

Yinghua Academy Annual Report

ANNUAL REPORT INTRODUCTION

Yinghua Academy, chartered in 2006, is the first Chinese immersion charter public school in the U.S. and the first Chinese immersion school in the Midwest. As the first school of its kind in the Midwest, Yinghua Academy is a national leader in Mandarin Chinese immersion education. Yinghua Academy is a bilingual, tuition-free, public charter school with an international perspective.

The mission of Yinghua Academy 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.

Yinghua Academy is dedicated to a free-access quality innovative education. As a charter school, Yinghua Academy provides an innovative and successful educational path for all students. Yinghua served 303 K-6th grade students in the 2009-2010 school year. Yinghua Academy will add a grade each year up to 8th grade, so it will begin serving K-8th grade starting in the 2011-2012 academic year.

Yinghua Academy is currently growing to three class sections per grade level and expects by 2014-2015 to have the need to serve up to 750 students. The Kindergarten to fifth grade program is a full Mandarin Chinese early immersion program. The middle school program will begin to offer two tracks in the 2011-2012 school year with continued Chinese immersion programming as well as a Chinese as a foreign language track, where students have a more traditional foreign language instructional program. Both tracks will prepare students for the Advanced Placement Chinese test offered in many high school programs in the metro area.

Rigorous academic programming is a critical part of all curriculum design and implementation. Yinghua Academy teachers participate in significant hours of training to ensure that all instruction is delivered based on the best practices of immersion and foreign language research and the Core Knowledge sequence. The curriculum designed by our academic director and teachers is tied to standards and research. In the Kindergarten through fifth grade program most content is delivered in Mandarin Chinese with the exception of English language arts, specialist programming, and some Social Studies.

The middle school program offers students pre-Advanced placement Chinese, English, and science courses beginning in the seventh grade, as well as rigorous instruction in social studies and math taught both in English and Chinese. In addition Yinghua Academy uses both Singapore math and science curriculum to guide the Kindergarten through eighth grade program.

Most importantly Yinghua Academy is focused on teaching students how to be global citizens. Part of our global citizenship philosophy (modeled after a Chinese saying) is to first learn how to conduct oneself, then how to participate in family, then in the country, and for the world. Yinghua Academy teachers are given the tools through extensive training on how to guide students through these developmental stages.

2. SCHOOL 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. The most recent board elections were held on June 6, 2010.

2009-2010 School Year Charter Public School Board

<u>Name</u>	<u>Board Position</u>	<u>Group</u>	<u>Date Seated</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>Annual Member Meeting Attendance Rate</u>
Cindy Moeller	Chair	Community	June 2008	651-699-6316	Moeller312@aol.com	93%
Doug Parish	Treasurer	Parent	June 2009	651-308-1239	dougparrish@yahoo.com	87%
Abigail Pribbenow	Secretary	Parent	June 2009	612-330-1477	pribbena@augsborg.edu	87%
Luyi Lien	Member	Academic Director and Parent	June 2010	651-643-0853	luyi@yinghuaacademy.org	93%
Taoyuan Li	Member	Teacher #377724	June 2009	651-415-1812	Taoyuan@yinghuaacademy.org	81%
Keri Norell	Member	Teacher #403746	June 2008	651-653-2211	keri@yinghuaacademy.org	100%
Mary Ann Choy	Secretary	Parent	June 2008	651-470-0249	machoy2010@gmail.com	93%
Scott Jax	Member	Parent	Appointed to fill vacated position – July 2009	763-424-6678	SJax@spire-banking.com	93%
Naomi Mueller	Member	Teacher	June 2008	612-599-9808	naomi@yinghuaacademy.org	87%
Joe Yang	Member	Parent	June 2008	612-751-5243	Joe.yang@kennedygraven.com	81%
Janine Trutna	Member	Parent	Appointed to fill vacated position – July 2009	651-699-2801	jtrutna@inkbig.com	100%

Current Board Members

<u>Name</u>	<u>Board Position</u>	<u>Group</u>	<u>Date Seated</u>	<u>Phone Number</u>	<u>Email Address</u>	<u>Annual Member Meeting Attendance Rate</u>
Abigail Pribbenow	Chair	Parent	June 2009	612-330-1477	pribbena@augsborg.edu	N/A
Doug Parish	Treasurer	Parent	June 2009	651-308-1239	dougparish@yahoo.com	N/A
MaryAnn Choy	Secretary	Parent	June 2008	651-470-0249	machoy2010@gmail.com	N/A
Cindy Moeller	Member	Community	June 2008	651-699-6316	moeller312@aol.com	N/A
Luyi Lien	Member	Academic Director and Parent	June 2010	651-643-0853	luyi@yinghuaacademy.org	N/A
Taoyuan Li	Member	Teacher #377724	June 2009	651-415-1812	Taoyuan@yinghuaacademy.org	N/A
Keri Norell	Member	Teacher #403746	June 2008	651-653-2211	keri@yinghuaacademy.org	N/A
Kristin Swenson	Member	Parent	June 2010	952-736-3698	KristinSwenson1@gmail.com	N/A
Scott Jax	Member	Parent	Appointed to fill vacated position – July 2009	763-424-6678	SJax@spire-banking.com	N/A
Jen Shadowens	Member	Parent	June 2010	612-706-8688	jshadowens@gmail.com	N/A

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

3. SCHOOL MANAGEMENT AND ADMINISTRATION

The school administrative team is comprised of three directors: the Executive Director, the Academic Director, and the Director of Students, Families, and Community Relationships.

