



# Annual Report



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## School Description

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Atlantis Charter School (Atlantis) received its charter in 1995 and renewed its charter in 2000, 2005 and 2010. The school is located in Fall River, Massachusetts, on two distinct urban campuses. The Julien F. Paul Campus (Upper School), which serves 368 students in grades 5 through 8, is located at 37 Park Street. The South Main Campus (Lower School), which serves 363 students in kindergarten through grade 4, is located at 2501 South Main Street. The school currently serves 731 students and, once it adds the planned additional physical space for its prospective high school, has been approved thus far to maximally enroll 795 students. The school currently maintains an active student waiting list of 347 students.

Atlantis has developed and implemented integrated, interdisciplinary and thematic curricula – a blend of core subjects and important 21<sup>st</sup> century skills – to best prepare its students to become work-ready, productive citizens. While the school began with a maritime curriculum that incorporated the Massachusetts Curriculum Frameworks, in this charter term, it has developed curriculum that begins with the state standards and incorporates maritime studies – sometimes framing lessons in a maritime context.

Atlantis strives to accomplish the following overarching goals:

- To create a cohesive relationship among students, families and faculty members by providing effective counseling, community building, and family resource programming
- To build a thriving community based on personal responsibility and collective contribution
- To instill in its students the values of respect, responsibility, dedication, integrity and life-long learning

## School Mission Statement

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The mission of the Atlantis Charter School is to provide an education second to none, yielding academic excellence and life-long learning skills.

Atlantis Charter School, an independent public school, provides an educational choice to the families of Greater Fall River by offering a solid academic foundation to its students on which to build a successful future. The school expects an equal partnership among parents, community, faculty, staff and students to create a safe, caring, innovative and progressive learning environment. Atlantis incorporates the best research-based practices in education to meet the needs of its student population. The school intends to become a model of educational excellence.

**Letter from Chair of the Board of Trustees**

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Dear Friends,

On behalf of the Board of Trustees, I thank our families, students, supporters, staff, and administration for a successful 2010-2011 school year. It was a year of important developments for Atlantis, which continues on its mission to provide an education second to none for the children and families of Greater Fall River.

The year began with our follow up to the independent school review conducted in the spring of 2010 by the Massachusetts Center for Charter Public School Excellence and our planning for Race to the Top and ARRA grant funding. With a clear strategic plan for 2010-2011 emerging from our spring review, the school matched resources to need and either initiated, maintained, or expanded programs central to our mission.

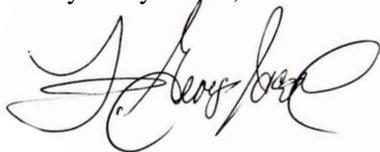
One highlight of this effort is the school's new partnership with The Achievement Network, which supports Atlantis's efforts to provide ongoing and real-time student assessment data relative to the Massachusetts state standards. The school also used grant funds to expand its academic interventions, including maintenance of the Model Literacy Clinic and expansion of the school's co-teaching model.

To support social/emotional development, the school continued its Parent Partner Program beyond last year's pilot and implemented a staff-student mentor program for at-risk students. Atlantis also adopted the Responsive Classroom and Developmental Designs approaches at the lower and upper schools (respectively) and implemented a new Bullying Prevention and Intervention Plan and a Positive Behavior Intervention System.

The school's ongoing review of these initiatives has been positive. Atlantis reported accelerated academic achievement as a result of its assessment, analysis, and intervention programming, as well as an improvement in social/emotional well being among students. As we head into the 2011-2012 school year, we will look to build on this success.

As always, we are grateful for the support we receive from our families, our community, and from the state-wide and national charter school movement. With that support and with our work to date, we are confident of continued success.

Very Truly Yours,



F. George Jacome  
President  
Board of Trustees

## I. Faithfulness to the Charter

### a. Accountability plan objectives and measures relating to faithfulness to the charter

**Goal 1:** Parents will express general satisfaction with the school and, in particular, the Family Learning Center (FLC), by having at least an average response of “tend to agree” on the annual parent survey.

**Results:** We have met this measure. Atlantis determines parental satisfaction via an annual parent survey. The following table summarizes the select results from 2010-2011. A more extensive table of parental satisfaction may be found on the school’s website.

**Parental Satisfaction: Percent of Parents Who Agreed or Strongly Agreed**

Parental Satisfaction: Specific Inquiries	2010
<b>Students:</b> I am satisfied with the quality instruction my child is receiving in Math, Language Arts, Reading, Writing, Science, Social Studies	98.9%
<b>Instruction:</b> My child’s classroom is orderly and productive.	99.3%
<b>Instruction:</b> I am pleased with the qualifications and performance of my child’s teachers.	99.6%
<b>Leadership:</b> The administration at Atlantis provides effective leadership for improving the school.	97.2%
<b>Communication:</b> I am pleased with the way Atlantis handles parent complaints.	97.1%
<b>School Ambience:</b> The faculty and staff at Atlantis encourage students to be respectful of others.	100.0%
<b>Safety:</b> Students feel safe in the building at Atlantis.	100.0%
<b>Family Learning Center:</b> The Family Learning Center informs and encourages me to be involved in school activities, family events, and programs.	100.0%
<b>Family Learning Center:</b> The Family Learning Center offers a variety of programs, workshops and events throughout the year.	100.0%

The Family Learning Center (FLC) is a major component of Atlantis. Its staff plans, organizes and provides a variety of activities that create opportunities for our families to directly participate in the education of their children.

Listed below is a small sample of the involvement of families in their children’s education at Atlantis:

- 100% of Atlantis parents signed the 2010-2011 Home and School Parent Involvement Compact.
- 100% of the parents attended the Parent-Teacher Conferences after Trimesters 1 and 2.
- There were 61 involvement opportunities presented during the year. A total of 1,257 parent/caregivers attended these activities for an average attendance of 21 attendees per activity.
- Atlantis families volunteered 4,585 hours during 2010-2011.
  - 4% of Atlantis families who volunteered completed more than 20 hours.

- 44% of Atlantis families who volunteered completed between 6.5 hours and 19.5 hours.
- 52% of Atlantis families who volunteered completed at least 6 hours.
- More than 100 parents and caregivers helped in each of the Atlantis Service Learning activities to assist local organizations and communities affected by disaster. These organizations/activities included: Citizens for Citizens (Make a Difference Day); Artificial Kidney and Dialysis Center; Muscular Dystrophy Association; Local Senior Citizen Homes; Children of villages in Africa; Boston Common Soul Food Organization; The Salvation Army; Clothing and Books for local pre-schools; The Fall River Boys' and Girls' Club; Saint Anne's Hospital; Saint Anne's Neighborhood Association; Saint Anne's Food Pantry; The Diabetes Association; The Leukemia and Lymphoma Association; Steppingstone; United States Troops; Project Bread's Walk for Hunger; Forever Paws Animal Rescue and Faxon Animal Rescue.
- The FLC maintained the school-wide parent group structure to include parent group leaders who cooperatively worked with other parents from a variety of sub-committees. Each sub-committee focused its energy on specific tasks, including social events, school safety and community service. The FLC staff met regularly with the parent leaders and monthly with the school-wide parent group, for a total of 20 meetings (10 mornings/10 evenings).
- The FLC published *Charter Chatter*, a newsletter by parents and FLC staff to keep families informed of the latest news and events within the Atlantis community. Parent leaders also created a parent webpage to post volunteer opportunities, school-wide meeting dates and times, and general information of interest to our families.

