

2017-2018  
CHARTER SCHOOL ANNUAL REPORT  
&  
WORLD'S BEST WORKFORCE PLAN

New City School



1500 6<sup>th</sup> St. NE  
Minneapolis, MN. 55413  
612-623-3309

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

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## **LETTER TO STAKEHOLDERS**

Dear New City School Stakeholders:

As a community, we celebrate our successes in moving back together K-8 after four years on two campuses and growing to an enrollment of over 300 students. We continue to strive to make good on our vision of educating citizens who are capable of contributing to a new and better city. We take inventory of our needs and push ourselves to higher heights in 2018-19.

On behalf of the staff at New City School, we are thrilled to work for a dynamic and diverse community of people who want the best for their children as learners and as future citizens in part because of our good work.

Submitting this report respectfully,

Todd Bartholomay  
Director K-8

## **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 to maximize learning and individual growth. The name New City evokes a vision of the new and better city that well-prepared, socially adept thinkers and problem-solvers might create resulting from a comprehensive and excellent education. With this vision, the founders applied for a charter with sponsorship from Hamline University and, in the fall of 2003, New City opened its doors to welcome 60 children in grades K-6. Throughout its 15 years, the school has intentionally and gradually grown, sustaining small class sizes so children are known by and connected to peers, parents, teachers, staff members, and administrators. Because its enrollment has increased steadily, in fall of 2018 New City will serve over 300 students on a single campus at Grace Center.

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

Our current authorizer made multiple formal and informal visits during the school year to observe, meet and gather data from all stake holders – students, parent group, board members, teaching staff, other staff members and the school director.

### **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 2017-18 school year consisted of:

Vince Esades, Chair-parent member-attorney

3134 Benjamin St. NE

Minneapolis, MN 55418

612 781 4239

Kalli Novak , Director, teacher representative,

1500 6<sup>th</sup> St. NE

Minneapolis, MN 55413

612-623-3309 [kalli@newcitycharterschool.org](mailto:kalli@newcitycharterschool.org)

Andy Lum, Director, teacher representative,

1500 6<sup>th</sup> St. NE

Minneapolis, MN 55413

612-623-3309 [andy@newcitycharterschool.org](mailto:andy@newcitycharterschool.org)

Karla Musser, Director, community representative

[Karla.musser@newcitycharterschool.org](mailto:Karla.musser@newcitycharterschool.org)

Hans Ott, Director and community representative

[hans.ott@newcitycharterschool.org](mailto:hans.ott@newcitycharterschool.org)

David Gundale, Director and community representative

[dave.gundale@newcitycharterschool.org](mailto:dave.gundale@newcitycharterschool.org)

Tessa Anttila; parent member, therapist  
[Tessa.anttila@newcitycharterschool.org](mailto:Tessa.anttila@newcitycharterschool.org)

Todd Bartholomay, Ex-officio member, Principal- licensed school administrator  
1500 6<sup>th</sup> St. NE  
Minneapolis, MN 55413  
612-623-3309 [todd.bartholomay@newcitycharterschool.org](mailto:todd.bartholomay@newcitycharterschool.org)

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

2017-18 NEW CITY CHARTER PUBLIC SCHOOL BOARD  
 This table contains information for ALL board members.  
 (2016-18 Election Date: January 13<sup>th</sup> 2017)

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number & E-Mail Address	Seated and Term Expiration
Vince Esades	Director/Parent	NA	Jan.8.14	612-781-4239 Vincent.esades@newcitycharterschool.org	Jan.8.14 Seat Exp. Jan. 2020
Karla Musser	Director/Community member	NA	October 25, 2016	Karla.musser@newcitycharterschool.org	Exp. Jan. 2020
Hans Ott	Director/Community member	NA	January 18, 2017	<a href="mailto:hans.ott@newcitycharteschool.org">hans.ott@newcitycharteschool.org</a>	Exp. Jan. 2019
David Gundale	Director/Community member	NA	January 18, 2017	<a href="mailto:dave.gundale@newcitycharteschool.org">dave.gundale@newcitycharteschool.org</a>	Exp. Jan. 2019
Kalli Novak	Director/Teacher rep	418984	Sept. 13, 2016	612-623-3309 <a href="mailto:kalli.novak@newcitycharteschool.org">kalli.novak@newcitycharteschool.org</a>	Exp. Jan. 2020
Andy Lum	Director/Teacher rep	432970	Sept. 13, 2016	612-623-3309 <a href="mailto:andy.lum@newcitycharteschool.org">andy.lum@newcitycharteschool.org</a>	Exp. Jan. 2020
Tessa Anttila	Director/Parent	NA	Jan. 15, 2018	Tessa.anttila@newcitycharterschool.org	Exp. Jan. 2020
Todd Bartholomay	Ex-officio Principal Director	327554	NA	612-623-3309 Todd.bartholomay@newcitycharterschool.org	NA
Jackie Paradis	Accountant Ex-Officio	NA	NA	<a href="mailto:jparadis@schoolmanagementservices.org">jparadis@schoolmanagementservices.org</a>	NA

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.

Name	Board Position	Board Attendance 17/18	Other Board Duties	Returning 18/19
Vince Esades	Chair; Parent Rep	9/13;10/25—2016 1/17; 4/12; 6/15; 9/17; 11/17; --2017 1/18; 4/18; 6/18--2018	Enrollment/ Facilities/ABC	Yes

Karla Musser	Director community member	10/25;1/17; 4/12; 6/15: 11/17--2017 1/18; 4/18; 6/18--2018	Wellness	Yes
Kalli Novak	Director; teacher; Treasurer	9/13;10/25—2016 1/17; 4/12; 6/15; 9/13; 11/15--2017 1/17; 4/18; 6/13--2018	Curriculum	Yes
Andy Lum	Director; Teacher	9/13;10/25—2016 1/17; 4/12; 6/15; 9/13; 11/15--2017 1/17; 4/18; 6/13--2018	Curriculum	Yes
Hans Ott	Director; community member	1/17; 4/12; 6/15; 9/13; 11/15--2017 1/17; 4/18; 6/13--2018	Policy	Yes
David Gundale	Director; community member	1/17; 4/12; 6/15; 9/13-- 2017 1/17; 4/18--2018	Finance	Yes
Tessa Anttila	Director; Parent Rep.	1/17; 4/18; 6/13--2018	Wellness	Yes
Todd Bartholomay	Principal; Ex- officio	9/13;10/25—2016 1/17; 4/12; 6/15; 9/13; 11/15--2017 1/17; 4/18; 6/13--2018	NA	Yes
Jackie Paradis	Accountant Ex-Officio	9/13;10/25—2016 1/17; 4/12; 6/15; 9/13; 11/15--2017 1/17; 4/18; 6/13--2018	Business Manager	Yes

### 2017-18 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	MN Educator File Folder Number	Assignment	Years Employed at School	License(s) & Highest Degree Earned	License Expires
Todd Bartholomay	327554	Director	4	M.Ed., Professional Administration- Principal K-12	2019
Andrew Grantias	N/A	Main Campus Coordinator	2	B.A.	N/A
Otis Jackson	N/A	Lunchroom Supervisor	11	CFM MN Certified Food Manager	2018
Mohamed Farah	N/A	Translation-Somali/ Para	1		N/A
Emily Ravits	312276	School Social Worker	13	MSW, Pre-K-12 School Social Worker	2018

Ana Robles	N/A	East Campus Coordinator	4	A.S.	N/A
Mariah Schoonover	497971	School Nurse	1	RN, Pre-K-12 Public School Nurse	2021
Mary Spohr	383155	PD Coordinator Coach	15	B.A., 1-6 Elementary Education	2021
Cheryl Stephani	381348	Assessment and Data Lead	1	M.Ed; K-6 Elementary Education	2021

