ប្រការពុជម្រើសមូលប្រការពុជរបស់កូនអកបញ្ចូលវិច្ឆិកាសម្រាប់អាហារឯកជនឬស្ទីតចំពោះអាហារឯកជនឬស្ទីតវិជ្ជាបណ្តាញការពិនិត្យមូលប្រការពុជដ៏សមស្រប។ 

វិទ្យាសាលារៀននឹងផ្តល់ឱសស្គាល់អំពីការប្រការពុជរបស់កូនអកនៃអាហារឯកជនឬស្ទីត។

វាអាចប្រការដ៏សមស្របានដ៏យ៉ាងស្រស់ស្អាតរូបរារមានការពិនិត្យដ៏កាស់ភាពនៃវិទ្យាសាលារៀន។

វិទ្យាសាលារៀននឹងផ្តល់សេវាអំពីការប្រការពុជនៃអាហារឯកជនឬស្ទីតសម្រាប់កុមារ។

បានបញ្ចូលទិន្នន័យនៃការប្រការពុជរបស់កូនអកបញ្ចូលនេះដ៏យ៉ាងស្រស់ស្អាតរូបរារមានការពិនិត្យដ៏កាស់ភាពនៃវិទ្យាសាលារៀន។

https://reportcards.doe.mass.edu/2020/DistrictReportcard/04290000
យើងមើលឃើញឪពុកយៃដគូសំនធរបស់សិសនិងរបស់យើងហើយយើងសូមថងអំណរគុណចំេះរំទបនរបស់អក។
ចុងបប់នេះបើកូនអកមករៀនរៀនដលទទួលនមូលនិធីសហព័ន្ធនេតែអកក៏ចនសិទិផងដែលនិងសកម្មភាពដែលប៉ុន្តែផកមុខវដលិចប័ណេកងកំពុងប៉ុន្តែប័ណសនបន់ឬប័ណលើកែលងដលិចមូលនិធីប៉ុន្តែប៉ុន្តែកមិតសប័តមវទល័យនិងមុខវជំញរបស់គបេងៀនកូនរបស់អកនិងកំពុងប៉ុន្តែប័ណសនបន់ឬប័ណលើកែលងដលិចសកម្មភាពដលិចដែលអកជំនួយអមវជីវៈប៉ុន្តែប៉ុន្តែបសិនដូចះនេះគុណវឌិៃនធំខះ
បសិនដូចះអកនសំណរក់ទងនឹងតរយរណ៍របស់យើងចង់ចូលរួមកងសកមពែកលំអរៀនឬចង់សើសព័ត៌នអំពីគុណវុឌិរបស់គក់រៀនរបស់កូនអកសូមក់ទងយករបស់យើងដលិច។
ដើម្បីមើលតរយរណ៍សុករបស់យើងឬសងរកប័ណតរយរណ៍របស់យើងអាចទស

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របាយការណ៍របវ់អនកទៅ reportcards.doe.mass.edu

៣៤. ប័ណ្ណរបយការណ៍សាលា៖ សិកាបានបែនបូរេរៀបាលការសិកាបាចេះអនុសិក្តសិក័យដ៏បំនុលយ៉ាងកម្ពុជាគ្របានជួបនូវអវីតដជាំប្រតិបត្តិការសិកាបារៀនក្នុងការអែល។

គ្រកុតគ្រេួសារទំងឡាយឺជានដេូដ៏សំខាន់កនុងភាពតជាំជ័យរបស់សិសសតៅរដឋមារាជសិកានិងត្រីរការដៃរៀងរាល់សាលាដែលមិនបានតបេជាំសេីព័ែែ៍ប័ណ្ណរបយការណ៍តដើតបីឆ្ុោះបញ្ចំងពីតត្ោបាយតសសងៗតដជួយដែលសាលាធ្យបាវ់អំពីការអប់រំរបស់កូនៗរបស់ពួកតេ។

រៀមការថ្មីសារក៏ៗបន្ថែមទៀតអំពីសាលាដូច Massachusetts!
ភារបេប្យបខេះការណ៍

ព័ត៌មានទូទៅរបស់សិសសលុយែុលាេរដែលចំណាយរែុងសិសសមាែរ់៖ និងភាពអវតតមានរាុំនរ៉ោ៖ ននថាែរ់វិទាសាស្តសតដែលមានទ្មឹះរិចចការតកាលសិសានុសិសសដែលមានពិការភាព៖ បានទៅតាមអំពីការអំពីការចូលរួមរែុងការដែលមិនថាែរ់វិទាល័យ៖ និងបានទៅចាប់ញទមា៉ោង៖

