

2011 NCLB Report Card - Hollis

Hollis (00400005)

Timothy J MacDonald, Principal
 Mailing Address: 482 Washington Street
 Braintree, MA 02184-5310
 Phone: (781) 380-0120
 FAX: (781) 380-0122

Overview:

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment and Educator Data (2010-11 School Year)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach. **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>.

High Poverty Schools are schools in the top quartile of poverty in the State. **Low Poverty Schools** are in the bottom quartile of poverty in the State.

Waivers are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

Enrollment (2010-11)				Educator Data (2010-11)			
	School	District	State		School	District	State
Total Count	541	5,467	955,563	Total # of Teachers	35.8	384.8	68,754.2
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	100.0	99.0	97.5
African American or Black	2.6	4.1	8.2	Total Number of Classes in Core Academic Areas	183	1,955	335,925
Asian	7.0	9.5	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.8	97.7
Hispanic or Latino	4.6	4.0	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.2	2.3
Multi-race, Non-Hispanic	1.5	1.0	2.4	Student/Teacher Ratio	15.1 to 1	14.2 to 1	13.9 to 1
Native American	0.0	0.1	0.2	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.3	1.3
Native Hawaiian or Pacific Islander	0.0	0.1	0.1				
White	84.3	81.1	68.0				
Gender (%)							
Male	52.7	51.6	51.3				
Female	47.3	48.4	48.7				
Selected Populations (%)							
Limited English Proficiency	2.2	2.1	7.1				
Low-Income	16.1	15.4	34.2				
Special Education	25.3	19.7	17.0				
First Language Not English	4.3	7.6	16.3				

Grades Offered: K, 01, 02, 03, 04, 05

2009 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percentages of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	234	13	47	80	20	100	220	7	32	66	34	100
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	252	12	57	92	8	100	239	6	38	81	19	100
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	274	5	43	83	17	100	262	2	30	74	26	100
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	299	17	52	85	15	100	282	7	33	71	29	100
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

2009 Massachusetts NAEP Results

Participation Rates for Students with Disabilities and for English Language Learner Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	3,900	14	6	5
Grade 4 Mathematics	3,700	14	6	5
Grade 8 Reading	3,600	15	1	5
Grade 8 Mathematics	3,600	14	2	6

2011 MCAS Results by Subgroup by Grade and Subject

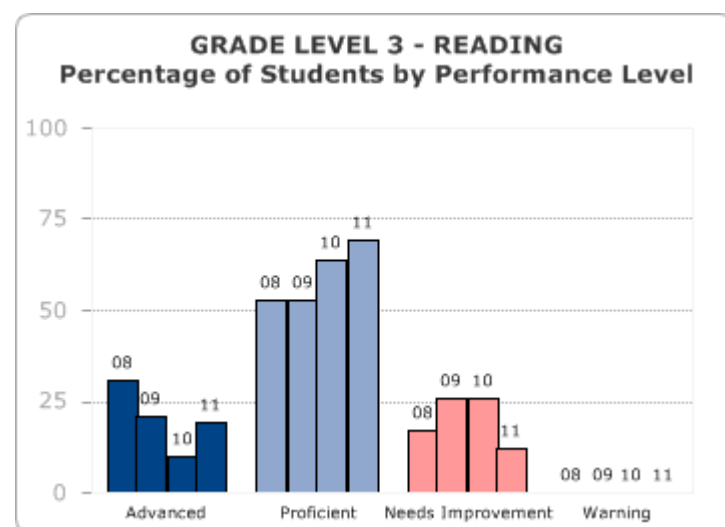
* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

* **NOTE:** Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

* **NOTE:** High Needs includes students with disabilities, low income students, and English language learner/former English language learner students.

