

# ANNUAL REPORT 2008-2009

Advanced Math and Science Academy Charter School  
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## TABLE OF CONTENTS

School Description .....	1
Letter from the Chair of the Board of Trustees .....	2
Mission Statement .....	3
I Faithfulness to Charter .....	3
A. Accountability Plan Objectives and Measures Relating to Faithfulness to Charter .....	3
B. Common School Performance Criteria: Implementation of Mission, Vision, and Educational Philosophy .....	5
II Academic Program Success .....	7
A. Accountability Plan Objectives and Measures Relating to Academic Program Success .....	7
B. Common School Performance criteria Relating to Academic Program Success .....	11
1. Curriculum .....	11
2. Instruction .....	12
3. Program Evaluation .....	13
4. School Culture .....	13
5. Diverse Learners .....	15
6. Supervision and Evaluation of Teachers .....	15
7. Professional Development .....	15
III Organizational Viability .....	17
A. Accountability Plan Objectives and Measures Relating to Organizational Viability .....	17
B. Common School Performance Criteria Relating to Organizational Viability .....	20
1. Policy Decisions .....	20
2. Amendments to the Charter .....	21
3. Complaints .....	21
4. Oversight .....	21
5. Board Planning .....	22
6. Family Satisfaction .....	23

7. Financial Oversight .....	23
Dissemination .....	24
Financial Reports	
Fiscal Year 2009 Financial Statement .....	25
Fiscal Year 2009 Balance Sheet .....	26
Fiscal Year 2010 Approved Budget .....	27
Data Section	
Instructional Time .....	28
Student Enrollment Information .....	28
Student Demographic and Subgroup Information .....	28
Administrative Roster for the 2008-09 School Year .....	29
Teachers and Staff Attrition for the 2008-09 School Year .....	29
Board Members for the 2008-09 School Year .....	30
Appendix A	
Organizational Chart for 2008-09 (August through March) .....	31
Appendix B	
Organizational Chart for 2008-09 (March through July) .....	32

## **School Description**

The Advanced Math and Science Academy Charter School, a Commonwealth charter school, is located in Marlborough, Massachusetts. The school opened in the fall of 2005. AMSA is chartered to serve grades 6 through 12 with a maximum enrollment of 828 students in year 5. The school is chartered to serve students from Marlborough, Clinton, Hudson, and Maynard (MCHM). AMSA's rigorous curriculum and reputation of excellence has drawn students from 52 communities outside the region of service, including Shrewsbury, Worcester, Framingham, Northborough, Ashland, Boylston, Hopkinton, Grafton, Westborough, Southborough, Newton, Berlin, Holden, Andover, Shirley, Upton, Bolton, Wayland, Westford, Holliston, and Stow.

AMSA was designed to meet the need for high quality math and science education in the MCHM region. AMSA offers parents an educational model based on international best practice as an alternative to their local public schools.

The school opened its doors in 2005 with 239 students in grades 6 and 7. AMSA started its second year in 2006 with 414 students in grades 6, 7, and 8. AMSA began its third year in 2007 with 523 students in grades 6 through 9. By September of 2008, AMSA's grade span included grades 6 through 10 with 532 students enrolled.

As of June 2009, with preparations underway for year 5, AMSA has achieved the charter's projections to include grades 6 through 11 with an enrollment of 828 students.

AMSA's growth plan anticipates the school will be at full capacity in the 2010-2011 school year, year six, with an estimated 966 students in grades six through twelve, pending approval by the Commissioner of Education.

## **Letter from the Chair of the Board of Trustees**

As we conclude our 4th year we are confident we have achieved the goals our charter set forth. Our school is in demand and we have, and have always maintained, a waiting list. Further, our students have successfully participated in numerous academic competitions. Our parents are active and supportive. We have developed a curriculum that is based, as our charter demanded, on “continuous, logically organized, and interconnected multiyear subject courses.”

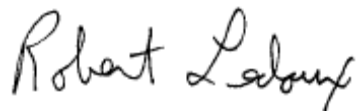
Our MCAS scores have also been exceptionally strong. From 2005 to 2008, on every ELA, Math, and Science MCAS test, a far greater percentage of AMSA students scored in the advanced or proficient categories than did fellow students across the Commonwealth. On each of these tests, AMSA students earned advanced and proficient rates that ranked at least 10% higher than the state average. Typically, our students earned rates that ranked them 20% higher than their peers across the state.

We are pleased with these results but we seek to do better. We want all of our students to achieve either advanced or proficient status on all MCAS tests. We want all of our students to thrive at AMSA, embracing learning and creativity with great joy and passion. Most importantly, we want all of our students to graduate from AMSA, attend our nation’s finest universities, and become active citizens with successful careers. At AMSA we are moving forward and are as determined as ever to be the finest school in the entire Commonwealth.

Over the past several months AMSA teachers, administrators, and board members have worked to accomplish two important goals related to our upper school curriculum: accommodating the requirements of the College Board and adding seat time to Foreign Language classes. We are making these changes to better align our curriculum with the Massachusetts Curriculum Frameworks and to guarantee that our students are in the strongest position for submitting college applications. We are also making these changes to enable us to offer AP courses in all core subjects.

We want our parents to be assured that our curriculum remains consistent with AMSA’s charter. Our curriculum covers all the content outlined in the charter and preserves the interconnections between subjects. These recent adjustments will continue to enable AMSA students to achieve a world class education.

Sincerely,

A handwritten signature in cursive script that reads "Robert Ledoux".

Robert Ledoux  
Board of Trustees Chair

## Mission Statement

***The Advanced Math and Science Academy Charter School will create a learning environment that celebrates knowledge and where children of all backgrounds and abilities will excel in all subjects, especially math, science, and technology, enabling them to succeed in the workplace of a modern world.***

## I Faithfulness to Charter

### A. Accountability Plan Objectives and Measures Relating to Faithfulness to Charter

The Advanced Math and Science Academy Charter School (AMSA) accountability plan was revised and approved by the Charter School Office in January 2008. The revised plan includes two objectives relating to faithfulness to charter. Each objective has specific measures by which to measure progress towards each goal, as detailed below.

***Objective 1: AMSA Charter School will create a learning environment that celebrates knowledge.***

Specific Measure:

- **90% of AMSA students will participate in at least one national math or science competition. AMSA students will also participate in two other state or regional academic competitions per year.**

2008-09 Performance: AMSA students participated in four national mathematics competitions and three science competitions.

*AMC 8 (American Mathematics Competition 8<sup>th</sup> grade level):* AMSA has exceeded its goal of 90% participation. In 2008-09 AMSA was included in the Mathematical Association of America's *United States Honor Roll* for schools with team scores (sum of the top three student scores) of 66-75 making the top 1%. One of AMSA's students won first place in Massachusetts for achieving a perfect score of 25.

*AMC 10 (American Mathematics Competition 10<sup>th</sup> grade level):* In 2009, all 9<sup>th</sup> and 10<sup>th</sup> grade students and the AMC 8 top 25 scorers participated in the AMC 10. Students who score above 117 on the AMC 10 qualify to participate in the American Invitational Mathematics Exam (AIME). Two AMSA students qualified with scores of 121.5 and 129.

*AIME (American Invitational Mathematics Examination 12<sup>th</sup> grade level):* The two students who participated in the AIME received certificates of distinction.

*MATHCOUNTS:* Every year a team of students train to compete in the MATHCOUNTS competition. Training lasts for approximately 2 months. At the end of the training period 8 students are selected to represent AMSA. Two teams (4 students on each team) participated in the State Mathcounts Competition this year. AMSA won first place in the region and 6<sup>th</sup> place in the state.

*Lego Robotics Competition:* AMSA's Lego Robotics Team competed in three competitions this year. The team won the *Innovative Solution for a Research Project* for

their “Energy Efficient Car Pooling Proposal” and the *Team Spirit Award* at the Blackstone Valley Competition in December 2008. The team also won the *Team Spirit Award* at the Mindstorms Mayhem Competition in December 2008. Their performance at these competitions qualified them to compete at the state competition at Worcester Polytechnic Institute (WPI) on December 20, 2008.

*WPI Science Fair:* AMSA students have participated in the regional WPI Science Fair. This year 2 students qualified to compete in the State Competition.

*State Science Olympiad:* The AMSA Science Olympiad Team won 14 awards at the State Tournament in Worcester held on the campus of Assumption College in Worcester on March 21, 2009.

