

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2009-2010 School Year

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Table of Contents

Letter from chair of the board of trustees.....	3
Introductory description of the school	4
School mission statement	4
Performance and Plans	4
FAITHFULNESS TO THE CHARTER:.....	4
ACADEMIC SUCCESS:.....	6
ORGANIZATIONAL VIABILITY:	12
Recruitment and Retention Plan.....	14
Dissemination.....	14
Financial reports.....	16
Data Section	19

Letter from chair of the board of trustees

July 1, 2010

This has been a fantastic school year and it is an honor to submit this third annual report for the Pioneer Valley Chinese Immersion Charter School (PVCICS). The enthusiastic effort and team work of our teachers, administrators, board members, families and students resulted in another successful year.

During the summer break of 2009, PVCICS renovated the western and southern sides of the interior of the school building to make more classrooms for our growing student population. In addition to new classrooms, a computer room, small library/meeting area, resource room, staff kitchenette and improved office space were added. While the summer renovation work was in progress, the PVCICS Educational Foundation completed its purchase of the school property with financing from the Easthampton Savings Bank and the United States Department of Agriculture. The 2009-2010 school year reflected continued growth for the school: the elementary school program grew to include Kindergarten through third grade and the new middle school program opened with a cohort of sixth graders. As in previous years, students came from all over the Pioneer Valley. PVCICS's reputation has grown amongst area parents and almost thirty communities are represented. This year we received more applications than in previous years at all grade levels.

Our teaching staff did a remarkable job of creating and implementing a challenging curriculum based on the concepts in our Charter. In addition to classroom work, our students went on numerous field trips, including a 3rd grade trip to Sturbridge Village and a 6th grade trip to the Boston Science Museum and Chinatown. We were honored to host two professional artist residencies this year: shadow puppeteers from Chinese Theatre Works in New York, and Ms. Jeannie Hunt, bookmaker and Massachusetts Cultural Council Creative Teaching Partner, from Northampton.

PVCICS continues to receive a lot of recognition and praise. This year PVCICS was selected to be one of twenty "Confucius Classrooms" in the Hanban - Asia Society Confucius Classrooms Network of model Chinese language programs. Hanban is a non-governmental agency supported by China's Ministry of Education, the branch of the Chinese Ministry of Education that supports the teaching and learning of Chinese language and culture in all corners of the world. On Feb. 27, 2010 our local newspaper, The Hampshire Gazette, ran an editorial strongly supporting the work of the school and that the editors, "think the Chinese Immersion Charter School has been good for the Pioneer Valley" We were especially gratified by the letter sent by Massachusetts Secretary of Education, Dr. Paul Reville, who wrote on March 23, 2010 after visiting PVCICS, "I left impressed with how fully engaged all of the students were in their work and the level of talent and dedication demonstrated by all of the staff."

PVCICS completed its Massachusetts Department of Elementary and Secondary Education (ESE) Charter School Office 3rd Year Site Visit, a U.S. Department of Education FLAP grant evaluation and annual performance review, and a Massachusetts Cultural Council Creative Schools final grant report.

We are grateful our parent community showed tremendous enthusiasm and support for the school with many volunteer hours. There were fundraising and social events throughout the year. Due to the hard work of many parent volunteers at a one-day "Community Build", PVCICS's first outdoor playground equipment set was installed.

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-8th grade charter school located in Hadley, MA. PVCICS's defined region of service includes communities in Franklin, Hampshire and Hampden counties. In this third school year 2009-2010, PVCICS drew students from a greater number of communities than in its previous year of operations. The following communities were represented: Agawam, Amherst, Belchertown, Charlemont, Conway, Deerfield, Easthampton, East Longmeadow, Granby, Greenfield, Hadley, Holyoke, Leverett, Northampton, Orange, Palmer, South Deerfield, South Hadley, Southwick, Springfield, Sunderland, Turners Falls, Wendell, Westfield, West Springfield, and Williamsburg.

