



ANNUAL REPORT

2024-2025 SCHOOL YEAR

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COLLEGE. CAREER. LIFE.

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Introduction to the School

Argosy Collegiate Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Fall River
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	
Year Opened	2014	Year(s) Renewed (if applicable)	2019 2024
Maximum Enrollment	644	Chartered Grade Span	6-12
<p>Mission Statement:</p> <p><i>“The mission of Argosy Collegiate Charter School is to provide all scholars in grades 6 through 12 with a seamless middle to high school education that educates them for a rigorous and relevant college degree and ensures they are able to compete in a 21st century global economy, Argosy Collegiate Charter School prepares Fall River’s diverse community of learners with the academic foundation and character values necessary to be successful in college, career, and life.”</i></p>			

FAITHFULNESS TO CHARTER

MISSION AND KEY DESIGN ELEMENTS

Argosy Collegiate is committed to faithful implementation of its mission to prepare scholars with the academic foundation and the character skills necessary for success in college, career, and life. This mission informs the school’s key design elements. The following section connects each of the key design elements to this mission and provides specific examples of these elements.

Key Design Element 1: *Provide all scholars with highly effective instruction in all content areas.*

Argosy Collegiate’s mission reflects our belief that education empowers scholars to make and meet goals in college, career and life. Argosy Collegiate has made significant investments in high-quality curriculum over the last charter term. We also invested time and resources in the professional development necessary to ensure educators are well-equipped to effectively deliver these curriculum with intention and in ways that are evidence-based, accessible, culturally-affirming and responsive, and informed by formative and summative assessments. We strive to develop scholars’ capacity as critical thinkers who are prepared for college and career goals, and are inspired - and equipped - to make positive change in their local communities and beyond. As we collectively work toward these goals, we are committed to a culture of feedback that engages the entire school community in cycles of reflection, refinement, and action with the goal of scholar achievement

High-Quality, Standards-Aligned Curriculum/Instructional Materials: Argosy Collegiate courses align to the Massachusetts Curriculum Frameworks, as applicable, and the achievement expectations put forth by these standards and the Massachusetts Comprehensive Assessment

System. Guided by the research on the foundational role high-quality instructional materials play in an effective and equitable academic program (Hartl & Riley, 2021), and DESE's Educational Vision, Argosy Collegiate continues to expand its adoption and implementation of high-quality instructional materials across the district. We utilize tools such as EdReports and DESE's CuRate platform, and anti-bias/stereotyping guidelines to verify quality, usability, and provisions for providing individualized support to inform our selection of curriculum in English and mathematics. These curriculum will be described in more detail in Criterion 6: Program Delivery.

Argosy Collegiate develops curriculum guides to ensure standards are well-paced throughout the school year and considers vertical alignment between grade levels to provide scaffolded transitions for scholars. Teachers are supported in implementing highly-effective instructional strategies to develop scholars' proficiency in the target standard(s) during professional development opportunities such as bi-weekly academic achievement meetings, vertical content meetings, and early-release PD days.

A Shared Vision of High-quality Instruction: Argosy Collegiate's Standards-Based Observation Tool is the primary document that outlines the school's shared vision of high-quality instruction (See Appendix X). This vision is framed by the school's commitment to all scholars' academic growth by establishing high-expectations that are supported by the implementation of coherent, high-quality curriculum, and inclusive and culturally-sustaining instructional practices. Argosy's *Standards-based Observation Tool* uses Standards I and II of DESE's Educator Evaluation Rubric and Argosy-specific instructional systems and routines such as Do Nows, agenda slides, and co-teaching models. The Observation Tool guides learning walks and observations, informs professional development and instructional coaching, and frames teachers' self-assessment and goal-setting.

Commitment to Professional Development (PD): Research tells us what teachers know and what they do with that knowledge has a direct impact on scholar achievement (Shulman, 2017). To that end, Argosy Collegiate's daily schedule and year-long calendars hold dedicated time for professional development and collaboration focused on teaching and learning outcomes.

Argosy Collegiate holds three Summer Institute days before the start of the school year for PD specific to the year's initiatives. This is supplemented with two induction days prior to Summer Institute specifically for newly hired and early career teachers to support their onboarding. During the 2024-2025 school year, there were three full days, 23 early release days (2 hours of PD per day), and bi-weekly Academic Achievement content team meetings for professional development and data-reviews (50 minutes per meeting). Teachers also had access to content specific instructional coaches for individualized support to strengthen their instructional efficacy and/or meet personal professional development goals. The calendar and schedule for the upcoming 2025/2026 school year holds to a similar PD schedule.

A primary PD focus area for 2024-2025 was on meeting the needs of all scholars, with a focus on those that demonstrated need for additional support to meet academic benchmarks. The work was guided by Argosy Collegiate's Multi-Tiered Systems and Supports Handbook (MTSS). During twice monthly meetings, teachers and administrators met to review student data, intervention implementation, and progress-monitoring information. The School Improvement Team met quarterly to review universal screeners, progress of scholars over the previous MTSS cycle, and to identify programmatic needs - including PD - and/or shifts in resource allocations to ensure all scholars have what they need to make academic progress. This focus will expand during the upcoming school years to include social-emotional and behavioral development.

Additionally, two cycles of monthly professional learning communities (PLCs) formed around instructional topics including effective implementation of newly adopted curriculum, differentiated instruction for special populations, Sheltered English Instruction (SEI) endorsement, building and sustaining positive and productive classroom cultures, anti-racist pedagogy grounded in rigor and

connectedness, Artificial Intelligence in the classroom, strengthening physical education instruction, and the American School Counseling Association (ASCA) model of student support. Argosy Collegiate also continued its partnership with the University of Massachusetts Dartmouth to offer teachers an MAT program in teaching, and/or a certificate in special education or English Language instruction, and teachers in this cohort had PLC time for collaboration and study.

A Culture of Feedback: Argosy Collegiate values constructive reflection and refinement among all stakeholders that forwards the mission and vision of this learning institution. Monthly Instructional Learning Walks using the aforementioned *Standards-Based Observation Tool* are a primary routine used to gather information and provide feedback that supports continuous improvement. Learning Walks are typically led by the Directors of Curriculum and Instruction and Principals, and may be joined by others such as the Assistant Principals, Instructional Coaches, Directors of Student Services, Department Chairs, Executive Director and teachers. As an outcome of the learning walks, teachers receive feedback, and observed trends and action steps are discussed during academic achievement meetings. Identified trends also inform professional development (e.g., using small group or station models to increase individualized support, increasing language development strategies). Instructional Coaches also facilitate Teacher Learning Walks to provide teachers with opportunities to directly observe effective practices in action with the goal of expanding their own instructional repertoire and increasing the coherence of the instructional program.

Further, over the course of the school year, administrators hold roundtable discussions and administer surveys to provide faculty, scholars, and families avenues for feedback and suggestions on the academic program and culture of the school. Examples of academic topics include scholar surveys related to cell phone policies and intervention programs. Families have provided insights on cell phone policies, learning outcomes and the quality of the program.

Assessment Program: Argosy uses NWEA Measures of Academic Achievement (MAP), an interim assessment program, as a key part of the MTSS program. This serves as the universal screening tool to determine the health of the core curriculum (reading, mathematics, and science), and a source for data-informed decision making about scholars who may need additional instruction to meet academic benchmarks. MAP is also a key data source to inform curriculum and/or instructional revision and refinement.

Grading for Equity Initiative: The Department Chairs and the Directors of Curriculum and Instruction, inspired by the opportunities to better reflect all scholars' proficiencies and reduce confounding data in grades as described in standards-based grading, engaged in a book study and pilot implementation of *Grading for Equity* (Feldmen, 2023). Based on the early success of this first pilot year, the team extended an invitation to faculty to join a year two cohort to further investigate this model for grading.

Argosy Collegiate's Multi-Tiered System of Supports (MTSS) Framework: Argosy Collegiate believes a Multi-Tiered System of Supports (MTSS) framework is foundational in the school's mission to support positive and equitable outcomes for all of Argosy scholars. Argosy Collegiate's MTSS Program Handbook outlines multiple processes and procedures for evaluating the effectiveness of reading and mathematics instruction (Tier 1) and identifying and supporting scholars demonstrating need for intervention (Tier 2 and 3). Key components of the program are described below:

Tier 1: Universal Screener: NWEA MAP assessments in math, reading, and science are administered three times per year (Fall, Winter, and Spring) to evaluate the health of the tier 1 core instruction and to identify scholars who demonstrate need for intervention. During the 2024/25 school year, we utilized the 2020 MAP Norms to inform MTSS programming and which tier scholars should be assigned and to monitor progress over the school year.

Tier 2 and 3: Intervention:

- **Middle School:** The daily schedule includes a Gator Hour four times a week (approximately 230 minutes a week). Scholars are assigned to a Tiered Gator Hour group based on their MAP results in reading or mathematics for an eight-week cycle of intervention. During Gator Hours, scholars receive additional instruction on the target standard(s) and/or skill based on the results of their universal screener. Weekly progress-monitoring assessments measure scholar learning and inform intervention adjustments as needed. At the close of the cycle, data-informed decisions are made regarding scholars' placement for the next Gator Hour cycle. Scholars may be placed with an English Language or a special education teacher during Gator Hour based on individual educational plans or language needs to receive individualized instruction.
- **High school core classes:** Scholars who score below the benchmark on the screener are identified for additional support during core classes through small group instruction and increased guided practice. Weekly progress-monitoring on the cycle's pre-identified target standard(s) are administered to monitor scholar progress and inform instructional adjustments.
- **High School Math intervention blocks:** Scholars who score in the 20th percentile or lower on their end of year 8th grade MAP math assessment and/or beginning of year 9th grade MAP math assessment are enrolled in an intervention program that meets two blocks a week (approximately 2 hours) to further build their foundational algebra skills. Rosters and enrollment are re-assessed and adjusted for semester 2 based on MOY MAP results, performance in the course, math core class grades and teacher recommendations.

In the coming school years, Argosy Collegiate will expand the MTSS program to include Tiered screeners and interventions for social-emotional learning and continue to build upon the foundation created in year one of our programming.

- **Student Services:** The Directors of Student services at the middle and high schools led the adoption of the new IEP format. The new format has allowed for greater input from scholars in vision statements, and greater coherence between goals and the related services and programs. Revised EL curriculum has strengthened language development across content areas.
- **Systems of data collection, analysis, and dissemination:** Argosy Collegiate uses a number of district-wide data-analysis tools that allow for routine and detailed data analysis of our programs.
 - The **Data Dashboard** is a monthly report of district-wide enrollment, academic, attendance, and school culture data disaggregated by content, grade, and sub-populations (e.g., gender, ethnicity, program enrollment). The Data Dashboard review is part of the monthly agenda of the Academic Achievement Committee (formed from select members from current and former Board of Trustees members). The AAC members work collaboratively with school administration, the school improvement team, and faculty, to identify trends, barriers to success, and implement actions to support achievement. This data is also reviewed during Academic Achievement Meetings between the Directors of Curriculum and Instruction and teachers, and informs curriculum and instructional action planning.
 - **The Weekly Grade Pulls** are disseminated by the Assistant Principals to all administrators and teachers. The Directors of Curriculum and Instruction, content teams, and student support teachers review the data to identify trends and scholars demonstrating need for instructional support and family outreach.
 - **The Weekly Attendance Tracker** shows scholars with high-absenteeism and tracks the outreach and interventions used to support scholars' attendance. The

addition of a full time Attendance and Family Engagement Coordinator has supported the reduction of the chronic absenteeism rate from 27.2% in 2023 - 2024 to 25.8% in 2024 - 2025.

- **After school Tutoring/MCAS Bootcamp:** The After School Tutoring program continued at the high school and middle school campuses. A weekly schedule developed by the teachers is shared with scholars and families via our ParentSquare platform. Additionally, there are specialized study groups such as the MCAS bootcamps that are scheduled in the weeks leading up to the assessment. Content teachers support scholars in strengthening proficiency in standards, and offer guided practice using released forms of the assessments.
- **Career Exploration Electives (High school):** The high school schedule continues to hold a common period dedicated to elective courses. This model allows broad access so most scholars can participate in Career Exploration Electives offered by Argosy Collegiate and Early College courses delivered by our higher-education partners. Courses have included Journalism, Introduction to Business Management, Coding, and Construction Safety and OSHA certification.
- **Summer College Course:** Argosy Collegiate, in partnership with Bristol Community College, offers a no-cost, summer session Art Survey course for college credit. Scholars matriculating from the middle school program are invited to enroll as an early opportunity to start earning college credits. During the program, enrolled scholars are supported by an Argosy course liaison teacher, and are offered nutrition and transportation (as needed).
- **Proactive Credit Recovery Program:** During the 24/25 school year, Argosy continued to provide a credit recovery opportunity during the February and April school breaks. This opportunity allows scholars to receive additional time and instruction to develop proficiency in previously taught standards, and so improve subsequent learning, as well as raise their course grade.
- **Summer Academy:** The Summer Academy is an intensive, 2-week program designed to support middle and high school scholars who are close to earning course credit, but need additional time and instruction to meet requirements. Successful completion may result in matriculation to the next course or grade.

Key Design Element 2: *The school will provide a positive, welcoming school culture by teaching character values.*

Argosy Collegiate strives to develop and maintain a positive and productive school culture that supports academic achievement, and fosters a sense of belonging and value for all community members.

Argosy Collegiate's school culture remains framed by our DREAM Values (Determination, Respect, Excellence, Altruism, and Maturity) which we believe represent character traits that will support our scholars in college, career, and life. These DREAM values inform how we support scholars in making positive and productive choices. Through a district-wide model, we are able to support our middle school scholars in their transition to our high school program ready to continue their development of the skills and traits we associate with success in college, career, and life. Examples of how we develop school culture framed by our DREAM Values includes:

Inclusive teaching and learning environment: Argosy Collegiate is committed to providing an inclusive environment for all members of our community. We continue to dedicate professional learning time to topics of anti-bias and discrimination so we may support members of groups that often experience marginalization such as LGBTQ+, people of color, and individuals with disabilities including those not readily observable. This year also saw a significant increase in the monthly high

school Thematic Celebrations that recognized the history, resilience, and contributions of ethnic and underrepresented groups or topics throughout history (e.g., Latinx-Hispanic Month, Women in History, Climate Justice).

School assemblies and celebrations: These important events recognize scholars' achievements and growth in attendance, academics, and demonstrating the DREAM Values (Quarterly at both campuses).

Social-emotional learning (SEL): Acting on the research that shows social-emotional learning has positive impacts on scholars' academic and social progress, Argosy includes SEL instruction in the school's program. At the middle school, scholars receive SEL instruction during a weekly Advisory Block using the *Second Step* program. At the high school, SEL instruction is part of the Freshmen Experience program through a course led by the Restorative Justice coordinator. Both middle and high school have a low school counselor to scholar ratio (middle school 1:100; high school, 1:90). In addition to addressing specific SEL goals and wrap-around support, School Counselors work as part of the educational team, supporting teachers and scholars with strategies that increase scholars' access to and success with classroom learning.

Restorative Justice Program: The Restorative Justice Coordinators at each campus implement a restorative justice program that teaches scholars skills and strategies that promotes positive learning communities, and to use self-reflection, restoration, and empowerment when harm has occurred in the community. The Restorative Justice Program is part of Argosy Collegiate's plan to reduce infractions and related consequences that impact scholars' academic learning time in the classroom and address disparities in the rates of such discipline for vulnerable populations.

Freshmen Experience: The high school completed its first year of Freshmen Experience, a rotating sequence of electives that include writer's workshop, health, collegiate skills, and a Health and Life class. The Health and Life course - facilitated by our Restorative Justice Coordinator and supported by the School Counselors - provides scholars with social skills instruction to support academic and social health. At the end of the school year, all 9th graders took part in a celebratory gathering recognizing the work they did and the community they formed in the Health and Life class.

Mentor Program: Our in-school Mentor Program supported 54 scholars across both campuses this year, with 32 Mentors building relationships and providing a unique support to one or more scholars.

Breakfast Café Positivity slides during middle school morning homeroom provide a warm and supportive start to the day for all scholars. The slides include a greeting, a motivational quote related to the monthly theme (e.g., self-respect, perseverance, altruism, kindness, determination), and morning announcements. Breakfast Café Positivity also includes collegiate "fast facts" to raise student awareness such as school type, enrollment, average GPA and SAT scores, financial information, acceptance rate, location, and academic programs as well as a Health and Wellness Corner (reminders about healthy habits).

Weekly Collegiate Day: Argosy uses LiveSchool to provide feedback to scholars and their families in the form of merits and demerits based on attributes of the DREAM Values. Through the merits earned, scholars may participate in privileges such as "Collegiate Day" a college-themed dress down day, and shopping with Collegiate Dollars at the Navigation Station, our school store. The percent of scholars' earning Collegiate Day is a measure of our school climate and is reported in our Accountability Plan section.

Extracurricular Activities: Argosy Collegiate enrichment opportunities continue to expand, offering a wide range of activities, clubs, and events for scholars. These include school clubs (e.g., Debate, Chess, Gaming, Film Making and Mock Trial), events (e.g., school dances, Literacy Night, Pi Night, Arts Night), and college and university field trips.

Argosy Collegiate’s Athletic Program: Expanded in terms of sport offerings, competing in the Massachusetts Interscholastic Athletic Association (MIAA) in addition to Massachusetts Charter School Athletic Organization (MCSAO). Numerous scholar-athlete awards, including Player of the Year for Girl’s Volleyball, Coaches of the Year, and numerous teams competing at the state level.

Community Service: High school scholars have the opportunity to enact the DREAM Values through community volunteering, and are asked to complete 10 volunteer hours per year as part of graduation requirements. The end of the school year includes two days of service during which scholars volunteer at pre-selected sites or organizations.

Grade-level Collaboration: Grade level team meetings are held bi-weekly to create consistency in systems and routines, foster cross-curricular instruction, support the communication of needs between teachers and administration, and allow for team collaboration in the support of individual scholars in their academic and/or social-emotional growth goals.

Key Design Element 3: *Provide all scholars with early college opportunities.*

A primary measure of this key design element is the success of our scholars in actual college-credit bearing courses. Argosy scholars are developing competitive transcripts with proven capacities to succeed at the college level, and are being recognized for their efforts by college admissions and credit transfers.