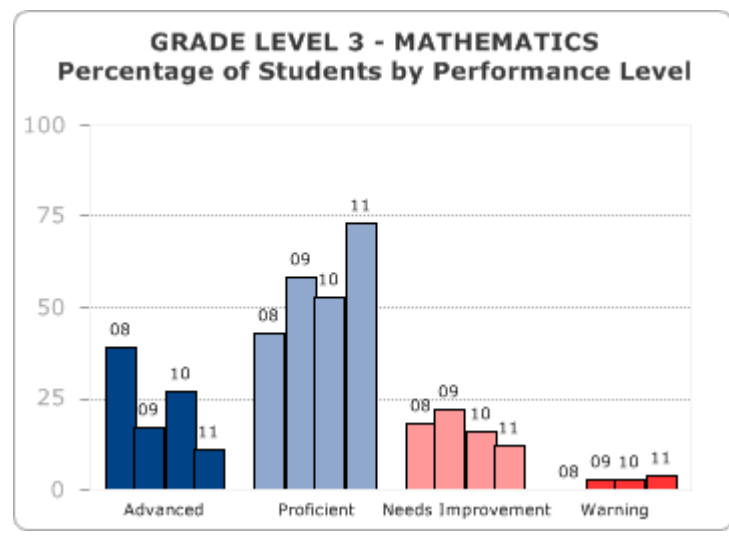
Data Last Updated on September 30, 2011

GRADE LEVEL 3 - READING																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	18	100	6	50	44	0	81.9	N/A	N/A	96	99	4	32	47	17	79.4	N/A	N/A	12,739	99	2	22	45	32	64.9	N/A	N/A
ELL/Former ELL	2	-	-	-	-	-	-	-	-	28	97	7	46	32	14	84.8	N/A	N/A	8,640	99	3	30	46	22	67.1	N/A	N/A
Low-Income	19	100	26	42	32	0	88.2	N/A	N/A	69	97	10	45	36	9	84.4	N/A	N/A	25,489	100	4	36	44	16	73.0	N/A	N/A
African American/Black	2	-	-	-	-	-	-	-	-	17	94	0	71	29	0	92.6	N/A	N/A	5,473	99	3	34	45	18	71.4	N/A	N/A
Asian	4	-	-	-	-	-	-	-	-	37	100	11	57	27	5	91.2	N/A	N/A	4,123	99	17	52	24	7	87.4	N/A	N/A
Hispanic/Latino	3	-	-	-	-	-	-	-	-	18	100	11	33	39	17	83.3	N/A	N/A	11,279	99	3	33	45	19	70.6	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	168	100	8	39	40	13	78.9	N/A	N/A
White	71	100	20	69	11	0	95.4	N/A	N/A	383	100	14	66	18	3	93.1	N/A	N/A	46,895	100	13	56	26	6	88.2	N/A	N/A
□																											
Other Subgroups																											
High Needs	29	100	17	52	31	0	87.9	N/A	N/A	150	99	8	42	39	11	83.8	N/A	N/A	33,772	99	4	35	44	17	73.2	N/A	N/A
Male	45	100	20	71	9	0	96.7	N/A	N/A	236	99	11	64	21	4	92.1	N/A	N/A	35,816	100	8	49	32	11	81.9	N/A	N/A
Female	36	100	17	67	17	0	93.8	N/A	N/A	223	100	14	64	18	3	93.2	N/A	N/A	34,138	100	14	51	28	7	86.0	N/A	N/A
Title I		-	-	-	-	-	-	-	-	47	100	2	55	40	2	86.7	N/A	N/A	25,849	100	4	37	44	15	73.7	N/A	N/A
Non-Title I	81	100	19	69	12	0	95.4	N/A	N/A	412	100	14	65	17	4	93.3	N/A	N/A	44,129	100	15	58	22	5	89.8	N/A	N/A
Non-Low Income	62	100	16	77	6	0	97.6	N/A	N/A	390	100	13	67	17	3	94.0	N/A	N/A	44,489	100	15	58	22	4	90.2	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	14	94	0	36	43	21	78.6	N/A	N/A	6,428	99	1	23	49	26	61.8	N/A	N/A
Former ELL	1	-	-	-	-	-	-	-	-	14	100	14	57	21	7	91.1	N/A	N/A	2,212	100	8	48	36	8	82.5	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	538	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	75	99	7	49	36	8	80.7	N/A	N/A
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,941	100	12	51	29	7	85.6	N/A	N/A
□																											
All Students																											
2011	81	100	19	69	12	0	95.4	N/A	N/A	459	100	13	64	20	4	92.6	N/A	N/A	69,978	100	11	50	30	9	83.9	N/A	N/A
2010	86	100	10	64	26	0	93.3	N/A	N/A	422	100	18	57	22	4	93.0	N/A	N/A	70,622	100	14	49	30	8	85.8	N/A	N/A



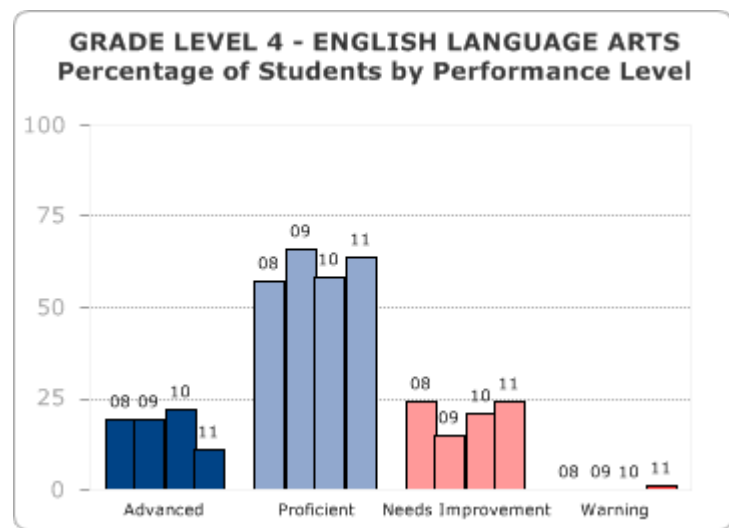
GRADE LEVEL 3 - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	18	100	0	39	44	17	69.4	N/A	N/A	96	99	1	33	43	23	76.0	N/A	N/A	12,754	99	3	28	36	33	67.1	N/A	N/A
ELL/Former ELL	2	-	-	-	-	-	-	-	-	28	100	7	50	21	21	83.0	N/A	N/A	8,687	100	7	37	35	21	71.8	N/A	N/A
Low-Income	19	100	5	63	21	11	82.9	N/A	N/A	69	99	10	49	26	14	82.2	N/A	N/A	25,511	100	6	40	35	19	74.3	N/A	N/A
African American/Black	2	-	-	-	-	-	-	-	-	17	94	12	59	24	6	89.7	N/A	N/A	5,479	100	4	35	38	23	69.8	N/A	N/A
Asian	4	-	-	-	-	-	-	-	-	37	100	24	57	11	8	94.6	N/A	N/A	4,131	100	26	53	15	5	91.7	N/A	N/A
Hispanic/Latino	3	-	-	-	-	-	-	-	-	18	100	11	44	28	17	84.7	N/A	N/A	11,319	100	5	38	37	20	72.3	N/A	N/A
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	165	99	9	45	33	13	80.6	N/A	N/A
White	71	100	13	72	13	3	93.3	N/A	N/A	383	100	14	62	19	5	91.8	N/A	N/A	46,896	100	15	57	21	6	88.9	N/A	N/A
Other Subgroups																											
High Needs	29	100	3	55	31	10	80.2	N/A	N/A	150	99	6	45	33	15	82.3	N/A	N/A	33,822	100	6	40	35	19	74.9	N/A	N/A
Male	45	100	9	80	11	0	95.6	N/A	N/A	236	100	14	61	19	6	92.6	N/A	N/A	35,836	100	14	51	24	11	84.6	N/A	N/A
Female	36	100	14	64	14	8	88.9	N/A	N/A	223	100	14	61	20	5	90.7	N/A	N/A	34,172	100	13	53	25	9	84.9	N/A	N/A
Title I		-	-	-	-	-	-	-	-	47	100	6	62	26	6	86.2	N/A	N/A	25,870	100	6	41	35	17	75.4	N/A	N/A
Non-Title I	81	100	11	73	12	4	92.6	N/A	N/A	412	100	15	61	18	5	92.3	N/A	N/A	44,165	100	18	58	19	6	90.2	N/A	N/A
Non-Low Income	62	100	13	76	10	2	95.6	N/A	N/A	390	100	15	63	18	4	93.3	N/A	N/A	44,524	100	18	58	19	5	90.7	N/A	N/A
ELL	1	-	-	-	-	-	-	-	-	14	100	0	50	14	36	78.6	N/A	N/A	6,474	100	4	33	38	25	67.5	N/A	N/A
Former ELL	1	-	-	-	-	-	-	-	-	14	100	14	50	29	7	87.5	N/A	N/A	2,213	100	13	50	28	9	84.4	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	606	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	75	99	11	44	35	11	79.0	N/A	N/A
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,943	100	15	50	26	9	84.9	N/A	N/A
All Students																											
2011	81	100	11	73	12	4	92.6	N/A	N/A	459	100	14	61	19	5	91.7	N/A	N/A	70,035	100	14	52	25	10	84.7	N/A	N/A
2010	86	100	27	53	16	3	91.9	N/A	N/A	422	99	27	49	20	5	91.0	N/A	N/A	70,552	100	25	40	24	11	83.8	N/A	N/A