In 2009-2010, students entered PVCICS only in K, 1st or 6th grades. As of the October 2009 SIMS reporting, PVCICS had fifty Kindergarteners, forty-six 1st graders, twenty-five 2nd graders, nineteen 3rd graders and eleven sixth graders enrolled. In 2010-2011, PVCICS will add a 4th grade and 7th grade. In 2011-2012, PVCICS will add a 5th and 8th grade so the school will have a complete K-8th grade span. PVCICS's charter allows for a maximum of 300 students to be enrolled when it reaches full capacity with K-8th 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 proficiency¹ 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:

- 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".

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

2009-10 Results: 67 parent surveys were returned representing 52% of all PVCICS families. 91% 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.

2009-10 Results: In December 2009, an all-school family event to celebrate the end of the calendar year was held. At this event, Chinese songs were sung by students in all grades and a family potluck dinner was held afterwards. In February 2010, an all-school family event was held to celebrate the Lunar New Year. At this event, the Chinese Folk Arts Workshop group from Boston performed traditional Chinese music and dances. Families helped make special Chinese foods for the event and had a potluck dinner. Both events were attended by about 200-250 people.

- 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.

2009-10 Results: Art specials highlighted Chinese arts and culture the entire school year. Chinese calligraphy and brush painting techniques were taught to students on a weekly basis. Additionally, the professional Chinese shadow puppet group, Chinese Theatre Works from New York did an artist-in-residency in November 2009. They conducted workshops for all grades about Chinese shadow puppets and also did an all school performance using puppets to act out Chinese folktales.

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.

2009-10 Results: PVCICS continued its relationship with the University of Massachusetts and is broadening ties to the local colleges. To date, PVCICS has hired two UMass Masters level graduates as full-time teachers in Chinese classrooms, three UMass Masters level graduates into English classrooms, and one UMass Masters level graduate as a part-time teacher for Chinese arts. For the coming school year, PVCICS expects to have additional graduates from UMass on staff. PVCICS continued its relationship with Mount Holyoke College to offer a philosophy course for 2nd graders and this year worked together to do a History of Art course for 2nd graders. Both courses were taught by two Mount Holyoke College students under the supervision of their professor and our 2nd 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.

2009-10 Results: The following articles with state and national significance were published:

- Articles were published in the national ACTFL newsletter, statewide MAFLA newsletter, and Springfield Republican about PVCICS receiving the Asia Society/College Board/Hanban Confucius Classroom grant. PVCICS was one of only twenty districts chosen nationally to receive this grant. Of the twenty, PVCICS is the only one in Massachusetts.
- PVCICS’s Principal’s article about immersion was published in the National Network for Early Language Learning Journal in December 2009.

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.

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 every year and student assessment data provides clear evidence of the students' ability to perform well academically in Chinese and English. As in previous years, PVCICS invited outside reviewers and evaluators 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.

Recruitment, enrollment, and retention: As per the Massachusetts Department of Elementary and Secondary Education, this section is not applicable for our school in this year's annual report.

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.

2009-10 Results: Exceeded target. Students in the 1st grade cohort who entered PVCICS in Kindergarten in 2008-2009 had an average year-end DRA score of 22, which is beyond grade-level. Students in the 2nd grade cohort who entered PVCICS in Kindergarten in 2007-2008 had an average year-end DRA score of 28, which is beyond grade-level. Students in the 3rd grade cohort who entered PVCICS in 1st grade in 2007-2008 had an average year-end DRA score of 49, which is beyond grade-level.

Note: This year the DRA averages reflect the fact that PVCICS started using ceiling levels for when teachers should stop using DRA as an assessment tool and use other assessments for advanced readers. The ceiling levels are: 1st grade, level 28. 2nd grade, level 38, and 3rd grade, level 50. DRA was administered to all students in the Fall of 2009 and the Spring of 2010 for all K-3 grade students. 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.

2009-10 Results: Not applicable yet, PVCICS did not have grades 4, 5, 7 and 8 in 2009-2010. PVCICS's inaugural 6th grade class was not enrolled for at least five years.

- 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. Note: national percentile rank of 50 is defined as the national average.

2009-10 Results: Exceeded target for all grades offered this school year (K-3 and 6th grade). Kindergarten year-end Stanford 10 total Mathematics national percentile rank was 83. 1st grade year-end Stanford 10 total Mathematics national percentile rank was 86. 2nd grade year-end Stanford 10 total Mathematics national percentile rank was 79. 3rd grade year-end Stanford 10 total Mathematics national percentile rank was 94. 6th grade year-end Stanford 10 total Mathematics national percentile rank was 88. PVCICS did not have grades 4, 5, 7 and 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. Note: national percentile rank of 50 is defined as the national average.