## 2017-18 Teaching Faculty Information

This section includes teaching positions and assignments for the 2017-18 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	MN Educator File Folder Number	Assignment	Years Employed at School	Highest Degree Earned & License(s)	License Expires	Not Return 18/19z	Return or New in 18/19	Return or New in 17/18
Joshua Baumgartner	492458	Building Sub/ Math Interventionist	2	M.Ed., K-6 Elementary Education	2022		Return	Return
Shawn Bortel	396599	Special Ed.	1.5	B.Ed., K-6 Elementary Education, k-12 Emotional Behavior Disorders, K-12 Learning Disabilities. K-12 Autism Spectrum Disorders, 5-8 Science	2021	Resigned 12/17	Return	Return
Robyn Char	493601	3 <sup>rd</sup> Grade	2	B.A., M.Ed. (In progress, expected graduation 2017), K-6 Elementary Education	2021		Return	Return
Kim Gillespie	511567	K-8 Art	1	Portfolio process (Tier 2 in 18-19)	2020		Return	Return
Dana Haberman	499129	4-Grade	1	M.Ed. K-6 Elem. Ed.	2018		Return	New
Michael Hickel	470997	6-8 Social Studies	2	B.Ed., 5-12 Social Studies	2017		Return	Return
Christine Hirsch	344477	Title 1	5	K-6 Elementary Education, K-12 Reading, K-12 Library Media Specialist	2021		Return	Return
Lisa Holm	492129	Special Ed.1	1	Special Ed. ABS	2023		Return	New
Kirsten Holmquist	419549	1 <sup>st</sup> & 2 <sup>nd</sup> Grade	13	B.Ed., K-6 Elementary Education, 5-8 Social Studies	2019		Return	Return
Kallie Krautbauer	485873	3 <sup>rd</sup> Grade	2	B.Ed., 1-6 Elementary Education	2021		Return	Return
Tim Kremer	334230	6-8 Math	2	B.Ed., 7-12 Mathematics	2019	Terminated 5/18		Return
Rina Lang	N/A	Middle School Support Lead	1	B.A. K-6 Elementary; 5-8 Social Studies	2019	Not Return		New
Andy Lum	432970	Art	5	B.A., K-6 Elementary Education K-12 Visual Arts 5-8 Communication Arts/Literature	2020		Return	Return
Breanna Lund	489195	Kindergarten	2	B.Ed, B-Age 6 Early Childhood Special Education, B-3 Early Childhood Education	2017		Return	Return
Natalie Lundahl	438080	4 <sup>th</sup> & 5 <sup>th</sup> Grade	2	B.Ed., K-6 Elementary Education, 5-8 Communication Arts/Literature	2020	Resigned 3/18		Return

Abby Mandell	491238	3 <sup>rd</sup> Grade	2	B.Ed., K-6 Elementary Education, 5-8 Mathematics	2017		Return	Return
Morgan Meints	503221	Building Substitute	1	B.A.K-6 Elem. Ed.	2018		Return	New
Jeremy Nellis	391031	Kindergarten	15	B.Ed., Pre K-3 Early Childhood Education	2021		Return	Return
Kalli Novak	418984	1 <sup>st</sup> & 2 <sup>nd</sup> Grade	7	B.Ed., K-6 Elementary Education 5-8 Social Studies	2019		Return	Return
Caitlin Percy	476626	6-8 Science	1	B.A., 9-12 Life Sciences	2019		Return	New
Megan Pettit	469412	Speech	1	Pre-K-12 Speech Language Pathologist	2017		Return	Return
Nick Pierce	470295	ELL	2	M.Ed., K-12 English as second language	2017		Return	Return
Jo Sander	495623	Special Ed.	1	M.Ed.; K-12 EBD; ASD	2022	Consulting		New
Arielle Thomas	491844	1 <sup>st</sup> & 2 <sup>nd</sup> Grade	1	B.Ed., 1-6 Elementary Education	2022	Maternity leave		Return

**NOTES:**

- Two mixed grade 4<sup>th</sup>-5<sup>th</sup> grade classes grew into two 4<sup>th</sup> grades and one 5<sup>th</sup> grade.
- A Learning Lead was hired to supervise assessment, data analysis and collection, identification, academic goal-setting, and intervention.

**ADMINISTRATIVE PROCESSES**

In keeping with the charter school movement and our authorizer’s goals and values, we believe that..

- Innovation results in solutions that meet the needs of students more effectively.
- Our school’s practices should specifically meet the needs of students whose needs are not being met through existing alternatives.
- Setting high expectations and monitoring and evaluating progress toward clear learning targets is essential to ensure equitable learning and growth.
- Ongoing, consistent, and robust assessment and evaluation is critical to ensuring that each student demonstrates significant and measurable growth.
- We are always learning from the best practices shared by other schools and contribute to educational excellence by sharing our student learning successes.

New City School approaches its work collaboratively. Teachers are involved in decision-making through an 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, and in hiring professional staff. 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. Prioities are determined and decisions made with input through two staff and team meetings per week, through committees, and through task groups assigned to projects. New City professional staff is cultivating systems that support and

ensure learning for students. Professional learning is becoming anchored in the “teaching and learning cycle,” the continuous improvement pattern of planning from high standards, instruction informed by formative assessment and best practices, routine analysis of student learning results, re-teaching to catch non-proficient students up, and application of learning moving forward.

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. Two teachers on staff sit on the Board and report on the agendas and discussions of the Board to the staff. The NCS teacher/Board member consults with teachers about upcoming Board decisions and brings their opinions, when relevant, to the Board meeting. Minutes of the Board meetings are published for the school community to read.

The New City Board explicitly directs school staff to assume leadership in running the school. The Board takes a hands-off role in the day-to-day decision-making and deals primarily with issues related to the physical plant, financial oversight, school adherence to relevant laws and policies and fidelity to the school’s mission and vision. This arrangement supports growth and improvement annually, has promoted success on state achievement targets, 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.

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 organizations to stay informed and skilled in board roles.
- Board minutes and meeting notices are forwarded to NEO in a timely manner.

New City Board Compliance to Minnesota Statutes, section 124D.10, subd.(f)  
 The table below outlines the names and dates our board members were seated along with the training dates.

**New City School Board Training Log**

<b>Date &amp; Length</b>	<b>Presenter (or participation)</b>	<b>Topic</b>	<b>Category Covered</b>
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May 13, 2014 30 minutes	Jackie Paradis	Function and status of Fund Balance	Finance
Aug. 19, 2014 30 minutes	Jackie Paradis & Vince Esades	The role of the auditor in maintaining our financial health and the role of the Board and Director of the school in detecting any fraud, and the policies regarding the maintenance of our fund balance	Finance & Governance
Oct 28, 2014 30 minutes	Jackie Paradis	Oversight of <u>Financial Matters</u> of MN Charter Schools	Finance
Jan. 13, 2015 30 minutes	Vince Esades	The roles and responsibilities in Board governance	Governance
Feb 24, 2015 30 minutes	Vince Esades	The procedure of hiring, orienting and retaining a new teacher	Employment
April 21, 2015 30 minutes	Vince Esades	Procedures of support given to new and returning staff	Employment
Aug. 11, 2015 30 minutes	Vince Esades	Attendance of a board meeting and speaking via skype or phone	Governance
Oct. 13, 2015 30 minutes	Damon Fraser	The law and procedures governing the need for a full slate of Board officers when seeking a bank line of credit	Finance
Dec. 8, 2015 30 minutes	Melissa Johnson	The anticipated time commitment of a board member	Governance
Jan. 12, 2016 30 minutes	Linda Crawford	The role of an effective board	Governance
Jan 12 2016 30 min	Gary Crawford Vince Esades Jit Kundan	At Will Employment and NCS teacher contract	Employment
March 2016- April 2016 3x 60 min	Jit Kundan Linda Crawford Jayne Fulkerson	Enrollment policy and School's Mission Vision	Governance
April 4 2016 60 min	Gary Crawford Jackie Paradis	Board's Fiduciary responsibility	Fiduciary
April 4 2016 30 min	Gary Crawford	Conflict of Interest:	Governance
September 13 2106 60 min	Vince Esades Barbara Glaser Jit Kundan	Board Governance versus micromanaging school affairs. Autonomy, reporting, policy, direction setting versus prescribing school operations	Governance
October 25 <sup>th</sup> 2016	Vince Esades, Barbara Glaser	By-laws	Governance
March-April 2017 – full day	Kalli Novak, Andy Lum, Karla Musser	Ill party training	Governance, Finance and Employment

April 2017 – 40 min	Kalli Novak, Vince Esades, Hans Ott, Dave Gundale, Andy Lum, Karla Musser and Dave Gundale	Healthy Boards	Governance
June 2017 – 30 min	Kalli Novak, Vince Esades, Hans Ott, Andy Lum, Karla Musser	Charter Finance	Finance.
September 2017	Kalli Novak, Vince Esades, Dave Gundale, Andy Lum,	Charter School Law History	30 mins.
November 2017	Kalli Novak, Vince Esades, Hans Ott, Andy Lum, Karla Musser	Consent Agendas	30 mins.
January 2018	Kalli Novak, Vince Esades, Hans Ott, Andy Lum, Karla Musser, Dave Gundale	Gender Inclusion policy draft and adoption Grace Center Facility Use Plan	20 mins. 20 mins.
April 2018	Kalli Novak, Vince Esades, Andy Lum, Karla Musser, Dave Gundale	Board Development Plan and Policy Revision	45 mins.
June 2018	Kalli Novak, Vince Esades, Hans Ott, Andy Lum, Karla Musser	Wellness Policy requirements and execution	30 mins.

