

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2012-2013 School Year

Pioneer Valley Chinese Immersion Charter School
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Introduction to the School

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Hadley, MA
Regional or Non-Regional?	Regional	Districts in Region	See below
Year Opened	2007	Year(s) Renewed	2012
Maximum Enrollment	584	Current Enrollment	278 ¹
Number of students enrolled as of 8/1/2013	341 projected	Students on Waitlist	77
Chartered Grade Span	K-12	Current Grade Span	K-9
# of Instructional Days during the 2012-2013 school year	180	School Hours	8:30 – 3:30; K-1 8:30 – 4:15; 2-12
<p>Mission Statement The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a K-8th² grade educational program that produces academically strong students highly proficient in Chinese and English. The program goals are:</p> <ul style="list-style-type: none"> • To develop proficiency³ 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. <p>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.</p>			

PVCICS’s defined region of service includes communities in Franklin, Hampshire and Hampden counties. PVCICS's defined region of service is:

Agawam, Amherst, Amherst-Pelham (Amherst, Leverett, Pelham, Shutesbury), Belchertown, Chesterfield-Goshen (Chesterfield, Goshen), Chicopee, Conway, Deerfield, East Longmeadow, Easthampton, Frontier (Conway, Deerfield, Sunderland, Whately), Gill-Montague (Gill, Montague), Granby, Granville, Greenfield, Hadley, Hampden-Wilbraham (Hamden, Wilbraham), Hampshire (Chesterfield, Goshen, Southampton, Westhampton, Williamsburg), Hatfield, Hawlemont, Holyoke, Leverett, Longmeadow, Ludlow, Mohawk Trail (Ashfield, Buckland, Charlemont, Colrain, Hawley, Heath, Plainfield, Shelburne), Northampton, Pelham, Pioneer Valley (Bernardston, Leyden, Northfield, Warwick), Shutesbury, South Hadley, Southampton, Springfield, Sunderland, West Springfield, Westfield, Westhampton, Whately, Williamsburg, Southwick-Tolland (Southwick, Tolland).

¹ Enrollment as of End-of-Year June 2013.

² PVCICS’s originally chartered grade span was K-8 and that grade span was in effect for 2012-2013. Due to the 2013 approval of an expanded grade span to K-12th, the mission statement will be revised to have the K-12 grade span for 2013-2014.

³ Throughout this document, the term “proficiency” will refer to speaking, listening, reading and writing skills.

Faithfulness to Charter

Accountability Plan Objectives and Measures

	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
Measure: 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.	Met	84% 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.”
Measure: At least one school wide event, which includes families, per semester will have eastern cultural significance.	Met	Throughout the school year, there were family events that had Eastern cultural significance. The largest were the December 2012, February 2013 and June 2013, all-school family music performances to celebrate the winter season, Lunar New Year’s, and the spring season, respectively. At these events, all students in K-9 th grades performed Chinese songs which reflected their understanding of Chinese culture. For the Lunar New Year event, performers performed traditional Chinese music and dances to celebrate the New Year.
Measure: 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.	Met	Art and music specials highlighted Chinese arts and culture the entire school year. Chinese calligraphy and brush painting are taught by a bilingual teacher who used Chinese as the language of instruction during classes. In these classes, Chinese brush art and calligraphy techniques were taught to students on a weekly basis. This year the K-9 th grade music program featured not only students singing Chinese songs but also students playing melodicas, a handheld keyboard instrument taught in Chinese elementary and middle schools. There were three all school music performances in Fall, Winter and Spring as well as production of the 2 nd annual music CD of Chinese songs sung by all students. Finally, the 2 nd grade wrote and performed an original opera in Chinese and English that was performed in Boston as part of the Boston Lyric Opera Company’s school program.

Charter School Performance Criteria Relating to Faithfulness to the Charter

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 the Chinese immersion environment.

Dissemination: PVCICS welcomes visitors and educators from the local community and national Chinese language community each year. PVCICS strives to build positive public awareness of the mission and vision as the school has grown. Over the years, these efforts have helped PVCICS 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.

