



Annual Report

August 1, 2013

Four Rivers Charter Public School

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I. Introduction to the School

Type of Charter	Commonwealth Charter	Location	248 Colrain Road Greenfield, MA 01301
Regional or Non-Regional?	Regional	Districts in Region	6 districts in Franklin County: Mahar Regional Frontier Regional Mohawk Trail Regional Pioneer Valley Regional Gill-Montague Greenfield
Year Opened	2003	Year(s) Renewed	2008 2013
Maximum Enrollment	220	Current Enrollment	210
Number of students enrolled as of 8/1/2013	214	Students on Waitlist	73
Chartered Grade Span	Grades 7 - 12	Current Grade Span	Grades 7 - 12
# of Instructional Days (2012-2013 school year)	180	School Hours	Div 1: 1020 hours Div 2: 1030 hours Div 3: 1031 hours

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.

II. Letter from Board of Trustee's Chair

June 26, 2013

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 tenth 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 recently were awarded an unqualified renewal of our charter, and we look forward to achieving the goals we've set for ourselves over the next five years:

1. Improve student progress and performance to achieve Level 1 status.
2. Advance the school's teaching and learning practices.
3. Refine our common understanding of what it means at Four Rivers to educate for sustainability.
4. Enhance the school's facilities.
5. Achieve greater diversity on the Board.

Our Board of Trustees meets with our Principal and Head of School monthly to monitor progress toward these goals as well as other important indicators showing the overall condition of the school. Among these indicators are enrollment data, and we have seen strong growth in our numbers so that our current enrollment averages 210 students, compared to a recently authorized capacity of 220 (up from our original authorized capacity of 192 students and a subsequently revised cap of 212 students). Accordingly, the school's finances remain strong and stable, and we will be able to self-finance the addition of much needed space expansion in keeping with Goal #4 above. Working with DCAM and a Massachusetts-based architect, our Four Rivers Educational Foundation has contracted with a local construction firm to build a two classroom addition to our high school, and we hope to have it ready by early in the 2013-2014 school year.

As has been our ongoing practice, our Principal makes monthly observations of classroom teaching and reports these to the Board. This helps us gain an understanding of the nature and quality of teaching taking place. We also observed this first-hand on Trustee Visiting Days and by attending sessions such as Senior Expedition Presentations. As a result of earlier presentations by faculty members about particular expeditions being conducted, we've now incorporated into our monthly Board meetings periodic presentations by various faculty members. We thereby get an opportunity to hear about what and how they are teaching, and they in turn hear our questions and learn about our interests in the curriculum, student performance issues, and the general condition of Four Rivers.

Looking to the future, and in particular Goal #1 above, our Board had a spirited discussion about just what we meant by "Improve student progress and performance to achieve Level 1 status." It is noteworthy that even though we aspire to move up from Level 2 status, the Board has stipulated that we do *not* do it at the expense of our school's values and principles. To us, Goals #2 and #3 are equally important. Thus we want to want to get better at our Expeditionary Learning practices and we want to

ensure that we continue to implement our vision of educating for sustainability. From my perspective, this reflects a very healthy appreciation and articulation of the tradeoffs that will be necessary to effectively achieve *all* the challenging goals we've set for ourselves.

As in past years, we continue to take pride in our high 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." Our intention is to build character, integrity, and Habits of Work and Learning (HOWLs) as well as knowledge and skills.

Board performance was the theme of this past spring's Board retreat. We spent time assessing our Board's performance against criteria set out by The High Bar, and we used small groups to analyze and debate two locally created case studies of critical incidents that might confront a Board. On the basis of our retreat, we've revamped and put online a virtual Board of Trustees Manual, consisting a several documents outlining Board responsibilities, roles, and working documents such as our Annual Board Action Plan. In addition to the faculty member we added last year to more fully reflect the diversity we seek in Board composition (Goal #5 above), we recruited an alumnus of our school to the Board. We've had two resignations from the Board, but have added two new members, one to full Board membership and the other to be a member of our Finance and Facilities Committee.

Four full-time faculty members have elected to leave for other opportunities 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 the heart of our endeavor and a distinctive hallmark of our school's quality.

We continue to reach out to our community and share practices that we have found successful by having our Principal and Head of School attend monthly Principals' breakfasts. Similarly, our faculty regularly make presentations at conferences dealing with pedagogy, Expeditionary Learning, and various educational issues.

