



Annual Report

August 1, 2004

**Four Rivers Charter School
248 Colrain Road
Greenfield, MA 01301
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Mission

Four Rivers Charter School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum frameworks and an emphasis on character development for moral and social responsibility. Three central themes--nature, technology and community--pervade teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, fruitful interrelationship of the natural world, technology in its many forms, and the human community? The school works closely with parents and seeks both to serve and to learn from the many resources of Franklin County.

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Board of Trustees Letter

David Driscoll, Commissioner of Education
The Commonwealth of Massachusetts
Department of Education
350 Main Street
Malden, MA 02148-5023

Dear Commissioner Driscoll:

On behalf of the Board of Trustees, I am proud to present the first annual report of Four Rivers Charter School.

Four Rivers opened with 64 students in the 7th and 8th grades on September 2nd, 2003. The school facilities consist of the renovated 1777 Moses Arms house and a newly constructed GeoBarn structure housing the 7th and 8th grades. The founding faculty are highly capable and passionate educators who bring both experience and enthusiasm to Four Rivers.

Our first year of operation has presented both challenges and rewards that could not have been anticipated when our founders first proposed Four Rivers. With the vision, passion and energy of founder and director, Ed Blatchford, the school embarked on a journey where everyone is “crew, not passengers,” in the metaphor of the Expeditionary Learning Outward Bound school design. Faculty and staff met our many challenges with positive energy, extraordinary grace and resourcefulness. Faculty and staff began the implementation of the curriculum and the development of a positive school culture using the application of ELOB design principles and core practices. We were guided by our mission, committing us to educating young people for lives of learning and service and a rigorous academic program with an emphasis on character development for moral and social responsibility. Our school themes of nature, technology and community helped to guide the curriculum and shape our learning expeditions. Our students quickly adjusted to expectations for thoughtful and active inquiry in all areas of the curriculum and were partners in developing a code of conduct. Together we developed the school’s character virtues model with integrity at the core of a set of qualities including respect, perseverance, responsibility, courage, and compassion. We are indebted to the faculty and staff for their dedication, hard work and disciplined efforts that brought Four Rivers to life. Each day in this first year provided evidence that we were, indeed, moving toward the realization of our initial vision for Four Rivers.

We are fortunate to have strong and committed board of trustees who have worked long and hard to support the operation of the school. We look forward to our meetings and hearing the director’s monthly reports on the progress of the school and the highlights of student projects and fieldwork. We all have participated in many of the school-wide events and were deeply impressed with the quality of student work and their poise during

Exhibition Night presentations at the end of the year. The quality of two expeditions--one on “What is Waste?” and the other on “Community Cultivators of Franklin County” --were exceptional.

We saw several of our founding board members depart in the past year. Susan Durkee left when she assumed her post as assistant director, and Terry Plotkin resigned when he assumed his position as physical education teacher and coach. Margaret O’Connor and Angela Russek left the board to focus on their outside responsibilities. We were pleased to welcome David Roulston, Sandy Sayers, and Phyllis Nahman to the board, as well as our first parent trustee, Disa Pratt. We will continue to seek committed and talented community members for the board and intend to expand our number in the coming year.

The board initiated the first “Annual Fund Campaign” with a goal of raising \$25,000 for individual donors to support the school. I am pleased to report that we exceeded our fundraising goal by more than one thousand dollars. We are grateful to the trustees, friends and families of Four Rivers for their generosity and commitment to the school.

I would like to thank Harlan Smith, Director of Operations, for his outstanding efforts on behalf of the school; he is a master of detail and strategic planning. We could not have achieved the high level of success without his multiple talents.

We are indebted to our teachers and support staff for their dedication in developing a first-rate curriculum and to all our community members and parents for their continued support of Four Rivers Charter School.

Sincerely,

Daniel F. LaRose, Chair
Board of Trustees
Four Rivers Charter School

Executive Summary

On June 22, 2004, the final day of our first year, students, faculty, parents and trustees crowded into the classroom where the whole school had assembled each week. It was our last Community Meeting, and still we were doing something new—our first Moving Up Ceremony. One at a time, students stepped forward to be honored by their advisor for their unique contributions to the school and then to present a portfolio of their best work to their teachers in the grade ahead. It was a simple ritual that felt right. Students were proud of their work, teachers spoke with insight and humor, and there was a sense of relief and accomplishment in the room. Then a colorful banner was unfurled, with the message “Four Rivers 2003-04 – WE MADE IT!” Yes, students, faculty, parents and trustees had made it through our first year! More importantly, we had all, working together, *made* Four Rivers.

As the following sections of this report will show, Four Rivers has had a strong beginning. We are both proud of and grateful for the following accomplishments:

- Out of 117 applicants, 64 students were selected by lottery for the 7th and 8th grades at Four Rivers, and in the course of the year they formed a spirited and productive community of learners. Every student participated in our first Exhibition Night in June, at which samples of outstanding work from the year were presented to a large and appreciative gathering of parents and community members.
- The school attracted an experienced and highly capable founding faculty, dedicated to our mission and passionate about building a truly excellent charter public school. Through the stresses of a long first year, each continued to embody high standards of professionalism, modeling the dedication to learning and strength of character we expect of our students. Each of the full-time faculty members is returning; the team is strong.
- The faculty, with monthly professional development from Expeditionary Learning consultants, has designed an engaging and effective curriculum for grades 7 and 8, and the school is progressing well in implementing the core practices of the Expeditionary Learning model. Each of the four core teachers launched learning expeditions that engaged and challenged the students.
- The school has established clear and regular means of communication with parents and guardians through comprehensive quarterly progress reports, semi-annual student led parent/advisor conferences, monthly newsletters and Family Council meetings. Opportunities for parent involvement are many.
- Four Rivers is especially fortunate to have opened its doors in a unique facility well-matched to its program and mission, on an historic farm in Greenfield, accessible from all of Franklin County, adjacent to Greenfield Community College, and suitable as a permanent home for the school.

- The school has maintained a balanced budget in its first year and developed a healthy five-year budget projection as the school moves to full enrollment in 2008.
- The Board of Trustees has continued to fulfill its duties with dedication and enthusiasm. Ably led by Board Chair Daniel F. LaRose, the Board has met monthly, following a coherent action plan and effective committee work, and its steady work has been essential in ensuring a strong, stable beginning for the school.

