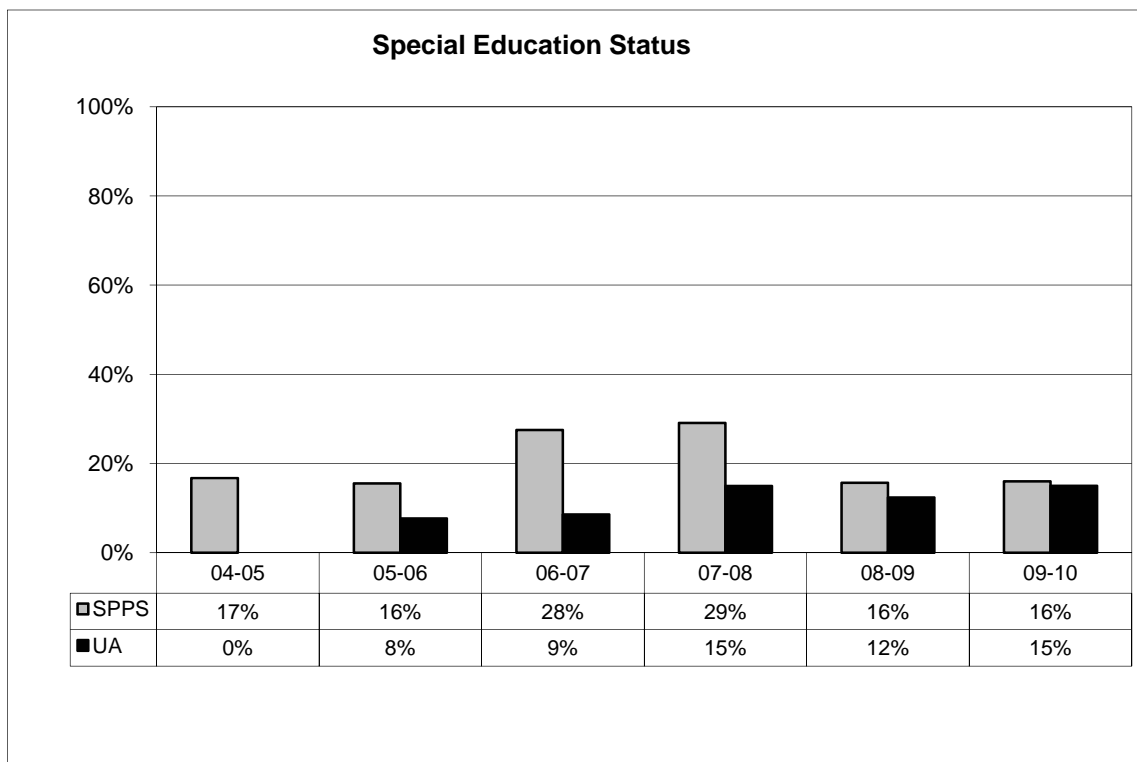
GOVERNANCE

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.

The membership of UA's School Board and Advisory Committee are included in Table 3 below. Note that the size of the Board of Directors has changed in accordance with the Bylaws.

Table 3: UA School Board

Name	File Folder	Board Position	Contact Information	Group	Attendance Rates
Ralph Elliott		Board Chair	relliott@urbanacademymn.org	UA Staff	90%
Janelle Geiger	424603	Board Vice Chair	jgeiger@urbanacademymn.org	UA Teacher	93%
Pamela Young[a]		Board Finance Chair	youngpamelaj@cs.com	Community	67%
Jessica Ubl	378012	Board Secretary	jubl@urbanacademymn.org	UA Teacher	100%
Mariana Castanon[b]	424493	Board Member	mcastanon@urbanacademymn.org	UA Teacher	66%
Xiong Mua	382664	Board Member	xmua@urbanacademymn.org	UA Teacher	86%
Sonia St. Charles[c]		Board Member	stcharles@davenportgroup.net	Community	93%
Art Allen[d]		Board Member	artallen@gmail.com	Community	50%
Chris Doden[d]		Board Member	Christopher.doeden@bsci.com	Community	100%
Melissa Hanson[d]		Board Member	Mel.m.hansen@gmail.com	Community	100%
Kari McGowan[e]		Assistant Board Secretary	Kjmcgowan77@yahoo.com	Community	100%
Bob Swisher[e]		Board Member	bobswisher@comcast.net	Community	100%

[a] Place of employment is Beltz, Kes, Darling & Associates; withdrew seat Feb. 2010
[b] Withdrew seat April 2010
[c] Place of employment is Davenport Group
[d] Seated Mar. 2010
[e] Seated Feb. 2010

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
Dr. Laurie Burns	Laurie.burns@co.ramsey.mn.us	Community	Ramsey County
Jill Goski	jill.goski@courts.state.mn.us	Community	MN Supreme Court
Steve Hildebrandt	steve.hildebrandt@co.ramsey.mn.us	Community	Ramsey County
Latisha Holmes	latholmes@comcast.net	Parent	Comcast
Fong Lor	Fong.lor@ci.stpaul.mn.us	Community	City of Saint Paul
Nancy Smith	Kimamana51@aol.com	Community	American Indian Women's Resource Center
Dr. Charles Speiker	Charles.speiker@state.mn.us	Education	MN Department of Education
Stacy Wells	sdjwells@msn.com	Education	University of St. Thomas
Luis Brown-Pena	Luis.brown-pena@state.mn.us	Community	Ramsey County
Becky Thaisen	Becky.thaisen@state.mn.us	Community	Ramsey County
Seaborn Yancy	Snyancy@nwc.edu	Community	Northwestern College
Pamela Young	youngpamela@cs.com	Community	Designs for Learning

SCHOOL STAFF

When UA first opened in 2003-2004 the school experienced high turnover rates, especially among teaching staff (see Table 5 below). However, the teaching staff turnover rates have decreased dramatically in recent years. In addition, turnover rates have been consistently low among non-teaching staff, like specialists and paraprofessionals, since UA opened. The turnover rate for 2009-2010 year increased from the past few years and was 35.0% for teaching staff (7 out of 20 teaching staff), 18.2% for non-teaching staff (4 out of 22 staff), and 26.2% overall. It is important to note that although UA's turnover rate increased, 6 staff left the school for personal reasons (e.g. relocation).

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

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Teaching staff	100.0%	87.5%	27.3%	14.3%	16.7%	15.0%	35.0%
Non-teaching staff	0.0%	0%	0.0%	6.3%	9.5%	8.0%	18.2%
Total	45.5%	46.7%	14.3%	10.0%	12.8%	11.1%	26.2%

Table 6 below shows all staff employed at UA for the 2009-2010 year, their position, and whether or not they will be returning for the 2010-2011 year.

Table 6: UA Staff

Name	File Folder	Position	09-10	Return 10-11	Conditions for changes
Mongsher Ly	450140	Executive Director	Y	Y	
Ralph Elliott		Site Director	Y	Y	
Christina James		Office Manager	Y	Y	
Lynne (Elliott) Meikle		Assistant to Executive Director	Y	Y	
Latasha Moore		Food Coordinator	Y	Y	
Mikel Martin, Sr.		Maintenance	Y	Y	
Jessica Ubl	378012	Curriculum/Literacy Coordinator	Y	Y	
Shelley Hickman		Family Specialist	Y	Y	
Emily Ravits		Social Worker	Y	Y	
Lynette Bistodeau	405952	Kindergarten	Y	N	Resigned
Janelle Geiger	424603	Kindergarten	Y	N	Resigned
Sherri Senn	427171	Kindergarten	Y	Y	
Rana Angadji	420881	ESL	Y	Y	
Mariana Castanon	424493	First Grade	Y	N	Resigned
Rebecca Spitzner	436653	Second Grade	Y	Y	
Christine Sowden	385367	Second Grade	Y	Y	
Leah Wieseler	420672	Third Grade	Y	Y	
Kirsten Sands	2137406	Third Grade	Y	Y	
Panyia Ly	443662	Fourth Grade	Y	Y	
Kao Nou Lee	412457	Fourth Grade	Y	N	Resigned
Cristin Ford	447308	Fifth Grade	Y	N	Resigned
Alyssa Isaacs	423953	Fifth Grade	Y	Y	
Stacie Stiel	378180	Sixth Grade	Y	N	Relocation; personal reasons
Sara Frustino	457258	Physical Education	Y	N	Contract non-renewal
Yuyin Liao	423068	Special Education Teacher	Y	Y	
Kristen Evans	425130	Special Education Teacher	Y	Y	
Xiong Mua	382664	Technology/Visual Arts	Y	Y	
Leslee Wright	366543	Title I Reading Teacher	Y	N	Relocation; personal reasons
Tricia Ruf	441594	Title I Math Teacher	Y	N	Relocation; personal reasons
Jacqueline Chitwood	426547	Librarian	Y	N	Resigned
Adrian Agard		Special Education Paraprofessional	Y	Y	
Constance Block		Special Education Paraprofessional	Y	Y	

Name	File Folder	Position	09-10	Return 10-11	Conditions for changes
Maria Victoria Brown-Pena		Special Education Paraprofessional	Y	Y	
Kante Thorpe		Special Education Paraprofessional	Y	N	Relocation; personal reasons
Lia Vang		Special Education Paraprofessional	Y	Y	
Alyssa Isaacs	423953	Paraprofessional/Substitute Teacher	Y	Y	
Kellie Leko		Paraprofessional	Y	Y	
William Morris		Paraprofessional	Y	N	Retired
Laura Spence	440504	Paraprofessional/Substitute Teacher	Y	N	Relocated; personal reasons
Una Vang		Paraprofessional	Y	Y	
Ronsoie Xiong		Paraprofessional	Y	Y	
Chao Yang	392714	Paraprofessional	Y	Y	

In addition, several new individuals will be joining UA's staff to accommodate changes in current staff assignments and expanding enrollment. Note that the addition of the position of Principal is new for the 2010-2011 school year. All new staff members are shown in Table 7 below.

Table 7: New UA Staff and Assignments

Name	File Folder	Position	Notes
Mai Saevang	397463	Principal	Newly created position
Soua Her	434598	Kindergarten	
Gregory Truso	453432	First Grade	
Elizabeth Hanegraaf	435804	Fourth Grade	
Chad Velde	442188	Fourth Grade	
Elizabeth Robinette	441968	Fifth Grade	
Nikita Robinson	438137	Sixth Grade	
Daria Caldwell	449755	Physical Education	
Angela Anderson	455796	Title I Reading Teacher	
Ashley Williams		Office/Special Education Assistant	
Kimberleigh Johnson		Food Coordinator	
Mai Ger Vue		Paraprofessional	
Panyia Ly	440282	Paraprofessional/Teacher	

"I think that the one-on-one involvement they have with students is the best."

"They know each student and their needs."

Several Urban Academy Parents' Responses to Parent Survey question: "What do you think Is Urban Academy's greatest strength?"

PROGRAM SUCCESSES AND CHALLENGES

In addition to the feedback from students and parents, UA school staff reflected on the successes and challenges encountered in their program this year. The following list represents staff perceptions of successes, challenges, and strategies to address those challenges in the upcoming year.

