

District: Gresham-Barlow SD 10J

School: Center for Advanced Learning

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	Level 4	80	20	16
Academic Growth	Not Rated		20	
Subgroup Growth	Not Rated		10	
Graduation[^]	Not Rated		35	
Subgroup Graduation	Not Rated		15	
Number of Missed Participation Targets[*]	0	NA		
<p>[*] 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.</p> <p>[^] Schools that are Level 1 for Graduation can have an Overall Level no higher than level 2.</p> <p>^{**} Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.</p>		Totals^{**}	20	16
		Weighted Percent		80%

Levels are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are 20 for Academic Achievement, 20 for Academic Growth, 10 for Subgroup Growth, 35 for graduation and 15 for Subgroup Graduation. The total score is matched to the scoring guide to the right to determine the school rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

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Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	*	*	*	*	87.7
Mathematics	4	5		Level 4	*	*	*	*	70.8
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	*	*	*	*	79.4
Students with Disabilities				N<42	*	*	*	*	58.8
Limited English Proficient				N<42	*	*	*	*	61.1
Underserved Races/Ethnicities				N<42	*	*	*	*	71.8
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	*	*	*	*	72.2
Asian				N<42	*	*	*	*	87.5
White				Level 4	*	*	*	*	90.6
Multi-racial				N<42	*	*	*	*	94.4
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	*	*	*	*	54.0
Students with Disabilities				N<42	*	*	*	*	23.5
Limited English proficient				N<42	*	*	*	*	33.3
Underserved Races/Ethnicities				N<42	*	*	*	*	53.8
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	*	*	*	*	55.6
Asian				N<42	*	*	*	*	93.8
White				Level 4	*	*	*	*	74.1
Multi-racial				N<42	*	*	*	*	55.6

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Center for Advanced Learning

Academic Growth

Academic Growth	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	0	0		N<30	*	*	*	*	*	*	*	NA
Mathematics	0	0		N<30	*	*	*	*	*	*	*	NA
Total	0	0	%	Not Rated								

Subgroup Growth

Reading	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	0	0		N<30	*	*	*	*	*	*	*	NA
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	*	*	*	*	*	*	*	NA
Underserved Races/Ethnicities	0	0		N<30	*	*	*	*	*	*	*	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	*	*	*	*	*	*	*	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				N<30	*	*	*	*	*	*	*	NA
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	0	0		N<30	*	*	*	*	*	*	*	NA
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	*	*	*	*	*	*	*	NA
Underserved Races/Ethnicities	0	0		N<30	*	*	*	*	*	*	*	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	*	*	*	*	*	*	*	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				N<30	*	*	*	*	*	*	*	NA
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Total	0	0	%	Not Rated								

1. Included in Underserved Races/Ethnicities subgroup

2. Growth Targets apply only to students in grades 8 and below.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Center for Advanced Learning

Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
All Students			%	Not Rated				NA				NA

Subgroup Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
Economically Disadvantaged				Not Rated				NA				NA
Limited English Proficient				Not Rated				NA				NA
Students with Disabilities				Not Rated				NA				NA
Underserved Races/Ethnicities				Not Rated				NA				NA
American Indian/AK Native ¹				Not Rated				NA				NA
Black ¹				Not Rated				NA				NA
Hispanic ¹				Not Rated				NA				NA
Asian/Pacific Islander				Not Rated				NA				NA
White				Not Rated				NA				NA
Multi-racial				Not Rated				NA				NA
Total			%	Not Rated								

1. Included in the Underserved Races/Ethnicities subgroup.

Data notes: "N<40" means the subgroup did not meet minimum size requirements needed to receive a rating. '-' means no data. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Clear Creek Middle School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 2	40	25	10
Academic Growth	Level 3	60	50	30
Subgroup Growth	Level 2	30	25	7.5
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	47.5
		Weighted Percent		47.5%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
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The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

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What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Clear Creek Middle School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	2	5		Level 2	678	453	670	356	60
Mathematics	2	5		Level 2	677	354	671	313	49.5
Total	4	10	40%	Level 2					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 1	427	241	443	194	50
Students with Disabilities				Level 1	85	27	76	16	26.7
Limited English Proficient				Level 1	138	40	130	24	23.9
Underserved Races/Ethnicities				Level 1	238	114	251	86	40.9
American Indian/AK Native ²				N<42	8	5	10	5	55.6
Pacific Islander ²				N<42	*	*	*	*	66.7
Black ²				Level 1	33	19	35	16	51.5
Hispanic ²				Level 1	190	85	201	62	37.6
Asian				Level 1	24	15	24	13	58.3
White				Level 3	373	294	351	226	71.8
Multi-racial				Level 3	43	30	44	31	70.1
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	426	183	444	166	40.1
Students with Disabilities				Level 1	84	20	76	13	20.6
Limited English Proficient				Level 1	137	34	130	28	23.2
Underserved Races/Ethnicities				Level 1	237	84	251	80	33.6
American Indian/AK Native ²				N<42	8	3	10	3	33.3
Pacific Islander ²				N<42	*	*	*	*	66.7
Black ²				Level 1	33	12	35	9	30.9
Hispanic ²				Level 1	189	64	201	65	33.1
Asian				Level 3	24	13	24	12	52.1
White				Level 3	373	234	352	195	59.2
Multi-racial				Level 3	43	23	44	26	56.3

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Clear Creek Middle School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	3	5		Level 3	1279	48	32	40	29	28	29	Yes
Mathematics	3	5		Level 3	1279	44	32	38	30	38	34	Yes
Total	6	10	60%	Level 3								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	3	5		Level 3	818	44	32	39	40	38.5	39	Yes
Limited English Proficient	1	5		Level 1	251	42	31	39	52	54.5	53	No
Students with Disabilities	2	5		Level 2	142	52.5	29.5	42	59	64	60.5	No
Underserved Races/Ethnicities	1	5		Level 1	458	42	30	37	45	44	44.5	No
American Indian/AK Native ¹				N<30	17	63	29.5	35	35.5	30.5	30.5	NA
Pacific Islander ¹				N<30	12	28	17	22.5	25	20	22.5	NA
Black ¹				Level 4	58	56.5	42.5	46	44.5	44	44.5	Yes
Hispanic ¹				Level 1	371	40	29	36	45	45	45	No
Asian				Level 1	43	41.5	26	28	36	29.5	33	No
White				Level 3	695	52	34.5	43	17	19	18	Yes
Multi-racial				Level 3	83	41	38.5	40	26	21.5	25	Yes
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	1	5		Level 1	817	43	30	36	38	48	42	No
Limited English Proficient	2	5		Level 2	249	49	33	44	53	63.5	57	No
Students with Disabilities	1	5		Level 1	139	53	20.5	39	58	73	61	No
Underserved Races/Ethnicities	1	5		Level 1	455	44	35	39	47.5	52	50	No
American Indian/AK Native ¹				N<30	17	34	25	32	45	49.5	49.5	NA
Pacific Islander ¹				N<30	12	63	16	26.5	23	27	26	NA
Black ¹				Level 1	57	40.5	39	39	48	61	59	No
Hispanic ¹				Level 2	369	45	35	40	48	53	51	No
Asian				Level 2	43	21.5	45	31	25	33.5	28	Yes
White				Level 3	698	45	30	38	23.5	29.5	27	Yes
Multi-racial				Level 2	83	32	36	34	31	31.5	31	Yes
Total	12	40	30%	Level 2								

1. Included in Underserved Races/Ethnicities subgroup.

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District: Gresham-Barlow SD 10J

School: Damascus Middle School

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	Level 4	80	25	20
Academic Growth	Level 4	70	50	35
Subgroup Growth	Level 4	70	25	17.5
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	72.5
		Weighted Percent		72.5%

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ESEA Designation (if any)	

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Subgroup Growth

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Graduation (High Schools only)

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What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
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5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
Level 5	87.0 or above
Level 4	70.0 to 86.9
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District: Gresham-Barlow SD 10J

School: Damascus Middle School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	287	246	217	173	83.1
Mathematics	4	5		Level 4	287	198	217	152	69.4
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	76	55	68	48	71.5
Students with Disabilities				Level 1	39	22	24	10	50.8
Limited English Proficient				N<42	15	4	12	1	18.5
Underserved Races/Ethnicities				N<42	25	18	14	8	66.7
American Indian/AK Native ²				N<42	*	*	*	*	71.4
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	20	14	12	7	65.6
Asian				N<42	*	*	*	*	*
White				Level 4	255	223	196	160	84.9
Multi-racial				N<42	*	*	*	*	81.8
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	76	40	68	40	55.6
Students with Disabilities				Level 1	39	12	24	8	31.7
Limited English Proficient				N<42	15	3	12	3	22.2
Underserved Races/Ethnicities				N<42	25	11	14	9	51.3
American Indian/AK Native ²				N<42	*	*	*	*	42.9
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	20	9	12	8	53.1
Asian				N<42	*	*	*	*	*
White				Level 4	255	182	196	138	71
Multi-racial				N<42	*	*	*	*	81.8

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Damascus Middle School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	483	58	52	57	14	8	11	Yes
Mathematics	3	5		Level 3	484	41	45	43	21	20	20.5	Yes
Total	7	10	70%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	4	5		Level 4	136	58	54.5	58	24.5	14	19	Yes
Limited English Proficient	0	0		N<30	27	61	46	52	54	48	50	NA
Students with Disabilities	5	5		Level 5	59	59.5	61	61	52	43	48	Yes
Underserved Races/Ethnicities	0	0		N<30	38	66.5	61.5	64.5	39	27.5	32	NA
American Indian/AK Native ¹				N<30	7	*	*	62	*	*	6	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	31	66	67.5	66	40.5	27.5	35.5	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	431	58	52	56	13	7	10	Yes
Multi-racial				N<30	11	*	*	44	*	*	6	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	3	5		Level 3	137	38.5	41	41	28.5	26.5	27.5	Yes
Limited English Proficient	0	0		N<30	27	37	28.5	35	58	63.5	63	NA
Students with Disabilities	2	5		Level 2	59	36.5	49	41	42	46	42	No
Underserved Races/Ethnicities	0	0		N<30	38	42	53.5	47.5	36	36.5	36	NA
American Indian/AK Native ¹				N<30	7	*	*	64	*	*	40	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	31	38	50	46	33.5	36.5	33.5	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	432	41	43	42	20	19	20	Yes
Multi-racial				N<30	11	*	*	58	*	*	22	NA
Total	14	20	70%	Level 4								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Deep Creek Elementary School

