



December 2013

Dear Ottoson Middle School Parents and Guardians:

I am pleased to share an overview of our school's "report card". Report cards answer important questions about a school's overall performance and contain specific information about student enrollment and teacher qualifications, student achievement, accountability, how a school is performing relative to other schools in the district and the state, and the progress made toward narrowing proficiency gaps for different groups of students.

In this report you will find the following important information about our school:

**Student enrollment and teacher quality:** This section of the report card provides information about the students and teachers in our school as compared to the district and the state.

**Student assessment on MCAS and other tests:** This section of the report shows how our students are performing on the Massachusetts Comprehensive Assessment System (MCAS) tests as compared to the district and the state.

**School and district accountability information:** This section of the report 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 85. This means that our school is performing higher than 85 percent of the high 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. Accordingly, we are continuing the Mathematics Intervention Program with students who have been identified as needing additional support in Mathematics. We are providing both direct instruction, and supported access to PLATO tutorial software. The Intervention Program is being offered for twelve weeks this year.

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](mailto:truggere@arlington.k12.ma.us).

Sincerely,

Tim Ruggere  
Principal



# 2013 Massachusetts School Report Card Overview

## OTTOSON MIDDLE (00100410)

Arlington Public School District (00100000)  
 Timothy R Ruggere, Principal  
 Grades Served: 06,07,08

63 Acton Street , Arlington, MA 02476  
 Phone: 781.316.3745  
 Website: <http://www.arlington.k12.ma.us>

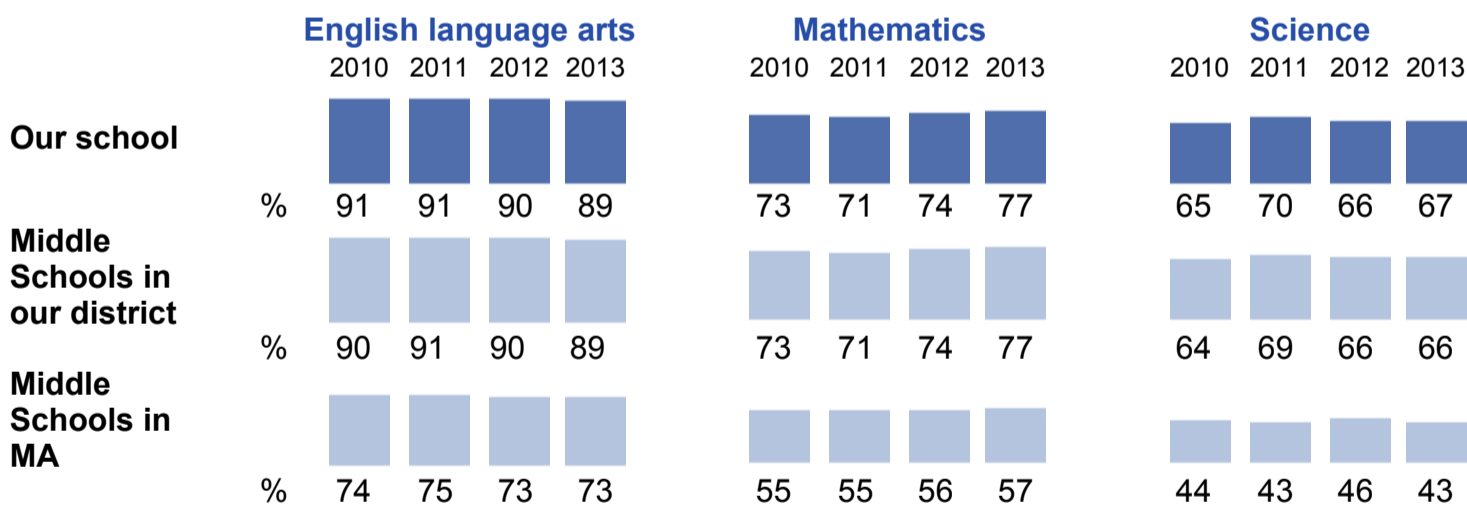
Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the complete report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>.

