

ANNUAL REPORT 2018-2019



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Approved by the Board of Trustees on July 29, 2019

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Introduction to the School

Advanced Math and Science Academy Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Marlborough, MA
Regional or Non-Regional	Regional	Districts in Region	Marlborough, Clinton, Maynard, Hudson
Year Opened	2005	Year(s) Renewed	2010, 2015
Maximum Enrollment	966	Current Enrollment (June 1, 2019)	968
Chartered Grade Span	6-12	Current Grade Span	6-12
# of Instructional Days per school year	180	Students on Waitlist (June 1, 2019)	659
School Hours	8:05 AM – 3:15 PM*	Age of School	14
Mission Statement 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.			

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 will 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; 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.

To provide a clear blueprint for promoting and sustaining such high standards, the new administration called upon teachers, students, and parents in the previous year to collaboratively identify three core values that would define and direct the day-to-day culture at AMSA. In 2018, AMSA administration, teachers, parents, and students worked together to identify the core values of integrity, excellence, and community. Integrity requires honesty in our work and our relationship with others. Excellence requires a commitment to the joy of learning and to creativity, as well as a commitment to persevere in the face of obstacles. Community requires that we pursue the characteristics of good citizenship; that we help each other, collaborate with each other, and celebrate our amazing diversity.

During the 2018-2019 school year, the Academic Excellence Committee (AEC), a committee consisting of teachers and administrators from each department, was established to discuss ways in which AMSA could heighten its commitment to academic excellence and strengthen our conviction that all students of all backgrounds and abilities can excel in all subjects. Part of the AEC's work included the creation and administration of a student survey. The survey included questions about academic rigor,

academic inspiration, academic supports, homework, and academic honesty. Based on the survey, it was obvious that AMSA students seek and desire to be challenged and that they are motivated by engaging, knowledgeable, and passionate teachers. The survey and ongoing discussions held during AEC meetings, led initiatives led to the following initiatives this past year:

- The creation of a student model lesson survey as part of our teacher hiring process.
- The formation of the Diderot Society designed to foster and promote the joy and love of learning.
- The creation of 9th and 10th grade seminars focused on study skills, time management, and career exploration.
- The creation of a 9th grade orientation day to acclimate our freshmen to high school life and behavioral expectations.
- Extended discussions about how to help our students find a strong work/life balance, including best practices for assigning homework.
- A commitment to continue to reach out to our students to gain their input and ideas.

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. All students are encouraged to take Advanced Placement courses. Students enrolled in Advanced Placement courses in grades 9 through 12 participated in a total of 485 Advanced Placement exams this year, with a high percentage of success, as demonstrated in the annual reporting of our accountability plan (page 17).

In the fall of 2017, AMSA launched its very first academic specific honor society, the Spanish Honor Society. Soon to follow in the fall of 2018 was the establishment of the National Art Honor Society. Our students desire to attain the highest standards in scholarship, character, and service, and to bring an appreciation of world languages and art education to the attention of the school and community.

AMSA held two evening events designed to celebrate the artistic achievements of our students in art, music, and drama. AMSA held a Science Night designed to celebrate the achievements and cutting-edge interests of our science and computer science students. Representatives from Quest Diagnostics and ViaSat attended the event, expressing their awe at the level of maturity and skill demonstrated by our students. AMSA is especially grateful to our education partners at Thermo Fisher Scientific, who gifted the school with a Scanning Electron Microscope (SEM), which will significantly enrich our research and science curriculum. Many AMSA students pursue internships with our partnering companies that provide valuable opportunities and experiences in research, bio-technical knowledge/equipment, and engineering. Exposure to these experiences

empower students to consider careers in science and technology, and serve as confirmation that collaboration is critical for solving the very real problems facing our modern world.

Amendments to the Charter 2018-2019

Date	Amendment Requested	Approved
5-31-19	Amend the length of the school day to provide a decrease in the significant loss of classroom time that occurs when students are dismissed early to participate in academic events/competitions and athletic programs with other regional school districts. The school day will begin at 7:55am, ten minutes earlier than the current start time. The school will end at 2:45pm, thirty minutes earlier than the current end time. The eight 45-minute academic periods will remain intact, no academic time has been affected.	6-11-19

Access and Equity: Discipline Data

Please use the following link to view AMSA's most recent publicly available student discipline data:

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

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,000	16	1.1	0.7	0.0
EL	102	4			
Economically Disadvantaged	80	3			
Students with Disabilities	61	4			
High Needs	219	9	3.2	1.4	0.0
Female	475	2			
Male	525	14	1.7	1.1	0.0
American Indian or Alaska Native	2				
Asian	174	1			
African American/Black	19	1			
Hispanic/Latino	56	1			
Multi-race, Non-Hispanic/Latino	69	0			
Native Hawaiian or Pacific Islander	0				
White	680	13	1.2	1.0	0.0

Based on the in-and out-of-school suspension rates published on the Department's website in the previous chart, AMSA's suspension data does not feature a significant or notable disparity among subgroups. However, AMSA has experienced a slight increase in the total number of suspensions over the past three school years. One notable trend has been a small rise in incidents relating to racial and/or culturally insensitive behavior. Some of these infractions have resulted in major disciplinary consequences, such as in-school or out of school suspension. 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 Principal and 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 can be 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.

The school counselors created a Lower School Advisory Program for grades 6-8, where students take part in 24 lessons that cover social responsibility, bullying, stress management, LGBTQ, compassion, digital mindfulness, respect/self-respect, and other relevant topics that encourage a positive school environment. As part of Black History Month, AMSA's Black Student Union visited classrooms in February during the advisory period to discuss race and other racially charged events that have been occurring in the United States and internationally.

AMSA traditionally holds a full day orientation for incoming sixth graders the day before school begins. This year, AMSA is implementing a full day orientation for freshmen on the same day. The administration and school counselors view this as an opportunity to provide clear expectations for student behavior in the high school, as well as provide the critical attention and focus on social and emotional support that is so important for this demographic. It is our experience that when students feel valued and supported, they are respectful. A respectful environment feels safe and becomes a place where great things are possible.

