

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2010-2011 School Year

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Letter from chair of the board of trustees

July 15, 2011

This has been another year of unprecedented growth and it is an honor to submit this fourth annual report for the Pioneer Valley Chinese Immersion Charter School (PVCICS). The dedicated team effort of our teachers, administrators, board members, families and students resulted in another year of progress and success.

During the summer break of 2010, PVCICS renovated the eastern and northern sides of the interior of the school building to make more classrooms for our growing student population. In addition to new classrooms, the renovation included adding a student lunch room, gym storage area, office space, and an entirely renovated gym. We are grateful to the Easthampton Savings Bank and the United States Department of Agriculture for funding this renovation. The 2010-2011 school year reflected continued growth for the school: the elementary school program grew to include Kindergarten through fourth grade and the middle school program entered its second year with a new cohort of sixth graders and returning seventh 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 grew to meet enrollment growth and worked diligently and collaboratively to create and implement a challenging curriculum based on the concepts in our Charter. In addition to classroom work, our students went on numerous field trips around the Pioneer Valley and beyond. For example, our 3rd grade went to Sturbridge Village and our 4th grade went to the Peabody Essex Museum. This year, we piloted a music program in the middle school that included small instrumental groups and chorus. The program was very popular and we plan to expand the music program to all grades in the coming year.

PVCICS continues to receive a lot of recognition and praise. This year PVCICS was again selected to give presentations at two national conferences, the American Council of the Teaching of Foreign Language (ACTFL) and the National Chinese Language Conference. We completed our second year of our "Confucius Classrooms" grant and participated in the Hanban - Asia Society Confucius Classrooms Network. We completed our third year of our U.S. Department of Education FLAP grant. Both grants will continue into the coming year.

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.

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,

Chung Liu
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 fourth school year 2010-2011, PVCICS drew students from a greater number of communities than in its previous year of operations. The following communities were represented: Amherst, Athol, Belchertown, Buckland, Charlemont, Chicopee, Conway, Deerfield, Easthampton, East Longmeadow, Granby, Greenfield, Hadley, Holyoke, Leverett, Longmeadow, Montague, Northampton, South Deerfield, South Hadley, Springfield, Sunderland, Turners Falls, Westfield, West Springfield, Whately and Williamsburg.

In 2010-2011, most students entered PVCICS in K or 6th grades. As of the October 2010 SIMS reporting, PVCICS had forty-four Kindergarteners, forty-nine 1st graders, forty-two 2nd graders, twenty-five 3rd graders, thirteen 4th graders, sixteen 6th graders and nine 7th graders enrolled. In 2011-2012, PVCICS will offer a full K-8th grade span by adding a 5th grade and 8th grade. 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:

¹ 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”.

2010-11 Results: 124 parent surveys were returned representing 79% of all PVCICS families. 86% 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.

2010-2011 Results: In December 2010, 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 2011, 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 various traditional Chinese foods available for dinner. Both events were attended by about 300 to 400 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.

2010-11 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 pilot music program featured students singing Chinese songs and performing Chinese folk songs for an all school “Friday community time” performance at the end of the year.

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.

2010-11 Results: PVCICS continued its relationship with the University of Massachusetts. In addition to hiring UMass Masters level graduates as full-time teachers into Chinese and English classrooms, PVCICS had two pre-practicum reading specialist students observe our classes, two Masters level graduate students work in our Chinese classrooms, and a small group of nursing students observe our classes and give an anti-bullying presentation to our middle school students.

- 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.

2010-11 Results: PVCICS presented at the following conferences with national or regional significance:

- American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2010. Three presentations:
 - “Chinese Immersion: A Can Do Approach”
 - “Making Chinese Literacy Fun: Examples from Immersion”
 - “Designing Chinese Thematic Units: Examples from an Immersion”

- Northeast Conference on the Teaching of Foreign Languages in April 2011. Presentation “Building Chinese Literacy: Examples from Immersion”.
- National Chinese Language Conference in April 2011. Presentation “The Arts as Inquiry: Animating Language and Learning”.
- Asia Society’s July/August national newsletter featured PVCICS in an article “The Arts as Inquiry” which described the school’s presentation at the National Chinese Language Conference.

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.

Implementation of the governance/leadership structure: PVCICS has implemented the governance/leadership structure as defined in its charter and a subsequent amendment approved by the state. The PVCICS Board maintains minutes of their monthly meeting which demonstrate the Board:

- Creates policies and plans to implement and enhance the mission and governance.
- Recruits, supports, evaluates and sets compensation for the school leader
- Ensures the financial health of PVCICS.
- Recruits new Board members and advisors

For the first three years of operation, the school leader was the Principal. With the rapid growth in enrollment in the first three years of operations, the Board of Trustees received approval from the state to add an Executive Director to the leadership structure and one was hired in the fourth year of operation.

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.

2010-2011 Results: Exceeded target. Students in the 1st grade cohort who entered PVCICS in Kindergarten in 2009-2010 had an average year-end DRA score of 20, which is beyond grade-level. Students in the 2nd grade cohort who entered PVCICS in Kindergarten in 2008-2009 had an average year-end DRA score of 37 which is beyond grade level. Students in the 3rd grade cohort who entered PVCICS in Kindergarten in 2007-2008 had an average year-end DRA score of 42, which is beyond grade level. Please note that the year-end average values, 37 and 42, are not DRA scores, but rather calculated averages. The 37 is within the range of DRA scores 34 and 38. The 42 is within the range of DRA scores 40 and 44.

