

















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%), 6<sup>th</sup> Grade Mathematics (16%), 7<sup>th</sup> Grade ELA (9%), and 8<sup>th</sup> 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

- Fall River Public Access Television
- Carousel Family Fun Center
- Steppingstone, Inc.
- Community Development and Recreation
- St. Anne's Child and Family Services
- Muscular Dystrophy Association
- HealthFirst

**Performance 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.

**Measurement:**

1. Number of workshops presented.
2. Number of parents who attend the parenting education programs.
3. Workshop evaluations.

**Progress towards meeting the objective:**

1. The Family Learning Center worked to develop and present more than thirty-five appropriate and timely workshops and events that fostered 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 sample of the workshops presented:

There were presented to parents and caregivers.

- "Welcome Aboard" Kindergarten Orientation
- Holiday Health & Craft Fair
- Family Socials/Dances
- Providence Bruins Nights (2)
- Career Week
- Field Day Event
- "A Christmas Carol" Trinity Repertory Performance, Providence, RI
- "Jungle Adventures on Ice" Dunkin' Donuts Center, Providence, RI
- "Oliver" Providence Performing Arts Center, Providence RI
- Santa's Workshop
- "A Celebration of Charter School Success" (in collaboration with MCSA)
- "The World's Largest Concert Event" (in collaboration with ACS Performing Arts Dept.)
- Family Sock Hop
- "Who is your child talking to?" Tips for safety and promoting healthy relationships with your child (In Collaboration with St. Anne's Child and Family Services)
- "Raising Children and Having Fun" and spaghetti dinner with John Reardon

The Family Learning Center also offered several educational and enrichment workshops, including:

- "Even Start Literacy Program" in collaboration with the Fall River YMCA







## 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 Stanford<sup>9</sup>)

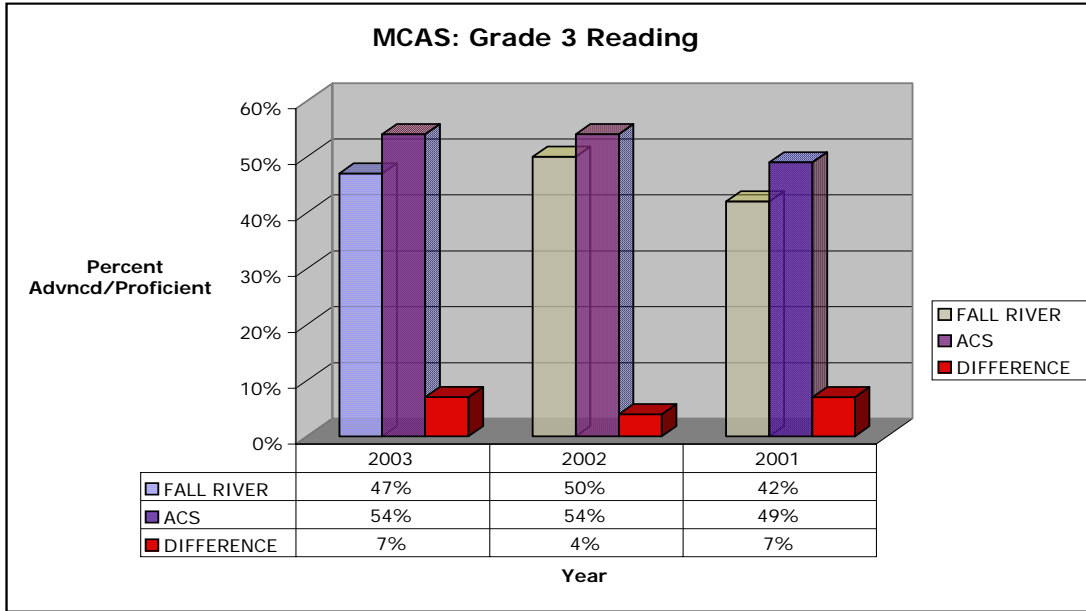
The primary objective of Atlantis Charter School is to enable its student population to excel in academic development and personal growth. Standardized testing is an objective tool through which Atlantis can evaluate and measure success. This section is a summary of the essential data available from 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 Stanford<sup>9</sup> 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.

