

HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2017-2018

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Introduction to the School

Name of School	Hilltown Cooperative Charter Public School		
Type of Charter	Commonwealth	Location	Easthampton
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem-Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
Year Opened	1995	Years in which the Charter was Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	218	Current Enrollment	218
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist	315
School Hours	8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 on Wed	Age of School	23 years

MISSION STATEMENT

- * To involve young people in a school that 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, that guide and support the school and its educational programs.
- * To cultivate children's individual voices and a shared respect for each other, our community, and the world around us.

Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

1. Hilltown Cooperative Charter Public School (HCCPS) has created and sustained an interconnected community of children and adults:

When surveyed annually, parents affirm their belief that the strong connection exists. There are regular opportunities for volunteering both in the classroom and for school wide events, both large and small. The week is structured so that all students have multiple cross-age experiences to ensure their familiarity with students throughout the school.

2. Students at HCCPS learn through a hands-on, experiential, interdisciplinary approach to learning with an emphasis on the arts:

The organization of staff time is designed to ensure that teachers in the arts and classroom teachers have regular weekly meeting time for planning integrated projects. Furthermore, school schedules prioritize children's weekly contact with the teachers throughout the year. Our website includes archives of integrated projects done throughout the year.

3. Students at Hilltown develop strong foundational skills:

Our students consistently score at a high level on the Iowa Test of Basic Skills as well as on internal assessments. See accountability plan.

4. Hilltown fosters a high degree of family involvement:

HCCPS employs numerous structures to cultivate strong family involvement and connections to the school. One of the school leaders, our Director of Community and Family Engagement, is charged with involving parents in a myriad of ways. Monthly family events are included in the yearly schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.

5. Hilltown uses a consensus based governance structure:

During orientation, all Board members are trained in the consensus process which is used by the Board throughout the year. The faculty, while not bound by a formal consensus process, does honor its spirit by valuing open discussion and including all opinions.

6. Hilltown successfully cultivates children’s individual voices:

All students have regular opportunities to perform in front of the entire school at our weekly All School gatherings. Morning meetings are a place for students to express their concerns or questions. Eighth graders prepare culminating projects based on a passion or interest of their choosing and present them for the entire school community.

AMENDMENTS TO THE CHARTER

Date	Amendment Requested	Pending or Approved?
	None during FY 18	

Access and Equity

Suspensions are rarely used at Hilltown, thus there is no statistical significance to the data. For 2017-2018 there are no full day suspensions.

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination
Integration	School exchange initiative: met with principal (Jacqueline Glasheen) and planned to have teachers from E. N. White (K-5 school in Holyoke, MA) sit in on integration meetings to learn from the way we structure the collaborations and discuss the ways in which thinking through integration projects elevates academics as well as arts.	Dan Klatz (Director of Administration) Lara Ramsey (Director of Teaching and Learning) Rebecca Belcher-Timme (K/1 teacher)	Mission and Key Design Elements: The school is designed to integrate the arts and academic subjects.	We made an effort to engage E.N. White teachers with the support of their principal: dates for meeting did not converge. We will maintain this relationship and opportunity for dissemination in 2018-2019.	Notes from initial meeting outlining the benefits of a mutual exchange of ideas- E.N. White teachers would benefit from observing our model of collaboration on curriculum as well as the role of arts in deepening learning on units of study. Our teachers would benefit from hearing and responding to their questions, and from visiting E.N. White to appreciate the constraints and opportunity for arts integration in a partnering school.
ADHD & Executive Function Interventions	Hosted event: Contracted with Dr. Sharon Saline to provide PD to teachers at Hilltown and extended invitation to neighboring districts. Hosted Dr. Sharon Saline as an evening presenter for parents on ADHD/Executive Function. Publicized event by emailing other school districts and publishing notices in the local newspapers.	Lara Ramsey (Director of Teaching and Learning), Justin Smith (Coordinator of Student Services), and Hilltown SEPAC.	Access & Equity; Program Delivery; Culture & Family Engagement: We chose this topic for professional development and community education after surveying parents of students receiving special education services.	Parents and teachers from Easthampton Public Schools, Northampton Public Schools, Holyoke Public Schools, and other area schools.	Attendance list, access to PowerPoint and handouts, follow-up emails of appreciation.