Program Successes
- ❖ UA utilized a number of school-wide programs and practices to improve academic achievement for all students.
    - o UA utilized a full-time ESL teacher to provide focused instruction to ESL students in language and vocabulary.
    - o Students were exposed to many different educational activities in the local community to help them gain a better understanding of education including the University of Minnesota Veterinarian School, Hastings Nature Center, Climb Theater, and various grade level community projects.
    - o Grade level team meetings continued to provide ongoing, monthly feedback and discussion on student literacy achievement and to develop interventions to address student learning needs. Professional Learning Committees allowed weekly discussion of academic challenges and strategies to address challenges. Staff also benefited from Teacher Assisting Teams and Child Study teams that focused on building interventions and instructional skill before the student receives a possible Special Education referral.
    - o Parent involvement continued to be a success with many opportunities for families to be involved in their child's academic achievement, social skills, and life skill development. Parental involvement groups include the Parent Leadership Committee, Father's Group, and Mother's Group.
    - o UA received the School Finance Award from MDE for the fourth year in a row due to UA's sound financial planning and development. UA continues to maintain a strong fund balance to properly manage future growth and planning.
    - o Students benefited from the continued use of the Response to Intervention model, Reading Recovery, and the Literacy Collaborative comprehensive school reform project.

Challenges and Strategies
- ❖ UA did not make AYP for the 2009-2010 school year for some groups of students and therefore has been identified as a "Needs Improvement" school. As a result, UA had to submit an Improvement Plan to MDE which takes a proactive look at how students are taught, tested, and their progress monitored. In addition, the Improvement Plan detailed changes UA will make to strategies to improve instruction, assessment, and accountability in order to make AYP.

STUDENT PERFORMANCE

Summary

UA's academic goals are to show growth and meet standards for student academic progress in (a) reading, (b) language use, and (c) mathematics. UA staff measure academic progress using the Measures of Academic Progress (MAP; reading, language use, and mathematics) and the Minnesota Comprehensive Assessment-II (MCA-II; reading and mathematics).

Changes in the academic performance of UA students are noted as follows:
- ❖ This was the fourth year UA administered the Reading, Language Use, and Mathematics MAP assessments to students.
  - ○ UA met the goal of 45% or more of students making one year's growth or more in reading (65.2%), language use (65.9%), and mathematics (80.5%). In addition, large proportions of students made *more than one year's growth* in reading (42.8%), language use (44.2%), and math (57.0%).
  - ○ Performance between the federal No Child Left Behind (NCLB) student groups was very similar across groups.
- ❖ On the MCA-II mandatory statewide assessment of reading and mathematics performance, the proportions of UA students whose scores were proficient was smaller than the students in SPPS and statewide.
- ❖ UA has identified a number of in-classroom and school-wide strategies to improve academic achievement among UA students.

"I think that the program is very structured and I love the staff."

"Urban Academy has given my child an opportunity to actually learn at his own pace."

Several Urban Academy Parents' Responses to Parent Survey question: "Why did you enroll your child (children) in Urban Academy?"

Measures of Academic Performance (MAP)

During the 2009-2010 school year Urban Academy (UA) used Northwest Evaluation Association's (NWEA's) Measures of Academic Progress (MAP), in part, to monitor student progress towards school accountability goals. The MAP is a computer-adaptive assessment that is aligned with state educational objectives and can be used to assess student understanding in reading, language use, and mathematics. UA administered the MAP Survey tests for reading, language use, and mathematics in fall 2009, winter 2009, and spring 2010 to students in grades 2 through 6. Students in first grade and kindergarten completed the MAP Primary reading and Primary mathematics in fall 2009, winter 2009, and spring 2010.

UA currently has one MAP-related goal: 45% of students will, on average, make appropriate fall-to-spring progress on the MAP ("growth"). Results on all MAP assessments are also reported using the nine student categories currently used under federal No Child Left Behind (NCLB) legislation: (a) all students; (b) students who are eligible for free or reduced-price meals; (c) students who have limited English proficiency; (d) students who are eligible to receive special education services; (e) students of African American descent; (f) students of Asian or Pacific Islander descent; (g) students of Hispanic descent; (h) students of Native American descent; and (i) students of White or Caucasian descent.

Student growth was categorized using the same technique currently employed by the Minneapolis Public School district[8]: If fall-to-spring growth was less than 80% of the national norms published by NWEA, performance was categorized as "less than one year's growth." If fall-to-spring growth was between 80% and 120% of the national norms, performance was categorized as "one year's growth," if fall-to-spring growth was more than 120% of the national norms then performance was categorized as "more than one year's growth," and if fall-to-spring growth was less than 80% of the national norms then performance was categorized as "less than one year's growth."

Table 8 below shows the number and proportion of UA students in grades 2 through 6[9] in each of the three fall-to-spring growth categories for the reading, language use, and mathematics in the current school year (fall 2009 to spring 2010) as well as for the 2006-2007, 2007-2008, and 2008-2009 school years. As can be seen in Table 9 UA met the goal of 45% or more of students making one year's growth or more in reading (65.2%), language use (65.9%), and mathematics (80.5%). Of the three growth categories, the largest proportions of students made *more than* one year's growth in reading (42.8%), language use (44.2%), and mathematics (57.0%).

Table 8: Student Growth by School Year and Subject

Subject	School Year	Less than one year's growth	One year's growth	More than one year's growth
Reading	06/07	67 (72.8%)	10 (10.9%)	15 (16.3%)
	07/08	57 (52.8%)	14 (13.0%)	37 (34.3%)
	08/09	79 (55.2%)	22 (15.4%)	42 (29.4%)
	09/10	53 (34.8%)	34 (22.4%)	65 (42.8%)
Language Use	06/07	66 (71.7%)	8 (8.7%)	18 (19.6%)
	07/08	63 (59.4%)	18 (17.0%)	25 (23.6%)
	08/09	79 (58.5%)	25 (18.5%)	31 (23.0%)
	09/10	47 (34.1%)	30 (21.7%)	61 (44.2%)
Math	06/07	54 (58.7%)	27 (29.3%)	11 (12.0%)
	07/08	61 (57.0%)	23 (21.5%)	23 (21.5%)
	08/09	61 (43.0%)	35 (24.6%)	46 (32.4%)
	09/10	29 (19.5%)	35 (23.5%)	85 (57.0%)

* Note: fall-to-spring growth cannot be calculated for the first grade students because NWEA does not provide national norms for the Primary Reading or Primary Mathematics assessments.

Figure 5 below shows the proportion of students making one year's growth or more for the Reading, Language Use, and Mathematics tests for the past four years of testing. Compared to the previous years, the

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[8] To determine growth, each student's initial MAP score from fall 2008 was identified and compared to national mean growth obtained from NWEA. Students gaining less than 80% of the national mean growth were categorized as showing "less than one year's growth," students who gained between 80% and 120% of the national mean growth were categorized as showing "one year's growth," and students who gained more than 120% of the national mean growth were categorized as showing "more than one year's growth." For example, in grade 2 a fall 2008 Reading-RIT score of 180 has a national mean growth of 12.72 points. A grade 2 student who had a fall 2008 Reading-RIT score of 180 and gained less than 10.176 points (less than 80% of 12.72) by spring would be categorized as showing "less than one year's growth." If the same student gained between 10.176 and 15.264 points, the student would be categorized as showing "one year's growth." And if the same student gained more than 15.624 points, the student would be categorized as showing "more than one year's growth."

[9] Please note that kindergarten and first grade students were not included in any of the growth data because NWEA has not established norms for the primary reading or primary mathematics assessments.

2009-2010 results show the highest proportions of students making one year's growth or more with increases from the previous year of 23.9% in reading, 23% in language use, and 23.5% in mathematics.

Figure 5: Proportion of Students Making One Year's Growth or More by Subject and School Year
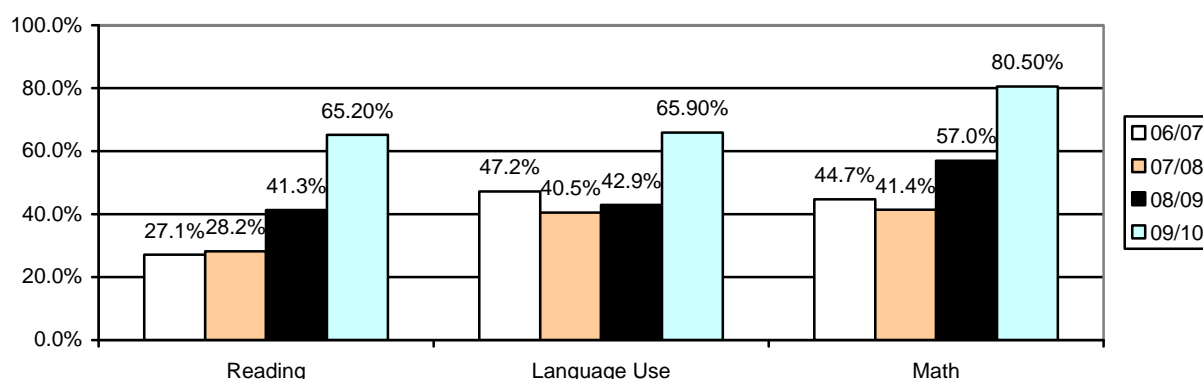
Tables 9, 10, and 11 below show student's fall-to-spring growth in MAP Reading, Language Use, and Mathematics for the nine categories of students used in NCLB legislation. As can be seen in Table 10, proportions of students in each of the three growth categories are very similar across demographic categories for the MAP reading and, in all cases, the proportion of students making one or more year's growth in reading exceeded UA's goal of 45%. In addition, across all NCLB groups, 40% or more of the students made *more than* one year's growth in reading.

Table 9: Student Reading Growth by NCLB Groups

	N	Reading		
		Less than one year's growth	One year's growth	More than one year's growth
All Students	152	53 (34.5%)	34 (22.4%)	65 (42.8%)
Special Populations				
FRM	147	50 (34.0%)	33 (22.4%)	64 (43.5%)
LEP	35	11 (31.4%)	7 (20.0%)	17 (48.6%)
Special Education	24	8 (33.3%)	5 (20.8%)	11 (45.8%)
Ethnicity				
African American	110	41 (37.3%)	23 (20.9%)	46 (41.8%)
Asian or Pacific Islander	35	11 (31.4%)	8 (22.9%)	16 (45.7%)
White*				
Hispanic*				
Native American*				

*Note: There were fewer than 10 students in this group and, in order to protect student identity and privacy, student performance is not reported. Students in this group were included in other analyses (e.g., All Students, FRM).

Table 10 shows fall-to-spring growth on the language use portion of the MAP. Again, across NCLB groups the proportion of students making one year's growth or more was similar and, in all cases, exceeded UA's goal of 45%. Furthermore, for nearly all of the NCLB groups, 40% or more of the UA students made *more than* one year's growth; the exception was Special Education students of whom 30% made more than one year's growth. It is also important to point out that over half of Limited English Proficiency students (57.1%) and over half of Asian or Pacific Islander students (54.3%) made more than one year's growth in language use.

