

# 先鋒中英雙語學校

## **Pioneer Valley Chinese Immersion Charter School Annual Report**

*2008-09 School Year*

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## **Letter from chair of the board of trustees**

It is with great pride that I submit this second annual report for the Pioneer Valley Chinese Immersion Charter School (PVCICS). The tremendous effort and team work of our teachers, administrators, board members, families and students resulted in a wonderful year.

In August 2008, PVCICS moved to larger facilities in Hadley, MA. In addition to classroom space, the facility has an indoor gym and large outdoor play areas (both grass and hard surface). At the close of the 2008-2009 year, PVCICS had full enrollment in Kindergarten through second grades, with students coming from all over the Pioneer Valley. PVCICS's reputation grew amongst area parents and we received positive press coverage about our school. We received more applications than in previous years and project full enrollment for the 2009-2010 school year.

Our teaching staff did a remarkable job of creating and implementing a highly challenging curriculum based on the concepts in our Charter. Many visitors to the school observed our K-2nd grade students enthusiastically covering and succeeding in Math, Science, Social Studies, Chinese Language Arts, and English Language Arts. With the exception of English Language Arts, the language of instruction was Chinese. We are proud to report that PVCICS students were invited to participate in local performances highlighting their singing ability in Chinese and English. We were honored to host two professional artist residencies this year: dancers from the Nai Ni Chen Dance Group from New York City and MA Cultural Council Creative Teaching Partner and bookmaker, Ms. Jeannie Hunt from Northampton.

PVCICS was awarded two multi-year grants in 2008-2009: a 5-year US Department of Education Foreign Language Assistance Program grant and a 2-year Massachusetts Cultural Council Creative Schools grant. PVCICS was also proud to receive a National Endowment for the Humanities We the People Bookshelf collection of classic books. PVCICS further developed its partnerships with the Springfield Museums and the University of Massachusetts. PVCICS started a relationship with Mount Holyoke College that allows us to offer philosophy in 2<sup>nd</sup> grade. PVCICS is also investigating opportunities to collaborate with local school districts.

The Board of Elementary and Secondary Education approved our request to obtain a loan beyond the term of our charter to purchase a facility. The Commissioner of Elementary and Secondary Education approved our request to allow students to enter in 6<sup>th</sup> grade. We welcomed new Board members Dr. Liming Liu and Ms. Kay Simpson, and one returning Board member, Mr. Robert Chung. They are committed to PVCICS's mission and bring valuable skills to the Board.

PVCICS completed its first Massachusetts Department of Elementary and Secondary Education (ESE) Coordinated Program Review, ESE Charter School Office 2<sup>nd</sup> Year Site Visit, and a U.S. Department of Education FLAP grant Evaluation and Annual Performance Review.

We are grateful our parent community showed tremendous enthusiasm and support for the school with many volunteer hours. The Parent Association worked hard and formed committees to focus on social events, fundraising, our playground and school library. Parents painted classrooms, moved furniture, gave presentations and helped create a positive school environment.

On behalf of the Board of Trustees, I would like to thank all members of the PVCICS community who have ensured the ongoing success of the school this year.

Sincerely,  
Richard E. Alcorn  
Chair, Board of Trustees

## Introductory description of the school

The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a regional K-8<sup>th</sup> grade charter school located in Hadley, MA. PVCICS's defined region of service includes communities in Franklin, Hampshire and Hampden counties. In this second school year 2008-2009, PVCICS drew students from a greater number of communities than in its previous year of operations. The following communities were represented: Amherst, Belchertown, Charlemont, Deerfield, Easthampton, Granby, Granville, Greenfield, Hadley, Holyoke, Leverett, Northampton, Palmer, South Hadley, Southwick, Springfield, Sunderland, Turners Falls, Westfield, West Springfield, and Williamsburg.

In 2008-2009, students entered PVCICS only in K and 1<sup>st</sup> grades. As of the October 1, 2008 SIMS reporting, PVCICS had forty-three Kindergarteners, twenty-six 1<sup>st</sup> graders and nineteen 2<sup>nd</sup> graders enrolled. In 2009-2010, students will enter PVCICS in K, 1<sup>st</sup> and 6<sup>th</sup> grades. PVCICS will add one grade a year in the elementary and middle school grades until full capacity is reached. PVCICS's charter allows for a maximum of 300 students to be enrolled when it reaches full capacity with K-8<sup>th</sup> grades.

PVCICS does not discriminate on the basis of race, color, national origin, sex, disability, religion, or sexual orientation.

## School mission statement

The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a K-8th grade educational program that produces academically strong students highly proficient in Chinese and English. The program goals are:

- To develop proficiency<sup>1</sup> in Mandarin Chinese.
- To maintain and extend students' proficiency in English.
- To develop high levels of academic attainment, meeting or exceeding national and state standards, through rigorous study and instruction aligned with the Massachusetts Curriculum Frameworks.
- To develop students' understanding of other cultures and the ability to interact successfully with others whose language and/or culture differs from their own.

PVCICS serves the Pioneer Valley region and offers a diverse group of students an innovative educational opportunity unavailable elsewhere in Massachusetts. PVCICS works to disseminate the school's experiences and serve as a resource for schools trying to develop similar programs.

## Performance and Plans

PVCICS's Accountability Plan was approved by the Massachusetts ESE Charter School Office in July 2008. Below is a summary of performance relative to Accountability Plan and the Common School Performance Criteria.

### **FAITHFULNESS TO THE CHARTER:**

#### **Objective 1: PVCICS's curriculum will reflect an integration of Chinese culture.**

Measures:

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<sup>1</sup> Throughout this document, the term "proficiency" will refer to speaking, listening, reading and writing skills.

- a. At least 70% of families who respond to the annual Parent Survey will report being either “Satisfied” or “Very Satisfied” with the “Extent to which the curriculum incorporated information on Chinese culture”.

*2008-09 Results:* 58 parent surveys were returned representing 78% of all PVCICS families. 93% of the respondents indicated that they were either “Satisfied” or “Very Satisfied” with the “Extent to which the curriculum incorporated information on Chinese culture.”

- b. At least one school wide event, which includes families, per semester will have Eastern cultural significance.