In addition, AMSA students participated in the following competitions and events:

*Latin Certamen Competitions:* AMSA students have participated in the Latin Certamen. Students compete in two levels, novice and lower. AMSA students competed on both levels in the Boston Latin Certamen Scrimmage. The Novice Team won first place at the Harvard University Certamen, first place in the Lunenburg High School Certamen, first place in the Roxbury School Certamen and placed second in the State Championship.

*Massachusetts Junior Classical League Convention:* This year nine students (3 Upper School, 6 Lower School) attended and competed in academic, athletic, artistic, and creative contests. Three AMSA students finished in the top ten for individual points, placing 3<sup>rd</sup>, 4<sup>th</sup>, and 10<sup>th</sup> overall. They competed against over 300 middle and high school students from Massachusetts.

*National Geographic Geography Bee:* AMSA students participated in this national competition for the past three years. One of our students has qualified to participate in the state finals for the past two years, placing second last year and seventh this year.

*Speech and Debate Competition:* Three AMSA students participated in the State Speech and Congress competition in the spring of 2009.

The measure has been met.

Specific Measure:

- **A parent survey will demonstrate that AMSA’s academic program meets or exceeds expectation of at least 75% of the responding parents (at least 35% of the parents will respond to the survey).**

2008-2009 Performance: AMSA conducted a Parent Satisfaction Survey based on 10 academic characteristics of the school. 88% responded that the science curriculum meets or exceeds expectation and 93% responded that the humanities curriculum meets or exceeds expectation. Only 33% of AMSA parents responded to the survey.

The measure relating to parent satisfaction exceeding 75% has been met. The measure relating to parent participation did not meet the 35% goal. The response rate was lower than expected. Efforts are underway through a revitalized Parent Action Group (PAG) and improved communication to increase response rate in future surveys.

**Objective 2: AMSA Charter School will provide opportunity to students of all abilities to achieve the best results.**

Specific Measure:

- **AMSA Charter School curriculum will maintain structure as specified in the charter at all times: multi-year courses in the 10-13 subjects and the same academic courses for all students in 6-11 grades.**

AMSA has maintained the curriculum as specified in the charter at all times.

This measure has been met.

Specific Measure:

- **At least two levels of challenge will be provided in at least three subjects.**

Math related subjects (including Physics, Chemistry, and Computer Science) have been taught on three levels of challenge.

The measure has been met.

Specific Measure:

- **Each full-time teacher will provide to his/her students at least 45 minutes per week of additional help.**

To support students, each full-time teacher has provided at least 45 minutes per week of additional help to his/her students in the after-school hours.

The measure has been met.

#### B. Common School Performance Criteria: Implementation of Mission, Vision, and Educational Philosophy

AMSA's mission, vision and educational philosophy is based on the belief that children with a wide range of abilities can achieve a world class education if given the opportunity to be exposed to a highly structured curriculum consisting of continuous, logically organized, and interconnected multi-year courses. AMSA's academic program is characterized by a unique curriculum that offers students multi-year courses in 10-13 different subject areas, including Algebra, Geometry, Computer Science, Biology, Geography, History, English Language Arts, World Literature, Foreign Language, Art History, Physics, Chemistry and Physical Education.

AMSA's curriculum consists of a range of subject-specific courses whose common themes run parallel, corresponding to one another. For example, Science is taught in three separate subjects; Physics, Chemistry and Biology. Social Studies is taught in two separate subjects; History and Geography. English is split into English Language Arts and World Literature. The order and timing of topics in different subjects is designed to complement and mutually reinforce each other. For example, the study of ancient Greek civilization in History occurs in 6<sup>th</sup> grade, at the same time that students are reading

Homer's "Iliad" in their Literature course. The study of polynomials in 7<sup>th</sup> grade is accompanied by the Computer Science class, where students develop a computer program to calculate coefficients of Newton's binomial.

Another unique feature of the curriculum is its Foreign Language program which provides all students in the 6<sup>th</sup> and 7<sup>th</sup> grade with Latin. Students have a choice of Spanish, French, and Latin in later grades. The charter had ambitious plans for AMSA's Foreign Language program hoping to offer many foreign languages such as Portuguese, Russian, Chinese and Hebrew. To address the charter's vision for a wider range of foreign languages, the school invested in the Rosetta Stone™ program as an option for AMSA students. Some students use the program to supplement their current language studies and some students opt to enroll in the program as an extra curricular home-based activity, choosing among 15 different languages.

AMSA's middle school curriculum successfully introduces students to a rigorous experience in mathematics, science, computer science, and the humanities. The depth of the middle school curriculum strives to facilitate a uniform starting point for all students and provide an advanced entry point for their upper school experience. Most AMSA students enter the upper school with a high level of mathematical and scientific knowledge and skills, an understanding of computer science concepts, and a working knowledge of a wide range of computer science tools. AMSA's curriculum is developed in accordance with the school's charter and the Massachusetts Curriculum Frameworks.

AMSA's educational approach insures that all students have the opportunity to obtain both basic fundamental knowledge and advanced conceptual understandings of a wide range of subjects using the inclusion model. AMSA offers ability-based tracks within Math related courses. The topic coverage is the same for different levels, but the levels differ in the depth of coverage. This enables students with special needs, those with less rigorous academic preparation, and those with limited English proficiency to remain at the same temporal point in the longitudinal curriculum as their peers, and to achieve functional competence in all subjects.

AMSA's goal is to provide students with the opportunity to receive as much remediation in the general education program as possible before referral for special education or a 504 plan. The basic concepts of the Student Assistance Process are: to assess the needs of the students, develop appropriate accommodations and access general education remediation options. These may include new teaching strategies, teaching environments, materials, amounts of output, and time constraints. All accommodations and the results are documented using the Student Assistance Report. This procedure ensures that all students are given every opportunity to access the curriculum in the general education setting. Those students who are clearly in need of additional services will be efficiently and effectively identified.

The Student Assistance Process is a regular education initiative that takes place under the direction of the Director of Student Services. This process usually precedes any recommendation for additional services. The results derived from the accommodations developed during the Student Assistance Process will be documented and kept on file. A Special Education Evaluation or Section 504 Plan Evaluation may concurrently occur.

Special education students have varying types of disabilities. These students spend the majority of their day in general education classrooms, although some students may be

assigned to Instructional Support classes in English Language Arts (ELA) and/or Math or a study skills class as needed. The special education teachers provide special education consultation to general education teachers who teach in the content areas of History, Math, Science, and ELA.

Consultation between the regular education and special education staff happens according to the individual student plan. On Tuesday afternoons from 3:30 -4:30 every other week there are grade level team meetings. The Support Specialist teacher attends grade 6 team meetings, the lower school adjustment counselor attends grade 7 team meetings, the upper school adjustment counselor attends grade 8 team meetings, and the Director of Student Services attends the upper school team meetings. The grade level team meeting is a chance for interdisciplinary teams to discuss students of concern and collaboratively work on solutions. These meetings provide a forum for reviewing IEP (Individual Education Plan) accommodations and do quick checks regarding student progress.

AMSA did not have a high percentage of students requiring additional services over the past 4 years. As the student demographics change and the enrollment increases, the number of students requiring special accommodations is also increasing. AMSA will be enrolling students with limited English proficiency (LEP) for the first time in 2009-2010. AMSA hired the Director of Student Services at the end of the 2007-08 school year in response to the growing numbers of students being identified as needing additional services and to comply with No Child Left Behind (NCLB).

## II Academic Program Success

### A. Accountability Plan Objectives and Measures Relating to Academic Program Success

AMSA’s accountability plan has one objective relating to academic program success. The objective has six specific measures by which to measure progress.

***Objective 3: All students will demonstrate high levels of academic accomplishment on both internal and external measures.***

Specific Measure:

- **95% of AMSA Charter School students will get a passing grade on every subject yearly grade and annual exam based on AMSA internal standards.**

2008-2009 Performance: Internal assessment included graded class work, homework, essays, quizzes, tests, final written exams and a final project in Computer Science. As per AMSA standards, more than 95% of students received a passing grade on every subject and internal annual exam. The performance chart below illustrates the percentage of students who have received a passing grade on every subject and internal annual exam.

2008-09 Performance

2008-09	ELA	W Lit	Math	History	Geog	Science	CS
Grades 6-10	100%	100%	99.99%	100%	99.99%	100%	100%

This measure has been met.

