

# 先鋒中英雙語學校

## Pioneer Valley Chinese Immersion Charter School Annual Report

*2014-2015 School Year*

Pioneer Valley Chinese Immersion Charter School  
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**Table of Contents**

**Introduction to the School**..... 2

**School Performance and Program Implementation** ..... 3

    Faithfulness to the Charter ..... 3

        Mission and Key Design Elements .....3

        Amendments to the Charter .....3

        Dissemination Efforts .....4

    Academic Program Success ..... 5

        Student Performance .....5

        Program Delivery .....5

    Organizational Viability..... 6

        Organizational Structure of the School .....6

        Teacher Evaluation .....6

        Budget and Finance.....7

**Appendix A: Accountability Plan Evidence 2014-15** ..... 11

    Faithfulness to Charter ..... 11

    Academic Program Success ..... 11

**Appendix B: Recruitment and Retention Plan**..... 15

    Recruitment Plan 2015-2016 ..... 15

    Retention Plan 2015-2016..... 18

**Appendix C: School and Student Data Tables** ..... 20

**Appendix D: Additional Required Information**..... 23

**Introduction to the School**

<b>Name of School</b>			
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	388 <sup>1</sup>
Chartered Grade Span	K-12	Current Grade Span	K-10
# of Instructional Days per school year	180	Students on Waitlist	110
School Hours	8:30 – 3:30; K-1st 8:30 – 4:15; 2nd-12th	Age of School	8 years
<p>Mission Statement</p> <p>The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a K-12<sup>2</sup> 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"> <li>• To develop proficiency<sup>3</sup> in Mandarin Chinese.</li> <li>• To maintain and extend students’ proficiency in English.</li> <li>• 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.</li> <li>• To develop students’ understanding of other cultures and the ability to interact successfully with others whose language and/or culture differs from their own.</li> </ul> <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).

<sup>1</sup> Enrollment as of End-of-Year June 2015.

<sup>2</sup> 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-12<sup>th</sup>, the mission statement was revised to be a K-12 grade span starting in the 2013-2014 school year.

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

## ***School Performance and Program Implementation***

### **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. PVCICS is the first public charter school in the United States to offer a K-12 grade Chinese immersion program offering the International Baccalaureate Diploma Programme (IB DP).

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, and Science are taught. During the English portion of the day, English Language Arts and Social Studies are 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 prepare to take rigorous International Baccalaureate (IB) Diploma Programme (DP) courses in 11<sup>th</sup> and 12<sup>th</sup> grades with the goal of preparing students for college and giving them 21<sup>st</sup> century global skills. PVCICS was approved to offer the IB DP in January 2015 and the first cohort of 11<sup>th</sup> grade students will start the IB DP in the fall of 2015.

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**

<b>Date</b>	<b>Amendment Requested</b>	<b>Approved by BESE?</b>
6/19/2014	Increase of maximum allowed enrollment from 584 to 968 K-12 <sup>th</sup> grade students.	No
8/1/2014	Revise the mission statement to include full grade span and say PVCICS is “a K-12 <sup>th</sup> grade educational program”	Yes

## **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 Massachusetts, other part of the United States and other countries. Many educators from other schools want to replicate PVCICS's best practices in language immersion. PVCICS strives to build positive public awareness of the benefits of language immersion and has worked to build long-term collaborative relationships with organizations that can help sustain its program, broaden outreach and provide opportunities for dissemination both to the public and to other educators. Some highlights of dissemination activities include:

- The Executive Director is 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 Principal, the Director of Education and a teacher were invited to give a presentation at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2014.
- The Principal was interviewed and PVCICS was featured in a cover story article of a major Taiwanese parenting magazine about best K-12 educational practices. This included an online videoclip of PVCICS students being interviewed in Chinese.
- The Principal wrote and submitted a proposal in January 2015 for the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference to be held in November 2015. The proposal was accepted in April 2015 so a team will be presenting at ACTFL in November 2015.
- Hosting visits for other schools interested in immersion education, including two founding groups interested in starting language immersion public charter schools in eastern Massachusetts (one for Wôpanâak and one for Mandarin), a private pre-school in upstate New York, a private Mandarin and Spanish immersion school in New York and New Jersey.

