

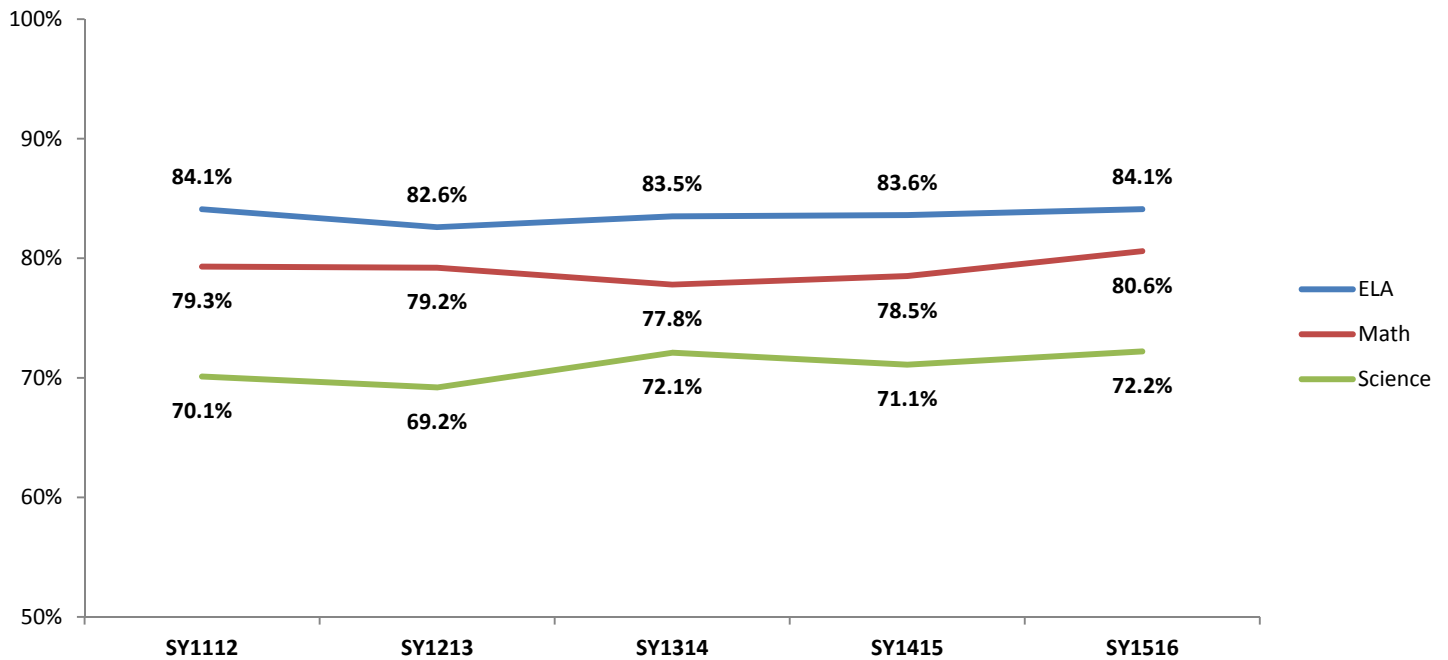
Strategic Plan Measurements, SY2015-16

The following pages contain data intended to provide a high level picture of how students in the district are performing, and have performed over time, on multiple measures of achievement. These measures include MCAS scores, SAT scores, graduation and dropout rates, AP participation and scores, and course enrollment trends.

Student Achievement – MCAS (grades 3-10)

Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of all students reaching proficiency in ELA, Math, and Science	ELA	84.1%	82.6%	83.5%	83.6%	84.1% (n=3,199)
	Math	79.3%	79.2%	77.8%	78.5%	80.6% (n=3,063)
	Science	70.1%	69.2%	72.1%	71.1%	72.2% (n=1,053)
Median student growth percentile* for all students in ELA and Math	ELA	60.5	59.0	59.0	59.0	61.0 (n=2,831)
	Math	60.0	59.0	59.0	59.0	64.0 (n=2,859)

