



Annual Report on Curriculum, Instruction, and School Achievement

Ubah Medical Academy

District 4121

2010-2011

Submitted to the Minnesota Department of Education

Fall 2011



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## **1.0 Report Introduction**

### **1.1 Purpose**

Ubah Medical Academy High School successfully completed its seventh year of operation during the 2010-2011 school year. The content of this annual report fulfills the required data elements and information requested by the Minnesota Department of Education. Questions about any of the information presented in this document can be addressed to the school's administration:

Ubah Medical Academy  
1600 Main Street  
Hopkins, MN 55343  
Phone: 952.540.2942  
Fax: 952.540.2950

### **1.2 Mission Statement**

The mission of Ubah Medical Academy is to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in our community. As a public charter high school, Ubah Medical Academy is open to all students, but our program is inclusively designed to meet the unique needs of international students and their families.

### **1.3 About the School**

Ubah Medical Academy High School is located on Main Street in Hopkins and draws on average 240 students from many surrounding communities, most notably Minneapolis. Ubah's sister school is Minnesota International Middle School (MIMS) in Minneapolis. Up to the 2007 school year, Ubah shared a building with MIMS; however, as the school's enrollment grew, it was necessary to seek a larger site. In the fall of 2007, Ubah opened its doors in Hopkins in the former Katherine Curren Elementary School. This provided more space, a true high school experience for the students, and a chance for many families to experience the suburbs.

Ubah Medical Academy has been able to sustain enrollment by providing students with a rigorous education in a safe environment. Our graduation rate of 97.8% last year and our 2011 graduates receiving over 2 million dollars in scholarships is testimony to our stability and appeal.

Ubah Medical Academy's focus on the medical sciences is culturally based in a deep respect for the medical professions. The following is a list of programs that support our theme:

- Every student is enrolled in a minimum of 3 year-long health/science classes.
- Students have the opportunity to volunteer at numerous community hospitals and health clinics.
- New Partnerships with Hennepin County Medical Center, Fairview Hospitals and Methodist Hospitals.

Ubah Medical Academy High School provides a rigorous education focused on college readiness in a culturally safe learning environment. We have partnered with the East African community to create a school based on their needs with the focus on responsibility, rigor and high expectations. It is this combination that has not only sustained our school but has created the framework for future success.

## 2.0 School Governance

### 2.1 Information

Ubah Medical Academy School Board

*This table contains information for all board members*

| UMA School Board Directory 2011-2012 |                    |              |                       |                                                                      |
|--------------------------------------|--------------------|--------------|-----------------------|----------------------------------------------------------------------|
| Name                                 | Board Position     | Term Expires | Content Area          | Email Address                                                        |
| Abdirashid Warsame                   | Chair/Comm. Member | 2014         | Community Member      | <a href="mailto:abdirashidw@iecmail.net">abdirashidw@iecmail.net</a> |
| Abdullah Mohamed                     | Community Member   | 2014         | Community Member      | <a href="mailto:abdullahm@iecmail.net">abdullahm@iecmail.net</a>     |
| Ali Muse                             | Community Member   | 2014         | Parent                | <a href="mailto:alim@iecmail.net">alim@iecmail.net</a>               |
| Nancy Mack                           | School Member      | 2014         | Teacher               | <a href="mailto:nancy.mack@umahs.org">nancy.mack@umahs.org</a>       |
| Nathan Starks                        | School Member      | 2014         | Teacher               | <a href="mailto:nathan.starks@umahs.org">nathan.starks@umahs.org</a> |
| Abdihakini Isse                      | Community Member   | 2014         | Community/Not related | <a href="mailto:abdihakini@iecmail.net">abdihakini@iecmail.net</a>   |
| Kenny Oyederu                        | School Member      | 2014         | Teacher               | <a href="mailto:kenny.oyederu@umahs.org">kenny.oyederu@umahs.org</a> |
| Paul Fenno                           | Interim Member     | 2014         | Teacher               | <a href="mailto:paul.fenno@umahs.org">paul.fenno@umahs.org</a>       |
| David Kimori                         | School Member      | 2014         | Teacher               | <a href="mailto:david.kimori@umahs.org">david.kimori@umahs.org</a>   |

### 2.2 Narrative

The school board is the policy-making and governing body of Ubah Medical Academy. The board is responsible for school programs and operations by law, it delegates all of that authority to the director. The school board monthly meeting schedule is posted on the website, as are copies of the board meeting summary minutes. Elections for the school board are held at the annual meeting for available positions. Terms of services are three years. All Board Meetings are open to the public.

### 3.0 School Management and Administration

#### 3.1 Informational Chart

| UMA Management and Administration |                    |                       |                   |                     |
|-----------------------------------|--------------------|-----------------------|-------------------|---------------------|
| Name                              | Assignment         | Years Employed by UMA | Left During 09/10 | Not returning 10/11 |
| Musa Farah                        | Director           | 4                     |                   |                     |
| Patrick Exner                     | Associate Director | 1                     |                   |                     |
|                                   |                    |                       |                   |                     |

#### 3.2 Leadership Philosophy

Leadership is the ability to build a collective vision and set a clear path of direction for the group to move toward that vision. It is to create a student focused environment with clear and visible values that exude high expectations.

The task of leaders become:

1. Providing resources to assist teachers in the ownership of student learning.
2. Eliminating distractions to the vision of all students being college-ready by clearing the path of any barriers to student success.
3. Engage the community as partners in the education of all Ubah students.
4. Secure the funding to allow teachers and community to focus on the education of the child.

#### 3.3 Description of Roles and Responsibilities

The director provides educational leadership; maintains positive behavior management policies; communicates to board, staff, families, students, and the community; manages the building operations; oversees financing, budgeting, and grant writing; oversees human resources; oversees operations; and reports to the state.

*Supervision:*

The director reports to the School Board of Directors.

*Evaluation:*

1. The director's job performance will be monitored systematically against the job expectations. Reasonable progress must be made toward accomplishment of the board's policies, annual objectives, and goals, and the school's organizational operation.

- a. The Board of Directors will monitor the director's job performance by one or more of two methods.
  - i. By board evaluation, in which the Board of Directors evaluates each of the director's objectives and annual goals.
  - ii. By self-evaluation in which the director evaluates himself/herself according to each of the objectives and annual goals.
- b. The board will present an annual written evaluation to the director during a closed board meeting prior to renewing his/her annual contract

### 3.4 Narrative of Educational Background of School Directors

**Musa Farah, Director:** has been with Ubah Medical Academy since the fall of 2007 as a Co-Director. He has been the sole Director starting in 2010. Musa has a B.S. in Mathematics from the University of Somalia and a M.S. in Applied Mathematics from Howard University in Washington D.C. His previous education experience includes teaching and administration in the Department of Education in Somalia, working in the actuarial department of Travelers Insurance, teaching mathematics courses in the United Arab Emirates University in Al Ain, teaching mathematics courses and coaching at Mill Brook High School in Upstate New York

**Patrick Exner, Assistant Director;** came to Ubah Medical Academy in August 2010 from the West Metro Education District where he was the Director of Teaching and Learning. Patrick has a B.A. in English from the University of St. Thomas, a Masters in Curriculum Design and his k-12 Principal license from Saint Mary's University. Patrick's education experience includes: High School English Teacher: Robbinsdale Cooper High School Ninth Grade School Administrator: Robbinsdale Cooper High School , Adjunct Professor in School of Education: Saint Mary's University and the University of Saint Thomas, and the Director of Teaching and Learning: West Metro Education Program.