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, one UMass/Amherst School of Education Master's degree students for his pre-practicum, and one UMass/Amherst School of Education doctoral student in the School Psychology program who is analyzing assessment data.
- PVCICS continued its relationship with Marlboro College and hosted one of its Master's degree students focusing on social justice education.

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 during the year and others came to observe classes during the school day.

## **ACADEMIC PROGRAM SUCCESS**

### **Student Performance**

PVCICS's school report card link is below,

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=37&orgcode=04970205&fycode=2014&orgtypecode=6&>

Student achievement has been consistently high performing over the years. The detailed Spring 2014 Massachusetts Comprehensive Assessment System (MCAS) results are available on the Massachusetts Department of Elementary and Secondary Education (ESE) website.

### **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 during the school year, PVCICS has convened curriculum teams to meet in the summer to review assessment results and revise curriculum across grade levels. This process helps ensure vertical and horizontal articulation of the curriculum as well as alignment with the Massachusetts Curriculum Frameworks/Common Core.

In 2014-2015, there were minimal changes to the instructional model and assessment methods however there were additions to the curriculum and support for diverse learners as summarized below:

Due to the rollout of the high school's International Baccalaureate Diploma Programme (IB DP), administrators and teachers met regularly to develop high school curriculum and review middle school curriculum to ensure content area curriculum is vertically articulated in grades 6-12. This work will continue as part of the rollout of grades 11-12.

For diverse learners, PVCICS added additional staff in the classroom and in specialist roles. In 2014-2015, PVCICS employed three special education teachers, two dual certified ELL/elementary teachers, a dedicated Reading Specialist with Early Childhood certification, two dual certified Reading Specialists (one with middle school ELA certification and the other with high school ELA certification), a full-time School Psychologist, a licensed Speech/Language Pathologist, a licensed Occupational Therapist and two counselors to serve students.

These additional staff provided special education services to eligible students and provided services to general education services to 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.

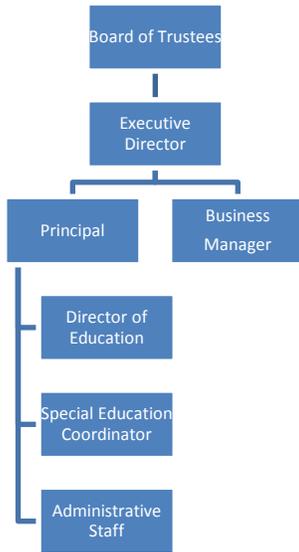
## ORGANIZATIONAL VIABILITY

### Organizational Structure of the School

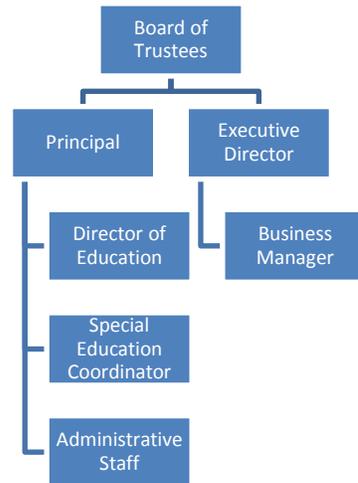
There were no changes to the organizational structure or the administrative team in 2014-2015. The administrative team is Mr. Richard Alcorn, Executive Director; Ms. Kathleen Wang, Principal; Ms. Rose Carr, SPED Coordinator (contract); Ms. Hsiu-wen Hsieh, Director of Education; and Ms. Marilyn Kusek, Director of Student Services. Ms. Kristin Moore, Office Coordinator, reports to the Executive Director. As the school grows to complete full grade span by 2017, additional staff will be added to accommodate growth.

The organization chart on the left was approved by the Massachusetts Department of Elementary and Secondary Education in 2010. A State Ethics Letter written to Mr. Richard Alcorn on June 24, 2010 functionally requires both Mr. Richard Alcorn and Ms. Kathleen Wang to report directly to the PVCICS Board of Trustees, as shown in the functional organization chart on the right.

