



ANNUAL REPORT

August 1, 2003

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ATLANTIS

CHARTER SCHOOL



An independent public school

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ATLANTIS CHARTER SCHOOL

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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, 2003

Atlantis Charter School's eighth year was one in the continuing saga of a nomadic middle school. For the second time in three years, we were informed that the Commonwealth of Massachusetts had, by eminent domain, obtained the facility we were using as our middle school site in order to build a courthouse. After initial notification that Atlantis had to leave the building in January 2003, we were able to negotiate an extension until the end of June.

The Board of Trustees faced this new challenge with determination and asked that the newly formed Atlantis Educational Foundation assist in the task of finding a new facility. The Atlantis Board of Trustees and the school's administration identified the former Dominican Academy building as a perfect opportunity to create a Lower and Upper School Campus setting. This facility, also located on South Main Street, is approximately one mile from the original elementary site and would have the space to accept grades five through eight.

In March 2003, The Atlantis Educational Foundation purchased the new facility and signed a lease with Atlantis Charter School. In May, construction began to renovate the facility in order to meet the needs of 280 students in grades five through eight. The new Upper School Campus is on schedule to open on August 25, 2003. The Lower School Campus will serve 420 students in Kindergarten through grade four.

Meanwhile, this past June, Atlantis was awarded a six million dollar Qualified Zone Academy Bond (QZAB). The Board of Trustees has taken the necessary immediate steps to obtain the available funds. The Board has also identified and has started negotiations to purchase a larger facility located centrally in Fall River. This facility would allow for the two current campuses to be under one roof as well as continuing our planned expansion to grade twelve.

Initial but exciting discussions are underway with staff of the Center for Teaching and Learning at the University of Massachusetts-Dartmouth to create a team of interested educators and community members to develop a plan for a small (200 students), state of the art high school campus that will focus on Marine Science and Technology.

Roger Saint-Pierre, who was serving as Board Treasurer, was elected by the Board to replace Louis A Cabral (term expired December 2002) as President beginning in January 2003. The Board of Trustees has continued to work to increase its membership with highly qualified individuals. While currently at ten, the membership will increase to eleven in August as a new staff member is elected. The Board will then work to identify and elect at least two additional members during FY04.

This fall, the entire Board will meet for the first time in a retreat to hold an initial discussion on developing the school's strategic plan.

The resignation midway through the school year of the school's Director of Curriculum and Instruction (and the inability to find an satisfactory replacement) created some difficulty in providing faculty and staff with the level of administrative support that is normally expected at

Atlantis. Some of the areas most affected were curriculum development and classroom evaluation of faculty. Steps have been taken to hire two vice-principals, one for each campus, thus allowing the Principal to focus on the larger issues facing Atlantis this year.

A grant that was funding the position of Development Director at Atlantis was no longer available and it, unfortunately, caused the position to be eliminated in September of 2002. For FY04, the school plans to team up with the Atlantis Educational Foundation and hire a new Development Director funded equally by both organizations.

Extra-curricular activities for our students have increased dramatically. The school's Performing Arts Department presented the musical *Beauty and the Beast* during four sold-out performances. The students at Atlantis also recorded and issued its first CD of the Trans Siberian Orchestra's music "Christmas Eve and Other Stories."

On May 28, 2003, Atlantis hosted the 8-Year Site Visit Team. Led by Anthony Siddall, Assistant Director of Accountability for the Charter School Office, the team was composed of Julie Lane, Director for Charter School Development at the Charter School Office; Richard Lemons, Program Associate at the Change Leadership Group; and Mary Street, Executive Director at the Conservatory Lab Charter School. The team spent the day meeting and interviewing teachers, students, parents, administrators and lastly the Board of Trustees. It also had some scheduled time to visit classes at both school sites. During its one-day visit the Team was able to collect much information needed to assess and determine the viability of Atlantis as it applies to renew its current charter in 2005.

In its conclusion, the Site Visit Report indicates that "Atlantis Charter School has made progress relative to the conditions imposed upon it by the Board of Education as part of the renewal of its charter" and that the Board "is staffed with individuals who appear to be qualified to govern the school." It also noted that the school "is moving toward a stable administrative structure that can more fully meet the school's needs."

Atlantis will continue its efforts to improve its academic program to meet the Report's comment that it is "essential to demonstrate that the changes in school governance, administrative organization, and academic program are leading to sustained improvement in student performance.

As Atlantis sails into its ninth year, it expects there still will be some storms to overcome in its voyage to a new and exciting world of learning. The Atlantis Charter School family – Board of Trustees, administrators, faculty and staff, parents/guardians and family members, and, of course, students - is ready and willing to do whatever it takes reach those academic, social, and financial goals set when the ship first left port in September 1995.

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 in all grades, except 8th, continue to make significant progress in nearly all academic areas tested.

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 MCAS that is at or above that of those students in similar urban charter schools.
- With the exception of 8th grade students, all grade levels at Atlantis Charter School either increased their scaled scores (raw score in grade 3) or remained stable.
- 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 2002-2003 included:
 - *Math students in grades 7 and 8 were placed in small classes (11-12 students) in order to provide more individualized services to each student.*
 - *Utilization of the Student Success Plan.*
 - *A well-designed weeklong MCAS Camp program was presented to all students in grades 4-8 during March and April.*
 - *The ACS Summer MCAS Camp has been redesigned to focus on those students experiencing difficulties in ELA and/or Math.*
 - *Summer MCAS Camp was offered to all qualifying students who will be entering Grades 4 through 8 in August 2003.*
 - *An analysis of the Stanford-9 test results was used to interpret the individual needs of the ACS Summer MCAS Camp students.*

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. To extend the citizenship 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 disciplinary incidents.
- 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 2002-2003:

- The Bully Proof Program continues to be presented to students at both sites.
- The 8th Grade guidance program continues to expand by providing students and parents more information and services designed to ease the transition into high school.
- Speakers and presenters were invited to address the student body on a variety of appropriate and timely issues.
- A positive approach to discipline, focusing on a schoolwide code of conduct, was researched and a model selected and implemented in 2002-2003.

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 2002-2003 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 designed a detailed and focused plan of action for the implementation of a schoolwide curriculum development project. This project was to 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. The loss of critical administrative staff during the year minimized the success of this project. It is the goal for 2003-2004 to complete the work stated during the past year.

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 the ACS Summer MCAS Camp.

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 assisted 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 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.

Progress towards meeting the objective:

The Curriculum Action Plan generated during 2000-2001 and reviewed in the early part of 2002 was not fully utilized due to loss of administrative staff during the school year. However, it was nevertheless used to identify the school's needs in revising its curriculum development process. The steps taken in 2002-2003 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 Lesson Plan format was developed by faculty and administrators and used by all teachers during the year.
- Monthly Unit Plans were developed by each grade level and delivered to the specialists (Art, Music, Health, Physical Education, Portuguese) so that objectives being covered in the classroom were integrated into the these classes.
- 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 (Harcourt Brace – Trophies) was implemented in Grades 1-2 in 2002-2003. This program is being expanded into grades K and 3 in 2003-2004.
- Fifteen faculty and administrative staff were trained as mentors during a 10-week, 30-hour program during a period from October through December. From January

through June, all trained mentors mentored a new teacher at the school. The program will continue in 2003-2004.

- The Readers' Workshop model has been adopted for the 2003-2004 academic year. Intensive training for at least one pilot class at each grade level will take place starting in early August and continue throughout the school year.

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 ACS Summer MCAS Camp.

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 provided during 2002-2003:

- An increase in the number of special services staff to include additional Title 1 and Special education teacher assistants.
- An additional Title 1 teacher was hired to provide tutorial services to students in grades 7 and 8.
- A new student referral and intervention process was established (PRIDE – Pre-Referral Individual Development Evaluation). The process allows teachers to refer a student to the PRIDE team that meets weekly. The team, composed of the principal or designee, other experienced teachers, and any other staff member who may have special skills or information about this child, i.e. nurse, counselor, provides recommendations for the teacher to implement in the classroom which are designed to help the child prior to a referral being made to the Special Education department.
- A swimming program (part of our Physical Education curriculum) for all students - in conjunction with the YMCA of Fall River.
- 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*

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 2002-2003:

- Continuation of the implementation of additional Music Technology courses in the middle school and the purchase of the necessary equipment to support the program.
- Purchase of additional Smart Boards for special education students.
- All classes were assigned specific computer lab time designed to create a high level of integration of technology into the learning activities.
- The development of curriculum for the first phase of a technology-training program geared specifically to meet the needs of Atlantis educators.
- Ninety-seven percent of the faculty and staff completed at least 16 hours of computer training.
- Additional purchase of computers for all special education and Title 1 faculty.
- The purchase and installation of new software programs that promote higher level thinking skills.
- The software program Cornerstone has become an integral part of the daily teaching and assessment for ACS Summer MCAS Camp.
- Intensive use of the new schoolwide computer management system (IMG) allowing faculty and staff to research needed biographical information on their students.
- The completion and approval of the school's 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 2002-2003 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 included:
 - *Special Education Topics: Referral Process*
 - *Test data to inform practice – presentation to all instructional staff*
 - *Differentiated Instruction*
 - *Training on new I-Pass Software*
 - *Training on Beacon Software for Special Education*
 - *Multiple Intelligences*
 - *Technology Training - for all faculty and staff*
 - *Training on “Mandated Reporters”*
- Four (4) members of the administrative staff and eleven (11) faculty members attended an on-site 10-week, 30-hour mentoring program. A Mentoring Handbook and a New Teacher’s Handbook were created.
- The Instructional Specialist:
 - offered support and guidance to faculty and staff at both sites.
 - met monthly with Teacher Assistants.
 - coordinated with the Kids’ Cove Coordinator and assisted in the hiring of Kids’ Cove staff
 - developed and organized a full-day orientation program for new teachers hired for 2002-2003.
- More than 100 books and videos were purchased to expand the professional development library for use by faculty and staff.
- Teachers also engaged in a variety of off-site professional development activities aimed at their own professional development needs. These included (see complete list in Appendix):
 - Literacy, Math, Marine Science, Early Childhood, Special Education, Foreign Language, Art, Health, and Counseling*

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 2002-2003:

- A new facility was purchased by the Atlantis Educational Foundation in March 2002 and is being renovated to be used as our Upper School Campus for students in grades 5-8. It is on schedule to open on August 25, 2003. The new facility will provide among other things, larger classrooms, an additional computer lab, larger Upper School Library, and classroom/labs for science classes. A public park with sports fields is located directly across the street from the school. This site is located approximately 1 mile from the Lower School.
- Arrangements are still underway to purchase and renovate a larger facility that will house the entire K-8 student population and allow for future expansion to grade 12.
- Appropriate curriculum materials that provide for a consistent approach to teaching across the grade levels were purchased in several subject areas.

