



Annual Report

August 1, 2015

Four Rivers Charter Public School
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INTRODUCTION TO FOUR RIVERS CHARTER PUBLIC 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	215 at EOY 2014-2015 217 Pre-Enrolled for 2015-16
Number of students enrolled as of 8/1/2014	219	Students on Waitlist	74 (as of Oct 8/1/14)
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.

MISSION AND KEY DESIGN ELEMENTS

1. EXPEDITIONARY LEARNING

Four Rivers is affiliated with Expeditionary Learning Schools, a nonprofit organization devoted to providing a highly respected model of comprehensive school reform. Expeditionary Learning emphasizes high achievement through active learning, character growth, and teamwork, as reflected in the quotes below. 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. DESE completed a Year 12 Site Visit this spring and reported that the school is meeting all but one performance criteria. That report affirms much of what is contained in this section.
2. We received an implementation score from EL of 99 out of 130, (mostly 4s out of 5, with some 3s, a few 2s and a few 5s). This is 2 points higher than last year and in the highest category of implementation.
3. 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 Classroom Observation Form.
4. Feedback from the School Climate Survey indicates generally that students, parents, and teachers feel they see EL practices at work in the school.
 - a. 92% of student agree or strongly agree that most teachers post learning targets.

- b. 88% of students agree or strongly agree that most teachers show models to understand expectations for quality work.
- c. 95% of students agree or strongly agree that most teachers give feedback to revise and strengthen my work.
- d. 79% of students agree or strongly agree with the statement: “I’ve done some great fieldwork this year.”
- e. 81% of students agree or strongly agree with the statement: “I can be myself in this school.”
- f. 78% of students agree or strongly agree with the statement: “In general, I care about what I’m learning at Four Rivers.”
- g. 70% of students agree or strongly agree with the statement: “The skills and knowledge I’m learning matter beyond the classroom.
- h. 81% of students agree or strongly agree that teachers make learning as active as possible.
- i. 89% of students, 87% of parents, and 82% of teachers agree or strongly agree that students are held to high academic standards.
- j. 95% of students, 96% of parents, 86% of teachers agree or strongly agree that students are expected to produce high quality work.
- k. 81% of students, 81 % of parents, and 86% of teachers agree or strongly agree that every student is known well by at least 1 adult.
- l. 79% of students, 87% of parents, and 95% 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. Information from our graduates suggests that many of these outcomes were achieved. It also suggests that the outcomes matter for life after Four Rivers. The percent that Agree or Strongly Agree that Four Rivers prepared them well in:
 - a. The ability to problem-solve: 88%
 - b. The ability to collaborate and work on teams: 95%
 - c. The ability to think creatively: 91%
 - d. The ability to communicate ideas: 91%
 - e. Study habits and the ability to handle responsibilities: 85%
 - f. Preparation for college: 85%

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. 96% 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. From 32 graduates who completed alumni surveys this year, 50% reported that they voted this past year and 50% reported that they volunteered in some capacity.

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.

EVIDENCE

1. 33 out of 35 (94%) plan on attending college next year or after a gap year.
2. 1 (3%) plans on attending a vocational training program.
3. 1 (3%) plans on joining the military.
4. 30 out of 35 (86%) students submitted applications to at least one four year college.
5. 19 out of 36 seniors earned MCAS scores that qualified them for John and Abigail Adams scholarships.

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. 100% of students completed projects related to sustainability.
2. 96% of students reflected on their ideas about sustainability.
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.

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:

- As part of our on-going effort to disseminate Four Rivers best practices, Alex Wilson continued our teacher mentorship with students in the Mt Holyoke graduate program of education, helping new teachers to develop expeditions, active lessons, and assessment for learning strategies.