Specific Measure:

- **At least 80% of the students at AMSA Charter School who have been enrolled for at least one full year will score in the Advanced or Proficient categories on all MCAS tests.**

2007-2008 Performance: MCAS results report grades 6, 7, and 8 scored in the Advanced or Proficient categories in ELA with scores of 93%, 90% and 95% respectively, meeting the measure. Grades 6, 7, and 8 did not score at least 80% in the Advanced and Proficient categories in Math and grade 8 did not score at least 80% in Science and Technology.

The measure has been met for ELA in all grades, but only in Math for grade 8.

2008-09 Performance: Data not available.

ELA MCAS results are expected to fall within the 90<sup>th</sup> percentile of Advanced or Proficient at every grade level for the 2008-2009 MCAS performance. AMSA is actively in the process of developing strategies to unilaterally satisfy the needs of our students who may require additional MCAS preparation in Science and Math.

Specific measure:

- **The AMSA students enrolled for at least one full year will score on all MCAS sub-tests at least 8% higher when compared with their peers in the sending districts and at least 15% higher when compared with the Massachusetts state average.**

2007-2008 Performance: AMSA students enrolled for at least one full year scored at least 8% higher when compared with their peers in the sending districts, except for the 7<sup>th</sup> grade who scored 5.4% higher in ELA. AMSA students enrolled for at least one full year scored at least 15% higher when compared with the Massachusetts state average in Math, but not in ELA.

The measure has been met for grade 8.

The measure has been met for grade 7 in Math but not ELA.

2008-2009 Performance: Data not available.

Specific Measure:

- **AMSA Charter School will rank in the top 15% of secondary schools statewide on the basis of the percent of students in Advanced and Proficient categories.**

2007-2008 Performance: AMSA students have consistently ranked in the top 15% statewide on the basis of the percent of students in Advanced and Proficient categories as shown in the data presented previously.

The measure has been met.

2008-2009 Performance: Data not available

Specific Measure:

- **Each year all grade-level cohorts will demonstrate, on average, an improvement of at least two National Curve Equivalent points (NCEs) on the annually administered Terra Nova Tests (or another national standardized test as selected by administration) until the cohorts achieve an average of 70 NCEs, at which point the cohorts will maintain or improve their level of performance.**

### **TERRA NOVA**

The Terra Nova Test was administered in the fall of the second year, 2006-07. The Administration concurred that the performance of the AMSA students was more advanced than the Terra Nova test is constructed to evaluate. The AMC 8, AMC 10 and PSAT are being used as national standards. The Administration is continuing to investigate other testing options.

### **AMC 8**

The national AMC 8 exam has been administered since AMSA's first year and has proven to be a reliable and consistent measure of student achievement in mathematics. AMSA students have continued to improve the average school score each year as demonstrated in the following chart.

<b>AMC 8</b>	2005-06	2006-07	2007-08	2008-09
No. of students participating	214	353	403	448
Participation %	85%	86%	99%	96%
Sum of top 3 scores	55	70	67	72
Average score for school	8.1	9.5	8.6	10.6

### **AMC 10**

The AMC 10 has been administered to qualified students in the eighth grade since the second year, and all students in the ninth grade or higher since AMSA's third year. AMSA has continued to improve the average school score each year as demonstrated in the following chart.

<b>AMC 10</b>	2006-07	2007-08	2008-09
No. of students participating	14	110	170
Participation %	12%	89%	96%
AIME qualified score > 117	0	01	02
Average score for school	n/a	59.5	65.1

### **PSAT/NMSQT**

AMSA administered the PSAT/NMSQT for the first time in October of 2008. Sixty five (90%) students in grade 9 and seventy seven (97%) students in grade 10 participated. The PSAT will be administered in the fall of 2009 to provide a consistent measure of

academic progress for students in grades 9, 10, and 11. The PSAT will be administered every fall for this purpose.

PSAT/NMSQT scores are reported on a scale of 20 to 80. Average scores last year for 10<sup>th</sup> graders nationwide was about 42 in Critical Reading, 43 in Mathematics, and 41 in Writing Skills. AMSA students in grade 9 scored 9 points above last years grade 10 averages in Critical Reading, 11.4 points above last years grade 10 averages in Math and 11.4 points above last years grade 10 averages in Writing. AMSA students in grade 10 scored 10.7 points above last years grade 10 averages in Critical Reading, 15.1 pints above last years grade 10 averages in Math and 10.7 points above last years grade 10 averages in Writing.

Sixteen students in the 9<sup>th</sup> grade scored above 90%. Eight of these sixteen scored 97% or above; two students scored 99%, 4 students scored 98% and two students scored 97% on the Critical Reading Portion of the PSAT.

Twenty four students in the 10<sup>th</sup> grade scored above 90% on the Critical Reading portion of the PSAT. Eighteen of these twenty four scored 97% or above; eight scored 99%, five scored 98% and three scored 97% on the Critical Reading portion of the PSAT.

Twenty two grade 9 students scored above 90% on this portion of the PSAT test. Eight of these twenty two scored 97% or above; one student scored 99%, six students scored 98% and one student scored 97%.

Thirty four grade 10 students scored above 90% on the Math portion of the PSAT. Twenty one of these thirty four scored 97% or above; ten scored 99%, eight scored 98% and three scored 97%.

Thirteen grade 9 students scored above 90% on this portion of the PSAT test. Nine of these thirteen scored 97% or above; five students scored 99%, one student scored 98% and three students scored 97% on the Writing portion of the PSAT.

Twenty nine students scored above 90% on the Writing portion of the PSAT. Nine of these twenty nine scored 97% or above; two scored 99%, two scored 98% and five scored 97% on the writing portion of the PSAT.

PSAT results demonstrate that AMSA students are exceeding state averages. It is expected that AMSA's student performance will improve next year.

### **SAT**

As AMSA expands to include the 11<sup>th</sup> and 12<sup>th</sup> grades, the SAT tests will become another assessment tool used to evaluate the progress of the upper school students.

2008-09 Performance: Sixteen 10<sup>th</sup> grade students took the SAT Subject Test in Math Level 2 and received the following outstanding results:

SAT Math Sub Test Level 2 score	650-660	700-730	740-750	760-780	800
number of students out of 16	3	3	2	3	5

The measure has been met.

Specific Measure:

- **The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups. The school is not identified for accountability purposes (not designated as in “Needs Improvement”, “Corrective Action”, or “Restructuring”).**

According to the Massachusetts School and District Profiles, AMSA has met the AYP in the aggregate and for all statistically significant sub-groups. AMSA has not been identified for accountability purposes.

This measure has been met.

## B. Common School Performance Criteria Relating to Academic Program Success

### **1. Curriculum**

As described in the January 2009 DESE Site Visit Report, the curriculum is thoroughly documented through grade 11. The curriculum is well articulated and includes unit outlines, essential questions, skills and concepts to be addressed, and reference to the state standard covered by the unit for each subject area and grade level. In addition to curriculum outlines, teachers also maintain individual binders for each class that contain supplemental material, such as assignments, hand-outs and assessments. History and world literature are aligned into a humanities program. The humanities curriculum moves chronologically through world literature and history, beginning in grades 6 and 7 with ancient and classical civilizations and moving into modern American and world history and literature by the end of high school. AMSA’s curriculum is based on continuous, logically organized, and interconnected multiyear subject courses:

Ten subjects (Math, Computer Science, Biology, Geography, History, English Language Arts, World Literature, Foreign language, Art, and Physical Education) were taught to all students in 6<sup>th</sup> grade.

Thirteen subjects (Algebra, Geometry, Computer Science, Biology, Geography, History, English Language Arts, World Literature, Foreign Language, Physics, Chemistry, Art, and Physical Education) were taught to all students in the 7<sup>th</sup> grade.

Thirteen subjects (Advanced Algebra, Geometry, Computer Science, Biology, Earth Science, History, English Language Arts, World Literature, Foreign Language, Physics, Chemistry, Art, and Physical Education) were taught to all students in the 8<sup>th</sup> grade.

Twelve subjects (Algebra/Trigonometry, Geometry, Computer Science, Biology, History, English Language Arts, World Literature, Foreign Language, Physics, Chemistry, Art, and Physical Education) were taught to all students in the 9<sup>th</sup> grade.

Thirteen subjects (Pre-Calculus, Geometry, Computer Science, Biology, History, Civics, English Language Arts, World Literature, Foreign Language, Physics, Chemistry, Art, and Physical Education) were taught to all students in the 10<sup>th</sup> grade.