របស់សិសសសិសានុសិសស

ក្តូវបានចំណាយថាែរ់វិទាល័យ។

ផ្ដុះផ្ដីសាលាទរៀនឬ ជា បទដ្ឋានថាែរ់វិទាល័យ MassCore មិនថាែរ់ទមា៉ោង៖ ក្តូវបានចាត់ទុរថា ដែលរួមមាន(DCF)មុខ្វិជាក្តូវការជា ការបានចុឹះសិរាខ្លួសៗនូវមុខ្វិជាសែុលអបបបរមាដែលរួមមាន។

ការរួមមានការសិរា

ការផ្ដើមឈ្មោះថាែរ់ទីទទួលបានសទ្ទានុក្រមសតវិទា ដែលមកពីសរមមភាពថាែរ់ទរៀនក្បញ្ជណឌ្ឍិរបស់ក្្បទក្ងៀន។

សិរា រទៀត រាយការណ៍សក្មាប់បុគលិរថ្នាំ មានការបន្តិចពីសរមមភាពថាែរ់ទរៀនក្បញ្ជណឌ្ឍិរបស់ក្តូវការកាត់ទុំ។

ការបំណុលពីងូតសិសានុសិសសសិរា ននការសិរា តាមរយៈក្រុមែូចតទៅទនឹះ៖ សិសានុសិសសដែលមានការសិរា។

ការបានផ្ដើមឈ្មោះថាែរ់ទី 10 គ្រូបណ្តាលដែលមានសាលាទរៀន ។

ការបន្តិចពីសរមមភាពថាែរ់ទរៀន

ការសមោងរួមមានការសិរាមានទ្ំសិសស។

ការបានផ្ដើមឈ្មោះថាែរ់ទី 10 គ្រូបណ្តាលដែលមានសាលាទរៀន ។

ការបញ្ចូលសិសសរោះពីងូតសិសានុសិសសសិរា ននការសិរាលទៅកាន់មហាវិទាល័យក្តូវបានរាយការណ៍សក្មាប់។

ការបានផ្ដើមឈ្មោះថាែរ់ទី 5 គ្រូបណ្តាលដែលមានសាលាទរៀន ។
សទ្ទានុក្រមប័ណ្ណរបា្ណ្ទនយយភាពព័ត៌មានអំពីលទធនល្យ្ទនយយភាពមីុតរបស់សាលាទរៀនឬមណ្ឌលសាលាទរៀន។ក្បព័នធ្ណ្ទនយយភាពបាននាំនតុំចូលោែនូវសំណ្ខាប់អំពិភៀនដែលអាចអនុវតតទចញជាសរុបភាពបានយា៉ោងចាស់អំពីែំទណ្ីរអនុវតតបានរបស់សាលាទរៀននិងមណ្ឌលសាលាទរៀនដែលអាចក្តូវបានទក្បីក្បាស់ទែីមបីយុបសាលាទរៀនឲ្យដរលមែ។

វឌ្ឍនភាពទឆ្ពឹះទៅកាន់ទោលទៅននការដរលមែ:ក្រសួងអប់រំបឋមសិរានិងមធយមសិរាននរែាមា៉ោសាឈូទសត(DESE)រំណ្ត់មុខ្ក្ពួញឬទោលទៅដរលមែក្បចាំឆ្ែំសក្មាប់រាល់ក្្ប់សាលាទរៀននិងមណ្ឌលសាលាទរៀន។មុខ្ក្ពួញក្តូវបាន្ណ្នាទដ្ឋយការសទក្មចបានសមិទធិនលការលូតលាស់រីរចទក្មីនវឌ្ឍនភាពរបស់អែរសិរាភាសាអង់ទ្េសអវតតមានរាុំនរ៉ោការបញ្ចប់វិទាល័យនិងការបញ្ចប់រិចចការរែុងអំុងការសិរា។សាលាទរៀននិងមណ្ឌលសាលាទរៀនក្តូវបាន្ណ្នាទដ្ឋយថាថុភាពទឆ្ពឹះទៅកាន់មុខ្ក្ពួញទ្ទំងទនឹះទែីមបីដរលមែឲ្យបានក្បទសីរទីងវែំទណ្ីរអនុវតតបានរបស់សិសសិសសនិងរបាយការណ្៍DESEសតីអំពីវឌ្ឍនភាពរបស់សាលាទរៀននិងមណ្ឌលសាលាទរៀននីមួយៗរែុងឆ្ែំនីមួយៗ។