The FLC provided Atlantis families with monthly publications –*Positive Promotions and The Parent Advisor* – that provide information on how parents can help their child(ren) at home.

**II. Academic Program Success**

**a. Accountability plan objectives and measures relating to academic program success**

**Goal 1:** The average Normal Curve Equivalent (NCE) score on the Stanford<sup>10</sup> in reading, language arts and mathematics for all students who remain at Atlantis for two or more test administrations will demonstrate an increase from one administration to the next of 2 NCE points.

**Results: NOTE:** Atlantis revised its Accountability Plan in the 2010-2011 school year and changed its primary “alternate assessment” from the Stanford Achievement Test to the periodic Achievement Network benchmark testing. Though our goal heading into the 2010-2011 school year references performance on the Stanford Achievement Test, the following is a review of the school’s process and progress relative to its new benchmark testing.

Based on an MCAS review conducted with The Achievement Network, Atlantis Charter School set the following MCAS achievement goals:

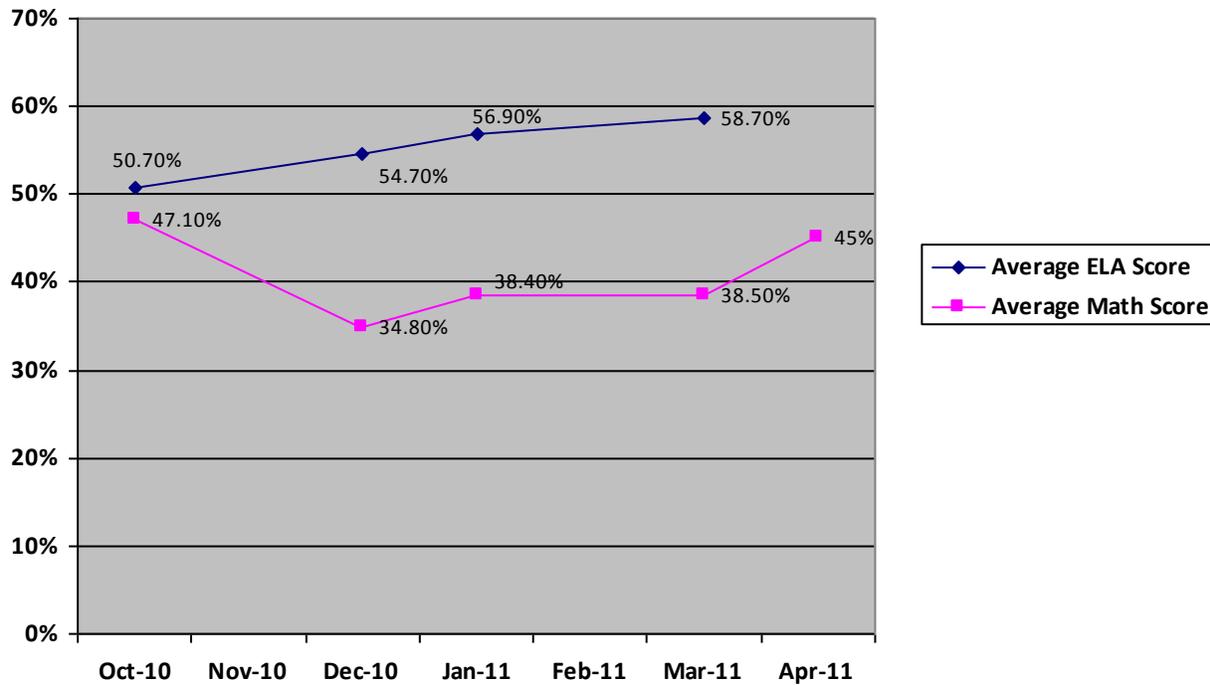
4th Grade Cohort						
ELA			Math			
	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ
Advanced	0.0%	15.9%	15.9%	0.0%	27.5%	27.5%
Proficient	66.7%	63.8%	-2.9%	63.8%	46.4%	-17.4%
Needs Improvement	30.4%	20.3%	10.1%	27.5%	24.6%	-2.9%
Warning	2.9%	0.0%	-2.9%	8.7%	1.4%	-7.2%
5th Grade Cohort						
ELA			Math			
	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ
Advanced	2.1%	5.2%	3.1%	1.0%	5.2%	4.1%
Proficient	39.2%	49.5%	10.3%	33.0%	40.2%	7.2%
Needs Improvement	42.3%	37.1%	-5.2%	47.4%	43.3%	-4.1%
Warning	8.2%	0.0%	-8.2%	9.3%	2.1%	-7.2%
6th Grade Cohort						
ELA			Math			
	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ
Advanced	6.3%	13.5%	7.3%	6.3%	7.3%	1.0%
Proficient	52.1%	55.2%	3.1%	30.2%	45.8%	15.6%
Needs Improvement	28.1%	28.1%	0.0%	38.5%	35.4%	-3.1%
Warning	10.4%	0.0%	10.4%	21.9%	8.3%	-13.5%

7th Grade Cohort						
ELA			Math			
	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ
Advanced	5.4%	15.1%	9.7%	6.5%	10.8%	4.3%
Proficient	57.0%	65.6%	8.6%	30.1%	41.9%	11.8%
Needs Improvement	34.4%	17.2%	-17.2%	46.2%	44.1%	-2.2%
Warning	3.2%	2.2%	-1.1%	17.2%	3.2%	-14.0%
8th Grade Cohort						
ELA			Math			
	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ	Past performance 2010 results (%)	Goal performance 2011 goals (%)	Δ
Advanced	4.4%	17.6%	13.2%	13.2%	18.7%	5.5%
Proficient	65.9%	59.3%	-6.6%	30.8%	29.7%	-1.1%
Needs Improvement	25.3%	19.8%	-5.5%	35.2%	45.1%	9.9%
Warning	2.2%	1.1%	-1.1%	15.4%	1.1%	-14.3%

Though Atlantis will not know its performance on these MCAS goals or the correlation to its Achievement Network (“ANet”) benchmark testing until fall 2011, the school tracked its benchmark progress in 2010-2011 by setting an average achievement goal on ANet tests of 70%. Based on an independent study of the correlation between ANet and MCAS, students who averaged 70% on ANet tests had a 90% probability of scoring proficient or above on the MCAS.

The following chart tracks Atlantis’s aggregate performance on ANet interim assessments over the course of the 2010-2011 school year:

### Aggregate Average Achievement on 2010-2011 ANet Assessments



Though improved math instruction has been a clearly-identified need for Atlantis, it is important to note that two significant factors contributed to the discrepancy between the first and subsequent math assessments. First, the initial assessment included more review material than any subsequent assessment, and second, in the school's first year of partnership with the Achievement Network, classroom instruction was not as aligned to the ANet schedule of assessed standards as it will be in subsequent years of the partnership.

**Goal 2:** Each year, ACS will make Adequate Yearly Progress (AYP) as established by the Massachusetts Department of Education, in accordance with the guidelines set forth in NCLB.

