

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

The purpose of the Report Card rating details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating (i.e., overall level) that is shown on each school's Report Card. For more details on the school report cards, please visit the following link:
<http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards>.

The Oregon Department of Education (ODE) will not assign overall ratings to schools on the 2016-17 Report Card Rating Details report given the expiration of Oregon's ESEA flexibility waiver on August 1, 2016 and the transition to the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report ratings by indicator (e.g., academic achievement, academic growth, etc.) as well as student group for each school.

Overall Level: Not Rated

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement <i>(page 3)</i>	Level 3	60.0%	NA	NA
Academic Growth <i>(page 4)</i>	Level 3	60.0%	NA	NA
Student Group Growth <i>(page 5)</i>	Level 2	46.7%	NA	NA
At Least One Student Group Missed a Participation Target <i>(page 8)</i>	Yes	NA		
Totals			NA	NA
Weighted Percent				NA

Level Assignment	Weighted Percent
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

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 Student Group 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 2016-17 (Y/N)	Y
ESEA Designation (if any)	

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The school accountability system determines the overall school rating by using the percent of points a school earns for each of the indicators below. Subsequent pages display the data that support each indicator rating.

Academic Achievement (page 3)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Level 3	3	5
Mathematics (All Students)	Level 3	3	5
Total	Level 3	6	10
Percent of Points Earned = Total Points Earned / Total Points Eligible 60.0%			

Academic Growth (page 4)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Level 3	3	5
Mathematics (All Students)	Level 3	3	5
Total	Level 3	6	10
Percent of Points Earned = Total Points Earned / Total Points Eligible 60.0%			

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%

Student Group Growth (page 5)	Level	Points Earned	Points Eligible
English Language Arts			
Economically Disadvantaged	Level 3	3	5
English Learners ¹	Not Rated	0	0
Students with Disabilities	Level 2	2	5
Underserved Races/Ethnicities ²	Level 4	4	5
Math			
Economically Disadvantaged	Level 3	3	5
English Learners ¹	Not Rated	0	0
Students with Disabilities	Level 1	1	5
Underserved Races/Ethnicities ²	Level 1	1	5
Total	Level 2	14	30
Percent of Points Earned = Total Points Earned / Total Points Eligible 46.7%			

1. This student group only includes English learners who were current and monitored (two years).
2. Includes American Indian/Alaska Native, Pacific Islander, Black, and Hispanic students.

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The Academic Achievement indicator reflects the percent of all students that meet or exceed standards on the state English language arts and mathematics assessments at all tested grades in the school. Both English language arts and mathematics have an annual measurable target, and each student group will meet the target if the value for "% of students at Level 3 or Level 4" is greater than or equal to the target.

Achievement Level Cutoffs		
Level	English Language Arts	Math
Level 5	73.6 & above	65.4 & above
Level 4	57.0 to 73.5	47.0 to 65.3
Level 3	35.9 to 56.9	26.7 to 46.9
Level 2	27.3 to 35.8	19.0 to 26.6
Level 1	Less than 27.3	Less than 19.0

English Language Arts Target: 57.0%

English Language Arts	Level	2015-16		2016-17		Combined % Met
		Tests	% Level 3/4	Tests	% Level 3/4	
All Students	Level 3	272	48.2	292	47.9	48.0
Economically Disadvantaged ¹	Level 3	111	37.8	119	35.3	36.5
English Learners ^{1,3}	Not Rated	10	20.0	15	33.3	28.0
Students with Disabilities ¹	Level 1	43	7.0	39	10.3	8.5
Underserved Races/Ethnicities ¹	Level 2	29	31.0	34	35.3	33.3
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	26	30.8	29	31.0	30.9
Asian ¹	Not Rated	*	*	*	*	*
White ¹	Level 3	232	51.3	245	49.0	50.1
Multi-Racial ¹	Not Rated	10	30.0	9	66.7	47.4

Mathematics Target: 47.0%

Math	Level	2015-16		2016-17		Combined % Met
		Tests	% Level 3/4	Tests	% Level 3/4	
All Students	Level 3	272	43.8	291	42.3	43.0
Economically Disadvantaged ¹	Level 3	111	34.2	118	31.4	32.8
English Learners ^{1,3}	Not Rated	10	20.0	15	20.0	20.0
Students with Disabilities ¹	Level 1	43	9.3	39	12.8	11.0
Underserved Races/Ethnicities ¹	Level 3	29	48.3	34	32.4	39.7
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Level 3	26	46.2	29	27.6	36.4
Asian ¹	Not Rated	*	*	*	*	*
White ¹	Level 3	232	44.0	244	43.0	43.5
Multi-Racial ¹	Not Rated	10	30.0	9	44.4	36.8

- These data are not part of the Academic Achievement indicator but are included to provide additional information on student group performance.
- Included in the Underserved Races/Ethnicities student group.
- This student group only includes English learners who were current and monitored (two years).

Data notes:

- * Fewer than 6 students tested.
- >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 growth in English language arts and mathematics as compared to academic peers (i.e., students throughout the state who have a similar English language arts or mathematics test score history).

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 a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

The growth model examines a student's current performance as compared to that of his/her academic peers with a similar test score history, and expresses it as a percentile (i.e., a ranking from 1 to 99 where 99 is the highest). For example, a growth percentile of 50 in English language arts would indicate that a student had typical or average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the "typical" growth at the school. For example, a median growth percentile of 65 in mathematics would indicate that the typical student in this school exhibited growth in mathematics as high or higher than 65 percent of his/her academic peers. As shown below, this median growth percentile is the basis for the Academic Growth ratings for English language arts and mathematics.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

Academic Growth	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
English Language Arts (All Students)	Level 3	175	40.0	181	47.0	43.5
Mathematics (All Students)	Level 3	173	38.0	181	45.0	42.0

Data notes:

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

* Fewer than 6 students with growth percentiles.