### 3.5 Administrative Professional Development Plans

Two administrators will be working on their professional development plans in order to comply with new legislation (Minn. Stat. 124D.10 subd.11 (2009)). The administrators have completed their requirements for the first year of their development plans. All information will be kept on file for review by the school director and school board chair.

## 4.0 Teaching Faculty Information

### 4.1 Informational Chart

| UMA Staff Directory 2010-2011 |            |                         |                |          |                    |                       |
|-------------------------------|------------|-------------------------|----------------|----------|--------------------|-----------------------|
| Last Name                     | First Name | Position                | Room           | Phone    | File Folder Number | Email @umahs.org      |
| Aware                         | Madina     | Nurse                   | 202            | 202      | NA                 | madina.aware@         |
| Bittner                       | Lisa       | Business/<br>Technology | 114, 229       | 114, 229 | 254744             | lisa.bittner@         |
| Brandt                        | Eric       | Soc Studies             | 109            | 109      | 373213             | eric.brandt@          |
| Deal                          | Cindy      | English                 | 113            | 113      |                    | cindy.deal@           |
| Ertel                         | Emily      | HR                      | 108            | 108      | NA                 | emily.ertel@          |
| Exner                         | Patrick    | Assistant<br>Director   | 204            | 204      | 339661             | patrick.exner@        |
| Farah                         | Abdullahi  | EA                      | 220            | 220      | NA                 | abdullahi.farah@      |
| Farah                         | Musa       | Director                | 206            | 206      | NA                 | musa.farah@           |
| Fenno                         | Paul       | Science                 | 101            | 101      | 432576             | paul.fenno@           |
| Holznagel                     | Stephanie  | P.E./ health            | 219            | 219      | 441123             | stephanie.holznagel@  |
| Johnson                       | Sonja      | English                 | 217            | 217      | 435652             | sonja.johnson@        |
| Kassim                        | Ahmed      | Arabic                  | 210            | 210      | 997975             | ahmed.kassim@         |
| Keita                         | Soukeyna   | Office Mgr              | 200            | 238      | NA                 | soukeyna.keita@       |
| Kimori                        | David      | Science                 | 110            | 110      | 437620             | david.kimori@         |
| Larsen                        | Natalie    | Art                     | 120            | 120      | 442539             | natalie.larsen@       |
| Mack                          | Nancy      | Special Ed              | 214, 221-<br>A | 214      | 405895             | nancy.mack@           |
| Malone                        | Hannah     | ELL                     | 218            | 218      | 436547             | hannah.malone@        |
| Mohamed                       | Hibaq      | Special Ed<br>EA        | 220            | 220      | NA                 | hibaq.mohamed@        |
| Northey                       | Sam        | Science                 | 100            | 100      | 443874             | sam.northey@          |
| Oss                           | Jackie     | Counselor               | 106            | 106      | NA                 | jackie.oss@           |
| Oyederu                       | Kenny      | P.E./ health            | 207            | 207      | 374740             | kehinde.oyederu@      |
| Robey                         | Alicia     | Testing/<br>Data Coord. | 216            | 216      | NA                 | alicia.robey@         |
| Salad                         | Abdullahi  | Special Ed<br>EA        | 220            | 220      | NA                 | abdullahi.salad@      |
| Sands                         | Adam       | Math                    | 115            | 115      | 399473             | adam.sands@           |
| Sayler                        | Tara       | Math                    | 116            | 116      | 429727             | tara.sayler@          |
| Sheik-Yusuf                   | Osman      | ELL EA                  | 220            | 220      | NA                 | osman.sheikyusuf@     |
| Shirwa                        | Warsame    | Library Coord.          | 228-A          | 232      | NA                 | warsame.shirwa@       |
| Starks                        | Nathan     | Soc Studies             | 111            | 111      | 377059             | nathan.starks@        |
| Tahmoressi                    | Fereydoon  | Technology              | 228-B          | 231      | NA                 | fereydoon.tahmoressi@ |
| Wendt                         | Nicole     | English                 | 209            | 209      |                    | nicole.wendt@         |
| Yusuf                         | Abdirizak  | Parent Liais            | 200            | 200      | NA                 | abdirizak.yusuf@      |

#### 4.2 Narrative

5. Teacher retention is strong in that we retained seventy five percent of our staff. Two teaching positions were eliminated due to budget cuts for the 2010-2011 school year. Three teachers resigned due to personal reasons (i.e. moving out of the area).
- 6.
7. \*There is also a breakdown of teaching staff statistics (e.g. 94% highly qualified licensed teachers, 100% highly qualified paraprofessionals, bachelor's/master's, etc)

## 5.0 School Admissions and Enrollment

### 5.1 School Attendance

#### Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the school years from 2004 to the present.

| School Year | Total Enrollment |
|-------------|------------------|
| 2004-05     | 123              |
| 2005-06     | 177              |
| 2006-07     | 219              |
| 2007-08     | 275              |
| 2008-09     | 245              |
| 2009-10     | 243              |
| 2010-11     | 239              |

This table details student enrollment by grade for the school year 2010-2011

| 2010-11                            | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|------------------------------------|---------|----------|----------|----------|
| <b>Number of Students Enrolled</b> | 74      | 58       | 49       | 58       |

### 5.2 Application and Enrollment Procedures:

Ubah Medical Academy employs a full-time Parent Liaison to help disperse information about our school to the community. Parents come to the school office to meet with a representative of the school and to fill out the enrollment form. Students are placed in classrooms based on class size. We are a school of choice for parents. At the time of enrollment, parents also complete a permissions form for field trips and technology use, media releases, and medical emergency/Syrup of Ipecac. In addition, parents complete State/Federal food forms.

Requirements: The CHARTER SCHOOL is open to all students in grades kindergarten through 12<sup>th</sup> grade.

- The CHARTER SCHOOL may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.
- The CHARTER SCHOOL shall enroll an eligible pupil who submits a timely application, unless the number of applicants exceeds the capacity of the

program, class or grade level. In such cases, selection shall be by lot. A student continuing for the next school year will be reenrolled for the next year without re-application.

#### **124D.10 CHARTER SCHOOLS**

Subd. 9. **Admission requirements.** A charter school may limit admission to:

- (1) pupils within an age group or grade level;
- (2) people who are eligible to participate in the graduation incentives program under section 124D.68; or
- (3) residents of a specific geographic area where the percentage of the population of non-

Caucasian people of that area is greater than the percentage of the non-Caucasian population in the congressional district in which geographic area is located, and as long as the school reflects the racial and ethnic diversity of the specific area. A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case pupils must be accepted by lot. If a charter school is the only school located in a town serving pupils within a particular grade level, then pupils that are residents of the town must be given preference for enrollment before accepting pupils by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to foster child of that pupil's parents before accepting other pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Our practice has been: We have no deadlines and serve students and families year round.