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	Level 4	80	25	20
Academic Growth	Level 4	80	50	40
Subgroup Growth	Level 3	60	25	15
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	75
		Weighted Percent		75%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Deep Creek Elementary School

Academic Achievement

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % Met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Reading	4	5		Level 4	104	100	157	112	81.2
Mathematics	4	5		Level 4	104	84	157	100	70.5
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

<i>Reading</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % Met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Economically Disadvantaged				Level 3	25	24	50	27	68
Students with Disabilities				N<42	10	8	23	10	54.5
Limited English Proficient				N<42	*	*	*	*	35.3
Underserved Races/Ethnicities				N<42	7	5	18	7	48
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	*	*	*	*	42.1
Asian				N<42	*	*	*	*	*
White				Level 4	97	95	136	104	85.4
Multi-racial				N<42	*	*	*	*	*
<i>Mathematics</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Economically Disadvantaged				Level 3	25	17	50	27	58.7
Students with Disabilities				N<42	10	5	23	9	42.4
Limited English Proficient				N<42	*	*	*	*	29.4
Underserved Races/Ethnicities				N<42	7	3	18	5	32
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	*	*	*	*	31.6
Asian				N<42	*	*	*	*	*
White				Level 4	97	81	136	94	75.1
Multi-racial				N<42	*	*	*	*	*

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Deep Creek Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	151	58.5	46	49	24	22.5	23.5	Yes
Mathematics	4	5		Level 4	151	53.5	41	48	19.5	26	24	Yes
Total	8	10	80%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	3	5		Level 3	39	64	36.5	38	29	27	27	Yes
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	13	95.5	6	58	48	67	67	NA
Underserved Races/Ethnicities	0	0		N<30	12	64.5	65.5	65	54	36.5	45.5	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	10	*	*	65	*	*	48	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	138	58.5	42	48	22	21	21	Yes
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	3	5		Level 3	39	27	42.5	35	28	33	31	Yes
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	13	10.5	29	19	42	50	48	NA
Underserved Races/Ethnicities	0	0		N<30	12	39.5	41.5	39.5	38.5	48.5	41	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	10	*	*	33.5	*	*	47	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	138	55.5	41	49.5	18	25	22	Yes
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Total	6	10	60%	Level 3								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Dexter McCarty Middle School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	60	25	15
Academic Growth	Level 4	70	50	35
Subgroup Growth	Level 2	45	25	11.3
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	61.3
		Weighted Percent		61.3%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?

Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Dexter McCarty Middle School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	3	5		Level 3	636	484	595	385	70.6
Mathematics	3	5		Level 3	636	363	595	314	55
Total	6	10	60%	Level 3					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	342	230	340	180	60.1
Students with Disabilities				Level 1	67	31	72	21	37.4
Limited English Proficient				Level 1	98	35	84	16	28
Underserved Races/Ethnicities				Level 1	200	120	178	85	54.2
American Indian/AK Native ²				N<42	*	*	*	*	80
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	12	8	12	7	62.5
Hispanic ²				Level 1	180	104	160	75	52.6
Asian				N<42	19	16	21	15	77.5
White				Level 3	383	319	362	260	77.7
Multi-racial				Level 4	34	29	34	25	79.4
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	342	153	340	138	42.7
Students with Disabilities				Level 1	67	21	72	17	27.3
Limited English Proficient				Level 1	98	18	84	18	19.8
Underserved Races/Ethnicities				Level 1	200	79	178	61	37
American Indian/AK Native ²				N<42	*	*	*	*	30
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	12	8	12	5	54.2
Hispanic ²				Level 1	180	67	160	53	35.3
Asian				N<42	19	9	21	12	52.5
White				Level 4	383	253	362	219	63.4
Multi-racial				Level 4	34	22	34	22	64.7

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Dexter McCarty Middle School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	1192	49	44	47	16	18	17	Yes
Mathematics	3	5		Level 3	1194	43	35	40	27	33.5	30	Yes
Total	7	10	70%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	3	5		Level 3	654	48	42	44	33	29	30	Yes
Limited English Proficient	2	5		Level 2	175	46	34	40	53	47	50	No
Students with Disabilities	3	5		Level 3	128	51	53	51	57.5	47	56	No
Underserved Races/Ethnicities	3	5		Level 3	366	43.5	41	42	35	34	35	Yes
American Indian/AK Native ¹				N<30	10	*	*	34.5	*	*	31	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	23	56	52	56	29	20.5	24.5	NA
Hispanic ¹				Level 3	329	42	41.5	42	35.5	35	35	Yes
Asian				N<30	38	67	38.5	59.5	19	23	19	NA
White				Level 4	725	51	47	49	10	12	10	Yes
Multi-racial				Level 3	63	52.5	31	44	9.5	6.5	9	Yes
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	1	5		Level 1	656	41	35	38.5	36	46	40	No
Limited English Proficient	2	5		Level 2	176	46	32	40	57	69.5	64	No
Students with Disabilities	3	5		Level 3	129	47	44	45	59	73	67	No
Underserved Races/Ethnicities	1	5		Level 1	366	42	30	37	41.5	55	50	No
American Indian/AK Native ¹				N<30	10	*	*	44	*	*	56	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	23	55	49.5	52	25	46.5	36.5	NA
Hispanic ¹				Level 1	329	41	29	36	44	56	51	No
Asian				N<30	38	49.5	64	58.5	30	41	33	NA
White				Level 3	726	43	36	40	22	27	25	Yes
Multi-racial				Level 4	64	45	39	45	22	23	22	Yes
Total	18	40	45%	Level 2								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: East Gresham Elementary School

Overall Level: Level 2

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 2	40	25	10
Academic Growth	Level 2	30	50	15
Subgroup Growth	Level 2	30	25	7.5
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	32.5
		Weighted Percent		32.5%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	Focus

What do the Categories Measure?

Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: East Gresham Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	2	5		Level 2	191	141	178	102	65.9
Mathematics	2	5		Level 2	191	74	178	82	42.3
Total	4	10	40%	Level 2					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	157	109	142	74	61.2
Students with Disabilities				Level 1	28	9	24	9	34.6
Limited English Proficient				Level 1	65	35	69	22	42.5
Underserved Races/Ethnicities				Level 1	81	53	94	37	51.4
American Indian/AK Native ²				N<42	*	*	*	*	83.3
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				Level 1	77	49	88	33	49.7
Asian				N<42	*	*	*	*	*
White				Level 4	95	78	76	58	79.5
Multi-racial				N<42	12	9	8	7	80
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 1	157	54	142	62	38.8
Students with Disabilities				Level 1	28	2	24	7	17.3
Limited English Proficient				Level 1	65	17	69	24	30.6
Underserved Races/Ethnicities				Level 1	81	24	94	33	32.6
American Indian/AK Native ²				N<42	*	*	*	*	33.3
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				Level 1	77	22	88	31	32.1
Asian				N<42	*	*	*	*	*
White				Level 2	95	41	76	41	48
Multi-racial				N<42	12	8	8	8	80

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: East Gresham Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	2	5		Level 2	238	46	42	43.5	60	46	54.5	No
Mathematics	1	5		Level 1	238	35	35	35	41	48	44	No
Total	3	10	30%	Level 2								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	2	5		Level 2	190	50	42	44	66	50	57	No
Limited English Proficient	2	5		Level 2	79	52.5	38	43	71	64	70	No
Students with Disabilities	2	5		Level 2	35	40	40	40	81	65	80	No
Underserved Races/Ethnicities	2	5		Level 2	101	51	41	42	70	52	63.5	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				Level 2	94	52	38	42	70	55.5	64	No
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	124	42.5	48.5	45	56	32	50	No
Multi-racial				N<30	11	*	*	73	*	*	12	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	1	5		Level 1	190	33	34	33	43	52	48	No
Limited English Proficient	1	5		Level 1	79	34.5	28	29	57	57	57	No
Students with Disabilities	1	5		Level 1	35	15	29	19	77.5	64	71	No
Underserved Races/Ethnicities	1	5		Level 1	101	40.5	30	36	52	54	52.5	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				Level 1	94	39	30	33.5	52	55	55	No
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 1	124	31	38	35	37.5	44	38	No
Multi-racial				N<30	11	*	*	40	*	*	27	NA
Total	12	40	30%	Level 2								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: East Orient Elementary School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 4	80	25	20
Academic Growth	Level 4	70	50	35
Subgroup Growth	Level 3	50	25	12.5
Number of Missed Participation Targets *	0	NA		
<p>* 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.</p>		Totals**	100	67.5
		Weighted Percent		67.5%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: East Orient Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	236	201	236	194	83.7
Mathematics	4	5		Level 4	236	155	236	167	68.2
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	62	47	68	49	73.8
Students with Disabilities				Level 1	44	25	37	20	55.6
Limited English Proficient				N<42	20	13	18	7	52.6
Underserved Races/Ethnicities				Level 2	25	16	30	19	63.6
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				Level 2	21	13	26	18	66
Asian				N<42	*	*	*	*	62.5
White				Level 4	203	179	193	165	86.9
Multi-racial				N<42	6	5	7	6	84.6
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	62	30	68	34	49.2
Students with Disabilities				Level 1	44	16	37	14	37
Limited English Proficient				N<42	20	7	18	6	34.2
Underserved Races/Ethnicities				Level 2	25	9	30	14	41.8
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				Level 2	21	8	26	13	44.7
Asian				N<42	*	*	*	*	62.5
White				Level 4	203	140	193	144	71.7
Multi-racial				N<42	6	5	7	5	76.9

