

# Annual Report for the 2012-13 School Year

New City School  
229 13<sup>th</sup> Ave. N.E.  
Minneapolis, MN. 55413  
612-623-3309

School Sponsor  
Novation Education Opportunities  
3432 Denmark Ave, Ste 130  
Eagan, MN 55123  
612-889-2103

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## **School History, Vision, Mission and Goals Statement:**

### History:

New City School was envisioned to be a place where the best practices in social and academic learning would be integrated throughout the school's community. With this vision at hand, founders Dr. Terrance Kwame-Ross and Linda Crawford applied for charter school status with sponsorship from Hamline University. In the fall of 2003, New City opened its doors and welcomed 60 children in grades K-6. Throughout its 10 years of work, the School has intentionally remained small so that children are truly known by everyone at their school: peers, parents, teachers, staff members, and administrators. In 2005 New City began to build its middle school program, through which skills and knowledge gained in the elementary school could be extended and applied in the upper grades. New City School now educates 144 (SY 12-13) children in grades K-8 to be responsive citizens of our city, country and world. Class sizes still remain small as we move into our 11<sup>th</sup> year.

### Vision Statement:

New City School is a supportive community, which actively engages students to build knowledge, ask meaningful questions, design creative solutions, open their minds, care for themselves and their community, and become skilled, responsive citizens of the world.

### Mission Statement:

New City School will create a learning community that is diverse, knowledgeable, thinking, and caring, and will serve as a demonstration site for best practices in the integration of social and academic learning.

### Goals:

New City School will:

- Teach an ethnic and socio-economic mix of students in an urban setting
- Focus on a core curriculum that student will address critically and with depth
- Utilize instruction which is differentiated and challenging, active, arts-infused, interdisciplinary, and inquiry-based
- Model applied social and academic skills in collaboration with the larger community
- Launch students into the world as confident, competent, socially responsible citizens
- Share best practices with the education community by hosting workshops and trainings on the integration of social and academic learning, for pre and in-service educators.

## **Authorizer Information:**

**2011-15**

Novation Education Opportunities

3432 Denmark Ave, Ste 130

Eagan, MN 55123

612-889-2103

<http://www.neoauthorizer.org/index.html>

[executive.director.neo@gmail.com](mailto:executive.director.neo@gmail.com)

Our current authorizer made at least one formal visit per year during the school year to observe, meet and gather data from all stake holders – students, parent group, board members, teaching staff, other staff members and the school director. (Some formal visits made by NEO were: November 30<sup>th</sup>, January 20<sup>th</sup>, April 10<sup>th</sup> and June 5<sup>th</sup>).

**Governance:**

The first members of the board of directors of New City School served a term of office for two years commencing with the date of incorporation, November 8, 2001. Vacancies on the board shall be filled as provided in Minn. Stat. § 317A.227 (a) (2). There are open election dates as vacancies come available. The Board of Directors for the 2012-13 School Year consisted of:

Linda Crawford, Board Chair, community member  
3805 Grand Ave. South  
Minneapolis, MN 55409  
612-822-3422

Karla Ann Bisco, Director-licensed teacher (391212)  
1626 Fillmore St. NE  
Minneapolis, MN. 55413  
612-788-1897

Sharon Greaves, Director-community member and licensed teacher (363115)  
229 13<sup>th</sup> Ave Northeast  
Minneapolis, MN. 55413  
612-8922-3422

Gary Crawford, Director, community member and Lawyer  
5054 Vincent Avenue South  
Minneapolis, MN 55410  
612 926 9717

Lindsey Lynch, Director-community member and licensed teacher (402812)  
3805 Grand Ave. South  
Minneapolis, Mn. 55409  
612-822-3422

Vince Esades, Director-Parent member-Lawyer  
3134 Benjamin St. NE  
Minneapolis, MN 55418  
612 781 4239

Ven Anderson, Director – Licensed 390010  
2926 Buchanan St NE  
Minneapolis, MN 55418  
612 706 6015

Jitendrapal Singh Kundan, Ex-officio member Director-licensed teacher-school principal  
(409931)  
229 13<sup>th</sup> Ave. Northeast  
Minneapolis, MN 55413  
612-623-3309  
[jit@newcitycharterschool.org](mailto:jit@newcitycharterschool.org)

Jackie Paradis for School Management Services, Ex-officio member Director-licensed  
Accountant/Business Consultant  
1122 Foxcraft Lane  
Rochester, MN 55902  
507-288-5678  
[jackieparadis@schoolmanagementservices.org](mailto:jackieparadis@schoolmanagementservices.org)

**2012-2013 School Year New City Charter Public School Board**

*This table contains information for ALL board members.*

*(2013-14 Election Date: January 8<sup>th</sup> 2014)*

<b>Name</b>	<b>Board Position</b>	<b>Group</b> (if teacher, file folder #)	<b>Date Seated</b>	<b>Phone Number</b>	<b>E-Mail Address</b>	<b>Seated and Term Expiration</b>
Linda Crawford	Board Chair Parent Rep		Jan.8.10	612-822-3422	<a href="mailto:Linda@originsonline.org">Linda@originsonline.org</a>	Jan.8.10 Seated Jan2014 Exp.
Ven Anderson	Director/Teacher Rep	390010	Jan 2012	612-706-6015	<a href="mailto:ven@newcitycharter-school.org">ven@newcitycharter-school.org</a>	Jan 2012-2014
Sharon Greaves	Director/Staff Development		Jan.8.10	763-550-0364	<a href="mailto:Greaves49@yahoo.com">Greaves49@yahoo.com</a>	Jan8.10 Seated Jan 2014.Exp
Lindsey Lynch	Director/community outreach/community member		Jan.8.12	651-367-4886	<a href="mailto:Lindseylynch@gmail.com">Lindseylynch@gmail.com</a>	Jan.8.12 Seated Jan 2014 Exp
Jitendrapal Kundan	Principal Ex-Officio		NA	612-623-3309	<a href="mailto:jit@newcitycharterschool.org">jit@newcitycharterschool.org</a>	Na
Gary Crawford	Director/Legal Matters and Finance		Jan.8.10	612-922-6904	<a href="mailto:Gbcrawford34@gmail.com">Gbcrawford34@gmail.com</a>	Jan.8.10 Seated Jan2014.Exp
Karla Bisco	Director/Teacher	391212	Jan.8.10	612-788-1897	<a href="mailto:karlabisco@hotmail.com">karlabisco@hotmail.com</a>	Jan8.10 Seated Jan2014 Exp.
Vince Esades	Director/Parent		Jan.8.12	612-781-4239	<a href="mailto:VEsades@heinsmills.com">VEsades@heinsmills.com</a>	Jan.8.12 Seated Jan2014.Exp
Jackie Paradis	Accountant Ex-Officio		NA		<a href="mailto:jparadis@schoolmanagementservices.org">jparadis@schoolmanagementservices.org</a>	Na

The table below outlines the commitment levels of our board members, it shows the numbers of meetings attended and other duties our board members engage in besides helping with governance.

<b>Name</b>	<b>Board Position</b>	<b>Board Attendance 12/13</b>	<b>Other Board Duties</b>	<b>Returning 13/14</b>
Linda Crawford	Board Chair	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10, April 10 2013	Grant Writing Open House	Yes
Sharon Greaves	Director Community Rep	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10, April 10 2013	Open House Recruitment	Yes

Karla Ann Bisco	Director Teacher Rep	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10 2013	Open House Recruitment	Yes
Jitendrapal Kundan	Ex-officio Principal	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10, April 10 2013		Yes
Gary Crawford	Director Community Rep	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10, April 10 2013	Open House, Finance and Law	Yes
Jackie Paradis	Accountant Ex-Officio	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10, April 10 2013	Business Manager	Yes
Ven Anderson	Teacher Rep Director	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10, April 10 2013	Open House/Curricu lum	Yes
Lindsey Lynch	Director Community Rep	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10, April 10 2013	Enrollment	Yes
Vince Esades	Director Parent Rep	Aug 14, Sept 13(electronic), Oct 30, 2012 and Jan 10, April 10 2013	Enrollment/Fa cilities/Sports	Yes

In keeping with the spirit of the charter school movement and our Sponsor's philosophy of teacher empowerment in charter schools we too

***Believe that teachers carry out the vision of the school, and that teachers must be given the means and the authority to do so.***

Therefore, New City School continues to work on a collaborative model at every level. Teachers are involved in almost all decision-making through a consensus process. They decide on issues of curriculum emphasis, purchase of books and supplies, residencies, professional development, hiring of professional staff, and budget-setting. They are involved in planning events, evaluating student progress through data study, and evaluating peer professional performance including the performance of administration. These decisions occur during two staff meetings per week, in addition to work done by individuals and committees who take on different projects. Our philosophy and process is to involve all stakeholders in decision-making on major (and many minor) issues.

This degree of autonomy and full participation in decision-making is possible at New City School because the model of the organization places the responsibility for the management of the school

in the hands of the professional staff. The role of the School Board is policy-setting around issues involving legal compliance, finance, equity, and, accountability. All but two of the Board members are a teacher or retired educator. One teacher on staff sits on the Board and reports on the agendas and discussions of the Board to the staff. The NCS teacher/Board member consults with teachers about any upcoming Board decisions, and brings their opinions, when relevant, to the Board meeting. Minutes of the Board meetings are published for the whole school community to read.

The rationale for using a representative system is that with a Board of 9 members, five of them would have to be teachers to comply with the statute. Our entire teaching staff consists of 10 teachers, so half of them would have to assume Board responsibilities on top of all the other substantive responsibilities they already carry for the school. The energies and time of the entire school personnel are best spent in our current arrangement with teachers and administration involved in policy-setting, planning, and evaluating the day to day work and progress of the school, and the Board dealing with large issues such as the physical plant, financial oversight, and adherence to the laws and policies to which the school is subject. If teachers were to spend more time on Board matters, they would have to spend less time making the curriculum and program decisions that help ensure the quality of our work.

Our Board explicitly directs our staff to assume leadership in running the school. The Board takes a hands-off role in the day-to-day decision-making. This arrangement has kept us growing and improving annually, has helped us exceed state averages in academic performance on standardized tests, has kept a stable, dedicated, consistent staff, and has kept us financially sound. Parents, staff, and Board are all very satisfied with our division of labor and leadership.

### **Teaching Staff Information:**

**This section includes teaching positions and assignments of 2012-13 school year.**

#### **2012-13 Teaching Faculty Information**

*This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).*

Name	File Folder Number	Assignment	Years Emp	Not Return 12/13	Return or New in 12/13	Return or New in 13/14
Karla Bisco	391212	4/5 Grade	8		Return	Return
Katherine Haag	371804	3	3	Retired		Retired
Kirsten Holmquist	419549	1/2	9		Return	Return
Demian Jackman	440226	Art	5		Return	Farming
Katherine Merry	411254	Spec Ed	10		Return	Return
Jeremy Nellis	391031	KG	10		Return	Return
Kalli Novak	418984	1 <sup>st</sup>	3		Return	Return
Sevve Stember	436091	Middle Science	3		Return	Out of state
Mary Taris	419452	6/7/8	4	No		No
Pamela Timm	422256	Title 1	4		Return	Return



Word of Mouth	190106	Speech	10		Return	Return
Barbara Meyers	100611	Occupational	10		Return	Retired
Susan Kelly	346511	Psychologist	10		Return	Return
Ven Anderson	390010	6/7/8 (new math position)	2		Return	Return
Marcy Myers	437680	3	1		New	New
Liz Ammerman	433410	6/7/8	1		New	Moved

### 2012-13 NEW CITY School Management and Faculty Information

*This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)*

Name	File Folder Number	Assignment	Years Employed by the School	Left During 1213	Not Returning 13/14
Jitendrapal S. Kundan		Director Principal	9	No	Return
Kimberly M Bell		Office Administrator	3	No	Return
Emily Ravits		School Social Worker	9	No	Return
Brianna Hable		Educational Assistance	3	No	Return
Mary Spohr		Staff Development Coordinator/Peer Coaching	6	No	Return
Mohammed Sheikh		Custodial	3	No	No
Otis Jackson		Lunchroom Supervisor	7.5	No	Return

- All but one staff members of 11-12 returned in 12-13 School year. We hired Ms. Liz Ammerman to replace Ms. Mary Taris. Ms. Mary Taris decided to get a job closer to where her child attends school.

### Administrative Processes

New City School has adhered to and its Board of Directors will continue to follow all of the best practices in order to ensure a governance process that is ethical and open.

- Each board member has signed a conflict of interest protocol document.
- “Sweetheart Deal” protocol process has been set up and followed by New City School Board of Directors. In addition, any contracts to board members are scrutinized carefully.
- Individual board members have participated in various board member developments through workshops and trainings offered by MACS, MN Department of Education and other various organizations.
- Individual board members will participate in upcoming board trainings and workshops offered by MACS, MN Department of Education and other various organizations.

- Board minutes and meeting notices are forwarded to NEO in a timely manner.

Re: New City Board Compliance to Minnesota Statutes, section 124D.10, subd.(f)

The table below outlines the names and dates our board members were seated along with the training dates.

New City School Board Training Log

Name	Seated	Board Governance	Employment Matters	Financial Management
Vince Esades	January 2012	April 2012	April 2012	April 2012
Sharon Greaves	January 2010	June 16 2010	June 16 2010	June 16 2010
Gary Crawford	January 2010	June 16 2010	June 16 2010	June 16 2010
Karla Bisco	January 2010	June 16 2010	June 16 2010	June 16 2010
Lindsey Lynch	January 2012	April 2012	April 2012	April 2012
Ven Adneron	January 2013	June 2013	June 2013	June 2013
Linda Crawford	January 2010	June 8 2010	Oct 13 2010	Oct 14 2010

New City School complies with all Minnesota Statutes regarding academic and financial reporting to NEO. In addition, NCS meets all reporting deadlines as required by Minnesota Department of Education.

## **FINANCES**

The School will reimburse the sponsor for carrying out its obligations in accordance with the contract between NEO and the school.

The School will continue to submit a yearly financial audit to the Minnesota Department of Education and the sponsor on or before the due date. School received Finance Recognition/Award for the 2011-12 and 2012-13 School year.

## **PHILOSOPHY CONNECTS TO BEST PRACTICES**

### **Teacher Leadership Philosophy**

We believe that teachers carry out the vision of the school, and that teachers must be given the means and the authority to do so.

Current Statement of Evidence/Progress:

- New City School teachers are empowered in and responsible for developing the school's learning program in all subject areas. For example; Teachers were engaged and focused on integrating our reading, writing content with social studies, math and science content. As a staff we spent 80.0 hours on staff development of which 50 hours of staff development were spent on digging deeper to uncover and plan for skills our students need to know in order to become better readers and writers. Teachers spent time with a reading/writing coach,

including Lucy Calkins workshops and training sessions throughout the school year to diagnose and create a reading, writing skills teaching calendar and lessons, which were embedded in math, science and social studies units. Teachers felt empowered by this collaborative effort, as we grew in our profession to implement our teaching content and the process on how to.

- New City School has a shared-decision making model that empowers all stakeholders at the school to be involved in the decision making process. This model allows the board, teachers, parents and students to be involved with making decisions on many levels such as policies, curriculum and day-to day concerns.
- Five out of seven New City School board members are licensed teachers.

**Service to all students**

We believe that schools must be diverse in their population, and not serving just one community within society.

**Current Statement of Evidence/Progress:**

- New City School’s mission is very clear about the goal of “creating a diverse learning community.”
- New City School’s recruitment efforts will continue to create a diverse population

School Year	African American	White	Asian/Island Pacific	Latino	American Indian	2 or more races
2003-04	44%	42%	8%	1%	3%	
2004-05	48%	40%	4%	2%	8%	
2005-06	40%	43%	4%	4%	10%	
2006-07	33%	55%	3%	3%	5%	
2007-08	41%	54%	6%	6%	4%	
2008-09	27%	57%	6%	7%	3%	
2009-10	22%	62%	4%	9%	4%	
2010-11	25%	56%	4%	10%	5%	
2011-12	12%	74%	4%	5%	4%	
2012-13	5%	67%	3%	7%	3%	16%

Also, New City School free and reduce population was 40%.  
 Students enrolled in Special Ed 10% and Limited English Proficient students were 7%  
 Our attendance rate was 94%.

**CONNECTION TO A PROGRESSIVE UNIVERSITY SUPPORTS BEST PRACTICES**

Hamline University, Augsburg College and University of Minnesota seeks to embrace the best of the traditional liberal arts college and research university models in order to define a new type of American university that is critically needed to serve an increasingly diverse and complex society. At its center is the commitment to prepare students for leadership and service.

**Current Statement of Evidence/Progress:.**

New City School’s (NCS) school-wide model, the *Responsive Classroom*® approach promotes, gives structures for, and is committed to preparing students for leadership and service.

- A total of 135 out of 135 students were engaged in making their learning community a better place.