2009-10 Results: Exceeded target for all grades offered this school year (K-3 and 6th grade). Kindergarten year-end Stanford 10 English national percentile rank was 56. 1st grade year-end Stanford 10 English national percentile rank was 66. 2nd grade year-end Stanford 10 English national percentile rank was 71. 3rd grade year-end Stanford 10 English national percentile rank was 91. 6th grade year-end Stanford 10 English national percentile rank was 88. PVCICS did not have grades 4,5,7 and 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).

2009-10 Results: The MA Department of Elementary and Secondary Education (ESE) will not release final official AYP data for the Spring 2010 MCAS until after the deadline (July 30, 2010) to submit this annual report. Thus, as per the ESE, the MCAS AYP for Spring 2010, will be reported in next year's Annual Report.

Internal Measures:

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

2009-10 Results: 100% of K-3 and 6th 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 Report Cards 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. Report Cards use a three level frequency rubric for the grades K-2; and a four level frequency rubric for grades 3 and higher. 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 8th grade in external and internal measures.

External Measures (see note below):

- a. On the Chinese ELLOPA/SOPA 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.

2009-10 Results: Exceeded target. 100% of the 1st grade cohort that entered in Kindergarten in 2008-09 and 100% of the 2nd grade cohort that entered in Kindergarten in 2007-08, were at or above the Junior Novice Low proficiency. ELLOPA/SOPA is not used for 3rd-6th grades.

In addition to testing returning students, ELLOPA/SOPA was administered at the end of the school year to establish baselines for new students who entered in 2009-2010. ELLOPA/SOPA 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.

2009-10 Results: Not applicable yet, PVCICS did not have 3-6th grade 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.

2009-10 Results: Not applicable yet, PVCICS did not have 7-8 grade 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) and Student Oral Proficiency Assessment (SOPA) is designed for K-2 graders. National Online Early Language Learning Assessment (NOELLA) is designed for 3-6th graders. STAndards-based Measurement of Proficiency (STAMP) is designed for 7-8th graders. NOELLA and STAMP are computer-based tests that measure proficiency in listening, 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.

2009-10 Results: 100% of K-3 and 6th 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.

Since PVCICS uses an immersion model, Chinese is used as the language of instruction to teach core subject content. As such Chinese proficiency is reflected in a student's performance in core subjects, such as Math, Science, and Chinese Language Arts. Parent-teacher conferences and report cards done in the fall and spring, allow teachers to communicate performance with each student's parents/guardians.

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. When 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.

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. English and Chinese teaching teams communicate regularly so that student progress in core content and language acquisition is monitored.

Teachers use instructional strategies that 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. Students learn through multiple modalities such as writing, reading, singing, drawing, and physical movement. In both Chinese and English classrooms, all materials reflect the language of instruction and the target language is used exclusively by teachers within the classroom.

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?
- Is there horizontal and vertical alignment of the curriculum?

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, January 2010 – June 2010.
- Dr. Paul Sandrock, Wisconsin Department of Public Instruction, Assistant Director for Content and Learning, October 2009.
- Massachusetts Department of Elementary and Secondary Education Charter School Office, January 2010.
- Dr. Yu-lan Lin, Boston Public Schools, Director of World Languages, February 2010.
- Mr. Greg Duncan, FLAP Evaluator and Assessment expert, November 2009 and March 2010.
- Dr. Helena Curtain, Immersion expert, May 2010.

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 example, in 2009-2010, PVCICS added a bilingual Chinese/English teacher whose graduate degree specializes in reading and another bilingual Chinese/English teacher whose graduate degree is in educational technology.

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 先锋中英双语学校 ("xian1 feng1 zhong1 ying1 shuang1 yu3 xue2 xiao4"², 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.

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. Positive 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.

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. As in the previous year, PVCICS held 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. This year PVCICS held a parent night with two invited speakers – one was a licensed social worker and lecturer at a local college who focused on "How to talk about bullying" and one was from the District Attorney's office who focused on "Internet Safety and Cyber-Bullying".