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: East Orient Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	305	54	53.5	54	26.5	27	27	Yes
Mathematics	3	5		Level 3	306	37	44	42	26	29	28	Yes
Total	7	10	70%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	4	5		Level 4	90	48.5	52.5	52	46	36	41	Yes
Limited English Proficient	0	0		N<30	28	34	54	44	75.5	71.5	74.5	NA
Students with Disabilities	1	5		Level 1	58	38	36	37.5	73.5	60.5	69	No
Underserved Races/Ethnicities	3	5		Level 3	35	38	55.5	54	74	58.5	68	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	29	38	58	57	74.5	56	68	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	257	54	54	54	24.5	26	25	Yes
Multi-racial				N<30	8	*	*	35.5	*	*	22.5	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	2	5		Level 2	90	36	42.5	41	44	44	44	No
Limited English Proficient	0	0		N<30	28	20	56.5	45.5	60	50	58	NA
Students with Disabilities	2	5		Level 2	59	30	44	42	59.5	59	59	No
Underserved Races/Ethnicities	3	5		Level 3	35	39	47.5	45	61	45.5	52	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	29	28	45	42	62	46	57	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	258	37	43	42	25	27.5	26	Yes
Multi-racial				N<30	8	*	*	42	*	*	18	NA
Total	15	30	50%	Level 3								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Gordon Russell Middle School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	60	25	15
Academic Growth	Level 3	60	50	30
Subgroup Growth	Level 2	45	25	11.3
Number of Missed Participation Targets *	0	NA		
<p>* 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.</p>		Totals**	100	56.3
		Weighted Percent		56.3%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Gordon Russell Middle School

Academic Achievement

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % Met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Reading	3	5		Level 3	807	612	795	503	69.6
Mathematics	3	5		Level 3	806	466	792	459	57.9
Total	6	10	60%	Level 3					

Subgroup Academic Achievement¹

<i>Reading</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % Met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Economically Disadvantaged				Level 1	401	262	416	215	58.4
Students with Disabilities				Level 1	92	37	94	19	30.1
Limited English Proficient				Level 1	92	36	92	24	32.6
Underserved Races/Ethnicities				Level 1	219	131	221	104	53.4
American Indian/AK Native ²				N<42	9	4	12	6	47.6
Pacific Islander ²				N<42	*	*	*	*	69.2
Black ²				Level 1	23	14	22	9	51.1
Hispanic ²				Level 1	182	109	179	84	53.5
Asian				N<42	14	10	18	11	65.6
White				Level 3	528	435	509	354	76.1
Multi-racial				Level 3	46	36	47	34	75.3
<i>Mathematics</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Economically Disadvantaged				Level 2	401	188	413	188	46.2
Students with Disabilities				Level 1	90	19	91	14	18.2
Limited English Proficient				Level 1	92	27	92	25	28.3
Underserved Races/Ethnicities				Level 2	219	90	219	87	40.4
American Indian/AK Native ²				N<42	9	3	11	4	35
Pacific Islander ²				N<42	*	*	*	*	61.5
Black ²				Level 1	23	6	21	9	34.1
Hispanic ²				Level 2	182	77	179	70	40.7
Asian				N<42	14	9	18	14	71.9
White				Level 4	527	336	508	325	63.9
Multi-racial				Level 4	46	31	47	33	68.8

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Gordon Russell Middle School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	3	5		Level 3	1533	47	37	43	18	23	21	Yes
Mathematics	3	5		Level 3	1534	46	43	44	26	30	28	Yes
Total	6	10	60%	Level 3								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	3	5		Level 3	772	44	35	41	34	32	33	Yes
Limited English Proficient	2	5		Level 2	178	43	40	42.5	50	52	51	No
Students with Disabilities	2	5		Level 2	176	43	32.5	40	54	64	61	No
Underserved Races/Ethnicities	3	5		Level 3	421	44	37	42	36	36	36	Yes
American Indian/AK Native ¹				N<30	20	32.5	62	39	41	29	39	NA
Pacific Islander ¹				N<30	13	52	47.5	48	38	38	38	NA
Black ¹				Level 3	42	47	35	43	30	41.5	35	Yes
Hispanic ¹				Level 3	346	44	35.5	41	35.5	36	36	Yes
Asian				N<30	30	61	33	42.5	9	14	12	NA
White				Level 3	991	47	37.5	42	12	17	15	Yes
Multi-racial				Level 4	91	51.5	43	49	12.5	18	15	Yes
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	3	5		Level 3	772	43.5	41	42	36	41	38	Yes
Limited English Proficient	2	5		Level 2	178	44.5	43.5	44	52	61	57.5	No
Students with Disabilities	1	5		Level 1	172	30	39	33	65	79	71	No
Underserved Races/Ethnicities	2	5		Level 2	419	43	40.5	41	44	48	47	No
American Indian/AK Native ¹				N<30	19	43.5	69	51	66	50	50.5	NA
Pacific Islander ¹				N<30	13	58	32	44	25	35	25	NA
Black ¹				Level 1	41	40.5	30	34	56	49	54	No
Hispanic ¹				Level 2	346	42.5	40.5	41	42	48	46	No
Asian				N<30	30	49	58	53.5	13	12.5	12.5	NA
White				Level 3	994	46	43	44	22.5	25	24	Yes
Multi-racial				Level 3	91	43	48	44	20.5	23	22	Yes
Total	18	40	45%	Level 2								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Gresham Arthur Academy

Overall Level: Level 5

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 4	80	25	20
Academic Growth	Level 5	90	50	45
Subgroup Growth	Level 5	100	25	25
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	90
		Weighted Percent		90%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Gresham Arthur Academy

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	63	59	81	63	84.7
Mathematics	4	5		Level 4	63	43	81	57	69.4
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 4	22	19	29	22	80.4
Students with Disabilities				N<42	*	*	*	*	25
Limited English Proficient				N<42	*	*	*	*	*
Underserved Races/Ethnicities				N<42	*	*	*	*	>95.0
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	>95.0
Hispanic ²				N<42	*	*	*	*	>95.0
Asian				N<42	*	*	*	*	*
White				Level 4	48	45	58	40	80.2
Multi-racial				N<42	*	*	*	*	>95.0
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 4	22	16	29	20	70.6
Students with Disabilities				N<42	*	*	*	*	75
Limited English Proficient				N<42	*	*	*	*	*
Underserved Races/Ethnicities				N<42	11	9	16	13	81.5
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	83.3
Hispanic ²				N<42	9	7	12	10	81
Asian				N<42	*	*	*	*	*
White				Level 4	48	31	58	37	64.2
Multi-racial				N<42	*	*	*	*	85.7

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Gresham Arthur Academy

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	90	65.5	54.5	57	18	17	17	Yes
Mathematics	5	5		Level 5	90	56.5	79.5	72.5	22.5	19	20	Yes
Total	9	10	90%	Level 5								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	5	5		Level 5	31	63.5	60	60	22.5	11	13	Yes
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	7	*	*	55	*	*	69	NA
Underserved Races/Ethnicities	0	0		N<30	17	58	55.5	57	33	16	16.5	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	14	58	54	55.5	33	21.5	26	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	66	64	55	56.5	18	17	17.5	Yes
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	5	5		Level 5	31	68.5	87	77	22.5	14	16	Yes
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	7	*	*	74	*	*	44	NA
Underserved Races/Ethnicities	0	0		N<30	17	64	86	77	12	15	15	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	14	64	77	70	12	15	15	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 5	66	56	79	70.5	23	20	22	Yes
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Total	10	10	100%	Level 5								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Gresham-Barlow Web Academy Public Charter School

Overall Level: Level 1^{*^}

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	50	20	10
Academic Growth	Level 2	40	20	8
Subgroup Growth	Not Rated		10	
Graduation[^]	Level 1	20	35	7
Subgroup Graduation	Not Rated		15	
Number of Missed Participation Targets[*]	2	NA		
		Totals**	75	25
		Weighted Percent	33.3%	

* 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.

[^] Schools that are Level 1 for Graduation can have an Overall Level no higher than level 2.

** 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 points eligible. For schools with data on all indicators, the total points possible are 20 for Academic Achievement, 20 for Academic Growth, 10 for Subgroup Growth, 35 for graduation and 15 for Subgroup Graduation. The total score is matched to the scoring guide to the right to determine the school rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Gresham-Barlow Web Academy Public Charter School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Reading	3	5		Level 3	64	53	85	64	78.5
Mathematics	2	5		Level 2	61	26	77	33	42.8
Total	5	10	50%	Level 3					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				N<42	*	*	*	*	*
Students with Disabilities				N<42	6	2	6	1	25.0
Limited English Proficient				N<42	*	*	*	*	*
Underserved Races/Ethnicities				N<42	7	5	8	5	66.7
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	*	*	*	*	77.8
Asian				N<42	*	*	*	*	*
White				Level 3	55	46	75	57	79.2
Multi-racial				N<42	*	*	*	*	*
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				N<42	*	*	*	*	*
Students with Disabilities				N<42	*	*	*	*	9.1
Limited English proficient				N<42	*	*	*	*	*
Underserved Races/Ethnicities				N<42	7	3	8	3	40.0
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	*	*	*	*	55.6
Asian				N<42	*	*	*	*	*
White				Level 2	52	22	68	29	42.5
Multi-racial				N<42	*	*	*	*	*

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Gresham-Barlow Web Academy Public Charter School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	3	5		Level 3	127	49.0	48.0	48.0	14.5	11.0	12.0	NA
Mathematics	1	5		Level 1	116	25.0	26.0	25.0	35.5	67.0	54.0	NA
Total	4	10	40%	Level 2								

Subgroup Growth

Reading	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	0	0		N<30	*	*	*	*	*	*	*	NA
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	12	27.5	12.5	17.0	55.5	46.5	55.0	NA
Underserved Races/Ethnicities	0	0		N<30	14	29.0	29.5	29.0	13.5	46.5	13.5	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	8	*	*	45.5	*	*	4.0	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	109	50.0	49.0	50.0	17.5	11.0	12.0	NA
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
Economically Disadvantaged	0	0		N<30	*	*	*	*	*	*	*	NA
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	11	*	*	22.0	*	*	83.0	NA
Underserved Races/Ethnicities	0	0		N<30	14	20.5	41.5	22.5	51.5	51.0	51.5	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	8	*	*	41.5	*	*	23.0	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 1	99	25.0	26.0	25.0	38.5	67.0	59.0	NA
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Total	0	0	%	Not Rated								

