



District: Clatskanie SD 6J
School: Clatskanie Elementary 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 <i>(page 3)</i>	Not Rated	NA	NA	NA
Academic Growth <i>(page 4)</i>	Not Rated	NA	NA	NA
Subgroup Growth <i>(page 5)</i>	Not Rated	NA	NA	NA
Consecutive Years with Missed Participation Targets* <i>(page 6)</i>	Not Rated	NA		
		Totals**		NA
		Weighted Percent		NA

* 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.

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:

- 25 for Academic Achievement
- 50 for Academic Growth
- 25 for Subgroup Growth

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

Federal Reporting Designations	
Received Title I Funds in 2014-15 (Y/N)	Y
ESEA Designation (if any)	

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

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

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
Math			
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

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	187	51.9	NA
Economically Disadvantaged ¹	Not Rated	NA	NA	112	44.6	NA
English Learners ¹	Not Rated	NA	NA	*	*	NA
Students with Disabilities ¹	Not Rated	NA	NA	34	20.6	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA	18	44.4	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	15	46.7	NA
Asian ¹	Not Rated	NA	NA	*	*	NA
White ¹	Not Rated	NA	NA	147	51.7	NA
Multi-Racial ¹	Not Rated	NA	NA	21	57.1	NA

Mathematics Target: 40.0%

Math	Level	2013-14		2014-15		Combined % Met
		Tests	% Met	Tests	% Level 3/4	
All Students	Not Rated	NA	NA	187	36.9	NA
Economically Disadvantaged ¹	Not Rated	NA	NA	112	28.6	NA
English Learners ¹	Not Rated	NA	NA	*	*	NA
Students with Disabilities ¹	Not Rated	NA	NA	34	14.7	NA
Underserved Races/Ethnicities ¹	Not Rated	NA	NA	18	38.9	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	15	40.0	NA
Asian ¹	Not Rated	NA	NA	*	*	NA
White ¹	Not Rated	NA	NA	147	36.7	NA
Multi-Racial ¹	Not Rated	NA	NA	21	38.1	NA

- These data are not part of the Academic Achievement indicator but are included to provide additional information on subgroup performance.
- 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.



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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.

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

Growth Level Cutoffs		
Level	On Track Growth	
	Yes	No
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

Academic Growth	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
English Language Arts (All Students)	Not Rated	NA	NA	137	54.0	NA	NA	NA
Mathematics (All Students)	Not Rated	NA	NA	136	37.0	NA	NA	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.

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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	On Track Growth	
	Yes	No
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	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Not Rated	NA	NA	77	53.0	NA	NA	NA
English Learners	Not Rated	NA	NA	*	*	NA	NA	NA
Students with Disabilities	Not Rated	NA	NA	20	50.0	NA	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	NA	13	53.0	NA	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Black/African American ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Hispanic/Latino ¹	Not Rated	NA	NA	10	55.0	NA	NA	NA
Asian ²	Not Rated	NA	NA	*	*	NA	NA	NA
White ²	Not Rated	NA	NA	107	54.0	NA	NA	NA
Multi-Racial ²	Not Rated	NA	NA	16	59.0	NA	NA	NA

Math	Level	2013-14		2014-15		Combined Median Growth Percentile	Combined Median Growth Target	On Track Growth?
		Students	Median Growth Percentile	Students	Median Growth Percentile			
Economically Disadvantaged	Not Rated	NA	NA	76	33.0	NA	NA	NA
English Learners	Not Rated	NA	NA	*	*	NA	NA	NA
Students with Disabilities	Not Rated	NA	NA	19	39.0	NA	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	NA	13	27.0	NA	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Black/African American ¹	Not Rated	NA	NA	*	*	NA	NA	NA
Hispanic/Latino ