

## Annual Report

## August 1, 2008

Four Rivers Charter Public School
248 Colrain Road
Greenfield, MA 01301
413-775-4577
www.FourRiversCharter.org


## Mission

Four Rivers Charter Public School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum frameworks and an emphasis on character development for moral and social responsibility. Three central themes--nature, technology and community--pervade teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, fruitful interrelationship of the natural world, technology in its many forms, and the human community? The school works closely with parents and seeks both to serve and to learn from the many resources of Franklin County.

## Introductory Description of the School

Four Rivers Charter Public School was awarded a charter by the Department of Education in 2002 to serve 192 students in grades 7-12. It opened in September, 2003 with 64 students in $7^{\text {th }}$ and $8^{\text {th }}$, and added $9^{\text {th }}, 10^{\text {th }}, 11^{\text {th }}$ and $12^{\text {th }}$ in successive years, attaining full enrollment of 192 in September, 2007. The school's charter was renewed in 2008. As a regional Commonwealth charter school, Four Rivers draws primarily from the six secondary school districts of Franklin County: Frontier Regional, Gill-Montague Regional, Greenfield, Mohawk Trail Regional, Pioneer Regional, and Ralph C. Mahar Regional. The school is located at 248 Colrain Road, Greenfield, adjacent to Greenfield Community College. Edward Blatchford is Executive Director and Co-Founder. Peter Garbus is Principal. Susan Durkee is Assistant Principal and Co-Founder. Harlan Smith is Director of Operations. They may be reached at 413-775-4577. Four Rivers is affiliated with Expeditionary Learning Schools, a national, non-profit school reform model that links academic learning, service, and character development.

Four Rivers Charter Public School does not discriminate on the basis of race, color, national origin, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in English language or a foreign language, or prior academic achievement.

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## I. Introduction

# Letter from Board of Trustee's Chair 

Mitchell D. Chester, Ed.D.
Massachusetts Department of Elementary \& Secondary Education
350 Main Street
Malden, MA 02148-5023

## Dear Commissioner Chester:

I am pleased to report that the conclusion of our fifth year of operation has seen continued growth and development of the Four Rivers Charter Public School. A strong, vibrant curriculum remains in place with clear standards that are guided by the Massachusetts Frameworks, Expeditionary Learning design and the school's themes of nature, technology and community. The school's application for charter renewal was successful, and in February, 2008 Four Rivers was awarded a second five-year term.

The past school year also saw the addition of the final grade to our school. With a total of six grades $-7^{\text {th }}$ through 12 - in the school, our teaching staff has also grown to include two additional core teachers and added part-time support staff. The position of Principal was added to our administration, with the former Director assuming the role of Executive Director. This year has also seen our first graduating class of Seniors, and we are proud of their achievement.

The Board of Trustees is an active part of the school's growth and development. We continue to meet monthly, and have been involved in all aspects of the school's governance. The officers of the Board have remained the same as last year. We have also been joined by two new Trustees, and several board members have renewed their tenure with the board. I believe this mix of continuity and new membership reflects both our longevity and ability to provide the school with dynamic, strong oversight and guidance.

Our faculty remains deeply committed to the students and our school community. Through their efforts, Four Rivers Charter Public School has gained a reputation for high standards, quality education and an exceptional student body.

The school continues to grow partnerships in the community -- most notably our continued relationship with Greenfield Community College as an increasing number of $11^{\text {th }}$ and $12^{\text {th }}$ graders take courses there. We are grateful for our place in Franklin County after five years, and look forward to continued contributions to the education of young people in this area.

Respectfully submitted,

Benjamin S. Murray, Chair

## Executive Summary

"1. The ideals contained in the founding mission continue to be at the forefront of the day-to-day operation of Four Rivers Charter Public School. All stakeholders share a common understanding and commitment to those ideals."
"2. Four Rivers Charter Public School has established a climate characterized by widespread expressions of safety, trust and concern for the well-being of others. These ideas are supported within a school culture that is committed to high expectations for the personal and intellectual growth of all students."
~ Two of the 15 key findings of the Four Rivers "Renewal Inspection Report," October, 2007

The fifth year of Four Rivers Charter Public School was marked by many accomplishments, but two deserve extra celebration in this summary review of 2007-08. One happened early in the year, one at the end.

- A team of four experienced educators conducted a charter renewal inspection visit on October 9-12, 2007, as part of the charter renewal process. The four visited every class, met with the board, the administrative team, the full-time faculty, and groups of students and parents. They reviewed all sorts of documents describing the school and it progress. It seemed they looked and listened everywhere, all the while making notes on their findings. Two of their 12 key findings are quoted above. Others were equally positive. The visiting educators "got" what we try to do at Four Rivers. Their report, along with much other evidence of the school's success over our first charter term, prepared the way for the official renewal of our charter for another five-year term in February-and much celebration at Four Rivers.
- Meanwhile, our first year with a full school meant our first seniors were applying to colleges and preparing to graduate. Guided by our college counselor and their advisors, every senior applied to at least one college or technical institute and many applied to multiple places. The students were accepted at 31 colleges and universities, from UMass, Smith, Hampshire, Mount Holyoke, and Greenfield Community College locally, to Cornell, Earlham, Kalamazoo and California College of Art afar. Our students were offered over \$145,000 in merit scholarships by various colleges. By June, each senior had a plan and a place for the next step in their education.

And then came our first graduation on June $7^{\text {th }}$. It was a glorious day, with 28 members of the Class of 2008 being honored by a large crowd under a tent in our courtyard. Students spoke, and each senior advisor gave an appreciation of their advisees. Remarkably, of the 28 graduates, 20 had come to Four Rivers in its first year-they and the school grew up together! A sense of accomplishment was enjoyed by all.

And there was more to the year than our first charter renewal and our first graduation. A few other highlights:

- Interest in the school keeps growing. We had 129 applicants for 45 spaces for 2007-08, including 79 applicants for 36 openings in $7^{\text {th }}$ grade-- and interest in the coming year has been even stronger. Retention remains high.
- We are attracting and retaining a faculty of exceptional dedication and quality. All but one of the full-time faculty members are returning next year. All of the core faculty are highly qualified in the areas they are teaching. They work hard as teams and on various committees, and they remain the heart of our program.
- Our student body has grown to the maximum allowed by our charter: 192 in grades 7-12. Our campus is fully utilized, inside and outside.
- With more older students, the Four Rivers education goes further afield. Many $11^{\text {th }}$ and $12^{\text {th }}$ graders took courses at GCC; others did service and internships in the community. Sixteen students of Spanish III and IV, led by their Spanish teacher and a colleague, spent 11 days in April in rural Mexico, immersed in Spanish and doing service work.
- The parents and guardians of our students continue to take a strong interest in the school. Many work closely with the faculty to support their children and various class activities. The Family Council is active in building our school community in many ways.
- Our board of trustees is comprised of hard-working volunteers who are devoted to the school and understand well the board's crucial role in setting policy, holding the charter, and monitoring accountability for charter renewal.
- Our affiliation with Expeditionary Learning continues to be nourishing of our mission and educational goals.
- Close monitoring of our budget resulted in another year of sound finances for the school.

We have many challenges and much to do in the coming year, but let me quote again from the Renewal Inspection Report of last October:
"In summary, the Four Rivers community has positioned itself to be very successful.... All stakeholders are interested in helping each other and helping the students to be successful. The school and the leadership team are positioned to move the school even further in a positive direction."

With thanks to all for the past five years, and for the promise that lies ahead,

## Edward Blatchford

Executive Director

## II. Accountability

# Summary of School Performance in Relation to Accountability Plan 

## Accountability Plan: 2004-2008

Submitted: August 1, 2004

## FOUR RIVERS CHARTER PUBLIC SCHOOL MISSION

Four Rivers Charter Public School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum frameworks and an emphasis on character development for moral and social responsibility. Three central themes--nature, technology and community--pervade teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, fruitful interrelationship of the natural world, technology in its many forms, and the human community? The school works closely with parents and seeks both to serve and to learn from the many resources of Franklin County.

## ACADEMIC SUCCESS

## GOAL 1: English Lanquage Arts -- Writing

Students at Four Rivers Charter Public School will be able to communicate clearly in writing for different purposes and audiences.

## Indicators

- MCAS: 70\% of students who have attended Four Rivers Charter Public School (FRCPS) for at least two years will attain Proficiency on the ELA MCAS in the $10^{\text {th }}$ grade, and at least $90 \%$ will pass in $10^{\text {th }}$ grade.

Progress toward goal: This indicator has again been met, based on the results of the Spring 2007 MCAS taken by our second $10^{\text {th }}$ grade. The Spring 2008 results are not yet available. In the $10^{\text {th }}$ grade last year, 27 of 30 students tested had attended Four Rivers for at least two years. Of that cohort, 81 \% attained Proficiency and 100\% passed.

- MCAS: Students in grade 10 who have attended FRCPS for at least two years will achieve an average score on the $10^{\text {th }}$ grade ELA MCAS at or above the average scores of the Franklin County schools from which these students were drawn. (Note: The average scores of the sending schools will be calculated as a weighted mean.)

Rivers $10^{\text {th }}$ graders attained Proficiency at a rate $15 \%$ higher than the weighted average of their sending districts.

- Terra Nova: Students in grades 7, 8 and 9 will have an average improvement annually of 4 Normal Curve Equivalent (NCE) points in Language on the Terra Nova Basic Multiple Assessments.

Progress toward goal: This indicator was not met; the school discontinued annual administration of the Terra Nova in 2008. Scores from the Spring 2007 Terra Nova, when compared with the previous administrations of Form C (and tracked as a cohort over 2 or 3 years), show decreases from $7^{\text {th }}$ to $8^{\text {th }}$ and increases ranging from +0.3 to +4.4 from $8^{\text {th }}$ to $9^{\text {th }}$.

- Passage Portfolio: $90 \%$ of students will successfully meet the requirements in the Writing component of Passage Portfolios at $8^{\text {th }}$ and $10^{\text {th }}$ grades.

Progress toward goal: Indicator was met this year. In the $8^{\text {th }}$ grade Passage Portfolio in June, $100 \%$ of the students successfully met the requirements in the Writing component. In the $10^{\text {th }}$ grade Passage Portfolio process this June, $96 \%$ met.

- Progress Reports: $90 \%$ of all students will pass all standards in Writing at the end of the year.

Progress toward goal: This indicator has been met at 92\%, when all grades7-12 are averaged.

## GOAL 2: English Lanquage Arts -- Reading

## Students at Four Rivers Charter Public School will be able to effectively comprehend, analyze and interpret literature and non-fiction texts.

## Indicators

- MCAS: 70\% of students who have attended FRCPS for at least two years will attain Proficiency on the ELA MCAS in the $10^{\text {th }}$ grade, and at least $90 \%$ will pass in $10^{\text {th }}$ grade.

Progress toward goal: This indicator was met, with the same data from the Spring ELA MCAS as shared above in "Writing" goal: 81 \% attained Proficiency, 100\% passed. Spring 2008 MCAS scores are not yet available.

- MCAS: Students in grade 10 who have attended FRCPS for at least two years will achieve an average score on the $10^{\text {th }}$ grade ELA MCAS at or above the average scores of the Franklin County schools from which these students were drawn.

Progress toward goal: Indicator met, as reported above: Four Rivers $10^{\text {th }}$ graders attained Proficiency in ELA MCAS at a rate 15\% above the average scores of their sending districts.

- Terra Nova: Students in grades 7, 8 and 9 will have an average improvement annually of

4 Normal Curve Equivalent (NCE) points in Reading on the Terra Nova Basic Multiple Assessments.

Progress toward goal: The school discontinued the annual administration of Terra Nova in 2008. This indicator was partially met in 2007, with increases in the average annual NCE points in Reading in the last two Terra Nova administrations of $+3.3\left(7^{\text {th }}\right.$ to 8th, Class of 2010), +6 ( $8^{\text {th }}$ to $9^{\text {th }}$, Class of 2010) and $+5.7\left(7^{\text {th }}\right.$ to $8^{\text {th }}$, Class of 2010).

- Passage Portfolio: $90 \%$ of students will successfully meet the requirements for the Reading component of the Passage Portfolios at $8^{\text {th }}$ and $10^{\text {th }}$ grades.

Progress toward goal: Indicator was met in the $8^{\text {th }}$ grade Passage Portfolio with $100 \%$ of students successfully meeting the Reading requirement, and in $10^{\text {th }}$ grade with $96 \%$ meeting the requirement.

- Progress Reports: $90 \%$ of all students will pass all standards in Reading at the end of the year.

Progress toward goal: Indicator met, with an overall average of 91\% of students passing all standards in Reading at the end of the year.

## GOAL 3: Math

## Students at Four Rivers Charter Public School will be able to apply mathematical knowledge and skills to solve problems.

## Indicators

- MCAS: $60 \%$ of students who have attended FRCPS for at least two years will attain Proficiency on the Math MCAS in the $10^{\text {th }}$ grade, and at least $90 \%$ will pass in $10^{\text {th }}$ grade.

Progress toward goal: This indicator has been met, based on the results of the Spring 2007 Math MCAS taken by our second $10^{\text {th }}$ grade. Spring 2008 results are not yet available. In Spring 2007, 27 of 30 students tested had attended FRCPS for at least two years, and of that cohort $81 \%$ attained proficiency and $96 \%$ passed. The one student who failed in Spring 2007 passed on his first re-take in November, 2007.

- MCAS: Students in grades 8 and 10 who have attended FRCPS for at least two years will achieve an average score on the $8^{\text {th }}$ and $10^{\text {th }}$ grade Math MCAS at or above the average scores of the Franklin County schools from which these students were drawn.

Progress toward goal: The goal was met in $8^{\text {th }}$ and $10^{\text {th }}$. Four Rivers $8^{\text {th }}$ graders and $10^{\text {th }}$ graders achieved Proficiency with average scores 14 and 15 points, respectively, above the average scores of the sending districts.

- Terra Nova: Students in grades 7, 8 and 9 will have an average improvement annually of 4 Normal Curve Equivalent (NCE) points in Math on the Terra Nova Basic Multiple Assessments.

Progress toward goal: This goal has not been met; the school discontinued annual administration of Terra Nova in 2008. Scores from the Spring 2007 Terra Nova and
three previous years show that this indicator as been approached but not yet met fully. Increases in scores are as follows:

$$
\begin{aligned}
& \text { Class of 2008: }+4\left(8^{\text {th }} \text { to } 9^{\text {th }}\right) \\
& \text { Class of 2009: }+1\left(7^{\text {th }} \text { to } 8^{\text {th }}\right),+2.2\left(8^{\text {th }} \text { to } 9^{\text {th }}\right) \\
& \text { Class of 2010: }+4.2\left(7^{\text {th }} \text { to } 8^{\text {th }}\right),+2.6\left(8^{\text {th }} \text { to } 9^{\text {th }}\right) \\
& \text { Class of 2011: }+2.6\left(7^{\text {th }} \text { to } 8^{\text {th }}\right)
\end{aligned}
$$

- Passage Portfolio: $90 \%$ of students will successfully meet the requirements for the Math component in Passage Portfolios at $8^{\text {th }}$ and $10^{\text {th }}$ grades.

Progress toward goal: In the $8^{\text {th }}$ grade Passage Portfolio process this year, 100\% of students successfully met the Math component; in the $10^{\text {th }}$ grade Passage Portfolio process, $88 \%$ of students met. Thus an overall average of $94 \%$ successfully met the indicator.

- Progress Reports: $90 \%$ of all students will pass all standards in Math at the end of the year.

Progress toward goal: This indicator was not met, resulting in significant amounts of summer standards makeup work being done in Math. At $7^{7^{\text {th }}}$ grade, prior to completion of summer makeup work, $80 \%$ met this goal; at $8^{\text {th }}, 70 \%$ met; at $9^{\text {th }}, 83 \%$ met; at $10^{\text {th }}$, $83 \%$ met; and at $11^{\text {th }}$ and $12^{\text {th }}, 92 \%$. Thus, an overall average of $83 \%$ of students passed all standards as of June, but that percentage should reach $90 \%$ when summer work has been completed in early August.

