

HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

ANNUAL REPORT
2015-2016

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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	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	210 in FY 16 218 in FY 17
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist	244
School Hours	8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 on Wed	Age of School	21 years

Mission Statement

- * To involve 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 programs.
- * To cultivate children's individual voices and a shared respect for each other, our community, and the world around us.

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 confirm their belief that the strong connection exists. There are regular opportunities for volunteering 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 very 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 Community Coordinator, 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	Approved?
	None during FY 16	

Dissemination Efforts

This year we implemented the Hilltown Teaching Fellowship. This is a two-year full time intensive internship in two different multi-grade classrooms, Kindergarten through Grade Eight, and is awarded to graduate students at area colleges and universities. Our first intern was from Smith College, and she will continue in a different grade cluster for her second year. We will have 2 additional graduate fellows in the fall of 2016, one from Smith College and one from Mt Holyoke College. Expanding to 2 graduate Departments of Education allows for a greater pool of candidates with a wider range of interests.

Teaching Fellows work the full school year with the supervising teacher (192 days), performing essential functions and working the hours of a teacher, provided they do not conflict with the required course load in graduate school. Teaching Fellows assist the classroom teacher and other staff in facilitating the creation of a respectful, safe, and nurturing classroom environment. Fellows plan and facilitate lessons in all curricular areas on a weekly basis. They work individually with assigned students and with small groups on activities planned by the special education and classroom teachers. Fellows learn to develop and maintain good working relationships with families of classroom students, and participate in professional development activities and staff meetings.

In addition, this year we sponsored a graduate student intern from Antioch University as a middle school science student teacher. She had a wonderful learning experience with us and has just landed a science teaching job in Springfield. We also hosted both graduate and undergraduate student teachers from Smith College and Westfield State University.

This year, we also planned for a project we will be implementing during the 2016-17 school year. We will be hosting a series of five after school seminars for area educators, educators in training, parents, and community members. The seminars will be on topics of practice in our classrooms and our wider school community that we feel illustrate key areas of our mission.

Academic Program Success

Student Performance

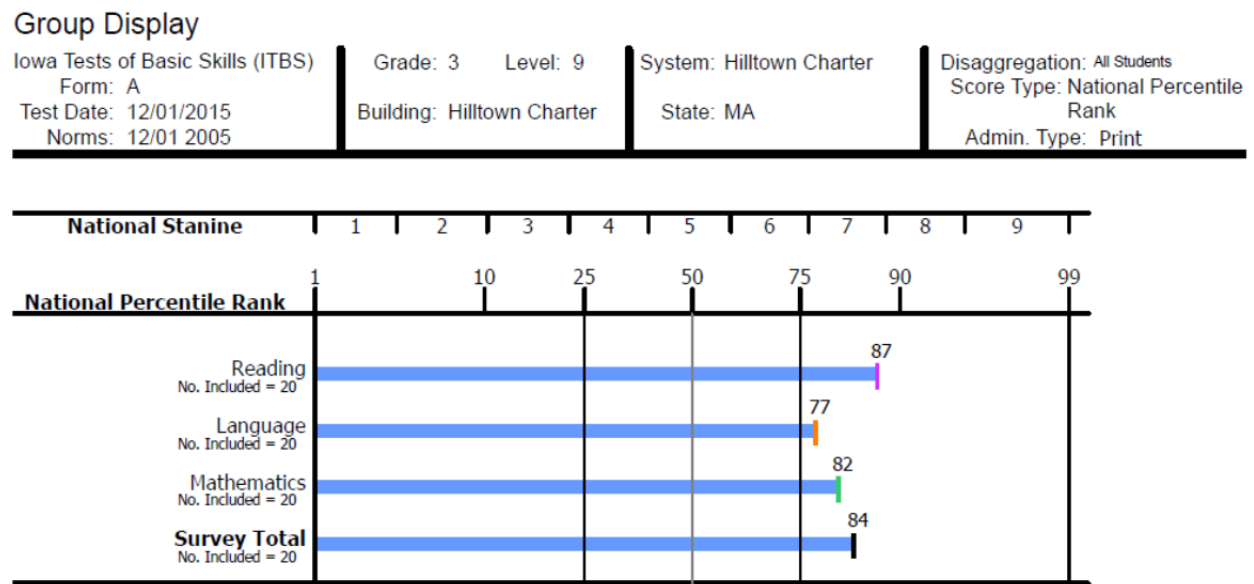
A. Link to Department of Elementary and Secondary Education School Report Card
<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04500105&fycode=2015&orgtypecode=6&>