Organizational Chart



Functional Organization Chart



### Teacher Evaluation

PVCICS is not a Race-to-the-Top (RTTT) district so is not required use the Massachusetts Model System of Educator Evaluation (MA model) of teacher evaluation. However, PVCICS has elected to use it for teacher evaluation with some modifications to reflect its organizational needs. Modifications include adapting instructional indicators to for Chinese and English instruction and curriculum, family engagement to reflect PVCICS's region of service composed of thirty-nine communities, and streamlining forms to reduce paperwork.

**Budget and Finance**

**FY2015 income statement – unaudited<sup>4</sup>**  
For the Fiscal Year July 1, 2014 to June 30, 2015

<b>Revenues</b>	<b>Dollars(\$)</b>
Tuition	5,044,544
Grants	111,743
Program Fees	194,477
Contributions & Fundraising	14,398
Other Income	67,666
<b>Total Revenues</b>	<b>5,437,828</b>
<b>Expenses</b>	
Personnel	3,188,095
Instructional	611,885
Occupancy	615,967
Administrative	273,974
<b>Total Expenses</b>	<b>4,689,741</b>
<b>Net Surplus (Deficit)</b>	<b>748,087</b>

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<sup>4</sup> Unaudited due to Annual Report deadline.  
*Annual Report 2014-2015*

FY2015 statement of net assets (balance sheet) - unaudited<sup>5</sup>

	6/30/15	6/30/14	Change 2014-2015
<b>Assets</b>			
Current Assets			
Cash & Cash Equivalents	1,965,454	408,148	1,557,306
Other Accounts Receivable	302,424	1,281,453	-979,029
Prepaid Items	117,750	28,497	89,253
Total Current Assets	2,385,628	1,718,098	667,524
Fixed Assets			
Property, Plant Equipment, net	384,017	135,952	248,065
Prepaid Rent	515,673	414,019	101,654
<b>Total Assets</b>	<b>3,285,318</b>	<b>2,268,069</b>	<b>1,017,249</b>
<b>Liabilities</b>			
Current Liabilities			
Accounts Payable	44,268	30,968	13,300
Accrued Expense	449,954	377,637	72,317
Deferred Revenue	29,000	29,000	0
Other Current Liabilities	20,519	2,340	18179
Total Current Liabilities	543,741	439,945	103,796
L/T Liabilities			
Loan-School Bus & Class funds	728	728	0
Loan-Equipment & Furniture	212,957	47,591	165,366
<b>Total Liabilities</b>	<b>757,426</b>	<b>488,264</b>	<b>269,162</b>
Net Assets			
Unrestricted Net Assets	2,527,892	1,779,805	748,087
<b>Total Net Assets</b>	<b>2,527,892</b>	<b>1,779,805</b>	<b>748,087</b>
<b>Total Liabilities and Net Assets</b>	<b>3,285,318</b>	<b>2,268,069</b>	<b>1,017,249</b>

<sup>5</sup> Unaudited due to Annual Report deadline.  
Annual Report 2014-2015

**FY2016 school budget approved at the June 18, 2015 open meeting of the  
PVCICS Board of Trustees**

<b>Revenue Accounts</b>	
Tuition	5,888,000
Grants Public & Private	100,000
Other Student Services	198,418
Fundraising	12,0000
Total Revenue	6,210,918
<b>Expenditure Accounts</b>	
Salaries & Wages	3,928,574
Payroll Tax and Fringe Benefits	493,350
Business Expenses	200,129
Contracted Services-Instructional & SPED	68,500
Instructional supplies, materials, technology	112,600
Physical Plant	964,629
Student Services	307,087
Recruitment/advertising	34,816
Insurance	50,292
Travel	10,000
Furniture, computers, equipment	10,000
Total Expenses	6,179,977
<b>NET</b>	30,941

## **FY2016 Capital Plan**

### ***PVCICS Addition Project***

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

**Current status of the project:** As of June 30, 2015, the addition is complete and occupancy has been approved. All students temporarily housed in Amherst have moved to the Hadley campus.

