

先鋒中英雙語學校

Pioneer Valley Chinese Immersion Charter School Annual Report

2015-2016 School Year

Pioneer Valley Chinese Immersion Charter School
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Introduction to the School

Pioneer Valley Chinese Immersion Charter School			
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	433 ¹
Chartered Grade Span	K-12	Current Grade Span	K-11
# of Instructional Days per school year	180	Students on Waitlist	144
School Hours	8:30 – 3:30; K-1st 8:30 – 4:15; 2nd-12th	Age of School	9 years
<p>Mission Statement</p> <p>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 2016.

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.

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 with the International Baccalaureate Diploma Programme (IB DP). PVCICS is an “IB for All” school meaning all students in 11th and 12th grades take IB courses.

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 11th and 12th grades with the goal of preparing students for college and giving them 21st century global skills. PVCICS was approved to offer the IB DP in January 2015. In the 2015-2016 school year, the first cohort of 11th grade students were taught using “IB for All” DP curriculum.

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 in 2015-2016

Date	Amendment Requested	Approved?
11/2015	Addition of Expulsion Policy	Yes
7/2016	Revised By-Laws	Pending
7/2016	Increase maximum enrollment	Pending

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 parts 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:

- PVCICS's Executive Director testified at the Massachusetts Joint Committee on Education hearing of October 13th, 2015 on the need to support innovation in Massachusetts charter schools.
- The Principal, the Director of Education and two teachers were selected to give a presentation on Chinese curriculum thematic units at the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference in November 2015.
- The Chinese Early Language and Immersion Network (CELIN) added PVCICS as a "Featured Program" in November 2015. The profile can be found on the Asia Society website at <http://asiasociety.org/china-learning-initiatives/pioneer-valley-chinese-immersion-charter-school>
- The Executive Director was invited to attend the 10th Global Confucius Institute Conference in Shanghai, China in December 2015. PVCICS was one of three schools in the United States honored as a "Confucius Classroom of the Year". A total of ten schools worldwide were honored. While at the conference, the Executive Director also participated in a panel on implementing Chinese immersion programs.
- PVCICS was featured in a BusinessWest article, "The Language of Business", on March 21, 2016, that noted the importance of developing a multi-lingual workforce to support regional economic development.
- The Executive Director attended the April 12, 2016 meeting of the Dual Language Leadership Network within Massachusetts Association for Bilingual Education (MABE) to provide input into proposed Dual Language guidelines. This also included information about the proposed Seal of Bilingualism.
- The Executive Director attended the National Chinese Language Conference in April 2016 and with a PVCICS teacher participated in a small group meeting with the Assistant Director of the Confucius Institutes Headquarters in Beijing (part of China's Ministry of Education/Hanban) to discuss how Hanban can best support Chinese programs language in the United States.
- The Executive Director is an advisor to Asia Society's Chinese Early Language and Immersion Network (CELIN). The CELIN advisors include selected school leaders from Chinese programs around the United States. The Executive Director participated a CELIN meeting after National Chinese Language Conference to discuss the creation of additional CELIN Briefs. The CELIN Briefs provide a synthesis of research, experience, and strategies in a specific topic area, with available references and resources. The authors of the briefs are scholars and experienced educators.
- The Principal wrote and submitted a proposal in January 2016 about assessing Chinese proficiency for the national American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference to be held in November 2016. The proposal was accepted in April 2016 so a team will be presenting at ACTFL in November 2016.

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 and one UMass/Amherst School of Education doctoral student researching bilingual education.
- PVCICS hosted one pre-practicum student working on her license in Moderate Disabilities from The Collaborative for Educational Services.

- PVCICS initiated a relationship with Mount Holyoke College's Masters of Arts in Teaching (MAT) program to serve as a host site for its graduate students.

Finally, PVCICS welcomed many families from all over the Pioneer Valley to monthly information sessions. Some prospective students also observed 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=2015&orgtypecode=6&>

Student achievement has been consistently high-performing over the years. The detailed Spring 2015 Massachusetts Comprehensive Assessment System (MCAS) results are available on the Massachusetts Department of Elementary and Secondary Education (ESE) website.

