

Annual Report for the 2014-15 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 12 years, the school has intentionally grown gradually and remained small so that children are truly known by everyone: 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 and through which. New City School educated approximately 220 (SY 14-15) 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 12th year.

Vision Statement

New City School is a supportive learning community, actively engaging each student in acquiring knowledge, asking meaningful questions, designing creative solutions, opening their minds, caring for themselves and their fellow community members, and becoming 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.

Ongoing Broad Goals:

New City School will:

- Teach an ethnic and socio-economic mix of students in an urban setting.
- Focus on a core curriculum that students will address critically and with depth.
- Utilize instruction which challenges each student appropriately and personally, is differentiated, 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>

Wendy Swanson-Choi, Executive Director

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. (A formal visit was made by NEO on January 13th, 2015).

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 2014-15 school year consisted of:

Linda Crawford, Board Chair, community member
4632 Vincent Avenue South
Minneapolis, MN 55409
612-822-3422

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

Vince Esades, Director-parent member-attorney
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

Barbara Glazer, Director, community member, educator
4634 Vincent Ave. S.
Minneapolis, MN 55409

Jitendrapal Singh Kundan, Ex-officio member, Director-licensed teacher and licensed school principal (409931)
229 13th Ave. Northeast
Minneapolis, MN 55413
612-623-3309 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

2014-15 NEW CITY CHARTER PUBLIC SCHOOL BOARD

This table contains information for ALL board members.

(2014-15 Election Date: January 13th 2015)

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 Lindaslrcrawford@gmail.com	Jan.8.14 Seat Jan 2016 Exp.
Jitendrapal Kundan	Principal Ex-Officio		NA	612-623-3309 jit@newcitycharteschool.org	NA
Gary Crawford	Director/Legal Matters and Finance		Jan.8.14	612-922-6904 Gbcrawford34@gmail.com	Jan.8.14 Seat Jan 2016.Exp.
Vince Esades	Director/Parent		Jan.8.14	612-781-4239 VESades@heinsmills.com	Jan.8.14 Seat Jan2016.Exp.
Jackie Paradis	Accountant Ex-Officio		NA	jparadis@schoolmanagementse rvices.org	NA
Melissa Johnson	Director/Teacher/Outreach	464056	Jan,8.14	612-623-3309 melissas@newcitycharterschool.org	Jan8.14Seat Jan2016Exp.
Marcy Myers	Director/Teacher/Staff Dev	437680	Jan.8.14	612-623-3309 Marcy@newcitycharterschool.org	Jan8.14Seat Jan2016Exp
Barbara Glazer	Director/Community member		January 13, 2015	beglaser@gmail.com	Jan. 2015 Seat Jan 2016 Exp.

The table below outlines the involvement of our board members, including meetings attended and other duties our board members engage in besides helping with governance. We knew that two of the teacher representatives in 2013-14 would not be serving on the board commencing the 14-15 school year, thus we had Marcy and Melissa join our board in January 2014 to overlap with board duties and to soften the learning curve for our newest board representatives.

Name	Board Position	Board Attendance 14/15	Other Board Duties	Returning 15/16
Linda Crawford	Board Chair	8/19, 10/28—2014 1/13, 4/21, 6/3—2015	Grant Writing Open House	Yes
Melissa Johnson	Director Community Rep	8/19, 10/28—2014 1/13, 4/21, 6/3—2015	Open House Recruitment	Yes
Jitendrapal Kundan	Ex-officio Principal	8/19, 10/28—2014 1/13, 4/21, 6/3—2015	NA	Yes
Gary Crawford	Director Community Rep	8/19, 10/28—2014 1/13, 4/21, 6/3—2015	Open House, Finance and Law	Yes
Jackie Paradis	Accountant Ex-Officio	8/19, 10/28—2014 1/13, 4/21, 6/3—2015	Business Manager	Yes
Marcy Myers	Director	8/19, 10/28—2014	Enrollment	Yes

	Community Rep	1/13, 4/21, 6/3—2015		
Vince Esades	Director Parent Rep	8/19, 10/28—2014 1/13, 4/21, 6/3—2015	Enrollment/ Facilities/Sports	Yes
Barbara Glazer	Director Community Rep	1/13, 4/21, 6/3—2015	Secretary Grant Writing Enrollment	Yes

In keeping with the spirit of the charter school movement and our sponsor’s philosophy of teacher empowerment, 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 an consensus oriented advisory process. They are instrumental in decisions regarding curriculum, in purchase of books and supplies, in determining residencies and field trips, in targeting professional development, in hiring professional staff, and in budget-setting. They are involved in planning and staffing events, in evaluating student progress through data study, and in evaluating peer professional performance including the performance of administrators. Priorities are determined and decisions are made with support from two staff meetings per week and through committee work and task groups assigned to projects. Our philosophy and process is to involve all stakeholders to the extent possible in decision-making on major (and many minor) issues.

This degree of 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 teachers or retired educators. 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 nine members, five would have to be teachers to comply with the statute. With a teaching staff of 15 teachers, one-third would have to assume board responsibilities on top of the other responsibilities already shouldered. The energies and time of our school personnel are best spent according to the current arrangement wherein teachers and administration are involved in policy-setting, planning, and evaluating the day to day work and progress of the school and the Board deals primarily with issues related to the physical plant, financial oversight, and school adherence to relevant laws and policies. If teachers were to spend more time on Board matters, they would spend less time on the curriculum and program decisions that ensure the quality of our work.

The New City 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 sustained a stable, dedicated, consistent staff, and has fostered financial stability. Parents, staff, and Board are generally very satisfied with our division of labor and leadership.

2014-15 Teaching Faculty Information

This section includes teaching positions and assignments for the 2014-15 school year.

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

Name	File Folder Number	Assignment	Years Emp	Not Return 15/16	Return or New in 15/16	Return or New in 14/15
Jen Rea	476528	4/5	0		NA	New
Blair Jedinak	445846	KG	3	Na	Return	Return
Kirsten Holmquist	419549	1/2	10		Return	Return
Gia Gifford	425067	Art	3		Return	Return
Katherine Merry	411254	Spec Ed	11		Return	Return
Jeremy Nellis	391031	KG	11		Return	Return
Kalli Novak	418984	1/2	4		Return	Return
Blake Reigner	466365	6/7/8 ELA	1		Return	Return
Christine Hirsch	344477	Title 1	5		Return	New
Megan Petit	190106	Speech	11		Return	Return
Ashley Stensland	100611	Occupational	11		Return	New
Susan Kelly	346511	Psychologist	11		Return	Return
Caroline Schneiders	401810	6/7/8	3		Return	New
Marcy Myers	437680	3	2		Return	Return
Angela Nathe	476717	6/7/8 Soc. St.	1		Return	New
Melissa Johnson	464056	4/5	1		Return	Return
Lauren Stierman (Davidson)	468215	6/7/8 Science	1		Return	Return
Nick Pierce	470295	ELL	0		New	NA
Amber Kriegel	445739	Special Ed.	1	X		New
Ann Bartow	431652	1/2	2		Return	Return
Dinah MacPhail	480577	Building sub	1		Return	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 at School	Left During 14/15	Not Returning 15/16
Jitendrapal S. Kundan	409931	Director / Principal	10	No	Return
Todd Bartholomay	327554	Principal	1	No	Return
Kimberly M Bell		Office Administrator	4	No	Return
Emily Ravits	312276	School Social Worker	10	No	Return

Brianna Hable		Educational Assistance	4	No	Return
Mary Spohr	383155	Staff Development Coordinator/Peer Coaching	7	No	Return
Frank Riser		Custodial	2.5	No	Return
Otis Jackson		Lunchroom Supervisor	8.5	No	Return
Zahra Mohammed		Translation-Somali	2	No	Return
Ana Robles		Translation-Spanish	2	No	Return
Josh Gottlieb		Educational Assistance	2	No	Return

- One teacher left for another job and another left to teach abroad. The rest of the staff members of 13-14 returned for the 14-15 school year. We added an additional special education teacher, a grade 1/2 classroom, and a middle school social studies teacher for school year 14-15. Hence we had new hires in grades 4/5, in middle school social studies, in middle school math, in special education, and a building substitute to replace the previous one who moved to the new 1/2 classroom.
- We have hired an ELL teacher for school year 2015-16.