Respectfully submitted,

Edwin A. Murray, Jr., Chair

III. School Performance and Program Implementation

Faithfulness to Charter

	2012 - 2013 Performance	Evidence
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.		
Measure: 1a All students will complete, at least once each year, individual or group projects that address the essential question in the school's mission: <i>How do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community?</i>	MET	100% of students completed at least 1 project related to the school's big essential question.
90% of these projects will be of <i>Meeting</i> 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.	NOT MET	These projects were assessed by student's teachers, not by outside assessors.
Measure: 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.	NA	This provision is no longer part of the portfolio requirements
Objective 2 Character and Community Four Rivers Charter Public School will engage students in character growth and service to the school and the community.		
Measure: 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.	MET	A total of 95.8% of students set goals for growth.
Measure: 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.	MET	99% of parents and 75% of students agree or strongly agree.
Measure: 2c 90% of students will meet their requirements for service to the school and the community, as documented in advisory records and portfolio reflections.	MET	A total of 94.7% of students participated in service activities.
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.		
Measure: 3a All 12 th grade students will develop a post-secondary plan that includes career and education goals.	MET	100% of our seniors created a post-secondary plan.
Measure: 3b The school will guide all 12 th grade students in applying to at least one college.	MET	100% (31 of 31) seniors applied to at least 1 college.
Measure: 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.	MET	Class of 2011: 83% (20 of 24); Class of 2012: 83% (25 of 30)

Measure: 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.	NA	This survey was not administered this year.
OBJECTIVE 4 Expeditionary Learning Four Rivers Charter Public School will implement EL Core Practices to further its mission.		
Measure: 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.	NOT MET	Implementation scores went up in 1 category, went down in 2 categories, and stayed the same in the rest.
Measure: 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.	NA	No specific measures of success were identified this year.
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.		
Measure: 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.	MET	The school's dissemination efforts are reported in another section of this report (p. 8).
Measure: 5b The school will, within its second term, offer models for replication and best practices to other public schools in Franklin County.	MET	The school's dissemination efforts are reported in another section of this report (p. 8).

PERFORMANCE CRITERIA: Faithfulness to the Charter

Mission, Vision, and Educational Philosophy

Each year, school staff develops a School Improvement Plan in an effort to better achieve the objectives outlined in our charter and accountability plan. There are several items to share that provide brief description and specific evidence of how our school successfully implemented its mission, vision, and educational philosophy during the 2012-2013 school year:

1. Faculty continued to develop and expand learning expeditions.
2. Faculty helped students engage, advance, stretch, and work hard in their learning.
 - a. Teams implemented one integrated expedition this year and other subject-based expeditions each term.
 - b. Teachers provided exceeding options so all students have opportunities to stretch as far as they want.
 - c. All but one teacher implemented at least one project in each grade that asks students to wrestle with the school's Essential Question or school themes.
3. The Principal continued to promote the "Growth Mindset" through writing and presentations to students.
4. The faculty participated in a workshop on the Nurtured Heart Approach, which was aimed at helping us respond to student behaviors more effectively.
5. In Crew, advisors helped students form and follow-up on effective goals.
6. Teachers helped students create high quality work by working on learning targets, rubrics, and use of models, and by reviewing policies on Habits of Work and Learning (HOWLS) and revision.
7. Teachers helped students put good faith effort into their learning by making HOWLS count.
8. Two teachers developed and shared a school wide framework for critical thinking -- grade by grade rubrics with common language.

9. The Dean of Students led faculty in ensuring consistent crew routines and practices.
10. The Assistant Principal helped staff and students create and respect beautiful spaces.
11. In grades 12 and 8, teachers helped students think about and develop an ethic of service.
12. Administrators, peers, and our Expeditionary Learning consultant supported teachers in their efforts to foster student learning.

Dissemination Efforts

The list below briefly describes our efforts to provide innovative models for replication and best practices to other public schools in general. None of these efforts were directly with schools from our sending districts.

1. Visit from the new head of school from Baystate Charter School in Springfield, a grades 6-12 Expeditionary Learning public charter school that will open in the fall of 2013.
2. A student teacher from Antioch observed classes in preparation for a semester 2 practicum with us.
3. The Assistant Principal met with a member of the Greenfield Community College music department to discuss future collaborations.
4. The Assistant Principal had a long conversation about dissemination with Eric Heiser, the Executive Director at Sturgis Charter School. He suggested that we give workshops around our success for all students on MCAS, an idea under consideration.
5. Two students and two instructors from the Mt Holyoke Expeditionary Learning teacher education program conducted a learning walk on Jan 17.
6. The Assistant Principal joined the same Mt Holyoke group to review applicants to an MAT program.
7. Four Rivers was included in a Crew Toolkit by EL for other schools, with a segment focused on our passage presentations.
8. Three staff members presented at the EL National Conference in Baltimore Feb 28-Mar 2: Alex Wilson on the Energy Expedition, Susan Durkee on Senior Expedition, and Peter Garbus on communication structures.
9. A Mt Holyoke professor and prospective student came for a learning walk.
10. Two teachers from the Boston Leadership Academy, a pilot school in Boston, came for a learning walk as well - specifically interested in seeing how we structured learning time for projects and how we helped kids from other types of school transition to our school
11. A doctoral student at Harvard used the 8th grade's "Rainbow of Religion" book as a focal point of a study/presentation; she interviewed 8th grade humanities teacher Robin Wilson and four students.
12. Our passage presentations are featured in an EL Toolkit, a publication series focusing on a variety of practices and including exemplars from EL schools.
13. We had a visit from the Monroe, NH school teachers who are leading their own EL-inspired reform movement in their tiny school in New Hampshire. They came to learn about what EL in middle schools look like and to get ideas about structures for things like portfolios. In June, the Assistant Principal went there to offer a workshop on arts integration and high quality products.
14. A graduate student from BU came to spend a day observing our math program and talking with our math team about teaching project-based math.
15. The Assistant Principal went to Antioch New England University in Keene, NH to share with teachers-in-training the story of Four Rivers - our philosophy, our practices and examples of student work. She also shared how our hiring works, what we look for when we screen and then interview candidates.

