



Annual Report
2025-26 School Year

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INTRODUCTION TO THE SCHOOL

Hill View Montessori Charter Public School			
Type of Charter	Commonwealth	Location of School	Haverhill, Massachusetts
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2004	Year(s) in which the Charter was Renewed (if applicable)	2009; 2014; 2019, 2024
Maximum Enrollment	306	Chartered Grade Span	K-8
The Mission of Hill View Montessori Charter Public School is to provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal, and social achievement and so prepared, become constructive contributors to our community.			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Dear Hill View Montessori Community,

On behalf of the Board of Trustees, I am pleased to share this annual update with our families, staff, students, and future members of our community.

Over the past year, Hill View Montessori has continued to build upon its mission of providing a high-quality Montessori education that fosters independence, curiosity, and academic excellence. We welcomed new members to our school community, recognized the contributions of departing staff and trustees, and continued to strengthen the programs and systems that support student success.

The Board remains committed to strong governance, financial stewardship, and strategic planning to ensure the long-term sustainability of the school. We are grateful for the dedication of our educators, administrators, families, and community partners whose efforts make Hill View Montessori a vibrant place to learn and grow.

As we look ahead, we remain focused on supporting student achievement, strengthening our Montessori program, and advancing the school's mission for years to come.

Thank you for your continued support of Hill View Montessori.

Sincerely,

Jeff Hood, Hill View Montessori Board Chairperson

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO THE CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

Our Mission:

The mission of Hill View Montessori Charter Public School (HVMCPS) is to provide a K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community.

By embracing the Montessori educational philosophy, enhanced to align with Common Core standards, our students will attain academic excellence and become intrinsically motivated, independent thinkers who love to learn. They will be socially responsible and mature contributors to the world. Parental involvement in the educational process and a highly effective, committed staff will be at the core of our community.

Hill View Montessori works to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, foster care, military, or limited English proficiency, will have equal access to the general education program, extracurricular activities, and full range of any occupation/vocational education programs offered by the school.

Hill View Montessori's Key Design Elements (full details below):

1. An educational program based on the Montessori philosophy
2. To ensure that all students meet rigorous academic, personal, and social achievement objectives.
3. To hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused professional development in all curricular areas

Key Design Element 1: An educational program based on the Montessori philosophy

As a preeminent, public Montessori charter school in Haverhill, MA, we apply Montessori theories of child development, pedagogy, and instructional delivery in all of our K-8 classrooms while maintaining alignment with Common Core standards.

Hill View Montessori employs an Academic Director to oversee teaching and learning across all four levels of our school (Kindergarten, Lower Elementary, Upper Elementary, Middle School). The Academic Director meets regularly with teachers to guide high-quality, data-driven instruction and to ensure consistent alignment of the Montessori approach with Common Core standards. We also employ a Special Education Director who is a former HVM Lead Teacher and holds Montessori certification for students ages 6-12 years old. In collaboration with our Academic Director, these two school leaders ensure that a high-quality educational program based on the Montessori philosophy is accessible to *all* students.

During the 2025-26 school year, we have continued to cultivate partnerships with our regional Montessori community, including training centers, partner schools, and the Montessori research community. We consulted frequently with the Montessori Training Center of the Northeast (MTCNE) and brought their training staff to Hill View Montessori for two in

-person Professional Development workshops to deepen our faculty's understanding of and ability to implement Montessori theory in the classroom. We also continue to utilize the services of the Montessori Elementary Teacher Training Collaborative (METTC), an American Montessori Society (AMS) accredited training center in Lexington, MA. In the Summer of 2025, we funded training for two faculty members to attend METTC as part of their extensive Montessori teacher certification. These teachers were able to apply their learning at Hill View Montessori throughout the 2025-26 year. This summer, we are funding Montessori teacher certification at METTC for another two faculty members.

This Fall, our Academic Director launched an initiative to train all of our Classroom Assistants in in-house Montessori training. Through six weekly small group sessions, Classroom Assistants were trained in Montessori philosophy, observation skills, how to encourage student curiosity and independence, classroom management, teamwork, communication, and preparing the physical environment to meet the developmental needs of the children. Increasing the knowledge, skills, and abilities of our full instructional staff—both Lead teachers and Classroom Assistants—has been a core focus of our school this year as we work to elevate the teaching and learning standards at Hill View Montessori.

Key Design Element 2: To ensure that all students meet rigorous academic, personal, and social achievement objectives

HVM continued its Reading (DIBELS) and Writing assessments three times during the school year for all Kindergarten and Lower Elementary and Upper Elementary students. We also conducted three benchmark math assessments for K-8 students using the Star Math benchmark assessment. In the 2025-26 school year, we are particularly proud of our student growth on the DIBELS assessment.

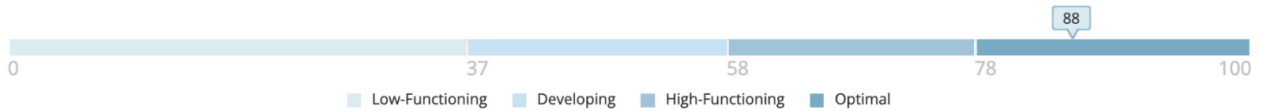
Avg composite DIBELS score Fall 2025	Avg composite DIBELS score Winter 2026	Avg composite DIBELS score Spring 2026
327	387	439

In 2024-25, HVM began using the Developmental Environment Rating Scale (DERS), a classroom observation and coaching tool used to assess specific classroom practices that support executive functioning, linguistic and cultural fluency, and social-emotional flexibility. The DERS is used by the Academic Director to observe classrooms throughout the school year and to formally assess them two times/year. DERS data is then shared with teachers during 1:1 coaching sessions. This information supports classroom practices that cultivate (1) initiation and concentration (2) inhibitory control (3) working memory (4) linguistic and cultural fluency and (5) social-emotional flexibility. The DERS gives each classroom a numerical score between 1-100 in each of these 5 domains, which puts the classroom in one of four categories: Low-functioning (1-37), Developing (37-58), High-functioning (58-78), and Optimal (78-100).

Below, please find two examples of the report for a classroom that scored in the Optimal range for the Inhibitory Control and Linguistic & Cultural Fluency categories.

Inhibitory Control

Screening out Distraction • Resisting Impulses • Shifting

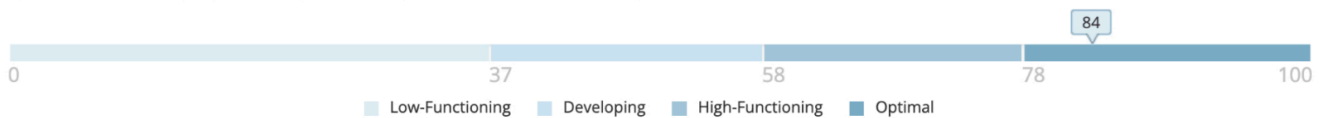


Most children wait their turn for an activity or material without interrupting or resorting to force. The vast majority of children handled materials with care and precision. Some children observed without touching or interfering in others' work. Most children demonstrate the ability to shift, by refocusing when a desired material is unavailable, recovering from distraction, and switching between solo and group work. Children consistently use materials for their intended purpose. Some children were seen to exercise persistence in their work, attempting multiple ways of solving a problem, and working through frustration. Children were often able to express needs verbally, and resolve conflicts peacefully. Teacher consistently held lesson presentations sacred, protecting the mutual engagement between adult, child, and material. Adults consistently moved around the classroom slowly, calmly, and deliberately. Digital technology is not observed in the room. Children prepare, consume, and clean up meals and snacks in the classroom. Turn taking is embedded into activities such as sharing snack, using the restroom, and selecting materials.

Notes

Linguistic and Cultural Fluency

Spoken and written language proficiency • Interpreting cultural attitudes and expectations



Children often interrupted peers or adults who were engaged in other activity. Some children demonstrated care for their peers, including assisting with dressing, offering food, and resolving conflicts. Children sometimes used social graces spontaneously, and sometimes prompted by an adult. The classroom is characterized by a low hum of conversation. Adults consistently made eye contact with children, bending or stooping to their level when speaking with them. Adults consistently model social graces. Verbal instructions were consistently clear, precise, and delivered with attention to the child's ongoing language acquisition. Adults consistently used a soft, conversational voice. Most learning materials are made from natural materials, including wood, glass, and fabric; there was minimal use of plastic. The classroom is language-rich, with multiple items to name and discuss, a variety of texts, and a cozy reading area. Children have no access to outdoor environments. Some child-sized work tools are available, but no children are observed using them. The classroom is language-rich, with multiple items to name and discuss, a variety of texts, and a cozy reading area.

Notes

In HVM's ongoing commitment to support the well-being of all of its students, we have administered an annual universal mental health screening for all students since the 2022-2023 school year. We use the Child & Youth Resilience Measure (CYRM), a research-based screening tool used by researchers and practitioners worldwide. The CYRM is designed to capture information about the child's individual, relational, communal and cultural resources that bolster their resilience. HVM's goal is to help all 306 of its students thrive academically by using CYRM data to identify groups of students who may benefit from additional social and emotional interventions and support. This year, we also began using the SBIRT screener for our 8th grade students. Our School Nurse and School Social Worker were both trained in how to administer this important assessment.

Since 2023, HVM has offered [Life Space Crisis Intervention](#) (LSCI) training to all staff who work directly with students. This 30-hour, evidence-based, trauma-informed, relationship-building certification training equips faculty and staff to turn problem situations into learning opportunities for young people who exhibit challenging behaviors. LSCI teaches verbal de-escalation strategies to help regulate students during stressful moments and teach them the social and emotional skills they need to achieve long-term behavioral change. During the 2024-25 year, 15 HVM educators were certified in LSCI, in addition to 14 staff who were certified during the 2023-24 school year. For the 2025-26 school year, an additional 15 HVM educators were trained and certified, along with 4 educators from MA Charter Schools including Veritas Prep, Worcester Cultural Academy and Pioneer Valley Performing Arts. In August of 2026, we expect to train an additional 14 of our own staff as well as participants from Match Charter School and Pioneer Valley Performing Arts Charter School.

Along with teaching academic skills, the Montessori learning environment promotes 21st century skills such as self-regulation, strong executive functioning, teamwork, critical thinking, responsibility, respectfulness, and problem-solving skills. Our School Counselor and School Social Workers offer weekly in-classroom SEL programming for students in K-6 on a wide range of topics including character education, bullying prevention, digital citizenship, mental health, substance abuse prevention, healthy relationships, and mindfulness. In our Middle School, these lessons are conducted during the daily Advisory period and through Health & Wellness, which is taught daily as a core class.