- The Principal and three teachers were invited to present at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2012.
- The Principal was invited to present at the Glastonbury (CT) Public Schools FLAP grant annual workshop that brought together foreign language assessment specialists from around the country in March 2013. Note: PVCICS was a pilot site for Glastonbury's FLAP project.
- The Principal and two teachers were invited to present at the National Chinese Language Conference in April 2013.
- The Principal was invited to be on a panel with other immersion schools at the National Chinese Language Conference in April 2013.
- The Principal and Director of Education were invited to present at a Summer Institute for Chinese educators in July 2013.
- The Principal wrote and submitted two proposals in January 2013 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 2013 so a team will be presenting at ACTFL in November 2013.

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 four UMass/Amherst graduate and four undergraduate students onsite student teaching at PVCICS. PVCICS also continued its work with the UMass/Amherst Nursing program by allowing its nursing students to conduct a nutritional analysis of the school's lunch program and, along with the Hadley Fire Department, conduct a Health Fair that was open to the whole school and to the public.

Finally, as a regional charter school, PVCICS welcomed many parents and students from all over the Pioneer Valley. Some came to information sessions held monthly year and others came to observe classes during the school.

Academic Program Success

Accountability Plan Objectives and Measures

	2012 - 2013 Performance (Met/Not Met)	Evidence																						
Objective: Externally developed assessments of student core academic performance is strong.																								
Measure: In each grade, K-3, the Developmental Reading Assessment (DRA) or an equivalent test 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.	Met	Students in the 1st grade cohort who entered PVCICS in Kindergarten in 2011-2012 had an average year-end DRA score of 19, which is above grade level. Students in the 2nd grade cohort who entered PVCICS in Kindergarten in 2010-2011 had an average year-end DRA score of 34, which is above grade level. Students in the 3rd grade cohort who entered PVCICS in Kindergarten in 2009-2010 had an average year-end DRA score of 44, which is above grade level. Note: The DRA averages reflect the ceiling levels 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 3 rd grade, level 50.																						
Measure: In each grade, 4-8, the DRA2 or an equivalent test 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.	Met	This is applicable only to grades 4, 5, and a subset of grade 6 in 2012-2013 because students in other grades have not been enrolled for at least five years. Grade 4 average year-end score was 62, which is above grade level. Grade 5 average year-end score was 61, which is on grade level. Grade 6 average year-end score was 69, which is above grade level. Please note that the average year-end values are not DRA scores, but rather calculated averages. The scores fall within the range of DRA scores 60 and 70.																						
Measure: In each grade, K-9, the average score of all PVCICS students will meet or exceed the national average in the tested curricular areas for Mathematics on the Stanford 10.	Met	Exceeded national average for all grades offered, see below: <table border="1" data-bbox="889 1186 1352 1570"> <thead> <tr> <th>Grade</th> <th>National Percentile Rank Total Mathematics</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>72</td> </tr> <tr> <td>1</td> <td>81</td> </tr> <tr> <td>2</td> <td>78</td> </tr> <tr> <td>3</td> <td>88</td> </tr> <tr> <td>4</td> <td>90</td> </tr> <tr> <td>5</td> <td>90</td> </tr> <tr> <td>6</td> <td>96</td> </tr> <tr> <td>7</td> <td>87</td> </tr> <tr> <td>8</td> <td>94</td> </tr> <tr> <td>9</td> <td>98</td> </tr> </tbody> </table> <p>Notes: National Percentile Rank of 50 is defined as the national average. Most students K-5, entered PVCICS in Kindergarten, though several entered in other grades. Students in K-5 are taught mathematics using Chinese as the language of instruction. Students in 7th through 9th grades, entered PVCICS in 6th grade and were taught mathematics using English as the language of instruction.</p>	Grade	National Percentile Rank Total Mathematics	K	72	1	81	2	78	3	88	4	90	5	90	6	96	7	87	8	94	9	98