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

² Pinyin Romanization for the Chinese characters.

special instruction or services. The school provides small group instruction for students who need additional academic support with Chinese language acquisition or English writing or reading. In this year's annual end-of-year parent survey, 94% of parents reported that they were "Satisfied" or "Very Satisfied" with the "extent to which Chinese or English instruction met the individual needs of my child". Teachers evaluated students as individuals, proactively identified academic issues, and made accommodations for students.

Teachers who have concerns about a student may refer that student's case to the student support team ("SST" or also known as a "child study team") for further discussion. The school has a certified special education coordinator who runs the SST, 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 2010 ESE Site Visit Federal Programs team 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. 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. With these goals in mind, a summary of the professional development activities for the 2009-10 school year follows. Unless noted, all teachers participated in the professional development activity:

- Mr. Michael Saporito, 1 day teacher training on de-escalation techniques, in August 2009.
- Dr. Paul Sandroock, 2 day teacher training on Integrated Performance Assessment in October 2009. Eleven teachers attended.
- MA Foreign Language Association, 2 day statewide Foreign Language Conference, November 2009. One teacher attended.
- Dr. Kathleen Salomone, 1 day teacher training on managing challenging behaviors in November 2009.
- Lesley College, 3 day Literacy Conference and training, November 2009. One teacher (reading specialist) attended.
- Mr. Greg Duncan, 2 day classroom observation and program evaluation in November 2009.
- MA Department of Education, 1 day ELL training for our ELL certified teacher, November 2009.
- Hampshire Educational Collaborative, ELL training, semester course starting in January 2010. One teacher attended.
- Dr. Yu-lan Lin, 1.5 day teacher training on performance-based assessments in February 2010. Ten teachers attended.
- Center for Applied Linguistics, 6-8 weeks online course for "Moderated SOPA Assessment Training", starting in February 2010. Two teachers took the course.
- Center for Applied Linguistics, 6-8 weeks online course for "Rating the SOPA Assessment Training", starting in February 2010. One teacher took the course.
- Ms. Charlotte Lak, 2 day MTEL prep training in February 2010. Four teachers attended.

- Ms. Cindy Burch (School Psychologist, Conway Elementary School), 1 hour, Steps to Respect curriculum overview and bullying prevention, March 2010.
- Mr. Greg Duncan, 2 day classroom observation and review of Chinese assessment results in March 2010.
- Ms. Cindy Boyle, 1 day, Internet Safety and Cyber-bullying training, April 2010.
- ELL Category Training, 1 day. April 2010. Three teachers took the course.
- National Audiology conference, 2 days, April 2010. One teacher attended.
- National Chinese Language Conference, 3 days, April 2010. Two teachers attended.
- Dr. Alison Berman (LICSW), 1 hour, Recognizing Social Conflicts and Bullying, April 2010.
- Dr. Helena Curtain, 2 days teacher observation for an annual immersion checkup, May 2010.

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.

2009-10 Results: FY2010 ended with \$394,886 cash on hand at PVCICS and \$27,402 at the PVCICS Educational Foundation plus a reserve fund of \$3,642. PVCICS's projected enrollment is on track to grow to roughly 200 students in the coming school year.

- 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.

2009-10 Results: 67 parent surveys were returned representing 52% 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".

2009-10 Results: 67 parent surveys were returned representing 52% of all PVCICS families. 97% of the respondents rated their level of satisfaction with the "Quality of Chinese Instruction," as either "Satisfied" or "Very Satisfied." 98% 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.

2009-2010 Results: PVCICS successfully completed a financial audit by an independent auditor for the year ending June 30, 2009 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).

2009-2010 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.

2009-2010 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, 2010 unaudited Balance Sheet shows Total Net Assets of \$533,500. Year-end cash on hand exceeded \$300,000.

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.

2009-2010 Results: The Board voted at their meeting of June 14, 2010 to set finalization of the summer 2010 construction project as the strategic plan priority for the coming year.

- 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.

2009-10 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.