Note: Last 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. The DRA was administered to all students in the Fall of 2010 and the Spring of 2011 for all K-3 grade students. For students who were not making expected progress, the DRA was also administered in the winter. For classes with statistically significant numbers of students who were above the ceiling levels, the averages were calculated with all students' scores. Grades 2 and 3 did not use ceilings in their average calculations.

- 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.

2010-11 Results: Not applicable yet, PVCICS's grades 4, 6 and 7 have not been enrolled for at least five years. PVCICS did not have grades 5 and 8 in 2010-2011.

- 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.

2010-11 Results: Exceeded target for all grades offered this school year (K-4, 6 and 7). Kindergarten year-end Stanford 10 total Mathematics national percentile rank was 73. 1st grade year-end Stanford 10 total Mathematics national percentile rank was 91. 2nd grade year-end Stanford 10 total Mathematics national percentile rank was 78. 3rd grade year-end Stanford 10 total Mathematics national percentile rank was 75. 4th grade year-end Stanford 10 total Mathematics national percentile rank was 95. 6th grade year-end Stanford 10 total Mathematics national percentile rank was 78. 7th grade year-end Stanford 10 total mathematics national percentile rank was 88. PVCICS did not have grades 5 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.

2010-11 Results: Exceeded target for all grades offered this school year (K-4, 6 and 7). Kindergarten year-end Stanford 10 English national percentile rank was 57. 1st grade year-end Stanford 10 English national percentile rank was 68. 2nd grade year-end Stanford 10 English national percentile rank was 72. 3rd grade year-end Stanford 10 English national percentile rank was 74. 4th grade year-end Stanford 10 English national percentile rank was 92. 6th grade year-end Stanford 10 English national percentile rank was 78. 7th grade year-end Stanford 10 English national percentile rank was 83. PVCICS did not have grades 5 and 8 this year. Note: Most students in K-4, entered PVCICS in Kindergarten, though a small set entered in 1st grade. Students in 6th and 7th grade entered PVCICS in 6th grade.

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

Spring 2010 Results: Met target: Please note, the MA Department of Elementary and Secondary Education (ESE) released final official AYP data for the Spring 2010 MCAS after the July 30, 2010 deadline for the 2009-2010 annual report. Thus, as per the ESE, the MCAS AYP for Spring 2010, is reported in this annual report. The Spring 2011 MCAS AYP 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.

2010-11 Results: 100% of K-4, 6 and 7th 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.

Teachers write standards-based 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. If there were any issues, teachers met with parents at additional times.

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.

2010-11 Results: Exceeded target. 100% of the 1st grade cohort that entered in Kindergarten in 2009-10 and 100% of the 2nd grade cohort that entered in Kindergarten in 2008-9, 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 2010-2011. 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.

2010-11 Results: Target met. 86% of 3rd graders who entered PVCICS as Kindergarteners in 2007-2008 and 100% of 4th graders who entered PVCICS as 1st graders in 2007-2008 were at Oral and Literacy Benchmark II (ACTFL Novice-Mid) or above proficiency. There were no other students enrolled at PVCICS 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.

2010-11 Results: Not applicable yet, PVCICS did not have 7-8th 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.

2010-11 Results: 100% of K-4, 6 and 7th 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 standards-based report cards done in the fall and spring, allow teachers to communicate performance with each student's parents/guardians.

Common School Performance Criteria

Massachusetts Comprehensive Assessment System (MCAS): The Spring 2010 MCAS data is available on the Massachusetts Department of Elementary and Secondary Education (ESE) website. In Spring 2010, PVCICS's 3rd and 6th graders took the MCAS test. These were the only eligible grades because PVCICS did not have a grade 4 or grades higher than 6 at the time. A summary of the aggregate MCAS data follows:

- (i) 96% of all students in all grades tested (3rd and 6th) were proficient or above in English. 93% of all students in all grades tested (3rd and 6th) were proficient or above in Mathematics.
- (ii) Per the ESE website, median student growth percentiles (SGP) was not calculated if the number of students included in SGP is less than 20.
- (iii) PVCICS met Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. The school was not identified for accountability purposes.

Other achievement, improvement, or assessment measures: Please see the data in the Academic Success section, earlier in this document.

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. In 2010-2011, PVCICS added grade 4 and 7 but there were no major curriculum changes for the year.

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. Through regular meetings, teachers work collaboratively to improve the curriculum and align it horizontally and vertically. 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 a native English speaking teacher and a portion of the day in a Chinese classroom with a native 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 meet regularly so that student progress in core content and language acquisition is monitored, as well as expectations for instruction.

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.

Classroom and school environment: PVCICS's classroom and school environment reflects the school's basic rules of respect for oneself, others and the school as defined in the school's Code of Conduct. The Code of Conduct was approved by the Massachusetts Department of Elementary and Secondary Education (ESE) and has been in place since the school's inception in 2007. It is given to parents/guardians each year as part of the Family Handbook. In 2010, PVCICS convened a Bullying Committee composed of counseling staff and teachers. The committee drafted the school's Bullying Intervention and Prevention Plan which was approved by the ESE in April 2011. The Code of Conduct and Bullying Intervention and Prevention Plan together form the foundation policies for a safe learning environment by setting expectations for appropriate student behavior.