We send all our newest seated board members to neutral/3<sup>rd</sup> party initial trainings. Thereafter, each board meeting serves as a training and development opportunity.

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

## **PHILOSOPHY CONNECTS TO BEST PRACTICES**

### **Teacher Leadership Philosophy**

Teachers carry out the vision of the school and must be given the means and the authority to do so.

### Current Statement of Evidence/Progress:

- New City School teachers partner with administrators and other school leaders in development of the school’s learning program in all subject areas.
- To address a multi-year decline in math achievement scores on the MCA (2013-2017), teachers met regularly to increase clarity regarding standards and learning targets, to effectively assess student learning results, to cultivate assessment data analysis skills, to hone instructional strategies, and ultimately to improve student learning in math.

## **DEMOGRAPHICS AND ENROLLMENT**

We seek to serve a mix of cultural and socio-economic communities. To develop citizenship competencies for a pluralistic society and world, students need to learn and practice in a diverse community.

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 continue to foster a diverse population.
- New City’s Somali and Spanish speaking staff support recruitment, students, and families.
- New City will lease from Grace Community Center, an explicitly welcoming and inclusive organization with a community-building mission, and will move its entire K-8 program to the Grace building in fall of 2018.
- New City staff, with the help of ongoing professional development, is clarifying what high standards are for learning across the curriculum, improving assessment practices and data analysis practices that better identify specific student learning needs, planning re-teaching to address identified gaps, and more systematically planning for instruction that addresses the needs of those student learning beyond grade level.
- Employs a full-time ELL teacher to support teachers in work with English Learners.
- Employs a full-time reading interventionist, working with all grade levels.
- Employed a full-time math EA, working with all grade levels, from Aug 2017-March 2018.
- Create flexible grouping based on data for reading and math interventions.
- Personal Learning Time for students in Grades 6-8 4x/week, with flexible groups changing every 6-8 weeks, based on data.

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%	
2015-16	22%	63%	5%	7%	3%	
2016-17	17.9%	61.8%	1.6%	9.6%	1.2%	8.0%
2017-18	19.3%	61.7%	0.4%	9.9%	0.7%	7.3%

Also, New City School free and reduced lunch eligibility population was 40.5%. Students enrolled in Special Ed 11.8% and Limited English Proficient students were 8.0%

**SCHOOL ENROLLMENT**

Grades: Years	2014/15	2015/16	2016/17	2017/18
Kg	37	38	34	34
1	36	33	39	38
2	22	36	32	35
3	29	24	37	38
4	18	23	24	44
5	26	21	21	26
6	11	23	24	25
7	14	16	21	23
8	12	17	14	17
	205	231	246	281
Aggregate Attrition Rates		13%	6%	

Our attendance rate was 93.8%.

**PROFESSIONAL DEVELOPMENT SUPPORTS EFFECTIVE PRACTICE**

New City teachers and leaders have access to professional development locally and nationally through a variety of venues, including increasing flexible online options. Through ongoing professional development, New City teachers seek to keep abreast of practices that best support learning, leadership, and service.

Current Statement of Evidence/Progress:

- In spring of 2017 learning support staff was significantly expanded for school year 2017-18. A Learning System Lead was hired full-time to manage and support teachers, students, and other staff in refining our RtI system and practices—assessing student needs in math and reading, planning and scheduling supports, monitoring and documenting growth, supporting differentiation of instruction in tier one and tier two, and facilitating peer collaboration in the work. A Literacy Lead was hired for our East Campus and to support the middle school team. This person will work closely with the Learning System Lead and a newly-hired full-time math intervention education assistant (working in K-6). These hires reflect an insistence on academic learning results.
- Four middle school teachers attended the EL Middle School Institute in July of 2017. More teachers, K-5, will attend a two day EL Literacy training in August 2018, with Leadership attending a two day EL Leadership training. NCS will slowly build in implementation over the next two years. Two new board members come to NCS with expertise in this model and are eager to support the growth of this approach.
- Having implemented Eureka Math for the first year, teachers are continuing their professional development in Eureka to support deepening instructional practice for their second year. Some monthly meetings focused on Eureka. Workshop days in January and February focused on deepening instructional practice through peer and leadership facilitation of Eureka online training materials. Due to an on-going need for

Eureka professional development, 2018-19 will also have a strong Eureka focus during workshop days, as well as monthly morning meetings.

- Implementation of a “learning management system” and proficiency-based grading in school year 2017-18 empowered teachers to communicate progress toward learning standards more effectively to students and families. Teachers received initial professional development in the use of ALMA. Students and families are better able to monitor and support learning as they are more abreast of targets, assignments, and assessments. Teachers will be better able to align instructional plans and feedback with standards. They will be supported by the School Coordinator, Professional Development Lead, and Principal in its implementation and will have access to online support 24/7.
- New teachers are guided to Developmental Designs, instructional practices for developing students’ social and self-regulatory capacities in the classroom and student-to-student and teacher-student relationships as conditions for an effective learning community. While continuing to cultivate these instructional strategies, NCS also seeks to innovate and embraces new and more effective practices. The CASEL framework, a researched framework for addressing social-emotional skills development and the current basis for most SEL curricula nationwide, is being integrated. CASEL’s 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 offers developmentally appropriate SEL learning targets teachers and students can use in the form of Illinois Standards for Social and Emotional learning.
- Implementation of 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 are working 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.
- Professional development in best practice in Literacy was the focus for the November workshop time.
- Other professional development throughout the year included sessions on: MCA data and interpretation; standards-based instruction; goal setting at the student, class and teacher levels; differentiation & interventions; MCA testing (MDE required and instructional best practice for teachers).

## **ACADEMIC MISSION/BEST PRACTICES**

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

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**

#### Pedagogy:

- New City School cultivates a personalized and constructivist approach to learning (honoring learners as meaning-makers and learning as a process of constructing meaning).
- New City School promotes active engagement of students in learning that is appropriately and strategically challenging. Teachers provide targeted feedback on student progress toward clear learning targets, ensure learning successes for each student by scaffolding individually, empower students to monitor their own learning, and provide standards-anchored choices about what and how they learn (that satisfy student needs for autonomy, competence, relationship, and fun).



- New City School cultivates safe, respectful social interactions and conditions within which students can make the greatest cognitive growth.
- New City School has adopted professional learning routines (teaching and learning cycle) that ensure learning at high standards for each student—planning from high standards across the curriculum, systematically assessing individual student learning of specific targets, analyzing learning results data, and planning and executing instruction that fills identified learning gaps.

#### Literacy:

New City School uses both Writing and Reading Workshops “Units of Study” from Teachers College at Columbia University, and EL Expeditionary Learning Language Arts 6-8. Content area teachers in the middle grades are becoming partners in reading and writing instruction as they intentionally target reading and writing standards alongside social studies, science, and art standards. The following structures are in place as we progress toward school-wide structures in writing and reading:

- School-wide implementation (K-8, 250 students) of ELA Common Core aligned
  - o Social studies, science, and art content teachers are providing standards-anchored opportunities for information and argument writing.
  - o School-wide focus on constructing critical responses to informational reading.
- Implementation of an assessment, data collection, identification, and support process and tools that ensure literacy growth in each of our students—both non-proficient and advanced students.
  - o Use of a shared data base for summative data collection as well as formative/working data collections.
  - o Defined process for collaboration between teachers and support staff for student learning support and intervention.
    - Teams schedule
    - Meeting protocol and notes
  - o Use of Fountas and Pinnell reading assessment system for routine benchmark assessment
  - o Coordinated intervention services –Title 1, ELL and Special Ed. Staff under the supervision of a Learning Lead and Intervention Specialist will provide reading intervention services to identified students.
  - o Implementation of PRESS, LLI and Rewards as Literacy interventions.
- Middle School content area teachers are becoming more aware of their role as reading and writing teachers, and had training in ELA standards as it applies to their content, as well as literacy best practice in vocabulary.

