

Yinghua Academy Annual Report

1. SCHOOL MISSION STATEMENT

The mission of Yinghua Academy is to provide a challenging and comprehensive learning environment that will nurture our students' natural inquisitiveness and will prepare them to be engaged and productive global citizens.

Our students will develop intellectual curiosity and critical-thinking skills as well as broad and deep knowledge in language arts, mathematics, world and American history and culture, science, and fine arts.

2. SPONSOR INFORMATION

Friends of Education Oversight Program

Friends of Education ("Friends") monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance. The monitoring program is described below.

1. Academic Performance. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.
 - (a) Testing. Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each semester to ensure that the goals of the schools are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance.
 - (b) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Friends site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment promoting the academic goals. Friends provides feedback following each site visit; feedback may be oral and/or written.
 - (c) Annual Reports. Friends requires that the school prepare an annual report which details the school's evaluation of meeting each its academic performance goals.

To assist with its sponsoring responsibilities with respect to academic performance, Friends has contracted with the Minnesota Humanities Commission. The Commission's staff has assisted in the implementation of academic programs at over thirty schools in Minnesota over the past ten years. Through its contract with the Minnesota Humanities Commission, the Commission assists with monitoring the implementation of the academic program at each school. Friends has also implemented a support network for the schools it is sponsoring to engage in mutual support and problem solving.

2. Finance. Friends' oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

- (a) Financial Statements. Prior to the July 1st before school opening, the school must submit to Friends an annual budget adopted by the School Board.

The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and contain explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages that its sponsored schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

- (b) Independent Audit. By the date specified in its charter contract, the school must submit to Friends its independent audit report along with any school management response.

As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members may reveal financial concerns.

3. Reporting and Legal Compliance. Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.

- (a) Governance. The school must submit board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.

- (b) Annual Reports. Friends requires each school to submit an annual report which details the school's evaluation of meeting State reporting requirements.

- (c) Site Visits. Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes.

Friends has asked that the Minnesota Department of Education inform Friends if the school is not reporting properly and to share copies of all pertinent correspondence between the school and the MDE. Friends adopts a similar procedure regarding compliance with local, State and Federal laws.

Remediation. Should a sponsored school fall short of its agreed-upon academic standards, financial targets, or fail in any aspect of reporting and legal compliance, Friends engages in a range of possible interventions including:

- Friends notifies the school leader or board chair of areas of concern
- Friends formally notifies the school board of areas of concern and may ask that the school board develop a performance improvement plan
- Friends initiates a notice and action plan whereby Friends states its intention to revoke sponsorship.

Friends complies with all state requirements regarding sponsorship withdrawal.

3. GOVERNANCE

Election of Yinghua Academy Board Members

According to our by-laws and procedures we have established, we elect new board members every June. As of July 1 every year, the newly-elected board members join the board; and the board members who did not run for reelection or who were not reelected leave the board.

Current Board Members

<u>Name</u>	<u>Position on Board</u>	<u>E-Mail</u>	<u>When Elected to Board</u>	<u>Group Represented</u>
Abigail Pribbenow	Secretary	pribbena@augsborg.edu	June 2009	Parent
Luyi Lien	Member	luyi@yinghuaacademy.org	June 2007	Academic Director and Parent
Janine Trutna	Member	JTrutna@inkbig.com	Appointed to fill vacated position- July 2009	Parent
Cindy Moeller	Chair	moeller312@aol.com	June 2008	Community
Doug Parish	Treasurer	douparish@yahoo.com	June 2009	Parent
Taoyuan Li	Member	Taoyuan@yinghuaacademy.org	June 2009	Spec. Ed Teacher
Naomi Mueller	Member	naomi@yinghuaacademy.org	June 2008	English Teacher
Keri Norell	Member	keri@yinghuaacademy.org	June 2008	Immersion Teacher
Mary Ann Choy	Member	machoy@comcast.net	June 2008	Parent
Joe Yang	Member	joe.yang@kennedy-graven.com	June 2007	Parent
Scott Jax	Member	SJax@spire-banking.com	Appointed to fill vacated position – July 2009	Parent

Biographical information about Yinghua Academy board members is available on the Yinghua Academy website, www.yinghuaacademy.org.