Betsy Lueth, Executive Director at Yinghua Academy, is both the lead administrator and a licensed elementary education teacher with experience in language and content teaching. Her seven years of teaching experience includes students K-12, and primarily students who were English language learners or special needs. She provides guidance and overall direction to the curriculum design and implementation at Yinghua Academy. Her partner with whom she has worked closely since the school's founding in 2006, Dr. Luyi Lien, is the Academic Director at Yinghua Academy. She has taught elementary students in both Taiwan and the U.S.; holds a PhD. from the Department of Education from

the University of Minnesota; and has published several elementary level textbooks in Taiwan. She provides daily support and resources to all teachers at Yinghua Academy, and leads curriculum development and mapping for all grades.

Carl Schlueter, who joined Yinghua Academy in November, 2009, is the Director of Students, Families and Community Relationships. He holds a Masters' Degree and has ten years' prior experience as an educator and school administrator at schools in Minnesota and Japan. He directs behavioral educational philosophy and practice at Yinghua Academy, as well as coordinates enrichment and extracurricular activities. He implements policies, programs and events that serve to sustain safe, healthy and supportive relationships with students, families, and communities. He fosters community partnerships with individuals and organizations beyond the school.

Betsy Lueth, as the lead administrator of the school, is a licensed teacher, and is continuing her education at the University of St. Thomas graduate program in Educational Leadership. Her expected graduation with a principal's license is spring, 2013. This currently is the professional development path for Ms. Lueth to meet the current statutory requirements for a non-licensed charter school director.

2009-2010 School Management and Staff Information (including non-licensed paras)

<u>Name</u>	<u>File Folder Number</u>	<u>Assignment</u>	<u>Years Employed by the School</u>	<u>Left During 09/10</u>	<u>Not Returning 10/11</u>
Betsy Lueth	397306	Executive Director	4		
Luyi Lien		Academic Director	4		
Carl Schlueter		Director of Students, Families, and Community Relationships	1		
Rebecca Kreitzer		Office Manager	4		x
Jennifer Olsen		Curriculum Assistant	1		
Dave Waldoch		Facilities/Technology Coordinator	2		
Karen Calcaterra		Grant Administrator	1		
Elizabeth Fei		Administrative Assistant	1		
De Hanuman		Behavioral Specialist	2		
Sandy Luger		Lunch and Janitorial	4		
Marsha Andrews		Aftercare/Enrichment Director	1		
Ruby Liou		Special Education Paraprofessional	1		
Yinghua Cui		Kindergarten Educational Assistant	4		x
HsiaoHsuan Huang		Kindergarten EA	1	x	x
Yanxia Han		Kindergarten EA	1		x
Peiyin Sun		Kindergarten EA	2	x	x
Lin Lin Xie		Kindergarten EA	1		x
Philip Morris		English EA	1		
Vickie Nelson		English EA	1		

4. TEACHING FACULTY INFORMATION

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

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

The teaching staff for the 2009/2010 school year was as follows:

<u>Name</u>	<u>File Folder Number</u>	<u>Assignment</u>	<u>Years Employed by the School</u>	<u>Left During 09/10</u>	<u>Not Returning 10/11</u>
Chi-Hui Chiu	998125	Kindergarten Classroom Teacher	1		x
Qin Fang	998233	Kindergarten Classroom Teacher	2		
Hsiu-Yu Yang	447466	Kindergarten Classroom Teacher	1		
Hueiling Chen	998258	First Grade Classroom Teacher	2		
Fangwen Yeh	998373	First Grade Classroom Teacher	3		
Tian Xia	998092	First Grade Classroom Teacher	1		x
Kailing Chen	433766	Second Grade Classroom Teacher	4		x
Fang Wu	998091	Second Grade Classroom Teacher	2		
Shu-Mei Lai	998232	Third Grade Classroom Teacher	2		
Nuermanguli Maimaiti	998375	Third Grade Classroom Teacher	1		
Li Chen Lin	998126	Fourth Grade Classroom Teacher	1		
John Vik	374375	Fifth Grade Classroom Teacher	2		
Keri Norell	403746	Sixth Grade Classroom	4		

		Teacher			
Jenessa Van Schooneveld	423515	English Teacher and Curriculum Coordinator	3		
Naomi Mueller	429350	English Teacher	3		x
Zhaoyan Zeng	998088	Chinese Language Arts Teacher	1		x
Sarah Henning	435770	Music Teacher	1		
Pei Wang	998089	Art Teacher	1		x
Andy Henderson	442818	Physical Ed. Teacher	2		
Kenny Chan	442174	Special Education LD/EBD/ECSE	2		
Taoyuan Li	377724	Speech and Language Pathologist	2		

6. SCHOOL ADMISSIONS AND ENROLLMENT

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

If more applications are received for a grade level than space is available, Yinghua Academy holds a public lottery. The lottery is completely random. Yinghua does honor sibling preference as an allowable practice, and enrolls children of the school's teachers before accepting other students by lot. 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. (attachment #1)

7. PROGRAM SUCCESSES AND BEST PRACTICES, ACADEMIC PROGRAM AND INNOVATIVE PRACTICES

During the 2009-2010 school year, Yinghua Academy experienced many successes. The most significant included: procuring a larger facility; the results of the state testing in particular for our full immersion students; the highly proficient rates of Chinese language ability our students attain; the implementation of the Q-Comp program; the launch of our middle school program; the development of a sister-school relationship with the Number 8 Middle School in Hohhot, Inner Mongolia, China; sharing of expertise, research, curricula and best practices in immersion education at national conferences; success with procuring funds from diverse funding sources to support academic programming; summer camp

programs, family and community events, and aftercare enrichment classes to build community; family involvement, support, and volunteerism; and overall parent satisfaction with Yinghua Academy.