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 had 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.

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 FY03. 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	FY03
Federal	\$57,016	\$173,015	\$237,638	\$128,908	145,958	221,612	346,383
State	72,311	15,120	0	190,190	124,600	141,700	109,015
Private	2,000	10,000	0	2,692	8,163	58,337	0
Total	\$131,327	\$198,135	\$237,638	\$321,790	\$278,721	\$421,650	455,398

The Family Learning Center has assumed responsibility for organizing the two major fall and spring school fundraisers. In FY03 the amount collected was \$20,334.

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). There were some personnel changes in the FLC in 2002-2003. The year opened with an Activities Coordinator as the school searched for and hired a Director in October 2002. Due to health reasons the Activities Director was unable to work from November to March and finally resigned. The new Director worked 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, fundraising, health, nutrition and literacy. The FLC also offers programs in collaboration with parents and several community organizations. The programs are designed and based on parent feedback received through the Family Activities Survey, which is completed at the start of each school year in collaboration with faculty, the Health Office staff, administration and support staff.

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 and three students - met monthly throughout the year.
- Family Learning Center Committee - with two parents (30%) - also met monthly throughout the year.
- 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:
 - “Even Start Literacy Program” in collaboration with the YMCA
 - “I’m A Healthy Decision Maker” (Community Development & Recreation)
 - “Traffic & Safety Workshop” (2 part series with the FRPD)
 - “IDENT-A-KID Services of America”
 - “Taking Control: Financial Management” (The Speakers’ Bureau)
 - “Family Craft Nights” (Parent Coordinated)
 - “Let Sleep Work For You-MCAS testing and the importance of sleep”
 - “Book Time With Ronald McDonald” (Bump A Nose Productions)
 - “FOODPLAY” (Health and Nutrition Series)
 - “Healthy Smiles Dental Program” (HealthFirst Family Care Center)
 - “Creative Memories” (Parent Coordinated)

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 revised and is currently operational.
- The level of volunteer opportunities was stratified to accommodate the schedules of ACS families.
- 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 and pursued donation opportunities.

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” Atlantis Charter School Salutes Our Heroes*
 - *Food Drive for Citizens for Citizens Food Pantry*
 - *Alan Shawn Feinstein National Food Drive Challenge*
 - *Box Tops for Education*
 - *Card making for police officers, firefighters and overseas troops.*
- Established and maintained community partnerships including:
 - *Even Start*
 - *The Trustees of Reservations (Bio-Reserve Project)*
 - *The Fall River Homeless Coalition*
 - *Fall River Public Access Television*
 - *Carousel Family Fun Center*

Objective 4: *The ACS Family Learning Center will provide parents and caregivers with activities designed to create a cohesive relationship among students, families and faculty members including 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 and events that foster a community environment within the Atlantis Charter School family. The topics are selected based on the needs indicated in the Family Activities Survey. The following is a small sample of the workshops presented:
 - *Holiday Craft Fair*
 - *Harvest Dance*
 - *Providence Bruins Night*
 - *Beauty and the Beast*
 - *Book Bingo and Holiday Cookie Swap*
 - *Student and Staff Talent Show*
 - *Spring Fever Dance*
 - *Spring Health and Craft Fair*

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.

- The Nominating Committee of the Board of Trustees uses the comprehensive application and interview process designed and implemented in 2001-2002 with the assistance of the Pioneers Institute to identify and recruit prospective new trustees.
- The membership of the Board of Trustees (as of July 31, 2003) is stable at ten (10). A new school staff Board member will be selected in August.
- The Nominating Committee will begin a new search in September for at least two additional Board members.

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 current Board includes a banker, a CPA, a hospital CEO, an attorney, two business executives, a higher education administrator, a doctor, and two parents.

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:

- A revised organizational chart approved by the Board delineates the roles and responsibilities of each level and category of administration (*see pg. 33*).
- The Board is planning a Retreat in the fall of 2003 to focus specifically on preparing a strategic plan. During this process, all areas of governance will be examined in order to improve the structure of the organization.

School Profile

1). Letter from Board of Trustees Chair

July 31, 2003

Dear Friends:

This past fiscal year was a year of transition. As we prepare to begin our ninth year, I would like to review our accomplishments over the last twelve months as well as our plans for years ten and beyond.

During the past year, Atlantis completed the process that allowed the creation of The Atlantis Educational Foundation. This supporting organization will work to raise the funds necessary to purchase a building that will house all current students and allow for the eventual planned expansion into grades nine through twelve. The foundation held its 1st major fundraiser in August 2002 - the “Chip-in for Education” Golf Tournament - and raised over \$12,000!

We also saw a successful transition in governance with the installation of a new Board of Trustees President and the addition of two new Board members. At the student level, Atlantis increased its MCAS results in six of the eight areas tested and also reduced the number of students in the “warning” category in seven out of the eight categories.

This past June, Atlantis sent its fifth graduating class of sixty-five eighth graders - our largest graduating class yet - on to attend local public and private high schools. We also successfully completed our eighth-year site visit and look forward to the challenge of successfully applying for our third five year charter, which will see us to 2010.

Also, in September, we will be welcoming seven hundred students. Not only will we have the largest enrolment in our history, we still have a waiting list of nearly 200 students, a testament to the ever improving reputation we enjoy here at Atlantis.

We are completing major renovations on a new facility designed for our Upper School to serve students in grades five through eight. Our administration will also undergo some restructuring with the addition of a second vice-principal to will oversee the Lower School. This will allow us to provide more immediate assistance and evaluation time to the Lower School’s faculty and staff.

Our longer range plans, on which we are working diligently, include enhanced strategic planning, discussing plans with the Center for Teaching and Learning at the University of Massachusetts-Dartmouth to develop an alternative high school focusing on Marine Science and Technology and, having recently received approval for a \$6 million Qualified Zone Academy Bond, we are vigorously pursuing additional funding to realize the Foundation’s mission of finding and building a single campus to support our entire Atlantis Charter School community.

None of this would be possible without the total dedication and hard work from my fellow members of the Board of Trustees, the Atlantis administrators, educators, support staff, parents, and friends of the school. Their hard work and dedication allows the students of Atlantis to flourish and succeed. I would like to take this opportunity to thank each and every one of you who share this common vision and, by doing so, make my job truly enjoyable.

With deep personal regards,



Roger H. Saint-Pierre, President

2) Grades and age levels served

School Opening	Grade Levels	Enrollment	School Hours & Calendar	School Contact
Gr. 1-8 - Aug. 25, 2003 Gr. K – Aug. 26, 2003	K-8	Oct. 1, 2003 700 (projected)	6:30 AM – 5:30 PM Student days: 186 Staff days: 192	Fernando M. Goulart Principal
Gr. 1-8 - Aug. 26, 2002 Gr. K – Aug. 27, 2002	K-8	Oct. 1, 2002 630	6:30 AM – 5:30 PM Student days: 186 Staff days: 192	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.

The goal at Atlantis 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 a public school should be to celebrate and derive strength from diversity. As such, 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 2002) and provides a profile of the school's performance in a variety of subjects, as well as performance in comparison to other schools. The results from the Stanford-9, administered in the fall of 2002, is compared to the presented as baseline tests results of the first test administration, spring of 1998-1999.

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 2003
Percentage of Students at Each Performance Level**

Comparison of 2002 and 2003 Scores

Gr. 3 Reading	Year	P	NI	W	Raw Score	# Tested
Atlantis	2003	54	40	6	30	70
	2002	49	45	1	29	72
Fall River	2003	N/A	N/A	N/A	N/A	N/A
	2002	50	44	7	28	921
State	2003	63	31	6	32	N/A
	2002	67	27	6	30	75,803

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

Comparison of 2001 and 2002 Scores

Gr. 4 ELA	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2002	0	27	54	19	231	NI	70
	2001	0	14	65	14	228	NI	69
Fall River	2002	2	30	50	17	232	NI	936
	2001	1	23	55	21	230	NI	970
State	2002	8	46	37	10	239	NI	75,094
	2001	7	45	39	10	239	NI	75,034

Gr. 4 Math	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2002	1	14	59	26	227	NI	70
	2001	3	7	49	39	226	NI	69
Fall River	2002	5	16	45	34	228	NI	949
	2001	2	12	54	32	227	NI	1,009
State	2002	12	27	42	19	236	NI	75,855
	2001	12	24	47	18	235	NI	76,161

Gr. 6 Math	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2002	1	16	46	37	227	NI	68
	2001	4	8	23	65	222	NI	71
Fall River	2002	3	15	31	51	224	NI	1,022
	2001	2	8	30	60	221	NI	1,025
State	2002	13	28	29	29	235	NI	78,767
	2001	13	23	30	33	233	NI	77,682

Gr. 7 ELA	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2002	0	39	45	16	233	NI	62
	2001	2	31	55	13	233	NI	64
Fall River	2002	2	36	45	18	234	NI	984
	2001	1	22	45	31	228	NI	904
State	2002	9	55	28	8	242	P	76,913
	2001	6	49	32	12	239	NI	73,358

Gr. 8 Math	Year	A	P	NI	W	Scaled Score	Perf. Level	# Tested
Atlantis	2002	0	2	25	73	218	W	63
	2001	5	10	30	55	224	NI	20
Fall River	2002	1	7	27	66	219	W	1,001
	2001	1	7	32	60	220	NI	1,008
State	2002	11	23	33	33	232	NI	75,362
	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	2002	0	0	25	74	216	W	63
	2001	0	0	35	65	218	W	20
Fall River	2002	0	1	21	78	216	W	999
	2001	0	1	28	71	217	W	1008
State	2002	1	12	46	42	224	NI	75,247
	2001	0	9	47	40	224	NI	72,520

In the 3rd grade Reading Test Atlantis students increased the raw score (30) and are only slightly behind the State (32).

