

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2013-2014 School Year

Pioneer Valley Chinese Immersion Charter School
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Hadley, Massachusetts 01035

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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	320 ¹
Chartered Grade Span	K-12	Current Grade Span	K-9
# of Instructional Days per school year	180	Students on Waitlist	87 as of 12/2013
School Hours	8:30 – 3:30; K-1 8:30 – 4:15; 2-12	Age of School	7 years
<p>Mission Statement The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a K-12² 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 2014.

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

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

Faithfulness to Charter

Accountability Plan Objectives and Measures

	2013 - 2014 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 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 2013, January 2014 and June 2014, 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 all school music performances in Winter and Spring as well as a new end-of-year all Chinese performance combining speech, drama, and music for all grades.

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

PVCICS's key design elements are embodied in its original charter application and subsequent amendment to be a K-12 regional public charter school dedicated to graduating students with high proficiency in both Chinese and English, combined with high levels of academic achievement.

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. 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.

In grades K-5, Chinese language acquisition occurs naturally by using Chinese as the language of instruction during at least half of the school 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 grades K-5, during the English portion of the day, English Language Arts is taught.

In grades 6 and higher, English is used as the language of instruction for core subjects however all students continue taking Chinese Language Arts in a two hour daily partial immersion program. In high school, all PVCICS students will take rigorous International Baccalaureate (IB) Diploma Programme courses with the goal of preparing students for college and giving them 21st century global skills.

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. Additionally, PVCICS's educational program has achieved national recognition as a leader in Chinese immersion programs (see Dissemination section for details).

Amendments to the Charter

Date	Amendment Requested	Approved by BESE?
8/1/2013	Temporary relocation of some students to another site during construction at main site. The construction project is expected to be completed in September 2015.	Yes

Access and Equity: Recruitment and Retention Plan

Recruitment Plan 2014-2015

Implementation Report on 2013-2014 Recruitment Plan

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:

- A Special Education teacher and an English Language Learner teacher hosted an information session.
- Google translator works with the PVCICS website.
- The PVCICS Executive Director met with the Center for New Americans staff and left literature at their Northampton offices.
- The PVCICS Executive Director visited the International Language Institute of Massachusetts staff and left literature at their Northampton offices.
- PVCICS has worked with the New England Farm Workers Council to provide child care vouchers. PVCICS publicizes this program to the PVCICS community.
- Flyers were left at Community Action and the Amherst Survival Center.
- Flyers were left at Kumon tutoring.
- Bus service is provided for Greenfield, Holyoke and Springfield areas.
- PVCICS makes information about the social, emotional, financial and academic support services for selected populations available at information sessions and online.
- Information sessions included an offer to have the school principal meet with parents and students requesting information about services for selected populations, either immediately following the information session or during regular school hours.

Based on data from the ESE web site, the table below shows the changes in PVCICS’s selected populations. This table is based on comparing October SIMS data from year to year.

Percentage of Students in Selected Population				
Selected Population	2010-2011	2011-2012	2012-2013	2013-2014
English Language Learner	0.5	2.1	3.6	2.8
Students With Disabilities	3.5	4.6	6.8	5.3
Free Lunch	6.5	9.1	16.8	16.5
Reduced Lunch	5.0	5.0	1.4	1.2

The decrease in percentages in 2013-2014 can be attributed to the following factors.

- English Language Learner: The .8% change in the percentage of ELL students was due to one student successfully transitioning out of PVCICS’s ELL services and no longer being designated an English Language Learner. No English Language Learner students left PVCICS.
- Students with Disabilities: The 1.5% change in the percentage of students with disabilities was due to two students transferring to other schools. One student transferred after completing six years of elementary school (K-5) and enrolling in a neighborhood middle school. Another student changed school after five years at PVCICS because it was a shorter commute. *Note: The data in the table above is based on an October to October comparison. In a comparison of June 2013 to June 2014 SIMS data, PVCICS had an increase in the total number of students with disabilities.*
- Low income: The .5% change in the percentage of low income students is because although there was an increase of six students from October 2012 to October 2013, total enrollment grew at a slightly faster rate so there was a small decrease in the percentage of low income students. The percentage

decrease was also partly due to the increases in the Federal income levels needed to qualify for low income status; some families were just slightly above the required minimum so did not qualify this year but had in the past. Declines in the low income student percentage also occurred in surrounding communities, reflecting changing economic conditions. *Note: In a comparison of June 2013 to June 2014 SIMS data, PVCICS had an increase in the total number of low income students.*

