

# Annual Report for the 2013-14 School Year

New City School  
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Minneapolis, MN. 55413  
612-623-3309

School Sponsor  
Novation Education Opportunities  
3432 Denmark Ave, Ste 130  
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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 184 (SY 13-14) 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 12<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:**

**2014-19**

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 multiple formal and informal visits 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 2013-14 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

Melissa Johnson, Director, Teacher Representative, 464056  
2923 Taylor Street NE  
Minneapolis, MN 55418  
559 362 0853

Marcy Myers, Director, Teacher Representative, 437680  
14192 Westridge Dr  
Eden Prairie, MN 55347  
952 201 8706

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)

## 2013-2014 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)*

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number	E-Mail Address	Seated and Term Expiration
Linda Crawford	Board Chair Parent Rep		Jan.8.14	612-822-3422	<a href="mailto:Linda@originonline.org">Linda@originonline.org</a>	Jan.8.14 Seat Jan2016 Exp.
Ven Anderson	Director/Teacher Rep	390010	Jan.8.14	612-706-6015	<a href="mailto:ven@newcitycharter-school.org">ven@newcitycharter-school.org</a>	Jan.8.14 Seat Jan16 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.8.14	612-922-6904	<a href="mailto:Gbcrawford34@gmail.com">Gbcrawford34@gmail.com</a>	Jan.8.14 Seat Jan2016.Exp
Karla Bisco	Director/Teacher	391212	Jan.8.14	612-788-1897	<a href="mailto:karlabisco@hotmail.com">karlabisco@hotmail.com</a>	Jan8.104Seat Jan2016Exp.
Vince Esades	Director/Parent		Jan.8.14	612-781-4239	<a href="mailto:VESades@heinsmills.com">VESades@heinsmills.com</a>	Jan.8.14 Seat Jan2016.Exp
Jackie Paradis	Accountant Ex-Officio		NA		<a href="mailto:jparadis@schoolmanagementservices.org">jparadis@schoolmanagementservices.org</a>	Na
Melissa Johnson	Director/Teacher/Outreach	464056	Jan,8.14	6126233309	<a href="mailto:melissas@newcitycharter-school.org">melissas@newcitycharter-school.org</a>	Jan8.14Seat Jan2016Exp
Marcy Myers	Director/Teacher/Staff Dev	437680	Jan.8.14	6126233309	<a href="mailto:Marcy@newcitycharter-school.org">Marcy@newcitycharter-school.org</a>	Jan8.14Seat Jan2016Exp

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. We knew that two of our teacher representatives will not be serving on the board commencing 14-15 school year, thus we had Marcy and Melissa joining our board in January of 2014 to overlap with board duties and to soften the learning curve for our newest board representatives.

Name	Board Position	Board Attendance 13/14	Other Board Duties	Returning 14/15
Linda Crawford	Board Chair	Sept.10, Oct29,2013. Jan.4, April 8 2014	Grant Writing Open House	Yes
Melissa Johnson	Director Community Rep	Sept.10, Oct29,2013. Jan.4, April 8 2014	Open House Recruitment	Yes
Karla Ann Bisco	Director Teacher Rep	Sept.10, Oct29,2013. Jan.4,	Open House Recruitment	No

		April 8 2014		
Jitendrapal Kundan	Ex-officio Principal	Sept.10, Oct29,2013. Jan.4, April 8 2014		Yes
Gary Crawford	Director Community Rep	Sept.10, Oct29,2013. Jan.4, April 8 2014	Open House, Finance and Law	Yes
Jackie Paradis	Accountant Ex-Officio	Sept.10, Oct29,2013. Jan.4,	Business Manager	Yes
Ven Anderson	Teacher Rep Director	Sept.10, Oct29,2013. Jan.4,	Open House/Curriculum	No
Marcy Myers	Director Community Rep	Sept.10, Oct29,2013. Jan.4, April 8 2014	Enrollment	Yes
Vince Esades	Director Parent Rep	Sept.10, Oct29,2013. Jan.4, April 8 2014	Enrollment/Facilities/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 2013-14 school year.**

#### **2013-14 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).*

<b>Name</b>	<b>File Folder Number</b>	<b>Assignment</b>	<b>Years Emp</b>	<b>Not Return 12/13</b>	<b>Return or New in 12/13</b>	<b>Return or New in 13/14</b>
Karla Bisco	391212	4/5 Grade	9		Return	Return
Blair Jedinak		Kg	1	Na	Na	New Classroom
Kirsten Holmquist	419549	½	10		Return	Return
Gia Gifford	425067	Art	1		NA	New
Katherine Merry	411254	Spec Ed	11		Return	Return
Jeremy Nellis	391031	KG	11		Return	Return
Kalli Novak	418984	1 <sup>st</sup>	4		Return	Return
Sevve Stember	436091	Middle Science	3		Return	Out of state
Blake Reigner	466365	6/7/8	1		NA	New
Pamela Timm	422256	Title 1	5		Return	Return
Word of Mouth	190106	Speech	11		Return	Return
Barbara Meyers	100611	Occupational	11		Return	Retired
Susan Kelly	346511	Psychologist	11		Return	Return
Ven Anderson	390010	6/7/8 (new math position)	3		Return	Return
Marcy Myers	437680	3	2		New	Return
Liz Ammerman	433410	6/7/8	1		New	Moved



Melissa Johnson	464056	4/5	1		NA	New – added class
Lauren Davidson	468215	6-8 Science	1		Na	New
Britt Peterson	370921	Ell	4months		Na	New

### 2013-14 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 12/13	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
Frank Riser		Custodial	1.5	No	Return
Otis Jackson		Lunchroom Supervisor	7.5	No	Return
Zahra Mohammed		Translation-Somali	1	NA	New
Ana Robles		Translation-Spanish	1	NA	New
Josh Gottlieb		Educational Assistance	1	NA	New

- One staff member retired, one moved out of state and one left on maternity leave, the rest of the staff members of 12-13 returned in 13-14 School year. We added an additional kinder garten and grade 4/5 classrooms; hence we had two new hires in the area of Kg and grades 4/5.
- Most importantly we hired Spanish and Somali interpreters who also work as Educational Assistants to support future bilingual students of New City.
- We also hired Ell teacher to support all our ELL students. Britt moved back to Minneapolis Public School, stating her heart lie in bigger districts. New City will hire a new Ell teacher for 1415SY.