*2008-09 Results:* In the fall semester, all PVCICS students performed Chinese songs at Bay Path College for families and the public. This performance was one of the China themed events sponsored by the Springfield Forum and was attended by over 200 people. In the spring semester, an all-school family event to celebrate the Lunar New Year was held. At this event, all PVCICS students performed Chinese dances that they learned from the Nai Ni Chen Dance Group’s artist-in-residency. Families helped make special foods for the event.

- c. At least one area of specials (the arts or physical education) each semester, will reflect an eastern cultural influence, as measured by displays of student work in school or in student portfolios.

*2008-09 Results:* Art specials highlighted Chinese cultural influences throughout the year. Chinese calligraphy and brush painting techniques were taught to all students on a weekly basis. This year a music class taught in Chinese was added to the schedule for all grades. Additionally, the professional Nai Ni Chen Dance Group did an artist-in-residency in December 2008 and taught all grades Chinese dances. These dances were then integrated into the physical education classes starting in January 2009. For community time in the spring semester, performers from the Shaolin Kungfu School came to demonstrate their skills.

**Objective 2: PVCICS will educate interested parties and encourage the development of more Chinese language programs.**

Measures:

- a. PVCICS will establish and maintain at least one relationship with an institution of higher learning that trains teachers for our first charter cycle. PVCICS will allow pre-service teachers opportunities to observe at our school.

*2008-09 Results:* PVCICS enhanced its relationship with the University of Massachusetts/Amherst and University of Massachusetts/Boston. In the fall, one UMass graduate student worked as a volunteer doing Chinese calligraphy lessons and two UMass students worked in our after-school program. To date, PVCICS has hired two UMass Masters level graduates as full-time teachers. This year, a PVCICS teacher served as a judge for a Chinese language speech contest at UMass/Boston Confucius Institute. PVCICS also started a relationship with Mount Holyoke College to offer a philosophy course for 2<sup>nd</sup> graders. The philosophy course was taught by two Mount Holyoke College students under the supervision of their professor and our 2<sup>nd</sup> grade English Language Arts teachers.

- b. PVCICS will present and/or submit for publication articles describing the school’s activities at least once a year to organizations or publications of a least statewide significance.

*2008-09 Results:* The following articles and presentations with state and national significance occurred:

- Articles were published in the national ACTFL newsletter, regional NECTFL newsletter, statewide MAFLA newsletter, and Springfield Republican about PVCICS receiving the US Department of Education's Foreign Language Assistance Program five-year grant. PVCICS was one of only eight districts chosen nationally to receive this \$1.5 million grant. Of the eight awards, five were for Chinese language programs.
- An article about PVCICS was published in the Chinese Language Association of Secondary-Elementary Schools (CLASS) newsletter that is distributed to Chinese teachers internationally.
- PVCICS presented at the "New England World Language Department Chairs Seminar on Teaching Chinese Language in K-12 Schools" held in April 2009 at UMass/Boston. An article about this was published in Chinese for a Boston based Chinese language website.
- PVCICS presented at two sessions of the "National Chinese Language Conference" held in April 2009 in Chicago, IL.
- An article was published in the Springfield Republican about PVCICS receiving the National Endowment for the Humanities We the People Bookshelf collection of classic books.

### **Common School Performance Criteria**

***Implementation of Mission, Vision, and Educational Philosophy:*** PVCICS's stakeholders are committed to creating and sustaining a school dedicated to graduating students with high proficiency in both Chinese and English, and high levels of academic achievement. PVCICS's students are active participants in an educational program that embodies Eastern and Western cultural perspectives in a nurturing learning environment.

The core of PVCICS's educational philosophy is that through early and sustained immersion in the Chinese language with culture integrated throughout, students will achieve high academic attainment, be highly proficient in two languages and develop sensitivity and tolerance for other cultures.

At PVCICS, Chinese language acquisition occurs naturally by using Chinese as the language of instruction during a portion of the day. As is the practice in immersion programs, no English is used by the teacher during the Chinese portion of the day when core subjects, such as Math, Chinese Language Arts, Science and Social Studies, are taught. In all grades, during the English portion of the day, English Language Arts is taught. The percentage of the school day spent in a Chinese classroom and English classroom changes depending on the grade level, with a higher percentage of time in the Chinese classrooms in the early grades. PVCICS's students participate in hands-on, inquiry based activities that encourage student-to-student interaction, discourse and reflective thinking. Small and cooperative group instruction in all subject areas creates age-appropriate topics and contexts in which students will want and need to talk to one another in both languages.

PVCICS is faithful to the mission, vision and educational philosophy defined in its Charter. PVCICS has met its accountability measures in this area every year and student assessment data provides clear evidence of the students' ability to perform well academically in Chinese and English. In addition, this year PVCICS invited reviewers and evaluators from multiple organizations to visit and evaluate the school. All found evidence that PVCICS has implemented the mission, vision and educational philosophy defined in its Charter. See the Program Evaluation section for details.

### **ACADEMIC SUCCESS:**

**Objective 1: All PVCICS students will demonstrate progress in academic achievement.**

External Measures:

- a. In each grade, K-3, the Developmental Reading Assessment (DRA) will be used to track improvement in English reading and show that, the average year-end scores of all students who have been enrolled for at least two years will be on or above grade-level.

*2008-09 Results:* Exceeded target. Students in the 1<sup>st</sup> grade cohort who entered PVCICS in Kindergarten in 2007-2008 had an average year-end DRA score of 24, which is beyond grade-level. Students in the 2<sup>nd</sup> grade cohort who entered PVCICS in 1<sup>st</sup> grade in 2007-2008 had an average year-end DRA score of 39, which is beyond grade-level.

Note: DRA was administered to all students in the fall of 2008 and the spring of 2009 for all K-2 grade students (there was no 3<sup>rd</sup> grade this year). For students who were not making expected progress, the DRA was also administered in the winter.

- b. In each grade, 4-8, the Fountas and Pinnell Benchmark Assessment System will be used to track improvement in English reading and show that, the average year-end scores of all students who have been enrolled at least five years will be on or above grade-level.

*2008-09 Results:* Not applicable yet, PVCICS did not have grades 4-8 this year.

