ជីវិត និងមនុស្ស ១៩២១ ។

លេខទីកញ្ចកោណការណ៍

វប្បធម៌ការណ៍

វប្បធម៌ការណ៍ចុងក្រោយពេញវែងប្រកបដោយការសម្រេចបំពេញការប្រកបដោយការរៀបចំការណ៍

ដែលបានបញ្ចូលនៅក្នុងការប្រកបដោយការសម្រេចបំពេញការប្រកបដោយការរៀបចំការណ៍

និងការសារណ៍ដើម្បីប្រកបដោយការសម្រេចបំពេញការប្រកបដោយការរៀបចំការណ៍

ដើម្បីការប្រកបដោយការសម្រេចបំពេញការប្រកបដោយការរៀបចំការណ៍

យើងមនុស្សកងពេគជ័យរបស់សិសនិងរបស់យើងហើយយើងសូមថងអំណរគុណចំេះរំទបនរបស់អក។

ចុងបប់នេះ បសិនបើកូនអកមករៀនរៀនដលទទួលនមូលនិធិសហព័នេកងចំណងជើងអកក៏ចន សិទិផងដលទទួលនេះអំពីគុណវឌិៃនគបេងៀនខបស័ត្ប័ត៌នដូចតែនេះអំពីគុណវុឌិរបស់គកូនអករបស់អក និងកូនអក តវនផល់នូវសកម្មអកជំនួយអមវជីវការទែដរឬទទេបសិនបើដូចះែមនគុណវឌិរបស់ពួកគងេម៉ចខះបសិនបើអកនសំណរក់ទងនឹងតរយរណ៍របស់យើងចង់ចូលរួមកងសកមពែកលំអរៀនឬចង់សើសុំព័ត៌នអំពីគុណវុឌិរបស់គកូនអកសូមក់ទងយករបស់អកទែដល។

ដើមីមើលតរយរណ៍សុករបស់យើងឬដើមីសងរកប័ណរយរណ៍របស់យើងទៀតសូមទស្រួលបែនិងបោក ំផុត។

Zachary Meisner, KIPP Academy Boston K-8 School Principal | zmeisner@kippma.org

*reportcards.doe.mass.edu*
ដឹងបន្ថែមអំពីសាលាដូច Massachusetts! 

1. បញ្ហារូបប្រាក់បំលែងសាលាជាតិ បំពាក់មកជាតិក្នុងវិទ្យាសាលាខ្លះនេះបានដោះគ្នាដោយបង្កើតក្នុងវិទ្យាសាលាខ្លះនេះបានដោះគ្នា។ ប្រការគឺត្រូវបានសម្រាប់របាយការណ៍របស់សាលាខ្លះនេះបានដោះគ្នាដោយបង្កើតក្នុងវិទ្យាសាលាខ្លះនេះបានដោះគ្នា។

2. បញ្ហារូបបំលែង 

4. បញ្ហារូបបំលែងសាលាមានព័ភាពជាច្រើនឥប្ប័.pbnuបញ្ហារូបបំលែងសាលាមានព័ភាពជាច្រើនឥប្ប័.pbnuបញ្ហារូបបំលែងសាលាមានព័ភាពជាច្រើនឥប្ប័.pbnu

5. បញ្ហារូបបំលែងសាលាមានព័ភាពជាច្រើនឥប្ប័.pbnuបញ្ហារូបបំលែងសាលាមានព័ភាពជាច្រើនឥប្ប័.pbnuបញ្ហារូបបំលែងសាលាមានព័ភាពជាច្រើនឥប្ប័.pbnuបញ្ហារូបបំលែងសាលាមានព័ភាពជាច្រើនឥប្ប័.pbnu
ព័ត៌មានអំពីថាទតីក្បារ់ប៉ោុនាមន

ព័ត៌មានអំពីែំទណ្ីរអនុវតតបានរបស់សិសានុសិសសទៅទលី

ឱកាសននការ

សិសានុសិសសព័ត៌មានទូទៅ

របស់សិសស

រីរទធៀបការរីរចទក្មីនលូតលាស់របស់សិសានុសិសស: 

ណូវសិសានុសិសស

្ការ ការរីរចទក្មីនលូតលាស់តែរីរចទក្មីន

អំពីការចូលរួមមណ្ឌលសាលាទរៀនដែល។

អំពីការចូលរួមមណ្ឌលសាលាទរៀនដែលមានថ្នាក់វិទាសាស្តសតដែលមានMassCoreទ្មឹះរីរចទ

សិសានុសិសសដែលមានពិការភាព: បានទៅតាមសិសានុសិសសទក្ចីអំពីការចូលរួមមណ្ឌលរារមក្ម

សិសានុសិសសពីរទី២០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០០ៀ
ទំនិញទានសម្រាប់អាហារបំផុតប្រភេទនៃទូទៅបំផុតនេះក្នុងប្រភេទយន្តរថយន្តផ្សេងៗគ្នានៅប្រទេស។ ប្រភេទយន្តរថយន្តប្រភេទនោះរួមមានក្នុងប្រភេទយន្តរថយន្ត។ 

