

HOLYOKE COMMUNITY CHARTER SCHOOL

2200 Northampton St., Holyoke, MA 01040
Telephone: (413) 533-0111 Fax: (413) 536-5444
www.hccs-sabis.net

February 12, 2026

Dear Families:

Every year, each public school and school district in Massachusetts receives a report card. Just as your child's report card shows how they are doing in different subjects, the school's report card is designed to show families how our school is doing in different areas. A link to our school's report card is available at <http://reportcards.doe.mass.edu/2025/04530005>.

The report card includes multiple measures of a school's performance – more than just MCAS scores. It represents a new way of looking at school performance, by providing information on student achievement, teacher qualifications, student learning opportunities, and more.

Report cards are designed to be useful tools for everyone connected to our school. Families can use the information to have meaningful conversations with us about what the school is doing well and where there is room for improvement. Community and education leaders can use the information to better understand how to support students and our school.

Our school is dedicated to providing all students with the educational foundation necessary to succeed in school and in life by taking the following steps to improve student achievement at HCCS.

- HCCS teachers have analysed MCAS results from Spring 2025 and have generated reports for each team of teachers that identify their past and current students' skills- and content-gaps.
- AQC's and teachers analyse the effectiveness of the instructional strategies selected and implemented at previous grade level meetings by examining student performance data that was measured using common assessments then continue to develop and monitor improvement.
- Teachers and AQC's are designing professional development to review all concepts and ensure standards are linked between classrooms and grade-levels (horizontal and vertical school-wide alignment).
- Literacy and writing skills are implemented across all subjects.
- As part of HCCS's strategic plan, the academic team has identified early literacy as a crucial initiative to ensure students' academic success. We have adopted an evidence-based curriculum for students in grades K-2 that aligns with the science of reading and addresses the essential components of foundational skills such as Print Concepts, Phonological Awareness, Letter Names, Phonics and Decoding, and Fluency.
- The Special Education Academic Coordinator and Special Education teachers have formed a Professional Learning Community to realign resource room pacing for better supports for diverse learners.

- The “What I Need” (WIN) Intervention periods use the results of assessments to target student-learning gaps in small-group, focused interventions.
- Further interventions to provide students the opportunity to close learning gaps are being provided through the following programs: in school tutoring, and an expanded summer program.

We encourage you to become involved in helping us improve our school. We see parents as critical partners in the success of our students and school, and we are grateful for your continued support. We want to thank you as parents for keeping the Powerful Triangle Philosophy standing very firm. Your efforts as parents and ours as your school will keep OUR child on the top of that Triangle displaying their success! Some of the ways you can become involved are:

- Encouraging your child’s learning at home
- Attending parent-teacher meetings and other special meetings
- Becoming part of the school’s Parent Connection
- Signing up for SABIS® Digital Platform and Class Dojo to monitor your child’s academic progress and stay in contact with teachers

Because HCCS is a Title 1 funded school, parents/guardians of each student at Holyoke Community Charter School has the right to request the following information about the qualifications of your child’s classroom teachers:

- Whether your child’s teacher is licensed in the grade levels and subject areas they teach,
- Whether your child’s teacher is teaching under an emergency license or waiver,
- The college degree and major of your child’s teacher, and
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

If you have questions about our school’s report card, would like to become involved in school improvement activities, or would like to request information about the qualifications of your child’s classroom teacher, please contact the Academic Quality Controller (AQC) at (413) 533-0111 or via Class Dojo. We welcome your input as we help our students succeed now and in the future, and we thank you for your continued support.

To see our district’s report card or to search for other schools’ report cards, visit reportcards.doe.mass.edu/.

Sincerely,



Dr. Sonia Correa Pope
School Principal

Holyoke Community Charter School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, creed, ethnicity, gender, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, homelessness, or prior academic achievement. 603 CMR 1.06(l).



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12 de febrero de 2026

Queridas familias:

Cada año, cada escuela pública y distrito escolar en Massachusetts recibe una tarjeta de calificaciones. De la misma manera, que la tarjeta de calificaciones de su hijo (a) muestra cómo le va en diferentes materias, la tarjeta de calificaciones de la escuela está diseñada para mostrar a las familias cómo está nuestra escuela en diferentes áreas. Un enlace a la tarjeta de calificaciones de nuestra escuela está disponible en <http://reportcards.doe.mass.edu/2025/04530005>.

La tarjeta de informe incluye medidas múltiples del desempeño de una escuela, además de las puntuaciones MCAS. Representa una nueva forma para observar el rendimiento escolar, proporcionando información sobre el logro de los estudiantes, las calificaciones de los maestros (as), las oportunidades de aprendizaje de los estudiantes, entre otros.

Las tarjetas de informe están diseñadas para ser herramientas útiles para todas las personas conectadas a nuestra escuela. Las familias pueden usar la información para tener conversaciones significativas con nosotros sobre lo que la escuela está haciendo bien y dónde hay espacio para mejorar. Los líderes comunitarios y educativos pueden usar la información para identificar mejor cómo apoyar a los estudiantes y nuestra escuela.

Nuestra escuela se dedica a proporcionar a todos los estudiantes una base educativa necesaria para tener éxito en la escuela y en la vida mediante los siguientes pasos para mejorar el logro de los estudiantes en HCCS.

- Los maestros (as) de HCCS han analizado los resultados de MCAS de la primavera de 2025 y han generado informes para cada equipo de maestros (as) donde se identifican las habilidades y brechas de contenido de los estudiantes que estuvieron con antelación y los estudiantes que tienen en la actualidad.
- Los AQC's y los maestros (as) en reuniones realizadas previamente analizaron la eficacia de las estrategias de instrucción seleccionadas e implementadas en los niveles de grado examinando los datos de rendimiento de los estudiantes que se midieron utilizando evaluaciones comunes y luego han continuado con el desarrollo y monitoreo de la mejora en el desempeño académico.
- Los maestros (as) y los AQC's están diseñando un desarrollo profesional para revisar todos los conceptos y garantizar que los estándares estén alineados con el contenido académico que se enseña en cada sala de clase y los niveles de grado (alineación horizontal y vertical en toda la escuela).
- Las habilidades de alfabetización y escritura se implementan en todas las materias.
- Como parte del plan estratégico de HCCS, el equipo académico ha identificado la alfabetización temprana como una iniciativa crucial para garantizar el éxito académico de los estudiantes. Hemos adoptado un plan de estudios basado en evidencia para estudiantes de jardín de infantes a segundo grado que se alinea con la ciencia de la lectura y aborda los componentes esenciales de las

habilidades fundamentales, como conceptos impresos, conciencia fonológica, nombres de letras, fonética y decodificación, y fluidez.

- El Coordinador Académico de Educación Especial y los maestros de Educación Especial han formado una Comunidad de Aprendizaje Profesional para realinear el ritmo en la sala de recursos para ofrecer apoyo y oportunidades considerando la diversidad estudiantil.
- Los períodos de intervención "Lo que necesito" (WIN) utilizan los resultados de las evaluaciones para abordar las brechas de aprendizaje de los estudiantes mediante intervenciones realizadas en grupos pequeños.
- Otras intervenciones para brindar a los estudiantes la oportunidad de cerrar las brechas de aprendizaje se están brindando a través de los siguientes programas: tutoría en la escuela y un programa extendido en verano.

