OREGON **DEPARTMENT OF EDUCATION**

District: Sheridan SD 48J
School: Sheridan Spartan Academy

The purpose of the Report Card rating details report is to describe the rating methodology and display the data used by the school accountability system to determine the overall school rating (i.e., overall level) that is shown on each school's Report Card. For more details on the school report cards, please visit the following link: http://www.ode.state.or.us/go/schoolRC.

Given the recent passage of the Every Student Succeeds Act (ESSA) and the expiration of Oregon's ESEA flexibility waiver on August 1, 2016, the State of Oregon will not assign overall school ratings for the 2015-16 school year.

Overall Level: Not Rated

Performance Indicator	Level	% of Points Earned	Weight	Weighted Points
Academic Achievement (page 3)	Not Rated	--	NA	NA
Academic Growth (page 4)	Not Rated	--	NA	NA
Student Group Growth (page 5)	Not Rated	--	NA	NA
Graduation^ (page 6)	Level 1	20.0%	NA	NA
Student Group Graduation (page 7)	Level 1	20.0%	NA	NA
Consecutive Years with Missed Participation Targets* (page 8)	0	NA		
		Totals**	**NA**	**NA**
		Weighted Percent		**NA**

Level Assignment	Weighted Percent
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

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

^ 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.
** Schools may not be eligible for all possible points. Schools are not rated in categories where they do not meet minimum student count requirements.

Federal Reporting Designations	
Received Title I Funds in 2015-16 (Y/N)	N
ESEA Designation (if any)	

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

Academic Achievement (page 3)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Not Rated	0	0
Mathematics (All Students)	Not Rated	0	0
Total	**Not Rated**	**0**	**0**
Percent of Points Earned = Total Points Earned / Total Points Eligible			--

Academic Growth (page 4)	Level	Points Earned	Points Eligible
English Language Arts (All Students)	Not Rated	0	0
Mathematics (All Students)	Not Rated	0	0
Total	**Not Rated**	**0**	**0**
Percent of Points Earned = Total Points Earned / Total Points Eligible			--

Student Group Growth (page 5)	Level	Points Earned	Points Eligible
English Language Arts			
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
Mathematics			
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			--

Cohort Graduation (page 6)	Level	Points Earned	Points Eligible
All Students	Level 1	1	5
Percent of Points Earned = Total Points Earned / Total Points Eligible			20.0%

Student Group Graduation (page 7)	Level	Points Earned	Points Eligible
Economically Disadvantaged	Level 1	1	5
English Learners	Not Rated	0	0
Students with Disabilities	Not Rated	0	0
Underserved Races/Ethnicities[1]	Not Rated	0	0
Total	**Level 1**	**1**	**5**
Percent of Points Earned = Total Points Earned / Total Points Eligible			20.0%

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

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).

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The Academic Achievement indicator reflects the percent of all students that meet or exceed standards on the state English language arts and mathematics assessments at all tested grades in the school. Both English language arts and mathematics have an annual measurable target, and each student group will meet the target if the value for "% of students at Level 3 or Level 4" is greater than or equal to the target.

Achievement Level Cutoffs		
Level	English Language Arts	Math
Level 5	83.1 & above	50.3 & above
Level 4	54.5 to 83.0	40.0 to 50.2
Level 3	47.7 to 54.4	17.7 to 39.9
Level 2	33.7 to 47.6	8.1 to 17.6
Level 1	Less than 33.7	Less than 8.1

English Language Arts Target: 54.5%

English Language Arts	Level	Prior		Current		Combined % Met
		Tests	% Level 3/4	Tests	% Level 3/4	
All Students	Not Rated	*	*	*	*	*
Economically Disadvantaged[1]	Not Rated	*	*	*	*	*
English Learners[1]	Not Rated	*	*	*	*	*
Students with Disabilities[1]	Not Rated	*	*	*	*	*
Underserved Races/Ethnicities[1]	Not Rated	*	*	*	*	*
American Indian/Alaska Native[2]	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Not Rated	*	*	*	*	*
Asian[1]	Not Rated	*	*	*	*	*
White[1]	Not Rated	*	*	*	*	*
Multi-Racial[1]	Not Rated	*	*	*	*	*

