

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2007-08 School Year

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Table of Contents

Letter from chair of the board of trustees 3

Introductory description of the school 4

School mission statement..... 4

Summary of educational philosophy..... 4

Summary of performance relative to Accountability Plan goals and measures..... 5

Summary of external standardized test results..... 10

Summary of internal assessment results 10

Number of instructional days for the 2007-2008 school year..... 10

List of Members of the Board of Trustees 10

Summary of major policy decisions made by the Board of Trustees..... 11

Charter amendments approved by the Board of Elementary and Secondary Education..... 12

Summary of official complaints received by the Board of Trustees..... 12

Student Demographics 12

Total number of student applications received 13

Student attrition data 13

Number of students who have been expelled, served in-school and out-of-school suspensions 14

Name of school administrators, including organizational chart with names and titles..... 14

Summary of classroom teacher qualifications 14

Teacher attrition 15

FY2008 income statement – unaudited..... 15

FY2008 statement of net assets (balance sheet) - unaudited..... 16

FY2009 approved school budget 17

Dissemination Plans..... 17

NCLB Report Card 18

Letter from chair of the board of trustees

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

PVCICS opened in August 2007 with 42 Kindergarten and 1st grade students, and 6 full-time teachers. As the year progressed, the word about PVCICS's success was spreading among the area parents and we received positive press coverage about our school. We project full enrollment for the 2008-2009 school year.

Our teaching staff did a remarkable job of creating and implementing a highly challenging curriculum based on the concepts in our Charter. With great pleasure, we observed our Kindergarten and 1st graders enthusiastically covering and succeeding in Math, Science, Social Studies, Chinese Language Arts, and English Language Arts. With the exception of English Language Arts, the language of instruction was Chinese. We are proud to report that 100 percent of the teachers that were invited to return are returning in the fall. We are also proud to report that PVCICS students were invited to participate in local performances highlighting their singing ability in Chinese and English.

PVCICS parents showed tremendous enthusiasm and supported the school with many of volunteer hours. The Parent Association worked hard to organize fundraising and social events throughout the year. In addition to cash donations, many parents donated library books, classroom/office supplies, furniture, and professional skills.

The Board of Trustees requested one charter amendment in July 2008 to allow for the school's move to Hadley to larger facilities. This Charter amendment has been approved by the Board of Elementary and Secondary Education. We welcomed one new Board member who brings commitment to PVCICS's mission and skills that permit the Board to continue governing effectively in the coming years.

PVCICS was awarded one private grant from the Mifflin Foundation for curriculum development. PVCICS submitted applications to the US Department of Education for a Foreign Language Assistance Program grant and to the Massachusetts Cultural Council for a Creative Schools grant.

PVCICS further developed its partnerships with the Springfield Museums and the University of Massachusetts. Both UMass/Amherst and UMass/Boston have expressed interest in using our school as a teacher training facility. PVCICS is also investigating opportunities to collaborate with local school districts.

On behalf of the Board of Trustees, I would like to thank all members of the PVCICS community who have ensured the success of the school in its first academic year. We commend our families for having faith in PVCICS and thank them for their dedication to the school. We look forward to a new year of successes, challenges, ongoing learning, and growing enthusiasm throughout the PVCICS community.

Sincerely,

Richard E. Alcorn
Chair, Board of Trustees

Introductory description of the school

The Pioneer Valley Chinese Immersion Charter School (PVCICS) opened in August 2007 with one Kindergarten and one 1st grade class in Amherst, MA in three leased classrooms. As of October 1, 2007 SIMS reporting, PVCICS had 19 Kindergarteners and 23 1st graders enrolled. PVCICS will add one grade a year until full capacity is reached. PVCICS's charter allows for a maximum of 300 students to be enrolled when it reaches full capacity with K-8th grades.

PVCICS's defined region of service includes communities in Franklin, Hampshire and Hampden counties. In this inaugural school year 2007-2008, PVCICS drew students from the following communities: Amherst, Belchertown, Charlemont, Deerfield, Easthampton, Granville, Greenfield, Hadley, Northampton, Palmer, South Hadley, Southwick, Springfield and Turners Falls.

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

Summary of educational philosophy

"We believe that all students should learn or maintain a second language, beginning in elementary school, and should be expected to master that language. This expands opportunities to communicate with others, to work in an increasingly competitive worldwide economy, and to understand the diversity of cultures." The Massachusetts Common Core of Learning²

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

While it may appear counter-intuitive, that high performance in a rigorous academic curriculum can be achieved with instruction in a new language, it has become clear from research³ that students will nonetheless learn that curriculum as well, or better than, students learning the curriculum in their native

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

² <http://www.doe.mass.edu/edreform/commoncore/beliefs.html>

³ Met, Myriam, "Improving Students' Capacity in Foreign Languages," Phi Delta Kappan, November, 2004.

language. Students gain proficiency by using the language to interact with the teacher and classmates on topics important to the life of the classroom, instantiating a key concept in Steven Krashen's language acquisition theory that "Acquisition requires meaningful interaction in the target language - natural communication..."⁴ PVCICS's students participate in hands-on, inquiry based activities that encourage student-to-student interaction, discourse and reflective thinking. Small and cooperative group instruction in all subject areas creates age-appropriate topics and contexts in which students will want and need to talk to one another in both languages.

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, although students can talk with the teacher and one another in English until they gain sufficient proficiency in Chinese. During the English portion of the day, English reading, language arts, and abstract curriculum concepts - including academic vocabulary - is taught.

PVCICS offers curriculum which is aligned with the Massachusetts Curriculum Frameworks (MCFs) standards and learning strands for core subjects. PVCICS's curriculum addresses the learner outcomes for all Massachusetts students at a given grade level, instructional strategies and resources will be compatible with best practices in immersion education. Culture is an integral part of language learning and Chinese culture is integrated into PVCICS's curriculum for all grades. At PVCICS students view second language learning and the insights gained into another culture as a normal part of their schooling.

Summary of performance relative to Accountability Plan goals and measures

PVCICS's Accountability Plan was approved by the Massachusetts Charter School Office in July 2008.

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".

2007-08 Results: 26 parent surveys were returned representing 74% of all PVCICS families. 96% of the respondents indicated that they were either "Satisfied" or "Very Satisfied" with the "Extent to which the curriculum incorporated information on Chinese culture."

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

2007-08 Results: In the fall semester, the Mid-Autumn Festival was celebrated with Hampshire College with performances by the whole school and Hampshire College students. In the spring semester, the Lunar New Year was celebrated and families helped make food for the event.

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

⁴Krashen, Stephen D. Principles and Practice in Second Language Acquisition. Prentice-Hall International, 1987.

2007-08 Results: Art specials highlighted Chinese cultural influences throughout the year. Chinese calligraphy and brush painting techniques were taught to all students on a weekly basis. Both Kindergarten and 1st grades visited the Chinese art collection at the Springfield Museums during the spring semester. During Friday all school community times, Chinese musical instruments were demonstrated.

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.

2007-08 Results: PVCICS established a relationship with the University of Massachusetts/Amherst and University of Massachusetts/Boston to offer professional development opportunities to pre-service teachers of Chinese. For half of the school year, one graduate student worked as a volunteer and later observed for course credit.

- 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.

2007-08 Results: The following articles and presentations with state and national significance occurred:

- An article about PVCICS was published in the American Council on the Teaching of Foreign Languages, The Language Educator Magazine in October 2007. This is distributed nationally.
- PVCICS was invited to present at the "Immersion: Opportunities and Challenges" panel at the "National Chinese Language Conference: Building Global Competence of U.S. Students: Making Chinese Accessible for All" held in April 2008 in Washington DC.
- PVCICS was invited to present at the "US Education Reform: The Hands on Experience" conference held in July 2008 at National Taiwan Normal University.

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.

2007-08 Results: Not applicable yet because no students have been enrolled for at least two years. Note: In the fall 2007 and spring 2008, we administered the DRA to establish baseline scores. Kindergarten average year-end score was 12, which is beyond grade-level. 1st grade average year-end score was 30, which is beyond grade level. PVCICS did not have a 2nd or 3rd grade this year so there's no data to report on those.

- 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.

2007-08 Results: Not applicable yet, PVCICS did not have grades 4-8 this year.

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

2007-08 Results: Exceeded target for both Kindergarten and 1st grade (note: national percentile rank of 50 is defined as the national average). Kindergarten year-end Stanford 10 Mathematics national percentile rank was 82. 1st grade year-end Stanford 10 total Mathematics national percentile rank was 94.

