# Berlin-Boylston Regional School District

## 2026 Accountability & MCAS Report

## What is the purpose of the Massachusetts Accountability System?

An accountability system brings together a set of measures in order to provide clear, actionable information about district and school performance. Massachusetts' system helps schools improve the performance of all students, and helps communities and the state decide how to assign resources.

Accountability results answer two questions:

- How is the school doing?
- What kind of support does the school need?

# Overall Accountability Classification

Schools are classified as “Requiring assistance or intervention” if they meet one or more of the following criteria:

- Designated as a Chronically Underperforming School
- Designated as an Underperforming School
- Among the lowest performing 10% of schools in the state
- High school with a graduation rate below 66.7%
- Among the lowest performing student groups in the state
- Not meeting assessment participation requirements

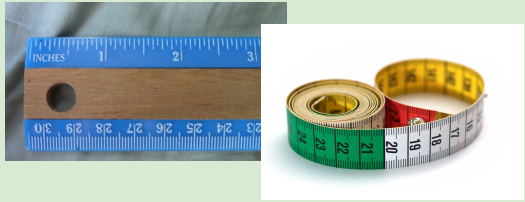
# 2026 Preliminary School Accountability Results

- All schools receive an overall accountability classification that describes the need for assistance or intervention

- Total of 1,803 schools in the 2025-26 school year
  - 224 received a classification of “Insufficient data” primarily because the school did not serve any tested grades (e.g., PK-2 school)

- Of the remaining 1,579 schools:
  - 1,263 (80%) were classified as “Not requiring assistance or intervention”
  - 316 (20%) were classified as “Requiring assistance or intervention” for one or more reasons

# TWO MEASURES:



Normative Component whis is recognized as the “PERCENTILES”

**This compares a school (or a group) to a similar school(s) or group (s)**

What data is used to develop this Percentile score?

SY 2023-2024 (weighted at 15%)

SY 2024-2025 (weighted at 25%)

SY 2025-2026 (weighted at 60%)

Criterion-Referenced Component or “Progress towards targets”

**This compares a district, school, or group’s performance to individualized targets, which are based on its OWN historical performance.**

Progress from SY 23-24 to SY 24-25 (weighted 40%)
Progress from SY 24-25 to SY 25-26 (weighted 60%)

# What do the Percentiles take into consideration?

## Overview: Normative Component

- Accountability percentile 1-99, calculated using all available indicators for a school
- Compares schools within one of three groups:
  - Non-high schools
  - Middle/High/K-12 schools
  - High schools
- Used to identify the lowest performing schools in the state, as required by state and federal laws
- Same calculation used at the student group level to identify low performing student groups
- Weighted average of 2024 data (15%), 2025 data (25%), and 2026 data (60%)

# Indicators in Accountability System

| Indicator | Measure |
|---|---|
| Achievement | • English language arts (ELA) average composite scaled score<br>• Math average composite scaled score<br>• Science average composite scaled score |
| Student Growth | • ELA mean student growth percentile (SGP)<br>• Math mean SGP |
| High School Completion | • Four-year cohort graduation rate<br>• Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled)<br>• Annual dropout rate |
| English Language Proficiency | • Progress made by students towards attaining English language proficiency (percentage of students in grades 1-12 meeting annual targets required in order to attain English proficiency in six years) |
| Additional Indicator(s) | • Chronic absenteeism (percentage of students in grades 1-12 missing 10% or more of their days in membership)<br>• Percentage of 11th and 12th graders completing at least one advanced course (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment for credit, Ch. 74-approved cooperatives and articulation agreement courses, and/or other DESE-identified rigorous courses) |

# Comparing Percentiles Across Years and Grades

- 2026 accountability percentiles should not be compared to school percentiles from 2012-2017
  - Different comparison "universe"
  - Inclusion of additional indicators
  - Fewer years of data used in calculation
- Use caution when comparing 2018, 2019, 2023, 2024, 2025, and 2026 percentiles
  - Percentiles were not calculated in 2020 and 2021
- Percentiles should not be compared across gradespans
  - ✓ Compare a non-high school to another non-high school
  - ✗ Compare a non-high school to a middle/high or K-12 school

# District Accountability Overview

The Berlin-Boylston Regional School District has demonstrated solid overall performance in the 2026 accountability reports, with all three schools receiving an overall classification of "**Not requiring assistance or intervention**."

The district's schools have shown varying levels of progress toward their criterion-referenced improvement targets, indicating areas of success and areas needing targeted support.

### Tahanto Regional High

**94th** PERCENTILE

Met **78%** of their targets
(Meeting/exceeding targets)

### Berlin Memorial School

**77th** PERCENTILE

Met **44%** of their targets
(Moderate progress)

### Boylston Elementary

**66th** PERCENTILE

Met **46%** of their targets
(Moderate progress)

# District Historic Accountability Percentiles

| SCHOOL | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|---|---|---|---|---|---|---|
| Tahanto | 95% | * | 95% | 93% | 94% | 94% |
| Berlin Memorial | 73% | * | 84% | 90% | 82% | 77% |
| Boylston Elementary | 80% | * | 77% | 70% | 68% | 66% |
| DISTRICT AVERAGE | 81% | * | 85% | 84% | 81% | 79% |

# Accountability Links for Further Analysis

Based on the 2026 Official Accountability Report for Tahanto Regional High, the school is overall classified as **"Not requiring assistance or intervention,"** officially **Meeting or exceeding targets.**

Based on the 2026 Official Accountability Report for Berlin Memorial School, the school is overall classified as **"Not requiring assistance or intervention,"** making **Substantial progress toward targets.**

Based on the 2026 Official Accountability Report for Boylston Elementary School, the school is overall classified as **"Not requiring assistance or intervention,"** making **Moderate progress toward targets.**

# Progress Towards Targets

**Improvement targets** in the Massachusetts DESE Accountability System are specific annual goals set for every school and district to measure progress across key performance indicators. [1]

At the non-high school level, indicators focus on achievement, growth and chronic absenteeism. At the high school level, there are targets for achievement, growth, high school completion, chronic absenteeism, and advanced coursework completion.

53 % of schools in Massachusetts Met, Exceeded or made substantial progress toward their accountability targets.

**Berlin-Boylston School District: Substantial progress toward targets with an annual criterion-referenced target percentage of 63%.**

A 63% annual criterion-referenced target percentage means Berlin-Boylston as a district has earned 63% of the total possible performance points toward improvement goals set by the DESE for that specific year.

# DISTRICT

2026 Points awarded

| 2026 Progress toward improvement targets | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Indicator | | All Students (Non-high school grades) | | | Lowest Performing Students (Non-high school grades) | | | All Students (High school grades) | | | Lowest Performing Students (High school grades) | | |
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| **Achievement** | English language arts achievement | 3 | 4 | - | 2 | 4 | - | 4 | 4 | - | 3 | 4 | - |
| | Mathematics achievement | 0 | 4 | - | 2 | 4 | - | 4 | 4 | - | 3 | 4 | - |
| | Science achievement | 3 | 4 | - | - | - | - | 4 | 4 | - | - | - | - |
| | **Achievement total** | **6** | **12** | **60.0** | **4** | **8** | **67.5** | **12** | **12** | **47.5** | **6** | **8** | **67.5** |
| **Growth** | English language arts growth | 2 | 4 | - | 3 | 4 | - | 4 | 4 | - | 4 | 4 | - |
| | Mathematics growth | 2 | 4 | - | 2 | 4 | - | 3 | 4 | - | 4 | 4 | - |
| | **Growth total** | **4** | **8** | **20.0** | **5** | **8** | **22.5** | **7** | **8** | **22.5** | **8** | **8** | **22.5** |
| **High school completion** | Four-year cohort graduation rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - | 3 | 4 | - | - | - | - |
| | **High school completion total** | **-** | **-** | **-** | **-** | **-** | **-** | **11** | **12** | **20.0** | **-** | **-** | **-** |
| **Progress toward attaining English language proficiency** | **English language proficiency total** | **3** | **4** | **10.0** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Additional indicators** | Chronic absenteeism | 4 | 4 | - | 4 | 4 | - | 0 | 4 | - | 0 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - | 2 | 4 | - | - | - | - |
| | **Additional indicators total** | **4** | **4** | **10.0** | **4** | **4** | **10.0** | **2** | **8** | **10.0** | **0** | **4** | **10.0** |
| Weighted total | | 5.1 | 9.6 | - | 4.2 | 7.6 | - | 9.7 | 10.7 | - | 5.9 | 7.6 | - |
| Percentage of possible points | | 53% | | - | 55% | | - | 91% | | - | 78% | | - |
| Percentage of possible points by gradespan | | 54%<br>Weight of non-high school results:72% | | | | | | 84%<br>Weight of high school results:28% | | | | | |
| **2026 Annual criterion-referenced target percentage** | | 63% | | | | | | | | | | | |

2026 Points awarded

# BERLIN MEMORIAL

| 2026 Progress toward improvement targets | | | | | | | |
|---|---|---|---|---|---|---|---|
| Indicator | | All Students (Non-high school grades) | | | Lowest Performing Students (Non-high school grades) | | |
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 0 | 4 | - | 4 | 4 | - |
| | Mathematics achievement | 0 | 4 | - | 3 | 4 | - |
| | Science achievement | 0 | 4 | - | - | - | - |
| | Achievement total | **0** | **12** | **67.5** | **7** | **8** | **67.5** |
| Growth | English language arts growth | 4 | 4 | - | 3 | 4 | - |
| | Mathematics growth | 2 | 4 | - | 2 | 4 | - |
| | Growth total | **6** | **8** | **22.5** | **5** | **8** | **22.5** |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - |
| | High school completion total | - | - | - | - | - | - |
| Progress toward attaining English language proficiency | English language proficiency total | - | - | - | - | - | - |
| Additional indicators | Chronic absenteeism | 4 | 4 | - | 0 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - |
| | Additional indicators total | **4** | **4** | **10.0** | **0** | **4** | **10.0** |
| Weighted total | | 1.8 | 10.3 | - | 5.9 | 7.6 | - |
| Percentage of possible points | | 18% | | - | 78% | | - |
| 2026 Annual criterion-referenced target percentage | | 48% | | | | | |

Overall progress toward improvement targets

| | 2025 | 2026 |
|---|---|---|
| Annual criterion-referenced target percentage | 39% | 48% |
| Weight | 40% | 60% |
| **Cumulative Criterion-referenced target percentage** (2025 x 40%) + (2026 x 60%) | 44% | |
| | Moderate progress toward targets | |

2026 Points awarded

# BOYLSTON ELEMENTARY

| 2026 Progress toward improvement targets | | | | | | | |
|---|---|---|---|---|---|---|---|
| Indicator | | All Students (Non-high school grades) | | | Lowest Performing Students (Non-high school grades) | | |
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 3 | 4 | - | 2 | 4 | - |
| | Mathematics achievement | 0 | 4 | - | 0 | 4 | - |
| | Science achievement | 4 | 4 | - | - | - | - |
| | Achievement total | **7** | **12** | **67.5** | **2** | **8** | **67.5** |
| Growth | English language arts growth | 2 | 4 | - | 2 | 4 | - |
| | Mathematics growth | 0 | 4 | - | 1 | 4 | - |
| | Growth total | **2** | **8** | **22.5** | **3** | **8** | **22.5** |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - |
| | High school completion total | **-** | **-** | **-** | **-** | **-** | **-** |
| Progress toward attaining English language proficiency | English language proficiency total | **-** | **-** | **-** | **-** | **-** | **-** |
| Additional indicators | Chronic absenteeism | 1 | 4 | - | 4 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - |
| | Additional indicators total | **1** | **4** | **10.0** | **4** | **4** | **10.0** |
| **Weighted total** | | 5.3 | 10.3 | - | 2.4 | 7.6 | - |
| **Percentage of possible points** | | 52% | | - | 32% | | - |
| **2026 Annual criterion-referenced target percentage** | | **42%** | | | | | |

| | 2025 | 2026 |
|---|---|---|
| Annual criterion-referenced target percentage | 53% | 42% |
| Weight | 40% | 60% |
| **Cumulative Criterion-referenced target percentage** (2025 x 40%) + (2026 x 60%) | 46% | |
| | Moderate progress toward targets | |

TAHANTO

2026 Points awarded

**2026 Progress toward improvement targets**

| Indicator | | All Students (Non-high school grades) | | | Lowest Performing Students (Non-high school grades) | | | All Students (High school grades) | | | Lowest Performing Students (High school grades) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| **Achievement** | English language arts achievement | 3 | 4 | - | 2 | 4 | - | 4 | 4 | - | 3 | 4 | - |
| | Mathematics achievement | 3 | 4 | - | 2 | 4 | - | 4 | 4 | - | 3 | 4 | - |
| | Science achievement | 4 | 4 | - | - | - | - | 4 | 4 | - | 4 | 4 | - |
| | **Achievement total** | **10** | **12** | **67.5** | **4** | **8** | **67.5** | **12** | **12** | **47.5** | **10** | **12** | **67.5** |
| **Growth** | English language arts growth | 2 | 4 | - | 3 | 4 | - | 4 | 4 | - | 4 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 2 | 4 | - | 3 | 4 | - | 4 | 4 | - |
| | **Growth total** | **5** | **8** | **22.5** | **5** | **8** | **22.5** | **7** | **8** | **22.5** | **8** | **8** | **22.5** |
| **High school completion** | Four-year cohort graduation rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - | 3 | 4 | - | - | - | - |
| | **High school completion total** | **-** | **-** | **-** | **-** | **-** | **-** | **11** | **12** | **20.0** | **-** | **-** | **-** |
| **Progress toward attaining English language proficiency** | English language proficiency total | - | - | - | - | - | - | - | - | - | - | - | - |
| **Additional indicators** | Chronic absenteeism | 4 | 4 | - | 4 | 4 | - | 0 | 4 | - | 0 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - | 3 | 4 | - | - | - | - |
| | **Additional indicators total** | **4** | **4** | **10.0** | **4** | **4** | **10.0** | **3** | **8** | **10.0** | **0** | **4** | **10.0** |
| Weighted total | | 8.3 | 10.3 | - | 4.2 | 7.6 | - | 9.8 | 10.7 | - | 8.6 | 10.3 | - |
| Percentage of possible points | | 81% | | - | 55% | | - | 92% | | - | 84% | | - |
| Percentage of possible points by gradespan | | 68%<br>Weight of non-high school results:49% | | | | | | 88%<br>Weight of high school results:51% | | | | | |
| **2026 Annual criterion-referenced target percentage** | | **78%** | | | | | | | | | | | |

# 2026 MCAS Data





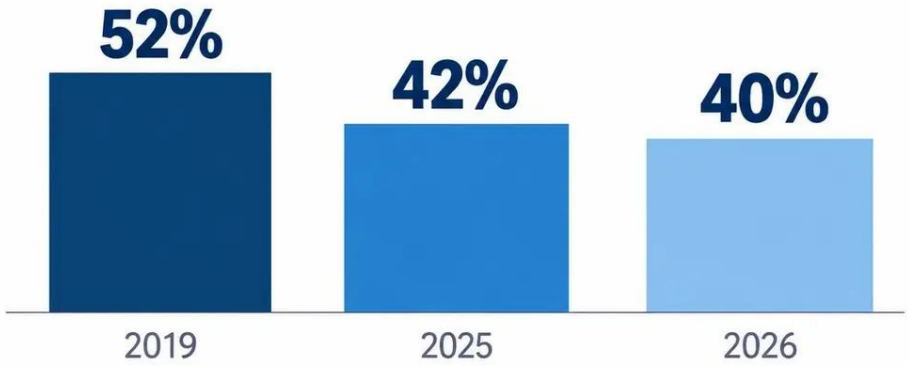
# What is happening around the state?

MASSACHUSETTS

# Grades 3–8 Reading

MCAS RESULTS 2026

Percent of students meeting or exceeding expectations (English Language Arts)




Reading performance in grades 3–8 declined again this year, remaining well below pre-pandemic levels.

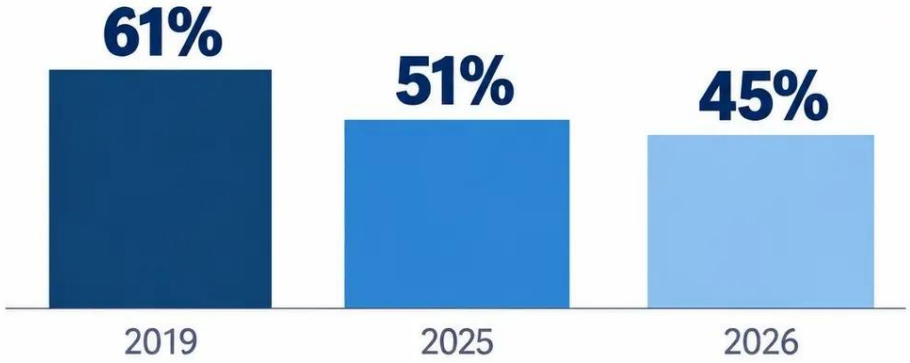
Source: Massachusetts Department of Elementary and Secondary Education, MCAS Results, Sept. 22, 2026

MASSACHUSETTS

# 10th-Grade Reading

MCAS RESULTS 2026

Percent of students meeting or exceeding expectations (English Language Arts)




10th-grade reading declined by **6 percentage points** this year, remaining well below pre-pandemic levels.

