

Annual Report

August 1, 2011

Four Rivers Charter Public School

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I. Introductory Description of the School

Four Rivers Charter Public School is located at 248 Colrain Road in Greenfield, MA. The school is sited on a former dairy farm, and is next door to Greenfield Community College.

The 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 7th and 8th, and added 9th, 10th, 11th and 12th in successive years, attaining full enrollment of 192 in September, 2007. The school's charter was renewed in 2008 for another five years. Also in 2008 the school applied for and received an amendment to the charter, increasing the enrollment cap to 212. The school ended the 2010-11 academic year with 201 enrolled students, and graduated its fourth senior class on June 4, 2011.

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 Valley Regional, and Ralph C. Mahar Regional. With Greenfield as its county seat, Franklin County is the most rural area of the Commonwealth, with an estimated population in 2007 of 71,602 within 724 square miles. This results in less than 100 people per square mile, compared to 796 per square mile for the state. The 26 municipalities of Franklin County range in size from the Town of Greenfield, population 17,706 in 2007, to the town of Monroe with a population of 96 for the same year. The county is 77% forested.

The population of Franklin County is 95.5% white (86.5% for Massachusetts); 1.1% black (6.9% in MA.); 0.3% American Indian or Alaska Native (same as MA.); 1.5% Asian (4.9% for MA); multi-racial 1.5% (same as MA); and Hispanic or Latino 2.5% (7.9% in MA). Only 6.2% speak a language other than English at home (18.7% in MA); 29.1% earned a Bachelor's degree or higher (33.2% in MA). Households below the poverty level were 9.2% in 2004 (9.9% for MA).

The following are key personnel and may be contacted for further information. Peter Garbus is Principal and Head of School; 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.

Letter from Board of Trustee's Chair

Mitchell D. Chester, Ed.D.
Massachusetts Department of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Commissioner Chester:

I am pleased to report that the conclusion of our eighth year of operation has seen continued growth and development of Four Rivers Charter Public School. A strong, vibrant curriculum remains in place with clear standards that are guided by the Massachusetts Frameworks, the Expeditionary Learning model and the school's themes of nature, technology and community.

One of the most striking qualities of Four Rivers' is its capacity for self reflection and corollary desire to make the school the best that it can be. This led our Principal and High School Math department to embark this year on an intensive study of our math curriculum, and how it could be improved. They have now created a plan that embraces both conceptual understanding and procedural proficiency as overarching goals, and have adopted guidelines and resources to achieve these goals.

Our faculty remains deeply committed to the students, to our school community and to the quality of the education they provide. As individuals and as a group they are remarkably energetic, enthusiastic and skilled at teaching our students. They have substantially contributed to Four Rivers' strong enrollment, to its well deserved reputation of providing students with an excellent education, and to our graduates' solid preparation for college success.

Four Rivers is deepening its commitment to working closely with parents. Parents receive information from parent/teacher communications, access to an online academic communication system between their child and his/her teachers, and a monthly newsletter. This year the school implemented a weekly notification bulletin of upcoming events. In addition, the Principal/Head of School began holding monthly meetings with parents in which parents may voice their concerns, and all begin working together on solutions.

The Board of Trustees plays an active role in the school's growth and development. We meet monthly to work together on school governance. We receive reports from our Head of School on the three dimensions of our charter: academic success, organizational viability and faithfulness to our charter. The Treasurer, Secretary and I as Board Chair have all continued in our roles this year. Two Board members left the Board, and we gained a new Trustee. This mix of continuity and growth provides the school with dynamic, diverse and strong governance.

The school continues to develop and deepen partnerships in our area. Older students take courses at Greenfield Community College. Our Principal belongs to the local Public School Principal group. Four Rivers actively seeks out and develops opportunities for our students and staff to engage with our broader community, whether through providing meaningful contributions or learning from the ample resources available to us. We are grateful for our place in this community and look forward to educating more of our area's young people.

Respectfully submitted,

Marie Betts Bartlett, Chair

III. Mission Statement

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 -- guide teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, sustainable 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.

IV. Performance and Plans

Four Rivers Charter Public School - Accountability Plan **2008-2013**

Draft submitted: August 1, 2007

Revised draft approved by Board of Trustees 9/17/08

Approved by DESE Charter Office 9/19/08

FAITHFULNESS TO CHARTER

OBJECTIVE 1: Themes: Nature, Technology, Community

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

Measures

- 1a** All students will complete, at least once each year, individual or group projects that address the essential question in the school's mission: *How do we find the healthy, sustainable 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, visitors to the school, and/or faculty members who do not teach the students whose projects are being evaluated.

Progress toward the goal: *The goal was met.*

All students completed a project in at least one class. Nearly 97% of the projects were of meeting quality.

Examples of projects from this year include:

- In Division III – Contemporary China Op-Ed on Four Rivers' Essential Questions. Student satire using technology and media to identify and respond to community issues.*
- In Division II – 9th grade Farm Documentary expedition; 9th grade Stream Study projects.*
- In Division I – The 7th grade “What is Waste – Where is Away” expedition asked students to research the path their waste takes after leaving the school, and the technology associated with managing it. Students learn about their community during this work, and also invite community members to share their expertise. Seventh graders also read the book “Seedfolks” which demonstrates how a community garden brings a diverse group of people together. The students then did service work at the local community garden and wrote their own version of “Seedfolks.” Eighth graders wrote a book celebrating community members and their varied religious beliefs and practices. They also helped build a cob oven in the school garden, using local materials, and then cooked food in the oven for community gatherings.*

- 1b** All students, as part of their annual portfolio, will reflect on their engagement with the school themes and the essential question in the mission. 90% of the students will meet this criterion in the assessment of their portfolio.

Progress toward the goal: *The goal was not met.*

In Division 1, students reflected on work related to the 3 school themes but the Division does not ask students to reflect on the essential question. In Division 2, four crews out of six completed this reflection. In Division 3, two crews out of five completed this reflection.

OBJECTIVE 2: Character & Community

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

Measures

- 2a** 90% of students will engage in effective goal-setting for personal and academic growth, as documented in advisory records, student-led conferences and portfolio reflections.

Progress toward the goal: *The goal was met with 99% of students engaged in effective goal setting.*

- 2b** An annual survey of parents and students will document that at least 75% of respondents believe the school helps students to grow personally and develop strength of character.

Progress toward the goal: *The goal was met for parents, but not for students, with 99% of parents and 71% of students agreeing or strongly agreeing.*

- 2c** 90% of students will meet their requirements for service to the school and the community, as documented in advisory records and portfolio reflections.

Progress toward the goal: *The goal was not met. Only 83% of students met the service requirement.*

Some examples of successful group service projects include: Over 30 high school students participated in Relay for Life (raising money to fight cancer). The 7th grade again participated in the Green River Clean-up; Community Garden clean-up. 8th grade students served as science buddies for 2nd graders at a local elementary school. One crew did extra chores around the school. Another maintained the school's vegetable garden. Spanish classes shared performances at a local Head Start. Some examples of successful individual service in 11th and 12th grades include: chaperoning the 7th grade bike trip, helping at graduation, and volunteering at a veterinary clinic.

OBJECTIVE 3: College and Post-Secondary Planning

Four Rivers Charter Public School will support students in applying to and entering college or preparing for other post-secondary opportunities for learning or service.

Measures

- 3a** All 12th grade students will develop a post-secondary plan that includes career and education goals.

Progress toward the goal: *The goal was met with 100% of 12th grade students developing a post-secondary plan.*

- 3b** The school will guide all 12th grade students in applying to at least one college.

Progress toward the goal: *The goal was not met.*

Of 25 graduating seniors, 22 applied to at least one college. Three did not apply at any college -- 2 are planning to enter the work force and 1 is taking a gap year before applying to any schools.

- 3c** At least 80% of graduating seniors will matriculate to a college or other post-secondary educational setting of their choice within 15 months after graduation from Four Rivers.

Progress toward the goal: *The goal was met.*

For the class of 2011, 88% have plans to enroll in college within 15 months.

- 3d** In a survey of graduates enrolled in college, at least 80% of those responding will report that they felt well prepared by their education at Four Rivers.

Progress toward the goal: *The goal was met.*

In a December 2010 survey, 90% of alumni responding said they felt well prepared for college.

OBJECTIVE 4: Expeditionary Learning

Four Rivers Charter Public School will implement EL Core Practices to further its mission.

Measures

4a The school will continue to deepen its implementation of Expeditionary Learning Core Practices, as evidenced on the annual implementation review scoring by Expeditionary Learning consultants.

Progress toward the goal: *The goal was met. All scores from the Implementation Review were steady or improved from last year, with the exception of teaching inquiry-based math.*

0 – Not Yet Begun 1 – Beginning 2 – Developing 3 – Implementing 4 – Highly Implementing

| | |
|---|----------------------------------|
| <u>Learning Expeditions</u> | Average School Score: 2.5 |
| 1. Compelling topics and guiding questions | 3 (2)* |
| 2. Products and linked projects | 2 |
| 3. Fieldwork, experts, service | 2 (1) |
| 4. High quality student work | 3 |
| <u>Active Pedagogy</u> | Average School Score: 2.7 |
| 5. Lesson design | 3 |
| 6. Effective instructional practices | 3 |
| 7. Teaching reading across disciplines | 2 |
| 8. Teaching writing across disciplines | 3 (2) |
| 9. Teaching inquiry-based math | 2 (3) |
| 10. Effective assessment practices | 3 (2) |
| <u>School Culture and Character</u> | Average School Score: 3.3 |
| 11. Culture and character in the classroom | 3 |
| 12. Culture and character school wide | 3 |
| 13. Building and sustaining a professional learning community | 4 (3) |
| <u>Leadership and School Improvement</u> | Average School Score: 3.0 |
| 14. Leadership and school improvement | 3 |
| <u>Structures</u> | Average School Score: 3.0 |
| 15. School Structures | 3 |
| 16. Effective Grading and Reporting Structures | 3 (2) |
| * scores in parentheses indicate 2009-10 results | |

Overview from the EL Implementation Review

Overall, Four Rivers’ implementation of the EL design is at a 3, an implementing level. This means you are implementing all of the lettered benchmarks, with many at a high level of quality. This marks a significant increase from last year’s scores, indicating that teachers feel more confident in their practice of the Expeditionary Learning design.