### 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 Statues, 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 and June '12	June 16 2010 and June 2012	June 16 2010 June 2012	June 16 2010 June 2012
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
Marcy Myers	January 2012	June 2012	June 2012	June 2012
Melissa Johnson	January 2012	June 2012	June 2012	June 2012

New City School complies with all Minnesota Statues 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, 2012-13 and 2013-14 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 110.0 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, writers and 30 hours spent on mathematics. 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.
- Our entire elementary staff attended training in individualized learning model to ensure they reach all learners.
- 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
- New City hired Somali and Spanish speaking staff to help with recruitment and support
- New City hired an Ell staff

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%
2013-14	18%	65%	7%	7%	2%	

Also, New City School free and reduce population was 45%.  
Students enrolled in Special Ed 10% and Limited English Proficient students were 8%  
Our attendance rate was 93%.

### **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 180 out of 180 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 -15 students
  - Grade 3 helped with managing school-wide science fast-plants – 15 students.
  - Grade 3 helped with managing school-wide ipad – 8 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
  - Grade 8 managed computer lab carts – 4 students.
  - Grades 4-8 helped with restorative justice, peer to peer conflict resolution and “I statements” – 12 students
  - Grade 7 – two female students facilitated an all school meeting of 200 student and staff
- 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 170 students
- Independent reading – all school about 170 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; 120 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.
- Coordinated Education Intervention Services – our Title 1, Ell and Special Ed. Staff helped with reading intervention services

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 185 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.

Our 6<sup>th</sup> and 7<sup>th</sup> grade classes participated in school wide History day projects.

#### Science:

All our staff spent 15 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. 80 students and 10 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: Mississippi, 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.

## **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. We explored our Mississippi river and Northern MN biomes to study life cycle in the field.



### 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.

We collaborated with two local artists around pottery. Our grades 4-8 participated in the pottery residency.

Our middle school partnered with local artist to design the catastrophe of Pompeii.

Our 3 graders partnered with local knitters to design and knit.

Our 3 graders partnered with school parent to be introduced to computer code writing as they devised games on SCRATCH platform.

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 (less than 10) serious behavior infractions which warranted suspension from school occurred during 2013-14 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. As of 2013-14 school year our board and parent group has been working on site expansion project to reach a total enrollment of 300 students as of June 2014 we had reached 180 students. Recruitment plan includes, monthly open house, advertisement in community newspapers, weekly north-side flyer updates, monthly web-site updates and quarterly tell-a-friend announcements to advertise our program. Site expansion project includes working with our Authorizer, MDE, our landlord and City of Minneapolis to bring about the additional quality learning seats under New City's umbrella.

## **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
- ☺ Aligned science curriculum vertically and horizontally for our K-8 program

### **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 further 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.

We are engaged in seeking space within the North East area to house our middle school students and their needs or gym, science lab and band program. As of September 26, 2014 we have been approved for expansion and are very close in signing a lease with Grace Center, which comes equipped with a large gym, cafeteria, outdoor learning space. MacPhail our long term music partners have started band program with our middle schoolers as of 9/26/14.

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 2013-14 School Year

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

Each year 75% 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.

Each year our struggling students will attain more than 1 grade-level's growth in reading as measured by the ITBS administered each winter.

## Reading results

- Average reading scores for first- and second-grade students in 2013-2014 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 2012-2013 to 2013-2014 school year. Students' scores in 2013-2014 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 2012-2013 to 2013-2014 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 slower progress in reading, with a decrease of 6.1 in standard scores compared to their peers nationally. However, as noted above, average scores in both 2012-2013 and 2013-2014 were well above average.
- 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 graders made accelerated progress in Total Reading from 2012-2013 to 2013-2014. The sixth-grade students made slower than expected progress.
- Reading results for 2013-2014 differed by student characteristics. Results show that, students from a low-income background, meaning eligible for free or reduced-price lunch, on average, scored significantly lower than students from higher income households. In third to eighth grade, White/Caucasian students scored significantly

higher than students of color, on average. 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 2012-2013 to 2013-2014. Students who were not eligible for free or reduced-price lunch made significantly higher average gains than students who were eligible. The average score for students who were eligible for free or reduced-price lunch declined slightly from 2012-2013 to 2013-2014. Boys had a higher average gain than girls, and students of color made a larger gain than the White/Caucasian students. However, differences in average gain scores between gender groups and ethnic/racial groups are not statistically significant. It should be noted that all student groups, regardless of demographic characteristics, scored at or above the national average in reading in both years. 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 fifth- and seventh-grade students in 2013-2014 were above the national average (above the mean of 50 in ITBS Normal Curve Equivalent scores), the fourth- and the sixth-grade students were at the average, and third- and eighth-grade students were below it.
- Compared to same-grade students in the normative sample, students in all grade levels made accelerated progress from 2012-2013 to 2013-2014 in Total Language.
- Results in 2013-2014 show that students from higher income backgrounds (those who were not eligible for free or reduced-price lunch) scored significantly higher than students from lower-income backgrounds (those who were eligible) and White/Caucasian students scored significantly higher than students of color. Girls scored slightly higher than boys; however, this difference was not statistically significant.
- Between 2012-2013 and 2013-2014, all demographic groups made progress on Total Language. White students and students of color made similar average gains. Girls had a higher average gain than boys, and students who were not eligible for free or reduced-price lunch made a higher average gain than students who were eligible. However, these differences in average gain were not statistically significant. On average, boys and students who were eligible for free or reduced-price lunch made

improvement from scoring below the national average in 2012-2013 to at or above the average in 2013-2014.

## 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 77-144 and second-grade scores ranged from 83-140.

### 2. Average standard scores in WJ III Broad Reading, 2013-2014

Reading test	N	Mean of standard scores	Standard Deviation	Range of standard scores
<b>First grade</b>				
<i>Letter-word identification</i>	25	121.6	14.7	92-148
<i>Reading fluency</i> <sup>a</sup>	21	120.4	13.8	95-142
<i>Passage comprehension</i>	25	113.3	15.7	75-136
<b>Broad Reading</b>	25	117.8	17.7	77-144
<b>Second grade</b>				
<i>Letter-word identification</i>	27	110.6	12.8	86-135
<i>Reading fluency</i>	27	107.2	14.1	79-142
<i>Passage comprehension</i>	27	106.9	12.7	88-127
<b>Broad Reading</b>	27	109.5	14.6	83-140

<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 (70%) students scored average or above average on Broad Reading. Among the reading tests, higher percentages of students scored average or above average on letter-word identification and reading fluency than on passage comprehension.

### 3. WJ III Broad Reading results, 2013-2014

Woodcock-Johnson test	Standard score	% First grade	% Second grade
<i>Letter-word identification</i>			
Average and above	100 or above	92%	78%
Below average	99 and below	8%	22%
<i>Reading fluency</i>			

Average and above	100 or above	86%	74%
Below average	99 and below	14%	26%
<i>Passage comprehension</i>			
Average and above	100 or above	80%	67%
Below average	99 and below	20%	33%
<b>Broad Reading</b>			
Average and above	100 or above	84%	70%
Below average	99 and below	16%	30%

**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 score was higher than that of students of color and boys' average score was slightly higher than girls'. However, these differences between gender groups and ethnic/racial groups are not statistically significant.

