

Annual Report of a Public Charter School

River Valley Charter School



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Introduction to River Valley Charter School

| River Valley Charter School | | | |
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| Type of Charter | Commonwealth | Location | Newburyport, MA |
| Regional or Non-Regional? | Regional | Districts in Region | Amesbury Newbury Newburyport Salisbury West Newbury |
| Year Opened | 1999 | Year(s) Renewed | 2004 2009 |
| Maximum Enrollment | 288 | Current Enrollment | 288 |
| Number of students enrolled as of 8/1/2013 | 288 | Students on Waitlist | 820 |
| Chartered Grade Span | K-8 | Current Grade Span | K-8 |
| # of Instructional Days during the 2012-2013 school year | 180 | School Hours | 8:30 am - 3:10 pm |
| Mission Statement | | | |
| <p>The mission of River Valley Charter School is to provide a rigorous academic program based on the Montessori philosophy and rooted in the history, culture and ecology of the Merrimack River Valley. Students will reach their full potential as scholars and become self-reliant, productive members of society. They will be adept at critical thinking and creative problem solving and will be fully prepared to succeed in future schools, careers and civic life.</p> | | | |

Letter from the Chair of the Board of Trustees

I am pleased to present the River Valley Charter School Annual Report for 2012-2013. As a public Montessori school, our challenge is to remain faithful to the Montessori philosophy while meeting the requirements placed on all Massachusetts public schools, including the Massachusetts Common Core Standards, the MCAS, and No Child Left Behind. I am pleased to report that River Valley continues to meet this challenge. As shown in this Annual Report, River Valley maintains a highly qualified, Montessori-trained faculty and adheres to the Montessori tradition in its teaching and learning activities. In addition, its students consistently score well on national and state-level standardized tests.

River Valley families remain highly engaged in the school community. Forty percent of River Valley families reported a total of 4,050 volunteer hours, and 74 percent made a donation to the River Valley Charter School Foundation this year.

I am also happy to report that River Valley is financially sound. As a public charter school, River Valley receives the bulk of its funding in the form of per-student quarterly tuition payments from the state of Massachusetts. Since the school's founding, the administration and Board of Trustees have continued to practice conservative fiscal management. This has allowed the school to accumulate estimated net assets in excess of \$525,000 as of June 30, 2013 which will ensure organizational viability in the face of uncertain future funding levels.

Interest in attending River Valley remains strong. This year, 139 students entered our enrollment lottery for the 2013-2014 school year. As a result, our waiting list continues to grow and currently stands at 820 students, which will ensure that River Valley will continue at our Charter-authorized full enrollment of 288 students.

In December 2012, the River Valley Charter School Foundation completed the purchase of our school building at 2 Perry Way, providing a "place and promise for our future". This facility has been the home of River Valley Charter School since its founding in 1999, under a lease agreement with the building owner. The purchase of the building by the Foundation this year was the culmination of a multi-year effort by the Board of Trustees to evaluate long-term facility options. After the expansion of the school building several years ago to add a gym, art room, music room, and library, it became clear that we really could not do any better than our existing home. We were also able to take advantage of low interest rate bond financing available through the State. Our new long-term lease agreement with the Foundation will reduce our annual facility costs, and will allow us to devote more resources to the academic program within the constraints of annual tuition payments.

On behalf of the entire school community, I want to thank everyone who worked so hard to ensure that the purchase could be completed, including Executive Director Jeanne Schultz, Deb McCrevan and Jill Eichhorst of the business office, Site Committee Chair Chris Horan, and the RVCS Foundation President, Bonnie Bowes and Treasurer, Bob Brandt.

This year will also see a transition in school leadership. After four years, Director Jeanne Schultz will be leaving RVCS at the end of the current school year. During her tenure Jeanne has been the driving force behind a lot of positive change – beginning with her oversight of the building expansion in her second year, and ending with the purchase of our school building this year. On behalf of the Board of Trustees and the entire school community, I want to thank

Jeanne for her significant contributions to the River Valley Charter School and her service to our community.

In order to find a new school Director, the Board of Trustees engaged the entire school community in a nationwide search, under the leadership of Search Committee Chair Kate Kimball, and with the help of an executive search consultant. I am very happy to report that our search was successful, and that Mr. Andrew Willemsen has agreed to be our new leader beginning in July. Mr. Willemsen is a trained and experienced Montessori teacher, a parent of RVCS graduates, a founding Trustee of the school, and a long-term member of the Newburyport community. Mr. Willemsen was the unanimous choice of the search committee among a strong field of finalists and his hiring was approved by a unanimous vote of the Board of Trustees last month. On behalf of our entire community, I want to welcome Andy to his new role.

Finally, I also want to thank all of the faculty and staff of River Valley for their daily hard work and dedication, and the parents who have entrusted River Valley Charter School with the education of their children.

A handwritten signature in blue ink that reads "Dana Lowell". The signature is written in a cursive, flowing style.

Dana Lowell, Chair
River Valley Charter School Board of Trustees

School Performance and Program Implementation

Faithfulness to the Charter

Accountability Plan Objectives and Measures

| | 2012-2013 Performance | Evidence |
|---|-----------------------|--|
| Objective 1: Meet nationally recognized standards for high-quality Montessori education. | | |
| <p>Measure 1.1: Eighty percent of the pedagogical criteria will be met as determined by an independent Montessori audit done every two years.</p> <p>The American Montessori Society has identified six categories containing 22 total elements deemed essential to a successful Montessori school in the public sector. River Valley is audited on the 22 elements.</p> | Met | <p>The biennial audit was conducted in December 2012 by Sandra Wyner Andrew of New View Montessori Consultancy; 91 percent of the criteria were met.</p> <p><i>(The appendix contains a copy of the Essential Elements of Successful Montessori School in the Public School Sector.)</i></p> |
| <p>Measure 1.2: Maintain membership affiliations with the American Montessori Society.</p> | Met | <p>RVCS is an Associate school member of the American Montessori Society. The school's membership number is 38822.</p> <p><i>(The appendix contains a copy of the membership certificate.)</i></p> |
| Objective 2: Acquire and maintain community partners for both curriculum and service in our surrounding region. River Valley teachers will individually cultivate curriculum partners, as well as create opportunities for community service. | | |
| <p>Measure 2.1: School records will reflect the development of at least three curriculum partners for each level as well as the involvement of the school in community service.</p> <p>The four River Valley Charter School levels are Kinderhaus, Elementary 1, Elementary 2 and Middle School. Evidence of this measure should reflect 12 partners total (i.e., three at each level) and 50 community service hours per student upon exit from the school.</p> | Met | <p>During the 2012-2013 school year, there were 58 curriculum partners in total (with more than three at each level). These partnerships have provided curricular support and enhancement as well as community service opportunities.</p> <p><i>(The appendix contains examples of some of this year's Community Partnerships.)</i></p> <p>Community service hours are collected for every student and reported at the time of level exit (i.e., kindergarten, grade 3, grade 6, grade 8):</p> <p>Community service hours for all River Valley exit level students</p> |