B. Internal and External Assessment Data for 2015-2016

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 insure a continued high level of achievement. We were successful in meeting this challenge during the 2015-16 academic year. As the data below indicates, student achievement as measured by average standard scores on the Iowa Tests of Basic Skills was in the upper quartile in 20 of the 24 subtest areas. The significant outlier was in the sixth grade, where 60% of the students were new to the school, and had only been enrolled for three months when the tests were administered.

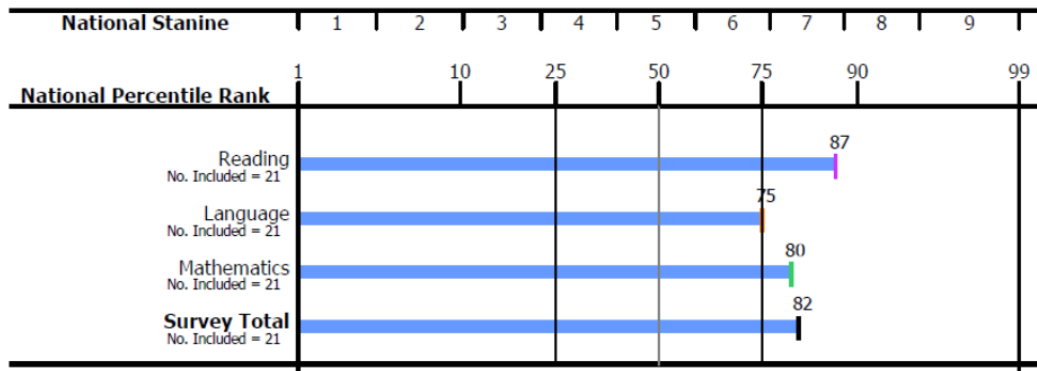
Internal assessments in reading, writing and math indicate a continued high level of performance and meet all goals in our accountability plan with the exception of writing in grades 4-8 with 74% of students being proficient (with a goal of 80%).

Table 1: Iowa Tests of Basic Skills December 2015



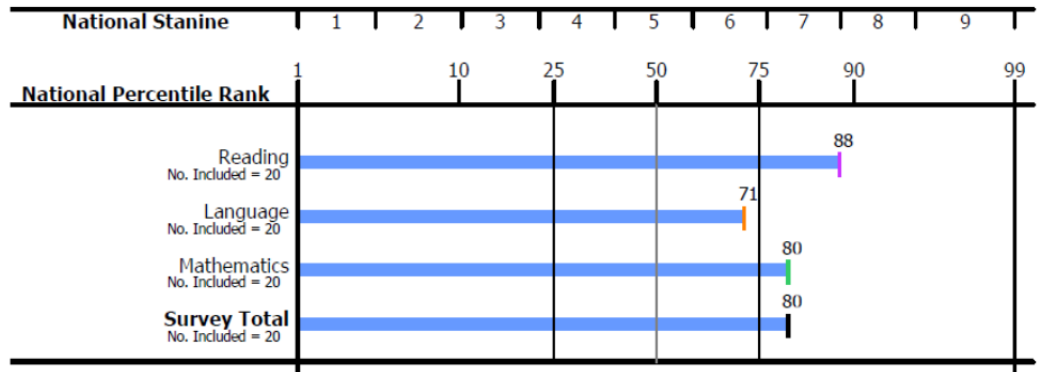
Group Display

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: 12/01/2015 Admin. Type: Print
 Norms: 12/01 2005