Table 10: Student Language Use Growth by NCLB Groups

	N	Language Use		
		Less than one year's growth	One year's growth	More than one year's growth
All Students	138	47 (34.1%)	30 (21.7%)	61 (44.2%)
Special Populations				
FRM	133	45 (33.8%)	30 (22.6%)	58 (43.6%)
LEP	35	10 (28.6%)	5 (14.3%)	20 (57.1%)
Special Education	20	10 (50.0%)	4 (20.0%)	6 (30.0%)
Ethnicity				
African American	97	34 (35.1%)	23 (23.7%)	40 (41.2%)
Asian or Pacific Islander	35	11 (31.4%)	5 (14.3%)	19 (54.3%)
White*				
Hispanic*				
Native American*				

*Note: There were fewer than 10 students in this group and, in order to protect student identity and privacy, student performance is not reported. Students in this group were included in other analyses (e.g., All Students, FRM).

Table 11 below shows the proportions of students by NCLB groups across growth categories on the mathematics portion of the MAP. Across the NCLB groups, the proportion of students making one year's growth or more exceeded UA's goal of 45%. In fact, 50% or more of the UA students made *more than* one year's growth in mathematics across all NCLB groups, with Limited English Proficiency (62.9%) and Asian or Pacific Islander (62.9%) students showing particularly high growth in mathematics.

Table 11: Student Mathematics Growth by NCLB Groups

	N	Mathematics		
		Less than one year's growth	One year's growth	More than one year's growth
All Students	149	29 (19.5%)	35 (23.5%)	85 (57.0%)
Special Populations				
FRM	144	28 (19.4%)	35 (24.3%)	81 (56.2%)
LEP	35	4 (11.4%)	9 (25.7%)	22 (62.9%)
Special Education	24	6 (25.0%)	5 (20.8%)	13 (54.2%)
Ethnicity				
African American	107	23 (21.5%)	25 (23.4%)	59 (55.1%)
Asian or Pacific Islander	35	4 (11.4%)	9 (25.7%)	22 (62.9%)
White*				
Hispanic*				
Native American*				

*Note: There were fewer than 10 students in this group and, in order to protect student identity and privacy, student performance is not reported. Students in this group were included in other analyses (e.g., All Students, FRM).

On June 7th, 2010 UA staff met to discuss the results of the fall and spring MAP testing and reflect on the strengths of UA students, challenges, and strategies. Below is a summary of that reflection:

- ❖ Staff noted a number of strengths of UA students
  - ○ The large majority of students were making one year's growth or more in reading, language, and mathematics.
  - ○ Of the three growth categories, the largest proportion of students were making more than one year's growth in reading, language use, and mathematics.
  - ○ Growth measures in all three subjects showed significant increases from the previous years.
- ❖ Staff also identified a number of challenges for UA students:
  - ○ Staff continue to face behavior issues in the classroom that can interfere with learning.
  - ○ Student reading abilities can detract from comprehension of items on the mathematics

            assessment.
- ○ Not all students may put their full effort into the test.
- ○ The frequency of testing can present a strain on student attention.
- ❖ Staff also identified a number of strategies to enhance student learning and performance on the MAP:
  - ○ A comprehensive behavior program to minimize distractions from classroom learning.
  - ○ Students may continue to benefit from learning test taking skills and strategies.
- ❖ Staff noted several changes and activities that may have contributed positively to performance:
  - ○ Implementation of the Literacy Collaborative throughout all grades.
  - ○ Students received lessons on test taking skills and strategies.
  - ○ Teachers were able to take the MAP assessment themselves to better understand the challenges their students face.
  - ○ Mathematics instruction was enhanced by grouping students by achievement levels.
  - ○ Collaborative efforts and professional development in team meetings.

Minnesota Comprehensive Assessment – Series II (MCA-II)

The Minnesota Comprehensive Assessments – Series II (MCA-II) is a mandatory statewide assessment of reading and mathematics performance in grades 3-8, reading in grade 10, and mathematics in grade 11. The MCA-II is used to measure students' progress toward mastery of Minnesota's academic standards and was first administered in spring 2006. Performance on the MCA-II 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.

Table 12 below shows the proportions of students scoring as "proficient" on the MCA-II's across years. Compared to SPPS and the state of Minnesota, UA had a smaller proportion of students scoring as proficent on the MCA-II in both reading and mathematics.

Table 12: Proportion of Students Enrolled in UA, St. Paul Public School District, and Across Minnesota Scoring At or Above Proficiency on the MCA-II

Year	Reading			Mathematics		
	UA	St. Paul	Statewide	UA	St. Paul	Statewide
2010 (Grades 3-6)	16.9%	52.0%	72.3%	12.0%	49.3%	65.9%
2009 (Grades 3-6)	16.9%	56.3%	74.4%	12.0%	55.4%	63.6%
2008 (Grades 3-6)	18.2%	55.6%	73.6%	12.2%	55.3%	70.9%
2007 (Grades 3-6)	20.2%	53.7%	72.7%	25.9%	55.2%	69.0%
2006 (Grades 3-5)	21.5%	59.1%	78.4%	16.9%	49.4%	72.7%

OTHER SCHOOL ACCOUNTABILITY MEASURES

Summary

UA measures progress towards 2 non-academic goals: (a) student attendance, and (b) family and student satisfaction, as measured by student and parent survey results.

UA is making progress toward all non-academic goals, but has not met all of their goals at this time.

- ❖ UA met its goal of achieving at least a 95% attendance rate with a 95.3% attendance rate in 2008-2009.
- ❖ UA's goal was that families and students would express 80% satisfaction with three elements of UA's program: student achievement, parent involvement, and school environment.
  - ○ Students in all grades completed the satisfaction survey.
    - ▪ Students showed slightly decreased levels of satisfaction in 2009-2010 with 73.6% reporting satisfaction with student achievement, 76.5% with parental involvement, and 61.6% with the school environment.
    - ▪ On open-ended survey items, students were generally positive and indicated they enjoyed the school's learning activities and subjects, staff, food, fun, playtime, and recess. Students wanted to see improvements in the behavior of other students, education, facilities and materials, and food.
  - ○ Parents were invited to complete the satisfaction survey and return it to the school.
    - ▪ Parents met two of the three satisfaction goals showing 91.4% satisfied with the school environment and 83.4% with parental involvement. Satisfaction with student achievement showed an increase from the previous school year but fell slightly short of the goal at 76.6%.
    - ▪ Parents indicated they enrolled their child at UA because of referrals, location, quality program and curriculum, and the academic and learning environment. When asked about UA's greatest strength, parents indicated family involvement, the focus on students and student needs, quality staff, and academics. Parents thought UA could improve upon expanding school programming, transportation and parking, and learning and academics.

Student Attendance

Figure 6 below summarizes attendance rates from the opening of UA to the 2008-2009 school year. When UA opened, the overall attendance rate was slightly below 90% and has risen to 95.3% for the 2008-2009 school year meeting UA's goal of 95% or greater attendance.[10]

Figure 6: UA Attendance Rates Over Time

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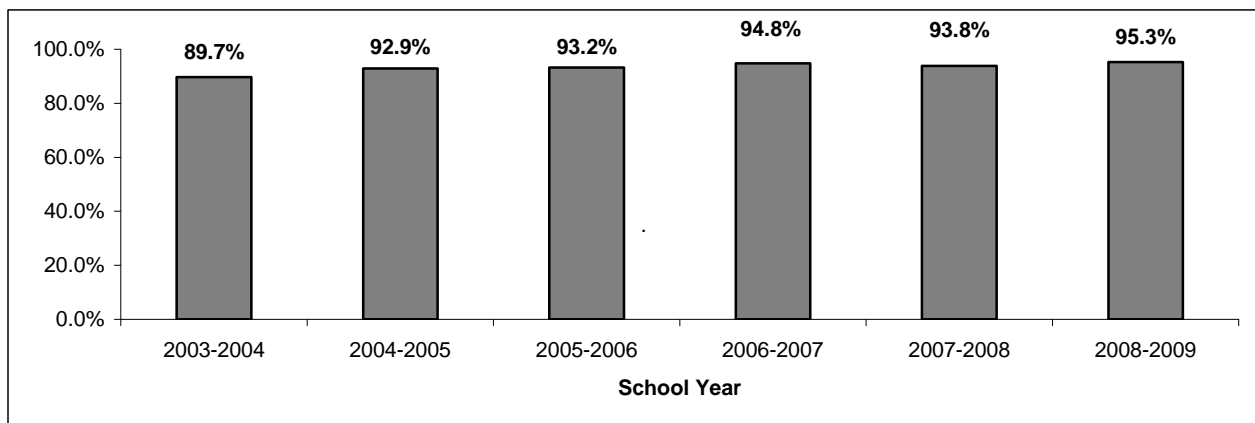
[10] 2009-2010 attendance rates are not currently available from MDE.

Program Satisfaction

UA's accountability plan includes an indicator of success that at least 80% of UA students and parents who responded to the survey will be satisfied with the school's program in three domain areas: academics, parent involvement, and school environment. Table 20 (below) shows the proportion of students and parents who reported satisfaction with student achievement, parent involvement, and the environment at UA. As can be seen in the table, UA students showed generally high levels of program satisfaction in student achievement (73.6%), parent involvement (76.5%), and school environment (61.6%). None of the three domains met the goal of at least 80% average student satisfaction. Parent satisfaction showed very positive results for both parent involvement (83.4%) and school environment (91.4%) meeting UA's goal; parent satisfaction with student achievement (76.6%) was slightly below the 80% goal.

Table 13: Average Program Satisfaction Across Domain and Group

		Student Achievement		Parent Involvement		School Environment	
		Items	Satisfaction	Items	Satisfaction	Items	Satisfaction
Students	2006-2007	12	66.5%	3	73.9%	6	67.3%
	2007-2008	18	70.8%	3	77.4%	4	71.0%
	2008-2009	16	74.5%	3	*80.0%*	6	68.5%
	2009-2010	16	73.6%	3	76.5%	6	61.6%
Parents	2006-2007	11	*82.4%*	12	73.9%	8	*89.7%*
	2007-2008	13	68.9%	10	72.2%	9	*85.4%*
	2008-2009	13	68.9%	9	*85.2%*	10	*92.8%*
	2009-2010	13	76.6%	9	*83.4%*	10	*91.4%*

Student Survey. The following is a summary of student survey responses in spring 2010. A total of 195 surveys (89 from females and 101 from males) were collected from students in grades K (kindergarten) through six. 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," "Somewhat," or "No;" on survey items regarding the perceived difficulty of reading and math, students used a "Too Easy," "About Right," and "Too Hard" scale. In addition, there were 2 open-ended questions at the end of the survey regarding three things the student likes about UA and three things "you wish 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 14 below. As can be seen in the table, the majority of responses were very positive for student achievement, parental involvement, and school environment and 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 (43.1%) said they like to read aloud. Several items under school environment showed relatively lower positive responses with 59.5% of the students agreeing that they can learn even when others misbehave, that students respect teachers (42.6%), and that students respect each other (34.4%).

