

Annual Report 2024-2025



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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, 2025
Maximum Enrollment	966	Chartered Grade Span	6-12
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 in our modern high-tech world.			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO THE CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

*At AMSA, we celebrate academic knowledge as a source of pride and inspiration. We believe learning should ignite curiosity, foster creativity, and empower students to pursue excellence both inside and beyond the classroom. This year, our students have continued to demonstrate their talents across disciplines, reminding us of what it means to live out AMSA's core values of **Integrity, Excellence, and Community**.*

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.

Key Design Element 1: Celebrate academic knowledge and inspire an appreciation of learning.

Academic excellence at AMSA is more than achievement, it's a celebration of knowledge and a shared appreciation for learning that begins in the earliest grades and continues through graduation. Students are inspired to reach beyond the basics, embracing challenges that sharpen their curiosity and deepen their understanding. This year, that spirit was evident in accomplishments such as two students qualifying for the American Invitational Mathematics Examination (AIME) for the first time since 2021, and the math team earning championship titles in both the MAML Small School Division and the WOCOMAL Math Meet. These successes are not isolated; they are the result of a system intentionally built to empower students to thrive.

Key Design Element 2: 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.

The educational model is highly structured and carefully sequenced, with each year designed to build on the last. Foundational courses like Latin and Computer Science are required in grades 6–8, strengthening critical thinking and digital fluency. In mathematics, concepts are spiraled through aligned instruction in algebra and geometry, culminating in calculus for all students, with many advancing beyond. Across disciplines, teachers introduce and build upon key theories and concepts in a way that feels both logical and ambitious.

In science, students excel through hands-on, inquiry-based learning. This year's science team advanced to the championship round of the Northeast Regional Science Bowl after qualifying for MIT's wildcard slot, a clear demonstration of both academic preparation and collaborative skill. Students in research courses take learning even further, applying their knowledge to real-world problems and developing practical solutions through analysis, experimentation, and communication.

Advanced Placement (AP) offerings begin as early as grade 10, encouraging those ready for the challenge to pursue rigorous coursework that reflects their interests and aspirations. At the same time, comprehensive support from the Counseling Department ensures students are fully prepared for college and beyond. Juniors and seniors participate in seminars on college applications, essay writing, and financial aid, with a parallel focus on mental health and wellness, recognizing that balance is essential to long-term success.

Key Design Element 3: 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.

*Leadership is cultivated through intentional opportunities for voice, responsibility, and service. Student Government offers a platform to shape school culture and practice civic engagement. Two service groups, **Leaders of Tomorrow** in the upper school and **Future Leaders of Tomorrow** in the lower school, empower students to lead community projects and give back to the towns we serve.*

*Clubs reflect a deep commitment to social awareness and global citizenship. From the **Black Student Union to Active Minds, UNICEF, and the Breast Cancer Awareness Club**, students pursue causes that matter to them and use their voices to educate, advocate, and lead.*

Athletics is another arena where leadership, collaboration, and personal growth are fostered. With 14 team sports and co-ops for 7 more, students develop resilience, discipline, and teamwork: essential qualities both on and off the field. Our co-ops represent partnerships with our core towns and several other districts.

*All of this exists within a community that celebrates character as much as achievement. Students are regularly recognized for embodying the school's core values of **integrity, excellence, and community**, reinforcing the belief that success is not only what you know, but how you lead, serve, and grow.*

CRITERION 2: ACCESS AND EQUITY

AMSA's student demographic information is located on the Department's website using the following links to our school's profile.

[Enrollment-Data-\(2024-2025\)-AMSA-Charter-School](#)

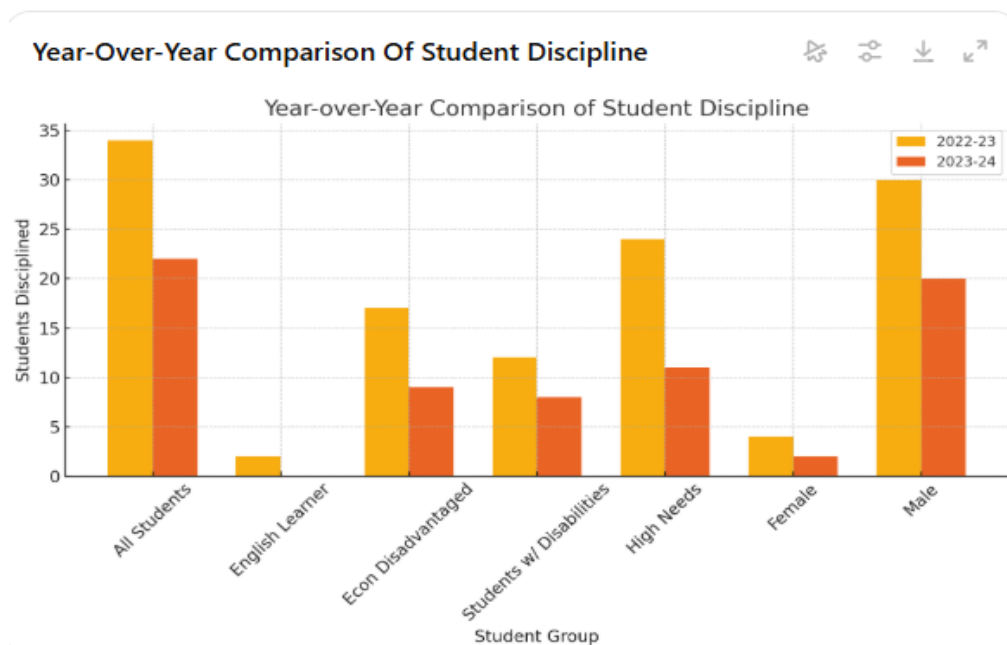
Enrollment by Race/Ethnicity (2024-25)	
Race/Ethnicity	Percentage of Student Body
African American	3.5
Asian	8.9
Hispanic	12.5
Native American	0.2
White	67.7
Native Hawaiian, Pacific Islander	0.1
Multi-Race, Non-Hispanic	7.1

[Selected-Populations-Data-\(2024-2025\)-AMSA-Charter-School](#)

Selected Student Populations (2024-25)	
Title	Percentage of Student Body
First Language not English	21.3
English Language Learner	2.0
Low-income	17.9
Students with Disabilities	6.4
High Needs	26.3

[AMSA Student Discipline Report 2023-2024](#)

2023-24 Student Discipline (Please note: data used is from the previous school year)					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	977	22	0.8	1.9	0.1
English Learner	46	0			
Economically Disadvantaged	196	9	2.6	4.1	0.5
Students with Disabilities	77	8	6.5	0.8	1.3
High Needs	285	11	2.1	3.2	0.4
Female	451	2			
Male	516	20	1.4	3.5	0
American Indian or Alaska Native	1				
Asian	102	0			
African American/Black	27	1			
Hispanic/Latino	109	2			0
Multi-race, Non-Hispanic/Latino	68	1			
Native Hawaiian or Pacific Islander	1				
White	669	18	1.2	2.2	0.1



Over the past school year, we've seen encouraging progress in the area of student discipline, reflecting a collective effort toward a more supportive and equitable school environment.

