

ANNUAL REPORT
2019-2020



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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, 2020
Maximum Enrollment	966	Current Enrollment (June 30, 2020)	966
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist (June 30, 2020)	605
Final Number of Instructional Days during 2019-2020 School Year	115 In person 59 Remote Learning		
School Hours	7:55 AM – 2:45 PM	Age of School	15
<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>			

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, that celebrates academic knowledge, where all students of all backgrounds and abilities excel in all subjects, especially math, science and technology, empowering students to succeed in the workplace of our modern high-tech world.

AMSA's key design elements support the implementation of our program, making it unique and distinct from other schools.

- Celebrate academic knowledge and inspire an appreciation of learning and competency.
- Implement an educational model that is highly structured, and each year consists of continuous, logically organized, and interconnected multi-year courses in which teachers introduce, and build upon, fundamental concepts and theories in math, science, computer science, and the humanities, preparing students for college and professional life.
- Cultivate a generation of leaders, especially in math, science and technology that requires full commitment from the school to ensure that every student is challenged at the maximum of their ability and current intellectual preparedness with the goal of further advancing this "maximum" level.
- Promote personal responsibility and good character of students as a requirement for future career success.

In pursuit of our mission, AMSA administrators and teachers have worked collaboratively to develop and promote our core values of integrity, excellence, and community; create and sustain an Academic Excellence Committee that has led to a number of important academic initiatives; continue to enrich our curriculum; and establish a number of academic societies, projects and events. AMSA is proud to offer students the opportunity to participate in several honor societies in addition to the National Honor Society, including the Spanish Honor Society, National Arts Honor Society, French Honor Society, and Diderot Society ([The-Diderot-Society](#)). All upper school students are encouraged to take Advanced Placement courses. This year, eleven AMSA students were awarded the Massachusetts Seal of Biliteracy. Our students desire to attain the highest standards in scholarship, character, and service.

AMSA continues to deliver a highly structured academic program that consists of continuous, logically organized and interconnected multi-year courses. Our goal is to meet the needs of all students. 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. 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.

Amendments to the Charter 2019-2020

Date	Amendment Requested	Approved
June 26, 2020	Updates were made to the AMSA Board of Trustees Bylaws to provide clarification in protocols and better align with current state guidance.	Pending
July 24, 2020	Accountability Plan for the 2020-2025 Charter Term	Pending

Access and Equity: Discipline Data

Please use the following link to view AMSA's most recent publicly available student discipline data: [AMSA-Charter-School's-Discipline-Data-Report](#)

2018-2019 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	982	35	1.9	1.6	0.0
EL	46	5			
Economically Disadvantaged	87	6	5.7	1.1	
Students with Disabilities	67	8	7.5	4.5	
High Needs	230	17	4.8	2.6	0.0
Female	471	5			
Male	511	30	3.3	2.5	0.0
American Indian or Alaska Native	3				
Asian	173	4			
African American/Black	18	1			
Hispanic/Latino	56	3			
Multi-race, Non-Hispanic/Latino	69	2			
Native Hawaiian or Pacific Islander	0				
White	663	25	1.7	2.1	0.0

Based on the in-and out-of-school suspension rates (2018-2019 academic year) published on the Department's website in the previous chart, AMSA's suspension data does not feature a significant or notable disparity among subgroups as defined by DESE, although some subgroup suspension rates exceed the all student suspension rate, as noted in our summary of review for charter renewal. AMSA had experienced an increase in the total number of suspensions through the 2018-2019 school year, passing the state average for the use of in-school suspension by .1%.

During the 2019-2020 school year, AMSA was on track to have reduced its use of suspension prior to school being closed due to the COVID-19 pandemic. During this school year, AMSA has instituted a new peer mediation program in partnership with a community-based mediation agency. This program is designed to help students resolve conflicts with each other peacefully and constructively, before they escalate to the point of requiring a serious disciplinary response. AMSA has further developed an 8th grade mentor program, designed to pair 8th grade students with 6th grade students who may be struggling with academics, social issues, or with their general transition to AMSA. This program is co-run by a school counselor and the lower school dean of students. AMSA also initiated a monthly review of student disciplinary data between the two deans, which is shared with the vice principal. The review of this data has allowed AMSA to look for trends and target interventions designed to maximize student time on learning and minimize disruption due to behavior concerns. This data review has also allowed AMSA to explore rates of office referral for students with disabilities as compared to rates for students without disabilities.

Overall, the school continues to communicate with teachers, parents, and students to gain a perspective on what behavioral trends exist on and off campus. The school takes a proactive role to address all issues reported. In regards to disciplinary matters, the school continues to fully address situations with the students and parents/guardians on a case by case basis.

Our core values serve as a constant focal point during all discussions resulting from disciplinary action. To promote our 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. In non-flagrant cases of disrespect or poor behavior, instead of punishing a student through detentions or suspensions, AMSA prefers to task students with reflective assignments directly related to their behavior, such as writing a research paper on substance abuse, gender discrimination, or bullying. AMSA focuses on educating the student during the disciplinary process, which allows the student to learn from the experience, to understand its consequence, and modify their behavior in order to make better choices.

The Administration created a central data collection analysis tool that allows for better informed decisions when addressing student discipline. The data available includes comprehensive information such as attendance, grades, discipline action, IEP, 504, ELL, or economically disadvantaged status. The vice principal and both deans meet with the upper and lower school counselors every week to check in on students. Behavior trends can be flagged early and monitored. The goal is to keep track of all students, not just the students with obvious behavioral issues. The deans are proactive instead of waiting to respond to a discipline matter.

Responsible for student affairs and discipline, the deans worked closely with the school counselors to provide a consistent message to our students regarding behavior and civic mindedness. The deans held assemblies with students at separate grade level meetings this year, allowing for targeted and age appropriate topics and conversations. Topics for the younger students included bullying and harassment, vandalism, discrimination, respecting self and others. The older students were provided with information on vaping, drug and alcohol usage, plagiarism and academic dishonesty. The deans focus on

regular communication and follow-up with students to promote and encourage relationships that develop healthy and caring individuals.