ប្រភេទនេះត្រូវបានបញ្ចូលនៅក្នុងប្រភេទយន្តរថយន្តដែលប្រឈមប្រឹងប្រែប្រឹងប្រែ។ 

ប្រភេទនេះត្រូវបានបញ្ចូលនៅក្នុងប្រភេទយន្តរថយន្តដែលប្រឈមប្រឹងប្រឹងប្រែ។
2020 District Report Card

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

KIPP Academy Boston Charter School (District)

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Grades Served</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda D Barnes</td>
<td>K,01,02,03,04,05,06,07,08</td>
<td><a href="http://www.kippma.org">www.kippma.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Phone</th>
<th>Title I Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>37 Babson Street</td>
<td>617-393-5682</td>
<td>Title I District</td>
</tr>
<tr>
<td>KIPP Academy Boston, Mattapan, MA 02126</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Our District</td>
<td>558</td>
<td>594</td>
<td>581</td>
<td>Massachusetts</td>
<td>954,034</td>
<td>951,631</td>
<td>948,828</td>
</tr>
</tbody>
</table>

https://reportcards.doe.mass.edu/2020/DistrictReportcard/04630000
Student Demographics

The percentage of students enrolled, by race/ethnicity and by selected population. Selected populations include students with disabilities, current and former English learners, students who are economically disadvantaged, and high needs students (students who belong to one or more of the other selected population groups).

All Students

![Bar charts showing student demographics for Our District and Massachusetts from 2018 to 2020.]

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 District: 40.0

Massachusetts: 75,152.1

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**

- Licensed Teachers: 73.8%
- Teachers Licensed in the Subject They Teach: 34.9%
- Experienced Teachers: 41.3%

**Massachusetts**

- Licensed Teachers: 97.0%
- Teachers Licensed in the Subject They Teach: 90.3%
- Experienced Teachers: 82.6%

View more detailed teacher data

What academic opportunities are available to our students?

**Access to Broad and Challenging Coursework**

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.
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.

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.
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 foreign language, one year of an arts program and five additional "core" courses.

Student Attendance and Discipline

What do student attendance and discipline look like in our district?

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 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 District

Massachusetts

Average Number of Days Absent

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

#### Reported Incidents

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

**Our District**

<table>
<thead>
<tr>
<th>Year</th>
<th>In-School Suspensions</th>
<th>Out-of-School Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>11.2%</td>
<td>10.8%</td>
<td>5.9%</td>
</tr>
<tr>
<td>2019</td>
<td>10.8%</td>
<td>9.5%</td>
<td>9.6%</td>
</tr>
<tr>
<td>2020</td>
<td>5.9%</td>
<td>5.7%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

**Massachusetts**

<table>
<thead>
<tr>
<th>Year</th>
<th>In-School Suspensions</th>
<th>Out-of-School Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>0.0%</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2019</td>
<td>2.5%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>2020</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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 District

- School-Based Arrests: 0.0%
- Incidences of Violence: 1.7%
- Referrals to Law Enforcement: 0.0%

Massachusetts

- School-Based Arrests: 0.0%
- Incidences of Violence: 1.4%
- Referrals to Law Enforcement: 0.0%

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.
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.

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.

Our District

- 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, and science MCAS tests.

Note: The Massachusetts Department of Elementary and Secondary Education did not administer spring 2020 MCAS for the 2019-2020 school year due to cancellation of state assessments and school closures related to COVID-19. The student achievement information below represents results from 2018 and 2019.
ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

MATHEMATICS (GRADES 03-08)

Our District
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Massachusetts

ENGLISH LANGUAGE ARTS (GRADES 10)
Our District

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

MATHEMATICS (GRADES 10)

Our District

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

SCIENCE (GRADES 05 AND 08)
### 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.

**Note:** The Massachusetts Department of Elementary and Secondary Education did not administer spring 2020 MCAS for the 2019-2020 school year due to cancellation of state assessments and school closures related to COVID-19. The student growth information below represents results from 2019.
How much does our district 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.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$21,253</td>
<td>$17,764</td>
</tr>
<tr>
<td>State &amp; Local Funds</td>
<td>$19,102</td>
<td>$15,675</td>
</tr>
<tr>
<td>Federal Funds</td>
<td>$2,151</td>
<td>$2,089</td>
</tr>
<tr>
<td></td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Our District

View more detailed school per pupil spending data | View more detailed district per pupil spending data

How is our district 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.

Note: The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The accountability information below represents results from 2019.

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 district is meeting or exceeding targets for most accountability measures.

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 | Learn more about the accountability system

View our 2019 report card