#### 4. WJ III Broad Reading results by student characteristics, 2013-2014

<b>Broad reading</b>	<b>N</b>	<b>Average of standard scores</b>
<b>Student race/ethnicity</b>		
White/Caucasian	34	114.6
Other <sup>a</sup>	18	111.4
<b>Gender</b>		
Female	25	112.6
Male	27	114.3
<b>Free or reduced-price lunch status *</b>		
Eligible for free lunch or reduced-price lunch	26	107.7
Not eligible	26	119.3

<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.

\* 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 64.6 and 61.4, respectively. Though their average scores exceed the national average, third-, sixth-, and eighth-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 9 to 99.

#### 8. Average ITBS Total Reading NCE scores, 2013-2014

<b>Subject</b>	<b>Grade</b>	<b>N</b>	<b>Average NCE</b>	<b>Standard Deviation</b>	<b>Range</b>
<i>Vocabulary</i>	3	21	56.3	24.4	7-88
	4	19	69.8	17.2	42-96
	5	15	77.3	20.8	40-99
	6	14	60.6	23.5	18-99
	7	17	65.0	24.2	2-99
	8	5	51.2	19.1	28-81
	Overall	91	64.6	22.8	2-99
<i>Comprehension</i>	3	21	52.6	23.0	13-94
	4	19	65.6	17.4	22-99
	5	15	75.1	15.0	47-99
	6	14	53.6	19.9	21-85
	7	17	64.5	20.9	29-95
	8	5	52.6	24.5	28-81
	Overall	91	61.4	21.0	13-99
<b>Total Reading</b>	3	21	54.2	23.7	9-90
	4	18	71.1	14.2	49-99
	5	15	78.1	17.9	46-99
	6	14	57.4	22.0	17-93
	7	17	65.6	23.0	13-92
	8	5	52.2	21.6	30-83
	Overall	90	64.1	22.0	9-99

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 two-thirds of third-, fourth-, fifth-, and seventh-grade students (67-95%) scored average or above average on vocabulary, comprehension, and Total Reading. Eighth grade had the lowest percentage of students scoring at or above average in each area (40%). However, there were only five students in that grade level. The percentage of sixth-grade students scoring average or above average ranged from 50 percent on comprehension, 57 percent on Total Reading to 71 percent on vocabulary.

**9. ITBS Total Reading results, 2013-2014: 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	21	67%
	4	19	79%
	5	15	87%
	6	14	71%
	7	17	76%
	8	5	40%
	Overall	91	74%
<i>Comprehension</i>	3	21	67%
	4	19	95%
	5	15	93%
	6	14	50%
	7	17	76%
	8	5	40%
	Overall	91	75%
<b>Total Reading</b>	3	21	67%
	4	18	94%
	5	15	93%
	6	14	57%
	7	17	71%
	8	5	40%
	Overall	90	74%

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

Figure 10 presents the Total Reading results by students' characteristics. On average, students who were not eligible for free or reduced-price lunch scored significantly higher than those who were eligible and White/Caucasian students performed significantly better than students of other racial or ethnic backgrounds. Boys and girls performed similarly, on average. All groups, regardless of their demographic characteristics, scored above the national average on Total Reading.

#### 10. ITBS Total Reading results by student characteristics, 2013-2014

Total Reading	N	Average NCE
<b>Student race/ethnicity*</b>		
White/Caucasian	56	69.8
Other <sup>a</sup>	33	54.6
<b>Gender</b>		
Female	38	64.8
Male	52	63.6
<b>Free or reduced-price lunch status*</b>		
Eligible for free lunch or reduced-price lunch	41	56.6
Not eligible	48	70.6

<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.

\* 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 eighth grade, all grade levels scored average or slightly above the national average (i.e., above the mean of 50 in NCE) on Total Language, with the average of 52.3 NCE points. With respect to the individual tests, students scored higher on average on usage and expression (60.2 NCE points) than on spelling (52.7 NCE points), punctuation (48.1 NCE points), and capitalization (44.0 NCE points). The results also show that students' scores vary. As shown in Figure 11, students' scores on Total Language overall range from 16 to 99.

### 11. Average ITBS Total Language NCE scores, 2013-2014

<b>Subject</b>	<b>Grade</b>	<b>N</b>	<b>Average NCE</b>	<b>Standard Deviation</b>	<b>Range</b>
<i>Spelling</i>	3	19	46.9	24.0	11-92
	4	20	51.0	21.5	1-96
	5	15	61.5	22.0	28-99
	6	14	49.8	16.7	23-87
	7	17	58.6	18.4	27-90
	8	5	44.0	10.2	34-56
	Overall	90	52.7	20.8	1-99
<i>Capitalization</i>	3	17	33.2	20.2	6-91
	4	20	41.3	16.7	1-66
	5	15	52.5	22.9	19-99
	6	14	50.3	17.7	23-69
	7	17	48.5	20.3	1-88
	8	5	33.8	9.9	25-49
	Overall	88	44.0	20.0	1-99
<i>Punctuation</i>	3	20	38.3	20.2	4-76
	4	19	48.4	15.6	8-74
	5	15	57.3	21.1	16-92
	6	14	46.4	16.5	23-79
	7	17	53.2	14.7	23-72
	8	5	46.6	24.9	22-85
	Overall	90	48.1	18.8	4-92
<i>Usage and Expression</i>	3	21	55.6	18.2	21-88
	4	20	58.3	14.8	29-81
	5	15	76.2	20.9	41-99
	6	14	53.9	18.0	9-73
	7	17	64.1	17.9	37-92
	8	5	44.2	17.7	20-64
	Overall	92	60.2	19.3	9-99
<b>Total Language</b>	3	16	44.9	17.2	19-81
	4	19	50.3	13.7	16-77
	5	15	62.9	21.8	33-99
	6	14	50.8	14.4	23-76
	7	17	57.0	17.3	28-86
	8	5	40.8	15.7	26-61
	Overall	86	52.3	17.7	16-99

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 two thirds (68%) of students scored average or above average on usage and expression. Slightly more than half (52-55%) of students scored average or above average in spelling, punctuation, and Total Language. Slightly over one-third of students (36%) scored average or above average on capitalization, with percentages varying greatly by grade. Because the number of students in each grade level is small, the results should be interpreted with caution.

