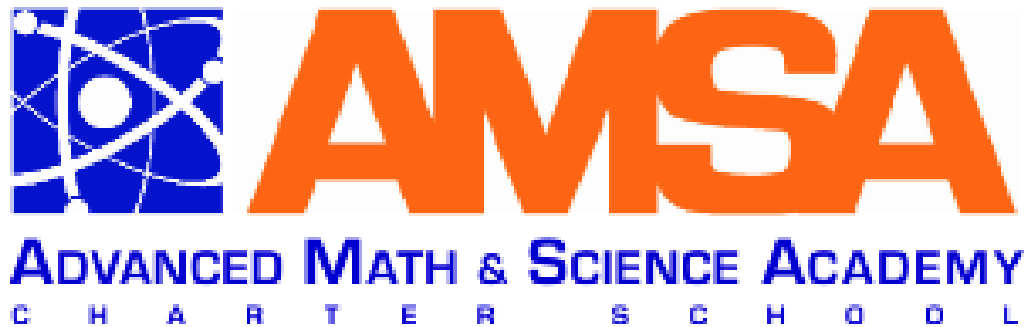


ANNUAL REPORT
2017-2018



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July 31, 2018

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Introduction to the School

Advanced Math and Science Academy Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Marlborough, MA
Regional or Non-Regional?	Regional	Districts in Region	Marlborough, Clinton, Maynard, Hudson
Year Opened	2005	Year(s) Renewed	2010, 2015
Maximum Enrollment	966	Current Enrollment (June 1, 2018)	984
Chartered Grade Span	6-12	Current Grade Span	6-12
# of Instructional Days per school year	180	Students on Waitlist (June 1, 2018)	712
School Hours	8:05 AM – 3:15 PM	Age of School	13
<p>Mission Statement</p> <p>The Advanced Math and Science Academy Charter School will create an atmosphere of celebration of knowledge where children of all backgrounds and abilities excel in all subjects, especially in math, science and technology, empowering them to succeed in the workplace of our modern high-tech world.</p>			

Letter from the Chair of the Board of Trustees

Dear AMSA Community,

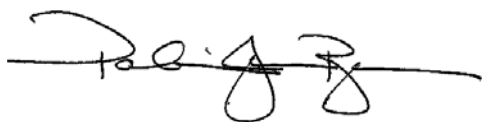
I am delighted to present this 2017-2018 annual report and invite you to read it thoroughly. This past year has been one of continued stabilization and improvement. The school's leaders, Executive Director Dr. Anders Lewis and Principal Ellen Linzey, have continued to build upon the foundation they laid when they assumed these new roles in the spring of 2017. It is apparent that they are succeeding as evidenced by removal of all conditions placed on our charter, high satisfaction ratings from faculty and families, and their leadership in working with the Board of Trustees to establish long-range strategic goals and a set of core values that was developed with the collective input of all the school's stakeholders including students, parents, faculty and staff, administrators and Trustees.

The Board of Trustees of any Massachusetts charter school is charged with ensuring that the school is organizationally viable, faithful to its charter and an academic success. AMSA is succeeding by many objective measures and we want to continually improve. While we have made great strides with our high-needs learners, we continue to offer development for our administrators and faculty to ensure that all students will be able to access our advanced curriculum. We recognize that our enrollment of these populations is low so we are increasing our outreach and public awareness efforts in order to educate the community so they are aware of the services that AMSA provides. We are all committed to our mission to provide a learning environment where students of all backgrounds and abilities will celebrate knowledge and are able to excel in all subjects.

AMSA continues to disseminate our best practices to other educators, particularly with our leading computer science curriculum. The scope of these dissemination practices continues to expand and includes having students involved in outreach efforts; such experiences also increase their communication and leadership skills which will help them to succeed in the future when they enter the workplace.

In June, the Board of Trustees elected Rick Kamal to the role of Chair. Rick has worked as a partner with me for three years as Vice Chair and is an advocate of educational innovation. We cannot ask for a better leader at this time. Several Trustees also ended their service this year. I would like to express my sincere appreciation to Allyson Cohen (Secretary, Governance Co-Chair, Facilities task force, Special Education task force, Collective Bargaining task force), Thomas Taverna (Treasurer, Finance & Audit Committee Chair, Facilities task force, Collective Bargaining task force), Ken Estabrook (Education Committee Chair, ED Recruiting task force), and Michael Glass (Finance Committee, Development Committee, ED Recruiting task force, Collective Bargaining task force). Their service ranged from three to six years and they each devoted countless volunteer hours to the school so that AMSA could reach its current levels of stability and excellence. It has been an honor and privilege to serve as Chair of this remarkable institution for the past three years and I am more confident than ever that the school will continue on its upward trajectory.

Humbly,



Pauline Jen Ryan
Chair (outgoing), Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to the Charter

Mission and Key Design Elements

The AMSA mission is to create a school of high expectations; a school, as our charter declares, where all students of all backgrounds and abilities will excel in all subjects. In 2017-2018, to assist us in fulfilling our mission, the entire AMSA community identified three core values that will be embedded in our day-to-day culture. Our core values are integrity, excellence, and community. Integrity requires honesty in our work and our relationship with others. Excellence requires a commitment to the joy of learning and to creativity, as well as a commitment to persevere in the face of obstacles. Community requires that we pursue the characteristics of good citizenship; that we help each other, collaborate with each other, and celebrate our amazing diversity.

To meet our mission and to be consistent with our core values, AMSA students are encouraged to embrace challenge, pursue intellectual advancement and develop valuable collaborative skills. Students are taught that advancement in academic knowledge is a process that requires time, commitment, and discipline, but most importantly, a passion for learning. Many of AMSA's key design elements are unique and distinguish our educational program from other schools. The foundation of AMSA's educational model is the belief that all children are able to learn complex, abstract concepts at an early age if allowed to build on these concepts as they mature, and allowed to make mistakes. Learning is a process that must be meaningful if expected to be retained. Understanding grows from exposure to ideas and concepts developed over time.

An AMSA student experiences multiple-year exposure to all subjects, preparing them not only for the demands of college, but also the demands of their professional and personal life. In Math, AMSA students gain a strong foundation through a multi-year and well-integrated program of study, beginning in grade six and continuing into high school with the core subjects of Algebra, Trigonometry, Geometry and Calculus. AMSA also offers our juniors and seniors a variety of courses that serve as a capstone to the mathematics curriculum. These courses include Calculus at Honors and AP levels, Linear Algebra with Differential Equations, Multivariable Calculus, Vector Calculus, Statistics at Honors and AP Levels, Accounting and Financial Math, and topics of Independent Study.

AMSA's science curriculum begins in middle school with Introduction to Biology in grade 6, Chemistry and Physics in grade 7, and Earth Science, Physics, and Chemistry in grade 8. The upper school offers a deeper immersion into Biology, Chemistry, and Physics. A number of electives are offered, including Anatomy and Physiology, Sustainability, Research, Forensics, as well as AP courses in Biology, Chemistry, Physics and Computer Science.

It takes sustained thought and inspiration to understand math and science. AMSA is dedicated to creating a culture that makes it possible for our students to think imaginatively, probe alternatives and view ideas from a variety of perspectives. AMSA's Computer Science curriculum also distinguishes AMSA from other schools. All students take Computer Science in grades six through eleven. When a student completes our

Computer Science program they will have been exposed to Networking, Software Design using Java, Advanced Web Design, Mobile Computing, Computer-Aided Design and Drafting, and Robotics. In grades 9 through 12, students have the opportunity to take advanced electives in Engineering, AP Computer Science, Database Design, and Cybersecurity. Equipped with this knowledge and skills in computational logic, students can confidently push the boundaries of conventional thinking in interdisciplinary projects.