<p>Resilience in the Age of Anxiety</p>	<p>Hosted event: Contracted with Chris Shanky and Dr. Courtney Tucker as evening presenters for parents and teachers on anxiety as it relates to the school experience and how to build children’s resilience to anxiety. Publicized event by emailing other school districts and publishing notices in the local newspapers.</p>	<p>Lara Ramsey (Director of Teaching and Learning), Justin Smith (Coordinator of Student Services), and Hilltown SEPAC.</p>	<p>Access & Equity; Program Delivery; Culture & Family Engagement: We chose this topic for professional development and community education after surveying parents of students receiving special education services.</p>	<p>Parents and teachers from Easthampton Public Schools, Northampton Public Schools, Holyoke Public Schools, and other area schools.</p>	<p>Attendance list, access to PowerPoint and handouts, follow-up emails of appreciation.</p>
<p>Hilltown Faculty and Curriculum Advancement Program</p>	<p>Website- Our website describes our new structure for identifying and funding teacher-led professional development initiatives that further the mission of our school.</p>	<p>Lara Ramsey (Director of Teaching and Learning), Grace Mrowicki (Technology Coordinator), Penny Leverett (President of Board), Kate Saccento (teacher), Nan Childs (teacher)</p>	<p>Capacity: <i>Professional Climate.</i> This is a model for teacher-initiated professional development that impacts directly on instructional practice. The school staff frequently collaborate and engage in professional development to improve implementation of the curriculum.</p>	<p>Visitors to our website will see this new link to the FACA program, with internal links to curriculum projects: http://www.hilltowncharter.org/hilltown-faculty-and-curriculum-advancement-program/</p>	<p>Description of FACA program (objectives and structure for funding) that can be replicated; examples of teacher initiatives including an animation of David Ruggles’ life story (integration project).</p>

<p>Intern Program</p>	<p>Completed research and evaluation on our first three years hosting full time graduate interns. Report has been shared with all participating institutions.</p>	<p>Kate Saccento (evaluator and teacher), all prior interns, all prior mentors, all prior supervisors, and administrators were included in the research.</p>	<p>Capacity: <i>Professional Climate;</i> <i>Instruction:</i> When mentoring graduate interns, teachers articulate and provide evidence to support their chosen approach to planning, instruction, and assessment; the conversation deepens the practice.</p>	<p>The evaluation has been shared with Smith and Mount Holyoke, colleges that have sent graduate students to our program as interns.</p>	<p>Evaluation document includes objectives, research methods, data analysis, and recommendations/next steps. Raw data is also available upon request.</p>
<p>Blizzard Bags</p>	<p>Folder containing all steps to our pilot with Blizzard Bags is compiled and available to any school upon request.</p>	<p>Lara Ramsey (Director of Teaching and Learning) Dan Klatz (Director of Administration) , all classroom teachers and special education teachers.</p>	<p>Program Delivery: <i>Curriculum:</i> The school developed Blizzard Bags that are aligned to State Curriculum Frameworks.</p>	<p>Hampshire Regional High School asked for and obtained our data. A school in Rye, NH (Jacquie DeFreeze, 4th grade teacher is contact person) have accessed our materials so far. Offered data to Easthampton Public Schools.</p>	<p>Folder contains the following documents: proposal for Blizzard Bags to Board of Trustees, letter to families explaining Blizzard Bags, sample Blizzard Bags from different grade levels, data on how many Blizzard Bags were completed, narrative comments from parents and teachers responding to the Blizzard Bag pilot (questions and ideas about ways to improve Blizzard Bags next year).</p>

Academic Program Success

Student Performance

LINK TO DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION ACCOUNTABILITY REPORT CARD

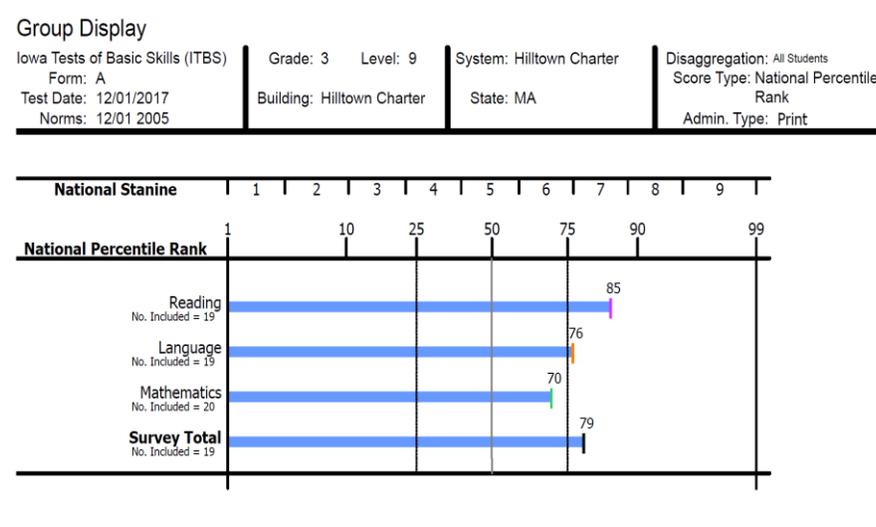
<http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2017&orgcode=04500105>

INTERNAL AND EXTERNAL ASSESSMENT DATA FOR 2017-2018

As indicated by both internal and external assessments, our curriculum is addressing foundational skills and concepts. Over the past 20-plus years of reporting, student achievement has been consistently high. The challenge for the school in the coming years is to maintain this high level while expanding the size of the school. Because new students are arriving in older grades, we don't know what level they enter Hilltown with in terms of foundational skills, and our task is to ensure a continued high level of achievement. We were successful in meeting this challenge during the 2017-2018 academic year. As the data below indicates, overall student achievement as measured by average standard scores on the Iowa Tests of Basic Skills was in the upper quartile in 5 out of 6 grade levels.