Progress over time

| | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Learning Expeditions | 2.33 | 2.0 | 2.17 | 2.0 | 2.75 | 2.0 | 2.5 |
| Active Pedagogy | 2.4 | 2.6 | 2.4 | 2.6 | 2.33 | 2.75 | 2.7 |
| Culture and Character | 2.67 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.3 |
| Leadership/School Improvement | 2.0 | 2.5 | 2.5 | 3.0 | 2.0 | 3.0 | 3.0 |
| Structures | | | | | 2.5 | 2.5 | 3.0 |

4b For Core Practices identified by the school as high priority in its annual professional development work plan, the school will meet 90% of its designated measures of success.

Progress toward the goal: *The goal was met.*

From the EL Implementation Review:

Our work plan goals this year focused on assessment for learning. Accordingly, scores moved from a 2 to a 3 in using *Effective assessment practices*. 87% of the teachers thought their *lesson designs were consistently aligned with supporting and/or daily learning targets*, and that these targets *promoted rigor in student meeting or exceeding standards*. However, only 33 % had students *tracking their level of proficiency towards meeting the targets*, and 53% thought *assessment for learning practices increased student motivation*. 46% indicated they *used assessment information to refine curriculum and guide instruction*.

OBJECTIVE 5: Dissemination

Four Rivers Charter Public School will identify and disseminate best practices of its faculty and staff, including those representative of exemplary Expeditionary Learning Core Practices.

Measures

- 5a** The school will identify and disseminate practices and products expressive of high quality Expeditionary Learning Core Practices and other exemplary Four Rivers practices to other schools and communities annually.

Progress toward the goal: The goal was met.

Two staff presented at this year's Expeditionary Learning National Conference in Portland, OR, in March 2011. Science teacher, Laura Stamas, presented a 9th grade Water Study project she did in collaboration with a teacher from the Springfield Renaissance School, and Principal Peter Garbus presented on using decision-making pathways to create transparent lines of communication. The school also hosted visits throughout the year from university classes and from area educators.

- 5b** The school will, within its second term, offer models for replication and best practices to other public schools in Franklin County.

Progress toward the goal: The goal was partially met.

We continue to host individuals and groups from area schools and university programs who want to see an Expeditionary Learning school in action. The Principal continues to meet informally and formally with other principals in Franklin County. There are not yet any specific programs for direct collaboration or partnership among the schools.

Implementation of mission, vision, and educational philosophy:

Nearly every data point in this report provides relevant evidence of how the school is faithful to the mission, vision, and educational philosophy defined in the charter application and any subsequent approved amendments. Our effort here is to describe as best as possible what might not have been described explicitly in other sections.

The school mission set our course to educate young people for lives of learning and service. In its charter application, the school identified the following purposes:

1. *Academic:* To provide a solid preparation in the core academic disciplines so that students are prepared for college, work or other post-secondary opportunities and that they perform successfully on MCAS and other assessments; to foster clear, enlivened thinking, in which questions are embraced with openness and wonder, answers are sought with rigor and respect for truth, and collaboration with others is encouraged; and to develop the skills and attitudes for lifelong learning.
2. *Character:* To help students recognize their own "genius," the particular strengths they bring; to develop abilities to work and play cooperatively with others; to awaken students to their moral compass by emphasizing the virtues of courage, respect, responsibility and compassion; and to train students in the process of making healthy choices.
3. *Themes:* To engage deeply and creatively in study and fieldwork involving the school's three themes of nature, technology and community, as they appear within our immediate community and more widely in our culture; and to develop projects or proposals demonstrating balanced and sustainable interworking of these themes.
4. *Service to the Franklin County community:* To provide an educational alternative to students of Franklin County and their families; as part of the school's program to seek opportunities for service to and participation in the community life, businesses and natural resources of the county; and with time to provide educational programs and models that may be of help to other schools and individuals in the area.

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

1. *Expect 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. *Learn 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. *Explore 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. *Build 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.

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 Core Practices describe Expeditionary Learning in action:

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.

In sum, the school's mission is to educate students for lives of learning and service with an emphasis on technology, nature, and the community, Expeditionary Learning is the school's guiding pedagogical model, and the school has met most of the faithfulness to charter measures contained in its accountability plan.

Implementation of the Governance/Leadership structure

The Board's current governance structure and the school's leadership structure are both in line with the intentions of the original charter and subsequent approved amendments. The Board's committees have been functioning as designed, though the Development Committee is not as active as hoped and the Accountability Committee has slowly established its rhythm. As for the Leadership Structure, the combined Principal/Head of School role started two years ago has been working well. Additional administrative positions created for College Counselor/Academic Support Director this past year and Special Education Director with other assigned responsibilities created for next year give the school a full complement of leadership.

ACADEMIC PROGRAM SUCCESS

OBJECTIVE 6: English Language Arts

Students at Four Rivers Charter Public School will be able to read with strong comprehension, analysis and interpretation, and write with clarity and skill for different purposes and audiences.

Measures

- 6a** MCAS: 75% of students who have attended Four Rivers Charter Public School (FRCPS) for at least two years will attain Proficiency on the English Language Arts MCAS in the 10th grade, and at least 90% will pass in 10th grade.

Progress toward the goal: *The goal was met.*

Based on Spring 2010 results, 97% of all 10th graders performed at proficient level or above and 100% passed.

- 6b** MCAS: 65% of students will attain Proficiency on the 8th grade ELA MCAS, and at least 90% will pass.

Progress toward the goal: *The goal was met.*

Based on Spring 2010 results, 80% of 8th graders performed at the proficient level or above and 100% passed.

- 6c** MCAS: Students in grade 8 and 10 will achieve results on the 8th and 10th grade ELA MCAS at or above the average of the Franklin County schools from which these students were drawn. (Note: average scores of the sending schools will be calculated as weighted mean.)

Progress toward the goal: *The goal was met.*

Four Rivers 10th grade students attained proficiency in ELA MCAS at a rate 31% above the average scored by sending districts. Students in 8th taking the ELA MCAS attained proficiency 17% above the average scored by sending districts.

- 6d** Adequate Yearly Progress: The school will meet its annual targets in English Language Arts in aggregate and in sub groups.

Progress toward the goal: *The goal was met.*

6e Progress Reports: 90% of all students will pass all standards in English at the end of the year.

Progress toward the goal: *The goal was met.*

Teachers report that 91% of their students passed all standards in English by the end of the year. After summer tutoring and make-up work is completed it is anticipated that 99% of students will have met the goal.

OBJECTIVE 7: Math

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

Measures

7a MCAS: 65% of students who have attended FRCPS for at least two years will attain Proficiency on the Math MCAS in the 10th grade, and at least 90% will pass in 10th grade.

Progress toward the goal: *The goal was met.*

Based on Spring 2010 results, 86% of all 10th graders performed at proficient level or above and 100% passed.

7b MCAS: 60% of students will attain Proficiency on the Math MCAS in the 8th grade, and at least 90% will pass.

Progress toward the goal: *The goal was not met.*

Based on Spring 2010 results, 43% of 8th graders performed at proficient or above and 80% passed.

7c MCAS: Students in grades 8 and 10 will achieve results on the 8th and 10th grade Math MCAS at or above the average scores of the Franklin County schools from which these students were drawn.

Progress toward the goal: *The goal was met.*

Four Rivers 8th grade students attained proficiency at a rate 8% above the average scored by sending districts. Students in 10th attained proficiency at a rate 20% above the average scored by sending districts.

7d Adequate Yearly Progress: The school will meet its annual targets in Math in aggregate and in sub groups.

Progress toward the goal: *The goal was not met in the aggregate or in sub groups.*

7e Progress Reports: 90% of all students will pass all standards in Math at the end of the year.

Progress toward the goal: *The goal was not met.*

Teachers report that 75% of students passed all Math standards at the end of the school year. It is anticipated that 96% will pass all Math standards once summer make-up work is completed.

OBJECTIVE 8: 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.

Measures

8a MCAS: Students in grades 8 and 10 will achieve results on the 8th and 10th grade Science MCAS at or above the average scores of the Franklin County schools from which these students were drawn.

Progress toward the goal: *The goal was met.*

Based on Spring 2010 results, students in 8th grade attained proficiency at a rate 19% above the average scored by their sending districts. Students in 10th grade attained proficiency 38% above the average scored by their sending districts.

8b Research: 95% of students will successfully complete a Science research project related to the school themes annually.

Progress toward the goal: *The goal was met.*

From teachers reporting, 99.5% of students completed a science research project related to the school themes. Examples of especially strong research projects include: all grade 9 students did 2 projects - stream study experiments which involved researching factors that affect water quality, and agriculture research projects; students in grade 10 conducted research on mutagenic properties of substances in our environment.

8c Progress Reports: 90% of all students will pass all standards in Science at the end of the year.

Progress toward the goal: *The goal was met.*

Science teachers report that 92% of students met all Science standards at the end of the year.

OBJECTIVE 9: Social Studies/History

Students at Four Rivers Charter Public School will be able to apply historical insights and research skills to better understand United States and world history.

Measures

9a MCAS: Students who have attended FRCPS for at least two years will achieve results on the 10th or 11th grade Social Studies/History MCAS at or above the average scores of the Franklin County schools from which these students were drawn.