## GOAL 4: Science

## Students at Four Rivers Charter Public School will be able to apply scientific knowledge and methods to solve problems and conduct experiments and research.

## Indicators

- MCAS: Students in grades 8 and 10 who have attended FRCPS for at least two years will achieve an average score on the 8 and $10^{\text {th }}$ grade Science MCAS at or above the average scores of the Franklin County schools from which these students were drawn.

Progress toward goal: Scores from the $10^{\text {th }}$ grade Science (Biology) MCAS in 2007 show 56\% of Four Rivers students achieving Proficiency, compared with 42\% at the state level. Data comparing Four Rivers and its sending districts was not available for $10^{\text {th }}$. In the Spring $20078^{\text {th }}$ grade Science and Technology/Engineering MCAS, 48\% of Four Rivers students achieved Proficiency, which was a rate of Proficiency 16\% above the weighted average of the sending districts in Franklin County. Scores from Spring 2008 are not yet available.

- Research: $95 \%$ of students will complete a Science research project related to the school themes and of portfolio quality annually.

Progress toward goal: In $7^{\text {th }}$ grade, $89 \%$ of students completed a Science research project related to the school themes that met this goal. In $8^{\text {th }}, 100 \%$ of students met this
goal; in $9^{\text {th }}, 92 \%$ met; in $10^{\text {th }} 92 \%$ met; and in $11^{\text {th }}$ and $12,88 \%$ met. Thus an overall average of $92 \%$ of the students completed a research project related to the school themes of nature, technology and community which met the standard for portfolios. Indicator was not quite met.

- Passage Portfolio: $90 \%$ of students will successfully meet the requirements for the Science component in Passage Portfolios at $8^{\text {th }}$ and $10^{\text {th }}$ grades.

Progress toward goal: Indicator was fully met in $8^{\text {th }}$ and nearly met in $10^{\text {th }}$. In the $8^{\text {th }}$ grade Passage Portfolio process, 100\% of students successfully met the Science component, and in $10^{\text {th }}, 89 \%$ met the requirements of the science component of their Passage Portfolios.

- Progress Reports: $90 \%$ of all students will pass all standards in Science at the end of the year.

Progress toward goal: At $7^{\text {th }}$ grade, $77 \%$ of the students met this goal; at $8^{\text {th }}, 86 \%$ met; at $9^{\text {th }}, 93 \%$; at $10^{\text {th }}, 93 \%$; and at $11^{\text {th }}$ and $12^{\text {th }}, 88 \%$. While summer standards makeup work (especially at grades 7 and 8) will improve the overall average of $88 \%$ to $90 \%$ or more, the indicator was not met.

## GOAL 5: Social Studies/History

## Students will be able to apply historical insights and research skills to better understand United States and world history.

## Indicators

- MCAS: Students who have attended FRCPS for at least two years will achieve an average score on the $10^{\text {th }}$ or $11^{\text {th }}$ grade Social Studies/History MCAS at or above the average scores of the Franklin County schools from which these students were drawn.

Progress toward goal: There is no information to report on this goal; our students took the US History MCAS in $11^{\text {th }}$ grade for the first time last Spring, with no results posted, and scores from the Spring 2008 testing are not yet available.

- Research: $95 \%$ of students will complete a Social Studies/History research project related to the school themes and of portfolio quality annually.

Progress toward goal: In $7^{\text {th }}$ grade, $94 \%$ of students completed a research project related to the school themes that met this goal; in $8^{\text {th }}, 95 \%$ met; in $9^{\text {th }}, 90 \%$ met; in $10^{\text {th }}$, $90 \%$ met; in $11^{\text {th }}, 97 \%$ met; and $12^{\text {th }} 63 \%$ met the goal. Thus, an overall average of $88 \%$ of students completed a Social Studies/History research project related to the school themes of nature, technology and community which met the standard for portfolios. Indicator was not met.

- Passage Portfolio: $90 \%$ of students will successfully meet the requirements for the Social Studies/History component in Passage Portfolios at $8^{\text {th }}$ and $10^{\text {th }}$ grades.

Progress toward goal: In the $8^{\text {th }}$ grade Passage Portfolio process, $100 \%$ of the students met the Social Studies/History component; in $10^{\text {th }}, 85 \%$ met. Thus, the overall average was $92.5 \%$.

- Progress Reports: $90 \%$ of all students will pass all standards in Social Studies/ History at the end of the year.

Progress toward goal: At $7^{\text {th }}$ grade, $89 \%$ met this goal; at $8^{\text {th }}, 84 \%$ met; at $9^{\text {th }}, 91 \%$ met; at $10^{\text {th }}, 91 \%$ met; and at $11^{\text {th }}$ and $12^{\text {th }}, 92 \%$, for an overall average of $90 \%$ of the students passing all standards in Social Studies/History. With summer work in $7^{\text {th }}$ and $8^{\text {th }}$, the overall average will be higher.

## ORGANIZATIONAL VIABILITY

## GOAL 6: Enrollment

## Four Rivers Charter Public School will be fully enrolled each year.

## Indicators

- The school will reach its goal of growth by 32 students/year to full enrollment in 2007-08.

Progress toward goal: The school met this goal again this year, reaching full enrollment with 193 students at the start of school. End of year enrollment was 190, which was our goal in our budget. The school is expecting to be fully enrolled for the coming year as well.

- $90 \%$ percent of the students eligible and able to return to Four Rivers Charter Public School will reenroll for the following school year.

Progress toward goal: With 92\% reenrollment of students eligible and able to re-enroll, this goal was met.

- Applications each year will exceed the number of places available by $25 \%$.

Progress toward goal: Total applications for 2007-08 exceeded places available by 162\%. [check LT \#]

## GOAL 7: Faculty

## Four Rivers Charter Public School will retain qualified, committed and effective full-time teachers.

## Indicators

- The school will retain annually $75 \%$ of the full-time teachers who have received good or
outstanding evaluations and who are able to continue teaching at Four Rivers Charter Public School.

Progress toward goal: The school has retained 95\% of the full-time teachers this year.

- In an annual survey, at least $75 \%$ of the parents responding will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support, and communication.

Progress toward goal: In our Parent Survey this June, the following results speak to this goal:

92\% of the parents responding indicated they agree or strongly agree with the statement: "I am satisfied with the amount of academic challenge in my child’s school program."
$93 \%$ indicated they agree or strongly agree with the statement: "I am satisfied with the amount of academic support and extra help available to my child."

87\% indicated they agree or strongly agree with the statement: "Communication from and with teachers is easy and adequate," and

94\% agree or strongly agree with the statement: "Communication from and with the school administration is easy and adequate."

## GOAL 8: Board

The Board of Trustees, as the governing body of Four Rivers Charter Public School, will fulfill its responsibilities to set policies, monitor progress, and plan effectively for the needs of the school.

## Indicators

- The Board will meet monthly and maintain membership consistent with the by-laws.

Progress toward goal: Indicator met. The Board met every month of the year except August, and it maintained at least the minimum number of 10 members consistent with by-laws.

- The Board will set goals annually with the school director and will evaluate the director based on those goals.

Progress toward goal: Annual goals were set with the Director and a comprehensive evaluation was completed in the summer of 2008, led by the Committee on Trustees chair. Indicator met.

- The Board will oversee the Accountability Plan through semi-annual reports from the director.

Progress toward goal: In the past year, as we prepared the application for charter renewal, the Board was given evidence of school's progress in meeting the Accountability Plan goals over four years. A task force of the Board also advised the Executive Director
on the revision of the Accountability Plan for the school's second term. Key elements of the current plan were discussed at various Board meetings during the year, such as MCAS goals in October, enrollment goals in March and June, and academic success measures at several other meetings. Indicator met.

- The Board will develop, implement and assess a Board Action Plan annually.

Progress toward goal: The Board revised its on-going Board Action Plan in the fall of 2007, aligning Action Plan items with board committee goals, and monitored it during the year. It was reviewed for a Board retreat in March, 2008, and the Action Plan will be updated for 2008-09, in order for it to remain a guiding document of the Board and its committee work. Indicator met.

## GOAL 9: Finances

## Four Rivers Charter Public School will be a fiscally sound and solvent organization.

## Indicators

- Annual expenditures, excluding depreciation, will not exceed annual revenues.

Progress toward goal: The annual expenditures in 2007-08 have not exceeded revenues. For details of meeting this goal, see the financial records in Financial Profile section.

- The school will attain a cash reserve equivalent to three months' operating expenses by the end of the $5^{\text {th }}$ year.

Progress toward goal: Progress toward this goal, as stated, has been challenging, but the Finance Committee and the Director of Operations have managed the available funds this year so that very little or no borrowing was necessary to cover end-of-quarter expenses prior to receipt of quarterly tuition payments, which is one of the anticipated needs behind this goal. We expect this goal will be met in another year or two.

- The school will meet the annual fundraising goals established by the Board of Trustees in the annual approved operating budget.

Progress toward goal: The Annual Fund did not meet its ambitious dollar goal this year, but the levels of parent participation increased significantly under the strong leadership of the trustee leading the Annual Fund campaign. Based on our experience this year, the goal has been reduced for the coming year and, with continued high parent participation, should be met.

- The annual independent audit for Four Rivers Charter Public School will report no major findings.

Progress toward goal: An independent audit for fiscal year 2007 reported no major findings. The audit for fiscal year 2008 has not yet been done.

## FAITHFULNESS TO CHARTER

## GOAL 10: Themes: Nature, Technology, Community

Four Rivers Charter Public School will use the themes of nature, technology, and community to engage and advance student learning.

## Indicators

- Once per year, all students will complete individual or small group projects that address the essential question in the school's mission: How do we find the healthy, fruitful interrelationship of the natural world, technology in its many forms, and the human community? $90 \%$ of these projects will be of Meeting quality, as judged by the evaluations of experts and visitors to the school.

Progress toward goal: The school's themes of nature, technology and community provide a stimulus for engaging investigations in many projects over the course of a year, from science to social studies and English. This year all students, with the exception of a few in the $12^{\text {th }}$ grade, completed individual or group projects addressing the school themes. They were judged by faculty and some experts, but not consistently as the indicator describes. As a faculty, we are committed to doing still more intensive and productive projects related to the school themes.

Examples of themes projects from this year include:

- Vernal pool field guide, and certification of vernal pool in Greenfield $\left(7^{\text {th }}\right)$
- Calculation of students' ecological footprint, with proposals for actions to reduce personal impact ( $8^{\text {th }}$ )
- Research and lab projects on the technology of alternative vehicles $\left(9^{\text {th }}\right)$
- Research projects on how chemicals in environment affect health $\left(10^{\text {th }}\right)$
- Students designed "utopias" in English, reflecting individual response to role of school themes in imagined society ( $11^{\text {th }}$ )
- Several Senior Expeditions, intensive self-designed projects, addressed themes.


## GOAL 11: Character \& Community

## Four Rivers Charter Public School will engage students in character growth and service to the school and the community.

## Indicators

- Students will engage in effective goal-setting for personal and academic growth, as documented in advisory records and student-led conferences.

Progress toward goal: As reported by the three advisors at each of the six grades, all students participated in goal-setting for personal and academic growth, and most were effective. Typically, the goal-setting revolved around student-led conferences and reflection on students' progress each trimester. For $11^{\text {th }}$ and especially $12^{\text {th }}$ graders, goal-setting was increasingly focused on educational and personal plans for life after graduation from Four Rivers.

- The school will maintain a positive school culture, as reflected in an annual survey of parents and students, student and faculty retention, and observations by visiting educators.


## Progress toward goal:

a) In the school's Parent Survey this June the following elements of a positive school culture were addressed:
$95 \%$ of the parents responding agreed or strongly agreed with the statement:
"The school succeeds in creating a positive social and emotional environment." Student response to the same statement was $70 \%$ in June and $90 \%$ in the school-wide survey administered by $7^{\text {th }}$ grade in February. $94 \%$ of parents responding agreed or strongly agreed with the statement: "The school is helping my child grow as a person and develop his or her strengths of character." Student response was 78\% (June) and 70\% (February). $93 \%$ of parents responding agreed or strongly agreed with the statement: "I believe that at least one of my child's teachers knows and understands him or her well." Student response was 77\% (June and February).

While the results of the Parent Survey continued to be very encouraging, the school intends to review the survey methods next year to capture a higher response rate. The Student Survey was neglected this Spring, in the rush of testing and end of year activities, and it will surely be done again next year.
b) Strong faculty retention (95\% of full-time faculty) and student retention (92\%) also speak to this goal.
c) Observations by visiting educators are consistently positive but still anecdotal and not recorded systematically. The most formal-and very positive-observations by visiting educators were reported on in detail in the school's Renewal Inspection Report.

- Students will participate in service activities within the school and in the Franklin County community, as documented by advisory records and portfolios.

Progress toward goal: As reported by the advisors and documented in students' portfolios, virtually every student participated in service activities. Seniors were expected to have completed 40 hours of individual service activities over their $11^{\text {th }}$ and $12^{\text {th }}$ grade years. Other grades typically did them as an advisory group or as a whole class. Here are examples from this year:
$\sim$ Green River Clean-Up; researched and certified a vernal pool, thus protecting it ( $7^{\text {th }}$ )
$\sim$ Working in gardens at a local farm focused on issues of sustainability ( $8^{\text {th }}$ )
$\sim$ Service work at Red Gate Farm Education Center ( $9^{\text {th }}$ and $10^{\text {th }}$ )
$\sim$ For 16 Spanish III \& IV students traveling to Mexico in April, extensive service work in the rural Mexican village, including teaching English and improving gardens. $\sim$ Individual service projects for $11^{\text {th }}$ and $12^{\text {th }}$ graders ranged from being a fire department volunteer to substance abuse prevention work to being an assistant coach to Four Rivers athletic teams, assisting in younger classes at Four Rivers, volunteering with Service Net to support homeless, volunteering at local food aid organization, etc..

## The school will implement and disseminate Expeditionary Learning Core Practices.

## Indicators

- The school will continue to improve its implementation of Expeditionary Learning Core Practices, as evidenced on the annual implementation review scoring by Expeditionary Learning consultants.

Progress toward goal: At the time of this report, the school has not received its Implementation Review from our Expeditionary Learning consultant.

As before, the faculty has worked hard to improve its implementation of the EL Core Practices of Learning Expeditions, Active Pedagogy, School Culture and Character, Leadership and School Improvement, and Structures. Also as before, the implementation rate can be expected to be higher among faculty with more experience at Four Rivers, and lower among the new faculty in the high school. The faculty has identified collectively that one of the two primary goals for professional development in the coming year should be deepening our understanding and implementation of Learning Expeditions. We expect to have more time with EL consultants next year to support that goal.

- The school will disseminate practices and products expressive of high quality Expeditionary Learning Core Practices to other schools and communities annually.
- Progress toward goal: The faculty of Four Rivers continues to disseminate Expeditionary Learning practices and products to other schools and communities. For instance, dissemination activities this year have included:

1) Matt Leaf (English and Social Studies) and Mandy Locke (Math and Science), our veteran $7^{\text {th }}$ grade teachers, have produced an exceptional field guide to Vernal Pools, which has been given to the local library and a regional environmental center and will be distributed to EL consultants for them to share as a model of a learning expedition product. We also plan to distribute copies of the field guide, in its 150-page printed version or on CD, to area schools, along with guidance on how to have a vernal pool certified and protected by the Commonwealth.
2) Peter Garbus, Principal, and Ed Blatchford, Executive Director, participated in three day-long meetings of Expeditionary Learning school leaders from the Northeast. These meetings were designed to share and reflect on good practices at each participants schools, and we were able to contribute positive examples to the group. One result was the principal of an EL school in Vergennes, VT came to visit Four Rivers to observe our community meetings; he subsequently brought 15 middle school students from his school to learn from our community meetings and other practices.
3) Students in the Antioch New England Graduate School masters programs in science education and sustainability education came to visit, with their professor, three times over the past year. They met with teachers and the Executive Director and (except during a summer visit) visited classes-all with the purpose of learning from our EL practices and school mission.
4) Numerous other informal visits by educators and applying families provided further opportunities to demonstrate EL pedagogy in action. For example, Ms. Locke did a math investigation with her $7^{\text {th }}$ grades in which, to solidify core skills with fractions, decimals and percents, she had her students conduct a satisfaction survey of the entire student body. Her students then tabulated and displayed on posters in the hallway for visitors during our admissions season to observe the results of the survey about many aspects of the school. It was, as we say in EL, a "real product for a real audience."

