# TABLE OF CONTENTS

**BOARD AND SCHOOL LEADERS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL REPORT NARRATIVE: SCHOOL DESCRIPTION</td>
<td>6</td>
</tr>
<tr>
<td>A. MISSION STATEMENT</td>
<td>6</td>
</tr>
<tr>
<td>B. SCHOOL PROGRAM</td>
<td>6</td>
</tr>
<tr>
<td>C. SCHOOL STAFF</td>
<td>9</td>
</tr>
<tr>
<td>D. STUDENT CHARACTERISTICS</td>
<td>10</td>
</tr>
<tr>
<td>E. GOVERNANCE</td>
<td>11</td>
</tr>
<tr>
<td>F. FINANCE</td>
<td>13</td>
</tr>
<tr>
<td>ANNUAL REPORT NARRATIVE: SCHOOL PERFORMANCE</td>
<td>14</td>
</tr>
<tr>
<td>A. EVIDENCE OF PERFORMANCE AND PROGRESS</td>
<td>14</td>
</tr>
<tr>
<td>B. LESSONS LEARNED AND ACTIONS TAKEN BASED ON PERFORMANCE MANAGEMENT FRAMEWORK AND ACCOUNTABILITY PLAN DATA AND REVIEW FINDINGS</td>
<td>18</td>
</tr>
<tr>
<td>C. REPORTING PERFORMANCE MANAGEMENT FRAMEWORK AND/OR ACCOUNTABILITY PLAN INFORMATION TO STUDENTS, TEACHERS, PARENTS, AND THE PUBLIC</td>
<td>20</td>
</tr>
<tr>
<td>D. UNIQUE ACCOMPLISHMENTS</td>
<td>22</td>
</tr>
</tbody>
</table>

**APPENDIX**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. APPROVED 2010-2011 ANNUAL BUDGET</td>
<td>14</td>
</tr>
<tr>
<td>B. ANNUAL REPORT WORKSHEETS</td>
<td>14</td>
</tr>
<tr>
<td>C. LIST OF DONORS</td>
<td>20</td>
</tr>
<tr>
<td>D. AOIS PROOF OF COMPLIANCE</td>
<td>22</td>
</tr>
<tr>
<td>E. BOARD LETTER REGARDING AUTHORIZATIONS</td>
<td></td>
</tr>
<tr>
<td>F. CIRCLE TESTING RESULTS PARENT LETTER</td>
<td></td>
</tr>
<tr>
<td>G. INTERIM REPORT</td>
<td></td>
</tr>
<tr>
<td>H. PREK-4 PROGRESS REPORT</td>
<td></td>
</tr>
<tr>
<td>I. GRADE 3 PROGRESS REPORT</td>
<td></td>
</tr>
<tr>
<td>J. SUMMATIVE UNIVERSAL SCREENING RESULTS LETTER</td>
<td></td>
</tr>
<tr>
<td>K. LETTER EXPLAINING DC-CAS RESULTS</td>
<td></td>
</tr>
<tr>
<td>L. WASHINGTON YU YING: ACADEMIC YEAR IN REVIEW</td>
<td></td>
</tr>
<tr>
<td>M. ARTICLE FROM NPR'S ALL THINGS CONSIDERED FEATURING YU YING</td>
<td></td>
</tr>
<tr>
<td>N. ARTICLE FROM HILLRAG ON BILINGUAL SCHOOLS IN DC</td>
<td></td>
</tr>
</tbody>
</table>
BOARD AND SCHOOL LEADERS

BOARD OF TRUSTEES 2010-2011

Lisa Chiu,
Chair, Founder & Parent Representative
DC Resident
202.290.0557 – M
lisa.chiu@washingtonyuying.org

Matthew McCombs,
Vice President, Founder & Parent Representative
DC Resident
202.236.1991 - M
mkmccombs@gmail.com

Tzu-I (Amy) Lee,
Treasurer
Chair Finance & Audit Committee
571.426.5588 - M
tzui_a_lee@yahoo.com

Steve Glazerman,
Secretary, Founder and Parent Representative
DC Resident
Entered Service through appointment by Manisha Modi January 2011
steve.glazerman@washingtonyuying.org

Bill Morgan,
Chair Board Development Committee
DC Resident
202.362.6785 - H
wmorgan@rcn.com

Dexter Lewis,
Chair Education Committee
DC Resident
202.362.1593 - H
dexterlewis34@earthlink.net

Ruby G. Moy,
DC Resident
Entered Service November, 2010
202.296.9200 - O
ruby@apaics.org
Salvatore Salzillo,
Entered Service June, 2011
571.970.2630 - H
ssalzillo1961@gmail.com

Micah Mossman,
Entered Service June, 2011
202.510.3021 - C
Mossman_Micah@bah.com

Christina Murtaugh,
Entered Service July, 2011
DC Resident
859.420.4562 - C
cmurtaugh@usip.org

Andrea Lachenmayr,
General Counsel, Founder and Parent Representative
Non-voting
DC Resident
202.662.0423 - O
alachenmayr@fulbright.com

Mary Shaffner,
Executive Director and Founder
Ex-Officio, Non Voting
Parent Representative
DC Resident
202.635.1950 – O
mary@washingtonyuyuing.org

Tia Jenkins,
Vice President
Founder and Parent Representative
DC Resident
Exited February, 2011
202.903.5685 - M
tia.jenkins@washingtonyuyuing.org

Manisha Modi,
Secretary, Founder and Parent Representative
DC Resident
Exited January, 2011 appointed Steve Glazeman
202.421.8258 - M
manisha@washingtonyuyuing.org
Jonathan Smith,
DC Resident
Exited Service August, 2010
202.215.5427 - M
jonathan.smith@longandfoster.com

SCHOOL LEADERS 2010-2011

Mary Shaffner,
Executive Director
DC Resident
202.635.1950 - O
mary@washingtonyuying.org

Maquita Alexander,
Principal
DC Resident
202.635.1950 - O
maquita@washingtonyuying.org
A. Mission Statement

Washington Yu Ying Public Charter School aims to foster the development of a strong social conscience among tomorrow's global leaders by nurturing excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English language immersion environment.

B. School Program

1. Grade and Age Levels Served
   In the 2010-2011 School Year, Washington Yu Ying PCS served students in Prek-4 to Grade 3. Students attending Yu Ying ranged in ages 4-9.

2. 2010-2011 School Year Start/End Dates and Hours of Operation
   The 2010-2011 school year began on August 30, 2010 and ended on June 22, 2011. School began daily at 8:30a.m. and ended at 3:30p.m. Monday-Thursday and 1:00p.m. on Friday. Early dismissal on Fridays allowed staff to participate in trainings and plannings.

3. Brief Summary of Curriculum Design and Instructional Approach
   Washington Yu Ying employs both Mandarin Chinese Immersion and the International Baccalaureate Primary Years Programme (PYP) as its organizing curriculum framework. Students are instructed in all subjects using the curriculum method emphasized by the International Baccalaureate Organization, which is communication and collaboration as a means of making sense of the world through an inquiry-based
Students learn to understand and rely on each other as they learn the six principal subject areas: language, social studies, mathematics, arts, science and physical education. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all subjects are taught in English, and the next, all subjects are taught in Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education or ELL services.

4. **Key Mission-Related Programs**
Washington Yu Ying PCS incorporates several key programs to enhance the quality of the learning process. Our goal is to ensure that despite receiving only half of the year's instruction in English Language Arts, students will reach target proficiency levels.

a. English Guided Reading and Writer's Workshop: These approaches to literacy feature small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Leveled reading with an emphasis on direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension provide a well-balanced literacy program.

b. Chinese Guided Reading and Writing: Yu Ying uses *Flying with Chinese* as the main Language Arts Program. In the Chinese classrooms, lead and assistant teachers work with students through whole group direct instruction as well as small group work. Students read leveled Chinese readers with emphasis on learning foundational Chinese characters.
c. Math Workshop: We implemented the Everyday Math program in grades Prek-4 through 3rd this year. Our approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. It involves small and large group instruction of math concepts using whole group direct instruction and a co-teaching model.

d. Units of Inquiry (UOI): The PYP approach integrates Science and Social studies into guided inquiry units that attempt to answer large questions through exploration using a variety of investigative methods.

e. Response to Intervention (RTI): This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations.

Features of RTI include yearly universal screening for all students in both English and Chinese in Language Arts (3x) and Math (2x) to identify which students are progressing satisfactorily and which are in need of intervention and progress monitoring. Students in need of intervention receive daily targeted intervention (using, for instance, Lexia Online Reading Program) through evidence-based programs in their areas of need. Progress monitoring occurs to determine slope of improvement. This instruction is delivered by our Learning Support team (Assessment/RTI Coordinator and ELL and special education teachers). Teacher development occurs through STARS (Student/Teacher Achievement Resource Support) meetings, where a diverse team of educators review students of concern and offer potential interventions. Parents are informed of student progress and any need for intervention.

f. Structured Aftercare: Our unique program offers several classes aimed at improving Chinese language and culture acquisition, academic achievement in English, and promoting social skills through structured activities. These classes include daily sessions where students receive assistance with homework, academic skill development, and language based on teacher/parent feedback. We also provided opportunities to participate in classes through the DC Youth Orchestra, Soccer Tots, Dancing Feet, and Mad Science.
C. School Staff

1. Names and Titles of Those in Key Leadership Positions in the School
   Mary Shaffner is the Executive Director of the school. Our Principal is Maquita Alexander. The President of the Board of Trustees is Lisa Chiu.

2. Number of Teachers
   During the 2010-2011 School Year, there were 10 lead teachers, 2 special subject teachers, 1 ELL teacher and 3 special education teachers. Additionally there was a Learning Support and Assessment Coordinator and a Chinese Program Coordinator.