- c. In each grade, K- 8, the average score of all PVCICS students will meet or exceed the national average in the tested curricular areas for Mathematics on the year-end Stanford 10.

*2008-09 Results:* Exceeded target for Kindergarten through 2<sup>nd</sup> grades (note: national percentile rank of 50 is defined as the national average). Kindergarten year-end Stanford 10 Mathematics national percentile rank was 85. 1<sup>st</sup> grade year-end Stanford 10 total Mathematics national percentile rank was 67. 2<sup>nd</sup> grade year-end Stanford 10 total Mathematics national percentile rank was 92. PVCICS did not have grades 3-8 this year.

- d. Starting in 2008-09, in each grade, K-8, the average score of all PVCICS students will meet or exceed the national average in the tested curricular areas for English on the Stanford 10.

*2008-09 Results:* Met or exceeded the target for Kindergarten through 2<sup>nd</sup> grades (note: national percentile rank of 50 is defined as the national average). Kindergarten year-end Stanford 10 English national percentile rank was 50. 1<sup>st</sup> grade year-end Stanford 10 English national percentile rank was 52. 2<sup>nd</sup> grade year-end Stanford 10 English national percentile rank was 89. PVCICS did not have grades 3-8 this year.

- e. Grades 3-8 will meet Adequate Yearly Progress in English Language Arts and Mathematics on the Massachusetts Comprehensive Assessment System (MCAS).

*2008-09 Results:* Not applicable yet, PVCICS did not have grades 3-8 this year.

#### Internal Measures:

- a. Students will demonstrate achievement on internal assessments sufficient to progress to the next grade, using PVCICS guidelines for promotion.

*2008-09 Results:* 100% of Kindergarteners, 100% of 1<sup>st</sup> graders and 100% of 2<sup>nd</sup> graders met the promotion standards. Teachers document student progress through observation, class work, homework, individual interviews, student presentations and a variety of other oral and written formats. The ability to think critically, solve problems and be a good “community member” is a key part of our assessment process.

Teachers write Progress Reports in the fall and spring in the following areas: English Language Arts, Chinese Language Arts, Math, Science, Social Studies, Physical Education and social/community skills. Progress Reports use a three level frequency rubric, and for each category, there is space for teacher comments. These ratings provide a degree of structure and consistency as they describe individual progress throughout the year. Teachers held parent-teacher conferences in the fall and spring to review performance with each student's parents/guardians.

**Objective 2: PVCICS will produce students fluent and literate in Chinese by the end of 8<sup>th</sup> grade in external and internal measures.**

External Measures (see note below):

- a. On the Chinese ELLOPA or equivalent test, eighty percent of all students at PVCICS who have been enrolled for at least two years, will achieve the Junior Novice Low or above proficiency.

*2008-09 Results:* Exceeded target. Over eighty percent of the students who have been enrolled for at least two years were above the Junior Novice Low proficiency level. The average scores for the 1<sup>st</sup> grade cohort that entered in Kindergarten in 2007-08 were 4.66. The average scores for the 2<sup>nd</sup> grade cohort that entered in 1<sup>st</sup> grade in 2007-08 were 5.59.

In addition to testing returning students, we administered ELLOPA at the end of this school year to establish baselines for new students who entered in 2008-2009. ELLOPA scores measure oral proficiency, grammar, vocabulary, listening comprehension, and communication strategies.

- b. On the Chinese NOELLA or equivalent test, eighty percent of all students at PVCICS who have been enrolled for at least four years, will achieve the Oral and Literacy Benchmark II (based on ACTFL Novice-Mid) or above proficiency.

*2008-09 Results:* Not applicable yet, PVCICS did not have students who have been enrolled for at least four years.

- c. On the Chinese STAMP or equivalent test, eighty percent of all students at PVCICS who have been enrolled for at least nine years, will achieve Intermediate Low or above proficiency.

*2008-09 Results:* Not applicable yet, PVCICS did not have students who have been enrolled for at least nine years.

Note: Three proficiency tests for Chinese are used because each test is designed for particular grades. Early Language Listening and Oral Proficiency Assessment (ELLOPA) is designed for K-2 graders. National Online Early Language Learning Assessment (NOELLA) is designed for 3-6<sup>th</sup> graders. STAndards-based Measurement of Proficiency (STAMP) is designed for 7-8<sup>th</sup> graders. NOELLA and STAMP are computer-based tests that measure proficiency in reading, writing and speaking.

Internal Measures:

- a. Students will demonstrate achievement on internal Chinese language assessments sufficient to progress to the next grade, using PVCICS guidelines for promotion.

*2008-09 Results:* 100% of Kindergarteners, 100% of 1<sup>st</sup> graders, and 100% of 2<sup>nd</sup> graders met the promotion standards. Teachers document student progress through observation, class work,

homework, individual interviews, student presentations and a variety of other oral and written formats.

### **Common School Performance Criteria**

**Curriculum:** PVCICS offers curriculum which is aligned with the Massachusetts Curriculum Frameworks (MCFs) standards and learning strands for Arts, English Language Arts, Comprehensive Health, Mathematics, History/Social Science, Science and Technology/Engineering. PVCICS's curriculum addresses the learner outcomes for all Massachusetts students at a given grade level.

Some subjects are taught in English and some in Chinese. For subjects taught in Chinese, PVCICS adapts and develops instructional resources that are either aligned with the Massachusetts Curriculum Frameworks (MCFs) or can easily be brought into alignment to produce grade appropriate and linguistically accessible Chinese teaching materials. Where possible, curricular resources are also adapted to support PVCICS's cultural mission. Culture is an integral part of language learning and Chinese culture is integrated into PVCICS's curriculum for all grades.

PVCICS expects all students to attain high academic standards, and its curriculum is being designed to enable students to meet such expectations. Because students are learning some curriculum through the medium of a new language, curriculum adaptations are made to make it linguistically accessible without diluting or lowering standards. In most immersion programs, classroom teachers adapt curriculum resources themselves, a practice which is most likely to result in materials that respond best to student needs and abilities. Curriculum adaptations include both the adaptation of instructional strategies and adaptation of instructional resources.

