



District: Beaverton SD 48J
School: Stoller Middle 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. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-12 to identify Priority, Focus, and Model schools as part of the ESEA Waiver. For more details on the school report cards, please visit the following link: <http://www.ode.state.or.us/go/schoolRC>.

The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this rating details report, but will receive a new overall school rating on the 2015-16 rating details reports.

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>	Not Rated	NA	NA	NA
Academic Growth <i>(page 4)</i>	Not Rated	NA	NA	NA
Subgroup Growth <i>(page 5)</i>	Not Rated	NA	NA	NA
Consecutive Years with Missed Participation Targets* <i>(page 6)</i>	Not Rated	NA		
		Totals**		NA
		Weighted Percent		NA

* Schools do not receive points for participation. However, a school's overall Level is lowered by one level for each consecutive year that it did not meet all participation targets.

** 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	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 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 2014-15 (Y/N)	N
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)	Not Rated	NA	NA
Mathematics (All Students)	Not Rated	NA	NA
Total	Not Rated	NA	NA
Percent of Points Earned = Total Points Earned / Total Points Eligible			NA

Category Level Cutoffs	
Level	% of Points Earned
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

Academic Growth (page 4)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Not Rated	NA	NA
Mathematics (All Students)	Not Rated	NA	NA
Total	Not Rated	NA	NA
Percent of Points Earned = Total Points Earned / Total Points Eligible			NA

Subgroup Growth (page 5)	Level	Points Earned	Points Eligible
English Language Arts			
Economically Disadvantaged	Not Rated	NA	NA
English Learners	Not Rated	NA	NA
Students with Disabilities	Not Rated	NA	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA
Math			
Economically Disadvantaged	Not Rated	NA	NA
English Learners	Not Rated	NA	NA
Students with Disabilities	Not Rated	NA	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA
Total	Not Rated	NA	NA
Percent of Points Earned = Total Points Earned / Total Points Eligible			NA

1. 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 a target as required by Oregon's ESEA waiver, and each subgroup 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	Not Applicable	Not Applicable
Level 4	Not Applicable	Not Applicable
Level 3	Not Applicable	Not Applicable
Level 2	Not Applicable	Not Applicable
Level 1	Not Applicable	Not Applicable

English Language Arts Target: TBD

English Language Arts	Level	2013-14		2014-15		Combined % Met
		Tests	% Met	Tests	% Level 3/4	
All Students	Not Rated	NA	NA	1316	83.3	NA
Economically Disadvantaged ¹	Not Rated	NA	NA	147	58.5	NA
English Learners ¹	Not Rated	NA	NA	83	59.0	NA
Students with Disabilities ¹	Not Rated	NA	NA	115	34.8	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA	117	70.1	NA
American Indian/Alaska Native ²	Not Rated	NA	NA	4	75.0	NA
Native Hawaiian/Pacific Islander ²	Not Rated	NA	NA	3	66.7	NA
Black/African American ²	Not Rated	NA	NA	23	69.6	NA
Hispanic/Latino ²	Not Rated	NA	NA	87	70.1	NA
Asian ¹	Not Rated	NA	NA	521	91.2	NA
White ¹	Not Rated	NA	NA	603	78.9	NA
Multi-Racial ¹	Not Rated	NA	NA	75	84.0	NA

Mathematics Target: TBD

Math	Level	2013-14		2014-15		Combined % Met
		Tests	% Met	Tests	% Level 3/4	
All Students	Not Rated	NA	NA	1310	81.9	NA
Economically Disadvantaged ¹	Not Rated	NA	NA	147	51.7	NA
English Learners ¹	Not Rated	NA	NA	83	66.3	NA
Students with Disabilities ¹	Not Rated	NA	NA	113	33.6	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA	117	59.8	NA
American Indian/Alaska Native ²	Not Rated	NA	NA	4	75.0	NA
Native Hawaiian/Pacific Islander ²	Not Rated	NA	NA	3	66.7	NA
Black/African American ²	Not Rated	NA	NA	23	65.2	NA
Hispanic/Latino ²	Not Rated	NA	NA	87	57.5	NA
Asian ¹	Not Rated	NA	NA	519	91.9	NA
White ¹	Not Rated	NA	NA	600	78.0	NA
Multi-Racial ¹	Not Rated	NA	NA	74	78.4	NA

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

Data notes:

- * 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.

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS performance data.



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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.

The Academic Growth indicator does not have targets similar to the Academic Achievement indicator; however, schools may exhibit low, typical, or high growth given the value of their respective median growth percentile.

The following describes low, typical, or high growth:

- > Low growth is a median growth percentile less than 35
- > Typical growth is a median growth percentile greater than or equal to 35 and less than 66
- > High growth is a median growth percentile greater than or equal to 66

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	Not Applicable	Not Applicable
Level 4	Not Applicable	Not Applicable
Level 3	Not Applicable	Not Applicable
Level 2	Not Applicable	Not Applicable
Level 1	Not Applicable	Not Applicable

Academic Growth	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
English Language Arts (All Students)	Not Rated	NA	NA	1228	67.0	NA	NA	NA
Mathematics (All Students)	Not Rated	NA	NA	1216	64.0	NA	NA	NA

Data notes:

- * Fewer than 6 students with growth percentiles.
- NA Not applicable

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS growth data.

