



District: St Paul SD 45
School: St Paul High School

The purpose of the Report Card Rating Details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating that is shown on each school's Report Card. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-2012 to identify Priority, Focus, and Model schools as part of the ESEA Waiver. For more details on the school report cards, please visit the following link: <http://www.ode.state.or.us/go/schoolRC>.

Overall Level: Level 4

Performance Indicator	Level	% of Points Earned	Weight	Weighted Points
Academic Achievement <i>(page 3)</i>	Level 4	80.0%	20	16.0
Academic Growth <i>(page 4)</i>	Level 4	80.0%	30	24.0
Subgroup Growth <i>(page 5)</i>	Level 4	85.0%	15	12.8
Graduation[^] <i>(page 6)</i>	Level 5	100%	25	25.0
Subgroup Graduation <i>(page 7)</i>	Not Rated	--	0	0.0
Number of Missed Participation Targets* <i>(page 8)</i>	0	NA		
Totals**				77.8
Weighted Percent				86.4%

[^] Schools that have Level 1 for Graduation can have an Overall Level no higher than Level 2.
^{*} Schools do not receive points for participation. However, a school's overall Level is lowered by one level for each consecutive year that it did not meet all participation targets, starting in 2012-13.
^{**} Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.

Level Assignment	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	47.0 to 69.9
Level 2	26.5 to 46.9
Level 1	Less than 26.5

Levels are calculated using the percentage of points earned out of the total points eligible. For schools with data on all indicators, the total points possible are:

- 20 for Academic Achievement
- 30 for Academic Growth
- 15 for Subgroup Growth
- 25 for Graduation
- 10 for Subgroup Graduation

The total score is matched to the scoring guide above to determine the school rating.

Federal Reporting Designations	
Received Title I Funds in 2013-14 (Y/N)	N
ESEA Designation (if any)	



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

Academic Achievement (page 3)	Level	Points Earned	Points Eligible
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 4	4	5
Total	Level 4	8	10
Percent of Points Earned = Total Points Earned / Total Points Eligible 80.0%			

Academic Growth (page 4)	Level	Points Earned	Points Eligible
Reading (All Students)	Level 4	4	5
Mathematics (All Students)	Level 4	4	5
Total	Level 4	8	10
Percent of Points Earned = Total Points Earned / Total Points Eligible 80.0%			

Subgroup Growth (page 5)	Level	Points Earned	Points Eligible
Reading			
Economically Disadvantaged	Level 4	4	5
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities ¹	Level 4	4	5
Mathematics			
Economically Disadvantaged	Level 5	5	5
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities ¹	Level 4	4	5
Total	Level 4	17	20
Percent of Points Earned = Total Points Earned / Total Points Eligible 85.0%			

Cohort Graduation (page 6)	Level	Points Earned	Points Eligible
All Students	Level 5	5	5
Percent of Points Earned = Total Points Earned / Total Points Eligible 100%			

Subgroup Graduation (page 7)	Level	Points Earned	Points Eligible
Economically Disadvantaged	Not Rated	0	0
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities ¹	Not Rated	0	0
Total	Not Rated	0	0
Percent of Points Earned = Total Points Earned / Total Points Eligible --			

Category Level Cutoffs	
Level	% of Points Earned
Level 5	90.0%
Level 4	70.0%
Level 3	50.0%
Level 2	30.0%
Level 1	<30.0%

Graduation Levels are calculated based on the higher of the Four-Year and Five-Year Levels (see page 6 for Four-Year and Five-Year Cohort Graduation rates).

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

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

Achievement Level Cutoffs		
Level	Reading	Math
Level 5	93.2 & above	81.5 & above
Level 4	85.0 to 93.1	70.0 to 81.4
Level 3	66.6 to 84.9	42.1 to 69.9
Level 2	56.2 to 66.5	25.3 to 42.0
Level 1	Less than 56.2	Less than 25.3

Reading	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	76	88.2	58	84.5	86.6
Economically Disadvantaged ¹	Level 3	38	81.6	28	71.4	77.3
English Learners ¹	Not Rated	14	57.1	*	*	61.1
Students with Disabilities ¹	Not Rated	*	*	*	*	83.3
Underserved Races/Ethnicities ¹	Level 3	33	78.8	17	82.4	80.0
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Level 3	33	78.8	17	82.4	80.0
Asian ¹	Not Rated	*	*	*	*	*
White ¹	Level 4	*	>95	41	85.4	90.5
Multi-Racial ¹	Not Rated	*	*	*	*	*