ADMINISTRATIVE PROCESSES

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

- Each board member has signed a conflict of interest protocol document.
- A process/protocol has been established and is followed by New City School Board of Directors to avoid any “sweetheart deals” protocol. 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 continue to participate in upcoming board trainings and workshops offered by MACS, MN Department of Education and other various organizations to stay informed and skilled in board roles.
- 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
Gary Crawford	January 2010	June 16 2010	June 16, 2010	June 16, 2010
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
Barbara Glazer	January 2015	January 2015	January 2015	January 2015

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 have piloted and advocated for the Teachers College Writing and Reading Workshop curriculum. Following a successful pilot of the Writing Workshop in elementary, this approach will be implemented school-wide in school year 2015-16. At the same time, the Reading Workshop curriculum will be piloted in school year 2015-16 with the intent that it be implemented schoolwide in school year 2016-17. Our staff devotes a minimum of one hour per week to supportive professional development that addresses student learning needs.
- Our entire teaching staff received SIOP professional development (Pearson) in spring of 2015 toward the goal, identified from achievement data, of better serving our English Learner population and in anticipation of growing EL enrollment.
- 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.
- Three of seven New City School board members are licensed teachers.

Service to all students

We believe that school communities should be diverse, serving a mix of cultural and socio-economic communities, in order to develop competencies students will need in a pluralistic society and world.

Current Statement of Evidence/Progress

- New City School’s mission is 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’s Somali and Spanish speaking staff support recruitment, students, and families.
- New City hired a full-time ELL teacher to support teachers in work with English Learners.

School Year	African American	White	Asian/Pacific Island	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%	
2014-15	22%	67%	5%	5%	2%	

Also, New City School free and reduced lunch eligibility population was 40% (84 of 212). Students enrolled in Special Ed 6% and Limited English Proficient students were 6% Our attendance rate was 93%.

PROFESSIONAL DEVELOPMENT SUPPORTS EFFECTIVE PRACTICE

New City teachers and leaders have access to a number of university and other education programs located in the Twin Cities and elsewhere. Through ongoing professional development opportunities, we seek to keep abreast of practices that best support learning, leadership, and service.

Current Statement of Evidence/Progress

- New City School’s (NCS) school-wide model of integrated social and academic learning has roots in the Responsive Classroom® and Developmental Designs, approaches which guide teachers to intentionally cultivate social and self-regulatory capacities in students as well as classroom and building-wide student-to-student and teacher-student relationships. While NCS continues to use RC and DD practices to create the conditions for learning and to teach social skills, the school embraces new understandings and practices to improve effectiveness with students. The CASEL framework, for instance, is a researched framework for understanding social-emotional skills development and the current basis for most SEL curricula nationwide. The CASEL five sets of interrelated cognitive, affective, and behavioral competencies are 1)

self-awareness, 2) self-management, 3) social awareness, 4) relationship skills, and 5) responsible decision-making. This framework enables us to see our social-emotional work with students in a new and more productive light as it identifies the components of social-emotional competence within which the CARES (from R.C.—cooperation, assertion, responsibility, empathy, and self-control) skill-sets are applied.

- A current extension of this long-standing social skills development work is the implementation of an explicit cultural competency curriculum with our middle level students through a *Developmental Designs* publication called *Face to Face: Bridging Cultural Gaps in Grades 5-9*. Over three years in middle school, students work through a curricular progression that develops concepts and skills beginning with the nature of personal and group identities and progressing through an understanding of human interdependence, the cost of bias, the inevitability of change, and the importance of ethics and agency as a citizen.
- Another recent best-practice adoption is the SIOP (Sheltered Instruction Observation Protocol) model for teaching EL students. All NCS teachers received this professional development course in spring of 2015 and will implement components in school year 2015-16 with the support of a newly hired EL teacher.
- All students were engaged in making their learning community a better place through morning circle meetings, cross-grade advisory meetings, classroom jobs, and other service and leadership roles.
- Each classroom contributes service to the school community through work including:
 - Grade K and 1/2 prepares snacks/games for class and is paired school-wide meetings -55 students participated throughout the year.
 - Grades K-8 delegates from each classroom decided on school-wide rules -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
 - Grades K-8 shared chores and tasks in the fall process of moving middle students to East Campus and shifting rooms at Main Campus.
 - Grade 4/5 distributes school-wide recycling information to each classroom and managed recycling program at Main Campus – 20 students.
 - Grade 7/8 were reading buddies to struggling readers – 16 students
 - Grade 8 managed computer lab carts – 4 students.
- 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 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

ACADEMIC MISSION/BEST PRACTICES

Comprehensive and inclusive educational approach

We believe that effective schools embrace best practices and do not subscribe to pedagogy which is either counter to research or embraced without the support of research.

Current Statement of Evidence/Progress

Pedagogical Philosophy:

- New City School believes in a personalized and constructivist approach to learning (honoring learners as meaning-makers and learning as a process of constructing meaning).
- New City School believes that students learn best when they are actively engaged in their learning, are appropriately and strategically challenged, are given targeted feedback on clear learning targets, experience success, are empowered to track their own learning, and have choices about what and how they learn (that satisfy needs for autonomy, competence, relationship, and fun).
- New City School believes that children make the greatest cognitive growth when their learning occurs in the context of safe, respectful social interactions (honoring the social nature and needs of students in classrooms is foundational for learning).

Literacy:

Our “balanced literacy” approach is taking on a “workshop” form and process as we begin to implement both Writing Workshop and Reading Workshop from Teachers College. The following structures are in place as we progress toward school-wide workshop structures in writing and reading:

- Guided reading and Reading and Writing Workshops: Our entire K through 8th grades were engaged in Reader/Writers workshop and Guided Reading program--220 students. Piloting of the Teachers College Writing Workshop. Six staff piloted Teachers College Writing Workshop (Lucy Calkins).
- Commitment to school-wide implementation of Teachers College Writers Workshop was made in May 2015.
- Plan to pilot Reading Workshop
- Shared reading – all school (220students)
- Independent reading – all school (220 students)
- Reading aloud – our 4th through 8th grade students read aloud periodically to KG and first/second graders
- Writing Process – grades 3-8; 130 students
- Independent writing – from the first day of school KG through 8th 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, balanced, and differentiated activities, and supported by reading research.

Mathematics:

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

- New City hired a math lead teacher in SY 14/15 to continue to evaluate and sharpen our math curriculum and practices.

- Our math lead engaged K-8 students not performing at standard in weekly math interventions (once per week for 40 mins.) – 20 students.
- A daily 20 minute math intervention period was scheduled for middle level students during the last third of the year.

Social Studies:

- In fall of 2014, New City School adopted *Geography Alive* (from TCI) to anchor instruction in world geography for middle school students. And in fall of 2015, *History Alive* will be adopted to anchor instruction in U.S. History. In addition, the middle school team is exploring a supplementary approach to global competency through *World Savvy*, a problem/solution, knowledge to action framework that aligns with NCS’s vision of learning for effective citizenship. 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 time for planning content-rich, rigorous, and arts-integrated, creative social studies and science thematic units in K-5.
- Our middle level students (grades 6-8) participated in the Minnesota Geography Fair by creating projects focused on the geography of particular places (7-8 projects were global; grade 6 projects were limited to Minnesota). Students compared their work to other fair submissions and received feedback from University of Minnesota geography students.