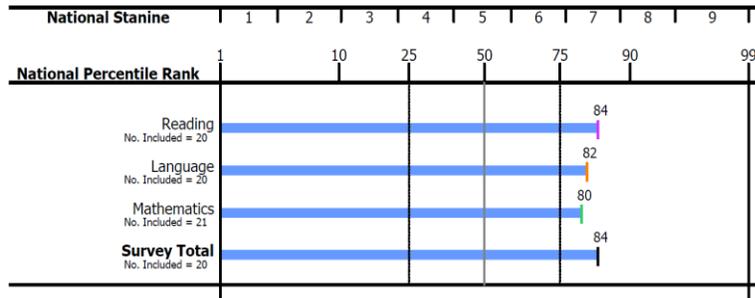
Internal assessments in reading, writing and math indicate a continued high level of performance, meeting all goals in our accountability plan.

TABLE 1: IOWA TESTS OF BASIC SKILLS DECEMBER 2018



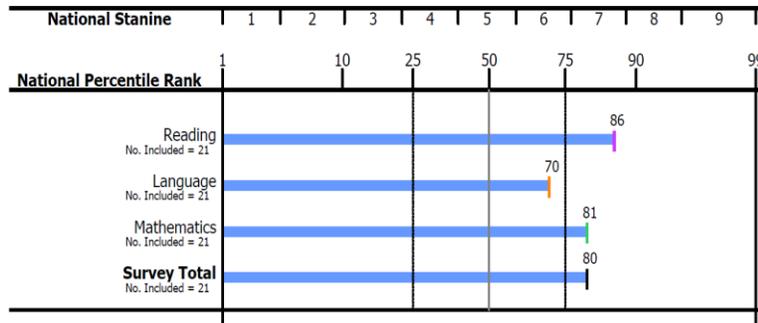
Group Display

Iowa Tests of Basic Skills (ITBS) Grade: 4 Level: 10 System: Hilltown Charter Disaggregation: All Students
 Form: A Building: Hilltown Charter State: MA Score Type: National Percentile Rank
 Test Date: 12/01/2017 Admin. Type: Print
 Norms: 12/01 2005



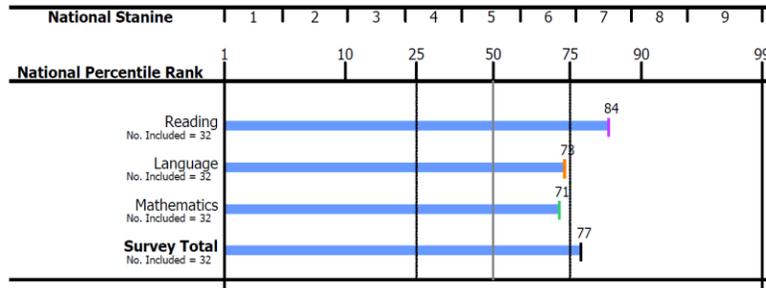
Group Display

Iowa Tests of Basic Skills (ITBS) Grade: 5 Level: 11 System: Hilltown Charter Disaggregation: All Students
 Form: A Building: Hilltown Charter State: MA Score Type: National Percentile Rank
 Test Date: 12/01/2017 Admin. Type: Print
 Norms: 12/01 2005



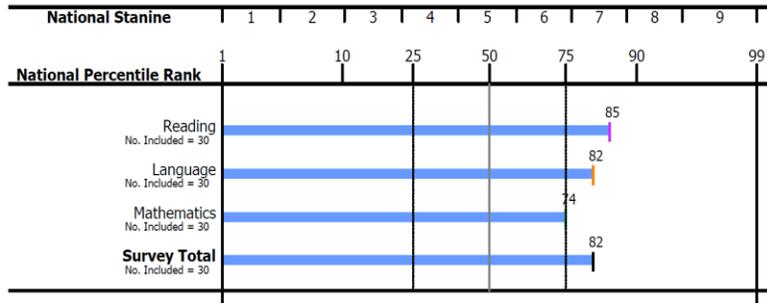
Group Display

Iowa Tests of Basic Skills (ITBS) Grade: 6 Level: 12 System: Hilltown Charter Disaggregation: All Students
 Form: A Building: Hilltown Charter State: MA Score Type: National Percentile Rank
 Test Date: 12/01/2017 Admin. Type: Print
 Norms: 12/01 2005