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 2018-2019 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

AMSA is dedicated to sharing our educational model and participating in collaborative projects with students from other Commonwealth schools and districts. AMSA also continues to be actively involved with building partnerships with leaders in the technical, biotech, and engineering industries, who live and work in our community. AMSA thrives on the mutual respect developed through all these relationships. Our teachers and staff are especially committed to celebrating and encouraging the joy of learning by example. AMSA’s core values are based on the ideals of excellence, integrity, and community, which form the context for how we teach, live, and communicate with one another.

One of AMSA’s most exciting collaborative initiatives, the Marlborough STEM Council, was created and promoted by AMSA’s Community Outreach Manager, Mark Vital. Administrators from AMSA, Assabet Valley Regional Technical High School, and Marlborough High School meet monthly with representatives from various STEM (science, technology, engineering, and math) related corporations, local officials, and businesses to promote STEM education for students. Discussions and planning resulted in the M20 Summit and the LGBTQT Forum, detailed in the Dissemination Efforts on the following page. Future plans include a Women in STEM panel for students from all three high schools, a joint field trip to Fenway Park for “STEM Day”, and plans for a STEM mobile lab to transport high school students to surrounding middle and elementary schools to host demonstrations and presentation focused on STEM.

On the following page, AMSA’s dissemination initiatives during 2018-2019 are listed in the state-provided template.

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? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Collaboration, Curriculum	Paid Internships at Boston Scientific, training on medical equipment	AMSA students (5)	Boston Scientific, Marlboro w/students from AMSA, Assabet and Marlboro HS	Students from AMSA, Marlboro HS, and Assabet were trained on medical/research equipment. Students in turn taught students at Whitcomb Middle School (GEMS CS Club)
Collaborative Research	M20 Summit Lab project and presentation	AMSA students (6)	Boston Bio Medical Boston Scientific, ViaSat w/ students from AMSA, Assabet, Marlboro HS	6 students from each school collaborated in one of 2 labs (Bio and Manufacturing), Each group presented to a panel of 3 corporate judges: Project 3D model space habitation
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.
Leadership Training, Collaboration	3 full days comprehensive workshop	AMSA students (5)	RYLA (Rotary Youth Leadership Academy)	3-day state-wide leadership program at Fitchburg State College. Upon completion, students will take leadership roles in student government, clubs, and teams.
Social and Emotional Strategies	LBGTQ Forum, panel reviewed and discussed case studies from the workplace	AMSA students (25)	Boston Scientific, Raytheon, DuPont, ViaSat w/students from AMSA, Assabet and Marlboro HS	75 students total from AMSA, Assabet and Marlboro HS sat on a panel, in collaboration with 4 company representatives, to consider case studies of discrimination and harassment in the workplace, discussing scenarios, mediations, and resolutions.
Educational Model	Educators Exchange: tour, classroom observations, group discussions	Administration, teachers, staff and students	Superintendents from Marlboro, Hopkinton, Weston, Shrewsbury Public School Districts	Visitors toured the campus, observed classrooms, given a demonstration of the SEM (Scanning Electron Microscope) by the research students,

Academic Program Success

Student Performance

The following link will take you to AMSA's 2018 School District Report Card:

<http://reportcards.doe.mass.edu/2018/DistrictReportcard/04300000?Length=8>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for classification: partially meeting targets	Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx Percentile: 98%	Meeting 69% percent of Improvement targets

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

- PSAT and SAT 2018-2019 Performance, *Refer to Appendix A on page 17*
- 2019 AP Summary, *refer to Attachment 1 on page 33*
- 2019 AP Data Year to Year, *refer to Attachment 2 on page 34*

Program Delivery

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 Africa, the history of hatred in the U.S., 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. A self-portrait project was taught in conjunction with a Spanish class unit on the Mexican Revolution and the movie *Frida*, based on the life of Spanish artist Frida Kahlo.

Exciting additions to the academic program this past year included new electives that promote interdisciplinary collaboration through co-teaching: *Vitruvian Man* (English/History/Science); *Discrete Mathematics in Computer Science* (Math/Computer Science); *Digital Media* (Computer Science/Art). Considerations for future electives include *Surviving the Apocalypse* (English/History/Science) and the introduction of Mandarin.

AMSA's pursuit of excellence is evident in all of our academic and co-curricular activities. The Physical Education Department provides a comprehensive curriculum dedicated to physical fitness, health and wellness. AMSA students are fortunate to have access to the Fore Kicks sport complex that is located adjacent to our campus. AMSA offers a full complement of highly competitive Varsity and Junior Varsity Athletic programs. Over the past charter term, AMSA has tripled its after school activities and currently supports 45 academic and/or interest clubs.

Organizational Viability

Organizational Structure of the School

Dr. Anders Lewis served as Executive Director, co-leading with Principal Ellen Linzey since March 2017. While serving as Executive Director, Dr. Lewis continued in the role of History Department Chair and teacher. In March 2019, Dr. Lewis made the decision to step down from the responsibilities of Executive Director effective June 30, 2019, and Principal Ellen Linzey was appointed as Interim Executive Director to co-lead with Dr. Lewis through the end of the school year. Effective July 1, 2019, Ellen Linzey assumed the full responsibilities of AMSA's Executive Director. Following the search and interview process, Vice Principal Michael Nawrocki was named Principal, and History teacher Brianna Murphy was named Vice Principal. The autonomous responsibilities of the academic leadership remained intact, allowing Department Chairs to direct and supervise their team teachers and content area.

The Director of Student Services left AMSA's employ in November 2018. Education Specialist Bryan Wong assumed the role as Interim Director of Student Services, with the assistance of a special education consultant. AMSA welcomes Lynn Jarvis, who was recently hired as Director of Student Services and will join the AMSA leadership team on August 6, 2019.

Anthony Montesion joined the administrative team on July 1, 2019 and will serve as Dean of Students, overseeing student affairs and culture with veteran Dean Dan Amaral. Katlyn Lee, ELL teacher at AMSA, assumed the administrative responsibilities of the ELL program on April 4, 2019.

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 last 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 2019-2020 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 two years. Survey results specifically focused on morale, trust, and community are high. The AMSA community is focused on our mission and our core values, as we prepare for our fourth charter term.