Former Board Members

<u>Name</u>	<u>Position on Board</u>	<u>When Elected to Board</u>	<u>When Resigned from Board</u>	<u>Reason for Resignation</u>	<u>Group Represented</u>
Zhining Chin	Member	Founding Board Member	1/29/07	Conflict of Interest due to Starting Chinese Immersion program in Hopkins	Community
Laura Harris	Member	Founding Board Member (Harriet Bishop Academy)	7/10/06	Personal reasons	Community
Jennifer (Ming) Yan	Member	Founding Board Member	10/16/06	Personal reasons	Community
Michael VanKeulen	Member	Founding Board Member	06/30/08	Personal reasons	Parent
Margaret Wong	Member	Founding Board Member	06/30/08	Personal reasons	Community

Larry Yan	Member	Founding Board Member	06/30/08	Personal reasons	Community
Kristina Schatz	Secretary	Founding Board Member	06/30/09	Personal reasons	Parent
Clark Liu	Member	Elected 07/1/07	07/15/09	Personal reasons	Parent
Sandy Doubek	Member	Founding Board Member	06/30/09	Personal reasons	Parent

Board Attendance

Between July 1, 2008, and June 30, 2009, the Yinghua Academy Board had a total of 22 meetings. The attendance of board members during this 12-month period was 86%.

4. TEACHING STAFF INFORMATION

The Yinghua Academy teaching staff is selected using a three tiered interview process; first interview with hiring committee, second interview teaching a model lesson, and the final interview with the administrative team to review policies and procedures, salary and benefit information, and job description.

Once a teacher or other educational staff member is employed at Yinghua, she/he is evaluated three times in the year. Yinghua Academy teachers are also asked to give weekly lesson plans to the Academic Director for review, and participate in monthly curriculum map “check-ins.” All staff also participates in weekly curriculum planning meetings and preparatory time.

The teaching staff for the 2008/2009 school year was as follows:

<u>Name</u>	<u>Position</u>	<u>Hire Date</u>	<u>Current Status</u>	<u>Assignment #</u>
Keri Norell	Kindergarten Classroom Teacher	08/15/2006	Sixth Grade Classroom Teacher 2009-2010	403746
Qin Fang	Kindergarten Classroom Teacher	08/15/2008	Kindergarten Classroom Teacher 2009-2010	998233
Hueiling Chen	Kindergarten Classroom Teacher	01/15/2008	First Grade Classroom Teacher 2009-2010	998258
Ying-Hsuan Chao	First Grade Classroom Teacher	08/15/2008	Resigned for personal reasons 6/15/2009	443766
Fangwen Yeh	First Grade Classroom Teacher	08/15/2007	First Grade Classroom Teacher 2009-2010	998373
Kailing Chen	Second Grade Classroom Teacher	01/17/2006	Second Grade Classroom Teacher 2009-2010	433766
Peiyun Su	Second Grade Classroom Teacher	11/15/2007	Resigned for personal reasons 6/15/2009	998316
Shu-Mei Lai	Third Grade Classroom Teacher	08/15/2008	Third Grade Classroom Teacher 2009-2010	998232
Jenessa Van Schooneveld	English Teacher and Curriculum Coordinator	08/15/2007	English Teacher and Curriculum Coordinator 2009-2010	423515
Naomi Mueller	Fourth Grade Classroom	08/15/2007	English Teacher 2009-2010	429350

	Teacher			
John Vik	Fifth Grade Classroom Teacher	08/15/2008	Fifth Grade Classroom Teacher 2009-2010	374375
Yan Wang	Art Teacher	8/15/2007	Terminated 06/15/2009	998154
Xianliang Chen	Physical Education Teacher	08/15/2007	Terminated 06/15/2009	437955
Kenny Chan	Special Education LD/EBD/ECSE	08/15/2008	Special Education LD/EBD/ECSE 2009-2010	442174
Taoyuan Li	Speech and Language Pathologist	08/15/2008	Speech and Language Pathologist 2009-2010	377724

5. PROGRAM SUCCESSES AND BEST PRACTICES

Yinghua Academy celebrated many successes in its third year of operation. During the 2008-2009 school year Yinghua Academy had 238 students in Kindergarten to fifth grade, a 40% increase from 2007-2008. Based on demand for the program, the school board voted to add a third section of all day Kindergarten and expand to eighth grade. Yinghua Academy has increased its enrollment nearly 250% in three years. Yinghua Academy has grown based on best practices in curriculum and instruction, sound financial practices, and through securing an adequate facility.

During the 2008-2009 school year, Yinghua Academy was recognized for best practices in curriculum and instruction through evaluations by language immersion experts. Dr. Helena Curtain (immersion education researcher and co-author of Languages and Children: Making the Match) conducted a three day evaluation through observations, curriculum review, and individual meetings with teachers and administration. Dr. Curtain stated in a recent evaluation, “[Yinghua Academy] is remarkable in its accomplishments! I have been an immersion educator and consultant for many immersion programs for over 30 years, and have worked with immersion programs throughout the United States and several other countries. I would put your program in the top five percent of those I have seen.”

Yinghua Academy was also awarded two grants to continue developing content-based curriculum for Chinese immersion programs. The Confucius Classroom grant was awarded to Yinghua Academy by the Chinese government to continue the development of curriculum and instruction at the middle school level in math, science, and social studies. The Star Talk grant was awarded to Yinghua Academy by the U.S. National Security Administration to develop a math and Chinese summer program. This grant project was conducted in collaboration with the University of Minnesota’s department of education, to simultaneously provide training to immersion teachers in math methods coursework. The curriculum designed both for the student and teacher portion of this grant was standards based and represented the most up to date research based instructional practices. Dr. Myriam Met, immersion education expert, evaluated the summer program at Yinghua Academy, and stated, “This program is one of the best StarTalk award sites we have seen. There is ample evidence of student learning resulting from excellent instruction.”

In addition to the Chinese immersion component of our academic program, Yinghua Academy has also been successful in developing a rigorous academic program in all subject areas. Yinghua Academy students continue to score exceptionally well on standardized testing, and overall 65% of Yinghua students showed medium or high growth based on NWEA testing. This year was also the first year that full immersion students took the MCA tests. Our third graders received only 60 minutes of English during

second and third grade, yet Yinghua third graders scored the highest of all grade levels tested with 91% meeting or exceeding standards in both math and English reading. This is combined with high levels of literacy and oral proficiency in Chinese language arts.

In order to continue our successful path towards student learning, the Yinghua Academy Q-Comp plan was also approved and will be implemented in the 2009-2010 school year. This plan will give qualified teachers at Yinghua Academy an opportunity to grow professionally, and develop leadership skills. The Q-Comp program also establishes quantifiable goals that teachers must meet to earn additional pay. This program compensates high quality teaching and instruction which shows results through student assessment data.

Based on high levels of academic growth and performance and sound financial practices, Yinghua Academy was also one of four finalists for the Friends of Education Academic Achievement award. This award is available to 25 schools in Minnesota sponsored by Friends of Education, a sponsor of high quality charter schools in Minnesota. In addition to this honor, Yinghua Academy also received the Minnesota Department of Education Finance Award. Yinghua Academy has received this award for every operational year. The MDE Finance Award is given to all public schools showing a positive fund balance and positive audits. Yinghua Academy, after three years of operation, has an 18% fund balance based on 2008-2009 audited financial statements.

