

**Massachusetts School and District Profiles**  
**South Middle School**

**2019 Official Accountability Report - South Middle School**

Organization Information	
<b>DISTRICT NAME</b> Braintree (00400000)	<b>TITLE I STATUS</b> Non-Title I School
<b>SCHOOL</b> South Middle School (00400310)	<b>GRADES SERVED</b> 06,07,08
<b>REGION</b> Coastal	<b>FEDERAL DESIGNATION</b> -

**Accountability Information**

<b>Overall classification</b>   Not requiring assistance or intervention
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<b>Reason for classification</b> Moderate progress toward targets
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Progress toward improvement targets 45% - Moderate progress toward targets	Accountability percentile 55
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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	505.4	507.3	1.9	506.4	686	4	Exceeded Target
Lowest Performing	481.5	485.2	3.7	485.6	97	3	Met Target
High needs	493.5	493.9	0.4	494.7	255	2	Improved Below Target
Econ. Disadvantaged	499.8	498.4	-1.4	500.8	108	0	Declined
EL and Former EL	497.4	497.6	0.2	498.8	63	2	Improved Below Target
Students w/ disabilities	487.0	487.4	0.4	488.5	151	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	512.1	513.4	1.3	513.4	120	3	Met Target
Afr. Amer./Black	-	-	-	-	24	-	-
Hispanic/Latino	496.3	497.8	1.5	497.3	26	3	Met Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	504.8	506.6	1.8	505.8	511	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	504.8	506.6	1.8	506.1	686	3	Met Target
Lowest Performing	486.4	486.1	-0.3	490.1	97	1	No Change
High needs	495.8	496.7	0.9	497.1	255	3	Met Target
Econ. Disadvantaged	499.9	498.0	-1.9	501.4	108	0	Declined
EL and Former EL	503.8	503.4	-0.4	505.3	63	1	No Change
Students w/ disabilities	489.5	490.0	0.5	491.6	151	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	516.1	516.2	0.1	518.2	120	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	24	-	-
Hispanic/Latino	498.5	496.8	-1.7	499.9	25	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	503.1	505.2	2.1	504.6	512	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	75.7	72.8	-2.9	77.9	226	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	62.0	59.1	-2.9	64.8	80	0	Declined
Econ. Disadvantaged	69.6	68.4	-1.2	72.4	38	1	No Change
EL and Former EL	-	-	-	-	14	-	-
Students w/ disabilities	55.3	47.3	-8.0	58.7	46	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	88.8	85.8	-3.0	91.9	37	3	Met Target
Afr. Amer./Black	-	-	-	-	4	-	-
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	73.4	70.6	-2.8	75.7	172	0	Declined

English language arts growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	47.0	649	2	Typical Growth - Low
Lowest Performing	50.5	97	3	Typical Growth - High
High needs	44.2	234	2	Typical Growth - Low
Econ. Disadvantaged	42.8	103	2	Typical Growth - Low
EL and Former EL	45.8	54	2	Typical Growth - Low
Students w/ disabilities	44.7	140	2	Typical Growth - Low
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	52.7	108	3	Typical Growth - High
Afr. Amer./Black	-	22	-	-
Hispanic/Latino	48.4	25	2	Typical Growth - Low
Multi-race, Non-Hisp./Lat.	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	45.9	489	2	Typical Growth - Low

Mathematics growth - Non-high school				About the Data
Group	2019 Mean SGP	N	Points	Reason
All Students	49.2	647	2	Typical Growth - Low
Lowest Performing	46.6	97	2	Typical Growth - Low
High needs	51.2	233	3	Typical Growth - High
Econ. Disadvantaged	45.5	102	2	Typical Growth - Low
EL and Former EL	54.2	54	3	Typical Growth - High
Students w/ disabilities	50.3	139	3	Typical Growth - High
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	53.9	108	3	Typical Growth - High
Afr. Amer./Black	-	22	-	-
Hispanic/Latino	41.2	24	2	Typical Growth - Low
Multi-race, Non-Hisp./Lat.	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	48.8	488	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	7.2	9.0	-1.8	5.9	709	0	Declined	
Lowest Performing	6.2	10.3	-4.1	2.7	97	0	Declined	
High needs	11.6	12.4	-0.8	9.0	267	0	Declined	
Econ. Disadvantaged	21.9	20.0	1.9	18.2	95	2	Improved Below Target	
EL and Former EL	3.0	8.1	-5.1	0.0	74	0	Declined	
Students w/ disabilities	8.6	12.1	-3.5	5.3	149	0	Declined	
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-	
Asian	0.0	2.4	-2.4	0.0	125	4	Exceeded Target	
Afr. Amer./Black	-	-	-	-	26	-	-	
Hispanic/Latino	11.8	10.0	1.8	8.1	30	2	Improved Below Target	
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	8.3	11.1	-2.8	6.9	523	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	702	699	100	Yes	1	701	699	100	Yes	1	229	229	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	265	264	265	264	82	82	612	610	100	Yes	1
Econ. Disadvantaged	115	115	115	115	40	40	270	270	100	Yes	1
EL and Former EL	69	69	69	69	16	16	154	154	100	Yes	1
Students w/ disabilities	153	152	153	152	46	46	352	350	99	Yes	1
Amer. Ind. or Alaska Nat.	1	1	1	1	1	1	3	-	-	-	-
Asian	123	123	123	123	37	37	283	283	100	Yes	1
Afr. Amer./Black	27	26	27	26	5	5	59	57	97	Yes	1
Hispanic/Latino	28	28	27	27	10	10	65	65	100	Yes	1
Multi-race, Non-Hisp./Lat.	4	4	4	4	3	3	11	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-
White	519	517	519	518	173	173	1,211	1,208	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