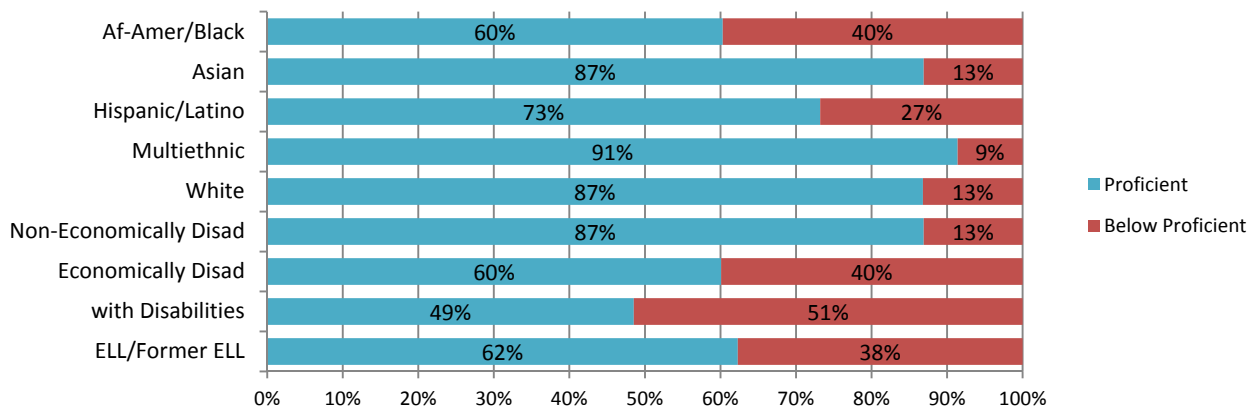
Percent of students reaching proficiency in ELA, Math, & Science over time



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

Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of students reaching proficiency in ELA, by subgroup*	Af-Amer/Black	62%	63%	60%	60%	60.3% (n=143)
	Asian	85%	83%	84%	85%	86.9% (n=539)
	Hispanic/Latino	70%	70%	74%	72%	73.2% (n=308)
	Multiethnic	83%	86%	86%	88%	91.4% (n=331)
	White	89%	86%	88%	88%	86.8% (n=1,876)
	Non-Low Income / Non-Econ Dis	88%	85%	87%	85%	86.9% (n=2,953)
	Low Income / Econ Dis	61%	60%	59%	64%	60.1% (n=246)
	with Disabilities	53%	50%	51%	47%	48.53% (n=332)
	ELL/Former ELL	69%	64%	66%	65%	62.3% (n=187)
Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Median ELA student growth percentile, by subgroup*	Af-Amer/Black	51.0	55.0	52.0	48.0	52.0 (n=194)
	Asian	69.5	62.0	69.0	64.0	67.0 (n=450)
	Hispanic/Latino	55.5	58.0	52.0	61.0	63.0 (n=311)
	Multiethnic	61.0	57.0	60.0	64.0	65.0 (n=287)
	White	60.0	60.0	59.0	59.0	60.0 (n=1,587)
	Non-Low Income / Non-Econ Dis	61.0	60.0	61.0	59.0	62.0 (n=2,532)
	Low Income / Econ Dis	52.0	55.0	49.0	59.0	55.0 (n=299)
	with Disabilities	54.0	53.5	50.0	46.0	56.0 (n=517)
	ELL/Former ELL	71.0	68.0	63.0	65.0	60.0 (n=131)

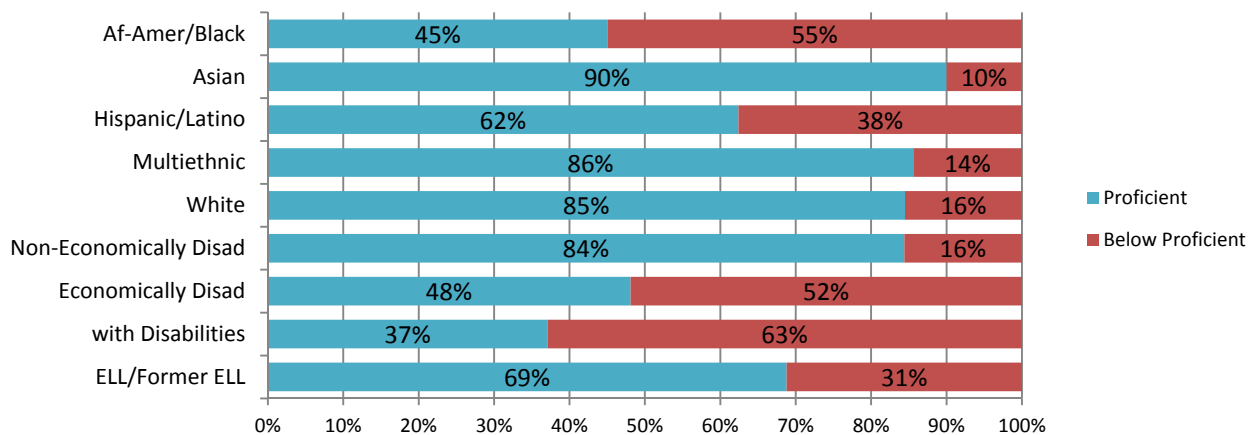
**Percent of students scoring at or above proficiency, MCAS ELA, Spring 2016:
By subgroup**



