Dear Riverstone Community,

I am pleased to share that the 2013-2014 school year was another step forward in our school’s journey.

We continued to improve our students’ daily experiences while making steady progress towards long term financial sustainability. Thanks to your generosity, we were able to provide professional development for staff, install a playground for our youngest students, and purchase technology that allowed our teachers to work and communicate more efficiently. Once again, with careful financial management, we were able to significantly reduce our short term debt.

We also began the work that would establish the direction of the school for the next five years. Since the start of the 2009-2014 Strategic Plan was written, the educational arena has changed dramatically. The number of charter and magnet schools in the area has multiplied, the International Baccalaureate Programmes have grown in popularity, and parents have begun seeking more accountability than ever before. Measuring student success has taken on a new meaning. The crafters of the plan had to consider an entirely new set of factors while gathering feedback from as many of our constituents as possible.

Under the leadership of Trustee Mark Liebich, our Strategic Planning Committee tackled their responsibility to develop the 2014-2019 Strategic Plan with zeal. The committee was composed of Trustees, staff, teachers, parents, and two students. They gathered feedback via surveys, conversations, and reports from our accrediting organizations. They identified six major areas on which to focus and created subcommittees to develop recommendations within those six areas. They also refined our mission statement to more succinctly capture the Riverstone experience. By early June, the committee presented their work to the Board of Trustees. During the summer months, Head of School Bob Carignan further developed recommendations so that the Strategic Plan could be shared with the entire community at the State of the School Address in October 2014. On behalf of the Trustees, I extend our appreciation to all who played a role in developing the 2014-2019 Strategic Plan.

During the 2014-2015 school year, the Board of Trustees leadership will have transferred to the very capable hands of Jerry Sturgill. Jerry and his family were early members of the Riverstone community. In fact, Jerry served as Board Chairperson long ago and provides a unique perspective of those early days of our school. He has graciously agreed to return to the Board for a second term as Chairperson. Jerry’s son, Matthew, graduated with the Class of 2011.

In our Annual Report, we gratefully recognize the parents, staff, students, grandparents, alumni, friends, and organizations who enable us to offer this unique educational experience. With your continued support we will ensure that our school remains vibrant well into the future.

Best wishes for an inspired journey,

Kurt Liebich
Chairman, Board of Trustees  2013-2014
Dear Riverstone Community,

We hope you enjoy reviewing the 2013-14 Riverstone International School Annual Report. Once again, it was a very exciting year that brought more improvements to all facets of our school.

In December of 2013, under the leadership of Board of Trustees member Mark Liebich, a Steering Committee was formed to begin creating the 2014-2019 Strategic Plan. It was made up of members representing all of our constituent groups, including two students. It was clear from the outset that expanding our commitment to students’ academic success was going to be paramount.

Throughout the spring of 2014, the committee and sub-committees met with parents, students, teachers, and alumni; conducted surveys; and reviewed external feedback from our recent re-accreditation and re-authorization visits. In fact, the 2013-14 school year was the first time in five years that we were not involved in a re-accreditation or re-authorization process. However, we were very fortunate to be able to include the guidance from the three International Baccalaureate Organization visits, which reviewed our Primary, Middle, and Diploma Programmes. We also incorporated the suggestions from the Northwest Association of Independent Schools visiting team. Using the advice from these outside experts who thoroughly evaluated our school was invaluable in the process.

The Committee then synthesized the feedback and identified six key priorities for the school. These priorities include:

- Expand Academic Excellence
- Strategically Manage Enrollment
- Enhance Finance and Facilities
- Reinforce the Five Pillars
- Improve Faculty Recruitment and Retention
- Clarify Expectations and Accountability

The final product, the 2014-19 Strategic Plan was completed in the summer and approved by the Board in August.

One of the highlights of my year came when I hosted the first “Riverstone on the Road” event in Manhattan. It was a great turnout and it was wonderful to see our graduates out in the world and reminiscing about their time at Riverstone. As we move forward, our alumni will continue to play a larger role in guiding and sustaining the school - I am confident that Riverstone is in good hands!

Of special note, one of our alumni, Jeanette Thornton, Class of 2014, wrote the articles associated with our Five Pillars. We wanted to feature both student and staff perspective on each of these pillars; we hope you enjoy this change.
As another year passes, Riverstone continues to become grounded in its core beliefs that our students' success comes first and that we must continually improve their experience. We believe that inspiring their journeys and being true to our mission is how we can change the world. Our students continue to inspire us, making our amazing faculty ever better. We continue to believe that what we are doing creates the best educational experience for students and we know that the generosity of our community will power us into a well-charted future.