**Results:** The school did not meet this measure. Though the majority of Atlantis cohorts made significant improvement on MCAS, a comparison of students testing in 2008-2009 to students tested in 2009-2010 did not meet not meet the Adequate Yearly Progress requirements set forth by No Child Left Behind.

**Goal 3:** The percentage of ACS students who score Proficient and/or Advanced on the MCAS will be, on average, at least 5 percentage points greater than the local school district (in each subject tested).

**Results:** The school met this goal in the aggregate, with a percent proficient or above that was 21 percentage points higher than the local district in ELA across all grades and 6 percentage points higher than the local district in math across all grades. When broken down by grade level, the school met the goal in 12 out of 14 assessments. The following tables show detailed results of the 2009 assessment results.

<b>MCAS 2010: Percent Proficient or Above</b>			
<b>Test/grade</b>	<b>ACS</b>	<b>Fall River Public Schools</b>	<b>ACS compared to Fall River</b>
Reading/3rd	67%	37%	+30%
Math/3rd	62%	38%	+24%
ELA/4th	50%	31%	+19%
Math/4th	37%	27%	+10%
ELA/5th	59%	37%	+22%
Math/5th	34%	34%	0
Science/5th	42%	25%	+17%
ELA/6th	62%	49%	+13%
Math/6th	38%	39%	-1%
ELA/7th	68%	47%	+21%
Math/7th	43%	35%	+8%
ELA/8th	88%	62%	+26%
Math/8th	45%	37%	+8%
Science/8th	55%	22%	+33%
<b>ELA / ALL GRADES</b>	<b>66%</b>	<b>45%</b>	<b>+21%</b>
<b>MATH / ALL GRADES</b>	<b>43%</b>	<b>37%</b>	<b>+6%</b>

**b. Common school performance criteria** \_\_\_\_\_

**Curriculum**

No significant changes were made to the school's curriculum in the 2010-2011 school year. The ELA curriculum in grades 1 through 4 incorporated Project Read as the formal reading intervention program and expanded training for all instructional staff. However, this use is not a significant change to our Effective Literacy approach, which already includes multisensory literacy instruction in a structured reading curriculum – Project Read materials are intended to support teachers.

Another minor change was the ongoing adjustment of Atlantis's curricular scope and sequence to match the assessment schedule of the Achievement Network.

What is expected in all classrooms is that the curriculum reflects the best practices of a standards-based school. The expectation conveyed to teachers is that their lessons and teaching are student-centric and that they follow a cycle of instruction – planning, teaching, assessing, and re-teaching – to meet specific,

clearly stated and understood, high academic standards in each content area. This expectation is conveyed to teachers through a variety of practices, including the school’s partnership with the Achievement Network, other professional development, and it is fully described in the teachers’ job description, teacher’s formal evaluative tools and the *Massachusetts Curricular Frameworks*.

Regarding instructional practice and expectations, Atlantis continued the implementation of the Standards-Based Classroom, addressing ‘clear expectations’; characteristics and indicators<sup>1</sup>. It is our objective that through these discrete practices we will develop the teacher’s role as an apprentice model, with the teacher as facilitator.

This expectation is conveyed to teachers in their job description and formal evaluative tool, as well as taught, modeled, and practiced through professional learning, which includes Classroom Walkthroughs, Looking at Student Work (Collaborative Assessment Conference – Harvard Project Zero), teacher presentations, and collegial discussions. Teachers conveyed ‘clear expectations in a standards-based classroom’ to students using whole class-made criteria charts, public display of exemplary work (anchor papers), display and reference of the Massachusetts Framework(s) being taught in ‘kid-friendly’ language, and in making explicit connections to prior learning.

A successful model for our middle school Title 1 *Literacy Clinic* was replicated at the elementary school. The *Literacy Clinic* model delivered a more detailed and structured practice for small group instruction which replicates the best practices of our Effective Literacy approach such as modeling, guided practice, and gradual release to independent use.

**Program evaluation**

Atlantis utilizes a variety of means to evaluate the effectiveness and quality of its academic programs, including teaching and curriculum. We utilize the following questions to guide us:

1. Are we doing for our students what we said we would do?
2. Are students learning what we set out to teach?

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<sup>1</sup>

<b>Characteristics of a Standards-Based Classroom</b> (Student Learning Standards)	<b>Indicators</b>
The learning standards being addressed in the lesson are evident and clear to the students.	<ul style="list-style-type: none"> <li>• The standards are clearly visible – in writing – in age-appropriate student-friendly language.</li> <li>• Specific verbal reference is made, in age-appropriate language, to the standards that students are expected to understand.</li> <li>• Connections are explicitly made with learning standards presented in previous and subsequent lessons (i.e., this lesson does not occur in isolation).</li> </ul>
Exemplars demonstrate expectations of student achievement.	<ul style="list-style-type: none"> <li>• Students have concrete examples/models of high quality products (teacher generated, student generated or both) that represent mastery of the learning standard(s).</li> <li>• Students have descriptions, written or oral, in age-appropriate language, of what constitutes a high quality product (e.g., a descriptive rubric).</li> </ul>

### 3. How can we make improvements to the curriculum and/or teaching methods?

#### Formal Evaluations

***Achievement Network Benchmark/MCAS results.*** Annually, the mathematics, ELA, science and social sciences/history teachers, as well as the elementary classroom teachers of grades 3 and 4, utilize MCAS test data to create and share strategies, to develop flexible groupings of students, and to re-examine how and what they teach. From data analysis studies, a number of effective initiatives have been implemented. As of the 2010-2011 school year, Atlantis employs this practice at periodic intervals throughout the year as a result of Achievement Network benchmark data.

***Student profiles.*** Students in grades K-5 have a reading/ELA profile that tracks individual student progress in the development of phonemic awareness and phonics, benchmark and independent reading levels (Fountas & Pinnell), concepts of print, high frequency word recognition, spelling inventories and examples of the students' writing. Students in grades K-4 have a math profile that tracks individual progress in the development of the foundational concepts of numeracy.

***Survey of faculty.*** Educators are surveyed regarding professional development, administrative support and curriculum development to encourage feedback.

#### Informal Evaluations

***Anecdotal feedback from teachers and looking at student work.*** Faculty and administration evaluate whether a curriculum or instructional approach is implemented as planned and/or whether it meets our established goals and objectives. This is used to determine the effectiveness of curriculum and instruction, to reflect on student learning and development, and to inform professional development.

***Observations of classrooms and classroom walkthroughs.*** Classroom walkthroughs enable teachers to get to the heart of what students are doing and understanding in a different and holistic way. It serves as a tool to deepen our collective understanding of instruction – moving beyond identifying and fixing problems to identifying and enhancing student mastery of content and skills. The protocols come from the MDESE standards-based curriculum.

#### **School culture**

Atlantis has established many practices to help reinforce our contributions to the surrounding community. As part of our mission states, Atlantis works in partnership with parents, students, faculty, staff and the community. Practices and procedures are built into our learning day that helps to reinforce this need for community building.

The school formally adopted the Responsive Classroom and Developmental Designs approaches in the lower and upper school (respectively). These approaches emphasize the need for social skills as a foundation for academic achievement. Training of all staff in these approaches continues into the 2011-2012 school year.

The school also implemented a Positive Behavior Intervention System as a framework to model and reward the kinds of interactions that reflect a healthy community and a Bullying Prevention and Intervention Plan to address this critical issue in child development.