As AMSA has grown to include an upper school program, some aspects of the educational model proposed in the charter have been identified as problematic. Issues being reviewed regarding the schools current educational model include: (1) serving the needs of a diverse population of upper school students, (2) scheduling requirements for advanced placement classes, (3) the expectations conveyed by the Massachusetts Curriculum Frameworks, (4) the scheduling of lab classes, which require longer blocks of time and (5) the work hours required for college readiness.

AMSA is striving to strike a balance between the ambitious academic goals stated in the charter and the realities of practical implementation. Over the past school year, AMSA teachers, administrators, and Board of Trustees members have worked to accomplish two important goals related to the upper school curriculum: accommodating the requirements of the College Board, and adding seat time to Foreign Language. To accomplish these goals for next year, AMSA's challenge was to adjust the upper school seat time in math and science to better align the curriculum with the Massachusetts Curriculum Frameworks and to guarantee that our students are in the strongest position for submitting college applications. The curriculum remains faithful to the charter, covers all the content outlined in the charter and preserves the interconnections between subjects.

## **2. Instruction**

All instruction is based on AMSA's curriculum. Teachers must write lessons based on the curriculum and then post these lessons. Feedback is provided by department chairs and fellow teachers. Teachers share ideas regarding pedagogy, content, and assessment during content team meetings. All teachers collaborate on the writing of benchmark assessments. Teachers share ideas and offer help regarding individual students needs during grade level team meetings. Teachers share common teaching techniques such as the formal greeting, and the Do Now.

AMSA teachers utilize lesson plans that include an objective, a pre-assessment activity, teaching strategies and sequence of activities, including introduction, instruction, guided practice and independent practice, materials, groupings, processes, assessments and accommodations to be used, homework assignment, and a list of the Massachusetts curriculum standards to be covered. Department Chairs review lesson plans and provide feedback to teachers. The Director of Student Services also reviews lesson plans to ensure that accommodations for diverse learners are being implemented.

Continuous evaluation and feedback on student learning are crucial to the instructional process and substantiate that students have successfully acquired the essential skills and fundamental knowledge outlined in the Massachusetts Curriculum Frameworks and established AMSA standards.

Teaching expectations were conveyed to teachers through professional development programs, the teacher mentor program, the AMSA Faculty Handbook, and observation and evaluation feedback. Learning expectations were conveyed to students through the AMSA Student Handbook, advisory periods directed by the homeroom teachers, syllabi, individual student success plans, and teacher conferences.

### 3. Program Evaluation

AMSA teachers are required to meet on a weekly basis to discuss, develop and review curricula and pedagogy. Meetings are devoted to developing content, sharing of instructional techniques and peer review. The teachers meet with their department or with the interdisciplinary grade level team on a rotating schedule.

AMSA regularly and systematically reviews the quality and effectiveness of the academic program through the following: MCAS, internal formative, summative, and benchmark assessments, weekly interdisciplinary grade level or content meetings, and teacher evaluations. Internal assessment includes graded class work, homework, quizzes, tests, and final exams. Students at AMSA are expected to maintain a high standard of performance. The MCAS assessment tracks individual student progress as well as school wide progress. A student who is not performing at proficient or higher levels in MCAS receives additional instruction and their academic progress is followed closely by the Director of Student Services, the Dean of Students, the adjustment counselor, the student's homeroom teacher and their subject teachers.

AMSA completed the Coordinated Program Review in the spring of 2008. The program areas of Special Education, Civil Rights and English Learner Education required corrective action. The Corrective Action Plan was submitted and approved in August 2008. Progress reports were submitted to the DESE and approved in November 2008, February 2009, and April 2009. The Corrective Action Plan was verified as "fully implemented" as demonstrated in the following chart.

PROGRAM AREA	Current Status	Criteria Approved	Date Verified
Special Education	Fully Implemented	SE1, SE2, SE 3, SE 4, SE 6, SE 9, SE 9A, SE 14 SE 18A, SE 18B, SE 22, SE 24, SE 25, SE 27, SE 32, SE 34, SE 36, SE 47, SE 59	5-18-09
Civil Rights	Fully Implemented		3-17-09
English Learner Education (71A)	Fully Implemented	ELE 3, ELE 10, ELE 18	5-18-09

### 4. School Culture

Policies and structures are in place to foster an atmosphere of mutual respect and academic purpose. Students are occupied with academics during class time and are supervised by one or more teachers. Class periods usually begin with a Do Now (a three to five minute starter activity posted on the whiteboard), followed by a ten to twenty minute teacher-led learning experience, with the rest of the period dedicated to

independent or group collaborative work. Experience has demonstrated that it is the time outside of the classroom that requires a vigilant active supervision to maintain order and safety for our students.

The school day is carefully structured around four non-academic time periods: Student intake, lunch/recess, dismissal, and after-school/extended day. This time serves as AMSA's core student discipline support system which fosters the high behavior standards that are required of AMSA students and promotes a school culture that celebrates knowledge.

Students arrive between 7:30 AM and 7:55 AM and gather in the cafeteria. The Dean of Students, administrators, teachers and other staff oversee intake until it is time for students, called in staggered groups by grade, to report to their homerooms at 7:50 AM. Homeroom teachers and hall monitors are present to supervise students passing in the hallways and using their lockers. Homeroom teachers are expected to set the academic tone for the day, assisting students to prepare for classes.

Lower school students have lunch/recess with their grade level in the cafeteria. Supervision is provided by teachers and administrators on a rotating schedule. Upper school students have lunch together and are supervised by teachers and administration on a rotating schedule. Students are expected to be mindful of others, keep noise to a reasonable level and leave the cafeteria clean when lunch period is over.

Students report to their homerooms at 3:00 PM. Students use this time to prepare for dismissal. Teachers make sure that homework assignments are written on the whiteboard so students can organize their books and materials to take home. Teachers and staff are present in the hallways to supervise students passing and using their lockers. Teachers can use this time to make announcements and reinforce school policies. Students are dismissed in staggered groups, allowing for a smooth transition. Students report to the cafeteria and are then released to their car pools, buses, or rides. Dismissal is supervised by administrators, teachers, and staff.

The After-school/Extended Day Program is closely supervised by the Director of Student Services, the Dean of Students, the Extended Day Supervisor, and other designated teachers and staff. Students are expected to conduct themselves after school with the same standard of conduct that is expected during the regular school day.

AMSA has developed a student mentor program to help students learn by teaching and mentoring other students. This program was first designed to give existing eighth grade students the opportunity to make a positive impression on incoming sixth grade students. Students have enthusiastically embraced the mentor program which has added a great deal to the school climate. The program has blossomed into the Student Leadership Program. AMSA students can participate in such programs as: Big Brothers/Big Sister, Student Council, Peer Tutoring, SADD (students against destructive decisions) STAND (students stand up against genocide), National Young Leaders Program, Student Mentors, and student directed community service projects.

The effort made by administrators, staff, and particularly our students to encourage student leadership has resulted in far less disciplinary action needed in the classroom and in the general school setting. Students are developing the important social and community skills that will serve them well as they prepare for their future.

## **5. Diverse Learners**

The percentage of students with special needs at AMSA is 3.8%. These students are able to excel in AMSA's rigorous program through the use of differentiated instruction. Differentiation is a teaching concept in which the classroom teacher plans for the diverse needs of students. The teacher must consider such differences as the learning styles, skill levels, learning difficulties, language proficiency, background experience and knowledge, interest, motivation ability to attend, social and emotional development, and physical needs. Students are given the opportunity to demonstrate understanding through alternate assessments, such as oral or dramatic presentations. Some students have the opportunity to work independently on projects at their own pace.

AMSA is making greater efforts to differentiate the delivery of our curriculum so that it is accessible to diverse learners. Services are delivered to LEP, ELL, Special Education, and to students whose achievement is above or below grade level. Small group and individual instruction are provided to these students to accommodate their needs. AMSA added a highly experienced student support specialist to our staff last year who operates as our Director of Student Services. AMSA has increased the number of qualified special education teachers to assist with accommodations. Special education support staff has addressed the need to observe classrooms where students have been reported not to engage or participate. Observations lead to evaluations and intervention by student services if necessary.

## **6. Supervision and Evaluation of Teachers**

Administrators regularly evaluate teachers based on knowledge of content, alignment with curriculum, and pedagogy. Key administrators conduct informal and formal teacher evaluations periodically to assess instructional practices and to offer feedback and guidance. The Administration implemented a new teacher evaluation rubric and evaluation form this year. Teacher evaluation is based on seven principles of effective teaching: currency in the curriculum, effective planning and assessment of curriculum and instruction, effective management of classroom environment, effective instruction, promotion of high standards and expectations for student achievement, promotion of equity and appreciation of diversity, and fulfillment of professional responsibilities.