Le invitamos a integrarse y ayudarnos a mejorar nuestra escuela. Vemos a los padres como socios críticos en el éxito de nuestros estudiantes y la escuela, y estamos agradecidos por su continuo apoyo. Queremos darle las gracias como padres por mantener muy firme la *Filosofía del Triángulo Poderoso*. ¡Sus esfuerzos como padres y los nuestros, como su escuela mantendrán a NUESTROS alumnos en la cima de ese Triángulo enfocado hacia el éxito! Algunas de las maneras en que pueden integrarse son:

- Fomentar el aprendizaje de su hijo (a) en su hogar.
- Asistir a reuniones de padres y maestros (as) y otras reuniones especiales.
- Formar parte de la conexión de los padres de la escuela.
- Inscribirse en *SABIS® Plataforma Digital y Class Dojo* para monitorear el progreso académico de su hijo (a) y mantenerse en contacto con los maestros (as).

Debido a que HCCS es una escuela financiada por el Título 1, los padres / tutores de cada estudiante tienen derecho a solicitar la siguiente información sobre las calificaciones de los maestros (as) del salón de clases de su hijo (a):

- Si el maestro (a) de su hijo (a) tiene licencia en los niveles de grado y áreas temáticas que enseñan,
- Si el maestro (a) de su hijo (a) está enseñando bajo una licencia de emergencia o exención,
- El título universitario y la especialidad del maestro (a) de su hijo (a), y
- Si su hijo (a) está recibiendo servicios por paraprofesionales y, si es así, sus calificaciones.

Si tiene preguntas sobre la tarjeta de informe de nuestra escuela, le gustaría involucrarse en actividades de mejora escolar, o desea solicitar información sobre las calificaciones del maestro (a) de la clase de su hijo (a), comuníquese con el Controlador de Calidad Académica (AQC) al (413) 533 - 0111 o a través de Class Dojo. Damos la bienvenida a su opinión mientras ayudamos a nuestros estudiantes a tener éxito en el presente y en el futuro, y sobre todo, le agradecemos su apoyo continuo.

Para ver la tarjeta de informe de nuestro distrito o para buscar las tarjetas de informe de otras escuelas, visite reportcards.doe.mass.edu/.

Sinceramente,

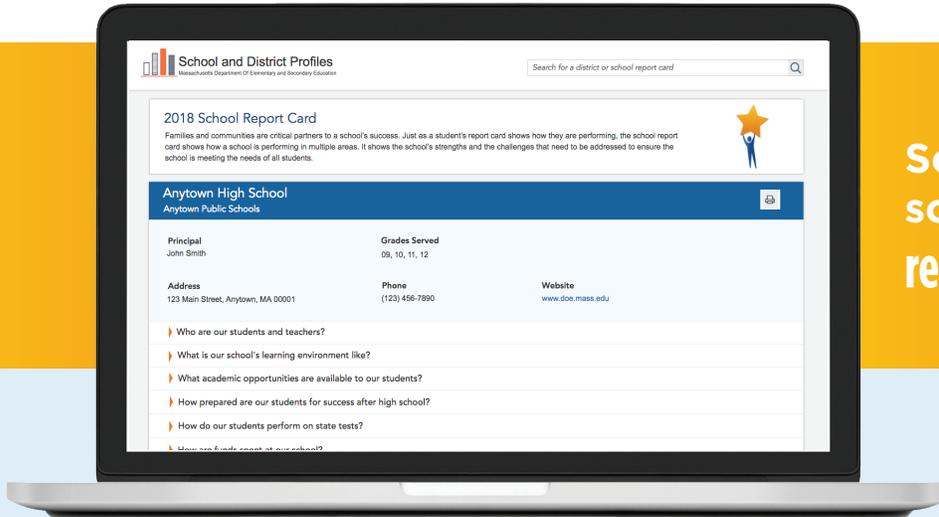


Dra. Sonia Correa Pope
Directora de la escuela

La Escuela *Holyoke Community Charter School* no discrimina por raza, color, sexo, identidad, religión, origen nacional, orientación sexual, credo, etnicidad, género, incapacidad mental o física, edad, ancestros, desempeño atlético, necesidad especial, pro - eficiencia en el lenguaje de inglés u otro lenguaje, ambulante (sin casa), u logros académicos previos. 603 CMR 1.06(I)

LEARN MORE ABOUT MASSACHUSETTS SCHOOLS!

Report Card



Search for your
school's report card at
reportcards.doe.mass.edu

5 Quick Facts

ABOUT THE SCHOOL REPORT CARD

1. Just as a student's report card shows how they are doing in different subjects, the school's report card shows how a school or district is doing in different areas.
2. The report cards include a variety of information, more than just MCAS scores.
3. School report cards reflect the information that is most valuable to Massachusetts families.
4. School report cards identify where a school is doing well and where it needs to improve to ensure that all students' needs are met.
5. District leaders and principals can use report cards to support schools and students and to identify ways to help schools continue improving over time.

Families are critical partners in the success of Massachusetts students. The Massachusetts Department of Elementary and Secondary Education is committed to providing detailed information for families, so they have a better understanding of their child's education.

Visit reportcards.doe.mass.edu to find the school report card for every public school in the state.



Report Card Glossary

GENERAL INFORMATION

Basic information about the school or district.

Title I Status: Whether the school or district receives Title I funds. Schools and districts with large populations of students from low income families receive federal Title I grant money to help ensure that all children meet challenging state academic standards.

STUDENTS AND TEACHERS

Information about student enrollment and teacher qualifications.

Students with Disabilities: Students with special needs who have an Individualized Education Program (IEP).

Economically Disadvantaged: Students who receive assistance through the Supplemental Nutrition Assistance Program (SNAP), Transitional Assistance for Families with Dependent Children (TAFDC), the Department of Children and Families' (DCF) foster care program, or MassHealth.

High Needs: Students who belong to one or more of the following groups: students with disabilities, current or former English learners, and/or economically disadvantaged students.

Full-Time Equivalency: The number of full-time teaching positions in the school or district. Some teaching positions are part time and therefore are reported as a decimal (for example, 0.8).

ACADEMIC OPPORTUNITIES

Information about student participation in broad and challenging courses.

Advanced Coursework: Courses that are considered advanced include Advanced Placement, International Baccalaureate, dual enrollment, and other challenging classes in a variety of subjects.

MassCore: MassCore is a state-recommended program of study that outlines the minimum core courses needed to meet four-year college and workforce expectations. MassCore includes four units of English, four units of mathematics, three units of a lab-based science, three units of history, two units of the same foreign language, one unit of the arts, and five additional core courses.

STUDENT ATTENDANCE AND DISCIPLINE

Information about student attendance and discipline.

Chronic Absenteeism: The percentage of students who miss 10 percent or more of the school year (for example, 18 or more days in a typical 180-day school year).

Student Discipline: The percentage of students who are suspended, expelled, or removed from regular classroom activities as a result of negative behavior.

SUCCESS AFTER HIGH SCHOOL

Information about graduation, dropout, and college-going rates.

High School Outcomes: Graduation, dropout, and college-going information is reported for schools and districts that serve grades 9 through 12.

STUDENT PERFORMANCE ON STATE TESTS

Information about student performance on the Massachusetts Comprehensive Assessment System (MCAS) tests. Each year, students in grades 3 through 8 and 10 take MCAS tests in English language arts (ELA) and mathematics, and students in grades 5, 8, and 10 take science MCAS tests.

Achievement: Students' MCAS scores.

Student Growth: The student growth percentile (SGP) shows how one student's MCAS score compares with other students with similar prior MCAS scores. A school or district's SGP represents the average growth for the school or district.