Mathematics Target: 40.0%

Mathematics	Level	Prior		Current		Combined % Met
		Tests	% Level 3/4	Tests	% Level 3/4	
All Students	Not Rated	*	*	*	*	*
Economically Disadvantaged[1]	Not Rated	*	*	*	*	*
English Learners[1]	Not Rated	*	*	*	*	*
Students with Disabilities[1]	Not Rated	*	*	*	*	*
Underserved Races/Ethnicities[1]	Not Rated	*	*	*	*	*
American Indian/Alaska Native[2]	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander[2]	Not Rated	*	*	*	*	*
Black/African American[2]	Not Rated	*	*	*	*	*
Hispanic/Latino[2]	Not Rated	*	*	*	*	*
Asian[1]	Not Rated	*	*	*	*	*
White[1]	Not Rated	*	*	*	*	*
Multi-Racial[1]	Not Rated	*	*	*	*	*

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

Data notes:

*   Fewer than 6 students tested.

\>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 English language arts and mathematics as compared to academic peers (i.e., students throughout the state who have a similar English language arts or mathematics test score history).

Oregon adopted this growth model as part of the process of obtaining a waiver from some of the requirements of the No Child Left Behind Act (NCLB). This growth model provides a more complete picture of student performance and will help provide a better evaluation of school effectiveness.

The growth model examines a student's current performance as compared to that of his/her academic peers with a similar test score history, and expresses it as a percentile (i.e., a ranking from 1 to 99 where 99 is the highest). For example, a growth percentile of 50 in English language arts would indicate that a student had typical or average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student's growth was as high or higher than 80 percent of his/her academic peers.

The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the "typical" growth at the school. For example, a median growth percentile of 65 in mathematics would indicate that the typical student in this school exhibited growth in mathematics as high or higher than 65 percent of his/her academic peers. As shown below, this median growth percentile is the basis for the Academic Growth ratings for English language arts and mathematics.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

Academic Growth	Level	Prior		Current		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
English Language Arts (All Students)	**Not Rated**	*	*	*	*	*
Mathematics (All Students)	**Not Rated**	*	*	*	*	*

Data notes:

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

* Fewer than 6 students with growth percentiles.

NA Is not applicable

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The Student Group Growth indicator measures the growth of historically underserved student groups. It disaggregates the Academic Growth indicator and reflects the growth for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the "typical" growth for each student group.

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	65 & above
Level 4	50 to 64.5
Level 3	40 to 49.5
Level 2	35 to 39.5
Level 1	Less than 35

To receive a Student Group Growth indicator rating, a student group must meet the minimum size requirement for the Academic Achievement indicator rating (i.e., 40 tests in the last two years combined) and at least 30 students with growth percentiles.

English Language Arts	*Level*	*Prior*		*Current*		*Combined Median Growth Percentile*
		Students	*Median Growth Percentile*	*Students*	*Median Growth Percentile*	
Economically Disadvantaged	Not Rated	*	*	*	*	*
English Learners	Not Rated	*	*	*	*	*
Students with Disabilities	Not Rated	*	*	*	*	*
Underserved Races/Ethnicities	Not Rated	*	*	*	*	*
American Indian/Alaska Native[1]	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*
Black/African American[1]	Not Rated	*	*	*	*	*
Hispanic/Latino[1]	Not Rated	*	*	*	*	*
Asian[2]	Not Rated	*	*	*	*	*
White[2]	Not Rated	*	*	*	*	*
Multi-Racial[2]	Not Rated	*	*	*	*	*

