



District: Klamath Falls City Schools
School: EagleRidge 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 (i.e., overall level) that is shown on each school's Report Card. The Oregon Department of Education (ODE) piloted the school accountability system in 2011-12 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>.

The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. Schools will not receive an overall school rating on this rating details report but will receive a new overall school rating on the 2015-16 rating details reports.

Overall Level: Not Rated

<i>Performance Indicator</i>	<i>Level</i>	<i>% of Points Earned</i>	<i>Weight</i>	<i>Weighted Points</i>
Academic Achievement (page 3)	Not Rated	NA	NA	NA
Academic Growth (page 4)	Not Rated	NA	NA	NA
Subgroup Growth (page 5)	Not Rated	NA	NA	NA
Graduation[^] (page 6)	Not Rated	NA	NA	NA
Subgroup Graduation (page 7)	Not Rated	NA	NA	NA
Consecutive Years with Missed Participation Targets* (page 8)	Not Rated	NA		
Totals**				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 Subgroup Growth
- 35 for Graduation
- 15 for Subgroup 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 2014-15 (Y/N)	N
ESEA Designation (if any)	Priority

Due to the transition to new assessments, the rating details report only displays a single year of achievement, growth, and participation data.



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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	NA	NA
Mathematics (All Students)	Not Rated	NA	NA
Total	Not Rated	NA	NA
Percent of Points Earned = Total Points Earned / Total Points Eligible			NA

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

Subgroup Growth (page 5)	Level	Points Earned	Points Eligible
English Language Arts			
Economically Disadvantaged	Not Rated	NA	NA
English Learners	Not Rated	NA	NA
Students with Disabilities	Not Rated	NA	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA
Mathematics			
Economically Disadvantaged	Not Rated	NA	NA
English Learners	Not Rated	NA	NA
Students with Disabilities	Not Rated	NA	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA
Total	Not Rated	NA	NA
Percent of Points Earned = Total Points Earned / Total Points Eligible			NA

Cohort Graduation (page 6)	Level	Points Earned	Points Eligible
All Students	Not Rated	NA	NA
Percent of Points Earned = Total Points Earned / Total Points Eligible			NA

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

Category Level Cutoffs	
Level	% of Points Earned
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

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/Alaska Native, Pacific Islander, Black, and Hispanic students.



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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 a target as required by Oregon's ESEA waiver, and each subgroup 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	Not Applicable	Not Applicable
Level 4	Not Applicable	Not Applicable
Level 3	Not Applicable	Not Applicable
Level 2	Not Applicable	Not Applicable
Level 1	Not Applicable	Not Applicable

English Language Arts Target: 54.5%

English Language Arts	Level	2013-14		2014-15		Combined % Met
		Tests	% Met	Tests	% Level 3/4	
All Students	Not Rated	NA	NA	38	52.6	NA
Economically Disadvantaged ¹	Not Rated	NA	NA	28	46.4	NA
English Learners ¹	Not Rated	NA	NA	*	*	NA
Students with Disabilities ¹	Not Rated	NA	NA	*	*	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA	9	55.6	NA
American Indian/Alaska Native ²	Not Rated	NA	NA	*	*	NA
Native Hawaiian/Pacific Islander ²	Not Rated	NA	NA	*	*	NA
Black/African American ²	Not Rated	NA	NA	*	*	NA
Hispanic/Latino ²	Not Rated	NA	NA	6	66.7	NA
Asian ¹	Not Rated	NA	NA	*	*	NA
White ¹	Not Rated	NA	NA	26	50.0	NA
Multi-Racial ¹	Not Rated	NA	NA	*	*	NA

Mathematics Target: 40.0%

Mathematics	Level	2013-14		2014-15		Combined % Met
		Tests	% Met	Tests	% Level 3/4	
All Students	Not Rated	NA	NA	37	13.5	NA
Economically Disadvantaged ¹	Not Rated	NA	NA	27	7.4	NA
English Learners ¹	Not Rated	NA	NA	*	*	NA
Students with Disabilities ¹	Not Rated	NA	NA	*	*	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA	9	11.1	NA
American Indian/Alaska Native ²	Not Rated	NA	NA	*	*	NA
Native Hawaiian/Pacific Islander ²	Not Rated	NA	NA	*	*	NA
Black/African American ²	Not Rated	NA	NA	*	*	NA
Hispanic/Latino ²	Not Rated	NA	NA	6	16.7	NA
Asian ¹	Not Rated	NA	NA	*	*	NA
White ¹	Not Rated	NA	NA	25	16.0	NA
Multi-Racial ¹	Not Rated	NA	NA	*	*	NA

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

Data notes:

- * 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.