We have no waiting lists. Because our East African families tend to be quite large (average 6-7 children) and because parents will not separate their children and send them to different schools, we fill openings based on family needs. In addition, our openings need to be coordinated with our sister elementary and middle schools. In the future, we do not plan to make any changes to our admissions process because we have no current waiting lists and parents seem quite satisfied with our current application process.

Procedures:

Before a student's first day of class, the School must receive the following completed in full:

*What do we require?*

- Ubah Medical Academy Enrollment Form
- Immunization record

Before or on the first day of class, the following forms must be signed:

1. Student Technology Acceptable Use Agreement Form
2. Discipline Policy Agreement Form
3. Permission Form
4. Medical Condition and Allergy Notification Form

### 5.3 Student Demographics

Our school is a 9-12 charter high school in its seventh year of operation. 98% of our students are black (99% of which are East African), 1% Asian (includes Pakistani), 98% Free and Reduced lunch, and less than 50% LEP. The school opened 7 years ago with 70 students, and today, we have an enrollment of about 240 students. Our demographics are interesting in the sense that our students are essentially a homogenous group. When we get AYP feedback about the performance of different groups in our school we see the same results in the major groups because all but a few of our students fall into black and FRP subgroups. About one third of them are also in the LEP subgroup. In other words, besides LEP, it is difficult to compare one group to another in our school because the majority of students fit in the same subgroups. For example, we do not have a non-black, non-LEP, non-FRP group with which to compare them. For this reason, this plan will focus on best practices and goals for this homogenous group that makes up our student population.

Due to our population of ELL students, we have catered programming to meet the needs of these students. We have an ELL program that starts with Intermediate and ends in Transitional, with Advanced levels in between. Students are given the LAS Links placement exam to determine their needs and are then placed appropriately. Students in the intermediate program, receive sheltered instruction with a licensed ESL teacher every day.

## 6.0 Academic Program

### 6.1 Curriculum Summaries

The School offers specialized instruction to students in grades 9-12 in Reading, Math, Language Arts, Science, Social Studies, Arabic, Somali, Business, Art, Health and Physical Education. This public charter was started in 2004 to meet the particular cultural and learning needs of East African students.

English as a Second Language is offered to meet student needs to learn English at an academic level. Students whose first language is not English or where English is not spoken at home are tested on entrance to assist in their placement. A handbook of the School's English Language Acquisition Policy and Procedures is available to all parents on the school's website and is also available at the School Office.

The School has also implemented SIOP (Sheltered Instruction Operational Protocol) to ensure that our majority LEP (Limited English Proficient) student population can make simultaneous grade level progress in content area knowledge while developing their academic English abilities. By reducing the difficulty of language around content area materials--and intentionally working on students' academic listening, speaking, reading and writing skills--SIOP makes it possible for students to maximize their learning potential throughout the day. Content area specialists connect teaching objectives to state standards and utilize NWEA data to ensure progress along a vertically integrated curriculum model.

#### ***ELL Program Summary***

Due to our population of English learners, we have catered programming to meet the needs of these students. We have an ELL program that starts with Advanced Beginner and ends in Transitional, with Intermediate and Advanced levels in between. Students are given the LAS Links placement exam to determine their needs and are then placed appropriately. Students in the Advanced Beginner program receive sheltered instruction all day long. Students in the intermediate program, receive 2 hours of daily sheltered instruction with a licensed ESL teacher and transitional students receive one hour of ESL reading and writing from a licensed ESL teacher every day.

The school's ELA scope and sequence is annually reviewed to align the program with Minnesota ELP standards. Curriculum is designed using both ELP and MN Language Arts Standards to better prepare students for mainstream classes and eventually post high school education.

#### **INTERMEDIATE ACADEMIC READING AND WRITING**

Two Semester Courses (1 periods/day) Grades 9, 10, 11, 12  
Prerequisite: Placement Test

**Students scoring 1-2** on the LAS-Links exam are placed in two sheltered English classes per day. In this course, students learn fundamental vocabulary words, write simple sentences and paragraphs and read texts developed for ESL students at approximately the 1000 word level. The course includes sheltered content instruction and thematic units with both fiction and non-fiction appropriately leveled texts.

### **ADVANCED ACADEMIC READING AND WRITING**

Two Semester Courses (1 period/day) Grades 9, 10, 11, 12

Prerequisite: Placement Test

Students scoring 2-3 on the LAS-Links exam are placed in two sheltered English classes per day. In this course, students expand their academic vocabulary, begin to write essays, and read texts at approximately the 1500 to 2000 word level. This course develops students' reading and writing strategies to deal with difficult texts, improves reading fluency and comprehension, and further develops accuracy in grammar, spelling, and writing mechanics.

### **ESL III: TRANSITIONAL ACADEMIC READING AND WRITING**

One Semester Course (1 period/day) Grades 9, 10, 11, 12

Prerequisite: Placement Test

Students scoring 3-4 on the LAS-Links exam are placed in one sheltered English class per day. This is a transitional-level course that develops the necessary skills for students to succeed in their mainstream classrooms. Students expand academic vocabulary, learn to write five paragraph essays, and read texts from 2000 to 3000 word level. The course further develops reading strategies for understanding authentic texts and writing skills necessary to produce reports and essays. Emphasis is placed on developing formal academic language proficiency.

### **Indirect "Monitored" Service**

Students scoring 4-5 on the LAS-Links exam are placed in all day mainstream classes. Highly qualified ELL teachers will monitor the students' progress quarterly. They will frequently check in with the students and their teachers, review grades and assessment information and help teachers accommodate their needs in the mainstream classroom.

**1 year:** New students who score 90% or above in LAS Reading and 80% to 90% in LAS Writing and do not come with sufficient reliable school records.

#### **Up to 2 years:**

\*Students who pass one of the MCA/GRAD exams but do not have level 4 in both TEAE reading and writing (or the reverse).

\*Students recommended by the ESL teacher in consultation with mainstream

teachers.

At Ubah Medical Academy, there are three staff members who work directly with English language learners. Ms. Hannah Malone is the ELL teacher and coordinator. Mr. Osman Sheik-Yusf is the bilingual education assistant in the ELL reading and writing classes, and Mr. Abdirizak Nuur is the bilingual education assistant for math courses that have a high concentration of LEP students.

When the school began seven years ago, we were 100% LEP. In these past seven years, our school has experienced great successes and challenges. Over the years we have seen newcomer students make great gains. Among the senior class this year are students whose first experiences with school began right here at Ubah and who are now excelling in coursework, passing MCA tests, and applying for colleges.

## **6.2 Special Academic and Co-Curricular Programs**

Ubah Medical Academy offers three days a week of after school programming, including homework help, which is staffed by our teachers and EA's; Admission Possible; and other extracurricular activities.

### ***After School Program***

To further enhance our students' opportunities for academic achievement, Ubah Medical Academy has implemented a successful after school program. Each of our licensed teachers and educational assistants hold office hours at least one afternoon per week from 2:30-4:00pm. Students utilize this additional time for one-to-one and small group instruction to help them succeed in their classes and in the statewide assessments.