Survey results are available on the school website:

[AMSA-FamilySurveyFall2018](#)

[AMSA-StaffSurveyFall2018](#)

- 2018-2019 Organizational Chart, *refer to Attachment 3 on page 35*
- 2019-2020 Organizational Chart, *refer to Attachment 4 on page 36*

Teacher Evaluation

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

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

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

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

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

New Department Chair Evaluation Rubric

The backbone of AMSA's program is the academic leadership team. AMSA's department chairs are responsible for the mentorship and support of their team teachers, while ensuring strong curricula. Department chairs are experts in their content area and take the lead role in the hiring of new teachers. During the 2018-2019 school year, the administration focused on creating an improved evaluation tool for department chairs that would promote professional growth in a collegial and supportive environment. The department chairs were actively involved with the development process, providing insight and perspective as both teachers and supervisors specific to their content area. The evaluation tool was designed to reflect AMSA's core values of

integrity, excellence, and community, and to reinforce AMSA's mission to serve all students, regardless of background or ability, so they may excel in all subjects.

The department chair evaluation process employs three steps:

Step 1: An initial evaluation meeting between administrators and the department chair is held to discuss department goals and how they plan to achieve them.

Step 2: A second meeting is held when the department chair provides preliminary evidence demonstrating progress towards meeting department goals.

Step 3: The administrator provides a written evaluation of the evidence, feedback, and the self-reflection, previously provided by the chair. The chair has the opportunity to offer additional evidence or request changes to the draft evaluation. When the final evaluation is available, the administrator and chair will meet again to review progress, and discuss strategies for the subsequent school year. If the chair does not agree with the evaluation conclusions, the chair may attach an addendum to the evaluation document.

Budget and Finance

The Unaudited FY19 statement of revenues, expenses, and changes in net assets (Income Statement), the statement of net assets for FY19 (Balance Sheet), and the approved school budget for FY20 (Budget) are included on the following three pages.

Advanced Math and Science Academy Charter School
Income Statement
For Fiscal Year Ending June 30, 2019
Preliminary and Unaudited

	<u>July 2018 – June 2019</u>
Income	
Tuition	14,241,985.00
Grants & Donations	361,615.85
Misc Income	32,725.88
Nutrition Income	113,701.30
Rental Income	235,035.02
Student Program Income	346,437.13
Athletic Program Income	219,355.37
Student Transportation Income	112,425.29
Contr. In-Kind - Transportation	488,448.00
In-Kind MTRS	2,075,092.00
Total Income	<u>18,226,820.84</u>
Gross Profit	<u>18,226,820.84</u>
Expense	
Salaries	8,735,093.74
Payroll Taxes & Fringe Benefits	1,616,995.94
Professional Development	122,609.44
Instructional Supplies & Equip	349,740.12
Student Program Expense	243,375.81
Nutrition Expense	118,862.74
Athletic Expense	548,160.33
Student Transportation Expense	735,237.38
Lease. CAM and Taxes	1,354,972.08
Facilities	573,411.87
Utility	254,380.90
IT	161,837.75
Auditor	21,300.00
Legal Expense	68,984.06
Other Operating Costs	304,121.33
Depreciation Expense	434,780.79
MTRS Expense	2,075,614.00
Total Expense	<u>17,719,478.28</u>
Net Income	<u><u>507,342.56</u></u>

Advanced Math and Science Academy Charter School
Balance Sheet
As of June 30, 2019
Preliminary and Unaudited

	<u>June 30, 2019</u>
ASSETS	
Current Assets	
Checking/Savings	6,141,343.58
Accounts Receivable	25,797.58
Other Current Assets	<u>582,023.01</u>
Total Current Assets	6,749,164.17
Fixed Assets	5,136,011.99
Other Assets	<u>33,333.00</u>
TOTAL ASSETS	<u>11,918,509.16</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	69,266.19
Other Current Liabilities	<u>1,268,780.19</u>
Total Current Liabilities	<u>1,338,046.38</u>
Total Liabilities	1,338,046.38
Equity	<u>10,580,462.78</u>
TOTAL LIABILITIES & EQUITY	<u>11,918,509.16</u>

**Advanced Math and Science Academy Charter School
Budget for Fiscal Year Ending June 30, 2020**

Approved by the Board of Trustees on May 29, 2019

	<u>July 2019 - June 2020</u>
Income	
Tuition	\$ 14,588,000.00
Rental Income	232,000.00
Grants & Donations	346,000.00
Miscellaneous Income	28,000.00
Nutrition Income	120,000.00
Student Program Income	323,000.00
Athletic Program Income	212,000.00
Student Transportation Income	117,000.00
Total Income	<u>\$ 15,966,000.00</u>
Gross Profit	<u>\$ 15,966,000.00</u>
Expense	
Salaries - Collective Bargaining Unit	\$ 5,678,000.00
Salaries - Non-Collective Bargaining Unit	3,316,000.00
Payroll Taxes & Fringe Benefits	1,790,000.00
Professional Development	195,000.00
Instructional Supplies & Equip	367,000.00
Student Program Expense	264,000.00
Nutrition Expense	127,000.00
Athletic Expense	501,000.00
Student Transportation Expense	275,000.00
Lease, CAM and Taxes	1,300,000.00
Facilities	595,000.00
Utility	250,000.00
Non-Instructional Supplies	77,000.00
Advertising and Marketing	14,000.00
Insurance	127,000.00
IT	216,000.00
Auditor	22,000.00
Legal Expense	81,000.00
Other Operating Costs	90,000.00
Depreciation Expense	500,000.00
Total Expense	<u>\$ 15,785,000.00</u>
Net Income	<u><u>\$ 181,000.00</u></u>

CAPITAL PLAN (Ongoing and Projected)

