

ANNUAL REPORT  
2016-2017



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## Introduction to the School

Advanced Math and Science Academy Charter School			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	Marlborough, MA
<b>Regional or Non-Regional?</b>	Regional	<b>Districts in Region</b> (if applicable)	Marlborough, Clinton, Maynard, Hudson
<b>Year Opened</b>	2005	<b>Year(s) Renewed</b> (if applicable)	2010, 2015
<b>Maximum Enrollment</b>	966	<b>Current Enrollment</b>	973 (June 22, 2017 SIMS)
<b>Chartered Grade Span</b>	6-12	<b>Current Grade Span</b>	6-12
<b># of Instructional Days per school year</b>	180	<b>Students on Waitlist</b>	526
<b>School Hours</b>	8:05 AM – 3:15 PM	<b>Age of School</b>	12
<p><b>Mission Statement</b></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,

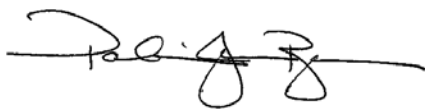
This past year has continued to be one of change and transformation. I truly believe, however, that the school is stabilizing and that the new leadership will be able to galvanize the community to achieve ever-higher levels of excellence. In just a few months, the new leaders, Executive Director Dr. Anders Lewis and Principal Ellen Linzey, have boosted morale significantly among students, faculty, staff and parents. Their transparent and collaborative natures have engendered good will from all stakeholders in the community and they have sought out and welcomed feedback on how to improve the school. Both are deeply committed to AMSA's mission to provide an environment where students of all backgrounds and abilities learn advanced concepts.

As we enter into our 13<sup>th</sup> school year, we have said goodbye to our 7<sup>th</sup> graduating class but also welcomed back our second cohort of alumni for their 5<sup>th</sup> reunion. Our alumni now number into the hundreds and we encourage them to remain in touch.

I invite you to review this 2016-2017 Annual Report which provides many measures demonstrating that the school overall is academically and financially healthy. There is a clear plan in place to address challenge areas and resources have been devoted to these areas to improve upon the foundation currently in place. In particular, the school is redoubling its efforts to ensure that high-needs learners are supported so that they can access the advanced curriculum.

As a charter school, AMSA is also committed to developing new strategies to educate students and disseminating its best practices to other educators. A number of efforts to share our unique computer science curriculum have been undertaken this year and dissemination outreach efforts will expand to other subject areas in the future.

During this year, several Trustees ended their service, I would like to express my sincere appreciation to Craig Holbrook (immediate past Chair), Scott Ladner (Education, Development, and ED search and Trustee recruiting task forces) and Tom Azeredo (faculty representative). Each contributed extraordinary amounts of time and insight and will be greatly missed. However, we are also welcoming several new Trustees who will add their perspectives to our work ahead, including our first retired faculty member and the return of a former Trustee. It is truly a delight to work with a Board comprised of such diverse professionals who are all committed to ensuring that AMSA remains organizationally viable, faithful to its charter, and that its academic programs are a success.



Pauline Jen Ryan  
Chair, Board of Trustees

## **SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION**

### *Faithfulness to the Charter*

#### **Mission and Key Design Elements**

The Advanced Math and Science Academy Charter School's (AMSA) mission to create an environment where knowledge is celebrated, where students of all abilities and backgrounds are inspired to excel, and where students are empowered to be successful contributors to society, has never been more relevant than it is today.

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, Multivariable Calculus, Linear Algebra with Differential Equations, Statistics at Honors and AP Levels, Accounting and Financial Math, and topics of Independent Study.

It takes sustained thought and inspiration to understand math. 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, and Cybersecurity. Equipped with this knowledge and skills in computing, students can confidently push the boundaries of conventional thinking in interdisciplinary projects.

AMSA's Computer Science Program also seeks out partnerships with industry and universities to expose our students to practical applications of computing and engineering. Many of these partnership result in exciting internship opportunities. For example, during Computer Science Week (December 5 through 9, 2016), guest

speakers from different Cybersecurity companies (Okta, Thermofisher, and TBG Security) were invited to talk to our students about such topics as:

- Private sector approaches to cyber security
- Career paths in the cyber security industry
- How we protect personal, private, and intellectual property and what risks we must accept in the process
- Public, private, and academic partnerships

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 6<sup>th</sup> and 7<sup>th</sup> grade 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 12<sup>th</sup> grade, students can choose from several specialized English topics including Shakespeare, Gothic Literature, AP English Literature, and AP English Language and Composition.

AMSA students are also encouraged to experience the rigors of AP courses. 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. At AMSA, we encourage strong AP scores and broad enrollment in AP classes.

The entire curriculum at AMSA is focused on excellence. AMSA’s goal is to graduate young adults who are intellectually prepared and sensitive to the importance of collaboration and cultural awareness.

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 for, Speech and Debate, A Cappella, and Business Entrepreneurship. AMSA also provides students with a robust and exceptional athletic program.

**Amendments to the Charter**

Date	Amendment Requested	Approved
6-16-17	Bylaws Section 2.4 Term of Office (clarification of terms)	6-29-17

## Dissemination Efforts

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 2016-2017 school year. One of our teachers, Padmaja Bandaru, is the Co-President of 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.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>Criteria</b> that best aligns to the shared best practice (choose from the drop down menu)	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (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 good 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	Marlborough High School	Students were exposed to exciting elements of Computer Science, which inspired students to consider pursuing a computer science education. Marlborough 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 2016 School District Report Card:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04300305&fycode=2016&orgtypecode=6&>

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

- PSAT and SAT 2016-2017 Performance, *Refer to Appendix A on page 13.*
- 2017 AP Summary, *refer to Attachment 1 on page 29.*
- 2017 AP Data Year to Year, *refer to Attachment 2 on page 30.*

### **Program Delivery**

AMSA's academic program has been consistently successful for most of our students. However, we are dedicated to meeting the needs of all of our students. AMSA's mission to serve students of all backgrounds and abilities is at the heart of many initiatives undertaken this year. This past spring, our new Executive Director articulated several goals for establishing the foundation of a robust learning environment: a rigorous professional development program; a strong teacher mentoring program; and 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 will serve as the basis for the continuation and enhancement of AMSA's school culture.