Lastly, Yinghua Academy had its largest success during the 2008-2009 school year by finding and moving into a more adequate facility. In June 2009 Yinghua Academy signed a long term lease with CSDC, the current owner of a former Minneapolis Public School building. This school building offers a full gymnasium, cafeteria, library/media center, large outside playground area, and 22 classrooms. Yinghua Academy is now able to support the growing program in a facility which supports student learning.

6. PROGRAM CHALLENGES:

Yinghua Academy faced several challenges during the 2008-2009 school year. Two of the most significant challenges continue to be both a challenge and an opportunity for Yinghua Academy; the staffing and the availability of content-based rigorous curriculum suitable for a Chinese immersion school.

One of the most major impediments to hiring, training, and supporting qualified teachers are the barriers in immigration. As a non-profit institution, we are required by law to pay for each work visa we request. This is a tremendous burden on a public school budget. Each preliminary work visa costs \$3000/person and permanent work permission visas can cost an additional \$5000/person. We are faced with exceptional budget situations under this law; although we pay the lawyers to file for these visas it is not certain we will receive one for our candidate. Currently there is a very considerable amount of applications for a limited number of visas. A lottery is often used to determine who gets a visa.

In addition to recruiting teachers, Yinghua Academy is also challenged by finding fully licensed teachers. Often teachers are required to take additional coursework to become fully licensed and this can be expensive for teachers moving from overseas. In addition current licensure programs do not necessarily suit the curriculum and instructional demands placed on an immersion teacher. By recruiting staff worldwide, Yinghua Academy has begun to build a highly qualified staff, yet full licensure remained an issue for many teachers. Yinghua Academy has actively pursued summer training opportunities for new teachers, which are affordable and suitable to immersion teachers. This summer through a collaborative effort with the University of Minnesota and Concordia University, six new teachers and four veteran teachers participated in a six week training on math methods and immersion. Yinghua teachers attended

training through the University of Minnesota teacher program, and participated both as practicum teachers and mentor teachers during a math summer camp program. As an added benefit in the last two weeks of the summer math camp, Yinghua teachers were trained by Dr. Susan Skaar in elementary science methods. Programs like this provide an opportunity for immersion teachers to gain the proper training to be highly qualified.

Lastly, Yinghua Academy was impacted by legislative and gubernatorial decisions which affect charter schools and their long term financial stability. During the 2008-2009 legislative session many questions arose regarding charter school accountability. Yinghua Academy fully supports both academic and financial accountability for charter schools. Unfortunately one challenge for the legislature and ultimately for high performing charter schools like Yinghua Academy, will be how to craft laws that support charter schools while also holding them accountable. The most recent charter school legislation does attend to this. The financial structure of a charter school is more fragile than that of a traditional school district, as charter schools have no opportunity to levy taxes to support programming and are almost completely dependent on state and federal aid. This understanding needs to be carefully considered in further charter school laws.

In addition to law changes, the gubernatorial public education aid shift of 27% will cause a cash flow issue for Yinghua Academy. Managing these types of challenges require an active role in educating legislators and government leaders, a difficult task for the small administrative team at Yinghua Academy both during the 2008-2009 legislative year and going forward.

In the 2008-2009 school year, Yinghua Academy currently spent \$7,284 per student. 60% of all spending goes directly to the classroom, with 19% going to facilities, and 9% to administration. The cost benefit to tax payers far exceeds that of many traditional school districts. Yet, funding continues to be a primary challenge for Yinghua Academy. Yinghua Academy has successfully built a strong fund-balance. This fund-balance will support transition from grant supported activities needed in the start up phase, and the growth of the school in general. However, as we continue to try to provide the highest quality education through full day no-pay kindergarten, higher staff to student ratio than other local districts, and a comprehensive education in the arts, music and physical education; Yinghua Academy is challenged with finding additional funding sources. Yinghua Academy administration and school board continue to apply for grants, and have recently begun a fundraising committee. Yinghua Academy administration and school board are committed to continuing a strong financial school, and will actively pursue additional funding as well as closely monitor spending.