During the 2025-26 school year, we continued our focused efforts to improve community and consistency between our K-8 classrooms by establishing a schedule of schoolwide academic and social celebrations. The following events were scheduled throughout classrooms and levels (Kindergarten, Lower Elementary, Upper Elementary and Middle School) to cultivate a more universal “Hill View Montessori experience” rather than a classroom by classroom one:

- Maria Montessori’s Birthday (Aug)
- International Day of Peace (Sept)
- Hispanic Heritage Month (Sept-Oct)
- Mystery History (Oct)
- Trunk or Treat (Oct)
- Kindness Week (Nov)
- Gratitude Feast (Nov)
- Festival of Lights (Dec)
- MLK Day of Service (Jan)
- Black History Month (Feb)
- Women’s History Month (Mar)
- Music in Our Schools month (Apr)
- Art Show (Apr)
- HVM’s first-ever School Musical (May)
- Talent Show (May)
- Field Day (June)

One of the most exciting additions to our school community this year was the launching of an interscholastic Athletic program. While in the past, Hill View Montessori had only very limited opportunities for our student athletes to compete against other schools, in the Winter of 2026 we established the school’s first Basketball teams for both boys and girls in grades 6-8. The impact on school pride and excitement was palpable throughout our school. Parents, families, faculty, staff, students, and Board of Trustee members all came out to support our students during games at local schools, HVM Merchandise sales boosted our overall fundraising, and awareness of Hill View Montessori Charter Public School grew throughout the Haverhill community. Looking forward to 202-27 and beyond, plans are underway to bring additional interscholastic opportunities to the school. Beyond the excitement, school spirit, and sense of belonging generated by our new athletic teams, the growth of the HVM Athletic Department represents a key investment in student opportunity and long-term enrollment stability. By expanding extracurricular offerings, we create more pathways for students to discover their interests, develop leadership skills, and remain connected to our school community through graduation, while reducing attrition to neighboring schools with more established athletic programs.

Finally, family and community engagement remain central to the Hill View Montessori experience. Through the generosity and dedication of volunteers, HVM is able to extend opportunities and enrich programming for students beyond what would otherwise be possible with limited public-school resources. Throughout the year, the HVM PTO sponsored a variety of family-centered events that strengthened connections among students, families, and staff, including a Family Dance, Gingerbread Party, and Ice Skating Event. Parents, faculty, and staff also demonstrated their commitment to the school community by supporting HVM Foundation initiatives, including participation in the annual Rock ‘n Roll Bingo fundraiser, attendance at the HVM Art Show, and support of the school’s musical production. Together, these efforts help foster a vibrant, engaged community that enhances the educational experience for all students.

Key Design Element 3: To hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused

professional development in all curricular areas

Hill View Montessori is deeply committed to ensuring that every classroom is led by highly qualified, credentialed educators who are prepared to deliver an authentic Montessori experience. In the Spring of 2025, the school adopted a new professional expectation requiring all K-6 Lead teachers to enroll in and complete either AMI or AMS Montessori training within two years of their hire date. To support this commitment, HVM provides full financial support for training costs.

In an educational landscape where the term “Montessori” is not regulated and training requirements vary widely, HVM has chosen to align with the highest standards of Montessori teacher preparation. The Association Montessori Internationale (AMI) and the American Montessori Society (AMS) are widely recognized as the gold standard in Montessori education, preparing teachers to implement Montessori principles and practices with the highest degree of fidelity.

This decision reflects both research and best practice. Studies of high-fidelity Montessori programs consistently identify AMI- and AMS-trained teachers as a defining characteristic of successful implementation. Further, AMI and AMS training programs are the only Montessori credentials that consistently meet the rigorous academic standards necessary for partnerships with accredited university graduate programs. By investing in world-class Montessori training for our teachers, we are strengthening our commitment to educational excellence and ensuring that every child benefits from an authentic and transformative Montessori education.

At the conclusion of the 2025-2026 school year:

- 100% of HVM's Lead Kindergarten teachers were Montessori credentialed
- 60% percent of HVM's Lead Lower Elementary teachers were Montessori credentialed. By the end of the summer, this number will increase to 80%.
- 50% percent of HVM's Lead Upper Elementary teachers were Montessori credentialed. By the end of the summer, this number will increase to 75%.
- Our Special Education Director holds Montessori certifications in Lower and Upper Elementary
- Our Academic Director holds a Montessori Certification in Early Childhood.
- One of HVM's Special Education teachers possess Montessori Teacher certification.
- During the Summer of 2025, we had three Lead teachers attend AMS training
- During the Summer of 2026, we have two additional Lead teachers attending AMS training

Our Academic Director is an active member of the Montessori Research Collaborative (MRC) and the Montessori Eastern Educators Together (MEET) collective, a group of regional educators, administrators, and trainers committed to improving public Montessori in New England.

CRITERION 2: ACCESS AND EQUITY

Hill View Montessori Enrollment by Race/Ethnicity (2025-26)

<u>Enrollment by Race/Ethnicity (2025-26)</u>		
<u>Race</u>	<u>% of District</u>	<u>% of State</u>
<u>American Indian or Alaska Native</u>	<u>0.0</u>	<u>0.2</u>
<u>Asian</u>	<u>1.6</u>	<u>7.6</u>
<u>Black or African American</u>	<u>5.2</u>	<u>10.4</u>

<u>Hispanic or Latino</u>	<u>45.4</u>	<u>26.2</u>
<u>Multi-Race, Not Hispanic or Latino</u>	<u>6.2</u>	<u>4.8</u>
<u>Native Hawaiian or Other Pacific Islander</u>	<u>0.0</u>	<u>0.1</u>
<u>White</u>	<u>41.5</u>	<u>50.8</u>

Hill View Montessori Selected Populations (2025-26)

<u>Title</u>	<u>% of District</u>	<u>% of State</u>
<u>High Needs</u>	<u>52.6</u>	<u>55.4</u>
<u>English Learners</u>	<u>9.5</u>	<u>13.4</u>
<u>First Language Not English</u>	<u>16.7</u>	<u>27.3</u>
<u>Low Income</u>	<u>36.6</u>	<u>41.1</u>
<u>Students with Disabilities</u>	<u>19.6</u>	<u>21.1</u>

2024-25 Hill View Montessori Student Discipline

<u>Student Group</u>	<u>Students</u>	<u>Students Disciplined</u>	<u>% In-School Suspension</u>	<u>% Out-of-School Suspension</u>	<u>% Expulsion</u>	<u>% Alternative Setting</u>	<u>% Emergency Removal</u>	<u>% Students with a School-Based Arrest</u>	<u>% Students with a Non-Arrest Law Enf</u>
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									<u>or</u> <u>em</u> <u>ent</u> <u>Ref</u> <u>erra</u> <u>!</u>
<u>White</u>	<u>136</u>	<u>2</u>							
<u>Students with Disabilities</u>	<u>62</u>	<u>1</u>							
<u>Native Hawaiian or Other Pacific Islander</u>	<u>0</u>								
<u>Multi-Race, Not Hispanic or Latino</u>	<u>20</u>	<u>2</u>							
<u>Male</u>	<u>150</u>	<u>5</u>							
<u>Low Income</u>	<u>123</u>	<u>2</u>							
<u>Hispanic or Latino</u>	<u>134</u>	<u>1</u>							
<u>High Needs</u>	<u>175</u>	<u>3</u>							
<u>Female</u>	<u>162</u>	<u>0</u>							
<u>English Learners</u>	<u>27</u>	<u>0</u>							
<u>Black or African American</u>	<u>20</u>	<u>0</u>							

<u>Asian</u>	<u>2</u>								
<u>American</u> <u>Indian or</u> <u>Alaska</u> <u>Native</u>	<u>0</u>								
<u>All Students</u>	<u>312</u>	<u>5</u>							

The Head of School is responsible for ensuring the consistent implementation of student discipline policies and behavioral supports throughout Hill View Montessori. Our approach is grounded in Montessori philosophy, trauma-sensitive practices, and a commitment to helping students develop the skills needed to be successful members of the school community.

To support students' social, emotional, and behavioral growth, HVM utilizes a comprehensive continuum of interventions and supports, including de-escalation strategies, sensory breaks, behavior contracts, behavior intervention plans, Check-In/Check-Out systems, restorative practices, break passes, and other individualized supports designed to meet students' unique needs.

A key component of this work is HVM's Resiliency Team, which consists of the Head of School, Special Education Director, Academic Director, two School Social Workers, School Counselor, and an MSW intern. The team also consults regularly with the School Psychologist, School Nurse, and other professionals as needed. Meeting bi-weekly, the Resiliency Team reviews the needs of students experiencing significant social, emotional, or behavioral challenges and collaborates to develop and monitor appropriate interventions and supports. In all decision-making processes, the team carefully considers individual student circumstances, including disability status, socioeconomic factors, family context, age, gender, race, ethnicity, and other relevant factors to ensure equitable and responsive support.

HVM staff are trained to implement strong Tier 1 classroom practices, including clear expectations, consistent routines, positive behavior supports, and relationship-centered approaches. These universal strategies effectively address the vast majority of student behaviors and create learning environments where students feel safe, respected, and engaged. Staff also invest significant time in building strong partnerships with families, recognizing that positive school-home relationships are essential to student success.

For students requiring additional support, HVM utilizes targeted and intensive interventions, including the principles and strategies of Life Space Crisis Intervention (LSCI). Through this approach, staff help students understand the underlying causes of their behavior, develop self-regulation skills, and strengthen problem-solving abilities.

Suspension is considered a last resort and is reserved for situations involving serious safety concerns, persistent behaviors that have not responded to multiple interventions, intentional aggression, or conduct that meets the definition of bullying. Whenever appropriate, in-school suspension is considered before an out-of-school suspension. Prior to any suspension, school administrators communicate with parents or caregivers regarding the incident and potential disciplinary response. For all out-of-school suspensions, families are offered a re-entry meeting to review expectations, identify supports, and collaboratively develop a plan for the student's successful return to school.

To promote fairness and continuous improvement, school leaders annually review discipline and suspension data to identify trends, monitor equity, and ensure that disciplinary decisions are applied consistently and free from

unintended bias. This ongoing review process helps ensure that HVM's discipline practices remain aligned with the school's mission, values, and commitment to supporting the success of every student.

CRITERION 4: DISSEMINATION

Using the table below, provide evidence of how the school has *shared innovative models for replication and best practices with other public schools in the district where the charter school is located* during the 2025-26 school year. Dissemination efforts may also include sharing innovative models and best practices with other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate. Add rows as necessary.