Science:

- Middle level students spent three days at the Eagles Bluff Environmental Learning Center studying geology, botany, raptors, ground water and exploring their physical limits through games, hiking, and a ropes course.
- Grades 3-5 implemented “Genius Hour,” a student-driven research exploration that revolved mostly around science content, but which was anchored by a research process of asking useful questions, locating, comprehending, and analyzing relevant information, creating an effective presentation of results, and sharing results with community members.

Technology:

- Our 4-8 grade students used Apple laptop computer and Apple iPad tools to accomplish and manage classwork, research projects, and for presentations.
- Our 4-8 grade students Apple laptop computer and Apple iPad adaptive software tools to practice “just-right” math.

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, learns to value and respect others, and through which each is challenged appropriately and learns reliably. 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 best practices show 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.

New City School has used an instructional design based on the The Responsive Classroom and Developmental Designs principles and insights, 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 practical strategies for improving academic performance and social skills. Historically, many New City teachers have become experienced workshop facilitators and coaches for other teachers on the integration of social and academic learning.

Principles from research:

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.

The Responsive Classroom and Developmental Designs are both based on developmental theory and informed by years of educational experience. The component teacher practices support successful group learning and individual learning, and active participatory lessons that allow students to construct understandings of subject matter, integrate them, and retain them. The practices 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 informed by principles of The Responsive Classroom and Developmental Designs. To illustrate both academic and social learning, the staff use “work-share” structures to engage students in sharing with the entire school and its parents/guardians their progress in learning. Once a month classroom representatives from each grade share learning gained in content areas. By the end of the year all students have shared the products and processes of their learning with others, less formally and more formally through a portfolio process. Starting early in the year, all of our classrooms empower students to lead class morning meetings. Several students from our 7th and 8th grade classes led school-wide morning meetings during the last month of the school year.

Long-term relationship-building is vitally important to make the connections needed for learning. Relationships characterized by trust and risk-taking are proven to support student performance, encourage thinking, and engagement.

Responsive Classroom, Developmental Designs, SIOP, the CASEL framework, Professional Learning Communities, Response to Intervention, quality content area curricula, and other approaches help us accomplish our goal of quality instruction:

- a social and academic curriculum that is developmentally geared to our learners
- personalized and 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 (especially formative assessments that inform instruction and guide learners) in an RtI framework help us see students from multiple perspectives, and look for higher order skills involving application.

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. New City School strives to provide quality academics characterized by a comprehensive, consistent, measurable set of learning experiences that give every student the skills he/she needs to succeed in a society. Continuous improvement in students' achievement (demonstrating learning) is consistently sought through interdisciplinary, arts-infused, pro-social and inquiry-based balanced instruction.

Integrated Thematic Instruction Theme: Science and Art

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 8th 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 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 have used the arts-integration model

developed by the Origins Program 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 a local artist to sculpt burial urns. Our 3 graders partnered with local knitters to design and knit. Our 3 graders also partnered with school parents to be introduced to computer code writing as they devised games on SCRATCH platform.

Our KG through 8th grade took field trips to various city and state 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.

Personalized Learning

Ensuring that each and every student learns and cultivating learner independence is at the core of New City's mission and vision. New City staff are committed to knowing each student well enough, personally, developmentally, intellectually, academically, culturally, and otherwise that they can identify each student's learning zone (Zone of Proximal Development—L. Vygotsky). With clear knowledge of the student and strategically and successfully scaffold each to proficiency on learning targets. Each student starts in a different place with respect to standards. New City teachers work to know where each student is relative to her/his next target, to provide targeted feedback, and to maximize a student's ability to grow independently.

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 programs 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 serious behavior infractions warranting suspension from school occurred during 2014-15 school year. Since our instructional strategies target both academic and social learn, we see students' self-regulatory and motivational skills transferring across the school day.

The all-school portfolio and Middle School work fair are culminating projects for the entire school year. These highlight our and students' efforts and teachers' guidance in reaching the academic and social goals.

BUILDING AND GROUNDS

All of the leased building space at 229 13th Ave. NE is being used and all seven classrooms and support services spaces are being used for instruction. Our enrollment hovered around 220 students K-8 during the 2014-15 school year. A second site was leased beginning in October, 2014 at Grace Community Center building, 1500 6th Street NE (four blocks north and east of New City Main Campus), to house the middle school students who had been housed temporarily in the basement space at 229 13th Ave. NE during the 2013-14 school year. Approximately 40 students

in grades six through eight were served at this New City East Campus during the last seven months of the school year. This space arrangement will continue through 2015-16.

The search continues for suitable school expansion space in which to house a targeted ultimate enrollment of 300-350. St. Cyril's church (current landlord) decided not to sell the school building after lengthy negotiations. Our real estate agents are scouting out suitable properties for sale or lease in areas around the city suitable to the pursuit of our mission and vision and that take into account our current community base and stakeholder relationships. The hope is to locate such a space in early fall 2015 for possible occupancy in fall or 2016. We continue to work diligently with our authorizer, with MDE, and with the City of Minneapolis to expand the number of high-quality learning seats within New City School.

INSTRUCTIONAL LEADERSHIP 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.

Ongoing monthly sessions and systems implemented:

- 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 testing protocols and time-line.
- teacher leadership development.
- strengthen staff accountability systems – visible accountability.
- added peer coaching to help with Professional Development Plans

Results:

- We successfully tailored staff-development to our professional growth needs and those of our students—SIOP professional development; Professional Learning Communities work
- Special Education teachers 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. Systematic assessment and data analysis to inform instruction.
- Peer coaching structure was an efficient use of staff time to develop relational trust and improve practices.
- Alignment of science curriculum continues both vertically and horizontally for our K-8 program.

PROGRAM CHALLENGES

Academic program enhancement: Parents and students desire to add physical education and foreign language programs to the school's academic program. New City School's limited resources (financial and space) limit our ability to offer a robust set of electives (foreign language for instance) and to offer essentials like physical education. Our core curriculum includes reading, writing, math, social studies, science, a full time visual arts program, and substantial weekly music instruction. New City School currently writes grants to supplement for music and technology. We cannot add the desired pieces to our academic program at this point. We communicate transparently, however, with parents and other stakeholders regarding the limitations of our program in writing and at school events.

New City School's longstanding partnership with MacPhail Center for Music continues to serve all of our students at least 90 minutes each week. In 2014-15 our music program expanded from 27 weeks to 35 weeks (year long). Middle level students were introduced to brass instruments as well as guitar and GarageBand composition.

Funding for technology and electives: We continue to raise funds to supplement our arts and music programs and to provide essential computer and pad technology. The East Campus site affords access to a gym for middle school students. Such indoor recreation space makes regular physical activities possible through the cold season and the middle school team organizes the use of this space. Though we strive to be able to offer physical education classes, students continue to be physically active and to receive some physical education through monthly hiking, biking, swimming, bowling and camping fieldtrips in grades five through eight.

Expansion space to serve more students: We have temporarily addressed space needs as we leased three classrooms at Grace Center (1500 6th St. NE) where students in grades six through eight are now housed. In addition to the classrooms, the space is equipped with a large gym, cafeteria, outdoor learning space. The quest for adequate and permanent facilities that can house our entire school K-8 and allow for expansion continues. The three year project to purchase the current Main Campus site from our church landlord ended in May when, just as things appeared to be finalized, they decided they were not going to sell.

