

As planned, Atlantis hired two Vice-Principals to be the instructional leaders and directly oversee the faculty and staff in each of the two school buildings. This change in the administrative structure was designed to allow the Principal/CEO to focus his attention on the larger issues facing the school. In January 2004, The Upper School Vice-Principal had to resign for health reasons. After several advertisements to fill the position, a team composed of faculty, parents, and administrators interviewed several candidates. The team, however, failed to identify a candidate who would be a positive addition to the school. A second advertisement was placed in the media and a second round of interviews scheduled with the same results. During this time, the Principal assumed the daily administrative responsibilities of the Upper School on a full-time basis, while continuing to manage the larger issues associated with directing the entire organization.

A mid-cycle Coordinated Program Review was completed in June 2004. The DOE visiting team found the school to be doing an excellent job with his Special Education Program and Civil Rights monitoring. Some minor issues were identified which require correction prior to the next full Coordinated Program Review.

In July 2004, the Atlantis Educational Foundation hired a Director of Development who will work along with Principal to develop funding alternatives.

Academically, students at Atlantis continue to show progress in practically every grade level and subject tested in May 2003. While more specific information can be found throughout this report, in summary the 2003 MCAS results indicated the following:

1. That, when comparing the percentage of students scoring in the Proficient and Advanced categories, ACS students outperformed Fall River Public School students in several areas: Grade Reading (7%), 6th Grade Mathematics (16%), 7th Grade ELA (9%), and 8th Grade Mathematics (5%).
2. That ACS students achieved a higher Proficiency Index in *all* areas and *all* grade levels tested when compared to FRPS students.
3. That a greater percentage of ACS students attained a passing score on the MCAS in *all* areas tested when compared to FRPS students (except for Grade 4 Mathematics where the percentage was the same).

There is a continued interest from parents and students in the Greater Fall River area in attending Atlantis Charter School as the Waiting List totals over 275 students. To ensure that its numbers are current, the Waiting List includes only students whose parents updated their applications in April 2004.

As Atlantis enters into its tenth year, it has begun work on the Renewal Application. For this purpose, the school has contracted with SchoolWorks, an organization very familiar with Atlantis' growth and the issues it has faced over its first nine years. SchoolWorks will provide guidance and support in the development of the application for period covering 2005-2010.

On December 9, 2003, Atlantis welcomed Rebecca Wolf, Director of Accountability, Tony Siddall, Assistant Director of Accountability, and Charlie Toulmin, Director of Charter Schools. The 9-Year Site Visit Team met with faculty, administrators, and members of the Board of Trustees, visited classes at both the Lower and Upper Schools, and collected additional information to assist in assessing and determining the viability of Atlantis as it applies to renew its current charter in 2005.

While pointing out those issues that Atlantis needs to address, the Site Visit Team's report concluded that "Atlantis Charter School has done important work in creating a school that is safe, caring, and welcoming" and that "it has created vital ties between families, the school, and the community through programs such as its Family Learning Center and its partnerships with programs in the city."

Atlantis looks forward with anticipation to its tenth year and with excitement to years eleven and beyond. The faculty and staff, the parents, guardians and families of the students at Atlantis, and the Trustees are committed to the continued development of the school and its academic advancement.

- A swimming program (part of our Physical Education curriculum) for all students – in conjunction with the Boys Club of Greater Fall River.
- The development and implementation of the following after school programs:
 - *School Chorus*
 - *Drama Club*
 - *Jazz and Rock Ensemble*
 - *Instrumental Program*
 - *Art Club*
 - *Dance Program*
 - *Soccer Team*
 - *Yearbook Club*
 - *Homework Club*

Performance Objective 5: Atlantis Charter School will provide students, faculty, and staff with a technologically advanced learning environment.

Measurement:

- 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 2003-2004:

- Continuation of the implementation of additional Music Technology courses in the middle school and the purchase of the necessary equipment to support the program.
- All classes were assigned specific computer lab time designed to create a high level of integration of technology into the learning activities.
- 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 school-wide 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.

