

**Pioneer Valley Performing Arts
Charter Public School**

**15 Mulligan Drive
South Hadley, MA 01075**

**ANNUAL REPORT
2013-2014**

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Introduction to PVPA

PVPA is committed to the highest level of student achievement and seeks to prepare all students for college success. Students must also work towards developing habits of work and learning, understand the importance of effective effort, collaborate with others, work independently, and demonstrate responsibility for oneself and the larger school community.

PVPA students take courses in dance, music (vocal and instrumental), theater and visual arts/technical theater (stage design, lighting design, costuming, and fine arts) and have extensive opportunities to perform and showcase their work. All students are expected to actively participate in the arts programs, but not all PVPA students and families choose PVPA solely for the arts. The faculty, staff and administration make every effort to meet the individualized needs of each student, help them identify their learning styles, encourage them to take risks, and guide them towards identifying the artist within.

Our focus on multiple learning styles and creative and critical thinking provide numerous ways to demonstrate mastery and understanding through authentic assessments and projects. Many of these assignments either require or encourage students to show what they know through the arts. This allows students to engage in the work at a high level of interest and enthusiasm and gives many “non-traditional” learners a way in to the learning process. Middle school students are required to participate in student led conferences, and all students must participate in service learning and community service activities in order to receive their diplomas.

Small class sizes, the recognition that students learn differently, and the use of varied assessment strategies all support students in reaching their highest potential. Students are required to revise work and re-take assessments until they demonstrate mastery of the curriculum, as they are required to demonstrate mastery of all course objectives in order to earn credit. Of course, the arts inform classroom teaching throughout the school. Integration of arts and academic disciplines increases student interest and enthusiasm, and provides novel entries into intellectual realms that often remain untapped.

In 2011, members of the PVPA community (students, parents, staff, board members, and alumni) developed the PVPA Strategic Plan. That plan emphasizes five critical values that guide our work PVPA

- Critical and Higher Order Thinking Skills
- Creative Thinking
- A Passion for Inquiry and Self-Reflection
- A Loving Community
- School as One Part of a Larger Learning Community

<i>Pioneer Valley Performing Arts Charter Public School</i>			
Type of Charter	Commonwealth	Location	15 Mulligan Drive South Hadley, MA 01075
Regional or Non-Regional?	Regional	Districts in Region	Agawam, Amherst-Pelham, Athol-Royalston,, Belchertown, Central Berkshire, Chicopee, Easthampton, Erving, Frontier, Gateway Gill-Montague, Granby, Greenfield, Hadley, Hampden-Wilbraham, Hampshire, Hatfield, Holyoke, Longmeadow, Ludlow, Mohawk Trail, Monson, Northampton, Palmer, Pioneer Valley, Quaboag, Ralph C Mahar, South Hadley, Southwick-Tolland, Springfield, Ware, West Springfield, Westfield
Year Opened	1996	Years Renewed	2001, 2006, 2011
Maximum Enrollment	400	Current Enrollment	400
Chartered Grade Span	9-12	Current Grade Span	7-12

<i>Pioneer Valley Performing Arts Charter Public School</i>			
Type of Charter	Commonwealth	Location	15 Mulligan Drive South Hadley, MA 01075
Instructional Days Per School Year	180	Students on Waitlist	305
School Hours	8:30–3:55 (M-TH) 8:30 – 2:35 (F)	Age of School	18 Years
<p>Mission Statement: The Pioneer Valley Performing Arts Charter Public School (PVPA) offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.</p> <p>We provide students with a supportive and challenging environment that is responsive to multiple learning styles, emphasizes learning through the arts, and integrates creative and critical thinking throughout the curriculum.</p>			

Letter From the Board of Trustees President

Dear PVPA Community--

Ten years ago, the Pioneer Valley Performing Arts Charter Public School moved to South Hadley from its original location in Hadley, Massachusetts. That move marked a new and exciting chapter in the school's history. With the help and support of parents and community partners, PVPA secured funding for a newly renovated facility and accepted its very first class of middle school students.

The Mulligan Drive facility was a major improvement upon the school's previous locale, which consisted of multiple aging buildings spread out along and across a busy thoroughfare. However, the original Hadley location boasted one critical space that was not present in our new home: a theater. Because the school no longer had a space large enough to accommodate the assembled students and staff, the all-school meetings and performances that were central to PVPA's identity could no longer be a part of its weekly routine. As the years went by, the need for common space became more and more apparent.

I am delighted to tell you that soon we will be able to assemble together, again.