SPENDING

Information about how much money is spent per student.

Dollars Spent per Student: Amounts vary based on enrollment, staffing, special programming, and the needs of the students in the school.

ACCOUNTABILITY

Information about the school or district's most recent accountability results. The accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance that can be used to help schools improve.

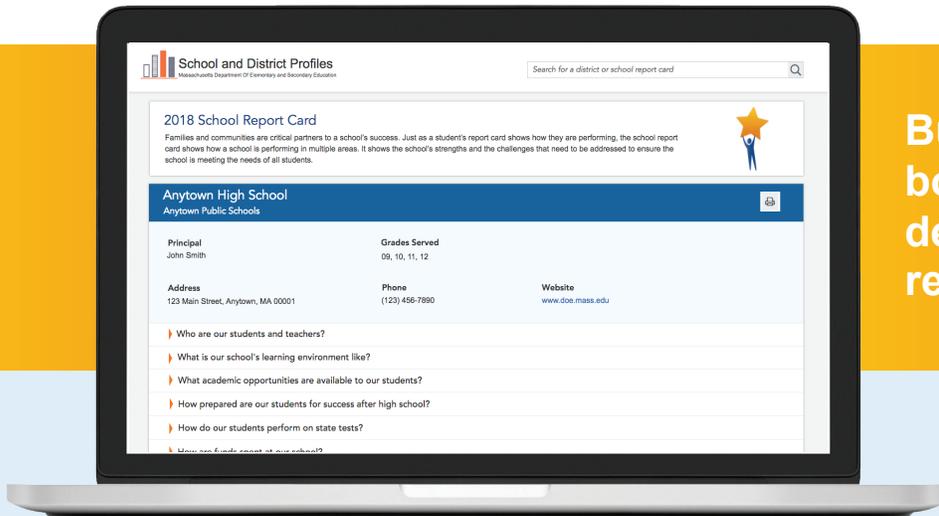
Progress Toward Improvement Targets: The Massachusetts Department of Elementary and Secondary Education (DESE) sets annual improvement targets, or goals, for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools and districts are expected to make annual progress toward these targets in order to improve student performance, and DESE reports on each school's and district's progress each year.

Accountability Percentile: Accountability percentiles indicate how a school is performing overall compared with other schools. A school's percentile is calculated by combining information related to achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools with higher percentiles are generally higher performing, and schools with lower percentiles are generally lower performing. Districts do not receive an accountability percentile.

Overall Classification: Schools and districts are placed into two categories: those that require assistance or intervention from the state, and those that do not. A small number of schools and districts, including those that are new or very small, are classified as having "insufficient data."

¡OBTÉN MÁS INFORMACIÓN SOBRE LAS ESCUELAS DE MASSACHUSETTS!

Report Card



Busca la
boleta informativa
de la escuela en
reportcards.doe.mass.edu

5 datos rápidos

ACERCA DE LA BOLETA INFORMATIVA DE LA ESCUELA

1. De la misma forma que la boleta de calificaciones de un estudiante muestra su desempeño en las diferentes materias, la boleta informativa de la escuela muestra el desempeño de una escuela o un distrito en diferentes áreas.
2. Estas boletas de calificaciones incluyen información variada, no solo las calificaciones del Sistema de Evaluación Integral de Massachusetts (Massachusetts Comprehensive Assessment System, MCAS).
3. Las boletas informativas de la escuela pueden reflejar la información que sea más valiosa para las familias de Massachusetts.
4. Las boletas informativas de la escuela identifican las áreas donde esta tiene un buen desempeño y las áreas donde debe mejorar para garantizar que se satisfacen las necesidades de todos los estudiantes.
5. Los líderes del distrito y los directores pueden usar las boletas de calificaciones para apoyar a las escuelas y los estudiantes, y para identificar formas de ayudar a las escuelas a continuar mejorando con el tiempo.

Las familias son socios críticos para el éxito de los estudiantes de Massachusetts. El Departamento de Educación Primaria y Secundaria de Massachusetts tiene el compromiso de proporcionar información detallada a las familias, para que comprendan mejor la educación de sus hijos.

Visite reportcards.doe.mass.edu para ver la boleta informativa de cada escuela pública del estado.



INFORMACIÓN GENERAL

Información básica sobre la escuela o el distrito.

Categoría de Título I: Si la escuela o el distrito obtiene fondos a tenor del Título I. Las escuelas y los distritos con una población grande de estudiantes provenientes de familias de bajos ingresos reciben subvenciones federal en forma de dinero a tenor del Título I para ayudar a garantizar que todos los niños satisfagan las exigentes normas académicas del estado.

ESTUDIANTES Y MAESTROS

Información sobre la matrícula estudiantil y capacitación de maestros.

Estudiantes con discapacidades: Los estudiantes con necesidades especiales que tienen un Programa de Educación Individualizado (PEI o IEP, por sus siglas en inglés).

Con desventajas económicas: Estudiantes que reciben asistencia mediante el Programa de asistencia suplementaria de nutrición (SNAP, por sus siglas en inglés), Asistencia temporal para familias con niños dependientes (TAFDC, por sus siglas en inglés), el programa de cuidado tutelar del Departamento de Niños y Familias (DFC, por sus siglas en inglés) o MassHealth.

Grandes necesidades: Los estudiantes que pertenecen a uno o más de los siguientes grupos: estudiantes con discapacidades, estudiantes actuales o antiguos que aprenden el idioma inglés, y/o estudiantes con desventajas económicas.

Equivalencia de tiempo completo: La cantidad de posiciones a tiempo completo en la escuela o el distrito. Algunas posiciones de enseñanza son a tiempo parcial y por tanto se reportan como decimales (por ejemplo, 0.8).

OPORTUNIDADES ACADÉMICAS

Información sobre la participación estudiantil en cursos vastos y exigentes.

Trabajo académico avanzado: Los cursos que se consideran avanzados incluyen Colocación avanzada, Bachillerato internacional, doble matrícula y otras clases exigentes en una amplia variedad de materias.

MassCore: MassCore es un programa de estudio recomendado a nivel estatal, el cual señala los cursos principales mínimos necesarios para cumplir las expectativas de universidades de cuatro años y capacidades laborales. MassCore incluye cuatro unidades de inglés, cuatro unidades de matemáticas, tres unidades de una ciencia de laboratorio, tres unidades de historia, dos unidades del mismo idioma extranjero, una unidad de artes y cinco cursos principales adicionales.

ASISTENCIA Y DISCIPLINA DE LOS ESTUDIANTES

Información sobre asistencia y disciplina del alumnado.

Ausentismo crónico: El porcentaje de estudiantes que pierden 10 por ciento o más del año escolar (por ejemplo, 18 o más días en un año escolar típico de 180 días).

Disciplina del estudiantado: El porcentaje de estudiantes suspendidos, expulsados o sacados de actividades regulares de aulas como resultado de comportamiento negativo.

ÉXITO DESPUÉS DE LA ESCUELA SECUNDARIA

Información sobre tasas de graduación, abandono escolar y entradas a universidades.

Resultados de la escuela secundaria: La información sobre graduación, abandono escolar y asistencia a universidades se reporta para escuelas y distritos que atienden a estudiantes en los grados 9o a 12o.

