



Annual Report

August 1, 2012

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 2011-12 academic year with 208 enrolled students, and graduated its fifth senior class on June 2, 2012.

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 2010 of 71,372 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 17,456 in 2010, to the town of Monroe with a population of 121 for the same year.

As of 2010, the U.S. Census Bureau shows that approximately 94 percent of the population in the county is White. This is compared to a Massachusetts percentage of 80 percent that is White. The remaining 6 percent of the population in Franklin County is split predominately between Black (1.1%) and Asian (1.3%), with a very small percentage (0.3%) that is Native American/Alaska Native. Hispanics make up the largest minority in Franklin County at 3.2 percent. The racial and ethnic composition of the population has remained fairly stable since 2000, although the Hispanic population has increased slightly from 2 percent of the total population in 2000. The greatest percentage of minorities as a fraction of a town's total population are Sunderland (13% minority), Greenfield (8%), Wendell (8%), Shutesbury (8%), Montague (6%), Charlemont (6%), and Orange (5%).

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.

II. 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 Four Rivers Charter Public School has completed its ninth year of operation, having passed many milestones of successful growth and achievement. We continue to be characterized by a strong, vibrant curriculum with clear standards that are guided by the Massachusetts Frameworks, the Expeditionary Learning model and the school's themes of nature, technology and community. We are now poised to apply for a renewal of our charter and what we believe will be even greater accomplishments in the coming years.

Our Board of Trustees meets with our Principal and Head of School monthly to monitor important indicators that show us the overall condition and performance trends of the school. Among these indicators are enrollment data, and we have seen strong growth in our numbers so that our current enrollment averages 208 students, compared to an authorized capacity of 212 (up from our original authorized capacity of 192 students). Accordingly, the school's finances remain strong and stable.

Our Principal's monthly mini-observations help the Board gain an understanding of the nature and quality of teaching taking place. Trustee Visiting Days and attendance at various student presentation sessions add to our insights. Additionally, two faculty members provided the Board at its annual spring retreat a "mini-slice" of an ongoing Learning Expedition about the pros and cons of various energy policies and practices, using Entergy's Vermont Yankee nuclear generating station in particular as a case illustration. We were impressed by the sophistication and quality of analysis required of and demonstrated by the students as they integrated several academic disciplines in assessing the viability of different options and outcomes.

Looking to the future, our Accountability and Program Planning Committee spent time considering the upcoming need to change to a "student growth" goal, in line with the changes coming from Massachusetts since the state recently receive a waiver from the federal government of the No Child Left Behind criteria. We continue to take pride in our MCAS scores, but at the same time want to ensure that our students are faithfully served in accordance with our school's mission where we state that we are "dedicated to educating young people for lives of learning and service."

Much of this spring has been spent on Board performance. At least four Board meetings have been spent in self-reflection, as guided by questions from the Criteria for Board Performance. In addition, we have used survey data as a further check on the consistency and validity of our perceptions. As we examined our academic programs, institutional integrity, and faithfulness to our charter, we noted that MCAS scores and improvements in our math program should be carefully balanced with qualitative data about program results. Our intention is to build character, integrity, and Habits of Work and Learning (HOWLs) as well as knowledge and skills.

Three full-time faculty members have elected to leave for higher compensation and/or family considerations, but we have successfully recruited eminently well-qualified replacements, and our faculty continues to reflect impressively high standards of work ethic and commitment to the school and our students. The faculty is genuinely a sterling indicator of our school's quality.

Two Board members stepped down this year because of work demands, but we recruited three new Board members, including our first Faculty Trustee (for a special two year term). All three additions to the Board added to the breadth and diversity of backgrounds and talents represented by current Board members. This mix of "experienced hands" and "fresh eyes" gives us the type of balance needed for strong governance.

In an ongoing effort to reach out to our community and share practices that we have found successful, our Principal and Head of School attends monthly Principals' breakfasts to present updates on our school and its activities. For example, he believes some elements of our advisory program could be modified to make them more effective for the upper grades, and these could be shared with other schools as well. In addition, Mount Holyoke College will be collaborating with our school in the study and implementation of Expeditionary Learning principles and practices in a new teacher education program.

These types of dissemination efforts, along with student engagement with our surrounding communities through learning expeditions, communication with parents and their involvement via a parents' advisory council help make Four Rivers an integral part of our community. It is by fostering this type of community that our school thrives and will continue to thrive in the future.

Respectfully submitted,

Edwin A. Murray, Jr., 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

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 not met.*

Not all students completed a project in at least one class -- 88% -- though the emphasis on the school themes remains an important aspect of the school and many of these projects were of very high quality.

Examples of projects from this year include:

Division 1 (7th and 8th grades)

- Eng/SS: Food, Famine and Fairness Expedition, Necessity is the Mother of Invention Expedition
- Science: Postcards from the Past, Food as Fuel study, Survival technology project, Passage Expedition, Harvard Forest Tree Study, Kid Wind Challenge, Hot Air Balloon Project
- Harvard Tree Study; Hot Air Balloon Project; Wind Turbine Project; Rites of Passage Expedition
- Span: Food, Famine, Fairness expedition (7th), mini-me (7th), arte vivo (sp 1), community letters (sp 1), community garden cards (sp 1), baseball program (7th), food products (8th), about me books (8th), patricia (8th)

Division 2 (9th and 10th grades)

- Eng: Transcendentalist investigation--essay, I Believe, annotated essays
- Social Studies: Farm project, Gettysburg trip and reflections

- Science: 10th Biology Bacteria Mutations Lab
- Span: Migrant farm worker visual products, coffee commercials, letters to Spain investigation, HIV bilingual products (Sp 3)

Division 3 (11th and 12th grades)

- English: Dystopia unit
- Social Studies: Shelter as a Metaphor, Current Global Issues Blog, Technology and Social Change, Restorative Justice, Bystanders; Civics-Nuclear Expedition, Systems Thinking, The Media
- Math: A few of the mathematical modeling projects in 11th grade, e.g., model comparing value of a home garden vs. a CSA membership.
- Phys: Home heating project; HG&E project;
- Chem: Nuclear expedition
- Span: what is revolution? (Sp4), Who are the Latinos in our community? (Sp4)

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.*

Portfolio requirements have evolved over the years, emphasizing a single narrative telling the story of their year. Only 74% of students formally reflected on the school themes or the essential question in presenting the story of their year.