Early College Wall-to-Wall Program: Argosy Collegiate was awarded an Early College Designation with a wall-to-wall program in Spring 2022. Our comprehensive program provides *all scholars* with multiple entry points into, and supports for, early college courses, with a focused commitment to those historically underrepresented in advanced coursework. Argosy’s wall-to-wall Early College program includes developing readiness through Argosy Collegiate course work, intervention clinics, guest speakers representing a range of colleges and careers, as well as early college advisement. This experience builds college awareness, skills, and perseverance long before scholars become matriculating college students. The following information provides details about our early college program in conjunction with My Cap activities:

- **Higher Education partners:** Higher Education partners: Argosy Collegiate is an Early College Designated partner with Bristol Community college and the University of Massachusetts Dartmouth. We also work with Bridgewater State University, and new to the 2024/25 school year, the University of Pittsburgh, which provided access to a higher level mathematics course for upperclassmen. We work closely with our higher-ed partners in course selection, registration, academic support, and grant management -and in celebrating scholar success. Partnering in this way has resulted in a high rate of scholars successfully earning attempted credits (98% for the 2024/25 school year), and in fostering scholars’ college-going identities through authentic experiences in college attendance.
- **Early College course scheduling and built-in supports:** Argosy Collegiate’s Early College department works closely with our higher-ed partner to develop schedules that place college credit bearing courses within Argosy Collegiate’s regular high school schedule. This provides the greatest degree of access for scholars and allows for scholars to enroll in multiple early college courses. Scholars are also enrolled in a Companion Course for each college course taken. This scheduled period is facilitated by an Early College liaison and is dedicated time for scholars to complete coursework, learn study strategies, develop self-advocacy skills, and receive academic support. Additionally, Argosy Collegiate collaborates with the higher ed partner’s office of disability services to ensure eligible scholars have access to appropriate services and support.
- **Early College Courses and Argosy Electives:** Argosy Collegiate scholars have access to

core courses such as world language, Art Survey, Public Speaking, English, and Statistics to dually satisfy high school requirements while earning college credit. Additional early college electives such as criminal justice, psychology, and introduction to Humanities and Argosy electives such as Journalism, astronomy, and human body systems provide scholars with opportunities to engage in career and interest exploration.

- **Early College readiness and My Cap programming:** Argosy Collegiate provides for a range of programming in conjunction with *My Cap* activities including:
 - **Financial Math:** High school seniors may enroll in a financial math course with a focus on real-world concepts and skills related to budgeting, credit, taxes, college planning and goal-setting.
 - **Collegiate Skills course (Middle School):** Middle School scholars develop their readiness through Collegiate Skills course work (one 56 minute course per week, one course per year), during which they explore career interests and college options and develop financial literacy through EverFi activities.
 - **Early College Campus visits:** It is Argosy's established tradition to bring middle and high school scholars on guided college campuses tours with the aim of developing scholars' college-going futures. Scholars in each grade participated in at least one college visit - with an emphasis on state colleges and universities that will accept the Mass transfer credits. Juniors and seniors had additional opportunities based on their interests. Among the colleges visited during the 2024-2025 school year: UMass Dartmouth, Roger Williams University, Bridgewater State, Bristol Community College, and UMass Amherst for an overnight visit that included a UMass versus Harvard basketball game.
 - **Early College Day at the State House, March 2025:** Argosy Collegiate's Deans of Early College and a group of high school scholars participated in an Early College Day during which they toured the amazing State House as well as visited legislators to share key talking points about the Early College Program. The goal was to inform legislators as to how EC programs enhance scholars' high school experiences, and promote pathways to college and careers.
 - **FAFSA Workshops:** The Early College department holds group workshops and individual family meetings to support seniors in completing the FAFSA application. This year approximately 86% of families completed the FAFSA application with support from the Early College Department.
 - **Mass Hire Career Fair:** Grade 8-12 attended a Career Fair held on Argosy Collegiate's high school campus. Scholars had opportunities to interact with professionals in the community and expand their knowledge about career options. (April 8, 2025)
 - **Career Speaker Series:** Early College schedules representatives from various careers to present to our scholars during Block 6 in the high school schedule. This year featured speakers from Brown University Health, South Coast Hospital, BayCoast Bank, and the Katie Brown Educational Program. Additionally, interested scholars were invited on a Massachusetts State Police and a MediTech Industry Tour.
 - **Credit for Life:** By senior year, all scholars participate in the Credit for Life Fair. This yearly fair is an engaging simulation of consumer budgeting in which dozens of community organizations interact with scholars on campus to provide authentic

learning experiences for all (March 5, 2025).

ACCESS AND EQUITY

Argosy Collegiate is committed to access and equity across its programming. The school continuously monitors numerous data points, including enrollment, achievement, growth, attendance, discipline, and program participation for disparities across subpopulations. The links below are to publicly available data in these areas, disaggregated by subpopulation.

- [**Enrollment by Race/Ethnicity \(2024-25\)**](#)
- [**Selected Populations \(2024-25\)**](#)
- [**2023-24 Student Discipline Data Report**](#)

CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination	Lead person involved in dissemination	With whom did the school disseminate its best practices?	Result of dissemination
HS MCAS Biology Portfolio	Virtual Meeting	Meagan Hughes- Director of Curriculum and Instruction, ACCS	Cristie McGrath- Director of Curriculum and Instruction, Brooke Charter School	Collaborated to share best practices to satisfy portfolio for HS MCAS science requirements.
Supports for HS Alumni	In-Person Meeting	Kristen Pavao- Founding Director ACCS	Modesto Montero- Executive Director Libertas Academy	Shared strategies and information about our Alumni Association as Libertas moves to create their own Alumni supports.
Strategies to decrease chronic absenteeism	Charter Leader Convening- DESE Charter School Office	Kristen Pavao- Founding Director ACCS	School Leaders from Across the State	Shared strategies with peers including mentor programming, increasing enrichment and activities, rewards based on earning Collegiate Week. Focus has been on positive school culture and less on punitive measures.
Strategies to decrease chronic absenteeism per request of Alison Bagg	Collection of Strategies Requested by DESE Charter School Office on 11/14/2024	Kristen Pavao- Founding Director ACCS	School Leaders from Across the State	Shared strategies with peers including mentor programming, increasing enrichment and activities, rewards based on earning Collegiate Week. Focus has been on positive school culture

				and less on punitive measures.
Performance Based Bonus Policy	Virtual Meeting	Kristen Pavao- Founding Director ACCS	Jenna Ogundipe- Executive Director Boston Collegiate	Sharing of performance based bonus policy and discussion on implementation of implementation process
Sharing of implementation of High Quality Math Curriculum	Implement Massachusetts Cross District Convening	Meagan Hughes- Director of Curriculum and Instruction: Math and Science	District Public and Charter Public Schools across the state	Sharing of lessons learned while implementing new curriculum with district public and charter public schools across the state
Supporting Scholars in Early College Coursework	Teaching and Learning Student Development Conference	Michelle Carney and Meagan Hughes-Directors of Curriculum and Instruction	Early College Partners across the state, including Fall River Public Schools	Sharing of Program Design and Staffing to Support Early College Scholars
Early College Insights, Challenges, and Successes	Teaching and Learning Student Development Conference	Holly Raposo and Jessica Mello-Campbell- Deans of Early College Abbigail O'Connor and Brian Silva-Boutwell- Early College Liaisons ACCS Early College Scholars	Early College Partners across the state, including Fall River Public Schools	ACCS Scholars and Early College Staff Sharing Challenges and Successes of their Early College Journeys

STUDENT PERFORMANCE

[2024 DESE School Report Card](#)

NWEA MAP

Argosy Collegiate utilizes the NWEA MAP assessment as our interim benchmarking measure for reading, mathematics and science three times per year (Fall, Winter, Spring) for grades 6 - 11. This year was the launch year of our Multi-Tiered Systems of Support program (MTSS), and NWEA MAP was used as the universal screener and progress-monitoring tool for scholars needing additional support.

The analysis of Spring MAP data used the newly released 2025 Norms for reading and mathematics as updated by NWEA. Because the 2025 Norms had not yet been released, MTSS programming was informed throughout the year by the 2020 Norms, and these are the data reported in the Accountability Plan for reading and math (Table 5.8).

Math MAP Spring 2025

Middle School:

- **Achievement:** Middle School math achievement scores continued to trend upward toward benchmark norms in all three grades. Grade 6 narrowed the gap between the national mean score to a -1.2 difference to the spring benchmark. Our scholars started the year -3.6 points below the national mean, a success considering we had a fluctuation in teaching staff throughout the year due to a maternity leave, but were fortunate to have a part time interventionist as a constant for our scholars during this time. Grade 7 narrowed the gap to a -1 point difference to the spring benchmark by leveraging strong co-teaching models throughout the school year that included targeted intervention groups based on daily in-the-moment CFU data for groupings. Grade 8 exceeded the benchmark norm by 1.5 points despite starting the year -3.9 away from the national benchmark.
- **Fall to Spring Growth:** When compared to national norms, all grades exceeded the 50th percentile goal with Grade 6 at the 56th percentile, Grade 7 at the 55th percentile, and Grade 8 at the 83rd percentile.
- **Growth for Subpopulations:** Scholars enrolled in English language learner (EL) programs greatly exceeded their growth goals in Grade 6 (94th percentile), and Grade 8 (99th percentile) and ranked further from the goal in 7th Grade (33rd percentile). Scholars supported by IEPs also greatly exceeded their collective growth goals in Grades 6 (98th percentile) and Grade 8 (99th percentile) with 7th grade being the biggest area for improvement at the 12th percentile. Scholars who identify as black showed strength in math with 7th and 8th grade exceeding the 50% target at the 52nd percentile and 91st percentile, with area for improvement in 6th grade where this population fell in the 24th percentile. For our Hispanic population, 6th grade was in the 58 percentile and 8th grade in the 81st percentile. 7th grade was 2% points off the target, falling in the 48th percentile.

We are confident that the implementation of a targeted, structured and data-driven Math Gator Hour this year at the middle school, taught by Math and Science teachers, along with several building and district administrators, has contributed to the strong outcomes seen above. Though there is still much work to do, we are encouraged by these end of year results and look forward to further strengthening this programming and data monitoring for the 25-26 school year. Additionally, the fact that all 3 grade levels have returning GE math teachers will support our focus around strong Tier 1 curriculum delivery.

High School Math: EOY MAP:

- **Achievement:** High School math data continued to trend upward toward or beyond

benchmarks. Grade 9 narrowed the gap between the cohort's mean score and the benchmark from -7.73 difference in the Fall to a -3.5 difference in the Spring. Grade 10 exceeded the benchmark moving from a -2.11 gap to exceeding the benchmark by 5.6 points. Grade 11 went from exceeding the benchmark by 3.41 points in the winter, to exceeding by 8.1 points in the spring.

- **Fall to Spring Growth:** The percent of scholars meeting their projected growth goal was as follows: Integrated I (mostly 9th graders) 59%, Geometry (mostly 10th graders) 75%, and Algebra II (mostly 11th graders) 43%.
- **Growth for Subpopulations:** Scholars enrolled in English language learner programs exceeded their collective growth goal in 9th, and 10th grade at the 64th percentile and 71st percentile. Scholars supported by IEPs also exceeded their collective growth goals in grades 9 and 10 at the 63rd percentile and 64th percentile. Scholars who identify as black continue to show strength in math with all 3 grades meeting or exceeding the 50th percentile target at the 67th percentile for 9th, 78th percentile for 10th and 50th percentile for 11th grade.

In high school math, the department chair, STEM instructional coach and DCI have worked hard alongside the HS math teachers to ensure a solid action plan, scope and sequences, and in-house as well as outside provider professional learning support is in place for our second year of Carnegie Learning curriculum. In year 1 (24-25 SY) we worked to launch Integrated I with Carnegie Learning and build our Action plan with the consulting group TNTP. With that, we have acknowledged and planned for what is needed to meet with success in the coming years as it relates to math. We are also excited to be moving into a second year of math intervention for those furthest from academic proficiency, as they come to us in 9th grade. The goal is to close these foundational gaps so that scholars will meet with success in their higher level math courses.

Science MAP Spring 2025

Middle School:

- **Achievement:** Middle School science data continued to trend upward toward or beyond benchmarks by the end of the academic year. Grade 6 exceeded the national benchmark by 0.3 points, 7th grade approached the benchmark but was 1.1 points away from the national target, and 8th grade exceeded the national benchmark by 0.2 point.
- **Fall to Spring Growth:** When compared to national norms, grades 6, 7 and 8, as a cohort, exceeded their year's growth goals, reaching the 58th, 57th and 75th percentiles respectively.
- **Growth for Subpopulations:** Scholars enrolled in English language learner programs exceeded their collective growth goal in all grades at the 91st, 56th and 77th percentile. Scholars supported by IEPs also exceeded their collective growth goals in grades 6 and 8 at the 75th percentile and 74th percentile, with the opportunity area being 7th grade at the 28th percentile as well as scholars serviced by a 504 in 7th and 8th grade and our Hispanic populations in grades 6-8 which all fell within the 39th to 42nd percentiles.

The piloting of the OpenSciEd (OSE) curriculum this school year in 6th grade was important to help us acclimate to the pedagogical and programmatic shifts needed to ensure a strong launch of this curriculum across grades 6-8 for the 25-26 SY.

High School Science:

- **Achievement:** High School science data for 9th grade, namely scholars enrolled in Biology, ended the year 14 points below the national benchmark. Grade 10, namely scholars enrolled in Physics, exceeded the end of year target by 3.2 points. Benchmark norms are not set for 11th grade.
- **Fall to Spring Growth:** When compared to national norms, grade 9 and 10 both exceeded their year's growth goals, reaching the 86th and 83rd percentiles respectively. Growth percentiles are not set for 11th grade.
- **Growth for Subpopulations:** Scholars enrolled in English language learner programs exceeded their collective growth goal in 10th grade at the 99th percentile but fell short in 9th grade at the 44th percentile. Scholars supported by IEPs exceeded their collective growth

goals in grades 9 and 10 at the 52nd percentile and 67th percentile. Scholars who identify as black showed strength, exceeding the 50th percentile target at the 98th and 92nd percentile.

We are pleased to see the strong scholar outcomes in the majority of subpopulation categories this school year and are eager to fully launch the OpenSciEd curriculum in Physics for the 25-26 SY where it was piloted in Chemistry this past school year and will continue moving forward. The schedule shift this school year to having our EL teachers supporting specific Science classrooms will continue at a more extensive level for the 25-26 school year, a shift we are confident will further support our high school science department in meeting and exceeding our growth and achievement targets.

Reading MAP Spring 2025

Middle School ELA:

- **Achievement:** Middle School reading achievement scores had strong upward trends in Fall and Winter, exceeding the target mean achievement scores for each grade. Results of the end of year administration show a slight regression for each grade against the spring benchmarks. The grade 6 cohort's mean score showed a -0.60 difference to the spring benchmark, grade 7 was the widest at -2.60 below benchmark, and grade 8 just off the benchmark at -.10 points below the spring benchmark.
- **Fall to Spring Growth:** When compared to national norms, grade 6 met the 50th percentile goal (51st percentile). Grade 8 was just 3 points below at the 47th percentile. Grade 7, as suggested in the achievement data, ranked at a lower percentile for their Fall to Spring growth rate (32nd percentile).
- **Growth for Subpopulations:** Scholars enrolled in English language learner (EL) programs made their growth goals in 1 of the 3 grades (grade 6, 59th percentile); and ranked just under the goal in grade 8 (42nd percentile) and further from the goal in grade 7 (29th percentile). Scholars supported by IEPs also met their collective growth goals in 1 of the 3 grades (grade 6, 57th percentile); and approached the goal in grade 8 (42nd percentile), and was furthest from the goal in grade 7 (5th percentile). Scholars with 504 plans also met their growth goals in grades 6 (67th percentile), and were below the 50th percentile in grade 7 (13th) and grade 8 (37th).

Overall, these grade level results suggest a positive impact from the developing implementation of the high-quality ELA curriculum, the data-informed instructional decisions that drive the MTSS program, and the increasing positive impacts from co-teaching partnerships with SE and MLL teachers. The next steps are to continue 1) to support the scope and consistency of effective Tier 1 implementation of the core curriculum to ensure strong growth and achievement across full school year, 2) to support co-teaching teams in their implementation of effective co-teaching practices, 3) and ensure the scope and consistency of effective scaffolding for diverse learners.

High School ELA:

- **Achievement:** High school reading data continued to trend upward toward or beyond benchmarks. Grade 9 narrowed the gap between the cohort's mean score and the benchmark from -3.10 difference in the Fall to a 0.30 difference in the Spring. Grade 10 exceeded the benchmark moving from a -1.57 gap to exceeding the benchmark by 1.69 points. Grade 11 had less consistent trendline, moving from a -0.53 difference in the Fall, to a -2.54 in the Winter assessment, and reducing that gap to a -1.61 by Spring.
- **Fall to Spring Growth:** When compared to national norms, grade 9 and 10, as a cohort, exceeded their year's growth goals, reaching the 74th and 76th percentiles respectively. Grade 11 had strong growth in Fall (80th percentile) and Winter (89th percentile), but shifted closer to the Benchmark level (59th percentile).
- **Growth for Subpopulations:** Scholars enrolled in English language learner programs exceeded their collective growth goal in 9th, 10th, and 11th grades, with substantial growth

in 10th grade (76th percentile) Scholars supported by IEPs also exceeded their collective growth goals in grades 9, 10 and 11, with substantial growth again in 10th (81st percentile). Scholars with 504 plans also met their growth goals in grades 9 and 10, (78th and 85th percentile respectively). There is only 1 scholar in grade 11, so the sample is too small for validity). Reflecting on historically underserved populations, scholars identified as Black outperformed the grade's mean and/or exceeded the 50th percentile benchmark in all grades; scholars identified as Hispanic outperformed the grade's mean and/or exceeded the 50th percentile in grades 9 and 10.

