

Massachusetts School and District Profiles

Hyman Fine Elementary School

Hyman Fine Elementary School (00160040)
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 Organization Description: Grades K - 4

This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Enrollment and Educator Data (2015-16 School Year)

[About the Data](#)

	School	District	State
Total Count	461	5,918	953,429
Race/Ethnicity (%)			
African American or Black	6.3	4.9	8.8
Asian	7.4	4.7	6.5
Hispanic or Latino	13.9	13.6	18.6
Multi-race, Non-Hispanic	6.3	5.8	3.2
Native American	0.0	0.2	0.2
Native Hawaiian or Pacific Islander	0.0	0.2	0.1
White	66.2	70.6	62.7
Gender (%)			
Male	51.0	53.4	51.2
Female	49.0	46.6	48.8
Selected Populations (%)			
English Language Learner	15.8	6.4	9.0
Economically Disadvantaged	30.4	26.0	27.4
Students w/Disabilities	12.1	17.0	17.2
First Language Not English	18.2	13.3	19.0

Enrollment (2015-16)

	School	District	State
Total # of Teachers	27.0	382.6	72,384.1
Percentage of Teachers Licensed in Teaching Assignment	100.0	99.2	97.4
Total Number of Classes in Core Academic Areas	126	2,045	348,472
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.0	96.3
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	1.0	3.7
Student/Teacher Ratio	17.1 to 1	15.5 to 1	13.2 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.8	0.9

Educator Data (2015-16)

K, 01, 02, 03, 04

Grades Offered:

2016 MCAS Results by Subgroup by Grade and Subject

NOTE: First-year ELL students are not included in achievement level or CPI results. However, first-year ELL students who took the ACCESS for ELLs 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. Please see the [principal's administration manual \(PAM\)](#) for details.

NOTE: Spring 2016 results in grades 3-8 ELA and Mathematics are not reported because all students in this organization participated in the PARCC test.

[More about the data](#)

Data Last Updated on September 26, 2016

Data Under Review or Fewer than 10 students were tested.

2016 PARCC Results by Subgroup by Grade and Subject

Achievement Levels:

L5 = Level 5: Exceeded Expectations (varies by grade - 850) generated using current PARCC and prior MCAS scores
L4 = Level 4: Met Expectations (750 - varies by grade) generated using current PARCC and prior MCAS scores
L3 = Level 3: Approached Expectations (725-749) generated using linked PARCC and MCAS scores
L2 = Level 2: Partially met Expectations (700-724)
L1 = Level 1: Did not meet Expectations (650-699)

Trans. SGP = Transitional Student Growth Percentile
Trans. CPI = Transitional Composite Performance Index
generated using linked PARCC and MCAS scores

NOTE: Since only a portion of students in grades 3-8 participated in 2016 PARCC in ELA/L and Mathematics, a representative sample of students from across Massachusetts was used to estimate student achievement at the state level in those subjects.

NOTE: Students who took the Alternate Assessment are included in Mean CPI, but not in achievement level or growth results.

Data Last Updated on September 24, 2016

2016 Accountability Data - Hyman Fine Elementary School

Accountability Information	
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:	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
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

**Hyman Fine Elementary School:
Accountability Data Detail**

2016 English Language Arts Proficiency Gap Narrowing											
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		84.8	80.5	81.9	1.4	91.1	92.4	33	182	50	Improved Below Target
High needs		74.2	67.6	73.6	6.0	85.0	87.1	39	89	50	Improved Below Target
Econ. Disadvantaged		70.4	70.4	74.6	4.2	72.9	85.2	39	56	100	Above Target
ELL and Former ELL		78.4	69.8	73.8	4.0	82.0	89.2	63	42	50	Improved Below Target
Students w/disabilities		52.5	52.9	62.0	9.1	72.3	76.3	43	25	50	Improved Below Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	18	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	12	-	-
Hispanic/Latino		82.5	-	-	-	-	91.3	-	30	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		87.4	82.9	87.3	4.4	92.7	93.7	46	112	50	Improved Below Target

