

2013 Report Card - Ottoson Middle

Ottoson Middle (00100410)

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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 (2012-13 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	1,028	4,903	954,773
Race/Ethnicity (%)			
African American or Black	3.9	3.2	8.6
Asian	10.2	10.7	5.9
Hispanic or Latino	4.7	5.1	16.4
Multi-race, Non-Hispanic	4.0	3.8	2.7
Native American	0.0	0.0	0.2
Native Hawaiian or Pacific Islander	0.1	0.1	0.1
White	77.1	77.0	66.0
Gender (%)			
Male	49.7	49.8	51.2
Female	50.3	50.2	48.8
Selected Populations (%)			
English Language Learner	4.1	5.0	7.7
Low-Income	13.2	11.3	37.0
Students w/Disabilities	14.9	14.3	17.0
First Language Not English	10.5	11.5	17.3

Enrollment (2012-13)

	School	District	State
Total # of Teachers	74.0	336.6	70,635.8
Percentage of Teachers Licensed in Teaching Assignment	98.8	99.3	97.5
Total Number of Classes in Core Academic Areas	372	1,644	345,316
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.5	98.0
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	0.5	2.0
Student/Teacher Ratio	13.9 to 1	14.6 to 1	13.5 to 1
Percentage of Public Elementary and Secondary School Teachers Issued Waivers	-	0.3	0.3

Educator Data (2012-13)

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Grades Offered:

GRADE LEVEL 8 - ENGLISH LANGUAGE ARTS

Student Group	School											District					State										
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W
Subgroups																											
Students w/disabilities	46	98	11	50	28	11	84.8	61.5	42	56	96	11	46	27	16	86.6	61.5	44	12,831	98	2	36	32	30	69.9	41.0	11,006
ELL and Former ELL	12	80	8	67	25	0	87.5	N/A	10	14	80	7	64	29	0	85.7	N/A	10	5,107	97	2	36	32	29	67.1	51.0	4,247
Low income	45	96	13	62	18	7	89.4	62.5	42	51	96	12	59	22	8	88.2	62.5	42	26,610	99	7	54	25	14	81.7	46.0	24,342
High needs	79	97	13	59	22	6	89.2	60.5	74	93	96	12	56	23	10	89.2	60.5	76	33,732	99	6	53	25	15	81.1	46.0	30,551
Afr. Amer./Black	10	100	10	80	0	10	92.5	N/A	9	11	100	9	82	0	9	93.2	N/A	9	6,213	99	7	54	25	13	82.2	47.0	5,614
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	181	98	12	60	23	6	87.7	44.5	166
Asian	34	97	41	47	9	3	94.1	66.0	29	34	97	41	47	9	3	94.1	66.0	29	3,764	99	33	52	10	5	93.2	58.0	3,510
Hispanic/Latino	16	89	19	63	19	0	92.2	N/A	15	18	89	17	61	22	0	90.3	N/A	15	10,987	99	6	51	25	18	78.3	46.0	9,881
Multi-race, Non-Hisp./Lat.	11	100	55	45	0	0	100.0	N/A	10	11	100	55	45	0	0	100.0	N/A	10	1,604	99	20	56	15	8	89.0	48.0	1,497
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	67	99	13	60	19	7	88.8	48.0	61
White	243	98	52	42	5	1	98.1	68.0	234	254	98	50	42	6	3	97.8	68.0	236	49,342	99	24	61	11	4	93.6	51.0	47,301
Male	162	98	43	46	7	3	96.0	71.0	152	168	98	42	46	7	5	96.1	71.0	153	36,932	99	14	59	18	10	87.4	46.0	34,499
Female	152	98	53	44	3	0	98.7	66.0	145	160	97	51	43	6	1	97.8	65.5	146	35,254	99	26	58	11	5	93.0	54.0	33,541
ELL	8	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	3,132	96	0	22	36	42	56.2	50.0	2,367
Ever ELL	31	91	19	61	13	6	89.5	66.0	29	33	91	18	61	15	6	88.6	66.0	29	10,191	98	8	48	25	19	77.6	51.0	9,077
All Students																											
2013	314	98	48	45	5	2	97.3	66.0	297	328	97	46	45	6	3	97.0	66.0	299	72,194	99	20	58	15	7	90.1	50.0	68,040
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