Dissemination Activities to Public Schools (that are not charter schools) in the District Where the School Is Located 2025-26

School Year that Dissemination Occured	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts (Title)	With whom did the school disseminate its best practices? (Title of individual and name of the school)	Result of dissemination
Nov 2025	Scientific Observation for Assessments	Montessori Training Center of the Northeast provided an AMI workshop on using Montessori Observation for holistic assessment of student academic progress, including observing Montessori literacy lessons	Head of School, Academic Director, Special Education Director	Emailed all Haverhill Principals and Assistant Principals on 10/07/2025 to invite them to AMI workshop taking place on 11/4. Also invited River Valley Charter School and Cornerstone Montessori School to the workshop	Haverhill Principals and Assistant Principals did not respond to invitation, other schools reported improved practice in holistic observation.
Dec 2025	Workshop on the latest research on how screen time impacts	Virtual presentation (due to weather) offered to all Hill View families as	Head of School	Emailed all Haverhill Principals and Assistant Principals on	Increased community knowledge about the mental health effects of

	attention, focus, and learning and how parents can help kids thrive in a tech-driven world.	well as Haverhill Principals and Assistant principals were invited to attend		12/01/2025 to invite them to a workshop on the effect of screen time on young people, taking place on 12/02/2025.	screen time for young people.
March 2026	Using Montessori materials and assessment techniques to promote academic rigor without compromising Montessori fidelity.	Montessori Training Center of the Northeast provided an AMI workshop on academic rigor in the Montessori classroom. This included observing Montessori numeracy lessons	Head of School, Academic Director, Special Education Director	Emailed all Haverhill Principals and Assistant Principals on 02/04/2026 to invite them to AMI workshop taking place on 03/26/2026. Also invited River Valley Charter School and Cornerstone	Haverhill Principals and Assistant Principals did not respond to invitation, other schools reported improved academic rigor.
May 2026 DESE Dissemination Fair	Applied to disseminate information about Montessori practices at the DESE dissemination fair.	N/A	Head of School, Academic Director, and Special Education Director	N/A - application was not accepted by DESE	N/A

Dissemination Activities Beyond the District Where the School Is Located 2025-26

School Year that Dissemination Occured	Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts (Title)	With whom did the school disseminate its best practices? (Title of individual and name of the school)	Result of dissemination
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Aug 2025	LSCI	In-person and review sessions scheduled at HVM. Community members invited.	Head of School, Special Education Director, Art Teacher	Haverhill Public Schools & student-serving community agencies invited to attend. Joined with MCPSA in April 2026 to advertise to member schools for Summer 2026	Enhanced skills for de-escalating problem situations with students who exhibit challenging behaviors. Sharing information on an evidence-based crisis management skillset.
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ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

[HVM 2025 School Report Card](#)

At HVM, we use several assessment tools to measure student performance across core subject areas. For mathematics, we use the Massachusetts Comprehensive Assessment System (MCAS) as well as Star Math to track progress throughout the year. For English language arts, we use MCAS along with the DIBELS assessment to monitor literacy development. For science and technology/engineering, we rely on MCAS results together with ongoing in-class assessments, including unit tests, as we do not currently use a separate standardized diagnostic tool for these subjects. Multiple times per year, we use the data collected from these assessments to discuss how to improve the performance of each individual child in their classroom and to analyze grade-level trends.

We used the results of the 2025 MCAS in team meetings to identify the areas in which our students displayed the lowest performance and to develop remediation strategies prior to the 2026 MCAS. This analysis, including our review of disaggregated results by subgroup, showed that students with disabilities and English language learners had the lowest performance levels among our student population. To address this, we are strengthening our Multi-Tiered System of Supports (MTSS) and hiring additional support staff to better serve students with disabilities. For English learners, we are continuing to offer Tier 1 and Tier 2 interventions and have incorporated culturally responsive teaching professional development into this year's PD calendar.

In addition to achievement data, we track student growth using MCAS Student Growth Percentiles (SGP). In SY 2025-26, our students achieved an average SGP of 52 in mathematics — well above the state average of 43 — and an average SGP of 51 in English language arts.

In science, 34% of our students met or exceeded expectations on the 2025 MCAS.

We were particularly pleased to see growth this year in our students' Lower Elementary (Gr. 1-3) and

Kindergarten DIBELS scores, which increased 9% over the course of SY 2025-26 compared to SY 2024-25. We attribute this growth, in part, to our teachers' use of the Montessori Reading Acceleration Pathways program and the Heggerty curriculum.

Charts showing our students' progress across the year at each academic level (Kindergarten, Lower Elementary, Upper Elementary, and Middle School) can be found in Attachment A. MCAS achievement, growth, and disaggregated data by subgroup can be found in Attachment B, Appendix D.

CRITERION 6: PROGRAM DELIVERY

Curriculum, Instruction, and Student Support

Hill View Montessori Charter Public School is founded on the Montessori Method of education, developed by Dr. Maria Montessori. This child-centered philosophy emphasizes individualized learning based on careful teacher observation of students within the educational environment. With the exception of kindergarten, students learn in multi-age Lower Elementary, Upper Elementary, and Middle School classrooms that foster peer learning, uninterrupted work cycles, and teacher-guided instruction. Through this approach, Montessori students develop critical thinking, collaboration, independence, and the skills necessary for success in the 21st century.

During the 2025–2026 school year, HVM's Lower Elementary teachers continued to achieve strong results through implementation of the [Montessori Reading Acceleration Pathway](#), a program developed by the nonprofit [Montessori for All](#), which is dedicated to supporting high-quality Montessori education in the public sector. The Reading Acceleration Pathway organizes existing Montessori literacy lessons into a systematic instructional framework grounded in the science of reading while supplementing instruction where appropriate.

Teachers administered progress monitoring assessments six times throughout the school year, allowing them to identify each student's reading level and specific strengths and areas for growth in decoding, phonemic and phonological awareness, reading fluency, and comprehension. Assessment results guided instructional planning and determined which lessons were provided to individual students. The flexibility of the Montessori model allowed teachers to group students according to instructional need rather than age, ensuring that each child received targeted support. The Reading Acceleration Pathway enabled teachers to maintain fidelity to Montessori principles while increasing instructional rigor and consistency. The classrooms implementing the program with the highest degree of fidelity demonstrated the strongest gains in literacy achievement. Students requiring additional assistance continued to receive targeted support from Title I Reading Specialists.

Lower Elementary and Upper Elementary teachers also collaborated throughout the year to strengthen mathematics instruction by deepening both their own mathematical understanding and the delivery of mathematics lessons, with particular emphasis on mathematical reasoning and word problems. During collaborative team meetings, teachers analyzed student performance in relation to the Massachusetts Curriculum Frameworks, identified strengths and areas requiring additional instruction, and designed lessons to address priority standards. Teachers also intentionally increased instruction in mathematical vocabulary.

Mathematics instruction emphasized open-response problem solving, including number sense, restating problems, representing thinking through diagrams, tables, equations, or expressions, and clearly explaining solution strategies. Students requiring additional support continued to receive targeted small-group instruction from HVM's Math Interventionists, who provided additional practice and reinforcement to deepen mathematical understanding.

HVM educators work collaboratively to assess students' academic progress through classroom observations, work samples, and schoolwide assessments, including DIBELS, the Reading Acceleration Pathway assessments, and Renaissance Learning STAR Math Benchmark Assessments.

To meet the individual needs of select Special Education students, HVM continued implementation of both the Wilson Reading System, Orton-Gillingham, and the Barton Reading & Spelling System. These language-based intervention programs support reading, written expression, spelling, oral language, and vocabulary development through an integrated approach that reinforces the connections among listening, speaking, reading, and writing. HVM remains committed to helping students become independent learners equipped with the skills necessary for success in the classroom. In addition, Title I Reading Specialists, half trained in the Orton-Gillingham approach, provided targeted intervention for selected students.

Throughout the 2025–2026 school year, HVM staff participated in extensive professional development to strengthen mathematics instruction, Montessori practice, literacy instruction, and students' overall social-emotional development.

Professional development topics included:

- Montessori Scientific Observation for Assessment
- Academic Rigor in the Montessori Environment
- AMS Lower Elementary Training
- SEI Sheltered English Immersion
- Life Space Crisis Intervention (LSCI)
- Wilson Reading System Training and Certification
- Bully Prevention: Recognition and Response
- Child Abuse Mandated Reporter Training
- CIPA: Compliance with the Children's Internet Protection Act
- Concussion Awareness
- Cultural Competence and Racial Bias
- Cyberbullying
- De-escalation Strategies
- Discrimination Awareness in the Workplace
- Diversity Awareness: Staff to Student
- First Aid
- General Ethics in the Workplace
- Head Lice
- Health Emergencies: Life-Threatening Allergies
- Medication Administration: Epinephrine (EpiPen) Auto-Injectors
- Sexual Harassment: Staff-to-Student
- Sexual Harassment: Student Issues & Response
- Sexual Misconduct: Staff-to-Student
- Student Mental Health
- Youth Suicide: Awareness, Prevention, and Postvention
- MCAS Administration Training and Security Requirements

HVM's Special Education Teachers and Special Education Director facilitated all initial, annual, reevaluation, and transition Individualized Education Program (IEP) meetings for students in grades K–8. During the year, HVM supported approximately 63 students with IEPs and approximately 24 students with Section 504 Plans. In collaboration with the Special Education Director, teacher caseloads averaged approximately 16–18 students. Special Education staff developed annual goals and objectives, implemented service delivery, and completed trimester progress reports. The School Social Workers, Guidance Counselor, and School Nurse developed and monitored all Section 504 Plans. HVM also employs a full-time Speech-Language Pathologist and contracts with Northeast Rehabilitation to provide Physical Therapy and Occupational Therapy services.

HVM's Multilingual Learner (ML) teacher provided instruction and monitored the progress of 28 students in grades K–8. Results from the ACCESS for ELLs/WIDA assessment demonstrated continued progress, with many multilingual learners achieving proficiency levels between 3 and 6 across the Listening, Speaking, Reading, and Writing domains.

Targeted Title I intervention programs continued to provide additional reading and mathematics support to

students across grade levels while also assisting classroom teachers with instructional and engagement strategies. HVM employs two Title I Reading Specialists and two Math Interventionists who collaborate closely with classroom teachers to reinforce classroom instruction and provide targeted small-group interventions based on individual student needs. During the 2025–2026 school year, approximately 95 students received some level of Title I Reading and/or Mathematics support. Approximately 100 percent of HVM's instructional staff—including lead teachers, interventionists, and Special Education teachers—have completed Sheltered English Immersion (SEI) training.

A continued area of focus during the 2025–2026 school year was recognizing, identifying, and addressing unfinished learning through accelerated, "just-in-time" instructional scaffolding designed to personalize instruction and support mastery of essential academic skills and concepts. Reading benchmark assessments (Pathways and DIBELS) and mathematics benchmark assessments (STAR) were administered beginning in mid-September. These formal assessments, combined with ongoing daily and weekly Montessori observations and classroom assessments, enabled teachers to identify students requiring additional intervention as well as those ready for increased academic challenge.

For example, recognizing that a third-grade Lower Elementary student may have been performing at a second-grade instructional level allowed classroom teachers, assistants, and intervention staff to review prerequisite standards and develop individualized Montessori-based instructional plans to address missed learning opportunities while accelerating progress toward grade-level expectations.

When implemented effectively—with the appropriate timing, intensity, instructional approach, and focus—scaffolding enables HVM students to achieve grade-level mastery. Consistent with Montessori's emphasis on individualized instruction and student agency, HVM teachers enhanced their instructional practices through just-in-time scaffolding, empowering students to take ownership of their learning while achieving strong academic growth.