However, we know this is just the beginning. Challenges remain:

- As a faculty, we are eager to move to the next level in several key areas of program development, including:
 - Strengthening our methods of assessment, to ensure that the school's standards of excellence and each student's progress toward them are more explicit and clearly understood;
 - Increasing our ability to address and challenge the range of learners we have, including those who are capable of more advanced work;
 - Fostering a stronger work ethic among some of our students, especially those who are not used to the level of homework and class involvement expected at Four Rivers;
 - Developing our 9th grade program and laying the foundations for a strong high school;
 - Deepening our implementation of the Expeditionary Learning model.
- As a board, we are determined to provide the planning and resources needed for the high school facility and the continued growth of Four Rivers.

The progress we made this year has been remarkable, and the effect of our school's mission and ethic of excellence is already being felt. We thank all who have helped build Four Rivers this year—our Board of Trustees, the founding faculty, and, not least, the pioneering students and their families.

Let the final words come from an eighth grade student, who wrote this reflection as part of the English component of his portfolio in June:

“Over this past year I have definitely learned many things in my writing. When I signed up for this school I knew it would be different, but I didn't know what I had gotten myself into. I thought that it's a new school just built, so this first year will be easier—oh no, not the case. I have worked harder than I have ever worked before. It seems this school is built to challenge each student to his/her fullest abilities.”

Edward Blatchford
Director

I. School Profile

Summary of Educational Philosophy

To fulfill its mission, the school is guided by four basic commitments we have articulated to students, parents and the community, and by our powerful affiliation with Expeditionary Learning Outward Bound.

1. *Expect the best.* Four Rivers expects high levels of achievement in academic learning, effort, and teamwork. We work with every student to reach for the “personal best”—which may be more than he or she thought was possible. Our teachers embody the enthusiasm, care, and commitment we look for in our students. The curriculum grows from the Massachusetts curriculum frameworks, with a strong emphasis on excellence in reading, writing and math, and it will prepare students for success on the MCAS tests and in college. Its real energy comes from the teachers working with small classes to develop challenging projects, through which students learn essential skills, knowledge, and values. They teach with clear standards for top quality work, respect for individual differences, and the conviction that every student can and wants to strive for the best.

2. *Learn by doing.* At Four Rivers, learning is active, not passive. Meaningful, engaging projects are central to our curriculum. Once the group is working well together, we go on “learning expeditions”—in-depth, multidisciplinary investigations of a theme or topic, guided by questions, that may extend over three or four weeks and up to ten weeks. Students do original research and fieldwork, often involving experts in the community. Expeditions promote responsibility and collaboration; they speak to diverse learning styles, reveal new strengths, and deepen understanding. Most culminate with an impressive presentation of what students learned to an audience of parents, peers, and interested community members.

3. *Explore big questions.* The school’s themes of nature, technology and community engage teachers and students in basic questions that promote active learning and bring them in touch with our area and our times. What does the natural world have to teach us? What does technology, and the creative power of invention behind it, offer us? How do they work together for the good of all? There is endless learning to be explored—and a cause to be served—in our themes. Our answers can shape the future, here in Franklin County and around the Earth.

4. *Build character and community.* At Four Rivers, the development of character and community are as important as academic achievement. Our school is small, with a place for everyone. Every student is known by all; each is valued as bringing a unique gift to the school. All of us are called on to think and act for the common good. Through our advisory program, our curriculum and the school culture, we strive to guide each

student's quest for the strength of character and insight to make healthy choices and set positive goals. We encourage student leadership and initiative in helping one another, strengthening our school, and serving the community beyond. We are also explicit and firm in our code of conduct, with no tolerance for behavior that is unsafe or hurtful to an individual or the community.

Expeditionary Learning Outward Bound: The methods for our mission.

Since its founding, Four Rivers has drawn strength from its affiliation with Expeditionary Learning Outward Bound (ELOB), a national non-profit model for comprehensive school reform. Expeditionary Learning is rooted in a rich tradition of innovative approaches to active learning, academic rigor, and character growth, and we believe it is an ideal partner to help us realize our mission and our charter. The Expeditionary Learning model is based on ten "Design Principles" and five "Core Practices".

The Design Principles, providing the philosophical underpinning of Expeditionary Learning, are listed here in their short form: *The Primacy of Self-Discovery, The Having of Wonderful Ideas, Responsibility for Learning, Empathy and Caring, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection, and Service and Compassion.*

The Core Practices describe Expeditionary Learning in action. ELOB has recently articulated an extensive set of benchmarks for each Core Practice, providing clear guidance to full implementation of the model. Here are the five Core Practices, with highlights from the benchmarks:

1. *Learning Expeditions:* Learning expeditions are long-term, in-depth investigations of a topic that engage students through authentic projects, advancing skills and content understanding aligned with state standards. The benchmarks give detailed indicators on implementing learning expeditions across the school; designing compelling topics and guiding questions; designing products and linked projects; incorporating fieldwork, local expertise, and service learning; and producing and presenting high quality student work.

2. *Active Pedagogy:* The model is not just about learning expeditions; it calls for using active and engaging instructional practices schoolwide, all the time. Benchmarks include teaching reading and writing across the disciplines; teaching math, science and social studies through inquiry; valuing the arts as a vehicle for learning; and using effective assessment practices.

3. *Culture and Character:* Benchmarks in this crucial area promote building a positive school culture and fostering character; ensuring equity and high expectations; fostering a safe, respectful and orderly community; promoting adventure and fitness; developing a professional community; and engaging families in the life of the school.

4. *Leadership and School Improvement:* Leaders in Expeditionary Learning schools provide leadership in curriculum, instruction and school culture. Benchmarks also call for sharing leadership and building community partnerships, using multiple

sources of data to improve student achievement; and assessing school progress and planning for improvement continually.

5. *Structures*: Expeditionary Learning benchmarks in this area focus on ensuring that schedules accommodate project work and flexible grouping, as well as time for planning and professional development for faculty. Still more importantly, they call for ways for all students to be known well and supported by caring adults.

Expert Expeditionary Learning consultants provide our staff with support in implementing the core practices, regular coaching matched to our students and curriculum, a variety of workshops at Expeditionary Learning sites during the school year and the summer, and a national network of other Expeditionary Learning schools from which to learn and grow.