Progress toward the goal: *The Social Studies/MCAS was discontinued by the Commonwealth due to budget constraints.*

9b Research: 95% of students will successfully complete a Social Studies/History research project related to the school's themes annually.

Progress toward the goal: *The goal was met in all grades except 10th.*

Social Studies teachers in all of the other grades report 98% of students successfully completed a Social Studies/History research project related to the school's themes.

9c Progress Reports: 90% of all students will pass all standards in Social Studies/History at the end of the year.

Progress toward the goal: *This goal was met.*

Social Studies teachers report that 93% of students passed all standards in Social Studies/History at the end of the year.

RESULTS FROM MCAS

(i) Proficiency

| | ELA Proficiency (State) | MATH Proficiency (State) | SCIENCE Proficiency (State) |
|------------------------|-------------------------|--------------------------|-----------------------------|
| 10 th Grade | 97 (78) | 86 (75) | 96 (65) |
| 8 th Grade | 80 (78) | 43 (51) | 49 (40) |
| 7 th Grade | 78 (78) | 47 (53) | |

Proficiency Rates Compared To Sending Districts

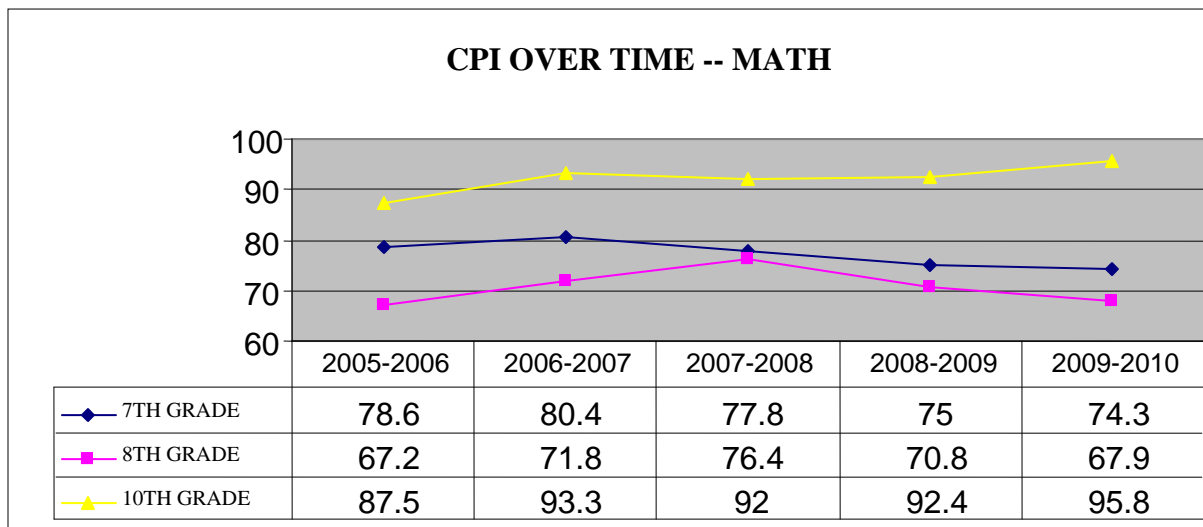
| | Difference | FOUR RIVERS Proficiency | Sending Districts Proficiency |
|--------------------|------------|-------------------------|-------------------------------|
| English - Grade 7 | 11 | 78 | 67 |
| English - Grade 8 | 17 | 80 | 63 |
| English - Grade 10 | 31 | 97 | 66 |
| Math - Grade 7 | 6 | 47 | 41 |
| Math - Grade 8 | 8 | 43 | 35 |
| Math - Grade 10 | 20 | 86 | 66 |
| Science - Grade 8 | 19 | 49 | 30 |
| Biology - Grade 12 | 38 | 97 | 59 |

(ii) Student Growth: While our achievement exceeds our sending districts, we did not show the same growth.

| | FOUR RIVERS Median Student Growth Percentile | Sending Districts Weighted Average Student Growth Percentile | FOUR RIVERS Minus Weighted Average of Sending Districts |
|--------------------|--|--|---|
| English - Grade 7 | 35.0 | 46.9 | -11.9 |
| English - Grade 8 | 30.0 | 40.2 | -10.2 |
| English - Grade 10 | 59.0 | 40.4 | 18.6 |
| Math - Grade 7 | 41.0 | 54.5 | -13.5 |
| Math - Grade 8 | 30.0 | 31.2 | -1.2 |
| Math - Grade 10 | 47.0 | 47.3 | -0.3 |

(iii) Adequate Yearly Progress: For two years, the school has not made AYP in Math. While there is no significant achievement gap for ELA (CPI of 95.6 aggregate compared to 93.1), there is a significant gap for Math (CPI of 80.2 aggregate compared to 68.1). For Math, our target CPI is 84.3 and we reached 79.4. While our 10th grade scores clearly exceed the target, our aggregate score has 2 times as many students tested come from our middle school and those scores did not meet the target.

| Adequate Yearly Progress History | | | | | | | | | | NCLB Accountability Status |
|----------------------------------|---------------|------|------|------|------|------|------|------|-----|----------------------------|
| | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | | |
| ELA | Aggregate | - | Yes | Yes | Yes | Yes | Yes | Yes | Yes | No Status |
| | All Subgroups | - | - | - | - | Yes | Yes | Yes | Yes | |
| MATH | Aggregate | - | Yes | No | Yes | Yes | Yes | No | No | Improvement Year 1 |
| | | | | | | Yes | Yes | No | No | |



Other achievement, improvement, or assessment measures

The only other data we track related to academic performance is the percent of students who pass all of their standards and the number of students who earn honors each semester.

Curriculum

The Four Rivers curriculum has been built from the ground up using state frameworks and the recommendations of national subject area organizations to guide us. For the most part, the school did not make significant changes to the curriculum this past year. The description of curriculum elements therefore remains unchanged:

The school's curriculum is organized by subject area, with course standards established in every subject every year. Teachers work through their grade level or division teams to coordinate curriculum for each group of students, while subject area teams have continued building coherent scope and sequence. Subject area teams began drafting program statements to describe and define broad learning targets students will aim towards in each program, work which will continue over this next school year. In addition, we identified school wide learning targets to guide our overall program. These outcomes are the categories for our end of year portfolio reflections.

Taken together, course standards, subject area targets, and school wide targets define the knowledge and skill we expect students to develop through their learning at Four Rivers. Course overviews and developing program statements give a more specific picture of the curriculum.

Academic Program Overview

| 7 th Grade | 8 th Grade | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--------------------------------|----------------------------|---------------------------------|------------------------|-----------------------------------|-------------------------------------|
| Writing and Literature 1 | Writing and Literature 2 | Intro HS Writing and Literature | American Literature | Expository Writing and Literature | Critical Thinking and Communication |
| Ancient Civilizations | Middle Ages to Renaissance | US History 1 | US History 2 | Modern World History | American Civics |
| Math Skills | Pre-Algebra | Algebra 1 | Geometry | Algebra 2 | Calculus or Data |
| Intro to Earth Science and Bio | Intro to Physical Science | Environmental Science | Biology | Chemistry | Physics |
| Spanish 1a | Spanish 1b | Spanish 1 | Spanish 2 | Spanish 3 | Advanced Spanish |

School Wide Learning Targets

At Four Rivers, we have determined our focus targets from the state curriculum frameworks, various reports about what some call twenty first century skills and reports about the skills and qualities most important for success in college. Every course is designed with these in mind and course standards embody them.

FOUR RIVERS GRADUATES CAN:

Inquiry and Investigation

- They can use questions to help shape research.
- They can actively seek out, synthesize and apply new information.
- They can investigate a topic through a variety of sources, ideas and viewpoints.

Critical Thinking and Analysis

- They can extract ideas from a variety of learning experiences (reading, group work, lecture, discussion, hands-on activities) and synthesize them into a new understanding of a topic.
- They can independently understand, assess, synthesize and use information from different sources.
- They can develop a comprehensive understanding of a text, an experiment, a concept or idea by looking at its parts or components

Creative Thinking and Expression

- They can demonstrate respect and appreciation for new perspectives with an open mind and a willingness to adapt their thinking.
- They can learn and apply a variety of means of creative expression to share ideas and information.
- They can use expressive, creative and focused language in their communication that engages a specific audience.

Problem-Solving

- They can design and test solutions to problems.
- They can collaborate effectively with peers as necessary to solve problems and complete tasks.
- They can find multiple ways to solve a problem and can share the strengths and weaknesses of different solutions.

Communication

- They can organize and share knowledge and ideas on a topic through speaking or writing or another means of communication.
- They can explain or demonstrate understanding of something that they learn, using appropriate tools, materials or language.
- They can craft well-organized, articulate, compelling, and focused writing appropriate for a defined purpose and audience.
- They create products with CRAFTSMANSHIP and QUALITY

- They can craft, refine and polish a piece of work until it is of meeting quality.
- They can use feedback on their work to identify areas of strength and weakness and to take action toward improving themselves (as a student, community member or individual).
- They can complete work with consistent care for organization, detail, and accuracy.

They develop ideas about SUSTAINABILITY

How do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community?

- They can explain the concept of sustainability.
- They can generate ideas, original designs and possibly products that address the Four Rivers Essential Question.

They develop strong CHARACTER

- They can take responsibility for completing work on time and with good faith effort.
- They can recognize their role in a community of learners and actively try to help to move the whole group forward.
- They can know how to persevere through something that they struggle with.
- They can have the courage to try new things or to tackle work that has been difficult for me; they are willing to stretch beyond their comfort zone.
- They can have academic integrity: they do their equal share in group work.
- They can respect the opinions of others, even when they disagree.