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.*

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.*

91% of parents and 72% 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 met.*

96% of students met the service requirement. Some examples of successful group service projects include: 100+ hours from one student; helping stage a musical at a different school, Food drive, Gleaning, Recycling, Every day lunch clean up, Crew Jobs, Crew-led Community Meetings, Green River clean up, Maplewood Farm, Community garden, Just Roots, school gardens, Community meals, Nim's Tree Farm, Newton School buddies, Clarke School buddies, Serving on the Governor's youth council, Volunteering at a children's karate class, Taking class notes for special education use, Gleaning with Rachel's Table Crew, Cleaning Buster and Vanna, School admissions work, Service intensives, Food bank volunteer, Stage crew for school play, Moving the soccer goals into the barn for the winter, Video game analysis with UMASS, Relay for Life team

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.*
100% of 12th grade students developed 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 28 graduating seniors, 25 applied to at least one college. Three did not apply at any college -- all 3 are planning to attend the local community college.

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 2012, 100% 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 2011 survey, 85% 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.*

Expeditionary Learning has reorganized its Core Practices and it began using a new tool for providing annual feedback on how a school is doing with its implementation of those practices. So this year's numbers can't be compared to past years because a 4-point scale has become a 5-point scale. Still, with the majority of our scores at 4 and a few at 5 and 3, Four Rivers has been successful in this work, helping new teachers learn the practices and leading veterans toward some of the strongest results in the network.

Dimension		Practice	2012 Scores
Curriculum	1	Mapping Skills and Content	4
	2	Case Studies	4
	3	High Quality Work	4
	4	Projects and Products	3
	5	Guiding Questions	4
	6	Learning Expeditions	3
	7	Fieldwork, Experts, and Service Learning	3
	8	College and Career Readiness	5
	9	Global Skills and Knowledge	4

Instruction	1	Effective Lessons	4
	2	Supporting All Students	5
	3	Reflecting and Structuring Revision	4
	4	Culture of Reading	4
	5	Culture of Writing	5
	6	Culture of Numeracy	3
	7	Integrating the Arts	4
	8	Fitness and Wellness	4
Assessment	1	Learning Targets	4
	2	Assessment For Learning	4
	3	Quality Assessments	4
	4	Communicating Student Achievement	5
	5	Analyzing Assessment Data	4
Culture and Character	1	Learning Community	4
	2	Crew	3
	3	Fostering Character	4
	4	Engaging Families	4
	5	Beautiful Spaces	3
	6	Promoting Adventure	5
Leadership	1	School Vision	4
	2	Using Data	3
	3	Supporting Planning, Assessment, and Instruction	4
	4	Positive School Culture	4
	5	Professional Learning	4

- 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.

Every teacher set individual goals around improving their personal implementation of one or more core practices, and every teacher was reasonably successful in meeting that goal.

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.

See the section below for details.

- 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:

The mission of the school is as follows:

Four Rivers Charter Public School is dedicated to educating young people for lives of learning and service. The school offers a rigorous college preparatory 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.

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.

1. The school provides 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.
 - a. Four Rivers expects high levels of achievement in academic learning, effort, and teamwork.
 - b. The curriculum grows from the Massachusetts curriculum frameworks, with an emphasis on excellence in reading, writing and math, ensuring readiness for the MCAS.
 - c. Teachers work with small classes to develop challenging projects, through which students learn essential knowledge, skills, and values.
 - d. 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. The school works to help students build strong character.
 - a. Our school is small, with a place for everyone.
 - b. Through our advisory program and our curriculum, we guide each student's quest for the strength of character and insight to set positive goals.
 - c. Our Wellness Program trains students in the process of making healthy choices.
 - d. We encourage student leadership and initiative in helping one another, strengthening our school, and serving the community beyond.
 - e. We emphasize six character virtues – integrity, perseverance, courage, respect, responsibility and compassion.
 - f. We also have a clear code of conduct, with no tolerance for behavior that is unsafe or hurtful to an individual or the community.
 - g. The school provides opportunities for service to and participation in the community life.
3. Teachers design curriculum that addresses 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.
 - a. 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.
4. Through the practices of Expeditionary Learning, the school creates learning experiences that are active, project-based, and connected to the real world.
 - a. At Four Rivers, learning is active, not passive.
 - b. 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.
 - c. Students do original research and fieldwork, often involving experts in the community.

- d. Learning expeditions often end with the students producing work—a report, a publication, a presentation—that has a real purpose and a real audience.

Implementation of the governance/leadership structure

The Board's 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 planned and the Accountability Committee has slowly established its rhythm. As for the Leadership Structure, the combined Principal/Head of School role started three years ago has worked well. Additional administrative positions created during the second term – Dean of Students, College Counselor/Academic Support Director, Special Education Director -- have brought essential functions in-house, replacing part-time positions that were less effective. All current administrative and support staff have been at the school for five years or more; it is a strong and stable team.

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 2011 results, 100% 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 2011 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 8% above the average scored by sending districts. Students in 8th taking the ELA MCAS attained proficiency 6% 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 not met.*

Because our CPI went down -- even though it was high -- we did not make AYP for the year.

- 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 90% of their students passed all standards in English by the end of the year, not including academic recovery efforts over the summer.

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 2011 results, 97% 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, 54% of 8th graders performed at proficient or above and 91% passed. Both percentages are improved from the previous year.

- 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 14% above the average scored by sending districts. Students in 10th attained proficiency at a rate 13% 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 met.*

- 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 met.*

Teachers report that 92% of students passed all Math standards at the end of the school year, not including academic recovery efforts over the summer.

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 2011 results, students in 8th grade attained proficiency at a rate 3% above the average scored by their sending districts. Students in 10th grade attained proficiency 33% 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.*

Science teachers report that 100% of students completed a science research project related to the school themes.

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 91% of students met all Science standards at the end of the year, not including academic recovery efforts over the summer.

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.*

Social Studies teachers report 100% 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 91% of students passed all standards in Social Studies/History at the end of the year, not including academic recovery efforts over the summer.

COMMON PERFORMANCE CRITERIA: Academic Program Success

(i) RESULTS FROM MCAS: Overall Proficiency

	ELA Proficiency (State)	MATH Proficiency (State)	SCIENCE Proficiency (State)
10 th Grade	100 (84)	97 (87)	100 (67)
8 th Grade	80 (79)	54 (52)	34 (39)
7 th Grade	72 (73)	57 (51)	

7TH GRADE ENGLISH LANGUAGE ARTS

ELA Subgroup	2008		2009		2010		2011		8	9	10	11
	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI				
All Students	66%	89.3	82%	92.6	78%	93.8	71%	87.1	N	N	N	N
Low Income			80%	85	64%	90.9	73%	90.9	7	10	11	11
Non-Low Income	64%	88.4	83%	95.8	84%	95	71%	85.4	28	24	25	24
Non-Disabled	77%	92.5	90%	97.5	79%	94.1	79%	91.4	30	30	34	29

Non-ELL	66%	89.3	82%	92.6	78%	93.8	71%	87.1	35	34	36	35
White	68%	90.3	84%	94.4	79%	94.1	77%	89.2	31	31	34	30
Male	60%	88.3	65%	85.3	59%	88.2	65%	80.9	15	17	17	17
Female	70%	90	100%	100	95%	98.7	78%	93.1	20	17	19	18
Non-Title 1	87%	96.7	94%	98.6	78%	93.8	76%	88.8	23	18	36	29
High Needs	42%	83.3	75%	85.4	67%	91.7	56%	81.3	12	12	12	16
Non-High Needs	78%	92.4	86%	96.6	83%	94.8	84%	92.1	23	22	24	19

8TH GRADE ENGLISH LANGUAGE ARTS

ELA	2008		2009		2010		2011		8	9	10	11
	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI				
Subgroup	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI	N	N	N	N
All Students	95%	98	86%	92.9	80%	93.6	80%	94.3	37	35	35	35
Non-Low Income	93%	97.3	85%	93.3	83%	94.8	79%	93.8	28	26	24	28
Non-Disabled	97%	99.2	93%	97.5	87%	96.7	84%	95.2	33	30	30	31
Non-ELL	95%	98	86%	92.9	80%	93.6	80%	94.3	37	35	35	35
White	94%	97.9	85%	92.4	81%	93.8	79%	94.1	36	33	32	34
Male	92%	97	74%	86.8	67%	88.9	84%	94.7	25	19	18	19
Female	100%	100	100%	100	94%	98.5	75%	93.8	12	16	17	16
Non-Title 1	100%	100	96%	98.1	95%	98.8	89%	97.3	20	27	20	28
High Needs	92%	96.2	77%	86.5	71%	89.3	80%	95	13	13	14	10
Non-High Needs	96%	99	91%	96.6	86%	96.4	80%	94	24	22	21	25

10TH GRADE ENGLISH LANGUAGE ARTS

ELA	2008		2009		2010		2011		8	9	10	11
	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI				
Subgroup	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI	N	N	N	N
All Students	100%	100	97%	99.3	97%	99.3	100%	100	26	34	37	34
Non-Low Income	100%	100	97%	99.2	97%	99.2	100%	100	20	32	30	28
Non-Disabled	100%	100	100%	100	97%	99.2	100%	100	22	29	33	26
Non-ELL	100%	100	97%	99.3	97%	99.3	100%	100	26	34	37	34
White	100%	100	100%	100	97%	99.3	100%	100	25	31	36	33
Male	100%	100	94%	98.5	100%	100	100%	100	15	17	16	18
Female	100%	100	100%	100	95%	98.8	100%	100	11	17	21	16
Non-Title 1	100%	100	100%	100	100%	100	100%	100	18	23	29	26
High Needs					100%	100	100%	100	9	7	11	13
Non-High Needs	100%	100	100%	100	96%	99	100%	100	17	27	26	21

7TH GRADE MATH

Subgroup	2008		2009		2010		2011		8	9	10	11
	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI				
All Students	56%	77.8	47%	75	47%	74.3	57%	73.6	36	34	36	35
Low Income			40%	72.5	36%	59.1	45%	65.9	8	10	11	11
Non-Low Income	61%	80.4	50%	76	52%	81	63%	77.1	28	24	25	24
Non-Disabled	60%	81.7	53%	80.8	47%	75	59%	75.9	30	30	34	29
Non-ELL	56%	77.8	47%	75	47%	74.3	57%	73.6	36	34	36	35

White	56%	76.6	48%	75.8	47%	75	57%	74.2	32	31	34	30
Male	63%	76.6	35%	70.6	41%	70.6	65%	77.9	16	17	17	17
Female	50%	78.8	59%	79.4	53%	77.6	50%	69.4	20	17	19	18
Non-Title 1	71%	84.4	78%	91.7	47%	74.3	69%	81.9	24	18	36	29
High Needs	38%	69.2	33%	64.6	42%	62.5	44%	62.5	13	12	12	16
Non-High Needs	65%	82.6	55%	80.7	50%	80.2	68%	82.9	23	22	24	19

8TH GRADE MATH

Subgroup	2008		2009		2010		2011		8	9	10	11
	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI	N	N	N	N
All Students	51%	76.4	47%	70.8	43%	67.9	54%	75.7	37	36	35	35
Non-Low Income	54%	77.7	52%	73.1	46%	70.8	57%	78.6	28	27	24	28
Non-Disabled	48%	75.8	50%	75	50%	75	55%	77.4	33	30	30	31
Non-ELL	51%	76.4	47%	70.8	43%	67.9	54%	75.7	37	36	35	35
Male	48%	74	53%	75	33%	58.3	79%	88.2	25	19	18	19
Female	58%	81.3	41%	66.2	53%	77.9	25%	60.9	12	17	17	16
Non-Title 1	75%	88.8	61%	83	65%	82.5	61%	78.6	20	28	20	28
High Needs	54%	75	36%	60.7	29%	53.6	50%	70	13	14	14	10
Non-High Needs	50%	77.1	55%	77.3	52%	77.4	56%	78	24	22	21	25

10TH GRADE MATH

Subgroup	2008		2009		2010		2011		08	09	10	11
	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI	N	N	N	N
All Students	82%	92	88%	92.4	86%	95.8	97%	99.3	28	33	36	34
Non-Low Income	86%	94	90%	94.4	86%	96.6	96%	99.1	21	31	29	28
Non-Disabled	87%	94.6	89%	93.8	85%	95.5	100%	100	23	28	33	26
Non-ELL	82%	92	88%	92.4	86%	95.8	97%	99.3	28	33	36	34
White	81%	91.7	90%	93.3	86%	95.7	97%	99.2	27	30	35	33
Male	88%	93.8	94%	95.3	93%	98.3	100%	100	16	16	15	18
Female	75%	89.6	82%	89.7	81%	94	94%	98.4	12	17	21	16
Non-Title 1	90%	97.5	95%	96.6	93%	98.3	96%	99	20	22	29	26
High Needs	70%	82.5			90%	95	92%	98.1	10	7	10	13
Non-High Needs	89%	97.2	92%	96.2	85%	96.2	100%	100	18	26	26	21