Teachers develop unit and lesson plans that address learner outcomes, describe instructional delivery (e.g. specifying what teachers will be doing and what students will be doing), identify the instructional resources to support student learning, and describe how students will be assessed. At PVCICS students view second language learning and the insights gained into another culture as a normal part of their schooling. In 2008-2009, a music class taught in Chinese was added to the arts specials.

**Instruction:** PVCICS uses an immersion model to provide a rigorous academic program in all subjects and to teach Chinese. In immersion, Chinese language acquisition occurs naturally by using Chinese as the language of instruction for core academic subjects, like Math and Science. PVCICS also has an extended day to allow time for explicit instruction in Chinese Language Arts and for culture to be integrated throughout the program. As is the practice in immersion programs, the teachers who use English as the language of instruction are different from the teachers who use Chinese as the language of instruction. Students spend a portion of the day in an English classroom with an English speaking teacher and a portion of the day in a Chinese classroom with a Chinese speaking teacher. No English is used by the teacher during the Chinese portion of the day, although students may talk to the teacher and one another in English until they gain sufficient proficiency in Chinese.

Teachers use instructional strategies such as Total Physical Response (TPR) to emphasize both content and language acquisition through the use of gesturing, cues, pointing, repetition, and the use of simplified vocabulary, music, visuals, and manipulatives. Immersion teachers use pictures, repetition, gestures, pointing, and tone of voice to help students understand instruction in Chinese. In English classrooms, students learn through multiple modalities such as writing, reading, singing, drawing, and physical movement. In both types of classrooms all materials reflect the language of instruction and the target language is used exclusively by teachers within the classroom.

Within a given classroom, PVCICS uses a team teaching model in which one teacher instructs the class while the other manages students or materials. Throughout the day, the two teachers work together, alternating who instructs the class and who supports instruction. In the Chinese language classrooms, the

instructional load is often split between one teacher who delivers Math and Science content and the other who focuses on Chinese Language Arts and Social Studies. Teachers are actively engaged during the class with their respective roles and often switch seamlessly from one role to the other during an instructional transition. This team teaching model allows teachers to plan lessons together, model and enforce behavioral expectations, and split students into smaller instructional groups. Teachers are enthusiastic about the team teaching model because it supports their ability to deliver instruction and aids them in their professional development. The benefit for students is that they are able to receive ample individual attention from teachers.

**Program evaluation:** PVCICS has internal procedures in place to review the academic program for quality and effectiveness. PVCICS uses a cyclical process of curriculum improvement where regular reviews of curricula at all grades are done to ensure continued alignment with the Massachusetts Curriculum Frameworks and student performance is meeting targets. PVCICS uses formative and summative assessments (see accountability measurements) as input to the process to inform and improve the school's teaching. Some questions teachers are expected to answer are below:

- Does student achievement data meet PVCICS's internal performance standards?
- Does student achievement data show continuing improvement?
- How have changes in curriculum or pedagogy or other changes affected student achievement?
- Are there issues for specific groups within the student populations?
- What changes should be recommended in the curriculum and teaching?

PVCICS incorporates feedback from external sources to improve itself. This year the following external reviewers and evaluators were onsite gathering information, observing our program and interviewing staff:

- Ms. Charlotte Lak, Curriculum consultant, October 2008 – June 2009.
- Dr. Li Li, Potomac Elementary Immersion Program, November 2008.
- MA ESE Program Quality Assurance: December 2008.
- MA ESE Charter School Office, January 2009.
- Mr. Greg Duncan, FLAP Evaluator and Assessment expert, March 2009 and May 2009.
- Dr. Helena Curtain, Immersion expert, April 2009.

Any decisions to change the curriculum, instruction or areas requiring further investigation are noted to ensure changes are integrated into teaching practice. While PVCICS has received positive reviews to date, the school aims to continually improve its program and build capacity as it grows. For 2009-2010, PVCICS has proactively added staff certified in reading and content areas such as math and science, as well as elementary education.

**School culture:** PVCICS's school culture/ethos reflects the school's mission, vision and both Eastern and Western values. The Chinese name for PVCICS is 先鋒中英双语学校 ("xian1 feng1 zhong1 ying1 shuang1 yu3 xue2 xiao4")<sup>2</sup>, literally "Pioneer Chinese English Bilingual School". PVCICS's school values are, 德 智 体 群 ("de2 zhi4 ti3 qun4", meaning "Character, Wisdom, Health, Teamwork").

Students engage in educational activities that develop these values and reflect the school's Code of Conduct. PVCICS expects all members of the school community to work together as partners in educating students about the school's culture and ethos.

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<sup>2</sup> Pinyin Romanization for the Chinese characters.

PVCICS's physical school space uses English and Chinese signs in common areas and is decorated with objects reflecting Chinese culture. Classrooms are decorated with materials reflecting the language of instruction used in that classroom, i.e English classrooms and Chinese classrooms. All students have a complete Chinese name, which along with their English name, is used exclusively in their respective classrooms. All Chinese teachers are referred to by their last name and the term "laoshi", 老师, an honorific for "teacher" that literally means "old master".

PVCICS aims to provide a safe and orderly environment. A consistent message from both parents and the school is given to students that their behavior effects the learning environment. Good behavior by every student contributes to successful learning for all students. Students must learn that problems are solved through open discussion, acceptance of opinions of others, and through personal responsibility. The school discipline plan has the following goals:

- Ensuring that students follow the school Code of Conduct and show respect for family, teachers, PVCICS's school values and themselves;
- Developing in students a positive attitude toward self-discipline and socially acceptable behavior across cultures;
- Maintaining a school atmosphere, which is physically and emotionally safe, free from unnecessary disruption, and conducive to the learning process;
- Ensuring that students, teachers, parents/guardians, and the community understand that unacceptable behavior will not be tolerated.

Teachers provide explicit instruction in social skills in whole class and small group settings. Teachers use both Responsive Classroom techniques and Second Step social curriculum so that students learn about their role in creating a positive school environment. Furthermore, PVCICS formed social skills groups in each grade that were facilitated by a licensed psychologist so that students would have explicit instruction in a small group setting.