Program Delivery

PVCICS has a consistent record of high academic performance since opening in 2007 as evidenced by externally scored assessments (MCAS, Stanford 10 and STAMP Chinese tests) and internally scored assessments (DRA, ELLOPA/SOPA). Both types of assessments are used to identify year-to-year performance trends.

Data from assessments and the Response to Intervention (RtI) process serves as input to PVCICS's cyclical process of curriculum improvement. Curriculum meetings during the school year allow teaching teams 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 state curriculum standards.

The 2015-2016 school year marked the first year the school had 11th graders. PVCICS's high school is an "International Baccalaureate (IB) for All" program so all 11th graders were enrolled in IB courses. PVCICS hired a full-time guidance counselor who worked closely with the school's IB Coordinator to help students select courses and help them start planning for college. Administrators and teachers met regularly to refine high school course sequences to ensure content area curriculum is vertically articulated. This work will continue as part of the rollout of grade 12 in 2016-2017.

In 2015-2016, there were minimal changes to the instructional model and assessment methods. However there were changes to provide additional support for diverse learners as summarized below.

For diverse learners, PVCICS increased staff in both classroom and specialist roles. In 2015-2016, PVCICS increased a previously part-time English Language Learner (ELL) teacher to be a full-time ELL teacher. PVCICS also added a part-time middle school math support teacher focused on providing RtI math support. Two senior Chinese teachers were given reduced teaching loads and served as "teacher leaders" to aid other Chinese teachers with differentiating curriculum and instruction to support diverse learners. One high school English teacher, who also has a reading specialist license, had a reduced teaching load so she could coordinate the high school RtI process and provide support. Another high school science teacher had a reduced teaching load so that she could provide MCAS review sessions to the students who required them.

In 2015-2016, 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. In addition, PVCICS contracted with a board certified behavior analyst (BCBA) on an as-needed basis.

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

Social, Emotional and Health Needs

As in previous years, PVCICS has a supportive counseling and nursing staff for students social, emotional and health needs. There were no recent changes in the school's approach to student discipline.

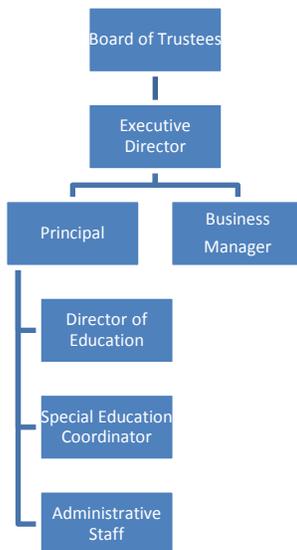
ORGANIZATIONAL VIABILITY

Organizational Structure of the School

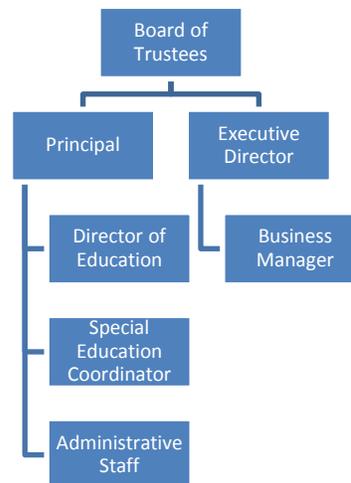
In 2015-2016, PVCICS added personnel to support the growth in the middle and high school. The administrative team continued to include Mr. Richard Alcorn, Executive Director; Ms. Kathleen Wang, Principal; Ms. Rose Carr, SPED Coordinator (contract); Ms. Hsiu-wen Hsieh, Director of Education; and Ms. Marilyn Kusek, Director of Student Services. Ms. Cho-Hsing (Youko) Chang, Office Coordinator, reports to the Executive Director. Ms. Patrice MacPherson served as the International Baccalaureate (IB) Coordinator. Ms. Dorothy Hartman served as a new part-time Middle School Administrator. Mr. Michael Rooney served as a new part-time High School Administrator and Athletic Director.