**12. ITBS Total Language results, 2013-2014: 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	19	47%
	4	20	50%
	5	15	73%
	6	14	36%
	7	17	65%
	8	5	40%
	Overall	90	53%
<i>Capitalization</i>	3	17	12%
	4	20	25%
	5	15	53%
	6	14	64%
	7	17	47%
	8	5	0%
	Overall	88	36%

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

**12. ITBS Total Language results, 2013-2014: 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	20	35%
	4	19	53%
	5	15	67%
	6	14	50%
	7	17	65%
	8	5	40%
	Overall	90	52%
<i>Usage and Expression</i>	3	21	67%
	4	20	70%
	5	15	87%
	6	14	64%
	7	17	65%
	8	5	40%
	Overall	92	68%
<b>Total Language</b>	3	16	31%
	4	19	58%
	5	15	67%
	6	14	57%
	7	17	65%
	8	5	40%
	Overall	86	55%

<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, on average, students who were ineligible for free or reduced-price lunch scored significantly higher than those who were eligible and White/Caucasian students scored significantly higher than students of color. Girls scored slightly higher than boys; however, this difference was not statistically significant.

### 13. ITBS Total Language results by student characteristics, 2013-2014

Characteristics	N	Average of NCE
<b>Student race/ethnicity*</b>		
White/Caucasian	52	56.6
Other <sup>a</sup>	33	45.3
<b>Gender</b>		
Female	35	56.3
Male	51	49.6
<b>Free or reduced-price lunch status*</b>		
Eligible for free lunch or reduced-price lunch	40	47.2
Not eligible	45	56.7

<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.

\* Significant difference between groups.

## One-year progress in student academic achievement

The following section describes students' academic progress over a one-year period, from the 2012-2013 to the 2013-2014 school year. Progress was measured using the Woodcock-Johnson III Tests of Achievement (WJ III) and the Iowa Tests of Basic Skills (ITBS). To measure change over time, the group is limited to students that were enrolled both years and completed the same test each year. First, results will be examined for 19 current second-grade students who first completed the WJ III while in first grade from 2012-2013. This will be followed by data for 52 current fourth- through eighth-grade students. The latter group completed the ITBS while enrolled in third through seventh grade in 2012-2013.

## Academic progress of second-grade students

Figure 21 shows, on average, that children made academic progress in both reading and math. Here, results are presented using W scores, which are not grade- or age-standardized. These scores are useful for measuring performance over time in a single subject area, such as year-to-year changes of individual students or groups of students.

On average, students made more improvement in reading than math. Overall scores in Broad Reading increased by 22.3 on average, and Broad Math overall had an average gain of 7.6. Among the reading skills, students made the largest gain in letter-word identification (30.3 in W scores). For math, students made the largest gains in applied problems (13.2 in W scores).

## 21. Average WJ III W scores in 2012-2013 to 2013-2014

Woodcock-Johnson tests	N	Average of W scores		Difference
		2012-2013 (First grade)	2013-2014 (Second grade)	
<b>Reading</b>				
<i>Letter-word identification</i>	19	442.4	472.7	+30.3
<i>Reading fluency</i>	15	458.0	477.4	+19.4
<i>Passage comprehension</i>	19	471.6	484.2	+12.6
<b>Broad Reading</b>	19	453.7	476.0	+22.3
<b>Math</b>				
<i>Calculation</i>	19	472.5	476.7	+4.2
<i>Math fluency</i>	19	484.1	489.4	+5.3
<i>Applied problems</i>	19	474.1	487.3	+13.2
<b>Broad Math</b>	19	476.8	484.4	+7.6

Changes in students' reading and math results are also presented in terms of standard scores. In this case, students are compared to same-grade peers in a national normative sample. This means that no change in standard scores from one year to the next indicates normative progress (one year of progress), positive change indicates accelerated progress (more than one year of progress), and negative change indicates slower progress (less than one year of progress) in comparison to one's peers.

As shown in Figure 22, on average, students made slower progress compared to peers nationally in overall reading and math, with a decrease of 6.1 in Broad Reading and 10.0 in Broad Math. Looking at individual tests, students made slower progress on all the tests. It should be noted that the average scores on all the tests were well above the average score of the normative sample (i.e., above 100 in standard scores) both years.

## 22. Change in WJ III average standard scores, 2012-2013 to 2013-2014

Woodcock-Johnson tests	N	Average standard scores		Difference
		2012-2013	2013-2014	
<b>Reading</b>				
<i>Letter-word identification</i>	19	120.5	113.4	-7.1
<i>Reading fluency</i>	15	120.7	115.2	-5.5
<i>Passage comprehension</i>	19	120.9	110.3	-10.6
<b>Broad Reading</b>	19	119.4	113.3	-6.1

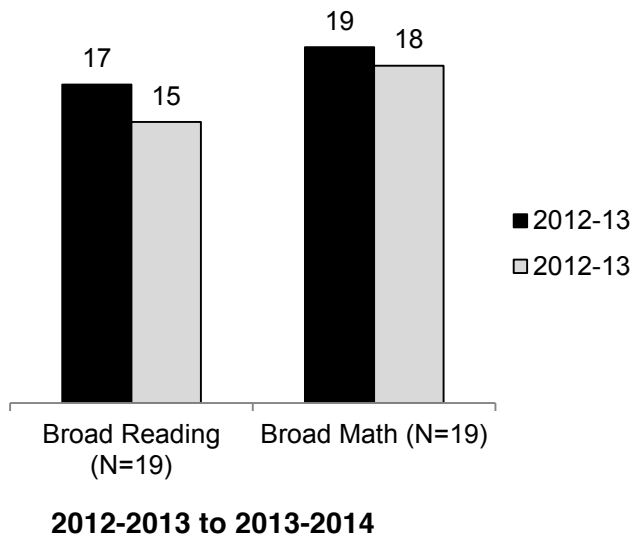


<b>Math</b>				
<i>Calculation</i>	19	127.4	111.2	-16.2
<i>Math fluency</i>	19	105.7	104.7	-1.0
<i>Applied problems</i>	19	126.5	118.6	-7.9
<b>Broad Math</b>	19	125.4	115.4	-10.0

Figure 23 shows the number of students who scored at or above average in 2012-2013 and 2013-2014 (scoring at or above 100 in standard score) in Broad Reading and Broad Math. Compared to 2012-2013, two fewer students scored at or above average in Broad Reading and one fewer student scored at or above average in Broad Math in 2013-2014.

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**23. Number of students at or above average in Broad Reading and Broad Math,**



Due to the small number of students, changes in students' reading and math results are not analyzed by their characteristics.

## Academic progress of fourth- through eighth-grade students

### Reading progress

Figure 24 shows changes in students' reading performance on the ITBS in developmental standard scores by grade. The developmental standard scores used in the ITBS are similar to the W scores in Woodcock-Johnson; these scores are used to show students' year-to-year academic growth.

A total of 52 fourth- through eighth-grade students are included in the analyses. Figure 24 shows the one-year change in students' reading scores. The overall results show that students made improvement in reading, ranging from 16.8 points on comprehension, 18.9 points on Total Reading to 20.7 points on vocabulary. Looking at each grade level, however, only fourth- and fifth-grade students made one year developmental standard average score gains on all reading tests from 2012-2013 to 2013-2014.