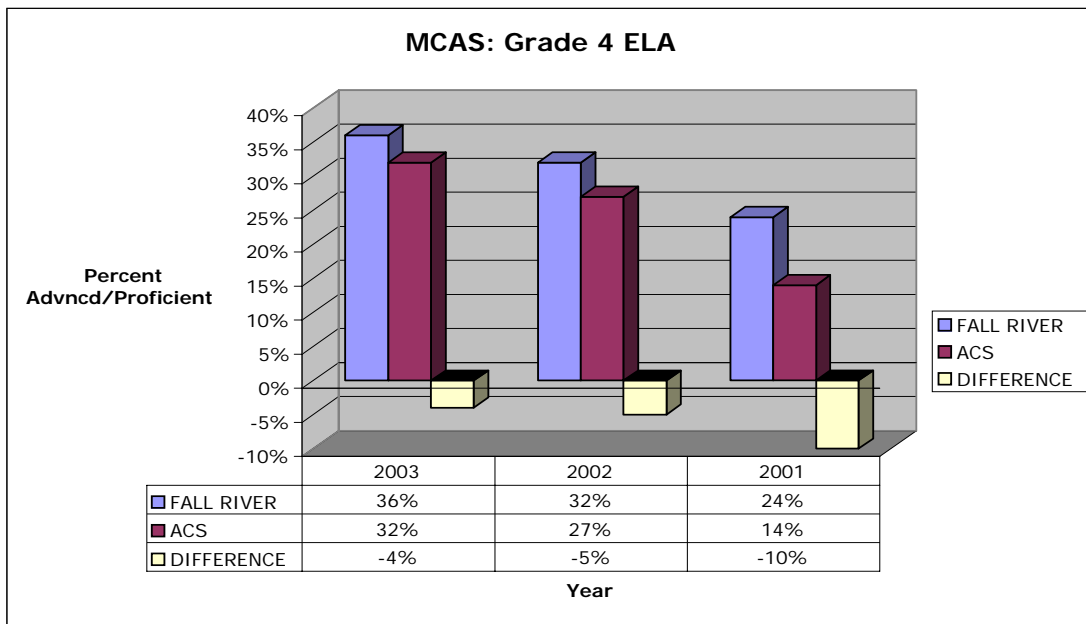
**Results – Grade 3:**

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.