Yinghua Academy moved over the summer of 2009 from a 12,000 square foot facility to a 45,000 square foot facility in Northeast Minneapolis. The current site is in the old Putnam Elementary school building once owned by Minneapolis Public Schools, and now owned by Charter School Development Corporation. The building has a full gymnasium, cafeteria, outdoor play area, library/media center and 20 classrooms. This new building is a significant improvement from our prior space. Fortunately, Yinghua Academy receives a lot of parent and community volunteer support: volunteers were integral to the logistics of the school move, and readying the space for the school year.

Another great success during the 2009-2010 school year included seeing the research-based immersion program students making significant gains based on the results of the MCA-II tests. This year was the first year that students who have participated in our full Chinese immersion program since Kindergarten were tested. 98% of all third graders passed the mathematics test, and 87% passed the English reading test. The tests are administered in English, and these students passed at high rates, despite the fact that since second grade they have only received one hour of English daily, while the rest of their subjects are taught strictly in Mandarin Chinese. Overall Yinghua Academy students scored remarkably well in comparison to the state. 84% of all students in third through sixth grade at Yinghua Academy passed the MCA-II with either proficient or exceeds in English reading, and 92% passed proficiency standards in mathematics.

The great academic gains as indicated by the state testing are even better understood through knowing the majority of all students at Yinghua Academy are immersed in Chinese language – listening, speaking, reading and writing. Students at Yinghua Academy receive 60 minutes of English language instruction daily beginning in second and third grade, fourth and fifth graders receive 90 minutes. The current middle school program is a non-immersion track program with the majority of content instruction conducted in English, but with daily instruction in Chinese language. By having all students immersed in the Chinese language and culture, all students are becoming conversant and literate in the language. Immersion Kindergarten students at the end the year on average score Junior Novice Middle (2.5), by the end of third grade students score Junior Intermediate High (5.4) using the CAL (Center for Applied Linguistics) Student Oral Proficiency Assessment (SOPA) tool.

This year Yinghua Academy began the Minnesota Department of Education Q-Comp program. The Q-Comp program is an incentive program that rewards teachers financially for leadership roles in the school and working in Professional Learning Communities (PLC). The Q-Comp program also rewards individual teachers monetarily based on formal observations using a administration and teacher developed rubric, classroom assessment results, and school-wide assessment results. The Q-Comp teacher leadership roles include instructional lead teachers and professional educators. The three PLC teams include an Evaluation and Assessment team, Curriculum and Instruction team, and Problem-Solving Team – focused on behavioral and character education. All educational faculty (teachers and educational assistants) are eligible for Q-Comp, currently educational assistants only in so much as they participate in Q-Comp teams. Administration and support staff are currently ineligible for this incentive program.

At the beginning of the 2009-2010 school year, Yinghua Academy was awarded an approximately \$800,000 Foreign Language Assistance Program federal grant to support the development of a Chinese dual-track immersion and late-entry foreign language middle school program. Yinghua Academy began a small middle school Chinese as a foreign language track during 2009-2010. Twelve students began the

program as sixth graders. A sister-school relationship with Hohhot Middle School No. 8 was established in the spring of 2010. Eighth grade students will have a capstone opportunity to travel to China in the spring of 2012. The middle school has several innovative academic components, including collaborating on curriculum with teachers in Inner Mongolia, fostering cross-cultural communication among middle school peers and significant federally grant-funded technological support for videoconferencing with China. During the 2009-2010 academic year, academic clubs were developed for middle school students.

Throughout the 2009-2010 school year, Yinghua Academy has been requested to present and participate in national conferences on Chinese language programs. In the fall of 2009 our Academic Director and several lead teachers presented at the American Council of Teachers of Foreign Languages conference in San Diego, CA. During the winter the Executive Director was asked by the Asia Society to participate in a conference to produce a national report on the challenges related to teacher preparation programs and licensure issues for Chinese teachers. This conference occurred in Washington, D.C. The Academic Director presented at the annual STARTALK meeting. Furthermore, both the Academic Director, Executive Director, and other key faculty presented at the National Chinese Language conference as Chinese immersion experts.

Yinghua Academy has also been very successful in procuring funds for various innovative programs. The STARTALK grant offered through the National Security Administration has given Yinghua Academy the funds to develop curricula and run summer Chinese immersion programming focused on math and science. Several small arts programming grants have allowed for students to participate in Chinese art and musical demonstrations by local artists and musicians. And, a small grant from the City of Minneapolis has allowed us to further develop student wellness programs in the school including planting Chinese herbs in the cafeteria in hanging gardens, and adding bike racks to promote healthy activities.

Yinghua Academy also has a vibrant afterschool and enrichment program. This program offers both afterschool care, staffed primarily with native Chinese speaking staff, and also offers many enrichment programs such as Chinese dance, yoga, tai chi, sports classes, drawing, and instrumental lessons for both Yinghua Academy students and the community. A popular adult Chinese language class continues to draw members of the local community and parents of the school.