On June 26, 2014, almost ten years to the day of the move to South Hadley, MassDevelopment issued \$4.26 million in tax-exempt bonds on behalf of the Friends of the Pioneer Valley Performing Arts Charter Public School. PVPA will use the proceeds to build an 8,000 square-foot multipurpose performance and assembly space, and refinance the existing MassDevelopment bond that helped fund the purchase and renovation of the current building. Construction of this addition should be complete by August 2015, which will coincide with PVPA's twentieth anniversary.

By insisting upon the interdependence of creative and critical thinking, PVPA has provided a compelling alternative to traditional public education. To all who insisted that a theater space be a priority in PVPA's Strategic Action Plan, who fundraised, who dreamed, who read the Board minutes for progress reports-- thank you! The upcoming expansion will bring our community together, quite literally, and will play a key role in the next twenty years of arts-focused education at PVPA.

Sincerely yours,



Kim Hicks
President, PVPA Board of Trustees

School Performance and Program Implementation

Faithfulness to the Charter: PVPA seeks to provide a rigorous college preparatory education and provide students with an intensive exposure to the arts. Having just completed our eighteenth year as a public charter school, PVPA continues to provide its student body with a plethora of arts opportunities not available elsewhere in the region, and possibly, the state. In 2013-2014, we made significant progress on our changes to the service delivery model for students with Individual Education Plans and with our Math Improvement efforts. Like our arts and academic classes, academic support sections were scheduled across all eight blocks. The result was increased in-class support for all students and more individual attention during academic support blocks where students work on their IEP-specific goals. We shifted the middle school schedule to better implement math and reading intervention programs that were designed to better prepare students for success in high school and beyond.

Success of the Academic Program: PVPA is a college preparatory school that seeks to prepare every student for success at college and in the workplace. The 2013-2014 school year has multiple data sources to support the claim that by all current measures, our high school program is an academic success. High school MCAS scores, SAT scores, and our college acceptance rates continue to exceed those of our feeder schools. And, our students' arts training and performance opportunities have once again provided them with numerous arts scholarships and acceptances to highly competitive colleges and summer arts residencies. 2013-2014 brought significant changes to all aspects of the PVPA math program. Math achievement in grades 7-12, and particularly in our middle school program, was the academic discipline that received our highest priority. The hiring of a new math director and new math teachers, the adoption and purchase of a new curriculum, and extensive professional development training demonstrated our commitment to meeting the conditions for math improvement established by Commissioner Chester in February 2013.

Organizational Viability: The 2013-2014 school year was arguably our most successful with respect to organizational viability. Strong Board leadership, active Board committee members, regular communication with the school's leadership team, and sound budgeting practices resulted in the refinancing of the school's debt service obligations and the financing of a new, soon-to-be-built, multi-purpose performing arts building. Additionally, PVPA's professional and responsible financial management allowed for the expansion of full employee benefits to all part-time staff members, a first in the school's history.

Accountability Plan Report:

Faithfulness to Charter: Mission and Key Design Elements

Pioneer Valley Performing Arts Charter Public School	2013-2014 Performance	Evidence
Objective: PVPA's annual high school graduation and college acceptance rates will exceed the average of the ten districts from which we receive our highest percentage of students.		
Measure: One hundred percent of high school students who meet PVPA graduation requirements will be admitted to college.	Partially Met	51 out of 55 graduated seniors applied to and have been admitted to college. 44 graduates are going to 4-year schools and 7 to community college. 3 graduates are taking a gap year, and 1 plans to dance professionally. Note that the 4 students who are not going to college chose not to apply this year.

