

**Massachusetts School and District Profiles
Donald Ross**

2018 Official Accountability Report - Donald Ross

Organization Information	
DISTRICT NAME Braintree (00400000)	TITLE I STATUS Title I School
SCHOOL Donald Ross (00400050)	GRADES SERVED K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification	Not requiring assistance or intervention
Reason for classification	
Meeting targets	
Progress toward improvement targets	Accountability percentile
82% - Meeting targets	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	505.2	510.1	4.9	506.9	160	4	Exceeded Target
Lowest Performing	485.0	498.6	13.6	488.9	23	4	Exceeded Target
High needs	500.6	505.4	4.8	502.2	97	4	Exceeded Target
Econ. Disadvantaged	499.7	503.1	3.4	501.3	58	4	Exceeded Target
EL and Former EL	503.6	506.3	2.7	505.0	51	4	Exceeded Target
Students w/ disabilities	490.0	495.7	5.7	491.3	28	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	511.3	516.5	5.2	513.2	31	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	14	-	-
Hispanic/Latino	-	-	-	-	15	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	504.8	509.3	4.5	506.4	95	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	504.8	504.2	-0.6	506.0	160	0	Declined
Lowest Performing	488.2	493.6	5.4	491.0	23	4	Exceeded Target
High needs	502.5	503.3	0.8	503.9	97	3	Met Target
Econ. Disadvantaged	501.6	499.8	-1.8	502.6	58	3	Met Target
EL and Former EL	508.8	506.7	-2.1	510.4	51	0	Declined
Students w/ disabilities	490.9	495.7	4.8	492.7	28	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	515.2	515.3	0.1	517.6	31	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	14	-	-
Hispanic/Latino	-	-	-	-	15	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	502.7	503.2	0.5	504.0	95	2	Improved Below 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	85.7	91.0	5.3	87.9	50	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	30	-	-
Econ. Disadvantaged	-	-	-	-	16	-	-
EL and Former EL	-	-	-	-	14	-	-
Students w/ disabilities	-	-	-	-	10	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	11	-	-
Afr. Amer./Black	-	-	-	-	7	-	-
Hispanic/Latino	-	-	-	-	5	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	84.5	91.0	6.5	86.6	25	4	Exceeded Target

English language arts growth - Non-high school					About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	63.2	50.0	99	4	Exceeded Target
Lowest Performing	63.9	50.0	23	4	Exceeded Target
High needs	60.5	50.0	62	4	Exceeded Target
Econ. Disadvantaged	52.1	50.0	34	3	Met Target
EL and Former EL	67.7	50.0	32	4	Exceeded Target
Students w/ disabilities	53.9	50.0	20	3	Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-
Asian	65.3	50.0	21	4	Exceeded Target
Afr. Amer./Black	-	-	9	-	-
Hispanic/Latino	-	-	7	-	-
Multi-race, Non-Hisp./Lat.	-	-	2	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-

White	61.8	50.0	60	4	Exceeded Target
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Mathematics growth - Non-high school						About the Data
Group	2018 Mean SGP	2018 Target	N	Points	Reason	
All Students	59.9	50.0	99	3	Met Target	
Lowest Performing	60.0	50.0	23	4	Exceeded Target	
High needs	63.3	50.0	62	4	Exceeded Target	
Econ. Disadvantaged	58.4	50.0	34	3	Met Target	
EL and Former EL	65.0	50.0	32	4	Exceeded Target	
Students w/ disabilities	58.8	50.0	20	3	Met Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	
Asian	68.7	50.0	21	4	Exceeded Target	
Afr. Amer./Black	-	-	9	-	-	
Hispanic/Latino	-	-	7	-	-	
Multi-race, Non-Hisp./Lat.	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	
White	60.2	50.0	60	4	Exceeded 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	73.5	72.4	-1.1	70.2	29	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	-	-	-	-	-	-	-	
Econ. Disadvantaged	-	-	-	-	-	-	-	
EL and Former EL	73.5	72.4	-1.1	70.2	29	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	4.1	5.6	-1.5	3.1	267	0	Declined	
Lowest Performing	0.0	4.3	-4.3	0.0	23	0	Declined	
High needs	6.7	7.3	-0.6	4.7	137	0	Declined	
Econ. Disadvantaged	7.4	10.1	-2.7	3.2	79	0	Declined	
EL and Former EL	1.4	2.7	-1.3	0.0	75	4	Exceeded Target	
Students w/ disabilities	14.3	13.9	0.4	11.6	36	2	Improved Below Target	
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-	
Asian	0.0	3.9	-3.9	0.0	51	3	Met Target	
Afr. Amer./Black	-	-	-	-	19	-	-	
Hispanic/Latino	-	-	-	-	27	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	4	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	4.1	6.1	-2.0	3.0	164	0	Declined	

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	163	163	100	Yes	1	163	163	100	Yes	1	50	50	100	Yes	1	
Lowest Performing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
High needs	99	99	100	Yes	1	99	99	100	Yes	1	30	30	100	Yes	1	
Econ. Disadvantaged	60	60	100	Yes	1	60	60	100	Yes	1	16	-	-	-	-	
EL and Former EL	52	52	100	Yes	1	52	52	100	Yes	1	14	-	-	-	-	
Students w/ disabilities	28	28	100	Yes	1	28	28	100	Yes	1	10	-	-	-	-	
Amer. Ind. or Alaska Nat.	1	-	-	-	-	1	-	-	-	-	0	-	-	-	-	
Asian	33	33	100	Yes	1	33	33	100	Yes	1	11	-	-	-	-	
Afr. Amer./Black	14	-	-	-	-	14	-	-	-	-	7	-	-	-	-	
Hispanic/Latino	16	-	-	-	-	16	-	-	-	-	5	-	-	-	-	
Multi-race, Non-Hisp./Lat.	4	-	-	-	-	4	-	-	-	-	2	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
White	95	95	100	Yes	1	95	95	100	Yes	1	25	25	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](#)