

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2011-2012 School Year

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Letter from chair of the board of trustees

July 15, 2012

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

During the summer of 2011, PVCICS renovated space on the west side of the interior of the school building. The renovation added additional classrooms for our growing student population and office space for our growing staff. In 2011-2012, we are proud to have full grade span from Kindergarten through eighth grade. As in previous years, students came from all over the Pioneer Valley and PVCICS's reputation has increased amongst area parents. This year we received more applications than in previous years at all grade levels and had a large waiting list. With a projected enrollment of 280 students in 2012-2013, we are near our maximum enrollment of 300 students.

Our teaching staff grew to meet enrollment growth this year. In addition to classroom teachers, we expanded our music program to all grades K-8th so that all students have the opportunity to participate. For 3rd grade and higher, the music program featured small group ensembles and chorus. The program was very popular and we held all school music performances three times during the year. Additionally, our 2nd graders wrote their own opera as part of a program with the Boston Lyric Opera company and they were one of two schools performing in Boston as a final project.

PVCICS continues to be honored with national recognition. This year PVCICS was again selected to give presentations at the national conference of the American Council of the Teaching of Foreign Language (ACTFL) and the state annual conference of the Massachusetts Foreign Language Association (MaFLA). PVCICS completed its third year of our "Confucius Classrooms" grant and was one of seven schools nationally and the only school in Massachusetts featured in Asia Society's new handbook of resources and best practices in Chinese immersion entitled "Chinese Language Learning in the Early Years". PVCICS completed its fourth year of the U.S. Department of Education FLAP grant. The FLAP grant program was eliminated by the federal government this year so it will not be continuing into the coming year.

This year we submitted a charter amendment request for additional slots to expand the K-8th program to include grades 9-12. The MA Board of Elementary and Secondary Education approved offering 9th grade to PVCICS's current students so they have a continuation path. This is a positive step towards offering a fully articulated K-12 Chinese immersion program and we will work together with the Massachusetts Department of Elementary and Secondary Education to develop our school so students in western Massachusetts have this educational opportunity.

We are grateful our parent community showed tremendous enthusiasm and support for the school during the charter renewal process and by working many volunteer hours at the numerous family activities held 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 fifth school year 2011-2012, PVCICS continued to enroll students from a large number of communities in the Pioneer Valley. The following communities were represented: Amherst, Athol, Belchertown, Buckland, Charlemont, Chicopee, Deerfield, Easthampton, Granby, Greenfield, Hadley, Holyoke, Leverett, Longmeadow, Montague, Northampton, South Deerfield, South Hadley, Springfield, Sunderland, Turners Falls, Westfield, West Springfield, Whately and Williamsburg.

In 2011-2012, most students entered PVCICS in Kindergarten or 6th grades. As of the October 2011 SIMS reporting, PVCICS had forty-four Kindergarteners, forty-four 1st graders, forty-seven 2nd graders, forty one 3rd graders, nineteen 4th graders, thirteen 5th graders, fifteen 6th graders, eleven 7th graders and seven 8th graders enrolled. This school year was the first year that PVCICS offered a full K-8th grade span by adding a 5th grade and an 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.

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

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”.

2011-12 Results: Exceeded target. 85% of the parent survey responses indicated that they were either “Satisfied” or “Very Satisfied” with the “Extent to which the curriculum incorporated information on Chinese culture.” Note: There were a total of 116 parent responses to the survey question representing 60% of all PVCICS families.

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

2011-2012 Results: Throughout the school year, there were family events that had Eastern cultural significance. The largest were the December 2011, February 2012 and June 2012, all-school family music performances to celebrate the end of the calendar year, Lunar New Year’s, and the end of the school year, respectively. At these events, all students in K-8th grades performed Chinese songs and scenes that reflected their understanding of Chinese culture. For the Lunar New Year event, performers from the Wah Lum Academy in Boston performed traditional Chinese music and dances to celebrate the New Year. The PVCICS Family Association served Chinese food and there were numerous activities for families after the performance. Each of these events was attended by about 400 to 450 people.

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

2011-12 Results: Art and music specials highlighted Chinese arts and culture the entire school year. Chinese calligraphy and brush painting techniques were taught to students on a weekly basis in K-8th grades. This year the music program was expanded to all grades K-8th and featured not only students singing Chinese songs but also students playing melodicas, a handheld keyboard instrument taught in Chinese elementary and middle schools. Major accomplishments include creating a CD of Chinese songs sung by all students that was sold in a fundraiser and the production of an original opera in Chinese and English that was written and produced by PVCICS students. The opera was performed in Boston as part of the Boston Lyric Opera Company’s school program.

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.

2011-12 Results: PVCICS’s role as a training ground for pre-service teachers with the University of Massachusetts grew. This year, PVCICS had four pre-practicum reading specialist students assist in our classes, five Masters level bilingual graduate students work in our Chinese classrooms, and one bilingual nursing student worked with our school nurses.

- 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.

2011-12 Results: PVCICS presented at the following conferences with national or regional significance:

- Massachusetts Association of Foreign Languages (MaFLA) 2011. Presentation "Creating Chinese Thematic Units to Improve Proficiency: Examples from Immersion"
- American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2011. Two presentations:
 - "Using the Arts to Build Chinese Proficiency: Examples from Immersion"
 - "Creating Chinese Thematic Units to Improve Proficiency: Examples from Immersion"
- PVCICS was one of seven schools nationally and the only school from Massachusetts selected to be part of Asia Society's new handbook of resources and best practices in Chinese immersion. The handbook entitled, "Chinese Language Learning in the Early Grades" is available at <http://asiasociety.org/education/chinese-language-initiatives/chinese-language-learning-early-grades>

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, combined with high levels of academic achievement. Students are active participants in an educational program that embodies best practices from Eastern and Western cultural perspectives.

The core of PVCICS's educational philosophy is that through early and sustained immersion in 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 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's student assessment data provides clear evidence of the students' ability to perform well academically in Chinese and English. As in previous years, PVCICS welcomed 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 meetings 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 hire an Executive Director in the fourth year of operation. In this fifth year of operations 2011-2012, the Director of Education and a new Director of Student Services position were filled with senior staff with many years of teaching experience.

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.

2011-2012 Results: Exceeded target. Students in the 1st grade cohort who entered PVCICS in Kindergarten in 2010-2011 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 2009-2010 had an average year-end DRA score of 32, which is beyond grade level. Students in the 3rd grade cohort who entered PVCICS in Kindergarten in 2008-2009 had an average year-end DRA score of 60, which is beyond grade level. Please note that the year-end average value 32 is not a DRA score, but rather calculated average. The 32 is within the range of DRA scores 30 and 34.

Note: 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 2011 and the Spring of 2012 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. Grade 3 did not use ceilings in the 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.

