



HILLTOWN
COOPERATIVE
CHARTER
PUBLIC
SCHOOL

ANNUAL REPORT 2010-2011

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Dear Commissioner and Charter School Staff,

23 July 2011

Hilltown Cooperative Charter Public School (HCCPS) is a vibrant school community, providing an excellent education to its students. With a committed group of teachers, staff, and families, the school nurtures its students, encouraging them to develop academically and socially.

Securing a suitable long-term site that meets the physical needs of the school has been an ongoing quest for HCCPS. Complementing our work from last year regarding site feasibility studies, we prepared a 10-year fiscal projection to support the search process. We are currently exploring several site options and are hopeful about a successful conclusion in the future to this ongoing search.

One of our long-time teachers, who was instrumental in launching the seventh and eighth grade program, retired at the end of this academic year. While the school community will miss her contributions to the classroom, her retirement creates an opportunity to do some curricular reorganization and realignment of teaching responsibilities. And, we are pleased to welcome her to the Board of Trustees next year, as our Board has yet to have a past teacher serve on it.

The Board has also initiated its Long Range Planning process ahead of schedule, so as to have a new plan in advance of the current one's end date in 2013. The Board formed a Long Range Planning Committee whose membership includes Board members, parents, teachers, and the three Coordinators. This committee is currently developing a consensus outline of topics and will add details and prioritize items over the coming months, gathering input from the Board and the greater HCCPS community.

We continue to be involved with the statewide performance assessment project headed by the Center for Collaborative Education in conjunction with Boston College School of Education. In this project, we are collaborating with ten other Massachusetts public schools to develop performance assessments in English Language Arts that can be used throughout the Commonwealth. This year we have completed additional work on the rubric/process for our 8th grade project, a culminating academic experience for students at HCCPS.

Our community continues to remain strong with over 95% participation from HCCPS families. We continue to have fundraising as a top priority, so as to offer the educational program that our students deserve. In 2010-2011, our Annual Fund nearly met the ambitious goal of \$25,000, and our Development Associate continues efforts to build a culture of philanthropy in the school to secure much-needed funds to support our educational mission.

It has been a pleasure to serve as the Board of Trustees President this year, and I look forward to continuing my service as President next year as well.

Sincerely,

A handwritten signature in black ink that reads 'Susannah Howe' in a cursive script.

Susannah Howe
President, Board of Trustees

INTRODUCTION

Hilltown Cooperative Charter Public School opened its doors in 1995 with 40 students, Kindergarten to 3rd grade. Beginning our seventeenth year we are a school of 165 students, Kindergarten to 8th grade, with a maximum enrollment of 180. We will intentionally not reach full enrollment until we relocate to a larger facility. Our current charter expires in June 30, 2015. We are in our original leased building, a turn of the century Brassworks factory in the village of Haydenville. Our waiting list currently has 175 students. Our students come from the districts of Hampshire County (Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Gateway Regional, Granby, Hadley, Hampshire Regional, Hatfield, Mohawk Regional, Northampton, South Hadley and Ware) and Franklin County (Erving, Frontier Regional, Gill/Montague Regional, Greenfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem-Wendell, Orange (Mahar Regional) and Pioneer Valley Regional).

MISSION

The Hilltown Cooperative Charter Public School was founded in 1995 as a Massachusetts Public Charter School. Our mission is:

- *To engage students in a school which uses experiential, hands-on activities, the arts and interdisciplinary studies to foster critical thinking skills and a joy of learning.*
- *To sustain a cooperative, intimate community of students, staff, families and local community members, which guides and supports the school and its educational program.*
- *To cultivate children's individual voices and a shared respect for each other, our community and the world around us.*

EDUCATIONAL PHILOSOPHY

The Hilltown Cooperative Charter Public School was founded in 1995 as Massachusetts Public Charter School. Inspired by the pre-schools of Reggio Emilia in Italy, our educational approach is grounded in knowledge of children's development and in a commitment to teaching creative, critical thinking skills, and strong basic skills.

At HCCPS, we believe that children construct their understanding of the world through direct experience, with teachers serving as guides and resources. We create an engaging and joyful learning environment using an interdisciplinary, project-based curriculum. Emphasis is placed on asking children and adults to reflect on and document the learning process. The expressive arts play a critical role in the academic and social curriculum, and create a common language that brings our community together in meaningful ways.

HCCPS welcomes and relies on family involvement. Children, families, staff and community form an integrated, interdependent system whose governance structures guide and support the school and its educational program. Beyond academic curriculum, children learn essential life

skills through participation in an intimate, whole school cooperative. Involvement in the local environment and its communities inspires learning and encourages social and civic responsibility as well as stewardship for the earth.

Parents and teachers help children to care for and respect themselves and each other. We strongly believe that cultivation of each individual voice within a community leads to inclusion of and respect for differences and multiple perspectives.

PERFORMANCE AND PLANS

Faithfulness to the Charter

OBJECTIVE A: HCCPS is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).

Measure 1: 90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey.

We have consistently met this goal. This year 60% of families responded to our School Satisfaction Survey and 92.9% of those respondents either agreed or strongly agreed that Hilltown "has built a strong sense of community among students, staff and families."

Measure 2: The school, via its volunteers, will sponsor monthly events- social, cultural, and educational in nature

We, once again, successfully met this goal. A community event was held each month from August to June, beginning with a social picnic in August prior to be the beginning of the year. The events included family events like movie night or an all-school sleepover, cooperative meetings with topics like cyber-bullying, educational forums around our curriculum, adult social events/ fundraisers, and a variety of school-wide celebrations.

Measure 3: Community compacts will be signed by 100% of families annually.

This year every family completed a Community Compact (*see Attachments*), a signed statement of agreement among all of the constituents in the school —parents, teachers, administration and students —outlining our intention to work together to create a supportive learning environment.

OBJECTIVE B: The HCCPS Board of Trustees implements the governance and leadership structure as defined in the charter application and any subsequent approved amendment(s).

Measure 1: Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes. Majority votes will only be taken if consensus cannot be reached in a timely manner.

100% of the decisions of the Board of Trustees were made by consensus process during the 2010-2011 school year. Voting was not necessary except when required by the state - such as

when entering into and exiting from Executive Session. The members of the cooperative voted at the Annual Meeting for new Board of Trustee members.

Measure 2: Board committees will meet monthly, as indicated in committee minutes.

Except in August, all committees met monthly.

OBJECTIVE C: HCCPS establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).

Measure 1: Each classroom will produce two documentation projects annually detailing the purpose, scope, and implementation of interdisciplinary projects. These documentations will be on display at school and digitally archived.

The purpose of this goal is to emphasize the process of learning for our students and broader community. We achieved this goal, and in many cases, classes documented more than two projects. Among the projects we documented this year were:

- A Community study by Grades K-1
- A study of Native Americans by Grades 2-3.
- A study of American Immigration by Grades 4-5
- A study of Ancient Greece by Grade 6
- A study of World Religions by Grades 7-8

Measure 2: Each Grade 8 student will design, develop, and present an independent culminating project which will demonstrate what s/he has gained from the HCCPS experience. 100% of these students will achieve a passing score on the Grade 8 culminating project rubric.

Each eighth grader is required to create an independent project, using the skills they developed at Hilltown. This year's projects represented an incredible array of diversity. Students completed projects that used art, music, video, writing, science, and social studies as major learning modalities. All students achieved a passing score on the Culminating Project Rubric. The following is a list of project topics for the 2010-2011 academic year:

- Silk and the Han Dynasty of Ancient China
- Analysis of Movie Script Writing Styles
- Comparison of Zen and Tibetan Buddhist Art
- Why Rama of the *Ramayana* Is Beloved by Hindus
- Pollution and Protection of Coral Reefs Today
- Causes and Effects of the French Revolution
- Military Strategies During the Peloponnesian Wars
- The Importance of Hieroglyphics in Ancient Egypt
- Equine-Assisted Therapy
- Ancient Greek Technology
- Ancient Greek Ballistic Weaponry
- Ancient Myths: A Reflection of Ancient Norse and Hindu Cultures
- Comparing the Flight of a Hawk and a Model Glider Plane
- What Makes a Good Model Rocket?
- Spiritual Beliefs of the Abenaki
- Emily Dickinson: The Importance of Her Garden in Her Poetry

Common School Performance Criteria

Implementation of Mission, Vision, and Educational Philosophy

When the school set out on a long range planning process in 2002, one of the first tasks was to revise the mission statement. Following adoption of the new mission and accompanying educational philosophy, a document was created and called Critical Elements of Classroom Practice. The Critical Elements covers the following areas: Learning Environment; Curriculum; and Relationships. It provides a guide to the type of academic and social program envisioned in the Mission. That document in turn was used to create the HCCPS Job Responsibilities and Standards, ensuring that teachers' job descriptions are mission based. (*three documents attached*)

Over the last 16 years Hilltown has developed a shared language - from the songs that we sing, to our mission statement, to the student-generated "code of cooperation" and Community Compact – which gives both students and their families a powerful sense of belonging. Major traditions at the school - including All School, an assembly of sharing that happens every Friday morning, Il Teatro, a talent show that takes place four times a year, a Martin Luther King Celebration where each class has a voice, a winter solstice celebration right before the break in December, a mid-winter all- school sleepover, a Spring Music Festival, a summer celebration with our Community Service Learning partners at the Overlook at Northampton nursing home and a very personal graduation ceremony – all reinforce the collaborative identity of our school.

