

Twin Cities  
International  
Elementary School

# Annual Report to the Community From 2008-2009

Annual  
Report  
September 2009

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## Director's Message

Twin Cities International Elem. School is pleased to present the 2008-2009 Annual Report to the Community. Our Goal is to share with you our achievements from the past school year.

We have included many different indicators of student academic achievement from Kindergarten through 4th grade. We have also provided some basic school data regarding staff and student demographics.

We are very proud to be beginning our 10th year as a public charter school and look forward to the next decade of educating students and families.

The parents/guardians of our students choose to send their children to our school from all

corners of the Metropolitan area including Eden Prairie, Blaine, and Newport.

We are very encouraged by the improvement in our state test scores and continue to implement innovative programs and rigorous curriculum for all students.

We are a financially stable organization, with a healthy fund balance of 27%. We work diligently to ensure we spend our resources wisely and in the best interest of student achievement.

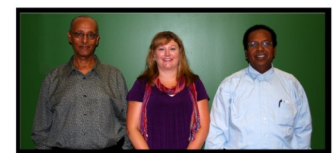
Thank you for your continued support of the Twin Cities International Elementary School. We look forward to continuing to partner with our families to create a positive and highly focused atmosphere

for our students.

-Randal Eckart, Ed.D  
Director, TIES



Administrative Team:  
Abdullah Mohamed, Kelli Wilson, & Ali Muse.



Assistant Directors

Board Members:  
Abdisamad Ibrahim  
Abdirashid Warsame  
Jessica Wroblecki  
Wesam Shaker  
Ibrahim Aden  
Mahmoud Khalif Ahmed

Ex-Officio: Authorizer Representative from Century College & School Director

meeting minutes. Elections for the School Board are held in June at the Annual Meeting for available positions. Terms of service are 3 years.

Board Chair:  
Abdikarim Mohamed

Board Treasurer: Kristin Kjolsing

Board Secretary: Mandee Rickard

## School Board:

The School Board is the policy making group for TIES. The Board is responsible for school programs & operations by law, it delegates some portion of that authority to the Director.

The School Board meeting schedule is posted on the website as are copies of the Board

## Special points of interest:

- School makes AYP for Math!
- Students make the largest gains in math test scores compared to other schools of similar demographics, according to the Star Tribune (7-1-09)
- School makes Safe Harbor for Reading!
- Overall--School makes AYP!



# Our Students

The Elementary school expects an enrollment close to 600 students for the 2009-2010 year.

We are fortunate to have two sister schools where our students can choose to continue their education after they have completed 4th grade.

The Minnesota International Middle School (MIMS) is located in the same building as TIES and has a student population of approx. 320 students. MIMS serves students in grades 5-8.

The Ubah Medical Academy is located in Hopkins and serves high school students in grades 9-12. UMA has a student population of approx. 220 students.

## Student Demographics:

98% Black & 2% White/Other

98% English as a Second Language (LEP)

99% Free & Reduced Lunch qualification

4% Special Services Students

95% AYP Attendance Rate



# Our Staff

95% Highly Qualified Licensed Teachers

5% Community Expert License

100% Highly Qualified Paraprofessionals

67% of Licensed Teachers have a Bachelor's Degree Only

32% of Licensed Teachers have a Master's Degree

Total Staff Members: 78



## Budget Information:

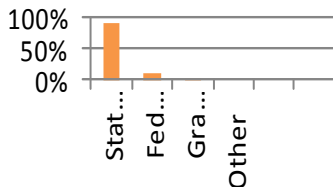
Our school is funded by public dollars from both the state and federal government.

### Revenues:

The general operating fund revenue for the school for 2009-2010 is = \$6,519,213.00.

The state hold back for this year is 27% of our operating funds.

### Revenue 09-10



### Expenditures:

The expenses of the school can be broken down into the following categories:

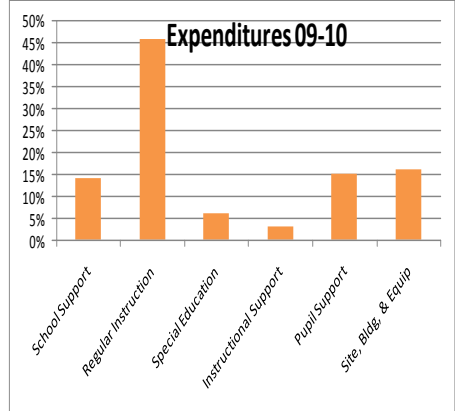
**School Support Services** includes Administration, Staff Development, Uniforms, Memberships, Financial Services, General Supplies, Communication Services, and Technology Equipment.

**Regular Instruction** includes Staff Salaries & Benefits, Instructional Materials, Textbooks, Testing Services, Media Resources, and Technology.