Academic Program Success

	2012 - 2013 Performance	Evidence
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.		
Measure: 6a MCAS: 75% of students who have attended Four Rivers Charter Public School (FRCPS) for at least two years will attain	MET	100% were proficient or advanced; 100% passed.

Proficiency on the English Language Arts MCAS in the 10 th grade, and at least 90% will pass in 10 th grade.		
Measure: 6b MCAS: 65% of students will attain Proficiency on the 8 th grade ELA MCAS, and at least 90% will pass.	MET	80% were proficient or advanced; 100% passed.
Measure: 6c MCAS: Students in grade 8 and 10 will achieve results on the 8 th and 10 th 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.)	MET	For 8 th grade, 55 to 42.7 for Median Growth Percentile and 86 to 75 for Composite Performance Index. For 10 th grade, 90 to 47 MGP and 100 to 84 CPI.
Measure: 6d Adequate Yearly Progress: The school will meet its annual targets in English Language Arts in aggregate and in sub groups.	NA	AYP no longer indicated.
Measure: 6e Progress Reports: 90% of all students will pass all standards in English at the end of the year.	MET	96.7% of students passed all English standards.
Objective 7 Math Students at Four Rivers Charter Public School will be able to apply mathematical knowledge and skills to solve problems.		
Measure: 7a MCAS: 65% of students who have attended FRCPS for at least two years will attain Proficiency on the Math MCAS in the 10 th grade, and at least 90% will pass in 10 th grade.	MET	97% were proficient or advanced; 100% passed.
Measure: 7b MCAS: 60% of students will attain Proficiency on the Math MCAS in the 8 th grade, and at least 90% will pass.	NOT MET	54% were proficient or advanced; 91% passed.
Measure: 7c MCAS: Students in grades 8 and 10 will achieve results on the 8 th and 10 th grade Math MCAS at or above the average scores of the Franklin County schools from which these students were drawn.	MET	For 8 th grade, 42 to 38.5 for Median Growth Percentile and 42 to 37 for Composite Performance Index. For 10 th grade, 75.5 to 43.2 MGP and 86 to 71 CPI.
Measure: 7d Adequate Yearly Progress: The school will meet its annual targets in Math in aggregate and in sub groups.	NA	AYP no longer indicated.
Measure: 7e Progress Reports: 90% of all students will pass all standards in Math at the end of the year.	NOT MET	86.2% of students passed all standards in Math.
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.		
Measure: 8a MCAS: Students in grades 8 and 10 will achieve results on the 8 th and 10 th grade Science MCAS at or above the average scores of the Franklin County schools from which these students were drawn.	MET	For 8 th grade, 39 to 32 for the Composite Performance Index. For 10 th grade, 97 to 49 for the CPI.
Measure: 8b Research: 95% of students will successfully complete a Science research project related to the school themes annually.	NOT MET	85% successfully completed a project in Science related to the school themes.
Measure: 8c Progress Reports: 90% of all students will pass all standards in Science at the end of the year.	MET	93.2% passed all standards in Science.
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.		

Measure: 9a MCAS: Students who have attended FRCPS for at least two years will achieve results on the 10 th or 11 th grade Social Studies/History MCAS at or above the average scores of the Franklin County schools from which these students were drawn.	NA	This test is no longer given.
Measure: 9b Research: 95% of students will successfully complete a Social Studies/History research project related to the school's themes annually.	MET	96.7% successfully completed a project in Social Studies related to the school themes.
Measure: 9c Progress Reports: 90% of all students will pass all standards in Social Studies/History at the end of the year.	MET	91% passed all standards in Social Studies.