2009-2010 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. Mr. John Tarvin, Executive Director of the Massachusetts Center for Charter Public School Excellence (MCCPSE) provided training for all Board members in June 2010. 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 its regular monthly meetings regarding various governance issues during the year, the Board made the following policy decisions during the 2009-2010 year:

July 13, 2009: The Board voted unanimously to accept the FY2010 operational budget and 5 year cash flow.

July 26, 2009: The Board voted unanimously to accept the USDA Loan Resolution.

August 10, 2009: The Board voted unanimously to approve the PVCICS strategy document. The Board voted unanimously to approve the proposed Organizational Change charter amendment, with revisions.

September 14, 2009: The Board unanimously voted to approve the revised Organizational Change charter amendment and send it to the Board of ESE.

January 11, 2010: The Board unanimously voted to sign the Race to the Top (RTTT) Memorandum of Understanding. The Board unanimously voted to amend PVCICS's enrollment policy to eliminate the requirement to attend an information session for parents of currently enrolled students and to amend PVCICS's enrollment policy to have waiting lists expire at the end of each academic year.

April 12, 2010: The Board voted unanimously to approve the letter requesting Massachusetts Department of Elementary and Secondary Education authorization to obtain up to \$1,500,000 financing for the summer 2010 renovation project.

May 10, 2010: The Board unanimously voted to approve an updated enrollment policy.

June 14, 2010: Board voted unanimously to appoint Ms. Kelly Rose auditor for FY2010. The Board voted unanimously to approve the USDA Form RD 1942-47 loan resolution for \$1,250,000 to finance the summer 2010 renovation project. The Board voted unanimously to approve requesting a USDA loan of up to \$10,000,000 for the construction of an addition to PVCICS to open in the Fall of 2011. The Board voted to set the finalization of their summer 2010 construction plan as their plan priority for the coming year.

Amendments to the charter: In 2009-10, the following changes were approved:

- On November 17, 2009 the Massachusetts Department of Elementary and Secondary Education approved an amendment to add the position of Executive Director.
- On May 18, 2010 the Massachusetts Department of Elementary and Secondary Education approved a request by PVCICS to enter into a loan agreement for up to \$1,500,000 for the renovation of the facility at 317 Russell Street in Hadley, MA to add classrooms.

Complaints: One grievance was received by the Board of Trustees this year and was closed without any action required by the board.

Oversight: The Personnel Committee oversaw the assessment of the school leader's performance. The committee reviewed data on annual performance relative to targets and school accountability plan results as input into the process.

Board planning: The Board has created a strategic plan. The Board voted to set the finalization of their summer 2010 construction plan as the priority for the coming year at their meeting of June 14, 2010.

Family satisfaction: PVCICS distributes an annual parent/guardian survey at the end of the school year. This year, 67 parent surveys were returned representing 52% 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.

Recruitment and Retention Plan

As per the Massachusetts Department of Elementary and Secondary Education, this section is not applicable for our school in this year's annual report.

Dissemination

PVCICS's goal is to be a visible and engaged member of the broader community. Public awareness of PVCICS continues to grow. 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.

PVCICS was honored to be invited to participate in the following national conferences during the 2009-2010 school year.

- A Chinese teacher from PVCICS presented at the national STARTALK conference in October 2009. STARTALK is a federal initiative promoting the study of critical languages such as Chinese.
- The Principal and two Board members presented on immersion at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2009.
- Two Board members participated in the College Board/Hanban China Bridge conference in December 2009 and started an effort to establish a comprehensive sister school program to enhance experiential learning opportunities for our students.
- A Board member and two teachers were invited to the National Chinese Language Conference in April 2010 to represent the school at the Confucius Classroom grant award announcement.
- The Principal and two Board members submitted three proposals for the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2010. As of May 2010, all three have been accepted – an unprecedented honor for one school.
- Three Board members participated in the College Board/Hanban China Bridge conference in June 2010. Two Board members and a teacher were invited to visit the prospective sister school to strengthen the relationship.

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. In May 2010, The Springfield Museums hosted a family night special exhibition featuring the bilingual Chinese/English books that each PVCICS made by hand, then authored and illustrated. This event was funded by PVCICS's Massachusetts Cultural Council Creative Schools grant and was the culmination of weeks of work at school by PVCICS students under the direction of Massachusetts Cultural Council Creative Teaching partner and artist-in-residence, Ms. Jeannie Hunt. The exhibit drew around 250 people.