2011-12 Results: This is applicable only to Grades 4 and 5 in 2011-2012 because students in other grades have not been enrolled for at least five years. Grade 4 average year-end score was 47, which is within grade level expectations. Grade 5 average year-end score was 67, which exceeds grade level expectations. Please note that the average year-end values 47 and 67 are not DRA scores, but rather

calculated averages. The 47 is within the range of DRA scores 40 and 50, and the 67 is within the range of DRA scores 60 and 70.

Notes: Instead of using the Fountas and Pinnell Benchmark Assessment System, PVCICS has been using the DRA2 in order to have continuity of assessment. DRA2 assesses fluency and comprehension, as well as written expression of comprehension. PVCICS used DRA2 to assess grade 4 in 2010-2011 as well. PVCICS only uses Fountas and Pinnell to assess students who have plateaued for some time and cannot take the same level DRA assessments because they will already be too familiar with the material, or to clarify DRA results.

- 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.

2011-12 Results: Exceeded target for all grades offered this school year (K-8). See table below:

Grade	National Percentile Rank Total Mathematics
K	84
1	96
2	79
3	88
4	82
5	97
6	87
7	91
8	96

Notes: Most students in K-5, entered PVCICS in Kindergarten, though a small set entered in other grades. Students in K-5 are taught mathematics using Chinese as the language of instruction. In 2011-2012, students in 6th through 8th grades entered PVCICS in 6th grade and are taught mathematics using English as the language of instruction.

- 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.

2011-12 Results: Exceeded target for all grades offered this school year (K-8). See table below.

Grade	National Percentile Rank Total Reading	Listening	Language	Spelling
K	76	82	Not on test	Not on test
1	78	89	85	65
2	84	90	87	63
3	87	88	89	71
4	89	88	85	80
5	97	96	97	95
6	88	88	72	76
7	92	88	85	91
8	92	95	87	89

Notes: Most students in K-5, entered PVCICS in Kindergarten, though several entered other grades. Students in 6th through 8th grades 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 2011 Results: PVCICS did not meet the AYP target. Notes: Based on Spring 2011 MCAS results, 81% of Massachusetts public schools and 90% of Massachusetts public school districts did not meet their AYP targets. Massachusetts was granted a waiver of the AYP measurement from the U.S. Department of Education in February 2012. As a result, AYP will be replaced with another measurement in the coming years. See the Massachusetts Department of Elementary and Secondary Education (ESE) website for more details on the waiver, http://www.doe.mass.edu/boe/docs/1011/item2_spec_item1.html

The Massachusetts Department of Elementary and Secondary Education (ESE) will release official Spring 2012 MCAS data after the deadline for submission of this annual report. Thus, as per the ESE, the Spring 2011 MCAS data is reported in this annual report.

Internal Measures:

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

2011-12 Results: 100% of K-8th 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. This year PVCICS also implemented a Response-to-Intervention (RtI) process which allows teachers and staff to improve early intervention. Keeping parents informed of their child's achievement is done formally with standards-based report cards sent 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. Parent-teacher conferences were held 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.

2011-12 Results: Exceeded target. 100% of 1st graders who entered in Kindergarten in 2010-2011 and 98% of the 2nd graders who entered in Kindergarten in 2009-2010 were at or above the Junior Novice Low proficiency. ELLOPA/SOPA is not used for 3rd-8th grades.

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.

2011-12 Results: Exceeded target. 100% of 3rd graders who entered PVCICS as Kindergarteners in 2008-2009, 100% of 4th graders who entered PVCICS as Kindergarteners in 2007-2008 and 100% of 5th 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.

2011-12 Results: Not applicable yet, PVCICS did not have students who have been enrolled for at least nine years.

Note: Three proficiency tests for Chinese are used because each test is designed for particular grades. Early Language Listening and Oral Proficiency Assessment (ELLOPA) and Student Oral Proficiency Assessment (SOPA) is designed for K-2 graders. National Online Early Language Learning Assessment (NOELLA) was renamed by Avant Assessment this year to STAMP 4Se and is designed for 3-6th graders. STAndards-based Measurement of Proficiency (STAMP) was renamed by the Avant Assessment this year to STAMP 4S and is designed for 7-8th graders. STAMP 4Se and STAMP 4S 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.

2011-12 Results: 100% of K-8th 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. This year PVCICS implemented a Response-to-Intervention (RtI) process which allows teachers and staff to improve early intervention in Chinese and other subjects. In PVCICS's immersion model, Chinese is used as the language of instruction to teach core subject content. The core subject and amount of Chinese during the day depends on the grade and Chinese proficiency affects student 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 2011 MCAS data is available on the Massachusetts Department of Elementary and Secondary Education (ESE) website. In Spring 2011, PVCICS's 3rd, 4th, 6th and 7th graders took the MCAS test. These were the only eligible grades because PVCICS did not offer 5th and 8th grades in the spring of 2011. A summary of the aggregate MCAS data follows:

- (i) 84% of all students in all grades tested (3rd, 4th, 6th and 7th) were proficient or higher in English. This is a Composite Performance Index² (CPI) of 94.2. 80% of all students in all grades tested (3rd, 4th, 6th and 7th) were proficient or higher in Mathematics. This is a CPI of 90.3.
- (ii) In aggregate, English median student growth percentile³ (SGP) was 70 and Mathematics median SGP was 42. SGP was not calculated if the number of students included in SGP is less than 20.
- (iii) PVCICS did not meet Adequate Yearly Progress (AYP) in the aggregate. The school's NCLB Accountability Status is "No Status". Notes: Based on the Spring 2011 MCAS results, 81% of Massachusetts public schools and 90% of Massachusetts public school districts did not meet their AYP targets. Due to this, Massachusetts applied for and was granted a waiver for the AYP criteria from the U.S. Department of Education in 2011-2012. As a result, AYP will be replaced with another measurement in the coming years. See the ESE website for more details on the waiver, http://www.doe.mass.edu/boe/docs/1011/item2_spec_item1.html

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 2011-2012, PVCICS added grades 5 and 8. There were no major curriculum changes to core academic subjects however the process of transitioning to the Common Core Curriculum has started. In 2011-2012, PVCICS expanded its music program to all grades K-8th. The music program includes general music education and instrumental music.

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 because Chinese culture is integrated into PVCICS's curriculum for all grades.

PVCICS expects all students to attain high academic standards, and its curriculum is developed and reviewed to enable students to meet such expectations. Because students are learning some curriculum in Chinese, curriculum adaptations 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. There are ten days prior to the start of school, three full curriculum days, four early release days and five days after the end of school allotted for staff curriculum meetings.

² The Composite Performance Index (CPI) describes a group of students' progress toward proficiency (a CPI of 100) based on the students' current *level* of achievement.

³ The median student growth percentile describes a group's progress in terms of its students' *change* in achievement relative to the prior year, as compared to that of their academic peers. SGP is calculated for grades 4-8 and 10.

