

## 2011 NCLB Report Card - Braintree High

### Braintree High (00400505)

David M Swanton, Principal  
 Mailing Address: 128 Town Street  
 Braintree, MA 02184  
 Phone: (781) 848-4000  
 FAX: (781) 380-0116

### Overview:

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

### Enrollment and Educator Data (2010-11 School Year)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach. **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>.

**High Poverty Schools** are schools in the top quartile of poverty in the State. **Low Poverty Schools** are in the bottom quartile of poverty in the State.

**Waivers** are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

Enrollment (2010-11)				Educator Data (2010-11)			
	School	District	State		School	District	State
<b>Total Count</b>	1,594	5,467	955,563	Total # of Teachers	103.1	384.8	68,754.2
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	98.1	99.0	97.5
African American or Black	4.2	4.1	8.2	Total Number of Classes in Core Academic Areas	544	1,955	335,925
Asian	9.5	9.5	5.5	Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	99.3	99.8	97.7
Hispanic or Latino	3.5	4.0	15.4	Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.7	0.2	2.3
Multi-race, Non-Hispanic	0.9	1.0	2.4	Student/Teacher Ratio	15.5 to 1	14.2 to 1	13.9 to 1
Native American	0.1	0.1	0.2	Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.3	1.3
Native Hawaiian or Pacific Islander	0.0	0.1	0.1				
White	81.7	81.1	68.0				
<b>Gender (%)</b>							
Male	51.4	51.6	51.3				
Female	48.6	48.4	48.7				
<b>Selected Populations (%)</b>							
Limited English Proficiency	0.9	2.1	7.1				
Low-Income	15.6	15.4	34.2				
Special Education	18.4	19.7	17.0				
First Language Not English	8.2	7.6	16.3				

**Grades Offered:** PK, 09, 10, 11, 12

# 2009 Massachusetts and Nationwide NAEP Results by Student Group

## Average Scaled Scores and Percentages of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	234	13	47	80	20	100	220	7	32	66	34	100
Stud. w/ Disab	211	5	21	54	46	15	189	2	12	34	66	10
LEP/FLEP	198	1	12	40	60	6	188	#	6	29	71	9
African American/Black	216	3	23	62	38	7	204	2	15	47	53	16
Asian/Pacific Islander	241	22	56	85	15	5	234	17	48	79	21	5
Hispanic/Latino	211	3	20	56	44	17	204	2	16	48	52	21
White	241	17	56	87	13	69	229	10	41	77	23	54
Low-Income	215	3	23	61	39	33	206	2	17	51	49	47

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	252	12	57	92	8	100	239	6	38	81	19	100
Stud. w/ Disab	237	4	32	81	19	15	220	2	19	59	41	12
LEP/FLEP	221	1	15	62	38	7	218	1	12	57	43	10
African American/Black	236	2	30	84	16	8	222	1	15	63	37	16
Asian/Pacific Islander	264	28	70	96	4	6	255	18	61	91	9	5
Hispanic/Latino	232	2	25	78	22	17	227	1	21	70	30	22
White	258	14	67	97	3	68	248	8	50	90	10	54
Low-Income	237	3	31	83	17	34	228	1	22	71	29	48

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	274	5	43	83	17	100	262	2	30	74	26	100
Stud. w/ Disab	251	1	18	61	39	15	229	#	8	37	63	10
LEP/FLEP	217	#	3	25	75	2	219	#	3	25	75	5
African American/Black	251	1	17	64	36	8	245	#	13	56	44	16
Asian/Pacific Islander	281	10	50	89	11	6	273	6	44	82	18	5
Hispanic/Latino	250	1	17	62	38	10	248	1	16	59	41	20
White	279	6	49	87	13	74	271	3	39	83	17	57
Low-Income	254	1	20	66	34	29	249	1	16	60	40	43

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	299	17	52	85	15	100	282	7	33	71	29	100
Stud. w/ Disab	271	4	21	59	41	14	249	1	9	36	64	10
LEP/FLEP	238	1	8	22	78	2	243	1	5	28	72	6
African American/Black	272	3	23	62	38	8	260	1	12	49	51	16
Asian/Pacific Islander	314	35	66	90	10	6	300	20	53	84	16	5
Hispanic/Latino	271	4	21	62	38	11	266	2	17	56	44	21
White	305	20	59	91	9	73	292	10	43	82	18	56
Low-Income	278	5	29	69	31	29	266	2	17	57	43	43