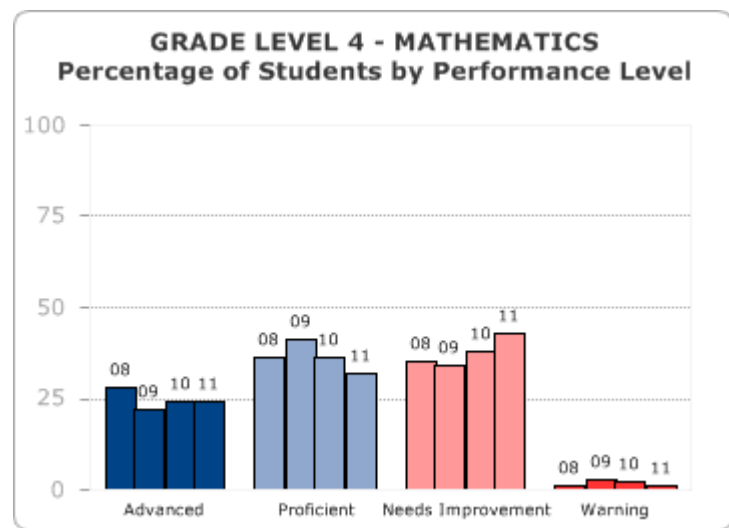
GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	28	100	0	46	50	4	81.3	60.0	28	101	100	2	37	41	21	80.2	58.0	80	13,497	99	1	14	44	41	57.9	36.0	11,539
ELL/Former ELL	5	-	-	-	-	-	-	-	-	20	95	15	35	35	15	81.3	N/A	19	7,866	99	3	25	45	28	62.5	47.0	6,862
Low-Income	20	100	5	65	30	0	90.0	57.0	20	89	99	13	45	36	6	86.0	70.0	77	25,847	99	3	29	46	22	67.5	42.0	23,562
African American/Black	4	-	-	-	-	-	-	-	-	21	100	10	48	33	10	86.9	N/A	16	5,629	99	3	27	46	24	66.2	41.0	5,011
Asian	6	-	-	-	-	-	-	-	-	49	98	24	51	18	6	91.3	73.0	44	4,054	100	18	47	27	8	84.5	63.0	3,760
Hispanic/Latino	8	-	-	-	-	-	-	-	-	25	100	8	36	44	12	79.0	54.0	23	10,865	99	3	26	45	26	64.9	43.0	9,755
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	164	100	5	30	48	16	70.0	43.0	153
White	71	100	13	66	20	1	92.6	65.0	70	336	100	19	57	20	4	92.5	68.5	314	48,076	100	11	48	32	8	83.8	51.0	45,896
Other Subgroups																											
High Needs	41	100	5	51	41	2	84.8	60.0	41	169	99	10	40	37	13	83.4	61.0	141	34,226	99	3	28	47	23	67.3	42.0	30,918
Male	48	100	8	69	23	0	91.1	52.0	48	241	100	14	56	22	7	90.2	64.0	217	36,389	99	6	39	40	15	75.6	43.0	33,905
Female	44	100	14	59	25	2	91.5	69.0	43	198	100	23	53	22	2	92.7	72.0	188	34,506	100	13	47	31	9	83.4	57.0	32,658
Title I		-	-	-	-	-	-	-	-	38	100	0	63	34	3	86.8	68.5	34	25,673	99	4	29	46	21	68.1	43.0	23,608
Non-Title I	92	100	11	64	24	1	91.3	60.0	91	401	100	20	54	21	5	91.8	68.0	371	45,247	100	13	51	29	7	85.8	54.0	42,965
Non-Low Income	72	100	13	64	22	1	91.7	62.0	71	350	100	19	57	18	5	92.7	68.0	328	45,073	100	14	51	29	6	86.2	54.0	43,011
ELL	4	-	-	-	-	-	-	-	-	12	93	0	25	50	25	70.8	N/A	11	5,499	99	1	17	47	34	56.0	46.0	4,604
Former ELL	1	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,367	99	7	42	40	12	77.7	52.0	2,258
1st Yr ELL*		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	489	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	96	100	13	43	29	16	80.2	56.0	88
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	2,011	100	10	43	36	11	79.4	51.0	1,900
All Students																											
2011	92	100	11	64	24	1	91.3	60.0	91	439	100	18	55	22	5	91.3	68.0	405	70,920	100	10	43	35	12	79.4	51.0	66,573
2010	102	100	22	58	21	0	94.1	69.0	101	469	100	17	52	26	5	88.9	63.0	441	70,911	100	11	43	35	12	80.1	50.0	66,628