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**24. Change in ITBS Total Reading standard scores: 2012-2013 to 2013-2014**

Subject	Grade (in 2013- 2014)	Number of students	Average developmental standard scores		
			2012-2013	2013-2014	Difference
<i>Vocabulary</i>	4	14	180.9	213.1	+32.2
	5	11	220.3	244.0	+23.7
	6	10	226.6	237.8	+11.2
	7	13	248.9	232.9	-16.0
	8	4	242.5	230.8	-11.7
	Overall	52	214.9	235.6	+20.7
<i>Comprehension</i>	4	14	184.4	218.3	+33.9
	5	11	227.4	244.6	+17.2
	6	10	226.4	225.4	-1.0
	7	13	244.2	257.5	+13.3
	8	4	237.8	249.8	+12.0
	Overall	52	220.6	237.4	+16.8
<b>Total Reading</b>	4	14	184.4	218.3	+33.9
	5	11	227.4	244.6	+17.2
	6	10	226.4	225.4	-1.0
	7	13	244.2	257.5	+13.3
	8	4	237.8	249.8	+12.0
	Overall	52	217.7	236.6	+18.9

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One-year change in students' scores is also analyzed using Normal Curve Equivalent (NCE) scores. Similar to standard scores in Woodcock-Johnson, no change in NCE score indicates normative progress, or the equivalent of one year of progress. Meanwhile, positive change indicates accelerated progress (more than one year of progress), and negative change indicates slower progress (less than one year of progress) when compared to same-grade peers.

Results in Figure 25 show that, on average, students made accelerated progress in all the reading tests, with an overall average gain of 5.6 NCE points on vocabulary, 3.4 NCE points on Total Reading, and 1.7 NCE points on comprehension. With the exception of sixth grade, each individual grade level also demonstrated similar or accelerated progress compared to the national average. Sixth-grade students made slower than expected progress in all reading tests, with average declines of 2.8 NCE points on vocabulary, 9.9 NCE points on comprehension, and 7.8 NCE points on Total Reading.

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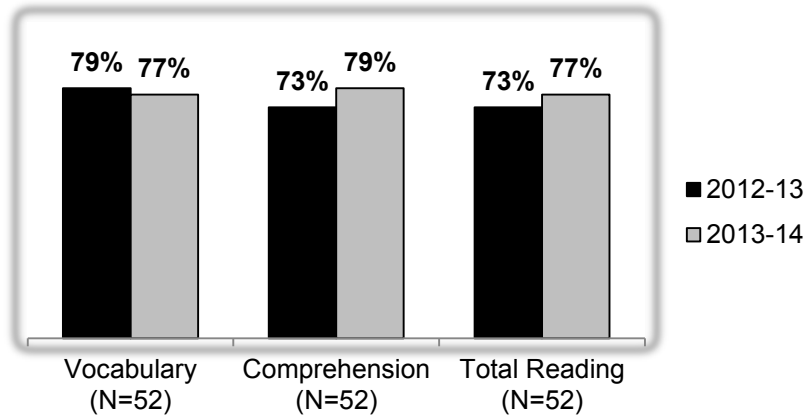
**25. Change in ITBS Total Reading NCE scores: 2012-2013 to 2013-2014**

Subject	Grade (in 2013- 2014)	Number of students	Average NCE scores		
			2012-2013	2013-2014	Difference
<i>Vocabulary</i>	4	14	55.8	70.9	+15.1
	5	11	76.3	82.4	+6.1
	6	10	67.3	64.5	-2.8
	7	13	60.9	63.9	+3.0
	8	4	50.0	50.8	+0.8
	Overall	52	63.2	68.8	+5.6
<i>Comprehension</i>	4	14	57.4	68.1	+10.7
	5	11	73.6	75.4	+1.8
	6	10	63.4	53.5	-9.9
	7	13	64.4	65.5	+1.1
	8	4	53.5	54.5	+1.0
	Overall	52	63.4	65.1	+1.7
<b>Total Reading</b>	4	14	57.1	70.9	+13.8
	5	11	77.2	80.9	+3.7
	6	10	66.8	59.0	-7.8
	7	13	64.6	65.6	+1.0
	8	4	52.0	53.3	+1.3
	Overall	52	64.7	68.1	+3.4

Figure 26 shows the percentages of students who scored at or above average in 2012-2013 and 2013-2014 (scoring at or above the mean of 50 NCE points). In 2012-2013, 77 percent of students on vocabulary, 79 percent on comprehension, and 77 percent on Total Reading scored at or above the national average. Though the percentage of students at or above average in vocabulary declined slightly, there were increases in percentages of students scoring at or above average for comprehension and Total Reading.

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**26. Percent scoring at or above average in reading, 2012-2013 to 2013-2014**



Next, Figure 27 shows the change in Total Reading results by student characteristics. Because of the small numbers of Black/African American, American Indian, Asian, Hispanic, and biracial/multiracial students who completed the ITBS in both 2012-2013 and 2013-2014, their data are reported as one group (i.e., other group). Almost all demographic groups made accelerated progress in Total Reading from 2012-2013 to 2013-2014. Students from higher income (those who were not eligible for free or reduced-price lunch) made significantly higher average gain score than students from lower income background (those who were eligible). While students from higher income background made accelerated progress, students from lower income background made normative progress. Boys had a higher average gain than girls, and students of color made a larger gain than the White/ Caucasian students. However, differences in average gain scores between these groups are not statistically significant. It should be noted that all student groups, regardless of demographic characteristics, scored at or above the national average in reading in both years.

**27. Change in ITBS Total Reading results by student characteristics, 2012-2013 to 2013-2014**

Characteristics	N	Average of NCE scores		
		2012-2013	2013-2014	Difference
<b>Student race/ethnicity</b>				
White/Caucasian	37	70.3	72.9	+2.6
Other <sup>a</sup>	15	50.9	56.2	+5.3
<b>Gender</b>				
Female	23	65.6	68.4	+2.8
Male	29	64.0	67.8	+3.8
<b>Free or reduced-price lunch status*</b>				
Eligible for free or reduced-price lunch	21	56.1	55.3	-0.8
Not eligible	31	70.5	76.7	+6.2

<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.

\* Significant difference between groups.

### Language progress

One-year change in language developmental standard scores is shown by grade in Figure 28. Overall, all grade level students, except the fifth-grade, made developmental gains in Total Language. The fifth-grade students lose 20.9 points in Total Language. Among those who made gains in Total Language, fourth-grade students made the largest average gain of 29.0 points and the eighth-grade students made the lowest average gain of 15.5 points from 2012-2013 to 2013-2014.

**28. Change in ITBS Total Language developmental standard scores, 2012-2013 to 2013-2014**

Subject	Grade (in 2013- 2014)	Number of students	Average developmental standard scores		
			2012-2013	2013-2014	Difference
<i>Spelling</i>	4	14	179.6	199.5	+19.9
	5	11	228.3	218.2	-10.1
	6	10	201.3	217.6	+16.3
	7	13	231.5	252.5	+21.0
	8	4	230.5	235.8	+5.3
	Overall	52	208.8	225.1	+16.3
<i>Capitalization</i>	4	15	145.5	181.6	+36.1
	5	11	221.7	192.6	-29.1
	6	10	186.1	227.8	+41.7
	7	13	209.2	239.8	+30.6
	8	4	180.3	208.5	+28.2
	Overall	53	181.2	215.0	+33.8
<i>Punctuation</i>	4	14	164.7	195.2	+30.5
	5	11	210.3	230.7	+20.4
	6	10	195.7	213.9	+18.2
	7	13	216.6	252.8	+36.2
	8	4	205.8	243.8	+38.0
	Overall	52	196.4	224.4	+28.0
<i>Usage and Expression</i>	4	15	185.6	208.6	+23.0
	5	11	233.6	257.0	+23.4
	6	10	240.3	244.7	+4.4
	7	13	259.8	271.9	+12.1
	8	4	252.5	244.8	-7.7
	Overall	53	229.1	243.7	+14.6
<b>Total Language</b>	4	13	169.6	198.6	+29.0
	5	11	234.5	213.6	-20.9
	6	10	205.8	226.0	+20.2
	7	13	229.1	254.2	+25.1
	8	4	217.3	232.8	+15.5

Overall	51	205.1	228.6	+23.5
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Figure 29 presents the average change in NCE scores from 2012-2013 to 2013-2014. Compared to their peers in the normative sample, students made accelerated progress on spelling, capitalization, punctuation and Total Language and made slower progress on usage and expression.

Further examining the grade-level scores, all students improved on their average Total Language score. Fourth- and sixth-grade students increased their average score from below the national average in 2012-2013 to above it in 2013-2014. Although eighth-grade students also made improvement in Total Language, their average score in 2013-2014 was still below the national average. However, the eighth-grade group was very small, with only four students with ITBS scores in 2012-2013 and 2013-2014.

### 29. Change in ITBS Total Language NCE scores, 2012-2013 to 2013-2014

Subject	Grade (in 2013- 2014)	Number of students	Average NCE scores		
			2012-2013	2013-2014	Difference
<i>Spelling</i>	4	14	55.6	57.5	+1.9
	5	11	68.5	64.6	-3.9
	6	10	45.6	48.3	+2.7
	7	13	57.5	62.0	+4.5
	8	4	48.3	45.5	-2.8
	Overall	52	56.3	57.4	+1.1
<i>Capitalization</i>	4	15	23.0	42.4	+19.4
	5	11	48.0	56.4	+8.4
	6	10	38.5	52.4	+13.9
	7	13	44.1	52.5	+8.4
	8	4	25.8	36.0	+10.2
	Overall	53	36.5	49.2	+12.7
<i>Punctuation</i>	4	14	38.6	51.2	+12.6
	5	11	29.5	60.7	+31.2
	6	10	42.6	46.0	+3.4
	7	13	46.8	56.9	+10.1
	8	4	32.3	49.3	+17.0
	Overall	52	45.4	53.5	+8.1

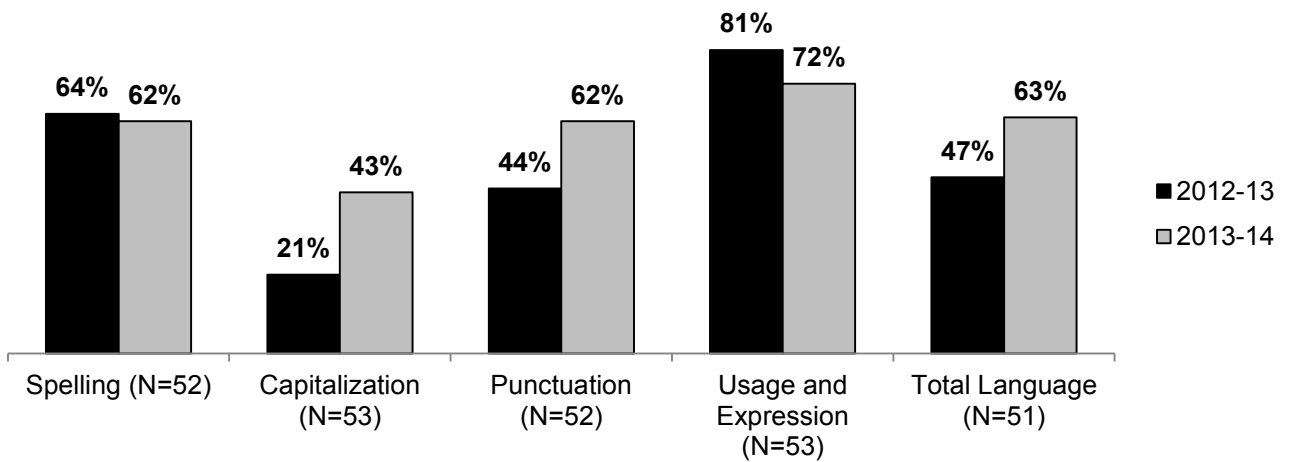


**29. Change in ITBS Total Language NCE scores, 2012-2013 to 2013-2014  
(continued)**

Subject	Grade (in 2013- 2014)	Number of students	Average NCE scores		
			2012-2013	2013-2014	Difference
<i>Usage and Expression</i>	4	15	59.2	59.3	+0.1
	5	11	74.3	77.1	+2.8
	6	10	67.8	60.5	-7.3
	7	13	68.0	66.0	-2.0
	8	4	58.5	50.3	-8.2
	Overall	53	66.1	64.2	-1.9
<b>Total Language</b>	4	13	43.1	53.9	+10.8
	5	11	64.3	66.3	+2.0
	6	10	48.6	53.0	+4.4
	7	13	54.1	60.3	+6.2
	8	4	41.5	44.3	+2.8
	Overall	51	51.4	57.3	+5.9

Figure 30 shows the percentages of students who scored at or above average in 2012-2013 and 2013-2014 (scoring at or above the mean of 50 NCE points) in Total Language. Overall, there were more students scored at or above average in 2013-2014, an increase of 16 percentage points from 2012-2013.

The percentage of students changed most significantly for capitalization and punctuation, with an increase of 22 percentage points for both subject areas. Meanwhile, the percentage of students scoring at or above average in spelling and usage and expression declined by two percentage points and nine percentage points, respectively.