To support and foster a respectful classroom and school environment that is conducive to learning, PVCICS has a high staff to student ratio, small class sizes, multiple counselors on staff (including a bilingual Chinese/English counselor), a school psychologist and contracted specialists for academic, social and emotional support. PVCICS also explicitly includes lessons to students as part of its Second Step and Steps to Respect social curriculum. School-wide teachers use Responsive Classroom techniques to build a positive school environment for all students.

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.

² Pinyin Romanization for the Chinese characters.

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 counselor so that students would have explicit instruction in a small group setting. This year PVCICS held two parent events with two invited speakers – one from the Massachusetts Aggression Reduction Center (MARC) who focused on “How to talk about bullying” and one from Planned Parenthood who focused on their “Get Real” curriculum.

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 writing or reading. In this year’s annual end-of-year parent survey, 89% of parents reported that they were “Satisfied” or “Very Satisfied” with the “extent to which Chinese instruction met the individual needs of my child”. 87% of parents reported that they were “Satisfied” or “Very Satisfied” with the “extent to which 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 advises the Student Support Team (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 and reading specialist on staff. PVCICS has multiple counselors on staff along with a school psychologist who work together with teachers to provide support to students and families.

Professional Climate: 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, the following summary of the professional development activities for the 2010-11 school year describes the topics, duration and person/organization that provided the professional development. These professional development courses were chosen to address areas that the school identified as priorities based on balancing school-wide needs and teachers’ professional development plans. Outcomes from the professional development courses include improvement in instructional practices, better collaboration amongst teachers, and higher job satisfaction. Methods for measuring these include classroom observations, teacher self-assessments and surveys. Please note: this list does not include any professional development undertaken solely by the teachers.

August 2010

- Physical Restraint Prevention and De-escalation Training (1 day for all teaching staff, offered by Michael Saporito of Berkshire Training, Evaluation, Consultation and Coaching (BTECC), onsite).
- Immersion Techniques (3 days for all teaching staff, Dr. Helena Curtain, onsite).

October 2010

- Chinese Curriculum Development and Integrated Performance Assessment, (2 days for all Chinese teachers, Dr. Yu-lan Lin, onsite)

November 2010

- Confucius Classroom Teachers and Leaders Summit (3 days, 2 teachers (one Chinese, one English) and Principal, Asia Society/Hanban, offsite).
- Workshop and conference sessions at the 2010 annual convention of the American Council on the Teaching of Foreign Languages, Boston, (3 days, 7 Chinese teachers, ACTFL, offsite).
- Workshop on Language Assessment and observations by Mr. Greg Duncan and Dr. Helena Curtain (2 days for all staff, onsite).
- Literacy Conference (3 days for Reading Specialist, Lesley College, offsite).
- Preventing Bullying Training (1 day, all staff, Massachusetts Aggression Reduction Center (MARC), onsite)

February 2011

- English Language Learners Workshop, (1 day for 2 English teachers, MA Department of Education, offsite).

March 2011

- Curriculum Development: Understanding by Design, (2 days for all Chinese teachers, Dr. Yu-lan Lin, onsite).
- Massachusetts Tests for Educators License General Curriculum Preparation Classes (6 days for all Chinese teachers, Mr. Jack Czajkowski/Elms College, onsite).
- K-12 and Advanced Placement Thematic Framework Review (2 days for all Chinese teachers, Chinese Language Association of Secondary Elementary Schools (CLASS) Curriculum Committee, onsite).
- Measuring Language Proficiency Using ACTFL Standards, (1 workshop for all Chinese teachers, Mr. Greg Duncan, onsite).
- Immersion classroom observations and consultations, (2 days for all staff, Dr. Helena Curtain, onsite).

April 2011

- Northeast Conference on the Teaching of Foreign Languages, (2 days for two Chinese teachers and Principal, NECTFL, offsite).
- National Chinese Language Conference (4 days for one Chinese teacher and 3 days for two administrators, NCLC, offsite).
- Massachusetts Comprehensive Assessment System Training on New Features (1/2 day workshop for two English teachers, MA Department of Education, offsite).
- Comprehensive Health Curriculum, (2 days for an English teacher and nurse, Planned Parenthood, offsite).

May 2011

- International Reading Association Conference, (3 days for Reading Specialist, International Reading Association, offsite)
- Introduction to STAMP (webinar for all Chinese teachers, Avant Assessment)

June 2011

- Interpreting Scores from NOELLA and STAMP (webinar for all Chinese teachers, Avant Assessment).

July 2011

- Category 4 SEI training (2 days for Reading Specialist and ELL specialist, ESE, offsite)

August 2011

- When Readers Struggle: Teaching That Works Grades K-3 (2 days for 4 English teachers, Lesley College, offsite)
- Designing Unit and Lesson Plans (3 days, Mr. Greg Duncan, onsite)
- De-escalation and Physical Restraint Prevention (1 day, Mr. Mike Saporito, onsite)
- Response to Intervention (2 days, Dr. Kathleen Salomone, Ms. Pam Lewis, Ms. Regan Hall, onsite)

Structures for teacher collaboration: At PVCICS, there are multiple structures for teachers to collaborate before, during and after the school year. Teachers return ten days prior to the first day of school for training and planning. There are three curriculum days during the school year and five planning days after the last day of school. During the school year, teachers work together as part of a classroom team of two teachers who speak the same language and as part of a grade level team composed of the English and Chinese speaking teachers. Teachers meet with teachers in other grades as part of weekly meetings that are either whole staff or a portion of the staff (e.g. an English teaching staff meeting, a math staff meeting, etc.). PVCICS also encourages online sharing of information through a secure Parent Information website where teachers can post information about their classroom activities for students and parents, as well as on a Teacher website accessible only to PVCICS teachers. By offering multiple modes of collaboration from face-to-face to online, PVCICS aims to provide teachers with a positive support structure for teachers.