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 after-school and enrichment 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 are described at information sessions and on the public website. As occurred last year, a special education teacher will host an information session; information sessions will include time for parents and students to receive additional information about special education services. PVCICS will work to improve the services provided to special education students.
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 are described at information sessions and on the public website. Google translator works with PVCICS’s website. As occurred last year, an English language learner teacher will host an information session; information sessions will include time for parents and students to receive additional information about services for limited English-proficient students. PVCICS will continue distribute flyers at the Center for New Americans and at the International <i>Language Institute of Massachusetts</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. The PVCICS executive director will reach out to two additional Centers for New Americans in Greenfield and Turners Falls.

<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. Supports for students who are eligible for free lunch are described at information sessions and on the school’s website. PVCICS will continue to post flyers at regional Community Action centers, public libraries and the area survival centers. Information sessions will continue to include time for parents and students to receive additional information about services for students eligible for free lunches. The PVCICS executive director will reach out to an additional Community Action Locations in Greenfield and leave literature in three Springfield libraries.</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. Supports for students who are eligible for reduced price lunch are described at information sessions and on the public website. PVCICS will continue to distribute flyers at regional Community Action centers, public libraries and the area survival centers. Information sessions will continue to include time for parents and students to receive additional information about services for students eligible for reduced price lunches. The PVCICS executive director will reach out to an additional Community Action Locations in Greenfield and leave literature in three Springfield libraries.</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. Supports for students who are sub-proficient are described at information sessions and on the public website. Additionally, PVCICS will distribute flyers at local after-school enrichment and 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. Supports for students at risk of dropping out of school are 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. Supports for who have dropped out of school are described at information sessions and on the public website.</p>

Retention Plan 2014-2015

Implementation Report on 2013-2014 Retention Plan

PVCICS has licensed staff and procedures to support the needs of diverse learners, including those with special education and English language learner needs. In 2013-2014, PVCICS employed three special education teachers, two dual certified ELL/elementary teachers, a dual certified Reading Specialist/high school ELA teacher, a Reading Specialist practicum student, a licensed speech/language pathologist, as well as multiple counseling and psychology staff to serve students. PVCICS has small and large 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 2013-2014, PVCICS was in its third 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 differentiated instruction to improve learning outcomes for students without a diagnosed disability. 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, and additional support.

If the student continues to have difficulties, the student is referred to the Student Support Team ("SST") where either it is recommended that additional interventions be implemented or a referral for special education be 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 for staff. Similarly, PVCICS has established procedures to identify, support and evaluate students who are English language learners.

The 2013-2014 goal for student retention was 95%. The actual student retention was 95.3%. Student retention at PVCICS has generally been higher than found in local school districts.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	96%
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, counselors, SPED teachers and other specialists (SLP, OT, PT) 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 ELL teachers available to provide ELL services. PVCICS is sending staff for RETELL 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 ELL 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 as well as 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 eligible for Title I funding and will use the funds 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, counselors, SPED teachers and other specialists on staff. The RtI process employs progress monitoring and escalating intervention, as needed. PVCICS will continue to build skill by providing teacher training. PVCICS is eligible for Title I funding and will use the funds to support a reading specialist.
F. Students at risk of dropping out	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, counselors, ELL teachers, SPED teachers and other specialists on staff. 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 to assist in early identification and support for students at risk of dropping out.
G. Students who have dropped out of school	To date, no students who have enrolled have previously dropped out. If a student who had dropped out of school were to enroll, PVCICS would use the RtI process to identify social, emotional and academic interventions needed to support students who have dropped out of school. PVCICS would work with area agencies to provide other services and support outside of school if necessary.