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Quinn</td>
<td>Pre-K Lead English Teacher</td>
</tr>
<tr>
<td>Jue Wang</td>
<td>Pre-K Lead Chinese Teacher</td>
</tr>
<tr>
<td>Mimi Poku</td>
<td>Kindergarten Lead English Teacher</td>
</tr>
<tr>
<td>Xiaobo Lu</td>
<td>Kindergarten Lead Chinese Teacher</td>
</tr>
<tr>
<td>Amanda Ingram</td>
<td>First Grade Lead English Teacher</td>
</tr>
<tr>
<td>Yi Shao</td>
<td>First Grade Lead Chinese Teacher</td>
</tr>
<tr>
<td>Della Thigpen</td>
<td>Second Grade Lead English Teacher</td>
</tr>
<tr>
<td>Yu Ying Chen</td>
<td>Second Grade Lead Chinese Teacher</td>
</tr>
<tr>
<td>David Morrison</td>
<td>Third Grade Lead English Teacher</td>
</tr>
<tr>
<td>Lijin Yang</td>
<td>Third Grade Lead Chinese Teacher</td>
</tr>
<tr>
<td>Paula Zimmerman</td>
<td>Visual Arts Teacher</td>
</tr>
<tr>
<td>Xianliang Chen</td>
<td>PE Teacher</td>
</tr>
<tr>
<td>Katrina Velez</td>
<td>ELL Teacher</td>
</tr>
<tr>
<td>Colleen Rose</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Alana Chill</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Craig Ferraro</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Carmen Rioux-Bailey</td>
<td>Learning Support and Assessment Coordinator</td>
</tr>
<tr>
<td>Pearl You</td>
<td>Chinese Program Coordinator</td>
</tr>
</tbody>
</table>

3. **Number of Teacher Aides**  
   We had 12 teacher aides during the 2010-2011 school year.

4. **Average class size**  
   Yu Ying classes averaged 25 students per class, 50 students per grade.

5. **Qualifications and Assignments of School Staff**  
   During the 2010-2011 School Year, there were 10 lead teachers, 3 special education teachers, 1 special education and RTI coordinator, 1 ELL teacher, 12 teaching assistants and two special subject teachers. At the beginning of the school year 20 of the 23 teachers met NCLB HQT. At the end of the year, 22 of the 23 teachers met NCLB HQT.

6. **Staff Attrition Rate**  
   Our staff attrition rate was 11%.

7. **Salary Range and Average Salary, for Teachers and Administrators.**  
   The salary range for teachers is $31,440 to $76,085 and the average teacher salary is $42,947. The salary range for school administrators ranges from $95,000 to $102,750 and the average is $98,875.

**D. Student Characteristics**

<table>
<thead>
<tr>
<th>Student Characteristics Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled, by grade</td>
</tr>
<tr>
<td>Prek-4: 50, Kindergarten: 50, First</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Student attrition rate during the year reported</strong></td>
</tr>
<tr>
<td><strong>Student re-enrollment</strong></td>
</tr>
<tr>
<td><strong>Demographics (Race, Ethnicity, and Gender)</strong></td>
</tr>
<tr>
<td><strong>Percentage of limited- and non-English proficient students</strong></td>
</tr>
<tr>
<td><strong>Percentage of students with special education IEPs</strong></td>
</tr>
<tr>
<td><strong>Percentage of students qualifying for free or reduced price lunch program</strong></td>
</tr>
<tr>
<td><strong>Average daily membership</strong></td>
</tr>
<tr>
<td><strong>Average daily attendance</strong></td>
</tr>
<tr>
<td><strong>Promotion Rate</strong></td>
</tr>
</tbody>
</table>

**E. Governance**

1. **Board of Trustees members (names, home addresses, and affiliations), officers, and committee assignments. Please identify parent members.** Please refer to the Board and School Leaders section at the beginning of this report.

2. **Advisory committees (member names and affiliations)**

   Andrea Lachenmayr - General Counsel (Parent)  
   Fulbright & Jaworski L.L.P.  
   801 Pennsylvania Avenue, N.W.  
   Washington, DC 20004-2623  
   (202) 662-0423 - O  
   (202) 662-4643 - M  
   alachenmayr@fulbright.com

**Governance**

Gary Friend, Project Leader at Compass DC  
Beverly Jurenko, Owner at Jurenko Consulting LLC  
Robyn Kravit, co-founder and CEO Tethys Research.
Chinese Language and Culture:
Tammy Tang
Sarah Perkins

Facilities:
Charles Wilkes, Chairman, The Wilkes Group
Charles Crettier
Scott Royster, Latimer Education
Susan Broeksmit, Architect

Education:
Shuhan Wang, National Foreign Language Center
Carmen Rioux-Bailey, George Mason University

Fundraising:
Steven Glazerman, Mathematica Policy Research, Inc.
Doug Maguire, The Meridian International Center

Gala:
Heather Colvin
Elisabeth Urfer
Ellen Chaffee
Elizabeth Brooks
Trinita Brown
Betsy Centofanti
Bruce Pike
Shelby Pike
Maria Nelson

Public Affairs:
Darius Withers
Lisa Dowden, Spiegel & McDarmid
Theresa Sule, ANC02
Kathy Doan, Cair Coalition

Technology Committee:
Paul Bailey, Washington Post
Josh Phipps, Genius Holdings
Brian Nelson, CityPaper
Will Weems, SirenDC

3. Training Received

Several members of the Board of Trustees undertook training sessions that were offered by the Public Charter School Board. Steve Glazerman, Lisa Chiu and Amy Lee attended a session on educational accountability.
Ms. Lee also attended a session on financial accountability and succession planning.

The board received training and assessment input at three separate board meetings during the year as part of the CompassDC project. The Compass team also met with the board chair biweekly for training.

F. Finance

1. A copy of the school's approved budget for the Fiscal Year 2010-2011. Please see exhibit A of the appendix.

2. A list of all donors and granters that have contributed monetary or in-kind donations having a value equal to or exceeding $500 during the year reported. This list is included as exhibit C.
A. Evidence of Performance and Progress

4. Summary of the Performance Management Framework: Student Progress, Student Achievement and Student Gateway Data

a. Student Academic Performance

- **Student Progress**
  Yu Ying PCS students achieved both of their student progress goals during the 2010-2011 School Year. Seventy five percent of all students in grades kindergarten through second scored in the "No Risk" range on the Dynamic Indicator of Basic Early Literacy Skills. One hundred percent of Prek-4 students scored in the "average" or "above average" range on the BRACKEN school readiness assessment. Both targets for students' progress were met during the 2010-2011 School Year.

- **Student Achievement**
  Yu Ying PCS students reached their student achievement targets during the 2010-2011 school year. Seventy eight percent of students in grades 1-2 scored within grade level expectations on the Group Mathematics Assessment and Diagnostic Evaluation. As mentioned above, the students in grades K-2 surpassed the target of 65% of students in the "average or "above average" range on the DIBELS.

- **Student Gateway**
  Thirty five Yu Ying 3rd grade students took the DC CAS reading and math test in April of 2011. It was the first time the students had been exposed to a standardized test of that intensity and rigor. The
school did not make Adequate Yearly Progress, however, the pass rates of 57.14% for math and 62.86% for reading surpassed the projected 50% pass rate listed as a target in the school's charter.

- **Leading Indicators**
  During the 2010-2011 school year, 91.6% of the students re-enrolled. We lost five students during the school year. Three students transferred to either a DCPS public school or independent school system in DC or Maryland. The two other students left the state. The predominant reason students did not re-enroll was relocating outside of the DC metro area. The average daily attendance for students at Yu Ying during the 2010-2011 school year was 92%. The average daily attendance for Prek-4 students was 90%, surpassing the target of 88%. We will continue to strengthen our attendance policy and strive for the goal of 95% or higher average daily attendance for the entire school population.

- **Students with Disabilities**
  The following data is pertinent to students with disabilities at Washington Yu Ying PCS:

  - 9% of students received special education or related services during the fall of 2010;
  - 95% of the students who received services made progress towards the attainment of their IEP goals and objectives; and
  - 5 additional students were found eligible by Spring 2011 for special education or related services.

This year, Yu Ying students with a variety of disabilities worked towards academic, social, emotional and related service goals as outlined in their Individualized Education Programs (IEPs). These goals were designed to ensure that students are successful in their school lives. In all, 90% of students made adequate progress towards their stated goals. These gains resulted in improved student relationships and increased levels of learning.

Yu Ying employs a Response to Intervention (RTI) approach. This means that three times per year all students are screened to identify any possible gaps in learning. Once completed, these students are given targeted interventions to address their needs. Students receive tiered levels of support dictated by their level of need and response to prior interventions. If these efforts prove unsuccessful, the multi-disciplinary team (consisting of teachers, administrators, parents and any related service providers) comes together to determine if a student should be found eligible for special education services.
The faculty worked to deliver services that ensured each student with an IEP was educated in their Least Restrictive Environment (LRE). This meant that to whatever extent possible, students were educated alongside their general education peers. Special educators collaborated with general educators in the classroom to deliver lessons using several methods. Among these were station teaching, parallel teaching, alternate teaching, and the one teach one assist models. If deemed necessary, students were pulled out of the classroom in order to receive specialized instruction in small groups. In addition, related services such as speech, occupational, and behavioral therapy were delivered outside of the classroom.

