

ED Report

September 23, 2025



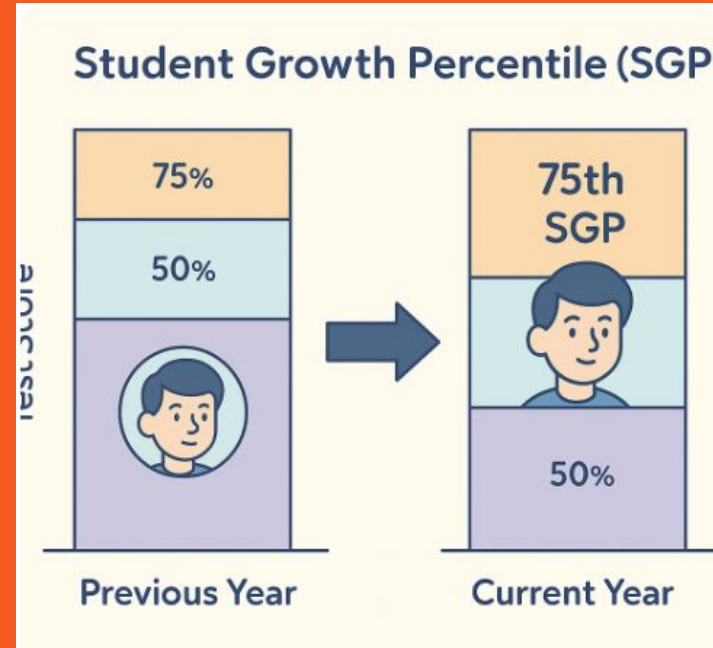
AMSA

ADVANCED MATH & SCIENCE ACADEMY

INTEGRITY • EXCELLENCE • COMMUNITY

What Are Student Growth Percentiles?

- **Definition:**
SGPs measure a student's academic progress compared to other students **statewide** who had similar prior test scores.
- **Purpose:**
Instead of just looking at proficiency levels (like Meeting or Exceeding), SGPs show **how much growth** a student has made from one year to the next.



How Are SGPs Calculated?

Identify "Academic Peers":

Each student is grouped with all other students statewide who scored similarly on last year's MCAS (or prior test).

- For example, if a student scored 480 last year, their peers are all other students across the state who also scored around 480.

Compare Current Year Growth:

Among that peer group, we see **how much each student improved this year** (their new scaled score).

Assign Percentile Ranks:

- If a student grew more than 75% of their academic peers, their SGP is **75**.
- If they grew more than 50% of peers, their SGP is **50**.
- SGPs range from **1 to 99**, with **50 being average growth**.

Aggregate for Schools and Subgroups:

- Individual SGPs are then **aggregated to the median** (middle score) for a school, grade level, or subgroup (like High Needs).
- The **median** is used because it's more stable and less affected by outliers than the mean.