PERFORMANCE CRITERIA: Academic Program Success

Student Performance

Here is a link to our school's Department School Report Card website:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04130505&fycode=2012&orgtypecode=6&>

We saw the following trends in our student achievement from last year's MCAS results:

1. Four Rivers exceeded the scores of our sending districts for achievement and growth in every aggregate measure and almost every grade level category as well.
2. As with all schools that serve grades 7-12, our aggregate scores on which the PPI is based come twice as much from our 7th and 8th grade scores as from our 10th.
3. With such small numbers in each class (36), there is great variability from year to year caused by even one or two students scoring in one category or another.
4. Achievement
 - a. Four Rivers continues to have very strong results for our 10th graders: high achievement with CPIs of 100 for ELA, 95.7 for Math, and 98.4 for Science.
5. Median Student Growth Percentiles:
 - a. Median SGPs of 90 (increased from 79 the previous year) for ELA and 75.5 (increased from 63) for Math.
 - b. While Median SGPs for 8th grade in ELA and Math were below target, all were higher than the previous year. SGPs for 7th grade were below target and below the previous year.
 - c. Growth for 7th grade ELA and Math were both below target.
 - d. Growth for 8th grade ELA and Math were both on target, with ELA close to above target.
 - e. For all grades, Median SGP in both ELA and Math is higher every year from 7th to 8th to 10th.
6. High Needs and Low Income Students:
 - a. Of our 16 high needs students in grade 10, half scored advanced and half proficient on ELA, exactly matching our overall numbers. Not as many scored advanced on Math and a few scored needs improvement. In Science, 38% scored advanced, 54% proficient, with 3 students scoring needs improvement – again similar percentages to our overall population.
 - b. Our 11 low income students in grade 10 actually had higher percentages scoring advanced in both ELA and Math than our general population.
 - c. In 7th grade, we had higher percentages of high needs students score advanced and warning for math, and higher percentages score needs improvement for ELA with lower numbers proficient.
 - d. In 8th grade, there is a significantly higher percentage of high needs and low income students in warning for Math.
7. Item Analysis:
 - a. In 7th grade ELA, we scored lower than the state for Open Response questions and the Writing Prompt, as well as for the writing and reading anchor standards.
 - b. In 7th grade Math, we scored lower than the state for solving real-life problems using algebra and operations with fractions.

- c. In 8th grade ELA, we scored slightly lower than the state for Open Response questions.
 - d. In 8th grade Math, we scored lower than the state with problems involving rational numbers, radicals and exponents, and cylinders/cones/spheres.
 - e. In 10th grade ELA and Math, we scored higher than the state for all standards and types of questions.
8. We also keep track of how many students earn honors each semester, with a new honor created this year called the HOWL (Habits of Work and Learning) of Fame to capture effort.

Here is how we used data to identify academic priorities for the upcoming school year:

1. With the upcoming transition to Common Core and new tests, we pay attention to our results and strive towards improvement without leaving behind core practices that remain part of the school's charter. The full faculty will work this coming year on how to support students in developing the reading, writing, and mathematical thinking skills reflected in the new standards.
2. Nonetheless, we will continue to conduct the following analysis of current MCAS scores as a faculty:
 - a. On the Item Analysis reports in Edwin Analytics, note the following:
 - i. Questions on which 4R scored more than 5 points below the State.
 - ii. Questions on which 4R scored 50 or below.
 - b. For the questions you mark, try to determine the following about where our students did not do well (if you don't know, move to the next step):
 - i. Topic covered well -- so something strange went wrong.
 - ii. Topic covered but not well -- so something we may need to strengthen.
 - iii. Topic not covered -- so something we may need to add.
 - iv. Skill covered well -- so something strange went wrong.
 - v. Skill covered but not well -- so something we may need to strengthen.
 - vi. Skill not covered -- so something we may need to add.
 - c. Determine what action might be required to improve student achievement.
 - i. Curriculum Alignment: The topics we teach do not match the topics tested, so alignment of curriculum topics might help student achievement.
 - ii. Skill Instruction: We are not teaching the skills our students need to be prepared, so teaching specific skills might help student achievement.
 - iii. Test Prep: Our students are unfamiliar with the type of question being asked or the test-taking strategy required, so more specific test prep might help student achievement.
 - iv. Targeted Support: Only some certain students need particular support, so provide differentiated targeted support to those students.
 - v. Other
3. From our analysis of last year's results, teachers at different grade levels have specific standards and types of questions they want to attend to this coming year.
4. We will also continue to evaluate our Math Program in general. While 10th grade math scores have been strong over the past 5 years and again in preliminary results for this year, we want to do what we can to strengthen math learning in 7th and 8th grades.