ACADEMIC PERFORMANCE

Accountability Data (goals, measurement tools and results)

Academic Goal 1: Reading

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

- B. 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 2014-2015 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 2013-2014 to 2014-2015 school year. Students’ scores in 2014-2015 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 2013-2014 to 2014-2015 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 2.9 in standard scores compared to their peers nationally. However, as noted above, average scores in both 2013-2014 to 2014-2015 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 fourth and eighth graders made accelerated progress in Total Reading from 2013-2014 to 2014-2015. The fourth- and eighth-grade students made slower than expected progress.
- Reading results for 2014-2015 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. 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, all demographic groups made normative or accelerated progress in Total Reading from 2013-2014 to 2014-2015. Students who were eligible for free or reduced-price lunch made higher average gain than students who were not eligible. Boys had a higher average gain than girls. Students of color made similar normative progress as White/Caucasian students. However, differences in average gain scores between race, gender and income (eligibility for free or reduced-price lunch) 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.

Woodcock-Johnson reading results (grades 1 and 2)

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, 2014-2015

Reading test	N	Mean of standard scores	Standard Deviation	Range of standard scores
First grade				
<i>Letter-word identification</i>	36	119.81	16.7	81-143
<i>Reading fluency</i> ^a	32	115.66	15.2	87-137

<i>Passage comprehension</i>	36	114.64	15.4	87-143
Broad Reading	36	116.86	17.1	83-139
Second grade				
<i>Letter-word identification</i>	22	112.68	12.6	90-138
<i>Reading fluency</i>	21	111.57	11.5	86-133
<i>Passage comprehension</i>	22	106.18	11.0	89-126
Broad Reading	22	111.32	12.8	87-137

^a 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 (86%) and second-grade (77%) students scored average or above average on Broad Reading. Among the reading tests, a higher percentage of second-grade students scored average or above average on letter-word identification and reading fluency than on passage comprehension.

3. WJ III Broad Reading results, 2014-2015

Woodcock-Johnson test	Standard score	% First grade	% Second grade
<i>Letter-word identification</i>			
Average and above	100 or above	86.1%	86.4%
Below average	99 and below	13.9%	13.6%
<i>Reading fluency</i>			
Average and above	100 or above	81.2%	90.5%
Below average	99 and below	18.8%	19.0%
<i>Passage comprehension</i>			
Average and above	100 or above	86.1%	68.2%
Below average	99 and below	13.9%	31.8%
Broad Reading			
Average and above	100 or above	86.1%	77.3%
Below average	99 and below	13.9%	22.7%

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, and students of color scored lower than White/Caucasian students. Girls' average score was slightly higher than boys'; however, this difference between gender was not statistically significant.

4. WJ III Broad Reading results by student characteristics, 2014-2015

Broad reading	N	Average of standard scores
Student race/ethnicity*		
White/Caucasian	44	117.18
Other ^a	14	107.18
Gender		
Female	31	115.16
Male	27	114.30
Free or reduced-price lunch status *		
Eligible for free lunch or reduced-price lunch	20	104.25
Not eligible	38	120.29

^a 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.

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 59.6 and 59.1, respectively. The results also show that students' scores vary widely. As shown in Figure 8, students' scores on Total Reading range from 1 to 99.

8. Average ITBS Total Reading NCE scores, 2014-2015

Subject	Grade	N	Average NCE	Standard Deviation	Range
Vocabulary	3	28	55.6	20.2	14-99
	4	17	52.6	25.9	17-96
	5	26	62.5	21.7	1-99
	6	11	68.5	25.1	29-99
	7	15	54.9	24.2	2-85
	8	12	70.3	22.7	25-98
	Overall	109	59.6	23.1	1-99
Comprehension	3	28	55.9	16.8	26-99
	4	17	53.2	26.4	11-99
	5	26	58.9	20.6	6-99
	6	11	66.1	26.2	23-99
	7	15	59.5	18.8	23-89
	8	12	68.9	16.6	43-85

	Overall	109	59.1	20.8	6-99
	3	28	56.4	18.1	18-98
	4	17	53.4	27.6	8-99
	5	26	60.9	21.3	1-99
Total Reading	6	11	68.1	25.5	34-99
	7	15	57.9	21.9	8-88
	8	12	71.0	20.1	37-95
	Overall	109	60.0	22.2	1-99

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. Among the students, eighth grade had the highest percentage of students who scored average or above average in Total Reading (83%). Fourth grade had the lowest percentage of students scoring at or above average in each subject category—53 percent in vocabulary and Total Reading and 59 percent in comprehension.

9. ITBS Total Reading results, 2014-2015: students scoring average or above average

Subject	Grade	N	Percent scoring average or above average ^a
<i>Vocabulary</i>	3	28	67%
	4	17	53%
	5	26	81%
	6	11	55%
	7	15	73%
	8	12	75%
	Overall	109	69%
<i>Comprehension</i>	3	28	68%
	4	17	59%
	5	26	73%
	6	11	73%
	7	15	67%
	8	12	75%
	Overall	109	69%
Total Reading	3	28	61%
	4	17	53%
	5	26	73%
	6	11	73%

	7	15	67%
	8	12	83%
Overall		109	67%

^a 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, except non-White students, scored above the national average on Total Reading. Students of color scored almost at the national average (i.e., very close to 50 NCE points).

10. ITBS Total Reading results by student characteristics, 2014-2015

Total Reading	N	Average NCE
Student race/ethnicity*		
White/Caucasian	61	68.2
Other ^a	48	49.6
Gender		
Female	45	60.5
Male	64	59.7
Free or reduced-price lunch status*		
Eligible for free lunch or reduced-price lunch	54	53.5
Not eligible	55	66.5

^a 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 2013-2014 to the 2014-2015 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 20 current second-grade students who first completed the WJ III while in first grade in 2013-2014. 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 2013-2014.

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 30.8 on average, and Broad Math overall had an average gain of 15.2. Among the reading skills, students made the largest gain in letter-word identification (39.9 in W scores). For math, students made the largest gains in applied problems (23.1 in W scores).

21. Average WJ III W scores in 2013-2014 to 2014-2015

Woodcock-Johnson tests	N	Average of W scores		
		2013-2014 (First grade)	2014-2015 (Second grade)	Difference
Reading				
<i>Letter-word identification</i>	20	437.3	477.2	+39.9
<i>Reading fluency</i>	15	454.3	479.7	+25.5
<i>Passage comprehension</i>	20	455.4	482.6	+27.3
Broad Reading	20	446.1	476.9	+30.8
Math				
<i>Calculation</i>	20	469.4	484.1	+14.7
<i>Math fluency</i>	20	485.3	493.1	+7.8
<i>Applied problems</i>	20	467.3	490.4	+23.1
Broad Math	20	474.1	489.3	+15.2

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 2.9 in Broad Reading and 2.3 in Broad Math. Looking at individual tests, students made slower progress on all the tests, except for math fluency. 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.