Progress Made:

One of the most significant achievements is the **35% decrease in overall student discipline** compared to the previous year. This reduction suggests that our ongoing focus on proactive interventions, relationship-building, and restorative approaches is having a meaningful impact.

We're especially proud to report that **English Learners had zero discipline incidents** this year—a clear indicator that targeted support and inclusive practices are helping ensure equitable outcomes.

Additionally, **in-school suspensions were reduced by nearly two-thirds**, representing a major step forward in keeping students engaged in their learning environments and addressing challenges more constructively.

We also saw **notable reductions among High Needs and Economically Disadvantaged students**, groups that have historically been overrepresented in disciplinary actions. These shifts reflect our commitment to supporting students who face greater barriers and ensuring that every student feels seen, respected, and supported.

Areas to Watch:

While we celebrate these gains, we remain mindful of the work still ahead. **Male students continue to represent over 90% of all discipline cases**, highlighting the need to further understand and address the root causes behind this disparity.

Students with Disabilities, though seeing a decline in disciplinary incidents, are still being disciplined at a disproportionately high rate. Continued efforts are needed to provide staff with the tools and training necessary to support students with diverse needs in positive and effective ways.

Finally, **emergency removals**, while rare, were newly introduced this year (0.1%). This data point calls for careful monitoring to ensure that such measures remain a last resort and are used appropriately and equitably.

CRITERION 4: DISSEMINATION

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

AMSA has provided innovative models for replication and best practices to other public schools in our district and other districts in the Commonwealth during this charter term. We look forward to sharing our successes as well as strategies for overcoming challenges that are familiar to charter 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 residents and assistance programs. AMSA's Leaders of Tomorrow actively participate in community service.

Dissemination Efforts 2024-2025

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
Peer Mediation in collaboration with a community-based mediation agency	Both deans met with representatives from several nearby school districts to share effective practices for running a successful peer mediation program.	Dean and Assistant Dean	Administrators from Foxborough Public Schools North Attleboro Public Schools	The Peer Mediation Program helps students resolve conflicts peacefully and constructively before they escalate to the point of needing serious disciplinary action.
Collaborative problem-solving through leadership learning communities.	Monthly collaboration meetings.	Principal -Principal Group & Critical Friends Group Executive Director , New Leader Group & Northeast Leader Group	Collaborative effort with leaders, both charter and non-charter across the state.	Stronger leadership capacity , as principals and other building leaders develop shared expertise. Greater alignment across schools , leading to a unified vision and stronger school culture. Increased confidence and collaboration among leaders , reducing isolation and promoting continuous growth.
Holistic support systems that promote athletic performance, academic achievement, and student well-being.	Monthly meetings and leadership summit. Cross-district collaboration to promote STEM engagement and innovation.	Athletic Director	Athletic Directors in our region and across the state.	Stronger mental health though access to counseling, peer support, and stress management tools. Improved leadership and character development, as students are guided in sportsmanship, responsibility, and teamwork.

				Greater sense of belonging and self-confidence , particularly for students who might otherwise feel disconnected.
Cross-district collaboration to promote STEM engagement and innovation.	Day-long STEM Summit	Outreach Manager and Principal	Educators and students from AMSA, Marlborough High School, Assabet High School, and Innovation Academy.	Students from the four Marlborough-based high schools worked together to solve a real-world STEM problem . They presented their results in a symposium-style presentation.
Structured collaboration among ELL directors to share updates, solve challenges, and lead advocacy efforts.	Monthly meetings MATSOL	Director of ELL	Directors and Coordinators of English Language Education Programs across Massachusetts.	Information: ELL Directors will get updates on policy and regulation, new ideas/learning, and research. Support, Discussion & Networking: ELL Directors will engage in collaborative discussion and problem solving, network with colleagues around the state, and receive leadership training and support. Advocacy: ELL Directors will learn about, and support advocacy initiatives related to the ELL Director role, best practices, and broad view on policy/politics, civil and educational rights.
Multilingual Program Leadership Network	OLA Leadership Network	Director of ELL	Directors and Coordinators of English Language Education Programs across Massachusetts in partnership with DESE.	An opportunity for multilingual leaders in English Learner Education, Bilingual Education, World Language Education and the Seal of Biliteracy program to network and to deepen their understanding as leaders of various multilingual programs, strengthen connections with DESE support personnel and resources,

				and to learn best practices from research and their colleagues (from DESE website)
Directed Study practices and procedures	Virtual meeting with a new principal who was interested in learning about (and implementing) AMSA's directed study practices and procedures at their middle school.	Dean and Assistant Dean	New Principal at Qualters Middle School, Mansfield	Structured support that is built into the daily schedule for middle school students; providing time to work on homework assignments, meet with teachers for extra help, and encourage positive social emotional relationships with peers.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

The following link provides the most recent (2024), publicly available student performance data in AMSA's School Report Card. [AMSA-Charter-Public-School-Report-Card-2024](#)

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. AMSA is making "substantial progress towards improvement targets". Additionally, our school performs better than 93% of middle/high or K-12 schools statewide. In addition to statewide assessment, AMSA utilizes a variety of assessments to ensure every student's growth from grade six through high school. These assessments include AMSA-designed placement testing in math and reading, ongoing I-Ready reading assessment, PSAT testing, and AP testing.

We continue to invest in staff training and resources through the **Panorama Education Platform**. This platform integrates data from multiple sources, including assessments and our student information system, to create a **comprehensive, real-time profile for each student**.

With Panorama, our staff can easily access and analyze **MCAS results, PSAT scores, attendance records, grades, behavioral data**, and more, all in one centralized location. This holistic view allows educators to monitor academic progress, identify trends, and better understand how student performance connects to demographic and social-emotional factors.

