

**Hilltown Cooperative
Charter Public School**

ANNUAL REPORT
2019-2020

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Introduction to the School

Name of School: Hilltown Cooperative Charter Public School			
Type of Charter	Commonwealth	Municipality	Easthampton
Regional or Non-Regional	Regional	Chartered Districts in Region	Hampshire County Amherst, Amherst-Pelham Regional, Belchertown, Chesterfield-Goshen, Easthampton, Gateway, Granby, Hadley, Hampshire Regional, Hatfield, Northampton, Pelham, South Hadley, Southampton, Ware, Westhampton, Williamsburg Franklin County: Conway, Deerfield, Erving, Frontier Regional, Gill-Montague Regional, Greenfield, Hawlemont Regional, Leverett, Mahar Regional, Mohawk Regional, Orange, Pioneer Valley Regional, Rowe, Shutesbury, Sunderland, Whately
Year Opened	1995	Year(s) the Charter was Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	218	Enrollment as of 7/31/2020	218
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist for 20-21 as of 07/31/2020	242
Final Number of Instructional Days during 2019-2020 School Year	116 in person days 67 remote days 183 total days		
School Hours	in-person schedule: 8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 every Wed	Age of School as of 2019-2020 School Year	25 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.

Letter from the President of the Board of Trustees



Greetings from the Hilltown Board of Trustees

Aside from the obvious changes in curriculum and programming caused by the Covid-19 crisis, to which our administrators and staff responded with ingenuity, grace, and passion, the school experienced the following significant events in FY20.

- The school's Charter was renewed without conditions in January.
- We completed the final goal in the school's current Long Range Plan, performing a comprehensive review of the effects of the school's acquisition of and move to a new building and expansion of enrollment in grades 6-8. The findings of the review along with suggested next steps were presented at the May meeting of the Board of Trustees.
- The board began the process of defining a new Long Range Plan to guide the school's direction for the next 5-8 years. We identified a board member to chair the planning committee and expect the process to continue through the 2020-21 school year.
- The school's Director of Administration, Dan Klatz, announced his retirement to the board at its February meeting, and the board formed a special search and hiring committee to find his replacement. This committee recommended and the board approved hiring Kate Saccento, the school's then Student Services Coordinator, as the new Director of Administration.

Since the beginning of remote learning in March the board has been committed to sustaining the school's mission, commitment to community, and fiscal health during the Covid-19 emergency. As we listen to and work with the school staff and community, we are certain we will successfully meet the challenges of the coming year together.

Respectfully submitted,

Tim Reynolds
President
Board of Trustees, 2019-2021
Hilltown Cooperative Charter Public School

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

1. Hilltown Cooperative Charter Public School (HCCPS) has created and sustained an interconnected community of children and adults:
When surveyed annually, parents affirm their belief that the strong connection exists. There are regular opportunities for volunteering both in the classroom and for school-wide events, large and small. The week is structured so that all students have multiple cross-age experiences to ensure their familiarity with students and staff 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 art and music teachers throughout the year. Our website includes archives of integrated projects done throughout the year.
3. Students at Hilltown develop strong foundational skills:
Our students consistently score at a high level on the Iowa Test of Basic Skills as well as on internal assessments. See accountability plan.
4. Hilltown fosters a high degree of family involvement:
HCCPS employs diverse strategies to cultivate strong family involvement and connections to the school. One of the school leaders, our Director of Community and Family Engagement, is charged with involving parents in different aspects of the school. Monthly family events are included in the yearly schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.
5. Hilltown uses a consensus based governance structure:
During orientation, all Board members are trained in the consensus process which is used by the Board throughout the year. The faculty, while not bound by a formal consensus process, does honor its spirit by valuing open discussion and including all opinions.
6. Hilltown successfully cultivates children’s individual voices:
All students have regular opportunities to perform in front of the entire school at our weekly All School gatherings. Morning meetings are a place for students to express their concerns or questions. Eighth graders prepare culminating projects based on a passion or interest of their choosing and present them for the entire school community.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	None	

Access and Equity: Discipline Data

The most recent publicly available student discipline data for Hilltown can be found in our 2018-19 DESE district profile: <http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04500000&orgtypecode=5&=04500000&>

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	219	0	0	0	0
English Learner	0	0	0	0	0
Economically Disadvantaged	36	0	0	0	0
Students with Disabilities	46	0	0	0	0
High Needs	68	0	0	0	0
Female	103	0	0	0	0
Male	115	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	2	0	0	0	0
African American/Black	2	0	0	0	0
Hispanic/Latino	10	0	0	0	0
Multi-race, Non-Hispanic/Latino	27	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	178	0	0	0	0

Hilltown's approach to student discipline

Hilltown teaches skills such as self-regulation and conflict resolution for all grades. We use the Zones of Development curriculum and mindfulness practices in younger grades. Students are allowed to take breaks and seek a supportive adult (teacher, teaching assistant, nurse, adjustment counselor, or administrator) in order to de-escalate. We have not had a reason to suspend a student this year.