- *Practical Methods to Teach Math Facts and Number Sense*
- *Strengthening Math Computation & Problem Solving Skills*
- *Strengthening the Reading Skills of Your Title I Students*
- *Using Guided Reading, Literature Circles, Word Study and Other Strategies*
- *What's New in Children's Literature*
- *Working Successfully with Difficult Students*
- *Discipline, Safety and Order in MA Public Schools*
- *Co-Teaching That Works*
- *Too Many Kids, Too Little Time: Creative School-Based Strategies*
- 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, Mathematics, Marine Science, Early Childhood, Special Education, Foreign Language, Art, Health, and Counseling

Performance Objective 2: Atlantis Charter School will provide faculty and staff with sufficient time to plan and implement a quality program of instruction.

Measurement:

- 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 day 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 three and one half hours every two weeks - after student dismissal - to use towards planning, committee work, and professional development.

Finance

Performance Objective 1: 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.

Measurement:

- 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

Atlantis parents twice visited the State House, joining forces with over one thousand other parents, to attend hearings on Charter School issues and to visit the offices of several State Representatives in support the Charter School cause.

5. School-Wide/Title I Parent Group met monthly throughout the year (total of eleven meetings). Average attendance at each meeting was twenty-two. Four parents were extremely involved in coordinating the activities of the group.
6. Over one hundred parents and caregivers helped in each of four service learning activities held during 2003-04 to assist Steppingstone, a local organization working with the homeless population, Citizens for Citizens (two food drives), and Make a Difference Day (collection of various non-perishable items that were sent to our armed forces in Iraq).
7. In excess of forty activities were presented after school hours. The number of parents/caregivers in attendance varied greatly based on the different types of activities presented, ranging from a minimum of ten to a maximum of eighty-five. The activities included:
 - Charter School Celebration Day
 - Health and Craft Fair
 - Career Week (Presentation Series with Parent and Community Presenters)
 - “Traffic & Safety Workshop”
 - ADD/ADHD Workshop
 - Field Day Event
 - “Family Craft Nights”
 - BioReserve Environmental Education & Nature Walk Series
8. More than twenty parents were invited and participated in the interviews to hire new administrative staff and faculty.

The Family Learning Center Director attended the 2004 Annual Title I Conference in Hyannis, Massachusetts and presented a workshop at the Dissemination Project sponsored by the Massachusetts Charter School Association. The workshop, titled “The Many Faces of Parent Involvement - Making Parent Involvement Work for YOUR School” was presented in conjunction with the Lawrence Family Development Charter School.

Atlantis provides a range of opportunities for parents to become involved in their children’s education. While parents can, and are encouraged to volunteer for the Board of Trustees or Family Learning Center (FLC), the participation of most parents is more closely aligned with the needs of their own child(ren).

Parents are required to attend two parent conferences each year (at the end of the first two trimesters). They are also strongly encouraged to attend the annual Open House at the beginning of the school year and the Transition Night, for students moving to the Upper school. In addition, parents are encouraged to volunteer to help in classroom, chaperoning fieldtrips, after-school activities, and in several other areas.

The Family Learning Center (FLC) staff meets monthly with parents. The FLC schedules guest speakers to address topics that are designed to assist parents, provides information on learning activities parents and children can do together, meets with every new family enrolling at Atlantis Charter School, offers them a tour and explains the philosophy of the school, and runs the school’s two major fundraisers which help to pay for student fieldtrips during the year.

Parents are kept informed of school happenings with weekly newsletters from each teacher and provided with additional information on how to help their child(ren) at home. Each parent and child signs a Home and School Involvement Compact which outlines the role and responsibilities that the parents, the child, and the school each have in this new partnership. Some of the responsibilities include having the child in school

everyday and on time, supporting school policies, and volunteering. The compact is read and discussed during the initial enrollment interview and at the parent teacher conferences when the child's teacher signs the compact on behalf of the school.

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

Measurement:

1. 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.
2. Number of parents who exceed the minimum required hours of volunteer work at Atlantis (6).
3. Additional activities, times, and opportunities will be develop to ensure the participation of all parents.

