

ANNUAL REPORT
2021-2022



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Introduction to the School

Advanced Math and Science Academy Charter School			
Type of Charter	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 21, 2022)	965
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 21, 2022)	870
Number of Instructional Days during 2020-2021 School Year	180		
School Hours	7:55 AM – 2:45 PM	Age of School	17
<p>Mission Statement</p> <p>The Advanced Math and Science Academy Charter School will create an atmosphere of celebration of knowledge where children of all backgrounds and abilities excel in all subjects, especially in math, science, and technology, empowering them to succeed in the workplace of our modern high-tech world.</p>			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to the Charter

Mission and Key Design Elements

The AMSA community was very eager to begin the 2021-2022 school year and have our students and staff back on campus. The gaps in learning and social skills that occurred during the past two years due to the pandemic were challenging, but 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.

In the face of the challenges posed by the pandemic, AMSA remains committed to our unique educational design which includes AMSA's key design elements:

- Celebrate academic knowledge and inspire an appreciation of learning.
- Implement an educational model that is highly structured, and each year consists of continuous, logically organized, and interconnected multi-year courses (Executive Summary) 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 (and collaborators), 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.

Although disrupted by a year of remote instruction, AMSA's academic program this year continued to follow the original design and intent of our charter, delivering a high-quality academic program. All AMSA academic departments developed curriculums that took into consideration the need to cover gaps in content from the previous year as well as addressing the unprecedented necessity for social emotional support across all grade levels.

We are proud to share that U.S. News & World Report has ranked AMSA the # 2 public high school in Massachusetts (out of 378) for 2022! The U.S. News rankings are based on a school's College Readiness, State Assessment Proficiency, State Assessment Performance, Underserved Student Performance, College Curriculum Breadth, and Graduation Rate. AMSA's consistent high rankings are a testament to our outstanding faculty and curricula, as well as the support of AMSA families that enable our students to achieve at a high level.

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 2021-2022

Request Date	Amendment Requested	Approved
8/20/21	Request to move the application window from October to November, extending the lottery date to the last Friday in February; add language that better addresses admission eligibility for homeless students; and add clarifying language regarding proof of residency	9/21/21

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](#)

2020-2021 Student Discipline* (Data made available by the state is for prior school year)					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	974	13	0.4	1.0	0.0
English Learner	19	0			
Economically Disadvantaged	120	3			
Students with Disabilities	65	1			
High Needs	255	3			
Female	465	3			
Male	508	10	0.4	1.8	0.0
American Indian or Alaska Native	0				
Asian	168	0			
African American/Black	18	0			
Hispanic/Latino	69	1			
Multi-race, Non-Hispanic/Latino	59	0			
Native Hawaiian or Pacific Islander	0				
White	660	12	0.6	1.4	0.0

Based on the in- and out-of-school suspension rates (2020-2021 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 this school year, the covid-19 pandemic kept AMSA on remote learning until April 26th of 2021. As a result, comparing the discipline data for the year would not produce useful information.

AMSA continued the 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. Due to the pandemic, mediations did not occur. However, recruiting for a new class of mediators occurred. Those mediators were trained during the 2021-2022 school year.

During remote learning, the deans and school counselors focused their efforts on student attendance to their online classes as well as collaborating around issues with student mental health. Discipline problems were few during remote learning and largely centered around ensuring students were actively participating in their learning.

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 332 SEL & Mental Health Grant (MTSS Focus) and FC 248 Systems for Student Support.

Through FC 248, AMSA iterated on our Peer Academic Coaching Center (PACC) and a Math Intervention Program (MIP). Data from both programs have been overwhelmingly positive and will continue next year, supported in the local budget.

Through FC 613/332, AMSA has added administrative support to the counseling department, an academic success coach to the ELL department, and contracted with a new referral service (Care Solace). With increased focus on AMSA's MTSS (Multi-Tiered System of Support) and SEL (social and emotional learning), AMSA piloted an SEL screener, Tier 2 Cognitive Behavioral Therapy (CBT) Groups, and a Tier 1 Advisory program called TRAILS (Transforming Research into Action to Improve the Lives of Students). The TRAILS program offers SEL curriculum for the classroom, and self-care programming for staff, to promote mental health and wellness and build resiliency among students and staff. We have also held focus groups for teachers to help them embed social emotional learning in their classrooms.

Dissemination Efforts

AMSA is committed to robust community outreach and dissemination efforts, that continue to provide opportunities for our students and staff to share and exchange instructional practices and innovative curriculum with other schools.

AMSA's outreach is not limited to the classroom. Our students and staff are equally interested in building strong citizenship and community mindedness through service to local residence and assistance programs. AMSA's Leaders of Tomorrow actively participate in soup kitchens, "sweats for vets", clothing drives, and clean-up events at parks and senior centers.

AMSA's Executive Director has been actively involved with the Massachusetts Charter Public School Association (MCPSA) over the past three years. The Northeast and Central Regional Alliance and the Executive Directors Networking Group have provided rich 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. This was especially true while navigating the unprecedented challenges schools faced during the pandemic and developing strategies for a safe return to in person learning. These personal connections have built strong partnerships within the charter school community.

AMSA was honored this year to host several distinguished visitors to our school; Senator James Eldridge, Representative Danielle Gregoire, Commissioner Jeffrey Riley, Mayor Arthur Vigeant, and MEDC Executive Director Meredith Harris. We are always eager and proud to welcome visitors to our school, to share the joy of learning as well as our hard-won successes in this challenging era of COVID and natural disasters.