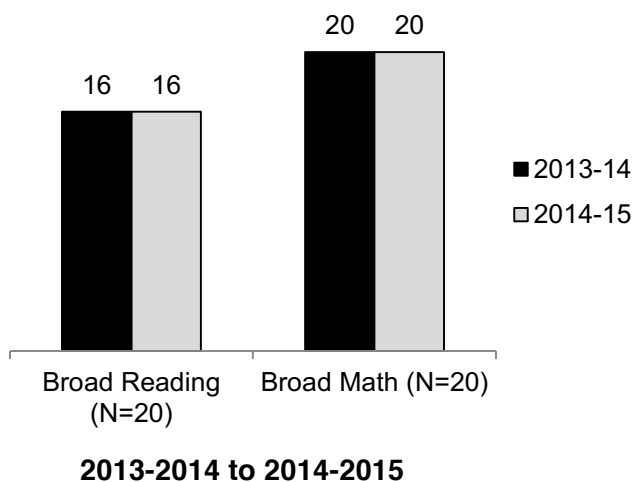
22. Change in WJ III average standard scores, 2013-2014 to 2014-2015

Woodcock-Johnson tests	N	Average standard scores		
		2013-2014	2014-2015	Difference
Reading				
<i>Letter-word identification</i>	20	118.6	113.3	-5.3
<i>Reading fluency</i>	15	118.1	115.1	-3.0

<i>Passage comprehension</i>	20	111.1	107.1	-4.0
Broad Reading	20	114.7	111.8	-2.9
Math				
<i>Calculation</i>	20	124.4	117.6	-6.8
<i>Math fluency</i>	20	111.0	113.1	+2.1
<i>Applied problems</i>	20	120.7	119.3	-1.4
Broad Math	20	122.1	119.7	-2.3

Figure 23 shows the number of students who scored at or above average in 2013-2014 and 2014-2015 (scoring at or above 100 in standard score) in Broad Reading and Broad Math. The numbers of students who scored at or above average in 2013-2014 and 2014-2015 remained the same with 16 students for Broad Reading, and 20 students for Broad Math.

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 Students, Grades Four through Eight

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 all reading subject areas: 13.2 points on vocabulary, 18.2 points on comprehension

and 15.6 points on Total Reading. Looking at each grade level, however, all grade levels made one year developmental standard average score gains on all reading tests from 2013-2014 to 2014-2015.

24. Change in ITBS Total Reading standard scores: 2013-2014 to 2014-2015

Subject	Grade (in 2014- 2015)	Number of students	Average developmental standard scores		
			2013-2014	2014-2015	Difference
<i>Vocabulary</i>	4	14	180.6	196.6	+15.9
	5	11	213.2	228.3	+15.1
	6	10	234.1	247.0	+12.9
	7	13	238.4	244.4	+6.0
	8	4	259.6	275.5	+15.9
	Overall	52	225.2	238.4	+13.2
<i>Comprehension</i>	4	14	179.1	201.2	+22.1
	5	11	215.9	229.2	+13.3
	6	10	239.0	252.1	+13.1
	7	13	228.3	252.5	+24.2
	8	4	265.0	283.3	+18.3
	Overall	52	225.5	243.7	+18.2
Total Reading	4	14	184.4	218.3	+19.2
	5	11	227.4	244.6	+14.3
	6	10	226.4	225.4	+12.8
	7	13	244.2	257.5	+14.9
	8	4	237.8	249.8	+16.9
	Overall	52	217.7	236.6	+15.6

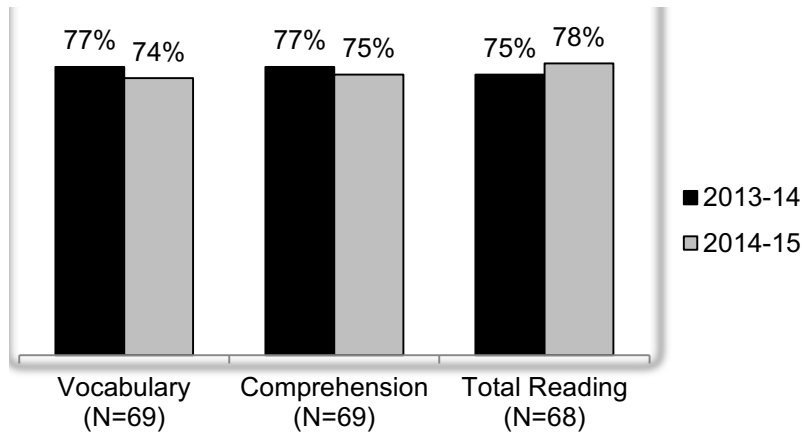
One-year change in students' scores is also analyzed using Normal Curve Equivalent (NCE) scores. Similar to standard scores in Woodcock-Johnson, no change in NCE score indicates normative progress, or the equivalent of one year of progress. Meanwhile, positive change indicates accelerated progress (more 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 comprehension (1.4 NCE points) and normative progress on Total Reading (0.1 NCE points). In Total Reading, every grade level scored above the national average. Out of all the grade levels, seventh graders had the largest average gain in comprehension (6.0 NCE points); however, seventh graders also had the greatest average decline in vocabulary (6.1 NCE points).

25. Change in ITBS Total Reading NCE scores: 2013-2014 to 2014-2015

Subject	Grade (in 2014- 2015)	Number of students	Average NCE scores		
			2013-2014	2014-2015	Difference
<i>Vocabulary</i>	4	16	55.6	55.4	-0.2
	5	18	70.9	70.6	-0.3
	6	10	74.4	72.4	-2.0
	7	13	65.8	59.7	-6.1
	8	11	71.7	74.5	+2.8
	Overall	68	67.7	66.5	-1.2
<i>Comprehension</i>	4	16	51.8	55.3	+3.5
	5	18	66.3	65.2	-1.1
	6	10	71.7	68.8	-2.9
	7	13	55.8	61.8	+6.0
	8	11	69.6	71.0	+1.4
	Overall	68	63.0	64.4	+1.4
Total Reading	4	16	56.3	53.6	-2.7
	5	17	70.8	72.2	+1.4
	6	10	71.4	73.6	+2.2
	7	13	61.4	61.9	+0.5
	8	4	74.1	72.0	-2.1
	Overall	60	66.8	66.7	-0.1

Figure 26 shows the percentages of students who scored at or above average in 2013-2014 to 2014-2015 (scoring at or above the mean of 50 NCE points). Although the percentages of students at or above average in vocabulary (77% to 74%) and comprehension (77% to 75%) declined slightly, there was a slight increase in percentage of students scoring at or above average for Total Reading (75% to 78%).



26. Percent scoring at or above average in reading, 2013-2014 to 2014-2015

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 2013-2014 and 2014-2015, their data are reported as one group (i.e., other group).

All demographic groups made normative or accelerated progress in Total Reading from 2013-2014 to 2014-2015. White/Caucasian students and students of color made normative progress. Students eligible for free or reduced-price lunch made higher average gain score than students who were not eligible. Boys had a higher average gain than girls. 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 both years.

27. Change in ITBS Total Reading results by student characteristics, 2013-2014 to 2014-2015

Characteristics	N	Average of NCE scores		
		2013-2014	2014-2015	Difference
Student race/ethnicity				
White/Caucasian	42	70.4	71.2	+0.7
Other ^a	26	56.5	57.0	+0.5
Gender				
Female	38	64.9	65.0	+0.1
Male	30	65.2	66.4	+1.1

Free or reduced-price lunch status				
Eligible for free or reduced-price lunch	30	58.7	59.8	+1.1
Not eligible	38	70.1	70.5	+0.4

^a 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. Figure 29 presents the average change in NCE scores from 2013-2014 to 2014-2015. Overall, 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 except for sixth-grade students who made normative progress. All grade-level students improved on their average score in spelling and punctuation. Fifth-grade students made the greatest progress in punctuation with an increase of 31.2 NCE points.

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.