Best regards,

Bob Carignan
Head of School
During the development of the 2014-19 Strategic Plan, the School’s mission was refined to simplify and better capture the essence of “Why Riverstone.”

The mission of Riverstone International School is to inspire courageous journeys of academic and personal exploration that enable students to lead purposeful lives.

OUR MISSION

Our Five Pillars are:
- Academic Excellence
- Community and Service
- Leadership by Example
- International Understanding
- Outdoor Education

The pathways through which our students explore during their journeys are created by our Five Pillars.

Whether a student is as young as preschool or soon to graduate, the opportunities are designed to provide developmentally appropriate challenges and opportunities for growth and learning. The sum total of these opportunities becomes the springboard for our students to take the next step in their journeys.

Your gifts ensure that Riverstone is able to offer unique opportunities tied to our Five Pillars. For example, transportation for field trips, guest speakers, service opportunities, art supplies, outdoor equipment, music and drama performances all benefit from your support and directly impact a Riverstone student’s experience.

Our Five Pillars are:
- Academic Excellence
- Community and Service
- Leadership by Example
- International Understanding
- Outdoor Education
“Although many of my classmates shared the same schedule as me, we each had our own experiences with the staff and curriculum that made each of our high school journeys individualized to our needs and, in that way, extremely invaluable and unique,” says Jeanette Thornton, Class of 2014, when discussing the role of Academic Excellence at Riverstone. “As someone who is now attending college, I can wholeheartedly say that Riverstone has taught me how to learn to the best of my abilities.”

Small class sizes are an integral part of any student’s Riverstone experience, and give the school a distinctive advantage of teaching and challenging each student accordingly. As Head of School Bob Carignan states, “Academic Excellence means a focus on the needs of our students. It is our job to ensure that our students are given the tools that they need to be successful beyond Riverstone. Students develop into independent thinkers.” It is not only the way in which Riverstone students are being taught that is special, but also what they are being taught. In fact, “Riverstone is one of only a handful of schools in the US that offers the entire continuum of the IB. We pride ourselves on using the IB framework to create a truly engaging inquiry-based learning environment for all students. Because of our experience, small class sizes, and our commitment to each student’s academic journey, we are able to create a truly unique academic program.” Academic Excellence shapes the Riverstone classrooms by fostering an environment for personal growth in all academic areas, while encouraging students to be internally motivated learners.

Another essential aspect of the academics at Riverstone is the faculty. Students quickly develop long-lasting, strong relationships with their teachers that further enable them to have a personalized school experience. “Through strong relationships with our staff, who work with students as their role models and mentors, we encourage curiosity, responsibility, and ownership of the educational process.” According to Jeanette, “The student-teacher relationships were one of my favorite parts of the Riverstone community. I always felt welcome to talk to my teachers after class if I needed further explanation, and they consistently went out of their way to ensure I was on the right track. It was great being on a first-name basis with my teachers, and I know these relationships considerably helped me in the college application process with my letters of recommendation.” No matter the level of knowledge a student arrives at Riverstone with, he or she will be supported by the faculty in his or her own academics.

Although the IB is a set curriculum, a Riverstone education is by no means a common experience. In fact, every journey is hyper differentiated. Through the small classroom sizes and the student-faculty relationships, the Riverstone community nurtures personal growth. Students are taught to strive for academic excellence as well as leave Riverstone with the tools necessary to reach their full potential. As Bob Carignan explains: “What students do here prepares them to lead purposeful lives.”
COMMUNITY AND SERVICE

The heart of what defines Riverstone is its inclusive, tight-knit community, which creates an ideal environment for both personal and scholastic growth. Riverstone’s small size allows for its students to feel more comfortable to ask for help when they need it, as well as offer up their help when they notice someone in need, whether it be in the school environment or out in the community. The Community & Service Pillar plays an important role at Riverstone, and its application ensures that each student leaves with skills that prove to be invaluable in their years beyond secondary school.