8TH GRADE SCIENCE, TECHNOLOGY, AND ENGINEERING

Subgroup	2008		2009		2010		2011		8	9	10	11
	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI	N	N	N	N
All Students	57%	83.1	36%	68.8	49%	80.7	34%	74.3	37	36	35	35
Non-Low Income	57%	83.9	33%	65.7	50%	82.3	39%	76.8	28	27	24	28
Non-Disabled	55%	83.3	43%	75	53%	85	35%	76.6	33	30	30	31
White	56%	82.6	33%	68.2	50%	81.3	32%	73.5	36	33	32	34
Male	56%	83	42%	67.1	50%	79.2	58%	82.9	25	19	18	19
Female	58%	83.3	29%	70.6	47%	82.4	6%	64.1	12	17	17	16
Non-Title 1	70%	88.8	43%	74.1	70%	92.5	39%	77.7	20	28	20	28
High Needs	62%	80.8	29%	64.3	43%	75	20%	65	13	14	14	10
Non-High Needs	54%	84.4	41%	71.6	52%	84.5	40%	78	24	22	21	25

10TH GRADE BIOLOGY

Subgroup	2008		2009		2010		2011		8	9	10	11
	% P/A	CPI	% P/A	CPI	% P/A	CPI	% P/A	CPI	N	N	N	N
All Students	79%	91.1	85%	95.5	97%	97.7	100%	100	28	33	32	32
Non-Low Income	81%	92.9	87%	96	96%	97	100%	100	21	31	25	26
Non-Disabled	83%	92.4	89%	97.3	97%	97.4	100%	100	23	28	29	26
Non-ELL	79%	91.1	85%	95.5	97%	97.7	100%	100	28	33	32	32
White	78%	90.7	87%	95.8	97%	97.6	100%	100	27	30	31	31
Male	88%	95.3	94%	96.9	100%	100	100%	100	16	16	13	17
Female	67%	85.4	76%	94.1	95%	96.1	100%	100	12	17	19	15
Non-Title 1	85%	93.8	100%	100	100%	100	100%	100	20	22	25	24
High Needs	70%	87.5			100%	100	100%	100	10	7	10	11
Non-High Needs	83%	93.1	92%	98.1	95%	96.6	100%	100	18	26	22	21

RESULTS FROM MCAS: Composite Performance Index Compared To Districts

	Network School Minus Weighted Average of Sending Districts	Network School	Sending Districts
English - Grade 10	7.5	100	92.5
English - Grade 8	5.8	94.3	88.5
English -- Grade 7	0.4	87.1	86.7
English -- all grades	8.1	93.8	85.7
Math - Grade 10	13.5	99.3	85.8
Math - Grade 8	12.6	75.7	63.1
Math - Grade 7	10.4	73.6	63.2
Math -- All Grades	8	82.7	74.7

(ii) Median Student Growth Percentile

7TH GRADE MEDIAN STUDENT GROWTH PERCENTILE -- ELA

ELA Subgroup	2008 Median SGP	2009 Median SGP	2010 Median SGP	2011 Median SGP	2012 Median SGP	8	9	10	11	12
All Students	42	35	35	19.5		23	23	25	24	
Non-Disabled			36	22.5		19	19	23	20	
Non-ELL	42	35	35	19.5		23	23	25	24	
White	42	48.5	31	23		21	20	24	21	

8TH GRADE MEDIAN STUDENT GROWTH PERCENTILE -- ELA

ELA Subgroup	2008 Median SGP	2009 Median SGP	2010 Median SGP	2011 Median SGP	2012 Median SGP	8	9	10	11	12
All Students	48	37	30	18		35	33	33	31	
Non-Low Income	53	35	15.5	13		27	25	22	24	
Non-Disabled	47	38	29	24.5		31	29	28	28	
Non-ELL	48	37	30	18		35	33	33	31	
White	47.5	36	28	24.5		34	31	30	30	
Non-Title 1		43		31		18	26	19	25	
Non-High Needs	53	38		13.5		23	21	19	22	

10TH GRADE MEDIAN STUDENT GROWTH PERCENTILE -- ELA

ELA	2008	2009	2010	2011	2012		8	9	10	11	12
Subgroup	Median SGP	Median SGP	Median SGP	Median SGP	Median SGP		N	N	N	N	
All Students		82	59	79				27	29	29	
Non-Low Income		84	58.5	77				26	22	23	
Non-Disabled		86	56.5	78				23	26	21	
Non-ELL		82	59	79				27	29	29	
White		84	59	79				24	28	28	
Non-Title 1			58.5	78.5				18	22	22	

7TH GRADE MEDIAN STUDENT GROWTH PERCENTILE -- MATH

	2008	2009	2010	2011	2012		08	09	10	11	12
Subgroup	Median SGP	Median SGP	Median SGP	Median SGP			N	N	N	N	N
All Students	26.5	50	41	57.5			24	23	25	24	
Non-Disabled			41	63.5			19	19	23	20	
Non-ELL	26.5	50	41	57.5			24	23	25	24	
White	25.5	52.5	39	63			22	20	24	21	

8TH GRADE MEDIAN STUDENT GROWTH PERCENTILE -- MATH

	2008	2009	2010	2011	2012		08	09	10	11	12
Subgroup	Median SGP	Median SGP	Median SGP	Median SGP			N	N	N	N	N
All Students	43.5	14	30	45			36	34	33	30	
Non-Low Income	38.5	14	29.5	40			28	26	22	23	
Non-Disabled	43	14	29.5	47			32	29	28	27	
Non-ELL	43.5	14	30	45			36	34	33	30	
White	41	14	29.5	45			35	31	30	29	
Non-Title 1		17		45			19	27	19	25	
Non-High Needs	35	14		45			24	21	19	21	

10TH GRADE MEDIAN STUDENT GROWTH PERCENTILE -- MATH

	2008	2009	2010	2011	2012		08	09	10	11	12
Subgroup	Median SGP	Median SGP	Median SGP	Median SGP			N	N	N	N	N
All Students		70	47	63				27	27	29	
Non-Low Income		71	47.5	63				26	20	23	
Non-Disabled		66	47	60				23	25	21	
Non-ELL		70	47	63				27	27	29	
White		71	47	61.5				24	27	28	
Non-Title 1			40	64				18	21	22	

Median Student Growth Percentile Compared To Districts

	Network School Minus Weighted Average of Sending Districts	Network School	Sending Districts
English - Grade 10	43.4	79	35.6
English - Grade 8	-12.6	18	30.6
English -- Grade 7	-22.8	19.5	42.3
English -- all grades	-1.7	42.5	44.2
Math - Grade 10	20.9	63	42.1
Math - Grade 8	10.1	45	34.9
Math - Grade 7	18	57.5	39.5
Math -- All Grades	9.5	57	47.5

(iii) **Adequate Yearly Progress:** The school made AYP in Math last year after two years of not making it. The school did not make AYP in English because there was a slight decline in CPI though overall achievement remained high.