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. 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 during common planning time 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, music, art, 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 that was approved by the Massachusetts Department of Elementary and Secondary Education (ESE) at the school's inception in 2007. It is given to parents/guardians each year as part of the Family Handbook. In 2011-2012, PVCICS implemented a Response-to-Intervention (RtI) process to provide early intervention for students identified by teachers as needing academic, social and emotional supports. The school psychologist, counselors and a literacy specialist developed the RtI procedures and provided training to all staff in August 2011 prior to the start of school. Weekly grade level RtI meetings and behavior response procedures were used throughout the year to help ensure an orderly classroom and school environment. The Code of Conduct, Bullying Intervention and Prevention Plan, RtI process and behavior response procedures together form the foundation policies for a safe learning environment by setting expectations for appropriate student behavior.

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. Counselors hold small group "friendship groups" to build social skills and give students a nurturing environment to discuss any issues. PVCICS includes classroom lessons using the Second Step and Steps to Respect social curriculum so that students receive explicit instruction in positive social interaction and how to resolve conflicts with peers. School-wide teachers use Responsive Classroom techniques to build a positive school environment for all students. As a result, PVCICS's school culture is respectful and conducive to all students learning.

Diverse learners: PVCICS has licensed staff and procedures to support the needs of diverse learners, including those with special education and English language learner needs. In 2011-2012, PVCICS added a Director of Student Services to focus on these areas. 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 in core academic subjects including Chinese. In this year's annual end-of-year parent survey, 87% 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".

In 2011-2012, PVCICS implemented the Response-to-Intervention (RTI) model to provide intervention and support for students. RTI is a regular education initiative of differentiation of instruction to improve learning outcomes for those without a diagnosed disability that might impact the individual's ability to access learning. The RTI model integrates assessment and intervention within a school-wide, multi-level prevention system to ensure students make effective academic progress and develop age appropriate social emotional skills. PVCICS continuously reviews information that shows how a student is progressing.

Students are brought through the RTI process which documents the efforts and instructional support services to meet the needs of students in the regular education program. The RTI team may recommend the use of specific teaching techniques, the collection of data, observations of the student, additional support and reinforcement etc.

If the student continues to have difficulties, the student is referred to the student support team ("SST" or also known as a "child study team") where either it is recommended that additional interventions be implemented or a referral for special education is made. The school has a certified special education coordinator who advises the Student Support Team (SST), coordinates in-house and 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 and a contracted school psychologist who has worked with the school since 2008. Together they 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 observed informally multiple times during the year and formally twice a year by the administrative team consisting of the Principal, Director of Education and Director of Student Services. Prior to formal observations, teachers have a pre-observation conference with the administrative team. After the formal observation, teachers have a post-observation conference with the administrators who conducted the observation. By using this approach, teachers receive regular feedback and the administrative team can coordinate resources more effectively by knowing what strengths and weaknesses exist in the teaching staff. Teachers are formally 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. Well-trained 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 2011-12 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 outside of school.

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 of Berkshire Training, Evaluation, Consultation & Coaching (BTECC), onsite)
- Response to Intervention (2 days, school psychologist, reading specialist and a classroom teacher taught this class, on-site)
- Special Education Laws (1 day, Licensed Special Education Coordinator, onsite)

September 2011

- De-escalation and physical restraint prevention day 2 for new staff (1 day, Mr. Mike Saporito of Berkshire, Training, and Evaluation, onsite)
- Civil Rights and Special Education Law (1 day, Attorney Amy DiDonna, onsite)

October 2011

- Conference sessions at the 2011 annual conference of the Massachusetts Association of Foreign Languages (MaFLA), (2 days, 2 teachers and Principal, off-site). Note: the three PVCICS staff also gave a talk at this conference.
- MTEL prep class for Foundations in Reading (2 sessions, Elms College, onsite)
- Visual Literacy Part I (1 day for 3rd grade English teachers, Amherst Cinema, offsite)

November 2011

- MTEL prep class for Foundations in Reading continued (3 sessions, Elms College, onsite)

November 2011

- China Bridge Trip (10 days, reading specialist teacher, College Board, offsite in China).
- Orff Annual Conference (4 days, K-2 music teacher, Orff, offsite).
- Workshop and conference sessions at the 2011 annual convention of the American Council on the Teaching of Foreign Languages, (3 days, 6 Chinese teachers and Principal, ACTFL, offsite). Note: the PVCICS attendees also gave two separate presentations at this conference.
- Language Assessment and classroom observation (2 days, Mr. Greg Duncan, onsite).
- ELL Developments (1 day, Dir. of Student Services and ELL/literacy specialist, ESE, offsite).
- ELL training (1 day, all teachers given by reading specialist and ELL/literacy specialist, onsite)

December 2011

- Writing Workshop, (1 day, 4th/5th ELA/SS, 6-8th ELA/SS and 6-8th Social Studies teachers, offsite)
- Differentiated Instruction in Immersion Classes, (2 days, all teachers, Dr. Yu-lan Lin of the Boston Public Schools, onsite)
- ELL Category 4 training (1 day, K-2 English teachers given by reading specialist and ELL/literacy specialist, onsite)

January 2012

- Student Discipline Part I (half day, administrators and teachers, Attorney Amy DiDonna, onsite)
- Visual Literacy Part II (1 day, 3rd grade English teachers, Amherst Cinema, offsite)
- ELL Category training (1 day, all English teachers given by reading specialist and ELL/literacy specialist, onsite)
- ELL training (1 day, reading specialist and ELL/literacy specialist, ESE, Malden)

February 2012

- MCAS Administration Training (half day, administrators, ESE, webinar)
- Student Discipline Part II (half day, administrators and teachers, Attorney Amy DiDonna, onsite)
- Student Discipline for Teachers (half day, administrators and teachers, Attorney Amy DiDonna, onsite)
- Moderated SOPA (6-8 weeks, 4 Chinese teachers, Center for Applied Linguistics, online)
- Confucius Classroom Teacher Institute (2 days for 1 teacher, Asia Society, offsite)

March 2012

- Immersion observations, (2 days for all teachers, Mr. Greg Duncan, onsite).

April 2012

- National Chinese Language Conference (3 days for Executive Director, NCLC, offsite).
- Massachusetts Comprehensive Assessment System Training on New Features (1/2 day workshop for two English teachers, MA Department of Education, offsite).
- MA DESE Training on new ELL requirements (1 day for two teachers, MA DESE, offsite)

May 2012

- UMass Seminar on Counseling (1 day, 2 counselors, UMass);
- Social Work Conference (1 day, 1 counselor, offsite)
- DESE New Science/Technology Curriculum Standards (2 hours, 1 science teacher, MA DESE)

July 2012

- Assistive Technology Summer Institute (multiple days and 4 days in the fall, 2 SPED teachers, The Collaborative/DESE)

August 2012

- Making the Transition from Staff to Supervisor (1 day, Director of Student Services and Director of Education, Fred Pryor Inc. off-site)
- ACTFL Oral Proficiency Interview (OPI) Workshop (4 days, 10 Chinese teachers, ACTFL)
- De-escalation and physical restraint prevention for all staff (1 day for returning, 2 days for new staff, Mr. Mike Saporito of Berkshire Training, Evaluation, Consultation & Coaching (BTECC), 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 and five early release (2:00 PM) days during the school year for teacher collaboration. There are 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 have common planning time and individual planning time. 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 website where teachers can post information about their classroom activities for students and parents.

