OREGON DEPARTMENT OF EDUCATION

District: Redmond SD 2J
School: Tom McCall Elementary School

The purpose of this Rating Details report is to provide and explain the data that was used to determine the school rating that is shown on each school's Report Card. Included in the following pages is all of the data used to determine the rating, together with a description of ratings methodology. The school rating shown here was piloted in 2011-2012 to determine Priority, Focus, and Model schools as part of the ESEA Waiver. For more details on the school report cards, please visit: http://www.ode.state.or.us/search/page/?id=1786.

Overall Level: Level 4

Performance Indicator	Level	% of Points Earned	Weight	Weighted Points
Academic Achievement *(page 3)*	Level 4	70.0%	25	17.5
Academic Growth *(page 4)*	Level 4	80.0%	50	40.0
Subgroup Growth *(page 5)*	Level 3	66.7%	25	16.7
Number of Missed Participation Targets* *(page 6)*	0	NA		
Totals**				74.2
Weighted Percent				74.2%

* Schools do not receive points for participation. However, a school's overall Level is lowered by one category if it does not meet participation targets for all subgroups and subjects.

** Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:
• 25 for Academic Achievement
• 50 for Academic Growth
• 25 for Subgroup Growth
The total score is matched to the scoring guide above to determine the school's rating.

Federal Reporting Designations	
Received Title I Funds in 2012-13 (Y/N)	Y
ESEA Designation (if any)	

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Overall school ratings are determined using the percent of points earned for each of the indicators below. Detailed data to support the indicator ratings are provided in the following pages.

Academic Achievement *(page 3)*	Level	Points Earned	Points Eligible
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 3	3	5
Total	**Level 4**	**7**	**10**
Percent of Points Earned = Total Points Earned / Total Points Eligible			70.0%

Academic Growth (page 4)	Level	Points Earned	Points Eligible
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 4	4	5
Total	**Level 4**	**8**	**10**
Percent of Points Earned = Total Points Earned / Total Points Eligible			80.0%

Subgroup Growth (page 5)	Level	Points Earned	Points Eligible
Reading			
Economically Disadvantaged	Level 4	4	5
English Learners	Not Rated	0	0
Students with Disabilities	Level 4	4	5
Underserved Races/Ethnicities[1]	Level 4	4	5
Math			
Economically Disadvantaged	Level 4	4	5
English Learners	Not Rated	0	0
Students with Disabilities	Level 2	2	5
Underserved Races/Ethnicities[1]	Level 2	2	5
Total	**Level 3**	**20**	**30**
Percent of Points Earned = Total Points Earned / Total Points Eligible			66.7%

1.   Includes American Indian/Alaskan Native, Pacific Islander, Black, and Hispanic students.

Category Level Cutoffs	
Level	**% of Points Earned**
Level 5	90.0%
Level 4	70.0%
Level 3	50.0%
Level 2	30.0%
Level 1	<30.0%

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One way that we measure how well students are doing is through the use of state tests, which include achievement standards that define levels of student performance in a content area at a particular grade. The Academic Achievement indicator reflects the percent of students that meet or exceed standards on the state reading and math tests at all grade levels offered by the school. Subgroup data are displayed for informational purposes but are not included in the Rating system.

Achievement Level Cutoffs		
Level	Reading	Math
Level 5	87.2 & above	82.3 & above
Level 4	69.0 to 87.1	66.0 to 82.2
Level 3	58.8 to 68.9	49.2 to 65.9
Level 2	49.6 to 58.7	39.3 to 49.1
Level 1	Less than 49.6	Less than 39.3

Reading	Level	2011-12		2012-13		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	277	78.3	268	75.0	76.7
Economically Disadvantaged[1]	Level 4	147	77.6	128	71.1	74.5
English Learners[1]	Not Rated	9	66.7	12	50.0	57.1
Students with Disabilities[1]	Level 1	57	42.1	52	38.5	40.4
Underserved Races/Ethnicities[1]	Level 2	30	53.3	35	57.1	55.4
American Indian/Alaska Native[2]	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Level 2	28	53.6	33	57.6	55.7
Asian[1]	Not Rated	*	*	*	*	*
White[1]	Level 4	237	81.9	222	77.5	79.7
Multi-Racial[1]	Not Rated	10	70.0	11	81.8	76.2