Ultimately, Panorama supports our commitment to **providing personalized, informed, and compassionate support** for every student.

Over the past two academic years, AMSA has continued to demonstrate strong performance in **English Language Arts (ELA), Math, and Science**, consistently outperforming statewide averages by wide margins. This trend underscores the school's commitment to academic excellence and its ability to deliver high-quality instruction across core content areas.

In **ELA**, AMSA students achieved a score of **86** in 2023, significantly above the state average of **58**. In 2024, while the AMSA score dipped slightly to **76**, it remained **19 points higher** than the state average of **57**. This sustained performance indicates a solid foundation in reading, writing, and critical thinking skills, even as it suggests an opportunity to re-engage students with literacy enrichment strategies to recapture peak performance levels.

Math has historically been one of AMSA's strongest subject areas, which remained true in both years. In 2023, AMSA posted a score of **91**, compared to the state's **50**, a **41-point difference**. In 2024, the score dipped to **88**, still maintaining a **40-point advantage** over the state average of **48**. This level of achievement reflects the strength of AMSA's spiraled and structured math curriculum, where concepts are reinforced across multiple years and students are consistently challenged to grow beyond their current level.

In **Science**, AMSA students earned a score of **83** in 2023, while the state average was **47**. In 2024, AMSA's score decreased to **76**, still **27 points higher** than the state's score of **49**. The continued success in science highlights the effectiveness of AMSA's inquiry-based approach and emphasis on applying knowledge to real-world problems through research and experimentation.

Across all three subjects, while there was a modest decline in AMSA's year-over-year scores, the school continues to **outpace the state by wide margins**, demonstrating both academic rigor and strong instructional delivery. These results serve as both a point of pride and a prompt to reflect on how to sustain, and build upon, this success.

Moving forward, this data will help inform continuous improvement efforts, reinforcing what's working while identifying targeted areas for instructional refinement. The ultimate goal remains the same: ensuring every student is equipped with the knowledge, skills, and confidence to succeed in college and beyond. Refer to Appendix D, **Table 1**, to see how our MCAS performance has compared to the overall state performance.

AMSA offered 17 different AP courses in 2025 to students in grades 10, 11, and 12. As shown in **Table 2 provided in Appendix D**, 90% of our students' AP exams had scores of 3 or higher, demonstrating a dedication to excellence that our students and teachers share.

AMSA has demonstrated a strong and consistent commitment to expanding **Advanced Placement (AP) access and success** for all students, particularly those identified as **High Needs**, which includes students with disabilities, low-income students, English language learners, and former English language learners.

Table 3 in Appendix D presents the total number of **AP tests** taken over the past five years, disaggregated by all students and those identified as **High Needs**. The table also highlights the percentage of AP tests taken by High Needs students that earned a **score of 3 or higher**, reflecting college readiness.

The total number of AP exams taken by AMSA students has increased overall, rising from 389 exams in 2023 to 436 in 2024, and to 503 in 2025. While the number of AP exams taken by High Needs students has remained steady, their share of total tests dipped slightly from 20% in 2023 to 16% in 2024, and then up to 18% in 2025. Despite this minor shift, the consistent level of participation reflects AMSA's commitment to ensuring AP access is open and encouraged for all learners.

What is most noteworthy, however, is the **significant improvement in AP performance among High Needs students in 2024 and 2025**. After a dip to 62% in 2023, the percentage of AP exams taken by High Needs students that earned a score of **3 or higher** surged to 85% in 2024 and 88% in 2025. This sharp increase highlights the success of AMSA's efforts not only to provide opportunities but also to support students in reaching high levels of academic achievement once they are enrolled in these rigorous courses.

This progress aligns with AMSA's recognition by the **College Board in 2024** with both the **AP Access Award** and designation as a **Platinum School**. These honors are awarded to schools that prioritize equitable access to AP coursework for underrepresented populations and demonstrate a strong commitment to preparing all students for college-level success.

Together, this data tells a story of meaningful access, high expectations, and student success. As AP participation continues to grow, AMSA remains focused on ensuring that **every student, regardless of background and ability, has the support and encouragement needed to not only take on academic challenges, but to excel in them**.

CRITERION 6: PROGRAM DELIVERY

AMSA offers a highly structured academic program built around a series of continuous, logically organized, and interconnected multi-year courses designed to meet the needs of all students. At the core of AMSA's educational model is the belief that all children are capable of understanding complex, abstract concepts at an early age, especially when given opportunities to revisit and build upon these ideas over time, and the freedom to learn from their mistakes.

Deep understanding develops gradually through sustained exposure to challenging material. At AMSA, students are encouraged to embrace challenges, pursue intellectual growth, and develop strong collaborative skills. They learn that academic progress is not instantaneous, but rather a journey that requires time, commitment, discipline, and most importantly, a genuine passion for learning.

AMSA's Computer Science and Engineering program stands out for its deep integration of the Science and Math curriculum across all grade levels. Every student takes Computer Science from grades 6 through 11, building a strong foundation over time. The curriculum emphasizes problem-solving through tools that help students visualize and receive feedback on their computations.

Coursework is project-based, reinforcing concepts from Math, Science, and other subjects, while also highlighting the real-world relevance of foundational STEM knowledge. Beyond teaching programming fundamentals and core concepts, the curriculum nurtures creativity, flexibility, and critical thinking.

AMSA offers a range of accelerated courses, including AP Computer Science, Introduction to Data Science, Introduction to Cybersecurity and Cryptography, Discrete Mathematics (focused on foundational math and logic), and Networks and Full Stack Development, covering essential aspects of Computer Science.

By the time students complete AMSA's high school program, they are well-prepared to pursue degrees in Computer Science, Math, Science, or Engineering. They graduate with advanced computing knowledge, strong problem-solving skills, and the ability to tackle interdisciplinary projects and real-world challenges with confidence. Many are ready to explore internships and research opportunities at an advanced level.

AMSA actively seeks partnerships with industry and higher education institutions to provide students with practical, hands-on experience in computing and engineering. We are proud to have recognized early on the importance of including Computer Science as a core subject, and we welcome opportunities to collaborate with schools and businesses to promote our model as a standard for integrating Computer Science into K–12 education.