Pioneer Valley Performing Arts Charter Public School	2013-2014 Performance	Evidence
<p>Measure: Each year, PVPA's average SAT I English scores will exceed those of our sending districts by ten percent. (The ten districts from which we receive our highest percentage of students, in alphabetical order, are: Amherst, Belchertown, Chicopee, Easthampton, Hadley, Holyoke, Monson, Northampton, Springfield and South Hadley.)</p>	<p>Met</p> <p>Scores are based on the most recent information provided by the College Board.</p>	<p>PVPA SAT I Critical Reading Test Score Average = 571</p> <p>10 Highest Percentage Sending Districts SAT I Critical Reading Test Score Average = 494</p> <p>PVPA SAT I Writing Test Score Average = 556</p> <p>10 Highest Percentage Sending Districts SAT I Critical Reading Test Score Average = 486</p>
<p>Measure: The average SAT I math scores of the Class of 2016 will increase by five percent over the combined average SAT I math scores in 2011, 2012, and 2013.</p>	<p>NA</p>	
<p>Objective: PVPA students will demonstrate and promote the value of an arts-based education.</p>		
<p>Measure: All students will take a minimum of two arts classes every semester and declare a major by the start of their junior year.</p>	<p>Met/ Partially Met</p>	<p>With the exception of those students who required both a math intervention class and an academic support block(s) per their IEP, all students were scheduled for a minimum of two arts classes per semester.</p>
<p>Measure: Each year, all audition-based music classes will perform for local schools and organizations to promote the importance of an arts-focused education.</p>	<p>Met</p>	<p>Our music students performed in multiple schools in the Pioneer Valley as well as with our partner school in NYC, New York.</p>
<p>Measure: Each year, our dance students will be in residence at a local elementary school teaching dance to children without access to a dance program.</p>	<p>Met</p>	<p>Our Dance Education Lab students were in residence during our January intersession, as well as throughout the school year. Our WOFA dance company travelled to Guinea, Africa and performed in schools all over the country, as well as multiple performances throughout the Pioneer Valley to raise funds for the trip.</p>
<p>Measure: Each year, our theater students will create an original performance and tour the piece in local elementary schools and arts organizations.</p>	<p>Met</p>	<p>Our Children's Theater Company created an original piece and performed in many elementary schools during our January intersession. In addition, the company was in residence at the Eric Carle Museum during the February school break.</p>
<p>Measure: By September 2015, PVPA will establish a summer professional development institute for the teaching of the performing arts in public schools.</p>	<p>NA</p>	

Amendments to the Charter

PVPA made no amendment requests in the 2013-2014 school year.

Access and Equity

Recruitment Plan 2014-2015
School Name: Pioneer Valley Performing Arts Charter Public School
Date: July 31, 2014
Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.
<p>Implementation Summary: PVPA implemented all of the general strategies and virtually all of the specific category strategies identified in the 2013-2014 Recruitment Plan. As a result, the percentage of students with IEPs is above the MA statewide average. Additionally, in 2013-2014, PVPA served students with more involved IEPs, including students who transferred from substantially separate out-of-district-special education programs and students who spent partial days in a substantially separate classroom. Based on the number of new 7th and 8th grade students who qualified for Math and Reading Intervention programs, combined with some of our more non-traditional learners, PVPA is clearly identifying and enrolling sub-proficient (MCAS) students. PVPA also enrolls many home-schooled students and some of those students would be categorized as sub-proficient had they participated in the MCAS testing program in grades 6-8.</p> <p>For the past two years, PVPA's has made great progress in reducing its drop out rate and working with students who have dropped out to support their continued pursuit of a high school diploma. One of our students who left PVPA three years ago without a diploma, and who has returned to PVPA for several years to re-take the math MCAS test, passed it this spring! Students who did not obtain a diploma met with PVPA staff to develop a clear plan for finishing high school. Additionally, we increased the percentage of students eligible for free and reduced lunch by 6.6% from the previous year (from 12.2% to 18.8%). However, in spite of our having implemented all of the strategies identified to enroll more Limited English-Proficient students in 2013-2014, we were not successful and need to do more to meet the goal next year.</p>

Recruitment Plan Strategies	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Disseminate our 2013 Coordinated Program Review Report. 2. Include SPED-PAC members as part of information session meetings.
Limited English-proficient students	<ol style="list-style-type: none"> 1. Translate additional admissions materials into Spanish. 2. Increase outreach to the Holyoke, Chicopee and Springfield Public Schools. 3. Increase advertising in Spanish-language media outlets.
Students eligible for free or reduced lunch	<ol style="list-style-type: none"> 1. Distribute flyers to local food banks and pantries. 2. Publicize our free and reduced lunch and transportation programs and our computer give-away program.
Students who are sub-proficient	<ol style="list-style-type: none"> 1. Share our college acceptance rate information with families. 2. Describe our academic support programs. 3. Implement our new math intervention program.
Students at risk of dropping out of school	<ol style="list-style-type: none"> 1. Distribute admissions information to GED testing centers. 2. Invite GED center leaders to PVPA's admission information sessions.

Recruitment Plan Strategies	
Demographic Group	Strategies
Students who have dropped out of school	<ol style="list-style-type: none"> 1. Send PVPA mailings and emails to students who have dropped out of school. 2. Call students and parents to encourage their continued academic pursuits.
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> 1. Send PVPA mailings and emails to students who have dropped out of school. 2. Call students and parents to encourage their continued academic pursuits.