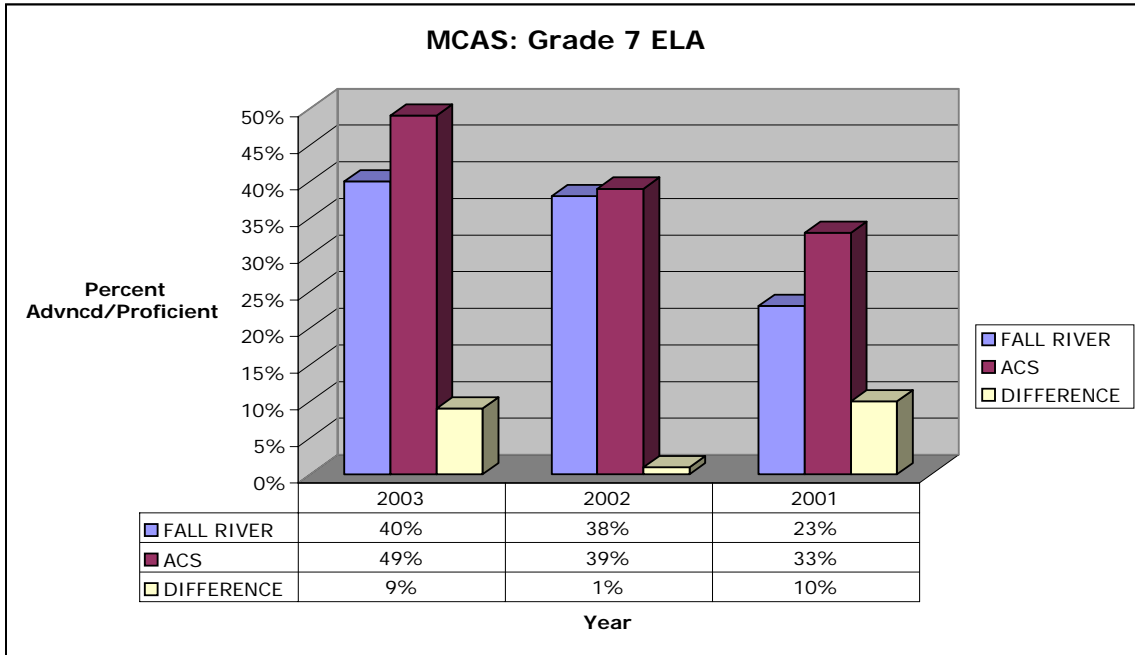


**Results – Grade 4:**

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.

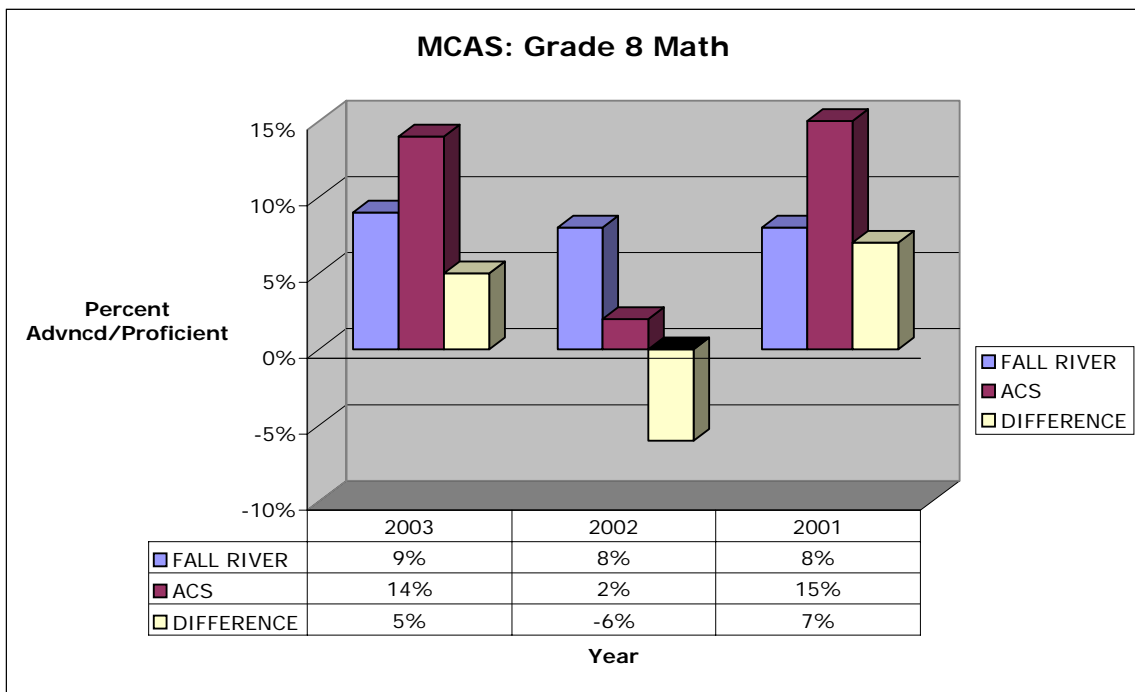






**Results – Grade 7 ELA:**

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.

























**3) Number of students on waiting list – as of July 2004**

<b>Year</b>	<b>Total Waiting List</b>	<b>Fall River</b>	<b>From</b>	<b>From Other Communities</b>
<b>2004</b>	<b>279</b>		<b>261</b>	<b>18</b>
<b>2003</b>	<b>262</b>		<b>255</b>	<b>7</b>
<b>2002</b>	<b>367</b>		<b>351</b>	<b>16</b>

**4) Student turnover data**

During the 2003-2004 school year, a total of 52 students (6.8 %) transferred out of Atlantis. The summer months (June 23 through July 15, 2004) revealed an additional 29 students (3.8 %) transferring to other schools. In total, 81 students (10.6 %) transferred out of Atlantis (81 students out of the 763 who enrolled at Atlantis during 2003-04). This number does not include the 58 students who graduated in June 2004. A total of 107 new students will enroll at Atlantis this August: 62 entering Kindergarten and 45 to replace those who transferred late in the 2003-04 school year or during the summer. These students will bring our enrollment to the projected maximum of 700 for FY05.