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 2014-2015.
- In 2014-2015, third- to eighth-grade White/Caucasian students performed significantly better than students of color and students ineligible for free or reduced-price lunch scored higher than those who were eligible. Boys scored slightly higher than girls and the difference was not statistically significant. All groups scored above the national average.
- All grade levels made developmental gains in ITBS Science. In terms of NCE scores, all grade levels made progress with fifth-grade students making the greatest progress. Students' average scores in both years were well above the national average.
- In terms of demographics for the school years 2013-2014 to 2014-2015, students of color made larger average gain than White/Caucasian students, and students from higher income levels (ineligible for free or reduced-price lunch) made a higher average gain than students from lower income levels (eligible for free or reduced-price lunch). 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 2014-2015.

Science progress

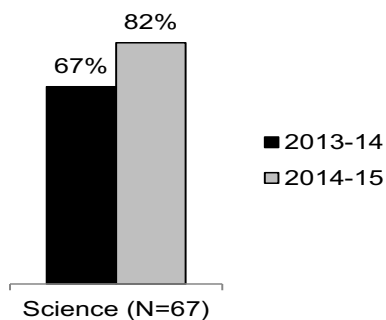
As shown in Figure 39, all grade levels made developmental gains in ITBS Science with fifth-grade students increasing their average score the greatest (30.8 points). In terms of NCE scores, all grade levels made progress with fifth-grade students making the greatest progress at 10.4 points. Students' average scores in both years were well above the national average.

39. Change in ITBS Science scores, 2013-2014 to 2014-2015

Grade (in 2013-2014)	Number of students	Average developmental standard scores		
		2013-2014	2014-2015	Difference
4	16	180.4	202.4	+21.9
5	17	201.8	232.6	+30.8
6	9	241.3	261.9	+20.6
7	13	251.5	277.6	+26.2
8	11	277.8	292.5	+14.7
Overall	66	230.6	253.4	+22.8
		Average NCE scores		
4	16	53.0	56.0	+3.0
5	17	56.1	66.4	+10.4
6	9	71.0	73.6	+2.6
7	13	66.5	73.5	+6.9
8	11	73.6	74.2	+0.5
Overall	66	64.0	68.7	+4.7

Figure 40 shows the percentage of students scoring at or above the national average in science. In 2014-2015, 82 percent of students scored at or above the national average (i.e., at or above 50 NCE points) in science, a large increase from 67 percent in 2013-2014.

40. Percent scoring at or above average in science, 2013-2014 to 2014-2015



Results of students' progress on ITBS Science is also analyzed by their characteristics as shown in Figure 41. Students who were not eligible for free or reduced-price lunch made accelerated progress and had a higher average gain than students who were eligible. Similarly, students of color made larger average gain than 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 scored above the national average in both years.

41. Change in ITBS Science results by student characteristics, 2013-2014 to 2014-2015

Characteristics	N	Average of NCE scores		
		2013-2014	2014-2015	Difference
Student race/ethnicity				
White/Caucasian	39	69.3	73.7	+4.5
Other ^a	28	50.8	58.8	+8.1
Gender				
Female	21	61.6	64.2	+2.6
Male	28	67.5	70.9	+3.4
Free or reduced-price lunch status				
Eligible for free or reduced-price lunch	32	57.9	62.0	+4.1
Not eligible	35	64.9	72.5	+7.7

^a 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.

School 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.

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 25th 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
2014-15	40	40	28	30	28	22	14	15	10	225	32% growth

Estimated enrollment in September 2015 as this report is drafted—245 K-8.

School Goal 2: Fund raising

NCS will secure funding to support the arts, science and technology 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--\$429.00-- to support our artist-in-residence. We took field trips to the Minneapolis Institute of Arts and purchased more music programming.

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 \$170,000.00 from two anonymous donors to continue to strengthen our upper grades science and technology program.

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 2014-15 school year parent involvement in regards to parent/teacher conferences attendance rates. Conferences were held on October 14th and 15th, November 24th and 25th 2014, February 12th and 13th and June 5th 2014.

KG	1/2	3	4/5	6/7/8
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.

Thank to all of our New City School parents 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 indicate Strongly Agree to Agree, we understand that school/parent collaboration is going well in that area. For each criterion where we did not receive 100% of the responses under Strongly Agree to Agree, we understand that improvements are needed in that area of collaboration.

Survey Results:

New City School Survey of Parent/Guardians Fall and Spring: School Year 2014-15

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

- The staff and New City School looked closely at the above mentioned survey results, parent comments and remarks. Based on the survey results and parent remarks we took stock of the facts that, New City families feel fortunate that their children get to go to such a positive and supportive institution. Remarks and notes also mentioned that we have created a safe and genuine learning environment, where one notices immediately that New City operates as a team for the betterment of each child.
- NCS staff acknowledges families’ ongoing desire for a foreign language elective.
- Other parent notes/comments were directed toward all staff members in the spirit of gratitude for the music and arts programming, and for awesome field trips and overnight experiences.

Dear New City School Stakeholders:

As a community, let’s celebrate our success while we push ourselves to higher heights in 2015/16.

On behalf of the staff at New City School, we are thrilled to work for a dynamic group of people who want the best for their children and for the whole New City community of learners.

Submitting this report respectfully,

Jitendrapal Kundan
 Director K-8

OTHER DATA: MCA II RESULTS and ITBS LANGUAGE RESULTS

MCA II Reading

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

In 2014 62 % of our students met or exceeded state reading standards.

In 2015 67 % of our students met or exceeded state reading standards.

MCA II Math

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

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

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

In 2014 56.0 % of our students met or exceeded state math standards. (Data reflects embargoed scores for many students, not student achievement rates in math.)

In 2015 46 % of our students met or exceeded state math standards. (10% decline 2014 to 2015)

AYP calculations:

New City Meets AYP in all areas and continues to be a Title 1 school for SY 15-16.

ITBS language (writing-related) 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 sixth- through eighth-grade students in 2014-2015 were average and above the national average (above the mean of 50 in ITBS Normal Curve Equivalent scores), while the third- through the fifth-grade students were below it.
- Compared to same-grade students in the normative sample, students in all grade levels made accelerated progress from 2013-2014 to 2014-2015 in Total Language, except for the sixth-grade students who made normative progress.
- Results in 2014-2015 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 2013-2014 to 2014-2015, all demographic groups made progress on Total Language. Students of color made a higher average gain than White/Caucasian students, and students who were eligible for free or reduced-price lunch made a higher average gain than students who were not eligible. Boys had a higher average gain than girls. However, these differences in average gain were not statistically significant.

Students' performance in language skills is presented by grade in Figure 11. Students in the sixth-through eighth-grade scored average to slightly above the national average (i.e., above the mean of 50 in NCE) in Total Language, while third- through fifth-grade students scored below average. Overall, students scored below the national average on Total Language (46.1 NCE points). With respect to the individual subject tests, students scored higher than average on usage and expression (55.2 NCE points) and on spelling (51.8 NCE points), but lower than average on punctuation (43.7 NCE points), and capitalization (35.8 NCE points). The results also show that students' scores vary. As shown in Figure 11, students' scores on Total Language overall range from 1 to 99.

