

## School Report Card - Ottoson Middle

### Ottoson Middle (00100410)

**Stavroula I Bouris, Principal Principal**  
**Stavroula I Bouris, School Principal**  
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#### **Report Card:**

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

**Grades Offered:** 06, 07, 08

**Percent of teachers licensed:** 93%

**Percent of core academic classes taught by highly qualified teachers:** 91%

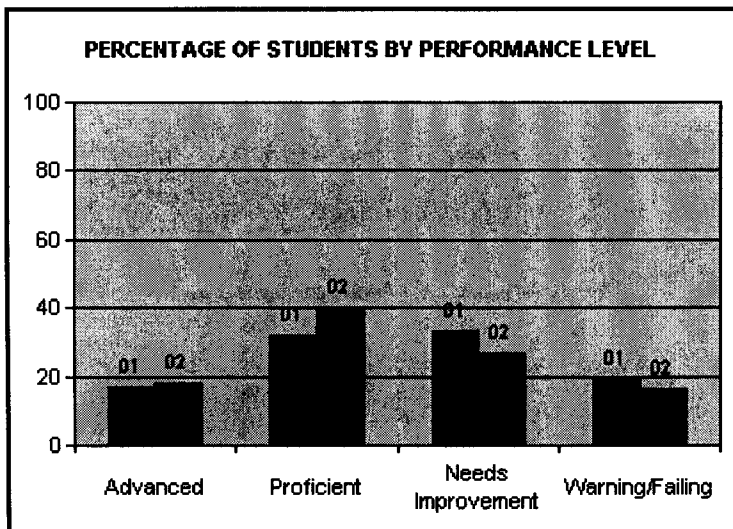
#### **Additional Teacher Information:**

Any Arlington Public School teacher not currently holding a teacher's license is in the process of completing the licensure process or has a license pending.

School Report Card - Ottoson Middle  
Grade 06 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	321	100	19	41	26	14
Disabled	18	100	0	17	44	39
Limited English Proficient			0	0	0	0
<b>GENDER</b>						
Female	162	97	17	41	23	19
Male	176	99	19	39	30	13
<b>RACE/ETHNICITY</b>						
African American/Black	17	100	0	24	47	29
Asian or Pacific Islander	10	83	30	60	10	0
Hispanic	3	75				
Mixed or Other	12	100	25	42	0	33
Native American	1	100				
White	291	99	19	40	27	14
<b>FREE LUNCH</b>	35	100	14	20	29	37
<b>ALL STUDENTS</b>						
2002	339	98	18	40	27	16
2001	337	99	17	32	33	19
<b>DISTRICT</b>						
2002	342	98	18	40	27	16
2001	353	99	16	30	32	22
<b>STATE</b>						
2002	78561	99	13	28	29	29

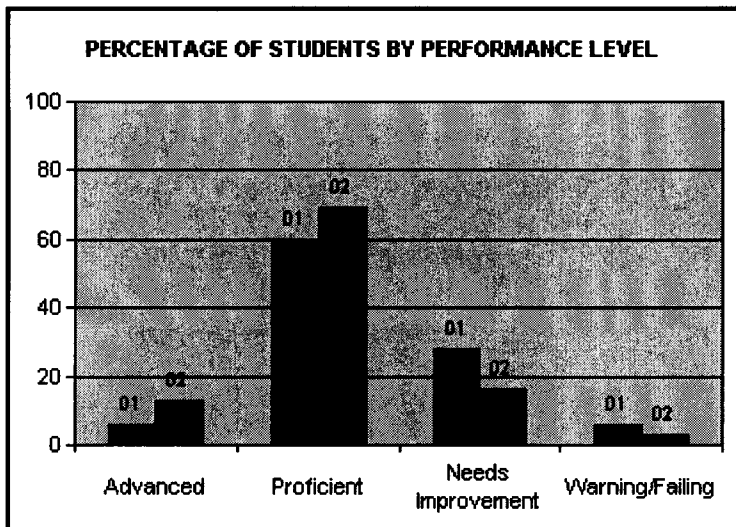
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



School Report Card - Ottoson Middle  
Grade 07 - English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	304	99	13	71	14	2
Disabled	16	100	0	44	38	19
Limited English Proficient			0	0	0	0
<b>GENDER</b>						
Female	162	99	20	65	14	1
Male	157	98	5	73	18	4
<b>RACE/ETHNICITY</b>						
African American/Black	9	90				
Asian or Pacific Islander	11	100	27	55	18	0
Hispanic	3	75				
Mixed or Other	10	83	20	70	10	0
White	286	99	12	71	15	2
<b>FREE LUNCH</b>	23	100	0	52	43	4
<b>ALL STUDENTS</b>						
2002	320	98	13	69	16	3
2001	338	97	6	60	28	6
<b>DISTRICT</b>						
2002	324	98	12	69	16	3
2001	352	96	6	58	28	8
<b>STATE</b>						
2002	76710	97	9	55	28	8