Administrators use these principles to focus on key areas of importance that meet AMSA's standard of instructional practice. After an evaluation, teachers are given feedback, support, and guidance if needed.

## **7. Professional Development**

AMSA provided ten major professional development activities this past year for faculty and staff which are listed below.

*August:* A two week orientation program was provided for all teaching staff. Programs on communication, confidentiality, restraint training, differentiated instruction, and technology training were among the topics covered. Orientation is an opportunity for new teachers to meet veteran teachers and become acquainted with the school prior to the return of students.

*September:* Technology training on Edline (AMSA's student grade management system) was offered to staff in September 2008. Areas covered included recording attendance, managing grades, and lesson plans.

*October:* The Director of Student Services presented to the faculty a program focused on lesson plans, progress reports, IEP's and 504's, rights and responsibilities.

*December:* The Executive Director presented "*Charter School Site Review Preparation*" to staff on December 3rd. Joanna Bunn from the Museum of Science presented a program on December 16, suggesting ways to integrate math and science with other subjects.

*January:* The Director of Student Services presented *Roles and Responsibilities: Special Education, General Education, and IEP Service Delivery.*"

*March:* "*Differentiated Instruction and Inspiring Student Learning*" was presented to the faculty by several AMSA teachers.

*April:* MCAS accommodations, instructional modifications, transition planning, NEASC work, Advanced Placement and Curriculum Development.

*May:* "Active Learning" was presented by faculty members.

*June:* The AMSA Art Department presented "Bringing Art into the Classroom."

In addition to these all-faculty programs, teachers meet weekly to discuss curriculum, share teaching strategies, exchange ideas, and track students needing additional support. These weekly team meetings alternate between grade level meetings and department meetings. These structures and routines provide teachers a broad view of AMSA's unique, interconnected curriculum with attention given to student performance.

AMSA implemented a teacher mentoring program this past year. Five teachers were sent to a mentoring training program in California last summer. These teachers and three others were given a reduced teaching load to allow them to mentor 29 teachers who were new to the school or new to teaching. The program began with an orientation for new staff and included weekly observations, alternating between observing their mentees. Teachers have reported that the mentor program has brought a deeper understanding to the teaching staff. This solid foundation has allowed AMSA to transition to a less costly model where teachers carry a full schedule and mentor colleagues as a professional responsibility using a peer coaching model.

A Professional Development Committee consisting of the most experienced and effective teachers will exercise oversight of the professional development program next year.

### III Organizational Viability

#### A. Accountability Plan Objectives and Measures Relating to Organizational Viability

**Objective 4: AMSA Charter School will maintain strong parental support and commitment to the school.**

Specific Measure:

- **AMSA will demonstrate community support by filling all available seats in 6<sup>th</sup> grade and maintaining a waiting list of at least 30 students.**

#### 2008-09 Performance

AMSA began the school year with all available seats filled. There was a waiting list of 56. As of July, 2009, AMSA has filled all available seats and has reached full enrollment capacity of 828 as projected in the charter for year five (2009-2010). The current waiting list is 95; 8 for grade 6, 54 for grade 7, 16 for grade 8, 12 for grade 9, 1 for grade 10 and 4 for grade 11, for a total of 95.

The measure has been met.

Specific Measure:

- **AMSA parents will maintain the Parent Action Group (PAG) with an active Executive Committee. PAG or its committees will meet at least 10 times per year.**

The AMSA Parent Action Group has maintained its structure and activities. The PAG has met every month (10) during the school year and once in the summer. Individual PAG committees meet independently.

The measure has been met.

Specific Measure:

- **AMSA will conduct an annual parent satisfaction survey. At least 35% of the surveys will be returned and 75% of the returned surveys will grade the school's performance characteristics (averaged overall survey questions) "somewhat satisfied", "satisfied", or "very satisfied."**

2008-2009 Performance: AMSA conducted a parent satisfaction survey with 33% of parents responding and 88% of the returned surveys graded the school's performance characteristics as "somewhat satisfied", "satisfied", or "very satisfied."

The measure has been met regarding 75% or greater of responding parents will grade the school's performance as "somewhat satisfied", "satisfied", or "very satisfied." The participation measure of 35% was not met. Strategies are being implemented by administration and AMSA's parent leaders to improve participation.

***Objective 5: AMSA Charter School will demonstrate sound fiscal practices.***

Specific Measure:

- **A balanced budget will be approved annually by the Board of Trustees.**

2008-2009 Performance: The Board of Trustees approved a balanced 2008-2009 budget.

The measure has been met.

Specific Measure:

- **The AMSA internal financial statements will be approved monthly by the Board of Trustees.**

2008-2009 Performance: At every monthly Board of Trustees meeting, the board reviewed and approved the financial report submitted by the Executive Director and the Finance Committee.

The measure has been met.

Specific Measure:

- **Annual audited financial statements will demonstrate that AMSA Charter School responsibly manages public funds.**

2008-2009 Performance: AMSA's finances were audited by the accounting firm of Alexander, Aronson, Finning & Company. The audit results confirm sound financial practices and demonstrated that AMSA responsibly manages public funds.

The measure has been met.

Specific Measure:

- **The Board will undertake an annual fund drive with the goal of raising \$50,000 each year.**

2008-09 Performance

The annual fund drive raised \$111,518.73 from donations and grants. As AMSA matures and reports of the school's reputation for excellence are shared with the larger community, it is expected that contributions and grants will continue to increase accordingly.

The measure has been met.

***Objective 6: The AMSA Board of Trustees will provide sound and effective governance.***

Specific Measure:

- **90% of AMSA Charter School Board of Directors members will contribute to the organization annually, through financial and/or in-kind donations.**

2008-2009 Performance: 100% of the Board of Directors members have contributed to the organization, through financial and/or in-kind donations.

The measure has been met.

Specific Measure:

- **At least 90% of AMSA Charter School Board of Trustees meeting will have a quorum.**

2008-2009 Performance: The Board of Trustees observed a quorum at every monthly meeting.

The measure has been met.

***Objective 7: AMSA will maintain a stable and highly professional faculty and staff, satisfied with the working conditions and actively involved in professional development.***

Specific measure:

- **Voluntary teacher and staff turnover will not exceed 10% per year except for retirement, moving, family or health reasons.**

2008-09 Performance

The school year started in September 2008 with 50 full-time teachers, 2 part-time teachers, and 2 teacher aides. 100% of staff who were asked to renew their contracts will be returning in September.

The measure has been met.

Specific Measure:

- **At least 70% of the staff will participate in the annual staff survey on the job satisfaction and at least 70% of the returned surveys will be on average “somewhat satisfied,” “satisfied,” or “very satisfied” with working at AMSA.**

### 2008-09 Performance

41% of the staff participated in the annual staff survey. 88% of those who responded, on average, reported they were “somewhat satisfied,” “satisfied,” or “very satisfied” with working at AMSA.

The measure has not been met due to the low response rate. Out of the 41% who participated in the survey, AMSA exceeded the 70% reporting on average “somewhat satisfied,” “satisfied,” or “very satisfied.” The Administration is currently developing strategies to promote and encourage staff survey participation.

Specific Measure:

- **At least 90% of the faculty at AMSA Charter School will participate in a minimum of 25 total hours per year of internal and external professional development.**

### 2008-09 Performance

AMSA provided five days (30 hours) of professional development to new and veteran teachers prior to the start of school in 2008. There were eight half days (24 hours) of professional development scheduled during the school year. At least 90% of the faculty attended all or most days of the orientation and professional development programs that totaled 54 hours.

The measure has been met.