Summary of external standardized test results

The MCAS and the Terra Nova Basic Multiple Assessments will provide external standardized test results for the school. At this time, however, MCAS scores from this Spring in 7th and 8th have not yet been reported by the state, and we have had difficulty getting MCAS scores from previous years for our students in sufficient numbers to provide a meaningful profile of our classes. We administered the Terra Nova in the fall of 2003 to establish a baseline, and again in June, 2004 to measure progress this year. The June 2004 Terra Nova test results have not yet been received. Here are highlights of the Fall 2003 results, reported in normal curve equivalents and national percentile ranges:

Terra Nova Basic Multiple Assessments, Fall, 2003			
<i>Grade & Assessment Area</i>	<i>No. of students (No. w/ accommodations)</i>	<i>Mean Normal Curve Equivalent</i>	<i>Range low to high National Percentile</i>
7 th Reading	32 (7)	66.0	16-99
7 th Language	32 (7)	65.2	19-97
7 th Mathematics	32 (7)	62.5	19-93
8 th Reading	32 (6)	66.8	17-98
8 th Language	32 (6)	61.4	8-97
8 th Mathematics	32 (7)	61.4	16-99

Summary of internal assessment results

The school administered a Parent Survey in June to gauge satisfaction and begin to assemble data for planning and accountability. Response to the survey came from 33 families, representing 34 of our 64 students, or 53%. Among other things we learned from the survey was the necessity of administering it earlier in the spring, to allow ample time for reminders so that a fuller percentage of families will be represented. We also plan to adjust and enlarge the range of questions, and include student and staff

perspectives. Responses to open-ended questions are still being processed. Here are the survey statements on topics relevant for this report, with the percentage of parents responding who indicated they “Agree” or “Strongly Agree” with the statement.

Four Rivers Parent Survey Spring 2004	Percent who “Agree” or “Strongly Agree”
I generally understand the educational approach used at Four Rivers	97%
Academic expectations at the school are clear	85
I am satisfied with the amount of academic challenge in my child’s school program	82
The progress reports help me understand my child’s school experiences and achievement	94
I am satisfied with the amount of homework assigned to my child	67
I am satisfied with the amount of academic support and extra help available to my child	91
My child is held to higher expectations of academic performance than at previous school	84
The school succeeds in creating a positive social and emotional environment	94
Behavioral expectations at school are clear	91
The school is helping my child grow as a person and develop strengths of character	88
I believe at least one of my child’s teachers knows and understands him or her well	88
The newsletters and mailings create a good communication system within the school	91
Communication from and with teachers is easy and adequate	85
Communication from and with the school administration is easy and adequate	97
The school has built a strong sense of community among students, staff and families	78

Number of instructional days

Four Rivers completed 180 instructional days in the past school year, starting September 2, 2003 and ending June 22, 2004. School began at 8:00 am; dismissal was at 3:25 pm.

II. Accountability

School Performance in Relation to Accountability Plan

As a school just completing its first year of operation, Four Rivers is submitting its Accountability Plan at the same time as this Annual Report. We have chosen to add comments on our progress in the first year in the context of the draft Accountability Plan. Comments are printed in italics, under the indicators for each goal. Obviously, they are incomplete and just the beginning.

Accountability Plan: 2004-2008

Submitted: August 1, 2004

FOUR RIVERS CHARTER SCHOOL MISSION

Four Rivers Charter School is dedicated to educating young people for lives of learning and service. The school offers a rigorous academic program aligned with the Massachusetts curriculum frameworks and an emphasis on character development for moral and social responsibility. Three central themes--nature, technology and community--pervade teaching and learning at the school, engaging students and teachers in a fundamental question of our times: how do we find the healthy, fruitful interrelationship of the natural world, technology in its many forms, and the human community? The school works closely with parents and seeks both to serve and to learn from the many resources of Franklin County.

ACADEMIC SUCCESS

GOAL 1: *English Language Arts -- Writing*

Students at Four Rivers Charter School will be able to communicate clearly in writing for different purposes and audiences.

Indicators

- MCAS: 70% of students who have attended Four Rivers Charter School (FRCS) for at least two years will attain Proficiency on the ELA MCAS in the 10th grade, and at least 90% will pass in 10th grade.
- MCAS: Students in grade 10 who have attended FRCS for at least two years will

- achieve an average score on the 10th grade ELA MCAS at or above the average scores of the Franklin County schools from which these students were drawn. (Note: The average scores of the sending schools will be calculated as a weighted mean.)
- Terra Nova: Students in grades 7, 8 and 9 will have an average improvement annually of 4 Normal Curve Equivalent (NCE) points in Language on the Terra Nova Basic Multiple Assessments.
 - Passage Portfolio: 90% of students will successfully meet the requirements in the Writing component of Passage Portfolios at 8th and 10th grades.
 - Progress Reports: 95% of all students will show improvement in at least one of the core standards in Writing on their Progress Reports over the course of the three marking periods each year.

Performance in first year:

- *No results are available for MCAS. Students in 7th grade took the English Language Arts tests this spring. When these results come in, they will give us important data on our students, even though the MCAS indicator above will not be fully addressed for several years.*
- *Terra Nova was given in the Fall of 2003 to 7th and 8th grade to establish a baseline. It was administered again in June, 2004, and the results are not yet available. The Mean Normal Curve Equivalent in Language was 65.2 for 7th grade and 61.4 for 8th.*
- *Passage Portfolios will be fully implemented for the upcoming 8th grade. This year the faculty established a simplified portfolio requirement for 7th and 8th grade. With much effort at the end of the year, between 85% and 90% of the students in 7th and 8th met the writing requirements.*
- *Progress Reports: Data not yet in suitable form for this indicator; we are working on a simpler way to quantify progress.*

GOAL 2: English Language Arts -- Reading

Students at Four Rivers Charter School will be able to effectively comprehend, analyze and interpret literature and non-fiction texts.

Indicators

- MCAS: 70% of students who have attended FRCS for at least two years will attain Proficiency on the ELA MCAS in the 10th grade, and at least 90% will pass in 10th grade.
- MCAS: Students in grade 10 who have attended FRCS for at least two years will achieve an average score on the 10th grade ELA MCAS at or above the average scores of the Franklin County schools from which these students were drawn.
- Terra Nova: Students in grades 7, 8 and 9 will have an average improvement annually of 4 Normal Curve Equivalent (NCE) points in Reading on the Terra Nova Basic Multiple Assessments.
- Passage Portfolio: 90% of students will successfully meet the requirements for the Reading component of the Passage Portfolios at 8th and 10th grades.

- Progress Reports: 95% of all students will show improvement in at least one of the core standards in Reading on their Progress Reports over the course of the three marking periods each year.

Performance in first year:

- *No results are available for MCAS. Students in 7th grade took the English Language Arts tests this spring. When these results come in, they will give us important data on our students, even though the MCAS indicator above will not be fully addressed until 2006..*
- *Terra Nova was given in the Fall of 2003 to 7th and 8th grade to establish a baseline. It was administered again in June, 2004, and the results are not yet available. The Mean Normal Curve Equivalent in Reading was 66.0 for 7th grade and 66.8 for 8th.*
- *Passage Portfolios will be fully implemented for the upcoming 8th grade. This year the faculty established a simplified portfolio requirement for 7th and 8th grade. With a push, 90% of the students in 7th and 8th met the Reading requirements.*
- *Progress Reports: Data not yet in suitable form for this indicator; we are working on a simpler way to quantify progress.*

GOAL 3: Math

Students at Four Rivers Charter School will be able to apply mathematical knowledge and skills to solve problems.

