



January 2013

Dear Ottoson Middle School Parents and Guardians:

I am pleased to announce the posting of our school "report card". Please see it below. It contains information about student enrollment and teacher qualifications, student achievement, accountability, how our school is performing relative to other schools, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Part I: Student Enrollment and Teacher Qualifications

The first section of the report card provides information about the students and teachers in our school as compared to the district and the state.

Part II: Student Achievement

The second section of the report card shows how Massachusetts students are performing on the National Assessment of Educational Progress, a test that allows you to compare the performance of Massachusetts students to students across the nation or in other states. You can also see how our school performed on the Massachusetts Comprehensive Assessment System (MCAS) tests as compared to the district and the state.

Part III: Accountability

The third section of the report card contains three important pieces of information:

- **Accountability and Assistance Levels:** Schools and districts are placed into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. Ottoson has been placed into Level 2 because of not fully meeting the goal for narrowing the achievement gap.
- **School Percentiles:** A school percentile between 1 and 99 is reported for most schools. This number shows the overall performance of our school relative to other schools that serve the same or similar grades. Our school percentile is 83. This means that our school is performing higher than 83 percent of the middle schools in the state.
- **Progress and Performance Index (PPI):** The PPI is a number that indicates our school's progress toward narrowing proficiency gaps, or, in other words, helping *all* students reach proficiency and be prepared for success after high school. Massachusetts has set a goal of reducing proficiency gaps by half between the years 2011 and 2017. For a group of students to be considered to be making sufficient progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

To improve student achievement in our school, we are implementing our school improvement plan, which includes improving achievement in Mathematics by using Math interventions, the new PLATO software and creating individual Student Success Plans for at-risk Math students, as well as completing the alignment of the Ottoson curriculum with the Common Core State Standards in English Language Arts/Literacy and Mathematics.

We encourage you to become involved in helping us improve our school. Some of the ways you can become involved are:

- Encouraging your child's learning at home
- Attending parent-teacher meetings and other special meetings
- Serving as a volunteer in our school or district
- Encouraging other parents to become involved

For more information about what we are doing to improve student achievement, please feel free to contact me at 781-316-3745 ext. 2105, or truggere@arlington.k12.ma.us.

Sincerely,

Tim Ruggere
Principal

2012 Report Card - Ottoson Middle

Ottoson Middle (00100410)

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Overview:

This report card contains information required by the federal Elementary and Secondary Education Act (ESEA) for our school and district including: student enrollment and teacher qualifications, student achievement, accountability, and the progress our school is making toward narrowing proficiency gaps for different groups of students.

Enrollment and Educator Data (2011-12 School Year)

A **highly qualified teacher** is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach. **Core academic areas** include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Self-contained classroom courses have been weighted to reflect the core academic courses within them.)

High poverty schools are schools in the top quartile of poverty in the state. **Low poverty schools** are in the bottom quartile of poverty in the state.

Waivers are granted to unlicensed or inappropriately licensed personnel upon district request if the district was unable, after making a good faith effort, to find a capable, appropriately licensed candidate for a teaching position. Waivers are valid for only one school year. For more information on waivers, please see the section entitled [About the Data](#) at the end of this document.

	School	District	State
Total Count	1,026	4,858	953,369
Race/Ethnicity (%)			
African American or Black	3.6	3.6	8.3
Asian	9.5	10.3	5.7
Hispanic or Latino	4.4	5.0	16.1
Multi-race, Non-Hispanic	1.9	3.6	2.5
Native American	0.1	0.1	0.2
Native Hawaiian or Pacific Islander	0.0	0.1	0.1
White	80.5	77.3	67.0
Gender (%)			
Male	50.8	49.6	51.3
Female	49.2	50.4	48.7
Selected Populations (%)			
English Language Learner	3.3	5.3	7.3
Low-Income	12.1	11.5	35.2
Students w/Disabilities	15.9	14.2	17.0
First Language Not English	11.7	12.5	16.7

Enrollment (2011-12)

	School	District	State
Total # of Teachers	70.3	329.0	69,341.9
Percentage of Teachers Licensed in Teaching Assignment	100.0	99.0	97.8
Total Number of Classes in Core Academic Areas	381	1,570	339,887
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	97.9	99.0	97.8
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	2.1	1.0	2.2
Student/Teacher Ratio	14.6 to 1	14.8 to 1	13.7 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.3	1.0

Educator Data (2011-12)

06, 07, 08

Grades Offered:

2011 Massachusetts and Nationwide NAEP Results by Student Group Average Scaled Scores and Percentages of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: **A** for Advanced, **P+** for Proficient and above, **B+** for Basic and above, **BB** for Below Basic. The symbol **"#"** means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	237	16	50	83	17	100	220	7	32	66	34	100
Stud. w/ Disab	213	4	22	56	44	14	186	2	11	32	68	11
LEP/FLEP	204	1	12	46	54	7	188	1	7	30	70	11
African American/Black	216	3	24	61	39	9	205	2	16	49	51	16
Asian/Pacific Islander	243	25	56	85	15	6	234	17	49	79	21	5
Hispanic/Latino	216	4	23	62	38	14	205	2	18	50	50	23
White	243	18	59	89	11	68	230	10	42	77	23	52
Low-Income	218	4	25	66	34	33	207	2	18	52	48	52