Table 14: Number and Proportion of Students who Answered "Yes" on UA's Student Survey

Student achievement	"Yes"	Proportion
I usually understand what I am doing in math.	158	81.0%
I enjoy writing when I choose my own topic.	154	79.0%
I think I do well in math.	154	79.0%
I enjoy math when I can see an example.	150	76.9%
I think I am a good reader.	146	74.9%
When I do math I need less help than I used to.	144	73.8%
I think I am a good writer.	140	71.8%
I enjoy writing when I can publish my work.	138	70.8%
I enjoy reading when I am in a guided reading group.	137	70.3%

Student achievement	"Yes"	Proportion
I enjoy math when we use objects, charts or counters.	135	69.2%
I usually understand what I am reading.	135	69.2%
I enjoy reading when we talk about a book.	130	66.7%
I enjoy reading when I work by myself.	130	66.7%
I enjoy reading when I work with another student.	130	66.7%
I enjoy writing when we share our writing.	129	66.2%
I like to read aloud.	84	43.1%
Parental Involvement	**"Yes"**	**Proportion**
My family thinks I am good at math.	156	80.0%
My family thinks I am a good reader.	150	76.9%
My family helps me with my school work.	139	71.3%
School Environment	**"Yes"**	**Proportion**
My teachers care about me.	159	81.5%
My school is a safe place.	144	73.8%
I like coming to school.	141	72.3%
Learn even when others misbehave.	116	59.5%
Students respect teachers here.	83	42.6%
Students respect each other here.	67	34.4%

Last, two items asked students to comment on the difficulty level of the reading and math they are exposed to at UA. However, instead of using an agree/disagree format, students were asked to indicate if the reading and math they do was "too easy," "about right," or "too hard." Results for the two items are summarized in Table 15 below. The largest proportion of students agreed that the reading they do is about right (53.8%) and the math they do is about right (49.2%). Note that approximately one-third of the students felt that the reading (31.3%) and math (29.7%) they do is "too easy" and few students (less than 15%) felt that reading or math was "too hard."

Table 15: Breakdown of Responses for Topic Ease/Difficulty Questions

	About Right	Too Easy	Too Hard	Missing
The reading I do at school is:	105 (53.8%)	61 (31.3%)	17 (8.7%)	12 (6.2%)
The math I do at school is:	96 (49.2%)	58 (29.7%)	26 (13.3%)	15 (7.7%)

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 172 (98.3%) students provided 1 or more items they liked about UA with 140 students (71.8%) providing three responses. (All of students' responses to this item can be found in Appendix D.) Student responses were grouped by theme and the following four themes had the largest number of responses:

1. Learning activities/Subjects (n=193): Students identified a number of academic activities or classes at UA which they liked including gym class (n=56), math (n=50), and reading (n=22). Other students mentioned specific activities like "brain break," "choice time" and assemblies.
2. Staff (n=65): Most students indicated they like their specific teacher or all teaching staff (n=57). Students mentioned both instructional satisfaction ("I like the way teachers help us") and more personal anecdotes ("my teacher understand me").
3. Technology/Facilities (n=44): Students in this group indicated they liked technology, the library, and the gym.
4. Fun, playtime, and recess (n=38): Most students in this group indicated they like recess or playtime (n=21), toys, playing games and free time.

Students were also invited to respond to "list up to 3 things you wish could be better at Urban Academy." A total of 158 (81.0%) students provided 1 or more responses to this question with an average of 1.9 responses

from each student. (All of the students' responses to this item can be found in Appendix D.) Student responses were grouped by theme and the following 4 themes had the largest number of responses:

1. Behavior (n=68): Student responses included a number of behaviors they would like to change, including being kind and respectful, quiet, and "treat others the way you want to be treated."
2. Academics and academic skills (n=61): Some students offered non-specific responses such as "math," "reading," or "science" (n=16 for the group) while some added specifics such as "harder math" and "reading should be longer."
3. Facilities and materials (n=57): Student responses under this theme included desires for a swimming pool (n=9), improvements to the gym (n=9), and improvements to the library (n=7).
4. Food (n=40): Many students in this category express that they want "better" food (n=14) whether it be breakfast or lunch. Some students want more (quantity) food while other students wanted specific foods (e.g., hot dogs, pancakes and sausage).

Parent Surveys. A total of 131 surveys were completed by parents. The survey consisted of 42 questions covering Parent Demographics (n=5), Student Academic Achievement (n=13), Parent Involvement (n=10), School Environment (n=9), and Open-ended (n=4) items. 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 parents 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 (81.7%) with men representing a smaller proportion (18.3%) of respondents. In addition, many of parents responding to the survey identified themselves as African American / Black (47.5%) and one-quarter (28.0%) of parents identified themselves as Asian / Pacific Islander; the remaining 24.5% of parents identified themselves as White / European American (5.8%), Latino / Hispanic (3.4%), American Indian (3.4%), or Other (11.9%).[11] The majority of parents had either 1 child (57.0%) or 2 children (20.2%) attending UA, although some parents had 3 children (13.2%) or 4 or more children (9.7%) attending UA.[12] Approximately half of the parents (52.7%) indicated they had a working computer at home.[13]

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 (77.4%), visited the classrooms (62.6%), and had attended a school activity or conferences (53.0%). Fewer parents indicated they attended a PTA meeting (33.9%) and only a small proportion of parents indicated they volunteered at UA (3.6%) or attended another activity. Most parents indicated they attended 3 activities (22.9%), 2 activities (19.1%), or 1 activity (28.3%). Fewer parents attended 4 or more activities (19.9%). In addition, 19.8% of parents indicated they had attended none of the activities.

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[11] An additional 13 parents declined to indicate their race or ethnicity.
[12] An additional 17 parents declined to indicate the number of children currently enrolled at UA.
[13] An additional 19 parents did not indicate if they had a working computer in their home.
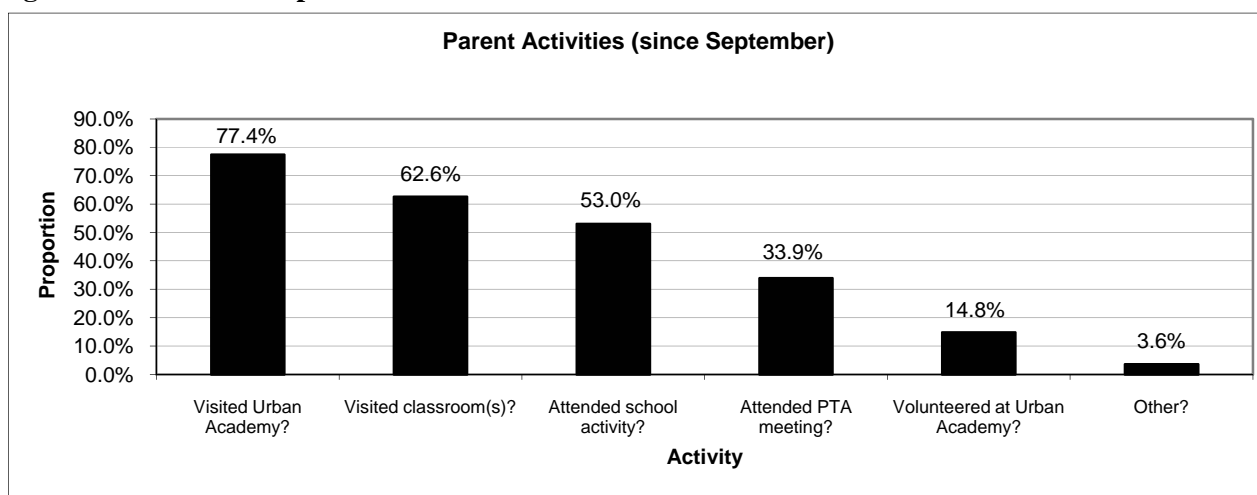
Figure 7: Parent Participation at UA

Parent Activities (since September)

Table 16 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, 60% or more of parents responded "yes" to all of the survey items and more than 75% of parents responded positively to 7 of the 13 student achievement items, 7 of the 9 parent involvement items, and all of the school environment items.

Table 16: Number and Proportion of Parents Who Answered "Yes" on the Parent Survey

Student achievement	"Yes"	Proportion
My child enjoys learning at UA.	122	93.1%
My child believes she/he can do well.	116	88.5%
My child's reading has improved.	111	84.7%
My child likes reading.	104	79.4%
My child's writing has improved.	102	77.9%
I am satisfied with my child's social progress.	102	77.9%
My child's math skills have improved.	100	76.3%
My child likes to write.	97	74.0%
I am notified if there is academic difficulty.	96	73.3%
My child likes doing math.	93	71.0%
My child understands what she/he reads.	88	67.2%
My child understands what she/he is doing in math.	83	63.4%
My child can express themselves in writing.	79	60.3%
Parent Involvement	**"Yes"**	**%**
Important that my child attends school every day.	127	96.9%
I encourage homework completion.	125	95.4%
I make sure child is on time.	125	95.4%
I would like to learn new ways to help child achieve.	114	87.0%
UA helps my child learn.	108	82.4%
I help with homework.	107	81.7%
I feel informed about UA.	101	77.1%
I take child on family field trip once a week.	89	67.9%
I read with child once a week.	87	66.4%
School Environment	**"Yes"**	**%**
Feel welcome at UA.	127	96.9%
UA staff show respect for diverse families.	127	96.9%
UA has a pleasant environment.	125	95.4%
UA teachers care about my child.	124	94.7%
I would recommend UA to other parents.	119	90.8%
My child is proud to attend UA.	119	90.8%

School Environment	"Yes"	%
My child feels safe at UA.	118	90.1%
I am notified for behavior successes.	115	87.8%
Teacher responds to calls, concerns.	113	86.3%
I am notified for behavior problems.	108	82.4%

Parents were invited to share why they enrolled their child (children) at Urban Academy. Of the 131 parents responding to this survey, 109 parents (83.2%) offered 130 responses to this question and the remaining 22 parents (16.8%) did not respond to this question. The majority of parent responses fell under the following four themes: (a) referrals (n=20); (b) location (n=19); (c) quality program and curriculum (n=14); and (d) academic and learning environment (n=14). Example quotes from each of the themes are summarized in Table 5 below. As can be seen in the table, responses to this item were very positive. The majority of parents choose to enroll their child (children) in UA because of the positive things they heard about the program from others. UA referral sources described the school as helping their children *"advance with their math"* and as a *"nice school."* The second largest group of parents indicated that they enrolled their child (children) at UA because of its location; the school was either close to their home or close to their work. Other parents shared that they choose to enroll their child (children) in UA because it was a quality program with a quality curriculum. A sample of parent responses to the five most frequently mentioned themes can be found in Table 17 below and a full listing of parent responses can be found in Appendix E.

Table 17: Reasons for Enrolling Child / Children at Urban Academy

Theme	Example Comments
Referral, recommendation and recruiter (n=20)	• *Recommend by a friend of family member (n=6)* • *It was recommended (n=3)* • *Referred by a UA employee (n=3)* • *Recruiter (n=2)*
Location (n=19)	• *Close to home (n=7)* • *Location (n=6)* • *Close to work (n=4)*
Quality program and curriculum (n=14)	• *Children and parents like the school (n=7)* • *Because it is a good school (n=7)*
Academic and learning environment (n=14)	• *A different kind of learning and teaching* • *because at Urban Academy they have good teaching values* • *I heard that Urban Academy has a good program for academics* • *Urban Academy has given my child an opportunity to actually learn at his pace*

*Responses with no "N" present indicate that the response was offered by only one individual.