Professional climate: These collaborative structures provide teachers with support throughout the year. PVCICS's teachers are encouraged to be members of a team creating a purposeful learning environment. This model of teamwork is used throughout the school in all grades. Communication about curriculum, instruction, and students are the primary focus of regular staff meetings. For staff in similar content areas, these meetings allow better articulation of the curriculum horizontally and vertically. PVCICS also has been invited to present at national conferences and PVCICS has sent teachers to those conferences (see the Dissemination section for details). By working together and representing the school nationally, teachers and staff gain confidence and develop professional skills that can be utilized at PVCICS.

In addition to academics, teachers and staff served on several internal committees, focusing on topics such as health, bullying, and the parent advisory committee (PAC)). Time served on a committee is meant to give teachers and staff input into their work environment. PVCICS also invests in staff by offering training, a high staff to student ratios, and daily teaching schedules with more time for planning than seen in other schools in the area. These investments are made to foster a professional climate for staff with a goal of retaining high performing staff.

Assessment and instructional decision-making: PVCICS conducts multiple formative and summative assessments in all grades K-8 each school year. For new students entering the program in K and 6th grades, benchmark assessments are conducted. The data from assessments allows the school to measure progress and improve instructional planning and practice. This annual report contains information on English and Chinese assessments in the section on Academic Success. PVCICS also uses qualitative data, for example, gathered through surveys and meetings, to help guide the school's instructional planning in non-core academic areas. PVCICS uses a cyclical process to refine its program and encourages all staff to reflect and improve the program.

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. Teachers are expected to answer questions such as:

- 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 invited by PVCICS to be onsite gathering information, observing classroom, interviewing staff and providing feedback.

- Dr. Yu-lan Lin, Boston Public Schools, Director of World Languages, October 2010 and March 2011.
- Mr. Greg Duncan, FLAP Evaluator and Assessment expert, November 2010 and March 2011.
- Dr. Helena Curtain, Immersion expert, August 2010 and March 2011.

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 2010-2011, PVCICS added a Student Support Services (S3) team to provide students with academic, social and emotional support. PVCICS has staff with licenses in special education and counseling including two who are bilingual in Chinese and English.

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.

2010-11 Results: FY2010 ended with over \$606,201 cash on hand. PVCICS's projected enrollment is on track to grow to roughly 250 students in the coming school year, which will meet budget projections, as demonstrated by our cash flow analysis.

- 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.

2010-11 Results: 124 parent surveys were returned representing 79% of all PVCICS families. 92% 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".

2010-11 Results: 124 parent surveys were returned representing 79% of all PVCICS families. 93% of the respondents rated their level of satisfaction with the “Quality of Chinese Instruction,” as either “Satisfied” or “Very Satisfied.” 91% 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.

2010-2011 Results: PVCICS successfully completed a financial audit by an independent auditor for the year ending June 30, 2010 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).

2010-2011 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 2011 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.

2010-2011 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, 2011 unaudited Balance Sheet shows Total Net Assets of \$843,608. PVCICS ended FY2010 with over \$606,201 cash on hand.

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.

2010-2011 Results: The Board unanimously voted at their June 27, 2011 meeting to make the Summer 2011 Renovation Project the strategic objective for FY2012.

- 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.

2010-2011 Results: The Personnel Committee met with the Principal and new Executive Director separately in mid-year to provide informal feedback and start the process of formal evaluations. Evaluations include (1) accomplishments for the school year 2010-2011, (2) goals for the school year 2011-2012, and (3) expected changes in 2011-2012 for performance improvement.

- 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.

2010-2011 Results: PVCICS's Bylaws describe the process for recruiting new members. New Board were provided copies of the *Charter Schools Trustees Guide* by Ms. Marci Cornell-Feist and given informal guidance for orientation purposes. The school attorney provided formal guidance as part of regular Board meetings on several occasions, including covering open meeting law. 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 2010-2011 year:

July 12, 2010: The Board unanimously voted to approve the 5 year cash flow and budget. The Board unanimously voted to approve two signature authority documents requested by the USDA for the "Summer 2010 Renovation" project and the proposed addition to the school facility. Board voted unanimously to support two charter amendments. One amendment is to increase K-8th grade headcount to 420 students. Another amendment is to expand our grade range to K-12th with an additional 120 students for the high school.

August 8, 2010: The Board voted to extend an offer to Mr. Richard Alcorn to become the Executive Director. The board unanimously voted to authorize the Board Personnel Committee to negotiate a contract.

October 18, 2010: The Board unanimously voted to approve the updated PVCICS Enrollment Policy and Procedures.

November 8, 2010: Board voted unanimously to approve the new communications policy with four edits. The board voted unanimously to accept the FY2010 Audit.

December 13, 2010: The Board voted to allow PVCICS's Executive Director to request a review of the decision by the Board of Elementary and Secondary Education with the intent to allow the Executive Director or his designee speak to the Board of Elementary and Secondary Education to address the Commissioner's concerns and make the case for the school's expansion. The Board unanimously voted to approve a revised Child Abuse and Neglect Reporting Protocol policy. The Board unanimously voted to nominate Mr. Richard Alcorn to the MCPSA Board of Trustees.

