



ANNUAL REPORT

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*2501 South Main Street
Fall River, Massachusetts 02724
Tel: 508-672-1821 Fax: 508-672-1397*

ATLANTIS

CHARTER SCHOOL



An independent public school

Grades K-5 2501 South Main Street
Fall River, Massachusetts 02724
Tel: (508) 672-1821
Fax: (508) 672-1397

Grades 6-8 186 South Main Street
Fall River, Massachusetts 02720
Tel: (508) 646-6410
Tel: (508) 646-6413

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Amanda H. Mabee*Occupational Therapist*
Troy E. Mitchell*Administrative Assistant to the Principal*
Leslie B. Peckham*Speech Therapist*
Louise M. R. Pettey.....*School Nurse*
Brenda J. Reback.....*Director of Food Services*
Patricia L. Santos*Caseworker, Family Learning Center*

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Maria R. Baptista	Michael J. Barber	Melissa A. Barboza
Geraldine A. Belanger	Keith R. Bradley	Barbara R. Brown
Amy E. Cavanaugh	Wendy F. Clark	Todd S. Custadio
Stacey Denomme	Laura M. Edgcomb	Antoinette M. Estrella
Jenny E. Elste	Alycia J. Fernandes	Deborah A. Flynn
Matthew P. Forrest	Jessica L. Gardner	Monica J. Homer
William L. Lusignan	Kerry S. Kennedy	Jean M. Kuja
Kenneth D. Kvit	Susan M. Manning	Marie A. Marcotte
Jessica M. Mengold	Thomas Murray	Christopher M. Nunes
Kathleen A. Pacheco	Jason R. Pariseau	Jennifer M. Parker
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Mary Lou Reinhausen	Linda M. Rosenberg	Jessica A. Sylvia
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Paul M. Tetrault	Andrea D. Trond	Amy E. Vaillancourt
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Kristina L. Carvalho	Donna M. Cote	Jessica Dakin
Lisa P. Deland	Denise A. Gendreau	Joyce H. Gray
Claudette E. Kilby	Robin R. Morin	Trina A. Nix
Marilyn F. Normandin	Jessica J. Pacheco	Christine Radway
Kristyn D. Rego	Megan A. Reynolds	Allison E. Rizzolo
Marcelle Robinson	Deborah D. Rutkowski	Lynn F. Sheedy
Stacey A. Souza	Shannon M. St. Onge	Christina M. Stanley
Jennifer L. Valois	Diane Viana-Almeida	

SUPPORT STAFF

Muriel P. Dion	<i>Nurse's Assistant</i>
Patricia A. Lake	<i>Library Assistant</i>
Judith M. Garell-Gregory	<i>Receptionist</i>
Donald J. Guay	<i>Custodian/Maintenance</i>
Sr. Therese L. L'Heureux, SSJ	<i>Building Maintenance</i>
Corsie P. Hyland	<i>Lunch Aide</i>
Natalie Medeiros.....	<i>Receptionist</i>
Sandra M. Pinheiro	<i>Violin Instructor</i>
Levi D. Souza-Young	<i>Custodian</i>
Richard L. Tankevich	<i>Custodian</i>
Alda R. Tavares	<i>Administrative Secretary</i>
Doris E. York.....	<i>Development Assistant</i>

Kids' Cove Extended Day Care Staff

Eric H. Wanke..... *Kids' Cove Extended Day Coordinator*

Instructors

Sarah B Arruda	Paula J. Bohun
Paulette L. Forcier	Amy B. Holderness
Corsie P. Hyland	Laurie A. Ormerod
Brooke A. Preston	Eva Marie A. Preston
Debra A. Rochon	Dolores M. Sousa

MISSION STATEMENT

The mission of Atlantis Charter School is “to provide all children with an education that is second to none, so they can become adaptable and productive life-long learners.”

We feel strongly about providing the children of the Greater Fall River community with a solid foundation on which to build a successful future. In doing so, we incorporate the best traditional and innovative methods in our curriculum to meet the needs of a student population that mirrors the Fall River community at large – a population rich in diversity, ethnicity and race. It is our intent to become a model of education for other public schools in the area.

To successfully fulfill our mission, Atlantis Charter School offers the following:

- A core academic program based on Massachusetts Curriculum Frameworks, encouraging careful experimentation in ways to improve teaching and learning.
- A professional staff that develops curriculum focusing on the academic success of each student and, through staff development, reaches for higher individual and schoolwide goals.
- A safe, caring, and welcoming environment that provides all students with a love for learning and strategies to teach how to resolve conflicts in a non-violent manner.
- Improvement of academic performance through fostering health and fitness programs for students.
- A Home and School Involvement Compact that formalizes the involvement of parents, students, and the school, thus ensuring that all participate equally in the delivery of educational services.
- A Family Learning Center that involves everyone in school – children, parents, teachers, and administrators – as partners in achieving success for our students.

Values Statement

As trustees, staff, students and parents we are committed to these values. We believe that a thriving community is built upon personal responsibility and collective contributions. These values guide our judgments and actions as we work together to carry out our mission.

Respect

We celebrate differences and empower each other and ourselves. We nurture diversity in all its forms, including opinions and experience, education and religion, race and ethnicity, gender and age, able bodied and infirm, sexual orientation and gender identity, and economic resources.

Responsibility

We make informed decisions and use our resources well. We behave in ways that foster safety. We do our best, always striving for excellence. We honor our commitments and are accountable for our decisions and actions.

Dedication

We are committed and persistent. We are disciplined and unselfish. We take pride in what we do.

Integrity

We are open and candid. We are honest and ethical. We are trusting and trustworthy.

Learning

We know that wisdom comes from lifelong learning. We think critically and ask questions.

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EXECUTIVE SUMMARY

August 1, 2002

Atlantis Charter School's seventh year was one in which school accomplishments were dwarfed by the destruction of September 11, 2001.

This terrible episode shocked our school population into developing a keener understanding and a deeper awareness of our personal value systems. To address this horrific incident, our school personnel worked passionately to understand and respond to the myriad of questions generated by our students and their families.

In late June 2001, we were informed that the site being used for our middle school students would not be available to us in August. Thanks to the super human effort of our administration, staff, parents and family members, students, Board of Trustees, many other interested and supportive individuals, and the contractors who completed the renovations, Atlantis middle school students opened the 2001-2002 school year at South Main Place, a more modern and spacious facility. Due to the short time we had to accomplish this formidable task, as well as to allow for all occupancy permits to be delivered, the school start date had to be delayed by one week. It was a challenge to which Atlantis stakeholders responded to with enthusiasm and energy, the result being a much better facility for our students.

The Board of Trustees has continued its diligent pursuit to identify and purchase a facility that will serve our entire student population and, to that end, has used grant funds to hire a project manager. This issue has now become even more critical and time-sensitive, as the Division of Capital Asset Management has informed Atlantis that, for the purpose of building a new courthouse, it has acquired South Main Place, our current middle school site. Once again, not having any information as to when the SDCAM intends to initiate the demolition of this facility, we are faced with uncertainty as we approach the 2002-2003 school year. We are hopeful that the project will not start before June 2003, thus allowing the school to complete its academic calendar without interruption.

The Board of Trustees has also worked to achieve one of its main objectives – increasing its membership. Clear procedures and guidelines have been developed (and shared with other charter schools) to attract outstanding new candidates to the Board and its membership has currently reached a high of ten (10), with two more candidates ready to join the Board next month.

A site visit was conducted on March 26, 2002. Led by Dr. Karen Laba, Project Manager for SchoolWorks, and Rebecca Wolf, Director of Accountability for the DOE Charter School Office, the team had the opportunity to visit many of the classes at both the elementary and middle school sites. In addition, the team met with administrative staff, Board members, faculty and staff, parents, and students in order to collect information to assess and determine the viability of Atlantis renewing its current charter in 2005.

Atlantis was pleased by the final report presented by the site visit team. The report's conclusion, indicates that "Atlantis Charter School continues to grow to meet the academic and community

mission of its charter to the benefits of the children, staff and parents of the school. Developing clear lines of responsibility within the governance and administrative structure supports the ongoing implementation of the school's mission. While the school has not yet achieved the targets it set for student achievement, there are modest improvements and they remain in line with the performance of students in the Fall River district. Support for the instructional program through enhanced documentation of curriculum, additional instructional support personnel and long-term professional development opportunities are positive efforts currently underway to reach the school's original ideals."

The conclusion of the site visit team is clearly shared by the community, as indicated by the continued increase in the number of students on the waiting list – from 220 in July 2001 to 367 in July 2002.

Atlantis continues to work through its Development Office to increase financial resources. During the first year of the development initiative, Atlantis raised approximately \$135,000 in donations and contributions. As the school's successes are recognized outside the Greater Fall River area by more individuals and organizations interested in education, it is expected that this will lead to an increase in contributions.

Extra-curricular activities for our students have increased dramatically. In the past year, our Performing Arts program presented two sold-out performances of the musical, *Les Miserables*, as well as a special holiday performance of "Christmas Eve and Other Stories", a special musical arrangement by the Trans Siberian Orchestra (TSO). The latter event led to a meeting between our students and the TSO musicians and resulted in the TSO presenting Atlantis with a Platinum Record for their recording of "Christmas Eve and Other Stories". This Platinum Record award is only one of five that were pressed and Atlantis is the only school to receive such an honor from a non-affiliated group or artist in the Northeast.

As we continue to listen to, learn from, and share with committed educators, our progress will also continue to evolve. Despite the unyielding daily issues, our growth to date has been both dynamic and productive and our quest to improve the educational quality of our school remains our primary focus.

School Performance in Relation to Accountability Plan

1) Summary of performance relative to school's accountability plan objectives.

Student Performance: Goal 1

The students of Atlantis Charter School will demonstrate a level of competency in the academic areas of English Language Arts, Mathematics, Science and Technology, Social Science, the Arts, World Languages, Health, and Physical Education as specified in the Massachusetts Curriculum Frameworks.

The faculty and staff of Atlantis Charter School are dedicated educators, committed to assisting the students in the attainment of the above stated goal. The academic program at Atlantis focuses on working with each student to identify individual strengths and to promote and develop those strengths to achieve a personal best. The low student/teacher ratio, the variety and level of student services, the availability of personnel beyond the regular school hours, and the additional 200 hours of instructional time students receive (longer school day and school year) all serve to provide students with the necessary support systems they need to achieve academic success.

Objective 1: *The students of Atlantis Charter School will, by June 2005, demonstrate a level of competency in academics, ranking at or above the 60th percentile in all assessed areas of the curriculum as indicated by their performance on the Stanford-9 Achievement Tests.*

Assessment:

- Review of the Stanford-9 Achievement Tests data.

Progress towards meeting the objective:

The Stanford-9 Achievement Test tables contained in the section *Summary of External Standardized Test Results* indicate that Atlantis students have made significant progress in four of the five academic areas tested. The most significant increases were in the areas of Mathematics (14%) and English Language Arts (11%), the two areas targeted for professional development during the last two years.

Objective 2: *Atlantis Charter School students will, by June 2005 (as tested in the Spring 2005 MCAS), show an increase in the scaled scores of at least 10% above the Spring 2001 MCAS results in each of the subject areas tested at the specified grade levels.*

Objective 3: *Atlantis Charter School students will, by June 2005 (as tested in the Spring 2005 MCAS), achieve a scaled score of at least 5 points above the local school district in each of the subject areas tested at the specified grade levels.*

Objective 4: *Atlantis Charter School will, by June 2005 (as tested in the Spring 2005 MCAS), show an increase in the number of students scoring at the Proficient or Advanced levels of at least 10% above the Spring 2001 MCAS results in each of the subject areas tested at the specified grade levels.*

Assessment:

- Review and analysis of the annual MCAS data.

