

Strategic Plan Measurements

Strategic Plan Goal One:

Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy, and student-teacher relationships.

Strategic Plan Goal Two:

Eliminate achievement gaps with respect to race, ethnicity, and socioeconomic status and increase the achievement of students with special needs through individualized strategies and programs.

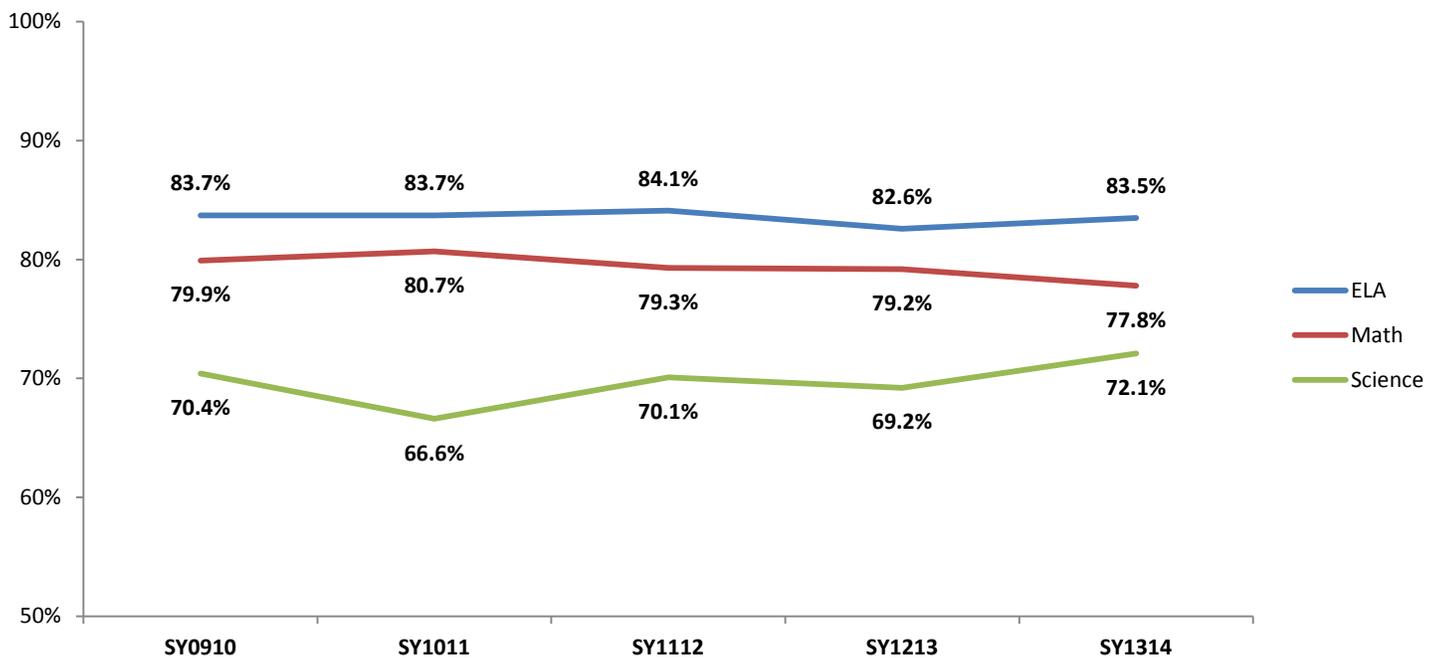
Student Achievement – MCAS (grades 3-10)

Even as the number of students who take the MCAS tests increases, students in the PSB continue to achieve at high rates across all three tested subjects. Students have maintained a high median student growth percentile (SGP), well above the state median, across all five years in both ELA and math (due to the staggered years of administration, SGP is not calculated for science).

The median student growth percentile (SGP) is, by definition, a measure of growth. Therefore we don't look for continuous improvement but rather measure our progress based on fixed targets. The statewide median SGP is 50. SGPs above this number indicate students who are outperforming their academic peers. Further information about SGP can be found at <http://www.doe.mass.edu/mcas/growth>.