Fourth grade students increased their ELA scaled score by 3 points (228 to 231) and almost doubled the percentage of students at the proficient level (14 to 27). In Math, the scaled score increased by 1 point and the percentage of students in the Proficient category doubled (7 to 14) while the percentage of students in the Warning category decreased by 13%.

Grade 6 students showed the greatest gains in Math as the Scale Score increased 5 points, the percentage of students in the Proficient category doubled (8 to 16), while the percentage of

students in the Warning category decreased by 28%.

In Grade 7 ELA, while the Scaled Score did not change, the percentage of students in the Proficient category increased by 8% and the percentage of students in the Needs Improvement category decreased by 10%.

Grade 8 Math and History results were very disappointing as the Scaled scores decreased by 6 and 2 points respectively. In this grouping, the percentage of students in the Warning category increased by 18% in Math and 9% in History.

It is apparent that students in the lower grades are performing at a higher level than the 7th and 8th grade students. Atlantis has hired a second math teacher for the 7th and 8th grades thereby offering math classes with only 11 to 12 students. Additional Title 1 staff has also been hired to work with all the students who failed MCAS. In addition, analysis of the test results led to a better understanding of the academic needs of the students both as a school and on an individual basis. These efforts will allow students to receive provide additional individualized services to better meet their needs. We, therefore expect that the Spring 2003 MCAS scores will already have shown some improvement due to the steps taken in 2002-2003.

Comparison State, Local District, and Atlantis

Grade 4 – 2002

=, +, or – indicate gain or loss (compared to 2001 scores)

Grade 4	ELA	Mathematics
<i>Atlantis</i>	231 + 3	227 +1
Fall River	232 + 2	228 +1
State	239 =	236 +1

Grade 6 – 2002

Grade 6	Mathematics
<i>Atlantis</i>	227 + 5
Fall River	224 + 3
State	235 + 2

Grade 7 – 2002

Grade 7	ELA
<i>Atlantis</i>	233 =
Fall River	234 + 6
State	242 + 3

Grade 8 – 2002

Grade 8	History	Mathematics
<i>Atlantis</i>	216 - 2	218 -6
Fall River	216 - 1	219 -1
State	224 =	232 -1

Atlantis students for the first time scored slightly below the students in the Fall River Public Schools in all but 6th grade Math. In 4th grade ELA and Math, although improving the Scaled Scored when compared to its own FY02 scores, Atlantis tested 1 point below FRPS. In grade 7 ELA and grade 8 Math, Atlantis was also 1 point behind FRPS students. Atlantis students and FRPS students both scored at the same level in 8th grade History.

The school’s ratings under the Department of Education’s school performance rating system, developed in accordance with the federal No Child Left Behind Act, are shown below. The school made Adequate Yearly Progress (AYP) only in 4th grade math, but its performance was rated very low at this level.

2002 School Performance Ratings

	AYP?	Performance rating
Gr. 4 ELA	No	Low
Gr. 4 Math	Yes	Very Low
Gr. 7/8 ELA	No	Low
Gr. 7/8 Math	No	Critically Low

Atlantis Charter School has achieved Adequate Yearly Progress in grade 4 Math.

Stanford-9 Achievement Tests

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

Variance from 98-99 to 02-03

Gr	Subject	98-99	02-03	Var.	Gr	98-99	02-03	Var.
1	Total Reading	46	84	+34	2	43	66	+23
	Language	42	NA	NA		30	53	+23
	Total Math	36	66	+30		39	63	+27
	Environment	52	67	+12		46	59	=
	Complete Battery	45	75	+30		41	62	+21

Gr	Subject	98-99	02-03	Var.	Gr	98-99	02-03	Var.
3	Total Reading	55	61	+6	4	53	53	=
	Language	46	47	+1		45	53	+8
	Total Math	51	61	+10		39	55	+16
	Environ./Science	58	55	-3		54	52	-2
	Social Science	56	NA	NA		51	48	-3
	Complete Battery	53	58	+5		49	53	+4

Gr	Subject	98-99	02-03	Var.	Gr	98-99	02-03	Var.
5	Total Reading	51	47	-4	6	40	47	+7
	Language	38	44	+6		23	40	+17
	Total Math	33	52	+19		37	44	+13
	Science	48	55	+7		38	41	+3
	Social Science	54	40	-14		49	43	-6
	Complete Battery	46	49	+3		39	45	+6

Gr	Subject	98-99	02-03	Var.	Gr	98-99	02-03	Var.
7	Total Reading	54	49	-5	8	65	46	-17
	Language	42	44	+2		51	43	-8
	Total Math	40	52	+12		38	43	+5
	Science	44	53	+9		57	53	-4
	Social Science	40	48	+8		57	41	-13
	Complete Battery	51	50	-1		55	46	-9

The following tables compare the Stanford-9 Achievement Test results (National Individual Percentile Ranks) for the same student groupings. 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
National Individual Percentile Rank
Variance from 98-99 to 02-03**

Gr	Subject	98-99	02-03	Var.	Gr	98-99	02-03	Var.
K/4	Total Reading	NA	53	NA	1/5	46	47	+1
	Language	NA	53	NA		42	44	+2
	Total Math	NA	55	NA		36	52	+16
	Science	NA	52	NA		52	55	+3
	Social Science	NA	48	NA		NA	40	NA
	Complete Battery	NA	53	NA		45	49	+4

Gr	Subject	98-99	02-03	Var.	Gr	98-99	02-03	Var.
2/6	Total Reading	43	47	+4	3/7	55	49	-6
	Language	30	40	+10		46	44	-2
	Total Math	39	44	+5		51	52	+1
	Science	46	41	-5		58	53	-5
	Social Science	NA	43	NA		56	48	-8
	Complete Battery	41	45	+ 4		53	50	-3

Gr	Subject	98-99	02-03	Var.
4/8	Total Reading	53	46	-7
	Language	45	43	-2
	Total Math	39	43	+4
	Science	54	53	-1
	Social Science	51	41	-10
	Complete Battery	49	46	-3

Stanford-9 results from the spring of 2003 indicate that Atlantis students in the lower elementary grades (1-3) scored higher than the national average and, in some areas, by a vast margin (as high as 34%). Students in grade 4 also scored higher the national average but the margin was more conservative. Students in grades 5-8 tended, in most cases, have improved when compared to the baseline scores (1998-99) but scored at or slightly below the national average.

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) Number of instructional days for the 2002-2003 school year

During 2002-2003, students in Grades 1-8 received 186 days of instructional services (August 25, 2002 to June 20, 2003) while Kindergarten students received 185 days of instructional services (August 26, 2002 to June 20, 2003). Meanwhile, faculty and staff worked 192 days (August 19, 2002 to June 23, 2003), which included six full days of professional development.

School hours were as follows:

<u>Elementary Site (K-5)</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. 03
President	Roger H. Saint-Pierre	RHS Companies	Aug. 01	Aug. 04
Vice President	John F. Lucey, Esq.	O'Neil, Lucey, & O'Neil	Jun. 02	Jun. 05
Secretary	Kerry S. Kennedy	Atlantis Charter School	Apr. 00	Jun. 03
Treasurer	Paul S. Medeiros	FR Five Cents Savings Bank	May 02	May 05
Member	Dr. Steven M. Belanger	Truesdale Hospital	Apr. 03	Apr. 06
Member	James A. Cahill	FRPD (Retired)	Apr. 00	Apr. 03
Member	Dr. Thomas J. Curry	UMASS/Adv. Tech. & Mfg. Ctr.	Nov. 02	Nov. 05
Member	Charles F. Fellows, IV	Lafrance Hospitality Co.	Jun. 02	Jun. 05
Member	Dr. Ronald B. Goodspeed	Southcoast Hospitals Group	Jun. 02	Jun. 05
Member	Kara O'Connell	ROC Construction Co.	Feb. 02	Feb. 05
Member	John Sowersby	LaCava & Sowersby Auto Parts	Apr. 02	Apr. 05

Roger Saint-Pierre was elected President to begin serving on January 1, 2003.