1. Included in Underserved Races/Ethnicities subgroup

2. Growth Targets apply only to students in grades 8 and below.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Gresham-Barlow Web Academy Public Charter School

Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
All Students	1	5	20%	Level 1	14.3	20.0	20.0	1	-	21.1	21.1	NA

Subgroup Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
Economically Disadvantaged	0	0		N<40	.0	9.1	5.0	NA	-	15.4	15.4	NA
Limited English Proficient	0	0		N<40	-	100	100	NA	-	100	100	NA
Students with Disabilities	0	0		N<40	.0	.0	.0	NA	-	.0	.0	NA
Underserved Races/Ethnicities	0	0		N<40	.0	16.7	11.1	NA	-	.0	.0	NA
American Indian/AK Native¹				N<40	.0	-	.0	NA	-	.0	.0	NA
Black¹				N<40	-	.0	.0	NA	-	-	-	NA
Hispanic¹				N<40	.0	25.0	16.7	NA	-	.0	.0	NA
Asian/Pacific Islander				N<40	-	-	-	NA	-	-	-	NA
White				N<40	18.2	20.8	20.0	NA	-	15.4	15.4	NA
Multi-racial				N<40	-	-	-	NA	-	66.7	66.7	NA
Total	0	0	%	Not Rated								

1. Included in the Underserved Races/Ethnicities subgroup.

Data notes: "N<40" means the subgroup did not meet minimum size requirements needed to receive a rating. "-" means no data. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Gresham High School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 4	80	20	16
Academic Growth	Level 4	70	20	14
Subgroup Growth	Level 2	37.5	10	3.8
Graduation[^]	Level 3	60	35	21
Subgroup Graduation	Level 1	25	15	3.8
Number of Missed Participation Targets[*]	0	NA		
<p>[*] 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.</p> <p>[^] Schools that are Level 1 for Graduation can have an Overall Level no higher than level 2.</p> <p>^{**} Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.</p>		Totals^{**}	100	58.6
		Weighted Percent		58.6%

Levels are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are 20 for Academic Achievement, 20 for Academic Growth, 10 for Subgroup Growth, 35 for graduation and 15 for Subgroup Graduation. The total score is matched to the scoring guide to the right to determine the school rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Gresham High School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	375	314	370	305	83.1
Mathematics	4	5		Level 4	376	272	370	251	70.1
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	147	112	172	124	74.0
Students with Disabilities				Level 1	22	11	20	6	40.5
Limited English Proficient				Level 1	34	6	22	1	12.5
Underserved Races/Ethnicities				Level 2	86	60	103	67	67.2
American Indian/AK Native ²				N<42	*	*	*	*	85.7
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	13	10	11	6	66.7
Hispanic ²				Level 2	66	44	89	58	65.8
Asian				N<42	13	8	12	11	76.0
White				Level 4	253	226	231	207	89.5
Multi-racial				Level 4	23	20	24	20	85.1
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	148	90	172	95	57.8
Students with Disabilities				Level 1	22	7	20	3	23.8
Limited English proficient				Level 1	35	7	22	2	15.8
Underserved Races/Ethnicities				Level 2	87	39	103	45	44.2
American Indian/AK Native ²				N<42	*	*	*	*	71.4
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	13	5	11	3	33.3
Hispanic ²				Level 2	67	30	89	39	44.2
Asian				N<42	13	12	12	11	92.0
White				Level 4	253	202	231	177	78.3
Multi-racial				Level 4	23	19	24	18	78.7

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Gresham High School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	673	57.0	44.0	51.0	*	*	*	NA
Mathematics	3	5		Level 3	674	58.0	43.0	49.0	*	*	*	NA
Total	7	10	70%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	3	5		Level 3	277	55.5	38.0	46.0	*	*	*	NA
Limited English Proficient	1	5		Level 1	40	38.0	25.0	31.5	*	*	*	NA
Students with Disabilities	1	5		Level 1	37	27.0	30.0	28.0	*	*	*	NA
Underserved Races/Ethnicities	3	5		Level 3	162	47.5	37.0	41.0	*	*	*	NA
American Indian/AK Native ¹				N<30	6	*	*	63.0	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	17	54.0	61.5	54.0	*	*	*	NA
Hispanic ¹				Level 3	138	49.0	34.0	40.0	*	*	*	NA
Asian				N<30	22	27.0	43.5	36.0	*	*	*	NA
White				Level 4	446	60.0	47.0	55.5	*	*	*	NA
Multi-racial				Level 4	43	60.0	43.5	50.0	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
Economically Disadvantaged	3	5		Level 3	278	53.0	38.0	45.0	*	*	*	NA
Limited English Proficient	1	5		Level 1	40	36.5	19.0	30.0	*	*	*	NA
Students with Disabilities	1	5		Level 1	37	30.0	25.0	29.0	*	*	*	NA
Underserved Races/Ethnicities	2	5		Level 2	162	42.0	30.0	35.0	*	*	*	NA
American Indian/AK Native ¹				N<30	6	*	*	50.0	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	17	59.0	29.5	38.0	*	*	*	NA
Hispanic ¹				Level 2	138	41.0	29.0	35.0	*	*	*	NA
Asian				N<30	22	66.0	57.0	62.0	*	*	*	NA
White				Level 4	447	59.5	48.0	54.0	*	*	*	NA
Multi-racial				Level 3	43	65.0	42.5	48.0	*	*	*	NA
Total	15	40	37.5%	Level 2								

1. Included in Underserved Races/Ethnicities subgroup

2. Growth Targets apply only to students in grades 8 and below.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Gresham High School

Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
All Students	3	5	60%	Level 3	60.5	68.0	68.0	3	67.4	67.9	67.9	2

Subgroup Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
Economically Disadvantaged	2	5		Level 2	56.2	59.9	59.9	1	59.3	65.5	65.5	2
Limited English Proficient	1	5		Level 1	46.0	33.3	40.4	1	47.8	58.2	58.2	1
Students with Disabilities	1	5		Level 1	31.5	37.2	37.2	1	32.7	34.0	34.0	1
Underserved Races/Ethnicities	1	5		Level 1	43.4	53.7	53.7	1	53.6	51.8	52.7	1
American Indian/AK Native¹				N<40	66.7	33.3	55.6	NA	60.0	66.7	63.6	NA
Black¹				N<40	31.3	57.1	45.9	NA	36.4	35.7	36.0	NA
Hispanic¹				Level 1	44.0	53.6	53.6	1	55.6	53.3	54.4	1
Asian/Pacific Islander				Level 4	70.0	60.9	66.0	2	65.5	77.8	77.8	4
White				Level 4	65.2	73.7	73.7	4	71.6	72.2	72.2	3
Multi-racial				N<40	78.6	78.3	78.4	NA	70.0	78.6	75.0	NA
Total	5	20	25%	Level 1								

1. Included in the Underserved Races/Ethnicities subgroup.

Data notes: "N<40" means the subgroup did not meet minimum size requirements needed to receive a rating. '-' means no data. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Hall Elementary School

Overall Level: Level 1

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 2	40	25	10
Academic Growth	Level 1	20	50	10
Subgroup Growth	Level 1	20	25	5
Number of Missed Participation Targets *	0	NA		
<p>* 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.</p>		Totals**	100	25
		Weighted Percent		25%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	Priority

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Hall Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	2	5		Level 2	225	170	219	119	65.1
Mathematics	2	5		Level 2	226	97	219	86	41.1
Total	4	10	40%	Level 2					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	161	118	167	86	62.2
Students with Disabilities				Level 1	35	15	31	8	34.8
Limited English Proficient				Level 1	54	32	55	15	43.1
Underserved Races/Ethnicities				Level 1	93	66	85	34	56.2
American Indian/AK Native ²				N<42	*	*	*	*	>95.0
Pacific Islander ²				N<42	*	*	*	*	71.4
Black ²				N<42	8	5	7	2	46.7
Hispanic ²				Level 1	77	54	73	28	54.7
Asian				N<42	*	*	*	*	66.7
White				Level 3	118	92	121	76	70.3
Multi-racial				N<42	10	9	8	6	83.3
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 1	161	58	167	56	34.8
Students with Disabilities				Level 1	36	12	31	4	23.9
Limited English Proficient				Level 1	54	19	55	12	28.4
Underserved Races/Ethnicities				Level 1	93	31	85	25	31.5
American Indian/AK Native ²				N<42	*	*	*	*	16.7
Pacific Islander ²				N<42	*	*	*	*	57.1
Black ²				N<42	8	1	7	1	13.3
Hispanic ²				Level 1	77	28	73	21	32.7
Asian				N<42	*	*	*	*	44.4
White				Level 2	119	59	121	53	46.7
Multi-racial				N<42	10	5	8	6	61.1