## III. School Profile

## Summary of Educational Philosophy

To fulfill its mission, the school is guided by four basic commitments we have articulated to students, parents and the community, and by our powerful affiliation with Expeditionary Learning Schools.

1. Expecting the best. Four Rivers expects high levels of achievement in academic learning, effort, and teamwork. We challenge students to dig deeper and work harder than most have done before. With talented and enthusiastic teachers, our program seeks to prepare every student for college. The curriculum grows from the Massachusetts curriculum frameworks, with an emphasis on excellence in reading, writing and math, ensuring readiness for the MCAS. Its real energy comes from teachers working with small classes to develop challenging projects, through which students learn essential knowledge, skills, and values. They teach with clear standards for top quality work, respect for individual differences, and the conviction that every student can and wants to strive for the best.
2. Learning by doing. At Four Rivers, learning is active, not passive. Meaningful, engaging projects are central to our curriculum. Several times a year classes go on "learning expeditions": in-depth investigations of a theme or topic, guided by questions, which may extend from four to six or more weeks. Students do original research and fieldwork, often involving experts in the community. Expeditions promote responsibility and collaboration; they speak to diverse learning styles, reveal new strengths, and deepen understanding. Typically, learning expeditions end with the students producing work-a report, a publication, a presentation-that has a real purpose and a real audience.
3. Exploring big questions. The school's themes of nature, technology and community engage teachers and students in basic questions that promote active learning and bring them in touch with our area and our times. What does the natural world have to teach us? What does technology, and the creative power of invention behind it, offer us? How do they work together for the good of all? There is endless learning to be explored -- and a cause to be served -- in our themes. Our answers can shape the future, here in Franklin County and in the world beyond.
4. Building character and community. At Four Rivers, the development of character and community are as important as academic achievement. Our school is small, with a place for everyone. Every student is known; each is valued as bringing a unique gift to the school. All of us are called on to think and act for the common good. Through our advisory program and our curriculum, we guide each student's quest for the strength of character and insight to make healthy choices and set positive goals. We encourage student leadership and initiative in helping one another, strengthening our school, and serving the community beyond. We emphasize six character virtues, and we also have a clear code of conduct, with no tolerance for behavior that is unsafe or hurtful to an individual or the community.

Expeditionary Learning Schools: The methods for our mission. Since its founding, Four Rivers has drawn strength from its affiliation with Expeditionary Learning Schools (EL), a national non-profit model for comprehensive school reform. Expeditionary Learning is rooted in a rich tradition of innovative approaches to active learning, academic rigor, and character
growth, and it is a vital resource to help Four Rivers realize our unique mission and our charter. The Expeditionary Learning model is based on ten "Design Principles" and five "Core Practices".

The Design Principles, providing the original philosophical underpinning of Expeditionary Learning, are listed here in their short form: The Primacy of Self-Discovery, The Having of Wonderful Ideas, Responsibility for Learning, Empathy and Caring, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection, and Service and Compassion.

The Core Practices describe Expeditionary Learning in action. EL has articulated an extensive set of benchmarks for each Core Practice, providing clear guidance to full implementation of the model. Here are the five Core Practices, with highlights from the benchmarks:

1. Learning Expeditions: Learning expeditions are long-term, in-depth investigations of a topic that engage students through authentic projects, advancing skills and content understanding aligned with state standards. The benchmarks give detailed indicators on implementing learning expeditions across the school; designing compelling topics and guiding questions; designing products and linked projects; incorporating fieldwork, local expertise, and service learning; and producing and presenting high quality student work.
2. Active Pedagogy: The model is not just about learning expeditions; more basically, it calls for using active and engaging instructional practices school-wide, as much as possible. Benchmarks include teaching reading and writing across the disciplines; teaching math, science and social studies through inquiry; valuing the arts as a vehicle for learning; and using effective assessment practices.
3. Culture and Character: Benchmarks in this crucial area promote building a positive school culture and fostering character; ensuring equity and high expectations; fostering a safe, respectful and orderly community; promoting adventure and fitness; developing a professional community; and engaging families in the life of the school.
4. Leadership and School Improvement: Leaders in Expeditionary Learning schools provide leadership in curriculum, instruction and school culture. Benchmarks also call for sharing leadership and building community partnerships, using multiple sources of data to improve student achievement; and assessing school progress and planning for improvement continually.
5. Structures: Expeditionary Learning benchmarks in this area focus on ensuring that schedules accommodate project work and flexible grouping, as well as time for planning and professional development for faculty. Still more importantly, they call for ways for all students to be known well and supported by caring adults.

Expert Expeditionary Learning consultants provide our staff with support in implementing the Core Practices, regular coaching matched to our students and curriculum, a variety of workshops at Expeditionary Learning sites during the school year and the summer, and a national network of other Expeditionary Learning schools from which to learn and grow.

## Summary of external standardized test results

The Massachusetts Comprehensive Assessment System (MCAS) provides the primary source of external standardized test data for the school. During its first four years, the school administered the Terra Nova Basic Multiple Assessments to grades 7, 8, and 9 each Spring. The school discontinued the Terra Nova this year, however, as the MCAS assumed a still-larger role in our mandated testing and provided full data in ELA and Math in $7^{\text {th }}, 8^{\text {th }}$, and $10^{\text {th }}$, as well as increasing testing in Social Studies and Science. The school is exploring the adoption of a standardized test in ELA and Math to be used for diagnostic purposes in the Fall of $7^{\text {th }}$ and $9^{\text {th }}$ grades only.

MCAS. The tables below track the performance of Four Rivers students on the MCAS in the Spring of 2004 through 2007. The results from the Spring 2008 administration have not been received. There is much for us to study in these tables, and in the data that informed them. We are pleased with the success of the $10^{\text {th }}$ grade again in 2007, with high Proficiency rates in both ELA and Math, and with 100\% passing ELA and all but one student passing Math (and that student passed on the first re-take). We also note the increase in our Proficiency rates in Math in $10^{\text {th }}$ grade, and distinct improvement in Proficiency Rates in Math in $7^{\text {th }}$ and $8^{\text {th }}$. We will continue the work of a Math Study Group, comprised of our math teachers, the Principal and Board member, to review the effectiveness of our program and make recommendations.

| Four Rivers MCAS Results by Performance Category Spring 2004, 2005, 2006, 2007 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | rv 10/5/07 |
| Year | Students tested | \% Advanced | \% Proficient | \% Needs Improvement | $\begin{gathered} \text { \% Warning/ } \\ \text { Failing } \\ \hline \end{gathered}$ |
| Grade 7 <br> English Langage Arts |  |  |  |  |  |
| $\begin{gathered} 2004 \\ \text { Class of } 2009 \\ \hline \end{gathered}$ | 32 | 3 | 69 | 25 | 3 |
| $\begin{gathered} 2005 \\ \text { Class of } 2010 \end{gathered}$ | 33 | 9 | 79 | 12 | 0 |
| $\begin{gathered} 2006 \\ \text { Class of } 2011 \\ \hline \end{gathered}$ | 35 | 3 | 71 | 23 | 3 |
| $\begin{gathered} 2007 \\ \text { Class of } 2012 \\ \hline \end{gathered}$ | 37 | 0 | 78 | 19 | 3 |
| Grade 7 <br> Mathematics |  |  |  |  |  |
| $\begin{gathered} 2006 \\ \text { Class of } 2011 \\ \hline \end{gathered}$ | 35 | 14 | 34 | 43 | 9 |
| $\begin{gathered} 2007 \\ \text { Class of } 2012 \\ \hline \end{gathered}$ | 37 | 24 | 32 | 30 | 14 |
| Grade 8 <br> English Language Arts |  |  |  |  |  |
| $\begin{gathered} 2006 \\ \text { Class of } 2010 \end{gathered}$ | 34 | 15 | 73 | 9 | 3 |
| $\begin{gathered} 2007 \\ \text { Class of } 2011 \\ \hline \end{gathered}$ | 31 | 6 | 77 | 16 | 0 |
| Grade 8 Mathematics |  |  |  |  |  |
| $\begin{gathered} 2004 \\ \text { Class of } 2008 \\ \hline \end{gathered}$ | 32 | 9 | 28 | 56 | 6 |
| $\begin{gathered} 2005 \\ \text { Class of } 2009 \\ \hline \end{gathered}$ | 34 | 0 | 26 | 59 | 15 |
| $\begin{gathered} 2006 \\ \text { Class of } 2010 \end{gathered}$ | 32 | 6 | 28 | 47 | 19 |
| $\begin{gathered} 2007 \\ \text { Class of } 2011 \\ \hline \end{gathered}$ | 31 | 13 | 35 | 26 | 26 |
| Grade 8 <br> Science \& Technology/Engineering |  |  |  |  |  |
| $\begin{gathered} 2004 \\ \text { Class of } 2008 \end{gathered}$ | 32 | 9 | 34 | 38 | 19 |
| $\begin{gathered} 2005 \\ \text { Class of } 2009 \\ \hline \end{gathered}$ | 34 | 3 | 44 | 47 | 6 |
| $\begin{gathered} 2006 \\ \text { Class of } 2010 \\ \hline \end{gathered}$ | 32 | 3 | 38 | 41 | 19 |
| $\begin{gathered} 2007 \\ \text { Class of } 2011 \\ \hline \end{gathered}$ | 31 | 6 | 32 | 45 | 16 |


| Grade 10 <br> English Language Arts |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} 2006 \\ \text { Class of } 2008 \\ \hline \end{gathered}$ | 34 | 12 | 74 | 15 | 0 |
| $\begin{gathered} 2007 \\ \text { Class of } 2009 \\ \hline \end{gathered}$ | 30 | 20 | 63 | 17 | 0 |
| Grade 10 Mathematics |  |  |  |  |  |
| $\begin{gathered} 2006 \\ \text { Class of } 2008 \\ \hline \end{gathered}$ | 34 | 41 | 26 | 29 | 3 |
| $\begin{gathered} 2007 \\ \text { Class of } 2009 \\ \hline \end{gathered}$ | 30 | 60 | 23 | 13 | 3 |
| Grade 10 <br> Science : Biology |  |  |  |  |  |
| $\begin{gathered} \mathbf{2 0 0 7} \\ \text { Class of } 2009 \\ \hline \end{gathered}$ | 30 | 7 | 53 | 33 | 6 |

# Four Rivers MCAS Results Compared to State Results <br> For Proficiency and Passing 

Spring 2004, 2005, 2006, 2007
Rv 10/05/07
Proficiency $=$ Advanced + Proficient $\quad$ Passing $=$ Advanced + Proficient + Needs Improvement

| Year | \# FR <br> Students | FRCPS <br> \% Proficiency | State <br> \% Proficiency | FRCPS <br> \% Passing | State <br> \% Passing |
| :---: | :---: | :---: | :---: | :---: | :---: |

Grade 7
English Langage Arts

| $\mathbf{2 0 0 4}$ <br> Class of 2009 | 32 | $\mathbf{7 2}$ | 68 | $\mathbf{9 7}$ | 93 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2 0 0 5}$ <br> Class of 2010 | 33 | $\mathbf{8 8}$ | 66 | $\mathbf{1 0 0}$ | 92 |
| $\mathbf{2 0 0 6}$ <br> Class of 2011 | 35 | $\mathbf{7 4}$ | 65 | $\mathbf{9 7}$ | 91 |
| $\mathbf{2 0 0 7}$ <br> Class of 2012 | 37 | $\mathbf{7 8}$ | 69 | $\mathbf{9 7}$ | 92 |
| Grade 7 <br> Mathematics |  |  |  |  |  |
| $\mathbf{2 0 0 6}$ <br> Class of 2011 | 35 | $\mathbf{4 8}$ | 40 | $\mathbf{9 1}$ | 72 |
| $\mathbf{2 0 0 7}$ <br> Class of 2012 | 37 | $\mathbf{5 6}$ | 46 | $\mathbf{8 6}$ | 76 |

Grade 8
English Language Arts

| $\mathbf{2 0 0 6}$ <br> Class of 2010 | 34 | $\mathbf{8 8}$ | 74 | $\mathbf{9 7}$ | 93 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2 0 0 7}$ <br> Class of 2011 | 31 | $\mathbf{8 3}$ | 75 | $\mathbf{1 0 0}$ | 94 |

Grade 8

| Mathematics |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2 0 0 4}$ <br> Class of 2008 | 32 | $\mathbf{3 7}$ | 39 | $\mathbf{9 4}$ | 71 |
| $\mathbf{2 0 0 5}$ <br> Class of 2009 | 34 | $\mathbf{2 6}$ | 39 | $\mathbf{8 5}$ | 69 |
| $\mathbf{2 0 0 6}$ <br> Class of 2010 | 32 | $\mathbf{3 4}$ | 40 | $\mathbf{8 1}$ | 71 |
| $\mathbf{2 0 0 7}$ <br> Class of 2011 | 31 | $\mathbf{4 8}$ | 45 | $\mathbf{7 4}$ | 75 |

Grade 8
Science \& Technology/Engineering

| $\mathbf{2 0 0 4}$ <br> Class of 2008 | 32 | $\mathbf{4 3}$ | 33 | $\mathbf{8 1}$ | 69 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2 0 0 5}$ <br> Class of 2009 | 34 | $\mathbf{4 7}$ | 33 | $\mathbf{9 4}$ | 74 |
| $\mathbf{2 0 0 6}$ <br> Class of 2010 | 32 | $\mathbf{4 1}$ | 32 | $\mathbf{8 1}$ | 75 |
| $\mathbf{2 0 0 7}$ <br> Class of 2011 | 31 | $\mathbf{3 8}$ | 33 | $\mathbf{8 3}$ | 76 |

Grade 10
English Language Arts

| $\mathbf{2 0 0 6}$ | 34 | $\mathbf{8 6}$ |
| :--- | :--- | :--- |


| Class of 2008 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2 0 0 7}$ <br> Class of 2009 | 30 | $\mathbf{8 3}$ | $\mathbf{7 1}$ | $\mathbf{1 0 0}$ | 94 |
|  |  |  | Grade 10 <br> Mathematics |  |  |
| $\mathbf{2 0 0 6}$ <br> Class of 2008 | 34 | $\mathbf{6 7}$ | 67 | $\mathbf{9 7}$ | 88 |
| $\mathbf{2 0 0 7}$ <br> Class of 2009 | 30 | $\mathbf{8 3}$ | 69 | $\mathbf{9 7}$ | 91 |
|  |  |  | Grade 10 <br> Biology |  |  |
| $\mathbf{2 0 0 7}$ <br> Class of 2009 | 30 | $\mathbf{6 0}$ | $\mathbf{4 2}$ | $\mathbf{9 3}$ | 76 |

## Other external school measures

The school's results on the No Child Left Behind measures of Adequate Yearly Progress in ELA and Math continue to be positive, as summarized in the table below. For more details, see the full NCLB 2007-2008 Report Card at the end of our Annual Report.

2007 Adequate Yearly Progress (AYP) Data

|  | NCLB Accountability |  |  |
| :--- | :--- | :--- | :--- |
| Status | 年erformance | Rating | Improvement |
| Rating |  |  |  |
| ENGLISH LANGUAGE <br> ARTS | No Status | Very High | On Target |
| MATHEMATICS | No Status | High | On Target |

## Summary of internal assessment methods and results

The internal assessment system at Four Rivers has several components, and the results are reported in different ways. Selected results on Progress Report and Portfolio measures are reported in the Accountability Plan section of this report.