General Recruitment Activities:
<ol style="list-style-type: none"> 1. Send Admissions Packets (information about school and the application process) to all guidance departments in elementary and secondary schools in Hampshire, Hampden, and Franklin County. 2. Send Press Releases to all newspapers, radio, and television outlets in all representing sending districts detailing availability of applications, process for applying, deadline for application, as well as an overview of the school, and an information meeting schedule to see the school and ask questions of school administrators. 3. Schedule radio interviews to broaden the application pool. 4. Post flyers in economically depressed communities promoting school and in timely manner for application to school. 5. Hold informational meetings at the school and off site at community centers that are easily accessible to public transportation.

Retention Plan 2014-2015
Please provide a brief narrative report on implementation of retention strategies from last year's plan.
<p>Implementation Summary: PVPA made considerable progress in the critical area of student retention and slightly exceeded its targeted retention goal by two-tenths of one percent (95.2 in 2013-2014). There were four strategies in particular that were most responsible for our progress:</p> <ul style="list-style-type: none"> • Improved communication among the stakeholders (teachers, counselors, administrators, students, parents/guardians) • Well-planned math and reading intervention programs • A shift to more classroom-based special education support programming • Using data more carefully to guide and assess our practice <p>PVPA will continue to increase its efforts by continuing to build on the successes we had this year.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	96.5%

Retention Plan –Strategies	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Maintain weekly academic support/guidance team meetings. 2. Expand the use of electronic data tracking tools and communication tools. 3. Provide additional professional development training for special education teachers in the new math curriculum. 4. Expand the math and reading intervention programs.
Limited English-proficient students	<ol style="list-style-type: none"> 1. Hire and train a new ELL Coordinator. 2. Recruit staff members who are fluent with Spanish.
Students eligible for free or reduced lunch	<ol style="list-style-type: none"> 1. Distribute eligibility forms to all families prior to the start of school. 2. Ensure that all families understand that no students will be denied participation to any activity due to ones ability to pay an activity or transportation fee. 3. Increase publicity for the computer give-away program for families who cannot afford a home computer.
Students who are sub-proficient	<ol style="list-style-type: none"> 1. Develop additional assessment tools to identify sub-proficient students within the first two-weeks of school. 2. Ensure that all new teachers understand their responsibilities with respect to providing appropriate accommodations as needed. 3. Assign upperclassmen to Homework Support in lieu of a less supported study period.
Students at risk of dropping out of school	<ol style="list-style-type: none"> 1. Establish a regular check-in with parents/guardians and the student. 2. Provide academic and non-academic supports as needed (tutoring, counseling, work study, reduced course load). 3. Maintain regular contact between guidance counselors and classroom teachers.
Students who have dropped out of school	<ol style="list-style-type: none"> 1. Maintain email and phone contact to encourage students to return to school or pursue their GED. 2. Offer opportunities to return to school on a part-time basis via work study or early college courses.
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> 1. Provide anti-racist teacher training designed to strengthen teachers’ cultural competency. 2. Regularly review sub-group achievement data to identify gaps and address specific areas of concern. 3. Ensure that all instructional materials are free of bias and are supportive and affirming of all PVPA students.

Dissemination Efforts

PVPA completed its second year of our partnership with the Dance Education Laboratory (DEL). The PVPA DEL trained middle and high school dancers to become *dance mentors* for elementary aged students in local public schools. The DEL program emphasizes a creative approach to teaching dance and choreography to students by making connections to literature, social studies and science. The 2013-2014 school year brought our students into contact with area schools and community organizations.

DEL School-Based Programs

The Belcher Elementary School, Chicopee, MA, Science and Dance

The Gorse Early Childhood Center, South Hadley, MA, Children’s Literature and Dance

The Leeds Elementary School, 3-Week Residency, Northampton, MA, Choreography and Performance

The NEARI School, Holyoke, MA, Circus Arts
The Wildwood Elementary School, 6-week program, Amherst, MA, Science and Dance

DEL Community-Based Programs/Presentations

Presented the PVPA DEL Model at the National DEL Conference, October 2013
PVPA Dance for Kids Show, Spring 2014

WOFA, PVPA's West African Dance Company, travelled to Guinea, Africa for three weeks during our January intersession and performed in numerous elementary schools throughout Guinea. Their trip culminated in a performance for the U.S. Ambassador and many other foreign dignitaries at the U.S. Embassy in Guinea. In fundraising for their Guinea Trip, WOFA conducted numerous community outreach workshops and performances that brought them into direct contact with elementary and middle school children throughout the Pioneer Valley. The students, as a result of these performances, raised \$30,000 dollars to pay for their trip.

