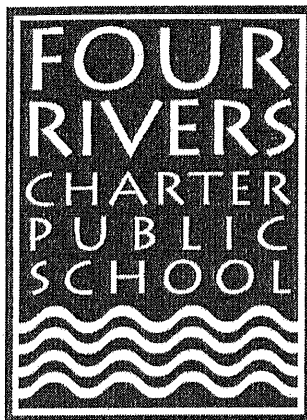


Application for Charter Renewal

August 1, 2007

**Four Rivers Charter Public School
248 Colrain Road
Greenfield, MA 01301
413-775-4577**

www.FourRiversCharter.org



Mission

Four Rivers Charter Public 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.

Four Rivers Charter Public School Application for Renewal

Executive Summary

Four Rivers Charter Public School states its case, in the following pages, for the renewal of its charter for a second five-year term. Strong as we believe this application to be, we know that the real case for granting another term to Four Rivers will be made most convincingly by visiting our campus in Greenfield and observing our teachers, students, and staff in action. We look forward to welcoming the renewal inspection team this fall.

In four brief years since opening, Four Rivers Charter Public School has developed from the dream of its founding team into a vibrant, effective school that strikes many as more mature than its years. We are both proud and grateful for all that has been accomplished at Four Rivers. Here, in summary form, are seven key reasons for our current strength.

- **Four Rivers has grown steadily from 64 students in 7th and 8th grades in 2003 to full enrollment of 192 students in 7th through 12th this September.** There have been deep waiting lists each year, and retention has been high. Our students and their families come from all over Franklin County, and to a large degree, they have found an educational home at Four Rivers. They are drawn to our mission, our faculty, and the sense of a community that cares about learning and cares about each other.
- **Four Rivers is achieving measurable and observable results.** Four Rivers students have achieved *Passing* on all MCAS tests at rates well above the state level, and, on average, Four Rivers students have attained *Proficiency* at rates above their sending districts. In the spring 2006 MCAS, 100% of the 10th graders passed ELA and 97% passed Math. Our annual Passage Portfolio presentations by 8th and 10th grade students also show strong, observable results. Our methods of standards-based assessment show progress in clear, explicit reports.
- **Four Rivers has the curriculum and the methods to fulfill its mission.** The faculty has designed and documented a coherent curriculum aligned with internal disciplinary goals and with the Massachusetts Curriculum Frameworks. Our faculty embraces the methods of Expeditionary Learning to bring the curriculum alive. And both the curriculum and Expeditionary Learning core practices serve the powerful mission of Four Rivers.
- **Four Rivers has its own facility, built to purpose, in the ideal location.** In its first years, Four Rivers leased from a developer a historic farmhouse and two newly-constructed classroom buildings on a former farm adjacent to Greenfield Community College. Then in year three, the school's affiliated non-profit bought the facility with long-term, fixed-rate loans from the USDA, and it leases the buildings and 7 acres to the school, assuring a permanent and affordable home for Four Rivers at the center of Franklin County.
- **Four Rivers has achieved balanced budgets each year.** Despite the stresses and unpredictability of a five year start-up, the school has managed its finances with skill and prudence. Each year, annual revenues have exceeded annual expenditures. Within each annual budget, the needs of the school for strong staffing, adequate materials and other support to the educational program and mission have been well met.

- **Four Rivers has built a cohesive and effective faculty and administration.** The core faculty of Four Rivers is highly qualified, dedicated to our mission, and passionate about teaching. It is both demanding and caring of our students, and it takes pride in building our school program and culture. The school administration is capable and experienced, and in response to the school's growth, the new position of Principal has been added this year to serve as the instructional leader, as the former Director becomes Executive Director.
- **Four Rivers has been well guided by a dedicated Board of Trustees.** The Four Rivers Board of Trustees has carried out its crucial responsibilities as the holder of our charter throughout our first term. It guided the school with clear vision and hard work at each important step, from hiring and supervising the school leader to developing policies, finding facilities, overseeing finances and fundraising, and supporting the growth of our staff and program. It works with a solid understanding of best practices for charter school boards.

We trust that the following pages will document and give insight into these fundamental strengths of Four Rivers, and we are ready to answer questions or provide more evidence should that be needed. With deep gratitude for the privilege of operating a Commonwealth charter school for the young people of Franklin County, we offer this application for renewal of Four Rivers Charter Public School.

Edward Blatchford
Executive Director

I. Academic Program

1A. Has the school made reasonable progress in meeting internally established Accountability Plan goals regarding the success of its academic program?

Four Rivers has made substantial progress in meeting most of its internally established Accountability Plan goals for the success of its academic program. Evidence of that progress is presented below for each goal and various indicators for the respective goal. Comments follow as needed here and in section 1B.

GOAL 1: English Language Arts -- Writing

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

Indicator

- 1a** MCAS: 70% of students who have attended Four Rivers Charter Public School (FRCPS) 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.

Met

Progress toward goal: This indicator has been met based on the results of the Spring 2006 MCAS taken by our first 10th grade. The Spring 2007 results are not yet available. In the 10th grade ELA MCAS, 31 of 34 students tested had attended FRCPS for at least two years.

1a: ELA MCAS: 10th grade (cohort of students at FR 2 years +)		
Year	Proficiency	Passed
2005-06	84%	100%

- 1b** MCAS: Students in grade 10 who have attended FRCPS 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: average scores of the sending schools will be calculated as weighted mean.)

Met

Progress toward goal: Based on the Spring 2006 10th grade ELA MCAS, FRCPS 10th graders attained Proficiency at a rate 18% higher than the weighted average of their sending districts. As shown below, ELA MCAS scores in 7th and 8th grade have also been positive when compared to sending districts.

1b: ELA MCAS: FRCPS scores compared to sending districts FRCPS Proficiency rates % above (+) or below (-) sending districts			
Year	7th	8th	10th
2003-04	+2		
2004-05	+24		
2005-06	+17	+16	+18

- 1c** 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.

Not Met

Progress toward goal: The school has administered Terra Nova Basic Multiple Assessments in September of 7th grade (and, in our first year, for the incoming 8th grade), and then each spring to 7th, 8th, and 9th grades. Terra Nova scores in grades 7–9 have shown considerable variability, for reasons we don't fully understand (perhaps including insufficiently consistent timing of the annual administration of the tests), and that is the case especially in these Language scores. See chart below for our tracking of the cohort of students continuing from 7th through 9th (identified by their projected year of graduation). Full Terra Nova score table is presented in section 2B, along with more comment on our Terra Nova testing.

1c: Terra Nova Language: Average annual improvement Increase (+) or decrease (-) of average annual NCE points of cohort			
Class	7th to 8th	8th to 9th	
Class of 2008		+2	
Class of 2009	-4	+0.3	
Class of 2010	-6.9	+4.4	
Class of 2011	-0.7		

- 1d** Passage Portfolio: 90% of students will successfully meet the requirements in the Writing component of the Passage Portfolios at 8th and 10th grades.

Met

Progress toward goal: Indicator met over four years, as table below illustrates. In our first year, 2003-04, the forms and process of our Passage Portfolios were in their infancy (thus the score is reported in a range); in the following years, expectations for Passage Portfolio components have been well established.

1d: Passage Portfolio Writing component		
Year	8th met requirements	10th met requirements
2003-04	85-90%	
2004-05	95%	
2005-06	100%	90%
2006-07	90%	93%

1e Progress Reports: 90% of all students will pass all standards in Writing at the end of the year.

Partly Met

Progress toward goal: As the table below shows, the results have been strong but they have not always met the indicator. In our first year, we did not have a simple enough tracking system to identify those who made progress specifically in the Writing components of English over the course of the year. In the following two years we measured improvements in writing over the three terms of the year. This year, as we became more explicitly standards-based in our assessment, we adjusted the indicator to match our revised reporting criteria: students needed to pass all the Writing standards, not simply show improvement. Because this was a more rigorous measure than we held previously, we adjusted the percentage needed to meet the indicator from 95% to 90%. This has made the indicator more concrete, meaningful, and motivating. (The same adjustment to the Indicator was made in other Progress Report areas to follow: Reading, Math, Science and Social Studies.) The lower score in 9th grade this year (marked with asterisk) reflects the fact that several students had standards make-up to do this summer. When completed to “meeting” quality, that should raise the percentage above 90.

1e: Progress Reports Writing standards					
<i>Note: Indicator was 95% in first 3 years, 90% in 4th year, due to adjustment of measure from “improvement” to more rigorous “pass all standards”</i>					
Year	7th	8th	9th	10th	11th
2003-04	No data	No data			
2004-05	91%	86%	88%		
2005-06	97%	97%	91%	91%	
2006-07	97%	97%	69%*	93%	93%

GOAL 2: English Language Arts -- Reading

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

Indicators

- 2a MCAS:** 70% of students who have attended FRCPS 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.

Met

Progress toward goal: This goal has been met, as reported in Indicator 1a above. In the Spring of 2006 10th grade ELA MCAS, 84% attained Proficiency and 100% passed.

- 2b MCAS:** Students in grade 10 who have attended FRCPS 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.

Met

Progress toward goal: Goal met with same data reported in 1b. Based on the Spring 2006 10th grade ELA MCAS, FRCPS 10th graders attained Proficiency at a rate 18% higher than the weighted average of their sending districts.

- 2c 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.

Partly Met

Progress toward goal: This indicator was not met in the first two years and has been met in the most recent two years. Please see Terra Nova score table and discussion in section 2B below.

2c: Terra Nova Reading: Average annual improvement			
Increase (+) or decrease (-) of average annual NCE points of cohort			
Class	7 th to 8 th	8 th to 9 th	
Class of 2008		-2	
Class of 2009	-2	-1.8	
Class of 2010	+3.3	+6	
Class of 2011	+5.7		

- 2d Passage Portfolio: 90% of students will successfully meet the requirements for the Reading component of the Passage Portfolios at 8th and 10th grades.

Met

Progress toward goal: This indicator has been consistently met, as reported in table below.

2d: Passage Portfolio Reading component		
Year	8 th met requirements	10 th met requirements
2003-04	90%	n/a
2004-05	94%	n/a
2005-06	100%	97%
2006-07	90%	93%

- 2e Progress Reports: 90% of all students will pass all standards in Reading at the end of the year.

Partly met

Progress toward goal: This indicator was met in all but one grade in 2006-07, and that grade will meet the goal when standards make-up work is completed successfully this summer. In earlier grades the goal was met unevenly, suggesting that while most students could muster steady improvement over the course of a year, some simply found such consistency very difficult.

2e: Progress Reports Reading standards					
<i>Note: Indicator was 95% in first 3 years, 90% in 4th year, due to adjustment of measure from "improvement" to more rigorous "pass all standards"</i>					
Year	7 th	8 th	9 th	10 th	11 th
2003-04	90%	90%			
2004-05	91%	86%	88%		
2005-06	83%	97%	70%	97%	
2006-07	97%	97%	69%*	93%	93%

GOAL 3: Math

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

Indicators

- 3a MCAS: 60% of students who have attended FRCPS 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.

Met

Progress toward goal: This goal has been met, based on the results of the Spring 2006 MCAS taken by our first 10th grade. The Spring 2007 results are not yet available. In Spring 2006, 31 of 34 students tested had attended FRCPS for at least two years, and of that cohort 64.5% attained proficiency and 96.8% passed. The one student who failed in Spring 2006 passed on his first re-take in November, 2006. The success of this grade in the 10th grade Math MCAS was all the more remarkable when one considers that in the 8th grade Math MCAS, only 37% of the class attained Proficiency.

3a: Math MCAS: 10th grade (cohort of students at FR 2 years +)		
Year	Proficiency	Passed
2005-06	64.5%	96.8%

- 3b MCAS: Students in grades 8 and 10 who have attended FRCPS 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.

Mostly Met

Progress toward goal: The goal of scoring *at* the average scores of sending districts was met in 10th and was met in 8th in one of three years. In 7th the score was decidedly above.

3b: Math MCAS: FRCPS scores compared to sending districts			
FRCPS Proficiency rates % above (+) or below (-) sending districts			
Year	7th	8th	10th
2003-04		+3	
2004-05		-2	
2005-06	+17	-1	0

- 3c 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.

Partly Met

Progress toward goal: The Terra Nova scores in Math have shown gains each year, and in two instances the gain has been 4 NCE points.

1c: Terra Nova Math: Average annual improvement			
Increase (+) or decrease (-) of average annual NCE points of cohort			
Class	7th to 8th	8th to 9th	
Class of 2008		+4	
Class of 2009	+1	+2.2	
Class of 2010	+4.2	+2.6	
Class of 2011	+2.6		

3d Passage Portfolio: 90% of students will successfully meet the requirements for the Math component of the Passage Portfolios at 8th and 10th grades.

Mostly Met

Progress toward goal: Except in the first year of implementing the Passage Portfolio process (2003-04 in 8th, 2005-06 in 10th), this goal has been met. Students (and in some cases, new faculty) often don't fully comprehend the challenges presented by our Passage Portfolio process and, in this case, the demands of revising work to get the required amount to "Meeting" level to fulfill the portfolio criteria. This will surely improve with time and practice.

3d: Passage Portfolio Math component		
Year	8th met requirements	10th met requirements
2003-04	81%	
2004-05	94%	
2005-06	100%	82%
2006-07	87%	93%

3e Progress Reports: 90% of all students will pass all standards in Math at the end of the year.

Not Met

Progress toward goal: The indicator in 3e has been met with some consistency only in 2005-06. In the current year, scores are below the target, but in the asterisked grades there remain standards make-up work to be completed this summer, which should bring those numbers closer to 90%.

3e: Progress Reports Math standards					
<i>Note: Indicator was 95% in first 3 years, 90% in 4th year, due to adjustment of measure from "improvement" to more rigorous "pass all standards"</i>					
Year	7th	8th	9th	10th	11th
2003-04	No data	No data			
2004-05	79%	70%	71%		
2005-06	96%	87.5%	97%	100%	
2006-07	86%	68%	72%*	83%*	53%*

GOAL 4: Science

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

- 4a MCAS: Students in grades 8 and 10 who have attended FRCPS 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.

Met

Progress toward goal: This indicator has been met for two years in 8th grade. The results of the Biology MCAS taken this spring by our 10th grade are not yet available.

4a: Science MCAS: FR scores compared to sending districts FRCPS Proficiency rates % above (+) or below (-) sending districts		
Year	8 th	10 th
2003-04	Data not available	
2004-05	+25	
2005-06	+14	

- 4b Research: 95% of students will complete a Science research project related to the school themes and of portfolio quality annually.