NA Is not applicable

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The Student Group Growth indicator measures the growth of historically underserved student groups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the “typical” growth for each student group.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

To receive a Student Group Growth indicator rating, a student group must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and at least 30 students with growth percentiles.

English Language Arts	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
Economically Disadvantaged	Level 3	71	39.0	66	48.0	42.0
English Learners ¹	Not Rated	8	24.5	8	42.0	39.5
Students with Disabilities	Level 2	27	36.0	25	35.0	35.5
Underserved Races/Ethnicities	Level 4	21	59.0	21	44.0	50.5
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Level 4	19	59.0	19	40.0	50.5
Asian ³	Not Rated	*	*	*	*	*
White ³	Level 3	148	40.0	153	47.0	42.0
Multi-Racial ³	Not Rated	*	*	6	66.5	52.0

Math	Level	2015-16		2016-17		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
Economically Disadvantaged	Level 3	70	38.5	66	49.0	40.0
English Learners ¹	Not Rated	7	17.0	8	50.5	29.0
Students with Disabilities	Level 1	26	31.0	25	33.0	32.0
Underserved Races/Ethnicities	Level 1	20	19.5	21	49.0	34.0
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Level 1	18	19.5	19	49.0	30.0
Asian ³	Not Rated	*	*	*	*	*
White ³	Level 3	147	40.0	153	45.0	43.5
Multi-Racial ³	Not Rated	*	*	6	29.0	32.0

1. This student group only includes English learners who were current and monitored (two years).
2. Included in the Underserved Races/Ethnicities student group.
3. These data are not part of the Student Group Growth indicator but are included to provide additional information on student group performance.

Data notes:

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

* Fewer than 6 students with growth percentiles.

NA Is not applicable

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All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and student group. The tables also indicate whether each student group met the federal participation rate target of 94.5%.

The Academic Achievement, Academic Growth, and Student Group Growth indicators depend upon student test scores. These indicators are valid only when schools uniformly test all students.

Note that non-participants include the following: students whose parents/guardians opted them out from taking the statewide English language arts or mathematics assessments, students who were absent for an extended period of time, students whose parents/guardians requested they not participate for religious or disability related reasons, or students who did not participate due to unknown circumstances.

Participation Target: 94.5%

<i>English Language Arts</i>	<i>Status</i>	<i>Participants</i>		<i>Non-Participants</i>		<i>Participation Rate</i>			<i>Applied Rate²</i>
		<i>2015-16</i>	<i>2016-17</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2015-16</i>	<i>2016-17</i>	<i>Combined</i>	
All Students	Met	280	302	12	17	95.9	94.7	95.3	Combined
Economically Disadvantaged	Not Met	114	125	8	10	93.4	92.6	93.0	Combined
English Learners ¹	Not Rated	11	15	2	1	84.6	93.8	89.7	NA
Students with Disabilities	Not Met	43	44	4	6	91.5	88.0	89.7	Combined
Underserved Races/Ethnicities	Not Met	31	34	3	3	91.2	91.9	91.5	Current
American Indian/Alaska Native ³	Not Rated	2	2	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander ³	Not Rated	1	2	0	1	100.0	66.7	75.0	NA
Black/African American ³	Not Rated	0	1	0	0	--	100.0	100.0	NA
Hispanic/Latino ³	Not Met	28	29	3	2	90.3	93.5	91.9	Current
Asian	Not Rated	1	4	0	0	100.0	100.0	100.0	NA
White	Met	238	254	9	13	96.4	95.1	95.7	Combined
Multi-Racial	Not Rated	10	10	0	1	100.0	90.9	95.2	NA

<i>Math</i>	<i>Status</i>	<i>Participants</i>		<i>Non-Participants</i>		<i>Participation Rate</i>			<i>Applied Rate²</i>
		<i>2015-16</i>	<i>2016-17</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2015-16</i>	<i>2016-17</i>	<i>Combined</i>	
All Students	Met	280	301	12	18	95.9	94.4	95.1	Combined
Economically Disadvantaged	Not Met	114	124	8	11	93.4	91.9	92.6	Combined
English Learners ¹	Not Rated	11	15	2	1	84.6	93.8	89.7	NA
Students with Disabilities	Not Met	43	44	4	6	91.5	88.0	89.7	Combined
Underserved Races/Ethnicities	Not Met	31	34	3	3	91.2	91.9	91.5	Current
American Indian/Alaska Native ³	Not Rated	2	2	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander ³	Not Rated	1	2	0	1	100.0	66.7	75.0	NA
Black/African American ³	Not Rated	0	1	0	0	--	100.0	100.0	NA
Hispanic/Latino ³	Not Met	28	29	3	2	90.3	93.5	91.9	Current
Asian	Not Rated	1	4	0	0	100.0	100.0	100.0	NA
White	Met	238	253	9	14	96.4	94.8	95.5	Combined
Multi-Racial	Not Rated	10	10	0	1	100.0	90.9	95.2	NA

1. This student group only includes English learners who were current and monitored (two years).
2. The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.
3. Included in the Underserved Races/Ethnicities student group.

Data notes:

Not Rated Refers to a student group that did not meet the minimum size requirement in order to receive a rating (i.e., Met or Not Met).