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Hall Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	1	5		Level 1	269	49	28	38	54	40	46	No
Mathematics	1	5		Level 1	270	28	38.5	34	38	49	44	No
Total	2	10	20%	Level 1								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	1	5		Level 1	194	46	25	34.5	59.5	40.5	47.5	No
Limited English Proficient	1	5		Level 1	62	31.5	41	36	74	56	67	No
Students with Disabilities	1	5		Level 1	41	52	26	35	82	76	77	No
Underserved Races/Ethnicities	1	5		Level 1	108	44.5	29	37	67	50.5	56.5	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	6	*	*	75	*	*	53.5	NA
Black ¹				N<30	9	*	*	31	*	*	86	NA
Hispanic ¹				Level 1	90	40	29	35.5	70	49	56	No
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	145	57	23.5	43	39.5	36	36.5	Yes
Multi-racial				N<30	11	*	*	53	*	*	36	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	1	5		Level 1	194	28	38	32	46	50	49	No
Limited English Proficient	1	5		Level 1	62	37	39.5	38.5	57	53	54	No
Students with Disabilities	1	5		Level 1	42	25	12	22	50	69	63	No
Underserved Races/Ethnicities	1	5		Level 1	108	31	39	36	46	53	49	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	6	*	*	46.5	*	*	40.5	NA
Black ¹				N<30	9	*	*	20	*	*	63	NA
Hispanic ¹				Level 1	90	31	39	37	46	53	50	No
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 1	146	27	33.5	31.5	35	47.5	39	No
Multi-racial				N<30	11	*	*	52	*	*	33	NA
Total	8	40	20%	Level 1								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Highland Elementary School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	50	25	12.5
Academic Growth	Level 3	60	50	30
Subgroup Growth	Level 3	53.3	25	13.3
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	55.8
		Weighted Percent		55.8%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Highland Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	2	5		Level 2	217	176	202	102	66.3
Mathematics	3	5		Level 3	217	127	202	86	50.8
Total	5	10	50%	Level 3					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	168	129	165	73	60.7
Students with Disabilities				N<42	16	8	19	1	25.7
Limited English Proficient				Level 1	71	44	77	18	41.9
Underserved Races/Ethnicities				Level 1	112	81	111	40	54.3
American Indian/AK Native ²				N<42	*	*	*	*	50
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	7	6	6	4	76.9
Hispanic ²				Level 1	100	71	102	36	53
Asian				N<42	*	*	*	*	>95.0
White				Level 4	93	84	81	54	79.3
Multi-racial				N<42	10	9	6	4	81.3
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	168	91	165	64	46.5
Students with Disabilities				N<42	16	5	19	2	20
Limited English Proficient				Level 1	71	32	77	20	35.1
Underserved Races/Ethnicities				Level 2	112	62	111	35	43.5
American Indian/AK Native ²				N<42	*	*	*	*	50
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	7	4	6	2	46.2
Hispanic ²				Level 2	100	55	102	33	43.6
Asian				N<42	*	*	*	*	83.3
White				Level 3	93	57	81	44	58
Multi-racial				N<42	10	7	6	3	62.5

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Highland Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	2	5		Level 2	275	50	43	44	50	46	46.5	No
Mathematics	4	5		Level 4	275	59	34	46	33	45	36	Yes
Total	6	10	60%	Level 3								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	2	5		Level 2	213	51	37.5	43	60	52	55.5	No
Limited English Proficient	1	5		Level 1	85	44	33	37	71	64	69	No
Students with Disabilities	0	0		N<30	19	40	43	42	83	77	81	NA
Underserved Races/Ethnicities	2	5		Level 2	140	49	36	42	60.5	55	58	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	6	*	*	60.5	*	*	40	NA
Hispanic ¹				Level 2	128	49	36	42	61	55	58.5	No
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	124	50	44	44.5	31	29	29	Yes
Multi-racial				N<30	9	*	*	48	*	*	12	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	4	5		Level 4	213	60	28	46	36	47	40.5	Yes
Limited English Proficient	3	5		Level 3	85	62	27.5	48	47	57.5	53	No
Students with Disabilities	0	0		N<30	19	26	38	34	66	81	71	NA
Underserved Races/Ethnicities	4	5		Level 4	140	61	27	46.5	35	52	38	Yes
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	6	*	*	16.5	*	*	35	NA
Hispanic ¹				Level 4	128	61	28	47.5	35	48	38	Yes
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	124	55	34	41.5	30	42	35.5	Yes
Multi-racial				N<30	9	*	*	55	*	*	14	NA
Total	16	30	53.3%	Level 3								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Hogan Cedars Elementary School

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	Level 4	80	25	20
Academic Growth	Level 4	80	50	40
Subgroup Growth	Level 4	86.7	25	21.7
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	81.7
		Weighted Percent		81.7%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	

What do the Categories Measure?

Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Hogan Cedars Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	269	232	295	218	79.8
Mathematics	4	5		Level 4	269	173	295	199	66
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	148	121	170	111	73
Students with Disabilities				Level 1	26	12	29	12	43.6
Limited English Proficient				Level 2	63	47	73	39	63.2
Underserved Races/Ethnicities				Level 3	80	65	93	62	73.4
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				Level 3	78	63	90	59	72.6
Asian				N<42	*	*	*	*	72.7
White				Level 4	175	155	182	140	82.6
Multi-racial				N<42	9	9	14	11	87
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	148	81	170	101	57.2
Students with Disabilities				Level 1	26	5	29	12	30.9
Limited English Proficient				Level 3	63	30	73	38	50
Underserved Races/Ethnicities				Level 3	80	42	93	56	56.6
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				Level 3	78	41	90	54	56.5
Asian				N<42	*	*	*	*	54.5
White				Level 4	175	121	182	131	70.6
Multi-racial				N<42	9	7	14	9	69.6

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Hogan Cedars Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	361	64	50	55	26	29.5	28	Yes
Mathematics	4	5		Level 4	360	52	63	57.5	19.5	30.5	26	Yes
Total	8	10	80%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	4	5		Level 4	192	64	45	53	28.5	38	35	Yes
Limited English Proficient	4	5		Level 4	88	63	47	52.5	57	46.5	48.5	Yes
Students with Disabilities	0	0		N<30	29	18	36	22	72.5	70	70	NA
Underserved Races/Ethnicities	4	5		Level 4	109	62	50	54	40	37	37	Yes
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				Level 4	107	59.5	53	54	43	37.5	38	Yes
Asian				N<30	8	*	*	39.5	*	*	39.5	NA
White				Level 4	230	64	50.5	55.5	22	25.5	24	Yes
Multi-racial				N<30	14	53	57	55	4	32	22.5	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	4	5		Level 4	191	44	68	59	26	36	32	Yes
Limited English Proficient	5	5		Level 5	88	63	66	64.5	33.5	48	42.5	Yes
Students with Disabilities	0	0		N<30	28	6	44	26	69	63	68	NA
Underserved Races/Ethnicities	5	5		Level 5	109	63	70.5	67	31.5	39	35	Yes
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				Level 5	107	63.5	69	67	32	37.5	35	Yes
Asian				N<30	8	*	*	43	*	*	44	NA
White				Level 4	229	48.5	57	52	16	26	22	Yes
Multi-racial				N<30	14	60	69	60.5	14	31	18	NA
Total	26	30	86.7%	Level 4								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Hollydale Elementary School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	60	25	15
Academic Growth	Level 3	60	50	30
Subgroup Growth	Level 2	37.5	25	9.4
Number of Missed Participation Targets *	0	NA		
<p>* 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.</p>		Totals**	100	54.4
		Weighted Percent		54.4%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

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Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Hollydale Elementary School

Academic Achievement

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % Met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Reading	3	5		Level 3	236	196	222	146	74.7
Mathematics	3	5		Level 3	236	147	222	107	55.5
Total	6	10	60%	Level 3					

Subgroup Academic Achievement¹

<i>Reading</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % Met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Economically Disadvantaged				Level 3	135	107	134	80	69.5
Students with Disabilities				Level 1	36	19	36	14	45.8
Limited English Proficient				Level 1	35	20	38	16	49.3
Underserved Races/Ethnicities				Level 2	60	48	63	33	65.9
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	10	9	6	4	81.3
Hispanic ²				Level 2	48	38	55	28	64.1
Asian				N<42	*	*	*	*	72.7
White				Level 3	153	130	146	105	78.6
Multi-racial				N<42	17	13	8	5	72
<i>Mathematics</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>2010-11</i>		<i>2011-12</i>		<i>Combined % met</i>
					<i>Tests</i>	<i>Met</i>	<i>Tests</i>	<i>Met</i>	
Economically Disadvantaged				Level 2	135	73	134	52	46.5
Students with Disabilities				Level 2	36	21	36	14	48.6
Limited English Proficient				Level 1	35	11	38	10	28.8
Underserved Races/Ethnicities				Level 1	60	25	63	21	37.4
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	10	5	6	2	43.8
Hispanic ²				Level 1	48	20	55	19	37.9
Asian				N<42	*	*	*	*	54.5
White				Level 3	153	110	146	78	62.9
Multi-racial				N<42	17	10	8	4	56

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Hollydale Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	3	5		Level 3	295	44	42.5	43	34	32	34	Yes
Mathematics	3	5		Level 3	295	36	36	36	28	40	34	Yes
Total	6	10	60%	Level 3								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	3	5		Level 3	167	46	39.5	43	43	41	42.5	Yes
Limited English Proficient	2	5		Level 2	42	43	46	44.5	70.5	47	58	No
Students with Disabilities	1	5		Level 1	45	42	26.5	37	70	74.5	70	No
Underserved Races/Ethnicities	2	5		Level 2	76	46	36	41.5	58	47	53	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	11	*	*	30	*	*	54	NA
Hispanic ¹				Level 2	62	46	33	41.5	57.5	45	51.5	No
Asian				N<30	9	*	*	32	*	*	48	NA
White				Level 4	193	45	52.5	50	26.5	28.5	28	Yes
Multi-racial				N<30	17	37.5	41	38	26	38	35	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	1	5		Level 1	167	34	29.5	33	31	44	40	No
Limited English Proficient	1	5		Level 1	42	34	35	34.5	57.5	53	56	No
Students with Disabilities	4	5		Level 4	45	60	38.5	46	29	48	44	Yes
Underserved Races/Ethnicities	1	5		Level 1	76	36.5	35.5	35.5	56	47	48	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	11	*	*	42	*	*	54	NA
Hispanic ¹				Level 1	62	35	36	35.5	53.5	46	48	No
Asian				N<30	9	*	*	35	*	*	34	NA
White				Level 3	193	40	40	40	21.5	36.5	28.5	Yes
Multi-racial				N<30	17	29.5	24	26	24	62	35.5	NA
Total	15	40	37.5%	Level 2								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Kelly Creek Elementary School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	60	25	15
Academic Growth	Level 4	70	50	35
Subgroup Growth	Level 3	55	25	13.8
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	63.8
		Weighted Percent		63.8%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Kelly Creek Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	3	5		Level 3	268	225	252	165	75
Mathematics	3	5		Level 3	268	159	252	161	61.5
Total	6	10	60%	Level 3					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	133	98	137	73	63.3
Students with Disabilities				Level 1	34	13	26	5	30
Limited English Proficient				Level 1	45	27	52	20	48.5
Underserved Races/Ethnicities				Level 1	64	42	66	29	54.6
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	7	5	6	4	69.2
Hispanic ²				Level 1	51	33	59	24	51.8
Asian				N<42	*	*	*	*	*
White				Level 4	184	168	169	127	83.6
Multi-racial				N<42	18	13	15	8	63.6
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	133	59	137	69	47.4
Students with Disabilities				Level 1	34	9	26	7	26.7
Limited English Proficient				Level 1	45	15	52	22	38.1
Underserved Races/Ethnicities				Level 2	64	27	66	31	44.6
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	7	5	6	4	69.2
Hispanic ²				Level 2	51	18	59	26	40
Asian				N<42	*	*	*	*	*
White				Level 4	184	126	169	123	70.5
Multi-racial				N<42	18	4	15	5	27.3