In addition to these office hours, Ubah Medical Academy's ELL program has set up a specialized after school program to meet the unique needs of English language learners. Faculty from various disciplines at Ubah Medical Academy staff this program, and it is funded by a grant from the Refugee Resettlement Program.

### ***Admission Possible***

Admission Possible is a non-profit organization that has selected our school as a partner. The program is widely known in the Minneapolis and St. Paul public schools. Fortunately for us, we are one of few charter schools to be chosen as a partner.

The premise of Admission Possible is to work with the same group of low-income students over a two-year period to help with ACT preparation, college scholarships and college applications. Please refer to Admission Possible's website for further information. <http://www.admissionpossible.org/home.html>

The acceptance process begins in the spring of a student's sophomore year. Interested students must complete an application and essay. The applications are

screened and those selected move on to the interview stage. After the interview, AP staff categorize the students into accepted, not accepted or waiting list. Those accepted begin the program the fall of their junior year and remain in the program for two years at which time they are ready for graduation. During the 2010-2011 school year, we had 24 juniors and 21 seniors involved in our AP program.

In the spring, the Admission Possible enrollment process took place to determine the new junior cohort. For school year 2010-2011, 23 new juniors were admitted.

Due to the hard work of our students, the Admission Possible program and our college prep course, many of the students in our graduating class (52) received scholarships. This group of young people accumulated a total of 2.0 million dollars in scholarships.

### ***College in the Schools (CIS)***

In 2005-2006, we added two CIS courses to our schedule—College in the Schools Literature and College in the Schools Writing. College in the Schools gives students direct experience with the pace, academic standards, and individual responsibility inherent in college education. In short, they become real U of M students taking real U of M courses.” <http://www.cce.umn.edu/cis/>, 2007.

In the 2010-2011 school year, we had 13 of our students participate and receive college credit for the CIS Literature class they took at Ubah.

Students who are successful in the course will receive high school and university credits. In 2010-2011, 13 students are enrolled in CIS Literature. 13 Ubah students are enrolled in CIS Physics for 2011-2012.

### ***Accelerated Reader***

Accelerated Reader requires students to take a test, STAR, to determine their reading level. Once the student’s reading level is determined, students check out library books labeled with different colors that represent different reading levels. After students finish a book, they are required to take a computerized comprehension quiz on the book. Students must be successful on consecutive quizzes (the number is determined by reading level) to move up to the next level.

Students earn points based on the length of the book they choose to read and their score on the comprehension quiz. Teachers set goals for each of their students that reflect their reading level. Students work to meet those goals and are assigned a grade reflective of their goal achievement.

Due to the existence of the library and reading program, there were thousands of checkouts and students reading constantly. Our intention with this program is to foster a love of reading, give students an opportunity to have new experiences

through literature and increase vocabulary and language. Ultimately, we this will lead to increased test scores and classroom progress.

In the second semester of 2008-09, our academic coordinator worked on revamping the current program. We sorted students by ability/reading level and then focused on reading strategies that needed to be reinforced and taught as well as the reading and testing component. We have continued this more strategic model through 2010-2011.

### ***Accelerated Math***

Accelerated Math is a program that tests students and measures their current math level via the STAR math test. Based on that level, the teacher assigns objectives for the students to work on through homework problems. Once the student has completed the practice, a test is given. All of the scores and progress are monitored through a scantron and computer. If a student does not show proficiency, he/she must continue working on the current objectives. If the student shows proficiency, he/she will move on to new objectives. There are two teachers in each AM room so that teachers can be doing individual instruction based on the students' needs.

This program allows students to work at their own pace at their own level to help fill in the gaps in their math education or provide them an opportunity to push themselves beyond what they are receiving in the math course.

### ***PACE program***

About 15 students participated in the PACE program at Century College during the 2010-11 school year. PACE is designed to give low-income students from under-served communities a head start on college by allowing them to take up to 24 hours of college credit over the course of two years.

### ***Summer School Program***

The summer school program was designed with the intention of serving students who needed to retake the GRAD Reading, Math and Written Composition. In addition, we offered a Geometry and Algebra course for credit.

### ***Sports***

In the 2010-2011 school year we continued implementation of an intramural boys' and girls' sports program. In the winter we offered basketball and in the spring we offered soccer for the boys and for the girls. We enforced criteria that included, GPA above 2.5, passing classes and good attendance, in order for students to participate in the program. We had about 20 girls and 20 boys in each program. We hope the start of the program and enforcement of participation criteria will motivate students.

**Poetry Out Loud**

Our students participated in a classroom and then school-wide competition in which they memorized poetry selected by a national POL committee and then were scored on their performance. Students advanced from the classroom to the school competition. The school competition was judged by our assistant director-(former English and Speech Teacher), our curriculum director and our guidance counselor. The student body watched as students performed. The top two winners advanced to the regional competition in Minneapolis. Our students did not advance past the regional competition but did an amazing job nonetheless.

**6.3 Class Size**

Ubah Medical Academy works diligently to meet the needs of all students. Therefore, class sizes are restricted to no more than twenty-five students per classroom. Due to the collaboration model that we utilize there is often more than one staff member in the class. As a result, the student to teacher ratio is on average about 11:1.

**6.4 2010-2011 Goals**

The goals for 2010-2011 included:

**Goal #1: 90% of all students, including cited subgroups (Black, LEP, and FRP) will meet or exceed one year of growth in reading as measured by the NWEA MAP test.** Based on our NWEA test data, 83% of our students met or exceeded one year of growth as measured by this assessment.

We intend to use the NWEA MAP assessments for 10-11 to measure reading progress as this is a longer test and students at our school have viewed this test in a more serious manner.

**Goal #2: 90% of all students, including cited subgroups (Black, LEP, and FRP) will meet or exceed a gain of 2.5 points on their RIT score as measured by the Measures of Academic Progress (MAP) Mathematics test.**

Based on the data collected for 2010-2011:

76% of our students with a Fall '10 and a Spring '11 score met or exceed a gain of 2.5 points on their RIT score.

As we mined the data, we discovered there are several students who are not taking the test seriously as indicated by a drop in 10-40 points in their test score. There is a standard deviation of about 3 RIT's so a slight decrease is normal, but a student who has a significant decrease indicates lack of effort. Unfortunately, these are not

high stakes tests so we are not always able to have accurate data. Nonetheless, we were able to see growth in 76% of the students measured.

After collecting the data to measure our goal, it is apparent that students can make great gains yet not increase their achievement level due to the wide range of points assigned to each level. It seems that it makes more sense to measure the growth than the percent increasing achievement levels.

When comparing the reading to the writing, there are significantly fewer points on the writing so students are less likely to make a huge point gain which also means fewer achievement level gains. As indicated, the achievement level gain is lower in the reading than writing but the scale score points increase is much greater.

We made our AMAO targets in progress and attainment, which is an accomplishment, as we are performing above the state target in these areas.