The volunteerism and parent commitment at Yinghua Academy is very high. More than 200 people volunteered in different capacities over the 2009-2010 school year, offering almost 9500 hours of assistance. The parent-teacher conference rate is also over 95% on a regular basis. Parent satisfaction is very high as well at Yinghua Academy. 95% of all parents completing an end-of-year survey are satisfied with Yinghua Academy overall. 94% agree that Yinghua Academy's school director provides clear leadership and 85% feel the school Board provides clear leadership. This overwhelming parent and community support contributes to Yinghua Academy being well-established as a 100% Chinese early immersion program growing to high content-based language immersion at the middle school level.

Additionally, during a recent staff survey, 78% of staff indicated they are happy working at Yinghua Academy, and 77% have trust and confidence in the leadership (24 of 30 respondents). All of these are leading indicators of a strong school. Yinghua Academy prides itself on continuing to develop an extraordinary program for students, families and staff. Despite the challenges rapid growth can cause, Yinghua continues to thrive in all these areas.

ACCOUNTABILITY DATA FROM REPORTING SCHOOL YEAR

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

- NWEA, Grades K-6 (three times/year)
- SOPA (Student Oral Proficiency Assessment) K-6 (once per year)

- Youth Chinese Test (YCT) Assessment of student Chinese reading and listening comprehension, grades 2-6 (once per year)

Our third, fourth, fifth and sixth grade students also participated in the MCA-II testing as required by the state. All our ELL students participated in the TEAE and MN-SOLOM tests, as well as the MTELL as required. 92% of all students tested achieved a score of Meets or Exceeds Standards in mathematics, and 84% achieved a score of Meets or Exceeds Standards in English reading.

Additional Evaluation Tools and Results

NWEA Math

Third Grade	88.9% growth was above typical growth
Fourth Grade	79.2% growth was above typical growth
Fifth Grade	66.7% growth was above typical growth
Sixth Grade	90.9% growth was above typical growth

NWEA Reading

Third Grade	77.8% growth was above typical growth
Fourth Grade	70.8% growth was above typical growth
Fifth Grade	61.9% growth was above typical growth
Sixth Grade	72.7% growth was above typical growth

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

Kinder-garten	2.4 or Junior Novice Mid Level
First Grade	3.7 or Junior Intermediate Low Level
Second Grade	5.0 or Junior Intermediate Mid Level
Third Grade	5.4 or Junior Intermediate Mid Level
Fourth and Fifth/Sixth Grade	4.8 or Junior Intermediate Mid Level (immersion since first grade only) 3.8 or Junior Intermediate Low Level (non-immersion students)

STUDENT ENROLLMENT AND ATTRITION RATES

	K	1	2	3	4	5	6	7	Total # Students Enrolled	Attrition Rate
2007-08	47	43	25	19	18				152	5%
2008-09	75	48	50	24	25	16			238	5%
2009-10	75	75	50	43	25	23	12		303	7%
Estimated 2010-11	75	75	75	50	44	24	24	13	380	5%

8. PROGRAM CHALLENGES:

The 2009-10 school year was a year of transition and growth for Yinghua Academy. The move to a new school building meant that Yinghua lost some of its "small school" feel, which affected school culture in a transitional period. Procedures became more complex, e.g. at arrival and dismissal, or codified, for instance in necessitating appointments to meet with school administrators. Policies and internal structures need ongoing review and improvement: this year administration developed character education, improved student wellness policy, emergency protocols, technology planning, etc. Yinghua Academy strives to implement policies, procedures and structures that will support further positive changes.

Staffing teachers fluent in a critical need language continued to present a challenge for administration, compounded with late hire delays brought on by ongoing visa issues and the limited number of foreign expert visas issued at the US federal governmental level. Assisting 11 new teaching staff not only with the issues surrounding being a new hire, but also with settling in to life in Minnesota and adjusting to the structures of an American school, required upfront training and assistance by current teaching staff and administration. This challenge (of acquiring new staff and assisting their acclimation at Yinghua and in Minnesota) is ongoing for Yinghua Academy as it continues to grow, with 13 new teaching staff in 2010-2011. This also presents a challenge for organizational structure, including hiring processes and supervision, especially as Yinghua Academy is a fast-growing organization, and grant funding during the school year allowed for expansion in the number of employees. Further challenges which continually are being addressed are the professional development and training needs of the teaching staff, and retaining quality teachers. After making a large upfront financial commitment in sponsoring teachers and obtaining visas, Yinghua Academy has a vested interest in teacher retention, and preventing the transfer of trained staff to other districts and programs in the metro area.

The new school facility, while a wonderful institutional structure, presented a lot of facilities-related challenges during the school year. Just the logistics and volunteer hours behind the school move in the summer of 2009 were staggering. Because the school building dates from 1966, and also because the building had been vacant for several years, the new facility requires improved building infrastructure: ventilation, boiler, heating and cooling, plumbing, roofing, windows, etc. The new building also needs outdoor signage, groundskeeping, and other improvements, and the school has had to respond to community issues of vandalism (including graffiti and broken windows) and theft. Simultaneously this school year, proposed legislative challenges at the state legislature limited Yinghua Academy's ability to respond to some of the facilities challenges, including the ability to plan for needed expansion/remodeling of the school to address the rapidly developing space issues and overcrowding which Yinghua will face in 2010-11 and future years. Yinghua Academy would like to develop into a strong K-8 institution equipped with adequate facilities such as a music room, science lab, auditorium, and other appropriate academic spaces typical of a middle school environment.

The mission and vision of Yinghua Academy also presents the ongoing curriculum challenge of developing content in Chinese based on MN standards at each level and academic subject, creating academically rigorous maps and rubrics, and middle school content programming. This challenge is constantly being addressed by the Academic Director and curriculum teams, and authentic classroom support materials for instruction are obtained on an ongoing basis.

9. SCHOOL FINANCES

Yinghua Academy ended the 2008-2009 school year with a 20.6% fund balance totaling \$401,813. The current unaudited ending figures for 2009-2010 are predicting a 12-13% fund balance. The final audit will be complete at the October 4th, 2010 school board meeting.

Yinghua Academy procured several grants including the Foreign Language Assistance Program grant for \$800,000, the Confucius Classroom grant for \$38,800, and the STARTALK grant for \$89,602. These and other grants contribute to expanding Chinese language immersion education Kindergarten through eighth grade.

Yinghua Academy receives generous donations from its families. This year Yinghua Academy raised over \$75,000 in donations to the school through various fundraising activities. These school board and parent board fundraising activities support the capital campaign as well as art, science, and other enrichment activities for all students in the school.

Yinghua Academy is better positioned to weather the current school financial stresses due to the "hold back" of state aid payments, and the 0% increase in per pupil funding expected for the next two years. The state hold back at 27% during the 2009-2010 school year required Yinghua Academy to draw up to \$150,000 on an existing line of credit and short-term loan throughout the late spring and summer. Currently all existing debt has been repaid with interest. The expectation exists that Yinghua Academy will again be required to draw on a line of credit and other short term loan vehicles with the potential of up to \$300,000 in credit to offset the cash flow requirements expected with the 30% hold back expectation in the coming year.

The driving factor of financial stability is enrollment. Yinghua Academy currently has waitlists for multiple grade levels, the largest being Kindergarten. Enrollment for the 2009-2010 school year was 303 students, while the 2010-2011 school year opened with 380 students. Yinghua Academy is predicting to grow to as many as 750 students by 2014-2015.

Yinghua Academy has received the State of Minnesota School Finance Award every year in which it was eligible to receive it: 2008, 2009, and 2010.

10. AUTHORIZER

Friends of Education Oversight Program

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

1. **Academic Performance**. Monitoring academic performance occurs through three basic avenues: testing, site visits, and review of annual reports.
 - (a) **Testing**. Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with its schools. Generally, however, testing data is reviewed each semester to ensure that the goals of the schools are being met, both in terms of individual student performance and for the school as a whole. Testing data is compared with other schools to measure performance.

- (b) **Site Visits.** Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Friends site visits also include an analysis as to whether the facility, school climate, and learning program constitute an effective learning environment promoting the academic goals. Friends provides feedback following each site visit; feedback may be oral and/or written.
- (c) **Annual Reports.** Friends requires that the school prepare an annual report which details the school's evaluation of meeting each its academic performance goals.

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

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

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

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

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

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

- 3. **Reporting and Legal Compliance.** Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Department of Education.
 - (a) **Governance.** The school must submit board meeting minutes to Friends on a timely basis, generally prior to the next scheduled school board meeting. Friends may attend board meetings on either an announced or unannounced basis and is available to attend specific meetings upon request by the school.
 - (b) **Annual Reports.** Friends requires each school to submit an annual report which details the school's evaluation of meeting State reporting requirements.
 - (c) **Site Visits.** Friends engages in both unannounced and scheduled site visits. In addition to general observation and classroom visits, site visits may include interviews with the school leader, business manager, selected school teachers, students, and available parents and board members. Site visits may also include a review of pertinent files. General observation, interviews, and review of selected files during site visits facilitate

determination by Friends of the school's general compliance, including compliance with the Minnesota Open Meetings Law, Public Employment Relations Act, teacher licensing requirements, student immunization compliance, Minnesota Human Rights Act, Minnesota Pupil Fair Dismissal Act, Minnesota Public Schools Fee Law, special education requirements, financial controls, and open enrollment processes.

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

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

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

Friends complies with all state requirements regarding sponsorship withdrawal.

Yinghua Academy currently has a charter contract with Friends of Education which expires June 30, 2011.

11. PDF OF THE STATE REPORT CARD FOR YOUR SCHOOL

Attached by pdf file. (attachment #2)

12. NON-PROFIT STATUS

Attached by pdf file (attachment #3)



**YINGHUA
ACADEMY**

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phone: 612.788.9095 fax: 612.788.9079
www.yinghuacademy.org

OFFICE ONLY

Date Rcd: _____
Time Rcd: _____ AM / PM
Staff Member's Initials: _____

STUDENT APPLICATION 2010-2011

APPLICATION FOR ENROLLMENT PROCEDURE

Open Enrollment Period: The Open Enrollment Period for the 2010-2011 Academic Year begins January 4th at 8:00 a.m. and ends February 9th, 2010 at 5:00 p.m. If we have received more applications than we can accommodate in any grade, we will hold a lottery for those grades during a public meeting on February 11th at 6:30 p.m. Based on the lottery, some applicants will be offered the opportunity to enroll. The other applicants will be put on a waiting list. After the close of the Open Enrollment Period, Yinghua Academy will continue to accept applications for all grades. If there is not space available in a specific grade, the prospective student will be put on a wait list.