## 2009 Massachusetts NAEP Results

### *Participation Rates for Students with Disabilities and for English Language Learner Students*

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

<b>Grade/Subject</b>	<b># in Sample</b>	<b>% of Sample – Students with Disabilities</b>	<b>% of Sample – English Language Learners</b>	<b>% of Students Excluded from Original Sample</b>
<b>Grade 4 Reading</b>	3,900	14	6	5
<b>Grade 4 Mathematics</b>	3,700	14	6	5
<b>Grade 8 Reading</b>	3,600	15	1	5
<b>Grade 8 Mathematics</b>	3,600	14	2	6

# 2011 MCAS Results by Subgroup by Grade and Subject

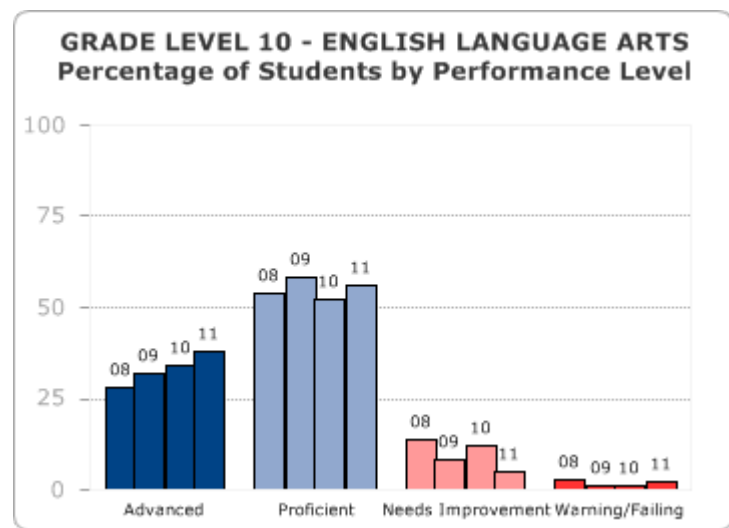
\* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

\* **NOTE:** Performance level percentages are not calculated if student group is less than 10. Median student growth percentiles (SGP) are not calculated if number of students included in SGP is less than 20.

\* **NOTE:** High Needs includes students with disabilities, low income students, and English language learner/former English language learner students.