January 10, 2011: The Board voted unanimously to approve paying an increased rent of \$24,000 per month. The increase reflects the mortgage costs for the summer of 2010 renovations. The Board unanimously voted to approve the Bullying Intervention and Prevention Plan. The Board unanimously voted to approve an amendment to our enrollment policy, as requested by the MA DESE Charter School Office.

April 25, 2011: The Board voted unanimously to have the Annual Meeting held in April of each year.

Amendments to the charter: On March 7, 2011, the Massachusetts Department of Elementary and Secondary Education approved an amended *Pioneer Valley Chinese Immersion Charter School Enrollment Policy and Procedures*.

Complaints: The Board received a complaint. The Board is working with the school attorney to bring this confidential matter to a resolution.

Oversight: The Personnel Committee oversees the assessment of the performance the Principal and Executive Director. The committee reviews 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 summer 2011 renovation project as the priority for the coming year at their meeting of June 27, 2011.

Family engagement: The partnership between family and school is very important. Parents need to understand and believe in PVCICS's mission, goals and approaches to fully support their child and the school. PVCICS ensures that parents are involved before school starts in ways described below:

- ◆ During enrollment information sessions, PVCICS's staff provide parents with information about PVCICS's mission, goals, approaches, and expectations of parents in the life of the school. Parents are provided time to tour the school and ask questions.
- ◆ The enrollment application asks parents to confirm that they understand PVCICS's mission, goals, approaches and expectations.
- ◆ Before the start of school, PVCICS's staff meet with parents to inform them further about PVCICS. Parents are provided the opportunity and encouraged to meet with their children's teachers before the start of school at an individual appointment or at the school-wide "drop-in day" which occurs two days before the first day of school. The drop-in-day is similar to an "open house" where families can come and meet all staff and tour the school.

During the school year, PVCICS parents regularly receive information about their child's progress. PVCICS uses multiple methods to keep parents informed:

- ◆ The Principal holds monthly Conversation Times to discuss a variety of topics and answer questions from parents.
- ◆ Teachers send home bi-weekly newsletters describing activities in the classrooms.
- ◆ Teachers check homework nightly will let parents know if there are any issues such as incomplete homework. Parents may be asked to review and sign off on completed homework.
- ◆ Report cards are sent home at the end of Fall and Spring terms.
- ◆ Parent-teacher conferences are held at roughly the mid-point of each term to review progress and plan for the coming term or summer.
- ◆ Parents have regular access to staff and teachers by phone and email.
- ◆ Parents have access to a secure website where they can access their child's classroom activities, homework, news and other general school information.
- ◆ Parent education is offered in the form of guest speakers and workshops. For example, a workshop on how to talk with children about bullying.

Parental involvement & input are encouraged as follows:

- PVCICS's Family Association (FA) is open to all families. The FA focuses on involving parents in the school, including coordinating volunteer opportunities, fundraising, and encouraging parents to attend school events. The FA has a website for parents to get news and information about PVCICS events. This year the FA became a non-profit organization.

- PVCICS’s Parent Advisory Committee (PAC) is composed of one parent representative from each grade and meets with PVCICS’s Principal and her staff monthly. Parents on the PAC serve as the grade level contact for soliciting feedback from other parents on school policies.
- Parents are encouraged to volunteer at PVCICS as field trip chaperones or doing an activity in a classroom.
- The Principal involves parents in discussions about new programs and/or policies through surveys to gauge interest and help define new programs. This year online surveys were used to ask parents about what type of music and enrichment programs should be offered in the future. This data was helpful in making budgetary decisions.
- Parents are encouraged to attend student performances at PVCICS.
- Parents participate in the parental satisfaction survey described below.

PVCICS uses multiple channels of ongoing communication between parents and staff so there are multiple sources of data to gauge parental satisfaction. Quantitative data for measuring parental satisfaction is from an annual parent/guardian survey given to parents/guardians at the end of every school year. This year, 124 parent surveys were returned representing 79% of all PVCICS families. 92% of the respondents rated their overall “family experience” as either “Good”, “Very Good” or Excellent.”

Safe environment free of harassment and discrimination:

The safety of PVCICS’s students and staff is of utmost importance. The Family Handbook and Staff Handbook contain policies prohibiting unsafe conduct, harassment and discrimination. PVCICS staff receive explicit training on de-escalation techniques and how to prevent bullying. Before the start of each school year, staff review the policies in the handbooks. PVCICS also believes in educating the parents/guardians and has for the last couple years, sponsored a talk for parents on bullying. This year the speaker was from the Massachusetts Aggression Reduction Center (MARC) and it was helpful for parents. During the school year, teachers employed Responsive Classroom strategies and students had explicit lessons on conflict resolution using Second Step and Steps to Respect. For more details, please see details in the Classroom and School Environment section. The school employs two nurses on-site who provide for the students’ medical needs and facilitate health education. The school also employs multiple licensed counselors and a school psychologist.

Employee qualifications: Employees must provide evidence of their qualifications to work at PVCICS and how they have met all applicable state and federal standards for their position. If there is a change during the school year, employees must provide documentation of the change – for example, a teacher may have passed additional MTEL tests or completed other relevant coursework/professional development courses.

Financial oversight: PVCICS’s budget is established by Executive Director in consultation with the Principal and the Board’s Finance Committee. The full Board approves the budget.