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

Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of students reaching proficiency in Math, by subgroup*	Af-Amer/Black	46%	44%	42%	45%	45.1% (n=107)
	Asian	89%	88%	87%	87%	90.0% (n=558)
	Hispanic/Latino	58%	59%	58%	59%	62.4% (n=262)
	Multiethnic	78%	81%	80%	82%	85.6% (n=310)
	White	85%	84%	82%	83%	84.5% (n=1,825)
	Non-Low Income / Non-Econ Dis	85%	83%	82%	82%	84.4% (n=2,869)
	Low Income / Econ Dis	47%	48%	44%	53%	48.1% (n=194)
	with Disabilities	42%	38%	38%	35%	37.1% (n=255)
	ELL/Former ELL	75%	76%	73%	70%	68.8% (n=207)
Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Median Math student growth percentile, by subgroup*	Af-Amer/Black	50.0	43.0	47.0	52.0	56.0 (n=197)
	Asian	63.0	71.0	67.0	71.0	70 (n=454)
	Hispanic/Latino	49.0	55.0	50.5	56.0	58.5 (n=310)
	Multiethnic	62.0	57.0	62.0	65.0	65.0 (n=291)
	White	60.0	59.0	59.0	57.0	65.0 (n=1,605)
	Non-Low Income / Non-Econ Dis	60.0	60.0	60.0	60.0	65.0 (n=2,561)
	Low Income / Econ Dis	48.0	48.0	46.0	55.0	57.0 (n=298)
	with Disabilities	50.0	44.0	48.0	50.0	58.0 (n=519)
	ELL/Former ELL	63.0	65.0	71.0	64.5	69.0 (n=131)

**Percent of students scoring at or above proficiency, MCAS math, Spring 2016:
By subgroup**



High School Achievement: SAT¹

Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Average highest SAT score earned by graduating seniors: Composite (out of 2400)	All students	1911	1843	1843	1843	1849 (n=366)
	Af-Amer/Black	1434	1423	1475	1330	1413 (n=29)
	Asian	1962	1908	1829	1896	1863 (n=54)
	Hispanic/Latino	1752	1560	1615	1645	1605 (n=38)
	Multiethnic	1908	1765	1892	1827	1958 (n=26)
	White	1975	1927	1940	1908	1932 (n=219)
	Non-Low Income / Non-Econ Dis	1954	1886	1886	1870	1906 (n=210)
	Low Income / Econ Dis	1538	1482	1488	1624	1529 (n=56)
	with Disabilities	1487	1452	1460	1485	1457 (n=29)
	ELL/Former ELL	1573	1662	1556	1783	1679 (n=27)
Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of graduating senior test-takers meeting the SAT benchmark score of 1550 ² (out of 2400)	All students	80%	81%	79%	71%	78.7% (n=288)
	Af-Amer/Black	25%	23%	43%	18%	24.1% (n=7)
	Asian	85%	92%	74%	84%	79.6% (n=43)
	Hispanic/Latino	59%	52%	51%	49%	52.6% (n=20)
	Multiethnic	80%	71%	78%	74%	84.6% (n=22)
	White	88%	91%	91%	89%	89.5% (n=196)
	Non-Low Income / Non-Econ Dis	85%	86%	84%	83%	85.5% (n=265)
	Low Income / Econ Dis	39%	37%	38%	50%	41.1% (n=23)
	with Disabilities	31%	35%	37%	38%	24.1% (n=7)
	ELL/Former ELL	47%	65%	43%	75%	51.9% (n=14)

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

Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of high school students enrolled in at least one core course ³ above the standard level.	All students	84%	85%	85%	84%	83.1% (n=1,670)
	Af-Amer/Black	58%	62%	59%	59%	58.1% (n=90)
	Asian	93%	93%	89%	89%	85.8% (n=271)
	Hispanic/Latino	70%	74%	72%	73%	73.3% (n=162)
	Multiethnic	79%	79%	84%	79%	79.7% (n=118)
	White	89%	89%	90%	89%	87.9% (n=1,028)
	Non-Low Income / Non-Econ Dis	89%	89%	89%	89%	87.4% (n=1,467)
	Low Income / Econ Dis	55%	59%	62%	62%	61.1% (n=203)
	with Disabilities	42%	42%	35%	38%	40.0% (n=119)
	ELL	68%	49%	56%	50%	37.7% (n=23)