Instruction

When someone visits Four Rivers, we expect they will see ENGAGED LEARNING in every classroom. They might observe the following evidence of that engagement:

- Eyes and ears focused on the teacher's instructions.
- Groups of students solving problems, asking each other questions, suggesting possible solutions, making decisions, discussing a text etc.
- Looking at documents to build background knowledge.
- Individuals or partners involved in a lab, following careful lab procedures, and thinking like scientists.
- Taking notes on a mini-lesson.
- Whole class discussion, responding to the teacher's questions.
- Constructing knowledge through inquiry as they piece together information or respond to a text or record observations, moving towards statements of understanding.
- Wrestling with new questions or new information or new skills.
- Generating a list of criteria for good quality work.

To achieve this engagement, there are several INSTRUCTIONAL PRACTICES that we have learned together or that are common throughout the school:

LEARNING TARGETS

These define the broad academic standards and the day to day objectives students are working towards. Often they will be written on the board and reviewed by the teacher at the beginning of class. Students should know what skills or knowledge they are learning.

DIFFERENTIATED INSTRUCTION

The goal of differentiating instruction is to enable each student in our classrooms to continually progress and to stretch. To simplify, the basic steps of differentiating instruction include the following:

- Teachers are clear about the essential facts, concepts, principles, and skills that frame their subject -- "What do you want each student to come away with as a result of this activity?"
- Teachers seek information to help them understand each student's point of entry and progress in learning.
- Teachers attempt to match curriculum and instruction to the learner's readiness, interest, or learning profile.

ASSESSMENT FOR LEARNING

These practices emphasize continual formative assessment to help students know their strengths and focus on what they still need to learn. It involves helping students develop a clear vision of the content standards they are responsible for learning, offering effective feedback related to the learning targets, teaching students to self-assess, peer-assess, and set goals for further learning, designing focused practice and revision opportunities, and engaging students in tracking, reflecting on, and sharing their progress.

ACTIVE PEDAGOGY

Teachers structure lessons so that teachers talk less and students talk more; the students do the thinking and the work. Teachers sometimes start a lesson or an investigation with a complex or provocative problem and build skills, vocabulary, and concepts on a “need to know” basis. Teachers sometimes start a lesson or an investigation with an experience to generate curiosity. Lessons incorporate strategies to build curiosity and have a sense of urgency and purpose. During independent work times, teachers actively engage and guide students (e.g., confer with students, pull small invitational groups, etc.).

Some of our teachers have been at the school for years working on these practices. Others have joined us more recently and are at earlier stages of learning them. While there is a range of implementation, we expect that everyone is moving in the same direction.

Classroom and School Environment

The following are policies and structures in place to create a school culture that supports student learning and to further the implementation of the school’s mission:

1. The Dean of Students has primary responsibility for discipline as well as the positive side of school culture in our school, which we work on through our Crew Program, student leadership, community meetings, and community wide events.
2. We continued to work on more consistent interpretation, enforcement, and follow through on school rules and policies.
3. We continued to use our Student and Family Handbook to establish clear principles and expectations for behavior that our students learn and understand.
4. We had a significant decrease in major violations this year. The previous year saw a physical fight, four minor incidents of substance possession and use, and 13 suspensions for drug possession, and we took significant action to address these issues. This year we did not have a single similar incident.

Diverse Learners

Four Rivers has strong Academic Support Services for the diverse learners that come to our school. The following items describe how the school implemented accommodations that address the needs of diverse learners at Four Rivers last year:

1. We worked with 26 students on Individualized Education Plans (IEPs) and 19 students on Section 504 Plans.
2. In addition, approximately 22 students had Student Success Plans overseen by the Academic Support Director and the student’s advisor and teachers.
3. Approximately 24 students used Title I services during the school day, after school and in the summer.
4. With each of these students, we follow state and federal regulations regarding evaluations, meetings to develop plans, implementation of accommodations, and the monitoring and adjustment of those accommodations.
5. A part-time special education director and a .85 School Psychologist led the team of 3 Learning Specialists and 3 Teacher Assistants in providing these services. We also added a half-time Academic Support Director.
6. Regular education teachers and the special education teachers met weekly to review all students on plans to discuss each student’s progress and to clarify or adjust classroom accommodations.
7. The Learning Specialists provide in-class support, direct specialized instruction, and Learning Center support depending on each student’s IEP. Overall, there is the sense that our academic support services have been delivered with professionalism and great care.
8. This past year, the school served its first English Language Learner (ELL) student. His 10th grade teachers received 24 hours of Category 2 Sheltered English Immersion (SEI) training, and the student received 2 hours of ESL instruction each day.

Professional climate

(i) Evaluation and Supervision

The policies that follow define the practices and procedures by which all staff in the school are evaluated. Their purpose is to ensure the quality of teaching and fulfillment of job responsibilities in our school.

PERFORMANCE ASSESSMENT

1. Goal Setting: By October 1, teachers submit 2-4 professional goals for the year ahead. The Principal meets with each teacher to review goals and expected outcomes for the coming year.
2. Performance Data: The Principal observes teachers and gathers data on performance through the following means and may require additional documents, supporting information, or observations to complete an evaluation:
 - a. Teachers submit documents to the Principal, including but not limited to: course overviews, expedition overviews, project assignments and product descriptors.
 - b. The Principal conducts periodic walkthroughs and informal observations.
 - c. The Principal observes teachers new to the school at least 2 times by November 1.
 - d. For teachers with more than 3 years in the school, the Principal conducts at least one formal observation every 2 years.
 - e. For teachers with less than 3 years in the school, the Principal conducts at least one formal observation each year.
 - f. Teachers gather anonymous survey data from students at least once each year. The data is reviewed by the teacher and the Principal.
 - g. Teachers may submit other artifacts or documentation if they wish by March 15.
3. Notice of Concern: When concerns arise regarding a teacher's performance, the Principal discusses the concern with the teacher, discusses relevant expectations, and documents the communication.
4. Improvement Plans: With teachers for whom there are known areas of concern that could lead to non-renewal, the Principal discusses the concern with the teacher, discusses relevant expectations, and documents the communication. The teacher submits an Improvement Plan – approved by the Principal -- by January 1 at the latest.

EVALUATION PROCESS

1. Performance Reviews: By April 1, the Principal completes a performance review for all teachers with less than 3 years in the school. For teachers with more than 3 years in the school, the Principal completes a performance review at least every 2 years.
2. Renewal: The Principal informs all teachers of their renewal status for the following year by the April break. There may be circumstances under which a teacher with no Improvement Plan is not renewed for the following year.
3. Letters of Agreement: Teachers receive letters of agreement for the next year by June 1.

This year, the Principal and teachers agreed to use the Kim Marshall rubrics for teaching as criteria for performance. The Principal also follows Kim Marshall's method of mini-observations to visit all classrooms on a regular basis, followed by brief, informal conversations with teachers about what's going on in their teaching.

(ii) Professional Development

Our overall approach to professional development is to focus on a few practices that we want to learn together, to get trained in those practices, and then to work together throughout the year to implement them. Almost all of our professional development activities happen under our contract with Expeditionary Learning. That contract provided 8 on site consultant days which included classroom observations, one on one coaching, and whole school workshops. The contract also provided over 30 days of off site training on specific EL principles and practices. At the end of the year, the EL consultants who worked with us conducted surveys and a full Implementation Review to describe our progress and possible next steps for our further development.

The following items describe the major professional development activities undertaken this past school year:

1. The school continued to work on two key areas of instructional practice – learning expeditions and active pedagogy. Through our contract with Expeditionary Learning, teachers engaged in monthly workshops, offsite trainings, and ongoing conversation and feedback around these practices. Part of that work involved learning better what these practices look like. The other part was the planning and implementation.

2. The learning expedition work involved designing long term projects that engage students' literacy, numeracy, and thinking skills, that call on them to develop content understanding, and that ask them to produce real products for real audiences whenever possible. To do that takes an enormous amount of planning from teachers.
3. The active pedagogy work was about learning day to day practices that engage students and put them in the role of actively constructing their understanding and developing skills.
4. We also did considerable work this year on Assessment for Learning. After building common understanding of these practices, all teachers committed to take initial or further steps to implement them. Teachers worked on their own and through Peer Coaching Teams.
5. Expectations for instruction are conveyed to teachers by the staff Field Guide and school documents, by the Principal, and by the school's Expeditionary Learning consultants.
6. For students, they come to understand the aims of our instruction through their day to day experience. We continually tell them how we are approaching their learning and they come to do a great deal of thinking about how our school does things.
7. While we expect to see the results of this work show in student achievement and family satisfaction with the program, Expeditionary Learning completes an Implementation Review every year that tracks our progress. According to our latest review, the school is at strong levels of implementation with many EL core practices.

(iii) Collaboration

Four Rivers is a highly collaborative environment. We work together in numerous ways on a daily basis. Some of those structures include the following:

1. Grade level and division level teaching teams coordinate and sometimes integrate curriculum; they also discuss students.
2. Subject Area teams meet periodically to review/refine scope and sequence and overall program goals.
3. Peer Coaching Groups meet in cycles on Wednesdays to advance instructional practices.
4. Leadership Team brings faculty representatives and administration together to work on academic and school culture issues and initiatives.
5. Work Life Committee brings faculty representatives and administration together to work on issues and initiatives related to work life in the school.
6. Whole Faculty works together on building community and consensus towards school wide goals.

(iv) Professional Climate and Staff Retention

Staff at Four Rivers have many avenues for input and agency; through these we maintain a professional climate consistently supported by most of our staff:

1. One hundred percent of respondents (19) agreed or strongly agreed with these three statements:
 - a. "I support the mission of Four Rivers."
 - b. "Teachers have strong voice at Four Rivers."
 - c. "I am satisfied with my job at Four Rivers."
2. Norms for communication and working together are explicit and discussed.
3. Teams and groups continually bring up kudos and concerns.
4. Decision-making pathways define when decisions are full faculty consensus or administrative with input.
5. The Work Life Committee allows collaborative decision-making around what can be contentious issues.

