

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 Ascension Oversight Program

Friends of Ascension ("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.

2. 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>Phone</u>	<u>When Elected to Board</u>	<u>Group Represented</u>
Sandy Doubek	Member	doubekrunkel@comcast.net	651.486.0651	Founding Board Member	Parent
Luyi Lien	Member	luyi@yinghuaacademy.org	651.643.0853	June 2007	Curriculum Coordinator and Parent
Clark Liu	Member	dgeyi@hotmail.com	651.641.1544	June 2007	Parent
Cindy Moeller	Chair	moeller312@aol.com	651.699.6316	Founding Board Member	Community
Doug Parish	Treasurer	douparish@yahoo.com	651.699.1245	Founding Board Member	Parent
Kristine Schatz	Secretary	schatzkz@comcast.net	651.646.1960	Founding Board Member	Parent
Michael VanKeulen	Member	mvankeulen@mac.com	651.646.8968	Founding Board Member	Parent
Margaret Wong	Member	margaret.wong@breckschool.org	952.941.7908	Founding Board Member	Community
Larry Yan	Member	ly.yan.1@juno.com	651.917.3961	Founding Board Member	Community
Joe Yang	Member	joe.yang@kennedy-graven.com	612.751.5243	June 2007	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

Board Attendance

Between July 1, 2006, and June 30, 2007, the Yinghua Academy Board had a total of 20 meetings. The attendance of board members during this 12-month period was 79.1%.

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 Curriculum Coordinator 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 2006/2007 school year was as follows:

<u>Name</u>	<u>Position</u>	<u>Hire Date</u>	<u>Current Status</u>
Keri Norell	Kindergarten Classroom Teacher	08/15/2006	Yinghua Kindergarten Classroom Teacher 2007/2008
Donghong Wang	Kindergarten Classroom Teacher	07/15/2006	Resigned 6/30/2007
Ping Peng	First Grade Classroom Teacher	07/07/2006	Yinghua First Grade Classroom Teacher 2007/2008
Maureen Wu	Chinese Language Arts Teacher	08/15/2006	Resigned 04/15/2007
Peter Aviom	Second and Third Grade Classroom Teacher	08/15/2006	Resigned 06/30/2007
Kailing Chen	Chinese Language Arts Teacher	01/07/2006	Yinghua Second Grade Classroom Teacher 2007/2008
Luyi Lien	Second and Third Grade Chinese Language Teacher (part time for research.)	07/07/2006	Yinghua Curriculum Coordinator 2007/2008
Shen Fei	Art Teacher	11/15/2007	Resigned 06/30/2007
Caiyun Zhou	Chinese Science Instructional Assistant	04/30/2007	Yinghua Kindergarten Classroom Teacher

5. PROGRAM SUCCESSES AND BEST PRACTICES

Yinghua Academy opened in September 2006 to 73 students in Kindergarten through the third grade. The end of the year enrollment was at 88 students. We had two Kindergarten classrooms, one first grade classroom, and a second/third grade combined classroom. Students in Kindergarten and first grade received all their academic instruction in Mandarin Chinese. The second and third grade participated in an intensive FLES program. All students received one hour daily of Chinese language arts and one hour of Mandarin content-coursework in science or art, for a total of two hours of daily instruction.

Based on our family survey results, the majority of our parents agree or strongly agree that we are providing a safe, academic, and fun program for kids to learn both standard elementary school curriculum and Mandarin Chinese at the same time.

Yinghua Academy is following a research based model for immersion education, as outlined by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. We continue to monitor student progress in both English language arts, math and Chinese language arts at all grade levels through classroom and formal tests, although we do not introduce formal education in English until the second grade. So far, we have had success in our immersion grades in both languages.

Yinghua Academy has adopted Core Knowledge and Singapore Math as its guiding curricula. A full description of our curricular components is attached. Chinese language arts and rigorous content instruction is the focus in Yinghua Academy classrooms. All lessons are vocabulary based and use multiple strategies for immersion education, whether delivered in English or Chinese. We are a language-based school with the mission to teach students to be bilingual and bi-literate in English and Mandarin Chinese.

We currently have 145 students enrolled for the 2007/2008 school year. We have been able to sustain a very promising program through a dedicated and intelligent staff, our trusting families, and beautiful kids.