Recruitment and Retention Plan

I. Recruitment Plan

General Recruitment Activities Undertaken Each Year Which Apply to All Students
In the past PVCICS has advertised its information sessions, the public website, email address and phone number in local newspapers and on the radio covering our region of service in Hampshire, Hampden and Franklin counties. PVCICS has also used targeted emails and literature drops to adoption organizations, Chinese heritage schools, community organizations and public libraries.

Recruitment Plan – Goals and Strategies	
Demographic Group	Description of Activities
A. Special education students	For FY2011 3.5% of the PVCICS student population was Special Education. The regional minimum, first quartile and median are 0.9%, 13.9% and 16.9%. PVCICS’s Recruitment Plan goal is to better inform the public about special education services available at PVCICS, as described in the annual report. PVCICS will work to make explicit in the school’s recruitment efforts the special education, social, emotional and academic support services available at PVCICS. Services will be described at information sessions and on the public website.
B. Limited English-proficient students	For FY2011 0.5% of the PVCICS student population was Limited English Proficient. The regional minimum, first quartile and median are 0.0, 0.3% and 2.1%. PVCICS’s Recruitment Plan goal is to better inform the public about services for Limited English-proficient students already available at PVCICS. PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support for Limited English-proficient students available at PVCICS, as described in the annual report. Services include bus service to and from Holyoke and Springfield, which have a higher percentage of Limited English-proficient students. Services will be described at information sessions, on the public website and with a literature drops at least one ELL program for adults.
C. Students eligible for free lunch	For FY2011 6.5% of the PVCICS student population was eligible for free lunch. The regional minimum, first quartile and median are 0.0%, 15.2% and 32.1%. PVCICS’s Recruitment Plan goal is to better inform the public about services for students who are eligible for free lunch. PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and financial support provided to students who are eligible for free lunch, as described in the annual report. Services include bus service to and from Holyoke, Springfield and Greenfield, which have a high percentage of students eligible for free lunch. Support for students who are eligible for free lunch will be described at information sessions and on the school’s website.
D. Students eligible for reduced price lunch	For FY2011 5.0% of the PVCICS student population was eligible for reduced price lunch. The regional minimum, first quartile and median are 0.0%, 2.9% and 4.9%. PVCICS’s Recruitment Plan goal is to better inform the public about services for students eligible for reduced price lunch. PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and financial support provided to students who are eligible for reduced price lunch, as described in the annual report. Services include bus service to Holyoke, Springfield and Greenfield, which have a high percentage of students eligible for reduced price lunch. Support for students who are eligible for reduced price lunch will be described at information sessions and on the public website.

E. Students who are sub-proficient	PVCICS's Recruitment Plan goal is to better inform the public about services for students who are sub-proficient. PVCICS will work to make explicit in the school's recruitment efforts the social, emotional and academic support provided to students who are sub-proficient, as described in the annual report. Support for students who are sub-proficient will be described at information sessions and on the public website.
F. Students at risk of dropping out of school	PVCICS's Recruitment Plan goal is to better inform the public about services for students at risk of dropping out of school. PVCICS will work to make explicit in the school's recruitment efforts the social, emotional and academic support provided to students at risk of dropping out of school, as described in the annual report. Support for students at risk of dropping out of school will be described at information sessions and on the public website.
G. Students who have dropped out of school	N/A at this time
H. Other subgroups of students who should be targeted to eliminate the achievement gap	PVCICS's Recruitment Plan goal is to better inform the public about services for subgroups of students who should be targeted to eliminate the achievement gap. PVCICS will work to make explicit in the school's recruitment efforts the social, emotional and academic support provided to subgroups of students who should be targeted to eliminate the achievement gap, as described in the annual report. Services include bus service to and from Holyoke, Greenfield and Springfield, which have a high percentage of subgroups of students who should be targeted to eliminate the achievement gap. Support for subgroups of students who should be targeted to eliminate the achievement gap will be described at information sessions and on the public website.

II. Retention Plan

Overall Student Retention Goal	
Annual goal for student retention (percentage):	PVCICS seeks to raise student retention to 93%.
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
Special education students, Students who are sub-proficient, Students at risk of dropping out of school	PVCICS's Student Retention goal is to increase retention by building upon the social, emotional, academic and special education support already available from PVCICS. PVCICS has a Student Support Services (S3) team composed of specialists, teachers, counselors and the school psychologist. The S3 team will work together with teachers and families to increase retention of targeted populations through internal supports and family outreach.
Limited English-proficient students	PVCICS's Student Retention goal is to increase retention by building upon the social, emotional and academic support already available from PVCICS. PVCICS has a Student Support Services (S3) team composed of teachers, counselors and the school psychologist. The S3 team will work together to

	increase retention of targeted populations. In the fall of 2011, PVCICS's ELL certified teacher will start training teachers in all grade levels to provide support for ELL students at all grade levels.
Students eligible for free lunch, Students eligible for reduced price lunch	PVCICS's Student Retention goal is to increase retention by building upon the social, emotional and financial support already available from PVCICS. At this time these include free lunches, reduced price lunches, and reduced price bus service for those areas served by the school's buses. PVCICS has multiple counselors on staff along with a school psychologist who work together with teachers to provide support to students and families. PVCICS is looking into offering the Department of Early Education and Care (EEC) Voucher Subsidy Program.
Other subgroups of students who should be targeted to eliminate the achievement gap	PVCICS's Student Retention goal is to increase retention by building upon the social, emotional, academic and financial support already available from PVCICS. At this time, these include bus service to and from Holyoke, Greenfield and Springfield, which have a high percentage of subgroups of students who should be targeted to eliminate the achievement gap. Bus service fees are reduced for students eligible for free and reduced price lunch. PVCICS is looking into offering the Department of Early Education and Care (EEC) Voucher Subsidy Program.