Measurement		SY0910	SY1011	SY1112	SY1213	SY1314
Percent of all students reaching proficiency in ELA, Math, and Science	ELA	83.7%	83.7%	84.1%	82.6%	83.5%
	Math	79.9%	80.7%	79.3%	79.2%	77.8%
	Science	70.4%	66.6%	70.1%	69.2%	72.1%
Median student growth percentile for all students in ELA and Math	ELA	59.0	57.0	60.5	59.0	59.0
	Math	59.0	64.0	60.0	59.0	59.0

Percent of students reaching proficiency in ELA, Math, & Science over time



Student Achievement by Subgroups – MCAS (grades 3-10)

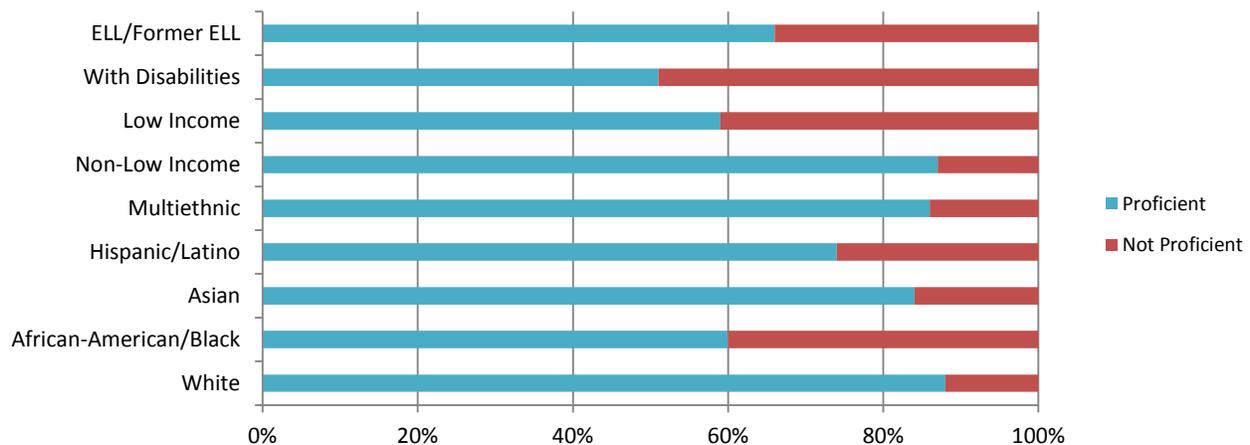
English Language Arts

Many subgroups of students performed strongly on the ELA MCAS over time, with Hispanic/Latino, Multiethnic, and ELL/former ELL student groups improving noticeably over the last five years. Though students of low income status made some gains, the district continues to experience a challenge in the performance of African-American/Black students, students of low income status, and students with disabilities on the ELA MCAS test.

Median SGPs were strong for nearly all subgroups, indicating that students are making progress relative to their academic peers. The progress being made by students of low income status is below the state median, indicating that these students are not progressing towards proficiency at the same rate as their academic peers statewide.

Measurement		SY0910	SY1011	SY1112	SY1213	SY1314
Percent of students reaching proficiency in ELA, by subgroup	White	88%	88%	89%	86%	88%
	Af-Amer/Black	64%	62%	62%	63%	60%
	Asian	84%	86%	85%	83%	84%
	Hispanic/Latino	69%	71%	70%	70%	74%
	Multiethnic	83%	83%	83%	86%	86%
	Non-Low Income	88%	87%	88%	85%	87%
	Low Income	57%	59%	61%	60%	59%
	with Disabilities	51%	52%	53%	50%	51%
	ELL/Former ELL	63%	70%	69%	64%	66%
Median ELA student growth percentile, by subgroup	White	59.0	57.0	60.0	60.0	59.0
	Af-Amer/Black	52.0	51.0	51.0	55.0	52.0
	Asian	65.0	65.0	69.5	62.0	69.0
	Hispanic/Latino	57.0	53.0	55.5	58.0	52.0
	Multiethnic	56.0	55.0	61.0	57.0	60.0
	Non-Low Income	59.0	57.0	61.0	60.0	61.0
	Low Income	54.0	52.0	52.0	55.0	49.0
	with Disabilities	44.0	47.0	54.0	53.5	50.0
	ELL/Former ELL	66.0	69.0	71.0	68.0	63.0

