

HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

ANNUAL REPORT
2016-2017

1 Industrial Parkway
Easthampton, MA 01027
413-529-7178 phone
413-527-1530 fax
www.hilltowncharter.org

Daniel Klatz, Director of Administration
dklatz@hilltowncharter.org

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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	
School Hours	8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 on Wed	Age of School	22 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.

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 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 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

Use the table below to describe any Board approved (major) or Commissioner approved (minor) amendments requested by the school's board of trustees during the 2016-2017 school year. Please explain any delay in implementing any recently granted amendment.

Date	Amendment Requested	Pending or Approved?
	None during FY 17	

Dissemination Efforts

This year, we tried something new. We offered a series of after school workshops that highlighted particular areas of the programming at Hilltown. Brochures were sent out at the beginning of the year to all superintendents and principals in Hampshire and Franklin County. Unfortunately, there were no attendees at the workshops. Fortunately, we were able to offer one of the workshops at Smith College to a group of 20 graduate students.

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? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Fostering Community Through Music and Movement	Workshop	Marguerite Durant, Music Teacher	Curriculum	Workshop announcements were sent to all Superintendents and Principals at all public schools in Hampshire and Franklin County	No attendees.
Arts Integration at Hilltown	Workshop	Laurel Loomis, Arts Marguerite, Music Paula Yolles, 2.3 Classroom Nan Childs, 2-3 Classroom Alec Maclachlan, 4-5 Classroom	Curriculum	See above. This workshop was also presented to graduate students at Smith College.	No attendees to original offering. However, the workshop was then presented at Smith College.
Creating Community for Students, Parents, and Teachers	Workshop		Family Engagement	See #1	No attendees.
Parent Communication from the Classroom Teacher	Workshop		Family Engagement	See above	No attendees.

Academic Program Success

Student Performance

Link to Department of Elementary and Secondary Education Report School Report Card:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04500105&fycode=2016&orgtypecode=6&>

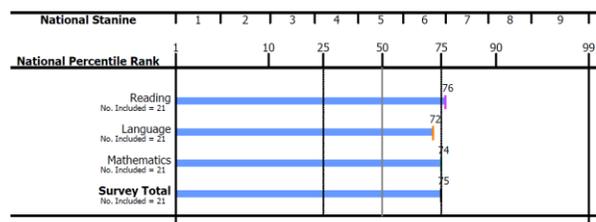
Internal and External Assessment Data for 2016-2017

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 2016-17 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 19 of the 24 subtest areas.

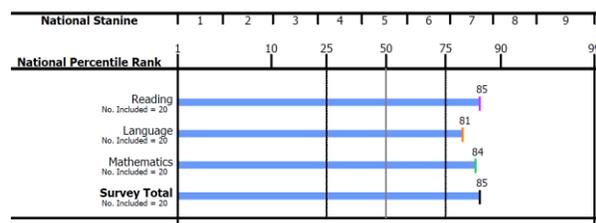
Internal assessments in reading, writing and math indicate a continued high level of performance, meeting all goals in our accountability plan with the exception of writing in grades 4-8 with 76% of students being proficient (with a goal of 80%).

Table 1: Iowa Tests of Basic Skills December 2016

Group Display			
Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/05/2016 Norms: 12/01 2005	Grade: 3 Level: 9 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print

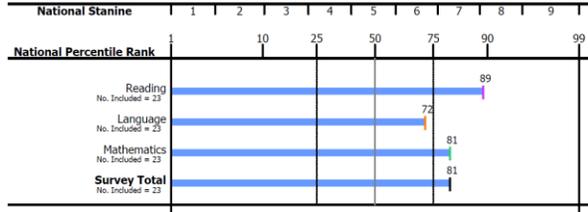


Group Display			
Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/05/2016 Norms: 12/01 2005	Grade: 4 Level: 10 Building: Hilltown Charter	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print



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: 12/05/2016 | Admin. Type: Print
 Norms: 12/01 2005