While we needed to hire 5 new teachers for next year, no teachers are leaving because they don't like the school.

Assessment and instructional decision-making

Our teachers used formative assessments in a number of ways this past year. Day to day pre-assessments allow teachers to differentiate lesson plans for the day or week based on which students are ready for which next steps. Students frequently use feedback from teachers and peers to revise work to meet established learning targets. In 7th and 8th grade, ongoing diagnostic work during Mathletics tells teachers what skills students most need to work on. Using several core practices of Expeditionary Learning, teachers continually get qualitative data to guide their day to day work with students.

English, math, and science teachers used quantitative data from the previous year's MCAS to affirm where we have been on track with our instruction and where we might need to make adjustments. In response to those scores, we made minor adjustments to curriculum for science and English and more significant moves for math. We do not currently use any formal system of ongoing benchmark assessments for math or reading, though we

did initiate last year an annual assessment of writing. Our intent is to establish a writers profile for each student based on 6+1 Writing and to monitor each student's progress over their years in the school.

Program evaluation

The school does several things to gather information – both qualitative and quantitative – on the success of our academic program.

1. Every year, the Principal establishes a School Improvement Plan to focus and guide the work of the coming year. Results of one year's program evaluation feed into that planning to ensure that the school addresses its issues and takes initiatives towards continuous improvement.
2. The Leadership Team meets every two weeks to discuss and process any questions and concerns that come up in the day to day life of the school. This group makes continuous assessments of and adjustments to teaching and learning in the school.
3. At the end of the year, surveys were distributed to all families, students, and staff. The results of these surveys get summarized and organized to turn results into actions.
4. In the fall, subject area teams reviewed MCAS results from the previous spring. Item analysis told us which standards we covered well and which might need more attention.
5. For students entering 7th grade, diagnostic assessments were administered in reading and math to identify students that might need extra support through Title I services.
6. At the end of each term, students and families receive clear information through Progress Reports about where students succeeded or struggled in their learning. Grading and report cards are standards-based, along with narrative comments that describe the big picture of how a student is doing. By knowing our students well and by clearly defining the learning targets we're aiming for, we have a great deal of information about student learning in the school.
7. Students complete portfolios each year, reflecting on what they've learned and how they've learned. In passage years (8th, 10th, and 12th), students have to prove their readiness to move on to the next level.
8. Our general assessment practices through Expeditionary Learning are formative. We use these "assessment for learning" practices on a day to day basis to set clear learning targets, assess what students are learning, and then give feedback and adjust instruction to help them learn what they need to learn.
9. Teachers regularly use pre-assessments to get specific data on what students understand in order to better target the instruction different students need to move forward.
10. We continue to make efforts to use the Data Warehouse to better track longitudinal progress of the students who stay in our school.

The most significant program modifications that occurred this past year involved middle school math. In response to lagging MCAS scores, we made changes to the curriculum and we provided extra support to students.

ORGANIZATIONAL VIABILITY

OBJECTIVE 10: Enrollment

Four Rivers Charter Public School will maintain full or nearly full enrollment.

Measures

10a The school will maintain enrollment at or above 97% of its enrollment cap each year.

Progress toward the goal: The goal was met.

The school averaged 205 students enrolled for the year, which rounds to 97% of the 212 enrollment cap.

10b 90% of the students eligible and able to return to Four Rivers Charter Public School will reenroll for the following year.

Progress toward the goal: The goal was met.

Out of 175 students eligible to return at the end of the school year, 161 have re-enrolled -- 92%.

10c Applications each year will exceed the number of places available by at least 25%.

Progress toward the goal: This goal was met.

Four Rivers received 147 applications for 58 openings, a demand ratio of 2.5 (250%).

OBJECTIVE 11: Faculty

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

Measures

- 11a** The school will retain annually 75% of the full-time teachers who have received good or outstanding evaluations and whose circumstances allow them to continue teaching at Four Rivers.

Progress toward the goal: The goal was met.

Out of 17 core teachers, 2 were long-term subs and 1 was promoted to an administrative position, 12 of 14 are returning, 2 of 2 Learning Specialists are returning, and 4 of 4 part-time specials teachers are returning. Teacher retention was 90%.

- 11b** 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 the goal: The goal was met.

With almost 50% of parents responding, 86% agreed or strongly agreed that they are satisfied with the amount of academic challenge in their child's program, 94% agreed or strongly agreed that they are satisfied with the amount of support in their child's program, and 75% agreed or strongly agreed that communication from and with teachers is easy and adequate.

OBJECTIVE 12: 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.

Measures

- 12a** The Board will hold at least 11 monthly meetings each year and maintain membership consistent with the by-laws.

Progress toward the goal: The goal was met.

- 12b** In an annual evaluation of the school leader conducted by the designated committee of the Board, at least 80% of the approved annual goals for the school leader will be met.

Progress toward the goal: The goal was met.

- 12c** The Board will monitor progress in meeting the objectives and measures in the school's Accountability Plan through semi-annual reports from the school leader and will, as needed, call for and track an action plan to improve performance in deficient areas.

Progress toward the goal: The goal was met.

Data relevant to the Accountability Plan was presented throughout the year and the Board was kept up to date through a Principal's Report at each meeting. The Board is currently working to develop a data dashboard that would more clearly track the school's important goals.

- 12d** The Board will develop, implement, and assess a Board Action Plan annually.

Progress toward the goal: The goal was met.

OBJECTIVE 13: Finance

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

Measures

- 13a** Annual expenditures, excluding depreciation, will not exceed annual revenues.

Progress toward the goal: This goal was met as it has been every year.

- 13b** The school will attain a cash reserve equivalent to three months' operating expenses by the end of its second charter term.

Progress toward the goal: *This goal was met. The school attained this goal in the last operating quarter of its first charter term and is maintaining it.*

- 13c** The school will meet the annual fundraising goals established by the Board of Trustees in the annual approved operating budget.

Progress toward the goal: *This goal was met. The school budgeted \$15,000 to be raised from the annual Sustainability Fund in FY 2011. Actual results were \$14,250, but the school was awarded \$15,000 from the Four Rivers Educational Foundation, drawn from past fund results in excess of budgets.*

- 13d** The annual independent audit for Four Rivers Charter Public School will report no significant deficiencies or material weaknesses.

Progress toward the goal: *This goal was met, as it has been every year.*

Policy Decisions

The following are the major policy decisions made by the school's board of trustees this past year:

1. The Finance Committee approved a new Capital Plan that lays out steps ahead to consider adding and paying for additional school facilities.
2. The Board approved the school's Bullying Prevention Plan, along with other revised policies in the Student and Family Handbook.
3. The Board voted to support a primary budgeting goal for FY 2012 of achieving 100% of the average of the salary scales of the six sending districts. The previous goal had been 95%.
4. The Board conducted a retreat focused on Math education.
5. The Board approved a capital plan for next year.
6. The Board approved the school's Corrective Action Plan in response to the DESE Coordinated Program Review and expressed its commitment to see that the actions described get fully implemented.
7. The Board approved the addition of a Faculty Trustee through a proposed amendment to the bylaws.

Amendments to the Charter

No amendments were submitted this year, though the Charter School Office did approve by-law amendments submitted the previous year.

Complaints

The board received one complaint this year; it dealt primarily with the school's Spanish immersion program and communication regarding academic progress. The school's complaint procedure had been amended to allow the chair to respond directly to such a complaint. The board chair investigated and responded to the complaint. No disciplinary actions were taken.

Oversight

The following were steps taken by the board of trustees to assess the performance of the school and school leader this past year:

1. The Board continued to monitor the school's achievement and progress through enrollment figures, finances, the school's test results, and anecdotal evidence of stories and observations from the day to day life of the school.
2. The board established an Accountability Committee with the job of monitoring the school's performance results and making any recommendations about program changes needed to strengthen those results. The Accountability Committee worked this year to further define its function as well as the data points it will monitor. A calendar of reporting was also established.

3. Much of the board's official assessment was tied to the formal evaluation process of the head of school. That evaluation will be completed over the summer based on survey data as well as results from the School Improvement Plan and Principal's goals.
4. The full faculty and staff are invited to offer feedback, as well as Trustees, parents, and students.
5. Students and parents also give regular feedback on the overall school performance.
6. The focus of the board's retreat in April was Math education. This year several steps have been taken to analyze the strengths and weaknesses of the school's math program with the intention of devoting new resources for further improvements.

Board Planning

The Board continued to work on solidifying its normal practices. That includes the monthly work and reporting of committees. As mentioned above, one initiative was to set a calendar of data reporting. Another initiative was to prepare for the current chair finishing her term in September.