**Instructional Support Services** includes Staff Development, Staff Salaries & Benefits, and Materials.

**Pupil Support Services** includes Support Staff, Transportation, & Technology.

**Site & Building** includes Custodial Services, Utilities, Repairs & Maintenance, Building Lease, and Technology.



# Special Programs

## After School Program:

The school offers an After School Program for students in Grades 2-4 who are identified as students who need additional support in Reading and Math. The program takes place 2 days a week and runs from Nov. through April. Students stay after school for a snack and then receive instruction in Reading and math for approx. 2 hours. Bus transportation is provided home for the students.

## Homework Help Centers:

Various locations around the Minneapolis area host Homework Help Centers staffed by our teachers and paraprofessionals 3 nights a week. Our students can receive help with homework and get additional tutoring in reading and math. These centers also encourage and expect parents to participate in the

education of their children by learning how to help them with homework. This program ran from January through May and were open from 3:30pm to 6:00pm.

## Summer School Program:

The summer school program runs from mid-June through mid-July, Mon—Thurs from 7:45am to 12:00pm. Students are first invited to summer school based on assessments and growth targets. Students receive both breakfast and lunch at school along with instruction in reading and math. Students in grades K-4 grade were included in this program.

## Discovery Program:

Discovery / Enrichment is a gifted & talented based program that focuses on the entire class instead of pulling a few students. Lessons are primarily hands-on & strive to provide the students with differ-

ent learning opportunities they may not receive in their homeroom, while making connections to the work done there. Each grade has a specific theme they study throughout the year.

- 1st grade-Transportation
- 2nd grade-Patterns
- 3rd grade-Mysteries & Detective work
- 4th grade-Engineering & Related topics.

Lessons for all grades utilize hands-on materials, higher-order thinking skills, and SmartBoard technology when appropriate.



# Curriculum

All classes are taught in English, but students also attend Arabic language classes. Bilingual educational assistants are present in the classrooms to address the needs of English Language Learners.

Our school has two mobile computer labs with regularly scheduled Technology classes, which teach to the International Society for Technology in Education (ISTE) standards.

We use the Success For All Reading Program, Harcourt Math, Zaner-Bloser Handwriting program, Collins Writing Program, Foss Science Kits & Scott Foresman Science Textbooks as well as Houghton Mifflin Social Studies. Teachers also use Time for Kids and National Geographic Explorers Magazines to support the Science and Social Studies Curriculums. Students take Physical Education and Media/Library classes in addition to Arabic and Technology.

Teachers use Responsive Classroom and ENVoY classroom management techniques

as well as the SIOP Sheltered Instruction approach to teaching.

For the 2008-2009 school year, new Math and Social Studies curriculums were adopted for the school. For the 2009-2010 school year we enhanced our Science curriculum by adding the Scott Foresman textbook curriculum to our Foss Science Kits.

This year we will be taking a closer look at our reading/language arts curriculum, as well as writing instruction.

# Academic Scores

The MN Comprehensive Assessments, are tests that measure how well a student has mastered the state's academic standards at both 3 & 4th grade. Students do not pass or fail the MCAs but are considered "proficient" if they meet or exceed the standards set by the State. The state uses the MCA results to identify schools (districts) who are not making Adequate Yearly Progress (AYP) as defined by the

NCLB legislation.

Figure 1: 2009 Math Proficiency Rates for TIES (76%) & the Total State (64%).

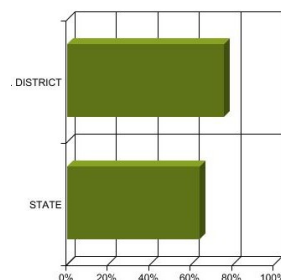
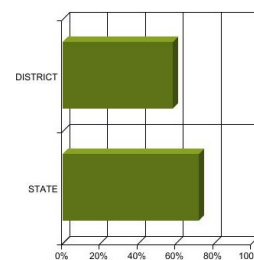


Figure 2: 2009 Reading Proficiency Rates for TIES (58%) & the Total State (72%).



(Scores con't on page

(Scores con't from pg.3)

Figure 4: 2009 MCA Math scores by Grade Level as compared to the State.