Purposeful Learning: PVCICS's collaborative team-focused environment allows teachers to share ideas with colleagues and learn from best practices in other classrooms throughout the year. 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 teachers in the same content areas, these meetings allow better articulation of the curriculum horizontally and vertically. PVCICS also has been invited to present at regional and 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 learn about other schools, gain personal confidence and develop professional skills that can be utilized at PVCICS.

Teachers and staff served on several internal committees, focusing on topics such as health, bullying, and response-to-intervention. 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. Stanford 10 is used in all grades in the spring each year to allow comparisons with national data in English and Mathematics. MCAS is administered in 3rd grade and higher in the spring each school year to allow comparisons with state-wide data in English, Mathematics and Science (5th and 8th grades). 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. 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 classrooms, interviewing staff and providing feedback.

- Massachusetts Department of Elementary and Secondary Education Charter Renewal Site Team (contractors from SchoolWorks), October 2011.
- Massachusetts Department of Elementary and Secondary Education Charter School Office Federal Programs Review Team, October 2011.
- Dr. Yu-lan Lin, Boston Public Schools, Director of World Languages, December 2011.
- Mr. Greg Duncan, FLAP Evaluator and Assessment expert, November 2011 and March 2012.
- Massachusetts Department of Elementary and Secondary Education Program Quality Assurance Mid-Cycle Coordinated Program Review (CPR) Site Team, January 2012.

Any decisions to change the curriculum, instruction or areas requiring further investigation are noted to ensure changes are integrated into teaching practice. PVCICS aims to continually improve its program and build capacity as it grows. In 2011-2012, PVCICS implemented a Response to Intervention process that a multi-tiered approach for delivering academic, social and/or emotional support to students. As the school as grown, PVCICS has added management and processes so that the high quality educational program can scale and be sustained.

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.

2011-12 Results: FY2010 ended with over \$939,739 Cash and Cash Equivalents on hand. PVCICS's projected enrollment is on track to grow to roughly 280 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.

2011-12 Results: Exceeded target. 98% of the parent survey responses indicated that their "family experience" was either "Good", "Very Good" or "Excellent. Note: There were a total of 116 parent responses to the survey question representing 60% of all PVCICS families.

- 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".

2011-12 Results: Exceeded target. 96% of the parent survey responses indicated their level of satisfaction with the "Quality of Chinese Instruction" as either "Satisfied" or "Very Satisfied. 93% of the parent survey responses indicated their level of satisfaction with the "Quality of English Instruction" as either "Satisfied" or "Very Satisfied.

Note: There were a total of 119 parent responses to the survey question representing 62% of all PVCICS families.

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.

2011-2012 Results: PVCICS successfully completed a financial audit by an independent auditor for the year ending June 30, 2011 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).

2011-2012 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 May 2012 Board meeting. The 5 year cash flow analysis is regularly updated with actual results by our accountants for review by the Finance Committee. The unaudited FY2012 results showed a net surplus of \$219,860.

- 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.

2011-2012 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, 2012 unaudited Balance Sheet shows Total Net Assets of \$1,096,555. PVCICS ended FY2012 with over \$939,739 Cash and Cash Equivalents 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.

2011-2012 Results: The Board voted to set the summer 2011 renovation project as the priority for the coming year at their meeting of June 27, 2011

- 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 Executive Director separately several times during the year to collect information and provide informal feedback. Evaluations for the preceding year were presented to the full Board in October 2011. At that time 2011-2012 goals were documented to the full Board. PVCICS is in the process of transitioning the evaluation system to the new Massachusetts Model System for Educator Evaluation.

- 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.

2011-2012 Results: PVCICS's Bylaws describe the process for recruiting new members. New Board members were provided copies of the *Charter Schools Trustees Guide* by Ms. Marci Cornell-Feist and given formal training twice during the 2011-2012 school year. Mr. John Tarvin, the principal of Claremont Consulting and formerly the founding Executive Director of the Massachusetts Center for Charter Public School Excellence (MCCPSE), conducted a board training session on December 12, 2011. In the training, Mr. Tarvin presented Board Best Practices and facilitated a discussion of Board Roles and Responsibilities and Leadership Evaluation. On April 1, 2012, Mr. Eric Hieser, Executive Director of the Sturgis Charter Public School, performed a second board training for the PVCICS Board of Trustees. Mr. Hieser has made numerous presentations on governance to the members of the Massachusetts Charter Public School Association and is identified as a governance resource on their website. Topics covered by Mr. Hieser included characteristics of a highly effective charter school governing board, board self-evaluation, effective board membership and effective supervision of a principal and an executive director. The PVCICS Board of Trustees 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 2011-2012 year:

June 27, 2011 - Board unanimously voted to approve a new lease agreement effective July 1, 2011. The Board unanimously voted to make the Summer 2011 Renovation Project the strategic objective for FY2012.

July 25, 2011 - The FY2012 budget was unanimously approved with edits. The Board unanimously voted to approve the Charter Public School Renewal Application Certification Statement. The Board unanimously voted to support a Charter Amendment – increased K-8 headcount with edits. The Board unanimously voted to support a Charter Amendment – High School with edits.

August 22, 2011 - The engagement of Kelly Rose as auditor was unanimously approved. During Executive Session the board unanimously voted to approve the Principal's contract.

September 26 2011 - A design for a proposed school street sign was presented and approved with one abstention.

December 19, 2011 - The Board voted unanimously to approve the updated District Curriculum Accommodation Plan (DCAP). The Board voted unanimously to support making the requests for Board of Elementary and Secondary Education review of the two charter amendment requests.

After discussion the Board unanimously approved a letter responding to the Massachusetts Department of Elementary and Secondary Education (DESE) regarding their review of PVCICS's policies and practices and assuring the DESE that PVCICS would comply with the requested corrective actions. The Board received training from Mr. John Tarvin.

January 23, 2012 - The Non-Discrimination and Sexual Harassment Policy was discussed and unanimously approved. The Parental Notification Relative to Sex Education and Alcohol and Drug Control Policy were discussed and unanimously approved.

February 6, 2012 - After discussion, the members voted unanimously to void the PVCICS Grievance Procedure to ensure no overlap with the Complaint Procedure as per feedback from the DESE. After

discussion the members voted unanimously to approve an updated PVCICS School Leader Evaluation Plan. After discussion the members voted unanimously to approve an updated District Curriculum Accommodation Plan (DCAP).

February 27, 2012 - After discussion the Board voted unanimously to approve an amended Enrollment Policy. The amendment was a Statement of Assurances and Definitions added to meet the requirements of updated state laws and regulations.

March 4, 2012 - The Board voted to “authorize the enrollment of two cohorts of kindergarten students, increase the size of existing 5th grade class to have roughly 20 students in 6th grade and proceed with the ninth grade, as authorized by the MA BESE.” The motion passed with one member abstaining.