**Diverse learners:** PVCICS has established procedures to support the needs of diverse learners, including those with special education and English language learner needs. PVCICS has a resource room for students who need special instruction or services. The school provides small group instruction for students who need additional academic support with Chinese language acquisition or English language writing or reading. Parents have reported that teachers evaluated students as individuals, proactively identified academic issues, and made accommodations for students. Parents are very appreciative of the communication and response on the part of teachers and administrators in terms of student needs.

At weekly faculty meetings, concerns about certain students may be part of the agenda and students may be referred to the child study team for further discussion. The school has a certified special education coordinator who runs the child study team, coordinates contracted special education services, and provides professional development regarding special education issues to staff. PVCICS has established procedures to identify, support and evaluate students who are English language learners. PVCICS has a certified ELL teacher on staff. The 2009 ESE Coordinated Program Review found evidence that PVCICS had implemented the required criteria for special education and English language learner needs in compliance with state and federal laws.

**Supervision and evaluation of teachers:** PVCICS's philosophy of teacher evaluation is that every person has potential for further growth and development. Teachers and the quality of teaching are the critical link to improving schools and student achievement. The major function of evaluation is to improve the quality of instruction and to facilitate the learning process. A purposeful evaluation system

measures teaching *outcomes*, not simply teaching *behavior*. Evaluations incorporate professional standards which help measure the effectiveness of teachers throughout their careers, identify highly skilled teachers, inform professional development, and demonstrate accountability for student achievement.

Teachers are evaluated annually using Professional Teaching Standards, which are based on the professional standards for teachers that have been issued as guidelines by the Massachusetts Department of Education. These Standards provide clear guidelines for teachers and evaluators of the skills, knowledge and professionalism that are expected of teachers at PVCICS. The Professional Teaching Standards represent demonstrable practices against which a teacher can assess his/her own practice and cover four domains of professional teaching practice: instruction, assessment, learning environment and professionalism.

Evaluation results are used to help define PVCICS's professional development and staffing plans.

**Professional development:** Sustained professional development strengthens the professional knowledge and skills of teachers and staff. The basic premise is that strong classroom teachers and high quality professional development are essential to improving student learning.

Professional development activities are chosen in areas deemed a priority for the school and for areas mutually agreed upon between the school and an individual employee. The goals of professional development are to:

- Expand teachers' knowledge of the subject matter of the school curriculum.
- Extend teachers' familiarity with, and use of, the Massachusetts learning standards and state curriculum frameworks in planning classroom curricula.
- Provide teachers with opportunities to learn about pedagogical practices and allow them to determine when different practices are most effective.
- Promote high student achievement.
- Connect individual and school-wide professional development goals with the school mission.
- Foster a professional learning community that encourages teachers to work together.
- Provide on-the-job, ongoing support throughout the school year.
- Include follow-up activities in the educator's own classroom.

With these goals in mind, a summary of the professional development activities for the 2008-09 school year follows:

#### June – July 2008

- Chinese Language Teachers Summer Institute I (10 days, UMass/Boston, Boston)
- Chinese Language Teachers Summer Institute II (10 days, UMass/Boston, Boston)
- MTRS training (1 day, MTRS, Shrewsbury)

#### August 2008

- Pediatric CPR and First Aid (1 day, Red Cross, onsite)
- Physical Restraint refresher and De-escalation Training (1 day, BTECC, onsite)
- Immersion Training (5 days, Dr. Helena Curtain, onsite)

#### October 2008

- Charter School Leader Annual Meeting sessions (1 day, MA ESE, Shrewsbury)

#### November 2008

- ACTFL workshops (3 days, workshops by various other schools, Orlando)
- SPED refresher (2 hours, Mr. Jack Kelley, onsite)

December 2008

- Chinese dances, artist-in-residency (5 days, Nai Ni Chen Dance Co., onsite)

January – Feb. 2009

- Moderated SOPA Assessment training (6-8 weeks, Center for Applied Linguistics, online)
- Board of Trustee training (1/2 day, Ms. Marci Cornell-Feist, onsite)

February 2009

- School Skills: Change Attitudes, Change Outcomes: Positive Behavior Support (PBS) and Dialectical Behavior Therapy training (2 days, James Levine and Associates, offsite)

March 2009

- Visual Thinking Strategies and Chinese History (1 day, The Springfield Museums and Mount Holyoke College, Springfield)
- Bookmaking Workshop (2 days, Ms. Jeannie Hunt, onsite)

April 2009

- Auditory Processing training (2 days, American Academy of Audiology Conference, Dallas)
- MTEL Prep Class (4 days, Elms College, onsite)
- Immersion training (3 days, Dr. Helena Curtain, onsite)
- Bookmaking, artist-in-residency (5 days, Ms. Jeannie Hunt, onsite)

June 2009

- Automated external defibrillator (AED) training (1 day, Longmeadow Public Schools, onsite)

**ORGANIZATIONAL VIABILITY:**

**Objective 1: PVCICS will maintain strong organizational viability**

Measures:

- a. PVCICS will have adequate student demand to meet budget projections, as demonstrated by our cash flow analysis.

*2008-09 Results:* PVCICS ended FY2009 with over \$200,000 cash on hand. PVCICS's projected enrollment is on track to grow to over 150 students in FY2010.

- b. Over 70% of families who respond to the annual Parent Survey will report a "Good", "Very Good" or "Excellent" for their "family experience" with PVCICS.

*2008-09 Results:* 58 parent surveys were returned representing 78% of all PVCICS families. 98% of the respondents rated their overall "family experience" as either "Good", "Very Good" or Excellent."

- c. Over 70% of families who respond to the annual Parent Survey will report being either "Satisfied" or "Very Satisfied" with the "Quality of Chinese Instruction" and the "Quality of English Instruction".

*2008-09 Results:* 58 parent surveys were returned representing 78% of all PVCICS families. 98% of the respondents rated their level of satisfaction with the "Quality of Chinese Instruction," as either "Satisfied" or "Very Satisfied." 93% of the families rated their level of satisfaction with the "Quality of English Instruction," as either "Satisfied" or "Very Satisfied."

**Objective 2: PVCICS's fiscal management will reflect sound practices.**

Measures:

- a. A yearly independent audit will give clear evidence of sound financial practices with no material findings.