Progress towards meeting the objectives:

- Atlantis Charter School students have demonstrated a level of achievement in the MCAS that is above that of students in similar urban charter schools.
- Atlantis students have, in all but Grade 4 Math and English Language Arts (ELA), scored above the students in the Fall River Public Schools (see data in *Summary of External Standardized Test Results*).
- The ACS Curriculum Action Plan, generated in February of 2001, indicated the need for additional strategies to move the school closer to the attainment of its Student Performance Goal 1. The strategies implemented in the 2001-2002 included:
 - *Development of a schoolwide student success plan to assist teachers in identifying and targeting the areas in which individual students performing below the Proficient level on the MCAS would need additional instruction.*
 - *Redesigning of the ACS Summer Program to focus on students experiencing difficulties in ELA and/or Math.*
 - *Reformatting of the MCAS Camp to include students in Grades 4 and 6.*
 - *Expansion of the analysis process for test data and student work to identify individual student needs.*

Student Performance: Goal 2

The students at Atlantis Charter School will demonstrate an understanding of, and commitment to, their civic responsibilities.

The faculty and staff of Atlantis Charter School provide students with a variety of opportunities to develop an understanding of civic responsibility. Morning meetings are conducted in Grades K-5 to promote a sense of community within the classroom and the school. To further extend that community spirit, every Monday morning, before entering school, all K-5 students assemble with school faculty and staff to Pledge Allegiance to the Flag and sing the National Anthem. Students in Grades 6-8 participate in that same ritual on a daily basis at their site but, due to lack of appropriate space for a schoolwide assembly, do so in their individual classrooms. Several successful character education programs such as the ***Quit It Program*** and the ***Bully Proof Program***, have been implemented in the past several years to help students learn about socially acceptable behaviors and how to react and deal with difficult situations in a peaceful manner.

Objective 1: *Atlantis Charter School students will regularly demonstrate a level of appropriate behavior that is consistent with the school’s code of conduct.*

Assessment:

- Number of students assigned to detention and in-school suspension.
- Number of students assigned to out-of-school suspension or excluded from school.

Progress towards meeting the objective:

In an effort to provide students and faculty with additional support in this area the following steps were taken in 2001-2002:

- The Bully Proof Program was extended to meet the needs of the students at the middle school site.
- The 8th Grade guidance program was extended to assist students transitioning into high school.
- A number of speakers and presenters were invited to address the student body on a variety of sensitive issues.
- A positive approach to discipline, focusing on a schoolwide code of conduct, was researched and a model selected for implementation in 2002-2003.
- Several members of the faculty engaged in professional development on a positive approach to discipline.
- A personal challenge system was adopted and implemented in Grades 6-8 focusing on “catching students caring” about their schoolwork, their behavior, and their interactions with one another and with staff.

Objective 2: *Atlantis Charter School students will actively engage in community outreach and service learning projects as evidence of the development of their civic responsibility.*

Assessment:

- Portfolio of student participation in volunteer and community service projects.
- Number of volunteer hours logged for students.

Progress towards meeting the objective:

Community outreach and service learning projects are also an integral part of the ACS experience. During 2001-2002 students participated in several community service projects, which are listed under the Family Learning Center Performance: *Goal 1*, Objective 3.

School Performance: *Goal 1*

Atlantis Charter School will provide a supportive educational environment for its students, faculty, and staff.

Atlantis Charter School has designed a detailed and focused plan of action for the implementation of a schoolwide curriculum development project. This project will realign the

current curriculum designed in 1999 with the recently revised Massachusetts Curriculum Frameworks, creating a more teacher friendly document that will provide students, faculty and staff with a consistent approach to curriculum, instruction and assessment.

In addition to working towards the development of an effective program of curriculum, Atlantis Charter School has established an array of student support services that include a fully staffed Special Education Program, Title 1 services in Reading and Mathematics, a comprehensive health and counseling services program, and an extended daycare program. Throughout the year, Atlantis also provides students with a variety of opportunities to participate in extra-curricular school activities and, during the month of July, students experiencing difficulties in ELA and/or Mathematics are invited to attend a summer tutorial program.

Committed to preparing our students to become informed, well-educated citizens in a technology-based society, Atlantis Charter School has established a technologically advanced learning environment that provides students, faculty, and staff easy access to computers in the classrooms and school library/media center, as well as providing computer lab facilities at each school site. All school computers are networked with access to intranet and Internet services. Additional technology education opportunities include access to TV/VCRs, laser disc players, digital cameras, scanners, a large screen projection system and an array of software programs. A full time Instructional Technology Training Specialist is employed to assist the faculty and staff on the application and integration of computer technology in the classroom.

Finally, faculty and staff are provided with an organized program of staff development designed to improve student performance and enhance instructional skills. Professional development opportunities are designed to address the general needs of staff as identified in the Curriculum Action Plan as well as the specific needs of individuals as identified by individual professional growth plans.

Objective 1: *Atlantis Charter School will establish an effective program of curriculum, instruction, and assessment aligned with the Massachusetts Curriculum Frameworks.*

Assessment:

- Data from the MCAS and the Stanford-9 Achievement tests are analyzed and reviewed annually to identify any gaps in the curriculum.
- To inform our educational practices, the information gathered from the above mentioned analysis process is carefully reviewed by comparing it with the current year's Curriculum Action Plan.
- The Curriculum Action Plan is reviewed and revised annually to reflect any necessary changes and to include additional strategies that will improve instruction and assessment practices.

Progress towards meeting the objective:

The Curriculum Action Plan generated during 2000-2001 underwent its first annual review in the early part of 2002. The results of this review identified how to proceed in the curriculum development process and suggested additional strategies to include in the updated plan to

more closely realign the curriculum with the revised Massachusetts Curriculum Frameworks. The steps taken in 2001-2002 include:

- The analysis process used to inform ACS of the effectiveness of instructional practices was expanded to include additional test data and student work samples.
- A new teacher friendly curriculum format was designed and is in the process of being implemented.
- Long range and daily instructional planning was improved to include more clearly defined curriculum objectives.
- Curriculum materials for reading were reviewed and a new reading program was selected for implementation in Grades 1-2 for 2002-2003.
- A consistent guided reading model was selected for implementation in Grades 3-8 during 2002-2003.
- The content areas were reviewed and topic treatment was redistributed for the upcoming school year to allow for more complete coverage and closer realignment with standards.
- Work begun on the development of a more clearly defined internal assessment system.

Objective 2: *Atlantis Charter School will provide a variety of effective extra academic, extra-curricular, and health and human services to support student learning.*

Assessment:

- The number of students receiving special services as identified on the Student Services matrix.
- The number of students participating in the Kids' Cove Extended Day Program.
- The number of extra-curricular opportunities offered and the number of participating students.
- The number of students attending the summer tutorial program.

Progress towards meeting the objective:

Understanding that all students have individual academic, physical, social, and emotional needs, Atlantis Charter School continues to review, revise, and extend its student service programs yearly in order to provide the very best possible environment to meet those needs. To that end the following activities and services were added during 2001-2002:

- An increase in the number of special services staff to include a second school adjustment counselor, a special education teacher assistant and a Title 1 teacher assistant.
- The purchase of two school vans to transport middle school students from the middle school site to the Kids' Cove program located at the elementary site.
- The development and implementation of the following after school programs:
 - *School Chorus*
 - *Instrumental Program*
 - *Art Club*
 - *Dance Program*
 - *Basketball Team*
 - *Soccer Team*
 - *Yearbook Club*
 - *Homework Club*
 - *Summer Music Camp*

Objective 3: *Atlantis Charter School will provide students, faculty, and staff with a technologically advanced learning environment.*

Assessment:

- The number of computers available for use by students, faculty, and staff as evidenced in the school inventory.
- The number of classroom computers linked to the network.
- The number of training hours logged by each faculty and staff member.
- The number of faculty and staff receiving ACS technology training certification.
- The numbers of computer software programs promoting higher-level thinking skills that are available to students, faculty, and staff.
- The amount of technology integrated into the delivery of instruction as evidenced in the teacher lesson plans.

Progress towards meeting the objective:

Atlantis Charter School continues to update and extend the use of technology to improve student learning. To that end, the following steps were taken during the 2001-2002:

- The introduction of a Music Technology course in the middle school and the purchase of the necessary equipment to support the program.
- The development of curriculum for the first phase of a technology-training program geared specifically to meet the needs of Atlantis educators.
- The implementation of the faculty and staff technology training program, requiring all faculty and staff to engage in a minimum of 16 hours of computer training annually.
- The purchase of computers for all special education and Title 1 faculty.
- The addition of a second computer in several classrooms.
- The implementation of a Computer Software Review Committee.
- The purchase and installation of new software programs that promote higher level thinking skills.
- Review and purchase of a software program (Cornerstone) geared to provide teachers with baseline data and reinforcement lessons for Reading, Language Arts, and Math.
- The development of a computer lab lesson plan form to be completed by teachers and used by the teacher assistants.
- The purchase of a schoolwide computer management system (IMG).
- The completion of the Technology Plan that will guide assessment and future development of the technological growth of Atlantis.

Objective 4: *Atlantis Charter School will provide faculty and staff with an organized program of professional development that is grounded in current education theory, supportive of the individual professional development plans. and relevant to the needs of the student population as identified in the Curriculum Action Plan.*

Assessment:

- A review of yearly staff evaluations and individual professional development plans.
- A comparison of the current Curriculum Action Plan with the Professional Development Plan to verify alignment.

- A review of the off-site professional development activities in which staff participates and comparison of these activities to their individual professional development plans.

Progress towards meeting the objective:

The main focus of professional development for 2001-2002 was to provide all faculty and staff with a common professional language and pedagogical foundation, which could be used to build a stronger school community. Towards that end, the following opportunities were made available:

- On-site professional development offerings:
 - *Research for Better Teaching – 3 credit graduate level course for all teachers*
 - *The Writing Process - 6 hr. workshop for teachers of Grades 4-8*
 - *Literacy Centers - 6 hr. workshop series for teachers of Grades K-3*
 - *Special Education Topics - 5 hr. workshop series all instructional staff*
 - *Curriculum topics – 5 hr. workshop series for all instructional staff*
 - *Test data to inform practice – presentation to all instructional staff*
 - *Working in an Instructional Setting - 30 hr. workshop series for teacher assistants*
 - *Technology Training - for all faculty and staff*
- The services of a fulltime experienced instructional specialist were acquired to provide teachers and assistants with on-going support in the classroom.
- Members of the administrative staff attended training on establishing an on-site mentoring program. An outline was written for the mentor and peer review programs that will be implemented in 2002-2003.
- Approximately 200 books and videos were purchased to create a professional development library for use by faculty and staff. A book display was set up at all core level orientations to familiarize faculty with the new acquisitions.
- Teachers also engaged in a variety of off-site professional development activities aimed at their own professional development needs. These included:
 - *Understanding Teaching*
 - *What's New in Children's Literature*
 - *Co-Teaching that Works*
 - *Nutrition Counts*
 - *Reach for the Stars*
 - *Developing Responsible Behavior*
 - *Math Facts and Strategies*
 - *Inclusion: Showcase for Success*
 - *Volunteer Management Training Seminars*

Objective 5: *Atlantis Charter School will provide appropriate space and materials for students, faculty and staff.*

Assessment:

- A feasibility plan outlining the details for the development of a new school site that will provide adequate space to house the entire student population (Grades K-8) and with possible future expansion into Grades 9-12.

- Review of classroom inventories.
- Curriculum materials that align with Massachusetts Curriculum Frameworks.

Progress towards meeting the objective:

Atlantis Charter School is committed to providing students, faculty and staff with a comfortable and safe physical environment and adequate materials to implement its curriculum. Towards that end, the following were implemented in the 2001-2002:

- The middle school population was relocated from its previous site at the former campus of Bristol Community College (building was closed by the college) to a more modern facility located in the former South Main Place Mall in downtown Fall River.
- Arrangements are underway to purchase and renovate a new facility to house the entire K-8 student population and allow for future expansion possibilities.
- A review of currently owned curriculum materials was conducted and a plan for the purchase of curriculum materials that more closely align to state standards was generated.
- Appropriate curriculum materials that provide for a consistent approach to teaching across the grade levels were purchased in several subject areas.
- An up-to-date classroom inventory was taken at the close of the school year.

Objective 6: *Atlantis Charter School will provide faculty and staff with sufficient time to plan and implement a quality program of instruction.*

Assessment:

- Review of teaching schedule.
- Review of the Atlantis school calendar.