2) Board committees and members

Finance Committee

CHAIR:	Paul S. Medeiros		
Board Member:	Dr. Thomas J. Curry	Board Member:	Dr. Ronald B. Goodspeed
Staff:	Fernando M. Goulart	Staff:	Thomas Paul

Development Committee

CHAIR:	Paul S. Medeiros		
Board Member:	Charles F. Fellows, IV	Board Member:	John F. Lucey, Esq.
Staff:	Fernando M. Goulart		

Nominating Committee

CHAIR:	James J. Cahill		
Board Member:	Charles F. Fellows, IV	Board Member:	Dr. Ronald B. Goodspeed
Staff:	Fernando M. Goulart		

Facilities Committee

CHAIR:	Louis A. Cabral		
Board Member:	James J. Cahill	Board Member:	Dr. Thomas J. Curry
Board Member:	Dr. Ronald B. Goodspeed		
Staff:	Fernando M. Goulart		

Personnel Committee

CHAIR:	John Sowersby	Board Member:	Dr. Ronald B. Goodspeed
Board Member:	John F. Lucey, Esq.	Board Member:	Kara O'Connell
Staff:	Fernando M. Goulart		

The President of the Board of Trustees is an ex-officio member of all committees.

3) Summary of major policies and decisions established by the Board of Trustees during 2002-2003

- Entered lease agreement with The Atlantis Educational Foundation, Atlantis Charter School's supporting non-profit organization, for the facility to be occupied as the new Upper school.
- First phase of the Principal evaluation process was implemented.
- Bereavement Policy approved on October 23, 2002.
- Supervisors of Attendance appointed at 10/23/02 Board meeting – Mrs. Cynthia Dempsey and Mrs. Gabriella Birmingham.
- Dr. Thomas J. Curry – newly elected Board member - 11/20/02 Board meeting.
- Mr. Louis A. Cabral's term expired 12/31/02.
- Mr. Roger Saint-Pierre - elected President and Chairman at 11/20/02 Board meeting to begin serving in that capacity on January 1, 2003.
- Mr. Paul Medeiros - elected Treasurer at 11/20/02 Board meeting.
- Title VI, Title IX and Section 504 Coordinator Policy approved at 3/26/03 Board meeting.
- Conflict of Interest policy approved at 3/26/03 Board meeting
- Mr. James Cahill's term extended to June 30, 2004.
- Ms. Kerry Kennedy's term extended to June 30, 2003.
- Mr. John Lucey elected as Vice President of the ACS Board of Trustees at 4/23/03 meeting.
- Dr. Steven M. Belanger - newly elected Board member - 4/23/03 meeting.
- Board approved ACS By-Law Changes as presented at the 4/23/03 meeting.

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, 2003)

STUDENTS ENROLLED

<u>Grade</u>	<u>Girls</u>	<u>Boys</u>	<u>Total</u>
Kindergarten	47	37	84
Grade 1	24	41	65
Grade 2	35	35	70
Grade 3	28	41	69
Grade 4	32	35	67
Grade 5	30	38	68
Grade 6	42	23	65
Grade 7	40	29	69
Grade 8	33	32	65
Totals	311	311	622

RACIAL DISTRIBUTION

	American Indian (1)	Asian (2)	Black (Not Hispanic) (3)	Hispanic (4)	White (Not Hispanic) (5)	TOTAL
Number	5	9	37	23	548	622
Percent (%)	.9%	1.4%	5.9%	3.7%	88.1%	100%

ETHNICITY

Ethnic Background	Number	Percentage
African American	12	1.9%
American (USA)	169	27.2%
Asian	1	0.2%
Cambodian	8	1.3%
Cape Verdean	9	1.4%
English	39	6.3%
French	60	9.6%
Indian	3	0.5%
Irish	21	3.4%
Italian	17	2.7%
Korean	1	0.2%
Lebanese	4	0.6%
Nigerian	3	0.5%
Polish	16	2.6%
Portuguese	243	39.1%
Puerto Rican	11	1.8%
Spanish	4	0.6%
Thai	3	0.5%
TOTAL	622	100%

GENDER

Gender	Number	Percentage
Male students	311	50%
Female students	311	50%
TOTAL	622	100%

NUMBER/PERCENTAGE OF STUDENTS RECEIVING FREE AND REDUCED LUNCH.

	Number	Percentage
Free Lunch	181	29%
Reduced Lunch	98	16%
TOTAL	279	44.9%

NUMBER AND PERCENTAGE OF SPECIAL NEEDS STUDENTS BY SPECIAL EDUCATION PROTOTYPE

On the **first** day of school:

SpEd Category	Number	Percentage
MOD (10)	12	1.9%
INT (20)	55	8.7%
SCP (30)	8	1.3%
TOTAL	75	11.9%

On the **last** day of school:

SpEd Category	Number	Percentage
MOD (10)	16	2.6%
INT (20)	62	10.0%
SCP (30)	10	1.6%
TOTAL	88	14.0%

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	6	1.0%
Portuguese	18	2.9%
Spanish	3	0.5%
TOTAL	27	4.3%

2) Total number of student applications received – as of June 30, 2003

There were 184 new student applications received during FY03. With 19 students transferring from Atlantis during the year, there were 9.7 of applications received per opening available. If we look at the new application as well as those received in prior years and on the waiting list (262) there were 13.8 applications per opening available

Year	Number of Applications	Fall River	Other Communities
FY03	184	181	3
FY02	275	259	16

Applications received by grade and residence

Residence	Number of Applications Received	K	1	2	3	4	5	6	7	8
Fall River	181	99	9	8	10	23	10	23	10	3
Swansea	1	1								
Westport	2			1	1					
Total by Grade	184	100	9	9	11	9	10	23	10	3

3) Number of students on waiting list – as of July 30, 2003

Year	Total Waiting List	From Fall River	From Other Communities
2003	262	255	7
2002	367	351	16

Students currently on waiting list for FY04 by grade and residence (as of July 30, 2003)

Residence	# Students on Waiting List	K	1	2	3	4	5	6	7	8
Dartmouth	1				1					
Fall River	255	112	26	12	16	16	15	36	18	4
Swansea	1	1								
Westport	5	1	1	1	1	1				
Total by Grade	262	114	27	13	18	17	15	36	18	4

4) Student turnover data

During the 2002-2003 school year, a total of 19 students (3%) transferred out of Atlantis. The summer months (through July 31, 2003) revealed an additional 19 students (3 %) transferring to other schools. In total, 38 students (6%) transferred out of Atlantis. This number does not include 65 students who graduated in June 2003. A total of 165 new students will enroll at Atlantis this August - 38 to replace those who transferred, 65 to replace the graduating 8th graders, and 62 to bring our enrollment to the maximum in FY04 (700).

School year transfers (19)

- Transferred to Fall River Public Schools 12
 - Modified classroom setting* 2
 - Transportation issues*..... 2
 - To attend neighborhood school*..... 8
- Transferred to a religious school in Fall River 1
- Relocated to another city/town within Massachusetts (Public School) 1
- Relocated to another state (Public School)..... 5

Student	Transfer Date	Reason
1	9/13/02	Transferred to Rhode Island
2	11/1/02	Transferred to FRPS – closer neighborhood school
3	11/27/02	Transferred to FRPS - Transportation
4	12/3/02	Transferred to FRPS – closer neighborhood school
5	12/6/02	Transferred to FRPS – Modified classroom setting
6	1/3/03	Transferred to FRPS – closer neighborhood school
7	1/14/03	Moved to Clinton, MA
8	1/22/03	Transferred to FRPS - closer neighborhood school
9	2/13/03	Transferred to FRPS - closer neighborhood school
10	2/14/03	Transferred to FRPS - Transportation
11	2/25/03	Moved to Florida
12	2/28/03	Transferred to FRPS – Modified classroom setting
13	3/17/03	Moved to Florida
14	3/17/03	Moved to Florida
15	3/28/03	Moved to Florida
16	4/14/03	Transferred to catholic school
17	4/17/03	Transferred to FRPS - closer neighborhood school
18	4/25/03	Transferred to FRPS – closer neighborhood school
19	6/3/03	Transferred to FRPS – closer neighborhood school

Summer Transfers – (19)

Transferred to Fall River Public Schools	5
<i>To attend neighborhood school.....</i>	<i>5</i>
Transferred to a religious school in Fall River	2
Relocated to another city/town within Massachusetts.....	10
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	6/20/03	Transferred to FRPS – closer neighborhood school
2	6/20/03	Moved to Brockton, MA
3	6/20/03	Moved to Berkley, MA
4	6/20/03	Moved to Somerset, MA
5	6/21/03	Moved to Westport, MA
6	6/23/03	Moved to Somerset, MA
7	6/23/03	Moved to Somerset, MA
8	6/23/03	Transferred to FRPS – closer neighborhood school
9	6/23/03	Moved to Swansea, MA
10	6/23/03	Moved to Swansea, MA
11	6/23/03	Moved to Florida
12	6/23/03	Moved to Florida
13	6/23/03	Moved to Somerset, MA
14	6/23/03	Transferred to FRPS - closer neighborhood school
15	6/23/03	Transferred to FRPS - closer neighborhood school
16	6/23/03	Transferred to FRPS - closer neighborhood school
17	6/27/03	Moved to Revere, MA
18	7/31/03	Transferred to a catholic school
19	7/31/03	Transferred to a catholic school

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

	Number	Percentage
In-school suspension	68	10.7%
Out-of-school suspension	53	8%
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) Principal

Fernando M. Goulart

2) 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	3	2
2	3	2.5
3	3	2.5
4	3	2.5
5	3	2.5
6	3	2
7	3	2
8	3	2
Special Education	3	2
Title I	3.5	3
Physical Education	2	0
Music	2	0
Art	1	0
World Language	1	0
Health	1	0
TOTAL	42.5	27

3) Summary of teacher qualifications

Student-Teacher Ratio: Atlantis has thirty-six (36) classroom teachers. This number does not include seven (7) specialists (Art, Music (2), Physical Education (2), Portuguese, and Health), three (3) special education teachers, three (3) Title 1 teachers, two (2) Occupational and Speech therapists, or two (2) adjustment counselors. Therefore, with an average daily student enrollment of 631, the school’s actual student/instructor ratio was 17 to 1. When twenty-one (21) teacher assistants are included, the student/classroom staff ratio drops to 11 to 1.

