



2019-2020 World's Best Workforce Report Summary and Annual Report

MISSION

Sejong Academy is committed to providing an academically rigorous education to pre-K-8 Twin Cities students through immersion experience in Korean language and culture by using research-based curricula, high standards for accountability and promoting an appreciation for diversity and international cultures.

VISION

Sejong Academy students will become scholars of Korean and English, as well as socially responsible global citizens.

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

A section of this document includes the required template for submission of the 2018-2019 report summary. Districts must submit this completed template by **December 15, 2019** to MDE.WorldsBestWorkForce@state.mn.us.

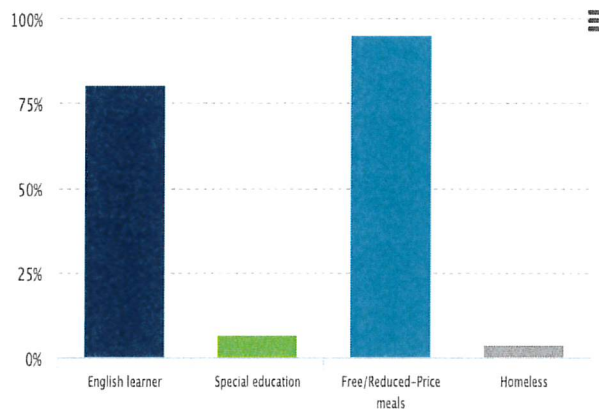
District or Charter Name: Sejong Academy

Contact Person Name and Position: Brad Tipka, Executive Director

School Enrollment, Staffing and Student Attrition

Sejong maintained an enrollment of 187 for the 2018-2019 school year with over 86% of our students identifying as Asian. We also served 151 EL learners, over 90% free and reduced price lunch students and 13 students in special education. Our attrition rate last year was 2% from October 1st to the end of the school year. Additionally, we were recognized for our consistent attendance rate of 100%.

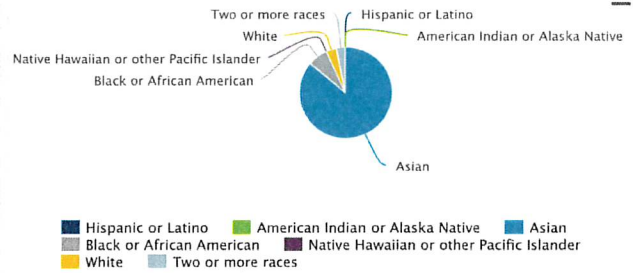
2019 Enrollment by Other Criteria



	Count	Percent
English learner	151	80.7%
Special education	13	7.0%
Free/Reduced-Price meals	NR	>=90%
Homeless	7	3.7%

2019 Enrollment by Race/Ethnicity

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).

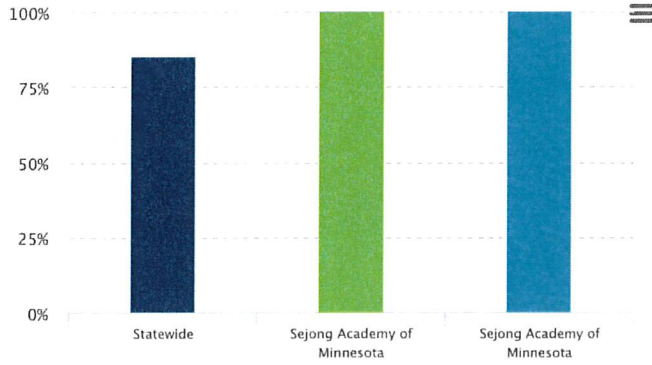


Race/Ethnicity	Count	Percent
Hispanic or Latino	0	0.0%
American Indian or Alaska Native	0	0.0%
Asian	161	86.1%
Black or African American	13	7.0%
Native Hawaiian or other Pacific Islander	0	0.0%
White	7	3.7%
Two or more races	6	3.2%
All students	187	100.0%