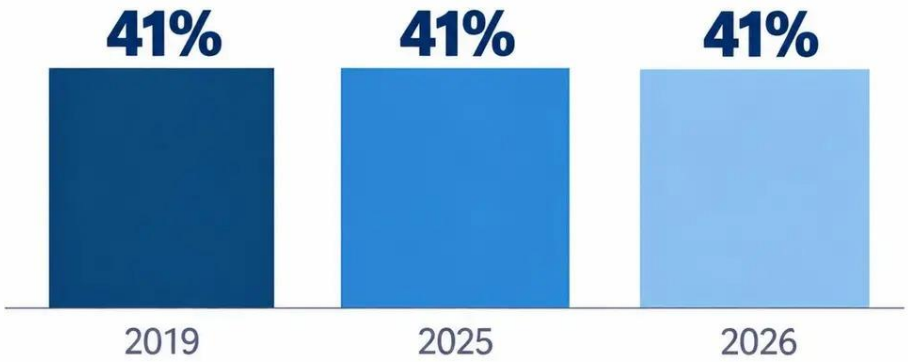
Source: Massachusetts Department of Elementary and Secondary Education, MCAS Results, Sept. 22, 2026

MASSACHUSETTS

# Grades 3–8 Math

MCAS RESULTS 2026

Percent of students meeting or exceeding expectations




Math performance in grades 3–8 is **unchanged** from last year.

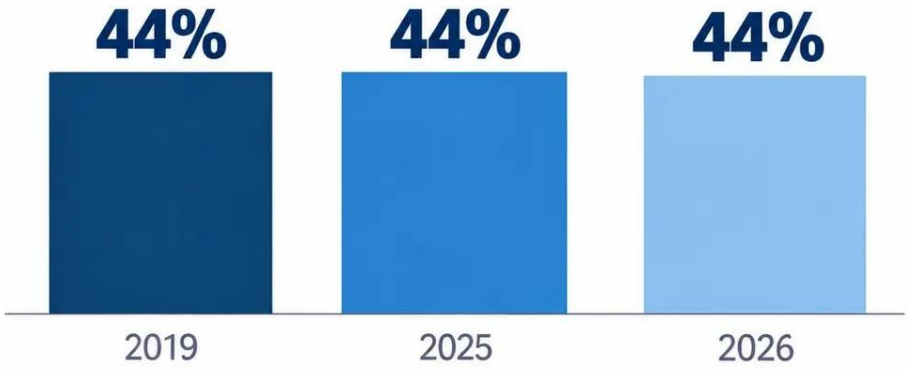
Source: Massachusetts Department of Elementary and Secondary Education, MCAS Results, Sept. 22, 2026

MASSACHUSETTS

# 10th-Grade Math

MCAS RESULTS 2026

Percent of students meeting or exceeding expectations




10th-grade math performance is **essentially unchanged** from last year.

Source: Massachusetts Department of Elementary and Secondary Education, MCAS Results, Sept. 22, 2026

# 2026 ELA Results for Grades 3-8

Due to rounding, the sum of the achievement level categories may not equal 100.

| Grades | 2026 NM % | 2026 PM % | 2026 M % | 2026 E % | 2026 M/E % | M/E Change Compared to 2025 | M/E Change Compared to 2019 |
|---|---|---|---|---|---|---|---|
| **Grade 3** | 19 | 38 | 35 | 8 | 43 | **+1** | **-13** |
| **Grade 4** | 18 | 45 | 33 | 5 | 37 | **-3** | **-15** |
| **Grade 5** | 18 | 44 | 34 | 4 | 38 | **0** | **-14** |
| **Grade 6** | 24 | 36 | 32 | 9 | 40 | **-2** | **-13** |
| **Grade 7** | 22 | 39 | 32 | 8 | 40 | **-2** | **-8** |
| **Grade 8** | 25 | 34 | 32 | 10 | 42 | **-2** | **-10** |
| **Grades 3-8** | 21 | 39 | 33 | 7 | 40 | **-2** | **-12** |

# 2026 Math Results for Grades 3-8

Due to rounding, the sum of the achievement level categories may not equal 100.

| Grades | 2026 NM % | 2026 PM % | 2026 M % | 2026 E % | 2026 M/E % | M/E Change Compared to 2025 | M/E Change Compared to 2019 |
|---|---|---|---|---|---|---|---|
| **Grade 3** | 21 | 37 | 33 | 9 | 42 | -2 | -7 |
| **Grade 4** | 19 | 38 | 36 | 7 | 43 | 0 | -7 |
| **Grade 5** | 14 | 46 | 34 | 6 | 39 | -1 | -9 |
| **Grade 6** | 16 | 42 | 35 | 7 | 43 | +2 | -9 |
| **Grade 7** | 19 | 43 | 28 | 10 | 37 | -2 | -11 |
| **Grade 8** | 20 | 38 | 34 | 8 | 42 | +4 | -4 |
| **Grades 3-8** | 18 | 41 | 33 | 8 | 41 | 0 | -8 |

# 2026 ELA Results for Grade 10

Due to rounding, the sum of the achievement level categories may not equal 100.

| Student Groups | 2026 NM % | 2026 PM % | 2026 M % | 2026 E % | 2026 M/E % | M/E Change Compared to 2025 | M/E Change Compared to 2019 |
|---|---|---|---|---|---|---|---|
| **All Students** | **17** | **37** | **34** | **12** | **45** | **-6** | **-16** |
| **Black or African American** | 26 | 45 | 25 | 4 | 29 | **-6** | **-9** |
| **Asian** | 7 | 22 | 44 | 28 | 72 | **-4** | **-6** |
| **Hispanic or Latino** | 29 | 44 | 22 | 4 | 27 | **-4** | **-10** |
| **Multi-Race, Not Hispanic or Latino** | 14 | 33 | 36 | 17 | 53 | **-3** | **-12** |
| **American Indian or Alaska Native** | 17 | 52 | 25 | 6 | 31 | **-7** | **-22** |
| **Native Hawaiian or Other Pacific Islander** | 19 | 35 | 30 | 16 | 46 | **+3** | **-6** |
| **White** | 11 | 35 | 39 | 14 | 54 | **-5** | **-15** |
| **English Learners** | 68 | 31 | 1 | 0 | 1 | **-1** | **-2** |
| **Low Income** | 29 | 44 | 23 | 4 | 27 | **-4** | N/A |
| **Students with Disabilities** | 43 | 44 | 11 | 1 | 13 | **-4** | **-9** |

# 2026 Math Results for Grade 10

Due to rounding, the sum of the achievement level categories may not equal 100.

| Student Groups | 2026 NM % | 2026 PM % | 2026 M % | 2026 E % | 2026 M/E % | M/E Change Compared to 2025 | M/E Change Compared to 2019 |
|---|---|---|---|---|---|---|---|
| **All Students** | **15** | **41** | **33** | **11** | **44** | **-1** | **-15** |
| **Black or African American** | 24 | 51 | 22 | 3 | 25 | **-1** | **-10** |
| **Asian** | 4 | 18 | 39 | 39 | 77 | **-1** | **-5** |
| **Hispanic or Latino** | 26 | 51 | 20 | 3 | 22 | **-1** | **-11** |
| **Multi-Race, Not Hispanic or Latino** | 13 | 38 | 33 | 17 | 49 | **+2** | **-11** |
| **American Indian or Alaska Native** | 17 | 54 | 24 | 5 | 29 | **-9** | **-15** |
| **Native Hawaiian or Other Pacific Islander** | 21 | 28 | 36 | 16 | 52 | **+14** | **-11** |
| **White** | 10 | 38 | 41 | 12 | 52 | **-1** | **-15** |
| **English Learners** | 50 | 45 | 4 | 0 | 5 | **0** | **-4** |
| **Low Income** | 26 | 51 | 20 | 3 | 23 | **-1** | N/A |
| **Students with Disabilities** | 39 | 49 | 10 | 1 | 11 | **-1** | **-7** |

# 2026 STE Results by Grade

Due to rounding, the sum of the achievement level categories may not equal 100.

| Grades | 2026 NM % | 2026 PM % | 2026 M % | 2026 E % | 2026 M/E % | M/E Change Compared to 2025 | M/E Change Compared to 2019 |
|---|---|---|---|---|---|---|---|
| **Grade 5** | 21 | 36 | 35 | 8 | 43 | -3 | -6 |
| **Grade 8** | 21 | 41 | 33 | 6 | 39 | +2 | -7 |
| **Grades 5 & 8** | 21 | 38 | 34 | 7 | 41 | -1 | -7 |
| **Grade 10** | 21 | 39 | 31 | 10 | 41 | -5 | N/A |

# How do we look at the Data?

- We use the data to see the impact of curriculum (positive and negative) at grade levels - done through adoption and implementation support
- We use the data to see pockets of needed instructional support for teachers - done through professional development and coaching
- We use data to see student cohorts that may need additional targeted instruction - that is done with resource allocation
- We look at SGP to see how a group did comparative to the same group/cohort from the year before who had a similar score from the year before
- We look at accountability percentile to see how a cohort or subgroup performed compared to their like peers across the state

# Explaining SGP - Student Growth Percentile Interpreting Patterns

Is the score of a 502 (meeting) always the same each year? - Yes and No…

A student in 4th grade who scored a 502 - then goes on to score a 499 in 5th grade. - The initial impression would be that their performance dropped. To some extent that is true - but the score on a different test in 5th grade cannot be compared to the 4th grade score. Different standards and a different test.

If that student in 5th grade also has a SGP of 58 but with the 499 - it actually means they scored better than 58% of the group of students who had a 502 from 4th grade. So taken in context - their 499 is actually performing better than their like peers form the year before.

Looking at a Grade level's Avg SGP gives a similar look at how the group did as a whole from last year's performance in a different grade on different standards. So a 5th Grade Class of 75 students at a school may drop in the % who are M & E from how they did in 4th grade - but if the Avg. SGP is 57, then it suggests that the drop in performance existed across the state and our particular group of students actually performed better than their similar scoring peers from last year.

# SGP - Interpreting Patterns

| SASID | Last, First, MI | ELA 2021 | ELA 2022 | ELA 2023 | 2023 ELA SGP | Math 2021 | Math 2022 | Math 2023 | 2023 Math SGP |
|---|---|---|---|---|---|---|---|---|---|
| 1234567890 | Adams, John | 509 | 495 | 530 | 97 | 499 | 520 | 505 | 20 |
| 1234567891 | Barzola, Kimberly | 520 | 502 | 495 | 24 | 485 | 489 | 492 | 76 |
| 1234567892 | Chokalingam, Vera, M | 476 | 481 | 487 | 40 | 487 | 487 | 481 | 62 |
| 1234567893 | Du Bois, William, E | 505 | 509 | 523 | 71 | 492 | 492 | 492 | 71 |

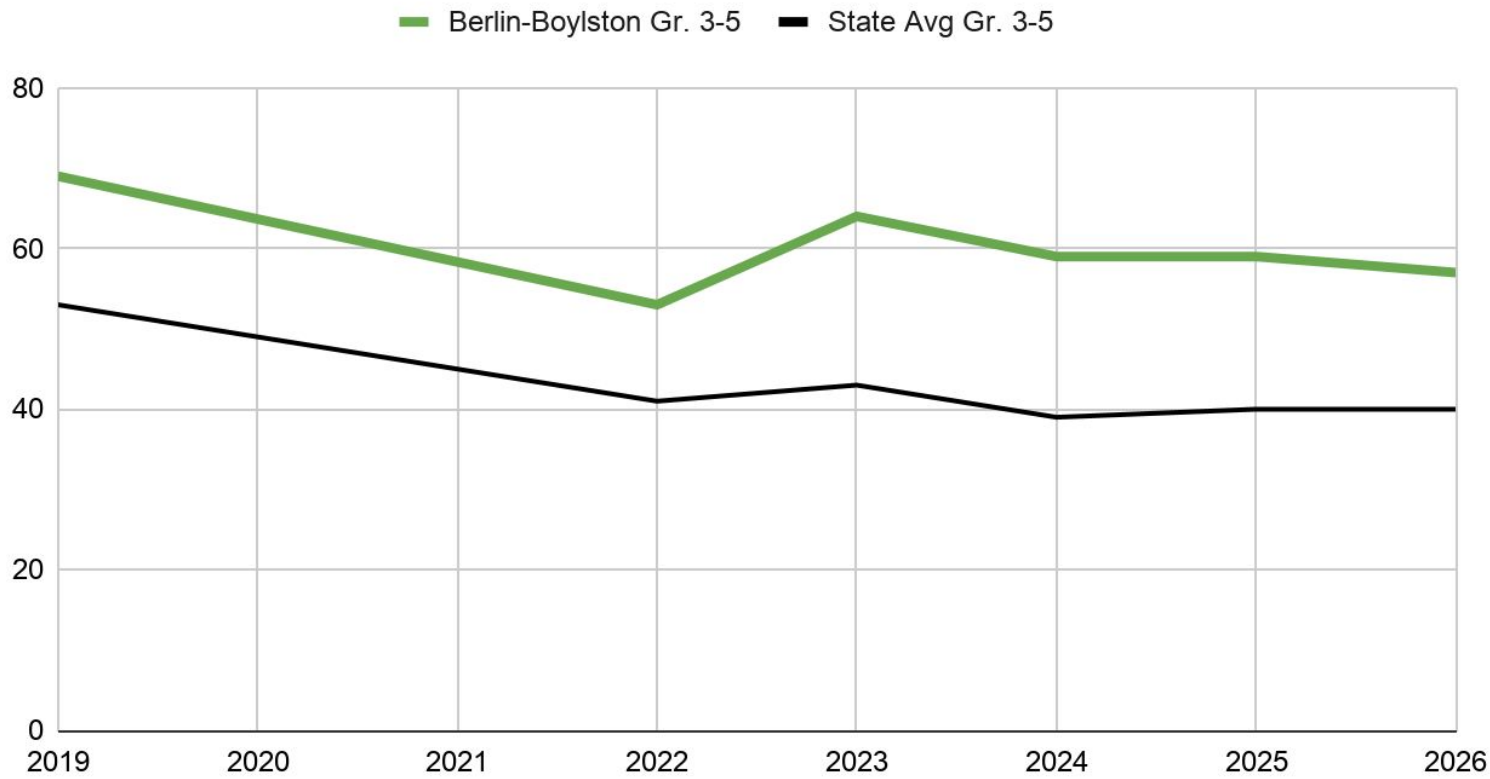
# What is happening in BBRSD?

School and District Performance Summary

# Elementary - District Wide 2026
# ELA

| | Meeting or Exceeding Expectations % | State Avg | +/- | Avg. SGP (40-60 typical growth) |
|---|---|---|---|---|
| Grade 3 | 66% | 43% | +23 | N/A |
| Grade 4 | 53% | 37% | +16 | 57 |
| Grade 5 | 51% | 38% | +13 | 49 |

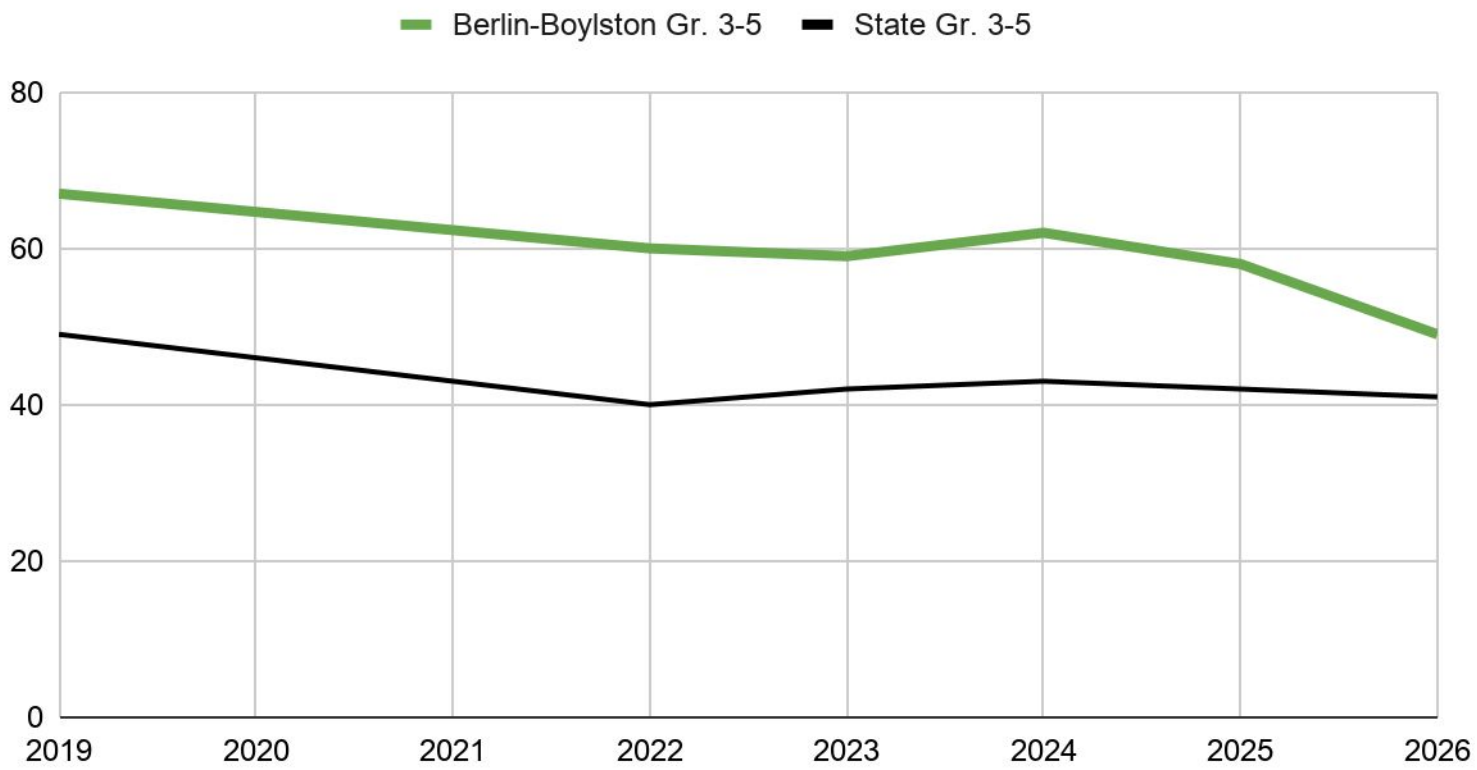
# ELA % Meeting or Exceeding



# Elementary - District Wide 2026 Math

| | Meeting or Exceeding Expectations % | State Avg | +/- | Avg. SGP (40-60 typical growth) |
|---|---|---|---|---|
| Grade 3 | 65% | 42% | +23 | N/A |
| Grade 4 | 49% | 43% | +6 | 35 |
| Grade 5 | 31% | 39% | -8 | 36 |