Interpreting SGPs

Above 60: Strong/High Growth

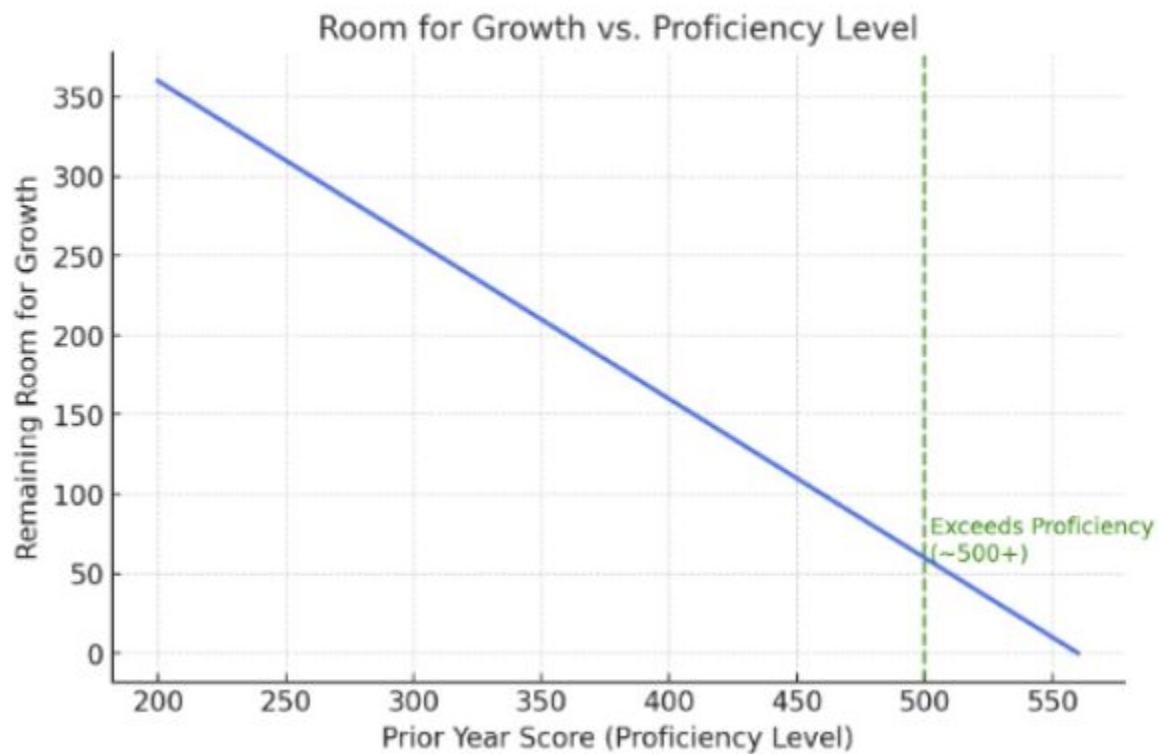
40–60: Typical Growth

Below 40: Low Growth

Importantly:

- A school can have **low proficiency but high growth** (students making big gains even if not yet on grade level).
- Or **high proficiency but low growth** (students start ahead but aren't accelerating further).

Room For Growth Vs. Proficiency Level



What Happens as Students Exceed Proficiency?

Ceiling Effects:

The MCAS has a maximum scaled score. Once students approach that ceiling, it becomes harder to post very large score gains. For example, if a student scored 515 last year (near the top), they have less “room” to increase than a student who scored 470.

Peer Group Expectations:

Even among high achievers, SGP compares each student to peers with similar high scores. To earn a high SGP at the top end, a student needs to make *greater-than-typical* gains compared to other high scorers. So while growth is still possible, it's statistically more difficult to show dramatic growth once students are already exceeding proficiency.

Instructional Focus:

Schools often focus interventions on students below or near proficiency. This can lead to faster gains for those students, while high-achieving students make steadier but less dramatic progress. High-achieving students might deepen understanding (e.g., through AP-level work) rather than raise standardized scores sharply.

What Does This Mean for Schools?