**Current estimated schedule for the completion of the project:** The final site work, including repaving the parking lot, will be completed during the 2015 summer.

**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.

### ***PVCICS High School Project***

As the school grows, PVCICS plans to move the high school into a separate facility.

## Appendix A: Accountability Plan Evidence 2014-15

### FAITHFULNESS TO CHARTER

	2014 - 2015 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
<b>Measure:</b> 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 2014 Winter Concert, February 2015 Chinese New Year's Performance and June 2015 Spring Concert. This year, we also did grade level year-end Chinese performances where all students in K-10 <sup>th</sup> grades performed Chinese skits, songs and debates all in Chinese for teachers and parents.
<b>Measure:</b> 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	Year-long art and music specials highlighted Chinese arts and culture for all grades. Chinese calligraphy and brush painting are taught by a bilingual specialist who used Chinese as the language of instruction during classes. This year, PVCICS also had a part-time bilingual PE teaching assistant so that some of the PE classes had Chinese instruction.

### ACADEMIC PROGRAM SUCCESS

	2014 - 2015 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> Externally developed assessments of student core academic performance is strong.		
<b>Measure:</b> 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 2013-2014 had an average year-end DRA score of 14, which is at the low end of grade level. Students in the 2nd grade cohort who entered PVCICS in Kindergarten in 2012-2013 had an average year-end DRA score of 30, which is above grade level. Students in the 3rd grade cohort who entered PVCICS in Kindergarten in 2011-2012 had an average year-end DRA score of 42, 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 40, and 3 <sup>rd</sup> grade, level 50.
<b>Measure:</b> 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	Met	This is applicable only to students in grades 4, 5, a subset of grade 6, a subset of grade 7 and a subset of grade 8 in 2014-2015 because only students in these grades have been enrolled for at least five years. In grades 6-8, there are students who entered in 6 <sup>th</sup> grade so they are not included since they have not been enrolled at least five years. Grade 4 average year-end score was 53, which is above grade

<p>students who have been enrolled at least five years will be on or above grade-level.</p>		<p>level. Grade 5 average year-end score was 64, which is above grade level. Grade 6 average year-end score was 71, which is within grade level. Grade 7 average year-end score was 71, which is within grade level. Grade 8 average year-end score was 80, 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.</p>																								
<p><b>Measure:</b> In each grade, K-10, 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.</p>	<p>Met</p>	<table border="1" data-bbox="821 422 1422 831"> <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>70</td></tr> <tr><td>2</td><td>62</td></tr> <tr><td>3</td><td>72</td></tr> <tr><td>4</td><td>77</td></tr> <tr><td>5</td><td>82</td></tr> <tr><td>6</td><td>81</td></tr> <tr><td>7</td><td>79</td></tr> <tr><td>8</td><td>97</td></tr> <tr><td>9</td><td>70</td></tr> <tr><td>10</td><td>94</td></tr> </tbody> </table> <p>Notes: National Percentile Rank of 50 is defined as the national average. Most students in grades 1-7 entered PVCICS in Kindergarten, though some entered after Kindergarten. Most students in 8th grade entered PVCICS in 1<sup>st</sup> grade. Students in K-5 are taught mathematics using Chinese as the language of instruction. Most students in 9<sup>th</sup> and 10<sup>th</sup> grades, entered PVCICS in 6<sup>th</sup> grade and were taught mathematics using English as the language of instruction.</p>	Grade	Stanford 10 National Percentile Rank Total Mathematics	K	56	1	70	2	62	3	72	4	77	5	82	6	81	7	79	8	97	9	70	10	94
Grade	Stanford 10 National Percentile Rank Total Mathematics																									
K	56																									
1	70																									
2	62																									
3	72																									
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6	81																									
7	79																									
8	97																									
9	70																									
10	94																									
<p><b>Measure:</b> In each grade, K-10, 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 3-10, Partially met for K-2</p>	<p>Met or exceeded target for grades 3-10. K-2nd grade national percentile rank scores exceeded national average for Listening and were very close to national average for the Language subtests. In K-1 national percentile rank scores were below national average in Total Reading. In 2<sup>nd</sup> grade, the Total Reading national percentile rank score was only slightly below national average. In 1-2 grades, the Spelling national percentile rank score was below national average. Research<sup>6</sup> indicates immersion students may lag in English in the early elementary grades then perform at or above grade level in the later elementary years.</p> <p>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> <p>Most students in grades 1-7 entered PVCICS in Kindergarten, though some entered in other grades. Most students in 8<sup>th</sup> grade entered PVCICS in 1<sup>st</sup> grade. Sixty-three percent of students in 9<sup>th</sup> grade entered in 9<sup>th</sup> grade. Most students in 10<sup>th</sup> grade entered PVCICS in 6<sup>th</sup> grade.</p> <p>See table below for details:</p>																								