### 30. Percent scoring at or above average in language, 2012-2013 to 2013-2014

Figure 31 contains the one-year change in Total Language NCE scores by student characteristics. Results show that all groups made accelerated progress on Total Language from 2012-2013 to 2013-2014. Students of color made similar average gain as White/Caucasian students. Girls made a higher average gain than boys and students who were not eligible for free or reduced-price lunch made a higher average gain than students who were eligible. However, these average gain differences were not statistically significant. On average, boys and students who were eligible for free or reduced-price lunch made improvement from scoring below the national average in 2012-2013 to above the average in 2013-2014.

### 31. Change in ITBS Total Language results by student characteristics, 2012-2013 to 2013-2014

Characteristics	N	Average of NCE scores		
		2012-2013	2013-2014	Difference
<b>Student race/ethnicity</b>				
White/Caucasian	37	54.9	60.7	+5.8
Other <sup>a</sup>	14	42.3	48.1	+5.8
<b>Gender</b>				
Female	22	55.6	61.7	+6.1
Male	29	48.3	53.9	+5.6
<b>Free or reduced-price lunch status</b>				
Eligible for free or reduced-price lunch	21	45.8	50.1	+4.3
Not eligible	30	55.4	62.3	+6.9

<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.

### **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.

## Science results

- Because science skills are not measured by the WJ III, science results are only available for third- through eighth-grade students who took the ITBS. All grade levels scored above the national average (above the mean of 50 in ITBS Normal Curve Equivalent scores) in 2013-2014.
- Compared to same-grade students in the normative sample, fourth-, fifth-, and eighth-grade students made accelerated gains, while seventh graders made normative progress. Students in sixth grade made slower than expected progress.
- In 2013-2014, 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 slightly higher than girls. However, the differences in average scores between the income level groups and gender groups are not statistically significant. All groups scored at or above the national average.
- In terms of students' progress in science, students from lower income levels (eligible for free or reduced-price lunch) made a higher average gain than students from higher income levels (ineligible for free or reduced-price lunch). Students of color made larger average gain than White/Caucasian students over the same period. Boys scored higher than girls in both years and made slightly larger average gain than girls. However, none of the differences in average gains between groups are statistically significant.

All student groups, regardless of their demographic characteristics, scored above the national average in 2013-2014. Students of color made progress from scoring below the national average in 2012-2013 to above it in 2013-2014.

### 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, 70% of students scored average or above average in science. Results by grade levels are varied. Two thirds or more of students

in fourth, fifth, and seventh grades scored average or above average in science (68-88%). Fewer students in third, sixth, and eighth grades scored average or above average (57-62%). 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, 2013-2014

Grade	N	NCE Average	Standard Deviation	Range	Percent scoring average or above <sup>a</sup>
3	21	53.1	25.4	7-99	57%
4	19	56.9	21.1	1-98	68%
5	14	74.7	21.4	38-99	79%
6	13	61.9	25.8	12-99	62%
7	17	69.9	20.4	33-99	88%
8	5	61.8	22.5	46-99	60%
Overall	89	62.3	23.6	1-99	70%

<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 who were not eligible for free or reduced-price lunch scored higher than those who were eligible, and boys scored slightly higher than girls. However, the differences in average scores between the income level groups and gender groups are not statistically significant. All groups scored at or above the national average.

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#### 20. ITBS Science results by student characteristics, 2013-2014

Characteristics	N	Average NCE
<b>Student race/ethnicity*</b>		
White/Caucasian	53	70.3
Other <sup>a</sup>	35	50.6

<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.

\* Significant difference between groups.

20. ITBS Science results by student characteristics, 2013-2014 (continued)

Characteristics	N	Average NCE
<b>Gender</b>		
Female	37	61.9
Male	52	62.6
<b>Free or reduced-price lunch status</b>		
Eligible for free lunch or reduced-price lunch	42	57.9
Not eligible	46	66.7

<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.

\* Significant difference between groups.

### Science progress

As shown in Figure 39, all grade levels made developmental gains in ITBS Science, ranging from 13.2 points in sixth grade to 25.2 points in fourth grade, on average. In terms of NCE scores, fourth-, fifth-, and eighth- grade students made accelerated gains, while seventh graders made normative progress. Students in sixth grade made slower than expected progress, with a decline of 3.1 points. It should be noted that students' average scores in both years were well above the national average.

### 39. Change in ITBS Science scores, 2012-2013 to 2013-2014

Grade (in 2013-2014)	Number of students	Average developmental standard scores		
		2012-2013	2013-2014	Difference
4	14	181.0	206.2	+25.2
5	9	224.3	255.4	+31.1
6	9	237.4	250.6	+13.2
7	13	257.0	272.3	+15.3
8	4	247.0	270.5	+23.5
Overall	49	224.9	246.2	+21.3
		Average NCE scores		
4	14	54.1	60.0	+5.9
5	9	71.2	79.4	+8.2
6	9	68.9	65.8	-3.1
7	13	71.6	71.3	-0.3
8	4	58.3	64.5	+6.2

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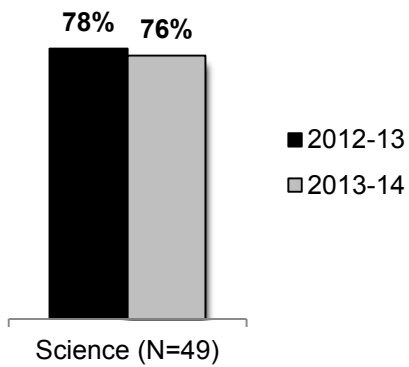
Overall	49	65.0	68.0	+3.0
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Figure 40 shows the percentage of students scoring at or above the national average in science. In 2013-2014, 76 percent of students scored at or above the national average (i.e., at or above 50 NCE points) in science, a slight decrease from 78 percent in 2012-2013. This indicates that one fewer student scored at or above average in 2013-2014 compared to the 2012-2013.

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**40. Percent scoring at or above average in science, 2012-2013 to 2013-2014**



Results of students' progress on ITBS Science is also analyzed by their characteristics as shown in Figure 41. Students who were eligible for free or reduced-price lunch made accelerated progress and had a higher average gain than students who were not eligible. However, their average scores in both years were 16-17 points lower than students from the higher income background. Similarly, students of color made larger average gain than White/Caucasian students over the one year period. Their average scores in both years were 23-24 points lower than the White/Caucasian students. Boys scored higher than girls in both years and made slightly larger average gain than girls over the one-year period. However, none of the differences in average gains between groups are statistically significant. All student groups, regardless of their demographic characteristics, scored above the national average in 2013-2014. Students of color made progress from scoring below the national average in 2012-2013 to above it in 2013-2014, on average.