GRADE LEVEL 4 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	253	13	58	93	7	100	240	6	40	82	18	100
Stud. w/ Disab	233	3	26	76	24	16	218	2	17	55	45	12
LEP/FLEP	228	2	20	72	28	7	219	1	14	58	42	11
African American/Black	235	3	27	81	19	9	224	1	17	66	34	16
Asian/Pacific Islander	267	30	76	98	2	6	256	20	62	91	9	5
Hispanic/Latino	236	4	32	80	20	15	229	2	24	72	28	24
White	258	15	67	96	4	68	249	9	52	91	9	52
Low-Income	239	4	36	83	17	34	229	2	24	73	27	52

GRADE LEVEL 8 - READING												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	275	6	46	84	16	100	264	3	32	75	25	100
Stud. w/ Disab	249	1	16	59	41	14	230	#	7	36	64	10
LEP/FLEP	211	#	1	17	83	3	223	#	3	29	71	5
African American/Black	255	2	20	68	32	7	248	1	14	58	42	16
Asian/Pacific Islander	288	14	61	90	10	4	275	8	46	82	18	5
Hispanic/Latino	248	1	18	59	41	13	251	1	18	63	37	22
White	282	8	53	91	9	73	272	4	41	84	16	54
Low-Income	257	1	25	70	30	32	251	1	18	63	37	48

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level				Avg. Scaled Score	% of Stud. at Each Perf. Level					
		A	P+	B+	BB		% Assessed	A	P+	B+	BB	% Assessed
All Students	299	15	51	86	14	100	283	8	34	72	28	100
Stud. w/ Disab	268	3	16	56	44	16	249	2	9	35	65	11
LEP/FLEP	247	1	8	33	67	3	244	1	5	28	72	6
African American/Black	275	4	26	65	35	8	262	1	13	50	50	16
Asian/Pacific Islander	320	39	72	94	6	4	302	22	55	85	15	6
Hispanic/Latino	273	3	21	64	36	13	269	3	20	60	40	23
White	304	17	58	91	9	73	293	10	43	83	17	54
Low-Income	280	5	29	72	28	33	269	2	19	59	41	48

Participation Rates for Students with Disabilities and for English Language Learner Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample – Students with Disabilities	% of Sample – English Language Learners	% of Students Excluded from Original Sample
Grade 4 Reading	5,000	14	7	6
Grade 4 Mathematics	5,000	16	7	3
Grade 8 Reading	3,600	14	3	6
Grade 8 Mathematics	3,800	16	3	4

2012 MCAS Results by Subgroup by Grade and Subject

* **NOTE:** First-year ELL students are not included in performance level or CPI results. However, first-year ELL students who took the MEPA test are counted as ELA participants; in addition, first-year ELL students who are present for Mathematics/Science and Technology/Engineering are counted as Mathematics/Science and Technology/Engineering participants. Please see the [principal's administration manual \(PAM\)](#) for details.

* **NOTE:** Performance level percentages are not calculated for groups with fewer than 10 students. Median student growth percentiles (SGP) are not calculated if the number of students included in the aggregated SGP is less than 20.

* **NOTE:** High Needs includes students with disabilities, low income students, and English language learner/former English language learner students.

Data Last Updated on September 27, 2012

GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS																											
Student Group	School							District							State												
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	50	100	2	48	38	12	81.0	47.0	48	58	100	2	43	36	19	82.3	47.5	50	13,661	99	2	24	37	38	62.9	44.0	11,649
ELL and Former ELL	19	100	11	47	32	11	82.9	N/A	18	20	100	10	45	30	15	80.0	N/A	18	6,825	99	3	30	37	31	63.9	51.0	5,920
Low income	41	98	15	39	32	15	79.3	46.0	40	43	98	14	40	30	16	78.5	46.0	40	26,456	99	6	39	35	21	72.6	44.0	24,066
High needs	85	99	11	47	33	9	83.8	49.0	81	95	99	9	44	32	15	83.9	49.0	83	34,335	99	5	38	35	22	72.8	46.0	31,003
Afr. Amer./Black	11	100	0	55	36	9	81.8	N/A	11	11	100	0	55	36	9	81.8	N/A	11	5,882	99	6	36	36	22	71.2	43.0	5,251
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	153	99	8	46	29	16	77.5	45.0	140
Asian	26	96	4	65	4	0	99.0	61.5	26	26	96	4	65	4	0	99.0	61.5	26	4,003	100	3	46	16	7	89.4	59.0	3,739
Hispanic/Latino	11	100	27	45	18	9	86.4	N/A	10	11	100	27	45	18	9	86.4	N/A	10	10,951	99	5	34	35	25	69.3	44.0	9,823
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,801	100	19	46	24	10	84.6	48.0	1,693
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	94	99	20	50	19	11	87.2	53.5	84
White	279	100	43	46	9	2	96.1	52.0	268	291	100	42	44	10	4	95.6	52.0	270	48,681	100	22	53	18	7	89.6	51.0	46,434
Male	168	99	31	54	13	2	94.3	53.0	164	175	99	30	53	13	4	94.1	53.0	166	36,811	100	14	48	25	14	82.2	48.0	34,279
Female	165	99	51	39	8	2	96.5	56.0	157	170	99	50	38	8	4	96.0	56.0	157	34,766	100	23	49	20	8	87.6	52.0	32,892
ELL	17	100	12	47	29	12	82.4	N/A	16	17	100	12	47	29	12	82.4	N/A	16	4,306	99	1	18	39	42	53.9	49.0	3,518
All Students																											
2012	333	99	41	47	10	2	95.4	54.0	321	345	99	40	46	11	4	95.1	54.0	323	71,589	100	18	48	22	11	84.8	50.0	67,171
2011	337	99	39	46	11	4	94.4	49.0	322	346	99	38	46	11	5	94.2	49.0	323	71,491	100	17	51	23	9	86.6	50.0	66,909