Overall, the high school reading data showed positive trends in multiple areas, including for those receiving additional services to support their learning. This is likely attributable to the considerable work of the ELA team in implementing the newly adopted curriculum with intention and scaffolds (grade 9 and for the last quarter, grade 10), the effective use of MTSS data (grades 10) and scholars' effort and sustained focus on the end of year assessments. Grade 11 results may be reflecting some of the "buy-in" challenges for scholars who have already completed their MCAS requirements (of which the MAP is a predictive measure). We look to better inform scholars of how their teachers use the results to inform instruction so scholars are ready to engage in high level course work (e.g., college courses), and admission exams (e.g., SATs, ACTs). We anticipate a continued positive trend line as we continue both the curriculum implementation, MTSS programming, and focus further on effective scaffolds and differentiation for scholars served by the SE and MLL programs.

Internal Gradebooks

We use a variety of curriculum-based measures - both formative and summative assessments - in all contents to measure and support scholar progress toward mastery. Argosy Collegiate's Academic Achievement Dashboard provides quarterly reviews of gradebooks that are reviewed by Administration and teacher teams to identify trends, and develop action plans (e.g., instructional strategies, professional development) to support where needed.

Another key initiative reflected in class grades for this school year is the aforementioned pilot using principles from the text, *Grading for Equity*. *Grading for Equity* takes a standards-based grading approach with additional considerations and tools to support scholars' academic success. We are eager to expand this teacher-lead initiative with district administration and board support in the coming years.

Below are key takeaways from this year's gradebooks overviews (Table 5.5):

- 95% of ELA, 96% of math, 97.7% of science and 98% of history classes were passed at the Middle School for the 24-25 SY, with those identifying as Hispanic/Latino (71 scholars) outperforming their peers in all core courses for the second year in a row.
- SE and EL populations remain a focus at the middle school, especially in ELA and Math where they scored 5-9 percentage points below the grade average and (ELA: EL 89.5% and SE 88.5% vs. 95% grade average, Math: EL 89.5% and SE 88.5% vs 96.4% grade average)
- Scholars who identify as African American/Black outperformed their peers in math, science and history, a promising trend.
- 87% of ELA, 90.5% of math, 90.6% of science and 87.2% of history classes were passed at the High School for the 24-25 SY, with those identifying as Hispanic/Latino outperforming their peers in all core courses.
- Scholars who identify as African American/Black outperformed their peers in Science and History at the middle school, and achieved at the same level as the overall population in Math, and within less than 1% point away in English.

Though there is much to celebrate with certain subpopulations in the above data, we know we must focus even further on providing the needed support to our multilingual learners and those serviced by an IEP or 504. Our high quality instructional material (HQIM) implementations and targeted MTSS work are showing progress with these subpopulations, but we will need continued focus to meet our district goals.

Our work in the MTSS program has resulted in a clearer focus on how to best support our scholars with Tier 1 and 2 interventions. Our data driven focus around ELA and math intervention Gator Hours four days a week at the middle school and twice weekly for 9th grade Math Gator Hour intervention at the high school has supported a strong framework on which to build for the coming school years as we close foundational skill gaps that have persisted since the COVID impacted school years. We know that the sooner in a scholar's academic career these skill gaps are closed, the more success they will meet with in high school and accessing our early college coursework.

ACCESS

This was our second year implementing the WIDA screener, which is administered twice a year, as a formative tool and indicator of how our ELL scholars are progressing in their English language proficiency. The WIDA screener tracks progress in all 4 domains of English acquisition.

At the middle school, we saw the overall WIDA screener score of scholars increase from the BOY to EOY assessment, with the most robust growth in 6th grade reading (0.8 point increase), 8th grade writing (0.8 point increase) and 8th grade literacy (0.7 point increase). Reading and Literacy remain our 2 largest opportunity areas with scholars scoring the lowest in these (Table 5.6).

At the high school, we saw the overall WIDA screener score of scholars increase from BOY to MOY in Grade 9, but decrease slightly (0.1 point) in 10th and more significantly in 11th (0.6 point). As was seen in the middle school data, Reading and Literacy are the two focus areas where we saw the lowest scholar performance (Table 5.6). Buy-in to ensure an accurate demonstration of what scholars know and are able to do, remains a focus for the coming year, especially with our upperclassmen.

As for 2025 ACCESS reporting, we showed an overall rating increase year-over-year in 7th (0.2 increase to 3.6), 8th (0.4 increase to 3.8), 9th (0.2 increase to 3.7), and 10th (0.6 increase to 3.8), no change in 12th grade, a decrease of 0.6 point (3.1) in 6th grade, and a decrease of 0.5 point (3.3) in 11th grade. In the younger grades, reading and literacy were the lowest scoring areas in which we need to focus our efforts moving forward, with listening and comprehension being a strong point, especially for our 7th and 8th graders. In the upper grades, speaking and writing proved to be continued focus areas while listening and comprehension had stronger outcomes.

For the 2024 - 2025 SY we shifted EL teachers from STEM classrooms to Global Literacy/ Civics classrooms at the middle school. When it came to scholars meeting or exceeding their DESE target score, 13 of 35 scholars, 26% met this criteria. This is an 11% point increase YoY. We will continue with this co-teaching model for the 25-26 SY as the data points to this being a positive and supportive model for our scholars.

At the high school, we saw growth on the overall 2025 percent of scholars meeting their DESE target score, though less robust than the middle school. 13.9% of scholars met their DESE target versus 12.7% the prior year. We implemented a programmatic shift for EL teachers in the 24-25 SY where the 2 EL teachers supported ELA and Science core content. The goal was to support all 4 core content areas, but state testing and other factors did not allow sufficient time to do this in all contents. For the 25-26 SY the plan will be for EL teachers to support our science and history classrooms which are not co-taught. This will allow for additional SEI strategy support and the

shared launch of the new science HQIMs, OpenSciEd and Savvas curricula in science and the 4QM Method in History.

We understand the importance and urgency in ensuring our MLL population has the proper support needed to meet with success. We are confident that the increase in hiring of certified MLL teachers, ensuring all teaching staff obtain their SEI endorsement, HQIM in all core content areas, as well as ongoing PD for staff will lead to more robust growth by our scholars in the coming year.

MCAS

The most recent, full MCAS administration for the 23-24 SY showed some improvements, but also areas of opportunity year-over year (YoY) regarding the percent of scholars in each of the achievement bands. We did have a decrease in the percent of scholars falling into the Not Meeting (NM) category for ELA and Math 6 and Math 7, and we saw an increase in the percent of scholars in the partially meeting category for ELA 6 and Math 7. Below we have analyzed our performance at each achievement level (Tables 5.1 and 5.2).

“Meeting” (M) or “Exceeding” (E) category highlights:

- Math 6 showed a 12 percentage point increase YoY, despite the state decreasing 1 percentage point in this performance band
- Math 8 showed an 11 percentage point increase YoY
- Science 8 showed a 7 percentage point increase YoY, despite the state decreasing 2 percentage points in this performance band

The largest opportunity area for this performance band is in all MCAS tested subjects at the high school level. We are working as a school community to strengthen the connection of the MCAS assessment to our goals around college and career for the upcoming school year and beyond.

- English 10 showed a 5 percentage point decrease YoY while the state showed a 1 percentage point decrease YoY
- Math 10 showed a 2 percentage point decrease while the state also showed this same drop YoY
- Science 10 showed a 5 percentage point decrease while the state showed a 2 percentage point increase YoY

All other tests in this performance band had a maximum 2 percentage point differential YoY.

Partially Meeting (PM) and Not Meeting (NM) category highlights:

- ELA 6 showed a 5 percentage point increase YoY for PM expectations while also showing a 6 percentage point decrease YOY in those NM expectations.
- Math 6 showed a 6 percentage point decrease in those NM expectations YoY while also showing a 7 percentage point decrease in those PM expectations YoY. This increase in achievement is solidified by the doubling of the percentage of scholars meeting expectations YoY (12% to 24%).
- Math 7 showed a 7% decrease in scholars at the NM expectations level for this testing year. They moved to the PM as we moved from 53% to 60% of scholars in the PM category YoY.

These data show a need for further focus on 8th grade and HS support. At the high school level, our percentage of scholars not meeting expectations increased in all subjects YoY and those PM decreased in English and Math and went up by 1 percentage point in Science. 8th grade saw increases of % of scholars in the NM category for all 3 tested subjects and decreases in those PM

expectations YoY. Fidelity to our new curriculum in ELA and Science, as well as strategic interventions as we enter year 2 of our MTSS programming, with a specific focus on ELA and Math Gator Hour at the middle school will continue to support closing these achievement gaps.

The student growth percentile for each content area shows areas of celebration as well as opportunities for support. Below are comparisons to the state by specific subpopulations, some of which are not available due to subgroups being below the minimum the state reports (Table 5.3):

Within 1-5 percentage points of state in:

- ELA 6 SE (44% vs 47% for state)
- ELA 8 SE (41% vs 46% for state)
- ELA 8 EL (48% vs 50% for state)
- ELA 8 low income (46% vs 48% for state)
- Math 6 low income (43% vs 47% for state)

Met or exceeded state SGP in:

- ELA 10 EL (57% vs. 48% for state)
- ELA 10 Low income (58% vs 47% for state)
- ELA 10 Hispanic/Latino (59% vs 47% for state)
- Math 6 EL (50% along with 50% for state)
- Math 8 SE (51% vs 46% for state)
- Math 8 EL (60% vs 51% for state)
- Math 8 Low income (56% vs 48% for state)
- Math 10 EL (60% vs 46% for state)
- Math 10 Low income (52% vs 46% for state)
- Math 10 Hispanic/Latino (54% vs 45% for state)

Focus areas, striving to reach state average:

- ELA 6 for scholars who identify as EL (43% vs. state 49%) and Low income (37% vs. state 46%)
- Math 6 for scholars serviced by an IEP (37% vs state 45%)
- ELA and Math 7 where scholars who identify as SE, EL and Low income fell between 7-13 (ELA) and 8-16 (Math) percentage points below their peers in the state

Regarding the student growth percentage (SGP), as our historical data has constantly shown, the scholars who have been with us the longest demonstrate excellent growth and achievement for their high school MCAS. Further, we anticipate stronger EL scores in the coming years as we increased support through EL co-teaching in language-rich social study courses (MS) and through the implementation of a newly revised EL curriculum (district). SGP is not calculated for Science. Our 10th graders significantly outperformed the district as well as the state in both reading and math as the below table shows.

High School Student Growth Percent (SGP) for 2022, 2023, and 2024 MCAS						
Content	Argosy Collegiate			Fall River		
	23-24	22-23	21-22	23-24	22-23	21-22
ELA	58%	61%	60%	45%	46%	41%
Math	55%	48%	58%	34%	34%	36%

Early College Wall-to-Wall Program

Though traditional state testing is important to analyze, we know it is crucial that we highlight that which is the foundation of our school's mission, preparing our scholars for college, career and life by way of earning transferable college credits.

We begin offering tuition-free, college credits the summer after 8th grade to develop a college-going identity within the community of Fall River. For this past school year, the program expanded to provide 100% of our seniors to learn on the Bristol Community College campus for at least two days of each school week. This growth supports the mission and vision of college access with the level of support needed for our scholars to succeed. We are excited to share this year's data that forwards the work of our wall-to-wall Early College designation.

For SY 2024 - 2025, our high school scholars earned a total of 1,786 college credits, a 54.6% increase year-over-year, far exceeding last year's impressive year-over-year increase of 20.5%! (Table 5.4). This equates to approximately \$434,000 scholars will not have to pay out-of-pocket for college courses (bristolcc.edu). In addition, our college course pass rate was 98% this school year, an impressive feat to match our pass rate from the 2023-2024 SY. One goal since our wall-to-wall Early College designation has been to ensure scholars serviced by an IEP, as well as English language learners are successfully accessing college coursework at the same rate as their peers. We have work to do in this area, with 3 fewer ELL and 5 fewer SE scholars accessing college courses this SY. However, results of these subpopulations were still impressive, with our EL population maintaining the same 95% pass rate as the prior school year, and a 6 percentage point increase for the pass rate of scholars serviced by an IEP who had a perfect, 100% pass rate. Additionally, our state accountability measure for the percent of 11th and 12th grade scholars accessing advanced coursework was met with an 85.1% completion rate, where the target was 81.3% (Table 5.4).

For the 2024 - 2025 school year our seniors achieved the following (Table 5.7):

- \$1,083,134 in scholarships
- 100% of Class of 2025 earned college credit; 38% of the class earned over 21 college credits by graduation
- 10 Abigail Adams Scholarship Awardees, which constitutes 23% of the graduating class
- 86% FAFSA completion rate
- 100% acceptance rate to a college program at Bristol Community College
- 100% graduation, up from 89.5% prior year (Table 5.7)

We are excited to continue our early college work in the coming year, expanding on the current initiatives we have launched, as well as further develop our new Early College designation partnership with UMass Dartmouth, which was awarded by DESE in June of 2025.

PROGRAM DELIVERY

Curriculum

Argosy Collegiate's mission is supported by the continual development and refinement of a rigorous, standards-based, and culturally responsive curriculum. Argosy Collegiate believes that continual curriculum development and refinement is critical to the acceleration of scholar learning. In preparation, and during the 2024-2025 school year, curriculum was reviewed and revised by directors and teacher teams based on student outcomes, including curriculum-based classroom artifacts and assessment data. This work is conducted during summer curriculum writing, Summer Institute, curriculum meetings, and PD sessions. The focus has been to develop curricula that 1) builds scholars' content knowledge in a logical vertical sequence, 2) emphasizes common teaching

and learning strategies across content and grade-levels, and 3) is culturally relevant. This work is on-going for the upcoming school year building off last year's work. The school schedules are designed to provide collaborative time between our general education, special education, and English Learner teachers as they meet the needs of our diverse learners through differentiation, language objectives, and curricular access points.

To support our on-going curriculum development, procurement, and evaluation to ensure curricula is evidence-based and culturally relevant, Argosy Collegiate is continuing to use *EdReports and CuRate* to inform curriculum reviews and adoption, focus on increasing the implementation of diversity, equity and inclusion and social-emotional themes and supports in the general curriculum while continuing to support teachers' culturally responsive lens on curriculum implementation.

ELA

Using the 2023 *Accelerating Literacy Learning through High Quality Instructional Materials* grant, Argosy Collegiate adopted the highly-rated published curriculum, Savvas's *My Perspectives*, for grades 6 through 8. This program is aligned with Argosy's belief that literacy is the means by which we acquire and communicate knowledge about our world. The units of study in *My Perspectives* are framed in inquiry around an essential and compelling question and engage scholars with texts that range in genre, complexity, and purpose to gain insight into the essential question. Scholars develop their mastery of communication standards as they share new insights and understandings. Teachers promote scholars' critical reading skills through the development of reading strategies, collaborative discussions and tasks, and evidence-based writing. In writing, scholars learn process-oriented strategies to develop text-based responses and to generate writing pieces across a variety of genre types.

Our second implementation year was supported by professional development for teachers through coaching and curriculum-implementation co-planning sessions. Teachers reported that the program provided a wide range of core and supplemental materials to meet scholars' needs, but that it takes time to efficiently select and implement these materials in daily lessons.

In the 24/25 SY, the adoption of high-quality instructional material expanded to the high school with the adoption of *My Perspectives* (Savvas) for 9th grade, and a pilot of select units for 10th grade. This adoption will support 9th graders in their transition from middle school to high school through structured lessons and a clear standards-based curriculum while laying important groundwork for the 10th grade ELA MCAS the following year, and advance course work in later grades. Further, this adoption strengthens the vertical alignment of the ELA program from grades 6-10, and allows the greater proportion of teacher time to be oriented to implementation rather than development of units of study. Based on MAP results from the 2024-2025 school year, the 9th grade ELA growth percentile from fall to spring is in the 84th percentile (up from the 74th percentile in the 2023-2024 school year). In the 2025-2026 school year, we will continue to refine the implementation of *My Perspectives* 6-9, and fully adopt the curriculum for English II.

As scholars move to English III as juniors, they may enroll in a college preparatory English course developed by Argosy teachers or enroll in a college credit-bearing English course through the Bristol Community College partnership. In 2024-2025, 42% of 11th graders enrolled in English 101/102 (up from 38% last year). As seniors, all scholars enroll in a college credit-bearing English course (English 101/102 if not completed as a junior, or other 200 level English) offered by Bristol Community College and attend on the Bristol Campus with the support of Early College liaisons.

As an enrichment to the college preparatory English III, we partnered with the GAMM Theater to provide scholars with an artist-in-residence experience during the Shakespeare unit. The collaboration includes co-teaching for three sessions during which the artist models and supports our

teacher and scholars in making sense and bringing Shakespeare "to life." The unit culminates in scholars performing select scenes and a field trip to the GAMM to see the play performed (this year was Hamlet!).

History

At the middle school, our history curriculum is framed by the idea of global literacy - the understanding that the world is interconnected and can be understood through the contributions of both people and the impact of events. As part of our expansion of high-quality instructional material, we continued our full adoption of the Investigating History curriculum (co-developed by DESE and their curriculum partners) in grade 7, and expanded its implementation to grade 6. Our 7th grade Global Literacy teacher took the "curriculum champion" role - participating in DESE-sponsored professional development and collaborating with colleagues across the commonwealth. He brought back valuable insights and information to inform the adoption of Investigating History as the 6th grade curriculum for the 2024-2025 school year. He was also selected as a Teacher Mentor for IH Magnify to support teachers statewide. Investigating History teachers, EL co-teachers, and our instructional coach were able to engage in four unit launch professional development sessions with IH Magnify providers to support comprehensive implementation. In grade 8, scholars take a full year course in Civics, investigating the foundations of American democracy and what it means to be an informed and engaged citizen. This syllabus is enriched with the Civics Impact Project through which scholars identify and research issues within their communities and develop action plans that promote community improvement and growth; the Civics Fair is a culminating event in which scholars present their projects to the school community and community partners, including the Mayor of Fall River. During this school year, the Civics curriculum included material from iCivics, We the People, and Local Civics (a DESE-certified PD provider) with implementation support provided by a coach from Local Civics.