Average Number of Years of Teaching Experience of Classroom Teachers: 7.0

Average Number of Years of Service at the School: 4.0

Number of Faculty designated as Highly Qualified Teachers:42 (93%)

Name	Teaching Assignment	Yrs. Teach	Yrs. School	Degree and Certification
Lora A. Acker	Art 6-8 (DNR)	5	1	B.S. Visual Arts 5-12
Tracy Affonso	Grade 3	1	1	B.A. Elem. Ed. 1-6
Maria R. Baptista	Gr. K-8, Portuguese	6	5	B.A. - Elem. Ed. 1-6, SS 5-9, SS 8-12, MS 5-9, passed Port. fluency exam
Michael J. Barber	Gr. K-8, Music	7	3	B.A. – Music K-9, 5-12
Melissa A. Barboza	Grade 3	5	5	B.S. - Elem. Ed. 1-6
Janet A. Barton	Grade 4 (DNR)	10	1	B.S. - Elem. Ed. K-8
Name	Teaching Assignment	Yrs. Teach	Yrs. School	Degree and Certification
Geraldine A. Belanger	Grade 2 (resigned)	6	5	B.S. - Elem. Ed. 1-6, Bio K-3
Keith R. Bradley	Gr. 7, Science/Mar. Sci	2	2	A.A., B.A. – Cert. Pending
Nicole Brigham	Grade 5	1	1	B.S. - Elem. Ed. 1-6
Amy E. Cavanaugh	Grade 4	5	5	B.S. - Elem. Ed. 1-6
Wendy F. Clark	Gr. 1-2, Title 1	7	6	B.A., M.Ed. - Elem. Ed. K-6, Reading K-12
Stacey Denomme	Gr. 6, ELA/Reading	2	2	B.S., M.Ed. - Elem. Ed. 1-6
Laura M. Edgcomb	Gr. K	2	5	B.S. – EC K-3
Antoinette M. Estrella	Gr. 2	16	7	B.S., M.Ed. - Elem. Ed. 1-6
Jenny E. Elstee	Gr. K-8, Health	3	2	B.A. – Elem. Ed. 1-6
Alycia J. Fernandes	Gr. K	5	5	B.S. - Elem. Ed. 1-6, EC K-3
Deborah A. Flynn	Gr. K	4	4	B.A. - Elem. Ed. K-8
Matthew P. Forrest	Gr. 6, Math/Soc. Sci.	4	4	B.A. – Cert. pending, RI cert.
Jessica L. Gardner	Gr. 6-8, Spec. Ed.	3	3	B.S. – Spec. Needs K-9
Monica J. Homer	Gr. 3	8	5	B.A. - Cert. pending, RI cert.
Kerry S. Kennedy	Gr. 5	8	8	B.A., M.Ed. - Elem. Ed. 1-6
Jean M. Kuja	Gr. 3-5, Title 1	26	8	B.A. - Elem. Ed. 1-6
Kenneth D. Kvit	Gr. 7, ELA/Read	2	2	B.S. - Elem. Ed. 1-6
Amanda J. LeGacy	Grade 4	1	1	B.A.- Elem. Ed. 1-6
Jonathan T. Lee	Gr. 7-8, History	1	1	B.A., M.A., MAT, Hist. 7-12
Susan M. Manning	Gr. 1	18	8	B.A. - Elem. Ed. 1-6
Karen E. Marlow-McDaid	Gr. 6-8, Title 1	1	1	B.S., MBA, M.Ed. – Reading
Jennifer L. Morin	Grade 4 (DNR)	1	1	B.S. – Comm. Disorders
Thomas Murray	Gr. K-8, Phys. Ed.	9	3	B.A. M.Ed. P.E. Health K-12
Christopher M. Nunes	Gr. K-8, Music	5	3	B.M. – Music K-12
Kathleen A. Pacheco	Gr. K	24	6	B.A. - Elem. Ed. K-8
Jason R. Pariseau	Gr. 8, Science/Mar. Sci. (DNR)	2	2	B.S. - Cert. pending (teacher test)
Danielle M. Pavao	Gr. K-8, Art	11	6	B.F.A. – Art Ed. K-9
Anne-Marie Peck	Gr. K	23	7	B.A., M.S. – EC K-3
Kimberly M. Pelletier	Gr. 1-5, Spec. Ed.	13	4	B.S. – Special Needs K-4
Jennifer M. Pietros	Gr. 6, Science/Mar. Sci. (DNR)	1	1	B.S., M.s., M.Ed. – MS Science 5-8, Sec. Gen Sci.
Mary Lou Reinhagen	Gr. 6-8, Spec. Ed	11	3	B.A., M.A. – Special Needs
Kristyn D. Rego	Grade 2	1	1	B.A. – EC K3
Linda M. Rosenberg	Gr. 7-8, Math	14	4	B.A. – Cert. pending; PA,

				NJ, and VA cert. Elem. Ed.
Lynn A. Sylvia	Gr. 1	9	7	B.S. – EC K-3
Jonathan A. Taradash	Gr. K-8, Phys. Ed.	7	7	B.S., M.Ed. – Elem. Ed.
Bethany D. Teasdale	Gr. K-2, Title 1	5	5	B.S. - Elem. Ed. 1-6
Andrea D. Trond	Gr. 1	16	8	B.A., M.Ed. - Elem. Ed. 1-6, Art, EC
Amy E. Vaillancourt	Gr. 4	6	6	B.A., M.Ed. - Elem. Ed. 1-6
Martin B. Vieira	Gr. 8, ELA	1	1	B.A. – Pending Cert. Test
Lori A. Vicuna	Gr. 5	6	5	B.A., MAT - Elem. Ed. 1-6
Brenda L. Wordell	Gr. 2	7	7	B.S. M.Ed.- Elem. Ed. 1-6

4) Staff Turnover

The following staff changes took place during the 2002-2003 school year:

Administrators who left during the year: 1
 Director of Curriculum and Instruction (*resigned*)

Administrators who left after the year ended: 1
 Assistant Principal (*retired*)

Teachers who did not complete the year or left after the year ended: (11).....23%
 Resignations during the school year (2).....4%
 Resignations after the school year ended (6)..... 12%
 Contract terminated during probationary period (3).....6%

Resigned during the school year:

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

Resigned after the school year ended:

Resigned to accept positions in the school system where they live..... (3)
Resigned to move to Nantucket..... (1)
Resigned to stay at home with her child..... (1)
Resigned to go into private business..... (1)

Teacher-assistants who did not complete the year or left after the year ended: (14).....45%

Resigned during the school year:

Resigned during the year to return to school to complete degree. (1)
Resigned during the year to stay at home with her child..... (1)
Resigned during the year for health reasons..... (4)
Resigned to go into private business..... (1)

Resigned after the school year ended:

Resigned for personal reasons..... (1)
Resigned to accept a teaching position in another school system..... (1)
Resigned to go into private business..... (1)

Contract not renewed: (4 positions eliminated due to budget constraints)..... (4)

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

One (1) Development Director – position eliminated – grant funding ended

One (1) Instructional Technology Training Specialist - position eliminated due to budget constraints

One (1) speech therapist –resigned during the year to accept a position in the town where she resides

One (1) FLC Activities Coordinator resigned during the year - health reasons

One (1) custodian resigned during the year – health reasons

Financial Profile

1) Financial statements, by category, reflecting the revenues and expenditures for FY2003

	FY2002	FY2003	INC/(DEC)	%
INCOME				
Program Fees	\$ 4,558,733	\$ 5,110,998	\$ 552,265	12.1%
Grants	420,827	455,398	34,571	8.2%
Food Service Program	186,494	185,531	(962)	-0.5%
Extended Care Program	114,282	100,348	(13,934)	-12.2%
Other Income	100,187	134,327	34,140	34.1%
Total Income	\$ 5,380,522	\$ 5,986,602	\$ 606,080	11.3%
EXPENSES				
Administrative Salaries	\$ 384,952	\$ 342,573	\$ (42,379)	-11.0%
Instructional/Professional Salaries	2,348,621	2,321,143	(27,478)	-1.2%
Support Staff Salaries	206,419	219,314	12,895	6.2%
Contractual/Other Services	163,177	205,030	41,853	25.6%
Total Salaries & Contract Services	\$ 3,103,170	\$ 3,088,061	\$ (15,109)	-0.5%
Payroll Taxes	164,732	170,874	6,142	3.7%
Group Insurance	317,994	371,143	53,149	16.7%
Earned Time	9,108	5,487	(3,620)	-39.8%
Total Fringe Benefits	\$ 491,834	\$ 547,505	\$ 55,670	11.3%
Student Supplies & Materials	169,571	143,240	(26,331)	-15.5%
Office Supplies & Materials	39,360	31,696	(7,665)	-19.5%
Total Supplies & Materials	\$ 208,931	\$ 174,935	\$ (33,996)	-16.3%
Education	53,918	44,673	(9,245)	-17.1%
Travel	5,883	907	(4,976)	-84.6%
Total Education & Travel	\$ 59,801	\$ 45,581	\$ (14,221)	-23.8%
Rent	274,372	320,526	46,155	16.8%
Utilities	76,582	92,261	15,678	20.5%
Computer	68,665	50,296	(18,369)	-26.8%
Leases & Service Agreements	23,813	29,647	5,834	24.5%
Food Service Program	186,688	170,136	(16,552)	-8.9%
Insurance	54,628	62,393	7,764	14.2%
Professional Services	35,983	26,347	(9,636)	-26.8%
Extended Care Program	9,340	3,192	(6,149)	-65.8%
Family Learning Center	2,924	22,704	19,780	676.4%
Advertising & Public Relations	28,306	29,531	1,225	4.3%
Governance	8,450	960	(7,490)	-88.6%
Grounds & Building	194,377	37,237	(157,141)	-80.8%
Furniture & Materials	11,087	589	(10,498)	-94.7%
Debt Service	5,234	4,307	(927)	-17.7%
Depreciation	288,913	240,821	(48,093)	-16.6%
Other Expenses	33,826	1,796	(32,031)	-94.7%
Total General & Administrative	\$ 1,303,189	\$ 1,092,741	\$ (210,448)	-16.1%
Total Expenses	\$ 5,166,926	\$ 4,948,822	\$ (218,103)	-4.2%
Excess Revenue Over Expenses	\$ 213,596	\$ 1,037,780	\$ 824,184	385.9%