Diverse learners

Here is how the school provided services for all students, including English language learners and those with disabilities and/or special educational needs, as required by law:

1. We worked with 37 students on Individualized Education Plans (IEPs) and 26 students on Section 504 Plans.
2. In addition, approximately 12 students had Student Success Plans overseen by the Academic Support Director and the student's advisor and teachers.
3. Approximately 26 students used Title I services during the school day, after school and in the summer.
4. With each of these students, we followed state and federal regulations regarding evaluations, meetings to develop plans, implementation of accommodations, and the monitoring and adjustment of those accommodations.

5. Our Academic Support Director led a team that included a .85 School Psychologist, 3 Learning Specialists, and 3 Assistant Teachers in providing these services. She also coordinated academic 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 provided 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 2 English Language Learner (ELL) students. Teachers in grades 9-12 have received Category 2 Sheltered English Immersion (SEI) training, and the students received at least 2.5 hours of ESL instruction each day.
9. Survey data was gathered and reviewed regarding special education programs.
10. MCAS results were reviewed for students in these categories.
11. Weekly meetings of the special education team reviewed student academic performance in an ongoing way. Those meetings brought out any concerns people might have, which then were carried to the school's Leadership Team or the Administrative Team for ideas and solutions.
12. Program modifications in response to concerns about the academic achievement of these students have included the following:
 - a. Continued faculty-wide training in Differentiated Instruction so that diverse learners have greater access to learning in the regular education classroom.
 - b. Review and revision of classroom accommodations and modifications.
 - c. Continual review of staffing to ensure adequate support for these students in the regular education classrooms.

Organizational Viability

	2012 - 2013 Performance	Evidence
Objective 10 Enrollment Four Rivers Charter Public School will maintain full or nearly full enrollment.		
Measure: 10a The school will maintain enrollment at or above 97% of its enrollment cap each year.	MET	The school maintained an average enrollment of 98.6 percent of its enrollment cap.
Measure: 10b 90% of the students eligible and able to return to Four Rivers Charter Public School will re-enroll for the following year.	MET	For the Fall of 2013, 169 of 176 eligible students re-enrolled – 96%.
Measure: 10c Applications each year will exceed the number of places available by at least 25%.	MET	There were 110 applications in the initial lottery for 44 openings. Applications exceeded openings by 150%.
Objective 11 Faculty Four Rivers Charter Public School will retain highly qualified, committed and effective full-time teachers.		
Measure: 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.	MET	78% of full-time teachers are returning.
Measure: 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.	MET	88% of parents agree or strongly agree on challenge, 86% on support, and 86% on communication.

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.		
Measure: 12a The Board will hold at least 11 monthly meetings each year and maintain membership consistent with the by-laws.	MET	The board held 11 meetings from August 2012 through June 2013, with a membership of at least 10.
Measure: 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.	MET	4 of 5 goals were met and 1 was partially met.
Measure: 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.	MET	The board has monitored progress of the school.
Measure: 12d The Board will develop, implement, and assess a Board Action Plan annually.	MET	The board has successfully followed an Action Plan
Objective 13 Finance Four Rivers Charter Public School will be a fiscally sound and solvent organization.		
Measure: 13a Annual expenditures, excluding depreciation, will not exceed annual revenues.	MET	\$55,738 operating margin, excluding depreciation.
Measure: 13b The school will attain a cash reserve equivalent to three months' operating expenses by the end of its second charter term.	MET	\$789,200 cash reserve on June 28, 2013; \$728,420 was the average quarterly operating expense.
Measure: 13c The school will meet the annual fundraising goals established by the Board of Trustees in the annual approved operating budget.	MET	\$11,600 budgeted and received.
Measure: 13d The annual independent audit for Four Rivers Charter Public School will report no significant deficiencies or material weaknesses.	MET	FY 2012 Audit report

PERFORMANCE CRITERIA: Organizational Viability

Amendments to the Charter

The school applied for and was granted an expansion of its enrollment from 212 to 220.

Complaints

No complaints received.

Organizational Structure of the School

There were minor changes in administrative responsibilities, with scheduling moved from the Assistant Principal to the Guidance and College Counselor and academic support moved from the Guidance and College Counselor to the Academic Support Director (previously the Special Education Director). Otherwise, there were no significant changes to the organizational chart.

Network Structure

Not applicable.

IV. Recruitment and Retention Plan

School Name: FOUR RIVERS CHARTER PUBLIC SCHOOL

Date: JULY 20, 2013

REPORT ON 2012-2013 RECRUITMENT 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 4 information sessions from January 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 that may have moved to the area or missed the original deadlines.
 - e. The school continued a Tell Two campaign to encourage parents to use word of mouth to recruit.
2. 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.
3. The school's District Accommodation Plan describes how the school works to support all learners. This year Four Rivers continued working with two ELL students.