Dissemination Efforts

PVCICS provides an innovative Chinese immersion model that is considered one of the best in the United States. PVCICS welcomes visitors and educators from the local community and national Chinese language community each year. Many educators from other schools want to replicate PVCICS's best practices in language immersion. PVCICS strives to build positive public awareness of its mission and vision as the school grows. 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. Some highlights of dissemination activities include:

- The Executive Director was invited to participate as an advisor to Asia Society's Chinese Early Language and Immersion Network (CELIN). The CELIN is composed of school leaders from Chinese programs around the United States.
- The Executive Director participated in a small group meeting with China's Ministry of Education's Director of Hanban at the National Chinese Language Conference to provide feedback on the needs of Chinese language programs in the United States.
- The Principal, the Director of Education and two teachers were invited to give two presentations at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2013.
- The Principal was interviewed and PVCICS was featured in an Asia Society article on best practices in Chinese immersion.
- The Principal wrote and submitted a proposal in January 2014 for the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference to be held in November 2014. The proposal was accepted in April 2014 so a team will be presenting at ACTFL in November 2014.

This year PVCICS engaged in collaborative activities with area higher education institutions and these are summarized below:

- PVCICS continued its relationship with the University of Massachusetts/Amherst to provide opportunities for teacher training and other collaborative work related to education. PVCICS hosted three UMass/Amherst School of Education Master's degree students for their practicums in bilingual education. PVCICS also hosted one UMass/Amherst School of Education doctoral student in the school psychology program.
- PVCICS initiated a relationship with Marlboro College and hosted one of its Master's degree students focusing on social justice education.
- PVCICS hosted four Smith College undergraduate students. The Smith College students were non-native Chinese speakers who completed all of the college's advanced college level Chinese classes and were doing an independent study course that required them to teach a series of mini-lessons in our Chinese immersion elementary classrooms.

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 day.