*2008-2009 Results:* PVCICS successfully completed a financial audit by an independent auditor for the year ending June 30, 2008 with no material findings.

- b. Starting July 2008, the Finance Committee will regularly review an updated 5 year cash flow analysis to ensure financial viability (i.e. have a positive cash position or "surplus" at the end of each fiscal year).

*2008-2009 Results:* PVCICS's Board of Trustees, including the Finance Committee, reviewed and approved the 5 year cash flow analysis for the coming school year during the July 2009 Board meeting. The 5 year cash flow analysis is regularly updated with actual results by our accountants for review by the Finance Committee.

- c. Starting July 2008, the Finance Committee will regularly review an updated Balance Sheet to ensure a healthy financial position and maintain positive net assets.

*2008-2009 Results:* PVCICS's Board of Trustees, including the Finance Committee, has conducted regular reviews of the Balance Sheet as it is updated. The June 30, 2009 unaudited Balance Sheet shows Total Net Assets of \$201,330.68. Year-end cash on hand exceeded \$200,000.

**Objective 3: The Board of Trustees will provide sound and effective governance.**

Measures:

- a. The Board will develop a strategic plan by August 2009 and, thereafter annually select and document their top priority(s) for review and implementation.

*2008-2009 Results:* The Board conducted a strategic planning process as part of Board development activities in July 2009 in a session led by Ms. Janice Kinder, Executive Director of Workplaces Can Work, <http://www.workplacescanwork.com>. The strategic plan should be approved at the August 2009 Board meeting.

- b. The Board, through the Personnel Committee, will evaluate the Principal informally at midyear and at the end of the year and help set his/her goals for the coming year. The Board, through the Personnel Committee will also set and document the number of goals that the Principal will accomplish annually.

*2008-09 Results:* The Personnel Committee evaluated the Principal informally during the year and formally at the end of the year. Goals for the coming year were set and documented.

- c. The Board Trusteeship Committee will provide orientation for new trustees as well and maintain a database on member terms, responsibilities and submission of required paperwork.

*2008-2009 Results:* PVCICS's Bylaws describe the process for recruiting new members. The Board Chairperson and members of the Trusteeship Committee met with new Board members for

orientation and mentoring purposes. Ms. Marci Cornell-Feist, author of the Charter School Trustees Guide, assisted the Board in a self-assessment and provided training for all Board members in January 2009. The Board maintains a database on member terms, responsibilities and submission of required paperwork.

### **Common School Performance Criteria**

***Policy decisions:*** In addition to decisions made during monthly meetings regarding various governance issues during the year, the Board made the following policy decisions during the 2008-2009 year:

July 22, 2008: The Board approved: 1) the letter requesting Charter School Loan Authorization, 2) the letter requesting Amendments to our Charter with amendments, 3) the Accountability Plan, 4) the 2007-2008 Annual Report with amendments, 5) the 5 year Cash Flow Analysis, 6) the 2008-2009 Budget, 7) authorizing the Principal to terminate the lease at the Registry Plaza, due to non-performance and enter into a lease for the Kidsports building.

August 11, 2008: The Board approved Ms. Kelly Rose to perform a Financial Review & Audit.

September 8, 2008: The Board approved electing Ms. Kay Simpson to the Board of Trustees

October 6, 2008: The Board authorized the Principal to request a BOE review of the Commissioners decision regarding PVCICS's expansion.

November 10, 2008: The Board authorized the Principal to establish a line of credit for the school of up to \$100,000 at a rate of up to 2% over prime.

December 08, 2008: The Board approved the Fiscal Policies and Procedures with amendments, Staff Handbook, Family Handbook, and the Principal's job description. The Board also authorized the Chair to send the "Financial Review" letter to the external auditor and to approve, in consultation with the Treasurer, the final audit, if no material findings were found.

January 13, 2009: No actions taken. Board Training session conducted by Ms. Marci Cornell-Feist of Meeting House Solutions that focused on: Board self-assessment, review of Components of Effective Charter School Governance, and ESE Site Visit Prep.

February 9, 2009: The Board approved: 1) the PVCICS Enrollment Policy and Procedures, with an amendment to restore maintaining the K waiting list for 1st grade, 2) a letter required by the auditor, 3) a letter to the Commissioner of Elementary and Secondary Education to request a review of our request for an amendment of our charter.

March 10, 2009: The Board accepted the Commissioner's expansion proposal with the understanding that the Commissioner provides PVCICS with a support letter.

March 23, 2009: The Board approved 1) the PVCICS Trusteeship Committee slate of members of the Board of Dr. May Lo, Dr. Kathleen Riordan, Mr. Robert Chung, with Dr. May Lo abstaining, 2) the reappointment of Mr. Richard Alcorn as Chair, with Mr. Richard Alcorn abstaining, 3) the reappointment of Mr. Chung Liu as Vice Chair, Dr. May Lo as Treasurer, Ms. Chih-wen Su as Secretary, and 4) the reappointment of Dr. May Lo and Dr. Kathleen Riordan to the Trusteeship Committee.

April 13, 2009: No actions taken.

May 11, 2009: The Board approved: 1) sending a letter to the USDA authorizing the purchase of the 317 Russell Street facility and 2) the Personnel Committee's recommendation of a 3% increase for the Principal's salary for the 2009-2010 school year, with Mr. Richard Alcorn and Ms. Kathleen Wang absent. The Principal refused an increase in prior years.

June 08, 2009: The Board approved: 1) obtaining a \$100,000 line of credit from the Easthampton Savings Bank, secured by the 317 Russell Street facility and 2) the selection of Ms. Kelly Rose as the school's auditor from a field of three firms.

**Amendments to the charter:** In 2008-09, the following changes were approved:

- On September 12, 2008 the Board of Elementary and Secondary Education approved a loan beyond the term of our charter. This loan will be used to purchase PVCICS's facility in Hadley.
- On March 18, 2009 the Commissioner of Elementary and Secondary Education approved admission of students into 6<sup>th</sup> grade.

Most of the policy decisions made by PVCICS are driven by the need to meet state and federal government requirements. New policies and procedures have been developed in response to these requirements and the policies and procedures were then supplied to the Board for review and approval. New policies and procedures are published to the school community, if appropriate.