Family Satisfaction

The school conducted its annual end of year School Climate Survey of all families, students and staff. These results gave us a great deal of information about where people are satisfied and where they'd like to see improvements. Specific results from these surveys are presented throughout this annual report, as well as below:

| Answer Options | Parents (89 responses) | | | | Students (129 responses) | | | |
|--|------------------------|---------|------------|---------------------|--------------------------|---------|------------|---------------------|
| | % Strongly Agree | % Agree | % Disagree | % Strongly Disagree | % Strongly Agree | % Agree | % Disagree | % Strongly Disagree |
| A. I generally understand the educational approach at Four Rivers. | 37 | 60 | 1 | 0 | 19 | 68 | 7 | 2 |
| B. Academic expectations are clear. | 31 | 57 | 9 | 0 | 19 | 67 | 8 | 4 |
| C. There is sufficient academic challenge in the program. | 26 | 60 | 8 | 2 | 26 | 61 | 5 | 3 |
| D. Progress reports clearly present a student's achievement. | 25 | 55 | 16 | 1 | 15 | 62 | 11 | 4 |
| E. Teachers assign the right amount and kinds of homework. | 15 | 55 | 18 | 1 | 10 | 48 | 22 | 9 |
| F. Teachers offer sufficient academic support and extra help. | 35 | 52 | 4 | 1 | 22 | 60 | 4 | 3 |
| G. Students are held to high academic expectations. | 34 | 56 | 3 | 2 | 36 | 53 | 6 | 2 |
| H. The school creates a positive social and emotional environment. | 51 | 46 | 2 | 0 | 22 | 47 | 14 | 9 |
| I. Behavioral expectations are clear. | 49 | 45 | 4 | 0 | 35 | 59 | 5 | 5 |
| J. The school helps students grow as people and develop their character. | 47 | 49 | 1 | 0 | 23 | 43 | 17 | 9 |
| K. Students are expected to do high quality work. | 42 | 53 | 3 | 1 | 32 | 63 | 2 | 2 |
| L. Every student is known well by at least one teacher in the school. | 58 | 38 | 0 | 0 | 30 | 44 | 11 | 6 |
| Answer Options | Strongly agree | Agree | Disagree | Strongly disagree | Strongly Agree | Agree | Disagree | Strongly Disagree |
| A. The Flash, Currents, and other mailings provide good communication from the school. | 45 | 54 | 0 | 0 | 9 | 40 | 24 | 8 |
| B. Communication with teachers is easy and adequate. | 29 | 38 | 12 | 0 | 16 | 61 | 7 | 5 |
| C. Communication with administration is easy and adequate. | 28 | 63 | 6 | 1 | 14 | 49 | 16 | 6 |
| D. The school has built a strong sense of community among students, staff, and families. | 35 | 51 | 9 | 0 | 26 | 52 | 15 | 5 |
| G. I am satisfied with my child's education at Four Rivers. | 35 | 54 | 4 | 0 | | | | |

Safety

There are several principles that lie at the heart of our school culture. They define the foundations behind our Code of Conduct and our Guidelines for Behavior and Community. We describe these principles as our character virtues:

1. **RESPONSIBILITY**: Students take responsibility for their own behavior; they demonstrate responsibility for learning and they act responsibly as a member of school community.
2. **RESPECT**: Students show respect for self, they act respectfully toward other students and adults, and they treat personal and school property with respect.
3. **COURAGE**: Students act with confidence and good judgment, they are willing to try new or challenging experiences, and they hold to their own best values despite pressure from others.
4. **COMPASSION**: Students demonstrate kindness; they show interest in others' views and experiences and they encourage and help others.
5. **PERSEVERANCE**: Students show effort in pursuit of excellence; they persist in the face of difficulties and they complete their tasks.
6. **INTEGRITY**: Students act in an honest and trustworthy manner; they show commitment to developing strong character values and they set positive examples for the school community.

We have also established clear policies and procedures to prevent, investigate, and intervene around situations involving bullying, harassment, and illegal substances. This year, there were 25 safety related incidents reported and investigated, leading to 10 instances where consequences were warranted. In general, our aim is to make expectations clear, teach our students what they mean, then hold them accountable for living by them. When they don't, there are consequences and there is learning. Our School Psychologist, our Wellness Advocate, and our Advisors all support the growth that happens when students make mistakes and learn from them.

Employee Qualifications

All candidates for employment complete a standard application, giving us the information we need to determine whether they meet applicable state and federal standards. In reviewing that information this year, we determined that the 2 part-time teachers for music did not meet criteria for being Highly Qualified. One of those teachers will be back in his regular assignment – which does not require HQ status – and the other will be pursuing HQ status in the years ahead.

Financial Oversight

The following are items that describe how the school developed a budget this past year:

1. Guided by the school's Director of Operations, the administrative team began budget planning last winter.
2. Following past practices, year-to-date expenditures, program priorities and projected changes were modeled.
3. The Finance Committee of the Board received updates monthly and provided feedback as the process took place.
4. The DESE recommendations regarding expected revenue shortfalls were included in the adopted budget.
5. Historical benchmarking of Four Rivers' faculty salary structures against those of the sending districts were updated and applied to salary schedules for faculty. Administrative and other staff salaries followed the established scales, rechecked against relevant benchmarks, and updated by the Board-approved amounts.
6. Expected improvement in student retention in 11th and 12th grade enrollment suggested a larger but conservative enrollment of 196, an increase of 6, with program and recruitment plans maintained to improve future retention.

Recruitment, Enrollment and Retention Strategies for Prior School Year

1. The school continued its regular practices to attract students this past year.
 - a. Placed ads in local newspapers just prior to information sessions.
 - b. Held 4 information sessions over January and February.
 - c. Encouraged current families to use word of mouth to families they know.

- d. Placed additional ads through the spring and summer to let additional families know about the school who may have moved to the area or missed the original deadlines.
- 2. The school added several efforts to ensure that low income families, Spanish-speaking families, and families of color have access to information about Four Rivers.
 - a. Contacted social service agencies, housing projects, and local religious groups to see if they would allow us to hold outreach sessions to build initial interest. Most did not get back in touch with us.
 - b. Distributed brochures and meeting announcements through the same organizations.
 - c. The Principal addressed the congregation of a local Moldovan church in Greenfield.
 - d. Distributed brochures in Spanish and in Romanian (the language of Moldova) through the same organizations.
 - e. Advertised in one Spanish language publications: El Pueblo Latino, part of the Springfield Republican
- 3. In terms of retention, the school’s District Accommodation Plan describes how the school works to support all learners. This year Four Rivers had its first ELL student; we learned a great deal by working with that student and are now better prepared to support other ELL students.

V. Recruitment and Retention Plan

I. Recruitment Plan

| |
|--|
| A. General Recruitment Activities (undertaken each year which apply to all students) |
| Place ads in local newspapers just prior to information sessions. |
| Hold 4 information sessions over January and February. |
| Encourage current families to use word of mouth to families they know. |
| Place additional ads through the spring and summer to let additional families know about the school who may have moved to the area or missed the original deadlines. |

| | |
|---|---|
| B. Recruitment Plan (Goals and Strategies for <u>each</u> demographic group) | |
| Demographic Group: A. Special education students | <p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. At information sessions, we describe our approach to special education and supporting the learning needs of all students. 2. The Special Education Director takes phone calls and meets with prospective families to discuss our program. |
| Demographic Group: B. Limited English-proficient students | <p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. The Special Education Director or Academic Support Director takes phone calls and meets with prospective families to discuss our program. 2. The school sends brochures – some in Spanish and some in Romanian – to local organizations that serve immigrant families to make sure they know about the school. 3. The school offers outreach meetings to local organizations that serve immigrant families to meet with them first in their own settings. 4. The school places ads in any local publications that serve immigrant families. |
| Demographic Group: C. Students eligible for free | <p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> |

| | |
|--|---|
| lunch | <p>Strategies:</p> <ol style="list-style-type: none"> 1. The school sends brochures to local organizations that serve low income families to make sure they know about the school. 2. The school offers outreach meetings to these local organizations that serve low income families to meet with them first in their own settings. |
| <p>Demographic Group: D. Students eligible for reduced price lunch</p> | <p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. The school sends brochures to local organizations that serve low income families to make sure they know about the school. 2. The school offers outreach meetings to these local organizations that serve low income families to meet with them first in their own settings. |
| <p>Demographic Group: E. Students who are sub-proficient</p> | <p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. At information sessions, we describe our approach to teaching learning and we describe how we support the learning needs of all students. 2. The Academic Support Director takes phone calls and meets with prospective families to discuss our program. |
| <p>Demographic Group: F. Students at risk of dropping out of school</p> | <p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. At information sessions, we describe our approach to teaching learning and we describe how we support the learning needs of all students. 2. The Academic Support Director takes phone calls and meets with prospective families to discuss our program. |
| <p>Demographic Group: G. Students who have dropped out of school</p> | <p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. At information sessions, we describe our approach to teaching learning and we describe how we support the learning needs of all students. 2. The Academic Support Director takes phone calls and meets with prospective families to discuss our program. |

II. Retention Plan

| Overall Student Retention Goal | |
|--|--|
| Annual Goal (percentage): 90% of the students eligible and able to return will re-enroll. | |
| Retention Plans, Goals, Strategies – List goals and strategies for retention activities | |
| Goal A: Students get the support they need to meet high academic expectations. | <p>As long as students are willing to work hard, we can provide them with support and multiple opportunities to succeed.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Review students on a weekly basis. 2. All teachers offer after school extra help. 3. Provide in school Title I support. 4. Provide Title I summer tutoring. 5. Write Student Success Plans for any student who might be struggling. |
| Goal B: Students are known well by at least one adult in the school. | Knowing students well allows us to see their struggles, to understand their obstacles, and to know what they need. |

| | |
|--|---|
| | <p>Strategies:</p> <ol style="list-style-type: none"> 1. Assign each student to an advisor and crew. 2. Provide time for advisors and students to work together on academic and personal skills. 3. Establish procedures that ask students to set goals, assess strengths and challenges, reflect on their progress, and set new goals. |
| Goal C: Students are engaged through active learning and learning expeditions. | <p>We strive to make learning active and relevant so that all students are inspired to learn as much as they can.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Train teachers in the practices of Expeditionary Learning. 2. Provide time and opportunity for teachers to plan. 3. Assess whole school progress and continually improve. |

VI. Dissemination and Sharing of Innovative Practices

Four Rivers hosted a number of visitors from public and private institutions interested in learning more about our school's practices. In addition our faculty visited other schools to share best practices.