Progress towards meeting the objective:

Faculty and staff at Atlantis Charter School have six full days of professional development per year with one and a half days reserved for creating and organizing the classroom environment. Teachers also have seven (7) forty-five minute planning periods each week as well as an additional forty-five minutes per day - after student dismissal - to use towards planning, committee work, and professional development. In addition, the following considerations were established in 2001-2002:

- Common planning time was incorporated into the middle school schedule for the third trimester. Common planning time has been incorporated into the 2002-2003 schedule for all teachers and all trimesters.
- Teacher assistant schedules were further developed to provide teachers with the necessary and most appropriate coverage.
- The responsibility of schedule development was assigned to the Principal's Administrative Assistant and was accomplished well in advance of the trimester change, allowing time for faculty input and readjustments.

Objective 7: *Atlantis Charter School will continue to seek business partnerships within the community with the hope of attaining additional school funds through public and private sources.*

Assessment:

- Number of public and private grants applied for and received.
- Partnerships established with local businesses and organizations.

Progress towards meeting objective:

With the addition of the Development Office and The Atlantis Educational Foundation (AEF), the school’s 501(c)(3) supporting organization, some of the grants and donations normally received by Atlantis were instead sent to the AEF. Nevertheless, Atlantis still significantly increased its federal and state grant revenue during FY02. In addition, Atlantis continuously searches for additional sources of revenue and business partnerships through its participation in events sponsored by organizations such as the Chamber of Commerce.

Grants	FY97	FY98	FY99	FY00	FY01	FY02
Federal	\$57,016	\$173,015	\$237,638	\$128,908	145,958	221,612
State	72,311	15,120	0	190,190	124,600	141,700
Private	2,000	10,000	0	2,692	8,163	58,337
Total	\$131,327	\$198,135	\$237,638	\$321,790	\$278,721	\$421,650

The parent group (PACS) had not completed its final report at the time of this writing, but this year’s fundraising activities have raised over \$22,000.

Family Learning Center Performance: Goal 1

Atlantis Charter School, working in collaboration with parents and caregivers, will maintain and expand the Family Learning Center to support student achievement and provide families with access to educational, health, and social services.

An integral component of the Atlantis Charter School is its Family Learning Center (FLC). The two full time FLC staff members work together with parents and staff to develop an annual plan of family services to be offered. The programs coordinated through the FLC include family oriented activities and parenting skills workshops, among others. The programs are designed based on parent feedback received through the Family Activities Survey completed at the start of the school year.

Objective 1: *All families at Atlantis Charter School will participate in their children’s education.*

Assessment:

- Percentage of parents signing the Home and School Involvement Compact.
- Attendance at Parent/Teacher Conferences.

- Attendance at activities and workshops sponsored by the FLC.
- Number of parents actively involved in the school’s committees and parent groups.
- Number of parents who participate in service learning activities.
- Attendance at school sponsored extra-curricular activities.
- Number of parents who participate as members of the School Council.
- Number of parents who participated in interviews to hire new staff.

Progress towards meeting the objective:

- 100% of ACS parents signed the 2001-2002 Home and School Involvement Compact.
- 100% of ACS parents attended the parent/teacher conferences.
- The School Council – with four parents (50%) - met regularly throughout the year.
- Parents were members of the interview teams during the interviews to hire new faculty and staff.
- Offered several educational and enrichment workshops, including:
 - “Cooking with Wildtree Herbs”
 - “Creating a Fish Garden”
 - “Safety Workshop” (Fall River Police Department)
 - Family Math Night Workshop
 - Internet Safety
 - Girls Night Out (Mary Kay Cosmetics)

Objective 2: *The Family Learning Center will increase the scope and level of volunteer activities available to parents.*

Assessment:

- Review of the volunteer database and parent sign-in logs to verify how many families performed a minimum of six hours of volunteer work per year.

Progress towards meeting the objective:

- The database for monitoring volunteer participation was completed and is currently operational.
- 84% of the families performed at least six hours of volunteer work at the school. Others, whose schedules did not permit it, baked items for various school events

Objective 3: *The Family Learning Center will develop and implement the School/Community Service Learning Program.*

Assessment:

- The number of community service partnerships established.
- The number of parents and students actively participating in the projects as evidenced by the sign-in logs.

Progress towards meeting the objective:

- Students and parents participated in a great number of community service activities, among which were the following:
 - “*Make a Difference Day*” Food collection (over 1,200 items collected)
 - *Food Drive for Food Pantry*
 - *Funds for UNICEF*
 - *Box Tops for Education*
 - *King Arthur Flour Bread Baking for CFC Food Pantry (baked over 200 loaves)*
 - *Card making for survivors of 9/11 and the Rose Hawthorne Home*
 - *Collected Funds for the Red Cross*
 - *Operation Christmas Program*
 - *Prepared 32 holiday food baskets*
 - *Packaged 500 bags of groceries for the elderly (over 7,500 lbs. of food)*
 - *Worked with senior citizens at the Nicholas Mitchell Senior Housing*
 - *Muscular Dystrophy Association Hop-A-Thon*

Objective 4: *The ACS Family Learning Center will provide parents and caregivers with appropriate and effective parenting education programs.*

Assessment:

- Number of workshops presented.
- Number of parents who attend the parenting education programs.
- Workshop evaluations.

Progress towards meeting the objective:

- The Family Learning Center works to develop and present a series of appropriate and timely workshops to the families of Atlantis students. The topics are selected based on the needs indicated in the Family Activities Survey. The following is a small sample of the workshops presented:
 - *School Success Takes Teamwork*
 - *Taming the Homework Monster*
 - *Discipline Makes the Difference*
 - *CPR for Families and Friends*

Governance: Goal 1

The Board of Trustees will continue to expand its membership to include outstanding community representatives as well as stakeholders of Atlantis Charter School.

Objective 1: *The Board of Trustees will increase its membership to between eleven (11) and fifteen (15).*

Assessment:

- Comparing the number of members currently serving on the Board of Trustees with the number in previous years.

Progress towards meeting the objective:

The Board of Trustees has worked diligently not only to increase the number of Trustees but to attract outstanding individuals from the community.

- In collaboration with the Pioneer Institute, the Nominating Committee of the Board of Trustees designed and implemented a comprehensive application and interview process to identify and recruit prospective new trustees.
- The number of Trustees (as of August 1, 2002) had increased to an all-time high of ten (10).

Objective 2: *The Board of Trustees will add outstanding individuals from the community who possess experience in areas identified by the Board as necessary to the continued development of Atlantis Charter School.*

Assessment:

- Evaluation of the résumés of the new Board members.

Progress towards meeting the objective:

- The Board of Trustees identified areas of expertise it felt new members should possess. Those areas included: finance/banking, business, law, real estate, strategic planning, and fundraising.
- The new Board members include a banker, a CPA, a hospital CEO, two business executives, and a parent.

Objective 3: The Board of Trustees will develop, document, and communicate roles and responsibilities of the Board, administration, staff, and parents related to the school's governance.

As part of its identification, recruitment and selection process for new Board members, the Nominating Committee has also created a comprehensive packet delineating the roles and responsibilities of Board members. The Board also provides community input time to allow any interested parties to address the Board.

Assessment:

- Continuous assessment as new policies and procedures are approved and implemented.
- Adherence to existing policies is monitored; existing policies may be amended to meet current standards and laws.
- Presentations made to the Board, regularly scheduled meetings and development of standing committees of the Board also contribute to the assessment of this goal.

Progress towards meeting objective:

- An organizational chart approved by the Board delineates the roles and responsibilities of each level and category of administration (*see pg. 31*).
- The Board is continuing the process of preparing its first strategic plan. During this process, all areas of governance will be examined in order to improve the structure of the organization.
- A Procedure for Filing Complaints exists and delineates the steps involved in resolving disputes. Only after all other avenues have been exhausted with failure to resolve an issue, will the Board of Trustees address a complaint. The complaint must be in writing with all prior, unsuccessful attempts at resolution outlined. The Board of Trustees will then review the complaint and vote on a binding decision.

School Profile

1) Letter from Board of Trustees Chair

July 31, 2002

Dear Families and Friends:

As we prepare to embark on another challenging year of offering educational excellence to our student body, I would like to take this opportunity to share with you my thoughts about our growing school and reflect upon a few achievements of the past year.


As the child who is nurtured by family and community will often exceed expectations, so too has Atlantis exceeded the expectations that the founders established when they created our school. Atlantis' maturity far exceeds its seven-year existence. Our school has been built - and has flourished - because people have believed in it so deeply and truly that belief has become contagious. Our school builders, the trustees, administration, faculty and staff, volunteers, parents, and donors have shared their strengths and have struggled against overwhelming odds to fashion a better future for the children and families we serve. Atlantis has a very strong foundation and is quickly becoming the educational pillar our founders envisioned.

In June, fifty-nine young adults graduated from the eighth grade with the skills necessary to achieve excellence in their future academic endeavors, up from twenty graduates in the previous year. We are confident that, with hard work and dedication to their studies, the skills Atlantis instilled in these students will serve them well. In March, we successfully met the requirements of an annual site visit by the Department of Education, resulting in positive findings about our "Atlantis Family," our philosophy, and our programs. We increased the Massachusetts Comprehensive Assessment System (MCAS) scores to a level equal to, or above, the local school district and, for the first time ever, raised over \$135,000 from private donations for a new building which will unite all 630 students under one roof. Our waiting list reaches over 350 children eager to enroll at Atlantis. This achievement, in itself, is a testament to our highly qualified, dedicated faculty and staff, who work diligently with our students and families.

We are confident in the excellence of educational standards established at Atlantis. We strongly believe in accountability and in the push for achievement. We have succeeded in strengthening Atlantis' curriculum, we remain in compliance with special education changes, we have developed a comprehensive professional development plan, and we have implemented varying methods of student assessment. We have established instructional opportunities that have not only challenged our students but, in many instances, have pressed their boundaries for learning.

The Atlantis Family and our students are the foundation for our success. Thank you to each and every one of you for sharing your strengths, your time, your resources, and for participating in something that matters a great deal, something that will make a significant difference in the lives of our students, and something that will have a lasting impact on our children and on our community. That something is Atlantis.

With deep gratitude,



Louis A. Cabral, President
Board of Trustees

2) Grades and age levels served

School Opening	Grade Levels	Enrollment	School Hours & Calendar	School Contact
Gr. 1-5 - Aug. 27, 2001 Gr. K - Aug. 28, 2001 Gr. 6-8 - Sep. 4, 2001	K-8	Oct. 1, 2001 623	6:30 AM – 5:30 PM 186 days	Fernando M. Goulart Principal
Gr. 1-8 - Aug. 26, 2002 Gr. K – Aug. 27, 2002	K-8	Oct. 1, 2002 630 (projected)	6:30 AM – 5:30 PM 186 days	Fernando M. Goulart Principal

3) Summary of educational philosophy, curriculum design, and teaching methods

Atlantis Charter School offers a comprehensive educational experience for all students that includes a viable curriculum program with innovative instructional practices presented by enthusiastic staff. The curriculum links academic preparation for college with skill development for the 21st century. It is based on competency levels to assure that students develop critical thinking, writing, speaking, listening, decision-making, problem-solving, information-gathering, computer technology, creative expression, and interpersonal skills necessary to lead productive lives. The Massachusetts Curriculum Frameworks is used extensively as a basis for curriculum design that includes all academic areas, with a special emphasis on marine science education. Teachers employ a variety of teaching models and instructional strategies, including cooperative learning, guided inquiry, direct instruction, constructivism, project based learning and peer coaching. Special education teachers give students with special needs instructional support in one-on-one or small group settings, as well as work cooperatively with the classroom teacher in an inclusion setting. Through the Title 1 Program, children also receive supplemental services in Reading and Math. Parents are involved in the curriculum process and work closely with teachers (as required in the Home and School Involvement Compact), through formal and informal conferences, telephone conversations, and written progress reports.

Our goal is to embrace all children and give them an educational experience that will enhance their lives. We believe that every child should have this opportunity as an inalienable right. The strength of the public school system should be to celebrate and derive strength from diversity. Our students will reflect that ethic in structure, composition and behavior. We provide equity of access for all students and adhere to every civil rights principle embossed in federal, state and local ordinances as well as the spirit of human rights as an ethical and moral imperative.