**Complaints:** No official complaints were received by the Board of Trustees this year.

**Oversight:** The Personnel Committee oversaw the assessment of the school leader's performance. The committee used stakeholder feedback, independent reviews and school accountability plan results as input into the process.

**Board planning:** The Board is creating a strategic plan. Until now the Charter has served as our primary planning tool.

**Family satisfaction:** PVCICS distributes an annual parent/guardian survey at the end of the school year. For 2008-2009, 58 parent surveys were returned representing 78% of all PVCICS families. 98% of the respondents rated their overall "family experience" as either "Good", "Very Good" or Excellent."

**Financial oversight:** PVCICS's budget is established by the Principal and the Board's Finance Committee. The full Board approves the budget.

## Dissemination

PVCICS's goal is to be a visible and engaged member of the broader community. Public awareness of PVCICS continues to grow. PVCICS students sang Chinese songs at Bay Path College as part of the Springfield Forum's China themed events in the fall semester. PVCICS was featured in a CBS television news story and in local and national articles, especially when the school was awarded the US Department of Education Foreign Language Assistance Program (FLAP) five-year grant.

PVCICS has worked to build long-term collaborative relationships with area organizations that can help sustain its program, broaden outreach and provide opportunities for dissemination both to the public and to other educators. Part of the FLAP funded work is to develop a model Chinese immersion curriculum for dissemination. The richness of the curriculum will in part be a reflection of the broader relationships that PVCICS has developed with other organizations.

PVCICS has a collaborative relationship with the Springfield Museums to help create educational programming related to Chinese language and culture. This school-museum partnership extends education about China outside the classroom to a larger audience, with special attention given to reaching younger

elementary age children. This year with funding from the MA Cultural Council Creative Schools grant, the Springfield Museums hosted a special exhibit of bilingual Chinese/English books that were handmade, authored and illustrated by all K-2 grade PVCICS students under the direction of MA Cultural Council Creative Teaching partner, Ms. Jeannie Hunt. The exhibit drew around 250 people.

PVCICS has an ongoing relationship with the University of Massachusetts to provide opportunities for teacher training and other collaborative work related to education. PVCICS works with UMass faculty at both the Amherst and Boston campuses.

This year PVCICS started a partnership with Mount Holyoke College to offer a semester of philosophy for 2<sup>nd</sup> graders, with plans to offer it and a semester of History of Art to 2<sup>nd</sup> graders in 2009-2010. In addition, this year PVCICS started working with the Glastonbury (CT) Public Schools to be a pilot site for their FLAP project using ACTFL's new foreign language proficiency assessments. The Glastonbury Public Schools have a national reputation for 50 years of continuous K-12 foreign language programs.

PVCICS hosted many visitors including legislators, educators, organizations, parents and students including:

- Legislators: United States Senator Richard O'Neal and Massachusetts Senate President Pro Tem Stan Rosenberg.
- Organizations: The Springfield Museums, UMass/Amherst, UMass/Boston, UMass Confucius Institute, High School Affiliated with Beijing Renmin University, and the Taipei Economic and Cultural Office (TECO).
- Artists in residence: The Nai Ni Chen Dance Group and MA Cultural Council Creative Schools Teaching Partner bookmaking artist, Ms. Jeannie Hunt.
- Immersion consultant and grant evaluators: Dr. Helena Curtain, Dr. Li Li and Mr. Greg Duncan.
- Many parents and students from all over the Pioneer Valley who came to information sessions during the school year and observed classes to see the learning environment.

To build relationships in non-academic areas, PVCICS started discussions with the Hadley Park and Recreation Department to investigate collaborating to offer health/fitness activities for the community during non-school hours.

## Financial reports

### **FY2009 income statement – unaudited<sup>3</sup>**

For the Fiscal Year Ended June 30, 2009

	<b>Dollars (\$)</b>
<b>Revenues</b>	
Tuition	955,840.46
Grants	410,445.25
Nutrition, Bus, After-school fees	53,779.25
Contributions & Fundraising	3,445.01
Other Income	1514.20
<b>Total Revenues</b>	<b>1,425,024.17</b>
<b>Expenses</b>	
Personnel	750,791.33
Instructional	165,763.82
Occupancy	298,579.33
Administrative	113,439.57
<b>Total Expense</b>	<b>1,328,574.05</b>
<b>Net surplus/(Deficit)</b>	<b>96,450.12</b>

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<sup>3</sup> Unaudited due to Annual Report deadline.

**FY2009 statement of net assets (balance sheet) - unaudited<sup>4</sup>**

<b>Assets</b>	<b>6/30/2009</b>	<b>6/30/2008</b>	<b>Change 2008-2009</b>
Current Assets			
Cash & Cash Equivalents	345,456.83	158,781.83	186,675.00
Prepaid Items	25,229.38	15,495.39	9,733.99
<b>Total Current Assets</b>	<b>370,686.21</b>	<b>174,277.22</b>	<b>196,408.99</b>
Fixed Assets			
Property, Plant & Equipment, net	75,498.25	20,822.11	54,676.14
<b>Total Assets</b>	<b>446,184.46</b>	<b>195,099.33</b>	<b>251,085.13</b>
<b>Liabilities</b>			
Current Liabilities			
Accounts Payable	12,447.53	3,856.44	(8,591.09)
Accrued Expenses	152,282.37	78,621.82	(73,660.55)
Other Current Liabilities	80,123.88	7,740.51	(72,383.37)
<b>Total Current Liabilities</b>	<b>244,853.78</b>	<b>90,218.77</b>	<b>(154,635.01)</b>
<b>Total Liabilities</b>	<b>244,853.78</b>	<b>90,218.77</b>	<b>(154,635.01)</b>
<b>Net Assets</b>			
Unrestricted Net Assets	201,330.68	104,880.56	96,450.12
<b>Total Net Assets</b>	<b>201,330.68</b>	<b>104,880.56</b>	<b>96,450.12</b>
<b>Total Liabilities &amp; Net Assets</b>	<b>446,184.46</b>	<b>195,099.33</b>	<b>251,085.13</b>

<sup>4</sup> Unaudited due to Annual Report deadline.