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 continues to use a modified version of the Massachusetts Model System of Educator Evaluation (MA model) of teacher evaluation. Because PVCICS is not a Race-to-the-Top (RTTT) district it is not required to use the MA model. However, PVCICS has elected to use it for teacher evaluation with some modifications to reflect its organizational needs. Modifications include adapting instructional indicators 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

FY2016 income statement – unaudited⁴
For the Fiscal Year July 1, 2015 to June 30, 2016

Revenues	Dollars(\$)
Tuition	5,765,307
Grants	226,731
Program Fees	207,215
Contributions & Fundraising	15,350
Other Income	45,827
Total Revenues	6,260,430
Expenses	
Personnel	4,190,454
Instructional	487,047
Occupancy	539,819
Administrative	344,922
Total Expenses	5,562,242
Net Surplus (Deficit)	698,188

⁴ Unaudited due to Annual Report deadline.
Annual Report 2015-2016

FY2016 statement of net assets (balance sheet) - unaudited⁵

	6/30/16	6/30/15	Change 2015-2016
Assets			
Current Assets			
Cash & Cash Equivalents	2,222,879	1,965,454	257,425
Other Accounts Receivable	333,948	302,916	31,032
Prepaid Items	99,964	91,626	8,338
Total Current Assets	2,656,791	2,359,996	296,795
Fixed Assets			
Property, Plant Equipment, net	528,758	384,017	144,741
Prepaid Rent	794,801	515,673	279,128
Total Assets	3,980,350	3,259,686	720,664
Liabilities			
Current Liabilities			
Accounts Payable	69,128	64,787	4,341
Accrued Expense	532,534	431,590	100,944
Deferred Revenue	0	29,000	(29,000)
Other Current Liabilities	20,518	20,518	0
Total Current Liabilities	622,180	545,895	76,285
L/T Liabilities			
Loan-School Bus & Class funds	2,903	728	2,175
Loan-Equipment & Furniture	156,973	212,957	(55,984)
Total Liabilities	782,056	759,580	22,476
Net Assets			
Unrestricted Net Assets	3,198,294	2,500,106	698,188
Total Net Assets			
Total Liabilities and Net Assets	3,980,350	3,259,686	720,664

⁵ Unaudited due to Annual Report deadline.
Annual Report 2015-2016

**FY2017 school budget approved at the July 7, 2016 open meeting of the
PVCICS Board of Trustees**

Revenue Accounts	
Tuition	6,664,000
Grants Public & Private	178,000
Other Student Services	236,000
Fundraising	15,000
Total Revenue	7,108,000
Expenditure Accounts	
Salaries & Wages	4,539,734
Payroll Tax and Fringe Benefits	536,243
Business Expenses	307,085
Contracted Services-Instructional & SPED	45,200
Instructional supplies, materials, technology	184,200
Physical Plant	983,491
Student Services	379,168
Recruitment/advertising	80,880
Insurance	44,941
Travel	725
Furniture, computers, equipment	5,000
Total Expenses	7,106,667
NET	1,333

FY2017 Capital Plans

PVCICS Addition Project

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

Current status of the project: The addition is completed. All PVCICS students attend school at the Hadley campus. PVCICS paid off a construction loan and closed a USDA – Rural Development mortgage for \$9,012,800 in July of 2016.

Current estimated schedule for the completion of the project: Project is complete.

Current estimated cost for the project: Final Cost was roughly \$9,012,800.

How the school plans to finance the project: The addition was funded with 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 was 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 Summer Construction:

Description of the project: The PVCICS will subdivide an existing space to create two smaller meeting rooms. A larger proposed project was dropped due to high bids.

Current status of the project: Collecting quotes.

Current estimated schedule for the completion of the project: Late August 2016.

Current estimated cost for the project: less than \$10,000.