This past spring, a Special Education Task Force was created to address concerns with compliance and the delivery of special education services. Due to recommendations made by the Task Force, the Special Education program will be under the supervision of a new Director of Special Education.

In order to develop and enrich our English Language Learners (ELL) program, AMSA will have an ELL Coordinator and two full-time certified ELL teachers (one will serve as our Literacy Coordinator) on staff for the 2017-2018 school year. In addition, an ELL consultant will be available to assist our ELL staff. There will be two ELL reading classes instead of one, and the classes will meet on a daily basis instead of every other day.

Special Education-related professional development opportunities and SEI training will be available for AMSA's general education teachers and administrators in the 2017-2018 school year.

### **Social, Emotional, and Health Needs**

The overall school climate has undergone a resurgence of hope and anticipation, with an emphasis on community spirit. AMSA held two school-wide meetings this spring that focused on the celebration of achievement and the reinforcement of teamwork. Future school-wide "Community Meetings" will become the forum for administrators, teachers,



staff, and students to come together to learn and witness what it takes to keep AMSA a safe and inviting learning environment, with high expectations for everyone.

The Deans and school counselors are developing 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.

AMSA has reestablished 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 will focus on cyber safety and sexting.

The Deans are responsible for student affairs and discipline. However, the school's goal is to keep discipline within the classroom. Classroom management is the key to a productive and meaningful learning experience. Promoting mutual respect and establishing clear expectations for students is a core AMSA strategy. Our teachers are provided with workshops that offer instruction and techniques for managing their classrooms. If a need for discipline escalates to consequences, such as detention with the Dean, students are expected to serve on the day of the infraction. 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.

The Health Office at AMSA has been moved to a central location in the Lower School, with improved amenities to support the delivery of health services, and to address the diverse health needs of our students. The Health Office also provides important health awareness and training for our staff, including but not limited to, EpiPen training, First Aid, and CPR certification.

## *Organizational Viability*

### **Organizational Structure of the School**

There have been several changes to the organizational structure during the 2016-2017 school year. The school hired a dedicated Human Resources Manager at the request of the Board of Trustees, faculty, and staff. This position was instrumental in restoring a positive professional climate.

In early 2017, the Executive Director and Principal left AMSA. 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 has re-assigned supervisory responsibilities to correspond with experience and content knowledge. Many key positions have been filled to address the social and emotional concerns of our students, and the growing needs of our special education and ELL students. AMSA will have a new Director of School Counseling to oversee the Guidance Department and school counselors. A Special Education Director will replace the Special Education Co-Coordinators. The school will have two ELL teachers, one serving as the Literacy Coordinator. An ELL consultant will assist in the development of the ELL program, and provide the school with important compliance expertise.

For a short time during our leadership transition, the new Principal appointed two Vice Principals and two Deans of Students to monitor student affairs and discipline. After careful consideration, it was determined that one Vice Principal to oversee the upper and lower school, with the assistance of two Deans of Students, will best serve the needs of our students.

- 2016-2017 Organizational Chart, *refer to Attachment 3 on page 31.*
- 2016-2017 Updated Organizational Chart, *refer to Attachment 4 on page 32.*
- 2017-2018 Organizational Chart, *refer to Attachment 5 on page 33.*

### **Teacher Evaluation**

Under the previous administration, the school implemented a teacher evaluation system focused on short classroom visits coupled with individual meetings with teachers for feedback and advice.

The new administration has worked closely with our 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 should be considered a work in progress and will be adjusted as needed to serve as a reliable, trusted, and effective evaluation system.

The *new AMSA Teacher Observation Form (aka Development Tool)* has five sections:

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

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. Other observations can be conducted at the discretion or need of the teacher or department chair.

### **Budget and Finance**

The Unaudited FY16 statement of revenues, expenses, and changes in net assets (Income Statement), the statement of net assets for FY16 (Balance Sheet), and the approved school budget for FY17 (Budget) are included on the following three pages.

**Advanced Math and Science Academy Charter School**  
**Income Statement**  
**For Fiscal Year Ending June 30, 2017**  
**Preliminary and Unaudited**

	<b>Jul '16 - Jun 17</b>
<b>Income</b>	
Tuition	13,534,222.00
Grants & Donations	200,440.79
Misc Income	39,474.60
Nutrition Income	116,692.45
Student Program Income	280,386.68
Athletic Program Income	193,832.00
Student Transportation Income	58,103.69
Contr. In-Kind - Transportation	369,792.00
In-Kind MTRS	968,544.00
<b>Total Income</b>	<b>15,761,488.21</b>
<b>Gross Profit</b>	<b>15,761,488.21</b>
<b>Expense</b>	
Salaries	7,616,016.27
Payroll Taxes & Fringe Benefits	1,178,573.40
Professional Development	51,862.43
Instructional Supplies & Equip	212,179.08
Student Program Expense	220,663.96
Nutrition Expense	126,629.71
Athletic Expense	485,334.24
Student Transportation Expense	536,622.85
Lease. CAM and Taxes	1,580,946.84
Facilities	439,571.94
Utility	234,960.97
IT	265,442.55
Auditor	20,202.01
Legal Expense	403,083.56
Other Operating Costs	330,840.75
Depreciation Expense	209,983.06
MTRS Expense	968,544.00
<b>Total Expense</b>	<b>14,881,457.62</b>
<b>Net Income</b>	<b>880,030.59</b>