PVPA continued its successful "We Came to Play" fall music department tour. The Pop R&B Ensemble, Jazz Ensemble, Rock Ensemble, Spectrum A Cappella, and other groups performed at four elementary schools in the Pioneer Valley. Other music department partnership and performances in the local community are listed below:

Jazz Band - South Hadley High School Collaboration
Groovy Truth Ensemble at UMASS High School Jazz Festival
Pop R&B Jazz Festival at Holyoke Community College
Student Jazz Performances at the Northampton Jazz Festival
Spectrum A Cappella at the Silver Chord Bowl (Northampton)
Spectrum A Cappella at the Berklee College of Music (Boston)
Spectrum A Cappella at WGBY's Together in Song Program (Springfield)
Spectrum A Cappella at the Pioneer Valley Excellence in Teaching Awards Dinner (Easthampton)

Music and Poetry Synchronized (MAPS): PVPA continued in its partnership with two New York City schools. The MAPS program expanded in 2012-13 to include high school students at PVPA, who now work with students from the Urban Assembly Green Careers School. PVPA students transform the poems into original songs within the context of a songwriting class and meet in May for the concert.

This spring, the PVPA Mock Trial team was asked to once again make the feature presentation for the annual Law Day Celebration put on by the Hampden County Bar Association at the Springfield Justice Center. The students conducted Supreme Court oral arguments, and acted as the Supreme Court justices and the attorneys. Members of the greater Springfield legal community and students from public schools in Hampden County attend the event.

The Mock Trial Team also reached the final round, for the fifth straight year, in the Massachusetts Bar Association's Mock Trial Competition, held throughout the state, with the two best teams competing at Boston's Faneuil Hall. PVPA's dominance of the Mock Trial Competition over the past decade speaks volumes about the benefit of an art-integrated education.

The PVPA Children's Theatre presented several performances at elementary schools throughout the Pioneer Valley during our three week January intersession (Paideia). The company was also in-residence at the Eric Carle Museum of Picture Book Art over the February vacation week, in Amherst, MA, and performed for hundreds of students and their families.

PVPA enjoyed the fifth year of a partnership with the Kensington School in Springfield, MA via Springfield's Arts Alive initiative. During our three-week January intersession (Paideia), PVPA students acted as assistant classroom teachers at Kensington and helped with the preparations for the Springfield Public Schools' Ballroom Dancing Competition, "Over the Top." Children from the Kensington School visited PVPA in January to attend a performance of our Children's Theatre Company and meet our student actors.

Student Performance

Link to PVPA DESE Report Card:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04790505&orgtypecode=6&>

Additional data to support our student achievement beyond MCAS can be found in the Accountability Plan, Retention Plan, and Dissemination Plan sections.

Program Delivery

PVPA graduates continue to be accepted to college at substantially higher rates than graduates from our feeder district schools and have consistently outperformed their peers from feeder schools on high school standardized tests (MCAS, SAT). However, PVPA 7th and 8th grade students have struggled to meet performance benchmarks, particularly in mathematics. As a result, PVPA implemented major changes to the math curriculum and the special education support service delivery model to raise student achievement, especially in the middle school program.

The changes to the special education service delivery model reflected our desire to better support students and teachers in the classroom. To that end, we allocated additional financial resources, increased our academic support staffing, and created math and literacy intervention programs for students who may have otherwise continued to lag behind their peers with respect to their ability to reach grade level standards in math and reading.

A detailed description of the math program changes can be found in the “Conditions” section at the end of the Annual Report document.

Complaints

PVPA received two complaints during the 2013-2014 school year.

1. A former staff member alleged that an employment contract was not renewed due to the age of the former employee. PVPA disputed the complaint and it is now before the MA Commission Against Discrimination. An initial hearing was held in June 2014.
2. A parent complaint resulted from a decision by PVPA staff to remove a student from a school production this spring. Concerns were raised about the decision, the process by which the decision was made, and the way the decision was communicated to the student and parents. The Head of School and the President of the Board of Trustees investigated the complaint. The Head of School shared his findings with the parent and the staff member involved.

Budget and Finance

Financial Reports: FY 15 Approved Budget

	Approved Budget	Approved Budget
	<u>FY 14</u>	<u>FY 15</u>
Revenue		
Commonwealth of Massachusetts Revenue	\$4,962,518	\$5,116,052

Financial Reports: FY 15 Approved Budget

	Approved Budget	Approved Budget
	FY 14	FY 15
Production Revenue	60,000	44,000
Student Activities Revenues and Fees	53,500	51,500
Auxiliary Revenue	101,500	107,500
Interest	5,000	2,400
Fundraising Revenue	72,947	98,811
Total Revenue	<u>\$5,255,465</u>	<u>\$5,420,263</u>
 Expense		
Education Expense		
Education Salaries, Taxes and Benefits	\$2,716,933	\$2,860,774
General Educational Expenses	42,700	50,300
Departmental Expense	42,000	52,500
Grants	100,000	105,000
Education-Other	160,250	98,000
Total Education Expenses	<u>3,061,883</u>	<u>3,166,574</u>
Production	133,369	132,235
Technology	60,000	50,000
Administrative	941,984	1,073,197
Development	48,670	63,871
Facilities Expense	822,325	710,495
Depreciation	40,100	51,100
Auxiliary	137,975	162,005
Other Expenses	4,000	4,000
Total Operating Expense	<u>\$5,250,306</u>	<u>\$5,413,477</u>
Change in Net Assets	<u><u>\$5,159</u></u>	<u><u>\$6,786</u></u>

The FY15 Budget was approved by Board of Trustees on June 10, 2014.

**Financial Reports: Unaudited FY 14 Statement of Net Assets
(Balance Sheet)**

Assets	
Current Assets	
Cash and Cash Equivalents	\$931,693
Accounts Receivable (net)	1,257,210
Other Current Assets	205,841
Total Current Assets	2,394,744
Fixed Assets (net)	373,430
Total Assets	\$2,768,174
Liabilities and Net Assets	
Liabilities	
Accounts Payable	\$49,497
Accrued Expense	34,238
Accrued Payroll and Withholdings	348,041
Lease Payable	37,911
Other Liabilities	14,315
Total Liabilities	484,002
Net Assets	2,284,172
Total Liabilities and Net Assets	\$2,768,174

**Financial Reports: Unaudited FY 14 Statement of Revenues, Expenses and
Changes in Net Assets (Income Statement)**

Revenue	
Commonwealth of Massachusetts Sources	\$5,082,208
Production	65,172
Student Activities	83,066
Auxiliary	108,680
Interest	2,286
Fundraising	123,524
Miscellaneous	8,626

**Financial Reports: Unaudited FY 14 Statement of Net Assets
(Balance Sheet)**

Total Revenue	\$5,473,562
Expense	
Education Expense	
Salaries and Benefits	\$2,662,949
General Educational Expense	54,154
Departmental	44,093
Grants	149,592
Education-Other	208,307
Total Education Expense	3,119,095
Production	141,748
Technology	68,402
Administrative	1,005,465
Development	55,607
Facilities	822,628
Depreciation	49,068
Auxiliary Expense	158,560
Other Expense	8,295
Total Expense	\$5,428,868
Change in Net Assets	\$44,694

**Pioneer Valley Performing Arts Charter Public School
FY 15 Capital Plan**

Project: Building automation system to improve HVAC efficiency
 Current Status: In progress
 Current Estimated Schedule: August 2014
 Current Estimated Cost: \$74,000
 Financing: Accumulated surplus (approved by Board of Trustees in FY 15
 Capital Budget)
 PVPA has not established a capital project reserve account for this project.

Project: Math curriculum materials
 Current Status: In progress
 Current Estimated Schedule: August 2014
 Current Estimated Cost: \$17,500

Financing: Accumulated surplus (approved by Board of Trustees in FY 15 Capital Budget)
PVPA has not established a capital project reserve account for this project.

**Pioneer Valley Performing Arts Charter Public School
FY 15 Capital Plan**

Project: iPads and Chromebooks to equip classrooms and cart
Current Status: In progress
Current Estimated Schedule: July 2014
Current Estimated Cost: \$25,080
Financing: Accumulated surplus (approved by Board of Trustees in FY 15 Capital Budget)
PVPA has not established a capital project reserve account for this project.

Project: Security cameras/recording system
Current Status: In progress
Current Estimated Schedule: August 2014
Current Estimated Cost: \$6,500
Financing: Accumulated surplus (approved by Board of Trustees in FY 15 Capital Budget)
PVPA has not established a capital project reserve account for this project.

Project: Repainting of exterior
Current Status: Not started
Current Estimated Schedule: 2016
Current Estimated Cost: \$80,000 - \$90,000
Financing: Accumulated surplus
PVPA has not established a capital project reserve account for this project.

Project: Complete resurfacing of parking lot
Current Status: Not started
Current Estimated Schedule: 2018
Current Estimated Cost: \$275,000 - \$300,000
Financing: Accumulated surplus
PVPA has not established a capital project reserve account for this project.

Project: Replacement of flooring
Current Status: Not started
Current Estimated Schedule: 2019
Current Estimated Cost: \$25,000 - \$30,000
Financing: Accumulated surplus
PVPA has not established a capital project reserve account for this project.

