



ST. PAUL CITY SCHOOL

preK-5
260 Edmund Avenue
St. Paul MN 55103
651 225 9177
fax 651 225 9722

6-8
643 Virginia Street
St. Paul MN 55103
651 225 9177
fax 651 487 7551

St Paul City School
previously known as
New Spirit School

Annual Report

2009-2010

Mission Statement:

Through the pursuit of knowledge, character building and service to the community, the mission of New Spirit School is to ensure a challenging education to a diverse population.

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St Paul City School
2009-2010 Annual Report
Nancy R Dana, Executive Director
June 12, 2010

1. INTRODUCTION

Sponsored by the St. Paul Public Schools and founded in 1998, St Paul City School is a preK-8 public, urban charter school in the Frogtown community of St. Paul, Minnesota. The school district recognized the need to help the children of this community. A 501(c) 3 non-profit organization, the charter has been active for the past 12 years. New Spirit School officially changed its name to St Paul City School July 1, 2010. Although St Paul City School specializes in teaching literacy and the English language, the school also provides a unified curricular focus loosely following the Core Knowledge scope and sequence, particularly in the early grades. St Paul City School offers the community a small neighborhood school, tuition-free, small class sizes, preschool, all day kindergarten, transportation, uniforms, parent participation and special education.

St Paul City School's geographic area primarily covers a St. Paul radius of about 5 miles from the school. The school has an unusually high level of economically disadvantaged families, most of whom speak a language other than English and have a high rate of illiteracy. Over the past seven years the percentage of New Spirit students who are eligible for free and reduced price meals has ranged from 83% to 97%. Many of the families served are transient, which causes disruption in students' academic progress. However, in the past three years St Paul City School's fall enrollment showed over 80% returning students. This shows success in a challenging and disadvantaged environment and proves St Paul City School is a school of choice for the community. Enrollment increased from 135 in 1998-1999 to 342 in 2006-2007 and then decreased to 307 in 2007-2008. Enrollment in 2008-2009 increased to 313, and the enrollment for 2009-2010 increased to 330. We are pleased to see this increase continue, and project continued growth over the next three years.

ST PAUL CITY SCHOOL MISSION STATEMENT

The St Paul City School mission statement is:

“Through the pursuit of knowledge, character building, and service to the community, the mission of St Paul City School is to *ensure* a challenging education to our diverse population.”

St Paul City School exists to teach and serve disadvantaged students by offering a strong literacy program and English Language Learning program within a multicultural education curriculum. Core Knowledge is a content-based curriculum providing consistency and continuity as the student's progress. This has been especially effective in the early grades. The cultural literacy scope and sequence leads to increased teacher collaboration to prevent repetition or gaps in instruction between the grades below and above each grade. Our ability to reach each student at their level of learning creates student enthusiasm for learning, evidenced at St Paul City School with returning students in a mobile community. Research has proven that using the SIOP (Sheltered Instruction Observation Protocol) model of instruction has a significant impact on English Language learners. Since we have such a high percentage of ELL students, St Paul City School is focusing on being a SIOP model program for preschool- 8th grade.

2. SCHOOL GOVERNANCE

The Board of Directors is comprised of community members, parents, and professional educators. The Board of Directors may consist of up to 9 voting members and one non-voting member, including 5 teachers, 2 parents and 2 at-large members of the community with professional experience or interest in education and the unique needs of the students. The Board meets monthly, and as necessary. Members are recommended for nomination to the board by the Governance

Committee, the board development committee, faculty, staff and parents. Members serve for three years, with terms staggered to provide consistency on the Board. Except where noted, all elections are held at the annual meeting of Corporation Members (parents and staff) in April of each year; terms begin July 1 and end on June 30. At the close of the fiscal year, the St Paul City School Board consisted of 5 teachers, 2 parents, 2 at-large community members and one non-voting member.

GOVERNANCE - CHARTER PUBLIC SCHOOL BOARD

Name	Board Position	Group (if teacher, file folder #)	Phone Number	E-Mail Address	Board Attendance
Mary Barsness	Board Vice Chair	393756	651-225-9177	mbarsness@stpaulcityschool.org	100%
Kristie Eull	Board Secretary	419129	651-225-9177	keull@stpaulcityschool.org	100%
Beth Hillerns	Board Treasurer	403258	651-225-9177	bhillerns@stpaulcityschool.org	100%
Michael LaForce	Member	Parent	651-631-2845 x5367	Mlaforce@stpaulcityschool.org	83%
Julia Stewart	Member	403531	651-225-9177	jstewart@stpaulcityschool.org	100%
Josh Pettitt	Board Chair	Community	651-225-9177	jpetitt@stpaulcityschool.org	97%
Scott Redinger	Member	Parent	651-778-0154	sredinger@stpaulcityschool.org	92%
Nancy Dana		Ex Officio	651-225-9177	ndana@stpaulcityschool.org	100%
Mary Solheim	Member	301706	651-696-6262	msolheim@stpaulcityschool.org	100%
JaPaul Harris	Member	Community	651-578-9229	jharis@stpaulcityschool.org	100%

The 2009-2010 Corporate Property Board of St Paul City School oversees the management and lease arrangements of the school buildings. The pre k-5 program and District Office are located at 260 Edmund Avenue, St. Paul, MN 55103, telephone 651-225-9177. The 6-8 program is located at 643 Virginia Street, St. Paul, MN 55103, telephone 651-487-3888. The Corporate Property Board consists of six interested citizens and business leaders: John Healy, Craig Kepler, Patrick McGuiness, David Reiling, Robert Wicker, and Walt Stull. This board meets annually to review the lease agreement and financial arrangements. Three of the current members have served in this capacity for more than five years and have indicated interest to remain on the Property Board. The other three joined the board within the last two years and will remain on the board. The members of this Property Board are not in any way affiliated or connected to the members of the School Board. The Executive Director is a non voting member of the Property Board.

3. SCHOOL MANAGEMENT, ADMINISTRATION, and all other non licensed classroom teaching staff

2009-10 School Management and Faculty Information

Name	File Folder Number	Assignment	Years Employed by the School	Left During 09/10	Not Returning 10/11
Nancy R Dana	364348	Executive Director/ Superintendent	3	<input type="checkbox"/>	<input type="checkbox"/>
Grace Yang	413367	Principal	8	<input type="checkbox"/>	x
Angela Folch	372039	Assistant Principal	1	<input type="checkbox"/>	<input type="checkbox"/>
Angela Imdieke	374473	Curriculum Coordinator	6	<input type="checkbox"/>	<input type="checkbox"/>
Mary Barsness	361832	RTI Coach	5	<input type="checkbox"/>	<input type="checkbox"/>
Ka Vang	444401	Social Worker	2	<input type="checkbox"/>	<input type="checkbox"/>
Andrea Johnson	338250	School Nurse	7	<input type="checkbox"/>	x
Tammie Vogel	308936	Media Specialist	5	<input type="checkbox"/>	<input type="checkbox"/>
Jeff Thul		Facilities Director	10	<input type="checkbox"/>	<input type="checkbox"/>
Riley Soelberg		Technology support	5	<input type="checkbox"/>	<input type="checkbox"/>
Kim Cromey		EA	5	<input type="checkbox"/>	x
Lisa Berman		EA	4	<input type="checkbox"/>	x
Ed Calph		EA	6	<input type="checkbox"/>	x
Catherine Thom		EA	4	<input type="checkbox"/>	<input type="checkbox"/>
Chai Moua		EA	5	<input type="checkbox"/>	x
Cheng Kong		Facilities	3	<input type="checkbox"/>	<input type="checkbox"/>
Gay Vogel		EA	4	<input type="checkbox"/>	<input type="checkbox"/>
KaBao Xiong		Office Manager	8	<input type="checkbox"/>	<input type="checkbox"/>
Pa Her		Office Manager	6	<input type="checkbox"/>	<input type="checkbox"/>
Mai Zia Lee		Parent Liaison	10	<input type="checkbox"/>	<input type="checkbox"/>
Olga La Force		Parent Liaison	5	<input type="checkbox"/>	<input type="checkbox"/>
Mary Xiong		EA	6	<input type="checkbox"/>	<input type="checkbox"/>
Poua Xiong		EA	1	<input type="checkbox"/>	<input type="checkbox"/>
Yer Lao		Facilities	6	<input type="checkbox"/>	<input type="checkbox"/>
Meessai Xiong		Facilities	3	<input type="checkbox"/>	<input type="checkbox"/>

4. TEACHING FACULTY INFORMATION

St Paul City School is very fortunate to have a staff dedicated to helping the children achieve the most they possibly can. The teachers, administrators, teaching assistants, support staff and volunteers are all dedicated to the success of the students. They serve on the board of directors, committees, extra-curricular and after school activities. All are essential elements of a successful year. In 2009-2010, 35 licensed professionals served SPCS students. The licensed professionals include two classes of each grade through seventh grade and one class of eighth grade. Specialists included four English Language Learning teachers, three Special Education teachers, one Media Specialist, one Physical Education teacher, one Art teacher, one Music teacher, one Curriculum Coordinator, one Social Worker, one Speech Therapist, one assistant principal, one Principal and one Executive Director. St Paul City School faculty included the following licensed teachers:

Name	file folder number	Assignment	Left during 09/10	Not returning 10/11
Barsness, Mary	393756	Grade 5 Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Bjerke, Sarah	427208	Social Studies Teacher 6-8	<input type="checkbox"/>	x
Bleess, Michelle	374318	Phy Ed Teacher	<input type="checkbox"/>	x
Buchtel, Ahmi	407882	Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Cha, Lucy	431180	Kindergarten Teacher	<input type="checkbox"/>	x
Chalmers, Melody	438703	ELL Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Eberhard, Shana	386435	Grade 2 Teacher	<input type="checkbox"/>	x
Eull, Kristie	419129	Grade 3 Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Flom, Maja	418102	ELL Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Hall, Barb	386180	Kindergarten Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Hamm, Amy	442336	Art Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Harris, Diane	441730	Math teacher 6-8	<input type="checkbox"/>	x
Hillerns, Beth	403258	Grade 4 Teacher	<input type="checkbox"/>	x
Holmes, Katie	441501	Language Arts Teacher 6-8	<input type="checkbox"/>	<input type="checkbox"/>
Imdieke, Angela	374473	Curriculum Coordinator	<input type="checkbox"/>	<input type="checkbox"/>
Kestner, Amy	389968	Grade 2 Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Mahin, Julia	403531	Grade 1 Teacher	<input type="checkbox"/>	x
Mahoney, Amy	374507	ELL Teacher	<input type="checkbox"/>	x
Riesgraf, Matt	428752	Grade 3 Teacher	<input type="checkbox"/>	x
Schiele, Lacey	436442	Grade 1 Teacher	<input type="checkbox"/>	x
Sirovy, Jason	408717	Grade 5 Teacher	<input type="checkbox"/>	x
Smith, Jersa	446618	ELL Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Solheim, Mary	301706	Science Teacher 6-8	<input type="checkbox"/>	x
Stefansky, Terra	443689	Music Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Stuemke, Pam	361597	Grade 4 Teacher	<input type="checkbox"/>	x
Thorp, Katie	423329	ELL Teacher	<input type="checkbox"/>	x
Tiarks, Justin	446845	Grade 5 Teacher	<input type="checkbox"/>	<input type="checkbox"/>
Ulm, Krystal	438948	Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Velander, Erin	424445	Speech Therapist	<input type="checkbox"/>	x
Vogel, Tammie	308936	Media Specialist	<input type="checkbox"/>	<input type="checkbox"/>
Wick, Virginia	403154	Special Education	<input type="checkbox"/>	x
Wold, Elizabeth	419211	Grade 3 Teacher	x	<input type="checkbox"/>

In January of 2010 MDE presented information identifying the lowest 5% performing schools in the State as part of their Race to the Top federal application. SPCS prek-5 program was identified based on the past three year's AYP scores. The SPCS School Board was directed to make a decision regarding which option it determined best for the school, based on four options presented to qualify for federal funding through a School Improvement Grant. The option selected required the release of the Principal and 51% of the teaching staff in preparation for effectuating Turn Around change. Consequently, 16 teachers and the Principal were not offered Letters of Agreement to return in 2010-2011 school year.

5. SCHOOL ADMISSIONS/ ENROLLMENT

In 2009-2010, SPCS had an average enrollment of 330 students. Including transient students, a total of 352 students attended during the school year. Of the 330 students, 45.2% were Asian, primarily of Hmong ancestry, 25.3% were Hispanic, 24.4% African-American, and 4 % Caucasian. Almost thirteen percent of the students received special education services and 94% of the students qualified for free or reduced lunch. Since the first year of classes in 1998-1999, SPCS

has more than doubled enrollment, from 135 to 330. Note that since the first year, the diverse ethnic demographics reflect a steady percentage of African Americans, Caucasians and Hispanics has increased, and the percentage of Asians has declined. Because of the large enrollment increase, the actual number of students in all ethnic groups has increased. The number and percentage of special education students showed an increase this year.

Student background/demographics										
School Year	Enroll.	% Aver. Attend.	Ethnic Diversity Percentages					% ESL Eligible	%Free/Reduced Lunch	%Spec. Ed.
			NativeA mer.	Asian	Hispan.	Afr. Amer.	Caucas.			
1998-99	150	94		71.3	2.7	22.7	3.3	65%	93	
1999-00	152	96.52		82.9	0.6	11.8	4.6	76	97	
2000-01	266	97.54		80	1	15	5	70	95	10.5
2001-02	230	96.2		71.3	5.0	17.0	6.7	58	86	10.0
2002-03	279	95.17		64.2	5.7	21.7	8.3	52	90.4	12.2
2003-04	300	95.4		57.8	9.0	23.5	9.3	56.1	86	11
2004-05	307	95.6		53.8	11.9	22.4	11.5	56.1	83.4	12.5
2005-06	332	94.1		53.1	13.5	24.1	9.1	57.0	87.0	13.0
2006-07	342	96.4	0.8	54.2	13.2	24.2	7.6	62.4	81.7	12.1
2007-08	307	95.5	0.8	52.5	16.0	22.2	8.5	64.7	87.5	14.0
2008-09	312	95.4		53.9	18.4	19.6	12.1	65.1	95.6	11.5
2009-10	330	95.1	1.1	45.2	25.3	24.4	4	68.5	94.2	15.1

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the 2008-09, 2009-10, and estimated 2010-2011 enrollment. Data is based on October 1 Average Daily Membership (ADM).

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Attrition Rate
2007-08	24	44	46	36	38	39	21	28	32					308 -12.5%
2008-09	39	32	44	42	38	34	40	21	25					315 +2.2%
2009-10	41	44	35	42	39	32	38	36	22					329 + 4.2%
Estimated 2010-2011	43	41	39	35	43	33	33	32	33					332 + .9%

St Paul City School students demonstrated strong school spirit. From the youngest to the eldest student, they come to class, participate in extracurricular activities and help with student recruitment efforts.

Attendance: During the 2009-2010 academic year, daily attendance averaged more than 95%, basically the same as 2008-2009..

Mobility Rate: For the 2009-2010 academic years over 89.2% of June 2009 students returned in September 2009. This is higher than the 80% in 2007-2008. The administration has noticed positive trends in academic achievement for students attending St Paul City School for multiple years. In other words, the average student who has been at SPCS for 5-6 years does significantly better on standardized tests than does the average student who has only attended SPCS for 1-2 years.

Extra-curricular Activities: Students participated in the following leadership and social activities:

- The 6th-8th grade student council representing all homerooms in each grade and performed in school wide celebrations, and school-wide community service projects
- All students performed in the school wide celebrations and also volunteered and assisted each other in daily routines,
- The Northern star Council Boy Scout Cub Scout Troop #30, and Boy Scout Troop #120 for boys in grades 1-4 and 6-8
- The Minnesota and Wisconsin River Valleys Girl Scout troop #335 for girls in grades 4 -8
- The six week long 6th-8th grade football team after school,
- The six week long 5th-8th grade girls and boys basketball team after school
- The six week long 5th – 8th grade girls and boys soccer and softball teams after school
- Winter and spring music concerts by the prek-5 and 6-8 students,
- 6-8th grade students learned about high schools by attending the annual High School Fair
- 100% of the students completed their minimum of 10 hours of community service.
- The 8th grade students visited the Metropolitan State University and Carleton College campuses meeting with admissions officers and learning about post secondary education

Graduation Rates: In 2009-2010, 21 eighth graders graduated

Recruitment Activities: As a focal point of education in the neighborhood, students participate in community events to market the school. Student and volunteer recruitment activities included:

- Saint Paul Public School Parent Information Fair,
- College student volunteer recruitment from Carleton College's Acting in the Community (ACT) Fair,
- Rice Street Parade, student recruitment,
- A presence at the International Market and local farmers' market,

- Parents recruit children of friends, neighbors, relatives,
- Numerous Mailings and local paper advertisement
- Joint marketing with Center for School Change and Minnesota Association of Charter Schools

The enrollment policy process for the school is:

Open enrollment period is March 1 through March 15 of each year. All applications must be received and postmarked by March 15 preceding the fall start date.

The priority for applications once all have been received is:

1. Current students enrolled on the final day of the previous school year
2. Siblings of students identified in #1
3. Foster children of adults covered in #1
4. Students of current staff
5. General enrollment (when enrollment exceeds the Board approved grade level capacity, a wait list is established to determine order in which students will be selected)
6. Wait lists will be in effect through the end of the school year. All wait listed students at the end of a school year are required to enroll again to be eligible for the following school year enrollment.



APPLICATION FORM

(all materials are available in English, Hmong, and Spanish language)

2009 - 2010

Student's Name

First Middle Last

Father's Name _____

Mother's Name _____

Address

City State Zi

Phone: _____

Alternative Phone: _____

Grade applying for: _____

Parent or Guardian's Signature _____

Date _____

*Authorized by Saint Paul Public Schools.
Yusef Mgeni, Director: Office of Educational Equity, Liaison
All children are provided a free, fair, and appropriate education.
Cori Wahl, Director of Special Education Services.*

Please return to: Mai Zia Lee
New Spirit School
260 Edmund Ave.
St. Paul, MN 55103
651-225-9177

Registration CHECKLIST

Student Name: _____

- Registration form filled and complete
- Free & Reduced Lunch form
- Immunization Record
- Copy of Preschool Screening for Kindergarten

IMMUNIZATION RECORD, HEALTH, AND SCREENING:

Preschool: Call your clinic to get your child the shots required for school!! Bring shot record to school.

Kindergarten:

- Call you clinic right away to get your child the kindergarten booster shots that are required for school!!
Bring updated shot record to school.
- Early Childhood Screening (same as Pre-school Screening.) To schedule, call 651-632-3746 for a free appointment. Call you doctor's office if they are full. Bring a copy to school.
- Kindergarten physical check-up. Bring copy to school. (Recommended.)

1st grade: Current shot record

2nd grade: Current shot record.

3th grade: Current shot record.

4rd grade: Current shot record.

5th grade: Current shot record.

6th grade: Current shot record.

7th grade:

- Call your clinic right away to get your child the 7th grade booster shots that are required for school!!
Bring updated shot record to school.
- A 7th grade physical check-up. Bring copy to school. (Recommended)

8th grade: Current shot record.