Partly Met

Progress toward goal: This indicator has been met on average in 7th and 9th, but it obviously needs to be met fully. The asterisked scores from this year may be improved by summer work making up deficient standards. The low score in 8th in 2004-05 was because the teacher gave this goal a low priority. In general, however, success in this goal will come as the curriculum matures and our faculty works more deeply into our themes.

4b: Research Project: 95% at portfolio quality (<i>Meeting and above</i>)					
Year	7 th	8 th	9 th	10 th	11 th
2003-04	No data	No data			
2004-05	100%	44%	100%		
2005-06	100%	80%	90%	85%	
2006-07	92%	94%	94%	75%*	61%*

- 4c Passage Portfolio: 90% of students will successfully meet the requirements for the Science component of the Passage Portfolios at 8th and 10th grades.

Mostly Met

Progress toward goal: After the first year, this indicator has been met or nearly met.

4c: Passage Portfolio Science component		
Year	8 th met requirements	10 th met requirements
2003-04	75%	
2004-05	91%	
2005-06	100%	97%
2006-07	87%	97%

4d Progress Reports: 90% of all students will pass all standards in Science at the end of the year.

Partly Met

Progress toward goal: This goal was met quite regularly in the second and third years, but when we tightened the indicator this year to having students pass all the standards of a course in order to get credit for it, there were a number of students in each grade who had difficulty bringing all their work to the required levels. Some of the low scores this year (especially those asterisked) may be improved through standards make-up work this summer. They will surely be stronger in another year, as students learn the value the school places on passing every standard, not just some.

4d: Progress Reports Science standards					
<i>Note: Indicator was 95% in first 3 years, 90% in 4th year, due to adjustment of measure from "improvement" to more rigorous "pass all standards"</i>					
Year	7 th	8 th	9 th	10 th	11 th
2003-04	No data	No data			
2004-05	94%	91%	100%		
2005-06	100%	100%	96%	96%	
2006-07	81%	77%*	81%	81%	55%*

GOAL 5: Social Studies/History

Students at Four Rivers Charter Public School will be able to apply historical insights and research skills to better understand United States and world history.

Indicators

5a MCAS: Students who have attended FRCPS 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.

Progress toward goal: To meet this indicator, we need scores from the Spring 2007 American History MCAS taken by our 10th grade, and those are not yet available.

5b Research: 95% of students will complete a Social Studies/History research project related to the school themes and of portfolio quality annually.

Partly Met

Progress toward goal: There has been good progress toward this goal in most grades, yet it needs more consistency to meet the goal fully. There are challenging research projects going on in all Social Studies classes, and now the next step will be to link more of them to the school themes.

5b: Research Project: 95% at portfolio quality (Meeting and above)					
Year	7 th	8 th	9 th	10 th	11 th
2003-04	No data	No data			
2004-05	91%	100%	95%		
2005-06	89%	90%	66%	91%	
2006-07	97%	97%	90%	80%	80%

- 5c Passage Portfolio: 90% of students will successfully meet the requirements for the Social Studies/History component of the Passage Portfolios at 8th and 10th grades.

Partly Met

Progress toward goal: This goal has been met regularly in 8th grade after the first year, and 10th grade has fallen just short in the last two years.

5c: Passage Portfolio Social Studies/History component		
Year	8th met requirements	10th met requirements
2003-04	84%	
2004-05	100%	
2005-06	100%	82%
2006-07	90%	87%

- 5d Progress Reports: 90% of all students will pass all standards in Social Studies/ History at the end of the year.

Partly Met

Progress toward goal: As the table below indicates, four of five grades have met or very nearly met the indicator this year. In earlier years the results were more uneven. One grade this year (asterisked) may have improved scores after summer standards make-up work is completed.

5d: Progress Reports Social Studies/History standards					
<i>Note: Indicator was 95% in first 3 years, 90% in 4th year, due to adjustment of measure from "improvement" to more rigorous "pass all standards"</i>					
Year	7th	8th	9th	10th	11th
2003-04	No data	No data			
2004-05	80%	100%	88%		
2005-06	97%	91%	75%	85%	
2006-07	94.5%	97%	78%*	87%	87%

1B. Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?

External academic assessments: MCAS and Terra Nova

The first table below displays the school's MCAS results, by performance category, for the first three years of the school. MCAS results for Spring 2007 are not yet available. The second table displays the school's scores grouped into Proficiency and Passing, and compared with the state scores in those categories. Several comments about the school's performance may be made from this data.

- **The school's performance on the ELA tests has been consistently strong.** The school outperforms the state scores in rates of Proficiency and rates of Passing, and (as reflected in data given earlier) Four Rivers ELA scores are higher than the weighted average of the sending districts. In our first 10th grade MCAS, every student passed, and that is the goal for future years. This success is due in part to the depth of instruction our teachers give in reading and, especially, writing. Drafting and multiple revisions are the norm for writing; models are studied and imitated; rubrics and learning targets are clear; and good writing is valued in every discipline, not simply English Language Arts. Our classrooms and projects are rich in language, in math and science classes as well as in English and social studies.
- **The school's performance in Math is less strong than in ELA, a pattern that exists at the state level as well.** Passing rates in Math at Four Rivers exceed the state passing rates by a wider margin than is seen in the ELA scores. Proficiency rates match the state level at 10th and are below the state level at 8th. The proportion of Four Rivers students in the Needs Improvement category is higher than the state average, just as the Failing rate is much lower. The challenge for Four Rivers is to move more of its students out of Needs Improvement and into Proficient or Advanced. We have done it once: the 8th grade in 2004 had a Proficiency rate of just 37%, and two years later, as 10th graders, their Proficiency rate was 67%. That growth came, we believe, through effective teaching over two years as well as the allocation of an extra part-time teacher (funded through Title I) to help in the 10th grade math class. This focus needs to be continued and sharpened to help support all our Math teachers in building the most effective program we can. We are also eager to maintain more continuity in the math teaching staff at 9th and 10th than we have had previously; the teachers have been very capable but there has been a different lead math teacher in 9th each year. For 2007-08 we have a highly experienced teacher of math joining us in 9th and 10th and, in all other grades, returning teachers with solid understanding of our math program and our students.

Steps to be taken to strengthen Math performance: The school will initiate a review of our Math program this Fall, which will include a careful examination of achievement data from MCAS and Terra Nova reports and an inquiry process around how our current Math texts—*Connected Math Project* in 7th and 8th and *Interactive Math Program* in 9th-12th—are most effectively used and supplemented to ensure strong skills development as well as vigorous mathematical problem solving. The new Principal will lead this review and, in his role as instructional leader, will pay particular attention to the effectiveness of math instruction.

Four Rivers MCAS Results by Performance Category
Spring 2004, 2005, 2006

Year	Students tested	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing
Grade 7					
English Language Arts					
2004 <i>Class of 2009</i>	32	3	69	25	3
2005 <i>Class of 2010</i>	33	9	79	12	0
2006 <i>Class of 2011</i>	35	3	71	23	3
Grade 7					
Mathematics					
2006 <i>Class of 2011</i>	35	14	34	43	9
Grade 8					
English Language Arts					
2006 <i>Class of 2010</i>	34	15	73	9	3
Grade 8					
Mathematics					
2004 <i>Class of 2008</i>	32	9	28	56	6
2005 <i>Class of 2009</i>	34	0	26	59	15
2006 <i>Class of 2010</i>	32	6	28	47	19
Grade 8					
Science & Technology/Engineering					
2004 <i>Class of 2008</i>	32	9	34	38	19
2005 <i>Class of 2009</i>	34	3	44	47	6
2006 <i>Class of 2010</i>	32	3	38	41	19
Grade 10					
English Language Arts					
2006 <i>Class of 2008</i>	34	12	74	15	0
Grade 10					
Mathematics					
2006 <i>Class of 2008</i>	34	41	26	29	3

Four Rivers MCAS Results Compared to State Results For Proficiency and Passing					
Spring 2004, 2005, 2006					
Proficiency = <i>Advanced + Proficient</i> Passing = <i>Advanced + Proficient + Needs Improvement</i>					
Year	# FR Students	FRCPS % Proficiency	State % Proficiency	FRCPS % Passing	State % Passing
Grade 7					
English Language Arts					
2004 <i>Class of 2009</i>	32	72	68	97	93
2005 <i>Class of 2010</i>	33	88	66	100	92
2006 <i>Class of 2011</i>	35	74	65	97	91
Grade 7					
Mathematics					
2006 <i>Class of 2011</i>	35	48	40	91	72
Grade 8					
English Language Arts					
2006 <i>Class of 2010</i>	34	88	74	97	93
Grade 8					
Mathematics					
2004 <i>Class of 2008</i>	32	37	39	94	71
2005 <i>Class of 2009</i>	34	26	39	85	69
2006 <i>Class of 2010</i>	32	34	40	81	71
Grade 8					
Science & Technology/Engineering					
2004 <i>Class of 2008</i>	32	43	33	81	69
2005 <i>Class of 2009</i>	34	47	33	94	74
2006 <i>Class of 2010</i>	32	41	32	81	75
Grade 10					
English Language Arts					
2006 <i>Class of 2008</i>	34	86	69	100	93
Grade 10					
Mathematics					
2006 <i>Class of 2008</i>	34	67	67	97	88

Terra Nova Testing

Since its first year, the school has administered Terra Nova Basic Multiple Assessments in Language, Reading and Mathematics to all incoming 7th graders in the Fall (and to our first 8th grade as well), and to all 7th – 9th graders in the Spring. The tests have been used for diagnostic understanding of students' relative strengths and weaknesses, with the added perspective of national norms not found with the MCAS, and for tracking progress from year to year. Upon recommendation of the Terra Nova representatives, the school has primarily used Form C, but when administering the test twice in one year (in 7th and, in our first year, in 8th) it also used Form A, which we were told gives comparable results but in practice appears to give higher or at least noticeably different scores. The table of Terra Nova results below shows all the testing done so far. In our own tracking of year-to-year progress we have been monitoring the previous administration of Form C (not Form A) because that appears to us more reliable.

The Terra Nova results are not as conclusive as we had hoped, and they do not show the amount of yearly progress set in our goals. We do not know if variations in the dates of administration from year to year, as well as the difference in forms, have distorted the results. As a faculty, we view the MCAS testing as more rigorous and useful. We do observe several interesting patterns in the testing:

- Broadly speaking, they portray a student population performing in the range of low 60s in mean normal curve equivalent points to high 60s over the three years (and into the low 70s on Form A).
- Reading tends to be the highest score each year, language (occasionally math) the lowest. Math scores are not dramatically lower than the reading and language, as is the case with the MCAS results. Here we trust the MCAS results more.
- When looking at individual student scores, the Terra Nova results can be very helpful in confirming or shedding new light on classroom performance. They feel more useful to us in that way than as a measure of whole class (or cohort) performance, and we realize we could get more insight from the results if we analyzed them more. We are considering replacing the Terra Nova testing with a more explicitly diagnostic test early in each year of 7th, 8th, and 9th.

Terra Nova Basic Multiple Assessments 2003-2007			
Baseline Data and Yearly Spring Testing, by Classes			
<i>Class by year of FRCPS Graduation</i>	<i>No. of students (No. w/ accom- modations)</i>	<i>Mean Normal Curve Equivalent Fall, only in entry year</i>	<i>Mean Normal Curve Equivalent Spring</i>
<i>Class of 2008</i>		<i>Fall 2003 c*</i>	<i>Spring 2004 a*</i>
8 th Reading	32 (6)	66.8	64.3
8 th Language	32 (6)	61.4	67.4
8 th Mathematics	32 (7)	61.4	60.6
			<i>Spring 2005 c</i>
9 th Reading	34 (8)		67.0
9 th Language	34 (8)		65.9
9 th Mathematics	34 (8)		65.0
<i>Class of 2009</i>		<i>Fall 2003 c</i>	<i>Spring 2004 a</i>
7 th Reading	32 (7)	66.0	65.7
7 th Language	32 (7)	65.2	63.9

7 th Mathematics	32 (7)	62.5	62.1
			<i>Spring 2005 c</i>
8 th Reading	33 (10)		65.9
8 th Language	33 (10)		62.2
8 th Mathematics	33 (10)		63.6
			<i>Spring 2006 c</i>
9 th Reading	32 (12)		66.6
9 th Language	32 (12)		64.2
9 th Mathematics	32 (12)		61.7
<i>Class of 2010</i>		<i>Fall 2004 c</i>	<i>Spring 2005 a</i>
7 th Reading	33 (7)	60.2	70.1
7 th Language	33 (7)	64.9	65.7
7 th Mathematics	33 (7)	61.8	67.8
			<i>Spring 2006 c</i>
8 th Reading	29 (8)		62.9
8 th Language	29 (8)		56.2
8 th Mathematics	28 (7)		66.0
			<i>Spring 2007 c</i>
9 th Reading	30 (6)		67.7
9 th Language	30 (6)		62.3
9 th Mathematics	30 (6)		66.4
<i>Class of 2011</i>		<i>Fall 2005 c</i>	<i>Spring 2006 a</i>
7 th Reading	36	68.9	78.3
7 th Language	36	69.6	72.2
7 th Mathematics	36	67.8	69.8
			<i>Spring 2007 c</i>
8 th Reading	31		68.9
8 th Language	31		64.6
8 th Mathematics	31		63.5
<i>Class of 2012</i>		<i>Fall 2006 a</i>	<i>Spring 2007 c</i>
7 th Reading	37	72.4	68.4
7 th Language	37	66.3	66.5
7 th Mathematics	37	70.8	67.8
* Note: c = Terra Nova Form C a = Terra Nova Form A			

Internal academic assessments based on teacher evaluation of student performance

As shown in the Accountability Plan results reviewed in section 1A, Four Rivers complements external academic assessments with its own rigorous internal assessments, based primarily on Progress Reports and Portfolios. The teacher judgments inherent in these assessments are viewed in the context of external evidence such as individual MCAS or Terra Nova scores, but we believe the teacher's assessments have strong validity for several other reasons.

- The results of student **Progress Reports** each trimester are based on clear standards (typically three to five) in each course. Each course standard must be passed to earn credit for the course. The standards are supported by learning targets and explicit rubrics. For major projects, the rubrics explain exactly what the criteria for "meeting" the standard are in various categories. Students learn the explicit expectations of a course, as reflected in the standards, learning targets and rubrics; and they can see that all students are held to the same standards (unless modified under the terms of an IEP). The school's reporting process is exceptionally clear and detailed, so students and parents may understand the basis for a grade. Opportunities to revise and improve performance on a standard are given to all at certain times in the term.
- As part of the curriculum articulation done over the past year, **disciplinary goals, alignment with Massachusetts Frameworks, and course standards** were developed, and there was extensive discussion within disciplines of what the expectations were at each level in each discipline. While there is clearly more work to be done in this area, the faculty has been making important progress in coordinating expectations of student achievement by discipline and by level. Individual teacher assessments are viewed in the context of what other teachers in the discipline expect, which in turn is informed by the state frameworks and national standards.
- **Portfolios** are prepared each year and used as an important piece of evidence of mastery at the end of grades 8, 10 and (soon to happen) 12, in Passage Portfolio presentations. Portfolios demand high quality work, of "meeting" level, in representative areas of the curriculum. They are guided by a clear set of expectations and rubrics; they reward effort and revision to achieve "Portfolio quality." While very different in method from high stakes testing, we believe they also provide valid and tangible evidence of student achievement.