Progress towards meeting the objective:

1. The revised database for monitoring volunteer participation is fully operational and keeps track of the volunteer hours performed by each child's family.
2. Nearly 30% of all parents/caregivers (based on approximately five-hundred families) exceeded the six-hour minimum requirement for volunteer hours.
In July, 8% of the ACS parent population was recognized with a dinner at White's Restaurant for exceptional volunteer and parent involvement. Parents also received a plaque and a pin recognizing their outstanding level of volunteerism. (Invitations were based on logged volunteer hours ranging from 30 to 150).
3. The level of volunteer opportunities was stratified to accommodate the schedules of ACS families by offering activities at various times of the day and on weekends.
Families unable to perform the six hours of volunteer work at the school due to schedule conflicts, baked items for various school events, shopped for and wrapped Christmas gifts for the Santa's workshop, and pursued donation opportunities.

Performance Objective 3: The Family Learning Center will develop and implement a School/Community Service Learning Program by establishing and marinating community partnerships.

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" (in support of US Troops in Iraq)
 - Food Drive for Citizens for Citizens Food Pantry (conducted over the course of 2 months)
 - Muscular Dystrophy Association "Hop-a-thon"
 - Box Tops for Education
- Established and maintained community partnerships including:
 - Even Start of Fall River
 - The Trustees of Reservations (Bio-Reserve Project)
 - The Fall River Homeless Coalition

2) Grades and age levels served

School Opening	Grade Levels	Enrollment	School Hours & Calendar	School Contact
Gr. 1-8 - Aug. 30, 2004 Gr. K – Aug. 31, 2004	K-8	Oct. 1, 2004 700 (projected)	6:30 AM – 5:30 PM Student days: 186 Staff days: 192	Fernando M. Goulart Principal
Gr. 1-8 - Aug. 25, 2004 Gr. K – Aug. 26, 2004	K-8	Oct. 1, 2003	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 Mathematics. 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 Stanford⁹)

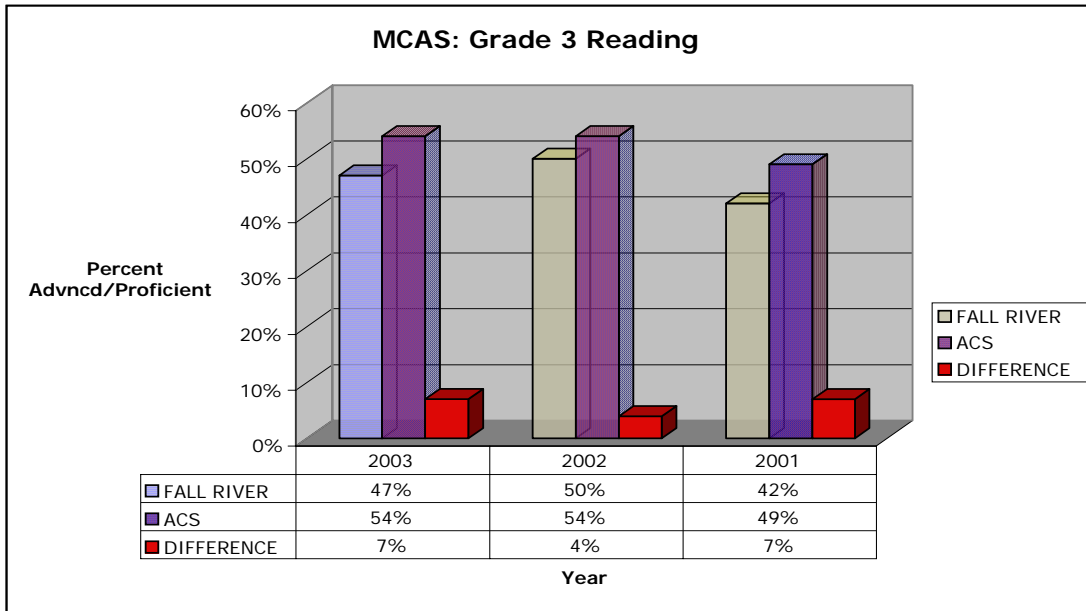
The primary objective of Atlantis Charter School is to enable its student population to excel in academic development and personal growth. Standardized testing is an objective tool through which Atlantis can evaluate and measure success. This section is a summary of the essential data available from the MCAS testing 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 Stanford⁹ administered in the fall of 2003, 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 MCAS in relation to the state and local Fall River district. It also shows where Atlantis students currently fall in the four performance levels.