- Each class has classroom jobs that are rotated giving students opportunities for service, leadership and responsibility roles.
- Each classroom does service for the school through school-wide jobs such as:
  - Grade K and 1/2 prepares snacks/games for class and paired school-wide meetings -55 students participated throughout the year.
  - Grades K-8 delegates from each class-room decided on school wide rules -10 students
  - Grade 3 helped with managing school-wide science fast-plants – 15 students.
  - Grade 4/5 and 6/7/8 planned and coordinates school-wide special events-60 students helped with fall fun festival, 10 students helped with Talent Show, 27 students helped with clean up after all school meetings and 40 students helped with Lantern/Walk, Bingo Night, Spring Fundraiser and Art-A-Whirl
  - Grade 8 distributes school-wide recycling correspondence to each classroom and managed school wide recycling program – 20 students.
  - Grade 7/8 were reading buddies to struggling readers – 16 students
  - Grade 8 created school wide year book by capturing pictures during various functions, ceremonies and field trips
  - Grade 7/8 engaged with Senior Eldercare Service project – 25 students looking after seniors 1.5 hours/2 weeks
- All our classroom teachers reviewed conflict resolution skills such as making I statements and teaching paraphrasing as essential listening skills to all students. Through structures such as conflict resolution, role-play, and problem-solving meetings students have many tools to solve problems. Through structures such as sharing and representing, students have an opportunity each day to practice effective communication skills
- Grades 6/7/8 – 40 students were engaged in raising school wide awareness on issues such as recycling and habitat protection
- Grades K through 8 took on service projects beyond the school walls – 60 students helped in the community with litter reduction, planting/maintaining a second community garden as part of grounds beautification and tending to last year’s monarch meadow to facilitate scientific inquiry/study by all grades
- In addition, each classroom teacher leads their class through a process to design, plan and initiate a service-learning project to be undertaken by individual students or with the whole class. This school year New City partnered with University of Minnesota Garden initiative to tend to New City’s two prairie habitats.

## **ACADEMIC MISSION/BEST PRACTICES**

### **Comprehensive and inclusive educational approach**

We believe that effective schools which have excellent results are ones which embrace best practice and do not subscribe to pedagogy which is either counter to research, or embraced without the support of research

### **Current Statement of Evidence/Progress:**

Pedagogic Philosophy:

- New City School believes in a constructivist approach to learning.
- New City School believes that students learn best when they are actively engaged in their learning and have choices about what and how they learn.
- New City School believes that children make the greatest cognitive growth when their learning occurs in the context of safe, respectful social interactions.

Literacy: Our Balanced literacy approach uses the following structures:

- Guided reading/Readers and Writers Workshop – our entire K through 8<sup>th</sup> grade classrooms were engaged in Reader/Writers workshop and Guided Reading program; 135 students. All staff participated in 6 one and half-hour workshops to review our strategies and lesson planning. 6 staff continued their participation in Lucy Calkins book study, workshops and training sessions to better serve their grades (K-8)
- Shared reading – all school; about 130 students
- Independent reading – all school about 130 students
- Reading aloud – our 4<sup>th</sup> through 8<sup>th</sup> grade students read aloud to KG and first/second graders
- Writing Process – 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup> grade; 80 students
- Guided writing – our 5<sup>th</sup> through 8<sup>th</sup> grades were engaged in this process; about 50 students
- Independent writing – from the first day of school KG through 8<sup>th</sup> grades were engaged.

New City School is making steady progress towards a literacy program that is rich with active, meaningful, and differentiated activities that are balanced, an approach supported by reading research.

#### Mathematics:

State and national mathematics standards guide NCS mathematics program, which uses a researched-based approach based on Everyday Mathematics for grade K-5 and Connected Mathematics Project for grades 6-8.

New City hired a math specialist in SY 11/12 to further our math curriculum and practices. Our math specialist engaged K-8 students in weekly math interventions (1x/week for 40 min each time) – 40 students.

Before school tutoring program was offered to middle school students each Tuesday through our math and science teachers.

Before school tutoring program was offered to middle school students Monday through Thursday through our collaboration with East Side Neighborhood Services.

#### Social Studies:

New City School uses a thematic, discipline and assessment-integrated curriculum design approach for Social Studies and Science as recommended by researchers such as Marzano, Hayes Jacobs, and brain research. Teachers are responsible for planning, researching and designing these units while having access to experienced professional assistance. As a staff we begin our school year two weeks prior to student return date. During our first two weeks of in service we set aside 2 days of training conducted by Origins and Literacy teachers who lead us into planning our social studies and science thematic units which are rich in content, rigor and creativity. 10 of our staff received this training. 150 days were set aside for purposefully delivery of this thematic units. All of our students about 135 invited their parents and guardians 3 times or more during the year to come see their social studies and science work in progress.

Our 8<sup>th</sup> grade class participated in the History day projects. 3 of our 13 students won the metro junior west history day project. Event date 3/17/13.

#### Science:

All our staff spent 12 hours in the beginning of the school year with our science specialist to review and guide our practice of the scientific process. Later in the year, during the March staff development day, all our staff engaged in a 4-hour staff development with our science specialist to understand science journal and lab writing for all grades. Our 4/5 grade classroom teacher coupled with our art specialist, science specialist and Bell Museum to gain a deeper

understanding about insects. Our students were engaged in scientific inquiry process from September through June. Our students hosted and participated in science fair at the University of Minnesota. Our 4/5 grade students participate in local bee field trips – 3x/year to learn the habitat and functions of insects in our society. Parents and guardians visited twice through the year to see, listen and interact with students about their scientific study and experiments. All our staff were immersed in inquiry/thematic unit practice with Lis and Erin from University of Minnesota to help align our science curriculum both vertically and horizontally.

We engaged in studying local river and local parks – Big River Journey. 70 students and 7 staff were exposed to expert input about water quality, habitat health and ways to curb green house effect. This study included 4 field trips for hands on experiences to practice scientific skills as learned in class. (Field Trip names: Big River, Park and Rec, Eagles Bluff and Bees)

Technology:

Our 4-8 grade students used technology as a tool to manage their classwork, research projects and for presentations. (Social Studies and Science)

Our 4-8 grade students used technology as a tool to extend their math learning.

Our 4-5 grade students used technology to learn about weather and wind energy.

Example of Science/Technology field trip:

## **Big River Journey Itinerary**

10:20AM	Depart NCS
10:33AM	Board route 11a at 2 <sup>nd</sup> St and 12 <sup>th</sup> Ave
10:46AM	Arrive at Nicollet Mall and 7 <sup>th</sup> St S
11:03AM	Board route 94c at 6 <sup>th</sup> ST S and Nicollet Mall
11:25AM	Arrive at Cedar St and 5 <sup>th</sup> St S and begin walk to Harriet Island St. Paul Landing
11:45AM	Board boat
12:00PM	Depart Harriet Island
12:00-1:45PM	On boat completing sequence of on-board activities
1:45-2:15PM	Eat lunch in the area
2:15-2:45PM	Exploration/Activity time
2:45PM	Begin Walk to Express bus at Minnesota St. and 4 <sup>th</sup> St
3:25PM	Depart Minnesota St and 4 St on the 94c Express bus
3:52PM	Arrive at Nicollet Mall
3:59PM	Depart Nicollet Mall on the 11c/Central-41 bus route
4:11PM	Arrive near New City School and walk back

## **SPECIFIC PROGRAM AND BEST PRACTICE APPROACHES:**

New City School is committed to creating a social and academic community in which all children feel understood, safe, valued, and respected, and in which they learn to value and respect others. Our approach to creating such a supportive community is grounded in research in child development, social-emotional learning, effective curriculum and instructional design, classroom organization, and community assets that support youth success. Because a large body of research and good practices shows us that the greatest cognitive growth occurs when children learn to care for themselves, others, and the school environment, New City School fully integrates academic and social learning throughout the school day. Our school design supports, nurtures, and encourages academic and social excellence.

For academic and social instruction, New City School uses an instructional design based on the The Responsive Classroom, Integrated Thematic Learning, Arts Integration, Differentiated Instruction, Balanced Literacy, and Inquiry/Discovery-based Learning,

### The Responsive Classroom®

The Responsive Classroom, an approach to teaching that promotes academic and social excellence, provides the focus and structures we need to achieve the balance of academic and social learning we seek for our urban students. The Responsive Classroom is a nationally used, comprehensive set of highly practical strategies for improving academic performance and social skills. Origins is a regional center for the work of The Responsive Classroom, and several of our Board are trainers for this work. We are experienced providers of workshops and coaching to urban, suburban, and rural teachers on the integration of social and academic learning.