**Advanced Math and Science Academy Charter School  
Balance Sheet  
As of June 30, 2017**

	<u><b>Jun 30, 17</b></u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Checking/Savings	9,574,333.60
Accounts Receivable	99,615.36
Other Current Assets	643,880.19
<b>Total Current Assets</b>	<u>10,317,829.15</u>
<b>Fixed Assets</b>	558,766.07
<b>Other Assets</b>	33,333.00
<b>TOTAL ASSETS</b>	<u><b>10,909,928.22</b></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
Accounts Payable	85,520.64
Other Current Liabilities	1,592,998.11
<b>Total Current Liabilities</b>	<u>1,678,518.75</u>
<b>Total Liabilities</b>	1,678,518.75
<b>Equity</b>	9,231,409.47
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><b>10,909,928.22</b></u>

**Advanced Math and Science Academy Charter School  
Budget for Fiscal Year Ending June 30, 2018**

**Approved April 27, 2017**

	<b>July 2017-June 2018</b>
<b>Income</b>	
Tuition	\$ 13,150,000.00
Grants & Donations	205,000.00
Miscellaneous Income	41,000.00
Nutrition Income	115,000.00
Student Program Income	273,000.00
Athletic Program Income	209,000.00
Student Transportation Income	59,000.00
<b>Total Income</b>	<b>\$ 14,052,000.00</b>
<b>Gross Profit</b>	<b>\$ 14,052,000.00</b>
<b>Expense</b>	
Salaries - Collective Bargaining Unit	\$ 4,778,000.00
Salaries - Non Collective Bargaining Unit	3,251,000.00
Merit Bonus	72,000.00
Payroll Taxes & Fringe Benefits	1,302,000.00
Professional Development	180,000.00
Instructional Supplies & Equip	289,000.00
Student Program Expense	213,000.00
Nutrition Expense	136,000.00
Athletic Expense	478,000.00
Student Transportation Expense	181,000.00
Lease, CAM and Taxes	1,532,000.00
Facilities	449,000.00
Utility	242,000.00
Non Instructional Supplies	101,000.00
Advertising and Marketing	18,000.00
Insurance	88,000.00
IT	192,000.00
Auditor	22,000.00
Legal Expense	180,000.00
Other Operating Costs	117,000.00
Depreciation Expense	214,000.00
<b>Total Expense</b>	<b>\$ 14,035,000.00</b>
<b>Net Income</b>	<b>\$ 17,000.00</b>

**CAPITAL PLAN** (Ongoing and Projected)

<b>Description of Project</b>	<b>Current Status</b>	<b>Completion</b>	<b>Estimate</b>
<b>Ethernet Switch Modules:</b> Upgrade switch modules in data closets Allowing for internet access throughout all buildings.		July 2017	\$15,000
<b>Wireless Network-Maintenance/Upgrades:</b> Additional access points for more wireless coverage and upgrades for the older access points.	In progress	August 2017	\$5,000
<b>Staff Laptops:</b> About one third of staff receive a new laptop every year. Laptops are on a three year rotation.	In progress	Fall 2017	\$50,000
<b>Chromebook Carts:</b> Seven additional Chromebooks for class instruction and online MCAS testing.	In progress	August 2016	\$70,000
<b>Computer Labs:</b> Computer Science- two computer labs get updated every year.	In progress	August 2017	\$50,000
<b>Desktops for Science Department:</b> Ten touch screen desktops for front of classroom to be hooked up to existing projector and speakers.	In progress	August 2017	\$10,000
<b>Science Department Equipment:</b> UV Spectrophotometer	In progress	August 2017	\$11,000
<b>Fiber upgrade:</b> Fiber upgrade between school buildings.	In progress	August 2017	\$8,000
<b>Classroom Furniture:</b> Two classrooms per year are upgraded with desk, chairs, and whiteboards	In progress	August 2017	\$15,000
<b>Stairwell safety:</b> Rubber replaced on two stairwells.	In progress	August 2017	\$8,000
<b>Tile Flooring:</b> New vinyl tiles in two classrooms.	In progress	August 2017	\$5,000
<b>Health Office:</b> Relocate and set up new Health Office.	In progress	August 2017	\$40,000
<b>TOTAL</b>			<b>\$287,000</b>

## Appendix A Accountability Plan Performance for 2016-2017

Objectives and Measures related to Mission and Key Design Elements	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence
<p><b>Objective:</b> The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendments.</p>		
<p><b>Measure:</b> 98% of seniors will apply to a college or university and 100% of these students will be accepted to a college or university.</p>	Met	99.2% of the students in the class of 2017 applied to a college/university. Of these students, 100% were accepted to at least one college/university.
<p><b>Measure:</b> 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  Met	In 2016, 100% of Upper School Students scored at the Advanced / Proficient level in both Math and ELA. In 2016, 98% of Upper School Students scored at the Advanced/Proficient level in Science.
<p><b>Objective:</b> AMSA's educational model will prepare students for college and professional life.</p>		
<p><b>Measure:</b> 83% of all students will take at least one Advanced Placement course between grades 9 and 12.</p>	Met	90.4% of the students in the class of 2017 took at least one Advanced Placement course between grades 9 and 12.
<p><b>Measure:</b> Each year, 90% of the total number of Advanced Placement test taken by AMSA students enrolled in the school's corresponding Advanced Placement courses will have a score of 3 or better.</p>	Not Met	84% 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 2017.
<p><b>Measure:</b> 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  Not 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 11% from grade 9 to 11, and improved their Math PSAT scores by an average of 9% from grade 9 to 11.
<p><b>Measure:</b> 98% of all upper school students will take the SAT before January 1<sup>st</sup> 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>	Met	98.4% of the students in the class of 2017 took the SAT or ACT by January of their senior year. Their mean scores in Critical Reading/Writing were 22% higher than the state mean, and the Math mean score was 23% above the state mean.