While mathematics and science remain a focus at AMSA, student achievement is strongly represented in the equally rigorous humanities program. AMSA students are exposed to an integrated and challenging curriculum in art, history, language and literature. The literature curriculum begins with classical Greek and Roman Literature in grades 6 and 7, and then follows a logical, chronological sequence through the seminal literary works from representative periods of British and American literature. Also included are significant works of African, Asian, and Latin American literature. Alignment with our history and art curriculum provides context and reinforcement throughout the six year sequence (along with three years of Latin in grades six through eight). In grade 12, students can choose from several specialized English topics including Shakespeare, Contemporary Literature, Gothic Literature, AP English Literature, and AP English Language and Composition. AMSA encourages and supports a broad enrollment in AP classes. There is a recommendation process for students who wish to take on the challenges of an AP program. However, if a student has shown the ability and the desire to work, or has a deep interest in a particular subject, their grades may not be the determining factor.

In addition to our core curriculum, AMSA students compete in regional and national competitions in a variety of subjects, including Math, Science, Engineering, Art, History, and Technology. So too do they compete in local and state competitions such as Speech and Debate, A Cappella, Quiz Bowl, and Business Entrepreneurship. AMSA also provides students with a robust and exceptional athletic program. AMSA's program is dedicated to the school's core values, integrity, excellence, and community. AMSA's steadfast goal is to graduate young adults who are honest, intellectually prepared, and sensitive to the importance of collaboration and cultural awareness.

Amendments to the Charter 2017-2018

Date	Amendment Requested	Approved
9-29-17	Amend enrollment process and application to align with current Department regulations and guidelines.	10-10-17
3-23-18	Amend enrollment policy to provide an enrollment forecast that supports the management of the school's maximum enrollment cap of 966.	5-04-18

Access and Equity

To promote a school culture of integrity, excellence, and community, AMSA uses a progressive disciplinary system that steers away from zero tolerance policies which result in automatic suspensions. AMSA prefers to task students with reflective assignments directly related to their behavior. AMSA focuses on educating the student during the disciplinary process, which allows them to learn from the experience, to understand its consequence, and modify their behavior in order to make better choices.

The Deans are responsible for student affairs and discipline. The Deans work closely with the school counselors in providing a consistent message to our students regarding behavior and civic mindedness. Classroom management is the key to a productive and meaningful learning experience. The goal is to keep discipline within the classroom. Promoting mutual respect and establishing clear expectations for students is a fundamental AMSA strategy. Our teachers are provided with workshops that offer instruction and techniques for managing their classrooms. The Deans hold assemblies with students at separate grade level meetings, allowing for targeted and age appropriate topics and conversations. The focus is on regular communication and follow-up with students to promote and encourage relationships that develop healthy and caring individuals.

Our core values will serve as constant focal points during any discussions resulting from disciplinary action. We will continue to hold specific student grade-level meetings throughout the school year to educate and reinforce school policies, procedures, expectations, and the school's core values. AMSA held several school-wide meetings during the 2017-2018 school year that focused on the celebration of achievement and the reinforcement of teamwork. School-wide "Community Meetings" have become the forum for administrators, teachers, staff, and students to come together to learn and witness how AMSA remains a safe and inviting learning environment, with high expectations for everyone. We will be implementing a new Lower School Advisory Program for grades 6-8, where students will take part in approximately 20 lessons that focus on our core values, citizenship, empathy, respect, and other relevant topics that encourage and cultivate a positive school environment.

Dissemination Efforts (See Attachment 5 on page 30 for additional Computer Science Program Highlights)

AMSA has provided innovative models for replication and best practices to students and teachers in other public schools in the district where the charter school is located and other districts in the Commonwealth during the 2017-2018 school year. One of our teachers, Padmaja Bandaru, is the Co-President of the International CSTA (Computer Science Teachers Association). As a CSTA leader, Ms. Bandaru conducts chapter meetings at different locations/districts every 4 to 6 weeks. Meeting agendas include sharing best practices in teaching Computer Science (CS) and general support to CS teachers. AMSA intends to expand dissemination outreach to other subjects and departments.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Computer Science: scope and sequence	Workshops for middle and high school teachers in collaboration with CSTA	CS Teachers	Instruction	As a leader, our CS teacher conducts chapter meetings at different MA locations/districts	Discussion and sharing of best pedagogical practices specific to Computer Science. Open invitation to schools to see our curriculum and visit our computer science classrooms.
How to initiate Technovation Program	Workshop for teachers in collaboration with Vista Print and Mass TLC (Technology Leadership Council)	Computer Science Teachers	School Leadership	With a teacher from Winchester High School ran workshop for Mass CS teachers.	Sharing strategies with teachers from other districts, resulting in an increased awareness and engagement in after school clubs focused on computer science. Workshop funded by VistaPrint and Mass TLC.
Computer Science frameworks	DESE Panel to outline Computer Science Frameworks and Licensure Requirements	Computer Science Teachers	Curriculum	Department of Elementary and Secondary Education	Developed frameworks for a middle school Computer Science Curriculum and determine the subject matter knowledge and process for certification.
Introduction to Computer Science Concepts	Student led instruction for students at local High School to inspire and motivate interest	Ten AMSA Seniors	Access and Equity	Multiple districts: Natick, Newton, Stoughton, and Hudson	Students were exposed to exciting elements of Computer Science, which inspired students to consider pursuing a computer science education. District teachers were invited to visit AMSA's Computer Science classrooms.
Technovation Program	After school Computer Science club open to students from the region	Computer Science Teachers and AMSA students	Access and Equity	Grafton High School	AMSA will open the Technovation Club to other districts and intends to organize a local pitch night involving several districts.

Academic Program Success

Student Performance

The following link will take you to AMSA's 2017 School District Report Card:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?fycode=2017&orgcode=04300305&>

AMSA students have continued to maintain a high level of achievement on PSAT, SAT and Advanced Placement (AP) exams.

- PSAT and SAT 2017-2018 Performance, *Refer to Appendix A on page 14*
- 2018 AP Summary, *refer to Attachment 1 on page 27*
- 2018 AP Data Year to Year, *refer to Attachment 2 on page 28*

Program Delivery

AMSA's mission to serve students of all backgrounds and abilities is at the heart of this past year's initiatives. Our administration has articulated several goals for establishing the foundation of a robust learning environment: a rigorous professional development program; a strong teacher mentoring program; an evaluation system focused on teacher growth and student achievement; a commitment to creating exemplary Special Education and ELL programs; a commitment to value and retain our teachers and staff; and a commitment to boosting school spirit and morale. This foundation serves as the basis for the continuation and enhancement of AMSA's school culture.

In order to develop and enrich our English Language Learners (ELL) program, AMSA employs two full-time certified ELL teachers, one who serves as our Literacy Coordinator. Over 300 students this year participated in WIDA Screener testing and over 100 were identified as ELL. Although, many parents opted out of services, we successfully supported 47 students this past year.

Special Education-related professional development opportunities and Sheltered English Immersion (SEI) training was available on campus for AMSA's general education teachers and administrators in the 2017-2018 school year. Professional development during the 2018-2019 school year will include Universal Design for Learning (UDL) training for all teachers. Teachers will be introduced to instructional methods and tools that ensure that all students have an equal opportunity to learn.

The upper school math curriculum will offer Geometry as a two year course to those students who need additional support. The upper school science curriculum will increase their research programs in the 2018-2019 school year. AMSA will introduce two new interdisciplinary courses this year, Discrete Math and CS Applications and Digital Media.

Organizational Viability

Organizational Structure of the School

In February 2017, the Board of Trustees appointed a new school leader Dr. Anders Lewis, History Department Chair and teacher at AMSA since the school was founded in 2005. Vice Principal Ellen Linzey accepted the responsibilities of the Principal. The new administration re-assigned supervisory responsibilities to correspond with experience and content knowledge. The autonomous responsibilities of the academic leadership were restored to their previous status of prior years, allowing Department Heads to properly supervise their teachers and content area. These changes to the organizational structure were successfully carried over to the 2017-2018 school year.