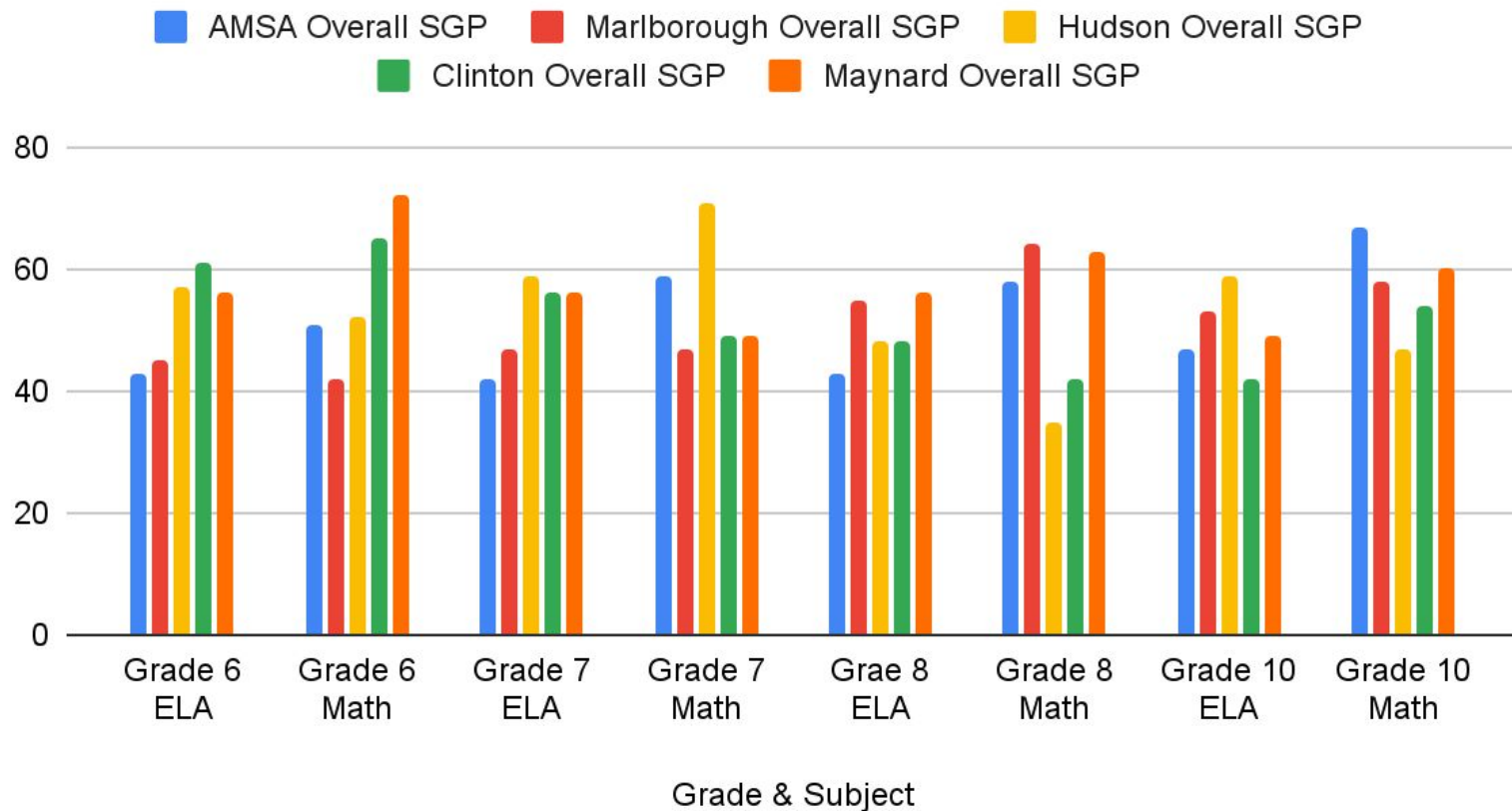
- **High proficiency + average growth** is common in high-performing schools. It doesn't necessarily mean students are stagnating; rather, they are sustaining excellence.
- **High growth is still possible** for top scorers, but it requires instruction that pushes beyond grade-level standards and challenges students deeply.

Accountability frameworks recognize this dynamic; that's why both **proficiency and growth metrics** are used together to get a fuller picture of school performance.

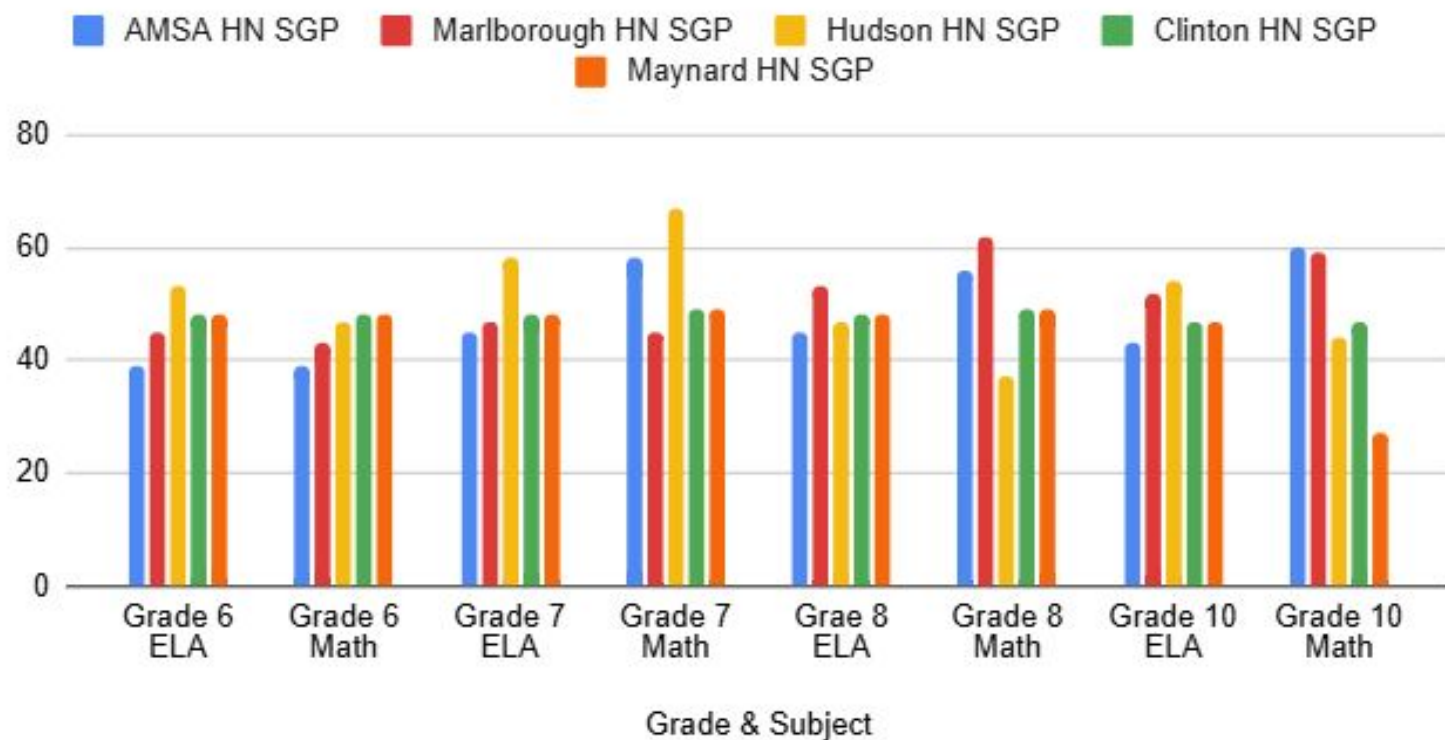
How does AMSA Compare and What does it mean?

	AMSA			Marlborough			Hudson				Clinton			Maynard	
Grade & Subject	Overall SGP	HN SGP	HN Meeting & Exceeding	Overall SGP	HN SGP	HN Meeting & Exceeding	Overall SGP	HN SGP	HN Meeting & Exceeding	Overall SGP	HN SGP	HN Meeting & Exceeding	Overall SGP	HN SGP	HN Meeting & Exceeding
Grade 6 ELA	43	39	22	45	45	12	57	53	13	61	48	21	56	48	18
Grade 6 Math	51	39	23	42	43	10	52	47	10	65	48	22	72	48	29
Grade 7 ELA	42	45	23	47	47	8	59	58	25	56	48	20	56	48	15
Grade 7 Math	59	58	27	47	45	7	71	67	23	49	49	17	49	49	9
Grade 8 ELA	43	45	41	55	53	16	48	47	21	48	48	27	56	48	30
Grade 8 Math	58	56	43	64	62	13	35	37	10	42	49	9	63	49	13
Grade 10 ELA	47	43	65	53	52	30	59	54	31	42	47	28	49	47	30
Grade 10 Math	67	60	74	58	59	28	47	44	15	54	47	25	60	27	23