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Kelly Creek Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	3	5		Level 3	344	38	43.5	42	40	31	34	Yes
Mathematics	4	5		Level 4	344	36	61	45	32	31	32	Yes
Total	7	10	70%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	2	5		Level 2	175	49	38.5	40	55	43	46	No
Limited English Proficient	2	5		Level 2	60	59	36	44	75	55.5	63.5	No
Students with Disabilities	3	5		Level 3	46	48	44	46	82.5	74	80	No
Underserved Races/Ethnicities	1	5		Level 1	83	50.5	37	37	72	53	63	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	10	*	*	43.5	*	*	53	NA
Hispanic ¹				Level 1	68	53	35	37	73.5	55.5	63	No
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	234	38	48	44	32	27	29.5	Yes
Multi-racial				N<30	25	41	42	42	44	53	44	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	4	5		Level 4	175	36	59.5	46	44.5	41	42	Yes
Limited English Proficient	4	5		Level 4	60	45	59	48	60.5	42.5	47.5	Yes
Students with Disabilities	2	5		Level 2	46	42	42	42	81.5	72	77.5	No
Underserved Races/Ethnicities	4	5		Level 4	83	44	63	51	51	41	45	Yes
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	10	*	*	51	*	*	38	NA
Hispanic ¹				Level 4	68	45	59	51	54	42.5	47.5	Yes
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	234	35	61	44.5	26	24.5	25	Yes
Multi-racial				N<30	25	35.5	54	36	46.5	53	53	NA
Total	22	40	55%	Level 3								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Lewis and Clark Montessori Charter School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 4	70	25	17.5
Academic Growth	Level 2	40	50	20
Subgroup Growth	Not Rated		25	
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	75	37.5
		Weighted Percent		50%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Lewis and Clark Montessori Charter School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	45	44	69	48	80.7
Mathematics	3	5		Level 3	45	37	69	34	62.3
Total	7	10	70%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				N<42	*	*	*	*	*
Students with Disabilities				N<42	*	*	*	*	50
Limited English Proficient				N<42	*	*	*	*	*
Underserved Races/Ethnicities				N<42	7	7	7	5	85.7
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	6	6	6	4	83.3
Asian				N<42	*	*	*	*	*
White				Level 3	35	34	59	40	78.7
Multi-racial				N<42	*	*	*	*	>95.0
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				N<42	*	*	*	*	*
Students with Disabilities				N<42	*	*	*	*	12.5
Limited English Proficient				N<42	*	*	*	*	*
Underserved Races/Ethnicities				N<42	7	5	7	4	64.3
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	6	4	6	3	58.3
Asian				N<42	*	*	*	*	*
White				Level 3	35	29	59	27	59.6
Multi-racial				N<42	*	*	*	*	>95.0

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Lewis and Clark Montessori Charter School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	3	5		Level 3	57	58	42	43	20	24.5	23	Yes
Mathematics	1	5		Level 1	57	74	19	28	26	40	37	No
Total	4	10	40%	Level 2								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	0	0		N<30	*	*	*	*	*	*	*	NA
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	*	*	*	*	*	*	*	NA
Underserved Races/Ethnicities	0	0		N<30	8	*	*	40	*	*	31.5	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	7	*	*	39	*	*	44	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	47	43	45.5	43	20	25	23	Yes
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	0	0		N<30	*	*	*	*	*	*	*	NA
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	*	*	*	*	*	*	*	NA
Underserved Races/Ethnicities	0	0		N<30	8	*	*	26.5	*	*	49.5	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	7	*	*	27	*	*	58	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 1	47	73	17.5	28	26	39	37	No
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Total	0	0	%	Not Rated								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: North Gresham Elementary School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	60	25	15
Academic Growth	Level 4	80	50	40
Subgroup Growth	Level 2	47.5	25	11.9
Number of Missed Participation Targets *	0	NA		
<p>* 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.</p>		Totals**	100	66.9
		Weighted Percent		66.9%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	

What do the Categories Measure?

Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: North Gresham Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	3	5		Level 3	249	196	257	156	69.6
Mathematics	3	5		Level 3	250	144	257	121	52.3
Total	6	10	60%	Level 3					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	157	112	179	102	63.7
Students with Disabilities				Level 1	25	11	34	8	32.2
Limited English Proficient				Level 1	63	31	72	24	40.7
Underserved Races/Ethnicities				Level 1	86	54	99	52	57.3
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	77.8
Black ²				N<42	9	6	11	7	65
Hispanic ²				Level 1	72	44	82	40	54.5
Asian				N<42	16	14	13	8	75.9
White				Level 3	145	127	142	95	77.4
Multi-racial				N<42	*	*	*	*	*
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	158	79	179	73	45.1
Students with Disabilities				Level 1	26	7	34	6	21.7
Limited English Proficient				Level 1	63	19	72	20	28.9
Underserved Races/Ethnicities				Level 2	86	37	99	40	41.6
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	88.9
Black ²				N<42	9	3	11	3	30
Hispanic ²				Level 2	72	30	82	31	39.6
Asian				N<42	16	12	13	9	72.4
White				Level 3	146	94	142	71	57.3
Multi-racial				N<42	*	*	*	*	*

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: North Gresham Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	326	50	45	47	45	39.5	41.5	Yes
Mathematics	4	5		Level 4	327	52.5	50	52	31	41	35	Yes
Total	8	10	80%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	3	5		Level 3	212	45.5	45	45	58	45	48	No
Limited English Proficient	1	5		Level 1	86	27	45	38	69	63	66	No
Students with Disabilities	2	5		Level 2	39	47	35	42	77	80	78	No
Underserved Races/Ethnicities	2	5		Level 2	121	32	41	40	63	46	56	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	10	*	*	49	*	*	59	NA
Hispanic ¹				Level 1	106	30	41	37.5	61	45	56.5	No
Asian				N<30	19	80	69.5	71	15	7	15	NA
White				Level 4	184	62	47	54.5	26	31	29.5	Yes
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	4	5		Level 4	213	52	43	47	37	44	41	Yes
Limited English Proficient	3	5		Level 3	86	52	41	45	58.5	62	61	No
Students with Disabilities	1	5		Level 1	40	52	31.5	36	68	75	71.5	No
Underserved Races/Ethnicities	3	5		Level 3	121	53	40.5	46	46.5	48	48	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	10	*	*	28.5	*	*	60	NA
Hispanic ¹				Level 4	106	52.5	42	47.5	41	48	44	Yes
Asian				N<30	19	52	75.5	59	36	18.5	25	NA
White				Level 4	185	52.5	53	53	28.5	39	30	Yes
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Total	19	40	47.5%	Level 2								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Powell Valley Elementary School

Overall Level: Level 3

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	60	25	15
Academic Growth	Level 4	80	50	40
Subgroup Growth	Level 3	57.5	25	14.4
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	69.4
		Weighted Percent		69.4%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	

What do the Categories Measure?

Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Powell Valley Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	3	5		Level 3	223	178	220	148	73.6
Mathematics	3	5		Level 3	223	144	220	131	62.1
Total	6	10	60%	Level 3					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	97	66	101	54	60.6
Students with Disabilities				Level 1	30	16	28	9	43.1
Limited English Proficient				Level 1	31	16	32	10	41.3
Underserved Races/Ethnicities				Level 1	55	33	55	23	50.9
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	28.6
Hispanic ²				Level 1	49	29	51	23	52
Asian				N<42	*	*	*	*	*
White				Level 4	151	130	143	109	81.3
Multi-racial				N<42	16	14	20	14	77.8
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 2	97	51	101	47	49.5
Students with Disabilities				Level 1	30	11	28	8	32.8
Limited English Proficient				Level 1	31	13	32	9	34.9
Underserved Races/Ethnicities				Level 1	55	20	55	19	35.5
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	28.6
Hispanic ²				Level 1	49	18	51	18	36
Asian				N<42	*	*	*	*	*
White				Level 4	151	112	143	99	71.8
Multi-racial				N<42	16	11	20	11	61.1

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Powell Valley Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	291	57	42.5	49	35	28	31	Yes
Mathematics	4	5		Level 4	291	53	48	51	27	31.5	29	Yes
Total	8	10	80%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	2	5		Level 2	134	48	42	43	63	39.5	49.5	No
Limited English Proficient	3	5		Level 3	43	44	57.5	49	66	55	61.5	No
Students with Disabilities	2	5		Level 2	42	44	43	43.5	74	54	66	No
Underserved Races/Ethnicities	2	5		Level 2	74	45	43	44.5	64	55	61	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				Level 2	67	44	42.5	43	66	52.5	61	No
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	193	57.5	41	49	27	24	25.5	Yes
Multi-racial				N<30	23	60	53	58	25.5	28.5	28.5	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	4	5		Level 4	134	50	45	47	35.5	42	40.5	Yes
Limited English Proficient	4	5		Level 4	43	47	46.5	47	41	47	43.5	Yes
Students with Disabilities	3	5		Level 3	42	54	33	46.5	42	60.5	52	No
Underserved Races/Ethnicities	3	5		Level 3	74	41	45	45	42	50	47	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				Level 3	67	45	45	45	45	48.5	47	No
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	193	56.5	49	54	20.5	25.5	21.5	Yes
Multi-racial				N<30	23	48.5	42	47	20.5	36.5	27.5	NA
Total	23	40	57.5%	Level 3								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Sam Barlow High School