- Copy of Birth Certificate
- Copy of any IEP for Special Education

Social Security numb

**Authorized by Saint Paul Public Schools.
Yusef Mgeni, Director: Office of Educational Equity, Liaison
All children are provided a free, fair, and appropriate education.
Cori Wahl, Director of Special Education Services.**

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Registration Form 2009-10



Student's Name _____

Birth Date: _____ / _____ / _____ Sex: M _____ F _____ Grade
applying for _____

(Month Day Year)

Student lives with: Father _____ Mother _____ Both Parents _____

Other _____

Address _____ City _____
_____ State _____ Zip _____ Phone _____

Social Security _____

Place of Birth _____

(Optional)

City
State

Language spoken at home _____ Race: Latino/Hispanic YES _____
 NO _____

ALSO, please check all that applies:

- Black/African American Native Hawaiian or other Pacific Islander
 White/Caucasian American Indian or Alaska Native Asian

Parent/Teacher Conference TIME preference: _____ AM _____ PM

Father's Name _____ Home Phone _____
Cell Phone _____

Address if other than the
child _____

Place of Work _____ Work Phone _____
Work Hours _____

Mother's Name _____ Home Phone _____
Cell Phone _____

Address if other than the child _____

Place of Work _____ Work Phone _____ Work Hours _____

When did you move to St. Paul? Month _____ Year _____

How did you hear about New Spirit School: Friend/Relative _____
Advertisement _____ Mail _____

Other (explain) _____

Last school attended _____ Grade _____ School Phone _____

Address _____ City _____ State _____
Zip _____

New Spirit places a strong emphasis on parent involvement in school projects and activities. Are you interested in participating with Parents Committee, volunteer opportunities, or related activities? _____ Yes _____ No

The information you provide is generally private. You are not required to answer these questions but we can be more helpful to you and your child with the information. Information may be shared with other staff in the school whose jobs require access and with staff and other agencies as provided by law.

Parent or Guardian's Signature

Date

Registration Form 2009-10

Special Situations

1. Has your child ever received special education? Yes ____ No ____

2. Is your child currently on an IEP? Yes ____ No ____

3. Has your child ever been evaluated or tested to determine whether he/she needs special services? Yes ____ No ____

4. Did your child ever receive help with English? Yes ____ No ____
 When and where? _____

5. Does your child need to take medication at school? _____ If so, please ask for the medication form for your doctor to complete.

Please list siblings living at home:

Last Name	First Name	Gender	Birthdate	Grade	School

Registration Form 2009-10

Student Health Form

Yes No

1. Is there anything you wish to discuss with the nurse about your child's physical or emotional health? _____

2. Is there any physical and/or emotional reason that your child may need special consideration in the classroom situation or do you anticipate any adjustment in his school program?

3. Does your child have any of the following:

Allergic reaction to food, drug or insect bite?

What? _____

Ongoing health conditions we should be aware of?

Asthma?

Medications taken for asthma?

Problems with vision, hearing, speech, special shoes, etc? Please indicate the problem. _____

History of hospitalization (other than tonsillectomy or appendectomy)? Please indicate reason. _____

History of illness at birth?

History of behavior concern?

4. Has your child had chicken pox?

5. Does your child regularly take medication or therapy at home or at school?
If yes, Please describe. _____

6. Does New Spirit School have a copy of your child's Immunizations card?

**(WE CANNOT ADMIT YOUR CHILD UNTIL WE HAVE AN
UPDATED/CURRENT IMMUNIZATION RECORD)**

**This form will be review by the school nurse and health information may be shared with
appropriate staff. Please use this portion for any additional comments.**

**Authorized by Saint Paul Public Schools.
Yusef Mgeni, Director: Office of Educational Equity, Liaison
All children are provided a free, fair, and appropriate education.
Cori Wahl, Director of Special Education Services.**

6. ACADEMIC PROGRAM

Percentage of Students Proficient on Minnesota State Tests

District

	MCA Math		MTELL		MCA Reading		TEAE		MCA Science	
	SPCS	State	SPCS	State	SPCS	State	SPCS	State	SPCS	State
	Paper & pencil Math test. ELL can take MTELL in place of it		Computerized test Math ELL students have the option of taking.		Reading test for all 3rd - 8th grade students.		Reading & Writing test for 3rd-8th grade ELL students. Is in addition to MCA Reading.		Given to 5th & 8th Graders. Does not count towards AYP.	
2008	27.02	62.03	12.06	25.24	28.27	70.69	13.28	17.1	13.43	40.02
2009	16.66	63.85	19.65	27.13	30.92	71.91	22.83	18.84	4.91	45.79
2010	43.24	65.85	35.03	33.2	35.23	72.34	29.65	21.7	12.72	48.58
	26		15		4		7		8	

Primary

	MCA Math		MTELL		MCA Reading		TEAE		MCA Science	
	SPCS	State	SPCS	State	SPCS	State	SPCS	State	SPCS	State
	Paper & pencil Math test. ELL can take MTELL in place of it		Computerized test Math ELL students have the option of taking.		Reading test for all 3rd - 8th grade students.		Reading & Writing test for 3rd-8th grade ELL students. Is in addition to MCA Reading.		Given to 5th & 8th Graders. Does not count towards AYP.	
2008	31.11	62.03	12.3	25.24	30.63	70.69	15.38	17.1	8.1	40.02
2009	25	63.85	17.91	27.13	33.33	71.91	26.31	18.84	2.7	45.79
2010	65.51	65.85	44.82	33.2	40.86	72.34	28.57	21.7	14.7	48.58
	41		27		8		3		12	

Middle

	MCA Math		MTELL		MCA Reading		TEAE		MCA Science	
	SPCS	State	SPCS	State	SPCS	State	SPCS	State	SPCS	State
	Paper & pencil Math test. ELL can take MTELL in place of it		Computerized test Math ELL students have the option of taking.		Reading test for all 3rd - 8th grade students.		Reading & Writing test for 3rd-8th grade ELL students. Is in addition to MCA Reading.		Given to 5th & 8th Graders. Does not count towards AYP.	
2008	20.68	62.03	1.76	25.24	26	70.69	10	17.1	28	40.02
2009	3.33	63.85	22	27.13	27.71	71.91	17.64	18.84	8.33	45.79
2010	28.88	65.85	18	33.2	28.42	72.34	31.48	21.7	9.52	48.58
	25		-4		0		13		2	

St. Paul City School Trend Assessment Data

Average RIT on NWEA MAP By Grade

NWEA MAP - Reading	2005-06	2006-07	2007-08	2008-09	2009-10
3rd	186	190	184	189	191
4th	197	197	196	189	201
5th	202	196	198	202	207
6th	206	208	204	205	209
7th	213	213	212	215	211
8th	217	219	213	216	217

Average RIT on NWEA MAP By Grade

NWEA MAP - Math	2005-06	2006-07	2007-08	2008-09	2009-10
3rd	194	197	190	196	194
4th	201	201	202	198	207
5th	204	201	209	211	218
6th	202	211	208	213	219
7th	222	217	222	221	221
8th	222	233	224	233	225

Percentage of Students Passing

	2005-06	2006-07	2007-08	2008-09	2009-10
MCA - Reading	44.18*	31.88	28.27	30.92	35.23
MCA - Math	19.4	31.03	27.02	16.66	43.24
DIBELS	41	41	35	44	41

* This is an inaccurate number because there were a number of missing tests.

St Paul City School encourages the fulfillment of the mission and multicultural environment throughout the academic year in class lessons, assemblies and other forms recognizing historic and societal accomplishments. Coinciding with the No Child Left Behind (NCLB) legislation, SPCS develops programs, trains staff, and analyzes instruction in order to meet annual Minnesota Comprehensive Assessments (MCA) benchmarks.

Academic successes include:

- No Child Left Behind (NCLB) laws dictate that every public school student must be assessed in Mathematics, Reading and attendance annually. With the Minnesota Comprehensive Assessments (MCA), SPCS is judged in up to 27 categories of student results in each of Mathematics, Reading and attendance. If a school fails to meet a goal in even one category, it fails the Adequate Yearly Progress (AYP). If a school fails several years in a row, then there are increasingly severe consequences. The School District did not make AYP in 2009-2010. SPCS is updating its Comprehensive Improvement Plan to MDE by November 15, 2010. The prek -5 and 6-8 programs will also submit its Comprehensive Improvement Plan to MDE by November 15, 2010. Currently the lower program is in Supplemental Education Services, the higher program is in Corrective Action. The District is in Supplemental Education Services.
- St Paul City School continues to use NWEA MAP testing identifying those students most in need and providing one-on-one and small group help in reading and mathematics.
- St Paul City School continues with the Math curriculum that provides continuity from kindergarten through the eighth grade. The selection process emphasized interactive curriculum that works well with the many learning styles of the students, especially the English Language Learners. We have also introduced extensive Math intervention time, particularly in the higher grades.
- Class size is kept low to serve our population.
- An after school program continues to provide homework help and assistance in tutoring
- A summer program for our newcomer students and those with particular language development needs
- A “Summer Slide into Kindergarten” for entering kindergartners.
- Based on the current test scores, SPCS has made significant improvement in academic growth.

In addition to academic program successes, Best Practices involve non-academic activities including community participation. The impact of these activities on student academic success significantly helps the overall success of the school.

- SPCS has started a volunteer program with the University of Minnesota Education Department as an after school program for students.
- SPCS established a partnership in 2004 with Carleton College in Northfield, Minnesota resulting in volunteers for the classroom, mentors for the students, college campus tours and discussions with our middle school students and collaboration to create a teacher mentor program. A similar partnership with Metropolitan State University was also established, allowing students to have a day on campus.
- Make a Difference Day recognizing good deeds in school and student community service projects, such as picking up litter around the school neighborhoods.