As with any system, our SPED services had areas of strength and room for improvement. We are working to make sure booster services are more research based and that communication to all stakeholders is improved. We would also like to work to ensure that related service providers have an increased role in the classroom and in working with teachers. The school was particularly successful this year with collaboration and academic gains. The special and general educators worked seamlessly to address needs and to adapt to changing situations. Finally, our students experienced a tremendous amount of success in the classroom. Nearly all students made progress on state standards and their individual goals.

- **English Language Learners**
  Last year, 32 students were identified as English Language Learners on the Home Language Survey. They worked with the ELL teacher on language acquisition, phonemic awareness, and reading strategies on a weekly pull out basis.

According to the ELL specialist, the ESOL program grew tremendously during the 2010-2011 academic year. First, assessment and record keeping improved through the implementation of various universal screenings and reporting methods. Students receiving ESOL services were assessed regularly to determine needs and measure progress. Using the Dynamic Indicators of Basic Early Learning Skills (DIBELS) assessment, as well as formative and summative assessments in the classroom, enabled the teacher to assess each student's academic progress and provide instruction specific to the needs of each student. Results indicated continued growth. The ESOL program also used the RTI model to monitor student progress and help differentiate instruction. The WIDA Access for ELLs was administered at Yu Ying in the Spring, results are below.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students</th>
<th>Meeting Grade level Expectation Writing</th>
<th>Meeting Grade level Expectation Reading</th>
<th>NonExited</th>
<th>Exited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>12</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>First</td>
<td>8</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Second</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Third</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Also in the 2010-2011 school year, a schedule for the ESOL support was developed in order to better support classroom instruction and utilize the resources and materials available at Yu Ying. The ESOL teacher was able to develop an efficient method for providing services to all students in the mainstream classroom, because a schedule was published.

The ESOL program did not adopt a specific curricular program. However, support, aligned with classroom instruction and curriculum, was provided in an inclusion model. Students responded well to working with the ELL Specialist and with grade-level peers in the classroom. Collaborative efforts with classroom teachers and special educators ensured students received specialized instruction for maximum academic and social growth.

In the future, the Yu Ying English Language program at Yu Ying can benefit from aligning instruction with the WIDA standards. Many students met grade level expectations, as defined by academic standards. However, some students demonstrated difficulty in completing basic tasks and assignments required by the WIDA standards. Given the time and space, some students may benefit from small group pull out instruction. Finally, for the various students who receive special education services in addition to ESOL services, additional training is recommend for all the educators involved in the education of students with such specific needs.

b. Non-Academic Performance

- Compliance Notes
  Washington Yu Ying PCS did not receive a 2010-2011 Compliance or Governance Review. We turned our documentation into AOIS on time. Our governance successes included holding our strategic & board retreats and developing our Strategic Plan. Please see exhibit D for proof of compliance.
• **General Governance Practices**

The Washington Yu Ying PCS Board of Trustees takes a best practices approach to governance and seeks to be aligned with the best practices of successful non-profits and successful charter schools. It has made considerable progress toward its strategic goal of becoming a fully professional governing board by December 2011. As a board originally comprised of parent founders, we dedicated ourselves to seeking out a diverse and varied board to guide and govern Yu Ying into the future. To that end, the board has added members who offer expertise in the areas of education, governance, finance, law and contacts within the Asian-American community.

The board undertook a board development effort under the aegis of a CompassDC project. CompassDC is a pro-bono strategic consulting organization that exists to strengthen the capacity of DC area non-profits. Yu Ying was chosen based off of its 2010-2011 clients. That project included an analysis of best practices, a review of by-laws and policies and reorganization of the committee structure. The BoT is working on a self-evaluation system. That effort continues into this coming school year.

4. **Certification**

Washington Yu Ying certifies that authorizations required to operate are in full force and effect. All documentation to demonstrate this has been uploaded to the AOIS system. Please see exhibit E for a letter from the board.

**B. Lessons Learned and Actions Taken: Reflections and Recommendations for 11-12**

1. Yu Ying's universal screening assessment provides a multitude of student assessment data in English and in Chinese. This year we used Google documents to store the data. It is an easy way to access shared files. However, we encountered issues with naming conventions, ease of access and too many different data documents created without administrative knowledge. There was also not a standard way to share the data with the school and parent community. There was transparency in reporting the data, but not enough education on how to interpret it. Yu Ying hired a consultant to create a data dashboard and supporting documents to standardize our reporting practices. There will also be training given to the staff on how and when to share the data. The school has also undertaken standardizing reporting to parents in the following areas: interim reports, universal screening letters, and progress monitoring letters.
2. One challenge the school faced was the difficulty in finding time to provide strategic intervention for students. Our model called for extra reading support in addition to the daily reading instruction. That task was especially difficult to implement because of our model of every other day English instruction. We faced, as every school faces, the difficult position of what goes by the wayside in order to provide extra time for reading instruction. We were partially able to overcome this obstacle by using the Lexia online reading program in addition to small group guided reading. Because the Assistant Teachers in the English classrooms were trained in guided reading, students received direct instruction each day they were in English class. We saw great progress in our reading scores at the end of the year.

3. During the 2010-2011 School Year, the school made many important instructional decisions. In English and Chinese language arts, we implemented the Daily 5 curriculum model. The breakdown of the model is below.

<table>
<thead>
<tr>
<th>Literacy Component</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer’s Workshop</td>
<td>English &amp; Chinese</td>
</tr>
<tr>
<td>Daily 5 Read to Self</td>
<td>English only until 2nd trimester</td>
</tr>
<tr>
<td>Daily 5 Work on Writing</td>
<td>English &amp; Chinese</td>
</tr>
<tr>
<td>Daily 5 Word Work</td>
<td>English &amp; Chinese</td>
</tr>
<tr>
<td>Daily 5 Listen to Reading</td>
<td>English &amp; Chinese</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>English &amp; Chinese</td>
</tr>
</tbody>
</table>

Students followed this schedule 4 days a week, rotating every other day between English and Chinese. While they only received instruction in English twice a week, they worked on similar skills and followed the same schedule in their Chinese classroom. This ensured that students were exposed to the maximum amount of literacy instruction that Yu Ying could
provide. The staff utilized their half day Friday schedule to co-plan and analyze student data. Next year, we will continue to use this model. Our focus will be on vertical articulation and the standardization of our Language Arts practice school wide.

The math program at Yu Ying made great strides during the 2010-2011 school year. From the beginning to end of the year, grades 1-3 moved from 49% on grade level to 76% on grade level as measured by the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). The school implemented a set curriculum for the first time using the Everyday Math program. This program was particularly effective because it ensured that all students were exposed to all of their grade level standards. Material was presented in varying and challenging ways which worked to hone basic skills and deepen mathematical understanding. Teachers also worked very hard to ensure that math was differentiated to meet the learning needs of everyone in the classroom. Students needing extra time or a different presentation were offered that, while students needing to be challenged were given more difficult work.

Moving forward, the Yu Ying math program will benefit from increased knowledge and practice with the Common Core standards and additional use of formative assessments. We are currently transitioning from DC standards to Common Core standards. As teachers become more familiar with the Common Core standards, they will have increased awareness of what proficiency looks like, and how they might adjust their teaching to reach that level. Formative assessments can give teachers tremendous and instantaneous feedback on where each individual stands with respect to the material. With increased and varied formative assessments and responsive teaching, student learning will be more precise and meaningful.

4. The school is currently not in School Improvement, Corrective Action or working on a Restructuring Plan.

C. Reporting School Performance to Students, Teachers, Parents and the Public

Washington Yu Ying Public Charter School shares student performance data with the school community in many ways.

After each universal screening period, parents are sent home result letters that outline student performance in English and Chinese. Please see exhibit F.

Parents also receive mid semester interims (exhibit G) that report student progress in all major subjects. Sections include personal comments, parent conference request, as well as grade level appropriate measures.
Parents receive trimester report cards (exhibits H and I) twice each year, in winter and at the end of the year, that outline students' performance in the following subjects:

- English - reading, writing, listening
- Chinese - reading, writing, listening speaking
- Effort grades for all subjects
- Visual arts and Physical education
- A personal narrative from the English and Chinese teachers

At the end of the school year, parents are sent home a summative report that outlines all universal screening assessments (exhibit J) and recommendations for remediation plans.

Parents were notified of their child's DC-CAS results and guidance in early August (exhibit K). A copy of the presentation, «Washington Yu Ying: Academic Year in Review» can be found in the appendix, exhibit L.

Most importantly, Yu Ying held Student Led Conferences. During this two day event, parents were guided through their children's learning. Each child guided his/her parent or guardian through what they learned in Chinese, English, Art and PE class. In each location there were five or more centers where the child demonstrated his/her learning and or engaged the parent/guardian in the activity. It was a fantastic process that engaged the whole family in the learning process.

Many of our non-academic performance achievements were shared at a variety of meetings: Parent Association, Friday assemblies, and our many events, all of which were hosted at Yu Ying. We also celebrated our successes on our website, portal and our listserv.
D. Unique Accomplishments

Washington Yu Ying PCS began operations in Sept 2008 at a temporary space in Brookland. Since opening, the Yu Ying Board and the Yu Ying Executive have worked tirelessly to secure a permanent location. Yu Ying applied for excess public space and pursued space on the private market. In the 2010-2011 School Year, the school--its third year of operations--Yu Ying successfully secured a 3 acre property at 220 Taylor St. NE to serve as its permanent home.

Yu Ying also secured public space at the soon to be closed Walter Reed Army Hospital Campus. This space will provide the school adequate space to expand up to Grade 8.

Washington Yu Ying PCS was chosen in a competitive application process as one of 23 clients of CompassDC. CompassDC is a pro-bono strategic consulting organization that serves to strengthen the capacity of the DC area non-profits such as the National Cathedral, the National Audubon Society, and the Emmaus Services for the Aging among others. CompassDC undertook a year-long board development project with the Washington Yu Ying Board of Trustees.