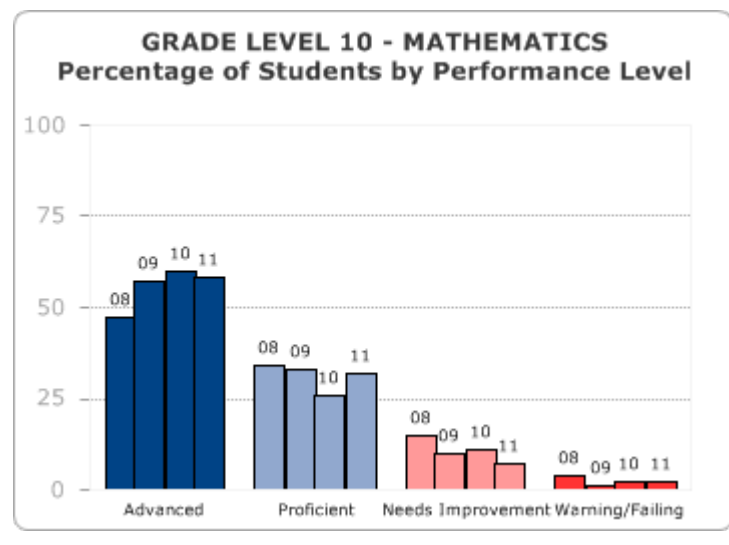
Data Last Updated on September 30, 2011

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																											
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	59	100	10	66	12	12	96.2	57.5	52	69	99	10	59	19	12	93.5	58.0	53	11,594	95	5	44	35	15	80.2	43.0	9,421
ELL/Former ELL	10	100	0	80	20	0	95.0	N/A	7	11	100	0	82	18	0	95.5	N/A	7	3,517	96	3	34	44	18	69.7	56.0	1,828
Low-Income	53	100	15	70	9	6	97.2	45.0	44	57	100	14	67	14	5	95.6	45.0	44	21,826	97	14	55	24	7	87.4	46.0	17,588
African American/Black	16	100	19	69	6	6	98.4	N/A	12	17	100	18	65	12	6	97.1	N/A	12	5,956	97	14	55	24	6	87.6	50.0	4,561
Asian	33	100	33	61	6	0	98.5	67.0	31	33	100	33	61	6	0	98.5	67.0	31	3,629	99	45	42	11	2	94.6	57.0	3,073
Hispanic/Latino	13	100	23	62	0	15	100.0	N/A	10	15	100	20	53	13	13	96.7	N/A	10	8,894	96	12	52	27	9	84.5	45.0	6,776
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	181	98	15	56	25	4	89.4	45.0	151
White	301	100	40	54	4	1	98.7	45.0	293	310	99	39	55	5	1	98.4	45.0	294	49,447	99	38	51	9	2	96.3	50.0	44,902
□																											
<b>Other Subgroups</b>																											
High Needs	101	100	14	68	11	7	96.5	52.0	87	112	99	13	64	15	7	94.9	52.0	88	29,011	97	13	55	25	8	86.9	46.0	23,502
Male	175	99	33	59	5	3	98.1	46.5	164	183	98	32	58	7	3	97.5	48.0	165	35,146	98	27	54	15	4	92.6	51.0	30,359
Female	192	100	42	53	4	1	99.0	46.0	184	197	100	41	53	5	2	98.5	46.0	184	34,378	98	39	48	10	2	95.3	49.0	30,324
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,556	97	11	57	26	6	87.0	45.0	9,900
Non-Title I	367	100	38	56	5	2	98.6	46.0	348	380	99	37	55	6	2	98.0	46.0	349	56,976	98	38	50	9	3	95.4	51.0	50,797
Non-Low Income	314	100	41	54	4	1	98.8	46.0	304	323	99	41	53	5	2	98.5	46.0	305	47,706	99	42	49	7	2	96.9	52.0	43,109
ELL	3	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	2,558	95	2	26	49	24	63.4	52.5	1,046
Former ELL	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	959	98	8	57	30	5	86.6	59.0	782
1st Yr ELL*	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	432	92	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	84	98	31	54	7	8	91.7	55.0	61
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,333	98	34	52	12	2	94.8	49.0	1,159
□																											
<b>All Students</b>																											
2011	367	100	38	56	5	2	98.6	46.0	348	380	99	37	55	6	2	98.0	46.0	349	69,532	98	33	51	13	3	93.9	50.0	60,697
2010	347	100	34	52	12	1	95.9	51.0	329	366	99	33	51	14	2	94.8	51.0	331	70,369	98	26	52	18	4	91.9	50.0	60,626



