

ANNUAL REPORT 2020-2021



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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, 2021)	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, 2021)	501
Final Number of Instructional Days during 2020-2021 School Year	170 (as per the Commissioner)		
School Hours	7:55 AM – 2:45 PM	Age of School	16
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 2020-2021 school year was challenging, but the AMSA community never lost sight of our mission in the midst of uncertainty. We remained dedicated to creating 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 supported the implementation of our program, in-person and remote, 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 be 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.

Although disrupted by the pandemic, AMSA's academic program continued to follow the original design and intent of our charter, delivering a high-quality academic program that is highly structured, consisting 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 developed rich virtual academic curriculums that are consistent with our core mission and that seek to challenge and support each of our students.

Our students inspired us with their enthusiasm and eagerness to participate in the American Mathematics Competitions (AMC) this year, which were optional. Forty-four (44) middle school students and one hundred and eighty-two (182) upper school students competed in these competitions remotely. Thirteen (13) students qualified for the American Invitational Mathematics Examination (AIME) and one freshman qualified for the United States of American Junior Mathematical Olympiad (USAJMO), the youngest to qualify in AMSA's history!

For supporting evidence regarding faithfulness to our charter and our mission, please refer to the Accountability Plan Performance on pages 18 and 19.

Amendments to the Charter 2020-2021

Request Date	Amendment Requested	Approved
June 26, 2020	Updates made to the AMSA Board of Trustees Bylaws to provide clarification in protocols and better align with current state guidance.	August 5, 2020
July 24, 2020	Accountability Plan for the 2020-2025 Charter Term	August 5, 2020

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](#)

2019-2020 Student Discipline*					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	973	25	1.2	1.4	0
EL	32	4			
Economically Disadvantaged	96	4			
Students with Disabilities	70	6	4.3	4.3	0
High Needs	253	16	2.4		0
Female	465	2			
Male	508	23	2.2	2.4	0
American Indian or Alaska Native	2				
Asian	169	4			
African American/Black	22	1			
Hispanic/Latino	65	3			
Multi-race, Non-Hispanic/Latino	64	2			
Native Hawaiian or Pacific Islander	0				
White	651	14	1.4	0.9	0

Based on the in- and out-of-school suspension rates (2019-2020 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). During the 2019-2020 school year, the combined efforts of the dean's offices and additional administration reduced the rates of suspension in all tracked categories. Of note for the in-school suspension category, the percent of students with disabilities being assigned an in-school suspension dropped by 3.2%. Students with high needs dropped by 2.4%, which is a 50% reduction. Students identified as economically disadvantaged were placed on in-school suspension at a rate too small for DESE to calculate, down from 5.7% the year before. Of note for out-of-school suspension, students with disabilities saw a 0.2%

reduction from the previous year. Both high needs students and economically disadvantaged students were out of school suspended at a rate too small for DESE to calculate, down from 1.1% and 2.6% respectively.

During the 2019-2020 school year, AMSA was on track to have reduced its use of suspension prior to the end of the year disrupted by the Covid-19 pandemic. During the 2019-2020 school year, AMSA 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 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 and shared with the vice principal. The review of this data 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 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. The school continues to 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 to make better choices.

The Administration created a central data analysis tool that informs student discipline decisions. 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, making it possible to flag behavior trends early. The goal is to keep track of all students, not just the students with obvious behavioral issues. The deans work to be proactive with students, rather than waiting to address a behavioral incident.

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 Counseling offered a variety of services throughout the pandemic. In addition to their tiered intervention for struggling students, they worked with MassSupport to deliver wellness presentations in March to all students in grades 6-12 that focused on healthy habits and self-care.

The Director of School Counseling was involved in administering two DESE Grants: FC 336-613 Mental and Behavioral Health Grant and FC 248 Systems for Student Support.

Through FC 248, AMSA developed and implemented a new Peer Academic Coaching Center (PACC) and a Math Intervention Program (MIP). Data from both programs have been overwhelmingly positive and will continue next year. AMSA is also strengthening their partnership with Challenge Success through this grant.

The focus of the FD 336-613 Grant this year was creating a sustainable structure for AMSA's new BRYT Model program, AMSA Bridge. AMSA Bridge focuses on helping students who were out of school for physical or mental health reasons reintegrate into the classroom. This grant also provided funding to continue our partnership with Wayside, provided professional development for our counselors, administrative team, and teaching staff. We have also piloted an SEL screening program called DESSA from Aperture Education that will be used through the Health and PE department in conjunction with counseling seminars. Lastly, AMSA was able to use these funds to continue to focus on equity. We worked with the Disruptive Equity Education Project (DEEP) to provide Diversity, Equity, and Inclusion (DEI) training to the staff, administration, and Board of Trustees. The School Counseling Department also boosted our translation efforts by working with MAPA Translation and Language Bank, a nonprofit organization.

The successful launch of three new programs during the pandemic highlights AMSA's hard work and dedication to the wellbeing of students.

Dissemination Efforts

AMSA's Executive Director has been actively involved with the Massachusetts Charter Public School Association (MCPSA) over the past two years. Two MCPSA affiliate groups, the Executive Directors Cohort and the Northeast and Central Regional Alliance Group have provided endless opportunities for the Executive Director to collaborate with more than a dozen different charter school leaders, allowing participants to share and disseminate best practices, and engage in problem solving discussions and activities.

The chart on the following page lists many dissemination activities that AMSA was able to participate in despite the restrictions and school closures. AMSA is especially committed to building strong educational relationships in our core towns. To date, AMSA has collaborated with Marlborough, Clinton, and Hudson and our goal is to expand and develop similar programs in Maynard.

Dissemination Efforts 2020-2021

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Health Curriculum	Instruction & workbooks	Health Teacher and Community Outreach Manager	6 th grade health teachers at Middle Schools in Clinton and Hudson	Over 300 Hudson and Clinton Middle School 6 th graders will have instruction in the Botvin Life Skills Program.
Anatomy and Biology	Lecture, presentation, labs	Five AMSA seniors and two AMSA junior	Sunovion Pharmaceuticals, Marlborough, MA	AMSA team developed a unit on the human brain and taught all AMSA 7 th graders. The unit included the central and peripheral nervous systems. Unit enhanced the existing biology curriculum.
Health, Laboratory, and Career Skills	Corporate Internship	Five AMSA seniors and their supervisors at Quest Diagnostics	Quest Diagnostics, Marlborough, MA	AMSA team helped to develop an orientation checklist, training program, and laboratory duties that future high school interns (from many different high schools) can use.