- Susan Durkee was interviewed by students in the Harvard Graduate School of Education as part of a course on high quality student work. The interviews were about Four Rivers products and the way we support students in the creation of high quality work and have been edited into short films that are being used by Expeditionary Learning.
- A team of educators from Singapore came to learn about our practices. They were particularly interested in our assessment practices and in the ways we develop school culture.
- A visitor came to us from the Netherlands to learn about our approach to school culture and our work on HOWLs
- A team came from the Pioneer Valley District & School Assistance Center to learn about what we are doing and to identify ways we might help support area schools.
- Susan Durkee gave a presentation and led a discussion with school leaders from new charter schools in the northeast. The presentation focused on the lessons learned from our start-up years and the key practices we have developed that have been most effective.

Academic Program Success

STUDENT PERFORMANCE

[2014 COMPLETE SCHOOL REPORT CARD](#)

Four Rivers does not use external assessments other than MCAS. 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. The school achieved a Performance and Progress Index (PPI) of 69 for all of its students and 79 for its high needs students.
2. The school scored at the top of the state in English again, but 10th grade numbers were down in general from previous years.
 - a. The school's 10th graders achieved 100% proficiency on the English Language Arts exam, with 17 students scoring Proficient and 20 scoring Advanced, tying Four Rivers for #1 in the state.
 - b. In Mathematics, 9 tenth graders did not reach proficiency.
 - c. CPI and Median SGP were down for 10th grade compared to last year. We believe this is a one-time anomaly and expect a return to strong performance in this year's scores.
3. Four Rivers outperformed a composite profile of our sending districts on all tests at all grade levels.
 - a. On the ELA tests, Four Rivers was 6 points ahead of sending districts for 10th grade, 10 points ahead for 8th grade, and 9 points ahead for 7th grade.
 - b. On the Math tests, Four Rivers was 2 points ahead of sending districts for 10th grade, 5 points ahead for 8th grade, and 18 points ahead for 7th grade.
 - c. On the Science tests, Four Rivers was 9 points ahead of sending districts for 10th grade Biology, and 10 points ahead for 8th grade.
7. Nineteen out of 36 seniors (53%) earned MCAS scores that qualified them for John and Abigail Adams scholarships.
8. Four Rivers SAT scores are higher than our sending districts for Reading, Writing, and Math:

	Four Rivers	Frontier	Gill-Montague	Greenfield	Mohawk	Pioneer
Reading	584	545	486	474	514	522
Writing	576	525	480	476	494	480
Math	545	536	464	489	528	493

ACADEMIC PRIORITIES FOR THE YEAR AHEAD

1. Analyze current state of Common Core and PARCC: Students in grades 7, 8, 9, and 11 took PARCC tests this spring. Because students knew the scores did not count, it will be difficult to know how valid their scores are. Nonetheless, taking the tests gave the school valuable information about how the new standards might be assessed. We will continue to work this coming year on how to support students in developing the reading, writing, and mathematical thinking skills reflected in the new standards.
2. Implement changes to our math program: As a result of this past year’s program review and in response to data indicating need for improvement in math, teachers in each division are revising curriculum maps, developing new instructional approaches, and considering the use of textbooks to strengthen the school’s math program.

Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There were no changes to the organizational structure made during the 2014-2015 school year, nor are there any anticipated changes for the upcoming year.

TEACHER EVALUATION

Four Rivers uses its own model of Teacher Evaluation, described below:

1. Goal Setting: Teachers submit 1-3 professional goals for the year ahead. Goals should be related to the school’s [STANDARDS FOR TEACHER PRACTICE](#). The Principal may also require specific goals. The Principal reviews and approved goals for each staff member.
2. Performance Data and Documentation: Teachers are responsible for gathering artifacts and data that show them making progress with the standards.
 - a. The Principal conducts mini-observations throughout the year, with Classroom Observation forms and notes on what students are doing.
 - b. Teachers establish a shared Google site portfolio that contains the following: Self-Assessment; Annual goals, indicators, and assertions; Reflections on feedback
 - c. Teachers may also include any of the following: Curriculum Maps; Assessment Maps; Course overviews provided to students; Learning Expedition plans; Student survey or feedback results with teacher reflection; Samples of student work.
 - d. Teachers meet with the Principal to present progress on goals and artifacts as evidence (this process replaces formal observations). Teachers in their first 2 years at Four Rivers meet both years. After two years, teachers meet every other year.
 - e. The Principal observes teachers new to the school at least 2 times by November
3. Improvement Plans: With teachers for whom there are known areas of concern that could lead to

non-renewal, the Principal discusses the concern with the teacher, discusses relevant expectations, and documents the communication. The teacher submits an Improvement Plan – approved by the Principal -- by January 1. See [IMPROVEMENT PLAN GUIDELINES](#).