How the school plans to finance the project: No financing is required.

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.

PVCICS High School Project

Description of the project: PVCICS is working on developing the space needed to support the continuing and projected growth of the school. PVCICS anticipates funding will come from a combination of local bank financing and financing from the USDA – Rural Development. PVCICS will be submitting an updated charter amendment to secure authorization for additional student seats needed to justify financing the addition.

Current status of the project: Developing options. A 40,000 sq/ft building is under consideration.

Current estimated schedule for the completion of the project: Late August 2017.

Current estimated cost for the project: TBD

How the school plans to finance the project: The school expects to secure 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.

Appendix A: Accountability Plan Evidence 2015-2016

FAITHFULNESS TO CHARTER

	2015 - 2016 Performance (Met/Partially 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 2015 Winter Concert, February 2016 Chinese New Year's Performance and June 2016 Spring Concerts. This year, there were also year-end Chinese performances in all grades where students performed or gave presentations entirely in Chinese. For example, there were Chinese skits, songs and dialogs as well as interactive events like a marketplace featuring Chinese foods.
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	The art and music specials highlighted Chinese arts and culture for all grades. For 1 st -5 th grades, Chinese calligraphy and brush painting were taught by a bilingual specialist who used Chinese as the language of instruction. For K-4 th grades, a bilingual PE teacher taught PE classes in Chinese and English.

ACADEMIC PROGRAM SUCCESS

	2015 - 2016 Performance (Met/Partially 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 2014-2015 had an average year-end DRA score of 16, which is grade level. Students in the 2nd grade cohort who entered PVCICS in Kindergarten in 2013-2014 had an average year-end DRA score of 28, which is grade level. Students in the 3rd grade cohort who entered PVCICS in Kindergarten in 2012-2013 had an average year-end DRA score of 40, which is 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 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	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 2015-2016 because only some students in these grades have been enrolled for at least five years. In grades 6-8, there are students who entered in 6 th grade so they are not included since they have not been enrolled at least five years. Grade 4 average year-end score was 54, 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 71, which is within

<p>will be on or above grade-level.</p>		<p>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>Measure: In each grade, K-11, 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="821 352 1422 800"> <thead> <tr> <th>Grade</th> <th>Stanford 10 National Percentile Rank Total Mathematics</th> </tr> </thead> <tbody> <tr><td>K</td><td>66</td></tr> <tr><td>1</td><td>69</td></tr> <tr><td>2</td><td>66</td></tr> <tr><td>3</td><td>71</td></tr> <tr><td>4</td><td>75</td></tr> <tr><td>5</td><td>78</td></tr> <tr><td>6</td><td>83</td></tr> <tr><td>7</td><td>88</td></tr> <tr><td>8</td><td>82</td></tr> <tr><td>9</td><td>92</td></tr> <tr><td>10</td><td>77</td></tr> <tr><td>11</td><td>95</td></tr> </tbody> </table> <p>Notes: National Percentile Rank of 50 is defined as the national average. K-5th grade students are taught mathematics using Chinese as the language of instruction. 6th – 11th grade students are taught mathematics using English as the language of instruction.</p>	Grade	Stanford 10 National Percentile Rank Total Mathematics	K	66	1	69	2	66	3	71	4	75	5	78	6	83	7	88	8	82	9	92	10	77	11	95																																							
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<p>Measure: In each grade, K-11, 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 K and 2-11</p>	<p>Met or exceeded target for average score of total reading, listening, language and spelling scores in all grades except 1st due to below national average reading and spelling scores. Research⁶ 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.</p> <table border="1" data-bbox="753 1283 1502 1797"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="5">Stanford 10 National Percentile Rank</th> </tr> <tr> <th>Avg Score</th> <th>Total Reading</th> <th>Listening</th> <th>Language</th> <th>Spelling</th> </tr> </thead> <tbody> <tr><td>K</td><td>54</td><td>44</td><td>63</td><td>N/A</td><td>N/A</td></tr> <tr><td>1</td><td>46</td><td>30</td><td>77</td><td>54</td><td>22</td></tr> <tr><td>2</td><td>60</td><td>61</td><td>66</td><td>66</td><td>48</td></tr> <tr><td>3</td><td>56</td><td>60</td><td>71</td><td>52</td><td>41</td></tr> <tr><td>4</td><td>76</td><td>81</td><td>84</td><td>74</td><td>63</td></tr> <tr><td>5</td><td>79</td><td>82</td><td>81</td><td>80</td><td>73</td></tr> <tr><td>6</td><td>80</td><td>84</td><td>85</td><td>76</td><td>73</td></tr> <tr><td>7</td><td>80</td><td>84</td><td>83</td><td>72</td><td>80</td></tr> <tr><td>8</td><td>77</td><td>77</td><td>86</td><td>73</td><td>70</td></tr> </tbody> </table>	Grade	Stanford 10 National Percentile Rank					Avg Score	Total Reading	Listening	Language	Spelling	K	54	44	63	N/A	N/A	1	46	30	77	54	22	2	60	61	66	66	48	3	56	60	71	52	41	4	76	81	84	74	63	5	79	82	81	80	73	6	80	84	85	76	73	7	80	84	83	72	80	8	77	77	86	73	70
Grade	Stanford 10 National Percentile Rank																																																																		
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K	54	44	63	N/A	N/A																																																														
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7	80	84	83	72	80																																																														
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⁶ 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 2015-2016