Academic Program Success

Student Performance

The following link provides the most recent (2020), publicly available student performance data in AMSA's School Report Card. [AMSA-Charter-School-Report-Card-Overview-Link-2020](#)

2020 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%

The AMSA community is very proud of its commitment to provide students with broad access to Advanced Placement (AP) courses. AMSA offered 21 AP exams in 2020 and in 2021 to students in grades 10, 11, and 12. Most of our AP students participated despite the tremendous disruption to our academic program. To demonstrate the dedication to excellence shared by our students and teachers, even during the COVID-19 pandemic, our AP data from 2020 and 2021 is included below:

COLLEGE BOARD REPORT AMSA

	2020	2021
Number of AP Tests Taken	532	502
Percent of Scores 3 and Above	92%	88%

Academic Program Summary

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 can learn complex, abstract concepts at an early age if allowed to build on these concepts as they mature and allowed to make mistakes. 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.

The AMSA English program includes six-years of continuous, historically, and thematically aligned courses beginning in grade 6 with foundational works of literature such as *The Odyssey* and *Oedipus Rex*. Students' study of literature has a two-fold goal: to produce critical thinkers who have a clear and informed understanding of the historical literary canon, and who have mastered the skills and concepts necessary to interpret and appreciate a wide range of literary works and voices from both the past and present. General alignment with AMSA's history curriculum helps students in English achieve the rigorous levels of literary analysis required at all levels of study. Although grammar and vocabulary are taught discretely, especially in grades 6, 7, and 8, AMSA's writing curriculum develops writers by doing: at every grade level, students work toward mastery of the techniques of effective writing by producing meaningful and effective

prose. During this particularly challenging year, AMSA's English teachers continued to deliver effective instruction with new technology. Teachers will move into next year with more tools to help all learners access the curriculum: Google docs to organize and aid writing and revision; voice and video comments to provide more targeted writing feedback; and the ability to comfortably and effectively use video conferencing when necessary.

AMSA history classes are taught in chronological order. In grades 6 and 7, students study ancient and classical history as well as the history of the Middle Ages. In grade 8, students study the history of the modern world, starting in the 1400s to the French Revolution of 1789. In grade 9 students study the history of the modern world from the French Revolution to today. In grades 10 and 11 students study American history. Students learn about the culture of the indigenous people who existed in America before the arrival of Europeans, and the growth of the various colonies in North America, including the rise of slavery, the American Revolution, the Constitution, the Civil War and Reconstruction. Students also study all the major events of modern America, including the Industrial Revolution, the World Wars, the many rights-based movements (such as the Civil Rights Movement, the Feminist Movement, and the LGBTQ movement) that emerged in the 1950s and 1960s. The curriculum also examines how the American economy has changed over the past several decades. To teach our history curriculum, AMSA teachers employ a variety of methods (with a mix of discussion, group work, project work, lecture, and discussion). AMSA history teachers also use a variety of technologies. The goals of our history curriculum are to promote a lifelong love of history, develop critical thinking and writing skills, and foster an understanding of the diverse world we live in. In recent years we have increased our focus on Asian, African, and Latin American history as well as the history of nativism and racism in the United States), and the knowledge and habits of good citizenship.

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. AMSA has successfully offered the MA Biliiteracy State Seal for the second year. This initiative recognizes students who demonstrate proficiency in English and any other language. This year's 2021 AMSA graduates earned the seal in a variety of languages, including Portuguese, Russian and Spanish. The department is also proud to offer national honor societies in Art, French and Spanish to qualifying students.

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 connection 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. AMSA's multi-year foundation prepares students for their high school Biology course. After a successful completion of their freshmen year, students can choose a path in Chemistry or consider AP Biology. Juniors are provided with options beyond Physics, from Anatomy and Physiology, Sustainability, GIS (Graphic Information System), Forensics, Research, to AP Chemistry. Seniors have all the elective options, plus the opportunity 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's Computer Science curriculum focuses not only on core concepts and programming structures but also on creativity, flexibility, and critical thinking. AMSA offers many accelerated courses such as AP Computer Science, Intro to Data Sciences, Intro to Cyber Security and Cryptography, as well as Discrete Mathematics that teaches foundational mathematics and logic, which is the core of 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. AMSA seeks to build collaborative relationships with industry and universities to expose our students to practical applications of Computing and Engineering. AMSA is proud of its early foresight to keep CS in the core curriculum, and we are willing to work with other schools and businesses to make its program's model of Computer Science a core requirement, the exemplar for all others.

Academic Program in Response to COVID-19

AMSA's 2020-2021 Back to School Plan was the product of the dedicated work of dozens of AMSA staff members. Our teachers and administrators developed an exceptional educational model to keep our staff and families safe and to provide our students with an outstanding education. Throughout the spring and summer months last year, working in a variety of Back-to-School committees, our staff discussed and analyzed the challenges COVID-19 presented to our community from multiple perspectives. Based on the data collected, AMSA made the decision to provide an all-remote learning model for the first quarter, which led to equally successful all-remote second and third quarters.

AMSA teachers participated in ten extra days of professional development in addition to the three previously planned. Training focused on the effective use of online platforms and a variety of remote teaching techniques, including best practices on effective assessment techniques and ways to evaluate online student learning. AMSA also provided teachers with professional development on effectively building positive student-teacher relationships in an online environment.

The AMSA remote learning plan provided lessons aligned with AMSA's curriculum standards. AMSA's remote curriculum and instructional materials were consistent with our normal in-school program. Department Chairs and teachers worked together before the start of the school year and throughout the year to assess student progress in relation to our curriculum. AP teachers coordinated their curriculum in accordance with College Board requirements

The remote learning schedule was consistent with AMSA's highly structured academic model. Regular academic classes were block-scheduled from Tuesday through Friday. The first period was a teaching block of 70 minutes, followed by a 30-minute Academic Workshop. Students remained in this class during the Academic Workshop to complete independent work related to the lesson. Following the Academic Workshop was a 15-minute break, then second period, another 70-minute teaching block. Students and staff were given a 40-minute lunch, taken by all students and staff at the same time. The afternoon schedule followed the same format as the morning: class, Academic Workshop, break, class.

The weekly schedule included one "flex" day on Monday. Each flex day started with a 30-minute "Monday Morning Check-in", with small 12-14 student cohorts, each led by one homeroom teacher. The purpose was to conduct a visual check-in, take attendance, hold an advisory lesson, answer questions, address concerns, and help students strategize for the upcoming week. The remainder of the flex day provided scheduled time for students to complete assignments and for teachers to hold extra help sessions, particularly for high needs students or students who were struggling with the remote model. This also became a convenient time for teachers to communicate with parents, hold department meetings to share best practices, and to evaluate, assess, and post assignments. The Commissioner determined that once schools were open to in-person teaching, flex days did not count toward academic hours, so Mondays became part of the regular class day rotation from May 3 through the end of the school year.