#### Mathematics:

State and national mathematics standards guide NCS mathematics program. Eureka Math from Great Minds, Inc. entering second year of implementation K-8.

- New City math teachers engaged in Eureka math professional development through Eureka online PD options.
- New City math teachers continue to monitor student learning through formative assessments (especially daily lesson exit tickets) and respond to needs.
- In New City’s second year of the Eureka curriculum teachers attained a higher level of teaching it with fidelity.
- Social Studies:

- *Geography Alive* and *History Alive* (from TCI) continue to anchor middle school social studies instruction. As a staff we begin our school year seven days prior to students arriving.
- Trained teachers began designing and teaching “expeditions” that are inquiry-driven, relevant, case-study anchored, locally relevant, and often cross-disciplinary.
- All 6-8 students participated in History Day projects, with many students going to the state level of competition.

Science:

- Middle level students spent three days at the Wolf Ridge Environmental Learning Center studying geology, botany, raptors, ground water and exploring their physical limits through games, hiking, and a ropes course.
- Grade 5 received science instruction from the middle school science teacher during half the year. This deepened their science conceptual learning and lab work and involved a research process.
- NCS Science teacher promoted hands on learning through regular usage of the MN Science Museum’s Science House materials.

Technology:

- Students in grades 4-8 used Macintosh laptop computers and Apple iPad tools for a range of applications—for math intervention work, for research, for word processing, and for presentations.
- Students in grades K-3 used iPads and iPad minis to access iReady and other instructional software that supported differentiation, especially for students beyond grade level.

Service:

Each classroom contributes service to the school community through work including:

- Grades K and 1/2 prepare snacks/games for class and are paired with older students school-wide sharing meetings (120 students).
- Grades K-8 delegates from each classroom decided on school-wide rules -15 students
- Grade 3 helped with managing school-wide ipad minis– 8 students.
- Grades 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, 25 students helped with clean up after all-school meetings and 40 students helped with Lantern/Walk, Bingo Night, Spring Fundraiser and Art-A-Whirl
- Grade 4/5 distributes school-wide recycling information to each classroom and managed recycling program at Main Campus – 20 students.
- Students in grades 6-8 managed computer lab carts –12 students.
- 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 learn and apply many tools to solve problems. Through sharing and representing structures students have opportunities to practice effective communication skills daily.
- Grades K through 8 took on service projects beyond the school walls. For example, following and “Options” class on water, students at both campuses adopted drains on the blocks of the school buildings and will be tending them over the next year.

**SPECIFIC PROGRAM AND BEST PRACTICE APPROACHES**

Because a large body of research and best practices show 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.

### Social-Emotional and Academic Integrated Learning Practices

New City School has used practices promoted by the The Responsive Classroom and Developmental Designs as well as others to create its socially and academically integrated program. Practices stemming from the principles below and coupled with Integrated Thematic Learning, Arts Integration, Differentiated Instruction, Balanced Literacy, and Inquiry/Discovery-based Learning have been foundational to the New City program.

Foundational principles from research (Responsive Classroom and Developmental Designs):

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.

Developmental Designs practices are rooted in developmental theory and informed by years of educational experience. They support successful group and individual learning through active participatory lessons allowing students to construct, integrate, and retain knowledge. The practices maximize student readiness for learning and enhance students' abilities to make connections that lead to academic success. To promote academic and social learning, the staff use "work-share" structures to engage students in sharing progress with other students and parents/guardians. Once a month classroom representatives from each grade share learning gained. By the end of the year, all students have shared the products and processes of their learning, casually and more formally through a portfolio process. Starting early in the year, all classrooms empower students to lead class morning meetings.

Long-term relationship-building is vitally important in connecting learners for productive work together. Relationships characterized by trust and risk-taking are proven to support student performance, encourage thinking, and engagement.

Social and Academic integration practices (CASEL, Developmental Designs, and residual Responsive Classroom), SIOP practices, the Teaching and Learning Cycle (with a Response to Intervention component), 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 individual student learning needs
- a constructivist approach built on active, exploratory learning in areas of interest to 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 Rtl framework help us see students from multiple perspectives, and look for higher order skills involving application.

### 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 cultivated other arts options, including theater arts, with 4<sup>th</sup>-5<sup>th</sup> grade students

Every K-3 student received musical, instrumental and vocal instruction a minimum of three periods each week, 4-8 students rotated through trimesters. Our long-standing partnership with MacPhail Center resulted in another packed-house spring “work-shares” at both the K-3 and 4-8 campuses. Every New City student performed.

Our KG through 8<sup>th</sup> grade took a variety of field trips to various city and state parks, camping, nature conservatories, theaters, and museums to deepen learning about rock cycle, water cycle, plant cycles, and animals. These field trips incorporated written, oral language and observational drawings. As learning experiences are increasingly designed in an “expeditionary” (inquiry-oriented and deep case study-based) way, field work will become less of an add-on and more a part of the core learning sequence.

### Personalized Learning

Ensuring that each student learns and cultivates 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 respond effectively to their unique needs. Each student starts in a different place with respect to standards. New City teachers work to know where each student is relative to targets, to provide feedback on progress toward targets, and to maximize a student’s ability to grow independently. All 6-8 students had a full period 4x/week for their personal learning time, when the middle school team worked with the support staff team to provide small group instruction at their levels.

### Differentiated Instruction

New City School uses several methods to ensure access to learning for all. Providing choices to students regarding content, process, and products of their learning allows them to play an important role in designing their own learning. 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. New City School emphasizes active learning that will allow children to construct their own understandings. What research and experience tell us is that *meaningful* learning engages learners. 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 personalized attention in a readers and writers workshop environment:

Guided reading, shared reading, independent reading, reading aloud, writing process, guided writing, and independent writing—all are part of this balanced approach to achieving competency in reading, writing, speaking, listening, reflecting, and representing. Workshop models enable us to engage students through choices and through differentiation of content, process, and products.

### Inquiry-based Learning (“Expeditions”)

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 that ensures relevance. Questioning is modeled and students practice question asking and dialogue to develop the skills of intellectual exchange.

All students are invited to connect elements and aspects of their learning, 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, a hallmark of critical thinking.

## **PROGRAM SUCCESS INDICATORS**

When students are engaged meaningfully, they are invested and 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, very few serious behavior infractions warranting suspension from school occurred during 2017-18 school year. Since our instructional strategies target both academic and social learning, we see students’ self-regulatory and motivational skills transferring across the school day.

Reading proficiency rates on MCAIII (Spring 2018) exceed the state average by 6.8 percentage points—an indicator that the work teachers have done in implementing Writers’ and Readers’ Workshops is resulting in solid learning.

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.

All middle school students participated in History Day, a multi-month research project culminating in a display of their work, along with some students qualifying for state competition, with one student placing.

## **BUILDING AND GROUNDS**

School enrollment hovered around 280 students K-8 during the 2017-18 school year. All of the leased building space at 229 13<sup>th</sup> Ave. NE is being used for eight classrooms and support services for grades K-3. A second site at Grace Community Center building, 1500 6<sup>th</sup> Street NE (four blocks north and east of New City Main Campus), housed our students in grades 4-8 during school year 2017-18. New City School is poised to move entirely to Grace Center beginning in school year 2018-19.

## **INSTRUCTIONAL LEADERSHIP DEVELOPMENT PLAN**

Goal: Organizational Development

Leadership engages in student assessment data analysis, instructional needs assessment, goal-setting, prioritization of initiatives, student support design, progress monitoring, and assessments. This data-driven cycle is being built as the foundation of an always improving program—both academic and social learning.

Teachers and support staff receive regular professional development to hone instruction, including Tier 2 Interventions, Differentiation, Developmental Designs workshops, Writers and Readers Workshop PD offerings, Eureka Math PD online offerings, and embedded professional development with our Learning Leads and principal. Writers Workshop, Readers Workshop (from Teachers College Columbia University), Eureka Math (from Great Minds), and Expeditionary Learning (EL Education's model for inquiry-driven learning) have been adopted for excellence. We seek to refine a continuous and effective improvement professional learning process (PLC/Teaching and Learning Cycle).

