



# **Annual Report**

**August 1, 2014**

**Four Rivers Charter Public School**

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# INTRODUCTION TO THE SCHOOL

To provide the reader with basic introductory information about your school, complete the table below and provide the mission statement as stated in the school's charter or as amended and approved by the Department.

## FOUR RIVERS CHARTER PUBLIC SCHOOL

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

### 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.

## ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

### Performance Criterion 1: Mission and Key Design Elements

The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.

Objective 1: Expeditionary Learning The school implements Expeditionary Learning Core Practices to further its mission and lead to important student learning. Teachers meet the school’s Standards for Teacher Practice by the end of their fifth year at the school.

|  | 2013-2014 Performance | Evidence   |
|--|-----------------------|--|
| Measure: Each year, the school achieves scores of 3 or above on a 5-pt. scale for the annual EL implementation review, indicating effective implementation of Expeditionary Learning Core Practices. | MET                   | A few 3s, mostly 4s, and a couple 5s. See Appendix for all scores from the Implementation Review.  |
| Measure: Each year, the school meets designated Faculty objectives related to the Accountability Plan.   | MET                   | 100% faculty made some progress on an objective related to Differentiated Instruction and 100% on an individual objective related to our Standards for Teacher Practice. |

Objective 2: Preparation for Lives of Learning Students progress towards the Schoolwide Learning Targets, which embody the school’s key outcomes for student learning.

|  | 2013-2014 Performance | Evidence   |
|--|-----------------------|--|
| Measure: Each year, 90% of students demonstrate successful achievement of schoolwide learning targets by earning Approaching plus or better in all of their academic course standards. | PARTIALLY MET         | Yes for the high school, with 92% passing all standards.<br><br>No for the middle school, with only 79% passing all standards (although we expect 90% or better for the middle school by the end of the summer when all failed standards have to be made up)<br><br>Middle school is an adjustment for many of our students and we believe we are holding them accountable to higher standards than they may be used to. We will continue to offer extensive support to help students meet these expectations. |
| Measure: Each year, 90% of students meet all of their HOWL (Habits of Work and Learning) standards, demonstrating achievement of habits  | NOT MET               | Only 88% of high school students and 76% of middle school students passed all of their HOWLS.  |

|   |  |  |
|---|--|--|
| and skills required for effective effort. |  | We continue to emphasize and encourage students' effort. We are close to our goal for the high school. For the middle school, we will continue to help students track their effort and offer monthly HOWLS Workshops intended to help students improve their habits. |
|---|--|--|

Objective 3: Preparation for Lives of Service Students consciously develop their character and learn to be of service to their school and community.

|  | 2013-2014 Performance | Evidence  |
|--|-----------------------|---|
| Measure: Each year, 90% of students set and meet goals for academic and personal growth.   | NOT MET               | In the high school, 82% of students set and met goals; in the middle school, 89% of students did so.<br><br>This goal seems reachable through greater vigilance and tracking by advisors.   |
| Measure: Each year, 75% of responding students and 75% of responding parents indicate that they believe the school helps students to grow personally and develop strength of character.  | MET                   | 89% of students agree or strongly agree that the school offers a positive environment (the exact question no longer appears on the student survey.)<br><br>84% of parents agree or strongly agree the school helps students grow as people. |
| Measure: Each year, 90% of students meet requirements for service to the school and the community; 10 hours for Division 1 (as a whole class), 15 hours for Division 2 (as crews), and 20 hours for Division 3 (as individuals). | MET                   | In the high school, 97% of students met the service requirement; in the middle school, 100% met the requirement.  |

Objective 4: Preparation for College Students successfully apply to college or another post-secondary opportunity for learning or service.

|   | 2013-2014 Performance | Evidence  |
|---|-----------------------|---|
| Measure: Each year, 90% of seniors complete a senior expedition and 90% of juniors complete a junior internship.  | MET                   | 100% of seniors completed a senior expedition.<br><br>97% of juniors completed an internship.   |
| Measure: Each year, all seniors complete a post-Four Rivers plan.   | MET                   | 100% of seniors completed a post-Four Rivers plan.  |
| Measure: Each year, 90% of seniors apply to at least one college.   | MET                   | 94% of seniors applied to at least 1 college.   |
| Measure: Each year, 75% of responding graduates report that they have begun a course of post-secondary study and that they plan to continue towards graduation. | NA                    | Not enough information is available from graduates to determine this. We are looking for ways to get more alums to complete the survey. |

Objective 5: Education for Sustainability Students develop ideas about the interrelationships between nature, technology, and community, and they analyze issues related to sustainability.

|  | 2013-2014 Performance | Evidence  |
|--|-----------------------|---|
| Measure: Each year, all students successfully complete an individual or group project that demonstrates understanding of relationships between the environment, the economy, and social equity -- key concepts that define sustainability. | PARTIALLY MET         | 100% of students in Div 1 (7th/8th grade) completed such a project.<br>100% of students in Div 2 (9th/10th grade) completed such a project.<br>86% of students in Div 3 (11th/12th grade) completed such a project.<br><br>Teachers report that we are not as explicit about the themes and the big essential question as we might be.      |
| Measure: Each year, all students successfully complete an assignment that requires them to reflect on the school themes -- nature, technology, and community -- and the essential question in the mission statement.                       | PARTIALLY MET         | 100% of students in Div 1 (7th/8th grade) completed such a reflection.<br>100% of students in Div 2 (9th/10th grade) completed such a reflection.<br>85% of students in Div 3 (11th/12th grade) completed such a reflection.<br><br>This goal is reachable when all 3 divisions require such a reflection as part of our portfolio process. |

## MISSION AND KEY DESIGN ELEMENTS

### 1. EXPEDITIONARY LEARNING

Four Rivers is affiliated with Expeditionary Learning Schools, a non-profit organization devoted to providing a highly respected model of comprehensive school reform. Expeditionary Learning emphasizes high achievement through active learning, character growth, and teamwork.