RENDIMIENTO ESCOLAR EN EXAMINACIONES ESTATALES

Información sobre el rendimiento estudiantil en los exámenes del Sistema de evaluación global de Massachusetts (MCAS, por sus siglas en inglés). Cada año, los estudiantes entre los grados 3o al 8o y 10o se someten a las exámenes MCAS en las materias de artes del lenguaje inglés (ELA) y matemáticas, y los estudiantes en los grados 5o, 8o y 10 se someten a exámenes MCAS en la materia de ciencias.

Logro: Las calificaciones de los estudiantes en las exámenes MCAS.

Crecimiento del estudiantado: El porcentaje de crecimiento del cuerpo estudiantil (SGP, por sus siglas en inglés) demuestra cómo las calificaciones en MCAS del estudiante se compara con otros estudiantes con calificaciones similares previas en exámenes MCAS. El SGP de una escuela o distrito representa el crecimiento promedio de dicha escuela o distrito.

GASTOS

Información sobre cuánto dinero se gasta por estudiante.

Cantidad de dólares que se gasta en cada estudiante: Los montos varían según la matrícula, el personal, programación especial y necesidades de los estudiantes en la escuela.

COMPROMISO

Información sobre los resultados de rendición de cuentas más reciente del distrito o la escuela. El sistema de rendición de cuentas (responsabilidad o compromiso) une una serie de medidas para ofrecer información clara y accionable sobre el rendimiento de un distrito o escuela en particular, que puede emplearse para ayudar a las escuelas a mejorar.

Progreso en pos de los objetivos de mejora: El Departamento de Educación Primaria y Secundaria de Massachusetts (DESE, por sus siglas en inglés) fija objetivos de mejoramiento o metas anualmente, para cada uno de sus distritos y escuelas. Los objetivos se establecen en pos de logro estudiantil, crecimiento del alumnado, progreso de estudiantes que aprenden inglés, disminución de ausentismo crónico, culminación de la educación secundaria y finalización de trabajos de cursos avanzados. Se espera que las escuelas y los distritos progresen anualmente en pos de estos objetivos, con el fin de mejorar el desempeño de los estudiantes, y DESE emite anualmente un informe en torno al progreso de cada escuela y distrito.

Porcentaje de sistema de responsabilización: Los porcentajes de responsabilización indican el rendimiento general de una escuela, en comparación con otras escuelas. El porcentaje de una escuela se calcula combinando información relativa a logro, crecimiento, progreso de estudiantes del inglés, ausentismo crónico, culminación de secundaria y finalización de cursos avanzados. Las escuelas con porcentajes más altos por lo general tienen un mejor rendimiento y las escuelas con porcentajes más bajos tienen por lo general un rendimiento inferior. Los distritos no reciben un porcentaje de responsabilización.

Clasificación general: Las escuelas y distritos se colocan en dos categorías: aquellos que requieren asistencia o intervención por parte del estado y aquellos que no lo requieren. Una pequeña cantidad de escuelas y distritos, incluyendo aquellos que son recientes o muy pequeños, se califican bajo la descripción de "datos insuficientes".

2025 School Report Card

Families and communities are critical partners to a school's success. Just as a student's report card shows how they are performing, the school report card shows how a school is performing in multiple areas. It shows the school's strengths and the challenges that need to be addressed to ensure the school is meeting the needs of all students.

Holyoke Community Charter School

Holyoke Community Charter (District)

Principal

Sonia Pope

Grades Served

K,01,02,03,04,05,06,07,08

Website

www.hccs-sabis.net

Address

2200 Northampton St, Holyoke, MA
01040

Phone

413-533-0111

Title I Status

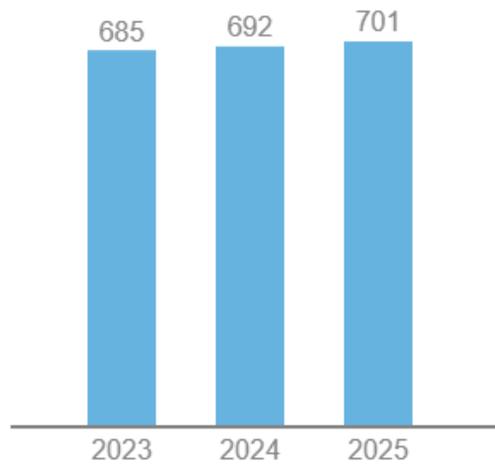
Title I School

▶ Who are our students and teachers?

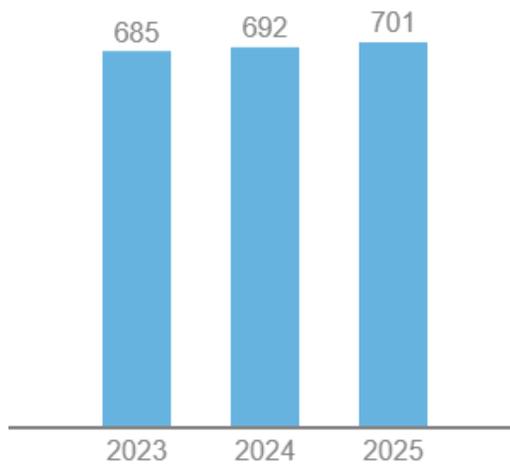
Students

Student Enrollment

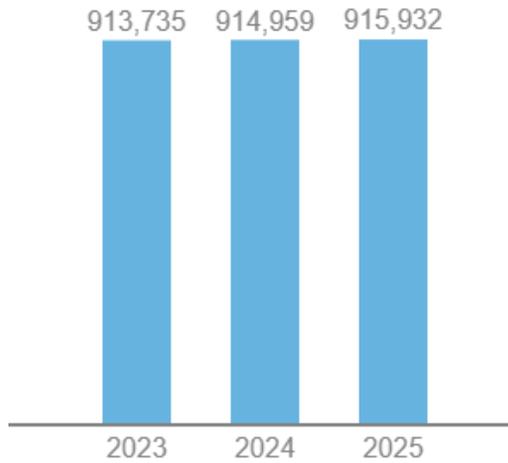
The total number of students enrolled, including pre-kindergarten (PK), kindergarten (K), and students who attend beyond grade 12.



Our School



Our District



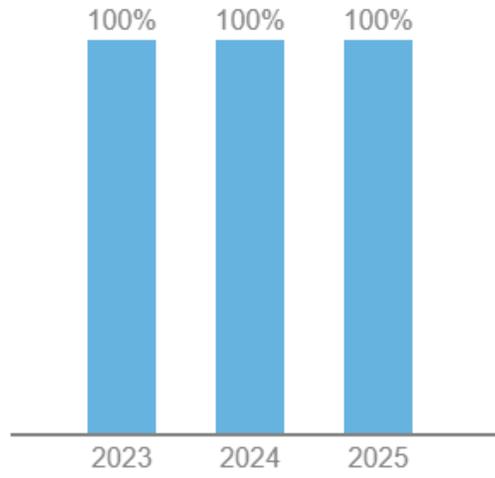
Massachusetts

Student Demographics

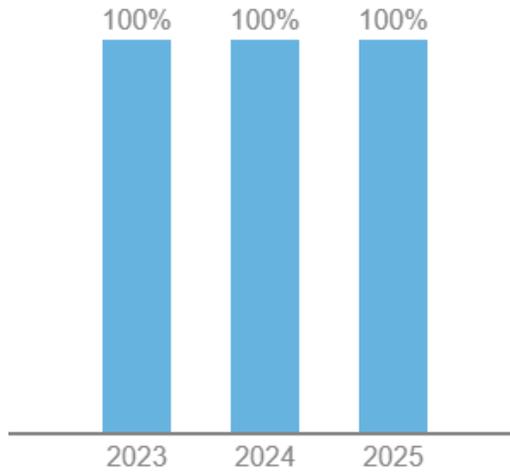
The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include Students with Disabilities, English Learners and Former English Learners, students from low income families, and High Needs students (students who belong to one or more of the other selected population groups).