The Responsive Classroom is based on developmental theory and is informed by years of educational experience. It makes possible successful group learning and individual learning, and active participatory lessons that allow students to construct an understanding of the subject matter, and integrate and retain it. The ideas are meant to bring meaningful change to the ways in which students get ready to learn, changes that allow the brain to make the connections it needs for academic success. The academic focus that New City School offers its urban learners is founded in the principles of The Responsive Classroom: To illustrate both academic and social learning; the staff used “work-share” structures to share with the entire school and its parent/guardians the student progress in their studies. Once a month classroom representatives from each grade shared their progress and learning gained in their science and social studies thematic units. By the end of the year 130 students had presented to a group of over 180 students and parents in the audience. Starting October 1 all of our seven classrooms shared the power with their students by letting them lead class wide morning meetings. About 10 students from our 7<sup>th</sup> and 8<sup>th</sup> grade class led school wide morning meetings for 40-50 students during the last month of the school year.

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a particular set of social skills that children need in order to be successful academically or socially.(Cooperation, Assertion, Responsibility, Empathy, Self-control)
5. Knowing the children we teach is as important as knowing the content we teach.

6. Knowing the parents of the children we teach is as important as knowing the children.
7. The positive interactions which adults in a school have with the children, their families, and each other, provides the school model for social excellence.

Long-term relationship building is vitally important to make the connections needed for learning. These long-term relationships are proven to improve student performance, encourage thinking, risk taking, and involvement by students and families.

Responsive Classroom approaches will help us accomplish some of the most important elements in our instruction: All of our teaching staff received further training in responsive classroom approach.

- a social and academic curriculum that is developmentally geared to our learners
- differentiated instruction that meets a variety of learning needs and modes
- a constructivist approach that is built on active, exploratory learning in areas that are of interest to our students
- academic choices so that students participate in the design of their own learning
- discovery-based approaches to learning about materials and routines
- inquiry-based approaches to the content of both social and academic classroom experiences centered around a group of core essential questions
- an integrated curriculum that allows students to weave understanding from subject to subject, with a special focus on urban life, and other forms of community living
- an approach to building relationships that is based on social-emotional learning research
- a system of positive discipline that is based in respect, relevance, and realism
- a system of classroom and school physical organization that supports learning and relationship-building
- multiple, balanced assessment approaches that help us see students from many perspectives, and includes not only what they know, but what they can do with what they know.

Our vision of a supportive, engaged community of learners asking meaningful questions, designing creative solutions, and becoming skilled, responsive citizens requires a rigorous, challenging curriculum with high expectations. Based on the Minnesota High Standards for graduation, our academics provides a comprehensive, consistent, measurable set of learning experiences that gives every student the skills he/she needs to succeed in a literate society. Continuous improvement in what students know and what they are able to do are consistently framed in interdisciplinary, arts infused, pro-social and inquiry-based balanced instruction.

#### Integrated Thematic Instruction                      Theme: Life Cycle

Because effective thinking rests on the ability to connect the facts and concepts and skills a person acquires into an integrated understanding of the world, the curriculum in New City School was designed around deep explorations of topics from multiple points of view using all the content areas. A theme, which occurs each year at each grade level, will be “Life Cycle.” Kindergarten through 8<sup>th</sup> grade explored the ways that living and non living things interact, respond, create/perpetuate in the cycle of life. Students studied water cycle, rock cycle, bees/butterfly cycle, river cycle, plant cycle to understand the biotic and abiotic factors which influence life cycles.



### Arts Integration

Curriculum and instruction is designed around meeting the needs of individual children. Our intention is to teach to where children are and to how, as a group and as individuals, they learn best. We will deliver our instruction in many ways (logical, kinesthetic, visual, reflective, etc.) In order to address a wide variety of learning styles, preferences, and strengths. Sourced from Howard Gardner's Theory of Multiple Intelligences, and the work of Elliot Eisner, Columbia University Teachers College, the Arts Plus model, and many others, our curriculum will be arts-infused. Children need multiple doorways into learning, and the daily presence of storytelling, drawing, singing, poetry, and movement in our lessons will make it possible for every student to find the way in. We will use the arts-integration model developed by Origins and taught in its course, Building Academic Communities Through the Arts.

Our KG through 8<sup>th</sup> grade took field trips to various city, state and national parks including nature conservatories, theatre and museums to learn more about rock cycle, water cycle, animal cycle and plant cycles. These field trips incorporated written, oral language and observational drawings rigor. The students displayed their interviews with the community members and wrote about their experiences in the journals. Our 4-8 teachers and students did an in-depth study around understanding life cycle of a river, plants, rocks and human body systems.

### Differentiated Instruction

New City School will use several methods to ensure access to learning for all. The Academic Choice component of The Responsive Classroom® will allow students to play an important part in designing their learning around their interests and strengths. Arts Integration provides many avenues to understanding beyond abstract-logical-sequential ones. Scaffolded assignments and curriculum designed for incremental success links the learner to the topic at a level appropriate to each learner's development. The application of research on child development helps us design learning experiences that are relevant and reach children where they are, not merely where the textbook says they should be. New City School emphasizes active learning that depends largely on experience, learning that will allow children to construct their own understanding of each subject, so that it will become a part of what they know and can do all their lives. What research and experience tell us is that *meaningful* learning engages learners. All of our classroom teachers help students recognize the hallmarks of good learning and social choices. Teachers meet with students on a regular basis to set new academic and social goals for them. Based on these mini-conferences our teachers differentiate instruction for our students. This practice makes for meaningful learning for our students.

### Balanced Literacy

The development of literacy is foundational to all instructional subjects. A literacy-enriched environment in which students are engaged in sustained reading and writing activities over time and across the curriculum, and in which they will be responsible for representing and sharing their work, allow our students to extend, enrich, and evaluate their learning. On-going teacher assessment of student reading and writing during this type of literacy experience allows for differentiation and individual attention in a balanced literacy setting using the following structures:

Guided Reading, Shared Reading, Independent Reading, Reading Aloud, Writing Process, Guided Writing, and Independent Writing. We use this balanced approach to achieve continuous development in reading, writing, speaking, listening, reflecting, and

representing. We use structures such as reading and writing workshop and Academic Choice to shape periods of literacy instruction.

### Inquiry-based Learning

New City School is committed to teaching children to think well. Students learn best when they are actively involved in exploring and constructing knowledge. Learning, therefore, is active, playful, and useful so that students are motivated to really investigate the concepts implicit in all their subjects. It centers on core essential questions, which provide a touchstone in all their explorations, a framework to start and end all learning so that it is significant. They are modeled for and they practice question asking and dialogue so that they can develop the skills of intellectual exchange. Integrated, thematic learning also enhances thinking. All students are invited to connect everything to everything, so that they learn to discover the rich relationships that exist among the domains of science, math, literature, history, and the arts. At New City School, students plan their work, engage actively in exploring it, and reflect upon it afterwards. The opportunity to review and assess their work is offered each day, so that students can develop the habit of reflection, the hallmark of critical thinking. For the first half of the school year teachers purposefully engage students in a plan-work-reflect cycle. This habit is tested in the later half of the school year where students become part of the planning their learning and asking each other questions which promote deeper reflection than a yes or no answer/question.

### **Program Success Indicators:**

When students are engaged in a meaningful manner, they are invested and want to work hard. The strategies and program mentioned above help with our student attendance rates, parent/teacher conferences attendance rates and a calm productive tone helps in warding off behavior issues. As reported to MDE a very few (3) serious behavior infractions which warranted suspension from school occurred during 2012-13 school year. Since our instructional strategies target both the academic and the social learner the skills are transferable to all facets of our school day.

All school portfolio and Middle School work fair are the culminating projects for the entire school year which highlights our teachers, parents and students efforts in reaching the academic and social goals they set for themselves.

### **Building and Grounds**

New City School had received a Facilities Renovation Grant from the state to create space for our middle school students within our existing structure along with addition of adding another elementary classroom to accommodate 140 total students. Our landlord has signed a compact to help with American Disabilities Act improvements to our school such as adding on an elevator to accommodate wheelchairs. 100% of the work has been completed by July 1<sup>st</sup>, 2010. Since the completion of the project students and staff are using 100% of the leased space for instructional purposes. Our building is full of learning excitement! We are holding steady enrollment of about 119 students and have devised recruitment plan to fill our school with 140 students. By the end of 2012-13 school year we reached our enrollment of 140 students. Plan includes, monthly open

house, advertisement in community newspapers, weekly north-side flyer updates, monthly website updates and quarterly tell-a-friend announcements to advertise our program.

### **Instructional Leader Professional Development Plan:**

Goal: Organizational Development

Attend Origins workshops, attend state sponsored workshops attend Fall and Spring Minneapolis Public School Principal staff development sessions. Engage in Spring Walkthrough with co-hort of experienced school leaders/principals/area superintendents of Minneapolis School district. The focus remains on “data driven decision making”. Above referenced sessions and Minneapolis Public School sponsored workshops provided newer insights, refresher and augmented my knowledge in the areas of teacher staff development, teacher recruitment, budget management and looking at student work and assessment to ensure quality learning is experience by all students.