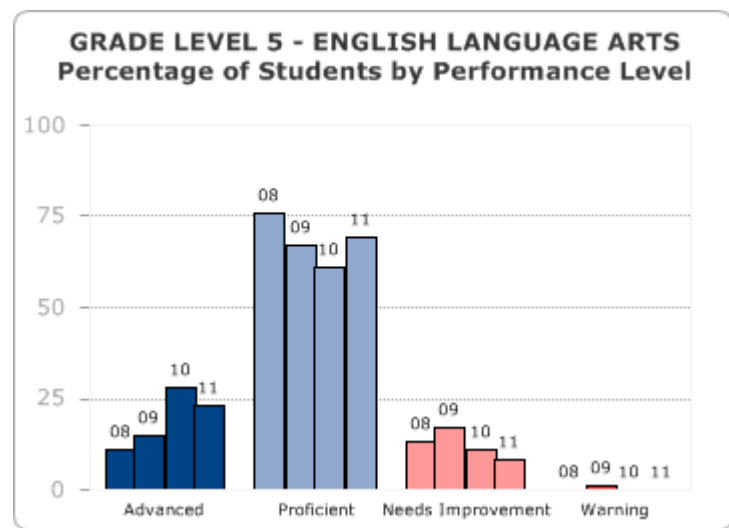
GRADE LEVEL 4 - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	28	100	4	18	75	4	72.3	42.5	28	101	100	5	21	53	21	74.3	61.5	80	13,563	99	3	13	48	36	60.1	39.0	11,615
ELL/Former ELL	5	-	-	-	-	-	-	-	-	20	100	20	25	50	5	85.0	N/A	19	7,934	100	7	21	48	24	65.1	50.0	6,830
Low-Income	20	100	15	25	60	0	82.5	57.5	20	89	100	17	26	49	8	78.4	64.0	76	25,922	100	6	22	52	20	67.4	45.0	23,521
African American/Black	4	-	-	-	-	-	-	-	-	21	100	5	29	52	14	75.0	N/A	16	5,664	100	5	18	53	25	63.1	42.0	5,032
Asian	6	-	-	-	-	-	-	-	-	49	100	39	39	18	4	94.9	77.5	44	4,060	100	32	36	27	6	87.4	66.0	3,758
Hispanic/Latino	8	-	-	-	-	-	-	-	-	25	100	0	24	64	12	70.0	45.0	22	10,908	100	5	20	51	23	65.2	46.0	9,694
Native American		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	162	100	9	22	54	15	70.8	50.0	153
White	71	100	25	34	39	1	86.6	61.0	70	337	100	23	42	31	5	88.5	67.0	314	48,172	100	17	36	39	7	82.5	50.0	45,994
Other Subgroups																											
High Needs	41	100	12	22	63	2	77.4	47.0	41	169	100	12	27	47	14	78.6	62.5	140	34,365	100	6	22	51	21	67.6	45.0	30,944
Male	48	100	29	40	31	0	90.1	64.5	48	242	100	22	42	29	7	88.3	63.0	216	36,503	100	15	32	41	12	78.5	50.0	33,985
Female	44	100	18	23	57	2	80.7	51.0	43	198	100	24	36	36	4	86.4	68.0	188	34,570	100	15	33	42	10	78.2	50.0	32,633
Title I		-	-	-	-	-	-	-	-	38	100	5	39	50	5	78.9	63.0	33	25,760	100	7	22	52	19	68.2	46.0	23,569
Non-Title I	92	100	24	32	43	1	85.6	61.0	91	402	100	25	39	31	5	88.2	67.0	371	45,341	100	20	38	36	7	84.2	52.0	43,060
Non-Low Income	72	100	26	33	39	1	86.5	61.0	71	351	100	25	43	28	5	89.7	68.0	328	45,179	100	20	38	36	6	84.7	52.0	43,108
ELL	4	-	-	-	-	-	-	-	-	12	100	0	25	67	8	79.2	N/A	11	5,566	100	5	17	50	29	59.8	50.0	4,588
Former ELL	1	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	2,368	100	13	32	44	11	77.6	51.5	2,242
1st Yr ELL*		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	556	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	96	100	16	33	39	13	78.9	44.0	90
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	2,011	100	16	30	43	11	77.0	50.0	1,897
All Students																											
2011	92	100	24	32	43	1	85.6	61.0	91	440	100	23	39	32	5	87.4	67.0	404	71,101	100	15	32	42	11	78.4	50.0	66,629
2010	102	100	24	36	38	2	88.5	59.0	99	471	100	21	41	34	4	87.3	65.0	439	70,924	100	16	32	41	11	78.7	49.0	66,792



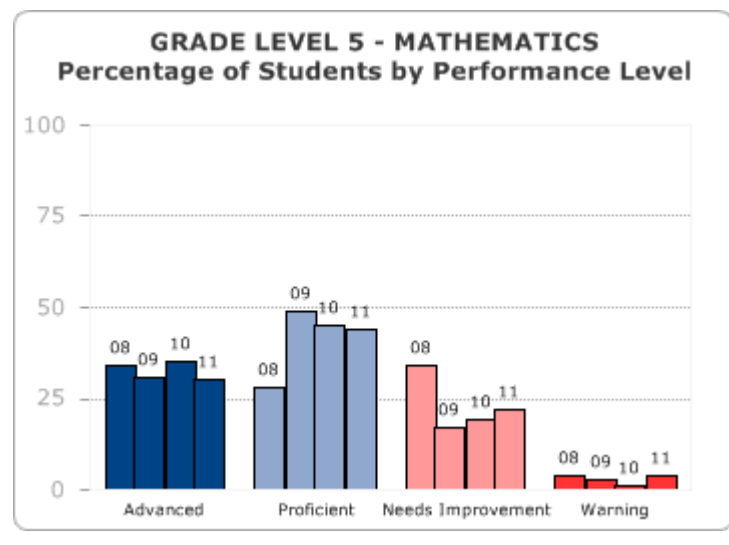
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS

Student Group	School						District						State														
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	37	100	8	78	14	0	96.6	43.0	37	115	100	4	58	27	10	88.7	50.0	96	13,752	99	2	25	41	32	66.1	43.0	11,703
ELL/Former ELL	5	-	-	-	-	-	-	-	-	22	96	23	41	27	9	84.1	56.0	21	7,342	99	4	31	40	25	66.8	47.0	6,351
Low-Income	17	100	12	82	6	0	98.5	N/A	16	78	99	12	55	26	8	88.8	58.0	65	25,750	99	5	40	38	17	75.1	45.0	23,370
African American/Black	2	-	-	-	-	-	-	-	-	17	100	35	29	24	12	89.7	N/A	14	5,675	99	6	40	38	16	75.5	48.0	5,083
Asian	8	-	-	-	-	-	-	-	-	38	98	24	61	11	5	93.4	59.0	35	3,953	100	27	48	18	7	89.1	57.0	3,675
Hispanic/Latino	2	-	-	-	-	-	-	-	-	33	100	24	52	21	3	90.9	64.0	33	10,841	99	5	36	38	21	71.9	45.0	9,652
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	146	100	13	43	34	10	81.3	49.0	137
White	93	100	24	67	10	0	97.6	42.5	90	377	100	25	60	12	2	96.0	57.0	354	48,929	100	20	54	20	5	90.1	51.0	46,722
Other Subgroups																											
High Needs	47	100	11	77	13	0	96.8	46.5	46	169	99	9	58	25	8	90.1	54.5	146	33,912	99	5	39	38	18	75.1	46.0	30,521
Male	52	100	13	77	10	0	97.6	50.0	50	243	100	19	60	16	5	93.7	56.0	223	36,708	100	13	50	27	11	83.7	47.0	34,164
Female	54	100	31	61	7	0	98.1	41.0	53	226	100	32	56	10	1	96.7	58.0	217	34,658	100	22	50	22	7	88.4	52.0	32,794
Title I		-	-	-	-	-	-	-	-	36	100	6	58	33	3	88.2	50.5	34	24,491	99	6	41	37	16	75.9	46.0	22,425
Non-Title I	106	100	23	69	8	0	97.9	48.0	103	433	100	27	58	11	3	95.7	57.0	406	46,903	100	23	55	18	5	91.3	52.0	44,542
Non-Low Income	89	100	25	66	9	0	97.8	42.0	87	391	100	28	59	10	2	96.4	57.0	375	45,644	100	23	56	17	4	92.2	52.0	43,597
ELL	2	-	-	-	-	-	-	-	-	10	92	0	40	40	20	70.0	N/A	10	5,018	98	1	22	44	32	59.3	45.0	4,153
Former ELL	3	-	-	-	-	-	-	-	-	12	100	42	42	17	0	95.8	N/A	11	2,324	100	9	50	30	10	83.0	51.0	2,198
1st Yr ELL*		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	471	93	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	94	99	17	53	20	10	88.3	50.0	86
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,728	100	19	49	23	9	86.2	51.0	1,603
All Students																											
2011	106	100	23	69	8	0	97.9	48.0	103	469	100	26	58	13	3	95.1	57.0	440	71,394	100	17	50	24	9	86.0	50.0	66,967
2010	74	100	28	61	11	0	96.6	56.0	73	430	100	19	56	23	3	91.5	51.0	412	71,007	100	16	47	28	10	84.2	50.0	66,744