The consistent pursuit of multi-age learning experiences and the inclusion of parents in all aspects of the school are ways that Hilltown builds this community beyond the boundaries of each classroom. Parents are welcome in any class at almost any time and they are regularly present there. Younger and older students meet each other in mini-courses, at lunch, on the playground, as “Buddies” and by doing special projects together, as well as during their time at All-School Assembly.

Part of sustaining an intimate community for us here at school includes reaching out and sharing ourselves with others. Hilltown has developed a strong ongoing Community Service Learning relationship with The Overlook at Northampton, a nearby nursing home, which involves every student in the school every year. Classes rotate weekly visits on a monthly basis engaging with the residents at Overlook in a wide variety of endeavors, many of which are connected to the curriculum.

This year students explored reading, science, writing, art, music, gardening, and physical education with the residents, as well as entertaining them with performances. At the end of each year we have a culminating Summer Celebration including all of our school community and many of the residents and staff at Overlook.

Special family or all-adult social events are also held on a regular basis to provide a way for parents to connect with one another and with the teachers and staff in an out-of-school environment. Assigned “Link Families” and school-sponsored social gatherings during the

summer offer incoming families a connection with returning families so that no one enters the school without knowing at least one other person here.

Many of the goals and measures found elsewhere in this report point to the multitude of ways in which the school is faithful to what is described in our charter application and are further evidence of our emphasis on community, respect, experiential learning and the cultivation of the individual voices of our students.

Implementation of the Governance/leadership Structure

The Board of Trustees consistently operates using consensus process for its decision-making based on a founding principle of the school - that consent by the whole group is more inclusive than majority rule, where some opinions can be overridden. Consensus process necessitates listening to all and considering compromise rather than dominance and though it sometimes takes a little longer than voting, the board continues to find it valuable.

The Board of Trustees supervises three Coordinators who collaborate closely and make up the leadership team of the school. The Administrative Coordinator oversees school operations, admissions, the building, finances and state reporting. The Education Coordinator is responsible for the supervision of faculty and other educational staff and for leading the faculty in creating curriculum. The Community Coordinator reaches across boundaries to engage parents and community members in the program at Hilltown, including special programs, the coordination of Community Service Learning and the school's fundraising efforts.

Academic Program Success

MCAS Performance, Growth, and AYP

Table 1: MCAS Results, Spring 2010

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	5	14	74	49	16	30	5	8	19	92.1	N/A	N/A
GRADE 03 - MATHEMATICS	11	25	53	40	32	24	5	11	19	85.5	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	5	11	42	43	53	35	0	12	19	78.9	N/A	19
GRADE 04 - MATHEMATICS	11	16	32	32	53	41	5	11	19	80.3	N/A	19
GRADE 05 - ENGLISH LANGUAGE ARTS	16	16	63	47	21	28	0	10	19	94.7	N/A	19
GRADE 05 - MATHEMATICS	26	25	32	30	26	28	16	17	19	78.9	N/A	19
GRADE 05 - SCIENCE AND TECHNOLOGY	11	15	63	38	26	36	0	11	19	89.5	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	35	15	60	54	5	21	0	9	20	98.8	N/A	19
GRADE 06 - MATHEMATICS	50	27	40	32	10	25	0	16	20	96.3	N/A	19
GRADE 07 - ENGLISH LANGUAGE ARTS	7	11	93	61	0	21	0	7	15	100.0	N/A	14
GRADE 07 - MATHEMATICS	20	14	47	39	27	27	7	19	15	86.7	N/A	14
GRADE 08 - ENGLISH LANGUAGE ARTS	40	17	60	61	0	16	0	7	15	100.0	N/A	15
GRADE 08 - MATHEMATICS	33	22	40	29	27	28	0	21	15	93.3	N/A	15
GRADE 08 - SCIENCE AND TECHNOLOGY	0	4	87	36	13	41	0	19	15	93.3	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	18	16	64	52	17	24	1	8	107	93.7	65.0	86
ALL GRADES - MATHEMATICS	25	26	40	33	29	27	6	15	107	86.7	67.5	86

Table 2: 2010 Adequate Yearly Progress (AYP) Date - Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	No Change
MATHEMATICS	No Status	High	No Change

To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	100	Yes	93.7	No	-0.6	Yes	95.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	95.2	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	93.0	No	-1.4	Yes	95.1	Yes
MATHEMATICS									
Aggregate	Yes	100	Yes	86.7	No	-0.1	Yes	95.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-	-
Low Income	-	-	-	79.8	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	86.8	No	-0.1	Yes	95.1	Yes

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

OBJECTIVE A: Students at the school demonstrate proficiency, or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes.

Measure 1: HCCPS shows an annual increase in the CPI in ELA and mathematics in the aggregate and for all statistically significant subgroups

In ELA, our CPI was 94.3 in 2009 and 93.7 in 2010. In mathematics, our CPI was 86.8 in 2009 and 86.7 in 2010. Both years we met the requisite target for AYP. We consider the scores relatively stable, and because they are at a high level, we are not concerned that these scores did not increase.

Measure 2: HCCPS shows an annual decrease in the percentage of students scoring Warning/Failing on standard MCAS tests in ELA and mathematics in the aggregate and for all statistically significant subgroups

In ELA there were no students at the Warning/Failing level in 2009, and less than 1% in 2010. In mathematics, there were less than 1% at the Warning/Failing level in 2009, and 5.6% in 2010. In all cases, because the population of the school is small, and number of students at this level is also very small, we are not concerned about these changes at this time.

OBJECTIVE B: HCCPS achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.

Measure 1: Each year, the median students growth percentile is 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.

This year, Hilltown students achieved a median student growth percentile (SGP) of 65.0 and 67.5 respectively in the ELA and mathematics tests. No sub-groups were reported due to small sample size.

OBJECTIVE C1: HCCPS makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub- groups in English language arts and mathematics.

Measure 1: Each year, HCCPS makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub- groups in English language arts and mathematics.

Hilltown made Adequate Yearly Progress (AYP) in the aggregate in English language arts and mathematics for the eighth consecutive year. Again, sub-groups are too small to report.

OBJECTIVE C2: HCCPS does not have a status for accountability purposes of Improvement, Corrective Action or Restructuring.

Measure 2: Each year, HCCPS does not have a status for accountability purposes of Improvement, Corrective Action or Restructuring

Hilltown does not have, and has never had a status for accountability purposes of Improvement, Corrective Action, or Restructuring.

OBJECTIVE D: If externally- developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.

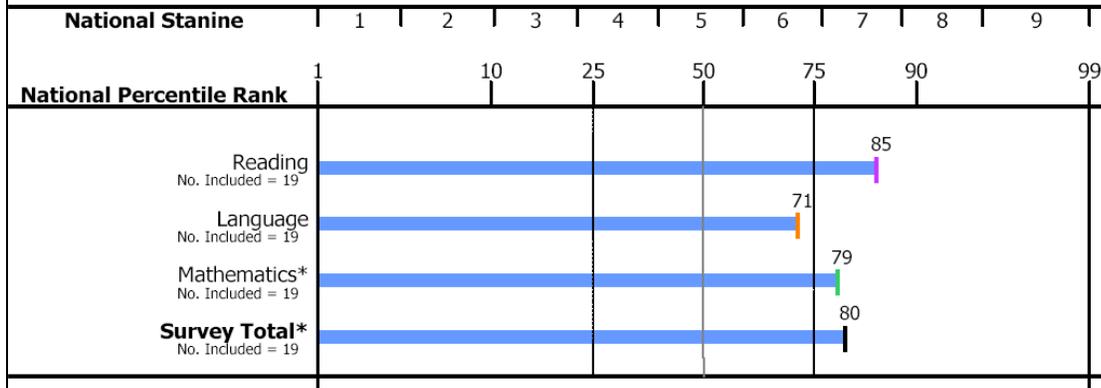
Measure 1: Each grade, 3-8, will score in the top quartile annually in the tested areas of reading, math, language, and Core Total on the Iowa Tests of Basic Skills;

Students of third through eighth grade age take the Iowa Test of Basic Skills (ITBS) in reading, language and math. We view our ITBS results as helpful because of the long history of validity and reliability of the ITBS and because of its broad, national student base. Our ITBS scores continue to be strong in all areas of the test.