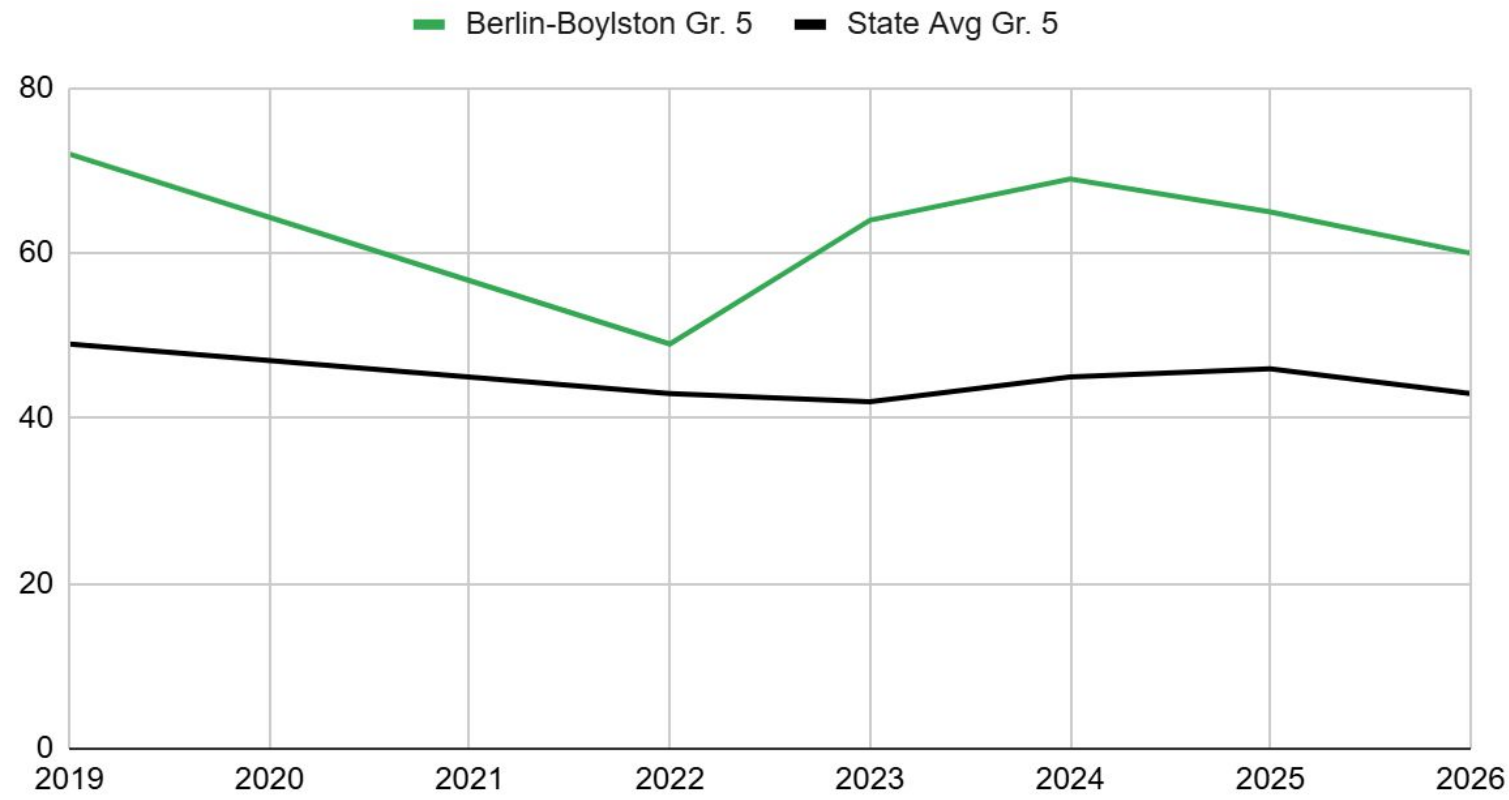
# Math % Meeting and Exceeding



# Elementary - District Wide 2026 Science

| | Meeting or Exceeding Expectations % | State Avg | +/- | Avg. SGP (40-60 typical growth) |
|---|---|---|---|---|
| Grade 5 | 60% | 43% | +17 | N/A |

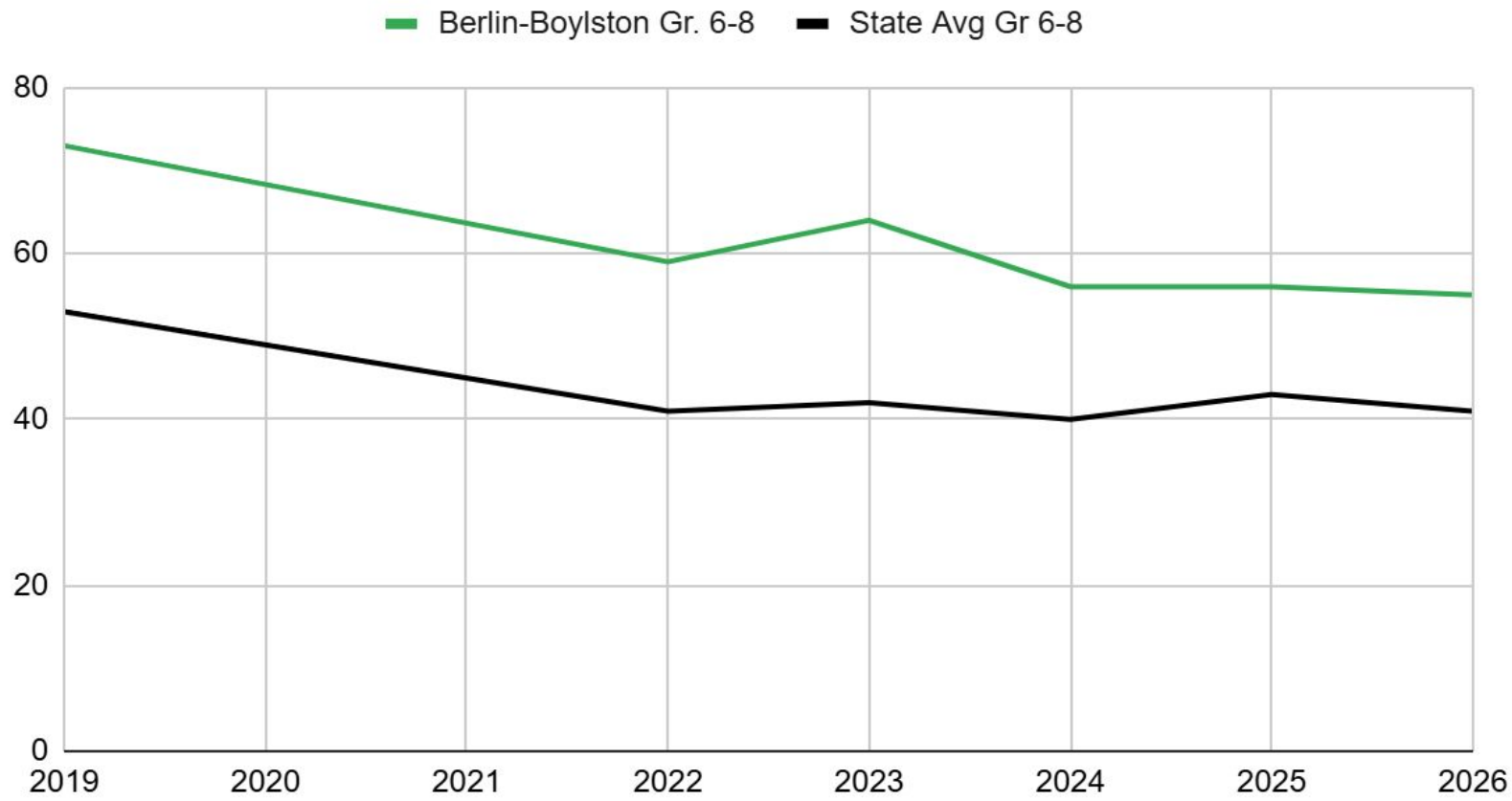
# SCIENCE % Meeting or Exceeding Grade 5



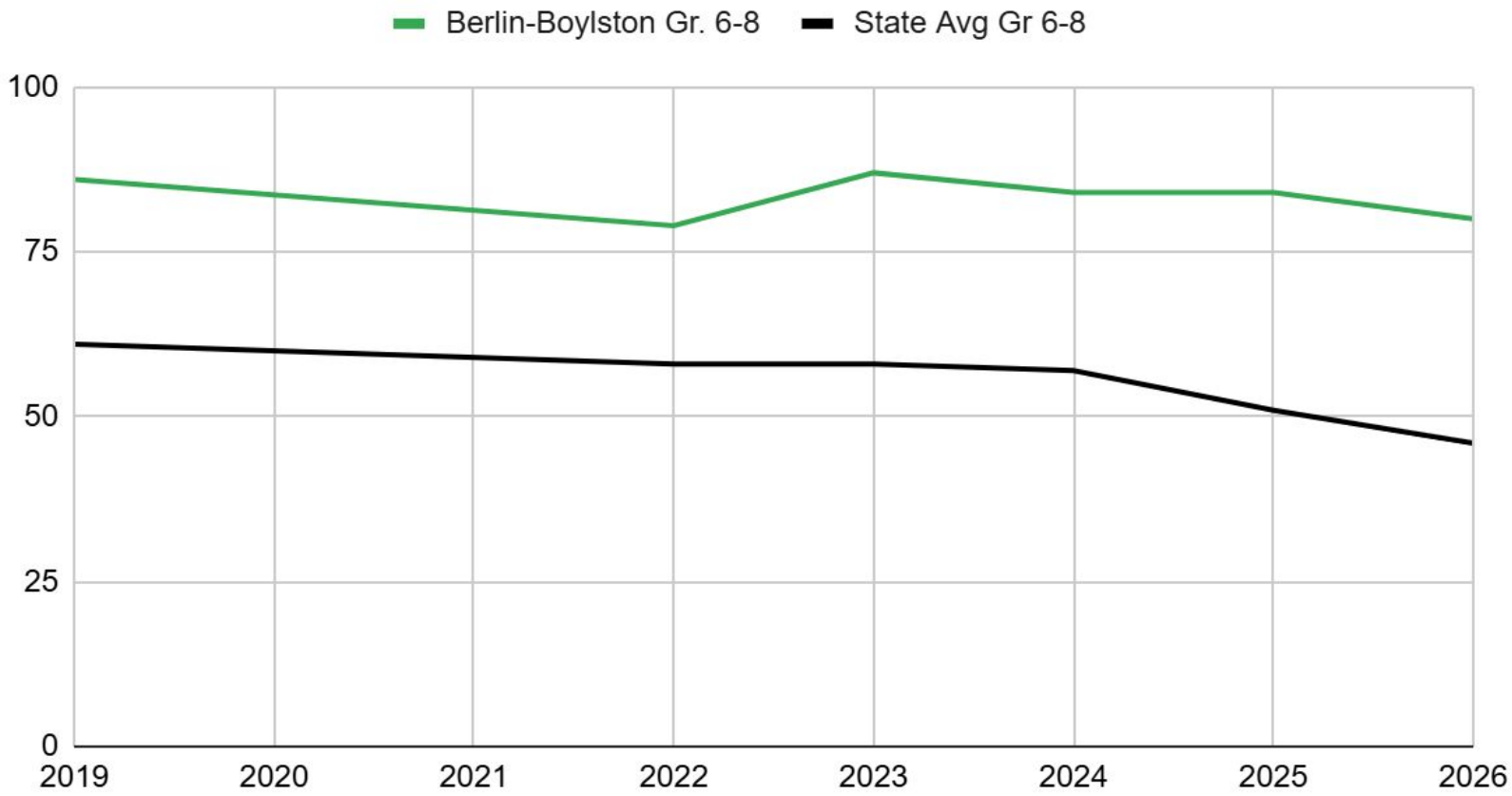
# TRMHS - District Wide 2026
# ELA

| | Meeting or Exceeding Expectations % | State Avg | +/- | Avg. SGP (40-60 typical growth) |
|---|---|---|---|---|
| Grade 6 | 65% | 40% | +25 | 49 |
| Grade 7 | 53% | 40% | +13 | 45 |
| Grade 8 | 49% | 42% | +13 | 44 |
| Grade 10 | 83% | 45% | +38 | 63 |