**Goal #3 Will meet or exceed all AYP target goals. By reaching this goal, we will have two consecutive years of making AYP thus putting us off the list of schools in need of improvement.**

In a collective vision that focused on reading across the curriculum and supplemental math instruction, our students made the gains necessary to make our AYP goals. 51% of our 11<sup>th</sup> grade students were proficient in math while 66% of our 10<sup>th</sup> grade students were proficient in Reading.

**Goal #4 Our 2011 graduation rate will exceed 90%.**

The 2011 graduation rate was 97.8% which ranks as the highest in school history.

**Goal #5: 100% of our teachers and staff will participate in a professional learning community four times per month as measured by feedback surveys, rubrics, and professional conferencing.**

Our teachers were mandated to meet for professional development every week, once per week. The administration conducted several development sessions and collected feedback surveys. Additionally, the administration worked one-on-one with several teachers to help them with instructional concerns. We collected data via attendance logs, feedback surveys, and collaboration documents/work completed by the administration.

## 6.5 Ubah Medical Academy Assessments

| Assessment | Purpose | Students tested | Dates |
|------------|---------|-----------------|-------|
|------------|---------|-----------------|-------|

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                    |                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Minnesota Comprehensive Assessments (MCA's) | To measure students' academic growth from year to year. These assessments are aligned with Minnesota state standards and content.<br><br>"The Minnesota Comprehensive Assessments (MCAs) are state tests in mathematics, reading and science that meet the requirements of the federal Elementary and Secondary Education Act (ESEA). They are given every spring to measure student performance against the Minnesota Academic Standards, which specify what students in a particular grade should know and do."<br><br>-Minnesota Department of Education    | 9-12                                                               | Sept. 21-23<br>Jan. 25-27<br>May 3-5                                                                                                                                |
| Written Composition Graduation-Required Assessment for Diploma (Writing GRAD)                                           | "They are tests that measure proficiency on the Minnesota Academic Standards and other essential skills. Students must pass these tests in order to be eligible to graduate from a Minnesota public high school."<br><br>-Minnesota Department of Education                                                                                                                                                                                                                                                                                                    | Grade 9                                                            | April 12<br><br>Retests:<br>Nov. 2 (Gr. 10-12)<br>April 19 (Gr. 9 & 12)<br>July 19 (Gr. 10-12)<br>Oct. 5-8<br>Dec. 7-10<br>Feb. 1-4<br>April 12 & 13 (seniors only) |
| Reading and Mathematics Graduation-Required Assessment for Diploma (Reading and Math GRAD)                              | "They are tests that measure proficiency on the Minnesota Academic Standards and other essential skills. Students must pass these tests in order to be eligible to graduate from a Minnesota public high school...The Reading and Mathematics GRADs are components of the Reading and Mathematics MCAs that students take in grades 10 and 11 respectively. They are also stand-alone mathematics and reading tests that students take online when they have not passed the GRAD component of the high school MCAs."<br><br>-Minnesota Department of Education | Students in grades 11 and 12 who have not yet passed the GRAD      | April 12 - 13                                                                                                                                                       |
| Test of Emerging Academic English (TEAE) and Minnesota Student Oral Language                                            | "The TEAE is a reading and writing test for students who have been identified as English language learners (ELL) in grades 3-12. The MN SOLOM is a listening and speaking checklist for ELL in grades K - 12                                                                                                                                                                                                                                                                                                                                                   | Grade 10 – Reading<br>Grade 11 –Math<br>Biology students - Science | 9-12 grade students identified as English learners                                                                                                                  |

Observation Matrix (MN SOLOM) that the teacher uses to assess a student’s English listening and speaking skills.”  
-Minnesota Department of Education

### 6.6 2010-2011 Academic Data

AYP Results:

| 2011 AYP Results |                       |                  |                 |                 |
|------------------|-----------------------|------------------|-----------------|-----------------|
|                  | Participation Numbers | Proficiency Rate | Attendance Rate | Graduation Rate |
| Math             | 50                    | 51.16 %          | 97.15%          | 97.83%          |
| Reading          | 57                    | 66.67%           |                 |                 |

#### Minnesota Comprehensive Assessments

| Reading – Grade 10 |                 |                           |                         |
|--------------------|-----------------|---------------------------|-------------------------|
| Exceeds Standards  | Meets Standards | Partially Meets Standards | Does Not Meet Standards |
| 9%                 | 48%             | 18%                       | 25%                     |

| Math – Grade 11   |                 |                           |                         |
|-------------------|-----------------|---------------------------|-------------------------|
| Exceeds Standards | Meets Standards | Partially Meets Standards | Does Not Meet Standards |
| 6%                | 32%             | 21%                       | 41%                     |

| Science – Life Science Students |                 |                           |                         |
|---------------------------------|-----------------|---------------------------|-------------------------|
| Exceeds Standards               | Meets Standards | Partially Meets Standards | Does Not Meet Standards |
| 2%                              | 6%              | 27%                       | 65%                     |

## Graduation-Required Assessment for Diploma (GRAD)

### GRAD Writing – Grade 9

Percent Passing

74%

Percent Not Passing

26%

### ***Graduation***

As measured by NCLB guidelines, our graduation rate is 97.83%

### ***Attendance***

As measured by NCLB guidelines, our attendance rate is 97.14.

### ***AYP Status:***

Due to the significant gains in the 2010 and 2011 MCA Exams, evident in the above graphs. Ubah Medical Academy is currently off of AYP.

### ***AMAO***

As indicated on our AMAO report, we are above the state target in Progress towards English Language Proficiency and Attainment of English Language Proficiency.

We are above the state target in Content Ability in Math and Language Arts as we met our AYP goals.

### **Professional Development Goals from 2010-2011:**

1. All course curriculum will be aligned to state standard.
  - a. Tools: Curricu-plan
2. All Teachers will develop Learning Plans for under-performing students.
  - a. Tool: PLC Training

3. All Teachers will have access to data to improve instruction.
  - a. Tool: NWEA Training and Data Retreat.
4. All teachers will implement technology into core curriculum to increase student engagement.
  - a. Tool: Ongoing training through IT Coordinator
  - b. Study Island: Online Curriculum

