

2004-05 School Report Card - Ottoson Middle

Ottoson Middle (00100410)

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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.

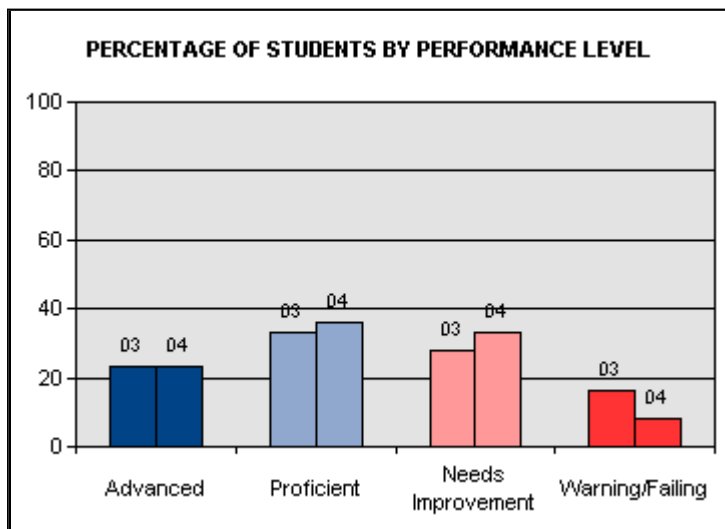
Enrollment - 2004-05				Teacher Data (2004-05)			
	School	District	State		School	District	State
Total Count	972	4,486	975,911	Total # of Teachers	76	314	73,394
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	100.0	97.2	93.9
African American	4.7	4.6	8.9	Total # of Teachers in Core Academic Areas	55	259	57,522
Asian	5.6	8.0	4.8	% of Core Academic Teachers Identified as Highly Qualified	96.2	95.8	93.0
Hispanic	4.0	3.0	11.8	Student/Teacher Ratio	12.9 to 1	14.3 to 1	13.3 to 1
Native American	0.3	0.2	0.3	Additional Teacher Information			
White	85.4	84.2	74.2	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.			
Gender (%)				Web Resources			
Male	52.1	50.6	51.4	Massachusetts Department of Education: http://www.doe.mass.edu/			
Female	47.9	49.4	48.6	School and District Profiles: http://profiles.doe.mass.edu/?orgcode=00100410			
Selected Populations (%)				Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIII/			
Limited English Proficiency	6.2	6.1	5.1	Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/			
Low-income	10.5	8.7	27.7				
Special Education	16.7	13.6	15.9				
First Language Not English	9.0	9.3	14.0				
Migrant	0.0	0.0	0.1				

Grades Offered: 06, 07, 08

**2004-05 School Report Card - Ottoson Middle
Grade 06 - Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	226	100	28	41	27	4
Disabled	49	100	6	10	57	27
Limited English Proficient	14	100	7	57	29	7
GENDER						
Female	152	100	20	40	31	9
Male	137	100	26	32	34	7
RACE/ETHNICITY						
African American/Black	12	100	17	8	50	25
Asian or Pacific Islander	19	100	11	42	37	11
Hispanic	9	100				
White	249	100	25	38	31	6
LOW INCOME	26	100	12	19	38	31
ALL STUDENTS						
2004	289	100	23	36	33	8
2003	344	100	23	33	28	16
DISTRICT						
2004	297	100	23	35	32	10
2003	349	100	22	32	28	17
STATE						
2004	76661	99	17	25	32	25
2003	78040	100	16	26	32	26

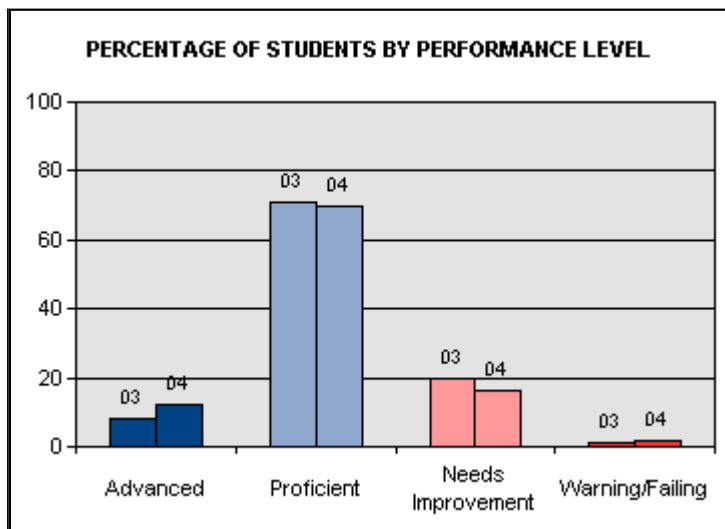
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality



**2004-05 School Report Card - Ottoson Middle
Grade 07 - English Language Arts**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	265	99	15	74	11	0
Disabled	60	100	0	52	42	7
Limited English Proficient	9	100				
GENDER						
Female	151	100	17	68	14	1
Male	183	99	8	72	18	2
RACE/ETHNICITY						
African American/Black	15	100	0	47	47	7
Asian or Pacific Islander	19	100	21	74	0	5
Hispanic	10	100	0	40	50	10
White	289	100	13	72	15	1
LOW INCOME	46	100	0	61	35	4
ALL STUDENTS						
2004	334	99	12	70	16	2
2003	342	100	8	71	20	1
DISTRICT						
2004	338	99	12	69	16	2
2003	348	100	8	70	20	2
STATE						
2004	77386	98	9	59	25	7
2003	79345	99	8	57	28	7