Many key positions were filled to address the social and emotional concerns of our students, and the growing needs of our special education and ELL students. AMSA hired a new Director of School Counseling to oversee the School Counseling Department. A Special Education Director replaced the two Special Education Co-Coordinators. A part-time nurse was added to the two full-time nursing staff to better support the Health Office. One of our Deans serves as the ELL Administrator and has been instrumental in developing our currently expanding ELL program.

The Executive Director and Principal are committed to providing AMSA with a collaborative and restorative leadership style. Success of this leadership model is evidenced by the positive response by stakeholders with our administrators' accessibility and common goals. They held weekly Department Chair meetings, monthly all staff meetings, and morning and evening family information meetings (Family Forum) throughout the school year. They established a Community Council that met quarterly, consisting of parents, teachers, administrators, and students. Both the Executive Director and Principal were attending members of the Community Council. They have produced several school videos this year (with the help of our Communications Manager) that are both informative and entertaining. These initiatives will continue into the next school year.

- 2017-2018 Organizational Chart, *refer to Attachment 3 on page 29*
- 2018-2019 Organizational Chart, *refer to Attachment 4 on page 30*

Teacher Evaluation

The Executive Director and Principal have worked closely with their academic leadership team and teachers to create an evaluation rubric and observation process that encourages professional development and fosters a climate of collaboration and mentorship among colleagues. This tool is considered a “living” document and will be adjusted as needed to serve as a reliable, trusted, and effective evaluation system.

Administrators are expected to complete a minimum of two observations per year (one per semester). At least one observation will be conducted by the teacher’s or counselor’s department chair and one observation will be conducted by an administrator who is not a direct supervisor or in the same content area. Two observation forms have been created, one for direct content supervisors (Department Chairs) and one for administrators observing outside their content area.

AMSA’s Department Chair Teacher Observation Form (*aka Development Tool*) for direct supervisors has five sections:

1. Lesson Objective and Lesson Structure
2. Student Engagement and Checking for Understanding
3. Classroom Environment
4. Professional Responsibility
5. Overall Comments

The Outside Observation Form is focused on immediate classroom observation, reserving the category of Professional Responsibility for direct supervisors.

Budget and Finance

The Unaudited FY18 statement of revenues, expenses, and changes in net assets (Income Statement), the statement of net assets for FY18 (Balance Sheet), and the approved school budget for FY19 (Budget) are included on the following three pages.

Advanced Math and Science Academy Charter School
Income Statement
For Fiscal Year Ending June 30, 2018
Preliminary and Unaudited

	Jul '17 - Jun 18
Income	
Tuition	13,761,650.00
Grants & Donations	247,096.57
Misc Income	45,253.06
Nutrition Income	122,387.80
Rental Income	40,476.48
Student Program Income	309,695.61
Athletic Program Income	196,702.00
Student Transportation Income	127,504.50
Settlement Income	493,651.18
Contr. In-Kind - Transportation	442,998.72
In-Kind MTRS	1,920,428.00
	17,707,843.92
Total Income	17,707,843.92
Gross Profit	17,707,843.92
Expense	
Salaries	8,116,392.21
Payroll Taxes & Fringe Benefits	1,410,961.63
Professional Development	99,357.87
Instructional Supplies & Equip	351,116.23
Student Program Expense	253,307.77
Nutrition Expense	132,766.60
Athletic Expense	542,289.65
Student Transportation Expense	682,998.23
Lease. CAM and Taxes	1,495,650.76
Facilities	538,897.50
Utility	222,637.21
IT	174,586.54
Auditor	20,400.00
Legal Expense	253,409.42
Other Operating Costs	316,939.12
Depreciation Expense	303,915.04
MTRS Expense	1,920,428.00
	16,836,053.78
Total Expense	16,836,053.78
Net Income	871,790.14

**Advanced Math and Science Academy Charter School
Balance Sheet
As of June 30, 2018
Preliminary and Unaudited**

	Jun 30, 18
ASSETS	
Current Assets	
Checking/Savings	5,162,223.41
Accounts Receivable	323,717.00
Other Current Assets	684,157.44
Total Current Assets	6,170,097.85
Fixed Assets	5,043,424.24
Other Assets	33,333.00
TOTAL ASSETS	11,246,855.09
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	79,790.83
Other Current Liabilities	1,079,865.92
Total Current Liabilities	1,159,656.75
Total Liabilities	1,159,656.75
Equity	10,087,198.34
TOTAL LIABILITIES & EQUITY	11,246,855.09

**Advanced Math and Science Academy Charter School
Budget for Fiscal Year Ending June 30, 2019**

Approved by the Board of Trustees on May 24, 2018
(Subject to Revisions Pending the Purchase/Lease of Real Property)

	July 2018-June 2019	
	<hr/>	
Income		
Tuition	\$	14,298,000.00
Rental Income		232,000.00
Grants & Donations		225,000.00
Miscellaneous Income		26,000.00
Nutrition Income		115,000.00
Student Program Income		261,000.00
Athletic Program Income		200,000.00
Student Transportation Income		115,000.00
Total Income	\$	<hr/> 15,472,000.00
Gross Profit	\$	15,472,000.00
Expense		
Salaries - Collective Bargaining Unit	\$	5,136,000.00
Salaries - Non Collective Bargaining Unit		3,615,000.00
Payroll Taxes & Fringe Benefits		1,479,000.00
Professional Development		195,000.00
Instructional Supplies & Equip		317,000.00
Student Program Expense		234,000.00
Nutrition Expense		140,000.00
Athletic Expense		502,000.00
Student Transportation Expense		250,000.00
Lease, CAM and Taxes		1,236,000.00
Facilities		545,000.00
Utility		236,000.00
Non Instructional Supplies		86,000.00
Advertising and Marketing		20,000.00
Insurance		122,000.00
IT		177,000.00
Auditor		22,000.00
Legal Expense		120,000.00
Other Operating Costs		92,000.00
Depreciation Expense		412,000.00
Total Expense	\$	<hr/> 14,936,000.00
Net Income	\$	<hr/> <hr/> 536,000.00

CAPITAL PLAN (Ongoing and Projected)

Description of Project	Current Status	Completion	Estimate
Information Technology Fixed Assets:			
Wireless Network Maintenance and Upgrades 20 additional access points for Wi-Fi coverage and wiring AP230s	To Order	9/01/18	\$ 8,000.00
Staff Laptops IT – About one third of staff receive a new laptop every year. Laptops are on a three year rotation.	Ordered	9/01/18	50,000.00
Chromebook Carts Three additional carts. 1 History, 2 ELA	Ordered	9/01/18	35,000.00
Science Laptop Cart One new Science laptop cart for Upper School	Ordered	9/01/18	25,000.00
Math Laptop Cart One new Math laptop cart for Upper School	Ordered	9/01/18	25,000.00
Computer Labs Replace computers in 2 computer labs	Ordered	9/01/18	50,000.00
New Projector and Speaker Installs Install in 5 classrooms over the summer	Ordered	9/01/18	12,500.00
Total Information Technology Fixed Assets			205,000.00
Facility Fixed Assets:			
Bobcat Attachments Add additional attachments to existing Bobcat for Spreading salt and plowing	In Progress	8/01/18	13,000.00
Alerting System-Lockdowns Alertus, an all-encompassing emergency alerting System (integrate all 10 current alert systems as one)	In Progress	9/01/18	20,000.00
5 Exterior Handicapped Door Automatic Door Opener Systems for entrance doors at all 3 buildings	In Progress	1/2019	10,000.00
Elevator Floor Lockout System System to prevent tenants in 165 Forest from entering Our space –currently disabled due to this issue.	In Progress	9/01/18	15,000.00
Exterior Storage Containers 2 large, 1 small	In Progress	7/31/18	12,000.00
Cafeteria Tables Heavy Duty 20 Heavy Duty Cafeteria Tables	Ordered	7/31/18	30,000.00
Exterior Bench Seating and Trash Collectors Industrial Grade	To Order	7/31/18	15,000.00
Total Facilities Fixed Assets			115,000.00
Total Fixed Assets			320,500.00

