

**Massachusetts School and District Profiles
Hollis**

2018 Official Accountability Report - Hollis

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

Accountability Information

Overall classification	Not requiring assistance or intervention
Reason for classification	
Meeting targets	
Progress toward improvement targets	Accountability percentile
76% - Meeting targets	80

OVERALL AND SUBGROUP DATA DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	506.7	510.2	3.5	508.2	241	4	Exceeded Target
Lowest Performing	479.4	487.3	7.9	484.1	38	4	Exceeded Target
High needs	493.9	499.5	5.6	495.5	113	4	Exceeded Target
Econ. Disadvantaged	496.3	502.3	6.0	497.7	50	4	Exceeded Target
EL and Former EL	500.7	505.4	4.7	502.7	32	4	Exceeded Target
Students w/ disabilities	489.2	494.3	5.1	490.9	72	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	509.9	513.6	3.7	512.0	38	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	10	-	-
Hispanic/Latino	-	-	-	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	506.9	510.8	3.9	508.5	176	4	Exceeded Target

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	504.9	505.7	0.8	506.3	241	2	Improved Below Target
Lowest Performing	484.9	486.8	1.9	488.5	38	2	Improved Below Target
High needs	494.7	497.8	3.1	496.4	113	4	Exceeded Target
Econ. Disadvantaged	496.4	496.7	0.3	497.5	50	2	Improved Below Target
EL and Former EL	505.1	506.3	1.2	507.3	32	2	Improved Below Target
Students w/ disabilities	490.9	493.3	2.4	493.0	72	3	Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	512.0	511.3	-0.7	514.5	38	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	10	-	-
Hispanic/Latino	-	-	-	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	504.5	505.7	1.2	506.0	176	3	Met Target

Science achievement - legacy MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	78.0	90.6	12.6	80.4	88	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	67.3	81.5	14.2	70.1	42	4	Exceeded Target
Econ. Disadvantaged	68.8	83.8	15.0	71.7	20	4	Exceeded Target
EL and Former EL	-	-	-	-	15	-	-
Students w/ disabilities	62.8	77.9	15.1	65.9	26	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	16	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	6	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	81.1	90.4	9.3	83.5	57	4	Exceeded Target

English language arts growth - Non-high school					About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	53.4	50.0	159	3	Met Target
Lowest Performing	51.4	50.0	38	3	Met Target
High needs	50.2	50.0	77	3	Met Target
Econ. Disadvantaged	51.7	50.0	37	3	Met Target
EL and Former EL	51.9	50.0	24	3	Met Target
Students w/ disabilities	48.9	50.0	50	2	Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	50.5	50.0	25	3	Met Target
Afr. Amer./Black	-	-	8	-	-
Hispanic/Latino	-	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-

White	54.5	50.0	110	3	Met Target
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Mathematics growth - Non-high school						About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason	
All Students	47.2	50.0	159	2	Below Target	
Lowest Performing	46.7	50.0	38	2	Below Target	
High needs	49.8	50.0	77	2	Below Target	
Econ. Disadvantaged	48.1	50.0	37	2	Below Target	
EL and Former EL	56.1	50.0	24	3	Met Target	
Students w/ disabilities	49.3	50.0	50	2	Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	
Asian	49.0	50.0	25	2	Below Target	
Afr. Amer./Black	-	-	8	-	-	
Hispanic/Latino	-	-	12	-	-	
Multi-race, Non-Hisp./Lat.	-	-	4	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	
White	47.1	50.0	110	2	Below Target	

Progress toward attaining English language proficiency - Non-high school								About the Data
Group	2017 Rate (%)	2018 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	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason	
All Students	3.7	4.2	-0.5	2.6	426	1	No Change	
Lowest Performing	10.3	2.6	7.7	6.7	38	4	Exceeded Target	
High needs	6.5	6.3	0.2	4.1	189	2	Improved Below Target	
Econ. Disadvantaged	15.4	10.8	4.6	11.9	74	4	Exceeded Target	
EL and Former EL	2.2	7.6	-5.4	0.0	66	0	Declined	
Students w/ disabilities	6.4	4.7	1.7	3.1	106	2	Improved Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-	
Asian	0.0	4.3	-4.3	0.0	92	0	Declined	
Afr. Amer./Black	-	-	-	-	15	-	-	
Hispanic/Latino	-	-	-	-	28	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	9	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	4.0	3.6	0.4	2.7	281	3	Met Target	

Assessment participation																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	255	255	100	Yes	1	254	254	100	Yes	1	93	93	100	Yes	1	
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
High needs	125	125	100	Yes	1	125	125	100	Yes	1	46	46	100	Yes	1	
Econ. Disadvantaged	58	58	100	Yes	1	58	58	100	Yes	1	21	21	100	Yes	1	
EL and Former EL	40	40	100	Yes	1	40	40	100	Yes	1	19	-	-	-	-	
Students w/ disabilities	76	76	100	Yes	1	75	75	100	Yes	1	26	26	100	Yes	1	
Amer. Ind. or Alaska Nat.	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-	
Asian	43	43	100	Yes	1	43	43	100	Yes	1	17	-	-	-	-	
Afr. Amer./Black	11	-	-	-	-	11	-	-	-	-	7	-	-	-	-	
Hispanic/Latino	13	-	-	-	-	13	-	-	-	-	7	-	-	-	-	
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	6	-	-	-	-	2	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	180	180	100	Yes	1	180	180	100	Yes	1	60	60	100	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 without required assistance or intervention. The reason(s) for the district or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines information about 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 criterion-referenced target percentage of 75% or higher.


The 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.

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

Weighted total of possible points = (Total achievement possible points x Achievement weight) + (Total growth possible points x Growth weight) + (Total high school completion possible points x high school completion weight) + (EL progress possible points x EL progress weight) + (Total additional indicator possible points x Additional indicator weight)

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 data for all accountability indicators. School percentiles are not calculated for districts.

Determination of need for special education technical assistance or intervention: The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on four categories: Meets Requirements (MR); Needs Assistance (NA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's results, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities.

Resources
 Interpretive Materials
 Glossary of 2018 Accountability Terms