Group Display

Iowa Tests of Basic Skills (ITBS) | Grade: 7 | Level: 13 | System: Hilltown Charter | Disaggregation: All Students
 Form: A | Building: Hilltown Charter | State: MA | Score Type: National Percentile Rank
 Test Date: 12/01/2017 | Admin. Type: Print
 Norms: 12/01 2005



Group Display

Iowa Tests of Basic Skills (ITBS) | Grade: 8 | Level: 14 | System: Hilltown Charter | Disaggregation: All Students
 Form: A | Building: Hilltown Charter | State: MA | Score Type: National Percentile Rank
 Test Date: 12/01/2017 | Admin. Type: Print
 Norms: 12/01 2005

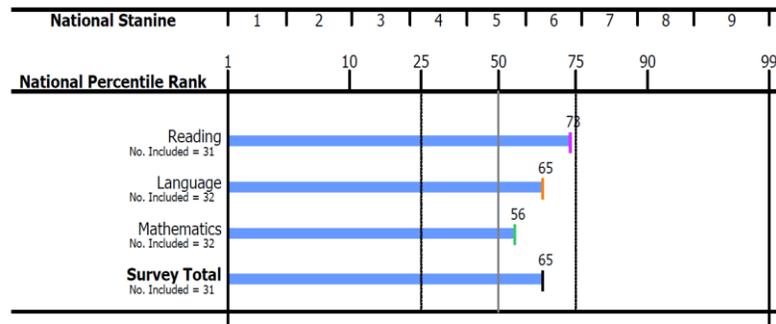


TABLE 2: INTERNAL ASSESSMENTS

Hilltown Reading Assessment Results, K-3 Fall 2017-Spring 2018	
Level (1 level = 1 Grade Level)	Percentage of Students
3 Levels. progress	5%
2 Levels progress	28%
1 Level progress	47%
Less than 1 Level	20%

Hilltown Writing Assessment Results, K-3 Fall 2016-Spring 2017	
Level (1 Level = 4 points, HCCPS Rubric)	Percentage of Students
Two or More Level Gain	46.5%
One Level Gain	37.5%
No Gain	16%
Lost One Level	0%
Hilltown Mathematics Assessment Results, K-3 Spring 2018	
Proficiency Level: End of year assessment Proficiency=75%	Percentage of Students
90-100%	83%
75-90%	16%
Less than 75 %	1%
Hilltown Mathematics Assessment Results, 4 -8 Spring 2018	
Proficiency Level: End of year assessment	Percentage of Students
90-100%	45%
75-90%	40%
Less than 75%	15%
Hilltown Writing Assessment Results, 4-8 Fall 2017/Spring 2018	
Level	Percentage of Students
Advanced	35%
Proficient	46%
Developing	18%
Beginning	1%

TABLE 3: GRADE EIGHT PROJECTS

The following student-generated research questions guided the 8th grade projects this year:

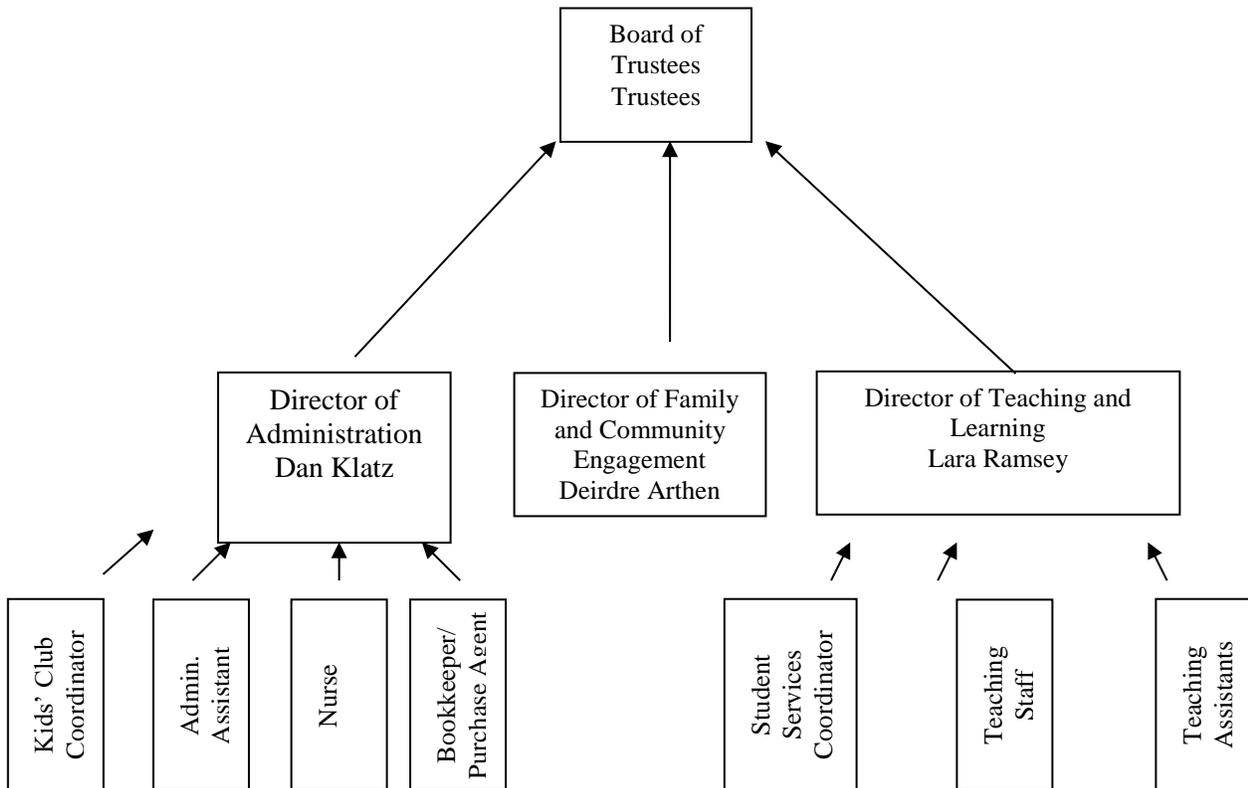
- What is imprinting, and how does imprinting affect the foal, now and in the future, for good or for bad?
- Since its creation, how has hip hop changed and who has changed it the most?
- How can we encourage women to take on business leadership positions?
- How have cats benefited human lives throughout history?
- What are the differences and similarities of K-pop girl groups and K-pop boy groups?
- How is human eyesight similar and different from birds and insects, and how does vision play a role in survival?
- How has photography impacted visual arts and journalism?
- How acceptable is it to be gay in the USA?
- How does anxiety affect American teens?
- Why are donkeys used as working animals in poorer countries, what causes welfare issues, and what can we do about it?
- What is the neuroscience behind memory?
- How does a tow truck work and what are the parts of a tow truck?
- What is it like to live with ADD/ADHD as a growing adolescent?
- How do the arts affect the development of youth?
- How have American memes evolved since World War II?
- How does the relationship between a few different technologies and how society has changed fit into the Hegelian Dialectic?
- How has American football changed over the years?
- Where did soccer originate and how has it developed over time?
- How does music affect horses, do different genres affect horses differently than other genres, and how do horses react to music, in comparison to other animals?
- What are three of the top desserts in Italy?
- How has the increasing speed of pc components change the ways we use technologies?
- What do midwives do for birthing mothers?
- How are birds of prey affected by actions of humans and animals?
- How have animation studios changed over time?
- How do the top five performance cars compare?
- How have video game consoles and controllers evolved?
- How will the Hyperloop, electric vehicles, and driverless cars shape our future towards a better Earth?
- What has been the role of horses in American wars?
- How did hip hop evolve?
- How have ideas and technology that are portrayed in science fiction cinema evolved throughout the years?
- Is early onset Alzheimer's connected to genetics, and how can we predict it to catch earlier?

Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There have been no major changes to our organizational structure this year.

Hilltown Cooperative Charter Public School Organizational Chart Revised 7/2017



TEACHER EVALUATION

Hilltown uses its own teacher evaluation model which utilizes many of the Teacher Proficiency Standards contained in the Massachusetts Model System. Teachers are rated as either Proficient or Not Proficient in the following four areas: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; Professional Culture. In addition to formal and informal observations by the Director of Teaching and Learning, parents provide feedback regarding their experiences with teachers. Teachers use a rubric for systematic self-evaluation and reflect on all four areas of teaching practice. Student performance data is also included in the evaluation process.

BUDGET AND FINANCE

A. UNAUDITED HCCPS FY2017 INCOME & EXPENSES

Operating Revenues

Tuition	2,787,900
Government Grants	56,819
Private Grants	24,284
Medicaid & Other Reimbursements	43,737
After School Fees	89,250
Student Activity Fees	19,587
Field Trip Income	45,058
School Lunch Receipts	8,124
Total Operating Revenue	<u>3,074,758</u>

Operating Expenses

Wages	2,105,539
Payroll Taxes	68,032
Fringe Benefits	280,444
Consulting & Contracted Services	142,682
Depreciation Expense	97,144
Dues & Subscriptions	5,483
Educational Supplies & Textbooks	33,078
Equipment	4,006
Food Services	11,720
Instructional Technology	9,987
Occupancy	162,383
Transportation & Field Trips	56,540
Other Operating Expense	31,788
Total Operating Expenses	<u>3,008,827</u>