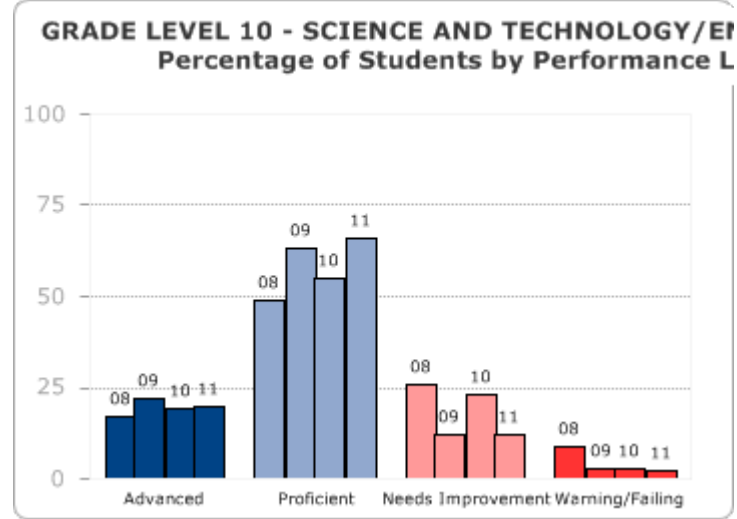
**GRADE LEVEL 10 - MATHEMATICS**

Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	59	100	31	42	14	14	95.3	58.0	51	69	97	26	41	19	14	91.3	57.0	52	11,592	95	12	27	34	27	70.1	46.0	9,390
ELL/Former ELL	10	100	50	20	30	0	87.5	N/A	7	11	100	55	18	27	0	88.6	N/A	7	3,540	97	19	22	31	29	66.2	59.0	1,840
Low-Income	53	100	42	38	13	8	94.3	41.0	44	56	98	41	36	16	7	93.8	41.0	44	21,722	97	27	31	27	14	79.7	48.0	17,545
African American/Black	16	100	13	63	13	13	92.2	N/A	12	17	100	12	59	18	12	91.2	N/A	12	5,930	97	24	32	29	15	78.3	52.0	4,571
Asian	33	100	91	6	3	0	98.5	49.0	31	33	100	91	6	3	0	98.5	49.0	31	3,636	99	71	17	9	3	94.6	65.0	3,067
Hispanic/Latino	13	100	23	38	23	15	92.3	N/A	9	15	100	20	40	27	13	91.7	N/A	9	8,855	97	23	29	30	18	75.5	48.0	6,750
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	181	96	28	37	24	12	81.8	46.0	151
White	302	100	60	33	6	1	97.8	36.5	292	313	99	58	33	7	2	97.0	36.0	293	49,320	99	54	29	13	4	92.9	50.0	44,827
<b>Other Subgroups</b>																											
High Needs	101	100	38	40	15	8	94.6	51.0	86	112	98	35	38	18	9	92.2	50.0	87	28,888	97	25	31	28	15	79.1	48.0	23,423
Male	176	100	61	31	5	3	97.9	42.0	164	185	98	58	31	7	3	97.2	42.0	165	35,051	98	48	28	16	8	88.7	52.0	30,319
Female	192	100	56	33	9	1	96.9	33.5	182	198	100	55	33	10	2	96.1	33.5	182	34,285	98	49	30	16	6	90.1	49.0	30,264
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,440	97	26	31	29	14	78.9	51.0	9,864
Non-Title I	368	100	58	32	7	2	97.4	38.0	346	383	99	57	32	8	3	96.6	38.0	347	56,902	98	53	28	13	5	91.7	50.0	50,735
Non-Low Income	315	100	61	31	6	1	97.9	37.5	302	327	99	59	32	7	2	97.1	37.0	303	47,620	99	58	27	11	4	93.8	51.0	43,054
ELL	3	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	2,589	97	15	20	32	34	61.6	56.0	1,058
Former ELL	7	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	951	98	30	27	29	14	78.9	61.0	782
1st Yr ELL*	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	456	99	-	-	-	-	-	N/A	N/A
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	85	100	49	27	18	6	88.5	60.0	63
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	1,329	97	47	30	18	6	89.3	47.0	1,154
<b>All Students</b>																											
2011	368	100	58	32	7	2	97.4	38.0	346	383	99	57	32	8	3	96.6	38.0	347	69,342	98	48	29	16	7	89.4	50.0	60,599
2010	345	100	60	26	11	2	95.4	47.0	325	363	99	58	26	13	3	94.5	47.0	327	70,401	98	50	25	17	7	88.8	50.0	60,674



**GRADE LEVEL 10 - SCIENCE AND TECHNOLOGY/ENGINEERING**

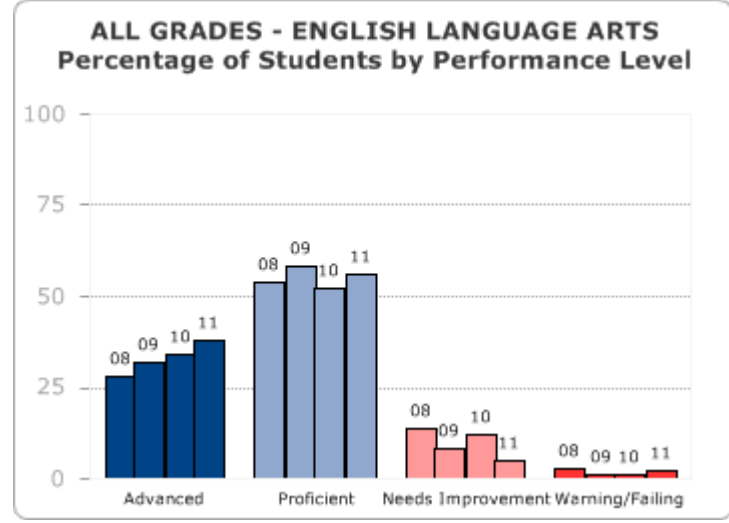
Student Group	School									District									State								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP
	#	%	A	P	NI	F				#	%	A	P	NI	F				#	%	A	P	NI	F			
<b>AYP Subgroups</b>																											
Stud. w/ Disab	56	100	9	55	25	11	89.7	N/A	N/A	66	99	8	50	29	14	86.4	N/A	N/A	11,866	97	3	27	46	24	67.1	N/A	N/A
ELL/Former ELL	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	3,062	97	3	20	47	30	59.3	N/A	N/A
Low-Income	50	100	12	52	30	6	87.5	N/A	N/A	52	100	12	50	31	8	87.5	N/A	N/A	21,464	98	7	37	42	14	73.9	N/A	N/A
African American/Black	15	100	20	40	27	13	88.3	N/A	N/A	15	100	20	40	27	13	88.3	N/A	N/A	5,780	98	6	34	45	16	71.5	N/A	N/A
Asian	33	100	33	58	9	0	96.2	N/A	N/A	33	100	33	58	9	0	96.2	N/A	N/A	3,435	99	37	39	20	4	89.9	N/A	N/A
Hispanic/Latino	13	100	8	46	38	8	86.5	N/A	N/A	14	100	7	43	43	7	85.7	N/A	N/A	8,654	98	5	31	46	19	68.6	N/A	N/A
Native American	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	183	100	4	46	40	10	77.3	N/A	N/A
White	291	100	20	69	10	1	96.3	N/A	N/A	301	100	19	68	11	2	95.4	N/A	N/A	49,041	99	23	51	22	4	90.2	N/A	N/A
<b>Other Subgroups</b>																											
High Needs	96	100	11	56	25	7	89.6	N/A	N/A	106	99	10	53	27	9	87.5	N/A	N/A	28,656	98	6	36	43	15	73.9	N/A	N/A
Male	171	100	30	59	7	4	97.1	N/A	N/A	178	99	29	58	10	4	96.2	N/A	N/A	34,793	99	21	46	26	7	85.6	N/A	N/A
Female	184	100	11	72	17	0	94.2	N/A	N/A	188	100	11	71	16	2	93.5	N/A	N/A	33,678	99	19	48	27	6	85.9	N/A	N/A
Title I		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	12,359	98	5	33	46	16	70.9	N/A	N/A
Non-Title I	355	100	20	66	12	2	95.6	N/A	N/A	366	100	20	64	13	3	94.8	N/A	N/A	56,112	99	23	49	23	5	89.0	N/A	N/A
Non-Low Income	305	100	22	68	9	1	96.9	N/A	N/A	314	100	21	67	10	2	96.0	N/A	N/A	47,007	99	26	51	20	3	91.1	N/A	N/A
ELL	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	2,111	96	2	14	47	37	53.6	N/A	N/A
Former ELL	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	951	99	6	34	46	15	71.9	N/A	N/A
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	72	95	19	47	24	10	84.7	N/A	N/A
Multi-race - Non-Hispanic/Latino	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,306	99	21	45	28	6	86.0	N/A	N/A
<b>All Students</b>																											
2011	355	100	20	66	12	2	95.6	N/A	N/A	366	100	20	64	13	3	94.8	N/A	N/A	68,471	99	20	47	27	7	85.7	N/A	N/A
2010	332	100	19	55	23	3	91.6	N/A	N/A	343	100	19	54	23	4	90.8	N/A	N/A	68,240	98	18	47	28	8	84.6	N/A	N/A



\* **Note:** Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2013 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in Massachusetts since October 2009 are included in state-level results; only students enrolled in the same district since October 2009 are included in district-level results; only students enrolled in the same school since October 2009 are included in school-level results.