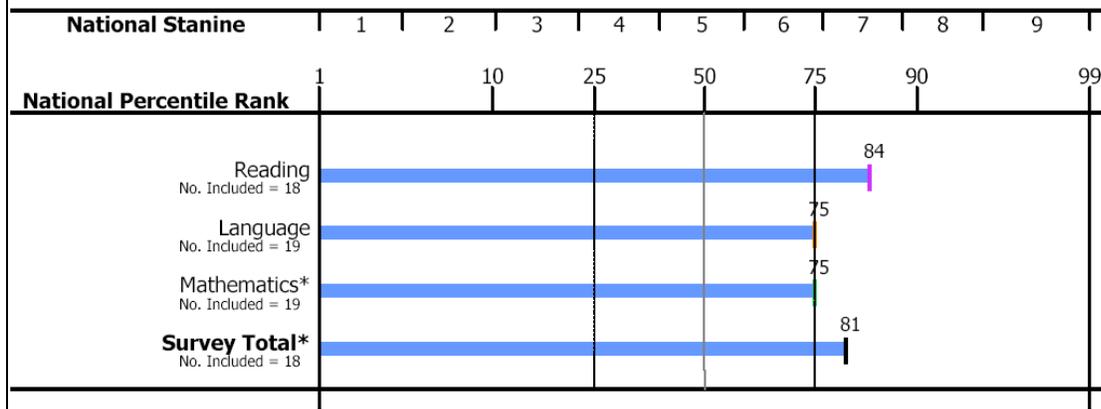
We met our goals in 19 of 24 subtest areas. In the remaining 5, scores were so close to the top quartile that we are not concerned about the differences.

Table 3: Iowa Test of Basic Skills, December 2010

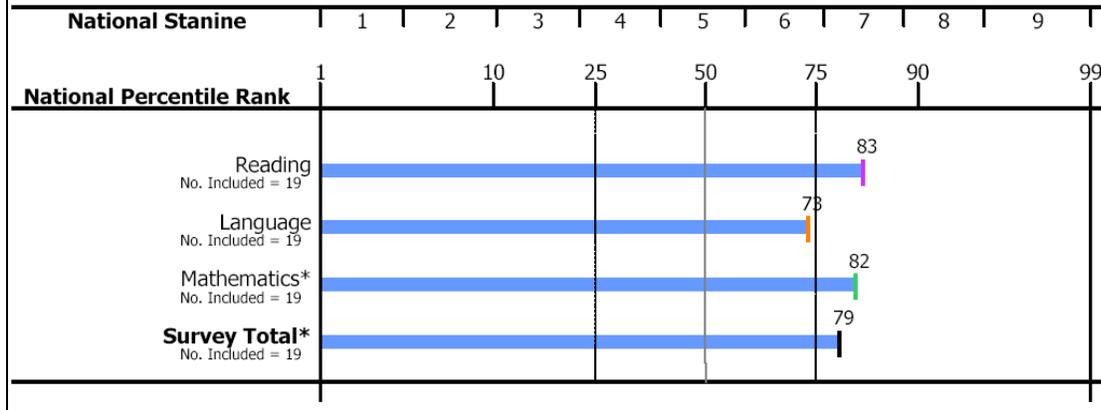
Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2010 Norms: Midyear 2005	Grade: 3 Level: 9 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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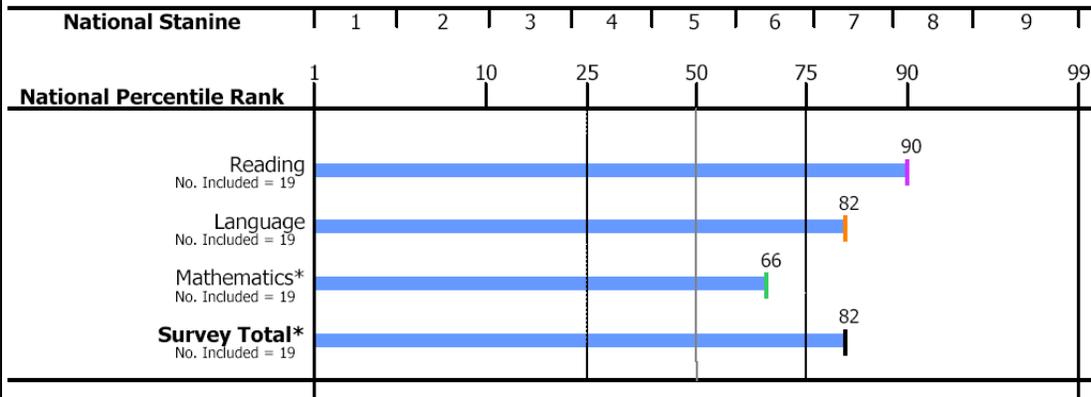
Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2010 Norms: Midyear 2005	Grade: 4 Level: 10 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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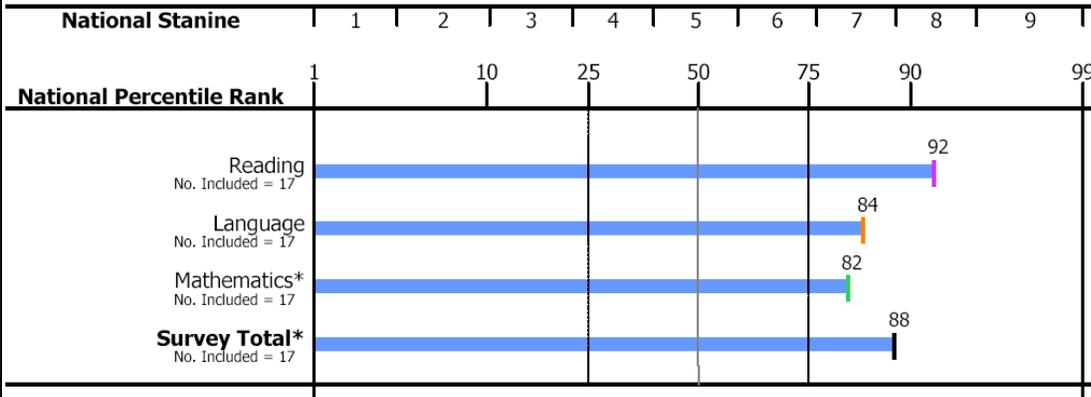
Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2010 Norms: Midyear 2005	Grade: 5 Level: 11 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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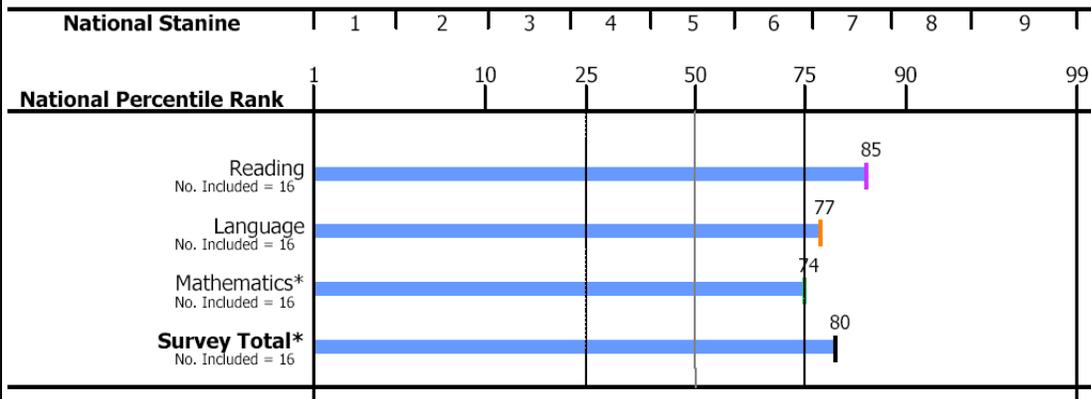
Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2010 Norms: Midyear 2005	Grade: 6 Level: 12 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2010 Norms: Midyear 2005	Grade: 7 Level: 13 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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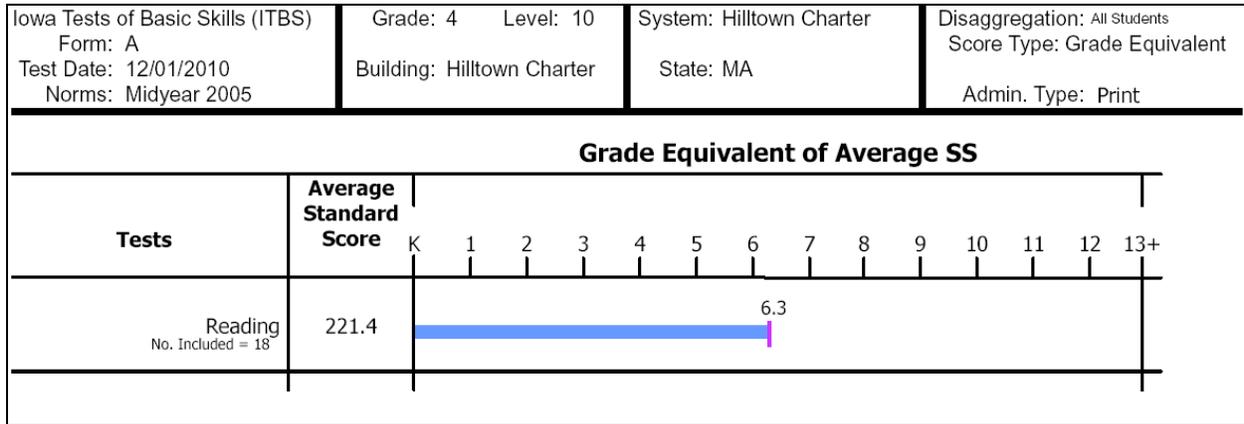
Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2010 Norms: Midyear 2005	Grade: 8 Level: 14 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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Measure 2: 90% of all 4th graders will test at or above grade level in the area of reading on the Iowa Test of Basic Skills.