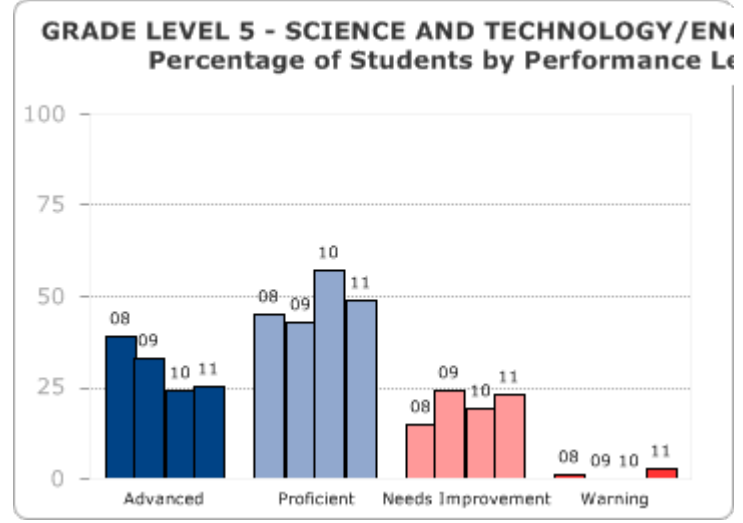
GRADE LEVEL 5 - MATHEMATICS

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	37	100	16	35	38	11	81.1	49.0	35	113	99	12	33	37	18	80.3	50.0	93	13,774	99	5	17	32	46	57.8	42.0	11,746
ELL/Former ELL	5	-	-	-	-	-	-	-	-	22	100	36	45	18	0	93.2	84.0	21	7,370	99	10	26	31	33	63.4	50.0	6,336
Low-Income	17	100	24	47	29	0	85.3	N/A	16	77	99	14	44	27	14	82.1	53.0	65	25,792	100	9	28	34	28	66.9	43.0	23,370
African American/Black	2	-	-	-	-	-	-	-	-	17	100	24	18	41	18	77.9	N/A	14	5,683	100	8	27	35	30	64.9	46.0	5,072
Asian	8	-	-	-	-	-	-	-	-	38	100	53	37	11	0	96.1	73.0	35	3,957	100	47	30	15	8	89.2	64.0	3,674
Hispanic/Latino	2	-	-	-	-	-	-	-	-	33	100	21	42	30	6	83.3	59.0	33	10,857	100	8	27	33	32	64.2	43.0	9,622
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	146	99	18	32	34	16	74.8	51.5	138
White	93	100	30	45	20	4	91.1	49.5	88	375	99	30	46	18	5	91.8	54.5	350	48,969	100	28	38	23	11	84.3	51.0	46,777
Other Subgroups																											
High Needs	47	100	19	38	34	9	83.0	49.5	44	167	99	16	39	31	14	82.6	55.0	143	33,970	100	10	27	34	29	67.0	44.0	30,541
Male	52	100	33	44	23	0	91.3	56.0	50	241	100	31	43	22	5	90.9	57.0	222	36,756	100	25	33	25	17	79.3	50.0	34,227
Female	54	100	28	44	20	7	89.4	47.0	51	226	100	32	46	16	6	91.2	55.5	214	34,682	100	24	36	26	14	80.4	50.0	32,752
Title I		-	-	-	-	-	-	-	-	36	100	6	42	42	11	77.8	46.5	34	24,538	100	11	29	34	26	68.0	45.0	22,406
Non-Title I	106	100	30	44	22	4	90.3	50.0	101	431	100	33	45	17	5	92.1	57.0	402	46,925	100	32	37	21	10	86.0	52.0	44,580
Non-Low Income	89	100	31	44	20	4	91.3	49.0	85	390	100	35	44	17	4	92.8	58.0	371	45,671	100	33	38	21	8	87.1	53.0	43,616
ELL	2	-	-	-	-	-	-	-	-	10	100	10	60	30	0	87.5	N/A	10	5,050	99	6	20	33	41	56.4	50.0	4,135
Former ELL	3	-	-	-	-	-	-	-	-	12	100	58	33	8	0	97.9	N/A	11	2,320	100	19	38	27	17	78.5	51.0	2,201
1st Yr ELL*		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	543	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	96	100	24	38	24	15	84.1	43.0	87
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,730	100	27	31	27	15	79.5	50.0	1,609
All Students																											
2011	106	100	30	44	22	4	90.3	50.0	101	467	100	31	44	19	5	91.0	56.5	436	71,463	100	25	34	26	15	79.8	50.0	66,986
2010	74	100	35	45	19	1	91.6	57.0	73	432	100	35	34	24	6	87.3	65.0	414	70,946	100	25	30	28	17	77.4	50.0	66,855