This year PVCICS and the Springfield Museums enhanced their collaboration by including the Springfield Public School (SPS). PVCICS's 6th graders were teamed with Springfield Public School (SPS) high school students who were taking Chinese. The PVCICS and SPS teams took a junior docent training class at the Springfield Museums together. At the family night special exhibit described above, each team of PVCICS and SPS students worked as junior docents to describe an assigned object in the Chinese collection to families at the event.

PVCICS has an ongoing relationship with the University of Massachusetts to provide opportunities for teacher training and other collaborative work related to education. Due to proximity, PVCICS works with UMass faculty primarily at the Amherst campus but has also worked with the faculty at the UMass Boston campus.

PVCICS continued its partnership with Mount Holyoke College to offer PVCICS's 2nd graders a semester long "Philosophy for Children" class and a semester long History of Art class. This project also had a research component where Boston College researchers under the direction of Dr. Ellen Winner, studied the cognitive effects of teaching students philosophy.

PVCICS continued working with the Glastonbury (CT) Public Schools to be a pilot site for their FLAP project using ACTFL's new foreign language proficiency assessments. PVCICS participated in an annual workshop that brought together foreign language assessment specialists from around the country. The Glastonbury Public Schools have a national reputation for 50 years of continuous K-12 foreign language programs. PVCICS is the only immersion school in the group of pilot sites.

This year PVCICS focused on outreach to Amherst, Smith and Mount Holyoke Colleges to create a "PVCICS Big Sibling" program that matches PVCICS's students and their families to native Chinese speaking college students. For the college students, the program provides a window into authentic American family life and culture. For the PVCICS families, the program provides the opportunity to develop friendships with Chinese speakers outside of

PVCICS. To participate, families and college students filled out an application that asked about their interests and then PVCICS’s Principal and volunteer coordinators at the local colleges made matches. The families and college students were expected to meet at least once a month to do a fun activity. The Big Sibling program had 10 matches this year and it is expected to grow in the coming years.

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

- Legislators: Massachusetts Secretary of Education, Dr. Paul Reville.
- Organizations: Asia Society, Mr. Jeff Wang and the Chinese Language Association of Secondary-Elementary Schools (CLASS), curriculum group.
- Educators from China: Wuhan Foreign Languages School and the Hubei Department of Education.
- Pre-service educators: Two graduate school classes from the University of Massachusetts School of Education.
- Artists in residence: The Chinese Theatre Works group from New York and Massachusetts Cultural Council Creative Schools Teaching Partner bookmaking artist, Ms. Jeannie Hunt.
- Professional artists: The Chinese Folk Arts group from the Boston area.
- Immersion/foreign language assessment experts and grant evaluators: Dr. Yu-lan Lin, Dr. Paul Sandrock, Dr. Helena Curtain 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.

Financial reports

FY2010 income statement – unaudited³
 For the Fiscal Year July 1, 2009 to June 30, 2010

Revenues	Dollars(\$)
Tuition	\$1,650,285
Grants	\$361,722
Nutrition, Bus Afterschool fees	\$73,325
Contributions & Fundraising	\$5,065
Other Income	\$2,552
Total Revenues	\$2,092,949
Expenses	
Personnel	\$1,100,089
Instructional	\$304,342
Occupancy	\$260,704
Administrative	\$116,274
Total Expenses	\$1,781,409
Net Surplus (Deficit)	\$311,540

³ Unaudited due to Annual Report deadline.

FY2010 statement of net assets (balance sheet) - unaudited⁴

	6/30/10	6/30/09	Change 2009-2010
Assets			
Current Assets			
Cash & Cash Equivalents	\$394,886	\$366,412	28,474
Other Accounts Receivable	\$369,163	\$0	369,163
Prepaid Items	\$5,850	\$22,398	(16,548)
Total Current Assets	\$769,899	\$388,810	381,089
Fixed Assets			
Property, Plant Equipment, net	\$121,436	\$68,921	52,515
Total Assets	\$891,335	\$457,731	433,604
Liabilities			
Current Liabilities			
Accounts Payable	\$27,628	\$17,516	10,112
Accrued Expense	\$227,771	\$145,701	82,070
Other Current Liabilities	\$50,000	\$72,552	(22,552)
Total Current Liabilities	\$305,399	\$235,770	69,629
L/T Liabilities			
Loan-School Bus	\$52,435	\$0	52,435
Total Liabilities	\$357,835	\$235,770	122,064
Net Assets			
Unrestricted Net Assets	\$533,500	\$221,961	311,539
Total Net Assets			
Total Liabilities and Net Assets	\$891,335	\$457,731	433,604

⁴ Unaudited due to Annual Report deadline.