Based on these ongoing monthly sessions systems implemented:

- strengthen Professional Learning Community calendar and structures to better serve students
- revised special education and Title 1 structures to meet the needs of students
- examined our school wide interventions based on the RtI (response to intervention) model and changed our district wide testing protocols and time-line
- teacher leadership development
- strengthen Staff accountability systems – visible accountability
- added peer coaching to help with PDP

Results:

- ☺ Were able to successfully tailor make staff-development pertaining to our professional growth and the growth of our students
- ☺ Special Education teacher along with Title 1 and classroom teachers lead mini staff development sessions for shared ownership of school success and accountability in the areas of interventions and data collection
- ☺ RtI protocol administered in math and reading
- ☺ Peer coaching structure was an efficient use of staff time to develop relational trust and improve practices

### **Program Challenges:**

The first program challenge, which continues to consume New City School, consists of parent expectations for wanting to expand the school’s academic program to include a music, physical education and foreign language program. New City School is a small school with limited resources that currently consist of a core curriculum that includes literacy, writing, math, social studies, science and a full time visual arts program. New City School currently writes grants to supplement for music and dance. We can not afford to expand our academic program to include

parent expectations; however we will make it clear to parents through written documentation and open houses information the pros and cons of enrolling their child(ren) at New City School. The fact is, we cannot be all things to all people. However, we can highlight what we are and what we can offer a child and family that enroll in New City School. New City School has a partnership with MacPhail Center for Music and students grades K-3 are receiving 30 minutes of music instruction twice a week and grades 4-8 an hour and half once a week. Our music program ran for 27 weeks from September through May. This school year we were able to negotiate extra 4 weeks of music instruction for all grades', which made a lot our students and teachers very happy.

To meet the above mentioned program challenge we designed a fund raising and public relations position to secure funding and/or community space and teacher experts to facilitate instruction. We were able to raise funds to supplement our music program and we were able to offer physical education to grades 5 through 8 through monthly hiking, biking, swimming, bowling and camping fieldtrips. We at New City School have decided that we will continue to provide physical education, music and art to grades 5 through 8 as our middle school model of giving students exposure to varied curriculum and teacher exposure.

We partnered with East Side Neighborhood Services to provide before school programming to all middle grade students from January through May. Program highlights include field trips to meet our local politicians at our Capitol and creative use of poetry to discover who they are as young people. Program also offered HW help to all students in grade 6-8.

Our middle school teachers offered Phy.Ed to all upper grades students on Friday and offered before school soccer program in Fall and Spring for student in grades 4-8. Our parents, students loved the before school programming.

New City School is a school with strong traditions and rituals in our school and adult community.

## **Academic Performance**

### **Accountability Data (goals, measurement tools and results)**

Goals for the 2012-13 School Year

#### **Instructional Goal 1: Reading**

Each year 85% of New City Charter School students will attain at least 1 grade-level's growth in reading as measured by the ITBS administered each winter.

#### **Results:**

- Average reading scores for first- and second-grade students in 2012-2013 were well above average compared to same-grade peers nationally (above the mean of 100 in WJ III standard scores).
- Average reading scores overall for third- through eighth-grade students were above the national average (above the mean of 50 in ITBS Normal Curve Equivalent scores).

- Second-grade students' reading progress was assessed using the WJ III Broad Reading score. Progress is determined by changes over a one-year period from the 2011-2012 to 2012-2013 school year. Students' scores in 2012-2013 were compared to their own scores the previous year, as well as to other students in the normative sample. No change in standard scores from 2011-2012 to 2012-2013 indicates normative progress, positive change indicates accelerated progress, and negative change indicates slower than expected progress compared to same-grade peers. The results show that, on average, students made accelerated progress in reading, with an increase of 3.6 in standard scores compared to their peers nationally.
- For fourth- through eighth-grade students, reading progress was measured using the ITBS Total Reading score. Compared to students in the normative sample, all students except sixth and eighth graders made accelerated progress in Total Reading from 2011-2012 to 2012-2013. The sixth-grade students made slower than expected progress, while eighth grade made normative progress.
- Reading results for 2012-2013 differed by student characteristics. Results show that White/Caucasian students performed better than students of color. In first and second grade, students who were not eligible for free or reduced-price lunch also scored significantly higher than those who were eligible. However, this difference was not statistically significant in third through eighth grade. Boys and girls performed similarly in reading; their scores were not statistically different.
- In terms of students' progress in reading, most demographic groups made accelerated progress in Total Reading from 2011-2012 to 2012-2013. The only exception to this was White/Caucasian students, who made normative progress during the period. Students eligible for free or reduced-price lunch made a higher average gain than students who were ineligible. On average, boys made a higher average gain than girls, and students of color achieved greater progress than White/Caucasian students. However, differences in average gain scores between these groups are not statistically significant. Woodcock-Johnson results by student characteristics are not reported due to the small number of students assessed in both years.

## Language results

- Because language skills are not measured by the Woodcock-Johnson tests, **language results are only available for third- through eighth-grade students who took the ITBS.** Average scores for fourth-, sixth-, and seventh-, and eighth-grade students in 2012-2013 were above the national average (above the mean of 50 in ITBS Normal Curve Equivalent scores), while third- and fifth-grade students scored below it.

- Compared to same-grade students in the normative sample, students in all grade levels except fourth and sixth grade made accelerated progress from 2011-2012 to 2012-2013 in Total Language. Fourth-grade students made normative progress, while the sixth-grade students made slower than expected progress, on average.

- Results in 2012-2013 show that higher income students (those not eligible for free or reduced-price lunch) scored significantly higher than those who were eligible. Boys and girls performed similarly, and White/Caucasian students performed slightly better than students of color, although the difference was not statistically significant.
- Between 2011-2012 and 2012-2013, all demographic groups made progress on Total Language. Students ineligible for free or reduced-price lunch made higher average gains than students who were eligible. Boys and girls made a similar average gain. Students of color made slightly higher average gain than White/Caucasian students. However, none of the differences in average gains between the groups are statistically significant.

### Woodcock-Johnson reading results

#### Woodcock-Johnson reading results

Woodcock-Johnson results are analyzed using standard scores. Standard scores have an average of 100 (and a standard deviation of 15) in the national normative sample. These scores are also grade-standardized. First- and second-grade results on reading tests are presented below. As shown in Figure 2, average scores of first- and second-grade students were well above the national average (i.e., above the mean of 100) on all reading tests. It should be noted that student scores varied greatly. In Broad Reading, for example, first-grade scores ranged from 71-150 and second-grade scores ranged from 75-140.

#### 2. Average standard scores in WJ III Broad Reading, 2012-2013

Reading test	N	Mean of standard scores	Standard Deviation	Range of standard scores
<b>First grade</b>				
<i>Letter-word identification</i>	25	117.8	19.8	70-152
<i>Reading fluency</i> <sup>a</sup>	20	120.2	12.4	101-149
<i>Passage comprehension</i>	25	120.6	16.9	75-142
<b>Broad Reading</b>	25	117.8	18.7	71-150
<b>Second grade</b>				
<i>Letter-word identification</i>	17	114.8	20.5	75-138
<i>Reading fluency</i> <sup>a</sup>	16	115.5	16.6	82-142
<i>Passage comprehension</i>	17	111.8	14.4	82-130
<b>Broad Reading</b>	17	115.3	20.7	75-140

<sup>a</sup> Standard score is not available for students whose raw score is 0.





Figure 3 shows the percentage of students who scored average or above average (i.e., scoring 100 or above in standard scores) and below average in reading tests. Most first-grade (84%) and second-grade (77%) students scored average or above average on Broad Reading.

### 3. WJ III Broad Reading results, 2012-2013

<b>Woodcock-Johnson test</b>	<b>Standard score</b>	<b>% First grade</b>	<b>% Second grade</b>
<i>Letter-word identification</i>			
Average and above	100 or above	92%	82%
Below average	99 and below	8%	18%
<i>Reading fluency</i>			
Average and above	100 or above	100%	75%
Below average	99 and below	0%	25%
<i>Passage comprehension</i>			
Average and above	100 or above	88%	71%
Below average	99 and below	12%	29%
<b>Broad Reading</b>			
Average and above	100 or above	84%	77%
Below average	99 and below	16%	24%

**Note:** Percentages may not sum to 100% due to rounding.

Figure 4 shows Broad Reading average standard scores by student characteristics. Because of the small number of students, the results are reported for both grades combined. Also, due to the small numbers of Black/African American, Asian, American Indian, Hispanic, and biracial/multiracial youth, their data are reported as one group (i.e., other group). As shown in Figure 4, on average, the students who were eligible for free or reduced-price lunch scored significantly lower than students who were not eligible. White/Caucasian students' average scores were significantly higher than those of students of color. Though boys' average score is slightly higher than girls', the difference is not statistically significant.

