

**District:** State Charter Schools II- Yi Hwang Academy of Language Excellence - 7830625  
**Report Type:** Elementary

## Overview

<b>DISTRICT INFORMATION</b>	<b>NUMBER OF STUDENTS ENROLLED</b>	<b>239</b>
	<b>TITLE I SCHOOLS</b>	<b>0.0%</b>

<b>DISTRICT DEMOGRAPHICS</b>	<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	<b>0.4%</b>
	<b>ASIAN / PACIFIC ISLANDER</b>	<b>61.5%</b>
	<b>BLACK</b>	<b>9.6%</b>
	<b>HISPANIC</b>	<b>7.5%</b>
	<b>MULTI-RACIAL</b>	<b>15.9%</b>
	<b>WHITE</b>	<b>5.0%</b>
	<b>ECONOMICALLY DISADVANTAGED</b>	<b>0.0%</b>
	<b>ENGLISH LEARNERS</b>	<b>28.9%</b>
	<b>STUDENTS WITH DISABILITY</b>	<b>3.3%</b>

<b>HOW DID THE DISTRICT PERFORM?</b>	N/A
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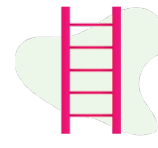
## HOW DID THE DISTRICT PERFORM ON EACH COMPONENT?



### Content Mastery

93.9

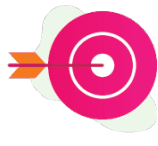
English Language Arts	87.71
Mathematics	100.00+
Science	Too Few Students



### Progress

N/A

English Language Arts	N/A
Mathematics	N/A
Progress Towards English Language Proficiency	98.61



### Closing Gaps

N/A

Improvement Target Performance	N/A
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### Readiness

85.2

Literacy	70.49
Student Attendance	N/A
Beyond The Core	100.00

# Content Mastery



## WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies.

## HOW DID THE DISTRICT PERFORM ON CONTENT MASTERY?

**93.9**

## HOW DID THE STATE PERFORM?

STATE SCORE

**63.0**

## HOW DID THE DISTRICT PERFORM ON EACH CONTENT AREA?

**ENGLISH LANGUAGE ARTS**  
98.46% Participation Rate

**87.71**

**MATHEMATICS**  
98.46% Participation Rate

**100.00+**

**SCIENCE**  
93.33% Participation Rate

Too Few Students

# HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

## ACHIEVEMENT LEVELS - ENGLISH LANGUAGE ARTS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 98.46% Participation Rate	6.56%	29.51%	45.90%	18.03%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	2.78%	30.56%	50.00%	16.67%
<b>BLACK</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>HISPANIC</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>WHITE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ECONOMICALLY DISADVANTAGED</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	4.55%	50.00%	45.45%	0.00%
<b>STUDENTS WITH DISABILITY</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students

## SCORES, TARGETS, AND FLAGS - ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 98.46% Participation Rate	87.71	N/A	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	90.29	N/A	
<b>BLACK</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>HISPANIC</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>WHITE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ECONOMICALLY DISADVANTAGED</b> N/A Participation Rate	N/A	N/A	
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	70.45	N/A	
<b>STUDENTS WITH DISABILITY</b> Too Few Students Participation Rate	Too Few Students	N/A	

## ACHIEVEMENT LEVELS - MATHEMATICS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 98.46% Participation Rate	1.64%	18.03%	39.34%	40.98%
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	2.78%	11.11%	44.44%	41.67%
<b>BLACK</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>HISPANIC</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>WHITE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ECONOMICALLY DISADVANTAGED</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	4.55%	18.18%	45.45%	31.82%
<b>STUDENTS WITH DISABILITY</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students

## SCORES, TARGETS, AND FLAGS - MATHEMATICS

	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 98.46% Participation Rate	100.00+	N/A	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> 100.00% Participation Rate	100.00+	N/A	
<b>BLACK</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>HISPANIC</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>WHITE</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>ECONOMICALLY DISADVANTAGED</b> N/A Participation Rate	N/A	N/A	
<b>ENGLISH LEARNERS</b> 100.00% Participation Rate	100.00+	N/A	
<b>STUDENTS WITH DISABILITY</b> Too Few Students Participation Rate	Too Few Students	N/A	