March 11, 2012 - The Board unanimously passed a motion to have Mr. Eric Heiser of the Sturgis Charter Public School or a consultant with similar qualification, help the Board conduct a self-assessment.

April 1, 2012 - Board training was conducted by Mr. Eric Heiser of the Sturgis Charter Public School located in Hyannis, MA.

April 12, 2012 - The Board conducted a self-assessment.

April 22, 2012 - The board voted to accept the results of the April 12 PVCICS Board self-assessment report with edits. The Board voted to accept the revised budget for this year and to amend the PVCICS lease.

May 21, 2012 - The Board voted unanimously to hire James Lowe CPA, Inc. for the annual audit. The Board voted to approve the budget and underlying cash flow, as amended.

June 25, 2012 - The Board voted unanimously to authorize the Executive Director to double the school liability coverage to roughly \$10,000,000. The Board voted unanimously to change the staff policy regarding health plan coverage to allow staff to opt for a more expensive administration approved alternative plan at their cost. The Board voted unanimously to approve a revision of the school’s lottery enrollment policy to bring PVCICS into compliance with revised state requirements.

Amendments to the charter: On February 28, 2012, the Massachusetts Board of Elementary and Secondary Education approved a ninth grade program in FY13 provided such program is limited to students currently enrolled in eighth grade at the school.

Complaints: The Board received one complaint over a perceived verbal affront, which was subsequently dropped before the board took any action. The Board is overseeing corrective actions around a past complaint.

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. The Board is in the process of transitioning the evaluation process for the Principal and Executive Director to the new Massachusetts Model System for Educator Evaluation in effect for all public schools starting in 2012-2013.

Following the policy in effect last year School Leaders participated in regularly scheduled Board of Trustees meetings and provided the Board of Trustees with regular updates on the areas they oversee. School Leaders met with the Personnel Committee of the Board of Trustees for a mid-year update and informal review. School Leaders met with the Personnel Committee of the Board of Trustees on other

occasions throughout the year. School Leaders provided the Personnel Committee of the Board of Trustees with the following documents:

- PVCICS Annual Reports
- Standardized Testing Results
- Third party reviews of the school
- Parent & staff surveys
- Board meeting minutes
- Letters to the Board

School leaders will made the school available for periodic site visits by members of the PVCICS Board of Trustees, when requested.

Board planning: The Board has created a strategic plan. The Board voted to set the summer 2011 renovation project as the priority for the SY2012 at their meeting of June 27, 2011. The progress of the project was tracked by monthly updates from the Executive Director at regularly scheduled board meetings. Completion was signified by a Certificate of Inspection conducted by the Town of Hadley.

Requests for charter amendments to expand the school’s headcount and grade range also reflect board planning. The Board is regularly updated about the status of the requests by school leadership. The Board is currently receiving regular updates on the rollout of the new ninth grade program.

The Board takes the conditions placed on the renewal of PVCICS very seriously. The Board unanimously voted at their July 29, 2012 meeting to make the submission of documentation to the DESE to demonstrate our commitment to work with the DESE to address the renewal conditions the FY2012 top strategic priority.

Family engagement: PVCICS values the partnership between family and school. This partnership encourages family engagement to fully support the students and the school. PVCICS ensures that parents are involved before school starts in ways described below:

- ◆ While not required, enrollment information sessions offer parents 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.
- ◆ 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 health education.

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.
- 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 an online survey was used to ask parents about expanding PVCICS to include 9th through 12 grades.
- Parents are encouraged to attend student performances and family nights (math, literacy, and science nights) at PVCICS.
- Parents participate in the annual 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, 98% of the parent survey responses indicated that their "family experience" was either "Good", "Very Good" or "Excellent. Note: There were a total of 116 parent responses to the survey question representing 60% of all PVCICS families.

Safe Environment: 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. Before the start of each school year, staff review the policies in the handbooks and receive training on behavior management, de-escalation techniques and how to prevent bullying. During the school year, teachers employed Responsive Classroom strategies and students had explicit lessons on conflict resolution using Second Step and Steps to Respect. Students also participated in small "friendship groups" run by the counselors. The school employs two nurses on-site who provide for the students' medical needs and facilitate health education. The school contracts with a local physician for on-call medical needs. The school employs multiple licensed counselors and a school psychologist. PVCICS has internal staff committees for Bullying Prevention, Health and Response to Intervention. For more details, please see the Classroom and School Environment section.

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. The budget is based

upon the five year cash flow projection with particular emphasis on the coming year. The initial forecast is made by the schools accounting company. That analysis is edited by the Executive Director. The Principal and Executive Director seek input from staff and reflect on priorities for the coming year before developing a final proposal. The Finance Committee reviews the budget and cash flow. Discussion and approval of the proposed budget occurred during regular Board meetings.

Recruitment and Retention Plan

2011-2012 Recruitment and Retention Plan: Implementation Report

Recruitment Plan – Report on Implementation			
Group	Strategy	Evidence of Implementation Provide evidence that each strategy was implemented as described in the 2011-12 plan.	Proposed strategy changes (if applicable) for SY12-13
Demographic Group: A. Special education students	<ol style="list-style-type: none"> Information sessions will describe the special education social, emotional and academic support services available at PVCICS. The PVCICS website will describe the special education social, emotional and academic support services available at PVCICS. 	<ol style="list-style-type: none"> The PVCICS information session presentation was modified to allow for a discussion of the special education social, emotional and academic support services available at PVCICS. The PVCICS website was modified to include an overview of the special education social, emotional and academic support services available at PVCICS. 	<ol style="list-style-type: none"> Next year, Special Education staff will create a written summary of information about the PVCICS Special Education program. Next year, staff will work to improve the website.
Demographic Group: B. Limited English-proficient students	<ol style="list-style-type: none"> Information sessions will describe the limited English proficiency social, emotional and academic support services available at PVCICS. The PVCICS website will describe the limited English proficiency social, emotional and academic support services available at PVCICS. Request to meet with Center for New Americans. Advertise with the local language institute. 	<ol style="list-style-type: none"> The PVCICS information session presentation was modified to allow for a discussion of the limited English proficiency social, emotional and academic support services available at PVCICS. The PVCICS website was modified to include an overview of the limited English proficiency social, emotional and academic support services available at PVCICS. The PVCICS Executive Director met with Center for New Americans staff and left literature at their Northampton offices. The PVCICS Executive Director met with International Language Institute of Massachusetts staff and left literature at their Northampton offices. 	<ol style="list-style-type: none"> Next year, staff will create a written summary of information about the Limited English Proficiency program. Next year, staff will work to improve the website. No need to change No need to change