## B. Common School Performance Criteria Relating to Organizational Viability

### **1. Policy Decisions**

The school organization is designed to establish a clear understanding of decision-making and communication that results in a common sense of purpose for all school constituencies. The Board of Trustees oversees the Executive Director who is responsible for the general management of the academic and administrative operations of the school. Key administrators report directly to the Executive Director. Other administrators and administrative support staff report to designated key administrators or directly to the Executive Director. Teachers report directly to their department chair(s) or the Vice Principal depending on the situation. The Vice Principal reports directly to the Executive Director. Special education teachers and support staff, adjustment counselors, the college counselor, and nursing staff report directly to the Director of Student Services. Lunch program staff and maintenance personnel report directly to the Operations Manager who reports directly to the Executive Director. The administrative and academic structure is set up to provide immediate feedback or resolution for staff. The new Executive Director has introduced the policy of distributed leadership; giving department chairs more responsibility and leadership opportunities with curriculum development, general school policy decisions, and input for the new accountability plan. Teachers have reported an increased clarity about roles and responsibilities with a better-managed system of communication resulting in a greater sense of trust among school staff. Some teachers reported that there is some fine tuning still necessary to ensure that any delegated responsibility that is not properly undertaken in the distributed

leadership model does not fall through the cracks or result in some other staff picking up the slack.

According to the DOE Site Visit Report, teachers reported that school leadership has been honest in recognizing the school's weaknesses and has welcomed input and critical feedback from teachers and parents. The administration has been consistent this year with routine weekly email announcements and website updates. The Board of Trustees has a public comment segment on the agenda at the beginning of every meeting to provide parents the opportunity to communicate directly with the Board of Trustees. Parents have stated that teachers are even more responsive than in years past, consistently responding to emails within 24 hours.

## **2. Amendments to the Charter**

The Board of Trustees requested to grant voting power to parent and teacher representatives who sit on the Board of Trustees (except when there is conflict of interest). The board requested to add a new executive position to the AMSA administration, the Executive Director of Development, reporting directly to the Board of Trustees. The DESE approved these requests on December 11, 2008.

## **3. Complaints**

There were two official complaints made to the Board of Trustees this past school year. The first complaint was made by a group of parents who call themselves *Parents for AMSA*, which is not affiliated with the Parent Action Group that is AMSA's official parent organization. The *Parents for AMSA* expressed a broad range of concerns, the most significant of which was that the school was not being faithful to the charter with regards to the upper school curriculum and AMSA's curriculum was becoming similar to that of a typical high school. The upper school curriculum has been faced with several issues: scheduling requirements for advanced placement classes, the expectations conveyed by the Massachusetts Curriculum Frameworks, the scheduling of lab classes (which require longer blocks of time), and the work hours required for college readiness. The Board of Trustees, administration and staff have been working on addressing these issues without compromising the curriculum. The Board of Trustees has communicated to *Parents for AMSA* that the curriculum remains faithful to the charter, covers all the content outlined in the charter and preserves the interconnections between subjects. The Board of Trustees also addressed other issues of concern in their response to the letter of complaint.

The second complaint was made by a Marlborough parent who is concerned with the current school transportation. The parent stated in a convincing formal complaint that the length of the bus ride for Marlborough students was excessive, both to and from school. The Board of Trustees has formed a Task Force in response to this complaint and is presently working with the City of Marlborough to achieve a timely resolution.

## **4. Oversight**

The Board of Trustees regularly and systematically assesses the performance of school wide goals outlined in the Accountability Plan. The Finance Committee works closely with the Business Manager and is current on the financial status of the school. The Finance Committee Chair reports regularly to the board. The Education Committee

works actively with the Academic Board of Directors on curriculum, pedagogy, and finishing the upper school curriculum through grade 12. The Education Committee reports regularly at every Board of Trustees meeting. Student representatives to the Board of Trustees report on student issues and concerns. Parents are encouraged to participate in the public comment segment of the monthly board meetings. Board members are kept apprised of the enrollment and attrition statistics by the Registrar. The Board makes effective and timely evaluations based on information presented by its committees, staff and AMSA students. If needed, the Board assigns an administrator or Board member to take action on an item, which is recorded in the minutes and reviewed at the next meeting, or sooner, by the discretion of the Board Chair.

The Board of Trustees conducted the annual evaluation of the new Executive Director, as required by law, the charter and by-laws, and unanimously approved to renew the Executive Director's contract at the Board of Trustees meeting on June 23, 2009. According to the DESE Site Visit Report in January 2009, AMSA personnel, in general, stated that there was a significant improvement in the professional climate and communication at AMSA. The improved relationship between administration and staff has resulted in a better learning environment, reasonable rates of retention for effective school leadership, staff and teachers, and manageable levels of overall staff turnover.

## **5. Board Planning**

As AMSA has grown to include an upper school program, some aspects of the educational model proposed in the charter have been identified as problematic. Issues being reviewed by the Board of Trustees regarding the schools current educational model include: (1) serving the needs of a diverse population of upper school students, (2) scheduling requirements for advanced placement classes, (3) the expectations conveyed by the Massachusetts Curriculum Frameworks, (4) the scheduling of lab classes, which require longer blocks of time and (5) the work hours required for college readiness.

Over the past school year, the Board of Trustees has worked with administrators and teachers to accomplish two important goals related to the upper school curriculum: accommodating the requirements of the College Board, and adding seat time to Foreign Language. To accomplish these goals for next year, AMSA's challenge was to adjust the upper school seat time in math and science to better align the curriculum with the Massachusetts Curriculum Frameworks and to guarantee that our students are in the strongest position for submitting college applications. It is important to note that while there are minor adjustments being made to the schedule, the curriculum remains faithful to the charter, covers all the content outlined in the charter and preserves the interconnections between subjects.

Upper school students will have access to courses of different depth as envisioned in the charter as well as electives. In all core subjects students will be able to choose College Preparatory, Honors, or Advanced Placement. The upper school schedule will offer long block periods that allow extensive college level classroom and laboratory experience in Physics, Chemistry, and Biology. This is required for College Board approved Advanced Placement science courses.

To implement the charter's promise to offer strong foreign language exposure, all upper school students will be required to complete a minimum of two years of foreign language with the majority completing four.

The computer science program will continue to be part of the highly structured, continuous, logically organized and interconnected multi-year curriculum as described in the charter. Computer Science will continue into the 12<sup>th</sup> grade with the addition of a certified Advanced Placement Computer Science course. AMSA's computer science curriculum remains at the level of the best international offerings consistent with the Association of Computing Machinery (ACM) K-12 Computer Science Curriculum Frameworks.

## **6. Family Satisfaction**

AMSA conducts periodic family satisfaction and staff satisfaction surveys during the school year. The school employs the use of a tool called *Survey Monkey™* which guarantees complete anonymity. Results are included in the *Accountability Plan Specific Measure* relating to parent surveys previously discussed on page 17.

## **7. Financial Oversight**

AMSA develops budgets that are realistic and in support of student achievement. The budget planning process begins with the Business Manager collecting data: reviewing past year budgets; calculating enrollment, tuition and attrition numbers; meeting with department chairs and administrators to discuss needs for staffing, textbooks, technical equipment, and other materials; calculating facility expenses; and estimating the amount of income generated through grants and fundraising.

Enrollment is the main source of income for the school. Enrollment and attrition numbers are crucial to the school's budget. Salaries comprise the greatest percentage of educational expenditures. Estimates for future enrollments are used to verify staffing needs and projected costs of instructional supplies, equipment and facility needs. Faculty staffing requirements are calculated using a formula that determines the teacher/student ratio per subject based on the school wide academic schedule for an upcoming year. Enrollment also drives the projected need for administrative personnel, support staff, maintenance staff, nurses, and educational support staff. The school's contribution to active and retired employee health insurance premiums is estimated through historical data and future projections of staffing requirements.

Realistic budget requests for equipment and educational materials are established through consultations with department chairs, curriculum administrators, coordinators and program managers. Budget requests specify a description of time, quantity, estimated unit and total prices, and a brief justification of request.

When there is sufficient data, the Business Manager meets with the Executive Director, the Finance Committee, the Board of Trustees Chair and Vice Chair. When the budget has been agreed upon at this level, it is then prepared by the Business Manager to be presented to the board by the Finance Committee Chair at the next Board of Trustees meeting where it is approved by a majority vote.

Financial statements indicate that AMSA is fiscally sound and stable. The school has received unqualified opinions on annual independent audits and has increased its net assets since 2005 and ended each year with a balanced budget.

The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices. Every year AMSA has been audited by the accounting firm of Alexander, Aronson, Finning and Company. The audit results have consistently demonstrated that AMSA uses sound financial practices and remains financially stable.

## **Dissemination**

AMSA's goal is to be a visible, engaged, and inviting ambassador of an alternative approach to education. We invite everyone to visit our school to see the learning process and observe our classes. The doors are always open and our students and teachers are accustomed to observers going in and out of the classrooms, asking questions and sharing their thoughts. Our students are our best ambassadors. The students have done an excellent job of leading dozens of tours during our Open Houses. The visitors have included interested parents and students, educators, leaders of industry and academia, local politicians, and the Governor of Massachusetts.