# ELA % Meeting or Exceeding Gr 6-8



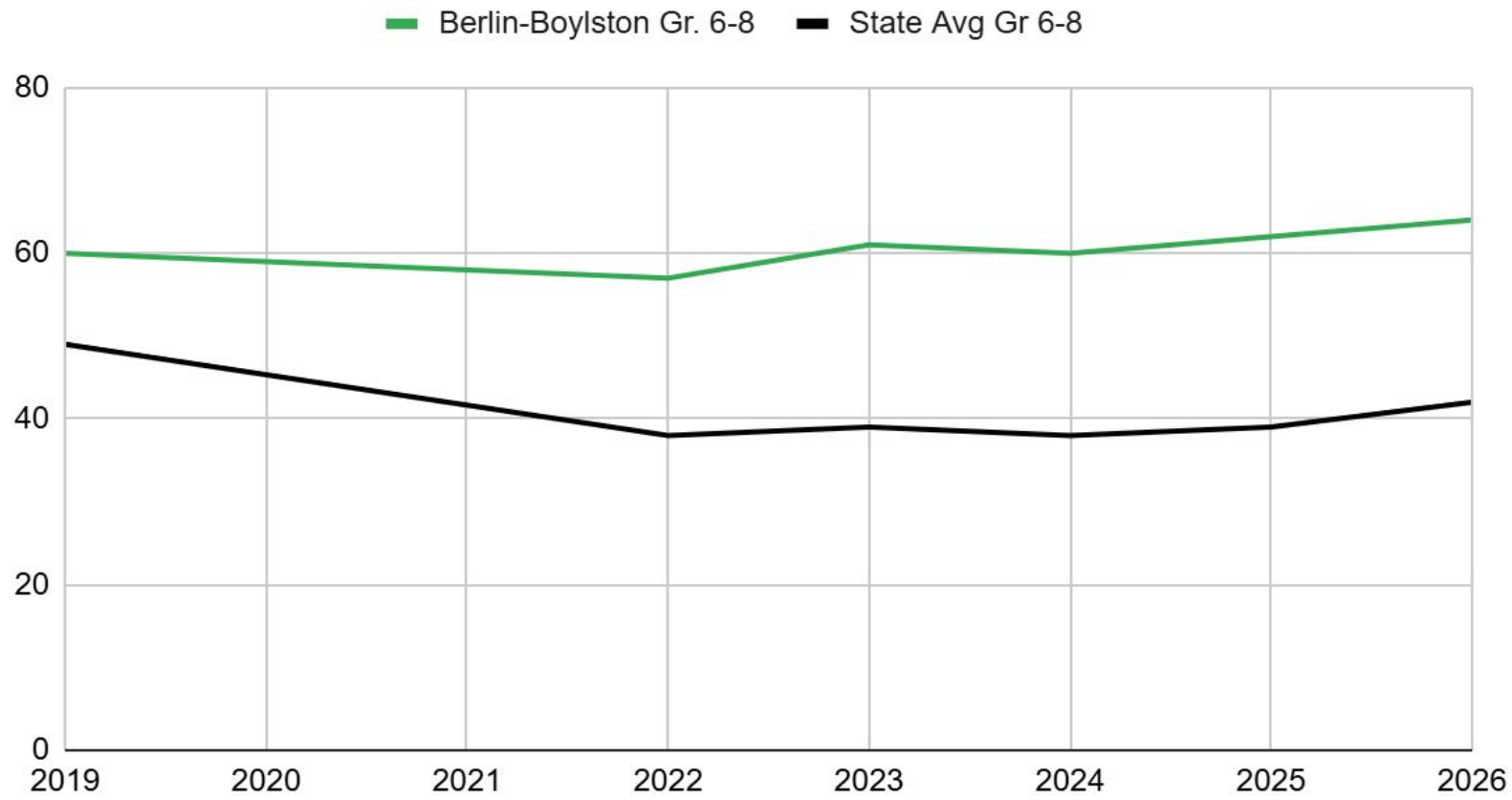
# ELA % Meeting or Exceeding Gr 10



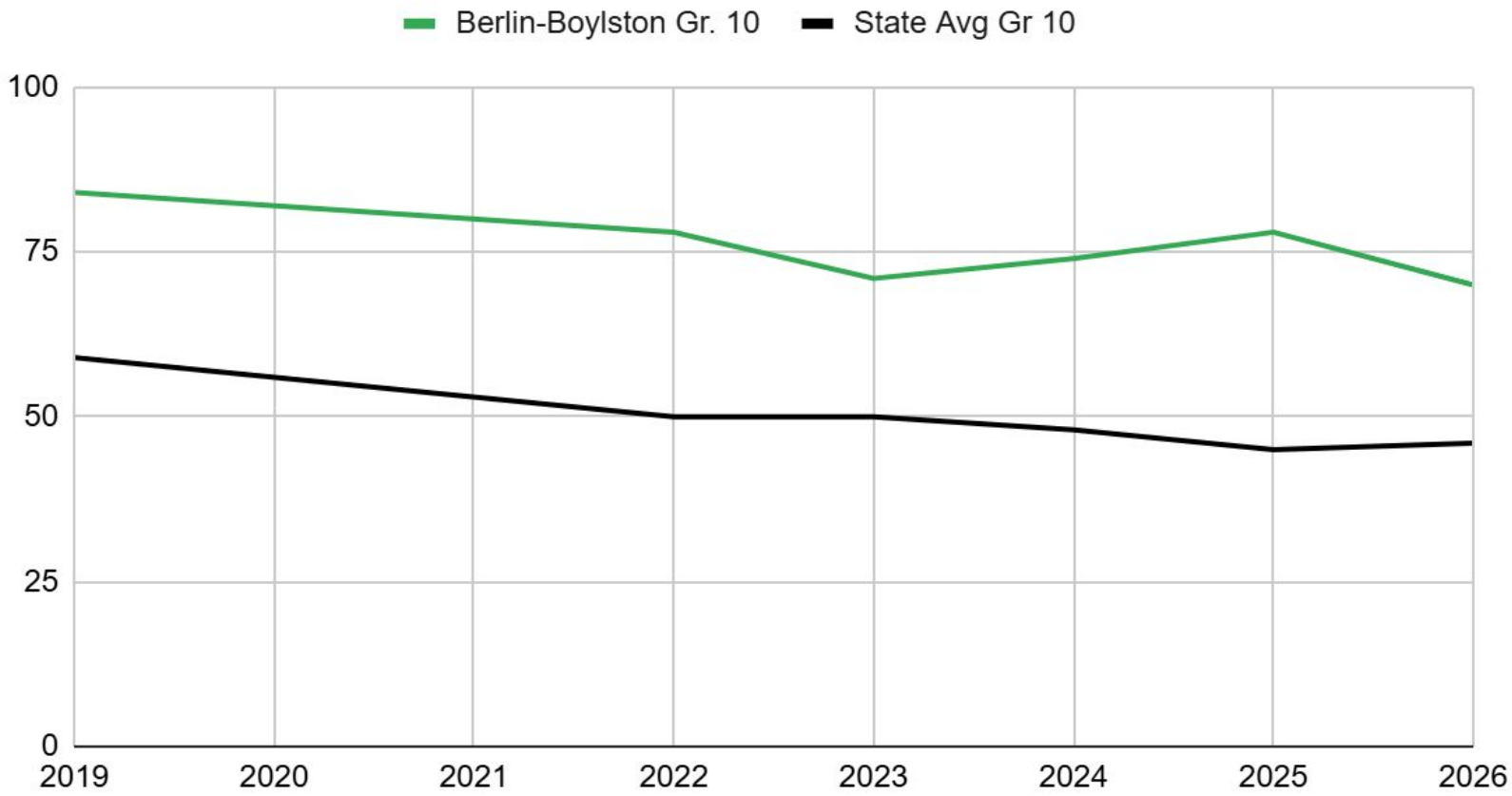
# TRMHS - District Wide 2026 Math

| | Meeting or Exceeding Expectations % | State Avg | +/- | Avg. SGP (40-60 typical growth) |
|---|---|---|---|---|
| Grade 6 | 68% | 43% | +25 | 66 |
| Grade 7 | 61% | 37% | +24 | 45 |
| Grade 8 | 65% | 42% | +23 | 47 |
| Grade 10 | 73% | 44% | +29 | 58 |

# Math % Meeting or Exceeding Gr 6-8



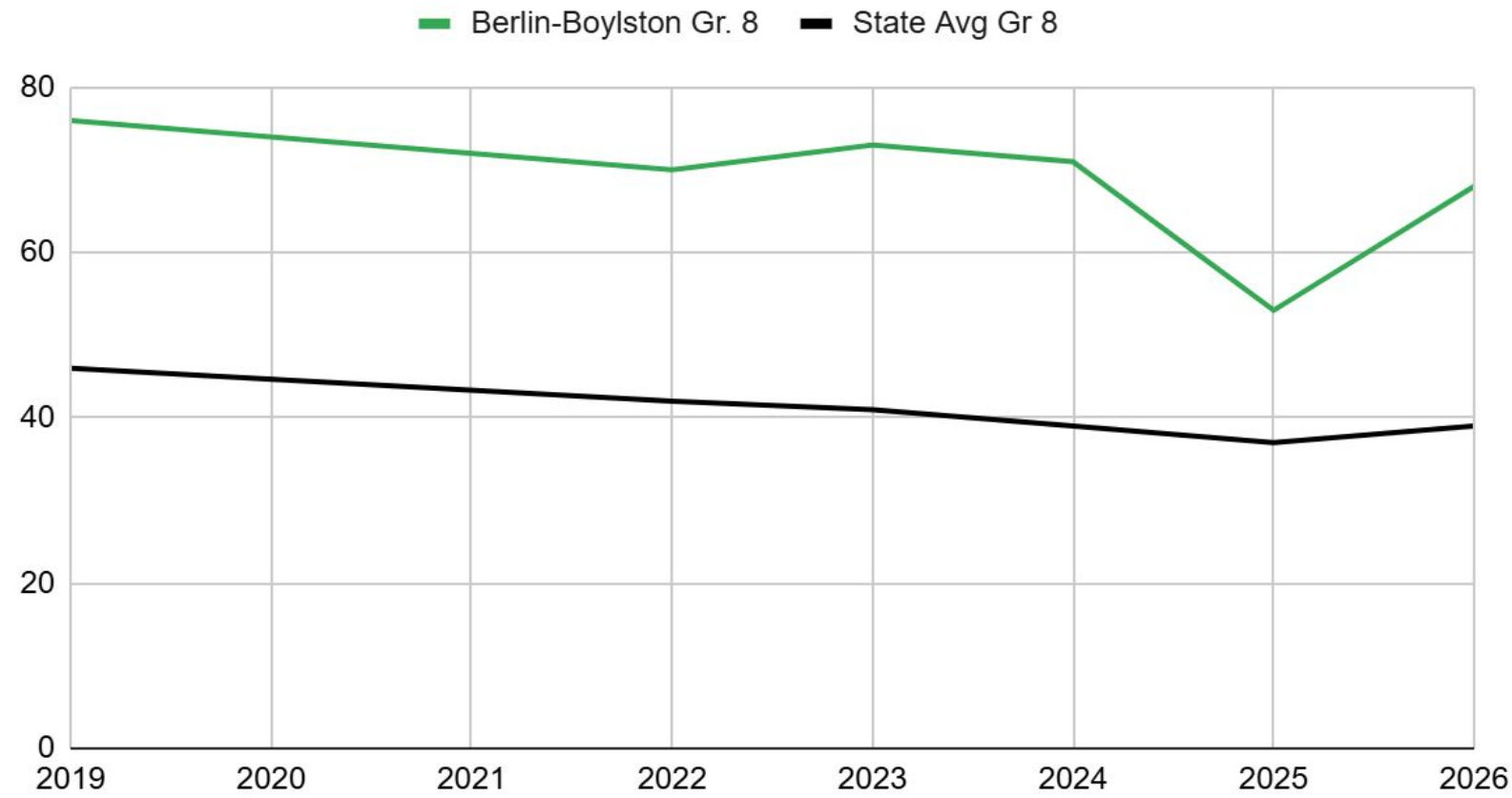
# Math % Meeting or Exceeding Gr 10



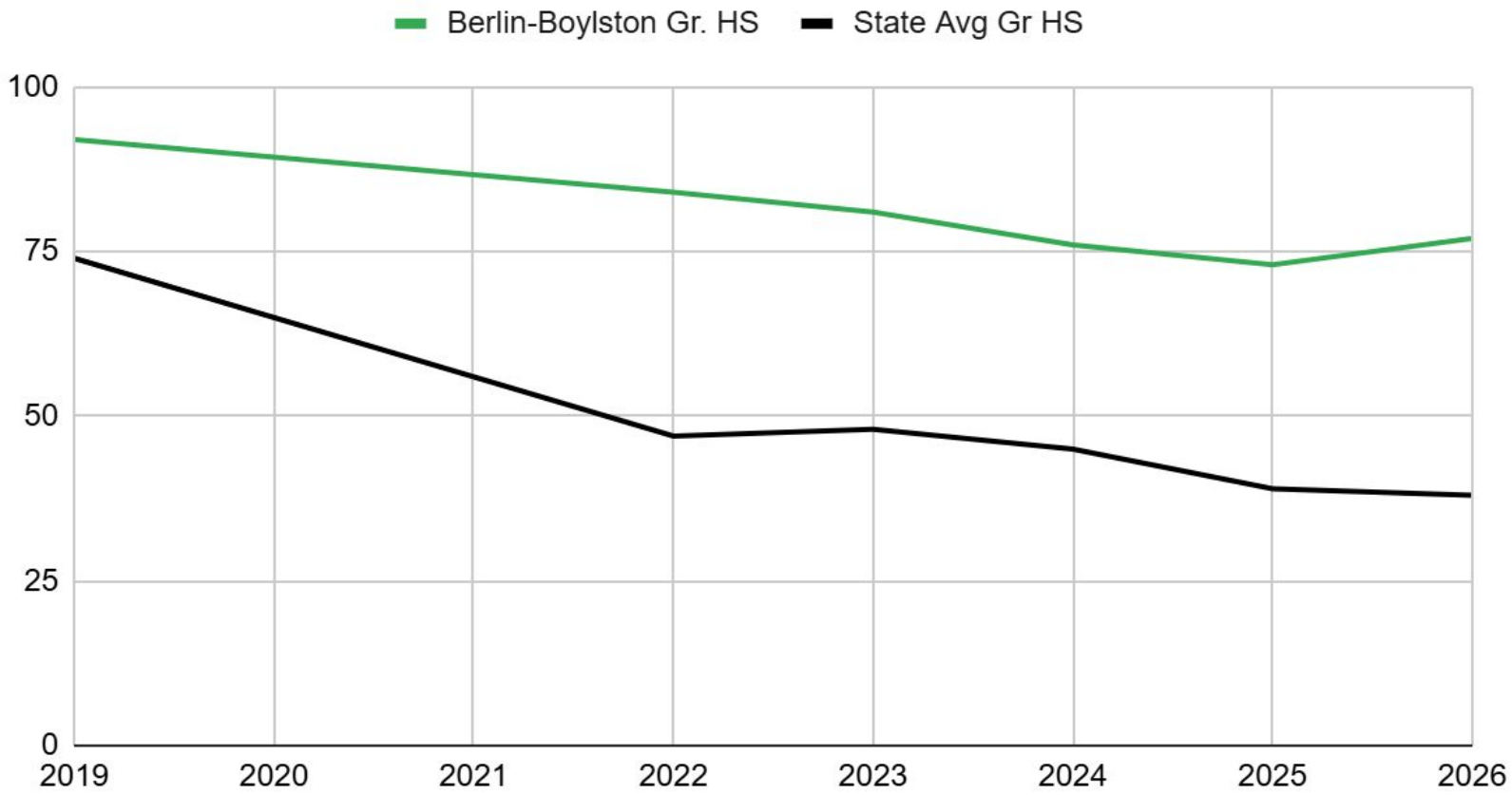
# TRMHS - District Wide 2026 Science

| | Meeting or Exceeding Expectations % | State Avg | +/- | Avg. SGP (40-60 typical growth) |
|---|---|---|---|---|
| Grade 8 | 69% | 39% | +30 | N/A |
| Grade 9 (Biology) | 80% | 41% | +39 | N/A |

# Science % Meeting or Exceeding Gr 8



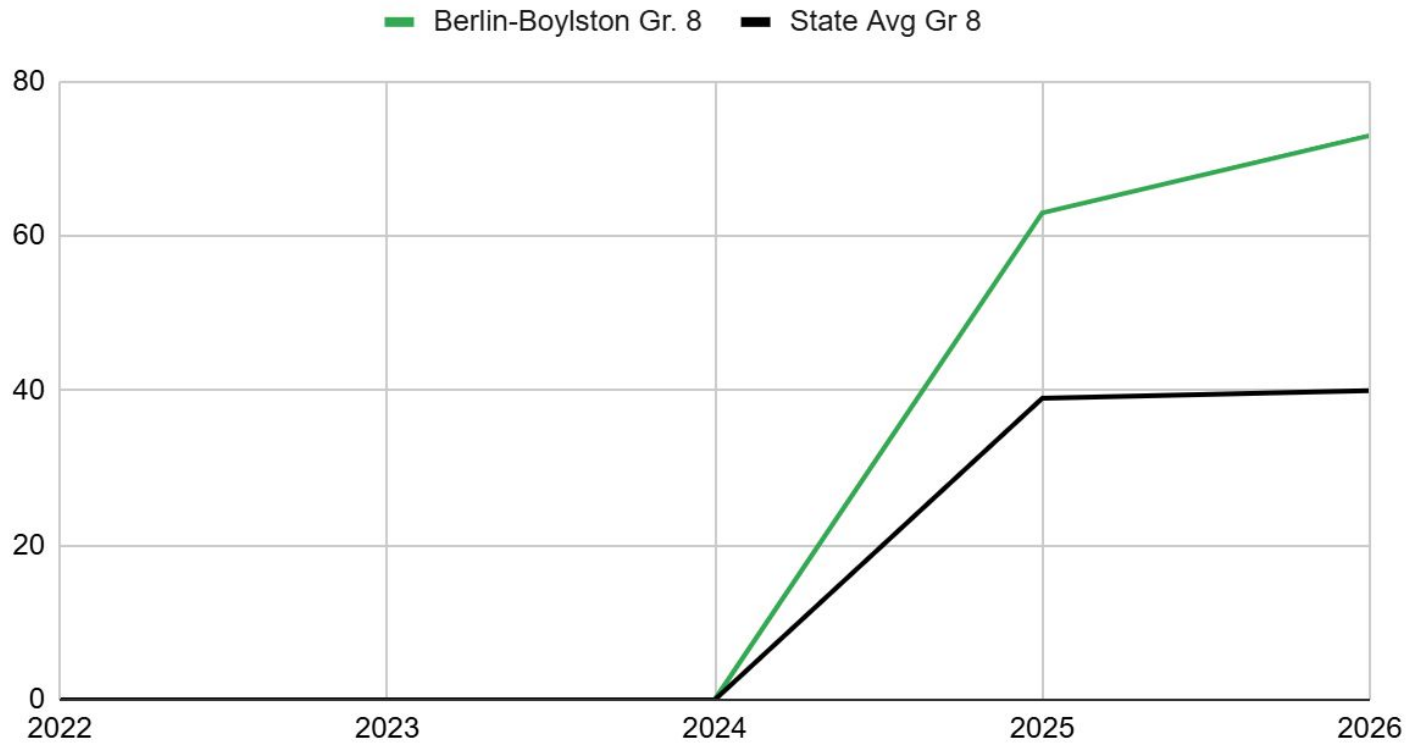
# Science (Biology) % Meeting or Exceeding Gr 9 HS



# TRMHS - District Wide 2026 Civics

| | Meeting or Exceeding Expectations % | State Avg | +/- | Avg. SGP (40-60 typical growth) |
|---|---|---|---|---|
| Grade 8 | 74% | 40% | +24 | N/A |