Description of Project	Current Status	Completion	Estimate
Information Technology Fixed Assets:			
HP Core Switches Upgrading network switches	Ordered	9/01/19	20,000.00
Staff Laptops About one third of staff receive a new laptop every year. Laptops are on a three-year rotation.	Ordered	9/01/19	47,305.00
Chromebook Carts Additional carts. 1 History, 2 ELA, 1 Science and 1 World Language	Ordered	9/01/19	56,450.00
Projector Upgrades 5 new projector installs, we need to start replacing the old interactive whiteboard setups	Ordered	9/01/19	13,000.00
Wireless Access Points and Subscription Consolidation Consolidation of all current AP subscriptions to resolve everything to the same end date	Ordered	9/01/19	6,234.00
Computer Labs Replace computers in 2 computer labs	Ordered	9/01/19	66,128.00
Simplivity Server Upgrade New local server solution with total redundancy, 1 box in LS and 1 box in US	Ordered	9/01/19	196,738.00
Total Information Technology Fixed Assets			405,855.00
Software Fixed Assets:			
ELLevation			
Purchase an ELL Monitoring Platform	Ordered	9/1/2019	6,000.00
Total Software Fixed Assets			6,000.00
Facility Fixed Assets:			
Elevator floor lockout system 165 Forest To keep other tenants from entering our space - currently disabled due to this issue.	Ordered	9/01/19	15,000.00
Miscellaneous Upgrades to 165 Forest Street	In Progress	6/30/20	15,000.00
New Roof White Building Replace the existing roof on 165 Forest Street	Not Ordered	6/30/20	250,000.00
Fire Alarm System White Building Install fire alarm system to integrate with Fire Department	Ordered	9/01/19	10,000.00
Gator for Salt Spreading Purchase a multi-use utility vehicle to spread salt in the winter and use for various other purposes	Ordered	9/1/2019	30,000.00
Total Facilities Fixed Assets			320,000.00
Total Fixed Assets			731,855.00

Appendix A Accountability Plan Performance for 2018-2019

Objectives and Measures related to Mission and Key Design Elements	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendments.		
Measure: 98% of seniors will apply to a college or university and 100% of these students will be accepted to a college or university.	Not Met	96.7% of the students in the class of 2019 applied to a college/university. Of these students, 99.1% were accepted to a college/university.
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.	Partially Met	In 2018, Upper School Students scored at the Advanced/Proficient level: ELA:100% Math: 98.6% Science: 95.5%
Objective: AMSA's educational model will prepare students for college and professional life.		
Measure: 83% of all students will take at least one Advanced Placement course between grades 9 and 12.	Met	86.6% of the students in the class of 2019 took at least one Advanced Placement course between grades 9 and 12.
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.	Not Met	88% 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 2019.
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.	Partially Met	98% of all students in grades 9, 10 and 11 took the PSAT in Oct 2018. Students (class of 2020) improved their Critical Reading and Writing PSAT scores by an average of 12% from grade 9 to 11, and improved their Math PSAT scores by an average of 14% from grade 9 to 11.
Measure: 98% of all upper school students will take the SAT before January 1 st 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.	Partially Met	98% of the students in the class of 2019 took the SAT or ACT by January of their senior year. Their mean scores in Critical Reading/Writing were 13% higher than the state mean, and the Math mean score was 19% above the state mean.

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.		
Measure: 100% of seniors with Educational Proficiency Plans (EPP) based on a less than proficient score on their 10 th grade ELA and/or Math MCAS will achieve Proficiency/Competency Determination (CD) and graduate with their class.	Met	In the class of 2019, 100% of seniors with an Educational Proficiency Plan (EPP) achieved Proficiency/Competency Determination (CD) and graduated with their class.
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.	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.
Objective: AMSA will effectively promote student responsibility as a requirement for future career success.		
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.	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. The school is in the process of creating a rubric for measuring these values, which will be incorporated into the new accountability plan.

Objectives and Measures related to Dissemination	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: AMSA will share its curriculum and educational model with other schools in Massachusetts over the course of the charter term.		
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.	Met	AMSA hosted a day of sharing with Superintendents from several Commonwealth districts on April 10, 2019.

Appendix B

Recruitment Plan 2019-2020
School Name: Advanced Math and Science Academy Charter School
<p style="text-align: center;">2018-2019 Implementation Summary:</p> <ol style="list-style-type: none">1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan?2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2019 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information. <p>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. Information Nights have been well received, but not as well attended as hoped. Based on feedback from attendees, 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. We plan to boost our efforts in these areas instead of advertising in local papers. AMSA is committed to building a strong special education program. Parents of students with support needs continue to demonstrate increased satisfaction with our program. We are excited to begin the 2019-2020 school year with a new Director of Student Services. All our teachers participated in Universal Design for Learning (UDL) as planned.</p> <p>2. Subgroup enrollment is impacted by the high number of siblings who are enrolled each year. Out of the 123 seats that were available, 66 (54%) will be filled by siblings on the first day of school. Due to the nature of a lottery system, and only 57 seats available to non-siblings, it is difficult to manage sub-group numbers.</p> <p>3. It seems unlikely that the October 1, 2019 SIMS will meet the comparison index or the school's gap narrowing targets for students associated with the disabilities or economically disadvantaged subgroups. However, AMSA is very close to meeting the targets for ELL students. We would be open to further discussion with the Department regarding the school's Recruitment Plan once we have submitted the October 1, 2019 SIMS.</p>
<p>Describe the school's general recruitment activities, i.e. those intended to reach all students.</p> <p style="text-align: center;">General Recruitment Activities for 2019-2020:</p> <p>Activity 1: Marketing. AMSA produced a professionally designed informational brochure in English. AMSA will produce the brochure in Portuguese and Spanish, budget permitting.</p> <p>Activity 2: Pre-Application School Information Nights. The school plans to hold additional information meetings before the annual application deadline, specifically for parents who are considering AMSA for their children. Meetings are held at AMSA, Clinton, Hudson, and Maynard. Members of the</p>

administration and key staff, such as the Director of School Counseling, ELL Administrator, Director of Special Education, Deans, and Registrar, will attend to provide information regarding the school's support programs and services. Notification of the event will be advertised on many media platforms in English, Spanish, and Portuguese. Notices includes the offer of an interpreter upon request.

Activity 3: The school will continue to conduct well-advertised student-led tours in the spring and fall. Flyers and media announcements will be provided in English, Spanish, and Portuguese.

Activity 4: Public Events. AMSA public events are geared to inspire students to consider AMSA as a unique educational environment. Open to the public events include the annual International Festival, fall and spring Arts Night, and Science Night.

Activity 4: Outreach. The Executive Director and Principal will continue to hold monthly Family Forums, providing opportunities for AMSA parents to bring friends or neighbors who may be interested in learning about our program. The event will be promoted as a means of reaching out to all families in our region of service, especially those families with students with disabilities, limited English proficiency, or economically disadvantaged. 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 also sits on the Education Board of the Marlborough Chamber of Commerce and is an effective spokesperson for AMSA.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2018-2019 Strategies

(a) CHART data

School percentage:
6.0%

GNT percentage: 10.5%

CI percentage: 13.5%

The school is below
GNT percentages and
below CI percentages

- The administration will provide additional support to AMSA's SEPAC and website presence. Meetings have been not well attended, but this is primarily due to a significant rise in parent satisfaction. We expect to see a rise in attendance in one year.
- All teachers participated in Universal Design for Learning (UDL) training in the 2018-2019 school year. 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.
- The AMSA SEPAC will host a "Bring a Friend" night. AMSA parents who attend SEPAC meetings will be asked to invite a friend or neighbor to attend a SEPAC meeting specifically focused on sharing details of our Special Education Program and application process. We will assess the effectiveness of this strategy at the end of one year.
- AMSA 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.
-

	<p>(c) 2019-2020 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 website will feature a story on AMSA's new Director of Student Services, spotlighting the support program and services. We anticipate increased interest within one year. • Flyers will be distributed at grocery stores and recreation centers in the four core towns.
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 4.5%</p> <p>GNT percentage: 5.0%</p> <p>CI percentage: 6.3%</p> <p>The school is <u>below</u> GNT percentages and CI percentages</p>	<p>(b) Continued 2018-2019 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 will be available as needed at school meetings, parent conferences, evening events, and other public meetings where parents with limited English proficiency may have difficulty understanding the content or are prevented from making their interests or concerns known. • The International Festival and AMSA's celebration of diversity will have a much wider range of exposure due to the increased community exposure through multimedia mediums. • AMSA will host a Pre-Application School Information Night before the application deadline, where key personnel, including the ELL Administrator and Literacy Coordinator, will present program details to potential applicants. We will assess the effectiveness of this strategy at the end of one year. • AMSA's Pre-Application School Information Night will be advertised on multiple media platforms (Facebook, Twitter, and YouTube), in English, Spanish, and Portuguese. We will assess the effectiveness of this strategy at the end of one year.
	<p>(c) 2019-2020 Additional Strategies</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • The administration participated in a Cultural Diversity Professional Development in June 2019. • The staff will participate in the same program during August 2019 Teacher Orientation. • AMSA's new brochure is currently printed in English only, but the goal is to produce the updated brochure in Spanish and Portuguese this year. • Flyers will be left with the Immaculate Conception Parish in Marlborough, where they offer services in Spanish and Portuguese • Flyers will be distributed at the United Way in Hudson, who offer a wide range of services to their Hispanic and Latino community.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 6.6%</p> <p>CI percentage: 21.2%</p> <p>The school is <u>below</u> CI percentages</p>	<p>(b) Continued 2018-2019 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 144 families registered. AMSA created a new 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. We hope to see data change within two years. AMSA clearly states its financial assistance policy for economically disadvantaged students on its new brochure. We hope to see data change within three years. Community Outreach efforts will include educating the public that AMSA is tuition free.
	<p>(c) 2019-2020 Additional Strategies</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Flyers will be 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><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2018-2019 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.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2018-2019 Strategy</p> <ul style="list-style-type: none"> AMSA does not accept applications past grade 9.
<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2018-2019 Strategy</p> <ul style="list-style-type: none"> AMSA does not accept applications past grade 9.

Retention Plan 2019-2020

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

1. AMSA has hired a new Director of Student Services.
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.

Overall Student Retention Goal	
Annual goal for student retention	96%

Retention Plan –2019-2020 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage 2.0% Third Quartile: 10.3%</p> <p>The school is below third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • AMSA hired a new Director of Student Services. • The special education and general education staff will continue to receive SEI and UDL training. • SEPAC meetings will focus on expanding its membership. <p>(c) 2019-2020 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies need</p>

Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 11.8%</p> <p>The school is below third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • AMSA hired a full time ELL Teacher who 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. • The service also provides AMSA with translation services for our promotional and recruitment materials. <p>(c) 2019-2020 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 1.6% Third Quartile: 9.8%</p> <p>The school is below third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>The following strategies are being implemented as part of our recruitment plan, but we believe the same strategies also impact our retention goals.</p> <ul style="list-style-type: none"> • The PTO will hold used uniform sales periodically to assist parents with uniform costs. • Students who are eligible for free or reduced lunch are given opportunities to apply for assistance with costs associated with field trips, sports and clubs, senior activities, and other school related expenses. • AMSA established a <i>Car-pool Bulletin Board</i> on the school's website, providing a forum for AMSA families who live outside of Marlborough to communicate with other AMSA families who are looking for less expensive transportation options. We will 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>(c) 2019-2020 Additional Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • New students are assessed in math and reading before they start school. Students will be assigned to the appropriate level of math ability and support. Students will be assessed as to their level of

	<p>reading ability or need for additional testing. Students may be flagged to receive services from a reading or ELL specialist.</p> <ul style="list-style-type: none"> • 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><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2018--2019 Strategies</p> <ul style="list-style-type: none"> • AMSA has established a working rapport with the Marlborough Police Department and will continue to collaborate with local law enforcement to educate our students about the dangers of engaging in harmful activity that can potentially contribute to challenges at school and the risk of dropping out. • AMSA 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. <p>Additional Strategies 2019-2020</p> <ul style="list-style-type: none"> • AMSA will implementing 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>(f) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Students who leave school will be notified in writing annually of their options and available resources for completing high school.