Overall Level: Level 2^{*}

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 4	80	20	16
Academic Growth	Level 4	70	20	14
Subgroup Growth	Level 3	53.3	10	5.3
Graduation[^]	Level 4	80	35	28
Subgroup Graduation	Level 2	30	15	4.5
Number of Missed Participation Targets[*]	5	NA		
<p>[*] 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.</p> <p>[^] Schools that are Level 1 for Graduation can have an Overall Level no higher than level 2.</p> <p>^{**} Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.</p>		Totals^{**}	100	67.8
		Weighted Percent		67.8%

Levels are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are 20 for Academic Achievement, 20 for Academic Growth, 10 for Subgroup Growth, 35 for graduation and 15 for Subgroup Graduation. The total score is matched to the scoring guide to the right to determine the school rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Sam Barlow High School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	402	350	374	341	89.0
Mathematics	4	5		Level 4	400	303	377	286	75.8
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 4	126	97	115	98	80.9
Students with Disabilities				Level 1	26	14	18	8	50.0
Limited English Proficient				N<42	16	1	8	3	16.7
Underserved Races/Ethnicities				Level 3	63	42	46	37	72.5
American Indian/AK Native ²				N<42	6	4	7	5	69.2
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				Level 3	56	38	36	29	72.8
Asian				N<42	*	*	*	*	87.5
White				Level 4	314	287	302	279	91.9
Multi-racial				Level 4	23	19	20	20	90.7
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	123	75	118	81	64.7
Students with Disabilities				Level 1	29	6	18	6	25.5
Limited English proficient				N<42	17	3	11	2	17.9
Underserved Races/Ethnicities				Level 3	62	33	51	33	58.4
American Indian/AK Native ²				N<42	6	3	7	5	61.5
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				Level 3	55	30	41	27	59.4
Asian				N<42	*	*	*	*	85.7
White				Level 4	313	250	301	235	79.0
Multi-racial				Level 4	23	18	20	14	74.4

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Sam Barlow High School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% Points	Level	Students	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	4	5		Level 4	695	55.5	58.0	56.0	*	*	*	NA
Mathematics	3	5		Level 3	698	41.0	41.0	41.0	*	*	*	NA
Total	7	10	70%	Level 4								

Subgroup Growth

Reading	Points Earned	Points Eligible	% Points	Level	Students	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	4	5		Level 4	215	51.5	53.0	52.0	*	*	*	NA
Limited English Proficient	0	0		N<30	19	16.0	39.0	16.0	*	*	*	NA
Students with Disabilities	1	5		Level 1	40	35.0	24.0	31.0	*	*	*	NA
Underserved Races/Ethnicities	4	5		Level 4	101	46.0	61.0	50.0	*	*	*	NA
American Indian/AK Native ¹				N<30	12	74.0	16.0	51.5	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				Level 4	86	45.0	68.0	50.0	*	*	*	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 4	549	57.0	56.0	57.0	*	*	*	NA
Multi-racial				Level 4	40	46.5	66.5	50.0	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% Points	Level	Students	Median Growth Percentile			Median Growth Target²			On Track Growth?
Economically Disadvantaged	3	5		Level 3	216	42.5	47.0	45.5	*	*	*	NA
Limited English Proficient	0	0		N<30	24	31.0	36.0	32.0	*	*	*	NA
Students with Disabilities	1	5		Level 1	44	31.0	32.0	31.5	*	*	*	NA
Underserved Races/Ethnicities	3	5		Level 3	106	45.0	41.0	44.0	*	*	*	NA
American Indian/AK Native ¹				N<30	12	67.0	70.0	68.5	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				Level 2	91	41.0	35.5	39.0	*	*	*	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 3	547	40.0	40.0	40.0	*	*	*	NA
Multi-racial				Level 4	41	48.0	52.5	50.0	*	*	*	NA
Total	16	30	53.3%	Level 3								

1. Included in Underserved Races/Ethnicities subgroup

2. Growth Targets apply only to students in grades 8 and below.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Sam Barlow High School

Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
All Students	4	5	80%	Level 4	70.0	76.9	76.9	4	76.2	77.4	77.4	4

Subgroup Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
Economically Disadvantaged	2	5		Level 2	55.8	65.1	65.1	2	67.1	67.3	67.3	2
Limited English Proficient	1	5		Level 1	40.5	36.4	39.1	1	43.8	50.0	50.0	1
Students with Disabilities	1	5		Level 1	37.7	28.6	34.4	1	41.5	43.4	43.4	1
Underserved Races/Ethnicities	2	5		Level 2	52.8	58.6	58.6	1	58.4	60.5	60.5	2
American Indian/AK Native¹				N<40	53.8	.0	50.0	NA	77.8	53.8	63.6	NA
Black¹				N<40	44.4	66.7	57.1	NA	50.0	50.0	50.0	NA
Hispanic¹				Level 2	53.7	57.9	57.9	1	57.1	63.3	63.3	2
Asian/Pacific Islander				N<40	50.0	28.6	43.5	NA	88.5	57.1	77.5	NA
White				Level 4	74.9	80.5	80.5	4	78.9	81.7	81.7	4
Multi-racial				N<40	70.0	95.2	87.1	NA	80.0	77.8	78.9	NA
Total	6	20	30%	Level 2								

1. Included in the Underserved Races/Ethnicities subgroup.

Data notes: "N<40" means the subgroup did not meet minimum size requirements needed to receive a rating. '-' means no data. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Springwater Trail High School

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	Level 4	80	20	16
Academic Growth	Level 5	100	20	20
Subgroup Growth	Not Rated		10	
Graduation[^]	Level 4	80	35	28
Subgroup Graduation	Level 4	80	15	12
Number of Missed Participation Targets[*]	0	NA		
<p>[*] 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.</p> <p>[^] Schools that are Level 1 for Graduation can have an Overall Level no higher than level 2.</p> <p>^{**} Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.</p>		Totals**	90	76
		Weighted Percent		84.4%

Levels are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are 20 for Academic Achievement, 20 for Academic Growth, 10 for Subgroup Growth, 35 for graduation and 15 for Subgroup Graduation. The total score is matched to the scoring guide to the right to determine the school rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: Springwater Trail High School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	29	25	40	35	87.0
Mathematics	4	5		Level 4	30	24	39	31	79.7
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				N<42	17	15	18	16	88.6
Students with Disabilities				N<42	*	*	*	*	80.0
Limited English Proficient				N<42	*	*	*	*	*
Underserved Races/Ethnicities				N<42	6	4	7	5	69.2
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	*	*	*	*	72.7
Asian				N<42	*	*	*	*	*
White				Level 4	20	19	31	28	92.2
Multi-racial				N<42	*	*	*	*	*
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				N<42	18	15	18	14	80.6
Students with Disabilities				N<42	*	*	*	*	60.0
Limited English proficient				N<42	*	*	*	*	*
Underserved Races/Ethnicities				N<42	6	5	7	6	84.6
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	*
Hispanic ²				N<42	*	*	*	*	90.9
Asian				N<42	*	*	*	*	*
White				Level 5	21	18	31	25	82.7
Multi-racial				N<42	*	*	*	*	*

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: Springwater Trail High School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	5	5		Level 5	66	73.0	65.5	69.0	*	*	*	NA
Mathematics	5	5		Level 5	66	81.0	76.0	77.5	*	*	*	NA
Total	10	10	100%	Level 5								

Subgroup Growth

Reading	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	0	0		N<30	35	75.0	58.5	67.0	*	*	*	NA
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	15	44.5	63.0	60.0	*	*	*	NA
Underserved Races/Ethnicities	0	0		N<30	12	67.0	81.0	69.0	*	*	*	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	10	*	*	69.0	*	*	*	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 5	49	87.5	63.0	69.0	*	*	*	NA
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Mathematics	Points Earned	Points Eligible	% Points	Level	Stu- dents	Median Growth Percentile			Median Growth Target²			On Track Growth?
Economically Disadvantaged	0	0		N<30	36	81.0	62.5	75.0	*	*	*	NA
Limited English Proficient	0	0		N<30	*	*	*	*	*	*	*	NA
Students with Disabilities	0	0		N<30	15	68.0	80.5	78.0	*	*	*	NA
Underserved Races/Ethnicities	0	0		N<30	12	81.0	67.0	75.0	*	*	*	NA
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	*	*	*	*	*	*	*	NA
Hispanic ¹				N<30	10	*	*	79.5	*	*	*	NA
Asian				N<30	*	*	*	*	*	*	*	NA
White				Level 5	50	81.0	77.0	79.0	*	*	*	NA
Multi-racial				N<30	*	*	*	*	*	*	*	NA
Total	0	0	%	Not Rated								

1. Included in Underserved Races/Ethnicities subgroup

2. Growth Targets apply only to students in grades 8 and below.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: Springwater Trail High School

Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
All Students	4	5	80%	Level 4	64.7	80.0	80.0	4	65.9	81.4	81.4	4

Subgroup Graduation

Cohort Graduation	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Level</i>	<i>Four-Year Cohort Rate</i>				<i>Five-Year Cohort Rate</i>			
					<i>06-07</i>	<i>07-08</i>	<i>Best Rate</i>	<i>Points</i>	<i>05-06</i>	<i>06-07</i>	<i>Best Rate</i>	<i>Points</i>
Economically Disadvantaged	4	5		Level 4	68.0	81.0	81.0	4	72.7	79.2	79.2	4
Limited English Proficient	0	0		N<40	-	.0	.0	NA	100	-	100	NA
Students with Disabilities	0	0		N<40	66.7	70.0	68.2	NA	66.7	80.0	72.7	NA
Underserved Races/Ethnicities	0	0		N<40	100	90.9	93.3	NA	80.0	100	88.9	NA
American Indian/AK Native¹				N<40	-	100	100	NA	100	-	100	NA
Black¹				N<40	-	-	-	NA	.0	-	.0	NA
Hispanic¹				N<40	100	87.5	91.7	NA	100	100	100	NA
Asian/Pacific Islander				N<40	.0	-	.0	NA	-	.0	.0	NA
White				Level 4	62.8	72.7	72.7	3	64.1	80.6	80.6	4
Multi-racial				N<40	100	100	100	NA	-	100	100	NA
Total	4	5	80%	Level 4								