In recognition of their efforts to learn an important world language, the students of Washington Yu Ying PCS received a great honor from the White House when they were asked to help President Barack Obama welcome Chinese President Hu Jintao during his state visit in January.
The Washington Yu Ying Parent Association hosted a tremendously successful Gala at the new school site. Over $100,000 was raised with a net amount of $65,000 that was put towards the purchase of playground equipment for the new building.

Washington Yu Ying third graders took the DC CAS. In the first year, YY students were in the top ten performers in the city at 62% in reading and very close in Math with 57.4%.

Yu Ying was financially successful this year. The school was able to put down $1 million dollars towards a new building and also end the year with a net income of $1,767,000 and $1,684,000 ahead of budget.

In the second year of the Department of Education Foreign Language Assistance Program grant, Yu Ying’s Chinese team made incredibly strides. Of particular note, the team created over 100 leveled readers in Chinese. Each student was provided with one book each week at their reading level to review and build a library at home.

As part of Washington Yu Ying’s Foreign Language Assistance Program (FLAP) grant, Yu Ying created Chinese literacy and comprehension assessments, testing reading and listening comprehension.
APPENDIX

A. APPROVED 2010-2011 ANNUAL BUDGET
B. ANNUAL REPORT WORKSHEETS
C. LIST OF DONORS
D. A0IS PROOF OF COMPLIANCE
E. BOARD LETTER REGARDING AUTHORIZATIONS
F. CIRCLE TESTING RESULTS PARENT LETTER
G. INTERIM REPORT
H. PREK-4 PROGRESS REPORT
I. GRADE 3 PROGRESS REPORT
J. SUMMATIVE UNIVERSAL SCREENING RESULTS LETTER
K. LETTER EXPLAINING DC-CAS RESULTS
L. WASHINGTON YU YING: ACADEMIC YEAR IN REVIEW
M. ARTICLE FROM NPR'S ALL THINGS CONSIDERED FEATURING YU YING
N. ARTICLE FROM HILLRAG ON BILINGUAL SCHOOLS IN DC
APPENDIX

A. APPROVED 2010-2011 ANNUAL BUDGET
B. ANNUAL REPORT WORKSHEETS
C. LIST OF DONORS
D. AOIS PROOF OF COMPLIANCE
E. BOARD LETTER REGARDING AUTHORIZATIONS
F. CIRCLE TESTING RESULTS PARENT LETTER
G. INTERIM REPORT
H. PREK-4 PROGRESS REPORT
I. GRADE 3 PROGRESS REPORT
J. SUMMATIVE UNIVERSAL SCREENING RESULTS LETTER
K. WASHINGTON YU YING: ACADEMIC YEAR IN REVIEW
L. LETTER EXPLAINING DC-CAS RESULTS
M. ARTICLE FROM NPR’S ALL THINGS CONSIDERED FEATURING YU YING
N. ARTICLE FROM HILLRAG ON BILINGUAL SCHOOLS IN DC
PCSBA Format Annual Budget  
Washington Yu Ying Public Charter School: SY11-12

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>FY12 Annual Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Per Pupil Charter Payments</td>
<td>4,316,618</td>
</tr>
<tr>
<td>02. Per Pupil Facilities Allowance</td>
<td>1,022,000</td>
</tr>
<tr>
<td>03. Federal Entitlements</td>
<td>69,281</td>
</tr>
<tr>
<td>04. Other Government Funding/Grants</td>
<td>348,975</td>
</tr>
<tr>
<td>05. Private Grants and Donations</td>
<td>88,390</td>
</tr>
<tr>
<td>06. Activity Fees</td>
<td>475,766</td>
</tr>
<tr>
<td>07. Other Income (please describe in footnote)</td>
<td>50,008</td>
</tr>
<tr>
<td>TOTAL REVENUES</td>
<td>6,371,639</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORDINARY EXPENSE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel Salaries and Benefits</strong></td>
<td></td>
</tr>
<tr>
<td>08. Principal/Executive Salary</td>
<td>197,500</td>
</tr>
<tr>
<td>09. Teachers Salaries</td>
<td>1,568,198</td>
</tr>
<tr>
<td>10. Teacher Aides/Assistance Salaries</td>
<td>318,004</td>
</tr>
<tr>
<td>11. Other Education Professionals Salaries</td>
<td>139,309</td>
</tr>
<tr>
<td>13. Clerical Salaries</td>
<td>114,040</td>
</tr>
<tr>
<td>14. Custodial Salaries</td>
<td>15,000</td>
</tr>
<tr>
<td>15. Other Staff Salaries</td>
<td>683,972</td>
</tr>
<tr>
<td>16. Employee Benefits</td>
<td>599,205</td>
</tr>
<tr>
<td>17. Contracted Staff</td>
<td>12,500</td>
</tr>
<tr>
<td>18. Staff Development Expense</td>
<td>29,044</td>
</tr>
<tr>
<td><strong>Subtotal: Personnel Expense</strong></td>
<td>3,728,912</td>
</tr>
</tbody>
</table>

| Direct Student Expense                 |                    |
| 17. Textbooks                          | 17,700             |
| 18. Student Supplies and Materials     | 110,111            |
| 19. Library and Media Center Materials | 16,774             |
| 20. Student Assessment Materials       | 10,000             |
| 21. Contracted Student Services        | 225,172            |
| 22. Miscellaneous Student Expense **   | 25,000             |
| **Subtotal: Direct Student Expense**   | 404,756            |

<p>| Occupancy Expenses                     |                    |
| 23. Rent                               | 47,583             |
| 24. Building Maintenance and Repairs   | 20,000             |
| 25. Utilities                          | 70,000             |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Janitorial Supplies</td>
<td>10,000</td>
</tr>
<tr>
<td>27. Contracted Building Services</td>
<td>160,000</td>
</tr>
<tr>
<td><strong>Subtotal: Occupancy Expenses</strong></td>
<td><strong>387,583</strong></td>
</tr>
<tr>
<td><strong>Office Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>28. Office Supplies and Materials</td>
<td>31,797</td>
</tr>
<tr>
<td>29. Office Equipment Rental and Maintenance</td>
<td>31,704</td>
</tr>
<tr>
<td>30. Telephone/Telecommunications</td>
<td>9,061</td>
</tr>
<tr>
<td>31. Legal, Accounting and Payroll Services</td>
<td>115,752</td>
</tr>
<tr>
<td>32. Printing and Copying</td>
<td>7,079</td>
</tr>
<tr>
<td>33. Postage and Shipping</td>
<td>4,146</td>
</tr>
<tr>
<td>34. Other</td>
<td>69,336</td>
</tr>
<tr>
<td><strong>Subtotal: Office Expenses</strong></td>
<td><strong>268,874</strong></td>
</tr>
<tr>
<td><strong>General Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>35. Insurance</td>
<td>23,050</td>
</tr>
<tr>
<td>36. Transportation</td>
<td>35,905</td>
</tr>
<tr>
<td>37. Food Service</td>
<td>80,541</td>
</tr>
<tr>
<td>38. Administration Fee (to PCSB)</td>
<td>26,693</td>
</tr>
<tr>
<td>39. Management Fee</td>
<td>-</td>
</tr>
<tr>
<td>40. Other General Expense</td>
<td>142,570</td>
</tr>
<tr>
<td>41. Unforeseen Expenses</td>
<td>150,000</td>
</tr>
<tr>
<td><strong>Subtotal: General Expenses</strong></td>
<td><strong>458,759</strong></td>
</tr>
<tr>
<td><strong>TOTAL OPERATING EXPENSES</strong></td>
<td><strong>5,168,884</strong></td>
</tr>
<tr>
<td><strong>NET OPERATING INCOME</strong></td>
<td><strong>1,202,156</strong></td>
</tr>
<tr>
<td>42. Depreciation Expense</td>
<td>305,706</td>
</tr>
<tr>
<td>43. Interest Payments</td>
<td>489,445</td>
</tr>
<tr>
<td><strong>NET INCOME</strong></td>
<td><strong>467,904</strong></td>
</tr>
</tbody>
</table>

Paid meal sales, school store sales, interest, and general miscellaneous revenue comprise "07. Other Income."

**Student recruiting and general miscellaneous student expense comprise "22. Miscellaneous Student Expense."
Mission Statement

1. Enter your Campus/LEA's Mission Statement in the space provided below.

Washington Yu Ying Public Charter School aims to nurture the development of a strong social conscience among tomorrow’s global leaders by fostering excellence in our students' intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese-English dual language immersion environment.

School Contact Information

2. Please choose your Campus/LEA's School Name. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

Washington Yu Ying PCS

3. Was your organization accredited in the 2010-2011 school year? If yes, please list the name(s) of the accrediting organization(s) and the accreditation term (month/year start - month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below.

No Our accreditation from International Baccalaureate is pending. We submitted an application and we will know if it has been approved in January, 2011.

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name Bonnie Berry
Title Administrative Assistant
School Street Address 220 Taylor St.
School Zip 20017
School Ward 5
Direct Phone Number 202-635-1850
Email bonnie@washingtonyuying.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-11 school year.
PK4

6. Please select the highest grade level served by your Campus/LEA in the 2010-11 school year.

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as 8:05 AM [See Definitions]
8:30

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. [See Definitions]
3:30

9. Enter any additional comments regarding Start time/End time for Regular School Day.

On Fridays instructional hours are 8:30am-1:00pm.