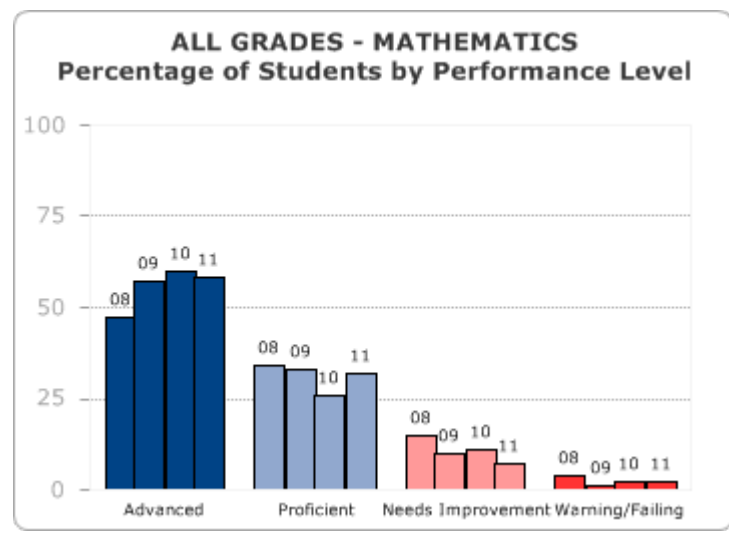
**ALL GRADES - ENGLISH LANGUAGE ARTS**

Student Group	School						District						State														
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	59	100	10	66	12	12	96.2	57.5	52	654	99	4	50	32	14	85.7	56.0	460	92,004	98	2	28	41	29	68.3	42.0	67,383
ELL/Former ELL	10	100	0	80	20	0	95.0	N/A	7	119	98	11	48	31	10	84.9	65.0	75	42,402	98	3	30	42	25	66.2	50.0	27,475
Low-Income	53	100	15	70	9	6	97.2	45.0	44	547	99	14	55	25	7	89.3	61.0	407	174,384	99	6	43	36	15	77.1	46.0	132,764
African American/Black	16	100	19	69	6	6	98.4	N/A	12	139	99	14	57	22	8	90.6	63.0	99	40,300	99	6	44	35	15	77.4	47.0	30,278
Asian	33	100	33	61	6	0	98.5	67.0	31	271	99	32	52	14	3	94.5	72.0	217	26,656	99	28	49	18	6	90.2	59.0	20,597
Hispanic/Latino	13	100	23	62	0	15	100.0	N/A	10	138	100	14	49	27	9	88.2	54.0	107	72,903	99	5	40	37	18	74.2	46.0	53,717
Native American		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,213	100	10	49	32	9	82.6	47.0	958
White	301	100	40	54	4	1	98.7	45.0	293	2,448	99	26	59	12	3	95.6	61.0	1,948	343,938	99	21	56	19	5	90.9	51.0	281,256
<b>Other Subgroups</b>																											
High Needs	101	100	14	68	11	7	96.5	52.0	87	1,062	99	10	54	27	9	88.6	58.0	776	229,396	99	5	42	36	16	77.0	46.0	173,378
Male	175	99	33	59	5	3	98.1	46.5	164	1,554	99	20	60	16	4	93.7	59.0	1,212	254,409	99	13	51	26	10	84.7	47.0	201,101
Female	192	100	42	53	4	1	99.0	46.0	184	1,481	100	31	56	11	2	96.0	64.0	1,191	242,686	99	22	53	20	5	89.8	53.0	195,020
Title I		-	-	-	-	-	-	-	-	124	100	2	58	37	2	87.1	62.0	68	148,778	99	6	43	37	15	76.8	46.0	110,697
Non-Title I	367	100	38	56	5	2	98.6	46.0	348	2,911	99	26	58	12	3	95.2	61.0	2,335	348,480	99	22	56	17	5	91.6	52.0	285,485
Non-Low Income	314	100	41	54	4	1	98.8	46.0	304	2,488	99	28	59	11	2	96.1	61.5	1,996	322,874	99	24	57	16	4	92.6	52.0	263,418
ELL		-	-	-	-	-	-	-	-	55	96	0	31	53	16	72.7	55.5	30	29,528	98	1	21	46	31	59.4	48.0	17,497
Former ELL	7	-	-	-	-	-	-	-	-	64	100	20	63	13	5	95.3	84.0	45	12,874	99	7	49	33	10	81.7	54.0	9,978
1st Yr ELL*		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	549	99	17	51	22	10	86.3	53.5	412
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	32	100	19	63	16	3	93.0	65.5	26	11,536	99	18	51	24	8	86.9	51.0	8,903
<b>All Students</b>																											
2011	367	100	38	56	5	2	98.6	46.0	348	3,035	99	25	58	13	3	94.8	61.0	2,403	497,258	99	17	52	23	8	87.2	50.0	396,182
2010	347	100	34	52	12	1	95.9	51.0	329	2,939	99	21	58	18	3	93.2	55.0	2,367	498,668	99	16	52	24	8	86.9	50.0	396,078



