

# 2006-2007 Report Card - Samoset School

## Samoset School (01530045)

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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.

### Mission Statement:

At Samoset School, we aim to prepare all children for success in a highly academic high school program. To accomplish this we provide a safe, healthy, and intellectually stimulating environment that promotes intellectual, social, physical, and emotional growth for young adolescents. We define success as helping every student to meet essential learning standards in every content area and we work to develop and refine instructional strategies that help our students to achieve learning goals.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
<b>Total Count</b>	636	6,123	968,661	Total Number of Teachers	40	399	73,176
<b>Race/Ethnicity (%)</b>				Percentage of Teachers Licensed in Teaching Assignment	92.4	94.3	95.4
African American or Black	6.3	5.1	8.2	Total Number of Teachers in Core Academic Areas	36	341	60,604
Asian	1.9	3.6	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	97.2	96.0	95.1
Hispanic or Latino	20.0	21.8	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	2.8	4.1	4.9
Multi-race, Non-Hispanic	1.4	1.4	1.7	Student/Teacher Ratio	16.1 to 1	15.3 to 1	13.2 to 1
Native American	0.3	0.3	0.3				
Native Hawaiian or Pacific Islander	0.0	0.1	0.2				
White	70.1	67.8	71.5				
<b>Gender (%)</b>							
Male	52.4	52.2	51.4		<b>All Schools</b>	<b>High Poverty Schools</b>	<b>Low Poverty Schools</b>
Female	47.6	47.8	48.6	Percentage of Teachers Licensed in Area in Which Teaching	92.4	-	-
<b>Selected Populations (%)</b>				Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	97.2	-	-
Limited English Proficiency	11.6	11.8	5.6	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	2.8	-	-
Low-Income	28.9	33.2	28.9				
Special Education	16.0	17.4	16.9				
First Language Not English	18.2	19.1	14.9				
<b>Grades Offered:</b> 05, 06, 07, 08							

Samoset AYP Data:

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	613	613	100	Yes	286	84.4	Yes	2.9	Yes	96.2	0.1	Yes	Yes
Lim. English Prof.	63	63	-	-	28	46.4	-	-	-	93.5	-1.2	-	-
Spec. Ed.	99	99	-	-	48	55.2	-	-	-	94.2	-0.6	-	-
Low Income	160	160	-	-	85	69.1	-	-	-	94.3	0.0	-	-
Afr. Amer./Black	37	37	-	-	13	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	104	104	-	-	51	60.8	-	-	-	93.7	0.0	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	458	458	100	Yes	215	89.8	Yes	3.8	Yes	96.6	0.1	Yes	Yes