According to recent graduate Mary Tabb, “I think that Riverstone’s tight-knit community impacts the school’s learning environment by creating an atmosphere where the students and teachers have a more personal relationship. This allows for more free discussion in classes, and an approachability that improves a student’s ability to ask for help.” At Riverstone, students know from experience that it is easy to reach out if they need help. Another prominent aspect of the Riverstone community is students learning from students, and it is precisely Riverstone’s small size that allows for this to happen. Mary was a part of a student-run tutoring program that was started by one of her fellow classmates. Through this program, Mary volunteered her time assisting Middle and Elementary students with their homework. In Mary’s words, “If I could help a student improve his or her reading ability using some of the skills that I learned as a child to help myself, then I had the responsibility to try to do so. As a community, Riverstone intensifies this mentality as we all come together to help each other and then in turn pass on the help to assist one another in any way that we can.” Riverstone students are initiators, and due to its small size students are essentially able to start any club that they are interested in and will have a beneficial impact on the school’s atmosphere. These clubs, grouped in with the advisory program, foster a closer connection between the lower, middle, and upper school that allows for this tight-knit community to take place. According to Student Life Coordinator, Tarrah Elam, “The advisory program instills tradition and spirit, and also serves to build community.”

Riverstone students are seen all over the Treasure Valley and even abroad applying what they learned at Riverstone in Community & Service. This past year, Riverstone students volunteered at over 10 locations around the greater Boise area. Students understand the positive impact that their actions have on the community, and are therefore more than ready to offer their help. According to Tarrah, during one Community & Service outings, “I was approached by a handful of students that thanked me for coordinating the event and said that it was really fun and felt good to be out in the community. It made me proud of our school and our students.” By exposing students to issues in the community, they are more aware of their surroundings, and eager to pitch in in whatever way they can. This shared enthusiasm further strengthens the community on Riverstone’s campus, creating, as Tarrah puts it, “a safe learning environment where people feel free and safe to express their thoughts, ideas, and questions.”

Community & Service provides students with the necessary tools to seek out a problem and initiate its solving. Not only that, but this important pillar is also advantageous to the school because the learning and working together inherently creates an atmosphere that is both inclusive and supportive. Riverstone students are problem-solvers, and through the Community & Service Pillar, they develop invaluable skills that they will keep with them for the rest of their lives.

Mary Tabb ('14)
A Riverstone education teaches each individual how to be a leader, whether in the classroom, during advisory or other in-school programs, or in the great outdoors. Regardless of how a student chooses to express his or her leadership, Riverstone’s small, supportive student population gives him or her comfort in being able to teach others, defend beliefs, or even lead students on a backpacking trip. As James Hamilton-Vail, Director of Elementary Education, says, “With a small student body, students feel safe in putting themselves forward with a venture knowing that they have the support of both fellow students and teachers, all who will support them and guide them through the process of becoming a leader in the community.”

As recent graduates Tom Pe and Robert Bennet reflect on becoming a leader at Riverstone, they realize how significant of an effect Leadership by Example has had on their lives. According to Tom, “Leadership at Riverstone helped me coach, guide, and deliver necessary results which will help me in the future by allowing me to show others (by example) that anything is possible. Because of Riverstone, I know that an individual can make a difference as long as he or she is willing to commit and work hard.” As a student, Robert was involved with organizations such as One Stone and volunteered as a Project Planner at the Boise Veteran’s Home. “In both of those roles I was charged with helping to plan events and execute them in a smooth fashion. Additionally, I served as the Director of Political Research for the Re-Elect Raul Labrador for Idaho campaign. Riverstone made this otherwise demanding workload a simple task for me, as I already knew how to manage my time in order to complete projects ahead of schedule.” To Robert, “being a leader means being committed to improving the lives of people who follow you. It means doing the right thing when no one is looking, making smart decisions, and not being afraid to take on more responsibility or to do the hard work that might be necessary.”

Riverstone faculty serve as incredible mentors to the students, and through their actions students learn how to be an effective leader to the best of their abilities. According to Robert, “Riverstone made me a leader in both the school and the broader community by instilling a sense of hard work in me, as well as giving me a role model in Andy Johnson to look up to. I feel like I’m capable of handling difficult situations in a way that will be beneficial to the community and to myself.” Leadership by Example at Riverstone, through the faculty and student body, ultimately fosters an environment in which we all learn together.