Appendix C

School and Student Data Tables

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

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04300000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION*		
Race/Ethnicity	# of students	% of entire student body
African-American	18	1.8
Asian	169	17.4
Hispanic	56	5.7
Native American	3	0.3
White	659	67.7
Native Hawaiian, Pacific Islander	0.0	0.0
Multi-race, non-Hispanic	69	7.1
Special education	58	6%
Limited English proficient	44	4.5%
Low income	46	4.7%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Anders Lewis <i>Executive Director</i>	Overall management of the school	February 2017	June 30, 2019 (Resumed responsibilities of History Dept Chair/Teacher)
Ellen Linzey <i>Interim Executive Director</i>	Co-leading the overall management of the school	March 2019	
Ellen Linzey <i>Principal</i>	Oversee Faculty, Curriculum, Guidance, Operations, Health Office, Registrar, Development	March 2017	
Michael Nawrocki <i>Principal</i>	Oversee Faculty, Curriculum, Guidance, Operations, Health Office, Registrar, Development	March 2019	
Mike Nawrocki <i>Vice Principal</i>	Assist Principal with day to day operations and student affairs	March 2017	
Brianna Murphy <i>Vice Principal</i>	Assist Principal with day to day operations and student affairs	March 2019	
James Frier <i>Dean and ELL Admin</i>	Student affairs/culture and Oversee ELL Program	August 2017	April 2019

Kate Lee <i>ELL Administrator</i>	Oversee ELL Program	April 2019	
Dan Amaral <i>Dean</i>	Student affairs/culture	August 2017	
Bryan Wong <i>Interim Director of Student Services</i>	Responsible for the Special Education Program and Staff	November 2018	
Moreen Labelle <i>Director of Student Services</i>	Responsible for the Special Education Program and Staff	August 2017	November 2018
Kate Driver <i>Director of School Counseling</i>	Oversee the Guidance Department and Counselors	August 2017	
Liana McLaren <i>Business Manager</i>	Responsible for school finances	February 2016	
Ann Richards <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, and all technology	May 2017	
Joanne Doherty <i>Data Administrator</i>	Oversee SIMS, EPIMS, SCS and Administrative Data Permissions	August 2018	
Sara Snow <i>Director of Accountability, MCAS Coordinator</i>	Oversee state/federal compliance MCAS Administrator, Liaison to Board of Trustees	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 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	93	2	6	Termination/non-renewal - 3 Chose to end employment - 5
Other Staff	32	3	0	Termination - 2 Chose to end employment - 1

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	9
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year	3

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Rick Kamal	Chair (resigned)	Executive Governance	First term Second term	04/17/14 – 06/30/18 07/01/18 – 05/30/19
Roger Jarrett	Chair Vice Chair*	Executive Governance	First term	07/27/17 – 06/30/21
Raul Porras	Vice Chair Secretary*	Executive Governance	First term	08/01/17 – 06/30/21
Lucia Ferrante	Treasurer (resigned)	Executive Finance	First term	10/27/16 – 05/07/19
Kristin Carney	Treasurer Trustee*	Executive Finance	First term	07/01/18 – 06-30-21
Pauline Jen Ryan	Trustee (term expired)	Executive Governance	First term Second term	06/14/12 – 06/30/16 07/01/16 – 06/30/19
Chris O'Keeffe	Trustee	Development Governance	First term Second term	11/21/13 – 06/30/17 07/01/17 – 06/30/20
Ev Reynolds	Trustee (resigned)	Development	First term Second term	11/20/14 – 06/30/18 07/01/17 – 06/30/19
Gene Pettinelli	Trustee	Finance	First term	07/01/17 – 06/30/20
Liz Saul	Trustee	Education	First term	07/27/17 – 06/30/21
Jill Schafer	Parent Rep	Governance	First term Second term	07/01/17 – 06/30/18 07/01/18 – 06/30/19
Brianna Murphy	Faculty Rep (resigned**)	Education	First term Second term	07/01/17 – 06/30/18 07/01/18 – 03/18/19
Jessica E. Bowen	Faculty Rep	Governance	First term	03/28/19 – 06/30/20

*Trustees assumed new officer responsibilities when Chair and Treasurer stepped down.

**Faculty Representative assumed administrative role and was required to step down from the Board.

Appendix D Additional Information

Key Leadership

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Roger Jarrett	New 5/30/19
Executive Director	Ellen Linzey	New 7/01/19
Principal	Michael Nawrocki	New 3/01/19
Vice Principal	Brianna Murphy	New 3/18/19
Director of School Counseling	Katherine Driver	No change
Director of Student Services	Lynn Jarvis	New 8/06/19
Dean	Anthony Montesion	New 7/01/19
Dean	Dan Amaral	No change
ELL Administrator	Katelyn Lee	New 4/04/19
Director of Operations	Ann Richards	No change
IT Director	Erica Piotrowski	No change
Director of Accountability/MCAS	Sara Snow	No change
SIMS/EPIMS/Data Administrator	Joanne Doherty	No change
Business Manager	Liana McLaren	No change
Human Resources Manager	Virginia Burke	No change
Registrar	Linda Edwards	No change
Communications Manager	Michael Finkle	No change
Director of Facilities	Eric Lane	No change
Community Outreach Manager	Mark Vital	No change
Athletic Director	Peter Jones	No change
English Department Chair	Alexandria Waldron	No change
History Department Chair	Anders Lewis	No change
Math Department Chair	Lyubov Shmidt	No change
Science & CS Department Chair	Scott Joray	No change
World Language & Art Department Chair	Sarah Preston	No change
PE and Health Department Chair	Dan Amaral	No change

Facilities

The Advanced Math and Science Academy has not relocated or acquired a new facility within the charter school's current charter term. The school has been leasing the buildings at 165, 199, and 201 Forest Street, Marlborough. On April 24, 2018, the school purchased the property located at 165 Forest Street, 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 2020-2021 school year:

Action	Date
Student Application Deadline	January 10, 2020
Lottery	February 26, 2020

Conditions

During the 2018-2019 school year, AMSA has not been placed on conditions.

Complaints

The AMSA Board of Trustees did not receive any official (written) complaints during the 2018-2019 school year.