AMSA was awarded two competitive grants for the FY20 school year, FC336 Improving Access to Behavioral & Mental Health Services and FC248 Systems for Student Success (SfSS). Through the FC336 grant, AMSA revamped our Student Support Team process, started a Mental Health Committee that participated in DESE-sponsored professional development, started a 9th grade orientation program, mapped lessons for a new 9th and 10th grade seminar, and forged partnerships with Wayside Youth & Family Support Network, INTERFACE Referral Services, and Challenge Success. Challenge Success is a consultancy group based at Stanford University that focuses on helping students and families find balance. As AMSA begins work on the SfSS grant (spring-August implementation), we will be planning additional academic intervention for students, improving shared teacher workspace, and hiring a consultant to assist AMSA in addressing systemic racism.

This spring, AMSA counselors used a tiered support model to offer a variety of services to students and families including weekly enrichment lessons for all students, small groups, and individual counseling via telehealth.

AMSA is committed to providing our teachers with quality professional development programs. Topics included techniques for managing the classroom, understanding school policy, and strategies for integrating the core values into the curriculum. The 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 fundamental AMSA strategy.

AMSA held several school-wide meetings during the school year that focused on the celebration of achievement and the reinforcement of teamwork and cultural diversity. 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.

Dissemination Efforts

After a two year hiatus from the Massachusetts Charter Public School Association (MCPSA), AMSA's Executive Director has been actively involved in the new Executive Directors Cohort and the Northeast and Central Regional Alliance group through the MCPSA. Participation with these two groups has provided endless opportunities for AMSA to collaborate with more than a dozen different charter schools, allowing leaders to share and disseminate best practices.

The chart on the following page lists many dissemination activities that AMSA continues to develop within our local public schools. AMSA is committed to building strong educational relationships in Marlborough, with the goal of expanding and developing similar programs in our other core towns that include Maynard, Clinton, and Hudson.

Dissemination Efforts

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)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other school/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Chemistry	Lecture and Lab	NHS students	Kane Elementary School	4 th grade students brought home some “slime” that they made during the lab. Assabet Valley Regional Technical High School and Marlborough High school NHS students learned the material from our curriculum and conducted their own lecture/lab at Richer Elementary and Jaworeck Elementary Schools.
Physics	Lecture and Lab	NHS students	Kane Elementary School	4 th grade students brought home a catapult that they made in the lab.
Instruction, Curriculum, Collaboration, Innovation	Instruction, training, and development of curriculum in consultation with a cross-functional team from Sunovion	AMSA students (5)	Sunovion Pharmaceuticals, Marlboro	AMSA team developed a lesson plan and lab experiences to teach 7 th graders about the central and peripheral nervous systems, to enhance and complement the existing biology class curriculum.
Instruction, Curriculum, Collaboration, Innovation	Training and development of robotic curriculum and understanding from job shadowing at iRobot.	AMSA Students (8)	iRobot, Marlboro	AMSA team brought back the experiences they learned from the engineers at iRobot and shared them with other 9 th and 10 th graders in the engineering program.
Reading Skills	After school reading group, held once a week throughout the school year.	Students from the club “Leaders of Tomorrow”	South Middlesex Opportunity Council’s Head-start, Kindergarten and after school program.	Students advance in reading levels as a result of this program.
Reading Skills	“I Love to Read” Carnival	(40) 6 th graders	South Middlesex Opportunity Council’s Head-start and Kindergarten	All 110 students were given a bag filled with 13 books to take home with them and read.
Reading Skills	The Black Student Union’s Blizzard Book Drive	Members of our Black Student Union	46 children from diverse backgrounds. Boys & Girls Club	The children brought home age-appropriate books that had the theme of diversity.

Academic Program Success

Student Performance

The following link provides the most recent (2019), publicly available student performance data in AMSA's School Report Card. [AMSA-Charter-School's-Report-Card-Overview-link](#)

2019 Official Accountability Report – Advanced Math and Science Academy Charter School	
Overall classification	Not Requiring Assistance or Intervention
Reason for classification	Meeting or Exceeding Targets
Progress toward improvement targets	79% Meeting or Exceeding Targets
Accountability percentile	98%

Although most of our students who were enrolled in Advanced Placement (AP) courses this year participated in the AP exams in May 2020, we will not include a report on the results due to the drastic modifications to the exam and exam delivery required of College Board in response to COVID-19.

AMSA students have continued to maintain a high level of achievement on PSAT and SAT exams. Refer to Appendix A (Accountability Plan Performance 2019-2020) on page 15.

Academic Program

AMSA's academic program follows the original design and intent of our charter, delivering a high-quality academic program that is highly structured, and each year consists of continuous, logically organized, and interconnected multi-year courses in which teachers introduce, and build upon, fundamental concepts and theories in math science, computer science, and the humanities. All AMSA Departments have developed rich academic curriculums that are consistent with our core mission and that seek to challenge and support each of our students.

The AMSA English program encompasses six-years of continuous and historically aligned courses beginning in grade 6, with both literal and thematic correlation. AMSA's History program is content rich and is aligned with AMSA's English curriculum. This assists students with the rigorous levels of literary analysis required at AMSA's college prep, honors, and AP level, while promoting better assimilation of themes, genres, and cultures of our literary and history content. The English Department has increased the emphasis on grammar and vocabulary skills: the basic tools needed for writers to succeed at their craft. Each grade level's curriculum now includes a structured vocabulary and grammar program that will reinforce composition, reading comprehension, and test-taking skills. In addition to our regular, required classes, the English department offers a variety of electives including Creative Writing, Journalism, Literature to Film, Philosophy, AP Literature, and AP Literature and Composition. The History department offers a variety of electives including criminology, citizenship, economics, the History of Modern Africa, Hate: The Dark Side of American History, AP European History, AP U.S. History, AP Macroeconomics, and AP Psychology.

The AMSA Math program introduces students to concepts of Algebra and Geometry in 6th and 7th grade. Geometry is taught in parallel to Algebra in grade 7 through 10 to build connections

between subjects. There is progression of courses from grade 6 through 12. All students are introduced to ideas of polynomial functions, trigonometry, conic sections, logarithms, exponent, probability and statistics. 85% of students are introduced to concepts of Calculus. Students are given knowledge of Calculus (including Multivariable Calculus) and Linear Algebra before or in parallel of studying advanced Physics, Chemistry and Statistics. Seniors are offered "Life Courses" that include Statistics and Accounting. Special lessons for advanced students are offered once a week that focus on non-standard problems, such as graph theory, game theory, number theory, and advanced combinatorics and probability. AMSA implemented a Middle School Math Internship Program, offering credit to student interns who assist students during Directed Study by: reviewing material covered in class, helping students prepare for quiz retakes by reviewing previous quizzes and managing the Skills Quiz retake process.