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS performance data.

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the Academic Achievement results with caution.



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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).

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

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.

The Academic Growth indicator does not have targets similar to the Academic Achievement indicator; however, schools may exhibit low, typical, or high growth given the value of their respective median growth percentile.

The following describes low, typical, or high growth:

- > Low growth is a median growth percentile less than 35
- > Typical growth is a median growth percentile greater than or equal to 35 and less than 66
- > High growth is a median growth percentile greater than or equal to 66

Academic Growth	Level	2013-14		2014-15		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
English Language Arts (All Students)	Not Rated	NA	NA	36	44.5	NA
Mathematics (All Students)	Not Rated	NA	NA	35	52.0	NA

Data notes:

- * Fewer than 6 students with growth percentiles.
- NA Not applicable

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS growth data.

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the Academic Growth results with caution.

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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. The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the “typical” growth for each subgroup. The Subgroup Growth indicator does not have targets similar to the Academic Achievement indicator; however, schools may exhibit low, typical, or high growth given the value of their respective median growth percentile (see previous page for details).

Growth Level Cutoffs	
Level	Median Growth Percentile
Level 5	Not Applicable
Level 4	Not Applicable
Level 3	Not Applicable
Level 2	Not Applicable
Level 1	Not Applicable

English Language Arts	Level	2013-14		2014-15		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
Economically Disadvantaged	Not Rated	NA	NA	26	41.0	NA
English Learners	Not Rated	NA	NA	*	*	NA
Students with Disabilities	Not Rated	NA	NA	*	*	NA
Underserved Races/Ethnicities	Not Rated	NA	NA	9	48.0	NA
American Indian/Alaska Native ¹	Not Rated	NA	NA	*	*	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	NA	*	*	NA
Black/African American ¹	Not Rated	NA	NA	*	*	NA
Hispanic/Latino ¹	Not Rated	NA	NA	6	50.0	NA
Asian ²	Not Rated	NA	NA	*	*	NA
White ²	Not Rated	NA	NA	25	39.0	NA
Multi-Racial ²	Not Rated	NA	NA	*	*	NA

Mathematics	Level	2013-14		2014-15		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
Economically Disadvantaged	Not Rated	NA	NA	25	48.0	NA
English Learners	Not Rated	NA	NA	*	*	NA
Students with Disabilities	Not Rated	NA	NA	*	*	NA
Underserved Races/Ethnicities	Not Rated	NA	NA	9	12.0	NA
American Indian/Alaska Native ¹	Not Rated	NA	NA	*	*	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	NA	*	*	NA
Black/African American ¹	Not Rated	NA	NA	*	*	NA
Hispanic/Latino ¹	Not Rated	NA	NA	6	53.5	NA
Asian ²	Not Rated	NA	NA	*	*	NA
White ²	Not Rated	NA	NA	24	53.5	NA
Multi-Racial ²	Not Rated	NA	NA	*	*	NA

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

Data notes:

- * Fewer than 6 students tested in the last two years combined
- NA Not applicable

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS growth data.

This school's assessment participation rate falls below the target of 94.5%. The available tests may not be representative of all students required to test. Interpret the Subgroup Growth results with caution.

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Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	88.6 & above	92.2 & above
Level 4	75.1 to 88.5	80.7 to 92.1
Level 3	72.0 to 75.0	77.0 to 80.6
Level 2	60.0 to 71.9	60.0 to 76.9
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 is the higher of the school's levels between the four-year and five-year rates.

Four-Year Cohort ¹	Level	2009-10 Cohort		2010-11 Cohort		Combined Rate	Applied Rate ²
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
All Students	Level 1	44	34.1	44	40.9	37.5	Current

Five-Year Cohort ¹	Level	2008-09 Cohort		2009-10 Cohort		Combined Rate	Applied Rate ²
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
All Students	Level 2	35	80.0	42	73.8	76.6	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 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).

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 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 between the four-year rate and the five-year rate.