## ACHIEVEMENT LEVELS - SCIENCE

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 93.33% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>BLACK</b> Too Few Students Participation Rate	N/A	N/A	N/A	N/A
<b>HISPANIC</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>WHITE</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ECONOMICALLY DISADVANTAGED</b> N/A Participation Rate	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>STUDENTS WITH DISABILITY</b> Too Few Students Participation Rate	N/A	N/A	N/A	N/A

## SCORES, TARGETS, AND FLAGS - SCIENCE

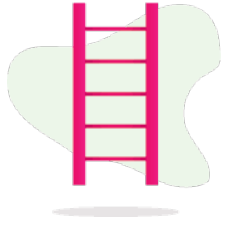
	SCORE	TARGET	FLAG
<b>ALL STUDENTS</b> 93.33% Participation Rate	Too Few Students	N/A	
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> N/A Participation Rate	N/A	N/A	
<b>ASIAN / PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>BLACK</b> Too Few Students Participation Rate	N/A	N/A	
<b>HISPANIC</b> N/A Participation Rate	N/A	N/A	
<b>MULTI-RACIAL</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>WHITE</b> N/A Participation Rate	N/A	N/A	
<b>ECONOMICALLY DISADVANTAGED</b> N/A Participation Rate	N/A	N/A	
<b>ENGLISH LEARNERS</b> Too Few Students Participation Rate	Too Few Students	N/A	
<b>STUDENTS WITH DISABILITY</b> Too Few Students Participation Rate	N/A	N/A	

**LEGEND**

-  Subgroup met 6% improvement target\*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

# Progress



## WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

## HOW DID THE DISTRICT PERFORM ON PROGRESS?

N/A

## HOW DID THE STATE PERFORM?

### STATE SCORE

N/A

## HOW DID THE DISTRICT PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS N/A

MATHEMATICS N/A

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY **98.61**



## HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

### PROGRESS LEVELS - ENGLISH LANGUAGE ARTS

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	N/A	N/A	N/A	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	N/A	N/A	N/A	N/A
BLACK	N/A	N/A	N/A	N/A
HISPANIC	N/A	N/A	N/A	N/A
MULTI-RACIAL	N/A	N/A	N/A	N/A
WHITE	N/A	N/A	N/A	N/A
ECONOMICALLY DISADVANTAGED	N/A	N/A	N/A	N/A
ENGLISH LEARNERS	N/A	N/A	N/A	N/A
STUDENTS WITH DISABILITY	N/A	N/A	N/A	N/A

### SCORES - ENGLISH LANGUAGE ARTS

	SCORE
ALL STUDENTS	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	N/A
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	N/A
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	N/A

## PROGRESS LEVELS - MATHEMATICS

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	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	N/A	N/A	N/A	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER	N/A	N/A	N/A	N/A
BLACK	N/A	N/A	N/A	N/A
HISPANIC	N/A	N/A	N/A	N/A
MULTI-RACIAL	N/A	N/A	N/A	N/A
WHITE	N/A	N/A	N/A	N/A
ECONOMICALLY DISADVANTAGED	N/A	N/A	N/A	N/A
ENGLISH LEARNERS	N/A	N/A	N/A	N/A
STUDENTS WITH DISABILITY	N/A	N/A	N/A	N/A

## SCORES - MATHEMATICS

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	SCORE
ALL STUDENTS	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	N/A
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	N/A
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	N/A




**PROGRESS LEVELS - PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY**

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
<b>ENGLISH LEARNERS</b>	27.78%	0.00%	19.44%	52.78%

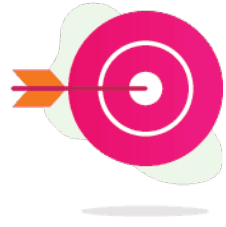
**SCORES, TARGETS, AND FLAGS - PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY**