AMSA's Middle School Science program is unique. Over the course of three years, AMSA middle school students will cover a high school biology course. This allows teachers to reinforce ideas throughout the material, helping to draw connections relevant to students and the world they live in today. In grade 7, students study Chemistry and Physics, and in grade 8, Earth Science. Due to this multi-year foundation. In grade 9, students are well prepared for their high school Biology course. After a successful completion of their freshman year, students have the opportunity to choose their path in Chemistry, and consider AP Biology. Juniors are provided with options beyond Physics, from Anatomy and Physiology, Sustainability, GIS, Forensics, Research, to AP Chemistry. Seniors have all the elective options, plus the ability to take AP Physics.

Some of the most notable advancements to our science curriculum in recent years are the dynamic research and internship opportunities offered in collaboration with Thermo Fisher Scientific, Boston Scientific, Sunovion, Quest Diagnostics, Raytheon, GE Health, and ViaSat. Students participate in scientific research modeled after graduate school science programs. Current areas of research include Engineering, Environmental Sustainability, Geochemistry, Molecular Biology, and Wildlife Population Studies.

AMSA's Computer Science program is combined with our Science, Engineering, and Math curriculum. All students take Computer Science in grades 6 through 11. The curriculum focuses heavily on solving problems using tools that help students visualize and get feedback from their computation. AMSA seeks to build collaborative relationships with industry and universities to expose our students to practical applications of Computing and Engineering. Students are offered many accelerated courses such as Intro to Data Sciences, Intro to Cyber Security and Cryptography, as well as AP Computer Science. When a high school student completes our program, they will be well prepared to seek a Computer Science, Math, Science and/or Engineering degree, have advanced knowledge and abilities in computing, be able to engage in solving problems with success, push the boundaries of conventional thinking, complete interdisciplinary projects, and explore internship/research opportunities with skill and confidence.

The World Language and Art Program offers a rigorous program with the AP level in all subjects including Art, French, Latin and Spanish. National exams are offered in all three of our world languages, with free access to all students. The department implements interdisciplinary study between World Language and Art, and other disciplines, so students can make connections and comparisons across various subjects, synthesize concepts and engage in critical thinking and analysis.

Exciting additions to the academic program include new electives and other courses that promote interdisciplinary collaboration through co-teaching such as *Discrete Mathematics in Computer Science* (Math/Computer Science) and *Digital Media* (Computer Science/Art). This year, *The History of Modern Africa* and *Hate: The Dark Side of American History*, allowed students to explore the contradiction between America's professed ideals of freedom and equality and the tragic and ugly history of racism, nativism, sexism, and homophobia.

Organizational Viability

Organizational Structure of the School

There were no organizational structural changes in the 2019-2020 school year.

Effective July 1, 2019, Ellen Linzey assumed the full responsibilities of AMSA's Executive Director

Anthony Montesion joined the administrative team in July 2019 and has served as Dean of Students, overseeing student affairs and culture with Dean Dan Amaral. In August 2019, AMSA welcomed Lynn Jarvis as Director of Special Education.

At the end of the 2019-2020 school year, English Department Chair Alexandria Waldron, returned to the United Kingdom to pursue her career in education overseas. Ms. Waldron's commitment to AMSA's high standards and her personal contributions to our school community were significant. Veteran AMSA English teacher and former English Department Chair Martha Tassi Richardson will lead the English Department Team.

The administration holds weekly Department Chair meetings, monthly all staff meetings, and morning and evening family information meetings (Family Forum) throughout the school year. The Community Council, established in the 2017-2018 school year, has continued to meet quarterly. The Community Council consists of parents, teachers, administrators, and students. Participants serve on the council for a one school year term. The administration has continued its practice of producing informative and entertaining videos to highlight a sense of community, address parent concerns, and to keep stakeholders informed on current events and policy. These successful initiatives will continue into the 2020-2021 school year.

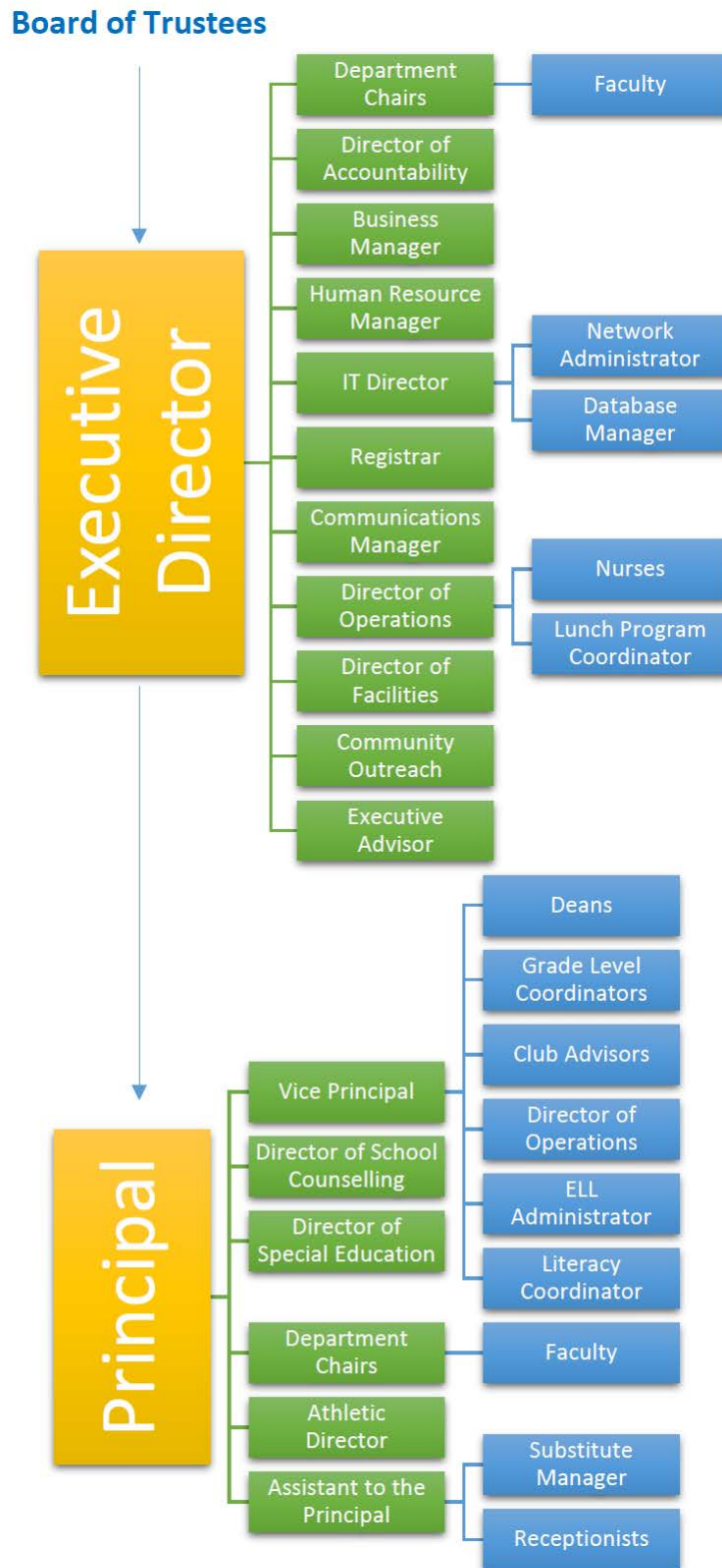
Success of AMSA's current leadership model is evidenced by the survey results of AMSA stakeholders (parents, students, teachers and staff), that have remained overwhelmingly positive for the past few years under the school's new administration. Survey questions specifically focus on morale, trust, and community. The AMSA community is committed to our mission, our core values, and vision for our fourth charter term. The results from the 2019 Fall Family Survey, the 2019 Staff Fall Survey, and the 2020 Spring Staff Survey are available on the school website, using the following links:

[AMSA-Fall-2019-Family-Survey](#)

[AMSA-Fall-2019-Staff-Survey](#)

[AMSA-Spring-2020-Staff-Survey](#)

Administrative Organizational Chart



**Advanced Math and Science Academy Charter School
Income Statement
For Fiscal Year Ending June 30, 2020
Preliminary and Unaudited**

	<u>Jul 2019 - Jun 2020</u>
Income	
Tuition	14,553,627.00
Grants & Donations	308,653.00
Misc Income	54,603.00
Nutrition Income	77,896.35
Rental Income	232,281.36
Student Program Income	228,877.11
Athletic Program Income	127,190.71
Student Transportation Income	106,167.64
Contr. In-Kind - Transportation	466,200.00
In-Kind MTRS	2,789,195.00
Total Income	<u>18,944,691.17</u>
Gross Profit	18,944,691.17
Expense	
Salaries	8,796,928.42
Payroll Taxes & Fringe Benefits	1,668,126.94
Grants Expense	54,966.00
Professional Development	79,989.04
Instructional Supplies & Equip	188,666.84
Student Program Expense	117,829.71
Nutrition Expense	71,665.51
Athletic Expense	392,813.04
Student Transportation Expense	639,813.48
Lease. CAM and Taxes	1,379,112.70
Facilities	502,554.68
Utility	243,623.75
IT	164,483.69
Auditor	22,300.00
Legal Expense	13,475.00
Other Operating Costs	258,066.02
Depreciation Expense	503,998.99
MTRS Expense	2,789,195.00
Total Expense	<u>17,887,608.81</u>
Net Income	<u><u>1,057,082.36</u></u>

**Advanced Math and Science Academy Charter School
Balance Sheet
As of June 30, 2020
Preliminary and Unaudited**

	<u>Jun 30, 2020</u>
ASSETS	
Current Assets	
Checking/Savings	7,261,832.62
Accounts Receivable	56,609.93
Other Current Assets	<u>637,557.91</u>
Total Current Assets	7,956,000.46
Fixed Assets	5,092,428.56
Other Assets	<u>33,333.00</u>
TOTAL ASSETS	<u>13,081,762.02</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	41,757.86
Other Current Liabilities	<u>1,403,736.65</u>
Total Current Liabilities	<u>1,445,494.51</u>
Total Liabilities	1,445,494.51
Equity	<u>11,636,267.51</u>
TOTAL LIABILITIES & EQUITY	<u>13,081,762.02</u>

**Advanced Math and Science Academy Charter School
Budget for Fiscal Year Ending June 30, 2021**

Approved by the Board of Trustees on July 23, 2020

Subject to final negotiations with the Collective Bargaining Unit and back to school planning approved by the Department of Education

	<u>July 2020-June 2021</u>	
Income		
Tuition	\$	14,266,000.00
Rental Income		232,000.00
Grants & Donations		265,000.00
Miscellaneous Income		35,000.00
Nutrition Income		132,000.00
Student Program Income		305,000.00
Athletic Program Income		209,000.00
Student Transportation Income		115,000.00
Total Income	\$	<u>15,559,000.00</u>
Gross Profit	\$	<u>15,559,000.00</u>
Expense		
Salaries - Collective Bargaining Unit	\$	5,205,000.00
Salaries - Non Collective Bargaining Unit		3,604,000.00
Payroll Taxes & Fringe Benefits		1,735,000.00
Professional Development		186,000.00
Instructional Supplies & Equip		321,000.00
Student Program Expense		240,000.00
Nutrition Expense		124,000.00
Athletic Expense		542,000.00
Student Transportation Expense		269,000.00
Lease. CAM and Taxes		1,395,000.00
Facilities		488,000.00
Utility		255,000.00
Non Instructional Supplies		65,000.00
Advertising and Marketing		20,000.00
Insurance		123,000.00
IT		223,000.00
Auditor		24,000.00
Legal Expense		23,000.00
Other Operating Costs		107,000.00
Depreciation Expense		550,000.00
Total Expense	\$	<u>15,499,000.00</u>
Net Income	\$	<u><u>60,000.00</u></u>

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	966
Number of students upon which FY21 budget tuition line is based	966
Number of expected students for FY21 first day of school	966
Please explain any variances: <i>Potential variances will be managed through backfilling and/or enrolling students from the waitlist.</i>	

CAPITAL PLAN (Ongoing and Projected)