Mathematics	*Level*	*Prior*		*Current*		*Combined Median Growth Percentile*
		Students	*Median Growth Percentile*	*Students*	*Median Growth Percentile*	
Economically Disadvantaged	Not Rated	*	*	*	*	*
English Learners	Not Rated	*	*	*	*	*
Students with Disabilities	Not Rated	*	*	*	*	*
Underserved Races/Ethnicities	Not Rated	*	*	*	*	*
American Indian/Alaska Native[1]	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander[1]	Not Rated	*	*	*	*	*
Black/African American[1]	Not Rated	*	*	*	*	*
Hispanic/Latino[1]	Not Rated	*	*	*	*	*
Asian[2]	Not Rated	*	*	*	*	*
White[2]	Not Rated	*	*	*	*	*
Multi-Racial[2]	Not Rated	*	*	*	*	*

1. Included in the Underserved Races/Ethnicities student group.
2. These data are not part of the Student Group Growth indicator but are included to provide additional information on student group performance.

Data notes:

Not Rated Refers to a student group that did not meet minimum size requirements in order to receive a rating.

* Fewer than 6 students with growth percentiles.

NA Is not applicable

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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.

Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	90.8 & above	92.8 & above
Level 4	78.1 to 90.7	82.4 to 92.7
Level 3	75.0 to 78.0	80.0 to 82.3
Level 2	60.0 to 74.9	60.0 to 79.9
Level 1	Less than 60.0	Less than 60.0

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 is the higher of the school's levels between the four-year and five-year rates.

Four-Year Cohort[1]	**Level**	**Prior Cohort**		**Current Cohort**		**Combined Rate**	**Applied Rate**[2]
		Adjusted Cohort	**% Grad**	**Adjusted Cohort**	**% Grad**		
All Students	**Level 1**	25	40.0	33	12.1	24.1	Combined

Five-Year Cohort[1]	**Level**	**Prior Cohort**		**Current Cohort**		**Combined Rate**	**Applied Rate**[2]
		Adjusted Cohort	**% Grad**	**Adjusted Cohort**	**% Grad**		
All Students	**Level 1**	24	37.5	43	34.9	35.8	Combined

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 Refers to a student group that did not meet minimum size requirement in order to receive a rating.
**   No data available
NA   Is 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., 2012 and 2013 of 2012-2015 range).
 > Current Cohorts include student data from the last two years of a given four year cycle (e.g., 2014 and 2015 of 2012-2015 range).

Beginning with the 2009-10 five-year cohort and the 2010-11 four-year cohort, ODE's cohort graduation rate methodology changed to include as graduates students who earned modified diplomas and students who earned but were not awarded Oregon diplomas. In prior years, only students who earned and were awarded Oregon diplomas were counted as graduates for the purposes of this rate. See http://www.ode.state.or.us/search/page/?id=2644 for more information.

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The Student Group Graduation indicator uses the graduation rates of historically underserved student groups. It disaggregates the four- and five-year graduation rates for economically disadvantaged, English learners, students with disabilities, and historically underserved races/ethnicities. The rating for the Student Group Graduation indicator is the higher of the ratings between the four-year rate and the five-year rate.

Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	90.8 & above	92.8 & above
Level 4	78.1 to 90.7	82.4 to 92.7
Level 3	75.0 to 78.0	80.0 to 82.3
Level 2	60.0 to 74.9	60.0 to 79.9
Level 1	Less than 60.0	Less than 60.0

Four-Year Cohort[1]	Level	Prior Cohort		Current Cohort		Combined Rate	Applied Rate[3]
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Level 1	19	36.8	24	8.3	20.9	Combined
English Learners	Not Rated	0	--	1	0.0	0.0	NA
Students with Disabilities	Not Rated	7	0.0	8	0.0	0.0	NA
Underserved Races/Ethnicities	Not Rated	3	66.7	8	0.0	18.2	NA
American Indian/Alaska Native[2]	Not Rated	2	100	3	0.0	40.0	NA
Native Hawaiian/Pacific Islander[2]	Not Rated	0	--	1	0.0	0.0	NA
Black/African American[2]	Not Rated	0	--	1	0.0	0.0	NA
Hispanic/Latino[2]	Not Rated	1	0.0	3	0.0	0.0	NA
Asian[4]	Not Rated	0	--	0	--	--	NA
White[4]	Level 1	20	40.0	22	18.2	28.6	Combined
Multi-Racial[4]	Not Rated	2	0.0	3	0.0	0.0	NA