AMSA's School Counseling program provides all students with academic, social/emotional, and college and career support. By meeting with all students individually, in groups, and in classroom lessons, school counselors know the students that they work with. Students are assigned to a counselor by their last name that they remain with from grades 6-8, when they transition to a high school counselor that they will work with for four years. Students in grades 9-12 meet with counselors in grade-level seminars that are focused on developing good academic habits as well as developing post high school plans. Counselors run Cognitive Behavioral Therapy groups annually at both the middle and high school levels. The School Counseling office also oversees annual substance abuse screening (SBIRT), delivers the Signs of Suicide Program and an associated mental health screener, and coordinates 504 plans.

ORGANIZATION VIABILITY

CRITERION 10: FINANCE

The following documents are available on the next four pages:

- Unaudited FY25 Income Statement, page 14
- Balance Sheet FY25, page 15
- Approved School Budget FY26, page 16
- FY26 Enrollment Table, page 17
- Capital Plan for FY26, page 17

Advanced Math and Science Academy Charter School
Income Statement
For Fiscal Year Ending June 30, 2025
Preliminary and Unaudited

	<u>Jul 2024 - Jun 2025</u>
Income	
Tuition	17,209,184
Grants & Donations	451,866
Misc Income	438,130
Rental Income	212,967
Student Program Income	1,227,121
In-Kind MTRS	1,835,246
Total Income	<u>21,374,514</u>
Gross Profit	<u>21,374,514</u>
Expense	
Salaries	10,600,350
Employee Benefits	1,730,112
Payroll Taxes	315,705
Student Program Exp	1,816,123
Depreciation Expense	1,278,197
Lease. CAM and Taxes	787,794
Facilities	494,181
Supplies and Materials	387,417
Information Technology	344,123
Utility	327,410
Other Operating Costs	278,551
Insurance Expense	185,856
Professional Development	35,719
Interest Expense Leased Assets	14,529
In Kind MTRS Expense	1,835,246
Total Expense	<u>20,431,313</u>
Net Income	<u><u>943,201</u></u>

Advanced Math and Science Academy Charter School
Balance Sheet
As of June 30, 2025
Preliminary and Unaudited

	<u>June 30, 2025</u>
ASSETS	
Current Assets	
Checking/Savings	10,132,166
Accounts Receivable	67,749
Other Current Assets	854,529
Total Current Assets	<u>11,054,444</u>
Fixed Assets, Net of Accumulated Depreciation	32,943,221
Other Assets	679,122
TOTAL ASSETS	<u>44,676,787</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	679,050
Other Current Liabilities	2,251,444
Total Current Liabilities	<u>2,930,494</u>
Long Term Liabilities	
Mortgage Payable	23,250,597
Deferred Cash Inflow Leased Assets	1,056,544
Total Long-Term Liabilities	<u>24,307,141</u>
Total Liabilities	<u>27,237,635</u>
Equity	17,439,152
TOTAL LIABILITIES & EQUITY	<u>44,676,787</u>

Advanced Math and Science Academy Charter School
Budget for Fiscal Year Ending June 30, 2026
Approved by the AMSA Board of Trustees on May 1, 2025

	<u>July 2025-June 2026</u>
Income	
Tuition	\$ 17,550,000
Rental Income	\$ 166,000
Grants & Donations	\$ 386,000
Miscellaneous Income	\$ 332,000
Nutrition Income	\$ 155,000
Student Program Income	\$ 275,000
Athletic Program Income	\$ 198,000
Student Transportation Income	\$ 218,000
Total Income	<u>\$ 19,280,000</u>
Gross Profit	<u>\$ 19,280,000</u>
Expense	
Salaries - Collective Bargaining Unit	\$ 7,520,000
Salaries - Non-Collective Bargaining Unit	\$ 3,453,000
Payroll Taxes & Fringe Benefits	\$ 2,133,000
Professional Development	\$ 129,000
Instructional Supplies & Equip	\$ 462,000
Student Program Expense	\$ 279,000
Nutrition Expense	\$ 145,000
Athletic Expense	\$ 640,000
Student Transportation Expense	\$ 424,000
Mortgage Interest	\$ 771,000
Facilities	\$ 549,000
Utility	\$ 346,000
Non-Instructional Supplies	\$ 65,000
Advertising and Marketing	\$ 13,000
Insurance	\$ 212,000
IT	\$ 362,000
Auditor	\$ 40,000
Legal Expense	\$ 38,000
Other Operating Costs	\$ 210,000
Depreciation Expense	\$ 1,215,000
Total Expense	<u>\$ 19,006,000</u>
Net Income	<u><u>\$ 274,000</u></u>

Information From the Budget Submission and Spring 2025 Pre-enrollment Process

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025, submission	966
Number of students upon which FY26 budget tuition line is based	966
Number of expected students for FY26 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 FY26 (Current or Future Capital Plans)

Description of Project	Current Status	Estimated date of Completion	Current Estimated Cost	How with this be financed?
Information Technology Fixed Assets:				
Laptops Laptops for Computer Science Labs and Science Department	In Process	Sep-25	63,500	Operating Budget
Chromebook Carts & White Glove Service- Purchase 5 new carts	In Process	Sep-25	76,000	Operating Budget
New Air Conditioning Unit New Air Conditioning Unit for the IT Data Room	In Process	Sep-25	15,000	Operating Budget
File Replication System - Hypercore Scale Device 5 Year License and Warranty	In Process	Sep-25	70,000	Operating Budget
Network Update and Cleanup	In Process	Sep-25	4,680	Operating Budget
Total Information Technology Fixed Assets			229,180	

Facilities Fixed Assets:				
Replace Rooftop Units 165 Forest Street	In Process	Fall of 2025	282,000	Operating Budget
New Minibus	Not Started	Feb-26	94,977	Operating Budget
Campus Signage	Not Started	Dec-25	20,000	Operating Budget
Stair Rubber Flooring Replacement	In Process	Sep-25	10,000	Operating Budget
Total Facility Capital Improvements			406,977	

New Building				
New Classroom Building 195 Forest Street	In Process	Oct-25	14,975,617	Bank Loan with First Citizens
Total New Building			14,975,617	