10. Please enter the Start and End Dates for the 2010-11 School Year.
Start Date 8/30/2010
End Date 6/22/2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year?
No

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below. Average Class Size: Calculate using core subjects only-do not include specials. Student:Teacher Ratio: Calculate by using the total reported students divided by the number Full-Time Education classroom teachers; do not include special needs teachers unless that is your school's focus. This value should be entered as "# of Students to # of Teachers" format. For example, a school with 300 students and 20 FTE teachers will enter the student teacher ratio 15 to 1.

Average Class Size: 25
Student/Teacher Ratio: 1/12 in grades K-3rd and 1/9 for PreK4

13. For the 2010-2011 school year, please provide the total number of students falling into each category listed below. (Suspension counts should reference the total number of incidents. For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension.)

# Transferring out/Withdrawals 5
# Short Term Out of School Suspensions 8
# Long Term Out of School Suspensions 0
# Expulsions 0
# of Dropouts 0
14. Please complete the following entries regarding the total number of Executive DIRECTORS that fall within the categories listed below.
   # of Directors 1
   # with Bachelors 1
   # with Masters 1
   # Degree in Field of Expertise 1
   # Licensed in Field of Expertise NA
   # Meeting NCLB Requirements 1
   % Meeting NCLB Requirements 100%

15. Please complete the following entries regarding the total number of PRINCIPALS that fall within the categories listed below.
   # of Principals 1
   # with Bachelors 1
   # with Masters 1
   # Degree in Field of Expertise 1
   # Licensed in Field of Expertise 1
   # Meeting NCLB Requirements 1
   % Meeting NCLB Requirements 100%

16. Please complete the following entries regarding the total number of ASSISTANT PRINCIPALS that fall within the categories listed below.
   # of Asst. Principals 0
   # with Bachelors 0
   # with Masters 0
   # Degree in Field of Expertise 0
   # Licensed in Field of Expertise 0

17. Please complete the following entries regarding the total number of CLASSROOM TEACHERS that fall within the categories listed below.
   # of Classroom Teachers 10
   # with Bachelors 10
   # with Masters 8
   # Degree in Field of Expertise 10
   # Licensed in Field of Expertise NA
   # Meeting NCLB Requirements 7
   % Meeting NCLB Requirements 70%

18. Please complete the following entries regarding the total number of SPECIAL SUBJECT TEACHERS that fall within the categories listed below.
   # of Special Subject Teachers 2
   # with Bachelors 2
   # with Masters 1
   # Degree in Field of Expertise 2
   # Licensed in Field of Expertise NA
   # Meeting NCLB Requirements 2
   % Meeting NCLB Requirements 100%

19. Please complete the following entries regarding the total number of Bilingual/ESL Teachers that fall within the categories listed below.
   # of Bilingual/ESL Teachers 1
   # with Bachelors 1
   # with Masters 1
   # Degree in Field of Expertise 1
   # Licensed in Field of Expertise NA
   # Meeting NCLB Requirements 1
% Meeting NCLB Requirements 100%

20. Please complete the following entries regarding the total number of Special Education Teachers that fall within the categories listed below.

# of SPED Teachers 3
# with Bachelors 3
# with Masters 2
# Degree in Field of Expertise 3
# Licensed in Field of Expertise NA
# Meeting NCLB Requirements 3
% Meeting NCLB Requirements 100%

21. Please complete the following entries regarding the total number of VOCATIONAL/CAREER ED Teachers that fall within the categories listed below.

# of Vocational Teachers 0
# with Bachelors 0
# with Masters 0
# Degree in Field of Expertise 0
# Licensed in Field of Expertise 0
# Meeting NCLB Requirements 0
% Meeting NCLB Requirements 0

22. Please complete the following entries regarding the total number of BUILDING RESOURCE Teachers that fall within the categories listed below.

# of Build Resource Teachers 4
# with Bachelors 2
# with Masters 2
# Degree in Field of Expertise 0
# Licensed in Field of Expertise NA
# Meeting NCLB Requirements NA
% Meeting NCLB Requirements NA

23. Please complete the following entries regarding the total number of COUNSELORS that fall within the categories listed below.

# of Counselors 1

# with Bachelors 1
# with Masters 1
# Degree in Field of Expertise 1
# Licensed in Field of Expertise 1

24. Please complete the following entries regarding the total number of LIBRARIANS/MEDIA SPECIALISTS that fall within the categories listed below.

# of Librarians/Media Specialists 0
# with Bachelors 0
# with Masters 0
# Degree in Field of Expertise 0
# Licensed in Field of Expertise 0

25. Please complete the following entries regarding the total number of COORDINATORS that fall within the categories listed below.

# of Coordinators 4
# with Bachelors 4
# with Masters 2
# Degree in Field of Expertise 2
# Licensed in Field of Expertise NA
# Meeting NCLB Requirements 4
% Meeting NCLB Requirements 100%

26. Please complete the following entries regarding the total number of CLASSROOM AIDES that fall within the categories listed below.

# of Classroom Aides 12
# Meeting NCLB Requirements 12
% Meeting NCLB Requirements 100%

27. Please complete the following entries regarding the total number of TITLE I EDUCATIONAL AIDES that fall within the categories listed below.

# of Title I Educational Aides 0
# Meeting NCLB Requirements 0
% Meeting NCLB Requirements 0
28. Are you a single-campus LEA or a central office?
Yes
29. Please complete the following entries regarding staffing statistics listed below.
Staff Attrition Rate 99%
Number of Teachers 22
Salary Range for Teachers 31,440-76,085
Average Teacher Salary 42,947.41
Number of School Administrators 2
Salary Range for School Administrators 95,000-102,750
Average School Administrator Salary 98,875
Number of Central Office Administrators 4
Salary Range for Central Office Administrators 28,000-48,000
Average Central Office Administrator Salary 36,500
Number of School Support Staff 7
Salary Range for School Support Staff 31,440-85,000
Average School Support Staff Salary 49,697
30. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Name Chair, Executive Director, Principal/Head of School, Assistant Principal, and Business Manager.* #31. Parents, employees, and community members will call the PCSB with individual and specific school-related issues and concerns (Complaints). These issues and concerns include questions and at times complaints about individual schools. In the space provided below, list the desired representatives from your Campus/LEA’s staff and one member of your school’s Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Board Chair Name Lisa Chiu
Board Chair Title President
Board Chair Email lisa.chiu@washingtonyuying.org
Board Chair Phone (202) 290-0557
Complaint Staff Member Name Mary Shaffner
Complaint Staff Member Title Executive Director
Complaint Staff Member Phone 202-635-1950
Complaint Staff Member Email mary@washingtonuyuying.org
Complaint Board Member Name Steven Glazerman
Complaint Board Member Title Secretary
Complaint Board Member Phone (202) 985-7838
Complaint Board Member Email sglazerman@washingtonuyuying.org
LIST OF INDIVIDUALS AND CORPORATIONS WHOSE DONATIONS EQUALED OR EXCEEDED $500

Ali & Glenn Thomas
Amy Holloway & Victor Barcelona
Andrea Lachenmayr
Anonymous
Antonio Rayfor Plumbing
Astrum Solar
Bettina Charlton
Carmen Rioux-Bailey & Paul Bailey
CB Richana Ellis
Charles Crettier
Cork'n Bottle
DMPE Foundation
Earl Cohen
Early Cassidy & Schilling, Inc.
Edward Perkins
Eichberg Construction
Eleanor Chye
Elisabeth Urfer & Michael Shoag
Elizabeth & Ben Lyttleton
Emily Costin
Eric Jenkins
Glover Equipment Sales Group LLC
Hands of Culinary Passport
Heather & David Colvin
Herman Miller, Inc.
Jean Hoff
Jeanne Harrison
Jlamatzin Marina Spindler
Julia & Thomas Keenan
Keith Murphy
Kelley Holdings, Inc.
Kristin McDay
Laurrelle Lo & David Talbot
Lisa & Dan Chiu
Lorel Patchen & Cesar Torres
Mary Shaffner & Will Weems
Merck Partnership for Giving
Moi
Ned Cabot
Outdoors with Friends
Peter Gross & Shelley Churchill
Princess Mhoon Dance Institute
Psychological Group of Washington
Rosenfeld Family Charitable Trust
Ross Eichberg
Sarah & Kevin Mooney
Sarah Perkins & Koro Nuri
Senator Dianne Feinstein & Richard Blum
Susan & Sam Broeksmit
Tammy Colvin & Terry
Teachers Council
The New England School of English
Theresa's Cornucopia, LLC
Thesia Garner
Total Wine & More
Tzu-I Lee
UBS Financial Services
Walt Disney Company
William Morgan
Compliance History

Washington Yu Ying PCS

School Year: 2010-2011

YTD Documents Due: 56
Documents Received: 78
# On Time: 55 (98%)  # Inaccurate: 0
# Currently Past Due: 0  # Incomplete: 0

Compliance Problems

Active Problems

Date Found  School Year  Problem Text

NO PROBLEMS!

Reports

Active Compliance Problems
Resolved Compliance Problems
Compliance History
Compliance Notes

Compliance Notes

Date/Time  Author  Subject
09/27/2010 11:57PM  khwee  PMF Compliance Review-Initial Screen...
<table>
<thead>
<tr>
<th>Creation Date / Author</th>
<th>Subject / Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27/2010 01:57 PM</td>
<td>Subject: PMF Compliance Review-Initial Screen Report</td>
</tr>
</tbody>
</table>
## Compliance Notes

**From 7/1/2010 through 8/31/2011**

**Author:** Kenneth Whitted

**Note:** Greetings,

Below please find the documents that have been marked as inaccurate/incomplete or need to be submitted in order to receive a pass rating for the review along with an explanation:

**Enrollment Process**
- Provide publicized enrollment deadlines (i.e. invoice, printed newspaper or ad proof). For each campus.