Academic Program Success

Accountability Plan Objectives and Measures

	2013 - 2014 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 2012-2013 had an average year-end DRA score of 17, which is at the high end of grade level. Students in the 2nd grade cohort who entered PVCICS in Kindergarten in 2011-2012 had an average year-end DRA score of 31, which is above grade level. Students in the 3rd grade cohort who entered PVCICS in Kindergarten in 2010-2011 had an average year-end DRA score of 41, 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, a subset of grade 6 and a subset of grade 7 in 2013-2014 because students only in these grades have been enrolled for at least five years. Grade 4 average year-end score was 53, which is above grade level. Grade 5 average year-end score was 64, which is above grade level. Grade 6 average year-end score was 64, which is within grade level. Grade 7 average year-end score was 75, which is within grade level. Please note that the average year-end values are not DRA scores, but rather calculated averages. Students exceeding the ceiling levels are not included in this average.																						
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 target. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>Stanford 10 National Percentile Rank Total Mathematics</th> </tr> </thead> <tbody> <tr><td>K</td><td>56</td></tr> <tr><td>1</td><td>78</td></tr> <tr><td>2</td><td>66</td></tr> <tr><td>3</td><td>62</td></tr> <tr><td>4</td><td>74</td></tr> <tr><td>5</td><td>88</td></tr> <tr><td>6</td><td>76</td></tr> <tr><td>7</td><td>94</td></tr> <tr><td>8</td><td>65</td></tr> <tr><td>9</td><td>95</td></tr> </tbody> </table> <p>Notes: National Percentile Rank of 50 is defined as the national average. Most students in grades 1-6 entered PVCICS in Kindergarten, though some entered in other grades. Most students in 7th grade entered PVCICS in 1st grade. Students in K-5 are taught mathematics using Chinese as the language of instruction. Students in 8th and 9th grade, entered PVCICS in 6th grade and were taught mathematics using English as the language of instruction.</p>	Grade	Stanford 10 National Percentile Rank Total Mathematics	K	56	1	78	2	66	3	62	4	74	5	88	6	76	7	94	8	65	9	95
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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 for Grades 2-9, Not met for K-1</p>	<p>Met or exceeded target for grades 2-9. Kindergarten and 1st grade total reading national percentile rank was below target however research⁴ indicates immersion students may lag in English in the early elementary grades then perform at or above grade level in the later elementary years. Compared with the Diagnostic Reading Assessment (DRA) scores (see above), the Stanford 10 results validate the research results. To address this, PVCICS has increased focus on early literacy.</p> <table border="1" data-bbox="771 443 1469 856"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="4">Stanford 10 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>34</td><td>61</td><td>N/A</td><td>N/A</td></tr> <tr><td>1</td><td>32</td><td>63</td><td>53</td><td>19</td></tr> <tr><td>2</td><td>52</td><td>N/A</td><td>N/A</td><td>30</td></tr> <tr><td>3</td><td>73</td><td>76</td><td>65</td><td>60</td></tr> <tr><td>4</td><td>88</td><td>82</td><td>78</td><td>74</td></tr> <tr><td>5</td><td>92</td><td>84</td><td>88</td><td>79</td></tr> <tr><td>6</td><td>73</td><td>71</td><td>63</td><td>72</td></tr> <tr><td>7</td><td>89</td><td>85</td><td>80</td><td>89</td></tr> <tr><td>8</td><td>77</td><td>67</td><td>68</td><td>64</td></tr> <tr><td>9</td><td>91</td><td>N/A</td><td>83</td><td>87</td></tr> </tbody> </table> <p>Notes: National Percentile Rank of 50 is defined as the national average. Most students in grades 1-6 entered PVCICS in Kindergarten, though some entered in other grades. Most students in 7th grade entered PVCICS in 1st grade. Students in 8th and 9th grade entered PVCICS in 6th grade.</p>	Grade	Stanford 10 National Percentile Rank				Total Reading	Listening	Language	Spelling	K	34	61	N/A	N/A	1	32	63	53	19	2	52	N/A	N/A	30	3	73	76	65	60	4	88	82	78	74	5	92	84	88	79	6	73	71	63	72	7	89	85	80	89	8	77	67	68	64	9	91	N/A	83	87
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<p>Objective: Externally developed assessments of student Chinese language academic performance is strong.</p>																																																													
<p>Measure: On the Chinese ELLOPA or equivalent test, 80% 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.</p> <table border="1" data-bbox="797 1150 1445 1371"> <thead> <tr> <th>Grade</th> <th>Year Entered Kindergarten at PVCICS</th> <th>Percentage of students enrolled at least two years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr><td>1</td><td>2012-2013</td><td>100%</td></tr> <tr><td>2</td><td>2011-2012</td><td>100%</td></tr> </tbody> </table> <p>Notes: ELLOPA/SOPA is not used for grades 3 and higher. ELLOPA/SOPA scores measure oral proficiency, grammar, vocabulary, listening comprehension, and communication strategies.</p>	Grade	Year Entered Kindergarten at PVCICS	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency	1	2012-2013	100%	2	2011-2012	100%																																																		
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<p>Measure: On the Chinese STAndards-based Measurement of Proficiency 4Se (STAMP 4Se) or equivalent test, eighty percent of all students at PVCICS who have been enrolled for at least four years, will achieve ACTFL Novice-Mid or above proficiency.</p>	<p>Met</p>	<p>Exceeded target.</p> <table border="1" data-bbox="792 1564 1450 1787"> <thead> <tr> <th>Grade in 2013-2014</th> <th>Year Entered PVCICS</th> <th>Entry Grade</th> <th>Percentage of students enrolled at least four years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr><td>3</td><td>2010-2011</td><td>K</td><td>100%</td></tr> </tbody> </table>	Grade in 2013-2014	Year Entered PVCICS	Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency	3	2010-2011	K	100%																																																			
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⁴ Fortune, T. (2014). What Research Says About Immersion, an Asia Society article in the handbook entitled *Chinese Language Learning in the Early Grades*.

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4	2009-2010	K	100%																			
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6	2007-2008	K	100%																			
7	2007-2008	1 st	100%																			
9	2010-2011	6 th	100%																			
<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>	N/A	<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/ReportCard2013.aspx?linkid=37&orgcode=04970205&fycode=2013&orgtypecode=6&>

Student achievement has been consistently high performing over the years. The detailed Spring 2013 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 2013 MCAS results for all grades tested follows:

- (i) 82% of all students in all grades tested were proficient or higher in English. This is a Composite Performance Index⁵ (CPI) of 94.5.

⁵ 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.

- (ii) 84% of all students in all grades tested were proficient or higher in Mathematics. This is a CPI of 94.0.
- (iii) 84% of all students in all grades tested were proficient or higher in Science. This is a CPI of 94%.

See “Accountability Plan Objectives and Measures” for other indicators of academic program success, which includes measures of Chinese language assessment results.

Program Delivery

PVCICS’s has a consistent track record of high academic performance since opening in 2007 as evidenced by externally scored assessments such as Stanford 10, MCAS and the STAMP Chinese proficiency tests. Each year, results from the end-of year externally scored and internally scored assessments (DRA, ELLOPA/SOPA) are compared and used to identify year-to-year trends in student performance.