1) On-going assessment for learning is conducted in the classrooms almost daily. The faculty develops rubrics for most projects and major assignments, often with input from the students. The rubrics provide clear descriptors for each component of the assignment, with gradations indicating the characteristics of work done to the Beginning, Approaching, Meeting, and Exceeding levels. Clear models of high quality work are often critiqued and emulated. In these ways, most students are able to understand and even assess their own progress. As well, effective use of rubrics and models gives the teacher the clear means of assessing work to promote further learning, and the results are shared directly. All this serves our goal at Four Rivers of setting high expectations for high quality work from every student.
2) Progress Reports are issued at the end of each trimester. Brief interim reports are issued in the middle of each trimester for student-led conferences among the advisor, the parents, and the student. Progress Reports include a course description, a set of course standards to which the grades Beginning, Approaching, Meeting and Exceeding are applied, and a narrative comment. The faculty formulates concise course standards, often supported in class with learning targets in "kid-friendly language" or other means of describing exactly what a student needs to know and do in order to pass each course standard. All course standards must be passed (minimum passing level at Approaching +) for a student to be given credit for the course. This rigorous level of performance in all aspects of a course has meant that some students needed extensive revision to bring their work on each course standard up to passing or above. For weaker students, time was made at the end of the first and second trimesters, and after school, to provide support. Still, a number of students needed summer make-up work on their deficient course standards, but that number has decreased from the year before because of our firm expectations and clear policies around timely revision of work.
3) Portfolios continue to grow as a vital part of the Four Rivers internal assessment system. Students at each grade are required to assemble a portfolio, including their best work in all the specified areas, from core academics to service and character. In contrast to timed, standardized tests, portfolios allow for time, revision, and multiple ways to show learning. Students at $7^{\text {th }}$ and $9^{\text {th }}$ prepared portfolios of the current year's best work. Students at $8^{\text {th }}$ and $10^{\text {th }}$ had the additional challenge of preparing "Passage Portfolios" which included work from two years and involved a presentation to a panel of faculty, parents and peers. At the Passage Portfolio presentations, each lasting 20-30 minutes, the student described areas of strength and needed improvement in key areas, with samples from his or her portfolio, and thoughtful sharing of interests and goals for the future. Successful completion of Passage Portfolios at $8^{\text {th }}$ and $10^{\text {th }}$ grades are a requirement for advancing to the next grade, and for this reason, among others, most students put extraordinary effort into the Passage Portfolio. As data reported in the Accountability Plan section shows, over $90 \%$ of the students met the portfolio standards. A faculty committee is working this summer to propose still more effective ways to use portfolios to further student learning.
4) Survey. The school administered a Parent Survey in June to gauge satisfaction and assemble data for planning and accountability, as we have done each year. We also surveyed students with similar measures. Responses came from 62 parents and 99 students. Here are the survey statements on topics relevant for this report, with the percentage of parents responding who indicated they "Agree" or "Strongly Agree" with the statement last year and this year, and also students responding this year. Another section of the survey invited comments and suggestions, and those are being tabulated and responded to in a form that will go to parents and students in the Fall.

| Four Rivers Survey <br> June 2008 | Percent who "Agre"" or <br> "Strongly |  |  |
| :--- | ---: | ---: | ---: |
|  | Agree" <br> 06-07 | Parents <br> $\mathbf{0 7 - 0 8}$ | Students <br> $\mathbf{0 7 - 0 8}$ |
| I generally understand the educational approach used at Four Rivers | 100 | 93 | 78 |
| Academic expectations at the school are clear | 87 | 85 | 72 |
| I am satisfied with the amount of academic challenge in my child's school <br> program | 94 | 92 | 77 |
| The progress reports help me understand my child's school experiences and <br> achievement | 85 | 84 | 76 |
| I am satisfied with the amount of homework assigned to my child | 77 | 78 | 66 |
| I am satisfied with the amount of academic support and extra help available <br> to my child | 89 | 93 | 88 |
| My child is held to higher expectations of academic performance than at <br> previous school | 75 | 78 | 76 |
| The school succeeds in creating a positive social and emotional environment | 96 | 95 | 74 |
| Behavioral expectations at school are clear | 91 | 86 | 74 |
| The school is helping my child grow as a person and develop strengths of <br> character | 96 | 96 | 78 |
| I believe at least one of my child's teachers knows and understands him or <br> her well | 98 | 93 | 77 |
| The newsletters and mailings create a good communication system within <br> the school | 92 | 93 | 54 |
| Communication from and with teachers is easy and adequate | 81 | 87 | 75 |
| Communication from and with the school administration is easy and <br> adequate | 92 | 94 | 63 |
| The school has built a strong sense of community among students, staff and | 96 | 90 | 75 |


| families |  |  |  |
| :--- | ---: | ---: | ---: |
| FRCPS has supported and/or positively impacted my parenting and <br> involvement with my child's education | 89 | 84 | NA |

## Number of instructional days

Four Rivers completed 180 instructional days in the past school year, starting September 4, 2007 and ending June 19, 2008. School began at 8:00 am; dismissal was at 3:05 pm.

## IV. Governance Profile

Board of Trustees, 2007-08
Chairman, Benjamin Murray, Buckland, MA. Director, Red Gate Farm Educational Center, Appointed 2002, current term ending September 2008. Committee on Trustees and Personnel Policies.

Vice-Chair, Marie Bartlett, Leyden, MA. Community Educator. Appointed 2002, current term ending September 2010. Committee on Trustees and Personnel Policies, Committee on Accountability and Program Planning.

Treasurer, Deborah T. Voland, Greenfield, MA. Community volunteer with technology background. Parent of FRCPS student. Appointed 2004, current term ending September 2008. Facilities and Finance Committee.

Secretary, David Roulston, Greenfield, MA. Attorney-at-Law, Greenfield, MA. Parent of FRCPS student. Appointed 2003, current term ending September 2009. Development Committee.

Michelle Barthelemy, Northampton, MA. Coordinator of Distance Learning/Instructional Technology, Greenfield Community College. Appointed 2007, current term ending September 2010. Strategic Planning Committee.

Edward Blatchford, Shelburne, MA. Executive Director, Four Rivers Charter Public School, ex-officio.

Linda Cavanaugh, Professor of Mathematics, Greenfield Community College. Parent of FRCPS student. Appointed 2002, current term ending September 2010. Facilities and Finance Committee, Committee on Accountability and Program Planning.

Alan Fraker, Greenfield, MA. Director of College Counseling, Montclair-Kimberly Academy; former director of accountability for the KIPP Foundation. Appointed 2003, current term ending September 2010. Committee on Accountability and Program Planning.

Daniel F. LaRose, Shelburne, MA. Professor Emeritus, Greenfield Community College. Appointed 2002, current term ending September 2008. Strategic Planning Committee, Facilities and Finance Committee, Committee on Accountability and Program Planning.

Jonathon Lowe, Deerfield, MA. Domestic and International Business Consultant. Parent of FRCPS student. Appointed 2007, current term ending September 2010. Development Committee.

Edwin A. Murray, Buckland, MA. Professor Emeritus of Strategy and Planning, Boston University. Appointed 2008, current term ending September 2011. Finance Committee.

## Board of Trustees Meetings

All trustee meetings in the school year 2007-08 were held at the school, 7:00-9:00 p.m., on the second Monday of each month. A half-day trustee retreat was held March 1, 2008.

## Major Policy Decisions of the Board of Trustees 2007-2008

- Voted to approve the High School academic requirements.
- Voted to amend the school's charter to make a schedule change to the planned school calendar (creating early dismissal at 1:30 PM every Wednesday).
- Voted to re-elect Board members, elect new board members and re-elect Board officers.
- Voted to approve the annual goals for the Executive Director.
- Voted to accept the school audit and to approve the Management Letter responses from Management.
- Voted to approve the school's second five-year Accountability Plan for submission to the DESE.
- Voted to request approval from the DESE for a charter amendment to increase the maximum student enrollment (from 192 to 212).
- Voted to request approval from the DESE for a charter amendment to make minor changes in wording in the school's mission statement.


## Summary of Official Complaints

No official complaints were received by the Board of Trustees in FY 2008.

## V. Student Profile

# Four Rivers Charter School ~ Student Profile 2007-08 <br> Total Enrollment~190 

As of June 19, 2008 (last day of school)

## Student Demographics

| Enrollment by Grade: |  | $\begin{aligned} & 7^{\text {th }}-36 \\ & 8^{\text {th }}-37 \\ & 9^{\text {th }}-32 \\ & 10^{\text {th }}-28 \\ & 11^{\text {th }}--29 \\ & 12^{\text {th }}--28 \\ & \hline \end{aligned}$ |  |
| :---: | :---: | :---: | :---: |
| Gender |  | Male | Female |
|  | $7^{\text {th }}$ | 16 (44\%) | 20 (56\%) |
|  | $8^{\text {th }}$ | 25 (68\%) | 12 (32\%) |
|  | $9^{\text {th }}$ | 16 (50\%) | 16 (50\%) |
|  | $10^{\text {th }}$ | 17 (61\%) | 11 (39\%) |
|  | 11th | 18 (62\%) | 11 (38\%) |
|  | $\underline{12}{ }^{\text {th }}$ | 15 (54\%) | 13 (46\%) |
|  | Total | 107 (56\%) | 83 (44\%) |

Race/Ethnicity:
3 Hispanic 1.5\%
3 Asian 1.5\%
2 Black/Mixed race 1\%
2 Native American 1\%
180 White $95 \%$

Free and Reduced Lunch:
44 Qualified 23\%

Enrolled in Special Education:
35 Enrolled 18\%

Limited English Proficient: 0\%
Linguistic Minorities: 0\%

## Student Turnover/Attrition Data 2007-08

\# Students on opening day 2007 = 193; \# students on June 19, 2008 = 190
Students who withdrew during the 2007-08 school year $=6$
1 Moved out of state
1 Left to work toward GED at the local Community College
1 Left to attend alternative wilderness survival semester
1 Withdrew prior to facing disciplinary hearing -later enrolled in another Massachusetts school
1 Parents dissatisfied with program and services, enrolled student in another public school
1 Student who joined school in December was unable to adjust and make academic progress; returned to home district for a specialized program

## Students who enrolled during the 2007-08 school year $=3$

1 entered Grade 7 from wait list
2 entered Grade 10 (applied in December in response to publicized openings)

## Students who finished the school year but are not returning in Fall $2008=\mathbf{1 3}$ (as of 7/22/08)

4 Transferring to county vocational/technical high school
2 Transferring to private school
1 Transferring to another district for Music \& Theater programs
1 Transferring to home district due to transportation \& family situation
2 Transferring to home district for social reasons
3 Transferring to home district ~ students not succeeding academically

## Expulsions - Suspensions 07-08

Number of Students Expelled
Number of In-School Suspensions
Summary of Reasons:
Plagiarism 2
Threat of Violence 1
Harassment 1
Skipping School 1
Number of Out-Of-School Suspensions $28 \quad$ (23 incidents, 20 Students)
Summary of reasons:
Leaving school w/out permission, threats 1
Disruptive/Disrespectful/Rude/Defiant 2
Academic Dishonesty 2
Possession of Alcohol 1
Possession of Tobacco 1
Verbal assault 2
Bullying 2
Threat of Violence 3

Total Number of Student Applications Received for 07-08 by Town

| Town | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
| :--- | :---: | :---: | :---: | :---: |
| Amherst | 1 | 0 | 1 | 1 |
| Ashfield | 2 | 1 | 1 | 0 |
| Athol | 0 | 0 | 2 | 0 |
| Bernardston | 3 | 0 | 0 | 0 |
| Buckland | 3 | 1 | 0 | 0 |
| Charlemont | 2 | 2 | 0 | 0 |
| Colrain | 1 | 2 | 1 | 0 |
| Conway | 5 | 1 | 1 | 0 |
| Deerfield | 6 | 1 | 0 | 0 |
| Erving | 4 | 0 | 1 | 0 |
| Gill | 5 | 2 | 0 | 0 |
| Greenfield | 31 | 10 | 6 | 0 |
| Hawley | 1 | 0 | 0 | 0 |
| Heath | 1 | 0 | 0 | 0 |
| Lancaster | 1 | 0 | 0 | 0 |
| Leverett | 1 | 0 | 0 | 0 |
| Leyden | 0 | 0 | 0 | 1 |
| Montague | 3 | 3 | 3 | 1 |
| Northfield | 4 | 1 | 0 | 1 |
| Rowe | 1 | 0 | 0 | 0 |
| Shelburne | 1 | 1 | 1 | 0 |
| Shutesbury | 1 | 0 | 0 | 0 |
| Sunderland | 2 | 1 | 0 | 0 |
| Warwick | 1 | 0 | 0 | 0 |
| Wendell | 1 | 0 | 0 | 0 |
| Whately | 0 | 1 | 0 | 0 |
| Worcester | 0 | 0 | 1 | 0 |
| TOTAL | 81 | 27 | 18 | 4 |

## Grade 7:

81 Applications for 36 Spaces
Grade 8:
27 Applications for 5 Spaces

## Grade 9:

18 Applications for 8 Spaces
Grade 10:
4 Applications for 2 Spaces
Demand Ratio $130 / 50$
(2.6\%)

# VI. Staff Profile 

Faculty and Staff Biographies<br>2007-08

Maura Ambuter, $\mathbf{9}^{\text {th }}$ and $10{ }^{\text {th }}$ Grade English
B.A. American Studies, Smith College; M.Ed., Social Justice Education, University of Massachusetts. Ms. Ambuter has taught at Pioneer Valley Performing Arts Charter Public School and at a charter school in New Hampshire. She joined Four Rivers in 2007.

## Edward Blatchford, Executive Director and Co-founder

B.A. American Studies, Yale University; M.A. English and American Literature, Columbia University; M.S. Special Education, Adelphi University. Mr. Blatchford is an experienced teacher and school leader. He was head of an independent school in Connecticut for 10 years, founded an alternative middle school, and earlier taught and served as an administrator at two independent middle and high schools. Prior to founding Four Rivers, he taught composition at Greenfield Community College. He joined Four Rivers in 2002.

## Neill Bovaird, Nature (Part Time)

B.S., Natural Resource Studies, University of Massachusetts. Mr. Bovaird has completed several years as a teaching naturalist at a highly-regarded environmental center in Connecticut. He returns to the area and joined Four Rivers in 2007, having assisted in our Nature classes in our early years.

## Michael Bukowick, $8^{\text {th }}$ Grade English and Social Studies

B.A. Sociology, Univ. of Virginia; MA Landscape Architecture, Univ. of Massachusetts; MA, Education, Univ. of Massachusetts. Mr. Bukowick has been a high school vocational teacher in the Peace Corps, a clinical/student high school teacher in Springfield, and has taught high school history and been an advisor to club activities at Northampton High School. He joined Four Rivers in 2006.

## Deborah Carlisle, $11^{\text {th }}$ and $12^{\text {th }}$ Grade Chemistry and Physics

B.S and M.S in Science from University of New Hampshire. Ms. Carlisle has 16 years teaching experience in the sciences and Chemistry at Phillips Academy in Andover, MA where she had many other academic responsibilities. She was a varsity ski instructor and is also an accomplished equestrienne. She joined Four Rivers in 2007.

## Jennifer Chapin, Teacher Assistant

B.A. Political Science, University of Massachusetts; M. Ed. Antioch New England Graduate School. Ms Chapin has taught at the Academy School in Brattleboro, VT and has a broad variety of experiences working with youth through the YWCA and the Americorps Program. She joined Four Rivers in 2007.

## Christine Childress, College Counselor (Part Time)

B.A. English, University of California Santa Barbara. Ms Childress also holds a Certificate in College Counseling from the University of California and has begun graduate work related to college counseling at University of Massachusetts. She joined Four Rivers in 2007.