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality

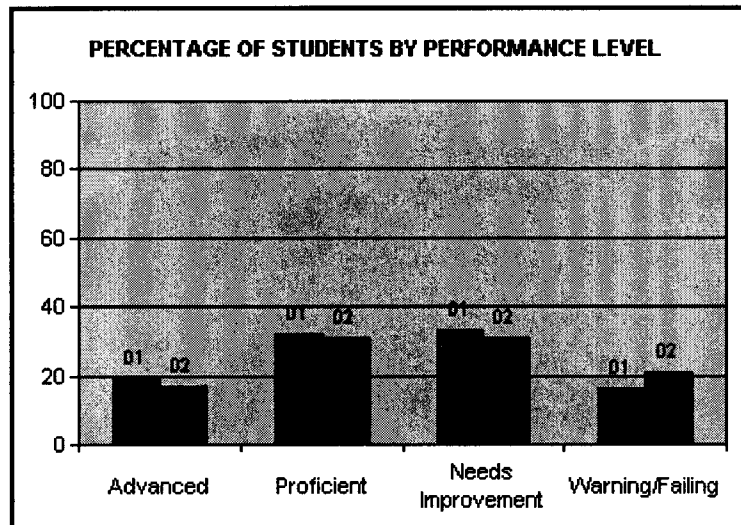


School Report Card - Ottoson Middle  
Grade 08 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	284	100	19	35	33	13
Disabled	46	100	2	4	22	72
Limited English Proficient			0	0	0	0
<b>GENDER</b>						
Female	151	99	13	34	33	21
Male	178	98	20	29	30	21
<b>RACE/ETHNICITY</b>						
African American/Black	14	93	0	7	36	57
Asian or Pacific Islander	15	88	27	53	13	7
Hispanic	8	100				
Mixed or Other	23	100	13	30	35	22
White	267	100	18	30	31	20
<b>FREE LUNCH</b>	25	100	0	20	36	44
<b>ALL STUDENTS</b>						
2002	330	99	17	31	31	21
2001	308	97	19	32	33	16
<b>DISTRICT</b>						
2002	330	99	17	31	31	21
2001	332	97	17	30	32	21
<b>STATE</b>						
2002	74890	98	11	23	33	33

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Adequate Yearly Performance of School										
Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
7/8	ELA	91.7	+ 1.2	94.0	Very High	On Target	Y	Y	Y	Y
7/8	MTH	71.1	+ 4.1	74.0	Moderate	On Target	Y	Y	Y	Y



## Data Definitions

### Enrollment

**Limited English Proficient:** are defined as "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 the 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

**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.

**Percent of teachers licensed:**

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

**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 hold a valid Massachusetts license 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.

### MCAS Student Status:

**Regular:** Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities:** Students who have an individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient:** They are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

**Race/Ethnicity:**

This data is collected on the MCAS test, and is collected differently than in the enrollment statistics. Students have the option on the MCAS of selecting more than one racial/ethnicity descriptor, and "other" is an option.

**Eligible for F/RP Lunch:**

Students eligible for free or reduced price lunch.

**Performance Level Definitions**

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

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

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

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

### Adequate Yearly Progress Performance (School)

Detailed information on the Department of Education's school performance rating process can be found on the Department website at <http://www.doe.mass.edu/ata/sda.html#sprp>.

**Base PI** - The cycle II **baseline proficiency index**. This measure is based on the 1999 and 2000 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

**Imp. Target** - The school's **improvement target** is the proficiency index points needed, every two years, to close the gap between the baseline and the NCLB goal of all students proficient by 2014.

**Cycle II PI** - The cycle II **proficiency index**. This measure is based on the 2001 and 2002 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

**Perf. Rating** - The **performance rating** is based on the cycle II PI. The six ratings are Very High, High, Moderate, Low, Very Low, and Critically Low.

**Imp. Rating** - The **improvement rating** is based on the actual change in the proficiency index, from the baseline to the end of the cycle, compared to the improvement target. The five ratings are Above Target, On Target, Improved Below Target, No Change, and Declined.

**AYP** - A determination of whether the school has made "adequate yearly progress".