Data from assessments and the Response to Intervention process serves as input to PVCICS’s cyclical process of curriculum improvement. In addition to regular curriculum meetings between teachers within their grade levels, PVCICS has convened curriculum teams to meet in the summer to review assessment results and revise curriculum across grade levels. These regular reviews of curricula and assessments helps ensure alignment with the Massachusetts Curriculum Frameworks/Common Core and focus on improving student performance.

In 2013-2014, there were minimal changes to the instructional model assessment methods however there were changes to the curriculum and support for diverse learners. These changes are summarized below:

As part of planning for the high school’s International Baccalaureate Diploma Programme (IB DP), administrators and teachers met regularly to develop high school curriculum and reviewed middle school curriculum to ensure the curriculum is vertically articulated in grades 6-12 across subjects. This work is expected to continue in subsequent years as part of the phased implementation of grades 10-12.

For diverse learners, PVCICS added additional staff in the classroom and in specialist roles. In 2013-2014, PVCICS employed three special education teachers, two dual certified ELL/elementary teachers, a dual certified Reading Specialist/high school ELA teacher, a licensed speech/language pathologist, multiple counseling and psychological staff to serve students. Additionally, two of PVCICS’s classroom teachers (one in elementary and one in middle school) were earning additional certification as Reading Specialists and will be dual certified in 2014-2015.

These additional staff also worked with students identified by PVCICS’s Response to Intervention (RtI) process. The RtI process 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.

Organizational Viability

Charter School Performance Criteria Relating to Organizational Viability

Complaints

The PVCICS Board of Trustees received an open meeting violation complaint about the appointment of a new trustee. Under the advisement of the school attorney, the candidate resigned from the PVCICS Board of Trustees.

The PVCICS Board of Trustees received a complaint about adherence to school bylaws. The school attorney reviewed the complaint and responded on behalf of the board rendering his opinion that the complaint was without merit.

Budget and Finance

FY2014 income statement – unaudited⁶
For the Fiscal Year July 1, 2013 to June 30, 2014

Revenues	Dollars(\$)
Tuition	3,974,099
Grants	205,572
Program Fees	159,347
Contributions & Fundraising	6,670
Other Income	13,667
Total Revenues	4,359,355
Expenses	
Personnel	2,721,807
Instructional	468,743
Occupancy	547,537
Administrative	253,590
Total Expenses	3,991,678
Net Surplus (Deficit)	367,677

⁶ Unaudited due to Annual Report deadline.

FY2014 statement of net assets (balance sheet) - unaudited⁷

	6/30/14	6/30/13	Change 2013-2014
Assets			
Current Assets			
Cash & Cash Equivalents	407,663	1,291,809	-884,146
Other Accounts Receivable	1,281,945	950	1,280,995
Prepaid Items	28,497	42,053	-13,556
Total Current Assets	1,718,104	1,334,811	383,293
Fixed Assets			
Property, Plant Equipment, net	122,981	63,476	59,505
Prepaid Rent	414,019	448,252	-34,233
Total Assets	2,255,104	1,846,539	408,565
Liabilities			
Current Liabilities			
Accounts Payable	14,054	46,327	-32,273
Accrued Expense	377,688	253,725	123,963
Deferred Revenue	29,000	25,700	3,300
Other Current Liabilities	2,340	37,198	-34,858
Total Current Liabilities	423,082	362,950	60,132
L/T Liabilities			
Loan-School Bus & Class funds	728	4,765	-4,037
Loan-Equipment & Furniture	47,591	62,798	-15,207
Total Liabilities	471,401	430,512	40,888
Net Assets			
Unrestricted Net Assets	1,783,704	1,416,027	367,677
Total Net Assets	1,783,704	1,416,027	367,677
Total Liabilities and Net Assets	2,271,081	1,846,539	408,565

⁷ Unaudited due to Annual Report deadline.

**FY2015 school budget approved at the June 19, 2014 regular open meeting of the
PVCICS Board of Trustees**

Revenue Accounts	
Tuition	4,836,000
Grants Public & Private	85,000
Other Student Services	189,926
Fundraising	13,500
Total Revenue	5,124,426
Expenditure Accounts	
Salaries & Wages	2,929,291
Payroll Tax and Fringe Benefits	392,668
Business Expenses	196,650
Contracted Services-Instructional & SPED	145,000
Instructional supplies, materials, technology	215,000
Physical Plant	582,730
Student Services	311,104
Recruitment/advertising	45,000
Insurance	33,620
Travel	10,800
Furniture, computers, equipment	10,000
Total Expenses	4,871,863
NET	252,563

FY2015 Capital Plan

PVCICS Rehabilitation

A rooftop HVAC unit was replaced in FY2014.