FY2011 approved school budget

Revenue Accounts	
Tuition	\$2,205,000
Grants Public & Private	\$355,472
Other Student Services	\$80,000
Total Revenue	\$2,640,472
Expenditure Accounts	
Salaries & Wages	\$1,386,240
Payroll Tax and Fringe Benefits	\$230,233
Business Expenses	\$47,509
Contracted Services-Instructional	\$106,867
Instructional supplies, materials, technology	\$100,140
Physical Plant	\$331,000
Student Services	\$93,703
Recruitment/advertising	\$26,817
Insurance	\$26,878
Travel	\$5,000
Furniture, computers, equipment	\$10,000
Total Expenses	\$2,364,387
NET	\$276,085

FY11 Capital Plan

Summer 2010 Renovation Project

1. Description of the project: The PVCICS Educational Foundation, which owns the school facility, is renovating the facility. The renovation will add a new second floor of close to 3000 square feet and provide four additional classrooms. As a renovation of the existing facility, there is no additional land required and the site is already approved for use as a school facility. The project also includes plans for upgrades to the fire alarm, phone and video systems, additional furniture and interactive whiteboards.

2. Current status of the project: As of July 15, 2010 the project is in the construction phase.

3. Current estimated schedule for the completion of the project: For school opening in the fall of 2010.

4. Current estimated cost for the project: Total estimated cost for the project is \$1,201,898.

5. How the school plans to finance the project: The Easthampton Savings Bank is providing a construction loan to the PVCICS Educational Foundation. The USDA, Rural Development is providing the PVCICS Educational Foundation a direct loan for the mortgage.

6. Has the school established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended: As part of the loan agreements with the USDA, the PVCICS Educational Foundation must maintain a reserve account. As of June 30, 2010 the reserve fund held \$3,642.

PVCICS Addition Project

1. Description of the project: The PVCICS Educational Foundation, which owns the school facility, is planning an addition to the facility. The proposal is for a three story addition attached to the rear of the existing facility with a footprint of 80ft X 120ft or 9600 sq/ft per floor. The three story addition will add 28,800 square feet and provide at least fourteen additional classrooms, a library, resource rooms and office space.

2. Current status of the project: As of July 15, 2010 the project is in the pre-application phase.

3. Current estimated schedule for the completion of the project: The intent is to complete the first floor of the addition before the opening of school in the fall of 2011. The current plan is for the upper floors to be completed by November 2011.

4. Current estimated cost for the project: The 28,800 square foot addition planned to begin late in 2010 or early in 2011 could cost up to \$250 per square foot or \$7.2 million plus the site work estimated by Berkshire Design to cost \$564,000 for a total of \$7.764 million. Design costs might be in the range of \$750,000 and construction management costs might be in the range of \$150,000. The total anticipated budget is estimated to be no more than \$8.664 million and could be considerably less.

5. How the school plans to finance the project: At this time, the plan is that the Easthampton Savings Bank would provide a construction loan to the PVCICS Educational Foundation. The USDA, Rural Development would provide the PVCICS Educational Foundation a direct loan for the mortgage.

6. Has the school established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended: As part of the loan agreements with the USDA, the PVCICS Educational Foundation must maintain a reserve account. As of June 30, 2010 the reserve fund held \$3,642.

Data Section

INSTRUCTIONAL TIME	
Total number of instructional days for the 2009-10 school year:	180
First and last day of the 2009-10 school year:	Sept. 2, 2009 to June 22, 2010
Length of school day (Monday-Friday, entire school year):	Grades K and 1: 8:30 AM to 3:30 PM. Grades 2 and higher: 8:30 AM to 4:15 PM.