		<table border="1"> <tr> <td>9</td> <td>80</td> <td>82</td> <td>N/A</td> <td>81</td> <td>78</td> </tr> <tr> <td>10</td> <td>65</td> <td>68</td> <td>N/A</td> <td>63</td> <td>64</td> </tr> <tr> <td>11</td> <td>93</td> <td>93</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>Notes: National Percentile Rank of 50 is defined as the national average.</p>	9	80	82	N/A	81	78	10	65	68	N/A	63	64	11	93	93	N/A	N/A	N/A																										
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11	93	93	N/A	N/A	N/A																																									
Objective: Externally developed assessments of student Chinese language academic performance is strong.																																														
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<p>Measure: On the Chinese STAndards-based Measurement of Proficiency 4S (STAMP 4S) or equivalent test, 80% of all students at PVCICS who have been enrolled for at least nine years, will achieve Intermediate Low or above</p>	Met	<p>Exceeded target.</p> <p>This measure applies only to 8th and 9th graders who entered in the 2007-2008 school year. This is not yet applicable for students who are in grades K-7th or 10-11th because they have not been in the school for at least nine years.</p>																																												

proficiency.			Grade	Year Entered PVCICS	Initial Entry Grade	Percentage of students enrolled at least nine years who achieved or exceeded the target proficiency
			8	2007-2008	K	100%
			9	2007-2008	1 st	100%
<p>Note: only 8th and 9th graders who entered in K and 1st are included in this data. The 8th and 9th graders who entered at 6th and 9th grades are not included in this data since they have not been here 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 7th 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.

Appendix B: Recruitment and Retention Plan

RECRUITMENT PLAN 2016-2017

School Name: Pioneer Valley Chinese Immersion Charter School

Date: July 30, 2016

Implementation Report on 2015-2016 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:

- PVCICS website and recruitment flyers states that “Children with special needs are welcome at PVCICS”.
- PVCICS relocated and updated the online FAQ, which includes information about support services, to enhance visibility and encourage parents with questions to reach out to PVCICS staff.
- 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.

Percentage of Students in Selected Population				
Selected Population	2012-2013	2013-2014	2014-2015	2015-2016
English Language Learner	3.6	2.8	3.9	3.9
Students With Disabilities	6.8	5.3	6.4	6.6
Low Income (2015)	18.2	17.7	15.2	17.5

The changes in percentages in 2015-2016 can be attributed to the following factors.