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| | <p>totaled 18,032 during FY13 and breaks down as follows:</p> <p>Kinderhaus- 180 hours (32 students)</p> <p>Elementary 1- 5,833 hours(96 students)</p> <p>Elementary 2- 7,830 hours (98 students)</p> <p>Middle School- 4,189 hours (62 students)</p> <p>Documentation of curriculum partners and activity, as well as individual community service activity logs, are on file at the school.</p> |
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Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission, Vision and Educational Philosophy

The mission of the River Valley Charter School is to provide a rigorous academic program based on the Montessori philosophy and rooted in the history, culture, and ecology of the Merrimack River Valley. Students will reach their full potential as scholars and become self-reliant, productive members of society. They will be adept at critical thinking and creative problem solving and will be fully prepared to succeed in future schools, careers, and civic life.

River Valley provides an authentic and complete Montessori program within the public sphere. The school maintains its commitment to the Montessori pedagogy by hiring Montessori trained and/or certified teachers in every classroom; by supporting authentic Montessori programming; by valuing and providing opportunities for collaboration; and by staying abreast of best practices in the ever-expanding arena of public Montessori schools. Our classrooms are fully outfitted with genuine Montessori learning materials and furniture, which are essential to creating an authentic Montessori learning environment. We offer multi-age classrooms, with project-based learning and frequent student collaboration and presentations.

The school also integrates the regional history, culture, and ecology into the learning process so that students become aware of both the larger world beyond school, and their places within it. Historical, cultural and ecological integration occurs through the extensive use of the local and regional resources available to the school. Students frequently visit local historical sites including the Spencer Pierce Little Farm, the Clipper Heritage Railtrail, Newburyport Preservation Trust, the Custom House Maritime Museum and the local Powder House. Teachers plan curriculum units to study the Native American culture of the region, colonial and revolutionary era history as it pertains to our region, and the American industrial revolution along the Merrimack River. The school integrates the ecology of the region through studies of local marshlands, wetland sites on the school campus and forest studies in Maudslay State Park.

The Montessori philosophy is centered upon a whole child approach to education. Our primary goal is to help children reach their full potential in all areas of life. The curriculum is designed to develop the social,

emotional, physical and cognitive elements of each student, and is based on a belief that children are naturally eager to learn when appropriate conditions exist. Our learning environments operate on the principle of freedom with limits in order to foster the independence and decision making skills of our students. The multi-age classrooms enrich the curriculum options by offering students the opportunity to learn from and teach each other. Teachers provide lessons based on both their Montessori training and the guidelines of the Common Core State Standards.

The success of this approach is evidenced through the acquisition of skills by and the characteristics of our students. They are remarkably adaptable. They have learned to work independently, and they seek to find answers to their own questions. River Valley students demonstrate excellent collaboration and communication skills, and are adept at exchanging ideas through discussion. They have extensive experience at public speaking and possess strong presentation skills. Our students have been encouraged to make decisions from the earliest grades, and have learned to make good choices and manage their time well. They have also learned that mistakes are part of the learning process and provide important opportunities for self-reflection and growth. The independence and variety of learning opportunities children experience at River Valley fosters excellent problem solving skills, not just with paper and pencil exercises, but also in real world applications.

Our students have consistently demonstrated success as they move on to higher education. The 2013 valedictorian at Newburyport High School is a River Valley graduate, and another graduate won the largest scholarship from a local bank. Two more graduates shared the senior English Award. While the vast majority of our students attend district public high schools, we also send graduating students to competitive private high schools such as Exeter Academy, Governor's Academy and Roxbury Latin, and these students are consistently successful. Our earliest graduates have now graduated from colleges such as Columbia University, the Commonwealth Honors College, Boston University and Tufts.

Dissemination Efforts

In addition to a number of national and regional presentations that included educators from all over the country, River Valley Charter School disseminated information about its program to both current and future local educators during the past year as well.

Salem State University, well known for its education and development of Massachusetts educators, has had ties with River Valley for many years and in many capacities. This year, River Valley worked with the University Education department to help them create a new model for their Masters in Education program. Our experience has indicated that many pre-service educators, and even professors, have little knowledge of the Montessori pedagogy as a viable alternative to traditional educational models. With our participation in this initiative, we were able to help address the knowledge gap in this pre-service education program by providing input into a new Masters in Education curriculum.

River Valley also collaborated with the Nock Middle School, our Newburyport neighbor, in a partnership called "Navigating the Parent Years". Through joint participation, we sponsored a parent speaker series. National author and speaker, Suzanne Baumann, spoke to both school districts about ways to help parents and students navigate the digital wilderness. We also sponsored internationally acclaimed author and speaker, Jean Kilbourne, who presented "So Sexy, So Soon", a workshop about how media images in pop culture impact boys and girls.

One of our Elementary 1 teachers presented to Newburyport district schoolteachers about pond studies and work that River Valley has done with the Gulf of Maine Institute and the Massachusetts Audubon Society. Students conducted research and then created a Field Guide to the River Valley site that included information about the flora and fauna of our school site (which is located across the street from the district school). This guide was given to the Audubon Society for use in their youth education programs. The

teacher then presented the Field Guide and the entire project to teachers in the local Newburyport school district.

Two other teachers shared our work around poverty awareness with the mayor of Newburyport and lastly, another teacher held a public spring tea event and presented on the tradition of tea and Montessori's grace and courtesy curriculum.

Additional dissemination activities included visits organized by the MA Department of Elementary and Secondary's Northeast District and School Assistance Center. River Valley's former executive director works with the Assistance Center and brings educators to the school to observe various aspects of our programming.