Percent of Students Scoring Proficient or Below Proficient, ELA MCAS, Spring 2014, by Subgroup



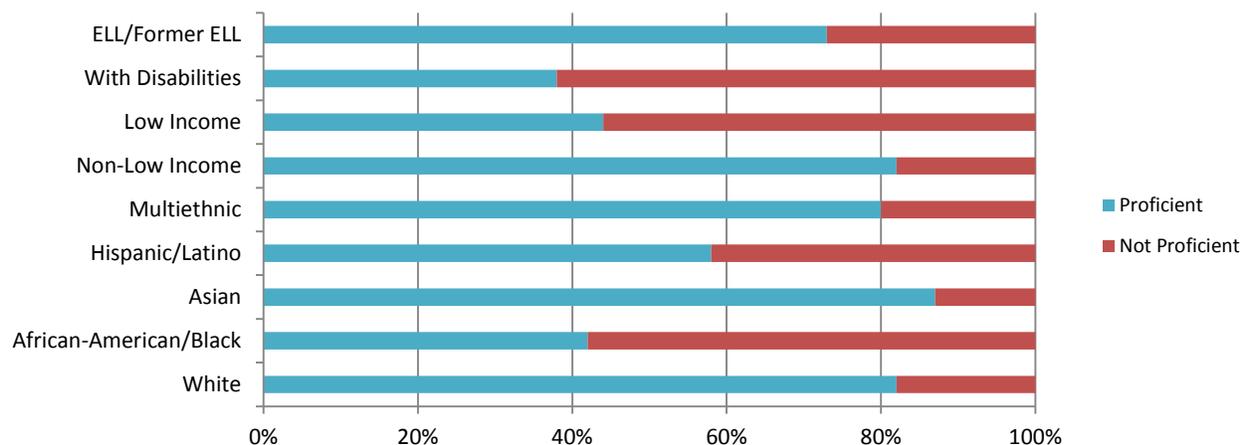
Math

Math proficiency rates are lower for nearly all subgroups across the district; ELL/former ELL students are the exception with higher proficiency rates in math than in ELA. While multiethnic and Hispanic/Latino students made modest gains, African-American/Black students, students with disabilities, and students of low income status experienced noticeable decreases in proficiency rates.

Median SGPs were strong for many subgroups, notably Asian, Multiethnic, and ELL/former ELL students. However, other subgroups including African-American/Black students, students of low income status, and students with disabilities had median SGPs below the state median, indicating that they are performing below their academic peers statewide.

Measurement		SY0910	SY1011	SY1112	SY1213	SY1314
Percent of students reaching proficiency in Math, by subgroup	White	84%	85%	85%	84%	82%
	Af-Amer/Black	54%	50%	46%	44%	42%
	Asian	88%	90%	89%	88%	87%
	Hispanic/Latino	57%	63%	58%	59%	58%
	Multiethnic	77%	81%	78%	81%	80%
	Non-Low Income	85%	85%	85%	83%	82%
	Low Income	49%	50%	47%	48%	44%
	with Disabilities	42%	42%	42%	38%	38%
	ELL/Former ELL	74%	77%	75%	76%	73%
Median Math student growth percentile, by subgroup	White	61.0	64.0	60.0	59.0	59.0
	Af-Amer/Black	51.5	50.0	50.0	43.0	47.0
	Asian	65.0	71.0	63.0	71.0	67.0
	Hispanic/Latino	52.0	55.0	49.0	55.0	50.5
	Multiethnic	53.0	71.0	62.0	57.0	62.0
	Non-Low Income	60.0	66.0	60.0	60.0	60.0
	Low Income	51.0	48.0	48.0	48.0	46.0
	with Disabilities	52.0	49.0	50.0	44.0	48.0
	ELL/Former ELL	68.0	80.0	63.0	65.0	71.0

Percent of Students Scoring Proficient or Below Proficient, Math MCAS, Spring 2014, by Subgroup



High School Achievement

SAT¹

With the exceptions of the students with disabilities and ELL/former ELL student groups, both of which decreased slightly, most major student subgroups have experienced increases in their average SAT scores over the last five years. This is particularly notable in the populations of students with meaningfully increased participation rates, including Hispanic/Latino students (+8%), Multiethnic students (+33%), and students of low income status (+5%). Roughly 90% of graduating seniors, overall, took at least one SAT test in the 2013-14 school year.