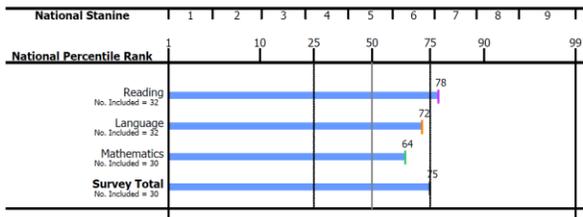
Group Display

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: 12/05/2016 | Admin. Type: Print
 Norms: 12/01 2005



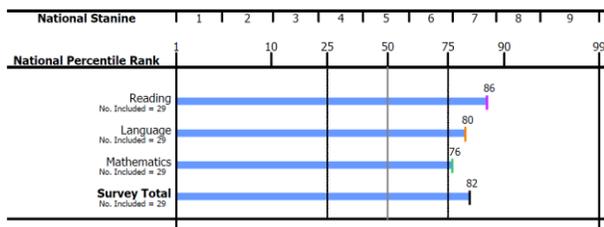
Group Display

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: 12/05/2016 | 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: 12/05/2016 | Admin. Type: Print
 Norms: 12/01 2005



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: Grade Equivalent
 Test Date: 12/05/2016 | Admin. Type: Print
 Norms: 12/01 2005

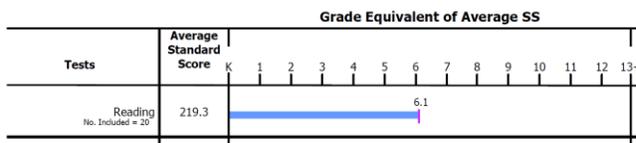


Table2: Internal Assessments

Hilltown Reading Assessment Results, K-3rd Fall 2016-Spring 2017	
Level (1 level = 1 Grade Level)	Percentage of Students
Less than 1 Level	6%
1 Level progress	54%
2 Levels progress	30%
3 Levels. progress	10%
Hilltown Writing Assessment Results, K-3rd F Fall 2016-Spring 2017	
Level (1 Level = 4 points, HCCPS Rubric)	Percentage of Students
Lost One Level	0%
No Gain	19%
One Level Gain	45%
Two or More Level Gains	36%

Hilltown Mathematics Assessment Results, K-3rd Spring 2017	
Proficiency Level: End of year assessment Proficiency= 75%	Percentage of Students
Less than 75 %	0%
75-90%	20%
90-100%	80%
Hilltown Mathematics Assessment Results, 4th-8th Spring 2017	
Proficiency Level: End of year assessment Proficiency= 75%	Percentage of Students
Less than 75 %	9%
75-90%	43%
90-100%	48%
Hilltown Writing Assessment Results, 4th-8th Fall 2016/Spring 2017	
Level	Percentage of Students
Advanced	22%
Proficient	54%
Developing	19%
Beginning	5%

Table 3: Grade Eight Projects

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

- How do common knee injuries affect athletes in sports?
- How did Hip Hop culture shape our society in America during the 1970s?
- What methods of hygiene do we use that have led to superbugs how have these methods developed over time?
- What factors decide if one needs a heart transplant?
- What are people doing to protect animals from cruelty?
- The Nature versus Nurture debate: what are the current opinions on the impact and importance of nature, nurture, and both in the shaping of a human's personality?
- How has musical theatre changed from Les Miserables to Hamilton?
- What is the process that modern authors use to write a picture book?
- Executive Function: How does the quality of your early childhood education affect the development of social skills needed later in life?
- how the meaning of martial arts and what they are differs between the styles (focusing on karate and aikido)
- How did The Beatles change music?
- How has social media and photo accessibility affected the average photographer's wallet?
- Do cities benefit when they host the Olympics?
- How can hikers stay safe from dangers on the Appalachian Trail?
- How has basketball changed from James Naismith's original vision?
- What effects do CTE have on football players?
- What are the most popular social media, and what are they being used for today?
- How do hang glider engineers/designers design hang gliders for maximum performance?
- What is the difference between American hearing culture and American deaf culture?
- What is the best type of cellphone?
- How can the tiny house movement affect our climate in the future?
- How have humans affected the evolution of dogs physically and mentally?
- How has the NFL changed since the merge of the two football leagues?
- Why do women soccer players get less money than male soccer players?
- What are the ideal ski conditions? How are conditions changing and will climate change affect the conditions?
- How does architecture help stop global warming?
- How have lasers advanced medical science?
- How do the economies of US and China interact?
- How does brain development in utero to age 5 affect language development?