Description of Project	Current Status	Completion	Estimate
Information Technology Fixed Assets:			
Firewall Replace existing 7-year-old Firewall with a new Firewall	Ordered	9/01/2020	28,829.14
Staff Laptops About one third of staff receive a new laptop every year Laptops are on a three-year rotation	Not Ordered	9/01/2020	53,000.00
Chromebook Carts 10 Additional Carts- Replace 3 of our oldest carts and 7 new carts	Not Ordered	9/01/2020	102,000.00
Projector Upgrades 10 new projector installs	Not Ordered	9/01/2020	26,000.00
Wireless Access Points and Subscription Consolidation Consolidation of all current AP subscriptions to resolve Everything to the same end date	Not Ordered	9/01/2020	10,000.00
Computer Labs Replace computers in 1 computer labs	Not Ordered	9/01/2020	28,000.00
Total Information Technology Fixed Assets			245,829.14
Facility Fixed Assets:			
Handicap Accessible Doors – 199 Forest Install automatic doors in one of our buildings	Not Ordered	9/01/2020	6,000.00
Chairs for Assemblies Purchase chairs to use during assemblies so we no longer need to rent them	Not Ordered	6/30/2021	10,500.00
Paving Repairs Repair parking lot damage	Not Ordered	6/30/2021	20,000.00
Total Facilities Fixed Assets			36,500.00
Total Fixed Assets			282,329.14

Appendix A Accountability Plan Performance for 2019-2020

Objectives and Measures related to Faithfulness to Charter	2019-2020 Performance (Met/Making Progress Toward Meeting/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>	Met	98.8% of the students in the class of 2020 applied to a college/university. Of these students, 100% were accepted to a 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*	<p>In 2019, Upper School Students scored at the Advanced/Proficient level:</p> <p>ELA: 100% Math: 98.6% Science: 95% (*99.4% passed)</p>
<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	88% of the students in the class of 2019 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>	N/A	AMSA will not report on the AP exams this year due to the drastic modifications to the AP exam and exam delivery required of College Board in response to COVID-19.
<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>	Making Progress Toward Meeting	96% of all students in grades 9, 10 and 11 took the PSAT in Oct 2019. (436 of 454) Students (class of 2021) improved their Critical Reading and Writing PSAT scores by an average of 13.2% from grade 9 to 11, and improved their Math PSAT scores by an average of 12.7% 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>	Making Progress Toward Meeting	97% of the students in the class of 2020 took the SAT or ACT by January of their senior year. Their mean scores in Critical Reading/Writing were 11.4% higher than the state mean, and the Math mean score was 18.5% 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>	Met	In the class of 2020, 100% of seniors with an Educational Proficiency Plan (EPP) achieved Proficiency/Competency Determination (CD) and graduated with their class.
<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>	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>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>	Student responsibility is no longer calculated or ranked in this manner	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.

Objectives and Measures related to Dissemination	2019-2020 Performance (Met/Making Progress Toward Meeting/Not Met)	Evidence
<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>	Met	AMSA hosted the SRCA Northeast and Central Regional Cohort (MCPSA) on February 26, 2020. ED participated in the New Charter Leaders Program (MCPSA) ED Networking Group Who met on 9/27, 10/25, 12/06, 1/10, 2/28, 5/15, and 6/12.

Appendix B

Recruitment Plan 2020-2021

School Name: Advanced Math and Science Academy Charter School

2019-2020 Implementation Summary:

1. AMSA's website was successful in bringing attention to our school. The content available is rich with information about the academic program, support services, athletics, events, club activities, competitions, videos, student led outreach, and more. The website now features a translation function.

Based on feedback from attendees at our Recruitment Information Nights, the advertisements placed in the local papers published in English, Spanish, and Portuguese were not an effective strategy. All attendees mentioned their primary sources of information were AMSA's website, social media (Facebook and Twitter), flyers, or someone who already knew about AMSA. This year, student groups distributed flyers in community spaces, libraries, local shops, and youth sports facilities instead of advertising in local papers. Four Recruitment Information Nights were held: Maynard Public Library on October 23, Marlborough at ASMA on October 29, Hudson, Avidia Bank on October 30, and Clinton Bigelow Library on November 14.

AMSA has been faithful to its commitment to develop a strong special education program. The Special Education Department was under the direction of new Director this year, whose professional knowledge and experience has had a significant impact on the program. Parents of students with support needs continue to demonstrate increased satisfaction. All AMSA teachers participated in Universal Design for Learning (UDL) as planned.

The administration participated in a Cultural Diversity Professional Development in June 2019. The faculty and staff participated in the same program during August 2019 Teacher Orientation, and a continuation of the program in November 2020.

2. Subgroup enrollment is impacted by the large number of siblings who are enrolled each year. Out of the 128 seats available for the 2020-2021 school year, 52 (41%) will be filled by siblings on the first day of school. Due to the nature of a lottery system, and having only 76 seats available to non-siblings, it is difficult to manage sub-group numbers.

3. It seems unlikely that the October 1, 2019 SIMS will meet the comparison index or the school's gap narrowing targets. We would be open to further discussion with the Department regarding the school's Recruitment Plan once we have submitted the October 1, 2020 SIMS. We would also be open to further discussion with the Department regarding the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets.

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

General Recruitment Activities for 2019-2020:

Activity 1: Marketing. AMSA produced a professionally designed informational brochure in English. Due to budget constraints, we were unable to produce the same brochure in Portuguese and Spanish. The school's website now has a function that translates most content.

Activity 2: Pre-Application School Information Nights. The school held additional information meetings before the annual application deadline, specifically for parents who were considering AMSA for their children. Meetings were held at AMSA, Clinton, Hudson, and Maynard. Members of the administration and key staff, such as the Director of School Counseling, ELL Administrator, Director of Special Education, Deans, and Registrar, attended to provide information regarding the school's support programs and

services. Notification of the events were advertised on many media platforms in English, Spanish, and Portuguese. Notices included the offer of an interpreter upon request.

Activity 3: The school conducted well-advertised student-led tours in the fall. Flyers and media announcements were provided in English, Spanish, and Portuguese. Due to COVID-19, AMSA had to cancel four scheduled school tours. However, AMSA posted a virtual tour on the school website.

Activity 4: Public Events. AMSA public events are geared to inspire students to consider AMSA as a unique educational environment. Due to COVID-19 our Spring Arts Night, International Festival, and Science Night were cancelled.