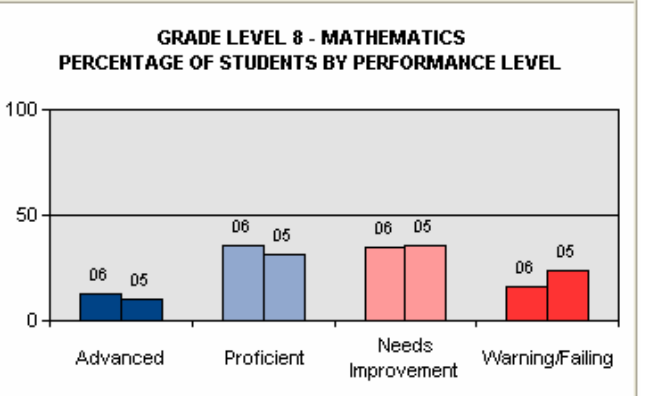
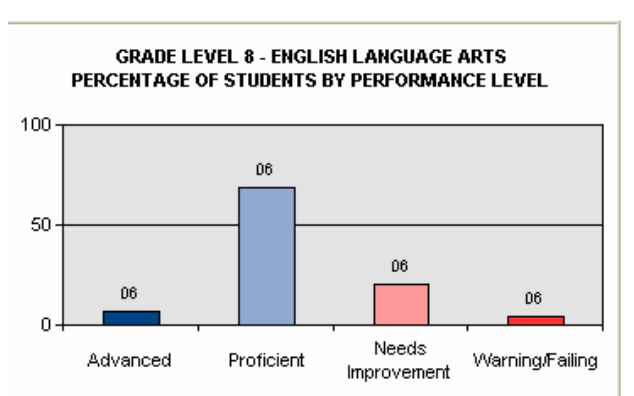
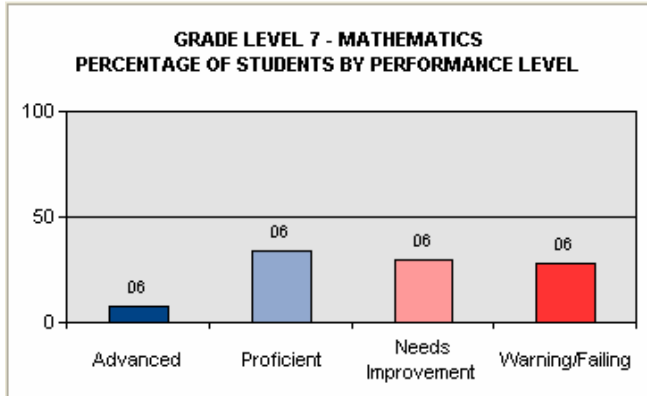
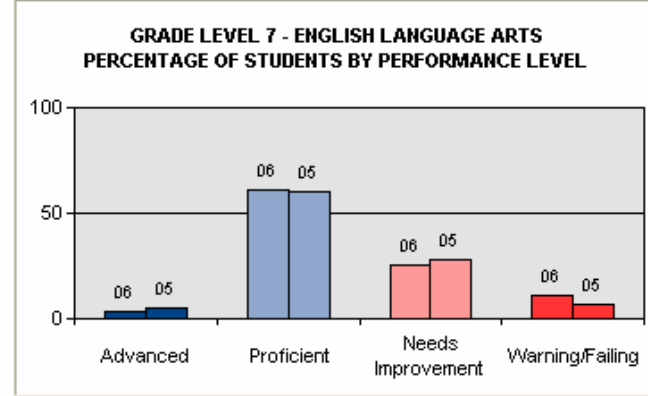
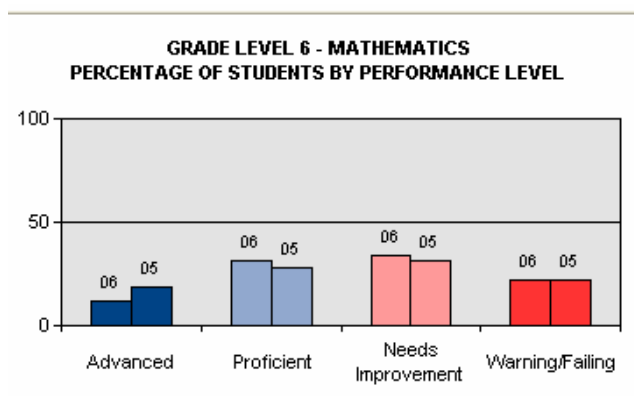
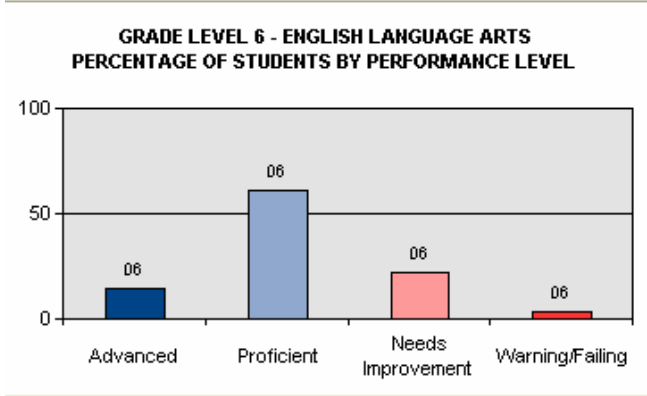
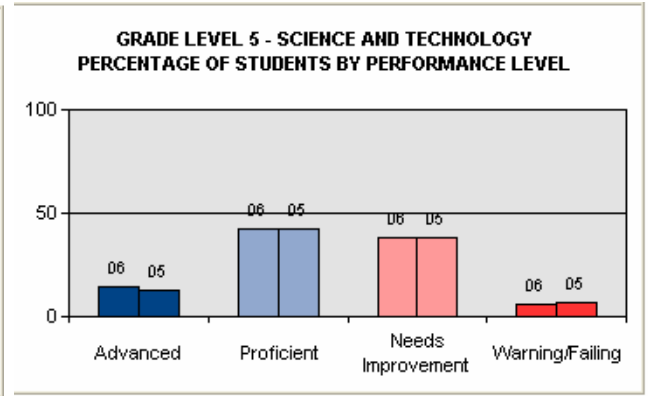
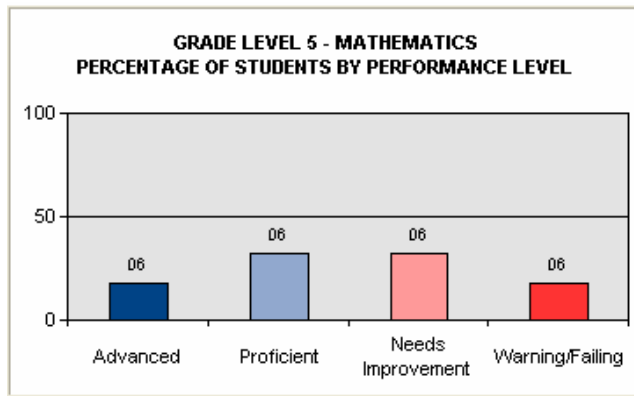
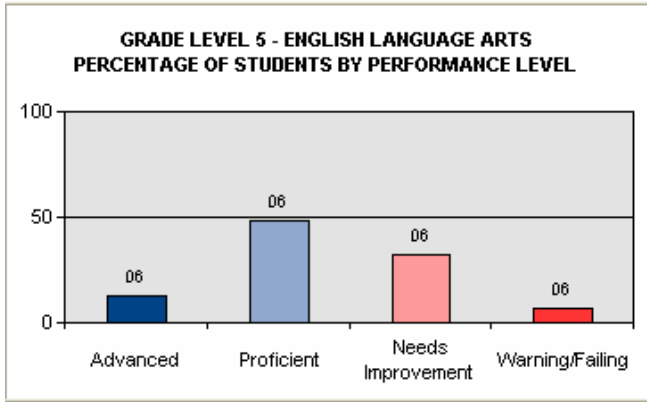
MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	616	616	100	Yes	570	71.3	Yes	6.6	Yes	96.2	0.1	Yes	Yes
Lim. English Prof.	64	64	-	-	48	41.1	-	-	-	93.5	-1.2	-	-
Spec. Ed.	100	100	-	-	81	38.3	-	-	-	94.2	-0.6	-	-
Low Income	161	161	100	Yes	146	56.2	No	11.1	Yes	94.3	0.0	Yes	Yes
Afr. Amer./Black	37	37	-	-	27	60.2	-	-	-	97.5	0.4	-	-
Asian or Pacif. Isl.	11	11	-	-	14	-	-	-	-	-	-	-	-
Hispanic	106	106	100	Yes	88	51.4	No	9.2	Yes	93.7	0.0	Yes	Yes
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	459	459	100	Yes	440	76.0	Yes	5.7	Yes	96.6	0.1	Yes	Yes

