

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mrs. Susan Berg

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Yinghua Academy

(As it should appear in the official records)

School Mailing Address 1616 Buchanan Street, NE

(If address is P.O. Box, also include street address.)

City Minneapolis State MN Zip Code+4 (9 digits total) 55419-1609

County Hennepin County State School Code Number* 4140-07

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Twitter Handle _____ Facebook Page Yinghua Academy Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent* Mrs. Susan Berg

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail:

susan.berg@yinghuaacademy.org

District Name Yinghua Academy 4140-07 Tel. 612-788-9095

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Karen Lu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	71	64	135
1	55	56	111
2	46	63	109
3	39	50	89
4	31	35	66
5	29	34	63
6	19	33	52
7	11	14	25
8	5	11	16
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	306	360	666

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 35 % Asian
 - 3 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 48 % White
 - 10 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1	564
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 7%
40 Total number ELL
 Number of non-English languages represented: 10
 Specify non-English languages: Cambodian, Chinese, Bengali, Hmong, Lithuanian, Indonesian, Spanish, Vietnamese, Afan Oromo, Latvian
8. Students eligible for free/reduced-priced meals: 13%
 Total number students who qualify: 71

Information for Public Schools Only - Data Provided by the State

The state has reported that 70% of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %
44 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>2</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Yinghua Academy's mission is to prepare our students to be engaged and productive global citizens by providing a research-based educational program that includes a rigorous academic program, immersion in Chinese language and culture, and a nurturing and supportive school environment. Our vision is to be an international leader in immersion education. Yinghua Academy has been recognized in Time magazine, in the national and international New York Times, by the Asia Society, and by Beijing's Confucius Institute Headquarters/Hanban for delivering on this vision.

PART III – SUMMARY

Yinghua Academy is a national and international leader in Chinese immersion education. When founded in 2006, we became the first school of our kind in the United States – a Chinese immersion public charter school and the first Chinese immersion school in the Midwest. Our school-created curriculum is carefully designed to develop biliteracy in Mandarin Chinese and English, while covering all Minnesota academic standards.

Overview of Students and Community

As the most developed Chinese immersion school in Minnesota and the only such school in Minneapolis, Yinghua attracts students from more than 75 zip codes throughout the metropolitan area. The school is located in a residential area called Northeast, an inner city, low- to moderate-income neighborhood. About 14% of our students come from our neighborhood; 36% come from the city of Minneapolis.

Yinghua's student body is diverse, comprised of 47% Asian/Pacific Islanders and 46% Caucasian students. The remaining seven percent of students are African American, Hispanic/Latino, and American Indian. A common misconception is that our students excel in the immersion environment because so many are heritage speakers of Chinese. However, only four percent of Yinghua students are in this category; the majority of Asian students at Yinghua do not speak Chinese at home. Seven percent (7%) of students are English language learners, 11% qualify for Free and Reduced Lunch, and 8% participate in special education programs.

Yinghua is dedicated to free, quality education for all students, and we strive to manage our growth in order to serve those who are interested in attending. As a public charter school, enrollment is open to anyone in a Minnesota school district. We host two well-attended public open houses per year and weekly school tours. We admit all applicants in each grade subject to capacity, which is set annually by the school board. When the number of applications during our annual open application period exceeds a grade's capacity, we hold a public, random lottery to prioritize seats.

The majority of our students have been with the school since kindergarten. Because they learn Mandarin starting at age five, and only from native speakers, their language acquisition is rapid, and pronunciation is without an accent. This unique, formative language experience has cultivated a school community that is committed to the school's mission, resulting in generally low attrition rates.

History

Yinghua opened in 2006 with 79 students in kindergarten through third grade and added one grade each year as students moved through the program. Currently, the school has 662 students enrolled in the K-8 program.

Yinghua relocated to Minneapolis in 2009 after spending its first two years in a Saint Paul industrial park. The school is now situated on 35-acre Northeast Park, which offers green space and playgrounds. Enrollment grew steadily after the move with waiting lists sufficient to add a third kindergarten class in 2009 and a fourth kindergarten class in 2011. In spring 2013 Yinghua secured \$14 million in municipal bond dollars for building expansion, which occurred during the 2013-14 school year and summer.

Last fall, students, teachers, and parents began the school year in a remarkable new building with windows facing the park and total square footage more than twice the original size. The expansion includes a middle school (fifth through eighth grades) wing, English classrooms, music classrooms, an art studio, a science lab, a media center, special education classrooms, and a full-size gymnasium.