Once the school reaches its full complement of grades 7-12 and full staffing in 2007-08, Four Rivers will enter a new phase of consolidating and refining the extraordinary growth over five years. This next phase must include still more formal and standardized articulation of our methods for internal assessment, to assure the optimal degree of clarity and consistency.

II. Organizational Viability

2A. Has the school made reasonable progress in meeting internally established Accountability Plan goals regarding organizational viability?

The school has made excellent progress in meeting the approved Accountability Plan goals for Organizational Viability. The goals are presented here, with indicators and a rating. Comments on progress toward the goals are embedded in the responses to sections 2B, 2C, and 2D below.

GOAL 6: Enrollment

Four Rivers Charter Public School will be fully enrolled each year.

Indicators

- 6a** The school will reach its goal of growth by 32 students/year to full enrollment in 2007-08.
- 6b** 90% of the students eligible and able to return to Four Rivers Charter Public School will reenroll for the following year.
- 6c** Applications each year will exceed the number of places available by 25%.

All Met (See comments in section 2C below)

GOAL 7: Faculty

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

Indicators

- 7a** 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 Public School.
- 7b** 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.

All Met (See comments in section 2D below)

GOAL 8: Board

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

Indicators

- 8a** The Board will meet monthly and maintain membership consistent with the by-laws.
- 8b** The Board will set goals annually with the school director and will evaluate the director based on those goals.
- 8c** The Board will oversee the Accountability Plan through semi-annual reports from the director.
- 8d** The Board will develop, implement, and assess a Board Action Plan annually.

All Met (See comments in section 2D below)

GOAL 9: Finance

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

Indicators

- 9a Annual expenditures, excluding depreciation, will not exceed annual revenues.
- 9b The school will attain a cash reserve equivalent to three months' operating expenses by the end of the 5th year.
- 9c The school will meet the annual fundraising goals established by the Board of Trustees in the annual approved operating budget.
- 9d The annual independent audit for Four Rivers Charter Public School will report no major findings.

Met 9a and 9d; Partly Met 9c; Not Met 9b (See comments in 2B below)

2B. Is the school financially solvent and stable?

Four Rivers Charter Public School has just completed its fourth year of operation out of a five year planned start-up. Goal 9 of its Accountability Plan includes the four following indicators, with results and comments following each:

9a. Annual expenditures, excluding depreciation, will not exceed annual revenues. This goal has been met each year and is expected to be met in its fifth year:

	Audited <u>FY 03-04</u>	Audited <u>FY 04-05</u>	Audited <u>FY 05-06</u>	Un-audited <u>FY 2006-07</u>	Budget <u>FY 07-08</u>
Revenues	\$ 1,028,515	\$ 1,313,363	\$ 1,601,245	\$ 1,912,893	\$ 2,227,137
Expenditures	\$ 825,256	\$ 1,311,687	\$ 1,588,453	\$ 1,896,933	\$ 2,208,299
Surplus	\$ 203,259	\$ 1,676	\$ 12,792	\$ 15,960	\$ 18,839

9b. The school will attain a cash reserve equivalent to three months' operating expenses by the end of the 5th year.

	Audited <u>FY 03-04</u>	Audited <u>FY 04-05</u>	Audited <u>FY 05-06</u>	Un-audited <u>FY 06-07</u>	Budget <u>FY 07-08</u>
3 Mos. Cash Reserve	\$ 206,314	\$ 327,922	\$ 397,113	\$ 474,233	\$552,075
Actual FYE Cash	\$ 176,607	\$ 270,910	\$ 297,719	\$ 339,073	\$357,912
Shortfall	\$ 29,707	\$ 57,012	\$ 99,394	\$ 135,160	\$194,163
Shortfall (days cash)	13	16	23	26	32

Comments regarding 9a and 9b:

After FY 2003, the school has had extremely small positive changes in Net Assets and growth of its cash reserve. This has been due in large part to coping with unanticipated operating costs and start-up demands, the lack of significant economies of scale given the size of the school, and the intentionally slower progression towards full enrollment and income, although this has allowed for strengthening the school culture and capability in measured increments.

The lack of a substantial margin is also due to the exceptional opportunity the school had to purchase a newly designed and built campus in two stages: in early FY 2005 and in the middle of FY 2006. This necessitated the assumption of full campus operating costs well prior to reaching full enrollment, including a mortgage of \$4.875M and an extra 10% Reserve Fund requirement of our lender, the USDA. The Reserve fund annually requires an excess contribution of \$25,497 to our landlord, Four Rivers Educational Foundation, Inc. Some of it has been spent on major campus improvements, but its balance stands at over \$17,000 as of June 30, 2007 and by Board policy will grow by at least \$5000 per year.

Finally, the Board and Management's wish to establish strong and attractive foundations in our core academic programs, instructional materials, physical plant and "tributary" or non-core course offerings during the start up years has necessitated lowering the budgeted operating margins.

To support the cash flow needs of the school, a \$150,000 revolving line of credit has been established at Greenfield Savings Bank at prime interest rate, and was used for the first time in FY 2007. The cost of accessing this line of credit, by quarter, has been \$206, \$47, \$105, and \$163 for a total of \$521.

The approved operating budget for FY 2008 is a more conservative budget than in the past three fiscal years, assisted by four years of operating experience that has defined the costs of operation more accurately. It is hoped that the income projection is very conservative (specifically the rate of tuition inflation) and that if tuition income exceeds budget, a portion of it will be used for deferred academic expenditures and a portion retained to increase the cash reserve.

9c. The school will meet the annual fundraising goal established by the Board of Trustees in the annual approved operating budget.

	<u>Ann. Fund FY 03-04</u>	<u>Ann. Fund FY 04-05</u>	<u>Ann. Fund FY 05-06</u>	<u>Ann. Fund FY 06-07</u>	<u>Budget FY 07-08</u>
Budgeted Goal:	\$25,000	\$36,547	\$38,708	\$33,470	\$40,000
Annual Fund Income:	<u>\$26,901</u>	<u>\$11,018</u>	<u>\$26,008</u>	<u>\$34,726</u>	<u>-----</u>
Surplus (Shortfall)	\$ 1,901	(\$25,529)	(\$12,700)	\$ 1,256	NA

Comments regarding 9c: Four Rivers has been developing an Annual Fund in conjunction with Four Rivers Educational Foundation and it has been maturing slowly. (The budgeted goal is defined as "fundraising and competitive grants net of new expense" but tracking has only included the Annual Fund itself. However, each year also brought a small number of competitive grant awards occasionally exceeding \$10,000 per year.)

The first two years were based on a simple letter appeal to Friends, Parents, Trustees, and Vendors. A few relatively large gifts offset the small number and size of gifts from parents, most of whom were not used to a public school having an Annual Fund. In years three and four, a follow-up phone-a-thon to parents was conducted with volunteer parent workers attaining increasingly positive results. Year four allowed the Director of Operations greater time to support the effort and the new job description of the Executive Director for FY 2008 includes explicit reference to greater participation in increasing the development effort, both for gifts and grants. A new annual fundraising event in the form of a Goods and Services Auction is hoped to begin in the fall of 2008.

The Four Rivers Family Council, formed part way through the first year, began fundraising independent of the Annual Fund with monthly organic coffee and pizza sales, school apparel, Scholastic Books Fairs, an annual student Variety Show, and other small events. The proceeds from this active group of committed parents have increased from \$190 in the first year, to \$2929 in the fourth year. Funds support a variety of extra-budget recognition events, scholarships for student activities, and equipment purchases.

Finally, since the school's inception, Four Rivers Educational Foundation, Inc. has distributed over \$200,000 in restricted facilities gifts to support the school through its facilities planning and purchases, and for ongoing start up facilities expenses.

9d. The annual independent audit for Four Rivers Charter Public School will report no major findings.

Four independent audits have been conducted to date and none of them has reported any major findings.

2C. Is enrollment stable and near capacity?

Progress toward goal: Because of our gradual start-up—opening with two grades and adding one each successive year till 2007-08—Four Rivers has seen five years of continual enrollment growth. In 2007-08 the school expects to be at or very near our cap of 192 students. The chart below illustrates how the growth has been proportionate, adding approximately 32 per year (Indicator 6a met) after the first year. Retention has been strong (Indicator 6b met), with an average rate of annual retention over 90%, as illustrated below. Interest in the school has been consistently high, and the overall rate of applications to openings has increased each year, far exceeding our goal (Indicator 6c met).

Goal 6: Enrollment Data

Year	6a: Growth of 32 students/yr	6b: 90% retention	6c: Applications exceed openings by 25%
2003-04	Opened with 64 in 7 th & 8 th	90.6% retention	117 applications, exceeded openings by 82%
2004-05	102 students in 7 th -9 th	94% retention	95 applications, exceeded openings by 102%
2005-06	136 students in 7 th -10 th	92% retention	116 applications, exceeded openings by 146%
2006-07	161 students in 7 th -11 th	91.4% retention	122 applications, exceeded openings by 158%
2007-08	Est 192 students in 7 th -12 th	TBD	130 applications, exceeded openings by 162%

Comments: We have been pleased with our enrollment patterns overall. Interest in grade 7, our entry point, has been consistently strong, and we have each year carried long waitlists for 7th. Applications to 8th have always exceeded openings, although the numbers vary year to year. Applications for 9th have been higher than 8th, but the rate of acceptance to our offers of admission has been lower than in 7th or 8th. We have fewer applicants to 10th, and we don't accept new students in 11th and 12th. The challenges emerging for our enrollment involve: a) attracting more applicants to 9th and 10th who, if offered a place, will actually make the transition and benefit from Four Rivers, and b) promoting the high school program more fully to our 8th grade students and to potential applicants. The largest attrition, for two years now, has been from 8th to 9th, and it seems to reflect a mix of reasons, some within and most outside of our control. In the past two years, two or three students have gone to the local technical high school instead of enrolling in 9th grade at Four Rivers, two or three have gone to independent schools or another charter school, and two or three have gone to their local public high school, because they wanted a larger school, more choices, less close supervision, or because the academic demands were less or special programs were offered. In most cases, the change has been understandable and resulted in a better "fit" for the student. As the school graduates its first class (which has had strong retention), and the high school

program becomes fully developed, we are confident applications, new enrollments, and waitlists in the high school will increase.

2D. Is the school's governance sound and its management system effective to implement the mission of the school?

The soundness of the school's governance and the effectiveness of its management system will be addressed in three broad areas: the Board of Trustees, the administration, and the faculty, each of which has an essential role in implementing the mission of Four Rivers.

The Board of Trustees. Goal 8 of the school's Accountability Plan speaks to the Board's responsibility to set policies, monitor progress and plan effectively for the needs of the school, measured with four indicators.

8a. The Board will meet monthly and maintain membership consistent with the by-laws. The Board has met monthly since its beginnings in June 2002, after the formal granting of our charter. During some summers, it is not had a quorum for the August meeting due to members on vacation. Membership has averaged 10 or 11 and has been consistent with by-laws.

8b. The Board will set goals annually with the school director and will evaluate the Director based on those goals. Members of the Committee on Trustees meet with the Director to review and approve goals he has developed, which are typically linked with the annual Board Action Plan and the School Improvement Goals. A formal evaluation of the Director, keyed to the goals, has been conducted every June (and for the first three years, a shorter form was also conducted mid-year). The evaluation calls for input from all board members, faculty and staff members, and the leadership of the Family Council.

8c. The Board will oversee the Accountability Plan through semi-annual reports from the Director. A task forced of the Board contributed significantly to the formation of our first Accountability Plan, and the Director has informed the board about progress on meeting the plan's goals at least semi-annually. The Director's monthly reports to the Board, as recorded in the minutes, regularly include comments on school performance that pertain to the plan. For example, the Director reports to the Board each fall on the school's MCAS results and how they meet our goals. In late winter, he reports on admissions and enrollment, and in the summer or early fall, there is a report on the annual Parent Survey, some of which pertains to plan goals.

8d. The Board will develop, implement and assess a Board Action Plan annually. Since our first year, the Board has developed and maintained an Action Plan which is assessed and revised each year. It is organized according to Board committees (plus some full Board items), with the action items proposed by the committee chairs and approved by the full Board. The action items become the work of each committee. In most years, the annual board retreat has addressed one or several items on the Action Plan, the results of which inform the development of the next annual plan.

Comments on Goal 8 and the functioning of the Board. From its inception, the Four Rivers Board of Trustees has had a sound understanding of the role and responsibility of a charter school board. This has been deepened by annual retreats facilitated by consultants (Marci Cornel Feist twice, Marc Kenen twice), attendance at workshops sponsored by the Massachusetts Charter Public School Association and, earlier, by the Charter Resource Center in Boston, manuals such as "The Charter School Trustees Handbook", and annual individual and board self-evaluations overseen by the Committee on Trustees.

Membership on the Board has been steady. Of the 11 members serving on the board in 2003-04, our first year with enrolled students, seven are still on the board. Of the 11 members serving in 2004-05, nine are still on the board; and the same numbers for 2005-06. Currently there are 10 members. In addition to the steady core membership, there have been three members who fulfilled a term and did not opt to continue into a second term and four members who left before their terms were complete, for reasons of family or professional commitments. The Committee on Trustees has been working to identify and engage strong candidates, with the hope of adding several new trustees in the coming year who have the potential of becoming the next generation of board leaders.

The leadership of the board has also been steady, with our first chair, Dan LaRose, serving for three years, and our second chair, Ben Murray, completing his second year and expecting to serve another year. The working relationship between the board leadership and the school director has been close and effective, and it has embodied the important distinction between the policy role of the board and the operations role of school management.