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<p>Measure: In each grade, K-9, 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.</p>	<p>Met</p>	<p>Exceeded national average for all grades offered, see below:</p> <table border="1" data-bbox="773 260 1469 674"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="4">National Percentile Rank</th> </tr> <tr> <th>Total Reading</th> <th>Listening</th> <th>Language</th> <th>Spelling</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>58</td> <td>68</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>1</td> <td>66</td> <td>86</td> <td>82</td> <td>56</td> </tr> <tr> <td>2</td> <td>76</td> <td>82</td> <td>77</td> <td>62</td> </tr> <tr> <td>3</td> <td>88</td> <td>88</td> <td>78</td> <td>76</td> </tr> <tr> <td>4</td> <td>92</td> <td>91</td> <td>89</td> <td>81</td> </tr> <tr> <td>5</td> <td>86</td> <td>82</td> <td>89</td> <td>85</td> </tr> <tr> <td>6</td> <td>95</td> <td>95</td> <td>N/A</td> <td>90</td> </tr> <tr> <td>7</td> <td>89</td> <td>72</td> <td>88</td> <td>76</td> </tr> <tr> <td>8</td> <td>95</td> <td>92</td> <td>94</td> <td>88</td> </tr> <tr> <td>9</td> <td>95</td> <td>N/A</td> <td>88</td> <td>96</td> </tr> </tbody> </table> <p>Notes: National Percentile Rank of 50 is defined as the national average. Most students in K-5, entered PVCICS in Kindergarten, though several entered in other grades. Students in 7th through 9th grades entered PVCICS in 6th grade.</p>	Grade	National Percentile Rank				Total Reading	Listening	Language	Spelling	K	58	68	N/A	N/A	1	66	86	82	56	2	76	82	77	62	3	88	88	78	76	4	92	91	89	81	5	86	82	89	85	6	95	95	N/A	90	7	89	72	88	76	8	95	92	94	88	9	95	N/A	88	96
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<p>Measure: 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.</p>	<p>Met</p>	<p>Exceeded target. 100% of 1st graders who entered in Kindergarten in 2011-2012 and 100% of the 2nd graders who entered in Kindergarten in 2010-2011 were at or above the Junior Novice Low proficiency. ELLOPA/SOPA is not used for grades 3 and higher.</p> <p>Notes: ELLOPA/SOPA scores measure oral proficiency, grammar, vocabulary, listening comprehension, and communication strategies.</p>																																																											
<p>Measure: On the Chinese STAndards-based Measurement of Proficiency 4Se (STAMP 4Se) (formerly called 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.</p>	<p>Met</p>	<p>Exceeded target. 100% of 3rd graders who entered PVCICS as Kindergarteners in 2009-2010, 100% of 4th graders who entered PVCICS as Kindergarteners in 2008-2009, 100% of 5th graders who entered PVCICS as Kindergarteners in 2007-2008 and 100% of 6th graders who entered PVCICS as 1st graders in 2007-2008 were at Oral and Literacy Benchmark II (ACTFL Novice-Mid) or above proficiency.</p> <p>Notes: 6th graders took STAMP 4S. There were no other students enrolled at PVCICS for at least four years.</p>																																																											
<p>Measure: On the Chinese STAndards-based Measurement of Proficiency 4S (STAMP 4S) 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.</p>	<p>N/A</p>	<p>Not applicable yet, PVCICS did not have students who have been enrolled for at least nine years.</p>																																																											

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. STAndards-based Measurement of Proficiency 4Se (STAMP 4Se) is designed for 3-6th graders. STAndards-based Measurement of Proficiency 4S (STAMP 4S) is designed for 7 graders and older, however 6th graders may take it too. STAMP 4Se and STAMP 4S are computer-based tests that measure proficiency in reading, listening, writing and speaking.