5. Performance Reviews: By April 1, the Principal completes a performance review for all teachers with less than 3 years in the school. For teachers with 3 or more years in the school, the Principal completes a performance review every other year. Note that target performance on meeting criteria may be measured against years of experience. Newer teachers might not be expected to meet all criteria right away and more veteran teachers might be expected to be closer to meeting all criteria.
6. Renewal: The Principal informs all teachers of their renewal status for the following year by the April break. There may be circumstances under which a teacher with no Improvement Plan is not renewed for the following year. Teachers receive letters of agreement for the next year by June.

BUDGET AND FINANCE

UNAUDITED FY15 INCOME STATEMENT

Income	
Tuition	3,120,558
Grants - Federal	70,625
Program Fees	100,171
Rental Income	3,765
Other Income	8,572
Total Income	3,303,691
Expense	
Business Supplies/Materials	15,590
Pupil Services	54,682
Advertising/Recruitment	6,245
Testing & Assessment	2,873
Contracted services	50,512
Fees, Dues, Memberships	9,457
Fringe Benefits	196,983
Instructional Expenses	109,500
Insurance	43,482
Maintenance and repairs	90,661
Occupancy	367,936
Payroll Taxes	76,227
Postage and Shipping	4,550
Professional Development	29,871
Salaries and Wages	2,011,984
Technology	46,383
Utilities	44,160
Total Expense	3,161,097
Net Operating Income	142,594

Revenue from Private Sources/Total Other Income	22,272
Depreciation expense/Total Other Expense	9,526
Net Non-Operating Income	12,746
Increase/(Decrease) in Net Assets	155,341

STATEMENT OF NET ASSETS FOR FY15 (BALANCE SHEET)

ASSETS

Current Assets

Checking/Savings

GSB Green Action 923,161

Petty Cash 35

Accounts Receivable 3,990

Total Current Assets 927,186

Fixed Assets

Buildings/leasehold improvement 68,268

Equipment/hardware 6,930

Vehicles 10,622

Total Fixed Assets 85,820

TOTAL ASSETS 1,013,006

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable (3,943)

Total Accounts Payable (3,943)

Other Current Liabilities

Section 125 Flex Savings Held (290)

Accrued Payroll 155,951

Mass Teachers R. B. 23,495

Payroll Liabilities 0

Total Other Current Liabilities 179,156

Total Current Liabilities 175,213

Total Liabilities 175,213

Equity

Retained Earnings 682,452

Net Income 155,341

Total Net Assets 837,793

TOTAL LIABILITIES & NET ASSETS 1,013,006

APPROVED SCHOOL BUDGET FOR FY16

Approved by the board of trustees on June 8, 2015

Major Assumptions: Enrollment -- 215, Tuition -- 14,750

REVENUE

Tuition	3,171,250
Revenue from 3 Federal Grants	68,694
Sustainability Fund	12,000
Bank Interest	300
FREF expenses reimbursement	3,385
Rental Income	3,500
Programs, Sports, Clubs & Misc. Student fees	58,000
Lunch Fees	19,500

EXPENSES

<u>Subtotal-Salaries</u>	2,060,378
Health Insurance	210,580
<u>Subtotal- Fringe Benefits and Taxes</u>	296,974
SPED Outside Contractual Services	28,000
Clubs expense	13,000
Drama Production and Club	3,500
Technology	12,395
Textbooks & Publication subscriptions	13,000
<u>Subtotal- Instructional</u>	199,545
<u>Subtotal- Business Services</u>	100,053
<u>Subtotal- Operations and Maintenance</u>	111,580
<u>Subtotal- Physical Plant</u>	412,265
Lunch Program & Misc Food Expense	24,000
Sports and PE excluding salaries	28,500
<u>Subtotal- Pupil Services</u>	53,500