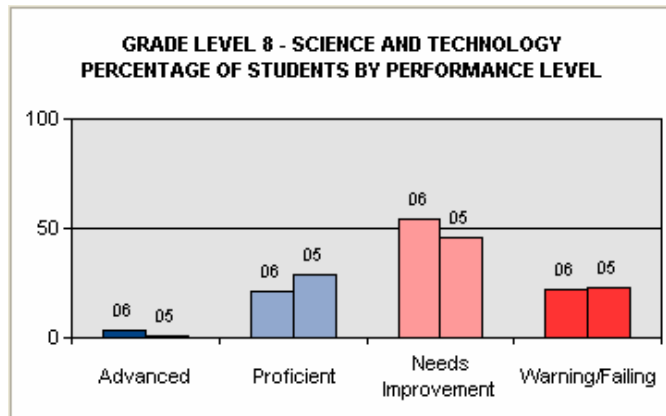
Adequate Yearly Progress History										Accountability Status	
		1999	2000	2001	2002	2003	2004	2005	2006		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	No	Yes	Yes	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	-	No	No	Yes	Yes		

Web Resources for greater detail:

- Massachusetts Department of Education <http://www.doe.mass.edu/>
- School and District Profiles <http://profiles.doe.mass.edu/?orgcode=01530045>
- 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/>







## Data Definitions

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

**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 licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

**Percentage of core academic classes taught by highly-qualified teachers:** The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach 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 challenging problems.

**(A)** Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide 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 IV Accountability 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 under Enrollment.

**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.

**Formerly Limited English Proficient:** A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during 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 a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.