GRADE LEVEL 6 - MATHEMATICS																											
Student Group	School							District							State												
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	50	100	12	20	40	28	64.5	27.5	48	58	100	10	17	38	34	67.2	27.5	50	13,674	99	5	16	30	50	55.9	41.0	11,654
ELL and Former ELL	18	95	22	28	39	11	79.2	N/A	17	19	95	21	26	37	16	76.3	N/A	17	6,865	100	12	24	30	34	63.2	55.0	5,943
Low income	40	95	18	23	40	20	71.3	29.0	38	42	95	17	24	38	21	70.8	29.0	38	26,470	99	12	27	32	28	67.8	47.0	24,102
High needs	84	98	19	23	38	20	71.7	28.0	79	94	98	17	21	36	26	72.6	28.0	81	34,366	99	12	26	32	30	67.3	47.0	31,048
Afr. Amer./Black	10	91	0	40	40	20	75.0	N/A	10	10	91	0	40	40	20	75.0	N/A	10	5,893	99	11	27	32	30	66.3	52.0	5,258
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	154	100	18	29	29	24	71.8	54.0	141
Asian	26	96	5	83	1	4	93.3	50.0	25	26	96	5	83	1	4	93.3	50.0	25	4,003	100	5	12	14	7	90.7	62.0	3,749
Hispanic/Latino	11	100	18	36	45	0	81.8	N/A	10	11	100	18	36	45	0	81.8	N/A	10	10,968	99	11	25	32	32	64.9	47.0	9,831
Multi-race, Non-Hisp./Lat.	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	1,801	100	28	29	27	17	78.2	48.0	1,693
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	94	99	32	36	20	12	87.0	57.0	85
White	280	100	44	33	18	5	90.1	34.0	269	292	100	42	32	18	7	89.7	34.0	271	48,706	100	31	36	22	11	85.0	50.0	46,471
Male	168	99	44	29	21	5	88.1	32.0	163	175	99	42	29	22	7	87.9	32.0	165	36,845	100	27	32	24	17	79.5	49.0	34,335
Female	165	99	40	38	16	6	90.9	37.0	157	170	99	39	37	16	8	90.6	37.0	157	34,786	100	28	34	25	14	81.5	52.0	32,900
ELL	16	94	25	25	44	6	81.3	N/A	15	16	94	25	25	44	6	81.3	N/A	15	4,346	99	6	18	31	45	54.6	55.0	3,544
All Students																											
2012	333	99	42	34	19	6	89.5	35.0	320	346	99	41	33	19	8	89.0	35.0	322	71,640	100	27	33	24	16	80.5	50.0	67,235
2011	338	100	43	35	14	8	89.8	38.0	321	347	100	42	34	14	10	89.3	38.0	323	71,536	100	26	32	25	16	79.6	50.0	66,760

GRADE LEVEL 7 - ENGLISH LANGUAGE ARTS

Student Group	School									District									State																
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP					
	#	%	A	P	N	I	W			#	%	A	P	N	I	W			#	%	A	P	N	I	W			#	%	A	P	N	I	W	
Subgroups																																			
Students w/disabilities	54	100	7	37	39	17	79.6	47.5	48	62	100	6	35	37	21	79.8	47.5	50	13,298	98	1	28	41	29	67.7	41.0	11,448								
ELL and Former ELL	13	87	15	46	23	15	82.7	N/A	10	14	88	14	43	29	14	82.1	N/A	10	5,629	98	2	33	38	27	66.8	56.0	4,700								
Low income	43	96	14	51	26	9	83.7	40.0	39	47	96	13	49	28	11	83.5	40.0	39	26,182	99	5	48	33	14	78.8	48.0	23,700								
High needs	87	98	14	44	32	10	84.2	45.0	78	97	98	12	42	32	13	84.0	45.0	80	33,780	99	4	46	35	15	78.3	47.0	30,382								
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	9	-	-	-	-	-	-	-	-	6,142	99	5	47	34	13	79.3	51.0	5,429								
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	182	97	5	55	30	9	85.0	47.5	160								
Asian	32	94	41	44	9	6	93.0	68.5	30	32	94	41	44	9	6	93.0	68.5	30	3,668	99	27	53	15	6	91.6	59.0	3,381								
Hispanic/Latino	16	100	19	56	13	13	84.4	N/A	15	16	100	19	56	13	13	84.4	N/A	15	10,703	99	4	44	35	18	75.8	50.0	9,524								
Multi-race, Non-Hisp./Lat.	10	100	60	30	10	0	97.5	N/A	10	11	100	55	36	9	0	97.7	N/A	10	1,631	99	16	54	22	8	87.3	49.0	1,516								
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66	100	12	45	35	8	83.7	44.0	57								
White	251	99	39	49	9	2	96.4	44.5	244	260	99	38	48	10	3	95.9	44.5	246	49,325	99	18	60	17	5	91.7	49.0	47,075								
Male	164	98	30	55	10	4	94.8	39.0	159	169	98	30	54	11	5	94.8	39.0	159	36,695	99	10	55	25	10	85.2	44.0	34,051								
Female	154	99	46	42	10	2	95.8	54.0	149	159	99	45	42	11	3	95.0	54.0	151	35,046	99	20	58	17	5	91.3	56.0	33,097								
ELL	7	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	3,457	97	1	19	42	38	56.7	53.0	2,621								
All Students																																			
2012	318	98	38	49	10	3	95.3	47.0	308	328	98	37	48	11	4	94.9	47.0	310	71,749	99	15	56	21	7	88.1	50.0	67,148								
2011	340	100	36	59	4	1	98.1	57.0	329	347	100	35	58	5	2	97.8	57.0	329	72,260	99	14	59	21	6	89.5	50.0	67,601								