In addition, dissemination efforts occur through the membership of various staff and faculty members. The Executive Director was a board member of the MA Charter Public School Association (MCPSA), the Assistant Director was a member of Montessori Schools of Massachusetts, an Elementary 2 teacher is a member of Harvard University's educational group, and two other staff members are members of the MCPSA Committees of Practice groups.

Academic Program Success

Accountability Plan Objectives and Measures

| | 2012-2013 Performance | Evidence |
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| Objective 3: RVCS students will realize their individual potential in academic, personal and social development. | | |
| <p>Measure 3.1: We expect at least 80 percent of our students exiting each level to meet or exceed the documented learning objectives for each of the four levels (Kinderhaus, E1, E2, and MS) in each of the following areas:</p> <ul style="list-style-type: none"> • mathematics, • language arts, • cultural (science and humanities), • critical thinking, • creative problem solving, • personal and social development (self motivation, self-reliance), • respect for the prepared environment, • community service). | Met | <p>Learning objectives, also called Exit Goals, have been produced for each of the four levels: Kinderhaus, Elementary 1, Elementary 2 and Middle School. The exit level benchmarks were created following alignment of the Montessori curriculum with the Common Core State Standards.</p> <p>In every category and at all levels, exit level students met the measure (i.e., the documented learning objective) with the exception of self-motivation where 78% of Kinderhaus students met the measure.</p> <p><i>(See the appendix for the Percentage of Exit Level Students Achieving their Learning Objective in the 2012-2013 School Year.)</i></p> <p>Additional documentation is on</p> |

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| | | file at the school. |
| <p>Measure 3.2: 85% will meet or exceed the national average on the TerraNova test annually.</p> | Met | <p>On average, 86% of grade K-8 students met this goal with grades K-2 missing it and grades 3-8 meeting it.</p> <p>Individual grade levels performed as follows:</p> <p>K- 82% met 1st- 71% met 2nd- 82% met 3rd- 85% met 4th- 88% met 5th- 85% met 6th- 91% met 7th- 97% met 8th- 100% met</p> <p>Our data demonstrates that students who attend our public Montessori school perform better on abstract assessments like the TerraNova over time and in the later grades.</p> <p>Individual TerraNova results are on file at the school.</p> |
| <p>Measure 3.3: The school will meet federal criteria of Adequate Yearly Progress (AYP) in English language arts each year.*</p> <p>*Last year, the MA Department of Elementary and Secondary Education eliminated the Adequate Yearly Progress (AYP) criteria when it was granted flexibility from No Child Left Behind (NCLB) legislation.</p> | N/A | <p>Not Applicable as the AYP criteria is no longer in use.</p> |
| <p>Measure 3.4: The school will meet federal criteria of AYP in mathematics each year. (*See above)</p> | N/A | <p>Not Applicable as the AYP criteria is no longer in use.</p> |

Charter School Performance Criteria Relating to Academic Program Success

Student Performance

MCAS data is accessible via the River Valley Charter School report card at

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04820050&fycode=2012&ortypecode=6&>

In addition to the MCAS tests, River Valley Charter School students are administered the national norm-referenced Terra Nova exam annually. Grades 3-8 take this exam in the fall; Kinderhaus and grades 1-2 take the exam in the spring.

Analysis of the TerraNova data supports what has been purported anecdotally within the Montessori community; that over time, students who stay in a Montessori environment have improved outcomes. It is our belief, based on teacher observation data, that this phenomenon is a result of the fact that students work in more concrete terms at the younger grades before transitioning to abstract reasoning. Tests like Terra Nova are better indicators of abstract reasoning than concrete. On both Terra Nova and MCAS assessments, student achievement trends show steady growth and improvement as a child moves through the school. In grades 5 through 8, 93% of our students score above the national average and by 8th grade, 100% scored above the national average.

Results from the Terra Nova test are analyzed by the administration to identify school-wide trend information in curricular areas/concepts. The administration then uses this information in resource allocation for responses such as additional support staff, additional professional development or classroom material augmentation. Faculty also use the data on a classroom by classroom basis and an individual student level to identify key areas in the curriculum that need additional attention; either for the teacher (to better teach) or for the student (for remedial instruction).

Data from this year's Terra Nova tests led to the hiring of three additional support staff – two literacy specialists and one mathematics specialist.

Additional data is generated through a variety of internal assessments. Kinderhaus students are administered the Diagnostic Indicator of Basic Early Literacy (DIBELS) assessment multiple times during the school year. DIBELS are short fluency measures used to assess the acquisition of early literacy skills (phonemic awareness, alphabetic principle, accuracy, fluency, comprehension and vocabulary). Teachers use DIBELS to identify children who are experiencing difficulty in basic early literacy skills on a student-by student basis, and to design appropriate instructional interventions.

The Directed Reading Assessment (DRA) is given to all students in grades 1 through 6. Data from these tests have resulted in an increased focus on guided reading instruction for the upcoming year in grades 1-3, and increased use of the Wordly Wise curriculum in grades 4-6.

Formal writing prompts are given to grades 3-6 three times each year, and data from these assessments have resulted in the school hiring Fred Wolfe, a nationally recognized trainer, to provide two days of all-faculty professional development on the Six Traits Writing program. This will provide the faculty and students with a common approach to the teaching and learning of writing, and will allow us to generate more effective data using common rubrics to score student-writing samples.

Math assessments were administered in grades 3-6 three times last year, using the Continental Press MCAS Finish Line Performance Indicators. Data from these assessments, though useful, was not of the quality that the teaching teams were seeking. This has motivated us to begin developing our own assessments based on the MCAS format that we believe will more accurately target the concepts that teachers have taught. We will work to assure that these assessments are aligned with the Common Core State Standards. We plan to have these assessments in place for grades 1-6 this academic year.

The final culminating assessment of learning at River Valley Charter School comes via the eighth grade Celebration of Learning (COL) program. The COL is a graduation requirement of all eighth graders, and is the ultimate testament of what students learn academically as well as what they learn about themselves and their learning style from a River Valley education. The COL is a major element of the Middle School

academic program and the culture of the school. Over a three-week period in June, each 8th grade student presents his or her COL. Every student is required to assemble a panel of jurors that includes two adults in addition to an outside educator or instructor, a River Valley Board or Accountability Committee member, a River Valley educator, and a parent or peer.