We keep track of students who are referred to a Director for behavioral reasons. We have noticed that more boys are sent to the office than girls. In part to address this disparity, we hired a consultant to provide professional development on gender and schooling.

We have been growing our capacity to implement restorative practices. We have had some successful restorative meetings to address major incidents. A goal for the school is to utilize circles as part of the Multi-Tiered System of Support. 80% of circles will be proactive, such as gathering for morning meeting, playing games, or sharing work (Tier I). 20% of circles will be to address difficult topics or support a repair (Tier II and Tier III, respectively).

Dissemination

The table below lists some of the school’s best practices and innovative models for replication shared with other public schools in the area during the 2019-20 school year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Looking Closely at Student Work: practice shared is using a protocol to look collaboratively at a single piece of student work to deepen thinking about teaching and learning.	Workshop: the Director of Teaching and Learning provided a professional development afternoon for Acton Public Schools by leading a workshop on protocols in education, particularly Collaborative Assessment Conferences.	Director of Teaching and Learning	Acton Public Schools Leadership Team	Teachers at the Acton Public Schools left the workshop excited to utilize protocols for looking together at student work to inform their teaching. Teachers at the Acton schools who prepared student work for the session said that the was a direct benefit to their teaching and their students. Artifacts include agenda, email correspondence, and student work samples.
Thinking Maps and integrated major studies	Mentoring graduate students	K-5 teachers	Smith College and Mount Holyoke graduate students	Graduate interns applied thinking maps to their own lessons and brought the framework to their graduate school classes.
Arts-integrated teaching	Series of five workshops with local arts education group (Enchanted Circle Theater)	Whole staff	Easthampton Public School teachers	Teachers from Easthampton Public School were invited to partner with Hilltown teachers and Enchanted Circle Theater for a series of workshops on integrating arts and teaching. Several teachers attended the workshops on social studies and the arts and mathematics and the arts. Artifacts include directions for activities, anchor charts, photographs, and teacher writing.
Arts-integrated teaching	Open House	All teachers	Local public	The public attending our January admissions Open House included a number of local teachers. Artifacts include student work that was shared and notes on the Open House.

Academic Program Success

Student Performance

Our most recent (2019), publicly available student performance data can be found in our school report card on the DESE website: <http://reportcards.doe.mass.edu/2019/04500105>

Our complete 2019 school report card/statewide Accountability Report can be found at: <http://profiles.doe.mass.edu/accountability/report/school.aspx?subgroup=153&orgcode=04500105>

2019 Official Accountability Report – Hilltown Cooperative Charter Public School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward goals
Progress toward improvement targets	57%- substantial progress toward targets
Accountability percentile	62nd percentile

Internal and External Assessment Data for 2019-2020

As indicated by both internal and external assessments, our curriculum is addressing foundational skills and concepts. Over the past 25 years of reporting, student achievement has been consistently high.

In the last five years our school moved to a new location and expanded its student body by opening ten enrollment spots in the 6th grade. This year, we conducted a School Expansion Evaluation to determine areas of successful program implementation and areas that need to be addressed in the coming years. One conclusion from that study is that expanding the 6th, 7th, and 8th grade cohorts by a third has not had a detrimental effect on academic achievement.

To support our analysis of basic skills in the aggregate, Hilltown administers the IOWA Test of Basic Skills to all students in grades 3-8 in the second week of December each year. The 2019 IOWA tests indicate that our grade-level cohorts hover around the 75th percentile in mathematics, reading, language, and overall. Please reference Table A in Appendix A.

The internal assessment data in areas of mathematics, writing, and reading is incomplete due to the COVID-19 building closure (March 13, 2020). We were unable to collect our usual data related to student progress and proficiency in mathematics, writing, and reading. Our plan is to assess student skills in the fall and build from there. The data that we were able to collect is organized in Tables B, C and D in Appendix A.

During the 2019-20 school year, we piloted a universal screening tool, FastBridge, in the 6th grade. Although this data is not part of our formal accountability plan, we are including the results in this annual report to supplement data that was difficult to collect in the spring due to COVID-19.

Academic Program

Mathematics:

The implementation for Illustrated Math that began in 6th and 7th grade two years ago rolled up to 8th grade this year. Illustrative Math is developing a K-5 curriculum and we have applied to be a part of the Beta test for next year in grades 4 and 5. Depending on how the COVID-19 pandemic affects our programming this year, the K-5 team will be evaluating our current mathematics curriculum (Math Expressions) and deciding whether to renew with updated materials or choose another program for school year 2021-22.