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2024-2025

FAITHFULNESS TO THE CHARTER	2024-25 Performance M (Met) NM (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. (<i>Participation in the AMC is optional for seniors.*</i>)	NM	93% of students in grades 6 through 11 participated in the AMC. The data reflects AMSA's demographics for most student groups. <i>*It is noteworthy to report that 88 (70%) of our seniors opted to participate in the AMC.</i> <i>See Appendix D (Table 5) for supporting demographic data.</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.	NM	576 (60%) students participated in an academic club, student government, and/or interest group during the 2024-2025 school year. Data closely reflects AMSA's demographics for most student groups. <i>See Appendix D (Table 5) for supporting demographic data.</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.	M	94% of the students in the class of 2025 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%.	NM	AMSA administered 503 AP exams, with 90% exams with a score of "3" or higher. Comparing the same AP exams to state scores of 3 or higher, the state percentage is 77% and the national percentage is 73%. AMSA exceeded the state percentage by 13% and the national average by 17% .
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Faithfulness to Charter	2024-35 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.	M	AMSA School Counselors delivered grade-level seminars to all students in grades 9–12 as part of a fully integrated seminar program, which is also mapped in Atlas. For the third consecutive year, AMSA received MyCAP funding and expanded its MyCAP Implementation Team to include teachers from the special education department and middle school specialists.
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.	NM	97% of the students in the class of 2025 applied to a college or university. Of these students, 100% were accepted to a college or university. Out of 125 graduates: 121 applied and were accepted to college/university 1 gap year 3 military

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.	NA	The cancellation of the 2020 MCAS administration and the significantly reduced participation during the 2021 MCAS, left us without a true baseline on which to assess this measure. Participation in 2022 was back to “normal” and will serve as the baseline to track progress as we move forward.
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.	NM	The cancellation of the 2020 MCAS administration and the significantly reduced participation during the 2021 MCAS, left us without a true baseline on which to assess our charter term progress for the Class of 2025. 100% of students in the Class of 2026 advanced to Passing or higher on their HS MCAS in Science. The 2025 MCAS results for grade 10 (Class of 2027) are not yet available.
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.	M	107 students (27%) out of the 401 students in grades 10, 11, and 12 enrolled and actively participated in AMSA’s 2024-2025 Science Research Programs and/or Internship Program. Data closely reflects AMSA’s demographics for most student groups. <i>See Appendix D (Table 5) for supporting demographic data.</i>

DISSEMINATION	2024-25 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.	M	The Executive Director actively participated in the Leadership Program through MCPSA that provided opportunities for valuable exchanges of administrative knowledge, and best practices. The Program included the ED Networking Group-monthly meetings/ongoing, the ED Northeast and Central Regional Alliance-monthly, and the MCPSA bi-annual Delegate-fall/spring.
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.	NM*	AMSA sophomores and juniors collaborated with students from Marlborough High and Assabet Valley Regional Technical School. 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 (making “goo”) and Physics (making a catapult) to 4th graders in Marlborough at Francis J. Kane Elementary, Goodnow Brothers Elementary, and Raymond C. Richer Elementary. <i>*The measure with the STEM Council has been met in Marlborough. However, the goal to involve Clinton, Hudson, and Maynard in this program has been an ongoing initiative but difficult to achieve.</i>

APPENDIX B: RECRUITMENT AND RETENTION PLAN

RECRUITMENT PLAN 2025-2026

2024-2025 Implementation Summary:

A list of the Successes and Challenges of implementing the school's recruitment strategies from the 2024-2025 Recruitment Plan

Successes:

- The school successfully expanded outreach by **strengthening relationships with local community organizations and feeder schools**, resulting in increased interest from underrepresented communities. We sent 6,671 postcards to children between the ages of 8-12.
- **Open Houses and school tours were well attended**, with positive feedback from families about the welcoming environment and academic focus. AMSA's SEPAC was present at our information nights and has been communicating regularly through our publicly posted newsletters.
- Targeted efforts to promote AMSA's commitment to diversity and academic excellence, through multilingual materials, online engagement, and student testimonials, led to a **more diverse applicant pool** than in previous years.
- Internal collaboration between leadership, enrollment staff, and faculty created a more **streamlined and consistent messaging strategy** about AMSA's mission and offerings.

Challenges:

- Despite expanded outreach, **transportation concerns remained a barrier** for some families, particularly those from more distant or underserved areas.
- While we are encouraged by the progress made in diversifying our applicant pool, the racial, ethnic, and disability representation of our student body still does not fully reflect our largest sending district. We recognize this as an important area for a continued focus. Our English Language Learner (ELL) population, primarily composed of Brazilian students who are classified as white, continues to grow. We remain committed to expanding outreach and support efforts to reach a broader spectrum of racially and linguistically diverse students, as well as students with disabilities.
- A key challenge for AMSA in achieving a student population that reflects the diversity of our region lies in the constraints of the state-mandated lottery system, particularly when one of our core member towns is at or near the Net School Spending (NSS) Cap. Under this system, AMSA must prioritize applications based on residency and cannot actively weight the lottery to increase enrollment of underrepresented groups. When a sending district reaches its NSS cap, fewer seats are available to students from that town, which limits opportunities for outreach to and enrollment of students from racially, ethnically, or economically diverse backgrounds, especially if that town has a more diverse population than others in our region. This created a structural barrier to forming a student body that mirrors the demographics of our largest sending community. (Marlborough was at the NSS cap for last year's lottery.)

Anticipated general recruitment activities intended to reach all students.

General Recruitment Activities for 2025-2026:

Activity 1: Multilingual Postcard Campaign

We will mail vibrant, multilingual postcards (English, Portuguese, Spanish, and Haitian Creole) with AMSA recruitment event details to families in Marlborough, Hudson, Maynard, and Clinton with children ages 8-11. These postcards will highlight ASMA's inclusive academic environment and pathways for students of all backgrounds and abilities.

Activity 2: District-Level Outreach to Newcomer Families

The Executive Director will distribute culturally responsive flyers to superintendents in our core towns with a special request to share them with shelters, newcomer families, and community resource centers.

Activity 3: Inclusive Virtual Information Sessions

Three virtual sessions will be hosted for interested families from our core communities. One session will feature simultaneous Portuguese, Spanish, and Haitian Creole translation. Sessions will include closed captioning in multiple languages and feature AMSA's Special Education Director, ELL Director, Principal, Registrar, and Athletic Director. Families will learn about academic programs, individualized support services, transportation, financial assistance, application details, and student life.

Activity 4: Special Education Support at Community Events

AMSA SEPAC members will participate in both virtual and in-person information events to address how AMSA supports students with disabilities. Families will be invited to follow up with SEPAC for peer connections and additional guidance.