ACADEMIC QUALITIES

CURRICULUM

St. Paul City School uses the Minnesota Academic Standards as the curricular guide. These are the priority standards that have been identified for all students to master in math and reading.

2009-10 Math Priority Standards

Grade	Grade Entrance Expectations	Priority Standards
K		K.1.1 – Understand the relationship between quantities and whole numbers up to 31. K.1.2 – Use objects and pictures to represent situation involving combining and separating. K.2.1 – Recognize, create and complete and extend patterns. K.3.1 – Recognize and sort basic two and three-dimensional shapes; use them to model real-world objects.
1	<ul style="list-style-type: none"> • Identify numbers 0-31 • Order numbers • Represent numbers with manipulatives • Join and separate groups 0-10 	1.1.1 – Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones. 1.2.1 – Recognize and create patterns; use rules to describe patterns. 1.2.2 – Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences. 1.3.2 – Use basic concepts of measurement in the real-world and mathematical situations involving length, time and money.
2	<ul style="list-style-type: none"> • Count by adding on • Number Sense (know that a hand represents 5, instead of counting all) • Time to the nearest hour • Count by 2s, 5s, 10s • Identify nickel, dime and penny 	2.1.1 - Compare and represent whole numbers up to 1000 with an emphasis on place value and equality. 2.1.2 - Demonstrate mastery of addition and subtraction basic facts; add and subtract one and two digit number in real-world and mathematical problems. 2.3.3 - Use time and money in real world and mathematical situations
3	<ul style="list-style-type: none"> • Addition and subtraction facts • Place value to 100s • Counting coins to \$1.00 • Measuring to the nearest inch • Interpreting number sentences with missing numbers and the equal sign on either side. 	3.1.1 - Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality 3.1.2 - Add and subtract multi-digit whole numbers; represent multiplication and division in various ways; Solve real world math problems 3.2.2 - Use number sentence involving multiplication and division facts and unknowns to represent and solve real world and mathematical problems; create real-world situation corresponding to number sentences. 3.3.3 - Use time, money and temperature to solve real world word mathematical problems.
4	<ul style="list-style-type: none"> • Addition and subtraction • Money - making change • Time - elapsed time • Represent multiplication and division facts 	4.1.1 - Demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic. 4.1.2 - Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities. 4.3.2 - Understand angle and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles and areas. 4.3.1 - Name, describe, classify and sketch polygons.

5	<ul style="list-style-type: none"> • Addition and subtraction • Multiplication facts • Place value 	<p>5.1.1 – Divide multi-digit numbers; solve real-world mathematical problems using arithmetic.</p> <p>5.2.3 – Understand and interpret equations and inequalities involving variables and whole numbers and use them to represent and solve real-world and mathematical problems.</p> <p>5.3.1 – Add and subtract fractions, mixed numbers and decimals to solve real-world and mathematical problems.</p> <p>5.3.2 – Determine the area of triangles and quadrilaterals; determine the surface area and volume of prisms in various contexts.</p> <p>5.4.1 Display and interpret data; determine mean, median and range.</p>
6		<p>6.1.1 – Read, write, represent and compare positive rational numbers expressed as fractions, decimals, percent and ratios; write positive integers as products of factors.</p> <p>6.1.2 – Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers and use ratios to solve real-world math problems.</p> <p>6.1.3 – Multiply and divide decimals, fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers.</p> <p>6.2.3 – Understand and interpret equations and inequalities involving variable and positive rational numbers.</p> <p>6.3.1 – Calculate perimeter, area, surface area and volume of two and three dimensional figures to solve real-world and mathematical problems.</p> <p>6.3.3 – Choose appropriate units of measurement and use ratios to convert within measurement systems</p> <p>6.4.1 – Use probabilities to solve problems and represent probabilities using fractions, decimals and percent.</p>
7		<p>7.1.1 – Apply, read, write and represent and compare positive and negative rational numbers, expressed as integers, fractions and decimals.</p> <p>7.1.2 – Calculate with positive and negative rational numbers, and rational numbers with whole number exponents, to solve real-world and mathematical problems.</p> <p>7.2.2 – Understand the concept of proportionality in real-world and mathematical situations and distinguish between proportional and other relationships.</p> <p>7.2.3 – Apply understanding of order of operations and algebraic properties to generate equivalent numerical and algebraic expressions containing positive and negative rational numbers and grouping symbolically.</p> <p>7.2.4 – Represent real-world and mathematical situations using equations with variables and will be able to solve equations symbolically using properties of equality; solve equations graphically and numerically and interpret solutions in the original context.</p> <p>7.3.1 – Use reasoning with proportions and ratios to determine measurements, justify formulas and solve real-world and mathematical problems involving circles and related geometric figures.</p>

		<p>7.4.1- Use mean, median and range to draw conclusions about data and make predictions.</p> <p>7.4.2 – Display and interpret data in a variety of ways, including circle graphs and histograms.</p>
8		<p>8.2.2 – Recognize linear functions in real-world and mathematical situations; represent linear functions and other functions with tables, verbal descriptions, symbols and graphs; solve problems involving these functions and explain results in the original context.</p> <p>8.2.3 – Generate equivalent numerical and algebraic expressions and use algebraic prosperities to evaluate expressions.</p> <p>8.2.4 – Represent real-world and mathematical situations using equations and inequalities involving linear expressions and be able to solve equations and inequalities symbolically and graphically; interpret solutions in the original context.</p>

2009-10 Reading Priority Standards

Grade	Grade Entrance Expectations	Priority Standards
K		<p>K.I.A – Understand and apply knowledge of the sounds of the English language and the sound-symbol relationship K.I.B.1, K.B.2, K.B.3 - Use words to describe nouns, location, color, shape, direction and actions. K.I.C.2 – Make predictions from illustrations and story events. K.I.C.3 – Write or draw a response that demonstrates comprehension. K.I.D.2 – Identify main characters and story events and actions. K.I.D.3 – Retell familiar stories using beginning, middle and end. K.II.C.1 – Use a period after sentences when prompted K.II.C.2 – Use knowledge of basic phonics to spell words K.II.E.1 – Correctly form many of the uppercase and lowercase letters of the alphabet. K.II.E.2 – Correctly write the numbers zero through nine. K.II.E.3 – Write left to right and top to bottom K.III.A.4 – Communicate needs, feelings and ideas to peers and adults K.III.B.1 – Track print K.III.B.2 – Turn pages sequentially from front to back.</p>
1st	<ul style="list-style-type: none"> • Know letters and sounds • Know capital and lowercase • Use periods • Ask and answer questions 	<p>1.I.A.3 - See, hear, say and write the letters, blends and diagraphs 1.I.A.4 – Segment and blend beginning, middle and ending sounds to read unfamiliar words. 1.I.A.8 – Read 100 high frequency words. 1.I.B.1 – Learn new words through explicit instruction and independent reading. 1.I.B.4 - Use context to predict and infer word meanings. 1.I.C.1 - Demonstrate literal and inferential comprehension by asking and answering questions about texts. 1.I.C.8 - Write or draw a response that shows comprehension. 1.I.D.2 - Identify and describe main characters, setting and sequences of story events.</p>
2nd	<ul style="list-style-type: none"> • Main characters and setting • Main idea and supporting details • Monitor comprehension • Literal comprehension skills 	<p>2.I.B.3 – Use context clues and word structure to determine a word's meaning 2.I.B.4 – Identify prefix and suffixes 2.I.C.4 – Monitor comprehension, reread and use strategies to self-correct when necessary. 2.I.C.6 – Identify topic, facts and supporting details in non-fiction texts 2.I.C.7 – Demonstrate literal and inferential comprehension by asking and answering questions about narrative and information texts. 2.I.D.2 – Identify and describe main characters, settings and plot. 2.I.D.3 – Use details from the story to support interpretation. 2.I.D.6 – Critically read and evaluate texts to determine the author's purpose</p>

		2.III.A.1 – Follow rules for conversation and formal discussion
3 rd	<ul style="list-style-type: none"> • Literal and inferential questions • Exposure to prefixes and suffixes • Monitor comprehension • Plot 	<p>3.I.B.3 – Use context and word structure to determine the meaning of unfamiliar words</p> <p>3.I.B.4 – Use knowledge of prefixes and suffixes to determine the meaning of unknown words.</p> <p>3.I.C.3 – Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read</p> <p>3.I.C.5 – Infer and identify main idea and determine relevant details in non-fiction text</p> <p>3.I.D.2 – Identify, describe & respond to literature using ideas and details from text</p> <p>3.III.A.2 – Follow rules for conversation and formal discussion</p>
4 th	<ul style="list-style-type: none"> • Exposure to context clues • Know questions words • Write paragraphs with topic sentence and supporting details • Be able to give a descriptive main idea 	<p>4.I.B.4, 4.1.B.5 - Use context clues and word structure including prefix and suffixes</p> <p>4.I.C.3 - Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read</p> <p>4.I.C.5 – Infer and identify main idea and determine relevant details in nonfiction text.</p> <p>4.I.D.2 – Identify, respond and compare and contrast literary elements of characterization, plot, setting and theme.</p> <p>4.I.D.9 – Respond to literature using ideas and details from text</p> <p>4.III.A.4 – Organize and summarize ideas when speaking and listening</p>
5 th	<ul style="list-style-type: none"> • Choose “just right” books and read independently • Reading strategies (predict, infer, summarize, clarify) • Identify genre and purpose 	<p>5.I.B.4 - Use context clues and word structure including prefix and suffixes</p> <p>5.I.C.4, 5.1.C.5 – Identify main idea and supporting details in fiction and nonfiction text</p> <p>5.I.C.7 – Understand what is reading (literal, inferential, interpretive, evaluative)</p> <p>5.I.D.2 – Identify and analyze literary elements (character, plot, tone, theme)</p> <p>5.I.D.8 – Respond to literature using ideas and details from text</p>
6 th	<ul style="list-style-type: none"> • Vocab • Comprehension • Summary • Fact & Opinion • Distinguish fact from opinion • Types of sentences 	<p>6.I.B.2 – Analyze word structure and use context clues to understand new words</p> <p>6.I.B.3 – Recognize and interpret words with multiple meanings.</p> <p>6.I.C.3 - Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read</p> <p>6.I.C.5 – Identify main idea and details</p> <p>6.I.C.7 – Distinguish fact from opinion and give examples from text</p> <p>6.I.C.13 – Critically read to determine author’s purpose, point of view, audience and message.</p> <p>6.I.D.3 – Identify and describe the relationships among elements of fiction including: setting, character, plot, conflict/resolution, them and tone.</p> <p>6.I.D.8 – Respond to literature using ideas and details from</p>