- 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.

2007-08 Results: Not applicable yet.

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

2007-08 Results: Not applicable yet, PVCICS did not have grades 3-8 this year.

Internal Measures:

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

2007-08 Results: 100% of Kindergarteners and 100% of 1st graders met the promotion standards. Teachers document student progress through observation, class work, homework, individual interviews, student presentations and a variety of other oral and written formats. The ability to think critically, solve problems and be a good “community member” is a key part of our assessment process.

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

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

External Measures (see note below):

- a. On the Chinese ELLOPA 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.

2007-08 Results: Not applicable yet because no students have been enrolled for at least two years. Note: We administered ELLOPA at the end of this year to establish baselines for each student. ELLOPA scores measure oral proficiency, grammar, vocabulary, listening comprehension, and communication strategies. The average scores for Kindergarten and 1st grades were 2.83 and 3.05,

respectively, which shows positive achievement towards our objective. These scores are in the Junior Novice range.

- 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.

2007-08 Results: Not applicable yet, PVCICS did not have grades 3-6.

- 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.

2007-08 Results: Not applicable yet, PVCICS did not have grades 7 and 8.

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

2007-08 Results: 100% of Kindergarteners and 100% of 1st 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.

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.

2007-08 Results: PVCICS ended FY2008 with over \$100,000 cash on hand. PVCICS's projected enrollment is on track to double in FY2009. PVCICS's 5 year cash flow analysis projects year end cash on hand will grow with each year of operation.

- 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.

2007-08 Results: 26 parent surveys were returned representing 74% of all PVCICS families. 100% of the respondents rated their overall "family experience" as either "Very Good" or Excellent."

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

2007-08 Results: 26 parent surveys were returned representing 74% of all PVCICS families. 100% of the respondents rated their level of satisfaction with the “Quality of Chinese Instruction,” as either “Satisfied” or “Very Satisfied.” 96% of the families rated their level of satisfaction with the “Quality of English Instruction,” as either “Satisfied” or “Very Satisfied.”

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

Measures:

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

2007-2008 Results: PVCICS successfully completed a financial review by our auditor of pre-operational activities for the year ending June 30, 2007. A full audit is not required for pre-operational activities. PVCICS’s accountants, Non-Profit Data Systems, are currently preparing for the audit of the fiscal year ending June 30, 2008.

- 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).

2007-2008 Results: PVCICS’s Board of Trustees, including the Finance Committee, reviewed and approved the 5 year cash flow analysis for the coming school year during the July 2008 Board meeting. The 5 year cash flow analysis is regularly updated with actual results by our accountants for review by the Finance Committee.

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

2007-2008 Results: PVCICS’s Board of Trustees, including the Finance Committee, reviewed the June 30, 2008 Balance Sheet during the July 2008 Board meeting. It showed Total Net Assets of over \$100,000.

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

Measures:

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

2007-2008 Results: The Board plans to include the strategic planning process as part of Board development activities in the coming year led by the consultant Marci Cornell-Feist, author of the Charter School Trustees Guide.

- 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.

2007-08 Results: The Personnel Committee evaluated the Principal informally during the year and formally at the end of the year. Goals for the coming year were set and documented.

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

2007-2008 Results: PVCICS’s Bylaws describe the process for recruiting new members. The Board Chairperson and members of the Trusteeship Committee met with new Board members for orientation and mentoring purposes. The Board plans to continue Board development activities in the coming year led by the consultant Marci Cornell-Feist, author of the Charter School Trustees Guide. The Board maintains a database on member terms, responsibilities and submission of required paperwork.

Summary of external standardized test results

2007-08 Results: Please see the section “Summary of performance relative to Accountability Plan goals and measures” in this document for the results of external standardized test results.

Summary of internal assessment results

Internal assessment included class work, homework, and quizzes all core subjects. Homework was given starting in Kindergarten, though it was called “show time” and was not nightly. In 1st grade, homework was given Monday through Thursday. All class work, homework and quizzes were reviewed by teachers and used to inform teaching.

During the year, internal assessment results were collected and analyzed regularly. At a weekly staff meeting, the classroom teachers (Chinese and English classrooms) identified students who showed any weakness in a subject or if there were any concerns. If the case warranted it, teachers would report it to the parents/guardians. Throughout the year, teachers and the Principal assessed the overall students’ performance and progress.