On presentation day, the jurors first meet with the students to review their Requirements of Learning, or a portfolio of their work and growth. The panelists then serve as jurors to a 45-minute presentation. Every presentation requires a verbal component, an academic component and a multi-media component. Using a rubric to assess content, presentation skill and student self-reflection, the jurors grade the student's Requirements of Learning and Celebration of Learning presentations. Every student is required to receive an average score of 2.5 or greater (on a 1-4 scale) on the COL or will be required to rework the project until it meets the requirement.

The value of these presentations is difficult to describe in words but sample presentations are available at the school to provide an idea of the type of student River Valley creates by the end of the nine-year cycle in our public Montessori program. Students articulate with a sense of deep command, what they have learned and how they learn best, integrating high-level thinking and thoughtful reflection. Panel participants, or jurors, continuously report admiration, respect and awe at the poise, eloquence and self-awareness of every eighth grade student. Without fail, River Valley graduates students who are articulate, self-confident, self-reliant, motivated, connected, and academically prepared individuals.

Diverse Learners

Montessori education has key elements that work especially well for diverse learners including hands-on manipulative materials, extended learning time, multi-modal teaching, individualized instruction, self-pacing and didactic materials. These elements are considered best practices in education and are fully integrated into our general education setting as well as employed by staff with our special education students. Additionally, diverse learners receive small group and/or individual lessons tailored to their individual needs and educational plans.

Each level (Kinderhaus, Elementary 1, Elementary 2 and Middle School) has its own dedicated special education teacher and resource room for diverse learning. The middle school has two special education teachers. In addition, there are a number of learning differences aides on staff who are used wherever needed.

During this past year, the Coordinator of Special Education created systems for progress monitoring and Response to Intervention (RTI) at River Valley. She trained the faculty and staff on RTI principles.

River Valley uses a pre-referral process that is initiated through a Student Support Team (SST). Specific accommodations, such as the provision of graphic organizers or study guides, the use of instructional technologies, tutoring, small group instruction, organizational support and executive function support are discussed as options to improve student access to the curriculum prior to a special education referral. Follow-up meetings are held to assess student response to these interventions. With these new progress monitoring systems, River Valley has been better able to identify students early in their learning cycle, provide student supports before they slip further behind academically and help teachers provide more and varied supports within the general classroom.

Also during last year, staffing was augmented to include literacy and math intervention specialists/coaches who could provide additional student support where needed. A social worker/school counselor was also hired last year to provide additional social and emotional support to students.

River Valley does not currently have English as a Second Language (ESL) students, but the school has faculty on staff with Category 1 and Category 3 training. During the 2012-2013 school year, the Director and a special education teacher participated in World-Class Instructional Design and Assessment (WIDA) training in order to comply with new state regulations. River Valley continues to assess the English language proficiency of all incoming students especially any student whose home language is not English.

The 2012 Montessori audit states, “it is evident that significant resources have been invested in supporting struggling students. Support is available at each level in both math and literacy, as well as a fulltime school counselor and a full special education staff.”

Organizational Viability

Accountability Plan Objectives and Measures

| | 2012-2013 Performance | Evidence |
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| Objective 4: River Valley strives to provide sound financial management with progress toward financial independence from economic and political climates. | | |
| Measure 4.1: Consistent demonstration of sound fiscal practices through annual independent financial audits with no material findings. | Met | RVCS has demonstrated sound fiscal practices as evidenced by the auditor’s report indicating no material findings, reportable conditions or instances of non-compliance for both the school and its component unit. The FY13 audit is being conducted by Alexander, Aronson, Finning, CPAs and will be on file at the school. |
| Measure 4.2: Consistently balanced annual budgets that demonstrate careful management of resources with a three-month cash reserve for operating expenses. | Met | The school has maintained a balanced budget. Further, RVCS’ fiscal practices include maintenance of a three-month cash reserve. Evidence of this measure, (income statements and balance sheets), are on file at the school. |
| Objective 5: River Valley strives for long-term retention of highly qualified faculty and administration. | | |
| Measure 5.1: Minimum 75 percent per year retention of faculty and administration, exclusive of life changes. | Met | Next year 85% of staff will be returning. Eight staff members (out of 54), will not be. Evidence supporting this measure is stored in Administrator’s Plus, the school’s student/staff management information system created by Rediker Software. |

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| Objective 6: River Valley will provide professional development opportunities for faculty and administration to meet the needs of the school. | | |
| <p>Measure 6.1: Minimum 75 percent of faculty meeting their individual professional development goals each year, with documentation (Faculty Goal Setting and related documents) thereof on file.</p> | <p>Not Met</p> | <p>Overall, there was inconsistent planning and documentation of FY13 PD, however, ample participation in individual PD did occur, with total expenditures for professional development exceeding \$31,000 during the school year.</p> <p>In addition, during FY13, River Valley contracted for school-wide consulting services to learn more about the Educator Evaluation model. Subsequently the school purchased the Educator Evaluation module from Rediker software to begin implementation in FY14. With its implementation, faculty goal setting will be more systematic and regular.</p> <p>Documentation of PD type and attendance is on file at the school.</p> |
| <p>Measure 6.2: Minimum 80 percent of the Kinderhaus and Elementary lead teachers Montessori trained or in training for the level they are teaching.</p> | <p>Met</p> | <p>All ten of the Kinderhaus and Elementary lead teachers are Montessori trained or in training for the level in which they are teaching.</p> <p>Evidence supporting this measure is on file at the school and stored in Rediker Software's Administrator's Plus, the school's staff management information system</p> |
| Objective 7: River Valley's wait list will continue to be adequate to meet the school enrollment objective. | | |
| <p>Measure 7.1: Minimum of two applications per opening each year</p> | <p>Met</p> | <p>In FY13, there were 139 applicants for 45 spots.</p> <p>There are approximately 820 applicants on the waitlist in total.</p> <p>Evidence supporting this measure is on file at the school in individual files of waitlisted students and aggregated in an excel file. RVCS is evaluating a</p> |