At the high school level, the history department provides opportunities for scholars to grapple with primary sources, and take up a historian stance to evaluate source, context, and corroborate across sources. Additionally, this year the history department worked to increase inquiry opportunities to align with local tasks in the Civics MCAS. History and English departments at Argosy Collegiate have collaborated to better align literacy skills learned in each setting, such as close reading and evidence-based writing strategies as well as alignment in scope and sequences through the assistance of the humanities instructional coach. The United States Government elective course uses the *Magruder's American Government Program*. Our high school history teachers engaged in professional development about the Four Question Method (4QM model) that places emphasis on asking real questions that generate inquiry and perspective taking in relation to historical events.

Mathematics

In mathematics, our goal is to develop scholars' conceptual understanding of mathematics and the application of this knowledge to real-world problems while fostering procedural fluency. At the middle school, teachers use *enVisions Math 2.0 (grades 6 -8)* curriculum. Additionally, we leverage IXL, Envisions 2.0 supplemental resources, manipulatives and strategies from Building Thinking Classrooms in our Math Gator Hour through a station model. At the high school, we began the transition to Carnegie Learning's HQIM this year, as well as a shift from the traditional Algebra, Geometry, Algebra II format, to Integrated I. We will add Integrated II to replace Geometry in the 25-26 SY and Integrated III to replace Algebra II in the 26-27 SY. This allows for meaningful connections among algebra, geometry and statistics, as opposed to the traditional format that siloes content. Professional development for teachers focused on varying ways to differentiate instruction by exploring the curriculum materials available and adapting these already available resources to the structure of the lesson and needs of scholars, specifically through small group reteaching after guided instruction. We also offered Pre-Calculus through a partnership with the University of

Pittsburgh. Our math department chair served as a liaison and in-person support for our scholars in the online course and both scholars earned college credit.

Science

In science, as reflected in the Massachusetts Frameworks and the Next Generation Science Standards (NGSS), Argosy Collegiate is working to develop scholars' dispositions and skills necessary to meet the changing demands of science, technology and engineering in the 21st century. We are migrating to OpenSciEd curriculum which is structured around real-world phenomena that encourages scholar discourse, inquiry and the development of scholars' own understanding of science concepts. This curriculum was piloted in the 24-25 school year by grade 6 and High School Chemistry. Grades 6-8 will all implement for the 25-26 school year, as will Chemistry, Physics, and pilot unit(s) in Biology. Additionally, this school year we opened Environmental Science to 11th grade scholars as an alternative to Chemistry.

Instruction

Argosy Collegiate's multi-faceted approach to accelerated learning includes focus on excellence in curriculum as well as high-quality instruction that develops critical thinkers and informed communicators who are independent, engaged investigators of multiple perspectives and who develop habits of lifelong learning. Over the 2024-2025 school year, Argosy Collegiate has continued to focus around instructional strategies and routines that constitute high quality instruction, and how this instruction is implemented in all Argosy Collegiate classrooms as represented by the Argosy Collegiate Standards Based Observation Tool, an internal document that is used to communicate the shared vision of evidence-based practices, instructional strategies and routines we committed to using with fidelity in all classrooms. Learning Walks paired with collaborative data analysis and reflection continue to be utilized to support feedback and refinement of practice. Our Department Chairs were also granted a release period in the 2024-2025 school year to perform more observations and collaborate with teachers in their department. This commitment to consistency fostered instructional efficacy, aligned feedback, and generated opportunities to collect data and design strategic professional development for teachers.

The Argosy Collegiate Standards Based Observation Tool captures what is expected in all Argosy Collegiate classrooms and includes the four categories listed below. For the 2024-2025 school year, we revised these resources to further align with the DESE Classroom Teacher Rubric (2024), which we piloted in the 2023-2024 school year, and to support clarity of purpose for teachers.

Finally, teachers, coaches, directors, and principals use data including curriculum based measures to identify scholars' academic gaps and monitor progress in response to interventions. Teachers promote effective academic habits so they are ready to access our high school's Early College program. At the high school, we focus on further developing scholars' academic capacity and their areas of personal interest as they plan for college admission. As described in Criterion 1, Argosy Collegiate was awarded the Early College Designation from DESE in 2022. Argosy Collegiate implements a *wall-to-wall* program that places 100% of Argosy scholars in the Early College program, either developing their readiness, or as enrolled college students. This aligns to our mission and vision that all scholars, no matter their learning challenges or previous successes, can access and successfully complete college level coursework within our structured and individualized program.

Summer Institute for staff launches professional support that allows teachers to maximize their impact on scholar achievement by establishing a common understanding of Argosy Collegiate's mission and vision for high-quality instruction. Staff are introduced to the Standards Based Observation Tool, which supports their understanding of feedback throughout the school year and

promotes staff self-reflection of their instruction. During Summer Institute, ACCS staff also engaged in a professional development session by Matthew Kincaid, founder of Overcoming Racism, to engage in discussions about inclusion and diversity in the classroom. Teachers are engaged in bi-weekly professional development on topics related to instruction, assessment outcomes, and classroom culture.

Other models of professional development include coaching, observation - feedback cycles, learning walks, collaborative teaching, co-planning structures, and the use of common planning time among teachers who deliver the same content. Argosy also utilizes “Argosy in Action” resources that include video-recorded instruction to serve as examples and models of high-impact instructional strategies that are shared widely with staff in professional development settings, or with individuals who are working on building a skill. We also periodically engage outside consultants to support identified areas of need. In November 2024, the English Department Chair represented our district at the National Council of Teachers of English and learned about innovative ideas to add to our classroom strategies, specifically about writing practices and the use of artificial intelligence. The History department engaged in a professional development on the Four Question Method to be utilized throughout lessons in their curriculum. Our math department engaged in several professional development opportunities; our math leadership team worked with TNTP HQIM implementation/materials grant through DESE, our Integrated Math I team engaged in a year-long PLC through Carnegie Learning, and three math teachers attended the National Council of Teachers of Mathematics Conference. All Department Chairs, in collaboration with the Directors of Curriculum and Instruction, engaged in a professional learning community (PLC) focused on grading for equity. The year ended with a meeting to engage in reflection, share outcomes and strategies, and recruit a new cohort of teachers to implement grading for equity practices.

Assessment and Program Evaluation

As described in Key Design Element 1, Argosy Collegiate holds to a data-driven view on teaching and learning, and to that end, employs a schedule of summative, interim benchmark, and classroom-based assessments to evaluate scholars’ progress toward proficiency in the curriculum. At the interim level, Argosy Collegiate continues to use the Measures of Academic Progress (NWEA-MAP), which is administered fall, winter, and spring to measure academic achievement and growth toward proficiency on content standards; we also use formative writing assessments in tandem with the MAP assessments to mirror MCAS style writing), MCAS, and ACCESS/WIDA Screener data provide information to guide instructional decisions, curriculum adjustments, and individual scholar support.

At the classroom level, our curriculum includes summative assessments of units of study, performance-based assessments, and formative assessments in the form of classwork artifacts and exit tickets. For example, the ELA curriculum (My Perspectives) includes writing-based performance tasks at the close of each unit. These tasks provide teachers with actionable data on reading and writing skills that can be re-taught in the next unit. These assessments support teachers in identifying scholar needs and making actionable plans to address learning gaps. Our analysis of these classroom-level assessment artifacts in real-time, or within the next lesson sequence, ensure that our instructional responses to individual scholar data are brisk and effective (i.e., using in-the-moment data to make relevant decisions about reteaching, providing more guided practice, or releasing scholars to grapple with independent work or extension activities). For scholars that demonstrate need for additional reading support on MAP, we utilize diagnostic and progress monitoring tools such as the Benchmark Assessment System, QRI-6, or the Rasiniski Reading Assessment. Scholars may then receive additional support through the MTSS intervention system, and engage in Tier 2 curriculum such as the Lexia program. We believe that quality assessment and analysis is critical to effective instruction leading to readiness for advanced coursework and learning.

Data from the aforementioned sources are utilized to create a District level Data Dashboard, accessible to school leadership and the board of directors and shared with teachers, which is updated at mid and end of terms and provides comprehensive, disaggregated academic data for review to inform action planning. In the 2023-2024 school year, the district's Data Dashboard was further refined to include more disaggregation of the data by subpopulation, specifically in terms of early college credit attainment. Argosy Collegiate strives to develop a culture among staff where data is utilized consistently to determine strengths and weaknesses, plan instruction and support, and monitor scholar progress. In that spirit, the Data Dashboard components are reviewed at the mid and end points of each grading term with the Academic Achievement Committee and instructional staff to inform action steps. Additional accountability to our data is demonstrated through our Weekly Academic Data Pulls. We also reflect on Family Communication data that tracks the frequency of family communication logged by staff members. Administrators and teachers review grade data snapshots and use the information to connect with families, establish classroom support and monitor progress; Weekly Attendance/Discipline Data Pulls (administrators reflect on and action plan to address attendance concerns); and LiveSchool (daily behavioral/school culture data is reviewed by administrators to determine trends, identify areas of school culture growth opportunity, celebrate successes, and to monitor individual scholar needs). Included in this data is disciplinary information, which allows administrators to frequently reflect on patterns and disparities among subpopulations of scholars at weekly meetings. This year we also utilized an additional data pull on referral actions to monitor administered consequences more carefully and with more specificity.

Supports for All Learners

Argosy Collegiate will describe the screening, supports, resources and interventions used to support all learners, including scholars with disabilities and English learners with evidence that meets expectations outlined in the key indicator: "Supports for All Learners," in the Charter School Performance Criteria.

Argosy Collegiate employs a number of tools to inform targeted instruction for all learners. Scholars who demonstrate below benchmark performance in the MAP may be administered diagnostic assessments to further understand their strengths and areas of need [e.g., Benchmark Assessment System (Heinemann, 2022), Qualitative Reading Inventory - 6 (Leslie & Caldwell, 2017), WIAT-4, (4th edition)].

The school employs a Multi-Tiered Systems of Support model (MTSS) for identifying scholars in need of additional support prior to a referral to special education. During the 2023-2024 school year, a team worked with Branching Minds to develop an MTSS handbook, which was implemented in the 2024-2025 school year. This school year, MTSS was launched through grade team leads and focused on supporting groups of scholars in math and ELA classes specifically. We engaged in the full MTSS cycle for the first time with several scholars. The Argosy Collegiate Standards Based Observation Tool provides an overview of Tier 1 supports, and MTSS teams use weekly academic grade pulls, gradebooks, MAP data, and Weekly Attendance/Discipline Data to identify and monitor scholars in need for Tier 2 interventions in core academic contents.

Argosy Collegiate implements a "core plus more" instructional model to provide targeted instruction aimed at accelerating scholars' academic growth. At the middle school, all scholars participate in Support Block periods (Gator Hour). Scholars are assigned to either a general education teacher, special educator, or English language teacher as determined by program enrollment. Middle school scholars demonstrating the need for additional literacy support have access to literacy clinics with a reading specialist, based on MAP data (KDE1). At the high school level, in order to provide support to our incoming scholars, we implemented Math Gator Hour, an additional math support course that met twice a week. Those scoring in the lowest 20th percentile as identified by their 8th grade end of year NWEA MAP Math assessment, were placed in a math intervention course for 9th grade. After Semester 1, the rosters were adjusted based on teacher feedback, new MAP data, and course

performance. After engaging in at least one semester of Math Gator Hour, 32 out of the 43 scholars (74%) passed their math course. Additionally, high school credit recovery opportunities were held during February and April break for scholars who were not meeting with success in the current units of study. Further, teachers leverage “in-the-moment” instruction when scholars demonstrate gaps in foundational standards and skills to ensure they have access to grade-level concepts.

Supports for EL Scholars

Scholars learning English as an additional language receive instruction in small group settings during the school’s scheduled support blocks (middle school) and during high school language classes. Additionally, EL teachers push into science classes at the high school to provide additional language support and skill building. At the Middle School, our EL teachers co-teach with History teachers. New scholars are assessed using the WIDA Screener if a language other than English is spoken at home or if there is prior information in a scholar’s record indicating that EL services were previously in place. Upon scholars being identified as requiring EL support, EL and language teachers’ instruction focuses on development of a scholar’s skills in the four language domains: reading, writing, speaking and listening. These skills are also assessed every January using the ACCESS for ELLs 2.0 (WIDA, 2023). This is consistent with last year’s model.

Supports for Scholars with Disabilities

Argosy Collegiate provides a wide range of supports for scholars with disabilities through a team of special educators, nurses, psychologist, psychometrist and six school adjustment counselors, two of whom focus on crisis intervention. Argosy also partners with the Fernandes Center for Children and Families in Fall River, MA, for occupational therapy and Empathy Speech and Language for speech/language services. This summer, our high school special education department is running a week-long executive functioning program for our incoming 9th grade scholars. This summer workshop is designed to support rising 9th graders with disabilities as they transition to high school by strengthening executive functioning skills and building academic confidence. Scholars will have the opportunity to practice their organization routines, meet teachers and peers, and receive support with summer work.

In alignment with Argosy’s mission, all scholars with disabilities receive a combination of core content instruction in a co-taught classroom with both general and special education teachers, as well as pull-out instruction, as recommended by the IEP team, during academic support blocks. This model is designed to ensure that scholars with the highest need don’t experience a fragmented curriculum. All scholars have access to after-school tutoring delivered by grade level teachers who are familiar with their learning styles and needs. Additional after school enrichment for all scholars is offered in the form of clubs (e.g., art, West African dance and music, chess, advanced technology and coding, gender and sexuality alliance, debate, etc.) and athletics (e.g., soccer, basketball, volleyball, cheer, flag football, and intramural opportunities).

Survey data from stakeholders also plays an important role in our program assessment. A family survey was administered at the end of the 2024-2025 school year to poll our families overall satisfaction with Argosy Collegiate, which allowed us to prepare more strategically for the following school year. Results of this survey demonstrate a deep satisfaction and appreciation of Argosy’s program from our stakeholders, with over 94% of families indicating that “the school has high standards for my child's academic achievement,” up from 85% last year.

BUDGET AND FINANCE

FY25 Statement of Revenues, Expenses and Changes in Net Assets

Argosy Collegiate Charter School Statement of Net Position as of 06/30/2025 UNAUDITED	<i>Argosy Collegiate Charter School</i>	Argosy Collegiate Charter School Statement of Profit and Loss as of June 30, 2025, UNAUDITED	
Assets			
Current Assets		Operating revenues	
Cash	\$ 2,465,602	Tuition	11,738,104
Class and student funds held	-	Federal grants	1,206,230
Grants and pledge receivable	107,112	Food service revenue	440,526
Due From related parties	30,314	Program fees	152,806
Prepaid expenses	193,871	On-behalf fringe benefits	1,477,342
Total current assets	<u>2,796,899</u>	In-kind revenue	1,032,120
		Total operating revenues	16,047,128
Noncurrent Assets		Operating expenses	
Prepayment/Advance receipt of Rent	653,864	Salaries	8,542,747
Capital assets, net	1,361,753	Payroll taxes	249,234
Total noncurrent assets	<u>2,015,617</u>	Fringe benefits	719,045
Total assets	<u>\$ 4,812,515</u>	On-behalf fringe	1,477,342
		Related party rent expense/(income)	980,400
Liabilities and Net Position		Rent	14,597
Current Liabilities		Workers compensation	42,663
Accounts Payable	\$ 224,608	Utilities	155,741
Accrued expenses	809,031	Contracted services	547,430
Due to Related Parties	-	Insurance	55,160
Note payable - current	55,583	Instructional supplies and materials	123,852
Deferred Revenue	-	Student activities	478,921
Class and student funds held	-	Supplies and materials	19,314
Total current liabilities	<u>1,089,222</u>	Food service program	423,451
		Repairs and maintenance	417,333
Noncurrent Liabilities		Travel & Other	69,530
Note payable	124,025	Advertising and marketing	127,927
Lease payable	-	In-kind transportation	1,032,120
Total noncurrent liabilities	<u>124,025</u>	Equipment	60,918
Total liabilities	<u>1,213,247</u>	Information technology	670,018
		Depreciation/Amortization	164,475
Net Position		Amortization -related party	12,727
Net investment in capital assets	0	Interest	16,640
Temporarily restricted	-	Total operating expenses	16,401,585
Unrestricted	3,599,268	Operating (loss)/revenue	<u>(354,457)</u>
Total net position	<u>3,599,268</u>	Nonoperating revenues/(expenses):	
Total liabilities and net position	<u>\$ 4,812,515</u>	Private contributions -Unrestricted	-
		Private contributions - Restricted	30,598
		Contributions to the School (from Foundation)	427,011
		Interest income	40,944
		Total nonoperating revenue	<u>498,553</u>
		Change in net position	<u>144,097</u>

FY26 Approved Budget - Voted July 30, 2025

Argosy Collegiate Charter School FY26 Budget		FY26 Budget		
	Per Pupil Tuition	21,573		
	Enrollment	610		
4001 · Tuition		13,159,530		
4100 · Government Grants & Funding		675,000		
4200 · Nutrition Funding		500,000		
4400 · Private Support Funding		150,000		
4500 · Student Programs & Misc Fees		35,000		
4716 · Misc Income		100,000		
4716 · Interest / Investment Income				
		14,619,530		
5000 · Personnel Costs				
5000 · Personnel Salaries		9,100,000		
5520f · Fringe Benefits		800,000		
5520w · Workers Comp		44,000		
5520m · MTRS Expense		5,000		
5520t · Payroll Taxes		280,000		
Total 5000 · Personnel Costs		10,229,000		
5100 · Administrative Costs				
5132 · Contr Serv - Business & Finance		120,000		
5142 · Contr Serv - Human Resources		65,000		
5152 · Contr Serv - Legal		35,000		
5162 · Contr Serv - IT		10,000		
5172 · Contr Serv - Development & Fund		65,000		
5173 · Fundraising/Community Engagement		10,000		
5182 · Staff Recruitment & Advertising		65,000		
5182s · Student Recruitment & Advertising		75,000		
5183 · ED Discretionary Fund		10,000		
5185 · Staff Appreciation		20,000		
5186 · Travel and Membership Dues		45,000		
5184 · Supplies & Materials - Admin		15,000		
Total 5100 · Administrative Costs		535,000		
5200 · Instructional Services				
5234a · Contr Serv - Other Teaching (TFA)		20,000		
5234b · Contr Serv - BCC		120,000		
5234s · Contr Serv - SPED		150,000		
5242 · Contr Serv - Prof Development		90,000		
5263 · Instructional Equipment(leased)		90,000		
5264 · General Supplies -Instructional		75,000		
5266 · Classroom Instructional Technology		125,000		
5268 · Instructional Software		180,000		
Total 5200 · Instructional Services		850,000		
5300 · Other Student Services				
5320 · Health Services		15,000		
5350 · Food Services		525,000		
5360 · Athletic Services		40,000		
5365 · Athletic Stipends		75,000		
5370 · Other Student Activities				
5375 · Field Trip and Events		100,000		
5380 · School Culture		45,000		
Total 5300 · Other Student Services		800,000		
5400 · Facility & Other Fixed Costs				
5420 · Utilities		210,000		
5430 · Maint of Buildings & Grounds		327,760		
5435 · Maint of Equipment		120,000		
5450 · Networking & Communications		165,000		
5730 Contracted Facility Services		10,000		
5740 · Rental/Lease of Building & Grounds HS/IA		994,800		
5530 · Insurance (non-employee)		75,705		
5560 · Short-Term Interest		20,000		
5750 · Depreciation Expense/Amort of Prepaym		140,000		
Total 5400 · Facility & Other Fixed Costs		2,063,265		
FFE				
9999 · Contingency				
				14,477,265
				142,265

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	630
Number of students upon which FY26 budget tuition line is based	610
Number of expected students for FY26 first day of school	620
Please explain any variances: Though our enrollment estimates for next year are as high as 630 scholars, we expect 620 scholars to attend on the first day of school. The 630 figure is based on maximum enrollment with 100% retention. The school conservatively builds its annual budget on 5-10 scholars each year to account for any unexpected attrition.	