Enrollment Preference: According to Minnesota Statutes, section 124D.10, Yinghua Academy offers preference to families with currently enrolled students at Yinghua Academy and to children of teachers at Yinghua Academy. In order to get this preference, the parents must submit an application before 5:00 p.m. on February 9th. Preference is not given for any other reason.

Kindergarten Enrollment: Prospective students entering kindergarten must have been born on or before 9/1/2005.

Reception of Applications: Applications must be received in person or via postal mail. Applications received via email or fax will not be accepted.

Non-Discrimination Statement: No child will be denied admission to Yinghua Academy on the basis of gender, religion, ethnicity, or intellectual or physical ability. Yinghua Academy is a charter public school and is tuition-free. Students from all backgrounds are encouraged to apply.

STUDENT INFORMATION (Please print clearly!)

Last Name: _____ First Name: _____ M.I.: _____

Home Address: _____ City: _____ State: _____ Zip: _____

Home Phone: _____ Home Email: _____

Grade in 2009-2010: _____ School Attended in 2009-2010: _____ Birthdate: _____

Grade in 2010-2011: _____ Student Qualifies for Enrollment Preference (see above): Yes / No

PARENT / GUARDIAN INFORMATION (Please print clearly!)

Parent / Guardian 1: _____ Day Phone: _____

Relationship to Student: _____ Email: _____

Address (if different from above): _____ City: _____ State: _____ Zip: _____

Parent / Guardian 2: _____ Day Phone: _____

Relationship to Student: _____ Email: _____

Address (if different from above): _____ City: _____ State: _____ Zip: _____

PARENT / GUARDIAN VERIFICATION OF INFORMATION

I hereby verify that the above information is true and correct to the best of my knowledge.

Signature of Guardian: _____ Date: _____

YINGHUA ACADEMY 2010

District Name: YINGHUA ACADEMY DISTRICT
Address: 1616 BUCHANAN ST. NE
 MINNEAPOLIS, MN 55413

Principal: BETSY LUETH

Website:

Grades served: Kindergarten, 1,2,3,4,5,6

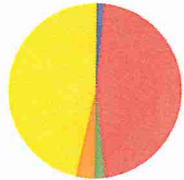
Phone: 612-788-9095

(Data from 2009-10 school year unless otherwise noted)

Student Information

2009-10 School Year Data

Enrollment Demographics



American Indian	1.4%
Asian	46.6%
Hispanic	2.0%
Black	3.4%
White	46.6%
Total:	100.0%

Student Population	296
Limited English Proficient	3%
Special Education	8%
Free and Reduced Price Lunch	8%

Is school eligible for open enrollment at any single grade level(s) for school year 2010-11? **Yes**

District Mobility

2008-09 School Year Data

Students from other districts who attend school in this district	228
Students from this district who attend school in another district	No data available.
Rate of students transferring out of the district	4.39%
Rate of students transferring between schools in district	0.00%
Rate of students transferring into the district	6.58%

Adequate Yearly Progress

This school meets AYP requirements for 2010. Not Title I in 2011.

Reading and Mathematics requirements are: All student groups of 40 or more must have a 95% participation rate in the accountability tests and all student groups of 20 or more must be proficient or on track for 100% proficiency by 2014.	Reading		Mathematics		Attendance		
	This school has met requirements for reading.		This school has met requirements for mathematics.		This school has met requirements for Attendance. Schools must have a 90% Attendance rate from 2009 or show improvement when compared to previous years.		
		Participation	Proficiency	Participation	Proficiency		
	All students	Yes	Yes	Yes	Yes		
	American Indian/Alaskan Native	-	-	-	-		
	Asian/Pacific Islander	Yes	Yes	Yes	Yes		
	Hispanic	-	-	-	-		
	Black, not of Hispanic origin	-	-	-	-		
	White, not of Hispanic origin	-	Yes	-	Yes		
	Limited English Proficient	-	-	-	-		
Special Education	-	-	-	-			
Free and Reduced-Price Meals	-	-	-	-			
					AYP Attendance Rate	95.96	