This year, 95% of all 4th graders tested at or above grade level in the area of reading. The average grade level for this group was 6.3 and median was 6.5.

Table 4: 4th grade reading scores, Iowa Test of Basic Skills, December 2010



OBJECTIVE E: Student performance is strong and demonstrates improvement on Internally-developed assessments of student achievement

Measure 1: 80% of all students in grades K-3 will annually gain at least one previously defined level on the HCCPS reading, writing and math assessment;

Table 5: Hilltown Reading Assessment Results, K-3rd Fall 2009-Spring 2010

Level (1 level = 1 Grade Level)	Percentage of Students
Less than 1 Level	9%
1 Level progress	23%
2 Levels progress	27%
3 Levels. progress	41%

Table 6: Hilltown Writing Assessment Results, K-3rd Fall 2005-Spring 2010

Level (1 Level = 6 points, HCCPS Rubric)	Percentage of Students
Lost One or More Levels	10%
No Gain	12%
One Level Gain	45%
More than One Level Gain	33%

Table 7: Hilltown Mathematics Assessment Results, K-3 Fall 2009-Spring 2010

Level (1 Level = 20 percentage points)	Percentage of Students
Less than 1 Level	10%
1 Level progress	53%
2 Levels progress	37%

Measure 2: Eighty percent of all students in grades 4-8 will score at the predetermined proficient level on the spring Hilltown math and writing assessments.

Table 8: Hilltown Mathematics Assessment Results, 4th -8th Spring 2010

Level (Proficient =70%)	Percentage of Students
0-69%	19%
70-100%	81%

Table 9: Hilltown Writing Assessment Results, 4th-8th Spring 2010

Hilltown Writing Rubric (Proficient = 15 on 6-8 rubric, or 45 on 4-5 rubric)	Percentage of Students
Below 15 or 45	38%
Above 15 or 45	62%

Common School Performance Criteria

Curriculum and Instruction:

Curriculum at HCCPS contains both open-ended and established components. We work to help children develop their basic skills in reading, writing, and mathematics. Often, this instruction occurs in the context of teaching a larger theme or concept. Other times, skills are taught directly, and practiced regularly through a variety of curricular projects. We used some published materials in reading, writing, mathematics and spelling. These are supplemented by a variety of teacher generated materials. We look at students as individuals, and work to meet their needs through a variety of instructional strategies.

Topics from the Massachusetts Curriculum Frameworks are used to identify themes of study and determine content areas. Over the course of the past four years, we have worked with the Frameworks to define the course of studies in our mixed age classrooms. As the frameworks have changed, particularly in Social Studies and Science, we have modified the program. Grade level competencies have been developed using the Frameworks as a basis, and form a core scope and sequence. They provide a guide toward the skills we want students to develop each year. Not every child will master every competency; but these serve as a reference point for each child’s developing skills.

At the same time, we value giving students the opportunity to steer the direction of the curriculum in any given year. Based on a given topic, teachers pose an initial, open-ended question. Exploration (research, study, experiments, and other activities that come out of this inquiry: typically what the children want to know more about), happens next. This exploration naturally leads to more opportunities for further questioning. Throughout this process, teachers look to integrate the arts—visual art and music, into the integrated study.

As indicated by both internal and external assessments, the curriculum is addressing essential skills and concepts. Over the last four years, student achievement has been consistently high.

In areas where there are minor concerns based on internal or external data, such as written responses to open response questions, teachers have focused on these areas in greater depth.

Texts that are used in the school: Heads Up Math: Grades 1-4, Math's Mate: Grades 5-8, Investigations in Number, Data, and Space, 1st Edition: Grades K-5, Math In My World: Grade 5-6, Connected Mathematics: Grade 7-8, Explode the Code: Grades K-3, Primary Phonics: Grades K-2, Megawords: Grades 4-5, Wordly Wise: Grades 4-6, D'Nealian Handwriting: Grades K-5.

Program evaluation:

Data from both internal and external assessments is reviewed annually. Teachers and the Education Coordinator discuss the data, and when necessary, plan for curricular changes. In addition, teams of teachers meet several times a month to plan the implementation of the program. Through this process, they can review the effectiveness of a particular part of the curriculum as it is being implemented and make changes if necessary. Professional development time is used at the beginning and the end of each year to reflect on both quantitative and qualitative data. Based on that data, the Educational Coordinator, in collaboration with teachers can make alterations.

School and classroom culture:

At the beginning of the first year of the school (1995), the students developed a four-point "Code of Cooperation". This has evolved into our Community Compact, an agreement which is now signed by students, parents, teachers and administrators at the beginning of each school year. During the first weeks of school, all classes review and re-commit to this code, discussing strategies for inclusion, respect and conflict resolution. Throughout the year students are encouraged to engage directly with their peers to resolve conflict and, when necessary, to use the assistance of an adult mediator. Because of the schools' emphasis on these values, we see very little bullying or seriously aggressive behavior during the year.

There are many formal structures in place to ensure that classrooms support student learning. Behavioral expectations are written and reviewed by all staff members at the beginning of the year. Weekly teacher meetings, as well as monthly professional development sessions focus on maintaining high quality experiences in the classroom. The scope and sequence that has been developed over the past five years is critical in maintaining focus on the skills students need to learning. Regular meetings of curriculum integration teams ensure that the interdisciplinary aspect of our mission is fulfilled. And a weekly Community Time ensures that all school community experiences are active in every child's life. The teacher job description is based on Critical Elements of Classroom Practice, which is based on the Mission Statement and Educational Philosophy Statement.

Diverse learners:

The curriculum is designed to meet the needs of many types of learners. The hands-on experiential nature of the program emphasizes discovery through a variety of modalities. The integration of music and visual art expands opportunities for students to practice skills and

concepts from many different perspectives. That being said, it is essential to have other systems in place to ensure that all students' needs are met. The district accommodation plan (DCAP) was developed to provide strategies for teachers to use when students struggle. It outlines possible interventions for teachers depending on the presenting issues. A child study process has been in place for many years which allows any teacher or parent to refer a child to the team which consists of the education coordinator, the consulting psychologist, the school counselor, and other staff members as needed. The team recommends interventions and tracks progress. The child study process is often successful at addressing the need of different kinds of learners, and identifies both strategies and supports within the regular education program that are able to meet a student's needs. Sometimes, the child study process becomes the referral for eligibility for Special Education.

Professional Climate:

The focus at Hilltown, which is shared by teachers, staff members, and parents, is on creating an intimate learning community. The many structures we use to create this community, from our weekly "all schools" to our cooperative meetings are aimed at creating the best conditions for teaching and learning. We continue to have very little attrition among staff. 35 of 37 employees will return next year, a strong indication of the strength and commitment to the school.

Supervision and evaluation of teachers:

Annual evaluation includes:

- ◆ Observation reports provided by the Education Coordinator.
- ◆ Summaries of parent feedback.
- ◆ Annual self-evaluation report completed by teacher.
- ◆ Annual evaluation report from Education Coordinator addressing all five major areas of HCCPS Job Responsibilities and Standards.

When the school set out on a long range planning process in 2002, one of the first tasks was to revise the mission statement. Following adoption of the new mission and accompanying educational philosophy, a document was created and called Critical Elements of Classroom Practice. That document in turn was used to create the HCCPS Job Responsibilities and Standards and to ensure that teachers' job descriptions are mission based. The Critical Elements covers the following areas: Learning Environment; Curriculum; and Relationships. At the end of the 2010-2011 academic year, the teaching staff began a process of developing clear standards for performance in all areas of the Job Responsibilities and Standards. This will be a focus during the 2011-2012 year.

Professional development:

Hilltown is committed to ensuring that teachers stay current in their fields, continue to be stimulated and supported and grow in new skill areas every year. This year, our staff participated in ten full professional development days, ten half days, as well as weekly meetings regarding curriculum integration and peer mentoring. There were major presentations on anxiety

disorders, working with parents, and the use of physical activities to help students maintain focus throughout the day.

This year was the second of a three-year commitment to work with the Center for Collaborative Education to both refine our own internal assessment systems, and to develop performance assessments in English Language Arts that can be used throughout the Commonwealth. Several sessions of professional development were devoted to performance assessment, specifically the implementation of a new writing assessment. Based on the experiences this year, teachers made necessary changes to this tool in June, and we will be using a revised version of the assessment in the fall. Additionally, staff went to many conferences outside of school on a wide range of topics including the following:

- Supporting English language learners.
- Lindamood Bell Reading and Math
- Autism Spectrum Disorders
- Regional Community Service Learning Conference
- Literacy for All
- Reading Recovery Institute
- Reading Recovery Clinical Course
- KIDS CONSORTIUM Community Service Learning Conference

Collaboration:

Regular collaboration among staff is a key to Hilltown's success. Weekly meetings between administrators, classroom teachers, special subject teachers, teaching assistants and special education teachers are built into the weekly schedule and ensure that close communication and planning occurs. This year we began a regular meeting of teaching assistants and a weekly email update for all staff.