<sup>6</sup> Fortune, T. (2014). What Research Says About Immersion, an Asia Society article in the handbook entitled *Chinese Language Learning in the Early Grades. Annual Report 2014-2015*

Grade	Stanford 10 National Percentile Rank			
	Total Reading	Listening	Language	Spelling
K	32	59	N/A	N/A
1	23	66	54	21
2	48	60	49	31
3	69	78	57	54
4	78	80	78	66
5	85	87	80	74
6	86	88	74	80
7	75	74	73	75
8	92	91	88	83
9	77	N/A	60	67
10	89	N/A	81	80

Notes: National Percentile Rank of 50 is defined as the national average.

**Objective:** Externally developed assessments of student Chinese language academic performance is strong.

<p><b>Measure:</b> 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>	Met	Exceeded target.							
		<table border="1"> <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>2013-2014</td> <td>100%</td> </tr> <tr> <td>2</td> <td>2012-2013</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	2013-2014	100%	2
Grade	Year Entered Kindergarten at PVCICS	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency							
1	2013-2014	100%							
2	2012-2013	100%							

<p><b>Measure:</b> On the Chinese STAndards-based Measurement of Proficiency (STAMP 4Se or 4S) 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>	Met	Exceeded target.																																				
		<table border="1"> <thead> <tr> <th>Grade in 2014-2015</th> <th>Year Entered PVCICS</th> <th>Initial 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>2011-2012</td> <td>K</td> <td>100%</td> </tr> <tr> <td>4</td> <td>2010-2011</td> <td>K</td> <td>100%</td> </tr> <tr> <td>5</td> <td>2009-2010</td> <td>K</td> <td>98%</td> </tr> <tr> <td>6</td> <td>2008-2009</td> <td>K</td> <td>100%</td> </tr> <tr> <td>7</td> <td>2007-2008</td> <td>K</td> <td>100%</td> </tr> <tr> <td>8</td> <td>2007-2008</td> <td>1<sup>st</sup></td> <td>100%</td> </tr> <tr> <td>9</td> <td>2011-2012</td> <td>6<sup>th</sup></td> <td>100%</td> </tr> <tr> <td>10</td> <td>2010-2011</td> <td>6<sup>th</sup></td> <td>100%</td> </tr> </tbody> </table> <p>Notes: As is grade appropriate, students in grades 3-5 took STAMP 4Se and students in grades 6-10 took STAMP 4S. Please note that only students who have been enrolled at least four years are included in the percentage of students above. Students who have not been enrolled at least four years are not included.</p>	Grade in 2014-2015	Year Entered PVCICS	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency	3	2011-2012	K	100%	4	2010-2011	K	100%	5	2009-2010	K	98%	6	2008-2009	K	100%	7	2007-2008	K	100%	8	2007-2008	1 <sup>st</sup>	100%	9	2011-2012	6 <sup>th</sup>	100%	10	2010-2011	6 <sup>th</sup>	100%
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10	2010-2011	6 <sup>th</sup>	100%																																			

<p><b>Measure:</b> On the Chinese</p>	N/A	Not applicable yet, PVCICS did not have students who have been
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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.		enrolled for at least nine years because the school is only eight years old.
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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 3-6<sup>th</sup> graders. STAndards-based Measurement of Proficiency 4S (STAMP 4S) is designed for 7th graders and older, however 6<sup>th</sup> graders may take it too. STAMP 4Se and STAMP 4S are computer-based tests that measure proficiency in reading, listening, writing and speaking.