Indicators

- MCAS: 60% of students who have attended FRCS for at least two years will attain Proficiency on the Math MCAS in the 10th grade, and at least 90% will pass in 10th grade.
- MCAS: Students in grades 8 and 10 who have attended FRCS for at least two years will achieve an average score on the 10th grade Math MCAS at or above the average scores of the Franklin County schools from which these students were drawn.
- Terra Nova: Students in grades 7, 8 and 9 will have an average improvement annually of 4 Normal Curve Equivalent (NCE) points in Math on the Terra Nova Basic Multiple Assessments.
- Passage Portfolio: 90% of students will successfully meet the requirements for the Math component in Passage Portfolios at 8th and 10th grades.
- Progress Reports: 95% of all students will show improvement in at least one of the core standards in Math on their Progress Reports over the course of the three marking periods each year.

Performance in first year:

- *No results are available for MCAS. Students in 8th grade took the Math test this spring. When these results come in, they will give us important data on our students, even though the MCAS indicator above will not be fully addressed for another year.*
- *Terra Nova was given in the Fall of 2003 to 7th and 8th grade to establish a baseline. It was administered again in June, 2004, and the results are not yet available. The Mean*

- Normal Curve Equivalent in Math was 62.5 for 7th grade and 61.4 for 8th.*
- *Passage Portfolios will be fully implemented for the upcoming 8th grade. This year the faculty established a simplified portfolio requirement for 7th and 8th grade. In 7th grade 80% of the students met the Math requirements; in 8th grade 81% met the requirements..*
 - *Progress Reports: Data not yet in suitable form for this indicator; we are working on a simpler way to quantify progress.*

GOAL 4: Science

Students at Four Rivers Charter School will be able to apply scientific knowledge and methods to solve problems and conduct experiments and research.

Indicators

- **MCAS:** Students in grades 8 and 10 who have attended FRCS for at least two years will achieve an average score on the 8 and 10th grade Science MCAS at or above the average scores of the Franklin County schools from which these students were drawn.
- **Research:** 95% of students will complete a Science research project related to the school themes and of portfolio quality annually.
- **Passage Portfolio:** 90% of students will successfully meet the requirements for the Science component in Passage Portfolios at 8th and 10th grades
- **Progress Reports:** 95% of all students will show improvement in at least one of the core standards in Science on their Progress Reports over the course of the three marking periods each year.

Performance in first year:

- *No results are available for MCAS. Students in 8th grade took the Math and the Science & Technology tests this spring. When these results come in, they will give us important data on our students, even though the MCAS indicator above will not be fully addressed for another year.*
- *Research: Criteria for this goal have not yet been set.*
- *Passage Portfolios will be fully implemented for the upcoming 8th grade. This year the faculty established a simplified portfolio requirement for 7th and 8th grade. In 7th grade, the requirement was met by 90% of the students; in 8th grade it was met by 75% of the students.*
- *Progress Reports: Data not yet in suitable form for this indicator; we are working on a simpler way to quantify progress.*

GOAL 5: Social Studies/History

Students will be able to apply historical insights and research skills to better understand United States and world history.

Indicators

- MCAS: Students who have attended FRCS for at least two years will achieve an average score on the 10th or 11th grade Social Studies/History MCAS at or above the average scores of the Franklin County schools from which these students were drawn.
- Research: 95% of students will complete a Social Studies/History research project related to the school themes and of portfolio quality annually.
- Passage Portfolio: 90% of students will successfully meet the requirements for the Social Studies/History component in Passage Portfolios at 8th and 10th grades.
- Progress Reports: 95% of all students will show improvement in at least one of the core standards in Social Studies/History on their Progress Reports over the course of the three marking periods each year.

Performance in first year:

- *No results available for MCAS.*
- *Research: The criteria for this goal have not been set.*
- *Passage Portfolios will be fully implemented for the upcoming 8th grade. This year the faculty established a simplified portfolio requirement for 7th and 8th grade. In 7th this year, over 87% of the students met the Social Studies/History requirement; in 8th grade 84% met the requirement.*
- *Progress Reports: Data not yet in suitable form for this indicator; we are working on a simpler way to quantify progress.*

ORGANIZATIONAL VIABILITY

GOAL 6: Enrollment

Four Rivers Charter School will be fully enrolled each year.

Indicators

- The school will reach its goal of growth by 32 students/year to full enrollment in 2007-08.
- 90% percent of the students eligible and able to return to Four Rivers Charter School will reenroll for the following school year.
- Applications each year will exceed the number of places available by 25%.

Performance in first year:

- *The school met this goal this year with 64 students in 7th and 8th, and has full enrollment for 7th, 8th and 9th for 2004-05.*
- *With 90.6% reenrollment of students eligible and able to reenroll, this goal was met.*
- *Applications for 2003-04 exceeded places available by 82%. There were 64 applications for 32 spaces in 7th, and 53 applications for 32 spaces in 8th.*

GOAL 7: Faculty

Four Rivers Charter School will retain qualified, committed and effective full-time teachers.

Indicators

- The school will retain annually 75% of the full-time teachers who have received good or outstanding evaluations and who are able to continue teaching at Four Rivers Charter School.
- In an annual survey, at least 75% of the parents responding will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support, and communication.

Performance in first year:

- *The school has retained 100% of full-time faculty, each of whom was performing at high levels.*
- *In our first Parent Survey this June,*
 - *82% of the parents responding indicated they agree or strongly agree with the statement: “I am satisfied with the amount of academic challenge in my child’s school program.”*
 - *91% indicated they agree or strongly agree with the statement: “I am satisfied with the amount of academic support and extra help available to my child.”*
 - *85% indicated they agree or strongly agree with the statement: “Communication from and with teachers is easy and adequate”*
 - *97% agree or strongly agree with the statement: “Communication from and with the school administration is easy and adequate.”*

GOAL 8: Board

The Board of Trustees, as the governing body of Four Rivers Charter School, will fulfill its responsibilities to set policies, monitor progress, and plan effectively for the needs of the school.

Indicators

- The Board will meet monthly and maintain membership consistent with the by-laws.
- The Board will set goals annually with the school director and will evaluate the director based on those goals.
- The Board will oversee the Accountability Plan through semi-annual reports from the director.
- The Board will develop, implement and assess a Board Action Plan annually.