ORGANIZATIONAL VIABILITY

Criterion 10: Finance

HVM's unaudited FY26 statement of revenues, expenses, and changes in net assets: (See below)

FY26 Statement of Revenue, Expenses and Change in Net Assets (Unaudited)*Operating revenues:*

Tuition	\$ 5,303,292
Federal and state grants	382,128
Program Fees	2,300
InKind other	-
On-behalf fringe benefits	559,702
Total operating revenues	<u>6,247,422</u>

*Operating expenses:***Personnel and related**

Salaries	3,746,057
Payroll taxes	136,146
Fringe benefits and staff development	385,468

Occupancy

Maintenance of buildings and grounds	142,497
Lease Expense	212,568
Utilities	97,896
Insurance	58,303

Direct Student Costs

Instructional technology	39,319
Educational services, supplies and expenses	22,571

Other operating costs

Contracted and professional services	369,674
Office supplies and expenses	12,560
Dues, subscriptions and licenses	41,879
Recruitment/advertising	139,435
Depreciation	235,992
City provided transportation services - in kind	-
On-behalf fringe benefits	559,702
In kind Other	-

Total operating expenses 6,200,067

Operating income 47,355

Nonoperating revenues/(expenses):

Contributions and other income	68,500
Contribution from Foundation/(to the School)	56,600
Interest income	32,789
Interest expense	-
Net nonoperating revenues/(expenses)	<u>157,889</u>

Net Income 205,253

HVM's statement of net assets for FY26:

Statement of Net Assets (Unaudited) for Year Ended June 30, 2026

<u>Assets</u>	
<i>Current Assets:</i>	
Cash and cash equivalents	\$ 1,407,186
Grants and accounts receivable	558,901
Related party receivables/(payables)	-
Prepaid expenses	91,880
Total current assets	<u>2,057,967</u>
<i>Noncurrent Assets:</i>	
Capital assets, net	<u>747,980</u>
Total noncurrent assets	<u>747,980</u>
Total assets	<u>\$ 2,805,946</u>
<u>Liabilities and Net Position</u>	
<i>Current Liabilities:</i>	
Accounts payable	\$ 80,720
Accrued expenses	206,461
Deferred revenue	403,788
Total current liabilities	<u>690,969</u>
<i>Noncurrent Liabilities:</i>	
Lease Liability	<u>236,284</u>
Total noncurrent liabilities	<u>236,284</u>
Total liabilities	<u>927,253</u>
<i>Equity</i>	
Retained Earnings	1,673,439
Net Income	<u>205,253</u>
Total Equity	<u>1,878,692</u>
<i>Net Position:</i>	
Total net position	<u>\$ 2,805,946</u>

HVM's FY27 budget (Approved by the HVM Board of Trustees on June 25, 2026.)

 FY27 Budget	
REVENUE	FY27 Budget
Tuition	\$ 5,561,764
Grants	\$ 248,527
Nutrition Program	\$ 175,000
Fundraising (Internal)	\$ 12,000
Fundraising (Foundation)	\$ 13,500
Misc. Income	\$ -
Interest Income	\$ 25,000
E-Rate Funding	\$ 9,480
TOTAL REVENUE	\$ 6,045,271
EXPENSES	FY27 Budget
PERSONNEL	
Salaries	\$ 3,920,677
Benefits	\$ 392,068
Workers Comp	\$ 32,000
Payroll Taxes	\$ 129,382
Total Personnel Costs (5000)	\$ 4,474,127
ADMINISTRATIVE COSTS	FY27 Budget
Recruitment and Advertising	\$ 5,000
Contracted Services - Technology	\$ 59,000
Supplies & Materials - Admin	\$ 8,500
Supplies & Materials - IT	\$ 7,000
Dues, Subscriptions & Other Expenses	\$ 86,800
Contracted Services - Audit	\$ 25,000
Contracted Services - Legal	\$ 1,500
Contracted Services - HR	\$ 56,280
Contracted Services - Business/Finance	\$ 65,000
Total Administrative Costs (5100)	\$ 314,080
INSTRUCTIONAL SERVICES	FY27 Budget
Contracted Services - Other Teaching	\$ 154,264
Instructional Copier	\$ 12,000
Instructional Furniture & Equipment	\$ 12,000
Instructional Supplies	\$ 61,839
Contracted Services - Professional Dev.	\$ 39,059
Contracted Services - Montessori Training	\$ 33,000
Professional Dev. Travel	\$ 2,500
Instructional Software	\$ 13,662
Instructional Hardware	\$ 17,500
Total Instructional Services Costs (5200)	\$ 345,824
OTHER STUDENT SERVICES	FY27 Budget
Student Activities (planned)	\$ 28,350
Student Activities & Expenses (ad hoc)	\$ 7,500
Fundraising	\$ -
Nutrition Program	\$ 185,000
Total Other Student Services Cost (5300)	\$ 220,850
FACILITIES	FY27 Budget
Maintenance of Building & Permits	\$ 110,382
Utilities	\$ 115,000
Maintenance Supplies	\$ 32,500
Rent	\$ 178,370
Insurance (non-Employee)	\$ 65,540
Networking & Communication	\$ 20,500
Depreciation	\$ 115,000
Total Facilities Cost (5400)	\$ 637,292
TOTAL EXPENSES	\$ 5,992,174
NET INCOME	\$ 53,097

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	306
What is the number of students upon which FY27 budget tuition line is based?	306
What is the number of expected students for FY27 first day of school?	306
What is the explanation for any variances?	N/A

At this time, the school does not have planned capital projects for FY26.

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
N/A	N/A	N/A	N/A	N/A

APPENDIX A: Accountability Plan Evidence 2025-26

Faithfulness to Charter

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2025-26 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
Objective: HVM will provide an authentic Montessori learning environment that reflects best practices for public Montessori education.		
Measure: By year three of the charter term, 90% of HVM's K, Lower EL, and Upper EL classes (11 classrooms in total) will score in the optimal range in all five domains on the DERS assessment (Developmental Environment Rating Scale).	NM	Evidence Summary: This year, 20% percent of HVM's K, LE, and UE classrooms scored in the optimal range in all five domains on the DERS, with 80% scoring within the high-functioning range. The DERS is created by the National Center for Montessori in the Public Sector. It is formally conducted two times per year by HVM's Academic Director. Plan for the future: As this goal is meant to be met by year three of the charter term, 80% of classrooms scoring in the "high-functioning" category puts the school on track to meet this goal next year, in year three.
Measure: By the end of the charter term, HVM will have invited at least 6 community members from underserved populations – communities of color -- in the greater Haverhill community to a series of Montessori-related workshops or talks. HVM will partner with an AMS- or AMI-affiliated training organization to provide [a] series of Montessori-related workshops or talks for global majority populations in the greater Haverhill community. (The outcome of a successful partnership will be to	M	Evidence Summary: Community members have been invited to Hill View Montessori on several occasions throughout the 2025-26 year to attend events that will help them gain a deeper understanding of Montessori education, including Enrollment Nights and Parent Education Nights 09/25/25, 12/02/2025, 01/12/2026, 01/16/2026, 01/27/2026, 03/31/2026.

open the doors to a deeper understanding of Montessori education in the Haverhill community and to use the workshops or talks for creating a sustainable employment program committed to providing viable employment opportunities at HVM for low-income and/or ethnically-diverse populations and culturally-rooted communities and neighborhoods.)		
Objective: Learning experiences at HVM will ensure that all students meet rigorous academic, personal, and social achievement objectives.		
Measure: For students in Grades 1-6, the average Student Growth Percentile (SGP) will be 60%, as measured by the Star Math Assessment, for each year of the charter term	NM	Evidence Summary: The average SGP of students in Grades 1-6 on the Star Math Assessment for the 2025-26 school year was: 38.8% Plan for the future: - HVM is aware that math scores continue to lag behind literacy scores. To that end, we have created a Math Improvement Plan which includes: - Adopting IM scope and sequence for all grades 1-6 - Adding a math progress monitoring assessment every six weeks for all students in grades 1-6 - Adding 3 PT math push-in interventionist staff - Working in close partnership with organizations that provide math support to identify contributing practices
Measure: By the end of the charter term, 36% of all students in grades 1-6 will be scoring at low risk on their DIBELS assessments, which would indicate a 10% increase from their 2023-24 scores. HVM will implement a uniform, consistent, school-wide reading instruction program based on the Science of Reading and aligned with the Montessori curriculum (the Montessori Reading Acceleration Pathway provided through Montessori for All). The efficacy of this program will be measured	M	Evidence Summary: <i>Number and percentage of students in grades 1-6 who score at low risk on their DIBELS assessment:</i> of 302 students tested on DIBELS in grades K-8, 47.7% met or exceeded grade level expectations in the spring of 2026.

through the regular administration of the Reading Acceleration Pathway assessments as well as the DIBELS assessment 3x per year.		
Objective: HVM will hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused professional development in all curricular areas.		
100% of lead teachers will receive a full coaching cycle every month (as defined by Public Montessori in Action). This allows each teacher, regardless of their experience, to receive tailored, individualized feedback.	M	Evidence Summary: 100% of lead classroom teachers met with the Academic Director at least once per month to discuss goals, strategies, and successes.
Measure: The staff surveys will have a 70% response rate with 70% of faculty members marking “agree or strongly agree” that they are satisfied with the school’s commitment to support faculty’s professional development. This survey will be conducted yearly.	M	Evidence Summary: - In the Professional Development section of our staff survey, 86.5% of staff indicated that they either Agree or Strong Agree that Hill View Montessori is committed to improving professional practice. 70.3% indicated that they Agree or Strongly Agree that they are satisfied with the school’s current professional development schedule. <i>Number and percentage of staff who took the annual staff survey:</i> 62% of FTE staff took the staff survey this year
Measure: HVM will offer two Montessori-focused professional development trainings per year, with AMS- or AMI-trained specialists. These trainings will provide in-depth and rigorous training that will allow staff to reflect deeply on their Montessori pedagogy.	M	Evidence Summary: - HVM offered two Montessori-focused professional development trainings during the 2025-26 school year, led by AMI-trained Specialists from the Montessori Training Center of the Northeast (MTCNE). - HVM’s Academic Director, an AMI-trained educator, led a 6-week Montessori training program for all of the school’s Classroom Assistants.

Objective: HVM will disseminate information regarding public school Montessori education philosophy, theory, curriculum, pedagogy, and/or instructional methods.		
Measure: On an annual basis, HVM will arrange to invite academic personnel from Haverhill Public Schools	M	Data to be reported: Although HPS Principals and Assistant Principals were invited to a

to attend school-sponsored workshops on Montessori practices, including Montessori literacy lessons.		Montessori workshop entitled "Scientific Observation For Assessment" which included observing literacy lessons, no HPS staff attended. Data collection plan: • In October 7th 2025, HVM's Head of School send personal email invitations to every single Leadership team (Principal and Vice Principal) from every elementary and middle school in the Haverhill Public School District to attend Montessori-related workshops held at Hill View Montessori on March 26, 2026.
Measure: On an annual basis, HVM will arrange to invite academic personnel from Haverhill Public Schools to attend school-sponsored workshops on Montessori practices, including Montessori literacy and numeracy lessons.	M	Data to be reported: • Although HPS Principals and Assistant Principals were invited to a Montessori workshop entitled "Academic Rigor in the Montessori Classroom" which included observing numeracy lessons, no HPS staff attended. Data collection plan: • On February 4th 2026, HVM's Head of School sent personal email invitations to every single Leadership team (Principal and Vice Principal) from every elementary and middle school in the Haverhill Public School District to attend Montessori-related workshops held at Hill View Montessori on March 26, 2026.

APPENDIX B: Recruitment & Retention Plan 2026-27

Recruitment Plan 2026-27

2025-26 Implementation Summary:

Please list the successes and challenges of implementing the school's recruitment strategies from the 2025-26 Recruitment Plan.