- Richard Serby – observing a student teacher
- Jacob Holzberg-Pill from Woolman Hill observing
- Maureen Fagan, Four Rivers physics teacher, visited the Springfield Renaissance School to share best practices
- Principal and Assistant Principal - presentation at local public housing project
- Landmark College group visit and tour
- Presentations of Learning – grades 8, 9 & 11
- Chris Sanborn, teacher from Greenfield Center School, observing classes
- John Anderson, area psychologist, toured school with Principal
- Jeff Reich and colleague, Marathon Venture Academy, Marathon, WI, observing EL practices
- Meryam Vessett, teacher from Perkins School for the Blind, visiting
- Susan Hollins, Greenfield Superintendent, & Donna Woodcock, Principal of Greenfield HS, observing 9th grade I-Search presentations.
- Group from Renaissance Charter School visiting to learn about Crew practices

In addition to hosting these visitors, Four Rivers staff again presented master classes at the Expeditionary Learning National Conference held in Portland, OR, in March:

1. Ninth grade Science teacher, Laura Stamas, presented an expedition done with 9th grade science students at the Springfield Renaissance School.
2. Principal Peter Garbus presented on communication and decision-making structures.

The Principal continued his participation in the Franklin County Principal's group. This year, the group had its first meeting in one of the participating schools, with a formal Consultancy Protocol used to discuss common issues and dilemmas.

VII. Financial Reports

Un-audited FY11 statement of revenues, expenses, and changes in net assets
(income statement):

| | |
|------------------------------|----------------------|
| Operating Income/Expense | |
| Income | |
| Tuition | 2,630,217 |
| Grants - State | 200 |
| Grants - Federal | 145,741 |
| Program Fees | 20,487 |
| Medicaid Reimbursement | 30 |
| Rental Income | 3,880 |
| Other Income | <u>40,440</u> |
| Total Income | 2,840,994 |
| Expense | |
| Pupil Services | 3,892 |
| Advertising/Recruitment | 9,988 |
| Testing & Assessment | 1,303 |
| Short Term Interest | 1,923 |
| Contracted services | 31,813 |
| Fees, Dues, Memberships | 7,004 |
| Fringe Benefits | 158,441 |
| Insurance | 29,728 |
| Maintenance and repairs | 91,774 |
| Miscellaneous | 171 |
| Occupancy | 507,289 |
| Payroll Taxes | 54,809 |
| Postage and Shipping | 7,403 |
| Salaries and Wages | 1,663,998 |
| Prof. Development | 34,554 |
| Supplies and materials | 116,960 |
| Technology | 38,681 |
| Utilities | <u>58,533</u> |
| Total Expense | <u>2,818,262</u> |
| Net Operating Income | 22,732 |
| Non-Operating Income | |
| Revenue from Private Sources | <u>37,409</u> |
| Total Non-Operating Income | 37,409 |
| Non-Operating Expense | |
| Depreciation expense | <u>20,701</u> |
| Total Non-Operating Expense | <u>20,701</u> |
| Net Non-Operating Income | <u>16,708</u> |
| | <u><u>39,441</u></u> |

FY11 statement of net assets (balance sheet):

| | |
|---|----------------|
| ASSETS | |
| Current Assets | |
| Checking/Savings | |
| GSB Green Action | 648,330 |
| Total Checking/Savings | 648,330 |
| Accounts Receivable | |
| Accounts Receivable | 3,150 |
| Total Accounts Receivable | 3,150 |
| Other Current Assets | |
| Prepaid Expenditures | 1,713 |
| Total Other Current Assets | 1,713 |
| Total Current Assets | 653,193 |
| Fixed Assets | |
| Buildings/leasehold improvement | 49,782 |
| Equipment/hardware | 8,675 |
| Vehicles | 20,062 |
| Total Fixed Assets | 78,519 |
| TOTAL ASSETS | 731,712 |
| | |
| LIABILITIES & NET ASSETS | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | |
| Accounts Payable | -25,713 |
| Total Accounts Payable | -25,713 |
| Other Current Liabilities | |
| Short term - Capital lease 450 | 2,334 |
| Short term - Capital Lease 550 | 1,819 |
| Section 125 Flex Savings Held | 5,964 |
| Accrued Payroll | 147,002 |
| Accrued unused vacation salary | 1,545 |
| Deferred Grant Revenue | 102 |
| Held Health Insurance | 11,832 |
| Mass Teachers R. B. | 10,018 |
| Payroll Liabilities | 23 |
| Total Other Current Liabilities | 180,639 |
| Total Current Liabilities | 154,926 |
| Long Term Liabilities | |
| Capital Lease 550 | 2,083 |
| Capital Lease 450 | 3,887 |
| Total Long Term Liabilities | 5,970 |
| Total Liabilities | 160,896 |
| Net Assets | |
| Retained Earnings | 531,377 |
| Net Income | 39,440 |
| Total Net Assets | 570,817 |
| TOTAL LIABILITIES & NET ASSETS | 731,713 |

**FY2012 Operating Budget
Adopted June 13 2011**

FY 2012

Revenues

revenue from state sources

| | |
|---------|-----------|
| Tuition | 2,627,690 |
|---------|-----------|

revenue from Federal Sources

| | |
|---------------|-------|
| Title I grant | 9,000 |
|---------------|-------|

| | |
|------------|--------|
| REAP grant | 28,555 |
|------------|--------|

| | |
|----------------------|--------|
| Mass. SPED 240 Grant | 35,429 |
|----------------------|--------|

| | |
|---------------------------------|-------|
| Title II Part A Teacher Quality | 2,202 |
|---------------------------------|-------|

revenue from local sources

| | |
|---------------------------------|-------|
| Hilltown's Lease of Tech Coord. | 40000 |
|---------------------------------|-------|

| | |
|---------------------|--------|
| Sustainability Fund | 12,000 |
|---------------------|--------|

| | |
|---------------|-----|
| Bank Interest | 545 |
|---------------|-----|

| | |
|------------------------------|-------|
| Rental Income net of expense | 3,500 |
|------------------------------|-------|

| | |
|--------------|-------|
| Program Fees | 4,000 |
|--------------|-------|

| | |
|----------------------|------------------|
| TOTAL REVENUE | 2,762,922 |
|----------------------|------------------|

Expenditures

Salaries

| | |
|---------------------------------------|-----------|
| Salaries- Teaching/Professional Staff | 1,199,546 |
|---------------------------------------|-----------|

| | |
|---------------------------|---------|
| Salaries - Administrative | 433,119 |
|---------------------------|---------|

| | |
|------------------------|--------|
| Salaries - Secretarial | 86,078 |
|------------------------|--------|

| | |
|----------------------|--------|
| Salaries - Custodial | 17,864 |
|----------------------|--------|

| | |
|---------------------------------|------------------|
| <u>Subtotal-Salaries</u> | 1,736,608 |
|---------------------------------|------------------|

| | |
|---|----------------|
| <u>Subtotal- Fringe Benefits and Taxes</u> | 226,448 |
|---|----------------|

Instructional

| | |
|---------------------------|-------|
| Graduation, Alumni Events | 5,500 |
|---------------------------|-------|

| | |
|---------------------------------|--------|
| Professional Development & ELOB | 30,000 |
|---------------------------------|--------|

| | |
|-----------------------------------|--------|
| SPED Outside Contractual Services | 20,000 |
|-----------------------------------|--------|

| | |
|------------------|-------|
| College advising | 4,000 |
|------------------|-------|

| | |
|------------------|--------|
| Internet courses | 10,000 |
|------------------|--------|

| | |
|-----------------------------------|-------|
| Contract Labor- Non-Instructional | 2,000 |
|-----------------------------------|-------|

| | |
|--|------|
| Testing & Assessment , In-house evaluation | 1500 |
|--|------|

| | |
|--|-------|
| Consultants: Professional and Academic | 1,000 |
|--|-------|

| | |
|------------|--------|
| Intensives | 12,000 |
|------------|--------|

| | |
|------------------------|-------|
| Orientation activities | 3,000 |
|------------------------|-------|

| | |
|-------------|--------|
| Expeditions | 13,350 |
|-------------|--------|

| | |
|-----------------------------------|--------|
| Supplies/Materials- Instructional | 21,500 |
|-----------------------------------|--------|

| | |
|-----------------------|-------|
| Art and Clubs expense | 3,050 |
|-----------------------|-------|

| | |
|------------|--------|
| Technology | 15,000 |
|------------|--------|

| | |
|----------------------------------|--------|
| Textbooks, Reference and Library | 12,000 |
|----------------------------------|--------|

| | |
|---------------------------------------|----------------|
| <u>Subtotal- Instructional</u> | 153,900 |
|---------------------------------------|----------------|

Business Services

| | |
|-------------|-------|
| Advertising | 8,000 |
|-------------|-------|

| | |
|--|--------|
| Insurance- Student; Property, Casualty & Prof. Liability | 23,070 |
|--|--------|

| | |
|--------------------------------|-------|
| Workers Compensation Insurance | 6,030 |
|--------------------------------|-------|

| | |
|---|---------------|
| Legal, Technical, Consult. Svcs | 4,500 |
| Office Expenses | 3,000 |
| Copying Equipment & Expense | 9,000 |
| Fees, Licensing, Dues and Memberships | 6,500 |
| Meeting, Catering, Rentals | 300 |
| Graduation | 4,600 |
| Payroll Service | 5,070 |
| Postage and Shipping | 6,300 |
| Printing - Outside | 1,500 |
| Travel | 1,000 |
| <u>Subtotal- Business Services</u> | 78,870 |

Operations and Maintenance

| | |
|--|---------------|
| Custodial Mgmt Contract | 7,000 |
| Floor refinishing & carpeting (twice/yr.) | 6,200 |
| Grounds-snow, grass, cleanups | 27,426 |
| Fertilization | 2,650 |
| Trash Removal | 2,400 |
| Pest Control | 989 |
| Elevator, HVAC Maint.& Contracts | 10,800 |
| Vehicle Maint and Repairs | 2,000 |
| Property Repair & Improvements | 10,000 |
| Maintenance and Supplies | 4,350 |
| <u>Subtotal- Operations and Maintenance</u> | 73,815 |