2016 Mathematics Proficiency Gap Narrowing											
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		87.6	81.6	83.2	1.6	92.8	93.8	40	183	50	Improved Below Target
High needs		78.8	68.8	71.9	3.1	87.6	89.4	32	90	50	Improved Below Target
Econ. Disadvantaged		68.5	68.5	72.8	4.3	71.1	84.3	35	57	100	Above Target
ELL and Former ELL		85.7	69.0	70.8	1.8	88.1	92.9	41	42	50	Improved Below Target
Students w/disabilities		60.0	59.6	61.0	1.4	76.7	80.0	39	25	50	Improved Below Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	18	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	12	-	-
Hispanic/Latino		83.8	-	-	-	-	91.9	-	30	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		89.1	85.0	90.3	5.3	93.6	94.6	64	113	50	Improved Below Target

2016 Science Proficiency Gap Narrowing											
		Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating

	0 10 20 30 40 50 60 70 80 90 100	CPI	CPI	CPI	Change	Target	Year Goal	Percentile in School Type		Points	
All students		-	-	-	-	-	-	-	-	-	-
High needs		-	-	-	-	-	-	-	-	-	-
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		-	-	-	-	-	-	-	-	-	-


2016 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2015 % Advanced	2016 % Advanced	N	PPI Points	2015 % Warning/Failing	2016 % Warning/Failing	N	PPI Points
All students	11.9	8.2	182	0	7.3	7.7	182	0
High needs	2.5	1.1	89	0	13.6	12.4	89	0
Econ. Disadvantaged	3.7	0.0	56	0	11.1	12.5	56	0
ELL and Former ELL	0.0	0.0	42	0	13.8	11.9	42	25
Students w/disabilities	0.0	4.0	25	25	20.6	24.0	25	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	18	-	-	-	18	-
Afr. Amer./Black	-	-	12	-	-	-	12	-
Hispanic/Latino	-	-	30	-	-	-	30	-
Multi-race, Non-Hisp./Lat.	-	-	10	-	-	-	10	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	15.8	11.6	112	0	6.7	4.5	112	25

2016 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2015 % Advanced	2016 % Advanced	N	PPI Points	2015 % Warning/Failing	2016 % Warning/Failing	N	PPI Points
All students	26.0	32.8	183	25	10.2	10.4	183	0
High needs	11.1	17.8	90	25	22.2	20.0	90	0
Econ. Disadvantaged	11.1	21.1	57	25	22.2	19.3	57	25
ELL and Former ELL	6.9	16.7	42	25	20.7	23.8	42	0
Students w/disabilities	5.9	4.0	25	0	32.4	32.0	25	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	18	-	-	-	18	-
Afr. Amer./Black	-	-	12	-	-	-	12	-
Hispanic/Latino	-	-	30	-	-	-	30	-
Multi-race, Non-Hisp./Lat.	-	-	10	-	-	-	10	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	32.5	42.5	113	25	6.7	3.5	113	25

2016 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2015 % Advanced	2016 % Advanced	N	PPI Points	2015 % Warning/Failing	2016 % Warning/Failing	N	PPI Points
All students	-	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-

2016 English Language Arts Growth										
	0 10 20 30 40 50 60 70 80 90 100	2015 SGP	2016 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		48.5	67.0	18.5	51.0	No	92	100	Above Target	
High needs		37.5	63.0	25.5	51.0	Yes	45	100	Above Target	
Econ. Disadvantaged		-	-	-	51.0	-	27	-	-	
ELL and Former ELL		-	-	-	51.0	-	19	-	-	
Students w/disabilities		-	-	-	51.0	-	16	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	8	-	-	
Afr. Amer./Black		-	-	-	51.0	-	5	-	-	
Hispanic/Latino		-	-	-	51.0	-	15	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	5	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		49.0	62.0	13.0	51.0	Yes	59	100	Above Target	

2016 Mathematics Growth										
	0 10 20 30 40 50 60 70 80 90 100	2015 SGP	2016 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		51.5	66.0	14.5	51.0	Yes	93	100	Above Target	
High needs		46.5	63.5	17.0	51.0	Yes	46	100	Above Target	
Econ. Disadvantaged		-	-	-	51.0	-	28	-	-	
ELL and Former ELL		-	-	-	51.0	-	19	-	-	
Students w/disabilities		-	-	-	51.0	-	16	-	-	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		-	-	-	51.0	-	8	-	-	

Afr. Amer./Black	-	-	-	51.0	-	5	-	-			
Hispanic/Latino	-	-	-	51.0	-	15	-	-			
Multi-race, Non-Hisp./Lat.	-	-	-	51.0	-	5	-	-			
Nat. Haw. or Pacif. Isl.	-	-	-	51.0	-	-	-	-			
White				52.0	72.0	20.0	51.0	Yes	60	100	Above Target