Yinghua Academy is developing a Mandarin Chinese immersion curriculum from which other school districts can model implementation nationwide. Currently the Center for Applied Linguistics in Washington, D.C. has requested assistance from Yinghua in the evaluation of the nationwide Chinese FLES curriculum that is currently being developed.

More importantly the entire staff has participated in regular research-based trainings. Betsy Lueth and Dr. Luyi Lien work with schools and institutions throughout the U.S. to research practices and align Chinese curriculum approaches and content instruction. Institutions include but are not limited to CAL (Center for Applied Linguistics)/Iowa State University, Portland Public School district, Chinese American International School in San Francisco, the Minnesota Humanities Commission, the China Center at the University of Minnesota, and CARLA at the University of Minnesota.

During the month of June 2006 Betsy Lueth, our director, also participated in an education delegation to China. During this experience she visited multiple schools and returned with various curriculum options for review and potential implementation, including but not limited to a theory of "Read First, Write Later" as adopted by some "cutting edge" schools in Beijing and Shanghai.

During the month of July of 2006, two teachers from Woodstock Elementary in Portland, Oregon visited Yinghua Academy and provided training to three of our immersion teachers and our curriculum coordinator. Woodstock Elementary has offered a Chinese immersion elementary program for nine years. Ms. Yin and her colleague provided practical training in regards to teaching math and Chinese language arts for two full days.

During February 2007 through Spirit Out! Inc. Amy Eggenberger, an experienced teacher from the Robbinsdale Spanish immersion program also came to our school to give practical teaching training on classroom management in an immersion setting.

During March 2007 Dr. Lien, curriculum coordinator, and Betsy Lueth, director, attended a three-day conference in San Francisco at the Chinese American International School, a well-established Chinese immersion elementary and junior high school in California. They attended multiple sessions in regards to curriculum, teaching strategies, and administration for a Chinese immersion school. The information was extremely valuable and specifically reaffirmed some of the decisions for our school, and led us to further investigate appropriate assessment tools to use in our school.

In addition Dr. Lien continues to review the progress of the curriculum and during the summer of 2007 both Dr. Lien and Betsy Lueth (director) "tweaked" the curriculum to allow for consistent approaches in academic and language learning at all levels in the school. Specifically, Dr. Lien has defined the content based vocabulary in Mandarin for each monthly theme at each grade level and is guiding the teachers' lesson development based on hands-on learning and immersion techniques, which encourage expressive, interactive, interpersonal and receptive understanding in Mandarin. Some of the examples include having children retell stories through puppet shows and plays, as well as communicate content knowledge through formal and informal assessments. We have also concluded that adding English language arts back in the curriculum in the second grade is adequate to a normal immersion model, that we will use simplified characters for initial reading and writing activities, and that pinyin will not be introduced until the third grade in an effort to avoid confusion for students while first learning the English phonetic system.

During June of 2007 five immersion teachers, the curriculum coordinator and the director participated in the Immersion 101 training for Chinese and Japanese teachers offered by CARLA at the University of Minnesota. Also, during July 2007 two of our lead teachers and our curriculum coordinator participated in "Immersion

Challenges,” another CARLA summer institute. This institute focused on assessment in immersion schools and also proved to be very helpful in determining when and how to use the ELLOPA testing for oral language performance.

Yinghua Academy did participate in both administrative level and teacher level education provided by the Minnesota Humanities Commission and is fully incorporating Core Knowledge into the curriculum.

During the month of August 2006, the entire educational staff also participated in the Core Knowledge trainings. After the completion of these trainings, each grade level team developed a curriculum map for all Core Knowledge, math and language arts curricula. The curriculum maps were then turned into the curriculum coordinator for school-wide implementation. The educational staff completed regular check lists in conjunction with the Minnesota Humanities recommendations, and all curriculum maps were aligned with state standards.

During the month of August 2006, the educational staff also participated in regular curriculum meetings, which continued on a weekly basis throughout the year with common school wide curriculum planning time. During this time lesson plans were developed in both English and Chinese and were turned in to the Curriculum Coordinator for review and retention. Common planning time is a recommendation of the Minnesota Humanities Commission.

During the month of September 2006 Matt Brandt and Jessica Winkler from the Minnesota Humanities commission also came to the school to review our curriculum mapping and offer support to both the administration and teaching staff. They thoroughly explained the checklists, which were sent to the Minnesota Humanities Commission three times this year for review, as well as teacher surveys in regards to implementation of the Core Knowledge sequence. Their overall attitude towards the implementation at Yinghua Academy was very positive and they complimented us on our regular common planning time implementation, and our employment of a full-time Curriculum Coordinator.