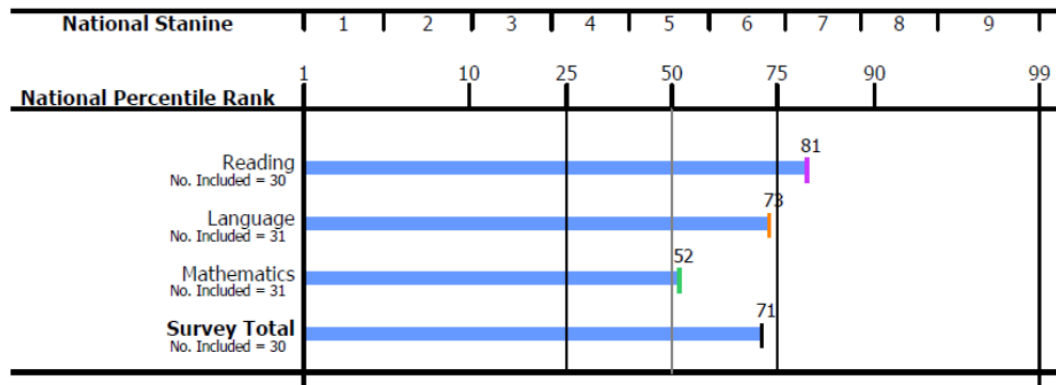
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Iowa Tests of Basic Skills (ITBS) Grade: 5 Level: 11 System: Hilltown Charter Disaggregation: All Students
 Form: A Building: Hilltown Charter State: MA Score Type: National Percentile Rank
 Test Date: 12/01/2015 Admin. Type: Print
 Norms: 12/01 2005



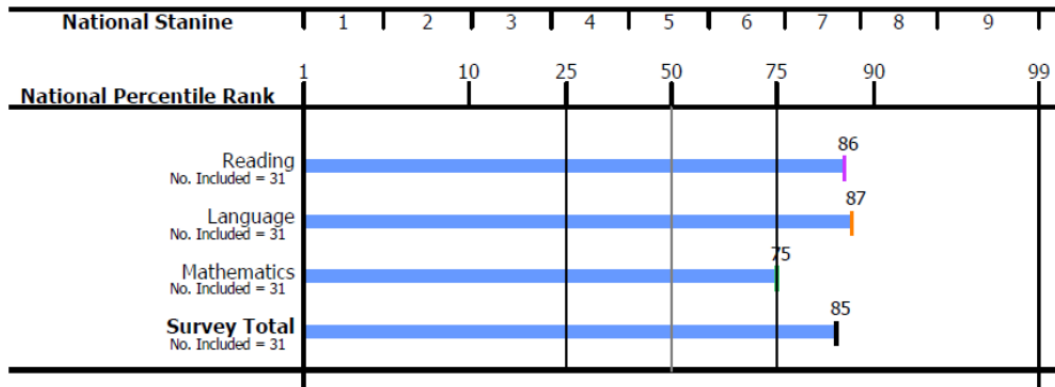
Group Display

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: 12/01/2015 Admin. Type: Print
 Norms: 12/01 2005



