

2006-2007 Report Card - Southeast Middle School

Southeast Middle School (01530050)

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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 Southeast Middle School, we consistently strive to create a strong and supportive learning environment that meets the individual needs of all of our students and staff. The unique developmental characteristics of our students require that we recognize the whole student in terms of their social, personal and academic growth. Students are guided through these changing years by a caring and talented staff that strives to help students learn in a safe environment through a challenging curriculum.

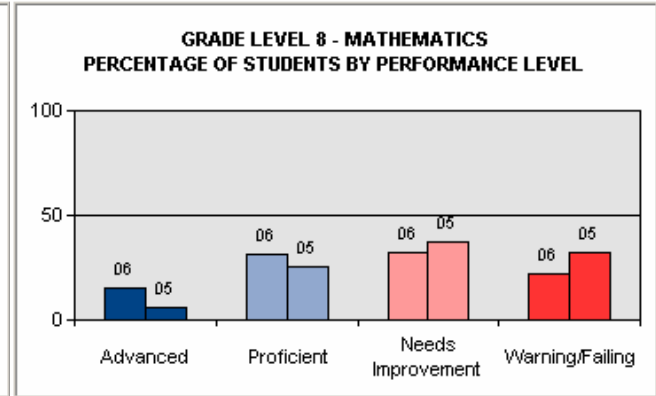
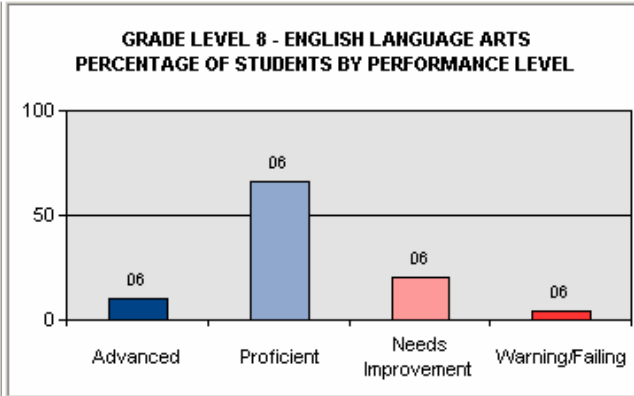
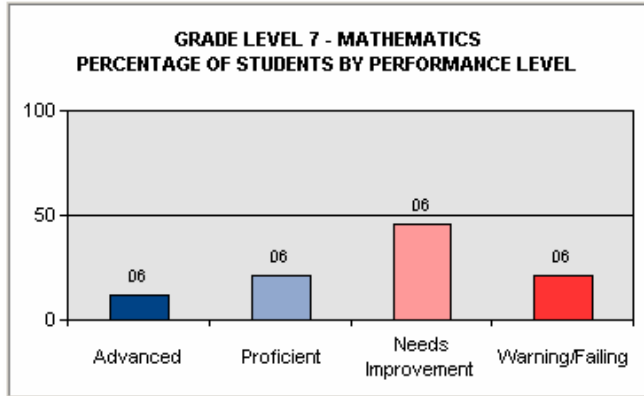
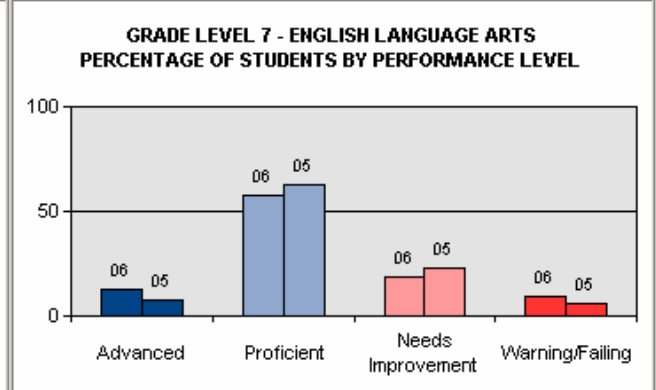
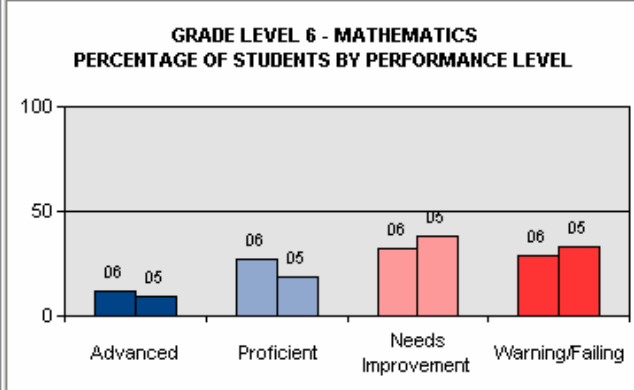
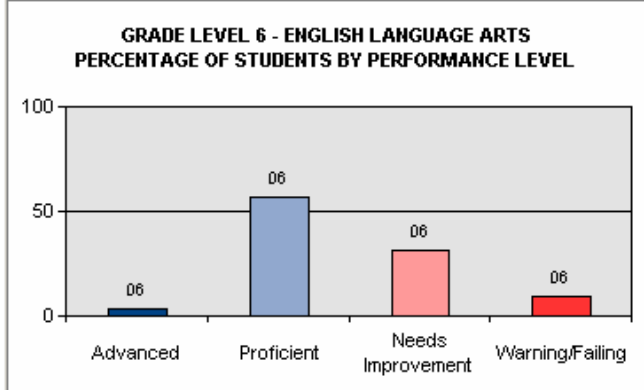
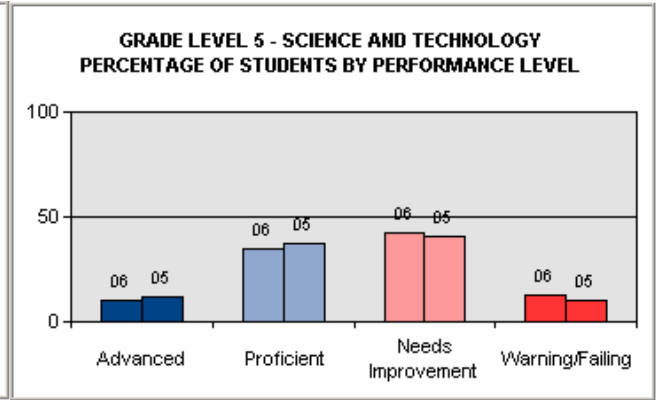
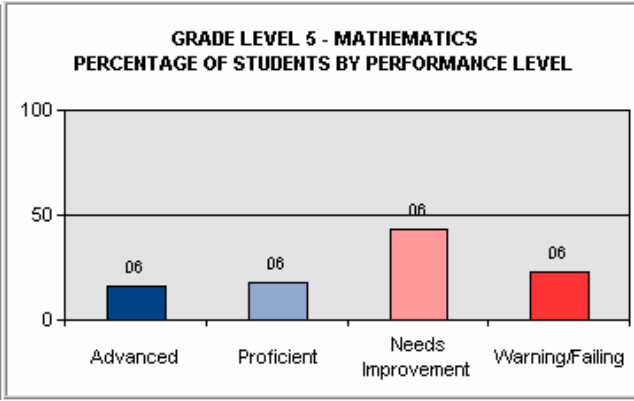
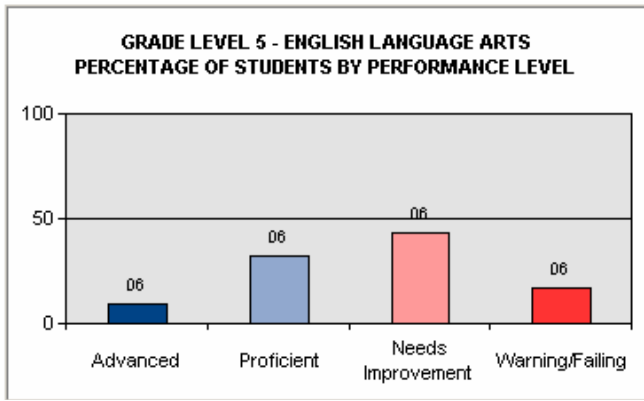
Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
Total Count	564	6,123	968,661	Total Number of Teachers	35	399	73,176
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	94.4	94.3	95.4
African American or Black	3.9	5.1	8.2	Total Number of Teachers in Core Academic Areas	33	341	60,604
Asian	4.6	3.6	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	97.0	96.0	95.1
Hispanic or Latino	26.2	21.8	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	3.0	4.1	4.9
Multi-race, Non-Hispanic	0.9	1.4	1.7	Student/Teacher Ratio	15.9 to 1	15.3 to 1	13.2 to 1
Native American	0.4	0.3	0.3				
Native Hawaiian or Pacific Islander	0.0	0.1	0.2				
White	64.0	67.8	71.5				
Gender (%)							
Male	49.6	52.2	51.4		All Schools	High Poverty Schools	Low Poverty Schools
Female	50.4	47.8	48.6	Percentage of Teachers Licensed in Area in Which Teaching	94.4	-	-
Selected Populations (%)				Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	97.0	-	-
Limited English Proficiency	11.2	11.8	5.6	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	3.0	-	-
Low-Income	46.1	33.2	28.9				
Special Education	13.8	17.4	16.9				
First Language Not English	21.1	19.1	14.9				
Grades Offered: 05, 06, 07, 08							

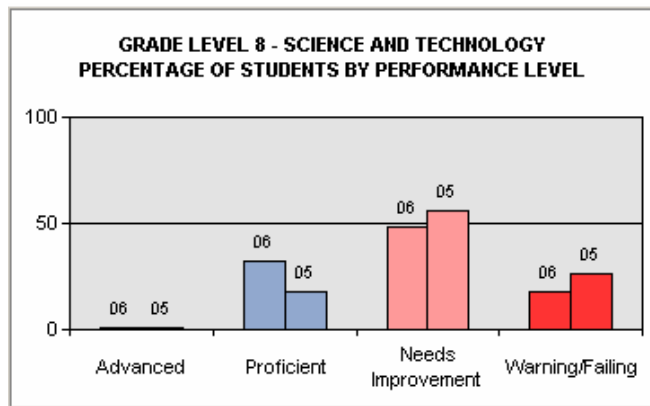
Southeast AYP data:

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	569	568	100	Yes	243	80.0	No	-5.2	No	95.1	-0.2	Yes	No
Lim. English Prof.	103	103	-	-	59	70.8	-	-	-	94.9	-0.1	-	-
Spec. Ed.	92	92	-	-	48	57.3	-	-	-	93.9	-0.1	-	-
Low Income	241	240	100	Yes	114	73.9	No	-6.3	No	94.4	-0.4	Yes	No
Afr. Amer./Black	28	28	-	-	12	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	22	22	-	-	11	-	-	-	-	-	-	-	-
Hispanic	140	140	-	-	69	73.9	-	-	-	94.9	-0.2	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	377	376	100	Yes	150	84.3	Yes	-4.3	No	95.0	-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	569	567	100	Yes	531	60.7	No	-4.1	No	95.1	-0.2	Yes	No
Lim. English Prof.	102	102	100	Yes	116	48.5	No	-2.3	No	94.9	-0.1	Yes	No
Spec. Ed.	92	91	-	-	83	36.4	-	-	-	93.9	-0.1	-	-
Low Income	241	240	100	Yes	239	51.3	No	-1.2	No	94.4	-0.4	Yes	No
Afr. Amer./Black	28	28	-	-	23	39.1	-	-	-	96.3	0.2	-	-
Asian or Pacif. Isl.	22	22	-	-	28	65.2	-	-	-	97.9	-0.4	-	-
Hispanic	140	140	100	Yes	127	46.7	No	-2.8	No	94.9	-0.2	Yes	No
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	377	375	99	Yes	350	67.1	No	-1.7	No	95.0	-0.1	Yes	No

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





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.

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/>.