		2004	2005	2006	2007	2008	2009	2010	2011	NCLB Accountability Status
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	No	Yes	Yes	Yes	No	No	Yes	Improvement Year 1
	All Subgroups	-	-	-	Yes	Yes	No	No	Yes	

The school’s 10th grade scores were at the top of the state: 12th in the state for Math, tied for 1st in the state for English, and outright 1st in the state for Biology.

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	Comparative Literature	Expository and Creative Writing
Ancient Civilizations	Middle Ages to Renaissance	US History 1	US History 2	Modern World History	American Civics
Math Fundamentals	Pre-Algebra	Algebra 1	Geometry	Algebra 2	Calculus or Applied Math
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	Spanish 4

School Wide Learning Targets

The school has developed 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.

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.

Students 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.

Students 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.

Students 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 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 continued to have low incidence of major violations.
5. We had a significant decrease in major violations over the past couple years. Three years ago 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 at 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 36 students on Individualized Education Plans (IEPs) and 28 students on Section 504 Plans.
2. In addition, approximately 24 students had Student Success Plans overseen by the Academic Support Director and the student's advisor and teachers.
3. Approximately 21 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 newly appointed special education director and a .85 School Psychologist led the team of 3 Learning Specialists and 3 Assistant Teachers in providing these services. A half-time Academic Support Director guides support for the regular education program.
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. The school served 1 English Language Learner (ELL) student. His 11th grade teachers received 24 hours of Category 2 Sheltered English Immersion (SEI) training, and the student received at least 2.5 hours of ESL instruction each day.

Professional climate

The school's professional climate is shaped first and foremost by its official policies and practices related to supervision and evaluation. The instructional leader of the school is responsible for ensuring effective teaching and learning in every classroom. 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.

(i) Feedback and Guidance

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.

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 8 on-site days with our Expeditionary Learning consultant focused on helping teams develop or refine learning expeditions. These expeditions involve 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. This focus proved incredibly useful -- every team took significant strides forward with this key practice.
2. The second focus of the year was differentiated and individualized. The school had identified 8 core practices that teachers are expected to master and implement. Each teacher self assessed those 8 and set goals with the Principal to focus on 1 or 2 of those throughout the year. Peer Coaching Groups met for two 3-meeting cycles to work with colleagues on the selected practices. This approach also seemed effective and the faculty endorsed following a similar approach in the year ahead.
3. Expectations for instruction are conveyed to teachers by the Principal's presentations to faculty, by the Staff Handbook, by the Evaluation Policy and related performance reviews, and by a newly adopted general Teacher Job Description.
4. 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.
5. 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) Structures for 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. Nearly one hundred percent of respondents (18) 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, though not frequently enough.
3. Teams and groups continually bring up kudos and concerns.
4. A decision-making grid defines decisions that are full faculty consensus or administrative with input.
5. The Work Life Committee allows collaborative decision-making around what can be contentious issues.

Staff retention for next year was strong.

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 in a presentation to parents, teachers, and classmates in order 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 in-school Title I support. Groups were established in all 3 divisions to try to support students who struggle academically during the term as opposed to catching up in the summer.

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 208 students enrolled for the year, which rounds to 98% of the 212 enrollment cap.

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

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

Out of 179 students eligible to return at the end of the school year, 165 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 134 applications for 50 openings, a demand ratio of 2.68 (268%).

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 28 full and part-time teachers, 24 of 28 are returning; teacher retention was 86%.

- 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, 87% agreed or strongly agreed that they are satisfied with the amount of academic challenge in their child's program, 91% agreed or strongly agreed that they are satisfied with the amount of support in their child's program, and 92% 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.

- 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 not met in 2007 and 2008 but was met since then. The school budgeted \$12,000 to be raised from the annual Sustainability Fund in FY 2012. Actual results were \$12,200, but Four Rivers Educational Foundation transferred \$12,000 of annual fundraising funds.*

- 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.*

COMMON PERFORMANCE CRITERIA – Organizational Viability

Policy Decisions

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

1. Graduation requirements were revised and approved.
2. Board of Trustees Bylaws were revised to meet all current practices and requirements.
3. A time line for the development of facility needs for multi-year solutions was adopted and implemented.
4. A conversion of the campus to natural gas was completed.
5. Endorsed a project with Hyperion Systems, LLC to establish a teaching solar panel array with academic software and net metering.
6. Adopted a new iteration of the Academic Success chart, strengthening the culture around the achievement of honors and creating a new category for honors in effort -- the HOWL of Fame.
7. Adopted the use of a new five-year budget projection tool, enabling better budget and large project modeling.
8. Adopted a revised Enrollment Policy.
9. Adopted a Condom Distribution Policy.
10. Completed the process of creating a faculty trustee by selecting and approving the recommended candidate.

Amendments to the Charter

There is one amendment that has been submitted this year -- to raise the school's enrollment cap by 8 students to 220 so that it's possible to have classes of 36 from grade 7 through grade 12 plus spots for "super seniors".

Complaints

There were no complaints submitted this year.

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 strengthened 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 has a new chair to lead its work.

3. Much of the board’s official assessment was tied to the formal evaluation process of the head of school. That evaluation is 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 Learning Expeditions. Two faculty members led trustees through brief activities related to their Nuclear Energy Expedition they did with 12th graders.

Board Planning

The Board continued to work on solidifying its normal practices. That includes the monthly work and reporting of committees. Ted Murray took over as Chair this year after serving several years as a trustee. It was a smooth transition; the board continues to be well run, with professionalism, thought, and care.

Family Engagement

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)			
	% SA	% A	% D	% SD	% SA	% A	% D	% SD
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
A. The Flash, Currents, other mailings provide good communication.	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 only 6 safety related incidents reported and investigated (down from 25 the previous year), leading to 6 instances where consequences or some kind of intervention 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, Wellness Advocate, and 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 1 part-time teacher for music did not meet criteria for being Highly Qualified. That teacher will be back in his regular assignment – which does not require HQ status. The school has hired someone for that position who is highly qualified.

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 in March.
2. Following past practices and studying 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 were reduced by 3.8% in tuition rates and by 7 students in projected enrollment, budgeted at 205. Final tuition was .5% higher than the adopted budget and final enrollment was 208.
5. Historical benchmarking of Four Rivers' faculty salary structures against those of the sending districts were updated and applied to salary schedules for faculty to maintain 100% of the six primary sending districts' average. Administrative and other staff salaries followed the established scales, rechecked against relevant benchmarks, and updated by the Board-approved amounts.
6. Improvement in student retention in 11th and 12th grade enrollment suggest a full enrollment for 2013 but the budget has again been approved with a lower enrollment of 210, and level tuition rates. Program and recruitment plans have improved retention but the financial planning needs multi-year results to assume ongoing trends .