#### 4. WJ III Broad Reading results by student characteristics, 2012-2013

Broad reading	N	Average of standard scores
<b>Student race/ethnicity <sup>*</sup></b>		
White/Caucasian	28	120.3
Other <sup>a</sup>	11	105.7
<b>Gender</b>		
Female	25	113.5
Male	17	121.7
<b>Free or reduced-price lunch status <sup>*</sup></b>		
Eligible for free lunch or reduced-price lunch	14	106.5
Not eligible	25	121.6

<sup>a</sup> Due to small numbers, Black/African American, Asian, American Indian, Hispanic, and biracial/multiracial students are combined. A few student's demographic data are not available.

<sup>\*</sup> Significant difference between groups.

#### Woodcock-Johnson math results

The average standard scores for Broad Math are presented in Figure 5. On average, first- and second-grade students scored well above the national average (i.e., above the mean of 100) on all the math tests. Similar to reading results, student scores varied greatly. In Broad Math, for example, first grade scores ranged from 85-144 and second grade scores ranged from 87-143.

#### 5. Average standard scores in WJ III Broad Math, 2012-2013

Math test	N	Mean	Standard Deviation	Range
<b>First grade</b>				
<i>Calculation</i>	25	126.2	13.5	83-141
<i>Math fluency</i>	25	105.1	13.4	78-132
<i>Applied problems</i>	25	126.4	14.1	94-151
<b>Broad Math</b>	25	124.6	12.9	85-144
<b>Second grade</b>				
<i>Calculation</i>	17	116.9	14.2	82-153
<i>Math fluency</i>	17	107.7	12.9	84-141
<i>Applied problems</i>	17	115.9	9.1	95-130
<b>Broad Math</b>	17	116.4	11.1	87-143

Figure 6 shows the percentage of students who scored average or above average (scoring 100 or above) and below average in math tests. The results indicate that almost all first- and second-grade students—96% and 94%, respectively—scored average or higher on

Broad Math. Among the math tests, higher percentages of students scored average or above average on calculation and applied problems than on math fluency.

**6. WJ III Broad Math results, 2012-2013**

<b>Woodcock-Johnson classification</b>	<b>Standard score range</b>	<b>% First grade</b>	<b>% Second grade</b>
<i>Calculation</i>			
Average or above average	100 or above	96%	94%
Below average	99 and below	4%	6%
<i>Math fluency</i>			
Average or above average	100 or above	82%	82%
Below average	99 and below	18%	18%
<i>Applied Problems</i>			
Average or above average	100 or above	96%	94%
Below average	99 and below	4%	6%
<b>Broad Math</b>			
Average or above average	100 or above	96%	94%
Below average	99 and below	4%	6%

**Note:** Percentages may not sum to 100% due to rounding.

Figure 7 shows Broad Math average standard scores by student characteristics. Because of the small numbers, the results are reported for first and second grades combined. Similar to the reading results, on average, the students who were eligible for free or reduced-price lunch scored significantly lower than students who were not eligible. The results also demonstrate a statistically significant difference in gender, where boys performed better than girls. However, there is no evidence of a significant difference in average scores between White/Caucasian and students of other races.

### 7. WJ III Broad Math results by student characteristics, 2012-2013

<b>Broad Math</b>	<b>N</b>	<b>Average of standard scores</b>
<b>Student race/ethnicity</b>		
White/Caucasian	28	123.3
Other <sup>a</sup>	11	114.6
<b>Gender <sup>b</sup></b>		
Female	17	117.8
Male	25	126.4
<b>Free or reduced-price lunch status <sup>*</sup></b>		
Eligible for free lunch or reduced-price lunch	14	115.3
Not eligible	25	124.0

<sup>a</sup> Due to small numbers, Black/African American, Asian, American Indian, Hispanic, and biracial/multiracial students are combined. A few student's demographic data are not available.

<sup>\*</sup> Significant difference between groups.

### Iowa Tests of Basic Skills reading results

Results of the Iowa Tests of Basic Skills are analyzed using the Normal Curve Equivalent (NCE). NCE scores range from 1 to 99, with an average of 50 (and a standard deviation of 21) in the national normative sample. These scores are grade-standardized.

Figure 8 shows that students' average scores were above the national average (i.e., above the mean of 50 in NCE) on vocabulary, comprehension, and Total Reading overall. Students scored similarly on vocabulary and comprehension, with average NCE scores of 65.3 and 63.8, respectively. Though their average scores exceed the national average, third-, sixth-, and seventh-grade students appeared to score lower than other students on all the reading tests. The results also show that students' scores vary widely. As shown in Figure 8, students' scores on Total Reading range from 25 to 99.

**8. Average ITBS Total Reading NCE scores, 2012-2013**

<b>Subject</b>	<b>Grade</b>	<b>N</b>	<b>Average NCE</b>	<b>Standard Deviation</b>	<b>Range</b>
<i>Vocabulary</i>	3	17	54.3	14.7	26-78
	4	12	78.2	22.1	32-99
	5	13	68.6	24.1	21-99
	6	16	55.5	24.4	18-94
	7	5	51.3	29.8	18-89
	8	19	74.1	18.0	32-99
	Overall	83	65.3	22.7	18-99
<i>Comprehension</i>	3	19	54.7	15.3	13-72
	4	12	74.8	25.1	34-99
	5	13	64.0	13.3	32-92
	6	16	61.0	23.2	26-99
	7	6	63.3	20.6	33-95
	8	19	68.4	20.5	40-99
	Overall	85	63.8	21.0	13-99
<b>Total Reading</b>	3	17	55.7	13.4	29-74
	4	12	79.0	24.8	39-99
	5	13	68.4	22.9	27-99
	6	16	60.0	23.2	27-93
	7	6	62.8	24.2	25-88
	8	19	71.5	19.3	38-99
	Overall	83	66.0	21.7	25-99

The proportions of students who scored average or above average (i.e., scoring 50 or above in NCE points) in reading skills by grade are shown in Figure 9. Over 60 percent of students in each grade scored average or above average in Total Reading. Results vary by grade levels. For example, 90-92 percent of fourth-, fifth-, and eighth-grade students scored average or above average on vocabulary, higher than 67 percent of seventh-grade students. In comprehension, 83 percent of seventh-grade students scored average or above average, higher than the percentages for fourth-, fifth-, and eighth-grade students (69-79%). Sixth grade had the lowest percentage of students scoring at or above average in each area.

**9. ITBS Total Reading results, 2012-2013: students scoring average or above average**

<b>Subject</b>	<b>Grade</b>	<b>N</b>	<b>Percent scoring average or above average <sup>a</sup></b>
<i>Vocabulary</i>	3	17	70%
	4	12	92%
	5	13	92%
	6	16	56%
	7	6	67%
	8	19	90%
	Overall	83	78%
<i>Comprehension</i>	3	19	68%
	4	12	75%
	5	13	69%
	6	16	63%
	7	6	83%
	8	19	79%
	Overall	85	72%
<b>Total Reading</b>	3	17	71%
	4	12	83%
	5	13	69%
	6	16	62%
	7	6	67%
	8	19	90%
	Overall	83	75%

<sup>a</sup> Scoring 50 or above in NCE scores.

Figure 10 presents the Total Reading results by students' characteristics. On average, White/Caucasian students performed significantly better than students of other racial or ethnic backgrounds. Students who were not eligible for free or reduced-price lunch scored higher than those who were eligible, and boys scored higher than girls on average. However, the differences between the income level groups and the gender groups are not statistically significant. All groups, regardless of their demographic characteristics, scored above the national average on Total Reading.

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**10. ITBS Total Reading results by student characteristics, 2012-2013**

<b>Total Reading</b>	<b>N</b>	<b>Average NCE</b>
<b>Student race/ethnicity<sup>*</sup></b>		
White/Caucasian	59	71.2
Other <sup>a</sup>	23	53.4
<b>Gender</b>		
Female	37	63.5
Male	46	68.0
<b>Free or reduced-price lunch status</b>		
Eligible for free lunch or reduced-price lunch	30	61.5
Not eligible	52	68.9

<sup>a</sup> Due to small numbers, Black/African American, Asian, American Indian, Hispanic, and biracial/multiracial students are combined. A few student's demographic data are not available.

<sup>\*</sup> Significant difference between groups.