Dissemination Efforts 2021-2022

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 7 th graders were provided instruction in the Botvin LifeSkills Program, which completed the final phase of instruction. Additionally, another 300 students in 6 th grade have started the Botvin program.
Hands-on classroom experience, Math and Computer Science curriculum, mentorship, and professional development opportunities. https://www.amsacs.org/community/lesley-internship-program	Years in the making, AMSA has initiated a Collaborative Internship Program with Lesley University. Our first group of Lesley Students have signed on for a one-year Intensive Program to earn a master's degree and Mass Initial Licensure. They will begin in August 2022.	The Math Department Chair, the Computer Science Department Chair, along with several Math and Computer Science Teachers.	Lesley University Students. This collaborative internship program will be expanded to include other disciplines as we continue our exciting association with Lesley University.	Three interns have joined AMSA for the 2022-2023 school year. At the end of the year, these interns will have a full year of classroom experience, curriculum knowledge, and professional development training which they will bring with them to their first teaching assignments.
Math curriculum	Onsite interviews and classroom observations	Executive Director, Math Department Chair, Math Teachers, and students	Old Sturbridge Academy Charter School Principal and Math Dept Chair	The Principal and Math Department Chair from the Old Sturbridge Academy Charter School spent the day at AMSA. They met with our Executive Director and Math Dept Chair to discuss best practices, program delivery, and curriculum. Our visitors were able to spend the day observing a cross section of subject classes in action. They also met with our ELL Director to gather information and seek guidance about our ELL program.

Academic Program Success

Student Performance

The following link provides the most recent (2021), publicly available student performance data in AMSA's School Report Card. [AMSA-Charter-Public-School-Report-Card-Overview-2021](#)

2021 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 Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021.

*The above accountability information represents determinations from 2019.

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 2022 to students in grades 10, 11, and 12. Nearly all our AP students participated despite the challenges they had to navigate over the past two years. As shown in the chart below, 89% of our students' AP scores were a 3 or higher demonstrating our dedication to excellence shared by our students and teachers, despite the disruption from the COVID-19 pandemic. Our students continue to participate with enthusiasm and perform at a high level of achievement.

COLLEGE BOARD REPORT AMSA

	2021	2022
Number of AP Tests Taken	502	415
Percent of Scores 3 and Above	88%	89%

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, scaffolded writing practice. Although grammar and vocabulary are taught discretely 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 in a variety of modes. Literature study is historically and thematically aligned with an emphasis on foundational works of literature confronting the essential questions of human existence from a variety of perspectives and traditions. 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 understand the context necessary to achieve the rigorous levels of critical analysis required in today's world.

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. During the past three years, AMSA has successfully

offered the MA Bilingual State Seal. This initiative recognizes students who demonstrate proficiency in English and any other language. This year's 2022 AMSA graduates earned the seal in Polish, Portuguese, 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 grade 6 and grade 7. 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, Astronomy, 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 Learning Gaps Due to COVID-19

In the summer of 2021, we were able to offer on-site summer credit recovery services versus using a regional school's programming. We ran the program with grades 6-12, and for the Middle School grades we took an inventive approach to increase learner engagement. We made our courses interdisciplinary, and project based. We also hired a clinician and guidance counselor to help students of all grades with school avoidance issues, as well as an Executive Training coach. Finally, we paid a student peer-to-peer tutoring coordinator. Taking these measures allowed us to identify the students who struggled the most during the school year and provided them the academic, emotional, and social supports necessary to transition from a primarily remote school year to in-person. We were able to get all students who participated to recover the credits lost and to prepare for the upcoming school year. We were also able to pilot a partnership with the University of Massachusetts Lowell and bus our students to the campus to engage in hands-on experiments to promote an understanding of different disciplines in engineering. Our summer programming included a large portion of our High Needs population and engaged many of our students who had spent all of last year virtual.

The challenges of Covid have motivated our English teachers to develop 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; effective use of video conferencing to reach students where they are and offer more opportunities for one-on-one conferencing. To address both the academic and social-emotional needs of our students during their first full year back after the disruptions of Covid, the English department piloted a "buddy" program designed to both reinforce the curricular goals of improving communication and critical thinking skills and to offer opportunities to practice a variety of social skills. 12th grade students were paired with 6th grade students and acted as role models for the 6th graders in monthly, shared English activities designed to give all students an opportunity to develop the above skills. This program will be expanded next year to run throughout the school year. Finally, the department is revising its writing expectations by grade level and implementing more explicit review and diagnostic writing exercises at the beginning of the year to guide teachers and deliver more targeted writing instruction.

The History Department sought at the start of the year to review from the previous year; how we have analyzed our classes and sought ways to increase student engagement and voice; and how we have started to reintroduce final exams (but are also exploring options to replace the traditional pen and paper tests of olden times!).

For High school biology, students who opted out of the MCAS for the 2020-2021 year, were given the opportunity to sit for the February 2022 MCAS Biology exam. We implemented an afterschool review series that allowed those students who didn't feel comfortable with the material the opportunity to review, ask questions, and prepare for the test in February of 2022. This also allowed students the opportunity of sitting in June for a second attempt if they were unsuccessful in February. The Biology teachers also worked throughout the third quarter to identify students who were struggling so that they could be invited to enroll into a second review and preparation series: this afterschool series focused on individual development of struggling concepts so that students felt prepared and less stressed going

into the science MCAS in June. The science department has been working on integrating instruction back into the classroom, bringing best practices that were found online and incorporating them into daily classroom life. We have branched out our technology, using Quizizz, Nearpod, Mastering Biology, and Labster. While these programs do not replace hands-on labs and activities, new access points have widened the way that material can be delivered in the classroom.

Organizational Viability

Organizational Structure of the School

Due to the expansive scope of fiscal and project management responsibilities expected of the Executive Director during the renovation of AMSA's facilities and supporting fundraising activities, Dr. Anders Lewis will remain on the administrative team as the Assistant Executive Director. Dr. Lewis continues to oversee the academic program with Principal Michael Nawrocki. Dr. Lewis has stepped down from his role as History Chair in March 2022 to focus on his broader administrative role. Brianna Murphy, ten-year AMSA veteran History teacher and former Vice Principal, assumed the History Department leadership role. To support this enormous and long-awaited project, former Business Manager Liana McLaren serves as the Director of Finance and Operations.