Project: Repair of masonry and sealing of windows
Current Status: Not started
Current Estimated Schedule: 2019

Current Estimated Cost: \$65,000 - \$70,000
 Financing: Accumulated surplus
 PVPA has not established a capital project reserve account for this project.

**Pioneer Valley Performing Arts Charter Public School
 FY 15 Capital Plan**

Project: Replacement of chairs, desks and tables
 Current Status: Not started
 Current Estimated Schedule: 2020
 Current Estimated Cost: \$67,000 - \$70,000
 Financing: Accumulated surplus
 PVPA has not established a capital project reserve account for this project.

During the summer of 2010, PVPA Charter Public School embarked on the creation of replacement schedules for significant technology and theatrical equipment. In addition, PVPA worked with the Nonprofit Finance Fund to develop a 20-year Systems Replacement Plan that forecasts the necessary replacement of specific systems and equipment, presuming routine maintenance will be ongoing. Building equipment and components are grouped into major categories, i.e. heating, air conditioning, ventilation, plumbing, and roof systems. The costs and useful-life expectancy of systems are based on data provided by building contractors, vendors, and published cost estimates. Items with a relatively short useful-life expectancy may need to be replaced more than once during the 20-year period. Projected replacement costs are adjusted for inflation at a 4% annual rate.

Organizational Structure of the School

There were no major organizational changes at PVPA in 2013-2014. The one change worth noting was the elimination of the Academic and Arts Director position. In its place, we created two positions, Director of Academic Programs and Director of Arts and Guidance Programs. This change was designed to better meet the demands of the new MA Teacher Evaluation Guidelines and provided more effective teacher supervision and evaluation. The 2013-2014 Organizational Chart is included under "Attachments."

School and Student Data

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
PVPA School Profile		
http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04790505&orgtypecode=6&		
Race/Ethnicity	# of students	% of entire student body
African-American	28	7
Asian	9	2.3
Hispanic	22	5.5
Native American	2	.5
White	301	75.2
Native Hawaiian, Pacific Islander	2	.5
Multi-race, non-Hispanic	36	9

Special education	79	19.8
Limited English proficient	0	0
Low income	75	18.8

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Name Title	Brief Job Description	Start Date	End Date
Robert Brainin, Chief Financial Officer	Financial oversight, budgeting, reporting and human resources management.	7/1/08	
Lisa Cappello, Communications Coordinator	Coordinate school/home communications; design production and event publicity materials; general main office duties.	7/2/12	
Lisa Clark, Student Records Coordinator	Maintain student academic records and manage school's student information database system, state reporting.	9/28/05	
Laura Davis, Director of Arts and Guidance	Supervise arts and guidance programs and curriculum, professional development, creation of master schedule, data collection and analysis.	9/1/03	
Robin Fordham, Accounting Assistant	Purchasing, payroll processing, accounts payable, billing and other daily Business Office responsibilities.	10/8/12	
Chris Fournier, Director of Student Affairs	Supervises student affairs, including disciplinary, safety and community-building matters.	4/4/99	
Scott Goldman, Head of School	General oversight of finances, curriculum and instruction, student affairs, administration.	7/1/11	
Luke Jaeger, Technology Coordinator	Manage technological infrastructure of school, provide tech support to faculty, staff and students.	8/25/08	6/30/14
John Kulas, Facilities Manager	Maintain physical plant, coordinate all repairs and capital projects, ensure compliance with local, state and federal regulations, and coordinate crisis response team.	7/2/07	
Llama Maynard Director of Academic Programs	Oversight of the Academic Program, including teacher evaluation, student assessment, state-wide testing, curriculum development and instructional practice.	7/1/13	
Amanda Melemed, Admissions and Attendance Coordinator	Coordinate admissions process; maintain student attendance records and resolve daily attendance issues, prepare and submit state compliance reports, general main office duties.	10/15/10	
Carol Wroblewski, Assistant to the Head of School	Facilitate communications with the HoS; maintain academic calendar, coordinate school lunches; reception and office management and general main office duties.	7/2/12	6/30/14

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
TRENDS: PVPA employs many part-time teachers to meet the needs of our unique curricular offerings. Some of our veteran part-time staff who are now either seeking full time employment, returning to school, or relocating. Additionally, some veteran faculty members have reached the point in their careers whereby they have to make decisions to either stay at PVPA or seek higher paying positions in area traditional public school districts. Many of our younger faculty members have taken leaves from their jobs at PVPA to raise children and subsequently have decided not to return to full-time work.				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	55 Includes full and part-time teachers and counselors.	1	11	Accepted New Job – 5 Retired/Resigned – 3 Graduate School – 1 Not Renewed – 2
Other Staff	20 Includes seven Assistant Teachers	1	3	Accepted New Job – 4 Resigned – 1