A critical part of our history is the outside support and recognition we have received for our vision and accomplishments including a 2006 Walton Family Foundation grant to develop our immersion curriculum and a 2009 U.S. Department of Education Foreign Language Assistance Program grant (\$811,265) to develop our middle school. In December 2014, our school was one of five schools, out of a worldwide pool

of 851 schools, to receive a “Confucius Classroom of the Year” award from Confucius Institute Headquarters/Hanban, a public institution affiliated with China’s Ministry of Education.

Key Strategies

Yinghua’s supportive and nurturing environment is key to ensuring that all students succeed. All teachers are trained in responsive classroom methods, and each day begins with a “Morning Meeting” (in Chinese) to build community and practice everyday conversation.

Teachers employ the “backward design” process by establishing learning goals up front to ensure that Mandarin language and culture carefully are integrated with course content throughout each day. They continually engage students to ensure understanding and participation and utilize multiple techniques to meet different learning styles and language comprehension. Students work together in cooperative groups. Reading time is incorporated during the school day, and students report daily on minutes spent reading at home. Data-driven instruction (DDI) measures teaching effectiveness and helps teachers continuously improve teaching methods for each lesson. Both formal and informal assessments are used to provide teacher feedback on each student’s progress and re-teaching priorities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Yinghua is a full immersion school. Material taught in Chinese is not translated into English later in the day or week. Students in kindergarten through fourth grade receive all core subject instruction in Chinese. To prepare for success in high school, our middle school students shift to a “language maintenance” model with fifty percent of their day in Mandarin.

Yinghua’s K-8 curriculum encompasses Minnesota Standards, Common Core Standards, the Core Knowledge Sequence, and national standards for foreign language education. We place high priority on preserving the integrity of our immersion focus by not introducing English Language Arts until second grade when Chinese is solidly established. However, in preparation for Minnesota Comprehensive Assessments, first administered in third grade, assessment-based content is incorporated in Chinese in the kindergarten and first-grade curricula. Additionally, our language curricula are aligned across Chinese and English, enabling teachers to synchronize lesson plans. This simultaneous study accelerates the transfer of literacy skills and enables students to learn content in both languages.

Chinese

Chinese Language Arts (CLA) integrates language, content and culture, is based on immersion best practices, and incorporates content-based instruction and thematic-based instructional approaches. Immersion classroom teachers participate in training and peer learning and use the responsive classroom approach to promote character education, increase social language usage, and improve school climate. The CLA curriculum includes modern and classical literature, informational texts, and the foundational skills of listening, speaking, reading, and writing. Topics integrate history, social studies, science, and technical subjects. Intensive language tutoring is provided to students who join the school after kindergarten.

English

In English Language Arts (ELA), the school uses the 2013 *_Reading Street_* series as a foundation for grades two through five. This is supplemented with novels, a poetry curriculum, and other primary sources. The program meets the requirement of Common Core Standards, which focus on reading, writing, speaking and listening, and language usage components. Our ELA curriculum is customized for quick “ramp-up” since Yinghua students begin formal ELA studies two years later than usual. Early exposure to literary circles, composition, research, journal writing, speech, and debate provides a foundation for middle school ELA. Grades six through eight use *_Prentice Hall Writing Coach_*, *_Prentice Hall Literature: Common Core Edition_* and *_Sadlier Vocabulary Workshop_* (Levels A, B and C for grades six, seven and eight respectively). Each year, middle school students read three important works of literature including *_A Single Shard_* and *_To Kill a Mockingbird_*.

Math

Yinghua uses the applied math curriculum Singapore Math, known for its ability to help students understand “the why” behind math concepts. Although this curriculum is taught in Chinese, workbooks are published in English, which permits parents to assist with homework, assigned in both Chinese and English. Mathematical concepts are understood first in a concrete manner, then the student illustrates the problem pictorially, and finally the concepts are represented in abstract, mathematical form. In middle school, we offer math in three levels per grade. All levels are at or above grade level with differences in pacing. Level 1 begins with pre-algebra in fifth grade and graduates students prepared for high school geometry. Level 2 students complete geometry and graduate from Yinghua prepared for high school algebra II. Level 3 students complete algebra II and graduate from Yinghua prepared for high school pre-calculus.

Science

In kindergarten through fourth grade, science is taught in Chinese. Science in grades five through eight is taught in English. Elementary and middle school science teachers work in tandem to solidify the sequence from kindergarten through eighth grade. The standards incorporate the nature of science and technology; the connection between science and engineering; and earth, life, and physical sciences. Middle school science includes biology, ecology, geology, meteorology, astronomy, chemistry, and physics. Instruction emphasizes both the methods of doing science and the understanding of scientific concepts. Students are encouraged to ask questions based on direct observations from hands-on experiments and original research projects.