Reading:

This was the first year that we implemented the Collaborative Classroom programs Making Meaning and Being a Reader in grades K-5. Our K/1 teachers will pilot Being a Writer in school year 2020-21.

Exploratory Block:

We adjusted the program piloted last year, Electives, and renamed it Exploratory. We made this change because it was misleading for 7th and 8th graders to think that they had full choice for “electives”. Certain classes that happen during this block, such as Health, are mandatory. We also require that students participate in at least one PE class and at least one music class. Exploratory includes non-required classes which students can opt into as well, such as creative writing, service learning, and tempestry (knitting wall hanging tapestries that are color-coded to represent high temperatures in different parts of the world at different times in history).

RTI (Response to Intervention):

Our RTI process continues to evolve. This year, we stabilized an RTI team: Director of Teaching and Learning, Coordinator of Student Services, and the presenting teacher(s). These smaller teams benefit from stable membership, intimate knowledge of the student and relevant interventions, and the scheduling benefits that come with being a smaller group. Our template for documenting presenting concerns and data related to interventions has become a better tool for organizing interventions and communicating with parents.

FastBridge:

We piloted FastBridge, a universal screening tool, with all sixth graders and as part of our RTI process on an individualized basis. We plan to expand our use of this tool in school year 2020-21.

After School Support:

This year we eliminated the open after-school academic help hours for 7th and 8th graders that we tried in school year 2018-19 because there was a negative impact on students with IEPs receiving after school services. Instead, we started a Title I math group 3 times a week for students who met specific criteria.

COVID-19 Special Programming:

When the school building closed on March 13, 2020, we added programming to support remote engagement. Examples include “passion projects” in which sixth graders chose anything they were interested in learning about. We offered optional book groups. We had a Zoom period on Monday afternoons called “Crafternoon” when anyone who wanted to craft and socialize could connect in real time. We organized a guest speaker series (also on Zoom) on Wednesdays, inviting all ages to engage with guests such as a professional baseball player, a book author, a magician, a cartoonist, a nurse, and more.

Organizational Viability

Organizational Structure of the School

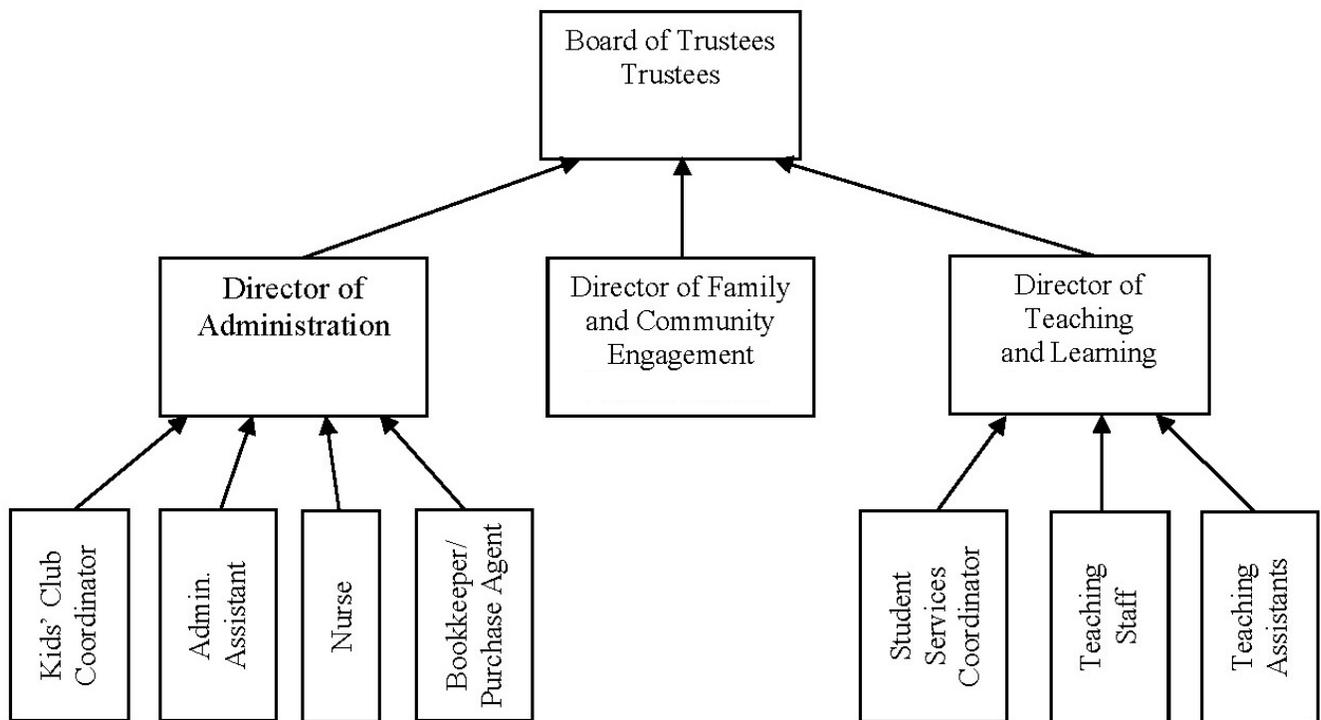
Hilltown is a single-school district, so no network or multi-campus organization is required.