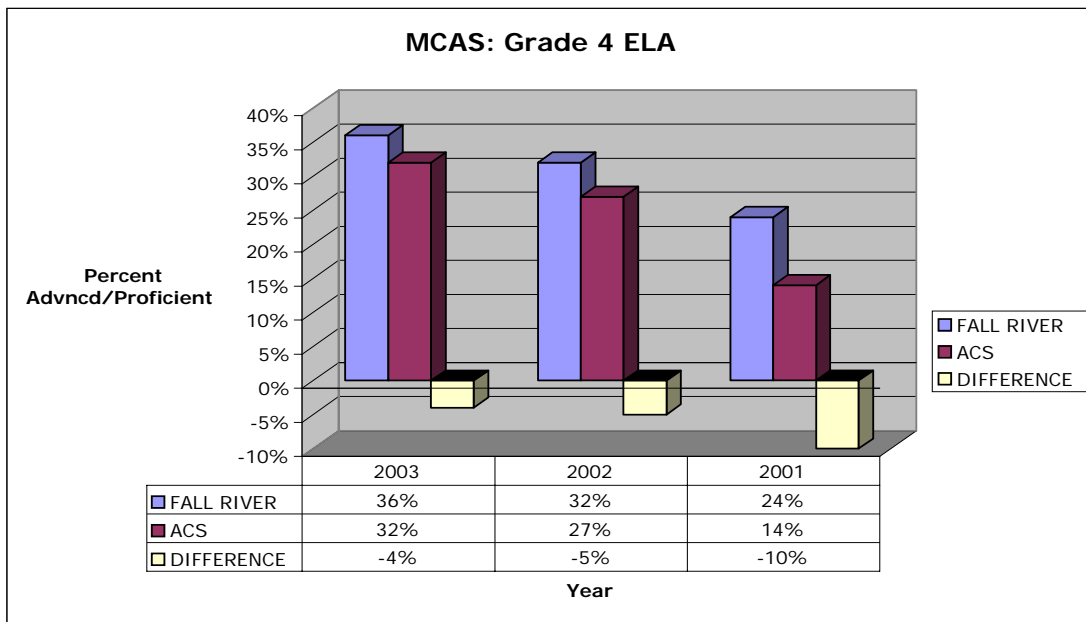
Results – Grade 3:

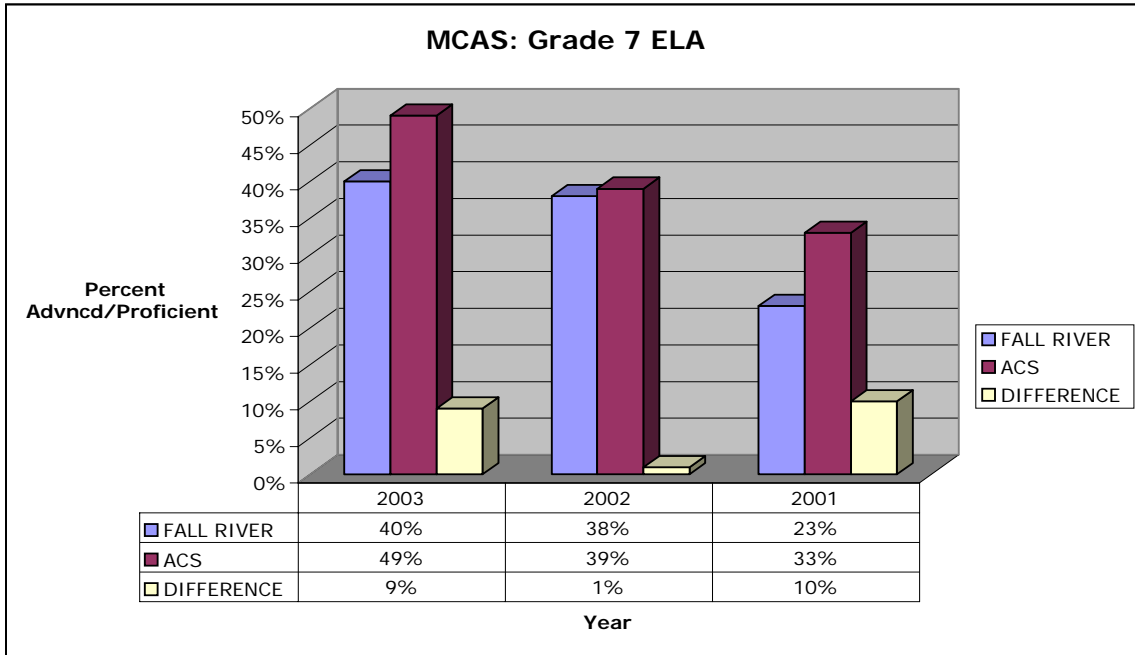
In Grade 3 Reading (above), Atlantis Charter School students have surpassed their peers in the Fall River school district by 7 percent, 4 percent, and 7 percent respectively on the 2001, 2002 and 2003 administrations of the assessment, meeting the target in two of the past three years.