Program Delivery

No major changes this year.

Social, Emotional, and Health Needs

There were no significant changes to school discipline during the 2016-17 year. We had no out-of-school suspensions this year.

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, and 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, and bystander intervention.

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

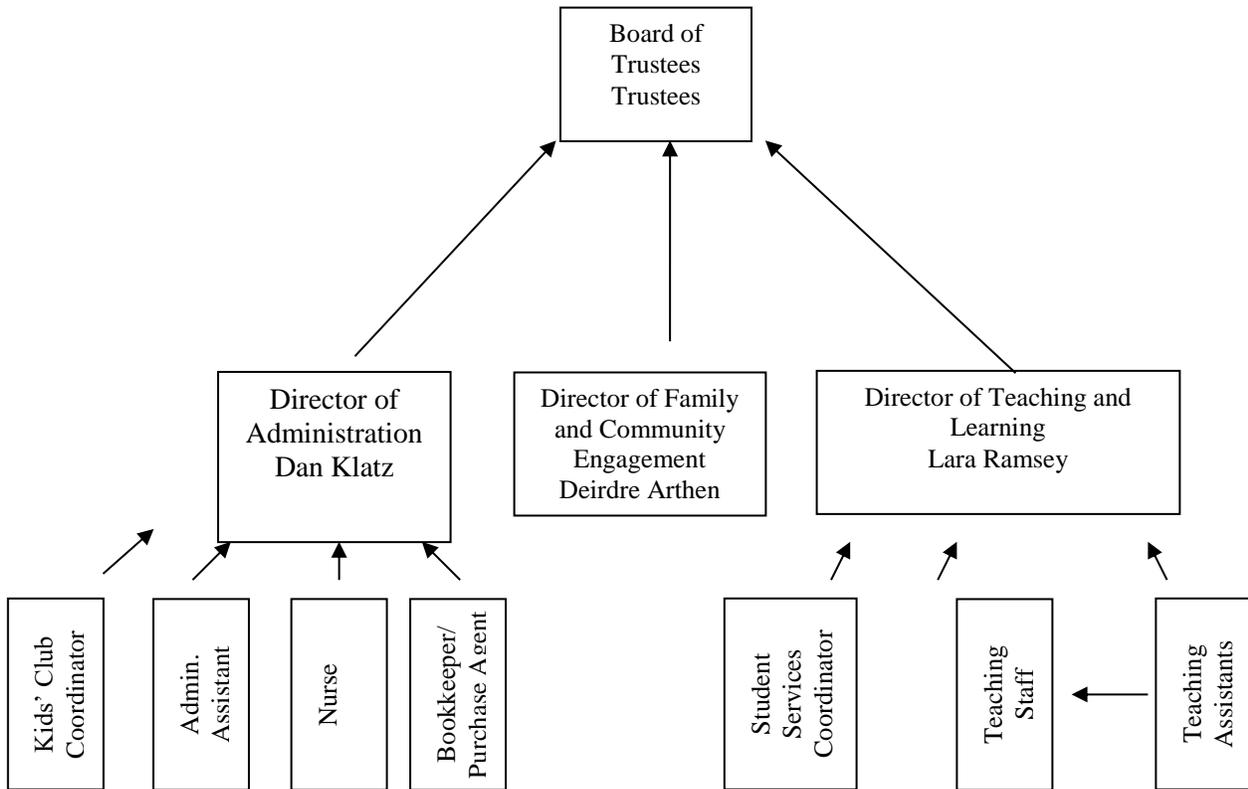
Organizational Viability

Organizational Structure of the School

There have been no major changes to our organizational structure this year. The Board of Trustees renamed our leadership positions as follows: the Administrative Coordinator is now the Director of Administration; the Education Coordinator is now the Director of Teaching and Learning; and the Community Coordinator is now the Director of Family and Community Engagement. Amy Aaron, Director of Administration retired at the end of the year after 21 years with our school. The Board of Trustees appointed Dan Klatz the position of Director of Administration following 16 years as Education Coordinator, and appointed Lara Ramsey as Director of Teaching and Learning. Last fall we added a Student Services Coordinator.