**Iowa Tests of Basic Skills language results**

Students' performance in language skills is presented by grade in Figure 11. With the exception of third grade and fifth grade, all levels scored slightly above the national average (i.e., above the mean of 50 in NCE) on Total Language, with the average of 54.8 NCE points. With respect to the individual tests, students scored higher on average on usage and expression (64.5 NCE points) than on spelling (57.2 NCE points), punctuation (49.8 NCE points), and capitalization (42.4 NCE points). The results also show that students' scores vary. As shown in Figure 11, students' scores on Total Language overall range from 20 to 99.

### 11. Average ITBS Total Language NCE scores, 2012-2013

<b>Subject</b>	<b>Grade</b>	<b>N</b>	<b>Average NCE</b>	<b>Standard Deviation</b>	<b>Range</b>
<i>Spelling</i>	3	18	50.9	16.0	16-87
	4	12	69.2	24.9	20-99
	5	13	46.9	13.5	19-72
	6	16	52.9	19.7	1-81
	7	6	57.3	21.6	31-80
	8	19	66.2	17.7	38-99
	Overall	84	57.2	19.9	1-99
<i>Capitalization</i>	3	17	22.8	12.9	1-38
	4	12	48.1	25.5	9-99
	5	13	35.9	13.4	19-60
	6	16	43.0	16.2	20-65
	7	6	35.2	17.6	18-67
	8	19	62.8	16.7	19-87
	Overall	83	42.4	21.6	1-99
<i>Punctuation</i>	3	17	36.9	16.0	11-69
	4	12	59.0	20.1	30-99
	5	13	41.6	14.3	21-67
	6	16	45.4	17.3	10-66
	7	6	47.7	35.8	1-85
	8	19	65.2	16.1	38-98
	Overall	83	49.8	21.0	1-99
<i>Usage and Expression</i>	3	19	54.5	14.8	17-75
	4	12	74.8	25.1	21-99
	5	13	66.7	22.6	24-99
	6	16	65.3	19.4	32-95
	7	6	63.0	11.3	46-79
	8	19	66.2	14.4	41-99
	Overall	85	64.5	19.0	17-99
<b>Total Language</b>	3	15	41.6	8.0	28-56
	4	12	64.5	25.0	26-99
	5	13	47.9	12.8	30-72
	6	16	51.7	17.3	20-74
	7	6	52.0	20.3	23-83
	8	19	67.3	16.3	38-99
	Overall	81	54.8	18.9	20-99



Figure 12 shows the proportion of students who scored average or above average (i.e., scoring 50 or above in NCE) by grade. The results show that 79 percent of students scored average or above average on usage and expression. Approximately two-thirds (67%) scored average or above average in spelling and more than half of students scored average or above average on Total Language (57%) and punctuation (52%). About one-third of students (34%) scored average or above average on capitalization, with percentages varying significantly by grade.

The results also show that the proportion of students scoring average or above average varies across grade levels and language skill areas. For example, the majority of third-grade students scored average or above average on usage and expression (74%) and spelling (67%), but fewer than one quarter scored average or above on punctuation (24%), and Total Language (13%) and none on capitalization (0%). In contrast, the majority of eighth-grade students (79-90%) scored average or above average on all of the language tests. Because the number of students in each grade level is small, the results should be interpreted with caution.

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**12. ITBS Total Language results, 2012-2013: students scoring average or above average**

<b>Subject</b>	<b>Grade</b>	<b>N</b>	<b>Percent scoring average or above average<sup>a</sup></b>
<i>Spelling</i>	3	18	67%
	4	12	75%
	5	13	46%
	6	16	56%
	7	6	67%
	8	19	84%
	Overall	84	67%
<i>Capitalization</i>	3	17	0%
	4	12	33%
	5	13	15%
	6	16	38%
	7	6	17%
	8	19	79%
	Overall	83	34%

<sup>a</sup> Scoring 50 or above in NCE scores.

**12. ITBS Total Language results, 2012-2013: students scoring average or above average (continued)**

<b>Subject</b>	<b>Grade</b>	<b>N</b>	<b>Percent scoring average or above average <sup>a</sup></b>
<i>Punctuation</i>	3	17	24%
	4	12	67%
	5	13	23%
	6	16	56%
	7	6	50%
	8	19	84%
	Overall	83	52%
<i>Usage and Expression</i>	3	19	74%
	4	12	75%
	5	13	77%
	6	16	75%
	7	6	83%
	8	19	90%
	Overall	81	79%
<b>Total Language</b>	3	17	13%
	4	12	67%
	5	13	53%
	6	16	63%
	7	6	50%
	8	19	84%
	Overall	83	57%

<sup>a</sup> Scoring 50 or above in NCE scores.

Results of Total Language average NCE scores by students' characteristics are presented below. The results are reported for third- through eighth-grade students combined. Figure 13 shows that students who were ineligible for free or reduced-price lunch scored significantly higher than those who were eligible. Meanwhile, girls scored slightly higher than boys, and White/Caucasian students scored higher than students of color. However, neither of these differences was statistically significant.

### 13. ITBS Total Language results by student characteristics, 2012-2013

<b>Characteristics</b>	<b>N</b>	<b>Average of NCE</b>
<b>Student race/ethnicity</b>		
White/Caucasian	58	57.1
Other <sup>a</sup>	22	48.6
<b>Gender</b>		
Female	35	56.9
Male	46	53.2
<b>Free or reduced-price lunch status<sup>*</sup></b>		
Eligible for free lunch or reduced-price lunch	29	48.7
Not eligible	51	58.3

<sup>a</sup> Due to small numbers, Black/African American, Asian, American Indian, Hispanic, and biracial/multiracial students are combined. A few student's demographic data are not available.

<sup>\*</sup> Significant difference between groups.

**Instructional Goal 2: Science**

Each year 75% of New City Charter School students in grades 3-8 will attain at least one grade-level's growth in science as measured by the ITBS administered each winter.

**Iowa Tests of Basic Skills science results**

Figure 19 shows the results of the ITBS science test. Average scores for all grade levels were above the assessment's national average. Overall, 80% of students scored average or above average in science. Most students (77-94%) in fourth through eighth grade scored average or above average. Fewer third-grade students (61%) scored average or above average in science. Again, the number of students in each grade level is small, so results should be interpreted with caution.

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**19. ITBS Science results, 2012-2013**

<b>Grade</b>	<b>N</b>	<b>NCE Average</b>	<b>Standard Deviation</b>	<b>Range</b>	<b>Percent scoring average or above<sup>a</sup></b>
3	18	52.2	20.3	12-94	61%
4	11	70.8	21.2	35-99	91%
5	13	66.9	25.6	11-99	77%
6	15	68.9	22.5	21-98	80%
7	6	70.7	31.0	23-99	83%
8	18	70.2	15.7	46-99	94%
Overall	81	65.5	22.2	11-99	80%

<sup>a</sup> Scoring 50 or above in NCE scores.

Results of science average NCE scores by students' characteristics are presented in Figure 20. On average, White/Caucasian students performed significantly better than students of color. On average, students ineligible for free or reduced-price lunch scored higher than those who were eligible, and boys scored higher than girls. However, the differences in average scores between the income level groups and gender groups are not statistically significant. All groups scored above-average except students of color.

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**20. ITBS Science results by student characteristics, 2012-2013**

<b>Characteristics</b>	<b>N</b>	<b>Average NCE</b>
<b>Student race/ethnicity<sup>*</sup></b>		
White/Caucasian	59	71.6
Other <sup>a</sup>	21	49.4
<b>Gender</b>		
Female	35	61.7
Male	46	68.4
<b>Free or reduced-price lunch status</b>		
Eligible for free lunch or reduced-price lunch	31	59.9
Not eligible	49	69.4

<sup>a</sup> Due to small numbers, Black/African American, Asian, American Indian, Hispanic, and biracial/multiracial students are combined. A few student's demographic data are not available.

<sup>\*</sup> Significant difference between groups

**School-wide Goal 1: Recruitment and Enrollment**

By Fall of 2012, New City Charter School will achieve an enrollment of 135 students in grades K-8 through systematic marketing efforts.

**Results:** We have open houses scheduled through the calendar year of 2012-13. We host one open house a month and give weekly tours to prospective students and their parents. We advertise in neighborhood papers and local business'. Our web-site is up to date with current information on open houses and weekly tours. Based on MARSS submission we had a total enrollment of 140.00 ADM's.

