

## 2006-2007 Report Card - Brookline High

### Brookline High (00460505)

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**Overview:**

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
<b>Total Count</b>	1,850	6,142	968,661	Total Number of Teachers	176	556	73,176
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	96.0	97.5	95.4
African American or Black	9.1	8.3	8.2	Total Number of Teachers in Core Academic Areas	150	491	60,604
Asian	14.9	17.8	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	97.5	98.1	95.1
Hispanic or Latino	8.6	8.1	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	2.5	1.9	4.9
Multi-race, Non-Hispanic	2.7	3.6	1.7	Student/Teacher Ratio	10.5 to 1	11.1 to 1	13.2 to 1
Native American	0.3	0.1	0.3				
Native Hawaiian or Pacific Islander	0.1	0.0	0.2				
White	64.2	62.0	71.5				
<b>Gender (%)</b>							
Male	49.7	48.9	48.6				
Female	50.3	51.1	51.4				
<b>Selected Populations (%)</b>							
Limited English Proficiency	2.4	7.2	5.6	Percentage of Teachers Licensed in Area in Which Teaching	96.0	-	-
Low-Income	13.1	12.2	28.9	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	97.5	-	-
Special Education	17.3	18.0	16.9	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	2.5	-	-
First Language Not English	26.2	28.3	14.9				
<b>Grades Offered:</b>	PK, 09, 10, 11, 12						

**Brookline High:  
2006 AYP Data**

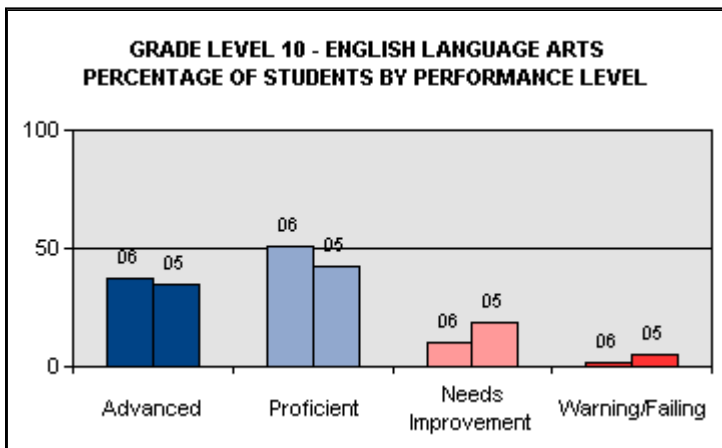
ENGLISH LANGUAGE ARTS												
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	456	446	98	Yes	880	92.5	Yes	1.2	Yes	98	Yes	Yes
Lim. English Prof.	21	20	-	-	47	68.1	-	-	-	82	-	-
Spec. Ed.	85	81	95	Yes	165	78.5	No	6.4	Yes	97	Yes	Yes
Low Income	55	54	98	Yes	113	80.8	Yes	5.5	Yes	97	Yes	Yes
Afr. Amer./Black	49	49	100	Yes	101	76.7	No	-2.2	Yes/SH	93	Yes	Yes
Asian or Pacif. Isl.	57	54	95	Yes	121	90.1	Yes	3.8	Yes	97	Yes	Yes
Hispanic	34	33	-	-	60	86.3	-	-	-	100	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-
White	305	299	98	Yes	593	96.5	Yes	1.5	Yes	99	Yes	Yes

MATHEMATICS												
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance			Improvement		CD Attainment		
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	452	447	99	Yes	887	91.9	Yes	2.7	Yes	98	Yes	Yes
Lim. English Prof.	22	21	-	-	48	81.8	-	-	-	82	-	-
Spec. Ed.	86	85	99	Yes	168	74.0	Yes	5.8	Yes	97	Yes	Yes
Low Income	59	58	98	Yes	116	77.4	Yes	3.2	Yes	97	Yes	Yes
Afr. Amer./Black	50	50	100	Yes	102	72.3	Yes	-0.9	Yes/SH	93	Yes	Yes
Asian or Pacif. Isl.	57	56	98	Yes	123	96.3	Yes	2.4	Yes	97	Yes	Yes
Hispanic	36	36	-	-	61	83.6	-	-	-	100	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-
White	306	302	99	Yes	596	95.3	Yes	3.5	Yes	99	Yes	Yes