Organizational Viability

OBJECTIVE A1: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.

Measure 1: The school's annual budget is sustained by its enrollment.

The FY 11 budget was supported primarily by state tuition for 165 students all of whom were enrolled for the full year. (see financial reports on pg 24)

OBJECTIVE A2: The school demonstrates a history of positive assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

Measure 2: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

Hilltown remains fiscally strong. We have ended this year with an unaudited surplus of roughly \$10,000. As you can see on the attached Balance Sheet we have been able to maintain a

Contingency Fund of 15% of our operating budget as a hedge against unplanned emergencies (see financial reports on pg 24)

OBJECTIVE A3: The school's annual independent audit is free of material or repeated findings.

Measure 3: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor

The school's FY 10 audit and all annual independent audits have been free of material or repeated findings.

OBJECTIVE B: The HCCPS board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school.

The HCCPS board of trustees demonstrates long-term fiscal oversight through appropriate planning processes.

Measure 1: Quarterly fiscal balance sheets will show that the school maintains 15% of its total operating budget as cash reserves.

The Finance Committee and the full Board reviewed financial statements quarterly and, in the process, assured that cash reserves (contingency fund plus undesignated fund balance) equaled at least 15% of the total operating budget.

OBJECTIVE C: The school implements the student recruitment, retention, and enrollment process intended in the charter to ensure sufficient enrollment.

Measure 1: The ratio of student applications to available openings will average at least 3:1 annually.

We had a total of 215 applicants for 29 spots in FY 11.

OBJECTIVE D: HCCPS has realistic plans for program improvement, possible future expansion, and adequate facilities based on evaluation and analysis of data

Measure 1: By the fall of 2012 The Board will adopt a new strategic plan to serve the school through 2020.

The Long Range Planning Group, comprised of 2 board members, 2 parents, 2 faculty and 3 administrators, has been meeting monthly since March to frame the goals and priorities for the strategic plan.

Measure 2: The Board will incorporate ideas and input from staff, parents, and community members via 2 focus groups, committee membership and 2 surveys.

This year we held two meetings of the Cooperative during the year. At the first meeting, the discussion was around cyber safety and at the second meeting the focus was on charter school funding and relations with our local community. Both meetings provided an opportunity for parent/Board interaction and discussion about issues that will have an impact on Board decision-making

The Personnel Committee of the Board of Trustees conducted a staff satisfaction survey this year and proposed several policy and practice changes based on the results. There were presented to the faculty and discussed before any final decisions were made Board of Trustees.

Friends of Hilltown, a parent-led 501c3 organization, assumes the major fundraising responsibility for the school. It reports monthly to the Board and with guidance from our Development Associate has significantly increased the effectiveness of our annual fund which the Board factors into the budget each year.

As usual, we conducted a parent satisfaction survey which will have an impact on Board and management discussions and decisions in the coming year. We received 82 responses, representing about 60% of our families We used a scale of 1-5 where 5 was "strongly agree" and 1 was "strongly disagree.

A summary of the results follows in the next section. The Long Range Planning Group is using these results as part of their data as well

OBJECTIVE E: The school involves parents/guardians as partners in the education of their children.

Measure 1: 100% of families will be actively involved in the school through membership in its consensus based governing structures, participation in community meetings, and/or participation in the activities in its classrooms.

We have successfully met this goal. There is not a family currently in the school who has not been involved actively in one of these areas. Parents volunteer because they believe in the mission and goals of Hilltown and they are drawn to a school that is truly a community.

We ask our families to be very involved at Hilltown, requesting 4 hours a month of volunteer time for each household. While we understand that every family cannot offer that much, we do our best to find ways for each one to be involved as much as they are able in whatever capacity works for them. Our Community Coordinator, Deirdre Arthen, acts as a resource to both parents and teachers and continually networks with Board, staff, teachers and parents to match volunteer skills with school needs in a cohesive fashion. 97% of families volunteered actively in the school during the course of this year, 44 of them put in 40 hours of time or more and an additional 7 of them served over 80 hours during the school year.

On a classroom level, parents teach mini-courses, lead Project Choice activities, give special presentations on areas of knowledge, assist teachers with classroom activities and documentation and coordinate field trips. Parents participate in staff hiring, write articles for our weekly newsletter and help with physical plant management and site renovations. Parents also organize the annual Winter Fair and Art Spark, which are keystones of our yearly fundraising

On a governance level, parents serve on the Board of Trustees and as members and chairs of the standing Board committees - Finance, Personnel and Site.

Parents who do not directly serve in governance positions have ample opportunity to give input in Co-op meetings and special forums. Parents are asked to complete evaluation forms on

teachers and staff and a school satisfaction survey, and parent meetings are also held each year to give input on budget priorities.

Measure 2: Class meeting and family conferences will be attended by 100% of school families.

Class meetings and family conferences are essential to building strong partnerships between parents and teachers. This year 100% of families attended either class meetings, family conferences or both.

Common School Performance Criteria

Policy decisions:

The Board of Trustees (BOT) was quite productive in FY 2011. In its ongoing desire to secure a new facility the Board, one again, began discussions with the town of Hatfield about their vacant elementary school building. Our Administrative Coordinator, and the Site Committee, submitted a detailed proposal for a long term lease, in response to the town's public RFP. We expect to begin negotiations this fall and feel closer than ever before to a possible move.

After many discussions, a market analysis and consultation with a human resources expert the Board restructured the salary scale for the community coordinator position. This job is idiosyncratic in nature and previous Boards have been stymied when looking for either market or internal comparisons. While it may appear to be a small action, it has been many years in the making. In a small collaborative school of our size salary decisions have both a financial and symbolic impact.

As mentioned elsewhere, the BOT has begun its second long range planning process which will continue in the coming year and has revised both the process and calendar for coordinator evaluations. In addition, the Board adopted our new Bullying Prevention Policy, in compliance with state regulations.

Amendments to the charter:

We requested no amendments this year.

Complaints:

No official complaints were received in FY 2010.

Oversight:

The Board of Trustees oversees and evaluates the three Coordinators to ensure that the mission of the school is at the core of all decision-making, that policies set forth by the Board are being implemented and that the three Coordinators are performing their respective responsibilities as required. A Supervisory Committee, comprised of BOT members, works with the Coordinators through the school year, meeting with each Coordinator individually, agreeing on goals for the year which relate to institutional goals, offering suggestions for problems and reporting to the BOT when necessary. Full annual evaluations of the Coordinators, reflecting the

success or failure in meeting goals for the year and proposing new goals for the coming year, are written by this team. The evaluation process includes a self-reflection submitted by each Coordinator, feedback from board members and other staff members and input from parents via the annual school satisfaction survey. This data, along with the results of the ongoing meetings, testing scores, annual audits, and direct observation, are compiled and reviewed by the committee prior to writing the formal evaluation for each Coordinator.

This year the Board adopted a new calendar for timing of the coordinators' evaluations. They also created two new survey tools for feedback specific to Board members and another for staff. The new system will be implemented beginning this summer.

In addition, as you will see below under "Family Satisfaction" we had great success with an online School Satisfaction survey this year. Ours is a school with high transparency and open doors, with an active grapevine and many avenues for communication. If someone, student, parent or staff, is unhappy or questioning, the administration will hear about it quickly.

Board planning:

Our current long range strategic plan covers 2003-2013. The compilation of that plan, our first, was the result of an exhaustive, inclusive 18 month process. We have used this as a guiding document in most critical areas of decision making since its creation. During the 2010-2011 year, planning for a new site continued to be a major Board focus. We continued extensive work with the Site Committee on what may come to fruition this fall as a new location for the school.

Our second year with our new development associate saw significant improvement in our annual fund drive, and the strengthening of our affiliated fundraising group, Friends of Hilltown, Inc. We look forward to even greater growth in the year to come.

Family Engagement

Family engagement and participation in the day to day workings of the school is a high priority for Hilltown. As you read in Objective 5 in the previous section, our families are very involved in all aspects of the school - from the classrooms, to governance committees. We make every effort to reach out not only to parents, but to grandparents to draw them into the school community. Once a year we host grandparents and "special friends" for an afternoon where they can visit the classrooms and participate in activities with the students. This has served to draw in a number of grandparents as volunteers and active community contributors. Older and younger siblings are welcome in the school as well, to such a degree that when some of our siblings finally are old enough to enter kindergarten, they already feel like they are a part of the school and belong here.

Family satisfaction survey results:

The overall results of the Family Satisfaction Survey were not very surprising. Families are very happy here and many parents wrote notes of thanks and appreciation while still offering suggestions for improvement. A report from the survey has been shared with the Board of Trustees' strategic planning committee as they work to shape the future of the school.

By far, the greatest concern expressed, the only response averaging below a 4 (agree), was about our facility – the safety of the playground, the age and condition of the building and the presence of other tenants in the building. This has been a concern for years and our Site Committee and Board of Trustees have been working closely with the administration to address it – through improvements to our space, negotiations with the landlord about repairs and a search for a new home for the school. These are ongoing.

We were concerned that we might be asking too much volunteer time from our parents, but over 83% of respondents said that they felt that 40 hours a year was a reasonable expectation of parents even if they can't always meet it.