Activity 5: Public Showcases of AMSA Culture

Public events, such as the International Festival (now returning to campus), Spring Arts and Science Night, Drama Society performances, AMSA Community Potluck Nights, and the Annual Golf Tournament, serve as powerful ways for prospective families to see AMSA's inclusive, diverse culture in action.

Activity 6: Community Ambassador Initiative

AMSA families are our strongest ambassadors. This year, we will launch a more structured "Invite-a-Friend" program, encouraging current AMSA families to share school information with neighbors, co-workers, and community members. Materials and small incentives will be provided to support outreach.

Activity 7: Leaders of Tomorrow – Local Impact, Lasting Impressions

Our student group, Leaders of Tomorrow, supported by the Community Outreach Manager, engages in year-round service projects, building relationships with local families and organizations. Their visible, heartfelt work at shelters, soup kitchen, and local events demonstrates AMSA's core values.

Recruitment Plan – 2025-2026 Strategies	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 6.4% CI percentage: 12.9% The school is <u>below</u> the CI percentage	(b) Continued 2024-25 Strategies • The AMSA website will focus on building support from our families. • To enliven parent interest, we are working on creating a new and more inclusive parent group that will attract more families than our continued attempts to recruit SEPAC members have generated. We plan to advertise the new group as the Advocacy Council for Student Support (PACSS) and membership would be open to all our sending district families, especially those with students with disabilities (IEPs and 504 plans), limited English, and low income. • The Special Education Director will attend at least one Recruitment Parent Information Nights. • We will assess strategy progress in one year.
	(c) 2025-26 Additional Strategies ☒ Below CI: list additional and/or enhanced strategies needed. Accessible and Inclusive Communication • Ensure all recruitment materials (flyers, website content, applications) are available in accessible formats (e.g., large print, screen-reader compatible PDFs, alt text for images, and translated versions in home languages). • Include clear language stating that AMSA welcomes and supports students with disabilities, including information on available services and accommodations. Highlight Special Education Services • Host virtual and in-person info sessions specifically for families of students with disabilities that highlight: ○ Special education programming ○ Inclusion supports ○ Accessibility initiatives ○ Success stories of current AMSA students with disabilities • Create a parent guide to special education at AMSA, explaining how IEP and 504 services are provided and how the school collaborates with families <i>*We will assess these strategies in one year.</i>

English learners	
(a) Charter School Dashboard data School percentage: 2.07% CI percentage: 12.5% The school is <u>below</u> the CI percentage	(b) Continued 2024-25 Strategies • Live interpreters (Spanish and Portuguese) will attend at least one virtual Recruiting Information event. • Student Handbook and most documents are now available in many different languages on the website. • The Executive Director’s Community Newsletter is offered in over 100 languages. • Advertise AMSA’s new Advocacy Council for Student Support (PACSS). Membership would be open to all our sending district families, especially those with students with disabilities (IEPs and 504 plans), limited English, and low income. • The Executive Director will send flyers to the four core town superintendents asking them to distribute information at shelters and to newcomers arriving in their districts. • We will assess the effectiveness of this strategy in one year.
	(c) 2025-26 Additional Strategies ☒ Below CI: list additional and/or enhanced strategies needed. Multilingual Family Ambassadors • Recruit bilingual parent or student ambassadors to assist with outreach, serve as contacts for prospective families, and speak at open houses. (Haitian Creole has been added to our list of predominating languages.) • Feature these ambassadors in short video testimonials or welcome messages in their native language. ELL Outreach Liaisons • Designate a staff member or outreach coordinator to serve as an ELL family liaison, providing personalized support during the application process. • Offer one-on-one support for families completing the application or navigating the lottery process. Celebrate Cultural Diversity in Messaging • Use photos and quotes that reflect AMSA’s multilingual and multicultural student body. • Highlight AMSA’s ELL services and success stories, including student growth, graduation rates, and postsecondary success. <i>*We will assess these strategies in one year.</i>

Low Income	
(a) Charter School Dashboard data School percentage: 17.9% CI percentage: 40.23% The school is <u>below</u> the CI percentage	(b) Continued 2024-25 Strategies • 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 assistance for eligible students from \$150 to \$200 per student • AMSA will continue the Holiday Gift Card program, providing families in need with additional financial support. • Collaborate with local community centers, churches, and organizations that serve low-income families. • Continue to host information sessions and open houses that provide details on AMSA's financial assistance programs. • Participate in and sponsor community events to raise awareness about AMSA's free tuition and its financial programs. • Advertise AMSA's new Advocacy Council for Student Support (PACSS). Membership would be open to all our sending district families, especially those with students with disabilities (IEPs and 504 plans), limited English, and low-income status. • Highlight success stories about current students from underrepresented groups to inspire prospective students and their families.
	(c) 2025-26 Additional Strategies ☒ Below CI: list additional and/or enhanced strategies needed. Clear Communication About Cost-Free Enrollment • Clearly state in all outreach materials that ASMA is a free public charter school, with no tuition, no entrance exams, and no fees to apply. • Emphasize access to free transportation, free/reduced priced meals, and academic support services. Community-Based Outreach • Distribute flyers and posters in high-traffic, accessible locations: ○ Housing authority offices ○ SIC and SNAP program offices ○ Community health centers ○ Food pantries and soup kitchens ○ Libraries and laundromats ○ Dollar stores and convenience stores <i>*We will assess these strategies in one year.</i>

<u>Students who are sub-proficient</u>	(d) Continued 2024-25 Strategies Emphasize Academic Growth, Not Just High Achievement • Use messaging that highlights AMSA’s commitment to helping all students grow, no matter where they start academically. • Include phrases like: “<i>We meet students where they are</i>” and “<i>Our goals is growth, confidence, and long-term success.</i>” Make the Enrollment Process Less Intimidating • Reassure families that: ○ There are no entrance exams or prior achievement requirements to apply. ○ AMSA is not just for “gifted” students, but for any student with a desire to learn and grow. • Simplify and clarify the application process using family-friendly language. Host Inclusive Information Sessions • Create information nights or virtual sessions specifically designed to explain: ○ How AMSA supports students who struggle academically ○ What individualized support looks like ○ How progress is monitored and celebrated • Invite intervention staff or academic support coordinators to speak <i>*We will assess these strategies in one year.</i>
<u>Students at risk of dropping out of school</u>	• AMSA does not accept applications past grade nine.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	• AMSA does not accept applications past grade nine.