**School year transfers - 52**

Transferred to Fall River Public Schools.....	23
<i>Modified classroom setting</i> .....	1
<i>Transportation issues</i> .....	2
<i>To attend neighborhood school</i> .....	20
Relocated to another city/town within Massachusetts (Public School) .....	16
Relocated to another state (Public School) .....	11
Relocated to another country .....	2

<b>#</b>	<b>Transfer Date</b>	<b>Transfer Reason</b>
1	8/6/03	FRPS neighborhood school (transportation issue)
2	8/18/03	Moved to Somerset, MA
3	8/19/03	FRPS neighborhood school
4	8/20/03	Moved to Somerset school
5	8/21/03	Moved to North Ft. Myers, FL

#	Transfer Date	Transfer Reason
6	8/22/03	Moved to Tiverton, RI
7	8/22/03	Moved to Tiverton, RI
8	8/22/03	FRPS neighborhood school (transportation issue)
9	8/22/03	Moved to Tiverton, RI
10	8/22/03	Moved to Tiverton, RI
11	8/25/03	FRPS neighborhood school
12	8/26/03	FRPS neighborhood school
13	8/27/03	FRPS neighborhood school
14	8/28/03	Moved to Rehoboth, MA
15	8/28/03	Moved to Rehoboth, MA
16	9/8/03	FRPS neighborhood school
17	9/15/03	FRPS neighborhood school
18	10/3/03	FRPS neighborhood school
19	10/3/03	FRPS neighborhood school
20	10/27/03	Moved to Swansea, MA
21	10/29/03	FRPS neighborhood school
22	10/30/03	FRPS neighborhood school
23	10/31/03	Moved to Middleboro, MA
24	10/31/03	Moved to Middleboro, MA
25	10/31/03	Moved to Seekonk, MA
26	10/31/03	Moved to Seekonk, MA
27	12/9/03	FRPS neighborhood school
28	12/9/03	FRPS neighborhood school
29	12/12/03	FRPS neighborhood school
30	12/12/03	Moved to Westport school
31	1/5/04	Moved to Westport, MA
32	1/5/04	Moved to Westport, MA
33	1/5/04	Moved to Canada
34	1/5/04	Moved to Canada
35	1/5/04	Moved to Kaneohe, HI
36	1/12/04	FRPS neighborhood school
37	1/12/04	FRPS (modified classroom setting)
38	2/3/04	Moved to Newport News, VA
39	2/3/04	Moved to Newport News, VA
40	2/9/04	FRPS neighborhood school
41	3/5/04	Moved to New Bedford, MA

#	Transfer Date	Transfer Reason
42	3/9/04	Moved to Bridgewater, MA
43	3/22/04	Moved to FL
44	4/30/04	FRPS neighborhood school
45	4/30/04	FRPS neighborhood school
46	5/24/04	FRPS neighborhood school
47	5/24/04	FRPS neighborhood school
48	5/24/04	FRPS neighborhood school
49	5/28/2004	Moved to Palm Beach, FL
50	6/10/2004	Moved to No. Dartmouth, MA
51	6/14/04	Moved to Quincy, MA
52	6/18/04	Moved to Hudson, FL

**Summer Transfers – 29**

Transferred to Fall River Public Schools	10
<i>To attend neighborhood school</i> .....	9
<i>Transportation issue</i> .....	1
Relocated to another city/town within Massachusetts .....	13
Relocated to another state (Public School) .....	6

The parents of the students listed on the previous page indicated the following reasons for transferring their children (after the school year, June 23 – July 15):