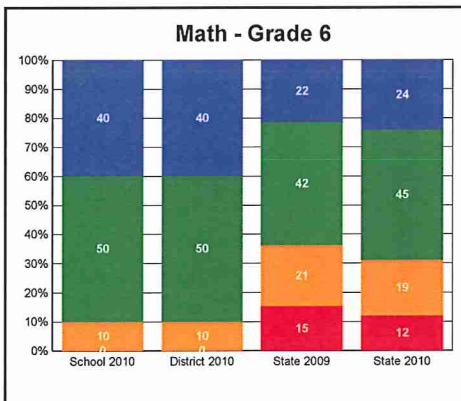
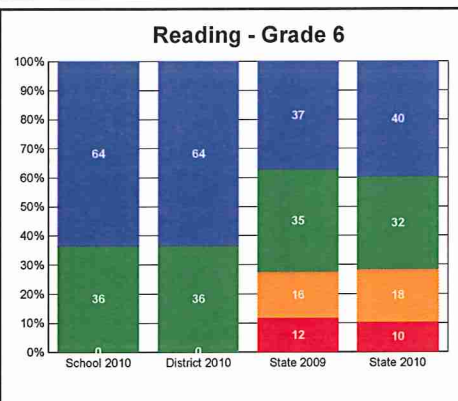
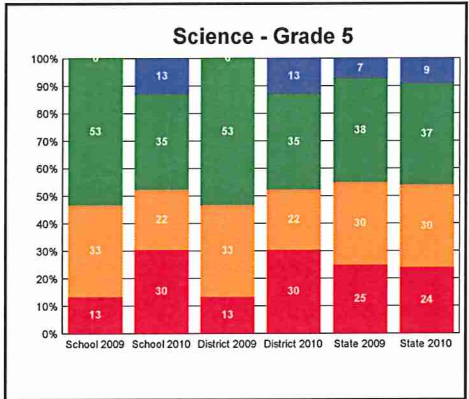
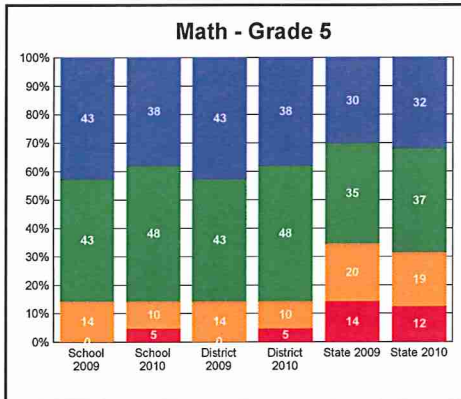
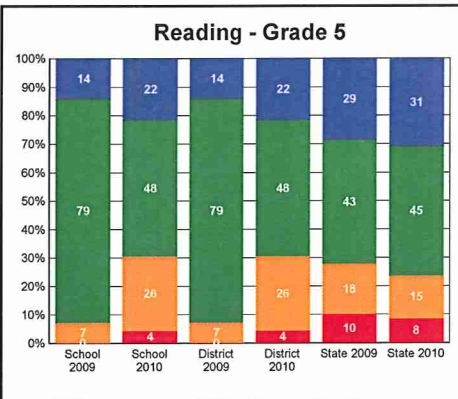
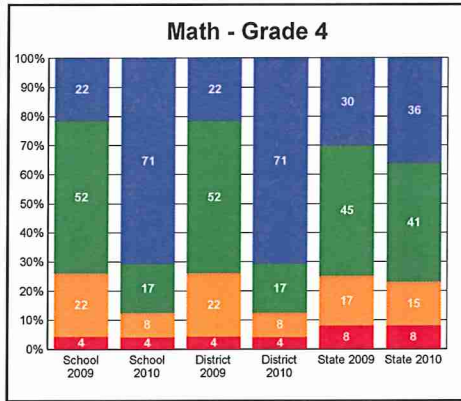
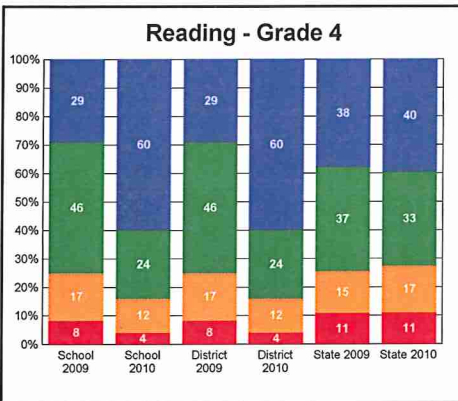
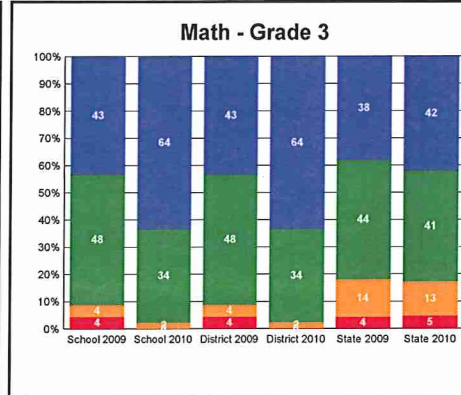
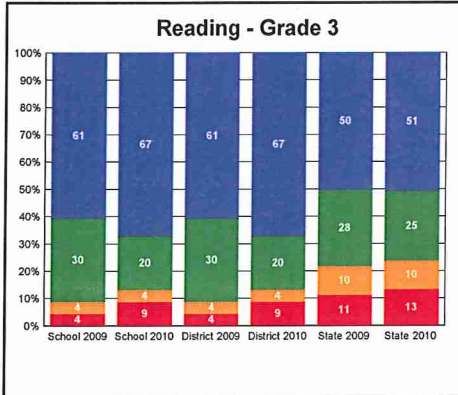
2010 Minnesota Comprehensive Assessment Series II Scores

2009-10 School
Year Data

Exceeds standard
Meets standard

Partially meets standard
Does not meet standard

Values are percentages - test documents with valid test scores relative to total test documents.