<p><b>Objective:</b> 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><b>Measure:</b> 100% of seniors with Educational Proficiency Plans (EPP) based on a less than proficient score on their 10<sup>th</sup> grade ELA and/or Math MCAS will achieve Proficiency/Competency Determination (CD) and graduate with their class.</p>	Met	In the class of 2017, 100% of seniors with an Educational Proficiency Plan (EPP) achieved Proficiency/Competency Determination (CD) and graduated with their class.
<p><b>Measure:</b> 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>	Met	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><b>Objective:</b> AMSA will effectively promote student responsibility as a requirement for future career success.</p>		
<p><b>Measure:</b> 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>	Met	When final grades were calculated in June, the student aggregate demonstrated that 87% of the total grades for respect and responsibility earned a 7 or greater in both categories.

Objectives and Measures related to Dissemination	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence
<p><b>Objective:</b> AMSA will share its curriculum and educational model with other schools in Massachusetts over the course of the charter term.</p>		
<p><b>Measure:</b> 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>	Met	Rather than offer a one day “Educators Exchange”, our Computer Science Team offered a more robust and meaningful dissemination model that created ongoing opportunities for students and teachers from other schools to participate in AMSA’s Technovation Program.



## Appendix B

# Recruitment Plan 2017 – 2018

School Name: Advanced Math and Science Academy Charter School

### 2016-2017 Implementation Summary:

1. AMSA's new Communications Manager has provided our school with a boost in public exposure. This has been the most effective strategy in promoting our school. The AMSA website has been significantly improved. Notification of SEPAC programs, admissions information, school tour dates, and student success stories are regularly featured. We also have a consistent presence on Facebook, Twitter, and YouTube. Our brochure explicitly states that we serve all students, including those with IEPs and 504s, or limited English proficiency. Brochures are printed in English, Spanish and Portuguese. Under the new administration, interpreters were provided upon request at the monthly Parent Coffees, with the Executive Director and Principal
2. In the spring, a Special Education Task Force was created to assess the Special Education Department and the delivery of services. After weeks of gathering input through meetings and a parent survey, major changes to the department were implemented, including the hiring of a new Director of Special Education.
3. 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 fifty sending districts and sibling preference is directly related to the subgroup enrollment calculation, with siblings representing 32% of the incoming 6<sup>th</sup> grade. In addition, families who have students with learning disabilities or other challenges may be reluctant to change their child's familiar routine and services by leaving their current school. Many families may not be willing to bear the expense or time commitment of transporting their children to AMSA. The lottery itself creates an obstacle to admission for many target groups since we cannot guarantee placement. We historically have an extensive waitlist following the annual lottery. Due to these indicators, it is unlikely that AMSA's incoming class of students (as captured in the October 1, 2017 SIMS report) will meet the comparison index, but we are open to further discussion regarding recruitment strategies once the October SIMS report is submitted.

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

#### General Recruitment Activities for 2017-2018:

**Activity 1: Marketing.** AMSA will distribute an updated and professionally designed informational brochure (in English, Portuguese and Spanish) to a wide range of target groups through community centers beyond the Marlborough area. Marketing has been very effective in dispelling the misconception that AMSA has a tuition fee and admission exam.

**Activity 2: Pre-Application School Information Night.** The school plans to hold an 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 Guidance, Registrar, (interpreters if requested) and other key staff will be on hand to answer 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.

**Activity 3: Public Events.** AMSA will hold educational and recreational events throughout the year that are open to the public. Some examples include academic workshops, theater productions, Arts Night, the Annual 5K Race, SMOC “I Love to Read Festival”, and AMSA’s International Festival. The SMOC event targets low income families while the International Festival is focused on celebrating the school’s diverse population and introducing English-limited families, who are not members of the school community, to our students and staff. AMSA remains an active member of the Marlborough Chamber of Commerce and our student organizations participate in many local events that focus on serving the needs of the community.

**Activity 4: Outreach.** The Executive Director plans to hold a “Bring a Friend” day at one of the monthly Parent Coffees, 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.

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

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 4.8%</p> <p><b>GNT percentage:</b> 9.0%</p> <p><b>CI percentage:</b> 13.7%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• AMSA will hire a Communications Specialist to increase the school’s community outreach. One of the areas of focus will be the Special Education Program at AMSA.</li> <li>• Our promotional brochure explicitly states that AMSA offers Special Education services to all qualified students. Promotional materials direct prospective families to the school website and SEPAC page for contact information, special needs services, and advertise public programs that are provided at AMSA.</li> <li>• SEPAC will meet once a month and host guest speakers who will address relevant topics that are of concern in the Special Education Community. At least one Special Education Administrator will be in attendance at SEPAC meetings to answer questions.</li> <li>• The administration will provide professional development opportunities for the general education faculty that will help them to understand and support special needs students in the classroom.</li> <li>• Outreach to the community will include sharing the educational opportunities and training that is provided to our staff in the area of special education.</li> <li>• AMSA will have an active presence on Facebook, Twitter and YouTube.</li> </ul>
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	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategies</b></p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• AMSA will hire a seasoned Director of Special Education. We hope to see data change within three years.</li> <li>• 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.</li> </ul>
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**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 1.3%</p> <p><b>GNT percentage:</b> 3.4%</p> <p><b>CI percentage:</b> 4.4%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• AMSA’s new Communications Specialist will improve the school’s promotional brochure, which is published in English, Spanish and Portuguese.</li> <li>• 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.</li> <li>• Promotional materials state explicitly that ELL services are provided.</li> <li>• AMSA will hire a full time ELL Teacher who will offer reading support to ELL students and be a certified WIDA Test Administrator.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategies</b></p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

	<ul style="list-style-type: none"> <li>• AMSA will host a Pre-Application School Information Night before the application deadline, where key personnel, <b>including the ELL Administrator and Literacy Coordinator</b>, will present program details to potential applicants. We will assess the effectiveness of this strategy at the end of one year.</li> <li>• 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.</li> </ul>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 6.1%</p> <p>GNT percentage: NA%</p> <p>CI percentage: 19.9%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• AMSA plans to distribute brochures at the Hudson Housing Authority and the Hudson Recreation Department.</li> <li>• AMSA will identify low income housing developments (beyond Marlborough, focusing on the core towns) each with a central office, where the school can provide brochures and post information for resident families.</li> </ul>
	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategies</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• AMSA will create 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.</li> </ul>