Fall and spring progress reports were sent to parents/guardians summarizing student performance for those semesters. The spring internal assessment results for the year demonstrate improvement of academic performance of all students and all were promoted to the next grade level.

Number of instructional days for the 2007-2008 school year

2007-08 Results: PVCICS had 180 school days during the period August 30, 2007 to June 18, 2008. The school day for Kindergarten and 1st graders is from 8:30 AM to 3:30 PM. PVCICS had three snow days, one early dismissal due to a snow storm, two delayed openings due to snow storms.

List of Members of the Board of Trustees

| Name | Affiliation | Beginning of Term | End of Term | Committee |
|------------------------------|--------------------------------------|-------------------|---------------------|----------------------|
| Mr. Richard E. Alcorn, Chair | Clippership Distribution, Inc. | February 2007 | February 2010 | Finance, Trusteeship |
| Dr. Charles Bagley | UMass/Amherst | February 2007 | February 2008 | Ex Officio |
| Mr. Robert Chung | Independent Consultant | February 2007 | February 2008 | Ex Officio |
| Dr. Donna Kelley | Babson College | February 2007 | July 2007, resigned | Ex Officio |
| Mr. Chung Liu | Massachusetts Municipal Electric Co. | February 2007 | February 2010 | Trusteeship |
| Ms. Liming Liu | UMass/Amherst | June 2008 | June 2011 | |

| | | | | |
|----------------------|---------------------------------------------------------------------------|---------------|---------------|--------------------------------|
| Dr. May Lo | Western New England College | February 2007 | February 2009 | Finance (Chair), Trusteeship |
| Ms. Elle Miller | Colrain Preschool | February 2007 | February 2010 | Trusteeship |
| Dr. Chih-wen Su | Retired, former Head Chinese teacher, Amherst Public Schools | February 2007 | February 2010 | Personnel |
| Dr. Kathleen Riordan | Retired, former Director of Foreign Languages, Springfield Public Schools | February 2007 | February 2009 | Personnel (Chair), Trusteeship |

Summary of major policy decisions made by the Board of Trustees

In addition to decisions made during monthly meetings regarding various governance issues during the year, the Board made a number of major policy decisions during the 2007-08 year:

March 4, 2007

- Approved PVCICS’s bylaws as written in the final application.
- Elected officers.
- Approved PVCICS’s Enrollment Policy and Procedures.

April 29, 2007

- Approved the following policies: Organization Chart, CORI Requirements and Policy, Code of Conduct, Enrollment Policy, school year.

July 15, 2007

- Approved the following documents: Letter Requesting permission to perform a review rather than an audit, 2007 – 2008 School Calendar, K-1 Student Learning Time, K-1 Daily Schedule, School Wellness Policy, PVCICS Complaint Procedure.
- Approved a policy for public comment during meetings of the Board of Trustees.

July 18, 2007

- Approved using the Massachusetts Charter School Recommended Fiscal Policies & Procedures as the basis for PVCICS’s policies and procedures.
- Approved the revised budget for the 1st year of operation.

August 12, 2007

- Elected members to the Trusteeship Committee.
- Approved having the Personnel Committee oversee the school’s academic policies, procedures and achievement.
- Approved adoption of the PVCICS Fiscal Policies and Procedures, July 2007.
- Approved Code of Conduct, as amended by the Principal at the request of the MA DOE.

December 10, 2007

- Approved procedure to allow the Finance committee and Board chair to make the final approval of the Financial Statement and Accountant’s Report.

January 13, 2008

- Approved a letter to our auditor stating the Financial Statement fairly represents the school’s financial position.

May 18, 2008

- Approved letter notifying the MA Dept. of Elementary and Secondary Education of the school's move to Hadley.

From receiving the Charter in February 2007 to the end of the 2007-08 school year, the PVCICS Board of Trustees had twenty meetings on the following dates:

- In 2007: March 4, March 18, April 10, April 29, May 29, June 3, June 7, June 17, July 8, July 15, July 18, August 12, November 4, and December 10.
- In 2008: January 13, February 11, March 9, April 14, May 18, and June 9.

Charter amendments approved by the Board of Elementary and Secondary Education

2007-08: A request to move to Hadley, MA to a larger facility was approved at the June 2008 Board of Elementary and Secondary Education meeting.