No major changes were made to our organizational structure in 2019-20.

No major changes are planned for 2020-21

Hilltown Cooperative Charter Public School Organizational Chart

Revised 7/2017



Budget and Finance

Hilltown Co-op Charter Public School
Unaudited FY20
Statement of Revenues, Expenses
and Changes in Net Position
July 2019 through June 2020

Operating Revenues	
Tuition	3,037,991
Government Grants	70,355
Private Grants	9,264
Medicaid & Other Reimbursements	10,445
After School Fees	72,333
Student Activity Fees	28,694
Field Trip Income	53,267
School Lunch Receipts	16,898
Total Operating Revenue	<u>3,299,245</u>
Operating Expenses	
Wages	2,320,009
Payroll Taxes	86,118
Fringe Benefits	323,656
Consulting & Contracted Services	94,849
Depreciation Expense	105,726
Dues & Subscriptions	6,028
Educational Supplies & Textbooks	19,730
Equipment	4,855
Food Services	20,805
Instructional Technology	27,399
Occupancy	161,784
Transportation & Field Trips	56,112
Other Operating Expense	44,118
Total Operating Expenses	<u>3,271,190</u>
Operating Income (Loss)	<u>28,056</u>
Non Operating Revenues & (Expenses)	
Fundraising Income	27,019
Investment Income	10,516
Interest Expense	(93,117)
Fundraising Expense	(2,463)
Total Non-Operating Revenues	<u>(58,045)</u>
Change in Net Position	<u><u>(29,989)</u></u>

Hilltown Co-op Charter Public School
Unaudited Statement of Net Assets for FY20
(Balance Sheet)
As of June 30, 2020

Assets

Current Assets

Cash	\$	307,559
Certificate of Deposit		519,396
Prepaid Expense		16,999
Total Current Assets		<u>843,954</u>

Non-Current Assets

Capital Assets		
Building (Net)		3,116,734
Land 1-3 Industrial Pkwy		472,975
Vehicles (Net)		7,006
Furniture and Equipment (Net)		14,998
Security Deposits		1,945
Total Non Current Assets		<u>3,613,658</u>

Total Assets	\$	<u>4,457,612</u>
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Liabilities & Net Position

Current Liabilities

Accounts Payable	\$	23,311
Accrued Wages Payable		241,301
Accrued Payroll Liability		608
Accrued Expenses		5,579
Deferred Revenue		1,700
Total Current Liabilities		<u>272,499</u>

Long Term Liabilities

Note Payable - USDA	\$	3,356,994
Total Long Term Liabilities		<u>3,356,994</u>

Total Liabilities	\$	<u>3,629,493</u>
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Net Position

Investment in Capital Assets		254,719
Unrestricted		573,399
Total Net Position		<u>828,119</u>

Total Liabilities and Net Position	\$	<u>4,457,612</u>
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Hilltown Co-operative Charter Public School Approved FY21 Budget

Approved by Board of Trustees 06/10/2020

	FY 21
Operating Revenues	
Tuition	\$3,027,185
Government Grants	90,243
Medicaid & Other Reimbursements	12,000
After School Fees	60,000
Student Activity Fees	12,500
School Lunch Receipts	15,000
Total Operating Revenue	3,216,928
Operating Expenses	
Salaries	2,243,974
Payroll Taxes	89,306
Fringe Benefits	353,200
Consulting & Contracted Services	103,054
Dues & Subscriptions	6,053
Educational Supplies & Textbooks	44,726
Equipment	10,200
Food Services	20,743
Instructional Technology	17,140
Occupancy	189,323
Transportation & Field Trips	0
Other Operating Expense	60,580
Total Operating Expenses	3,138,299
Operating Income (Loss)	78,629
Non Operating Revenues & (Expenses)	
Fundraising Income	8,000
Investment Income	5,000
Interest Expense	(91,629)
Fundraising Expense	0
Other Non-Operating Expense	
Total Non-Operating Revenues	(78,629)
Change in Net Position	\$0

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	218
Number of students upon which FY21 budget tuition line is based	218
Number of expected students for FY21 first day of school	218
We generally budget conservatively, allowing for 5-10 less students than expected, in case there are unanticipated changes in enrollment.	