Successes:

- Hill View Montessori was fully enrolled during the entire 2025-2026 school year
- Hill View Montessori maintained a lengthy waitlist for all grades during the entire 2025-2026 school year
- Hill View Montessori added an additional daytime Enrollment Information Session this year to attract families who are traditionally unable to attend our traditional evening session.
- Hill View Montessori's Enrollment Information Sessions were attended by more than 40 families interested in learning more about public Montessori education
- Hill View Montessori employs three bilingual employees involved in the recruitment and enrollment process for families.
- Our student outreach materials explicitly state that the school serves all students, including those with IEP's and 504's, and all materials are printed in both English and Spanish and in Portuguese and Haitian Creole upon request.
- During the 2025-26 school year, one additional Hill View Montessori staff member became certified as a Spanish Language Translator/Interpreter.
- During the 2025-26 school year, a Hill View Montessori staff member became certified as a Portuguese Language Translator/Interpreter.
- In September, Hill View hosted an informational table at the Haverhill Chamber of Commerce Volunteer Fair as part of our efforts to expand our community ties and recruit Board members and HVM Foundation volunteers.
- We are continuing to build our engagement with the Haverhill community, including having students volunteer with [Somebody Cares New England](#), a 501(c)3 non-profit organization, committed to alleviating hunger, homelessness, and an advocate for children, youth and the elderly, and [Lazarus House Ministries](#), an organization that provides food, clothing, shelter, community resources and advocacy to support individuals and families facing the challenges of homelessness and food insecurity.
- We hosted an informational table at the Haverhill Arts Walk for the 1st time ever and in the city's 2nd Annual Pride parade, for the 2nd time.
- We continue to link with Haverhill's Boys & Girls Club, providing daily afternoon transportation for our students to the Club.
- We have continued our involvement with the Haverhill YMCA, including offering complimentary passes to students and families.

Challenges:

- As a small school with limited human resources, we are working through challenges related to actively staffing targeted efforts to reach Haverhill's growing Brazilian/Portuguese-speaking population and

Haitian-Creole speaking population.

- Likewise, we are working through challenges related to staffing community events and opportunities in which we can more reliably reach and share information with economically-challenged/low income families.

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

During the 2026–27 school year, Hill View Montessori Charter Public School will implement targeted recruitment and dissemination strategies designed to increase awareness of the school's educational program among families who are economically disadvantaged and families of English Learners. These efforts will include expanding partnerships with community-based organizations serving historically underserved populations, providing multilingual recruitment materials and interpreter services, increasing outreach in neighborhoods with higher concentrations of low-income and multilingual families, developing a Family Ambassador Program that leverages current families to share information within their communities, and strengthening relationships with local early childhood providers. The school will monitor participation in outreach events, evaluate the effectiveness of each strategy, and adjust recruitment efforts throughout the year to improve equitable access to the school's enrollment process.

General Recruitment Activities for 2026-27:

- Increase attendance at community events during the school year, with a goal of attending 6-8 activities during the 2026-27 school year.
- Expand partnerships with organizations that regularly serve low-income families and multilingual communities to disseminate enrollment information. Specifically, we aim to connect more formally with organizations such as the Haverhill Public Library, early childhood programs (Head Start, YMCA Preschool), and immigrant support organizations.
- In addition to ensuring that recruitment materials and enrollment information are accessible to families whose primary language is not English, we aim to produce short multilingual recruitment videos featuring current families.
- Launch a Family Ambassador Program, recruiting current parents who reflect the school's diverse community to serve as volunteer ambassadors.
- Lottery enrollment pop-up banner is the first thing that appears on HVM's website (beginning on July 1 st each year).
- Advertise via flyers and social media in multiple languages through apartment complexes, community centers, and neighborhood businesses.
- Hold Montessori and Parent Education Information events for our school & the greater Haverhill community.
- Provide information directly to parents via weekly/bi-weekly classroom communications as well as through school-wide communication systems.
- Continue to promote the school's name and identity via proactive community outreach, community involvement, and community service.

Recruitment Plan – 2026-27 Strategies

Each student group should have its own set of specific and deliberate strategies.

Do not repeat strategies below.

Students with disabilities

(a) Charter School Dashboard data School percentage: 19.6% CI percentage: 18.8% The school above CI percentages	(b) Continued 2025-26 Strategies At or Above CI: no enhanced/additional strategies needed X Met CI: no enhanced/additional strategies needed • The School maintains clear, accessible information on its website describing the delivery of special education services, including the school's model, support, and referral process. • Special education information is included in enrollment materials provided to all prospective families, ensuring transparency regarding available services and supports. • All recruitment and outreach materials explicitly state, in the primary languages spoken by the school community, that: "Children with special needs are welcome at our school." • The Special Education Director collaborates with the Head of School and Enrollment Manager to ensure that families of kindergarten applicants receive accurate and timely information regarding the School's special education programming and support. • The School will share Special Education Parent Advisory Council (SEPAC) meeting dates and information with Haverhill's Parent District Council to promote broader community awareness and engagement. • During Enrollment Information Sessions, the School provides families with a clear overview of special education services and supports, including an explanation of available school-based resources to meet diverse student needs. • The School distributes informational materials outlining special education services to more than 55 community organizations, ensuring broad and equitable outreach. • Targeted outreach will continue with local Early Intervention programs, and the School will maintain ongoing relationships with these providers to support smooth transitions for incoming students. • The School will engage in continuous improvement of its Multi-Tiered System of Supports (MTSS), ensuring alignment between general education, intervention services, and special education identification and support processes. (c) 2026-27 Enhanced/Additional Strategy(ies), if needed Below CI: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
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English learners

(a) Charter School Dashboard data School percentage: 9.5% CI percentage: 11.0% The school is below	(b) Continued 2025-26 Strategies Hill View Montessori has implemented and continues to expand targeted outreach and communication strategies to increase access for English Learner (EL/LEP) families and ensure equitable participation in the enrollment process. • The School has expanded multilingual access by translating all key recruitment materials, general school information enrollment, lottery, and program-related documents into Haitian Creole, Spanish, and Portuguese, with materials made available both in print
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CI percentages	and on the School's website. • A staff member was formally certified as a Portuguese Language Translator/Interpreter to support accurate and consistent communication with Portuguese-speaking families. • Spanish-speaking staff members are present at all Lottery and Enrollment information sessions to provide direct support, answer questions, and assist families throughout the application process. • Spanish language support is also available at the front desk and through incoming phone calls to ensure real-time assistance for families during the enrollment period and throughout the year. • Added wording to our Recruitment materials to explicitly emphasize academic rigor which is an evidence-based practice to recruit historically marginalized families. • The School has developed and strengthened partnerships with local businesses and organizations that serve and employ EL/LEP community members to expand outreach and awareness. • Spanish-speaking staff actively participate in community outreach events and information sessions to ensure that Spanish-speaking families receive clear, accessible information about the Montessori program and enrollment process. • Outreach efforts include direct engagement with community and faith-based organizations, including distribution of materials to Hispanic churches such as Trinity Episcopal Church, as well as other local community partners. • Enrollment and lottery flyers are distributed widely across the Greater Haverhill community, including the YMCA, local Market Basket locations, Head Start programs, Boys & Girls Club of Haverhill, local Montessori preschools (including Birch Tree Montessori), and other high-traffic community sites. • The School continues to maintain and update its multilingual website content, ensuring that Spanish-language enrollment and program information remains current and accessible.
	(c) 2026-27 Enhanced/Additional Strategy(ies), if needed Below CI: list additional and/or enhanced strategies needed. X Did not meet CI: • Our strategy is to move toward more relationship-based recruitment, trust-building, and pipeline development. • Build trusted-messenger partnerships. (2 years) • Partner with immigrant support organizations (e.g. resettlement agencies, community centers) (2 years) • Instead of expecting families to come to HVM, bring enrollment to them by hosting Enrollment Information tables at ESL classes, Haverhill Public Library, food pantries, etc. (1 year) • Share video-based success stories and testimonials from EL/LEP families as part of enhanced community outreach (1 year) • Launch Family Ambassador Program with bilingual/multilingual parent volunteers.(2 year)
Low income	

(a) Charter School Dashboard data School percentage: 36.6% CI percentage: 52.8% The school is below CI percentages	(b) Continued 2025-26 Strategies Hill View Montessori implements a comprehensive set of outreach, programmatic, and family support strategies designed to increase access and enrollment for students from low-income households and to remove barriers to participation in the school community. Community Outreach and Awareness Building • The School hosts informational sessions and participates in community events, including an information booth at Haverhill's ArtsWalk, to increase awareness of Hill View Montessori and its programs among local families. • The School actively markets its programs in neighborhoods and community spaces serving lower-income families through multilingual flyers and outreach materials distributed in public locations and high-traffic community areas. • Recruitment materials are distributed in collaboration with community-based organizations serving low-income families, including Somebody Cares New England, YMCA, and other local social service agencies. • Added wording to our Recruitment materials to explicitly emphasize academic rigor which is an evidence-based practice to recruit historically marginalized families. • The School continues to distribute multilingual outreach materials to approximately 50 community organizations, including Boys & Girls Club of Haverhill, the Haverhill YMCA, local athletic programs, community centers, and other family-serving organizations. • Targeted outreach is conducted with local preschools, Head Start programs, and early childhood education providers to build awareness among families prior to kindergarten enrollment. • The School maintains partnerships and ongoing engagement with community resources frequently utilized by low-income families, including SNAP and WIC offices, food pantries, thrift stores, and other social service agencies. Family Support and Access to Basic Needs • Hill View Montessori provides universal free breakfast and lunch to all students, ensuring equitable access to nutritious meals during the school day. • The School established and continues to maintain a school-based food pantry, initially created during the October government shutdown, to support families experiencing food insecurity and ongoing economic hardship. • The School offers health screenings conducted by the School Nurse to support early identification of student health needs and reduce barriers to learning. • The School offers childcare during school-hosted information sessions to ensure that all families are able to attend enrollment and informational events. Student and Family Support Services • Three in-house mental health clinicians provide on-site counseling services, allowing families to access behavioral and mental health support for students without requiring additional transportation, time off work, or external appointments. • The School has reduced the number of half-days in the academic calendar to better support working families and caregivers and improve access to consistent instructional time for students.
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	• The School continues to expand multilingual communication systems and translation services to ensure that all families, regardless of language background, can fully access enrollment information, school communications, and family engagement opportunities. Engagement, Programming, and School Culture • Faculty, staff, students, and families participate in community service initiatives, including partnerships with organizations such as Somebody Cares New England, Lazarus House, Emmaus House, and the MSPCA, strengthening the School's connection to the broader community. • The School continues to expand afterschool programming and extracurricular opportunities to provide safe, structured, and enriching environments for students beyond the school day, supporting working families. • The School uses social media platforms and digital communication tools to share information about enrollment, school programming, and the benefits of a Montessori education with the broader Haverhill community. • The School highlights student and family success stories and testimonials to demonstrate the positive impact of Hill View Montessori on student growth, family engagement, and long-term outcomes. Ongoing Recruitment Practices • Marketing and outreach efforts continue to prioritize less affluent neighborhoods through targeted flyer distribution in multiple languages in public spaces and community hubs. • Enrollment and lottery information, along with Montessori education resources, are consistently shared with families in accessible, multilingual formats, including at community-based organizations and family service providers. • The School continues to provide clear information about key family supports, including free meal programs and access to healthy snacks available to all students.
	(c) 2026-27 Enhanced/Additional Strategy(ies), if needed X Did not meet CI: • Instead of expecting families to come to HVM, bring enrollment to them by hosting Family Ambassador events in housing developments/apartment complexes with high low-income density, Haverhill Public Library, etc. (2 years) • Add wording to our Recruitment materials to explicitly advertise "No tuition. No fees. All students receive free meals & free supplies." • Further develop collaborations with local nonprofits, religious institutions, and community groups that serve low-income families (2 year) • Engage current parents to act as ambassadors to share their positive experiences and help recruit new families (1 year) • We are launching new Afterschool Programming, 3-4 days per week to offer families safe, academically and culturally enriching environments for their children (1 year) • Partner with local businesses to display school information and host events (2 years) • Add QR codes to Information and Enrollment materials that open a simplified mobile application page