	SCORE	TARGET	FLAG
<b>ENGLISH LEARNERS</b>	98.61	N/A	

**LEGEND**

-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

# Closing Gaps



## WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

## HOW DID THE DISTRICT PERFORM ON CLOSING GAPS?

N/A

## HOW DID THE STATE PERFORM?

### STATE SCORE

N/A

# HOW WELL DID STUDENT GROUPS IN THE DISTRICT MEET IMPROVEMENT TARGETS?

## SUMMARY OF FLAGS

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	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS				
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK				
HISPANIC				
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED				
ENGLISH LEARNERS				
STUDENTS WITH DISABILITY				

## ENGLISH LANGUAGE ARTS

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	SCORE	TARGET	FLAG
ALL STUDENTS	N/A	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	N/A	N/A	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	N/A	N/A	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	N/A	N/A	

## MATHEMATICS

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	SCORE	TARGET	FLAG
ALL STUDENTS	N/A	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	N/A	N/A	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	N/A	N/A	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	N/A	N/A	

## SCIENCE

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	SCORE	TARGET	FLAG
ALL STUDENTS	N/A	N/A	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	N/A	N/A	
BLACK	N/A	N/A	
HISPANIC	N/A	N/A	
MULTI-RACIAL	N/A	N/A	
WHITE	N/A	N/A	
ECONOMICALLY DISADVANTAGED	N/A	N/A	
ENGLISH LEARNERS	N/A	N/A	
STUDENTS WITH DISABILITY	N/A	N/A	

**LEGEND**

-  Subgroup met 6% improvement target\*
-  Subgroup met improvement target
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\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

# Readiness



## WHAT IS READINESS?

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The indicators for elementary and middle schools include literacy, student attendance, and beyond the core. High school indicators include literacy, student attendance, accelerated enrollment, pathway completion, and college and career readiness.

## HOW DID THE DISTRICT PERFORM ON READINESS?

**85.2**

## HOW DID THE STATE PERFORM?

STATE SCORE

**71.8**

## HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

LITERACY

**70.49%**

STUDENT ATTENDANCE

N/A

BEYOND THE CORE

**100.00%**

[View BEYOND THE CORE data](#)

Fine arts

**100.00%**

World language

**96.19%**

Computer science

**98.10%**



# HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

## LITERACY

	RATE
ALL STUDENTS	70.49%
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	72.22%
BLACK	Too Few Students
HISPANIC	Too Few Students
MULTI-RACIAL	Too Few Students
WHITE	Too Few Students
ECONOMICALLY DISADVANTAGED	N/A
ENGLISH LEARNERS	54.55%
STUDENTS WITH DISABILITY	Too Few Students

## STUDENT ATTENDANCE

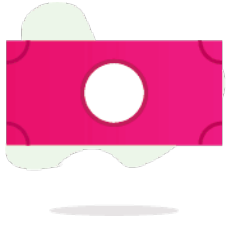
	RATE
ALL STUDENTS	N/A
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	N/A
BLACK	N/A
HISPANIC	N/A
MULTI-RACIAL	N/A
WHITE	N/A
ECONOMICALLY DISADVANTAGED	N/A
ENGLISH LEARNERS	N/A
STUDENTS WITH DISABILITY	N/A

**BEYOND THE CORE**

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	<b>RATE</b>
<b>ALL STUDENTS</b>	<b>100.00%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b>	<b>100.00%</b>
<b>BLACK</b>	<b>100.00%</b>
<b>HISPANIC</b>	Too Few Students
<b>MULTI-RACIAL</b>	<b>100.00%</b>
<b>WHITE</b>	Too Few Students
<b>ECONOMICALLY DISADVANTAGED</b>	N/A
<b>ENGLISH LEARNERS</b>	<b>100.00%</b>
<b>STUDENTS WITH DISABILITY</b>	Too Few Students

# Financial Efficiency



## WHAT IS FINANCIAL EFFICIENCY?

The Financial Efficiency Star Rating provides a comparison of per-student spending and overall student performance. A five-star rating represents strong student outcomes with lower levels of expenditures (proportionate to district size) in comparison with other districts. Click [here](#) to learn more about Financial Efficiency.