Attendance Rate 2018-2019

The number of students attending school regularly

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

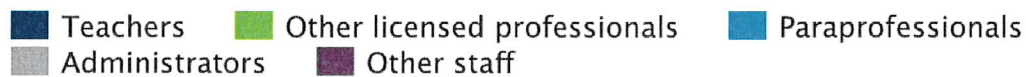
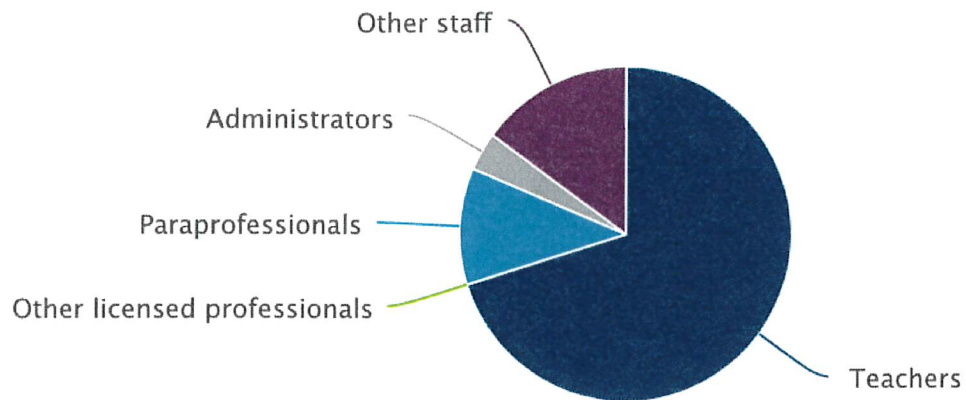


	Statewide	Sejong Academy of Minnesota	Sejong Academy of Minnesota
Consistent attendance	85.4%	100.0%	100.0%
Count	792,174	120	120

Staffing

Sejong Academy experienced a growth in enrollment from 162 students to 187 students from our fourth year to fifth year, we added four classrooms, added four more full-time classroom teachers and two full-time support teachers. This gave us a total of 18 licensed teachers, 1 licensed administrator and 4 office manager/cultural liaison and one Technology Coordinator for the 2018-2019 school year.

2019 Staffing Profile



Position	Staff count/percent
Teachers	18/ 70.1%
Other Licensed Professionals	0/ 0.0%
Paraprofessionals	3/ 11.2%
Administrators	1/ 3.7%
Other staff - including non-licensed staff	4/ 14.9%
Total	26/ 100.0%

Finances

Sejong Academy ended the Fiscal Year with a balance of \$747647, a **21.61%** fund balance.

Sejong Academy
Charter School No. 4215
Saint Paul, Minnesota
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2019

	General	Nonmajor Food Service	Total Governmental Funds
Revenues			
Revenue from federal sources	\$ 118,406	\$ 156,391	\$ 274,797
Revenue from state sources	2,496,532	3,051	2,499,583
Other local and county revenue	144,088	-	144,088
Total Revenues	<u>2,759,026</u>	<u>159,442</u>	<u>2,918,468</u>
Expenditures			
Current			
Administration	95,300	-	95,300
District support services	260,481	-	260,481
Elementary and secondary regular instruction	1,036,058	-	1,036,058
Special education instruction	552,745	-	552,745
Community service	48,876	-	48,876
Instructional support services	9,854	-	9,854
Pupil support services	224,269	163,586	387,855
Sites and buildings	348,001	-	348,001
Fiscal and other fixed cost programs	11,146	-	11,146
Capital outlay			
District support services	6,943	-	6,943
Elementary and secondary regular instruction	15,414	-	15,414
Special education instruction	25	-	25
Instructional support services	6,083	-	6,083
Total Expenditures	<u>2,615,195</u>	<u>163,586</u>	<u>2,778,781</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>143,831</u>	<u>(4,144)</u>	<u>139,687</u>
Other Financing Sources (Uses)			
Transfers in	-	54	54
Transfers out	(54)	-	(54)
Total Other Financing Sources (Uses)	<u>(54)</u>	<u>54</u>	<u>-</u>
Net Change in Fund Balance	143,777	(4,090)	139,687
Fund Balance, July 1	<u>603,870</u>	<u>4,090</u>	<u>607,960</u>
Fund Balance, June 30	<u>\$ 747,647</u>	<u>\$ -</u>	<u>\$ 747,647</u>

The notes to the financial statements are an integral part of this statement.