AMSA used the following technology platforms; PlusPortals for grades and grading, Zoom Conferencing for classroom and administrative meetings, and Google Classroom for posting assignments and general class management. We also utilized many new software programs that allowed for engagement and assessment during remote learning such as Nearpod.

AMSA purchased additional computer monitors, document cameras, external microphones and speakers, and other equipment requested by teachers to conduct their remote classes effectively. The extra equipment allowed teachers to be more creative in their content delivery and helped to support them overall, while navigating the challenge of remote teaching throughout the school year.

All students were required to attend their classes with their camera on. All teachers took attendance and administrators tracked daily and period attendance. Parents received notification if a student was missing from class. Throughout lessons and through a variety of check-ins, teachers tracked student participation.

English Language Learners (ELL) participated in scheduled remote classes. Students with IEPs were provided structured support time within their schedules in a manner fully consistent with their individual plans. School counselors and adjustment counselors offered individual and small group counseling through Zoom Conferencing, or by phone. Counselors continued to work with grade level teams, the Student Support Team, and administrators to identify students in need of counseling and continued to connect student to outside services when needed. School counselors also assisted in the monitoring of academic progress, remote 504

meetings, and consulted with teachers and families to support student' mental health and academic needs.

All students on IEPs were provided structured support time within their schedules. All student adhered to the structured leaning time requirements. The Director of Special Education and Special Education teachers provided office hours to students and parents for addressing concerns and answering questions.

The Administration communicated with families to identify any technology needs and provided Chromebooks and any other appropriate devises to students. AMSA continued to work with surrounding school districts to provide eligible families with the option of food delivery. AMSA continued to provide economically disadvantaged families with the resources to ensure equitable access to AMSA's educational experience. During December 2020, the AMSA community collected \$3500 in donations, and matched by AMSA's Soaring Eagles Foundation, for a total of \$7,000. AMSA families most impacted financially by the pandemic received \$200 gift cards.

Some of our students experienced great difficulty staying engaged in a virtual environment. To address this concern, AMSA created an in-person program on campus that began on February 8, 2021. This program allowed students (ranging from grades 6-12) to participate in all their remote classes in a supervised in-person small classroom setting.

In accordance with the Commissioner's mandate for students to return to in-person learning by April 28, 2021, AMSA teachers and staff returned to the school on April 6, 2021, to prepare for the return to on-campus learning. Teachers spent two weeks teaching remotely from their classrooms to provide them with time to adjust to the hybrid model, teaching their in-person students while simultaneously engaging their remote students via Zoom Conferencing.

Families had the option to continue with remote learning or have their children return to school in-person. Sixty-two percent (62%) of our families opted for in-person learning. To provide consistency, AMSA followed the same block schedule followed all year. In order to meet CDC and state safety regulations and guidance, AMSA implemented many new policies and protocols to ensure the wellbeing of our students and staff. Our catering service offered individual bag lunches and students ate lunch at desks that followed a six-foot distancing seating plan. It required creating three lunch sessions and utilizing Fore Kicks (sports complex next door) for additional lunch and academic space. The school used seating charts for every classroom, provided a medical isolation room, hired eight remote classroom supervisors, and purchased three tents for outside cafeteria seating and extra classroom space. Our cleaning service was on campus throughout the day. COVID grants covered most of these expenses.

AMSA offered summer school to 30 students identified as needing remediation and academic support. The summer program offered curriculum unique to AMSA and tailored to the specific needs of the students who attended. Our own teachers and personnel staffed the program. We fully expect to return to school in the fall, operating under "normal" conditions. Our goal is to determine the extent of the academic loss sustained this past year and a half and begin a concerted process of review and skills building.

Organizational Viability

Organizational Structure of the School

There were no organizational structural changes in the 2020-2021 school year, but there are exciting changes already in process for the 2021-2022 school year.

Due to the expansive scope of fiscal and project management responsibilities expected of the Executive Director during the pending purchase process and renovation of AMSA's facilities, Dr. Anders Lewis will once again join the administrative team as the Assistant Executive Director. Dr. Lewis will help oversee the academic program with Principal Michael Nawrocki. To support this enormous and long-awaited project, Business Manager Liana McLaren now serves as the Director of Finance and Operations.

Our Vice Principal Brianna Murphy will be returning to the classroom, as teaching is her first passion. AMSA welcomes Amanda Cence, who joins the administrative team as Vice Principal.

AMSA "Pioneer" Dr. Scott Joray, Science and Computer Science Department Chair, retired in June. Christina Jagielski, 14-year veteran AMSA Science teacher, now leads the Science Department Team. Padmaja Bandaru, a 12-year veteran at AMSA, now leads the Computer Science Department Team. We are confident that Dr. Joray's hard work and vision for AMSA's research program, and innovations in technology, will become landmark under the leadership of these two dedicated and talented educators.

Success of AMSA's 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 current administration. Survey questions specifically focus on morale, trust, and community as well as the academic program affected by the pandemic. The results from the 2020 Fall Family and Staff Surveys, and the 2021 Spring Family and Staff Surveys are available on the school website, using the following links:

Links to 2020 Fall Pulse Surveys and 2021 Spring Surveys.

[2020 Fall Family Pulse Survey Results](#)