Ongoing monthly sessions planned and systems implemented:

- Professional Learning Community calendar, including PLC teaching and learning cycles to better serve students.
- Revised special education and Title 1 structures for identification and service to meet the needs of students.
- Peer and expert coaching to support teachers with instructional growth

Results:

- Successful second year implementation of Eureka Math curriculum.
- RtI protocol administered in math and reading. Systematic assessment and data analysis to inform instruction.
- Peer coaching to develop relational trust and improve practices.

## **PROGRAM CHALLENGES**

Academic program enhancement: As the NCS student population grows up the grades (last year two 3<sup>rd</sup> grades; this year two 4<sup>th</sup> grades etc.), we are revisiting our mission and vision and our original charter application for guidance. We are reminded that cultivating citizens for a new city is a wonderfully relevant vision and we are

considering what it means in 2017, in a new phase of the school, after the first 15 years. Among other things, we seek to revive inquiry-based learning experiences as the most engaging approach to learning. This effort will take several years of designing learning “expeditions,” of professional development, and of implementation. But we envision greatly enhanced and more rigorous learning for our students and an environment at the middle level that offers an exciting alternative to surrounding schools.

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. K-3 students receive organized exercise during recess time with their teachers.

Expansion space to serve more students: New City School has signed a lease agreement with Grace Center (1500 6<sup>th</sup> St. NE) for the entire school building beginning July of 2018. This will enable all of K-8 to be back under one roof and for expansion of the enrollment to a projected maximum of 400 in a few years.

## **ACADEMIC PERFORMANCE**

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

Student academic achievement is measured using the Woodcock-Johnson IV Tests of Achievement (WJ-IV) for grades 1 and 2, grades 3 through 8 took ACT Aspire tests.

#### **Key findings in the 2017-18 school year for overall reading, language, math, and science.**

The 2017-18 school year assessments were conducted in October for ACT Aspire and December for Woodcock-Johnson. One-year progress in Woodcock-Johnson results are also reported for second-grade students. This progress is reported from December 2016 (for the 2016-17 school year) to December 2017 (for the 2017-18 school year). Student achievement test results were examined for differences by demographic characteristics – gender, race/ethnicity, and household income (i.e., eligibility for free or reduced-price lunch).

The number of students in some of the groups analyzed can be quite small. Caution should be used when interpreting the results for such groups.

### **Reading results**

- Average Woodcock- Johnson Broad Reading scores for first- and second-grade students in 2017-18 were above average compared to same-grade peers nationally. Of the three reading tests included in Broad Reading (letter-word identification, reading fluency, and passage comprehension), students tended to score highest in letter-word identification and lower in comprehension and in reading fluency.
- Overall ACT Aspire Reading results for third- through eighth-grade students show that 41% were “ready” or “exceeding” in their readiness levels, indicating that they are at or above the benchmark.

- Looking at the Woodcock-Johnson Broad Reading for first- and second-grade students by demographic characteristics, the results shows that average scores were similar for students from low-income households (i.e., eligible for free or reduced-price lunch) compared to students from higher income households, eliminating the achievement gap seen in prior years. For students of color a significantly lower percentage of students at or above proficiency was found.
- In addition, the ACT Aspire reading results for third- through eighth-grade students show that the percentage of students who met the readiness benchmark was significantly lower for low-income households, with a gap of 32% points. A similar pattern of results occurred for students of color, compared to white/Caucasian students, with a gap of 26% points. Girls performed at or above 11% points higher than boys.

### **Math results**

- Average Woodcock-Johnson Broad Math scores for first- and second-grade students were at or slightly above the national average in 2017-18. Overall, 59% of first-graders and 53% of second-graders scored at or above the national average. For the tests included in Broad Math (calculation, math fluency, and applied problems), students tended to score highest in applied problems.
- Looking at the Woodcock-Johnson Broad Math for first- and second-grade students by demographic characteristics, the results shows that average scores tended to be lower for students from low-income households (i.e., eligible for free or reduced-price lunch) compared to students from higher income households, with a gap of 17% points. Students of color performed 22% points lower than white/caucasian students. Female students performed similarly to male students.
- Overall ACT Aspire Math results for third- through eighth-grade students show that just over a third of students (40%) were “ready” or “exceeding” in their readiness levels, indicating that they are at or above the benchmark.
- In addition, the ACT Aspire math results for the third- through eighth-grade students show that the percentage of students who met the readiness benchmark was lower for low-income households, with a gap of 34% points. A similar pattern of results occurred for students of color, compared to white/Caucasian students, with a gap of 30% points. Female students performed 13% points lower than male students.
- Overall ACT Aspire Science results for third- through eighth-grade students show that 35% of students were “ready” or “exceeding” , indicating that they are at or above the benchmark.



- The ACT Aspire Science results by students’ characteristics show that a higher percentage of white students and students with higher incomes (not eligible for free or reduced-price lunch) were at or above the benchmark in Science than students of color and students with lower incomes, respectively, both with about 25% point gap. Results are similar for boys and girls.
- **Issues to consider**
- Results indicate that overall, first- and second-grade students scored at or above the national average in Woodcock-Johnson. However, results of ACT Aspire for third- through eighth-grade students were not very promising. The following issues for consideration can be used to inform the school’s future planning efforts.
- More attention should be given for students who scored below average (i.e., below 100 in Woodcock-Johnson standard score points), or who were in need of support or close to being ready in ACT Aspire. While not highlighted in the summary, test results were also substantially different among the grade levels.
- More attention should be given to close the achievement gap between students of color and white students, and between students from lower income households and higher-income households in all the academic areas assessed.

### Student characteristics

Characteristics of students enrolled in New City Charter School in the 2017-18 school year are presented in Figure 1. There were 280 students ranging from first through eighth grade, up from a total of 250 and 212 students in the previous two years, 2016-17 and 2015-16, respectively.

In 2017-18, white/Caucasian students comprised the largest racial/ethnic group (60%), followed by black/African American (25%), Hispanic (11%), American Indian (1%), and Asian (2%) students. There were equal number of boys and girls (50%). Almost 40 percent of students were eligible for free or reduced-price lunch. 9% of students (9 received Special Education services, and 9% of students were English Language Learners as reported by Wilder This number is slightly off the Minnesota Department of Education “School Report Card” due to various deadlines.

#### 1. Student profile: 2017-18 (n=280)

	Number	Percent
<b>Grade Level</b>		
K	37	13%
1	33	12%
2	34	12%
3	37	13%
4	44	16%
5	26	9%
6	23	8%

	Number	Percent
7	23	8%
8	23	8%
<b>Student race/ethnicity</b>		
American Indian	4	1%
Asian	6	2%
Hispanic	30	11%
Black/African American	71	25%
White/Caucasian	169	60%
<b>Gender</b>		
Female	139	50%
Male	141	50%
<b>Other student information</b>		
Low income (eligible for free or reduced-price lunch)	102	36%
Special education	25	9%
English Language Learners	24	9%

### Student Academic Achievement

This section presents student academic achievement results in 2017-18. Results are first presented for first- and second-grade students who took the Woodcock-Johnson IV Tests of Achievement, followed by results for third- through eighth-grade students who took the ACT Aspire tests.

#### Results for first- and second-grade students in 2017-18

In December 2017, Wilder Research staff administered Woodcock-Johnson IV Tests of Achievement (WJ IV) to first- and second-grade New City School students. 97% of First graders and 100% of second graders participated. The assessments were conducted one-on-one in a quiet room in the school building.

The students were assessed in Broad Reading and Broad Math.

Broad Reading consists of the following three tests:

Letter-word identification measures students' ability to identify uppercase and lowercase letters and words.

Reading fluency measures students' ability to read and comprehend sentences quickly.

Passage comprehension measures students' ability to read and comprehend a passage and to draw a conclusion.

Broad Math consists of the following tests:

Calculation measures students' ability to perform mathematical computations.

Math fluency measures students' ability to accurately solve simple math problems quickly.

Applied problems measures students' ability to analyze and solve math problems.

### Woodcock-Johnson reading results

Student scores in Woodcock Johnson are translated into standard scores. Scores of 100 or above in the standard scores are considered at or above grade-level average. Figure 2 shows the percentage of students who were at or above average in reading tests. Almost three-quarters of first-grade students (71%) and half of second-grade students (53%) scored average or above average on Broad Reading. Among the reading tests, a higher percentage of second-grade students scored at or above average on letter-word identification than the other tests. Results for first-grade students were similar across the tests.