AMSA welcomed Amanda Cence to the administrative team, and began her role as Vice Principal in July 2021. With over ten years of teaching secondary mathematics, her expertise in the classroom and her dynamic administrative skills have proven to be a tremendous asset to AMSA.

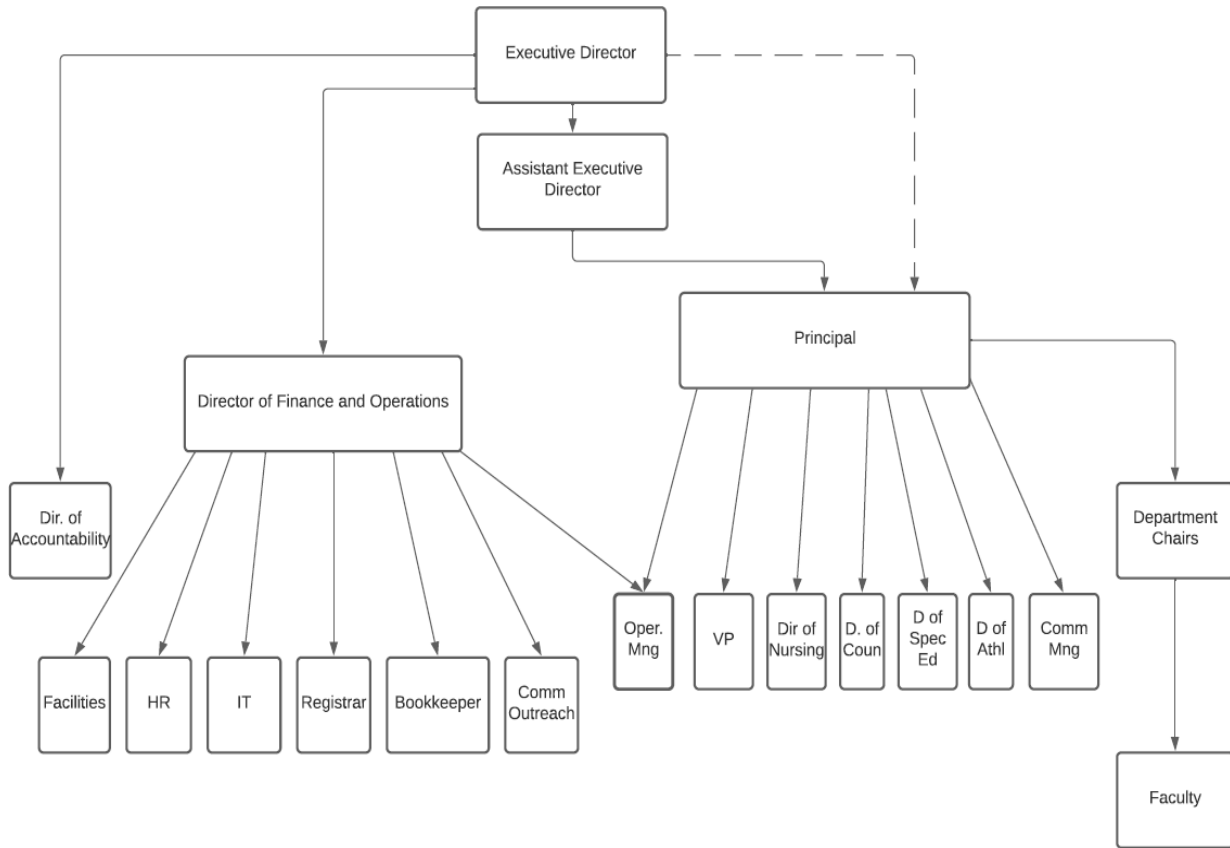
Due to the retirement of our Science Department Chair at the end of last year, Christina Jagielski, 14-year veteran AMSA Science teacher, led the Science Department Team this year. The Computer Science team became a separate department under the leadership of Padmaja Bandaru, a 12-year veteran Computer Science teacher at AMSA. All our team leaders are well acquainted with AMSA's pioneering curriculum and lead with dedication and commitment to creating an exciting and challenging learning environment.

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 Spring 2022 Family and Staff Surveys, are available on the school website, using the following links:

[2022-Spring-Family-Survey-Results](#)

[2022-Spring-Staff-Survey-Results](#)

Administrative Organizational Chart 2021-2022



**Advanced Math and Science Academy Charter School
Income Statement
For Fiscal Year Ending June 30, 2022
Preliminary and Unaudited**

July 21 - Jun 22

Income

Tuition		15,361,300
Grants & Donations		798,113
Misc Income		94,924
Nutrition Income		98,236
Rental Income		249,726
Student Program Income		239,119
Athletic Program Income		199,010
Transportation, Includes In Kind		568,163
In-Kind MTRS (estimated)	—	<u>3,662,680</u>

Total Income 21,271,271

Gross Profit 21,271,271

Expense

Salaries		9,411,980
Payroll Taxes & Fringe Benefits		1,752,227
Professional Development		63,065
Instructional Supplies & Equip		446,875
Student Program Expense		189,566
Nutrition Expense		101,926
Athletic Expense		597,235
Student Transportation Expense		691,341
Lease. CAM and Taxes		694,408
Facilities		469,815
Utility		255,066
IT		288,309
Auditor		28,600
Legal Expense		21,319
Other Operating Costs		551,925
Depreciation Expense		831,217
MTRS Expense (estimated)	—	<u>3,662,680</u>