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2016-2017 Strategy</b></p> <ul style="list-style-type: none"> <li>• AMSA will pursue its goal to contact Kumon Math and Reading Center to develop a relationship of referral and collaboration.</li> </ul> <p style="text-align: center;"><b>2017-2018 Additional Strategy</b></p> <ul style="list-style-type: none"> <li>• The school website will run frequent videos describing school events and programs, including student mentor programs. We will assess the effectiveness of this strategy at the end of one year.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2016-2017 Strategy</b></p> <ul style="list-style-type: none"> <li>• Brochures will be distributed at the Boys and Girls Club-Assabet Valley in Maynard and at the Maynard Recreation Department.</li> </ul> <p style="text-align: center;"><b>2017-2018 Additional Strategy</b></p> <ul style="list-style-type: none"> <li>• AMSA will hire a Director of Counseling.</li> <li>• The Deans and school counselors are developing 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.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2016-2017 Strategy</b></p> <ul style="list-style-type: none"> <li>• AMSA does not admit students past grade 9.</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2016-2017 Strategy - will continue in 2017-2018</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## Retention Plan 2017 – 2018

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

### 2016-2017 Implementation Summary:

1. In the spring, a Special Education Task Force was created to address concerns with compliance and the delivery of special education services. Due to recommendations made by the Task Force, the Special Education program will be under the supervision of an experienced Director of Special Education and the positions of Special Education Co-Coordinators have been eliminated.
  
2. Spanish, Portuguese, and Sign Language Interpreters have attended IEP, 504, and discipline related meetings in past years 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 reestablished 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 will focus on cyber safety and sexting.

Overall Student Retention Goal	
Annual goal for student retention	95%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p><b>School percentage:</b> 12.5%</p> <p><b>Third Quartile:</b> 13.1%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</li> <li>• The Special Education Department will have two administrators for the 2016-2017 school year, serving as Co-Coordinators. <i>(Due to recommendations made by the Task Force, the Special Education program will be under the supervision of an experienced Director of Special Education and the positions of Special Education Co-Coordinators have been eliminated.)</i></li> <li>• The Special Education staff will receive additional training before school begins.</li> </ul>

	<ul style="list-style-type: none"> <li>• SEPAC meetings will be held on a monthly basis this year and the group is expanding its membership.</li> </ul>
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**Limited English-proficient students/English learners**

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0% <b>Third Quartile:</b> 20.5%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The service also provides AMSA with translation services for our promotional and recruitment materials.</li> </ul>
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**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 10.5% <b>Third Quartile:</b> 9.7%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• The PTO will hold used uniform sales periodically to assist parents with uniform costs due to changes to uniform policy.</li> <li>• 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.</li> </ul>
	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy</b></p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>The following strategies are being implemented as part of our recruitment plan, but we believe the same strategies will also impact our retention goals.</p> <ul style="list-style-type: none"> <li>• 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. We will assess the effectiveness of this strategy at the end of one year.</li> <li>• AMSA will create a new policy that clearly states and formalizes financial assistance to economically disadvantaged students for</li> </ul>

	<p>school expenses, such as uniform, transportation, meals, field trips, athletics, and clubs. We hope to see data change within three years.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Incoming 6<sup>th</sup> 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 2016-2017 school year. The practice will help increase their knowledge base and improve their Math skills.</li> </ul> <p style="text-align: center;"><b>(d) 2017-2018 Additional Strategy</b></p> <ul style="list-style-type: none"> <li>• AMSA will hire a Literacy Coordinator and a Reading Specialist.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2016-2017 Strategies– will continue in 2017-2018</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p style="text-align: center;"><b>(e) 2017-2018 Additional Strategy</b></p> <ul style="list-style-type: none"> <li>• AMSA will renew its membership with Middlesex Partnership with Youth, providing workshops that include strategies to help eliminate risky behavior among students.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2016-2017 Strategies – will continue in 2017-2018</b></p> <ul style="list-style-type: none"> <li>• Students who leave school will be notified in writing annually of their options and available resources for completing high school.</li> </ul>
<p style="text-align: center;"><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• The school will continue to develop its culture of respect and responsibility through professional development opportunities for faculty and staff.</li> </ul> <p style="text-align: center;"><b>(f) 2017-2018 Additional Strategy</b></p> <ul style="list-style-type: none"> <li>• The overall school climate has undergone a resurgence of hope and anticipation, with an emphasis on community spirit. AMSA held two school-wide meetings this spring that focused on the celebration of achievement and the reinforcement of teamwork. Future school-wide “Community Meetings” will become the forum for administrators, teachers, staff, and students to come together to learn and witness what it takes to keep AMSA a safe and inviting learning environment, with high expectations for everyone.</li> </ul>



## Appendix C

### School and Student Data

#### 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 (based on Oct 2016 SIMS):

<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	23	2%
Asian	186	19%
Hispanic	58	6%
Native American	3	<1%
White	647	66%
Native Hawaiian, Pacific Islander	10	1%
Multi-race, non-Hispanic	46	5%
Special education	49	5%
Limited English proficient	12	1%
Low income	44	5%