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 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 at the following state, regional and national conferences:

- The Principal and seven teachers made three presentations on immersion and curriculum at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2010.
- The Principal and two teachers participated in the Confucius Classrooms Teachers and Leaders Summit in November 2010. PVCICS met other schools working on establishing a comprehensive sister school program that will provide experiential learning opportunities for students in China.
- The Principal and two teachers gave a presentation on developing Chinese literacy at the Northeast Conference on the Teaching of Foreign Languages (NECTFL) held in April 2011.
- The Principal and one teacher gave a presentation on integrating the arts into the curriculum at the National Chinese Language Conference held in April 2011.
- The Principal submitted two proposals for presentations at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference held in November 2011. As of July 2011, both proposals have been accepted and a team of teachers will be presenting.
- The Principal submitted a proposal for a presentation at the Massachusetts Foreign Language Association (MaFLA) Annual Conference in October 2011. It was accepted in July 2011 and the Principal and three teachers will be presenting.

PVCICS has an ongoing relationship with the University of Massachusetts/Amherst to provide opportunities for teacher training and other collaborative work related to education. PVCICS middle school students performed at the UMass/Amherst Chinese New Year's celebration.

PVCICS continued working with the Glastonbury (CT) Public Schools as the only immersion 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. PVCICS tested its 4th graders with the pilot version of the 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 educators, organizations, parents and students including:

- Other K-12 schools: Cambridge (MA) public schools to help them learn how to start their Chinese immersion program, the founding group for another Chinese immersion school to help them see immersion first hand, and the Wilbraham-Monson Academy to allow their native Chinese students to see an American public charter school.
- Organizations: the Chinese Language Association of Secondary-Elementary Schools (CLASS) Executive Board and their curriculum group.
- Educators from China: Northampton (MA) Vocational School and their partner Chinese school from Anhui Province.
- Pre-service educators: Multiple graduate students and undergraduates from the University of Massachusetts School of Education, East Asian Languages Department and Nursing Department.
- Immersion/foreign language assessment experts and grant evaluators: Dr. Yu-Lan Lin, Dr. Helena Curtain and Mr. Greg Duncan.
- Many parents and students from all over the Pioneer Valley who came to information sessions held monthly during the school year. Many parents later visited to observe classes and experience the learning environment.

Financial reports

FY2011 income statement – unaudited³ For the Fiscal Year July 1, 2010 to June 30, 2011

Revenues	Dollars(\$)
Tuition	\$2,277,128
Grants	\$350,581
Program Fees	\$98,989
Contributions & Fundraising	\$6071
Other Income	\$1017
Total Revenues	\$2,733,787
Expenses	
Personnel	\$1,610,160
Instructional	\$316,376
Occupancy	\$390,018
Administrative	\$169,359
Total Expenses	\$2,485,913

³ Unaudited due to Annual Report deadline.

Net Surplus (Deficit)	247,873
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FY2011 statement of net assets (balance sheet) - unaudited⁴

	6/30/11	6/30/10	Change 2010-2011
Assets			
Current Assets			
Cash & Cash Equivalents	606,261	402,015	204,246
Other Accounts Receivable	28,308	5,534	22,774
Prepaid Items	23,478	8,661	14,817
Total Current Assets	658,047	416,210	241,837
Fixed Assets			
Property, Plant Equipment, net	119,666	90,436	29,230
Prepaid Rent	465,000	390,000	75,000
Total Assets	1,242,714	896,647	346,067
Liabilities			
Current Liabilities			
Accounts Payable	34,909	\$36,977	12,458
Accrued Expense	237,209	\$161,500	75,709
Other Current Liabilities	11,498	50,000	-38,502
Total Current Liabilities	283,616	248,476	35,140
L/T Liabilities			
Loan-School Bus	28,911	52,435.18	-23,524
Loan-Equipment	86,579	0	86,597
Total Liabilities	399,105	\$300,912	-98,194
Net Assets			
Unrestricted Net Assets	843,608	\$595,735	247,873
Total Net Assets	843,608	\$595,735	247,873
Total Liabilities and Net Assets	1,242,714	896,647	346,067

FY2012 approved school budget

Revenue Accounts	
Tuition	2,721,120
Grants Public & Private	340,472
Other Student Services	124,226
Fundraising	4,500
Total Revenue	3,190,318

⁴ Unaudited due to Annual Report deadline.

Expenditure Accounts	
Salaries & Wages	1,773,396
Payroll Tax and Fringe Benefits	287,206
Business Expenses	104,161
Contracted Services-Instructional	118,950
Instructional supplies, materials, technology	122,000
Physical Plant	482,845
Student Services	112,979
Recruitment/advertising	39,000
Insurance	30,000
Travel	12,000
Furniture, computers, equipment	30,000
Total Expenses	3,112,537.50
NET	77,780.50

FY12 Capital Plan

Summer 2011 Renovation Project

1. Description of the project: The PVCICS Educational Foundation, which owns the school facility, is renovating the facility. The renovation will include dividing a large classroom into two classrooms and two small offices. 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.

