District: West Linn-Wilsonville SD 3J
School: Sunset Primary 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 5

Performance Indicator	Level	% of Points Earned	Weight	Weighted Points
Academic Achievement *(page 3)*	Level 4	80.0%	25	20.0
Academic Growth *(page 4)*	Level 5	90.0%	50	45.0
Subgroup Growth *(page 5)*	Level 5	90.0%	25	22.5
Number of Missed Participation Targets* *(page 6)*	0	NA		
Totals**				87.5
Weighted Percent				87.5%

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

* 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.

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)	N
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 4	4	5
Total	**Level 4**	**8**	**10**
Percent of Points Earned = Total Points Earned / Total Points Eligible			80.0%

Academic Growth (page 4)	Level	Points Earned	Points Eligible
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 5	5	5
Total	**Level 5**	**9**	**10**
Percent of Points Earned = Total Points Earned / Total Points Eligible			90.0%

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%

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	Not Rated	0	0
Underserved Races/Ethnicities[1]	Not Rated	0	0
Math			
Economically Disadvantaged	Level 5	5	5
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities[1]	Not Rated	0	0
Total	**Level 5**	**9**	**10**
Percent of Points Earned = Total Points Earned / Total Points Eligible			90.0%

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

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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	216	84.7	158	79.1	82.4
Economically Disadvantaged[1]	Level 3	42	76.2	45	55.6	65.5
English Learners[1]	Not Rated	*	*	*	*	*
Students with Disabilities[1]	Not Rated	25	64.0	14	42.9	56.4
Underserved Races/Ethnicities[1]	Not Rated	13	76.9	8	50.0	66.7
American Indian/Alaska Native[2]	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Not Rated	9	66.7	6	50.0	60.0
Asian[1]	Not Rated	*	>95	*	*	>95
White[1]	Level 4	178	84.8	127	78.0	82.0
Multi-Racial[1]	Not Rated	16	81.3	18	94.4	88.2

Math	Level	2011-12		2012-13		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	216	84.3	158	77.2	81.3
Economically Disadvantaged[1]	Level 3	42	66.7	45	60.0	63.2
English Learners[1]	Not Rated	*	*	*	*	*
Students with Disabilities[1]	Not Rated	25	72.0	14	35.7	59.0
Underserved Races/Ethnicities[1]	Not Rated	13	76.9	8	75.0	76.2
American Indian/Alaska Native[2]	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Not Rated	9	66.7	6	83.3	73.3
Asian[1]	Not Rated	*	>95	*	*	>95
White[1]	Level 4	178	84.8	127	75.6	81.0
Multi-Racial[1]	Not Rated	16	75.0	18	83.3	79.4

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	139	60.0	99	55.0	56.0	18.0	Yes
Mathematics (All Students)	Level 5	139	77.0	99	71.0	75.5	19.5	Yes

Data notes:

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

 NA   Not applicable

OREGON DEPARTMENT OF EDUCATION

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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	27	53.0	32	51.0	51.0	35.0	Yes
English Learners	Not Rated	*	*	*	*	*	*	NA
Students with Disabilities	Not Rated	16	62.0	10	32.0	48.5	44.0	NA
Underserved Races/Ethnicities	Not Rated	7	72.0	*	*	60.0	38.5	NA
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]	Not Rated	6	61.0	*	*	53.5	40.5	NA
Asian[2]	Not Rated	7	44.0	*	*	76.0	5.0	NA
White[2]	Level 4	114	59.0	81	54.0	55.0	19.0	Yes
Multi-Racial[2]	Not Rated	11	60.0	9	51.0	55.5	13.5	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 5	27	70.0	32	60.0	63.0	35.0	Yes
English Learners	Not Rated	*	*	*	*	*	*	NA
Students with Disabilities	Not Rated	16	79.5	10	20.0	56.5	47.0	NA
Underserved Races/Ethnicities	Not Rated	7	61.0	*	*	65.0	38.5	NA
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]	Not Rated	6	68.0	*	*	68.0	39.5	NA
Asian[2]	Not Rated	7	79.0	*	*	86.0	7.0	NA
White[2]	Level 5	114	76.5	81	69.0	72.0	20.0	Yes
Multi-Racial[2]	Not Rated	11	83.0	9	93.0	86.5	14.5	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

OREGON DEPARTMENT OF EDUCATION

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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	222	162	0	0	100.0	100.0	100.0	Current
Economically Disadvantaged	Met	43	46	0	0	100.0	100.0	100.0	Current
English Learners	Not Rated	3	0	0	0	100.0	--	100.0	NA
Students with Disabilities	Met	26	15	0	0	100.0	100.0	100.0	Current
Underserved Races/Ethnicities	Not Rated	13	8	0	0	100.0	100.0	100.0	NA
American Indian/Alaska Native[1]	Not Rated	2	0	0	0	100.0	--	100.0	NA
Native Hawaiian/Pacific Islander[1]	Not Rated	0	1	0	0	--	100.0	100.0	NA
Black/African American[1]	Not Rated	2	1	0	0	100.0	100.0	100.0	NA
Hispanic/Latino[1]	Not Rated	9	6	0	0	100.0	100.0	100.0	NA
Asian	Not Rated	9	5	0	0	100.0	100.0	100.0	NA
White	Met	184	131	0	0	100.0	100.0	100.0	Current
Multi-Racial	Not Rated	16	18	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	222	162	0	0	100.0	100.0	100.0	Current
Economically Disadvantaged	Met	43	46	0	0	100.0	100.0	100.0	Current
English Learners	Not Rated	3	0	0	0	100.0	--	100.0	NA
Students with Disabilities	Met	26	15	0	0	100.0	100.0	100.0	Current
Underserved Races/Ethnicities	Not Rated	13	8	0	0	100.0	100.0	100.0	NA
American Indian/Alaska Native[1]	Not Rated	2	0	0	0	100.0	--	100.0	NA
Native Hawaiian/Pacific Islander[1]	Not Rated	0	1	0	0	--	100.0	100.0	NA
Black/African American[1]	Not Rated	2	1	0	0	100.0	100.0	100.0	NA
Hispanic/Latino[1]	Not Rated	9	6	0	0	100.0	100.0	100.0	NA
Asian	Not Rated	9	5	0	0	100.0	100.0	100.0	NA
White	Met	184	131	0	0	100.0	100.0	100.0	Current
Multi-Racial	Not Rated	16	18	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