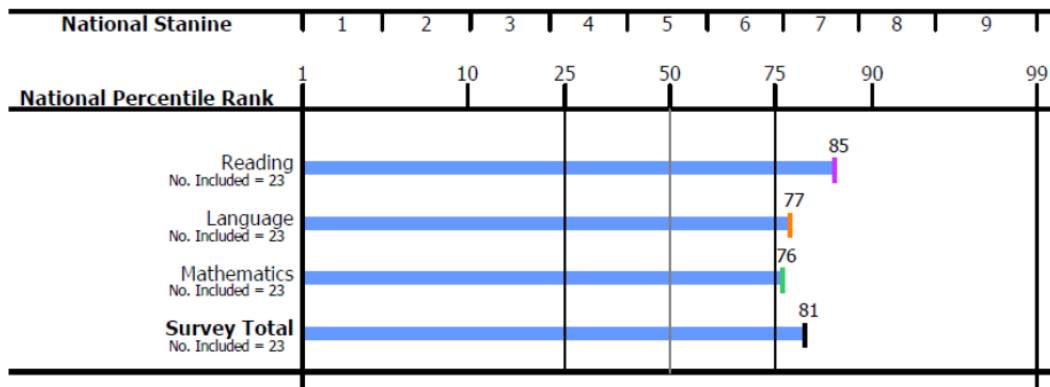
Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2015 Norms: 12/01 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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Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2015 Norms: 12/01 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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Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/01/2015 Norms: 12/01 2005	Grade: 4 Level: 10 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: Grade Equivalent Admin. Type: Print
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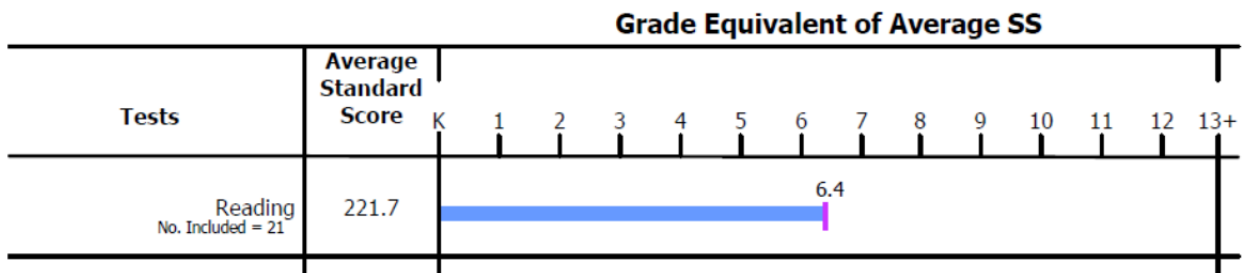


Table 2: Internal Assessments

Hilltown Reading Assessment Results, K-3rd Fall 2015-Spring 2016	
Level (1 level = 1 Grade Level)	Percentage of Students
Less than 1 Level	15%
1 Level progress	47%
2 Levels progress	24%
3 Levels. progress	14%
Hilltown Writing Assessment Results, K-3rd Fall 2015-Spring 2016	
Level (1 Level = 6 points, HCCPS Rubric)	Percentage of Students
Lost One Level	2%
No Gain	13%
One Level Gain	32%
Two or More Level Gains	53%

Hilltown Mathematics Assessment Results, K-3rd Spring 2016	
Proficiency Level: End of year assessment Proficiency= 75%	Percentage of Students
Less than 75 %	4%
75-90%	8%
90-100%	88%
Hilltown Mathematics Assessment Results, 4th -8th Spring 2016	
Proficiency Level: End of year assessment Proficiency= 75%	Percentage of Students
Less than 75 %	9%
75-90%	48%
90-100%	43%
Hilltown Writing Assessment Results, 4th-8th Fall 2015/Spring 2016	
Level	Percentage of Students
Advanced	25%
Proficient	49%
Just Below Proficient	18%
Novice	8%

Grade Eight Projects

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

- What prehistoric animal rivalries were there in different time periods, and which rival would win?
- How do personal relationships between police officers and the public affect justice?
- Does breed affect whether a horse or pony is better at show jumping or hunter jumping?
- What is the role of dreaming in Australian Aboriginal, Achuar, African American, and Bedouin cultures?
- How does the editing of a short film make it better?
- How can cities run public transportation to best serve the populace?
- What stereotypes are applied to people based on the genre of music they listen to?
- Are cochlear implants or sign language better for the deaf community, and how do they affect the deaf community?
- What are the differences between high and low fantasy?
- How can we design and deploy robots to save lives?
- How does music affect health?
- How did Beethoven affect what we think of classical music and music in general?
- What are GMOs and how do they affect the American diet today?
- Why does the U.S. still need feminism?
- What are the conditions and variables required to perform skateboarding tricks?
- How is the making of film different for live action and animated film?
- Why doesn't the US have High-Speed Rail and should they?
- What tricks do photographers use to make their photographs better?
- How did the Northampton State Hospital's purpose change from its opening to its institutionalization?
- Why is music a good platform for conveying emotion and motivating people?
- How does the spirit of the game award positively affect Ultimate Frisbee?
- Which coding languages have most changed video games?
- How are guide dogs trained to help people with disabilities?