Atlantis maintained its Community Connections program, a monthly focus on local agencies in need. Each month there is a themed donation day. The themes, ranging from pajama day to collect new and gently used books to sock day to collect new socks for the homeless, promote a spirit of community within our school but also raise awareness and donations for area agencies.

Events and activities that recognize positive contributions to our community include the North Star Award, presented monthly to one student in each grade on the basis of teacher recommendations and pre-established criteria and the Junior National Honor Society and Presidential/Principal's awards for student achievement, as well as various honor roll celebrations, student "dress down" days, etc.

### **Diverse learners**

Meeting the needs of all of our students is a priority at Atlantis. In 2010-2011, the school improved and expanded the interventions it offers students. As noted above, the school formally adopted Project Read as its lower school reading intervention program. In addition, Atlantis continued to strengthen its Response to Intervention (RTI) team, which followed the tiered process and made suggestions for improvement plans to referring teachers. Non-traditional interventions such as the school's Parent Partner Program, in-district SES tutoring, and Model Literacy Clinic provided school staff with a wider array of options for students.

The Special Education and Title I services continue to be strong components of the Atlantis program. The expansion of co-teaching at Atlantis has allowed greater collaboration between regular education and special education or intervention staff for the benefit of all learners.

### **Supervision and evaluation of teachers**

There are clear standards for instruction and teachers are well supported in their work. For new teachers, Atlantis offers a state-approved induction year mentoring program. Atlantis employs 19 teachers who are certified mentors. All second-year teachers participate in the school's advanced mentoring program in order to complete the additional 50-hour requirement for professional licensure.

In addition to this structure for new teachers, our schedule ensures that instructional staff members are provided with structured time for planning and preparation, as well as for collaboration and inquiry.

The classroom walkthrough process is led by one of the two principals and includes the literacy coach and/or curriculum director, other administrative staff and teachers. The purpose of the walkthroughs is to provide feedback on curriculum and teaching, as well as to train all staff members to become better evaluators. Written feedback is then shared with the entire staff.

In addition, teachers are formally evaluated each year. Teachers in years 1-to-2 are formally observed by their principal a minimum of three times each year. Teachers who have completed 2 or more years at Atlantis are formally observed at least twice a year. Each formal observation includes a pre-conference, a classroom lesson observation and a post-conference, during which teachers receive oral and written feedback from the principal. In addition, there is ongoing informal evaluation, as well as a final evaluation at the end of the year, assessing each area of responsibility included on the job description. The end of year evaluation included a self evaluation component for the teacher to complete as well as a section for the evaluator to complete. The final score on the end of year evaluation would determine the employee's percentage increase for the next school year.

## Professional development

The general time allotment for formal, staff-wide professional development is every Tuesday for 60 to 90 minutes after school and 5 full-day professional development days. In 2010-2011, the five full-day sessions were organized around the school's implementation of The Achievement Network benchmark testing. District-wide, the school allocated one Tuesday a month to development/revision of the school's scope and sequence. The remaining Tuesdays were used on a rotating basis for topics that focused primarily on either instructional delivery or social/emotional support.

The school's partnership with the Achievement Network reinforced the longer-term focus of professional development on the elements of a standards-based classroom in general, and the implementation of clear expectations in particular.

In the fall of 2010, all teachers, including middle school social studies and science teachers, participated in our annual analysis of MCAS data and subsequent action planning, done in collaboration with Community Partners Initiative (CPI). Our data is analyzed through usual variables (i.e. school performance overall and by standard, grade, state, and test item), but is also analyzed through a comparison of school and state performance by question using the actual released questions, and individual student responses. This allows us to conduct a close analysis of what may have led students to select incorrect answers, and to develop action plans for instruction.

As noted above, Atlantis made a significant commitment to establishing Project Read as the lower school reading intervention program and Responsive Classroom and Developmental Designs as the classroom climate/culture component. Atlantis trained all lower school instructional staff, as appropriate, in Project Read, and over the summers of 2010 and 2011, offered Responsive Classroom and Developmental Designs training to all staff.

Trainings in the use of the ADD+Vantage assessment diagnostic, and The Learning Framework in Number were given to all new lower school math personnel, as well as Title 1, Special Education and Kindergarten faculty.

All teachers had multiple opportunities for technology professional development in the use of Teachers' Domain, SmartBoards (beginning and advanced), Study Island, Discovery Streaming, and Teacher Pages, as well as basic computer skills (i.e. creation of folders, where to save documents, student information system). This was supported in the classroom by a technology integration teacher.

Art, music, and foreign language teachers were given professional learning time in other school systems, to observe, confer, lesson plan and co-teach with peers. Also, as part of PD they continued to write curriculum.

Office and administrative staff took part in various leadership or office management training that ranged from classes on the use of Excel to training on how to communicate effectively.

In addition to these formal PD offerings, staff are encouraged to seek individual PD opportunities, and the school supported many such efforts when they aligned with the individual's professional responsibilities.

### III. Organizational Viability

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The Board takes its responsibility very seriously as the holder of the charter, maintaining careful oversight of the school's adherence to its mission, legal compliance and fiscal health. Board members have participated in the Department of Elementary and Secondary Education's charter school governance trainings, as well as in the national charter school conference each year. The Board is structured well and is high-functioning.

Individual Board members have been intentionally selected so that, among other professions, Board membership includes experts in finance, law and education. Trustees represent a broad cross-section of constituents in the community and they bring an array of governance skill and perspective. The Board seeks to ensure maximum input and representation. There are two Atlantis staff members who serve three-year terms on the Board. The president of the student government is a nonvoting member of the Board.

There are currently 11 Board members. The officers of the Board include the president, vice president, secretary and treasurer. There are six standing committees: finance, development, nominating, facilities, personnel and education and two ad hoc committees – governance and strategic planning.

The Board meets monthly (except for July and December) and all meetings are held in accordance with the open meeting laws. The Board meeting times are published on the school's website and posted with the City Clerk's Office and the Charter School Office. The meeting agendas and minutes are also posted on the school's website. The Board appoints the executive director, who is responsible for managing the daily operations of the school. The Board conducts an annual evaluation of the director's job performance, which includes input from every Board member. The executive director oversees the work of two principals and other administrative and teacher leaders.

#### a. Accountability plan objectives and measures relating to organizational viability

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**Goal 1:** Atlantis will demonstrate the sustainability and stability of the school through the careful use of financial resources.

**Results:** Atlantis Charter School remains in a strong financial position. An unaudited balance sheet for Atlantis Charter School's assets, liabilities and fund balances at year-end 2011 reports total assets of \$11,562,014 for the fiscal year ending 2011 – an increase of 2.75% from the previous year.

For the fiscal year ending June 30, 2011, Atlantis reports income of \$9,113,775 derived from program fees, grants, reimbursements (Medicaid, Food Services Program), our extended student daycare program and other sources. Total expenses for fiscal year ending 2011 for salaries, supplies, travel and administrative costs equal \$8,794,404. For fiscal year ending 2012, the 2011-12 school year, income and expenses are projected to total \$9,474,767 and \$9,383,531, respectively.