**FY2010 approved school budget**

<b>Revenue Accounts</b>	<b>Dollars (\$)</b>
Tuition	1,726,423
Grants - public and private	315,000
Nutrition funding – private	46,500
Contributions & fundraising	500
<b>TOTAL REVENUE</b>	<b>2,088,423</b>
<b>Expenditure Accounts</b>	
Salaries and wages	1,155,492
Fringe benefits & taxes	155,954
Business expenses	33,555
Contracted services, instructional	82,284
Instructional supplies and materials	90,400
Physical plant: rent, maintenance, RE tax, utilities	248,720
Student services	76,289
Recruitment/advertising	11,833
Insurance	16,290
Travel	14,746
Furniture, computers, equipment	32,454
<b>TOTAL EXPENSES</b>	<b>1,918,016</b>
<b>NET</b>	<b>170,407</b>

## Data Section

<b>INSTRUCTIONAL TIME</b>	
Total number of instructional days for the 2008-09 school year:	180
First and last day of the 2008-09 school year:	August 27, 2008 to June 18, 2009
Length of school day (please note: there is no variation throughout the week or the year):	K & 1 <sup>st</sup> grades: 8:30 AM to 3:30 PM. 2 <sup>nd</sup> grade: 8:30 AM to 4:15 PM.

<b>STUDENT ENROLLMENT INFORMATION</b>	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	3
Total number of students enrolled as of October 1, 2008:	88
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008 (please note: because PVCICS uses a language immersion model, students do not typically enter after the first month of school)	0
Total number of students who left during the 2008-09 school year, after October 1, 2008:	5
Total number of students enrolled as of the June 2009 SIMS submission:	83
Number of students who graduated at the end of the 2008-09 school year:	N/A

### Summary of student departures (excluding graduation).

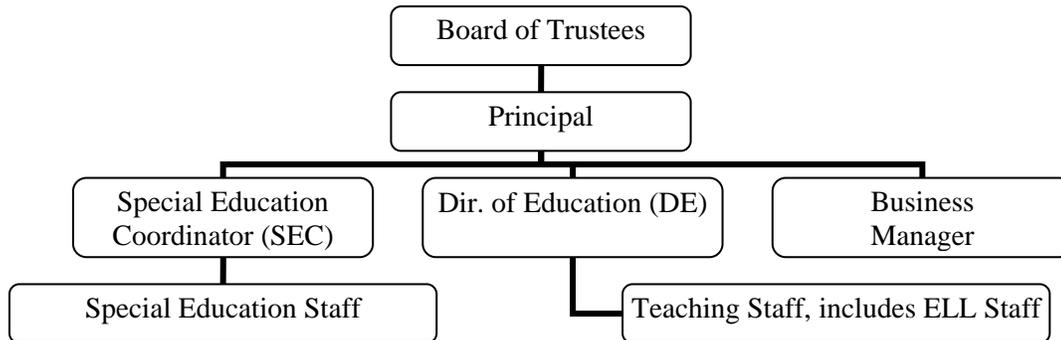
Two students (in the same household) returned to their home sending district. Two students returned to in-state private schools and one student returned to homeschooling.

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	1	1
Asian	23	28
Hispanic	1	1
Native American	0	0
White	43	52
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	15	18
Special Education	2	2
Limited English Proficient	0	0
Low Income	13	16

<b>ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR</b>			
Title	Brief Job Description	Start date	End date
Principal	The Principal is the school's leader and is responsible for the overall management of the organization. The Principal reports directly to the Board of Trustees. The Principal's focus includes instructional and non-instructional responsibilities.	May 2007	N/A
Business Manager	The Business manager is hired by the Principal and assists the Principal with day-to-day, non instructional responsibilities, including financial operations, purchasing, accounting and audit, facilities management, equipment, payroll, and clerical staff.	June 2007	N/A
Special Education Coordinator	The Special Education Coordinator (SEC) is hired by the Principal and reports to the Principal. The SEC oversees the delivery of special education services, administers the special education program, provides teacher training, manages special education contractors and ensures compliance with all state and federal laws and regulations.	June 2007	N/A
Director of Education	The Director of Education (DE) is hired by the Principal and reports to the Principal. The Director of Education oversees the day-to-day management of the educational program.	Acting, August 2008	N/A

**Organizational chart**

Ms. Kathleen Wang, Principal.  
 Mr. Jack Kelley, SPED Coordinator (contract).  
 Ms. Hsuan-chun Hsu, Dir. of Education (acting).  
 Ms. Cherry Hsieh, Business Manager.



There was no attrition among the administrative team this year.

<b>TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR</b>			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	15	1	3
Other Staff	7	0	0

**Summary of teacher and staff departures.**

One teacher left mid-year due to personal reasons. A long-term substitute teacher was hired to fill that vacancy and that teacher is staying on as a full-time classroom teacher. Two teachers left at the end of the year because of relocation (one to another country and one due to spouse's out-of-state job change). One teacher left at the end of the year to retire and move to another part of the state.

<b>BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Mr. Richard Alcorn	Chairperson	Finance, Trusteeship	Business, parent	1; 2/27/07 thru 2/26/10
Mr. Robert Chung		Personnel	Computer Technology	1; 4/17/09 thru 4/16/12
Mr. Chung Liu	Vice Chair	Trusteeship	Chinese Heritage Schools	1; 2/27/07 thru 2/26/10
Dr. Liming Liu			Bicultural Research	1; 9/19/08 thru 9/18/11
Dr. May Lo		Finance (Chair), Trusteeship	Accounting and Finance	1+; 2/27/07 thru 2/26/12
Ms. Elle Miller			Early Childhood Education, parent	1; 2/27/07 thru 2/26/10
Ms. Kay Simpson			Development and fundraising	1; 10/29/08 thru 10/28/11
Ms. Chih-wen Su	Secretary	Personnel, Trusteeship	Chinese language	1+; 2/27/07 thru 2/26/11
Dr. Kathleen Riordan		Personnel (Chair), Trusteeship	School Administration, language programs	1+; 2/27/07 thru 2/26/12

\*\*\* End of Annual Report \*\*\*