Social Studies

In kindergarten through fifth grade, social sciences are taught in the Chinese immersion classroom where teachers address Core Knowledge topics such as the Thirteen Colonies, US presidential biographies, land formations and geographical terms, Minnesota history, and the Inuit and Anasazi cultures, as well as Chinese history topics such as the Qin Dynasty and Emperor Qin Shi Huang; the Han, Tang and Song Dynasties; and the Chinese Zodiac. Sixth through eighth graders' social studies courses are taught half in Chinese and half in English depending on the topic. Subjects include the histories of the Ming and Qing Dynasties; the inventions of Ancient China; Chinese Opera; Ancient Greece and Rome; the European Renaissance and Reformation; the American Revolution; the US Constitution and Bill of Rights; the US-Dakota War from each side's perspective; US immigration; the Great Depression; the Sino-Japanese War; WWII and the Holocaust; global citizenship; the impact of human beings on the environment; and current world and local affairs.

2. Other Curriculum Areas:

Recognizing the connections between art, music, and physical education, and overall academic achievement, Yinghua maximizes student exposure to these subjects. Monthly whole school "theme webs" interweave language, content, and culture objectives in all classes. Our students practice music, visual art, and physical education in purpose-built, customized facilities with teachers who are specialists in these areas.

Music

Music education is mainly in Mandarin and music educators designed our curriculum to build upon the strong listening skills that immersion students develop from a young age. In music classrooms, designed for optimum acoustics, students sing and play recorders as well as percussion and Kodaly instruments. They read, write, analyze, describe, and move to music. Beginning in fourth grade, students may participate in the school's two string orchestras; every fourth grader may choose a string instrument and receive instruction within the music class. Kindergarteners have 60 minutes per week of music; grades one through eight each have two 50-minute periods per week. A Conservatory of Music offers after school lessons to nearly 100 students in Western instruments such as violin and piano as well as the Chinese erhu, a bowed string instrument.

Visual Art

The art curriculum utilizes Discipline Based Art Education, which introduces drawing, painting, printing, collage, and sculpture and emphasizes art criticism and history. Our art studio has a full wall of south-facing windows, ample workspace, and a kiln. Students are encouraged to question and discuss what they see and create, and they apply their classroom knowledge during trips to museums and art studios. This multi-layered engagement with the visual arts encourages students to apply the observation and analysis skills they are acquiring in other classes. Kindergarteners have 30 minutes per week of art while students in grades one through five each have 50 minutes per week, and sixth through eighth graders have a weekly 90-minute class.

Physical Education

Physical education (PE) at Yinghua aligns with National Association for Sport and Physical Education standards and emphasizes participation, sportsmanship, skills, character education and safety. Students exercise in our state-of-the art gymnasium (nearly 8,000 square feet) as well as in the expansive Northeast Park with multiple playing fields. Students use roller-blades, bikes, cross country skis, snowshoes, and sleds. Health is integrated into the PE curriculum across grades with extra classes focusing on maturation and healthy choices taught by science and PE faculty in fifth and eighth grades. Kindergarteners have three 30-minute classes while all other students enjoy two 50-minute periods per week.

Technology

Technological learning is integrated into classroom learning. Seventh and eighth graders all have school-issued iPads. Science, English, and social studies assignments on iPads are frequent and texts often are provided via this medium. Chinese teachers use web-based tools such as IQChinese, 5QChannel, and VoiceThread, at all age levels. Video-conferencing helps develop Chinese conversational skills between Yinghua students and sister school peers in China.

Curricular Supplements

Other dynamic offerings include a weekly middle school “Discovery” advising class taught by the Executive Director and guest lecturers. We take advantage of diverse cultural and academic offerings in Minneapolis and Saint Paul such as a Nobel Peace conference, WE Day (a year-long educational initiative inspiring youth to become agents of social change), Art Adventures at the Minneapolis Institute of Arts, Chinese language day at the Minnesota Zoo, and other Chinese cultural events. A Chinese New Year performance and year-end “Academic Performances” showcase Chinese language and presentational skills.

The Dean of Students oversees the Student Life Organization, led by students, which develops and manages student activities, coordinates community outreach, supports school athletic teams, and assists with school discipline. The Dean cultivates older student role models to encourage younger students to abide by school rules, understand and practice school safety, and tutor fellow students of all ages. Special activities include school spirit days, an annual storybook character parade, a used book sale to raise charitable funds, and middle school “late-nights” and dances.