Total Expense 20,057,554

Net Income 1,213,717

**Advanced Math and Science Academy Charter School
Balance Sheet
As of June 30, 2022
Preliminary and Unaudited**

	<u>June 30, 202</u>
ASSETS	
Current Assets	
Checking/Savings	9,069,368
Accounts Receivable	47,140
Other Current Assets	<u>589,41</u>
Total Current Assets	9,705,922
Fixed Assets, Net of Accumulated Depreciation	18,503,409
Other Assets	<u>1,155,02</u>
TOTAL ASSETS	<u>29,364,35</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	159,752
Other Current Liabilities	<u>1,627,94</u>
Total Current Liabilities	<u>1,787,69</u>
Long Term Liabilities	
Mortgage Payable	11,945,204
Deferred Cash Inflow Leased Assets	<u>1,557,75</u>
Total Long-Term Liabilities	<u>13,502,96</u>
Total Liabilities	<u>15,290,65</u>
Equity	<u>14,073,69</u>
TOTAL LIABILITIES & EQUITY	<u>29,364,35</u>

**Advanced Math and Science Academy Charter School
Budget for Fiscal Year Ending June 30, 2023**

Approved by the AMSA Board of Trustees on May 26, 2022

	July 2022-June 2023
Income	
Tuition	\$ 15,714,000
Rental Income	\$ 191,000
Grants & Donations	\$ 627,000
Miscellaneous Income	\$ 81,000
Nutrition Income	\$ 107,000
Student Program Income	\$ 274,000
Athletic Program Income	\$ 205,000
Student Transportation Income	\$ 173,000
Total Income	\$ 17,372,000
Gross Profit	\$ 17,372,000
Expense	
Salaries - Collective Bargaining Unit	\$ 5,782,000
Salaries - Non Collective Bargaining Unit	\$ 4,277,000
Payroll Taxes & Fringe Benefits	\$ 1,845,000
Professional Development	\$ 188,000
Instructional Supplies & Equip	\$ 424,000
Student Program Expense	\$ 265,000
Nutrition Expense	\$ 100,000
Athletic Expense	\$ 569,000
Student Transportation Expense	\$ 386,000
Mortgage Interest	\$ 453,000
Facilities	\$ 467,000
Utility	\$ 240,000
Non Instructional Supplies	\$ 76,000
Advertising and Marketing	\$ 20,000
Insurance	\$ 149,000
IT	\$ 318,000
Auditor	\$ 26,000
Legal Expense	\$ 25,000
Other Operating Costs	\$ 234,000
Depreciation Expense	\$ 1,019,000
Total Expense	\$ 16,863,000
Net Income	\$ 509,000

Information From the Budget Submission and Spring 2022 Pre-enrollment Process

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022, submission	966
Number of students upon which FY23 budget tuition line is based	966
Number of expected students for FY23 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	Funding Source
Information Technology Fixed Assets:				
VOIP Phone system one time cost for setup/phones/training Update schoolwide phone system.	Ordered	Aug-22	52,929	Annual Operating Budget (AOB)
Staff Laptops Staff laptops are on a three-year rotation. One third of staff receive a new laptop every year.	Ordered	Jun-23	53,000	AOB
Projector Upgrades Projector upgrades to laser/wireless model with no bulb	Ordered	Jan-22	35,000	AOB
Chromebook Carts & White Glove Service Purchase 12 new carts for classrooms without carts.	Ordered	Jun-23	150,369	AOB
Computer Labs Replace computers and laptops in 3 computer labs.	Ordered	Jun-23	89,000	AOB
Verkada Camera System and Cloud Storage Update schoolwide security camera system.	Ordered	Jul-22	49,111	AOB
Glow Forge 3-D Printer For Computer Science Class	Not Ordered	Jun-23	5,995	AOB
Total Information Technology Fixed Assets			435,404	
Facilities Fixed Assets:				
2 classrooms of furniture and 20 white board resurfacing.	Ordered	8/1/2022	15,000	AOB
Snow Guards over 2 doors / 201 Forest	Not Ordered	6/30/2023	25,000	AOB
Skylight repairs	Not Ordered	6/30/2023	10,000	AOB
Handicap Accessibility Doors / 199 Forest	Not Ordered	6/30/2023	21,000	AOB
Chiller replaces 2 Compressors	Not Ordered	12/31/2022	70,000	AOB
New Rooftop Unit / 165	Not Ordered	6/30/2023	45,000	AOB
Total Facility Capital Improvements			186,000	
New Classroom Building:				
Construction of a new classroom building with approximately 15 classroom and a proposed future gymnasium. The construction project includes a loop road around the campus to create more of a campus feel and to alleviate the constraints of our current traffic pattern.	Design Phase	Summer 2024	13,000,000	Bank Financing Boston Private
Total Facility Capital Improvements			13,000,000	
Total Fixed Assets			13,621,404	

Appendix A Accountability Plan Performance for 2021-2022

Faithfulness to Charter	2021-22 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.		
<p>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.)</p>	Not Met	<p>Due to the disruption in learning time, many students who opted out of testing, or remained at home for the remainder of the school year, participation was reduced to 51%.</p> <p>Although the testing experience was not able to capture the intention of the measure, the data closely reflects AMSA's demographics for most student groups.</p> <p><i>See Appendix E for supporting demographic data on page 36.</i></p>
<p>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.</p>	Not Met	<p>489 (51%) students participated in academic clubs and/or interest groups during the 2021-2022 school year.</p> <p>Data closely reflects AMSA's demographics for most student groups.</p> <p><i>See Appendix E for supporting demographic data on page 36.</i></p>
Objective: AMSA's educational model will prepare students for college and professional life.		
<p>Measure: Each year, 85% of all AMSA students will take at least one Advanced Placement course during their High School career.</p>	Met	<p>91% of the students in the class of 2022 took at least one Advanced Placement course between grades 9 and 12.</p>