**Goal 2:** 100% of Atlantis staff will be highly qualified as defined by No Child Left Behind (NCLB) guidelines.

**Results:** As of October 1, 2010, 100% of Atlantis teachers were highly qualified. During the 2010/11 school year, Atlantis was faced with filling several positions after the school year had

begun. This need was mostly due to resignations of staff that were offered leadership positions with the neighboring district. These positions offered leadership opportunities and higher salary that Atlantis was unable to compete with. Due to the challenges associated with filling teaching positions with highly qualified staff after the school year had already begun, our percentage of highly qualified teachers slightly dipped to 96.15% by the end of the 2010/11 school year.

Highly Qualified Core Academic Teachers		
Year	% Highly Qualified 10/01/10	% Highly Qualified 06/30/11
2010	100	96.15

**Goal 3:** Atlantis will maintain an average attendance of 95% or higher.

**Results:** Atlantis met this goal, with an average daily attendance of 95%.

**Goal 4:** Atlantis will maintain enrollment at 95% capacity, with a wait list of at least 25% of the school population.

**Results:** The school met this measure. Atlantis maintained enrollment at 98.5% capacity and had a consistent waitlist well above the goal of 25% of the school population. As of October 1, 2010, there were 309 waitlisted students, representing 42% of the student body. As of June 24, 2011 the waitlist was 347. The waiting list is updated every April and we publish, on the school's website, the number of students on the waiting list for each grade level.

#### b. Common school performance criteria

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##### Policy decisions

The Board of Trustees holds the school true to its mission and makes or approves all major policies and decisions. In fiscal year 2011, the Board of Trustees voted to:

- Authorize the Executive Director to sign checks on behalf of the school, within budget, up to \$10,000.
- Require two signatures for checks in the amount of \$10,000 or greater (Authorized signers: Executive Director, Board Treasurer, and Board President).
- Authorize the Executive Director to sign purchase orders on behalf of the school, within budget, up to \$10,000.
- Approve the 2010 School Audit
- Approve Mr. Collins to a second three-year term as well as re-appointing Mr. Collins as Treasurer
- Approve the revised school calendar
- Approve Ms. Nelson as Board Secretary
- Approve the Atlantis Bullying Prevention and Intervention Plan

- Approve revisions to the following: Employee Handbook, Employment Contract, Offer of Employment
- Approve the FY12 School Calendar
- Approve the 2011-12 Budget

#### **Amendments to the charter**

- There were no amendments made to the charter during 10-11.

#### **Summary of official complaints received by the Board of Trustees**

- The Board of Trustees did not receive any official complaints.

#### **Oversight**

During the 2010-11 school year, the personnel committee updated the evaluation tool to be used in assessing the performance of the Executive Director. This evaluation tool consisted of a self evaluation, where the Executive Director was asked to answer questions about several different goals and objectives and to set goals for the upcoming school year. At the end of the 10/11 school year, the completed self evaluation was distributed to all board members to review and provide opportunity for comments and feedback.

The personnel committee also revised the Employee Contract and offer letters for staff. Changes were made to these documents in order to be more in line with other charter school practices throughout the state. These documents were reviewed by the school's attorney and recommended to the Board for approval, which were approved.

The Employee Handbook, in its entirety, was also reviewed by the personnel committee. New policies were added to ensure compliance with state and federal laws and previous policies were reviewed to ensure they were up to date. The revised Employee Handbook was recommended to the Board for approval and was approved.

The education committee worked most closely with the executive director, focusing on academic programming success and assessing student performance by reviewing the school's Annual Report (2010), Accountability Plan (2005-2010), Strategic Plan, spring 2010 MCAS results and AYP, and Achievement Network results. The executive director clearly summarized and presented all relevant information initially to the committee and then to the Board of Trustees.

#### **Board planning**

The Board of Trustees in conjunction with the school's executive director deepened their work of the independent review of the school through the Massachusetts Center for Charter Public School Excellence to inform short-, medium-, and long-term strategic planning. The outcome provided a revision to the schedule to provide more time on instruction and more efficient planning and preparation time for teachers, more clearly defining administrative roles and responsibilities, improving teacher and staff input in instructional leadership, and establishing a culture of positive student reinforcement. The executive

director reported on these initiatives at monthly board meetings.

### **Family satisfaction**

This is addressed in Section I: Faithfulness to the Charter, pp. 3-4.

### **Financial Oversight**

The finance committee's primary concern was to ensure that Atlantis would maintain sustainability and stability through the careful use of its financial resources. The committee met with the executive director and the Finance Director to provide fiscal oversight in the management of its finances. It also reviewed the internal system of fiscal controls, as well as the annual external audit of the school's financial position. At each Board meeting, the treasurer and executive director presented the financial report, reviewed the income statement (actual vs. budget), comparative income statement (YTD), and the comparative balance sheet (YTD), and answered all questions from the Trustees.

## **IV. Dissemination**

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We were invited to enroll (and were accepted) as members of the Coordinated Family and Community Engagement (Program/Grant) to work with early childhood centers in the greater Fall River area. The group met monthly to discuss day care and early childhood initiatives for the community.

The Lower School Principal collaborated on Achievement Network information sessions with the following Charter Schools: Paul Revere Innovation School, Innovation Charter School, and Neighborhood House Charter School.

Our literacy coach together with our elementary school music teacher presented a workshop at the Learning Forward Summer Conference (Indianapolis, IN); *Building Phonemic Awareness in the K-1 Years*.

Atlantis ran three *Project Read: Phonics* trainings for this region. The following school systems participated: 20 staff members from the Taunton Public Schools, one staff member from the Fall River Public Schools, one staff member from Barnstable Public Schools, two staff members from the Prospect Hill Academy Charter School, two staff members from the Hooksett Public Schools in New Hampshire, one staff member from Glens Falls Public Schools in New Hampshire, one staff member from Barrington Public Schools in Rhode Island.

Our Elementary School Music Teacher along with our Elementary Art Teacher presented at the Seven Hills Charter School Specialists' conference in Worcester.

Our Elementary School Music Teacher presented workshops at the MMEA All-State Conference: *An Improvisation Primer for Elementary General Music*; RIMEA Spring In-Service; *An Improvisation Primer for Elementary General Music*; AOSA National Conference (Spokane, WA); *Keetman and Lex: Recapturing the Spirit*; New England Chapter AOSA; *Connections: People, Places, and Things (connecting instrument playing, improvisation, and manipulating text into poetry)*.