AMSA has partnered with the Berlin-Boylston Regional School District for the purpose of dissemination of the best practices in the area of computer science and technology curriculum for grades 6, 7 and 8. AMSA has been implementing an innovative computer science curriculum component for all grades since the school opened in 2005 which has proven especially successful in grades 6 through 8.

AMSA and Berlin-Boylston submitted a formal dissemination grant in the spring of 2009 with the intent that AMSA's 6 through 8<sup>th</sup> grade computer science curriculum would be a model to provide more 21<sup>st</sup> century technology skill development in their district. The grant was not awarded but Berlin-Boylston will continue to collaborate on our computer science curriculum. AMSA intends to submit a dissemination grant again in 2010.

AMSA welcomes future opportunities to share our expertise through professional development projects and mentoring programs with our neighboring districts.

**Advanced Math and Science Academy Charter School Financial Statement  
FY 2009**

**Preliminary and Unaudited**

July 2008 - June 2009

**Income**

<b>4000-Tuition</b>	\$ 6,685,424.00
<b>4050-Grants- government</b>	\$ 98,785.20
<b>4180 Private grants</b>	\$ 109,101.67
<b>4200-Nutrition funding</b>	\$ 15,435.17
<b>4300-Program Fees</b>	\$ 463,063.23
<b>4400-Contrib.-in kind Transport.</b>	\$ 47,584.00
<b>4450-Contrib.Other/Fundraising</b>	\$ 187,611.18
<b>4900-Other Income</b>	\$ 7,116.64
<b>4905-Investment Income</b>	\$ 8,841.65
<b>Total Income</b>	<b>\$ 7,622,962.74</b>

**Expense**

<b>5001-1 Personnel Costs</b>	\$ 4,580,384.79
<b>5002-Students Costs</b>	\$ 324,292.22
<b>5003-Occupancy</b>	\$ 1,370,735.49
<b>5004-Other Operating Expenses</b>	\$ 252,488.05
<b>5005-Program Expenses</b>	\$ 384,488.12
<b>5700-Depreciation</b>	\$ 200,396.37
<b>Misc expenses</b>	\$ 47,584.00
<b>Total Expense</b>	<b>\$ 7,160,369.04</b>
<b>Net Income</b>	<b>\$ 462,593.70</b>

**Advanced Math and Science Academy Charter School Balance Sheet  
FY 2009**

**Preliminary and Unaudited**

Jun 30, 2009

**ASSETS**

Current Assets

**ASSETS**

Total Checking/Savings	939,250.41
Total Other Current Assets	246,619.76
Total Current Assets	1,185,870.17
Total Fixed Assets	631,787.90
Total Other Assets	33,333.00
<b>TOTAL ASSETS</b>	<b>1,850,991.07</b>

**LIABILITIES & EQUITY**

Liabilities

Current Liabilities

Total Accounts Payable	132,608.75
Total Other Current Liabilities	312,716.19
Total Current Liabilities	445,324.94
Total Liabilities	<b>445,324.94</b>

Equity

Total Equity	<b>1,405,666.13</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>1,850,991.07</b>

**Advanced Math and Science Academy Charter School  
FY 10 Budget  
Approved by the Board of Trustees**

**FY10 Budget-Projected**

**Income**

4000-Tuition	\$ 8,018,367.00
4050-Grants- government	\$ 177,040.00
4180 Private grants	\$ 50,000.00
4200-Nutrition funding	\$ 15,150.00
4300-Program Fees	\$ 523,753.00
4450-Contrib.Other/Fundraising	\$ 100,000.00
4905-Investment Income	\$ 5,100.00
<b>Total Income</b>	<b>\$ 8,889,410.00</b>

**Expense**

5001-1 Personnel Costs	\$ 5,401,192.00
5002-Students Costs	\$ 381,721.00
5003-Occupancy	\$ 1,932,623.92
5004-Other Operating Expenses	\$ 382,922.00
5005-Program Expenses	\$ 414,332.96
<b>Total Expense</b>	<b>\$ 8,512,791.88</b>
<b>Net Income</b>	<b>\$ 376,618.12</b>

**Fixed Assets**

Technology, Furniture, Leasehold Improvement	\$ 262,448.00
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<b>Net Income less Fixed Assets</b>	<b>\$ 114,170.12</b>
Non-Cash Adjustment Depreciation	\$ 159,044.00

## DATA SECTION

<b>INSTRUCTIONAL TIME:</b>	
Total number of instructional days for the 2008-09 school year:	180
First and last day of the 2008-09 school year:	9/3, 6/25
Length of school day (please note if schedule varies throughout the week or the year): * <b>Noon dismissal on early release days; 8 Professional Development Days and 3 days during Final Exam Week</b>	8:05 -3:05

<b>STUDENT ENROLLMENT INFORMATION:</b>	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	97
Total number of students enrolled as of October 1, 2008:	633
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	0
Total number of students who left during the 2008-09 school year, after October 1, 2008:	16
Total number of students enrolled as of the June 2009 SIMS submission:	617
Number of students who graduated at the end of the 2008-09 school year:	0

Students who left during the school year or who are not returning to AMSA in September have noted the following reasons for their departure: transferring to private schools, transportation issues, returning to sending district public school, concern over college preparedness in the upper school, and relocation.

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	7	1%
Asian	123	20%
Hispanic	20	3%
Native American	4	1%
White	449	73%
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	14	2%
Special Education	30	5%
Limited English Proficient	0	0%
Low Income	34	5.5%

<b>ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR</b>			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	Responsible for the overall management of the school	May 2008	
Principal	Responsible for the faculty and curriculum development	May 2008	June 2009
Vice Principal	Assisting the Principal with faculty and curriculum	May 2008	
Director of Student Services	Oversees student services (IEP, 504, SPED) nurses, counselors and after school/extended day.	July 2008	
Business Manager	Accounting, Financial reporting, auditing, cash management, payroll, insurance, purchasing, (Human Resources as of 3/09)	August 2005	
Operations Manager	Oversees the facilities, transportation, lunch program and maintenance	August 2007	
Registrar	Oversees admissions, student files and data	May 2008	
Chief Information Officer (CIO)	Responsible for information technology	December 2007	
Human Resources Manager	Responsible for staff information and health benefits	August 2008	March 2009
Executive Director of Development	Responsible for the foundation and fundraising	May 2008	June 2009

The Principal and Human Resources Manager positions were eliminated in March 2009. The Executive Director of Development position is currently vacant. The Organizational Chart for 2008-09 (August through March) is located in Appendix A. The restructured Organizational Chart for 2008-09 (March through July) is located in Appendix B.

<b>TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR</b>			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	50	1	9
Other Staff	28	1	3