Brookline students greatly outperformed the state in the percentage of students meeting the benchmark score, however, there are noticeable gaps between African-American/Black, Hispanic/Latino, and students of low income and their higher-scoring peers. According to the College Board's 2014 Massachusetts program results (<https://www.collegeboard.org/program-results/2014/massachusetts>), 46.8% of public school test-takers in the class of 2014 met the SAT College and Career Readiness Benchmark. 18.4% of African-American and 22.0% of Hispanic test-takers in the class of 2014 met the Benchmark. 74% of the Massachusetts public school class of 2014 took the SAT.

Measurement		SY0910	SY1011	SY1112	SY1213	SY1314
Average highest SAT score earned by graduating seniors: Composite (out of 2400)	All students	1796	1791	1911	1843	1843
	White	1903	1870	1975	1927	1940
	Af-Amer/Black	1328	1391	1434	1423	1475
	Asian	1814	1791	1962	1908	1829
	Hispanic/Latino	1549	1630	1752	1560	1615
	Multiethnic	*	1791	1908	1765	1892
	Non-Low Income	1850	1840	1954	1886	1886
	Low Income	1396	1480	1538	1482	1488
	with Disabilities	1499	1462	1487	1452	1460
	ELL/Former ELL	*	*	1573	1662	1556
Percent of graduating senior test-takers meeting the SAT benchmark score of 1550 ² (out of 2400)	All students	77%	76%	80%	81%	79%
	White	89%	84%	88%	91%	91%
	Af-Amer/Black	21%	25%	25%	23%	43%
	Asian	82%	83%	85%	92%	74%
	Hispanic/Latino	45%	66%	59%	52%	51%
	Multiethnic	*	65%	80%	71%	78%
	Non-Low Income	83%	81%	85%	86%	84%
	Low Income	33%	43%	39%	37%	38%
	with Disabilities	51%	35%	31%	35%	37%
	ELL/Former ELL	*	*	47%	65%	43%

¹ The ACT is a less-frequently completed test in Brookline than the SAT. Therefore, there were not enough students who completed the ACT from each subgroup to enable subgroup-level reporting of ACT results across each year. For this reason, the report considers only SAT scores.

² The benchmark score of 1550 is the point at which College Board research indicates students demonstrate readiness for college-level work.

Enrollment in Advanced Courses

Overall, more than three-quarters of high school students enroll in at least one core subject course above the standard level; these participation levels have increased for most groups of students over the last five years. However, there is a large gap between the honors & higher core course enrollment of particular subgroups of students – notably African-American/Black students, students of low income, students with disabilities, and English language learners – and that of other subgroups of students.

There is a notable difference in core course grades, as well, with students overall averaging a B, while African-American/Black and Hispanic/Latino students, students with disabilities, and English language learners average in the C to C+ range overall. The average core course GPA for Hispanic/Latino students, students with disabilities, and English language learners has increased over the last five years.

Measurement		SY0910	SY1011	SY1112	SY1213	SY1314
Percent of high school students enrolled in at least one core course ³ above the standard level.	All students	81%	83%	84%	85%	85%
	White	87%	88%	89%	89%	90%
	Af-Amer/Black	54%	57%	58%	62%	59%
	Asian	92%	91%	93%	93%	89%
	Hispanic/Latino	61%	68%	70%	74%	72%
	Multiethnic	74%	77%	79%	79%	84%
	Non-Low Income	86%	88%	89%	89%	89%
	Low Income	51%	54%	55%	59%	62%
	with Disabilities	38%	43%	42%	42%	35%
	ELL	41%	35%	68%	49%	56%
Average core course GPA of high school students.	All students	3.0	3.1	3.1	3.1	3.1
	White	3.1	3.2	3.2	3.2	3.2
	Af-Amer/Black	2.4	2.4	2.4	2.3	2.4
	Asian	3.2	3.2	3.3	3.3	3.3
	Hispanic/Latino	2.5	2.6	2.6	2.8	2.8
	Multiethnic	2.8	3.0	2.9	3.1	3.0
	Non-Low Income	3.1	3.1	3.1	3.2	3.2
	Low Income	2.4	2.5	2.5	2.5	2.5
	with Disabilities	2.3	2.5	2.4	2.5	2.6
	ELL	2.3	2.9	2.8	2.5	2.8

³ For this measurement, core courses are those offered in English Language Arts, Mathematics, Science, Social Studies, and World Language. Courses above the standard level include Honors, Advanced, and Advanced Placement (AP).