Performance in first year:

- *The Board met every month of the year, maintaining at least the minimum number of 10 members consistent with by-laws.*

- *Goals were set with the director early in the Fall of 2003, and a comprehensive evaluation was completed in June, 2004*
- *A Board Task Force on Accountability participated greatly in the development of our Accountability Plan. The full Board approved it in July.*
- *The Board developed a Board Action Plan in 2003 and has been monitoring it regularly. It was assessed in a June Board retreat, and a new Action Plan will be drafted for 2004-05.*

GOAL 9: Finances

Four Rivers Charter School will be a fiscally sound and solvent organization.

Indicators

- Annual expenditures, excluding depreciation, will not exceed annual revenues.
- The school will attain a cash reserve equivalent to three months' operating expenses by the end of the 5th year.
- The school will meet the annual fundraising goals established by the Board of Trustees in the annual approved operating budget.
- The annual independent audit for Four Rivers Charter School will report no major findings.

Performance in first year:

- *For details of meeting this goal, see the financial records in Financial Profile section. The annual expenditures in 2003-04 have not exceeded revenues.*
- *See financials. Progress toward this goal is being made.*
- *The school exceeded its Annual Fund goal of \$25,000.*
- *An independent audit is underway but not yet complete.*

FAITHFULNESS TO CHARTER

GOAL 10: Themes: Nature, Technology, Community

Four Rivers Charter School will use the themes of nature, technology, and community to engage and advance student learning.

Indicators

- Once per year, all students will complete individual or small group projects that address the essential question in the school's mission: *How do we find the healthy, fruitful interrelationship of the natural world, technology in its many forms, and the human community?* 90% of these projects will be of *Meeting* quality, as judged by the evaluations of experts and visitors to the school.

Performance in first year:

- *The criteria for this goal were not set in time for results from this year. To speak anecdotally, one can observe that three of our four Spring learning expeditions addressed the question, and culminating project work done in those expeditions was to a very high standard.*

GOAL 11: Character & Community

Four Rivers Charter School will engage students in character growth and service to the school and the community.

Indicators

- Students will engage in effective goal-setting for personal and academic growth, as documented in advisory records and student-led conferences.
- The school will maintain a positive school culture, as reflected in an annual survey of parents and students, student and faculty retention, and observations by visiting educators.
- Students will participate in service activities within the school and in the Franklin County community, as documented by advisory records and portfolios.

Performance in first year:

- *97% of students engaged in goal-setting for personal and academic growth at the Fall and Spring student-led parent/student/advisor conferences. Goals were set during the Fall conferences and reviewed at the Spring conference, with new goals set. Measures for documenting the effectiveness of the goal setting still need to be developed.*
- *In the school's first Parent Survey this June the following elements of a positive school culture were addressed:*
 - *94% of the parents responding agreed or strongly agreed with the statement "The school succeeds in creating a positive social and emotional environment."*
 - *88% of parents responding agreed or strongly agreed with the statement "The school is helping my child grow as a person and develop his or her strengths of character."*
 - *97% of parents responding agreed or strongly agreed with the statement "I believe that at least one of my child's teachers knows and understands him or her well."*
 - *Faculty retention (100% of full-time faculty) and student retention (over 90%) also speak to this goal.*
 - *Observations by visiting educators have not been recorded in a systematic form this year. Anecdotal comments are very positive.*
- *The simplified portfolio format for 7th and 8th grade this year did not include documentation of service activities; it will next year. Examples of student service to the school and Franklin County community, as documented in advisory or progress reports, include: building benches for the school; 7th grade project of building containers for student-designed improved waste disposal; 7th grade learning expedition on "What is waste?" examined the effectiveness of the school systems for waste management, presented suggestions for improvement, then designed and built wooden containers to*

improve waste handling; 7th grade also researched, wrote, and distributed to the community a “Field Guide to Being a Teen in Franklin County”; 8th graders identified, interviewed and wrote a booklet about 16 leaders in Franklin County as part of their “Community Cultivators” expedition; 7th grade students stenciled environmental messages on storm drains in the central part of Greenfield. Students also took part in daily cleaning of classrooms, and some participated in cleaning or maintaining the grounds.

GOAL 12: Expeditionary Learning

The school will implement and disseminate Expeditionary Learning Core Practices.

Indicators

- The school will continue to improve its implementation of Expeditionary Learning Core Practices, as evidenced on the annual implementation review scoring by Expeditionary Learning consultants.
- The school will disseminate practices and products expressive of high quality Expeditionary Learning Core Practices to other schools and communities annually.

Performance in first year:

- *In its first Implementation Review conducted by the Expeditionary Learning for Four Rivers, the results were promising. On a scale of 0 – 4, with 0 indicating no implementation and 4 indicating full implementation, the school earned an average rating of 2.4 Here is a central paragraph from the report:*
“Four Rivers scores twos and threes on all benchmark indicators. This is a significant achievement for a first year school and a testimony to the quality of teachers you have brought together in Greenfield. Four Rivers achieved particularly high scores in the areas of School Culture and Character at the classroom level and creating a professional learning community school-wide. Although it took time for some teachers to plunge into the expeditions, the ones that were launched produced high levels of student engagement and quality work...”
- *Two examples of dissemination of Expeditionary Learning practices are the “Guide for Teens in Franklin County,” written by the 7th grade, which was distributed to the Community Coalition for Teens and other places serving teens; and the booklet A Little More than Just People written by the 8th grade as part of their “Community Cultivators” learning expedition, which will be purchased by Expeditionary Learning Outward Bound as an example of high quality work, and which is for sale at the main bookstore in Greenfield.*

III. Governance Profile

Board of Trustees

Chairman, Daniel F. LaRose, Professor, Greenfield Community College, 3-year term ending July 2005, Facilities and Finance Committee, Development Committee

Vice Chair, Linda Cavanaugh, Professor, Greenfield Community College, 2-year term ending July 2004, Facilities and Finance Committee

Treasurer, Benjamin Murray, President, Kistner Foundation-Red Gate Farm, 3-year term ending July 2005, Facilities and Finance Committee

Secretary, Sandra Sayers, Director of Development, Franklin Medical Center, 1-year term ending July 2004, Development Committee

Marie Bartlett, Parent, Community Volunteer, 3-year term ending July 2004, Personnel Policies Committee, Committee on Trustees, Development Committee

Edward Blatchford, Director, Four Rivers Charter School, *ex-officio*

Alan Fraker, College Counselor, Assistant Headmaster, Montclair-Kimberly Academy, 3-year term ending July 2004, Accountability Task Force

Phyllis Nahman, Professor Emeritus, Greenfield Community College, 3-year term ending July 2006, Committee on Trustees

Disa Pratt, Owner/Manager, Disa's, Brattleboro, VT, 3-year term ending July 2006, Development Committee, Facilities and Finance Committee

David Roulston, Attorney-at-Law, Greenfield, MA, 3-year term ending July 2006, Development Committee

Monica Witty, Human Resources, Wal-Mart, Orange, MA, 3-year term ending July 2005, Personnel Policies Committee

Board of Trustees Meetings

All trustee meetings in the school year 2003-04 were held at the school, 7:00-9:00 p.m., on the third Monday of each month. An all-day trustee retreat was held June 12, 2004. Beginning in September meetings will be held on the second Monday of the month, except for October when it will meet on the third Monday.