	WORKING	WORKING		
	FY17	FY18	FY19	FY20
State Aid				
General Aid	\$ 829,369	\$ 1,061,153	\$ 1,204,327	\$ 1,162,994
Compensatory	180,993	343,502	430,338	476,539
LEP	43,229	69,078	75,882	82,005
Lease Aid	162,148	203,144	224,957	217,414
Q-Comp	21,783	30,360	35,420	36,685
ADSIS	-	104,722	127,993	127,993
Special Ed	103,141	156,761	165,883	169,268
Total State Aid	1,340,663	1,968,721	2,264,800	2,272,898
Federal Aid				
Title	37,416	38,164	38,928	38,054
Special Ed	9,994	12,429	13,902	13,590
Federal Startup	35,000	-	-	-
Library Grant	89,725	-	-	-
Total Federal	172,135	50,594	52,829	51,644
Local Aid and Donation				
Donations & Gifts	15,000	1,000	1,000	-
Field Trip- Korea	-	12,000	15,000	18,000
	15,000	13,000	16,000	18,000
General Fund Revenue	1,527,798	2,032,315	2,333,630	2,342,542

Governance

Sejong Academy Board Roster

Member Name	Term/Chair	Relationship to School	Email Address
Erik Funk	9/1/15 - 6/30/20/Chair of Finance Committee	Parent	cconnell@sejongacademy.org

Grace Lee	Pre-OP – 6/30/20/Board Chair	Parent	glee@sejongacademy.org
Amy Britton	7/1/16 – 6/30/20	Parent	abritton@sejongacademy.org
Jina Kim	8/3018 – 6/30/20	Teacher	jjkim@sejongacademy.org
Jorden Carlson	8/3018 – 6/30/20	Teacher	jcarlson@sejongacademy.org

Ongoing Board Training – July 26, 2019 Board Governance Training – Elections, Board Composition, and Resignations and Removals

Stakeholder Engagement

Report

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

<http://www.sejongacademy.org/home-1-2-1-1-1/>

Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

Date of Annual Meeting to discuss the World's Best Workforce Summary, June 18, 2019.

District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board:

Grace Lee, Board Chair, Parent
Brad Tipka, Executive Director, Parent
Sawlwun Si, Community Liaison, Parent
Yun Kyung Cho, PLC Lead Teacher
Jiyoung Kim, Teacher
Jorden Carlson, Teacher

Meetings were held on as needed with all recommendations made to the school board at the next meeting.

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019.

Save your specific survey link for easy access to your district/charter's summary report.

Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

Sejong Academy

Grades Served

Please check all that apply:

Prekindergarten
Kindergarten
First grade
Second grade
Third grade
Fourth grade
Fifth grade
Sixth grade
Seventh grade
Eighth grade
Ninth grade

WBWF Contact Information

WBWF Contact Name

Brad Tipka

WBWF Contact Title

Executive Director

WBWF Contact Phone Number

651-330-6944

WBWF Contact Email

btipka@sejongacademy.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

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

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

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

<https://static1.squarespace.com/static/54ae926ce4b084338ad939a8/t/5c1140791ae6cf0d58951857/1544634490223/Sejong+Academy+17-18+WBWF+and+Annual+Report+Revised.pdf>

Provide the direct website hyperlink to the A&I materials.

Annual Public Meeting

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

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

6/18/19

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

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

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?
(200 word limit)

N/A

What equitable access gaps has the district found?

What are the root causes contributing to your equitable access gaps?
(200 word limit)

N/A

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
(200 word limit)

N/A

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

N/A

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

We have never had any African-American applicants.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

We have worked hard to create equity pay and also train race and equity.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

80% of all continuously enrolled PreK students will know 80% of the uppercase and lowercase English letters by the end of the year.
80% of the all continuously enrolled PreK students will know 80% of their number names, base ten counting and basic shapes.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

95 and 100

Goal Status

Check one of the following:

On Track (multi-year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Teacher administered a year end assessment.
- What strategies are in place to support this goal area? Direct teaching on numbers and letters.
- How well are you implementing your strategies? Most students are completing their goals.
- How do you know whether it is or is not helping you make progress toward your goal? Results of the assessments.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

100% of our continuously enrolled will be at grade level at the end of the school year as measured by the MCA Spring Assessments.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