- English Language Learner (ELL): PVCICS had no change in the percentage of ELL students.
- Students with Disabilities: PVCICS had a 0.2% increase in the percentage of students with disabilities. As described in the *Implementation Report on 2015-2016 Retention Plan* below, PVCICS staff believes the school’s robust RtI program reduces the percentage of students referred for Special Education.
- Low income: There was a 2.3% increase in the percentage of low income students. This represents a 15% year over year increase, which was far higher than 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 programs, enrichment organizations, heritage language schools, community organizations and public libraries.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
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. PVCICS website and recruitment flyers state that “Children with special needs are welcome 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. Promotional materials will direct prospective families to the school website and SEPAC page for contact information and details about programs, events, and special needs services.
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.

<p>Students eligible for free or reduced lunch⁷</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 provide flyers to at least two YMCA programs that tend to service lower income families and their children.</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>

⁷ 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 2016-2017

Implementation Report on 2015-2016 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 2015-2016, PVCICS was in its fifth year implementing a robust 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 requiring 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”) which will either recommend that additional interventions be implemented or makes a referral to special education. 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 designed to identify, support and evaluate students who are English language learners.

The Education Reform Act of 2010 mandated backfilling students, potentially with no fluency in Chinese, into grades where core curriculum is taught in Chinese, principally to students who have studied Chinese in an immersion setting for years. PVCICS used RtI to provide Chinese Language Learner (CLL) support (akin to the supports offered to English Language Learners) to roughly 6% of its students in 2015-2016 to help retain these state-mandated late-entry students and other students requiring support for Chinese.

The PVCICS staff believes that the robust RtI program reduces the percentage of students referred for Special Education. In 2015-2016 roughly 28.4 % of PVCICS students received RtI interventions. In 2015-2016 roughly 9.5% of PVCICS students had 504’s.

The 2015-2016 goal for student retention was 94%. The actual student retention was 91.5%. Student retention at PVCICS was higher than the state average of 91.3% and the comparison median of 91.4% reported for “all students”. Roughly 6.7% of English Language Learner students left PVCICS. The ELL attrition rate was below the state average of 12.7% and the comparable median of 9.5%. Roughly 11.1% of Students with Disabilities left PVCICS. The attrition rate of students with disabilities was close to the state average of 10.2% and the comparable median of 10.3%. The attrition rate of low income students was 5.1% well below the state average of 10.6% and the comparable median of 11.5%.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	93%

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
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. PVCICS will hire a full time licensed special education administrator.
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 ⁸	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 these 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.

⁸ 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>

<p>Students at risk of dropping out of school</p>	<p>PVCICS will continue to provide social, emotional and academic support to students who are at risk of dropping out. PVCICS uses the RtI model for academic intervention and has reading specialists, 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.</p>
<p>Students who have dropped out of school</p>	<p>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.</p>

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&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (Data as of the EOY June 2016 SIF/SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	22	5
Asian	81	18
Hispanic	30	7
Native American	0	0
White	239	55
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	61	14
Special education	29	7
Limited English proficient	16	4
Low income	100	23

ADMINISTRATIVE ROSTER FOR THE 2015-16 SCHOOL YEAR			
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
Cho-Hsing Chang, Office Coordinator	The Office Coordinator assists with day-to-day financial responsibilities.	8/2015	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 ⁹	N/A
Marilyn Kusek, Director of Student Services	The Director of Student Services manages support services for students.	8/2011 ¹⁰	N/A

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

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

Patrice MacPherson, IB Coordinator	The International Baccalaureate (IB) Coordinator ensures compliance to IB standards and works with high school students to guide them through IB program. (.5 FTE)	8/2015 ¹¹	N/A
Dorothy Hartman, Middle School Administrator	The Middle School Administrator assists in coordinating middle school educational activities. Note: part-time until 2016-2017.	8/2015	N/A
Michael Rooney, High School Administrator and Athletic Director	The High School Administrator assists in high school discipline. The Athletic Director manages the middle and high school extracurricular athletics programs. Note: part-time until 2016-2017 when roles will be split.	8/2015	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year.	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	63 (see note 1)	2 (see note 3)	14 (see note 5)	See notes as specified.
Other Staff	25 (see note 2)	2 (see note 4)	2 (see note 6)	See notes as specified.