2. Current status of the project: As of July 11, 2011 a contract has been awarded.

3. Current estimated schedule for the completion of the project: For school opening in the fall of 2011.

4. Current estimated cost for the project: Total estimated cost for the project is roughly \$95,000.

5. How the school plans to finance the project: The PVCICS Educational Foundation will fund this project.

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, 2011 the reserve fund held \$7,548.69. The PVCICS Educational Foundation had a balance of about \$170,000 in its checking account as of June 30, 2011.

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 28,800 square feet addition for needed classroom and other instructional space.

2. Current status of the project: The project plan has been approved by the Town of Hadley. The application for financing is being revised.

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 2012.

4. Current estimated cost for the project: The total anticipated budget is estimated to be no more than \$8.6 million.

5. How the school plans to finance the project: At this time, the plan is to have funding from a combination of bank loans, state and federal financing.

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 past federal loan agreements, the PVCICS Educational Foundation must maintain a reserve account. As of June 30, 2011 the reserve fund held \$7,548.69. Additionally, the PVCICS Educational Foundation had a balance of about \$170,000 in its checking account as of June 30, 2011.

Data Section

INSTRUCTIONAL TIME	
Total number of instructional days for the 2009-10 school year:	180
First and last day of the 2010-11 school year:	Sept. 1, 2010 to June 17, 2011
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 2009-10 school year but did not reenroll for the 2010-2011 school year (excluding graduates):	11
Total number of students enrolled as of October 1, 2010:	199
Total number of students who enrolled during the 2010-11 school year, after October 1, 2010	2
Total number of students who left during the 2010-11 school year, after October 1, 2010:	8
Total number of students enrolled as of the June 30, 2011 SIMS submission:	193
Number of students who graduated at the end of the 2010-2011 school year:	N/A
Number of students on the waitlist as of June 30, 2011	103

Summary of student departures (excluding graduation): Four left to be homeschooled, two returned to their home districts, one relocated out of the region to eastern Massachusetts and one was undisclosed.

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	6	3
Asian	39	20
Hispanic	4	2

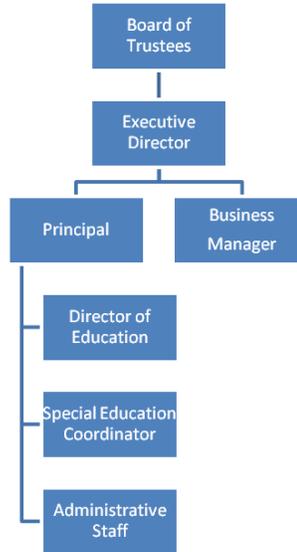
Native American	0	0
White	108	56
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	36	19
Special Education	11	6
Limited English Proficient	1	.5
Low Income	27	14

ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date
Executive Director	The Executive Director is the school's leader responsible for the overall management of the organization. The Executive Director will report directly to the Board of Trustees.	9/2010	N/A
Principal	The Principal is the school's educational operations leader responsible for the implementation of the instructional program and daily school operations. The Principal will report directly to the Board of Trustees.	5/2007	N/A
Business Manager	The Business manager is hired by the Executive Director and assists the Executive Director with day-to-day, non instructional responsibilities.	6/2007	N/A
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	N/A

Organizational chart

Mr. Richard Alcorn, Executive Director, Ms. Kathleen Wang, Principal. Mr. Jack Kelley and Ms. Rose Carr, SPED Coordinator (contract). Ms. Marilyn Kusek, Director of Education (acting). Ms. Kristin Moore, Office Manager, reporting to the Executive Director.

This is the approved PVCICS Organizational Chart. This chart was effectively modified by the State Ethics Letter of June 24, 2010, written to Mr. Richard Alcorn, to functionally, require both Mr. Richard Alcorn and Ms. Kathleen Wang report directly to the PVCICS Board of Trustees.



TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR			
	Number as of the last day of the 2010-11 school year	Departures during the 2010 2011 school year	Departures at the end of the school year
Teachers	30	1 (see(a) below)	2 (see (b) below)
Staff	15	0	0

Summary of teacher and staff departures: (a) One teacher left during the school year to go on a maternity leave and decided not to return. (b) Two teachers left at the end of the school year: one returned to her home country (Taiwan) and one moved out-of-state to join her spouse who had a job there.

BOARD MEMBERS AS OF June 30, 2011				
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. Chung Liu	Chair	Trusteeship	Chinese heritage schools	1; 2/27/07 thru 2/26/13
Ms. Kay Simpson	Vice Chair	Trusteeship, Personnel	Non-profit development and fundraising	0; 10/29/08 thru 10/28/11
Dr. May Lo	Treasurer	Finance, Trusteeship, Personnel	Accounting and Finance	1+; 2/27/07 thru 2/26/12
Ms. Cherry Hsieh	Secretary		Operations and Education	0; 12/2/10 thru 12/1/13
Mr. Robert Chung		Personnel	Computer Technology	0; 4/17/09 thru 4/16/12
Dr. Weiguo Hu		Grievance	Polymer Science, parent of student	0;7/20/09 thru 7/19//12
Dr. Liming Liu			Bicultural Research	0; 9/19/08 thru 9/18/11
Ms. Elle Miller			Early Childhood Education, parent of a student and an employee	1; 2/27/07 thru 2/26/13
Dr. Kathleen Riordan		Trusteeship	School Administration and foreign language programs	1+; 2/27/07 thru 2/26/12

*** End of Annual Report ***