Physical Plant

| | |
|--|----------------|
| Furniture and Instruct. Equipment | 6,000 |
| Rent | 352,965 |
| Electricity | 18,500 |
| Telephones | 2,650 |
| Heating Oil | 3,500 |
| Propane | 19,602 |
| Water/Sewer | 1,200 |
| <u>Subtotal- Physical Plant</u> | 404,417 |
| <u>Subtotal- Pupil Services</u> | 27,787 |

Board of Trustees

| | |
|---|---------------|
| Audit | 9,000 |
| Workshops and Conferences | 1,000 |
| Interest Expense on Copier leases | 870 |
| <u>Subtotal- Board of Trustees</u> | 10,870 |

| | |
|--|------------------|
| TOTAL ROUTINE OPERATING EXPENDITURES | 2,712,714 |
| INCREASE IN NET ASSETS (before deprec.) | 50,208 |
| <i>less DEPRECIATION</i> | 22,288 |
| INCREASE IN NET ASSETS (after depreciation) | 27,920 |
| OPERATING MARGIN | 1.0 % |

FY12 Capital Plan

Planning for Facilities and Campus Expansion

When the school reached its full capacity of 192 students in FY 2008, it became clear that the facilities were in many ways inadequate for optimum learning spaces, student and faculty support spaces, and administrative spaces. Further subdivision of office spaces was exhausted; more than one full time teacher was functioning in an “itinerant” status and using classrooms not adequately equipped or designed for their primary teaching subject, and full school assembly and conference space didn’t exist. Physical Education and sports activities required renting of off-site fields and gymnasiums and using school owned and contracted transportation to move students back and forth during and after the academic day.

A formal survey of faculty, staff and management was undertaken in November of 2008 to catalogue and prioritize space and campus needs and presented to the FRCPS Board of Trustees’ Finance and Facilities Committee. In December, 2008 the Committee began a discussion of its role in strategic planning and presented the results of the campus and facilities survey and priorities to the Board. It began a process to define “Financial and Facilities Budgeting and Multi-Year Modeling Focus Areas and Methodological Assumptions” and to define “Minimum Economic Indicators for Major Strategic Budget Initiatives” which culminated in two guiding documents adopted and refined over FY 2009 and 2010. The purpose of these documents was to create sets of measures and indicators to guide the Board of Trustees in multi-year capital planning and other strategic budget initiatives.

With the results of the facilities and campus survey in hand, the school developed a set of minimum prioritized building requirements for an addition to an existing building or a free standing building sited nearby. The school was assisted by Kuhn-Riddle Architects and Baybutt Construction Corporation, both familiar with school construction and Four Rivers in particular. High level designs and construction costs were developed.

The acquisition of additional field space and room to add a building has also been considered and survey and appraisal work was completed during FY 2010 by Four Rivers Educational Foundation, Inc. to enable it to gauge acquisition costs and value of nearby land. During FY2011 it became evident that the goal of acquiring nearby land was not feasible in the foreseeable future.

Capital Plan for FY2012

1. In FY 2012, the Foundation will upgrade the heating and energy efficiency of the existing buildings, converting from Propane to Natural Gas and upgrading the heating equipment and systems to significantly reduce operating costs. This has been budgeted at \$55,000 and approved. Funds will come from the Foundation’s capital reserve and operating efficiencies are expected to offset the annual depreciation expense of the investment.
2. Four Rivers Charter Public School will remove and replace the deck of the second floor of the Middle School which was badly designed and which has badly deteriorated and cannot be corrected through limited repairs. Current operating cash will be used for the \$29,000 project.
3. The school will add overhead projection capability to the majority of core classrooms and will add a sixth laptop computer cart, to enable the sharing to be reduced by providing one cart per grade. The oldest cohort of laptops in other carts will be replaced. Current operating cash will be used for the purchases, expected to be \$27,000.
4. The Foundation has again budgeted \$60,000 in additional rent income to continue to build funds toward a facility expansion.

Planning for the future facility needs and financing will continue in FY2012 with an exploration of existing and potential financing alternatives, limitations on these alternatives, and a more specific update of prioritized functional space needs.

VIII. Data Section

Instructional Time

| | |
|--|---|
| Total number of instructional days for the 2010-2011 school year: | 180 |
| First and last day of the 2010-2011 school year: | 09/01/2010 06/17/2011 |
| Length of school day (please note if schedule varies throughout the week or the year): | M,T,Th,F = 425 minutes/day W = 300 minutes; 2000 minutes/wk |

Average class size: 15.6

Student/Teacher ratio: 10.1 to 1

Student Enrollment Information

| | |
|--|-----|
| Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates): | 22 |
| Total number of students enrolled as of October 1, 2010: | 205 |
| Total number of students who enrolled during the 2010-11 school year, after October 1, 2010: | 8 |
| Total number of students who left during the 2010-11 school year, after October 1, 2010: | 12 |
| Total number of students enrolled as of the June 30, 2011 SIMS submission: | 201 |
| Number of students who graduated at the end of the 2010-11 school year: | 23 |
| Number of students on the waitlist as of June 30, 2011 | 7 |

Reason for Student Departures:

| | |
|--|---|
| Earned GED | 3 |
| Dropped out | 1 |
| Returned to home district for more traditional H S program | 5 |
| Decided to Home School | 4 |

Student Demographic and Subgroup Information

| Race/Ethnicity | # of students | % of entire student body |
|-----------------------------------|---------------|--------------------------|
| African-American | 2 | 1% |
| Asian | 2 | 1% |
| Hispanic | 5 | 2.5% |
| Native American | 1 | .5% |
| White | 185 | 92% |
| Native Hawaiian, Pacific Islander | 0 | - |
| Multi-Race, Non-Hispanic | 6 | 3% |
| Special Education | 29 | 14% |
| Limited English Proficient | 1 | .5% |
| Low Income | 48 | 24% |

Administrative Roster for the 2010-11 School Year

| Title | | Brief Job Description | Start date |
|--------------------------|--------------|---|-------------|
| Principal/Head of School | Peter Garbus | Academic Programs, Curriculum Development, Instructional Practices, Faculty Supervision | August 2007 |
| Assistant Principal | Susan Durkee | Scheduling, Community Resources, Instructional Support, Senior & Junior Seminar | 2002 |

| | | | |
|---|--------------|--|------|
| Director of Operations | Harlan Smith | Financial Management, Human Resources, Technology, Facilities Management | 2003 |
| Dean of Students | Matt Leaf | School-wide Discipline, School Culture, Crew Program, Community Events, Extracurriculars | 2003 |
| Academic Support Director/College Counselor | Andy Stenson | Student Success Plans, Title I, ELL program, Homeless Liaison, College Counseling | 2010 |
| Special Education Director | Nancy Curtis | IEPs and 504s | 2009 |
| School Psychologist | Bill Fogel | Counseling and evaluations | 2003 |

Teachers and Staff Attrition for the 2010-11 School Year

| | Number as of the last day of the 2010-11 school year | Departures during the 2010-11 school year | Departures at the end of the school year |
|-------------|--|---|--|
| Teachers | Full time = 20 | Full time = 2 | Full time = 5 |
| | Full time Asst = 3 | Full time Asst = 0 | Full time Asst = 0 |
| | Part time = 4 | Part time = 0 | Part time = 0 |
| Other Staff | Full time = 7 | Full time = 0 | Full time = 0 |
| | Part time = 3 | Part time = 0 | Part time = 0 |

Teachers' reasons for leaving:

- 2: Long-term subs replaced by new hires
- 1: Relocating
- 1: Possible career change
- 1: Promotion to new administrative position

Board Members for the 2010-11 School Year

| Name | Position | Committee affiliation(s) | Area of expertise and/or additional role at school (parent, staff member, etc.) | Number of terms served; Length of each term, including date of election and expiration |
|--------------------------|------------|---|---|--|
| Marie Bartlett | Chair | Committee on Trustees & Personnel Policy | Community Educator | Appointed 2002; current 3-yr term ends 9/2010 |
| Trevor Davis | Secretary | Committee on Accountability and Program Planning | Attorney-at-Law | Appointed 2008 for term ending 9/2011 |
| Edwin Murray | Treasurer | Facilities & Finance Committee | Prof. Emeritus of Strategy & Planning, Boston University | Appointed 2008 for term ending 9/2011 |
| Edward Blatchford | Trustee | Committee on Trustees & Personnel Policy; Development Committee | Co-founder & Retired Executive Director of the School | Appointed 2009 term ending 2012 |
| Regina Campbell | Trustee | Committee on Trustees & Personnel Policy | Director of Quality & Risk Management, Franklin Medical Center; Parent | Appointed 2009; term ending 2012 |
| Ian Fraser | Trustee | Facilities & Finance Committee | Chairman of the Board, Aztec Land & Cattle Co Ltd., | Appointed 2009; term expires 10/2012 |
| Peter Garbus | Ex-officio | Committee on Accountability and Program Planning | Principal and Head of School; Parent | Appointed 7/2009; expires on termination |
| Karen Green | Trustee | Committee on Accountability and Program Planning | School Administrator; Parent | Appointed 7/2010; term ending 2013 |
| Bud Lichtenstein | Trustee | Committee on Accountability and Program Planning | School Administrator | Appointed 7/2010; resigned 5/2011 |

| | | | | |
|-----------------------|---------|--|--|-------------------------------------|
| Jay Lord | Trustee | Committee on Accountability and Program Planning | Non-profit director | Appointed 3/2011; term ending 2014 |
| Disa Pratt | Trustee | Development Committee | Director of Sales, Nutritional Supplements; parent of FRCPS graduate | Appointed 2009; term expires 9/2011 |
| Deborah Voland | Trustee | Committee on Trustees & Personnel Policy; Facilities & Finance Committee | Community Volunteer with technology background; Parent | Appointed 2004; term expires 9/2011 |