Operating Income (Loss)

65,931

Non Operating Revenues & (Expenses)

Fundraising Income	21,522
Investment Income	3,062
Interest Expense	(95,973)
Fundraising Expense	(2,213)
Other Non-Operating Expense	(15,134)
Total Non-Operating Revenues (N	<u>(88,735)</u>

Change in Net Position

(22,804)

B. UNAUDITED HCCPS FY 2018 BALANCE SHEET
As of June 30, 2018

<u>Assets</u>	
Current Assets	
Cash	\$ 551,391
Certificate of Deposit	302,049
Accounts Receivable	38,430
Prepaid Expense	15,394
Total Current Assets	<u>907,264</u>
Non-Current Assets	
Capital Assets	
Building (Net)	3,241,453
Land 1-3 Industrial Pkwy	472,975
Vehicles (Net)	12,611
Furniture and Equipment (Net)	10,522
Security Deposits	1,460
Total Non Current Assets	<u>3,739,021</u>
Total Assets	<u>\$ 4,646,285</u>
<u>Liabilities & Net Position</u>	
Current Liabilities	
Accounts Payable	\$ 49,787
Accrued Wages Payable	218,790
Accrued Payroll Liability	(1,339)
Accrued Expenses	4,147
Total Current Liabilities	<u>271,386</u>
Long Term Liabilities	
Note Payable - USDA	\$ 3,462,401
Total Long Term Liabilities	<u>3,462,401</u>
Total Liabilities	<u>\$ 3,733,787</u>
Net Position	
Investment in Capital Assets	275,160
Unrestricted	637,338
Total Net Position	<u>912,498</u>
Total Liabilities and Net Position	<u>\$ 4,646,285</u>

C. APPROVED SCHOOL BUDGET FOR FY19

Approved by Board of Trustees 06/13/2018

	<u>FY 19</u>
Operating Revenues	
Tuition	\$2,903,003
Government Grants	56,657
Private Grants	1,500
Medicaid & Other Reimbursements	21,000
After School Fees	85,000
Student Activity Fees	15,000
Field Trip Income	16,600
School Lunch Receipts	10,000
Total Operating Revenue	<u>3,108,760</u>
Operating Expenses	
Salaries	2,229,758
Payroll Taxes	77,078
Fringe Benefits	318,000
Consulting & Contracted Services	126,080
Dues & Subscriptions	5,807
Educational Supplies & Textbooks	27,626
Equipment	12,760
Food Services	12,728
Instructional Technology	12,000
Occupancy	171,531
Transportation & Field Trips	17,110
Other Operating Expense	44,118
Total Operating Expenses	<u>3,054,596</u>
Operating Income (Loss)	<u>54,164</u>
Non Operating Revenues & (Expenses)	
Fundraising Income	37,500
Investment Income	5,000
Interest Expense	(94,564)
Fundraising Expense	(2,100)
Other Non-Operating Expense	
Total Non-Operating Revenues (Net)	<u>(54,164)</u>
Change in Net Position	<u>\$0</u>

D. CAPITAL PLAN FOR FY19

The Board of Trustees approved the following Capital expenses for the FY19 year, all funded through the school's undesignated fund balance:

1. Purchase and install a fresh air exchange for the entire 2nd floor. Cost: \$13,000. Project will be completed before the start of school on August 29.
2. Purchase and install Safeline acoustic panels in the All School space. Cost: \$7000 Installation has been completed by parent volunteers.
3. Map our current HVAC controls: determining which controls go to each piece of equipment and which rooms correspond with each control for both heating and cooling. Cost: \$1800 Project will be completed by August 15.
4. Purchase and install hallway panels in the 6-8 wing. Cost: 5000 Project is complete.
5. Playground Improvements including purchase and installation of 3 KidForce Spinners Cost: \$8000 Project will be completed by August 29

Appendix A: Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Hilltown will cultivate a strong sense of community among students, staff, and families.		
Measure: 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.	Met	Survey results shared with Board of Trustees. 43% of our families completed the survey and 90% of respondents affirmed our strong sense of community.
Objective: Hilltown will involve parents/guardians as partners in the education of their children.		
Measure: 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.	Met	100% of families actively participated in at least one event, meeting or classroom activity in the 2017-18 school year

Organizational Viability

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The HCCPS board of trustees implements the governance and leadership structure as defined in the charter application and any subsequent approved amendment(s).		
Measure: 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.	Met	All Board decisions were made by consensus. See Board of Trustees minutes