Parents also responded to an open-ended question about UA's greatest strength. Of the 131 parents responding to the survey, 100 parents (76.3%) offered 102 responses to this item, 31 parents (23.7%) left the item blank, and an additional 5 parents (3.8%) offered responses that could not be themed. Parent responses were reviewed and grouped into the following four themes: (a) family involvement is encouraged and supported (n=17); (b) meeting the needs of students/focus on students (n=16); (c) quality and dedicated staff (n=16); and (d) academics (n=14). For example, many parents reported that UA is family oriented, makes families feel welcome, and make parents feel they are "important." In addition, parents who emphasized UA's focus on their children indicated that UA "understand the students," help them when needed, and care for them. Parents also appreciated the quality and dedicated staff and offered that the staff "is very involved" and "seem(s) to care about my child's progress." And parents who felt UA's academics were the greatest strength specifically mentioned math, reading, and the availability of after school tutoring. Example quotes from each of the themes are summarized in Table 18 below and a full listing of parent responses can be found in Appendix E.

Table 18: Perceptions of Urban Academy's Greatest Strength

Theme	Example Comments*
Family involvement (n=17)	• *Family orientated (n=7)* • *Support to families (n=2)* • *Making all families feel as one and welcome the connection the staff and parents have with one another*
Focus on students (n=16)	• *Helping the children with their work one on one when they need it* • *I think Urban Academy's greatest strength is how the workers help the children be good at learning* • *Teachers really know your child*
Quality and dedicated staff (n=16)	• *Teachers and staff (n=4)* • *Quality of teaching (n=2)* • *The staff has a warming welcome* • *the teaching staff seem to care about my child's progress*
Academics (n=14)	• *The reading program (n=3)* • *Education (n=2)* • *The math classes (n=2)* • *After school program tutoring* • *High academy standards*

*Responses with no "N" present indicate that the response was offered by only one individual.

Parents were also given the opportunity to make suggestions for UA's future. Of the 131 parents responding to the survey, 68 parents (51.9%) provided 69 suggestions. Please note that 41 parents (31.3%) did not respond to this question and 22 parents (16.8%) indicated the school was already doing a good job and suggested no improvements. The majority of parents' suggestions for improvement were grouped into three categories: (a) expand school programming (n=18); (b) transportation and parking (n=10); and (c) learning and academics (n=10). For example, parents suggested that UA's program could be expanded by adding a sports team or music or arts program. Other parents suggested improvements to transportation and parking and recommended communication with the bus company and parents and making transportation available for after school activities. And some parents suggested more homework, academic support for the students, and language classes. A sample of parent responses for the three most frequently mentioned suggestion themes can be found in Table 19 below and a full listing of parent responses can be found in Appendix E.

Table 19: Suggestions for Urban Academy's Improvement

Theme	Example Comments*
Expand school programming (n=18)	• *Have a sports team (n=6)* • *Music program (n=5)* • *More field trips (n=3)* • *Have a art program (n=3)*
Transportation and parking (n=10)	• *Communication with the bus company and parents (n=4)* • *Better parking for the children, family and visitors (n=2)* • *I think they should have transportation for the after school activities (n=2)*
Learning and academics (n=10)	• *More homework (n=3)* • *academic support for the students* • *extra credit*

*Responses with no "N" present indicate that the response was offered by only one individual.

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 131 parents responding to the survey, 80 parents (70.5%) provided 86 responses to this item. Thirty parents (22.9%) simply responded *"Yes,"* and 15 parents (11.5%) responded *"Yes"* with some additional information; none of the parents indicated they felt UA's is not following its mission. Thirty-six parents (27.5%) did not offer responses to this question. For parents who provided a response to the question, the majority of responses fell into one major theme,

increasing students' academic and social potential. Parents explained that their child is growing socially, respecting others, and has grown academically. A sample of parent responses for the two most frequently mentioned suggestion themes can be found in Table 20 below and a full listing of parent responses can be found in Appendix E.

Table 20: Fidelity to Urban Academy's Mission

Theme	Example Comments*
Increasing potential academically and socially (n=24)	• *Academically yes but life skills I have yet to see, but overall families are probably happy with the school.* • *Yes, I have noticed that through the years my children have grown socially and I appreciate everything that they do* • *Yes, they have worked so hard to be successful in the children's life whether socially or academically*

*Responses with no "N" present indicate that the response was offered by only one individual.

"They make you feel that you as a parent are important."

"The staff and teachers really care and pay attention to each and every student."

"The atmosphere is positive."

Several Urban Academy Parents' Responses to Parent Survey question: "What do you think Is Urban Academy's greatest strength?"

PROFESSIONAL DEVELOPMENT

UA implemented a professional development plan throughout the 2009-2010 school year. The plan was developed by the school's Board of Directors and the school's director, Mongsher Ly. Tables 21, 22, and 23 below displays the date, time spent, and a brief description of the professional development activities. Professional development plans focused on different groups of staff: (1) paraprofessionals; (2) K-3, Title I Reading, and Librarian; (3) grades 4-6 and Title I Mathematics.

As can be seen in table 28, Paraprofessionals spent a total of 29.5 hours in professional development over 19 sessions throughout the school year.

Table 21: Paraprofessional Professional Development Plan Implementation

Date	Hours	Activities/Subject Matter
Sept. 14	1.5	Training in literacy interventions
Sept. 28	1.5	Training in literacy interventions
Sept. 30	1.5	Training in early literacy interventions
Oct. 5	1.5	Training in literacy intervention
Oct. 12	1.5	Training in early literacy interventions from the Reading Recovery Team
Oct. 26	1.5	Discuss needs assessment, introduce integrity checks and evaluation.
Nov. 4	2	Lunch and recess procedures; brainstorm ideas for more successful implementation
Nov. 23	1.5	Overview of all literacy interventions
Dec. 2	2	Supplemental comprehension strategies for connected text literacy interventions
Dec. 7	1.5	Learned comprehension strategies, Repeated Reading with Comprehension, and paraprofessional's role in team meetings
Dec. 14	1.5	Lunch and recess procedures
Dec. 21	1.5	Tutor logs
Jan. 4	1.5	Recess procedure; one-on-one duties and protocol.
Feb. 22	1.5	Early literacy interventions and implementation
Mar. 8	1.5	Connected text literacy interventions
Mar. 15	1.5	Crisis Prevention Institute instruction
May 10	1.5	Gear up for next year: how can we make paraprofessionals better for next year?
May 17	1.5	End of Year Evaluations on students
May 24	1.5	Preparations procedures for the end of the school year

Table 22 below shows the professional development activities for K-3 teachers, the Title I Reading teacher, and the school librarian. These staff spent a total of 38 hours in professional development over 22 sessions.

Table 22: K-3, Title I Reading, and Librarian Professional Development Plan Implementation

Date	Hours	Activities/Subject Matter
Sept. 1	3	Literacy Collaborative and Observation Survey Training
Sept. 2	3	Managed Independent Learning: an environment for literacy learning
Sept. 14	1.5	Comprehensive word study system: Phonics Lessons
Sept. 28	1	Interactive Read Aloud: part 1
Sept. 30	2	Interactive Read Aloud: part 2
Oct. 12	1.5	Teaching for the reading process with shared reading
Oct. 26	1.5	Deepen understanding of the reading process
Nov. 4	2.5	Guided Reading: teacher and student roles before, during, and after reading
Nov. 23	1.5	Early strategic actions in emerging readers utilizing the WWHC lesson design
Dec. 2	2	The gradient of text & analyzing books to support teaching for meaning making
Dec. 7	1.5	Early strategic actions in emerging readers utilizing the WWHC lesson design

Dec. 21	1.5	Guided Reading: Customize and scaffold support based on student needs
Jan. 12	1.5	Teaching the writing process with Community Writing
Jan. 29	3	Teaching the writing process with Community Writing
Mar. 8	1.5	Community Writing: Videotape analysis and reflection
Mar. 15	1.5	Integrating curriculum through inquiry based learning & connecting reading and writing through themes
Apr. 9	3	Deepen understanding of the writing process
Apr. 12	1.5	Designing an effective writing lesson
Apr. 19	1.5	Writing Workshop: Videotape analysis and reflection
Apr. 26	1.5	Present Webs and Case study presentations
May 10	1.5	Present Webs and Case study presentations
May 24	1.5	Present Webs and Case study presentations

Grades 4-6 and the Title I Mathematics teacher spent a total of 32 hours in professional development over 21 sessions (see Table 23 below).

Table 23: Grades 4-6 and Title I Mathematics Professional Development Plan Implementation

Dates	Hours	Activities/Subject Matter
Sept. 14	1.5	Introduction to PLC
Sept. 28	1.5	Review MCA reading data and plan reading curriculum
Oct. 12	1.5	Review MCA math data and plan math curriculum
Oct. 26	1.5	Aligning MCA math planner with new curriculum
Nov. 4	2	Using technology components of new curriculum to enhance instruction
Nov. 16	1.5	Effective use of paraprofessionals in the classroom
Nov. 23	1.5	Methods to develop fact power
Dec. 7*	1.5	Instructional planning
Dec. 14*	1.5	Winter '09 Math MAP results; Instructional planning with a focus on identifying the key concept/skill of a lesson
Dec. 21	1.5	Ten Principles of Mathematics; manipulatives and the learning stages
Jan. 4*	1.5	Adjust class rosters (using achievement, teacher discussion, and MAP data)
Jan. 25*	1.5	Curriculum mapping and MCA planning
Feb. 1**	1.5	MCA planning and differentiating instruction with the assistance of paraprofessionals in the classroom
Mar. 8	1.5	Thinking ahead to MCA-III's; Algebraic Thinking
Apr. 12	1.5	The Big 5 reading strategies; Problem Solving Steps as math strategies
Apr. 19	1.5	School-wide behavioral expectations; successful behavior management strategies; communication between teachers and behavior support personnel
Apr. 26	1.5	Improving the effectiveness of professional development at Urban Academy
May 3*	1.5	Communication goals for PLCs; identifying procedures vs. concept in math
May 10	1.5	The Fish Bowl introduction
May 17	1.5	Fish Bowl: key principles related to classroom management and student discipline
May 24	1.5	Math Rubric in using assessment data to plan differentiated lessons

* Included all K-6 teaching staff.
** Included all K-6 teaching staff and paraprofessionals.

In addition to the above activities, UA's director, Mongsher Ly, also participated in several professional development activities individually. As can be seen in Table 24, UA's director spent a total of 86.5 hours in professional development over several sessions on a variety of topics.

Table 24: Grades 4-6 and Title I Mathematics Professional Development Plan Implementation

Dates	Hours	Activities/Subject Matter
Jul. 27-30; Nov. 3-4; Feb. 23-24	56	Cognitive Coaching and Foundation Seminar: supervisory/peer coaching that capitalizes upon and enhances cognitive processes
Oct. 30	1.5	A Guide to Children's Mental Health: Common, everyday concerns that caregivers address; how to properly manage a child that might be exhibiting a mental health issue
Sep. 30	3	MDE Workshop for LEAs Required to offer SES
Sep. 3	8	Behavior Intervention and Prevention Training: practical skills to manage disruptive or difficult behavior
Sep. 22	6	Work session of revising the school's Improvement Plan
June 15-28	12	Human Relations

In 2010-2011 UA will continue to implement a well-structured professional development plan including individual professional development for the school's director.