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## 2. Scores in WJ IV Broad Reading, 2017-18

	First grade N=28-32	Second grade N=32-34
<b>Broad Reading<sup>a</sup></b>	71%	53%
<i>Letter-word identification</i>	63%	65%
<i>Sentence reading fluency<sup>a</sup></i>	64%	47%
<i>Passage comprehension</i>	66%	41%

<sup>a</sup> Four first graders and two second graders did not get a standard score. Broad Reading results represent only those with all subscale data.

Figure 3 shows the reading results by student characteristics. Because of the small number of students, the results are combined for both grades. Also, due to the small numbers, data for black/African American, Asian, American Indian, and Hispanic students are reported as one group (i.e., students of color group). Results are similar between the groups. That is the difference in the proportion of students scoring at or above average between the groups was not statistically significant. Even though the results are not significant, New City School staff might still want to address the gap in the reading performance of students of color.

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## 3. Broad Reading results by student characteristics

Characteristics	Number of students	At or above average
<b>Student race/ethnicity</b>		
White/Caucasian	38	68%
Students of color <sup>a</sup>	22	50%
<b>Gender</b>		
Female	35	63%

<b>Characteristics</b>	<b>Number of students</b>	<b>At or above average</b>
Male	25	60%
<b>Free or reduced-price lunch status</b>		
Eligible for free lunch or reduced-price lunch	17	65%
Not eligible	43	61%

<sup>a</sup> Due to small numbers, black/African American, Asian, American Indian, and Hispanic students are combined.

### Woodcock-Johnson math results

Percentage of students who were at or above average (i.e., scoring 100 or above in standard scores) and below average in math tests is presented in Figure 4. More than half of first-grade students (59%) and second-grade students (53%) scored average or above average on Broad Math. Among the math tests, a higher percentage of first-grade students scored at or above average on calculation and applied problems than on math facts fluency. For second-grade students, a higher percentage of students scored at or above average on applied problems than the other math tests.

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#### 4. Broad Math results

	First grade N=32	Second grade N=34
<b>Broad Math</b>	59%	53%
<i>Calculation</i>	72%	44%
<i>Math facts fluency</i>	47%	41%
<i>Applied problems</i>	66%	71%

Figure 5 shows the math results by student characteristics. Because of the small number of students, the results are combined for both grades. As shown in Figure 5, a higher percentage of white students and students with higher incomes (not eligible for free or reduced-price lunch) were at or above average in math than students of color and students with lower incomes, respectively. These results, however, are not statistically significant.

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#### 5. Broad Math results by student characteristics

Characteristics	Number of students	At or above average
<b>Student race/ethnicity<sup>a</sup></b>		
White/Caucasian	42	64%
Students of color	24	42%
<b>Gender</b>		
Female	39	54%
Male	27	59%
<b>Free or reduced-price lunch status</b>		
Eligible for free lunch or reduced-price lunch	19	47%
Not eligible	47	60%

<sup>a</sup> Due to small numbers, black/African American, Asian, American Indian, and Hispanic students are combined.

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#### 6. Average standard scores in WJ IV Broad Math, 2017-18

Math test	Number of students	Mean	Standard Deviation	Range
<b>First grade</b>				
<i>Calculation</i>	38	103.2	8.0	80-123
<i>Math fluency</i>	38	96.2	14.1	58-121
<i>Applied problems</i>	38	109.7	15.1	69-139
<b>Broad Math</b>	38	102.8	11.7	67-129
<b>Second grade</b>				
<i>Calculation</i>	32	95.8	6.4	82-107
<i>Math fluency</i>	32	96.3	13.2	59-120
<i>Applied problems</i>	32	113.0	13.1	80-137
<b>Broad Math</b>	32	100.3	9.5	85-121

### Results for third- through eighth-grade students in 2017-18

In fall 2017, New City school administered the ACT Aspire test to its third- through eighth-grade students. ACT Aspire was designed to connect with the ACT; it provides benchmarks to identify whether students are on target to meet the ACT College Readiness Benchmarks by the time they take the ACT. ACT Aspire covers English, Math, Reading, Science, and optional Writing content areas. It computes a STEM readiness score, which is comprised of an average of math and science scale scores. Students are provided with a score in each content area between 400 and 460 (with the lowest possible score and highest possible score varying slightly by grade and content area). Based on that score, students are assigned an ACT Readiness Level (Exceeding, Ready, Close, or In Need of Support) in each content area. The following areas are covered in each of the content areas:

- **English:** Production of writing, knowledge of language, and conventions of standard English
- **Reading:** Key ideas and details, craft and structure, integration of knowledge and ideas, and progress with text complexity
- **Science:** Interpretation of data; scientific investigation; and evaluation of models, inferences, and experimental results
- **Math:** Foundation, justification and explanation, modeling, geometry (all grades); number and operations: fractions, number and operations in base 10, operations and algebraic thinking, and measurement and data (third through fifth grades); ratios and proportional relationships (sixth and seventh grades); statistics and probability (sixth through tenth grades); the number system, expressions and equations (sixth through eighth grades); functions, number and quantity (eighth through tenth grades); and algebra (ninth and tenth grades)

### ACT Aspire reading results

Figure 8 shows the percentage of third- through eighth-grade students who were above or below the benchmark in their scores. ACT Aspire calculated benchmark scores to establish points where a student should be throughout their elementary, middle, and high school careers to have a high probability of future success in first-year college courses; students who are rated as “ready” or “exceeding” in their readiness levels are determined to be at or above the benchmark. Overall, 41% were determined to be at or above the benchmark in reading. Results vary greatly by grade, as fourth-grade students scored highest (48% at or above the benchmark) and seventh-grade students scored lowest (28% at or above the benchmark). It is important to interpret these results with caution because of the small number of students per grade.

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#### 8. ACT Aspire Reading results, 2017-18: At or above benchmark

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	Grade	N	At or above benchmark
Reading	3	33	33%
	4	44	48%
	5	25	36%
	6	21	38%
	7	18	28%
	8	21	57%
	Overall	162	41%

The proportions of students who were at the different readiness levels by grade are shown in Figure 9. Students at “ready” or “exceeding” are classified as “at or above benchmark” set by ACT Aspire. More third-grade students were determined to be “exceeding” than those in fourth through eighth grade. Overall, 35% of students were determined to be “in need of support.” The proportion of students in this category varied greatly by grade. While only 14% of eighth graders were determined to be “in need of support,” 50% of seventh graders were classified as the same.

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#### 9. ACT Aspire reading results, 2017-18: Students’ readiness levels

Subject	Grade	N	In need of support	Close	Ready	Exceeding
Reading	3	33	42%	24%	24%	9%
	4	44	32%	21%	36%	11%
	5	25	32%	32%	24%	12%
	6	21	38%	24%	14%	24%
	7	18	50%	22%	22%	6%

8	21	14%	29%	43%	14%
Overall	162	35%	25%	28%	12%

Figure 10 presents ACT Aspire reading results by students' characteristics. They show that a higher percentage of white students and students with higher incomes (not eligible for free or reduced-price lunch) were at or above the benchmark in reading than students of color and students with lower incomes, respectively. Results for boys were 11% points lower than for girls.

#### 10. ACT Aspire Reading results by student characteristics, 2017-18

Characteristics	Number of students	At or above benchmark
<b>Student race/ethnicity*</b>		
White/Caucasian	98	51%
Students of color <sup>a</sup>	64	25%
<b>Gender*</b>		
Female	70	47%
Male	92	36%
<b>Free or reduced-price lunch status*</b>		
Eligible for free lunch or reduced-price lunch	62	21%
Not eligible	100	53%

<sup>a</sup> Due to small numbers, black/African American, Asian, American Indian, and Hispanic students are combined.

\* Significant difference between groups.

#### ACT Aspire English results

Figure 11 shows the proportion of students who are at or above the benchmark for their grade. Overall, the majority of students are at or above the benchmark in English (76%). Seventh-grade students were most frequently rated as being at or above the benchmark, with 84 percent of students classified this way. It is important to interpret these results with caution because of the small number of students per grade.