* Unaudited

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

	FY2002	FY2003	INC/(DEC)	%
ASSETS				
Current Assets				
Cash	\$ 2,645,917	\$ 3,923,449	\$ 1,277,532	48.3%
Accounts Receivable	62,455	85,784	23,329	37.4%
Prepaid Expenses	67,401	288,786	221,385	328.5%
Total Current Assets	\$ 2,775,773	\$ 4,298,019	\$ 1,522,246	54.8%
Non-Current Assets				
Furniture & Equipment	1,582,527	1,572,927	(9,601)	-0.6%
Accumulated Depreciation	(1,022,106)	(1,259,396)	(237,290)	23.2%
Total Non-Current Assets	\$ 560,421	\$ 313,530	\$ (246,891)	-44.1%
Total Assets	\$ 3,336,194	\$ 4,611,549	\$ 1,275,355	38.2%
LIABILITIES				
Accounts Payable	\$ 181,526	\$ 168,766	\$ (12,760)	-7.0%
Accrued Expenses	279,750	276,801	(2,949)	-1.1%
Deferred Revenue	18,091	271,376	253,285	1400.0%
Total Liabilities	\$ 479,367	\$ 716,943	\$ 237,576	49.6%
NET ASSETS				
Investment in Capital Assets	711,949	560,421	(151,528)	-21.3%
Unrestricted Net Assets	2,144,877	3,334,185	1,189,308	55.4%
Total Net Assets	\$ 2,856,826	\$ 3,894,606	\$ 1,037,780	36.3%
Total Liabilities & Net Assets	\$ 3,336,194	\$ 4,611,549	\$ 1,275,355	38.2%

* Unaudited

3) Federal, state, and private grants for FY2003

AN	GRANT	TOT
FEDERAL		
41102	Title I (305)	\$208,529
41103	Title V (302)	\$11,020
41105	IDEA - SpED (240)	\$85,809
41109	Early Education (262)	\$2,833
41110	Support SpED Curr (274)	\$7,130
41113	Enhance Educ Tech (160)	\$0
41114	Teacher Quality (140)	\$31,062
FEDERAL (TOT):		\$346,383
STATE		
41201	Fac Prog Grant (533)	\$79,207.00
41203	School Health (3217) [CFR]	\$7,108.00
41204	Academic Support Service (625)	\$22,700.00
STATE (TOT):		\$109,015
GRANTS (TOT):		\$455,398

4) Approved school budget for FY2003

	ACTUAL FY2003	BUDGET FY2004	INC/(DEC)	%
INCOME				
Program Fees	\$ 5,110,998	\$ 5,362,685	\$ 251,687	4.9%
Grants	455,398	450,000	(5,398)	-1.2%
Food Service Program	185,531	205,000	19,469	10.5%
Extended Care Program	100,348	106,000	5,652	5.6%
Other Income	134,327	77,500	(56,827)	-42.3%
Unrestricted Net Assets Transfer	-	350,000		
Total Income	\$ 5,986,602	\$ 6,551,185	\$ 214,583	3.6%
EXPENSES				
Administrative Salaries	342,573	379,000	36,427	10.6%
Instructional/Professional Salaries	2,321,143	2,619,705	298,562	12.9%
Support Staff Salaries	219,314	277,752	58,438	26.6%
Contractual/Other Services	205,030	307,219	102,189	49.8%
Total Salaries	\$ 3,088,061	\$ 3,583,676	\$ 495,615	16.0%
Payroll Taxes	170,874	197,448	26,574	15.6%
Group Insurance	371,143	426,793	55,650	15.0%
Earned Time	5,487	3,500	(1,987)	-36.2%
Total Fringe Benefits	\$ 547,505	\$ 627,741	\$ 80,236	14.7%
Student Supplies & Materials	143,240	315,381	172,141	120.2%
Office Supplies & Materials	31,696	43,750	12,054	38.0%
Total Supplies & Materials	\$ 174,935	\$ 359,131	\$ 184,196	105.3%
Education	44,673	79,350	34,677	77.6%
Travel	907	12,900	11,993	1321.6%
Total Education & Travel	\$ 45,581	\$ 92,250	\$ 46,669	102.4%
Rent	320,526	782,000	461,474	144.0%
Utilities	92,261	162,650	70,389	76.3%
Computer	50,296	165,152	114,856	228.4%
Leases & Service Agreements	29,647	25,139	(4,508)	-15.2%
Food Service Program	170,136	164,363	(5,773)	-3.4%
Insurance	62,393	71,846	9,453	15.2%
Professional Services	26,347	22,300	(4,047)	-15.4%
Extended Care Program	3,192	3,750	558	17.5%
Family Learning Center	22,704	31,000	8,296	36.5%
Advertising & Public Relations	29,531	25,000	(4,531)	-15.3%
Governance	960	7,000	6,040	628.9%
Grounds & Building	37,237	93,150	55,913	150.2%
Furniture & Materials	589	50,500	49,911	8474.1%
Debt Service	4,307	5,525	1,218	28.3%
Depreciation	240,821	275,000	34,179	14.2%
Other Expenses	1,796	4,012	2,216	123.4%
Total General & Administrative	\$ 1,092,741	\$ 1,888,387	\$ 795,646	72.8%
Total Expenses	\$ 4,948,822	\$ 6,551,185	\$ 1,602,363	32.4%
Excess Revenue Over Expenses	\$ 1,037,780	\$ -	\$ (1,387,780)	-133.7%

* Unaudited

Dissemination

Atlantis joined forces with staff from the Fall River Public schools to write a Reading First Grant this year. While the attempt was not successful from the perspective of being awarded funds at this time, the shared thoughts and philosophies between ACS and FRPS staff was extremely helpful.

The family Learning Center Director has initiated contact with the FRPS Superintendent and obtained approval to join the citywide school council.

The Principal and the FLC Director also are participating members of the Greater Fall River Chamber of Commerce Education Committee, an excellent forum to share what is happening at Atlantis.

Faculty and staff 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 speaker at various universities and community events. Another staff member presented a workshop this year at the Massachusetts Charter School Association Conference on starting up a development effort at a charter school.

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

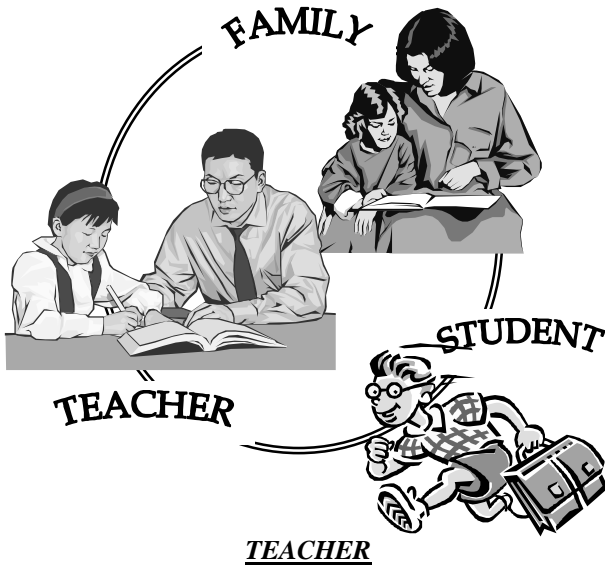
Atlantis Charter School and the University of Massachusetts - Dartmouth are working together to develop plans for a high school program that will revolve around a college campus atmosphere, with part time lecturers and long-distance learning.

We have also had the opportunity to share some of our policies, procedures (Kindergarten registration and screening process), and forms (principal evaluation) with other charter schools.

With the political climate in the city of Fall River and a more general acceptance of a charter school in its midst continually improving, we look forward to a much higher level of collaboration. We look forward to more opportunities for sharing and learning.

Appendix

1. *Home and School Involvement Compact*
2. *Summary of Alumni Placements*
3. *School Calendar, 2003-2004*
4. *Partnerships and Donors*
5. *School Council Membership*
6. *Volunteer Program*
7. *List of Off-site Professional Development Activities*
8. *NCLB Report Card*



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 my 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:***

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 learners.
3. Address students’ individual needs and encourage unique talents.
4. Provide a safe and positive learning environment for each student.
5. Communicate and meet with all parents regularly regarding their child’s progress and behavior.
6. Assist parents to support learning and positive behaviors at home.
7. Model respectful behavior by treating students respectfully.

1. Have my child in school every day on time and in uniform.
2. Ensure that my child arrives at school prepared to learn.
3. Support all the school’s regulations - including 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.
5. Respond to all school communications promptly.
6. Address any concerns openly, honestly, and politely with my child’s teacher or other appropriate staff members.
7. Provide my child with a safe, healthy, positive home environment.
8. Help my child develop a positive attitude about school.
9. Volunteer a minimum of six hours a year during school or parent sponsored events.
10. Participate in at least two family activities a year made available through the Atlantis Family Learning Center.