<u>Students who are sub-proficient</u>	(d) Continued 2025-26 Strategies - Flyers to local schools announcing HVM's lottery/enrollment information sessions and lottery application process. - Regular representation at the Haverhill Parent District Council Meetings, when possible. 2026-27 Additional Strategy(ies), if needed
<u>Students at risk of dropping out of school</u>	(e) Continued 2025-26 Strategies Continue to provide Haverhill Public School guidance department with flyers announcing HVM's lottery/enrollment information sessions and lottery application process. 2026-27 Additional Strategy(ies), if needed
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	(f) Continued 2025-26 Strategies N/A
OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2025-26 Strategies - Other groups to target include minority groups such as those designated in HVM's non-discrimination policy (e.g., minority races and ethnic and religious groups, students of color, those with cognitive or physical disabilities, families/students who identify as LGBTQ, etc.) - Share enrollment information in multiple languages with related support groups at the local hospital Northeast ARC, Haverhill Community System of Care, Team Coordinating Agency, Team Haverhill, Northeast Behavioral Health, New England Rehab and outside therapists. 2026-27 Additional Strategy(ies), if needed

Retention Plan 2026-27

2025-26 Implementation Summary:

Please list the successes and challenges of implementing strategies from the 2025-26 Retention Plan.

Successes:

Hill View Montessori continues to maintain a strong student retention rate. The majority of student attrition is attributable to factors beyond the School's control, most commonly families relocating outside of Haverhill or beyond a reasonable commuting distance. The School remains committed to fostering an engaging, supportive, and inclusive learning environment that encourages students and families to remain part of the Hill View Montessori community throughout their elementary and middle school years.

Positive School Culture and Family Engagement

Hill View Montessori prioritizes the development of strong, trusting relationships among students, families, and staff. We believe that students learn best when they feel physically, socially, and emotionally safe and connected to their school community. Faculty and staff intentionally cultivate positive relationships with students and families through consistent communication, collaboration, and responsive support.

High-Quality Instruction and Teacher Support

The School recognizes that student success is closely connected to teacher effectiveness and satisfaction. To ensure high-quality instruction across all classrooms, teachers receive ongoing instructional coaching and administrative support focused on:

- Montessori instructional practices;
- High-quality, standards-aligned instruction;
- Effective differentiation to meet diverse student needs;
- Consistent implementation of schoolwide expectations, routines, and classroom management practices;
- Positive, proactive approaches to addressing student behavior.

Comprehensive Student Support Services

Hill View Montessori provides a robust continuum of academic, behavioral, and social-emotional supports to promote student success and strengthen retention.

- The School's Special Education Department delivers high-quality, compliant special education services and maintains full compliance with applicable federal and state special education regulations.
- All Lead Teachers, Special Education Teachers, Title I Teachers, and English Learner (EL) Teachers maintain Sheltered English Immersion (SEI) Endorsements or certifications, ensuring that all educators are prepared to support multilingual learners effectively.
- The School's Resiliency Team meets regularly to identify students requiring additional academic, behavioral, social-emotional, or family support and to coordinate timely interventions for students with the greatest needs.
- Two full-time School Social Workers collaborate closely with teachers, students, and families to provide counseling, social-emotional learning, character education, mindfulness practices, and crisis intervention services.

Professional Development

Hill View Montessori invests in continuous professional learning to strengthen instructional quality and improve

student outcomes. Faculty participate in ongoing professional development focused on:

- High-quality instructional practices;
- Montessori pedagogy;
- Differentiated instruction;
- Social-emotional learning;
- Positive behavior supports;
- Effective responses to challenging student behaviors.

Student Wellness and Enrichment

The School provides numerous supports that contribute to student well-being and engagement, including:

- Universal free breakfast and lunch for all students, as well as healthy snacks available throughout the school day.
- Morning fitness opportunities led by the Physical Education Teacher, helping Lower Elementary students begin the day focused, regulated, and ready to learn.
- A growing variety of afterschool athletic, intramural, and enrichment opportunities that promote physical wellness, student engagement, and family support beyond the school day.

Montessori Program Fidelity

The Academic Director provides ongoing instructional leadership and coaching to ensure consistent implementation of Montessori philosophy and instructional practices throughout the School. This support promotes high-quality classroom experiences and strengthens continuity for students as they progress through the Montessori program.

Retention Challenges

While Hill View Montessori continues to experience strong overall student retention, the School serves a community with a relatively mobile population. A significant percentage of student withdrawals occur because families relocate outside of Haverhill or Massachusetts for employment, housing, or other personal reasons.

Following the 2025–2026 school year, eight students will not be returning for the 2026–2027 school year. All eight withdrawals (100%) are the result of families moving out of the district or relocating out of state, rather than dissatisfaction with the School or its programs. The School continues to monitor enrollment trends and remains committed to providing a welcoming, high-quality educational experience that encourages families to remain with Hill View Montessori whenever possible.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94.4%

Retention Plan – 2026-27 Strategies	
Each group should have its own set of specific and deliberate strategies.	
*Do not repeat strategies below.	
Students with disabilities	
(a) Charter School Dashboard data School percentage: 2.9% 1 Standard Deviation: 26.68% The school's attrition is below 1 standard deviation.	(b) Continued 2025-26 Strategies At or below 1 standard deviation: no enhanced/additional strategies needed Hill View Montessori is committed to providing high-quality, inclusive special education services that promote student success, strengthen family partnerships, and support long-term student retention. • Strengthen the School's Multi-Tiered System of Supports (MTSS) by continually refining intervention practices and collaboration among all staff to ensure students receive timely and appropriate academic and behavioral supports. • Enhance the Student Success Team (SST) process to improve the early identification of students experiencing academic, behavioral, or social-emotional challenges and to implement targeted interventions before more intensive support is needed. • Maintain a high-quality, compliant Special Education program through ongoing professional development, collaboration, and continuous review of instructional practices to ensure students with disabilities receive individualized services that support meaningful educational progress. • Collect and analyze feedback from families of students with disabilities through Special Education Parent Survey • Collect and review exit data from departing families, when applicable, to better understand the factors influencing student withdrawals and to identify opportunities to strengthen programming, services, and family engagement for students with disabilities. • Use data to drive continuous improvement by regularly reviewing student outcomes, service delivery, parent feedback, and retention trends to inform program enhancements and ensure students with disabilities continue

	to receive high-quality educational experiences. (c) 2026-27 Enhanced/Additional Strategy(ies), if needed
English learners Limited English-proficient students	
(a) Charter School Dashboard data School percentage: 0% 1 Standard Deviation: 23.5% The school's attrition is below 1 standard deviation.	(b) Continued 2025-26 Strategies At or below 1 standard deviation: no enhanced/additional strategies needed. Hill View Montessori is committed to fostering an inclusive, welcoming, and linguistically responsive school environment that supports the academic achievement, family engagement, and long-term success of English Learner (EL) students. • Provide high-quality instruction for English Learners by ensuring that EL students are served by appropriately licensed educators, including English Learner teachers and teachers who hold the Sheltered English Immersion (SEI) Endorsement. • Ensure meaningful communication with families by providing qualified interpretation services during Parent-Teacher Conferences, Individualized Education Program (IEP) meetings, Enrollment events, and other school meetings, as needed. • Expand language access for families by translating essential school communications, enrollment materials, family handbooks, and other key documents into the primary languages spoken by Hill View Montessori families. Translation tools and multilingual resources are also made available through the School's website to improve access to information throughout the year. • Celebrate and promote cultural diversity by hosting multicultural events and activities that recognize and honor the diverse languages, cultures, and traditions represented within the School community, fostering a strong sense of belonging for students and families. • Strengthen partnerships with multilingual families through ongoing outreach, culturally responsive communication, and opportunities for family engagement that encourage active participation in their children's education and the broader school community. • Monitor English Learner student progress and family feedback to identify opportunities for continuous improvement in instructional programming, language supports, and family

	engagement practices that contribute to student success and long-term retention. (c) 2026-27 Enhanced/Additional Strategy(ies), if needed
Low Income	
(a) Charter School Dashboard data School percentage: 6.3% 1 Standard Deviation: 22.8% The school's attrition rate is below 1 standard deviation.	(b) Continued 2025-26 Strategies At or below 1 standard deviation: no enhanced/additional strategies needed Hill View Montessori is committed to reducing barriers to student success by providing comprehensive support that enables all students to fully participate in the school community, regardless of financial circumstances. • HVMI provides coordinated support services for students and families through its School Social Workers, master's-level Social Work Interns, Student Support Team, family outreach Team, and community agency partnerships. These collaborative supports help connect families with school- and community-based resources that promote student well-being, attendance, and academic success. • HVM subsidizes school field trips, educational experiences, and student activities to ensure that financial hardship does not prevent any student from participating in the full educational program. • HVM provides book fair vouchers and other literacy support so that all students have the opportunity to select and own books, fostering a love of reading while removing financial barriers to participation. • HVM collaborates with its meal service provider to offer nutritious, appealing breakfasts and lunches that encourage student participation in the meal program and support student health and readiness to learn. • Universal free breakfast and lunch are available to all students each school day, ensuring equitable access to nutritious meals regardless of household income. • Healthy snacks and fresh fruit are available throughout the school day to any student who needs them, helping to reduce food insecurity and support students' ability to remain focused and engaged in learning. • The School regularly evaluates family support programs and student wellness initiatives to identify opportunities to further reduce barriers to attendance, engagement, and long-term enrollment for students from economically disadvantaged

	backgrounds.
	(c) 2026-27 Enhanced/Additional Strategy(ies), if needed
<u>Students who are sub-proficient</u>	(d) Continued 2025-26 Strategies • Provide ESY for children in need of sustaining learning engagement. • Continually assess/benchmark reading and math proficiency. • Improve early intervention identification process through a highly proactive Student Success Team process. • Actively monitor Title 1 Reading and Math student intervention and classroom support services throughout the year. 2026-27 Additional Strategy(ies), if needed
<u>Students at risk of dropping out of school</u>	(e) Continued 2025-26 Strategies • Provide support from School Social Worker, Social Work Interns (master's level), family outreach activities, Student Support Team, and outside counselors to students and parents. 2026-27 Additional Strategy(ies), if needed
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	(f) Continued 2025-26 Strategies • N/A 2026-27 Additional Strategy(ies), if needed

APPENDIX C: School Data Tables

Administrative Roster and Staff Attrition Data.

