

2024-25 ESSA Accountability Details Report

Public Version - November 20, 2025

District: Hillsboro SD 1J

School: Quatama Elementary School

The Accountability Details Report displays the data for indicators used to identify schools for comprehensive or targeted supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. For more information about the included indicators and their definitions and calculations, please refer to the [Accountability Details Policy and Technical Manual](#). Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP
All Students	Not Identified	Level 2	Level 1	Level 3 ↑	Level 1	Level 2	Level 4 ↑
Students Experiencing Poverty	Targeted	Level 2	Level 1	Level 2	Level 1	Level 1 ↓	
English Learners	Not Identified	Level 2	Level 1	Level 2	Level 1 ↓	Level 2	Level 4 ↑
Students with Disabilities	Targeted	Level 2	Level 1 ↓	Level 2	Level 1 ↓	Level 1 ↓	
Underserved Race/Ethnicity	Not Identified	Level 2	Level 2 ↑	Level 2	Level 1	Level 2	
American Indian/ Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian/ Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Black/African American	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2	
Hispanic/Latino	Not Identified	Level 2	Level 1	Level 2	Level 1	Level 2	
Asian	Not Identified	Level 3 ↓	Level 1	Level 4	Level 1	Level 3 ↑	
White	Not Identified	Level 3 ↑	Level 1	Level 3	Level 1	Level 3 ↑	
Multi-racial	Not Identified	Level 4 ↑	Level 1 ↓	Level 4 ↑	Level 2 ↓	Level 2	

Suggested Level of Support: Targeted

Year Identified: 2024-25

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2024-25: **No**

Please note the following:

- Indicator ratings that display 'Not Rated' refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced homelessness, or received migrant services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.
- The English Learner student group has different inclusion rules depending on the indicator.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
- Impact of adjustments made to the English Language Arts and Math Average Gap Score Change indicators will take effect for the 2025-26 Accountability Details.

English Language Arts Academic Achievement Details

District: Hillsboro SD 1J

School: Quatama Elementary School

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	18
Level 1	<18

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	48.6	37.2	40.4	42.0	Level 2
All Students - Adjusted Denominator	257	269	267	793	
Students Experiencing Poverty - Percent	22.0	17.3	18.3	18.9	Level 2
Students Experiencing Poverty - Adjusted Denominator	59	81	82	222	
English Learners - Percent	26.1	25.2	22.4	24.4	Level 2
English Learners - Adjusted Denominator	69	111	107	287	
Students with Disabilities - Percent	34.4	15.7	13.3	19.8	Level 2
Students with Disabilities - Adjusted Denominator	32	51	45	126	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	23.5	40.0	*	23.5	Level 2
Black/African American - Adjusted Denominator	17	10	*	*	
Hispanic/Latino - Percent	20.9	19.8	24.5	21.9	Level 2
Hispanic/Latino - Adjusted Denominator	67	96	102	265	
Native Hawaiian/Pacific Islander - Percent	*	*	*	45.5	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	23.3	21.6	22.6	22.5	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	90	111	115	316	
Asian - Percent	64.9	56.1	48.7	56.9	Level 3
Asian - Adjusted Denominator	37	41	39	116	
White - Percent	58.0	43.2	53.9	51.8	Level 3
White - Adjusted Denominator	100	95	89	284	
Multi-racial - Percent	73.3	50.0	62.5	63.6	Level 4
Multi-racial - Adjusted Denominator	30	24	24	77	

English Language Arts Average Gap Score Change Details

District: Hillsboro SD 1J

School: Quatama Elementary School

The English Language Arts (ELA) Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by the school years listed, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

ELA Average Gap Score Change	Cut
Level 5	14
Level 4	7
Level 3	0
Level 2	-20
Level 1	<-20

Student Group	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-5	-35	-30	Level 1
All Students - Denominator	486	532		
Students Experiencing Poverty	-66	-91	-25	Level 1
Students Experiencing Poverty - Denominator	114	162		
English Learners	-53	-75	-22	Level 1
English Learners - Denominator	117	216		
Students with Disabilities	-56	-112	-56	Level 1
Students with Disabilities - Denominator	65	88		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	-94	-75	19	Not Rated
Black/African American - Denominator	30	17		
Hispanic/Latino	-55	-77	-22	Level 1
Hispanic/Latino - Denominator	128	195		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-58	-75	-17	Level 2
Underserved Race/Ethnicity - Denominator	171	223		
Asian	45	-5	-50	Level 1
Asian - Denominator	65	79		
White	12	-11	-23	Level 1
White - Denominator	196	183		
Multi-racial	43	9	-34	Level 1
Multi-racial - Denominator	54	47		