Comments on administration. Working together, the school's board and the administration have guided the growth of Four Rivers since being chartered in 2002 with remarkable faithfulness to the terms of our charter and few major changes in our original goals and policies. The school has been fortunate in having an exceptionally able and hard-working Director of Operations, Harlan Smith, who with the Finance Committee and the Director has managed the school's finances over our lengthy start-up. Mr. Smith also coordinated, with the Facilities Committee and the Director, the complex and highly successful development and acquisition of the school's building and site on an historic farm in Greenfield, adjacent to the community college. The overall school leadership and guidance of the school's educational program has been in the hands of the co-founder and Director, Edward Blatchford, with strong support from the Board in matters of policy. There has been extraordinary dedication from co-founder and Assistant Director Susan Durkee, as well as the faculty Leadership Team and other faculty committees, in developing and implementing our program.

An example of how our governance and management systems have worked, even under stress, may be seen in the recent changes to the administrative structure. By the school's third year, it was becoming clear to the Board and the Director that additional administrative leadership was needed for guiding our expanding educational program. This came through clearly in the faculty's comments to the Board during the annual evaluation of the Director; it was suggested in the Year Three Site Visit; and it was deeply felt by the Director himself. Some changes were made immediately, and early in year four, the Board formed a task force charged with reviewing the administrative needs and structures. In December it made a recommendation to the Board, which was approved, to add a new position for instructional leadership. Following the example of other charter schools, the task force recommended dividing the Director's existing responsibilities into the position of Executive Director and Principal, the latter being responsible for the day-to-day educational program. As of July, 2007, the former Director has become the Executive Director and a newly hired Principal is on board.

Comments on Faculty. Goal 7 of the schools Accountability Plan addresses the school's commitment to retain qualified, committed and effective full-time teachers. Two indicators are given: 7a: 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; and 7b: 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.

Data showing the school has met both indicators is included here:

Year	7a. Annual 75% retention of high-performing full-time faculty	7b. Parent survey reports at least 75% satisfaction in 3 areas:		
		Academic challenge	Academic support	Communication (faculty/admin.)
2003-04	100%	82%	91%	85%/97%
2004-05	88%	98%	88%	90%/94%
2005-06	92%	84%	84%	84%/96%
2006-07	88%	94%	89%	81%/92%

The school's faculty is highly committed, as evidenced by the rates of retention, and they are experienced and well-trained. Among the 16 full-time core teachers for the coming year 2007-08, all will be highly qualified by NCLB criteria, and 15 have Masters degrees. Years of experience will range from one year (1 teacher) to 15 or more (3 teachers). Of the five full-time faculty members who have left Four Rivers

since our first year, three were to teach elsewhere (and they remain on good terms with the school), one was for child-care, and one was not invited to return.

Supervision of the faculty and staff has been the responsibility of the Director, with help from the Assistant Director in 2006-07. The Principal will take over this role with most of the faculty in 2007-08. Each year the faculty have set professional goals at the beginning of the year with the Director (or Assistant Director), and the goals and overall performance have usually been reviewed when the teacher is offered a new letter of agreement for the coming year. While informal observation and feedback with teachers is on-going, and the help of the Assistant Director in supervising several teachers this year was effective, the Director has not been able to implement fully the school's plans for an annual formal observation of all faculty. In the summer of 2006, the Director and several faculty members developed a list of "Qualities of Effective Teaching at Four Rivers," and with it an improved process for observation and feedback based on the qualities observed. Over the past two years, veteran teachers have been assigned as mentors to new teachers, and these relationships have been useful and appreciated. Peer observation has also been encouraged. Improving the quality and consistency of faculty supervision and support is a key responsibility of the new Principal in 2007-08.

III. Is the school faithful to the terms of its charter?

3A. Has the school made reasonable progress in meeting internally established Accountability Plan goals regarding faithfulness to terms of the charter?

The school has made good progress in meeting the approved Accountability Plan goals for Faithfulness to the terms of the charter, which are presented here and commented upon below.

GOAL 10: Themes: Nature, Technology, Community

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

Indicators

- 10a** 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?* Of these projects, 90% will be of *Meeting* quality, as judged by the evaluations of experts and visitors to the school.

Not Met

Progress toward goal: The school's themes of nature, technology and community, and the essential question of how to find the healthy interrelationship among those themes, continues to inform the development of investigations and expeditions designed to engage and advance student learning. The themes and our essential question only get more relevant as local, national and global evidence of an environmental crisis comes to the fore. While our faculty welcomes the increasing importance in our themes, it also realizes that we are still in the early stages of achieving the particular goal of having all students complete a project of *Meeting* quality directly responding to the essential question in our mission. We are eager to make the next steps of involving experts and visitors in judging, and drawing still more powerful learning, from our themes.

Year	% Themes project at <i>Meeting</i> quality	Judged by experts or visitors
2003-04	Not accomplished	
2004-05	55%	Judged by faculty
2005-06	70%	Judged by faculty
2006-07	80%	Experts involved in some; judged by faculty

Examples of themes projects from this year include:

- "What is Waste?" learning expedition analyzing school's waste stream (7th)
- Solar cooker design challenge (8th)
- Research projects on alternative-fuel vehicles (9th)
- Research projects on how chemicals in our environment affect health (10th)
- Project in which students wrote a paper lobbying a senator about an energy policy (11th)

GOAL 11: Character & Community

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

Indicators

- 11a** Students will engage in effective goal-setting for personal and academic growth, as documented in advisory records and student-led conferences.

Mostly Met

Progress toward goal: As the table below suggests, over 80% of the students enrolled in Four Rivers in its first four years met this goal. That is impressive progress, especially given the resistance of some to any form of explicit goal setting and monitoring with an adult.

Year	Grades	11a Students engaged in effective goal setting
2003-04	Grades 7 & 8	97%
2004-05	Grades 7-9	74%
2005-06	Grades 7-10	72%
2006-07	Grades 7-11	84%

- 11b** 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.

Met

Progress toward goal: Data supporting the meeting of this indicator is below. The first table has results from our annual parent satisfaction survey. The student survey was unfortunately omitted this year. Observations by visiting educators are overwhelmingly positive, but we have not recorded them systematically enough to report here.

Year	11b Parent survey results (% agreeing or strongly agreeing)		
	"...positive social and emotional environment"	"...helping my child grow as person... develop character"	"...at least one teacher knows and understands my child well"
2003-04	94%	88%	97%
2004-05	94%	92%	94%
2005-06	84%	86%	89%
2006-07	96%	96%	98%

Year	11b Student and faculty retention	
	<i>Students</i>	<i>Faculty</i>
2003-04	90.6%	100%
2004-05	94%	88%
2005-06	92%	92%
2006-07	91.4%	88%

11c Students will participate in service activities within the school and in the Franklin County community, as documented by advisory records and portfolios.

Met

Progress toward goal: Service within the school and in the Franklin County—and sometimes further afield—has become a regular part of advisory activities. In the younger grades, service is initiated by advisory crews; in the middle grades by class and in older grades it becomes an individual commitment, monitored by the advisor.

Year	Grades	11c Students engaged in service activities
2003-04	Grades 7 & 8	Service completed by both grades, % data incomplete
2004-05	Grades 7-9	96%
2005-06	Grades 7-10	100%
2006-07	Grades 7-11	96%

Examples of service activities in 2006-07 include:

- Clean-up Day in a local park, initiated by students after seeing trash there (7th)
- Walk for Juvenile Diabetes; fundraising for local Food Bank (8th)
- Service work at a community farm in Holyoke run by Nuestras Raices (9th)
- Gathering used books for those in prisons; garden work at a local park (10th)
- Individual service projects for 11th graders ranged from being a fire department volunteer to substance abuse prevention work to being an assistant coach to Four Rivers teams.

GOAL 12: Expeditionary Learning

Four Rivers Charter Public School will implement and disseminate Expeditionary Learning Core Practices.

Indicators

12a The school will continue to improve its implementation of Expeditionary Learning Core Practices, as evidenced in the annual implementation review scoring by Expeditionary Learning consultants.

Mostly Met

Progress toward goal: In its annual Implementation Review process conducted by our Expeditionary Learning consultant, Four Rivers earned an average rating of 2.44, based on a 0 – 4 scoring system, with 0 = not implementing and 4 = highly implementing EL Core Practices. This is consistent with scores in three previous years (2.4 or 2.5) and was accompanied by praise for the school's work on Active Pedagogy and standards-based assessment. Our consultant stated, "The work Four Rivers does this year will be at the cutting edge [among EL schools nationally] of developing structures to link habits of work to academic standards through clear learning targets." We expect the school's Implementation Review scores will begin to climb in another year, as the school no longer needs to add new staff and a higher percentage of the faculty gain deeper experience with Expeditionary Learning practices.

12b The school will disseminate practices and products expressive of high quality Expeditionary Learning Core Practices to other schools and communities annually.

Met

Progress toward goal: See response to 3C below for evidence of dissemination of EL practices.

3B. Have the school's programs and operation been consistent with the terms of its charter?

The school's programs and operation have, we believe, been remarkably consistent with the terms of its charter. Our Accountability Plan was designed to report on major areas of the school's program and operations, and our progress in meeting those goals is detailed elsewhere in this document, in sections 1A, 2A, and 3A. Our mission has remained unchanged since being granted a charter. As reported in 3E below, there have been three small amendments to the charter.

Here, briefly, is a synthesis of major programmatic elements from our charter, with comment on next steps after #2. (These points also correspond to the four points we have used to introduce the Four Rivers program in our admissions materials each year.)

1. Strong academic program

Four Rivers is committed to a strong academic program aligned with the Massachusetts Curriculum Frameworks that will prepare students for college or other post-secondary educational opportunities. While respecting individual differences, we have high expectations for achievement by all students. Standards are developed for each course, and assessment is based on the degree to which the student "meets" the standard. Revision and effort are encouraged and recognized, but students do not earn credit for work that is significantly below the standard. Appropriate accommodations are provided for students on special education plans. Another valuable tool for learning and assessing is our portfolio system, in which student gather examples of their best work in specified categories and, every two years, make a Passage Portfolio presentation to show their readiness to move to the next division of the school or to graduate.

2. Teaching methods that promote active learning

Teachers at Four Rivers look for ways to make much of the learning in their classes active, not passive. Our affiliation with Expeditionary Learning provides strong guidance in "Active Pedagogy", as well as other EL Core Practice Benchmarks of "Learning Expeditions" and "Culture and Character." Teachers are supported in this methodology by monthly on-site professional development sessions with EL consultants and by regional and national conferences, as well as by the expertise in EL methods among the more experienced faculty at Four Rivers.

Students are often engaged in projects, investigations, or learning expeditions involving research and fieldwork that deepen their engagement with and mastery of the core skills and knowledge embedded in the course standards.

3. School themes and the power of big questions

The school's themes of nature, technology and community, and our essential question about how they may work together for the common good, provide a timely and compelling focus for teacher planning and for student learning. We believe that students want to engage in big questions of our times, and we see how learning is advanced when students develop products like publications, CDs, websites, presentations or service that represent their understanding and reach beyond the classroom and into the community.

4. Building character and community

The development of character and community are as important as academic achievement at Four Rivers. The school's advisory program is one important means of fostering individual growth in character and strengthening community. The school's expectations for service by students, individually and in groups, is another. Our six character virtues become a compass for the ways we want to work together, and examples of these virtues in action are recognized and applauded at weekly community meetings run by advisory crews.

Comment: As we reflect on the degree of implementation in these areas, we see steady progress in almost every area and the need for more progress in some. For instance, we want to increase the number of learning expeditions taking place in the high school. Expeditions take extensive time to plan and depend on experience with the grade-level curriculum as well as EL teaching methods. That is why they are implemented most fully in our middle school, which has been fully enrolled and staffed for four years. In the high school, to encourage more learning expeditions, we need more support in terms of time for planning and experience with the model, and these will be provided in the coming year. Another example of "next steps" involves our school themes and the essential question in the school mission. We see the opportunity, once we are fully enrolled and staffed, to go to a deeper level of working with the themes to advance learning through projects, investigations and expeditions. Much is done now in the various classrooms; it begs more coordination and support, which we hope the added administrative support this year can offer.

3C. Has the school made efforts to disseminate models for replication and best practices to the public?

Four Rivers has made efforts to disseminate models for replication and best practices to the public. These have been described in our Annual Reports and are briefly summarized below.

Presentations to teachers

- Four Rivers teachers Matt Leaf, Amanda Locke, Leif Riddington and Assistant Director Susan Durkee presented "master class" workshops at the Expeditionary Learning National Conference, Portland, Maine, March 2007
- Amanda Locke also presented a master class workshop at the 2006 Expeditionary Learning National Conference, Oakland, California, March 2006

- Laura Stamas, 9th & 10th grade science teacher, presented an environmental science workshop at the Massachusetts Charter School Association Annual Best Practices Showcase, March 2007
- Leif Riddington has presented multiple workshops over the past three years to teachers in Western Massachusetts through his affiliation with the Western Massachusetts Writing Project, based on projects and publications he has developed at Four Rivers
- Ed Blatchford, Director, has met three times with graduate education classes from Antioch New England Graduate School to describe programs and practices at Four Rivers
- Harlan Smith, Director of Operations, has coached numerous schools on the practices developed at Four Rivers for facilities development and other business needs

Dissemination to the local community and nationally

- Publications, CDs, and other products created by Four Rivers students as part of learning expeditions and investigations have reached a wide audience in Franklin County and nationally, exemplifying Four Rivers best practices. This has come through the outreach of our faculty, but it has extended still further through the national Expeditionary Learning network and other associations. Steven Levy, an EL consultant working with Four Rivers (and a former Massachusetts Teacher of the Year) has written, "I have worked with schools across the country to develop projects that engage students, promote understanding, and serve community needs. I have used products from Four Rivers to model what excellence looks like, and they have inspired project ideas for teachers around the country, and raised their expectations for what it is possible for students to achieve."
- Susan Durkee, with assistance from two Four Rivers students, presented to Amherst Middle School teachers about our methods of standards-based assessment and use of portfolios
- Over the past five years, over 1200 individuals from Franklin County – among them many educators – have attended admissions open houses at which the Four Rivers faculty described exemplary practices and high-quality student work. Numerous teachers and education students have also observed the school in action.

Dissemination plans

We recognize that our dissemination activities do not yet represent a systematic plan, and we know that more needs to be done in our next term, including formal efforts to share our best practices with the district in which we are located and those from which we draw. We will continue to disseminate through the growing Expeditionary Learning network, and we have made an initial request to host a "site seminar" at Four Rivers in the Spring of 2009, targeting the northeast region of Expeditionary Learning schools and educators in Franklin County and Western Massachusetts. The purpose of a site seminar is to share the best practices developed by the host EL school and observe the school over two days. Anyone is welcome to attend. Topics could include EL and Four Rivers practices such as:

- exemplary learning expeditions;
- standards-based assessment and effective portfolios;
- writing across the curriculum and the power of publications;
- the advisory program, including student-led conferences;
- internships and senior projects/expeditions; and others.