TOTAL REVENUE	3,336,629
TOTAL ROUTINE OPERATING EXPENSES	3,234,295
INCREASE IN NET ASSETS (before deprec.)	102,334
less Depreciation Expense	11,800
INCREASE IN NET ASSETS (after depreciation)	90,534
OPERATING MARGIN	2.7%

CAPITAL PLAN FOR FY16

As reported before, 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 building which was originally built in 2005. This major project satisfied the immediate needs of the school, and left us with a plan for a possible 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. Prior to the end of FY 2015, however, our related 501c3, Four Rivers Educational Foundation, authorized a study to determine the costs of air-conditioning the high school building, which had been plumbed for chilled water circulation when built, but no compressors were purchased or installed.

Additional Information

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.

	2014-2015 Performance	Evidence
Measure: Each year, the school achieves scores of 3 or above on a 5-pt. scale for the annual EL implementation review.	NOT MET	A few 2s and 3s, mostly 4s, and a few 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 Workshop 2.0 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.

	2014-2015 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. Most students who have not passed all standards in June make them up by the end of the summer.	MET	September 2014 Total: 93% (200/215) Grade 7: 97% (34/35) Grade 8: 92% (33/36) Grade 9: 97% (37/38) Grade 10: 83% (30/36) Grade 11: 94% (34/36) Grade 12: 94% (32/34)	June 2015 Total: 76% (165/217) Grade 7: 69% (25/36) Grade 8: 83% (30/36) Grade 9: 61% (22/36) Grade 10: 68% (26/38) Grade 11: 75% (27/36) Grade 12: 100% (35/35)
Measure: Each semester, 90% of students meet all of their HOWL (Habits of Work and Learning) standards, demonstrating achievement of habits and skills required for effective effort.	NOT MET	Reported for semester 1 and 2 Grade 7: 75% and 80% Grade 8: 81% and 89% Grade 9: 58% and 61% Grade 10: 74% and 76% Grade 11: 86% and 63% Grade 12: 83% and 91%	

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

	2014-2015 Performance	Evidence
Measure: Each year, 90% of students set and meet goals for academic and personal growth.	MET	97% of students set goals and 91% of students met the goals they set.
Measure: Each year, 75% of responding students and parents indicate they believe the school creates a positive social and emotional environment.	MET	79% of students and 87% of parent agree or strongly agree that the school creates a positive social and emotional environment.
Measure: Each year, 90% of students meet requirements for service to the school and the community.	MET	96% of students met the service requirements.

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

	2014-2015 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. 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.	NOT MET	86% of seniors applied to at least 1 college.
Measure: Each year, 75% of responding graduates report they have begun a course of post-secondary study and that they plan to continue towards graduation.	MET	86% report they are in or have completed post-secondary study.

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

	2014-2015 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.	MET	100% of students in all divisions completed and individual or group project connected to the school themes and big essential question.
Measure: Each year, all students successfully complete an assignment	NOT MET	96% of students completed such a reflection.

that requires them to reflect on the school themes -- nature, technology, and community -- and the essential question in the mission statement.		
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RECRUITMENT AND RETENTION PLAN

School Name: FOUR RIVERS CHARTER PUBLIC SCHOOL
Date: JULY 13, 2015

RECRUITMENT

Implementation Summary:
<ol style="list-style-type: none"> 1. The school continued its regular practices to attract students this past year (described below). 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"> a. Contacted social service agencies, housing projects, and local religious groups offering outreach sessions. Most did not get back in touch with us. b. Distributed brochures and meeting announcements through the same organizations. c. One new meeting took place this year: at the Brick House in Turners Falls. 2. The school continued to support all learners through implementation of its District Accommodation Plan.