Appendix A Accountability Plan Performance for 2017-2018

Objectives and Measures related to Mission and Key Design Elements	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
<p>Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendments.</p>		
<p>Measure: 98% of seniors will apply to a college or university and 100% of these students will be accepted to a college or university.</p>	Not Met	96.1% of the students in the class of 2018 applied to a college/university. Of these students, 100% were accepted to at least one college/university.
<p>Measure: Upper School students will consistently demonstrate a high level of performance on the state standard for competency determination for graduation (currently MCAS). At least 98% of Upper School students will score at the Advanced/ Proficient level in the ELA, Math and Science MCAS.</p>	Met	In 2017, 100% of Upper School Students scored at the Advanced / Proficient level in both Math and ELA. In 2017, 99% of Upper School Students scored at the Advanced/Proficient level in Science.
<p>Objective: AMSA's educational model will prepare students for college and professional life.</p>		
<p>Measure: 83% of all students will take at least one Advanced Placement course between grades 9 and 12.</p>	Met	84.3% of the students in the class of 2018 took at least one Advanced Placement course between grades 9 and 12.
<p>Measure: Each year, 90% of the total number of Advanced Placement tests taken by AMSA students enrolled in the school's corresponding Advanced Placement courses will have a score of 3 or better.</p>	Met	92% of the total number of Advanced Placement tests taken by AMSA students enrolled in the school's corresponding Advanced Placement courses received a score of 3 or better on the AP exams taken in May of 2018.
<p>Measure: 98% of all students in grades 9, 10 and 11 will take the PSAT. Students will improve their Critical Reading and Writing PSAT scores by an average of 10% from grade 9 to grade 11. Students will improve their Math PSAT scores by an average of 15% from grade 9 to grade 11.</p>	Met	98% of all students in grades 9, 10 and 11 took the PSAT in Oct 2016. Students (class of 2018) improved their Critical Reading and Writing PSAT scores by an average of 14% from grade 9 to 11, and improved their Math PSAT scores by an average of 15% from grade 9 to 11.
<p>Measure: 98% of all upper school students will take the SAT before January 1st of their senior year. The SAT class mean will be no less than 15% higher than the state mean in Critical Reading, Writing, and Math.</p>	Not Met	96% of the students in the class of 2018 took the SAT or ACT by January of their senior year. Their mean scores in Critical Reading/Writing were 6% higher than the state mean, and the Math mean score was 13% above the state mean.

<p>Objective: AMSA will cultivate a generation of leaders, especially in math, science and technology, ensuring that every student is challenged at the maximum of their ability with the goal of further advancing their “maximum” level.</p>		
<p>Measure: 100% of seniors with Educational Proficiency Plans (EPP) based on a less than proficient score on their 10th grade ELA and/or Math MCAS will achieve Proficiency/Competency Determination (CD) and graduate with their class.</p>	<p>Met</p>	<p>In the class of 2018, all students achieved Proficiency/Competency Determination (CD) on their 10th grade ELA and Math MCAS. The development of an EPP was not needed.</p>
<p>Measure: To support opportunities for students to master the curriculum, 100% of all teachers will provide at least 45 minutes of extra help weekly. Students in grades 6 through 8 will be provided additional time for extra help during the daily Directed Study.</p>	<p>Met</p>	<p>100% of all teachers provided at least 45 minutes of extra help weekly. Students in grades 6 through 8 are provided with a Directed Study period every day where they receive extra help when needed.</p>
<p>Objective: AMSA will effectively promote student responsibility as a requirement for future career success.</p>		
<p>Measure: Subject teachers will grade students quarterly on their character development in two categories: respect and responsibility. Categories will be ranked from 1 to 10, with 10 being the highest. When final grades are calculated in June, the student aggregate will average a 7 or greater in both categories.</p>	<p>No longer calculated or ranked in this manner</p>	<p>AMSA has participated in a robust gathering of stakeholder input to determine the school’s core values. These core values offer more relevant indicators of how the school promotes and measures student responsibility and character. AMSA’s Core Values are Integrity, Excellence and Community. The school is in the process of creating a rubric for measuring these values, which will be incorporated into the new accountability plan.</p>

<p>Objectives and Measures related to Dissemination</p>	<p>2017-2018 Performance (Met/Partially Met/Not Met)</p>	<p>Evidence</p>
<p>Objective: AMSA will share its curriculum and educational model with other schools in Massachusetts over the course of the charter term.</p>		
<p>Measure: AMSA will host an annual “Educators Exchange” for teachers and administrators from other Massachusetts schools, with the purpose of sharing AMSA’s curriculum and educational philosophy.</p>	<p>Met</p>	<p>AMSA now offers a more robust and meaningful dissemination model that has created ongoing opportunities for students and teachers from other schools. See page 6 for details.</p>

Appendix B

Recruitment Plan 2018-2019
School Name: Advanced Math and Science Academy Charter School
<p style="text-align: center;">2017-2018 Implementation Summary:</p> <ol style="list-style-type: none">1. AMSA’s Communications Manager has continued to provide our school with a boost in public exposure. This has been the most effective strategy in public awareness. The AMSA website has been significantly improved. Notification of SEPAC programs, admissions information, school tour dates, and student and staff stories are regularly featured. We also have a consistent presence on Facebook, Twitter, Instagram, and YouTube. Our brochure explicitly states that we serve all students, including those with IEPs and 504s, and limited English proficiency. Brochures are printed in English, Spanish and Portuguese. Under the new administration, interpreters are provided upon request at parent nights and the monthly Family Forums, hosted by the Executive Director and Principal. The Principal and the Registrar hosted information meetings at the Clinton and Maynard public libraries in the fall of 2017 to educate prospective parents about AMSA’s program. An updated and professionally designed brochure is now in the early stages of production. The new Special Education Director has provided her team with experienced leadership and guidance. Communication with parents of students with special needs has greatly improved. General education teachers are receiving differentiated instruction training. All these enhancements are visible to the general public due to the videos and multimedia broadcasts.2. Subgroup enrollment figures appear low when compared to our core towns, but there are many factors that make a reasonable comparison difficult. Although the majority of our students come from our core towns, we have over thirty-five sending districts, and sibling preference is directly related to the subgroup enrollment calculation, with siblings representing 59% of the incoming 6th grade.3. We do not expect to meet the comparison index in the October 1, 2018 SIMS report for students with disabilities or students of low income. According to our most current data, only 5% of our incoming 6th graders are on an IEP. However, 32% of incoming 6th graders have been identified for WIDA screening in August. We are open to further discussion regarding recruitment strategies once the October SIMS report is submitted.
<p style="text-align: center;">Describe the school’s general recruitment activities, i.e. those intended to reach all students.</p> <p style="text-align: center;">General Recruitment Activities for 2018-2019:</p> <p>Activity 1: Marketing. AMSA is still in the process of creating a professionally designed informational brochure (in English, Portuguese and Spanish) and will distribute to a wider range of target groups through community centers beyond the Marlborough area. AMSA has hired a Community Outreach Manager who will oversee future marketing and promotions, student community activities, and general community outreach with local businesses and organizations.</p> <p>Activity 2: Pre-Application School Information Night. The school plans to hold another Information Night before the annual application deadline, specifically for parents who are considering AMSA for their children. The Executive Director, Principal, Director of School Counseling, ELL Coordinator, Director of Special Education, Registrar, (interpreters if requested) and other key staff will be recruited to answer</p>

questions regarding the school’s program and services. Notification of the event will be advertised on many media platforms in English, Spanish, and Portuguese. The school will continue to conduct well-advertised student-led tours in the spring and fall. Information meetings will be planned again for Clinton and Maynard. The administration hopes to add an information meeting in Hudson this fall.