Yinghua Academy did implement standardized and formal testing at all grade levels for math, English language arts and Chinese language arts. We did only test two times a year, and plan on revising to test three times a year next year. A program is already in place to support Chinese language learning for those students who are falling behind, or starting new to the program in first grade. Additionally we are reviewing our after school program to add support for math and English language arts for those students who may need more help.

In order to ensure proper assessment implementation both in English and Chinese, several members of our staff are also participating in specific assessment trainings. During the month of August 2006 the entire educational staff also participated in training hosted by Seven Hills Academy in the implementation and use of the NWEA computerized testing. Yinghua Academy has fully implemented NWEA testing for second grade and higher. In regards to Chinese language acquisition two teachers and our curriculum coordinator completed the CARLA summer institute on “Challenges for Immersion Education” which specifically trains teachers to use nationwide oral language assessment tools such as the SOPA, ELLOPA, and COPE.

Yinghua Academy consistently trains and gleans new information from professional development to provide the most up-to-date research based practices in immersion education and academic instruction. We plan to continue to monitor and revise our practices based on research and our student’s various performance data. As indicated in our accountability data below these successful practices and knowledge have greatly benefited our students learning to date.

In addition to our academic success, we also feel confident that we have provided a safe and happy learning environment as is indicated in our parent survey results and many comments from the community as they have visited our school. We have hosted several delegations from China, the media local and internationally, other school officials from Minnesota who are looking into developing Chinese programs, and other interested community members. Often the comment is “your children seem so happy and engaged.”

6. PROGRAM CHALLENGES

As one of the first full-immersion Mandarin Chinese programs in the nation, Yinghua Academy faces several challenges. Most importantly hiring, training and retaining qualified classroom teachers. Secondly, we are challenged with insuring that all students acquire both English and Chinese to a level of acceptable bilingualism

and bi-literacy. Lastly, we are facing a shortage of acceptable materials, which requires us to internally develop much of our curriculum.

Regarding our teachers, Yinghua Academy has prepared to provide a competitive wage and benefits package to outstanding teachers. Additionally we are hopeful to obtain Q-Comp in the 2007-2008 school year to further develop outstanding teachers with rewarding in-house professional development opportunities and mentorship programs. We are also working with several local universities to provide licensure coursework for teachers who are currently working with a waiver situation. Finally we are working with the federal government and the U.S. Department of Education to understand the significant struggle in obtaining full time work permission for our most qualified teachers.

In regards to developing bilingual and bi-literate students we are monitoring progress through regular testing. In order to provide proper support for struggling students we have added a Mandarin support class five days a week for the first eight weeks of school for first and second graders who are either new to the program or are struggling. This is an accelerated class with specific strategies to help scaffold the instructional information, similar to how an ESL class may work in a traditional English monolingual program. In addition to this we are also offering an English support class two days a week for the entire year for students in first grade who may be at-risk for not acquiring English at the same rate as their peers.

Lastly, we continue to find funding opportunities through grants and increased student enrollment to continue with our curriculum coordinator position. This position is imperative for the on-going development of Mandarin materials that are suitable for the elementary immersion setting.

7. ACCOUNTABILITY DATA FROM REPORTING SCHOOL YEAR

Throughout the school year, educational staff including teachers and translators continued to work with the curriculum coordinator 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 times in the school year:

1. NWEA for 2nd and 3rd grade
2. Chinese language arts individual oral language recordings – K-3 based on the MN SOLOM
3. Singapore Math placement testing (3 times a year)
4. Running records for English language arts – K-3 ongoing
5. Chinese reading and writing tests

Our eight third grade students also participated in the MCA-II testing as required by the state.

All data is retained centrally by our curriculum coordinator and is reviewed regularly. In addition to raw data, we retained a Powerschool (our student data system) trainer from Proctor Public Schools to help implement a computerized tracking system for all assessment data. Currently the results are showing the following, as reviewed by the Curriculum Coordinator and Director:

Based on the results from the above formal testing we feel specifically successful in our math and Chinese language arts instruction. We are reviewing and strengthening our English language arts instruction to include both small group instruction for skills and more direct English literature instruction for the 2007/2008 school year. In addition to this we are developing a content based Mandarin immersion curriculum that is both theme-based and vocabulary specific, to further accelerate oral and literacy language skills in Mandarin. We will continue to monitor this throughout the 2007/2008 school year.