The leadership skills that are taught by teachers and faculty are passed down to the students, and consequently from student to student. As Tom states, “As I grew older throughout my high school years, Riverstone made me view myself as a leader by providing me an environment where younger students look up to older students. Older students, like me, would guide younger students by example, knowledge, and experience; these experiences include sports, outdoors programs, classroom courses and more.” Overall, the Riverstone community is based in Leadership by Example, inherently generating a commonality among students that allows them to learn and work well together. By instilling the duty of setting a good example for peers and classmates, taking control of situations and acting in said situations with everyone’s best interests in mind, Leadership by Example is exceedingly valuable to students now as well as in their future undertakings.
“In the world our students live and will work in, it is imperative to have a global understanding,” says International Student Coordinator, Jane Kaserman, when discussing the importance of the international programs at Riverstone. “As we look at the globalization of business, the reality is that nearly every student that attends Riverstone International School will work internationally, whether through traveling or technology. International perspectives both in the classroom and of local students who have traveled abroad greatly enhance the learning environment, in addition to setting all Riverstone students up for success beyond graduation.”

International understanding dominates Riverstone classrooms. Most notably in the Language B courses, where more than merely learning the grammar and rhetoric of their chosen language, students engage in group discussions of current events and issues in countries that speak that language. The in-class discourse is supplemented with international perspectives that allow students to appreciate such issues from multiple viewpoints, giving them the necessary skills to form unique, well-constructed opinions.

As recent graduate Kristin Cherny states, “The ability to discuss ideas and concepts that apply to many places around the world, rather than solely the United States, increases an individual’s awareness of the world around them, and therefore allows them to accept and understand new things.” Students develop a curiosity that is not limited by the school’s campus. In fact, students who host, like Kristin, benefit from conversations at the dinner table that not only include how the school day went but also customs and traditions in the countries of their international students so that they can better understand their culture.

Riverstone students experience the best of both worlds. Being located on a small campus gives them a unique, tight-knit community that is unparalleled elsewhere, and they also have many opportunities to go out into the world and immerse themselves in other cultures in a much larger, international community.

On Riverstone’s cultural exchanges, students make lasting friendships that give them the confidence to travel independently in the future, as well as teach them the importance of experiential learning.

“Experiencing a different culture first-hand is unlike any education I have ever received in the classroom,” noted Kristin, who traveled with Riverstone to Bogota, Colombia in the eighth grade. “Ultimately, it is about the relationships, respect, and compassion we all have for each other – that is the goal of International Understanding.”
“Few activities can bring groups of people together as meaningfully as time spent with others in the outdoors,” remarks Ben Brock, Director of Riverstone’s Outdoor Program. “In many cases, coming together and working as a team is the only way for a trip to be successful.” Outdoor Education is perhaps Riverstone’s most unique pillar, and through it students in the Elementary, Middle and High schools are able to explore the outdoors in an inclusive, educational, and fun atmosphere. These activities, both in and out of the classroom, strengthen a student’s aptitude for problem solving in unconventional circumstances that ultimately gives him or her the “critical skills that will enable a student to succeed on demanding trips.” The ability to be resourceful and draw connections between classroom material and what students learn in the outdoors gives each Riverstone student a unique set of skills that not only enhances the classroom environment, but also prepares them for future endeavors with real-world applications.

The alignment of the school’s curriculum and the outdoor excursions creates the framework of a Riverstone education, most prominently in the Elementary School. “By studying watersheds and water quality at the McCall Outdoor Science School, learning about the effects of habitat destruction during an overnight camping trip to the Idaho Bird Observatory, or learning about animal adaptations to winter during SnowSchool at Bogus Basin, elementary school students are developing ideas about their relationship to their environment and laying the foundation for an environmental ethic.” This foundation is reinforced throughout a student’s Riverstone education, through outdoor trips that take place during all seasons of the year. Although Elementary School trips are shorter and closer to home, students are “exposed to a wide range of disciplines and environments, as the primary focus in the Elementary School is to make sure that students feel safe and have fun in the outdoors.”

As students advance in the program throughout the years, they realize how special the Outdoor Education pillar is, and some even take advantage of Riverstone’s resources to make Outdoor Education an even more integral part of their lives. Many Riverstone alumni return to lead trips with faculty, and many get involved in outdoor programs outside of school while they are still students. “Parker Thornton, Alex Rose, and Max Toeldte have spent the last few summers as professional river guides on the Main Salmon and Middle Fork.” By and large, the Outdoor Education a student receives at Riverstone is advantageous in applying for or getting involved in additional outdoor undertakings.