The school will also develop plans to offer workshops, materials and/or dialogues with local educators on these and other strong practices.

3D. Is the school within the bounds of applicable statutory and regulatory requirements?

The school strives to be in full compliance with all applicable state and federal regulations, as the following comments illustrate in four important areas.

No Child Left Behind Act (NCLB)

The school's Adequate Yearly Progress is reported in the table below, and our full 2006-2007 Report Card is included in the Appendix as an attachment. The school has no state or federal accountability status. The 2006-2007 Report Card has been posted on the school's website since its completion in June and copies have been available in the school office. In the August back-to-school letter to parents, there will be a reminder of the availability of the Report Card, as well as the school's Annual Report, in the school office, and it will be discussed at the September Family Council meeting.

Adequate Yearly Progress History										Account- ability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	-	-	-	-	-	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	-	-	-	
MATH	Aggregate	-	-	-	-	-	Yes	No	Yes	No Status
	All Subgroups	-	-	-	-	-	-	-	-	

For the school year 2007-08, all core academic teachers will meet the NCLB criteria as Highly Qualified in the subjects they are teaching.

Special Education services

As of June 15, 2007, there were 28 students with identified special needs being serviced at the school. For 2007-08 there will be three special education teachers, four full-time para-professionals and one .85 FTE school psychologist/counselor providing services, as well as a consulting special education administrator. We contract with the Hampshire Educational Collaborative to provide speech and language therapy, occupational therapy, and physical therapy, as well as for assessments in the related service areas. In addition, the school contracts with a neuropsychologist and an autism consultant to provide assessments and consultation. Other consultants and evaluators are hired as needed.

The focus of special education services is to provide specialized instruction and support, either in the classroom or in an academic support setting, to enable special education students to participate effectively in the school's curriculum (based on the Massachusetts State Curriculum Frameworks). Goals for students generally focus on participation and success in the core curriculum classes. Support and goals are also provided around transition to post-secondary education. Additionally, we provide accommodations to allow all students to participate successfully in the physical education program and in extracurricular activities.

Coordinated Program Review (CPR)

The Department of Education's Program Quality Assurance Department conducted a Coordinated Program Review of the school in April of 2005. In the area of Special Education, there were several findings around the following of special education timelines. As part of the Corrective Action Plan, the school hired a part-time special education secretary whose job is to support the special education teachers in keeping to due dates. We provided training for the secretary and for the special education teachers in the timeline requirements of special education. The school is currently in the process of providing evidence of increased compliance by listing all annual review due dates and actual meeting dates and the due dates and the actual meeting dates of all three year reevaluation meetings. The school has also had some difficulty with establishing a Parent Advisory Council. We have had meetings over the past few years, with varying attendance. At this time, no parents have stepped forward to fulfill the role of PAC Coordinator, but we will continue to provide training and opportunities for parents to meet. We have already provided acceptable evidence of compliance for the other findings, which were few, negligible, and easily corrected.

Limited English Proficient services

The school has not had a Limited English Proficient student in its first four years and none is now enrolled for 2007-08. As required, all applicants to Four Rivers complete a Home Language Survey. A summary of the survey for the upcoming year is below.

Number of Students	Primary language	Language(s) spoken in the home
2	English	English and French
2	English	English, Swiss German, Italian German
1	English	English and Spanish
1	English	English and Chinese
All other Four Rivers students	English	English

Complaints

Two formal complaints have been made to the Board of Trustees in the first four years. One involved the school's handling of certain issues involving special education services to a student. The published complaint process was followed; the complaint was heard and responded to in the summer of 2006. The second concerned the school's handling of disciplinary consequences for a student found to be in possession of an illegal substance on campus in the fall of 2006. The complain process was followed and no further action was taken.

One complaint or "statement of concern" is currently in process with the Department of Education. It also involves certain issues involving special education services to a student. The Local Report Form has recently been completed as part of the Problem Resolution System.

No other complaint has been made regarding the program areas addressed above.

3E. What changes have been made to the charter during this term?

The core of the school's charter, as presented in its November 2001 application, has stood up well to the realities of a start-up year and four years of growing the school, and there have been only three amendments to the original charter. (Copies of the correspondence are included in Appendix)

1. In November, 2002, the Commissioner of Education approved the school's request to increase its enrollment maximum by 12 students to 192 students.
2. In September, 2004, the Commissioner approved the school's request to change its name to "Four Rivers Charter Public School."
3. In June, 2005, the Board of Education approved the school's request to enter into proposed loan agreements that extend beyond the term of the school's current charter and are not to exceed forty years. (Copies of approval letters are in the Appendix.)

Looking back on the 2001 application from the present accomplishments and challenges, it is clear that the core academic mission and methodology described in 2001 still represent what we do and strive to do better each year. The quality and dedication of our faculty, of which we are proud, has proven just as crucial to the growth of the school as expected. Much energy has gone into implementing Expeditionary Learning Core Practices of instruction, which are now more fully described by the Expeditionary Learning national organization than they were in 2001. In the past two years, the school has also put more rigorous thought into effective methods of standards-based assessment than described in the original charter. The school's goals around culture and community have also developed along the lines originally imagined, although with more day-to-day challenges than we could have foreseen. Probably the area of school program that our original charter underestimated most severely was special education. The school believes it has an effective and well-staffed special education program, and it has served our special education students well each year, but the amount of time, staffing and resources devoted to the special education program has stretched our staff and budget far more than we anticipated in 2001.

In the areas of finance, facilities and operations, the original charter has been useful only in the broadest terms, and we have been forced to become much more concrete and resourceful in the process of building the school's operations. That the school has had a balanced budget each year despite many unanticipated expenses; that it has been able to staff and equip the school well through a five year roll-out; and that it has from the beginning been in its permanent facility in the ideal location—these are all the result of the hard work, resourcefulness and good fortune of our Board and staff, especially the Director of Operations.

Lastly, our original plan for administration was lean, and it worked well for the first few years with great effort from all involved. In the past two years, however, it has been shown to be too lean for the needs of a growing school. As described elsewhere, small adjustments were made in years 3 and 4, and for year 5 the board studied and then approved the addition of a Principal, with the primary focus on instructional leadership. The Principal began in early July, 2007, and the benefits of this new position can already be felt.

IV. Plans for the Next Five Years

- 4A. Please attach a revised draft Accountability Plan that defines the school's measurable objectives for its next charter term.**

A draft Accountability Plan for Four Rivers Charter Public School, 2008-2013, is included in the Appendix.

- 4B. Based on the school's current charter term, please describe what changes to your charter are foreseen for the next charter term.**

The Board of Trustees and the school leadership do not foresee any major changes to our charter during the next five years, with the possible exception of seeking approval for a modest increase in our enrollment cap. As has been noted before, the school's five-year progression to full enrollment and a full program only in 2007-08 calls for a next phase of consolidating, revising and strengthening all that we have been building, from academic program to school culture to financial stability. There is much we want to improve within our current mission and charter. With that in mind, the Board of Trustees has committed to a strategic planning process over the coming year, 2007-08. At its June retreat, the Board brainstormed possible topics and goals for the planning process. A summary of the proposed goals and areas of focus for strategic planning was reviewed by the Board at its July, 2007 meeting and approved for inclusion in this Application for Renewal. These will provide a starting point for work with a representative group of faculty, staff, trustees, parents and others from the Four Rivers community this fall, led by our first board chair, Daniel LaRose, to work through a planning process, develop concrete goals and actions, and produce a strategic plan for the next five years by June 2008.

Proposed Goals for Strategic Planning, 2007-08

1. Student learning

The school will continue to foster student learning that is strong and diverse. Key areas for focus will include: a) deepening the implementation of our school themes; b) applying Expeditionary Learning core practices, especially "learning expeditions", with increasing coordination and effectiveness; c) increasing opportunities for challenge and achievement for a range of learners, especially in Div III; d) developing more connections for learning and service with the wider community; e) continuing emphasis on preparation for and placement in college; d) developing wider range of co-curricular activities in sports, arts and music, as well as in interest groups such as debate, adventure, etc., within budgetary constraints; and e) continuing to awaken in students an awareness of their moral and social responsibilities as members of the school community and the wider community, especially with respect to environmental, social, cultural, and individual needs in our times.

2. Enrollment

The school will continue to maintain enrollment that is at or near its approved capacity and is well matched to the school's program. Key areas for focus will include: a) developing an enrollment management and marketing plan, to maintain or build deep wait lists in grades 7-10; b) ensuring that applying families understand the school's expectations for academic rigor and effort; c) promoting the unique strengths of the high school; d) increasing the diversity of the student body; and e) proposing an increase in the school's enrollment cap by 12 students.

3. Financial Stability

The school will maintain and extend its financial stability. Key areas for focus will include: a) maintaining balanced annual budgets with sufficient operating margins; b) prioritizing future financial needs through multi-year modeling of income and expenses; c) increasing efforts to secure grants that will advance the school's program and enhance revenues; d) building the Annual Fund and strengthening contact with previous and potential donors; and e) coordinating various fundraising initiatives within the school to ensure coherence with school goals and support of the Annual Fund.

4. Dissemination of Best Practices

The school will develop and implement a plan for the dissemination of best practices. Key areas for focus will include: a) identifying current Four Rivers practices that are exemplary and worthy of dissemination, including those that have already been presented at local or national conferences; b) planning affiliations or events for dissemination with local districts as well as regional and national conferences; c) working with Expeditionary Learning leadership to have Four Rivers host a regional or national "site seminar" to demonstrate the school's exemplary EL methods (to which local districts as well as EL schools would be invited); d) developing partnerships with EL schools in Springfield or other schools new to EL; and e) exploring and, as effective, using web-based opportunities for dissemination.

5. Organizational Structure and Staffing

The school will maintain and, as needed, improve its organizational structures and staffing to ensure the optimal support, within the available funding, for the fulfillment of the Four Rivers mission. Key areas for focus will include: a) assessing for effectiveness the new administrative structures and staffing, implemented for 2007-08, and adjusting as necessary; b) providing strong supervision and support of faculty and improved curriculum coordination; c) utilizing workable and effective opportunities for faculty leadership, including mentoring; d) maintaining highly qualified teachers, with regular opportunities for training in EL methods and other professional development; e) maintaining an effective and inclusive special education program, and f) recruiting and maintaining additional trustees, to build board capacities.

4C. What facility or facilities do you plan to use during the term of the next charter?

Four Rivers will continue to use its current facility, leased to the school by the Four Rivers Educational Foundation, Inc, the school's affiliated 501(c)3 organization.

Attachments/Appendices:

1. Draft Accountability Plan for the next charter term
2. Accountability Plan Attachments List
3. Occupancy Permits (3 pp)
4. Elevator Inspection Certificates (2 pp)
5. Fire Alarm, Smoke Detection and Sprinkler System Tests and Inspections (5 pp)
6. 2007 Insurance Loss Control Report and 2007 Boiler Inspection (5 pp)
7. Board of Health Permit for Food Preparation Area (1 page)
8. Indoor and Outdoor IPM Plans (5 pp)
9. Asbestos Management Plan
10. Backflow Device Test results
11. Propane Permit
12. Copies of charter amendment approval correspondence from the Charter School Office for three approved charter amendments.

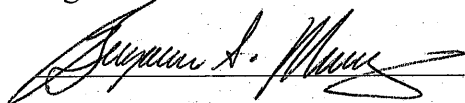
Public Charter School Certification Statement

Charter School Name: **Four Rivers Charter Public School**

School Location (City/Town): **Greenfield, MA**

I hereby certify that the information submitted in this application for renewal of a public charter is true to the best of my knowledge and belief; and further I understand that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Chair of Board of Trustees, or designated signatory authority:



Date: 7/30/07

Print/Type Name: **Benjamin Murray**

Year school opened: **2003**

Current Grades Served: **7-12**

Current Enrollment: **192**

Maximum Enrollment (for which the school is chartered, based on the original charter application or any approved amendments): **192**

Grade Span (for which the school is chartered, based on the original charter application or any approved amendments): **7-12**

District(s) or Region (for which the school is chartered, based on the original charter application or any approved amendments): **Region includes the six secondary school districts of Franklin County: Frontier Regional, Gill-Montague Regional, Greenfield, Mohawk Trail Regional, Pioneer Regional, and Ralph C. Mahar Regional**

Four Rivers Charter Public School

Accountability Plan

2008-2012

Draft submitted: August 1, 2007

FOUR RIVERS CHARTER PUBLIC SCHOOL MISSION

Four Rivers Charter Public 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

Students at Four Rivers Charter Public School will be able to read with strong comprehension, analysis and interpretation, and write with clarity and skill for different purposes and audiences

Indicator

- 1a** MCAS: 75% of students who have attended Four Rivers Charter Public School (FRCPS) for at least two years will attain Proficiency on the English Language Arts MCAS in the 10th grade, and at least 90% will pass in 10th grade.
- 1b** MCAS: 65% of students will attain Proficiency on the ELA MCAS in the 8th grade, and at least 90% will pass.
- 1c** MCAS: Students in grade 8 and 10 will achieve results on the 8th and 10th grade ELA MCAS at or above the average of the Franklin County schools from which these students were drawn. (Note: average scores of the sending schools will be calculated as weighted mean.)
- 1d** Passage Portfolio: 90% of students will successfully meet the requirements in the English component of the Passage Portfolios at 8th and 10th grades.
- 1e** Progress Reports: 90% of all students will pass all standards in English at the end of the year.

GOAL 2: Math

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

Indicators

- 2a MCAS: 65% of students who have attended FRCPS 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.
- 2b MCAS: 60% of students will attain Proficiency on the Math MCAS in the 8th grade, and at least 90% will pass.
- 2c MCAS: Students in grades 8 and 10 will achieve results on the 8th and 10th grade Math MCAS at or above the average scores of the Franklin County schools from which these students were drawn.
- 2d Passage Portfolio: 90% of students will successfully meet the requirements for the Math component of the Passage Portfolios at 8th and 10th grades.
- 2e Progress Reports: 90% of all students will pass all standards in Math at the end of the year.

GOAL 3: Science

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

- 3a MCAS: Students in grades 8 and 10 will achieve results 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.
- 3b Research: 95% of students will complete a Science research project related to the school themes and of portfolio quality annually.
- 3c Passage Portfolio: 90% of students will successfully meet the requirements for the Science component of the Passage Portfolios at 8th and 10th grades.
- 3d Progress Reports: 90% of all students will pass all standards in Science at the end of the year.

GOAL 4: Social Studies/History

Students at Four Rivers Charter Public School will be able to apply historical insights and research skills to better understand United States and world history.