\*Based on June 2017 SIMS Report

<b>ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> <small>(if no longer employed at the school)</small>
Joseph McCleary <i>Executive Director</i>	Overall management of the school	July 2015	February 2017
Anders Lewis <i>Executive Director</i>	Overall management of the school	February 2017	
Erin O'Connor <i>Principal</i>	Oversee Faculty, Curriculum, Health office	August 2016	March 2017
Ellen Linzey <i>Principal</i>	Oversee Faculty, Curriculum, Guidance, Operations, Health Office, Registrar	March 2017	
Ben Keeler <i>Vice Principal</i>	Oversee student affairs in Lower School	March 2017	June 2017
Mike Nawrocki <i>Vice Principal</i>	Oversee student affairs in Upper School	March 2017	
Erin Pasternak <i>Special Education Co-Coordinator</i>	Shared responsibility for the Special Education Program and Staff	September 2015	June 2017
Camilla Huston <i>Special Education Co-Coordinator</i>	Shared responsibility for the Special Education Program and Staff	September 2016	June 2017
Lisa Barooshian <i>Director of Guidance</i>	Oversee the Guidance Department and Counselors	August 2011	June 2017
Liana McLaren <i>Business Manager</i>	Responsible for school finances	February 2016	
Ann Richards <i>Director of Operations</i>	Manage transportation, food service, events, health office	April 2006	
Darlene Skiotis <i>Human Resources Manager</i>	Manage personnel training, relations, records, etc.	June 2016	March 2017
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	
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	
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	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2016-2017 school year</b>	<b>Departures during the 2016-2017 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	107	8	3	2-Did not return from maternity leave 1-Retired 2-Resigned 5-Took another job 1-Terminated
Other Staff	47	6	3	1-Did not return from maternity leave 3-Resigned 2-Took another job 2 -Not renewed 1-Terminated

<b>BOARD MEMBERS FOR THE 2016-17 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Pauline Jen Ryan	Chair	Executive Governance Finance	First term Second term	6/14/12 – 6/30/16 7/01/16 – 6/30/19
Rick Kamal	Vice Chair	Executive Governance	First term	4/17/14 – 6/30/17
Thomas Taverna	Treasurer	Executive Finance	First term Second term	9/19/12 – 6/30/16 7/01/16 – 6/30/19
Allyson Hope Cohen	Secretary	Executive Governance	First term Second term	4/25/13 – 6/30/16 7/01/16 – 6/30/19
Craig Holbrook	Trustee		First term Second term	10/22/09 – 10/22/13 10/23/13 - 10/22/16
Chris O'Keefe	Trustee	Development	First term	11/21/13 – 6/30/17
Scott Ladner	Trustee	Development	First term	4/17/14 – 6/30/17
Michael Glass	Trustee	Finance	First term	11/20/14 – 6/30/18
Ev Reynolds	Trustee	Governance	First term	11/20/14 – 6/30/18
Ken Estabrook	Trustee	Education	First term	12/15/14 – 6/30/18
Lucia Ferrante	Trustee	Finance	First term	10/27/16 – 6/30/20
Liz Saul	Parent Rep	Education	First term Second term	7/01/15 – 6/30/16 7/01/16 – 6/30/17
Thomas Azeredo	Faculty Rep	Education	First term	7/01/16 – 6/30/17

## Appendix D Additional Information

### Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Pauline Jen Ryan	No change
Charter School Leader	Dr. Joseph McCleary	Resigned
Charter School Leader	Dr. Anders Lewis	New
Principal	Erin O'Connor	Terminated
Principal	Ellen Linzey	New
Vice Principal	Ben Keeler	Resigned
Vice Principal	Michael Nawrocki	New
Director of Guidance	Lisa Barooshian	Resigned
Director of School Counseling	Katherine Driver	New
Special Education Co-Coordinator	Erin Pasternak	Position eliminated
Special Education Co-Coordinator	Camilla Huston	Position eliminated
Director of Special Education	Moreen Labelle	New
IT Director	Adam Bisson	Resigned
IT Director	Erica Piotrowski	New
Director of Operations	Ann Richards	No change
MCAS Test Coordinator	Sara Snow	No change
SIMS/EPIMS/Data Administrator	Judy Wing	No change
English Language Learner Admin	James Frier	New
Business Manager	Liana McLaren	No change
Human Resources Manager	Darlene Skiotis	Resigned
Human Resources Manager	Virginia Burke	New
Registrar	Donna Campbell	No change
Communications Manager	Michael Finkle	No change
Director of Facilities	Eric Lane	No change
Dean of Students (Lower School)	Daniel Amaral	New
Dean of Students (Upper School)	James Frier	New

### Facilities

The Advanced Math and Science Academy has not relocated or acquired a new facility within the charter school's current charter term.

## Enrollment

The estimated student application deadline and lottery date for students who are interested in enrolling for the 2018-2019 school year:

Action	Date
Student Application Deadline	January 2, 2018
Lottery	February 15, 2018

## 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 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, materials and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements.

**Status: Met/Ongoing**

*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.

**Status: Met**

*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.

**Status: Met**

*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.

**Status: Met**

## Modified and Extended Conditions

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 new conditions placed on the AMSA's charter and progress status are as follows:

*Condition 1:* Until further notice, AMSA must submit to the Department, at [charterschools@doe.mass.edu](mailto:charterschools@doe.mass.edu) or 75 Pleasant Street, Malden, MA 02148, board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statement

*Since March 2015, all documentation provided to AMSA Board members has also been provided to the Department on a monthly basis.*

**Status: Met/Ongoing**

*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, measureable, and transparent evaluation that aligns with best practices and provides the school leader with robust supervision and evaluation.

The AMSA Board of Trustees designed a revised performance evaluation system for the school's Executive Director in the summer of 2016. The performance evaluation was based on the Executive Director's job description and considered feedback from the following sources:

- 1) Feedback from all Trustees and the Executive Director's Direct Reports. The Board of Trustees is a member of *BoardOnTrack*, an organization devoted to charter school governance nationwide. The tool allows for collection of anonymous feedback from Trustees and the Executive Director's direct reports, and aggregates the data in summary format. For 2016, given that it was a new Executive Director's first year, the Board agreed to solicit the input of the academic department chairs even though they reported to the Principal. It was the collective decision of the Board that the department chairs' perspective on the Executive Director's performance was valuable as most had been at the school through several prior administrations.
- 2) Feedback from faculty and families. Faculty and family surveys were conducted in June 2016 and in May 2017. The Board of Trustees engaged *Panorama Education* to conduct these surveys. Panorama surveys are designed to collect results anonymously and aggregate the results.
- 3) Annual goal achievement.

