

**Massachusetts School and District Profiles  
Hollis**

**2019 Official Accountability Report - Hollis**

Organization Information	
<b>DISTRICT NAME</b> Braintree (00400000)	<b>TITLE I STATUS</b> Non-Title I School
<b>SCHOOL</b> Hollis (00400005)	<b>GRADES SERVED</b> K,01,02,03,04,05
<b>REGION</b> Coastal	<b>FEDERAL DESIGNATION</b> -

**Accountability Information**

<b>Overall classification</b>   Not requiring assistance or intervention
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<b>Reason for classification</b> Substantial progress toward targets
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<b>Progress toward improvement targets</b> 66% - Substantial progress toward targets	<b>Accountability percentile</b> 78
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OVERALL RESULTS	SUBGROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
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**Detailed data for each indicator**

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	510.2	511.3	1.1	511.2	235	3	Met Target
Lowest Performing	488.2	490.0	1.8	492.3	36	2	Improved Below Target
High needs	499.5	501.0	1.5	500.5	105	3	Met Target
Econ. Disadvantaged	502.3	502.7	0.4	503.3	43	2	Improved Below Target
EL and Former EL	505.4	502.2	-3.2	506.4	28	0	Declined
Students w/ disabilities	494.3	494.7	0.4	495.3	67	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	513.6	513.2	-0.4	514.6	43	3	Met Target
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	510.8	512.1	1.3	511.8	163	3	Met Target

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	505.7	506.2	0.5	506.7	235	3	Met Target
Lowest Performing	483.7	485.5	1.8	486.9	36	2	Improved Below Target
High needs	497.8	496.8	-1.0	499.1	105	0	Declined
Econ. Disadvantaged	496.7	497.6	0.9	498.2	43	2	Improved Below Target
EL and Former EL	506.3	503.5	-2.8	507.8	28	0	Declined
Students w/ disabilities	493.3	490.1	-3.2	495.1	67	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	511.3	516.0	4.7	513.4	43	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	505.7	504.6	-1.1	506.7	163	0	Declined

Science achievement - MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	90.6	88.8	-1.8	92.8	80	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High needs	81.5	78.8	-2.7	84.8	40	3	Met Target
Econ. Disadvantaged	-	-	-	-	18	-	-
EL and Former EL	-	-	-	-	11	-	-
Students w/ disabilities	77.9	70.5	-7.4	80.9	28	3	Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	13	-	-
Afr. Amer./Black	-	-	-	-	4	-	-
Hispanic/Latino	-	-	-	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	90.4	90.1	-0.3	92.3	53	4	Exceeded Target

English language arts growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	53.4	155	3	Typical Growth - High
Lowest Performing	49.4	36	2	Typical Growth - Low
High needs	48.3	72	2	Typical Growth - Low
Econ. Disadvantaged	55.1	31	3	Typical Growth - High
EL and Former EL	-	18	-	-
Students w/ disabilities	42.8	46	2	Typical Growth - Low
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	54.7	23	3	Typical Growth - High
Afr. Amer./Black	-	4	-	-
Hispanic/Latino	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	53.1	117	3	Typical Growth - High

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	41.7	155	2	Typical Growth - Low
Lowest Performing	41.3	36	2	Typical Growth - Low
High needs	41.6	72	2	Typical Growth - Low
Econ. Disadvantaged	51.6	31	3	Typical Growth - High
EL and Former EL	-	18	-	-
Students w/ disabilities	34.6	46	1	Low Growth
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	48.7	23	2	Typical Growth - Low
Afr. Amer./Black	-	4	-	-
Hispanic/Latino	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	39.1	117	1	Low Growth

Progress toward attaining English language proficiency - Non-high school								About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason	
All Students	-	-	-	-	-	-	-	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	-	-	-	
Afr. Amer./Black	-	-	-	-	-	-	-	
Hispanic/Latino	-	-	-	-	-	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	-	-	-	-	-	-	-	

Chronic absenteeism - Non-high school								About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason	
All Students	4.2	4.0	0.2	3.1	399	2	Improved Below Target	
Lowest Performing	2.8	8.3	-5.5	0.0	36	0	Declined	
High needs	6.6	5.9	0.7	4.5	186	2	Improved Below Target	
Econ. Disadvantaged	10.8	11.1	-0.3	6.5	63	1	No Change	
EL and Former EL	7.6	0.0	7.6	4.6	50	4	Exceeded Target	
Students w/ disabilities	4.7	6.5	-1.8	2.2	107	0	Declined	
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-	
Asian	4.3	1.1	3.2	2.2	90	4	Exceeded Target	
Afr. Amer./Black	-	-	-	-	10	-	-	
Hispanic/Latino	-	-	-	-	23	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	13	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	3.6	3.8	-0.2	2.4	262	1	No Change	

Assessment participation - All students															About the Data
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	248	247	100	Yes	1	248	246	99	Yes	1	83	83	100	Yes	1

Assessment participation - Subgroups															About the Data
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Group	English language arts		Mathematics		Science		Overall				
	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate
High needs	113	113	113	112	42	42	268	267	100	Yes	1
Econ. Disadvantaged	48	48	48	47	19	19	115	114	99	Yes	1
EL and Former EL	32	32	32	32	12	12	76	76	100	Yes	1
Students w/ disabilities	71	71	71	70	29	29	171	170	99	Yes	1
Amer. Ind. or Alaska Nat.	1	1	1	1	-	-	2	-	-	-	-
Asian	48	48	48	48	14	14	110	110	100	Yes	1
Afr. Amer./Black	7	7	7	7	4	4	18	-	-	-	-
Hispanic/Latino	14	14	14	14	7	7	35	-	-	-	-
Multi-race, Non-Hisp./Lat.	7	7	7	7	3	3	17	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-
White	171	170	171	169	55	55	397	394	99	Yes	1

#### About this Report

**Overall classification:** All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools not requiring assistance or intervention. The reason(s) for the district's or school's classification are noted on this report.

**Progress toward improvement targets:** The criterion-referenced target percentage combines multiple years of data related to achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a cumulative criterion-referenced target percentage of 75% or higher.


The annual criterion-referenced target percentage is calculated by dividing the weighted total points earned by the weighted total possible points. The calculation for each is displayed below.


$$\text{Weighted total of points earned} = (\text{Total achievement points earned} \times \text{Achievement weight}) + (\text{Total growth points earned} \times \text{Growth weight}) + (\text{Total high school completion points earned} \times \text{high school completion weight}) + (\text{EL progress points earned} \times \text{EL progress weight}) + (\text{Total additional indicator points earned} \times \text{Additional indicator weight})$$

The cumulative criterion-referenced target percentage represents a weighted average of the annual criterion-referenced target percentages. At a minimum, a group must have an annual criterion-referenced target percentage for the most recent year in order to receive a cumulative percentage.

**Accountability percentile:** An accountability percentile between 1 and 99 is reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve similar grades, and is calculated using multiple years of data for all accountability indicators. School percentiles are not calculated for districts.

#### Resources

 Interpretive Materials

 Glossary of 2019 Accountability Terms