លំដ្ឋប់ភា្រយ្ណ្ទនយយភាព:លំដ្ឋប់ភា្រយ្ណ្ទនយយភាពចងែុលបញ្ជារ់ថាទតីសាលាទរៀនដែលដតមានែំទណ្ីរអនុវតតបានយា៉ោងែូចទមតចជាសរុបទូទៅទធៀបទៅនរងសាលាទរៀនែនទទនសងទទៀត។លំដ្ឋប់ភា្រយរបស់សាលាទរៀនក្តូវបាន្ណ្នាទដ្ឋយនសំបញ្ចូលព័ត៌មានទ្ទរ់ទងនរងសមិទធិនលសទក្មចបានការរីរចទក្មីនលូតលាស់វឌ្ឍនភាពរបស់អែរសិរាភាសាអង់ទ្េសអវតតមានរាុំនរ៉ោការបញ្ចប់វិទាល័យនិងការបញ្ចប់រិចចការរែុងអំុងទពលសិរាភាសា។

មណ្ឌលសាលាទរៀនមិនទទួលលំដ្ឋប់ភា្រយ្ណ្ទនយយភាពទ ីយ។ការចំណាត់ថាែរ់ជាទូទៅ:សាលាទរៀននិងមណ្ឌលសាលាទរៀនក្តូវបានដ្ឋរ់ចូលទៅរែុងក្បទភទចំនួនពីរ៖អស់ទ្ទំងឡាយណាដែលក្តូវការំនួយឬអនតរា្មន៍ពីរែានិងអស់ទ្ទំងឡាយណាដែលមិនក្តូវការ។សាលាទរៀននិងមណ្ឌលសាលាទរៀនមួយចំនួនតូចរួមមានអស់ទ្ទំងឡាយណាដែលឬតូចយា៉ោងខាេំងក្តូវបានចាត់ចំណាត់ថាែរ់ថាមាន"ទិនែន័យមិនក្រីប់ក្រីចិញ្ច"។

មានបញ្ហាដ៏ជូន័យរម្ហីសម្រាប់បច្ចឈរ្សាយក្នុងការ្លួចយ័តរយៈការរីរចទក្មី៖មានផលប៉ះផលសម្រាប់ការយ័តរយៈការរីរចទក្មីក្នុងការ្លួចយ័តរយៈការរីរចទក្មីអស់ទ្ទំងឡាយណាដែលមិនបានរីរចទក្មីក្នុងការ្លួចយ័តរយៈការរីរចទក្មីបានរីរចទក្មីក្នុងការ្លួចយ័តរយៈការរីរចទក្មីអស់ទ្ទំងឡាយណាដែលមិនបានរីរចទក្មីក្នុងការ្លួចយ័តរយៈការរីរចទ

ទែីមបីដសវងររបាយការណ្៍សូមចូលទៅទមីលទ្ហទំព័រreportcards.doe.mass.edu.
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 Lynn Charter (District)

Superintendent
Rhonda D Barnes

Grades Served
K,01,02,03,04,05,06,07,08,09,10,11,12

Address
90 High Rock Street, Lynn, MA 01902

Phone
781-598-1609

Website
www.kippma.org

Title I Status
Title I District

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 District

Massachusetts
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).

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 : 106.9  
Massachusetts : 75,152.1
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: 66.4%
- Teachers Licensed in the Subject They Teach: 36.8%
- Experienced Teachers: 32.9%

**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.

View more detailed MassCore data

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

Student Attendance and Discipline

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.

<table>
<thead>
<tr>
<th>Our District</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018: 95.1%</td>
<td>2018: 94.5%</td>
</tr>
<tr>
<td>2019: 95.2%</td>
<td>2019: 94.6%</td>
</tr>
<tr>
<td>2020: 95.3%</td>
<td>2020: 94.7%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Our District</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018: 12.4%</td>
<td>2018: 13.2%</td>
</tr>
<tr>
<td>2019: 10.9%</td>
<td>2019: 12.9%</td>
</tr>
<tr>
<td>2020: 10.8%</td>
<td>2020: 13.0%</td>
</tr>
</tbody>
</table>

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.

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.
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

View more detailed dropout data

View more detailed graduation data
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

Massachusetts

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)
Our District

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

Massachusetts

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.
ENGLISH LANGUAGE ARTS (GRADES 03-08)

Our District

53.8%

Massachusetts

49.9%

MATHEMATICS (GRADES 03-08)

Our District

57.1%

Massachusetts

49.9%

ENGLISH LANGUAGE ARTS (GRADES 10)

Our District

50.2%

Massachusetts

49.4%

MATHEMATICS (GRADES 10)

Our District

41.0%

Massachusetts

49.7%

View more detailed student growth data

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
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.

### 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 making substantial progress toward 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