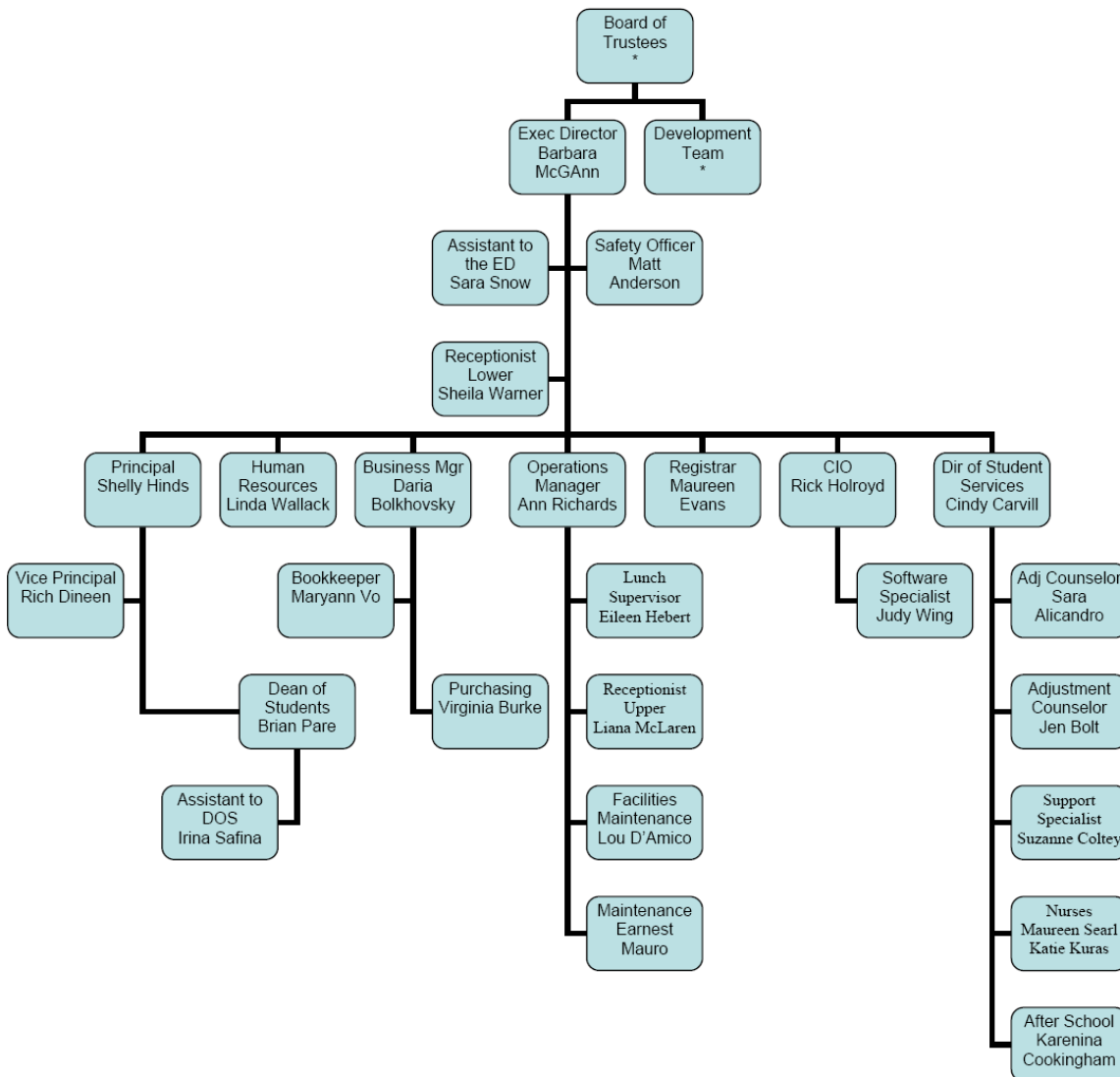
One teacher resigned during the year for personal reasons. Eight teacher contracts were not renewed due to budget constraints and/or incompatibility. Budget concerns made it necessary to downsize the very successful teacher mentor program. As a result, the eight teachers who were mentoring AMSA faculty will resume their full teaching load in the upcoming school year, reducing need for staff in those departments. Two administrative positions were eliminated and the Executive Director of Development position is now vacant.

<b>BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Robert Ledoux	Chair	Finance	Science/Tech parent	2 terms 2006-2009 2009-2012
Henry Haugland	Vice Chair	Governance	Science/Tech parent	1 term 2006-2009
John Lomot	Sec/Treasurer	Finance	Finance parent	1 term 2007-2010
Anna Charny	Trustee	Education	Science/Math	2 terms 2004-2007 2007-2010
Anton Teodorescu	Trustee	Governance	Science/Tech parent	2 terms 2005-2008 2008-2011
John Bayle	Trustee	Governance	Science/Tech	1 term 2006-09 Resigned 4/2009
Mark Sweeney	Trustee	Facilities (new committee)	Contractor parent	1 term 2008-2011
Joseph Sweeney	Teacher Rep	Education	Engineering Math Teacher	2 terms 2007-2008 2008-2009
Roger Jarrett	Parent Rep		Science parent	1 term (3 years) 2008-2011
Julia Sigalovsky	Ex officio	Fundraising	Executive Director of Dev parent	2004-with position Ended 5/2009
Barbara McGann	Ex officio	Education Finance	Executive Director	2008-with position

## Appendix A

### Organizational Chart for 2008-09 (August through March)

#### AMSA ADMINISTRATION ORGANIZATIONAL CHART

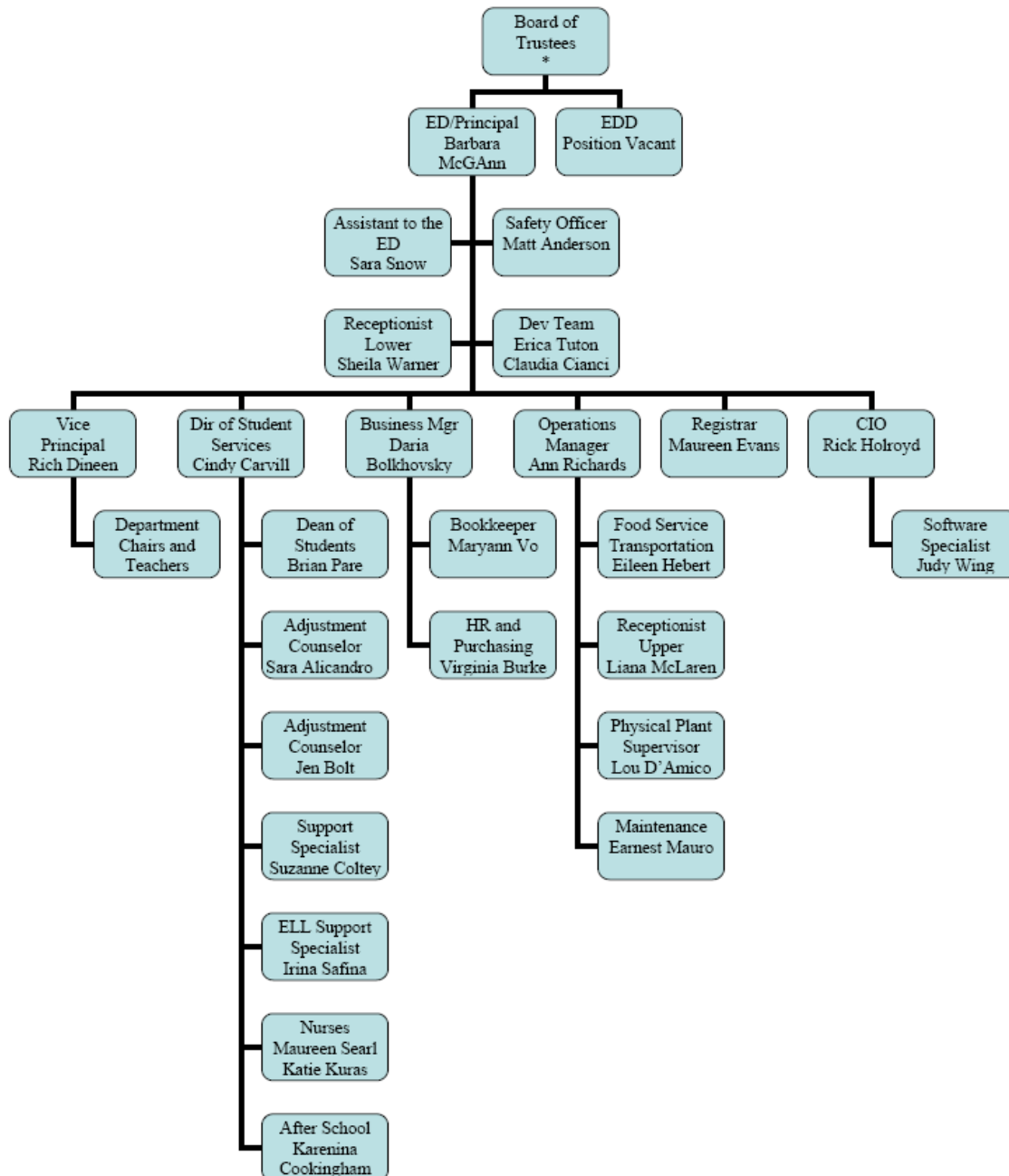


- **Board of Trustees:** Robert Ledoux, John Lomot, Henry Haugland, Anna Charny, John Bayle, Anton Teodorescu, Jay Sweeney, Mark Sweeney, Roger Jarrett, Barbara McGann and Julia Sigalovsky
- **Development Team:** Julia Sigalovsky, Evelyn Lima, Claudia Cianci, and Erica Tuton

## Appendix B

Organizational Chart for 2008-09 (March through July)

### AMSA ADMINISTRATION ORGANIZATIONAL CHART



\*Board of Trustees: Robert Ledoux, Henry Haugland, John Lomot, Anna Charny, Anton Teodorescu, Joseph Sweeney, Mark Sweeney, Roger Jarrett and Barbara McGann