As Tristan Rericha (‘14) states, “Riverstone has given me experiences in the outdoors that I likely wouldn’t have received if I had gone to school elsewhere, and these experiences have given me a great appreciation for the outdoors. As a student, the Outdoor Program impacted me by helping me to build my teamwork and leadership skills, and by helping me to get to know people from the school as well as my own class better.” No matter the grade, Outdoor Education plays an invaluable role in a Riverstone student’s education, supplementing the class material as well as building problem-solving skills that are exceedingly useful. Overall, “The Outdoor Program provides countless opportunities for participants to help each other overcome challenges. Trips, from Elementary School overnights to remote, weeklong High School backpacking excursions, present unique challenges to everyone, regardless of ability or previous experience.”
OUR COMMUNITY

325 STUDENTS

- Elementary School (Preschool - Gr 5)
- Middle School (Grades 6-9)
- High School (Grades 10-12)

30 COUNTRIES AND ONE U.S. TERRITORY

- Countries represented within the Riverstone International School community
- Countries not represented within the Riverstone International School community
To ensure that our students are prepared to live, work, and thrive on a global stage, Riverstone conducts international and national benchmark tests for select grades starting in grade 3. We are the only school in Idaho and one of two in the United States using international assessments. The international schools that participate are considered the best in the world. We use these tests to supplement classroom assessments to provide both subjective and objective measurements of progress.

The following graphs represent a sample of our standardized test results.

### NATIONAL STANDARDIZED TESTS

**Average SAT Scores**  
Class of 2014

<table>
<thead>
<tr>
<th>Critical Reading</th>
<th>Mathematics</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>US National</td>
<td>497</td>
<td>541</td>
</tr>
<tr>
<td>Idaho</td>
<td>514</td>
<td>599</td>
</tr>
<tr>
<td>Riverstone</td>
<td>488</td>
<td>525</td>
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</table>

**Average PSAT Score**  
Class of 2015

<table>
<thead>
<tr>
<th>Combined Scores (Reading, Mathematics, Writing)</th>
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<tbody>
<tr>
<td>US National</td>
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<tr>
<td>143</td>
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</tbody>
</table>

### INTERNATIONAL SCHOOLS’ ASSESSMENT TESTS

**Mean Score**  
Class of 2020 (Gr 7)

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Reading</th>
<th>Writing A</th>
<th>Writing B</th>
</tr>
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<tbody>
<tr>
<td>US National</td>
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<td>485</td>
<td>525</td>
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<tr>
<td>Idaho</td>
<td>516</td>
<td>557</td>
<td>539</td>
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<tr>
<td>Riverstone</td>
<td>584</td>
<td>412</td>
<td>575</td>
</tr>
</tbody>
</table>

**Mean Score**  
Class of 2024 (Gr 3)

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Reading</th>
<th>Writing A</th>
<th>Writing B</th>
</tr>
</thead>
<tbody>
<tr>
<td>US National</td>
<td>320</td>
<td>309</td>
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<tr>
<td>Idaho</td>
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<td>391</td>
<td>405</td>
</tr>
<tr>
<td>Riverstone</td>
<td>431</td>
<td>439</td>
<td></td>
</tr>
</tbody>
</table>

Writing A: Narrative; Writing B: Expository

**To learn more about the International Schools’ Assessment Tests, including other schools who use the test, visit acer.edu.au/tests/isa**
next steps

the class of 2014

With the IB as an academic base and personal interests that have been encouraged at Riverstone through our Five Pillars, our students’ college acceptances are impressive. However, the focus of the college counseling process is to identify “best fit” colleges for each student. Ultimately, when April 1 rolls around and the notifications are in the mail (or email), students at Riverstone have many great colleges and programs from which to choose as the next step in their lives.

The Class of 2014 has been accepted into the following colleges and universities:

- American University
- Assumption University of Thailand
- Boise State University
- Boston College (2)
- Boston Conservatory
- California State University, Fresno
- Case Western Reserve University
- Chapman University (3)
- Chulalongkorn University (Thailand)
- College of Idaho (8)
- Colorado School of Mines
- Colorado State University
- Concordia University
- Corban University
- Creighton University (4)
- Florida State University
- Fordham University
- George Fox University
- George Washington University
- Georgetown University
- Gonzaga University (2)
- Idaho State University
- Kenyon College
- Lewis and Clark College (2)
- Marymount Manhattan College
- Massachusetts Institute of Technology
- Missouri University of Science and Technology
- Northwest Nazarene University
- Pomona College
- Portland State University
- Purdue University
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology (2)
- Santa Clara University (2)
- Savannah College of Art and Design (2)
- Seattle University
- St. Mary’s College
- Syracuse University
- Texas Christian University
- Tufts University
- University of Arizona
- University of the Arts
- University of California, Davis (2)
- University of California, San Diego
- University of Denver
- University of Idaho (2)
- University of Missouri at Columbia
- University of Portland
- University of Puget Sound (3)
- University of Rochester (3)
- University of San Diego
- University of San Francisco (2)
- University of Utah Honors College (2)
- University of Virginia (2)
- University of Washington Honors College
- Wesleyan University
- Whitman College
- Willamette University (7)
Riverstone International School is a non-profit, independent school that relies on the generous support of families, friends, staff, and community organizations to supplement tuition revenue and provide support for our programs through volunteerism. Our students receive so much as a direct result of the time, talent, energy, and passions of the Riverstone community.