<p>Demographic Group: C. Students eligible for free lunch</p>	<ol style="list-style-type: none"> Information sessions will describe the social, emotional and financial support services available at PVCICS to students eligible for free lunch. The PVCICS website will describe the social, emotional and academic support services available at PVCICS to students eligible for free lunch. Meet with community action agencies regarding outreach. 	<ol style="list-style-type: none"> The PVCICS information session presentation was modified to allow for a discussion of the social, emotional and academic support services available at PVCICS to students eligible for free lunch. The PVCICS website was modified to include an overview of the social, emotional and academic support services available at PVCICS to students eligible for free lunch. PVCICS is working with the Child Care Outlook program of the Community Action of Franklin, Hampshire and North Quabbin Regions to provide child care vouchers. The PVCICS Executive Director left literature at Community Action Hampshire County main office in Northampton. 	<ol style="list-style-type: none"> Next year, staff will create a written summary of information about the services available at PVCICS to students eligible for free lunch. Next year, staff will work to improve the website. Next year, PVCICS will work to publicize the Child Care Outlook program.
<p>Demographic Group: D. Students eligible for reduced price lunch</p>	<ol style="list-style-type: none"> Information sessions will describe the social, emotional and financial support services available at PVCICS to students eligible for reduced price lunch. The PVCICS website will describe the social, emotional and academic support services available at PVCICS to students eligible for reduced price lunch. Meet with community action agencies regarding outreach. 	<ol style="list-style-type: none"> The PVCICS information session presentation was modified to allow for a discussion of the social, emotional and academic support services available at PVCICS to students eligible for reduced price lunch. The PVCICS website was modified to include an overview of the social, emotional and academic support services available at PVCICS to students eligible for reduced price lunch. PVCICS is working with Child Care Outlook program of the Community Action of Franklin, Hampshire and North Quabbin Regions to provide child care vouchers. PVCICS Executive Director left literature at Community Action Hampshire County main office in Northampton 	<ol style="list-style-type: none"> Next year, staff will create a written summary of information about the services available at PVCICS to students eligible for reduced price lunch. Next year, staff will work to improve the website. Next year, PVCICS will work to publicize the Child Care Outlook program.
<p>Demographic Group: E. Students who are sub-proficient</p>	<ol style="list-style-type: none"> Information sessions will describe the social, emotional and academic support services available to sub-proficient students at PVCICS. The PVCICS website will describe the social, emotional and academic support services available to sub-proficient students at PVCICS. 	<ol style="list-style-type: none"> The PVCICS information session presentation was modified to allow for a discussion of the social, emotional and academic support services available to sub-proficient students at PVCICS. The PVCICS website was modified to include an overview of the social, emotional and academic support services available to sub-proficient students at PVCICS. 	<ol style="list-style-type: none"> Next year, staff will create a written summary of information about the services available to sub-proficient students at PVCICS. Next year, staff will work to improve the website.

<p>Demographic Group: F. Students at risk of dropping out of school</p>	<ol style="list-style-type: none"> Information sessions will describe the social, emotional and academic support services available to students at risk of dropping out of school at PVCICS. The PVCICS website will describe the social, emotional and academic support services available to students at risk of dropping out of school at PVCICS. 	<ol style="list-style-type: none"> The PVCICS information session presentation was modified to allow for a discussion of the social, emotional and academic support services available to students at risk of dropping out of school at PVCICS. The PVCICS website was modified to include an overview of the social, emotional and academic support services available to students at risk of dropping out of school at PVCICS. 	<ol style="list-style-type: none"> Next year, staff will create a written summary of information about the services available to students at risk of dropping out of school at PVCICS. Next year, staff will work to improve the website.
<p>Demographic Group: G. Students who have dropped out of school</p>	<ol style="list-style-type: none"> N/A at this time 		
<p>Demographic Group: H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> Information sessions will describe the social, emotional and academic support services available to other subgroups of students who should be targeted to eliminate the achievement gap at PVCICS. The PVCICS website will describe the social, emotional and academic support services available other subgroups of students who should be targeted to eliminate the achievement gap at PVCICS. Bus service will be provided for areas which have a high percentage of other subgroups of students who should be targeted to eliminate the achievement gap 	<ol style="list-style-type: none"> The PVCICS information session presentation was modified to allow for a discussion of the social, emotional and academic support services available to other subgroups of students who should be targeted to eliminate the achievement gap at PVCICS. The PVCICS website was modified to include an overview of the social, emotional and academic support services available other subgroups of students who should be targeted to eliminate the achievement gap at PVCICS. Bus service is provided for Greenfield, Holyoke and Springfield areas. 	<ol style="list-style-type: none"> Next year, staff will create a written summary of information about the services available to students at eliminate the achievement gap at PVCICS. Next year, staff will work to improve the website. No need to change.

Student Retention Goal			
Goal for student retention (during SY2011-12) (%)		Actual student retention SY2011-12⁴	
93%		98%	
Group	Goal/Strategy	Strategy Implementation Provide evidence that each strategy was implemented as described in the 2011-12 plan.	Proposed strategy changes (if applicable) for SY12-13
A. Special Education	PVCICS will work to make explicit in the school's recruitment efforts the special education, social, emotional and academic support services available at PVCICS.	Both the school's website and information session presentations were modified to inform the public about the special education, social, emotional and academic support services available at PVCICS. The PVCICS SPED population percentage has increased and is expected to continue to increase as the student population grows to include more upper elementary and middle school students.	Special Education staff will create a written summary of information about the PVCICS Special Education program. Staff will work to improve the website.
B. Limited English-proficient students	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.	Both the school's website and information session presentations were modified to inform the public about the social, emotional and academic support for Limited English-proficient students available at PVCICS. The PVCICS Executive Director met with Center for New Americans staff and left literature at their Northampton offices. The PVCICS Executive Director met with International Language Institute of Massachusetts staff and left literature at their Northampton offices. The PVCICS Limited English-proficient population mirrors the comparison median.	Staff will create a written summary of information about the PVCICS Limited English-proficient program. Staff will work to improve the website.
C & D. Students eligible for free or reduced 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 or reduced lunch.	Both the school's website and information session presentations were modified to inform the public about the social, emotional and financial support provided to students who are eligible for free or reduced lunch. PVCICS established a relationship with Child Care Outlook program of the Community Action of Franklin, Hampshire and North Quabbin Regions to provide child care vouchers. PVCICS Executive Director left literature at Community Action Hampshire County main office in Northampton. The PVCICS free or reduced lunch population percentage has increased.	Staff will create a written summary of information about the services available at PVCICS to students eligible for free or reduced price lunch. Staff will work to improve the website. PVCICS will work to publicize the Child Care Outlook program.
E. Students who are sub-proficient	PVCICS will work to make explicit in the school's recruitment efforts the social, emotional and	Both the school's website and information session presentations were modified to inform the public about the social, emotional and academic support provided to students who are sub-proficient.	Staff will create a written summary of information about the services available at PVCICS to students who are sub-

⁴ The *stability rate* measures how many students remain in a district or school throughout the school year. According to DESE guidelines, the stability rate for any school year is: the number of students who remain in the school for the entire year divided by the total number of students enrolled as of October SIMS.

	academic support provided to students who are sub-proficient.		proficient. Staff will work to improve the website.
F. Students at risk of dropping out	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.	Both the school's website and information session presentations were modified to inform the public about the social, emotional and academic support provided to students who are at risk of dropping out.	Staff will create a written summary of information about the services available at PVCICS to students who are at risk of dropping out. Staff will work to improve the 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 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.	Both the school's website and information session presentations were modified to inform the public about the social, emotional and academic support provided to students who should be targeted to eliminate the achievement gap. Bus service was provided for Greenfield, Holyoke and Springfield areas.	Staff will create a written summary of information about the services available at PVCICS to students who should be targeted to eliminate the achievement gap. Staff will work to improve the website.