GRADE LEVEL 7 - MATHEMATICS

Student Group	School									District									State																
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl					CPI	SGP	Inc in SGP					
	#	%	A	P	N	I	W			#	%	A	P	N	I	W			#	%	A	P	N	I	W			#	%	A	P	N	I	W	
Subgroups																																			
Students w/disabilities	54	100	7	19	33	41	60.2	40.5	48	62	100	6	18	29	47	60.1	40.5	50	13,372	99	3	11	32	55	49.4	44.0	11,440								
ELL and Former ELL	13	100	0	38	54	8	80.8	N/A	11	14	100	0	36	57	7	80.4	N/A	11	5,700	99	6	16	33	45	52.9	55.0	4,756								
Low income	42	98	10	21	40	29	63.7	38.0	39	47	98	9	19	43	30	63.3	38.0	39	26,325	99	8	22	37	33	61.0	46.0	23,802								
High needs	86	99	9	23	38	29	66.0	40.5	78	97	99	8	22	37	33	65.2	40.5	80	33,951	99	7	21	37	35	60.4	46.0	30,460								
Afr. Amer./Black	10	100	0	30	50	20	60.0	N/A	10	10	100	0	30	50	20	60.0	N/A	10	6,151	99	7	21	36	36	59.4	49.0	5,444								
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	184	98	10	28	38	24	67.8	44.0	163								
Asian	32	100	41	28	19	13	85.2	42.0	30	32	100	41	28	19	13	85.2	42.0	30	3,681	100	43	30	18	9	87.3	61.0	3,402								
Hispanic/Latino	16	100	25	25	38	13	78.1	N/A	16	16	100	25	25	38	13	78.1	N/A	16	10,809	99	7	19	36	38	57.3	46.0	9,590								
Multi-race, Non-Hisp./Lat.	10	100	40	30	20	10	82.5	N/A	10	11	100	36	27	27	9	79.5	N/A	10	1,633	99	21	27	32	21	73.5	48.0	1,518								
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66	100	17	27	29	27	68.2	38.0	57								
White	250	98	36	36	21	7	88.0	39.0	243	260	98	34	35	21	10	86.9	39.0	245	49,397	99	23	35	29	12	80.5	51.0	47,060								
Male	165	99	31	37	22	10	85.3	36.0	159	170	99	30	36	22	12	85.3	36.0	159	36,859	99	19	30	30	20	74.1	47.0	34,125								
Female	153	99	39	32	22	7	87.1	44.5	150	159	99	37	31	23	9	85.2	44.5	152	35,085	99	22	32	30	16	76.7	53.0	33,115								
ELL	7	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	3,527	99	3	11	30	57	44.5	56.0	2,674								
All Students																																			
2012	318	99	35	35	22	8	86.2	40.0	309	329	99	33	34	22	10	85.3	40.0	311	71,952	99	20	31	30	18	75.4	50.0	67,240								
2011	340	100	17	41	30	11	80.6	25.5	332	348	100	17	40	30	13	79.8	25.5	332	72,495	99	19	32	27	22	73.8	50.0	67,685								

GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS

Student Group	School									District						State											
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NIW			#	%	A	P	NIW			#	%	A	P	NIW								
Subgroups																											
Students w/disabilities	53	98	25	58	15	2	93.9	63.5	52	58	98	22	53	17	7	90.5	63.0	53	13,310	98	2	40	34	24	74.5	46.0	11,455
ELL and Former ELL	17	94	18	71	12	0	97.1	N/A	15	18	95	22	67	11	0	97.2	N/A	15	4,669	99	2	39	35	24	69.9	54.0	3,702
Low income	37	95	22	62	16	0	95.3	52.0	35	38	95	21	61	16	3	93.4	52.0	35	25,773	99	6	58	25	11	84.2	48.0	23,307
High needs	88	98	24	63	13	1	95.5	61.0	85	94	98	23	59	14	4	93.4	60.5	86	33,283	99	6	57	26	12	83.7	48.0	29,887
Afr. Amer./Black	14	100	7	86	7	0	98.2	N/A	14	14	100	7	86	7	0	98.2	N/A	14	6,182	99	7	59	25	10	85.0	52.0	5,506
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	172	98	8	63	20	9	87.5	49.5	162
Asian	32	97	59	41	0	0	100.0	66.0	31	34	97	59	38	0	3	100.0	66.0	31	3,734	99	35	53	9	3	95.1	63.0	3,464
Hispanic/Latino	13	100	8	85	8	0	98.1	N/A	13	13	100	8	85	8	0	98.1	N/A	13	10,471	99	6	53	27	14	81.0	48.0	9,310
Multi-race, Non-Hisp./Lat.	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,581	99	19	61	14	6	91.5	50.0	1,475
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	58	98	17	69	5	9	93.1	51.0	53
White	272	99	39	56	4	0	98.4	51.0	267	278	99	38	55	5	1	97.6	50.5	268	50,523	99	20	66	10	4	94.6	49.0	48,380
Male	170	99	28	66	5	1	98.1	51.0	165	173	99	28	65	7	1	97.5	50.5	166	37,310	99	13	63	16	8	89.6	51.0	34,742
Female	165	98	48	49	3	0	99.1	54.5	164	170	98	48	48	3	2	98.2	54.5	164	35,434	99	23	62	11	4	94.1	50.0	33,621
ELL	5	-	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	3,137	98	1	26	41	33	61.0	53.0	2,262
All Students																											
2012	335	99	38	58	4	0	98.6	54.0	329	343	99	38	56	5	1	97.9	54.0	330	72,756	99	18	63	14	6	91.8	50.0	68,363
2011	351	100	45	48	5	1	97.5	64.0	339	357	99	45	48	5	2	97.3	64.0	341	71,683	99	20	59	15	6	91.1	50.0	67,435