## 6.7 Instructional Framework

**Raise the achievement of all students.  
 Eliminate racial predictability in achievement results.**

| <b>Relationships and Respect</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Meaningful and Relevant Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>High Expectations and Excellence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>How does the teacher create a learning community in which all students feel accepted and supported?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>How does the teacher engage all students in learning?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>How does the teacher maximize the academic achievement for all students?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>o Affirms cultural similarities and differences</li> <li>o Respects individual differences</li> <li>o Builds a personal relationship with each student that maximizes learning</li> <li>o Designs instruction and school work so students have opportunities to work with others</li> <li>o Provides opportunities for school work to be shared with persons important to the student</li> <li>o Creates an environment in which students are protected from adverse consequences for initial failure</li> <li>o Ensures students have access to time and other resources needed for optimum opportunities for success</li> <li>o Maximizes the participation of students with diverse learning and physical needs</li> </ul> | <ul style="list-style-type: none"> <li>o Chooses content, instructional strategies, and materials that are significant to the discipline and meaningful to students</li> <li>o Communicates purpose and relevance of content, learning experiences, and school work</li> <li>o Selects and connects content, materials, and school work to students' interests, learning styles, and their racial and cultural experiences</li> <li>o Designs quality school work that students value</li> <li>o Provides opportunities that cause students to assume responsibility and become engaged in their learning</li> <li>o Causes students to analyze problems and use critical and creative thinking skills</li> <li>o Incorporates novelty, variety, and choice in instruction and school work</li> <li>o Differentiates instruction by choosing varied content, products, and processes</li> </ul> | <ul style="list-style-type: none"> <li>o Aligns instruction to district curriculum</li> <li>o Sets clear and high expectations, including academic integrity, for all students</li> <li>o Establishes school work standards that are clear and important to students</li> <li>o Organizes instruction to ensure students have the skills needed to be successful</li> <li>o Provides sufficient rehearsal for students to gain content mastery</li> <li>o Promotes understanding of abstract ideas through application</li> <li>o Uses appropriate assessment strategies to plan and adjust for the academic growth for all students</li> <li>o Differentiates instruction to respond to students' prior knowledge, skills, and levels of learning</li> <li>o Collaborates with other staff members to identify and employ best practices for varied learners</li> </ul> |

## 7.0 Program Information

### 7.1 Challenges

#### ***Location and Competition***

Before 2007-08, we shared a building with a middle school and elementary school that serves a similar population and many siblings of our high school students. Due to increasing enrollment, we were quite crowded. All teachers shared classrooms and some teachers taught in 3-4 different classrooms each day. In addition, there was no flexibility in our schedule to create additional electives or sections.

The need for one of the three schools to relocate was inevitable. Thus the high school relocated. Our new space is beautiful and accommodates our educational needs. Most students and families have adjusted to our new location, however, the location is not always easy for our students and families. Some students have long bus rides in the morning and afternoon and parents struggle to find transportation to attend meetings concerning their child, parent meetings and conferences.

Additionally, there are more schools opening that serve a population similar to ours. We are finding that due to our location, students are choosing schools that generally offer what we do but are much closer to their homes therefore much less time spent on busses and easier access for parents.

#### **Solutions:**

As we move forward, we will target marketing as a larger priority. We are in the development stages of creating a marketing plan that shares our many successes with the community while also reaching out to the community to partner with our school. We want to communicate that it is well worth the commute to attend a high achieving school that is sensitive to the needs of the Eastern African community.

#### ***Expanded Curricular Opportunities***

We serve a wide-range of learners: our top 15% read at the late high school/college level; our lowest 10% read at the Kindergarten-first grade level so it is important for us to offer a wide range of course offerings to meet students' needs and interests; the challenge is doing that within a small school schedule and resources.

Due to an increase in student enrollment and more space, we have added a few more staff and courses to our program. The courses that have been open in the past two years include: Art, Business/Technology, Somali, Personal Finance, Environmental Science and Psychology. We continue to struggle to meet the elective needs of all students as we are limited by our small size and resources but we will continue to expand to meet the needs of our growing population.

#### **Solutions:**

As we continue to enroll more students who were born in the United States, we have been able to decrease our ELL offerings. This has allowed us to expand our

electives. We have also expanded our partnerships with the medical community and students are able to take a volunteer services class which allows students to receive credit for volunteering at local health clinics.

### ***Extra-Curricular Activities***

We also struggle with extra-curricular activities. Our biggest challenge is transportation. If we offer programs, we have to offer transportation. It is not always easy for our students to get a ride because families do not have a car or the adults are working. Also, our students come from all over the metro area so if we provide busses, we have to have several that can go in many directions rather than students all on one bus riding for hours on a route that covers the metro area.

Our students are eager to be part of after school activities and we hope that we can continue to offer these opportunities.

### **Solutions:**

We will continue to offer intramural boys' and girls' sports program. In the winter we offered basketball and in the spring we offered soccer for the boys and for the girls. We enforced criteria that included, GPA above 2.5, passing classes and good attendance, in order for students to participate in the program. We had about 20 girls and 20 boys in each program. We hope the start of the program and enforcement of participation criteria will motivate students.

## **9.0 Sponsor**

### **Sponsor Information**

Each year we are required to submit our annual report to our sponsor, Century College. This provides them with an overview as it does for MDE. 2010-2011 was the final school year, Century College will be sponsoring Ubah Medical Academy. We greatly appreciate Century College's guidance, commitment to our school and overall oversight. Concordia University will authorize Ubah Medical Academy for the 2011-2012 school year. We are very excited to work with Concordia University and the Ubah community is appreciative of Concordia University for taking on this commitment.

At the beginning of the year, we established goals and standards with our sponsor. Throughout the year, our sponsor has been in communication with us as well as attending monthly board meetings to ensure that the school is run efficiently and effectively. At the end of the school year, we met with our sponsor to evaluate our goals.

### **Attendance goal:**

Ubah will maintain at least a 93% student attendance rate each contract year.

**Enrollment goal:**

Ubah will maintain an enrollment of at least 220 students in each contract year.

**Financial Goals:**

1. In light of the increased holdback, Ubah will maintain a minimum of 15% fund balance.
2. Ubah will continue to have no major exceptions on their audit.
3. Ubah will continue to allocate all funds required by statute for special education students according to their IEPs under the supervision of the Special Education Director to ensure full provision of services.

***Professional Development Plans***

Broad efforts to improve curriculum, instruction and related professional development within Ubah Medical Academy are guided by our School Board, Teachers and Community Parent Advisory Committee. The charge of these groups in the area of professional development is to examine instructional and professional development needs and make advisory recommendations to the administration for program implementation and improvements that impact student learning. Primary focus areas are content standards, assessment and performance standards, instructional practice and resource allocation. These groups set direction for and review the work of content-specific curriculum. During the 2010-2011 school year these groups examined the areas of strategic planning, professional learning communities, student achievement goals and mapping curriculum to align to state standards.

