

**Massachusetts School and District Profiles
Liberty**

2019 Official Accountability Report - Liberty

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE I STATUS Non-Title I School
SCHOOL Liberty (00400025)	GRADES SERVED 01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
--

Reason for classification Meeting or exceeding targets
--

Progress toward improvement targets 83% - Meeting or exceeding targets	Accountability percentile 90
---	---------------------------------

OVERALL RESULTS	SUBGROUP RESULTS	DETAILED DATA FOR EACH INDICATOR
-----------------	------------------	----------------------------------

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	513.9	3.8	511.1	264	4	Exceeded Target
Lowest Performing	488.9	495.5	6.6	493.0	40	4	Exceeded Target
High needs	503.6	507.6	4.0	504.6	100	4	Exceeded Target
Econ. Disadvantaged	505.8	508.4	2.6	506.8	45	4	Exceeded Target
EL and Former EL	503.9	506.8	2.9	504.9	45	4	Exceeded Target
Students w/ disabilities	497.7	497.2	-0.5	498.7	42	3	Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	513.6	517.2	3.6	514.6	83	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	6	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	509.6	513.3	3.7	510.6	158	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	506.5	506.4	-0.1	507.5	264	1	No Change
Lowest Performing	485.9	490.1	4.2	489.1	40	4	Exceeded Target
High needs	499.7	500.9	1.2	501.0	100	3	Met Target
Econ. Disadvantaged	501.5	502.1	0.6	503.0	45	3	Met Target
EL and Former EL	502.1	503.2	1.1	503.6	45	3	Met Target
Students w/ disabilities	494.0	493.0	-1.0	495.8	42	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	513.6	511.9	-1.7	515.7	83	3	Met Target
Afr. Amer./Black	-	-	-	-	6	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	504.6	504.9	0.3	505.6	158	2	Improved Below 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	92.0	94.0	2.0	94.2	87	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	83.5	90.7	7.2	86.8	35	4	Exceeded Target
Econ. Disadvantaged	-	-	-	-	17	-	-
EL and Former EL	-	-	-	-	13	-	-
Students w/ disabilities	-	-	-	-	18	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	96.6	95.5	-1.1	98.7	28	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	4	-	-
Hispanic/Latino	-	-	-	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	91.5	93.0	1.5	93.4	50	4	Exceeded Target

English language arts growth - Non-high school

About the Data

Group	2019 Mean SGP	N	Points	Reason
All Students	65.1	170	4	Exceeded Typical Growth
Lowest Performing	58.2	40	3	Typical Growth - High
High needs	61.2	70	4	Exceeded Typical Growth
Econ. Disadvantaged	61.3	30	4	Exceeded Typical Growth
EL and Former EL	61.9	33	4	Exceeded Typical Growth
Students w/ disabilities	57.1	30	3	Typical Growth - High
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	65.4	51	4	Exceeded Typical Growth
Afr. Amer./Black	-	4	-	-
Hispanic/Latino	-	8	-	-
Multi-race, Non-Hisp./Lat.	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	65.7	104	4	Exceeded Typical Growth

Mathematics growth - Non-high school

About the Data

Group	2019 Mean SGP	N	Points	Reason
All Students	54.8	170	3	Typical Growth - High
Lowest Performing	54.1	40	3	Typical Growth - High
High needs	51.1	70	3	Typical Growth - High
Econ. Disadvantaged	57.4	30	3	Typical Growth - High
EL and Former EL	57.2	33	3	Typical Growth - High
Students w/ disabilities	41.9	30	2	Typical Growth - Low
Amer. Ind. or Alaska Nat.	-	-	-	-
Asian	58.9	51	3	Typical Growth - High
Afr. Amer./Black	-	4	-	-
Hispanic/Latino	-	8	-	-
Multi-race, Non-Hisp./Lat.	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	52.8	104	3	Typical Growth - High

Progress toward attaining English language proficiency - Non-high school

About the Data

Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	73.9	86.7	12.8	76.1	30	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-
Econ. Disadvantaged	-	-	-	-	-	-	-
EL and Former EL	73.9	86.7	12.8	76.1	30	4	Exceeded 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	4.9	5.5	-0.6	3.8	439	0	Declined
Lowest Performing	5.0	5.0	0.0	1.7	40	1	No Change
High needs	5.7	7.5	-1.8	3.6	174	0	Declined
Econ. Disadvantaged	7.0	11.1	-4.1	2.7	63	0	Declined
EL and Former EL	2.8	5.2	-2.4	0.0	77	0	Declined
Students w/ disabilities	7.9	6.7	1.2	5.4	75	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	3.2	3.0	0.2	1.1	133	3	Met Target
Afr. Amer./Black	-	-	-	-	14	-	-
Hispanic/Latino	-	-	-	-	17	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	11	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	5.5	6.5	-1.0	4.3	262	0	Declined

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	273	272	100	Yes	1	273	272	100	Yes	1	90	90	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	108	107	108	107	38	38	254	252	99	Yes	1
Econ. Disadvantaged	46	46	46	46	17	17	109	109	100	Yes	1
EL and Former EL	50	50	50	50	15	15	115	115	100	Yes	1
Students w/ disabilities	45	44	45	44	20	20	110	108	98	Yes	1
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-
Asian	87	87	87	87	30	30	204	204	100	Yes	1
Afr. Amer./Black	7	7	7	7	4	4	18	-	-	-	-
Hispanic/Latino	10	10	10	10	4	4	24	-	-	-	-
Multi-race, Non-Hisp./Lat.	7	7	7	7	1	1	15	-	-	-	-
Nat. Haw. or Pacif. Isl.	1	1	1	1	-	-	2	-	-	-	-
White	161	160	161	160	51	51	373	371	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