Charter School Performance Criteria Relating to Academic Program Success

Student Performance: PVCICS's school report card link is below,
<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04970205&fycode=2012&orgtypecode=6&>

Student achievement has been consistently high performing over the years. The detailed Spring 2012 Massachusetts Comprehensive Assessment System (MCAS) results are available on the Massachusetts Department of Elementary and Secondary Education (ESE) website. A summary of the aggregate Spring 2012 MCAS results for all grades tested (3rd through 8th) follows:

- (i) 88% of all students in all grades tested were proficient or higher in English. This is a Composite Performance Index⁴ (CPI) of 95.3.
- (ii) 81% of all students in all grades tested were proficient or higher in Mathematics. This is a CPI of 90.3.
- (iii) 100% of all students in all grades tested were proficient or higher in Science. This is a CPI of 100%.

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 and assessments at all grades are done to ensure continued alignment with the Massachusetts Curriculum Frameworks/Common Core and student performance is meeting targets. 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.

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 2012-2013, PVCICS employed two special education teachers, a dual certified ELL/elementary teacher, a dual certified Reading Specialist/high school ELA teacher, a licensed speech/language pathologist, as well as multiple counseling and psychology staff to serve students. PVCICS has a resource rooms 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, 83% of parents reported that they were "Satisfied" or "Very Satisfied" with the "extent to which Chinese instruction met the individual needs of my child". 88% 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 2012-2013, PVCICS was in its second year implementing the Response to Intervention (RTI) process that uses a multi-tiered approach for delivering academic, social and/or emotional support to students. RTI is a regular education initiative of differentiation of instruction to improve learning outcomes for

⁴ 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.

those without a diagnosed disability that might impact the individual's ability to access learning. PVCICS's RTI team of teachers, instructional support staff and specialists, met monthly to consistently monitor information showing how a student is progressing and make recommendations on 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. Similarly, PVCICS has established procedures to identify, support and evaluate students who are English language learners.

Organizational Viability

Accountability Plan Objectives and Measures

	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: The school develops an annual budget that can be sustained by enrollment and is support of student academic achievement.		
Measure: The school's annual budget is sustained by its enrollment.	Met	FY2013 ended with over \$1,289,302.79 Cash and Cash Equivalents on hand. PVCICS's projected enrollment is on track to grow to roughly 330 students in the coming school year, which will meet budget projections, as demonstrated by our cash flow analysis.
Objective: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.	Met	PVCICS's Board of Trustees, including the Finance Committee, has conducted regular reviews of the Balance Sheet as it is updated. The June 30, 2013 unaudited Balance Sheet shows Total Net Assets of \$1,457,235.13. PVCICS ended FY2013 with over \$1,289,302.79 Cash and Cash Equivalents on hand.
Objective: The school's annual independent audit is free of material or repeated findings.		
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor	Met	PVCICS successfully completed a financial audit by an independent auditor for the year ending June 30, 2012 with no material findings.
Objective: The school has realistic plans for program improvement, possible future expansion, and adequate facilities based on evaluation and analysis of data.		
Measure: The Board will maintain a strategic plan and annually select and document their top priority(s) for review and implementation.	Met	The Board voted to make providing adequate facility space for the growing PVCICS student population for the 2013-14 school year as the priority for the coming year at their meeting of June 19, 2013

Charter School Performance Criteria Relating to Organizational Viability

Amendments to the Charter: The Board of Elementary and Secondary Education voted at its February 26, 2013 meeting to allow PVCICS to change the grades served from K-8 to K-12 and increase maximum enrollment from 300 to 584.

Complaints pursuant to the state's charter school regulations: The PVCICS Board of Trustees received letters complaining about the appointment of a new trustee. The board provided parents the opportunity to voice their concerns in open meeting. The Board reviewed the input from parents and other sources and made no motion to change their decision.