All Students

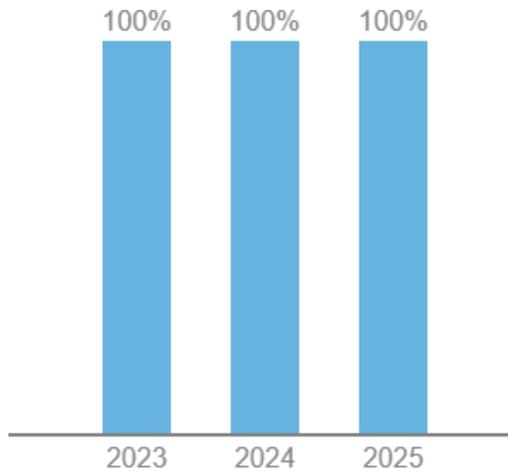




Our School



Our District



Massachusetts

[View more detailed enrollment data](#)

Teachers

Teacher Workforce

The number of teachers in a school or district is reported by full-time equivalency. This number represents the number of full-time positions filled by teachers.

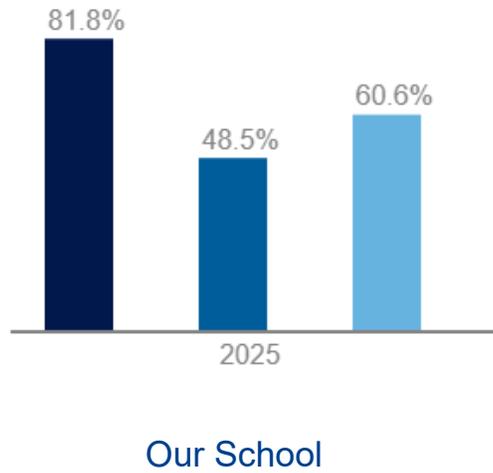
Our School : 33.0

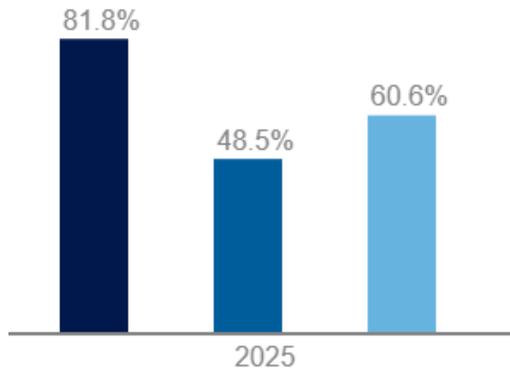
Our District : 33.0

Massachusetts : 77,220.8

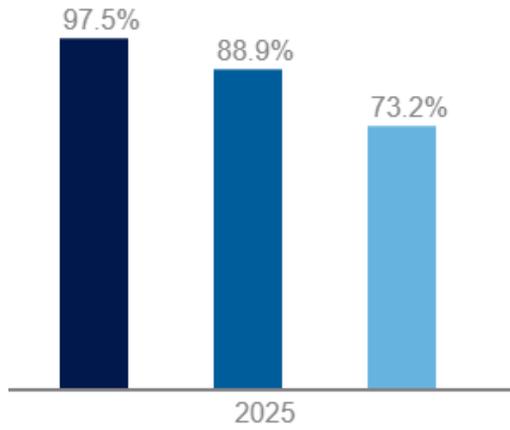
Teacher Qualifications

The percentage of teachers who are licensed, the percentage of teachers who are licensed in the subject(s) they teach, and the percentage of teachers who are considered experienced, meaning they have been teaching in a Massachusetts public school for at least 3 years. In some schools, like charter schools, teachers are not required to have a teacher's license.





Our District



Massachusetts

- Licensed Teachers
- Teachers Licensed in the Subject They Teach
- Experienced Teachers

[View more detailed teacher data](#)

► What academic opportunities are available to our students?

Access to Broad and Challenging Coursework

All Students



Access to the Arts

The percentage of students who participate in an arts course. Arts courses include visual art, music, theater, dance, and general arts.

0.0%	0.0%	0.0%
2023	2024	2025

Our School

0.0%	0.0%	0.0%
2023	2024	2025

Our District

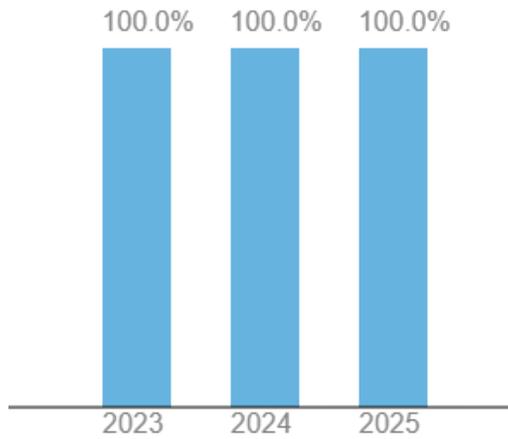
81.7%	81.5%	81.7%
2023	2024	2025

Massachusetts

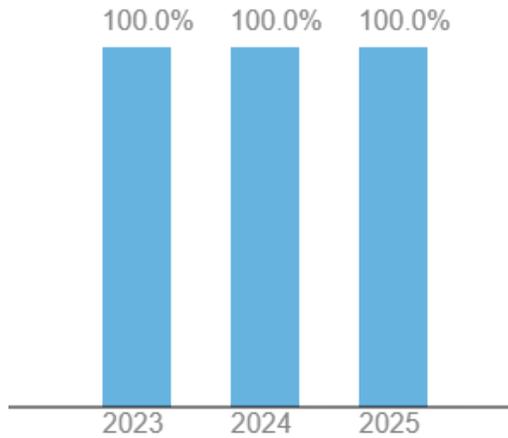
[View more detailed arts data](#)

Access to Digital Literacy and Computer Science Courses

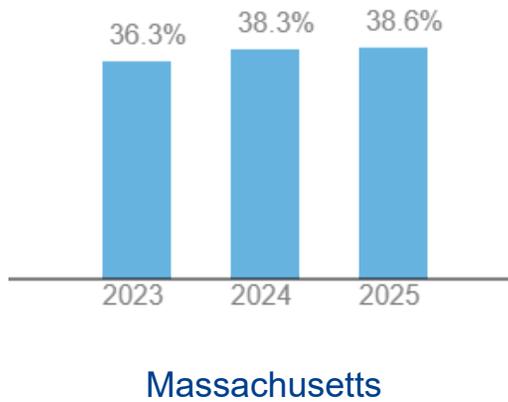
The percentage of students who complete at least one digital literacy or computer science course.



Our School



Our District



[View more detailed digital literacy and computer science course data](#)

Advanced Coursework Completion

The percentage of 11th and 12th grade students completing at least one advanced course. Advanced courses include: Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, approved vocational/technical cooperative programs, and other rigorous courses.