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Donovan Arthen	Alumni Rep.	Governance	1	Elected on 2/12/13; expires on 6/30/15
Will Decherd	Teacher	Governance	1	Elected on 6/11/13; expires 6/30/15
Rachel D. Dionne	Parent	Finance	1	Completed two-year term; re-elected 6/10/14
Calvin Ellison	Student		1	Completed one-year term, expired 6/30/14
Kim Hicks	President	President	3	Elected on 6/11/13; expires on 6/30/15
Deborah Jacobson	Treasurer	Finance Chair	1	Elected 5/8/12; expires on 6/30/15
Berri H. Jacque	Community Member	Governance	1	Elected on 10/9/12; expires on 6/30/15
William Maldonado	Student		1	Completed one year term; expired on 6/30/14
Tess Mathewson	Student		1	Completed one-year term; expired on 6/30/14
Sheila Mulholland	Community Member		3	Completing two-year term; expires on 6/11/13
Jeanne Powers	Teacher		1	Completed two-year term; re-elected on 6/10/14
Asha Strazzero-Wild	Community Member	Clerk	1	Completing three-year term; expires on 6/30/15
Gary Smith	Parent	Governance Chair	2	Completed two-year term; re-elected on 6/30/14
Geoff Sumi	Parent	Governance	1	
Linden Wicinas	Student		1	Completed one-year term; expired on 6/30/14

KEY LEADERSHIP CHANGES	
Position	Name
Board of Trustees Chairperson	Kim Hicks
Charter School Leader	
Assistant Charter School Leader	
Special Education Director	Brent Nielsen
MCAS Test Coordinator	Llama Maynard
SIMS Coordinator	
English Language Learner Director	

Facilities

PVPA has neither relocated nor acquired a new facility within our charter school's current municipality. We have refinanced our facility and plan to expand our facility in South Hadley next year.

Enrollment Dates for 2015-2016

Action	Date(s)
Student Application Deadline	January 30, 2014
Lottery	February 13, 2015

Conditions Report

The Massachusetts Board of Education imposed the following conditions in February 2013:

1. Complete a comprehensive evaluation of the school's mathematics program, conducted by an external consultant, to the Charter School Office by March 31, 2013.
2. Develop an action plan that includes the implementation of a proven curriculum and instruction program for mathematics and a matrix that maps out implementation details, deadlines, benchmarks, and monitoring.
3. Demonstrate its academic success as measured by its accountability goals, and in particular, has demonstrated significant and sustained academic improvements in math.

The information listed below summarizes the work in which we have been engaged to meet the goals and objectives of our Math Improvement Plan.

- Adopted and implemented the College Prep Math (CPM) curriculum and the Core Connections textbook series in all math classes (Math 7 – BC Calculus)
- Assessed all new students at beginning of year to determine appropriate course placements and necessary levels of support.
- Assessed all returning students to determine skill and/or concepts gaps
- Wrote unit and final assessments for all courses
- Designed and implemented a Math Intervention program for students in grades 7-12
- Designed and implemented a pre-middle school math program for 7th and 8th grade students whose skill and content gaps prevented them from meeting grade-level learning expectations

- Designed and implemented a pre-algebra math program for 9th grade students whose skill and content gaps prevented them from meeting grade-level learning expectations
- Designed and implemented an Intermediate Algebra class for students who needed more time in Algebra I before advancing to Algebra 2
- Designed and implemented an Accelerated 7th Grade Math program for students who will be ready for Algebra 1 as 8th graders
- Completed six full days of CPM training that included math teachers, special education teachers and apprentice teachers
- Instituted weekly grade level collaborative work time to write assessments, plan lessons, and fine-tune units
- Engaged in bi-weekly department meeting to collaboratively norm the CPM assessment system to the PVPA standards-based grading system and develop final
- Became a Core Member of the Western Massachusetts Mathematics Partnership (WMMP). The Partnership, which includes public secondary schools and local colleges and universities, applied to the National Science Foundation's Math and Science Initiative for a five year grant to enhance the professional training of middle school math and algebra teachers
- Participated in PLC sponsored by WMMP
- Placed all PVPA math teachers on a One-Year Evaluation Cycle per the new MA Evaluation Guidelines
- Increased the number of classroom visits and provided timely, targeted feedback to teachers
- Utilized student surveys in all math classrooms

Attachments

For the attachments, please refer to the next page.

**Pioneer Valley Performing Arts Charter Public School
 South Hadley, MA
 Organizational Chart 2013 - 2014**