		text to support reactions
7 th		<p>7.I.B.2 – Analyze word structures to understand new words</p> <p>7.I.B.3 – Recognize and interpret words with multiple meanings.</p> <p>7.I.C.1 – Comprehend, interpret and evaluate text by asking and answering questions.</p> <p>7.I.C.4 – Make inferences and draw conclusions based on explicit and implied information from texts.</p> <p>7.I.C.7 – Distinguish fact from opinion and give examples from text</p> <p>7.I.C.8 – Critically read to determine author’s purpose, point of view, audience and message.</p> <p>7.I.D.3 – Identify and analyze the relationships among elements of fiction including: setting, character, plot, conflict/resolution, them and tone.</p> <p>7.I.D.4 – Identify and analyze the effect of character’s traits on the plot and resolution of the conflict.</p> <p>7.I.D.10 – Respond to literature using ideas and details from text to support reactions</p>
8 th		<p>8.I.B.2 – Determine the meaning of unknown words by using a dictionary or context clues</p> <p>8.I.B.3 – Recognize and interpret words with multiple meanings.</p> <p>8.I.C.1 – Comprehend, interpret and evaluate text by asking and answering questions.</p> <p>8.I.C.4 – Make inferences and draw conclusions based on explicit and implied information from texts.</p> <p>8.I.C.14 – Critically read and evaluate to determine author’s purpose, point of view, audience and message.</p> <p>8.I.D.3 – Analyze a character’s traits, emotions or motivation and give supporting evidence from text.</p> <p>8.I.D.4 - Analyze and evaluate how figurative language contributes to the meaning of a text.</p> <p>8.I.D.7 – Respond and analyze the effects of sound, form, figurative language and graphics to uncover meaning in poetry.</p> <p>8.I.D.12 – Respond to literature using ideas and details from text to support reactions</p>

Measurable Mathematics Goal and Action Plan for the 2009-2010 year:

In the spring of 2010, the percentage of 3 - 8 grade students meeting or exceeding the state Mathematics performance standards will increase from 27 -% to 35 % as measured by the MCA II.

School Profile data which relates to this goal: (most recent Math MCA II data used to create baseline for above goal)

MCA II Data from the spring of 2009

Description of how student progress toward this goal will be measured: (local math assessment)

MAP scores in the fall, winter, and spring

Description of procedures for reporting student progress toward this goal to parents:					
Student progress will be sent home. Student progress will be provided at conferences					
Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal. Increased training on the use of MAP and MCA II data	Administration, teachers, TAs, and parents.	September 2009 to June 2010.	Accelerated Math, Math Curriculum, Monthly Family Math Nights	Improved test scores	MAP Tests. Classroom measurement.
Professional Development to support this mathematics goal. Workshops	Administration	September 2009 to June 2010.	Staff development provided during fall workshops and staff development days during the school year.	Improved test scores	MAP Tests. Classroom measurement.
Family/Community Involvement Activities to support mathematics goal. Listening Sessions, Conferences, Family Math Nights and Family Connections/Home work Help Nights	Administration and teachers	September 2009 to June 2010.	Family Involvement Committee, administration, teachers, and TAs.	Improved test scores	MAP Tests. Classroom measurement

Measurable Reading Goal and Action Plan:

In the spring of 2010, the percentage of 3 - 8 grade students meeting or exceeding the state Reading performance standards will increase from 28 -% to 35 % as measured by the MCA II.

School Profile data which relates to this goal: (most recent Math MCA data used to create baseline for above goal)

MCA II Data from the spring of 2009

Description of how student progress toward this goal will be measured: (local reading assessment)

MAP scores in the fall, winter, and spring

Description of procedures for reporting student progress toward this goal to parents:					
Student progress will be sent home. Student progress will be provided at conferences					
Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished ?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal Increased training on the use of MAP and MCA II data	Administration , teachers, TAs, and parents.	September 2009 to June 2010.	Accelerated Reading, Guided Reading, Reading Curriculum, Monthly Family Book Nights	Improved test scores	MAP Tests. Classroom measurement
Professional Development to support this reading goal. Workshops	Administration	September 2009 to June 2010.	Staff development provided during fall workshops and staff development days during the school year.	Improved test scores	MAP Tests. Classroom measurement
Family/Community Involvement Activities to support reading goal Listening Sessions, Conferences, Family Math Nights and Family Connections/ Homework Help Nights	Administration and teachers	September 2009 to June 2010.	Family Involvement Committee, administration, teachers, and TAs.	Improved test scores	MAP Tests. Classroom measurement

Measurable School Goal and Action Plan

In the fall of 2009, our school will focus on data analysis of MAP test results to work with parents and their children to set and achieve realistic reading and math goals.

School Profile data which relates to this goal:

MCA II Data from the spring of 2009

Description of how MAP progress toward this goal will be measured:

Students are tested three times during the year. Growth will be measured based on a comparison of scores in the spring of 2009 to the scores in the fall of 2008.

Description of procedures for reporting student progress toward this goal to parents:

This information will be sent home to the parents and also shared at the first conferences the following year.

Strategy, Method or Action What will you do?	Who is Responsible? Who will provide the leadership to assure that this strategy is accomplished ?	Timeline When will this strategy or action begin and end?	Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy?	Evidence What indicators will demonstrate progress in the implementation of this strategy?	Evaluation Methods How will you gather the evidence needed to demonstrate progress and achievement of this strategy?
Instructional Strategies to support this goal Differentiated Instruction, Accelerated Reading Guided Reading, Accelerated Math	Administration and teachers	September 2009 to June 2010.	Study groups External consultants	95% of students enrolled will be tested	Each classroom teacher will provide test results indicating the growth of each student.
Professional Development to support this school goal. Workshops	Administration and Staff Development Committee	September 2009 to June 2010.	Monthly meetings of the Staff Development Committee and staff development days conducted during the school year.	Minutes from meetings and agendas from staff development days.	Evidence will be provided by the Staff Development Committee.
Family/Community Involvement Activities to support school goal. Listening Sessions, Conferences, Family Math Nights and Family Connections/Homework	Administration and Teachers	September 2009 to June 2010.	Home visits by teachers and two parent conferences during the school year.	90% of home visits will be completed and 90% attendance by parents for conferences.	Records of home visits completed and lists of parents attending conferences.

Help Nights					
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Annual school wide goals are a large part of St Paul City School's accountability plan. The plan also includes specific grade level achievement targets.

- Typically students who have attended SPCS for three or more years have a higher percentage of proficiency on the MCA-II tests than those who have attended for less than three years.
- The ultimate accountability for a school of choice is the parent's decision to return the following year. Almost 90% of students who were in St Paul City School in grades K - 7 in September 2009 returned in grades 1 - 8. This speaks well for a school that experiences a significant amount of movement into and out of the community.

There are a number of goals and assessments to continue the school and students along the path of success:

- Continue improvement of Reading and Metacognitive skills at all grade levels, including further development of vocabulary and comprehension,
- Continue to increase the average student's progress by more than one grade level every year, with a goal of moving each below grade level student up to grade level as quickly as possible,
- Continue to implement NWEA assessments to determine student skills needs early in the school year, thus helping teachers to adjust to students needs early in the academic year,
- Update the Comprehensive Improvement Plan for the District, and create one for the preK-8 programs
- Improve ELL and Special Education assessment results.

Student/School Non-Academic Goals for 2009-2010

Goals that would enhance the education experience at St Paul City School include:

- Continue after school programs for students. Classes may include English Language Learning, Test Taking Skills, Reading and Math, as well as enrichment courses
- Mentor new teaching staff with seasoned faculty, a program in cooperation with Carleton College, Bethel University, and the University of Minnesota
- Increase enrollment with aggressive recruitment practices. Our goal over the next few years is to increase enrollment to full capacity of 396 based on current class sizes of twenty-two.
- Broaden cultural experiences
- Increase public awareness of the school needs and its accomplishments,
- Invite political and civic dignitaries to our school events (local leaders who could strategically influence and address the school's needs),
- Determine the implications for future applications of the Q-Comp merit based pay system,
- Continue to set clear school wide goals and monitor progress on those goals,
- Continue an ESL class for parents and adults in the community.

Parent Involvement and Community Support for 2008-2010

Parents are significant partners in St Paul City School's endeavor to ensure the success of their children and the school. The following are examples of parental support:

- High approval of the school shown by almost 90% student re-enrollment rate.
- Attendance at the One World Day, Family Book Nights, Math Nights, Listening Sessions, and Family Involvement nights
- Attendance at the fall and spring open houses, teacher conferences in October and March, and attendance at the St Paul City School Annual meeting.
- Attendance at basketball games and school sponsored events, e.g., Book Fair, Library Family Night, and Lunch with Your Child Day.
- Parents trained in student recruiting methods to approach family, friends and neighbors promoting the school.
- Two parents served on the Board of Directors and many others participate in the Family Involvement Committee.