%	%	%
2023	2024	2025

Our School

%	%	%
2023	2024	2025

Our District



[View more detailed advanced coursework data](#)

Grade 9 Course-Passing

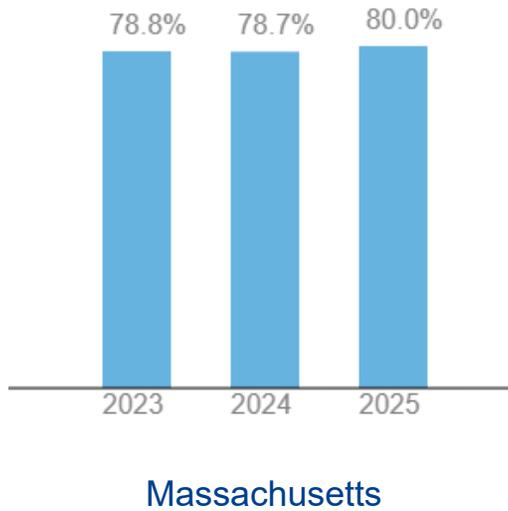
The percentage of students who pass all of their courses in grade 9. In Massachusetts, a student is four times more likely to finish high school if they pass all of their classes in 9th grade.

%	%	%
2023	2024	2025

Our School

%	%	%
2023	2024	2025

Our District



[View more detailed grade 9 course-passing data](#)

MassCore Completion

The percentage of high school graduates completing MassCore. The MassCore program of studies includes: four years of english, four years of math, three years of a lab-based science, three years of history, two years of the same world language, one year of an arts program and five additional "core" courses.

%	%	%
2023	2024	2025

Our School

%	%	%
2023	2024	2025

Our District



[View more detailed MassCore data](#)

► What do student attendance and discipline look like at our school?

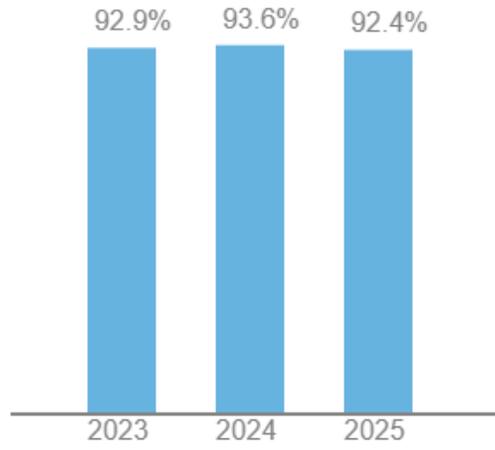
Student Attendance and Discipline

All Students ▼

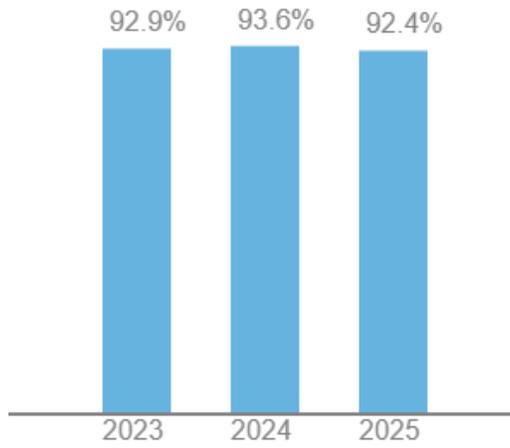
Attendance

ATTENDANCE RATE

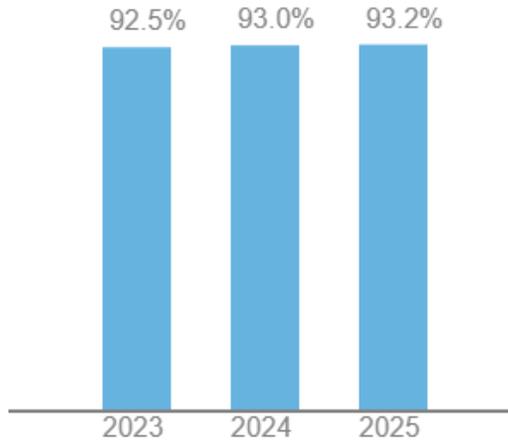
The percentage of days that students are in attendance. To be in attendance, students must be taught for at least half the school day.



Our School



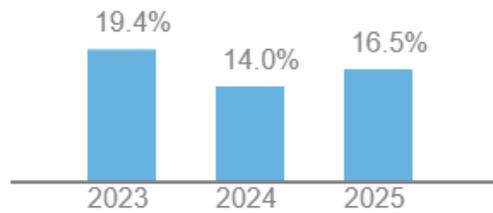
Our District



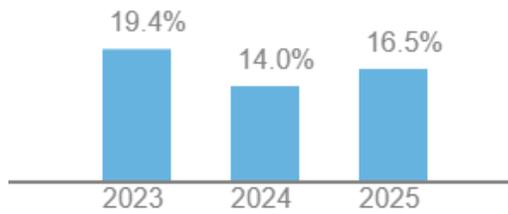
Massachusetts

CHRONIC ABSENTEEISM RATE

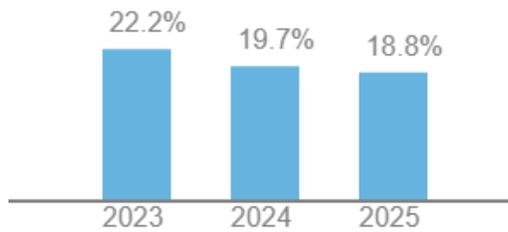
The percentage of students who miss more than 10 percent of the school year. In a typical 180-day school year, this represents the percentage of students who miss 18 or more days of school.



Our School



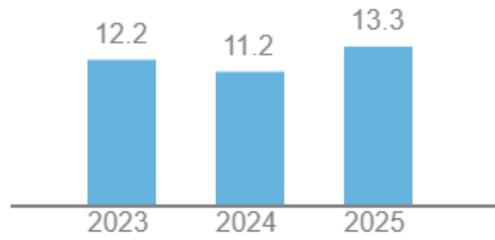
Our District



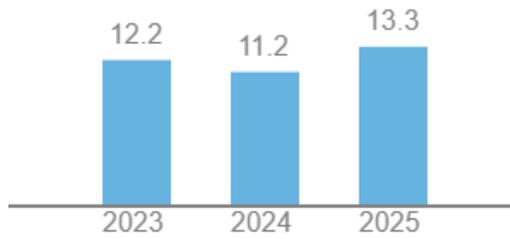
Massachusetts

Average Number of Days Absent

The average number of days of school that a student misses in a school year.



Our School



Our District

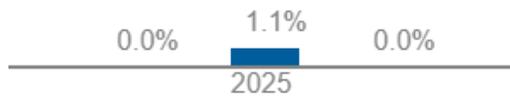


[View more detailed attendance data](#)

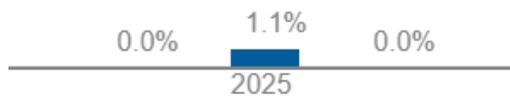
Student Discipline

Reported Incidents

The percentage of students who are suspended (in and out of school) or expelled.



Our School



Our District



Massachusetts

■ In-School Suspensions

■ Out-of-School Suspensions

■ Expulsions

The percentage of students who are referred to law enforcement, arrested at school or during off-campus school activities, or removed from regular classroom activities due to violence. School-based arrests are also considered referrals to law enforcement.



Our School

0.0% % 0.0%

2025

Our District

0.0% % 0.0%

2025

Massachusetts

■ School-Based Arrests

■ Incidences of Violence

■ Other Referrals to Law Enforcement

[View more detailed discipline data](#) | [View Federal Civil Rights Data Collection data](#)

► How prepared are our students for success after high school?

High School Outcomes

All Students



High School Completion

Graduation Rates

The graduation rate is the percentage of students who graduate from high school within 4 or 5 years.