7. ACCOUNTABILITY DATA FROM REPORTING SCHOOL YEAR

Throughout the school year educational staff, including teachers and translators, continued to work with the Academic Director to develop units and lessons in conjunction with the curriculum map as well as collect data on academic achievement in the areas of Chinese and English language arts and math. The following testing occurred two to three times in the school year:

- NWEA, Grades 1-5
- Chinese language arts individual oral language recordings – K-5 based on the MN SOLOM and ELLOPA standards
- Singapore Math placement testing (2 times a year)
- Chinese reading and writing tests

Our third, fourth, and fifth grade students also participated in the MCA-II testing as required by the state. All our ELL students participated in the TEAE and MN-SOLOM tests, as well as the MTELL as required.

83.33% of all students tested achieved a score of Meets or Exceeds Standards in both Mathematics and Reading at Yinghua Academy.

Evaluation Tools and Results

NWEA Math

First Grade	59.0 % students were above typical growth 80% improved from Oct. to May and 70% were at or above grade level by the end of 1 st grade
Second Grade	69.0% students were above typical growth 96% students improved their scores from Sept. to May 84% were at or above by the end of 2 nd grade
Third Grade	77.3% students were above typical growth 100 % students improved their scores from Sept. to May 78% were at or above grade level by the end of 3 rd grade
Fourth Grade	78.9% students were above typical growth 91% students improved their scores from Sept. to May (with two new students) 82.6% were at or above grade level by the end of 4 th grade
Fifth Grade	100% students were above typical growth 100% students improved their scores from Sept. 2008 to May 2009 81% were at or above grade level by the end of 5 th grade

NWEA Reading

First Grade	31.8 % were above typical growth 86% students improved their scores from Oct. to May 52% were at or above grade level by the end of 1 st grade
Second Grade	57.1% were above typical growth 96% students improved their scores from Sept. to May 58.3% were at or above the grade level by the end of 2 nd grade
Third Grade	72.7% were above typical growth 100% students improved their scores from Sept. to May 70% were at or above their grade level by the end of 3 rd grade
Fourth Grade	63.2% were above typical growth 73.9% students improved their scores from Sept. to May 73.9% were at or above the grade level by the end of the 4 th grade
Fifth Grade	55.6% were above typical growth 93% students improved their scores from Sept. to May 80% were at or above grade level

Chinese Oral Language Assessment (score based on ACTFL Performance Guideline and ELLOP/SOPA Rating Scale)

Kinder-garten	99% obtained Junior Novice Low Level in Mandarin oral language by the end of school year 65% obtained Junior Novice High Level in oral fluency and listening comprehension
First Grade	87% obtained Junior Novice Mid Level in Mandarin oral language by the end of the school year 80% obtained Junior Intermediate Low Level in oral fluency and listening compression
Second Grade	80% obtained Junior Intermediate Low Level in Mandarin oral language by the end of the school year 58% obtained Junior Intermediate High Level in oral fluency and listening compression
Third Grade	85% obtained Junior Intermediate Mid Level in Mandarin Oral Language by the end of the school year 50% obtained Junior Advanced Low Level in oral fluency and listening compression
Fourth and Fifth Grade	70% obtained Junior Novice-Mid level in oral fluency and listening compression of oral ** Note** This is a non-immersion grade

Singapore Math Testing

Kinder- garten	100% of the students made progress from winter to spring 86% of the students scored at or above 90 percentile on the grade level final exam
First Grade	96% of the students made progress from winter to spring 82% of students the scored at or above 80 percentile on the grade level final exam
Second Grade	90% of the students mad progress from winter to spring; 78% of the students scored at or above 80 percentile on grade level final exam
Third Grade	92% of the students made progress from winter to spring; 74% of the students scored at or above 80 percentile on grade level final exam
Fourth and Fifth Grade	The NWEA test was used to determinate students' progress and growth

Chinese Reading and Writing Test (developed internally)

All students are knowledgeable about stroke names and stroke orders for character writing.

Kinder- garten	100% of students recognized and read 50 basic characters 80% recognized 120 basic characters 100% understood the basic concept of radicals
First Grade	85% of students recognized and read 250 basic characters, at least 400 phrases, and were able to write and organize simple sentences structures
Second Grade	85% of students recognized and read 400 basic characters, at least 600 phrases, and could read and write essays in which the students expressed thoughts with simple sentences.
Third Grade	90% students recognized and read 500 basic characters, could produce at least 800 phrases, and were able to write essay to express their observations
Fourth Grade	70% of continuing enrolled students could read simple articles and write simple sentences. (This is not an immersion grade)

8. OTHER SCHOOL ACCOUNTABILITY MEASURES

Most importantly, we conducted a parent survey regarding the overall quality of Yinghua Academy as a program. Below are the questions and results from the parent survey for FY 2009.

Statement	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>N/A</u>
I know how to contact someone at Yinghua Academy when I have questions or concerns.	90.3%	7.5%	1.1%	1.1%	0.0%
I am happy with the frequency and content of communication I receive from Yinghua Academy.	64.5%	32.3%	3.2%	0.0%	0.0%
Yinghua Academy clearly communicates its expectations for my child's learning to me and my child.	57.0%	39.8%	3.2%	0.0%	0.0%
Yinghua Academy keeps me informed about my child's academic progress.	50.5%	43.0%	5.4%	1.1%	0.0%
Yinghua Academy's leaders are available and open to all members of the Yinghua community.	81.5%	12.0%	4.3%	1.1%	1.1%
My child is safe at Yinghua Academy.	80.4%	16.3%	3.3%	0.0%	0.0%

My child is happy at Yinghua Academy.	73.1%	23.7%	3.2%	0.0%	0.0%
Yinghua Academy is clean.	54.8%	32.3%	12.9%	0.0%	0.0%
Generally the students at Yinghua Academy are well-behaved.	53.8%	39.8%	3.2%	1.1%	2.1%
Yinghua Academy has the appropriate level of discipline.	63.4%	26.9%	5.4%	1.1%	3.2%
Yinghua Academy's building adequately supports the school's programs.	9.7%	25.8%	44.1%	20.4%	0.0%
Yinghua Academy has high expectations for staff.	76.1%	16.3%	0.0%	1.1%	6.5%
Yinghua Academy's teachers are well-qualified.	77.4%	15.1%	3.2%	0.0%	4.3%
Yinghua Academy holds teachers accountable for student performance.	51.6%	19.8%	1.1%	0.0%	27.5%
Yinghua Academy has high expectations for my child.	81.5%	16.3%	1.1%	0.0%	1.1%
My child/children receive individualized attention at school.	58.7%	34.8%	3.3%	1.1%	2.1%
My child's teacher gives an appropriate amount of homework.	66.7%	22.6%	9.6%	1.1%	0.0%
Generally, the class sizes are the right size.	59.1%	33.4%	7.5%	0.0%	0.0%
Yinghua Academy's school director provides clear leadership.	76.3%	16.1%	4.3%	2.2%	1.1%
Yinghua Academy's board provides clear leadership.	65.2%	27.2%	4.3%	1.1%	2.2%

Rate	<u>Very Satisfied</u>	<u>Satisfied</u>	<u>Unsatisfied</u>	<u>Very Unsatisfied</u>
The quality of your child's teacher(s) this year.	73.1%	25.8%	1.1%	0.0%
How well your child's teacher communicates with you.	48.4%	46.2%	4.4%	1.0%
Your opportunities to be involved in your child's education.	46.2%	45.2%	7.5%	1.1%
The education your child has received this year.	78.5%	20.4%	1.1%	0.0%
Yinghua Academy's lunch program.	32.2%	45.6%	22.2%	0.0%
Yinghua Academy's After School Care.	38.6%	44.6%	8.4%	8.4%
Yinghua Academy overall.	71.4%	28.6%	0.0%	0.0%

Answer	<u>Yes</u>	<u>No</u>
Do you know about e-newsletters through email at Yinghua?	92.4%	7.6%
Do you participate in weekly e-newsletters through email?	75.0%	25.0%
Does your child enjoy speaking Chinese outside the classroom?	82.6%	17.4%
Does your child discuss China with friends and family?	86.0%	14.0%

9. ALL ACADEMIC GOALS FOR THE UPCOMING YEAR AND WHAT STATE OR NATIONALLY NORM-REFERENCED TESTS WILL BE USED FOR MEASUREMENT

School wide student academic achievement SMART goal:

The percentage of all students in grades 3-6 at Yinghua Academy who earn achievement levels of Meets the Standards or Exceeds the Standard on the Mathematics MCA-II will increase 3% to 86%, and the percent of all students in 4-6 grades who tested in 2008 on the Mathematics MCA-II will increase in medium to high growth from 59% to 65%.

The percentage of all students in grades 3-6 at Yinghua Academy who earn achievement levels of Meets the Standards or Exceeds the Standard on the Reading MCA-II will increase 3% to 88%, and the percent of all students in 4-6 grades who tested in 2008 on the Reading MCA-II will increase in medium to high growth from 60% to 65%.

Even though a large percent of students are proficient, data for 2008 Reading shows 15% of Yinghua Academy students as Not Proficient. Yinghua Academy additionally plans to reduce this by 5% to 10% of students in grades 3-6. Additionally, it is important to note that Yinghua Academy will begin seeing more impact on the results of full Chinese immersion programming in regards to standardized English testing. Students in third and fourth grade in the 2009-2010 school year will continue to only receive one hour (60 minutes) of English language instruction daily.

10. OTHER STUDENT/SCHOOL GOALS FOR THE UPCOMING SCHOOL YEAR

The administration and school board at Yinghua Academy understand that meeting the highly-qualified licensing requirements for Minnesota may require additional coursework and extensive training for our teachers. We do not expect our teachers to go to school during their first year at Yinghua Academy, as dealing with the cultural differences of moving around the world, combined with being a first year teacher, can be overwhelming. Instead, Yinghua Academy provides both support in practical living, setting up insurance, housing and reviewing all licensing requirements in Minnesota. In addition, Yinghua Academy provides daily and weekly guidance to first year teachers. This is done through continued staff development; regular common planning and curriculum development/review time; staffing a full time academic director to give direction and provide resources; and requiring summer training and in-service for up to at least three weeks per summer.

During the school year, Yinghua Academy has eight scheduled professional development days and requires teachers to take at least two more floating days for professional development offered outside of the school setting by accredited professional development organizations. Staff development provided through Yinghua Academy includes bringing experts in math, science, differentiation, and immersion education into the building to specifically train our teachers. Teachers have received training in Responsive Classroom, Singapore Math, immersion education with national and international experts.

Most of our veteran teachers have also attended literacy and language training through conferences conducted by ACTFL (American Council for Teachers of Foreign Languages). Through the support of the Minnesota World Languages Pilot Program grant, Yinghua Academy has also developed an in-service training on lesson planning, classroom management, learning intervention strategies, and parent communication for new teachers. This has been very effective for our teachers. This training will continue, and in the 2009-2010 school year, Dr. Susan Skaar will provide several trainings direct to our teachers in elementary science methods during the three weeks prior to school start, and during the school year. Dr. Skaar is a Master's level adjunct professor for both math and science for the University of St. Thomas.