<p>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%.</p>	<p>Met</p>	<p>AMSA administered 415 AP exams, with an average 3+ scores of 89%. Comparing the same AP exams to state 3+ scores, the state percentage is 71% and the national percentage is 66%. AMSA exceeded the state percentage by 18% and the national average by 23%.</p>
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<p>Faithfulness to Charter</p>	<p>2021-22 Performance (Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>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.</p>	<p>Met</p>	<p>AMSA School Counselors taught a fall senior seminar and a spring junior seminar online for all students providing them with college admissions preparation, essay writing, and financial aid guidance, with a strong focus on mental health and wellness.</p> <p>They continue to work with our Health and Physical Education Department to design and implement a similar seminar in grades 9 and 10 with a strong focus on mental health and wellness.</p>
<p>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.</p>	<p>Not Met</p>	<p>97.2% of the students in the class of 2022 applied to a college or university. Of these students, 100% were accepted to a college or university.</p>

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.		
<p>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.</p>	Not Met	<p>The cancellation of the 2020 MCAS administration and significantly reduced participation during the 2021 MCAS, left us without a true baseline on which to assess our charter term progress. Participation in 2022 was back to “normal” and will serve as our baseline.</p>
<p>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.</p>	Not Met	<p>The cancellation of the 2020 MCAS administration and significantly reduced participation during the 2021 MCAS, left us without a true baseline on which to assess our charter term progress. Participation in 2022 was back to “normal” and will serve as our baseline.</p>
<p>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.</p>	Met	<p>100 students (24%) out of the 421 students in grades 10, 11, and 12 enrolled and actively participated in AMSA’s Science Research Programs and/or Internship Program.</p> <p>Data closely reflects AMSA’s demographics for most student groups.</p> <p><i>See Appendix E for supporting demographic data on page 36.</i></p>

Dissemination	2021-22 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.		
<p>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.</p>	Met	<p>The Executive Director actively participated in the Leadership Program through MCPSA that provided opportunities for valuable exchanges of administrative knowledge, best practices, and especially sharing innovative ideas for navigating the COVID-19 experience. The Program included the ED Networking Group-monthly/ongoing, the ED Northeast and Central Regional Alliance-monthly, and the MCPSA bi-annual Delegate-fall/spring.</p> <p>AMSA’s Outreach Manager and Communications Manager developed relationships with our sending districts through their affiliation with MCPSA <i>Advocates4CharterQuarterly</i>.</p>
<p>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.</p>	Met/Ongoing	<p>AMSA sophomores and juniors collaborated with students from Marlborough High, Assabet Valley Regional Technical School, and the New England Innovation Academy. Each high school “adopted” an elementary school in Marlborough and participated in a program called <i>STEM in the Classroom</i>. The high school students taught Chemistry and Physics to all the 4th graders in Marlborough (500 students).</p>

Appendix B Recruitment Plan 2022-2023

2021-22 Implementation Summary:

The updates to AMSA's website were a significant improvement. The content available is rich with information about the academic program, support services for Special Education and ELL students, athletics, events, club activities, competitions, videos, student led outreach, and featured personnel and student highlights.

Our move away from placing advertisements in the local papers in English, Portuguese, and Spanish to social media platforms (Facebook and Twitter) increased exposure and attendance at our information sessions. AMSA held four virtual information meetings on December 1 and 8 and on January 5 and 12. Executive Director, Principal, Registrar, Special Education Director, ELL Director attended, and Communications Manager attended. A recording with highlights from each meeting, offering a video with subtitles with 12 language options, was available on the school website.

In addition, The Executive Director, Assistant Executive Director, Principal, AMSA's DEI (Diversity Equity and Inclusion) Coordinator, and Communications Manager visited all the Marlborough Public Elementary Schools on January 28, 2022, meeting specifically with fifth graders. The visit was designed to introduce AMSA's program and create awareness that we are a possible school choice for the 2022-2023 school year. It is important to note, that students were quite quick to pick up on the concept of a lottery as limiting their chances of attending.

As a follow up, families of these fifth grade were invited to a virtual Information meeting held on February 1, four days prior to the close of the application window. As advertised, the meeting featured live Portuguese and Spanish translators. Our Special Education Director remained online after the meeting to answer questions.

There was an increase in applications after the visit, although many students reported they had already applied to AMSA. AMSA received over 1,000 applications.

Subgroup enrollment is historically impacted by the large number of siblings who are enrolled each year. Out of the 138 seats available for the 2022-2023 school year, 46 will be filled by siblings on the first day of school. Due to the nature of a lottery system, and having only 92 seats available to non-siblings, it is difficult to manage sub-group numbers. AMSA was able to enroll Marlborough residents again last year, which decreased the number of seats available to the other core town applicants.

It seems unlikely that the October 1, 2022 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, 2022 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 2022-23:

Activity 1: We plan to hold virtual information meeting specifically for families of 5th graders in January 2023. We plan to invite Marlborough families, but hope to include families from Clinton, Maynard, and Hudson.

Activity 2: AMSA Public events inspire families and students to consider AMSA as a unique educational community. Events open to the public include the International Festival, Spring Arts and Science Night, Drama Society productions, and the annual Golf Tournament.

Activity 4: The Executive Director and Principal continue to hold virtual Family forums. These meeting provide opportunities for AMSA parents to invite interested friend or neighbors to attend. All meetings are recorded and made available on the AMSA website with subtitles in multiple language options.

Activity 5: AMSA's Community Outreach Manager supervises AMSA's student group *Leaders of Tomorrow*, who continue to participate in many volunteer activities throughout the year, Marlborough and Clinton soup kitchens, Sweats for Vets, and collecting books for the *Learn to Read Program*, where AMSA students distribute bags of books to children who attend the SMOC program (early childcare for low-income families). AMSA's Community Outreach Manager represents our school and serves as an effective spokesperson for all charter schools. He is a member of the Board of Trustees Development Committee, sits on the Board of Directors of the Marlborough Regional Chamber of Commerce, and is currently serving as the president of the Rotary Club of Marlborough.

Activity 6: AMSA's Registrar will reach out to a third-party mail house to access the names and addresses of fifth graders in Hudson, Maynard, and Clinton Public Schools. Recruitment material will be sent to families with multiple translations. We are already working collaboratively with the Marlborough public schools with our recruitment activities.

Activity 7: AMSA will host three virtual recruitment events on December 8, January 12, and January 26. The January 12 meeting will have live translators in attendance for Spanish and Portuguese families. All three meetings will be recorded and posted on the AMSA website afterward with closed caption translations available in multiple languages.

Activity 8: Postcards with the Virtual Recruitment Meeting Information (in three languages) will be sent to Marlborough families who have 5th graders in the Marlborough public schools. In addition, postcards will be sent to all families in Hudson, Maynard, and Clinton who have children between the ages of 7 and 10 who are attending core town public schools.

Recruitment Plan – 2022-23 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 4.2%</p> <p>GNT percentage: 12.2%</p> <p>CI percentage: 12.9%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • 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.
	<p style="text-align: center;">(c) 2022-23 Additional Strategies</p> <ul style="list-style-type: none"> • The disruption of the pandemic has stalled efforts to successfully engage a functioning SEPAC. The goal this year is to recruit a new SEPAC President and recruit interested and enthusiastic parents who will work closely with the school and the Director of Special Education to develop programs and events that will showcase AMSA’s special education services and qualified staff. We will assess progress after one year. • The AMSA website will focus on building SEPAC visibility. • The school will hire an additional full time special education paraprofessional.
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 2.7%</p> <p>GNT percentage: 7.8%</p> <p>CI percentage: 8.3%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • 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.
	<p style="text-align: center;">(c) 2022-23 Additional Strategies</p> <ul style="list-style-type: none"> • AMSA hired a full time Academic Success Coach who will support our ELL population and report to the ELL Director. • Live translators (Spanish and Portuguese) will attend all virtual Recruiting Information events. Will assess strategy in one year. • Information meetings will be recorded and translated on the website.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 14.7%</p> <p>GNT percentage: 25.5%</p> <p>CI percentage: 39.4%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • 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.
	<p style="text-align: center;">(c) 2022-23 Additional Strategies</p> <ul style="list-style-type: none"> • The PTO will resume their used uniform sales. • AMSA will target families with 5th graders in core town public schools and invite them to attend meetings that will include information about AMSA’s robust financial assistance policy. • AMSA will increase the uniform stipend for eligible students. • AMSA will continue the Holiday Gift Card program, providing families in need with additional financial support. We will assess the effectiveness of these strategies within one year.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-22 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 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. <p style="text-align: center;">2022-23 Additional Strategies</p> <ul style="list-style-type: none"> • AMSA will target families with 5th graders in core town public schools, inviting them to attend meetings that will include information about AMSA robust peer mentoring and relatable student success stories. We will assess in one year.
<p><u>Students at risk of dropping out of school</u></p>	<ul style="list-style-type: none"> • AMSA does not accept applications past grade nine.
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<ul style="list-style-type: none"> • AMSA does not accept applications past grade nine.

Retention Plan 2022-23

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.

2021-22 Implementation Summary:

The AMSA Administration, Faculty, and Staff put in countless hours to prepare for the return to school in August 2021. The biggest challenge was dealing with the effects of remote education, and how it manifested in learning gaps and behavior trends. With increased focus on AMSA’s MTSS (Multi-Tiered System of Support) and SEL (social and emotional learning), AMSA piloted an SEL screener, Tier 2 Cognitive Behavioral Therapy (CBT) Groups, and a Tier 1 Advisory program called TRAILS (Transforming Research into Action to Improve the Lives of Students). The TRAILS program offers social and emotional learning (SEL) curriculum for the classroom, and self-care programming for staff, to promote mental health and wellness and build resiliency among students and staff.

Although we appreciate and value our character development curriculum developed for our advisory program, we wanted more explicit skill instruction for our students. To address the unprecedented trends we faced, we purchased the TRAILS SEL curriculum. Advisory teachers were trained in TRAILS in the fall, and we began the curriculum in our Advisory program.

Our Deans, Special Education staff, and counselors continued to be highly accessible to students, families, and staff providing services and support. Our IT Department was instrumental in keeping students and staff online, offering technical support, and providing equipment when needed during the pandemic. This support continued throughout the 2021-2022 school year, as COVID cases were common among students and staff. Coordinated through the Health Office and the Director of Counseling, students who were home with COVID were able to ZOOM into their classrooms to support them with lost classroom time.

Overall Student Retention Goal	
Annual goal for student retention	96%

Retention Plan – 2022-23 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 11.1%</p> <p>Third Quartile: 15.3%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2021-22 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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.

Retention Plan – 2022-23 Strategies List strategies for retention activities for <u>each</u> demographic group.	
	(c) 2022-2023 Additional Strategies <ul style="list-style-type: none"> The disruption of the pandemic has stalled efforts to successfully engage a functioning SEPAC. The goal this year is to recruit interested and enthusiastic parents who will work closely with the school and the Director of Special Education to develop programs and events that will assist our students with special needs and their families. We will assess progress after one year.
Limited English-proficient students/English learners	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 0,0% Third Quartile: 11.1%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	(b) Continued 2021-22 Strategies Below third quartile: no enhanced/additional strategies needed. <ul style="list-style-type: none"> 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) 2022-2023 Additional Strategies <ul style="list-style-type: none"> Through FC 613/332, AMSA has added administrative support to the counseling department, an academic success coach to the ELL department

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 8.8% Third Quartile: 14.1%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	(b) Continued 2021-22 Strategies Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> 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) 2022-2023 Additional Strategies <ul style="list-style-type: none"> Parent volunteer translators to assist with used uniform sales.