## Appendix B: Recruitment and Retention Plan

### RECRUITMENT PLAN 2015-2016

School Name: Pioneer Valley Chinese Immersion Charter School

Date: July 30, 2015

#### Implementation Report on 2014-2015 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 left literature at the Northampton offices of the Center for New Americans.
- The PVCICS Executive Director left literature at the Northampton offices of the International Language Institute of Massachusetts.
- 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.
- The PVCICS Executive Director left literature at two additional Centers for New Americans in Greenfield and Turners Falls.
- The PVCICS Executive Director left literature at Community Action location in Greenfield and left literature at three Springfield libraries.

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.

<b>Percentage of Students in Selected Population</b>				
<b>Selected Population</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
English Language Learner	2.1	3.6	2.8	3.9
Students With Disabilities	4.6	6.8	5.3	6.4
Low Income (2015)	14.1	18.2	17.7	15.2

The changes in percentages in 2014-2015 can be attributed to the following factors.

- English Language Learner: PVCICS had a 39% increase in the percentage of ELL students. No English Language Learner students left PVCICS.
- Students with Disabilities: PVCICS had a 21% increase in the percentage of students with disabilities.
- Low income: The 14% decline in the percentage of low income students is far lower than the 26% decline in the comparison index found in the Charter Analysis and Review Tool.

**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, heritage language schools, community organizations and public libraries.

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
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. PVCICS will enhance 2015 – 2016 recruitment by increasing the information about services on the school website.
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 Centers for New Americans and at the <i>International 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. PVCICS will enhance 2015 – 2016 recruitment by increasing the information about services on the school website.

<p>Students eligible for free or reduced lunch<sup>7</sup></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 or reduced 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 or reduced lunch. Supports for students who are eligible for free or reduced 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 or reduced lunches. PVCICS will enhance 2015 – 2016 recruitment by increasing the information about services on the school website.</p>
<p>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>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>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>

<sup>7</sup> Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

# RETENTION PLAN 2015-2016

## Implementation Report on 2014-2015 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. See the “Program Delivery” section under the “Academic Program Success” heading of this document for staffing details. 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 2014-2015, PVCICS was in its fourth 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 2014-2015 goal for student retention was 96%. The actual student retention was 95%. Student retention at PVCICS was higher than the state average and the median reported for “all students” and for all “subgroups” in Charter School Analysis and Review Tool.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94%

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Special education students	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.
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.
Students eligible for free or reduced lunch <sup>8</sup>	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.
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.
Students at risk of dropping out of school	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.
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.

<sup>8</sup> Please note: The Department has a new metric, called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

## Appendix C: School and Student Data Tables

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&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (Data as of the EOY June 2015 SIF/SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	17	5
Asian	68	17
Hispanic	26	7
Native American	0	0
White	208	53
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	69	18
Special education	27	7
Limited English proficient	15	4
Low income	74	19

<b>ADMINISTRATIVE ROSTER FOR THE 2014-15 SCHOOL YEAR</b>			
Name, Title	Brief Job Description	Start date as Admin	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.	12/2010	N/A
HsiuWen Hsieh, Director of Education	The Director of Education (DE) manages the educational program.	8/2011 <sup>9</sup>	N/A
Marilyn Kusek, Director of Student Services	The Director of Student Services manages support services for students.	8/2011 <sup>10</sup>	N/A

<sup>9</sup> The Director of Education was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

<sup>10</sup> The Director of Student Services was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

<b>TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2014-2015 school year. This is in FTE.</b>	<b>Departures during the 2014-2015 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	48.1 (see note 1)	2 (see note 3)	5 (see note 4)	See notes 3 and 4.
Other Staff	25.4 (see note 2)	2 (see note 5)	3 (see note 6)	See notes 5 and 6.