St Paul City School has a very active Family Involvement Committee. They organized monthly family involvement activities for parent education classes, and support the One World Day for the school community highlighting cultural experiences such as the Hmong New Year, African-American Heritage Celebration and the Spring Fiesta.

It is essential to recruit and maintain a high level of community support and involvement. Significant community relations have been made with University Bank, HiWay Federal Credit Union, the Greater Frogtown Community Development Corporation, Frogtown Family Resource Center, Hmong American Partnership, Hmong Cultural Center and the Hmong and Chicano/Latino Educational Enrichment Program. Other ways in which the school interacts with the community include:

- School space for neighborhood meetings.
- Boy Scout and Girl Scout Troops use the building space.
- Neighboring churches, St. Adalbert and St. Vincent, use the school classrooms on Sundays.
- Involvement with the Frogtown LEAP Forward coalition of the Wilder Foundation.
- Local colleges send students into classrooms several times each year to assist with reading.
- Increase number of volunteers
- We have contacted local businesses and civic organizations to develop partnerships providing the school with financial support, gifts-in-kind and volunteers.
- We celebrate Community Day by inviting the local businesses to school for breakfast, lunch, or supper.

7. INNOVATIVE PRACTICES

SPCS reviewed the MCA scores in August of 2009 and recognized that significant changes needed to be made. In that process the following innovative practices were implemented:

- We established the school wide implementation of SIOP training (Sheltered Instruction Observation Protocols) for all of the staff. Four of our faculty attended comprehensive three day trainings to be able to return and train our complete staff throughout the year. This training will continue for the next three years.
- Reading and Math blocks were extended in the upper grades 6-8 to provide two sessions a day of intervention as well as grade level classes in reading and math
- Intervention classes were integrated in the primary program
- School wide reading was implemented after lunch for 20 minutes every day
- Staff were given extended planning time to provide common prep with their graded team as well as the resource and support specialists

- Students participated in once a month Math Facts tests, reviewing the basics in a timed test
- Increase taking the NWEA test to Fall, Winter, and Spring instead of twice a year
- Once a month staff were given 90 minutes of shared team time to discuss assessments
- PLC's were continued to further provide the study groups for differentiation and SIOP training
- Year long grade team plans were required that were embedded with the State Standards
- Common assessments were developed
- Home visits were continued at the beginning of the school year to establish home/school relationships
- Family involvement continued with monthly activities and meetings at school

A Sampling of Improvements Implemented at St Paul City School 2009-2010

- The **school day was lengthened** by 20 minutes a day.
- The school year began on August 31, the week before Labor Day, adding **5 additional student contact days**.
- **Personnel changes** were made to increase student performance and a **new administration team** was put in place.
- **Staff Development was intensely focused** on learning and implementing SIOP: Sheltered Instructional Observational Protocol.
 - **Four staff members were trained at a national SIOP Institute** to be staff presenters.
 - Staff presenters were instructed to take each element of SIOP individually and carefully teach staff, allowing time for gradual implementation. The Institute suggested a two-year cycle before expecting staff to fully implement SIOP. **We have completed staff development for the first four of eight units. Staff will now be meeting with their PLC** to discuss the learning process they are trying in their classrooms.
- **Professional Learning Communities** for staff were restructured to meet twice monthly to reinforce the SIOP strategies targeted at monthly staff development days.
- **A third session of NWEA testing** was implemented to help identify student weaknesses and strengths, measure student progress, and better anticipate MCA preparedness.
- **Grade level teams** are now required to meet formally once a week to discuss student progress or concerns, student groupings, curriculum, and data.
 - **A variety of grouping methods** are being used to meet the needs of each student at the appropriate readiness level.
 - **A daily intervention time** has been added for all grades.
- **Testing culture** has moved from one of minimal test preparation to year-long test preparation.
 - Curriculum Committee has **created and implemented school-wide strategy and test taking posters** including; a list defining directional terms, Coding the Text Strategies, and Strategies for Solving Math Problems
- Grade level teams meet once a month during an extended prep time for **Assessment Days** to discuss assessment data, student placements, and plans for upcoming data collection.
 - Assessment days have also been utilized to **align priority standards and create standards-based common assessments**
- **Data Retreat Days** are held three times a year to review benchmark data, such as **Monthly Math Facts tests**, with teams and plan interventions
- A **Response to Intervention Coach** was added to staff to assist teachers with implementation of best practice interventions both within their classrooms and specialized classes.
 - The RTI coach is responsible for coordinating our **Student Intervention Team meetings** where students of concern are discussed by the classroom teachers as well as the social worker, special education teachers, RTI coach, administrator and parents.
 - The RTI coach also meets with teachers to **help implement best teaching practices and SIOP strategies**.

8. Program Challenges

The students at St Paul City School face multiple barriers to successful education and social interactions because of economically disadvantaged households, lack of language proficiency, and low literacy skills. St Paul City School works with the following challenges facing the students we serve:

- Improvement in language and reading skills continues to be a priority. Most students speak a language other than English at home and their families lack the ability to read, including in their native language. SPCS's efforts to provide literacy training, bilingual reading collections and technology for teaching are just a few of the innovative ways to build up school curriculum while breaking down language barriers.
- A mobility rate of 35% - 45% disrupts the children's education.
- Improvement in Math skills; the students need tutoring in basic arithmetic tables and Math word problems.
- Low parent and family participation in school goals and student achievement even though parents are very supportive of the school. Most feel they cannot participate in setting goals and student achievement based on their own lack of education.

SPCS faced a considerable challenge once identified in the lowest performing 5% of the state. We were confident that the changes made early in the year would prove significant test score results, and they did. Data used by MDE for this 5% classification, however, was two years old. The process of having a full 4 day review and evaluation by SPPS as our authorizer, followed by a three day review by Cambridge Education provided extensive information and good feedback for consideration.

The SIG grant process was an additional challenge as the Turn Around School option required releasing a substantial number of staff. SPCS is a small, family friendly, and faculty supportive program. This was a personal and painful process for a school that had been held closely together for thirteen years. This was the largest challenge the school had faced in its history. Building the plan for the SIG grant required a great deal of time and research, and an additional commitment to best practices for urban learners. The plan was created over five months, and required considerable numbers of conversations of how to best meet the needs of our students. Ultimately the grant was not awarded; however, SPCS is going forward with the plan without the additional funding at this time. These ideas are implemented in the 2010-2011 school year, and should support continued significant test score growth.

9. FINANCES

Finances have been a challenge for SPCS as they have been for all schools this past year. Being able to manage the state hold-back funds has been a considerable challenge. SPCS is fortunate to have a great working relationship with University Bank, who supported the school by providing a considerable line of credit to assist with cash flow concerns while waiting for the state aid payments. A condition of this line of credit was to continue to increase the cash fund balance, which had been reduced considerably during earlier years. This was a challenge, but one the school was able to meet.

SPCS was proud to have received the School Finance Award 2009-2010 for the third year in a row. This award, given by MDE, does not come easily and reflects the diligence and financial monitoring of the administration and their partner School Business Solutions.

The 2009-2010 Audit, conducted by Larson Allen and Associates, was clean with no material weaknesses identified.

The final report for the 2009-2010 fiscal year is not available at this writing, The preliminary end report is positive, showing a successful gain of the cash fund balance and the ability to pay back the line of credit as required. It will be necessary to request another line of credit for the coming year with the projected state holdbacks, it is anticipated that this will again be available to the school with the continued support of their partner University Bank.

Although the year end report is not 100% completed at this writing, the June Fiscal report was accepted as preliminary year end results:

New Spirit School Balance Sheet As of June 30, 2010						
	General Ed Fund	Food Services Fund	Community Ed Fund	Fixed Assets	Total	
Descriptions						
Assets						
Current Assets						
University Bank - Checking Account	61,218	(129)	5,822	-	66,910	
University Bank - Petty Cash Account	203	-	-	-	203	
Accounts Receivable	22,273	-	-	-	22,273	
Due From Other Funds	1,354	-	-	-	1,354	
Due From the MDE - FY09 Stateholdback	936,391	-	-	-	936,391	
Due From the MDE - Feds	80,750	-	-	-	80,750	
Prepaid Expenditures	13,781	129	-	-	13,910	
Prepaid Expenditures - To Be Coded	-	-	-	-	-	
Total Current Assets	1,115,969	(0)	5,822	-	1,121,791	
Fixed Assets						
Leasehold Improvements	-	-	-	526,452	526,452	
Equipment	-	-	-	160,385	160,385	
Accumulated Depreciation - Leasehold Improvements	-	-	-	(52,062)	(52,062)	
Accum. Depreciation - Equipment	-	-	-	(98,630)	(98,630)	
Total Fixed Assets	-	-	-	536,145	536,145	
Total Assets	1,115,969	(0)	5,822	536,145	1,657,936	
Liabilities & Fund Balance						
Current Liabilities						
Salaries Payable	128,389	-	-	-	128,389	
Line of Credit	502,750	-	-	-	502,750	
Accounts Payable	102,691	-	963	-	103,654	
403B Payable	1,337	-	-	-	1,337	
PERA Payable	7,063	-	-	-	7,063	
Total Current Liabilities	742,230	-	963	-	743,193	
Fund Balance						
Fund Balance						
Investment Fixed Assets	-	-	-	536,145	536,145	
Fund Balance - 6/30/2009	143,994	-	-	-	143,994	
FY10 Net Income	229,745	(0)	4,858	-	234,603	
Total Fund Balance	373,739	(0)	4,858	536,145	914,742	
Total Liabilities & Fund Balance	1,115,969	(0)	5,822	536,145	1,657,936	