4) Summary of external standardized test results (MCAS and Stanford-9)

The primary objective of Atlantis Charter School is to enable its student population to excel in academic development and personal growth. Standardized testing is an objective tool through which Atlantis can evaluate and measure success. This section is a summary of the essential data available from the MCAS testing (Spring 2001) and provides a profile of the school's performance in a variety of subjects, as well as performance in comparison to other schools. The Stanford-9 was administered in the fall of 2001 (instead of in the Spring of 2002); therefore the data is presented as baseline and will be compared to the results of the fall of 2002 (*see Student Performance: Goal 1*).

Massachusetts Comprehensive Assessment System (MCAS)

The following chart indicates the performance of Atlantis students on the spring 2001 MCAS in relation to the state and local Fall River district. It also shows where Atlantis students currently fall in the four performance levels.

**MCAS Tests of Spring 2001
Percentage of Students at Each Performance Level**

Gr. 3 Reading	A	P	NI	W	Scaled Score	# Tested
Atlantis	0	49	43	8	27	72
Fall River	0	42	48	9	27	946
State	0	62	31	7	30	75,803

A – Advanced P – Proficient NI - Needs Improvement W - Warning

Comparison of 2000 and 2001 Scores

Gr. 4 ELA	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2000	0	2	76	20	226	NI	70
	2001	0	14	65	14	228	NI	69
Fall River	2000	0	7	70	24	226	NI	981
	2001	1	23	55	21	230	NI	970
State	2000	0	18	69	14	231	NI	76,770
	2001	7	45	39	10	239	NI	75,034

Gr. 4 Math	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2000	1	14	54	30	226	NI	70
	2001	3	7	49	39	226	NI	69
Fall River	2000	2	17	51	30	227	NI	987
	2001	2	12	54	32	227	NI	1,009
State	2000	11	28	42	17	235	NI	77,592
	2001	12	24	47	18	235	NI	76,161

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Gr. 6 Math	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	4	8	23	65	222	NI	71
Fall River	2	8	30	60	221	NI	1,025
State	13	23	30	33	233	NI	77,682

Gr. 7 ELA	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2	31	55	13	233	NI	64
Fall River	1	22	45	31	228	NI	904
State	6	49	32	12	239	NI	73,358

Gr. 8 ELA	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2000	0	39	35	29	231	NI	18
	2001	0	35	50	15	233	NI	20
Fall River	2000	0	32	42	25	230	NI	922
	2001	1	35	44	20	232	NI	1,008
State	2000	5	57	26	15	233	NI	70,078
	2001	7	58	26	8	242	P	71,004

Gr. 8 Math	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2000	6	23	12	62	218	NI	18
	2001	5	10	30	55	224	NI	20
Fall River	2000	1	7	24	68	214	NI	968
	2001	1	7	32	60	220	NI	1,008
State	2000	10	23	26	39	228	NI	71,018
	2001	11	23	34	31	233	NI	72,673

Gr. 8 History & S.S.	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2000	0	29	17	57	221	NI	18
	2001	0	0	35	65	218	W	20
Fall River	2000	0	3	26	70	211	W	937
	2001	0	1	28	71	217	W	1008
State	2000	0	10	45	45	221	P NI	70,894
	2001	0	9	47	40	224	NI	72,520

**Grade 4 – 2001
Comparison State, Local District, and Atlantis**

Grade 4	ELA	Mathematics
Massachusetts	239 + 8	235 =
Fall River	230 + 4	227 =
Atlantis	228 + 2	226 =

=, +, or – indicate gain or loss (compared to 2000 scores)

**Grade 8 – 2001
Comparison State, Local District, and Atlantis**

Grade 8	English	Mathematics	History
Massachusetts	242 +2	233 +5	224 +3
Fall River	230 +2	220 +6	217 +6
Atlantis	233 +2	224 +6	218 -3

=, +, or – indicate gain or loss (compared to 1998-1999 scores)

Stanford-9 Achievement Tests

Below is a comparison of the Stanford-9 Achievement Test results (National Individual Percentile Ranks) of the baseline year, 1998-1999, and the most recent testing in 2001-2002. (The norms for the Stanford-9 were changed from spring to fall beginning in 2001-2002)

Subject	1998-1999 (Spring)	2001-2002 (Fall)	Percent (+) or (-)
Reading	51%	57%	6%
Language	40%	51%	11%
Mathematics	39%	53%	14%
Science	45%	50%	5%
Social Science	51%	48%	-3%

The following tables show a similar comparison of the Stanford-9 Achievement Test results (National Individual Percentile Ranks) by grade level and subject.

STANFORD-9 DATA BY GRADE AND SUBJECT
National Individual Percentile Rank

Gr	Subject	98-99	01-02	(+)/(-)	Gr	98-99	01-02	(+)/(-)
1	Total Reading	46	80	+ 44	2	43	57	+ 14
	Language	42	NA	NA		30	64	+ 34
	Total Math	36	74	+ 38		39	53	+ 14
	Environment	52	59	+ 7		46	57	+ 11
	Complete Battery	45	73	+ 28		41	57	+ 16

Gr	Subject	98-99	01-02	(+)/(-)	Gr	98-99	01-02	(+)/(-)
3	Total Reading	55	55	=	4	53	51	- 2
	Language	46	53	+ 7		45	57	+ 12
	Total Math	51	54	+ 3		39	57	+ 18
	Science	58	46	- 12		54	50	- 4
	Social Science	56	NA	NA		51	42	- 9
	Complete Battery	53	52	+ 1		49	52	+ 3

Gr	Subject	98-99	01-02	(+)/(-)	Gr	98-99	01-02	(+)/(-)
5	Total Reading	51	55	+ 4	6	40	50	+ 10
	Language	38	44	+ 6		23	53	+ 30
	Total Math	33	52	+ 21		37	50	+ 13
	Science	48	53	+ 5		38	45	+ 17
	Social Science	54	53	- 1		49	50	+11
	Complete Battery	46	52	+6		39	51	+ 12

Gr	Subject	98-99	01-02	(+)/(-)	Gr	98-99	01-02	(+)/(-)
7	Total Reading	54	62	+ 6	8	65	44	-21
	Language	42	44	+ 2		51	41	- 10
	Total Math	40	50	+ 10		38	33	- 5
	Science	44	49	+ 9		57	43	-14
	Social Science	40	54	+ 14		57	40	-17
	Complete Battery	51	53	+ 2		55	41	-14

The following tables compare the Stanford-9 Achievement Test results (National Individual Percentile Ranks) for the same student grouping. It should be taken into account that due to student transfers in and out of Atlantis the student groupings are not exactly alike.

Comparison of Scores for Same Student Groupings in 1998-1999 and 2001-2002

Gr	Subject	98-99	01-02	(+)/(-)	Gr	98-99	01-02	(+)/(-)
K/3	Total Reading	NA	55	NA	1/4	46	51	+ 5
	Language	NA	53	NA		42	57	+ 15
	Total Math	NA	54	NA		36	57	+ 21
	Science	NA	46	NA		52	50	-2
	Social Science	NA	NA	NA		NA	42	NA
	Complete Battery	NA	52	NA		45	52	+ 7

Gr	Subject	98-99	01-02	(+)/(-)	Gr	98-99	01-02	(+)/(-)
2/5	Total Reading	43	55	+12	3/6	55	50	- 5
	Language	30	44	+ 14		46	53	+ 7
	Total Math	39	52	+ 13		51	50	- 1
	Science	46	53	+ 7		58	45	- 13
	Social Science	NA	53	NA		56	50	- 6
	Complete Battery	41	52	+ 11		53	51	- 2

Gr	Subject	98-99	01-02	(+)/(-)	Gr	98-99	01-02	(+)/(-)
4/7	Total Reading	53	62	+9	5/8	51	44	- 7
	Language	45	44	- 1		38	41	+ 3
	Total Math	39	50	+ 11		33	33	=
	Science	54	49	+ 5		48	43	- 5
	Social Science	51	54	+ 3		54	40	- 14
	Complete Battery	49	53	+ 14		46	41	- 5

5) Summary of internal assessment results

The faculty and staff of Atlantis Charter School utilize multiple measures of growth and development to monitor individual student performance and progress. Results of students' assessments are presented to parents in the form of written Student Progress Reports (different forms for Grades K, 1-2, 3-5, and 6-8) and Student Narrative Reports at the end of each trimester.

6) Student/teacher ratio

Atlantis has thirty-six (36) classroom teachers. This number does not include specialists or OT and Speech. Therefore, with a student population of 618, the school's actual student/teacher ratio was 17 to 1. When the twenty-four (24) teacher assistants are included, the student/classroom staff ratio drops to 11 to 1.

7) Number of instructional days for the 2001-2002 school year

During 2001-2002, students in Grades 1-5 received 186 days of instructional services; students in Kindergarten received 185 days of instructional services; and students in Grades 6-8 received 181 days of instructional services. Meanwhile, the staff worked 192 days, which includes six days of professional development.

Due to a delay caused by the closing of our middle school facility (Bristol Community College – Durfee Street Campus) and the need to find and renovate another facility in less than two months, the regular start of school for Grades 6-8 had to be delayed by a week and, for these students, school opened on September 4, 2001. The last day of school was June 20, 2002.

School hours are as follows:

<u>Elementary Site</u>	<i>Staff:</i>	7:45 AM - 4:15 PM	
	<i>Students:</i>	8:00 AM - 3:15 PM	
	<i>Day Care Program:</i>	6:30 AM - 8:15 AM	& 3:15 PM - 5:30 PM
<u>Middle School</u>	<i>Staff:</i>	8:00 AM - 4:30 PM	
	<i>Students:</i>	8:15 AM - 3:30 PM	
	<i>Day Care Program:</i>	6:30 AM - 8:15 AM	& 3:30 PM - 5:30 PM

Governance Profile

1) List of Board of Trustees

Position	Name	Affiliation	Elected	Term Ends
President	Louis A. Cabral	MassPort	Jul. 97	Dec. 02
Vice President	To be elected			
Secretary	Maria G. Fernandes	FleetBoston Financial	Nov. 96	Jun. 02
Treasurer	Roger H. Saint-Pierre	RHS Companies	Aug. 01	Aug. 04
<i>Member</i>	James A. Cahill	FRPD (Retired)	Apr. 00	Apr. 03
<i>Member</i>	Susan G. Cronin	Travelers Insurance	Mar. 01	<i>Resigned</i>
<i>Member</i>	Charles F. Fellows, IV	Lafrance Hospitality Co.	Jun. 02	Jun. 05
<i>Member</i>	Dr. Ronald B. Goodspeed	Southcoast Hospitals Group	Jun. 02	Jun. 05
<i>Member</i>	Kerry S. Kennedy	Atlantis Charter School	Apr. 00	Apr. 03
<i>Member</i>	John F. Lucey, Esq.	O'Neil, Lucey, & O'Neil	Jun. 02	Jun. 05
<i>Member</i>	Mario J. Medeiros	PYCO	Apr. 01	<i>Resigned</i>
<i>Member</i>	Paul S. Medeiros	FR Five Cents Savings Bank	May 02	May 05
<i>Member</i>	Kara O'Connell	ROC Construction Co.	Feb. 02	Feb. 05
<i>Member</i>	John Sowersby	LaCava & Sowersby Auto Parts	Apr. 02	Apr. 05

2) Board committees and members

Finance Committee

<i>CHAIR:</i>	Roger H. Saint-Pierre	<i>Board Member:</i>	Maria G. Fernandes
<i>Staff:</i>	Fernando M. Goulart	<i>Staff:</i>	Thomas Paul

Development Committee

<i>CHAIR:</i>	Susan G. Cronin		
<i>Staff:</i>	Fernando M. Goulart	<i>Staff:</i>	Melissa Dick

Nominating Committee

<i>CHAIR:</i>	Maria G. Fernandes	<i>Board Member:</i>	James A. Cahill
<i>Staff:</i>	Fernando M. Goulart		

Facilities Committee

<i>CHAIR:</i>	Louis A. Cabral	<i>Board Member:</i>	Roger H. Saint-Pierre
<i>Staff:</i>	Fernando M. Goulart		

Personnel Committee

<i>CHAIR:</i>	Maria G. Fernandes	<i>Board Member:</i>	Mario J. Medeiros (<i>resigned</i>)
<i>Staff:</i>	Fernando M. Goulart		

Louis A. Cabral is ex-officio member of all committees.