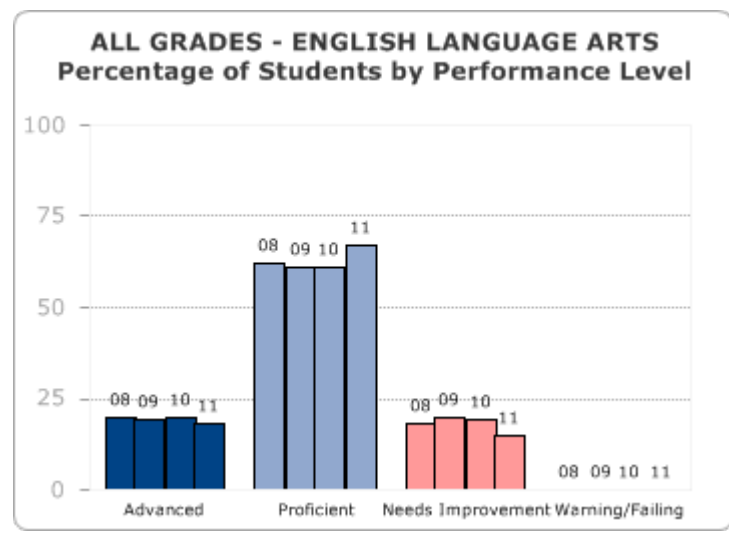
GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY/ENGINEERING

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W			
AYP Subgroups																											
Stud. w/ Disab	37	100	14	43	35	8	79.1	N/A	N/A	113	99	9	35	39	17	78.5	N/A	N/A	13,736	99	4	17	41	39	60.3	N/A	N/A
ELL/Former ELL	5	-	-	-	-	-	-	-	-	22	100	14	41	45	0	85.2	N/A	N/A	7,366	99	2	14	42	42	52.6	N/A	N/A
Low-Income	17	100	6	59	35	0	86.8	N/A	N/A	77	99	9	39	42	10	81.5	N/A	N/A	25,758	100	4	22	45	29	62.0	N/A	N/A
African American/Black	2	-	-	-	-	-	-	-	-	17	100	6	29	41	24	79.4	N/A	N/A	5,676	99	2	17	45	35	57.2	N/A	N/A
Asian	8	-	-	-	-	-	-	-	-	38	100	24	45	32	0	90.8	N/A	N/A	3,957	100	22	36	29	12	80.7	N/A	N/A
Hispanic/Latino	2	-	-	-	-	-	-	-	-	33	100	6	55	33	6	81.1	N/A	N/A	10,844	99	3	18	44	34	58.1	N/A	N/A
Native American		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	145	99	8	30	43	19	71.0	N/A	N/A
White	93	100	28	47	22	3	89.5	N/A	N/A	375	99	27	47	22	4	90.7	N/A	N/A	48,912	100	17	42	33	8	83.2	N/A	N/A
Other Subgroups																											
High Needs	47	100	13	49	32	6	81.9	N/A	N/A	167	99	10	40	38	13	80.5	N/A	N/A	33,917	99	4	23	45	28	63.6	N/A	N/A
Male	52	100	27	50	23	0	90.4	N/A	N/A	241	100	24	47	24	5	90.1	N/A	N/A	36,711	100	15	36	33	15	78.2	N/A	N/A
Female	54	100	24	48	22	6	88.4	N/A	N/A	226	100	25	46	24	4	89.2	N/A	N/A	34,647	100	12	35	38	15	75.8	N/A	N/A
Title I		-	-	-	-	-	-	-	-	36	100	3	39	53	6	77.8	N/A	N/A	24,512	100	4	22	45	29	62.2	N/A	N/A
Non-Title I	106	100	25	49	23	3	89.4	N/A	N/A	431	100	26	47	22	5	90.7	N/A	N/A	46,870	100	19	43	31	7	84.7	N/A	N/A
Non-Low Income	89	100	29	47	20	3	89.9	N/A	N/A	390	100	28	48	21	4	91.3	N/A	N/A	45,624	100	20	44	30	7	85.5	N/A	N/A
ELL	2	-	-	-	-	-	-	-	-	10	100	0	40	60	0	82.5	N/A	N/A	5,046	99	1	9	39	52	45.5	N/A	N/A
Former ELL	3	-	-	-	-	-	-	-	-	12	100	25	42	33	0	87.5	N/A	N/A	2,320	100	6	25	49	20	67.8	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	540	98	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	96	100	11	39	34	16	77.6	N/A	N/A
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,728	100	15	35	37	13	77.8	N/A	N/A
All Students																											
2011	106	100	25	49	23	3	89.4	N/A	N/A	467	100	25	47	24	5	89.7	N/A	N/A	71,382	100	14	36	36	15	77.0	N/A	N/A
2010	74	100	24	57	19	0	94.6	N/A	N/A	428	99	21	50	26	3	90.2	N/A	N/A	70,931	100	15	38	36	11	79.7	N/A	N/A