Activity 4: Outreach. The Executive Director and Principal continued to hold monthly Family Forums, providing opportunities for AMSA parents to bring friends or neighbors who may be interested in learning about our program. Meetings were held remotely during the last three months of school. 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. AMSA’s Community Outreach Manager supervises AMSA’s student group *Leaders of Tomorrow*, who participate in many volunteer operations; soup kitchens, Sweats for Vets, mentoring and reading to pre-school students at SMOC. The Community Outreach Manager is a member of the Board of Trustees Development Committee, and sits on the Board of Directors of the Marlborough Regional Chamber of Commerce, representing AMSA as an effective spokesperson for charter schools.

Recruitment Plan –2020-2021Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
6.3%

GNT percentage: 11.0%
CI percentage: 13.2%

The school is below
GNT percentages and
below CI percentages

(b) Continued 2019-2020 Strategies

- The administration will provide additional support to AMSA’s SEPAC and website presence.
- All teachers participated in Universal Design for Learning (UDL) training. However, not all teachers are required to implement its practices. 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 1-2 years.
- AMSA will continue to host Pre-Application School Information meetings before the application deadline, where key support personnel will provide program details to potential applicants. We will assess the effectiveness of this strategy at the end of one year.
- The school website will feature a story on AMSA’s new Director of Special Education, spotlighting the support program and services. We anticipate increased interest within one year.

(c) 2020-2021 Additional Strategies

- ☒ Did not meet GNT/CI: additional and/or enhanced strategies needed.
 - Greater attention will be focused on AMSA’s SEPAC, building membership, and offering public awareness events and information to the community.

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 3.3%</p> <p>GNT percentage: 6.1%</p> <p>CI percentage: 7.4%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Promotional materials state explicitly that ELL services are provided. • Website will feature interviews and bios on ELL activities and personnel. Interpreters are 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. • 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. • Flyers will be distributed in community spaces, libraries, local shops, and youth sports facilities instead of advertising in local papers.
	<p style="text-align: center;">(c) 2020-2021 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 school will have applications available on the website in Spanish and Portuguese for the 2021-2022 enrollment campaign, budget permitting.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 8.5%</p> <p>GNT percentage: 14.1%</p> <p>CI percentage: 25.3%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • AMSA will continue to offer the <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. The program is parent-run, but we are able to determine that is being used. • AMSA created a policy that provides 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. Data from 2018-2019 demonstrates an increase of 7 students from this subgroup in 2019-2020.
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	<ul style="list-style-type: none"> • AMSA clearly states its financial assistance policy for economically disadvantaged students on its new brochure and in the Student Parent Handbook and available in multiple languages. We hope to see data change within two years. • Community Outreach efforts will include educating the public that AMSA is tuition free. • Flyers were left at the Marlborough Resource Center and Early Childhood Center, which assist families who have financial challenges. • AMSA has implemented a student mentor program; some of our most talented upper school students provide quality academic support/tutoring to lower school students, at no cost. • <p style="text-align: center;">(c) 2020-2021 Additional Strategies</p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Information about AMSA’s program and lottery will be shared with families during the annual “<i>Learn to Read</i>” event at the Marlborough SMOC program (early childcare for low income families). AMSA students dress up as storybook characters, read stories, and provide each child with a selection of books. •
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • AMSA will continue to 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;">(e) Continued 2019-2020 Strategy</p> <ul style="list-style-type: none"> • AMSA does not accept applications past grade 9.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2019-2020 Strategy</p> <ul style="list-style-type: none"> • AMSA does not accept applications past grade 9.

Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

1. AMSA hired a new Director of Special Education August 2019.
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 advertisements include an option to request an interpreter or sign language services.
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.
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. Survey results from parents, students, and staff demonstrate a high level of trust and community spirit.
5. The school counselors created a Lower School Advisory Program for grades 6-8, where students took part in 24 lessons that covered social responsibility, bullying, stress management, LGBTQ, compassion, digital mindfulness, respect/self-respect, and other relevant topics that encourage a positive school environment. AMSA's Black Student Union recently visited classrooms to discuss race and other racially charged events that have been occurring in the United States and internationally. After the recent outcry from Black Lives Matter, alumni who were part of the AMSA Black Student Union met on two occasions with the administration and Board of Trustees members to discuss and facilitate general changes at AMSA, and met once with the Humanities Department Chairs to discuss important changes to the curriculum and social awareness program. AMSA was awarded two competitive grants for the FY20 school year, FC336 Improving Access to Behavioral & Mental Health Services and FC248 Systems for Student Success (SfSS). As AMSA begins work on the SfSS grant (spring-August implementation), we will be planning additional academic intervention for students, improving shared teacher workspace, and hiring a consultant to assist AMSA in addressing systemic racism.

Overall Student Retention Goal	
Annual goal for student retention	96%

Retention Plan –2020-2021 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage 5.3% Third Quartile: 11.0%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • The special education and general education staff will continue to receive SEI and UDL training. • SEPAC meetings will focus on expanding its membership. <p align="center">(c) 2020-2021 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
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Limited English-proficient students/English learners

<p><u>(a) CHART data</u></p> <p>School percentage: 2.3% Third Quartile: 12.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Full time ELL Teacher provides reading support to ELL students and is a certified WIDA Test Administrator. • AMSA has cultivated a relationship with a local translation service, providing translation and interpreter services for notices, phone conversations, school events, or meetings with parents who are not fluent in English. • School website has translation function for most content. <p align="center">(c) 2020-2021 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 4.9% Third Quartile: 11.2%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>The following strategies are implemented as part of our recruitment plan, but 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. • Students who are eligible for free or reduced lunch are given opportunities to apply for assistance with costs associated with field trips, uniforms, 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 continue to assess the effectiveness of this strategy at the end of each school 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 align="center">(c) 2020-2021 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
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<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • New students are assessed in math and reading before they start school. Students are assigned to the appropriate level of math ability and support. Students are assessed as to their level of reading ability or need for additional testing. Students may be flagged to receive services from a reading or ELL specialist. • The school has developed a program that allows teachers and counselors to quickly access a student’s profile (grades, MCAS scores, attendance, discipline, etc.) if there is a concern or significant change in behavior and/or performance. <p style="text-align: center;">Additional Strategies 2020-2021</p> <ul style="list-style-type: none"> • Through the FC336 grant, AMSA revamped the Student Support Team process, started a Mental Health Committee that participated in DESE-sponsored professional development, started a 9th grade orientation program, mapped lessons for a new 9th and 10th grade seminar, and forged partnerships with Wayside Youth & Family Support Network, INTERFACE Referral Services, and Challenge Success.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019--2020 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 renewed its membership with Middlesex Partnership with Youth, providing workshops that include strategies to help eliminate risky behavior among students. • The guidance department will continue to develop curriculum for advisory periods that promote social and emotional health. • The guidance department will continue to screen students for emotional stress. SBRIT - substance abuse screening for students in grades 7 and 10. Signs of Suicide Prevention Program that includes universal screening for depression symptoms, presented to all students in grades 8-12. • The Deans and school counselors are continuing to develop the social and emotional curriculum for Lower School students to be delivered during their Directed Study period. The content addresses 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. • AMSA implemented a full day orientation for freshmen on August 26, to provide clear expectations and guidelines for student behavior in the high school, providing the critical attention and focus on social and emotional support.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 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.