Recruitment Plan

General Recruitment Activities Undertaken Each Year Which Apply to All Students
In the past, PVCICS has advertised its information sessions, its public website address, email address and phone number in local newspapers and on the radio covering PVCICS's 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 October 2011 SIMS data, (FY2012) 4.6% of the PVCICS student population was Special Education. The regional minimum, first quartile and median are 0.2%, 12.9% and 16.8%. PVCICS's Recruitment Plan goal is to better inform the public about special education services available at PVCICS. 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, on the public website and in written materials. The PVCICS SPED population percentage has increased and is expected to continue to increase as the student population grows to include more upper elementary and middle school students. For March 2012 SIMS data, (FY2012) 6.2% of the PVCICS student population was Special Education.

<p>B. Limited English-proficient students</p>	<p>For October 2011 SIMS data, (FY2012) 2.1% of the PVCICS student population was Limited English Proficient. The regional minimum, first quartile and median are 0.0, 0.3% and 2.2%. 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. 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 on written materials. Additionally, we will continue our outreach to the Center for New Americans or similar community organization offering ESL lessons and at the local language institute.</p>
<p>C. Students eligible for free lunch</p>	<p>For October 2011 SIMS data, (FY2012) 9.1% of the PVCICS student population was eligible for free lunch. The regional minimum, first quartile and median are 0.0%, 16.4% and 33.5%. 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. 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, on the school’s website and in written materials. Additionally, we continue our outreach to area community action agencies. PVCICS's counselors maintain contacts with area organizations to support this effort.</p>
<p>D. Students eligible for reduced price lunch</p>	<p>For October 2011 SIMS data, (FY2012) 5.0% of the PVCICS student population was eligible for reduced price lunch. The regional minimum, first quartile and median are 0.0%, 3.0% and 4.6%. 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. 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, on the public website and with written materials. Additionally, we continue our outreach to area community action agencies. PVCICS's counselors maintain contacts with area organizations to support this effort.</p>
<p>E. Students who are sub-proficient</p>	<p>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. Support for students who are sub-proficient will be described at information sessions, on the public website and in written materials.</p>

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. Support for students at risk of dropping out of school will be described at information sessions, on the public website and with written materials.
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. 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, on the public website and in written materials.

Dissemination

PVCICS enjoys being part of the broader community and 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 two teachers presented at the statewide Massachusetts Foreign Language Association (MaFLA) Annual Conference in October 2011.
- One teacher participated in the October 2011 and July 2012 STARTALK session on Chinese language education.
- The Principal and six teachers presented at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2011.
- The Principal, Director of Education and a teacher provided materials to and were interviewed by Asia Society for their handbook of resources and best practices entitled, “Chinese Language Learning in the Early Grades.” PVCICS was one of only seven schools chosen nationally to be in this handbook that was released in April 2012. It is available at <http://asiasociety.org/education/chinese-language-initiatives/chinese-language-learning-early-grades> .
- One teacher participated in the February 2012 Asia Society Teachers Institute to discuss PVCICS’s program with teachers in other Chinese language programs.

- The Executive Director attended the National Chinese Language Conference in April 2012 to represent the school as part of the Confucius Classroom Network. The Executive Director accepted a plaque from Hanban recognizing PVCICS as a Confucius Classroom.
- The Principal wrote and submitted two proposals in January 2012 for the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference to be held in November 2012. Both proposals were accepted in April 2012 so a team will be presenting at ACTFL in November 2012 in Philadelphia.

PVCICS has an ongoing relationship with the University of Massachusetts/Amherst to provide opportunities for teacher training and other collaborative work related to education. This year PVCICS had ten UMass/Amherst graduate and undergraduate students onsite student teaching at PVCICS.

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. 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: A Massachusetts charter school founding group and a group of New York state public school educators visited to learn how to start their Chinese immersion program.
- Organizations: the Taiwan Economic and Cultural Office (TECO), the Chinese Language Association of Secondary-Elementary Schools (CLASS) Executive Board and their curriculum group, the Chinese television station, CCTV.
- Educators from China: A delegation of almost twenty Principals from all over China visited PVCICS.
- Pre-service educators: Multiple professors, graduate students and undergraduates from the University of Massachusetts School of Education, East Asian Languages Department and Nursing Department.
- Immersion/foreign language assessment expert and grant evaluator: Dr. Yu-Lan Lin 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

FY2012 income statement – unaudited⁵
For the Fiscal Year July 1, 2011 to June 30, 2012

Revenues	Dollars(\$)
Tuition	2,781,033
Grants	385,776
Program Fees	149,437
Contributions & Fundraising	15,030
Other Income	69,507
Total Revenues	3,400,783

⁵ Unaudited due to Annual Report deadline.

Expenses	
Personnel	2,102,858
Instructional	436,417
Occupancy	401,612
Administrative	240,807
Total Expenses	3,181,694
Net Surplus (Deficit)	219,087

FY2012 statement of net assets (balance sheet) - unaudited⁶

	6/30/12	6/30/11	Change 2011-2012
Assets			
Current Assets			
Cash & Cash Equivalents	943,124	606,431	336,693
Other Accounts Receivable	0	27,942	-27,942
Prepaid Items	36,197	23,457	12,740
Total Current Assets	979,321	657,830	321,491
Fixed Assets			
Property, Plant Equipment, net	88,828	107,206	-18,378
Prepaid Rent	434,001	465,000	-30,999
Total Assets	1,498,954	1,230,036	272,114
Liabilities			
Current Liabilities			
Accounts Payable	34,157	39,615	-5,458
Accrued Expense	263,060	186,738	76,322
Other Current Liabilities	17,255	11,498	5,757
Total Current Liabilities	314,472	237,851	76,621
L/T Liabilities			
Loan-School Bus	17,035	28,911	-21,876
Loan-Equipment & Furniture	75,049	86,579	-11,530
Total Liabilities	406,556	353,341	53,215
Net Assets			
Unrestricted Net Assets	1,095,782	876,695	219,087
Total Net Assets	1,095,782	876,695	219,087
Total Liabilities and Net Assets	1,502,338	1,230,036	272,302

⁶ Unaudited due to Annual Report deadline.