Student	Reason
1	FRPS neighborhood school
2	FRPS neighborhood school
3	FRPS neighborhood school
4	Moved to Swansea, MA
5	Moved to Swansea, MA
6	FRPS neighborhood school
7	Moved to Winter Garden, FL
8	Moved to Somerset, MA
9	Moved to Somerset, MA
10	FRPS neighborhood school
11	Moved to Somerset, MA

<b>Student</b>	<b>Reason</b>
12	Moved to Somerset, MA
13	Moved to Hudson, FL
14	Moved to Swansea, MA
15	Moved to Kissimmee, FL
16	Moved to Kissimmee, FL
17	FRPS neighborhood school
18	FRPS neighborhood school
19	Moved to Somerset, MA
20	Moved to Somerset, MA
21	Moved to Quincy, MA
22	Moved to Somerset, MA
23	Moved to Boston, MA
24	Moved to Tiverton, RI
25	Moved to Tiverton, RI
26	Moved to Westport, MA
27	FRPS neighborhood school
28	FRPS neighborhood school
29	FRPS neighborhood school (transportation)

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

<b>Disciplinary Action</b>	<b>Number</b>	<b>Percentage</b>
In-School Suspension	135	19.8%
Out-of-School Suspension	102	15.0%
Excluded	0	0.0%
<b>Total</b>	<b>237</b>	<b>34.8%</b>





<b>Name</b>	<b>Teaching Assignment</b>	<b>Yrs. Teach</b>	<b>Yrs. School</b>	<b>Degree and Certification</b>
Jessica L. Gardner	Gr. 6-8, Spec. Ed.	4	4	B.S. – Spec. Needs K-9
Kristyn D. Harrington	Grade 1	2	2	B.A. – EC K3
Monica J. Homer	Gr. 3	9	6	B.A. - Cert. pending, RI cert.
Kerry S. Kennedy	Gr. 5	9	9	B.A., M.Ed. - Elem. Ed. 1-6
Kenneth D. Kvit	Gr. 7, ELA/Read	3	3	B.S. - Elem. Ed. 1-6
Surlei L. Light	Gr. 8 Science	18	1	M.Ed. – Cert. Pending
Amanda J. LeGacy	Grade 2	3	3	B.A.- Elem. Ed. 1-6
Susan M. Manning	Gr. 1	18	8	B.A. - Elem. Ed. 1-6
Joseph A. May	Gr. 7-8 Soc. Science	34	1	M. Ed. – Cert. Pending, RI Cert
Karen E. Marlow-McDaid	Gr. 1-4, Title 1	2	2	B.S., MBA, M.Ed. – Reading
Raeann Morrow	Gr. 3	1	2	B.A. – Cert. Pending, RI Cert.
Thomas Murray	Gr. K-8, Phys. Ed.	10	4	B.A. M.Ed. P.E. Health K-12
Christopher M. Nunes	Gr. K-4, Music	6	4	B.M. – Music K-12
Kathleen A. Pacheco	Gr. K	25	7	B.A. - Elem. Ed. K-8
Danielle M. Pavao	Gr. K-8, Art	12	8	B.F.A. – Art Ed. K-9
Anne-Marie Peck	Gr. K	24	8	B.A., M.S. – EC K-3
Kimberly M. Pelletier	Gr. 1-4, Spec. Ed.	14	5	B.S. – Special Needs K-4
Amy L. Pereira	Gr. K-8, Health	1	1	B.S – Cert. Pending
Mary Lou Reinhagen	Gr. 6-8, Spec. Ed	12	4	B.A., M.A. – Special Needs
Joanne P. Rahme	Gr. 7-8 Math	33	1	M. Ed – Cert. Pending, RI Cert
Kara N. Ring	Gr. 5	1	1	B.A. – Cert. Pending, RI Cert.
Lynda M. Serodio	Gr. 1-4, Title 1	4	1	B.S. – Elem. Ed. K-8, Read. K-12
Lynn A. Sylvia	Gr. 2	10	8	B.S. – EC K-3
Jonathan A. Taradash	Gr. K-8, Phys. Ed.	8	8	B.S., M.Ed. – Elem. Ed.
Andrea D. Trond	Gr. 1	17	9	B.A., M.Ed. - Elem. Ed. 1-6, Art, EC
Martin B. Vieira	Gr. 8, ELA	2	2	B.A. –Cert. Pending
Brenda L. Wordell	Gr. 2	7	7	B.S. M.Ed.- Elem. Ed. 1-6
Jennifer G. Young	Gr. 6	3	1	B.S. - Cert. Pending, RI & CT Cert.









