

District: West Linn-Wilsonville SD 3J
School: Boones Ferry Primary 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 that is shown on each school's Report Card. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-2012 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>.

Overall Level: Level 4

<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 4	80.0%	25	20.0
Academic Growth <i>(page 4)</i>	Level 5	90.0%	50	45.0
Subgroup Growth <i>(page 5)</i>	Level 4	70.0%	25	17.5
Number of Missed Participation Targets* <i>(page 6)</i>	0	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, starting in 2012-13.			Totals**	82.5
** Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.			Weighted Percent	82.5%

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

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 2013-14 (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
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 5	5	5
Mathematics (All Students)	Level 4	4	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	Level 3	3	5
Students with Disabilities	Level 4	4	5
Underserved Races/Ethnicities ¹	Level 4	4	5
Math			
Economically Disadvantaged	Level 3	3	5
English Learners	Level 5	5	5
Students with Disabilities	Level 2	2	5
Underserved Races/Ethnicities ¹	Level 3	3	5
Total	Level 4	28	40
Percent of Points Earned = Total Points Earned / Total Points Eligible			70.0%

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



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The Academic Achievement indicator rating reflects the percent of all students that meet or exceed standards on the state reading and mathematics assessments at all tested grades in the school. Note that, despite their display below, the Academic Achievement indicator rating does not include subgroup data as described in Oregon's ESEA Waiver.

Achievement Level Cutoffs		
Level	Reading	Math
Level 5	87.2 & above	82.3 & above
Level 4	72.0 to 87.1	69.0 to 82.2
Level 3	58.8 to 71.9	49.2 to 68.9
Level 2	49.6 to 58.7	39.3 to 49.1
Level 1	Less than 49.6	Less than 39.3

Reading	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	259	79.5	270	79.6	79.6
Economically Disadvantaged ¹	Level 3	91	59.3	99	60.6	60.0
English Learners ¹	Level 1	42	45.2	44	43.2	44.2
Students with Disabilities ¹	Level 2	23	43.5	37	54.1	50.0
Underserved Races/Ethnicities ¹	Level 2	66	56.1	70	55.7	55.9
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	62	54.8	64	54.7	54.8
Asian ¹	Not Rated	*	>95	9	88.9	93.3
White ¹	Level 5	165	86.7	170	87.6	87.2
Multi-Racial ¹	Level 5	22	90.9	21	90.5	90.7

Math	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	259	72.6	270	75.9	74.3
Economically Disadvantaged ¹	Level 3	91	48.4	99	52.5	50.5
English Learners ¹	Level 1	42	31.0	44	34.1	32.6
Students with Disabilities ¹	Level 3	23	39.1	37	56.8	50.0
Underserved Races/Ethnicities ¹	Level 2	66	37.9	70	48.6	43.4
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	62	35.5	64	46.9	41.3
Asian ¹	Not Rated	6	83.3	9	88.9	86.7
White ¹	Level 5	165	84.8	170	85.9	85.4
Multi-Racial ¹	Level 4	22	81.8	21	81.0	81.4

- These data are not part of the achievement rating but are included to provide additional information on subgroup performance.
- 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 growth in reading and mathematics as compared to academic peers (i.e., students throughout the state who have a similar reading or math 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.

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 as compared to that of his/her academic peers with a similar test score history. The Growth Model subsequently expresses student 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 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 which represents “typical” growth at the school. As shown below, this median growth percentile is the basis for the Academic Growth ratings for reading and mathematics. The growth model also provides growth targets for students in grades 3 to 8. These growth targets represent the growth percentile a student would need to meet the standard within three years (for those students currently below standard) or to maintain standard for the next three years (for those students above standard). The school accountability system uses the median growth target to determine whether students at the school have 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’

On Track growth is used to determine the growth levels (see the Growth Level Cutoffs table in the upper right corner of this page).

Academic Growth	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Reading (All Students)	Level 5	156	60.0	173	63.0	61.0	19.0	Yes
Mathematics (All Students)	Level 4	156	51.0	173	57.0	55.0	25.0	Yes

Data notes:

- Not Rated Subgroup did not meet minimum size requirement in order to receive a rating
- * Fewer than 6 students with growth percentiles.
- NA Not applicable

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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. To receive a Subgroup Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and 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	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 4	54	44.5	63	61.0	50.0	45.0	Yes
English Learners	Level 3	22	44.5	29	51.0	48.0	53.0	No
Students with Disabilities	Level 4	19	34.0	18	62.5	57.0	51.0	Yes
Underserved Races/Ethnicities	Level 4	40	44.0	45	57.0	48.0	48.0	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 3	39	44.0	41	52.0	46.5	47.5	No
Asian ²	Not Rated	*	*	*	*	56.0	6.0	NA
White ²	Level 5	100	67.5	108	65.0	65.0	11.0	Yes
Multi-Racial ²	Not Rated	11	61.0	16	62.0	61.0	16.0	NA