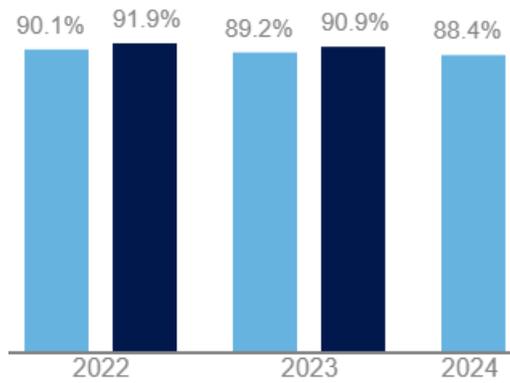
%	%	%	%	%
2022		2023		2024

Our School

% % % % %

2022 2023 2024

Our District



Massachusetts

■ 4-Year Graduation Rate ■ 5-Year Graduation Rate

[View more detailed graduation data](#)

Annual Dropout Rate

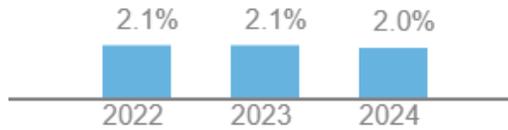
The annual dropout rate is the percentage of students in grades 9 through 12 who leave school in a given year without graduating or transferring to another school.

%	%	%
2022	2023	2024

Our School

%	%	%
2022	2023	2024

Our District



Massachusetts

[View more detailed dropout data](#)

Post-Secondary Enrollment

College-Going Rates

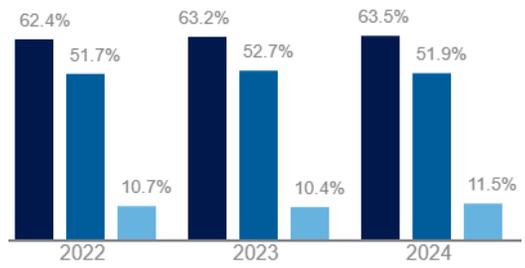
The college-going rate is the percentage of high school graduates who enroll in postsecondary education by March 1 of the year after high school graduation. Postsecondary education includes community colleges, colleges, and universities; public and private institutions; 2-year and 4-year institutions; and institutions both in and outside of Massachusetts.

% % % % % % % % %
 2022 2023 2024

Our School

% % % % % % % % %
 2022 2023 2024

Our District



Massachusetts

■ Any Post-Secondary Institution ■ 4-Year Institution ■ 2-Year Institution

[View more detailed post-secondary enrollment data](#)

▶ How do our students perform on state tests?

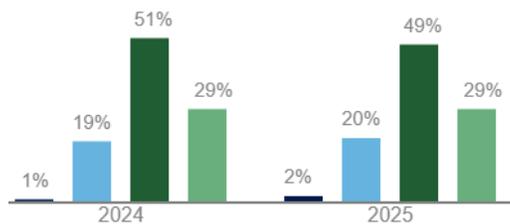
Student Performance on MCAS

Student Achievement

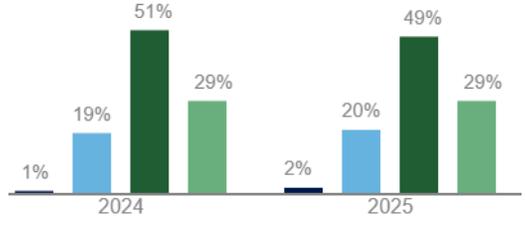
The percentage of students scoring at each achievement level on the English language arts, mathematics, science, and civics MCAS tests.

All Students

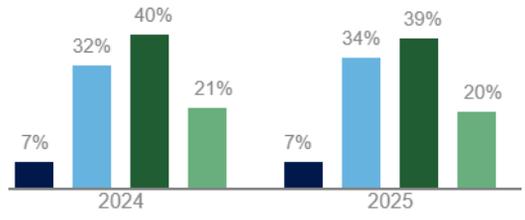
ENGLISH LANGUAGE ARTS (GRADES 03-08)



Our School



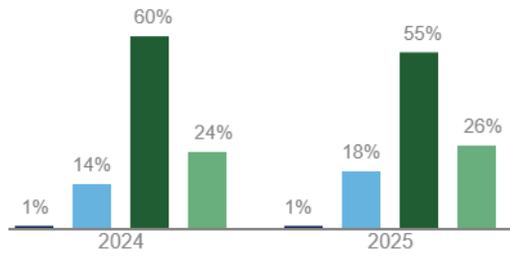
Our District



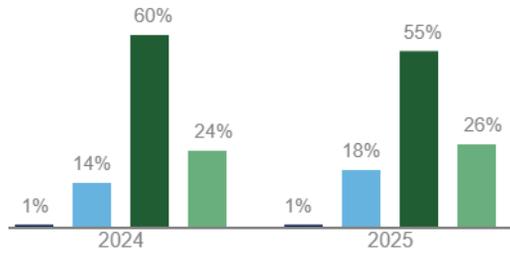
Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

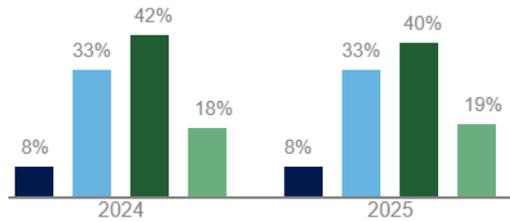
MATHEMATICS (GRADES 03-08)



Our School



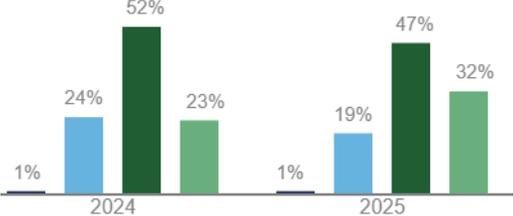
Our District



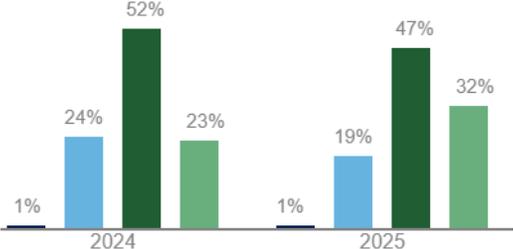
Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

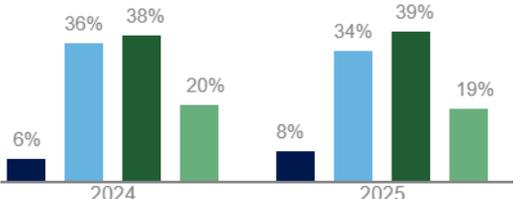
Science (Grade 05 and 08)



Our School



Our District



Massachusetts

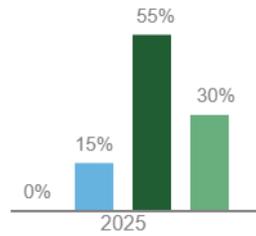
■ Exceeding Expectations

■ Meeting Expectations

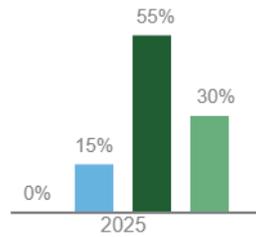
■ Partially Meeting Expectations

■ Not Meeting Expectations

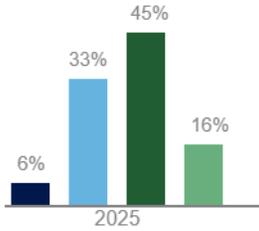
CIVICS GRADE 08



Our School



Our District



Massachusetts

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

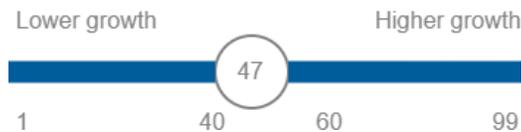
[View more detailed achievement data](#) | [View Massachusetts NAEP data](#) | [View ACCESS for ELLs data](#)

Student Progress

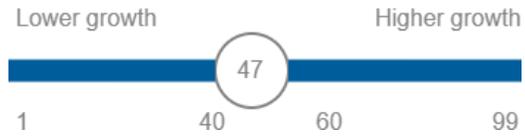
Student growth measures the amount of academic progress a student made over the year, based on MCAS. It compares a student’s MCAS performance to other students with similar past MCAS scores. Growth is reported on a scale from 1 to 99, with lower numbers representing lower progress and higher numbers representing higher progress. An average growth score between 40 and 60 means that the district or school is making typical progress.