GRADE LEVEL 8 - MATHEMATICS

Student Group	School										District					State											
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W
Subgroups																											
Students w/disabilities	45	98	11	20	22	47	57.8	58.0	41	56	97	9	20	20	52	60.3	57.0	43	12,797	98	3	12	26	60	48.8	43.0	10,986
ELL and Former ELL	12	100	8	33	50	8	79.2	N/A	10	14	100	7	29	50	14	71.4	N/A	10	5,148	99	7	19	27	47	54.0	58.0	4,300
Low income	44	98	11	34	30	25	72.2	65.0	41	50	98	10	30	28	32	68.0	65.0	41	26,582	99	9	25	31	35	62.4	48.0	24,421
High needs	77	98	14	29	29	29	69.8	59.5	72	92	97	12	26	26	36	67.9	59.0	74	33,706	99	8	24	30	38	61.3	47.0	30,603
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	10	92	10	30	30	30	65.0	N/A	9	6,195	99	9	24	30	37	61.6	51.0	5,610
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	180	98	8	36	27	30	67.6	45.0	166
Asian	34	100	56	26	9	9	90.4	73.0	29	35	100	54	29	9	9	90.7	73.0	29	3,782	100	48	29	14	9	88.3	63.0	3,520
Hispanic/Latino	16	95	19	44	19	19	79.7	N/A	15	18	95	17	39	22	22	73.6	N/A	15	11,006	99	8	23	30	39	59.8	50.0	9,967
Multi-race, Non-Hisp./Lat.	11	100	36	36	18	9	86.4	N/A	10	11	100	36	36	18	9	86.4	N/A	10	1,589	99	24	29	25	22	74.1	48.0	1,488
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	68	97	10	41	24	25	72.4	60.0	61
White	245	99	40	40	13	6	91.2	53.0	236	257	99	38	39	13	9	90.1	52.5	238	49,332	99	25	36	24	15	80.6	49.0	47,308
Male	165	100	39	39	13	8	89.5	55.5	156	173	100	38	39	13	11	89.0	55.0	157	36,910	99	22	31	25	22	74.7	49.0	34,578
Female	150	98	40	38	15	7	90.0	55.0	143	158	97	38	37	15	10	87.7	54.5	144	35,269	99	23	34	26	18	77.4	52.0	33,552
ELL	8	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	3,173	99	3	12	24	60	45.7	57.0	2,412
Ever ELL	31	100	23	39	26	13	81.5	58.0	29	33	100	21	36	27	15	78.0	58.0	29	10,216	99	13	25	27	35	63.5	57.0	9,137
All Students																											
2013	315	99	40	39	14	8	89.8	55.0	299	331	99	38	38	14	11	88.4	55.0	301	72,196	99	22	32	25	20	76.0	50.0	68,130
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

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GRADE LEVEL 8 - SCIENCE AND TECH/ENG																											
Student Group	School									District						State											
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
Subgroups																											
Students w/disabilities	45	98	7	18	47	29	62.8	N/A	N/A	56	97	5	18	43	34	64.3	N/A	N/A	12,736	97	1	10	40	50	50.1	N/A	N/A
ELL and Former ELL	12	100	8	17	58	17	70.8	N/A	N/A	13	100	8	15	62	15	69.2	N/A	N/A	5,135	99	0	8	35	57	42.3	N/A	N/A
Low income	44	98	2	27	48	23	69.3	N/A	N/A	49	98	2	24	47	27	67.3	N/A	N/A	26,489	99	1	18	48	34	56.2	N/A	N/A
High needs	77	98	6	22	51	21	68.2	N/A	N/A	91	97	5	21	48	25	67.6	N/A	N/A	33,596	98	1	18	47	34	56.6	N/A	N/A
Afr. Amer./Black	9	-	-	-	-	-	-	-	-	10	92	0	40	50	10	75.0	N/A	N/A	6,186	99	1	16	46	38	53.7	N/A	N/A
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	180	98	2	23	51	23	64.7	N/A	N/A
Asian	34	100	24	41	26	9	84.6	N/A	N/A	35	100	23	40	26	11	82.9	N/A	N/A	3,778	100	11	45	32	12	79.5	N/A	N/A
Hispanic/Latino	16	94	13	31	44	13	73.4	N/A	N/A	17	94	12	29	47	12	72.1	N/A	N/A	10,963	99	1	14	44	41	51.9	N/A	N/A
Multi-race, Non-Hisp./Lat.	11	100	9	55	36	0	84.1	N/A	N/A	11	100	9	55	36	0	84.1	N/A	N/A	1,581	98	5	35	40	19	70.6	N/A	N/A
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68	97	0	26	53	21	65.8	N/A	N/A
White	244	99	18	52	26	5	88.3	N/A	N/A	256	98	17	50	26	7	87.3	N/A	N/A	49,237	99	4	42	43	11	76.9	N/A	N/A
Male	164	99	17	54	23	6	89.2	N/A	N/A	172	99	16	53	23	8	88.5	N/A	N/A	36,823	99	5	37	40	18	72.3	N/A	N/A
Female	150	98	17	45	33	5	84.0	N/A	N/A	157	97	17	43	34	7	82.3	N/A	N/A	35,198	99	3	34	45	18	69.7	N/A	N/A
ELL	8	-	-	-	-	-	-	-	-	8	-	-	-	-	-	-	-	-	3,165	98	0	3	25	71	34.6	N/A	N/A
Ever ELL	31	100	10	29	48	13	75.8	N/A	N/A	32	100	9	28	50	13	75.0	N/A	N/A	10,192	99	2	17	41	41	52.9	N/A	N/A
All Students																											
2013	314	98	17	50	28	5	86.7	N/A	N/A	329	98	16	48	28	8	85.6	N/A	N/A	72,038	99	4	35	43	18	71.0	N/A	N/A
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