FY2013 approved school budget

Revenue Accounts	
Tuition	3,304,000
Grants Public & Private	202,757
Other Student Services	155,636
Fundraising	12,000
Total Revenue	3,674,393
Expenditure Accounts	
Salaries & Wages	2,014,755
Payroll Tax and Fringe Benefits	337,968
Business Expenses	218,938
Contracted Services-Instructional	216,000
Instructional supplies, materials, technology	124,000
Physical Plant	416,855
Student Services	154,901
Recruitment/advertising	25,000
Insurance	22,500
Travel	16,800
Furniture, computers, equipment	36,849
Total Expenses	3,584,566
NET	77,780.50

FY12 Capital Plan

Summer 2012 Renovation Project

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

Current status of the project: As of May 21, 2012 a contract has been awarded.

Current estimated schedule for the completion of the project: For school opening in the fall of 2012.

Current estimated cost for the project: Total estimated cost for the project is roughly \$50,000.

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

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, 2012 the reserve fund held \$18,212.94. The PVCICS Educational Foundation had a balance of about \$35,000 in its checking account as of June 30, 2012.

PVCICS Addition Project

Description of the project: The PVCICS Educational Foundation, which owns the school facility, is planning a 28,800 square feet addition to the facility to house needed classroom space.

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

Current estimated schedule for the completion of the project: The project is on hold pending approval of PVCICS charter amendments.

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

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

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, 2012 the reserve fund held \$18,212.94. Additionally, the PVCICS Educational Foundation had a balance of about \$50,000 in its checking account as of June 30, 2012.

Data Section

INSTRUCTIONAL TIME	
Total number of instructional days established in the school’s charter or subsequent amendments	180
Total number of instructional days for the 2011-2012 school year	180
First and last day of the 2011-12 school year:	August 31, 2011 to June 15, 2012
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 2010-11 school year but did not reenroll for the 2011-2012 school year (excluding graduates):	15
Total number of students enrolled as of October 1, 2011:	241
Total number of students who enrolled during the 2011-12 school year, after October 1, 2011	2
Total number of students who left during the 2011-12 school year, after October 1, 2011:	3
Total number of students enrolled as of the June 30, 2012 SIMS submission:	240
Number of students who graduated at the end of the 2011-2012 school year:	7
Number of students on the waitlist as of June 30, 2012	122

Summary of student departures (excluding graduation but including summer 2011 withdrawals and students who withdrew during the 2011-2012 school year):

Reason for Departure	Number of Students
Preferred homeschooling	3
Enrolled in a school closer to home	7
Be at the same school as a sibling	1
Moved out of state	4 (from two families)
Moved out of the country	2 (from one family)
Undisclosed	1

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2012 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	5	
Asian	44	
Hispanic	9	
Native American	0	0
White	142	
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	40	
Special Education	19	
Limited English Proficient	5	
Low Income	32	

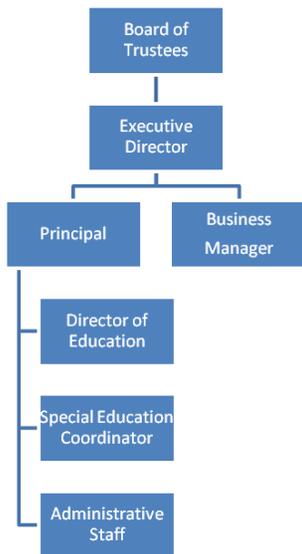
ADMINISTRATIVE ROSTER FOR THE 2011-12 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date
Executive Director	The Executive Director is the school's leader responsible for the strategic management of the organization. The Executive Director reports directly to the Board of Trustees.	9/2010	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 reports directly to the Board of Trustees.	5/2007	N/A
Business Manager	The Executive Director is serving as the acting Business Manager at this time.	9/2010	N/A
Office Coordinator	The Office Coordinator is hired by the Executive Director and assists with day-to-day, non-instructional responsibilities.	8/2011	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.	8/2011	N/A
Director of Student Services	The Director of Student Services (DSS) is hired by the Principal and reports to the Principal. The Director of Student Services manages support services for students.	8/2011	N/A

Organizational chart

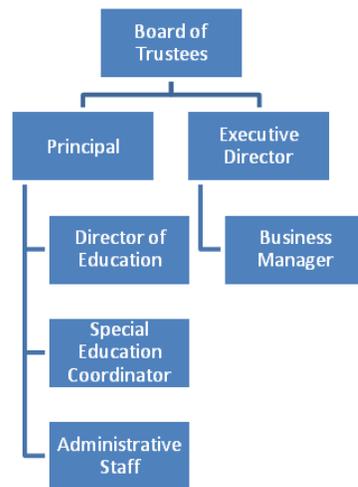
Mr. Richard Alcorn, Executive Director, Ms. Kathleen Wang, Principal. Ms. Rose Carr, SPED Coordinator (contract). Ms. Hsiu-wen Hsieh, Director of Education. Ms. Marilyn Kusek, Director of Student Services. Ms. Kristin Moore, Office Coordinator, reporting to the Executive Director.

The organization chart on the left was approved in 2010 and 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, as shown in the functional organization chart.

Organizational Chart



Functional Organization Chart



TEACHERS AND STAFF ATTRITION FOR THE 2011-12 SCHOOL YEAR			
	Number as of the last day of the 2011-12 school year	Departures during the 2011- 2012 school year	Departures at the end of the school year
Teachers	38	2 (see (a) below)	6 (see (b) below)
Staff	19	3 (see (c) below)	0

Summary of teacher and staff departures: (a) One teacher left during the school year to relocate to Boston for a non-teaching job and one teacher left for personal reasons. (b) One teacher enrolled in a full-time Ph.D program, one relocated out of the region to be closer to an ill family member, two moved to the Boston area to join spouses who had taken jobs there and one moved to California to take another job and be where her spouse was going to be working. (c) One paraprofessional and one bus driver left for personal reasons. One bus driver left because the job schedule conflicted with another part-time job.

BOARD MEMBERS AS OF June 30, 2012				
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
Dr. Hsiu-Jung Chang	Vice Chair	Trusteeship Personnel	Communications	1; 3/27/12 thru 3/26/15
Dr. May Lo	Treasurer	Finance (Chair), Trusteeship	Accounting and finance	1+; 2/27/12 thru 2/26/15
Ms. Cherry Hsieh	Secretary	Personnel (Chair), Trusteeship, Finance	Operations and Chinese language instruction	1; 12/2/10 thru 12/1/13
Mr. Robert Chung		Personnel, Trusteeship	Computer Technology	1+; 4/17/12 thru 4/16/15
Dr. Weiguo Hu		Greivance	Polymer Science, parent of PVCICS students	1;7/20/09 thru 7/19//12
Atty. Marshall Moriarty		Personnel Trusteeship	Attorney, specialization in labor and employment law	1; 2/29/12 thru 2/28/15
Dr. David Scott		Grievance	K-12 policy, regulations, and key stakeholders; parent of PVCICS students	1; 4/26/12 thru 4/25/15
Dr. David Braverman		Grievance (Chair)	School administration	1; 4/26/12 thru 4/25/15

*** End of Annual Report ***