**Status: Met/Ongoing**

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

During the summer of 2016, the Executive Director and the newly hired Human Resources Manager created a performance evaluation system for the school's leadership. The evaluation tool focused on twelve attributes: job knowledge, quality of

work, quantity of work, reliability, initiative/creativity, judgment, cooperation, professionalism, attendance, planning/organizing, supervision, and decision making. The five performance rating definitions include: distinguished, commendable, fully satisfactory, needs improvement, and marginal.

**Status: Met/Ongoing**

## **Complaints**

In May 2016, the Board received a complaint alleging that the school violated a special education student's civil rights by disciplining the student more severely due to special education status. The complaint alleged that the student's due process rights had been violated due to bias against the student's special education status. A task force assigned to investigate this complaint interviewed the parent and school staff, including the former Director of Student Services who is no longer employed by the school, and consulted with school legal counsel and special education counsel. The task force found no evidence of any civil rights violation. However, the investigation did discover that the school inadvertently failed to provide *Parent's Notice of Procedural Safeguards* at the appropriate time. The Board voted to accept the task force findings and also recommended that the school ensure its disciplinary procedures include the provision of *Procedural Safeguards* for any special education students. The Board closed the complaint in August 2016.

In June 2016, the Board received a complaint alleging a civil rights violation regarding the handling of a situation by the Executive Director due to the student's gender identity. The task force assigned to investigate the complaint conducted extensive interviews with the parents and the staff who had engaged with the family including several people no longer at the school. The task force found no evidence of any charter or civil rights violations. The Board agreed with this finding and closed the complaint in December 2016, but also recommended that the school conduct gender identity training on an annual basis and that all school forms be updated with gender neutral options.

In August 2016, the Board received a complaint alleging the school's inaction regarding an allegation of bullying. The task force assigned to investigate this complaint determined that, once the bullying investigation was conducted, it was done so thoroughly and with due process. The Board accepted this finding and closed the complaint in December 2016, but also recommended that the school implement a system to ensure that every request received from a parent is being addressed and a process is in place to follow up and communicate back to the parent, ensure there is substantial teacher training on bullying, and ensure personnel in critical positions have training, with Human Resources involvement in any allegations of staff bullying.

In April 2017, the Board received a complaint alleging discrimination. A task force assigned to the complaint was unable to reach the complainant despite multiple contact attempts, including sending a certified letter. In June 2017, the Board voted to close the complaint.

**Attachment 1**

**AP SCORE SUMMARY 2017**  
Advanced Math and Science Academy Charter School (221349)

School Totals for this View	5	4	3	2	1	Total Exams
<b>Number of Exams</b>	112	99	98	41	18	368
Percentage of Total Exams	30	27	27	11	5	100
Number of AP Students	73	86	85	38	16	

Exam Name	Number of Exams	Average Score
Biology	48	3.27
Calculus AB	23	3.52
Calculus BC	36	4.58
Chemistry	9	4.22
Computer Science A	35	3.80
English Language Composition	27	4.15
English Literature and Composition	10	3.50
European History	16	3.19
French	1	3.00
Latin	1	4.00
Macro Economics	32	3.63
Physics C: Electricity and Magnetism	10	4.10
Physics C: Mechanics	15	3.80
Psychology	36	3.00
Spanish Language	21	3.19
Statistics	10	3.20
Studio Art: 2D	6	3.33
Drawing	1	2.00
US Government and Politics	13	3.92
US History	14	4.43