## Kate Conant, Learning Specialist

B.A., English and Community Service, Univ. of Massachusetts; M. Ed. In Special Education, Univ. of Massachusetts. Mrs. Conant's experience includes fourteen years special learning needs experience at Great Falls Middle School in the Gill-Montague District and five years at the Guilford, VT. Central Middle School. She joined Four Rivers in 2006.

## Steven D'Agostino, Music (Part Time)

B.A. Hampshire College, Music, Community and Education. Recipient of Hampshire College's Ingenuity Award for his work building the college's musical culture, Mr.
D'Agostino is also a private music instructor. He joined Four Rivers in 2007.

## Susan Durkee, Assistant Principal and Co-founder, Skills Teacher

B.F.A. in Sculpture; M.F.A. in English, University of Massachusetts/Amherst. Ms. Durkee has experience teaching Art in grades K-6 and teaching writing at the college level, and was a member of the Friends and Faculty Network at UMass, an organization to which one is nominated for outstanding service to students with learning disabilities. She joined Four Rivers in 2002.

## Dr. William Fogel, School Psychologist and Counselor (Part Time)

Ph.D., Child Clinical Psychology, St. John’s University; B.A., Psychology and Education, Hampshire College. Certified as school psychologist. Dr. Fogel has worked in clinical and school settings for 10 years and most recently served as school psychologist in the Greenfield Public Schools. He joined Four Rivers in 2005.

## Peter Garbus, Principal

B.A. in History/Writing/Education, Brown University; M.Ed. in Teaching, Harvard University. Peter has been the founder and director of the North Central Charter Essential School in Fitchburg, a grade $7-12$ school somewhat larger than Four Rivers. He is certified as a principal in Massachusetts. He previously taught for many years at the Francis W. Parker Charter Essential School in Devens, MA and was part of the inaugural faculty of an innovative public high school in Arizona. He joined Four Rivers in 2007.

## Nikole Gilbert, $8^{\text {th }}$ grade Mathematics and Science

B.S. Biology, University of Kentucky; M.S. Environmental Studies, Antioch New England Graduate School; Graduate Certificate of Environmental Education, University of Minnesota-Duluth. Ms. Gilbert has done research and taught environmental science and ecology in many settings around the United States with students from middle school through college ages. She joined Four Rivers in 2005.

## Amanda Griffith, Health and Physical Education; Dean, Middle School

B.A. Sociology and Anthropology, Wells College; M.A Social Work, Smith College. Ms. Griffith has had dual interests and experience in counseling adolescents at the Academy at Swift River, and an early college major in Physical Education, including as co-captain of her Wells College soccer team. She joined Four Rivers in 2005.

## Cheryl Howard, $9^{\text {th }}$ and $10^{\text {th }}$ Grade Math

B.A. Mathematics, University of Massachusetts; M.A. in Education, Antioch New England Graduate School. She has worked at the Hampshire Educational Collaborative and earlier taught math at Turners Falls High School and the Pioneer Valley Performing Arts Charter Public School. Ms. Howard joined Four Rivers in 2007.

## Matthew Leaf, $7^{\text {th }}$ grade English and Social Studies

B.A. Anthropology with a minor in Religion, Kenyon College. Mr. Leaf has 8 years of middle school classroom experience, and is also trained to teach Nature Studies and Outdoor Education. He joined Four Rivers in 2003.

## Daniel Lederer, Technology (Part Time)

Mr. Lederer attended New Hampshire Vocational Technical College, Berklee College of Music (Boston), and City College of San Francisco and has had complex web design and systems administration positions in private industry. He has had technology and teaching roles at area schools, including five years at Hilltown Cooperative Charter School in Haydenville to which he has added Four Rivers in a dual position, supported at Four Rivers by Technology Assistants. He joined Four Rivers in 2005.

## Eliot Levine, $11^{\text {th }}$ and $12^{\text {th }}$ Grade Math

B.S Psychology and Electrical Engineering, Mass. Institute of Technology; M.A. Clinical and Community Psychology, Univ. of Maryland; Ph.D. Clinical and Community Psychology, Univ. of Maryland. Mr. Levine is the author of One Kid at a Time: Big Lessons from a Small School about his experience with the Met School in Providence, R.I. where he also taught for 4 years. He joined Four Rivers in 2006.

## Amanda Locke, $7^{\text {th }}$ grade Science and Math

B.A. Communication Studies with a minor in Environmental Studies, Hamilton College; M.S. Environmental Education with Middle School General Science Certification, Antioch New England Graduate School. She has experience as an Outdoor Educator and as a Life Skills teacher in youth groups, and completed a yearlong internship teaching high school Science prior to joining Four Rivers in 2003.

## Leah Makuch, $11^{\text {th }}$ and $12^{\text {th }}$ Grade English

B.A. English, University of Massachusetts. Ms Makuch has teaching experience at New Leadership Charter School in Springfield and is College Board trained in Advanced Placement Instruction for English. She joined Four Rivers in 2007.

## Patricia Marks-Sund, Spanish Teacher (Part Time)

B.S. Elementary Education and Bilingual Education, Univ. of Texas - Brownsville. Ms. Marks-Sund has had public and private school teaching and tutoring experience in Spanish, ESL and other subjects. She joined Four Rivers in 2006.

## Melinda McCall, Teacher Assistant

B.S Environmental Design, Univ. of Massachusetts; M.S. Forestry, Univ. of Massachusetts. Ms. McCall has experience in all aspects of forestry, recycling programs, and as a child care provider. She joined Four Rivers in 2004.

## Craig McDonnell, Spanish Teacher

B.A., Spanish, Hamilton College; M.A. Hispanic Literature, Univ. of Massachusetts. Mr. McDonnell has overseas teaching and volunteer experience in the Dominican Republic and Spain, and has taught Middle and Upper School Spanish at the WillistonNorthampton School for four years. He joined Four Rivers in 2005.

## Jeanne Milton, Nurse (Part Time)

RN, St. Joseph’s Hospital School of Nursing, Providence, RI.
Mrs. Milton is experienced in all aspects of nursing and knows the local community health resources well. Her 27 years of practice in the local community includes 12 years as an emergency room and ICU nurse. She joined Four Rivers in 2007.

## Raymond Neal, $9^{\text {th }}$ Grade History

B.A., History, Johns Hopkins University; M.A., Teaching, Towson University. Mr. Neal has recent teaching experience in high school history in the Howard County (MD) Public Schools, and earlier professional experience as a music educator and performer. He joined Four Rivers in 2006.

## Terry Plotkin, Physical Education (Part Time)

B.A. Economics, University of Massachusetts/Amherst. Mr. Plotkin has worked for several years as a coach of Ultimate Frisbee, and has also run after school programs in Greenfield schools. He joined Four Rivers in 2003.

## Harlan Smith, Director of Operations

B.A. Sociology, Tufts University; Master of Hospital Administration, University of Minnesota/Minneapolis. Mr. Smith has over 30 years of experience in financial management, including 13 years as President and CEO of Franklin Medical Center in Greenfield. He has also served on the Board of Trustees of Greenfield Community College and on the Board of Directors of the Franklin County Chamber of Commerce. He joined Four Rivers in 2003.

## Laura Stamas, $9^{\text {th }}$ Grade Environmental Science and $10{ }^{\text {th }}$ Grade Biology

B. A Biology, Bard College; M.A. Environmental Studies and Teaching High School Biology, Antioch New England Graduate School. Ms. Stamas has been a Science and Math Teacher at Eagle Mountain School, and a High School Biology Student Teacher at Northampton High School. She joined Four Rivers in 2005.

## Andrew Stenson, High School Learning Specialist

B.A. Leeds University; Post Graduate Certificate in Education, Bristol Polytechnic, England; M.A., Education, Smith College. Mr. Stenson has extensive teaching experience in technology and special education, and he has also worked as an Outward Bound instructor. He joined Four Rivers in 2004.

## Leslie Taylor, School Secretary

B.A. American Studies and English, Colby College. Ms. Taylor has worked as an administrative assistant for 20 years in business and educational settings, and most recently worked as Executive Assistant at a regional history museum. She joined Four Rivers in 2003.

## Jennifer Tibbetts, Art (Part Time)

B.S., Studio Art, Southern Connecticut State University; M.F.A. in Painting and M.A. in Art Education, University of Massachusetts. She is a practicing artist and has taught at Mohawk Regional High School and at a middle school in Framingham. She had prior experience at Four Rivers as a substitute teacher. Ms. Tibbetts joined us again in 2007.

## Anne Tumblin-Haxo, Learning Specialist

B.A. Education/Special Needs, Elms College. Ms. Haxo has three years experience in Special Education at the elementary and middle school levels prior to joining the Four Rivers faculty in 2003. She is certified in Special Needs (K-9). She joined Four Rivers in 2003.

## Jane Vail, Teacher Assistant

B.A., Windham College. Ms. Vail is an experience middle school teacher with certification in English. She has also worked as a paraprofessional at middle and high school levels. She joined Four Rivers in 2004.

## Heather Viens, Teacher Assistant

B.A., Business Studies and Finance, Anglia University, Cambridge, England. In addition to parenting and a diversified background in sales and marketing, Mrs. Viens has been a substitute teacher in Franklin County and serves on public and private education boards and councils. She joined Four Rivers in 2006.

Andrew Wallace, $\mathbf{1 0}^{\text {th }}$ and $11^{\text {th }}$ Grade History and Social Science
B.A. English, State Univ. of New York at Geneseo; M.A in Education, Tufts University; Mr. Wallace completed Naturalist Training at Wolf Ridge Environmental Learning Center and earned a Certificate in Environmental Education at the Univ. of Minnesota- Duluth. He has eight years of teaching experience, including 6 years of $7^{\text {th }}$ and $8^{\text {th }}$ grade Humanities at The Gordon School, East Providence, R. I. He joined Four Rivers in 2005.

## Summary data on Faculty and Staff

| Faculty <br> 2007-08 | Number | Average <br> years of <br> experience | Average <br> years at <br> Four Rivers | Number <br> returning |
| :--- | :---: | :---: | :---: | :---: |
| Full-time classroom <br> teachers | 16 | 8.75 | $2.44^{*}$ | 15 |


| FT assistant teachers | 4 | 5.5 | 2.5 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| PT teachers (3.7 FTE) | 8 | 5.1 | 2.75 | 7 |

* Note: Since the school is only five years old and grew in stages, the faculty grew each year.
Even with no turnover, the highest possible "average years at Four Rivers" would be 3.3 years.

Highly Qualified Status: All full-time classroom teachers and assistant teachers are "Highly Qualified" in subjects they teach.

Average class size: 15.8
Teacher attrition: One full-time classroom teacher is not returning next year; this was a decision mutually arrived at, and the teacher will be writing a textbook in her field.

One part-time teacher is not returning; she has chosen to return full-time to her own artistic work.

## No administrative attrition

| Four Rivers Administrative Structure, 2007-08 |  |  |
| :---: | :---: | :---: |
| Mission, Board Relations, Accountability \& Renewal, Development, Admissions \& Enrollment, External Relations, Financial \& Strategic Planning, Organizational Management, Staff Hiring \& Retention Oversight of Special Education \& College Counseling |  |  |
| Athletics \& Afte Summe | cipal <br> ice in High School <br> der, grades 7-12 <br> Program <br> Development <br> ces (including EL) <br> upervision <br> luding MCAS) <br> duling <br> Themes <br> Program <br> rdination <br> program <br> School Programs programs | Director of Operations <br> Harlan Smith, Office in front of Farmhouse <br> Financial Management: <br> Budget, Accounting Purchasing <br> Human Resources Technology <br> Facilities Management Transportation Lunch Program Health \& Safety Entitlement Grants <br> Title I grant management |
| Assistant Principal for High School | Dean of Students for Middle School | Four Rivers Board of Trustees support Development Committee support Special Projects |
| Susan Durkee <br> Office in High School (2 ${ }^{\text {nd }}$ floor) <br> Student Discipline In Division II \& III <br> Div. III advisor; Coordination of Senior expedition \& independent study; <br> Coordination of student activities \& service <br> (Ms. Durkee also teaches in Div III) | Amanda Griffith Office in Farmhouse ( $2^{\text {nd }}$ floor)) <br> Student Discipline \& Community In Division I <br> (Ms. Griffith also serves as PE teacher, coach, and health teacher) | School Secretary <br> Leslie Taylor, School Office in Farmhouse <br> [She does everything else!] |

## VII. Financial Profile

# NEED INSERTION OF NEW DATA FROM HARLAN'S PDF!!!!! REPLACE ALL BELOW. 

SCHOOL FINANCIAL STATEMENTS AND INFORMATION<br>(Un-audited)<br>Year Ended June 30, 2007

The following financial statements and information have been prepared by the management of the school and are un-audited.

## Financial Highlights

Four Rivers Charter Public School had revenues of \$1,912,893 for the year ended June 30, 2007, of which $95 \%$ were operating revenues and $5 \%$ were non-operating revenues (private grants, contributions, etc.) The school had net income (change in net assets) of $\$ 9,167$ for the year, which was comprised of an operating loss of \$73,322 and nonoperating revenue of $\$ 82,489$.

## Results of Operations

Positive variances from the adopted revised budget were related to greater enrollment and per-pupil tuition rates than anticipated and less staff selecting health insurance coverage. Supplies and materials were significantly below budget due to intentionally tight management of expenditures and consumption. No funds were spent from the Contingency account.

Negative variances were Utilities exceeding budget due to an unanticipated electricity rate increase and contracted costs for SPED testing and evaluations exceeding expectations.

Other variances were due to grant timing between fiscal years.
During the fiscal year ended June 30, 2007, Four Rivers Charter Public School had 161 students and received $\$ 1,714,118$ in per pupil tuition, which represents $90 \%$ of the school's revenue. In addition, Four Rivers Charter School received various federal and private grants, which totaled $\$ 99,701$ and $\$ 54,000$ respectively.