### New City Student Enrollment and Attrition Rates

*This table identifies the number of students enrolled at the school during the 2007-12, and estimated 2012-2013 enrollment. Data is based on September 25<sup>th</sup> and/or October 1 Average Daily Membership (ADM).*

School Year	K	1	2	3	4	5	6	7	8	Total	Attrition Rate
2007-08	15	20	12	19	11	10	8	9	7	111	0%
2008-09	16	12	20	11	19	11	8	7	7	111	0%
2009-10	17	16	13	17	10	22	9	8	5	117	5%
2010-11	18	19	15	12	15	10	22	11	8	130	10% growth
2011-12	19	14	14	13	9	10	3	16	8	106	20%
2012-13	19	23	16	19	13	13	16	6	19	144	32% growth

**School-wide Goal 2: Fund raising**  
**NCS will secure funding to support the arts integration approach through fund raising and grant writing.**

**Results:**

Based on our original goal, our parent group successfully organized several fund-raisers that helped with our artist-in-residence and field trip experiences related to art and life-cycles. Donated funds--\$2697.11--in total to support our artist-in-residence. We took field trips to Ordway and bought more music programming. Based on these experiences our students in grades 4-8 created, choreographed and performed their music piece to an audience of over 200 community members in the month of May.

Our 4/5 grade teacher has written two grants to support our science initiative: A University of Minnesota “Monarch Meadow” STEM grant to support science/technology initiatives, and a Community Garden Grant to support hands-on learning experiences. We have received the Community Garden Grant in the sum of \$100.00

Friends of New City School – New City School received a total donation of \$10500.00 from two anonymous donor to continue to strengthen our upper grades science and technology program.

Simikis foundation donated \$10000.00 to purchase 10 laptops for our 7/8 grade classroom.

Board, New City families, staff and students thank all the donors for their generosity.

**Parent Involvement Survey Results**

Our school’s commitment to improve pupil learning is evident by the collaborative effort of the staff and the parents of the pupil we serve.

We administer two (fall and spring) parent surveys each year to see how we are doing as a school with our curriculum, school wide systems and our philosophy. Second we host 3 mandated parent/teacher conferences to help keep our students on track with their academic and social goals.

The data table below attests to our 2012-13 school year parent involvement in regards to parent/teacher conferences attendance rates. Conferences were held on October 16<sup>th</sup> and 17<sup>th</sup>, November 19<sup>th</sup> and 20<sup>th</sup> 2012, March 1<sup>st</sup>, February 28<sup>th</sup> and June 4<sup>th</sup> 2013

KG	½	1/2	3	4/5	6/7/8
100%	100%	100%	100%	100%	100%

Below are the results of the parent surveys we conduct each year to inform our philosophy and school wide systems. Survey results are sent to all our parents and community at large.

To the parents/guardians of New City School,

Thank you for responding to our 2012-13 fall and spring parent survey. 67% and 68% of families responded to our fall and spring parent surveys.

Survey Discussion:

The parents/guardians had 9 criteria to rate our service on. For each criterion parents could choose to rate us by circling one of the following choices: Strongly Agree, Agree, Disagree, and Strongly Disagree.

For each criterion, if 100% of the responses lay under Strongly Agree to Agree we labeled that criteria as school/parent collaboration is doing well with it. For each criterion when we did not receive 100% of the responses under Strongly Agree to Agree we labeled those items as needing work.

Survey Results:

New City School Survey of Parent/Guardians Fall and Spring: School Year 2012-13

Survey Questions	Percent Satisfied Fall	Percent satisfied Spring
NCS is meeting my children’s Academic needs	96.00%	99.00%
NCS is meeting my children’s Social needs	96.00%	100.00%
Parent is aware of child’s Academic progress	98.00%	100.00%
Parent is aware of child’s Social progress	99.00%	100.00%
My children are happy at NCS	93.00%	98.00%
Wed folder comes home each wed	99.00%	98.00%
I feel welcome at NCS	100.00%	100.00%
Behavior/Academic concerns handled fair/quick	92.00%	97.00%
Overall I am happy at NCS	100.00%	100.00%

- The staff and New City School looked closely at the above mentioned survey results, parent comments and remarks. Based on the survey results and parent remarks we took stock of the facts that, New City families feel fortunate that their children get to go to

such a positive and supportive institution. Remarks and notes also mentioned that we have created a safe and genuine learning environment, where one notices immediately that New City operates as a team for the betterment of each child.

- Staff also acknowledges parent remarks about New City having a solid action step regarding incorporating foreign language into the upper grades programming; i.e. New City will offer French elective to grades 6-8 in the 13-14 school year.
- Other parent notes/comments were directed toward all staff members in the spirit of gratitude for creating awesome field trips, overnight experiences and a solid before school programming which offered sports, drama and homework help.

As a community let's celebrate and acknowledge our success while we push ourselves to newer heights in 2013/14.

I am so thrilled to work for such a dynamic group of people; who want the best for the New City community of learners.

Submitting this report respectfully,

Jitendrapal Kundan  
Principal

### **Other Data: MCA-II results**

Reading:

In 2011 72% of our students met or exceeded reading state standards.

In 2012 80.3% of our student met or exceeded reading state standards.

In 2013 69.5 of our students met or exceeded reading state standards. Dip due to new common core standards

Math:

In 2011 47% of our students met or exceeded math state standards.

In 2012 60.6% of our students met or exceeded math state standards.

In 2013 67.1% of our students met or exceeded math state standards

AYP calculations:

New City Meets AYP in all areas and continue to be a Title 1 school for SY 12-13.

### **Future Plans**

#### **Goals for the 2013-14 School Year**

**Academic Goal 1: Reading**

Each year 85% of New City Charter School students will attain at least 1 grade-level's growth in reading as measured by the ITBS administered each winter.



**Academic Goal 2: Science**

Each year 75% of New City Charter School students in grades 3-8 will attain at least one grade-level's growth in science as measured by the ITBS administered each winter.

**Social Goal 1: Recruitment and Enrollment**

By Fall of 2013, New City Charter School will achieve an enrollment of 175 students in grades K-8 through systematic marketing efforts.

**Social Goal 2: Fund raising**

NCS will secure funding to support the arts integration approach through fund raising and grant writing.

**Attachments and Links**

**School Admissions:**

Our school application.

[http://www.newcitycharterschool.org/Student %26 Faculty Handbooks.html](http://www.newcitycharterschool.org/Student%20Faculty%20Handbooks.html)

**Schools state report card –**

<http://education.state.mn.us/MDEAnalytics/Reports.jsp>

**Schools current Non-Profit status –**

<http://www.ag.state.mn.us/charities/searchresults.asp?FederalID=412006469>

**Also hard copy attached with this report (not requested by MDE this year)**

**Inclusion Policy**

Our inclusion policy is as follows which was adopted on August 16, 2004.

New City School does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, marital status, status with regards to public assistance, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding policies of non-discrimination:

Jitendrapal Singh Kundan,

New City School, 229 13<sup>th</sup> Avenue NE, Minneapolis, MN 55413

(612) 623 3309

New City School shall comply with all relevant federal and state laws regarding non-discrimination. Specific school policies and procedures regarding non-discrimination can be obtained from the Equal Opportunity Officer/School Principal.

### **School Finances:**

We are proud to report that our school has not operated under statutory debt since its inception. Our fiscal policies are sound. We have retained our business manager who understands the school operations and we are in compliance with our State's and Federal laws in regards to fiscal matters. Our board oversees our finances and is aware of our budget and expenditures.

The school experienced an increase of 21 average daily memberships (ADM) in 2012-2013, which represents a 17.6 percent increase from the prior year.

The General Fund experienced an increase of \$55,801 in General Fund balance. The General Fund has an unassigned fund balance of \$294,313 at June 30, 2013. Total general expenditures for 2013 were 1,213,882 an increase of 65,515 from the prior year and only \$22,814 under budgeted amounts. Expenditure increased due to increased contracted technical services and increase special education costs based on student needs.

The Food Service Special Revenue Fund experienced a decrease of \$7,242 in Food Service Special Revenue Fund balance. Expenditures exceeded revenues by \$10,710 in the Food Service Special Revenue Fund. In order to eliminate the deficit in the Food Service Special Revenue Fund, the Board approved a transfer of \$7,242 from the General Fund. New City Board has made a commitment to continue to serve healthy food to our school students.

### **Summary of Data Presented:**

This annual report has given us the opportunity to take stock in academic year 2012-13. As we grow as a school we are purposefully researching and applying various assessment instruments to better inform us of our school's academic growth. As a school we have focused on reading, writing and math instruction for the past 5 years. Commencing with the 2009-10 and continuing into our 2013-14 school year we will be assessing our science and technology instruction process and content alongside reading, writing and math. What we see is a school that by several measures has had a very successful year. We have built a strong community—board, staff, students, families—with a healthy, caring climate in which the large majority of students are performing academically at or above grade level, regardless of socio-economic status, race, culture, or special education designation. We have accomplished this within our budget. We have hired a high quality staff that genuinely cares about and supports each other coupled with a leadership model, which provides opportunities for staff to bring their gifts to meet any and all challenges head on.