- The Parents’ Association (PA) kicked off the school year with two new events: BooHoo Yahoo Coffee following Convocation on the first day of school and an Ice Cream Social on the first Friday.
- They also continued to build community by organizing the Fall Carnival, Pumpkin Patch and Bake Sale, Book Fair Family Reading Night, Variety Show Pizza Dinner, and Meet the Seniors.
- Our parents volunteer as PA officers, room parents, fundraising committee members, classroom assistants, field trip chaperones, subject area experts, coaches, and more.
- The Merci lunch program flourished, bringing smiles to the staff on “Merci Lunch Day.” In addition to delicious lunches and treats, our parents often encouraged our students write notes to the teachers that gave them the opportunity to show their appreciation as well.
- In the month of May, Teacher Appreciation Week was extra special in the Elementary School. Every teacher was greeted with a personalized, hand decorated door.

A giant thank you to the PA leadership team and all our parents for their dedication to the school throughout the year.

★ President: Michelle Nenov
★ Vice President: Heather Webster
★ Secretary: Kim Liebich
★ Treasurer: Melanie Ernst
★ Elementary School Representative: Rachel Bergmann
★ Middle School Representative: Treacy Liebich
★ High School Representative: Ceci Bennett
★ Merci and Staff Appreciation Coordinator: Monica Macha
The Annual Fund is the lifeblood of any independent school’s fundraising efforts. Your gifts sustain every single aspect of the unique educational experience at Riverstone.

The 2013-2014 Annual Fund campaign received over $172,000 in gifts. We also reached 96% participation from parents, staff, and trustees, which is our 7th year achieving 95% participation or higher. More alumni and grandparents contributed than in the past as well, an amazing testament to our community.

We are grateful to the leadership of Rick and Ceci Bennett, and their committee who generously volunteered their time. Thank you to our donors for supporting our students; every contribution makes a difference in their lives.
ANNUAL FUND: A RIVER RUNS THROUGH US

THE SOURCE: Up to $999 CONTINUED

The Duque Family
Lance and Theresa Eckerell
Gery and Ann Edson
Jeff and Mary Eidson
Matt and Tarrah Elam
Terry Eldridge and Lisa Fernandez
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Kerry Fitzharris
Yunshu Geng
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Mike Guryan ☆
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David and Nana Hanchett
Jim and Jill Harper
Karla Haun ☆
Mitchell Hayes (’09) ✪
Lisa Hecht
Dan and Barbara Henderson
Toni Himmelman
Tran Thi Bao Hoang(’14)✪
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Tony and Gigi Huntley
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Alex and Britt Ide
Hayden Jared
Andrew and Evelyn Johnson
John and Dorothy Johnson☆
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Jean Paul and Ellen Jordan
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Kendall Automotive Group☆
Min “Need for Speed” Kim
Greg and Kristin Koenig
Oleg and Irene Kouskov
Deb Kristensen
Mariya Layurova(’14)✪
Jeffrey and Michelle Larsen
The Lazar Family
William and Cindy Lindner
Trevor Lindsay and Emily McClure
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Ze Ma and Qian Sun
Matthew Macha
The Macpherson Family
Elliott and Chasun Mark
Kipp and Deborah Martell
The Martens Family
Frank Martinez and Bonnie Shuster ☆
Theodore and Jackie Maybach
Jean McKinley
Jeff Menzner and Dawn King
Adi and Tamar Milstein
Greg and Tina Morgan
Uschi Mueller and Eckart von Reichman
Mickey and Gloria Myhre
Brad and Sarah Nelson
Jay Nelson
The Nessenger (’05) ✪
Niko Nenov✪
Nina Nenov✪
Trang Nguyen✪
Farrah Noonan
Joslyn Olnes (’07) ✪
Justin Olnes (’07) ✪
Thomas and Shirley O’Neil
Brian O’Neill and Rachel Taylor
Steve and Carolyn Owens
Rakesh and Ajnya Pai
Ler Lah and Thaw Thaw Pe
John and Teresa Pedersen
Wes and Sarah Peterson☆
Anh Pham (’14)✪
Jane Pierie
J Dean and Marte Pierson☆
Todd Predovich
Jeff and Rachel Pusch
Murali and Pragnyaa Ranganathan
Jiazheng Rao✪
Bill and Dot Rericha
Yvonne Rericha (’12) ✪
Audrey Richmond✪
Kevin and Jamie Richmond
Ken and Joanna Rizvi
The Roan Family
Eleri Roberts (’06) ✪
Thomas Roche✪
Kara Rock
The Rorner Family☆
Jeff and Tara Russell
Herta Salzmann☆
Howard and Rhonda Schaff
Ben and Nimi Schwartzman
Anurag and Astha Sharma