REPORT ON 2012-2013 RETENTION PLAN

1. Of the 7 students who have decided not to return to Four Rivers in fall 2013, 4 (57 %) were Special Education Students (compared to 17% in the total school population) and 0 were eligible for Free or Reduced Lunch (compared to 22% in the total school population). Given such a small sample size, it is difficult to draw conclusions from this 1 year of data. Last year, the percent of special education students leaving essentially matched their overall population in the school.
2. For next year, current numbers indicate that 13 out of 42 (31%) new students have an IEP or 504, which is a higher percentage than the previous year.

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

General Recruitment Activities

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 second ELL student, joining our first who remained with us into his 3rd year.
 4. Consider sending letters and announcements about information sessions through a 3rd party mail house to all public school families in Franklin County.

DEMOGRAPHIC TRENDS

- The percent of students of color has gradually increased.
- The percent of low income students has stayed the same
- The percent of special education students has fluctuated without a trending pattern.

ENROLLMENT	2009	2010	2011	2012
Total	198	193	205	208
African American	1.0	1.0	1.0	1.0
Asian	1.0	0.5	0.5	2.4
Hispanic	2.0	2.6	3.4	4.8
Multi-Race, Non-Hispanic	3.0	1.6	2.4	1.9
Native American			0.5	0.5
White	92.9	94.3	92.2	89.4
Low Income	22.2	22.3	23.9	22.1
First Language Not English	1.0	1.9	1	1.4
LEP	0.0	0.0	0.5	0.5
SPED	16.2	11.4	11.7	15.9
OTHER	2009	2010	2011	2012
Average Number of Days Absent	13.1	12.7	12.4	7.7
Attendance Rate	92.6	92.7	92.8	95.5
Retention	2.5	1.0	2.0	0.5
In-School Suspension	8.1	4.1	7.3	14.4
Out-Of-School Suspension	8.1	13.0	8.8	7.2

COMPARISON WITH SENDING DISTRICTS

- The percentages in each category are higher than the minimum but lower than the median.

Demographics (%)	Limited English Proficient	Special Education	Free Lunch	Reduced Lunch
Four Rivers Charter Public School (208)	0.5%	15.9%	18.3%	3.8%
Comparison Minimum	0.0%	12.6%	13.5%	4.4%
Comparison First Quartile	0.3%	16.3%	18.1%	5.9%
Comparison Median	1.8%	19.0%	40.7%	7.0%
Comparison Maximum	3.4%	21.8%	52.7%	9.9%
Comparison Total	1.4%	18.1%	34.2%	6.8%
State	7.3%	17.0%	30.4%	4.8%

RECRUITMENT PLAN 2013-2014

Demographic Group	Goals and Strategies
Special education students	<p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. At information sessions, we describe our approach to special education and supporting the learning needs of all students. 2. The 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."
Limited English-proficient students	<p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. The 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."
Students eligible for free lunch	<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.
Students eligible for reduced price lunch	<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.

Students who are sub-proficient	<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.
Students at risk of dropping out of school	<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.
Students who have dropped out of school	<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.
Other subgroups of students targeted to eliminate the achievement gap	We do not currently have information indicating other subgroups for whom there is an achievement gap.

RETENTION PLAN 2013 – 2014	
Overall Student Retention Goal	90% of all students eligible and able to return will re-enroll.
Annual goal for student retention:	Focus on low income and special education students to ensure that their achievement results are in line with the general population and that those students stay in the school.
General Goal A: Students get the support they need to meet high academic expectations.	<p>As long as students are willing to work hard, we can provide them with support and multiple opportunities to succeed.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Review students on a weekly basis. 2. All teachers offer after school extra help. 3. Provide in school Title I support. 4. Provide Title I summer tutoring. 5. Write Student Success Plans for any student who might be struggling.
General Goal B:	Knowing students well allows us to see their struggles, to understand their obstacles, and to

Students are known well by at least one adult in the school.	<p>know what they need.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Assign each student to an advisor and crew. 2. Provide time for advisors and students to work together on academic and personal skills. 3. Establish procedures that ask students to set goals, assess strengths and challenges, reflect on their progress, and set new goals.
General Goal C: Students are engaged through active learning and learning expeditions.	<p>We strive to make learning active and relevant so that all students are inspired to learn as much as they can.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Train teachers in the practices of Expeditionary Learning. 2. Provide time and opportunity for teachers to plan. 3. Assess whole school progress and continually improve.
Special education students	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school's District Accommodation 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.
Limited English-proficient students	<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.
Students eligible for free lunch	<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.
Students eligible for reduced price lunch	<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.
Students who are sub-proficient	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school's District Accommodation Plan describes the procedures we follow to provide support for student learning.