Continuing Chinese after Yinghua

A “Futures Taskforce” of administrators and parents worked to develop high school level Chinese language options for Yinghua graduates. As a result, we partnered with Minnesota Online High School to develop an online curriculum which eighth-grade graduates of Chinese immersion programs may enroll in for high school credit through any Minnesota high school.

3. Instructional Methods and Interventions:

Yinghua believes that all children can be academically, linguistically, and socially successful in a language-immersion setting. All of our students begin in a similar place and rely on teachers and one another to build vocabulary and learning.

Students have a range of learning styles, and immersion teachers use dozens of techniques to assist them. Teachers use body language, visuals, and realia to establish the ideal atmosphere for learning Chinese. Other instructional methods include backward design (to identify end goals first); thematic content-based immersion instruction; integration of language, content, and culture; feedback techniques for continuous growth and improvement of accuracy; creating a language-rich learning environment; using effective teacher talk such as enunciation, repetition and rephrasing; promoting student output; and attending to diverse learner needs with strategies such as cooperative learning, student choice, learning centers, and presentation of material in a variety of learning styles.

The school’s Special Education Coordinator works with a team of experts (most of whom speak Mandarin Chinese as well as English) including teachers, speech pathologists, and paraprofessionals. The team works

with classroom teachers to support the 8% of Yinghua students with special education needs. Together they identify learning disabilities, determine eligibility for benefits, and develop individualized education programs. A special education advisory committee comprised of parents meets three times per year.

To gauge Chinese language acquisition, we use the Student Oral Proficiency Assessment for grades two through eight and Early Language Listening and Oral Proficiency Assessment for kindergarten and first grade. These are language proficiency assessment instruments designed to allow students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. These interactive listening and speaking assessments include hands-on activities and are conducted entirely in Chinese. Students are assessed in pairs by two trained test administrators and, during the activities or tasks, are encouraged to interact with each other as well as with the interviewers. The focus of the interview is to determine what the students can do with the language. With parental permission, the interviews are video-recorded for the purpose of teacher learning and evaluation. Results of these two assessments help the teachers and the Academic Director to plan interventions if needed.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The data tables show Yinghua consistently produces high academic results. Since 2010, on average, across all grades, Yinghua has exceeded the state proficiency requirements in reading by more than 10%, and in the last two years it has exceeded state requirements by approximately 20%. In the new reading assessment introduced in 2013 by the Minnesota Department of Education (MDE), statewide reading scores saw declines, and MDE advises that 2013 scores cannot be compared to years previous. Our fourth graders in 2014 moved to 85% proficiency from 69% in 2013.

In the most recent year, assessments for our students, on average and across all grades, were 45% higher in math than Minneapolis district students' scores. Each testing year, the percentage of students achieving high growth in math has exceeded state averages, and the percentage of low growth has been lower than the state averages for the same grades. Since 2011, Yinghua, on average, across all grades, has exceeded the state proficiency requirements (Minnesota State terminology is "Exceeds" and "Meets") in math by about 25%, and in fourth and seventh grades there was an upward trend in Yinghua math scores in terms of percentage points above the state.

One cohort that we are watching closely is 2013-14's fifth grade. In this group, 34% of Asians (13 students) did not meet math standards, and 20% of Whites (3 students) did not meet math standards. MDE acknowledges that the fifth grade math assessment includes complex, multi-step problems, and we have implemented two strategies to meet this challenge. First, because Singapore Math's accelerated pace may result in topics being presented long before assessment dates, Yinghua is adding American-designed math materials to align sequencing and pace to assessment schedules. Second, based on classroom work, teachers target a small group of lower-performing students to work with teachers in school-day MCA preparation groups.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

In Chinese Language Arts, math, English, science, and social studies, Yinghua uses DDI to internally monitor learning and student performance. Tests in these subjects are given after the completion of each unit and summative assessments occur at the conclusion of each term. Immediately after testing, each grade or subject-team reviews assessment results with the Academic Director. Teachers submit an action plan and re-teach components as necessary. Yinghua also administers Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments to all students three times annually. These external test results assist teachers with differentiation and ensure that the curriculum is well timed to prepare students for success on state assessments.

The school's authorizer, Friends of Education, closely evaluates Yinghua's assessment results on the basis of academic performance, Adequate Yearly Progress, absolute proficiency, comparative proficiency, growth, and success at closing any achievement gap. Friends of Education shares the academic results of Yinghua, along with those of all of the schools it authorizes, on its website and in published reports.