Expeditionary Learning (EL) focuses on 5 key dimensions of life in school:

- **Curriculum:** “Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and world as professionals do, contributing high-quality work to authentic audiences beyond the classroom.”
- **Instruction:** “Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.”
- **Assessment:** “Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts.”
- **Culture and Character:** “Our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as crew, community meetings, exhibitions of

student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated.”

- **Leadership:** “Our school leaders build a cohesive school vision focusing on student achievement and continuous improvement, and they align all activities in the school to that vision.”

## EVIDENCE

1. We received an implementation score from EL of 99 out of 130, (mostly 4s out of 5, with a few 3s and a few 5s). This is 2 points higher than last year and in the highest category of implementation.
2. Mini-observations by the Principal throughout the year confirm that most teachers are using EL practices on a regular basis. More detailed data exists from a standard Classroom Observation Form, though the data has not been analyzed.
3. Feedback from the School Climate Survey indicates that students, parents, and teachers feel they see EL practices at work in the school.
  - a. 95% of student agree or strongly agree that most teachers post learning targets.
  - b. 89 % of students agree or strongly agree that most teachers show models to understand expectations for quality work.
  - c. 94% of students agree or strongly agree that most teachers give feedback to revise and strengthen my work.
  - d. 85% of students agree or strongly agree with the statement: “I’ve done some great fieldwork this year.”
  - e. 86% of students agree or strongly agree with the statement: “I can be myself in this school.”
  - f. 85% of students agree or strongly agree with the statement: “In general, I care about what I’m learning at Four Rivers.”
  - g. 88% of students agree or strongly agree with the statement: “The skills and knowledge I’m learning matter beyond the classroom.
  - h. 81% of students and 96% of parents agree or strongly agree that teachers make learning as active as possible.
  - i. 99% of students, 95% of parents, and 82% of teachers agree or strongly agree that students are held to high academic standards.
  - j. 97% of students, 96% of parents, 88% of teachers agree or strongly agree that students are expected to produce high quality work.
  - k. 87% of students, 96 % of parents, and 100% of teachers agree or strongly agree that every student is known well by at least 1 adult.
  - l. 89% of students, 90% of parents, and 100% of teachers agree or strongly agree that the school creates a positive social and emotional environment.

## **2. PREPARATION FOR LIVES OF LEARNING**

We have defined the following school-wide learning targets that we believe prepares our students for lives of learning:

### **FOUR RIVERS GRADUATES ARE INVESTIGATORS**

- 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.

### **FOUR RIVERS GRADUATES ARE CRITICAL THINKERS**

- 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.

#### **FOUR RIVERS GRADUATES ARE CREATIVE THINKERS**

- 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 and focused language in their communication that engages a specific audience.

#### **FOUR RIVERS GRADUATES ARE PROBLEM-SOLVERS**

- 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 analyze the effects of different solutions.

#### **FOUR RIVERS GRADUATES ARE COMMUNICATORS**

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

#### **FOUR RIVERS GRADUATES WORK 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.

#### **FOUR RIVERS GRADUATES DEVELOP IDEAS ABOUT SUSTAINABILITY**

- They can explain the concept of sustainability.
- They can generate ideas, original designs and possibly products that address the Four Rivers Essential Question -- How do we find the healthy, sustainable interrelationship of the natural world, technology in its many forms, and the human community?

#### **FOUR RIVERS GRADUATES DEVELOP STRONG CHARACTER**

- They take responsibility for completing work on time and with good faith effort.
- They recognize their role in a community and actively try to help to move the whole group forward.
- They know how to persevere through something that they struggle with.
- They 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 have academic integrity; and they do their equal share in group work.
- They respect the opinions of others, even when they disagree.

#### **EVIDENCE**

1. Teachers develop course standards and learning targets with these outcomes in mind.
2. Portfolio requirements ask students to reflect on these outcomes and gather artifacts that demonstrate their achievement and growth.
3. Passage presentation requirements at the end of 8th grade, 10th grade, and 12th grade ask students to show their achievement and growth in these areas.
4. Anecdotal -- not yet systematic -- information from our graduates suggests that many of these outcomes were achieved. It also suggests that the outcomes matter for life after Four Rivers.

### **3. PREPARATION FOR LIVES OF SERVICE**

Our hope is that students develop an ethic of service through our school, and don't just fulfill the graduation requirement of service hours. In crew, students talk about what service means. In Division 1, the whole grades engage in service learning, with a significant Service Intensive in 8th grade. In Division 2, students do some whole grade and some whole crew service activities. And in Division 3, students complete individual service hours junior and senior years.



## EVIDENCE

1. 98% of our students this year met their requirement for service this year.
2. We do not have survey data on student attitudes towards service that might indicate whether they are developing an ethic of service.
3. We do not have systematic data from our graduates about whether they volunteer or do other acts of service in their lives.

## **4. PREPARATION FOR COLLEGE**

Four Rivers prepares students to go to and be successful in college. To us, being prepared for college means students can think and learn independently and that they understand essential knowledge of core disciplines to continue their learning. We believe that every one of our students can succeed in college and we work hard to convey that message. There is a whole range of colleges and other avenues of further learning ahead for our graduates, and there are exciting possibilities for every one of them. Our job is to help them find the right next steps. A recent study based largely on interviews with college professors describes what students need in order to succeed in college. They are the kind of skills and habits that Four Rivers works to build:

*One of the most dominant themes raised by participants is the importance of the habits of mind students develop in high school and bring with them to university studies. These habits are considered by many faculty members to be more important than specific content knowledge. The habits of mind include critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks. Other critical skills include the ability to express one's self in writing and orally in a clear and convincing fashion; to discern the relative importance and credibility of various sources of information; to draw inferences and reach conclusions independently; and to use technology as a tool to assist the learning process rather than as a crutch. (From the Introduction to "Understanding University Success: A report from Standards for Success", a project of the Association of American Universities and The Pew Charitable Trusts"*

At Four Rivers, we work to offer opportunities to test ideas, to explore interests, to build relationships, and to learn independently in all the ways mentioned above. We provide ways for students to experiment before they have to enter the world outside of Four Rivers. The college advising program at Four Rivers provides information and guidance to students and their families throughout the junior and senior years and some earlier. The program aims to help students find good matches based on their interests and needs. Four Rivers hopes that all students apply to a least one college during their senior year.

