

Massachusetts School and District Profiles
Archie T Morrison

2019 Official Accountability Report - Archie T Morrison

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE STATUS Title I School
SCHOOL Archie T Morrison (00400033)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Substantial progress toward targets

Progress toward improvement targets 56% - Substantial progress toward targets	Accountability percentile 60
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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	508.3	508.5	0.2	509.3	252	2	Improved Below Target
Lowest Performing	490.4	493.2	2.8	494.5	37	2	Improved Below Target
High needs	501.8	501.4	-0.4	503.0	127	1	No Change
Econ. Disadvantaged	501.5	501.1	-0.4	502.5	82	1	No Change
EL and Former EL	504.3	507.4	3.1	505.7	47	4	Exceeded Target
Students w/ disabilities	494.3	492.0	-2.3	495.8	46	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	511.8	512.1	0.3	513.1	38	3	Met Target
Afr. Amer./Black	496.7	498.5	1.8	498.2	21	3	Met Target
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	509.4	509.5	0.1	510.4	174	2	Improved Below 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	505.6	505.8	0.2	506.9	252	2	Improved Below Target
Lowest Performing	486.1	488.2	2.1	489.8	37	2	Improved Below Target
High needs	501.0	499.3	-1.7	502.3	127	0	Declined
Econ. Disadvantaged	499.3	499.0	-0.3	500.8	82	1	No Change
EL and Former EL	508.4	508.6	0.2	509.9	47	3	Met Target
Students w/ disabilities	491.3	487.4	-3.9	493.4	46	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	516.1	515.9	-0.2	518.2	38	4	Exceeded Target
Afr. Amer./Black	499.7	490.3	-9.4	501.2	21	0	Declined
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	504.7	506.4	1.7	506.2	174	3	Met Target

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	84.3	89.9	5.6	86.5	104	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	75.0	87.5	12.5	77.8	48	4	Exceeded Target
Econ. Disadvantaged	79.5	86.7	7.2	82.3	32	4	Exceeded Target
EL and Former EL	-	-	-	-	17	-	-
Students w/ disabilities	-	-	-	-	12	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	17	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	82.7	89.9	7.2	85.0	74	4	Exceeded Target

English language arts growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	41.1	162	2	Typical Growth - Low	
Lowest Performing	44.8	37	2	Typical Growth - Low	
High needs	42.1	82	2	Typical Growth - Low	
Econ. Disadvantaged	40.2	56	2	Typical Growth - Low	
EL and Former EL	51.1	34	3	Typical Growth - High	
Students w/ disabilities	37.4	22	1	Low Growth	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	54.2	26	3	Typical Growth - High	
Afr. Amer./Black	-	15	-	-	
Hispanic/Latino	-	8	-	-	
Multi-race, Non-Hisp./Lat.	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	1	-	-	
White	38.1	110	1	Low Growth	

Mathematics growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	35.9	159	1	Low Growth	
Lowest Performing	40.9	34	2	Typical Growth - Low	
High needs	37.8	79	1	Low Growth	
Econ. Disadvantaged	34.3	54	1	Low Growth	
EL and Former EL	44.5	34	2	Typical Growth - Low	
Students w/ disabilities	-	19	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	53.5	26	3	Typical Growth - High	
Afr. Amer./Black	-	14	-	-	
Hispanic/Latino	-	8	-	-	
Multi-race, Non-Hisp./Lat.	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	1	-	-	
White	33.3	108	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	73.7	80.0	6.3	77.7	25	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	73.7	80.0	6.3	77.7	25	3	Met Target	
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	11.1	10.0	1.1	9.8	409	3	Met Target	
Lowest Performing	13.5	13.5	0.0	10.0	37	1	No Change	
High needs	16.8	15.8	1.0	14.2	202	2	Improved Below Target	
Econ. Disadvantaged	21.7	21.0	0.7	18.0	119	2	Improved Below Target	
EL and Former EL	7.6	6.0	1.6	4.6	67	2	Improved Below Target	
Students w/ disabilities	18.6	18.6	0.0	15.3	70	1	No Change	
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-	
Asian	1.6	3.3	-1.7	0.0	60	3	Met Target	
Afr. Amer./Black	28.9	29.3	-0.4	25.4	41	1	No Change	
Hispanic/Latino	-	-	-	-	22	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-	
White	9.5	7.2	2.3	8.1	277	4	Exceeded Target	

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	260	258	99	Yes	1	260	260	100	Yes	1	105	105	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	135	133	135	135	49	49	319	317	99	Yes	1
Econ. Disadvantaged	89	87	89	89	33	33	211	209	99	Yes	1
EL and Former EL	48	46	48	48	17	17	113	111	98	Yes	1
Students w/ disabilities	48	47	48	48	12	12	108	107	99	Yes	1
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-
Asian	38	37	38	38	17	17	93	92	99	Yes	1
Afr. Amer./Black	24	24	24	24	8	8	56	56	100	Yes	1
Hispanic/Latino	15	14	15	15	4	4	34	-	-	-	-
Multi-race, Non-Hisp./Lat.	4	4	4	4	1	1	9	-	-	-	-
Nat. Haw. or Pacif. Isl.	1	1	1	1	1	1	3	-	-	-	-
White	178	178	178	178	74	74	430	430	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 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