General Recruitment Activities: (those intended to reach all students)
<ol style="list-style-type: none"> 1. Continue regular practices to attract students: <ol style="list-style-type: none"> 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. 2. Reach out to ensure that low income families, Spanish-speaking families, and families of color have access to information about Four Rivers. 3. The school placed brochures for information sessions throughout the county in places where people gather or are likely to visit: 17 public libraries; 2 book stores; food markets in 9 towns, restaurants, bakeries, co-ops; YMCA & local fitness centers; Churches; Convenience & hardware stores; Gas stations; Franklin County Chamber of Commerce; Real estate agents and Greenfield Community College. In addition the school placed brochures with key social service agencies that provide SNAP benefits, fuel assistance, childcare and other family services. Brochures were placed in their public kiosks as well as given to service providers to encourage referrals to Four Rivers as a public school choice. These agencies included: Community Action locations in Greenfield and Orange; Community Action Youth Center in Greenfield; Center for New Americans, Greenfield; Public and subsidized housing developments in Greenfield (Leyden Woods, Oak Courts, Millhouse, and Greenfield Gardens); Franklin County Regional Housing Authority; Center for Self Reliance (food pantry); DIAL/SELF Teen Services. 4. Made available brochures in Spanish and in Romanian (the language of Moldova). 5. Continue to implement the school's District Accommodation Plan which describes how the school works to support all learners. This year the second ELL student at the school graduated.

RECRUITMENT DATA

ENROLLMENT	2010	2011	2012	2013	2014	2015
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Total	193	205	208	210	216	217
African American	1.0	1.0	1.0	1.4	1.9	.9
Asian	0.5	0.5	2.4	1.9	3.2	2.8
Hispanic	2.6	3.4	4.8	3.3	3.2	3.7
Native American	0	0.5	0.5	0	0	0
White	94.3	92.2	89.4	90	86.6	88
Native Hawaiian, Pacific Islander	0	0	0	0	0	0
Multi-Race, Non-Hispanic	1.6	2.4	1.9	3.3	5.1	4.6
First Language Not English	0	1.0	1.9	1.4	2.3	1.4
English Language Learners	0	.5	.5	.5	.9	0
Low Income	23.2	23.9	22.1	23.3	23.1	19.4
Students with Disabilities	11.4	11.7	15.9	17.6	16.2	17.5
Free Lunch	12.4	14.6	18.3	17.1	16.2	24.0
Reduced Lunch	9.8	9.3	3.8	6.2	6.9	6.9
High Needs	NA	NA	NA	36.2	36.1	35
Male	53	49	49	56	51	47
Female	47	51	51	44	49	53

CHART (Charter School Analysis and Review Tool) DATA

Percentages	2010	2011	2012	2013	2014	2015	Ave gap
1st language not English - FOUR RIVERS	0.0	1.0	1.9	1.4	2.3	1.4	.1
1st language not English - COMPARATIVE INDEX	1.5	1.5	1.5	1.3	1.5	1.3	
English Lang Learners - FOUR RIVERS	0.0	0.5	0.5	0.5	0.9	0	-.1
English Lang Learners - COMPARATIVE INDEX	0.3	0.3	0.3	0.2	0.2	.1	
High Needs students - FOUR RIVERS	NA	NA	NA	36.2	36.1	35	4.3
High Needs students - COMPARATIVE INDEX	NA	NA	NA	40.1	40.6	30.7	
Students w/ disabilities - FOUR RIVERS	11.4	11.7	15.9	17.6	16.2	17.5	4.9
Students w/ disabilities - COMPARATIVE INDEX	12.3	12.7	12.5	12.8	12.7	12.6	
Low Income students -- FOUR RIVERS	23.2	23.9	22.1	23.3	23.1	19.4	-.2
Low Income students -- COMPARATIVE INDEX	30.2	30.2	30.5	31.8	32.5	19.6	

RECRUITMENT HIGHLIGHTS

1. Our subgroups that are above the comparison index: High Needs students and students with disabilities.
2. Our subgroups with comparable enrollment: all others.

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"> 1. At information sessions, we describe our approach to special education and supporting the learning needs of all students.