**V. Financial Reports**

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**FY 2011 Income statement: Unaudited statement of revenues, expenses and changes in net assets.**

Ordinary Income/Expense	
Income	
Per Pupil Tuition	\$ 7,812,473.00
Federal and State Entitlements	743,673.14
Food Service Income	266,119.24
Grants and Fundraising	79,812.25
Student Activities	1,712.91
Family Learning & Extended Care	101,347.50
Rental Income	18,000.00
Interest Income	47,696.98
Miscellaneous Income	42939.94
Total Income	<u>9,113,774.96</u>
Gross Profit	9,113,774.96
Expense	
Salaries, Benefits, Taxes	6,641,999.73
Activities and Programs	534,450.39
Plant and Facilities	689,026.03
Food Service Expenses	252,793.37
Operations	462,903.37
Technology	17,554.21
Other Expenses including Depreciation	195,676.55
Total Expense	<u>8,794,403.65</u>
Net Income	<u><u>\$ 319,371.31</u></u>

**FY 2011 Balance sheet: Statement of net assets.****ASSETS**

## Current Assets

Cash	\$ 8,208,458.03
Accounts Receivable	17,292.76
Other Current Assets	326,130.11

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Total Current Assets	8,551,880.90
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Fixed Assets, net	2,878,050.83
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Other Assets	140,000.08
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<b>TOTAL ASSETS</b>	<b>\$ 11,569,931.81</b>
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**LIABILITIES & EQUITY**

## Liabilities

## Current Liabilities

Accounts Payable	\$ 0.00
Accrued Expenses	678,444.72
Payroll Liabilities	272,017.13
Capital Leases & Deferred Income	68,778.00
Deferred Income	7,917.53

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Total Current Liabilities	1,027,157.38
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## Equity

35000 · Fixed Asset Investment	2,878,050.83
37000 · Board-Restricted Assets	3,902,824.23
39000 · Unrestricted Net Assets	3,761,899.37

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Total Equity	10,542,774.43
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<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>\$ 11,569,931.81</b>
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**FY 2012 Approved school budget.**

	<b>Fiscal Year 2011</b>	<b>Fiscal Year 2012</b>
<b>Income</b>		
40000 · Per Pupil Tuition	\$7,440,315.00	\$8,461,512.00
41000 · Federal and State Entitlements	\$687,834.31	\$510,704.50
42000 · Food Service Income	\$235,090.05	\$236,000.00
43000 · Grants and Fundraising	\$85,790.30	\$87,100.00
45000 · Student Activities	\$3,496.75	\$0.00
46000 · Family Learning & Extended Care	\$106,122.47	\$106,300.00
47000 · Rental Income	\$18,000.00	\$18,000.00
48000 · Interest Income	\$81,654.69	\$49,153.44
49000 · Miscellaneous Income	\$7,945.44	\$7,200.00
<b>Total Income</b>	<b>\$8,666,249.01</b>	<b>\$9,476,369.94</b>
<b>Expense</b>		
6000 · Salaries, Benefits, Taxes	\$6,499,785.47	\$7,306,636.81
7100 · Activities and Programs	\$568,305.25	\$551,533.63
7200 · Food Service Expenses	\$236,960.24	\$254,182.70
7500 · Facilities	\$768,225.00	\$682,113.29
8000 · Operations	\$405,372.01	\$478,329.11
8500 · Depreciation and Amortization	\$125,000.00	\$139,817.40
9100 · Family Learning and Extended Care	\$30,000.00	\$63,757.00
9200 · Fund Raising	\$32,601.04	\$ 0.00
<b>Total Expense</b>	<b>\$8,666,249.01</b>	<b>\$9,476,369.94</b>

## VI. Data

Instructional time	
Total number of instructional days for the 2010-11 school year	183 days
First and last day of the 2010-11 school year:	Lower School: August 30, 2010 - June 23, 2011  Upper School: August 30, 2010 - June 24, 2011
Length of school day (note if schedule varies throughout the week or the year):	See below
<b>Lower School (K-4)</b>	
<i>Students</i>	7:55 AM 3:15 PM
<i>Staff:</i>	7:45 AM 3:30 PM Mondays, Wednesdays, Thursdays, & Fridays
	7:45 AM 4:30 PM Alternate Tuesdays – Staff Meeting
	7:45 PM 4:45 PM Alternate Staff meeting Tuesdays – Prof. Dev.
<i>Day Care Program</i>	6:30 AM 8:00 AM
	3:15 PM 5:30 PM Monday thru Friday
<b>Upper School (5-8)</b>	
<i>Students</i>	8:10 AM 3:30 PM
<i>Staff:</i>	8:00 AM 3:45 PM Mondays, Wednesdays, Thursdays, and Fridays
	8:00 AM 4:45 PM Alternate Tuesdays – Staff Meeting
	8:00 AM 4:45 PM Alternate Staff meeting Tuesdays - Prof. Dev.
<i>Day Care Program</i>	6:45 AM 8:00 AM
	3:30 PM 5:45 PM Monday thru Friday

Student enrollment information	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates):	11
Total number of students enrolled as of October 1, 2010:	742
Total number of students who enrolled during the 2010-11 school year, after October 1, 2010:	6
Total number of students who left during the 2010-11 school year, after October 1, 2010:	17
Total number of students enrolled as of the June 2010 SIMS submission:	731
Number of students who graduated at the end of the 2010-11 school year:	87
Number of students on the waitlist as of June 30, 2011	347

Summary of departure reasons	#
Dissatisfied w/School Policies or Faculty	9
Moving	16
Personal (not specified)	1
Expulsion	5
Total	31

<b>Student demographic and subgroup information (students enrolled as of June 2011 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	30	4.10%
Asian	20	2.74%
Hispanic	41	5.61%
Native American	2	0.27%
White	618	84.54%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	20	2.74%
Special Education	103	14.09%
Limited English Proficient	1	0.14%
Low Income	428	58.55%

<b>Administrative roster for the 2010-11 school year</b>			
Title	Brief Job Description	Start Date	End Date (if no longer employed at the school)
Executive Director, Robert L. Beatty	The executive director is selected by the Board of Trustees and serves as its officer. He implements the vision of Atlantis Charter School and articulates it for all stakeholders and constituents of the community. He is responsible for all long-range planning, as well as for finances, plant development and utilization, and for the school's relationship with the outside community at large, including media and funders.	7/1/09	N/A
Principal Lower School Kerry Kennedy	The principal supervises faculty and staff, completes classroom observations and annual performance reviews, designs and implements educational programs, sets behavioral standards for the school and oversees the administration of standardized testing.	8/25/2007 (Started as teacher at ACS in Sept. 1995)	N/A
Principal Upper School Michael Lauro	See above	8/30/2010	N/A
Director of Student Services Diane Desrosiers	The director of student services provides leadership to special education and Title I personnel, counselors, health staff and all staff in the following departments: special education, Title I, Title IX, counseling and health.	8/4/2002	N/A
Curriculum Director Cheryl Belknap	The curriculum director supervises the development and implementation of curriculum, plans professional development workshops and provides leadership in identifying curricular program strengths and weaknesses.	2/28/2005	N/A
Dean of Students Joanne Rahme	The dean of students manages daily oversight of student disciplinary issues and extracurricular programs.	8/25/2007 (Started as teacher at ACS in Aug. 2003)	N/A

<b>Administrative roster for the 2010-11 school year</b>			
<b>Title</b>	<b>Brief Job Description</b>	<b>Start Date</b>	<b>End Date (if no longer employed at the school)</b>
Director of Family Learning Center Mathieu Pilotte	The director of the family learning center is responsible for student enrollment, parent volunteer program, community service projects and the development of family workshops and activities.	10/21/2002	N/A
Technology Manager Michael Dauphin	The technology manager manages the procurement and installation of data management and instructional software, protects and safeguards the school's technology assets, establishes data management procedures, manages the school's network operating system, and prepares and submits required reports to the DESE.	1/3/2000	N/A
Finance Director Linda Celona	The finance director manages all accounting, payroll, purchasing and procurement, assists in the preparation of the annual budget and prepares required federal and state financial reports.	8/23/2010	N/A
Human Resources Director Kristi Oliveira	The human resources director supervises all personnel operations and employee health and welfare benefits, performs technical duties related to classified employment issues and assists in planning, analyzing and maintaining best employment practices.	12/10/2007	N/A
Facilities and Operations Coordinator Troy Mitchell	Under the general direction of the Executive Director, the Facilities and Operations Coordinator will work to provide general facilities and grounds support for Atlantis Charter School and will be responsible for coordinating specific operations-related activities.	8/6/2001	N/A
Food Services Coordinator Brenda Reback	The Food Services Coordinator is responsible for providing each student with food of high nutritious quality and overseeing the day to day operations of the food service program.	4/29/1996	N/A
Literacy Coach Linda Limoges	The Literacy Coach demonstrates the ability to share knowledge and experience with colleagues in an effective way to nurture and sustain changes in teachers' instructional practice and then to increase literacy achievement for all students.	3/26/2007	N/A