Student progress and curricular updates are shared with parents on a weekly basis on web-based "Classroom Pages" and via "Friday Folders," which include corrected student work. Parent-teacher conferences, which are held each fall and spring, are attended by nearly 100% of parents. Report cards, mailed to parents at the end of each of the three terms, are systematic avenues for dialogue between the school and parents. As a culmination of learning in the spring, "Academic Performances" showcase the students as they act, sing, display posters and offer Power Point presentations in the classrooms in all grades. Since most Yinghua parents neither speak nor understand Chinese, our in-class performances offer a glimpse of how students interact in the target language with peers and teachers. In the upper grades, students may be designated as English language presenters to facilitate audience comprehension.

Part VI School Support

1. School Climate/Culture

Yinghua was founded with five core values displayed in classrooms in Chinese and English: safety, speak Chinese, learning, happiness, and global citizenship. We also have five “Great Expectations” for student behavior: 1. Always try; 2. Do your best; 3. Cooperate, and help others; 4. Respect people and property; and 5. Manage yourself. When we “catch” students doing good deeds, we issue “Golden Tickets” to recognize exemplary behavior.

In daily Morning Meeting and weekly grade assemblies, students and teachers focus on community building, current affairs, and the development of social language in Chinese. Using responsive classroom techniques, teachers create an environment where children thrive both socially and emotionally. Character education is emphasized school-wide, not simply as an isolated curriculum but as a way of living and being at school. The Student Life Organization fosters leadership skills in grades five through eight, with emphasis on respect and responsibility. Our parent involvement is high—69% of parents volunteer at least four hours per year—both on a daily basis and for special events.

School leaders set measurable school culture goals addressing attendance, parent satisfaction, staff satisfaction and professional development, and a survey showed that the school met all goals in 2013-14: the attendance rate was 96.5%; parent satisfaction was 85%; staff satisfaction was 93%; and 100% of staff received professional development.

Other less formal feedback methods have been developed such as listening sessions, when school board members attend staff meetings and provide feedback to administrators, the addition of a suggestion box in the school office, and an extension of the Golden Ticket program on the school’s website, allowing community members to offer thanks and praise to teachers and staff.

Outside the classroom, we host cultural events throughout the year, the highlight of which is the annual Chinese New Year celebration, which features culturally and academically significant student performances. Through international collaboration with our sister school in Hohhot, China, Yinghua middle school students teleconference with Chinese students monthly, and in annual exchange visits, Yinghua students travel to China, homestay with Hohhot families, go to school with their hosts, and later travel to other parts of China to visit landmarks. Likewise, Hohhot middle school students travel to the US, stay with Yinghua families, attend Yinghua classes, and later visit US landmarks. These language and cultural immersion experiences deepen all students’ pride in and excitement about Yinghua.

2. Engaging Families and Community

Yinghua Academy families are very engaged in the school community despite the fact that most do not live in the vicinity. Parents assist teachers with projects such as the storybook character parade; grandparents’ day, which drew more than 600 guests in 2014; Chinese New Year celebrations; and an outdoor field day to mark the last day of school. A parent volunteer holds the position of Volunteer Coordinator and responds to teacher and administrator needs by matching parents with tasks that need doing. Parents also serve as “Classroom Coordinators” and work directly with teachers to communicate, mainly via email, classroom needs to all families, and to help plan social gatherings on weekends and during school breaks.

The Yinghua Academy Community Association (YACA) is a group of parent leaders who plan several annual fundraisers, two annual book fairs, and monthly informal coffee gatherings as well as sales of used uniforms, spirit wear, and school supplies. YACA also hosts speakers on relevant topics, distributes traditional “Moon Cakes” at Mid-Autumn Festival, and coordinates staff appreciation events.

Our entire school celebrates Chinese culture and history in an annual Chinese New Year performance, which has been held in a 1,500-seat concert hall at a university for the past four years. In 2015, increased audience demand prompted the school to offer two, rather than one, performances, and both performances

were nearly sold out. The two-hour performance features treasured Lunar New Year songs, dances and plays, all with festive, traditional Chinese costumes. Every Yinghua student participates in this annual school tradition. A native of Beijing in this year’s audience said, “the kids—white, black, and brown—could speak Chinese so well. It was surreal to hear them talking in Chinese with an unnoticeable accent. It was actually the best Chinese performance we have ever seen in the US.”