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

Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of high school students in grades 11 or 12 enrolled in at least one Advanced Placement (AP) course.	All students	45%	45%	46%	46%	45.4% (n=427)
	Af-Amer/Black	6%	12%	11%	8%	13.2% (n=11)
	Asian	63%	70%	60%	61%	47.1% (n=67)
	Hispanic/Latino	26%	22%	27%	26%	27% (n=27)
	Multiethnic	44%	43%	37%	49%	41.5% (n=27)
	White	51%	49%	51%	49%	53.6% (n=295)
	Non-Low Income / Non-Econ Dis	50%	49%	50%	51%	51.9% (n=399)
	Low Income / Econ Dis	16%	16%	20%	18%	16.4% (n=28)
	with Disabilities	6%	6%	8%	8%	7.4% (n=10)
	ELL	*	12%	21%	13%	12.5% (n=2)
Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of Advanced Placement (AP) tests scoring 3 or higher.	All students ⁴	95%	94%	93%	92%	94.7%
Total number of students completing an AP test, across all subjects.	All students	421	397	390	416	406
Total number of AP tests completed, across all subjects.	All students	852	849	802	883	813

⁴ Due to the way that the College Board disaggregates race/ethnicity and income status, it is not possible to meaningfully report by racial and income subgroups at this time.

High School Outcomes⁵

Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of high school students who graduate from high school in four years	All students	93%	92%	91%	92%	93%
	Af-Amer/Black	93%	84%	86%	81%	92%
	Asian	93%	100%	94%	96%	94%
	Hispanic/Latino	84%	89%	92%	91%	94%
	Multiethnic	90%	82%	91%	90%	93%
	White	94%	93%	91%	93%	93%
	Low Income / Econ Dis	84%	79%	77%	83%	86%
	with Disabilities	82%	78%	65%	74%	74%
	ELL	86%	92%	90%	97%	88%
Measurement		SY1112	SY1213	SY1314	SY1415	SY1516
Percent of high school students who drop out of high school within four years	All students	2%	2%	3%	2%	2%
	Af-Amer/Black	2%	0%	6%	6%	3%
	Asian	1%	0%	4%	0%	2%
	Hispanic/Latino	11%	5%	2%	2%	2%
	Multiethnic	0%	5%	5%	5%	0%
	White	1%	2%	2%	1%	2%
	Low Income / Econ Dis	6%	7%	4%	6%	5%
	with Disabilities	5%	4%	6%	5%	5%
	ELL	5%	4%	10%	0%	0%

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.

Further Information

Category	Further Information/Definition
Student growth percentile (SGP)	<p>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</p> <p>The Student Growth Percentile (SGP) is a measure of student progress that compares changes in a student's MCAS scores to changes in MCAS scores of other students with similar scores in prior years ("academic peers"). More information about the SGP can be found at http://www.doe.mass.edu/mcas/growth/InterpretiveGuide.pdf.</p> <p>The DESE states that roughly 65% of student groups will have a median SGP somewhere between 40 and 60. Medians above 60 or below 40 are unusual and indicate particularly high or low rates of growth.</p>
Race/ethnicity categories	<p>Students are categorized into only one racial/ethnic group: Asian, Black/African-American, Hispanic/Latino, Multi-Racial, White, Native American, or Native Hawaiian.</p> <ul style="list-style-type: none"> • Students who identify as ethnically Hispanic/Latino will be categorized as such regardless of the racial category(ies) they select. • Students who do not identify as ethnically Hispanic/Latino who select one racial group will be categorized as that group. • Students who do not identify as ethnically Hispanic/Latino who select more than one racial group will be categorized as "multi-racial". In Brookline, students identified as "Multi-Racial" are most likely to have selected that they are both Asian and White (70% of Multi-Racial students chose these two categories in 2015-16).
Low Income and Economically Disadvantaged	<p>In 2015, the Massachusetts Department of Elementary and Secondary Education (DESE) updated the income-based subgroup definition from "low income" to "economically disadvantaged".</p> <ul style="list-style-type: none"> • "Low Income" included students whose families were on Transitional Aid to Families or food stamps benefits or who qualified for free/reduced price lunch via an application. • "Economically Disadvantaged" includes those students whose families are involved in Supplemental Nutrition Assistance, Transitional Assistance for Families with Dependent Children, foster care, and/or Medicaid/MassHealth. Students who qualify for free or reduced price lunch via an application are not included in this subgroup.