Summary of official complaints received by the Board of Trustees

2007-08 results: No official complaints were received by the Board of Trustees.

Student Demographics

As of June 30, 2008, Kindergarten had 17 students and 1st Grade had 22 students.

| Race | Number | % |
|--------------------------------------------------|--------|------|
| White | 20 | 51% |
| African American | 1 | 3% |
| Asian ⁵ | 14 | 36% |
| White & African American | 0 | 0% |
| White & Asian | 4 | 10% |
| White & American Indian/Alaskan Native | 0 | 0% |
| White & Native Hawaiian/Pacific Islander | 0 | 0% |
| Asian & American Indian/Alaskan Native | 0 | 0% |
| Hispanic American Indian/Alaskan Native | 0 | 0% |
| Hispanic, White & American Indian/Alaskan Native | 0 | 0% |
| TOTAL | 39 | 100% |
| Gender | Number | % |
| Male | 13 | 33% |
| Female | 26 | 67% |
| TOTAL | 39 | 100% |
| Low Income Status: | Number | % |
| Reduced Lunch | 3 | 8% |
| Free Lunch | 4 | 10% |
| TOTAL | 7 | 18% |
| Special Education Status: | | |

⁵ The majority of the Asian students have no Chinese language background when they enter PVCICS.

| | | |
|-----------------------------------------|---|----|
| Special Education | 1 | 3% |
| English Language Learners (ELL) status: | | |
| English Language Learners | 0 | 0% |
| First Language Not English (FLNE) | 0 | 0% |

| Town of Residence | No. | % | Town of Residence | No. | % | Town of Residence | No. | % |
|-------------------|-----|--------|-------------------|-----|--------|-------------------|-----|--------|
| Amherst | 11 | 28.21% | Granville | 1 | 2.56% | South Hadley | 3 | 7.69% |
| Belchertown | 3 | 7.69% | Greenfield | 1 | 2.56% | Southwick | 1 | 2.56% |
| Charlemont | 1 | 2.56% | Hadley | 1 | 2.56% | Springfield | 5 | 12.82% |
| Deerfield | 1 | 2.56% | Northampton | 8 | 20.51% | Turners Falls | 1 | 2.56% |
| Easthampton | 1 | 2.56% | Palmer | 1 | 2.56% | | | |
| | | | | | | Total | 39 | ~100% |

Total number of student applications received

During the time from receiving the Charter in February 2007 to the end of the first school year PVCICS received total of 77 applications for 44 seats in Kindergarten and 1st grades. Almost all of the applicants were residents of the towns that comprise PVCICS’s region of service. The breakdown of all applicants by town of residence is given below.

| Town of Residence | No. K | No. 1 st Grade | Total | Town of Residence | No. K | No. 1 st Grade | Total |
|-------------------|-------|---------------------------|-------|-------------------|-----------|---------------------------|-----------|
| Amherst | 7 | 13 | 20 | Palmer | 0 | 1 | 1 |
| Belchertown | 4 | 0 | 4 | South Deerfield | 1 | 0 | 1 |
| Charlemont | 1 | 0 | 1 | South Hadley | 1 | 4 | 5 |
| Deerfield | 1 | 0 | 1 | Southwick | 0 | 1 | 1 |
| Easthampton | 1 | 4 | 5 | Springfield | 6 | 4 | 10 |
| East Longmeadow | 1 | 0 | 1 | Sunderland | 0 | 1 | 1 |
| Granby | 1 | 0 | 1 | Turners Falls | 1 | 0 | 1 |
| Granville | 0 | 1 | 1 | West Springfield | 1 | 1 | 2 |
| Greenfield | 2 | 0 | 2 | Westfield | 0 | 1 | 1 |
| Hadley | 4 | 0 | 4 | Wilbraham | 0 | 1 | 1 |
| Hatfield | 1 | 1 | 2 | Wilmington | 0 | 1 | 1 |
| Northampton | 5 | 5 | 10 | | | | |
| | | | | Total | 38 | 39 | 77 |

Student attrition data

Some of the students who applied to PVCICS before opening withdrew their applications before the year started. Possible reasons for withdrawal may have included location and transportation.