V. Recruitment and Retention Plan

I. Implementation of the 2011-12 Recruitment and Retention Plan:

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 5 information sessions from December through 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 administration convened a marketing committee to develop an updated Marketing Plan.
3. The school initiated a Tell Two campaign to encourage parents to use word of mouth to recruit.
4. The school continued 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. Distributed brochures in Spanish and in Romanian (the language of Moldova) through the same organizations.
5. The school's District Accommodation Plan describes how the school works to support all learners. This year Four Rivers continued working with our one first student, which included Category 2 training for his new team of teachers.

Notes on Results:

1. For this past school year, the school had fewer high needs students than the median numbers of surrounding sending districts, as indicated by the chart below.
2. Of the 19 students who decided not to return to Four Rivers, 4 (21%) were Special Education Students (compared to 17% in the total school population) and 7 (37%) were Free or Reduced Lunch students (compared to 23% in the total school population). We have not gone back into previous years to look at this same data, so we don't know if there are trends here. And in a small school, one student makes a difference when generating statistics.
3. For next year, current numbers indicate that 9 out of 47 (19%) new students have an IEP or 504; it has been common that we learn about additional students on plans or who need plans once the year begins. We won't have information about free/reduced lunch until later in fall.

Demographics (%)	Limited English Proficient	Special Education	Free Lunch	Reduced Lunch
Four Rivers Charter Public School (205)	0.50%	11.70%	14.60%	9.30%
Comparison Minimum	0.00%	0.00%	0.00%	0.00%
Comparison First Quartile	0.00%	0.90%	0.00%	0.00%
Comparison Median	1.20%	19.60%	30.60%	6.70%
Comparison Maximum	5.20%	21.40%	61.70%	11.90%
Comparison Total	1.80%	17.40%	32.30%	6.60%
State	7.20%	17.00%	29.10%	5.10%

2. Presentation of the 2012-13 Recruitment Plan

A. General Recruitment Activities (undertaken each year which apply to all students)

1. Continue regular practices to attract students this past year.
 - a. Placed ads in local newspapers just prior to information sessions.
 - b. Held 4 information sessions at the school during January and February.
 - c. 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. Reach out 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.
 - i. Center for New Americans (Greenfield)
 - ii. Leyden Woods (Greenfield)

- iii. Greenfield Gardens, 58 Pray Drive, 413-774-4904
 - iv. Center for Self Reliance, 31/2 Osgood Street, 413-773-5029
 - v. Salvation Army, 72 Chapman Street, 413-773-3154
 - vi. DIAL/SELF Teen Services, 21 Abbott Street, Greenfield, MA.
 - vii. Greenfield Youth Center, 20 Sanderson Street, Greenfield, MA, 775-0144
 - viii. Community Action! Youth Programs, 154 Federal Street, 774-7028
- b. Distributed brochures and meeting announcements through the same organizations.
 - c. Distributed brochures in Spanish and in Romanian (the language of Moldova) through the same organizations.
3. Continue to implement the school’s District Accommodation Plan which 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.
 4. Consider sending letters and announcements about information sessions through a 3rd party mail house to all public school families in Franklin County.

B. Recruitment Plan (Goals and Strategies for each demographic group)

<p>Demographic Group:</p> <p>Special education students</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 special education and supporting the learning needs of all students. 2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw special education students. 3. To ensure that Special Education students feel welcomed at Four Rivers, for the first time, all information session fliers and application materials will include the following statement: “Four Rivers welcomes all students, including those with disabilities and limited English proficiency.”
<p>Demographic Group:</p> <p>Limited English-proficient students</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 website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw limited English-proficient students. 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. 5. To ensure that limited-English proficient students feel welcomed at Four Rivers, for the first time, all information session fliers and application materials will include the following statement: “Four Rivers welcomes all students, including those with disabilities and limited English proficiency.”
<p>Demographic Group:</p> <p>Students eligible for free 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. 3. Analyze and publish information about the success that highlights success low income students have had at Four Rivers.

<p>Demographic Group:</p> <p>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. 3. Analyze and publish information about the success that highlights success low income students have had at Four Rivers.
<p>Demographic Group:</p> <p>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 and learning and we describe how we support the learning needs of all students. 2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who are sub-proficient.
<p>Demographic Group:</p> <p>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 and learning and we describe how we support the learning needs of all students. 2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who are at risk of dropping out of school.
<p>Demographic Group:</p> <p>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 and learning and we describe how we support the learning needs of all students. 2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw students who have dropped out of school.

C. Retention Plan

Overall Student Retention Goal: 90% of the students eligible and able to return will re-enroll.

<p>General Goal A: Students get the support they need to meet high academic expectations.</p>	<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.
<p>General Goal B: Students are known well by at least one adult in the school.</p>	<p>Knowing students well allows us to see their struggles, to understand their obstacles, and to know what they need.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Assign each student to an advisor and crew.

	<ol style="list-style-type: none"> 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.
<p>General Goal C: Students are engaged through active learning and learning expeditions.</p>	<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.
<p>Demographic Group:</p> <p>Special education students</p>	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school’s District Accomodation Plan describes the procedures we follow to provide support for student learning. 2. Special education teachers at each division level provide support through Learning Center classes and as co-teachers in regular education classrooms. 3. At Weekly Student Reviews, students on plans – especially Special education students -- are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
<p>Demographic Group:</p> <p>Limited English-proficient students</p>	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school’s general approach to learning – active, project-based, collaborative – is what research recommends as best practice for LEP students. 2. The school employs an ESL teacher who supports students with English language needs. 3. The school has begun training its teachers in the four categories of Sheltered English Immersion, equipping teachers with the skills and knowledge to teach LEP students in the regular classroom. 4. At Weekly Student Reviews, students on plans – including LEP students -- are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
<p>Demographic Group:</p> <p>Students eligible for free lunch</p>	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school subsidizes Intensives, sports teams, and all fieldwork activities for these students so they can fully participate in the school’s programs. 2. At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
<p>Demographic Group:</p> <p>Students eligible for reduced price lunch</p>	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school subsidizes Intensives, sports teams, and all fieldwork activities for these students so they can fully participate in the school’s programs. 2. At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students.
<p>Demographic Group:</p> <p>Students who are sub-proficient</p>	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school’s District Accomodation Plan describes the procedures we follow to provide support for student learning. 2. At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students. 3. Students struggling academically may use Title I services during the school day, after school, and during summer to try to address their struggles.