## EVIDENCE

1. 30 out of 32 seniors intend to go to college; 2 intend to enter the workforce.
2. 24 out of 32 (75%) students submitted applications to at least one four year college.
  - a. 3 of the 24 plan on taking a gap year (1 Rotary International, 1 heartwood tiny house construction)
  - b. 6 plan on attending Greenfield Community College
  - c. 1 plans on pursuing technical training/apprenticeship/employment
  - d. 1 is undecided
3. 22 out of the 24 (92%) students who applied received an offer of acceptance from at least 1 school.
  - a. 2 received no offers of acceptance. Both applied to just 1 school. 1 of the 2 plans on attending GCC, 1 will be completing a gap year with Rotary International.

## 5. EDUCATION FOR SUSTAINABILITY

“Education for sustainability is a lifelong learning process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound and economically prosperous future (Education for Sustainability: An Agenda for Action, President’s Council on Sustainable Development, 1994).” When teachers guide students in inquiry-based, problem-solving activities using authentic case-studies and real-world problems, they help them develop and utilize skills in all disciplines. When students identify a real problem, research it, create a strategy to solve it, and report on their work, they are engaged in authentic learning and are gaining life skills that will enable them to become the systems thinkers who will pioneer the ideas and innovations that will determine the shape of our future.

### EVIDENCE

1. Evidence that students completed projects related to sustainability presented above.
2. Evidence that students reflected on their ideas about sustainability presented above.
3. School Climate Survey data suggests almost all students and parents see this key design element playing a role in the school: 89% of students and 99% of parents agree or strongly agree that the three central themes -- nature, technology and community -- and the essential question about sustainability play a significant role in the school.

## ACCESS and EQUITY: RECRUITMENT AND RETENTION PLAN

|   |
|---|
| School Name: <b>FOUR RIVERS CHARTER PUBLIC SCHOOL</b> |
|---|

|                            |
|----------------------------|
| Date: <b>JULY 14, 2014</b> |
|----------------------------|

## RECRUITMENT

|  |
|--|
| <b>Implementation Summary: Brief narrative report on implementation of recruitment strategies from last year’s plan.</b> |
|--|

- |  |
|--|
| <ol style="list-style-type: none"><li>1. The school continued its regular practices to attract students this past year.<ol style="list-style-type: none"><li>a. Placed ads in local newspapers just prior to information sessions.</li><li>b. Held 4 information sessions from January through February.</li><li>c. Encouraged current families to use word of mouth to families they know.</li><li>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.</li></ol></li><li>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.<ol style="list-style-type: none"><li>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.</li><li>b. Distributed brochures and meeting announcements through the same organizations.</li></ol></li><li>3. The school’s District Accommodation Plan describes how the school works to support all learners. This year Four Rivers continued working with one ELL student.</li><li>4. With the help of some of our current families, we placed brochures throughout the county in places where people gather or are likely to visit, trying to reach out to the population of rural poor in the county as well as the poor and minority populations in the county seat of Greenfield. Brochures and information on our open houses were placed at: 18 public libraries, Book stores, Food markets, restaurants, bakeries, co-ops in 3 towns, Community Action locations in</li></ol> |
|--|

Greenfield and Orange, Community Action Youth Center in Greenfield, Greenfield Community College, YMCA & local fitness centers, Churches, Convenience & hardware stores, Gas stations, Center for New Americans, Greenfield, Franklin County Chamber of Commerce, Real estate agents

**General Recruitment Activities: The school's general recruitment activities -- those intended to reach 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. DIAL/SELF Teen Services, 21 Abbott Street, Greenfield, MA.
    - vi. 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 3<sup>rd</sup> year.

**RECRUITMENT DATA**

| ENROLLMENT                        | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------------------------------|------|------|------|------|------|
| Total                             | 193  | 205  | 208  | 210  | 216  |
| African American                  | 1.0  | 1.0  | 1.0  | 1.4  | 1.9  |
| Asian                             | 0.5  | 0.5  | 2.4  | 1.9  | 3.2  |
| Hispanic                          | 2.6  | 3.4  | 4.8  | 3.3  | 3.2  |
| Native American                   | 0    | 0.5  | 0.5  | 0    | 0    |
| White                             | 94.3 | 92.2 | 89.4 | 90   | 86.6 |
| Native Hawaiian, Pacific Islander | 0    | 0    | 0    | 0    | 0    |
| Multi-Race, Non-Hispanic          | 1.6  | 2.4  | 1.9  | 3.3  | 5.1  |
| First Language Not English        | 0    | 1.0  | 1.9  | 1.4  | 2.3  |
| English Language Learners         | 0    | .5   | .5   | .5   | .9   |
| Low Income                        | 23.2 | 23.9 | 22.1 | 23.3 | 23.1 |
| Students with Disabilities        | 11.4 | 11.7 | 15.9 | 17.6 | 16.2 |
| Free Lunch                        | 12.4 | 14.6 | 18.3 | 17.1 | 16.2 |
| Reduced Lunch                     | 9.8  | 9.3  | 3.8  | 6.2  | 6.9  |
| High Needs                        | NA   | NA   | NA   | 36.2 | 36.1 |
| Male                              | 102  | 100  | 102  | 118  | 111  |
| Female                            | 91   | 105  | 106  | 92   | 105  |