Advanced Placement Courses and Outcomes

Nearly half of all upperclassmen (11th and 12th graders) at the high school enroll in at least one Advanced Placement (AP) course each year. However, this participation rate drops significantly for many subgroups of students, notably African-American/Black students, Hispanic/Latino students, students of low income status, students with disabilities, and English language learners. The high rates of enrollment are concentrated in the White, Asian, and non-low income subgroups of students.

Over the last five years, the percentage of AP tests scoring 3 or higher (which the College Board considers to be “qualified” or capable of doing the work of an introductory-level course in college) has remained steadily high. The pass rates remain high even while the number of exams completed by BHS students has increased nearly 20%.

Measurement		SY0910	SY1011	SY1112	SY1213	SY1314
Percent of high school students in grades 11 or 12 enrolled in at least one Advanced Placement (AP) course.	All students	40%	37%	45%	45%	46%
	White	46%	43%	51%	49%	51%
	Af-Amer/Black	7%	1%	6%	12%	11%
	Asian	51%	52%	63%	70%	60%
	Hispanic/Latino	19%	20%	26%	22%	27%
	Multiethnic	38%	37%	44%	43%	37%
	Non-Low Income	44%	42%	50%	49%	50%
	Low Income	16%	12%	16%	16%	20%
	with Disabilities	8%	6%	6%	6%	8%
	ELL/Former ELL	*	15%	*	12%	21%
Measurement		SY0910	SY1011	SY1112	SY1213	SY1314
Percent of Advanced Placement (AP) tests scoring 3 or higher.	All students ⁴	91%	93%	95%	94%	93%
Total number of students completing an AP test, across all subjects.	All students	364	342	421	397	390
Total number of AP tests completed, across all subjects.	All students	672	640	852	849	802

⁴ Due to the way that the College Board disaggregates race/ethnicity and income status, it is not currently possible to disaggregate this data by the subgroups used throughout this report. We are working on making this information available for Fall, 2015.

High School Outcomes⁵

Students graduate from Brookline High School at high rates, across all subgroups. However, some subgroups, including students of low income status and students with disabilities, have noticeably lower graduation rates than their peers. These two subgroups tend to have higher rates of remaining in high school after four years, however, which reduces their four year graduation rate.

Though very few students drop out of Brookline High School, dropout rates are slightly higher for English language learners, African-American/Black students, and students with disabilities. Wide fluctuations in the percentages are driven in part by low sample sizes for a number of subgroups.

Measurement		SY0910	SY1011	SY1112	SY1213	SY1314
Percent of high school students who graduate from high school in four years	All students	90%	90%	93%	92%	91%
	White	90%	91%	94%	93%	91%
	Af-Amer/Black	88%	88%	93%	84%	86%
	Asian	93%	93%	93%	100%	94%
	Hispanic/Latino	88%	76%	84%	89%	92%
	Multiethnic	100%	93%	90%	82%	91%
	Low Income	82%	83%	84%	79%	77%
	with Disabilities	80%	77%	82%	78%	65%
	ELL	83%	76%	86%	92%	90%
Percent of high school students who drop out of high school	All students	3%	3%	2%	2%	3%
	White	3%	3%	1%	2%	2%
	Af-Amer/Black	4%	2%	2%	0%	6%
	Asian	3%	2%	1%	0%	4%
	Hispanic/Latino	4%	6%	11%	5%	2%
	Multiethnic	0%	0%	0%	5%	5%
	Low Income	6%	5%	6%	7%	4%
	with Disabilities	6%	2%	5%	4%	6%
	ELL	8%	14%	5%	4%	10%

⁵ The State's Department of Elementary and Secondary Education does not release official graduation and dropout rates for the non-low income and former ELL student subgroups.