#### 11. ACT Aspire English results, 2017-18: At or above benchmark

	Grade	N	At or above benchmark
English	3	33	82%
	4	44	73%



Grade	N	At or above benchmark
5	25	72%
6	21	67%
7	18	78%
8	21	81%
Overall	162	75%

The proportions of students at the different readiness levels by grade are shown in Figure 12. Students at “ready” or “exceeding” are classified as “at or above benchmark” set by ACT Aspire. Overall, 76% of students were “ready” (30%) or “exceeding” (46%) in English. Student readiness varies by grade.

## 12. ACT Aspire English results, 2017-18: students’ readiness levels

Subject	Grade	N	In need of support	Close	Ready	Exceeding
English	3	33	6%	12%	33%	49%
	4	44	14%	14%	34%	39%
	5	25	4%	24%	32%	40%
	6	21	0%	33%	14%	52%
	7	18	11%	11%	50%	28%
	8	21	5%	14%	10%	71%
	Overall	162	7%	17%	30%	46%

Figure 13 presents ACT Aspire English results by students’ characteristics. They show that a higher percentage of white students and students with higher incomes (not eligible for free or reduced-price lunch) were at or above the benchmark in English than students of color and students with lower incomes, respectively. Results are equal for boys and girls.

Fig 13

Characteristics	Number of students	At or above benchmark
<b>Student race/ethnicity*</b>		
White/Caucasian	98	85%
Students of color <sup>a</sup>	64	61%
<b>Gender</b>		
Female	70	74%

Characteristics	Number of students	At or above benchmark
Male	92	76%
<b>Free or reduced-price lunch status*</b>		
Eligible for free lunch or reduced-price lunch	62	66%
Not eligible	100	81%

<sup>a</sup> Due to small numbers, black/African American, Asian, American Indian, and Hispanic students are combined.

\* Significant difference between groups.

### ACT Aspire math results

Figure 14 shows that overall, 60% of students are determined to be below the benchmark in math. Results vary greatly by grade. Third-grade students scored the highest, with 46% scoring at or above the benchmark, and seventh-grade students scored the lowest, with 18% scoring at or above the benchmark. Again, it is important to interpret these results with caution because of the small number of students per grade.

#### 14. ACT Aspire Math results, 2017-18: At or above benchmark

	Grade	N	At or above benchmark
Math	3	33	46%
	4	44	41%
	5	25	40%
	6	21	38%
	7	18	33%
	8	21	38%
	Overall	162	40%

#### 15. ACT Aspire Math results, 2017-18: Students' readiness levels

The proportions of students at the different readiness levels by grade are shown in Figure 15. Students at "ready" or "exceeding" are classified as "at or above benchmark" set by ACT Aspire. Sixthgrade students were determined to be "exceeding" in their readiness level at a higher rate than those in other grades, with 19% of students at this readiness level.

Subject	Grade	N	In need of support	Close	Ready	Exceeding
Math	3	33	9%	45%	36%	9%
	4	44	25%	34%	39%	2%
	5	25	12%	48%	40%	0%

6	21	14%	48%	19%	19%
7	18	33%	33%	22%	11%
8	21	33%	29%	33%	5%
Overall	162	20%	40%	33%	7%

Figure 16 presents ACT Aspire math results by students' characteristics. They show that a higher percentage of white students and students with higher incomes (not eligible for free or reduced-price lunch) were at or above the benchmark in math than students of color and students with lower incomes, respectively. Results for girls are 13% points lower than for boys..

#### 16. ACT Aspire Math results by student characteristics, 2017-18

Characteristics	Number of students	At or above benchmark
<b>Student race/ethnicity*</b>		
White/Caucasian	98	52%
Students of color <sup>a</sup>	64	22%
<b>Gender</b>		
Female	70	33%
Male	92	46%
<b>Free or reduced-price lunch status*</b>		
Eligible for free lunch or reduced-price lunch	62	19%
Not eligible	100	53%

<sup>a</sup> Due to small numbers, black/African American, Asian, American Indian, and Hispanic students are combined.

\* Significant difference between groups.

#### ACT Aspire science results

Figure 17 shows that overall, 35% of students were at or above the benchmark in science. The percentage of students at or above the benchmark varies somewhat by grade, ranging from 18% of seventh-graders to 44% of fourth-graders.

#### 17. ACT Aspire Science results, 2017-18: At or above benchmark

	Grade	N	At or above benchmark
Science	3	33	33%

Grade	N	At or above benchmark
4	44	30%
5	25	52%
6	21	38%
7	18	22%
8	21	38%
Overall	162	35%

The proportions of students at the different readiness levels by grade are shown in Figure 18. Students at “ready” or “exceeding” were classified as “at or above benchmark” set by ACT Aspire. Overall, 20% of students were “ready” and 15% were “exceeding” the benchmark. 42% of students were classified as “in need of support.” Seventh-graders were most frequently rated as being “in need of support,” with 61% of students being classified this way.

#### 18. ACT Aspire Science results, 2017-18: Students’ readiness levels

Subject	Grade	N	In need of support	Close	Ready	Exceeding
Science	3	33	58%	9%	21%	12%
	4	44	48%	23%	14%	16%
	5	25	24%	24%	36%	16%
	6	21	29%	33%	19%	19%
	7	18	61%	17%	6%	17%
	8	21	24%	38%	24%	14%
	Overall	162	42%	23%	20%	15%

Figure 19 presents ACT Aspire science results by students’ characteristics. They show that a higher percentage of white students and students with higher incomes (not eligible for free or reduced-price lunch) were at or above the benchmark in science than students of color and students with lower incomes, respectively. Results are similar for boys and girls (i.e., the difference was not statistically significant)

#### 19. ACT Aspire Science results by student characteristics, 2017-18

Characteristics	Number of students	At or above benchmark
Student race/ethnicity*		
White/Caucasian	98	46%

Characteristics	Number of students	At or above benchmark
Students of color <sup>a</sup>	64	19%
<b>Gender</b>		
Female	70	30%
Male	92	39%
<b>Free or reduced-price lunch status*</b>		
Eligible for free lunch or reduced-price lunch	62	15%
Not eligible	100	48%

<sup>a</sup> Due to small numbers, black/African American, Asian, American Indian, and Hispanic students are combined.

\* Significant difference between groups.

### One-year progress in student academic achievement

The following section describes students' academic progress over a one-year period, from December 2016 to December 2017. (This is referred to as change from 2016-17 to 2017-18). Progress was measured using the Woodcock-Johnson test. Data from both years were available for all students who were enrolled in second grade in 2017-18.

### Readiness progress Change in readiness levels from 2016-17 to 2017-18

#### A5. ACT Aspire Reading results: Number of students by readiness levels in 2016-17 and 2017-18

	Readiness level	Fall 2017				Total N
		In need of support	Close	Ready	Exceeding	
Fall 2016	In need of support	19	13	6	-	38
	Close	7	3	11	3	24
	Ready	1	5	14	4	24
	Exceeding	1	1	3	8	13
	<b>Total N</b>	28	22	34	15	99

Note. Includes students who took ACT Aspire in both 2016-17 and 2017-18.

#### A6. ACT Aspire English results: Number of students by readiness levels in 2016-17 and 2017-18

		Fall 2017				
	Readiness level	In need of support	Close	Ready	Exceeding	Total N
Fall 2016	In need of support	-	3	2	-	5
	Close	3	7	11	1	22
	Ready	-	4	13	11	28
	Exceeding	-	2	9	33	44
	<b>Total N</b>	3	16	35	45	99

*Note. Includes students who took ACT Aspire in both 2016-17 and 2017-18.*

**A7. ACT Aspire Math results: Number of students by readiness levels in 2016-17 and 2017-18**

		Fall 2017				
	Readiness level	In need of support	Close	Ready	Exceeding	Total N
Fall 2016	In need of support	10	11	2	1	24
	Close	7	17	10	1	35
	Ready	1	8	23	3	35
	Exceeding	-	-	3	2	5
<b>Total N</b>		18	36	38	7	99

*Note. Includes students who took ACT Aspire in both 2016-17 and 2017-18.*

**A8. ACT Aspire Science results: Number of students by readiness levels in 2016-17 and 2017-18**

		Fall 2017				
	Readiness level	In need of support	Close	Ready	Exceeding	Total N
Fall 2016	In need of support	22	17	4	-	43
	Close	4	7	4	-	15
	Ready	3	7	9	6	25
	Exceeding	-	-	3	13	16
<b>Total N</b>		29	31	20	19	99

*Note. Includes students who took ACT Aspire in both 2016-17 and 2017-18.*

**MCA III RESULTS Reading:**

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

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

In 2013 69.5 of our students met or exceeded standards. (Common Core Standards introduced)

In 2014 62.3% of students met or exceeded standards.