Activity 3: Public Events. AMSA public events are geared to inspire students to consider AMSA as a unique educational environment. Our Principal now sits on the Advisory Board of the Marlborough Chamber of Commerce and represents AMSA through her continued visibility, which has already included addressing the Rotary Club and the Chamber of Commerce Women in Business.

Activity 4: Outreach. The Executive Director and Principal will continue to hold monthly Family Forums, providing opportunities for AMSA parents to bring friends or neighbors who may be interested in learning about our program. The event will be promoted as a means of reaching out to all families in our region of service, especially those families with students with disabilities, limited English proficiency, or economically disadvantaged. Meetings will feature specific topics and staff members who will be able to explain programs and answer questions. AMSA’s new Community Outreach Manager now sits on the Education Board of the Marlborough Chamber of Commerce.

Recruitment Plan –Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 5.3%</p> <p>GNT percentage: 9.8%</p> <p>CI percentage: 13.7%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) Continued 2017-2018 Strategies</p> <ul style="list-style-type: none"> • The AMSA SEPAC will host a “Bring a Friend” night. AMSA parents who attend SEPAC meetings will be asked to invite a friend or neighbor to attend a SEPAC meeting specifically focused on sharing details of our Special Education Program and application process. We will assess the effectiveness of this strategy at the end of one year. • AMSA hired a seasoned Director of Special Education. We hope to see data change within three years. • AMSA will host a Pre-Application School Information Night before the application deadline, where key personnel, including the Director of Special Education, will provide program details to potential applicants. We will assess the effectiveness of this strategy at the end of one year.
	<p style="text-align: center;">(c) 2018-2019 Additional Strategies</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • The administration will provide additional support to AMSA’s SEPAC and website presence. Meetings have been not well attended, but this is primarily due to a significant rise in parent satisfaction. We expect to see a rise in attendance in one year. • All teachers will participate in Universal Design for Learning (UDL) training in the 2018-2019 school year. It will take several years to fully integrate UDL techniques into the program, but our efforts will be shared extensively on our website through featured spotlights on programs, students, and staff which should have impact on applications within this subgroup within 2-3 years.

Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 9.5%</p> <p>GNT percentage: 5.0%</p> <p>CI percentage: 7.0%</p> <p>The school is above GNT percentages and CI percentages</p>	<p style="text-align: center;">(b) Continued 2017-2018 Strategies</p> <ul style="list-style-type: none"> AMSA’s new Communications Specialist will improve the school’s promotional brochure, which is published in English, Spanish and Portuguese. Information will be distributed in community centers and churches beyond the Marlborough area in order to reach families from other core towns who may not be aware of our program and services. Promotional materials state explicitly that ELL services are provided. AMSA hired a full time ELL Teacher who will offer reading support to ELL students and be a certified WIDA Test Administrator. Website will feature interviews and bios on ELL activities and personnel. Interpreters will be available as needed at school meetings, parent conferences, evening events, and other public meetings where parents with limited English proficiency may have difficulty understanding the content or are prevented from making their interests or concerns known. The International Festival and AMSA’s celebration of diversity will have a much wider range of exposure due to the increased community exposure through multimedia mediums. AMSA will host a Pre-Application School Information Night before the application deadline, where key personnel, including the ELL Administrator and Literacy Coordinator, will present program details to potential applicants. We will assess the effectiveness of this strategy at the end of one year. AMSA’s Pre-Application School Information Night will be advertised on multiple media platforms (Facebook, Twitter, and YouTube), in English, Spanish, and Portuguese. We will assess the effectiveness of this strategy at the end of one year.
	<p style="text-align: center;">(c) 2018-2019 Additional Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 6.7%</p> <p>CI percentage: 21.7%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) Continued 2017-2018 Strategies</p> <ul style="list-style-type: none"> AMSA will create a <i>Car-pool Bulletin Board</i> on the school’s website, providing a forum for AMSA families who live outside of Marlborough to communicate with other AMSA families who are looking for less expensive transportation options. This will be clearly identified on the school website so potential applicants will be aware of options. We will assess the effectiveness of this strategy at the end of one year. AMSA created a new policy that will provide financial assistance to economically disadvantaged students for school expenses, such as uniform, transportation, meals, field trips, athletics, and clubs. Marketing brochures will mention this policy. We hope to see data change within three years.

	<p style="text-align: center;">(c) 2018-2019 Additional Strategies</p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • AMSA will clearly state its financial assistance policy for economically disadvantaged students on its new brochure. We hope to see data change within three years. • Community Outreach efforts will include educating the public that AMSA is tuition free. • The Car Pool Bulletin Board will have greater visibility and presence on the school website. We expect a significant increase in participation within one year.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">2018-2019 Strategy</p> <ul style="list-style-type: none"> • AMSA will run frequent videos describing school events and programs, including student mentor programs. • AMSA will continue to publish press releases that demonstrate our academic and athletic achievements, promoting that our success is built upon the effort and dedication of our students who have diverse backgrounds and abilities. We will assess the effectiveness of this strategy at the end of each year.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">2018-2019 Strategy</p> <ul style="list-style-type: none"> • The Deans and school counselors are continuing to develop a social and emotional curriculum for Lower School students to be delivered during their Directed Study period. The content will address issues such as ethics training, character development, bullying, and suicide awareness. We will assess the effectiveness of this strategy at the end of one year.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategy</p> <ul style="list-style-type: none"> • AMSA does not admit students past grade 9.

**Retention Plan
2018-2019**

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

1. Due to recommendations made by the Special Education Task Force, the Special Education program is now under the supervision of an experienced Director of Special Education.
2. Spanish, Portuguese, and Sign Language Interpreters have attended IEP, 504, and discipline related meetings as needed. Beginning in the spring of 2017, Spanish and Portuguese, and Sign Language interpreters attended school wide parent meetings and events upon request. Meeting and event notifications include an option to request an interpreter.
3. AMSA has continued to work closely with the Marlborough Police and collaborates with local law enforcement to educate our students about the dangers of engaging in harmful activities. AMSA has continued its membership with the Middlesex Partnership for Youth (MPY), an organization which

closely partners with the Middlesex District Attorney’s Office. MYP offers prevention and intervention strategies in matters of health and safety for children, and endeavors to provide solution-oriented, community-based, multi-disciplinary approaches to reducing and ideally eliminating risky behaviors for youth. Membership provides five in-service training workshops, to be held at the school. During teacher orientation in August 2017, the first workshop focused on cyber safety and sexting.

4. The school is actively engaged in building a strong foundation of trust and respect within the school community. The school’s core values of integrity, excellence, and community are becoming a part of the everyday school experience and recognizable attribute of AMSA’s identity. Maintaining a respectful and safe educational environment is the most important step in retaining not just our students, but our staff and parents.