AMSA BOT Meeting Calendar 2019-2020

July 2019						
	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

*BOT Meeting August 23, 2020

BOT Meeting

Strategic Planning

Governance Committee

Education Committee

Finance Committee

Development Committee

The AMSA Board of Trustees Meet in the Upper School Cafeteria, 199 Forest Street at 6:30 PM

Finance, Governance, and Development meet in the Lower School Executive Office, 201 Forest Street

Education Committee meets in the Upper School Conference Room, 199 Forest Street

**Committee meeting times are subject to change and are posted according to Open Meeting Law*

Attachment 1

AP SCORE SUMMARY 2019
 Advanced Math and Science Academy Charter School (221349)

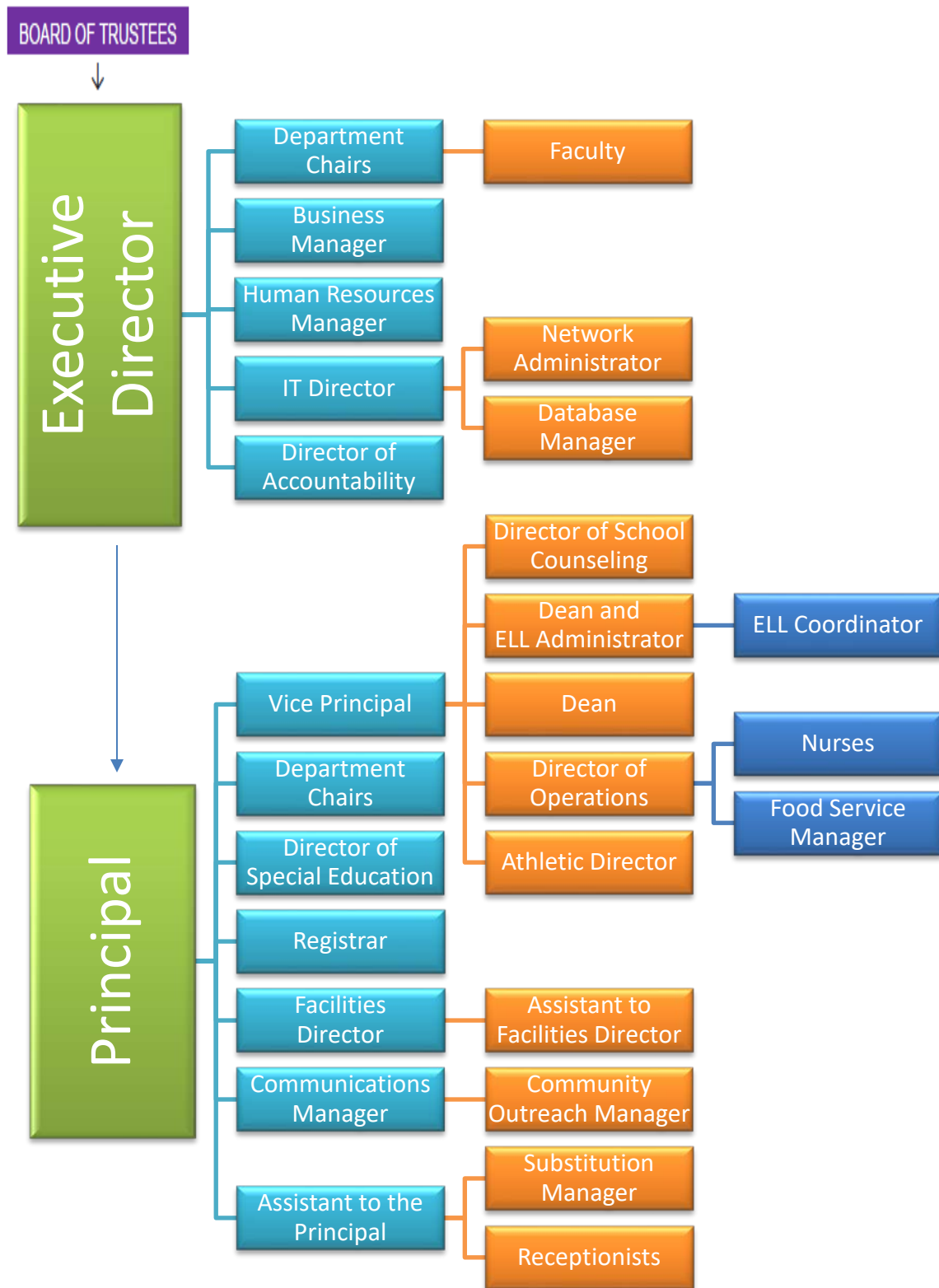
School Totals for this View	1	2	3	4	5	Total Exams
Number of Exams	17	59	105	143	161	483
Percentage of Total Exams	4	12	22	29	33	100
Number of AP Students	14	53	91	112	116	255