STUDENT ENROLLMENT INFORMATION	
Number of students who completed the 2008-09 school year but did not reenroll for the 2009-2010 school year (excluding graduates):	1
Total number of students enrolled as of October 1, 2009:	151
Total number of students who enrolled during the 2009-10 school year, after October 1, 2009	0
Total number of students who left during the 2009-10 school year, after October 1, 2009:	6
Total number of students enrolled as of the June 30, 2010 SIMS submission:	145
Number of students who graduated at the end of the 2009-2010 school year:	N/A
Number of students on the waitlist as of June 30, 2010	85

Summary of student departures (excluding graduation).

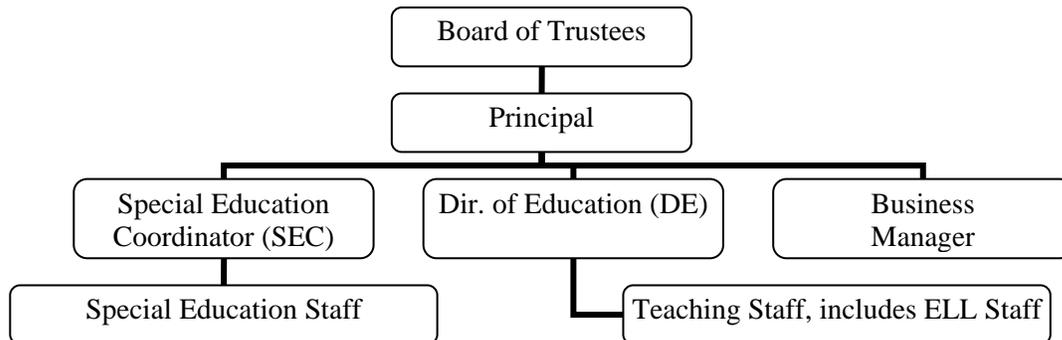
Three returned to their home district, one returned to homeschooling and two relocated to another state or country.

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2010 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	4	3
Asian	32	22
Hispanic	2	1
Native American	0	0
White	83	57
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	24	17
Special Education	6	4
Limited English Proficient	1	1
Low Income	18	12

ADMINISTRATIVE ROSTER FOR THE 2009-10 SCHOOL YEAR			
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.	5/2007	N/A
Business Manager	The Business manager is hired by the Principal and assists the Principal with day-to-day, non instructional responsibilities.	6/2007	9/2010
Special Education Coordinator	The Special Education Coordinator (SEC) is hired by the Principal and reports to the Principal. The SEC administers the special education program and ensures compliance with all state and federal laws and regulations.	6/2007	N/A
Director of Education	The Director of Education (DE) is hired by the Principal and reports to the Principal. The Director of Education manages the educational program.	Acting, 8/2009	8/2010

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.



TEACHERS AND STAFF ATTRITION FOR THE 2009-10 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009 2010 school year	Departures at the end of the school year
Teachers	22	1	5
Staff	10	0	1

Summary of teacher and staff departures:

At the end of the school year, three returned to their home country (China or Taiwan), one returned to her previous employer and two enrolled in graduate school. At the end of the first semester, one returned to her home country (China) due to health reasons.

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR				
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	Chair	Finance, Trusteeship	Management, parent of student	1; 2/27/07 thru 2/26/13
Mr. Robert Chung		Personnel	Computer Technology	1; 4/17/09 thru 4/16/12
Dr. Weiguo Hu		Grievance (Chair)	Polymer Science, parent of student	1; 7/20/09 thru 7/19/12
Mr. Chung Liu	Vice Chair	Trusteeship	Chinese heritage schools	1; 2/27/07 thru 2/26/13
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 of student and employee	1; 2/27/07 thru 2/26/13
Ms. Kay Simpson			Non-profit development and fundraising	1; 10/29/08 thru 10/28/11
Ms. Chih-wen Su	Secretary	Personnel, Trusteeship	Education and Chinese language	1+; 2/27/07 thru 2/26/11
Dr. Kathleen Riordan		Personnel (Chair), Trusteeship	School Administration and foreign language programs	1+; 2/27/07 thru 2/26/12

*** End of Annual Report ***