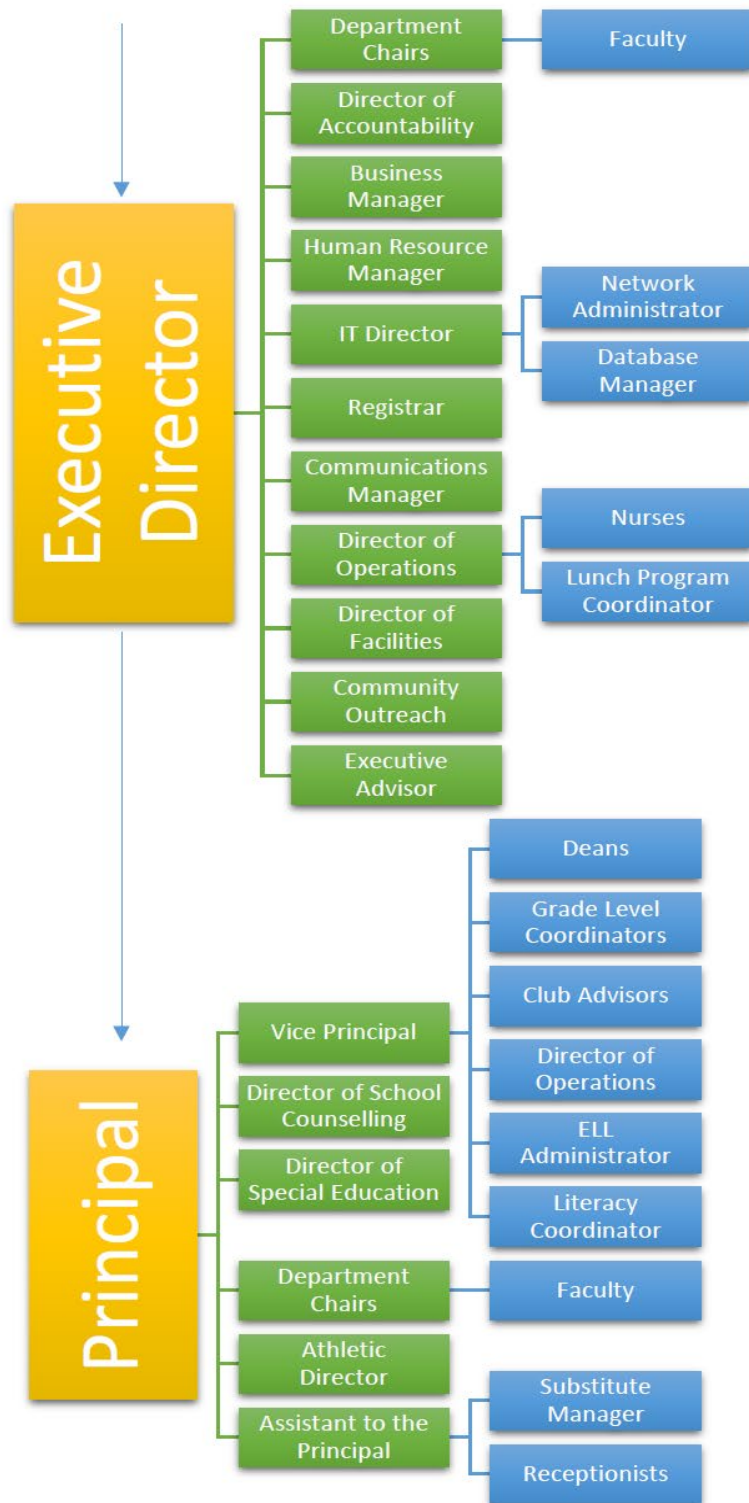
[2021 Spring Family Survey Results](#)

[2020 Fall Staff Pulse Survey Results](#)

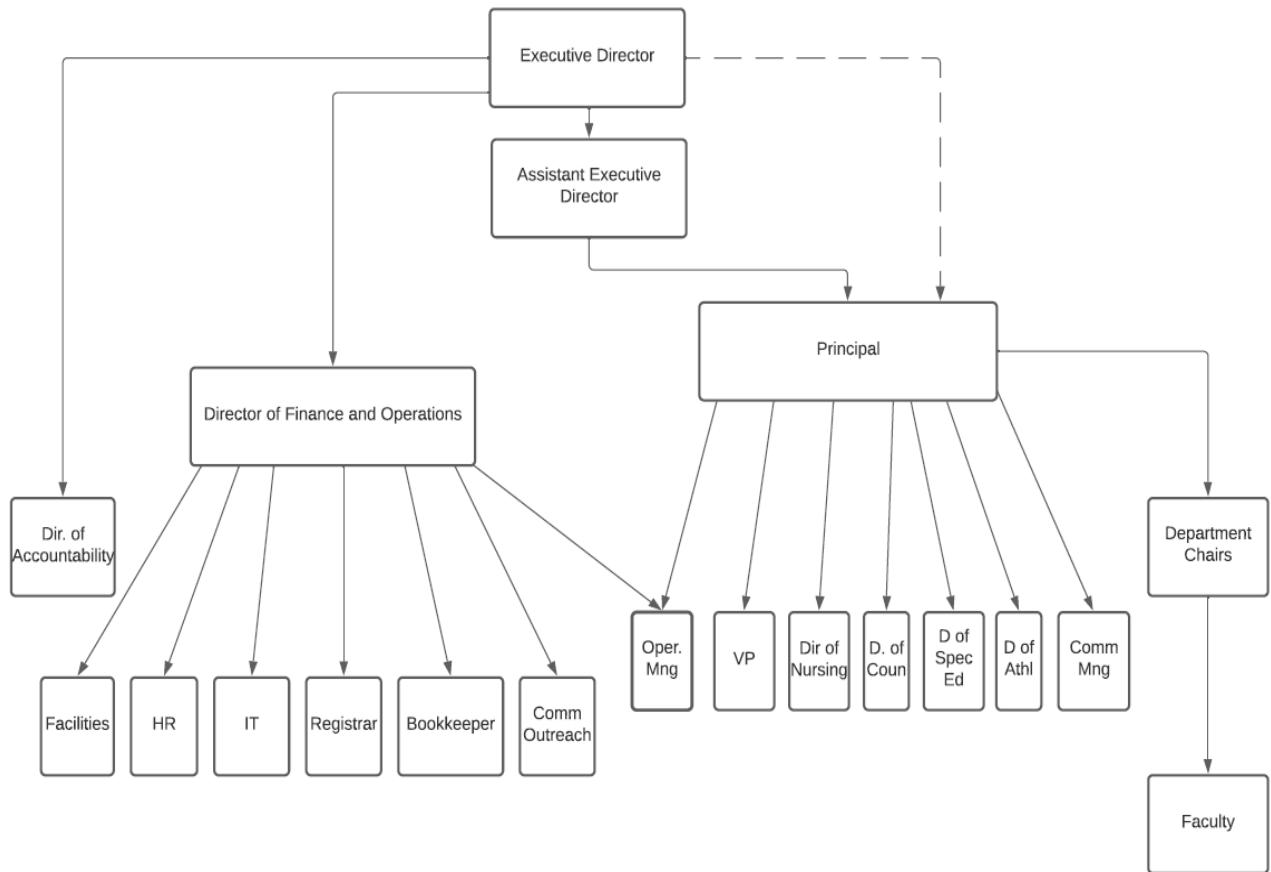
[2021 Spring Staff Survey Results](#)