New Spirit School				
Income Statement				
Year to Date June 30, 2010				
			FY2010 Revised Budget ADM 331	YTD as % of Budget
Description	YTD Actuals			
Fund 01 - General Fund				
Revenues				
State Revenues				
General Education Aid	2,669,891		2,652,508	101%
Charter School Lease Aid	523,369		481,157	109%
State Special Education Aid	296,235		288,488	103%
Total State Revenues	3,489,495		3,422,153	102%
Federal Revenues				
Title I	115,043		134,886	85%
Title I - ARRA Funds	59,869		87,778	68%
Title II, Part A	33,735		34,109	99%
Title III	18,880		23,395	81%
Title IV	1,090		2,225	49%
State fiscal Stabilization Aid - Title VIII	244,522		244,339	100%
Federal Special Education Aid	57,048		57,048	100%
Federal Special Education Aid - ARRA Funds	28,018		48,314	58%
Early Incentive Aid - ARRA Funds	-		3,487	0%
Early Intervening Services - Regular Funds	11,845		10,489	113%
Early Intervening Services - ARRA Funds	12,770		12,770	100%
Total Federal Revenues	582,820		658,839	88%
Other Revenue Sources				
Interest Income	95		658	14%

	Gifts and Foundation Grants	476	99	482%
	Miscellaneous Revenue	1,987	3,567	56%
	Uniform Revenue	2,010	2,000	101%
	E-Rate Revenue	16,379	17,250	95%
	Box Top Revenue	378	494	76%
	Library Fund Revenue	21	-	N/A
	Total Revenue from Other Sources	21,345	24,068	89%
	Fund 01 - Total Revenues	4,093,660	4,105,061	100%
	Expenditures			
	Administration			
	Salaries	318,950	319,450	100%
	Benefits	119,312	124,499	96%
	Purchased Services	169,242	166,324	102%
	Supplies and Materials	57,498	52,572	109%
	Tech Equipment	3,299	10,000	33%
	Other Finance Uses	31,435	19,269	163%
	Total Administration	699,737	692,114	101%
	Elementary Education			
	Salaries	636,829	627,676	101%
	Benefits	173,005	150,408	115%
	Purchased Services	20,656	26,209	79%
	Supplies and Materials	8,727	12,050	72%
	Total Elementary Education	839,217	816,344	103%
	Secondary Education			
	Salaries			99%

		274,147	277,215	
	Benefits	70,730	69,850	101%
	Purchased Services	10,677	7,800	137%
	Supplies and Materials	5,392	7,910	68%
	Total Secondary Education	360,945	362,774	99%
	Title Programs			
	Title I Expenditures	115,043	134,886	85%
	Title I Expenditures - ARRA	59,869	87,778	68%
	Title II - Part A Expenditures	33,735	34,109	99%
	Title III Expenditures	18,880	23,395	81%
	Title IV Expenditures	1,090	2,225	49%
	Total Title Programs	228,617	282,392	81%
	State Special Education			
	Salaries	220,674	207,017	107%
	Benefits	45,869	44,034	104%
	Purchased Services	21,828	37,178	59%
	Supplies and Materials	-	259	0%
	Total State Special Education	288,371	288,488	100%
	Federal Special Education			
	Salaries	33,084	33,828	98%
	Benefits	6,286	5,674	111%
	Purchased Services	12,636	12,480	101%
	Supplies and Materials	2,655	4,908	54%
	Other Finance Uses	4,226	4,226	100%
	Total Federal Special Education	58,886	61,116	96%

Federal Special Education - ARRA				
	Salaries	5,710	18,000	32%
	Benefits	835	4,163	20%
	Purchased Services	11,943	7,600	157%
	Supplies and Materials	7,319	14,047	52%
	Equipment	-	1,000	0%
	Other Finance Uses	2,212	3,505	63%
Total Federal Special Education - ARRA				
		28,018	48,314	58%
Early Intervening Services				
	Salaries	8,140	8,140	100%
	Benefits	1,867	2,161	86%
Total Early Intervening Services				
		10,007	10,301	97%
Early Intervening Services - ARRA				
	Salaries	10,360	10,360	100%
	Benefits	2,410	2,410	100%
Total Early Intervening Services - ARRA				
		12,770	12,770	100%
Educational Media				
	Salaries	101,814	96,060	106%
	Benefits	22,085	21,436	103%
	Supplies and Materials	1,172	1,870	63%
Total Educational Media				
		125,071	119,366	105%
Staff Development				
	Purchased Services	6,735	20,434	33%
Total Staff Development				
		6,735	20,434	33%

Health Services			
	Salaries	51,674	53,849 96%
	Benefits	9,534	9,361 102%
	Purchased Services	932	525 177%
	Supplies and Materials	673	265 254%
Total Health Services		62,813	64,000 98%
Transportation			
	Salaries	1,350	8,757 15%
	Benefits	103	1,272 8%
	Purchased Services	191,970	187,080 103%
	Supplies and Materials	5,950	5,300 112%
Total Transportation		199,374	202,408 99%
Operations and Maintenance			
	Salaries	135,468	116,350 116%
	Benefits	34,052	25,476 134%
	Purchased Services	749,183	770,566 97%
	Supplies and Materials	17,725	12,000 148%
	Other Finance Uses	6,926	11,751 59%
Total Operations and Maintenance		943,353	936,142 101%
Fund 01 - Total Expenditures		3,863,915	3,916,965 99%
Fund 01 - Net Income (Loss)		229,745	188,096
Fund 02 - Food Service Fund			
Revenues			
	State Revenues	226	150 151%

	Federal Revenues	22,424	21,930	102%
	Other Revenue Sources	1,046	-	N/A
	Fund 02 - Total Revenue	23,696	22,080	107%
	Expenditures			
	Salaries	904	-	N/A
	Benefits	114	-	N/A
	Supplies and Materials	5,958	5,958	100%
	Equipment	16,326	15,773	104%
	Other Finance Uses	394	258	153%
	Fund 02 - Total Expenditures	23,696	21,989	108%
	Fund 02 - Net Income (Loss)	-	92	
	Fund 04 - Community Service Fund - Preschool			
	Revenues			
	Preschool Revenue	18,172	21,159	86%
	Fund 04 - Total Revenue	18,172	21,159	86%
	Expenditures			
	Salaries	1,000	7,236	14%
	Benefits	7,590	7,239	105%
	Purchased Services	3,065	3,065	100%
	Supplies and Materials	359	3,619	10%
	Equipment	1,300	-	N/A
	Fund 04 - Total Expenditures	13,314	21,159	63%

Fund 04 - Net Income (Loss)	4,858	-	N/A
All Funds Net Income (Loss)	234,603	188,188	

10. AUTHORIZER INFORMATION

The St. Paul Public Schools saw an increasing need of immigrant and mobile students to learn English and literacy. To focus on these two critical aspects of education and the multicultural community of the immigrant students, in 1998, the St. Paul Public School District sponsored the creation of New Spirit School, Charter School District #4029. New Spirit became St Paul City School, July 1, 2010. The school continues to address English language proficiency and literacy. St Paul City School loosely follows the Core Knowledge curriculum of cultural literacy, particularly appropriate for the younger grades and the local multicultural environment. In 2009-2010, the authorizer, the St. Paul Public School District, aided in the following ways:

- Professional development opportunities for staff,
- Community education opportunities for parents and families,
- Provided Yusef Mgeni, liaison between St. Paul Public Schools and sponsored Charter Schools, to help with charter school support. Yuseff Mgeni retired in June of 2010, and duties have been continued by Michelle Walker.
- Facilitated a comprehensive review of the school during January, 2010, as part of the Required three year annual review
- Helped with organization and planning to ensure that we are meeting the precepts of the Minnesota Charter School statutes,
 - Met quarterly with directors of all SPPS sponsored charter schools to discuss issues and work towards school improvement.
 - Attended SPCS Board of Director meetings
 - Reviewed collected data quarterly as required for accountability and fidelity to the charter
 - Assisted in shared staffing and support resources, particularly with Special Education personnel

Sponsor Information

Sponsor name	Contact information	Sponsor liaison	Contract termination date
St. Paul Public Schools	Yusef.Mgeni@spps.org Michelle.walker@spps.org	Yusef Mgeni Michelle Walker	June 30, 2011

Saint Paul Public Schools has determined not to apply for newly required state approval as an authorizer, and will no longer be serving in that capacity after June 30, 2011. We are disappointed in that decision; we feel we have had a strong and powerful partnership for thirteen years. SPPS was the first sponsor of the first charter school in the nation, and has set the tone for accountability, high expectations, cooperation, and successful measurement. We are currently in the process of securing a new authorizer for our program, and will need to successfully do so by June 30, 2011.

