

Massachusetts School and District Profiles
Donald Ross

2019 Official Accountability Report - Donald Ross

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE I STATUS Title I School
SCHOOL Donald Ross (00400050)	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 Meeting or exceeding targets
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Progress toward improvement targets 77% - Meeting or exceeding targets	Accountability percentile 83
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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	510.1	510.9	0.8	511.1	140	3	Met Target
Lowest Performing	488.3	492.2	3.9	492.4	24	3	Met Target
High needs	505.4	504.4	-1.0	506.4	76	3	Met Target
Econ. Disadvantaged	503.1	502.8	-0.3	504.1	41	1	No Change
EL and Former EL	506.3	507.1	0.8	507.3	40	3	Met Target
Students w/ disabilities	495.7	492.4	-3.3	496.7	28	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	516.5	515.1	-1.4	517.5	26	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	8	-	-
Hispanic/Latino	-	-	-	-	11	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	509.3	511.4	2.1	510.3	93	4	Exceeded 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	504.2	502.3	-1.9	505.2	140	0	Declined
Lowest Performing	479.8	489.8	10.0	483.0	24	4	Exceeded Target
High needs	503.3	496.8	-6.5	504.6	76	0	Declined
Econ. Disadvantaged	499.8	494.6	-5.2	501.3	41	0	Declined
EL and Former EL	506.7	501.0	-5.7	508.2	40	0	Declined
Students w/ disabilities	495.7	485.8	-9.9	497.5	28	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	515.3	511.8	-3.5	517.4	26	3	Met Target
Afr. Amer./Black	-	-	-	-	8	-	-
Hispanic/Latino	-	-	-	-	11	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	503.2	500.6	-2.6	504.2	93	0	Declined

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	91.0	92.9	1.9	93.2	53	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	90.0	88.7	-1.3	93.3	31	3	Met Target
Econ. Disadvantaged	-	-	-	-	14	-	-
EL and Former EL	-	-	-	-	17	-	-
Students w/ disabilities	-	-	-	-	10	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	11	-	-
Afr. Amer./Black	-	-	-	-	2	-	-
Hispanic/Latino	-	-	-	-	2	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	91.0	94.1	3.1	92.9	38	4	Exceeded Target

English language arts growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	59.6	103	3	Typical Growth - High	
Lowest Performing	51.7	24	3	Typical Growth - High	
High needs	55.1	58	3	Typical Growth - High	
Econ. Disadvantaged	52.7	29	3	Typical Growth - High	
EL and Former EL	63.2	33	4	Exceeded Typical Growth	
Students w/ disabilities	42.9	20	2	Typical Growth - Low	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	19	-	-	
Afr. Amer./Black	-	6	-	-	
Hispanic/Latino	-	9	-	-	
Multi-race, Non-Hisp./Lat.	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	59.2	67	3	Typical Growth - High	

Mathematics growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	51.6	103	3	Typical Growth - High	
Lowest Performing	63.8	24	4	Exceeded Typical Growth	
High needs	47.3	58	2	Typical Growth - Low	
Econ. Disadvantaged	46.9	29	2	Typical Growth - Low	
EL and Former EL	49.2	33	2	Typical Growth - Low	
Students w/ disabilities	48.0	20	2	Typical Growth - Low	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	19	-	-	
Afr. Amer./Black	-	6	-	-	
Hispanic/Latino	-	9	-	-	
Multi-race, Non-Hisp./Lat.	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	48.4	67	2	Typical Growth - Low	

Progress toward attaining English language proficiency - Non-high school								About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason	
All Students	72.4	73.0	0.6	76.4	37	2	Improved Below Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	72.4	73.0	0.6	76.4	37	2	Improved Below 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	5.6	5.6	0.0	4.5	252	1	No Change	
Lowest Performing	0.0	0.0	0.0	0.0	24	4	Exceeded Target	
High needs	7.4	8.5	-1.1	5.3	130	0	Declined	
Econ. Disadvantaged	10.1	9.5	0.6	5.8	63	2	Improved Below Target	
EL and Former EL	2.7	6.0	-3.3	0.0	67	0	Declined	
Students w/ disabilities	13.9	8.1	5.8	11.4	37	4	Exceeded Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	3.9	5.6	-1.7	1.8	54	0	Declined	
Afr. Amer./Black	-	-	-	-	15	-	-	
Hispanic/Latino	-	-	-	-	16	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	6.1	4.8	1.3	4.9	165	3	Met 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	143	143	100	Yes	1	143	143	100	Yes	1	54	54	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	78	78	78	78	31	31	187	187	100	Yes	1
Econ. Disadvantaged	43	43	43	43	14	14	100	100	100	Yes	1
EL and Former EL	41	41	41	41	17	17	99	99	100	Yes	1
Students w/ disabilities	28	28	28	28	10	10	66	66	100	Yes	1
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-
Asian	28	28	28	28	12	12	68	68	100	Yes	1
Afr. Amer./Black	8	8	8	8	2	2	18	-	-	-	-
Hispanic/Latino	12	12	12	12	2	2	26	-	-	-	-
Multi-race, Non-Hisp./Lat.	2	2	2	2	-	-	4	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-
White	93	93	93	93	38	38	224	224	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