	<ol style="list-style-type: none"> 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 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 include the following statement: “Four Rivers welcomes all 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>Enhanced Strategies:</p> <ol style="list-style-type: none"> 1. Send brochures to local organizations that serve low income families to make sure they know about the school. 2. Offer outreach meetings to these local organizations that serve low income families to meet with them first in their own settings. We plan to make sure that at least 2 or 3 such meetings actually take place. 3. Consult with local community leaders who work with low income populations for further advice on how to reach these families. 4. Contact local pediatricians and family practice doctors with information they can share with their patients. 5. Analyze and publish information that highlights the success low income students have had at Four Rivers. This strategy has been intended, but not followed through on. We plan to complete such an analysis.
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	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 11 students who decided not to return to Four Rivers in Fall 2014, 0 were special education students (compared to 16% in the total school population) and 2 were eligible for Free or Reduced price Lunch (18% compared to 23% in the total school population). With such a small sample size it is always difficult to draw conclusions, but the numbers show a disproportionate number of low income students and students with disabilities staying at the school.
2. For Fall 2015, current numbers indicate that 9 out of 47 (19%) new students have an IEP or a 504.
 1. For SY 2014-15, the # of students on an IEP or 504 was 57
 2. For SY 2014-15, we are losing 11 (9 to graduation/1 moving out of state/1 trying online schooling) but we are adding 9 new students on IEPs or 504s.
 3. For SY 2015-16 the IEP and 504 population is expected to be 55 out of 220 (25%).

RETENTION DATA

Percentages	2010	2011	2012	2013	2014	2015
All	82.7	85.7	87.4	88.8	93.7	93.9
Female	80.0	88.4	82.6	86.2	96.2	94.5
Male	85.1	82.9	92.8	91.3	91.5	93.3
High Needs	76.9	80.7	81.5	89.2	93.7	97.1

Low Income	78.1	76.7	81.0	89.5	97.6	95.7
Special Ed	75.0	83.3	85.2	90.6	89.7	100
Hispanic			100	66.6		83.3
Multi-race					85.7	80
White	84.6	86.8	86.9	89.9	93.6	95.5

RETENTION HIGHLIGHTS:

1. Our overall retention has improved steadily every year for the past 6 years.
2. Our goal for student retention last year was 94% and we came in at 93.9%.
3. Our retention of **high needs students** has improved steadily every year.
4. Our retention of **low income students** has improved steadily every year for the past 4 years, with a slight decrease this past year.
5. Our retention of **students with disabilities** has improved steadily every year.

RETENTION PLAN -- STRATEGIES

Overall Student Retention Goal for next year: 94%	
Demographic Group	Strategies
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 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. 3. 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 or reduced 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. 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	Specific Strategies: 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	Specific Strategies: 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	We do not currently have information indicating other subgroups for whom there is an achievement gap.

SCHOOL AND STUDENT DATA

FOUR RIVERS DESE SCHOOL PROFILE

<i>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</i>		
Race/Ethnicity	# of students	% of entire student body
African-American	2	1%
Asian	6	3%
Hispanic	8	4%
Native American	0	0
White	190	88%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	9	4%
Students with disabilities	35	16%
Limited English proficient	0	0
Low income	68	32%

<i>ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR</i>			
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, Community Events, Extracurriculars	August 2003	
Andy Stenson, Guidance and College Counselor	Guidance Counseling, College Counseling	August 2004	
Kate Conant, Director of Academic Support	IEPs and 504s, MCAS, Title 1, Student Success Plans, ELL Program, Homeless Liaison	August 2005	
Bill Fogel, School Psychologist	Counseling and Evaluations	August 2004	
Dan Lederer Director of Technology	Networks, Hardware, Software	August 2004	
Terry Plotkin Athletic Director (part-time)	Scheduling, Transportation, Sports Facilities	August 2002	

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR

	As of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	30	0	2.5	1 left for another position 1 moving out of area .5 not returning to teaching
Other Staff	11	0	1	1 assistant teacher no longer needed

Four Rivers continues to have low staff turnover.

BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR

Name	Position	Committee affiliation(s)	Area of expertise	Number of terms served; Length of each term
Edward Blatchford	Trustee	Committee on Trustees & Personnel Policy	Co-founder & Retired Executive Director of the School	2 Terms Appointed 2009 term ending Sept 2015
Regina Campbell	Secretary	Committee on Trustees & Personnel Policy	Chief Operating Officer, Baystate Franklin Medical Center; Parent	2 Terms Appointed 2009 term ending Sept 2015
Ian Fraser	Chair	Facilities & Finance Committee	Chairman of the Board, Aztec Land & Cattle Co Ltd.	2 Terms Appointed 2009 term ending Sept 2015
Peter Garbus	Ex-officio	Committee on Accountability	Principal and Head of School; Parent	Appointed 2009 expires on termination

Tamara Grogan	Trustee	Development Committee	French Teacher, Greenfield HS; Parent of a grad.	1 Term Appointed Nov 2013 term ending Sept 2016
H. Richard Henning	Trustee	Development Committee	Director of Marketing and Sales, University Press of New England; Parent of a grad.	1 Term Appointed Nov 2013 term ending Sept 2016
Larry Klein	Trustee	Committee on Trustees & Personnel Policy	MD at Connecticut River Internists, Turners Falls	1 Term Appointed Dec 2012 term ending Sept 2015
Jay Lord	Vice Chair	Committee on Accountability	Director of Financial and Program Development, Just Roots Farm, Greenfield	2 Terms Appointed 2011 term ending Sept 2017
Robin Riessman	Treasurer	Facilities & Finance Committee	Associate Director of UMass Traffic Safety Research Program, Amherst	2 Terms Appointed 2011 term ending Sept 2017
Mary Stuart	Trustee	Facilities & Finance Committee	Director, Saint Francis Center for Health Equity, Hartford	1 Term Appointed 2014 term ending Sept 2017

Additional Required Information

Key Leadership Changes -- None to report

Facilities

Location	Dates of Occupancy
248 Colrain Road, Greenfield, MA	August 2002

Enrollment

Action	Date(s)
Student Application Deadline	February 24, 2016
Lottery	February 26, 2016

Attachments

OTHER SCHOOL DATA						
	2010	2011	2012	2013	2014	2015
Grade 9-12 Dropout Rate	.8	.8	0	2.9	2.8	NA
Attendance Rate	92.7	92.8	95.5	92.8	93.2	NA
Avg. Number of Days Absent	12.7	12.4	7.7	12.5	12	NA
Retention Rate	1.0	2.0	0.5	0	.5	NA
Unexcused Absences >9	0	0	0	2.3	NA	NA
In-School Suspension (%)	3.1	5.9	14.4	8.3	3.2	NA
Out-Of-School Suspension	12.4	5.9	6.7	5.5	4.1	NA

EXPEDITIONARY LEARNING IMPLEMENTATION						
Dimension		Practice	2012	2013	2014	2015
Curriculum	1	Mapping Skills and Content	4	4	4	4
	2	Case Studies	4	4	4	4
	4	Projects and Products	3	4	4	4
	6	Learning Expeditions	3	3	3	4
Instruction	1	Effective Lessons	4	4	3	4
	2	Supporting All Students	5	5	4	4
	3	Reflecting and Structuring Revision	4	3	4	3
	4	Culture of Reading	4	4	4	3
	5	Culture of Writing	5	5	4	4
	6	Culture of Mathematics	3	3	4	3
	7	Integrating the Arts	4	4	4	2
Assessment	1	Learning Targets	4	4	4	4
	2	Assessment For Learning	4	4	4	4
	3	Quality Assessments	4	4	4	4
	4	Communicating Student Achievement	5	5	4	5
	5	Analyzing Assessment Data	4	4	4	2
Culture and Character	1	Learning Community	4	4	4	5
	2	Crew	3	3	4	4
	3	Fostering Character	4	4	4	4
	4	Engaging Families	4	4	4	4
	5	Beautiful Spaces	3	3	4	5
Leadership	1	School Vision	4	2	3	3
	2	Using Data	3	3	3	2
	3	Supporting Planning, Assessment, Instruction	4	4	4	4
	4	Positive School Culture	4	4	5	5
	5	Professional Learning	4	2	3	5