Academic Program Success

Objective: Students will develop strong foundational skills.		
Measure: 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 Test of Basic Skills;	Met in five out of six grades.	See Table 1
Measure: 90% of all 4 th graders will test at or above grade level in the area of reading on the Iowa Test of Basic Skills.	Met	See Table 1
Measure: 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;	Met	See Table 2
Measure: 80% of all students in grades 4-8 will score in the pre-determined proficiency level on the HCCPS writing and math.	Met	See Table 2
Objective: Hilltown graduates will demonstrate academic competency in an area of individual interest.		
Measure: Each Grade 8 student will design, develop, and present an independent interdisciplinary culminating project in a personal area of interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	Met	Papers written and photos of culminating projects. See table 3 for complete list of topics.
Measure: 100% of these students will achieve a passing score on the Grade 8 culminating project rubric.	Met	Student rubric marks

Objective and Measures related to Dissemination:

Objective: Hilltown will share best practices with the local educational communities.		
Measure: The school will host monthly after school programs detailing a specific aspect of curriculum or school design. Programs will be offered to teachers, parents, and interested community members.	Met	See page 3 for complete description.
Measure: The school will partner with an area college or university to develop a model program for training teachers.	Met	Continued relationship with Smith College. Added partnership with Mt. Holyoke College.

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2018-2019

School Name: Hilltown Cooperative Charter Public School

2017-2018 Implementation Summary:

General interest in Hilltown remains strong. This year, we received 350 applications for 38 openings. We continue enrolling more students with learning disabilities across all the grade levels, with a significant increase in grades 6-8. And the number of Low Income/Economically Disadvantaged students has also increased over the past year.

We are a regional school in a largely rural area. The vast majority of ELL students live in one elementary district within the city of Northampton. They are served by a wonderful, neighborhood school, within walking distance for many families, and that serves as a community gathering spot as well. We believe it would be disservice to that community to actively recruit directly from that district. Instead we chose to advertise in specific places as specified below. Beginning this past year, our strategy has involved more “in person” times to share about the school and recruit prospective families.

Twelve of our thirty eight incoming students are siblings of existing families.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2018-2019:

In addition to the practices from past years including display ads in local newspapers, posters/flyers in area post offices/libraries, neighborhood markets and public bulletin boards, public service announcements, and our own website, this coming year we will focus on direct in-person recruitment using our teachers, parents, and administrators. Our plan is to focus on the major Head Start agencies in our area and on the Center for New Americans. We will both develop relationships with these agencies and spend time at these locations introducing our school to the communities. We will have admissions materials on hand, as well as the capacity for interested families to apply online.

Recruitment Plan – 2018-19 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 18.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 12.6%</p> <p>The school is above CI percentages</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <ul style="list-style-type: none"> • Met GNT/CI: no enhanced/additional strategies needed • Ensure that brochures are available at the REACH project and the area early intervention program. • Outreach to Whole Children, a non-profit organization providing afterschool services for children with special needs. • Our SEPAC (Special Education Parent Advisory Council) is present and available at our January Open House for prospective parents. • SEPAC hosted monthly meetings and speakers that SEPACs from area districts were invited to. <p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p>
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<p align="center">Limited English-proficient students/English learners</p>	
<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>GNT percentage: 1.1%</p> <p>CI percentage: 1.5%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <ul style="list-style-type: none"> • Met GNT/CI: no enhanced/additional strategies needed • Post brochure and notices of tours and Open House at the Center for New Americans in Northampton. Ask them to post a link to us on their Facebook page. • Outreach at 2 local housing projects (Florence Heights and Hampshire Heights). • Distribute brochures at Franklin-Hampshire Community Action Program • All ads will include a statement welcoming LEP applicants • Our website will include a statement welcoming LEP applicants • Bi-lingual (Spanish) staff member will be present at our Information Night • Meet with a representative of Holyoke Community College (not in our bi-county region but very near and on the local bus route) to see if outreach possibilities exist to young parents who attend HCC and live in our region. • Have a google translate link on our website.

	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Hold two information sessions at the Center for New Americans in Northampton. Have teachers and parents available to speak with prospective parents. ● Hold two information sessions at local housing projects (Florence Heights and Hampshire Heights). Have teachers and parents available to speak with prospective parents. <p>Our goal is for a closer relationship with these agencies that will result in changes in the data in the next year (this will be year 2)</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 16.1%</p> <p>GNT percentage: 12.9</p> <p>CI percentage: 23.8%</p> <p>The school is <u>below</u> CI percentage The school is <u>above</u> CNT percentage</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Outreach at WIC and SNAP sites, Goodwill and Salvation Army stores in the county. ● Brochures and applications made available at Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry, and Headstart programs ● Free child care and refreshments available at Information Night <hr/> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Work with Administrators at the two major pre-school programs in our immediate area: Community Action in Northampton and Head Start in Easthampton to both know more about Hilltown, and how families can apply. ● Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents <p>Our goal is for a closer relationship with these preschools that will result in changes in the data in the next years (this is year 2)</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● With our expanded 6-8th grade we have more struggling students entering. Sixth grade is the entry grade for the largest middle school in our area and we have seen a significant increase in applicants from that district, often families looking for a smaller middle school experience. ● Special presentations by teachers and parents of 6-8th graders at our January open house will help parents understand the resources available for their students.

