

2005-06 School Report Card - Ottoson Middle

Ottoson Middle (00100410)

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Overview:

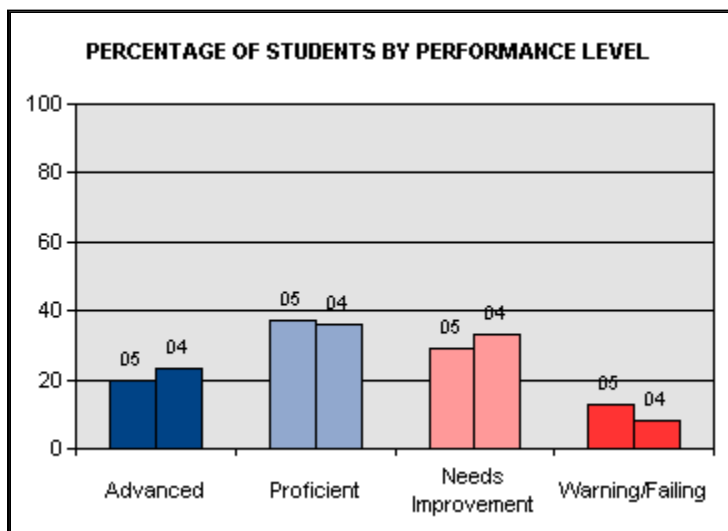
This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Enrollment - 2005-06				Teacher Data (2005-06)			
	School	District	State		School	District	State
Total Count	972	4,522	972,371	Total # of Teachers	75	331	73,593
Race/Ethnicity (%)				% of Teachers Licensed in Teaching Assignment	94.5	93.5	94.4
African American	5.1	4.3	8.3	Total # of Teachers in Core Academic Areas	62	286	62,301
Asian	6.8	7.7	4.6	% of Core Academic Teachers Identified as Highly Qualified	94.9	94.6	93.7
Hispanic	4.0	4.0	12.9	Student/Teacher Ratio	12.9 to 1	13.6 to 1	13.2 to 1
Native American	0.4	0.1	0.3	Additional Teacher Information			
White	82.1	82.0	72.4	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.			
Native Hawaiian, Pacific Islander	0.0	0.1	0.1	Web Resources			
Multi-Ethnic	1.5	1.9	1.4	Massachusetts Department of Education: http://www.doe.mass.edu/			
Gender (%)				School and District Profiles: http://profiles.doe.mass.edu/?orgcode=00100410			
Male	49.3	50.7	51.4	Adequate Yearly Progress (AYP) Information: http://www.doe.mass.edu/sda/ayp/cycleIVmid/			
Female	50.7	49.3	48.6	Massachusetts No Child Left Behind website: http://www.doe.mass.edu/nclb/			
Selected Populations (%)							
Limited English Proficiency	5.6	5.5	5.3				
Low-income	11.9	10.8	28.2				
Special Education	17.2	15.5	16.5				
First Language Not English	9.8	9.9	14.3				
Migrant	0.0	0.0	0.1				
Grades Offered: 06, 07, 08							

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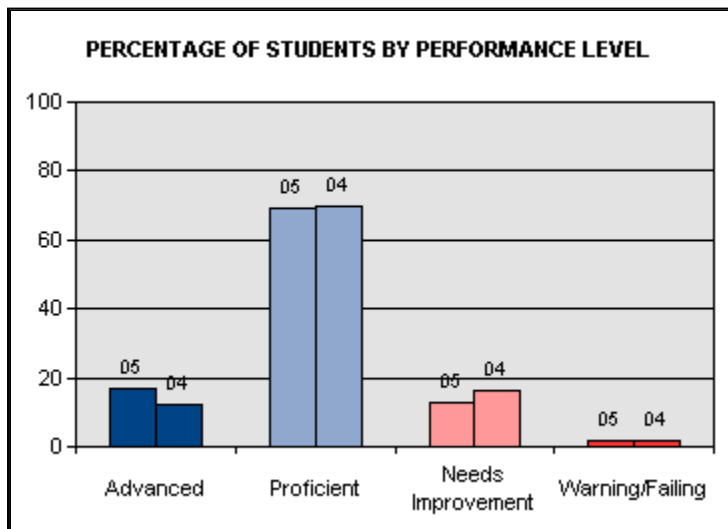
GRADE LEVEL 6 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	259	76	25	41	29	5
DISABLED	60	18	3	22	32	43
LIMITED ENGLISH PROFICIENT	23	7	13	39	22	26
GENDER						
FEMALE	160	47	18	36	32	14
MALE	182	53	22	38	27	13
RACE/ETHNICITY						
AFRICAN-AMERICAN	16	5	0	6	50	44
ASIAN OR PACIFIC ISLANDER	15	4	13	20	47	20
HISPANIC	14	4	21	14	29	36
NATIVE AMERICAN	2	1	-	-	-	-
WHITE	295	86	22	40	27	11
LOW INCOME	37	11	5	22	35	38
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	74789	100	17	29	30	23
2004	76661	100	17	25	32	25
ALL STUDENT						
2005	342	100	20	37	29	13
2004	289	100	23	36	33	8
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