In 2015 67.3 % of students grades 3-5 met or exceeded standards.

74.4 % of students in grades 6-8 met or exceeded standards.

In 2016 62.2% of students grades 3-5 met or exceeded standards. (-5.1%)

70.7% of students grades 6-8 met or exceeded standards. (-3.7%)

In 2017 52% of students in 3-8 met or exceeded standards

In 2018 66% of students in 3-8 met or exceeded standards

Math:

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

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

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

In 2014 56.6% of students met or exceeded standards.

In 2015 46% of students in grades 3-5 met or exceeded standards.

51.3% of students in grades 6-8 met or exceeded standards.

In 2016 50.0% of students in grades 3-5 met or exceeded standards. (+4%)

48.3% of students in grades 6-8 met or exceeded standards. (-3%)

In 2017 56% of students 3-8 met or exceeded standards

In 2018 52% of students 3-8 met or exceeded standards.

**WORLD’S BEST WORK FORCE**

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**Part A: Required for All Districts**

**Annual Report**

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

- *Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

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

The finalized 2017-18 Annual Report will post in January 2019 after final board approval on 1-16-19.

**Annual Public Meeting**

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan for the 2017-18 school year.*  
March 14, 2019

**District Advisory Committee**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents.



Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Todd Bartholomay	Director/Principal	N/A
Cheryl Stephani	Data & Intervention Lead	N/A
Nathaly Gomez	Parent	N/A
Ana Robles	Support staff and Community member from underserved population (FRP)	N/A
Najma Sheikh Ali	8 <sup>th</sup> Grade Student	N/A

### Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
  - 10 out of 25 teachers are inexperienced.
  - Consistent increases over 3 years in student enrollment necessitated increase in teacher hiring
  - Limited number of applicants per job posting
  - Experienced teachers are spread throughout all grade levels
  - Experienced teachers are equally distributed amongst the student population
  
- *Who is included in the conversations to review equitable access data and when do these occur?*
  - Equitable access is discussed by Director/Principal, Data & Intervention Lead, Campus Coordinator, throughout year as hiring and training needs arise.
  - Publicly reported in Annual Report
- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
  - There is no gap to equitable access based on the placements of inexperienced teachers across all students.
- *What are the root causes contributing to your gaps?*
  - N/A
- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
  - Coaching
  - Peer & Administrative observations using Effective Teacher Practice template
  - On-going peer training in core content
  - Professional Development in standards alignment, assessments, goal setting, PLCs
- *Access to Diverse Teachers*
  - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
    - We have 2/25 teachers of color, not reflecting the student population of 40% of color.
    - We need to increase our teachers of color.
    - It is very challenging to hire teachers of color because teachers of color have not been applying for open positions at the same rate as white teachers.
  - *What efforts are in place to increase the diversity of the teachers in the district?*
    - Continued recruitment as staff is added.

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## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below. Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

X  District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

N/A for New City Charter School.

### 2018-19 Academic Goals:

Academic Goal 1: Reading

70.7% of our students will meet or exceed reading proficiency standards as measured by 2019 ELA MCA's, up from 66.7% in 2018, through careful monitoring of benchmarks, core instruction & continued and new intervention practices.

Academic Goal 2: Math

62.5% of our students will meet or exceed math proficiency standards as measured by 2019 MCA's, up from 52.5% in 2018 through careful monitoring of benchmarks, increased professional development in curriculum, increased proficiency in instruction and new intervention practices.

### Parent Involvement Survey Results

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

We administered conference day surveys to families to get feedback on our school. These surveys demonstrated that 98.4% of our parents "agreed" or "strongly agreed" that they were satisfied with the school. We also held

2017-18 school year parent involvement is reflected in attendance of family members at three mandated parent/teacher conferences to partner with our students' families in keeping them on track with their academic and social goals. Conferences held in October, January and April were attended by upwards of 95% of families Kindergarten through 8<sup>th</sup> grade. In addition student portfolio presentations in June were heavily attended by families.

## School Goals

### School Goal 1: Facilities

A concrete plan for acquisition of space sufficient to house the target enrollment of between 300 and 350 (minimum).

**Results:** A lease agreement has been reached with Grace Community Center to take over the majority of the Grace Center building in summer of 2018. The building will house our K-8 program (350-400 students). During the coming year, NCS will plan for use of the spaces and for the move.

### 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:** NCS continued to receive funding for special projects through its parent group, New City Circle, which raises funds for such purposes through events across the year. NCS received relatively few funds through foundation or other benefactors.

Our parent group successfully organized several fund-raisers which helped with our artist-in-residence and field trip experiences. A variety of classroom teacher-driven projects and materials were funded through NCC grants. Board, New City families, staff and students thank all the donors for their generosity.

### School Goal 3: Technology

NCS will introduce interactive board instructional technology to facilitate visual and multi-media instruction and learning. All teachers will integrate interactive technology to support effective instruction.

**Results:** Eight additional Epson interactive projectors were added to the three previously installed in middle school classrooms and used to great effect year-long by teachers.

### 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.

**Results:** Three laptop carts housing a total of 75 MacBook Pros were deployed in the middle school and a set of PC laptops was added for use in the two 4-5 classrooms.

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### School Goal 1: Facilities

Successfully execute move to single building, Grace Center for Community Life, as culmination of planned expansion according to the agreement signed in June 2016 .

*\*\*Goals accomplished: lease agreement signed for occupancy 2018-19.*

**School Goal 2: Fund raising**

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

*\*\*Received foundation funding for 75% of interactive projectors purchased in 2017-18.*

**School Goal 3: Technology**

NCS will complete the outfitting of its classrooms with interactive projectors, adding units in kindergarten and specialist classrooms. NCS will supplement the laptop collection for a one-to-one student to laptop ratio in grades 6-8. All middle school teachers will integrate interactive technology into their instruction.

*\*\**

**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. A Gender Inclusion Policy was adopted in April 2018 to ensure that The following person has been designated to handle inquiries regarding policies of non-discrimination:

Todd Henry Bartholomay,  
1500 6<sup>th</sup> St 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 NOT YET UPDATED**

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, 2013-14, 2014-15, 2015-16, 2016-17 school years.

New City Charter School has not operated under statutory debt since its inception. Our fiscal policies continue to be sound. We enjoy continuity with our business manager who understands the school operations and are in compliance with both State and Federal laws regarding fiscal matters. Our board oversees our finances and monitors of our budget and expenditures.

New City's financial audit resulted in no findings and a clean slate. Despite the costs of moving, the General Fund balance at the end of 2017-18 fiscal year was over 23.1% (mandated goal is 20%). Overall, revenues general fund revenues increased in 2018 by \$335,804 and expenditures increased \$374,953 compared to the prior year (2017). Revenues increased due mostly to increases in enrollment/ADMs. Expenditures increased due to the additional staff hired to serve the increased ADM, including related increases to training costs.

The Food Service Special Revenue Fund had no change in fund balance. Expenditures exceeded revenues by \$27,254. In order to eliminate the deficit in this fund, the Board approved a transfer of that amount from the General Fund. The School continues to strive to find ways to reduce the losses incurred in this 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 gives us an opportunity to take stock of our academic and institutional year. As our school grows, we are purposefully assessing student learning and evaluating the adequacy of our systems in order to . We have focused on reading and writing over the past five years and have shifted now, in light of math achievement data, to a focus math learning, curriculum, and instruction. We continue to assess our technology needs annually and to upgrade technological tools in service of student learning.

We continue to grow—in numbers, program offerings, systems, technology, and tools. As we evaluate our needs and as our enrollment and staffing increases, we are adopting more useful systems, including assessment, professional learning, data analysis, curriculum, communications, and instruction systems, to support learning. Academic assessments point to a need to stay focused on our academic core, particularly in mathematics and reading, to become more expert about high standards, and to refine instruction with the goal that every student meets standards and is well prepared for high school when exiting 8<sup>th</sup> grade.

We continue to cultivate a strong learning community—board, staff, students, families—a healthy, caring climate wherein the majority of students are performing at or above grade on most measures and each student is met at their growing academic and social edges. We continue to hire high quality staff members who can contribute to ever-improving student learning results within a shared leadership model.

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

Business Filing

Schools current Non-Profit status –

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