	<ol style="list-style-type: none"> 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.
Students at risk of dropping out of school	<p>Specific Strategies:</p> <ol style="list-style-type: none"> 1. The school's District Accommodation 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.
Students who have dropped out of school	<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.
Other subgroups of students targeted to eliminate the achievement gap	We do not currently have information indicating other subgroups for whom there is an achievement gap.

School and Student Data

Student demographic information can be found on the Department's website using our school's profile:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04130505&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION

Race/Ethnicity	# of students	% of student body
African-American	7	3.5%
Asian	7	3.5%
Hispanic	4	2%
Native American	1	½ %
Native Hawaiian, Pacific Islander	1	½ %
Multi-race, non-Hispanic	0	0

Total students of color	20	10%
White	187	90%
Special education	36	17%
Limited English proficient	2	1%
Low income	45	22%
TOTAL (June 2013 SIMS Report)	207	

ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Peter Garbus, Principal and Head of School	Academic Programs, Curriculum Development, Instructional Practices, Faculty Supervision	August 2007	
Susan Durkee, Assistant Principal	Community Resources, Instructional Support, Junior and Senior Seminar	August 2002	
Harlan Smith, Director of Operations	Financial Management, Human Resources, Technologies, Facilities Management	January 2003	
Matt Leaf, Dean of Students	School-wide Discipline, School Culture, Crew Program, Com-munity Events, Extracurriculars	August 2003	
Andy Stenson, Guidance and College Counselor	Guidance Counseling, College Counseling	August 2004	
Kate Conant, Academic Support Director	IEPs and 504s, MCAS, Title 1, Student Success Plans, ELL Program, Homeless Liaison	August 2005	
Bill Fogel, School Psychologist	Counseling and Evaluations	August 2004	

TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR

	Number as of the last day of the 2012-2013 school year	Departures during the 2012-2013 school year	Departures at the end of the school year
All Teachers	29	0	4 (1 taking a year of family leave)
Full-time Teachers	18	0	4
Other Staff	10	0	1

VI. Budget and Financial Reports

Un-audited FY13 Statement of Revenues, Expenses, and Changes in Net Assets

Jul '12 - Jun 13

Operating Income/Expense

Income

Tuition	2,810,666
Grants - State	350
Grants - Federal	101,687
Program Fees	24,460
Rental Income	4,835
Other Income	3,617

Total Income 2,945,616

Expense

Pupil Services	14,103
Advertising/Recruitment	7,082
Testing & Assessment	1,454
Short Term Interest	15
Contracted services	24,539
Fees, Dues, Memberships	7,668
Fringe Benefits	164,903
Insurance	37,017
Maintenance and repairs	95,549
Board of Trustees	219
Occupancy	439,181
Payroll Taxes	69,347
Postage and Shipping	3,962
Salaries and Wages	1,853,857
Prof. Development	30,221
Supplies and materials	103,712
Technology	29,504
Utilities	31,377

Total Expense 2,913,683

Net Operating Income 31,934

Non-operating Income/Expense

Revenue from Private Sources 23,713

less Depreciation expense (14,349)

Net Non-Operating Income 9,365

Increase in Net Assets	41,299
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FY13 Statement of Net Assets (balance sheet)

	<u>Jun 30, 13</u>
ASSETS	
Current Assets	
Checking/Savings	
GSB Green Action	699,791
Petty Cash	<u>35</u>
Total Checking/Savings	<u>699,826</u>
Total Current Assets	699,826
Fixed Assets	
Buildings/leasehold improvement	76,059
Equipment/hardware	14,930
Vehicles	<u>9,924</u>
Total Fixed Assets	<u>100,913</u>
TOTAL ASSETS	<u>800,739</u>
LIABILITIES & NET ASSETS	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	<u>-7</u>
Total Accounts Payable	-7
Other Current Liabilities	
Short term - Capital Lease 550	6
Section 125 Flex Savings Held	5,421
Accrued Payroll	147,244
Deferred Grant Revenue	2,461
Mass Teachers R. B.	244
Payroll Liabilities	<u>46</u>
Total Other Current Liabilities	<u>155,422</u>
Net Assets	
Retained Earnings	604,027
Net Income	<u>41,298</u>
Total Net Assets	<u>645,325</u>
TOTAL LIABILITIES & NET ASSETS	<u>800,740</u>