## CHART (Charter School Analysis and Review Tool) DATA

|  | 2010 | 2011 | 2012 | 2013 | 2014 | Ave gap |
|--|------|------|------|------|------|---------|
| 1st language not English - FOUR RIVERS       | 0.0  | 1.0  | 1.9  | 1.4  | 2.3  | .1      |
| 1st language not English - COMPARATIVE INDEX | 1.5  | 1.5  | 1.5  | 1.3  | 1.5  |         |
| English Lang Learners - FOUR RIVERS          | 0.0  | 0.5  | 0.5  | 0.5  | 0.9  | -1.1    |
| English Lang Learners - COMPARATIVE INDEX    | 0.3  | 0.3  | 0.3  | 0.2  | 0.2  |         |
| High Needs students - FOUR RIVERS            | NA   | NA   | NA   | 36.2 | 36.1 | 4.2     |
| High Needs students - COMPARATIVE INDEX      | NA   | NA   | NA   | 40.1 | 40.6 |         |
| Students w/ disabilities - FOUR RIVERS       | 11.4 | 11.7 | 15.9 | 17.6 | 16.2 | -2.0    |
| Students w/ disabilities - COMPARATIVE INDEX | 12.3 | 12.7 | 12.5 | 12.8 | 12.7 |         |
| Low Income students -- FOUR RIVERS           | 23.2 | 23.9 | 22.1 | 23.3 | 23.1 | 7.9     |
| Low Income students -- COMPARATIVE INDEX     | 30.2 | 30.2 | 30.5 | 31.8 | 32.5 |         |

### RECRUITMENT HIGHLIGHTS

1. Our subgroups with comparable enrollment: Students whose first language is not English, English Language Learners, and Students with Disabilities
2. Our subgroups that fall below the comparison index: High Needs Students, Low Income Students.

### RECRUITMENT PLAN STRATEGIES

| Demographic Group                   | 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"> <li>1. At information sessions, we describe our approach to special education and supporting the learning needs of all students.</li> <li>2. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw special education students.</li> <li>3. To ensure that Special Education students feel welcomed at Four Rivers, for the first time, all information session fliers and application materials include the following statement: “Four Rivers welcomes all students, including those with disabilities and limited English proficiency.”</li> </ol>  |
| 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"> <li>1. The school website and other program documentation describe our approach to teaching and learning, emphasizing elements that may draw limited English-proficient students.</li> <li>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.</li> <li>3. The school offers outreach meetings to local organizations that serve immigrant families to meet with them first in their own settings.</li> <li>4. The school places ads in any local publications that serve immigrant families.</li> <li>5. To ensure that limited-English proficient students feel welcomed at Four Rivers, for the first time, all information session fliers and application materials include the following statement: “Four Rivers welcomes all</li> </ol> |

|   |  |
|---|--|
|   | students, including those with disabilities and limited English proficiency.”  |
| Students eligible for free or reduced lunch   | <p>Goal: To enroll a percentage of these students comparable to our sending districts.</p> <p><b>Enhanced Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Send brochures to local organizations that serve low income families to make sure they know about the school.</li> <li>2. Offer outreach meetings to these local organizations that serve low income families to meet with them first in their own settings. <b>These meetings have not happened since the very first years of the school. We plan to make sure that at least 2 or 3 such meetings actually take place.</b></li> <li>3. <b>Consult with local community leaders who work with low income populations for further advice on how to reach these families.</b></li> <li>4. <b>Contact local pediatricians and family practice doctors with information they can share with their patients.</b></li> <li>5. Analyze and publish information that highlights the success low income students have had at Four Rivers. <b>This strategy has been intended, but not followed through on. We plan to complete such an analysis.</b></li> </ol> |
| 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"> <li>1. At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students.</li> <li>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.</li> </ol>  |
| 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"> <li>1. At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students.</li> <li>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.</li> </ol>   |
| 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"> <li>1. At information sessions, we describe our approach to teaching and learning and we describe how we support the learning needs of all students.</li> <li>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.</li> </ol>  |
| Other subgroups of students who should be targeted to eliminate the achievement gap | We do not currently have information indicating other subgroups for whom there is an achievement gap.  |

## RETENTION

### Implementation Summary: a brief narrative report on implementation of retention strategies from last year’s plan.

Our overall goal for student retention has been to engage our students so they enjoy learning and value our community. It has also been to make sure that low income and special education students thrive

academically and personally in the school. More specifically, we want students get the support they need to meet high academic expectations. As long as students are willing to work hard, we can provide them with support and multiple opportunities to succeed. We continue to review students on a weekly basis, all teachers offer after school extra help, we provide in school Title I support, and we write Student Success Plans for any student who might be struggling. We also want students to be known well by at least one adult in the school. Knowing students well allows us to see their struggles, to understand their obstacles, and to know what they need. We continue to assign each student to an advisor and crew, we provide time for advisors and students to work together on academic and personal skills, and we establish procedures that ask students to set goals, assess strengths and challenges, reflect on their progress, and set new goals. Finally, we want students to be engaged through active learning and learning expeditions. We strive to make learning active and relevant so that all students are inspired to learn as much as they can. So we continue to train teachers in the practices of Expeditionary Learning (specifically active pedagogy, differentiated instruction, and assessment for learning), and we provide time and opportunity for teachers to plan how to use these practices.

1. Of the 7 students who have decided not to return to Four Rivers in fall 2013, 0 were Special Education Students (compared to 17% in the total school population) and 1 was eligible for Free or Reduced Lunch (compared to 23% in the total school population). Given such a small sample size, it is difficult to draw conclusions from this 1 year of data. Nonetheless, these numbers show a disproportionate number of low income students and students with disabilities staying at the school.
2. For next year, current numbers indicate that 13 out of 45 (29%) new students have an IEP or 504, which is a higher percentage than our current sub-population enrollment.
  - a. For SY 2013-14, the # of Students on IEP & 504 was 54
  - b. For SY 2014-15 we are losing 7 (all to graduation) but we are adding 13 new students on IEPs or 504s.
  - c. SY 2014-15 IEP & 504 population expected to be 60 out of 219 (27%).