FY21 Capital Plan: The Board elected to not take on any capital projects for the 2020-2021 year.

APPENDIX A

Accountability Plan 2019-2020

Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence
Objective: Hilltown will cultivate a strong sense of community among students, staff, and families.		
Measure: At least 40% of families will complete the annual satisfaction survey. 90% of families who respond to the survey will report that there exists a strong sense of community among students, staff, and families.	Met	80 of 158 families (51%) responded to the survey 94% of respondents either “agreed” or “strongly agreed” with the statement: “ The school has built a strong sense of community among students, staff and families.”
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 classrooms.	Met	Teacher reporting and sign in sheets from classroom meetings and events, and from all-school meetings and events - both online and in person

Dissemination

	2019-2020 Performance (Met/Not Met)	Evidence
Objective: Hilltown will share best practices with 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.	Partially Met	See p. 5 for complete description
Measure: The school will partner with an area college or university to develop a model program for training teachers.	Met	See p. 5 for complete description

Reach Objectives and Measures

	2019-2020 Performance (Met/Not Met)	Evidence
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.	Partially Met	See Table A on p.15
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 A on p.15
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.	N/A	See Tables B, C and D on p.16. Due to COVID-19, it was not possible to complete our spring internal assessments
Measure: 80% of all students in grades 4-8 will score in the predetermined proficiency level on the HCCPS writing and math.	N/A	See Tables B, C and D on p.16. Due to COVID-19, it was not possible to complete our spring internal assessments

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 an area of personal interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	Met	Artifacts include papers written by students and photos of culminating projects. See Table E on p.17 for a complete list of topics
Measure: 100% of students will achieve a passing score on their Grade 8 culminating project rubric.	Met	Due to COVID-19, final projects were graded pass/fail. All students passed

Table A



SYSTEM SUMMARY
Iowa Tests of Basic Skills® (ITBS®)

Form: A,B,C
Test Date: 12/2019
Norms: 12/08 2005
Order No.: 001477003
Page: 1
System: Hilltown Charter

	Reading	Language	Mathematics	SURVEY TOTAL	Relative Performance Profile				
					Tests	NPR 1	National Percentile Rank		
						25	50	75	99
Grade 3									
Number of Students Included	22	22	21	21	Reading	75			
Average Standard Score (SS)	192.4	179.6	188.3	187.3	Language	52			
Grade Equivalent of Average SS	4.2	3.4	4.0	3.8	Mathematics	75			
National Stanine of Average SS	6	5	6	6	SURVEY TOTAL	69			
Percentile Rank of Average SS: National Student Norms	75	52	75	69					
Percentile Rank of Average SS: National School Norms	88	53	86	81					
Number of Students Tested = 22									
Grade 4									
Number of Students Included	20	22	21	19	Reading	83			
Average Standard Score (SS)	217.5	207.8	202.6	213.4	Language	68			
Grade Equivalent of Average SS	6.1	5.3	5.0	5.7	Mathematics	69			
National Stanine of Average SS	7	6	6	7	SURVEY TOTAL	79			
Percentile Rank of Average SS: National Student Norms	83	68	69	79					
Percentile Rank of Average SS: National School Norms	98	84	78	95					
Number of Students Tested = 22									
Grade 5									
Number of Students Included	20	20	20	20	Reading	80			
Average Standard Score (SS)	230.9	222.7	221.9	225.2	Language	65			
Grade Equivalent of Average SS	7.1	6.4	6.4	6.5	Mathematics	72			
National Stanine of Average SS	7	6	6	6	SURVEY TOTAL	72			
Percentile Rank of Average SS: National Student Norms	80	65	72	72					
Percentile Rank of Average SS: National School Norms	95	80	82	87					
Number of Students Tested = 21									
Grade 6									
Number of Students Included	32	32	32	32	Reading	82			
Average Standard Score (SS)	249.2	247.3	233.6	243.4	Language	73			
Grade Equivalent of Average SS	8.8	8.5	7.4	8.1	Mathematics	66			
National Stanine of Average SS	7	6	6	6	SURVEY TOTAL	75			
Percentile Rank of Average SS: National Student Norms	82	73	66	75					
Percentile Rank of Average SS: National School Norms	97	92	76	91					
Number of Students Tested = 32									
Grade 7									
Number of Students Included	30	30	30	30	Reading	85			
Average Standard Score (SS)	266.2	263.3	248.6	259.4	Language	74			
Grade Equivalent of Average SS	10.8	10.2	8.7	9.8	Mathematics	68			
National Stanine of Average SS	7	6	6	6	SURVEY TOTAL	76			
Percentile Rank of Average SS: National Student Norms	85	74	68	76					
Percentile Rank of Average SS: National School Norms	98	92	78	91					
Number of Students Tested = 30									
Grade 8									
Number of Students Included	26	26	26	26	Reading	82			
Average Standard Score (SS)	276.1	271.7	264.0	270.7	Language	70			
Grade Equivalent of Average SS	12.4	11.3	10.2	11.1	Mathematics	69			
National Stanine of Average SS	7	6	6	6	SURVEY TOTAL	75			
Percentile Rank of Average SS: National Student Norms	82	70	69	75					
Percentile Rank of Average SS: National School Norms	97	86	81	89					
Number of Students Tested = 27									

For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide.