33

Goal Status

Check one of the following:

Not On Track (multi-year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? MCA, NWEA and WIDA Assessments.
- What strategies are in place to support this goal area? School wide sheltered English strategies. School wide RTI program with Reading Corps and ADSIS Tier II Interventions.
- How well are you implementing your strategies? Implementation is adequate but progress is slower than expected.
- How do you know whether it is or is not helping you make progress toward your goal? Summative assessments of MCA and NWEA.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

The school's Free/Reduced Focus Group proficiency rate exceeds the resident district Free/Reduced Focus proficiency rate in math and reading

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

56.4% -Sejong Math 30.9% -St Paul District Math 34.5% -Sejong Reading 38.6% -St Paul Reading

Goal Status

Check one of the following:

Met Some (multiple goals)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? MCA
- What strategies are in place to support this goal area? Schoolwide sheltered English instruction, Tier II Interventions and high expectations for all.
- How well are you implementing your strategies? We still need to make more progress in Reading.
- How do you know whether it is or is not helping you make progress toward your goal? MCA assessments.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

80% of all continuously enrolled students are on track to be on grade level by graduation in Math. 80% of all continuously enrolled students are on track to be on grade level by graduation in Reading

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

60 Math and 44 Reading

Goal Status

Check one of the following:

Met Some (multiple goals)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

**How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? MCA growth data.
- What strategies are in place to support this goal area? Continue to utilize interventions and direct classroom instruction.
- How well are you implementing your strategies? Math is satisfactory, Reading is unsatisfactory.
- How do you know whether it is or is not helping you make progress toward your goal? MCA assessments.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

No

Goal

Provide the established SMART goal for the 2018-19 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

Goal Status

Check one of the following:

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

Achievement & Integration

This section is only required for districts with an [approved Achievement and Integration plan during the 2018-19 school year](#).

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1576439352_5df68e3884a9d5.11386901&sg_navigate=start

- *Strategies for improving instruction, curriculum, and student achievement;*

Sejong Academy utilizes Professional Learning Communities (PLCs), Alternative Delivery of Special Education Services (ADSIS) interventions and Reading Corps programs to increase student achievement.

Data-driven Decision Making is utilized:

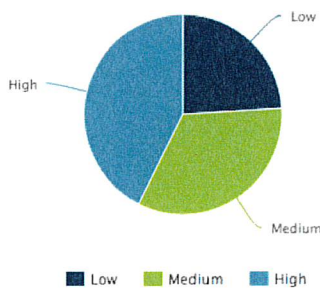
- Study Island data is reviewed weekly to ensure that students are progressing.
- MCA data reviewed yearly to evaluate the program effectiveness and make any necessary changes to the program.
- *Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and an annual budget for continuing to implement the district plan.*

Sejong Academy maintains a working budget and closely monitors expenditures categorized by UFARS and other budget codes throughout the year, comparing the actual expenditures to the budgeted expenditures to ensure the plans are implemented.

Growth Scores from MDE

Math

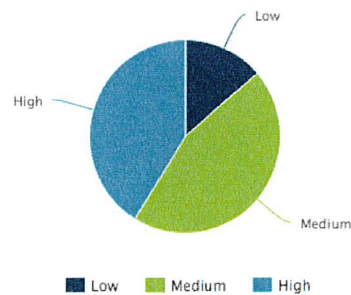
2016 - 2017 Student Growth, all students



Growth Level	Count	Percent
Low	13	24.1%
Medium	18	33.3%
High	23	42.6%

Reading

2016 - 2017 Student Growth, all students



Growth Level	Count	Percent
Low	7	13.7%
Medium	23	45.1%
High	21	41.2%

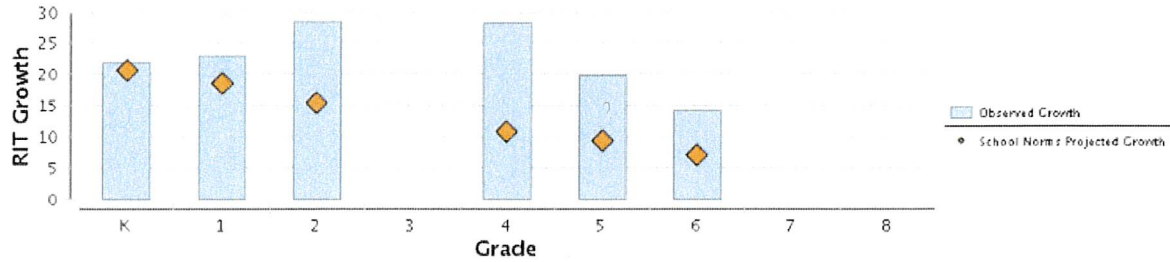
Sejong Academy 2018-2019 NWEA Growth Comparison by Grade to the National Norm