Program Delivery

This year we fully implemented our expanded school model in grades seven and eight. Teachers who had been teaching two different subjects in previous years taught only one this year. We hired two additional teachers and increased the workload of several others, creating a significantly larger team. Class size was smaller, going from 20 students in a section to an average of 14 students in each section.

Social, Emotional, and Health Needs

There were no significant changes to school discipline during the 2015-16 year. We had no out-of-school suspensions this year. This past year we started using a "Reflection on Actions/Repair Form" with our 7/8th graders when behavior was persistently disruptive as to result in removal from class. This form provides a structured set of questions that lead the student to an analysis of what s/he can do to repair the situation with the teacher and classmates.

Our school adjustment counselor provides a great range of groups, lessons and individual help to students across the K-8th grade continuum. Some of the areas of teaching and discussion are:

Grades K-1: Class program on conflict resolution included: skills in emotional expression and non-verbal communication; listening and communication skills; constructive language to use in problem solving; ways to support peers who are sad or angry; collaborating to problem solve; skills in stress management, relaxation, and anger management; teaching about stereotypes.

Grades 4-5: Puberty class included teaching about social and emotional changes and respecting those changes in self and others.

Grades 6-8: Sexual health education program included: skill building in communication, assertiveness, setting boundaries, respecting others' boundaries, and decision making; education about drugs and alcohol, depression and suicide prevention, gender identity and sexual orientation and their relationship to bullying; bystander intervention.

Grades 7-8: Program about racism: its history and manifestations and ways to confront racist behaviors; student-designed and student-led lessons in younger classrooms about racism and white privilege.