2005-06 School Report Card - Ottoson Middle GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

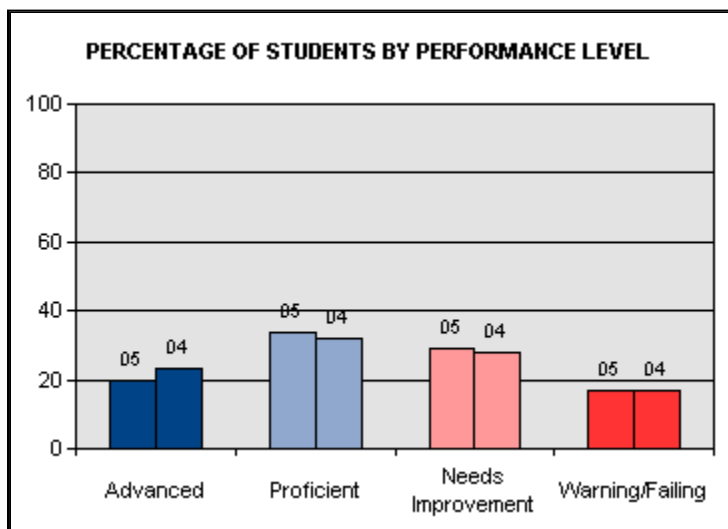
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	229	78	21	70	8	0
DISABLED	48	16	2	63	27	8
LIMITED ENGLISH PROFICIENT	16	5	0	63	31	6
GENDER						
FEMALE	158	54	24	66	9	1
MALE	135	46	8	72	17	3
RACE/ETHNICITY						
AFRICAN-AMERICAN	14	5	0	57	43	0
ASIAN OR PACIFIC ISLANDER	18	6	6	78	6	11
HISPANIC	12	4	8	75	17	0
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	249	85	19	68	11	2
LOW INCOME						
	25	9	4	60	32	4
MIGRANT STUDENT						
	0	0	-	-	-	-
STATE						
2005	76717	100	10	56	27	7
2004	77386	100	9	59	25	7
ALL STUDENT						
2005	293	100	17	69	13	2
2004	334	100	12	70	16	2
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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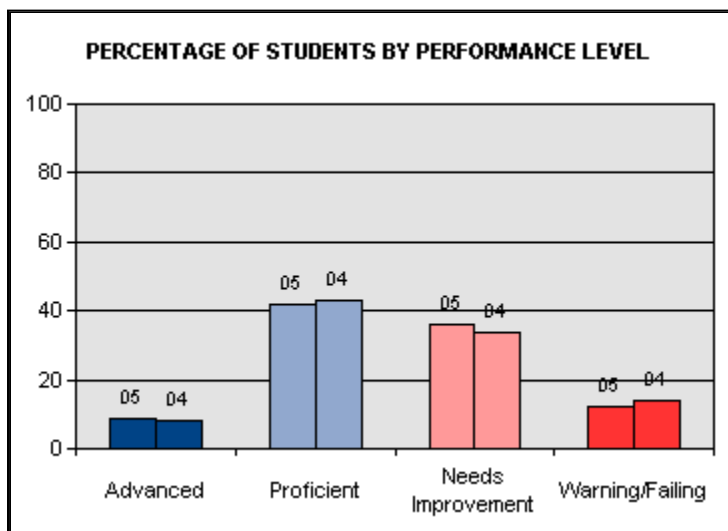
GRADE LEVEL 8 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	265	78	23	38	28	11
DISABLED	60	18	5	12	38	45
LIMITED ENGLISH PROFICIENT	15	4	27	33	13	27
GENDER						
FEMALE	151	44	21	29	32	18
MALE	188	55	20	37	27	16
RACE/ETHNICITY						
AFRICAN-AMERICAN	16	5	0	0	50	50
ASIAN OR PACIFIC ISLANDER	23	7	39	30	22	9
HISPANIC	12	4	8	17	33	42
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	288	85	20	36	28	15
LOW INCOME	41	12	7	12	41	39
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	77026	100	13	26	30	31
2004	78893	100	13	26	32	29
ALL STUDENT						
2005	340	100	20	34	29	17
2004	345	100	23	32	28	17
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