3) Summary of major policies and decisions established by the Board of Trustees during 2001-2002

- Mr. Robert Baldwin was selected as “project manager” for the purchase and renovation of a new facility that will eventually service the Atlantis’ entire student population.
- The first phase of the strategic planning process was implemented.
- The Atlantis Educational Foundation was established as a supporting organization to Atlantis and, subsequent, received the IRS 501(c)(3) non-profit organization determination letter.
- Hired Kendall Relocation to facilitate negotiations with the Commonwealth’s Division of Capital Asset Management in relocating the current middle school site (building was acquired by the Commonwealth and the site will be used for a courthouse).

4) Summary of official complaints received by the Board of Trustees

The Board of Trustees did not receive any official complaints.

Student Profile

1) *Student demographics - based on end of year data (June 20, 2002)*

STUDENTS ENROLLED

<u>Grade</u>	<u>Girls</u>	<u>Boys</u>	<u>Total</u>
Kindergarten	47	37	84
Grade 1	33	33	66
Grade 2	40	29	69
Grade 3	35	33	68
Grade 4	38	32	70
Grade 5	22	46	68
Grade 6	26	42	68
Grade 7	31	31	62
Grade 8	29	34	63
Totals	301	317	618

RACIAL DISTRIBUTION

	American Indian (1)	Asian (2)	Black (Not Hispanic) (3)	Hispanic (4)	White (Not Hispanic) (5)	TOTAL
Number	7	11	34	25	541	618
Percent (%)	1.1%	1.8%	5.5%	4.0%	87.5%	100%

ETHNICITY

Ethnic Background	Number	Percentage
African American	10	1.6%
American (USA)	221	35.8%
Asian	1	0.2%
Cambodian	8	1.3%
Cape Verdean	5	0.8%
English	33	5.3%
French	48	7.8%
Irish	18	2.9%
Italian	18	2.9%
Korean	1	0.2%
Lebanese	4	0.6%
Nigerian	2	0.3%
Polish	8	1.3%
Portuguese	225	36.4%
Puerto Rican	10	1.6%
Spanish	4	0.6%
Thai	1	0.2%
West Indian	1	0.2%
TOTAL	618	

GENDER

Gender	Number	Percentage
Male students	317	51.3%
Female students	301	48.7%
TOTAL	618	100%

NUMBER/PERCENTAGE OF STUDENTS RECEIVING FREE AND REDUCED LUNCH.

	Number	Percentage
Free Lunch	180	29.1%
Reduced Lunch	99	16.0%
TOTAL	279	45.1%

NUMBER AND PERCENTAGE OF SPECIAL NEEDS STUDENTS BY SPECIAL EDUCATION PROTOTYPE

On the **first** day of school:

SpEd Prototype	Number	Percentage
502.1	6	0.1%
502.2	44	7.0%
502.3	10	1.6%
TOTAL	60	9.7%

On the **last** day of school:

SpEd Prototype	Number	Percentage
502.1	14	2.2%
502.2	59	9.5%
502.3	11	1.8%
TOTAL	84	13.5%

The increase during the school year in the number of students with formal IEP's (from 60 to 84) was largely due to the change in state and federal regulations that required all students who receive direct special education services to have an IEP. Formerly, these students were provided related special education services under 504 Accommodation Plans.

During the 2000-2001 school year, special education services were terminated for nine students:

- Two (2) of these students were placed in regular classes on a fulltime basis.
- Five (5) students transferred to Fall River Public Schools.
- Two (2) students moved out of state.

An additional thirteen (13) students were referred and assessed but found not to be eligible for special education services.

Forty-one (41) of the eighty-four (84) special education students are also listed as disadvantaged.

NUMBER AND PERCENTAGE OF STUDENTS WHO RECEIVE SPECIAL SERVICES BUT ARE NOT ON FORMAL IEPS.

Since the changes made in the state and federal special education regulations for the 2001-2002 school year require all students who receive special education services to have a formal IEP, this category no longer exists.

NUMBER AND PERCENTAGE OF STUDENTS CLASSIFIED AS LIMITED ENGLISH PROFICIENT (LEP)

	Number	Percentage
Limited English Proficient	0	0.0%

NUMBER AND PERCENTAGE OF STUDENTS WHO ARE LINGUISTIC MINORITIES

Language	Number	Percentage
Khmer	7	1.1%
Portuguese	19	3.1%
Spanish	3	0.5%
TOTAL	29	4.7%

2) Total number of student applications received – as of June 30, 2002

Year	Number of Applications	Fall River	Other Communities
FY01	223	218	5
FY02	275	259	16

Applications received by grade and residence

Residence	Number of Applications Received	K	1	2	3	4	5	6	7	8
Assonet	2			1		1				
Brockton	1		1							
Carver	2	1	1							
Dighton	2	1		2						
Fall River	259	146	16	18	9	20	25	21	4	
New Bedford	1							1		
No. Dartmouth	2	1	1							
Somerset	1	1								
Westport	5	3					1			
Total by Grade	275	153	19	20	10	21	26	22	4	0

There were fifty-three (53) positions filled from the waiting list. Atlantis received 5.2 applications for every position available.

3) Number of students on waiting list – as of June 30, 2002

Year	Total Waiting List	From Fall River	From Other Communities
2001	222	217	5
2002	367	351	16

Students currently on waiting list for FY03 by grade and residence (as of June 30, 2002)

Residence	# Students on Waiting List	K	1	2	3	4	5	6	7	8
Assonet	2			1		1				
Brockton	1		1							
Dighton	2	1		1						
Fall River	351	179	27	37	17	29	34	22	6	
New Bedford	1							1		
No. Dartmouth	2	1	1							
Somerset	1	1								
Westport	5	3			1		1		1	
Total by Grade	367	186	30	39	18	30	35	23	6	0

4) Student turnover data

During the 2001-2002 school year, a total of 23 students (3.7%) transferred out of Atlantis. The summer months (through July 31, 2001) revealed an additional 18 students (2.7 %) transferring to other schools. In total, 41 students (6.1%) transferred out of Atlantis. A total of 53 new students will enroll at Atlantis this August, 41 to replace the transfers and 12 to bring our enrollment to the maximum (630).

School year transfers

Transferred to Fall River Public Schools.....	12
<i>For extra-curricular activities.....</i>	<i>1</i>
<i>Modified classroom setting.....</i>	<i>4</i>
<i>Transportation issues.....</i>	<i>3</i>
<i>For additional special education services.....</i>	<i>3</i>
<i>Student wanted to stay with friends at previous school</i>	<i>1</i>
Transferred to a religious school in Fall River	1
Relocated to another city/town within Massachusetts (Public School).....	3
Relocated to another state (Public School).....	7

Student	Transfer Date	Reason
1	9/14/01	Student wanted to stay with her friends at previous school – attended only one day – returned to FRPS
2	9/21/01	Transferred to FRPS middle school for extra curricular activities
3	10/25/01	Transferred to FRPS for modified classroom setting
4	11/5/01	Moved to Florida
5	11/5/01	Moved to Florida
6	11/5/01	Moved to Florida
7	11/5/01	Moved to Florida
8	11/27/01	Transferred to neighborhood school in FRPS - transportation
9	12/3/01	Transferred to neighborhood school in FRPS - transportation
10	1/2/02	Transferred to FRPS for modified classroom setting
11	1/14/02	Moved to Ohio
12	1/14/02	Moved to Ohio
13	1/14/02	Moved to Ohio
14	1/22/02	Transferred to neighborhood school in FRPS - transportation
15	2/13/02	Parent withdrew child because she didn't agree with disciplinary action taken (detention)
16	2/28/02	Moved to Everett, Massachusetts
17	3/8/02	Moved to Sandwich
18	3/15/02	Transferred to a religious school
19	4/2/02	Transfer to FRPS for additional Spec. Ed. Services
20	4/3/02	Transferred to FRPS for modified classroom setting
21	4/4/02	Transferred to FRPS for modified classroom setting
22	4/10/02	Transfer to FRPS for additional Spec. Ed. Services
23	5/8/02	Transfer to FRPS for additional Spec. Ed. Services

Summer Transfers – (18)

Transferred to Fall River Public Schools.....	12
<i>For extra-curricular activities.....</i>	<i>1</i>
<i>Transportation issues.....</i>	<i>5</i>
<i>To attend neighborhood school</i>	<i>5</i>
<i>Parent disagreed with discipline policy (detention).....</i>	<i>1</i>
Relocated to another city/town within Massachusetts	4
Relocated to another state (Public School)	2

The parents of the students listed above indicated the following reasons for transferring their children (after the school year):

Student	Transfer Date	Reason
1	6/21/02	Moved to Somerset, Massachusetts
2	6/21/02	Moved to Somerset, Massachusetts
3	6/21/02	Transferred to FRPS – parent felt student should not have been retained
4	6/21/02	Moved to Dartmouth, Massachusetts
5	6/21/02	Transferred to FRPS - Transportation
6	6/21/02	Transferred to FRPS - Transportation
7	6/21/02	Transferred to closer neighborhood school
8	6/21/02	Transferred to FRPS for extra-curricular activities
9	6/21/02	Transferred to FRPS – Parent not satisfied with school rules
10	6/21/02	Transferred to closer neighborhood school
11	6/21/02	Moved to Dartmouth, Massachusetts
12	6/21/02	Transferred to closer neighborhood school
13	7/11/02	Moved to Westport, Massachusetts
14	7/11/02	Moved to Vermont
15	7/11/02	Moved to Vermont
16	7/11/02	Transferred to closer neighborhood school
17	7/17/02	Transferred to FRPS - Transportation
18	7/17/02	Transferred to FRPS - Transportation

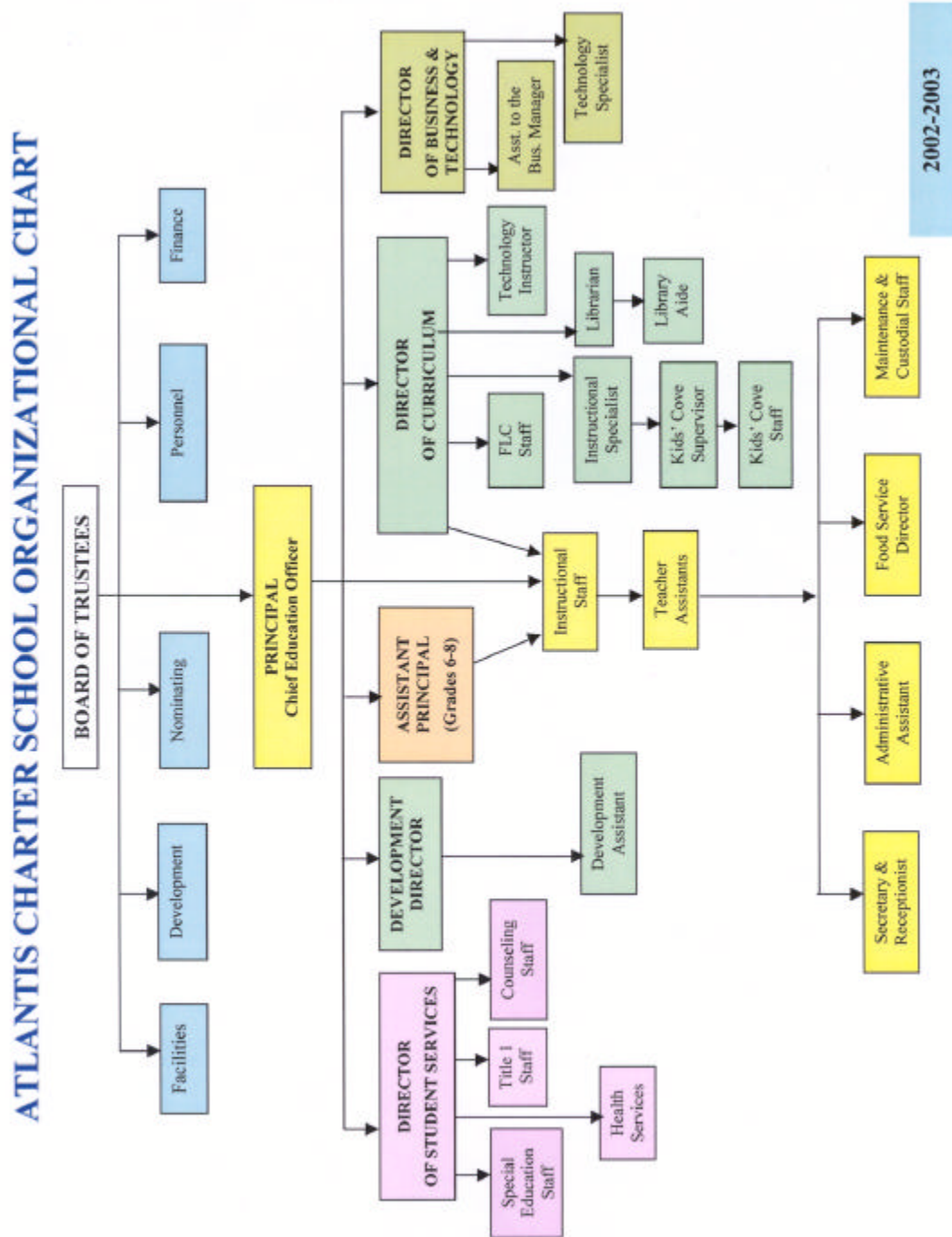
5) *Number of students placed in in-school suspension, out-of-school suspension, or excluded*

	Number	Percentage
In-school suspension	77	13.5%
Out-of-school suspension	57	8.9%
Excluded	0	0.0%

In-school suspensions were for repeated violations of school policies, i.e., disruptive behavior in class, using inappropriate language, etc. The out-of-school suspensions were for dangerous behavior against other students, i.e., fighting.