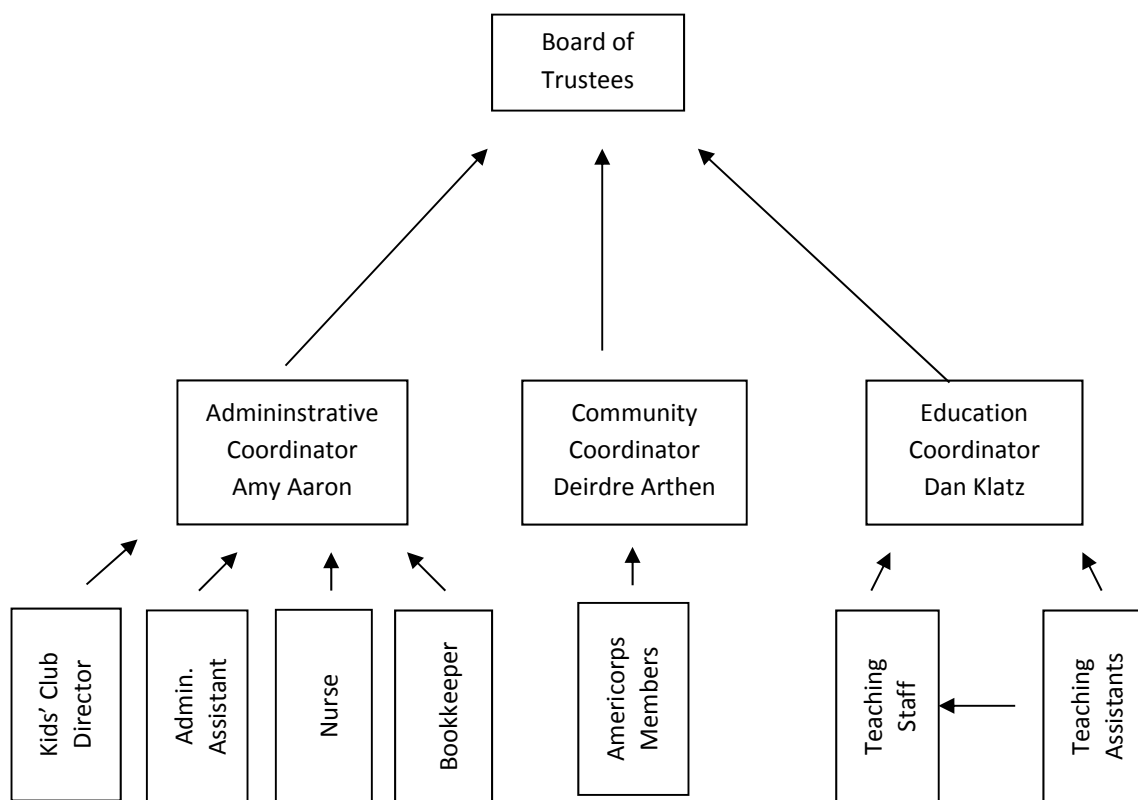
Organizational Viability

Organizational Structure of the School

There have been no changes to our organizational structure this year. Our Administrative Coordinator, Amy Aaron, announced her planned retirement, after 21 years, at the end of June 2017. The Board of Trustees has begun planning the search process for her successor. This fall we are thrilled to be adding a Special Education Administrator, a new position, which reflects our increased focus on student with disabilities as that population grows.

Hilltown Cooperative Charter Public School Organizational Chart

Revised 7/2016



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 Education Coordinator, parents provide feedback regarding their experiences with teachers. Student performance data is also included in the evaluation process.

Budget and Finance

A.

Hilltown Co-op Charter Public School Unaudited FY16 Statement of Revenues, Expenses and Changes in Net Position July 2015 through June 2016

Operating Revenues	
Tuition	2,595,522
Government Grants	72,069
Private Grants	6,188
Medicaid & Other Reimbursements	29,726
After School Fees	86,450
Student Activity Fees	11,062
Field Trip Income	39,750
School Lunch Receipts	13,997
Total Operating Revenue	<u>2,854,763</u>
Operating Expenses	
Salaries	1,807,522
Payroll Taxes	59,191
Fringe Benefits	252,103
Consulting & Contracted Services	111,174
Dues & Subscriptions	5,098
Educational Supplies & Textbooks	28,645
Equipment	4,718
Food Services	15,908
Instructional Technology	8,000
Occupancy	421,678
Transportation & Field Trips	44,465
Other Operating Expense	18,514
Total Operating Expenses	<u>2,777,014</u>
Operating Income (Loss)	<u>77,749</u>
Non Operating Revenues & (Expenses)	
Fundraising Income	69,812
Investment Income	1,362
Fundraising Expense	(2,017)
Other Non-Operating Expense	(11,388)
Total Non-Operating Revenues (Net)	<u>57,769</u>
Change in Net Position	<u>135,518</u>

B.

Hilltown Co-op Charter Public School
Unaudited Statement of Net Assets for FY16
(Balance Sheet)
As of June 30, 2016

Assets

Current Assets

Cash	\$ 802,459
Certificate of Deposit	91,653
Accounts Receivable	5,810
Prepaid Expense	5,299
Total Current Assets	<u>905,221</u>

Non-Current Assets

Capital Assets	
Leasehold Improvements (Net)	220,384
Furniture and Equipment (Net)	5,850
Security Deposits	20,689
Total Non Current Assets	<u>246,923</u>

Total Assets	<u>\$ 1,152,144</u>
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Liabilities & Net Position

Current Liabilities

Accounts Payable	\$ 18,752
Accrued Wages Payable	184,277
Accrued Payroll Liability	1,476
Accrued Expenses	3,867
Total Current Liabilities	<u>208,372</u>

Net Position

Investment in Capital Assets	219,914
Unrestricted	723,859
Total Net Position	<u>943,773</u>

Total Liabilities and Net Position	<u>\$ 1,152,144</u>
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C.

Hilltown Co-op Charter Public School
Approved FY 17 Budget
 Approved by Board of Trustees 06/15/2016

	FY 17
Operating Revenues	
Tuition	\$2,612,440
Government Grants	53,626
Private Grants	3,500
Medicaid & Other Reimbursements	21,000
After School Fees	78,000
Student Activity Fees	11,000
Field Trip Income	21,600
School Lunch Receipts	15,000
Total Operating Revenue	2,816,166
Operating Expenses	
Salaries	1,941,957
Payroll Taxes	71,642
Fringe Benefits	291,550
Consulting & Contracted Services	120,000
Dues & Subscriptions	5,098
Educational Supplies & Textbooks	35,920
Equipment	9,000
Food Services	17,500
Instructional Technology	8,000
Occupancy	332,295
Transportation & Field Trips	14,099
Other Operating Expense	20,800
Total Operating Expenses	2,867,861
Operating Income (Loss)	-51,695
Non Operating Revenues & (Expenses)	
Fundraising Income	35,500
Investment Income	1,200
Interest Expense	
Fundraising Expense	(2,100)
Other Non-Operating Expense	
Total Non-Operating Revenues (Net)	34,600
Change in Net Position	(\$17,095)