Major Policy Decisions of the Board of Trustees 2003-2004

- Voted “to approve the Four Rivers Charter School Proposed FY 2004 Operating and Capital Budgets as presented by management, to include: Total Revenues of \$723,452 with a decrease of net assets of \$78,598
- Voted “to authorize the Chairman, Director and Secretary to enter into agreements titled ‘SUMMARY OF TERMS AND CONDITIONS FOR \$375,900 GUARANTY OF LEASE OF PROPERTY TO FOUR RIVERS CHARTER SCHOOL BY MYQROE, LLC.’ with America’s Charter School Finance Corporation, MYQROE, LLC to finalize loan arrangement with Greenfield Cooperative Bank; and to take advantage of lease enhancements and loan enhancements guaranteed by America’s Charter School Finance Corporation, committing Four Rivers Charter School to terms as described in the agreement titled ‘SUMMARY OF TERMS AND CONDITIONS FOR: \$375,900 GUARANTY OF LEASE OF PROPERTY TO FOUR RIVERS CHARTER SCHOOL BY MYQROE, LLC.’ Dated September 30, 2003 which has been reviewed by the board.”
- Voted “to authorize the establishment of a savings account at Greenfield Cooperative Band, with Ed Blatchford, Dan LaRose, and Harlan Smith as signatories, in order to actualize the agreement entered into with the bank, ACSFC, and MYQROE, LLC.
- Voted “to accept the recommendations of the Committee on Trustees on the protocol for the selection of trustees entitled ‘Shaping the Board’ and ‘Expectations of Board Members’ .”
- Voted “to adopt the Board Action Plan for 2004-2005.”
- Voted “to authorize the Finance and Facilities Committee to proceed with negotiations, decisions, and agreements that will finalize Phase II construction plans, schedule, and lease revisions.”
- Voted “to adopt FY ’04 Budget Revisions”
- Voted “to adopt a resolution for Paychex’ Premium Only Plan”
- Voted “to authorize the Director to establish a Section 125 Pre-Tax Contribution Program for employees’ shares of their school-sponsored health insurance premiums, and to authorize the Director and, as necessary officers of the Board of Trustees to sign any related documents needed to effectuate this Program.”
- Voted “to amend the lease of January 27, 2003 between Four Rivers Charter School and MYQROE , LLC and remove paragraph 39” of the lease
- Voted “to add the word ‘Public’ to the name of the school, making it “Four Rivers Charter Public School.”
- Voted “to approve the Accountability Plan.”

Summary of Official Complaints

There were no official complaints received by the Board of Trustees for the 2003-2004 school year.

IV. Student Profile

Total Enrollment: 64

Student Demographics

Race:

1 Black	2%
2 Asian	3%
61 White	95%

Free and Reduced Lunch:

19 Qualified	30%
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Enrolled in Special Education: 12 19%

Limited English Proficient: 0

Linguistic Minorities: 0

Total Number of Student Applications Received by Town

Town	Grade 7	Grade 8
Amherst	1	0
Bernardston	3	2
Buckland	1	0
Colrain	0	1
Conway	5	4
Deerfield	2	2
Erving	6	0
Gill	4	0
Greenfield	15	27
Hadley	0	1
Hardwick	0	1
Leverett	1	1
Leyden	1	5
Montague	7	3
Northfield	3	1
Orange	5	3
Plainfield	1	0
Shelburne	4	2

Shutesbury	1	0
Sunderland	2	0
Warwick	1	0
Wendell	1	1

Grade 7:

64 Applications for 32 Spaces

Grade 8:

53 Applications for 32 Spaces

Demand ratio: 117/64

Student Turnover Data

Total number of students who left during the school year: 2

Both students had wanted to stay at their former school, but parents wanted them at the Four Rivers. Parents finally relented and allowed both students to return to their local school. Both students were immediately replaced with new students from our Wait List.

Total who finished the school year but are not returning: 8

- 1 *Moving out of the country*
- 1 *Transferring to private school where sibling attends*
- 1 *Transferring to county vocational high school*
- 2 *Transferring to their local public school because of time/distance issues*
- 2 *Transferring to local public school--social issues*
- 1 *Failing Student--decided to pursue alternative education*

Expulsions and Suspensions

Number of Students Expelled	0
Number of In-School Suspensions	8 incidents (5 Students)
Number of Out-Of-School Suspensions	14 incidents (7 Students)

Summary of Reasons:

Aggressive Behavior	9
Unsafe Behavior	6
Disruptive Behavior/Disrespect	5
Harassment	1
Property Damage	1

Attendance Rate Average Daily Attendance for the Year = 93.7%

September	97%
October	97%
November	95%
December	93%
January	93%
February	92%
March	90%
April	93%
May	94%
June	93%

V. Staff Profile

Edward Blatchford, Director and Co-founder

B.A. American Studies, Yale University; M.A. English and American Literature, Columbia University; M.S. Special Education, Adelphi University. Ed is an experienced teacher and school leader. He was head of an independent school in Connecticut for 10 years, founded an alternative middle school, and earlier taught and served as an administrator at two independent middle and high schools. Prior to founding Four Rivers, he taught composition at Greenfield Community College.

***Ellen Clegg, Music**

B.A., Psychology, Oberlin College; M.S., Education. Ellen is a percussion teacher at Greenfield Community College and Valley Community Music School, and a frequent percussion performer in Western Massachusetts and further afield. She also has her own business, *Found Sounds: Community Through Rhythm*, offering classes, workshops and community events.

***Amanda Damon, Spanish**

B.A., Spanish and Latin American Studies, University of Massachusetts/Amherst. Currently enrolled in Masters Program in Teaching a Second Language, School for International Training. Amanda also studied abroad in Spain and Paraguay. She has taught Spanish at Greenfield Community College and Northampton High School, and has also served as emergency medical and police dispatcher.