**Printed Application**
- Submit one of the options outlined in the Compliance Checklist that includes the cutoff date for enrollment (printed application, printed newspaper ad, or flyer).

**Open Enrollment Process for 2011-2012**
- Provide an updated enrollment form that does NOT include information requests related to special education status, essay/interview requirements, intellectual/athletic ability and/or measures of achievement/aptitude as a part of enrollment.

**Student Handbook - SST Process**
- Submit SST member list with identified homeless liaison.

**Student Handbook**
- Summarize addendum to the student handbook that reflects updated discipline policy that includes all required components (a) clear explanation of infractions, (b) consequences, rewards, and interventions, and (c) clearly outlines due process procedures.

**ELL Plan**
- ELL Plan should include the following: educational approach, identification process, assessment process, placement and services, staffing and resources, transition/transitioning, and monitoring.

**Lease/Purchasing Agreement**
- Submit lease/purchase agreement inclusive of the name of school/campus and current address.

**Board Roster**
- (You have eight members, only one of them a parent—should have an odd number not to exceed 15, two of whom must be parents) Submit an updated Board roster that shows an odd number of members and also indicates at least two parent members on the Board.

**NCLB HOT Status**
- As required by NCLB all teachers hired after 2002 must meet the highly qualified requirements. The school must submit (1) the appropriate documentation for verification of HOT compliance; (2) a plan of action to assist teachers in meeting the requirements; and/or (3) make appropriate staffing changes to ensure compliance with the law.

- Submit action plan for all non-HOT staff and evidence of a letter notifying parents of their right to request information on the qualifications of their child's teacher.
### Compliance Notes

From 7/1/2010 through 8/31/2011

**Author:** Kenneth Whitted

**Note:** Please note that if the document is not (re)submitted to AOIS by October 1, 2010 your school will be a candidate for a Notice of Concern. If the school is less than 70% compliance, your school will be a candidate for a Notice of Deficiency and a Deep Dive on-site review will be scheduled.

Sincerely,

Compliance Review Team
September 9, 2011

To Whom It May Concern:

Washington Yu Ying PCS is now located at 220 Taylor Street NE, Washington, DC 20017.

I hereby certify that all authorizations (certificate of occupancy, insurance, lease, business license) required to operate the school are in full force and effect.

Sincerely,

[Signature]

Lisa Chiu
Chairman, Board of Trustees
November 8, 2010

Dear Parent of «First_Name» «Last_Name»,

This letter is to inform you of your child’s results from the Trimester 1 Comprehensive Immersion Resources for Chinese Language Education (CIRCLE) exam that was administered recently at Washington Yu Ying PCS. This exam was created using standards from Yu Ying’s base Chinese language curriculum, Flying with Chinese.

The exam covers the following:
- Reading Chinese Characters in Isolation
- Reading a Chinese Story
- Writing Chinese Characters
- Determining the Number of Strokes for a Character

Your child’s results on the Project CIRCLE Fall Assessment indicated that he or she demonstrates a Deficit in the target skills in comparison to his/her classmates. Your child’s score was «total_». Please see the Project CIRCLE Fall Assessment description sheet for the assessment description, score ranges and implications of the scores. This data is being used to inform instructional decisions with regards to your child’s progress in the Chinese class.

At school your child will receive additional support via our pull-out Chinese Booster Groups. These small groups will meet at least twice weekly. The classes will help students master the 40 essential characters for beginning reading, writing, and speaking Chinese.

To ensure that your child has mastered these characters please do the following:
- have your child read to you daily in Chinese (from the Chinese books that are being sent home weekly with your child and are also available on the portal)
- review Chinese flash cards daily
- practice writing characters daily in the correct stroke order
- consider purchasing the Flying with Chinese iFlash book online
- consider signing up for the Chinese Homework class in the REEF program

*All of the above resources are available on the Parent Portal Page under Chinese Resources.

Please feel free to contact me, Pearl You, at pyou@washingtonyuying.org or (202) 635-1950 if you would like to know more about this exam or have any other questions about the Chinese assessments administered at Yu Ying.

Thank you,

Pearl You
Chinese Program Coordinator
Email: pyou@washingtonyuying.org
Washington Yu Ying Interim Report

Student's Name: [Redacted]  Class: C  3rd Trimester

Your student is making satisfactory academic progress

Your student needs to improve in the following areas indicated below:

<table>
<thead>
<tr>
<th>Academic</th>
<th>Achievement</th>
<th>Effort</th>
<th>Current Instructional reading level</th>
<th>Grade level expectation at end of trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Literacy</td>
<td>Current Instructional reading level: B</td>
<td>Grade level expectation at end of trimester: C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 consistently performs beyond grade level expectations
4 often performs beyond grade level expectations
3 consistently performs at grade level
2 requires frequent support and does not perform consistently at grade level
1 requires intensive support and does not typically meet grade level expectations.

Your child needs to improve in the following citizenship and study skills areas (if not checked then all areas are satisfactory)

- E = English only
- C = Chinese only
- x = both classes

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Your child needs improvement in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts</td>
<td>Complies with established rules</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Completes unfinished work</td>
</tr>
<tr>
<td></td>
<td>Returns homework folder and reading log daily</td>
</tr>
<tr>
<td>Follows directions</td>
<td>Follows directions from the teacher</td>
</tr>
<tr>
<td>Listens to and</td>
<td>Understands and follows written directions</td>
</tr>
<tr>
<td>Organizes materials</td>
<td>器官材料在组织有序</td>
</tr>
<tr>
<td>Keeps materials in an organized manner</td>
<td>Prepared for class with books, supplies, &amp; assignments</td>
</tr>
<tr>
<td>Respects personal/school property</td>
<td>Respects and cares for school property (computers, tables, pencils, folders, etc.)</td>
</tr>
<tr>
<td>Exhibits courteous behavior</td>
<td>Exhibits courteous behavior</td>
</tr>
<tr>
<td></td>
<td>Shows respect for authority figures</td>
</tr>
<tr>
<td></td>
<td>Listens to points of view that are different from own</td>
</tr>
<tr>
<td>Self Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respects personal/school property (computers, tables, pencils, folders, etc.)</td>
</tr>
<tr>
<td></td>
<td>Begins and completes tasks in a timely manner</td>
</tr>
<tr>
<td></td>
<td>Finds productive ways to use time while waiting for the teacher</td>
</tr>
<tr>
<td></td>
<td>Works and plays cooperatively</td>
</tr>
<tr>
<td></td>
<td>Uses social skills successfully when interacting with others</td>
</tr>
</tbody>
</table>

English Lead Teacher: [Signature]
Chinese Lead Teacher: [Signature]
Washington Yu Ying PCS  
Grade Level: -1  

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Tardies</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall Grade</th>
<th>Fall Effort</th>
<th>Spring Grade</th>
<th>Spring Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Language Arts - English Reading</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Language Arts - English Writing</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Language Arts - English Speaking</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Language Arts - Chinese Reading</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Language Arts - Chinese Writing</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Language Arts - Chinese Speaking</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Unit of Inquiry</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Virtual Arts</td>
<td>--</td>
<td>5</td>
<td>5</td>
<td>--</td>
</tr>
</tbody>
</table>

Your child as a learner

[Student Name] has made impressive progress to show that she is an outstanding student in both Chinese and English class. [Student Name] is an inquirer. She is curious about things around her and demonstrates enjoyment of learning and discovering new things. [Student Name] is a communicator who expresses her thoughts and ideas through oral language, drawing, writing, and different art forms. We are particularly delighted to see [Student Name] often using her beautiful Chinese spontaneously to share her thoughts. [Student Name] is a reflective student who understands the need to work on weaknesses in a constructive manner and consider her strengths and how to use them effectively. She also shows maturity in her cooperative interactions with other class members and has developed strong friendships. We truly enjoy [Student Name] in class as an active member who contributes creative ideas and critical thinking to the group!

English Teacher Signature: [Signature]  
Chinese Teacher Signature: [Signature]
### Spring Term Comments

#### Mathematics:  
**demonstrates a strong understanding of the strategies and processes for solving mathematical problems. She is able to demonstrate good number work through recognition, writing, and counting with one to one correspondence up to 20 and beyond.**  
**is able to work with number combinations, including recording work through pictures and number symbols with little assistance.**  
She works with confidence in both English and Chinese.