GRADE LEVEL 8 - MATHEMATICS

Student Group	School									District						State											
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	NIW			#	%	A	P	NIW			#	%	A	P	NIW								
Subgroups																											
Students w/disabilities	54	100	19	15	41	26	64.4	79.0	53	60	100	17	13	40	30	63.3	80.0	54	13,268	98	3	11	29	57	48.9	47.0	11,441
ELL and Former ELL	18	100	22	33	44	0	83.3	N/A	16	20	100	20	35	45	0	83.8	N/A	16	4,711	99	5	14	30	51	49.9	53.0	3,749
Low income	38	97	21	21	37	21	70.4	60.0	35	39	98	21	21	36	23	70.5	60.0	35	25,726	99	8	22	35	35	60.7	46.0	23,370
High needs	89	99	21	21	37	20	70.2	73.0	85	97	99	20	21	37	23	69.6	74.0	86	33,243	99	8	21	35	37	59.9	47.0	29,958
Afr. Amer./Black	14	100	29	21	43	7	76.8	N/A	14	14	100	29	21	43	7	76.8	N/A	14	6,159	99	6	21	36	37	59.0	47.0	5,501
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	172	99	9	27	40	25	66.6	51.0	162
Asian	32	97	59	31	9	0	96.9	82.0	31	34	97	56	32	9	3	97.1	82.0	31	3,742	100	47	27	17	8	88.0	57.0	3,486
Hispanic/Latino	13	100	15	46	31	8	84.6	N/A	13	13	100	15	46	31	8	84.6	N/A	13	10,497	99	7	20	33	40	56.9	46.0	9,367
Multi-race, Non-Hisp./Lat.	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,579	99	22	26	31	21	72.8	49.0	1,492
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	59	100	19	34	25	22	75.4	37.0	54
White	271	98	44	34	15	6	89.9	72.0	265	279	98	43	33	16	7	89.0	72.5	266	50,468	99	26	34	27	13	80.5	51.0	48,401
Male	168	98	43	36	15	7	89.6	75.0	163	173	98	42	35	16	7	88.7	75.0	164	37,269	99	23	30	28	20	75.3	53.0	34,836
Female	166	98	46	31	19	5	90.1	69.5	164	171	98	44	30	19	6	89.5	69.5	164	35,428	99	22	31	29	18	75.7	48.0	33,639
ELL	6	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	3,175	99	4	10	25	61	43.2	52.0	2,299
All Students																											
2012	334	98	44	33	17	6	89.8	74.0	327	344	98	43	33	17	7	89.1	74.0	328	72,705	99	22	30	28	19	75.5	50.0	68,475
2011	352	100	41	37	15	8	88.7	53.0	341	360	100	40	36	15	9	88.2	53.0	343	71,740	99	23	29	27	21	74.2	50.0	67,456

GRADE LEVEL 8 - SCIENCE AND TECH/ENG

Student Group	School									District						State											
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	54	100	6	30	43	22	67.1	N/A	N/A	60	100	5	27	43	25	65.0	N/A	N/A	13,183	97	1	11	36	52	49.5	N/A	N/A
ELL and Former ELL	18	100	0	28	67	6	73.6	N/A	N/A	20	100	0	25	70	5	72.5	N/A	N/A	4,685	99	0	8	30	62	40.5	N/A	N/A
Low income	38	97	3	37	53	8	73.0	N/A	N/A	39	98	3	36	51	10	73.1	N/A	N/A	25,597	99	1	19	42	38	55.4	N/A	N/A
High needs	89	99	4	34	46	16	70.8	N/A	N/A	97	99	4	31	47	18	69.1	N/A	N/A	33,096	98	1	18	42	38	55.8	N/A	N/A
Afr. Amer./Black	14	100	7	50	36	7	78.6	N/A	N/A	14	100	7	50	36	7	78.6	N/A	N/A	6,137	99	1	16	41	42	52.5	N/A	N/A
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	171	98	1	23	45	30	60.4	N/A	N/A
Asian	32	97	19	56	25	0	93.0	N/A	N/A	34	97	18	56	24	3	91.2	N/A	N/A	3,732	99	12	46	29	13	80.2	N/A	N/A
Hispanic/Latino	13	100	0	31	62	8	75.0	N/A	N/A	13	100	0	31	62	8	75.0	N/A	N/A	10,424	98	1	15	39	45	50.8	N/A	N/A
Multi-race, Non-Hisp./Lat.	3	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	1,574	98	6	36	36	23	69.8	N/A	N/A
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	59	100	3	42	32	22	74.2	N/A	N/A
White	271	98	10	57	28	4	86.6	N/A	N/A	279	98	10	56	29	5	85.8	N/A	N/A	50,410	99	6	44	38	12	77.7	N/A	N/A
Male	168	98	10	58	27	5	86.8	N/A	N/A	173	98	9	57	29	5	86.1	N/A	N/A	37,168	99	6	39	36	20	72.6	N/A	N/A
Female	166	98	11	54	31	4	86.4	N/A	N/A	171	98	11	53	30	5	85.4	N/A	N/A	35,360	99	4	36	40	20	70.6	N/A	N/A
ELL	6	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	3,155	99	0	4	22	73	34.4	N/A	N/A
All Students																											
2012	334	98	10	56	29	4	86.6	N/A	N/A	344	98	10	55	30	5	85.8	N/A	N/A	72,535	99	5	38	38	20	71.6	N/A	N/A
2011	351	100	16	54	25	5	87.2	N/A	N/A	359	100	16	53	25	6	86.8	N/A	N/A	71,569	99	4	35	42	19	70.3	N/A	N/A