Administrative Roster During the 2025-26 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Mark Wright	Director of Finance & Administration	7/25	3/26
Signe (Ginger) Whitson	Director of Faculty & Student Services	2/22/25	
Niamh Dolan	Special Education Director	7/20	
Hannah Herklotz	Academic Director	7/22	
Tai Polanco	School Operations	1/24	
Dennis Solano	Facilities Director	9/21	11/25
Rob Stevenson	Facilities Manager	11/25	
June Gibbons	Business Manager	5/26	

Teacher and Staff Attrition for the 2025-26 School Year				
	Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31 st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	49	2	6	1 retirement 1 resigned mid-year due to health 1 did not return from a maternity leave 1 resigned to pursue a position with Harvard University (where they are completing a Master's degree) 4 resigned due to out of state re-locations
Other Staff	12	3	0	1 resigned due to health 1 resigned for a new career path that had less physical requirements (Facilities Director) 1 retirement

Board Membership During the 2025-26 School Year					
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Jeff Landry	Chair	Finance Committee, Development Committee	1	10/24	2030
Jeff Hood	Vice-Chair	Committee on Trustees	2	Term 1: 2/2021 thru 2/2024; Term 2: 2/2024 thru 2/2027	2027
Veronica Guzman	Treasurer	Finance	2	Term 1: 7/2020 thru 7/2023; Term 2:	2026

				7/2023 thru 7/2026	
Paul Carelis	Secretary	Committee on Trustees	1	10/24	2030
Sarah Brush	Trustee	Development	1	7/23 -7/26; Resigned June 2026	2029
Kristin Laureano	Trustee	Accountability	1	7/23	2029
Scott Stecher	Trustee	Development	1	3/26	2032
Andy Fergus	Trustee	Development	1	3/26	2032
Kevin Bridges	Trustee	Accountability	1	3/26	2032
Signe (Ginger) Whitson	Head of School, ex officio				

Board and Committee Meeting Notices

APPENDIX D: Conditions, Complaints, and Attachments

Conditions (*if applicable*)

- HVM is not operating with any conditions.

Complaints

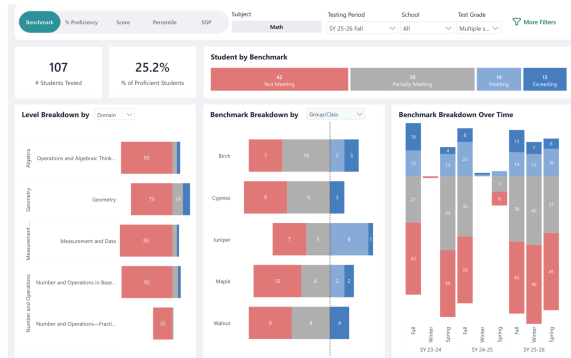
- [Board of Trustees Contact Information](#)

Date	Summary of Complaint	Summary of Complaint Resolution
	The board of trustees did not receive any written complaints during 2025-26	N/A

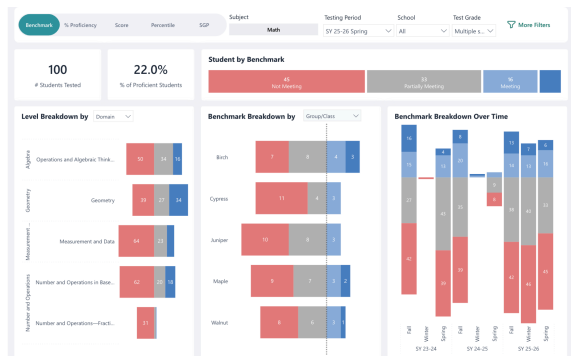
Attachments (*if applicable*)

Attachment A:

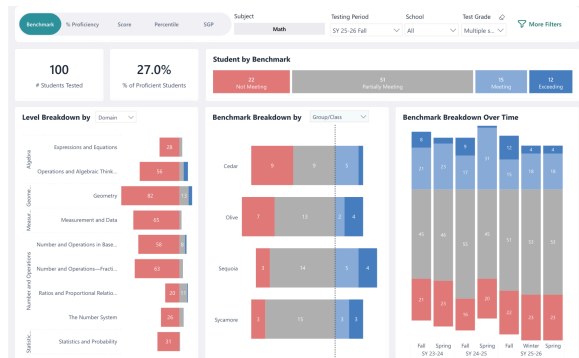
STAR - Lower Elementary BOY



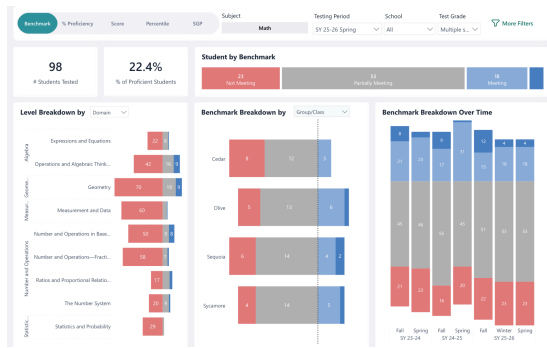
STAR - Lower Elementary EOY



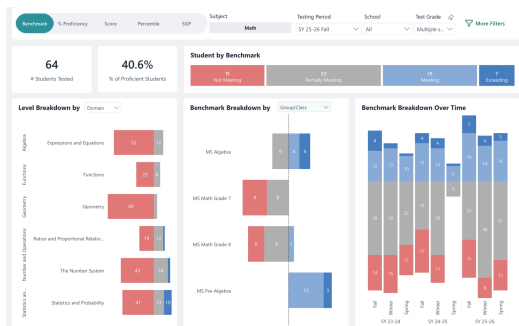
STAR - Upper Elementary BOY



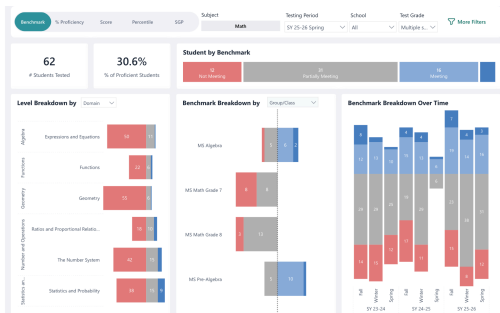
STAR - Upper Elementary EOY



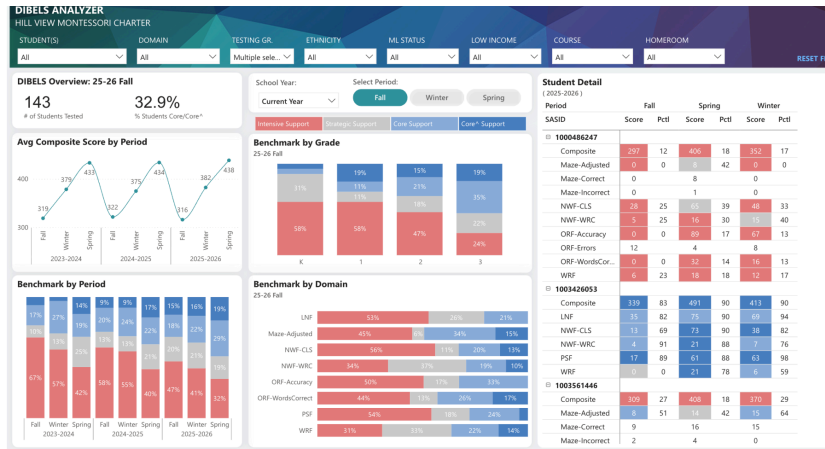
STAR - Middle school BOY



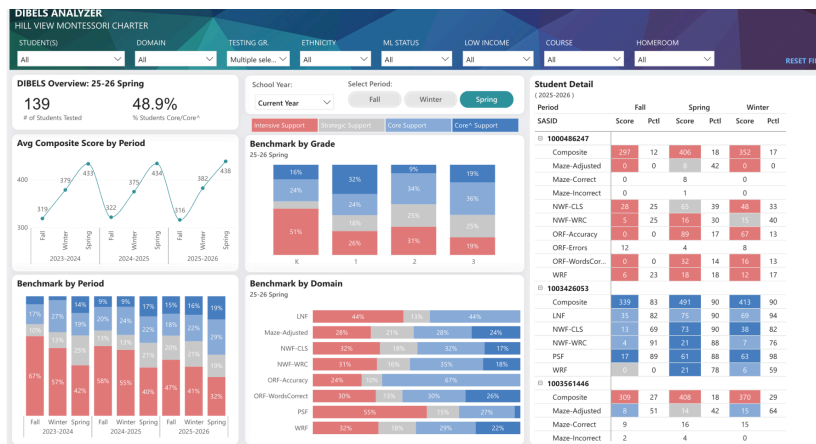
STAR - Middle school EOY



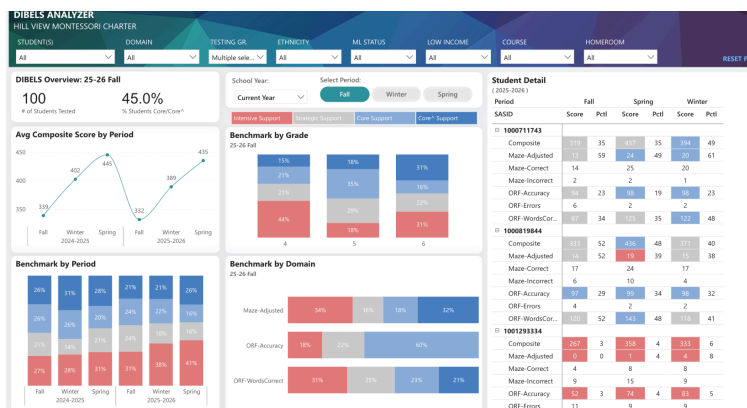
DIBELS Kindergarten + Lower elementary BOY



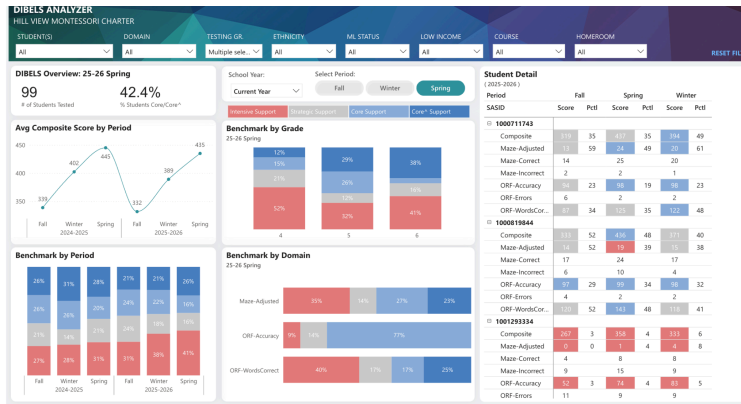
DIBELS Kindergarten + Lower elementary EOY