RETENTION PLAN 2025-2026

2024-2025 Implementation Summary

The current retention rate of Advanced Math and Science (AMSA) is 96.5% and has remained in the range of 96% for the 2020-2025 charter term. Our Registrar conducts exit interviews with families of students who transfer out of AMSA to identify why they decide to transfer. AMSA consistently maintains a waitlist of 600-700 students and continues to enroll students throughout the school year without implementing a supplemental lottery.

AMSA's Board of Trustees, led by the finance subcommittee, reviewed its financial assistance program in 2023 and significantly increased financial support to economically disadvantaged students, a subgroup often including many English learners. This enhanced financial assistance policy has continued to provide additional access to AMSA's extracurricular offerings, thereby increasing student engagement and sense of belonging. This was a significant area of success for the 2024-2025 retention plan, and we should all take pride in this achievement.

AMSA has also successfully offered the Massachusetts Biliteracy State Seal for the sixth year. This initiative encourages a sense of belonging and recognizes students who demonstrate proficiency in English and another language. This year, 21 students in the Class of 2025 earned the Biliteracy State Seal, which is a testament to our commitment to encouraging and celebrating culture and diversity.

The AMSA SEPAC was operational this year, but it continues to be a challenge to recruit members. The Special Education Department communicates with their parents about the importance of involvement and engagement with the school and the AMSA community, which provides services as well as camaraderie among parents and students.

This past year, AMSA had one general reading teacher who served all students. Next year, reading will be taught by a special education teacher who is receiving ongoing training in Orton-Gillingham (OG) Methodology (*a structured literacy approach primarily used to teach reading, writing, and spelling to individuals with dyslexia and other learning differences*). All general education and students on plans will be serviced by this teacher. The focus will continue to be on developing strong reading goals and closely monitoring progress.

Family Engagement was a top priority this past year. AMSA held an ice cream social event for the incoming 6th graders and their families in August 2024. Family Potluck dinners were organized throughout the school year to provide opportunities for our families who come from many sending districts to gather and build community. AMSA's annual International fosters an environment of appreciation and inclusion.

Overall Student Retention Goal

Overall Student Retention Goal	
Annual goal for student retention	96.5%

Retention Plan – 2025-26 Strategies	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 7.00% 1 Standard Deviation: 18.73% The school's attrition rate is <u>below</u> 1 standard deviation	(b) Continued 2024-25 Strategies ☒ At or below 1 standard deviation: no enhanced/additional strategies needed • AMSA was able to establish a SEPAC in the 2023-2024 school year. • AMSA will continue to recruit interested and enthusiastic parents who would be able to work closely with the school and the Director of Special Education to develop programs and events that would assist our students with special needs and their families. • Next year, Reading will be taught by a special education teacher who is receiving ongoing training in Orton-Gillingham (OG) Methodology. This teacher has strong experience in developing student goals and conducting progress monitoring for the goals. All general education and students on plans will be serviced by this teacher.
English learners	
(a) Charter School Dashboard data School percentage: 0.00% 1 Standard Deviation: 20.55% The school's attrition rate is <u>below</u> 1 standard deviation	(b) Continued 2024-25 Strategies ☒ At or below 1 standard deviation: no enhanced/additional strategies needed • A full-time Reading Specialist provides targeted support. • AMSA's website has a translation function for most content. Through FC 613/332, AMSA has added administrative support to the counseling department, and an academic success coach to the ELL department. • Full-time ELL Director/ELL Teacher who speaks English, Spanish, and Portuguese fluently and is a certified WIDA/ACCESS Administrator. • Create a more inclusive environment for students through additional social connections and community events, such as theme dances, art/science nights, the International Festival, and outstanding citizenship awards. • Offering the opportunity to earn the Seal of Biliteracy to native speakers of foreign languages.

Low Income	
((a) Charter School Dashboard data School percentage: 5.50% 1 Standard Deviation: 19.76% The school's attrition rate is <u>at/below</u> 1 standard deviation	(b) Continued 2024-25 Strategies ☒ At or below 1 standard deviation: no enhanced/additional strategies needed Below third quartile: no enhanced/additional strategies needed. • 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. • 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 the data change within two years. • Parent volunteer translators to assist with used uniform sales. • The uniform assistance provided to families who are in our free or reduced lunch program will receive gift cards to buy uniforms in the amount of \$200 per student, an increase of \$50. • AMSA will continue to provide eligible families with Holiday Gift Cards in December.
<u>Students who are sub-proficient</u>	(d) Continued 2023-24 Strategies • Through the FC336 Grant, AMSA revamped the Student Support Team process, started a Mental Health Committee that participated in DESE-sponsored professional development, 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. • AMSA holds an orientation program in August to assist new students with assimilation.

<u>Students at risk of dropping out of school</u>	(e) Continued 2024-25 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 Dean, Associate Dean, 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 new students 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. • AMSA continues to implement the SEL screener, Tier 2 Cognitive Behavioral Therapy (CBT) Groups, and a Tier 1 A program called TRAILS, and contracted with a new referral service (Care Solace). • MCAS preparation classes are offered to students who are still attempting to pass MCAS to achieve AMSA's local graduation requirements.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and Older</u>	(f) Continued 2024-25 Strategies • Students who leave school will be notified annually of their options and available resources for completing high school.

APPENDIX C: SCHOOL DATA TABLES

Administrative Roster During the 2024-2025 School Year			
Name	Title	Start Date	End Date
Lisa C. Mobley	Executive Director	7/2023	
Michael Nawrocki	Principal	3/2019	
Amanda Cence	Vice Principal	7/2021	
Anthony Montesion	Dean of Students	7/2019	
James Fortier	Assistant Dean of Students	8/2024	
Lynn Jarvis	Director of Special Education	8/2019	
Kate Driver	Director of School Counseling	8/2017	6/2025
Catilsa Indresano	ELL Director	8/2023	
Liana McLaren	Director of Finance and Operations	2/2016	
Virginia Burke	Human Resources Manager	3/2017	
Erica Piotrowski	IT Director	5/2017	
Joanne Doherty	Data Administrator	8/2018	
Sara Snow	Director of Accountability	1/2011	
Linda Edwards	Registrar	9/2017	
Sara Snow	MCAS District Coordinator	9/2008	
Eric Lane	Facilities Director	9/2011	
Mark Vital	Community Outreach Manager	9/2011	
Marcy Eckel	Director of Development	10/2022	