Community partners include the University of Minnesota’s Confucius Institute. High school students who study Chinese at a Minneapolis private school come to Yinghua on Wednesdays to help with special projects. The school operates a booth in an annual citywide “Passage to China” event at the Mall of America and drafts a team of rowers for an annual dragon boat race in Saint Paul. Yinghua also enters a Chinese dragon float in an annual Northeast parade, invites neighbors and local elected officials to school events, and participates in neighborhood service activities.

3. Professional Development

Yinghua recruits, develops, and strives to retain outstanding teachers. Although seventy-eight percent (78%) of Yinghua’s teachers have advanced degrees in their fields, the school invests significant effort to train its teachers on critical topics such as differentiated instruction, professional learning communities, US and Chinese cross-cultural competencies, responsive classroom methods, and integrating technology into lessons. The school’s authorizer regularly invites national leaders in education, such as DDI expert Paul Bambrick-Santoyo, to address the staff of its charter schools. A two-week summer staff-training program brings in speakers on topics such as “Teach Like a Champion,” DDI, and classroom management. Yinghua participates in professional associations such as the Center for Advanced Research on Language, the Minnesota Advocates for Immersion Network, and the Asia Society’s Chinese Early Learning and Immersion Network.

The National Security Agency has awarded Yinghua five “STARTALK” summer program grants, which are designed to expand national capacity in critical languages such as Chinese. Most Yinghua teachers and educational assistants participate in STARTALK programs to hone their teaching skills. They immediately apply what they learn in summer camps with elementary students. Immersion experts and mentors observe teachers and offer practical teaching advice.

Teachers may not earn tenure at Yinghua as there is no tenure system, but they may participate in a Minnesota teacher merit-pay program called Quality Compensation. In 2013-14 the program provided approximately \$125,000 for merit pay, teacher seminars, courses, and speakers. This program systematizes peer observation in classrooms, peer and mentor teacher feedback, and collaborative grade-level planning. Teachers are evaluated three times a year by administrators and experienced teachers and then meet with school leaders to discuss observations. Some classroom lessons are recorded via iPad, a technique that prompts reflection and has been used to great benefit. In 2013-14, 95% of licensed teachers earned performance-pay for student achievement based on observations and evaluations. Administrators also provide on-going feedback through an open-door policy — they partner with teachers daily on curriculum, classroom management techniques, and best practices for engaging parents.

Each grade-level team meets 60 minutes per week for lesson planning, teaching strategies, classroom procedures and routines, feedback from observations, and advice on differentiation. The merit-pay process has helped teachers increase NWEA reading and math scores. Weekly, each grade-level team submits to the Academic Director a teaching plan (including content, language, and culture) for the following week. The merit-pay program funds teaching leadership positions for a lead mentor and an overall program coordinator.

4. School Leadership

An eleven-member school board provides operational oversight at Yinghua Academy, ensuring implementation of the school’s strategic plan. The board is Yinghua’s governing body, elected by parents and staff. The governance model requires the board always to count among its elected members at least one

individual from each of three constituent groups: parent, licensed teacher who teaches at Yinghua, and community member. Our current board consists of six parents, one licensed Yinghua teacher, and four community members. The primary responsibilities of the board are to develop the vision and mission of the school; select, support, and evaluate a chief executive; ensure effective planning; set policy that will ensure the school's ongoing viability; and oversee the monthly and long-term financial management of the school.

Friends of Education, Yinghua Academy's charter authorizer, provides strict guidelines for financial and academic performance and ensures school adherence to national standards for charter school oversight and quality. Our authorizer closely monitors student testing, conducts site visits, and requires comprehensive annual reports. Yinghua's charter contract with Friends of Education was renewed effective July 1, 2014, for five years, the longest term allowed by Minnesota law.

Yinghua administrators are recognized as leaders on the forefront of language immersion education. They have been invited to speak at many conferences, including the American Council for Teaching Foreign Language and the National Chinese Language Conference.

Our Executive Director is in her fourth year at Yinghua. She is comfortable with high expectations and works to ensure that the school is meeting or exceeding goals. She has forty years of experience in traditional public, charter, private, and international schools as a teacher and administrator. Although she does not speak Mandarin, she has been connected to Chinese language and culture since 2007 when she traveled to China with the Chinese Bridge Delegation. She traveled to China again with the Chinese Bridge Delegation in 2012, and her family has hosted two Chinese high school students in their home.