**10.0 School Calendars**

**Professional Development Calendar**

| <b>SEPTEMBER 2009</b> |    |    |    |         |    |    | (TT=Team Time, G=Group)                                                                                                                                                                                              | <b>SEPTEMBER</b>  |
|-----------------------|----|----|----|---------|----|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| S                     | M  | T  | W  | T       | F  | S  | 1st Day of School                                                                                                                                                                                                    | 1                 |
|                       |    | 1  | 2  | 3       | 4  | 5  | Labor Day NO SCHOOL                                                                                                                                                                                                  | 7                 |
| 6                     | 7  | 8  | 9  | 10      | 11 | 12 | AR/AM, SMART goal homework                                                                                                                                                                                           | 9 G (group)       |
| 13                    | 14 | 15 | 16 | 17      | 18 | 19 | Follow up on SMART Goals, set parent communication goals related to upcoming conferences. Homework for 9/23: Bring a standard that you will be working on in the upcoming weeks.                                     | 16 TT (team time) |
| 20                    | 21 | 22 | 23 | 24      | 25 | 26 | Hemophilia Training in the staff lounge                                                                                                                                                                              | 23 G              |
| 27                    | 28 | 29 | 30 |         |    |    | training of focus cards, data use in the classroom with q1 summative assessment                                                                                                                                      | 29 G              |
| <b>OCTOBER 2009</b>   |    |    |    |         |    |    |                                                                                                                                                                                                                      | <b>OCTOBER</b>    |
| S                     | M  | T  | W  | T       | F  | S  | continuing conversations about data use in the classroom with focus cards, check in regarding: math SMART goals and conference-related SMART goals, rough draft of q1 summative assessment ready to share with team. | 6 TT              |
|                       |    |    |    | 1       | 2  | 3  | Midterms, Conferences 4-8 pm, no staff meeting                                                                                                                                                                       | 13                |
| 4                     | 5  | 6  | 7  | 8       | 9  | 10 | Check in Group Meeting                                                                                                                                                                                               | 14 G              |
| 11                    | 12 | 13 | 14 | 15      | 16 | 17 | NO Students/Staff Dev - EDMN Conv.                                                                                                                                                                                   | 15-16             |
| 18                    | 19 | 20 | 21 | 22      | 23 | 24 | NWEA Testing                                                                                                                                                                                                         | 20-22             |
| 25                    | 26 | 27 | 28 | 29      | 30 | 31 | continuing conversations about data use in the classroom with focus cards and second draft of q1 summative assessment ready to share with team.                                                                      | 20 TT             |
|                       |    |    |    |         |    |    | continuing conversations about data use in the classroom with focus cards                                                                                                                                            | 27 TT             |
| <b>NOVEMBER 2009</b>  |    |    |    |         |    |    |                                                                                                                                                                                                                      | <b>NOVEMBER</b>   |
| S                     | M  | T  | W  | T       | F  | S  | Writing GRAD Retest and Makeups Grades 10-12                                                                                                                                                                         | 3, 10             |
| 1                     | 2  | 3  | 4  | 5       | 6  | 7  | Staff Meeting                                                                                                                                                                                                        | 3                 |
| 8                     | 9  | 10 | 11 | Q1 Ends | 13 | 14 | Staff Meeting                                                                                                                                                                                                        | 10                |
| 15                    | 16 | 17 | 18 | 19      | 20 | 21 | Staff Dev-No Students, 8-10am                                                                                                                                                                                        | 13                |
| 22                    | 23 | 24 | 25 | 26      | 27 | 28 | Staff Meeting                                                                                                                                                                                                        | 24                |
| 29                    | 30 |    |    |         |    |    | Noon Dismissal                                                                                                                                                                                                       | 25                |
|                       |    |    |    |         |    |    | Holiday - No School                                                                                                                                                                                                  | 26-27             |

| DECEMBER 2009 |    |    |    |    |    |    |                                                                            |          |
|---------------|----|----|----|----|----|----|----------------------------------------------------------------------------|----------|
| S             | M  | T  | W  | T  | F  | S  |                                                                            | DECEMBER |
|               |    | 1  | 2  | 3  | 4  | 5  | Staff Meeting                                                              | 1, 8     |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 | Midterms                                                                   | 15       |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 | Conference 4-8 pm                                                          | 15       |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 | Winter Break NO SCHOOL                                                     | 21-31    |
| 27            | 28 | 29 | 30 | 31 |    |    |                                                                            |          |
| JANUARY 2010  |    |    |    |    |    |    |                                                                            | JANUARY  |
| S             | M  | T  | W  | T  | F  | S  |                                                                            |          |
|               |    |    |    |    | 1  | 2  | No School Winter Break                                                     | 1        |
|               |    |    |    |    |    |    | 1/2 Day - Richard \$\$, Curriculum                                         | 11       |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  | NWEA Testing                                                               | 12-14    |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 | No School MLK                                                              | 18       |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 | End of 2nd Qtr/1st Semester                                                | 28       |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 | Staff Dev-No Students                                                      | 29       |
| 31            |    |    |    |    |    |    |                                                                            |          |
| FEBRUARY 2010 |    |    |    |    |    |    |                                                                            | FEBRUARY |
| S             | M  | T  | W  | T  | F  | S  |                                                                            |          |
|               | 1  | 2  | 3  | 4  | 5  | 6  | Start of Sem 2                                                             | 1        |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 | NO SCHOOL Pres. Day                                                        | 15       |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 | Midterms                                                                   | 25       |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 | Conferences 4-8 pm                                                         | 25       |
| 28            |    |    |    |    |    |    |                                                                            |          |
| MARCH 2010    |    |    |    |    |    |    |                                                                            | MARCH    |
| S             | M  | T  | W  | T  | F  | S  |                                                                            |          |
|               | 1  | 2  | 3  | 4  | 5  | 6  | Staff Dev-No Students                                                      | 5        |
|               |    |    |    |    |    |    | TEAE Reading/Writing                                                       | 9 & 10   |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 | TEAE Makeups                                                               | 11       |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 | End of Qtr. 3                                                              | 25       |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 | Richard \$ Summative/Formative Assessment                                  | 26       |
| 28            | 29 | 30 | 31 |    |    |    | Spring Break-No School                                                     | 29-31    |
| APRIL 2010    |    |    |    |    |    |    |                                                                            | APRIL    |
| S             | M  | T  | W  | T  | F  | S  |                                                                            |          |
|               |    |    |    |    |    |    | Spring Break-No School                                                     | 1-2      |
|               |    |    |    | 1  | 2  | 3  | School Resumes                                                             | 5        |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 | Grades 10 & 11 Reading and Math MCA II Segs 1 & 2 and Grade 9 Writing Grad | 13       |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 | Grades 10 & 11 Reading and Math MCA II Segments 3 & 4                      | 14       |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 | Writing GRAD Retest (Seniors only) and Grade 9 Writing GRAD Make-up        | 20       |
| 25            | 26 | 27 | 28 | 29 | 30 |    | MCA Science Test/Make up                                                   | 28/29    |
| MAY 2010      |    |    |    |    |    |    |                                                                            | MAY      |
| S             | M  | T  | W  | T  | F  | S  |                                                                            |          |
|               |    |    |    |    |    | 1  | Midterms                                                                   | 4        |
|               |    |    |    |    |    |    | Conferences 4-8 pm                                                         | 4        |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  | NWEA Testing                                                               | 11-13    |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 | Last Senior Day                                                            | 28       |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 | MCA Science Testing Ends                                                   | 21       |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 | NO SCHOOL Memorial D                                                       | 31       |
| 30            | 31 |    |    |    |    |    |                                                                            |          |
| JUNE 2010     |    |    |    |    |    |    |                                                                            | JUNE     |
| S             | M  | T  | W  | T  | F  | S  |                                                                            |          |
|               |    | 1  | 2  | 3  | 4  | 5  | Noon Dismiss/Last Day                                                      | 4        |
|               |    |    |    |    |    |    | Graduation                                                                 | 8        |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 | Last Day for Staff                                                         | 7-8      |