## RETENTION DATA

|            | 2010 | 2011 | 2012 | 2013 | 2014 |
|------------|------|------|------|------|------|
| All        | 82.7 | 85.7 | 87.4 | 88.8 | 93.7 |
| Female     | 80.0 | 88.4 | 82.6 | 86.2 | 96.2 |
| Male       | 85.1 | 82.9 | 92.8 | 91.3 | 91.5 |
| High Needs | 76.9 | 80.7 | 81.5 | 89.2 | 93.7 |
| Low Income | 78.1 | 76.7 | 81.0 | 89.5 | 97.6 |
| Special Ed | 75.0 | 83.3 | 85.2 | 90.6 | 89.7 |
| Hispanic   |      |      | 100  | 66.6 |      |
| Multi-race |      |      |      |      | 85.7 |
| White      | 84.6 | 86.8 | 86.9 | 89.9 | 93.6 |

## RETENTION HIGHLIGHTS:

1. Our overall retention has improved steadily every year for the past 5 years.
2. Our retention of **high needs students** has improved steadily every year.
3. Our retention of **low income students** has improved steadily every year for the past 4 years.
4. Our retention of **students with disabilities** has improved steadily every year.

## RETENTION PLAN -- STRATEGIES

|  |            |
|--|------------|
| <b>Overall Student Retention Goal for next year:</b> | <b>94%</b> |
|--|------------|

| <b>Demographic Group</b>                    | <b>Strategies</b>   |
|---|---|
| Special education students                  | <p>Specific Strategies:</p> <ol style="list-style-type: none"> <li>1. The school's District Accommodation Plan describes the procedures we follow to provide support for student learning.</li> <li>2. Special education teachers at each division level provide support through Learning Center classes and as co-teachers in regular education classrooms.</li> <li>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.</li> </ol>   |
| Limited English-proficient students         | <p>Specific Strategies:</p> <ol style="list-style-type: none"> <li>1. The school's general approach to learning – active, project-based, collaborative – is what research recommends as best practice for LEP students.</li> <li>2. The school employs an ESL teacher who supports students with English language needs.</li> <li>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.</li> <li>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.</li> </ol> |
| Students eligible for free or reduced lunch | <p>Specific Strategies:</p> <ol style="list-style-type: none"> <li>1. The school subsidizes Intensives, sports teams, and all fieldwork activities for these students so they can fully participate in the school's programs.</li> <li>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.</li> </ol>   |
| Students who are sub-proficient             | <p>Specific Strategies:</p> <ol style="list-style-type: none"> <li>1. The school's District Accommodation Plan describes the procedures we follow to provide support for student learning.</li> <li>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.</li> <li>3. Students struggling academically may use Title I services during the school day, after school, and during summer to try to address their struggles.</li> </ol>  |
| Students at risk of dropping out of school  | <p>Specific Strategies:</p> <ol style="list-style-type: none"> <li>1. The school's District Accommodation Plan describes the procedures we follow to provide support for student learning.</li> <li>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.</li> <li>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.</li> </ol>   |

|  |  |
|--|--|
| Students who have dropped out of school            | <p>Specific Strategies:</p> <ol style="list-style-type: none"> <li>1. The Academic Support Director may follow up with students who have dropped out and might consider returning.</li> <li>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.</li> </ol> |
| Other subgroups of students who should be targeted | We do not currently have information indicating other subgroups for whom there is an achievement gap.  |

## DISSEMINATION EFFORTS

We continued to reach out to the public school districts of Franklin County, with two concrete conversations under way. One is around our Senior Expeditions and one is around our Crew (Advisory) Program. Anecdotally, we hear that people in Franklin County have been impressed by what they read and hear about us -- especially our strong 10th grade MCAS scores -- but they are not yet moved to find out whether our educational program makes that difference. We did put greater energy into documenting student work and teacher assignments and sharing examples through our website, though we're not sure with whom that may have had impact.

Here are some dissemination highlights from the year:

1. As part of our on-going effort to disseminate Four Rivers best practices, Eliza Beardslee and Susan Durkee worked as teacher mentors for students in the Mt Holyoke graduate program of education. They helped new teachers to develop expeditions, active lessons, and assessment for learning strategies that were linked to standards and learning targets.
2. We also applied -- unsuccessfully -- for a grant from the American Honda Foundation to fund a summer institute on Educating for Sustainability. We hoped to be able share our practices with up to 25 teachers from Franklin County and Springfield.
3. We applied, also unsuccessfully, for a professional practice grant from DESE that would allow us to share our peer coaching and evaluation practices with local public schools.
4. Two teachers from Mohawk, a nearby regional public secondary school, came to our Senior Expedition Presentations. This was their first year of implementing senior projects at Mohawk, so a partnership has begun. We have shared all our senior expedition documents and there are plans to have them come again in the fall with students to observe what we do in senior seminar.
5. A teacher from NYC came to learn from us about what we are doing.
6. A team of educators from Doncaster, England come to learn from us - they are starting a school and want it to be EL-inspired;
7. Collaborated with Greenfield Community College on an agriculture-related grant for science and agriculture.
8. The Assistant Principal participated in a focus group on educator evaluation to share our teacher-led conferences practice;
9. This summer, we are collaborating with Greenfield HS to share practices related to Crew, our advisory program.



# STUDENT PERFORMANCE

### 2013 COMPLETE SCHOOL REPORT CARD

Four Rivers does not use external assessments other than MCAS at present. We do keep track of whether our students are meeting internal course standards and standards for Habits of Work and Learning, both of which are reported under Objective #2 above.

