

**Massachusetts School and District Profiles
East Middle School**

2019 Official Accountability Report - East Middle School

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE I STATUS Non-Title I School
SCHOOL East Middle School (00400305)	GRADES SERVED 06,07,08
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Moderate progress toward targets
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Progress toward improvement targets 38% - Moderate progress toward targets	Accountability percentile 54
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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	504.1	506.4	2.3	505.1	706	4	Exceeded Target
Lowest Performing	480.4	483.3	2.9	485.5	99	2	Improved Below Target
High needs	495.2	495.7	0.5	496.6	295	2	Improved Below Target
Econ. Disadvantaged	497.7	496.1	-1.6	498.7	169	0	Declined
EL and Former EL	494.8	500.5	5.7	495.8	98	4	Exceeded Target
Students w/ disabilities	486.6	485.4	-1.2	488.4	133	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	507.6	513.3	5.7	508.9	131	4	Exceeded Target
Afr. Amer./Black	486.8	492.1	5.3	488.3	56	4	Exceeded Target
Hispanic/Latino	494.1	492.2	-1.9	495.2	39	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	8	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	505.5	507.3	1.8	506.8	470	3	Met 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	503.3	504.7	1.4	504.9	705	3	Met Target
Lowest Performing	484.1	482.3	-1.8	487.8	99	0	Declined
High needs	496.9	496.1	-0.8	498.4	294	0	Declined
Econ. Disadvantaged	498.6	495.7	-2.9	499.7	169	0	Declined
EL and Former EL	501.9	504.6	2.7	503.8	99	4	Exceeded Target
Students w/ disabilities	488.0	485.5	-2.5	489.8	131	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	514.3	518.8	4.5	516.4	131	4	Exceeded Target
Afr. Amer./Black	489.4	488.9	-0.5	491.7	56	1	No Change
Hispanic/Latino	493.8	490.8	-3.0	495.2	39	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	8	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	502.7	503.8	1.1	504.2	469	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	75.9	74.4	-1.5	78.6	239	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	66.9	58.1	-8.8	70.4	90	0	Declined
Econ. Disadvantaged	69.9	57.8	-12.1	73.3	58	0	Declined
EL and Former EL	-	-	-	-	24	-	-
Students w/ disabilities	55.6	44.0	-11.6	58.9	46	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	86.8	82.8	-4.0	90.5	32	0	Declined
Afr. Amer./Black	-	-	-	-	22	-	-
Hispanic/Latino	-	-	-	-	12	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	76.5	77.3	0.8	79.4	166	2	Improved Below Target

English language arts growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	49.1	685	2	Typical Growth - Low
Lowest Performing	46.4	99	2	Typical Growth - Low
High needs	47.6	280	2	Typical Growth - Low
Econ. Disadvantaged	47.4	162	2	Typical Growth - Low
EL and Former EL	54.4	91	3	Typical Growth - High
Students w/ disabilities	39.9	125	1	Low Growth
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	56.9	125	3	Typical Growth - High
Afr. Amer./Black	48.0	53	2	Typical Growth - Low
Hispanic/Latino	40.0	36	2	Typical Growth - Low
Multi-race, Non-Hisp./Lat.	-	8	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	47.7	462	2	Typical Growth - Low

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	49.3	681	2	Typical Growth - Low
Lowest Performing	43.8	98	2	Typical Growth - Low
High needs	45.6	277	2	Typical Growth - Low
Econ. Disadvantaged	44.0	160	2	Typical Growth - Low
EL and Former EL	53.9	91	3	Typical Growth - High
Students w/ disabilities	39.3	122	1	Low Growth
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	61.5	125	4	Exceeded Typical Growth
Afr. Amer./Black	36.3	52	1	Low Growth
Hispanic/Latino	47.9	35	2	Typical Growth - Low
Multi-race, Non-Hisp./Lat.	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	47.7	461	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	-	-	-	-	-	-	-	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	-	-	-	-	-	-	-	
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	8.4	7.8	0.6	6.9	739	2	Improved Below Target	
Lowest Performing	8.1	15.2	-7.1	3.5	99	0	Declined	
High needs	11.5	12.8	-1.3	9.1	320	0	Declined	
Econ. Disadvantaged	16.9	18.2	-1.3	13.7	170	0	Declined	
EL and Former EL	6.7	7.8	-1.1	3.2	115	0	Declined	
Students w/ disabilities	11.6	13.1	-1.5	8.0	130	0	Declined	
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-	
Asian	3.6	2.9	0.7	0.3	138	4	Exceeded Target	
Afr. Amer./Black	11.1	13.1	-2.0	7.5	61	0	Declined	
Hispanic/Latino	23.7	16.0	7.7	19.5	50	4	Exceeded Target	
Multi-race, Non-Hisp./Lat.	-	-	-	-	8	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-	
White	7.7	7.5	0.2	5.9	480	2	Improved Below 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	721	712	99	Yes	1	719	719	100	Yes	1	242	242	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	309	300	306	306	92	92	707	698	99	Yes	1
Econ. Disadvantaged	183	179	181	181	60	60	424	420	99	Yes	1
EL and Former EL	109	100	109	109	26	26	244	235	96	Yes	1
Students w/ disabilities	133	129	131	131	46	46	310	306	99	Yes	1
Amer. Ind. or Alaska Nat.	1	1	1	1	1	1	3	-	-	-	-
Asian	134	131	134	134	33	33	301	298	99	Yes	1
Afr. Amer./Black	58	57	59	59	22	22	139	138	99	Yes	1
Hispanic/Latino	48	46	46	46	13	13	107	105	98	Yes	1
Multi-race, Non-Hisp./Lat.	8	8	8	8	5	5	21	-	-	-	-
Nat. Haw. or Pacif. Isl.	1	0	1	1	1	1	3	-	-	-	-
White	471	469	470	470	167	167	1,108	1,106	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