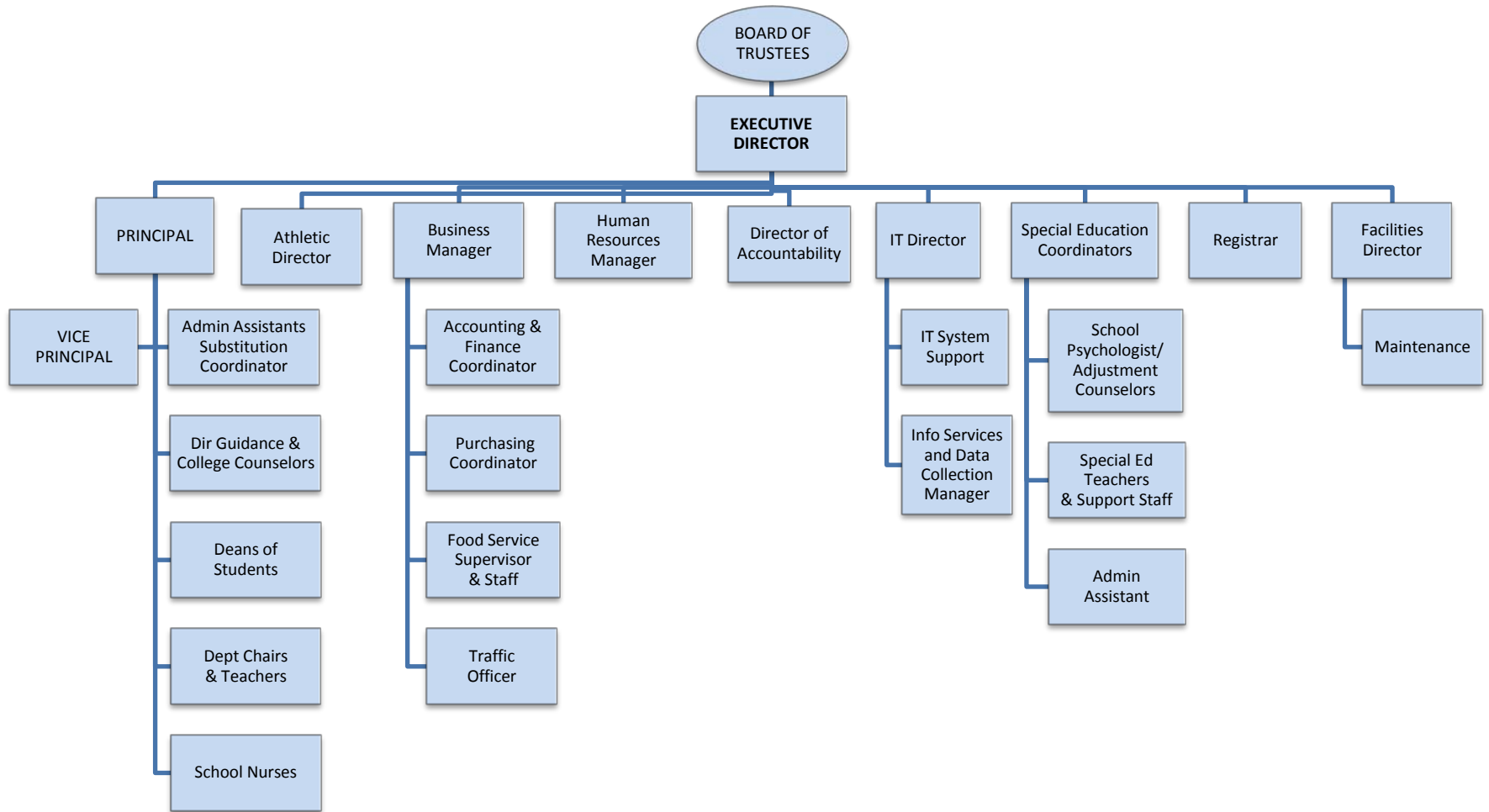
**Attachment 2**

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

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

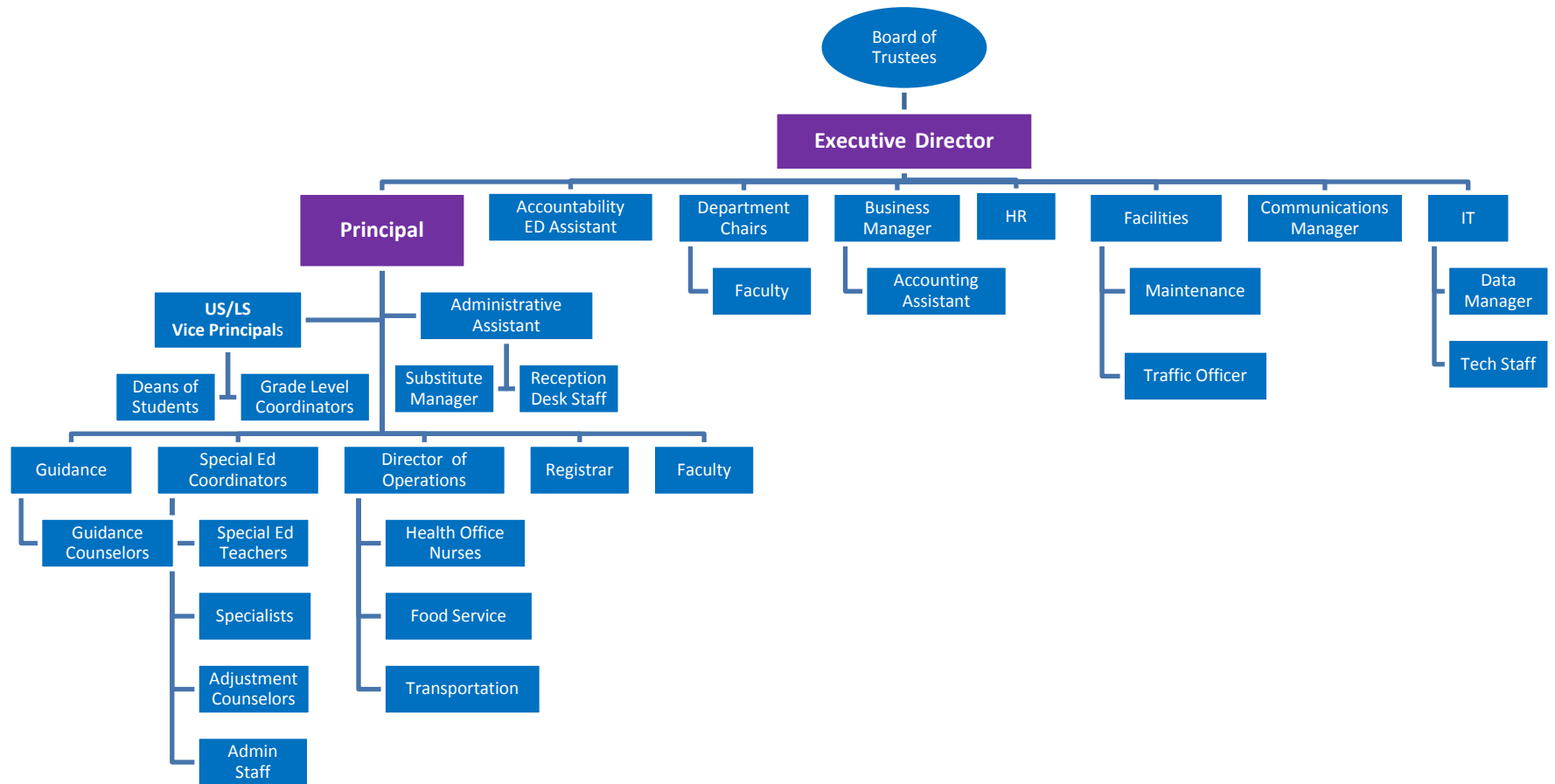
Attachment 3

AMSA Administration Organizational Chart 2016-2017



Attachment 4

AMSA Administration Organizational Chart 2016-2017 Updated 3-09-17



Attachment 5

AMSA Administration Organizational Chart 2017-2018