Additional Information

Recruitment and Retention Plan

2012-2013 Recruitment and Retention Plan: Implementation Report

Implementation of the Recruitment Plan—2012-13

PVCICS has Information Sessions to inform parents and prospective students about the program that the school offers. Information sessions describe the social, emotional, financial and academic support services available at PVCICS for students. Some of the activities used to recruit students include:

1. A Special Education teacher and an English Language Learner teacher hosted an information session,
2. Google translator works with the PVCICS website,
3. The PVCICS Executive Director met with Center for New Americans staff and left literature at their Northampton offices.
4. The PVCICS Executive Director met with International Language Institute of Massachusetts staff and left literature at their Northampton offices
5. PVCICS has worked with the Child Care Outlook program of the regional Community Action centers to provide child care vouchers. PVCICS publicizes this program to the PVCICS community.
6. Flyers were left at Community Action and the Amherst Survival Center
7. Flyers were left at Sylvan and Kumon tutoring
8. Bus service is provided for Greenfield, Holyoke and Springfield areas.
9. PVCICS makes information about the social, emotional, financial and academic support services available.

As the data from the DESE web site shows, PVCICS has annually increased selected population, although many reduced lunch students have moved into the free lunch program.

Title	2010-2011	2011-2012	2012-2013
English Language Learner	0.5	2.1	3.6
Students With Disabilities	3.5	4.6	6.8
Free Lunch	6.5	9.1	16.8
Reduced Lunch	5.0	5.0	1.4

Implementation of the Retention Plan—2012-13

PVCICS has licensed staff and procedures to support the needs of diverse learners, including those with special education and English language learner needs. In 2012-2013, PVCICS employed two special education teachers, a dual certified ELL/elementary teacher, a dual certified Reading Specialist/high school ELA teacher, a licensed speech/language pathologist, as well as multiple counseling and psychology staff to serve students. PVCICS has a resource rooms 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 2012-2013, PVCICS was in its second year implementing the Response to Intervention (RTI) process that uses a multi-tiered approach for delivering academic, social and/or emotional support to 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. PVCICS's RTI team of teachers, instructional support staff and specialists, met monthly to consistently monitor information showing how a student is progressing and make recommendations on 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. Similarly, PVCICS has established procedures to identify, support and evaluate students who are English language learners.

The 2012-2013 goal for student retention was 94%. The actual student retention was 93.7%.

Recruitment Plan 2013-2014

General Recruitment Activities Undertaken Each Year Which Apply to All Students
PVCICS will advertise its information sessions and its public website address on radio stations covering PVCICS's region of service. PVCICS will use 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	PVCICS will work to make explicit in the school's recruitment efforts the special education, social, emotional and academic support services available at PVCICS. Services will be described at information sessions and on the public website. As occurred last year, a special education will host an information session. This year information sessions will include an offer to have the school principal meet with parents and students requesting information about special education services, either immediately following the information session or during regular school hours.
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. Services will be described at information sessions and on the public website. Google translator works with our website. As occurred last year an English language learner teacher will host an information session. This year information sessions will include an offer to have the school principal meet with parents and students requesting information about special education services, either immediately following the information session or during regular school hours. We will continue deliver or post flyers to the Center for New Americans and at the International <i>Language Institute of Northampton</i> . Services include reduced cost for student bus service to and from Holyoke, Springfield and Greenfield, which have a higher percentage of Limited English-proficient students.

<p>C. Students eligible for free lunch</p>	<p>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 reduced cost for student bus service to and from Holyoke, Springfield and Greenfield, which have a high percentage of students eligible for free lunch. Support for students who are eligible for free lunch will be described at information sessions and on the school’s website. We will continue to post flyers at regional Community Action centers and the Amherst Survival Center. This year information sessions will include an offer to have the school principal meet with parents and students requesting information about services for students eligible for free lunches, either immediately following the information session or during regular school hours.</p>
<p>D. Students eligible for reduced price lunch</p>	<p>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 reduced cost for student bus service to Holyoke, Springfield and Greenfield, which have a high percentage of students eligible for reduced price lunch. Support for students who are eligible for reduced price lunch will be described at information sessions and on the public website. We will continue to post flyers at regional Community Action centers and the Amherst Survival Center. This year information sessions will include an offer to have the school principal meet with parents and students requesting information about services for students eligible for reduced price lunches, either immediately following the information session or during regular school hours.</p>
<p>E. Students who are sub-proficient</p>	<p>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 and on the public website. Additionally, PVCICS offers to post flyers at local Kumon and Sylvan tutoring centers.</p>
<p>F. Students at risk of dropping out of school</p>	<p>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 and on the public website.</p>
<p>G. Students who have dropped out of school</p>	<p>PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support provided to students who have dropped out of school. Support for who have dropped out of school will be described at information sessions and on the public website.</p>