#### Language Arts - English:  
**continues to work in the experimental reading stage. With a great interest in books as well as the information and stories that are in them, she is developing a good foundation for strong reading skills.**  
**is able to write phonetically, with some guidance, putting down the sounds she hears. She is inconsistent with uppercase and lowercase letters but is working to be able to verbalize why uppercase is used when looking at text.**  
**makes use of good listening skills to learn and makes connections with what is being said to her own life and experiences.**  
**speaks with age appropriate grammar and clearly expresses ideas, thoughts, and questions.**

#### Language Arts - Chinese:  
**has achieved a lot this year. She is now able to follow multi-step directions with minimal assistance. She comprehends and enjoys stories from different cultures when being read to. She is able to comprehend instructions, even when new and complex concepts are introduced.**  
**is speaking full sentences to answer questions and her beautiful pronunciation is pleasant to hear. She is thinking in Chinese by speaking spontaneously to express her feelings and thoughts with only age-appropriate grammar errors. She also sees the connections between classes and languages.**  
**likes to sing and chant in class. She uses appropriate classroom language to fulfill her needs as well as communicate with her peers.**  
**recognizes and comprehends most of the characters we have learned in class. She is able to use memorized rhymes and learned characters as a resource to read simple text with character-to-syllable correspondence.**  
**is making connections from oral language to written words. She is attempting to write full sentences and is also demonstrating strong listening skills by listening to others attentively to get information.**

#### Physical Education:  
**eagerly participates in the activities and shows great performance. She comprehends quickly and expresses ideas clearly. She listens and follows directions well.**

#### Visual Arts:  
**demonstrates high level of skill in Visual Art. She makes excellent use of many different techniques and always produces artwork of a very high standard.**

### Units of Inquiry:  
Between January and June, we inquired into two very different topics, *Who We Are* and *How We Share the Planet*. *Who We Are* helped **demonstrate her increasing awareness of personal characteristics and abilities. Through creative expression and discussion,** **had the opportunity to consider her own roles at home, in school, and among friends. While her independence and self-confidence were an important aspect of the unit, **also learned the benefits of cooperation with friends and to be tolerant of others’ differences.**

*How We Share the Planet* **completely! The opportunity to explore the many functions of arthropods (bugs) in our environment and understand the diversity and skills of bugs, was something **completely embraced. Eager to research facts, draw with precision and symmetry, and relate to others' new information, **soon became an even greater expert on many types of bugs!**
### Absences

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Tardies</td>
<td>10</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>

### Course Grades

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall Grade</th>
<th>Fall Effort</th>
<th>Spring Grade</th>
<th>Spring Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Language Arts - English Reading</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Language Arts - English Writing</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Language Arts - English Speaking</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Language Arts - Chinese Reading</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Language Arts - Chinese Writing</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Language Arts - Chinese Speaking</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Unit of Inquiry</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Virtual Arts</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

### Your child as a learner

This trimester, [Name] has shown that he is principled. He is fair, honest and tries his best to do what is right. [Name] demonstrates that he is an excellent communicator. He is able to not only express his own ideas, but listen to the ideas of others as well. This ability allows [Name] to thrive when working collaboratively in a group. [Name] demonstrates that he is an excellent thinker. He is able to make connections between what is learned in the classroom and his own personal experiences. This ability to think also allows [Name] to be a great problem solver.

---

English Teacher Signature: [Signature]  
Chinese Teacher Signature: [Signature]
Spring Term Comments

Mathematics - [Insert Name] demonstrates a good understanding of all of the mathematical concepts presented in class. His enthusiasm for math contributes to his increased achievement in this area. [Insert Name] is able to compute multiplication facts, solve problems using multiples of 10, 100 and 1000; and identify and describe polygons. Regular practice will help him maintain his skills and continue above grade level.

Language Arts - English: [Insert Name] is reading at the 3rd grade benchmark. He has shown progress in his ability to comprehend more challenging text. [Insert Name] excels at writing. He is able to write paragraphs that include clear focus, ideas in sensible order, and sufficient supporting details. He is also able to write short poems that include simple sensory details. [Insert Name] shows confidence and enthusiasm when speaking in front of the class and sharing his ideas.

Language Arts - Chinese: In listening and speaking, [Insert Name] demonstrates an appropriate level of achievement. He is able to handle simple conversation about familiar topics and is able to use sentence-level speech to express his ideas. In reading, [Insert Name] demonstrates an appropriate level of achievement. He recognizes most required characters and independently is able to read a short story composed of simple sentences. In writing, [Insert Name] is able to remember the strokes for a few additional characters as well as all the required ones. He is able to write a paragraph consisting of 9 to 10 complete sentences independently.

Physical Education: [Insert Name] enthusiastically participates in the activities and demonstrates great work in movement. He listen and follows directions very well. I really like having him in my class.

Visual Arts: [Insert Name] is developing more refined skills, finds art activities motivating, and works hard on projects.

Units of Inquiry: In UOI, [Insert Name] has a high level of understanding of the various units we have studied this trimester. He has a greater understanding of how powerful forces change the earth's physical features. [Insert Name] also shows that he is highly knowledgeable of how influential people throughout history have made an impact through their thoughts, words, and actions. Lastly, [Insert Name] shows himself to have a higher level of understanding of how people can make decisions that impact our society through understanding the nature of a nation's capital city and government.
<table>
<thead>
<tr>
<th>Trimester</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>A/E</td>
<td>A/E</td>
<td>A/E</td>
<td>A/E</td>
</tr>
<tr>
<td>Winter 2011</td>
<td>A/E</td>
<td>A/E</td>
<td>A/E</td>
<td>A/E</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>A/E</td>
<td>A/E</td>
<td>A/E</td>
<td>A/E</td>
</tr>
</tbody>
</table>

Student Name: [Redacted]
Grade Level: [Redacted]

Key:
A/E = Achieving/Exceeding: Meets or Exceeds Grade Level Expectations
B/C = Below/Concern: Performance is cause for monitoring/concern
S/B = Significantly Below expectations: Intervention(s) warranted
August 1, 2011

Dear Parent or Guardian:

Enclosed is a copy of your child's DC-CAS results from the Spring 2011 test. I am very proud of the effort of the Deer/Leopard students. As our pioneer class taking the CAS, they all tried their best and took the test very seriously. Next year as 4th graders, they will take a reading, math, and writing composition test.

**Understanding Your Scores**

If the score is in the **advanced range** in reading or math, your child performed above grade level expectations.
If the score is in the **proficient range** in reading or math, your child performed at grade level expectations.
If the score is in the **basic range**, your child performed below grade level expectations.
If the score is in the **below basic range**, your child performed significantly below grade level expectations.

Since students must take the DC-CAS every year beginning in third grade, the goal for each student is to move him/her up a level or to sustain the high level of academic excellence that s/he has already achieved. Great leaps are possible in a single year, but they don’t happen without sustained hard work. Parent participation is critical.

**What Parents Need To Do**

**Support the school's academic efforts:** Participating in summer homework, checking the portal for updates, and enrolling your student in REEF’s academic classes are all ways to support Yu Ying academics.

**Check in with your student's teacher(s) frequently.** If assessments or graded assignments come home and they are below grade level expectations, please contact the teacher to see what additional support is available for your child.

**Make sure your child reads every night and on the weekends.** Many of our students are already avid readers; they can’t put their books down. Others struggle to get into a book. If your child falls into the second category, give her/him lots of support and encouragement. Read together when possible. Ask your child about the books he/she reads and help him/her set and follow through on reading goals. Strong readers are not born, they are made...one page at a time. The more they read, the smarter they grow.

Warmly,

Maquita Alexander, Principal
Washington Yu Ying PCS
Universal Screening

- Used to measure school-wide, grade-level, and individual student performance against a set of national norms.
- Can inform decisions on the macro or micro level
- Establishes grounds for student, parent, teacher, and administrative accountability
- Gives us a serious reason to celebrate
Takeaways: Chinese Reading and Writing
- Every class has improved tremendously with introduction of benchmarks
- Our older grades are all around 60% proficient, and K is almost 80%

Takeaways: Chinese Running Records
- Long term plan was set in place at the beginning of the year
- The instruction of the year (esp. the 3rd trimester) has yielded tremendous growth
- New assessment practices and instruction should keep going!
Takeaways: Kindergarten English
- Big time growth in reading and math, 80% on GL indicates highly effective classroom
- Demands on writing are getting harder

Takeaways: 1st Grade English
- Huge growth in reading and math with 80-90% on GL indicating tremendous success for students and teachers
- Lots of tremendous writers, expected number are struggling
Takeaways - 2nd Grade English
- Big Gains (~20%) in reading and math demonstrate very impactful classrooms
- The class is a bit stronger in reading/writing than math

Takeaways: 3rd Grade English
- The grade continues to improve with over 60% on GL in reading and 80% in writing
- Enormous jump of 40% jump in math shows 70% on GL in math and indicates tremendous success for students and teachers
Takeaways: K-3 Chinese
- Huge improvements and growth have led to nearly 60% of the school on GL on the Circle Assessment and nearly 40% of the school on GL on the RR
- We need to keep on striving to employ best practices and continue upward trends

Takeaways: K-3 English
- Tremendous and impressive gains have led to 76-77% of students performing on GL in reading, writing and math
- Whole school and classroom policies have led us to this point, we can now strive for further excellence in the coming years
Pondering Questions........

- What have been our keys to success this year? How can we ensure they continue?
- What areas still need to be addressed and revamped?
- How can we ensure all of our assessments (Writing, Chinese etc.) are aligned with rigorous standards?
- How can we continue to address the learning needs of all students?

Celebrate a job well done!
More Americans Learn Their ABCs In Chinese

by BRETT NEELY

January 19, 2011

When President Obama welcomed Chinese President Hu Jintao to the White House on Wednesday, he was joined by a group of students from Washington, D.C.'s Yu Ying Public Charter School. It's a Chinese-language immersion elementary school — the first in the nation's capital and one of only a handful in the United States.

Interest in learning Chinese has surged in the past decade as American economic ties to China have deepened. A growing number of elementary and high schools are offering Chinese classes — though few teach it as intensively as Yu Ying in the northeast D.C. neighborhood of Brookland.

Housed in a former convent, the school's 240 students alternate school days learning in entirely Chinese and English.

A sign above the door of one classroom says "If you have to speak English, whisper!" Inside, 25 pre-schoolers sit on the floor and listen to teacher Jue Wang. But learning the ABCs isn't on the lesson plan today.

Learning Chinese

Wang shows her students a white board with a poem written in Chinese characters. She speaks the characters aloud and the students mimic her.

"They actually know more than I do," says Mary Shaffner, Yu Ying's executive director. "I know a little bit of Chinese, but they're actually better than me. It's amazing these 4-year-olds have only been in school since the beginning of the year and you saw them read all those characters."

The school, founded by Shaffner and a group of parents, opened three years ago. In Chinese, the name "Yu Ying" means "nurturing excellence" — it's a reference to a groundbreaking girls school founded in Beijing in 1911.