Table B

Hilltown Internal Mathematical Assessment Results, grades K-8, Fall 2019-March 13, 2020

Grade	# of units	% proficient
Kindergarten	1-4	100%
First grade	1-6	100%
Second grade	1-4	95%
Third grade	1-4	95%
Fourth grade	1-5	83%
Fifth grade	1-5	81%
Sixth grade	1-6	84%
Seventh grade	1-4	70%
Eighth grade	1-4	66%

Table C

Hilltown Writing Assessment Results, grades K-3, Fall 2019-Spring 2020

Grade	% of students writing proficiently in the spring
Kindergarten	No spring assessments
First grade	No spring assessments
Second grade	No spring assessments
Third grade	No spring assessments
Fourth grade	No spring assessments
Fifth grade	No spring assessments
Sixth grade	81%
Seventh grade	84% (informal assessment)
Eighth grade	86% (informal assessment)

Table D

Hilltown Reading Assessment Results, grades K-3, Fall 2019-Spring 2020

	Kindergarten	First Grade	Second Grade	Third Grade
Reading at or above grade level	Spring: 60%	Spring: 90%	Fall: 90%	Fall: 78%
Reading below grade level	Spring: 40%	Spring: 10%	Fall 10%	Fall: 22%

Table E

8th Grade Project Research Topics 2020

How has 3D printing benefited the world?
What are our cats trying to tell us?
Why do babies end up in the NICU and how can people help their families?
How and why have the rules of soccer and street soccer changed over time to support the environment, the fans, and the ones who play?
What is the difference between the domestication of cats and dogs, and why domesticate?
How do you make a rotoscope animation?
How were weapons and warfare utilized in medieval times?
What is causing ocean pollution and how can we help fix it?
How have contemporary women changed Country and Americana music to make it more inclusive?
How does Princess culture affect young girls today?
How does work ethic affect players in the NBA?
How do falcons, hawks and eagles live and survive?
How have the playstyle and rules of the NBA changed since the 80s?
What is the game design philosophy of Magic the Gathering?
How do the different branches of Christianity view the LGBTQ+ community?
How did baking start, and how has it evolved into the different styles of baking that exist today?
What does it take to own a successful food truck in America?
What are the benefits of vaccines and how do they affect communities?
How have animals in the deep sea adapted?
What neuroscience is involved with sleight of hand?
How have cats evolved over time to become the cats that we know and love today?
How do trademark and copyright laws affect authors?
What tactics can be used to replicate Leicester City's title-winning season?
What is happening to the environment of the Giant Panda to make it vulnerable in terms of conservation status?
How has the history of forensics changed through the years and how is forensics used now?
How does climate change affect marine life?
How has the Event Horizon Telescope helped us in the study of black holes?

APPENDIX B

Recruitment Plan 2020-2021

School Name:	Hilltown Cooperative Charter Public School
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2019-2020 Implementation Summary

General interest in Hilltown remains strong. For the 2019-2020 school year, we received 260 applications for 41 openings. For the 2020-21 school year, so far we have received 275 applications for 30 anticipated openings.

We have continued to focus our recruitment strategies on the Head Start programs in Easthampton and Northampton, since nearly 80% of our students are drawn from those towns.

Our biggest challenge with recruitment continues to be the fact that, in accordance with common practice among other schools of choice in the area, we offer preference to siblings of enrolled students in our admissions lottery. While this does address the intended goal of keeping families together, it also limits the number of spaces available to new families each year. In 2019-20, 13 of our 30 new students were siblings of students already enrolled. We had 76 applicants for 20 spots available in Kindergarten (our biggest entry point) with 7 grade K spots filled by siblings, and 40 sixth grade applicants for 10 spots with 6 spots filled by siblings. For 2020-21, we anticipate that 14 of our 30 new students will be siblings of students already enrolled. So far we have 74 applicants for 20 spots available in Kindergarten with 7 grade K spots likely to be filled by siblings, and 38 sixth grade applicants for 8 spots with 6 spots likely to be filled by siblings.