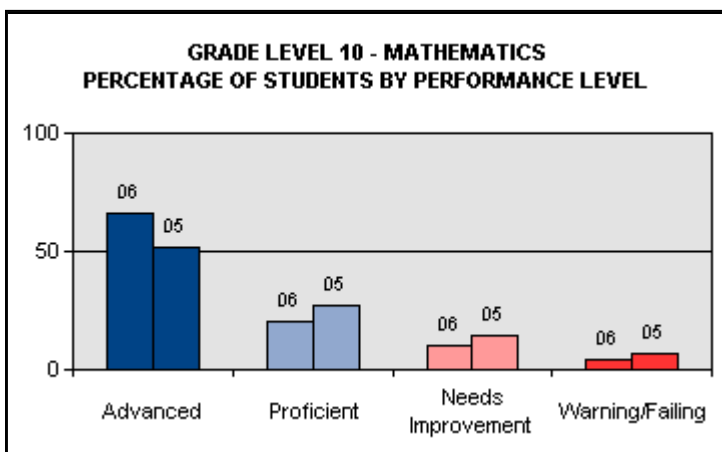
Adequate Yearly Progress History										Accountability Status
	1999	2000	2001	2002	2003	2004	2005	2006		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	No	Yes	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	No	Yes	

### Brookline High: 2006 MCAS Data - By Grade, Subject and Subgroup

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	F	#	%	A	P	NI	F	#	%	A	P	NI	F	#		
<b>AYP Subgroups</b>																					
Stud. w/ Disab	81	95	6	57	30	7	84.3	89	95	7	54	28	11	85.1	11632	99	1	28	46	25	66.7
LEP/FLEP	15	95	27	33	33	7	80.0	16	95	25	38	31	6	81.3	3427	99	2	23	42	33	58.4
Low Income	54	98	19	50	24	7	85.6	55	98	18	49	25	7	85.5	17421	99	5	41	40	15	74.6
African American/Black	48	100	10	54	31	4	85.4	51	100	10	55	31	4	85.8	6408	99	5	42	40	13	75.7
Asian or Pacific Islander	50	95	52	34	14	-	94.5	51	95	51	35	14	-	94.6	3338	100	24	49	21	6	88.2
Hispanic	32	97	3	75	13	9	89.1	34	97	3	71	15	12	88.2	7563	99	3	36	41	20	70.2
Native American	2	-	-	-	-	-	-	2	-	-	-	-	-	-	213	99	8	56	29	7	84.9
White	299	98	43	50	6	1	97.6	303	98	43	50	6	2	97.6	55630	99	18	57	20	4	90.3
<b>Other Subgroups</b>																					
Male	201	99	28	61	10	1	95.0	207	99	28	60	10	3	95.2	37042	99	11	53	28	8	84.4
Female	230	97	46	42	10	2	95.0	234	96	45	41	11	3	94.8	36141	99	20	54	20	5	89.3
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9502	99	3	40	42	15	73.3
Non-Title I	431	98	37	51	10	2	95.0	441	98	37	50	10	3	95.0	63681	99	17	56	22	5	88.9
Non-Low Income	377	98	40	51	8	1	96.4	386	98	39	50	8	2	96.3	55762	99	19	58	20	4	90.7
LEP	4	-	-	-	-	-	-	5	-	-	-	-	-	-	2108	99	1	13	42	45	49.1
FLEP	11	92	36	45	9	9	88.6	11	92	36	45	9	9	88.6	1319	99	4	38	42	16	73.2
1st Yr LEP*	4	-	-	-	-	-	-	4	-	-	-	-	-	-	416	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	42	95	10	21	48	21	66.7
<b>All Students</b>																					
2006	431	98	37	51	10	2	95.0	450	98	36	50	11	3	94.8	73351	99	16	53	24	7	86.8
2005	449	-	35	42	18	4	90.1	465	-	35	41	19	5	89.5	70950	-	23	43	26	9	84.8