Our Academic Director has held this critical position since the school's founding in 2006. As a pioneer in Chinese immersion education, she is sought as a presenter for STARTALK, the American Council of Teachers of Foreign Languages, and the Asia Society. She has led immersion teacher training and mentoring sessions in California and Utah. Originally from Taiwan, she holds a PhD from the University of Minnesota College of Education and Human Development, and has published several elementary textbooks in Taiwan.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	99	100	91	79	96
exceeds standards	70	72	52	56	61
Number of students tested	67	68	67	48	46
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	88	63	100	67	50
exceeds standards	62	80	20	33	75
Number of students tested	8	5	5	3	4
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
meets standards and above	100	100	86	71	91
exceeds standards	64	66	41	42	52
Number of students tested	36	29	37	24	21
7. American Indian or Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	100	100	96	86	100
exceeds standards	77	78	70	76	68
Number of students tested	26	36	27	21	22
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	100	91	91	93	88
exceeds standards	84	68	60	59	72
Number of students tested	64	65	42	44	25
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	100	71	67	100	100
exceeds standards	83	43	67	75	50
Number of students tested	6	7	3	4	2
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	100	88	86	84	90
exceeds standards	86	66	46	53	75
Number of students tested	29	41	22	19	20
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	100	95	94	100	100
exceeds standards	84	71	71	65	67
Number of students tested	32	21	17	20	3
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	69	68	92	83	83
exceeds standards	35	35	45	33	35
Number of students tested	55	40	38	24	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	17	60	100	50	57
exceeds standards	0	20	0	0	29
Number of students tested	6	5	3	2	7
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	66	65	88	90	85
exceeds standards	34	35	50	35	39
Number of students tested	38	23	16	20	13
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	100	69	100	50	100
exceeds standards	33	38	39	50	43
Number of students tested	15	16	18	2	7
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Between the 2012-13 and 2013-14 school years, there was a marked decline in the number of white students who were assessed "Did Not Meet Standards" (State term) from 25% down to 13.3%.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	82	93	90	64	91
exceeds standards	46	46	45	23	46
Number of students tested	28	28	20	22	11
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	67	100	50	33	100
exceeds standards	0	33	0	17	100
Number of students tested	3	3	2	6	1
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	69	94	94	75	86
exceeds standards	38	59	44	25	57
Number of students tested	16	17	18	12	7
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	100	100	50	72	100
exceeds standards	63	25	50	29	33
Number of students tested	11	8	2	7	3
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: In fifth through eighth grades, modified MCA reading and math assessments, measuring achievement on the Minnesota Academic Standards, have been available in the past although in 2014-15 they were discontinued. Achievement standards for these modified assessments were set separately from the MCA. Participation was limited to students who did not meet standards for two consecutive years and who were currently receiving special education services.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
meets standards and above	71	73	43	57	
exceeds standards	71	73	43	57	
Number of students tested	14	15	14		
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	100	50	50	100	
exceeds standards	100	50	50	0	
Number of students tested	2	2	2	1	
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	92	85	90	100	
exceeds standards	75	77	50	33	
Number of students tested	12	13	10	3	
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	100	50	100	100	
exceeds standards	50	50	33	75	
Number of students tested	2	2	3	4	
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Yinghua Academy was founded in 2006 and did not yet have seventh graders in 2009-10.

The percent "Did Not Meet" (State term) of Asian students declined from 7.7% to 0% in the most recent assessment year.