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ALL GRADES - ENGLISH LANGUAGE ARTS																											
Student Group	School									District						State											
	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)	Stud. Incl	Part. Rate	% at Each Level			CPI	SGP	Incl. in SGP (#)			
	#	%	A	P	NI	W			#	%	A	P	NI	W			#	%	A	P	NI	W					
Subgroups																											
Students w/disabilities	148	97	4	49	34	12	80.9	52.0	137	406	98	6	44	35	15	80.9	49.0	291	88,956	98	2	27	38	32	66.8	43.0	64,773
ELL and Former ELL	47	73	4	64	26	6	84.6	58.0	45	135	82	10	51	31	7	83.3	64.0	93	46,676	98	3	31	41	24	67.4	53.0	31,672
Low income	127	96	13	55	24	9	86.2	46.0	122	325	96	14	54	23	9	87.2	55.0	235	184,999	99	7	43	34	16	77.2	47.0	141,671
High needs	256	94	9	56	27	9	85.6	51.0	243	685	95	11	51	28	10	85.5	52.0	494	237,163	99	7	42	35	17	76.8	47.0	180,087
Afr. Amer./Black	38	98	3	61	24	13	83.6	36.5	36	79	95	11	56	23	10	85.4	42.0	63	41,211	99	8	43	34	16	77.5	50.0	31,170
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,178	98	12	47	31	11	81.9	49.0	925
Asian	99	93	30	60	8	2	96.0	59.0	93	243	95	37	51	9	2	95.3	64.0	180	28,814	99	30	48	17	6	90.7	61.0	22,450
Hispanic/Latino	48	90	23	60	17	0	93.2	64.0	47	128	92	24	51	22	3	89.5	60.5	100	77,576	99	6	39	36	19	74.2	48.0	57,959
Multi-race, Non-Hisp./Lat.	41	100	29	63	7	0	96.3	42.5	40	96	100	28	60	10	1	95.1	38.0	73	13,405	99	19	49	24	8	86.4	51.0	10,233
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	546	99	16	45	28	10	84.2	54.0	417
White	769	98	35	55	7	2	96.6	51.0	751	1,982	99	37	50	11	3	95.6	56.0	1,570	333,268	99	22	54	19	5	90.5	51.0	272,368
Male	497	97	26	62	9	3	94.8	51.0	481	1,263	98	28	54	13	4	93.6	54.0	1,007	253,683	99	14	50	26	11	84.1	48.0	200,380
Female	498	97	40	52	7	1	96.9	52.5	486	1,268	98	42	47	9	2	96.2	58.0	981	242,449	99	24	51	19	6	89.6	55.0	195,188
ELL	40	68	5	63	25	8	83.8	51.0	39	114	80	7	52	33	8	82.5	59.0	77	29,630	97	1	20	46	33	58.6	51.0	18,192
Ever ELL	91	85	12	65	18	5	89.3	51.0	89	216	88	21	51	22	6	87.8	63.0	166	69,734	98	8	39	34	19	74.1	53.0	52,739
All Students																											
2013	995	97	33	57	8	2	95.8	52.0	967	2,531	98	35	51	11	3	94.9	56.0	1,988	496,175	99	19	50	23	8	86.8	51.0	395,568
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

2013 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 school type (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				82 Met Target
High needs				66 Did Not Meet Target
Low income				48 Did Not Meet Target
ELL and Former ELL				76 Met Target
Students w/disabilities				67 Did Not Meet Target
Amer. Ind. or Alaska Nat.				-
Asian				97 Met Target
Afr. Amer./Black				69 Did Not Meet Target
Hispanic/Latino				81 Met Target
Multi-race, Non-Hisp./Lat.				-
Nat. Haw. or Pacif. Isl.				-
White				93 Met Target