English Language Arts Participation Details

District: Hillsboro SD 1J

School: Quatama Elementary School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	98.2	94.3	98.2	96.8	Met
All Students - Denominator	276	297	283	856	
Students Experiencing Poverty - Percent	97.0	95.5	97.8	96.7	Met
Students Experiencing Poverty - Denominator	67	88	90	245	
English Learners - Percent	100.0	95.2	99.1	97.8	Met
English Learners - Denominator	75	124	114	313	
Students with Disabilities - Percent	97.1	81.5	95.8	90.5	Not Met
Students with Disabilities - Denominator	35	54	48	137	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	2	2	2	6	
Black/African American - Percent	100.0	100.0	100.0	100.0	Met
Black/African American - Denominator	17	11	7	35	
Hispanic/Latino - Percent	100.0	95.2	98.2	97.5	Met
Hispanic/Latino - Denominator	70	104	109	283	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	4	3	4	11	
Underserved Race/Ethnicity - Percent	100.0	95.8	98.4	97.9	Met
Underserved Race/Ethnicity - Denominator	93	120	122	335	
Asian - Percent	100.0	91.3	100.0	96.9	Met
Asian - Denominator	39	46	42	127	
White - Percent	95.6	94.3	96.8	95.5	Met
White - Denominator	113	106	95	314	
Multi-racial - Percent	100.0	92.0	100.0	97.5	Met
Multi-racial - Denominator	31	25	24	80	

Mathematics Academic Achievement Details

District: Hillsboro SD 1J

School: Quatama Elementary School

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Mathematics Achievement Level	Cut
Level 5	80
Level 4	56
Level 3	32
Level 2	8
Level 1	<8

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	47.1	35.4	39.5	40.6	Level 3
All Students - Adjusted Denominator	257	268	266	791	
Students Experiencing Poverty - Percent	20.3	11.1	14.8	14.9	Level 2
Students Experiencing Poverty - Adjusted Denominator	59	81	81	221	
English Learners - Percent	36.2	27.3	27.1	29.4	Level 2
English Learners - Adjusted Denominator	69	110	107	286	
Students with Disabilities - Percent	31.3	15.7	17.8	20.6	Level 2
Students with Disabilities - Adjusted Denominator	32	51	45	126	
American Indian/Alaska Native - Percent	*	*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator	*	*	*	*	
Black/African American - Percent	11.8	30.0	*	17.6	Level 2
Black/African American - Adjusted Denominator	17	10	*	*	
Hispanic/Latino - Percent	22.4	15.8	17.6	18.2	Level 2
Hispanic/Latino - Adjusted Denominator	67	95	102	264	
Native Hawaiian/Pacific Islander - Percent	*	*	*	27.3	Not Rated
Native Hawaiian/Pacific Islander - Adjusted Denominator	*	*	*	*	
Underserved Race/Ethnicity - Percent	22.2	17.3	18.3	19.0	Level 2
Underserved Race/Ethnicity - Adjusted Denominator	90	110	115	315	
Asian - Percent	75.7	56.1	61.5	64.7	Level 4
Asian - Adjusted Denominator	37	41	39	116	
White - Percent	55.0	40.0	51.1	48.8	Level 3
White - Adjusted Denominator	100	95	88	283	
Multi-racial - Percent	60.0	62.5	62.5	62.3	Level 4
Multi-racial - Adjusted Denominator	30	24	24	77	

Mathematics Average Gap Score Change Details

District: Hillsboro SD 1J

School: Quatama Elementary School

The Mathematics Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by the school years listed, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Math Average Gap Score Change	Cut
Level 5	18
Level 4	9
Level 3	0
Level 2	-17
Level 1	<-17

Student Group	Average Gap 2021-22 & 2022-23	Average Gap 2023-24 & 2024-25	Change in Average Gap	Level
All Students	-18	-46	-28	Level 1
All Students - Denominator	485	530		
Students Experiencing Poverty	-92	-116	-24	Level 1
Students Experiencing Poverty - Denominator	111	161		
English Learners	-48	-80	-32	Level 1
English Learners - Denominator	112	217		
Students with Disabilities	-84	-116	-32	Level 1
Students with Disabilities - Denominator	65	87		
American Indian/Alaska Native	*	*	*	Not Rated
American Indian/Alaska Native - Denominator	*	*		
Black/African American	-133	-112	21	Not Rated
Black/African American - Denominator	30	17		
Hispanic/Latino	-66	-94	-28	Level 1
Hispanic/Latino - Denominator	126	195		
Native Hawaiian/Pacific Islander	*	*	*	Not Rated
Native Hawaiian/Pacific Islander - Denominator	*	*		
Underserved Race/Ethnicity	-74	-94	-20	Level 1
Underserved Race/Ethnicity - Denominator	169	223		
Asian	51	3	-48	Level 1
Asian - Denominator	65	79		
White	-2	-23	-21	Level 1
White - Denominator	197	181		
Multi-racial	15	11	-4	Level 2
Multi-racial - Denominator	54	47		