Evaluation Tools and Results

1. Minnesota Comprehensive Assessment – 3rd Grade Reading
100% passed with a Meets or Exceeds per the state defined rubric.
2. Minnesota Comprehensive Assessment – 3rd Grade Math

90% passed with a Meets or Exceeds per the state defined rubric.

3. NWEA Math

- 2nd grade = 75% improved from January to May and 60% were at or above grade level by the end of 2nd grade.
- 3rd grade = 80% improved from January to May and 80% were at or above grade level by the end of 3rd grade.

4. NWEA English Language Arts

- 2nd grade = 60% improved from January to May and 55% were at or above grade level by the end of 2nd grade
- 3rd grade = 80% improved from January to May and 70% were at or above grade level by the end of 3rd grade

5. Chinese oral language assessments (Scoring based on 1-5 scale for MN SOLOM)

- Kindergarten = 95% obtained a level 2 or high beginning level in Mandarin oral language by the end of the school year (50% a level 3)
- First grade = 90% obtained a level 2 or high beginning level in Mandarin (45% a level 3)
- 2nd and 3rd grade are non-immersion grades = 75% obtained a level 2

6. Singapore Math testing

- Kindergarten = 99% of the students had growth from winter to spring
95% of the students scored at or above grade level
- First grade = 98% scored at or above grade level in math
- 2nd and 3rd grade = results were “sketchy” therefore indicators from the NWEA were used as a more accurate representation.

7. English running records tests

The documentation shows that our second graders need stronger instruction in English language arts.

8. Chinese reading and writing tests (developed internally)

- Stroke names and order for character writing = 95% of students at all grades have mastered this
- Kindergarten = 100% of students recognize and read 50 basic characters, 50% recognize 100 basic characters, and 30% recognize 120 basic characters
- First grade = 90% of students recognize and read 125 basic characters, as well as basic sentence structure.
- 2nd and 3rd grade = 90% of students recognize and read 100 characters and can write paragraphs containing six or more simple sentences. (This is not an immersion grade)

In addition to the above performance measures and results we have also conducted a parent survey and gone out into the community to solicit feedback on how Yinghua Academy has performed. Please see the attached Parent Satisfaction Summary and Community Involvement plan.

9. OTHER SCHOOL ACCOUNTABILITY MEASURES

In addition to the standardized assessments we are using to measure student growth, we also consider two other pieces of information critical to our success. Community involvement and support, as well as parent feedback are important to the sustainability of our program.

We are pleased that it seems we have significant community support. We have recently won our second Chinese Heritage Foundation grant for our library. We have also won the World Languages Pilot Program grant from the state. Through grant awards, and visits by officials from the U.S. Department of Education, the state Department of Education, the Asia Society, and several delegations from Han Ban and the China Center at the University of Minnesota, we feel our program is receiving both state and federal recognition for its successful approaches to Mandarin Chinese immersion and language education. Everyone who has visited has

commented graciously on how successful our program seems to be, and often offer their support with policy-making ideas, curricular support, or letters of recommendation.

In addition to the community support, more importantly we feel our families are very supportive, as indicated in the below results from our parent survey for 2006-2007.

1. Overall, I am satisfied with the school.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	0%	2%	9%	89%

2. I am happy with the frequency and content of communication I receive from the school.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	2%	0%	23%	75%

3. The school provides a safe environment for my child/children

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	0%	0%	9%	91%

4. My child/children receive individualized attention at school.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	2%	16%	16%	66%

5. The school's teachers are well qualified.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	0%	7%	16%	77%

6. The school holds teachers accountable for student performance.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	0%	40%	7%	53%

7. The school has high expectations for teachers.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	2%	16%	12%	70%

8. The school's management provides clear leadership.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	2%	12%	21%	65%

9. School leaders are available and open to all members of the school community.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	0%	7%	14%	79%

10. The school building is clean.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	0%	0%	25%	75%

11. The school building adequately supports the school's programs.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
2%	7%	5%	21%	65%

12. Generally, the class sizes are the right size.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	2%	0%	21%	77%

13. Generally, the students in the school are well-behaved.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	0%	19%	10%	71%

14. The school has the appropriate level of discipline.

Disagree	Somewhat Disagree	Don't Know	Somewhat Agree	Agree
0%	0%	19%	9%	72%

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

Goals and Plans

Yinghua Academy will sustain high student achievement in Mandarin Chinese language arts, English language arts and Math. At least 85% of students in grades three through four will pass with a score in the proficiency levels (M or E) of the MCA II in reading and 90% in the proficiency levels (M and E) of the MCA II in math. 85% of students in grade one and two will pass the ELLOPA with a proficiency level of Junior Novice-High

and grades three and four at a proficiency level Junior Novice-Mid. In addition we plan to see the same if not better results for our internal testing in Singapore math and on the NWEA or other English language arts testing.