**Ottoson Middle:
Accountability Data Detail**

2013 English Language Arts Proficiency Gap Narrowing											
	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		96.7	96.5	95.8	-0.7	97.3	98.4	83	995	75	On Target
High needs		89.1	87.9	85.6	-2.3	90.9	94.6	78	256	25	No Change
Low income		90.2	85.7	86.2	0.5	91.8	95.1	68	127	50	Improved Below Target
ELL and Former ELL		89.3	87.8	84.6	-3.2	91.1	94.7	89	47	0	Declined
Students w/disabilities		84.8	84.9	80.9	-4.0	87.3	92.4	81	148	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		95.7	97.2	96.0	-1.2	96.4	97.9	54	99	75	On Target
Afr. Amer./Black		89.2	90.4	83.6	-6.8	91.0	94.6	69	38	0	Declined
Hispanic/Latino		91.7	89.4	93.2	3.8	93.1	95.9	93	48	75	On Target
Multi-race, Non-Hisp./Lat.		98.8	-	-	-	-	99.4	-	41	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		97.4	97.0	96.6	-0.4	97.8	98.7	86	769	75	On Target

2013 Mathematics Proficiency Gap Narrowing											
	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		86.4	88.5	89.7	1.2	88.7	93.2	87	998	75	On Target
High needs		68.2	69.3	72.6	3.3	73.5	84.1	86	252	75	On Target
Low income		70.6	68.3	74.2	5.9	75.5	85.3	80	124	50	Improved Below Target
ELL and Former ELL		72.7	81.1	79.3	-1.8	77.3	86.4	87	47	100	Above Target
Students w/disabilities		60.3	63.0	63.2	0.2	66.9	80.2	83	146	50	Improved Below Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		92.0	91.7	92.4	0.7	93.3	96.0	46	99	100	Above Target
Afr. Amer./Black		66.2	71.3	70.9	-0.4	71.8	83.1	81	37	75	On Target
Hispanic/Latino		72.6	81.3	81.3	0.0	77.2	86.3	91	48	100	Above Target
Multi-race, Non-Hisp./Lat.		88.1	-	-	-	-	94.1	-	41	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		87.6	89.4	90.8	1.4	89.7	93.8	88	773	100	Above Target

2013 Science Proficiency Gap Narrowing											
	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating

All students		87.2	86.6	86.7	0.1	89.3	93.6	86	314	75	On Target
High needs		69.1	70.8	68.2	-2.6	74.3	84.6	76	77	0	Declined
Low income		74.0	73.0	69.3	-3.7	78.3	87.0	76	44	0	Declined
ELL and Former ELL		-	-	-	-	-	-	-	12	-	-
Students w/disabilities		59.4	67.1	62.8	-4.3	66.2	79.7	80	45	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		87.1	93.0	84.6	-8.4	89.3	93.6	49	34	75	On Target
Afr. Amer./Black		-	-	-	-	-	-	-	9	-	-
Hispanic/Latino		-	-	-	-	-	-	-	16	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	11	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		88.7	86.6	88.3	1.7	90.6	94.4	89	244	100	Above Target

2013 English Language Arts Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	38.9	32.8	995	0	1.2	1.8	995	0
High needs	16.2	8.6	256	0	4.6	7.0	256	0
Low income	16.5	12.6	127	0	7.4	7.9	127	0
ELL and Former ELL	14.3	4.3	47	0	6.1	6.4	47	0
Students w/disabilities	11.5	4.1	148	0	6.4	9.5	148	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	48.9	30.3	99	0	1.1	2.0	99	0
Afr. Amer./Black	2.9	2.6	38	0	2.9	10.5	38	0
Hispanic/Latino	17.5	22.9	48	25	7.5	0.0	48	25
Multi-race, Non-Hisp./Lat.	-	-	41	-	-	-	41	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	40.5	35.4	769	0	0.9	1.6	769	0

2013 Mathematics Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	40.4	39.0	998	0	6.0	5.4	998	25
High needs	16.6	13.9	252	0	20.8	17.9	252	25
Low income	15.8	16.1	124	0	22.5	17.7	124	25
ELL and Former ELL	16.3	12.8	47	0	4.1	10.6	47	0
Students w/disabilities	12.7	7.5	146	0	27.8	26.7	146	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	52.2	48.5	99	0	5.6	4.0	99	25
Afr. Amer./Black	11.8	8.1	37	0	14.7	10.8	37	25
Hispanic/Latino	20.0	22.9	48	25	7.5	14.6	48	0
Multi-race, Non-Hisp./Lat.	-	-	41	-	-	-	41	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	41.3	40.0	773	0	5.5	4.9	773	25