21  
0  
1  
0

Ubah Medical Academy

**No Students/Staff Devel**  
1st and last staff days  
Noon dismissal

**NO STUDENT!**  
1st and last stu

**JULY 2011**

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

JULY

|   |                          |              |
|---|--------------------------|--------------|
| 4 | Independence Day Holiday | Sch<br>MLK - |
|---|--------------------------|--------------|

**AUGUST 2011**

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

AUGUST

|       |                         |                      |
|-------|-------------------------|----------------------|
| 1     | Ramadan Begins          |                      |
| 22    | New Staff Only Workshop |                      |
| 23-29 | All Staff Workshop      |                      |
| 25    | Open House 4-7          | Pres. Day-<br>Confer |
| 30-31 | Holiday                 |                      |
| 0     | Student Days            |                      |

**SEPTEMBER 2011**

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

SEPTEMBER

|    |                     |               |
|----|---------------------|---------------|
| 5  | Labor Day-NO SCHOOL |               |
| 6  | First Day School    | Spring Break- |
| 19 | Student Days        |               |

**OCTOBER 2011**

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  |    |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

OCTOBER

|       |                       |                             |
|-------|-----------------------|-----------------------------|
| 6     | Conferences 4-8 pm    |                             |
| 20-21 | Staff Dev -EDMN Conv. | Staff Dev/GI<br>Holiday - N |
| 19    | Student Days          |                             |

**NOVEMBER 2011**




| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

NOVEMBER

|       |                       |             |
|-------|-----------------------|-------------|
| 7     | Holiday - No School   |             |
| 10    | End Q1 (45 days)      | Conferences |
| 11    | Staff Dev/Grading Day |             |
| 14    | Q2 Starts             |             |
| 23    | Noon Dismissal        |             |
| 24-25 | Holiday - No School   | Holiday - N |

20 1  
10

Ubah Medical Ac

 No Students/Staff Devel  
 1st and last staff days  
 Noon dismissal

 NO S  
 1st ar

JULY 2011

| S | M  | T | W | T | F | S |
|---|----|---|---|---|---|---|
|   |    |   |   |   | 1 | 2 |
| 3 | 4  | 5 | 6 | 7 | 8 | 9 |
| 1 | 11 | 1 | 1 | 1 | 1 | 1 |
| 0 |    | 2 | 3 | 4 | 5 | 6 |
| 1 | 18 | 1 | 2 | 2 | 2 | 2 |
| 7 |    | 9 | 0 | 1 | 2 | 3 |
| 2 | 25 | 2 | 2 | 2 | 2 | 3 |
| 4 |    | 6 | 7 | 8 | 9 | 0 |
| 3 |    |   |   |   |   |   |
| 1 |    |   |   |   |   |   |

JULY

4 Independence Day Holiday

AUGUST

AUGUST 2011

| S | M  | T | W | T | F | S |
|---|----|---|---|---|---|---|
|   | 1  | 2 | 3 | 4 | 5 | 6 |
| 7 | 8  | 9 | 1 | 1 | 1 | 1 |
|   |    | 0 | 1 | 2 | 3 |   |
| 1 | 15 | 1 | 1 | 1 | 1 | 2 |
| 4 |    | 6 | 7 | 8 | 9 | 0 |
| 2 | 22 | 2 | 2 | 2 | 2 | 2 |
| 1 |    | 3 | 4 | 5 | 6 | 7 |
| 2 | 29 | 3 | 3 |   |   |   |
| 8 |    | 0 | 1 |   |   |   |

1 Ramadan Begins  
22 New Staff Only Workshop  
23-29 All Staff Workshop

25 Open House 4-7 Pi

30-31 Holiday

0 Student Days

SEPTEMBER

SEPTEMBER 2011

| S | M  | T | W | T | F | S |
|---|----|---|---|---|---|---|
|   |    |   |   |   | 1 | 2 |
| 4 | 5  | 6 | 7 | 8 | 9 | 1 |
| 1 | 12 | 1 | 1 | 1 | 1 | 1 |
| 1 |    | 3 | 4 | 5 | 6 | 7 |
| 1 | 19 | 2 | 2 | 2 | 2 | 2 |
| 8 |    | 0 | 1 | 2 | 3 | 4 |
| 2 | 26 | 2 | 2 | 2 | 3 |   |
| 5 |    | 7 | 8 | 9 | 0 |   |

5 Labor Day-NO SCHOOL

6 First Day School

19 Student Days

OCTOBER

OCTOBER 2011

| S | M  | T | W | T | F | S |
|---|----|---|---|---|---|---|
|   |    |   |   |   |   | 1 |
| 2 | 3  | 4 | 5 | 6 | 7 | 8 |
|   |    | 1 | 1 | 1 | 1 | 1 |
| 9 | 10 | 1 | 2 | 3 | 4 | 5 |
| 1 | 17 | 1 | 1 | 2 | 2 | 2 |
| 6 |    | 8 | 9 | 0 | 1 | 2 |
| 2 | 24 | 2 | 2 | 2 | 2 | 2 |
| 3 |    | 5 | 6 | 7 | 8 | 9 |
| 3 | 31 |   |   |   |   |   |
| 0 |    |   |   |   |   |   |

6 Conferences 4-8 pm  
20-21 Staff Dev -EDMN Conv.

19 Student Days

NOVEMBER 2011

NOVEMBER

| S | M  | T | W | T | F | S |
|---|----|---|---|---|---|---|
|   |    | 1 | 2 | 3 | 4 | 5 |
| 6 | 7  | 8 | 9 | 0 | 1 | 1 |
| 1 |    | 1 | 1 | 1 | 1 | 1 |
| 3 | 14 | 5 | 6 | 7 | 8 | 9 |
| 2 |    | 2 | 2 | 2 | 2 | 2 |
| 0 | 21 | 2 | 3 | 4 | 5 | 6 |
| 2 |    | 2 | 3 |   |   |   |
| 7 | 28 | 9 | 0 |   |   |   |

|       |                            |            |
|-------|----------------------------|------------|
| 7     | <b>Holiday - No School</b> |            |
| 10    | End Q1 (45 days)           | <b>Cor</b> |
| 11    | Staff Dev/Grading Day      |            |
| 14    | Q2 Starts                  |            |
| 23    | <b>Noon Dismissal</b>      |            |
| 24-25 | <b>Holiday - No School</b> | <b>Hc</b>  |
| 18    | <b>Student Days</b>        |            |

**DECEMBER 2011**

| S | M  | T  | W  | T  | F  | S  |
|---|----|----|----|----|----|----|
|   |    |    |    | 1  | 2  | 3  |
| 4 | 5  | 6  | 7  | 8  | 9  | 10 |
| 1 |    | 1  | 1  | 1  | 1  | 1  |
| 1 | 12 | 3  | 4  | 5  | 6  | 7  |
| 1 |    | 2  | 2  | 2  | 2  | 2  |
| 8 | 19 | 0  | 1  | 2  | 3  | 4  |
| 2 | 26 | 27 | 28 | 29 | 30 | 31 |

DECEMBER

|       |                               |
|-------|-------------------------------|
| 15    | <b>Conferences 4-8 pm</b>     |
| 19-20 | Reguar School Days            |
| 21-30 | <b>Winter Break-NO SCHOOL</b> |