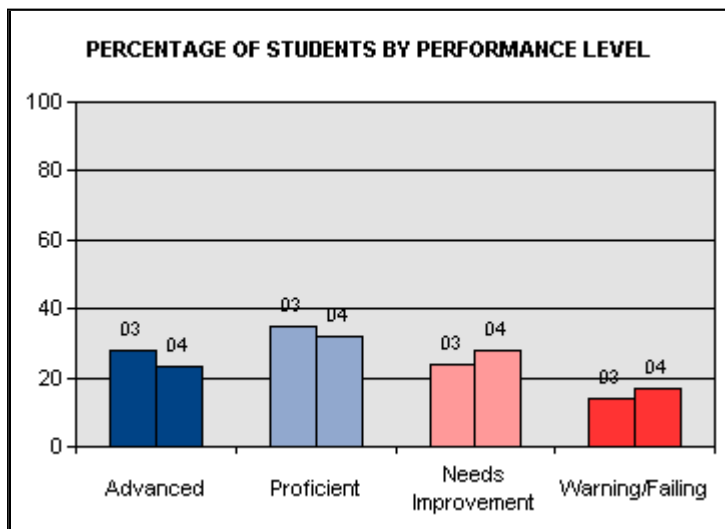
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**2004-05 School Report Card - Ottoson Middle
Grade 08 - Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	280	100	27	35	27	11
Disabled	54	100	4	19	33	44
Limited English Proficient	11	100	27	27	18	27
GENDER						
Female	168	100	21	31	28	20
Male	177	100	25	33	28	14
RACE/ETHNICITY						
African American/Black	18	100	0	33	28	39
Asian or Pacific Islander	17	100	35	24	18	24
Hispanic	7	100				
White	302	100	25	33	28	14
LOW INCOME	39	100	10	23	18	49
ALL STUDENTS						
2004	345	100	23	32	28	17
2003	327	99	28	35	24	14
DISTRICT						
2004	351	100	23	32	27	18
2003	338	99	27	33	23	17
STATE						
2004	78893	99	13	26	32	29
2003	78589	99	12	25	30	33

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**2004-05 School Report Card - Ottoson Middle
2004 Adequate Yearly Progress (AYP) Report**

ENGLISH LANGUAGE ARTS													
Student Group	2004				Cycle III combined data for 2003 and 2004					2004			AYP 2004
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	334	334	100	Yes	665	93.4	Yes	1.2	Yes	95.5	0.2	Yes	Yes
Lim. English Prof.	11	11	-	-	27	81.5	-	-	-	96.4	2.1	-	-
Spec. Ed.	55	55	100	Yes	108	80.3	Yes	2.2	Yes	94.6	0.5	Yes	Yes
Low Income	46	46	-	-	77	84.7	-	5.0	-	93.2	-0.7	-	-
Afr. Amer./Black	15	15	-	-	30	85.0	-	14.6	-	96.1	1	-	-
Asian or Pacif. Isl.	19	19	-	-	35	94.3	-	41.4	-	97.4	-0.2	-	-
Hispanic	10	10	-	-	15	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	289	289	100	Yes	585	94.3	Yes	0.2	Yes	95.4	0.1	Yes	Yes

MATHEMATICS													
Student Group	2004				Cycle III combined data for 2003 and 2004					2004			AYP 2004
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	634	634	100	Yes	1271	79.5	Yes	5.8	Yes	95.5	0.2	Yes	Yes
Lim. English Prof.	32	32	-	-	51	66.7	-	-	-	96.4	2.1	-	-
Spec. Ed.	103	103	100	Yes	241	55.0	No	10.0	Yes	94.6	0.5	Yes	Yes
Low Income	65	65	100	Yes	127	59.6	No	4.9	No	93.2	-0.7	Yes	No
Afr. Amer./Black	30	30	-	-	59	54.7	-	9.1	-	96.1	1	-	-
Asian or Pacif. Isl.	36	36	-	-	61	80.7	-	3.9	-	97.4	-0.2	-	-
Hispanic	16	16	-	-	28	54.5	-	-6.6	-	95.2	2.3	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	551	551	100	Yes	1123	81.3	Yes	6.0	Yes	95.4	0.1	Yes	Yes

Adequate Yearly Progress History								2004 Accountability Status	Cycle III Performance Rating	Cycle III Improvement Rating
	1999	2000	2001	2002	2003	2004				
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status	Very High	On Target
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes			
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No Status	Moderate	On Target
	All subgroups	N/A	N/A	N/A	N/A	Yes	No			

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2004.

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

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

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

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

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work 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 who have an Individualized Education Plan (IEP).

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.

Educator Quality - Educator information is as of October 1, 2004.

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

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.

Student Subgroup Definitions

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, Race/Ethnicity, Low income, Migrant - See definitions under Enrollment.

*2003 MCAS results may differ slightly from earlier published figures because Alternately Assessed students whose portfolios were incomplete have now been included.

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/cycle111/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review