Overall Student Retention Goal	
Annual goal for student retention	96%

Retention Plan –2018-2019 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 9.1% Third Quartile: 10.65%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Due to recommendations made by the Task Force, the Special Education program is under the supervision of an experienced Director of Special Education. • The Special Education staff will continue to receive SEI and UDL training. • SEPAC meetings will be held on a monthly basis this year and the group is expanding its membership. <p style="text-align: center;">(c) 2018-2019 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 12.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-2018 Strategies</p> <ul style="list-style-type: none"> • AMSA has cultivated a relationship with a local translation service, providing translation and interpreter services for notices, phone conversations, or meetings with parents who are not fluent in English. • The service also provides AMSA with translation services for our promotional and recruitment materials. <p style="text-align: center;">(c) 2018-2019 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 4.1% Third Quartile: 14.1%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-2018 Strategies</p> <p>The following strategies are being implemented as part of our recruitment plan, but we believe the same strategies also impact our retention goals.</p> <ul style="list-style-type: none"> • The PTO will hold used uniform sales periodically to assist parents with uniform costs due to changes to uniform policy. • Students who are eligible for free or reduced lunch are given opportunities to apply for assistance with costs associated with field trips, sports and clubs, senior activities, and other school related expenses. • AMSA established a <i>Car-pool Bulletin Board</i> on the school's website, providing a forum for AMSA families who live outside of Marlborough to communicate with other AMSA families who are looking for less expensive transportation options. We will assess the effectiveness of this strategy at the end of one year. • AMSA has a policy that clearly states and formalizes financial assistance to economically disadvantaged students for school expenses, such as uniform, transportation, meals, field trips, athletics, and clubs. We hope to see data change within two years. <p style="text-align: center;">(c) 2018-2019 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Incoming 6th grade students identified as needing support based on the math placement and assessment test will be set up with a Study Island (online preparatory program) account prior to the beginning of the school year. The practice will help increase their knowledge base and improve their Math skills.
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018--2019 Strategies</p> <ul style="list-style-type: none"> • AMSA has established a working rapport with the Marlborough Police Department and will continue to collaborate with local law enforcement to educate our students about the dangers of engaging in harmful activity that can potentially contribute to challenges at school and the risk of dropping out. • AMSA will renew its membership with Middlesex Partnership with Youth, providing workshops that include strategies to help eliminate risky behavior among students.
<p style="text-align: center;"><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Students who leave school will be notified in writing annually of their options and available resources for completing high school.

Appendix C

School and Student Data Tables

AMSA's student demographic information can be found on the Department's website using the following link to our school's profile.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04300305&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION*		
Race/Ethnicity	# of students	% of entire student body
African-American	19	1.9
Asian	174	17.6
Hispanic	56	5.7
Native American	2	<1
White	667	67.8
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	66	6.7
Special education	54	5.5
Limited English proficient	25	2.5
Low income	66	6.7

*Based on June 2018 SIMS Report

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date <small>(if no longer employed at the school)</small>
Anders Lewis <i>Executive Director</i>	Overall management of the school	February 2017	
Ellen Linzey <i>Principal</i>	Oversee Faculty, Curriculum, Guidance, Operations, Health Office, Registrar, Development	March 2017	
Mike Nawrocki <i>Vice Principal</i>	Assist Principal with day to day operations and student affairs	March 2017	
James Frier Dean and ELL Admin	Student affairs/culture and Oversee ELL Program	August 2017	
Dan Amaral Dean	Student affairs/culture	August 2017	
Moreen Labelle <i>Director of Special Education</i>	Responsible for the Special Education Program and Staff	August 2017	
Kate Driver <i>Director of School Counseling</i>	Oversee the Guidance Department and Counselors	August 2017	
Liana McLaren <i>Business Manager</i>	Responsible for school finances	February 2016	
Ann Richards Director of Operations	Manage transportation, food service, events, health office	April 2006	
Virginia Burke <i>Human Resources Manager</i>	Manage personnel training, relations, records, etc.	March 2017	
Erica Piotrowski <i>IT Director</i>	Oversee network, infrastructure, and all technology	May 2017	
Judith Wing Data Administrator	Oversee SIMS, EPIMS, SCS and Administrative Data Permissions	August 2007	Retiring July 2018
Sara Snow <i>Director of Accountability, MCAS Coordinator</i>	Oversee state/federal compliance, MCAS, Administrative Liaison to Board of Trustees	January 2011	
Donna Campbell <i>Registrar</i>	Manage Admissions, lottery, and student records	September 2011	September 2017
Linda Edwards <i>Registrar</i>	Manage Admissions, lottery, and student records	September 2017	
Michael Finkle <i>Communications Manager</i>	Manage communications, school website, and other media platforms	November 2016	
Eric Lane <i>Facilities Director</i>	Responsible for campus maintenance and security	September 2011	

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	99	5	1	3 resigned 1 terminated 1 did not return from maternity leave 1 moved out of state
Other Staff	37	6	0	2 resigned 1 retired 2 terminated 1 deceased

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Pauline Jen Ryan	Chair (term as Chair ended 6/30/18)	Executive Governance	First term Second term	06/14/12 – 06/30/16 07/01/16 – 06/30/19
Rick Kamal	Vice Chair	Executive Governance	First term Second term	04/17/14 – 06/30/18 07/01/18 – 06/30/21
Thomas Taverna <i>Resigned 02/15/18</i>	Treasurer	Executive Finance	First term Second term	09/19/12 – 06/30/16 07/01/16 – 02/15/18
Allyson Hope Cohen <i>Resigned 09/28/17</i>	Secretary	Executive Governance	First term Second term	04/25/13 – 06/30/16 07/01/16 – 09/28/17
Chris O'Keeffe	Trustee	Development Governance	First term Second term	11/21/13 – 06/30/17 07/01/17 – 06/30/20
Michael Glass	Trustee	Development	One term	11/20/14 – 06/30/18
Ev Reynolds	Trustee	Development	First term Second term	11/20/14 – 06/30/18 07/01/17 – 06/30/20
Ken Estabrook	Trustee	Education	One term	12/15/14 – 06/30/18
Lucia Ferrante	Trustee Treasurer*	Finance	First term	10/27/16 – 06/30/20
Raul Porras	Trustee Secretary*	Governance	First term	07/01/17 – 06/30/20
Gene Pettinelli	Trustee	Finance	First term	07/01/17 – 06/30/20
Liz Saul (Former Parent Rep, two 1 year terms)	Trustee	Education	First term as Trustee	07/01/17 – 06/30/20
Roger Jarrett	Trustee	Governance	First term	08/01/17 – 06/30/21
Jill Schafer	Parent Rep	Governance	First term Second term	07/01/17 – 06/30/18 07/01/18 – 06/30/19
Brianna Murphy	Faculty Rep	Education	First term Second term	07/01/17 – 06/30/18 07/01/18 – 06/30/19

**Trustees assumed officer responsibilities when Treasurer and Secretary resigned*

Appendix D Additional Information

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Rick Kamal	New 7/01/18
Charter School Leader	Dr. Anders Lewis	No change
Principal	Ellen Linzey	No change
Vice Principal	Michael Nawrocki	No change
Director of School Counseling	Katherine Driver	No change
Director of Special Education	Moreen Labelle	No change
Dean and ELL Administrator	James Frier	No change
Dean	Dan Amaral	No change
Director of Operations	Ann Richards	No change
IT Director	Erica Piotrowski	No change
Director of Accountability/MCAS	Sara Snow	No change
SIMS/EPIMS/Data Administrator	Judy Wing	Retiring
SIMS/EPIMS	Joanne Doherty	New 8/01/18
Data Administrator	Sara Snow	New 8/01/18
Business Manager	Liana McLaren	No change
Human Resources Manager	Virginia Burke	No change
Registrar	Donna Campbell	Terminated 9/05/17
Registrar	Linda Edwards	New 9/12/17
Communications Manager	Michael Finkle	No change
Director of Facilities	Eric Lane	No change

Facilities

The Advanced Math and Science Academy has not relocated or acquired a new facility within the charter school's current charter term. The school has been leasing the buildings at 165, 199, and 201. However, on April 24, 2018, the school purchased the property at 165 Forest Street, which is one of three buildings that encompasses our campus. The school's long range goal is to purchase the other two buildings, permitting the school to make updates and improvements to the buildings and infrastructure, increase the living and working space, and reconfigure the layout of the campus.

Enrollment

The estimated student application deadline and lottery date for students who are interested in enrolling for the 2019-2020 school year:

Action	Date
Student Application Deadline	January 11, 2019
Lottery	March 6, 2019

Conditions

In a June 15, 2016 memorandum to the Board of Elementary and Secondary Education (Board), the Commissioner recognized that the school had met the four conditions imposed during our renewal process. Conditions met are listed below:

Condition 1: Beginning in March of 2015 and until further notice, AMSA must submit to the Department of Elementary and Secondary Education (Department), board meeting agendas, monthly financial statements, materials and minutes prior to each board meeting at the same time that these items are sent to the school's board members.