11. SCHOOL'S STATE REPORT CARD

Principal: GRACE YANG

260 EDMUND AVENUE
 ST PAUL, MN 55103
 Phone: 651-225-9177

ST. PAUL CITY PRIMARY SCHOOL (010)

2010 Adequate Yearly Progress

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

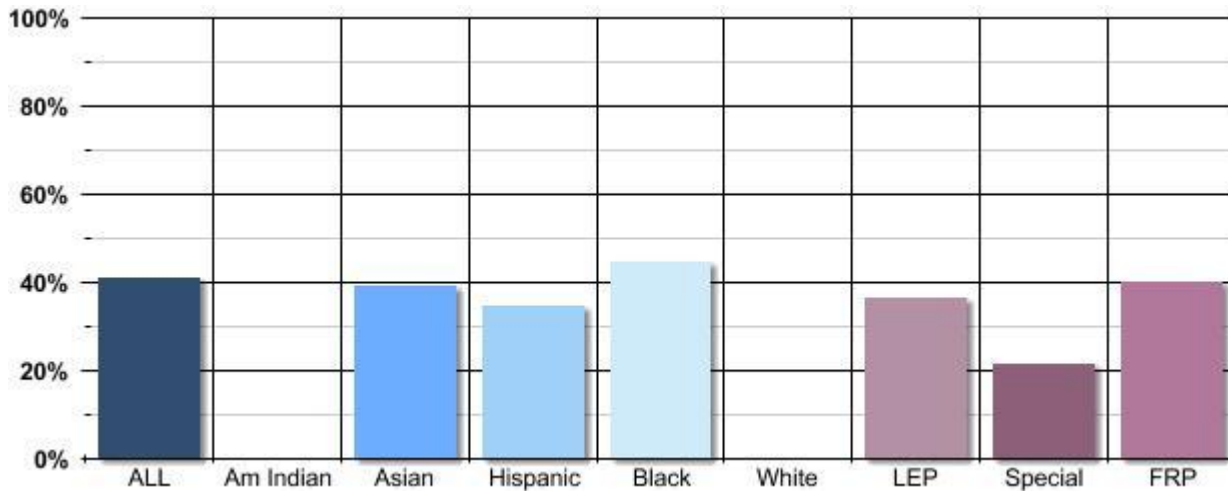
NEW SPIRIT PRIMARY SCHOOL has 19 eligible groups and has met 94.7% of the requirements for **Adequate Yearly Progress** under No Child Left Behind.

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

NEW SPIRIT PRIMARY SCHOOL is Not Making AYP. There are 850 Minnesota schools (37.0%) that receive Title I funds. As a **Title I School**, NEW SPIRIT PRIMARY SCHOOL will be implementing Supplemental Services in 2010-11. Students at this school may request additional academic tutoring or may attend another school in the district that is higher performing.

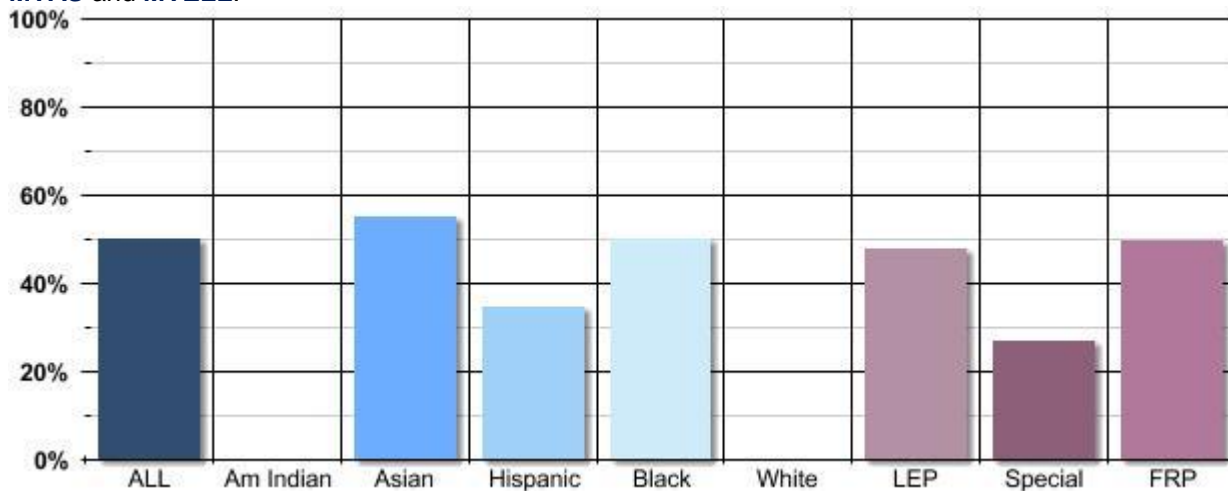
Reading Proficiency

This chart shows the percent of students who are proficient in reading across all grades on the **MCA-II** and **MTAS**.



Math Proficiency

This chart shows the percent of students who are proficient in math across all grades on the **MCA-II**, **MTAS** and **MTELL**.



Principal: GRACE YANG
 643 VIRGINIA STREET
 ST. PAUL, MN 55103
 Phone: 651-225-9177
 ST. PAUL CITY MIDDLE SCHOOL (020) :

ST. PAUL CITY MIDDLE SCHOOL (020)

Report Card Information
2010 Adequate Yearly Progress

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

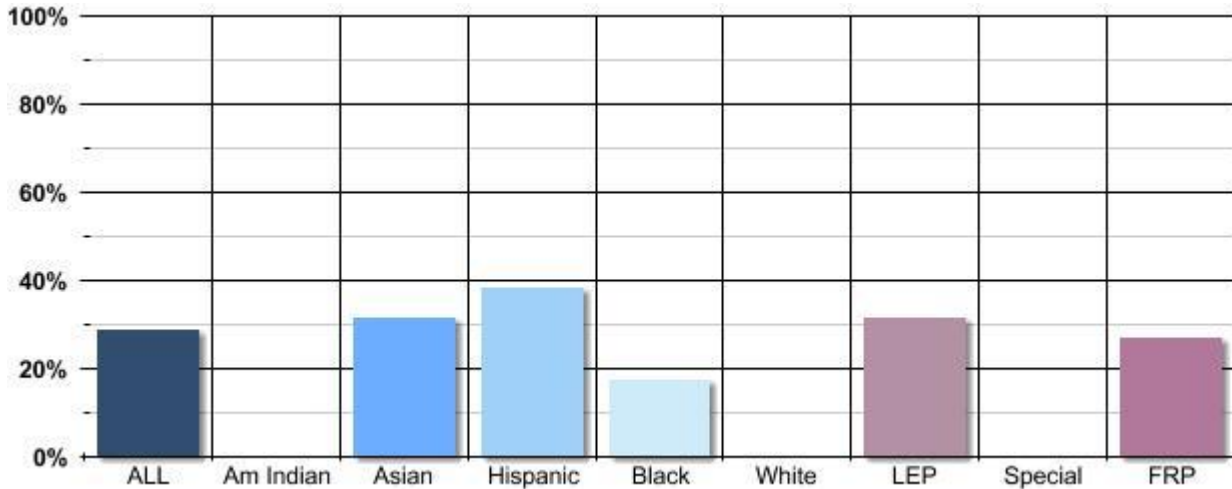
NEW SPIRIT MIDDLE SCHOOL has 21 eligible groups and has met 76.2% of the requirements for **Adequate Yearly Progress** under No Child Left Behind.

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

NEW SPIRIT MIDDLE SCHOOL is Not Making AYP. There are 850 Minnesota schools (37.0%) that receive Title I funds. As a **Title I School**, NEW SPIRIT MIDDLE SCHOOL will be implementing Corrective Action in 2010-11. Students at this school may request additional academic tutoring or may attend another school in the district that is higher performing. The school is required to take corrective action to improve instructional services

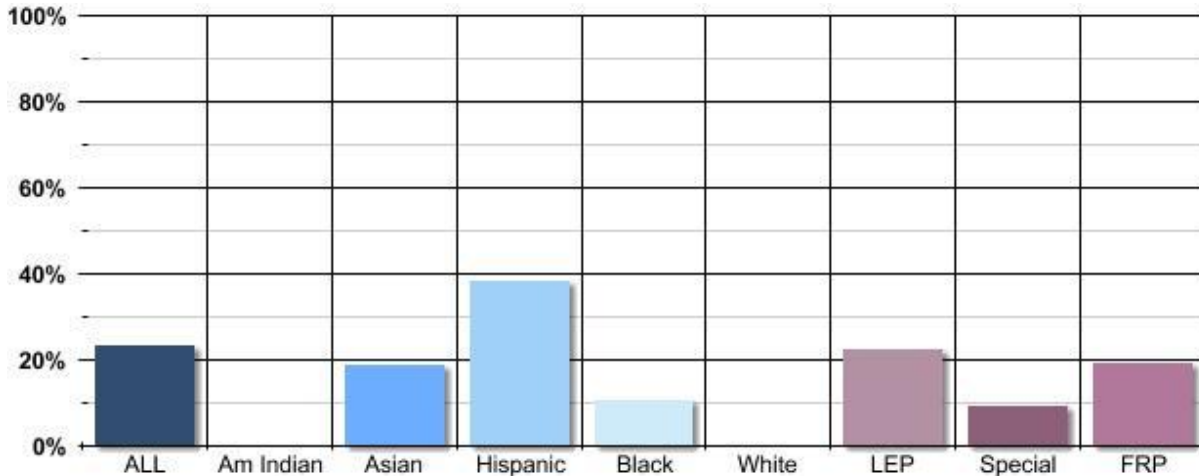
Reading Proficiency

This chart shows the percent of students who are proficient in reading across all grades on the **MCA-II** and **MTAS**.



Math Proficiency

This chart shows the percent of students who are proficient in math across all grades on the **MCA-II**, **MTAS** and **MTELL**.



12. NON-PROFIT STATUS

As reported at the Attorney General's website:

	NEW SPIRIT SCHOOL
Organization Name	
Organization Type	TRUST
Contact Person	ATTN NANCY DANA
Address	260 EDMUND AVE
City	ST PAUL
State	MN
Zip Code	55103
IRS Code 501(c)	03
Purpose or Description	To provide education to a low-income and racially mixed area of St. Paul
Phone Number	(651) 225-9177
Status	ACTIVE
Extension	None
Organization Name	NEW SPIRIT SCHOOL
Federal ID#	411871279
For Fiscal Year Ending	6/30/2010