Graduation Level Cutoffs		
Level	Four-Year Rate	Five-Year Rate
Level 5	88.6 & above	92.2 & above
Level 4	75.1 to 88.5	80.7 to 92.1
Level 3	72.0 to 75.0	77.0 to 80.6
Level 2	60.0 to 71.9	60.0 to 76.9
Level 1	Less than 60.0	Less than 60.0

Four-Year Cohort ¹	Level	2009-10 Cohort		2010-11 Cohort		Combined Rate	Applied Rate ³
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Level 1	28	32.1	36	38.9	35.9	Current
English Learners	Not Rated	0	--	0	--	--	NA
Students with Disabilities	Not Rated	10	20.0	6	33.3	25.0	NA
Underserved Races/Ethnicities	Not Rated	6	33.3	8	37.5	35.7	NA
American Indian/Alaska Native ²	Not Rated	0	--	2	50.0	50.0	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	6	33.3	6	33.3	33.3	NA
Asian ⁴	Not Rated	0	--	1	100	100	NA
White ⁴	Level 1	33	36.4	32	40.6	38.5	Current
Multi-Racial ⁴	Not Rated	5	20.0	3	33.3	25.0	NA

Five-Year Cohort ¹	Level	2008-09 Cohort		2009-10 Cohort		Combined Rate	Applied Rate ³
		Adjusted Cohort	% Grad	Adjusted Cohort	% Grad		
Economically Disadvantaged	Level 3	16	81.3	26	76.9	78.6	Combined
English Learners	Not Rated	0	--	0	--	--	NA
Students with Disabilities	Not Rated	2	100	9	55.6	63.6	NA
Underserved Races/Ethnicities	Not Rated	5	80.0	6	83.3	81.8	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	5	80.0	6	83.3	81.8	NA
Asian ⁴	Not Rated	0	--	0	--	--	NA
White ⁴	Level 2	27	77.8	31	67.7	72.4	Combined
Multi-Racial ⁴	Not Rated	3	100	5	100	100	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.
4. These data are not part of the Subgroup Graduation indicator but are included to provide additional information on subgroup performance.

Data notes:

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

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

NA Not applicable



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All students 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 subgroup. The tables also indicate whether each subgroup met the federal participation rate target of 94.5%.

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

Participation Target: 94.5%

<i>English Language Arts</i>	<i>Status</i>	<i>Participants</i>		<i>Non-Participants</i>		<i>Participation Rate</i>			<i>Applied Rate²</i>
		<i>2013-14</i>	<i>2014-15</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2013-14</i>	<i>2014-15</i>	<i>Combined</i>	
All Students	Not Rated	NA	40	NA	5	NA	88.9	NA	NA
Economically Disadvantaged	Not Rated	NA	29	NA	3	NA	90.6	NA	NA
English Learners	Not Rated	NA	0	NA	0	NA	--	NA	NA
Students with Disabilities	Not Rated	NA	4	NA	0	NA	100.0	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	9	NA	0	NA	100.0	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	3	NA	0	NA	100.0	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	0	NA	0	NA	--	NA	NA
Black/African American ¹	Not Rated	NA	0	NA	0	NA	--	NA	NA
Hispanic/Latino ¹	Not Rated	NA	6	NA	0	NA	100.0	NA	NA
Asian	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
White	Not Rated	NA	28	NA	5	NA	84.8	NA	NA
Multi-Racial	Not Rated	NA	2	NA	0	NA	100.0	NA	NA

<i>Mathematics</i>	<i>Status</i>	<i>Participants</i>		<i>Non-Participants</i>		<i>Participation Rate</i>			<i>Applied Rate²</i>
		<i>2013-14</i>	<i>2014-15</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2013-14</i>	<i>2014-15</i>	<i>Combined</i>	
All Students	Not Rated	NA	39	NA	6	NA	86.7	NA	NA
Economically Disadvantaged	Not Rated	NA	28	NA	4	NA	87.5	NA	NA
English Learners	Not Rated	NA	0	NA	0	NA	--	NA	NA
Students with Disabilities	Not Rated	NA	4	NA	0	NA	100.0	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	9	NA	0	NA	100.0	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	3	NA	0	NA	100.0	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	0	NA	0	NA	--	NA	NA
Black/African American ¹	Not Rated	NA	0	NA	0	NA	--	NA	NA
Hispanic/Latino ¹	Not Rated	NA	6	NA	0	NA	100.0	NA	NA
Asian	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
White	Not Rated	NA	27	NA	6	NA	81.8	NA	NA
Multi-Racial	Not Rated	NA	2	NA	0	NA	100.0	NA	NA

1. Included in the Underserved Races/Ethnicities subgroup.

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

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

Note that 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness. See reports from previous years to view historical OAKS participation data.