Administrative Organizational Chart 2020-2021

Board of Trustees



Administrative Organizational Chart 2021-2022



Advanced Math and Science Academy Charter School
Income Statement
For Fiscal Year Ending June 30, 2021
Preliminary and Unaudited

	<u>July 20 - June 21</u>
Income	
Tuition	14,714,735
Grants & Donations	712,493
Miscellaneous Income	38,389
Nutrition Income	6,248
Rental Income	232,281
Student Program Income	130,716
Athletic Program Income	122,387
Contr. In-Kind - Transportation	36,260
In-Kind MTRS	3,184,939
Total Income	<u>19,178,448</u>
Gross Profit	19,178,448
Expense	
Salaries	9,014,966
Payroll Taxes & Fringe Benefits	1,719,379
Professional Development	70,667
Instructional Supplies & Equip	217,227
Student Program Expense	123,225
Nutrition Expense	11,720
Athletic Expense	277,024
Student Transportation Expense	187,053
Lease. CAM and Taxes	1,412,337
Facilities	479,805
Utility	233,827
IT	239,824
Auditor	23,400
Legal Expense	27,668
Other Operating Costs	250,371
Depreciation Expense	568,184
MTRS Expense	3,184,939
Total Expense	<u>18,041,616</u>
Net Income	<u><u>1,136,832</u></u>

Advanced Math and Science Academy Charter School
Balance Sheet
As of June 30, 2021
Preliminary and Unaudited

	<u>Jun 30, 2021</u>
ASSETS	
Current Assets	
Checking/Savings	8,926,677
Accounts Receivable	19,705
Other Current Assets	<u>748,417</u>
Total Current Assets	9,694,799
Fixed Assets	5,136,563
Other Assets	<u>33,333</u>
TOTAL ASSETS	<u>14,864,695</u>
 LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	103,784
Other Current Liabilities	<u>1,873,653</u>
Total Current Liabilities	1,977,437
Total Liabilities	1,977,437
Equity	<u>12,887,258</u>
TOTAL LIABILITIES & EQUITY	<u>14,864,695</u>

**Advanced Math and Science Academy Charter School
Budget for Fiscal Year Ending June 30, 2022**

Approved by the AMSA Board of Trustees on October 28, 2021

	<u>July 2021-June 2022</u>
Income	
Tuition	\$ 14,893,000.00
Rental Income	260,000.00
Grants & Donations	520,000.00
Miscellaneous Income	29,000.00
Nutrition Income	132,000.00
Student Program Income	302,000.00
Athletic Program Income	209,000.00
Student Transportation Income	172,000.00
Total Income	<u>\$ 16,517,000.00</u>
Gross Profit	<u>\$ 16,517,000.00</u>
Expense	
Salaries - Collective Bargaining Unit	\$ 5,443,000.00
Salaries - Non Collective Bargaining Unit	4,048,000.00
Payroll Taxes & Fringe Benefits	1,769,000.00
Professional Development	189,000.00
Instructional Supplies & Equip	359,000.00
Student Program Expense	243,000.00
Nutrition Expense	136,000.00
Athletic Expense	547,000.00
Student Transportation Expense	357,000.00
Lease, CAM and Taxes	769,000.00
Mortgage Interest	236,000.00
Facilities	457,000.00
Utility	255,000.00
Non Instructional Supplies	71,000.00
Advertising and Marketing	20,000.00
Insurance	135,000.00
IT	305,000.00
Auditor	24,000.00
Legal Expense	35,000.00
Other Operating Costs	163,000.00
Depreciation Expense	818,000.00
Total Expense	<u>\$ 16,379,000.00</u>
Net Income	<u><u>\$ 138,000.00</u></u>

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	966
Number of students upon which FY22 budget tuition line is based	966
Number of expected students for FY22 first day of school	966
Please explain any variances: <i>Potential variances 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 Protection and DDOS Mitigation 24/7 Firewall and network monitoring service through Whalley Computers that will alert us to any unusual activity or potential DDOS threats.	Not Ordered	10/1/2021	\$ 16,320
Staff Laptops About one third of staff receive a new laptop every year. Laptops are on a three-year rotation.	Ordered	9/1/2021	52,132
Projector Upgrades 10 new projector installs	Ordered	7/31/2021	30,000
Wireless Access Points and Subscription Consolidation Consolidation of all current AP subscriptions to resolve everything to the same end date	Ordered	Completed	12,598
Computer Labs Replace computers in 1 computer lab	Ordered	8/31/2021	40,307
Total Information Technology Fixed Assets			\$ 151,357
Total Fixed Assets			\$ 151,357

Appendix A Accountability Plan Performance for 2020-2021

Faithfulness to Charter	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: AMSA will create an environment that celebrates knowledge and inspires an appreciation of learning.		
Measure: 95% of all AMSA students in grades 6 through 11 will participate in the annual American Mathematics Competitions (AMC). The 95% of AMSA students in grades 6 through 11 participating in the annual AMC will reflect the demographics of all students in grades 6 through 11. (Participation in the AMC is optional for seniors.)	Not Met	The AMC exams were optional due to the pandemic. The show of interest in participation was inspiring. 226 students (28%) registered for the online competitions. <i>AMSA did not have its system in place for collecting related demographic data until September 2021 due to the pandemic.</i>
Measure: By the end of the charter term, 65% of all AMSA students will participate in an academic interest club, Student Government, Student Council, a National Honor Society, Student Mentor Program, Student Mediation Program, and/or competitive academic activity during or outside their regular school day. The 65% of all AMSA students participating in academic interest clubs and activities will reflect the demographics of all AMSA students.	Not Met	453 (47%) students participated in virtual academic clubs and/or interest groups during the school year and continued to support their academic curiosity and connections with other students, teachers, and the school community. <i>AMSA did not have its system in place for collecting related demographic data until September 2021 due to the pandemic.</i>
Objective: AMSA's educational model will prepare students for college and professional life.		
Measure: Each year, 85% of all AMSA students will take at least one Advanced Placement course during their High School career.	Met	86% of the students in the class of 2021 took at least one Advanced Placement course between grades 9 and 12.
Measure: Each school year, the number of Advanced Placement exams taken by AMSA students earning at least a score of "3" will exceed the state average by 15% and the national average by 20%.	Met	AMSA administered 502 AP exams, with an average 3+ scores of 88%. Comparing the same AP exams to state 3+ scores, the state percentage is 68% and the national percentage is 63%. AMSA exceeded the state percentage by 20% and the national average by 25%.