PVCICS opened in August 2007 with total of 42 students (19 in Kindergarten and 23 in 1st grade) and completed the year with 39 students. During the year, no new students were enrolled and three students (7% percent) left the school. The cited reasons for leaving were too hard (1 student), and personal reasons (2 students).

A survey of the students that completed the year at PVCICS gave the following preliminary attrition data:

| | Kindergarten | | 1st Grade | | Total | |
|-----------|--------------|------|-----------|------|--------|------|
| | Number | % | Number | % | Number | % |
| Returning | 17 | 100% | 19 | 86% | 36 | 92% |
| Leaving | 0 | 0% | 2 | 9% | 2 | 5% |
| Maybe | 0 | 0% | 1 | 4% | 1 | 3% |
| Totals | 17 | 100% | 22 | 100% | 39 | 100% |

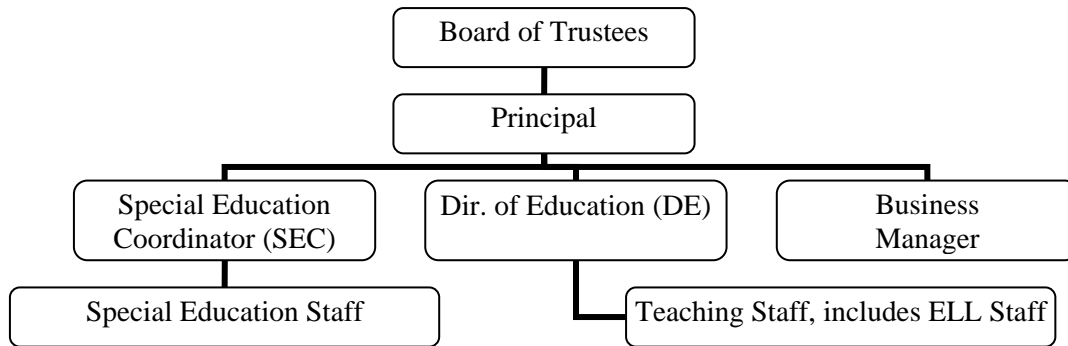
The cited reasons for those leaving after completing the year were: extended day too long (1 student) and personal reasons (1 student). The cited reason for those answering “maybe” was transportation (1 student).

Number of students who have been expelled, served in-school and out-of-school suspensions

2007-08 Results: No students were expelled. There was one in-school and six out-of-school suspensions. In total, two students were suspended. The common reasons for suspensions were repeated disrespectful and disruptive behavior and intentional physical harm to others. PVCICS has a clear Code of Conduct regarding student behavior at school.

Name of school administrators, including organizational chart with names and titles

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



There was no attrition among the administrative team this year.

Summary of classroom teacher qualifications

At the end of the 2007-08 year, PVCICS employed six full-time teachers for a total of six FTE. The school’s teaching staff includes native Chinese and native English speaking teachers. The average number of years of teaching experience for classrooms teachers is 4.5 years. Because this is PVCICS’s first year

of operation, the average years of service at the school is one year. The average class size at school is 21 students.

A summary of teachers' qualifications is below.

| Category | No | Category | No | % | Category | No | % |
|-------------|----|---------------------|----|-----|-------------------------------------|----|------|
| Full-time | 6 | Teachers' education | | | Number of Highly Qualified teachers | | |
| PT, persons | 0 | BS/BA | 2 | 33% | FT | 6 | 100% |
| PT, FTE | 0 | MS/MA | 4 | 67% | PT | 0 | 0% |

Teacher attrition

As of June 30, 2008, PVCICS had six full-time teachers (6 FTE). During the school year, one full-time teacher left for personal reasons and a replacement was hired. All six full-time teachers (100 percent) are coming back to teach in the 2008-09 school year.

FY2008 income statement – unaudited⁶

For the Fiscal Year Ended 6/30/2008

| | Dollar Amount |
|------------------------------|-------------------|
| Revenues | |
| Tuition | 488,611.00 |
| Grants | 345,100.29 |
| Nutrition Funding | 11,698.98 |
| Program Fees | 888.00 |
| Contributions | 2,704.40 |
| Fundraising | 300.30 |
| Other Income | 5.00 |
| Total Revenues | 849,307.97 |
| Expenses | |
| Personnel Expense | 437,241.38 |
| Instructional Expense | 140,102.51 |
| Occupancy Expense | 90,223.68 |
| Administrative Expense | 45,069.46 |
| Total Expense | 712,637.03 |
| Net surplus/(Deficit) | 136,670.94 |

⁶ Unaudited due to Annual Report deadline.