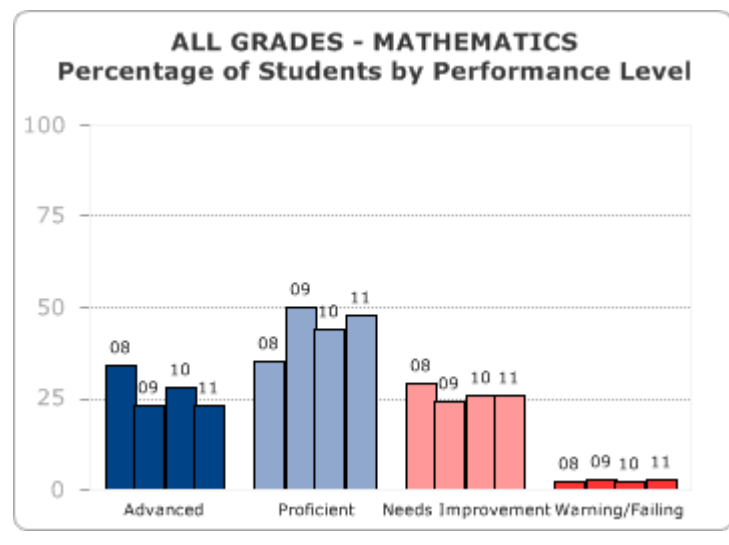
ALL GRADES - ENGLISH LANGUAGE ARTS

Student Group	School									District									State											
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W						
AYP Subgroups																														
Stud. w/ Disab	83	100	5	61	33	1	88.3	51.0	65	654	99	4	50	32	14	85.7	56.0	460	92,004	98	2	28	41	29	68.3	42.0	67,383			
ELL/Former ELL	12	100	8	67	25	0	91.7	N/A	10	119	98	11	48	31	10	84.9	65.0	75	42,402	98	3	30	42	25	66.2	50.0	27,475			
Low-Income	56	100	14	63	23	0	92.0	55.5	36	547	99	14	55	25	7	89.3	61.0	407	174,384	99	6	43	36	15	77.1	46.0	132,764			
African American/Black	8	-	-	-	-	-	-	-	-	139	99	14	57	22	8	90.6	63.0	99	40,300	99	6	44	35	15	77.4	47.0	30,278			
Asian	18	100	17	72	11	0	95.8	N/A	14	271	99	32	52	14	3	94.5	72.0	217	26,656	99	28	49	18	6	90.2	59.0	20,597			
Hispanic/Latino	13	100	8	54	38	0	86.5	N/A	10	138	100	14	49	27	9	88.2	54.0	107	72,903	99	5	40	37	18	74.2	46.0	53,717			
Native American		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958			
White	235	100	19	67	13	0	95.4	55.0	160	2,448	99	26	59	12	3	95.6	61.0	1,948	343,938	99	21	56	19	5	90.9	51.0	281,256			
Other Subgroups																														
High Needs	117	100	10	62	27	1	90.4	51.0	87	1,062	99	10	54	27	9	88.6	58.0	776	229,396	99	5	42	36	16	77.0	46.0	173,378			
Male	145	100	14	72	14	0	95.2	51.0	98	1,554	99	20	60	16	4	93.7	59.0	1,212	254,409	99	13	51	26	10	84.7	47.0	201,101			
Female	134	100	22	62	16	1	94.8	57.0	96	1,481	100	31	56	11	2	96.0	64.0	1,191	242,686	99	22	53	20	5	89.8	53.0	195,020			
Title I		-	-	-	-	-	-	-	-	124	100	2	58	37	2	87.1	62.0	68	148,778	99	6	43	37	15	76.8	46.0	110,697			
Non-Title I	279	100	18	67	15	0	95.0	55.0	194	2,911	99	26	58	12	3	95.2	61.0	2,335	348,480	99	22	56	17	5	91.6	52.0	285,485			
Non-Low Income	223	100	18	69	13	0	95.7	55.0	158	2,488	99	28	59	11	2	96.1	61.5	1,996	322,874	99	24	57	16	4	92.6	52.0	263,418			
ELL	7	-	-	-	-	-	-	-	-	55	96	0	31	53	16	72.7	55.5	30	29,528	98	1	21	46	31	59.4	48.0	17,497			
Former ELL	5	-	-	-	-	-	-	-	-	64	100	20	63	13	5	95.3	84.0	45	12,874	99	7	49	33	10	81.7	54.0	9,978			
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412			
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	32	100	19	63	16	3	93.0	65.5	26	11,536	99	18	51	24	8	86.9	51.0	8,903			
All Students																														
2011	279	100	18	67	15	0	95.0	55.0	194	3,035	99	25	58	13	3	94.8	61.0	2,403	497,258	99	17	52	23	8	87.2	50.0	396,182			
2010	262	100	20	61	19	0	94.6	60.5	174	2,939	99	21	58	18	3	93.2	55.0	2,367	498,668	99	16	52	24	8	86.9	50.0	396,078			



ALL GRADES - MATHEMATICS

Student Group	School									District									State											
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP
	#	%	A	P	NI	W				#	%	A	P	NI	W				#	%	A	P	NI	W						
AYP Subgroups																														
Stud. w/ Disab	83	100	8	30	52	10	75.6	47.0	63	650	99	9	33	39	19	79.0	63.0	451	92,185	99	5	17	33	45	57.7	43.0	67,337			
ELL/Former ELL	12	100	17	42	33	8	83.3	N/A	10	119	100	25	39	28	8	86.8	80.0	75	42,747	99	9	24	34	34	62.0	52.0	27,467			
Low-Income	56	100	14	45	38	4	83.5	56.0	36	542	99	19	39	31	10	83.8	64.0	400	174,589	99	10	27	35	27	67.3	46.0	132,625			
African American/Black	8	-	-	-	-	-	-	-	-	138	99	14	41	33	13	82.1	69.0	98	40,391	99	9	25	36	30	65.0	47.0	30,273			
Asian	18	100	33	44	22	0	91.7	N/A	14	271	100	55	32	10	2	96.2	69.0	217	26,741	100	45	32	16	7	89.5	64.0	20,599			
Hispanic/Latino	13	100	0	46	54	0	80.8	N/A	10	139	100	17	36	36	12	81.7	62.0	103	73,062	99	9	25	35	30	64.4	46.0	53,604			
Native American		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956			
White	235	100	23	50	24	3	90.4	52.0	158	2,452	100	32	44	19	4	91.8	57.0	1,942	344,050	99	28	37	25	10	84.3	50.0	281,305			
Other Subgroups																														
High Needs	117	100	13	37	44	7	80.3	48.0	85	1,058	99	16	38	33	13	82.9	63.0	765	229,782	99	10	27	35	28	67.1	46.0	173,254			
Male	145	100	24	54	22	0	92.2	60.5	98	1,556	99	31	43	20	5	91.1	58.0	1,208	254,687	99	24	33	26	16	79.4	50.0	201,207			
Female	134	100	21	43	31	6	86.4	48.0	94	1,482	100	34	41	20	4	91.4	60.0	1,183	242,853	99	24	35	27	13	80.5	51.0	194,843			
Title I		-	-	-	-	-	-	-	-	125	100	6	48	38	7	81.2	51.0	67	148,969	99	10	28	36	25	68.2	48.0	110,579			
Non-Title I	279	100	23	48	26	3	89.4	52.0	192	2,913	99	34	42	19	5	91.6	59.0	2,324	348,743	99	30	37	23	10	85.0	51.0	285,536			
Non-Low Income	223	100	25	49	23	3	90.9	50.0	156	2,496	100	36	43	18	3	92.8	58.0	1,991	323,123	100	32	38	22	8	86.8	52.0	263,490			
ELL	7	-	-	-	-	-	-	-	-	55	100	13	38	36	13	80.9	69.5	30	29,878	99	6	20	35	40	56.3	52.0	17,513			
Former ELL	5	-	-	-	-	-	-	-	-	64	100	36	39	20	5	91.8	84.0	45	12,869	100	16	34	32	18	75.1	53.0	9,954			
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-			
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419			
Multi-race - Non-Hispanic/Latino	5	-	-	-	-	-	-	-	-	31	94	35	29	32	3	85.5	60.0	25	11,535	99	24	33	28	15	79.1	50.0	8,894			
All Students																														
2011	279	100	23	48	26	3	89.4	52.0	192	3,038	99	33	42	20	5	91.2	59.0	2,391	497,712	99	24	34	27	15	79.9	50.0	396,115			
2010	262	100	28	44	26	2	90.5	58.5	172	2,942	99	33	40	22	5	90.1	62.0	2,357	498,632	99	26	33	27	15	79.9	50.0	396,662			