Indicators

- 4a MCAS: Students who have attended FRCPS for at least two years will achieve results 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.
- 4b Research: 95% of students will complete a Social Studies/History research project related to the school themes and of portfolio quality annually.
- 4c Passage Portfolio: 90% of students will successfully meet the requirements for the Social Studies/History component of the Passage Portfolios at 8th and 10th grades.
- 4d Progress Reports: 90% of all students will pass all standards in Social Studies/History at the end of the year.

ORGANIZATIONAL VIABILITY

GOAL 5: Enrollment

Four Rivers Charter Public School will maintain full or nearly full enrollment.

Indicators

- 5a** The school will maintain enrollment at or above 96% of its enrollment cap each year.
- 5b** 90% of the students eligible and able to return to return to Four Rivers Charter Public School will reenroll for the following year.
- 5c** Applications each year will exceed the number of places available by 25%.

GOAL 6: Faculty

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

Indicators

- 6a** 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 Public School.
- 6b** 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.

GOAL 7: Board

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

Indicators

- 7a** The Board will meet monthly and maintain membership consistent with the by-laws.
- 7b** The Board will set goals annually with the school director and will evaluate the director based on those goals.
- 7c** The Board will oversee the Accountability Plan through semi-annual reports from the director.
- 7d** The Board will develop, implement, and assess a Board Action Plan annually.

GOAL 8: Finance

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

Indicators

- 8a** Annual expenditures, excluding depreciation, will not exceed annual revenues.
- 8b** The school will attain a cash reserve equivalent to three months' operating expenses by the end of its second charter term.

- 8c The school will meet the annual fundraising goals established by the Board of Trustees in the annual approved operating budget.
- 8d The annual independent audit for Four Rivers Charter Public School will report no major findings.

FAITHFULNESS TO CHARTER

GOAL 9: Themes: Nature, Technology, Community

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

Indicators

- 9a 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, visitors to the school, and faculty members who do not teach the student.

GOAL 10: Character & Community

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

Indicators

- 10a Students will engage in effective goal-setting for personal and academic growth, as documented in advisory records and student-led conferences.
- 10b 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.
- 10c Students will participate in service activities within the school, in the Franklin County and beyond, as documented by advisory records and portfolios.

GOAL 11: College Placement

Four Rivers Charter Public School will support students in applying to and entering college.

Indicators

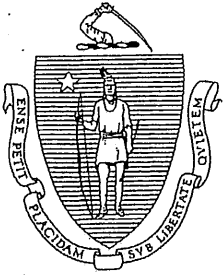
- 11a The school will guide all 12th grade students in applying to at least one college.
- 11b At least 80% of graduating seniors will matriculate to a college or other post-secondary educational setting of their choice within 15 months after graduation from Four Rivers.
- 11c In a survey of graduates enrolled in college, 80% of those responding will report that they felt well prepared by their education at Four Rivers.

GOAL 12: Dissemination

Four Rivers Charter Public School will identify and disseminate best practices of its faculty and staff, including those representative of exemplary Expeditionary Learning Core Practices.

Indicators

- 12a** The school will plan, implement, and maintain a process for identifying best practices for dissemination annually.
- 12b** The school will disseminate practices and products expressive of high quality Expeditionary Learning Core Practices and other exemplary Four Rivers practices to other schools and communities annually.
- 12c** The school will, in its second term, provide models for replication and best practices to other public schools in Franklin County.



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000

April 3, 2003

Chairperson
Board of Trustees
Four Rivers Charter School
Box 819
Greenfield, MA 01302

RE: Charter Amendment Request – Increase in Enrollment to 192 Students

Dear Chairperson:

This letter provides you with written confirmation that, on or about November 12, 2002, the Commissioner of Education approved the school's request to increase its enrollment maximum by 12 students to 192 students in the 2007-08 school year (FY08). Pursuant to 603 C.M.R. § 1.11(2), the Commissioner's approval operates to amend the charter as granted to Four Rivers Charter School.

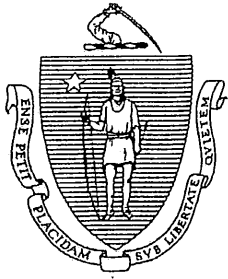
Should you have any questions or require additional information, please do not hesitate to contact me.

Very truly yours,

A handwritten signature in cursive script, reading "Kristin E. McIntosh".

Kristin E. McIntosh
Associate Commissioner
for Charter Schools (Acting)

C: Edward W. Blatchford



The Commonwealth of Massachusetts
Department of Education
Charter School Office

September 17, 2004

Daniel LaRose, Chairperson
Board of Trustees
Four Rivers Charter School
248 Colrain Road
Greenfield, MA 01301

Re: Four Rivers Charter School – Charter Amendment Request (Name Change)

Dear Chairperson LaRose:

This letter provides you written confirmation that, on or about September 17, 2004, the Commissioner of Education approved the school's request to change its name from "Four Rivers Charter School" to "Four Rivers Charter Public School." Pursuant to 603 CMR 1.11, the Commissioner's approval operates to amend the charter as granted to the Four Rivers Charter School.

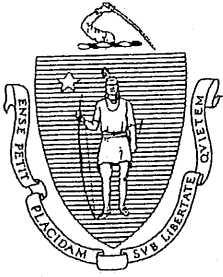
Should you have any questions or require additional information, please do not hesitate to contact me or Charlie Toulmin, Director of Charter Schools, at 781-338-3217.

Very Truly Yours,

A handwritten signature in cursive script, reading "Kristin E. McIntosh".

Kristin E. McIntosh
Associate Commissioner for Charter Schools (Acting)

C: Edward Blatchford, Director



The Commonwealth of Massachusetts Department of Education

Charter School Office

July 6, 2005

Daniel LaRose, Chairperson
Board of Trustees
Four Rivers Charter School
248 Colrain Road
Greenfield, MA 01301

Re: Four Rivers Charter School – Charter Amendment Request
(Approval of Loan Beyond Charter Term)

Dear Chairperson LaRose:

This letter provides you written confirmation that, on or about June 28, 2005, the Board of Education approved the school's request to enter into proposed loan agreements that extend beyond the term of the school's current charter and are not to exceed forty years. In accordance with General Laws chapter 71, section 89(j)(6), the Board's approval amends the charter as granted to the Four Rivers Charter School.

Should you have any questions or require additional information, please do not hesitate to contact me at 781-338-3227.

Very Truly Yours,

A handwritten signature in cursive script that reads "Mary Street".

Mary Street
Director of Charter Schools

C: Edward Blatchford, Director

Accountability Plan Attachments

Written documentation that the school remains in compliance with all building, health, safety, and insurance requirements, as described in 603 CMR 1.05 (2), and that all related inspections and approvals are current.

Attachments (any comments included below):

1. Certificates of Occupancy for three campus buildings. Note: The Middle School was designed and constructed in 2003 and meets all school buildings codes in effect at that time. The High School was designed and built in 2005 and meets all school building codes in effect at that time. The Farmhouse was built in 1777 and underwent extensive renovation in 2003. It is not considered a classroom building, and is used for administrative purposes. Nevertheless, it has smoke detection devices installed throughout which are hard wired to the central fire alarm panel. Any alarm triggered from any of the three buildings causes all campus alarms to ring and an evacuation of all buildings. The alarm system is directly tied to the Greenfield Fire Department. The Farmhouse also has emergency back up lighting in the event of a power failure.
2. 2007 Elevator Inspection Certificates for Middle School and High School
3. 2007 Fire Alarm and Sprinkler Systems Test and Inspection, and Fire Extinguisher Inspection
4. Massachusetts Interlocal Insurance Association loss control, risk inspection, and boiler inspection reports
5. The kitchenette in the High School is not designed for cooking, but as a "catering only" operation. Greenfield High School cooks, prepares, supplies and oversees the entire school lunch program on a daily, catered basis and employs the staff. Their current certificate from the Greenfield Board of Health is attached.
6. Updated Integrated Pest Management Plans. Monthly campus-wide inspection reports are on file at the school.
7. Asbestos Management and Abatement Report- full report on file at the school. Only one storage room in the Farmhouse has composite floor tile containing asbestos and it did not require mitigation, just restricted access.
8. Town of Greenfield Backflow Prevention tests and reports (attached): one of four backflow prevention devices on campus did not pass its last test due to fine grit caught in the backflow check valve. The valve has been replaced and a retest is scheduled the first week of August.
9. Flammable materials: Propane is plumbed from a central underground storage area to the High School and then on to the two science classrooms. Its design and code compliance is an integral part of the High School building occupancy approval. The permit and approval for the underground storage is attached. Portable propane cylinders for incidental uses do not need permitting in Greenfield.

#1

3 occupancy
permits



OFFICE OF THE INSPECTOR OF BUILDINGS

Town Of GREENFIELD, MASSACHUSETTS

Town Hall, Greenfield, Mass, 01301

(413) 772-1506

Fax: (413) 772-1521

23 July, 2003

MYQROE Companies
At Four Rivers School
248 Colrain Road
Greenfield, Massachusetts 01301
Attention Noble Vincent

This letter will serve as a legal Certificate of Occupancy for the house as it has been converted from a single family home (R-4) to administration offices (B).

As of this date, all of the public safety inspections have been conducted and the conditions found to be safe for occupancy as business offices for the administration of the Four Rivers School.

Yours Truly,

A handwritten signature in dark ink, appearing to read "Bruce Austin", is written over a horizontal line.

Bruce Austin
Inspector of Buildings



BUILDING PERMIT - CERTIFICATE OF OCCUPANCY

Town of Greenfield

DATE: 23 July 2003

CONTRACTORS LICENSE NUMBER: NA

CERTIFICATE ISSUE DATE: 24 September 2003

PERMIT #: 56-2003C

APPLICANT: MYGROE

ADDRESS: 40 Lane Road, Derry, New Hampshire 03038

PERMIT TO: Construct school building

TYPE OF IMPROVEMENT

6th Edition

two

No. of Stories

PROPOSED USE

NUMBER OF DWELLING UNITS

None

AT (LOCATION):	250 Colrain Road	ZONING DISTRICT:	RC
BETWEEN	Mohawk Trail	AND	Nashs Mill Road
	(cross street)		(cross street)

SUBDIVISION LOT 9 BLOCK R-26 LOT SIZE

BUILDING IS TO BE 40'-0" FT WIDE BY 81'-0" FT LONG BY 32'-0" IN CONSTRUCTION

TO TYPE 5B USE GROUP E BASEMENT WALLS OR FOUNDATION slab on grade

Notes:

AREA OR VOLUME 7032 Square Feet

OWNER George Myers

ADDRESS 40 Lane Road, Derry, New Hampshire 03038

Inspector of Buildings
INSPECTOR OF BUILDINGS



BUILDING PERMIT - CERTIFICATE OF OCCUPANCY

Town of Greenfield

DATE: 02 June 2005

CONTRACTORS LICENSE NUMBER: 77990

CERTIFICATE ISSUE DATE: 27 December 2005

PERMIT #: 32-2005C

APPLICANT: MYQroe, LLC Inc.

ADDRESS: 40 Lane Road
Derry, New Hampshire 03038

PERMIT TO: direct new school building

TYPE OF IMPROVEMENT

6th Edition

two

No. of Stories

educational

PROPOSED USE

NUMBER OF DWELLING UNITS none

AT (LOCATION): 250 Colrain Road ZONING DISTRICT: RB
BETWEEN Nash's Mill AND Colrain Street

SUBDIVISION (cross street) LOT 9 BLOCK R-26 LOT SIZE

BUILDING IS TO BE FT WIDE BY FT LONG BY FT IN HEIGHT AND SHALL CONFORM
TO TYPE 6B USE GROUP E BASEMENT WALLS OR FOUNDATION placed concrete
IN CONSTRUCTION

Notes:

AREA OR VOLUME 5728 Square Feet

see smoke detector certificate
Fire Inspector

OWNER
ADDRESS
Inspector of Buildings

The Town Of Greenfield is an Affirmative Action/Equal Opportunity Employer



OFFICE OF THE INSPECTOR OF BUILDINGS

Town Of GREENFIELD, MASSACHUSETTS

Town Hall, Greenfield, Mass, 01301

(413) 772-1515

Fax: (413) 772-1521

08 February 2007

Harlan Smith
4 Rivers Charter School
250 Colrain Road
Greenfield, Massachusetts 01301

Dear Harlan Smith,

The farm house which you now use as the administration building was originally built as a single family home associated with the farm. During this time, the house did not look like nor function like any of the other farm buildings.

Once the residential house was turned into the administrative building, Building Code Use Group B, and you caused the construction of two classroom or school buildings, Building Code Use Group E, the two types of buildings have separate uses. The uses are unique and in no way interchangeable.

I hope that this is useful as your administrative building should never be confused with the school buildings and vice versa.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bruce Austin", is written over the printed name.

Bruce Austin
Inspector of Buildings

Copy: Lane Kelly
Deputy Strahan, Fire

#2 Elevators
Middle School
& High School



The Commonwealth of Massachusetts

Department of Public Safety

One Ashburton Place, Boston, MA 02108-1618

CERTIFICATE FOR USE OF ELEVATOR

Chapter 143, General Laws, as amended

Location: 248 Colrain Road, Greenfield MA

Capacity: 2000 Pounds

Speed: 100 Feet per minute

State ID#: 114-P-148

F. T. #: 7013992

Issued on: 02/22/2007

F. F. : 22 FEB '07

Expires: 2/22/2008

Apply for Re-inspection
60 days Prior to Expiration Date.

A handwritten signature in cursive script, appearing to read "Thomas G. Gatzunis".

Thomas G. Gatzunis
Commissioner

IN CASE OF ACCIDENT NOTIFY (617) 727-3200 AT ONCE.
AFTER 5:00 PM & WEEKENDS, CALL (508) 820-2121
REPORT UNSAFE CONDITIONS TO BUILDING MANAGER / OWNER



The Commonwealth of Massachusetts

Department of Public Safety

One Ashburton Place, Boston, MA 02108-1618

CERTIFICATE FOR USE OF ELEVATOR

Chapter 143, General Laws, as amended

Location: 250 Colrain Road, Greenfield MA

Capacity: 2500 Pounds

Speed: 130 Feet per minute

State ID#: 114-P-158

F. T. #: 7013991

Issued on: 02/22/2007

F. F. : 22 FEB '04

Expires: 2/22/2008

Apply for Re-inspection
60 days Prior to Expiration Date.

A handwritten signature in cursive script, appearing to read "Thomas G. Gatzunis".