**ALL GRADES - MATHEMATICS**

Student Group	School						District						State														
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
<b>AYP Subgroups</b>																											
Stud. w/ Disab	59	100	31	42	14	14	95.3	58.0	51	650	99	9	33	39	19	79.0	63.0	451	92,185	99	5	17	33	45	57.7	43.0	67,337
ELL/Former ELL	10	100	50	20	30	0	87.5	N/A	7	119	100	25	39	28	8	86.8	80.0	75	42,747	99	9	24	34	34	62.0	52.0	27,467
Low-Income	53	100	42	38	13	8	94.3	41.0	44	542	99	19	39	31	10	83.8	64.0	400	174,589	99	10	27	35	27	67.3	46.0	132,625
African American/Black	16	100	13	63	13	13	92.2	N/A	12	138	99	14	41	33	13	82.1	69.0	98	40,391	99	9	25	36	30	65.0	47.0	30,273
Asian	33	100	91	6	3	0	98.5	49.0	31	271	100	55	32	10	2	96.2	69.0	217	26,741	100	45	32	16	7	89.5	64.0	20,599
Hispanic/Latino	13	100	23	38	23	15	92.3	N/A	9	139	100	17	36	36	12	81.7	62.0	103	73,062	99	9	25	35	30	64.4	46.0	53,604
Native American		-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	1,206	99	14	31	35	20	72.7	47.0	956
White	302	100	60	33	6	1	97.8	36.5	292	2,452	100	32	44	19	4	91.8	57.0	1,942	344,050	99	28	37	25	10	84.3	50.0	281,305
<b>Other Subgroups</b>																											
High Needs	101	100	38	40	15	8	94.6	51.0	86	1,058	99	16	38	33	13	82.9	63.0	765	229,782	99	10	27	35	28	67.1	46.0	173,254
Male	176	100	61	31	5	3	97.9	42.0	164	1,556	99	31	43	20	5	91.1	58.0	1,208	254,687	99	24	33	26	16	79.4	50.0	201,207
Female	192	100	56	33	9	1	96.9	33.5	182	1,482	100	34	41	20	4	91.4	60.0	1,183	242,853	99	24	35	27	13	80.5	51.0	194,843
Title I		-	-	-	-	-	-	-	-	125	100	6	48	38	7	81.2	51.0	67	148,969	99	10	28	36	25	68.2	48.0	110,579
Non-Title I	368	100	58	32	7	2	97.4	38.0	346	2,913	99	34	42	19	5	91.6	59.0	2,324	348,743	99	30	37	23	10	85.0	51.0	285,536
Non-Low Income	315	100	61	31	6	1	97.9	37.5	302	2,496	100	36	43	18	3	92.8	58.0	1,991	323,123	100	32	38	22	8	86.8	52.0	263,490
ELL		-	-	-	-	-	-	-	-	55	100	13	38	36	13	80.9	69.5	30	29,878	99	6	20	35	40	56.3	52.0	17,513
Former ELL	7	-	-	-	-	-	-	-	-	64	100	36	39	20	5	91.8	84.0	45	12,869	100	16	34	32	18	75.1	53.0	9,954
1st Yr ELL*		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native Hawaiian/Pacific Islander		-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	555	100	23	33	28	16	79.5	54.0	419
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	-	-	31	94	35	29	32	3	85.5	60.0	25	11,535	99	24	33	28	15	79.1	50.0	8,894
<b>All Students</b>																											
2011	368	100	58	32	7	2	97.4	38.0	346	3,038	99	33	42	20	5	91.2	59.0	2,391	497,712	99	24	34	27	15	79.9	50.0	396,115
2010	345	100	60	26	11	2	95.4	47.0	325	2,942	99	33	40	22	5	90.1	62.0	2,357	498,632	99	26	33	27	15	79.9	50.0	396,662



# Braintree High - 2011 Accountability Data

**District:** Braintree (00400000)  
**School:** Braintree High (00400505)  
**Accountability & Assistance Level:** Level 1  
**School Title I Status:** Non-Title I School (NT)  
**NCLB School Choice Required:** No  
**Supplemental Educational Services Required:** No

	NCLB Accountability Status	Improvement Rating
<b>ENGLISH LANGUAGE ARTS</b>	No Status	Met NCLB Goal
<b>MATHEMATICS</b>	No Status	On Target

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State's 2011 performance target for that subject or (C) the group's own 2011 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Grad Rate		AYP 2011
	Met Target	Actual	Met Target (95.1)	Actual	Met Target	Change from 2010	Met Target	Actual	
<b>ENGLISH LANGUAGE ARTS</b>									
Aggregate	Yes	99	Yes	98.6	Yes	2.7	Yes	93.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	98	Yes	96.2	Yes	14.4	Yes	76.6	Yes
Low Income	Yes	100	Yes	97.2	Yes	6.8	Yes	84.6	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	98.5	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	98.7	Yes	2.7	Yes	94.6	Yes
<b>MATHEMATICS</b>									
Aggregate	Yes	99	Yes	97.4	Yes	2.0	Yes	93.4	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	Yes	98	Yes	95.3	Yes	13.0	Yes	76.6	Yes
Low Income	Yes	100	Yes	94.3	Yes	4.6	Yes	84.6	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	98.5	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	97.8	Yes	2.3	Yes	94.6	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
<b>ELA</b>	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	No	Yes	No	Yes	Yes	No	Yes	
<b>MATH</b>	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	No	Yes	Yes	Yes	Yes	No	Yes	