Today, Yu Ying is open to pre-kindergarten through third-grade students, but it has plans to expand up to the eighth grade.

As a public charter school, Yu Ying doesn't charge any fees, though parents do have to apply to send their kids. The student body is about half African American and one-quarter white. Most of the remaining students are Asian — many from families that speak English as a first language.

AP Chinese Language Exam Test Takers

'Language Of The Future'
Shaffner's daughter, a first-grader, is a student at Yu Ying. Shaffner says she helped found the school because she had a sense that Chinese would become a global language.

"We thought this is really the language of the future and what an edge to give our children," Shaffner said.

Frank Lowenstein had a different motivation for enrolling his first-grade daughter. "With the amount of money we currently owe the Chinese, I figured it couldn't hurt to have a daughter who spoke Chinese when they come around to collect."

China's growing importance to the United States is driving the boom in Chinese education across all levels.

In 2007, the College Board started offering Advanced Placement exams in Chinese for high school students. Almost 5,000 students took the exam in 2010. That's more than double the number from just four years earlier.

College students taking Chinese also more than doubled between 1998 and 2009 to 60,976 students, according to a study by the Modern Language Association.

Still, Spanish remains by far the most-commonly taught foreign language in American classrooms, with 864,986 students enrolled in Spanish classes in 2009, according to the same study.

Although Chinese instruction has grown rapidly over the past decade, it continues to lag a number of languages at the college level, including French and German.

### Language Trends

From 1998 to 2009, the number of college students studying Chinese more than doubled.

<table>
<thead>
<tr>
<th>Year</th>
<th>Spanish</th>
<th>French</th>
<th>Arabic</th>
<th>Chinese</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>656,590 (57%)</td>
<td>199,064 (17%)</td>
<td>5,505 (0.5%)</td>
<td>28,456 (2%)</td>
<td>1,151,283</td>
</tr>
<tr>
<td>2009</td>
<td>864,986 (53%)</td>
<td>216,419 (13%)</td>
<td>35,083 (2%)</td>
<td>60,976 (4%)</td>
<td>1,629,326</td>
</tr>
</tbody>
</table>

*Source: 2009 MLA Enrollment Survey*

But for many students, learning Chinese is now vital to their careers.

Joshua Sloan, a freshman at George Washington University who plans to major in business and minor in Chinese, was inspired by his father, who works for retailer Costco and travels regularly to China.

"He doesn't speak the language and while he does a great job and is very good at dealing with people, it would give him that much more of an edge if he spoke Chinese," Sloan says.
Sloan started learning Chinese during his junior year of high school in Seattle. His old high school recently began offering Chinese classes as early as ninth grade.

Hundreds of high schools across the country have also added Chinese to their curriculum — sometimes at the expense of other languages. Some of those schools receive financial assistance from the Confucius Institute, an organization backed by the Chinese government.

'Languages Follow Fads'

Despite the rapid interest in Chinese, languages follow fads, says Jonathan Chaves, a professor of Chinese at The George Washington University, who has been teaching since 1970.

Chaves says up until the 1989 Tiananmen Square massacre, enrollment in his department had been steadily climbing.

"They went right off the cliff after Tiananmen, and stayed down for a long period of time and only started coming back tracking the news about China getting better," Chaves says.

If the political or economic climate changes, he says, students may again lose interest in Chinese. But meanwhile, Chaves says students entering college today are already much better prepared to learn Chinese than students were 10 years ago. That's a sign the students at Yu Ying, who've been learning Chinese since age 4, will be even better prepared when they go to college.
Expanding Horizons with Bilingual Education
At Yu Ying PCS, bilingualism is central to learning

ARTICLE BY ALICE OLLSTEIN | PHOTOS BY STEWARD DAVIS

Outside the U.S., most children learn a second and even third language from a young age. And while school districts here slash language instruction during a budget crisis, countries overseas prioritize it as part of the core curriculum.

“ln nearly all other countries, learning a second language is not considered an extra,” says Julie Shuggerman from the Center for Applied Linguistics. “It’s assumed that you’ll learn two or three languages.”

In a globalized world, more and more U.S. parents feel their own children should do the same.

“I think American parents have finally gotten the message about the importance of language for international competitiveness,” said Shuggerman.

“It’s a really great skill to learn as an American student, and it’s good for capabilities of our country.”

Bilingual education is just as important, if not more so, for English language learners.

Though conventional wisdom calls for total immersion as the best way to learn English, several studies prove otherwise. A report from the National Academy of Sciences says limited-English proficient students in bilingual education programs make greater academic gains in content areas, like math, than students who receive all instruction in English.

“It’s an asset for a child to retain their native language, or the language spoken at home,” said Shuggerman. “Maintaining your native language helps with you English development in the long run, and immigrant students who have a bilingual education actually do better in English.”

If bilingual education spells success for both native English speakers and English language learners alike, why have some states sought to ban it? Shuggerman says the backlash over bilingual education is often tied to anti-immigrant and nativist sentiment that comes from a lack of understanding.

“Some communities are really welcoming, and see the value of multilingualism, but there are a lot of ideas about what bilingual education is for that aren’t true,” she said. “In an environment hostile to bilingual education, like Arizona, it’s been difficult to legally keep those programs going. We have to get past those feelings and explain that the point of bilingual education is to learn English!”

Strategic Choices
While the vast majority of bilingual education options in the US—and here in DC—focus on English and Spanish, other options do exist. As China becomes a major world power, parents across the US are looking for ways to give their children all the cultural and career benefits of learning Chinese. A 2010 study by the Center for Applied Linguistics found that around 1,600 American public and private schools are teaching Chinese. Here in the District, Yu Ying Public Charter School in Brookland offers a fully bilingual education experience—helping students become fluent in the challenging and complex Chinese language.

Executive Director and founder Mary Shaffner, who does not speak Chinese, explained why she decided to start
a Chinese bilingual school. “China is a growing world power, and Chinese is a language of the future,” she said. “Learning Chinese provides opportunities in business, science, politics, and education.”

Other Yu Ying parents agreed. “It’s a strategic language to choose,” said Betsy Clyde Centofanti, president of the Parents Association. “There will be a lot of opportunities for my daughter that she wouldn’t have otherwise. And at some other point in time, she could study another language, and it will be easy for her.”

Ursula Richelieu, whose daughter just finished her third year, looked at several other education options before choosing Yu Ying. “I always wanted my kids to be bilingual, but Chinese was not on my list at all,” she said. “We thought Spanish would be our choice, but when I started researching Chinese, I learned that it’s a Level 4 language. Since it’s harder, this is a prime age for my daughter to learn it.”

Global realities also factored into her decision. “We have this relationship with China that’s both good and bad, but the importance of China is really growing,” she explained. “There is a great future knowing Chinese, and I’m looking for what’s best for my kids.”

Opportunities and Resources

At Yu Ying, students have alternate English and Chinese days, learning entirely in one language on a given day. They also move between separate Chinese and English classrooms. All
teachers are native speakers, either from China's mainland or Taiwan. As Yu Ying works toward becoming an International Baccalaureate "World School," the school combines regular academics with a focus on world affairs, culture and language. "It really engages the children in their learning. All the subjects are tied around the theme of Chinese," said Shaffner.

"It's academically challenging," added Centofanti. "There's an inquiry-based approach, and it's more hands-on than a traditional school. It really teaches children to value learning."

The there are also opportunities for the students to practice outside the classroom, on various field trips and special events. In January, Yu Ying students were invited to the White House to greet Chinese President Hu Jintao during his official state visit. "The students were very excited to see their language in action," said Shaffner.

Since the majority of Yu Ying's parents are not Chinese speakers, the school has to provide extra resources for families.

"Many parents can’t help their kids with Chinese homework, so we had to figure out how to make parents more comfortable with Chinese," said Shaffner.

The school provides a special Internet portal for families, including Chinese "readers"—a book in PDP form with Chinese voiceovers, to help with reading and pronunciation. There is also an aftercare program with homework help for students, and a free class two afternoons a week for parents. This class is taught by a Yu Ying parent who happens to be the voice of the Mandarin Rosetta Stone language program. For parents, these resources are crucial.

"The school website is really rich," said Centofanti. "There are a lot of audio files we can access, and the school has Chinese CDs and books available too. Since I speak German, not Chinese, all I can do now is sit with her and do exercises on the computer."

Richelleu and her husband, like many Yu Ying parents, have enjoyed learning basic Chinese along with her child. "We had no Chinese whatsoever, but now we know how to count, name the colors, and say ‘Hi’ and ‘Thank You.’ But it’s hard! When kids are that age, their brains are like sponges. My daughter’s brain is coming uphill and mine is going downhill."

Bright Future

Yu Ying, which opened in 2008, will have 360 students this coming fall—from kindergarten through fourth grade. The school draws families from nearly every ward of DC. About half are African-American, a third are Caucasian, less than a quarter are Asian and just 4 percent are Hispanic. The school will add a grade each year until they have a full pre-K through 8th grade student body.

This fall, Yu Ying will move to a brand new building right around the corner from their current campus. Parents raised over $50,000 to build a state-of-the-art playground. Shaffner calls it "a permanent home, a comfortable home." She is also optimistic about the growing student body.

"We have a lot of interest and a lot of applications," she said. "We're growing by leaps and bounds."

The name Yu Ying translates to "nurturing excellence," a concept that explains why many parents who have no connection to China have chosen a Chinese bilingual education for their child.

"Everyone wants a school that will give their kid a leg up," said Richelleu. "All the parents here are looking at the bigger picture. Having a bilingual kid these days is the way to go."