Susan Durkee, Assistant Director and Co-founder, Art and Skills Teacher

B.F.A. in Sculpture, 1984; M.F.A. in English, 2001, University of Massachusetts/Amherst. She is doing graduate work in Special Education and was a member of the Friends and Faculty Network at UMass, an organization to which one is nominated for outstanding service to students with learning disabilities. Susan has three years of experience teaching Art in grades K-6 and five years teaching writing at the college level.

***Dr. William Fogel, School Counselor**

Ph.D. Child Clinical Psychology, St. John's University, 2000; B.A. Psychology and Education, Hampshire College, 1986. Bill has worked in clinical and school settings for 10 years and most recently served as school psychologist in the Greenfield Public Schools

***Deb Gerry, Consultant/Special Education Administrator**

B.S. Education, Fitchburg State College, 1977; M.A. Educational Administration, Vermont College, 2002; Wilson Language Training, Level One Certification. Deb has twenty-four years of experience in the field of Special Education, working as a teacher and an administrator.

***Steve Howland, Technology Coordinator**

B.A. English, University of Massachusetts/Amherst, 1989; M.Ed. in TESOL (Teaching of English as a Second Language), Elms College, 1997. Steve has worked as an ESL instructor, and currently teaches English, ESL and Computer courses at Greenfield Community College. He is the founder of Blue Fox, Inc., an Internet service company providing web design, database programming, and technical support.

***Walker Korby, Nature Studies**

B.A. Anthropology, University of Massachusetts/Amherst, 1998; he is currently pursuing an M.S. in Geography. Walker has studied at the Jon Young Wilderness Awareness School and is an experienced Nature Studies teacher. He has taught Tracking and Nature Awareness at the middle school level, and is skilled in the use of GPS devices and bio-mapping.

Matthew Leaf, 7th grade English and Social Studies

B.A. Anthropology with a minor in Religion, Kenyon College, 1996. Matt has 7 years of middle school classroom experience, and is also trained to teach Nature Studies and Outdoor Education.

Amanda Locke, 7th grade Science and Math

B.A. Communication Studies with a minor in Environmental Studies, Hamilton College, 1997; M.S. Environmental Education with Middle School General Science Certification, Antioch New England Graduate School, 2003. She has nine years experience as an Outdoor Educator and as a Life Skills teacher in youth groups. She has completed a year-long internship teaching high school Science.

***Terry Plotkin, Physical Education**

B.A. Economics, University of Massachusetts/Amherst, 1976. Terry has worked for several years as a coach of Ultimate Frisbee, and has worked as a paraprofessional in Special Education. He has also run afterschool programs in Greenfield schools.

Leif Riddington, 8th grade English and Social Studies

B.A. English Literature, University of Massachusetts/Amherst, 1994; M.Ed. State Certification with Advanced Standing in Middle and Secondary School English, 1996. Leif has nine years of middle school classroom experience; he is also an executive board member of the National Writing Project Western Massachusetts site at UMass/Amherst.

Deirdre Scott, 8th grade Science and Math

B.S. Public Health, University of Massachusetts/Amherst, 1977; M.S. Plant and Soil Science, University of Massachusetts/Amherst, 1993; Certified 5-8 General Science and 9-12 Biology. Deirdre has 20 years experience as an educator, including nine years teaching 8th grade science. She has also taught reading and computer skills.

Harlan Smith, Director of Operations

B.A. Sociology, Tufts University; Master of Hospital Administration, University of Minnesota/Minneapolis. Harlan has 31 years of experience in financial management, including 13 years as President and CEO of Franklin Medical Center in Greenfield. He has also served on the Board of Trustees of Greenfield Community College and on the Board of Directors of the Franklin County Chamber of Commerce.

Leslie Taylor, School Secretary

B.A. American Studies and English, Colby College, 1979. Leslie has worked as an administrative assistant for 20 years in business and educational settings, and most recently worked as Executive Assistant at a regional history museum.

***Anne Tumblin-Haxo, Learning Specialist**

B.A. Education/Special Needs, Elms College, 2000. Anne has three years experience in Special Education at the elementary and middle school levels. She is certified in Special Needs (K-9).

** part-time positions*

Faculty

Full-time Classroom Teachers

4 (all Highly Qualified; 3 with masters degrees)

Part-time Teachers

8 (2.8 FTE; all academic teachers Highly Qualified, one with masters; non-academic teachers include one with masters, one with PhD)

Average Class size: 16

Teacher Turnover

All full-time teachers are returning (0% turnover); 6 of 8 part-time teachers are returning (25% turnover, representing .45 FTE). There was no turnover during the school year.

VI. Financial Profile

SCHOOL FINANCIAL STATEMENTS AND INFORMATION (Unaudited) Year Ended June 30, 2004

The following financial statements and information have been prepared by the management of the school and are unaudited.

Financial Highlights

Four Rivers Charter School had revenues of \$857,919 for the year ended June 30, 2004, of which 91% were operating revenues and 9% were non-operating revenues (private grants, contributions, etc.) The school earned total income of \$21,458 for the year, which was comprised of an operating loss of \$57,695 and non-operating revenue of \$79,153.

Results of Operations

Four Rivers Charter School's budget was amended as the first year progressed. The original budget included \$723,452 in revenues and \$755,135 in operating expenditures (excluding depreciation). The amended budget increased revenues to \$918,959 as a result of a larger than anticipated allocation of Federal Start-Up Grant funding and a new \$50,000 restricted grant from Four Rivers Educational Foundation, Inc. Budgeted operating expenses increased from \$755,135 to \$889,587 largely as a result of increased spending commitments associated with grants.

During the fiscal year ended June 30, 2004, Four Rivers Charter School had approximately 64 students and received \$568,039 in per pupil funding, which represents 66% of the school's revenue. In addition, Four Rivers Charter School received various federal and private grants, which totaled \$199,569 and \$50,500 respectively.

At the end of the fiscal year, the Commonwealth of Massachusetts DOE upwardly revised the per pupil tuition formula which increased revenue in that category from an amended budget of \$516,864 to \$568,039. A large portion (\$91,152) of the budgeted Federal Start-Up Assistance Grant revenue and its associated expenses has been deferred to fiscal year 2005 due to timing of purchases associated with the grant.

Budget for Fiscal Year 2005

The budget presented for the 2004-2005 school year reflects a planned enrollment of 102 students. The budget continues to support a commitment to the Expeditionary Learning curriculum model and the acquisition of technology to support the school's mission. Private foundation support to maintain a gradual expansion of the school to its full enrollment is strong, and a third and final year of Federal Start-up Assistance funds is included. Capital expenditures are therefore reflected within the full operating budget.