Condition 2: By June 30, 2015, the school shall provide the Department with an evaluation of its leadership structure, an organizational chart, with accompanying job descriptions, and a plan to fully staff the administrative structure.

Condition 3: By October 31, 2015, the school's board of trustees must have completed a comprehensive self-evaluation of its practices and its capacity.

Condition 4: By December 31, 2015, the school's board of trustees must engage in training conducted by an external consultant, acceptable to and approved in advance by the Department, on the roles and responsibilities of a board of trustees for a charter school and on the Open Meeting Law.

Modified and Extended Conditions

However, based on evidence gathered from regular reports of the school's board of trustees, a targeted site visit conducted in April 2016, and ongoing correspondence from members of the school's community, the Commissioner informed the Board of his intent to modify and extend the conditions placed on AMSA's charter. The extended conditions placed on the AMSA's charter and progress status are listed below:

Condition 1: Until further notice, AMSA must submit to the Department, board meeting agendas, monthly financial statements, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members.

Condition 2: By September 30, 2016, AMSA's board of trustees will create or select an evaluation system for the executive director to ensure regular, systematic, measurable, and transparent evaluation that aligns with best practices and provides the school leader with robust supervision and evaluation.

Condition 3: By September 30, 2016, to ensure regular, systematic, measurable, and transparent evaluation, AMSA will create or select an evaluation system for school leadership including, but not limited to, the principal and vice principal.

Conditions Removed

In a June 15, 2018 memorandum to the Board of Elementary and Secondary Education (Board), Commissioner Riley summarized the school's progress in relation to its conditions; AMSA has met the conditions. Per the authority granted to the Commissioner by the Board, Commissioner Riley removed the conditions placed on AMSA's charter. The Commissioner offered his congratulations on the school's improvement and wished AMSA great success in continuing to provide academic excellence and choice to the children of the Commonwealth.

Complaints

There were no official complaints submitted to the Board of Trustees during the 2017-2018 school year. There were two "initial" inquiries that were addressed and resolved.

Attachment 1

AP SCORE SUMMARY 2018
Advanced Math and Science Academy Charter School (221349)

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	147	100	74	27	3	351
Percentage of Total Exams	42	28	21	8	1	100
Number of AP Students	103	85	68	26	3	-

Exam Name	Number of Exams	Average Score
Biology	30	3.27
Calculus AB	34	4.26
Calculus BC	33	4.58
Chemistry	10	4.10
Computer Science A	36	4.36
English Language Composition	48	3.98
English Literature and Composition	9	4.22
European History	25	4.08
Latin	8	3.50
Macro Economics	21	4.05
Physics C: Electricity and Magnetism	11	4.09
Physics C: Mechanics	11	4.09
Psychology	14	3.86
Spanish Language and Culture	9	3.67
Statistics	14	3.14
Studio Art: 2D	2	3.50
Drawing	1	5.00
US Government and Politics	21	4.19
US History	14	4.07