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| | | new system for maintaining waitlist data. |
| Objective 8: River Valley will have a high rate of returning students. | | |
| Measure 8.1: At least 85 percent of non-graduating students returning each year, excluding relocation | Met | At the conclusion of FY13, twelve students indicated that they would not be returning next year, for a 96% retention rate. Student information is maintained in Administrator's Plus, the school's student information management system created by Rediker Software. |
| Objective 9: Board of Trustees that provides appropriate stewardship of the school, conducting an external audit of Board operations every two years | | |
| Measure 9.1: Achievement of 75 percent of goals as set during annual Board retreat | Met | Board goals are set at the Board of Trustee's annual retreat. The external audit, conducted every other year, includes an assessment of the Board's operational procedures as well as attainment of goals set during the retreat. The BOT held its audit in May 2013. It was facilitated by Nancy Jackson. Goals were set following the retreat with a focus on consistency, communication and compliance. <i>(The board goals are on file at the school.)</i> |
| Measure 9.2: Seventy-five percent intra-term trustee retention | Met | During the 2012-2013 school year, there were thirteen total trustees on the Board. Three trustees departed during the year, three finished their term and four new trustees joined the board. The FY13 intra-term retention rate was 80%. Evidence supporting this measure is on file at the school. |

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| <p>Objective 10: We will continue to foster River Valley Charter School as a model for public Montessori programs through dissemination of best practices.</p> | | |
| <p>Measure 10.1: River Valley will open its classrooms to observers from October to June with an average of 10 visitors/month.</p> | <p>Met</p> | <p>We recorded over 90 visitors to our school and classrooms; in excess of 10 each month.</p> <p>Evidence supporting this measure is collected in logbooks at the school.</p> |
| <p>Measure 10.2: River Valley will make at least one presentation at regional and/or national conferences annually.</p> | <p>Met</p> | <p>In FY13, a RVCS faculty member presented at the national American Montessori Society annual conference in Orlando on “Using Literature and Experimentation to Learn about Plants in the Classroom”; 60 educators attended.</p> <p>Two faculty members presented at the Montessori Schools of Massachusetts annual conference at Dean College.</p> |
| <p>Measure 10.3: River Valley will support 100% of requests from state, national and international organizations for information regarding charter/Montessori pedagogy.</p> | <p>Met</p> | <p>River Valley consistently responded to inquiries.</p> |
| <p>Objective 11: We will expect high levels of family participation at all levels of school life.</p> | | |
| <p>Measure 11.1: Minimum of 80 percent of families contributing volunteer hours</p> | <p>Met</p> | <p>FY13- 61% of families*</p> <p>* We know anecdotally that volunteer hours are significantly higher than we have physical evidence. River Valley changed to an electronic filing system for FY13. It has become apparent that families are inconsistent about logging their volunteer time and that the electronic capture vehicle is less effective than the written logbook method. We are continuing to collect data from families on this measure, and will provide updated results.</p> |
| <p>Measure 11.2: Minimum of 60 percent of families meeting the 40-hour volunteer service requirement</p> | <p>Met</p> | <p>FY13- 30% recorded 40 hours or more. (*Please see note above.)</p> <p>Evidence of this measure is stored in logbooks (for FY10 and FY11) and electronically (for</p> |

| | | |
|---|------------|---|
| | | FY12 and FY13). |
| Measure 11.3: Minimum 70 percent of families contributing money to the annual giving program | Met | 74% of families made financial contributions to the school during FY 2012-13. Evidence to support this measure is stored in eTapestry, the school's donor management software program. |

Charter School Performance Criteria Relating to Organizational Viability

Amendments to the Charter

No amendments to the charter were sought during the 2012-2013 school year.

Complaints

No written complaints were received by the Board of Trustees during the 2012-2013 school year.

Conditions

There are no conditions placed on River Valley by the Department of Elementary and Secondary Education.

Organizational Structure of the School

The end of FY13 saw many changes in organizational staffing at the administrative level. Jeanne Schultz, Executive Director of the last four years, left River Valley to join another public Montessori charter school in Haverhill, Massachusetts. The school's Assistant Director also left River Valley, as did the Middle School coordinator. While these departures are significant, they also represent an opportunity for a fresh approach to the administrative responsibilities at River Valley. Though no structural changes are planned for the organization, substantial changes in roles and responsibilities will be implemented.

As previously mentioned, the school hired Andy Willemsen as its new Director. Andy brings strong Montessori and leadership experience to River Valley. Our new Assistant Director is Jonnie Lyn Evans, who brings extensive experience in charter school operations and accountability to her role.

With this administrative team in place, the roles of the top two positions at the school will be revised. Our Director will have increased focus on the academic program, and will directly oversee teacher evaluation. K-6 faculty, all specialists and the Middle School Coordinator will report to the Director. Our Assistant Director will have primary responsibility for ESE accountability and reporting requirements, and will oversee enrollment, test administration and marketing. This represents a reversal of the core responsibilities for our Director and Assistant Director positions, and is envisioned as a strategy to improve both student achievement and organizational viability.

Our new Middle School Coordinator is Colin Vandenburg, who was promoted internally. He will oversee the curriculum as well as the evaluation of the Middle School faculty. These two responsibilities represent additions to the role of the previous Middle School Coordinator.

An updated organizational chart is included in the appendix.

Additional Information

Recruitment and Retention Plan

School Name: River Valley Charter School

Date: July 23, 2013

Recruitment Plan

2013 – 2014

General Recruitment Activities

River Valley's general recruitment activities included advertisement about the lottery in local newspapers with a distribution territory in our five sending districts. The school also submitted a press release to the local papers with lottery and enrollment information. The lottery and enrollment information was posted on the school's website; submitted on the air as a public service announcement on local cable access networks and distributed to area preschools and public libraries in our sending districts.

A critical component to recruitment/retention relates to the school's ability to adequately educate interested families about the Montessori pedagogy and whether it is a fit for their family. As such, River Valley will seek to have more direct face time with potential applicants via Enrollment Information Sessions (including at least one weekend session, one night session and one day time session).

Additionally, the new Assistant Director will offer regular tour dates designed to educate potential parents about the school.