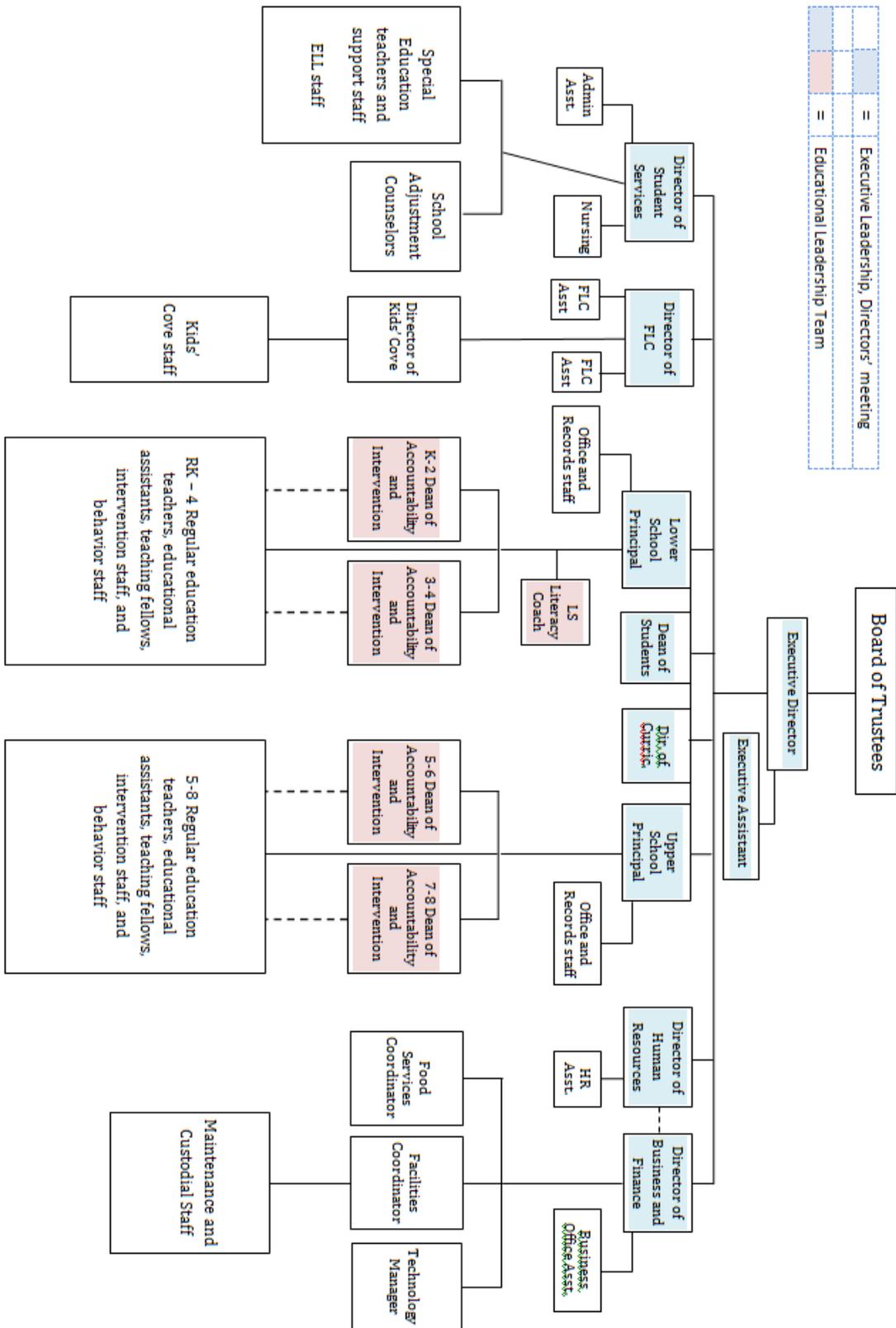
<b>Teachers and staff attrition for the 2010-11 school year</b>			
	<b>Number as of the last day of the 2010-11 school year</b>	<b>Departures during the 2010-11 school year</b>	<b>Departures at the end of the school year</b>
<b>Teachers</b>	57	5	8
<b>Other Staff</b>	81	9	7

<b>Summary of reasons for teacher departures during the 2010-11 school year</b>	
1. Accepted position with another school-career advancement	3
2. Not a good fit for school	2

<b>Summary of reasons for teacher departures at the end of the school year</b>	
1. Accepted position with another school, more money, less time	2
2. Position eliminated	1
3. Moved out of state	1
4. Resigned due to family obligations	1
5. Resigned due to furthering education	1
6. Contract not renewed	2

<b>Summary of reasons for other staff departures during the 2010-11 school year</b>	
1. Resigned due to career advancement	9
2. Contract terminated	4
3. Pursue work outside of education	1

<b>Summary of reasons for other staff departures at the end of the school year</b>	
1. Resigned due to career advancement	2
2. Position Eliminated	4
3. Resigned due to furthering education	1



	=	Executive Leadership, Directors' meeting
	=	Educational Leadership Team

<b>Board members for the 2010-11 school year</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Area of expertise, and/or additional role at school</b>	<b>Number of terms served; length of each term, including date of election and expiration</b>
F. George Jacome	President	Charlton Memorial Hospital	Business Parent	Terms Served: 2 (3 yrs) Election: 10/06 Expiration: 10/12
Peter A. Saulino, Esq.	Vice-President	Saulino & Silvia, P.C.	Law	Terms Served: 2 (3 yrs) Election: 11/06 Expiration: 11/12
James A. Wallace, Jr.*	Secretary	Atlantis Charter School (Ret.)	Former principal of Atlantis Charter School	Terms Served: 2 (3 yrs) Election: 4/05 Expiration: 4/11
Teresa Nelson	Secretary	UMASS Dartmouth	Education	Terms Served: 2 (3 yrs) Election: 10/06 Expiration: 10/12
Robert F. Collins	Treasurer	BankFive	Finance	Terms Served: 2 (3 yrs) Election: 10/07 Expiration: 10/13
Matthew F. Burke, Esq.	Member	Self-Employed	Law	Terms Served: 1 (3 yrs) Election: 4/09 Expiration: 4/12
Courtney Franco	Member	Atlantis Charter School	Staff Member	Terms Served: 1 (3 yrs) Election: 11/09 Expiration: 11/12
Jeffrey T. Karam	Member	First Bristol Corporation	Facilities	Terms Served: 2 (3 yrs) Election: 11/06 Expiration: 11/12
Beverly Pavao	Member	Fall River Public Schools	Education	Terms Served: 1 Election: 9/08 Expiration: 9/11
Clifford A. Ponte, II	Member	Century 21 – Associates Realty, Inc.	Real Estate	Terms Served: 1 Election: 7/10 Expiration: 7/13
Robert J. Shaker	Member	LEEDS Green Associate	Facilities; Education	Terms Served: 1 Election 7/10 Expiration: 7/13
Jonathan Taradash	Member	Atlantis Charter School	Staff Member	Terms Served: 1 Election: 9/08 Expiration: 9/11