[AMSA-Charter-School's-Student-Demographic-Enrollment-Data](#)

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	2.2
Asian	16.9
Hispanic	6.7
Native American	0.2
White	67.3
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	6.6
Selected Populations	% of School
First Language not English	24.6
English Language Learner	3.3
Students with Disabilities	6.3
High Needs	24.0
Economically Disadvantaged	8.5

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date <small>(if no longer employed at the school)</small>
Ellen Linzey <i>Executive Director</i>	Leading the overall management of the school	July 1, 2019	
Michael Nawrocki Principal	Oversee Faculty, Curriculum, Guidance, Operations, Health Office, Registrar, Development	March 2019	
Brianna Murphy <i>Vice Principal</i>	Assist Principal with day to day operations and student affairs	March 2019	
Dan Amaral <i>Dean of Students</i>	Student affairs/culture	August 2017	
Anthony Montesion <i>Dean of Students</i>	Student affairs/culture	July 2019	
Lynn Jarvis <i>Director of Special Education</i>	Responsible for the Special Education Program and Staff	August 2019	
Kate Driver <i>Director of School Counseling</i>	Oversee the Guidance Department and Counselors	August 2017	

Kate Lee <i>ELL Director</i>	Oversee ELL Program	April 2019	
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	
Virginia Burke <i>Human Resources Manager</i>	Manage personnel training, relations, records, etc.	March 2017	
Erica Piotrowski <i>IT Director</i>	Oversee network, infrastructure & technology	May 2017	
Joanne Doherty <i>Data Administrator</i>	Oversee SIMS, EPIMS, SCS and Administrative Permissions	August 2018	
Sara Snow <i>Director of Accountability, MCAS Coordinator</i>	Oversee state/federal compliance, Board of Trustees Liaison, and MCAS Administrator	January 2011 September 2008	
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	
Mark Vital <i>Community Outreach Manager</i>	Manage community/public relations	July 2018	
Eric Lane <i>Facilities Director</i>	Responsible for campus maintenance and security	September 2011	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	93	2	4	Chose to end employment - 6
Other Staff	45	2	0	Chose to end employment - 1 Termination- 1

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	11
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Roger Jarrett	Chair	Executive Finance Development	First term	07/27/17 – 06/30/21
Raul Porras	Vice Chair	Executive Governance	First term	08/01/17 – 06/30/21
Jill Schafer	Secretary	Executive Governance Chair	First term	07/01/19 – 06/30/22
Kristin Carney	Treasurer	Executive Finance Chair	First term	07/01/18 – 06-30-21
Liz Saul	Trustee	Education Chair	First term	07/27/17 – 06/30/21
Nick Poirier	Trustee	Finance	First term	08/01/19 – 06/30/23
Benjamin Hammel	Trustee	Development Chair	First term	09/26/19 – 06/30/23
Sheila Creaton Kelly	Trustee	Governance	First term	09/26/19 – 06/30/23
Lucinda Zomar	Trustee	Development	First term	09/26/19 – 06/30/23
Maura Webster	Parent Rep	Development	First term Second term	07/01/19 – 06/30/20 07/01/20 – 06/30/21
Jessica E. Bowen	Faculty Rep	Governance	First term Second term	04/25/19 – 06/30/20 07/01/20 – 06/30/21
Chris O'Keeffe	Trustee	Development Governance	First term Second term	11/21/13 – 06/30/17 07/01/17 – 06/30/20 <i>Resigned as of 09/26/19</i>
Gene Pettinelli	Trustee	Finance	First term	07/01/17 – 06/30/20 <i>Resigned as of 10/01/19</i>

AMSA Board of Trustees and Committee Meeting Schedule 2020-2021

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
7-23-20 at 6:00pm	Remote
8-20-20 at 6:00pm	Remote
9-24-20 at 6:00pm	Remote or AMSA (TBD)
10-22-20 at 6:00pm	Remote or AMSA (TBD)
12-03-20 at 6:00pm	Remote or AMSA (TBD)
1-07-21 at 6:00pm	Remote or AMSA (TBD)
1-23-21 at 8:30am (Strategic Planning)	Remote or Offsite (TBD)
2-25-21 at 6:00pm	Remote or AMSA (TBD)
3-25-21 at 6:00pm	Remote or AMSA (TBD)
4-29-21 at 6:00pm	Remote or AMSA (TBD)
5-27-21 at 6:00pm	Remote or AMSA (TBD)
6-24-21 at 6:00pm (Annual Meeting)	Remote or AMSA (TBD)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Committee	Date/Time	Location
Finance	7-20-20 at 5:30pm	Remote
Finance	8-18-20 at 5:30pm	Remote
Finance	9-22-20 at 5:30pm	Remote or AMSA (TBD)
Finance	10-20-20 at 5:30pm	Remote or AMSA (TBD)
Finance	12-01-20 at 5:30pm	Remote or AMSA (TBD)
Finance	1-05-21 at 5:30pm	Remote or AMSA (TBD)
Finance	2-23-21 at 5:30pm	Remote or Offsite (TBD)
Finance	3-23-21 at 5:30pm	Remote or AMSA (TBD)
Finance	4-27-21 at 5:30pm	Remote or AMSA (TBD)
Finance	5-25-21 at 5:30pm	Remote or AMSA (TBD)
Finance	6-22-21 at 5:30pm	Remote or AMSA (TBD)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Committee	Date/Time	Location
Governance	7-08-20 at 6:00pm	Remote
Governance	8-12-20 at 6:00pm	Remote
Governance	9-09-20 at 6:00pm	Remote or AMSA (TBD)
Governance	10-14-20 at 6:00pm	Remote or AMSA (TBD)
Governance	11-18-20 at 6:00pm	Remote or AMSA (TBD)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Governance	12-09-20 at 6:00pm	Remote or AMSA (TBD)
Governance	1-13-21 at 6:00pm	Remote or AMSA (TBD)
Governance	2-10-21 at 6:00pm	Remote or AMSA (TBD)
Governance	3-10-21 at 6:00pm	Remote or AMSA (TBD)
Governance	4-14-21 at 6:00pm	Remote or AMSA (TBD)
Governance	5-12-21 at 6:00pm	Remote or AMSA (TBD)
Governance	6-09-21 at 6:00pm	Remote or AMSA (TBD)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Committee	Date/Time	Location
Education	7-21-20 at 6:00pm	Remote
Education	8-13-20 at 6:00pm	Remote
Education	9-10-20 at 6:00pm	Remote or AMSA (TBD)
Education	10-08-20 at 6:00pm	Remote or AMSA (TBD)
Education	11-12-20 at 6:00pm	Remote or AMSA (TBD)
Education	12-10-20 at 6:00pm	Remote or AMSA (TBD)
Education	1-14-21 at 6:00pm	Remote or AMSA (TBD)
Education	2-11-21 at 6:00pm	Remote or AMSA (TBD)
Education	3-11-21 at 6:00pm	Remote or AMSA (TBD)
Education	4-08-21 at 6:00pm	Remote or AMSA (TBD)
Education	5-13-21 at 6:00pm	Remote or AMSA (TBD)
Education	6-10-21 at 6:00pm	Remote or AMSA (TBD)

