

**Massachusetts School and District Profiles
Highlands**

2019 Official Accountability Report - Highlands

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE I STATUS Non-Title I School
SCHOOL Highlands (00400015)	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 74% - Substantial progress toward targets	Accountability percentile 90
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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	514.9	515.3	0.4	515.9	238	4	Exceeded Target
Lowest Performing	493.0	497.5	4.5	497.1	35	3	Met Target
High needs	503.5	505.3	1.8	504.5	68	4	Exceeded Target
Econ. Disadvantaged	-	-	-	-	19	-	-
EL and Former EL	-	-	-	-	19	-	-
Students w/ disabilities	493.7	499.8	6.1	494.7	42	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	518.3	517.2	-1.1	519.3	39	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	514.2	515.2	1.0	515.2	184	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	506.9	509.5	2.6	507.9	239	4	Exceeded Target
Lowest Performing	488.5	490.6	2.1	491.7	36	2	Improved Below Target
High needs	497.4	500.2	2.8	498.7	69	4	Exceeded Target
Econ. Disadvantaged	-	-	-	-	19	-	-
EL and Former EL	-	-	-	-	19	-	-
Students w/ disabilities	487.5	493.1	5.6	489.3	43	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	515.7	517.5	1.8	517.8	39	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	505.4	507.9	2.5	506.4	185	4	Exceeded 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	89.0	93.8	4.8	91.2	76	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	19	-	-
Econ. Disadvantaged	-	-	-	-	3	-	-
EL and Former EL	-	-	-	-	6	-	-
Students w/ disabilities	-	-	-	-	11	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	12	-	-
Afr. Amer./Black	-	-	-	-	1	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	88.8	93.7	4.9	90.7	63	4	Exceeded Target

English language arts growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	60.7	151	4	Exceeded Typical Growth	
Lowest Performing	54.7	35	3	Typical Growth - High	
High needs	59.2	47	3	Typical Growth - High	
Econ. Disadvantaged	-	14	-	-	
EL and Former EL	-	16	-	-	
Students w/ disabilities	57.3	27	3	Typical Growth - High	
Amer. Ind. or Alaska Nat.	-	1	-	-	
Asian	66.9	27	4	Exceeded Typical Growth	
Afr. Amer./Black	-	2	-	-	
Hispanic/Latino	-	3	-	-	
Multi-race, Non-Hisp./Lat.	-	1	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	59.5	117	3	Typical Growth - High	

Mathematics growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	49.6	152	2	Typical Growth - Low	
Lowest Performing	49.4	36	2	Typical Growth - Low	
High needs	55.4	48	3	Typical Growth - High	
Econ. Disadvantaged	-	14	-	-	
EL and Former EL	-	16	-	-	
Students w/ disabilities	58.0	28	3	Typical Growth - High	
Amer. Ind. or Alaska Nat.	-	1	-	-	
Asian	58.9	27	3	Typical Growth - High	
Afr. Amer./Black	-	2	-	-	
Hispanic/Latino	-	3	-	-	
Multi-race, Non-Hisp./Lat.	-	1	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	46.7	118	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	5.1	1.8	3.3	4.0	385	4	Exceeded Target	
Lowest Performing	2.8	0.0	2.8	0.0	36	4	Exceeded Target	
High needs	10.2	2.6	7.6	8.1	114	4	Exceeded Target	
Econ. Disadvantaged	-	-	-	-	27	-	-	
EL and Former EL	-	-	-	-	34	-	-	
Students w/ disabilities	5.0	0.0	5.0	2.5	68	4	Exceeded Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-	
Asian	3.0	2.7	0.3	0.9	74	3	Met Target	
Afr. Amer./Black	-	-	-	-	8	-	-	
Hispanic/Latino	-	-	-	-	10	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	3.8	1.7	2.1	2.6	288	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	243	240	99	Yes	1	243	241	99	Yes	1	77	77	100	Yes	1

Assessment participation - Subgroups															About the Data					
Group	English language arts					Mathematics					Science					Overall				

	Enrolled	Assessed	Enrolled	Assessed	Enrolled	Assessed	Total Enrolled	Total Assessed	%	Met Target?	Years in Rate
High needs	71	70	71	71	20	20	162	161	99	Yes	1
Econ. Disadvantaged	20	20	20	20	3	3	43	43	100	Yes	1
EL and Former EL	20	20	20	20	6	6	46	46	100	Yes	1
Students w/ disabilities	45	44	45	45	12	12	102	101	99	Yes	1
Amer. Ind. or Alaska Nat.	2	2	2	2	-	-	4	-	-	-	-
Asian	40	40	40	40	12	12	92	92	100	Yes	1
Afr. Amer./Black	7	7	7	7	1	1	15	-	-	-	-
Hispanic/Latino	5	5	5	5	-	-	10	-	-	-	-
Multi-race, Non-Hisp./Lat.	1	1	1	1	-	-	2	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-
White	188	185	188	186	64	64	440	435	99	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](#)