PVCICS Addition Project

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

Current status of the project: As of July 18, 2014, the foundation of the addition is complete.

Current estimated schedule for the completion of the project: September 2015.

Current estimated cost for the project: The total anticipated budget is estimated to be no more than \$10,600,000 (ten million six hundred thousand).

How the school plans to finance the project: The school has funding from a combination of construction and term loans from a local bank and a mortgage from the United States Department of Agriculture – Rural Development.

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 fully financed with a combination of a construction and term loans from a local bank and a mortgage from the United States Department of Agriculture – Rural Development.

School and Student Data Information

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 2014 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	10	3
Asian	56	18
Hispanic	18	6
Native American	0	0
White	177	55
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	59	18
Special education	21	7
Limited English proficient	9	3
Low income	59	18

ADMINISTRATIVE ROSTER FOR THE 2013-14 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Richard Alcorn, Executive Director	The Executive Director is the school's leader responsible for the strategic management of the organization.	9/2010	N/A
Kathleen Wang, 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
Kristin Morse, Office Coordinator	The Office Coordinator assists with day-to-day, non-instructional responsibilities.	8/2011	N/A
Rose Carr, 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
HsiuWen Hsieh, Director of Education	The Director of Education (DE) manages the educational program.	8/2011	N/A
Marilyn Kusek, Director of Student Services	The Director of Student Services manages support services for students.	8/2011	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	45 (see note 1)	2 (see note 3)	1 (see note 4)	See notes 3 and 4 below.
Other Staff	23 (see note 2)	0	2 (see note 5)	See note 5 below.

Notes:

1. Total number of teachers includes two graduate student teachers who were onsite at least half a year.
2. Total number of staff includes five part-time contractors.
3. One teacher was commuting an hour to PVCICS and took a job closer to her home. One teacher moved to the Midwest to join her spouse who entered graduate school in the winter term.
4. One teacher returned to her home country because she was an exchange teacher here for a year.
5. One staff member had a baby and moved to the Boston area to be with her spouse. One staff member took a full-time position elsewhere because PVCICS only had a part-time position.

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)⁸
Hsiu-Jung (Mindy) Chang	Chair	Trusteeship	1	3/27/2012 thru 3/26/2015
Kathleen Riordan	Vice Chair	Personnel, Grievance	1	5/16/2013 thru 5/15/2016
May Lo	Treasurer	Trusteeship, Personnel, Finance	2+	2/27/2012 thru 2/26/2015
David Scott	Secretary	Grievance	1	4/26/2012 thru 4/25/2015
David Braverman		Personnel, Development, Grievance	1	4/26/2012 thru 4/25/2015
Su-Chuan Chung		Grievance	1	3/27/2013 thru 3/26/2016
Cherry Hsieh		Trusteeship, Personnel	2	12/2/2010 thru 12/1/2016
MeiKuei Huang			1	3/27/2013 thru 3/26/2016
Rosalie Porter		Trusteeship, Grievance	1	10/11/2012 thru 10/11/2015

⁸ Trusteeship terms are under review by the school attorney to determine if they are compliant with the PVCICS bylaws.

Additional Required Information

Key Leadership Changes	
<i>Note: Not applicable (N/A) indicates no change in 2013-2014.</i>	
Position	Name
Board of Trustees Chairperson	N/A
Charter School Leader	N/A
Assistant Charter School Leader	N/A
Special Education Director	N/A
MCAS Test Coordinator	N/A
SIMS Coordinator	N/A
English Language Learner Director	Chandra Linnell

Facilities	
Location	Dates of Occupancy
Hadley, MA – Main site.	August 1, 2008 – present.
Amherst, MA - Temporary	August 1, 2013 to July 1, 2015

Enrollment Dates for 2015-2016	
<i>Note: typically PVCICS conducts several lotteries.</i>	
Action	Estimated Date
Student Application Deadline	February 11, 2015
1 st Lottery	February 13, 2015

*** End of Annual Report ***