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Committee	Date/Time	Location
Development	7-16-20 at 7:30am	Remote
Development	8-13-20 at 8:30am	Remote
Development	9-17-20 at 8:30am	Remote or AMSA (TBD)
Development	10-15-20 at 8:30am	Remote or AMSA (TBD)
Development	11-19-20 at 8:30am	Remote or AMSA (TBD)
Development	12-17-20 at 8:30am	Remote or AMSA (TBD)
Development	1-21-21 at 8:30am	Remote or AMSA (TBD)
Development	2-11-21 at 8:30am	Remote or AMSA(TBD)
Development	3-18-21 at 8:30am	Remote or AMSA (TBD)
Development	4-15-21 at 8:30am	Remote or AMSA (TBD)
Development	5-20-21 at 8:30am	Remote or AMSA (TBD)
Development	6-17-21 at 8:30am	Remote or AMSA (TBD)

Appendix D Additional Required Information

Key Leadership

Position	Name	Email Address	No change/ New/ Open Position
Board of Trustees Chairperson	Roger Jarrett	r.jarrett@amsacs.org	No change
Executive Director	Ellen Linzey	e.linzey@amsacs.org	No change
Principal	Michael Nawrocki	m.nawrocki@amsacs.org	No change
Vice Principal	Brianna Murphy	b.murphy@amsacs.org	No change
Director of School Counseling	Katherine Driver	k.driver@amsacs.org	No change
Director of Special Education	Lynn Jarvis	l.jarvis@amsacs.org	No change
Dean of Students	Dan Amaral	d.amaral@amsacs.org	No change
Dean of Students	Anthony Montesion	a.montesion@amsacs.org	No change
ELL Director	Katelyn Lee	k.lee@amsacs.org	No change
Business Manager	Liana McLaren	l.mclaren@amsacs.org	No change
Director of Operations	Ann Richards	arichards@amsacs.org	No change
IT Director	Erica Piotrowski	e.piotrowski@amsacs.org	No change
Director of Accountability MCAS Coordinator	Sara Snow	s.snow@amsacs.org	No change
SIMS and EPIMS Contact Data Administrator	Joanne Doherty	j.doherty@amsacs.org	No change
Human Resources Manager	Virginia Burke	v.burke@amsacs.org	No change
Registrar	Linda Edwards	l.edwards@amsacs.org	No change
Communications Manager	Michael Finkle	m.finkle@amsacs.org	No change
Director of Facilities	Eric Lane	e.lane@amsacs.org	No change
Community Outreach Manager	Mark Vital	m.vital@amsacs.org	No change
Athletic Director	Peter Jones	p.jones@amsacs.org	No change
English Department Chair	Martha Tassi Richardson	m.richardson@amsacs.org	New
History Department Chair	Anders Lewis	a.lewis@amsacs.org	No change
Math Department Chair	Lyubov Shmidt	l.shmidt@amsacs.org	No change
Science and CS Department Chair	Scott Joray	s.joray@amsacs.org	No change
World Language and Art Department Chair	Sarah Preston	s.preston@amsacs.org	No change
PE and Health Department Chair	Dan Amaral	d.amaral@amsacs.org	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 199 and 201 Forest Street, Marlborough. The school purchased the property located at 165 Forest Street on April 24, 2018, which is one of three buildings that encompasses the school campus. The school's long-range goal is to purchase the buildings at 199 and 201 Forest Street, permitting the school to make updates and improvements to the existing buildings and infrastructure, increase the living and working space, and reconfigure the layout of the campus. However, the school is open to seeking another location in Marlborough if unable to purchase all three buildings.

Location	Dates of Occupancy
201 Forest Street, Marlborough, MA	February 18, 2005
199 Forest Street, Marlborough, MA	August 30, 2007
165 Forest Street, Marlborough, MA	November 21, 2011

Enrollment

The estimated student application deadline and lottery date for students who are interested in enrolling for the 2021-2022 school year:

Action	Date
Student Application Deadline	January 8, 2021
Lottery	February 24, 2021

Conditions

In a letter from Commissioner Riley, dated March 25, 2020, AMSA's charter was renewed without conditions. The charter term is five years, beginning July 1, 2020 and expiring on June 30, 2025. *"Based upon the evidence gathered over the past four years regarding the school's academic success, organizational viability, and faithfulness to the terms of its charter and under the authority delegated to me by the Board of Elementary and Secondary Education, I have approved the renewal of the school's charter under Massachusetts General Law chapter 71, section 89, and 603 CMR 1.00."*

Complaints

The AMSA Board of Trustees did not receive any official (written) complaints during the 2019-2020 school year