Several different questions came up about transportation and whether we could create a bus system for students coming from a distance. Even though we are entitled to a partial transportation reimbursement, we have looked into this several times and have found that the amount received by schools is paid a year after the school's expenditure and that there is no guarantee at all about how much the school would receive each year, even then. At this time of tight budgets and counting every penny, so far we have made the decision to spend all we have on our educational program and high student-adult ratio rather than on transportation.

Some parents wanted to know more about our curriculum. Each year we hold two "Education Forums" where aspects of the school's academic curriculum are discussed by our Education Coordinator and some of the teachers.

Several people asked about using a nearby field more and introducing a physical education program. This coming year we are introducing our first formal PE instruction for grades K-5 (the 6-8 grades has already have some PE in their schedule). It will be part time, but will impact every student and we are looking forward to integrating it into the rest of what we do.

A few people said that they would love to have second language instruction begin earlier. The challenges to adding in early instruction have been the obvious ones – time and money. We are a school with a lot of wonderful programs squeezed into every week, music, art, mini-courses, Community Service Learning... all of these are valuable parts of what makes our school so exceptional. We just can't do everything and provide an excellent basic academic too

When asked to enumerate the school's greatest strengths, 71 parents responded as follows:

Community - 44	Teacher-student ratio/small school size - 12
Arts / Integration – 31	Respect/acceptance of all kids - 11
Personnel – 22	Multi-age – 5
Ed philosophy/teaching style – 18	

Service learning, creativity, values, safety, communication, parent inclusion, joy, and our weekly all-school assembly were also mentioned.

When asked about our greatest challenges, 66 parents responded:

Space - 53	Physical Education – 5
Science/math/advanced academics – 9	Others challenges: behavior/social issues, extra-curriculars
Money/fundraising – 7	

Safety

We are located in a multi use building. This past year we've added hall stairwell lights, closed off some entrances during the school day and instituted a buddy system for younger students crossing a common hallway. These were pre-emptive changes, not in response to any actual problems. Our sticker system allows us to identify approved visitors to the school easily. Preventively, we also added a parking lot guard at pick up time to ensure safe travel by students to their cars.

In August 2010, during pre-school planning days, the staff had a workshop with a member of the local District Attorney's office, with a focus on bullying and cyber-bullying in particular. As a follow-up we held a community meeting, attending by many parents, with the same expert. The entire staff and Board of Trustees signed off on our new Bully Prevention Policy that was submitted and approved by DESE in the winter.

HCCPS is glad to have a half time counselor on staff. Not only is she available to respond to student emergencies but her prevention based curriculum touches all grades throughout the year. Its orientation is developmental while the foci for the year are designed in conjunction with the classroom teachers. Our counselor can also respond to group situations that may arise in classrooms throughout the year. As an example, we struggled with some 4th grade girl dynamics in one of our rooms, so we began a weekly lunch meeting with this group of girls who were able to talk about how they felt when someone whispers or excludes them. These meetings proved extremely effective at shifting the dynamics amongst that particular group, which, of course, had a ripple effect throughout the class.

Our nurse and counselor participated in extensive training in a multi- purpose health curriculum developed by Planned Parenthood. They will begin implementing the new program, which features decision making, informed choices, peer pressure, in the fall.

Employee Qualifications:

All our employees, teachers and teaching assistants, are currently "highly qualified" according to applicable federal and state standards. This is a minimum requirement for hiring and applicants are informed of such as part of the hiring process. When our first ELL student enrolled 3 years ago we began sending teachers at several grade levels to all 4 levels of training for certification as ELL teachers.

Financial oversight:

The HCCPS budget process begins in January/February depending on the state's fiscal situation. It is an incremental process where input from the community is solicited and incorporated along the way. In some years several of these steps are repeated. It is a transparent process that any and everyone may join. Domain Council is responsible for proposing the budget and the Board of Trustees approves the final version by June 30.

1. Domain Council (composed of the 3 coordinators and the president of the Board of Trustees) begins identifying known changes to expense/ revenue for the next year and listing possible new expenses.
2. Board of Trustees (BOT) is informed as to whether we anticipate the need for budget cuts or level funding. This may happen multiple times depending on the nature of the fiscal situation. The Board may be asked by Domain Council to make specific line item decisions in advance of the full budget proposal.
3. Staff meet to discuss budget priorities/ realities and give input to Domain Council.
4. Personnel Committee makes recommendation to Domain Council re salary/wage raises for the coming year.
5. Meetings are held for parent discussion, priorities and input.
6. Domain Council synthesizes and prioritizes input from Personnel, staff and parents.
7. Finance Committee vets Domain Council's proposed budget.
8. Domain Council proposes annual budget to the Board with sufficient time to allow approval by June 30.

Recruitment and Retention Plan

I. Recruitment Plan

General Recruitment Activities List recruitment activities undertaken each year which apply to all students.
Display ads in local newspapers; posters/flyers in area post offices, libraries, community centers, public service announcements.

Recruitment Plan – Goals and Strategies List goals and strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group A: Special Education students	Using the First Quartile Comparison we are comparable with 2.5 of our 4 major sending districts. Goal: to increase recruitment activities in Northampton School District and the one Easthampton elementary school. Strategies: Revise brochure to include a statement about welcoming and serving students with special needs. Add a section to our website about our services to students with disabilities and our identification and valuation process Our education coordinator will formalize connections with the Northampton and Easthampton
Demographic Group B: Limited English-proficient students	Using the Median Comparison we are comparable to 5 of the 9 sending elementary schools. Goal: to increase outreach efforts to new immigrant communities in our area. Strategies: add a link to our website for Google Translator; meet with the director of the Center for New Americans to get advice regarding outreach; Advertise at the local language institute.

Demographic Group C: Students eligible for free lunch	Using the Minimum Comparison we are comparable to 1 of the 9 sending elementary schools. Goal: to increase outreach efforts to low income populations Strategies: meet with director of area community action agency; advertise in their newsletter; put flyers in local public assistance offices.
Demographic Group D: Students eligible for reduced price lunch	Using the Maximum Comparison we have a higher % of families who qualify for "reduced lunch" than all our potential sending districts. No goal needed.
Demographic Group E: Students who are sub-proficient	Our entry point is kindergarten. Students of this age are too young to have academic proficiency determined so a comparison to sending districts is difficult.
Demographic Group F: Students at risk of dropping out of school	Not applicable. All our students leave us after 8 th grade, in good standing.
Demographic Group G: Students who have dropped out of school	Our entry point is Kindergarten and our oldest students are 14 years old when they graduate. No goal applicable.

II. Retention Plan

Overall Student Retention Goal	
Annual goal for student retention (percentage):	To retain 98% of our student body annually
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
Keep parents involved	weekly newsletter; transparency of decision making; monthly family events (social and educational); open door practice for school leaders
Help students who are struggling	small class size with low adult: child ratio; 3x/week after school homework club; daily non-academic after- school program; frequent parent conferences; child study process for early intervention on a pre-special education evaluation basis

Dissemination

HCCPS staff presented our Eighth Grade Project materials and process to the consortium of participating schools in the Massachusetts BQPAI (Building Quality Performance Assessment Initiative) through the Center for Collaborative Education. In addition to this, our staff joined evaluation committees to score other school's performance assessments, and determine anchor papers.

One Middle School teacher, Jane Percival, contributed to a book on performance assessment coauthored by Chris Gallagher, Writing Program Director, Professor, English Dept., Northeastern University. After interviewing her throughout the year, coming to the teacher committee meetings with the class at the end of the year, and visiting us on exhibit night, he completed a focus on the Gr.8 independent project at HCCPS. In the focus, he describes the process at length, has examples including photos of one student's Egyptian hieroglyphics project, and quotes from teachers and students. His book is being completed this summer and will be published.

One of our class of 5th graders were invited to share their partnership experience with a local nursing home to the participants at the state wide Massachusetts Community Service Learning Conference.

One of our 4/5th grade teachers spoke at Westfield State College about using primary source materials in elementary classrooms with an emphasis on women's history and is also teaching in the "Let Freedom Ring 2011" summer Teaching American History Program.

We have a faculty member on a team creating a performance assessment in history at the Collaborative for Educational Services in Northampton, and also working with a group there to develop K-5 professional development for teachers using the Library of Congress resources.

A classroom teacher and her students were filmed to promote the use of primary source documents by the Emerging America program and this same teacher was also filmed for demonstration purposes related to high quality instruction of English Language learners by the Center for English Language Education.

Finally, we support a regular flow of student teachers from several local universities and colleges. This year we had 4 practicum students from the University of Massachusetts.