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Hands-on project based learning; ● after school activities; ● significant family engagement opportunities; ● community service learning; ● individualized instruction; ● safe learning environment.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <p>Our students are not of legal age to drop out.</p>

Retention Plan 2018-2019

2017-2018 Implementation Summary:

All of our ongoing retention strategies seem to be working well. These include small class size with low adult: child ratio; extended day opportunities for students with disabilities; daily non-academic after- school program; frequent parent conferences; teaching assistants in all classrooms; family engagement; active learning strategies (hands on project based learning, arts integration); early identification of struggling learners; early literacy development via reading teacher; extra support in younger grades from OT, PT, and speech therapist.

The challenge is that even with all these strategies, we sometimes see fluctuation in attrition. With a small school population, that can be very idiosyncratic. Fortunately this year, our attrition level was quite low.

Overall Student Retention Goal

Annual goal for student retention (percentage):	93%
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Retention Plan –2018-19 Strategies List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage: 7.7%
Third Quartile: 11.1%

The school's attrition rate is below third quartile percentages.

(b) Continued 2017-18 Strategies

Below third quartile: no enhanced/additional strategies needed

- Small class size with low adult to child ratio;
- 4x/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;

teaching assistants in all classrooms.

(c) 2018-2019 Additional Strategy(ies), if needed

Limited English-proficient students/English learners Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 12.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2017-18 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 3x/week after school homework club; ● daily non-academic after- school program.
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 12.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2017-18 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Ensure that we have no income- based barriers to services; ● Ensure that application for free/reduced lunch is easily and confidentially accessible.
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Small class size with low adult to child ratio; ● 3x/week after school homework club; ● daily non-academic after- school program; ● frequent parent conferences; ● RTI process for early intervention on a pre-special education evaluation basis; individualized reading instruction.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Family engagement; ● active learning strategies (hands on project based learning, arts integration); ● early identification of struggling learners; ● early literacy development via reading teacher; ● extra support in younger grades from OT, PT, and speech therapist.
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2018-2019 Strategies</p> <p>Not applicable</p>

Appendix C: School and Student Data Tables

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04500105&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	1	0.5
Asian	3	1.4
Hispanic	13	6.0
Native American	0	0.0
White	176	80.7
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	25	11.5
Special education	41	18.8
Limited English proficient	0	0
Economically Disadvantaged	33	16.1

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Dan Klatz, Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, liaison to DESE, supervision of administrative staff, policy implementation	7/2001	NA

Lara Ramsey, Director of Teaching and Learning	Responsible for student support services, including discipline; supervision of teaching staff; curriculum development; education policy and implementation	7/2017	NA
Deirdre Arthen, Director of Community and Family Engagement	Responsible for parent /community volunteers; community service learning program; community events planning, online presence, supervision of development staff	4/2000	NA

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR

	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	23	1	1	
Other Staff	22	1	4	

BOARD MEMBER INFORMATION

Number of commissioner approved board members as of August 1, 2018	9
Minimum number of board members in approved by-laws	6
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Scott Remick	President, Parent	Domain Council	2	07/01/15-06/30-18
Penny Leveritt	Vice President,	Domain Council	2	07/01/14-06/30/20
Charles	Parent	Site Committee	1	07/01/15-06/30/18
Amy Reesman	Clerk; Parent	Governance and	1	07/01/16-06/30/19
Susannah Howe	Parent	Governance and	2	7/01/15-06/30/18
Chris Greenfield	Parent	Finance Committee	1	07/01/16-06/30/19
Michael Filas	Parent		1	07/01/16-06/30/19
Terra Missildine	Community	Governance and	1	07/01/15-06/30/18
Steve Hoyt	Parent	Personnel	1	07/01/14-06/30/18
Tim Reynolds	Parent	Governance and	1	07/01/17-06/30/20
Joe Wyman	Parent	Personnel	1	07/01/17-06/30/20

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson		No Change
Charter School Leader		No Change
Assistant Charter School Leader		No Change
Special Education Director		No Change

MCAS Test Coordinator		No Change
SIMS Coordinator		No Change
English Language Learner Director		No Change
School Business Official		No Change
SIMS Contact		No Change

Facilities

Location	Dates of Occupancy
1 Industrial Park Easthampton, MA	August 2014- current

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 11, 2019
Lottery	February 12, 2019