## Budget for Fiscal Year 2008

The budget presented for the 2007-2008 school year reflects an enrollment of 190 students. The budget also reflects an expansion to the school's first $12^{\text {th }}$ grade and the acquisition of furnishings, instructional equipment and technology to support the school's curriculum. Capital expenditures are reflected within the full operating budget.

| FOUR RIVERS CHARTER PUBLIC SCHOOL |  |
| :---: | :---: |
| BALANCE SHEET |  |
| JUNE 30, 2007 |  |
| (Preliminary and Un-audited) |  |
|  | Jun 30, 07 |
| ASSETS |  |
| Current Assets |  |
| Checking/Savings |  |
| $1000 \cdot$ GSB Green Action | 338,950 |
| 1170 - Petty Cash | 123 |
| Total Checking/Savings | 339,073 |
| Accounts Receivable |  |
| 1100 Accounts Receivable | 4,701 |
| Total Accounts Receivable | 4,701 |
| Other Current Assets |  |
| Jury Duty Income due | 400 |
| 1400 - Payroll Asset | 400 |
| 1300 - Prepaid Expenditures | 240 |
| Total Other Current Assets | 1,040 |
| Total Current Assets | 344,814 |
| Non-current Assets |  |
| 1500 - Buildings/leasehold improvement | 42,989 |
| 1600 - Equipment/hardware | 10,773 |
| 1610 - Library \& Media | 1,121 |
| 1700 - Vehicles | 20,871 |
| Total Non-current Assets | 75,754 |
| TOTAL ASSETS | 420,568 |
| LIABILITIES \& NET ASSETS |  |
| Liabilities |  |
| Accounts Payable |  |
| 2000 - Accounts Payable | 13,056 |
| Total Accounts Payable | 13,056 |
| Other Current Liabilities |  |
| Section 125 Flex Savings Held | -134 |
| 2050 - Accrued Payroll | 95,067 |
| 2060 - Accrued unused vacation salary | 11,622 |
| 2200 - Deferred Grant Revenue | 23,678 |
| 2150 - Held Health Insurance | 0 |
| 2140 - Mass Teachers R. B. | 8,784 |
| 2100 Payroll Liabilities | 6,458 |
| Total Other Current Liabilities | 145,475 |
| Total Liabilities | 158,531 |
| Total Net Assets | 262,036 |
| TOTAL LIABILITIES \& NET ASSETS | 420,567 |

## Four Rivers Charter Public School Statement of Revenues, Expenses and Changes in Net Assets <br> For the Fiscal Year Ended June 30, 2007 <br> Preliminary and Un-audited

| Ordinary Income/Expense Income |  |  |
| :---: | :---: | :---: |
| Tuition | \$ | 1,714,118 |
| Grants - State |  | 1,700 |
| Grants - Federal |  | 99,701 |
| Program Fees |  | 1,682 |
| Medicaid Reimbursement |  | 3,211 |
| Rental Income |  | 3,200 |
| Total Income | \$ | 1,823,612 |
| Expense |  |  |
| Health Services | \$ | 1,275 |
| Advertising/Recruitment |  | 6,877 |
| Athletic Services |  | 21,401 |
| Food Services |  | 831 |
| Testing \& Assessment |  | 2,820 |
| Short Term Interest |  | 454 |
| Contracted services |  | 57,066 |
| Fees, Licenses, Dues, Memberships |  | 3,406 |
| Fringe Benefits |  | 86,096 |
| Fundraising and governance |  | 391 |
| Insurance |  | 30,163 |
| Maintenance and repairs |  | 75,321 |
| Contingency |  | 0 |
| Occupancy |  | 305,303 |
| Payroll Taxes |  | 35,932 |
| Postage and Shipping |  | 6,591 |
| Salaries and Wages |  | 1,069,454 |
| Prof. Development |  | 33,671 |
| Supplies and materials |  | 58,691 |
| Technology |  | 46,348 |
| Travel Exp. - staff/Board |  | 8,387 |
| Utilities |  | 46,455 |
| Total Expense | \$ | 1,896,933 |
| Total Operating Income | \$ | $(73,322)$ |
| Other Income |  |  |
| $6100 \cdot$ Revenue from Private Sources | \$ | 89,281 |
| Non-operating Income | \$ | 89,281 |
| 6600 - Depreciation expense | \$ | 6,792 |
| Depreciation Expense | \$ | 6,792 |
| Net Non-operating Income | \$ | 82,489 |
| Change in Net Assets | \$ | 9,167 |
| Change in Net Assets excluding depreciation | \$ | 15,960 |

Total Income

Health Services \$ 1,275
Advertising/Recruitment 6,877
Food Services 831
Testing \& Assessment 2,820

Contracted services
Fees, Licenses, Dues, Memberships 3,406

Fundraising and governance 391
Insurance 30,163
aintenance and repairs
Occupancy 305,303
Payroll Taxes 35,932
Postage and Shipping 6,591
Prof. Development 33,671
Supplies and materials 58,691
Technology 46,348
Travel Exp. - staff/Board 8,387
Utilities
otal Operating Income

## Four Rivers Charter Public School <br> BUDGET

Fiscal Year Ending June 30, 2008

| REVENUES |  |  |
| :--- | ---: | ---: |
| Revenue from State Sources | $\$ 2,054,773$ |  |
| Revenue from Fed. Sources | $\$$ | 94,464 |
| Private Grants, Gifts \& Annual Appeal | $\$ 0,000$ |  |
| Other revenues | $\$ 2,227,137$ |  |
| TOTAL REVENUES |  |  |
| EXPENDITURES | $\$ 1,290,864$ |  |
| Salaries and Wages | $\$$ | 50,932 |
| Payroll Taxes | $\$$ | 127,407 |
| Fringe Benefits | $\$$ | 308,777 |
| Occupancy | $\$$ | 52,300 |
| Contracted services | $\$$ | 48,383 |
| Utilities | $\$$ | 581 |
| Food service program | $\$$ | 23,500 |
| Staff development | $\$$ | 110,368 |
| Supplies and materials | $\$$ | 22,235 |
| Technology Applications | $\$$ | 8,770 |
| Postage and Shipping | $\$$ | 80,298 |
| Maintenance and repairs | $\$$ | 35,485 |
| Insurance | $\$$ | 11,136 |
| Contingency | $\$$ | 7,200 |
| Travel | $\$$ | 8,881 |
| Field Work, transportation, honoraria | $\$$ | 4,641 |
| Fees, Licenses, Dues, Memberships | $\$$ | 4,878 |
| Miscellaneous | $\$ 2,208,299$ |  |
| TOTAL EXPENDITURES | $\$$ | 18,839 |
| Operating Income (loss) | $\$$ | 12,608 |
| Depreciation expense | $\$$ | 6,231 |

# Four Rivers Charter Public School Schedule of State and Federal Grants Received 

Fiscal Year Ended June 30, 2007
(un-audited)

FEDERAL GRANTS:

| Title I \& II | $\$$ | 20,402 |
| :--- | :---: | :---: |
| SPED (240/274) | $\$$ | 35,442 |
| REAP | $\$$ | 48,837 |
| TOTAL FEDERAL | $\$$ | 104,681 |
| GRANTS: |  |  |
|  |  |  |
| GRANTS: | $\$$ | 1,700 |
| SPED Improvement |  |  |

## VIII. Dissemination

Four Rivers continued this year its efforts to disseminate models for replication and best practices to the public, as has been documented in previous Annual Reports.

Some examples:

1) The 7th grade students of Matt Leaf (English and Social Studies) and Mandy Locke (Math and Science) have produced an exceptional product of an intensive learning expedition. It is called "Life in a Vernal Pool: Field Guide and Fables" created by the $7^{\text {th }}$ grade, and it has been presented to the Greenfield Public Library and a regional environmental center and will be distributed to EL consultants for them to share as a model of a learning expedition product. We also plan to distribute copies of the field guide, in its 150-page printed version or on CD, to area schools, along with guidance on how to have a vernal pool certified and protected by the Commonwealth.
2) Niki Gilbert, $8^{\text {th }}$ grade teacher of Math and Science, shared her plans and experience with an investigation on flight with the science teacher at another charter school in Western Mass. The culminating activity for the investigation was to have a "Kitefest", at which students from both schools tested and celebrated the kites they had made to illustrate key principles of flight.
3) Peter Garbus, Principal, and Ed Blatchford, Executive Director, participated in three day-long meetings of Expeditionary Learning school leaders from the Northeast. These meetings were designed to share and reflect on good practices at each participant's schools, and we were able to contribute positive examples to the group. One result was the principal of an EL school in Vergennes, VT came to visit Four Rivers to observe our community meetings; he subsequently brought 15 middle school students from his school to learn from our community meetings and other practices.
4) Classes in the Antioch New England Graduate School masters programs in science education and sustainability education came to visit, with their professor, three times over the past year. They met with teachers and the Executive Director and (except during a summer visit) visited classes-all with the purpose of learning from our EL practices and school mission. Several individual students from Antioch also come to observe our science classes (three of our four science teachers are Antioch graduates).
5) The Four Rivers Social Justice Committee, a voluntary student activity advised by two Four Rivers teachers, made presentations at two conferences this year. In each case, many other students and their teachers heard our students address contemporary issues of social justice, and in the process they demonstrated some of the values and practices Four Rivers encourages in "building character and community".
6) Numerous other informal visits by educators and applying families provided further opportunities to demonstrate EL pedagogy in action. For instance, Ms. Locke did a math investigation with her $7^{\text {th }}$ grades in which, to solidify core skills with fractions, decimals and percents, she had her students conduct a satisfaction survey of the entire student body. Her students then tabulated and displayed on posters in the hallway for visitors
during our admissions season to observe the results of the survey about many aspects of the school. It was, as we say in EL, a "real product for a real audience."

## IX. NCLB Report Card

2007-2008 NCLB Report Card - Four Rivers Charter Public School

## Four Rivers Charter Public School (04130505)

## Peter A Garbus, Principal

Mailing Address: 248 Colrain Road
Greenfield, MA 01301
Phone: (413) 775-4577
FAX: (413) 775-4578
Website: http://www.fourriverscharter.org
Overview:
This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

| Enrollment - 2007-08 |  |  |  |
| :--- | ---: | ---: | ---: |
|  | School | District | State |
| Total Count | 193 | 193 | 962,766 |
| Race/ Ethnicity (\%) |  |  |  |
| African American <br> or Black | 0.5 | 0.5 | 8.1 |

Educator Data - 2007-08

|  | School | District | State |
| :--- | :---: | :---: | :---: |
| Total \# of Teachers | 19 | 19 | 70,717 |
| Percentage of Teachers <br> Licensed in Teaching <br> Assignment | 62.2 | 62.2 | 95.8 |
| Total Number of Classes | 27 | 27 | 275,949 |


| Asian | 1.0 | 1.0 | 4.9 | in Core Academic Areas |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Hispanic or Latino | 2.1 | 2.1 | 13.9 | Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified | 100.0 | 100.0 | 95.7 |
| Multi-race, NonHispanic | 2.6 | 2.6 | 1.9 |  |  |  |  |
| Native American | 0.0 | 0.0 | 0.3 | Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified | 0.0 | 0.0 | 4.3 |
| Native Hawaiian or Pacific Islander | 0.0 | 0.0 | 0.1 |  |  |  |  |
|  |  |  |  | Student/Teacher Ratio | 10.1 to 1 | 10.1 to 1 | 13.6 to 1 |
| White | 93.8 | 93.8 | 70.8 |  |  |  |  |

Gender (\%)

| Male | 57.0 | 57.0 | 51.4 |
| :--- | ---: | ---: | :--- |
| Female | 43.0 | 43.0 | 48.6 |

Selected Populations (\%)

| Limited English <br> Proficiency | 0.0 | 0.0 | 5.8 |
| :--- | ---: | ---: | ---: |
| Low-Income | 20.7 | 20.7 | 29.5 |
| Special Education | 18.1 | 18.1 | 16.9 |
| First Language <br> Not English | 0.5 | 0.5 | 15.1 |

07, 08, 09, 10, 11, 12

Four Rivers Charter Public School: 2007 Adequate Yearly Progress (AYP) Data

|  | NCLB Accountability | Performance |  | Improvement |
| :--- | :--- | :--- | :--- | :--- |
| Status | Rating |  | Rating |  |
| ENGLISH <br> LANGUAGE ARTS | No Status | Very High | On Target |  |
| MATHEMATICS | No Status | High | On Target |  |

To make adequate yearly progress in 2007, a student group must meet (A) a student participation requirement, either (B) the State's 2007 performance target for that subject or (C) the group's own 2007 improvement target, and (D) an additional attendance or graduation requirement.

| Student Group | (A) Partici Did at 95\% of studen partici MCAS | pation least ts pate in ? | (B) Perfor <br> Did st group or exce state perfor target? | mance <br> fadent meet eed mance | (C) <br> Improve <br> Did stu group exceed improv target? | vement <br> udent meet or its own vement | (D) <br> Attend <br> Did st <br> group <br> $92 \%$ <br> attend <br> (G1-8) <br> $55 \%$ <br> gradu <br> rate ta <br> (G9-12 | cance meet ance or ation get |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ENGLISH <br> LANGUAGE <br> ARTS | Met Target | Actual | $\begin{aligned} & \text { Met } \\ & \text { Target } \\ & (85.4) \end{aligned}$ | Actual | Met Target | $\begin{aligned} & \text { Change } \\ & \text { t from } \\ & 2006 \end{aligned}$ | Met Targe | Actual | $\begin{aligned} & \text { AYP } \\ & 2007 \end{aligned}$ |
| Aggregate | Yes | 99 | Yes | 93.6 | Yes | 0.5 | Yes | 94.8 | Yes |
| Lim. English Prof. |  | - | - | - | - |  | - |  |  |
| Special Education | - | - | - | - | - |  | - |  |  |
| Low Income | - | - | - | 95.4 | - | - | - | - | - |
| Afr. <br> Amer./ Black | - | - | - | - | - | - | - |  |  |
| Asian or Pacif. Isl. | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - |
| Native <br> American | - | - | - | - | - | - | - | - | - |
| White | Yes | 99 | Yes | 94.1 | Yes | 0.3 | Yes | 94.7 | Yes |


| MATHEMATICS | Met <br> Target | Actual | Met <br> Target <br> $(76.5)$ | Actual | Met <br> Target | Change <br> from <br> 2006 | Met <br> Target | Actual | AYP <br> 2007 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Aggregate | Yes | 100 | Yes | 81.6 | Yes | 3.6 | Yes | 94.8 | Yes |
| Lim. English <br> Prof. | - | - | - | - | - | - | - | - | - |
| Special <br> Education | - | - | - | - | - | - | - | - | - |
| Low Income | - | - | - | 84.3 | - | - | - | - | - |
| Afr. <br> Amer./ Black | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. <br> Isl. | - | - | - | - | - | - | - | - | - |
| Hispanic | - | - | - | - | - | - | - | - | - |
| Native <br> American | - | - | - | - | - | - | - | - | - |
| White | Yes | 100 | Yes | 84.0 | Yes | 6.1 | Yes | 94.7 | Yes |

Four Rivers Charter Public School:
AYP Data Detail

| ENGLISH LANGUAGE ARTS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | (A) Participation |  |  |  | (B) Performance |  |  | (C) Improvement |  |  |  | (D) Attendance |  |  | $\begin{array}{\|l\|} \hline \text { AYP } \\ 2007 \end{array}$ |
|  | Enrolled | Assessed | \% | Met Target (95\%) | N | $\begin{array}{\|l\|} \hline 2007 \\ \text { CPI } \end{array}$ | Met Target (85.4) | $\begin{array}{\|l\|l} 2006 \text { CPI } \\ \text { (Baseline) } \end{array}$ | Gain Target | On <br> Target <br> Range | Met Target | \% | Change | Met Target |  |
| Aggregate | 98 | 97 | 99 | Yes | 97 | 93.6 | Yes | 93.1 | 0.9 | $\begin{array}{\|l\|} \hline 93.1- \\ 97.0 \end{array}$ | Yes | 94.8 | 0.8 | Yes | Yes |
| Lim. English Prof. | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special Education | 16 | 16 | - | - | 16 | - | - | - | - | - | - | - | - | - | - |
| Low Income | 27 | 27 | - | - | 27 | 95.4 | - | - | - | - | - | - | - | - | - |
| Afr. <br> Amer./ Black | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native American | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 94 | 93 | 99 | Yes | 93 | 94.1 | Yes | 93.8 | 0.8 | $\begin{array}{\|l} 93.8- \\ 97.5 \end{array}$ | Yes | 94.7 | 0.7 | Yes | Yes |


| MATHEMATICS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | (A) Participation |  |  |  | (B) Performance |  |  | (C) Improvement |  |  |  | (D) Attendance |  |  | $\begin{array}{\|l} \hline \text { AYP } \\ 2007 \end{array}$ |
|  | Enrolled | Assessed | \% | Met Target (95\%) | N | $\begin{array}{\|l\|} \hline 2007 \\ \text { CPI } \end{array}$ | Met <br> Target (76.5) | $\begin{aligned} & 2006 \text { CPI } \\ & \text { (Baseline) } \end{aligned}$ | Gain Target | On Target Range | Met Target | \% | Change | Met Target |  |
| Aggregate | 98 | 98 | 100 | Yes | 98 | 81.6 | Yes | 78.0 | 2.8 | $\begin{array}{\|l\|} \hline 78.0- \\ 85.3 \end{array}$ | Yes | 94.8 | 0.8 | Yes | Yes |
| Lim. English Prof. | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special <br> Education | 16 | 16 | - | - | 16 | - | - | - | - | - | - | - | - | - | - |
| Low Income | 27 | 27 | - | - | 27 | 84.3 | - | - | - | - | - | - | - | - | - |
| Afr. <br> Amer./ Black | 2 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Asian or Pacif. Isl. | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic | 0 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Native <br> American | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 94 | 94 | 100 | Yes | 94 | 84.0 | Yes | 77.9 | 2.8 | $\begin{array}{\|l\|} \hline 77.9- \\ 85.2 \end{array}$ | Yes | 94.7 | 0.7 | Yes | Yes |


| Adequate Yearly Progress History |  |  |  |  |  |  |  |  |  |  | NCLB <br> Accountability <br> Status |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |  |
| ELA | Aggregate | - | - | - |  |  | Yes | Yes | Yes | Yes | No Status |
|  | All Subgroups | - | - | - |  | - | - | - |  | Yes |  |
| MATH | Aggregate |  |  | - |  |  | Yes | No | Yes | Yes | No Status |


| All <br> Subgroups | - | - | - | - | - | - | - |  | - | Yes |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |  |  |  |  |  |