Sejong Academy

Mathematics

Grade (Spring 2017)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	13	132.2	19.6	13	154.2	24.2	22	21.9	2.6	20.6	0.51	70	13	7	54	53
1	20	154.2	21.5	8	177.2	18.2	28	23.0	2.8	18.6	1.48	93	20	14	78	75
2	14	166.7	20.4	4	195.1	13.5	68	28.4	3.3	15.4	4.90	99	14	13	93	94
3	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	16	195.4	23.6	14	223.6	19.4	92	28.3	2.6	10.9	7.85	99	16	16	100	99
5	13	206.2	21.2	23	226.2	23.8	72	19.9	1.4	9.4	4.09	99	13	13	100	88
6	15	207.4	17.0	8	221.5	13.4	32	14.1	2.0	7.0	3.15	99	15	12	80	89
7	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Mathematics





Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: Sejong Academy of Minnesota

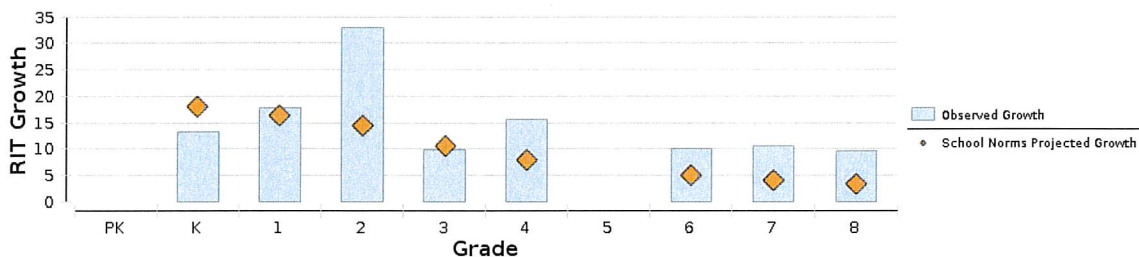
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 32 (Spring 2019)
Grouping: None
Small Group Display: No

Sejong Academy

Reading

Grade (Spring 2019)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**				**				
K	26	134.5	8.7	14	147.7	11.1	4	13.2	1.8	18.1	-1.69	5	26	7	27	23
1	21	150.1	14.0	3	167.9	11.9	7	17.8	2.5	16.4	0.51	69	21	9	43	40
2	11	155.8	15.6	1	188.7	15.3	50	32.9	3.2	14.4	7.42	99	11	10	91	98
3	18	182.8	14.4	21	192.8	14.7	19	9.9	2.5	10.6	-0.32	37	18	9	50	56
4	22	192.8	16.0	20	208.3	12.2	64	15.5	1.5	7.9	4.54	99	22	20	91	83
5	8	*			*			*					*			
6	16	205.1	16.1	18	215.2	13.8	47	10.1	1.7	4.9	2.71	99	16	13	81	70
7	21	200.3	24.4	2	210.9	21.7	14	10.6	2.0	4.0	3.62	99	21	17	81	76
8	24	203.9	21.4	4	213.4	19.4	19	9.5	1.6	3.4	2.73	99	24	18	75	68

Reading



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Page 2 of 3



Future Plans

Sejong Academy is committed to working to be inclusive in providing foreign language immersion to underprivileged groups in Minnesota. We were approved to add high school for 2019-2020 school year and will continue to expand one grade level per year until we are a full PreK-12th grade school. We are also currently working with our facilities committee to improve our current facility and explore the feasibility of moving to a purpose built facility in the near future. Overall, we are excited to be able to offer Korean language and cultural immersion to students in Minnesota.