11. Average ITBS Total Language NCE scores, 2014-2015

Subject	Grade	N	Average NCE	Standard Deviation	Range
<i>Spelling</i>	3	28	48.7	18.8	23-92
	4	17	43.1	24.1	1-87
	5	26	54.7	16.8	13-84
	6	11	54.8	26.5	8-95
	7	15	54.7	16.9	35-90
	8	12	58.6	20.1	27-99
	Overall	109	51.8	20.1	1-99
<i>Capitalization</i>	3	28	22.9	14.7	1-56
	4	17	26.2	17.1	1-57
	5	26	38.7	15.1	11-62
	6	11	37.7	29.4	5-99
	7	15	47.6	13.1	29-70
	8	12	56.9	17.3	33-99
	Overall	109	35.8	20.3	1-99
<i>Punctuation</i>	3	28	39.3	18.2	4-76
	4	17	36.7	22.4	1-74
	5	26	41.3	20.9	1-92
	6	11	45.7	28.9	10-99
	7	15	53.0	14.4	31-80
	8	12	55.7	24.2	7-98
	Overall	109	43.7	21.5	1-99
<i>Usage and Expression</i>	3	27	53.6	21.9	7-99
	4	17	47.7	22.5	7-92
	5	26	52.1	20.8	1-86
	6	11	60.5	24.9	24-99
	7	15	60.3	21.2	24-99
	8	12	63.4	14.3	39-79
	Overall	108	55.2	21.4	1-99
Total Language	3	26	39.4	16.2	14-84
	4	17	36.7	20.8	1-75
	5	26	45.8	16.7	1-71
	6	11	50.4	26.9	11-99
	7	15	54.7	15.9	29-88
	8	12	59.8	18.3	30-99
	Overall	107	46.1	19.7	1-99

Language progress

One-year change in language developmental standard scores is shown by grade in Figure 28. Overall, all grade level students made developmental gains in Total Language. Among those who made gains in Total Language, eighth-grade students made the largest average gain of 23.3 points and the sixth-grade students made the lowest average gain of 13.7 points from 2013-2014 to 2014-2015.

28. Change in ITBS Total Language developmental standard scores, 2013-14 to 2014-15

Subject	Grade (in 2014- 15)	Number of students	Average developmental standard scores		
			2013-2014	2014-2015	Difference
<i>Spelling</i>	4	15	167.4	187.9	+20.5
	5	19	192.5	213.3	+20.8
	6	10	211.6	235.9	+24.3
	7	13	226.3	242.1	+15.8
	8	11	242.2	261.5	+19.3
	Overall	68	208.0	228.1	+20.1
<i>Capitalization</i>	4	13	152.3	164.2	+11.9
	5	19	180.5	193.4	+12.8
	6	10	195.8	206.2	+10.4
	7	13	228.0	230.5	+2.5
	8	11	232.1	265.5	+33.5
	Overall	66	197.7	211.9	+14.2
<i>Punctuation</i>	4	15	165.0	181.4	+16.4
	5	18	191.7	201.9	+10.2
	6	10	207.8	222.2	+14.4
	7	13	219.2	248.0	+28.8
	8	11	244.5	267.8	+23.4
	Overall	67	205.6	224.3	+18.6
<i>Usage and Expression</i>	4	16	182.8	196.5	+13.8
	5	19	207.6	222.2	+14.6
	6	10	246.8	252.2	+5.4
	7	13	236.5	265.2	+28.6
	8	11	268.5	285.3	+16.7
	Overall	69	228.4	244.3	+15.8

Total Language	4	12	168.5	185.2	+16.7
	5	18	194.8	210.2	+15.4
	6	10	215.4	229.1	+13.7
	7	13	227.5	246.4	+18.8
	8	11	246.7	270.0	+23.3
	Overall	64	210.6	228.2	+17.6

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 reveal that more than half of students scored average or above average in spelling (54%) and usage and expression (63%). At least two thirds (67%) of eighth graders scored average or above average on all subject areas with the highest percentage in usage and expression (83%). A quarter of students (26%) and 37 percent of students scored average or above average on capitalization and punctuation, respectively, 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, 2014-2015: students scoring average or above average

Subject	Grade	N	Percent scoring average or above average^a
<i>Spelling</i>	3	28	50%
	4	17	41%
	5	26	62%
	6	11	45%
	7	15	60%
	8	12	67%
	Overall	109	54%
<i>Capitalization</i>	3	28	4%
	4	17	12%
	5	26	31%
	6	11	27%
	7	15	40%
	8	12	67%
	Overall	109	26%

^a Scoring 50 or above in NCE scores.

12. ITBS Total Language results, 2014-2015: students scoring average or above average (continued)

Subject	Grade	N	Percent scoring average or above average ^a
<i>Punctuation</i>	3	28	21%
	4	17	35%
	5	26	31%
	6	11	45%
	7	15	47%
	8	12	67%
	Overall	109	37%
<i>Usage and Expression</i>	3	27	67%
	4	17	53%
	5	26	54%
	6	11	64%
	7	15	67%
	8	12	83%
	Overall	108	63%
Total Language	3	26	23%
	4	17	35%
	5	26	46%
	6	11	36%
	7	15	53%
	8	12	67%
	Overall	107	41%

^a 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 not eligible 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, 2014-2015

Characteristics	N	Average of NCE
Student race/ethnicity*		
White/Caucasian	61	54.4
Other ^a	48	48.5
Gender		
Female	45	55.2
Male	64	49.3
Free or reduced-price lunch status*		
Eligible for free lunch or reduced-price lunch	54	49.1
Not eligible	55	54.4

^a 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.

29. Change in ITBS Total Language NCE scores, 2013-2014 to 2014-2015

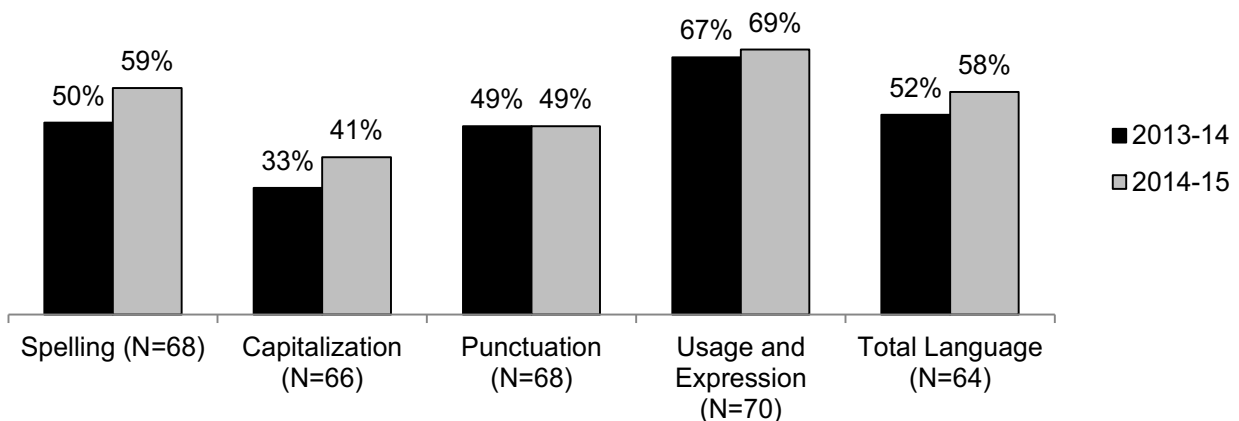
Subject	Grade (in 2014- 2015)	Number of students	Average NCE scores		
			2013-2014	2014-2015	Difference
<i>Spelling</i>	4	15	40.9	46.3	+5.4
	5	19	50.8	54.7	+3.9
	6	10	53.4	59.5	+6.1
	7	13	54.3	55.8	+1.5
	8	11	55.6	60.5	+4.8
	Overall	68	51.0	55.4	+4.3
<i>Capitalization</i>	4	13	29.4	29.2	-0.2
	5	19	41.3	42.5	+1.2
	6	10	42.8	41.0	-1.8
	7	13	52.8	48.4	-4.5
	8	11	48.0	58.7	+10.7
	Overall	66	42.9	44.0	+1.1
<i>Punctuation</i>	4	15	38.6	51.2	+12.6
	5	18	29.5	60.7	+31.2
	6	10	42.6	46.0	+3.4
	7	13	46.8	56.9	+10.1
	8	11	32.3	49.3	+17.0