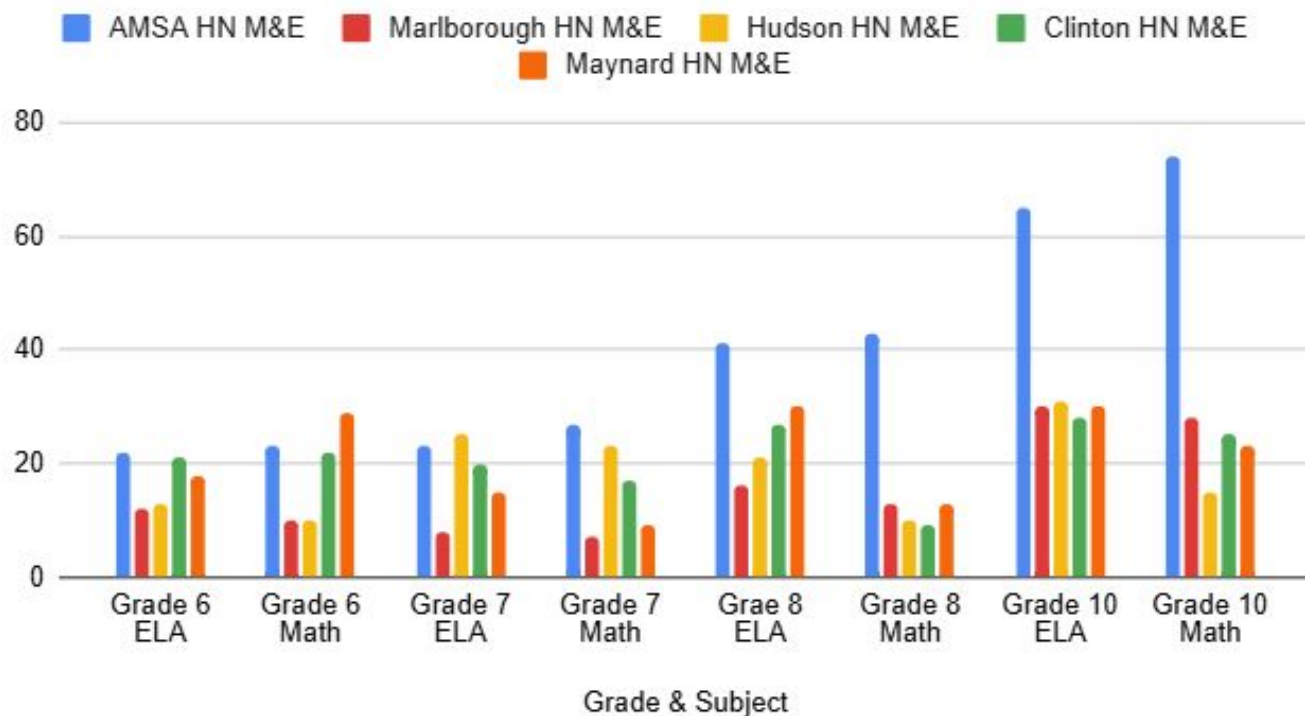
All Students SGP Comparison-Core Towns and AMSA



High Needs Students SGP Comparison- Core Towns and AMSA



High Needs Students % at Meeting & Exceeding Expectations



Ideas to Increase Growth

Introduction of Targeted Interventions

- New Evidenced Based Reading Program
- New Academic Support
- Enhanced Math Intervention Program
- Re-Evaluation/Strengthening of Reading & Writing Workshop Program

Questions & Resources

[AMSA School Profile by DESE](#)

[AMSA District Heat Map](#)

[AMSA Charter School Dashboard](#)

2025-2026 Executive Director Goals

Goal 1: Building Board Capacity Through Data

By June 30, 2026, design and deliver at least four high-impact, data-focused training sessions for the Board of Trustees that build their capacity to interpret student achievement and growth data, use key performance indicators to guide strategic decisions, and monitor progress toward organizational goals.

Key Success Measures:

- **At least 4 training sessions completed by June 30, 2026.**
- **80% or more of Board members report increased confidence** in using data for oversight (via post-training surveys).
- Board meeting agendas and minutes reflect **data-informed discussion and decision-making** by the end of 2026.

Goal 2: Five-Year Plan Maintenance

Monthly, review and update AMSA's five-year capital improvement plan to ensure it remains current, comprehensive, and aligned with organizational strategic priorities.

Key Success Measures:

- Documented evidence of **monthly reviews and updates** to the plan.
- **Board acknowledgment or approval** of mid-year and end-of-year updates.
- Clear alignment between plan updates and AMSA's strategic priorities (e.g., funding, facilities needs).
- Stakeholder confidence that the plan is **accurate, relevant, and proactive** rather than reactive.

Goal 3: Empowered by Sustainability: Secure the future with innovative, diversified revenue growth.