Results – Grade 4:

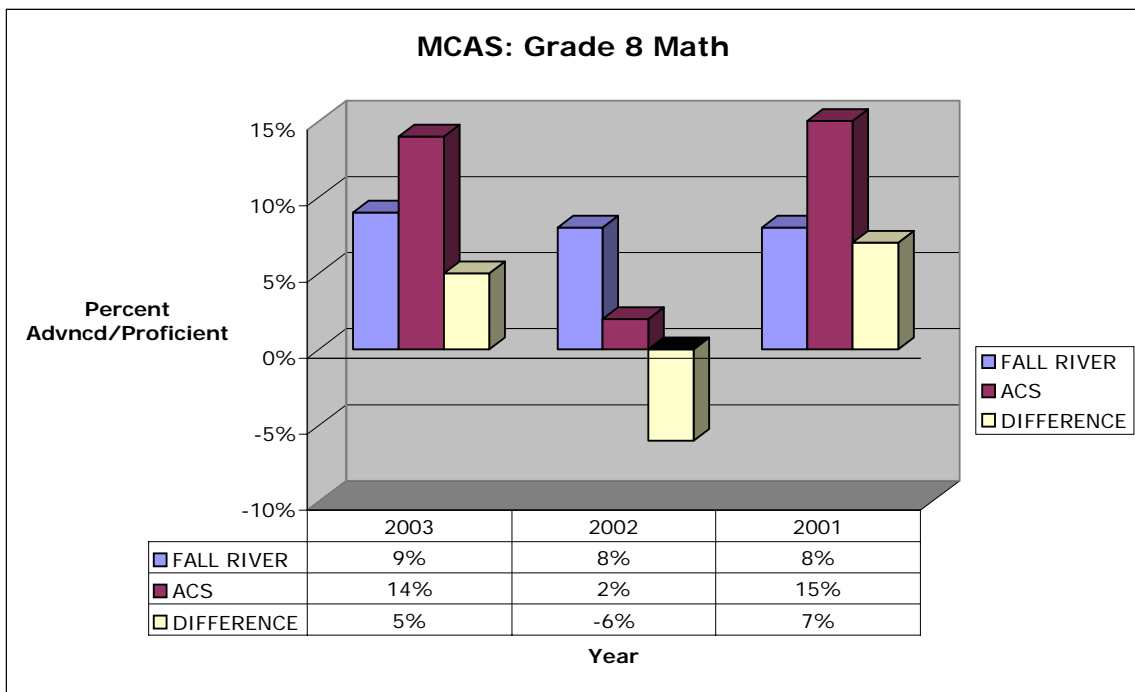
In Grade 4 ELA, Atlantis Charter School students performed below the rate of the students in the Fall River School District by 10 percent, 5 percent and 4 percent for the 2001, 2002, and 2003 administrations, respectively. The gap between Fall River and Atlantis has narrowed over the three years measured.





Results – Grade 7 ELA:

Atlantis students in 2001 and 2003 achieved advanced and proficient ranking at a higher rate than did the Fall River district seventh graders, with ACS surpassing the performance in 2001 by 10 percent, and in 2003 by 9 percent. In 2002, the two groups nearly matched, with ACS scoring slightly better (1%).



Results – Grade 8 Mathematics:

ACS eighth graders differ by class group in their attainment of proficiency in mathematics. The 2001 and 2003 classes surpassed their peers in the Fall River district by 7 percent and 5 percent respectively, while the 2002 eighth grade class fell below the attainment of Fall River by 6 percent.