SCHOOL FINANCIAL INFORMATION

UA's unaudited school financial information can be found on the following page. UA will submit audited financial statements to their sponsor, Hamline University, and the Minnesota Department of Education on or before December 31, 2010.

Urban Academy Charter School
June 2010 DRAFT Summary Income Statement

	June 2010	Year to Date	Budget	% of Budget
FUND 01 - GENERAL FUND				
REVENUES				
State Revenue				
General Education Aid		1,512,606.29	2,068,115.00	73 %
Charter School Lease Aid	161,582.74	234,163.56	323,000.00	72 %
State Special Ed Aid		125,623.96	288,020.00	44 %
Total State Revenue	**161,582.74**	**1,872,393.81**	**2,679,135.00**	**70 %**
Federal Revenue				
Other Sources	103,153.64	468,934.53	532,256.85	88 %
Total Federal Revenue	**103,153.64**	**468,934.53**	**532,256.85**	**88 %**
Other Local Revenue Sources				
Interest Earnings		1,086.30	1,500.00	72 %
Gifts & Bequests		380.00	500.00	76 %
Misc Local Revenue-Walton Grant			19,020.00	0 %
Misc. Revenue-Other Local Sources	53.00	6,868.72	9,000.00	76 %
C.O.M Fund Raisers (Contra)		(4,416.90)		0 %
Sale Mat-SA Fund Raisers		4,259.97		0 %
Total Other Local Revenue Sources	**53.00**	**8,178.09**	**30,020.00**	**27 %**
FUND 01 - Total Revenues	**264,789.38**	**2,349,506.43**	**3,241,411.85**	**72 %**
EXPENDITURES				
Administration				
Salaries and Wages	16,170.46	175,807.94	182,879.47	96 %
Benefits	3,501.86	40,357.45	42,176.12	96 %
Purchased Services	8,046.64	112,982.55	104,935.91	108 %
Supplies	757.47	7,638.01	7,253.00	105 %
Miscellaneous Expenditures	443.00	15,335.63	22,025.00	70 %
Total Administration	**28,919.43**	**352,121.58**	**359,269.50**	**98 %**
Elementary Education				
Salaries and Wages	123,751.25	615,844.12	624,569.16	99 %
Benefits	22,037.69	163,669.17	183,903.52	89 %
Purchased Services	300.00	21,193.50	21,050.00	101 %
Supplies	124.10	77,374.19	40,830.00	190 %
Equipment		1,070.83	1,100.00	97 %
Total Elementary Education	**146,213.04**	**879,151.81**	**871,452.68**	**101 %**

Federal Programs

State Fiscal Stabilization	45,578.08	207,668.38	179,648.00	116 %
Title I	22,209.83	132,334.93	124,711.00	106 %
Title I ARRA	2,665.23	78,754.45	76,999.00	102 %
Title II	618.90	14,867.50	12,835.00	116 %
Title IV		1,195.85	1,195.85	100 %
Total Federal Programs	**71,072.04**	**434,821.11**	**395,388.85**	**110 %**

Special Education

Salaries and Wages	29,366.87	214,789.76	220,750.16	97 %
Benefits	5,946.63	47,127.37	62,088.40	76 %
Purchased Services	7,063.80	62,932.15	43,003.59	146 %
Supplies		5,373.16	5,134.00	105 %
Special Education Stimulus	3,746.55	65,061.82	72,408.23	90 %
Miscellaneous Expenditures		1,050.00	3,790.75	28 %
Total Special Education	**46,123.85**	**396,334.26**	**407,175.13**	**97 %**

Instructional Support

Staff Development and Training	995.35	55,498.13	54,585.00	102 %
Student Support Services	26,146.56	141,887.20	142,521.42	100 %
Total Instructional Support	**27,141.91**	**197,385.33**	**197,106.42**	**100 %**

Pupil Support Services

Transportation	1,849.42	221,005.14	227,500.00	97 %
Total Pupil Support Services	**1,849.42**	**221,005.14**	**227,500.00**	**97 %**

Lease and Operations

Purchased Services	12,255.80	113,992.19	110,000.00	104 %
Facilities and Building Lease	41,920.90	497,618.30	498,110.00	100 %
Supplies	615.76	6,128.27	5,700.00	108 %
Total Lease and Operations	**54,792.46**	**617,738.76**	**613,810.00**	**101 %**

FUND 01 - Total Expenditures	**376,112.15**	**3,098,557.99**	**3,071,702.58**	**101%**

FUND 01 - GENERAL FUND Net Income	**(111,322.77)**	**(749,051.56)**	**169,709.27**	

FUND 02 - FOOD SERVICE FUND

REVENUES

State Revenue

State Breakfast Revenue	104.10	891.10	900.00	99 %
State Lunch Revenue	509.40	3,961.44	6,500.00	61 %
State Aids & Grants		464.52	500.00	93 %
Total State Revenue	**613.50**	**5,317.06**	**7,900.00**	**67 %**

Federal Revenue

Fed Free & Reduced Lunch	10,013.67	86,975.49	88,000.00	99 %
After School Snack Program	179.08	1,823.36	2,000.00	91 %
Federal Breakfast Revenue	7,092.00	62,123.84	70,000.00	89 %
Federal Lunch Revenue	1,146.15	9,958.41	11,100.00	90 %
Total Federal Revenue	**18,430.90**	**160,881.10**	**171,100.00**	**94 %**

Other Local Revenue Sources

Pupil Lunch Sales		145.00	150.00	97 %
Total Other Local Revenue Sources	**0.00**	**145.00**	**150.00**	**97 %**

FUND 02 - Total Revenues	**19,044.40**	**166,343.16**	**179,150.00**	**93 %**

Expenditures

Food, Supplies and Materials	26,549.40	215,708.09	208,782.00	103 %
Total Expenditures	**26,549.40**	**215,708.09**	**208,782.00**	**103 %**

FUND 02 - Total	**26,549.40**	**215,708.09**	**208,782.00**	**103 %**

FUND 02 - FOOD SERVICE FUND Net Income	**(7,505.00)**	**(49,364.93)**	**(29,632.00)**	

Net Income - All Funds	**(118,827.77)**	**(798,416.49)**	**140,077.27**	

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 over 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:

Joseph Curiel, M.A.
Kirsten L. Rewey, Ph.D.
Stella SiWan Zimmerman, M.A.

APPENDIX A

Registration with Minnesota Attorney General's Office

The Office of Attorney General Lori Swanson

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Extension Request

**Minnesota Attorney
General's Office**

1400 Bremer Tower
445 Minnesota
Street
St. Paul, MN 55101

(651) 296-3353
(800) 657-3787

TTY:(651)
297-7206
TTY:(800)
366-4812

Search Results

Charities

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

Submit

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Attorney General Lori Swanson

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(800) 657-3787

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297-7206
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366-4812

Search Results

Charities

Organization Name	URBAN ACADEMY
Federal ID#	411977516
For Fiscal Year Ending	6/30/2009

Income

Direct Public Support	$50,252
Government Grants	$3,271,967
Other Revenue	$10,937
Total Revenue	**$3,333,156**

Expenses

Amount Spent for Program or Charitable Purposes	$2,915,153
Management/General Expense	$397,369
Fundraising Expense	$0
Total Expenses	**$3,312,522**

Excess/Deficit	$20,634
Total Assets	$1,161,619
Total Liabilities	$224,378
End of Year Fund Bal/Net Worth	$937,241

Try Another Search

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 #: _____   _____

<u>Other Siblings:</u>

_____   _____
Name   Grade   Name   Grade

_____   _____
Name   Grade   Name   Grade

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

GARADOS 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
- JORNANDA COMPLETA DE CLASES PARA KINDER
- GRUPOS PEQUEÑOS PARA CADA MAESTRO
- UNIFORME REQUERIDO PARA TODOS LOS ESTUDIANTES
- PROGRAMA GRATIS DE DESAYUNO Y ALMUERZO
- TRANPORTE 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 mission 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 estruturados 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 Numbre

_____
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	Page 1 of 2

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	Page 2 of 2

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 Responses to Open-Ended Survey Items

List up to 3 things you like about Urban Academy.

Learning activities/Subjects (N=193)

Gym class (N=56)
Gym (N=32)
PE (N=24)
Mathematics (N=50)
Math (N=50)
Reading/Books (N=22)
I like reading (N=19)
I like reading a book by myself
Reading with partner
Reading group
General Learning (N=17)
Learning (N=5)
Class (N=4)
We learn (N=2)
Learning from my teacher (N=2)
I can learn
I learn easy
I like that the teacher teaches new things
There are so many things you can learn

Other Classes (N=25)
Writing (N=11)
Science (N=6)
Art (N=6)
I like spelling
I like going to the computers
Learning Activities (N=23)
Brain Break (N=3)
Center Time (N=3)
Choice Time (N=3)
Talent Show (N=3)
Assemblies (N=2)
Word study (N=2)
Holiday Celebrations
I like the activities
Jobs in the classroom
Learning about bodies
Learning about water exercising
The events
Time books

Teachers and staff (N=65)

Teaching Staff (N=57)
The teachers (N=28)
I like my teacher (N=9)
Some of the teachers (N=5)
I like [Name] (N=3)
My teacher takes care of us
My teacher understands me
My teachers care about me
My teachers help me
I like reading with my teacher
I like the way teachers help us
I like Urban Academy because I have a nice teacher

It has good teachers
Teacher's care about us
Teachers love kids
Teachers helping other people
Lots of fun teachers
Other Staff (N=8)
The Principal (N=3)
It has good staff (N=3)
The teachers are nice and staff and others
Shaking hands with Mr. Elliott

Technology/Facilities (N=44)
I like technology (N=23)
Library (N=6)
The gym (N=5)
Park (N=4)

Computers (N=3)
The chairs
The desk
Swimming pool

Fun, playtime, and recess (N=38)
Recess (N=15)
It is fun (N=6)
Play (N=6)

Toys (N=5)
Play dough (N=5)
Play with puzzles (N=3)

I like to playing games
Going to the park
Blocks
Free time

Give candy
Memory game
Play with friends
Watching movies

Food (N=26)

Lunch (11)
Food (N=9)
I like when we have tacos

Good breakfast (N=3)
Healthy food (N=2)

Friends and other students (N=29)

I like my friends (N=12)
Students (N=5)
Good students
I like to make friends
I like to teach what I know to other students
Kids
Kindergarteners

Meeting people you don't know
People get along
The students
We have good boys and girls
We have nice friends
When kids respect each other
When people are my friends

School and/or Urban Academy (N=11)

It is a safe place (N=4)
The school is nice (N=2)
The school
It is a cool place

I like the school name
Good school
Small like a community

Descriptors (N=7)

They are nice
They help
They respect others
They understand

They are cool and funny
Nice to each other
The help

Misc. (N=17)

Body apron
Cars
Cinderella
Tornado drills
Dresses
Flat Stanley
High Heels
I like the grades
I like the morning announcements
I like to be a nice student

I like to speak
I like when the buses come
Thank you's
The pillows
When people be gentle to me
When you are having a bad day you have people to
talk to
You have to ring the bell before we come in

Everything (N=2)

Everything (N=2)

Nothing (N=1)

Nothing

List up to 3 things you wish could be better at Urban Academy.