**41. Change in ITBS Science results by student characteristics, 2012-2013 to 2013-2014**

Characteristics	N	Average of NCE scores		
		2012-2013	2013-2014	Difference
<b>Student race/ethnicity</b>				
White/Caucasian	34	72.4	74.9	+2.5
Other <sup>a</sup>	15	48.1	52.3	+4.2
<b>Gender</b>				
Female	21	61.6	64.2	+2.6
Male	28	67.5	70.9	+3.4
<b>Free or reduced-price lunch status</b>				
Eligible for free or reduced-price lunch	20	54.6	58.6	+4.0
Not eligible	29	72.1	74.5	+2.4

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

### New City Student Enrollment and Attrition Rates

*This table identifies the number of students enrolled at the school during the 2007-13, and estimated 2013-2014 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
2013-14	40	27	25	23	18	19	16	16	6	190	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 2013-14 school year parent involvement in regards to parent/teacher conferences attendance rates. Conferences were held on October 15<sup>th</sup> and 16<sup>th</sup>, November 25<sup>th</sup> and 26<sup>th</sup> 2013, February 13<sup>th</sup> and 14<sup>th</sup> and June 6<sup>th</sup> 2014

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 2013-14 fall and spring parent survey. 70% and 66% 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 2013-14

Survey Questions	Percent Satisfied Fall	Percent satisfied Spring
NCS is meeting my children’s Academic needs	99.00%	99.00%
NCS is meeting my children’s Social needs	100.00%	100.00%
Parent is aware of child’s Academic progress	99.00%	100.00%
Parent is aware of child’s Social progress	98.00%	100.00%
My children are happy at NCS	95.00%	98.00%
Wed folder comes home each wed	96.00%	98.00%
I feel welcome at NCS	100.00%	100.00%
Behavior/Academic concerns handled fair/quick	99.00%	97.00%
Overall I am happy at NCS	99.00%	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's offering of French elective to grades 6-8 in the 13-14 school year was well received; however they wanted the exposure language to be Spanish.
- 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 2014/15.

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  
Director K-8

### Other Data: MCA-II results

**We are a Reward School! Congratulation Students, Staff, Parents and Board.**

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 13-14.

## **Future Plans**

### **Goals for the 2014-15 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 2015, New City Charter School will achieve an enrollment of 250 students in grades K-8 through systematic marketing efforts.

**Social Goal 2:           **Fund raising****

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

### **Worlds Best Workforce:**

Our advising committee consists of primary and secondary classroom teachers, ELL teacher, Title 1 teacher, and staff development coordinator, parent and site administrator. New City Board has accepted the Worlds Best Workforce policy as of 13-14 School year. Our committee diligently works on answering the following questions: Do we know the learning targets for our current students? How do we know if they met them? What will we do if they do not meet them? And what will we do if they met them? We answer the above stated questions by systematically collecting data on each student under our assessment overview umbrella, which triangulates various metrics such as MCA, ITBS, Aims WEB, DRA, WCJIII, and SEL data to chart the learning and individualize learning for our students. Periodic and sustained progress monitoring of learning has been in operations since last 5 years to accelerate learning for all our learners.

Our data informs our students receive timely interventions.

- All children are ready to start kindergarten. Our kindergartners will achieve 80% scale score on their initial screening.

We work closely with neighborhood child development agencies including TOTS and Minneapolis School District to screen all our incoming kindergartners for readiness. After they have been accepted our Title 1 team and Kg teacher screen students within the

first two weeks of school to assess their entry level academic and social emotional skills to chart learning course for the year and/or years to come.

- All third-graders can read at grade level. 75% of our third grade students will read at or above grade level by 2015. 25% of our third graders will have less than one year below grade level by 2015.

Our Assessment Overview teamwork closely with K-8 grade classroom teachers to ensure students are at grade level or are making accelerated progress. Specifically our Title 1 and Ell staff helps with periodic and systematic reading assessment and recommendations for students in grades K-3 (K-8 as well). Classroom staff, resource staff and families follow Reading recommendations given by our assessment overview staff. Loop of systematic assessment of skills and learning are used to measure progress.

Please visit the attached URL for our detailed plans:

<http://newcitycharterschool.org/school-board/school-documents/>

- All achievement gaps between students are closed. Each school year achievement gaps between students are closed.

Minnesota department of education designated New City School as a Reward school which means that our staff, families and students and volunteers are tirelessly working on closing achievement gaps between students through intentional planning for developmental appropriate benchmarks and careful assessment of learning to ensure kids do not free fall through the gaps. Our Assessment overview team works closely with all staff to triangulate data and identify priorities and goals of learning for each individual child/student. Periodic and systematic Progress monitoring of such learning occurs through out the year to ensure learning and high achievement by all students.

- All students are ready for career and/or postsecondary education.

As a K-8 school we prepare are students for public speaking, identifying learning goals and measuring progress. We have a system of meaningful homework routine for all grades levels to ensure our students understand the value of perseverance and hard work.

- All students graduate from high school.

As a K-8 school we prepare are students for high school through immersing our middle school in service learning projects, public speaking, goal creations, leading all school student meetings, exposure to visual arts, performing arts, music and second language. With this intentional preparation of both academic and social emotional skills along with giving them hard and soft skills of grit we prepare are students to stick with a task –i.e. finish high school.

## **Attachments and Links**

### **School Admissions:**

#### **Application.**

<http://newcitycharterschool.org/wp-content/uploads/2013/04/NCSAPP14-copy.pdf>

#### **Enrollment policy**

<http://newcitycharterschool.org/wp-content/uploads/2013/04/Student-HandbookUpdated2014.pdf>

#### **ELL identification and exit plan**

<http://newcitycharterschool.org/wp-content/uploads/2013/09/ELLPlan.pdf>

### **School Academics**

#### **Schools state report card –**

[http://rc.education.state.mn.us/#mySchool/orgId--999999000\\_p--1](http://rc.education.state.mn.us/#mySchool/orgId--999999000_p--1)

### **Business Filing**

#### **Schools current Non-Profit status –**

<http://mblsportal.sos.state.mn.us/Business/SearchDetails?filingGuid=ecc46bf6-bad4-e011-a886-001ec94ffe7f>

### **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 47 average daily memberships (ADM) in 2013-2014, which represents a 33.6 percent increase from the prior year.

The General Fund experienced an increase of \$110,728 in General Fund balance. The General Fund has an unassigned fund balance of \$405,041 at June 30, 2014. Total general expenditures for 2014 were 1,617,002 an increase of 403,120 from the prior year. Expenditure increased due to additional staffing needs for the increased ADM and reslated costs for personnel training.

The Food Service Special Revenue Fund experienced no change in fund balance. Expenditures exceeded revenues by \$10,388 in the Food Servide Special Revenue Fund. In order to eliminate the deficit in the Food Service Special Revenue Fund, the Baord approved a transfer of \$10388 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 annul report has given us the opportunity to take stock in academic year 2013-14. 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.