# PROGRAM DELIVERY

## STUDENT ACHIEVEMENT TRENDS

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

1. Four Rivers was one of two middle and high schools in Franklin or Hampshire counties to achieve Level 1 accountability status last year.
2. The school achieved a Performance and Progress Index (PPI) of 75 for all of its students and 92 for its high needs students. Four Rivers' score of 92 was among the highest in the state.
3. The school scored at the top of the state in a number of areas.
  - a. The school's 10th graders achieved 100% proficiency on the English Language Arts exam, with 9 students scoring Proficient and 26 scoring Advanced, tying Four Rivers for #1 in the state.
  - b. Last year's 10th graders placed 6th in the state on the Biology test with 97% proficiency and 48th in the state for Math with 94% proficiency.
4. Growth numbers were strong for the 10th grade:
  - a. Of the 35 Four Rivers students who scored Proficient and Advanced on 10th grade ELA, 26 (74%) had a Student Growth Percentile (SGP) of 60 or higher.
  - b. For the 10th grade Math test, 21 (60%) students had a SGP of 60 or higher.
  - c. The median Student Growth Percentiles, which indicate improvement from 8th grade to 10th grade, were equally impressive, with a score of 84 for English Language Arts and 86 for Math.
5. Four Rivers outperformed all of our sending districts, with the exception of 8th grade science.
  - a. On the ELA tests, Four Rivers was 9 points ahead of sending districts for 10th grade, 16 points ahead for 8th grade, and 13 points ahead for 7th grade.
  - b. On the Math tests, Four Rivers was 17 points ahead of sending districts for 10th grade, 24 points ahead for 8th grade, and 22 points ahead for 7th grade.
  - c. On the Science tests, Four Rivers was 24 points ahead of sending districts for 10th grade Biology, and 17 points behind for 8th grade.
6. The longer students are at Four Rivers, the more they exceed the growth numbers of other county schools. In comparing Median Student Growth Percentiles with sending districts,
  - a. Four Rivers was behind for ELA in 7th grade and slightly behind for Math.
  - b. This measure turned around for 8th grade, with Four Rivers ahead of sending districts by 10 points ahead for ELA and 13 points ahead for Math.
  - c. By 10th grade, Four Rivers students were ahead by 26.5 points for ELA and 27.3 points for Math.
7. Fifteen out of 32 seniors earned MCAS scores that qualified them for John and Abigail Adams scholarships.
8. Other measures of achievement
  - a. SAT scores -- Four Rivers outscored the state averages for Reading, Writing, and Math

- b. MassCore (indicators of a rigorous course of study) -- 96.7% compared to 68.4% for the state.
9. 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 7<sup>th</sup> grade, higher percentages of high needs students scored advanced and warning for math, and higher percentages scored needs improvement for ELA with lower numbers proficient.
  - d. In 8<sup>th</sup> grade, there was a significantly higher percentage of high needs and low income students in warning for Math.

## **ACADEMIC PRIORITIES FOR THE YEAR AHEAD**

1. Focus on Common Core and PARCC: strive towards improvement without leaving behind core practices that remain part of the school's charter. Work this coming year on how to support students in developing the reading, writing, and mathematical thinking skills reflected in the new standards.
2. Continue to evaluate our Math Program in general. More 10th grade students may not have passed MCAS this year (partly explained by the group and teacher). We still want to do what we can to strengthen math learning in 7<sup>th</sup> and 8<sup>th</sup> grades.
3. Target support for high needs students in 7th and 8th grade, given a higher incidence of sub-proficient performance.

## COMPLAINTS

The board of trustees received 1 complaint this year. It was related to requirements for a graduating senior and arrived very close to the date of the graduation ceremony. The Principal and the board chair expedited the normal timeline and worked to resolve the situation as quickly as possible. The parent felt that the student was being held to unreasonable and unfair requirements. The board chair investigated and upheld the Principal’s actions. The student successfully met the requirements and graduated with her classmates.

## BUDGET AND FINANCE

*Unaudited FY14 statement of revenues, expenses, and changes in net assets (income statement)*

|         |  |                  |
|---------|--|------------------|
| Income  | Uncategorized Income                     | 500              |
|         | Tuition                                  | 2,916,085        |
|         | Grants - State                           | 3,115            |
|         | Grants - Federal                         | 95,940           |
|         | Program Fees                             | 24,441           |
|         | Rental Income                            | 2,970            |
|         | Other Income                             | 126              |
|         | <b>Total Income</b>                      | <b>3,043,177</b> |
| Expense | Pupil Services                           | 24,566           |
|         | Reconciliation Discrepancies             | 1,060            |
|         | Advertising/Recruitment                  | 8,286            |
|         | Testing & Assessment                     | 2,648            |
|         | Contracted services                      | 32,793           |
|         | Fees, Dues, Memberships                  | 7,463            |
|         | Fringe Benefits                          | 197,662          |
|         | Insurance                                | 42,749           |
|         | Maintenance and repairs                  | 100,846          |
|         | Board of Trustees                        | 32               |
|         | Occupancy                                | 369,665          |
|         | Payroll Taxes                            | 73,200           |
|         | Postage and Shipping                     | 4,597            |
|         | Salaries and Wages                       | 1,947,350        |
|         | Prof. Development                        | 28,609           |
|         | Supplies and materials                   | 97,896           |
|         | Technology                               | 33,144           |
|         | Utilities                                | 35,221           |
|         | <b>Total Expense</b>                     | <b>3,007,787</b> |
|         | Net Operating Income                     | 35,390           |
|         | Non-Operating Income/Expense             |                  |
|         | Revenue from Private Sources             | 20,302           |
|         | less Depreciation expense                | 9,368            |
|         | Net Non-Operating Income                 | 10,934           |
|         | <b>Increase (Decrease) in Net Assets</b> | <b>46,324</b>    |

Statement of net assets for FY 14 (balance sheet)

ASSETS

|                                 |                |
|---------------------------------|----------------|
| Current Assets                  |                |
| Checking/Savings                |                |
| GSB Green Action                | 690,146        |
| Total Checking/Savings          | 690,146        |
| Total Current Assets            | <u>690,146</u> |
| Fixed Assets                    |                |
| Buildings/leasehold improvement | 79,794         |
| Equipment/hardware              | 17,999         |
| Vehicles                        | 12,646         |
| Total Fixed Assets              | <u>110,438</u> |