Staff Profile

1) Organizational Chart



2) Principal

Fernando M. Goulart

3) Number of full-time equivalent (FTE) teachers and assistants

Grade/Subject Area	FY 02	
	Teacher FTEs	Teacher Assistant FTEs
Readiness Kindergarten	2	1
Kindergarten	3	3
1	4	2
2	3	3
3	3	3
4	3	3
5	3	3
6	3	2
7	3	2
8	3	2
Special Education	5	1
Title I	3	1
Physical Education	2	0
Music	2	0
Art	1	0
World Language	1	0
Health	1	0
TOTAL	45	24

4) Summary of teacher qualifications

Name	Teaching Assignment	Yrs. Teach	Yrs. School	Degree and Certification
Maria R. Baptista	Gr. K-8, Portuguese	5	4	B.A. - Elem. Ed. 1-6, SS 5-9, SS 8-12
Michael J. Barber	Gr. K-8, Music	6	2	B.A. – Music, Provisional
Melissa A. Barboza	Grade 3	4	4	B.S. - Elem. Ed. 1-6
Geraldine A. Belanger	Grade 4	5	4	B.S. - Elem. Ed. 1-6, Bio K-3
Keith R. Bradley	Gr. 7, Science/Mar. Sci.	1	1	A.A., B.A. – Cert. Pending (teacher test)
Barbara R. Brown	Grade 1	3	3	B.S. - Elem. Ed. 1-6
Amy E. Cavanaugh	Grade 3	4	4	B.S. - Elem. Ed. 1-6

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Name	Teaching Assignment	Yrs. Teach	Yrs. School	Degree and Certification
Wendy F. Clark	Gr. 1-2, Title 1	6	5	B.A., M.Ed. - Elem. Ed. K-6, Reading K-12
Todd S. Custadio	Gr. K-8, Sub. Teacher	1	1	B.A. – History 9-12
Stacey Denomme	Gr. 6, ELA/Reading	1	1	B.S., M.Ed. - Cert. pending RI cert. Elem. Ed.
Laura M. Edgcomb	Gr. K	6	4	B.S. – EC K-3
Antoinette M. Estrella	Gr. 2	15	6	B.S., M.Ed. - Elem. Ed. 1-6
Jenny E. Elstee	Gr. K-8, Health	2	1	B.A. - Cert. pending, RI cert.
Alycia J. Fernandes	Gr. K	4	4	B.S. - Elem. Ed. 1-6, EC K-3
Deborah A. Flynn	Gr. K	3	3	B.A. - Elem. Ed. K-8
Matthew P. Forrest	Gr. 6, Math/Soc. Sci.	3	3	B.A. – Cert. pending, RI cert.
Jessica L. Gardner	Gr. 6-8, Spec. Ed.	2	2	B.S. – Spec. Needs K-9
Monica J. Homer	Gr. 4	7	4	B.A. - Cert. pending, RI cert.
William L. Lusignan	Gr. K-8, Sub. Teacher	9	1	B.A. - Elem. Ed. 1-6
Kerry S. Kennedy	Gr. 5	7	7	B.A., M.Ed. - Elem. Ed. 1-6
Jean M. Kuja	Gr. 3-5, Title 1	25	7	B.A. - Elem. Ed. 1-6
Kenneth D. Kvit	Gr. 7, ELA/Read	1	1	B.S. - Elem. Ed. 1-6
Susan M. Manning	Gr. 1	17	7	B.A. - Elem. Ed. 1-6
Marie A. Marcotte	Gr. 6-8, Title 1	1	1	B.A. – Reading K-6
Jessica M. Mengold	Gr. 5	8	3	B.S., M.A. - Elem. Ed. 1-6
Thomas Murray	Gr. K-8, Phys. Ed.	8	2	B.A., M.Ed. -P.E., Health K-12
Christopher M. Nunes	Gr. K-8, Music	4	2	B.M. - Cert. pending (teacher test)
Kathleen A. Pacheco	Gr. K	23	5	B.A. - Elem. Ed. K-8
Jason R. Pariseau	Gr. 8, Science/Mar. Sci.	1	1	B.S. - Cert. pending (teacher test)
Jennifer M. Parker	Gr. 8, ELA/Read	1	1	B.S. - Cert. pending, RI cert.
Danielle M. Pavao	Gr. K-8, Art	10	5	B.F.A. – Art Ed. K-9
Anne-Marie Peck	Gr. K	22	6	B.A., M.S. – EC K-3, OFC N3
Kimberly M. Pelletier	Gr. 1-5, Spec. Ed.	12	3	B.S. – Special Needs K-4
Mary Lou Reinhagen	Gr. 6-8, Spec. Ed	10	2	B.A., M.A. – Special Needs
Linda M. Rosenberg	Gr. 7-8, Math	13	3	B.A. – Cert. pending; PA, NJ, and VA cert. Elem. Ed.
Jessica A. Sylvia	Gr. 5	7	3	B.S. - Elem. Ed. 1-6
Lynn A. Sylvia	Gr. 1	8	6	B.S. – EC K-3
Jonathan A. Taradash	Gr. K-8, Phys. Ed.	7	7	B.S., M.Ed. – Cert. pending
Bethany D. Teasdale	Gr. 2	4	4	B.S. - Elem. Ed. 1-6
Paul M. Tetrault	Gr. 6, Science/Mar. Sci	1	1	B.A. - Elem. Ed. 1-6
Andrea D. Trond	Gr. 1	15	7	B.A., M.Ed. - Elem. Ed. 1-6, Art, EC
Amy E. Vaillancourt	Gr. 4	5	5	B.A., M.Ed. - Elem. Ed. 1-6, Guidance K-12
Lori A. Vicuna	Gr. 2	5	4	B.A., MAT - Elem. Ed. 1-6
Reginald K. Williams	Gr. 7-8, Social Science	2	1	B.A. - Hist. 5-9 & 9-12
Brenda L. Wordell	Gr. 3	6	6	B.S. M.Ed.- Elem. Ed. 1-6

5) Staff turnover

The following staff changes took place during the 2001-2002 school year:

Administrators who left after the year ended:2

Director of Curriculum and Instruction (*resigned*)

Director of Student Services (*retired*)

Teachers who did not complete the year or left after the year ended: (9) 20%

Resignations (1)..... 17%

Contract not renewed (1) 3%

Resigned after August 1, 2001 but before the start of the school year:

Resigned during the year to accept a position in another system. (1)

Resigned during the school year:

Resigned during the year to accept a position in another system. (1)

Resigned during the year for health reasons..... (2)

Resigned after the school year ended:

Resigned to accept positions in the school system where they live (2)

Resigned to move to New Hampshire (1)

Resigned due to travel distance (1)

Contract not renewed: (1)

Teacher-assistants who did not complete the year or left after the year ended: (11)..... 46%

Resigned after August 1, 2001 but before the start of the school year:

Resigned during the year to stay at home..... (1)

Resigned during the school year:

Resigned during the year to accept a position in a bank..... (1)

Resigned during the year due to conflict with other staff..... (1)

Resigned during the year to accept a position with US PostOffice..... (1)

Resigned during the year to accept a position in another school system..... (1)

Resigned after the school year ended:

Resigned to accept a teaching position in another school system..... (1)

Contract not renewed: (3 positions eliminated due to budget constraints)..... (5)

Other staff that did not complete the year or left after the year ended(5)

One (1) receptionist (during the year) – performance issues

One (1) custodian resigned (after the year ended) – health reasons

Family Learning Center Caseworker - position eliminated due to budget constraints

Library Aide - position eliminated due to budget constraints

Lunch Aide - position eliminated due to budget constraints

Financial Profile

1) Financial statements, by category, reflecting the revenues and expenditures for FY2001

	<u>FY2001</u>	<u>FY2002 *</u>	<u>INC/(DEC)</u>	<u>%</u>
INCOME				
Program Fees	\$ 4,414,310	\$ 4,558,733	\$ 144,423	3.3%
Grants	283,054	421,800	138,746	49.0%
Food Service Program	184,554	186,494	1,940	1.1%
Extended Care Program	119,362	114,282	(5,080)	-4.3%
Other Income	50,303	100,187	49,884	99.2%
Total Income	\$ 5,051,583	\$ 5,381,496	\$ 329,913	6.5%
EXPENSES				
Administrative Salaries	\$ 293,666	\$ 385,154	\$ 91,488	31.2%
Instructional/Professional Salaries	1,998,430	2,345,194	346,764	17.4%
Support Staff Salaries	219,701	206,333	(13,368)	-6.1%
Contractual/Other Services	151,636	166,490	14,854	9.8%
Total Salaries	\$ 2,663,433	\$ 3,103,171	\$ 439,739	16.5%
Payroll Taxes	129,536	164,732	35,196	27.2%
Group Insurance	213,812	318,006	104,194	48.7%
Earned Time	16,939	9,108	(7,831)	-46.2%
Total Fringe Benefits	\$ 360,287	\$ 491,846	\$ 131,559	36.5%
Student Supplies & Materials	194,643	170,486	(24,157)	-12.4%
Office Supplies & Materials	34,642	39,360	4,718	13.6%
Total Supplies & Materials	\$ 229,285	\$ 209,846	\$ (19,439)	-8.5%
Education	34,227	53,918	19,690	57.5%
Travel	5,032	5,883	851	16.9%
Total Education & Travel	\$ 39,260	\$ 59,801	\$ 20,542	52.3%
Rent	212,660	275,054	62,394	29.3%
Utilities	67,673	76,582	8,909	13.2%
Computer	76,023	68,665	(7,358)	-9.7%
Leases & Service Agreements	23,465	23,813	348	1.5%
Food Service Program	187,606	186,719	(887)	-0.5%
Insurance	35,438	54,628	19,190	54.2%
Professional Services	35,000	35,983	983	2.8%
Extended Care Program	7,172	9,309	2,137	29.8%
Family Learning Center	5,417	2,924	(2,493)	-46.0%
Advertising & Public Relations	45,070	28,306	(16,764)	-37.2%
Governance	3,438	8,450	5,012	145.8%
Grounds & Building	58,043	194,377	136,334	234.9%
Furniture & Materials	12,879	11,087	(1,792)	-13.9%
Debt Service	35,162	5,234	(29,928)	-85.1%
Depreciation	278,255	281,532	3,277	1.2%
Other Expenses	8,265	33,967	25,702	311.0%
Total General & Administrative	\$ 1,091,566	\$ 1,296,630	\$ 205,064	18.8%
Total Expenses	\$ 4,383,830	\$ 5,161,294	\$ 777,464	17.7%
Excess Revenue Over Expenses	\$ 667,753	\$ 220,202	\$ (447,551)	-67.0%

* Unaudited

2) Balance sheet: Atlantis Charter School's assets, liabilities and fund balances or equities