FINANCIAL REPORTS

Hilltown Cooperative Charter Public School Unaudited FY 2011 Income & Expenses

July 2010 through June 2011

	<u>Jul '10 - Jun 11</u>
Income	
State Sources	1,848,895
State Grants-DOE Administered	77,906
Friends of HCCPS Grant	18,721
Private Grants	6,885
Fundraising Income	31,635
Other sources	17,296
Afterschool Income	39,210
Homework Club	5,071
Student Activity Fees	7,848
Miscellaneous Income	664
Total Income	<u>2,054,131</u>
Expense	
Personnel Costs	1,544,086
Consultant & Other Svcs-Fixed	123,476
Consultant & Other Svcs	14,468
Occupancy	268,998
Supplies	33,113
Equipment	16,134
Grant-funded expenses	9,521
Afterschool Food/Supplies	1,419
Student Activity Expenses	961
Depreciation Expense	20,651
Fees and Licenses	6
Fundraising Projects	351
Interest Expense	762
Other expenses	12,730
Coordinator Discretionary Fund	1,273
Total Expense	<u>2,047,950</u>
Net Ordinary Income	6,181
Other Expense	
Prior period adjustment	-443
Total Other Expense	<u>-443</u>
Net Other Income	<u>443</u>
Net Income	<u><u>6,624</u></u>

Hilltown Cooperative Charter Public School
Unaudited FY 2011 Balance Sheet
as of June 30, 2011

ASSETS

Current Assets

Checking/Savings

 Easthampton Savings 691,750

 Florence Savings 3,625

Total Checking/Savings 695,375

Accounts Receivable

 Revenue Receivable(Prepayment) 523

Total Accounts Receivable 523

Other Current Assets

 FSA Pre-Payment 4,391

 Grant Receivable 1,382

 Prepaid Expenses 40,004

 Security Deposit 16,646

Total Other Current Assets 62,423

Total Current Assets 758,321

Fixed Assets

 Property and Equipment 34,349

 Leasehold Improvements 393,532

 Accumulated Depreciation -338,860

Total Fixed Assets 89,021

TOTAL ASSETS 847,342

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

 Accounts Payable 10,597

Total Accounts Payable 10,597

Credit Cards

 VISA 731

Total Credit Cards 731

Other Current Liabilities	
Deferred Fundraising Revenue	3,672
Accrued Expenses	642
Accrued Payroll	142,236
Copier Lease - Current	2,221
Deferred Revenue - Grants	275
Payroll Liabilities	<u>24,495</u>
Total Other Current Liabilities	<u>173,541</u>
Total Current Liabilities	184,869
Long Term Liabilities	
Capitalized Lease Obligation	<u>3,168</u>
Total Long Term Liabilities	<u>3,168</u>
Total Liabilities	188,037
Equity	
Donor Restricted Music Fund	1,147
Contingency Fund	278,341
Investments in Fixed Assets	83,632
Resv'd for Development Assoc.	25,000
Reserved for Building Fund	1,350
Reserved for Major Equip	1,200
Undesignated Fund Balance	262,008
Net Income	<u>6,624</u>
Total Equity	<u>659,302</u>
TOTAL LIABILITIES & EQUITY	<u><u>847,339</u></u>

**Hilltown Cooperative Charter Public School
FY 2012 Operating Budget**

Approved by Board of Trustees 6.15.11

FY 12 BUDGET PROPOSAL

approved by Board of Trustees 6.15.11

INCOME

State Per Pupil PPE	1,855,032
All Other Income	198,318
Total Income	2,053,350

EXPENSE

Teachers	756,037
Teaching Assistants	202,420
Substitutes	9,500
All other salaries	361,097
Longevity Pay	6,738
Health Insurance	181,622
Benefits and Taxes	72,995
Total Payroll	1,590,409

Consultants	106,313
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Occupancy	286,115
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Ed Supplies	19,000
All other Supplies	21,500
Total Supplies	40,500

Miscellaneous	40,445
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Total Expenses	2,063,782
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Over/Under	10,432
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FY 2012 Capital Plan:

HCCPS has been searching for a new site for the past decade. We have been hamstrung by the lack of existing and appropriate buildings for renovation in our area and our limited finances, given the small size of our school. Our Site Committee of the Board has invested considerable time over the years pursuing any potential options.

As FY 12 begins, we are about to begin negotiations with a small town in the area that has a vacant, and old, elementary school we wish to lease. They are open to a 30 year lease which will provide us the needed security. The building needs somewhere between \$3,500,000 and \$5,000,000 worth of renovation, including an addition of 4,000 square feet we would need to meet our students' needs. HCCPS would be responsible for all renovations.

We expect to finish negotiations with the town by mid- fall and, if all goes well, move to the next step in the process. We will simultaneously work with an architect and contractor to narrow down true project costs and begin putting financing together. Our expectation is that financing will be a combination of state and federal historic tax credits and loans from either Mass Development or the USDA, both of whom have charter school designated loan guarantee funds. HCCPS has some equity to put toward the project and we will also initiate a small capital campaign in order to keep our occupancy costs within the range they stand currently.

Once financing is in place construction/renovation would begin, approximately a year from now. Our expectation would be to occupy the new facility the summer of 2013. If this project does not come to fruition, for one reason or another, we will continue to pursue other options.

DATA SECTION

Instructional Time:	
Total number of instructional days for school year 2010-11	180
First and last day of school year 2010-11	09/01/10 - 06/23/11
Length of school day (please note if schedule varies throughout the week or the year)	GR K-5 : M,T,Th,F 8:30-3, W 8:30-12:30 GR 6-8: M-F 8:30-3

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates)	13
Total number of students enrolled as of 10/01/10	165
Total number of students who enrolled during the 2010-11 school year after 10/01/10	1
Total number of students who left during the 2010-11 school year after 10/01/10	1
Total number of students enrolled as of the 06/30/11 SIMS submission	165
Number of students who graduated at the end of the 2010-11 school year	16
Number of students on the waitlist as of 06/23/11	172

Reason for Departure	Number of Students
Transferred to private school during school year	1
Transferred to other public schools after end of school year	12
Transferred to private school after end of school year	1

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	2	1.2%
Asian	4	2.4%
Hispanic	7	4.2%
Native American	1	0.6%
White	142	86.1%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	9	5.5%
Special education	29	17.6%
Limited English proficient	1	0.6%
Low income	42	25.5%

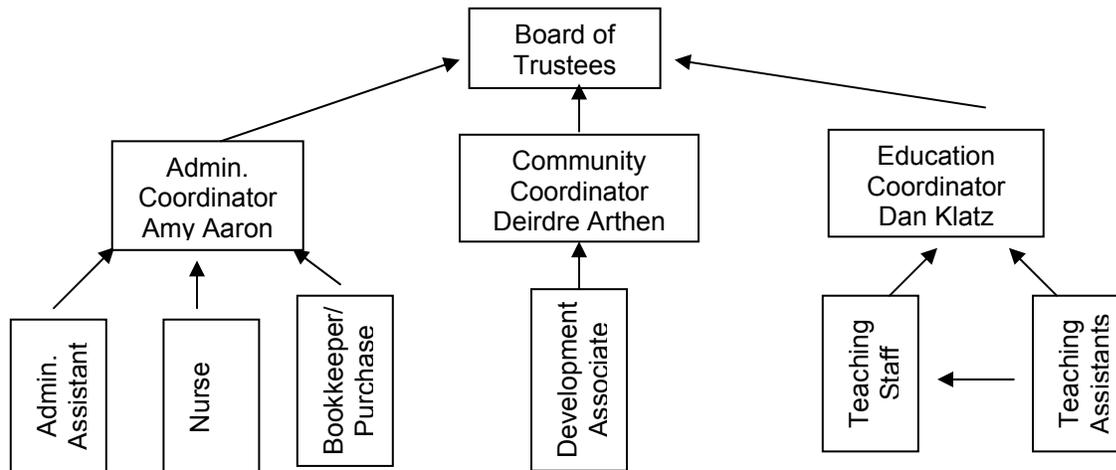
ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Amy Aaron, Administrative Coordinator	Responsible for financial oversight, admissions, site issues, legal issues, liaison to DESE, policy implementation	7/1996	NA
Dan Klatz Education Coordinator	Responsible for student support services, including discipline; supervision of teaching staff; curriculum development; education policy and implementation	7/2001	NA
Deirdre Arthen Community Coordinator	Responsible for parent /community volunteers; community service learning program; community events planning	4/2000	NA

TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR			
	Number as of the last day of the 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	15	0	2
Other Staff	22	0	0

Our long standing 7/8th grade language arts/math teacher left us after starting eleven years ago. She is retiring after nearly fifty years in the field of education.

One of our special education teachers relocated to the Berkshires, making the commute unrealistic.

HCCPS Organizational Chart



BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise and/or additional role at school	Number of terms served- Length of each term, including date of election and expiration
Susannah Howe	President	Domain Council	Engineering Professor, Parent	2 nd term; 7/10-6/13
Kipp Armstrong	Vice President	Domain Council	Counselor, Parent	1 term; 9/09-6/12
James Burke	Treasurer	Chair of Finance Committee	Economist, Parent	2 nd term;7/10-6/13
David McGrath	Secretary		Physician, Parent	1 term;7/08-6/11
Bill Summers		Liaison to Friends of Hilltown, Inc	Technology Specialist, Parent	1 term;7/10-6/13
Peter Feitner		Strategic Planning Committee	Builder, Parent	2 nd term;7/08-6/11
Dawn Geller		Supervisory Committee	Social worker, Parent	1 term; 7/08-6/11
Tom Sippel	Committee Chair	Chair of Site Committee	Cabinet maker, Parent	1 term; 7/10-6/13
Peter Flynn	Committee Chair	Chair of Personnel Committee	Teacher, Former Parent	1 term; 7/10-6/13
Dan Levy		Strategic Planning Committee	Physician, Former Parent	1 term; 7/10-6/13

ATTACHMENTS

Community Compact of Understanding

At the Hilltown Cooperative Charter Public School we believe that education works best as a cooperative process among teachers, staff, parents, students and the community at large. Parents' involvement in their children's education contributes greatly toward their success and this school relies on its cooperative structure to create the innovative and alternative educational environment that is at the core of its mission. This compact of understanding is a way of clearly stating our common commitment to collaboration in creating a learning community that nourishes and supports all of its members. If a situation ever arises in which the spirit or words of the compact is consistently not being met, all involved parties gather for a Compact Meeting to discuss and plan solutions. It is through this level of commitment and cooperation that we are able to successfully fulfill the school's mission.