THANK YOU FOR YOUR SUPPORT!

✪ Student
❖ Alumni
☆ Parents of alumni who no longer have children attending Riverstone
※ Grandparents

OTHER GENEROUS DONORS

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Peter and Debbie Wachtell

Ella Shaughnessy ✪
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Bryant and Tanisha Townsend
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Glen Truslow and Penny Roberston ☆
Josh Udesen and Amy Ambrosier
The Utting Family ☆
Dave and Pearl Van De Graaff☆
Parents of Timmer Verhaegh
Renee Vomocil
Eddie and Anita Waggner
Justin and Stacey Walker
Trevor Wallace (’11) ✪
Yingnan Wang(’14)✪
Frederick Webster, Jr. and Marilyn Webster ☆
Jami Whitmer
Tracy and Mies Whittington
The Willnerd Family
Karen Woodhead
Evan and Julie Worthington
Jinfeng Wu
Burke Wyatt ✪
Caroline Wyatt✪
The Yu Family
Chang Zhang✪
Qiming Zhang✪

THE SOURCE: Up to $999

CONTINUED
ANNUAL AUCTION: A ROCK’N ROLLIN’ EVENING

“Calling all rebels, rockers, and Betty Crockers!” was the rallying cry for the 2014 Annual Auction, A Rock’n Rollin’ Evening. And sure enough, the call was heeded by our community with a packed house, a truly lively live auction, and stay-til-the-last-song-is-over dancing. Under the leadership of parents Mary Jane Murphy and Amy Bava, the auction committee created an evening of rock ‘n roll fun with great decor and fabulous costumes. We are grateful for the parents who so kindly donated many hours of their time and talent on the school’s behalf.

When the party was over, the net proceeds totaled over $145,000. Including employer matching contributions, the Riverstone community donated $62,850 to the Fund A Need, It’s A Beautiful Day. These funds were used to build a Preschool and Pre-Kindergarten playground and install an additional outside basketball court. Additionally, we were able to purchase laptops and other technology for our teachers.

The following list identifies our event sponsors and Fund A Need donors. We also thank everyone who donated towards complimentary tickets for our staff, as well as all of our generous donors and purchasers of silent, live, and dessert auction items.

OUR SPONSORS

Thank you to the Long family, RedBuilt, PCS Edventures, and Panaton for rocking our sponsorships!

FUND A NEED DONORS: IT’S A BEAUTIFUL DAY

$5,000+
Scott and Jennifer DeBoer
Stephen and Kimberly Fall
Terry and Kathleen Gilton
Kurt and Treacy Liebich
Marshall and Tabatha Simmonds

$2,500-$4,999
Philip and Beth Bartlett
Brian and Tory Goltry
Scott and Karen Peterson
Steve and Susan Tabb

$1,000-$2,499
Brian and Amy Bava
Oren and Hadar Ben Gal
Bob and Laurel Carignan
Sam and Cheri Jorgenson
Richard and Celeste Lee
Mark and Kim Liebich
William and Cindy Lindner
Tom Mahoney and Valerie Holst
Steve Miller and Sarah Hirsch
Michael and Mary Jane Murphy
Dejan and Michelle Nenov
Pete and Jenna Ness
John and Jill Perl
Scott and Sue Pierson
Joel and Teresa Poppen
Seth Price and Amy Cooper
Ceredig and Hannah Roberts
Alexander and Nicole Lagacé Toeldte