Four Rivers Charter School
Statement of Revenues, Expenditures and Changes in Net Assets
For the Year Ending June 30, 2004
(Unaudited)

REVENUES	
Revenue from State Sources	\$ 581,513
Revenue from Federal Sources	\$ 186,095
Student revenues	\$ 7,632
Private grants, gifts & Annual Appeal	\$ 79,153
Other Revenue	<u>\$ 3,526</u>
TOTAL REVENUES	\$ 857,919
EXPENDITURES	
Salaries and Wages	\$ 390,953
Payroll Taxes	\$ 19,359
Fringe Benefits	\$ 28,366
Occupancy	\$ 170,219
Contracted services	\$ 21,103
Utilities	\$ 18,050
Food service program	\$ 570
Staff development	\$ 35,018
Supplies and materials	\$ 75,942
Technology Applications	\$ 5,294
Postage and Shipping	\$ 3,309
Maintenance and repairs	\$ 34,913
Insurance	\$ 13,882
Fundraising and governance	\$ -
Travel	\$ 3,003
Student transportation	\$ 3,690
Fees, Licenses, Dues, Memberships	\$ 2,092
Contingency	<u>\$ -</u>
TOTAL EXPENDITURES	<u>\$ 825,762</u>
Operating Income (loss)	\$ 32,157
Depreciation expense	<u>\$ 10,699</u>
CHANGE IN NET ASSETS	\$ 21,458

Four Rivers Charter School
BUDGET
Fiscal Year Ending June 30, 2004

REVENUES	
Revenue from State Sources	\$ 526,865
Revenue from Federal Sources	\$ 295,248
Student revenues	\$ 5,190
Private grants, gifts & Annual Appeal	\$ 76,567
Other Revenue	\$ 433
TOTAL REVENUES	\$ 904,303
EXPENDITURES	
Salaries and Wages	\$ 380,108
Payroll Taxes	\$ 21,056
Fringe Benefits	\$ 30,189
Occupancy	\$ 183,034
Contracted services	\$ 38,760
Utilities	\$ 18,745
Food service program	\$ 180
Staff development	\$ 34,000
Supplies and materials	\$ 87,707
Technology Applications	\$ 4,758
Postage and Shipping	\$ 2,584
Maintenance and repairs	\$ 36,353
Insurance	\$ 11,887
Fundraising and governance	\$ 2,962
Travel	\$ 4,000
Student transportation	\$ 4,305
Fees, Licenses, Dues, Membershi	\$ 2,108
Contingency	\$ 27,129
TOTAL EXPENDITURES	\$ 889,865
Operating Income (loss)	\$ 14,438
Depreciation expense	\$ 10,703
CHANGE IN NET ASSETS	\$ 3,735

**Four Rivers Charter School
Statement of Net Assets (unaudited)
June 30, 2004**

ASSETS

Current Assets	
Checking/Savings	
GSB Green Action	\$ 175,018
Savings Acct Rent- Gfld Co-op	\$ 10
Petty Cash	\$ 80
Total Checking/Savings	\$ 175,108
Accounts Receivable	
Contributions Receivable	\$ 6,397
Grants Receivable	\$ 75,518
Total Accounts Receivable	\$ 81,915
Total Current Assets	\$ 257,023
Noncurrent Assets (Net of depreciation)	
Buildings/leasehold improvement	\$ 50,484
Equipment/hardware	\$ 14,684
Vehicles	\$ 30,953
Total Noncurrent Assets	\$ 96,121
Restricted Cash and Cash Equivalents	
Leasehold Deposit	\$ 20,157
Total Other Assets	\$ 20,157
TOTAL ASSETS	\$ 373,301

LIABILITIES & NET ASSETS

Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	\$ 11,076
Total Accounts Payable	\$ 11,076
Other Current Liabilities	
Accrued vacation salary	\$ 1,923
Payroll Liabilities	\$ (420)
Mass Teachers R. B.	\$ 2,456
Health Insurance Held	\$ 3,237
Deferred Grant Revenue	\$ 119,787
Total Other Current Liabilities	\$ 126,983
Total Current Liabilities	\$ 138,059
Total Liabilities	\$ 138,059
Net Assets	\$ 235,242
TOTAL LIABILITIES & NET ASSETS	\$ 373,301

**Four Rivers Charter School
Schedule of State and Federal Grants Received
Fiscal Year Ended June 30, 2004
(unaudited)**

FEDERAL GRANTS:

Charter School Start Up Assistance (535)	\$ 186,095
SPED (240)	\$ 4,350
SPED Improvement (274)	\$ 175
TOTAL FEDERAL GRANTS:	\$ 190,620

STATE GRANTS:

MA Service Alliance/FCAC Youth Council Grant	\$ 300
Charter School Facilities (533)	\$ 8,949
TOTAL STATE GRANTS:	\$ 9,249

VII. Dissemination

After one year of operation with grades 7 and 8, and still four years from full enrollment in grades 7-12, Four Rivers is only beginning to identify best practices and ways to share them. We are confident that as we grow in the Expeditionary Learning model and explore more deeply our school themes of nature, technology and community, we will have much to disseminate. This year we shared the following exemplary practices and products with other educators and the community:

- Leif Riddington, 8th grade teacher of English and Social Studies, developed with his class an extraordinary final product from their Community Cultivators learning expedition: a 36-page book entitled *A Little More Than Just People*, which honors the community work of 16 individuals active in Franklin County. The first edition of 80 copies sold out immediately; another edition is being printed, and will be for sale at a local bookstore and at the school. Expeditionary Learning Outward Bound has ordered copies to share with other Expeditionary Learning schools, and Leif Riddington is preparing a portfolio on the stages of the expedition to illustrate talks he expects to have with other educators about the expedition.
- The Seventh grade, under the guidance of English and Social Studies teacher Matt Leaf, researched and wrote the first *Four Rivers Charter School Field Guide to Being a Teen in Franklin County* as the culminating project for their learning expedition on Citizenship. The 32-page booklet contains all sorts of useful information and interviews, and it has been distributed to the Community Coalition for Teens and other individuals serving young people in our area.
- Assistant Director Susan Durkee, in collaboration with Leif Riddington, has written an article for the Expeditionary Learning journal *Fieldwork* about her experiences establishing criteria for high quality in art projects, especially when students had no previous models to work from and little experience with the emphasis we place on critique and revision in art.
- Additionally, Four Rivers frequently welcomed community members and educators to visit the school during the year. We held a Community Open House in the Fall, four well-advertised Open Houses during the Winter, and an Exhibition Night in June. At each of these occasions, students and teachers shared some of the practices and products that make Four Rivers distinctive.