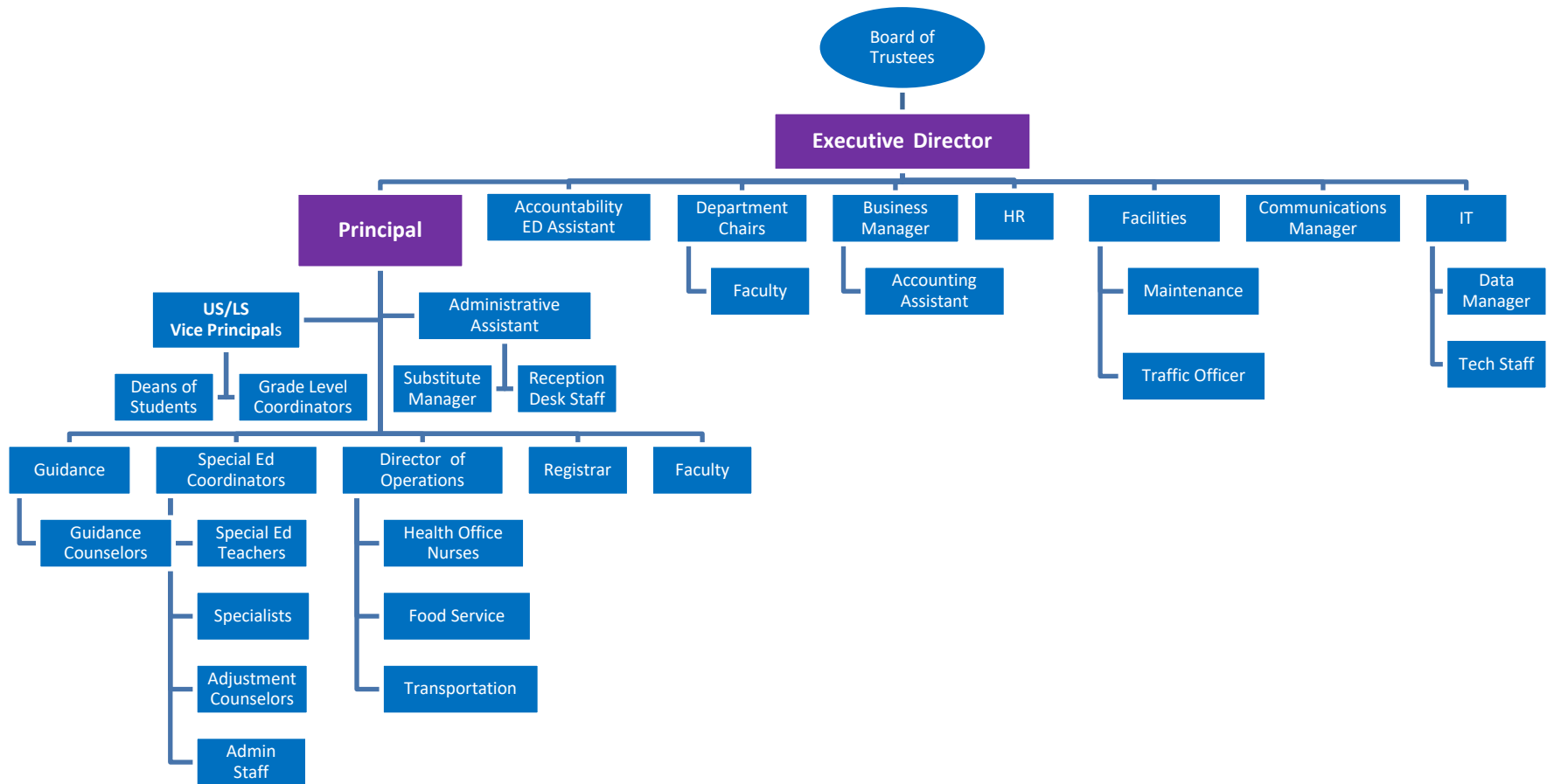
Attachment 2

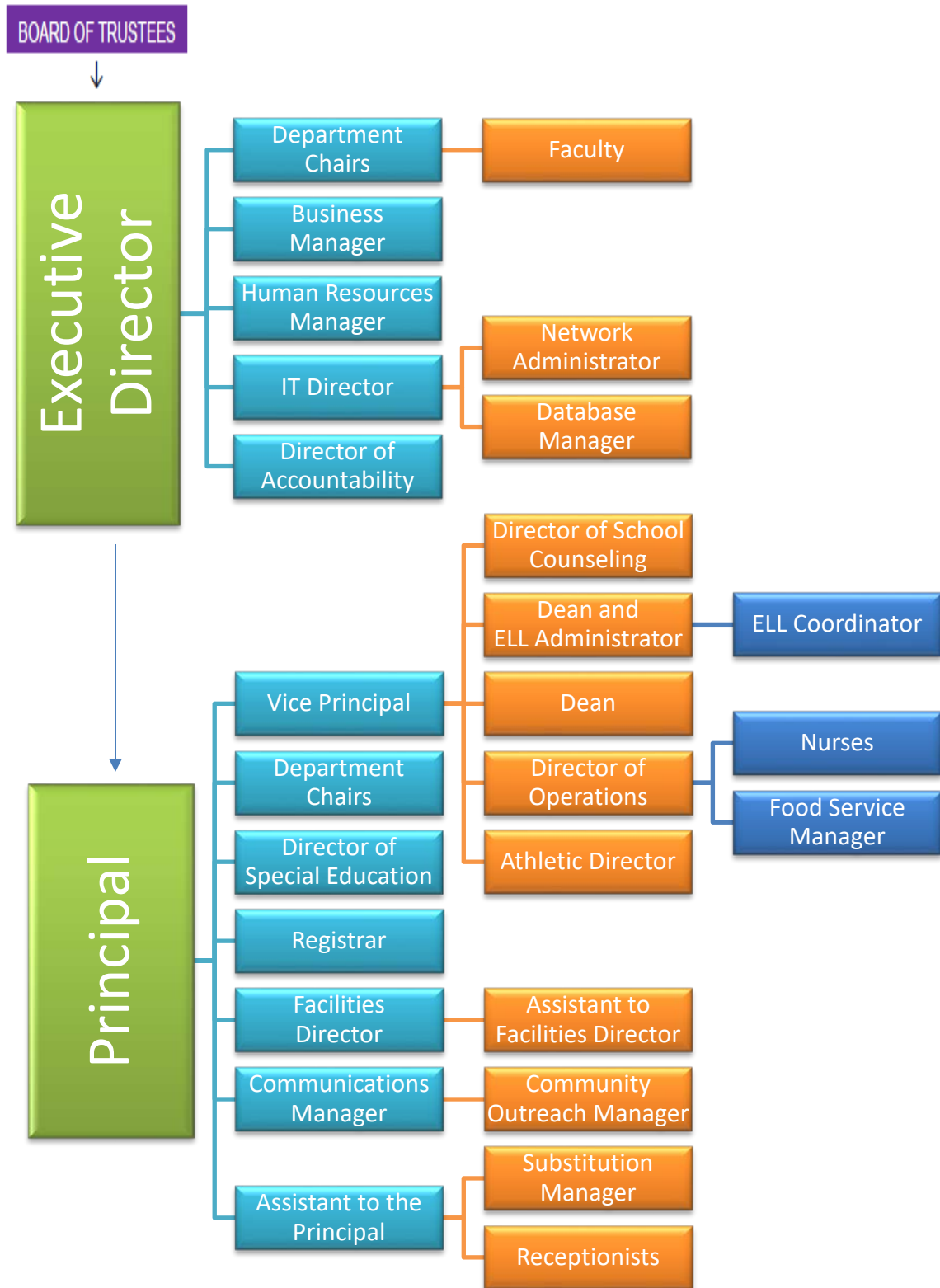
AP DATA YEAR TO YEAR AVERAGE SCORES
Advanced Math and Science Academy Charter School (221349)

AP Subjects	2011	2012	2013	2014	2015	2016	2017	2018
Biology	3.60	3.89	3.55	3.53	3.48	2.87	3.27	3.27
Calculus AB	4.67	4.28	4.61	4.74	4.26	3.93	3.52	4.26
Calculus BC	4.89	4.95	4.89	4.97	4.87	4.50	4.58	4.58
Chemistry	3.67	4.33	4.50	4.04	3.81	3.63	4.22	4.10
Computer Science A	-	4.75	4.55	4.25	4.23	3.76	3.80	4.36
English Language and Composition	4.00	4.71	4.44	5.00	4.68	4.25	4.15	3.98
English Literature and Composition	3.96	4.00	4.00	3.97	4.39	4.06	3.50	4.22
European History	2.43	3.77	4.23	3.89	2.89	3.15	3.19	4.08
French	3.20	-	-	-	-	4.50	3.0	-
Latin	3.17	-	4.67	3.50	4.00	4.00	4.00	3.50
Macro Economics	-	-	-	3.29	3.45	3.49	3.63	4.05
Physics C: Electricity and Magnetism	3.38	3.69	3.73	3.73	4.61	3.17	4.10	4.09
Physics C: Mechanics	3.89	4.29	4.36	4.55	4.83	3.79	3.80	4.09
Psychology	-	-	-	3.84	3.43	4.16	3.00	3.86
Spanish	2.80	4.33	3.60	4.57	3.46	3.67	3.19	3.67
Statistics	3.82	3.67	2.10	3.05	3.33	3.74	3.20	3.14
Art: 2D Drawing	-	-	-	-	2.91 3.67	3.29 2.50	3.33 2.00	3.50 5.00
US Gov and Politics	4.07	4.56	4.00	3.79	3.24	3.95	3.92	4.19
US History	3.96	4.31	4.68	4.62	4.43	3.97	4.43	4.07

Attachment 3

AMSA Administration Organizational Chart 2017-2018





Classroom Visits

Hasan Khalil, a cybersecurity expert from Google, spoke to Ms. Bandaru's cybersecurity class about his career, trends in the industry, how they handle security at Google, legislative issues and much more. Mr. Khalil has decades of expertise and shared his real-world experiences.

Student workshops

August 14-18, 2017: Intro to Java Workshop for Girls at Morse Institute Library in Natick, 16 girls attended.

October 17&24, 2017: Alice Workshop for beginner/intermediate coders at the Newton Free Library. The workshops were two separate events, on 10/17 there were 10 students and on 10/24 there were about 6 students.

February 21, 2018: Alice Workshop for beginner/intermediate coders at the Hudson Public Library. There were 16 students.

April 18, 2018: Lego Mindstorms Workshop for beginner/intermediate coders at Stoughton Public Library. There were 10 students.

July 19, 2018: Scratch Workshop for beginner/intermediate coders at the Hudson Public Library. There were 14 students.

We will also be hosting an Intro to MIT App Inventor Workshop at Morse Institute Library in Natick. 8 girls have signed up so far.

Internships

3 students from AMSA this year were offered internships at Thermo Fisher Scientific. The students went through resume submission, interview process and got selected. They are working for 6 weeks and there will be a final presentation in second week of August.

Field Trip

The students of Cybersecurity class and AP Gov worked in the cyber security class- on Senate Immersion Curriculum learning about the renewal of Patriot Act and as the culmination of the lesson they went on a field trip to the Edward Kennedy center in Boston. The students were Senators for the day, working to craft legislation to reform the Patriot Act.

At the end of this activity the students were able to:

- Understand the basic tenets of representation: balancing personal convictions with state, party, and national interests
- Research and analyze issues of national importance
- Negotiate, persuade and develop strategies to reach consensus
- Take a stand on issues and proposed solutions

Interdisciplinary Additions to the Academic Program

Discrete Math and CS Applications Course: An interdisciplinary course introduced this year – co taught by Padmaja Bandaru (CS) and Tom Azeredo (Math) covers the Mathematical foundations for the CS applications. It is a college level course which is required course for Math and CS majors in college. This course covers elementary discrete mathematics for computer science and engineering. The purpose of this course is to understand and use (abstract) discrete structures that are backbones of computer science. In particular, this class is meant to introduce formal logic notation, proof methods; sets, relations, functions, counting, and probability, with an emphasis on applications in computer science. The students will be able to use algebraic techniques effectively to analyze basic discrete structures and algorithms.

Digital Media: An interdisciplinary course introduced this year, co-taught by Lino Alvarez (CS) and John Morgan (Art). Digital photography, graphic design, animation, and video are the key curricula that will be covered. The course will include the history of photography and different types of film cameras used over time, as well as famous photographers like Edward Weston and Andy Warhol. Students will design a series of images to create stop motion, time-lapse, and filmmaking. As with film, digital post-production is a very important part of the image making process. Students will learn the ins and outs of Lightroom and Photoshop in order to catalog, edit, and manipulate images to make original works of art or to improve photos using the vast tool kit available in Photoshop. By the end of the course, students will complete an e-portfolio as well a short film, stop motion or digital photography portfolio.