2005-06 School Report Card - Ottoson Middle GRADE LEVEL 8 - SCIENCE AND TECHNOLOGY

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
STUDENT STATUS						
REGULAR	265	78	12	48	36	5
DISABLED	60	18	0	20	37	43
LIMITED ENGLISH PROFICIENT	15	4	7	27	40	27
GENDER						
FEMALE	151	44	9	38	36	16
MALE	188	55	10	45	36	10
RACE/ETHNICITY						
AFRICAN-AMERICAN	16	5	0	6	69	25
ASIAN OR PACIFIC ISLANDER	23	7	22	43	17	17
HISPANIC	12	4	0	25	33	42
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	288	85	9	44	36	10
LOW INCOME	41	12	2	24	41	32
MIGRANT STUDENT	0	0	-	-	-	-
STATE						
2005	76891	100	4	29	41	26
2004	78887	100	5	28	35	31
ALL STUDENT						
2005	340	100	9	42	36	12
2004	345	100	8	43	34	14
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	293	293	100	Yes	289	94.4	Yes	1.0	Yes	95.6	0.1	Yes	Yes
Lim. English Prof.	20	20	-	-	20	83.8	-	-	-	95.3	-1.1	-	-
Spec. Ed.	47	47	100	Yes	47	84.0	Yes	3.7	Yes	95.8	1.3	Yes	Yes
Low Income	25	25	-	-	25	86.0	-	-	-	94.4	1.2	-	-
Afr. Amer./Black	14	14	-	-	14	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	18	18	-	-	17	-	-	-	-	-	-	-	-
Hispanic	12	12	-	-	11	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	249	249	100	Yes	247	95.2	Yes	0.9	Yes	95.6	0.2	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	682	680	100	Yes	664	78.0	Yes	-1.5	No	95.6	0.1	Yes	Yes
Lim. English Prof.	48	48	100	Yes	45	68.9	Yes	2.2	Yes	95.3	-1.1	Yes	Yes
Spec. Ed.	117	116	99	Yes	110	52.7	No	-2.3	No	95.8	1.3	Yes	No
Low Income	78	78	100	Yes	76	55.3	No	-4.3	No	94.4	1.2	Yes	No
Afr. Amer./Black	32	32	-	-	31	46.8	-	-	-	95.3	-0.8	-	-
Asian or Pacif. Isl.	38	38	-	-	35	79.3	-	-	-	97.1	-0.2	-	-
Hispanic	26	26	-	-	26	56.7	-	-	-	94.0	-1.2	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-
White	583	581	100	Yes	570	80.5	Yes	-0.8	No	95.6	0.2	Yes	Yes

Adequate Yearly Progress History									Accountability Status
	1999	2000	2001	2002	2003	2004	2005		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups only
	All subgroups	N/A	N/A	N/A	N/A	Yes	No	No	

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2005.

Race/Ethnicity:

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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

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

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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.

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

Multi-racial. A person selecting more than one racial category and non-Hispanic.

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, 2005.

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 2005 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.

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/cycleIVmid/>.

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