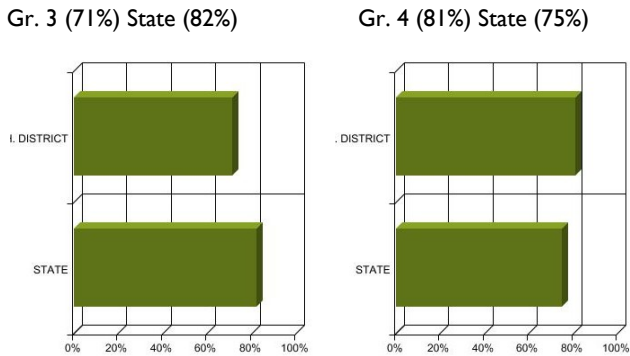
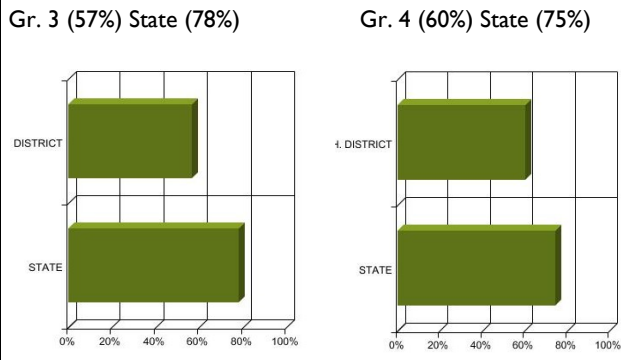
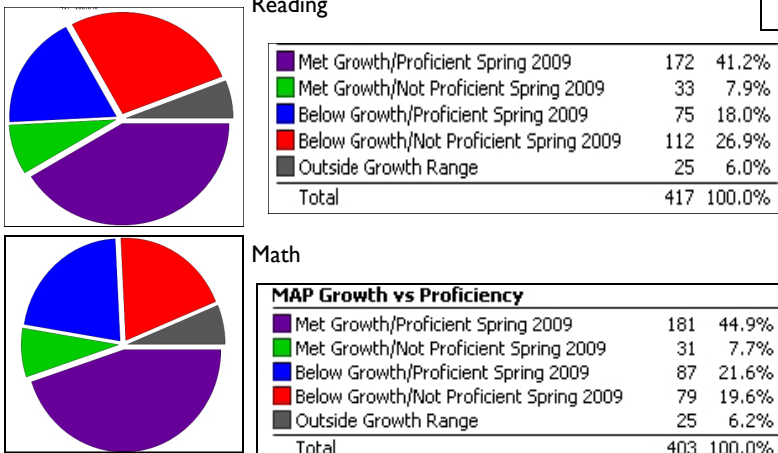


Figure 5: 2009 MCA Reading scores by Grade Level as compared to the State.



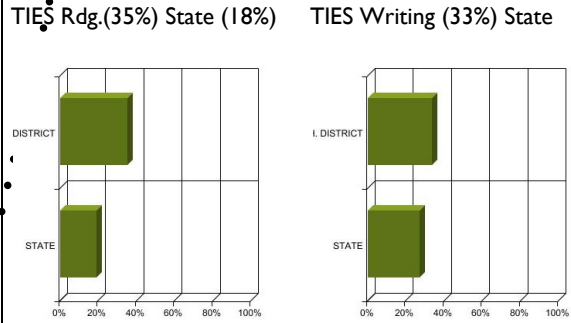
**Measure of Academic Progress (MAP) Tests.** Map tests are computerized assessments done in the Fall, Winter, & Spring of each year, (kindergarten students only take Winter & Spring assessments). These assessments show student growth over time as well as providing nationally-normed grade equivalent benchmarks and predictors of performance on the State MCA assessments. We can also use the data from these assessments to evaluate our curriculum and instruction by digging deeper into specific strand data. Students set goals for growth at each assessment window and teachers are able to pinpoint individual learning targets (standards) for their students.

Figure 8: 2008-2009 Growth vs. Proficiency scores School-wide.



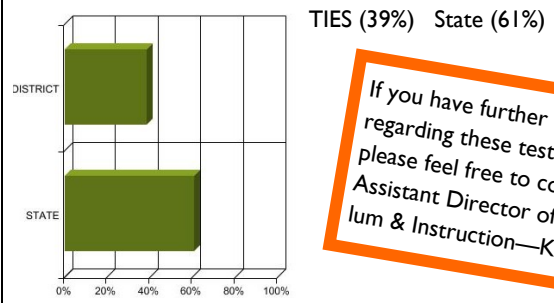
**Test of Emerging Academic English (TEAE)**— The TEAE test is designed to assess English Language Proficiency for students who qualify for the State LEP designation. The following scores are based solely on students in Gr. 3 & 4 who are LEP students. TIES students performed very well on both the reading and writing portions of the test!

Figure 6: 2009 TEAE scores as compared to the State.



**Student Oral Language Observation Matrix (MN SOLOM)** - The MN SOLOM assessment is used to measure English Language Proficiency in the areas of Speaking and Listening for all grades if a student qualifies for the State LEP designation. Teachers give students a score in 6 area pertaining to their social and academic language. Our school performed well in all areas except for LEP students who have been in school for less than 3 years. We have created an action plan & are focused on improving the scores of students in that bracket.

Figure 7: 2009 MN SOLOM scores for Speaking & Listening as compared to the State



*If you have further questions regarding these test results, please feel free to contact the Assistant Director of Curriculum & Instruction—Kelli Wilson*