Mathematics	Level	2012-13		2013-14		Combined % Met
		Tests	% Met	Tests	% Met	
All Students	Level 4	72	79.2	58	77.6	78.5
Economically Disadvantaged ¹	Level 3	33	63.6	28	75.0	68.9
English Learners ¹	Not Rated	11	54.5	*	*	66.7
Students with Disabilities ¹	Not Rated	*	*	*	*	50.0
Underserved Races/Ethnicities ¹	Level 4	30	70.0	17	94.1	78.7
American Indian/Alaska Native ²	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ²	Not Rated	*	*	*	*	*
Black/African American ²	Not Rated	*	*	*	*	*
Hispanic/Latino ²	Level 4	30	70.0	17	94.1	78.7
Asian ¹	Not Rated	*	*	*	*	*
White ¹	Level 4	42	85.7	41	70.7	78.3
Multi-Racial ¹	Not Rated	*	*	*	*	*

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

Data notes:

- Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.
- * Fewer than 6 students tested in the last two years combined
- >95.0 Greater than 95 percent of students met or exceeded. Test counts are also suppressed.
- <5.0 Less than 5 percent of students met or exceeded. Test counts are also suppressed.

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The Academic Growth indicator uses the Colorado Growth Model to measure student growth in reading and mathematics as compared to academic peers (i.e., students throughout the state who have a similar reading or math test score history). Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

The growth model looks at a student's growth as compared to that of his/her academic peers with a similar test score history. The Growth Model subsequently expresses student growth as a percentile. For example, a growth percentile of 50 would indicate that a student had average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile which represents "typical" growth at the school. As shown below, this median growth percentile is the basis for the Academic Growth ratings for reading and mathematics. The growth model also provides growth targets for students in grades 3 to 8. These growth targets represent the growth percentile a student would need to meet the standard within three years (for those students currently below standard) or to maintain standard for the next three years (for those students above standard). The school accountability system uses the median growth target to determine whether students at the school have On Track growth:

- If the Combined Median Growth Percentile = Combined Median Growth Target, then On Track Growth = 'Yes'
- If the Combined Median Growth Percentile < Combined Median Growth Target, then On Track Growth = 'No'

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

Academic Growth	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Reading (All Students)	Level 4	60	57.5	48	58.0	57.5	17.5	Yes
Mathematics (All Students)	Level 4	56	59.0	48	56.5	57.5	16.0	Yes

Data notes:

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

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The Subgroup Growth indicator measures the growth of historically underserved student subgroups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, limited English proficient, students with disabilities, and historically underserved races/ethnicities. To receive a Subgroup Growth indicator rating, a subgroup must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and have at least 30 students with growth percentiles.

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
Level 5	60 & above	70 & above
Level 4	45 to 59.5	55 to 69.5
Level 3	35 to 44.5	45 to 54.5
Level 2	30 to 34.5	40 to 44.5
Level 1	Less than 30	Less than 40

Reading	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 4	33	61.0	25	56.0	58.5	21.0	Yes
English Learners	Not Rated	13	61.0	*	*	64.0	28.0	NA
Students with Disabilities	Not Rated	*	*	*	*	*	*	NA
Underserved Races/Ethnicities	Level 4	29	61.0	16	61.0	61.0	22.0	NA
American Indian/Alaska Native ¹	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	*	*	NA
Black/African American ¹	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino ¹	Level 4	29	61.0	16	61.0	61.0	22.0	NA
Asian ²	Not Rated	*	*	*	*	*	*	NA
White ²	Level 4	31	52.0	32	55.0	53.0	15.0	Yes
Multi-Racial ²	Not Rated	*	*	*	*	*	*	NA

Mathematics	Level	2012-13		2013-14		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Level 5	28	61.5	25	65.0	63.0	31.0	Yes
English Learners	Not Rated	10	62.0	*	*	68.0	27.0	NA
Students with Disabilities	Not Rated	*	*	*	*	*	*	NA
Underserved Races/Ethnicities	Level 4	26	51.0	16	61.5	56.5	25.0	NA
American Indian/Alaska Native ¹	Not Rated	*	*	*	*	*	*	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	*	*	NA
Black/African American ¹	Not Rated	*	*	*	*	*	*	NA
Hispanic/Latino ¹	Level 4	26	51.0	16	61.5	56.5	25.0	NA
Asian ²	Not Rated	*	*	*	*	*	*	NA
White ²	Level 4	30	63.0	32	55.0	57.5	11.5	Yes
Multi-Racial ²	Not Rated	*	*	*	*	*	*	NA

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

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

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

NA Not applicable

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Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	87.5 & above	90.1 & above
Level 4	74.0 to 87.4	78.1 to 90.0
Level 3	69.0 to 73.9	74.0 to 78.0
Level 2	60.0 to 68.9	60.0 to 73.9
Level 1	Less than 60.0	Less than 60.0

The Graduation indicator uses four- and/or five-year cohort graduation rates. These rates follow incoming high school students for four or five years to determine the percent of students who graduate with a regular diploma in that timeframe. A school year's cohort consists of students who first enrolled in high school in that 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 that drop out or otherwise leave a school without transferring to another diploma-granting school remain members of the cohort in which they were last enrolled.

To receive a Graduation indicator rating, a school must have at least 40 students in the combined cohort. The following provides a description of the rating levels:

- Level 5: the school had a graduation rate that was in the top ten percent of all high schools in the state.
- Level 4: the school had a graduation rate that was above average, but not in the top ten percent.
- Level 3: the school met the state minimum target, but still had a graduation rate that was below average.
- Level 2: the school met the federal minimum target, but not the state minimum target.
- Level 1: the school did not meet the federal minimum target. Schools that are Level 1 for both their four-year and five-year rates can have an overall rating no higher than Level 2.

The rating for the Graduation indicator (as shown on page 2) is the higher of the school's levels for the four-year and five-year rates.

Four-Year Cohort ¹	Level	2008-09 Cohort		2009-10 Cohort		Combined Rate	Applied Rate ²
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
All Students	Level 5	23	91.3	24	91.7	91.5	Current

Five-Year Cohort ¹	Level	2007-08 Cohort		2008-09 Cohort		Combined Rate	Applied Rate ²
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
All Students	Level 5	25	72.0	22	95.5	83.0	Current

1. Cohort year is the school year in which the students enrolled in high school for the first time.
2. The Applied Rate is the graduation rate used to determine the Level. It is the higher of the combined rate and the most recent rate.

Data notes:

- Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.
- ** No data available
- NA Not applicable

The terms "Prior Cohorts" and "Current Cohorts" apply to small schools that require four years of graduation data to receive school ratings.
> Prior Cohorts include student data from the first two years of a given four year cycle (e.g., 2011 and 2012 of 2011-2014 range).
> Current Cohorts include student data from the last two years of a given four year cycle (e.g., 2013 and 2014 of 2011-2014 range).

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The Subgroup Graduation 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. The rating for the Subgroup Graduation indicator is the higher of the ratings for the four-year rate and the five-year rate.

Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	87.5 & above	90.1 & above
Level 4	74.0 to 87.4	78.1 to 90.0
Level 3	69.0 to 73.9	74.0 to 78.0
Level 2	60.0 to 68.9	60.0 to 73.9
Level 1	Less than 60.0	Less than 60.0

Four-Year Cohort ¹	Level	2008-09 Cohort		2009-10 Cohort		Combined Rate	Applied Rate ³
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Not Rated	9	77.8	9	88.9	83.3	NA
English Learners	Not Rated	6	66.7	3	66.7	66.7	NA
Students with Disabilities	Not Rated	1	100	2	50.0	66.7	NA
Underserved Races/Ethnicities	Not Rated	9	77.8	6	83.3	80.0	NA
American Indian/Alaska Native ²	Not Rated	0	--	0	--	--	NA
Native Hawaiian/Pacific Islander ²	Not Rated	0	--	0	--	--	NA
Black/African American ²	Not Rated	0	--	0	--	--	NA
Hispanic/Latino ²	Not Rated	9	77.8	6	83.3	80.0	NA
Asian	Not Rated	0	--	0	--	--	NA
White	Not Rated	14	100	18	94.4	96.9	NA
Multi-Racial	Not Rated	0	--	0	--	--	NA

Five-Year Cohort ¹	Level	2007-08 Cohort		2008-09 Cohort		Combined Rate	Applied Rate ³
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Not Rated	13	53.8	8	87.5	66.7	NA
English Learners	Not Rated	5	40.0	5	80.0	60.0	NA
Students with Disabilities	Not Rated	4	25.0	1	100	40.0	NA
Underserved Races/Ethnicities	Not Rated	7	42.9	8	87.5	66.7	NA
American Indian/Alaska Native ²	Not Rated	0	--	0	--	--	NA
Native Hawaiian/Pacific Islander ²	Not Rated	0	--	0	--	--	NA
Black/African American ²	Not Rated	0	--	0	--	--	NA
Hispanic/Latino ²	Not Rated	7	42.9	8	87.5	66.7	NA
Asian	Not Rated	0	--	0	--	--	NA
White	Not Rated	18	83.3	14	100	90.6	NA
Multi-Racial	Not Rated	0	--	0	--	--	NA

1. Cohort year is the school year in which the students enrolled in high school for the first time.
2. Included in the Underserved Races/Ethnicities subgroup.
3. The Applied Rate is the graduation rate used to determine the Level. It is the higher of the combined rate and the most recent rate.