Student behavior (N=68)

- Be kind (N=6)
- Be respectful (N=6)
- Kids behavior (N=4)
- Be friendly (N=3)
- Not to be mean (N=3)
- Behavior (N=2)
- Students (N=2)
- Bad kids
- Bad mouth
- Be good
- Be quiet in the classroom
- Being good
- Better team
- Care for the teacher
- Change kids into good people
- Everyone be best friends
- Fighting
- Friends are mean to me
- Good students
- How students respect the teachers
- I wish that students respect each other
- If people did their best
- If people didn't eat on the bus
- If people didn't mess with stuff
- If people were not mean to people
- If people wouldn't talk during learning time
- If someone has a problem they should ask the teacher
- If we had no fighting
- Kids and grown ups be nice
- Kids being less mean
- No goofing off
- No misbehaving
- No talking back to teachers
- No talking during lesson
- People be good
- People don't talk bad
- People to listen
- People would talk to each other nicely
- Respect the sub like you do the teacher
- Responsibility
- Some students
- Students be nice
- Students respect people
- Talk respectful to students
- The girls who think they are cool
- The students
- The students
- Treat others the way you want to be treated

Academics and academic skills (N=61)

- Math (N=9)
- Math (N=7)
- PE (N=5)
- Reading (N=5)
- Science (N=2)
- Change numbers and color charts because we know colors and numbers
- Change to reading school
- Doing science is better
- Don't like coloring
- Good at math
- Hard math
- Harder math
- Having more reading time
- Help
- How much homework they give us
- I do not like doing work during recess
- I don't like sentences
- I want to write on the board
- I wish I can have hard homework
- I wish PE was better
- I wish we can stay at computer for a long time
- Learn more fun stuff
- Learning outside
- Little bit more math at technology
- Math and more learning
- Math to be shorter
- PE to be downstairs
- PE to be longer
- Reading should be longer
- Spelling
- Teach more in technology
- The way you switch for math
- Word study
- Word study
- Work as a group
- Writing
- Writing should be longer

Facilities (N=57)

- Swimming pool (N=9)
- Gym (N=9)
- Library (N=7)
- A park (N=4)
- Classrooms (N=3)
- A playground
- A game room
- A nice famous place
- A play zoo
- A slide with water in it
- Art room
- Bigger basketball court
- Bigger school
- Blue and red walls

Change library
Change technology
Change the gym
Different color chairs
Draw room
Gym to bigger size
Have a bigger classroom
Have a different park

Have sun catchers all over the ceiling like church to make it beautiful
Make a basement
More center
More classrooms
Play ground
Put camera in classroom
The bathrooms
We could have gym outside

Food (N=40)

Better Food (N=14)
Lunch (N=10)
Food (N=6)
Better breakfast (N=7)
100 hot dogs
Be able to buy snacks
Different lunch

Better lunch (N=2)
Hot breakfast (N=2)
I want ice cream (N=2)
Eat a lot of brownies every day

Have ice cream
Hot breakfast
I want cake
I wish we had better lunch
I wish we had hot breakfast
If we could have candy
If we could have gum
More candy
More food
More lunch
Serve pancakes and sausages

Activities (N=38)

Recess (N=9)
Basketball team (N=4)
More play time (N=4)
More field trips (N=4)
Back flips (N=2)
Football team (N=2)
After school
Friday fun should be longer
Go outside
Go to big park every day
Go to the park more often
Having more recess
I wish there were more games
I wish we can play dodgeball
I wish we could go outside and look at flowers

I wish we could learn more games to play
Lunch should be longer
More games
More recess
More recess time
Playing with play dough
Recess
Sports team
The recess
To play
Video games
Watch movies more often
We could celebrate Halloween differently to have fun

Resources and Equipment (N=29)

Technology (N=5)
Books (N=4)
More toys (N=4)
Books (N=2)
A lot of coloring books
Computer for everybody
Have better computers
Have more technology
Hmong books

Lots of toys
More books
More girl toys and boy toys
More papers to draw
More play dough
More puzzles
More reading books
Notebooks

Policies (N=16)

No more uniforms (N=12)
Go home earlier
I wish we can eat outside

No quiet time
Bring pets

Staff Behavior (N=13)

    Teachers (N=7)   Some teachers

    Teachers be nicer (N=2)   Strict teachers

    Better teachers

Personal Achievement (N=9)

    I wish I can do better   To be good at reading

    I wish I could have better grades   Want to be a better reader

    I wish I good at reading   Finish all my homework

    I wish I was good at math   To be a good student

    I wish I was good at spelling

Misc. (N=8)

    Students (N=3)   Have good students

    The kids (N=2)   Kids in class

    Good kids

Nothing (N=6)

    Nothing (N=6)

Everything (N=4)

    Everything (N=4)

Misc (N=38)

    Class (N=2)   New [position] teacher

    Boys   New [position] teacher

    Camera on buses   New people were here

    Change to nice school   New teachers

    Don't make mistakes   No tornados

    Get good grades   Pay attention

    Good to do some things fun   People can bring world peace

    Hmong school   Pink chairs

    I like my school   School is fun

    I like my teacher   School is good for you

    I wish we have 7 and 8 grade   Sitting down

    I wish we have more teachers   The classes

    Kind   The discipline

    Making body pictures   The school

    Male teachers   The school yearbooks should be $5.00

    More awards and parties   To do whatever we want

    More effort   To get paid

    More kids   We should take toys down off shelf

    More people at school

Parent Responses to Open-Ended Survey Items

Please note that responses with no "N" present indicate that the response was offered by only one individual.

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

Theme	Comments*
Referrals, recommendations, and recruiter (n=20)	• Recommend by a friend of family member (n=6) • It was recommended (n=3) • Referred by a UA employee (n=3) • Recruiter (n=2) • Because I read about Urban Academy on the internet • I heard about the school from a family member and decided to try it out • [Name] recruited them • My best friend said it was a nice school in he never been in a charter school • My cousins said that Urban Academy was helping her sons advance with their math • Referred from a parent
Location (n=19)	• Close to home (n=7) • Location (n=6) • Close to work (n=4) • Close (n=2)
Quality program/curriculum (n=14)	• Children and parents like the school (n=7) • Because it is a good school (n=7)
Academics and learning environment (n=14)	• A different kind of learning and teaching • because at Urban Academy they have good teaching values • Because I want my child to get an education • He needed help with his work he could not read • Heard it had a good academic growth for children • help my child to learn about English, speak, read • high academy achievements with kids • I heard that Urban Academy has a good program for academics • Learning • my children learn very well • One on one teaching • To give her more of a none on one learning environment • To improve in academics • Urban Academy has given my child an opportunity to actually learn at his pace
Quality and dedicated staff and teachers (n=11)	• quality teachers (n=5) • I love the staff (n=4) • At Urban Academy the teachers and staff take time needed for teach child attending as a family member not a pay check • I heard that they care about the children
School climate and environment (N=12)	• Different environment • Environment • family orientated • friendly, safe and welcoming • I enrolled my child in Urban Academy because of the nice environment • I wanted a school that was going to encourage my children • My grandchildren moved from the south they needed that personal one on one. • Stability

Theme	Comments*
	• Warm and friendly place
Alternative to traditional public school/sometime new (n=8)	• Something new (n=3) • A different look • Because charter schools are the best schools • I like charter schools • I was looking for a change for my daughter. A different environment that was more family orientated • Wanted to try a charter school instead of public schools
Culture and diversity (n=8)	• Diversity (n=4) • Respect of cultures (n=2) • Cultural diversity • Diverse environment
Small school and small class size (n=7)	• Heard it was a great small school that works one on one with students • I like the small classroom sizes • I liked the idea of my child going to a smaller school • My child like the small classrooms • small environment • Small school • Smaller class sizes and focused learning
Structure and discipline (n=4)	• Because I like Urban Academy and their rules • Because I thing the program is very structured • I heard that Urban Academy has a good program for behavior • To learn some discipline
Encourage and support family involvement (n=4)	• Family is encouraged to take part in student learning • Family orientated • Have family members that attend • I heard about the work with families
Uniforms (n=3)	• because of the uniforms • I heard about the uniform policy • Uniforms
School visit (n=2)	• I visited the school during the summer and had a tour and I like the school's mission and the staff were so nice • Walked by it wanted to see how it was
Necessity (n=2)	• Came from out of state • Come from out of town needed a school
Specific programs and activities (n=1)	• All day kindergarten
Miscellaneous (n=4)	• Answered in Hmong • Because of the deadline for Kindergarteners • [Name] registered them • To try the school to see if it was good for my children
No Answer (N=26)	

*Responses with no "n" present indicate that the response was offered by only one individual.

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

Theme	Comments*
Family involvement is encouraged and supported (n=17)	- Family orientated (n=7) - Support to families (n=2) - Close knit atmosphere - Community togetherness - Interaction with parents - Making all families feel as one and welcome - One on one involvement with parents/staff - the connection the staff and parents have with one another - They make you feel that you as a parent are important - Willing to help parents
Meeting the needs of students/focus on students (n=16)	- Being successful and to meet full potentials - Understand the students - Helping the children with their work one on one when they need it - The personal caring of each student, their education is taken in steps to make sure they improve. They take extra steps to make learning fun - They know each student and their needs - They care for the children - Caring about the kids - One on one involvement with teachers/students - I think that the one on one involvement that they have with the students is the best - Working with the kids - I think Urban Academy's greatest strength is how the workers help the children be good at learning - The staff and teachers really care and pay attention to each and every student they make sure the students needs are met - They really care for the children - It is a safe place for children to learn - Teachers really know your child - Encouraging the kids to learn
Quality and dedicated staff (n=16)	- Teachers and staff (n=4) - Quality of teaching (n=2) - All of the staff member who go beyond what is excepted to help the families - Great teachers that understand - The compassion they have for the children and each other despite adversity - the passion they have for what they do - The staff and teachers are always there to talk to and help you - The staff has a warming welcome - The staff is very involved - The teaching and encouraging the children - the teaching staff seem to care about my child's progress - They are very helpful
Academics (n=14)	- The reading program (n=3) - Education (n=2) - The math classes (n=2) - After school program tutoring - Education of students - High academy standards - Teachers - Teaching kids to focus on work - Testing - They have their own curriculum

Theme	Comments*
Communication (n=11)	• Communication (n=3) • Calling to update us on our child's progress in school (n=2) • always there to listen • Communication and respect of parents concerns • Great communication with families • Staff are always there to talk to • the open door policy, you can talk to anyone at any time • The teachers communication with the parents
Culture and diversity (n=11)	• Different cultures (n=3) • Diversity (n=2) • Hmong speakers (n=2) • Cultural awareness • Cultural diversity • Culture is an important tool to learning • The way they adapt to all cultures
Environment (n=7)	• Environment (n=3) • Feels like home • Friendly • The atmosphere is positive • They have a very positive environment
Structure and discipline (n=4)	• Effective disciplining when kids act up • Know how to effectively discipline students • Structure • They can handle most situations with the kids and they get the opportunity to correct and change
Overall positive (n=3)	• I thing this school is great • I thing Urban Academy is great • Overall it is great
Location (n=2)	• I think it's the greatest strength school in the St. Paul city. • Location
Class size (n=1)	• small class sizes
Miscellaneous (n=5)	• AmeriCorps program • Answered in Hmong • Great values • Many program to experience in USA • Understanding
No Answer (N=31)	

*Responses with no "n" present indicate that the response was offered by only one individual.