DIBELS Upper elementary BOY



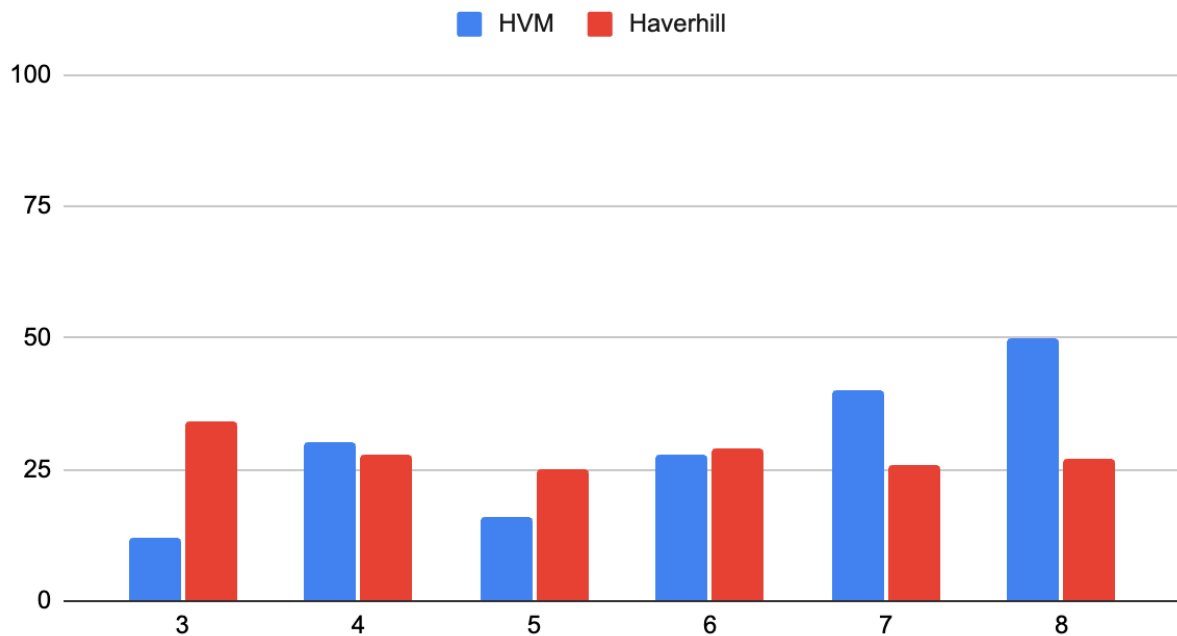
DIBELS Upper elementary EOY



Attachment B: MCAS performance by grade

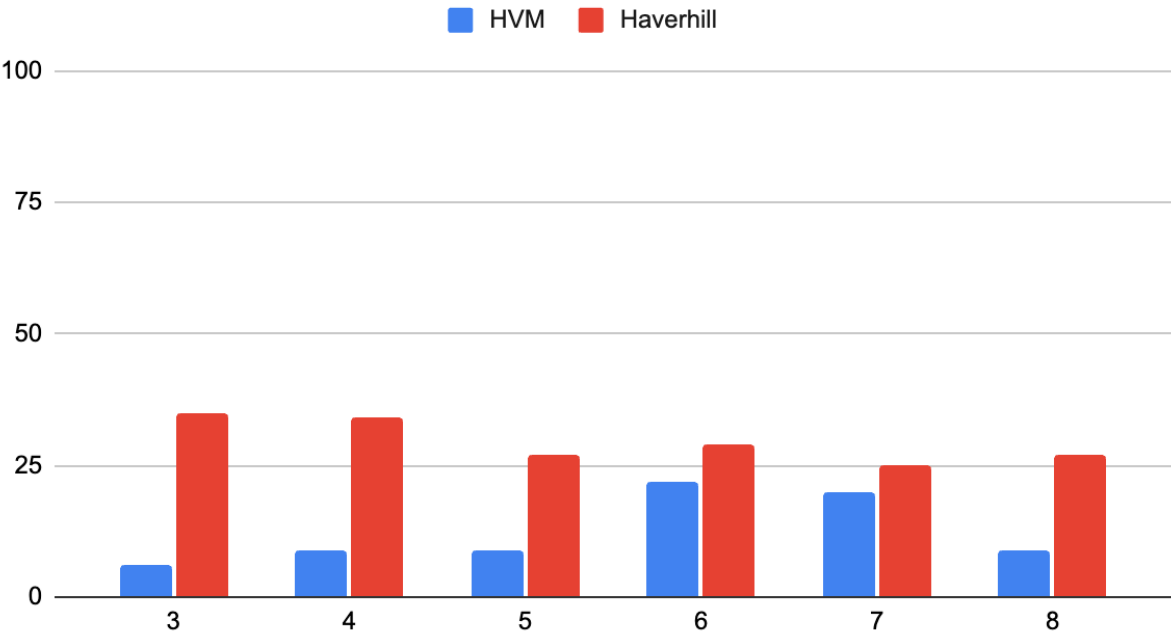
MCAS disaggregated by grade (compared with city of Haverhill) - ELA

HVM and Haverhill by Grade



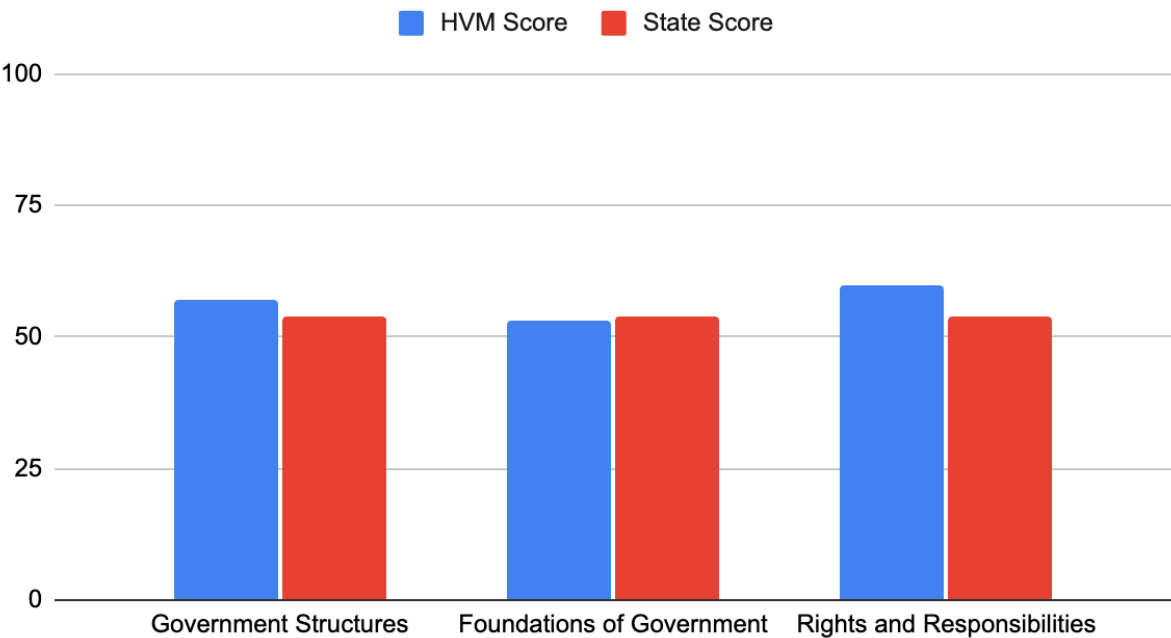
MCAS disaggregated by grade (compared with city of Haverhill) - Math

HVM and Haverhill by Grade



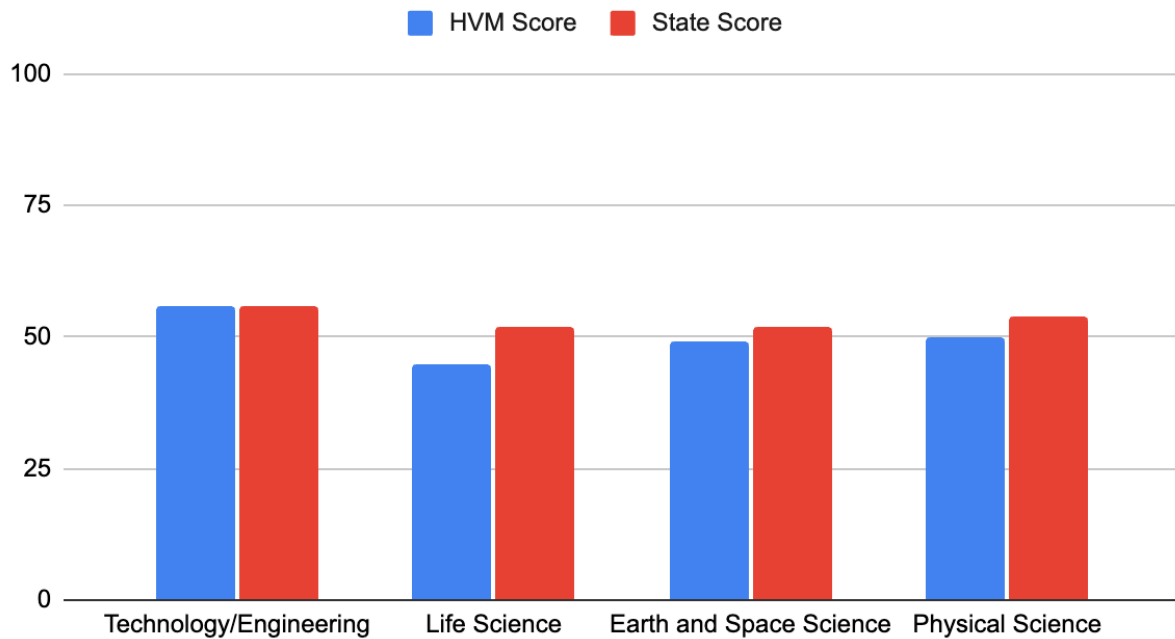
MCAS disaggregated by grade (compared with state of MA) - Civics

HVM Score and State Score - MS Civics



MCAS disaggregated by grade (compared with state of MA) - Science

HVM Score and State Score



Attachment B: MCAS performance

Whole school population

Subject	Number of Students Taking MCAS	Percentage Meeting/Exceeding	Average SGP
ELA	192	29%	51
Math	192	13%	52
Science	65	34%	NA
Civics	32	41%	NA

Students on IEPS

Subject	Number of Students Taking MCAS	Percentage Meeting/Exceeding	Average SGP
ELA	44	11%	42
Math	45	7%	54

Science	13	23%	NA
Civics	9	11%	NA

Students who are English language learners

Subject	Number of Students Taking MCAS	Percentage Meeting/Exceeding	Average SGP
ELA	29	7%	39
Math	29	0%	47
Science	10	10%	NA
Civics	5	20%	NA

Students of color

Subject	Number of Students Taking MCAS	Percentage Meeting/Exceeding	Average SGP
ELA	103	17%	47
Math	104	5%	47
Science	37	22%	NA
Civics	16	25%	NA

Low-income students

Subject	Number of Students Taking MCAS	Percentage Meeting/Exceeding	Average SGP
ELA	74	22%	48
Math	75	8%	50
Science	24	21%	NA
Civics	10	20%	NA