FY2008 statement of net assets (balance sheet) - unaudited⁷

| | 6/30/2008 | 6/30/2007 | Change |
|-------------------------------------------|-------------------|------------------|---------------------|
| Assets | | | |
| Current Assets | | | |
| Cash & Cash Equivalents | 158,781.83 | 38,527.70 | 120,254.13 |
| Prepaid Items | 36,495.39 | 1,000.00 | 35,495.39 |
| Total Current Assets | 195,277.22 | 39,527.70 | 155,749.52 |
| Fixed Assets | | | |
| Property, Plant & Equipment, net | 20,822.11 | - | 20,822.11 |
| | | | |
| Total Assets | 216,099.33 | 39,527.70 | 176,571.63 |
| | | | |
| Liabilities | | | |
| Current Liabilities | | | |
| Accounts Payable | 4,207.44 | 2,558.68 | (1,648.76) |
| Accrued Expenses | 72,120.82 | (2,739.40) | (74,860.22) |
| Other Current Liabilities | - | 36,608.29 | 36,608.29 |
| Total Current Liabilities | 76,328.26 | 36,427.57 | (39,900.69) |
| | | | |
| Total Liabilities | 76,328.26 | 36,427.57 | (39,900.69) |
| | | | |
| Net Assets | | | |
| Unrestricted Net Assets | 139,771.07 | 3,100.13 | 136,670.94 |
| Total Net Assets | 139,771.07 | 3,100.13 | 136,670.94 |
| | | | |
| Total Liabilities & Net Assets | 216,099.33 | 39,527.70 | (176,571.63) |

⁷ Unaudited due to Annual Report deadline.

FY2009 approved school budget

| | |
|-------------------------------------------------|---------------------|
| Revenue Accounts | |
| Tuition | \$ 1,017,864 |
| Grants – state | \$ 140,000 |
| Nutrition funding – private | \$ 23,300 |
| Transportation Aid | \$ 4,000 |
| TOTAL REVENUE | \$ 1,185,164 |
| | |
| Expenditure Accounts | |
| Salaries and wages | \$ 591,118 |
| Fringe benefits & taxes | \$ 86,664 |
| Business expenses | \$ 23,250 |
| Contracted services, instructional | \$ 30,000 |
| Instructional supplies and materials | \$ 38,700 |
| Physical plant: rent, maint., RE tax, utilities | \$ 258,982 |
| Student services | \$ 56,299 |
| Recruitment/advertising | \$ 18,500 |
| Insurance | \$ 18,300 |
| Travel | \$ 9,000 |
| Furniture, computers, equipment | \$ 30,000 |
| TOTAL EXPENSES | \$ 1,160,813 |
| NET | \$ 24,351 |

Dissemination Plans

PVCICS’s goal is to be a visible and engaged member of the broader community. To build public awareness, before opening, PVCICS was featured in an Associated Press article that appeared in newspapers across the nation. Locally, PVCICS was featured in three local newspaper articles during the school year. PVCICS students sang songs at Hampshire College for the Mid-Autumn Festival and at Williston-Northampton School for their all-school Diversity Day celebration.

PVCICS held monthly parent information sessions during the school year and welcomed visitors into our school to see the learning process and observe our classes. PVCICS hosted many visitors including interested parents and students, educators and organizations such as the Springfield Museums, UMass/Amherst, UMass/Boston, UMass Confucius Institute, and the Taipei Economic and Cultural Office (TECO).

PVCICS’s intent has been on developing long-term collaborative relationships with area organizations that can help sustain our program, broader outreach and provide opportunities for dissemination both to the public and to other educators.

PVCICS has worked to develop a collaborative relationship with the Springfield Museums to help create educational programming related to Chinese language and culture. The goal is to have a school-museum partnership that extends education about China outside the classroom to a larger audience, with special attention given to reaching younger elementary age children.

PVCICS has worked to form a relationship with the University of Massachusetts to provide opportunities for teacher training and other collaborative work related to education. PVCICS has initiated similar discussions with other local educational organizations.

NCLB Report Card

2007-2008: Not included because PVCICS did not receive Title I funds this year.