Math	Level	2011-12		2012-13		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 3	277	63.9	268	61.9	62.9
Economically Disadvantaged[1]	Level 3	147	58.5	128	55.5	57.1
English Learners[1]	Not Rated	9	55.6	12	41.7	47.6
Students with Disabilities[1]	Level 1	57	29.8	52	21.2	25.7
Underserved Races/Ethnicities[1]	Level 2	30	40.0	35	42.9	41.5
American Indian/Alaska Native[2]	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Level 2	28	42.9	33	45.5	44.3
Asian[1]	Not Rated	*	*	*	*	*
White[1]	Level 3	237	67.1	222	64.4	65.8
Multi-Racial[1]	Not Rated	10	60.0	11	72.7	66.7

1. These data are not part of the achievement rating but are included to provide additional information on subgroup performance.
2. Included in the Underserved Races/Ethnicities subgroup.

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

*   Fewer than 6 students tested in the last two years combined

>95.0   Greater than 95 percent of students met or exceeded. Test counts are also suppressed.

<5.0   Less than 5 percent of students met or exceeded. Test counts are also suppressed.

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The Academic Growth Indicator uses the Colorado Growth Model to measure student progress over time in reading and mathematics. Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides us a more complete picture of student progress and will help provide a better evaluation of school effectiveness.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

The growth model looks at a student's growth, which is the change in his/her test scores from the previous year (or 8th grade to 11th grade for high school students). The student's growth is compared to that of his/her academic peers, who are the other students in the state who have a similar history of reading or math test scores. The Growth Model then expresses this growth as a percentile. For example, a growth percentile of 50 would indicate that a student had average growth compared to all other students in the state with similar test scores in the past. A growth percentile of 80 would indicate that the student's growth was as high, or higher, than 80 percent of his/her academic peers.

For school accountability Oregon uses the median growth percentile for students at the school. The median represents "typical" growth at the school: half of the students had growth that was at least as high as the median, half the student had growth that was less than or equal to the median. This median growth percentile is the basis for the growth ratings for reading and mathematics, as shown below.

The growth model also provides growth targets for students in grades 3 to 8. These growth targets are the growth percentile the student would need to sustain to either move up to standard within three years (for those students currently below standard) or to maintain standard for the next three years (for those students above standard). For school accountability Oregon uses the median growth target for students at the school to determine if the school has On Track Growth:

If the Combined Median Growth Percentile >= Combined Median Growth Target then On Track Growth = 'Yes'

If the Combined Median Growth Percentile < Combined Median Growth Target then On Track Growth = 'No'

This determination of whether the school has On Track growth helps to determine the growth levels, as shown in the table at the upper right corner of this page.

Academic Growth	Level	2011-12		2012-13		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Reading (All Students)	**Level 4**	173	62.0	150	56.0	59.0	28.0	Yes
Mathematics (All Students)	**Level 4**	173	51.0	152	48.0	49.0	35.0	Yes

Data notes:
*   Fewer than 6 students tested in the last two years combined
NA   Not applicable

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This indicator measures the growth of historically underserved student subgroups. It disaggregates the Growth indicator and reflects the growth for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities.

To be rated on Subgroup Growth, a subgroup must meet the minimum size required to receive an Achievement rating (40 tests in the last two years combined) and also have at least 30 students with growth percentiles.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

Reading	Level	2011-12		2012-13		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 4	94	57.5	81	45.0	54.0	34.0	Yes
English Learners	Not Rated	*	*	8	59.0	54.0	45.0	NA
Students with Disabilities	Level 4	35	49.0	26	61.5	55.0	65.0	No
Underserved Races/Ethnicities	Level 4	22	50.0	17	56.0	54.0	50.0	Yes
American Indian/Alaska Native[1]	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*	*	NA
Black/African American[1]	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino[1]	Level 4	20	53.5	16	58.0	54.5	49.0	Yes
Asian[2]	Not Rated	*	*	*	*	*	*	NA
White[2]	Level 5	144	63.5	127	56.0	62.0	24.0	Yes
Multi-Racial[2]	Not Rated	7	57.0	6	63.5	57.0	33.0	NA