**TOTAL ASSETS 800,585**

LIABILITIES & EQUITY

|                                 |                |
|---------------------------------|----------------|
| Liabilities                     |                |
| Current Liabilities             |                |
| Accounts Payable                | 56,192         |
| Total Accounts Payable          | <u>56,192</u>  |
| Other Current Liabilities       |                |
| Short term -                    |                |
| Capital Lease 550               | 6              |
| Section 125 Flex Savings Held   | 4,237          |
| Accrued Payroll                 | 0              |
| Deferred Grant Revenue          | 2,461          |
| Mass Teachers R. B.             | 9,626          |
| Payroll Liabilities             | 23             |
| Total Other Current Liabilities | <u>16,353</u>  |
| Total Current Liabilities       | <u>72,546</u>  |
| Total Liabilities               | <u>72,546</u>  |
| Equity                          |                |
| Retained Earnings               | 604,027        |
| Net Income                      | 124,012        |
| Total Equity                    | <u>728,039</u> |

**TOTAL LIABILITIES & EQUITY 800,585**

Approved School Budget for FY15

Approved by the board of trustees on June 9, 2014

|   |                  |
|---|------------------|
| Major Assumptions: Enrollment - 213, Per Pupil Tuition - 13,708   |                  |
| <b>REVENUE</b>  |                  |
| Tuition   | 2,919,804        |
| Title I grant   | 21,593           |
| Title I grant carryover   | 2,000            |
| REAP grant  | 26,866           |
| Mass. SPED 240 Grant  | 40,525           |
| Sustainability Fund (prior yr. actual raised)                     | 10,600           |
| Miscellaneous   | 11,285           |
| <b>TOTAL REVENUE</b>  | <b>3,032,673</b> |
| <b>OPERATING EXPENSES</b>   |                  |
| Salaries  | 1,955,753        |
| Health Insurance  | 178,697          |
| All other Taxes and benefits                                      | 90,657           |
| Subtotal- Fringe Benefits and Taxes                               | 269,354          |
| Professional Development (incl. travel)                           | 25,000           |
| SPED Outside Contractual Services                                 | 18,000           |
| College advising  | 1,600            |
| Internet courses  | 10,000           |
| Contract Labor- Non-Instructional                                 | 1,000            |
| Testing & Assessment  | 1,750            |
| Consultants: Professional and Academic                            | 10,000           |
| Intensives  | 15,000           |
| Alumni and graduation, net of dues                                | 4,500            |
| Orientation Gr. 7 - 11  | 5,000            |
| Transportation for field activities                               | 2,000            |
| Expeditions   | 12,000           |
| Online Instructional Software                                     | 4,500            |
| Supplies/Materials- Instructional                                 | 16,000           |
| Art Supplies  | 1,100            |
| Technology  | 31,330           |
| Reference and Library Materials                                   | 2,500            |
| Textbooks & Publication subscriptions                             | 13,000           |
| Subtotal- Instructional   | 65,280           |
| Subtotal- Business Services                                       | 82,389           |
| Subtotal- Operations and Maintenance                              | 100,500          |
| Rent  | 352,965          |
| Utilities   | 37,000           |
| Subtotal- Physical Plant  | 393,465          |
| Subtotal- Pupil Services (Health, Lunch, Sports, Vehicle Expense) | 15,348           |
| Audit and Yr End Acctng   | 9,800            |
| Workshops and Conferences   | 1,000            |
| Subtotal- Board of Trustees                                       | 10,800           |
| <b>TOTAL OPERATING EXPENSES</b>                                   | <b>2,992,890</b> |
| INCREASE IN NET ASSETS (before deprec.)                           | 39,783           |
| DEPRECIATION (not a use of cash)                                  | 10,000           |
| <b>INCREASE IN NET ASSETS (after deprec.)</b>                     | <b>29,783</b>    |
| PERCENTAGE INCREASE IN NET ASSETS                                 | 1.0%             |

### Capital Plan for FY15

Fiscal Year 2014 witnessed the completion of a multi-year capital planning process begun in 2008. The culmination was the construction of two classrooms, a tutoring room and a new lobby, all in our High School which was originally built in 2005. This major project satisfied the immediate needs of the school, and left us with a plan for a future gymnasium/assembly space to be located in a new building. However, the annual five year budget projection completed by Four Rivers Board of Trustees did not suggest borrowing funds or segregating funds for this purpose, and no other major capital expenditure has been planned. This is revisited yearly.

### **ORGANIZATIONAL STRUCTURE OF THE SCHOOL**

There were no changes to the organizational structure made during the 2013-2014 school year, nor are there any anticipated changes for the upcoming year.

**Additional Information****SCHOOL AND STUDENT DATA****STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION**

| <b>Race/Ethnicity</b>             | <b># of students</b> | <b>% of entire student body</b> |
|-----------------------------------|----------------------|---------------------------------|
| African-American                  | 4                    | 1.9                             |
| Asian                             | 7                    | 3.2                             |
| Hispanic                          | 7                    | 3.2                             |
| Native American                   | 0                    | 0                               |
| White                             | 187                  | 86.6                            |
| Native Hawaiian, Pacific Islander | 0                    | 0                               |
| Multi-race, non-Hispanic          | 11                   | 5.1                             |
| Students with disabilities        | 35                   | 16.2                            |
| Limited English proficient        | 2                    | .9                              |
| Low income                        | 50                   | 23.1                            |

**ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR**

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

## TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR

|             | As of the last day of the 2013-2014 school year | Departures during the 2013-2014 school year | Departures at the end of the school year | Reason(s) for Departure   |
|-------------|---|---|--|---|
| Teachers    | 30  | 0   | 4  | 2 were 1 year positions<br>1 position no longer needed (ESL)<br>1 left for another position |
| Other Staff | 11  | 0   | 0  |   |

We consider this year's staff retention to be very positive and a sign of a strong team that is working well together. The two new teachers we've hired are very strong and bode well for the year ahead.

## BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR

| Name                      | Position   | Committee affiliation(s)  | Area of expertise   | Number of terms served; Length of each term           |
|---------------------------|------------|---|---|---|
| <b>Edward Blatchford</b>  | Trustee    | Committee on Trustees & Personnel Policy; Development Committee | Co-founder & Retired Executive Director of the School       | 2 Terms<br>Appointed 2009<br>term ending 2015         |
| <b>Regina Campbell</b>    | Secretary  | Committee on Trustees & Personnel Policy                        | Chief Operating Officer, Franklin Medical Center; Parent    | 2 Terms<br>Appointed 2009<br>term ending 2015         |
| <b>Ian Fraser</b>         | Chair      | Facilities & Finance Committee                                  | Chairman of the Board, Aztec Land & Cattle Co Ltd.,         | 2 Terms<br>Appointed 2009<br>term ending 2015         |
| <b>Peter Garbus</b>       | Ex-officio | Committee on Accountability                                     | Principal and Head of School; Parent                        | Appointed 2009<br>expires on termination              |
| <b>Sue Gentile</b>        | Trustee    | Committee on Accountability                                     | Sustainability Educator                                     | 1 Term<br>Appointed 2011<br>term ending 2014          |
| <b>Tamara Grogan</b>      | Trustee    |   | French Teacher  | 1 Term<br>Appointed Nov 2013<br>term ending Sept 2016 |
| <b>H. Richard Henning</b> | Trustee    |   | Director of Marketing Northeast Fdn for Children            | 1 Term<br>Appointed Nov 2013<br>term ending Sept 2016 |
| <b>Larry Klein</b>        | Trustee    | Committee on Trustees & Personnel Policy                        | MD at Connecticut River Internists, Turners Falls           | 1 Term<br>Appointed Dec 2012<br>term ending 2015      |
| <b>Jay Lord</b>           | Vice Chair | Committee on Accountability and Program Planning                | Non-profit director   | 1 Term<br>Appointed 2011<br>term ending 2014          |
| <b>Robin Riessman</b>     | Treasurer  | Facilities & Finance Committee                                  | Associate Director of UMass Traffic Safety Research Program | 1 Term<br>Appointed 2011<br>term ending 2014          |



# ATTACHMENTS

## Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2015-2016 school year?

| Action                       | Date(s)                     |
|------------------------------|-----------------------------|
| Student Application Deadline | Wed Feb 25, 2015 at 5:00 pm |
| Lottery                      | Fri Feb 27, 2015 at 9:00 am |

## 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.

|  | Parents<br>(89) |     |     |      | Students<br>(129) |     |     |      |
|--|-----------------|-----|-----|------|-------------------|-----|-----|------|
| Answer Options   | % 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    |                   |     |     |      |

## OTHER SCHOOL DATA

|                               | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------------------------|------|------|------|------|------|
| Grade 9-12 Dropout Rate       | .8   | .8   | 0    | 2.9  | NA   |
| Attendance Rate               | 92.7 | 92.8 | 95.5 | 92.8 | 93.2 |
| Average Number of Days Absent | 12.7 | 12.4 | 7.7  | 12.5 | NA   |
| Retention Rate                | 1.0  | 2.0  | 0.5  | 0    | 0    |
| Unexcused Absences >9         | 0    | 0    | 0    | 2.3  | NA   |
| In-School Suspension          | 3.1  | 5.9  | 14.4 | 8.3  | NA   |
| Out-Of-School Suspension      | 12.4 | 5.9  | 6.7  | 5.5  | NA   |

## EXPEDITIONARY LEARNING IMPLEMENTATION

| Dimension                    |   | Practice                                     | 2012 | 2013 | 2014 |
|------------------------------|---|--|------|------|------|
| <b>Curriculum</b>            | 1 | Mapping Skills and Content                   | 4    | 4    | 4    |
|                              | 2 | Case Studies                                 | 4    | 4    | 4    |
|                              | 4 | Projects and Products                        | 3    | 4    | 4    |
|                              | 6 | Learning Expeditions                         | 3    | 3    | 3    |
| <b>Instruction</b>           | 1 | Effective Lessons                            | 4    | 4    | 3    |
|                              | 2 | Supporting All Students                      | 5    | 5    | 4    |
|                              | 3 | Reflecting and Structuring Revision          | 4    | 3    | 4    |
|                              | 4 | Culture of Reading                           | 4    | 4    | 4    |
|                              | 5 | Culture of Writing                           | 5    | 5    | 4    |
|                              | 6 | Culture of Mathematics                       | 3    | 3    | 4    |
|                              | 7 | Integrating the Arts                         | 4    | 4    | 4    |
| <b>Assessment</b>            | 1 | Learning Targets                             | 4    | 4    | 4    |
|                              | 2 | Assessment For Learning                      | 4    | 4    | 4    |
|                              | 3 | Quality Assessments                          | 4    | 4    | 4    |
|                              | 4 | Communicating Student Achievement            | 5    | 5    | 4    |
|                              | 5 | Analyzing Assessment Data                    | 4    | 4    | 4    |
| <b>Culture and Character</b> | 1 | Learning Community                           | 4    | 4    | 4    |
|                              | 2 | Crew   | 3    | 3    | 4    |
|                              | 3 | Fostering Character                          | 4    | 4    | 4    |
|                              | 4 | Engaging Families                            | 4    | 4    | 4    |
|                              | 5 | Beautiful Spaces                             | 3    | 3    | 4    |
| <b>Leadership</b>            | 1 | School Vision                                | 4    | 2    | 3    |
|                              | 2 | Using Data                                   | 3    | 3    | 3    |
|                              | 3 | Supporting Planning, Assessment, Instruction | 4    | 4    | 4    |
|                              | 4 | Positive School Culture                      | 4    | 4    | 5    |
|                              | 5 | Professional Learning                        | 4    | 2    | 3    |