D. Capital Plan for FY17

Now that we have lived in our new facility for a second year we have been able to prioritize the remaining capital projects we wish to undertake.

1. **School-wide Paging System:** When we had our phone system installed 2 years ago we expected it to also operate as a school wide paging system, but this has not proved to be true. We will spend roughly \$12,000 to have a paging system installed prior to the start of school. Some remaining equipment from the original renovations will be repurposed for this system. Funded through our capital building project fund.
2. **Multi-Purpose Room:** This summer we will install paneling on the lower half of the walls in this room. Given its multi-purpose nature the walls need extra protection from balls and bodies running into it. This will cost roughly \$8,000 and be completed by August 30. Funded through our capital building project fund.
3. **Subdividing Space:** Due to the increase in students on IEP's we need to divide a long room into two smaller rooms, more appropriate for small group teaching. This project will cost roughly \$1,000 and be completed by July 30. Funded through our capital building project fund.
4. **Attic:** continual shelving, storage work- roughly \$3,000. This is an ongoing project. Funded through our capital building project fund.
5. **During the course of FY 17, likely by the end of July, we will purchase our facility for \$3,550,000. This will be accomplished through a USDA Community Facilities loan, with very favorable terms (2.75 % interest for 40 years). This will not only lower our occupancy costs considerably but will provide for predictability and constancy. Our monthly mortgage obligation is funded through our regular operating budget.**

Appendix A

Accountability Plan Evidence 2015-2016

	2015-2016 Performance	Evidence
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. Over 55% of our families completed the survey and well over 90% 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.	Partially met	97% of our families participated in some school activity at least once during the year.
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
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 83% of areas tested	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.	Fully met in Math; Partially Met in Writing (74% proficient)	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

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan

2016-2017

School Name: Hilltown Cooperative Charter Public School

Date: July 27, 2016

Implementation Summary:

Not surprisingly, as a result of our move to Easthampton we saw a 100% increase in applications from our new host district. We are enrolling more students with learning disabilities across all the grade levels, with a significant increase in grades 6-8.

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.

Fully half of our incoming kindergarteners are siblings of existing families as well as three other incoming siblings in older grades.

We have also seen an increase in applicants for 6th and 7th grades, which corresponds to our expansion in the middle school grades. Our racial demographics have been shifting for the past couple of years, with the percentage of white students dropping gradually.

General Recruitment Activities:

Display ads in local newspapers; posters/flyers in area post offices/libraries, neighborhood markets and public bulletin boards; public service announcements; our own website

Recruitment Plan –Strategies	
Demographic Group	Strategies
Special education students	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. In addition, our SEPAC hosted monthly meetings and speakers that SEPACs from area districts were invited to.
Limited English-proficient students	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 two 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 Have a google translate link on our website.
Students eligible for free or reduced lunch	Outreach to families eligible for free lunch will occur at WIC and SNAP sites, Goodwill and Salvation Army stores in the county. Admissions materials will be placed at area Head Start programs. Our reduced lunch population greatly exceeds both the median and 1 st quartile (no comp index available).
Students who are sub-proficient	With our expanded 6-8 th grade we have more struggling students entering. Sixth grade is the entry grade for the largest middle school in our area and we have a 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 6-8 th graders at our January Open house will help parents understand the resources available for their students.
Students at risk of dropping out of school	Hands-on project based learning; after school activities; significant family engagement opportunities; community service learning; individualized instruction; safe learning environment. These components of our program keep students engaged and invested in school. Our students are not of legal age to drop out.
Students who have dropped out of school	Not applicable. Our oldest students are 14 years, too young to drop out.