While professional development is important, Yinghua Academy also values the opportunity for teacher professionalism and quality through weekly common curriculum planning meetings, and requiring both lesson plans and curriculum maps to be developed and evaluated monthly by the Academic Director. Prior to school start all teachers must turn in a curriculum map for review by the Academic Director and once a week a math, science or language arts lesson plan must be reviewed. Yinghua teachers participate in three weeks of pre-service workshops and curriculum planning time during the month of August. During the school year, grade level teams are required to meet once a week to plan and discuss curriculum. Two times a month all teachers and educational staff are required to attend a whole school curriculum planning meeting.

Throughout the year all teachers are evaluated both formally and informally. Yinghua Academy conducts three formal evaluations annually of all teachers. Evaluations are conducted with the administration and peer reviewers using a pre-defined rubric which considers content knowledge, instruction strategies, classroom management, and student needs. Regular walkthroughs are also made by both the Academic and Executive directors.

After the first formal evaluation is conducted in the fall of the school year, all teachers and educational staff are required to develop and Individualized Development Plan, which outlines goals for improvement. This IDP is reviewed during the second and third evaluation periods.

Yinghua Academy has several licensed teachers throughout the school that offer both mentorship and training to other Yinghua Academy teachers. Betsy Lueth, Executive Director, at Yinghua Academy is both the lead administrator and a licensed elementary education teacher with experience in language and content teaching. Her seven years of teaching experience includes students K-12, and primarily students who were English language learners or Special Needs. She provides guidance and overall direction to the curriculum design and implementation at Yinghua Academy. Her partner, Dr. Luyi Lien is the Academic Director at Yinghua Academy. She has taught elementary students in both Taiwan and the U.S.; holds a PhD. from the Department of Education from the University of Minnesota; and has published several elementary level textbooks in Taiwan. She provides daily support and resources to all teachers at Yinghua Academy.

Yinghua Academy is dedicated to a free-access quality innovative education. As a charter school, Yinghua Academy provides an innovative and successful educational path for all students. We do this by finding qualified teachers and continue to provide significant support and training to throughout their employment at Yinghua. Additionally, Yinghua Academy is a performance-based pay system, which rewards teachers for both success through performance evaluation and quantitative evaluation through NWEA assessments and MCA-II performance. Yinghua Academy provides support and regular feedback opportunities for teachers to learn and grow, while compensating teachers for high quality teaching. Yinghua Academy also provides a bonus incentive to teachers who continue their education, and complete their Minnesota elementary education teaching license. Yinghua Academy is unable to provide scholarships for its teachers. As international students our teachers often face extraordinary tuition costs, and are not eligible for normal student loans. We are continuing to look for grant support in this area, and finding affordable education options for our teachers through local university institutions.

11. PDF OF THE STATE REPORT CARD FOR YOUR SCHOOL

Attached by pdf file.

12. ADMISSION POLICIES AND PROCEDURES, INCLUDING APPLICATION AND ENROLLMENT FORMS

Yinghua Academy follows all Minnesota statutes as they relate to application and admission procedures for public elementary schools. We do not discriminate in any way and all activities follow our adopted policy #102 Equal Educational Opportunity. We have an open application period for five to six weeks during January and February for the fall of the next school year. We will accept all applications without question, unless the child does not meet the minimum age requirement for Kindergarten as set by the school board prior to the application period. For the 2009/2010 school year, a child was required to be 5 on or before September 1, 2008 in order to begin in our Kindergarten. All procedures and timing in regards to our application period is posted on our website as well as explained through various public open houses.

If more applications are received for a grade level than space is available, Yinghua Academy holds a public lottery. The lottery is completely random. Yinghua does honor sibling preference as an allowable practice, no other preference is given. Students are also randomly ranked for a waiting list if applicable. Applications received after the open application period, are considered on a first come first serve basis. All applications are time and date stamped upon receipt in the main office.

Attached please find a copy of our application. Enrollment information is collected once the child has been accepted into Yinghua Academy per the above procedure.