*By June 2026, AMSA will strengthen its financial sustainability by achieving a **2% annual increase in giving**, expanding **business partnerships by 40%**, maintaining **100% Board giving**, and continuing to strive toward **doubling alumni giving**, and by writing and submitting a minimum of two budget-relieving grant applications.*

Key Metrics for Financial Sustainability Goal (by June 2026)

Annual Giving Growth

Metric: Year-over-year percentage increase in total annual giving revenue.

Baseline (2025): \$ 53,338

Target: 2% increase per year (compounded).

Business Partnerships Expansion

Metric: Number of active business partnerships.

Baseline (2025): 15 partnerships.

Target: 40% increase by June 2026.

Board Giving

Metric: Percentage of Board members making an annual financial contribution.

Baseline (2025): Current %100 of Board giving.

Target: Maintain 100% giving annually.

Alumni Giving

Metric: number of alumni contributing financially to AMSA.

Baseline (2025): Current alumni giving rate 5 gifts

Target: Double the number of gifts by June 2026.

Goal 4: Build A Culture Rooted in Excellence for ALL

By **June 2026**, AMSA will build a culture of excellence for all by ensuring that **100% of instructional staff participate in professional learning on continuous improvement science** and by **overseeing the work of all PLCs**. Each PLC will set at least **one measurable student learning goal per semester**, use data to monitor progress, and document instructional adjustments. Evidence of implementation and outcomes will be reviewed by school leadership twice annually to track progress and ensure alignment with AMSA's mission of equity and excellence.

- **Fall 2025:** All instructional staff participate in initial professional learning on continuous improvement science. PLCs establish baseline student data and set their first measurable student learning goals.
- **Winter 2026:** PLCs provide mid-year reports documenting progress toward goals, instructional adjustments, and examples of continuous improvement practices in action. School leadership reviews and provides feedback.
- **Spring 2026:** 100% of PLCs submit final reports demonstrating progress toward their goals, evidence of instructional adjustments, and reflections on the continuous improvement cycle. Leadership shares outcomes schoolwide to highlight successes and spread best practices.

AMSA Strategy on a Page

Mission

To 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.

Vision

To be a vibrant community where students from diverse backgrounds flourish in an atmosphere celebrating knowledge.

Theory of Action

If we are dedicated to fostering excellence in all subjects for all students, focusing on math, science, and technology, then all students will thrive in the contemporary high-tech workplace.

Our Core Values

Integrity: adhere to AMSA's mission, honesty, responsibility and openness to new ideas.

Excellence: Passion and joy for itching and learning, high expectations—with results.

Community: School spirit and community service, creating and empathic, caring environment for all.

Competitive Advantage

AMSA's success is grounded in teacher autonomy, an unapologetic commitment to rigor with adequate support and adequate time to plan.

AMSA's students are connected to the caring AMSA staff. AMSA's educators offer more than just academic backgrounds; many of them bring valuable field experience to the table.

Strategic Initiatives

(How will we get there)

Empowered by Sustainability
Exceptional Educators & Team Members
Demonstrated & Meaningful Student
Achievement
Build A Culture Rooted in Excellence for All

Key Performance Indicators

(How We Measure Success)

Achieve financial sustainability with diverse and growing revenue streams.

Build a lasting compensation structure and nurture an inspiring, innovative professional culture that attracts and empowers faculty committed to the success of all students

Ensure all students achieve measurable academic growth and success through high-quality instruction, data-driven decision making, and equitable support systems.

Foster a school-wide culture where every student and staff member is inspired to pursue excellence through high expectations, mutual respect, continuous improvement, and unwavering commitment to equity.

Organizational Goals

Governance: To develop Board capacity in governance and resource development and to advocate for the charter school movement at the local, state, and national levels

Teaching & Learning: To support academic, social-emotional, physical growth of all students with high expectations for all, including exceeding accountability standards "unapologetic rigor"

Faculty & Staff Development: To be a school of choice for talented educators through competitive compensation and an emphasis on employee well-being.

Parent & Community Partnerships: To strengthen AMSA's partnerships with our families and engage the wider community to support our mission.

Development: To diversify funding streams, expand and strengthen funding infrastructure, and enhance resources for developing AMSA.

Facilities & Operations: To plan for and implement facilities and technology improvements that promote sustainability.



Post Training Survey