Notes:

1. Total number of teachers includes three graduate student teachers who were onsite at least half a year.
2. Total number of staff includes two part-time contractors.
3. One teacher passed away unexpectedly during the school year. One teacher got married and moved to eastern MA to be with her spouse.
4. Four teachers got married and moved to be with their spouses in other parts of the state or country. One teacher was an exchange teacher who returned to her home country after two years at PVCICS.
5. One staff member was terminated. One staff member resigned due to other employment.
6. One staff member was a substitute for a staff member who left during the school year (see note 5) and her contract ended. One staff member resigned to attend graduate school after working at PVCICS for four years. One staff member moved to another state because her partner took a job there.

<b>BOARD MEMBERS FOR THE 2014-15 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration) <sup>11</sup></b>
Charles Bagley	Chair		1	1/30/15 thru 1/29/18
Hsiu-Jung (Mindy) Chang	Vice Chair	Trusteeship,	2	3/27/2012 thru 3/26/2015
David Braverman	Secretary	Grievance, Development,	2	4/26/2012 thru 4/25/2015
Scott Livingstone	Treasurer	Trusteeship, Finance, Personnel,	1	1/30/15 thru 1/29/18
Chung Liu		Grievance,		1/30/15 thru 1/29/18
Cherry Hsieh		Trusteeship, Personnel,	2	12/2/2010 thru 12/1/2016
MeiKuei Huang		Finance , Academic,	1	3/27/2013 thru 3/26/2016
Rosalie Porter		Trusteeship, Personnel, Academic,	1	10/11/2012 thru 10/11/2015
Kathleen Riordan		Personnel, Academic,	1	5/16/2013 thru 5/15/2016
Edward Toole		Personnel, Grievance,	1	5/18/15 thru 5/17/18
Benjamin Preston		Grievance, Development,	1	5/18/15 thru 5/17/18
<b><u>Left the Board</u></b>				
Su-Chuan Chung		Academic	1+	3/27/2013 thru 6/20/2015
May Lo			2+	2/27/2012 thru 2/26/2015
David Scott			1	4/26/2012 thru 4/25/2015

<sup>11</sup> Trusteeship terms are under review by the school attorney to determine if they are compliant with the PVCICS bylaws.  
*Annual Report 2014-2015*

## Appendix D: Additional Required Information

### Key Leadership Changes

<b>Key Leadership Changes</b>	
<i>Note: Not applicable (N/A) indicates no change in 2014-2015.</i>	
Position	Name
Board of Trustees Chairperson	Charles Bagley
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	N/A

### Facilities

<b>Facilities</b>	
Location	Dates of Occupancy
Hadley, MA – Main site	August 1, 2008 – present.
Amherst, MA - Temporary	August 1, 2013 to April 26, 2015

### Enrollment

<b>Enrollment Dates for 2016-2017</b>	
<i>Note: typically PVCICS conducts several lotteries.</i>	
Action	Estimated Date
Student Application Deadline	February 10, 2016
1 <sup>st</sup> Lottery	February 12, 2016

### Complaints

An Open Meeting Law complaint was filed with the Attorney General’s Office asserting Trusteeship Committee deliberations had occurred outside open meeting. The Attorney General did not support the complaint, but did find the Board had not complied with Open Meeting Law because documents were not turned over within the time requirements of the law. Because the documents were turned over by the time the finding occurred, the matter is closed.

An Open Meeting Law complaint was filed with the Attorney General’s Office asserting the board improperly voted in executive session on a non-union contract and also asserting the subsequent open meeting vote to repair the voting was not given proper notice. The Attorney General’s office found the school’s attorney had provided faulty legal advice for the initial vote and the second vote corrected the error. The matter is closed.

Complaints were made asking for the election of trustees to be overturned by the Massachusetts Commissioner of Education. The Commissioner did not support these requests.

A complaint was made saying the Board of Trustees was not working to ensure a slate of new trustees was being prepared for the annual meeting. A slate was subsequently created, voted upon and the matter is closed.

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