2016 Extra credit for English language proficiency growth				
	2016 SGPA	2016 Target	SGPA N Included	PPI Points
All students	78.5	60.0	60	25
High needs	78.5	60.0	60	25
ELL and Former ELL	78.5	60.0	60	25

2016 Assessment Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	187	186	99	Yes	188	188	100	Yes	-	-	-	-
High needs	94	93	99	Yes	94	94	100	Yes	-	-	-	-
Econ. Disadvantaged	61	60	98	Yes	61	61	100	Yes	-	-	-	-
ELL and Former ELL	44	44	100	Yes	44	44	100	Yes	-	-	-	-
Students w/disabilities	25	25	100	Yes	25	25	100	Yes	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	19	-	-	-	19	-	-	-	-	-	-	-
Afr. Amer./Black	12	-	-	-	13	-	-	-	-	-	-	-
Hispanic/Latino	30	30	100	Yes	30	30	100	Yes	-	-	-	-
Multi-race, Non-Hisp./Lat.	11	-	-	-	11	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	115	114	99	Yes	115	115	100	Yes	-	-	-	-

NOTE: In 2016, assessment participation was calculated two ways: First, the 2016 participation rate for each subgroup in each subject area test was calculated. If the actual 2016 participation rate was lower than 95 percent for any group in any subject, that rate was compared to the average of the most recent two years of assessment participation data for that group and subject. The higher of the two resulting rates was factored into the assignment of the school or district's 2016 accountability and assistance level.

2015 Massachusetts and Nationwide NAEP Results by Student Group

Average Scaled Scores and Percentages of Students at Each Achievement Level

About the Data

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	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	235	14	50	82	18	100	221	8	35	68	32	100
Stud. w/ Disab	209	2	20	55	45	18	186	2	12	33	67	13
LEP	200	1	12	44	56	9	189	1	8	32	68	11
African American/Black	217	3	25	65	35	7	206	2	18	51	49	15
Asian/Pacific Islander	249	31	68	89	11	6	238	19	53	81	19	5
Hispanic/Latino	215	3	25	61	39	19	208	3	21	54	46	26
White	242	17	58	89	11	65	232	11	46	79	21	49
Econ. Disadvantaged	220	5	29	67	33	42	209	3	21	56	44	55

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	251	13	54	90	10	100	240	7	39	81	19	100
Stud. w/ Disab	231	4	25	74	26	18	217	2	16	54	46	13
LEP	223	2	17	65	35	9	218	1	15	57	43	11
African American/Black	230	1	26	73	27	7	224	1	19	65	35	15
Asian/Pacific Islander	273	38	81	98	2	6	256	22	61	90	10	5
Hispanic/Latino	232	3	28	74	26	19	230	3	26	73	27	26
White	256	15	62	95	5	65	248	10	51	90	10	49
Econ. Disadvantaged	236	4	31	80	20	42	229	2	24	72	28	55

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	274	6	46	83	17	100	264	3	33	75	25	100
Stud. w/ Disab	245	1	15	54	46	18	229	#	8	36	64	12
LEP	225	#	6	35	65	5	223	#	3	28	72	6
African American/Black	252	1	18	63	37	9	247	1	15	58	42	15
Asian/Pacific Islander	290	18	64	90	10	7	279	9	50	85	15	6
Hispanic/Latino	249	#	17	61	39	14	253	1	20	65	35	25
White	281	7	53	90	10	67	273	4	42	84	16	51
Econ. Disadvantaged	260	3	28	71	29	44	253	1	20	64	36	52

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% at Each Level				Avg. Scaled Score	% at Each Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	297	18	51	81	19	100	281	8	32	70	30	100
Stud. w/ Disab	264	3	16	51	49	18	246	1	8	32	68	12
LEP	251	2	10	38	62	6	246	1	5	31	69	6
African American/Black	268	4	22	54	46	9	260	1	12	47	53	15
Asian/Pacific Islander	324	44	73	94	6	7	305	25	58	86	14	6
Hispanic/Latino	271	4	24	61	39	15	269	3	19	60	40	25
White	304	20	59	88	12	66	291	10	42	81	19	51
Econ. Disadvantaged	279	7	31	67	33	43	268	2	18	58	42	52

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	3,100	18	9	3
Grade 4 Mathematics	3,200	18	9	2
Grade 8 Reading	3,000	18	5	2
Grade 8 Mathematics	3,100	18	6	2