Math	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 3	54	40.0	63	54.0	50.0	53.0	No
English Learners	Level 5	22	45.5	29	72.0	62.0	60.0	Yes
Students with Disabilities	Level 2	19	41.0	18	50.0	42.0	56.0	No
Underserved Races/Ethnicities	Level 3	40	43.0	45	63.0	52.0	55.0	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 3	39	39.0	41	63.0	51.5	55.0	No
Asian ²	Not Rated	*	*	*	*	68.0	15.0	NA
White ²	Level 4	100	56.5	108	55.0	55.5	17.0	Yes
Multi-Racial ²	Not Rated	11	34.0	16	57.0	53.0	29.0	NA

- Included in the Underserved Races/Ethnicities subgroup.
- 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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All students 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 overall school rating as well as the Academic Achievement, Academic Growth, and Subgroup Growth indicator ratings depend upon student test scores. These ratings are valid only when schools uniformly test all students. As a result, schools with one or more subgroups missing the participation target will receive a reduction in their overall school rating by one Level.

Participation Target: 94.5%

Reading	Status	Participants		Non-Participants		Participation Rate			Applied Rate ²
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
All Students	Met	265	277	0	0	100.0	100.0	100.0	Current
Economically Disadvantaged	Met	95	106	0	0	100.0	100.0	100.0	Current
English Learners	Met	44	46	0	0	100.0	100.0	100.0	Current
Students with Disabilities	Met	24	37	0	0	100.0	100.0	100.0	Current
Underserved Races/Ethnicities	Met	70	74	0	0	100.0	100.0	100.0	Current
American Indian/Alaska Native ¹	Not Rated	1	1	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	2	2	0	0	100.0	100.0	100.0	NA
Black/African American ¹	Not Rated	2	3	0	0	100.0	100.0	100.0	NA
Hispanic/Latino ¹	Met	65	68	0	0	100.0	100.0	100.0	Current
Asian	Not Rated	6	9	0	0	100.0	100.0	100.0	NA
White	Met	167	172	0	0	100.0	100.0	100.0	Current
Multi-Racial	Met	22	22	0	0	100.0	100.0	100.0	Current

Math	Status	Participants		Non-Participants		Participation Rate			Applied Rate ²
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
All Students	Met	265	277	0	0	100.0	100.0	100.0	Current
Economically Disadvantaged	Met	95	106	0	0	100.0	100.0	100.0	Current
English Learners	Met	44	46	0	0	100.0	100.0	100.0	Current
Students with Disabilities	Met	24	37	0	0	100.0	100.0	100.0	Current
Underserved Races/Ethnicities	Met	70	74	0	0	100.0	100.0	100.0	Current
American Indian/Alaska Native ¹	Not Rated	1	1	0	0	100.0	100.0	100.0	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	2	2	0	0	100.0	100.0	100.0	NA
Black/African American ¹	Not Rated	2	3	0	0	100.0	100.0	100.0	NA
Hispanic/Latino ¹	Met	65	68	0	0	100.0	100.0	100.0	Current
Asian	Not Rated	6	9	0	0	100.0	100.0	100.0	NA
White	Met	167	172	0	0	100.0	100.0	100.0	Current
Multi-Racial	Met	22	22	0	0	100.0	100.0	100.0	Current

- Included in the Underserved Races/Ethnicities subgroup.
- 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:

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



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The tables below display the Smarter Balanced field test and OAKS participation rates by grade and subject, and are only applicable to schools that administered the field test in 2013-14. The OAKS participation rate must be at least 94.5% in each field test grade and subject to include OAKS scores in the Academic Achievement, Academic Growth, and Subgroup Growth indicators.

Field test schools may choose to appeal the inclusion or exclusion of OAKS scores. In the event of a successful appeal, the "Include OAKS" field below will reflect the result of the appeal (either the inclusion or exclusion of OAKS scores) regardless of the OAKS participation rate. The Academic Achievement, Academic Growth, and Subgroup Growth indicators will reflect the inclusion or exclusion of OAKS scores based on the successful appeal.

Participation Target: 94.5%

<i>Reading</i>	Field Test Grade ¹	Include OAKS ²	Total Students ³	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	No	Yes	95	0	--	95	100.0
Grade 4	No	Yes	97	0	--	97	100.0
Grade 5	No	Yes	85	0	--	85	100.0
Grade 6	NA	NA	NA	0	--	0	--
Grade 7	NA	NA	NA	0	--	0	--
Grade 8	NA	NA	NA	0	--	0	--
Grade 11	NA	NA	NA	0	--	0	--

<i>Math</i>	Field Test Grade ¹	Include OAKS ²	Total Students ³	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	No	Yes	95	0	--	95	100.0
Grade 4	No	Yes	97	0	--	97	100.0
Grade 5	No	Yes	85	0	--	85	100.0
Grade 6	NA	NA	NA	0	--	0	--
Grade 7	NA	NA	NA	0	--	0	--
Grade 8	NA	NA	NA	0	--	0	--
Grade 11	NA	NA	NA	0	--	0	--

1. Indicates whether the school administered the Smarter Balanced field test in the tested grade.
2. Indicates whether the Academic Achievement, Academic Growth, and Subgroup Growth indicators will include OAKS scores from the respective field test grade and subject.
3. This is the denominator for the field test and OAKS participation rates, and represents all students enrolled on the first school day in May.

Data notes:

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