## Four Rivers Charter Public School:

 2007 MCAS Data - By Grade, Subject and Subgroup| GRADE LEVEL 7 - ENGLI SH LANGUAGE ARTS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | School |  |  |  |  |  |  | District |  |  |  |  |  |  | State |  |  |  |  |  |  |
|  | Stud Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | $\%$ of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. <br> Incl | $\begin{gathered} \text { AYP } \\ \text { Part** }^{*} \end{gathered}$ |  | of S ch | Stud. Perf |  | CPI |
|  | \# | \% | A P | P |  | W |  | \# | \% |  | P | NI | W |  | \# | \% | A | P | NI |  |  |
| AYP Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stud. w/ Disab | 3 | - | - | - | - | - | - | 3 | - | - | - | - | - | - | 13247 | 99 | 1 | 27 | 43 | 30 | 65.8 |
| LEP/FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 4244 | 100 | 1 | 28 | 39 | 32 | 61.3 |
| Low-Income | 9 | - | - | - | - | - | - | 9 | - | - | - | - | - | - | 22660 | 100 | 2 | 44 | 37 | 16 | 75.0 |
| African American/Black | 0 | - | - - | - | - | - | - | 0 | - | - | - | - | - | - | 6105 | 100 | 2 | 46 | 36 | 16 | 75.8 |
| Asian | 0 | - | - - | - | - | - | - | 0 | - | - | - | - | - | - | 3336 | 100 | 17 | 58 | 19 | 6 | 89.2 |
| Hispanic/ Latino | 0 | - | - - | - | - | - | - | 0 | - | - | - | - | - | - | 9397 | 100 | 2 | 40 | 37 | 21 | 71.5 |
| Native American | 0 | - | - - | - | - | - | - | 0 | - | - | - | - | - | - | 222 | 99 | 8 | 49 | 32 | 12 | 82.1 |
| White | 33 | 97 | 0 | 76 | 21 | 13 | 90.9 | 33 | 97 | 0 | 76 | 21 | 3 | 90.9 | 53223 | 100 | 11 | 65 | 19 | 5 | 90.8 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 23 | 96 | 0 | 74 | 26 | 0 | 91.3 | 23 | 96 | 0 | 74 | 26 | 0 | 91.3 | 38107 | 100 | 6 | 58 | 27 | 10 | 84.1 |
| Female | 13 | 100 | 0 | 85 | 8 | 8 | 92.3 | 13 | 100 | 0 | 85 | 8 | 8 | 92.3 | 35434 | 100 | 13 | 62 | 19 | 5 | 89.9 |
| Title I | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 16636 | 100 | 2 | 45 | 37 | 16 | 75.0 |
| Non-Title I | 36 | 97 | 0 | 78 | 19 | 3 | 91.7 | 36 | 97 | 0 | 78 | 19 | 3 | 91.7 | 56905 | 100 | 11 | 64 | 19 | 5 | 90.4 |
| Non-Low Income | 27 | 96 | 0 | 74 | 22 | 4 | 89.8 | 27 | 96 | 0 | 74 | 22 | 4 | 89.8 | 50881 | 100 | 13 | 67 | 17 | 4 | 92.2 |
| LEP | 0 | - | - - | - | - | - | - | 0 | - | - | - | - | - | - | 2479 | 99 | 1 | 15 | 40 | 45 | 51.2 |
| FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1765 | 100 | 2 | 45 | 39 | 14 | 75.5 |
| 1st Yr LEP* | 0 | - | - - | - | - | - | - | 0 | - | - | - | - | - | - | 553 | 99 | - | - | - | - | - |
| Migrant | 0 | - | - - | - | - | - | - | 0 | - | - | - | - | - | - | 13 | 100 | 0 | 15 | 46 | 38 | 53.8 |
| Native <br> Hawaiian/ <br> Pacific Islander | 0 | - | - - | - | - | - | - | 0 | - | - | - | - | - | - | 159 | 100 | 11 | 57 | 24 | 8 | 86.8 |
| Multi-race -NonHispanic/ Latino | 3 | - | - - | - | - | - | - | 3 | - | - | - | - | - | - | 1099 | 99 | 9 | 61 | 24 | 6 | 87.4 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007 | 36 | 97 | 0 | 78 | 19 | 3 | 91.7 | 36 | 97 | 0 | 78 | 19 | 3 | 91.7 | 73577 | 100 | 9 | 60 | 23 | 8 | 86.9 |
| 2006 | 35 | 100 | 3 | 71 | 23 | 3 | 90.7 | 35 | 100 | 3 | 71 | 23 | 3 | 90.7 | 74509 | 100 | 10 | 55 | 26 | 9 | 84.6 |



| GRADE LEVEL 7 - MATHEMATI CS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | School |  |  |  |  |  |  | District |  |  |  |  |  |  | State |  |  |  |  |  |  |
|  | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{array}{c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{gathered} \text { AYP } \\ \text { Part** } \end{gathered}$ |  | of S <br> ach P | Perf |  | CPI |
|  | \# | \% | A | P |  |  |  | \# | \% | A | P | NI |  |  | \# | \% | A | P |  |  |  |
| AYP Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stud. w/ Disab | 3 | - | - | - | - | - | - | 3 | - | - | - | - | - |  | 13230 | 99 | 2 | 10 | 27 | 61 | 45.8 |
| LEP/FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 4270 | 99 | 4 | 13 | 26 | 56 | 45.8 |
| Low-Income | 9 | - | - | - | - | - | - | 9 | - | - | - | - | - |  | 22659 | 99 | 4 | 18 | 33 | 45 | 52.9 |
| African American/ Black | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 6105 | 100 | 3 | 17 | 34 | 47 | 50.9 |
| Asian | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3341 | 100 | 32 | 32 | 22 | 14 | 81.7 |
| Hispanic/ Latino | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 9403 | 99 | 3 | 16 | 31 | 50 | 49.9 |
| Native <br> American | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 223 | 100 | 9 | 20 | 34 | 37 | 59.8 |
| White | 34 | 100 | 26 | 29 | 32 | 12 | 80.9 | 34 | 100 | 26 | 29 | 32 | 12 | 80.9 | 53212 | 100 | 17 | 35 | 30 | 18 | 75.7 |
| Other Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 24 | 100 | 25 | 33 | 29 | 13 | 79.2 | 24 | 100 | 25 | 33 | 29 | 13 | 79.2 | 38120 | 100 | 15 | 30 | 29 | 26 | 69.9 |
| Female | 13 | 100 | 23 | 31 | 31 | 15 | 82.7 | 13 | 100 | 23 | 31 | 31 | 15 | 82.7 | 35429 | 100 | 14 | 32 | 32 | 23 | 71.0 |
| Title I | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - |  | 16649 | 100 | 4 | 17 | 34 | 45 | 52.3 |
| Non-Title I | 37 | 100 | 24 | 32 | 30 | 14 | 80.4 | 37 | 100 | 24 | 32 | 30 | 14 | 80.4 | 56900 | 100 | 18 | 35 | 29 | 18 | 75.7 |
| Non-Low Income | 28 | 100 | 25 | 29 | 29 | 18 | 78.6 | 28 | 100 | 25 | 29 | 29 | 18 | 78.6 | 50890 | 100 | 19 | 37 | 29 | 15 | 78.2 |
| LEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 2511 | 99 | 2 | 8 | 21 | 68 | 38.2 |
| FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1759 | 100 | 7 | 20 | 33 | 40 | 56.6 |
| 1st Yr LEP* | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 574 | 100 | - | - | - | - | - |
| Migrant | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 13 | 100 | 0 | 8 | 38 | 54 | 36.5 |
| Native <br> Hawaiian/ <br> Pacific Islander | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 161 | 100 | 16 | 35 | 25 | 24 | 73.9 |
| Multi-race-NonHispanic/ Latino | 3 | - | - | - | - | - | - | 3 | - | - | - | - | - | - | 1104 | 100 | 16 | 27 | 31 | 27 | 67.5 |
| All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007 | 37 | 100 | 24 | 32 | 30 | 14 | 80.4 | 37 | 100 | 24 | 32 | 30 | 14 | 80.4 | 73592 | 100 | 15 | 31 | 30 | 24 | 70.4 |
| 2006 | 35 | 100 | 14 | 34 | 43 | 9 | 78.6 | 35 | 100 | 14 | 34 | 43 | 9 | 78.6 | 74647 | 100 | 12 | 28 | 33 | 28 | 66.6 |



| GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | School |  |  |  |  |  |  | District |  |  |  |  |  |  | State |  |  |  |  |  |  |
|  | Stud Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | $\%$ of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | $\begin{array}{\|l\|l} \hline \text { Stud. } \\ \text { Incl } \end{array}$ | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ |  | of S <br> ach P | $\begin{aligned} & \text { Stud. } \\ & \text { Perf } \end{aligned}$ |  | CPI |
|  | \# | \% |  | P | NI | W |  | \# | \% | A | P | NI | W |  | \# | \% | A | P | NI | W |  |
| AYP Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stud. w/ Disab | 5 | - | - | - | - | - | - | 5 | - | - | - | - | - | - | 13179 | 99 | 1 | 35 | 39 | 25 | 70.9 |
| LEP/ FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3824 | 99 | 2 | 28 | 42 | 29 | 62.9 |
| Low-Income | 6 | - | - | - | - | - | - | 6 | - | - | - | - | - | - | 22257 | 99 | 3 | 51 | 32 | 13 | 79.4 |
| African American/Black | 2 | - | - | - | - | - | - | 2 | - | - | - | - | - | - | 6412 | 99 | 4 | 52 | 32 | 13 | 79.7 |
| Asian | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3162 | 100 | 19 | 58 | 17 | 5 | 90.5 |
| Hispanic/ Latino | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 9403 | 99 | 3 | 45 | 35 | 17 | 75.2 |
| Native <br> American | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - |  | 235 | 100 | 6 | 63 | 24 | 8 | 86.2 |
| White | 27 | 100 | 7 | 81 | 11 | 0 | 96.3 | 27 | 100 | 7 | 81 | 11 | 0 | 96.3 | 54024 | 100 | 15 | 68 | 14 | 4 | 93.1 |
| Other Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 16 | 100 | 13 | 75 | 13 | 0 | 95.3 | 16 | 100 | 13 | 75 | 13 | 0 | 95.3 | 38446 | 100 | 8 | 63 | 21 | 8 | 87.3 |
| Female | 15 | 100 | 0 | 80 | 20 | 0 | 93.3 | 15 | 100 | 0 | 80 | 20 | 0 | 93.3 | 35925 | 100 | 17 | 63 | 15 | 4 | 91.9 |
| Title I | 12 | 100 | 0 | 92 | 8 | 0 | 97.9 | 12 | 100 | 0 | 92 | 8 | 0 | 97.9 | 16025 | 99 | 3 | 51 | 32 | 13 | 79.4 |
| Non-Title I | 19 | 100 | 11 | 68 | 21 | 0 | 92.1 | 19 | 100 | 11 | 68 | 21 | 0 | 92.1 | 58346 | 100 | 15 | 66 | 15 | 4 | 92.3 |
| Non-Low Income | 25 | 100 | 4 | 80 | 16 | 0 | 95.0 | 25 | 100 | 4 | 80 | 16 | 0 | 95.0 | 52114 | 100 | 16 | 68 | 12 | 3 | 93.9 |
| LEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 2477 | 99 | 0 | 17 | 43 | 40 | 54.5 |
| FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1347 | 100 | 3 | 47 | 38 | 11 | 78.5 |
| 1st Yr LEP* | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 498 | 99 | - | - | - | - | - |
| Migrant | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 10 | 100 | 0 | 20 | 30 | 50 | 50.0 |
| Native Hawaiian/ Pacific Islander | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 141 | 100 | 11 | 74 | 13 | 1 | 94.9 |
| Multi-race -NonHispanic/ Latino | 2 | - | - | - | - | - | - | 2 | - | - | - | - | - | - | 994 | 100 | 14 | 61 | 19 | 6 | 89.1 |
| All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007 | 31 | 100 | 6 | 77 | 16 | 0 | 94.4 | 31 | 100 | 6 | 77 | 16 | 0 | 94.4 | 74433 | 100 | 12 | 63 | 18 | 6 | 89.5 |
| 2006 | 33 | 100 | 15 | 73 | 9 | 3 | 93.2 | 33 | 100 | 15 | 73 | 9 | 3 | 93.2 | 76243 | 100 | 12 | 62 | 19 | 7 | 88.3 |



| GRADE LEVEL 8 - MATHEMATICS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | School |  |  |  |  |  |  | District |  |  |  |  |  |  | State |  |  |  |  |  |  |
|  | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. <br> Incl <br> $\#$ | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI |
|  | \# | \% | A | P |  | W |  | \# | \% | A | P | NI | W |  |  | \% | A | P | NI | W |  |
| AYP Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stud. w/ Disab | 5 | - | - | - | - | - | - | 5 | - | - | - | - | - | - | 13120 | 99 | 2 | 8 | 26 | 64 | 43.9 |
| LEP/FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3821 | 99 | 4 | 11 | 24 | 61 | 44.2 |
| Low-Income | 6 | - | - | - | - | - | - | 6 | - | - | - | - | - | - | 22173 | 99 | 5 | 16 | 33 | 45 | 52.9 |
| African American/Black | 2 | - | - | - | - | - | - | 2 | - | - | - | - | - | - | 6397 | 99 | 4 | 15 | 34 | 47 | 50.8 |
| Asian | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3164 | 100 | 34 | 31 | 22 | 14 | 81.7 |
| Hispanic/ Latino | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 9358 | 99 | 4 | 14 | 30 | 52 | 49.0 |
| Native American | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 237 | 100 | 8 | 24 | 38 | 31 | 61.7 |
| White | 27 | 100 | 15 | 41 | 30 | 15 | 78.7 | 27 | 100 | 15 | 41 | 30 | 15 | 78.7 | 53967 | 100 | 20 | 32 | 30 | 18 | 75.6 |
| Other Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 16 | 100 | 19 | 38 | 31 | 13 | 78.1 | 16 | 100 | 19 | 38 | 31 | 13 | 78.1 | 38389 | 100 | 17 | 27 | 29 | 26 | 69.6 |
| Female | 15 | 100 | 7 | 33 | 20 | 40 | 65.0 | 15 | 100 | 7 | 33 | 20 | 40 | 65.0 | 35872 | 100 | 17 | 29 | 31 | 24 | 70.7 |
| Title I | 12 | 100 | 0 | 33 | 42 | 25 | 64.6 | 12 | 100 | 0 | 33 | 42 | 25 | 64.6 | 15984 | 99 | 5 | 17 | 33 | 45 | 52.8 |
| Non-Title I | 19 | 100 | 21 | 37 | 16 | 26 | 76.3 | 19 | 100 | 21 | 137 | 16 | 26 | 76.3 | 58277 | 100 | 21 | 31 | 29 | 19 | 74.9 |
| Non-Low Income | 25 | 100 | 16 | 32 | 28 | 24 | 73.0 | 25 | 100 | 16 | 32 | 28 | 24 | 73.0 | 52088 | 100 | 22 | 33 | 29 | 16 | 77.5 |
| LEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 2490 | 99 | 2 | 8 | 21 | 69 | 39.4 |
| FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1331 | 99 | 7 | 18 | 29 | 46 | 53.1 |
| 1st Yr LEP* | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 515 | 100 | - | - | - | - | - |
| Migrant | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 10 | 100 | 0 | 0 | 40 | 60 | 37.5 |
| Native <br> Hawaiian/ <br> Pacific Islander | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 141 | 99 | 16 | 32 | 30 | 22 | 72.5 |
| Multi-race-NonHispanic/ Latino | 2 | - | - | - | - | - | - | 2 | - | - | - | - | - | - | 997 | 100 | 18 | 26 | 28 | 29 | 67.7 |
| All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007 | 31 | 100 | 13 | 35 | 26 | 26 | 71.8 | 31 | 100 | 13 | 35 | 26 | 26 | 71.8 | 74319 | 100 | 17 | 28 | 30 | 25 | 70.2 |
| 2006 | 32 | 100 | 6 | 28 | 47 | 19 | 67.2 | 32 | 100 | 6 | 28 | 47 | 19 | 67.2 | 76276 | 100 | 12 | 28 | 31 | 29 | 66.3 |