Yinghua had no seventh-grade students enrolled in 2009-2010.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
meets standards and above	75	91	100		
exceeds standards	50	55	50		
Number of students tested	12	11			
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	50	0	0		
exceeds standards	50	0	0		
Number of students tested	4				
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	80	90	100		
exceeds standards	50	60	33		
Number of students tested	10	10	3		
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	50	100	100		
exceeds standards	50	0	100		
Number of students tested	2	1	1		
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Yinghua was founded in 2006 and did not yet have eighth-grade students during the 2009-10 or 2010-11 school years. Although the percent of White students who tested "Did Not Meet" (State term) is 50% in the most recent assessment year, the sample size is too small to merit concern--there only were two (2) White students.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	69	75	85	73	87
exceeds standards	24	24	64	58	67
Number of students tested	67	68	67	48	46
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	38	80	60	67	75
exceeds standards	13	20	20	67	50
Number of students tested	8	5	5	3	4
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	64	80	87	58	76
exceeds standards	22	17	57	46	48
Number of students tested	36	29	37	24	21
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	77	72	85	86	95
exceeds standards	27	28	78	71	82
Number of students tested	26	36	27	21	22
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	86	69	71	93	84
exceeds standards	22	33	31	50	57
Number of students tested	64	65	42	44	25
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	100	57	33	100	50
exceeds standards	0	0	33	25	50
Number of students tested	6	7	3	4	2
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	79	63	64	90	90
exceeds standards	31	27	41	26	60
Number of students tested	29	41	22	19	20
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	94	81	82	100	68
exceeds standards	38	38	65	80	67
Number of students tested	32	21	17	20	3
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Positive trends: The percentage of White students who met standards climbed to 56.3% in the most recent testing year. In the same two school years, the percent of Asian students who met or exceeded standards increased to 48.3% from 36.6% in the year prior.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	84	65	92	88	70
exceeds standards	43	28	68	68	22
Number of students tested	56	40	38	24	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	3	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	50	40	100	100	57
exceeds standards	17	0	67	0	0
Number of students tested	6	5	3	2	7
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	82	65	88	85	54
exceeds standards	40	22	56	70	8
Number of students tested	38	23	16	20	13
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	94	69	100	100	100
exceeds standards	50	38	83	50	57
Number of students tested	16	16	18	2	7
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: There was a significant decline in the overall percent deficient (State term) from 15% to 7.1% in the most recent two school years. This trend was consistent across Asian and White subgroups. There was a marked increase in the percent of Asian students exceeding standards from 21.7% to 39.5% in the most recent two school years. Likewise, in Whites there was a good decline in percent deficient from 18.8% to 6.3% in the same time period.

In fifth through eighth grades, modified MCA reading and math assessments, measuring achievement on the Minnesota Academic Standards, have been available in the past although in 2014-15 they were discontinued. Achievement standards for these modified assessments were set separately from the MCA. Participation was limited to students who did not meet standards for two consecutive years and who were currently receiving special education services.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	75	82	85	86	100
exceeds standards	46	46	70	50	64
Number of students tested	28	28	20	22	11
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	33	67	50	100	100
exceeds standards	0	33	0	33	0
Number of students tested	3	3	2	6	1
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	81	82	89	83	100
exceeds standards	9	8	13	5	3
Number of students tested	16	17	18	12	7
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	73	88	50	86	100
exceeds standards	36	50	50	71	100
Number of students tested	11	8	2	7	3
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: The overall percent "Did Not Meet" (State term) rose from 0% to 7% in the most recent two years, and this trend was accounted for in the White student subgroup. However, the 2013-14 cohort of sixth-graders (which did experience attrition from the year prior) had tested at 15% Did Not Meet in the year prior. Asian students moved from 47.1% exceeds in 2012-13 to 56.3% exceeds in 2013-14. In Whites, the percent Did Not Meet was 9.1% in the most recent year, up from 0% in the prior year, however, for the same cohort of students the percent Did Not Meet was 19% in the year prior (though there was attrition between these testing years).

In fifth through eighth grades, modified MCA reading and math assessments, measuring achievement on the Minnesota Academic Standards, have been available in the past although in 2014-15 they were discontinued. Achievement standards for these modified assessments were set separately from the MCA. Participation was limited to students who did not meet standards for two consecutive years and who were currently receiving special education services.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
meets standards and above	86	87	86	100	
exceeds standards	29	47	57	86	
Number of students tested	14	15	14		
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	100	50	100	100	
exceeds standards	50	50	50	0	
Number of students tested	2	2	2	1	
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	83	92	80	100	
exceeds standards	25	46	40	67	
Number of students tested	12	13	10	3	
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	100	50	100	100	
exceeds standards	50	50	100	100	
Number of students tested	2	2	3	4	
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: The overall number of students enrolled seventh-grade is 15 or fewer in each year reported, and Yinghua had no seventh-grade students in the most distant year reported.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment, Series II in 2009-2010, Minnesota Comprehensive Assessment, Series III in subsequent school years</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
meets standards and above	75	82	100		
exceeds standards	50	18	100		
Number of students tested	12	11			
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	50	0	0		
exceeds standards	25	0	0		
Number of students tested	4				
2. Students receiving Special Education					
meets standards and above					
exceeds standards					
Number of students tested					
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above	80	80	100		
exceeds standards	50	20	100		
Number of students tested	10	10	3		
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	50	100	100		
exceeds standards	50	0	100		
Number of students tested	2	1	1		
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Yinghua was founded in 2006 and did not yet have eighth-grade students during the 2009-10 or 2010-11 school years. There were two (2) White students enrolled during the two most recent testing years, and in both years one of two (50%) White students was assessed deficient (State term). The sample size is too small to draw conclusions from this data.