Math	Level	2011-12		2012-13		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 4	95	58.0	83	41.0	50.5	45.0	Yes
English Learners	Not Rated	*	*	8	50.0	53.0	53.0	NA
Students with Disabilities	Level 2	35	40.0	28	42.5	42.0	70.0	No
Underserved Races/Ethnicities	Level 2	22	44.0	17	36.0	44.0	54.0	No
American Indian/Alaska Native[1]	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*	*	NA
Black/African American[1]	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino[1]	Level 2	20	44.0	16	40.5	44.0	51.0	No
Asian[2]	Not Rated	*	*	*	*	*	*	NA
White[2]	Level 4	145	56.0	129	49.0	50.0	32.0	Yes
Multi-Racial[2]	Not Rated	6	44.0	6	75.5	56.5	42.0	NA

1.   Included in the Underserved Races/Ethnicities subgroup.

2.   These data are not part of the academic growth rating but are included to provide additional information on subgroup performance.

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

*   Fewer than 6 students tested in the last two years combined

NA   Not applicable

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Student participation rates tell us the extent to which all students were tested in a school. All students enrolled on the first school day in May are required to test, and the data below show the percentages of students that tested, by subject and subgroup.

The table below also shows whether or not each subgroup met the federal participation rate target of 94.5%. School ratings are dependent upon student test scores, and these ratings are valid only when schools uniformly test all of their students. As a result, schools with one or more subgroups that missed the participation target will have their overall school rating lowered by one Level.

Participation Target: 94.5%

Reading	Status	Participants		Non-Participants		Participation Rate			Applied Rate
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	Combined	
All Students	Met	286	272	0	1	100.0	99.6	99.8	Combined
Economically Disadvantaged	Met	153	130	0	1	100.0	99.2	99.6	Combined
English Learners	Not Rated	10	12	0	0	100.0	100.0	100.0	NA
Students with Disabilities	Met	59	52	0	1	100.0	98.1	99.1	Combined
Underserved Races/Ethnicities	Met	32	35	0	0	100.0	100.0	100.0	Current
American Indian/Alaska Native[1]	Not Rated	1	2	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander[1]	Not Rated	0	0	0	0	--	--	--	NA
Black/African American[1]	Not Rated	1	0	0	0	100.0	--	100.0	NA
Hispanic/Latino[1]	Met	30	33	0	0	100.0	100.0	100.0	Current
Asian	Not Rated	0	0	0	0	--	--	--	NA
White	Met	244	226	0	1	100.0	99.6	99.8	Combined
Multi-Racial	Not Rated	10	11	0	0	100.0	100.0	100.0	NA

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate
		2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	Combined	
All Students	Met	286	272	0	1	100.0	99.6	99.8	Combined
Economically Disadvantaged	Met	153	130	0	1	100.0	99.2	99.6	Combined
English Learners	Not Rated	10	12	0	0	100.0	100.0	100.0	NA
Students with Disabilities	Met	59	52	0	1	100.0	98.1	99.1	Combined
Underserved Races/Ethnicities	Met	32	35	0	0	100.0	100.0	100.0	Current
American Indian/Alaska Native[1]	Not Rated	1	2	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander[1]	Not Rated	0	0	0	0	--	--	--	NA
Black/African American[1]	Not Rated	1	0	0	0	100.0	--	100.0	NA
Hispanic/Latino[1]	Met	30	33	0	0	100.0	100.0	100.0	Current
Asian	Not Rated	0	0	0	0	--	--	--	NA
White	Met	244	226	0	1	100.0	99.6	99.8	Combined
Multi-Racial	Not Rated	10	11	0	0	100.0	100.0	100.0	NA

1. Included in the Underserved Races/Ethnicities subgroup.

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

*   Fewer than 6 students tested in the last two years combined