| GRADE LEVEL 8 - SCI ENCE AND TECHNOLOGY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | School |  |  |  |  |  |  | District |  |  |  |  |  |  | State |  |  |  |  |  |  |
|  | Stud. <br> Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ |  | of S |  |  | CPI |
|  | \# | \% | A | P | NI |  |  | \# | \% |  | P | NI | W |  | \# | \% |  | P | NI | W |  |
| AYP Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stud. w/ Disab | 5 | - | - | - - | - | - | - | 5 | - | - | - | - | - | - | 13087 | 99 |  | 7 | 36 | 56 | 46.0 |
| LEP/FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3811 | 99 | 0 | 5 | 26 | 68 | 37.7 |
| Low-Income | 6 | - | - | - | - | - | - | 6 | - | - | - | - | - | - | 22138 | 99 | 0 | 11 | 42 | 46 | 48.2 |
| African <br> American/Black | 2 | - | - | - | - | - | - | 2 | - | - | - | - | - | - | 6396 | 99 | 0 | 8 | 42 | 50 | 45.3 |
| Asian | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3161 | 99 | 7 | 36 | 38 | 20 | 71.1 |
| Hispanic/ Latino | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 9333 | 99 | 0 | 7 | 37 | 55 | 43.3 |
| Native American | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 237 | 100 | 0 | 20 | 46 | 34 | 57.4 |
| White | 27 | 100 | 7 | 37) | 44 | 11 | 75.9 | 27 | 100 | 7 | 37 | 44 | 11 | 75.9 | 53935 | 100 | 3 | 36 | 45 | 15 | 72.0 |
| Other Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 16 | 100 | 13 | 50 | 25 | 13 | 79.7 | 16 | 100 | 13 | 50 | 25 | 13 | 79.7 | 38336 | 99 | 3 | 32 | 42 | 23 | 68.0 |
| Female | 15 | 100 | 0 | 13 | 67 | 20 | 60.0 | 15 | 100 | 0 | 13 | 67 | 20 | 60.0 | 35862 | 100 | 2 | 27 | 46 | 25 | 63.8 |
| Title I | 12 | 100 | 0 | 42 | 58 | 0 | 75.0 | 12 | 100 | 0 | 42 | 58 | 0 | 75.0 | 15964 | 99 | 1 | 10 | 42 | 48 | 47.2 |
| Non-Title I | 19 | 100 | 11 | 26 | 37 | 26 | 67.1 | 19 | 100 | 11 | 26 | 37 | 26 | 67.1 | 58234 | 100 | 4 | 35 | 44 | 17 | 71.1 |
| Non-Low Income | 25 | 100 | 8 | 32 | 44 | 16 | 71.0 | 25 | 100 | 8 | 32 | 44 | 16 | 71.0 | 52060 | 100 | 4 | 38 | 44 | 14 | 73.5 |
| LEP | 0 | - | - | - - | - | - | - | 0 | - | - | - | - | - | - | 2482 | 99 | 0 | 3 | 20 | 77 | 33.3 |
| FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1329 | 99 | 1 | 10 | 39 | 51 | 45.8 |
| 1st Yr LEP* | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 516 | 100 | - | - | - | - | - |
| Migrant | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 10 | 100 | 0 | 10 | 20 | 70 | 32.5 |
| Native <br> Hawaiian/ Pacific Islander | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 141 | 99 | 1 | 23 | 59 | 17 | 66.0 |
| Multi-race-NonHispanic/ Latino | 2 | - | - | - | - | - | - | 2 | - | - | - | - | - | - | 995 | 100 | 5 | 27 | 42 | 26 | 64.4 |
| All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007 | 31 | 100 | 6 | 32 | 45 | 16 | 70.2 | 31 | 100 | 6 | 32 | 45 | 16 | 70.2 | 74257 | 99 | 3 | 30 | 44 | 24 | 65.9 |
| 2006 | 32 | 100 | 3 | 38 | 41 | 19 | 71.9 | 32 | 100 | 3 | 38 | 41 | 19 | 71.9 | 76234 | 100 | 4 | 28 | 43 | 25 | 65.6 |



| GRADE LEVEL 10 - ENGLI SH LANGUAGE ARTS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | School |  |  |  |  |  |  | District |  |  |  |  |  |  | State |  |  |  |  |  |  |
|  | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | AYP | $\%$ of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI |
|  | \# | \% | A | P | NI | F |  | \# | \% | A | P | NI |  |  | \# | \% | A | P | NI | F |  |
| AYP Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stud. w/ Disab | 8 | - | - | - | - | - | - | 8 | - | - | - | - | - | - | 11465 | 98 | 2 | 28 | 47 | 23 | 68.6 |
| LEP/FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3502 | 99 | 2 | 20 | 47 | 31 | 58.8 |
| Low-Income | 12 | 100 | 25 | 58 | 17 | 0 | 95.8 | 12 | 100 | 25 | 58 | 17 | 0 | 95.8 | 18294 | 99 | 7 | 41 | 40 | 13 | 76.9 |
| African American/Black | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 6053 | 99 | 6 | 40 | 41 | 12 | 76.8 |
| Asian | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3297 | 100 | 31 | 43 | 21 | 5 | 89.5 |
| Hispanic/ Latino | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 8494 | 99 | 6 | 37 | 41 | 16 | 73.5 |
| Native American | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 187 | 99 | 13 | 49 | 32 | 6 | 84.8 |
| White | 30 | 100 | 20 | 63 | 17 | 0 | 95.0 | 30 | 100 | 20 | 63 | 17 | 0 | 95.0 | 53315 | 100 | 25 | 52 | 19 | 3 | 91.5 |
| Other Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 18 | 100 | 17 | 67 | 17 | 0 | 95.8 | 18 | 100 | 17 | 67 | 17 | 0 | 95.8 | 36768 | 99 | 16 | 50 | 27 | 7 | 85.8 |
| Female | 12 | 100 | 25 | 58 | 17 | 0 | 93.8 | 12 | 100 | 25 | 58 | 17 | 0 | 93.8 | 35596 | 99 | 28 | 48 | 20 | 4 | 90.3 |
| Title I | 11 | 100 | 0 | 64 | 36 | 0 | 88.6 | 11 | 100 | 0 | 64 | 36 | 0 | 88.6 | 9596 | 99 | 5 | 39 | 43 | 13 | 75.4 |
| Non-Title I | 19 | 100 | 32 | 63 | 5 | 0 | 98.7 | 19 | 100 | 32 | 63 | 5 | 0 | 98.7 | 62768 | 99 | 24 | 50 | 21 | 5 | 89.9 |
| Non-Low Income | 18 | 100 | 17 | 67 | 17 | 0 | 94.4 | 18 | 100 | 17 | 67 | 17 | 0 | 94.4 | 54070 | 100 | 27 | 51 | 18 | 3 | 91.7 |
| LEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 2258 | 98 | 1 | 12 | 46 | 42 | 50.5 |
| FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1244 | 99 | 5 | 34 | 49 | 12 | 73.8 |
| 1st Yr LEP* | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 455 | 96 | - | - | - | - | - |
| Migrant | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1 | - | - | - | - | - | - |
| Native <br> Hawaiian/ <br> Pacific Islander | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 118 | 99 | 19 | 47 | 20 | 14 | 83.9 |
| Multi-race-NonHispanic/ Latino | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 900 | 99 | 24 | 46 | 24 | 5 | 88.5 |
| All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007 | 30 | 100 | 20 | 63 | 17 | 0 | 95.0 | 30 | 100 | 20 | 63 | 17 | 0 | 95.0 | 72471 | 99 | 22 | 49 | 24 | 6 | 87.9 |
| 2006 | 34 | 100 | 12 | 74 | 15 | 0 | 95.6 | 34 | 100 | 12 | 74 | 15 |  | 95.6 | 73351 | 99 | 16 | 53 | 24 | 7 | 86.8 |



| GRADE LEVEL 10 - MATHEMATI CS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Group | School |  |  |  |  |  |  | District |  |  |  |  |  |  | State |  |  |  |  |  |  |
|  | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | $\%$ of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{gathered} \text { AYP } \\ \text { Part** } \end{gathered}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI | Stud. Incl | $\begin{array}{\|c\|} \hline \text { AYP } \\ \text { Part** } \end{array}$ | \% of Stud. at Each Perf Lvl |  |  |  | CPI |
|  | \# | \% | A | P | NI |  |  | \# | \% | A | P | NI | F |  | \# | \% | A | P | NI | F |  |
| AYP Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stud. w/ Disab | 8 | - | - | - | - | - |  | 8 | - | - | - | - | - | - | 11241 | 98 | 9 | 22 | 37 | 32 | 63.9 |
| LEP/FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3422 | 98 | 16 | 18 | 34 | 32 | 62.6 |
| Low-Income | 12 | 100 | 58 | 25 | 8 | 8 | 91.7 | 12 | 100 | 58 | 25 | 8 | 8 | 91.7 | 17910 | 98 | 21 | 26 | 33 | 19 | 72.9 |
| African American/Black | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 5945 | 98 | 19 | 26 | 35 | 20 | 71.5 |
| Asian | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 3258 | 99 | 64 | 18 | 13 | 5 | 91.9 |
| Hispanic/ Latino | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 8279 | 98 | 18 | 24 | 34 | 24 | 68.9 |
| Native American | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 183 | 96 | 32 | 22 | 33 | 12 | 77.9 |
| White | 30 | 100 | 60 | 23 | 13 | 3 | 93.3 | 30 | 100 | 60 | 23 | 13 | 3 | 93.3 | 52917 | 99 | 46 | 29 | 19 | 6 | 88.8 |
| Other Subgroups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Male | 18 | 100 | 61 | 22 | 11 | 6 | 93.1 | 18 | 100 | 61 | 122 | 11 | 6 | 93.1 | 36328 | 99 | 42 | 27 | 21 | 10 | 84.6 |
| Female | 12 | 100 | 58 | 25 | 17 | 0 | 93.8 | 12 | 100 | 58 | 825 | 17 | 0 | 93.8 | 35272 | 99 | 42 | 28 | 22 | 8 | 85.6 |
| Title I | 11 | 100 | 36 | 36 | 18 | 9 | 86.4 | 11 | 100 | 36 | [ 36 | 18 | 9 | 86.4 | 9351 | 98 | 20 | 25 | 35 | 20 | 71.8 |
| Non-Title I | 19 | 100 | 74 | 16 | 11 | 0 | 97.4 | 19 | 100 | 74 | 16 | 11 | 0 | 97.4 | 62249 | 99 | 45 | 28 | 20 | 8 | 87.1 |
| Non-Low Income | 18 | 100 | 61 | 22 | 17 | 0 | 94.4 | 18 | 100 | 61 | 122 | 17 | 0 | 94.4 | 53690 | 99 | 48 | 28 | 18 | 6 | 89.1 |
| LEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 2213 | 98 | 11 | 16 | 34 | 39 | 57.0 |
| FLEP | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1209 | 99 | 24 | 23 | 35 | 19 | 72.8 |
| 1st Yr LEP* | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 462 | 99 | - | - | - | - | - |
| Migrant | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 1 | - | - | - | - | - | - |
| Native <br> Hawaiian/ Pacific Islander | 0 | - | - | - | - | - | - | 0 | - | - | - | - | - | - | 116 | 99 | 33 | 28 | 23 | 16 | 81.9 |
| Multi-race-NonHispanic/ Latino | 0 | - | - | - | - | - | - | 0 | - | - | - |  |  | - | 902 | 99 | 39 | 28 | 23 | 10 | 84.0 |
| All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2007 | 30 | 100 | 60 | 23 | 13 | 3 | 93.3 | 30 | 100 | 60 | 23 | 13 | 3 | 93.3 | 71692 | 99 | 42 | 27 | 22 | 9 | 85.0 |
| 2006 | 34 | 100 | 41 | 26 | 29 | 3 | 87.5 | 34 | 100 | 41 | 126 | 29 | 3 | 87.5 | 72738 | 99 | 40 | 27 | 21 | 12 | 83.2 |



## About the Data

## Student Groups (as of October 1, 2007)

## African American or Black

A person having origins in any of the black racial groups of Africa.
Asian
A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

## Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Native American
A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Native Hawaiian or Other Pacific Islander
A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Multi-race, Non-Hispanic
A person selecting more than one racial category and non-Hispanic.
White
A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## Limited English Proficient (LEP)

A student whose first language is a language other than English who is unable to perform ordinary classroom work in English

## Low Income

An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

## Special Education

A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.
First Language Not English
A student whose first language learned or used by the parent/ guardian with the child is not English.

## Migrant

An indication of whether an individual or a parent/ guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

## Formerly Limited English Proficient

A student who has transitioned out of LEP status during the current school year or within the past two school years.
Title I
Student receives Title I services.

## Educator Information (as of October 1, 2007)

Percent of teachers licensed in the area in which they are teaching
The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. (Charter schools are not required to hire licensed teachers.)
Percentage of core academic classes taught by highly-qualified teachers The percentage of core academic classes taught by highly-qualified teachers (defined as teachers holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. For more information on the definition and requirements of highlyqualified teachers, please see http:// www.doe.mass.edu/nclb/ hq/ hq memo.html. Self-contained classroom courses have been weighted to reflect the core academic courses within them.

## High-Poverty Schools

Schools in the bottom quartile statewide by low-income percentage.

## Low-Poverty Schools

Schools in the top quartile statewide by low-income percentage.

## MCAS Data (Spring 2007 Results)

```
Above Proficient (P+)|(Grade 3)
Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.
Advanced (A)| (Grades 4-8, 10)
Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide
sophisticated solutions to complex problems.
Proficient (P)| (Grades 3-8,10)
Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement (NI) | (Grades 3-8, 10)
Students demonstrate a partial understanding of subject matter and solve some simple problems.
Warning/ Failing (W/F)|(Grades 3-8, 10)
Students demonstrate a minimal understanding of subject matter and do not solve simple problems.
```

Notes:

* The results of LEP students enrolled in U.S. schools for the first time are not included in MCAS results; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).
** AYP Participation rates show the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. See the School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports posted at http://www.doe.mass.edu/sda/ayp/2007 for details.


## Accountability Data (2007)

## Adequate Yearly Progress

[^0]
## Accountability Status Labels

No Status - No Accountability Status
II1-S - Identified for Improvement Year 1 - Subgroups
II1-A - Identified for Improvement Year 1
II2-S - Identified for Improvement Year 2 - Subgroups
II2-A - Identified for Improvement Year 2
CA-S - Identified for Corrective Action - Subgroups
CA-A - Identified for Corrective Action
RST1-S - Identified for Restructuring Year 1 - Subgroups
RST1-A - Identified for Restructuring Year 1
RST2-A - Identified for Restructuring Year 2
UR - Status Under Review

## For More Information

Information for Parents on NCLB Requirements
http://www.doe.mass.edu/nclb/parents.html
Department of Elementary and Secondary Education Home Page
http://www.doe.mass.edu/

Detailed Profile of this School or District<br>http://profiles.doe.mass.edu/?orgcode=04130505


[^0]:    As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts/reading (ELA) and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those performance goals. For more information on AYP, please see http://www.doe.mass.edu/sda/ayp/.