\* Designates Board members whose term expired during 2010-11

Name of School Atlantis Charter School Date July 2011

**VII. Recruitment Plan**

A. Describe the school’s general recruitment activities, i.e. those intended to reach all students.

<b>General Recruitment Activities</b>
<b>List recruitment activities undertaken each year which apply to all students.</b>
Atlantis Charter School employs the following activities in its efforts to recruit a diverse student population. Though this list is not all-inclusive, it does list the major initiatives undertaken.
1. Dissemination of promotional material throughout area daycare providers (school is a member of city-wide partnership on Early Childhood Development/Education).
2. Informational and lottery advertisements in area English and foreign language newspapers.
3. Outreach activities designed to give back to community and build awareness of school.
4. Word of mouth of current parents, including and especially parents of specific subgroups noted below.
5. Participation in community-wide educational initiatives/activities

Add additional rows as necessary.

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create goals and strategies for each of the following categories:

- A. Special education students
- B. Limited English-proficient students
- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. Students who are sub-proficient (as determined by a previous score of “Needs Improvement” or “Warning/Failing” on the mathematics or English language arts examinations of the MCAS for the previous two years)
- F. Students at risk of dropping out of school
- G. Students who have dropped out of school
- H. Other subgroups of students who should be targeted to eliminate the achievement gap

<b>Recruitment Plan – Goals and Strategies</b>	
<b>List goals and strategies for recruitment activities for each demographic group.</b>	
<b>Demographic Group:</b>  A. Special education students	Atlantis Charter School seeks to have a special education population that is within the comparison ranges of the local school district. The school currently has a special education population above the comparison First Quartile. In addition to those listed in section A, other strategies for recruiting this demographic group will include 1) sharing of school promotional material with area providers—educational and other—who serve this population; and 2) amending city-wide invitations for informational visits to include material specific to this demographic group, and utilizing the enacted mail-house provisions to target dissemination.
<b>Demographic Group:</b>  B. Limited English-proficient students	Atlantis Charter School seeks to have an LEP population that is within the comparison ranges of the local school district. The school currently has an LEP population above the comparison First Quartile. In addition to those listed in section A, other strategies for recruiting this demographic group will include 1) sharing of school promotional material with area providers—educational and other—who serve this population; 2) amending city-wide invitations for informational visits to include material specific to this demographic group and utilizing the enacted mail-house provisions to target dissemination; and 3) advertising in additional languages common to the area, including Khmer and Spanish.
<b>Demographic Group:</b>  C. Students eligible for free lunch	Atlantis Charter School seeks to have a Free Lunch population that is within the comparison ranges of the local school district. The school currently has a Free Lunch population above the comparison minimum. In addition to those listed in section A, other strategies for recruiting this demographic group will include 1) sharing of school promotional material with area providers—educational and other—who serve this population, including services for adult family members (such as job training centers, etc.); and 2) increasing marketing presence in neighborhoods of lower socio-economic status, and using the enacted mail-house provisions to target dissemination.
<b>Demographic Group:</b>  D. Students eligible for reduced price lunch	Atlantis Charter School seeks to have a Reduced Lunch population that is within the comparison ranges of the local school district. The school currently has a Reduced Lunch population above the comparison maximum. In addition to those listed in section A, other strategies for recruiting this demographic group will include 1) sharing of school promotional material with area providers—educational and other—who serve this population, including services for adult family members (such as job training centers, etc.); and 2) increasing marketing presence in neighborhoods of lower socio-economic status, and using the enacted mail-house provisions to target dissemination.

<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<p>Atlantis Charter School seeks to recruit students who are currently sub-proficient. In addition to those listed in section A, other strategies for recruiting this demographic group will include 1) sharing of school promotional material with area providers—educational and other—who serve this population (tutoring services, etc.); 2) increasing efforts to partner with the local public school district to disseminate information throughout district schools; and 3) increasing marketing presence in neighborhoods where students tend to underperform their city-wide peers.</p>
<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school</p>	<p>Atlantis Charter School seeks to recruit students who are at risk of dropping out of school. In addition to those listed in section A, other strategies for recruiting this demographic group will include 1) sharing of school promotional material with area providers—educational and other—who serve this population; 2) increasing and improving the school’s advertising relative to unique support services (Parent Partner Program, staff-student mentoring, in-district SES tutoring, etc.); and 3) increasing marketing presence in neighborhoods where students tend to be at risk of dropping out.</p>
<p><b>Demographic Group:</b></p> <p>G. Students who have dropped out of school</p>	<p>As an elementary and middle school program, Atlantis does not currently serve students who are of age to have dropped out of compulsory education.</p>
<p><b>Demographic Group(s):</b></p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>In general, Atlantis Charter School seeks to meet its obligations regarding recruitment and retention by increasing and improving the dissemination of information while simultaneously targeting particular demographic subgroups.</p>

## II. Retention Plan

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	Atlantis Charter School goal for aggregate stability percentage: 93%
<b>Retention Plan Goals and Strategies -- List goals and strategies for retention activities</b>	
<b>Special Education demographic (current stability percentage: 94.3%)</b>	Stability Percentage Goal: 93% Retention strategies: Maintain quality of ACS special education program; increase and improve parent involvement in IEP process. Increase and improve training of regular education staff in special education practice/issues.
<b>LEP demographic (current stability percentage not calculated because population is too low)</b>	Stability Percentage Goal: 93% Retention strategies: Improve programming by increasing sheltered English immersion training for all regular education staff; Improve availability of translation services to increase communication between school and home.
<b>Low-income demographic (current stability percentage: 91.2%)</b>	Stability Percentage Goal: 93% Retention strategies: continue expansion of Atlantis Family Learning Center to provide specific "wrap-around" services, including job search and training skills; Increase before and after-school programming to provide longer care.
<b>Sub-proficient demographic (stability percentage not calculated)</b>	Stability Percentage not calculated. Retention strategies: Maintain and improve/increase support and intervention services around both academic and social issues. Programming includes mentoring, tutoring, Parent Partner program, among others. Addition of four Deans of Accountability and Intervention throughout school to improve identification of student needs and arrange immediate intervention.
<b>Dropout risk demographic (stability percentage not calculated)</b>	Stability Percentage not calculated. Retention strategies: Maintain and improve/increase support and intervention services around both academic and social issues. Programming includes mentoring, tutoring, Parent Partner program, among others. Addition of four Deans of Accountability and Intervention throughout school to improve identification of student needs and arrange immediate intervention.
<b>Dropout demographic (stability percentage not calculated)</b>	As an elementary and middle school program, Atlantis does not currently serve students who are of age to have dropped out of compulsory education.