Other additions to our recruitment efforts will include the following:

- Enlisting the support of the parent body by asking them to inform neighbors, friends and relatives.
- Having speaking engagements at various community venues (e.g., Rotary Club, Chamber of Commerce, etc.)
- Increasing our social media presence (e.g., FaceBook)

Lastly, the new Assistant Director will oversee enrollment to ensure open, encouraging, accurate communication with potential applicants.

| Recruitment Plan – Goals and Strategies | |
|--|--|
| Demographic Group | Goals and Strategies |
| The general recruitment goal is to match our local sending districts’ demographics. We will target the following groups with the following strategies: | |
| Special education students | <p>Send flyers to special education departments of each of our sending districts. The school counselor will visit area preschools to inform families about our educational program.</p> <p>The special education coordinator will develop relationships with each of the sending school’s SEPACs.</p> <p>Our enrollment information sessions will inform interested parents that we have a special education department, coordinator and offer special education services.</p> <p>Provide indication of special education services on our website.</p> |
| Limited English-proficient students | <p>The school counselor will visit area preschools to inform families about our educational program and the school’s responsibility to educate ELLs.</p> <p>We will distribute informational flyers to the ELL coordinators at our sending districts.</p> |
| Students eligible for free or reduced lunch | <p>River Valley will make better effort to collect eligibility data from all families. We will provide flyers to community service agencies like the Hugh Doyle Resource Center.</p> <p>The guidance counselor will visit area preschools to inform families about our educational program including our responsibility to have food service available to qualifying students.</p> <p>We will distribute flyers to local food banks.</p> |
| Students who are sub-proficient | We will send flyers to local tutoring agencies |
| Students at risk of dropping out of school | River Valley provides a full-day kindergarten program at no charge as well as a before/aftercare program. We feel that this helps to recruit families who may have students who are at risk of dropping out of school. |
| Students who have dropped out of school | River Valley is a K-8 school; therefore, this category does not apply. |
| Other subgroups of students who should be targeted to eliminate the achievement gap | River Valley provides a full-day kindergarten program at no charge as well as a before/aftercare program. We feel that this helps to recruit both low-income families and families with two working parents. |

| Retention Plan 2013 – 2014 | |
|--|---|
| Overall Student Retention Goal | |
| Annual goal for student retention (percentage): | River Valley had a 96% retention rate this past year. The school seeks to retain all students (except those leaving due to family relocation). Our goals for achieving this include the following: <ul style="list-style-type: none"> • Offer a preeminent public Montessori program • Ensure that interested families understand the mission of the school • Continuously solicit feedback from our family body via survey so as to be responsive and proactive. |

| Retention Plan – Goals and Strategies | |
|---|---|
| Demographic Group | Goals and Strategies |
| Special education students | Provide a strong general education and special education academic program. Maintain an RTI/SST program Offer a summer session to qualifying students Administer an exit survey to investigate reasons for departure (to then inform future operations) |
| Limited English-proficient students | Our enrollment lottery did not bring in any ELL students but we do have a staff with Category 1 and 3 training. We are looking to obtain additional training among our staff. |
| Students eligible for free or reduced lunch | Provide students and families with access to a school-based counselor to help identify additional services that would benefit the families. Provide a lunch program to qualifying students |
| Students who are sub-proficient | Provide a strong academic program Offer a summer session to qualifying students Maintain an RTI/SST program Employ intervention specialists in the areas needed: math and literacy |
| Students at risk of dropping out of school | Provide a strong academic program Offer a summer session to qualifying students Maintain an RTI/SST program |
| Students who have dropped out of school | NA |
| Other subgroups of students who should be targeted to eliminate the achievement gap | NA |

School and Student Data

The River Valley Charter School's school report card link is:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04820000&orgtypecode=5&>

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION | | |
|--|---------------|--------------------------|
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 1 | .3 |
| Asian | 9 | 3.1 |
| Hispanic | 10 | 3.5 |
| Native American | 0 | 0 |
| White | 252 | 87.5 |
| Native Hawaiian, Pacific Islander | 0 | 0 |
| Multi-race, non-Hispanic | 16 | 5.6 |
| Special education | 35 | 12.2 |
| Limited English proficient | 0 | 0 |
| Low income | 2 | .7 |

| ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR | | | |
|---|---|------------|------------|
| Name, Title | Brief Job Description | Start date | End date |
| Jeanne Schultz, Executive Director | Acts as school superintendent | 07/01/2009 | 06/30/2013 |
| Mary Gale, Assistant Director | Acts as school principal | 08/30/2011 | 06/30/2013 |
| Jennifer Ryan, Special Education Coordinator | Supervises special education programs | 08/15/2011 | NA |
| Jonathon Blinderman, Middle School Coordinator | Manages middle school students and staff and middle school operations | 09/01/2007 | 06/30/2013 |
| Deb McCrevan Business Manager | Manages financial oversight, human resources, facility management | 01/01/2000 | NA |

| TEACHERS AND STAFF ATTRITION FOR THE 2012-2013 SCHOOL YEAR | | | |
|--|--|---|--|
| | Number as of the last day of the 2012-2013 school year | Departures during the 2012-2013 school year | Departures at the end of the school year |
| Teachers | 37 | 0 | 5 |
| Other Staff | 10 | 1 | 0 |

Teacher Attrition Trends

At the end of FY13, three administrators departed when their contracts expired. Five teachers left River Valley: one to move abroad, another to pursue a promotion at a larger district, one to work closer to home, and two whose contracts had expired.

Budget and Finance Reports

RIVER VALLEY CHARTER SCHOOL STATEMENT OF NET POSITION (UNAUDITED) FOR THE YEAR ENDED JUNE 30, 2013

ASSETS

CURRENT ASSETS

| | |
|--------------------------------|------------------|
| Cash and cash equivalents | \$ 1,257,127 |
| Accounts and grants receivable | 7,046 |
| Prepaid expenses and other | 8,150 |
| Total current assets | <u>1,272,323</u> |

RESTRICTED CASH 161,641

INVESTMENTS 51,806

CAPITAL ASSETS, net 4,879,357

DEPOSITS 7,686

Total assets **6,372,813**

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

| | |
|---|----------------|
| Accounts payable | 31,165 |
| Accrued expenses | 251,239 |
| Deferred Grant Revenue | 3,363 |
| Due (to) from DESE | 51,089 |
| Due to RVCS Foundation, current portion | 102,319 |
| Total current liabilities | <u>439,175</u> |

DEFERRED COMPENSATION 51,806

LONG TERM LIABILITIES

| | |
|-----------------------------------|------------------|
| Due to RVCS Foundation, long term | <u>4,200,132</u> |
| Total long term liabilities | 4,200,132 |

Total liabilities **4,691,113**

NET ASSETS

| | |
|---------------------|------------------|
| Unrestricted: | |
| Operating | 943,153 |
| Invested in capital | 738,547 |
| Total unrestricted | <u>1,681,700</u> |