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • Through the FC336 Grant, AMSA revamped the Student Support Team process, started a Mental Health Committee that participated in DESE-sponsored professional development, started a 9th grade orientation program, mapped lessons for a new 9th and 10th grade seminar, and forged partnerships with Wayside Youth and Family Support Network, INTERFACE Referral Services, and Challenge Success.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">2022-2023 Additional Strategies</p> <ul style="list-style-type: none"> • AMSA piloted an SEL screener, Tier 2 Cognitive Behavioral Therapy (CBT) Groups, and a Tier 1 Advisory program called TRAILS, and contracted with a new referral service (Care Solace).
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2021-22 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 is located on the Department's website using the following link to our school's profile.

[Enrollment-Data-\(2021-2022\)-AMSA-Charter-Public-School-\(04300305\)-\(mass.edu\)](https://www.mass.gov/info-details/enrollment-data-(2021-2022)-amsa-charter-public-school-(04300305)-(mass.edu))

2021-2022 STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	2.0
Asian	14.4
Hispanic	7.3
Native American	0.0
White	69.9
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	6.4
Selected Populations	% of School
First Language not English	24.1
English Language Learner	2.7
Students with Disabilities	14.7
High Needs	4.2
Economically Disadvantaged	25.7

ADMINISTRATIVE ROSTER DURING THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date <small>(if no longer employed at the school)</small>
Ellen Linzey <i>Executive Director</i>	Leading the overall management of the school	July 1, 2019	
Michael Nawrocki <i>Principal</i>	Oversee Faculty, Curriculum, Counseling, Operations, Health Office, Registrar, Development	March 2019	
Amanda Cence <i>Vice Principal</i>	Assist Principal with day-to-day operations and student affairs	July 2021	
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>Director of Finance and Operations</i>	Responsible for school finances and operations	February 2016	
Virginia Burke <i>Human Resources Manager</i>	Manage personnel training, records, procurement, general business office functions	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, District MCAS Coordinator</i>	Oversee state and federal compliance, Board of Trustees Liaison, and oversee MCAS training, scheduling, and testing.	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 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	84	2	4	1- Leave of Absence 2-Relocation 2- Personal 1-Retired
Other Staff	60	5	2	2-New job 4-Personal 1-Terminated

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	12
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

BOARD MEMBERS DURING THE 2021-2022 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 <i>Term expired-retired from the board</i>
Liz Saul	Trustee	Executive, Education Chair	First term Second term	07/27/17 – 06/30/21 07/01/21 – 06/30/22 <i>Term expired-retired from the board</i>
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
Sowmini Sampath	Trustee	Governance	First term	07/23/20 – 06/30/24
Maura Webster	Trustee	Development	First term	07/01/21 – 06/30/24
Dawn Capello	Trustee	Finance	First term	07/01/21 – 06/30/24
Bela Gorman	Parent Rep	Finance	First term	07/01/21 – 06/30/22
Zakery Prescott	Faculty Rep	Education	First term	07/01/21 - 06/30/22

AMSA Board of Trustees and Committee Meeting Schedule 2022-2023

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
07/28/22 at 6:00pm	Remote
08/25/22 at 6:00pm	Remote
09/22/22 at 6:00pm	Remote
10/27/22 at 6:00pm	Remote
12/01/22 at 6:00pm	Remote
01/05/23 at 6:00pm	Remote
01/28/23 at 9:00am (Strategic Planning)	Remote or Other Location TBD
02/16/23 at 6:00pm	Remote
03/23/23 at 6:00pm	Remote
04/27/23 at 6:00pm	Cafeteria at 199 Forest AMSA
05/25/23 at 6:00pm	Cafeteria at 199 Forest AMSA
06/22/23 at 6:00pm (Annual Meeting)	Cafeteria at 199 Forest AMSA

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Committee	Date/Time	Location
Finance and Audit	07/28/22 at 5:00pm	Remote
Finance and Audit	08/23/22 at 5:00pm	Remote
Finance and Audit	09/13/22 at 5:00pm	Remote
Finance and Audit	10/18/22 at 5:00pm	Remote
Finance and Audit	11/15/22 at 5:00 pm	Remote
Finance and Audit	12/13/22 at 5:00pm	Remote
Finance and Audit	01/17/23 at 5:00pm	Remote
Finance and Audit	02/14/23 at 5:00pm	Remote
Finance and Audit	03/14/23 at 5:00pm	Remote
Finance and Audit	04/11/23 at 5:00pm	Executive Office, AMSA
Finance and Audit	05/16/23 at 5:00pm	Executive Office, AMSA
Finance and Audit	06/13/23 at 5:00pm	Executive Office, AMSA

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Committee	Date/Time	Location
Governance	07/13/22 at 6:30pm	Remote
Governance	09/07/22 at 6:30pm	Remote
Governance	10/12/22 at 6:30pm	Remote
Governance	11/09/22 at 6:30pm	Remote
Governance	12/07/22 at 6:30pm	Remote

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Governance	01/11/23 at 6:30pm	Remote
Governance	02/08/23 at 6:30pm	Remote
Governance	03/08/23 at 6:30pm	Remote
Governance	04/05/23 at 6:30pm	Executive Office, AMSA
Governance	05/10/23 at 6:30pm	Executive Office, AMSA
Governance	06/07/23 at 6:30pm	Executive Office, AMSA