FY14 Approved School Budget

	FY2014 ADOPTED Budget Year 11
Major Assumptions	
Enrollment	210
Per Pupil Tuition	13,569
Revenues	
Tuition	2,849,402
Revenue from Federal Sources	
Title I grant	22,000
Title I grant	7,277
REAP grant	25,254
Mass. SPED 240 Grant	37,510
Revenue from local sources	
Mifflin Memorial Fund grant	10,000
Sustainability Fund	9,600
Bank Interest	250
FREF expenses reimbursement	3,385
Rental Income net of expense	3,000
Program Fees (net of unbudgeted expenses)	5,500
TOTAL REVENUE	2,973,179
Expenditures	
Subtotal -- Salaries	1,899,206
Fringe Benefits and Taxes	
Health Insurance	182,499
All other Taxes and benefits	86,454
Subtotal -- Fringe Benefits and Taxes	268,953
Instructional Expenses	
Professional Development (incl. travel)	30,000
SPED Outside Contractual Services	18,000
College advising	2,000
Internet courses	12,000
Contract Labor- Non-Instructional	1,000
Testing & Assessment	1,750
Consultants: Professional and Academic	1,400
Intensives	15,000
Alumni and graduation	4,000
Orientation Gr. 7 - 11	3,000
Transportation for field activities	2,000
Expeditions	12,000
Online Instructional Software	5,000
Supplies/Materials- Instructional	14,000
Clubs expense	2,000
Art Supplies	1,400

Technology	20,840
Reference and Library Materials	2,500
Textbooks & Publication subscriptions	13,000
<u>Subtotal -- Instructional</u>	160,890
<u>Subtotal -- Business Services</u>	73,196
<u>Subtotal -- Operations and Maintenance</u>	90,100
Physical Plant	
Furniture and Instruct. Equipment	15,000
Rent	352,965
Utilities	35,600
<u>Subtotal -- Physical Plant</u>	403,565
<u>Subtotal- Pupil Services</u> (Health, Lunch, Sports, Vehicle Expense)	16,060
Board of Trustees	
Audit and Yr End Acctng	9,800
Workshops and Conferences	1,000
<u>Subtotal -- Board of Trustees</u>	10,800
-	
TOTAL REVENUE	2,973,179
INCREASE IN NET ASSETS (before deprec.)	50,408
DEPRECIATION (not a use of cash)	10,360
INCREASE IN NET ASSETS (after depreciation)	40,048
PERCENTAGE INCREASE IN NET ASSETS	1.3%

FY14 Capital Plan

The most significant part of the school's capital plan is an addition to our High School building of two core classrooms, a breakout room, the expansion of an existing classroom, and additional circulation space. The High School has been in need of two additional "home rooms" to accommodate all of its full time teachers, eliminate scheduling difficulties, and create more opportunities for special events to be held at the school. Approximately 2500 square feet will be added. Funding is being made available from Four Rivers Educational Foundation, Inc., which owns the campus.

An additional computer cart and 36 laptops added to serve two new classrooms being built onto the high school in the summer and fall of 2013. Also, replacement and upgraded servers and routers will allow higher speed use of on line learning and access by more students simultaneously, and will protect our system from neighborhood incursions.

Tables, chairs, whiteboards, tack boards, projectors, screens, desks, filing cabinets and bookcases for two new classrooms under construction

Technology replacements and acquisitions:	\$20,840
Furnishings for new classrooms:	<u>\$15,000</u>
Total:	\$35,840

ATTACHMENTS

Members of the Board of Trustees

Name	Position	Committee affiliation(s)	Area of expertise	Number of terms served; Length of each term
Edwin Murray	Chair	Committee on Trustees & Personnel Policy, Facilities & Finance Committee	Prof. Emeritus of Strategy & Planning, Boston University	Appointed 2008 term ending 2014
Edward Blatchford	Trustee	Committee on Trustees & Personnel Policy; Development Committee	Co-founder & Retired Executive Director of the School	Appointed 2009 term ending 2015
Regina Campbell	Trustee	Committee on Trustees & Personnel Policy	Director of Quality & Risk Management, Franklin Medical Center; Parent	Appointed 2009 term ending 2015
Ian Fraser	Treasurer	Facilities & Finance Committee	Chairman of the Board, Aztec Land & Cattle Co Ltd.,	Appointed 2009 term ending 2015
Peter Garbus	Ex-officio	Committee on Accountability	Principal and Head of School; Parent	Appointed 2009 expires on termination
Sue Gentile	Trustee	Committee on Accountability	Sustainability Educator	Appointed 2011 term ending 2014
Karen Green	Trustee	Committee on Accountability	School Administrator; Parent	Appointed 2010 term ending 2013
Cheryl Howard	Trustee	Committee on Accountability	Faculty member	Appointed 7/2012 term ending Sept. 2014
Larry Klein	Trustee		MD at Connecticut River Internists, Turners Falls	Appointed 12/10/12 term ending 2015
Jay Lord	Vice Chair	Committee on Accountability and Program Planning	Non-profit director	Appointed 2011 term ending 2014
Robin Reissman	Trustee	Facilities & Finance Committee	Associate Director of UMass Traffic Safety Research Program	Appointed 2011 term ending 2014

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				