

**Massachusetts School and District Profiles
Highlands**

2018 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
Reason for classification	Partially meeting targets
Progress toward improvement targets	65% - Partially meeting targets
Accountability percentile	86

OVERALL AND SUBGROUP DATA DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	508.4	514.9	6.5	510.1	238	4	Exceeded Target
Lowest Performing	489.9	493.4	3.5	493.8	37	3	Met Target
High needs	499.8	503.5	3.7	501.4	84	4	Exceeded Target
Econ. Disadvantaged	505.4	508.9	3.5	507.0	36	4	Exceeded Target
EL and Former EL	-	-	-	-	20	-	-
Students w/ disabilities	494.1	493.7	-0.4	495.4	49	1	No Change
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	515.6	518.3	2.7	517.5	39	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	5	-	-
Hispanic/Latino	-	-	-	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	507.8	514.2	6.4	509.4	188	4	Exceeded Target

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	503.7	506.9	3.2	504.9	238	4	Exceeded Target
Lowest Performing	485.9	485.6	-0.3	488.7	37	1	No Change
High needs	493.0	497.4	4.4	494.4	84	4	Exceeded Target
Econ. Disadvantaged	501.0	501.5	0.5	502.0	36	3	Met Target
EL and Former EL	-	-	-	-	20	-	-
Students w/ disabilities	484.9	487.5	2.6	486.7	49	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	511.9	515.7	3.8	514.3	39	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	5	-	-
Hispanic/Latino	-	-	-	-	4	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	502.8	505.4	2.6	504.1	188	4	Exceeded Target

Science achievement - legacy MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	86.5	89.0	2.5	88.7	84	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High needs	75.8	83.3	7.5	79.0	30	4	Exceeded Target
Econ. Disadvantaged	-	-	-	-	15	-	-
EL and Former EL	-	-	-	-	6	-	-
Students w/ disabilities	-	-	-	-	16	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	15	-	-
Afr. Amer./Black	-	-	-	-	4	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	86.9	88.8	1.9	89.0	65	3	Met Target

English language arts growth - Non-high school						About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason	
All Students	59.0	50.0	158	3	Met Target	
Lowest Performing	41.6	50.0	37	2	Below Target	
High needs	50.6	50.0	51	3	Met Target	
Econ. Disadvantaged	61.1	50.0	20	4	Exceeded Target	
EL and Former EL	-	-	10	-	-	
Students w/ disabilities	38.7	50.0	29	1	Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	
Asian	64.2	50.0	25	4	Exceeded Target	
Afr. Amer./Black	-	-	5	-	-	
Hispanic/Latino	-	-	-	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	

White	57.7	50.0	128	3	Met Target
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Mathematics growth - Non-high school						About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason	
All Students	47.4	50.0	158	2	Below Target	
Lowest Performing	40.9	50.0	37	2	Below Target	
High needs	41.9	50.0	51	2	Below Target	
Econ. Disadvantaged	35.9	50.0	20	1	Below Target	
EL and Former EL	-	-	10	-	-	
Students w/ disabilities	38.3	50.0	29	1	Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	
Asian	55.2	50.0	25	3	Met Target	
Afr. Amer./Black	-	-	5	-	-	
Hispanic/Latino	-	-	-	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	
White	45.9	50.0	128	2	Below Target	

Progress toward attaining English language proficiency - Non-high school								About the Data
Group	2017 Rate (%)	2018 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	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason	
All Students	2.9	5.1	-2.2	1.9	414	0	Declined	
Lowest Performing	2.6	5.4	-2.8	0.0	37	0	Declined	
High needs	5.0	10.3	-5.3	3.0	145	0	Declined	
Econ. Disadvantaged	7.3	18.2	-10.9	3.1	55	0	Declined	
EL and Former EL	-	-	-	-	41	-	-	
Students w/ disabilities	4.9	5.0	-0.1	2.2	80	1	No Change	
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-	
Asian	8.6	3.0	5.6	6.4	67	4	Exceeded Target	
Afr. Amer./Black	-	-	-	-	10	-	-	
Hispanic/Latino	-	-	-	-	16	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	1.8	3.8	-2.0	0.7	318	3	Met Target	

Assessment participation															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	248	245	99	Yes	1	248	245	99	Yes	1	87	86	99	Yes	1
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High needs	90	90	100	Yes	1	90	90	100	Yes	1	31	31	100	Yes	1
Econ. Disadvantaged	40	40	100	Yes	1	40	40	100	Yes	1	16	-	-	-	-
EL and Former EL	26	26	100	Yes	1	26	26	100	Yes	1	7	-	-	-	-
Students w/ disabilities	49	49	100	Yes	1	49	49	100	Yes	1	16	-	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
Asian	42	42	100	Yes	1	42	42	100	Yes	1	16	-	-	-	-
Afr. Amer./Black	5	-	-	-	-	5	-	-	-	-	4	-	-	-	-
Hispanic/Latino	8	-	-	-	-	8	-	-	-	-	1	-	-	-	-
Multi-race, Non-Hisp./Lat.	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	191	188	98	Yes	1	191	188	98	Yes	1	66	65	98	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.

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

Weighted total of possible points = (Total achievement possible points x Achievement weight) + (Total growth possible points x Growth weight) + (Total high school completion possible points x high school completion weight) + (EL progress possible points x EL progress weight) + (Total additional indicator possible points x 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](#)