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Committee	Date/Time	Location
Education	09/08/22 at 6:00pm	Remote
Education	10/13/22 at 6:00pm	Remote
Education	11/10/22 at 6:00pm	Remote
Education	12/08/22 at 6:00pm	Remote
Education	01/12/23 at 6:00pm	Remote
Education	02/09/23 at 6:00pm	Remote
Education	03/09/23 at 6:00pm	Remote
Education	04/06/23 at 6:00pm	Conference Room 199 AMSA
Education	05/11/23 at 6:00pm	Conference Room 199 AMSA
Education	06/08/23 at 6:00pm	Conference Room 199 AMSA

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Committee	Date/Time	Location
Development	07/12/22 at 8:30am	Remote
Development	08/09/22 at 8:30am	Remote
Development	09/13/22 at 8:30am	Remote
Development	10/11/22 at 8:30am	Remote
Development	11/08/22 at 8:30am	Remote
Development	12/13/22 at 8:30am	Remote
Development	01/10/23 at 8:30am	Remote
Development	02/14/23 at 8:30am	Remote
Development	03/14/23 at 8:30am	Remote
Development	04/11/23 at 8:30am	Executive Office, AMSA
Development	05/09/23 at 8:30am	Executive Office, AMSA
Development	06/13/23 at 8:30am	Executive Office, AMSA

Appendix D Additional Required Information

Position	Name	Email Address	No change/ New/ Open Position
Board of Trustees Chairperson	Raul Porras	rporras@amsacs.org	New
Executive Director	Ellen Linzey	elinzey@amsacs.org	No change
Assistant Executive Director	Dr. Anders Lewis	alewis@amsacs.org	No change
Principal	Michael Nawrocki	mnawrocki@amsacs.org	No change
Vice Principal	Amanda Cence	acence@amsacs.org	No change
Director of School Counseling	Katherine Driver	kdriver@amsacs.org	No change
Director of Special Education	Lynn Jarvis	lj Jarvis@amsacs.org	No change
Dean of Students	Dan Amaral	damaral@amsacs.org	No change
Dean of Students	Anthony Montesion	amontesion@amsacs.org	No change
ELL Director	Katelyn Lee	klee@amsacs.org	No change
Director of Finance & Operations	Liana McLaren	lmclaren@amsacs.org	No change
IT Director	Erica Piotrowski	epiotrowski@amsacs.org	No change
Director of Accountability/ MCAS District Coordinator	Sara Snow	ssnow@amsacs.org	No change
SIMS and EPIMS Contact/ Data Administrator	Joanne Doherty	jdohererty@amsacs.org	No change
Human Resources Manager	Virginia Burke	vburke@amsacs.org	No change
Registrar	Linda Edwards	ledwards@amsacs.org	No change
Communications Manager	Michael Finkle	mfinkle@amsacs.org	No change
Director of Facilities	Eric Lane	elane@amsacs.org	No change
Community Outreach Manager	Mark Vital	mvital@amsacs.org	No change
Athletic Director	Peter Jones	pjones@amsacs.org	No change
English Department Chair	Martha Tassi Richardson	mrichardson@amsacs.org	No change
History Department Chair	Brianna Murphy	bmurphy@amsacs.org	New
Math Department Chair	Lyubov Shmidt	lshmidt@amsacs.org	No change
Science Department Chair	Christina Jagielski	cjagielski@amsacs.org	No change
CS Department Chair	Padmaja Bandaru	pbandaru@amsacs.org	No change
World Language/Art Dept Chair	Sarah Preston	spreston@amsacs.org	No change
Wellness/PE Department Chair	Jenna Logan	jlogan@amsacs.org	No change

Facilities

The Advanced Math and Science Academy has not relocated to a new facility within the charter school's current charter term. We are excited to report that the school purchased the two buildings at 199 and 201 Forest Street on October 20, 2021. The administration, the Board of Trustees, and dedicated stakeholders are actively fundraising to raise capital that will enable the school to add a new state of the art academic building which will include five science laboratories increasing the learning and working space and will reconfigure the layout of the campus and traffic pattern. A construction loan has been approved and is guaranteed by MassDevelopment.

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 2023-2024 school year:

Action	Date
Student Application Deadline	February 3, 2023
Lottery	March 1, 2023

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 2021-2022 school year.

Appendix E Supporting Evidence for Demographic Data

Race/Ethnicity	% of School	% AMC	% Clubs	% Research
African American	2.0	2.0	3.0	1.0
Asian	14.4	16.0	19.0	17.0
Hispanic	7.3	7.0	6.0	11.0
White	69.9	69.0	66.0	67.0
Native Hawaiian/Pacific Islander	0.0	0.0	0.0	0.0
Multi-race	6.4	7.0	6.0	5.0

Selected Populations	% of School	% AMC	% Clubs	% Research
FLNE	24.1	18.0	12.0	23.0
ELL	2.7	4.0	2.0	0.0
Low Income	25.7 (5.0%) *	4.0	4.0	4.0
Students with Disabilities	14.7 **	11.0	6.0	9.0

AMC: Grades 6-11

Clubs: Grades 6-12

Research: Grades 10-12

*The Low-Income percentage of 25.7 is based on state data that is not part of the collection data that AMSA uses to track low-income status. The data that is used for our comparison measure is based on the free and reduced status of our students, which is 5% of the school's total student population. AMSA does not participate in the Federal Lunch Program, so we do not have access to Virtual Gateway and the federal program data for students who are receiving SNAP, TAFDC, DCF, Medicaid assistance, or the recently added P-EBT program.

**We want to acknowledge the significant difference between the total school percentage of students with disabilities versus the number of students in this group who participated in the AMC, Clubs, and Research Program. The Accountability Plan objectives and measures in each case were based on pre-COVID expectations. Students with disabilities were among the highest numbers of students who were impacted negatively by remote learning and struggled with school engagement.