





Massachusetts School and District Profiles Hyman Fine Elementary School

2016 Accountability Data - Hyman Fine Elementary School

Organization Information			
District:	Attleboro (00160000)	School type:	Elementary School
School:	Hyman Fine Elementary School (00160040)	Grades served:	K,01,02,03,04
Region:	Southeast	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 1	Meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		73

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			View Detailed 2016 Data
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■	Less progress	More progress
All students		92	Met Target
High needs		99	Met Target
Econ. Disadvantaged		-	
ELL and Former ELL		-	
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		96	Met Target

About this Report
<p>Accountability and Assistance Levels: All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.</p> <p>School Percentiles: A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.</p> <p>Progress and Performance Index (PPI): The PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over multiple years into a single number. All districts, schools, and student subgroups receive an annual PPI based on improvement over a two-year period and a cumulative PPI (shown above) between 0 and 100 based on four years of data. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.</p>

Resources
 Interpretive Materials
 Glossary of 2016 Accountability Terms