Overall	67	45.4	53.5	+8.1
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29. Change in ITBS Total Language NCE scores, 2013-2014 to 2014-2015 (continued)

Subject	Grade (in 2014-2015)	Number of students	Average NCE scores		
			2013-2014	2014-2015	Difference
<i>Usage and Expression</i>	4	16	55.6	51.3	-4.3
	5	19	58.7	56.4	-2.3
	6	10	71.2	63.6	-7.6
	7	13	57.7	63.5	+5.8
	8	11	64.6	65.6	+1.0
	Overall	69	61.6	60.1	-1.5
Total Language	4	12	41.4	42.4	+1.0
	5	18	50.7	51.8	+1.2
	6	10	54.6	54.3	-0.3
	7	13	54.2	56.8	+2.6
	8	11	56.5	62.5	+6.0
	Overall	64	54.0	53.6	+2.1

Figure 30 shows the percentages of students who scored at or above average in 2013-2014 and 2014-2015 (scoring at or above the mean of 50 NCE points) in Total Language. For all test subjects except punctuation, the percentage of students scoring at or above average in these language tests increased from the previous year. Spelling had the greatest percentage of students scoring at or above at a nine percentage point increase, while punctuation remained steady.



30. Percent scoring at or above average in language, 2013-2014 to 2014-2015

Figure 31 contains the one-year change in Total Language NCE scores by student characteristics. Results show that all groups made normative or accelerated progress on Total Language from 2013-2014 to 2014-2015. Students of color made a higher average gain than White/Caucasian students, and students who were eligible for free or reduced-price lunch made a higher average gain than students who were not eligible. Boys made a higher average gain than girls. However, these average gain differences were not statistically significant. On average, boys made improvement from scoring below the national average in 2013-2014 to above the average in 2014-2015.

31. Change in ITBS Total Language results by student characteristics, 2013-2014 to 2014-2015

Characteristics	N	Average of NCE scores		
		2013-2014	2014-2015	Difference
Student race/ethnicity				
White/Caucasian	38	55.9	57.5	+1.6
Other ^a	26	44.5	47.1	+2.7
Gender				
Female	27	54.4	54.7	+0.3
Male	37	48.9	52.3	+3.3
Free or reduced-price lunch status				
Eligible for free or reduced-price lunch	29	45.8	48.4	+2.6
Not eligible	38	56.1	57.6	+1.6

^a 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.

ITBS and Woodcock Johnson Math Results

Figure 6 shows the percentage of students who scored average or above average (scoring 100 or above) and below average in math tests. The results indicate that almost all and all first- and second-grade students—94 percent and 100 percent respectively—scored average or higher on Broad Math. Among the math tests, higher percentages of students scored average or above average on calculation and applied problems than on math fluency.

6. WJ III Broad Math results, 2014-2015

Woodcock-Johnson classification	Standard score range	% First grade	% Second grade
<i>Calculation</i>			
Average or above average	100 or above	92%	100%
Below average	99 and below	8%	0%

<i>Math fluency</i>			
Average or above average	100 or above	86%	91%
Below average	99 and below	14%	9%
<i>Applied Problems</i>			
Average or above average	100 or above	89%	95%
Below average	99 and below	11%	5%
Broad Math			
Average or above average	100 or above	94%	100%
Below average	99 and below	5%	0%

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

Figure 15 shows the proportion of students who scored average or above average (i.e., scoring 50 or above in NCE points) by grade. Overall, the majority of students scored average or above average on concepts and estimation (64%), problem solving and data interpretation (56%), and Total Math (60%), while only slightly more than one-third of students scored average or above average on computation (37%).

15. ITBS Total Math results, 2014-2015: students scoring average or above average

Subject	Grade	Number of students	Percent scoring average or above average ^a
<i>Concepts and Estimation</i>	3	25	60%
	4	17	47%
	5	26	54%
	6	11	73%
	7	15	87%
	8	12	83%
	Overall	106	64%
<i>Problem Solving and Data Interpretation</i>	3	28	46%
	4	17	41%
	5	26	50%
	6	11	64%
	7	15	87%
	8	12	67%
	Overall	109	56%
<i>Computation</i>	3	26	50%
	4	17	18%
	5	26	27%
	6	11	18%

	7	15	53%
	8	12	58%
	Overall	107	37%
Total Math	3	24	58%
	4	17	41%
	5	26	58%
	6	11	64%
	7	15	73%
	8	12	75%
	Overall	105	60%

FUTURE PLANS

Goals for the 2015-16 School Year

Academic Goal 1: Reading

- A. Each year a minimum of 75% of New City Charter School students will attain at least one grade-level's growth in reading as measured by the ITBS administered each fall, by the Fountas and Pinnell Assessment System, or by Achievement Network assessments.
- B. Each year 80% of students achieving below grade level will attain more than one year's growth as measured by the ITBS, Fountas and Pinnell Assessment System, and Achievement Network assessments.

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 fall.

Academic Goal 3: Writing

All students will be introduced to high standards (Common Core State Standards aligned) at grade level in writing through the implementation of the Writing Workshop curriculum. All students will engage in writing toward standards at a skills-appropriate level and see a minimum of one year's growth as evidenced by "on-demand" assessments of writing independence embedded in the curriculum.

Academic Goal 4: Math

- A. Sixty-five (65) percent of New City School students will make a minimum of one full year's growth in math achievement as measured by ITBS scores (fall to fall) or by the Achievement Net interim assessments (fall to fall).
- B. Eighty (80) percent of students achieving below grade level in math will demonstrate more than one year's growth as measured by the above assessments.

- School Goal 1: Facilities**
A concrete plan for acquisition of space sufficient to house the target enrollment of between 300 and 350 (minimum) will be designed during the school year 2015-16.
- School Goal 2: Fund raising**
NCS will secure funding to support the arts, science and technology integration approach through fund raising and grant writing.
- School Goal 3: Technology**
NCS will introduce interactive board instructional technology in the middle school to facilitate visual and multi-media instruction and learning. All middle school teachers will integrate interactive technology into their instruction.
- School Goal 4: Technology**
NCS will equip every middle school student with a laptop computer during the school day to access online resources, to track progress toward learning targets and assignments, to word-process, and to grow in technological literacy.

WORLDS BEST WORK FORCE

Our advising committee consists of primary and secondary classroom teachers, our ELL teacher, Title 1 teacher, and staff development coordinator, and parent and site administrators. New City Board has accepted the Worlds Best Workforce policy as of 14-15 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, Fountas and Pinnell, DRA, WCJIII, Achievement Net, and SEL data to chart the learning and individualize learning for our students. Periodic and sustained progress monitoring of learning has been taking place since over the last five 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, Procedures, and Policies

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 academic achievement reporting

Schools state report card –

http://rc.education.state.mn.us/#mySchool/orgId--999999000_p--1

Business Filing

Schools current Non-Profit status –

<http://mbisportal.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 13th 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 SUMMARY

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 Service 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 annual report has given us the opportunity to take stock in academic year 2014-15. As our school grows, we are purposefully researching and applying various assessment instruments to better inform our school's academic growth strategies. We have focused on reading, writing and math instruction for the past five 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.

We have continued to grow—in numbers, in program, and in technology and tools-- over the last year. But higher standards assessments are pointing out the need to stay focused on our academic core, to become more expert with Common Core State Standards and other higher standards, and to grow into more effective instruction toward the end that every student meets standards and is well prepared for high school when exiting in 8th grade. We have built a strong community—board, staff, students, families--with a healthy, caring climate in which the 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 care about and support each other within a shared leadership model offering equitable opportunities for staff to bring their gifts and solutions to challenges face by the school.