Hollis - 2011 Accountability Data

District: Braintree (00400000)
School: Hollis (00400005)
Accountability & Assistance Level: Level 1
School Title I Status: Non-Title I School (NT)
NCLB School Choice Required: No
Supplemental Educational Services Required: No

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	On Target
MATHEMATICS	No Status	No Change

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2011
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
Did at least 95% of students participate in MCAS?	Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?				
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	95.0 <input type="checkbox"/>	Yes <input type="checkbox"/>	0.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.4 <input type="checkbox"/>	Yes <input type="checkbox"/>
Lim. English Prof. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Special Education <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	88.3 <input type="checkbox"/>	Yes/SH <input type="checkbox"/>	-0.7 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.9 <input type="checkbox"/>	Yes <input type="checkbox"/>
Low Income <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	92.0 <input type="checkbox"/>	Yes <input type="checkbox"/>	4.5 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.8 <input type="checkbox"/>	Yes <input type="checkbox"/>
Afr. Amer./Black <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Asian or Pacif. Isl. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Hispanic <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Native American <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
White <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	0.4 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.3 <input type="checkbox"/>	Yes <input type="checkbox"/>
MATHEMATICS	Met Target	Actual	Met Target (92.2)	Actual	Met Target	Change from 2010	Met Target	Actual	AYP 2011
Aggregate <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	89.4 <input type="checkbox"/>	No <input type="checkbox"/>	-1.1 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.4 <input type="checkbox"/>	No <input type="checkbox"/>
Lim. English Prof. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Special Education <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	75.6 <input type="checkbox"/>	No <input type="checkbox"/>	-3.6 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.9 <input type="checkbox"/>	No <input type="checkbox"/>
Low Income <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	83.5 <input type="checkbox"/>	No <input type="checkbox"/>	-2.8 <input type="checkbox"/>	Yes <input type="checkbox"/>	95.8 <input type="checkbox"/>	No <input type="checkbox"/>
Afr. Amer./Black <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Asian or Pacif. Isl. <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Hispanic <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
Native American <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>	- <input type="checkbox"/>
White <input type="checkbox"/>	Yes <input type="checkbox"/>	100 <input type="checkbox"/>	No <input type="checkbox"/>	90.4 <input type="checkbox"/>	No <input type="checkbox"/>	-0.5 <input type="checkbox"/>	Yes <input type="checkbox"/>	96.3 <input type="checkbox"/>	No <input type="checkbox"/>

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
<input type="checkbox"/>										
ELA	Aggregate	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No Status
	All Subgroups	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	
MATH	Aggregate	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	No Status
	All Subgroups	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Hollis:
AYP Data Detail

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	283	283	100	Yes	279	95.0	No	94.6	1.4	94.6-98.5	Yes	96.4	0.5	Yes	Yes
Lim. English Prof.	13	13	-	-	12	-	-	-	-	-	-	-	-	-	-
Special Education	84	84	100	Yes	83	88.3	No	89.0	2.8	89.0-95.8	Yes/SH	95.9	0.8	Yes	Yes
Low Income	57	57	100	Yes	56	92.0	No	87.5	3.1	87.5-94.8	Yes	95.8	1.1	Yes	Yes
Afr. Amer./Black	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	19	19	-	-	18	-	-	-	-	-	-	-	-	-	-
Hispanic	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	238	238	100	Yes	235	95.4	Yes	95.0	1.3	95.0-98.8	Yes	96.3	0.4	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	284	284	100	Yes	279	89.4	No	90.5	2.4	90.5-95.4	No	96.4	0.5	Yes	No
Lim. English Prof.	13	13	-	-	12	-	-	-	-	-	-	-	-	-	-
Special Education	84	84	100	Yes	83	75.6	No	79.2	5.2	79.9-88.9	No	95.9	0.8	Yes	No
Low Income	57	57	100	Yes	56	83.5	No	86.3	3.4	86.3-94.2	No	95.8	1.1	Yes	No
Afr. Amer./Black	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	19	19	-	-	18	-	-	-	-	-	-	-	-	-	-
Hispanic	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Native American		-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	239	239	100	Yes	235	90.4	No	90.9	2.3	90.9-95.7	No	96.3	0.4	Yes	No

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	Yes	Yes	No	Yes	No	Yes	No	

About the Data

Enrollment and Educator Data

Notes:

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

The waiver data included in this 2011 NCLB Report Card reflects only academic waivers issued during the 2010-2011 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

Student Groups (2010-11 School Year)

African American or Black: A person having origins in any of the black racial groups of Africa.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

First Language Not English: A student whose first language learned or used by the parent/guardian with the child is not English.

Formerly Limited English Proficient (FLEP): A student who has transitioned out of LEP status during the current school year or within the past two school years.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Limited English Proficient (LEP): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

Low Income: An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Multi-race, Non-Hispanic: A person selecting more than one racial category and non-Hispanic.

Native American: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Special Education: A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

Title I: Student receives Title I services.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

MCAS Data (Spring 2011 Results)

MCAS performance levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

CPI: The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number

between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.

A school or district's CPI is calculated by combining points generated by students who take the standard MCAS tests with points generated by students who take the MCAS-Alt.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)	Portfolio not Submitted	0

* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

SGP: Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99, with 50 being average; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

Accountability Data (2011)

State Accountability and Assistance Levels

Accountability reports for all districts and schools (except charter schools) display a state Accountability and Assistance Level of 1 to 5 indicating its placement on the Framework for Accountability and Assistance, the five-level system for district and school accountability and assistance approved by the Board of Elementary and Secondary Education. Districts and schools requiring the least state intervention will be in Level 1; those requiring the most intervention will be in Level 5. For information on understanding Accountability and Assistance Levels, please see <http://www.doe.mass.edu/sda/framework/default.html>.

Federal NCLB Accountability Status Labels

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

I1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)

I1/2-A: Identified for Improvement (Year 1 or 2)

CA-S: Identified for Corrective Action - Subgroups only

CA-A: Identified for Corrective Action

RST1/2-S: Identified for Restructuring - Subgroups only (Year 1 or 2)

RST1/2: Identified for Restructuring (Year 1 or 2)

UR: Under Review

For more information on the No Child Left Behind Act, please visit <http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of Massachusetts, please visit the <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.