### How is our school doing overall?

Accountability and assistance levels		School percentile										
<b>Our school</b>	<b>Level 2</b> Not meeting gap narrowing goals	School percentiles (1-99) indicate how a school is performing overall compared to other schools that serve the same or similar grades. Our school's percentile is below.  Lowest performing <span style="float:right">Highest performing</span>										
<b>Our district</b>	<b>Level 2</b> One or more schools in the district classified into Level 2											
Most <b>schools</b> are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A <b>district</b> is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: <a href="http://www.doe.mass.edu/apa/accountability">http://www.doe.mass.edu/apa/accountability</a>		<b>Overall progress in narrowing gaps</b> Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.										
		<table> <tr> <td><b>All students</b></td> <td>Met Target</td> </tr> <tr> <td><b>High needs students</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>Low income students</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>Students with disabilities</b></td> <td>Did Not Meet Target</td> </tr> <tr> <td><b>English language learners &amp; former ELLs</b></td> <td>Met Target</td> </tr> </table>	<b>All students</b>	Met Target	<b>High needs students</b>	Did Not Meet Target	<b>Low income students</b>	Did Not Meet Target	<b>Students with disabilities</b>	Did Not Meet Target	<b>English language learners &amp; former ELLs</b>	Met Target
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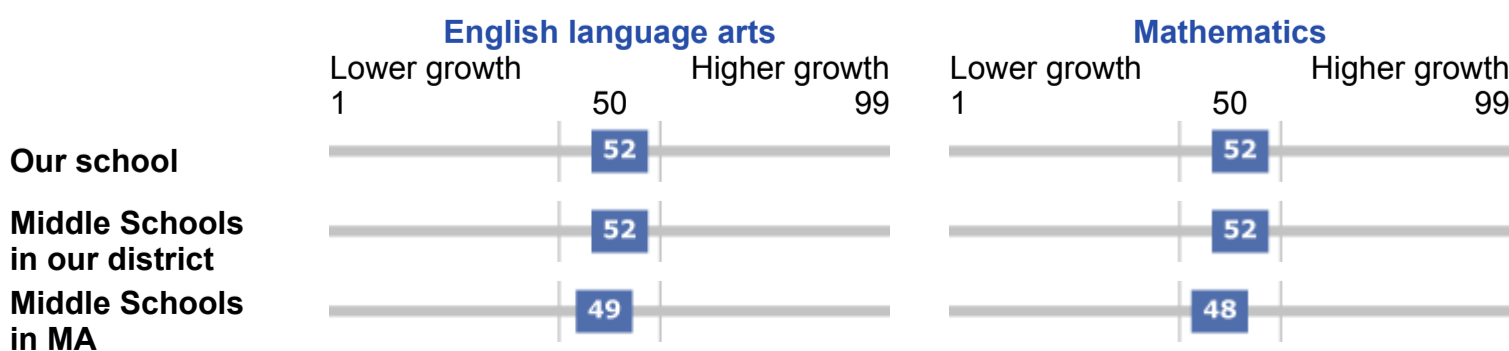
### How does our school's achievement over time compare to the district and the state?

Percentage of students scoring proficient or above on Massachusetts Comprehensive Assessment System (MCAS), 2010-2013.



### How does our school's growth compare to the district and the state?

Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. Growth between 40 and 60 is considered typical. SGPs above 60 represent better than typical gains, while SGPs below 40 indicate lower than typical gains. Our school's median SGPs for 2013 are below. (Note: Growth values are truncated.)



## How does our school's enrollment compare to the district and the state?

Total enrollment	Our school	Our district	Our state
	1,028	4,903	954,773
By high needs population	Our school # %	Middle Schools in our district # %	Middle Schools in MA # %
Low income students	136 13.2	136 13.2	60,523 34.7
Students with disabilities	153 14.9	153 14.9	30,358 17.4
English language learners	42 4.1	42 4.1	9,055 5.2

## How do our school's teachers and classrooms compare to the district and the state?

General information	Our school	Middle Schools in our district	Middle Schools in MA
Teachers (#)	74.0	74.0	13,304.2
Core academic classes taught by highly qualified teachers (%)	100.0	100.0	97.8
Average class size (#)	20.2	20.2	19.3
Student : teacher ratio	13.9 to 1	13.9 to 1	13.1 to 1

## How is our school doing on other important measures?

Attendance	Our school	Middle Schools in our district	Middle Schools in MA
Attendance rate (%)	95.3	95.3	93.4
Average days absent per student (#)	8.3	8.3	11.2
Discipline	Our school	Middle Schools in our district	Middle Schools in MA
In-school suspension rate (%)	3.5	3.5	2.8
Out-of-school suspension rate (%)	4.6	4.6	5.7
High school completion	Our school	Our district	Our state
2011 5-year graduation rate (%)	-	94.4	86.3
2012 4-year graduation rate (%)	-	88.5	84.7
2012 annual dropout rate (%)	-	1.9	2.5
2013 12th graders taking 1+ Advanced Placement courses (%)	-	23.3	35.2
Advanced Placement tests with scores of 3 or higher (%)	-	83.2	68.8
SAT average score - Reading	-	577	507
SAT average score - Writing	-	576	501
SAT average score - Math	-	573	522
MassCore* - Completing a rigorous course of study (%)	-	100.0	68.4

\*MassCore: 4 years of English, math, & science, 3 years of history, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

## What else should you know about our school?

To view our school's complete report card and for more information about report card data, visit <http://profiles.doe.mass.edu>.