The Student pledges to:

- do my best to learn while in classes and when doing the home-study I am assigned.
- show respect, through my words and my actions, for myself, my school, my teachers, other people, and materials.
- be inclusive of others and resolve conflicts in a positive, non-violent manner.
- take responsibility for my actions and my safety.
- believe that I am a person who can learn in many different ways.

I _____, Student, will do my best to keep this agreement. **Date:** _____

The Parents pledge to:

- read the school handbook and abide by the policies and guidelines set out in it.
- to the very best of my ability, give 4 hours of volunteer service per month, or 40 hours per year, that will benefit the school and help my child and others learn.
- ensure that my child arrives at school on time (8:15 am), rested and ready to learn.
- ensure that my child comes to school dressed appropriately for the weather and with a nutritious lunch and snack.
- help my child take responsibility for completing home-study assignments in a timely manner.
- keep myself informed and up to date about events and issues at school by reading the notices in my mailbox, newsletters, e-mails and posted announcements.
- attend *at least* two individual parent/teacher conferences and one classroom meeting per year.
- help strengthen the school community by participating in events and discussions whenever possible.
- show respect and support, through my words and actions, for my child, other students, the staff and the school.

I, _____ (and) _____, Parent(s)/ guardian(s), agree to do my best to follow through with the responsibilities listed above. **Date:** _____

The Administration and Staff of the Hilltown Cooperative Charter School pledge to:

- provide a safe, cooperative and respectful environment for learning.
- believe that all students can succeed and learn.
- nurture each child's innate creativity and encourage his/her self-expression using many modalities.
- communicate and work with each family to support their child's learning.
- have challenging expectations for students and staff.
- seek out and value parent participation and input in all areas of the school community.
- respect and honor the cultural differences of students and their families.
- seek to improve our program through an ongoing cycle of planning, evaluation and refinement.

We, _____ Teachers

and _____ Coordinator

Pledge the school staff's commitment to the above stated responsibilities and ideals. **Date:** _____

What the Compact means for students:

The Student pledges to:

- **do my best to learn while in classes and when doing the home-study I am assigned.**

This means:

No disruptive behavior in class: Interrupting, side conversations or physically

No distracting others

No refusing assignments in or out of class

- **show respect, through my words and my actions, for myself, my school, my teachers, other people, and materials.**

To show respect for:

The authority of adults – respond to adult direction

Each other– no teasing or put-downs

Equipment – no stealing, throwing or damaging objects

Our community – no vulgar language

- **be inclusive of others and resolve conflicts in a positive, non-violent manner.**

This means:

No threats or intimidation No exclusion

No hurting others – hitting, kicking, biting

- **take responsibility for my actions and my safety.**

This means:

No lying

No running indoors

No leaving supervised areas

No wrestling or inappropriate rough play

- **believe that I am a person who can learn in many different ways.**

We want everyone to try – just give it a shot, even if it's new.

CRITICAL ELEMENTS OF CLASSROOM PRACTICE

LEARNING ENVIRONMENT

TEACHERS AND STUDENTS CREATE A SAFE, NUTURING CLASSROOM COMMUNITY

- Being a part of this community is necessary for the academic success of all students.

Teachers are flexible in their use of time.

- Schedule changes are required for in-depth studies.
- Flexibility is necessary based on the needs of different groups.

Students have cross age experiences.

- Multi-age classrooms foster these experiences.
- Mixed-aged opportunities throughout the school foster these experiences.

Teachers understand and utilize different learning styles.

- Teaching practice is adapted to meet various ways of learning.
- All classrooms have a materials rich environment.
- Teachers use a variety of assessment tools to evaluate student academic and social progress.

Curriculum

STUDENTS' IDEAS, QUESTIONS AND INTERESTS ARE PART OF THE CURRICULUM AND THE CLASSROOM COMMUNITY

- The spark of interest in study comes from students in the context of the classroom community.
- Students' shared experience fires the imagination and builds the community.
- Students share expertise and inquiry.
- Students' authentic questions allow learning to grow from their perspective.
- Students have choices and options in learning.

STUDENTS BUILD BASIC AND LIFE SKILLS

- Students develop basic skills as a means of communicating ideas, opinions, and knowledge.
- Some students require skills as a means of participating.

TEACHERS DEVELOP AN INTERDISCIPLINARY, PROJECT BASED CURRICULUM

- Students understand the interconnected nature of what they learn.
- Hands-on projects facilitate learning.
- The arts are a valued means of expression.
- Technology is used as one of a variety of educational tools and as a means of expression.

Relationships

Teachers engage in substantial collaboration with one another.

- Teachers work in small groups and teams.
- Teachers and staff work together.
- Teachers and staff use and model the process of consensus.

STUDENTS ENGAGE IN SUBSTANTIAL COLLABORATION WITH TEACHERS AND OTHER STUDENTS.

- Students learn and practice the process of consensus.
- Teachers and students work as partners and in small groups in the classroom and throughout the school.

TEACHERS AND STUDENTS USE OUR COMMUNITY RESOURCES

- Parents are used as classroom volunteers and resources.
- Children are connected with local community members and have opportunities to explore and appreciate our local environment.

HCCPS Teacher Job Responsibilities and Standards

Overview: The mission of the Hilltown Cooperative Charter Public School is:

- To engage young people in a school which uses experiential, hands-on activities, the arts, and interdisciplinary studies, to foster critical thinking skills and a joy of learning.
- To sustain a cooperative, intimate community of students, staff, families and local community members which guides and supports the school and its educational program.
- To cultivate children's individual voices and a shared respect for each other, our community, and the world around us.

In the cooperative and collaborative spirit of this mission, the following description of expectations for teachers has been developed.

1. Facilitate the creation of a respectful, safe, and nurturing classroom environment.

- a) Establish, model, and maintain high standards of classroom behavior, and engage students in the process of developing social skills.
- b) Provide opportunities to include all students in the full range of classroom activities
- c) Demonstrate knowledge of and sensitivity to differences in abilities and learning styles.
- d) Develop and implement strategies for meeting the social and emotional needs of all students in the classroom.
- e) Create and maintain a safe physical space for learning that is aesthetically pleasing and educationally engaging.

2. Actively work as part of a teaching team.

- a) Develop and effectively implement an arts-integrated curriculum with appropriate colleagues
- b) Work effectively with colleagues in developing and assessing curriculum, student assessments, and classroom and school management systems.
- c) Attend Staff Meetings, All-School Meetings when appropriate, participate in Committees when necessary, and attend appropriate special education meetings.
- d) Contribute to the Management Team through direct participation or via representation.
- e) Participate in rotating lunch and recess supervision as needed.
- f) Participate actively in the school's staff development program.
- g) Supervise, together with Education Coordinator, classes Teaching Assistant.

3. Establish a learning environment which utilizes the Massachusetts Curriculum Frameworks and the HCCPS Competencies, and that is responsive to and supportive of the needs and interests of the whole class and of individual students.

- a) Ensure that a range of appropriate educational materials and equipment is available in the classroom.
- b) Ensure that students' ideas, questions and interests are a part of curriculum and classroom community.
- c) Provide opportunities for students to engage in substantial collaboration with other students.
- d) Ensure that students develop age appropriate basic skills utilizing the HCCPS competencies as reference.

- e) Create a class schedule and effectively manage and be flexible in using time to meet the needs of the group.
- f) Create meaningful experiences in the classroom, and with others classes that mix students of different ages and abilities.
- g) Create projects and organize curricular experiences that effectively develop students' understanding the interconnected nature of what they learn.
- h) Adapt and effectively implement daily teaching practices to support all modes of student learning.

4. Create, administer, and maintain appropriate student records.

- a) Organize and maintain work sampling for students in the classroom.
- b) Document student performance, ensuring progress towards individualized educational goals.
- c) Organize and implement performance based assessments.
- d) Administer standardized tests as needed.
- e) Complete semi-annual progress reports on each student and meet with families for discussion.

5. Work With Parents:

- a) Organize and conduct two annual parent conferences in the fall and spring plus additional conferences as needed.
- b) Develop and maintain good working relationships with families of classroom students.
- c) Effectively utilize community resources (parents, local community, environment, etc)
- d) Effectively utilize parents as classroom volunteers/resources
- e) Hold two parent classroom evenings annually.