Current and Future Capital Plans				
Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Middle School Gymnasium	Feasibility Study In-Process	9/1/2028	\$750,000	Fundraising
Additional HS Classroom Space	Feasibility Study In-Process	9/1/2026	\$750,000	Fundraising School Reserves Financing
Installation of TouchView Panels at HS	Installation in Progress	8/15/2025	\$150,000	Fundraising

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2024-25

Faithfulness to Charter

	2024-25 Performance	
<p>Objective: Argosy Collegiate Charter School teachers will provide all scholars highly effective instruction in all content areas by using highly effective instructional strategies.</p>		
<p>Measure: 85% of scholars who have been with ACCS for at least 2 years will meet their end of year MAP growth goal, or score in at least the 50th percentile, by the end of their 2nd year of enrollment.</p>	<p>Not Met</p>	<ul style="list-style-type: none"> • 64.5% of scholars who have been with ACCS for at least 2 years met their end of year ELA MAP growth goal, or scored in at least the 50th percentile, by the end of their 2nd year of enrollment. • 70.5% of scholars who have been with ACCS for at least 2 years met their end of year Mathematics MAP growth goal, or scored in at least the 50th percentile, by the end of their 2nd year of enrollment. • Argosy moves into its 3rd year of implementation of its district-wide MTSS program. In this 3rd year, the school continues to expand implementation of High Quality Instructional Materials in Tier 1 areas that do not yet have these materials (MS Science, HS Mathematics, Grade 10 ELA).
<p>Measure: 80% of scholars identified for Tier 2 or Tier 3 intervention in mathematics or ELA will meet their end of year MAP growth goal.</p>	<p>Not Met</p>	<ul style="list-style-type: none"> • 52.6% of scholars identified for Tier 2 or Tier 3 intervention met their MAP growth goal in ELA. • 67.6% of scholars identified for Tier 2 or Tier 3 intervention met their MAP growth goal in Math. • Argosy moves into its 3rd year of implementation of its district-wide MTSS program. In this 3rd year, the school has identified a need for targeted, high quality Tier 2 and Tier 3 curriculum materials. While we have not met our goal per the school’s accountability plan, we have seen considerable improvement in the number of Tier 2 and Tier 3 scholars meeting their MAP goal, with the number of scholars achieving this goal almost doubling from the previous year.

	2024-25 Performance	
Objective: Argosy Collegiate Charter School will co-implement the DREAM values to foster a positive, welcoming community where scholars feel comfortable.		
<p>Measure: Each year, 90% of responding families will indicate that Argosy Collegiate Charter School is a positive, welcoming community by responding “agree” or “strongly agree” to the question that “Argosy Collegiate Charter School is a positive, welcoming community.”</p> <p>20% of families will respond to the annual family survey.</p>	Met	<ul style="list-style-type: none"> ● 92.5% of families indicated that Argosy Collegiate Charter School is a positive, welcoming community. ● 25.4% of ACCS families responded to the survey.
<p>Measure: Each year, 90% of responding staff will agree or strongly agree that they are “Making a positive difference in the lives of Argosy Collegiate scholars.”</p> <p>80% of staff will respond to the annual staff survey.</p>	Met	<ul style="list-style-type: none"> ● 100% of staff agree or strongly agree that they are making a positive difference in the lives of Argosy Collegiate scholars. ● 81% of staff responded to the survey.
<p>Measure: At least 93% of scholars will earn Collegiate Day on a weekly basis, our school wide weekly incentive determined by demonstration of the DREAM values.</p>	Not Met	<ul style="list-style-type: none"> ● 92.4% of scholars earned Collegiate Day on a weekly basis. ● The school expects to meet this goal in the coming school year. With the addition of a school wide social-emotional screener, and continued restorative justice interventions in the 2025-2026 school year, it is anticipated that we will meet this accountability in the upcoming year.
Objective: Argosy Collegiate Charter School provides scholars opportunities for early college opportunities, so that scholars are academically prepared for college and career and socially prepared for life.		

	2024-25 Performance	
Measure: At least 90% of Argosy Collegiate Charter School’s scholars will earn at least three tuition-free college credits by their high school graduation.	Met	<ul style="list-style-type: none"> 100% of the class of 2025 earned at least three college credits by graduation.
Measure: At least 35% of matriculating 9th graders will be enrolled in an Early College course for college credit, demonstrating their readiness for college coursework.	Met	<ul style="list-style-type: none"> 55.2% (37 scholars) of matriculating 9th graders were enrolled in an Early College course.

Dissemination

	2024-25 Performance	
Objective: Argosy Collegiate Charter School will disseminate its unique programming to the district it in which it serves.		
Measure: Each year of the charter term, Argosy Collegiate Charter School will host the Fall River Public School district and other neighboring charter and public schools, with the purpose of disseminating its unique wall to wall Early College programming.	Met	<ul style="list-style-type: none"> Argosy Collegiate staff and scholars presented about its unique wall to wall Early College program during the annual Teaching, Learning, and Student Development Conference held at Bristol Community College on May 2, 2025. A number of district public school districts, including Fall River Public Schools, were in attendance.
Measure: By the end of the charter term, Argosy Collegiate Charter School will present its wall to wall Early College programming nationally, inviting the Fall River Public School district as well as other local neighboring charter and district public school Districts.	Not Met	<ul style="list-style-type: none"> This measure has not yet been met. The school is exploring options at presenting at an upcoming National Charter School Conference and will be submitting a proposal to present in December 2026.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2025-26

Recruitment Plan 2025-26

2024-25 Implementation Summary:

Please list the successes and challenges of implementing the school's recruitment strategies from the 2024-25 Recruitment Plan.

- Our 24/25 recruitment strategies proved extremely successful as our enrollment applications for the 25/26 school year increased by 60%.
- We shifted our social media marketing from an outside management strategy to internally managed, with more consistent messaging and branding.
- We were highlighted on two WSAR Education Spotlight radio programs highlighting our non-selective enrollment practices, our Early College programming and our supports for all learners.
- We successfully distributed a dozen direct mail marketing pieces highlighting enrollment and programming information in Spanish, Portuguese and English to all grade eligible students in grades 5-11 in the Fall River Public School system. Our most expansive mailer included QR codes with videos of scholars speaking in English, French, Spanish and Portuguese about Argosy's Early College program, scholar supports and athletics/enrichment.
- Our office personnel provided translation services by telephone regarding enrollment process and programmatic information in Spanish and Portuguese and some with Crioulo.
- Marketing was distributed to local community based organizations including the Fall River YMCA, the Boys and Girls Club and CD Recreational.
- We advertised on a local billboard in a high traffic area on the south side of Fall River, a high poverty area in the city, for two months during our primary lottery period.
- We held multiple Open Houses on both campuses hosted by staff who speak English, Spanish, Portuguese, and Crioulo, when available.
- Our website pop up windows for enrollment, information sessions and Open Houses available in multiple languages were provided.
- We advertised for several months on a local billboard that captures heavy vehicle traffic through the holidays towards the SouthCoast Marketplace, which is located on the south side of Fall River where our schools are located and where poverty is high.
- One challenge we continue to face is the selective and discriminatory enrollment practices of Diman Regional Vocational High School. They continue to rank applicants by grades, behavior and attendance, giving an unfair advantage to high performing applicants. As our Early College program continues to grow, we are seeing less applicants to Diman each year, but again those that do get in are our top performing, general education students.

List the school’s anticipated general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2025-26:

Given the successful recruitment activities of this past year, we will duplicate all recruitment activities and further develop additional strategies to reach English Language Learners

- We will continue to promote Argosy Collegiate on social media platforms.
- We will promote Argosy Collegiate on WSAR Education Spotlight radio program highlighting our non-selective enrollment practices, our Early College programming and our supports for all learners.
- We will acquire the mailing list of all grade eligible scholars in the district early in fall. We will repeat our successful direct mail marketing campaign highlighting enrollment and programming information in Spanish, Portuguese and English to all grade eligible students in grades 5-11 in the Fall River Public School system. Our most expansive mailer will include QR codes with videos of scholars speaking in English, French, Spanish and Portuguese about Argosy’s Early College program, scholar supports and athletics/enrichment. We will try to secure quality translations for Crioulo and Haitian Creole.
- Our office personnel will provide translation services by telephone regarding enrollment process and programmatic information in Spanish and Portuguese.
- Marketing will be distributed to local community based organizations including the Fall River YMCA, the Boys and Girls Club and CD Recreational.
- We will advertise on a local billboard in a high traffic area on the south side of Fall River, a high poverty area in the city, for two months during our primary lottery period.
- We will hold multiple Open Houses on both campuses hosted by staff who speak English, Spanish, Portuguese, and Crioulo, if available.
- Our website will be updated with pop up windows for enrollment, information sessions and Open Houses available in multiple languages were provided.
- We advertised for several months on a local billboard that captures heavy vehicle traffic through the holidays towards the SouthCoast Marketplace, which is located on the south side of Fall River where our schools are located and where poverty is high.

Recruitment Plan – 2025-26 Strategies

Students with disabilities

Charter School Dashboard data

School percentage: 23%

CI percentage: 16.5%

The school is **above** CI percentages

(b) Continued 2024-25 Strategies

- Send our information to every Fall River Public School grade eligible student so that every FRPS student with disabilities receives our lottery application information.
- Invite prospective families to attend Open Houses and information sessions to learn more about our inclusive program.
- Ensure student support staff are available at all Open Houses and information sessions.

Recruitment Plan – 2025-26 Strategies	
	<ul style="list-style-type: none"> Invite current Special Education Parent Advisory Council parents to share our information with their own networks of friends and families.
English Learners	
<p>Charter School Dashboard data</p> <p>School percentage: 14.1%</p> <p>CI percentage: 15.1%</p> <p>The school is <u>below</u> CI percentages</p>	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> We will distribute enrollment and programmatic marketing in Portuguese, Spanish, Crioulo and Haitian Creole, beginning in October of 2025. We expect to see the impact of this strategy in 1 year. Feature testimonials from English Learner scholars and/or their parents on our website and in our enrollment marketing. Create a designated section of the website for English Learners and their families highlighting the Early College program, student services to support English Learners, and for translated policies and enrollment docs, beginning in 2025/26. We will ensure that recruitment and enrollment events have Portuguese, Spanish, Crioulo and Haitian Creole translators.
Low income	
<p>Charter School Dashboard data</p> <p>School percentage: 70.9%</p> <p>CI percentage: 65%</p> <p>The school is <u>above</u> CI percentages</p>	<p>Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> Continue to send additional marketing to the Fall River Housing Authority to include in their rent envelopes. Continue to inform interested students and families that we are tuition-free, including our Early College program. Continue to include that we are a tuition free public school offering transportation for qualifying residences according to regulations. Continue to offer uniform support to families in need. Continue to inform all families that Argosy Collegiate provides all school supplies to all scholars in grades 6-8 and supports any scholar in grades 9-12 who needs assistance with school supplies.
<p><u>Students who are sub-proficient</u></p>	<p>Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> Make our lottery application and programmatic information available to our partners who provide tutoring and academic enrichment supports to our scholars such as A Great Time for Learning. Include time in our Open Houses and Information Sessions for questions and answers related to targeted supports for scholars during and after school.

Recruitment Plan – 2025-26 Strategies	
	<ul style="list-style-type: none"> • Targeting marketing that highlights supporting students who are struggling in their current school program.
<u>Students at risk of dropping out of school</u>	<p>Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • Outreach to this population included information on resources for students and families that support keeping students in school, including the student adjustment counselor, relationships with community and state organizations, etc.
<u>Students who have dropped out of school</u> <i>*Only schools serving students who are 16 and older</i>	<p>Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • ACCS’s enrollment policy was updated to allow enrollment applications to scholars in grades 10-12 in the 20/21 school year. • Outreach to this population included information on resources for students and families that support keeping students in school, as well as opportunities for continuing education programs in the Greater Fall River area. • Yearly notices are sent to scholars to reengage them in education opportunities available to them.

Retention Plan 2025-26

2024-25 Implementation Summary:
<p>Please list the successes and challenges of implementing strategies from the 2024-25 Retention Plan.</p> <ul style="list-style-type: none"> We fell short of our 90% retention goal and actually retained 88.3% of our scholars. While we will continue to focus on retaining our scholars in a variety of ways illustrated below, many scholars who withdrew did so due to relocation reasons. 44% of the scholars who withdrew from ACCS in the 24/25 school year, moved out of Fall River, out of state or out of the country. ACCS identified that we had an opportunity to better support scholars and families who join us mid-year so that all the information and supports put into place when enrolling scholars in the first couple of months of the school year as compared to mid-year are seamless. We anticipate this effort will yield stronger transitions into our program. Our Early College Department is developing a more comprehensive system for onboarding scholars and families beginning in 6th grade so 100% of our scholars and families are informed about the benefits of our Early College program. We anticipate this will positively To bolster academic achievement in our high school, we have invested in Yondr pouches for grades 9-12. Cell phones have increasingly become a major classroom distraction and certainly impacts learning time and engagement. Additionally, teachers and staff are losing time tending to cell phone violations as opposed to 100% of their time focused on instruction and supporting all learners. We anticipate that increased learning will result in higher college course engagement and higher retention rates.

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	90%

Retention Plan – 2025-26 Strategies	
Students with disabilities	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 14.8%</p> <p>1 Standard Deviation: 23.72%</p>	<p>(b) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> Continued commitment of employing high rates of school adjustment counselors to work with scholars with high social/emotional needs including two crisis counselors.

Retention Plan – 2025-26 Strategies	
<p>The school’s attrition is <u>below</u> 1 standard deviation.</p>	<ul style="list-style-type: none"> Continued efforts to build awareness of parents’ and scholar’ rights and access to the Early College program. Continued efforts to engage more of our parents/guardians of scholars with disabilities to attend SEPAC meetings and the Family Teacher Organization.
English learners Limited English-proficient students	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 20.80%</p> <p>1 Standard Deviation: 21.16%</p> <p>The school’s attrition is <u>below</u> 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> We continue to employ several staff members who speak Spanish and Portuguese to support translation and interpretation services. In 2025-2026, hiring committees will continue to prioritize candidates that represent our scholars’ population, including those candidates that speak Crioulo. The school has increased resources available to support building connections in the community with programs and organizations that serve EL populations. The school continues to grow its EL program. The school has allocated resources to allow for a part-time EL program coordinator, with experience of EL curriculum and EL instruction in urban settings, to provide greater feedback to all teachers regarding the incorporation of SEI strategies and language development strategies in all lessons. The school has also shifted its EL program to allow for one EL teacher per grade level. This model allows EL staff to work closely with grade level teachers to better support language development. This has been a challenging
Low Income	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 11.70%</p> <p>1 Standard Deviation: 21.85%</p> <p>The school’s attrition rate is <u>below</u> 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> Provide all necessary school materials (Chromebook, uniforms, school supplies) to all families. Our Attendance & Family Engagement Coordinator, whose primary role provides continued engagement opportunities to all families while prioritizing outreach to low income families.