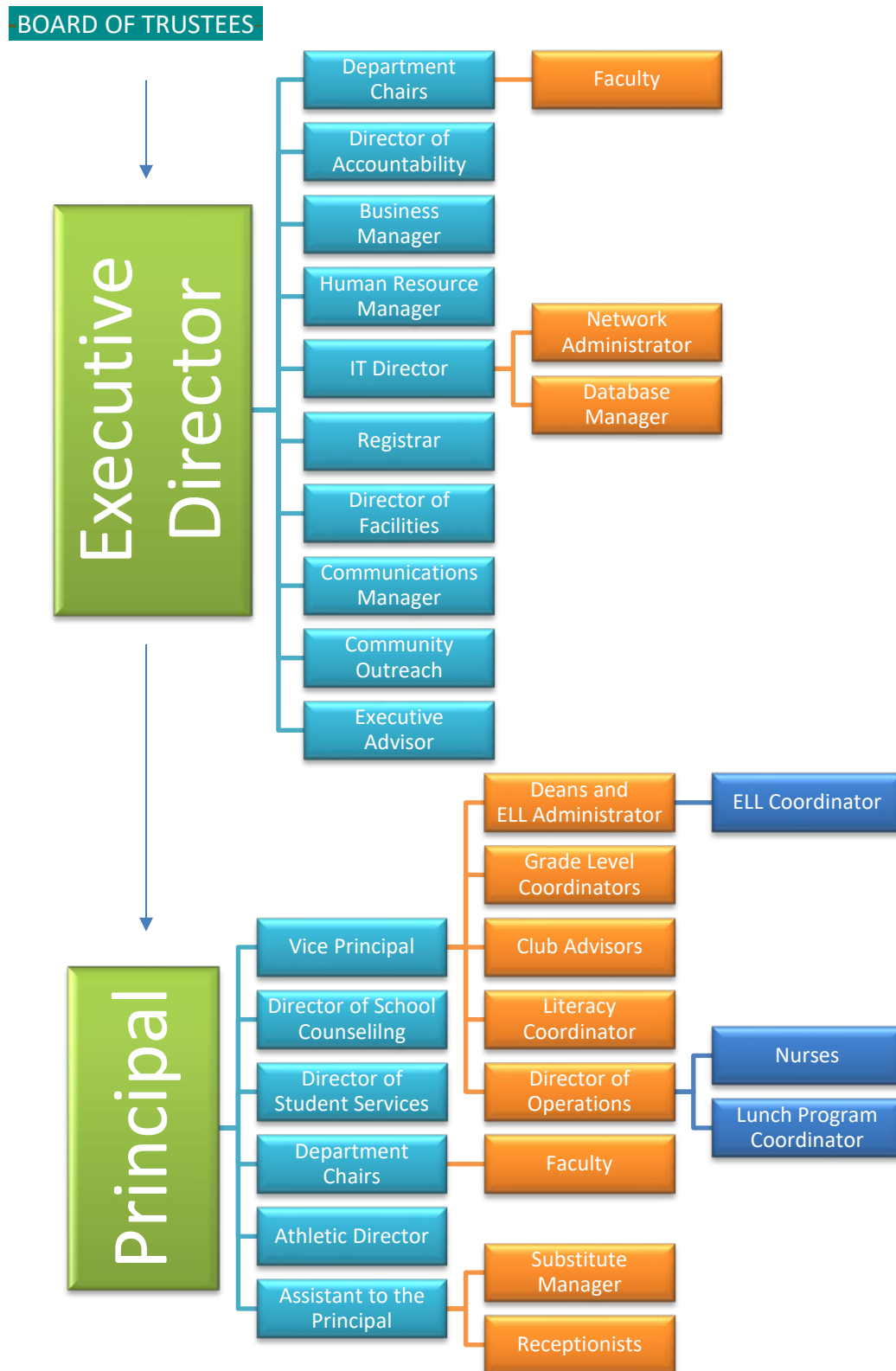
Exam Name	Number of Exams	Average Score
Biology	48	3.06
Calculus AB	38	4.63
Calculus BC	16	4.94
Chemistry	18	3.72
Computer Science A	28	4.25
English Language Composition	6	4.00
English Literature and Composition	48	3.81
European History	23	3.57
French	5	3.20
Latin	22	2.55
Macro Economics	53	4.13
Physics C: Electricity and Magnetism	18	3.39
Physics C: Mechanics	18	4.17
Spanish Language and Culture	15	4.00
Statistics	56	3.13
Studio Art: 2D	7	4.14
Drawing	1	3.00
3D	1	2.00
US Government and Politics	45	3.89
US History	17	4.18

Attachment 2

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

AP Subjects	2011	2012	2013	2014	2015	2016	2017	2018	2019
Biology	3.60	3.89	3.55	3.53	3.48	2.87	3.27	3.27	3.06
Calculus AB	4.67	4.28	4.61	4.74	4.26	3.93	3.52	4.26	4.63
Calculus BC	4.89	4.95	4.89	4.97	4.87	4.50	4.58	4.58	4.94
Chemistry	3.67	4.33	4.50	4.04	3.81	3.63	4.22	4.10	3.72
Computer Science A	-	4.75	4.55	4.25	4.23	3.76	3.80	4.36	4.25
English Language and Composition	4.00	4.71	4.44	5.00	4.68	4.25	4.15	3.98	4.00
English Literature and Composition	3.96	4.00	4.00	3.97	4.39	4.06	3.50	4.22	3.81
European History	2.43	3.77	4.23	3.89	2.89	3.15	3.19	4.08	3.57
French	3.20	-	-	-	-	4.50	3.0	-	3.20
Latin	3.17	-	4.67	3.50	4.00	4.00	4.00	3.50	2.55
Macro Economics	-	-	-	3.29	3.45	3.49	3.63	4.05	4.13
Physics C: Electricity and Magnetism	3.38	3.69	3.73	3.73	4.61	3.17	4.10	4.09	3.39
Physics C: Mechanics	3.89	4.29	4.36	4.55	4.83	3.79	3.80	4.09	4.17
Psychology	-	-	-	3.84	3.43	4.16	3.00	3.86	-
Spanish	2.80	4.33	3.60	4.57	3.46	3.67	3.19	3.67	4.00
Statistics	3.82	3.67	2.10	3.05	3.33	3.74	3.20	3.14	3.13
Art: 2D Drawing 3D	-	-	-	-	2.91 3.67	3.29 2.50	3.33 2.00	3.50 5.00	4.14 3.00 2.00
US Gov and Politics	4.07	4.56	4.00	3.79	3.24	3.95	3.92	4.19	3.89
US History	3.96	4.31	4.68	4.62	4.43	3.97	4.43	4.07	4.18





Attachment 5

Outreach Highlight

Our Executive Director, Ellen Linzey has demonstrated her commitment to building relationships with other school districts in the Commonwealth, creating opportunities for cultural, philosophical, and educational exchange.

One of the most important connections was established with members of the Massachusetts Association of School Superintendents during her participation with the Iceland Educational Delegation in October, 2018. As a result, AMSA had the distinct honor of hosting a group of school superintendents from several Commonwealth school districts on April 10, 2019. We envision an exciting collaborative future with our fellow educators.

We are especially pleased and proud to share the following messages from our colleagues:

"It was lovely getting to see AMSA in action--a very impressive place. Your teachers are so devoted to the kids and passionate about their subject matter."

Superintendent, Hopkinton

"What a wonderful morning it was: class visits, the SEM demonstration (the students were spectacular!), and the discussion with staff at lunch. It was so heartwarming to be with fellow educators doing their best to serve their students just as is the case with those in the traditional public schools."

Retired Superintendent Shrewsbury and Chair of the GS-21

"Thank you so much for opening the doors of AMSA to all of us yesterday. I thoroughly enjoyed the visit and was particularly impressed by the students in the Research course."

Assistant. Superintendent, Westwood