Faithfulness to Charter	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Measure: By the end of the charter term, the School Counseling Department will have integrated into the curriculum, seminars for all high school students, that provide grade appropriate college admissions preparation, essay writing, and financial aid guidance, with a strong focus on mental health and wellness.	Not Met	AMSA School Counselors taught a fall senior seminar and a spring junior seminar online for all students. They have been working with the Health and PE Department to implement 9th & 10th grade seminars. AMSA has a new HPE/ Counseling Integration Team that is mapping curriculum between the two departments.
Measure: Each year, 98% of seniors will apply to a college or university and 100% of seniors who apply to a college or university will be accepted.	Not Met	95% of the students in the class of 2021 applied to a college/university. Of these students, 100% were accepted to a college/university.
Objective: AMSA will challenge all students at the maximum of their ability and current intellectual preparedness with the goal of further advancing their “maximum” level.		
Measure: 100% of AMSA students in grade 6 (Class of 2027) and grade 7 (Class of 2026) who are identified as Lowest Performing based on their Next Generation MCAS scores in Math and ELA will advance to the level of Next Generation Passing or higher by the time they complete grade 10.	Not Met	The cancellation of the 2020 Spring MCAS administration due to the COVID-19 pandemic left us without a baseline on which to base our charter term progress.
Measure: 100% of AMSA students in grade 8 (Class of 2025, Class of 2026, and Class of 2027) who are identified as Lowest Performing based on their Next Generation MCAS scores in Science, Technology, and Engineering will advance to the level of Next Generation Passing or higher by the time they complete grade 10.	Not Met	The cancellation of the 2020 Spring MCAS administration due to the COVID-19 pandemic left us without a baseline on which to base our charter term progress.
Measure: By the end of the charter term, 20% of students in grades 10, 11, and 12 will be enrolled and actively participating in AMSA’s Science Research and/or Internship Program. The 20% of students will reflect the demographics of all students.	Not Met	85 students (19%) out of the 441 students in grades 10, 11, and 12 enrolled and actively participated in AMSA’s Science Research and/or Internship Program. <i>Among the 85 students, 2% economically disadvantaged, 6% FLEP, 5% students with disabilities.</i>

Dissemination	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: AMSA will share its curriculum with other Massachusetts public schools and public charter schools over the course of the charter term.		
Measure: Each year of the charter term, AMSA will participate in at least two educational exchange activities with the Massachusetts Charter Public School Association and their Northeast and Central Region affiliate.	Met	Charter School Executive Director (ED) Leadership Program MCPSA • ED Group Coaching- monthly • ED Consultancy Group- monthly • ED Northeast and Central Regional Alliance- bi-weekly • MCPSA bi-annual Delegate-fall/spring • Advocates4Charter- Quarterly • White Allies Leaders Group- quarterly
Measure: AMSA is an active member of the Marlborough STEM Council, a collaborative educational initiative with Marlborough High School and the Assabet Valley Regional Technical High School. The goal is to encourage students to be “professional learners” within their community. Each school year, AMSA student members “adopt” a local elementary school, share curriculum, and personally deliver instruction. By the end of the charter term, AMSA will establish similar collaborative initiatives with our other three core towns, Maynard, Hudson, and Clinton.	Not Met	COVID-19 restrictions prohibited our students and staff from participating in collaborative classroom work with our core town students. We do plan to resume this academic outreach program during the 2021-2022 school year,

Appendix B

Recruitment Plan 2021-2022
School Name: Advanced Math and Science Academy Charter School
2020-2021 Implementation Summary: 1. AMSA's website was significantly upgraded this year. The content available on our website is rich with information about the academic program, support services, athletics, events, club activities, competitions, videos, student led outreach, and featured personnel highlights. 2. 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 included AMSA's website, social media (Facebook and Twitter), or someone who already knew about AMSA. Due to COVID restrictions, we were not able to distribute flyers or offer in-person information sessions in our core towns. In response, AMSA held three virtual information sessions in total, two on November 17, 2020, at 2:00pm and 6:00pm, and one on December 8, 2020. Attendance increased greatly due to the accessibility of remote participation. A recording with highlights from each meeting, offering subtitles with language options, was available on the school website. In response to the extensive unrest over racial issues last spring, the administration was committed to raising awareness of diversity and inclusion in our school community. Teachers and staff were given a choice of books, movies, documentaries, and other materials to review over the summer, to inspire conversations during the Orientation and Professional Development scheduled for the start of the 2020-2021 school year. The school contracted with Dr. Darnisa Amante-Jackson, CEO of The Disruptive Equity Education Project (DEEP), to guide staff and Board members through multiple virtual sessions of diversity training this school year. 3. Subgroup enrollment is historically impacted by the large number of siblings who are enrolled each year. Out of the 132 seats available for the 2021-2022 school year, 42 (32%) will be filled by siblings on the first day of school. Due to the nature of a lottery system, and having only 90 seats available to non-siblings, it is difficult to manage sub-group numbers. AMSA was able to enroll Marlborough residents last year, which decreased the number of seats available to the other core town applicants. 4. It seems unlikely that the October 1, 2021 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, 2021 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 2020-2021: Activity 1: Marketing. Upgraded Website with improved translation functions. Activity 2: Pre-Application School Information Nights. The school held virtual information meetings before the annual application deadline. Meeting highlights were available on the school website. The video offered subtitles with multiple language options.

Activity 3: The school posted a virtual school tour on the website.

Activity 4: Public Events. AMSA public events inspire students to consider AMSA as a unique educational environment. Due to COVID-19, we cancelled most of our public annual events, Spring Arts Night, International Festival, and Science Night. AMSA was able to hold its first annual Golf Tournament in August 2020, also open to the public.

Activity 4: Outreach. The Executive Director and Principal continued to hold monthly virtual Family Forums. These meetings provide opportunities for AMSA parents to invite friends or neighbors to attend who are also interested in learning about our program. These meetings serve 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. We found that attendance was significantly higher due to the accessibility and convenience of remote participation and the widely used social media platforms such as Facebook and Instagram. Additionally, recorded meetings are available on the school's website with subtitles in multiple language options. Most AMSA events and meetings are often live streamed on Facebook. AMSA's Community Outreach Manager supervises AMSA's student group *Leaders of Tomorrow*, who continued to participate in many volunteer operations throughout the year; Marlborough and Clinton soup kitchens, Sweats for Vets, and writing cards for residents at local nursing homes. AMSA also had to cancel the *Learn to Read* program at SMOC, but the Leaders of Tomorrow still collected 1000 reading books for children who will attend the SMOC program (early childcare for low-income families). this year. 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 - 2020-2021 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data School percentage: 5.8% GNT percentage: 11.9% CI percentage: 13.4% The school is <u>below</u> GNT percentages and <u>below</u> CI percentages	(b) Continued 2020-2021 Strategies Greater focus on AMSA's SEPAC, building membership, and offering public awareness events and information to the community.
	(c) 2021-2022 Additional Strategies Did not meet GNT/CI: additional and/or enhanced strategies needed. - COVID restricted our ability to focus attention on AMSA's SEPAC. We plan to resume efforts in the fall to increase SEPAC membership. - SEPAC will have a new face on the AMSA website. Several strategies came to a halt this year, but with the upgrades to our website, we expect to increase visibility of SEPAC and other services available for students with disabilities. We will assess if there is an increase in application interest among this subgroup within one year. - The Director of Special Education will be present at the fall virtual information meetings.