Retention Plan – 2025-26 Strategies	
	<ul style="list-style-type: none"> • All scholars will continue to have access to enrichment and after school activities without financial barriers that might normally inhibit participation. • Argosy Collegiate provides transportation services to scholars who take college courses on the Bristol Community College campus to ensure full access and equity to the college-bearing coursework provided to our scholars free of cost, fees, or debt. • All scholars participate in many free enrichment program opportunities including field trips, college campus visits and career explorations. • Provide refreshments and child care to families during school meetings (conferences, attendance meetings, etc.).
<u>Students who are sub-proficient</u>	<p>(d) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • Differentiated instruction implementation has showed strong results for diverse learners. • Internal assessment data is collected using a tool with quick turnaround so that adjustments can be made quickly to support student achievement in the classroom. • Utilizing our Weekly Grade Pull reports, our Assistant Principals will communicate with families via phone calls, virtual meetings and in-person meetings to increase timely awareness of supports available to scholars and to keep parents/guardians of scholars who are sub-proficient engaged more frequently than parent teacher conference windows.
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • ACCS provides comprehensive support to scholars through school counselors including crisis counselors to support scholars’ social and emotional needs and to build strong relationships with families. These counselors have built strong networks within the community, including with community providers and agencies that can offer wrap-around supports. • ACCS employs two Restorative Justice Coordinators who support scholars who struggle with school culture norms and expectations but with a shifted proactive philosophy, shifting away from punitive measures for behaviors that are not conducive to learning and focusing on strategies

Retention Plan – 2025-26 Strategies	
	<p>for solving problems or conflicts through conversation. This program has been very successful resulting in improved behaviors and dramatically decreased disciplinary measures.</p> <ul style="list-style-type: none"> • With the success of our athletic program and expanded enrichment opportunities, our Athletic Director and Restorative Justice Coordinators make recommendations and encourage scholars to participate in sports and clubs to help engage them in the school community. • Utilizing our weekly Attendance Reports, our administrative team tracks scholars with trending attendance concerns to address truancy, conduct home visits when necessary, and create incentives for improved attendance.
<p><u>Students who have dropped out of school</u></p> <p><u>*Only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • Meeting with scholars who have dropped out to review opportunities to continue education in the Greater Fall River area • Facilitated communication between a scholars’ advisor, the scholar, and parent/guardian to investigate barriers to a scholar continuing his/her education • Annual phone calls to scholars who have dropped out Hold an annual dinner or other kind of event for scholars who have dropped out, to connect with them, hear about their situations, and possibly support them to re-enroll (depending on their age) or to re-engage with Hi-Set or other programs.
<p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> • All scholars who demonstrate a lack of academic progress or slow progress throughout the year are identified via NWEA MAP, which is administered three times annually and weekly academic grade pulls. This data inform communications home, invitations to meet, tutoring and academic supports with the school day, after school programming, and in intensive summer programming. • The Early College Department regularly connects with scholars who are not yet demonstrating readiness for college courses to discuss barriers and obstacles getting in the way of readiness. Academic supports, social/emotional supports and any additional supporting strategies are put into

Retention Plan – 2025-26 Strategies	
	place so that 100% of our scholars will access Early College programming as soon as they are eligible.

APPENDIX C: SCHOOL DATA TABLES

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2024-25 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Kristen Pavao	Founding Director (FD)	ED from 2/25/14 FD from 7/1/23	Current
Sunil Jagannath	Executive Director (ED)	Prev Role 8/1/15 ED from 7/1/23	Current
Callie Pope	Director of HR and Operations	2/14/22	Current
Monica Filgo	Middle School Principal	7/1/19	Current
Dr. Kristen Lima	High School Principal	Prev Role 8/1/19 7/1/23	Current
Dr. Michelle Carney	Director of Curriculum and Instruction for Humanities	7/1/2016	Current
Meagan Hughes	Director of Curriculum and Instruction for STEM	Prev Role 8/1/2017 7/1/2022	Current
Grace Szulak	MS Director of Student Services	Prev Role 3/10/2015 7/1/2023	Current
Kimberly Reynolds	HS Director of Student Services	Prev Role 11/2/2016 7/1/2023	Current
Christian Balasco	MS Assistant Principal	Prev Role 8/1/18 8/9/21	Current
Thomas Mylchreest	HS Assistant Principal	Prev Role 11/14/22 7/17/23	Current
Kelly Cassidy	MS Dean of Students	11/1/2020	Current

Administrative Roster During the 2024-25 School Year			
Christopher Oliver	HS Dean of Students	8/1/2023	Current
Jessica Mello-Campbell	Dean of Early College	Prev Role 8/5/2019 8/1/2021	Current
Holly Raposo	Dean of Early College	Prev Role 8/1/2017 8/1/2019	Current

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	61	11	7	1 retired, 4 resigned, 2 contract not renewed
Other Staff	47	2	3	1 resigned, 2 contract not-renewed (part-time positions moving to full-time)

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2024-25 School Year					
Link to Board Members					
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term	Final Year of Service Possible Based on Term Limits in Bylaws
Anne Tangen	Board Chair	Finance Committee	2	6/22-6/25 7/25-6/28	2034
Peter Panaggio	Treasurer	Finance Committee	1	4/23-6/26	2035
Renee Howayeck	Acting Vice Chair Secretary	Governance Chair Academic Achievement Committee	2	7/21-6/24 7/24-6/27	2033
Monique Campeau	Trustee	Academic Achievement Committee	1	2/25-2/28	2037
Emmanuel Ecchevaria	Trustee	Founding Director Evaluation and Compensation Committee Chair Academic Achievement Committee	1	2/24-6/27	2036
Diana Grady	Trustee	Academic Achievement Committee Chair Finance Committee	4	9/16-6/19 7/19-6/22 7/22-6/25 7/25-6/28	2028
Steve Kenyon	Trustee	Capital Outlay	4	7/16-6/19	2028

Board Membership During the 2024-25 School Year

[Link to Board Members](#)

				7/19-7/22 7/22-6/25 7/25-7/28	
Hanan Khamis	Trustee	Academic Achievement Committee	1	6/24-6/27	2036
Erin Riendeau	Trustee	Governance Committee	1	12/23-12/26	2035
Melanie Cordeiro	Trustee	Governance Committee	1	4/23-5/21/25 *Resigned	
Cynthia Michonski	Trustee	Finance Committee	1	4/23 -5/13/25 *Resigned	
Jared Mota	Trustee	Finance Committee	1	6/24 - 10/31/24 *Resigned	

[Link to ACCS Board of Trustee and Committee Meeting Notices](#)

APPENDIX D: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions

Argosy Collegiate Charter School is operating with no conditions on its' charter.

Complaints

The board of trustees received no complaints during the 2024-2025 school year.

[Board of Trustees Contact Information](#)

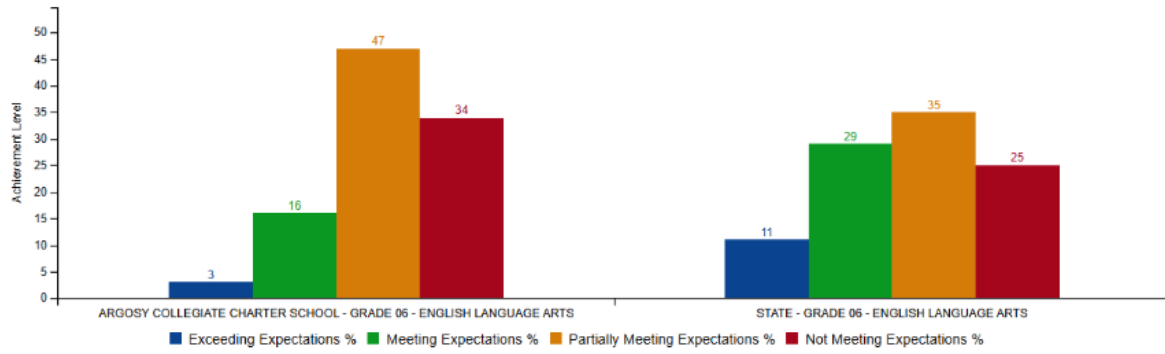
APPENDIX E: DATA TABLES

Table 5.1: ACCS 2024 MCAS Achievement Percentiles

MCAS Tests 2024
Percent of Students at Each Achievement Level for Argosy Collegiate Charter School

Data Last Updated September 24, 2024.

[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 06 - ENGLISH LANGUAGE ARTS	19	40	3	11	16	29	47	35	34	25	102	100	480	36	95	22
GRADE 06 - MATHEMATICS	25	40	1	7	24	33	56	43	19	17	101	100	487	43	95	31
GRADE 07 - ENGLISH LANGUAGE ARTS	9	36	0	6	9	30	57	42	34	22	101	99	475	39	99	14
GRADE 07 - MATHEMATICS	9	37	1	8	8	30	60	44	31	19	102	100	477	39	100	15
GRADE 08 - ENGLISH LANGUAGE ARTS	14	43	0	11	14	32	47	34	40	24	101	99	477	46	97	15
GRADE 08 - MATHEMATICS	17	38	0	8	17	31	54	42	29	19	101	100	481	56	97	23
GRADE 08 - SCIENCE AND TECH/ENG	19	39	0	6	19	34	50	41	31	20	101	100	481	N/A	N/A	24
GRADE 10 - ENGLISH LANGUAGE ARTS	35	57	9	14	26	43	43	31	22	12	74	100	493	58	58	21
GRADE 10 - MATHEMATICS	30	48	4	12	26	36	57	39	14	13	74	100	491	55	58	26
GRADE 10 - SCIENCE	22	49	0	12	22	37	70	40	8	11	63	100	485	N/A	N/A	17
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	14	39	1	7	13	32	50	40	36	21	304	99	478	40	291	10
GRADES 03 - 08 - MATHEMATICS	17	41	1	8	16	33	57	42	26	18	304	100	482	46	292	17
GRADES 05 & 08 - SCIENCE AND TECH/ENG	19	42	0	6	19	36	50	38	31	20	101	100	481	N/A	N/A	18

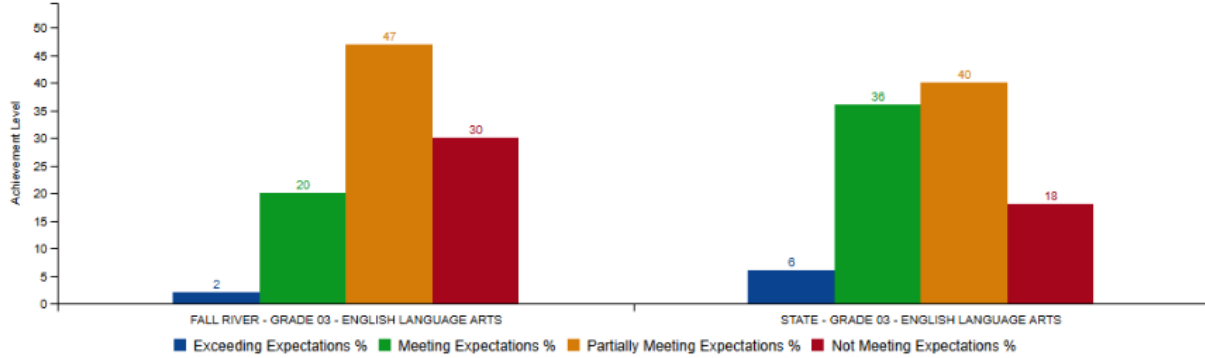
Table 5.2: FRPS 2024 MCAS Achievement Percentiles

MCAS Tests 2024
Percent of Students at Each Achievement Level for Fall River



Data Last Updated September 24, 2024.

[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	District	State	District	State	District	State	District	State	District	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	22	42	2	6	20	36	47	40	30	18	804	99	483	N/A	N/A
GRADE 03 - MATHEMATICS	24	44	3	10	21	35	42	35	33	20	809	100	483	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	20	37	2	4	18	32	48	45	32	19	883	100	482	48	756
GRADE 04 - MATHEMATICS	30	46	4	8	26	38	42	38	28	16	887	100	486	50	767
GRADE 05 - ENGLISH LANGUAGE ARTS	21	38	2	6	18	32	50	46	30	16	859	100	483	50	761
GRADE 05 - MATHEMATICS	19	40	1	6	18	34	56	46	25	14	860	100	484	45	764
GRADE 05 - SCIENCE AND TECH/ENG	23	45	2	7	21	37	42	36	35	20	856	99	482	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	14	40	1	11	13	29	39	35	47	25	746	99	475	40	643
GRADE 06 - MATHEMATICS	16	40	1	7	15	33	50	43	34	17	753	99	480	40	646
GRADE 07 - ENGLISH LANGUAGE ARTS	15	36	2	6	14	30	42	42	42	22	797	99	477	50	679
GRADE 07 - MATHEMATICS	11	37	1	8	10	30	44	44	45	19	795	99	475	44	677
GRADE 08 - ENGLISH LANGUAGE ARTS	24	43	4	11	20	32	34	34	42	24	767	98	480	51	678
GRADE 08 - MATHEMATICS	16	38	2	8	13	31	41	42	43	19	774	98	478	44	685
GRADE 08 - SCIENCE AND TECH/ENG	12	39	1	6	11	34	40	41	49	20	771	98	474	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	31	57	3	14	28	43	39	31	30	12	715	96	487	45	536
GRADE 10 - MATHEMATICS	15	48	2	12	12	36	47	39	38	13	703	97	480	34	527
GRADE 10 - SCIENCE	17	49	3	12	15	37	53	40	30	11	597	99	480	N/A	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	20	39	2	7	17	32	44	40	37	21	4,856	99	480	48	3,517
GRADES 03 - 08 - MATHEMATICS	20	41	2	8	17	33	46	42	35	18	4,878	99	481	45	3,539
GRADES 05 & 08 - SCIENCE AND TECH/ENG	18	42	1	6	16	36	41	38	42	20	1,627	99	478	N/A	N/A

Table 5.3: ACCS 2024 MCAS Subpopulation Achievement

2024 MCAS Results by Student Group by Grade and Subject



More about the data
Data Last Updated on September 24, 2024

Student Group	GRADE LEVEL 06 - ENGLISH LANGUAGE ARTS																	
	Students Included #	Part Rate %	District				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	State				Avg. Scaled Score	SGP	Included in Avg. SGP (#)		
			%	E	M	PM				NM	%	E	M				PM	NM
Accountability Student Groups																		
Students w/ Disabilities	22	100	0	0	32	68	483	44	20	14,851	98	1	0	32	58	470	47	13,512
EL and Former EL	31	100	0	0	48	45	474	43	29	13,120	99	3	15	38	48	476	49	11,700
Low Income	79	100	3	14	43	41	477	37	72	29,374	99	4	17	30	41	479	46	28,993
High Needs	88	100	2	13	48	38	478	37	81	38,371	99	4	18	30	40	480	48	35,327
African Amer./Black	13	100	16	23	31	31	491		12	6,176	99	5	20	30	37	483	48	5,023
Amer. Ind. or Alaska Nat.	1								1	138	99	7	21	30	37	485	51	127
Asian	3								3	5,025	99	28	38	26	11	510	57	4,725
Hispanic/Latino	27	100	0	16	48	37	477	44	23	16,062	99	4	16	37	44	478	46	14,703
Multi-Race, Non-Hisp./Lat.	6								6	3,080	99	10	32	32	21	499	51	2,900
White	52	100	2	17	52	29	483	35	50	35,437	99	13	35	30	17	499	51	33,070
Other Student Groups																		
Male	43	100	0	7	46	44	474	35	41	33,888	99	8	27	37	29	489	48	31,700
Female	58	100	5	22	45	28	485	37	53	32,083	99	14	31	34	21	497	52	30,328
Title I	102	100	3	16	47	34	480	36	95	29,228	99	6	21	38	35	484	48	27,874
Non-Disabled	80	100	4	20	51	25	485	34	75	51,119	99	14	35	30	15	500	51	48,585
Non-Low Income	23	100	4	22	61	13	492	32	23	36,599	99	17	38	33	12	504	53	35,145
EL	13	100	0	0	23	77	490		12	5,504	98	0	2	18	80	458	46	4,242
Former EL	18	100	0	11	67	22	484		17	7,616	99	5	24	40	22	489	51	7,478
Ever EL	31	100	0	6	48	46	474	43	29	15,262	99	5	17	36	42	479	50	13,782
Homeless	1								1	1,522	98	1	9	31	58	469	45	1,181
All Students																		
2024	102	100	3	16	47	34	480	36	95	65,999	99	11	29	35	25	493	50	62,102

Student Group	GRADE LEVEL 06 - MATHEMATICS																	
	Students Included #	Part Rate %	District				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	State				Avg. Scaled Score	SGP	Included in Avg. SGP (#)		
			%	E	M	PM				NM	%	E	M				PM	NM
Accountability Student Groups																		
Students w/ Disabilities	22	100	0	0	32	68	471	37	20	14,803	98	1	11	44	44	477	45	13,461
EL and Former EL	31	100	0	20	52	19	489	50	29	13,159	99	3	19	48	31	484	50	12,167
Low Income	78	100	1	18	56	24	484	43	72	29,401	99	2	18	50	29	484	47	27,299
High Needs	87	100	1	21	56	22	488	43	81	38,388	99	2	20	50	28	485	48	36,726
African Amer./Black	12	100	8	17	42	33	498		12	6,169	99	2	19	50	29	484	49	5,695
Amer. Ind. or Alaska Nat.	1								1	140	100	4	22	46	29	485	44	129
Asian	3								3	5,032	100	28	46	22	5	515	60	4,782
Hispanic/Latino	27	100	0	30	52	19	487	46	23	16,060	99	2	17	50	31	483	47	14,621
Multi-Race, Non-Hisp./Lat.	6								6	3,075	99	10	37	37	18	498	50	2,883
White	52	100	0	25	60	15	488	42	50	35,411	99	8	41	41	10	500	50	34,029
Other Student Groups																		
Male	43	100	0	19	58	23	484	40	41	33,908	99	8	33	41	18	495	48	31,953
Female	57	100	2	26	56	16	489	44	53	32,045	99	7	33	44	16	495	52	30,592
Title I	101	100	1	24	56	19	487	43	95	29,934	99	3	23	46	25	487	48	28,136
Non-Disabled	79	100	1	28	63	8	492	44	75	51,180	99	9	40	42	9	500	51	46,042
Non-Low Income	23	100	0	43	57	0	495	42	23	36,582	99	12	46	36	7	504	52	35,294
EL	13	100	0	31	31	38	484		12	5,552	99	0	5	40	54	471	47	4,663
Former EL	18	100	0	28	67	6	493		17	7,617	100	4	29	53	14	493	52	7,604
Ever EL	31	100	0	29	52	19	489	50	29	15,313	99	4	21	46	28	486	51	14,234
Homeless	1								1	1,545	99	1	10	46	44	476	47	1,248
All Students																		
2024	101	100	1	24	56	19	487	43	95	66,019	99	7	33	43	17	495	50	62,507