2013 Science Extra Credit								
	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	10.5	17.2	314	25	4.2	4.8	314	0
High needs	4.5	6.5	77	25	15.7	18.2	77	0
Low income	2.6	2.3	44	0	7.9	20.5	44	0
ELL and Former ELL	-	-	12	-	-	-	12	-
Students w/disabilities	5.6	6.7	45	25	22.2	24.4	45	0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	18.8	23.5	34	25	0.0	8.8	34	0
Afr. Amer./Black	-	-	9	-	-	-	9	-
Hispanic/Latino	-	-	16	-	-	-	16	-
Multi-race, Non-Hisp./Lat.	-	-	11	-	-	-	11	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-
White	10.3	17.6	244	25	4.4	3.7	244	25

2013 English Language Arts Growth										
	0 10 20 30 40 50 60 70 80 90 100	2012 SGP	2013 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		52.0	52.0	0.0	51.0	No	967	75	On Target	
High needs		52.0	51.0	-1.0	51.0	No	243	75	On Target	
Low income		45.5	46.0	0.5	51.0	No	122	50	Below Target	
ELL and Former ELL		60.0	58.0	-2.0	51.0	No	45	75	On Target	
Students w/disabilities		52.0	52.0	0.0	51.0	No	137	75	On Target	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		66.0	59.0	-7.0	51.0	No	93	75	On Target	
Afr. Amer./Black		57.0	36.5	-20.5	51.0	No	36	25	Below Target	
Hispanic/Latino		46.5	64.0	17.5	51.0	Yes	47	100	Above Target	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	40	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		50.0	51.0	1.0	51.0	No	751	75	On Target	

2013 Mathematics Growth										
	0 10 20 30 40 50 60 70 80 90 100	2012 SGP	2013 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		50.0	52.0	2.0	51.0	Yes	970	75	On Target	
High needs		46.5	54.5	8.0	51.0	Yes	238	75	On Target	
Low income		40.0	55.5	15.5	51.0	Yes	120	100	Above Target	
ELL and Former ELL		50.0	58.0	8.0	51.0	Yes	45	75	On Target	
Students w/disabilities		47.0	57.0	10.0	51.0	No	133	75	On Target	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-	
Asian		60.0	64.5	4.5	51.0	No	94	100	Above Target	
Afr. Amer./Black		55.5	52.0	-3.5	51.0	No	36	75	On Target	
Hispanic/Latino		42.0	43.0	1.0	51.0	Yes	47	75	On Target	

Multi-race, Non-Hisp./Lat.	-	-	-	51.0	-	40	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	51.0	-	-	-	-
White	48.0	50.0	2.0	51.0	Yes	753	75	On Target

2013 MCAS Participation												
	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	1032	1017	99	Yes	1032	1022	99	Yes	326	321	98	Yes
High needs	272	271	100	Yes	270	267	99	Yes	85	83	98	Yes
Low income	135	135	100	Yes	134	132	99	Yes	49	48	98	Yes
ELL and Former ELL	56	55	98	Yes	55	55	100	Yes	14	-	-	-
Students w/disabilities	152	152	100	Yes	151	150	99	Yes	48	47	98	Yes
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	108	107	99	Yes	108	107	99	Yes	35	35	100	Yes
Afr. Amer./Black	41	41	100	Yes	41	40	98	Yes	12	-	-	-
Hispanic/Latino	51	50	98	Yes	51	50	98	Yes	18	-	-	-
Multi-race, Non-Hisp./Lat.	41	41	100	Yes	41	41	100	Yes	11	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	790	777	98	Yes	789	782	99	Yes	250	247	99	Yes

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	% at Each Level				Avg. Scaled Score	% at Each 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	% at Each Level				Avg. Scaled Score	% at Each 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	% at Each Level				Avg. Scaled Score	% at Each 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	% at Each Level					Avg. Scaled Score	% at Each 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

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 2013 report card reflects only academic waivers issued during the 2012-2013 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 (2012-13 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 2013 Results)

MCAS achievement 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 the 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 (MCAS-Alt) tests based on 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 for a student group 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.

MCAS Achievement Level (Scaled Score Range)	MCAS-Alt Achievement 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)		0

* Intellectual, Sensory/Deaf and Blind, Multiple Disabilities, Autism, and Developmental Delay. Additionally, a student must be reported as having a "high level of need."

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; 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 achievement levels. Therefore, all students, regardless of 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 (2013)

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>.