

**Massachusetts School and District Profiles
Braintree High**

2018 Official Accountability Report - Braintree High

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE I STATUS Non-Title I School
SCHOOL Braintree High (00400505)	GRADES SERVED PK,09,10,11,12
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
------------------------	--

Reason for classification	Partially meeting targets
---------------------------	---------------------------

Progress toward improvement targets	Accountability percentile
61% - Partially meeting targets	65

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

Detailed data for each indicator

English language arts achievement - legacy MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	98.6	99.5	0.9	100.0	413	4	Exceeded Target
Lowest Performing	98.6	99.0	0.4	100.0	101	4	Exceeded Target
High needs	95.8	98.3	2.5	97.8	134	4	Exceeded Target
Econ. Disadvantaged	97.1	99.3	2.2	99.5	69	4	Exceeded Target
EL and Former EL	-	-	-	-	14	-	-
Students w/ disabilities	93.6	98.1	4.5	96.1	78	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	98.2	99.2	1.0	100.0	62	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	17	-	-
Hispanic/Latino	-	-	-	-	16	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	98.7	99.4	0.7	100.0	316	4	Exceeded Target

Mathematics achievement - legacy MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	97.6	97.5	-0.1	99.3	413	4	Exceeded Target
Lowest Performing	94.3	91.5	-2.8	97.1	100	0	Declined
High needs	94.2	93.8	-0.4	96.3	134	1	No Change
Econ. Disadvantaged	97.4	95.3	-2.1	100.0	69	3	Met Target
EL and Former EL	-	-	-	-	14	-	-
Students w/ disabilities	90.4	91.7	1.3	93.4	78	3	Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	98.6	100.0	1.4	100.0	62	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	17	-	-
Hispanic/Latino	-	-	-	-	16	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	97.5	97.5	0.0	99.1	316	4	Exceeded Target

Science achievement - legacy MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	93.7	96.2	2.5	95.4	399	3	Met Target
Lowest Performing	82.4	85.1	2.7	86.7	101	2	Improved Below Target
High needs	83.5	90.5	7.0	86.3	124	4	Exceeded Target
Econ. Disadvantaged	87.5	92.4	4.9	90.4	66	4	Exceeded Target
EL and Former EL	-	-	-	-	8	-	-
Students w/ disabilities	77.2	86.5	9.3	80.2	76	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	97.5	99.2	1.7	99.6	61	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	17	-	-
Hispanic/Latino	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	93.8	96.4	2.6	95.6	306	3	Met Target

English language arts growth - High school					About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	44.9	50.0	389	2	Below Target
Lowest Performing	34.4	50.0	96	1	Below Target
High needs	43.4	50.0	114	2	Below Target
Econ. Disadvantaged	41.4	50.0	63	2	Below Target
EL and Former EL	-	-	7	-	-
Students w/ disabilities	40.8	50.0	67	2	Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	44.9	50.0	57	2	Below Target
Afr. Amer./Black	-	-	17	-	-
Hispanic/Latino	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-

White	44.4	50.0	300	2	Below Target
-------	------	------	-----	---	--------------

Mathematics growth - High school						About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason	
All Students	38.6	50.0	389	1	Below Target	
Lowest Performing	24.9	50.0	95	0	Below Target	
High needs	34.4	50.0	115	1	Below Target	
Econ. Disadvantaged	31.7	50.0	63	1	Below Target	
EL and Former EL	-	-	8	-	-	
Students w/ disabilities	34.0	50.0	67	1	Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	
Asian	52.7	50.0	56	3	Met Target	
Afr. Amer./Black	-	-	17	-	-	
Hispanic/Latino	-	-	14	-	-	
Multi-race, Non-Hisp./Lat.	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	
White	36.5	50.0	300	1	Below Target	

Four-year cohort graduation rate - High school								About the Data
Group	2016 Rate (%)	2017 Rate (%)	Change	Target (%)	N	Points	Reason	
All Students	95.2	96.2	1.0	97.5	394	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	90.5	92.5	2.0	94.6	173	2	Improved Below Target	
Econ. Disadvantaged	88.2	91.2	3.0	93.3	125	2	Improved Below Target	
EL and Former EL	-	-	-	-	13	-	-	
Students w/ disabilities	91.0	91.9	0.9	97.5	86	2	Improved Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	98.1	100.0	1.9	100.0	38	4	Exceeded Target	
Afr. Amer./Black	-	-	-	-	26	-	-	
Hispanic/Latino	-	-	-	-	17	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-	
White	95.1	97.4	2.3	97.2	306	3	Met Target	

Extended engagement rate - High school								About the Data
Group	2015 Rate (%)	2016 Rate (%)	Change	Target (%)	N	Points	Reason	
All Students	95.8	96.4	0.6	97.5	394	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	92.1	93.7	1.6	96.1	158	2	Improved Below Target	
Econ. Disadvantaged	88.8	91.8	3.0	93.1	110	2	Improved Below Target	
EL and Former EL	-	-	-	-	9	-	-	
Students w/ disabilities	91.3	96.2	4.9	96.1	78	3	Met Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	97.6	100.0	2.4	99.3	52	4	Exceeded Target	
Afr. Amer./Black	-	-	-	-	17	-	-	
Hispanic/Latino	-	-	-	-	13	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	95.9	96.1	0.2	97.7	309	3	Met Target	