GRADE LEVEL 07 - ENGLISH LANGUAGE ARTS																		
Student Group	District								State									
	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
			E	M	PM	NM						E	M	PM	NM			
Accountability Student Groups																		
Students w/ Disabilities	27	100	0	0	41	50	461	35	25	14,001	07	1	8	37	55	470	45	13,242
EL and Former EL	37	100	0	3	58	30	473	37	37	12,167	00	1	11	43	45	474	50	10,727
Low Income	78	99	0	0	58	33	476	40	76	20,705	08	2	16	45	37	480	47	27,248
High Needs	90	99	0	8	50	33	475	41	88	38,152	08	2	16	45	36	480	48	35,063
African Amer./Black	13	100	0	15	54	31	477		13	6,311	00	2	19	48	31	482	50	5,771
Amer. Ind. or Alaska Nat.	1								1	168	07	1	22	49	28	484	49	155
Asian	3								3	4,633	00	18	44	28	10	507	50	4,615
Hispanic/Latino	19	100	0	5	53	32	471		19	16,251	00	2	16	43	39	478	48	14,800
Multi-Race, Non-Hisp./Lat.	0	00							0	2,085	08	10	33	38	19	400	50	2,817
Nat. Haw. or Pacif. Isl.	1								1	72	07	8	26	39	26	491	48	64
White	55	100	0	9	58	33	478	39	53	35,949	09	7	36	42	15	496	50	34,534
Other Student Groups																		
Male	48	98	0	4	53	33	475	39	48	34,316	00	5	27	42	28	488	49	32,136
Female	50	100	0	13	53	35	476	40	53	32,300	09	8	33	41	18	495	51	30,549
Title I	101	99	0	9	57	34	475	39	99	28,050	09	3	19	48	32	483	49	27,040
Non-Disabled	74	99	0	12	64	24	481	41	74	52,068	09	8	36	43	13	497	51	49,504
Non-Low Income	23	100	0	9	57	36	475	38	23	38,952	09	10	40	39	11	501	52	35,598
EL	13	100	0	0	38	62	460		13	8,851	08	0	1	25	73	450	48	4,255
Former EL	24	100	0	4	83	13	480	35	24	6,319	09	2	20	58	20	487	52	6,171
Ever EL	38	100	0	5	66	29	474	38	38	15,179	09	3	17	42	38	479	51	13,999
Foster	1								1	474	05	1	11	30	49	473	44	418
Homeless	2								2	1,457	07	1	9	35	55	459	48	1,155
All Students																		
2024	101	99	0	9	57	34	475	39	99	60,592	09	6	30	42	22	491	50	62,854

GRADE LEVEL 07 - MATHEMATICS																		
Student Group	District								State									
	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
			E	M	PM	NM						E	M	PM	NM			
Accountability Student Groups																		
Students w/ Disabilities	27	100	0	0	44	56	464	39	25	14,590	07	1	9	44	46	474	47	13,224
EL and Former EL	37	100	0	3	68	30	475	33	37	12,165	09	2	13	48	37	478	49	11,065
Low Income	79	100	1	8	57	35	476	39	77	26,859	08	2	15	51	32	481	48	27,488
High Needs	91	100	1	5	50	33	476	40	89	38,108	08	2	16	51	31	482	49	35,376
African Amer./Black	13	100	0	0	54	46	475		13	6,311	09	2	17	52	30	482	49	5,788
Amer. Ind. or Alaska Nat.	1								1	167	07	5	20	51	25	486	50	155
Asian	3								3	4,638	100	32	39	23	8	515	58	4,665
Hispanic/Latino	19	100	0	5	58	28	475		19	16,241	09	2	15	50	34	480	48	15,063
Multi-Race, Non-Hisp./Lat.	10	100	0	20	40	40	477		10	2,681	08	12	32	40	17	497	51	2,819
Nat. Haw. or Pacif. Isl.	1								1	72	09	11	25	40	24	493	53	65
White	55	100	2	9	60	29	478	38	53	35,992	09	8	37	43	12	498	50	34,541
Other Student Groups																		
Male	47	100	2	8	58	25	461	40	47	34,330	09	8	30	42	19	494	51	32,328
Female	50	100	0	9	53	38	474	38	53	32,333	09	7	29	48	18	493	49	30,599
Title I	100	100	1	8	60	31	477	39	100	28,095	09	3	19	51	28	483	49	27,178
Non-Disabled	75	100	1	11	65	23	482	39	75	52,020	09	10	35	44	11	498	51	49,382
Non-Low Income	23	100	0	13	70	17	482	38	23	38,841	09	13	41	38	9	503	52	35,530
EL	13	100	0	0	46	54	465		13	8,876	09	0	4	39	57	458	47	4,269
Former EL	24	100	0	4	79	17	478	31	24	6,319	09	4	21	55	19	487	51	6,108
Ever EL	38	100	0	3	66	32	479	33	38	15,209	09	4	17	47	32	483	50	14,002
Foster	1								1	495	03	1	9	42	49	474	45	410
Homeless	2								2	1,475	08	1	8	42	49	472	45	1,198
All Students																		
2024	100	100	1	8	60	31	477	39	100	60,639	09	8	30	44	19	493	50	63,064






GRADE LEVEL 08 - ENGLISH LANGUAGE ARTS																		
Student Group	District								State									
	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
			E	M	PM	NM						E	M	PM	NM			
Accountability Student Groups																		
Students w/ Disabilities	23	98	0	0	35	65	463	41	22	14,216	98	1	10	33	66	471	46	12,795
EL and Former EL	41	98	0	10	39	61	471	48	37	10,998	98	1	12	34	62	472	50	9,876
Low Income	80	99	0	13	44	44	475	46	76	20,494	98	4	20	37	39	481	48	27,018
High Needs	88	99	0	13	44	43	474	46	84	37,397	98	4	20	38	39	481	48	34,282
African Amer./Black	17	100	0	12	35	53	474		15	6,412	98	4	22	40	34	483	50	5,343
Asian	1								1	4,913	99	28	41	22	10	512	58	4,054
Hispanic/Latino	31	97	0	6	45	48	471	40	26	18,156	98	4	19	36	41	479	49	14,791
Multi-Race, Non-Hisp./Lat.	8								8	2,886	98	17	32	31	21	468	50	2,720
White	44	100	0	18	50	32	480	50	44	36,458	98	13	38	33	16	499	40	36,060
Other Student Groups																		
Male	62	100	0	13	40	47	473	45	58	34,518	98	8	28	35	29	489	47	32,476
Female	39	98	0	15	56	28	482	47	39	32,365	98	15	35	32	18	499	53	30,850
Title 1	101	99	0	14	47	40	477	46	97	28,311	98	5	23	37	34	484	49	26,333
Non-Disabled	78	100	0	18	50	32	481	47	75	52,780	99	14	37	34	15	500	51	50,448
Non-Low Income	21	100	0	10	57	24	485	46	21	37,502	99	17	41	31	12	504	51	36,226
EL	23	98	0	4	26	70	464	45	21	5,931	97	0	2	22	76	459	47	4,647
Former EL	18	100	0	17	56	28	481		18	5,087	99	3	24	48	25	486	53	4,829
Ever EL	46	98	0	13	40	47	474	50	41	15,477	98	5	20	34	41	480	51	13,952
Homeless	3								3	1,475	98	2	11	31	56	470	48	1,136
All Students																		
2024	101	99	0	14	47	40	477	46	97	87,026	98	11	32	34	24	494	50	83,251

GRADE LEVEL 08 - MATHEMATICS																		
Student Group	District								State									
	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
			E	M	PM	NM						E	M	PM	NM			
Accountability Student Groups																		
Students w/ Disabilities	23	100	0	4	35	61	469	51	22	14,130	98	1	9	42	48	475	46	12,729
EL and Former EL	41	100	0	15	49	37	478	50	37	11,021	99	2	13	45	41	478	51	9,783
Low Income	80	100	0	13	59	29	480	50	76	20,426	98	2	17	48	33	482	48	27,114
High Needs	88	100	0	14	57	30	480	50	84	37,320	98	2	17	48	32	483	49	34,408
African Amer./Black	17	100	0	18	29	53	477		15	6,398	98	2	18	48	32	483	51	5,880
Asian	1								1	4,929	100	31	42	22	8	516	57	4,709
Hispanic/Latino	31	100	0	16	52	32	478	55	26	18,140	98	2	18	47	35	481	48	14,819
Multi-Race, Non-Hisp./Lat.	8								8	2,882	98	11	32	38	16	497	50	2,713
White	44	100	0	14	64	23	481	54	44	36,401	98	8	38	42	12	498	49	36,069
Other Student Groups																		
Male	62	100	0	18	50	32	481	57	58	34,491	98	8	30	41	20	494	48	32,819
Female	39	100	0	15	62	23	481	56	39	32,323	98	7	31	44	18	494	52	30,705
Title 1	101	100	0	17	54	29	481	56	97	28,302	98	3	20	48	29	484	49	26,404
Non-Disabled	78	100	0	21	60	19	484	57	75	52,792	99	9	37	42	12	499	51	50,814
Non-Low Income	21	100	0	33	38	29	485	57	21	37,493	99	12	42	36	8	503	51	36,229
EL	23	100	0	9	39	52	473	57	21	5,955	99	0	5	37	58	489	48	4,853
Former EL	18	100	0	22	61	17	485		18	5,086	99	4	22	54	20	488	54	4,630
Ever EL	46	100	0	16	51	33	479	62	41	16,493	99	5	20	44	32	485	52	14,148
Homeless	3								3	1,475	97	1	9	43	47	475	47	1,169
All Students																		
2024	101	100	0	17	54	29	481	56	97	86,953	98	8	31	42	19	494	50	83,348

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																		
Student Group	District								State									
	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
			E	M	PM	NM						E	M	PM	NM			
Accountability Student Groups																		
Students w/ Disabilities	22	100	0	9	45	45	475		15	13,124	95	2	19	45	34	483	44	10,061
EL and Former EL	32	100	3	22	38	38	484	57	23	8,338	96	1	13	38	48	474	48	4,019
Low Income	61	100	10	23	43	25	491	58	48	29,914	97	8	32	40	23	492	47	24,542
High Needs	70	100	9	26	43	23	492	58	55	38,931	97	5	32	41	23	492	47	30,180
African Amer./Black	15	100	7	13	67	13	491		12	6,738	97	7	35	40	18	495	46	5,580
Asian	2								2	5,231	99	32	47	16	5	519	55	4,650
Hispanic/Latino	25	100	8	20	40	32	487	59	20	16,870	97	5	31	38	26	490	47	13,409
Multi-Race, Non-Hisp./Lat.	2								2	2,785	98	17	44	30	9	507	50	2,418
White	30	100	7	37	40	17	497	61	22	38,130	98	17	49	28	7	509	51	34,747
Other Student Groups																		
Male	34	100	6	24	47	24	490	53	23	35,952	98	11	40	34	15	500	50	31,122
Female	40	100	13	28	40	20	496	62	35	33,702	98	18	45	27	9	508	50	29,914
Title I	74	100	9	26	43	22	493	58	58	28,807	97	7	36	38	19	495	48	22,557
Non-Disabled	52	100	13	33	42	12	501	63	43	58,851	99	17	46	27	8	508	51	50,035
Non-Low Income	13	100	8	38	48	8	504		10	40,081	99	20	51	24	5	513	52	38,854
EL	19	100	0	33	67	0	487		12	5,738	95	0	3	32	65	495	44	2,680
Former EL	14	100	7	50	43	0	506		11	2,802	98	4	35	50	10	495	53	2,259
Ever EL	33	100	10	18	41	31	489	61	30	16,206	97	7	30	35	28	490	49	12,514
Homeless	1								1	1,544	95	2	20	32	47	477	44	842
All Students 2024																		
	74	100	9	28	43	22	493	58	58	69,975	98	14	43	31	12	504	50	60,995

GRADE LEVEL 10 - MATHEMATICS																		
Student Group	District								State									
	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Students Included #	Part. Rate %	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)
			E	M	PM	NM						E	M	PM	NM			
Accountability Student Groups																		
Students w/ Disabilities	22	100	0	9	73	18	481		15	12,982	95	2	13	51	35	481	47	10,813
EL and Former EL	32	100	3	19	53	25	485	60	23	8,238	96	2	12	48	40	479	46	4,900
Low Income	61	100	3	18	62	16	488	52	48	29,553	96	4	23	50	23	488	46	24,065
High Needs	70	100	3	24	59	14	490	54	55	38,567	96	4	23	51	23	488	47	29,878
African Amer./Black	15	100	0	27	53	20	483		12	6,704	97	3	24	52	21	488	47	5,540
Asian	2								2	5,224	99	42	37	17	4	523	55	4,640
Hispanic/Latino	25	100	0	24	60	16	488	54	20	16,682	95	3	22	50	25	485	45	13,307
Multi-Race, Non-Hisp./Lat.	2								2	2,745	97	16	35	39	10	503	49	2,388
White	30	100	3	27	60	10	493	57	22	37,951	98	14	44	35	7	505	52	34,557
Other Student Groups																		
Male	34	100	6	29	59	6	494	55	23	35,630	98	14	35	38	14	501	51	30,060
Female	40	100	3	23	55	20	488	53	35	33,994	98	11	37	40	11	500	49	29,404
Title I	74	100	4	25	57	14	491	55	58	26,303	97	4	27	49	20	490	46	22,377
Non-Disabled	52	100	6	33	50	12	495	57	43	58,558	98	15	41	36	7	504	51	49,811
Non-Low Income	13	100	8	32	31	0	508		10	39,985	99	19	45	31	5	509	53	38,559
EL	19	100	0	6	50	44	475		12	5,831	95	0	5	42	53	472	42	2,848
Former EL	14	100	7	35	57	0	500		11	2,808	98	6	28	53	13	493	52	2,254
Ever EL	33	100	6	21	54	21	489	61	30	16,145	97	8	23	45	25	490	48	12,458
Homeless	1								1	1,537	94	1	11	40	42	477	41	835
All Students 2024																		
	74	100	4	25	57	14	491	55	58	69,538	98	12	36	39	13	500	50	60,824

Table 5.4: 2024-2025 Early College Program Data

    		Academic Performance Dashboard Updated 6/26/2025				
Year 11 - 2024/2025						
ACCHS Early College						
ACCHS % of HS Students Enrolled in Early College Courses						
	<i># of HS Scholars</i>	<i># of Courses</i>	<i>Summer</i>	<i># of Courses</i>	<i>Sem. 1</i>	<i>Sem. 2</i>
2024-2025	258	1	7.4%, 19n	26	51.5%, 137n	63.2% (163n)
2023-2024	248	5	6.9%, 19n	22	46.8%, 116n	48.7%, 121n
2022-2023	234	1	3.8%, 9n	14	52.1%, 122n	36.8%, 86n
ACCHS Graduating Class: Number of College Credits Earned						
	<i># in Graduating Class</i>	<i>0 Credits</i>	<i>1-9 Credits</i>	<i>10-20 Credits</i>	<i>21+ Credits</i>	
2024-2025	42	0	12	14	16	
2023-2024	48	0	31	3	14	
2022-2023	47	20	4	8	15	

Early College Credits Earned, by Grade Level										
	24-25				23-24				22-23	
	Per Credit Cost: \$243				Per Credit Cost: \$231				Per Credit Cost: \$220	
	<i># in Grade</i>	<i>% enrolled in EC classes</i>	<i># of credits possible</i>	<i># of credits earned</i>	<i># in Grade</i>	<i>% enrolled in EC classes</i>	<i># of credits possible</i>	<i># of credits earned</i>	<i># of credits possible</i>	<i># of credits earned</i>
9	84	48.8% (41)	264	261	83	47.0% (39)	267	255	374	349
10	67	61.2% (41)	327	318	75	44.0% (33)	205	205	104	102
11	65	70.8% (46)	654	642	42	64.3% (27)	276	273	139	133
12	42	100% (42)	574	565	48	91.7% (44)	429	422	419	368
Total	258	65.9%(170)	1819	1786	248	57.7%(143)	1177	1155	1036	952

EC Gradebook: % of all EC Classes Being Passed						
	24-25		23-24		22-23	
	Per Credit Cost:		Per Credit Cost: \$231		Per Credit Cost: \$220	
	<i>n</i>	% classes being passed	<i>n</i>	% classes being passed	<i>n</i>	% classes being passed
Total	170	98.2%	146	98.2%	130	89.8%
Male	82	98.2%	82	98.6%	61	88.1%
Female	87	98.1%	63	97.8%	69	91.3%
Non-Binary	1	100.0%	1	100.0%	0	N/A
ELL	24	95.0%	27	95.8%	16	79.4%
Special Ed.	28	100.0%	33	94.2%	17	84.9%
Dual	12	100.0%	16	90.9%	5	88.9%
504	26	97.0%	13	97.1%	7	89.3%
African American	33	96.6%	23	97.9%	23	91.7%
Latino	44	96.6%	34	95.8%	27	83.9%
White	77	98.8%	33	99.1%	81	89.6%
Asian	6	100.0%	5	100.0%	5	95.8%
Am. Ind/Alask. Native	2	100.0%	2	100.0%	2	100.0%
Nat. Haw/Pac Island.	0	N/A	0	N/A	2	100.0%
Other- Non Hispanic	8	100.0%	5	100.0%		

ACCHS 11/12th Scholars who Completed Advanced Courses				
	# of 11/12th	# Completed	% Completed	Target
2024-2025	107	91	85.1%	81.30%
2023-2024	98	75	76.5%	60.10%
2022-2023	98	55	56.1%	76.90%