Retention Plan 2013-2014

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%
Retention Plan Goals and Strategies -- List goals and strategies for retention activities for each of the target groups A through H	
A. Special Education	PVCICS will continue to provide social, emotional and academic support for special education students. PVCICS uses the RtI model for academic intervention and has reading specialists, guidance counselors and SPED teachers on staff. The RtI process employs progress monitoring and escalating intervention, as needed. PVCICS will continue to maintain a full range of services for students on IEP's. PVCICS will continue to build skill by providing teacher training. PVCICS believes that by delivering appropriate IEP services IEP student retention will be raised.
B. Limited English-proficient students	PVCICS will continue to provide social, emotional and academic support for Limited English Proficient (LEP) students. PVCICS uses the RtI model for academic intervention and has two licensed ESL teachers and is sending staff for LEP training to ensure compliance with the new regulatory environment. The RtI process employs progress monitoring and escalating intervention, as needed. PVCICS believes that by delivering appropriate ESL services LEP student retention will be raised.
C & D. Students eligible for free or reduced lunch	PVCICS will continue to offer eligible students free or reduced price lunch, reduced bus rates and social, emotional and academic support. This year PVCICS will send an informational flyer to all incoming parents on the New England Farm Workers program to provide child care vouchers. PVCICS is now eligible for Title I funding and will use the funds appropriately to support a reading specialist.
E. Students who are sub-proficient	PVCICS will continue to provide social, emotional and academic support to students who are sub-proficient. PVCICS uses the RtI model for academic intervention and has reading specialists, guidance counselors and SPED teachers on staff. One of the guidance counselors is fluent in Chinese. The RtI process employs progress monitoring and escalating intervention, as needed. PVCICS will continue to build skill by providing teacher training. PVCICS is now eligible for Title I funding and will use the funds to support a reading specialist.

<p>F. Students at risk of dropping out</p>	<p>PVCICS will continue to provide social, emotional and academic support to students who are at risk of dropping out. PVCICS uses the RtI model for academic intervention and has reading specialists, guidance counselors, ESL teachers and SPED teachers on staff. One of the guidance counselors is fluent in Chinese. The RtI process employs progress monitoring and escalating intervention, as needed. PVCICS will continue to maintain a full range of student services. PVCICS will continue to build skill by providing teacher training. PVCICS believes that by delivering appropriate educational services and by improving student performance student retention will be raised. PVCICS is now eligible for Title I funding and will use the funds appropriately to support a reading specialist.</p>
<p>G. Students who have dropped out of school</p>	<p>No students who have enrolled have previously dropped out. If a student who had dropped out of school were to enroll PVCICS would provide social, emotional and academic support. PVCICS uses the RtI model for academic intervention and has reading specialists, guidance counselors, ESL teachers and SPED teachers on staff.</p>

School and Student Data

Student demographic information can be found on the Massachusetts Department of Elementary and Secondary Education’s website at the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04970205&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the EOY June 2013 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	7	3
Asian	50	18
Hispanic	15	5
Native American	1	<1
White	159	57
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	47	17
Special education	20	7
Limited English proficient	10	4
Low income	49	18

ADMINISTRATIVE ROSTER FOR THE 2012-13 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.	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.	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 assists with day-to-day, non-instructional responsibilities.	8/2011	N/A
Special Education Coordinator	The Special Education Coordinator 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) manages the educational program.	8/2011	N/A
Director of Student Services	The Director of Student Services manages support services for students.	8/2011	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR			
	Number as of the last day of the 2012-2013 school year	Departures during the 2012-2013 school year	Departures at the end of the school year
Teachers	38	5 (see note (a))	5 (see note (b))
Other Staff	19	0	2 (see note (c))