Thomas G. Gatzunis
Commissioner

**IN CASE OF ACCIDENT NOTIFY (617) 727-3200 AT ONCE.
AFTER 5:00 PM & WEEKENDS, CALL (508) 820-2121
REPORT UNSAFE CONDITIONS TO BUILDING MANAGER / OWNER**

Report of Inspection/Test

Annual Wet

4-17-07

Property

Owner/Agent

Four River Charter School

248 Colrain Rd.

Greenfield, MA. 01301

#3
Fire Alarm,

Smoke Detection

AND SPRINKLER SYSTEM

Test + Inspection

Conducted by: William Baggus

Inspection Ref:

Access

AHJ

Harlan Smith 413-776-4765

Building Notes

24 hr. notice G.F.D.

Ken Winn 413-774-4737

Inspection Notes

1. TO MEASURE THE STATIC & RESIDUAL PRESSURES THROUGH THE 2" DRAIN FOR COMPARISON OF PREVIOUS TEST, TO DETERMINE EXCESSIVE BUILD UP OF MATTER IN THE PIPING OR VALVE POSITIONS TO ASSURE OPENING.

2. CHECK ALARMS FOR PROPER OPERATION.

3. CHECK ANTI-FREEZE SOLUTION FOR PROPER TEMPERATURE RATING.

Four River Charter School

System Off	Monitoring Company	Operator	Alarm Panel/Code
System On	Test City #816	G.F.P. 774-4737	Notifier
Signatures			
Inspector - Printed	Inspector - Signature	Date	I state that the information on this form is correct at the time and place of my inspection, and that all equipment tested at this time was left in operational condition upon completion of this inspection except as noted.
WL Burgess Jr.	[Signature]	4-17-07	
Owner's Representative -	Owner's Representative -	Date	Except as noted, the building is occupied with the same occupancy classification and hazard of contents as last inspection. Also, the system has remained in service without modification and been free of activation of devices or alarms.
Harlan Smith	[Signature]	4/17/07	
Witness - Printed	Witness - Signature	Date	I certify that I witnessed the inspection and test of the life safety system and all valves have been left in the open position.
Fire Inspector - Printed	Fire Inspector - Signature	Date	I certify that I witnessed the inspection and test of the life safety system at the above premises.

Report of Inspection/Test

Annual Wet

4-17-07

Property: Four River Charter School

Owner:



System Off	Monitoring Company	Operator	Alarm Panel/Code
System On	City # 816	G.F.D. 774-4737	Notifier

Signatures			
Inspector - Printed	Inspector - Signature	Date	I state that the information on this form is correct at the time and place of my inspection, and that all equipment tested at this time was left in operational condition upon completion of this inspection except as noted.
W.C. Rogers	[Signature]	4-17-07	
Owner's Representative -	Owner's Representative -	Date	Except as noted, the building is occupied with the same occupancy classification and hazard of contents as last inspection. Also, the system has remained in service without modification and been free of actuation of devices or alarms.
Witness - Printed	Witness - Signature	Date	I certify that I witnessed the inspection and test of the life safety system and all valves have been left in the open position.
Fire Inspector - Printed	Fire Inspector - Signature	Date	I certify that I witnessed the inspection and test of the life safety system at the above premises

Water Based System

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

Backflow Valve

☐ Yes ☐ No ☒ N/A

☐ Yes ☐ No ☒ N/A

☐ Yes ☐ No ☒ N/A

Fire Department Connection

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

☒ Yes ☐ No ☐ N/A

Gauges on wet pipe system in good condition and showing normal water supply pressure?
Alarm devices free from physical damage?
Hydraulic nameplate, if provided, securely attached to riser and legible?
Valve supervisory switches indicate movement?

Relief port on reduced pressure backflow prevention assemblies free of continuous discharge?
Backflow devices passed backflow test?
Backflow devices passed full flow test?

Visible and accessible?
Couplings and swivels not damaged and rotate smoothly?
Plugs or caps in place and undamaged?
Gaskets in place and in good condition?
Identification sign(s) in place?
Check valve is not leaking?
Automatic drain valve in place and operating properly?
Interior free of obstructions (if caps are not in place) ?
Valve clapper operational over its full range (if caps are not in place) ?

In good condition ?
Free of mechanical damage and not leaking ?
No external corrosion ?
Properly aligned ?
No external loads ?

Print Date: 6/9/2005

(All "NO" answers are to be fully explained.)

Copyright 2002 Life Safety Inspector On Site Software

Report of Inspection/Test

Annual Wet

4-17-07

Property: Four River Charter School

Owner:



pipe

Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐

Visible pipe hangers and seismic braces not damaged or loose?
Was an obstruction investigation conducted and the system flushed?

sprinklers

Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐

Sprinkler wrench with spare sprinklers?
Proper number and type of spare sprinklers?
Free of corrosion?
Free of obstructions to spray patterns?
Free of foreign materials including paint?
Free of physical damage?
Are all sprinklers in service dated 1920 or later?
Fast Response sprinklers in service for less than 20 years? If "no" test sample now and every 10 years.
Standard sprinklers less than 50 years old? If no test sample now and every 10 years.
If sprinklers have been replaced, were they proper replacements?
Sprinklers and spray nozzles protecting commercial cooking equipment and ventilating systems replaced except for bulb-type which show no signs of grease buildup?

Yes ☐ No ☒ N/A ☐

Yes ☐ No ☒ N/A ☐
Yes ☐ No ☒ N/A ☐

main Valve

Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐
Yes ☒ No ☐ N/A ☐

Gauges show normal supply water pressure?
Free from physical damage?
Trim valves in correct (open or closed) position?
No leakage from retarding chamber or drains?

low Test

System	Connection Flowed	Outlet Size	Pressure (psi)			Alarms Actuate	Waterflow devices pass test	Results comparable to prior test
			Static	Resid	Static			
7" Shotgun Main Drain		2"	90	75	100	Yes	Yes	Yes

Valve Inspection List

Description	# of Valves	Type	Size	Open	Easily Accessible	Signs	Secured	Exercised	Stem Lubed
Main Valve									
Backflow Control Valve	Two	O.S.N.	4"	Yes	Yes	Yes	Temp Cap	Yes	N/A
System Control Valve	One	O.S.N.	4"	Yes	Yes	Yes	Temp Cap	Yes	N/A

Invoice

PAGE 1

DEPENDABLE FIRE AND SAFETY
322 WELLS STREET
GREENFIELD, MA 01301

Invoice No.
00023641

Invoice Date
04/17/07

(413)774-7516

Sold To: FOUR RIVERS CHARTER SCHOOL
248 COLRAIN ROAD
GREENFIELD, MA 01301

Ship To:

Purchase Order Number

Date Ordered
04/17/07

Date Shipped
04/17/07

Ship Via

F.O.B.

Salesperson
APR

Terms
0.00/0 NET 0

Payment Due
04/17/07

Notes

Item	Ordered	Shipped	Description	Price	Amount
AI	14	14	ANNUAL INSP.FIRE EXT.	3.00	42.00
RPT	14	14	REPLACE PIN TIE	.50	7.00
				<i>Registered</i>	
				#2808	

Message

SubTotal

Sales Tax

Shipping

TOTAL

49.00



Massachusetts

MIIA

Interlocal Insurance Association

2007 INSURANCE
LOSS CONTROL REPORT
2007 BOILER INSPECT-
ION AND REPORT
#4

One Winthrop Square, Boston, MA 02110

(617) 426-7272 or (800) 374-4405

Facsimile (617) 426-9546

April 21, 2007

Mr. Harlan Smith
Four Rivers Public Charter School
248 Colrain Road
Greenfield, MA 01301

Dear Harlan,

On April 11, 2007, Eric Schlueter, a representative from MIIA's Loss Control Department visited Four Rivers Charter School. The attached recommendations were developed as a result of this inspection.

I would appreciate your reply using the column headed "Date Completed," indicating when each item was done or your intended action for completion of the attached recommendations within the next 30 days.

If you have any questions or problems regarding the recommendations, or you need assistance with your loss control activities, please call.

Very Truly Yours,

Jeffrey J. Siena
Loss Control Manager

cc:

Tricia Coughlin, MIIA Member Services



MIAA - Loss Control Recommendations

Member Name	Four Rivers Public Charter Sch.	Date of Inspection	4/11/2007
Address	248 Colman Road	MIAA Contact	Jeffrey Siena
Phone	413-775-4577	Title	Loss Control Manager
Member Contact	Mr. Harlan Smith	Phone	800-374-4405
Title	Director of Operations	E-mail	jsiena@mnaa.org

The following recommendations are submitted to improve your Loss Control Program. Recommendation numbers with the prefix "CR" should be given the highest priority for completion, as they have critical importance in relation to the health and safety of employees. Please respond within 30 days regarding your compliance with all recommendations.

Recommendation Number	Location	Recommendation	Date Completed or Reason Not Completed	Photo Documentation
07-04-01	Middle School	Housekeeping should be improved in electrical closet. Items should not be stored within 36" of the electrical panel in the electrical closet.	7/4/01	

All MIAA Inc. inspections and recommendations are purely advisory and intended to assist our clients in loss control and safety procedures. The implementation of recommendations made by MIAA Inc. is the sole responsibility of the client. Observations and recommendations of MIAA Inc. are based on practices and conditions observed and information made available to us at the time of our visit and do not imply or guarantee full compliance with local, state, or federal regulations which may be applicable to such practices and conditions. These inspections, reports, and recommendations do not signify or imply that hazards do not exist. MIAA Inc. did not conduct a structural inspection.

Harlan Smith

From: "Harlan Smith" <hsmith@fourriverscharter.org>
To: "Joseph Orsucci" <jorsucci@spt.com>
Cc: "Deborah O'Hara" <Deborah.O'hara@cabotrisk.com>; "Tricia Coughlin" <Tricia.Coughlin@cabotrisk.com>
Sent: Friday, March 23, 2007 12:11 PM
Subject: Re: Boiler Inspection at Four Rivers Charter Public School

Joseph Orsucci
Risk Control Consultant
Travelers

March 23, 2007

Dear Mr. Orsucci,

Rice Oil Company completed installations today to satisfy the two outstanding jurisdictional recommendations (07-01 and 07-02) for the Buderus boiler in the Four Rivers Charter Public School Farmhouse (MA 129511).

Sincerely,

Harlan Smith
Director of Operations

3/23/2007



Boiler and Machinery Division

929 S. Westfield St
Feeding Hills, MA 01030
January 23, 2007

Harlen Smith
Four Rivers Charter School
248 Colrain Rd.
Greenfield, MA 01302

Dear Harlen Smith:

PURPOSE OF VISIT

An inspection was recently conducted on the following objects at 248 Colrain Road Greenfield, Greenfield, MA:

Jurisdictional #	NB/Other #	Type of Object	Manufacturer	Location	Survey Date
MA 129511		CAST IRON BOILER	BUDEROUS	OFFICE BSMT.	01/22/2007
MA 146258		CAST IRON BOILER	Burnham	HIGH SCHOOL BLRM.	01/22/2007

NEW RECOMMENDATIONS

07-01 JURISDICTIONAL CSD-1 Sec CW-410-c Install Boiler High Temperature Limit

Boilers number (MA 129511 & MA 146258) are equipped with the temperature activated controls that will automatically shut off the fuel supply when the temperature reaches a preset high set point and will allow the burner to operate when the temperature reaches a preset low set point. Section CW-410-c requires hot water heating and hot water supply boilers to have a high temperature limit control that will prevent water from exceeding the maximum allowable working temperature. The upper set point limit of the control must not exceed the maximum allowable temperature and functioning of this control must cause a safety shutdown and lockout. A high temperature limit control must be installed according to the requirements of CSD-1.

07-02 JURISDICTIONAL CSD-1 Sec CW-120 and CW-130 Install Low Water Fuel Cutoff

There is no low water cutoff on boiler number (MA 129511). This safety device should be installed in accordance with all jurisdictional requirements and ASME Code CSD-1 Section CW-120 or CW-130. The purpose of a low water fuel cutoff is to shut off the supply of fuel to the burner before the water level reaches the lowest permissible water level. This will prevent overheating and damage to the boiler.

These recommendations are being submitted for corrective action based on my visit and observations. Recommendations that are categorized as either "IMPORTANT" or "JURISDICTIONAL" require a written response within 30 days of this survey.

This report is based upon the information supplied by customer personnel and/or on the conditions and practices we observed at the time of the visit. The report may not list all unsafe conditions and practices; others may exist. This report is not an endorsement of and it may not be used to endorse or promote any practices, procedures, or products. Surveys and recommendations are advisory and are designed to assist our customers in the management of their own safety activities. Recommendations are not designed nor intended for any other purpose. The responsibility for making changes in the operations, procedures, or for implementing any recommendations is the customer's.

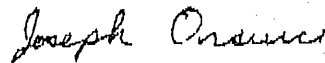
Important recommendations address conditions that may result in personal injury or excessive property damage and a certificate of inspection cannot be approved.

Jurisdictional recommendations address conditions that are in violation of the jurisdictional code and a certificate of inspection cannot be approved.

Please provide a **written response** on the status of the Important and / or Jurisdictional recommendations within 30 days of this survey date. For your convenience you can respond by mail, fax, or e-mail.

I appreciate this opportunity to be of service. Please do not hesitate to contact me if you have questions or if I may be of further assistance.

Sincerely,



Joseph Orsucci
Risk Control Consultant
Boiler and Machinery Unit
Tel: 413-786-2897
Fax: 888-803-1522
E-Mail: jorsucci@spt.com

0999-612641
Business Unit:
SAI: 1400VA126
Policy Number: 1590C587

#5
Board of Health
approval of our
food service
caterer

7

Fee

**The Commonwealth of Massachusetts
Town of Greenfield
Board of Public Health**

In accordance with regulations promulgated under authority of Chapter 94, Section 305A
and Chapter 111, Section 5 of the General Laws a Permit is hereby granted to:

Greenfield High School

Whose place of business is:

1 Lenox Avenue

Type of Business and any restrictions:

Retail Food Establishment - Town (< 10,000 Sq Ft)

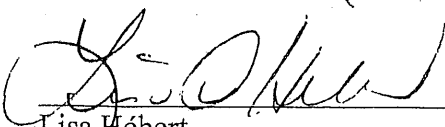
To operate a food establishment in:

Greenfield

Expires:

12/31/2007

Unless sooner suspended or revoked.


Lisa Hébert

Board of Health Director

Date Issued: 01/01/2007

Janina Thayer, Chairperson
Dr. William Doyle, Member
Dr. David Taylor, Member

#6
Indoor and Outdoor
IPM plans

**Four Rivers Charter Public School
OR INTEGRATED PEST MANAGEMENT (IPM) PLAN**

248 Colrain Road
Greenfield, MA 01301

inator
ith

Primary Contact

Edward W. Blatchford, 413-775-4577, eblatchford@fourriverscharter.org

This School has a contract with

- Robert Knowlton of Waltham Services, Inc., 413-786-8071.