All Students
▼

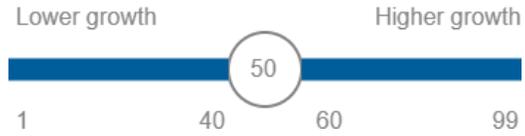
ENGLISH LANGUAGE ARTS (GRADES 04-08)



Our School

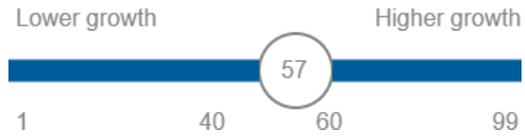


Our District

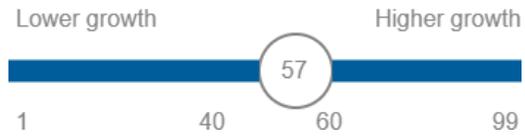


Massachusetts

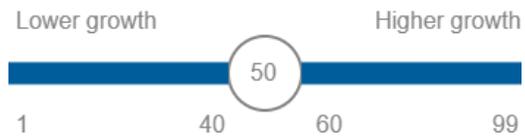
MATHEMATICS (GRADES 04-08)



Our School



Our District



Massachusetts

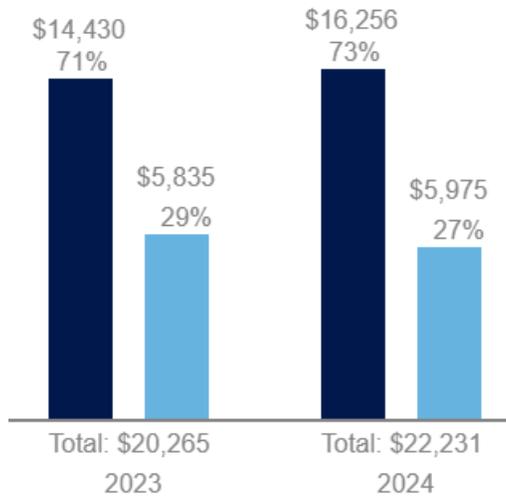
[View more detailed student growth data](#)

► How much does our school spend per student?

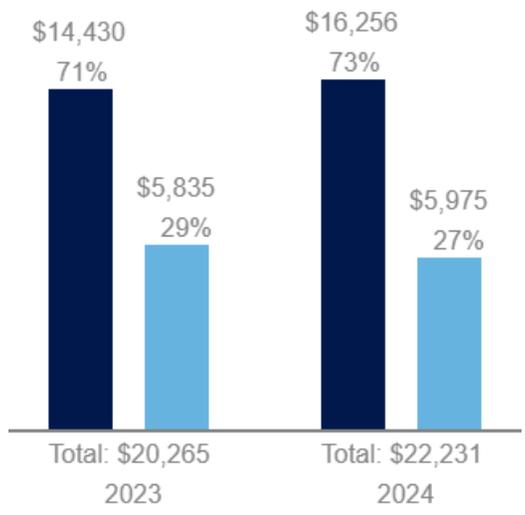
Finance

Dollars Spent per Student

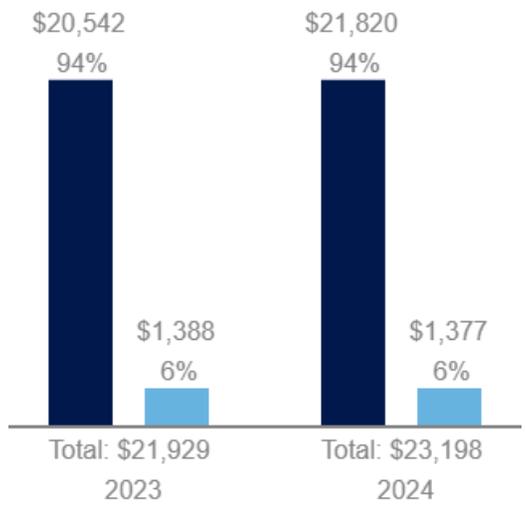
The total dollars spent per student, broken down by the source of funds. Funding comes from federal, state, and local sources. The amount of money spent per student depends on many factors, including student enrollment, staffing, special programs, and whether the school receives state or federal grant funds.



Our School



Our District



Massachusetts

■ State & Local Funds
 ■ Federal Funds

[View more detailed per pupil spending data](#)

► How is our school doing in the state's accountability system?

Accountability

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion.

Progress Toward Improvement Targets

Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets.



Our school is making substantial progress toward targets for most accountability measures.

Accountability Percentile

Accountability percentiles (1-99) indicate how a school is performing overall compared to other schools that administer similar MCAS tests. They are calculated by combining information related to achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Schools with higher percentiles are generally higher performing, and schools with lower percentiles are generally lower performing.

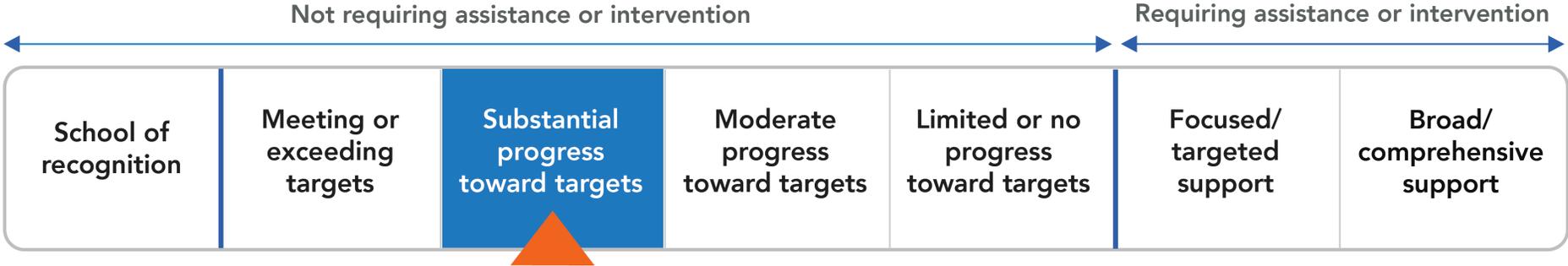


Overall, our school performs better than 28% of elementary and middle schools statewide.

Overall Classification

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. Most districts and schools are placed into two

categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."



[View more detailed accountability data](#) | [View accountability lists](#) | [Federal Designations](#) | [Learn more about the accountability system](#)

[View our 2024 report card](#)