Teacher and Staff Attrition for the 2024-2025 School Year				
	Number as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure
Teachers	94 (including counselors and Dept Chairs)	0	6	3-resigned, 1-terminated, 2-other employment in education
Other Staff	41 (including admin, paras, and food service)	2	2	1-resigned, 1-retired, 2-other employment in education

INFORMATION ABOUT THE BOARD OF TRUSTEES

Link to location of Board of Trustees Page, with links to meeting minutes, meeting documents, policies, and more: [AMSA-Trustees-Page](#)

Link to location of Board of Trustees and Committee Meeting Notices on the AMSA website: [AMSA-Board-of-Trustees-and-Committee-Meeting-Notices](#)

Board Membership During the 2024-25 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term	Final year of service possible based on term limits in bylaws
Maura Webster	Chair	Executive, Development, Finance, Education, Governance	two	07/21 - 06/24 07/24 - 06/27	2027
Darren Rose	Vice Chair	Executive, Governance Chair, Finance	One	07/23 - 06/26	2029
Bela Gorman	Treasurer	Executive, Finance Chair	One	07/22 - 06/25	2028
Sheila Creaton Kelly	Secretary	Executive, Governance Chair	Two (one partial)	09/19 - 06/23 07/23 - 12/24	2026 Resigned 11/24
James Carter	Secretary	Executive, Finance	One	06/24 – 06/27	2030
Evan Przyborowski	Trustee	Development Chair, Education	One	07/23 - 06/26	2029
Christine Tridente Fahey	Trustee	Education	One (partial)	07/24 – 02/25	2027 Resigned 02/25
Stephan Richter	Trustee	Education, Governance	One	12/24 - 06/28	2031
Greg Theos	Faculty Rep	Education	Two	07/23 - 06/24 07/24 - 06/25	2025
Dwayne Stanley	Parent Rep	Governance, Education	Two 1-year terms as parent rep	11/23 - 06/25	2025 (as parent rep)

APPENDIX D: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Renewed Without Conditions

In a letter from Commissioner Riley, dated March 14, 2025, AMSA's charter was renewed without conditions. The charter term is five years, beginning July 1, 2025, and expiring on June 30, 2030.

Complaints

The AMSA Board of Trustees did not receive any official (written) complaints during the 2024-2025 school year.

Supporting Performance Data

Table 1

The table below provides the percentages of students who scored Exceeding or Meeting Expectations on Grade 10 Next Generation MCAS tests compared to the overall state results. The 2019 scores are provided to demonstrate the effect of the learning gap due to COVID-19. MCAS was not administered in 2020. Students in the Class of 2023 were not required to take the High School Science MCAS. *The 2019 Science scores were based on the Legacy scale.

All	2019	2019	2021	2021	2022	2022	2023	2023	2024	2024
Students	AMSA	State	AMSA	State	AMSA	State	AMSA	State	AMSA	State
ELA 10	93	61	86	64	86	58	86	58	76	57
Math 10	97	59	88	52	91	50	91	50	88	48
SCI 10	96*	74*	NA	NA	83	47	83	47	76	49

Table 2

89% of our students' AP exams in 2025 had scores of 3 or higher, demonstrating a continued dedication to excellence that is shared by our students and teachers.

All Students	2021	2022	2023	2024	2025
Number of AP Exams	505	413	389	436	503
Total AP Students	248	228	234	240	249
% of AP Exam scores 3 +	88%	89%	87%	92%	90%

Table 3

The table below demonstrates the total number of AP students who took the exams over the past four years and the number of students in each cohort who are identified as High Needs (which includes *students with Disabilities, Low Income, English language learners, and former English language learners.*)

High Needs Students	2021	2022	2023	2024	2025
Number of all AP Students	248	228	234	240	249
Number of High Needs Students	40 (16%)	38 (17%)	47 (20%)	39 (16%)	44 (18%)
% of High Needs Students 3+	70%	78%	62%	85%	88%

Table 4

AMSA has also successfully offered the Massachusetts Biliteracy State Seal for the sixth year. This initiative recognizes students who demonstrate proficiency in English and another language. This year's 2025 AMSA graduates earned the Biliteracy State Seal in French, Portuguese, and Spanish.

Class of	# of Students	Massachusetts Biliteracy State Seal
2020	6	French, Japanese, Portugues, Spanish
2021	7	Portugues, Russian, Spanish
2022	3*	Polish, Portugues, Spanish
2023	10	Latin, Portuguese, Spanish
2024	26	Latin, Portuguese, Russian, Spanish, Tamil
2025	21	French, Portuguese, Spanish

**The test is usually taken by juniors, so the Class of 2022 was particularly impacted by COVID.*

Table 5

Supporting evidence measuring progress with AMSA's Accountability Plan objectives

Objective: AMSA will create an environment that celebrates knowledge and inspires an appreciation of learning. (AMC and Clubs data for the 2024-2025 school year)

Objective: AMSA will challenge all students to the maximum of their ability and current intellectual preparedness with the goal of further advancing their "maximum" level. (Research/Internships)

Race/Ethnicity	% of School	% AMC*	% Clubs	% Research
African American	3.5	3.5	3.1	3.0
Asian	8.9	7.9	11.6	16.8
Hispanic	12.5	12.0	11.0	7.4
Native American	0.2	0.2	0.3	0.0
White	67.7	68.4	66.5	60.7
Native Hawaiian/Pacific Islander	0.1	0.1	0.1	0.0
Multi-race, Non-Hispanic	7.1	7.0	7.7	11.2

Selected Populations	% of School	% AMC*	% Clubs	% Research
FLNE	21.3	22.1	21.2	18.7
ELL**	2.0	1.8	1.4	0.0
Low Income***	17.9	7.1	7.8	3.0
Students with Disabilities	6.4	7.7	6.7	2.0

AMC: Grades 6-11* (testing is optional for seniors)

Clubs: Grades 6-12

Research: Grades 10-12

* **AMC Data:** 95% of students in grades 6 through 11 participated in the AMC as part of their mathematics curriculum. (70% of seniors took the option to participate.)

The percentage of **ELL students in the higher grades is historically very low because most students who receive ELL services in the lower grades move to the FLEP category in high school. This is clearly reflected in the representation of zero ELL students in the Research/Internship program, which is available to students in grades 10, 11, and 12.

***The **Low-Income** percentage of 17.9% is based on information 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 7.1 % of the school's total student population. AMSA does not participate in the Federal Lunch Program, which limits our 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.