ALL GRADES - ENGLISH LANGUAGE ARTS

Student Group	School									District						State											
	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP	Stud. Incl	Part. Rate	% of Stud. at Each Perf Lvl			CPI	SGP	Inc in SGP			
	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I	W	#	%	A	P	N	I
Subgroups																											
Students w/disabilities	157	99	11	48	31	10	84.9	52.0	148	426	99	8	41	34	17	80.5	47.0	299	91,757	98	3	28	38	32	67.3	43.0	66,785
ELL and Former ELL	49	94	14	55	22	8	87.8	60.0	43	138	97	14	46	28	12	81.5	59.0	90	45,367	99	4	30	40	26	66.2	51.0	29,933
Low income	121	96	17	50	25	8	85.7	45.5	114	308	97	16	43	30	10	83.0	50.0	230	180,261	99	7	43	34	16	76.7	45.0	137,185
High needs	260	98	16	51	26	7	87.9	52.0	244	697	98	14	45	29	12	84.3	51.0	500	235,216	99	6	42	34	17	76.5	46.0	177,719
Afr. Amer./Black	34	97	3	71	24	3	90.4	57.0	34	85	98	12	53	25	11	85.0	53.0	69	41,346	99	7	43	34	17	76.5	47.0	31,098
Amer. Ind. or Alaska Nat.	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1,184	99	10	49	29	12	82.0	47.0	897
Asian	90	96	49	44	4	2	97.2	66.0	87	236	98	41	46	11	3	94.8	65.0	188	27,788	99	30	47	17	6	90.2	59.0	21,439
Hispanic/Latino	40	100	18	63	13	8	89.4	46.5	38	123	99	20	43	28	8	83.9	46.0	91	74,705	99	6	39	35	20	73.5	46.0	55,322
Multi-race, Non-Hisp./Lat.	19	100	37	53	11	0	96.1	N/A	19	79	100	41	42	16	1	93.0	61.0	60	12,765	99	19	49	23	9	86.3	50.0	9,784
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	539	99	17	48	23	12	84.9	52.0	406
White	802	99	41	50	8	1	97.0	50.0	779	1,995	99	39	48	10	3	95.6	53.0	1,565	339,049	99	22	54	18	5	90.6	51.0	276,785
Male	502	99	30	59	9	2	95.8	48.5	488	1,273	99	29	53	14	4	93.6	50.0	993	254,654	99	14	50	25	11	84.4	48.0	200,808
Female	484	99	48	43	7	1	97.2	55.0	470	1,250	99	46	42	10	2	95.4	57.0	984	242,830	99	24	51	19	6	89.2	52.0	194,978
ELL	29	91	14	48	28	10	82.8	67.0	25	97	95	9	42	36	12	78.1	56.5	60	31,048	98	1	21	44	34	58.6	49.0	18,640
All Students																											
2012	986	99	39	51	8	2	96.5	52.0	958	2,523	99	37	48	12	3	94.5	54.0	1,977	497,549	99	19	50	22	9	86.7	50.0	395,772
2011	1,028	99	40	51	7	2	96.7	56.0	990	2,540	99	36	51	11	3	95.2	59.0	2,006	497,258	99	17	52	23	8	87.2	50.0	396,182

2012 Accountability Data - Ottoson Middle

Accountability Information	
Accountability and Assistance Level	
Level 2	Not meeting gap narrowing goals
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)	
All students:	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■	Less progress	More progress	
All students				79 Met Target
High needs				65 Did Not Meet Target
Low income				44 Did Not Meet Target
ELL and Former ELL				87 Met Target
Students w/disabilities				75 Met Target
Amer. Ind. or Alaska Nat.				-
Asian				98 Met Target
Afr. Amer./Black				75 Met Target
Hispanic/Latino				64 Did Not Meet Target
Multi-race, Non-Hisp./Lat.				-
Nat. Haw. or Pacif. Isl.				-
White				87 Met Target

**Ottoson Middle:
Accountability Data Detail**

2012 English Language Arts Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		98.4	96.7	-0.2	97.0	96.5	88	986	75	On Target
High needs		94.6	89.1	-1.2	90.0	87.9	86	260	25	No Change
Low income		95.1	90.2	-4.5	91.0	85.7	64	121	0	Declined
ELL and Former ELL		94.7	89.3	-1.5	90.2	87.8	93	49	75	On Target
Students w/disabilities		92.4	84.8	0.1	86.1	84.9	87	157	75	On Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	1	-	-
Asian		97.9	95.7	1.5	96.1	97.2	59	90	100	Above Target
Afr. Amer./Black		94.6	89.2	1.2	90.1	90.4	94	34	75	On Target
Hispanic/Latino		95.9	91.7	-2.3	92.4	89.4	89	40	25	No Change
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	19	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		98.7	97.4	-0.4	97.6	97.0	87	802	100	Above Target