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

Budget and Finance

A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)

Unaudited HCCPS FY2017 Income & Expenses

Operating Revenues

Tuition	\$	2,720,117
Government Grants		53,753
Private Grants		11,938
Medicaid & Other Reimbursements		37,325
After School Fees		93,811
Student Activity Fees		10,706
Field Trip Income		20,593
School Lunch Receipts		7,316

Total Operating Revenue 2,955,558

Operating Expenses

Salaries		2,000,983
Payroll Taxes		65,350
Fringe Benefits		272,584
Consulting & Contracted Services		119,146
Dues & Subscriptions		5,225
Educational Supplies & Textbooks		32,637
Equipment		7,247
Food Services		9,193
Instructional Technology		7,944
Occupancy		261,507
Transportation & Field Trips		21,167
Other Operating Expense		27,562

Total Operating Expenses 2,830,545

Operating Income (Loss)

125,013

Non Operating Revenues & (Expenses)

Fundraising Income		46,302
Investment Income		1,260
Interest Expense		(72,881)
Fundraising Expense		(3,565)
Other Non-Operating Expense		(78,810)

Total Non-Operating Revenues (Net) (107,692)

Change in Net Position

\$ 17,320

C. Statement of net assets for FY17(balance sheet)

Unaudited HCCPS FY 2017 Balance Sheet

Assets

Current Assets

Cash	\$	826,328
Certificate of Deposit		91,825
Accounts Receivable		142
Prepaid Expense		<u>38,551</u>
Total Current Assets		<u>956,845</u>

Non-Current Assets

Capital Assets		
Building (Net)		3,275,782
Land 1-3 Industrial Pkwy		472,975
Furniture and Equipment (Net)		3,250
Security Deposits		<u>2,700</u>
Total Non Current Assets		<u>3,754,706</u>

Total Assets	\$	<u><u>4,711,552</u></u>
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Liabilities & Net Position

Current Liabilities

Accounts Payable	\$	43,969
Accrued Wages Payable		203,587
Accrued Payroll Liability		(7,110)
Accrued Expenses		<u>4,898</u>
Total Current Liabilities		<u>245,345</u>

Long Term Liabilities

Note Payable - USDA	\$	<u>3,512,973</u>
Total Long Term Liabilities		<u>3,512,973</u>

Total Liabilities	\$	<u><u>3,758,317</u></u>
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Net Position

Investment in Capital Assets		206,725
Unrestricted		<u>746,509</u>
Total Net Position		<u>953,234</u>

Total Liabilities and Net Position	\$	<u><u>4,711,552</u></u>
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D. Approved School Budget for FY18

HCCPS Budget FY18

	<u>FY 18</u>
Operating Revenue	
Tuition	\$2,741,695
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	39,600
School Lunch Receipts	10,000
Total Operating Revenue	<u>2,958,421</u>
Operating Expenses	
Salaries	2,083,514
Payroll Taxes	70,237
Fringe Benefits	305,500
Consulting & Contracted Services	111,000
Dues & Subscriptions	5,300
Educational Supplies & Textbooks	36,868
Equipment	11,000
Food Services	12,000
Instructional Technology	10,000
Occupancy	163,305
Transportation & Field Trips	48,100
Other Operating Expense	22,500
Total Operating Expenses	<u>2,879,324</u>
Operating Income (Loss)	<u>79,097</u>
Non Operating Revenues & (Expenses)	
Fundraising Income	23,000
Investment Income	1,200
Interest Expense	(95,973)
Fundraising Expense	(2,100)
Other Non-Operating Expense	
Total Non-Operating Revenues (Net)	<u>-73,873</u>
Change in Net Position	<u><u>\$5,224</u></u>

D. Capital Plan for FY18

The Board of Trustees approved the following Capital expenses for the FY18 year, all funded through the school's undesignated fund balance:

1. Driveway Reconstruction \$70,000
This project is nearly complete as of 7/31/17, and will be complete for the opening of school.
2. Playground Improvements 10,000
The project has been planned, and will be implemented over the course of the FY18 academic year.
3. Sound Wall - Music/Humanities 5000
The project has been designed with a target construction date of the first week in November (Students will be away that week on a field trip).
4. Vehicle Purchase 10,000
This will be complete before the opening of school. In addition to the money allocated by the Board, there is an addition \$10,000 dedicated to this project from a grant from a private foundation.