Five-Year Cohort[1]	Level	Prior Cohort		Current Cohort		Combined Rate	Applied Rate[3]
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Level 1	17	41.2	33	30.3	34.0	Combined
English Learners	Not Rated	1	0.0	0	--	0.0	NA
Students with Disabilities	Not Rated	6	16.7	9	33.3	26.7	NA
Underserved Races/Ethnicities	Not Rated	7	42.9	5	20.0	33.3	NA
American Indian/Alaska Native[2]	Not Rated	4	75.0	3	33.3	57.1	NA
Native Hawaiian/Pacific Islander[2]	Not Rated	0	--	1	0.0	0.0	NA
Black/African American[2]	Not Rated	1	0.0	0	--	0.0	NA
Hispanic/Latino[2]	Not Rated	2	0.0	1	0.0	0.0	NA
Asian[4]	Not Rated	0	--	0	--	--	NA
White[4]	Level 1	16	37.5	33	39.4	38.8	Current
Multi-Racial[4]	Not Rated	1	0.0	5	20.0	16.7	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 student group.
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.
4. These data are not part of the Student Group Graduation indicator but are included to provide additional information on student group performance.

Data notes:

Not Rated   Refers to a student group that did not meet minimum size requirement in order to receive a rating.

**   No data available

NA   Is not applicable

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All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The tables below display the percentage of students who took a statewide assessment by school year, subject, and student group. The tables also indicate whether each student group met the federal participation rate target of 94.5%.

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

Note that non-participants include the following: students whose parents/guardians opted them out from taking the statewide English language arts or mathematics assessments, students who were absent for an extended period of time, students whose parents/guardians requested they not participate for religious or disability related reasons, or students who did not participate due to unknown circumstances.

Participation Target: 94.5%

English Language Arts	Status	Participants Prior	Participants Current	Non-Participants Prior	Non-Participants Current	Participation Rate Prior	Participation Rate Current	Participation Rate Combined	Applied Rate[2]
All Students	Not Rated	0	3	0	1	--	75.0	75.0	NA
Economically Disadvantaged	Not Rated	0	3	0	1	--	75.0	75.0	NA
English Learners	Not Rated	0	0	0	0	--	--	--	NA
Students with Disabilities	Not Rated	0	1	0	0	--	100.0	100.0	NA
Underserved Races/Ethnicities	Not Rated	0	1	0	1	--	50.0	50.0	NA
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]	Not Rated	0	1	0	1	--	50.0	50.0	NA
Asian	Not Rated	0	0	0	0	--	--	--	NA
White	Not Rated	0	2	0	0	--	100.0	100.0	NA
Multi-Racial	Not Rated	0	0	0	0	--	--	--	NA

Mathematics	Status	Participants Prior	Participants Current	Non-Participants Prior	Non-Participants Current	Participation Rate Prior	Participation Rate Current	Participation Rate Combined	Applied Rate[2]
All Students	Not Rated	0	4	0	0	--	100.0	100.0	NA
Economically Disadvantaged	Not Rated	0	4	0	0	--	100.0	100.0	NA
English Learners	Not Rated	0	0	0	0	--	--	--	NA
Students with Disabilities	Not Rated	0	1	0	0	--	100.0	100.0	NA
Underserved Races/Ethnicities	Not Rated	0	2	0	0	--	100.0	100.0	NA
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]	Not Rated	0	2	0	0	--	100.0	100.0	NA
Asian	Not Rated	0	0	0	0	--	--	--	NA
White	Not Rated	0	2	0	0	--	100.0	100.0	NA
Multi-Racial	Not Rated	0	0	0	0	--	--	--	NA

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

Data notes:
Not Rated Refers to a student group that did not meet the miniumum size requirement in order to receive a rating (i.e., Met or Not Met).