GRADE LEVEL 10 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
<b>AYP Subgroups</b>																					
Stud. w/ Disab	85	99	27	31	26	16	79.7	93	98	25	30	26	19	80.1	11517	98	9	21	32	38	61.8
LEP/FLEP	16	95	56	25	13	6	89.1	17	95	59	24	12	6	89.7	3379	98	17	18	28	37	60.6
Low Income	58	98	33	41	14	12	84.9	59	98	32	41	15	12	84.3	17106	98	19	25	31	26	69.2
African American/Black	49	100	20	39	31	10	82.1	52	100	19	38	33	10	81.7	6329	98	16	24	34	26	68.0
Asian or Pacific Islander	52	98	83	12	4	2	97.6	53	98	83	11	4	2	97.6	3325	99	63	17	14	7	90.1
Hispanic	34	100	26	47	15	12	84.6	37	100	24	46	16	14	84.5	7410	98	14	22	32	32	63.5
Native American	2	-	-	-	-	-	-	2	-	-	-	-	-	-	210	98	29	30	30	11	81.0
White	302	99	75	16	7	2	96.4	306	98	74	16	7	3	96.3	55338	99	45	28	19	8	87.3
<b>Other Subgroups</b>																					
Male	206	100	70	20	8	1	96.0	212	100	69	20	8	3	95.8	36787	99	40	26	20	13	82.9
Female	233	98	62	21	12	6	92.2	238	98	61	21	13	6	91.9	35855	99	39	27	22	11	83.6
Title I	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9375	98	19	23	31	27	68.1
Non-Title I	439	99	66	20	10	4	94.0	450	99	64	20	11	4	93.7	63267	99	43	27	20	10	85.5
Non-Low Income	381	99	71	17	10	2	95.3	391	99	69	17	10	3	95.1	55536	99	46	27	18	8	87.6
LEP	4	-	-	-	-	-	-	5	-	-	-	-	-	-	2078	98	12	14	27	46	53.9
FLEP	12	92	67	17	8	8	89.6	12	92	67	17	8	8	89.6	1301	99	24	23	30	24	71.3
1st Yr LEP*	4	-	-	-	-	-	-	4	-	-	-	-	-	-	425	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	42	95	17	26	31	26	67.9
<b>All Students</b>																					
2006	439	99	66	20	10	4	94.0	451	99	64	20	11	5	93.5	72738	99	40	27	21	12	83.2
2005	448	-	52	28	13	7	89.8	464	-	51	27	14	8	88.7	71044	-	35	27	24	13	80.6



## Data Definitions

**Enrollment** - This information reflects the public school enrollment on October 1, 2006.

### Race/Ethnicity:

**African American or Black.** A person having origins in any of the black racial groups of Africa.

**Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin who maintains tribal affiliation or community attachment.

**Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Multi-race, Non-Hispanic** A person selecting more than one racial category and non-Hispanic.

**White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

### Selected Populations:

**Limited English Proficient:** A student whose first language is a language other than English who is unable to perform ordinary academic tasks in English is identified as limited English proficient.

**Low Income:** An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

**Special Education:** Students with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

**First Language Not English:** Students whose first language learned or used by the parent/guardian with the child was not English.

**Educator Data** - Educator information is as of October 1, 2006.

**Percent of teachers licensed in the area in which teaching:** The percentage of teachers with Preliminary, Initial, or Professional teaching licenses (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to have licensed teachers.

**Percentage of core academic classes taught by highly-qualified teachers:** The percentage of staff, measured in "full-time teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the core academic areas. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, social studies, government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently at different levels. For more information on the definition and requirements of highly-qualified, please see [http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

**High-Poverty Schools:** Schools in the bottom quartile statewide by low-income percentage.

**Low-Poverty Schools:** Schools in the top quartile statewide by low-income percentage.

**MCAS Results** - Spring 2006 Results

### Performance Level Definitions

**(P+)** Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to complex problems.

**(A)** Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and construct sophisticated solutions to complex problems.

**(P)** Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

**(NI)** Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

**(W/F)** Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

\* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

\*\* AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

### Student Subgroup Definitions

**Students with Disabilities:** (same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions in Enrollment.

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purpose of employment.

**Formerly Limited English Proficient:** A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status in the current school year or within the past two school years.

**Title I:** Student receives Title I services.

**Adequate Yearly Progress** - According to federal law, a measure of the extent to which students in a school, taken as groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determined based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information and determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.

**Accountability Status Labels:**

**II-S** Identified for Improvement - Subgroups only  
**II-A** Identified for Improvement  
**CA-S** Identified for Corrective Action - Subgroups only  
**CA-A** Identified for Corrective Action  
**RST** Identified for Restructuring  
**UR** Status Under Review

**Web Resources**

Massachusetts Department of Education <http://www.doe.mass.edu/>  
School and District Profiles <http://profiles.doe.mass.edu/?orgcode=00460505>  
Adequate Yearly Progress (AYP) Information <http://www.doe.mass.edu/sda/ayp/cycleIV>  
Massachusetts No Child Left Behind website <http://www.doe.mass.edu/nclb/>