General Recruitment Activities for 2019-2020

We believe that our strategy of in-person visits to specific local institutions such as Head Start has been effective in making families aware of the choices they have as they enter elementary school. We can see that many of the families we are meeting have subsequently applied to Hilltown. Still, with the limited number of spots available each year and the likelihood that many of the available spots will be filled by siblings, we view it as a decade-long effort to increase both applications and enrollments from all subgroups to the point that there is success even with those ratios.

In a desire to make our full resources available for more families to come and see the school and learn about our program, we decided to try holding our admissions open house on a Saturday afternoon in January 2020 instead of a weekday evening. As we had hoped, more families and more students attended than the previous years' evening events. All of our teachers were present to meet parents and students, and answer questions. Many parents received on-site help completing applications on school Chromebooks. This change in our open house format also gave more of our enrolled students and parents an opportunity to act as ambassadors and guides.

Recruitment Plan – 2020-2021 Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 20.6%</p> <p>GNT percentage: NA</p> <p>CI percentage: 13.1%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>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 Open House for prospective parents. SEPAC hosted monthly meetings and speakers with an open invitation to SEPACs from area districts
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>None needed at this time.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>GNT percentage: 1.4%</p> <p>CI percentage: 1.7%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</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 • 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) tour guide will be present at our Open House • Have a google translate link on our website • In 2019-2020, we changed the format of the Admissions Open House: instead of a weekday evening session, we held the event on a Saturday afternoon. The intent was to make the event more available to working families, to offer an Open House experience with all teachers present, and offer an Open House equally geared to parents and children <p>We expect it will take two years of using this format to fully evaluate the effectiveness, but we are encouraged by our successes so far</p>
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	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies)</p> <p>Did not meet GNT/CI:</p> <ul style="list-style-type: none"> • Reach out to the local refugee organization (Welcome Home Refugee Resettlement Program), including the distribution of flyers • Distribute flyers and/or advertisements in bulletins at religious organizations that provide services and groups in languages other than English <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 17.0%</p> <p>GNT percentage: 15.6%</p> <p>CI percentage: 24.5%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 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 area • Brochures and applications made available at Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry, and Headstart programs • Work with Administrators at the two major pre-school programs in our immediate area (Community Action in Northampton and Head Start in Easthampton) to share information about Hilltown and how families can apply • Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents • In 2019-2020, we changed the format of the Admissions Open House: instead of a weekday evening session, we held the event on a Saturday afternoon. The intent was to make the event more available to working families, to offer an Open House experience with all teachers present, and offer an Open House equally geared to parents and children <p>We expect it will take two years of using this format to fully evaluate the effectiveness, but we are encouraged by our successes so far</p> <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • Outreach to the local refugee organization (Welcome Home Refugee Resettlement Program), including the distribution of flyers • Distribute flyers and/or advertisements in bulletins at local religious organizations <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p>

<u>Students who are sub-proficient</u>	<p align="center">(d) Continued 2019-2020 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 open house will help parents understand the resources available for their students
<u>Students at risk of dropping out of school</u>	<p align="center">(e) Continued 2019-2020 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
<u>Students who have dropped out of school</u>	<p align="center">(f) Continued 2019-2020 Strategies</p> <p>Our students are all under 16 and so are not of legal age to drop out</p>

**Retention Plan
2020-2021**

2019-2020 Implementation Summary:

All of our ongoing retention strategies seem to be working well. These include small class size with low adult: child ratios; 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 so it is difficult to identify trends. Fortunately our student attrition level has consistently been quite low. Our 2018-19 attrition report showed a school-wide attrition rate of 4.2%, with no attrition from populations of particular interest. Our 2019-20 Attrition Report has not been published by DESE yet, but we know that 11 of our 218 students (5%) did not return for the 2019-20 school year. Four of those students moved out of the area; 7 students (3.2%) chose other schooling options: 5 transferred to public schools in the area, 1 transferred to a local private school, and 1 chose to home-school. We continue to achieve our target retention rate of 95% or higher.

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

Retention Plan – 2020-2021 Strategies	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 2.6% Third Quartile: 12.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Below third quartile: no enhanced/additional strategies needed • Small class size with low adult to child ratio • 4x/week after school homework club • daily non-academic after-school program • frequent parent conferences • child study process for early intervention on a pre-special education evaluation basis • teaching assistants in all classrooms
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p style="text-align: center;">None needed</p>
Limited English-proficient students/English learners	
Limited English-proficient students	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 12.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • 3x/week after school homework club • daily non-academic after- school program
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p style="text-align: center;">Not relevant - No English Language Learners enrolled in 2019-20</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 13.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Ensure that we have no income-based barriers to services • Ensure that application for free/reduced lunch is easily and confidentially accessible
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p style="text-align: center;">None needed</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 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