Limited English-proficient students/English learners	
(a) CHART data School percentage: 1.3% GNT percentage: 6.5% CI percentage: 7.4% The school is <u>below</u> GNT percentages and <u>below</u> CI percentages	(b) Continued 2020-2021 Strategies The school will have applications available on the website in Spanish and Portuguese for the 2021-2022 enrollment campaign, budget permitting.
	(c) 2021-2022 Additional Strategies Did not meet GNT/CI: additional and/or enhanced strategies needed. - The newly enhanced Admissions and Application Page on the AMSA website now features a translation function that provides all forms to be available and “workable” for submitting information in multiple language options. We will assess the effectiveness of this strategy within one year. - The ELL Director will be present at the fall virtual information meetings.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data School percentage: 10.4% GNT percentage: 18.0% CI percentage: 29.9% The school is <u>below</u> GNT percentages and <u>below</u> CI percentages	(b) Continued 2020-2021 Strategies - 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 offers parents the <i>Carpool to School</i>, a service that provides a safe platform for families to locate other families to share transportation time and cost. - Financial Assistance Policy for eligible families offers financial support for uniforms, transportation, reading books, sports, events, testing fees, lunches, field trips, and clubs.
	(c) 2021-2022 Additional Strategies Did not meet GNT/CI: additional and/or enhanced strategies below: - Increase visibility of the <i>Carpool to School</i> program. - Increase visibility of the scholarship and paid internship opportunities through partnerships with Quest Diagnostics and Sunovian. - We will assess the effectiveness of these strategies within one year.

<u>Students who are sub-proficient</u>	(d) Continued 2020-2021 Strategies • 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 builds upon the effort and dedication of our students who have diverse backgrounds and abilities. We will assess the effectiveness of this strategy within one year.
<u>Students at risk of dropping out of school</u>	(e) Continued 2020-2021 Strategy • AMSA does not accept applications past grade nine.
<u>Students who have dropped out of school</u>	(f) Continued 2020-2021 Strategy • AMSA does not accept applications past grade nine.

Retention Plan 2021-2022	
Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2019-2020 Retention Plan.	
2020-2021 Implementation Summary: AMSA was 100% remote from March 2020 through April 26, 2021. The entire community came together to make the educational experience as close to "normal" as possible. Remote learning classes were scheduled, attendance taken in each class, participation was mandatory, and students earned grades. AMSA utilized Google Classroom enhanced with Zoom Conferencing to deliver our unique curriculum. Adjustments to the academic calendar included ten (10) additional preparation days for our teachers. On Monday, September 14, 2020, we offered a virtual 6th grade orientation and a combined virtual orientation for new-to-AMSA students in grades 7, 8, and 9. All students returned to AMSA remote school program on Tuesday, September 15, 2020. Our Deans, Special Education staff, and counselors were highly accessible to students, families, and staff to provide services and support. Our IT Department was instrumental in keeping students and staff online, offering technical support, and providing equipment when needed.	

Overall Student Retention Goal	
Annual goal for student retention	96%

Retention Plan 2021-2022 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<u>(a) CHART data</u> School percentage 5.7% Third Quartile: 11.3% The school's attrition rate is <u>below</u> third quartile percentages.	(b) Continued 2020-2021 Strategies - The special education and general education staff will continue to receive professional development related to teaching students with disabilities. ☒ SEPAC meetings will focus on expanding its membership. (c) 2021-2022 Additional Strategies Below third quartile: no enhanced/additional strategies needed
Limited English-proficient students/English learners	
<u>(a) CHART data</u> School percentage: 6.7% Third Quartile: 14.5% The school's attrition rate is <u>below</u> third quartile percentages.	(b) Continued 2020-2021 Strategies - Full time ELL Teacher provides reading support to ELL students and is a certified WIDA Test Administrator. - Full time Reading Specialist provides additional support. - School website has translation function for most content. ☒ (c) 2021-2022 Additional Strategies Below third quartile: no enhanced/additional strategies needed
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<u>(a) CHART data</u> School percentage: 3.8% Third Quartile: 10.5% The school's attrition rate is <u>below</u> third quartile percentages.	(b) Continued 2020-2021 Strategies The following strategies are implemented as part of our recruitment plan, but the same strategies also impact our retention goals. - The PTO will continue to hold used uniform sales periodically to assist parents with uniform costs. - 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. This program was successful, and we hope that it will continue when we return to in-person. - AMSA has a financial assistance 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. ☒ (c) 2021-2022 Additional Strategies Below third quartile: no enhanced/additional strategies needed

<u>Students who are sub-proficient</u>	(d) Continued 2020-2021 Strategies • New students take math and reading assessments before they begin school. Based on these tests, an appropriate level of math and reading ability will guide placement and the level of support needed. Identified students receive services from a reading or ELL specialist. • The school has developed a program that provides teachers and counselors with a student's history (grades, MCAS scores, attendance, discipline, etc.) if there is a concern or significant change in behavior and/or performance. Additional Strategies 2021-2022 • 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.
<u>Students at risk of dropping out of school</u>	(e) Continued 2020--2021 Strategies • AMSA has established a working rapport with the Marlborough Police Department. AMSA 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 continues to be a member of the Middlesex Partnership with Youth. Workshops offered include strategies to help eliminate risky behavior among students. • The School Counseling Department will continue to develop curriculum for advisory periods that promote social and emotional health. • The Deans and school counselors are continuing to develop the social and emotional curriculum for Lower School students 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 each year. • AMSA continues to run an orientation for freshmen in August, to provide clear expectations and guidelines for student behavior in the high school, providing the critical attention and focus on social and emotional support. Equally emphasized during the orientation are workshops on establishing study habits and organizational skills.
<u>Students who have dropped out of school</u>	(f) Continued 2020-2021 Strategies • 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 is located 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	1.9
Asian	17.3
Hispanic	7.0
Native American	0.0
White	67.8
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	6.0
Selected Populations	% of School
First Language not English	24.6
English Language Learner	1.3
Students with Disabilities	5.8
High Needs	24.2
Economically Disadvantaged	10.4