UP TO $999
Blue and Liza Atwood
Marty and Lydia Baird
Jason and Kirsten Bennett
Michael and Rachel Bergmann
Kevin Cahill and Danae Perez-Cahill
Ross and Heather Dermott
Anthony and Shauna Doerr
Phyllis Duncan
Juan Carlos and Amy Duque
Lance and Theresa Eckersell
Larry Flynn
Chris and Natalie Geoffros
Michael and Marilou Gibson
Lisa Hecht
Jennifer Horton
Scott Hurt and Michèle Drolet
Mauricio Inguanzo and Catalina Flores Gamino
Andrew and Evelyn Johnson
Adam Kaplan and Stephanie Hansen
Joel and Jane Kaserman
Greg and Kristen Koenig
Scott and Kelley Macpherson
Jeff Menzner and Dawn King
Adi and Tamar Milstein
Andrew and Robyn Olnes
John and Jill Perl
Jane Pierie

UP TO $999 CONTINUED
Ken Rizvi and Joanna Whitley
Ben Schwartzman and Nimi Sandhu
Caroline Sobota
Mark and Kathie Stilinovich
Dan Thurber and Brooke Linville
Stefan Uhlenbrock and Rita Klein
Scott and Tammy Van de Graaff
Fred and Heather Webster
James and Dina Wolf

Our new playground
ADDITIONAL GIFTS AND GRANTS

MALONE FAMILY FOUNDATION
We welcomed two new Malone Scholars in 2013-2014 for a total of six students! As one of 50 independent schools across the country to be awarded the prestigious Malone Family Foundation Grant, Riverstone is able to offer need-based scholarships to motivated and gifted students with financial need entering Grades 7-10. We are grateful to the Malone Family Foundation for their confidence in our school and support of these wonderful students.

J.A. AND KATHRYN ALBERTSON FOUNDATION
Riverstone received a second grant from the J.A. and Kathryn Albertson Foundation to continue our efforts in implementing the Khan Academy's learning experience in mathematics. As a grant recipient of “Rebooting Idaho Schools Using Khan Academy,” we were able to enhance our wireless internet connections and purchase additional computers. Thank you!

MICRON FOUNDATION
Micron Foundation generously supported Riverstone’s auction and brought hands-on science lessons to the Elementary School classrooms. They also support the Middle and High School Science Bowls our students participate in.

IDAHO GIVES
On May 2, 2014, Riverstone International School joined with Idaho’s non-profit organizations to celebrate in the state’s largest single-day fundraising efforts. Thank you to our alumni, parents, and friends who generously supported our school!

Marcia and Don Liebich ✴ Jennifer Ness  Jill and John Perl
Lisa Rendon and Michael Pelton  Dot and Bill Rericha ☆ Alan and Margaret Skille ✴

ADDITIONAL GIFTS
Riverstone International School receives donations that are not annual gifts or fund-a-need donations but are significant in amount and impact. We are also grateful for gifts and talents shared that have been directed to Parents’ Association events, classrooms, and school activities that are not listed below but have been important contributions to our students and school. We gratefully thank the following donors:

Bromley Charitable Trust
John and Amanda Corddry
Anurag and Astha Sharma  *(Smt. Gaura Devi Sharma Memorial Award)*

✴ Grandparents
☆ Alumni parents

The Annual Report covers the fiscal year starting July 1, 2013 and ending June 30, 2014. We have made every effort to ensure that all information is correct. If any errors or omissions are noted, we offer our apologies and ask that you notify Kathleen Gilton, Director of Community Engagement & Communications.
FINANCIAL INFORMATION

REVENUE

Revenue Categories:
- Tuition and Fees: 88.8%
- Extracurricular Activities: 7.7%
- Interest Income: 0.3%
- Fundraising and Grants: 3.2%

Revenue Highlights:
- Tuition and Fees: $4,518,102
- Fundraising and Grants: $375,018

EXPENSES

Expense Categories:
- Salaries and Benefits: 64.5%
- Student Experience: 18.0%
- Facilities: 14.2%
- Other Fees: 3.3%

Expense Highlights:
- Debt Reduction: Over $380,000
### RIVERSTONE BY THE NUMBERS

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<td>Malone School in Idaho</td>
<td>IB Programmes</td>
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<td>Schools in U.S. with PYP-MYP-DP</td>
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<td>Countries represented</td>
<td>Staff members</td>
<td>Countries learned in Passport Club</td>
<td>Students in 2013-2014</td>
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