Table 5.5: 2024-2025 MS and HS Gradebook Data






    		Academic Performance Dashboard				
		Updated EOY				
Year 11 - 2024/2025						
ACADEMIC DATA						
ACCS Gradebook: % of MS ELA Classes Being Passed						
	n	End of Q1	End of Q2	End of Q3	End of Q4	
Total %	308	92.4%	93.6%	93.2%	95.1%	
Male	136	90.0%	89.7%	91.2%	92.8%	
Female	171	94.3%	96.5%	95.9%	97.7%	
Non-Binary	1	100.0%	100.0%	100.0%	0.0%	
ELL	38	84.6%	84.2%	86.8%	89.5%	
Special Ed.	61	83.3%	88.7%	91.8%	88.5%	
Dual	11	90.9%	90.9%	90.9%	91.7%	
504	40	88.9%	89.5%	87.5%	92.3%	
African American	48	98.0%	93.8%	93.8%	93.8%	
Latino	71	94.5%	95.8%	93.0%	97.1%	
White	154	89.9%	92.3%	93.5%	94.1%	
Asian	12	100.0%	100.0%	100.0%	100.0%	
Other- Non Hispanic	19	85.0%	91.3%	94.7%	94.7%	
Am. Ind/Alask. Native	2	100.0%	100.0%	100.0%	100.0%	
Nat. Haw/Pac Island.	2	100.0%	100.0%	100.0%	100.0%	
ACCS Gradebook: % of MS Math Classes Being Passed						
	n	End of Q1	End of Q2	End of Q3	End of Q4	
Total %	308	91.5%	94.2%	94.8%	96.4%	
Male	136	87.9%	91.2%	91.2%	94.1%	
Female	171	94.8%	96.5%	97.7%	96.4%	
Non-Binary	1	50.0%	100.0%	100.0%	0.0%	
ELL	38	76.9%	84.2%	84.2%	89.5%	
Special Ed.	61	81.8%	90.3%	93.4%	88.5%	
Dual	11	81.8%	90.9%	90.9%	83.3%	
504	40	94.4%	89.5%	90.0%	94.9%	
African American	48	85.7%	93.8%	91.7%	97.9%	
Latino	71	87.7%	94.4%	95.8%	97.1%	
White	154	93.7%	93.6%	94.8%	95.4%	
Asian	12	100.0%	100.0%	100.0%	100.0%	
Other- Non Hispanic	19	95.0%	94.7%	94.7%	94.7%	
Am. Ind/Alask. Native	2	100.0%	100.0%	100.0%	100.0%	
Nat. Haw/Pac Island.	2	100.0%	100.0%	100.0%	100.0%	
ACCS Gradebook: % of MS STEM Classes Being Passed						
	n	End of Q1	End of Q2	End of Q3	End of Q4	
Total %	308	97.8%	97.4%	97.4%	97.7%	
Male	136	95.7%	95.6%	94.9%	95.6%	
Female	171	99.4%	98.8%	99.4%	99.4%	
Non-Binary	1	100.0%	100.0%	100.0%	100.0%	
ELL	38	97.4%	97.4%	94.7%	94.7%	
Special Ed.	61	92.4%	91.9%	91.8%	93.4%	
Dual	11	90.9%	90.9%	90.9%	91.7%	
504	40	94.4%	94.7%	95.0%	94.9%	
African American	48	95.9%	97.9%	97.9%	97.9%	
Latino	71	100.0%	98.6%	98.6%	98.6%	
White	154	97.5%	96.8%	96.8%	97.4%	
Asian	12	100.0%	100.0%	100.0%	100.0%	
Other- Non Hispanic	19	95.0%	94.7%	94.7%	94.7%	
Am. Ind/Alask. Native	2	100.0%	100.0%	100.0%	100.0%	
Nat. Haw/Pac Island.	2	100.0%	100.0%	100.0%	100.0%	
ACCS Gradebook: % of MS History Classes Being Passed						
	n	End of Q1	End of Q2	End of Q3	End of Q4	
Total %	308	98.1%	98.1%	98.4%	98.4%	
Male	136	97.9%	97.1%	97.8%	97.0%	
Female	171	98.3%	98.8%	98.8%	99.4%	
Non-Binary	1	100.0%	100.0%	100.0%	100.0%	
ELL	38	100.0%	97.4%	97.4%	97.4%	
Special Ed.	61	93.9%	95.2%	95.1%	96.7%	
Dual	11	100.0%	100.0%	100.0%	100.0%	
504	40	97.2%	94.7%	97.5%	94.9%	
African American	48	98.0%	100.0%	100.0%	100.0%	
Latino	71	98.6%	97.2%	97.2%	98.6%	
White	154	98.1%	98.1%	96.7%	98.0%	
Asian	12	100.0%	100.0%	100.0%	100.0%	
Other- Non Hispanic	19	95.0%	94.7%	94.7%	94.7%	
Am. Ind/Alask. Native	2	100.0%	100.0%	100.0%	100.0%	
Nat. Haw/Pac Island.	2	100.0%	100.0%	100.0%	100.0%	
ACCS Gradebook: % of HS ELA Classes Being Passed						
	n	Mid Sem 1	End of S1	Mid Sem 2	End of S2	
Total %	192	71.6%	72.8%	71.4%	87.2%	
Male	108	63.0%	60.8%	62.0%	79.8%	
Female	83	81.8%	87.4%	83.1%	96.4%	
Non-Binary	1	100.0%	100.0%	100.0%	100.0%	
ELL	35	72.2%	58.3%	60.0%	80.0%	
Special Ed.	51	52.7%	49.1%	49.0%	72.0%	
Dual	18	83.2%	44.4%	80.0%	73.2%	
504	21	66.7%	71.4%	47.6%	87.0%	
African American	37	74.4%	74.4%	75.7%	86.5%	
Latino	67	77.3%	75.8%	74.6%	89.2%	
White	74	87.5%	68.4%	67.6%	83.6%	
Asian	4	100.0%	100.0%	75.0%	100.0%	
Other- Non Hispanic	9	50.0%	66.7%	55.6%	100.0%	
Am. Ind/Alask. Native	1	0.0%	100.0%	100.0%	100.0%	
Nat. Haw/Pac Island.	0	N/A	N/A	N/A	N/A	
ACCS Gradebook: % of HS Math Classes Being Passed						
	n	Mid Sem 1	End of S1	Mid Sem 2	End of S2	
Total %	248	81.4%	84.4%	83.1%	90.5%	
Male	132	74.4%	79.6%	78.8%	87.6%	
Female	115	89.1%	89.7%	87.8%	93.8%	
Non-Binary	1	100.0%	100.0%	100.0%	100.0%	
ELL	41	71.4%	71.4%	70.7%	80.5%	
Special Ed.	65	68.1%	71.4%	67.7%	78.7%	
Dual	34	64.0%	70.8%	70.8%	78.3%	
504	39	76.7%	76.7%	73.3%	94.3%	
African American	52	83.0%	83.0%	86.5%	90.2%	
Latino	74	83.6%	87.7%	81.1%	91.7%	
White	104	78.7%	83.0%	82.7%	88.4%	
Asian	6	100.0%	100.0%	100.0%	100.0%	
Other- Non Hispanic	19	81.8%	80.0%	80.0%	100.0%	
Am. Ind/Alask. Native	2	50.0%	50.0%	50.0%	100.0%	
Nat. Haw/Pac Island.	0	N/A	N/A	N/A	N/A	
ACCS Gradebook: % of HS STEM Classes Being Passed						
	n	Mid Sem 1	End of S1	Mid Sem 2	End of S2	
Total %	234	84.2%	91.6%	85.7%	90.6%	
Male	124	81.8%	88.1%	81.5%	86.2%	
Female	109	86.8%	95.5%	89.9%	90.6%	
Non-Binary	1	100.0%	100.0%	100.0%	100.0%	
ELL	38	76.9%	92.3%	81.6%	92.1%	
Special Ed.	60	77.3%	89.1%	78.3%	83.9%	
Dual	21	81.8%	95.2%	90.5%	95.0%	
504	38	75.0%	85.7%	81.1%	87.9%	
African American	52	86.8%	94.3%	84.6%	94.1%	
Latino	69	87.3%	97.2%	91.3%	92.9%	
White	95	82.7%	86.6%	83.2%	86.2%	
Asian	6	83.3%	100.0%	83.3%	100.0%	
Other- Non Hispanic	10	63.6%	80.0%	80.0%	100.0%	
Am. Ind/Alask. Native	2	100.0%	100.0%	50.0%	100.0%	
Nat. Haw/Pac Island.	0	N/A	N/A	N/A	N/A	
ACCS Gradebook: % of HS History Classes Being Passed						
	n	Mid Sem 1	End of S1	Mid Sem 2	End of S2	
Total %	221	76.1%	80.6%	80.1%	87.2%	
Male	122	65.0%	74.6%	71.3%	81.1%	
Female	98	88.7%	87.5%	90.8%	94.6%	
Non-Binary	1	100.0%	100.0%	100.0%	100.0%	
ELL	38	66.3%	75.6%	71.1%	81.4%	
Special Ed.	61	66.7%	68.7%	65.6%	77.6%	
Dual	21	62.5%	69.6%	66.7%	79.2%	
504	27	63.0%	85.9%	74.1%	87.2%	
African American	48	74.0%	82.0%	81.3%	90.7%	
Latino	68	76.1%	81.7%	86.8%	90.1%	
White	90	78.5%	81.3%	75.6%	84.6%	
Asian	4	75.0%	75.0%	75.0%	75.0%	
Other- Non Hispanic	9	70.0%	66.7%	77.8%	75.0%	
Am. Ind/Alask. Native	2	50.0%	50.0%	50.0%	100.0%	
Nat. Haw/Pac Island.	0	N/A	N/A	N/A	N/A	

Table 5.6: 2024-2025 MS and HS ACCESS Data

ARGOSY COLLEGIATE CHARTER SCHOOL						Updated 06/30/2025			
Year 11 - 2024/2025									
ACCS EL Progress									
ACCS Spring 2025 Average WIDA Prof Scores									
Grade	n	Listening	Speaking	Writing	Reading	Oral Language	Literacy	Overall	
6	12	4.2	4.0	3.8	3.9	4.1	3.7	3.8	
7	6	5.1	5.5	3.2	3.6	5.3	3.3	3.9	
8	10	4.7	5.8	4.6	3.7	5.2	4.1	4.4	
9	14	4.6	4.6	4.5	3.5	4.7	4.2	4.3	
10	6	4.8	6.0	4.8	4	5.8	4.5	5	
11	14	3.8	5.6	3.7	2.8	4.8	3.2	3.7	
12	7	3.9	6.0	3.2	2.7	5.1	3.1	3.5	
ACCS Fall 2024 Average WIDA Prof Scores									
Grade	n	Listening	Speaking	Writing	Reading	Oral Language	Literacy	Overall	
6	12	4	3.9	3.6	3.1	3.8	3.4	3.5	
7	15	4.9	4.9	3.2	3.7	4.9	3.3	3.6	
8	12	5.2	5.8	3.8	3.2	5.5	3.4	4	
9	12	4.7	4.8	3.7	3.2	4.9	3.5	3.9	
10	7	4.4	5.7	3.7	3.7	5.3	3.6	4.1	
11	13	4	5.6	3.7	2.8	4.8	3.3	3.8	
12	5	4.6	5.9	3.7	3.4	5.4	3.5	4.1	
ACCS 2025 Average ACCESS Proficiency Scores									
Grade	n	Listening	Reading	Speaking	Writing	Comprehension	Literacy	Oral	Overall
6	12	4.4	2.4	2.9	3.4	2.9	2.9	3.4	3.1
7	15	5.0	3.5	3.5	3.3	4.5	3.3	4.3	3.6
8	12	5.3	3.1	3.5	3.6	4.4	3.5	4.4	3.8
9	16	5	4.2	3	3.5	4.7	3.7	3.7	3.7
10	9	5.3	4.3	3.6	3.3	4.9	3.6	4.3	3.8
11	13	4.4	3.3	3.1	3.1	3.8	3.2	3.6	3.3
12	8	4.8	3.5	2.6	2.8	4.2	3.1	3.4	3.2
ACCS 2024 Average ACCESS Proficiency Scores									
Grade	n	Listening	Reading	Speaking	Writing	Comprehension	Literacy	Oral Language	Overall
6	13	5.5	3.6	3.4	3.3	4.5	3.4	4.5	3.7
7	12	5.0	2.9	3.1	3.3	3.9	3.2	3.8	3.4
8	20	4.8	3.3	2.9	3.4	3.9	3.3	3.7	3.4
9	15	5.1	3.5	3.1	3.4	4.0	3.5	3.8	3.5
10	17	4.6	3.5	2.8	3.1	3.9	3.1	3.5	3.2
11	11	4.9	4.6	3.3	3.4	4.8	3.9	3.8	3.8
12	6	4.2	3.4	3.0	3.1	3.6	3.1	3.4	3.2

ACCS ACCESS Percent of Scholars who Met Goal			
Grade	n	# of Scholars	% of Scholars
6	12	5	41.7%
7	13	3	23.1%
8	10	5	50.0%
9	13	3	23.1%
10	7	2	28.6%
11	11	0	0.0%
12	5	0	0.0%

2024 ACCS ACCESS Percent of Scholars who Met Goal			
Grade	n	# of Scholars	% of Scholars
6	13	5	38.5%
7	12	2	16.7%
8	21	5	23.8%
9	14	2	14.3%
10	17	2	11.8%
11	9	2	22.2%
12	7	0	0.0%

Table 5.7: HS Graduation Indicators

Indicator	2020 - 2021	2021 - 2022	2022- 2023	2023 - 2024	2024 - 2025
Scholarship Dollars (total dollars)	1,028,000	769,794	477,000	1,477,000	1,083,134
Abigail Adams Scholarship Awardees (number of scholars)	10	28	10	12	10
Yearly credit totals	673	824	952	1,155	1,780
FAFSA completion rates	100%	74%	93%	82%	86%

Acceptance Rate: Bristol Community College			
SY	Number of scholars accepted	Total number of ACCS seniors	Percent
2020 - 2021	13	35	37.0%
2021- 2022	59	63	90.7%
2022 - 2023	43	48	93.4%
2023- 2024	49	49	100%
2024 - 2025	43	43	100%

Table 5.8: 2024-2025 MS and HS MAP Data

Year 11 - 2024/2025							
Accountability Achievement							
ACCS Spring 2025 Math				ACCS Spring 2025 ELA			
Math	Spring 2025 Mean RIT Score	Target Benchmark *2025 norms 6-8, 2020 norms 9-11	Difference Spring to 2025 Benchmarks 6-8, 2020 9-11	ELA	Spring 2025 Mean RIT Score	Target Benchmark *2025 norms 6-8, 2020 norms 9-11	Difference Spring to 2025 Benchmarks 6-8, 2020 9-11
6	217.8	219.0	-1.2	6	210.4	211.0	-0.6
7	222.0	223.0	-1.0	7	211.4	214.0	-2.6
8	228.5	227.0	1.5	8	216.9	217.0	-0.1
9	226.5	230.0	-3.5	9	221.1	221.40	-0.30
10	238.0	232.4	5.6	10	224.7	223.51	1.19
11	242.3	234.3	8.1	11	223.1	224.71	-1.61
ACCS Winter 2025 Math				ACCS Winter 2025 ELA			
Math	Winter 2025 Mean RIT Score	Target Benchmark *2020 norms	Difference Winter to 2025 Benchmarks	ELA	Winter 2025 Mean RIT Score	Target Benchmark *2020 norms	Difference Winter to 2025 Benchmarks
6	213.5	215	-1.5	6	211.6	210	1.6
7	219.7	220	-0.3	7	214.4	213	1.4
8	222.4	224	-1.6	8	218.2	216	2.2
9	222.4	228.67	-6.27	9	217.8	220.52	-2.72
10	229.1	231.21	-2.11	10	222.9	222.91	-0.01
11	236.9	233.49	3.41	11	222.1	224.64	-2.54
ACCS Fall 2024 Math				ACCS Fall 2024 ELA			
Math	Fall 2024 Mean RIT Score	Target Benchmark *2020 norms	Difference Fall to 2025 Benchmarks	ELA	Fall 2024 Mean RIT Score	Target Benchmark *2020 norms	Difference Fall to 2025 Benchmarks
6	206.4	210	-3.6	6	206.7	208	-1.3
7	215.3	217	-1.7	7	212.2	212	0.2
8	216.1	220	-3.9	8	215.8	215	0.8
9	218.7	226.43	-7.73	9	215.8	218.9	-3.1
10	223.7	229.07	-5.37	10	219.9	221.47	-1.57
11	235.4	231.72	3.68	11	223	223.53	-0.53

Accountability Growth			
ACCS Measures of Academic Progress Assessment Growth		ACCS Measures of Academic Progress Assessment Growth	
*Grade Level Growth as Compared to National Norms		*Grade Level Growth as Compared to National Norms	
Report Used: MAP Growth Report, School Conditional Growth Percentile, Fall2024 to Spring 2025, Goal >50%ile, 2025 Norms		Report Used: MAP Growth Report, School Conditional Growth Percentile, Fall2024 to Spring 2025, Goal >50%ile, 2025 Norms	
Math	Growth Percentile	ELA	Growth Percentile
6	56	6	51
7	55	7	32
8	83	8	47
		9	74
		10	76
		11	59

Growth Goals measured by MAP Data - Fall 24 to Spring 25 (2025 Norms)

ACCMS School Conditional Growth Percentile: Goal >50

Math	Total # of Growth Events	Grade	Male	Female	ELL	504	Special Ed	Asian	Black	Caucasian	Hispanic	Not Spec/Other
6	99	56	61	54	94	48	98	79	34	64	58	43
7	93	55	57	52	33	63	12	93	52	60	48	17
8	95	83	85	81	99	99	99	95	91	78	81	85

ACCS School Conditional Growth Percentile: Goal >50

ELA	Total # of Growth Events	Grade	Male	Female	ELL	504	Special Ed	Asian	Black	Caucasian	Hispanic	Not Spec/Other
6	102	51	52	50	59	67	57	50	48	57	39	50
7	93	32	35	29	29	13	5	67	27	49	40	40
8	96	47	39	53	42	37	42	33	73	41	42	30
9	80	74	74	75	57	78	48	37	80	72	69	89
10	64	76	76	76	76	85	81	97	65	70	82	73
11	63	59	61	58	60	30	55	91	69	66	45	28

ACCS School Conditional Growth Percentile: Goal >50

STEM	Total # of Growth Events	Grade	Male	Female	ELL	504	Special Ed	Asian	Black	Caucasian	Hispanic	Not Spec/Other
6	90	58	68	51	91	32	75	91	44	70	43	19
7	97	57	55	60	56	41	28	89	38	55	77	12
8	96	75	81	69	77	84	74	90	88	68	82	62
9	82	86	79	92	44	86	52	1	98	74	69	99
10	65	83	59	98	99	94	67	99	92	41	97	68
11	63											

* MAP does not have SCGP for 11th, Mean RIT Scores for Fall24/Spring25 were 214.3/219.1 respectively.

ACCHS MAP Math: % of Scholar who met Growth Projections

Math	Total # of Growth Events	Grade	Male	Female	ELL	504	Special Ed	Asian	Black	Caucasian	Hispanic	Not Spec/Other
9	81	59	52	69	64	38	63	0	67	52	67	50
10	61	75	74	78	71	77	64	100	78	69	77	100
11	53	43	50	38	33	0	43	100	50	35	33	100