Total net assets **1,681,700**

Total liabilities and net assets **\$ 6,372,813**

RIVER VALLEY CHARTER SCHOOL
Statement of Revenues, Expenses, and Changes in Net Assets (Unaudited)
Fiscal Year Ended June 30, 2013

| FY July 1, 2012-June 30, 2013 | |
|---|---------------------|
| OPERATING REVENUE: | |
| Per-pupil tuition | \$ 3,317,742 |
| Government grants | 114,800 |
| Program specific private grants and contributions | 94,306 |
| Program fees | 93,954 |
| In-kind services | 72,341 |
| Total operating revenue | \$ 3,693,143 |
| OPERATING EXPENSES: | |
| Personnel and related: | |
| Salaries and wages | 2,144,326 |
| Payroll taxes and fringe benefits | 384,996 |
| Professional development | 31,156 |
| Total personnel and related | \$ 2,560,478 |
| Occupancy: | |
| Rent | 192,746 |
| Repairs and maintenance | 135,231 |
| Interest expense | 93,293 |
| Utilities | 36,728 |
| Taxes, real estate | 21,712 |
| Total occupancy | \$ 479,710 |
| Direct student costs: | |
| Program expenses | 77,013 |
| Instructional materials | 50,509 |
| Technology and equipment | 47,489 |
| Consultants and service contractors | 24,818 |
| Testing and assessment | 16,228 |
| Total direct student costs | \$ 216,057 |
| Other operating costs: | |
| Professional fees | 83,517 |
| Insurance | 39,777 |
| Office supplies | 19,991 |
| Technology and equipment | 19,268 |
| Dues and subscriptions | 13,173 |
| Travel | 11,882 |
| Minor equipment | 8,857 |
| Equipment leases | 7,165 |
| Telephone | 4,947 |
| Printing and postage | 4,667 |
| Advertising and recruitment | 3,071 |
| Miscellaneous | 1,640 |
| Total other operating costs | \$ 217,955 |
| Depreciation | 143,337 |
| Total operating expenses | \$ 3,617,537 |
| Changes in net assets before general revenue | \$ 75,606 |
| GENERAL REVENUE: | |
| Interest and other income | 8,730 |
| Total general revenue | \$ 8,730 |
| Changes in net assets | \$ 84,336 |

RIVER VALLEY CHARTER SCHOOL
Operating Budget
 Approved by the Board of Trustees-June 25, 2013
 Fiscal Year Ended June 30, 2014

| | FY July 1, 2013-June 30, 2014 |
|--|--------------------------------------|
| OPERATING REVENUE: | |
| Per-pupil tuition | \$ 3,358,839 |
| Program specific private grants and contributions | 135,000 |
| Government grants | 81,000 |
| Program fees | 20,000 |
| Total operating revenue | \$ 3,594,839 |
| OPERATING EXPENSES: | |
| Personnel and related: | |
| Salaries and wages | 2,230,907 |
| Payroll taxes and fringe benefits | 382,500 |
| Professional development | 36,250 |
| Total personnel and related | \$ 2,649,657 |
| Occupancy: | |
| Capital lease payments | 102,320 |
| Interest expense | 180,247 |
| Property management fees | 68,000 |
| Repairs and maintenance | 60,600 |
| Utilities | 51,000 |
| Special Assessments | 7,000 |
| Total occupancy | \$ 469,167 |
| Direct student costs: | |
| Consultants and service contractors | 64,000 |
| Instructional materials | 43,550 |
| Technology and equipment | 30,000 |
| Testing and assessment | 22,000 |
| Program expenses | 9,400 |
| Total direct student costs | \$ 168,950 |
| Other operating costs: | |
| Professional fees | 65,500 |
| Insurance | 47,000 |
| Technology and equipment | 26,000 |
| Office supplies | 24,500 |
| Travel | 21,000 |
| Dues and subscriptions | 16,200 |
| Minor equipment | 14,000 |
| Equipment leases | 7,500 |
| Printing and postage | 6,500 |
| Telephone | 6,000 |
| Miscellaneous | 3,600 |
| Advertising and recruitment | 3,500 |
| Total other operating costs | \$ 241,300 |
| Total operating expenses | \$ 3,529,074 |
| Changes in net assets before general revenue and capital and other budget | \$ 65,765 |
| GENERAL REVENUE: | |
| Interest and other income | 2,500 |
| Total general revenue | \$ 2,500 |
| Changes in net assets after general revenue | \$ 68,265 |
| CAPITAL AND OTHER BUDGET EXPENSES | |
| Other expense | 20,765 |
| Capital expenditures | 47,500 |
| Total capital and other budget expenses | \$ 68,265 |
| Changes in net assets after capital and other budget expenses | \$ - |

Capital Plan for FY14

With the successful purchase of the building at 2 Perry Way in Newburyport, the school achieved the major capital expenditure goal established as the mission of the Site Committee in 2006. This acquisition brings with it new capital planning considerations and responsibilities. The school has no current plans for any major expansion, renovation or rehabilitation of the building. All physical plant structures and operating systems are currently in good working order, though assessment of all systems is ongoing.

River Valley Charter School began FY 2012-13 with a capital fund balance of \$96,641.27.

The school set aside an additional \$65,000.00 in the FY 2012-13 budget. This has resulted in a year-end capital fund balance of \$161,641.27.

Of the additional \$65,000.00, \$25,000.00 is allocated for technology infrastructure, and \$40,000.00 is allocated for long-term capital improvements.

- The \$25,000.000 technology funding is dedicated to the purchase and installation a new network server, as well as new wireless network. This process has been ongoing during the summer break, and will be complete during the fall of the 2013-2014 school year.
- The remaining \$40,000.00 was voted by the Board of Trustees on June 35, 2013 as a commitment to the school's capital fund for FY 2012-13. This is intended for long-term needs, and not tied to a specific current project. The Board of Trustees has set a goal of allocating a similar amount for each of the next ten years to prepare for future capital expenses.

Anticipated long-term capital needs include major maintenance or replacement of rooftop HVAC units, as well as possible replacement of the school's roof. Additionally, the school plans a major site analysis in the next charter term to identify improvements in parking, traffic flow and play space use. The school has received general estimates for each of these projects, and the resulting funding goals of the capital fund are expected to be more than adequate to meet these costs.

With the school's current capital fund balance, as well as the Board's ongoing commitment to annual contributions to this fund, River Valley has taken a conservative and visionary approach to the future needs and financial stability of the school.