What do you think Urban Academy should improve upon?

Theme	Comments*
Expand school's programming (n=18)	• Have a sports team (n=6) • Music program (n=5) • More field trips (n=3) • Have a art program (n=3) • More school assemblies
Parking and transportation (n=10)	• Communication with the bus company and parents (n=4) • Better parking for the children, family and visitors (n=2) • I think they should have transportation for the after school activities (n=2) • Busing • Transportation
Learning and Academics (n=10)	• More homework (n=3) • academic support for the students • extra credit • Future to be a good leader • Help kids with reading, math when they have a hard time • I think Urban Academy should improve education so that students will have a knowledge in other languages • Life skills • Work on each students educational needs, Learning how to tell time
Structure/Discipline (n=6)	• Behavior (n=2) • Continue to enforce the dress code • Get rid of behavior problems • Hearing kids out (listening) and assisting kids resolve their differences without assuming or jumping to conclusions. • Not let the behavior problem over take the good the school is doing
Communication (n=6)	• At this time I would like to see in advance notices of school closings • Communication • Communication with parents when situations arise • Parent/teacher communication • Responding back with phone calls • They always call when my child is doing something
Better food (n=6)	• Lunch (n=3) • Better food - hot breakfast, variety of choices for lunch • Breakfast - need hot at least 2x a week • Lunches and breakfast
Facilities (n=5)	• Playground area (n=2) • Room temperature (n=2) • the gym
Culture and Diversity (n=4)	• Diversity • Parent/teacher communication barriers or barriers within cultures that hinder effective communication because of biases, and misunderstand and stereotypes • Teachers of color that represent Urban Academy better • The need for more African American teachers in school. More positive reinforcement of students cultural and ethnic roots
Expand as an organization (n=3)	• Expand to higher grades • Expand • Nothing, maybe expand to older grades
Class size (n=1)	• Class sizes
No suggestions/overall positive (n=22)	• No suggestions (n=16) • Everything is ok • Everything so far is great • I thing the school teaches very well • I think they are doing a great job

Theme	Comments*
	• It is great • Nothing they are doing a good job
No answer (N=41)	

*Responses with no "n" present indicate that the response was offered by only one individual.

Do you think Urban Academy is following its mission? Why or why not? (UA's mission statement was provided on the survey for parents to review and reflect upon.)

Theme	Comments*
Increasing potential – academically and socially (n=24)	• Academically yes but life skills I have yet to see, but overall families are probably happy with the school • Oh yeah! Thinking back to when I attended school, the learning was not fit for a child in the urban setting. I feel the techniques used are exactly for a child from a diverse background • The kids seem very enthusiastic with learning and with school in general • Urban Academy has helped my children progress educationally and socially • Yes because my child has improved much more on her work • Yes because my son has not got suspended not once this year and his getting the help that he need I see it in his grades and he loves school now • Yes I have seen much social and educational growth since my child has attended Urban Academy • Yes I see my child is doing good because he is learning how to read and to spell • Yes my child has improved greatly in her growth of knowledge • Yes my child is growing socially • Yes they are teaching our children how to respect everyone for who they are • Yes, I do because my daughter is improving in her academics every semester • Yes, I have noticed that through the years my children have grown socially and I appreciate everything that they do • Yes, I think so because my child has improved greatly in areas he needed to improve in not only academically but in his behaviors. This is because the teachers are willing to listen and help. • Yes, I've seen how my child has improved in such a short period of time in both his academic and social life • Yes, my child has a better understanding about respecting others for who they are • Yes, my child has learned he must support his own community • Yes, my child is learning to spell and read on a higher level • Yes, my children are learning the value of respect • Yes, my child's reading and social skills have grown • Yes, my daughter has grown academically and socially • Yes, my daughters academics has improved • Yes, they have worked so hard to be successful in the children's life whether socially or academically
General improvements (n=5)	• Yes I believe my child has improved overall this past year and I am proud to have my daughter be a part of Urban Academy • Yes I do because my child has learned a lot and is doing well and I like when the teacher calls and informs me when my child is acting up in school • Yes I do, my child has grown since the last time me and her teacher met • Yes, improving • Yes, my child has been here a long time and the growth is proven in the outcome
Family inclusion and support (n=5)	• Absolutely, I am a part of my child's learning program • Helps families • They help families • Yes because I have a child with special needs and the school has done wonders with him as well as taught me how to deal with his situation better

Theme	Comments*
Safe, structured, and respectful community (n=4)	• Yes because I have never felt at danger at all since my daughter has attended UA and there is always staff available and around • Yes it is a structured, respectful school • Yes it is a very structured school • Yes, family school friendly, safe and welcoming
Suggestions for improvement (n=3)	• Sometimes but it can get a lot better for the years to come • Yes and no, I really do not feel they are working on individual student needs • Yes, but I think they need to work on the discipline issues
Overall Positive (n=45)	• Yes (n=30) • Good • Great • I think that they are but it is going to take hard work to complete the mission • Somewhat • Sure • Yes because I feel Urban Academy's mission is • Yes because I think they are great • Yes I can feel it every time I visit the school • Yes take a look at the school they are working with children from all walksof life and sticking to the mission of the school. The school and staff have truly done well • Yes they are • Yes, but it's a challenge • Yes, I believe Urban Academy is doing great • Yes, I do thing Urban Academy is following its mission • Yes, it is a success • Yes, they work hard to fulfill the mission and guide the children to success
No Answer (N=36)	

*Responses with no "n" present indicate that the response was offered by only one individual.

Urban Academy's School Report Card
From Minnesota Department of Education

School Report Card

Superintendent: MONGSHER LY

133 E 7TH STREET
ST. PAUL, MN 55101
Phone: 651-215-9419

URBAN ACADEMY CHARTER SCHOOL DISTRICT (4088-07)

Report Card Information

The Report Card has lots of information about your district. Some of the information appears below. Other information can be found by choosing the options on the right.

2010 Adequate Yearly Progress

Making Adequate Yearly Progress depends on schools and school districts achieving **annual proficiency** targets on state reading and math tests. For more information click on the hyperlinks below. Hyphens may appear in table below, indicating areas where subgroup counts were too few to measure.

URBAN ACADEMY CHARTER SCHOOL has 19 eligible groups and has met 21.1% of the requirements for **Adequate Yearly Progress** under No Child Left Behind.

	Reading		Mathematics		Attendance	Graduation
	Participation	Proficiency	Participation	Proficiency		
All Students	No	No	No	No	Yes	-
American Indian / Alaskan Native	-	-	-	-		
Asian/Pacific Islander	-	No	-	Yes		
Hispanic	-	-	-	-		
Black	No	No	No	No		
White	-	-	-	-		
Limited English Proficient	-	No	-	Yes		
Special Education	-	Yes	-	No		
Free/Reduced Price Lunch	No	No	No	No		

URBAN ACADEMY CHARTER SCHOOL is Not Making AYP. There are 434 Minnesota districts (79.5%) that serve Title I schools. As a **Title I District** with one school, URBAN ACADEMY CHARTER SCHOOL will be implementing an improvement plan for 2010-11.
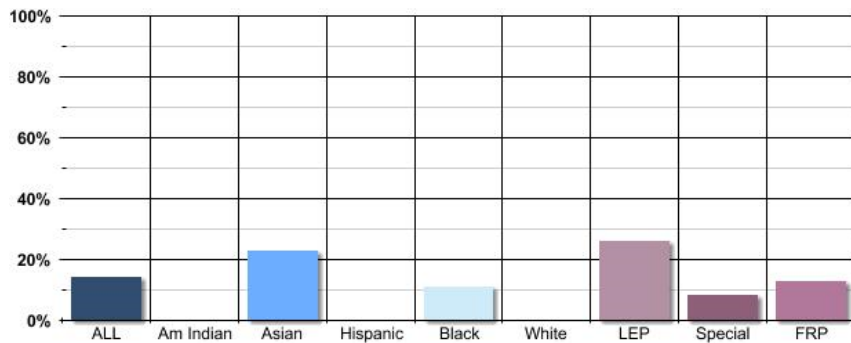
Reading Proficiency

This chart shows the percent of students who are proficient in reading across all grades on the **MCA-II** and **MTAS**. View Analyze Your Results for more results by Achievement Levels.
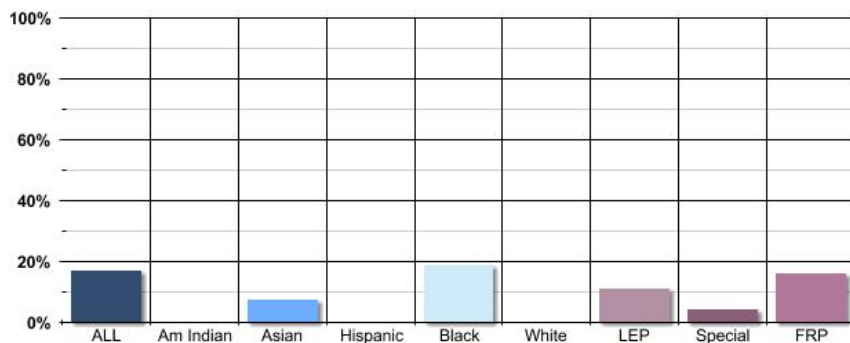
- **View comparison information to other districts.**
- **View results by grade level.**
- **View Technical Specifications and Data Files for AYP.**
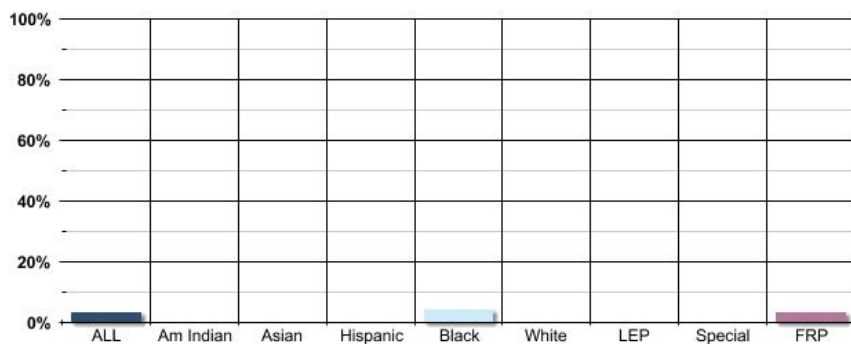
Math Proficiency

This chart shows the percent of students who are proficient in math across all grades on the **MCA-II**, **MTAS** and **MTELL**. View Analyze Your Results for more results by Achievement Levels.

- **View comparison information to other districts.**
- **View results by grade level.**
- **View Technical Specifications and Data Files for AYP.**

Science Proficiency

This chart shows the percent of students who are proficient in science across all grades on the **MCA-II** and **MTAS**. View Analyze Your Results for more results by Achievement Levels.

- **View comparison information to other districts.**
- **View results by grade level.**
- **View Technical Specifications and Data Files for AYP.**