Yinghua third graders (8 students) achieved 100% in levels (M or E) of the MCA II reading test and 90% in levels (M or E) of the MCA II math test. These students are not full immersion students. Math skills however are evident as increased at all grade levels and by the MCA II results. Chinese language and literacy based on internal assessments must be increased throughout the grade levels. Oral language video testing is being reviewed. We will have a larger group of children taking the MCA II this year. Based on internal data from second grade, we have a goal of 85% of our students in third and fourth grade achieve a proficiency level of meets or exceeds (M or E.)

The following items will be completed by Yinghua Academy to help students reach the district/site goal:

- Train all classroom teachers in Singapore Math teaching strategies and curriculum.
- Train all teachers in vocabulary based language acquisition teaching strategies in English and Mandarin. Professional development using ESL and immersion teaching strategies one time a year minimum.
- Present Singapore math and Chinese/English language acquisition strategies with all educational staff at curriculum meetings three times a year.
- Train all classroom teachers in Core Knowledge sequence.
- Develop and discuss integrated curriculum maps with the Curriculum Coordinator beginning, midyear, and end of year.
- Use the NWEA initial, midyear and follow-up assessments in grades three and higher, and IBST for two mid year and end of year, and end of year only in grade one.
- Use SOPA/ELLOPA standards to evaluate Mandarin oral language ability initial and end of the year for all grade levels.
- Use internal classroom content and literacy tests for Mandarin Chinese four times in the year. Provide results to Curriculum Coordinator for review.
- Provide community and family support through an annual curriculum night and develop "Family Packs" which develop English academic vocabulary through games and activities to do at home.
- Develop and implement a plan for supporting teachers with a problem-solving forum for classroom management or academic concerns as they arise.

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

Yinghua Academy has completed a successful first year. We are now a school with 145 students Kindergarten through fourth grade. We are looking forward to an even more eventful and productive year. Most recently we have been awarded a World Languages Pilot program grant from the state of Minnesota. This grant activity has three components; the continuation of Mandarin curriculum suitable in elementary schools, the development of standardized literacy assessments corresponding with the curriculum, and a Chinese teacher's mentorship program.

We plan to continue our research and development of Mandarin elementary school curriculum. Currently we are reviewing and revising our curriculum map to include target vocabulary, active learning components, and rigor. We are compiling lesson plans and activities as resources for FLES and Mandarin immersion programs. We will continue to gather data on our various approaches. Students will participate in several if not all of the following tests in 2007-2008: NWEA, ELLOPA, MCA, Singapore Math placement tests, and Chinese writing and reading tests. Dr. Lien, our curriculum coordinator, is currently developing a standardized Chinese writing and reading test. We have high achievement goals for all our students, as outlined above. Using this data, on-going professional training, and data from an external evaluation, we will continue to strengthen our program.

We plan to invite an expert from CARLA at the University of Minnesota to review our teaching strategies and provide feedback. We plan to seek advice on our curriculum map and Mandarin planning from the Asia Society, the Center for Applied linguistics and other Mandarin language experts. All teachers will also continue to participate in a variety of professional development. This year several teachers will visit Chinese immersion schools nation-wide to learn about additional successful Mandarin immersion teaching strategies.

Finally through the means of the World Languages Pilot program grant, we have a goal to help support and train Chinese language teachers in Minnesota. Chinese teachers (and immersion teachers especially) face

many challenges in the classroom. Management of students, parents, administration, and American culture can be overwhelming. Through the development of the “Chinese Teacher Survival Guide” and professional conference, we hope to foster Mandarin teaching throughout Minnesota.

Most importantly, our goal is to continue providing a rigorous and balanced academic experience in a Mandarin Chinese immersion program. And, we plan to maintain Yinghua Academy as a small public school valuing safety, learning and fun.

11. COPY 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 2007/2008 school year, a child was required to be 5 on or before September 1, 2007 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.