2012 Mathematics Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
All Students		93.2	86.4	2.1	87.5	88.5	81	985	75	On Target
High needs		84.1	68.2	1.1	70.9	69.3	72	259	50	Improved Below Target
Low income		85.3	70.6	-2.3	73.1	68.3	53	120	25	No Change
ELL and Former ELL		86.4	72.7	8.4	75.0	81.1	88	49	100	Above Target
Students w/disabilities		80.2	60.3	2.7	63.6	63.0	80	158	75	On Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	1	-	-
Asian		96.0	92.0	-0.3	92.7	91.7	46	90	100	Above Target
Afr. Amer./Black		83.1	66.2	5.1	69.0	71.3	83	34	100	Above Target
Hispanic/Latino		86.3	72.6	8.7	74.9	81.3	92	40	100	Above Target
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	19	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		93.8	87.6	1.8	88.6	89.4	82	801	75	On Target

2012 Science Proficiency Gap Narrowing										
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 CPI (Baseline)	CPI Change	2012 Target	2012 CPI	Percentile in Grade Span	N	PPI Points	Rating
High needs		84.6	69.1	1.7	71.7	70.8	86	89	75	On Target
Low income		87.0	74.0	-1.0	76.2	73.0	87	38	25	No Change
ELL and Former ELL		-	-	-	-	-	-	18	-	-
Students w/disabilities		79.7	59.4	7.7	62.8	67.1	90	54	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	1	-	-
Asian		-	-	-	-	-	-	32	-	-
Afr. Amer./Black		-	-	-	-	-	-	14	-	-
Hispanic/Latino		-	-	-	-	-	-	13	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	3	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-
White		94.4	88.7	-2.1	89.6	86.6	82	271	75	On Target

2012 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	40.4	38.9	986	0	1.3	1.2	986	0
High needs	14.3	16.2	260	25	4.7	4.6	260	0
Low income	18.1	16.5	121	0	4.7	7.4	121	0
ELL and Former ELL	9.5	14.3	49	25	2.4	6.1	49	0
Students w/disabilities	8.1	11.5	157	25	7.5	6.4	157	25
Amer. Ind. or Alaska Nat.	-	-	1	-	-	-	1	-
Asian	41.5	48.9	90	25	0.0	1.1	90	0
Afr. Amer./Black	13.5	2.9	34	0	5.4	2.9	34	25
Hispanic/Latino	17.6	17.5	40	0	2.0	7.5	40	0
Multi-race, Non-Hisp./Lat.	-	-	19	-	-	-	19	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	43.0	40.5	802	0	1.2	0.9	802	25

2012 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	33.6	40.4	985	25	8.5	6.0	985	25
High needs	9.6	16.6	259	25	26.1	20.8	259	25
Low income	13.5	15.8	120	25	23.8	22.5	120	0
ELL and Former ELL	9.1	16.3	49	25	15.9	4.1	49	25
Students w/disabilities	3.4	12.7	158	25	36.2	27.8	158	25
Amer. Ind. or Alaska Nat.	-	-	1	-	-	-	1	-
Asian	38.3	52.2	90	25	6.4	5.6	90	25
Afr. Amer./Black	5.4	11.8	34	25	27.0	14.7	34	25
Hispanic/Latino	17.3	20.0	40	25	15.4	7.5	40	25
Multi-race, Non-Hisp./Lat.	-	-	19	-	-	-	19	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	35.2	41.3	801	25	7.4	5.5	801	25

2012 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	Advanced Baseline %	2012 % Advanced	N	PPI Points Awarded	Warning/Failing Baseline %	2012 % Warning/Failing	N	PPI Points Awarded
All Students	16.0	10.5	334	0	5.4	4.2	334	25
High needs	3.2	4.5	89	25	18.3	15.7	89	25
Low income	4.2	2.6	38	0	14.6	7.9	38	25
ELL and Former ELL	-	-	18	-	-	-	18	-
Students w/disabilities	1.9	5.6	54	25	28.3	22.2	54	25
Amer. Ind. or Alaska Nat.	-	-	1	-	-	-	1	-
Asian	-	-	32	-	-	-	32	-
Afr. Amer./Black	-	-	14	-	-	-	14	-
Hispanic/Latino	-	-	13	-	-	-	13	-
Multi-race, Non-Hisp./Lat.	-	-	3	-	-	-	3	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	17.0	10.3	271	0	4.3	4.4	271	0

2012 English Language Arts Growth									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 SGP (Baseline)	SGP Change	2012 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51.0	56.0	-4.0	52.0	958	No	75	On Target
High needs		51.0	55.0	-3.0	52.0	244	No	75	On Target
Low income		51.0	56.0	-10.5	45.5	114	No	50	Below Target
ELL and Former ELL		51.0	67.0	-7.0	60.0	43	No	100	Above Target
Students w/disabilities		51.0	47.0	5.0	52.0	148	No	75	On Target
Amer. Ind. or Alaska Nat.		51.0	-	-	-	1	-	-	-
Asian		51.0	60.0	6.0	66.0	87	Yes	100	Above Target
Afr. Amer./Black		51.0	56.0	1.0	57.0	34	No	75	On Target
Hispanic/Latino		51.0	49.0	-2.5	46.5	38	No	50	Below Target
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	19	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	57.0	-7.0	50.0	779	No	50	Below Target