Retention Plan

2016-2017

Implementation of retention strategies from last year's plan.

We more than met our Retention Goal for FY 16. Our retention rate was over 95%. We expect our retention rate to fluctuate a bit for the next year or two as we settle into our larger school size. In western Massachusetts, with little public transportation, driving mileage is high on a family's considerations.

Our retention goal for FY 17 is 95%, an increase from FY 16's goal of 92%.

As expected, with increasing the size of our 6th/7th grades by 30%, we also increased the number of students with either learning or behavioral challenges.

Having representatives from our active SEPAC present at our winter Information Night was successful. Our incoming students for FY 17 represent a significant increase to our population on IEP's, in both older and younger grades.

At the end of the year two students moved far out of area; one moved to home schooling; three transferred to area charter schools that run through 12th grade; one moved to his home district to make family commutes easier; one will be in private school in the fall; and two students left to attend a local middle school in order to ease the transition to high school. These departures did not impact our school wide percentage of special education or low income students, nor do they reflect a failure of our retention strategies. They are, more generally, quite idiosyncratic.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan -Strategies	
Demographic Group	Strategies
Special education students	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; teaching assistants in all classrooms.

Limited English-proficient students	3x/week after school homework club; daily non-academic after-school program.
Students eligible for free or reduced lunch ¹	Ensure that we have no income- based barriers to services; ensure that application for free/reduced lunch is easily and confidentially accessible.
Students who are sub-proficient	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; individualized reading instruction.
Students at risk of dropping out of school	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.
Students who have dropped out of school	N/A- our oldest students are 14 years old, below the legal age to withdraw from school.
Other subgroups of students who should be targeted to eliminate the achievement gap	NA

Appendix C

School and Student Data Tables

Here is the link to Hilltown's profile on the DESE website.

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04500000&orgtypec>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION FY16		
Race/Ethnicity	# of students	% of entire student body
African American	1	0.5%
Asian	3	1.4%
Hispanic	17	8.1%
Native American	0	0%
White	173	82.4%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	16	7.6%
Special education	41	19.5%
Limited English proficient	0	0%
Low income	34	16.2

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Amy Aaron, Administrative Coordinator	Responsible for financial oversight, admissions, site issues, legal issues, liaison to DESE, supervision of administrative staff, policy implementation	7/1996	6/30/2017
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, online presence, supervision of Americorps Members	4/2000	NA

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	23	0	1	retirement
Other Staff	20	2	0	attending grad school; left the education field;

This year one of our long term teachers reached retirement age, having been with us for 14.5 years. While we are sad to see him go we are excited for his next venture and to introduce a new teacher to our mix. That is our only teacher departure for FY 16.

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including election date & expiration)
Susannah Howe	President	Domain Council	2	07/01/04-06/30/17
Charles Weimeyer	Site Committee Chair	Site Committee	2	07/01/14-06/30/17
Jesse Belcher-Timme	Community Member		1	07/01/13-06/30/16
Andrea Porter		Liaison to Friends of Hilltown, Inc.	1	07/01/14-06/30/17
Penny Leveritt	Clerk; GABS Committee Chair	Governance and Board Sustainability Committee	1	07/01/14-06/30/20
David Starr	Treasurer	Finance Committee	1	07/01/14-06/30/17
Scott Remick	Vice President	Finance Committee Chair	1	07/01/13-06/30-19
Terra Missildine	Community Member		1	07/01/15-06/30/18
Steve Hoyt	Personnel Committee Chair	Personnel	1	07/01/14-06/30/17

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Susannah Howe
Charter School Leader	No change
Assistant Charter School Leader	No change
Special Education Director	No change-in 2015-16; newly created position and new employee begins 8/2016
MCAS Test Coordinator	No change
SIMS Coordinator	No change
English Language Learner Director	No change

Facilities

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

Enrollment

Action	Date(s)
Student Application Deadline	Feb 3, 2016 (for SY 16-17) Feb 7, 2017(for SY 17-18)
Lottery	Feb 4, 2016 (for SY 16-17) Feb 8, 2017 (for SY 17-18)

Complaints

No complaints were filed during FY 16.