By signing the end of this Indoor IPM plan, the IPM coordinator, Harlan Smith, of this School and the Pest Management Professionals described above acknowledge, and agree to the terms of this INDOOR Integrated pest management plan.

A .INTRODUCTION

In compliance with the Act Protecting Children and Families from Harmful Pesticides, Four Rivers Charter Public School on 7/19/2007 4:25:00 PM has prepared the following Indoor IPM plan. By centralizing all of the information about this facility's pest management practices the plan serves as a guide to direct this facility's IPM coordinator, Harlan Smith, about pest control and pesticide use.

This plan describes the pest management practices for indoor areas of the Four Rivers Charter Public School and clearly states its pesticide use policies.

A copy of the plan has been filed with the Massachusetts Department of Agricultural Resources (MDAR), and at least one printed copy must be kept on site and made available to the public upon request.

Objectives

The objectives of the integrated pest management program conducted at the Four Rivers Charter Public School are listed below.

- Reduce children's exposure to pesticides and pesticide residues whenever possible.
- Manage pests that may occur on facilities to prevent interference with the learning environment of the students.
- Provide the safest playing or athletic surfaces possible.

In light of these objectives, the Four Rivers Charter Public School has selected the following as its IPM policy statement:

B.POLICY STATEMENT

It is the policy of this school to implement Integrated Pest Management procedures to

control structural and landscape pests and minimize exposure of children, faculty, and staff to pesticides.

C. IPM COMMITTEE

The tasks set before an IPM committee are to:

- Develop an IPM plan. The IPM plan is in essence, a document that describes the organization and implementation of IPM on school grounds.
- Evaluate progress of the IPM program.
- Communicate about IPM - Facilitate communication within the school about IPM practices.
- Assist in development of contract specifications.
- Provide notification to parents about pesticide use.

The INDOOR committee members selected for the Four Rivers Charter Public School are listed below:

- 1) Harlan Smith (Indoor IPM Coordinator)
- 2) Harlan Smith

D. COMMUNICATING IPM WITHIN THE FACILITY

The Pest Management Professional communicates with the IPM coordinator of the facility. The IPM coordinator then posts this information in a common viewing area dedicated to the subject of integrated pest management.

Staff/Students communicate with their supervisors or teachers who then pass information onto the IPM coordinator.

E. EDUCATION AND TRAINING OF FACILITY OCCUPANTS & STAFF

- teachers, custodial staff, housekeeping staff, food service workers, building and grounds maintenance personnel, and students will be informed of the presence of an IPM and a Coordinator, Harlan Smith, through a yearly written training procedure
- Training content will cover pest-reporting procedures and pest prevention strategies such as sanitation.
- annual written reminders sent to staff and students via mail distribution concerning IPM training
- Annually, the IPM Coordinator will present the training, with assistance from Waltham Services, Inc. and the monthly inspections provided by Waltham Services will track changes in compliance and their effect.
- Students must eat lunches only within designated areas of the school Do not store food inside lockers

F. INDOOR MONITORING

The IPM committee will evaluate the plan annually. When pests are present, Four Rivers Charter Public School has chosen an **INDOOR monitoring schedule that consists of monthly inspections**. When pests are absent the **INDOOR monitoring schedule will consist of monthly inspections**.

The following technique will be used to monitor for pests: The facility's contracted Pest Management Professional would conduct regular pest inspections and would then instruct the IPM coordinator as to the proper course of action.

G. COURSE OF ACTION TAKEN FOR INDOOR PESTS

The following pests have historically and/or currently been a problem at Four Rivers Charter Public School:

- **Ants are intermittent and only in the warm months and around entrances. Mice are intermittent and have been steadily decreasing since the school occupied the premises. They only have been observed in the 1777 Farmhouse.**
- **Ants**
- **Mosquitoes & Flies**
- **Rats & Mice**

The School's IPM approach to managing the indoor pests includes the following actions:

SCHOOL PEST DESCRIPTION

The ants are small red worker ants. The mice are adult house mice, (*Mus musculus*).

SCHOOL PEST LOCATION DETAILS

Ants are intermittently seen by food crumbs near entrances. Mice have only been attracted to a faculty break room on the second floor of the farmhouse, where food crumbs spill.

SCHOOL PEST ACTIVITY

Ant monitoring has yet to detect a level of pests worth responding to. Any evidence of mice is the threshold for control measures.

MONITORING/INSPECTION

Ants are monitored by sticky glue traps placed randomly throughout the entire school. There has been no evidence of any infestation since the school opened. Mice are monitored with snap traps and the first occupancy summer netted 14 mice killed. Last summer netted 5. From late October through January, 1 mouse has been caught.

ELIMINATING ACCESS

Sill repairs were recently completed on the south and west sides of the farmhouse. The middle school building is brand new and has tightly fitting entrances and windows and tightly sealed transitions between the concrete foundation and sill plates.

ELIMINATING SOURCES OF FOOD AND WATER

Custodial schedules are established to do a thorough cleaning of all areas where students eat or transport food on a daily basis at the end of the day. The farmhouse is cleaned three times per week and additionally as needed after events that leave food waste. The IPM coordinator inspects the faculty break room daily and spot cleans any spills.

ELIMINATION OF SHELTER AND HARBORAGE

Harborage sites of mice have been reduced by trimming back all vegetation to at least 12 inches from buildings, and crushed stone has been used to surround many wall areas instead of mulch. Farm debris has been removed from the premises. No ant nests have been discovered.

NON-CHEMICAL CONTROLS

Baited (peanut butter) mouse snap traps and sticky glue ant traps

CHEMICAL CONTROLS

PESTICIDE USE ATTESTATION:

Pesticides are only applied by a certified and/or licensed applicator.

Pesticides are used only when monitoring has shown that pests are present and when the use of the pesticide is justified or in the case of an emergency situation.

Only pesticides allowed under the Children's and Families' Protection Act are used indoors.

H. RECORD KEEPING

In the case of Four Rivers Charter Public School, INDOOR monitoring records will be maintained through the following technique: The use of forms which will be filled out by the person monitoring the facility

I. EVALUATING THE PROGRAM

The IPM committee will evaluate the plan annually .

J. IN THE EVENT OF A HEALTH EMERGENCY

During the creation of this IPM plan, Edward W. Blatchford has assigned committee member Harlan Smith with the responsibility of applying for an emergency waiver.

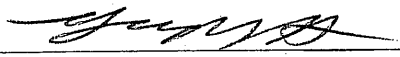
K. LIST OF PESTICIDES TO BE USED INSIDE THE FACILITY

The following list includes all the pesticides that will be used inside the Four Rivers Charter Public School. This list includes all herbicides, fungicides, and insecticides that will be used in the event that chemical is required.

Pesticide	Active	EPA	Target	Rationale
Name	Ingredient	Registration #	Pest	for use

Delta Dust	deltamethrin	432-772	roaches
Borid	boric acid	9444-129	roaches
MaxForce Roach	hydamrthylnon	64248-5	roaches
Killer Gel			
Uncle Albert's Ant	boric acid	73340-1	ants
Bait			
Contrac	bromadiolone	12455-61	rodents
Rodenticide			
Timbor (dry only)	boric acid	64405-8	ants
Advance Dual-	sulfuramid	499-459	ants
choice Ant Bait			
Stations			
Max Force FC Ant	fipronil	64248-21	ants
Bait Stations			

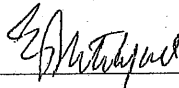
I attest, to the best of my knowledge, that the above information is complete, accurate and true



IPM Coordinator Signature

07, 26, 07

Date



Administrator, Director, or Principal

7, 26, 07

Date

Indoor IPM Plan originally submitted on: 1/27/2005 8:35:00 PM

Plan updated by Harlan J. Smith on: 7/19/2007 4:25:00 PM

7

Asbestos
Management
Plan
Cover

OS MANAGEMENT PLAN

In Conformance with the

Asbestos Hazard Emergency Response Act

(A.H.E.R.A.)

for the

Four Rivers Charter School

248 Colrain Road

of the

Trustees of Four Rivers Charter School
as the Local Education Agency.

Prepared By:

Homestead Inc.

1664 Cape St.
Williamsburg, MA 01096

413 628-4533

Date of Preparation: 9/10/04

#8
BACKFLOW device
TEST RESULTS



Department of Public Works

Town of GREENFIELD, MASSACHUSETTS

Water Facilities Division

Facility: 384 Deerfield Street, Greenfield, MA 01301 Phone: 413-772-1539 Fax: 413-772-1541

e-mail: SandraS@townofgreenfield.org

Mail: Town Hall, 14 Court Square, Greenfield, MA 01301

Via registered mail

May 7, 2007

Four Rivers Charter School
Attn: Harland Smith
248 Colrain Rd
Greenfield, MA 01301

Re: Backflow device serial # 08543 – North Bldg – fire line

Dear Mr. Smith,

The purpose of this letter is to inform you that the above referenced backflow prevention device did not pass the most recent round of testing. A failed device offers no, or at best limited, protection and according to local and state regulations must be promptly repaired. The device needs to be repaired/replaced by a licensed plumber.

When the device is repaired, please contact our department to arrange for a retest. There is no charge for retesting the device. You may contact our licensed tester, Forrest Herald, directly at 413-772-1539 or ForrestH@townofgreenfield.org.

If you have any questions, please contact me at 413-772-1539 or SandraS@townofgreenfield.org

Sincerely,

Sandra Shields
Sandra Shields

Water Facilities Supt

xc: chrono

H. Hohengasser, Plumbing Inspector

9

Propane
Permit

The Commonwealth of Massachusetts
Department of Fire Services
Office of the State Fire Marshal
P.O. Box 1025, State Road, Stow, MA 01775



CERTIFICATE OF REGISTRATION

GREENFIELD

(City or Town)

JUNE 30 2005

(Date)

NOTE: Complete top and bottom of form and forward both sections and fee to local Licensing Authority
(City or Town Clerk). **DO NOT RETURN FORM TO THE DEPARTMENT OF FIRE SERVICES.**

In accordance with the provisions of Massachusetts General Laws, Chapter 148, Section 13, the undersigned hereby certifies that:

FOUR RIVERS CHARTER PUBLIC SCHOOL

(Name of Holder of license)

ADDRESS 248 COLRAIN RD, GREENFIELD

is the holder of the license granted July 26, 2005 for the lawful use of the building(s) or other structure(s)
situated or to be situated at 248 AND 250 COLRAIN RD.

(Street and Number)

as related to the **KEEPING, STORAGE, MANUFACTURE OR SALE OF FLAMMABLES OR EXPLOSIVES.**

GREENFIELD

(City or Town)

NOTE: This certificate of registration must be signed by the holder of the license if said license was granted prior to July 1, 1936. otherwise by the owner or occupant of the land licensed.

Received _____ 19 _____

by _____

(Official Title)

[Signature]

(Signature)

OCCUPANT

(State whether owner occupant or holder)

248 COLRAIN RD, GREENFIELD

(Address)

Cut



Form FP 5 Rev. 12/97

The Commonwealth of Massachusetts
Department of Fire Services
Office of the State Fire Marshal
P.O. Box 1025, State Road, Stow, MA 01775



REGISTRATION

GREENFIELD

(City or Town)

JUN 30 2005

(Date)

This is to certify that _____ has, in accordance with the provisions of

M.G.L. chapter 148, Section 13, filed with me a certificate of registration setting forth that FOUR RIVERS CHARTER PUBLIC SCHOOL

is the holder of the license granted July 26, 2005 for the lawful use of the building(s) or other

structure(s) situated at 248 AND 250 COLRAIN ROAD

(Street and Number)

as related to the **KEEPING, STORAGE MANUFACTURE OR SALE OF FLAMMABLES OR EXPLOSIVES.**

William B. Allen

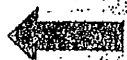
(Signature and Official Title)

Chr. Licensing Commissioner

NOTE: A certificate of registration must be filed on or before April 30th of each year.



THIS PERMIT MUST BE CONSPICUOUSLY POSTED UPON THE PREMISES





Revised 3/98

Department of Fire Services
Office of the State Fire Marshal

GREENFIELD
(City or Town)

JUN 30 18 2005
(Date)



APPLICATION FOR LICENSE

For the lawful use of the herein described building ... or other structure ..., application is hereby made in accordance with the provisions of Chapter 148 of the General Laws, for a license to use the land on which such building ... or other structure ... is/are or is/are to be situated, and only to such extent on plot plan which is filed with and made a part of this application.

Location of land 250 COLRAIN RD. Nearest cross street COLRAIN ST. + COLLEGE DRIVE
 Owner of land MYOROE, LLC Address 40 LANE RD., DERRY, NH 03038
 Number of buildings or other structures to which this application applies 2
 Occupancy or use of such buildings PUBLIC MIDDLE SCHOOL - 64 STUDENTS PUBLIC HIGH SCHOOL - 128 STUDENTS
 Total capacity of tanks in gallons: Aboveground _____ Underground 6000 GALLONS
 Kind of fluid to be stored in tanks PROPANE
 Approved-Disapproved JUNE 28 2005 79 79
Capt Robert Stur (Head of Fire Dept) HARLAN SMITH (Signature of Applicant) DIR. OF OPERATIONS
FOUR RIVERS CHARTER PUBLIC SCHOOL (Address)



The Commonwealth of Massachusetts
Department of Fire Services
Office of the State Fire Marshal



P2 Revised 3/98

GREENFIELD
(City or Town)

2005
(Date)

LICENSE

In accordance with the provisions of Chapter 148 of the General Laws, a license is hereby granted to use the land herein described for the lawful use of the building ... or other structure ... which is/are or is/are to be situated thereon, and as described in the plot plan filed with the application for this license.

Location of land 250 COLRAIN RD Nearest cross street COLRAIN ST. AND COLLEGE DRIVE
 Owner of land MYOROE, LLC Address 40 LANE RD., DERRY, NH 03038
 Number of buildings or other structures to which this license applies 2
 Occupancy or use of such buildings PUBLIC MIDDLE SCHOOL - 64 STUDENTS PUBLIC HIGH SCHOOL - 128 STUDENTS
 Total capacity of tanks in gallons: Aboveground _____ Underground 6000
 Kind of fluid to be stored in tanks PROPANE
 Restrictions - If any: Follow all guidelines set by 148 of MGL - 527 CMR and PLS department

William B. Allen
(Signature of Licensing authority)

THIS LICENSE OR A PHOTOSTATIC OR CERTIFIED COPY THEREOF MUST BE CONSPICUOUSLY
POSTED IN A PROTECTED PLACE ON THE LAND FOR WHICH IT IS GRANTED