Mathematics Participation Details

District: Hillsboro SD 1J

School: Quatama Elementary School

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the three-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Participation Target: 94.5%

Student Group	2022-23	2023-24	2024-25	3-year Average	Status
All Students - Percent	97.8	93.9	97.9	96.5	Met
All Students - Denominator	276	297	283	856	
Students Experiencing Poverty - Percent	95.5	95.5	96.7	95.9	Met
Students Experiencing Poverty - Denominator	67	88	90	245	
English Learners - Percent	98.7	94.4	99.1	97.1	Met
English Learners - Denominator	75	124	114	313	
Students with Disabilities - Percent	97.1	81.5	95.8	90.5	Not Met
Students with Disabilities - Denominator	35	54	48	137	
American Indian/Alaska Native - Percent	100.0	100.0	100.0	100.0	Not Rated
American Indian/Alaska Native - Denominator	2	2	2	6	
Black/African American - Percent	100.0	100.0	100.0	100.0	Met
Black/African American - Denominator	17	11	7	35	
Hispanic/Latino - Percent	98.6	94.2	98.2	96.8	Met
Hispanic/Latino - Denominator	70	104	109	283	
Native Hawaiian/Pacific Islander - Percent	100.0	100.0	100.0	100.0	Not Rated
Native Hawaiian/Pacific Islander - Denominator	4	3	4	11	
Underserved Race/Ethnicity - Percent	98.9	95.0	98.4	97.3	Met
Underserved Race/Ethnicity - Denominator	93	120	122	335	
Asian - Percent	100.0	91.3	100.0	96.9	Met
Asian - Denominator	39	46	42	127	
White - Percent	95.6	94.3	95.8	95.2	Met
White - Denominator	113	106	95	314	
Multi-racial - Percent	100.0	92.0	100.0	97.5	Met
Multi-racial - Denominator	31	25	24	80	

Regular Attenders Details

District: Hillsboro SD 1J

School: Quatama Elementary School

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

Regular Attenders Level	Cut
Level 5	93
Level 4	82
Level 3	71
Level 2	57
Level 1	<57

State Long Term Goal: 93%

Student Group	Grade Range	2022-23	2023-24	2024-25	3-year Average	Level
All Students - Percent	K-5	69.7	66.7	69.3	68.5	Level 2
All Students - Denominator		412	432	404	1248	
Students Experiencing Poverty - Percent	K-5	58.1	47.6	45.8	49.6	Level 1
Students Experiencing Poverty - Denominator		93	124	142	359	
English Learners - Percent	K-5	71.9	67.2	62.9	67.4	Level 2
English Learners - Denominator		114	125	105	344	
Students with Disabilities - Percent	K-5	64.8	46.0	47.6	52.2	Level 1
Students with Disabilities - Denominator		54	63	63	180	
American Indian/Alaska Native - Percent	K-5	*	*	*	*	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	*	
Black/African American - Percent	K-5	78.6	*	*	70.0	Level 2
Black/African American - Denominator		14	*	*	*	
Hispanic/Latino - Percent	K-5	66.7	54.1	56.9	58.6	Level 2
Hispanic/Latino - Denominator		108	146	137	391	
Native Hawaiian/Pacific Islander - Percent	K-5	*	*	*	41.7	Not Rated
Native Hawaiian/Pacific Islander - Denominator		*	*	*	*	
Underserved Race/Ethnicity - Percent	K-5	68.0	55.3	55.3	59.0	Level 2
Underserved Race/Ethnicity - Denominator		128	161	150	439	
Asian - Percent	K-5	70.2	79.1	78.9	76.0	Level 3
Asian - Denominator		84	86	76	246	
White - Percent	K-5	73.1	70.9	78.0	73.9	Level 3
White - Denominator		160	151	141	452	
Multi-racial - Percent	K-5	60.0	70.6	73.0	67.6	Level 2
Multi-racial - Denominator		40	34	37	111	

On Track to English Language Proficiency (ELP) Details

District: Hillsboro SD 1J
School: Quatama Elementary School

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

On Track to ELP Level	Cut
Level 5	80
Level 4	63
Level 3	46
Level 2	25
Level 1	<25

State Long Term Goal: 80%

Student Group	2022-23	2023-24	2024-25	3-year Average	Level
Current English Learners - Percent	68.2	68.2	67.6	68.0	Level 4
Current English Learners - Denominator	88	110	102	300	