Notes:

1. Total number of teachers is an actual count of individuals, not in FTE.
2. Total number of staff is an actual count of individuals, not in FTE and includes one part-time contractor.
3. One teacher got married and moved mid-year to California to be with her spouse. One teacher entered full-time graduate school.
4. One staff member changed careers outside of education and one staff member resigned for personal reasons.
5. Four teachers moved out of the area (two to California, one to New York and one to Taiwan). Three teachers changed careers (one to raise a child, one to become a professional singer and one to return to athletic coaching). Four teachers returned to their home countries on expiration of their work visas. Three teachers resigned to accept employment in other districts after being at PVCICS one, four and six years, respectively.
6. Two staff members resigned to pursue employment, one in Boston and one in another district.

¹¹ The IB Coordinator is also a teacher at PVCICS. Her start date with PVCICS was 8/2014 and she moved into the IB Coordinator role in 8/2015.

BOARD MEMBERS FOR THE 2015-16 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration) ¹²
Charles Bagley	Chair		1, served previously	1/30/15 thru 1/29/18
Scott Livingstone	Vice-Chair	Trusteeship, Personnel	1	1/30/15 thru 1/29/18
Paula Quinn	Secretary	Trusteeship	1	10/26/2015 thru 10/25/2018
Dan O'Shea	Treasurer	Finance, Grievance	1	1/25/2016 thru 1/24/2019
Chung Liu		Grievance	1, served previously	1/30/15 thru 1/29/18
Rosalie Porter		Trusteeship, Personnel	2	10/11/2012 thru 10/10/2018
Edward Toole		Personnel, Grievance	1	5/18/15 thru 5/17/18
Benjamin Preston		Personnel, Trusteeship, Grievance	1	5/18/15 thru 5/17/18
Elizabeth Larivee		Personnel	1	3/1/2016 thru 2/28/2019
Jiuming Ye		Academic	1	1/25/2016 thru 1/24/2019
Carol Young		Trusteeship	1	5/2/2016 thru 5/1/2019
<u>Left the Board</u>				
Hsiu-Jung (Mindy) Chang	Vice Chair	Trusteeship	2	3/27/2012 thru 11/12/2015
David Braverman	Secretary	Grievance, Development	2	4/26/2012 thru 11/12/2015
Cherry Hsieh		Trusteeship, Personnel	2	12/2/2010 thru 11/25/2015
MeiKuei Huang		Finance , Academic	1	3/27/2013 thru 11/7/2015
Kathleen Riordan		Personnel, Academic	1	5/16/2013 thru 4/7/2016

¹² Trusteeship terms are under review by the school attorney to determine if they are compliant with the PVCICS bylaws.
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Appendix D: Additional Required Information

Key Leadership Changes

Key Leadership Changes	
<i>Note: Not applicable (N/A) indicates no change in 2015-2016.</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	N/A

Facilities

Facilities	
Location	Dates of Occupancy
Hadley, MA	August 1, 2008 – present.

Enrollment

Enrollment Dates for 2016-2017	
<i>Note: typically PVCICS conducts several lotteries.</i>	
Action	Estimated Date
Student Application Deadline	February 13, 2017
1 st Lottery	February 15, 2017

School Schedule

Daily/Weekly Schedule for Students	
Day	Typical Total Hours
Monday through Friday	For Kindergarten and 1 st grades, the school day is 7 hours (8:30-3:30). For 2 nd grade and higher, the school day is 7.75 hours (8:30-4:15).
Other (if applicable)	No other mandatory programming for all students.

Yearly Schedule for Students		
Minimum # of Days	Scheduled Emergency/Snow Days	Total # of scheduled school days
180	5	185

** End of Annual Report ***