# Civics % Meeting or Exceeding Gr 8

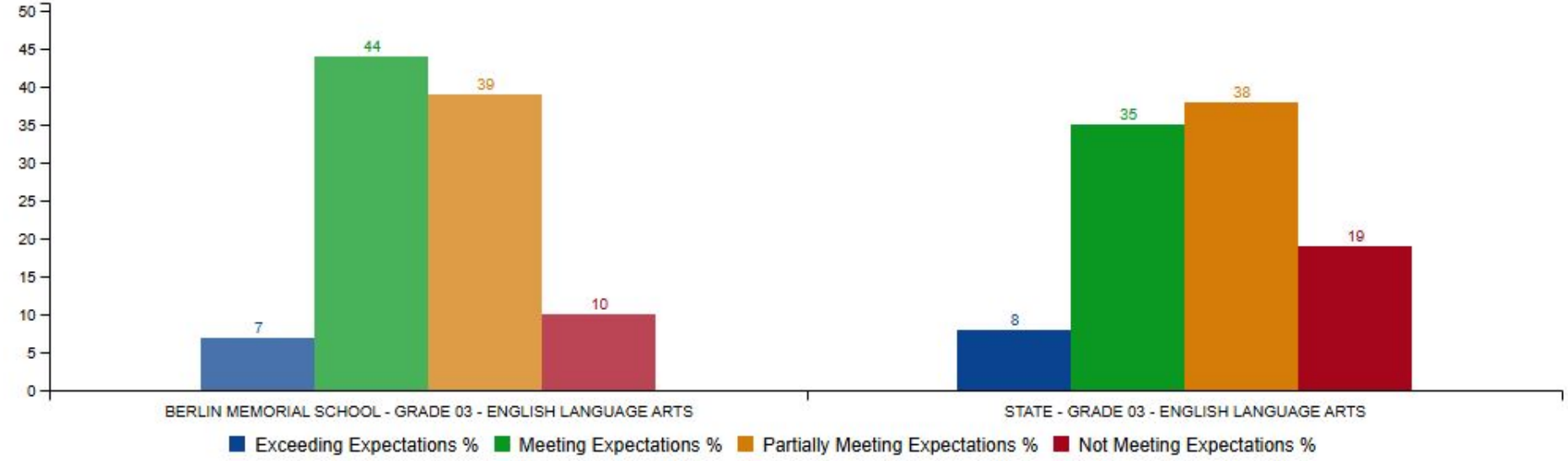


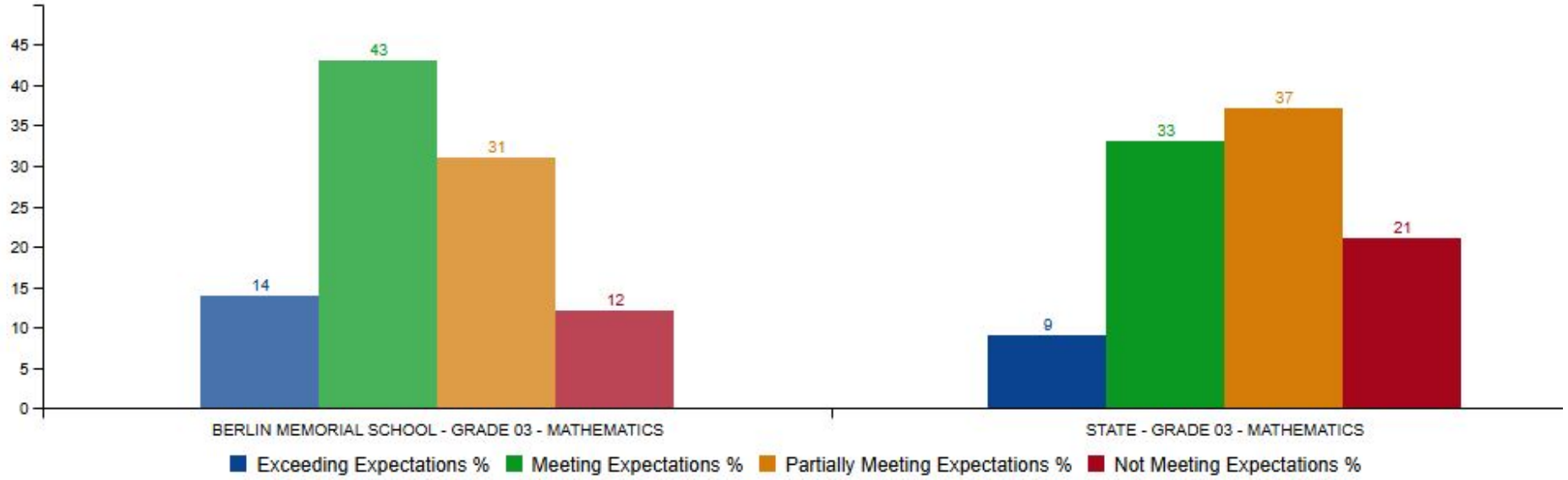

**2025 was the first year this test was administered

# BMS

# BMS 2026 Grade 3

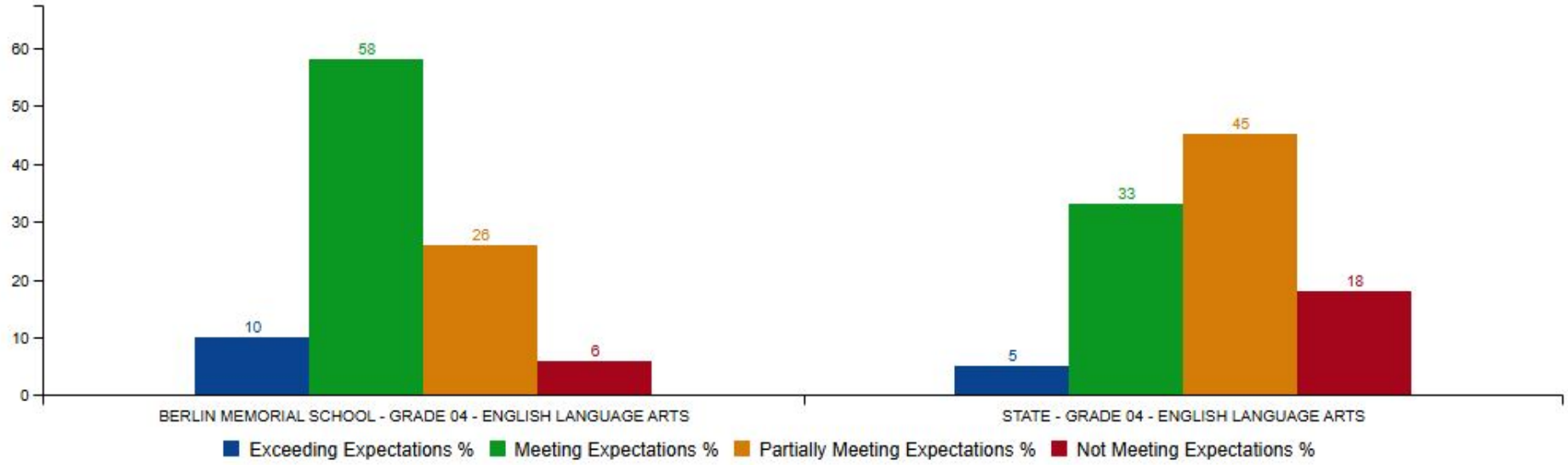
| Grade and Subject | Meeting or Exceeding Expectations % | | Exceeding Expectations % | | Meeting Expectations % | | Partially Meeting Expectations % | | Not Meeting Expectations % | | No. of Students Included | Part. Rate % | Avg. Scaled Score | Avg. SGP | Included in Avg. SGP | Ach. Pctl |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | State | School | State | School | State | School | State | School | State | | | | | | |
| GRADE 03 - ENGLISH LANGUAGE ARTS | 51 | 43 | 7 | 8 | 44 | 35 | 39 | 38 | 10 | 19 | 41 | 98 | 502 | N/A | N/A | 71 |
| GRADE 03 - MATHEMATICS | 57 | 42 | 14 | 9 | 43 | 33 | 31 | 37 | 12 | 21 | 42 | 100 | 504 | N/A | N/A | 73 |

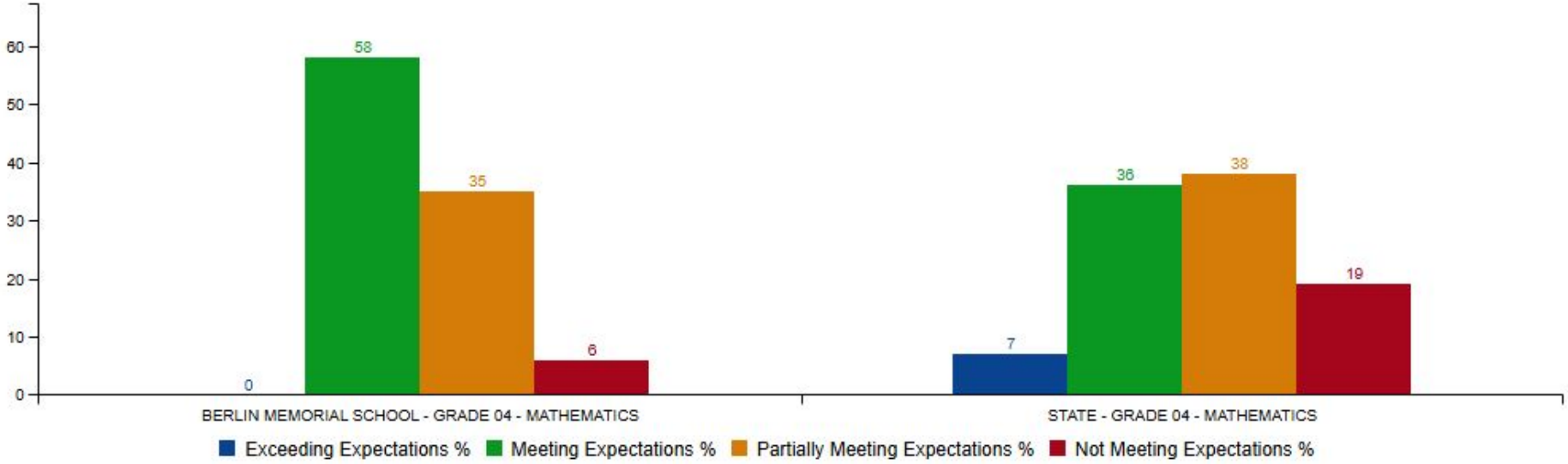



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BERLIN MEMORIAL SCHOOL - GRADE 03 - MATHEMATICS
STATE - GRADE 03 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

# BMS 2026 Grade 4

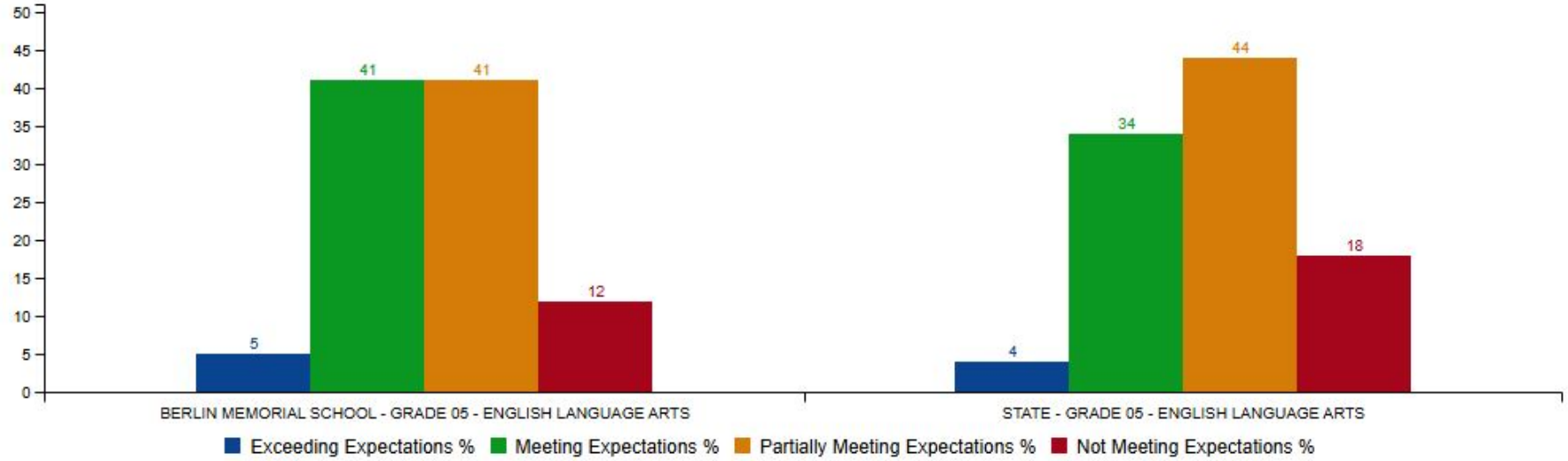
| Grade and Subject | Meeting or Exceeding Expectations % | | Exceeding Expectations % | | Meeting Expectations % | | Partially Meeting Expectations % | | Not Meeting Expectations % | | No. of Students Included | Part. Rate % | Avg. Scaled Score | Avg. SGP | Included in Avg. SGP | Ach. Pctl |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | State | School | State | School | State | School | State | School | State | | | | | | |
| GRADE 04 - ENGLISH LANGUAGE ARTS | 68 | 37 | 10 | 5 | 58 | 33 | 26 | 45 | 6 | 18 | 31 | 100 | 506 | 73 | 31 | 88 |
| GRADE 04 - MATHEMATICS | 58 | 43 | 0 | 7 | 58 | 36 | 35 | 38 | 6 | 19 | 31 | 100 | 503 | 47 | 31 | 72 |

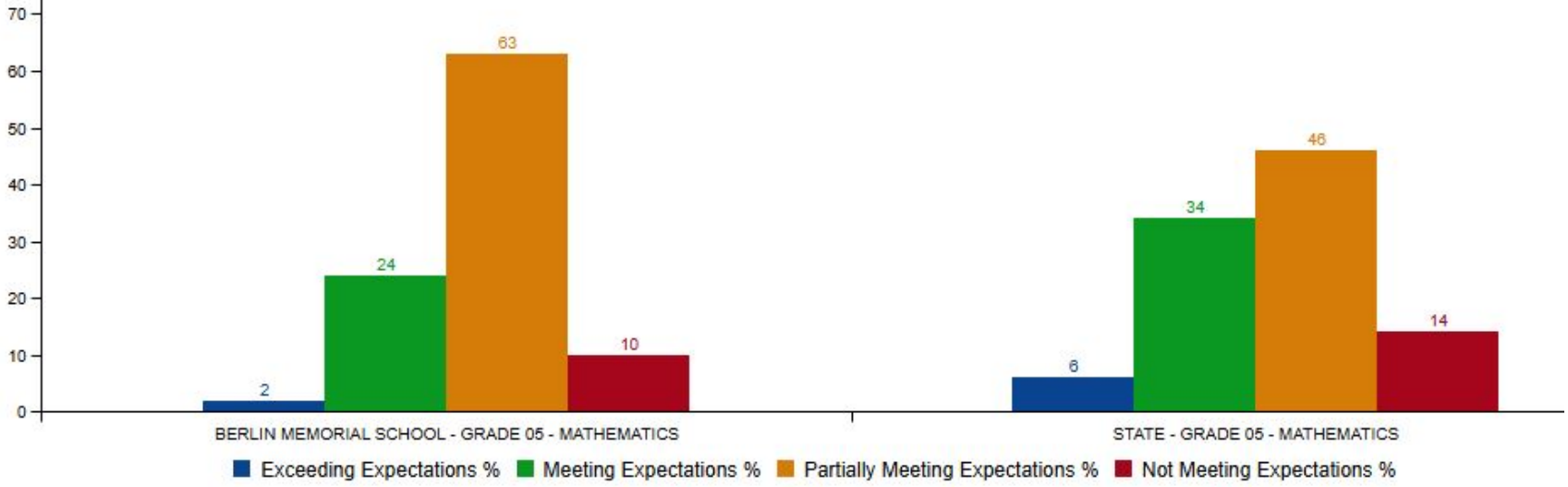


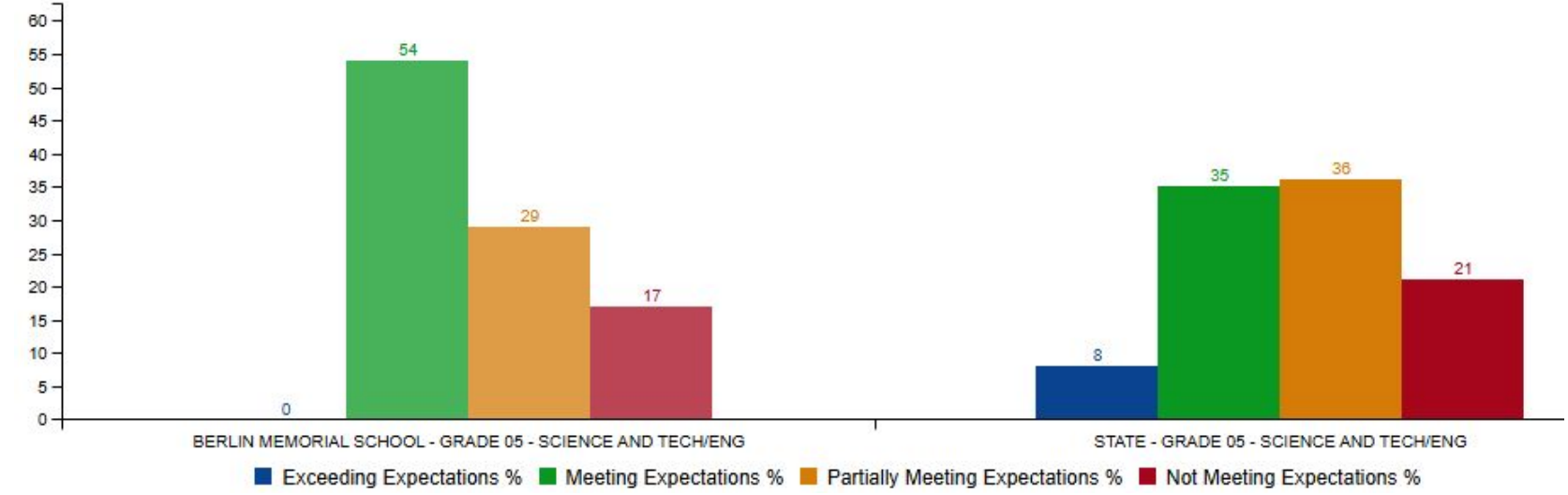

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BERLIN MEMORIAL SCHOOL - GRADE 04 - MATHEMATICS
STATE - GRADE 04 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

# BMS 2026 Grade 5

| 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 05 - ENGLISH LANGUAGE ARTS | 46 | 38 | 5 | 4 | 41 | 34 | 41 | 44 | 12 | 18 | 41 | 100 | 499 | 56 | 40 | 73 |
| GRADE 05 - MATHEMATICS | 27 | 39 | 2 | 6 | 24 | 34 | 63 | 46 | 10 | 14 | 41 | 100 | 491 | 43 | 40 | 38 |
| GRADE 05 - SCIENCE AND TECH/ENG | 54 | 43 | 0 | 8 | 54 | 35 | 29 | 36 | 17 | 21 | 41 | 100 | 496 | N/A | N/A | 56 |



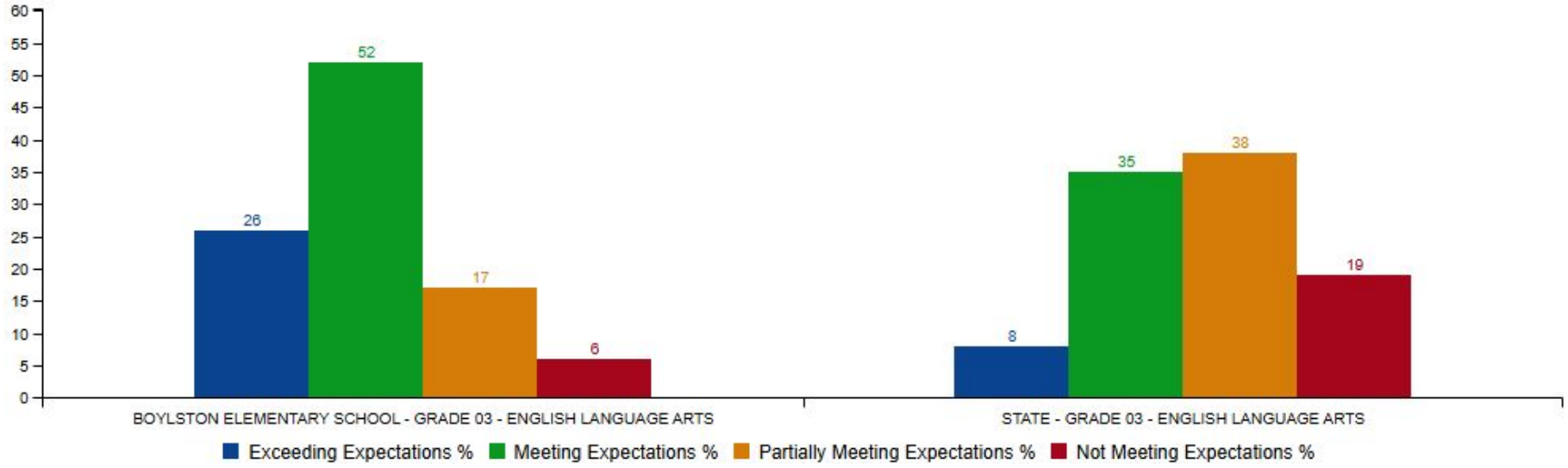

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BERLIN MEMORIAL SCHOOL - GRADE 05 - MATHEMATICS
STATE - GRADE 05 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