Data notes:

- Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.
- * Fewer than 6 students tested in the last two years combined
- NA Not applicable

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All students enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and subgroup. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%. The overall school rating as well as the Academic Achievement, Academic Growth, and Subgroup Growth indicator ratings depend upon student test scores. These ratings are valid only when schools uniformly test all students. As a result, schools with one or more subgroups missing the participation target will receive a reduction in their overall school rating by one Level.

Participation Target: 94.5%

Reading	Status	Participants		Non-Participants		Participation Rate			Applied Rate²
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
All Students	Met	78	58	0	0	100.0	100.0	100.0	Current
Economically Disadvantaged	Met	40	28	0	0	100.0	100.0	100.0	Current
English Learners	Not Rated	15	4	0	0	100.0	100.0	100.0	NA
Students with Disabilities	Not Rated	4	2	0	0	100.0	100.0	100.0	NA
Underserved Races/Ethnicities	Met	33	17	0	0	100.0	100.0	100.0	Current
American Indian/Alaska Native ¹	Not Rated	0	0	0	0	--	--	--	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	0	0	0	0	--	--	--	NA
Black/African American ¹	Not Rated	0	0	0	0	--	--	--	NA
Hispanic/Latino ¹	Met	33	17	0	0	100.0	100.0	100.0	Current
Asian	Not Rated	0	0	0	0	--	--	--	NA
White	Met	44	41	0	0	100.0	100.0	100.0	Current
Multi-Racial	Not Rated	1	0	0	0	100.0	--	100.0	NA

Mathematics	Status	Participants		Non-Participants		Participation Rate			Applied Rate²
		2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	Combined	
All Students	Met	74	58	0	0	100.0	100.0	100.0	Current
Economically Disadvantaged	Met	35	28	0	0	100.0	100.0	100.0	Current
English Learners	Not Rated	12	4	0	0	100.0	100.0	100.0	NA
Students with Disabilities	Not Rated	4	2	0	0	100.0	100.0	100.0	NA
Underserved Races/Ethnicities	Met	30	17	0	0	100.0	100.0	100.0	Current
American Indian/Alaska Native ¹	Not Rated	0	0	0	0	--	--	--	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	0	0	0	0	--	--	--	NA
Black/African American ¹	Not Rated	0	0	0	0	--	--	--	NA
Hispanic/Latino ¹	Met	30	17	0	0	100.0	100.0	100.0	Current
Asian	Not Rated	0	0	0	0	--	--	--	NA
White	Met	43	41	0	0	100.0	100.0	100.0	Current
Multi-Racial	Not Rated	1	0	0	0	100.0	--	100.0	NA

- Included in the Underserved Races/Ethnicities subgroup.
- The Applied rate is the rate used to determine if the participation target is met. It is the higher of the combined rate and the most recent rate.

Data notes:

Not Rated Subgroup did not meet minimum size requirement in order to receive a rating.

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



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

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

Participation Target: 94.5%

<i>Reading</i>	Field Test Grade ¹	Include OAKS ²	Total Students ³	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	NA	NA	NA	0	--	0	--
Grade 4	NA	NA	NA	0	--	0	--
Grade 5	NA	NA	NA	0	--	0	--
Grade 6	NA	NA	NA	0	--	0	--
Grade 7	No	Yes	16	0	--	16	100.0
Grade 8	No	Yes	16	0	--	16	100.0
Grade 11	No	Yes	26	0	--	26	100.0

<i>Mathematics</i>	Field Test Grade ¹	Include OAKS ²	Total Students ³	Field Test		OAKS	
				Participants	Rate	Participants	Rate
Grade 3	NA	NA	NA	0	--	0	--
Grade 4	NA	NA	NA	0	--	0	--
Grade 5	NA	NA	NA	0	--	0	--
Grade 6	NA	NA	NA	0	--	0	--
Grade 7	No	Yes	16	0	--	16	100.0
Grade 8	No	Yes	16	0	--	16	100.0
Grade 11	No	Yes	26	0	--	26	100.0

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

Data notes:

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