1. Included in the Underserved Races/Ethnicities subgroup.

Data notes: "N<40" means the subgroup did not meet minimum size requirements needed to receive a rating. '-' means no data. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: West Gresham Elementary School

Overall Level: Level 2

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement	Level 3	50	25	12.5
Academic Growth	Level 2	40	50	20
Subgroup Growth	Level 1	20	25	5
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	37.5
		Weighted Percent		37.5%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	Y
ESEA Designation (if any)	Focus

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: West Gresham Elementary School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	3	5		Level 3	178	146	145	91	73.4
Mathematics	2	5		Level 2	178	77	145	56	41.2
Total	5	10	50%	Level 3					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 1	78	54	70	31	57.4
Students with Disabilities				Level 2	30	21	22	10	59.6
Limited English Proficient				Level 1	24	14	19	5	44.2
Underserved Races/Ethnicities				Level 1	29	19	27	8	48.2
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	66.7
Hispanic ²				Level 1	21	13	21	6	45.2
Asian				N<42	*	*	*	*	50
White				Level 3	130	113	106	73	78.8
Multi-racial				N<42	12	11	9	8	90.5
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 1	78	21	70	20	27.7
Students with Disabilities				Level 1	30	10	22	7	32.7
Limited English Proficient				Level 1	24	7	19	5	27.9
Underserved Races/Ethnicities				Level 1	29	11	27	6	30.4
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	22.2
Hispanic ²				Level 1	21	9	21	6	35.7
Asian				N<42	*	*	*	*	20
White				Level 2	130	60	106	44	44.1
Multi-racial				N<42	12	5	9	5	47.6

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: West Gresham Elementary School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	3	5		Level 3	217	40.5	39	40	29.5	29.5	29.5	Yes
Mathematics	1	5		Level 1	218	16	34	23	33.5	41	37	No
Total	4	10	40%	Level 2								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	1	5		Level 1	101	36	35	35	59	52	54	No
Limited English Proficient	0	0		N<30	27	40.5	27	35	71	64	66.5	NA
Students with Disabilities	1	5		Level 1	35	33	30.5	31	54	51	52.5	No
Underserved Races/Ethnicities	1	5		Level 1	36	40	34	36.5	45.5	64	59	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	6	*	*	22.5	*	*	30	NA
Hispanic ¹				N<30	26	42.5	30.5	39	59	64	64	NA
Asian				N<30	8	*	*	43	*	*	62	NA
White				Level 3	157	42	42	42	28.5	26	28	Yes
Multi-racial				N<30	16	36	38	37	23	22	22.5	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Stu-dents	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	1	5		Level 1	102	13	37	22	46	61	54	No
Limited English Proficient	0	0		N<30	27	14.5	36	25	48	63	54.5	NA
Students with Disabilities	1	5		Level 1	36	20	32	24	39.5	50	42	No
Underserved Races/Ethnicities	1	5		Level 1	36	15	37	25.5	52.5	63	61	No
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	6	*	*	37.5	*	*	43.5	NA
Hispanic ¹				N<30	26	13.5	37	26.5	48	63	61	NA
Asian				N<30	8	*	*	24.5	*	*	54	NA
White				Level 1	158	16	34	23	32.5	40	34.5	No
Multi-racial				N<30	16	16	21	20	29	32	30.5	NA
Total	6	30	20%	Level 1								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.

District: Gresham-Barlow SD 10J

School: West Orient Middle School

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	Level 4	80	25	20
Academic Growth	Level 5	90	50	45
Subgroup Growth	Level 4	77.5	25	19.4
Number of Missed Participation Targets *	0	NA		
* 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.		Totals**	100	84.4
		Weighted Percent		84.4%

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, and 25 for Subgroup Growth. The total score is matched to the scoring guide to the right to determine the school's rating.

Level Assignment	Weighted Percent
Level 5	87.0 or higher
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

These detail sheets are based on Oregon's Next Generation Accountability system described in our state's approved ESEA flexibility waiver.

Federal Reporting Designations	
Title I in 2011-12 (Y/N)	N
ESEA Designation (if any)	

What do the Categories Measure?
Academic Achievement

The Achievement indicator reflects the percent of students meeting or exceeding on the state math and reading tests.

Academic Growth

The growth measure indicates the level of student progress on the reading and math tests. It uses the Colorado Growth model which assigns a growth percentile to each student, as compared to the growth of other students with similar past test scores. The indicator reflects 1) median growth: how the growth of a typical student at the school compared to other students statewide, and 2) target growth: the level of growth sufficient for the typical student to meet or exceed state standards within three years or by grade 11, whichever comes first.

Subgroup Growth

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

Graduation (High Schools only)

This indicator uses four- and five-year cohort graduation rates. These rates follow incoming 9th grade classes for four or five years to determine the percent of students who graduate with a regular diploma. Each school's cohort begins with the first-time 9th grade students in a particular school year. Students are added to a school's cohort when they transfer into the school, and are removed from a school's cohort if they transfer to another high school. Students who dropout or otherwise leave a school without transferring to another school remain in a high school's cohort.

Subgroup Graduation (High Schools only)

This indicator uses the graduation rates of historically underserved student subgroups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, limited English proficient, students with disabilities and historically underserved races/ethnicities.

What are the cutoffs for the Performance Indicator and Overall Levels?

Achievement Level Cutoffs				
Points	Elementary/ Middle Schools		High Schools	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Growth Level Cutoffs			
Points	Elem/Middle		High Schools
	On Track Growth		
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Graduation Level Cutoffs		
Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90%
Level 4	70%
Level 3	50%
Level 2	30%
Level 1	<30%

Overall Level Cutoffs	
Level	Weighted Points
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

District: Gresham-Barlow SD 10J

School: West Orient Middle School

Academic Achievement

Academic Achievement	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Reading	4	5		Level 4	450	392	424	359	85.9
Mathematics	4	5		Level 4	450	338	424	334	76.9
Total	8	10	80%	Level 4					

Subgroup Academic Achievement¹

Reading	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % Met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 3	161	129	165	128	78.8
Students with Disabilities				Level 1	56	31	48	22	51
Limited English Proficient				Level 1	36	22	34	17	55.7
Underserved Races/Ethnicities				Level 3	80	63	69	48	74.5
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	77.8
Hispanic ²				Level 3	71	55	64	45	74.1
Asian				N<42	*	*	*	*	88.9
White				Level 4	347	306	334	293	88
Multi-racial				N<42	19	19	16	14	94.3
Mathematics	Points Earned	Points Eligible	% Points	Level	2010-11		2011-12		Combined % met
					Tests	Met	Tests	Met	
Economically Disadvantaged				Level 4	161	100	165	112	65
Students with Disabilities				Level 1	56	23	48	15	36.5
Limited English Proficient				Level 2	36	17	34	15	45.7
Underserved Races/Ethnicities				Level 3	80	49	69	42	61.1
American Indian/AK Native ²				N<42	*	*	*	*	*
Pacific Islander ²				N<42	*	*	*	*	*
Black ²				N<42	*	*	*	*	55.6
Hispanic ²				Level 3	71	42	64	40	60.7
Asian				N<42	*	*	*	*	66.7
White				Level 4	347	273	334	277	80.8
Multi-racial				N<42	19	14	16	11	71.4

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: "N<42" mean the subgroup did not meet minimum size requirement in order to receive a rating; "*" means 0 to 5 students; ">95" means more than 95 percent met, "<5" means less than 5 percent met.

District: Gresham-Barlow SD 10J

School: West Orient Middle School

Academic Growth

Academic Growth	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Reading	5	5		Level 5	848	64	65	65	9	8	9	Yes
Mathematics	4	5		Level 4	852	57	60	59	19	19	19	Yes
Total	9	10	90%	Level 5								

Subgroup Growth

Reading	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
						2010-11	2011-12	Total	2010-11	2011-12	Total	
Economically Disadvantaged	4	5		Level 4	315	57.5	58	58	18.5	15	16	Yes
Limited English Proficient	2	5		Level 2	69	39	50	43	45	43.5	43.5	No
Students with Disabilities	4	5		Level 4	97	56	66	59	48	49	48	Yes
Underserved Races/Ethnicities	5	5		Level 5	146	62	52	60	15.5	13	15	Yes
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	9	*	*	33	*	*	11	NA
Hispanic ¹				Level 5	132	62.5	53.5	60.5	17	12	16	Yes
Asian				N<30	9	*	*	44	*	*	31	NA
White				Level 5	658	65	67	66.5	8.5	7	8	Yes
Multi-racial				N<30	35	73	52	62	4	9	6	NA
Mathematics	Points Earned	Points Eligible	% of Points	Level	Students	Median Growth Percentile			Median Growth Target			On Track Growth?
Economically Disadvantaged	4	5		Level 4	318	53.5	53	53	26	25	25	Yes
Limited English Proficient	4	5		Level 4	70	53	53	53	41	45	42	Yes
Students with Disabilities	4	5		Level 4	101	61	54.5	56	58.5	68.5	61.5	No
Underserved Races/Ethnicities	4	5		Level 4	147	54	52	54	26.5	31	29	Yes
American Indian/AK Native ¹				N<30	*	*	*	*	*	*	*	NA
Pacific Islander ¹				N<30	*	*	*	*	*	*	*	NA
Black ¹				N<30	9	*	*	37	*	*	26	NA
Hispanic ¹				Level 4	133	54	54.5	54	29	31	30	Yes
Asian				N<30	9	*	*	71	*	*	28	NA
White				Level 4	661	57	60.5	59	18	17	17	Yes
Multi-racial				N<30	35	61	53.5	57	13	22.5	15	NA
Total	31	40	77.5%	Level 4								

1. Included in Underserved Races/Ethnicities subgroup.

Data notes: "N<30" means the subgroup did not meet the minimum size requirement needed to receive a rating; "*" means data represents 0 to 5 students. "NA" means not applicable.