

Massachusetts School and District Profiles
Archie T Morrison

2018 Official Accountability Report - Archie T Morrison

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE I STATUS Title I School
SCHOOL Archie T Morrison (00400033)	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	Accountability percentile
56% - Partially meeting targets	58

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	505.1	508.3	3.2	506.6	241	4	Exceeded Target
Lowest Performing	487.4	492.3	4.9	492.1	38	3	Met Target
High needs	498.8	501.8	3.0	500.4	121	4	Exceeded Target
Econ. Disadvantaged	498.9	501.5	2.6	500.3	75	4	Exceeded Target
EL and Former EL	503.1	504.3	1.2	505.1	50	2	Improved Below Target
Students w/ disabilities	493.7	494.3	0.6	495.4	39	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	510.6	511.8	1.2	512.7	40	3	Met Target
Afr. Amer./Black	499.9	496.7	-3.2	501.5	22	0	Declined
Hispanic/Latino	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	506.2	509.4	3.2	507.8	162	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	502.4	505.6	3.2	503.8	241	4	Exceeded Target
Lowest Performing	482.3	480.3	-2.0	485.9	38	0	Declined
High needs	496.5	501.0	4.5	498.2	121	4	Exceeded Target
Econ. Disadvantaged	495.6	499.3	3.7	496.7	75	4	Exceeded Target
EL and Former EL	505.1	508.4	3.3	507.3	50	4	Exceeded Target
Students w/ disabilities	488.3	491.3	3.0	490.4	39	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	516.1	516.1	0.0	518.6	40	4	Exceeded Target
Afr. Amer./Black	500.4	499.7	-0.7	501.9	22	3	Met Target
Hispanic/Latino	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	3	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	501.2	504.7	3.5	502.7	162	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	82.9	84.3	1.4	85.3	78	3	Met Target
Lowest Performing	-	-	-	-	-	-	-
High needs	77.9	75.0	-2.9	80.7	38	0	Declined
Econ. Disadvantaged	77.3	79.5	2.2	80.2	28	3	Met Target
EL and Former EL	-	-	-	-	12	-	-
Students w/ disabilities	-	-	-	-	13	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	13	-	-
Afr. Amer./Black	-	-	-	-	10	-	-
Hispanic/Latino	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	84.2	82.7	-1.5	86.6	49	1	No Change

English language arts growth - Non-high school						About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason	
All Students	39.4	50.0	168	1	Below Target	
Lowest Performing	41.6	50.0	38	2	Below Target	
High needs	38.1	50.0	80	1	Below Target	
Econ. Disadvantaged	37.9	50.0	50	1	Below Target	
EL and Former EL	41.7	50.0	32	2	Below Target	
Students w/ disabilities	34.5	50.0	20	1	Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	
Asian	48.5	50.0	28	2	Below Target	
Afr. Amer./Black	-	-	14	-	-	
Hispanic/Latino	-	-	8	-	-	
Multi-race, Non-Hisp./Lat.	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	1	-	-	

White	38.2	50.0	115	1	Below Target
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Mathematics growth - Non-high school						About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason	
All Students	38.1	50.0	166	1	Below Target	
Lowest Performing	30.0	50.0	36	1	Below Target	
High needs	37.8	50.0	78	1	Below Target	
Econ. Disadvantaged	37.4	50.0	49	1	Below Target	
EL and Former EL	47.8	50.0	32	2	Below Target	
Students w/ disabilities	-	-	18	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	
Asian	50.3	50.0	28	3	Met Target	
Afr. Amer./Black	-	-	14	-	-	
Hispanic/Latino	-	-	8	-	-	
Multi-race, Non-Hisp./Lat.	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	1	-	-	
White	37.0	50.0	113	1	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	75.0	73.7	-1.3	62.8	38	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	75.0	73.7	-1.3	62.8	38	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	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason	
All Students	9.2	11.1	-1.9	8.1	413	0	Declined	
Lowest Performing	12.2	13.2	-1.0	8.6	38	0	Declined	
High needs	15.6	17.1	-1.5	13.2	210	0	Declined	
Econ. Disadvantaged	21.0	21.7	-0.7	17.5	129	0	Declined	
EL and Former EL	3.9	7.6	-3.7	0.0	79	0	Declined	
Students w/ disabilities	15.4	18.6	-3.2	12.1	70	0	Declined	
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-	
Asian	0.0	1.6	-1.6	0.0	61	4	Exceeded Target	
Afr. Amer./Black	11.1	28.9	-17.8	7.3	45	0	Declined	
Hispanic/Latino	-	-	-	-	24	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-	
White	9.3	9.5	-0.2	8.0	275	1	No Change	

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	251	251	100	Yes	1	251	251	100	Yes	1	82	82	100	Yes	1
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High needs	128	128	100	Yes	1	128	128	100	Yes	1	41	41	100	Yes	1
Econ. Disadvantaged	81	81	100	Yes	1	81	81	100	Yes	1	30	30	100	Yes	1
EL and Former EL	55	55	100	Yes	1	55	55	100	Yes	1	14	-	-	-	-
Students w/ disabilities	39	39	100	Yes	1	39	39	100	Yes	1	13	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	41	41	100	Yes	1	41	41	100	Yes	1	14	-	-	-	-
Afr. Amer./Black	27	27	100	Yes	1	27	27	100	Yes	1	12	-	-	-	-
Hispanic/Latino	14	-	-	-	-	14	-	-	-	-	5	-	-	-	-
Multi-race, Non-Hisp./Lat.	3	-	-	-	-	3	-	-	-	-	1	-	-	-	-
Nat. Haw. or Pacif. Isl.	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-
White	165	165	100	Yes	1	165	165	100	Yes	1	50	50	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.

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


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](#)