2012 Mathematics Growth									
	0 10 20 30 40 50 60 70 80 90 100	6 Year Goal	2011 SGP (Baseline)	SGP Change	2012 SGP	N	Met Safe Harbor?	PPI Points	Rating
All Students		51.0	38.0	12.0	50.0	956	Yes	75	On Target
High needs		51.0	32.0	14.5	46.5	242	No	100	Above Target
Low income		51.0	33.0	7.0	40.0	112	No	50	Below Target
ELL and Former ELL		51.0	40.0	10.0	50.0	44	Yes	75	On Target
Students w/disabilities		51.0	26.0	21.0	47.0	149	No	100	Above Target
Amer. Ind. or Alaska Nat.		51.0	-	-	-	1	-	-	-
Asian		51.0	39.0	21.0	60.0	86	No	100	Above Target
Afr. Amer./Black		51.0	36.0	19.5	55.5	34	No	100	Above Target
Hispanic/Latino		51.0	29.0	13.0	42.0	39	Yes	75	On Target
Multi-race, Non-Hisp./Lat.		51.0	-	-	-	19	-	-	-
Nat. Haw. or Pacif. Isl.		51.0	-	-	-	-	-	-	-
White		51.0	39.5	8.5	48.0	777	Yes	75	On Target

2012 MCAS Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All Students	1,010	997	99	Yes	1,013	1,001	99	Yes	344	338	98	Yes
High needs	272	267	98	Yes	274	270	99	Yes	92	91	99	Yes
Low income	131	126	96	Yes	132	128	97	Yes	39	38	97	Yes
ELL and Former ELL	55	52	95	Yes	56	55	98	Yes	20	-	-	-
Students w/disabilities	160	159	99	Yes	160	160	100	Yes	54	54	100	Yes
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	1	-	-	-
Asian	95	91	96	Yes	95	93	98	Yes	34	33	97	Yes
Afr. Amer./Black	35	34	97	Yes	35	34	97	Yes	14	-	-	-
Hispanic/Latino	40	40	100	Yes	40	40	100	Yes	13	-	-	-
Multi-race, Non-Hisp./Lat.	20	-	-	-	20	-	-	-	3	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	819	811	99	Yes	821	812	99	Yes	279	274	98	Yes

About the Data

Enrollment and Educator Data

Notes:

The total number of teachers is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by ESEA. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the ESEA-defined core subject areas they are teaching.

The waiver data included in this 2012 report card reflects only academic waivers issued during the 2011-2012 school year; it does NOT include critical shortage waivers. The schools included in the data are those in school districts and Horace Mann charter schools, all of whose teachers are required to hold an appropriate license per M.G.L. c.71, §38G. Important information about waivers:

- Waivers are valid for only one school year
- The data does not indicate whether a teacher taught under a waiver for the full year; many teachers receive the appropriate license during the school year
- The district may apply for subsequent waivers, should a teacher not obtain licensure while working under a first year waiver, but must demonstrate that the educator is making significant progress toward obtaining the required license
- The waiver percentage is based on the total number of individual for whom ESE issued academic waivers, divided by the total number of teachers in the district, as reported in the October 2010 EPIMS data collection
- A single teacher on a waiver in a smaller district would have a greater impact than on a larger district and the waiver percentages, therefore, are not comparable between districts
- Teachers in Commonwealth charter schools are required either to be licensed or to pass the teacher test, (M.G.L. c.71, §89 (ii) and 603 CMR 1.07), and are therefore not included in the data
- Horace Mann Charter School teachers are required to hold an appropriate license (M.G.L. c.71, §38G) and are therefore included in the data

Student Groups (2011-12 School Year)

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

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

First Language not English: A student whose first language learned or used by the parent/guardian with the child is not English.

Former ELL: A student who has transitioned out of English Language Learner (ELL) status during the current school year or within the past two school years.

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

English Language Learner (ELL): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

High needs: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch).

Low income: An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or 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.

Multi-race, Non-Hispanic/Latino: A person selecting more than one racial category and non-Hispanic.

American Indian or Alaska Native: 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.

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

Students with disabilities: A student who has an Individualized Education Program (IEP) as defined under the Individuals with Disabilities Education Act.

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

MCAS Data (Spring 2012 Results)

MCAS performance levels include Advanced (A) in grades 3-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

CPI: Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards this goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alternate Assessment tests based how close they came to scoring

Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points.) The CPI is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100. A CPI of 100 means that all students in a group are proficient.

MCAS Performance Level (Scaled Score Range)	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced (240-280)	Progressing (Certain disability types)*	100
Needs Improvement High (230-238)	Progressing or Emerging	75
Needs Improvement Low (220-228)	Awareness	50
Warning / Failing High (210-218)	Portfolio Incomplete	25
Warning / Failing Low (200-208)	Portfolio not Submitted	0

* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay

SGP: Each student who participated in the MCAS ELA or Mathematics tests in grades 4-8 or 10 and who also took the last MCAS test in that subject receives a Student Growth Percentile (SGP) score. The SGP compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior years. SGPs range from 1 to 99, with 50 being average; higher numbers represent higher growth and lower numbers represent lower growth. An SGP of 75, for example, means the student's progress is higher than 75 percent and lower than 25 percent of the students in the state with similar prior test scores. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles. School and district growth percentiles represent the growth of the median, or middle, student in the school or district. Most school and district median SGPs tend to range between 40 and 60. Schools outside of that range are showing less or more growth than the typical school in Massachusetts. For more information, go to <http://www.doe.mass.edu/mcas/growth/>

Accountability Data (2012)

Accountability and Assistance Levels

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

Determination of need for special education technical assistance or intervention

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on five categories: Meets Requirements (MR); Meets Requirements-At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

School Percentiles

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

Cumulative Progress and Performance Index (PPI)

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

For more information on the Elementary and Secondary Education Act, please visit <http://www.doe.mass.edu/apa/titlei/esea/default.html>.

For a detailed profile of Massachusetts, please visit <http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For detailed information about the accountability report, please visit <http://www.doe.mass.edu/apa/accountability/default.html>.

For more information on any of the terms used in this report card, please visit <http://profiles.doe.mass.edu/help/data.aspx>.