**Braintree High:  
AYP Data Detail**

<b>ENGLISH LANGUAGE ARTS</b>																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (95.1)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate	376	373	99	Yes	367	98.6	Yes	95.9	1.0	95.9-99.4	Yes	93.4	-1.3	95.8	Yes	Yes
Lim. English Prof.	12	12	-	-	10	-	-	-	-	-	-	-	-	-	-	-
Special Education	63	62	98	Yes	59	96.2	Yes	81.8	4.6	83.7-89.1	Yes	76.6	-7.2	85.3	Yes	Yes
Low Income	56	56	100	Yes	53	97.2	Yes	90.4	2.4	90.4-95.8	Yes	84.6	0.2	89.6	Yes	Yes
Afr. Amer./Black	17	17	-	-	16	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	33	33	-	-	33	98.5	-	-	-	-	-	-	-	-	-	-
Hispanic	15	15	-	-	13	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	307	304	99	Yes	301	98.7	Yes	96.0	1.0	96.0-99.5	Yes	94.6	-1.4	96.0	Yes	Yes

<b>MATHEMATICS</b>																
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Grad Rate				AYP 2011
	Enrolled	Assessed	%	Met Target (95%)	N	2011 CPI	Met Target (92.2)	2010 CPI (Baseline)	Gain Target	On Target Range	Met Target	2010 (4yr)	Change (4yr)	2009 (5yr)	Met Target	
Aggregate	378	376	99	Yes	368	97.4	Yes	95.4	1.2	95.4-99.1	Yes	93.4	-1.3	95.8	Yes	Yes
Lim. English Prof.	12	12	-	-	10	-	-	-	-	-	-	-	-	-	-	-
Special Education	63	62	98	Yes	59	95.3	Yes	82.3	4.4	83.9-89.5	Yes	76.6	-7.2	85.3	Yes	Yes
Low Income	56	56	100	Yes	53	94.3	Yes	89.7	2.6	89.7-96.3	Yes	84.6	0.2	89.6	Yes	Yes
Afr. Amer./Black	17	17	-	-	16	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	33	33	-	-	33	98.5	-	-	-	-	-	-	-	-	-	-
Hispanic	15	15	-	-	13	-	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	308	306	99	Yes	302	97.8	Yes	95.5	1.1	95.5-99.1	Yes	94.6	-1.4	96.0	Yes	Yes

Adequate Yearly Progress History										NCLB Accountability Status
	2004	2005	2006	2007	2008	2009	2010	2011		
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
ELA	Yes	No	Yes	No	Yes	Yes	No	Yes		
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
MATH	Yes	No	Yes	Yes	Yes	Yes	No	Yes		

# About the Data

## Enrollment and Educator Data

### Notes:

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject areas they are teaching.

The waiver data included in this 2011 NCLB Report Card reflects only academic waivers issued during the 2010-2011 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

## Student Groups (2010-11 School Year)

**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.

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

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

**Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Limited English Proficient (LEP):** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

**Low Income:** An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

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

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

**Native American:** A person having origins in any of the original peoples of North and South America (including Central America), and 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.

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

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

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

## MCAS Data (Spring 2011 Results)

MCAS performance levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

**Advanced:** Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

**Proficient:** Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

**Needs Improvement:** Students demonstrate a partial understanding of subject matter and solve some simple problems.

**Warning/Failing:** Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

**CPI:** The Composite Performance Index (CPI) is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessments (MCAS-Alt) based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number

between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. A CPI is calculated separately for ELA and mathematics, and at all levels: state, district, school, and student group.

A school or district's CPI is calculated by combining points generated by students who take the standard MCAS tests with points generated by students who take the MCAS-Alt.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)	Portfolio not Submitted	0

\* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

**SGP:** Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99, with 50 being average; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

## Accountability Data (2011)

### State Accountability and Assistance Levels

Accountability reports for all districts and schools (except charter schools) display a state Accountability and Assistance Level of 1 to 5 indicating its placement on the Framework for Accountability and Assistance, the five-level system for district and school accountability and assistance approved by the Board of Elementary and Secondary Education. Districts and schools requiring the least state intervention will be in Level 1; those requiring the most intervention will be in Level 5. For information on understanding Accountability and Assistance Levels, please see <http://www.doe.mass.edu/sda/framework/default.html>.

### Federal NCLB Accountability Status Labels

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

**I1/2-S:** Identified for Improvement - Subgroups only (Year 1 or 2)  
**I1/2-A:** Identified for Improvement (Year 1 or 2)  
**CA-S:** Identified for Corrective Action - Subgroups only  
**CA-A:** Identified for Corrective Action  
**RST1/2-S:** Identified for Restructuring - Subgroups only (Year 1 or 2)  
**RST1/2:** Identified for Restructuring (Year 1 or 2)  
**UR:** Under Review

For more information on the No Child Left Behind Act, please visit <http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of Massachusetts, please visit the <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.