School Opportunities

2010-11 School Year Data

Elementary School:

Students at this school can participate in:

Half Day/Part Time Kindergarten	No
Full Day/Full week Kindergarten	Yes
Before and After School Programs	Yes
Early Childhood Family Education Activities	No
Physical Education.	Yes
Dance, Media Arts, Music, Theater and/or Visual Arts	Yes

(Information collected directly from schools)

School & District Staffing

2009-10 School Year Data

School Staff

Number of School Staff by Position	School #	State #	Teacher Degree Preparation	School %	State %
Teachers	16.99	52,734	Bachelor's	64.69%	45.14%
Media Specialists	0.00	767	Master's	35.31%	52.56%
Other Licensed Professionals	0.47	7,153	Doctorate	0.00%	0.19%
Paraprofessionals	3.75	11,948	Teacher Years of Experience	School %	State %
Administrators	0.07	2,742	Less than 3 years	64.69%	7.44%
Other Staff Including Non-licensed Staff	8.75	33,718	More than 10 years	0.00%	60.50%
Total Staff	30.03	109,062			
State Licensure Compliance	School %	State%	Federal Highly Qualified Requirements	School %	State %
Staff in compliance by licensure	37.31	98.42	Teachers meeting Federal requirements for "Highly Qualified".	33.33%	97.62%
Staff in compliance by permission	62.69	1.42	Teachers not meeting Federal requirements for "Highly Qualified".	66.67%	2.38%
			This school is considered low poverty.		
			Title I Paraprofessionals considered "Highly Qualified".	Data not available.	97.08%
			Inequitable Distribution of Non-HQ Teachers	Data not available.	

Full Time Equivalent (FTE)

District Staff

2009-10 School Year Data

Number of District Staff by Position	District #	State #	Teacher Degree Preparation	District %	State %
Teachers	Data not available.	52,734	Bachelor's	64.69%	45.14%
Media Specialists	Data not available.	767	Master's	35.31%	52.56%
Other Licensed Professionals	Data not available.	7,153	Doctorate	0.00%	0.19%
Paraprofessionals	Data not available.	11,948	Teacher Years of Experience	School %	State %
Administrators	Data not available.	2,742	Less than 3 years	64.69%	7.44%
Other Staff Including Non-licensed Staff	Data not available.	33,718	More than 10 years	0.00%	60.50%
Total Staff	Data not available.	109,062			
State Licensure Compliance	District %	State%	Federal Highly Qualified Requirements	District %	State %
Staff in compliance by licensure	Data not available.	98.42	Teachers meeting Federal requirements for "Highly Qualified".	33.33%	97.62%
Staff in compliance by permission	Data not available.	1.42	Teachers meeting federal requirements for "Highly Qualified" in high poverty schools in district	0.00%	
			Teachers meeting federal requirements for "Highly Qualified" in low poverty schools in district	33.33%	
			Title I Paraprofessionals considered "Highly Qualified".	Data not available.	97.08%
			Number of Schools with Inequitable Distribution of Non-HQ Teachers	Data not available.	37

Full Time Equivalent (FTE)

Average Administrative Salaries	District	State	Teacher Salary Information	District	State
Superintendents:		\$107,872	Average Teacher salary	\$37,814	\$52,431
Principals:			Bachelor's Degree - beginning level*		
Elementary:		\$95,508	Bachelor's Degree - highest level*		
Middle School:		\$102,821	Master's Degree - highest level*		
High School:		\$92,316			
School Board Members: *	\$0				

(*Information collected directly from districts for 08-09 school year)

Core Academic Classes Taught by Highly Qualified Teachers Statewide

2009-10 School Year Data

		Core Academic Classes	Core Academic Classes Taught by Highly Qualified Teachers		Core Academic Classes Not Taught by Highly Qualified Teachers	
		Total #	Total #	Percent	Total #	Percent
Elementary level	High Poverty Schools	7,662	7,450	97.23%	212	2.77%
	Low Poverty Schools	8,188	8,054	98.36%	134	1.64%
	All Elementary Schools	30,538	30,002	98.24%	536	1.76%
Secondary level	High Poverty Schools	8,583	7,797	90.84%	786	9.16%
	Low Poverty Schools	22,682	22,384	98.69%	298	1.31%
	All Secondary Schools	61,900	60,238	97.32%	1,662	2.68%
All Schools in State		92,438	90,240	97.62%	2,198	2.38%

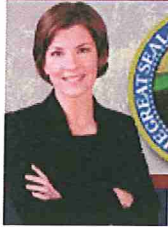
Q Comp and Professional Development for Staff

2009-10 School Year Data

Is the school/district approved for Q Comp? No

Information Coming Soon

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St. Paul, MN 55101

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(800) 657-3787

TTY:(651) 297-7206

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Search Results

Organization Name **YINGHUA ACADEMY**
 Organization Type **TRUST**
 Contact Person
 Address **1616 BUCHANAN ST NE**
 City **MINNEAPOLIS**
 State **MN**
 Zip Code **55413-**
 IRS Code 501(c) **03**
 Purpose or Description **Charter school.**
 Phone Number **(612) 788-9095**
 Status **ACTIVE**
 Extension **None**

What year would you like to see information for?

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4812

Search Results

Organization Name	YINGHUA ACADEMY
Federal ID#	201523055
For Fiscal Year Ending	6/30/2009

Income

Direct Public Support	\$77,279
Government Grants	\$1,638,180
Other Revenue	\$282,613
Total Revenue	\$1,998,072

Expenses

Amount Spent for Program or Charitable Purposes	\$1,617,327
Management/General Expense	\$317,377
Fundraising Expense	\$0
Total Expenses	\$1,964,704

Excess/Deficit	\$63,368
Total Assets	\$576,112
Total Liabilities	\$113,034
End of Year Fund Bal/Net Worth	\$463,078

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