	FY2001	FY2002 *	INC/(DEC)	%
ASSETS				
Current Assets				
Cash	\$ 2,144,185	\$ 2,645,917	\$ 501,732	23.4%
Accounts Receivable	143,457	50,336	(93,121)	-64.9%
Prepaid Expenses	50,034	74,219	24,185	48.3%
Total Current Assets	\$ 2,337,676	\$ 2,770,472	\$ 432,796	18.5%
Non-Current Assets				
Furniture & Equipment	1,423,116	1,582,527	159,411	11.2%
Accumulated Depreciation	(740,574)	(1,022,106)		
Total Non-Current Assets	\$ 682,542	\$ 560,421	\$ (122,121)	-17.9%
Total Assets	\$ 3,020,218	\$ 3,330,893	\$ 310,675	10.3%
LIABILITIES				
Accounts Payable	\$ 152,244	\$ 183,182	\$ 30,938	20.3%
Accrued Expenses	219,918	279,750	59,832	27.2%
Deferred Revenue	12,207	11,911	(296)	-2.4%
Total Liabilities	\$ 384,369	\$ 474,843	\$ 90,474	23.5%
NET ASSETS				
Investment in Capital Assets	711,949	711,949	-	0.0%
Unrestricted Net Assets	1,923,900	2,144,101		
Total Net Assets	\$ 2,635,849	\$ 2,856,050	\$ 220,201	8.4%
Total Liabilities & Net Assets	\$ 3,020,218	\$ 3,330,893	\$ 310,675	10.3%

* Unaudited

3) Federal, state, and private grants for FY2002

FEDERAL	FY2002
Title I (305)	\$129,195.73
IDEA - SpED (240)	\$56,171.22
Early Education (262)	\$3,142.50
Support SpED Curr (274)	\$4,370.00
Class Size Reduction (651)	\$28,883.00
FEDERAL (TOT):	\$221,762.45
STATE	
Fac Prog Grant (533)	\$129,590.00
School Health (3217) [CFR]	\$12,110.46
STATE (TOT):	\$141,700.46
PRIVATE	
Fleet Bank	\$1,000.00
Mifflin Foundation	\$57,337.31
PRIVATE (TOT):	\$58,337.31
GRANTS (TOT):	\$421,800.22

4) Approved school budget for FY2003

	ACTUAL FY2002 *	BUDGET FY2003	INC/(DEC)	%
INCOME				
Program Fees	\$ 4,558,733	\$ 4,410,000	\$ (148,733)	-3.3%
Grants	421,800	382,100	(39,700)	-9.4%
Food Service Program	186,494	203,183	16,689	8.9%
Extended Care Program	114,282	136,750	22,468	19.7%
Other Income	100,187	92,360	(7,827)	-7.8%
Unrestricted Net Assets Transfer	-	500,000		
Total Income	\$ 5,381,496	\$ 5,724,393	\$ (157,103)	-2.9%
EXPENSES				
Administrative Salaries	\$ 385,154	\$ 332,550	\$ (52,604)	-13.7%
Instructional/Professional Salaries	2,345,194	2,428,364	83,170	3.5%
Support Staff Salaries	206,333	242,326	35,993	17.4%
Contractual/Other Services	166,490	205,405	38,915	23.4%
Total Salaries	\$ 3,103,171	\$ 3,208,645	\$ 105,474	3.4%
Payroll Taxes	164,732	174,923	10,191	6.2%
Group Insurance	318,006	370,315	52,309	16.4%
Earned Time	9,108	3,268	(5,840)	-64.1%
Total Fringe Benefits	\$ 491,846	\$ 548,506	\$ 56,660	11.5%
Student Supplies & Materials	170,486	141,070	(29,416)	-17.3%
Office Supplies & Materials	39,360	28,750	(10,610)	-27.0%
Total Supplies & Materials	\$ 209,846	\$ 169,820	\$ (40,026)	-19.1%
Education	53,918	74,250	20,332	37.7%
Travel	5,883	7,500	1,617	27.5%
Total Education & Travel	\$ 59,801	\$ 81,750	\$ 21,949	36.7%
Rent	275,054	793,880	518,826	188.6%
Utilities	76,582	81,770	5,188	6.8%
Computer	68,665	83,870	15,205	22.1%
Leases & Service Agreements	23,813	29,887	6,074	25.5%
Food Service Program	186,719	183,550	(3,169)	-1.7%
Insurance	54,628	66,025	11,397	20.9%
Professional Services	35,983	17,800	(18,183)	-50.5%
Extended Care Program	9,309	4,100	(5,209)	-56.0%
Family Learning Center	2,924	3,250	326	11.1%
Advertising & Public Relations	28,306	15,000	(13,306)	-47.0%
Governance	8,450	19,500	11,050	130.8%
Grounds & Building	194,377	55,500	(138,877)	-71.4%
Furniture & Materials	11,087	51,000	39,913	360.0%
Debt Service	5,234	5,540	306	5.8%
Depreciation	281,532	300,000	18,468	6.6%
Other Expenses	33,967	5,000	(28,967)	-85.3%
Total General & Administrative	\$ 1,296,630	\$ 1,715,672	\$ 419,042	32.3%
Total Expenses	\$ 5,161,294	\$ 5,724,393	\$ 563,099	10.9%
Excess Revenue Over Expenses	\$ 220,202	\$ -	\$ (720,202)	-327.1%

* Unaudited

Dissemination

Staff and faculty have had the opportunity and the pleasure of participating in activities designed to disseminate information not only about Atlantis but also the charter school movement. The school's principal has been a guest lecturer invited by professors of the graduate studies programs at Harvard University and Fitchburg State College. He has also lectured to education classes at Bristol Community College. Another staff member presented a workshop at the Massachusetts Charter School Association Conference on the programs and activities of the school's Family Learning Center. In addition, Atlantis faculty and administrators have participated with several other charter schools in developing a best practices handbook through a dissemination grant.

A slightly modified version of our Home and School Involvement Compact is now being used by the local school district, and our Extended Day Care Program has been replicated in several of the local district's schools.

On April 6, 2002, Atlantis Charter School and the University of Massachusetts at Dartmouth co-sponsored the first annual Teacher Recruitment Job Fair. It is the only such job fair held in Southeastern Massachusetts. Over seventy-five (75) schools were invited - all charter schools, as well as all public school districts and private and religious schools within a twenty-five mile radius of Fall River.

While the budget crisis and impending teacher layoffs may have kept some school systems from participating, the response from the potential teaching candidates was so high – over two hundred and fifty - that registration had to be closed on the morning of the fair. This event also provided the charter schools in attendance with the opportunity to share their accomplishments and successes with many newcomers to the education field. Atlantis Charter School looks forward to next year's Education Job Fair and expects a much larger and more diverse roster of participating schools. This opportunity has laid the groundwork for further discussions with UMASS Dartmouth regarding other projects on a much larger scale.

We have also had the opportunity to share some of our policies, procedures, and forms with other charter schools, including the Rising Tide Charter School (principal evaluation) and the Abby Kelley Foster Regional Charter School (Kindergarten registration and screening process).

While the political climate in the city of Fall River and the general acceptance of a charter school in its midst has recently improved, there are still some impasses that must be overcome in order to allow a higher level of collaboration with the local school district. We look forward to more opportunities for sharing and learning.

Appendix

1. *Home and School Involvement Compact*
2. *Graduate Placements*
3. *School Calendar, 2002-2003*
4. *Partnerships and Donors*
5. *School Council Membership*
6. *Volunteer Program*



Home and School Involvement Compact

PARENTS AS PARTNERS

PARENT

I understand that Atlantis is a “school of choice” and that, by signing the Compact, I agree to accept all the responsibilities listed in this document and in the Student Handbook. Failure to do so on my part or the part of my child will result in a reassessment of the placement of your child at Atlantis. I also agree that involvement in my child’s education is necessary to ensure his/her high academic achievement, positive attitude, and exemplary behavior. Therefore ***I WILL:***

1. Have my child in school every day and on time.
2. Ensure that my child arrives at school prepared to learn.
3. Support the school’s rules - including the homework, attendance, discipline, and uniform policies.
4. Communicate with my child’s teachers regularly
5. Attend all meetings as scheduled by the teacher and/or Principal including all Parent/Teacher Conferences.
6. Respond to all school communications promptly.
7. Address any concerns openly, honestly, and politely with my child’s teacher.
8. Provide my child with a safe, healthy, positive home environment.
9. Help my child develop a positive attitude about school.
10. Volunteer a minimum of six hours a year during school or parent sponsored events.
11. Participate in at least two family activities a year made available through the Family Learning Center.

Parent/Guardian’s Signature _____

Date _____

TEACHER

I understand the importance of the educational experience for every student and my role as a teacher and role model. Therefore, in order to encourage learning at home, at school, and in the community, I agree to carry out the following responsibilities and

I WILL:

1. Provide a quality program of instruction.
2. Have high expectations of success that will help all children become more independent.
3. Address students’ individual needs and encourage individual talents.
4. Provide a safe and positive learning environment for each student.
5. Communicate with all parents regularly regarding their child’s progress and behavior.
6. Help parents support learning and positive behavior at home.
7. Model respectful behavior by treating students respectfully.

Teacher’s Signature _____

Date _____

STUDENT

I understand that my education is important. I know that I am responsible for my own success. Therefore, I agree to carry out the following responsibilities and ***I WILL:***

1. Attend school and be on time everyday.
2. Arrive at school in uniform and ready to learn.
3. Respect my teachers, other school staff, volunteers, and my classmates.
3. Do my best everyday in every class.
4. Follow all school and class rules.
5. Complete and turn in all my homework on time.
6. Be responsible for my own behavior – no excuses.
7. Resolve problems by using appropriate words.
9. Respect the property of others.
10. Promptly return all corrected assignments and other school information to my parents/guardians.

Student’s Signature _____

Date _____

Summary of Alumni Placements

Atlantis Charter School’s fourth graduating eighth grade class included sixty-three (63) students. Since the enrollment increase to three classes at each grade level finally reached the eighth grade, it more than tripled last year’s class of twenty students.

Two (2) students moved and transferred to out-of-state school systems. Two students were retained and will be repeating Grade 8 at Atlantis Charter School.

The remaining Atlantis graduates will attend the following area schools in the fall of 2002:

B.M.C. Durfee High School of Fall River.....	35
Diman Regional Technical Vocational High School.....	13
Bristol County Agricultural High School	3
Westport High School.....	2
Bishop Connolly High School	4
East Gate Christian Academy	1
St. Raphael’s	1

From October 2001 to April 2002, the school’s Adjustment Counselor provided a weekly group guidance program for the 8th Grade students. The program was presented to assist the eighth graders in learning more about themselves, plan for their future, and make a smooth transition to their new high school. After completing a brief survey of personal goals, hobbies, and interests, students shared the results with peers and teachers. They also completed a standardized interest inventory and learned how to relate their personal interests to various job clusters. Part of the experience involved researching specific career opportunities in their individual areas of interest, identifying possible career goals, and the education required to achieve those goals.

The second phase of the program began with the process of completing applications for both high school and part-time employment. All of the area high schools were identified for the students who then practiced completing mock applications. They were also shown what types of materials were contained in their own individual student records and what kinds of information would be sent along with their applications. By completing this process, the students could answer the question, “How do I look on paper?”

The final part of the group program offered the 8th Graders a chance to explore their high school options in more depth. Field trips to Diman Regional Vocational Technical High School and Bristol County Agricultural High School, as well as lively sessions with speakers and students from all of the other area high schools allowed the students to ask many questions and collect more information. Follow-up sessions were also held with individual students and their parents to provide assistance with completion of formal applications, reference letters, and other required materials.

This program assisted the students in taking more personal responsibility for their high school placement and, for most students, the process was a successful first step on the road to independence.