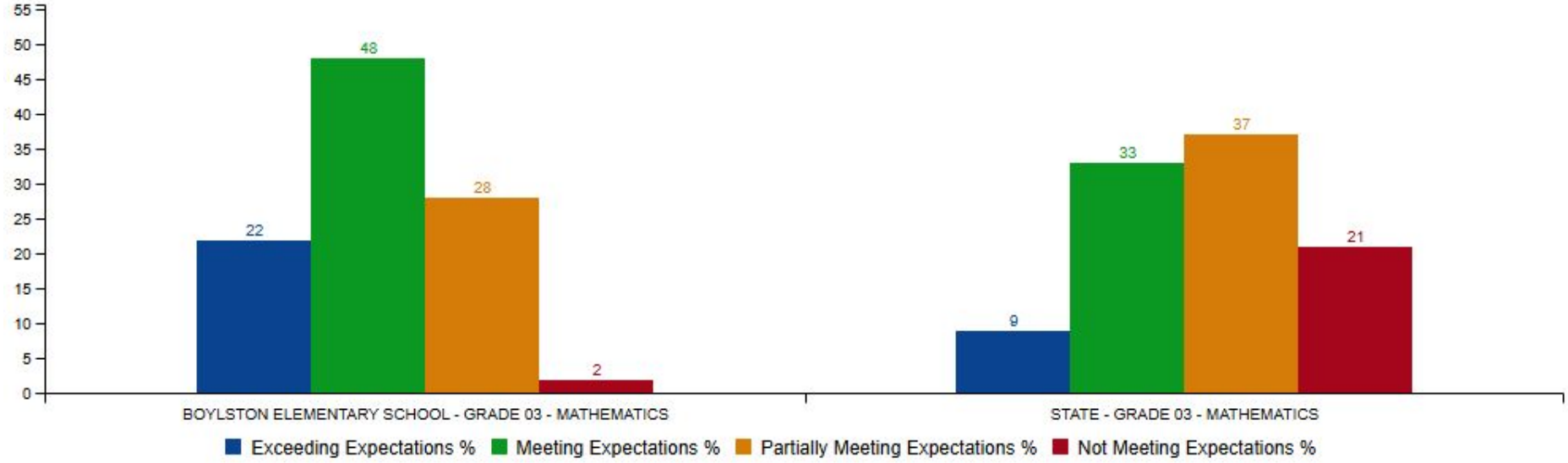

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BERLIN MEMORIAL SCHOOL - GRADE 05 - SCIENCE AND TECH/ENG
STATE - GRADE 05 - SCIENCE AND TECH/ENG
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

BES

# BES 2026 Grade 3

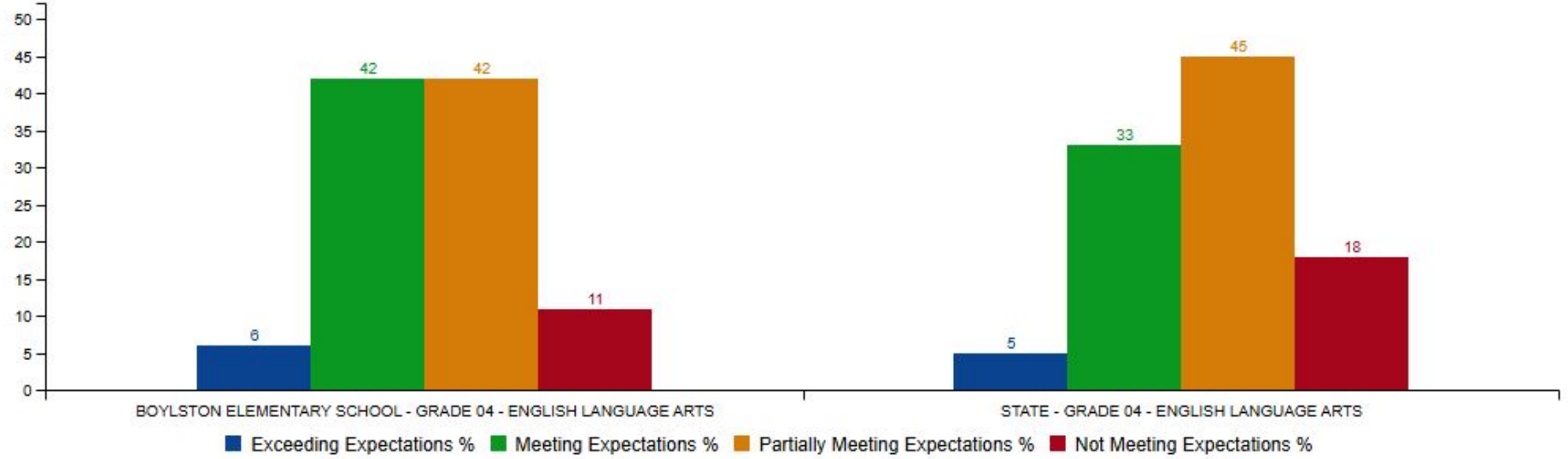
| Grade and Subject | Meeting or Exceeding Expectations % | | Exceeding Expectations % | | Meeting Expectations % | | Partially Meeting Expectations % | | Not Meeting Expectations % | | No. of Students Included | Part. Rate % | Avg. Scaled Score | Avg. SGP | Included in Avg. SGP | Ach. Pctl |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | State | School | State | School | State | School | State | School | State | | | | | | |
| GRADE 03 - ENGLISH LANGUAGE ARTS | 78 | 43 | 26 | 8 | 52 | 35 | 17 | 38 | 6 | 19 | 54 | 100 | 514 | N/A | N/A | 96 |
| GRADE 03 - MATHEMATICS | 70 | 42 | 22 | 9 | 48 | 33 | 28 | 37 | 2 | 21 | 54 | 100 | 512 | N/A | N/A | 90 |

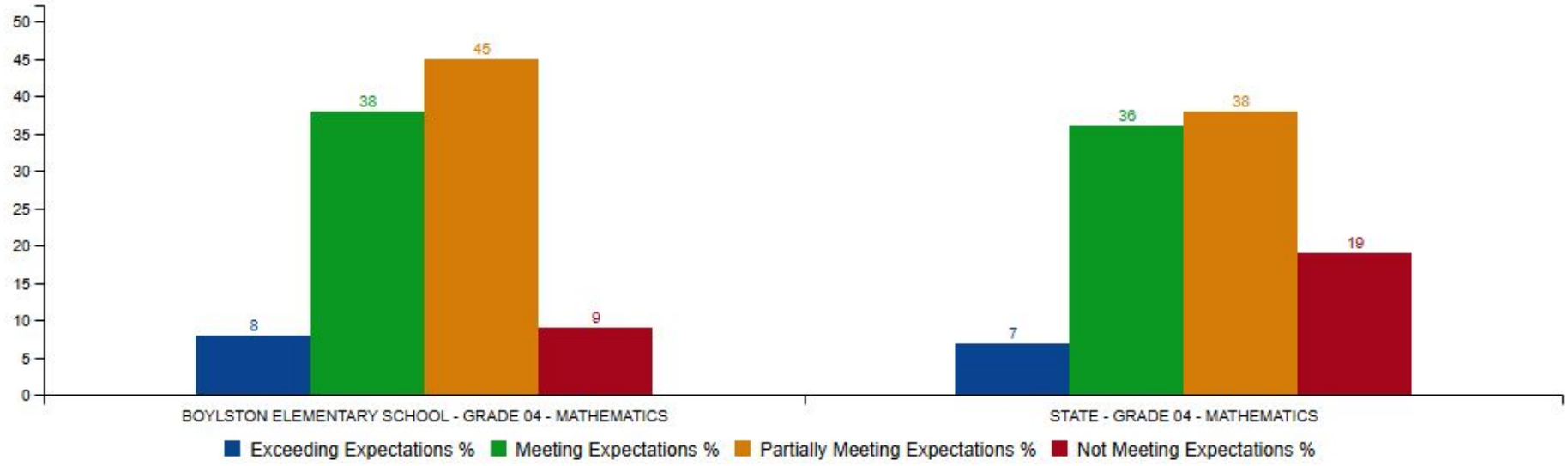



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BOYLSTON ELEMENTARY SCHOOL - GRADE 03 - MATHEMATICS
STATE - GRADE 03 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

# BES 2026 Grade 4

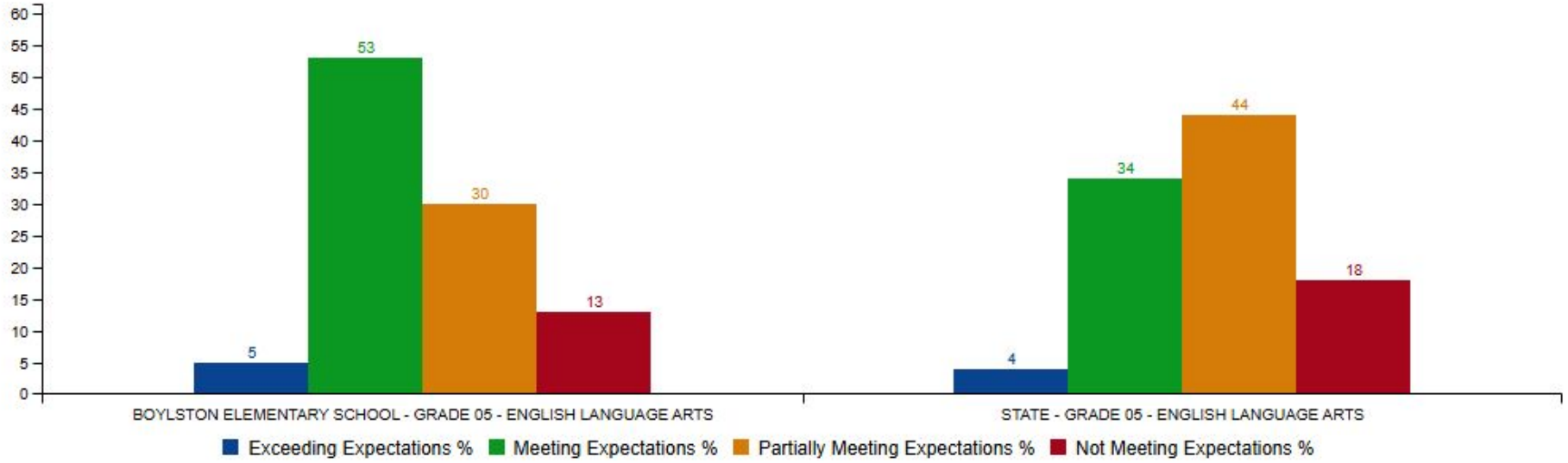
| Grade and Subject | Meeting or Exceeding Expectations % | | Exceeding Expectations % | | Meeting Expectations % | | Partially Meeting Expectations % | | Not Meeting Expectations % | | No. of Students Included | Part. Rate % | Avg. Scaled Score | Avg. SGP | Included in Avg. SGP | Ach. Pctl |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | State | School | State | School | State | School | State | School | State | | | | | | |
| GRADE 04 - ENGLISH LANGUAGE ARTS | 48 | 37 | 6 | 5 | 42 | 33 | 42 | 45 | 11 | 18 | 65 | 100 | 500 | 50 | 62 | 74 |
| GRADE 04 - MATHEMATICS | 46 | 43 | 8 | 7 | 38 | 36 | 45 | 38 | 9 | 19 | 65 | 100 | 500 | 29 | 62 | 64 |

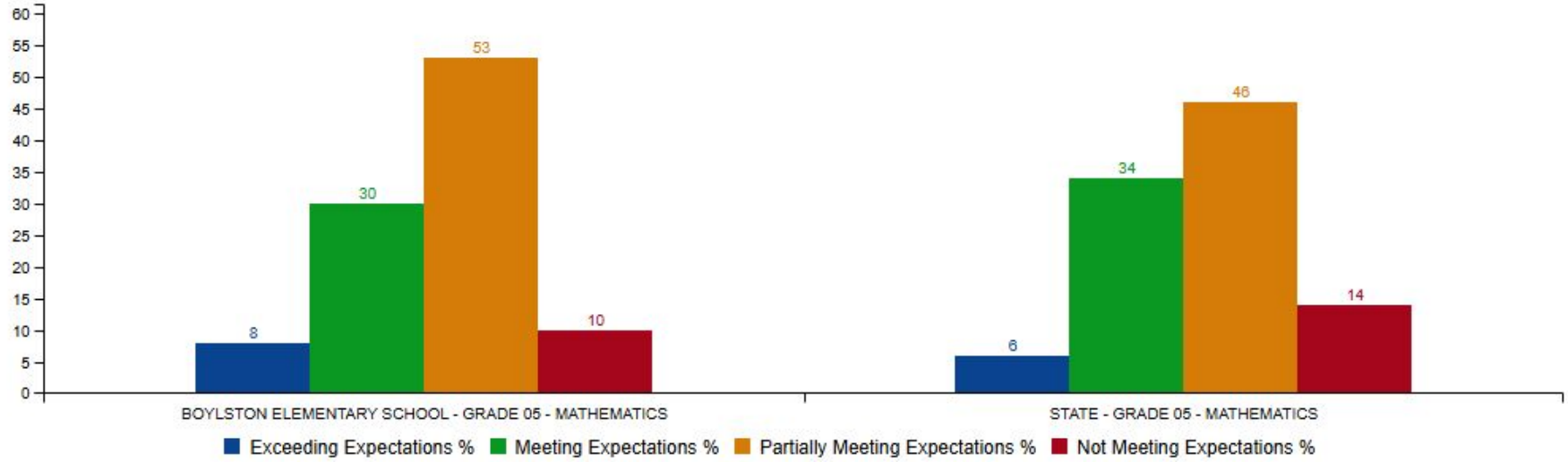


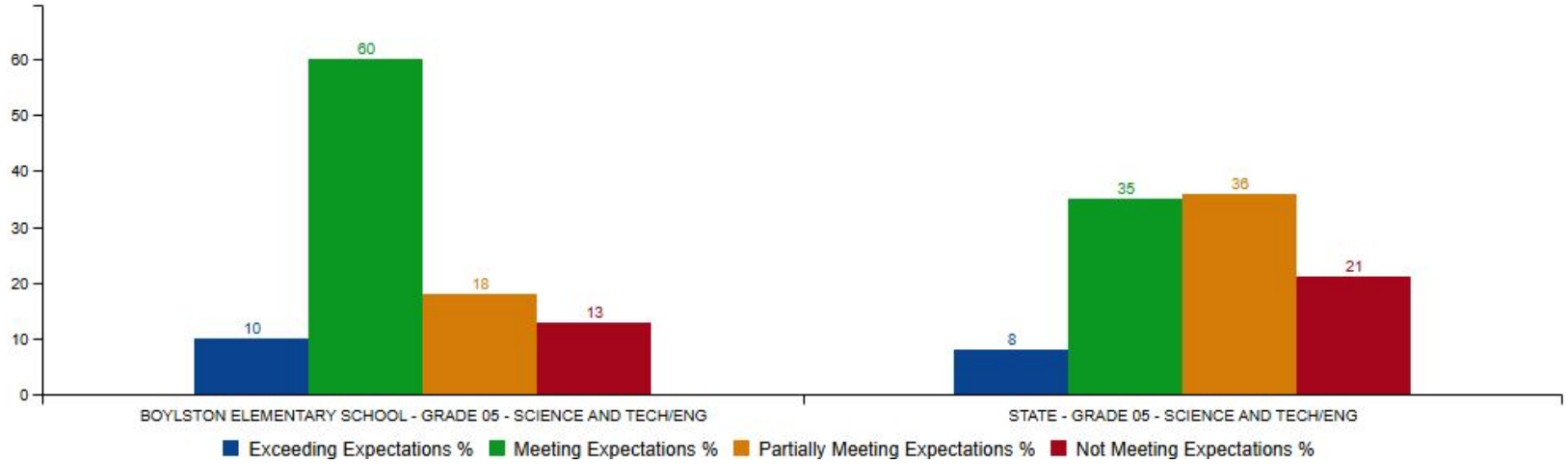

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BOYLSTON ELEMENTARY SCHOOL - GRADE 04 - MATHEMATICS
STATE - GRADE 04 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

# BES 2026 Grade 5

| 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 05 - ENGLISH LANGUAGE ARTS | 58 | 38 | 5 | 4 | 53 | 34 | 30 | 44 | 13 | 18 | 40 | 98 | 499 | 41 | 39 | 73 |
| GRADE 05 - MATHEMATICS | 38 | 39 | 8 | 6 | 30 | 34 | 53 | 46 | 10 | 14 | 40 | 98 | 497 | 28 | 39 | 58 |
| GRADE 05 - SCIENCE AND TECH/ENG | 70 | 43 | 10 | 8 | 60 | 35 | 18 | 36 | 13 | 21 | 40 | 98 | 504 | N/A | N/A | 78 |