	<ul style="list-style-type: none"> • RTI process for early intervention on a pre-special education evaluation basis; individualized reading instruction. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed None needed</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed • family engagement • active learning strategies (hands on project based learning, arts integration) • early identification of struggling learners • early literacy development via reading teacher • extra support in younger grades from OT, PT, and speech therapist <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed None needed</p>
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed Not applicable</p>

APPENDIX C

School and Student Data Tables

Our student demographic information can be found in our 2019-20 district profile on the DESE website at: <http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04500105&orgtypecode=6>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	0.9
Asian	2.3
Hispanic	5.0
Native American	0
White	79.4
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	12.4
Selected Populations	% of School
First Language not English	0.5
English Language Learner	0
Students with Disabilities	20.6
High Needs	30.3
Economically Disadvantaged	17

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Dan Klatz Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, supervision of administrative staff, policy implementation; liaison to DESE	7/2001	6/2020
Lara Ramsey Director of Teaching and Learning	Responsible for student support services including discipline, supervision of teaching staff, curriculum development, education policy and implementation	7/2017	NA
Deirdre Arthen Director of Community and Family Engagement	Responsible for parent /community volunteers, community service learning program, community events planning, online presence, supervision of development activities	4/2000	NA

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	23	0	1	1 chose to end employment
Other Staff	29	1	4 (+1 Graduate Intern)	4 chose to end employment 1 terminated - position eliminated

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	13
Minimum number of board members in approved bylaws	6
Maximum number of board members in approved bylaws	15

BOARD of TRUSTEES MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Tim Reynolds	President, Parent	Domain Council	3	07/01/17-06/30/20
Matthew Dube	Vice President, Parent	Finance	2	07/01/18-06/30/21
Noelle Stern	Clerk, Parent	Governance Chair	2	07/01/18-06/30/21
Rich Senecal	Treasurer, Parent	Finance	1	07/01/19-06/30/22
Joe Wyman	Parent	Facilities Chair	3	07/01/17-06/30/20
Karen Sise	Parent	Facilities	1	07/01/19-06/30/22
Liz Preston	Community Member	Personnel Chair	2	07/01/18-06/30/21
Dawn Reesman	Parent	Personnel	1	07/01/19-06/30/22
Kelly Woods	Parent	Personnel	1	07/01/19-06/30/22
Paula Ingram	Staff	N/A	2	07/01/18-06/30/21

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location Due to COVID-19, meetings will be held via Zoom until further notice
August 5, 2020 - 6:30pm	Zoom
September 9, 2020 - 6:30pm	Zoom
October 14, 2020 - 6:30pm	Zoom
November 11, 2020 - 6:30pm	Zoom
December 9, 2020 - 6:30pm	Zoom
January 13, 2021 - 6:30pm	Zoom
February 10, 2021 - 6:30pm	Zoom
March 10, 2021 - 6:30pm	Zoom
April 14, 2021 - 6:30pm	Zoom
May 12, 2021 - 6:30pm	Zoom
June 9, 2021 - 6:30pm	Zoom
July 14, 2021 - 6:30pm	Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location Due to COVID-19, meetings will be held via Zoom until further notice
Domain Council	Every other week, day TBD, 8:30am; starting August 7, 2020	Zoom
Facilities Committee	Meets on an as needed basis; no set schedule at this time	Zoom
Finance Committee	Generally every third Wednesday 10am	Zoom
GABS	Generally every first Wednesday 4:45pm.	Zoom
Personnel Committee	Generally every fourth Wednesday 7:30am	Zoom

Appendix D Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Tim Reynolds	tim@mahonkin.com	No Change
Charter School Leader	Kate Saccento	ksaccento@hilltowncharter.org	New
Charter School Leader	Lara Ramsey	lramsey@hilltowncharter.org	No Change
Special Education Director	Kate Saccento	ksaccento@hilltowncharter.org	No Change
MCAS Test Coordinator	Lara Ramsey	lramsey@hilltowncharter.org	No Change
SIMS Coordinator	Monique Bourgeois	mbourgeois@hilltowncharter.org	No Change
English Learner Program Director	Kate Saccento	ksaccento@hilltowncharter.org	No Change
School Business Official	Kate Saccento	ksaccento@hilltowncharter.org	New
SIMS Contact	Monique Bourgeois	mbourgeois@hilltowncharter.org	No Change
Admissions and Enrollment Coordinator	Kate Saccento	ksaccento@hilltowncharter.org	New
Family/Community Director	Deirdre Arthen	darthen@hilltowncharter.org	No Change

Facilities

Location	Dates of Occupancy
1 Industrial Parkway Easthampton, MA	August 2014- current (no change)

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 10, 2021
Lottery	February 11, 2021