#### 4) Approved school budget for FY2005.

	ACTUAL FY2004	BUDGET FY2005	INC/(DEC)	%
<b>INCOME</b>				
Program Fees	\$ 6,194,556	\$ 5,581,440	\$ (613,116)	-9.9%
Grants	374,133	590,000	\$ 215,867	57.7%
Food Service Program	203,879	200,000	\$ (3,879)	-1.9%
Extended Care Program	94,553	110,000	\$ 15,447	16.3%
Other Income	543,080	123,500	\$ (419,580)	-77.3%
<b>Total Income</b>	<b>\$ 7,410,201</b>	<b>\$ 6,604,940</b>	<b>\$ (805,261)</b>	<b>-10.9%</b>
<b>EXPENSES</b>				
Administrative Salaries	330,434	382,668	52,234	15.8%
Instructional/Professional Salaries	2,469,817	2,860,239	390,422	15.8%
Support Staff Salaries	267,264	309,512	42,248	15.8%
Contractual/Other Services	247,222	406,302	159,080	64.3%
<b>Total Salaries</b>	<b>\$ 3,314,736</b>	<b>\$ 3,958,721</b>	<b>\$ 643,985</b>	<b>19.4%</b>
Payroll Taxes	185,920	215,726	29,806	16.0%
Group Insurance	381,993	470,243	88,250	23.1%
Earned Time	5,157	5,000	(157)	-3.0%
<b>Total Fringe Benefits</b>	<b>\$ 573,070</b>	<b>\$ 690,969</b>	<b>\$ 117,899</b>	<b>20.6%</b>
Student Supplies & Materials	164,178	325,000	160,822	98.0%
Office Supplies & Materials	43,927	43,000	(927)	-2.1%
<b>Total Supplies &amp; Materials</b>	<b>\$ 208,105</b>	<b>\$ 368,000</b>	<b>\$ 159,895</b>	<b>76.8%</b>
Education	48,995	82,492	33,497	68.4%
Travel	5,012	10,258	5,246	104.7%
<b>Total Education &amp; Travel</b>	<b>\$ 54,007</b>	<b>\$ 92,750</b>	<b>\$ 38,743</b>	<b>71.7%</b>
Rent	278,104	302,000	23,896	8.6%
Utilities	108,841	150,000	41,159	37.8%
Computer	331,449	180,000	(151,449)	-45.7%
Leases & Service Agreements	29,586	30,000	414	1.4%
Food Service Program	189,984	175,000	(14,984)	-7.9%
Insurance	49,544	70,000	20,456	41.3%
Professional Services	35,824	40,000	4,176	11.7%
Extended Care Program	2,823	5,000	2,177	77.1%
Family Learning Center	36,323	40,000	3,677	10.1%
Advertising & Public Relations	25,193	40,000	14,807	58.8%
Governance	47,913	20,000	(27,913)	-58.3%
Grounds & Building	191,728	125,000	(66,728)	-34.8%
Furniture & Materials	84,942	45,000	(39,942)	-47.0%
Debt Service	3,115	5,000	1,885	60.5%
Depreciation	252,087	265,000	12,913	5.1%
Other Expenses	3,837	2,500	(1,337)	-34.8%
<b>Total General &amp; Administrative</b>	<b>\$ 1,671,293</b>	<b>\$ 1,494,500</b>	<b>\$ (176,793)</b>	<b>-10.6%</b>
<b>Total Expenses</b>	<b>\$ 5,821,211</b>	<b>\$ 6,604,940</b>	<b>\$ 783,729</b>	<b>13.5%</b>
<b>Excess Revenue Over Expenses</b>	<b>\$ 1,588,990</b>	<b>\$ 0</b>	<b>\$ (1,588,990)</b>	<b>-100.0%</b>







