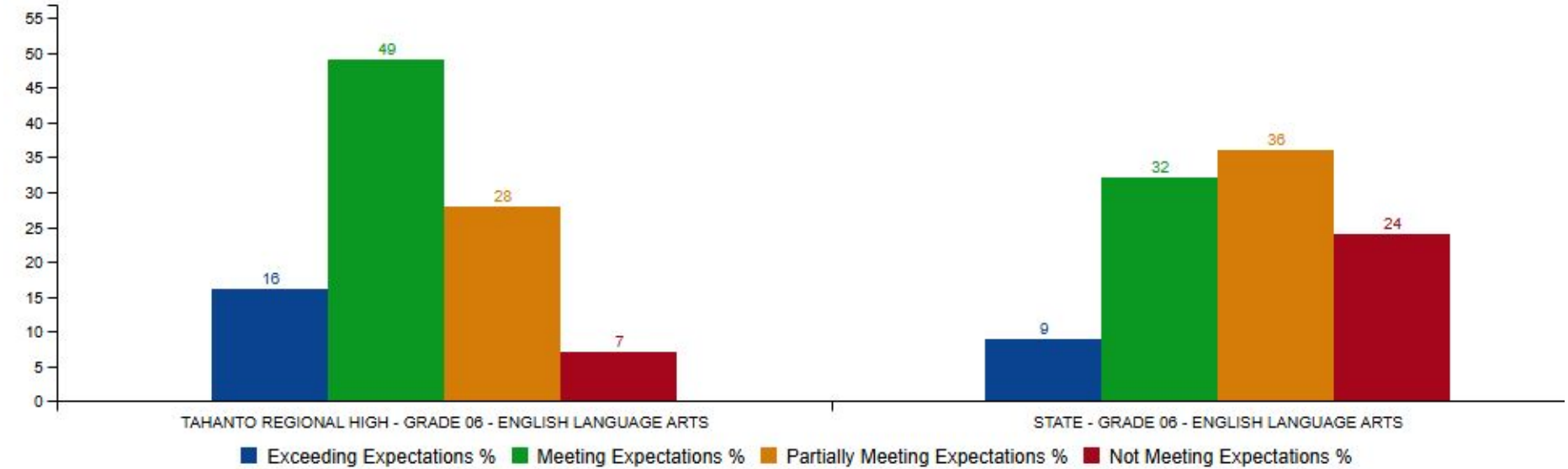

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BOYLSTON ELEMENTARY SCHOOL - GRADE 05 - MATHEMATICS
STATE - GRADE 05 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

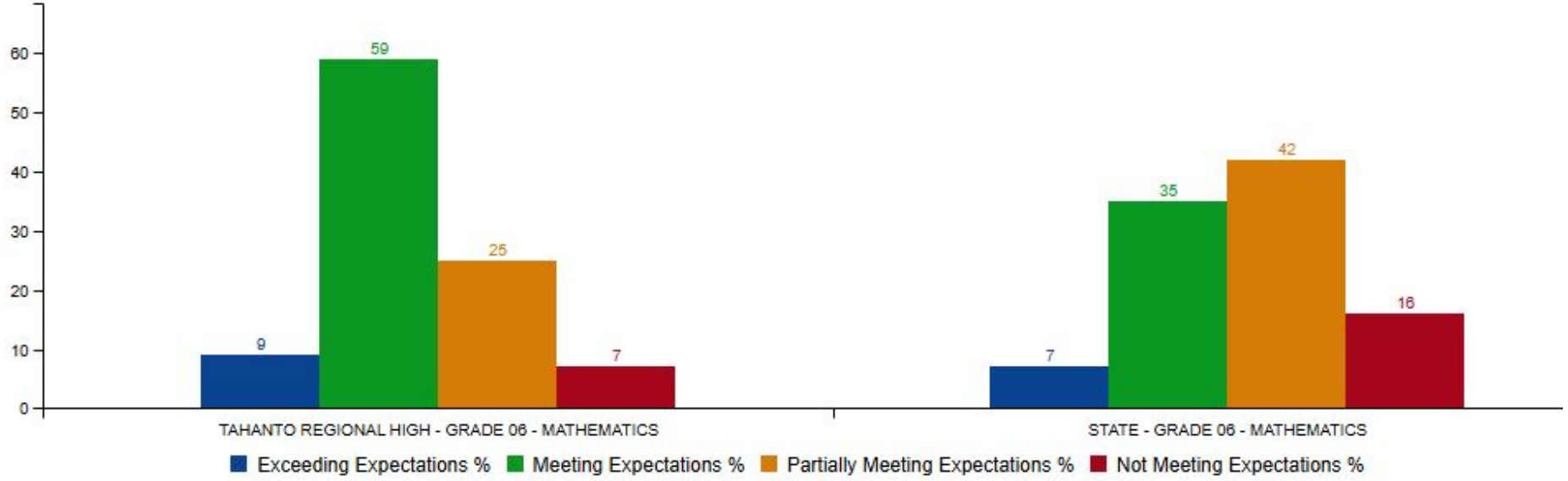

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BOYLSTON ELEMENTARY SCHOOL - GRADE 05 - SCIENCE AND TECH/ENG
STATE - GRADE 05 - SCIENCE AND TECH/ENG
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

TRMHS

# TRMHS 2026 Grade 6

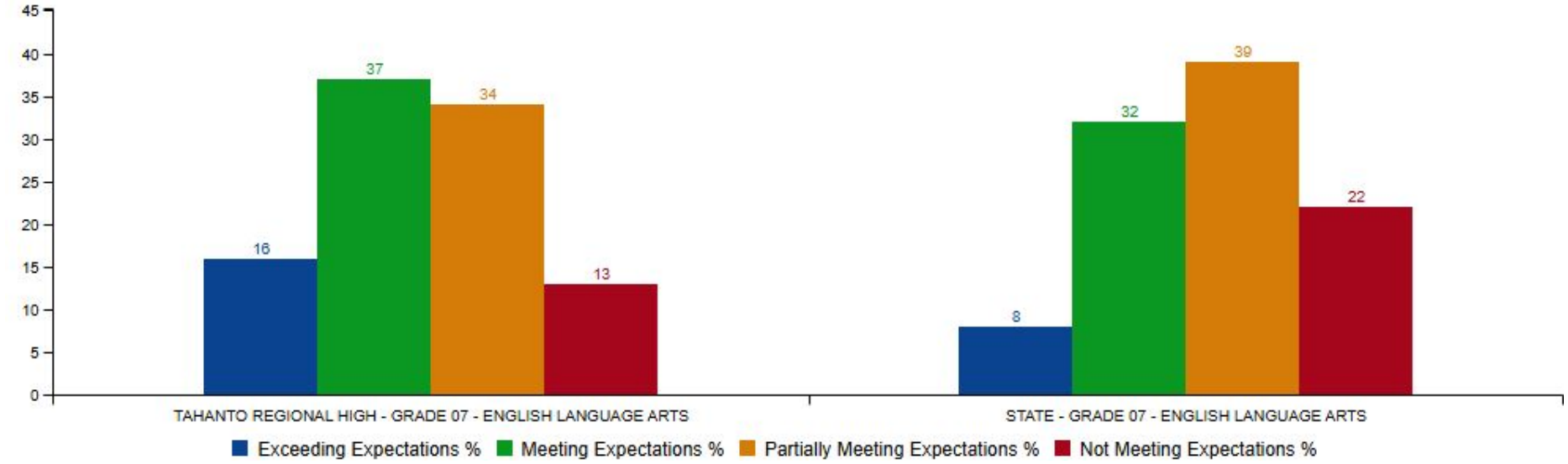
| Grade and Subject | Meeting or Exceeding Expectations % | | Exceeding Expectations % | | Meeting Expectations % | | Partially Meeting Expectations % | | Not Meeting Expectations % | | No. of Students Included | Part. Rate % | Avg. Scaled Score | Avg. SGP | Included in Avg. SGP | Ach. Pctl |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | State | School | State | School | State | School | State | School | State | | | | | | |
| GRADE 06 - ENGLISH LANGUAGE ARTS | 65 | 40 | 16 | 9 | 49 | 32 | 28 | 36 | 7 | 24 | 88 | 100 | 508 | 49 | 85 | 88 |
| GRADE 06 - MATHEMATICS | 68 | 43 | 9 | 7 | 59 | 35 | 25 | 42 | 7 | 16 | 88 | 100 | 509 | 66 | 85 | 85 |

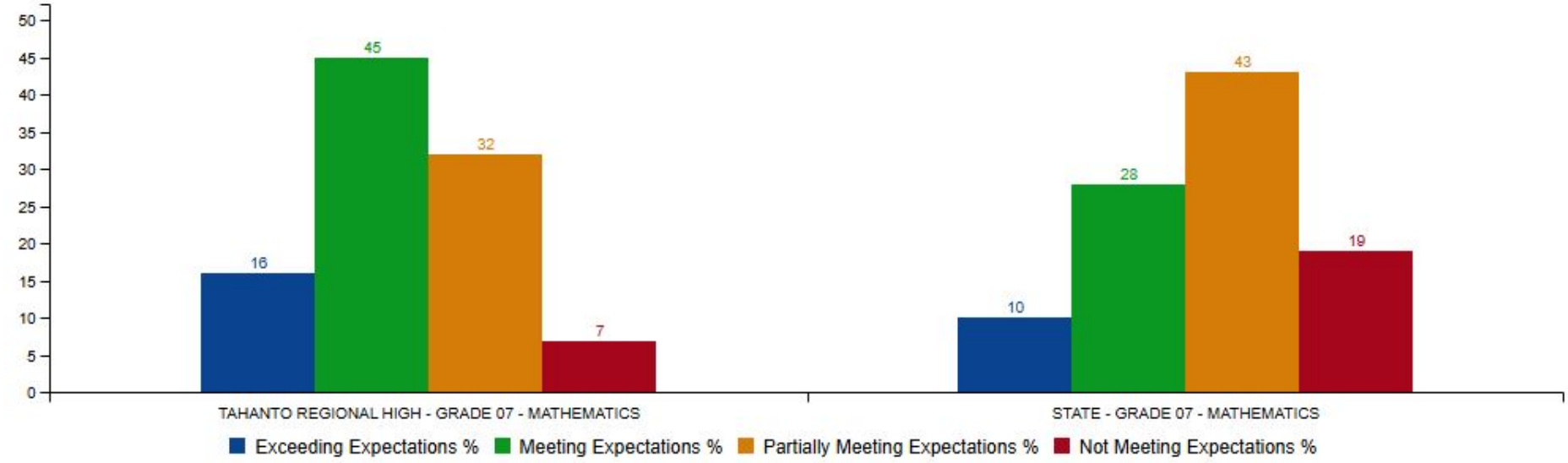



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TAHANTO REGIONAL HIGH - GRADE 06 - MATHEMATICS
STATE - GRADE 06 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

# TRMHS 2026 Grade 7

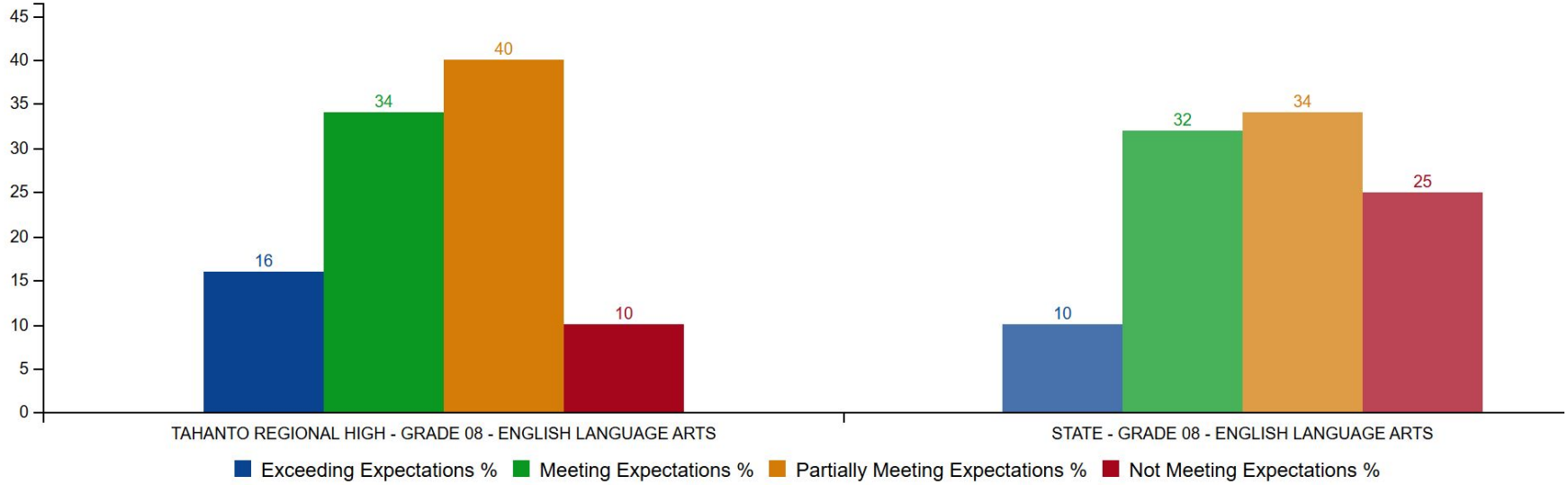
| Grade and Subject | Meeting or Exceeding Expectations % | | Exceeding Expectations % | | Meeting Expectations % | | Partially Meeting Expectations % | | Not Meeting Expectations % | | No. of Students Included | Part. Rate % | Avg. Scaled Score | Avg. SGP | Included in Avg. SGP | Ach. Pctl |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | School | State | School | State | School | State | School | State | School | State | | | | | | |
| GRADE 07 - ENGLISH LANGUAGE ARTS | 53 | 40 | 16 | 8 | 37 | 32 | 34 | 39 | 13 | 22 | 76 | 100 | 501 | 45 | 72 | 78 |
| GRADE 07 - MATHEMATICS | 61 | 37 | 16 | 10 | 45 | 28 | 32 | 43 | 7 | 19 | 75 | 99 | 507 | 45 | 71 | 85 |

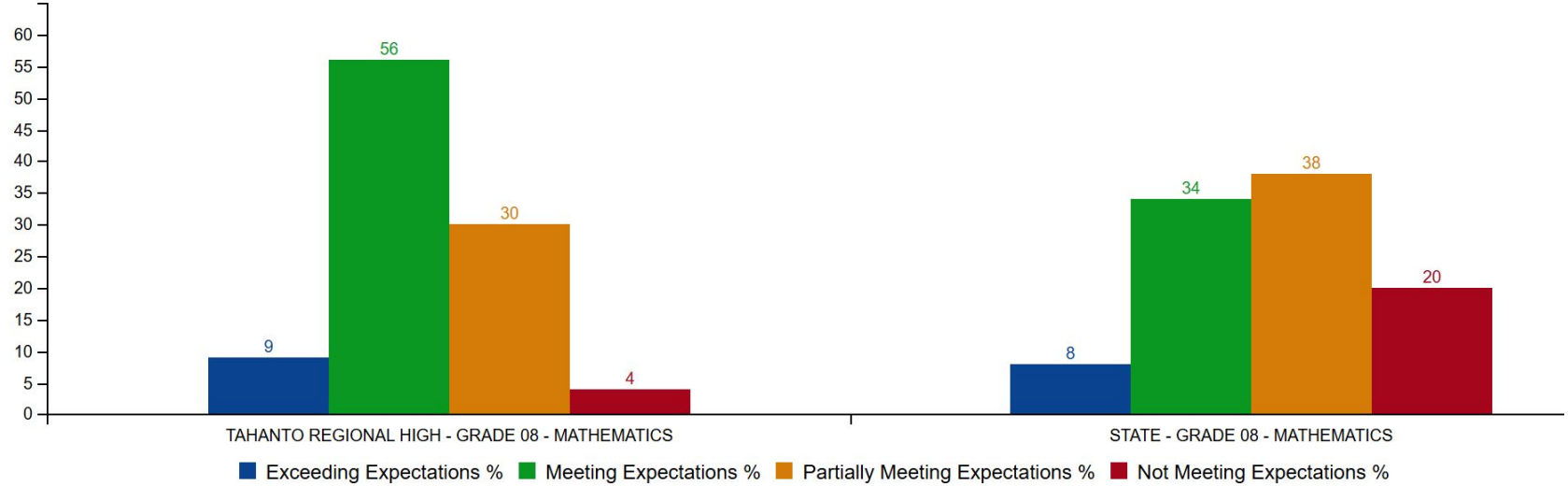


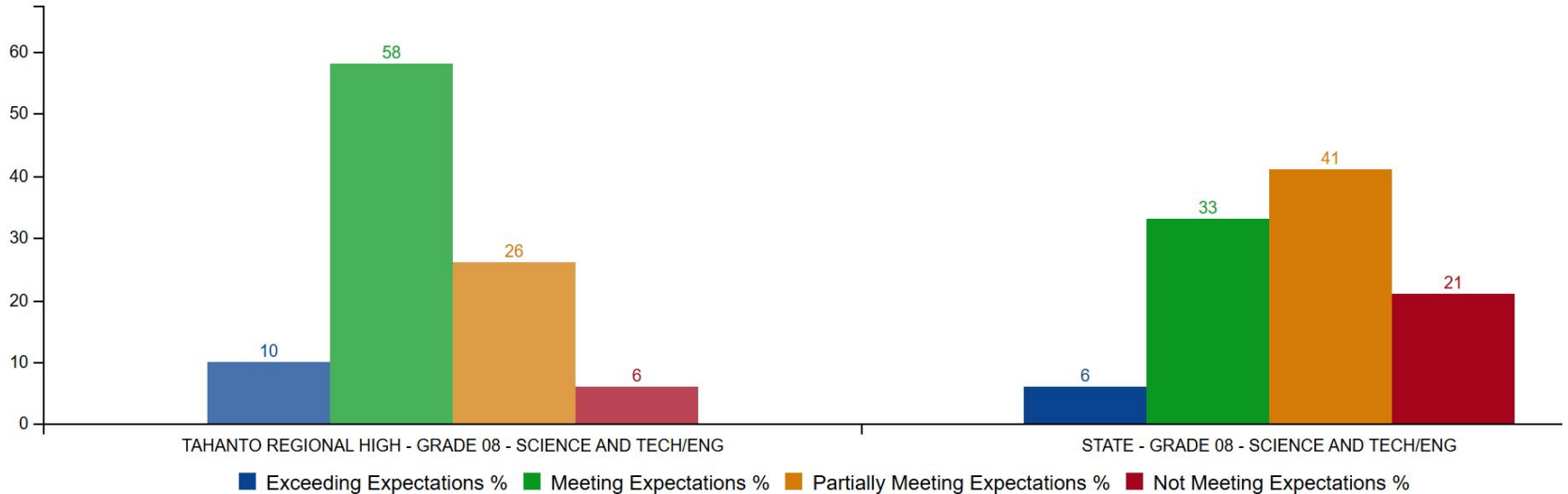

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TAHANTO REGIONAL HIGH - GRADE 07 - MATHEMATICS
STATE - GRADE 07 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