APPENDIX OF ATTACHMENTS

Measure 1.1 Essential Elements of Successful Montessori Schools in the Public Sector



AMERICAN MONTESSORI SOCIETY
education that transforms lives

Essential Elements of Successful Montessori Schools in the Public School Sector

Montessori Teachers

- Employ Montessori teachers who have Montessori credentials for the levels they teach.
- Maintain an active and open recruitment for Montessori credentialed teachers.
- Budget for future Montessori teacher education for non Montessori-credentialed teachers.
- Provide professional Montessori in-service by experienced credentialed Montessori educators.
- Contract for on-going internal and periodic external Montessori consultation and/or professional support as a follow up to Montessori teacher education.
- Employ one paraprofessional per classroom, each having received Montessori orientation for that role.

Administration

- Employ an experienced Montessori teacher to serve as curriculum coordinator.
- Employ a building principal/educational leader who has knowledge of Montessori principles and curriculum through Montessori coursework, Montessori Administrator Credential and/or annual conference exposure.
- Maintain commitment to the core Montessori curriculum and instruction even with changes in administrative staff.
- Sustain the support of the central administration through high profile communications about program development.
- Recognize that the best implementation process is to begin with the 2.5-6 age group and add one age at a time for a gradual progression.

Recruitment/Parent Education

- Provide Montessori parent education programs that promote understanding of Montessori principles and curriculum.
- Develop an admission process that informs parents about the nature of Montessori and seeks the necessary commitment to the program.

Curriculum/Environment

- Offer a full complement of Montessori materials purchased from Montessori dealers.
- Develop a classroom design that is compatible with Montessori "prepared environment" principles.
- Create uninterrupted daily work periods of 90 minutes to 3-hours, considering the 3-hour work cycle as ideal.
- Integrate specialty programs (music, art, physical education, etc.) around the uninterrupted work periods.
- Apply the appropriate multi-age groupings: 2.5-6, 6-9, 9-12, 12-15, 15-18 necessary for the diversity, flexibility, and reduced competition integral to Montessori.

Assessment

- Use a process of reporting student progress that is compatible with Montessori and includes parent conferences and authentic assessment tools such as observation, portfolio, performance assessment with rubric, etc.
- Implement state mandated assessments in such a way that the character of the Montessori program is not compromised.

Professional Development

- Budget for continuing education through Montessori workshops and conferences.
- Maintain membership with one or more of the professional Montessori organizations and seek Montessori accreditation to assure consistent quality.

This document was drafted and endorsed in the late 1990s by several Montessori organizations wishing to help guide the growth of public school Montessori. It has been presented at a number of Montessori conferences since then and used by various school districts preparing to offer a Montessori option.*

**The American Montessori Society, the Association Montessori Internationale, the North American Montessori Teachers' Association, Montessori Educational Programs International, and the Southwestern Montessori Training Center.*

Measure 1.2 American Montessori Society Membership Certificate



Measure 2.1 Examples of Community Partnerships

Middle School students worked with the *Newburyport Preservation Trust and the Custom House Maritime Museum* as part of an ongoing relationship we have with these two historic partners.

Middle School students have also partnered with the local branch of the *Salvation Army*. The Salvation Army co-hosted the Middle School's *Stop Hunger Now* event, and in turn, the students volunteered to ring bells during the holiday season. River Valley maintains an ongoing relationship with a number of other local social service organizations. As such, our middle school students have been involved with stocking food pantries, preparing and serving dinner at a soup kitchen, and visiting with local nursing homes to run bingo programs, help with transportation and assist with other resident activities.

E2 students (grades 4-6) have a long-term partnership with the *Newburyport Tree Committee*. Students survey possible planting sites, provide this information to the Tree Committee, and then distribute planting information to local residents. The Tree Committee purchases the young trees and brings them to the school in the spring. The Department of Public Works digs the holes (providing compost and mulch as well) and then the students plant the trees. To date, over 650 trees have been planted since 2005.

E1 students (grades 1-3) partner with the *U.S. Fish and Wildlife Central New England Fisheries* to raise and release baby salmon. Biologists and volunteers at the Central New England Hatchery provide students at RVCS with fertilized eggs in January of each year. They offer guidance and support for their care. In the classroom, students monitor the eggs as they hatch into alevins, or sack fry. Students learn about the salmon life cycle, cold-water temperature, and pH testing as part of the salmon daily care. When the salmon reach the fry stage, students feed them, and continue to monitor the daily conditions in the tank. In May, students release the salmon into tributaries along the Merrimack River.

Kinderhaus students have partnered with a local author, Donna Seim, who is connected to the *Providenciales Primary School* in the Turks and Caicos Islands. Students have exchanged letters and learned about another culture. Ms. Seim has also visited classes several times to read her own work and have the students share their writing as well. Kinderhaus students also partner with the *Newburyport Fire Department*. The students visit the local fire station, and in turn, firefighters come to the classrooms to talk about safety, health and community.

Measure 3.2 Percentage of Exit Level Students Achieving their Learning Objectives

| 3.1 Percentage of Exit Level Students Achieving their Learning Objectives in 2012-2013 | | | | | |
|---|------------|--------------|---------------|---------------|------------|
| | Kinderhaus | Elementary I | Elementary II | Middle School | Average |
| <i>1.1 Mathematics</i> | 100 | 97 | 91 | 100 | 97 |
| <i>1.2 Language Arts</i> | 97 | 97 | 88 | 100 | 96 |
| <i>1.3 Cultural (Science and Humanities)</i> | 100 | 100 | 88 | 100 | 97 |
| <i>1.4 Critical Thinking</i> | 97 | 97 | 97 | 100 | 98 |
| <i>1.5 Creative Problem Solving</i> | 100 | 97 | 91 | 100 | 97 |
| <i>1.6 Personal and Social Development</i> | 78 | 100 | 85 | 100 | 91 |
| <i>1.6.1 Self-Motivation</i> | | | | | |
| <i>1.6.2 Self-Reliance</i> | 94 | 100 | 97 | 100 | 98 |
| <i>1.6.3 Respect for Prepared Environment</i> | 97 | 100 | 100 | 100 | 99 |
| <i>1.6.4 Community Service</i> | N/A | N/A | N/A | 100 | N/A |
| Average by Exit Level | 95 | 99 | 92 | 100 | N/A |

Organization Chart