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The Subgroup Growth indicator measures the growth of historically underserved student subgroups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, limited English proficient, 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 subgroup. The Subgroup Growth indicator does not have targets similar to the Academic Achievement indicator; however, schools may exhibit low, typical, or high growth given the value of their respective median growth percentile (see previous page for details).

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	Not Applicable	Not Applicable
Level 4	Not Applicable	Not Applicable
Level 3	Not Applicable	Not Applicable
Level 2	Not Applicable	Not Applicable
Level 1	Not Applicable	Not Applicable

English Language Arts	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Not Rated	NA	NA	135	61.0	NA	NA	NA
English Learners	Not Rated	NA	NA	53	83.0	NA	NA	NA
Students with Disabilities	Not Rated	NA	NA	109	37.0	NA	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	NA	100	63.0	NA	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	NA	3	70.0	NA	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	NA	2	93.5	NA	NA	NA
Black/African American ¹	Not Rated	NA	NA	21	57.0	NA	NA	NA
Hispanic/Latino ¹	Not Rated	NA	NA	74	61.5	NA	NA	NA
Asian ²	Not Rated	NA	NA	487	73.0	NA	NA	NA
White ²	Not Rated	NA	NA	570	61.0	NA	NA	NA
Multi-Racial ²	Not Rated	NA	NA	71	55.0	NA	NA	NA

Math	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Not Rated	NA	NA	132	58.5	NA	NA	NA
English Learners	Not Rated	NA	NA	50	56.0	NA	NA	NA
Students with Disabilities	Not Rated	NA	NA	106	46.5	NA	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	NA	97	53.0	NA	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	NA	3	63.0	NA	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	NA	2	67.0	NA	NA	NA
Black/African American ¹	Not Rated	NA	NA	21	46.0	NA	NA	NA
Hispanic/Latino ¹	Not Rated	NA	NA	71	53.0	NA	NA	NA
Asian ²	Not Rated	NA	NA	484	66.5	NA	NA	NA
White ²	Not Rated	NA	NA	565	63.0	NA	NA	NA
Multi-Racial ²	Not Rated	NA	NA	70	64.5	NA	NA	NA

- Included in the Underserved Races/Ethnicities subgroup.
- These data are not part of the Academic Growth indicator but are included to provide additional information on subgroup performance.

Data notes:

- * Fewer than 6 students tested in the last two years combined
- NA Not applicable

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS growth data.



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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 subgroup. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%.

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

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>2013-14</i>	<i>2014-15</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2013-14</i>	<i>2014-15</i>	<i>Combined</i>	
All Students	Not Rated	NA	1360	NA	18	NA	98.7	NA	NA
Economically Disadvantaged	Not Rated	NA	153	NA	4	NA	97.5	NA	NA
English Learners	Not Rated	NA	111	NA	1	NA	99.1	NA	NA
Students with Disabilities	Not Rated	NA	117	NA	7	NA	94.4	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	120	NA	0	NA	100	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	4	NA	0	NA	100	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	3	NA	0	NA	100	NA	NA
Black/African American ¹	Not Rated	NA	23	NA	0	NA	100	NA	NA
Hispanic/Latino ¹	Not Rated	NA	90	NA	0	NA	100	NA	NA
Asian	Not Rated	NA	548	NA	1	NA	99.8	NA	NA
White	Not Rated	NA	616	NA	16	NA	97.5	NA	NA
Multi-Racial	Not Rated	NA	76	NA	1	NA	98.7	NA	NA

<i>Math</i>	<i>Status</i>	<i>Participants</i>		<i>Non-Participants</i>		<i>Participation Rate</i>			<i>Applied Rate²</i>
		<i>2013-14</i>	<i>2014-15</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2013-14</i>	<i>2014-15</i>	<i>Combined</i>	
All Students	Not Rated	NA	1356	NA	23	NA	98.3	NA	NA
Economically Disadvantaged	Not Rated	NA	153	NA	4	NA	97.5	NA	NA
English Learners	Not Rated	NA	111	NA	1	NA	99.1	NA	NA
Students with Disabilities	Not Rated	NA	116	NA	8	NA	93.5	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	119	NA	1	NA	99.2	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	4	NA	0	NA	100	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	3	NA	0	NA	100	NA	NA
Black/African American ¹	Not Rated	NA	23	NA	0	NA	100	NA	NA
Hispanic/Latino ¹	Not Rated	NA	89	NA	1	NA	98.9	NA	NA
Asian	Not Rated	NA	546	NA	4	NA	99.3	NA	NA
White	Not Rated	NA	616	NA	16	NA	97.5	NA	NA
Multi-Racial	Not Rated	NA	75	NA	2	NA	97.4	NA	NA

1. Included in the Underserved Races/Ethnicities subgroup.

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.

Data notes:

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

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS participation data.