Teacher _____
Date _____

Parent/Guardian _____
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 and in uniform everyday.
2. Arrive at school prepared and ready to learn.
3. Respect my teachers, other school staff, volunteers, and other students.
3. Do my best in every class everyday.
4. Follow all school policies and classroom rules.
5. Complete and turn in all my homework to the teachers 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 _____
Date _____

Summary of Alumni Placements

Atlantis Charter School’s fifth graduating eighth grade class included sixty-five (65) students.

One (1) student moved and transferred to an out-of-state school system (Florida).

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

B.M.C. Durfee High School of Fall River.....	45
Diman Regional Technical Vocational High School	9
Bishop Connolly High School	8
Bristol County Agricultural High School.....	1
Somerset High School.....	1

One of Atlantis Charter School’s Adjustment Counselor presented a program to the eighth graders that included instructing all graduating students on 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.

The second part of the group program offered the 8th graders a chance to explore their high school options in more depth. Field trips were scheduled to Diman Regional Vocational Technical High School and Bristol County Agricultural High School. Informative and lively sessions were held with speakers and students from all of the other area high schools, which 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

2003 - 2004



Monday	August 18	All New Staff (8:00 A.M. – 3:00 P.M.)
Tuesday	August 19	Orientation - All Staff (8:00 A.M. – 3:00 P.M.)
Wednesday	August 20	Professional Development – All Staff (8:00 A.M. – 3:00 P.M.)
Thursday	August 21	Professional Development – All Staff (8:00 A.M. – 3:00 P.M.)
Monday	August 25	First Day of School (Grades 1-8)
Tuesday	August 26	First Day of School (Kindergarten)
Thursday	June 17	Last Day of School (Students)
Friday	June 18	Last Day of School (Instructional Staff)

All school days cancelled due to weather or other emergencies will be made up after June 17

Student School Year - 186 days

Staff School Year – 192 days

NO SCHOOL & EARLY DISMISSAL DAYS FOR STUDENTS

Monday	September 1	Labor Day
Wednesday	October 1	Professional Development (Faculty & Staff)
Monday	October 13	Columbus Day
Wednesday	November 5	Professional Development (Faculty & Staff)
Tuesday	November 11	Veterans' Day
Wednesday	November 26	1:00 PM Dismissal
Thursday-Friday	November 27-28	Thanksgiving Recess
Tuesday	December 23	1:00 PM Dismissal
Wednesday-Sunday	December 24 - January 2	Christmas & New Year's Recess (School re-opens: Monday, Jan. 5)
Monday	January 19	Martin Luther King Day
Monday-Friday	February 16 - 20	Winter Recess (School re-opens: Monday, February 23)
Friday	April 9	Good Friday
Monday-Friday	April 19 - 23	Spring Recess (School re-opens: Monday, April 26)
Monday	May 31	Memorial Day
Thursday	June 17	Last day of school - 1:00 PM Dismissal

End of Marking Periods and Mid-Trimester Reports

Trimester	Mid-Trimester Report	End of Marking Period	Number of Days
1	Friday, October 10, 2003	Wednesday, November 26, 2003	63
2	Friday, January 23, 2004	Friday, March 12, 2004	61
3	Friday, May 7, 2004	Friday, June 18, 2004	62

Parent-Teacher Conferences

Trimester 1	Week of December 8, 2003
Trimester 2	Week of March 22, 2004

Graduation

Saturday, June 12, 2004 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 is available for registered students only from 6:30 - 8:00 AM and 3:15 – 5:30 PM

Partnerships and Donors

CASH DONATIONS

In FY03, most donations were made to The Atlantis Educational Foundation, Atlantis Charter School's supporting organization.

Foundations - \$225.77

WAL-MART Foundation

Other Organizations - \$250

Prince Henry Society of Fall River

Individuals - \$150

Dr. Ronald B. and Karen N. Goodspeed
Paul and Lisa Medeiros

GIFTS IN-KIND

Corporations

Baker Books
Bristol Tape Corp.
Brooks Pharmacy

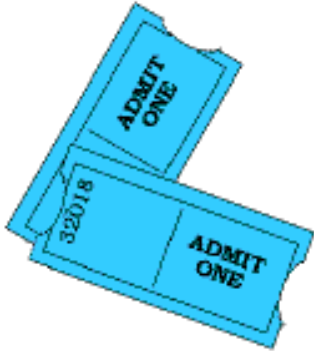
Individuals

Wyman Cook
Philip L. and Kristine M. Michaud
John and Gail Sowersby

School Council Membership 2002-2003

Chair	Fernando M. Goulart	Principal
Co-Chair	Gerald Audet	Parent Representative
	Patricia A. Lake	Parent Representative
	Holly Massoud	Parent Representative
	Beverly A. Pavao	Parent Representative
	Jenny Elste	Teacher Representative
	Terry Lamberti	Staff Representative
	Troy Mitchell	Staff Representative
	Mat Pilotte	Staff Representative
	Mary Lou Reinlagen	Teacher Representative
	Michaela Theriault	Student Representative
	Matthew Sowersby	Student Representative
	Erin Tansey	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.

Off-Site Professional Development Activities

Foreign Language :

- *Strengthening Foreign Language Acquisition*

Art:

- *Integrating the Arts with Learning Standards of Math*

Health:

- *Anatomy and Physiology: The Low Down on Down There*
- *Sexuality Education: Certification Series*
- *Energizers for Middle school Health*

Literacy:

- *Literacy Centers to Enhance Reading and Writing*
- *Four Square Writing*
- *Increasing Student Spelling Achievement*
- *Bringing Children and Books Together*
- *21st Century strategies for Strengthening Your School Library Program*
- *What's New in Children's Literature*
- *Reading More and Loving It*
- *Guided Writing Strategies That Work*

Math:

- *Helping Struggling Students to Be Successful in Math (5-8)*
- *Hands-on Equations*
- *Writing About Mathematics*
- *Helping Your Struggling Students Be More Successful in Math*

Early Childhood:

- *Early Intervention Strategies for Students to Become Readers and Writers*
- *Creative Solutions for the Kindergarten Classroom*

Counseling:

- *The Angry Client – Evaluation and Treatment*
- *Working with Survivors of Traumatic Stress*
- *Treating Anxiety and Panic Disorders*
- *Adolescent Self Destruction*
- *Sexual Harassment in Schools*

Special Education:

- *Successful Inclusion Strategies to Meet IEP Requirements*
- *Executive Skills in Children and Adolescents: Assessment to Intervention*
- *Handwriting Without Tears*

Marine Science

- *Massachusetts Marine Educators Symposium*
- *Current Oceanography Topics*

No Child Left Behind – Report Card

Atlantis Charter School (04910550)

Fernando M Goulart, School Principal
 Mailing Address: 2501 South Main Street
 Fall River, MA 02724-2015
 Phone: (508) 672-1821
 FAX: (508) 672-1397
 Website: <http://www.atlantiscs.org>

Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

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.”

Enrollment (2002-2003)			
	School	District	State
Race/Ethnicity			
White	87.6 %	87.6 %	75.1 %
African-American	6.4 %	6.4 %	8.8 %
Hispanic	3.6 %	3.6 %	11.2 %
Asian	1.6 %	1.6 %	4.6 %
Native American	0.8 %	0.8 %	0.3 %
Gender			
Male	50 %	50 %	51.5 %
Female	50 %	50 %	48.6 %
Selected Population Enrollment			
Limited English Proficiency	0.0 %	0.0 %	5.3 %
Low-income	44.0 %	44.0 %	26.2 %
Special Education	11.6 %	11.6 %	15.2 %
Migrant	0.8 %	0.8 %	0.2 %
TOTAL COUNT	638	638	982,152

Grades Offered: K, 01, 02, 03, 04, 05, 06, 07, 08

Percent of core academic classes taught by highly qualified teachers: 81.4%

Additional Teacher Information:

Atlantis Charter School offers its student population 186 instructional days. Students also have a longer school day attending school from 7:45 AM to 3:15 PM. Students who attend Atlantis from Kindergarten through Grade 8 actually receive nearly an extra full year of instructional time.

The student-teacher ratio is 17.4 to 1 (classroom teachers only). When teacher assistants are added, the ratio drops to 10.3 to 1.

Nearly 90% of the school's core instruction teachers hold a Massachusetts teacher certificate. An additional 5% are certified in other states. The remaining 5% are currently working towards completing certification requirements.

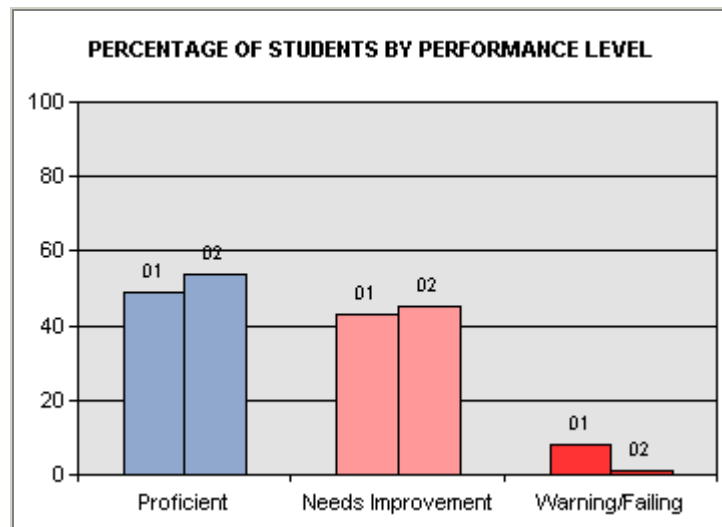
Currently, 100% of core instruction teachers hold Bachelor's degrees and 40% hold a Master's degree. Another 16% are enrolled in Master's degree programs.