<p>Demographic Group:</p> <p>Students at risk of dropping out of school</p>	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school's District Accomodation Plan describes the procedures we follow to provide support for student learning. 2. At Weekly Student Reviews, any students of concern are discussed, allowing teachers to note when a student is struggling. Teachers implement a variety of interventions to support these students. 3. Advisors have daily contact with students in their crews, so they know when students might be at risk for dropping out. They schedule meetings with students and families to discuss interventions and possible paths forward.
<p>Demographic Group:</p> <p>Students who have dropped out of school</p>	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The Academic Support Director may follow up with students who have dropped out and might consider returning. 2. The Registrar stays in touch with any student who has dropped out in order to encourage them to consider returning or to find out whether they have completed their education elsewhere.

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.

<u>Date</u>	<u>Dissemination activities</u>
9/30/11	Peter Garbus attended a Principals Breakfast, meeting with district school principals to share ideas and practices.
10/28/2011	Four Teachers from Greenfield Center School visited the school to observe classes and teaching
10/31/11	Peter Garbus and Susan Durkee hosted a Principals' Breakfast that was attended by the principals at Franklin Tech School, Pioneer Regional School an Mohawk Regional School. Collaboration around student internships and math program development
11/10/2011	Visitors from Landmark College observed in classrooms, met with Special Ed teachers.
12/1/2011	Meeting with member of the Greening Greenfield Energy Committee about ways to engage local schools in issues of energy conservation. Purpose was to foster collaboration among district and charter schools; to participate in energy-related curriculum initiatives such as Western Mass Science and Sustainability Expo and Kid Wind competition.
12/15/2011	Project Zero, Harvard. Benjamin Mardell interviewed a group of students, as well as the 7th grade team, about their 7th grade Vernal Pool Expedition – to be written up in a book of best practices to be published by Harvard.
12/16/2011	Peter Garbus attended a Principals Breakfast, meeting with district school principals to share ideas and practices
1/31/2012	Kristin Dola & Ryan Stefiuk of Amherst middle School to observe teaching
2/9/2012	Joe Bowen and a group of teachers and administrators from Vergennes, VT school district. They are adopting EL and want to observe EL in action.

- 2/13/2012 Four Rivers hosted a training for area teachers that focused on a solar panel installation project and was sponsored by The STEM ED Institute at Umass/Amherst. The goal of the project was to have area schools work together to collect and share data from installed solar panels.
- 3/2/12 Peter Garbus attended a Principals Breakfast, meeting with district school principals to share ideas and practices
- 3/4/2012 Mark Nelson, Harvard Graduate School of Ed doctoral candidate doing a study on high quality student work, visited the school to meet with Susan Durkee and students to learn about how they created the Wolf That Would Forgive, a publication created by Four Rivers 8th graders that is archived at Project Zero at Harvard and in the EL data base of exemplars of quality student work Mark presented the Four Rivers project to his seminar at Harvard. in late April.
- 3/13/2012 Garth LaPointe of Linden Hill School visited to observe Div1(7th and 8th) math teaching
- 3/24/2012 Four Rivers seniors initiated an energy symposium as a product of a science and social studies learning expedition on nuclear power and energy. The symposium was held at Four Rivers and open to the public, at which experts in the energy field presented information about the issues we face related to energy consumption and generation. We shared descriptions of Four Rivers approach to teaching and learning through learning expeditions with visitors.
- 4/3/2012 Elijah Hawkes, Associate Principal at Randolph Middle School, Randolph Vt came with four teacher to observe classes and meet with Susan Durkee and Peter Garbus to learn about how to implement EL practices.
- 4/4/2012 Four Rivers hosted round two of the STEM ED Institute training for teachers.
- 5/5/2012 Four Rivers students presented original designs for wind turbines, including documentation of their design processes, at Kid Wind, part of the Science and Sustainability Expo held at Greenfield Community College.
- 6/5/2012 Lenore Carlisle, Prof of Education at Mt Holyoke College, came to observe classes and talk about a collaboration between the Mt Holyoke teacher training program and Four Rivers.
- 6/16/2012 Susan Durkee, Assistant Principal, met with students in the teacher certification program at Antioch N.E. to give a presentation about the pedagogy, instructional practices and organizational structures of Four Rivers.

VII. Financial Reports

Un-audited FY12 statement of revenues, expenses, and changes in net assets:

Four Rivers Charter Public School**
Income and Expense
 July 2011 through June 2012

	Jul '11 - Jun 12
Operating Income/Expense	
Income	
Tuition	2,709,351
Grants - State	5,000
Grants - Federal	100,602
Program Fees	12,200
Medicaid Reimbursement	(15)
Rental Income	3,115
Other Income	37,838
Total Income	2,868,091
Expense	
Pupil Services	5,684
Advertising/Recruitment	8,867
Testing & Assessment	459
Short Term Interest	777
Contracted services	23,945
Fees, Dues, Memberships	7,123
Fringe Benefits	162,031
Insurance	31,924
Maintenance and repairs	79,671
Board of Trustees	186
Occupancy	432,264
Payroll Taxes	74,518
Postage and Shipping	4,555
Salaries and Wages	1,801,148
Prof. Development	24,612
Supplies and materials	112,844
Technology	40,947
Utilities	30,376
Total Expense	2,842,056
Net Operating Income	26,035
Non-Operating Income/Expense	
Revenue from Private Sources	38,486
less Depreciation expense	22,994
Net Non-Operating Income	15,492
Increase (Decrease) in Net Assets	41,527

FY12 statement of net assets (balance sheet):

Four Rivers Charter Public School**
Statement of Net Assets
As of June 30, 2012

	<u>Jun 30, 12</u>
ASSETS	
Current Assets	
Checking/Savings	
GSB Green Action	662,047
Total Checking/Savings	<u>662,047</u>
Other Current Assets	
Prepaid Expenditures	5,100
Total Other Current Assets	<u>5,100</u>
Total Current Assets	667,147
Fixed Assets	
Buildings/leasehold improvement	87,922
Equipment/hardware	20,472
Vehicles	7,710
Total Fixed Assets	<u>116,104</u>
TOTAL ASSETS	<u><u>783,251</u></u>
LIABILITIES & NET ASSETS	
Liabilities	
Current Liabilities	
Accounts Payable	7,650
Total Accounts Payable	<u>7,650</u>
Other Current Liabilities	
Short term - Capital lease 450	812
Short term - Capital Lease 550	825
Section 125 Flex Savings Held	7,847
Accrued Payroll	149,703
Accrued unused vacation salary	1,545
Deferred Grant Revenue	6,182
Mass Teachers R. B.	244
Payroll Liabilities	53
Total Other Current Liabilities	<u>167,211</u>
Total Current Liabilities	174,861
Long Term Liabilities	
Capital Lease 550	-271
Total Long Term Liabilities	<u>-271</u>
Total Liabilities	174,590
Net Assets	
Retained Earnings	567,133
Net Income	41,527
Total Net Assets	<u>608,660</u>
TOTAL LIABILITIES & Net Assets	<u><u>783,250</u></u>