Appendix A

Accountability Plan Evidence 2016-2017

Faithfulness to Charter

	2016-2017 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. Over 42% of our families completed the survey and well over 95.3% 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 2016-17 school year

Academic Program Success

	2016-2017 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

Organizational Viability

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 79% 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.	Partially Met: Fully met in Math 74% proficient in Writing	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 (required):

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

2017-2018

School Name: Hilltown Cooperative Charter Public School

2016-2017 Implementation Summary:

General interest in Hilltown remains strong. Our move to Easthampton is presenting us with new opportunities. We continue 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. However, it seems clear that our strategy going forward needs to involve more “in person” times to share about the school and recruit prospective families.

Sixteen of our twenty incoming kindergarteners are siblings of existing families as well as three other incoming siblings in older grades. In total, siblings will make up 60% of all new students in the fall of 2017.

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

General Recruitment Activities for 2017-2018:

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 –Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 16.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 12%</p> <p>The school is above CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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) 2017-2018 Additional Strategy(ies), if needed</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>GNT percentage: 1%</p> <p>CI percentage: 1.3%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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 align="center">(c) 2017-2018 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 two years</p>

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 11.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 22.4%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 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) 2017-2018 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 two years.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 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) 2016-2017 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) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Our students are not of legal age to drop out.
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2016-2017 Strategies</p>

Retention Plan 2017-2018

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

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%

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>School percentage: 8.6%</p> <p>Third Quartile: 12.9%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</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; • child study process for early intervention on a pre-special education evaluation basis; • teaching assistants in all classrooms. <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>Third Quartile: 11.5%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> 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. <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p>

(a) CHART data	
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p style="text-align: center;">(d) 2016-2017 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; <p>child study 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 style="text-align: center;">(e) 2016-2017 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.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Not applicable
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Not applicable
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 7.7%</p> <p>Third Quartile: 15%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> 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.

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	16	7.3%
Native American	0	0.0%
White	178	81.7%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	20	9.2%
Special education	44	20.2%* (includes students added in the final months of the year)
Limited English proficient	0	0.0%
Economically Disadvantaged	26	11.5%

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Amy Aaron, Director of Administration	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, Director of Teaching and Learning	Responsible for student support services, including discipline; supervision of teaching staff; curriculum development; education policy and implementation	7/2001	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 2016-2017 SCHOOL YEAR				
	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	23	1	1	Job change
Other Staff	22	1	4	1. Return to graduate school 2. Accepted professional level position (from para professional)

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election & expiration)
Scott Remick	President, Parent	Domain Council	1	07/01/13-06/30-19
Susannah Howe	Vice President, Parent	Domain Council	2	07/01/04-06/30/17
Charles Weimeyer	Parent	Site Committee	1	07/01/14-06/30/17
Amy Reesman	Parent	Governance and Board Sustainability Committee	1	07/01/16-06/30/19
Andrea Porter	Parent	Liaison to Friends of Hilltown, Inc.	1	07/01/14-06/30/17
Penny Leveritt	Clerk; Parent	Governance and Board Sustainability Committee	1	07/01/14-06/30/20
David Starr	Treasurer, Community Member	Finance Committee	1	07/01/14-06/30/17
Chris Greenfield	Parent	Finance Committee	1	07/01/16-06/30/19
Michael Filas	Parent	Search Committee	1	07/01/16-06/30/19
Terra Missildine	Community Member		1	07/01/15-06/30/18
Steve Hoyt	Parent	Personnel Committee	1	07/01/14-06/30/17

Appendix D

Additional Required Information

Key Leadership Changes

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

Please be reminded of the following regulatory requirements: “Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1st. Every charter school shall conclude its principal enrollment process no later than March 15th of each year” (603 CMR 1.05 (3)(c)).

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 7, 2018
Lottery	February 8, 2018

Complaints

No complaints were filed during FY 17.