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Ellen Linzey <i>Executive Director</i>	Leading the overall management of the school	July 1, 2019	
Michael Nawrocki Principal	Oversee Faculty, Curriculum, Counseling, 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	June 2021 <i>Returning to classroom at AMSA</i>
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 School Counseling 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	December 2020 retired
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	84	1	5	2-moved 2-retired 1-other job 1-career change
Other Staff	49	3	1	1-personal 1-moved 1-retired 1-position eliminated

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	13
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2020-2021 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 – 06/30/22
Raul Porras	Vice Chair	Executive, Governance	First term	08/01/17 – 06/30/22
Jill Schafer	Secretary	Executive, Governance	First term	07/01/19 – 06/30/22
Kristin Carney	Treasurer	Executive, Finance Chair	First term	07/01/18 – 06/30/22
Liz Saul	Trustee	Executive, Education Chair	First term Second term*	07/27/17 – 06/30/21 07/01/21 – 06/30/22
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 Chair	First term	09/26/19 – 06/30/23
Lucinda Zomar (Resigned 11/05/20)	Trustee	Development	First term	09/26/19 – 06/30/23
Sowmini Sampath	Trustee	Governance	First term	07/23/20 – 06/30/24
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

**Liz Saul became a Trustee on July 27, 2017, after serving two years as the Parent Representative. Her Trustee term began at the end of July, extending her term to June 30, 2021. Liz Saul will serve a second term, limited to one year to comply with the consecutive 7-years limit.*

AMSA Board of Trustees and Committee Meeting Schedule 2021-2022

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
7-14-21 at 6:00pm	Remote
7-29-21 at 6:00pm	Remote
8-19-21 at 6:00pm	Remote
9-23-21 at 6:00pm	Remote
10-28-21 at 6:00pm	Remote
11-18-21 at 6:00pm	Remote
1-06-22 at 6:00pm	Remote
1-22-22 at 9:00am (Strategic Planning)	Remote
2-17-22 at 6:00pm	Remote
3-24-22 at 6:00pm	Remote
4-28-22 at 6:00pm	TBD
5-26-22 at 6:00pm	TBD
6-23-22 at 6:00pm (Annual Meeting)	TBD

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Committee	Date/Time	Location
Finance	7-22-21 at 5:00pm	Remote
Finance	8-17-21 at 5:00pm	Remote
Finance	9-21-21 at 5:00pm	Remote
Finance	10-26-21 at 5:00pm	Remote
Finance	11-16-21 at 5:00 pm	Remote
Finance	12-14-21 at 5:00pm	Remote
Finance	1-25-22 at 5:00pm	Remote
Finance	2-15-22 at 5:00pm	Remote
Finance	3-22-22 at 5:00pm	Remote
Finance	4-26-22 at 5:00pm	TBD
Finance	5-24-22 at 5:00pm	TBD
Finance	6-21-22 at 5:00pm	TBD

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Committee	Date/Time	Location
Governance	7-21-21 at 6:30pm	Remote
Governance	8-11-21 at 6:30pm	Remote
Governance	9-08-21 at 6:30pm	Remote
Governance	10-13-21 at 6:30pm	Remote
Governance	11-10-21 at 6:30pm	Remote

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Governance	12-08-21 at 6:30pm	Remote
Governance	1-12-22 at 6:30pm	Remote
Governance	2-09-22 at 6:30pm	Remote
Governance	3-09-22 at 6:30pm	Remote
Governance	4-13-22 at 6:30pm	TBD
Governance	5-11-22 at 6:30pm	TBD
Governance	6-08-22 at 6:30pm	TBD

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Committee	Date/Time	Location
Education	7-14-21 at 6:00pm	Remote
Education	8-12-21 at 6:00pm	Remote
Education	9-09-21 at 6:00pm	Remote
Education	10-14-21 at 6:00pm	Remote
Education	11-04-21 at 6:00pm	Remote
Education	12-09-21 at 6:00pm	Remote
Education	1-13-22 at 6:00pm	Remote
Education	2-10-22 at 6:00pm	Remote
Education	3-10-22 at 6:00pm	Remote
Education	4-14-22 at 6:00pm	TBD
Education	5-12-22 at 6:00pm	TBD
Education	6-09-22 at 6:00pm	TBD

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Committee	Date/Time	Location
Development	7-13-21 at 8:30am	Remote
Development	8-10-21 at 8:30am	Remote
Development	9-14-21 at 8:30am	Remote
Development	10-12-21 at 8:30am	Remote
Development	11-09-21 at 8:30am	Remote
Development	12-14-21 at 8:30am	Remote
Development	1-11-22 at 8:30am	Remote
Development	2-08-22 at 8:30am	Remote
Development	3-08-22 at 8:30am	Remote
Development	4-12-22 at 8:30am	TBD
Development	5-10-22 at 8:30am	TBD
Development	6-14-22 at 8:30am	TBD

Appendix D Additional Required Information

Key Leadership and Changes for 2021-2022

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
Assistant Executive Director	Dr. Anders Lewis	a.lewis@amsacs.org	New
Principal	Michael Nawrocki	m.nawrocki@amsacs.org	No change
Vice Principal	Amanda Cence	acence@amsacs.org	New
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
Director of Finance & Operations	Liana McLaren	l.mclaren@amsacs.org	New
Director of Operations	Ann Richards	arichards@amsacs.org	Retired
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	No change
History Department Chair	Dr. Anders Lewis	a.lewis@amsacs.org	No change
Math Department Chair	Lyubov Shmidt	l.shmidt@amsacs.org	No change
Science and CS Dept Chair	Dr. Scott Joray	s.joray@amsacs.org	Retired
Science Department Chair	Christina Jagielski	c.jagielski@amsacs.org	New
CS Department Chair	Padmaja Bandaru	p.bandaru@amsacs.org	New
World Language/Art Dept Chair	Sarah Preston	s.preston@amsacs.org	No change
Wellness/PE Department Chair	Jenna Logan	jlogan@amsacs.org	New

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 to reconfigure the layout of the campus.

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 2022-2023 school year:

Action	Date
Student Application Deadline	January 28, 2022
Lottery	March 1, 2022

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 2020-2021 school year