FY13 approved school budget:

Major Assumptions	<i>Enrollment</i>	210
	<i>Per Pupil Tuition</i>	\$12,973
REVENUE	Tuition	2,724,330
	Federal Grants (via DESE)	79,987
	Sustainability Fund	11,600
	Other/Miscellaneous	10,794
	TOTAL REVENUE	2,826,711
EXPENSES	Salaries	1,790,124
	Fringe Benefits and Taxes	246,471
	Instructional	152,905
	Business Services	74,000
	Operations and Maintenance	80,500
	Pupil Svcs. (sports,lunch,health)	30,677
	Board of Trustees & Audit	10,200
	Physical Plant	392,565
	TOTAL EXPENSES	2,777,442
INCOME (before deprec.)		49,269
DEPRECIATION (non-cash)		14,200
INCOME (after depreciation)		35,069
OPERATING MARGIN		1.20%

FY13 Capital Plan:

Planning for Facilities 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. In subsequent years, the school developed a set of minimum prioritized building requirements for an addition to an existing building and/or a free standing building sited nearby. High level designs and construction costs were developed. In FY 2011 and 2012, major improvements to insulation in the Middle School were completed.

The Facilities and Finance Committee has explored and refined options and in FY 2011, ruled out the acquisition of adjacent land and invested in a more focused exploratory architectural design and high level project costing. This culminated in FY 2012, with a decision to move ahead with the expansion of the post and beam Middle School building to add two large classrooms using funds accumulated by Four Rivers Educational Foundation. The decision included applying to DCAM’s Designer Selection Board for “House Doctor” architectural services to continue to explore designs for a Gymnasium/all-school assembly s and performance space, which would lead to the modeling of additional debt and possible pursuit of low interest, extended loan possibilities. Fy 2012 also saw the conversion of the campus from oil and propane fuels to natural gas and the replacement of the high school heating system with high efficiency modular boilers.

1. In FY 2013, the House Doctor application will be finalized and the school will choose one or more architectural firms from the three being requested.
2. The detailed architectural and engineering plans for the addition to the Middle School of two classrooms will be completed, and bidding for construction completed, with construction to take place in the summer of 2013
3. The completion of a CO2 monitoring and control system to reduce energy consumption in the Middle School will take place in the summer of 2012
4. Designs and engineering for a Gymnasium/all-school assembly and performance space will be completed and developed to acceptable project cost levels in FY2013. Modeling of debt and exploration of available financing options will take place and continue until further decisions are taken.
5. The cost of completing an air conditioning system for the High School will be developed and fit into priorities of the school’s multi-year planning.

VIII. Data Section

Instructional Time

Total number of instructional days for the 2011-2012 school year: 180	
First and last day of the 2011-2012 school year: First day: 8/31/2011	Last day: 6/13/2012
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 2010-11 school year but did not re-enroll for the 2011-12 school year (excluding graduates):	19
Total number of students enrolled as of October 1, 2011:	207
Total number of students who enrolled during the 2011-12 school year, after October 1, 2011:	10
Total number of students who left during the 2011-12 school year, after October 1, 2011:	7

Total number of students enrolled as of the June 30, 2012 SIMS submission:	210
Number of students who graduated at the end of the 2011-12 school year:	30
Number of students on the waitlist as of June 30, 2012	24

Reasons for Student Departures:

Moved out of area	2
Transfer to home district: easier graduation requirements	1
Returned to home district: missed friends	3
Returned to home district: preferred special educ prog	1

Student Demographic and Subgroup Information

Race/Ethnicity	# of students	% of entire student body
African-American	2	1%
Asian	4	2%
Hispanic	11	5%
Native American	1	.5%
White	187	89%
Native Hawaiian, Pacific Islander	1	.5%
Multi-Race, Non-Hispanic	4	2%
Special Education	36	17%
Limited English Proficient	1	.5%
Low Income	47	22%

Administrative Roster for the 2011-12 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, College Counseling	2010
Special Education Director	Kate Conant	IEPs and 504s; MCAS; Homeless Liaison	2011
School Psychologist	Bill Fogel	Counseling and evaluations	2003

Teachers and Staff Attrition for the 2011-12 School Year

Administrators	
Number and FTEs	6/6
Departures during school year	0
Departures at end of school Year	0
Teachers	
Number and FTEs	27 / 23.2
Departures during school year	2
Departures at end of school Year	3
Other Staff	
Number and FTEs	8 / 5.2
Departures during school year	0
Departures at end of school Year	0

Reasons for Teachers Departures:

1. A part time Music Teacher left during the year to care for a family member.
2. A Science teacher left at the end of the year due to getting a significant raise for the same role in another school district outside our area.
3. A History teacher who left in 2008-09 and returned the following year decided not to continue teaching in 2012-13, his plans being unknown.
4. A part time Art teacher left at the end of the year to explore other art interests and options.
5. A part time Nature Teacher left (as planned) at the end of November to become a full time caregiver for a new baby.

Board Members for the 2011-12 School Year

Name	Position	Committee affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	Terms
Edwin Murray	Chair	Facilities & Finance Committee	Prof. Emeritus of Strategy & Planning, Boston University	Appointed 2008; term ending 9/2013
Jay Lord	Vice Chair	Committee on Accountability and Program Planning	Non-profit director	Appointed 3/2011; term ending 2014
Ian Fraser	Treasurer	Facilities & Finance Committee	Chairman of the Board, Axtec Land & Cattle Co., Ltd	Appointed 2009; term expires 10/2012
Trevor Davis	Secretary	Committee on Accountability and Program Planning	Attorney-at-Law	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
Susan Gentile	Trustee	Committee on Accountability and Program Planning	Environmental Studies Educator, Antioch New England	Appointed 2011 for term ending 9/2012
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
Robin Riessman	Trustee	Finance and Facilities Committee	Assoc. Director UMass Traffic Safety Research program; Parent	Appointed 1/2012 for term ending 9/2014

