

Massachusetts School and District Profiles
Mary E Flaherty School

2019 Official Accountability Report - Mary E Flaherty School

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE I STATUS Non-Title I School
SCHOOL Mary E Flaherty School (00400020)	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 84% - Meeting or exceeding targets	Accountability percentile 89
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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	513.3	514.2	0.9	514.3	210	4	Exceeded Target
Lowest Performing	492.9	502.3	9.4	497.0	32	4	Exceeded Target
High needs	502.6	505.2	2.6	503.6	92	4	Exceeded Target
Econ. Disadvantaged	505.3	504.9	-0.4	506.3	43	3	Met Target
EL and Former EL	505.2	508.3	3.1	506.2	39	4	Exceeded Target
Students w/ disabilities	494.3	496.3	2.0	495.3	45	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	515.0	517.5	2.5	516.0	49	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	8	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	514.5	515.7	1.2	515.5	132	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	505.6	505.0	-0.6	506.6	210	0	Declined
Lowest Performing	487.4	494.9	7.5	490.6	32	4	Exceeded Target
High needs	498.1	495.5	-2.6	499.4	92	0	Declined
Econ. Disadvantaged	499.4	493.8	-5.6	500.9	43	0	Declined
EL and Former EL	502.6	504.6	2.0	504.1	39	3	Met Target
Students w/ disabilities	489.3	485.2	-4.1	491.1	45	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	512.1	513.4	1.3	514.2	49	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	8	-	-
Hispanic/Latino	-	-	-	-	14	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	504.8	503.7	-1.1	505.8	132	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	95.5	91.5	-4.0	97.7	79	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	90.2	85.9	-4.3	93.5	32	3	Met Target
Econ. Disadvantaged	-	-	-	-	14	-	-
EL and Former EL	-	-	-	-	12	-	-
Students w/ disabilities	-	-	-	-	17	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	16	-	-
Afr. Amer./Black	-	-	-	-	3	-	-
Hispanic/Latino	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	94.9	95.7	0.8	96.8	52	4	Exceeded Target

English language arts growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	64.8	129	4	Exceeded Typical Growth	
Lowest Performing	68.4	31	4	Exceeded Typical Growth	
High needs	62.9	51	4	Exceeded Typical Growth	
Econ. Disadvantaged	61.6	24	4	Exceeded Typical Growth	
EL and Former EL	60.4	25	4	Exceeded Typical Growth	
Students w/ disabilities	64.2	22	4	Exceeded Typical Growth	
Amer. Ind. or Alaska Nat.	-	1	-	-	
Asian	56.5	28	3	Typical Growth - High	
Afr. Amer./Black	-	6	-	-	
Hispanic/Latino	-	8	-	-	
Multi-race, Non-Hisp./Lat.	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	69.5	84	4	Exceeded Typical Growth	

Mathematics growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	54.9	128	3	Typical Growth - High	
Lowest Performing	62.7	31	4	Exceeded Typical Growth	
High needs	57.8	50	3	Typical Growth - High	
Econ. Disadvantaged	56.1	23	3	Typical Growth - High	
EL and Former EL	62.2	25	4	Exceeded Typical Growth	
Students w/ disabilities	58.1	22	3	Typical Growth - High	
Amer. Ind. or Alaska Nat.	-	1	-	-	
Asian	62.1	28	4	Exceeded Typical Growth	
Afr. Amer./Black	-	6	-	-	
Hispanic/Latino	-	8	-	-	
Multi-race, Non-Hisp./Lat.	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	51.7	83	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	76.9	3.0	76.1	26	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	73.9	76.9	3.0	76.1	26	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	5.2	6.7	-1.5	4.1	357	0	Declined	
Lowest Performing	6.3	6.3	0.0	3.0	32	1	No Change	
High needs	10.7	12.8	-2.1	8.6	156	0	Declined	
Econ. Disadvantaged	15.9	22.2	-6.3	11.6	63	0	Declined	
EL and Former EL	2.9	3.1	-0.2	0.0	65	3	Met Target	
Students w/ disabilities	18.7	17.6	1.1	16.2	74	2	Improved Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-	
Asian	0.0	2.3	-2.3	0.0	87	4	Exceeded Target	
Afr. Amer./Black	-	-	-	-	13	-	-	
Hispanic/Latino	-	-	-	-	20	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	12	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	5.5	5.4	0.1	4.3	224	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	217	215	99	Yes	1	218	216	99	Yes	1	79	79	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	98	97	98	98	32	32	228	227	100	Yes	1
Econ. Disadvantaged	47	47	47	47	14	14	108	108	100	Yes	1
EL and Former EL	43	42	43	43	12	12	98	97	99	Yes	1
Students w/ disabilities	46	45	46	46	17	17	109	108	99	Yes	1
Amer. Ind. or Alaska Nat.	1	1	1	1	1	1	3	-	-	-	-
Asian	53	52	53	53	16	16	122	121	99	Yes	1
Afr. Amer./Black	9	9	9	9	3	3	21	-	-	-	-
Hispanic/Latino	14	14	14	14	5	5	33	-	-	-	-
Multi-race, Non-Hisp./Lat.	6	6	6	6	2	2	14	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-
White	134	133	135	133	52	52	321	318	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