School Calendar 2002-2003

Wednesday	August 14, 2002	All New Staff (8:00 A.M. – 12:00 P.M.)
Monday	August 19, 2002	Orientation - All Staff (8:00 A.M. – 3:30 P.M.)
Tuesday	August 20, 2002	Grades 6-8, Sped & Title 1 (8:00 A.M. – 3:30 P.M.)
Wednesday	August 21, 2002	Grades K-5 & Specialists (8:00 A.M. – 3:30 P.M.)
Thursday	August 22, 2002	All Staff (8:00 A.M. – 3:30 P.M.)
Monday	August 26, 2002	First Day of School (Grades 1-8)
Tuesday	August 27, 2002	First Day of School (Kindergarten)
Thursday	June 19, 2003	Last Day of School (Students)
Friday	June 20, 2003	Last Day of School (Instructional Staff)

All school days cancelled due to weather or other emergencies will be made up after June 19, 2003

Student School Year - 186 days

Staff School Year – 192 days

NO SCHOOL DAYS FOR STUDENTS

Monday	September 2, 2002	Labor Day
Wednesday	October 9, 2002	Professional Development (Staff)
Monday	October 14, 2002	Columbus Day
Wednesday	November 6, 2002	Professional Development (Staff)
Monday	November 11, 2002	Veterans Day
Wednesday	November 27, 2002	1:00 PM Dismissal (Students)
Thursday-Friday	November 28 - 29, 2002	Thanksgiving Recess
Monday-Wednesday	December 23, 2002 – January 1, 2003	Christmas Recess (School re-opens: Thurs., Jan. 2)
Monday	January 20, 2003	Martin Luther King Day
Monday-Friday	February 17 - 21, 2003	Winter Recess (School re-opens: Monday., Feb. 24)
Friday	April 18, 2003	Good Friday
Monday-Friday	April 21 - 25, 2003	Spring Recess (School re-opens: Monday, April 28)
Monday	May 26, 2003	Memorial Day
Thursday	June 19, 2003 (Last day of school)	1:00 PM Dismissal (Students)

End of Marking Periods and Mid-Trimester Reports

Trimester	Mid-Trimester Report	End of Marking Period	Number of Days
1	Friday, October 11, 2002	Wednesday, November 27, 2002	63
2	Friday, January 24, 2003	Friday, March 14, 2003	59
3	Friday, May 9, 2003	Thursday, June 19, 2003	64

Parent-Teacher Conferences

Trimester 1	Week of December 9, 2002
Trimester 2	Week of March 24, 2003

Graduation

Saturday, June 21, 2003 at 1:00 PM

Hours of Operation

Elementary School starts at 8:00 AM and dismisses at 3:15 PM
 Middle School starts at 8:15 AM and dismisses at 3:30 PM
 Extended Day Program available for registered students only from 6:30 - 8:00 AM and 3:15 – 5:30 PM

Partnerships and Donors

CASH DONATIONS

Foundations - \$83,500

George H. & Jane A. Mifflin Memorial Fund
The Padanaram Foundation

Moses Kimball Fund

Corporations - \$33,535

Atty. John C. Farrissey & Associates
B & B Contracting & Excavation, Inc.
Brite Line Paint Company
Citizens-Union Savings Bank
Conlon Electrical Contractors, Inc.
Core Business Technologies
CTS Systems, Inc.
Daniel Dennis & Company, LLP
Durfee Buffinton Insurance Agency, Inc.
Ed's Auto
Edward I. Pettine, Inc.
Fall River Five Cents Savings Bank
Fall River Modern Printing Co., Inc.
Fisher Bus, Inc.
FleetBoston Financial Foundation
Haddad Electronic Supply, Inc.

Halloran, Lukoff & Smith, PC
John F. Carvalho / Plumbing & Heating
K J B Electric
Laser Printer Services
Northeast Capital Management, Inc.
Regal Floor Covering, Inc.
ROC Construction Company
Schwartz True Value
Stop & Shop Supermarket Company
Suffolk Construction Company, Inc.
Tempest Fisheries Ltd.
The Feitelberg Company
Tremblay's Bus Company
Waldenbooks

Individuals - \$12,952.98

Gloria J. Aguiar
Odette Alves
Maria R. Baptista
Thomas J. and Denise Bielecki
Gregory A. and Gabriela V. Birmingham
Russell O. and Karen R. Bodington
Paula J. Bohun
Belinda A. Brickhill
Louis A. Cabral and Joan F. Greenwell
Paulo A. and EveMarie Cabral
James J. and Donna M. Cahill
Jeanne Campbell
Dawn Carreiro
Antonio M. and Kristina Carvalho
Dawn M. Christensen
George Collard and Mary Lou Reinlagen
Carol Conley
Deirdre A. Conlon
Kevin M. Considine, P.C.
James T. and Susan Cronin
Grace Demelo
Joseph and Susana DeSousa
Steven and Karen Desrosiers
Melissa A. Dick
Pamela M. Enloe
Antoinette M. Estrella

Luis D. and Maria Grace Fernandes
Rose Ferreira
Deborah M. Flynn
Derek J. and Sukanya Frank
Ronald Garant
Jessica L. Gardner
Judith M. Garell-Gregory
Raymond and Denise Gendreau
Aaron J. and Suzy Gluchacki
David and Kimberly Goncalo
Dr. Ronald B. and Karen N. Goodspeed
Fernando and Mary Ann Goulart
Randy and Janet Goulet
Chuck Gregory
Donald J. and Diane M. Guay
John and Stacey Guertin
Joyce E. Heist
Michael S. and Kerry S. Kennedy
Dr. Virginia A. King
Jon M. and Jean M. Kuja
James and Teresa Lamberti
Paul A. and Janice L. Lanciault
Dinis F. and Anne M. Machado
Marie Marcotte

Individuals – (continued)

Mario J. Medeiros
Christopher A. and Valene A. Mercer
Lori Michael
Philip L. and Kristine M. Michaud
Troy E. Mitchell
Edmund and Marie R. Moniz
Mark A. Moreira
Robin R. Morin
Kelly Murphy
John L. and Yvette L. Nunes
Kelley O'Brien-Cooper
Aires and Lucy M. Pacheco
Peter and Laurie Paquette
Thomas Paul
Antone D. and Beverly A. Pavao
Danielle M. Pavao
Sandra Pelletier
David and Louise M. R. Pettey

Chin H. Robinson
Joseph Rodrigues
Roger H. Saint-Pierre
Russell W. and Kathleen C. Salva
Patricia Santos
Rosa M. Serpa
Peter and Sheila Shovelton
John and Gail Sowersby
William E. and Barbara Sowersby
Jonathan M. Taradash
Ronald and Alda R. Tavares
Robert and Denise Taylor
Milton and Anne Teguis
Manuel and Cecilia R. Viveiros
David A. and Cynthia Witkowicz
Brenda Wordell
Charles L. and Doris York

GIFTS IN-KIND

Foundations

Luso-American Development Foundation

Corporations

Andrews Fruit and Produce
Aramark Food Service
Aramark, School Support Services
Auclair Funeral Home
Entertainment Cinemas
Fall River Ford
George's Root Beer
Jeff's Ice Cream & Stuff

Micro Technology Solutions, Inc.
Noquochoke Orchards, Inc.
Poland Springs
Shaw's Supermarket
Simcock Farm
Stop & Shop Supermarket
The Southcoast Tribune
Zildjian Company

Individuals

Michael Buccino
Chris and Elizabeth Cabral
George Cidade
Carol Conley
Steven and Karen Desrosiers
Pamela M. Enloe
Irene Hearing
Sheriff Thomas Hodgson
Christian Karnbach
Andrew and Patricia Lake

Claudette Montour
David and Louise M. R. Pettey
Denise Pinardi
Fatima Raposo
Eric and Melissa Sousa
Michele Tape
Kim Velozo
Eric Wanke
Beverly Zmuda

MATCHING GIFTS

Corporations

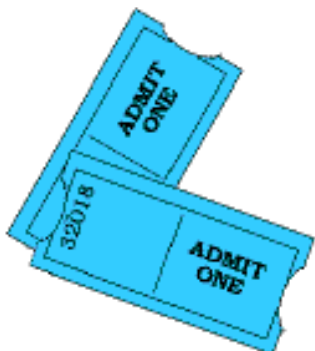
FleetBoston Financial

Raytheon Company

School Council 2001-2002

Co-Chair	Fernando M. Goulart	Principal
Co-Chair	Karen Desrosiers	Parent Representative
	Holly Massoud	Parent Representative
	Kristine Michaud	Parent Representative
	Michelle Santos	Parent Representative
	Michael Barber	Teacher Representative
	Kenneth Kvit	Teacher Representative
	Ann Marie Peck	Teacher Representative
	Brittany Brodeur	Student Representative
	Leslie Paquette	Student Representative
	Kristin Conforti	Student Representative

Atlantis Charter School Volunteer Program



VOLUNTEERS OUR TICKET TO SUCCESS!

Volunteer Code of Ethics

In order to promote volunteerism in our schools, it is essential that all school volunteers adhere to a professional code of ethics. We ask that volunteers pay special attention to the following items:

1. Attitude

I will come to Atlantis with a good attitude, one that will say to the principal and teachers, "I'm glad you asked me to help you," and one that will say to the boy or girl you're working with, "You are so special. I'm glad that I have an opportunity to work with you."

2. Dependability

I will make a professional commitment – I will be dependable. The teachers are planning activities for the students and me. Keeping my part of the bargain is very important. I will notify the office if I cannot come to school.

3. Communication

I want my volunteer work to be a learning activity for me. If I have questions as to policy and procedures, I will ask the appropriate person - a teacher, the principal, or another staff member.

4. Confidentiality

I may have access to grades and records and may know the children who are succeeding as well as those who are struggling. I will remember that any information pertaining to a child must be left in the classroom. As a school volunteer, I do not want to be responsible for sharing any information that might be detrimental to a child.

5. Support

As a school volunteer, I am always in a support position. I will support the classroom teacher, the principal, and other school staff, as they are responsible for the education of the boys and girls at Atlantis.

As a school volunteer adhering to a professional code of ethics, I am part of the school team whose goal is to provide the best opportunities for our children to learn!

Guidelines for School Volunteers

A Volunteer:

- Must be in good health.
- Always works under the direction and supervision of a teacher or other member of the Atlantis staff. The relationship between the volunteer and the teacher is professional - one of mutual respect and confidence.
- Is expected to support the teacher and supplement the teacher. The teacher, not the volunteer, is responsible for content and techniques.
- Knows that any information to which he/she has access at Atlantis or the classroom is confidential.
- Never expresses differences of opinion or dissatisfaction with other adults in the presence of students.
- Takes all suggestions or matters of concern to the appropriate staff person: FLC Volunteer Coordinator, teacher, Administrative Assistant to the Principal, or the Principal.
- Works within the rules of Atlantis as set out by the Principal.
- Is dependable and on time. If unable to attend, arrangements should be made ahead of time with the teacher or coordinator. In case of last minute emergency, will notify the school office.
- Records his/her hours of service on the designated form at the school for end-of-year recognition.
- Is warm, friendly, and courteous at all times.

Volunteer Hours

Volunteer hours will be counted each month, provided the Family Learning Center Caseworker has your volunteer application on file. A record of monthly hours served by each volunteer is tabulated by the FLC. Volunteers should record hours in the following areas:

1. Assisting in the classroom working with students in math, English, reading, science social studies, art, physical education, music and kindergarten activities.
2. Assisting the teacher: preparing materials for teachers, typing, filing, duplicating, etc. Making instructional material, visual aids, decorating bulletin boards.
3. Assisting the school secretary: clerical, typing, copying, filing, answering phone, and helping with the mail.
4. Assisting in Library/Media Center: processing books, storytelling, making tapes.
5. Classroom enrichment: finding speakers for teachers, sharing personal and/or professional experiences, hobbies, travel, etc.
6. Assisting in the Health office: school clinics, vision and hearing screenings, and health education programs.
7. Chaperoning: field trips, dances, school parties, assemblies, and other similar activities.
8. Assisting in the student dining hall and in the playground during the lunch period.
9. Other school activities:
 1. Assisting students when pictures are taken at the school.
 2. Conduct tours at Atlantis.
 3. Registration or enrollment activities.
 4. School parties: planning, baking, and making telephone calls.
 5. Assisting with fundraising activities.
10. Workshops: attendance at workshops and orientation, special workshops, and meetings.
11. Participating on school councils or other committees.

School Volunteers must sign in/out on the form in the Receptionist's Office. The FLC Volunteer Coordinator will tabulate the hours for each volunteer and provide that number at the end of the year.