Annual dropout rate - High school								About the Data
Group	2016 Rate (%)	2017 Rate (%)	Change	Target (%)	N	Points	Reason	
All Students	0.8	1.0	-0.2	1.0	1,624	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	1.6	2.7	-1.1	1.4	519	0	Declined	
Econ. Disadvantaged	2.4	4.0	-1.6	2.2	278	0	Declined	
EL and Former EL	-	-	-	-	32	-	-	
Students w/ disabilities	1.4	2.6	-1.2	1.3	309	0	Declined	
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-	
Asian	0.0	0.5	-0.5	1.0	210	3	Met Target	
Afr. Amer./Black	-	-	-	-	99	-	-	
Hispanic/Latino	-	-	-	-	61	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	13	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-	
White	0.7	0.9	-0.2	1.0	1,238	3	Met Target	

Progress toward attaining English language proficiency - High school								About the Data
Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason	
All Students	81.0	42.3	-38.7	38.8	26	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	-	-	-	-	26	-	-	
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 - High school								About the Data
-----------------------------------	--	--	--	--	--	--	--	----------------

Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	12.3	9.8	2.5	11.2	1,670	4	Exceeded Target
Lowest Performing	17.0	15.8	1.2	10.4	101	2	Improved Below Target
High needs	21.6	17.9	3.7	19.2	570	4	Exceeded Target
Econ. Disadvantaged	27.1	21.9	5.2	22.5	251	4	Exceeded Target
EL and Former EL	-	-	-	-	83	-	-
Students w/ disabilities	22.6	17.8	4.8	19.5	314	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	7.1	3.6	3.5	4.3	253	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	91	-	-
Hispanic/Latino	-	-	-	-	78	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	14	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	12.3	9.8	2.5	11.1	1,233	4	Exceeded Target

Advanced coursework completion - High school							About the Data
Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	68.0	69.5	1.5	73.7	807	2	Improved Below Target
Lowest Performing	-	-	-	-	-	-	-
High needs	27.5	44.5	17.0	36.0	256	4	Exceeded Target
Econ. Disadvantaged	44.2	44.6	0.4	54.6	130	2	Improved Below Target
EL and Former EL	-	-	-	-	37	-	-
Students w/ disabilities	6.0	37.8	31.8	13.3	156	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	79.8	88.0	8.2	88.9	108	3	Met Target
Afr. Amer./Black	-	-	-	-	53	-	-
Hispanic/Latino	-	-	-	-	36	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	69.0	70.7	1.7	74.3	604	2	Improved Below Target

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	417	414	99	Yes	1	418	415	99	Yes	1	418	418	100	Yes	1
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High needs	137	135	99	Yes	1	138	136	99	Yes	1	138	138	100	Yes	1
Econ. Disadvantaged	71	69	97	Yes	1	71	69	97	Yes	1	71	71	100	Yes	1
EL and Former EL	15	-	-	-	-	16	-	-	-	-	16	-	-	-	-
Students w/ disabilities	80	79	99	Yes	1	80	79	99	Yes	1	80	80	100	Yes	1
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	63	62	98	Yes	1	63	62	98	Yes	1	63	63	100	Yes	1
Afr. Amer./Black	17	-	-	-	-	17	-	-	-	-	17	-	-	-	-
Hispanic/Latino	16	-	-	-	-	16	-	-	-	-	16	-	-	-	-
Multi-race, Non-Hisp./Lat.	2	-	-	-	-	2	-	-	-	-	2	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	319	317	99	Yes	1	320	318	99	Yes	1	320	320	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 without required assistance or intervention. The reason(s) for the district or school's classification are noted on this report.

Progress toward improvement targets: The criterion-referenced target percentage combines information about 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 criterion-referenced target percentage of 75% or higher.

The 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.

$$\text{Weighted total of points earned} = (\text{Total achievement points earned} \times \text{Achievement weight}) + (\text{Total growth points earned} \times \text{Growth weight}) + (\text{Total high school completion points earned} \times \text{high school completion weight}) + (\text{EL progress points earned} \times \text{EL progress weight}) + (\text{Total additional indicator points earned} \times \text{Additional indicator weight})$$

$$\text{Weighted total of possible points} = (\text{Total achievement possible points} \times \text{Achievement weight}) + (\text{Total growth possible points} \times \text{Growth weight}) + (\text{Total high school completion possible points} \times \text{high school completion weight}) + (\text{EL progress possible points} \times \text{EL progress weight}) + (\text{Total additional indicator possible points} \times \text{Additional indicator weight})$$

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 data for all accountability indicators. School percentiles are not calculated for districts.

Determination of need for special education technical assistance or intervention: The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on four categories: Meets Requirements (MR), Needs Assistance (NA), Needs Intervention (NI), and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's results, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities.

Resources

- Interpretive Materials
- Glossary of 2018 Accountability Terms