Summary of teacher and staff departures: (a) One teacher resigned due to health reasons, one was terminated due to performance, two teachers resigned for other teaching jobs (one moved to the Boston area and one moved closer to her home for a shorter commute), and one teacher got married and moved to be with her spouse in another state. (b) Two teachers relocated out of state due to a spouse's change in work, one teacher moved to the Boston area because her spouse entered graduate school there, one teacher left the teaching profession after her first year of teaching to stay at home with her family, and one teacher left after five years of teaching at PVCICS for a personal sabbatical. (c) Two other staff did not return from leaves of absence due to health and family needs.

Budget and Finance Reports

FY2013 income statement – unaudited⁵
 For the Fiscal Year July 1, 2012 to June 30, 2013

Revenues	Dollars(\$)
Tuition	3,330,978
Grants	129,468.17
Program Fees	159,429.69
Contributions & Fundraising	21,076.18
Other Income	47,366.71
Total Revenues	3,688,498.75
Expenses	
Personnel	2,305,625.88
Instructional	328,957.26
Occupancy	433,821.13
Administrative	226,738.87
Total Expenses	3,305,143.14
Net Surplus (Deficit)	383,355.61

FY2013 statement of net assets (balance sheet) - unaudited⁶

	6/30/13	6/30/12	Change 2012-2013
Assets			
Current Assets			
Cash & Cash Equivalents	1,289,303	943,124	346,179
Other Accounts Receivable	950	9,106	-8,156
Prepaid Items	49,583	29,036	20,547
Total Current Assets	1,339,835	981,266	358,569
Fixed Assets			
Property, Plant Equipment, net	63,476	86,600	-23,124
Prepaid Rent	448,252	434,001	-30,999
Total Assets	1,851,563	1,501,867	349,696
Liabilities			
Current Liabilities			
Accounts Payable	8,414	61,846	-53,432
Accrued Expense	281,154	262,560	18,594
Other Current Liabilities	37,198	11,498	25,700
Total Current Liabilities	326,766	335,903	-9137

⁵ Unaudited due to Annual Report deadline.

⁶ Unaudited due to Annual Report deadline.

L/T Liabilities			
Loan-School Bus & Class funds	4502	17,035	-12,533
Loan-Equipment & Furniture	62,798	75,049	-12,251
Total Liabilities	394,056	427,987	-33,931
Net Assets			
Unrestricted Net Assets	1,457,235	1,073,880	383,355
Total Net Assets	1,457,235	1,073,880	383,355
Total Liabilities and Net Assets	1,851,301	1,501,867	349,434

FY2014 school budget approved at the June 19, 2013 regular open meeting of the PVCICS Board of Trustees

Revenue Accounts	
Tuition	3,960,000
Grants Public & Private	73,000
Other Student Services	159,028
Fundraising	12,000
Total Revenue	4,204,028
Expenditure Accounts	
Salaries & Wages	2,561,697
Payroll Tax and Fringe Benefits	314,191
Business Expenses	221,261
Contracted Services-Instructional	168,408
Instructional supplies, materials, technology	177,000
Physical Plant	525,415
Student Services	134,700
Recruitment/advertising	25,000
Insurance	22,500
Travel	10,576
Furniture, computers, equipment	24,352
Total Expenses	4,185,100
NET	18,928

FY2014 Capital Plan

PVCICS Addition Project

Description of the project: The PVCICS Educational Foundation, which owns the school facility, is planning a 38,400 square feet addition to the facility to house needed classroom space.

Current status of the project: As of July 18, 2013, the preliminary design is complete, the Town of Hadley has approved the project and applications for financing have been submitted.

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

Current estimated cost for the project: The total anticipated budget is estimated to be no more than \$12 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: The PVCICS Educational Foundation must maintain a reserve account as part of existing loan agreements. The reserve is not dedicated to this project. The project is expected to be financed with a construction loan and mortgages from a combination of bank loans, state and federal sources.

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