Atlantis offers its families a before and after-school program from 6:30 AM to 5:30 PM.

Grade 03 – Reading

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	58	100	NA	60	38	2
Disabled	11	100	NA	18	82	0
GENDER						
Female	34	100	NA	47	50	3
Male	35	100	NA	60	40	0
RACE/ETHNICITY						
African American/Black	2	100				
Asian or Pacific Islander	1	100				
Hispanic	1	100				
Mixed or Other	12	100	NA	67	33	0
White	53	100	NA	51	47	2
FREE LUNCH	31	100	NA	52	48	0
ALL STUDENTS						
2002	69	100	NA	54	45	1
2001	72	100	NA	49	43	8
DISTRICT						
2002	69	100	0	54	45	1
2001	72	100	0	49	43	8
STATE						
2002	74143	98	0	67	27	6

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

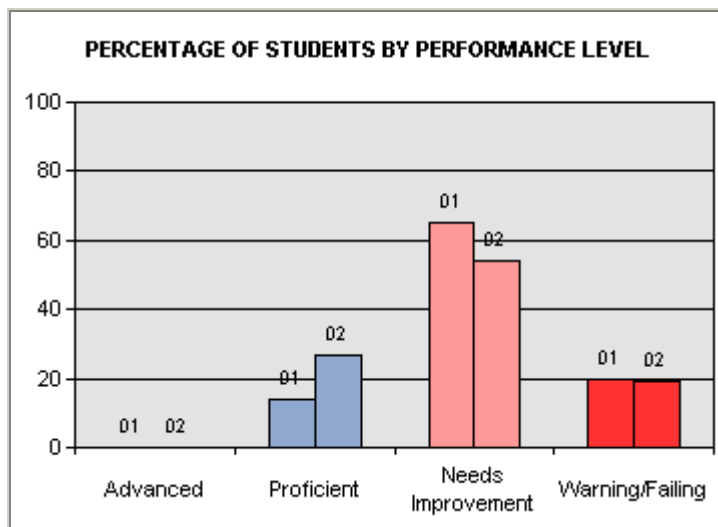


Grade 04 - English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	58	100	0	33	55	12
Disabled	12	100	0	0	50	50
GENDER						
Female	38	100	0	32	55	13
Male	32	100	0	22	53	25
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Hispanic	1	100				
Mixed or Other	4	100				
White	62	100	0	29	53	18
FREE LUNCH	30	100	0	20	67	13
ALL STUDENTS						
2002	70	100	0	27	54	19
2001	69	100	0	14	65	20
DISTRICT						
2002	70	100	0	27	54	19
2001	69	100	0	14	65	20
STATE						
2002	75008	97	8	46	37	10

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Adequate Yearly Performance of School										
Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
04	ELA	62.9	+ 5.3	62.2	Low	No Change	N	N	N	N
04	MTH	54.4	+ 6.5	53.4	Very Low	No Change	N	N	Y	Y

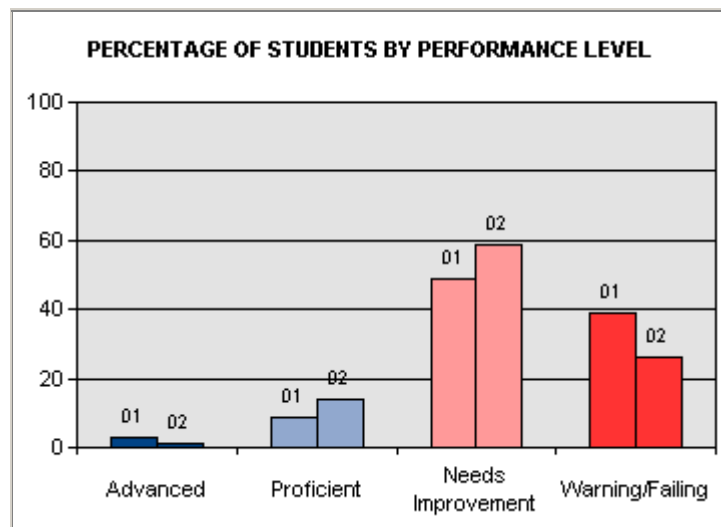


Grade 04 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	58	100	2	17	64	17
Disabled	12	100	0	0	33	67
GENDER						
Female	38	100	0	21	55	24
Male	32	100	3	6	63	28
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Hispanic	1	100				
Mixed or Other	4	100				
White	62	100	2	15	56	27
FREE LUNCH	30	100	3	7	67	23
ALL STUDENTS						
2002	70	100	1	14	59	26
2001	69	100	3	9	49	39
DISTRICT						
2002	70	100	1	14	59	26
2001	69	100	3	9	49	39
STATE						
2002	75682	98	12	27	42	19

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

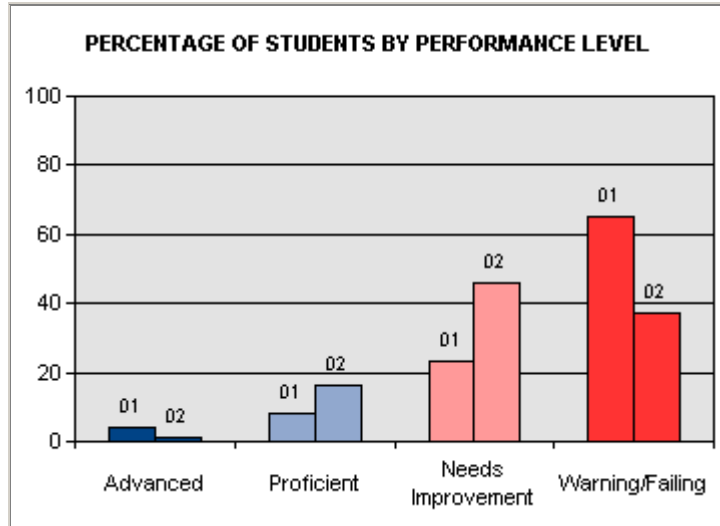
Adequate Yearly Performance of School										
Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
04	ELA	62.9	+ 5.3	62.2	Low	No Change	N	N	N	N
04	MTH	54.4	+ 6.5	53.4	Very Low	No Change	N	N	Y	Y



Grade 06 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	55	100	2	18	51	29
Disabled	13	100	0	8	23	69
GENDER						
Female	26	100	0	23	31	46
Male	42	100	2	12	55	31
RACE/ETHNICITY						
African American/Black	2	100				
Hispanic	1	100				
Mixed or Other	10	100	0	20	50	30
White	55	100	2	16	44	38
FREE LUNCH	33	100	3	15	36	45
ALL STUDENTS						
2002	68	100	1	16	46	37
2001	71	100	4	8	23	65
DISTRICT						
2002	68	100	1	16	46	37
2001	71	100	4	8	23	65
STATE						
2002	78561	99	13	28	29	29

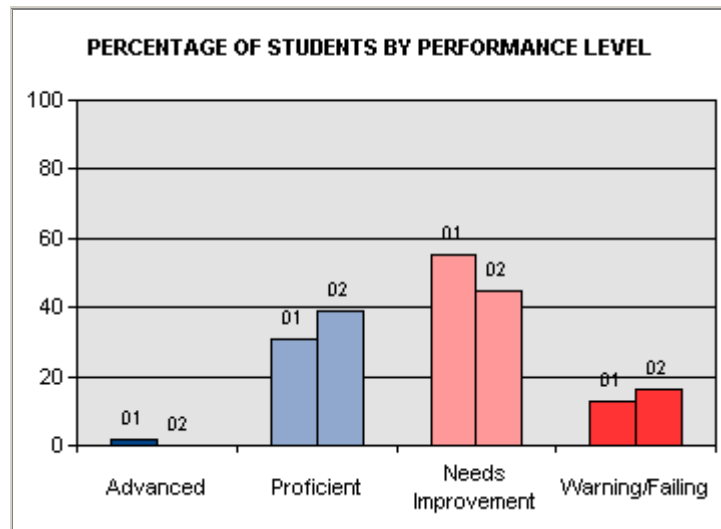
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



Grade 07 - English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	48	96	0	48	46	6
Disabled	14	100	0	7	43	50
GENDER						
Female	30	97	0	37	53	10
Male	32	100	0	41	38	22
RACE/ETHNICITY						
African American/Black	1	100				
Mixed or Other	11	100	0	27	55	18
White	50	98	0	42	44	14
FREE LUNCH	36	97	0	33	56	11
ALL STUDENTS						
2002	62	97	0	39	45	16
2001	64	98	2	31	55	13
DISTRICT						
2002	62	97	0	39	45	16
2001	64	98	2	31	55	13
STATE						
2002	76710	97	9	55	28	8

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



Grade 08 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	56	100	0	2	25	73
Disabled	7	100				
GENDER						
Female	29	100	0	3	24	72
Male	34	100	0	0	26	74
RACE/ETHNICITY						
African American/Black	3	100				
Asian or Pacific Islander	1	100				
Hispanic	2	100				
Mixed or Other	6	100				
White	51	100	0	2	24	75
FREE LUNCH	28	100	0	0	21	79
ALL STUDENTS						
2002	63	100	0	2	25	73
2001	20	100	5	10	30	55
DISTRICT						
2002	63	100	0	2	25	73
2001	20	100	5	10	30	55
STATE						
2002	74890	98	11	23	33	33

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

Adequate Yearly Performance of School										
Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
7/8	ELA	74.4	+ 3.7	69.8	Low	Small School Analysis	N	N	N	N
7/8	MTH	47.1	+ 7.6	36.4	Critically Low	Small School Analysis	N	N	N	N