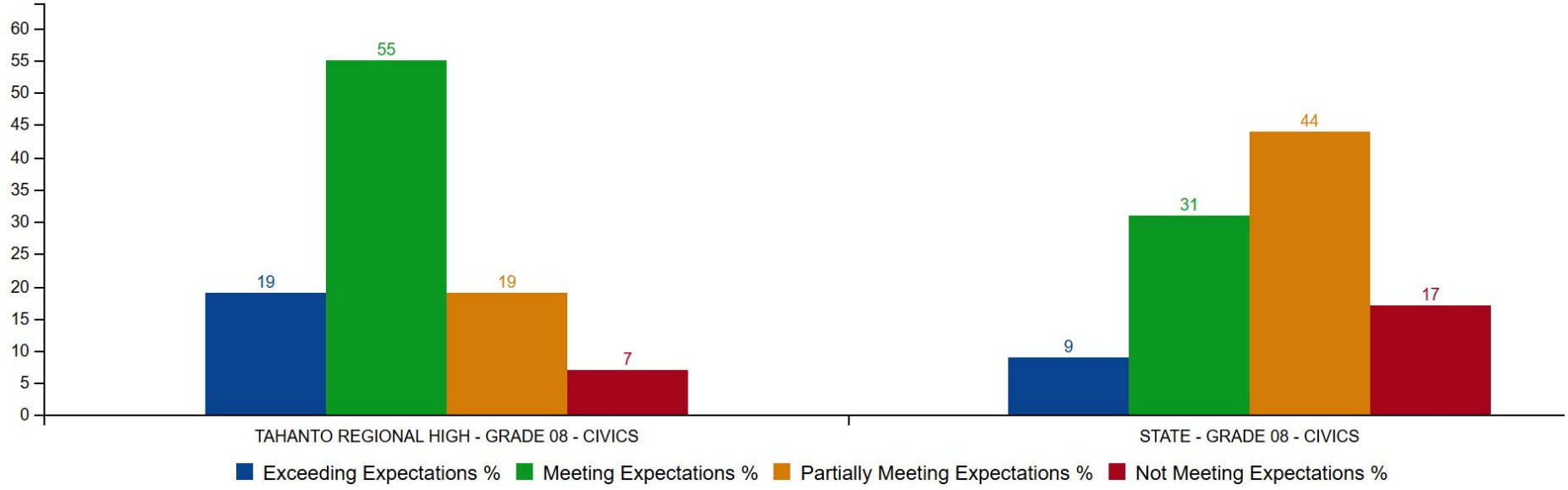
# TRMHS Grade 8 2026

| 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 08 - ENGLISH LANGUAGE ARTS | 49 | 42 | 16 | 10 | 34 | 32 | 40 | 34 | 10 | 25 | 89 | 100 | 503 | 44 | 86 | 78 |
| GRADE 08 - MATHEMATICS | 65 | 42 | 9 | 8 | 56 | 34 | 30 | 38 | 4 | 20 | 89 | 100 | 504 | 47 | 87 | 78 |
| GRADE 08 - SCIENCE AND TECH/ENG | 69 | 39 | 10 | 6 | 58 | 33 | 26 | 41 | 6 | 21 | 89 | 100 | 507 | N/A | N/A | 87 |
| GRADE 08 - CIVICS | 74 | 40 | 19 | 9 | 55 | 31 | 19 | 44 | 7 | 17 | 89 | 100 | 512 | N/A | N/A | 92 |



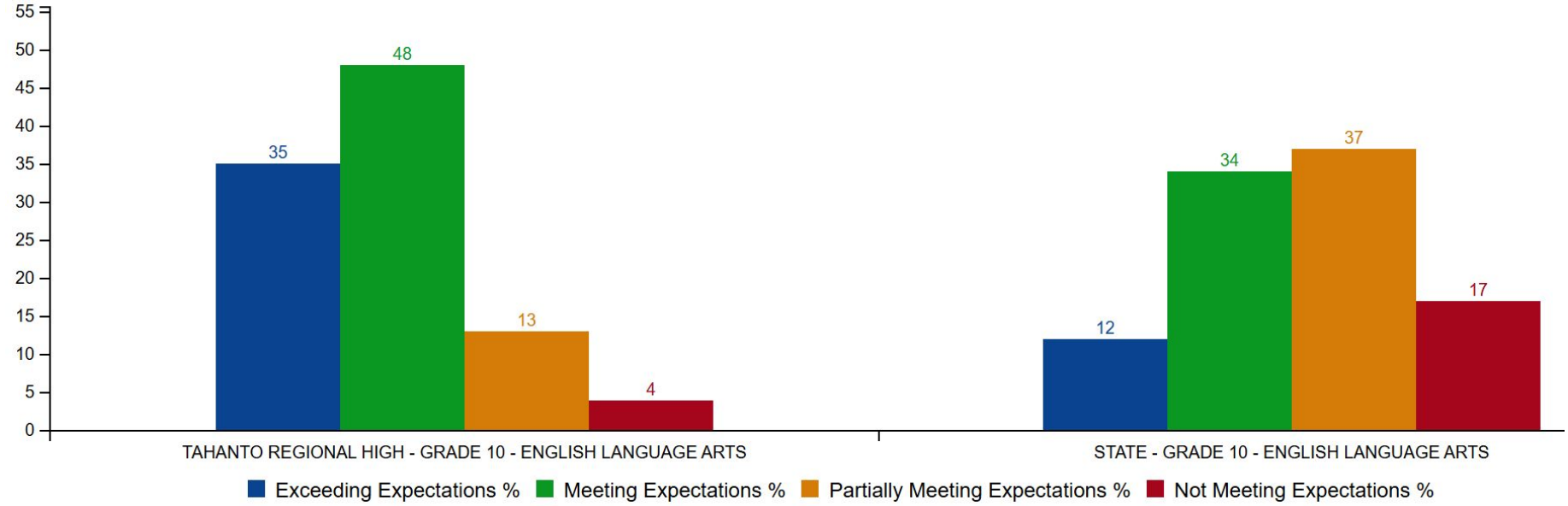

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TAHANTO REGIONAL HIGH - GRADE 08 - MATHEMATICS
STATE - GRADE 08 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

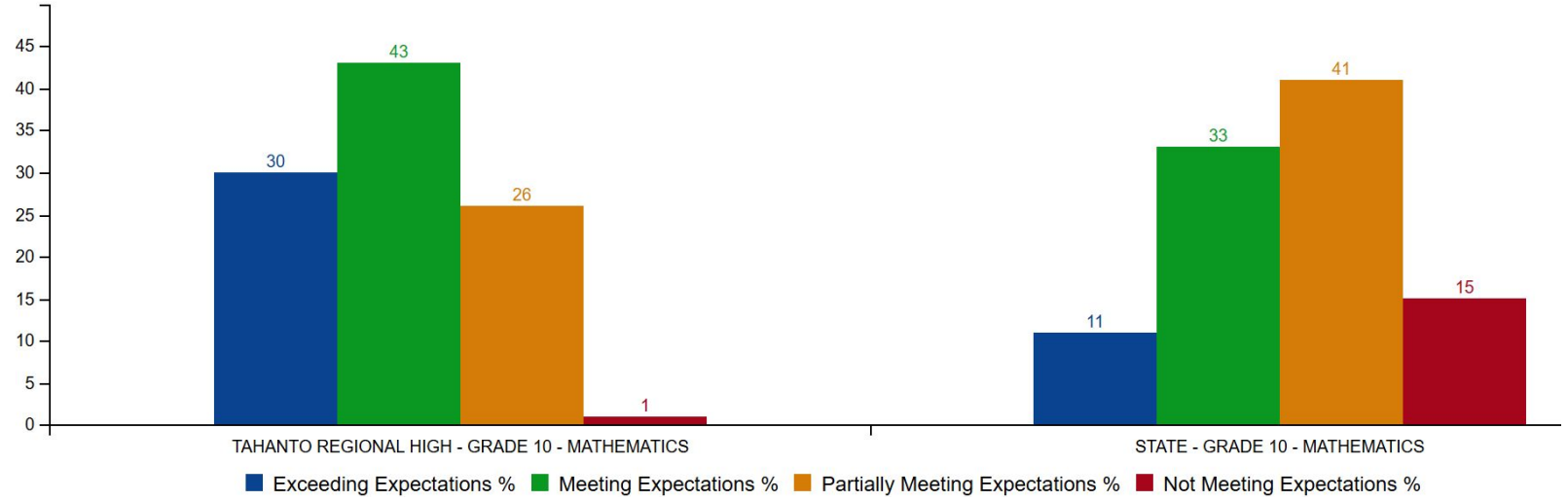

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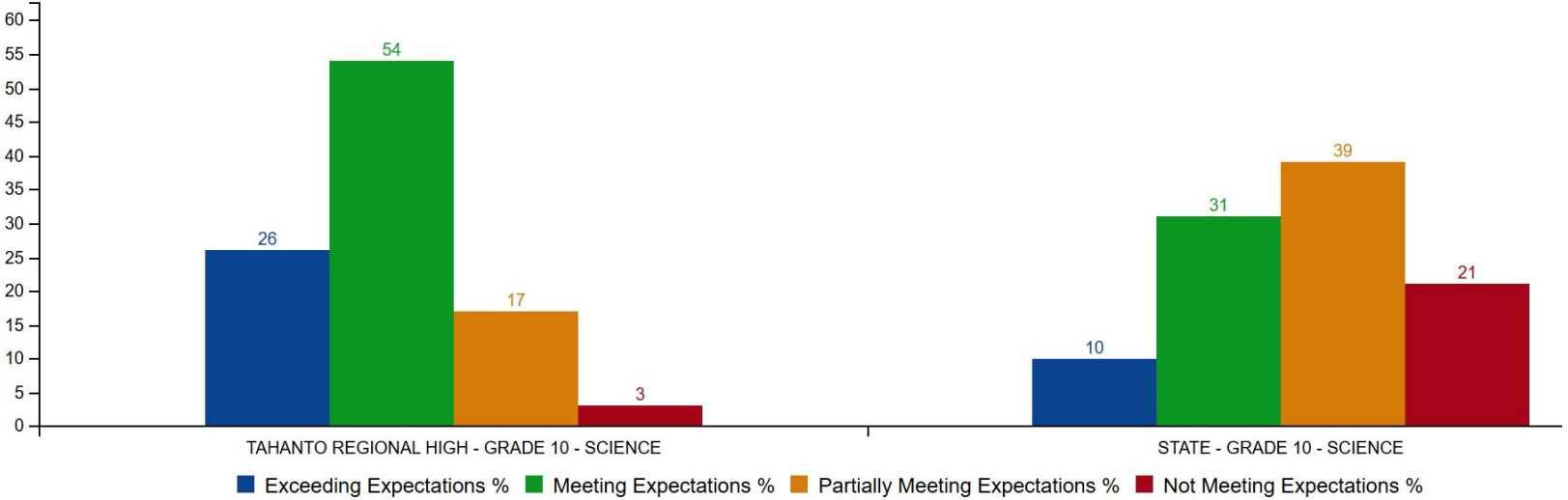

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# TRMHS 2026 Grade 10 (9 - Biology)

| 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 10 - ENGLISH LANGUAGE ARTS | 83 | 45 | 35 | 12 | 48 | 34 | 13 | 37 | 4 | 17 | 71 | 99 | 518 | 63 | 69 | 94 |
| GRADE 10 - MATHEMATICS | 73 | 44 | 30 | 11 | 43 | 33 | 26 | 41 | 1 | 15 | 70 | 97 | 517 | 58 | 68 | 92 |
| GRADE 10 - SCIENCE | 80 | 41 | 26 | 10 | 54 | 31 | 17 | 39 | 3 | 21 | 70 | 99 | 517 | N/A | N/A | 95 |




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TAHANTO REGIONAL HIGH - GRADE 10 - MATHEMATICS
STATE - GRADE 10 - MATHEMATICS
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %


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TAHANTO REGIONAL HIGH - GRADE 10 - SCIENCE
STATE - GRADE 10 - SCIENCE
Exceeding Expectations %
Meeting Expectations %
Partially Meeting Expectations %
Not Meeting Expectations %

# How does the district rank?

**Comparison Districts:**

Clinton
Hudson
Marlborough
Nashoba
Northborough/
Southborough
Shrewsbury
Wachusett
Westborough
Worcester

| ELA - All Grades based on % of Students Meeting or Exceeding | | | |
|---|---|---|---|
| Year | Selected Districts | All Districts | Percentile Rank |
| 2022 | 4 of 11 | 74 of 394 | 81st |
| 2023 | 2 of 11 | 46 of 393 | 88th |
| 2024 | 2 of 11 | 62 of 391 | 84th |
| 2025 | 2 of 11 | 69 of 389 | 82nd |
| 2026 | 3 of 11 | 63 of 389 | 84th |

**Comparison Districts:**

Clinton
Hudson
Marlborough
Nashoba
Northborough/
Southborough
Shrewsbury
Wachusett
Westborough
Worcester

Math - All Grades based on % of Students Meeting or Exceeding

| Year | Selected Districts | All Districts | Percentile Rank |
|---|---|---|---|
| 2022 | 3 of 11 | 48 of 393 | 88th |
| 2023 | 3 of 11 | 58 of 393 | 85th |
| 2024 | 3 of 11 | 52 of 391 | 87th |
| 2025 | 3 of 11 | 56 of 389 | 86th |
| 2026 | 4 of 11 | 71 of 390 | 82nd |

**Comparison Districts:**

Clinton
Hudson
Marlborough
Nashoba
Northborough/
Southborough
Shrewsbury
Wachusett
Westborough
Worcester

| Science - All Grades based on % of Students Meeting or Exceeding | | | |
|---|---|---|---|
| Year | Selected Districts | All Districts | Percentile Rank |
| 2022 | 2 of 11 | 50 of 389 | 87th |
| 2023 | 2 of 11 | 39 of 387 | 90th |
| 2024 | 1 of 11 | 26 of 383 | 93rd |
| 2025 | 4 of 11 | 81 of 385 | 79th |
| 2026 | 2 of 11 | 39 of 384 | 90th |

# Item Analysis

# Elementary

## Areas of Strength

**Significant progress toward reducing chronic absenteeism**

**Strong Growth and Achievement among our lowest performing students in ELA.**

**The number of students with disabilities at BES meeting their targets has substantially increased.**

## Areas for Growth

**Mathematics achievement district wide**- being addressed through implementation of new Math curriculum and professional development to create districtwide coherence (students with disabilities see a gap in performance)

**Meeting ELA Targets**, particularly in 4th and 5th grade district wide for 'all students'; PRISM grant process will allow us to develop a districtwide literacy plan and align our curriculum

**Science Achievement** - although scores remain above state average, we need to look at curriculum in grades 3-5 (standards tested in 5th) to address decline

District Wide Accountability Information

# Middle School

## Areas of Strength

**Strong academic growth** across all middle grades particularly in Math for all students and lowest-performing students.

**Strong Civics program** and achievement.

## Areas for Growth

**Chronic absenteeism** in non-high school grades requires intervention. Development of MyCAP programming for planning and engagement.

**ELA -** although strong performance, steady decline since 2019. (not as significant as seen throughout the state - but still a need of focus). Added Reading Specialist should help with targeted needs

# High School

## Areas of Strength

**High accountability percentile** and official classification of meeting and exceeding targets.

Scores in all areas reflect student achievement **far above the state average.**

## Areas for Growth

**Advanced coursework** completion declined since 2023 signaling opportunities for growth. Innovation Career Pathways Grant, MyCAP and new graduation guidelines will help provide specific support.

**Students with disabilities** are not meeting their expected state defined academic target goals.

Any declining achievement locally and across the state must take into consideration the vote that eliminated the MCAS as a graduation requirement. This was specifically addressed during a state webinar upon the release of the MCAS results.

*How do we engage families in understanding the importance of these assessments for reflection on curriculum and student achievement?*

# Districtwide Focus Areas

**COHERENCE-** Looking at practices across the district and creating alignment so all students are experiencing the same level of high quality instruction.

**CURRICULUM -** Implementation of new elementary Math curriculum, reviewing ELA elementary curriculum, utilizing structures of UDL (Universal Design for Learning) and data analysis at the middle and high school level to address the needs of all learners. Across the district our 'high needs' students are seeing a decline in performance.

**Strategic Plan -** Aligning what we do throughout our district with the Strategic Plan; curriculum development, coherence and creating opportunities for future readiness at the Tahanto all align with specific goals of our plan.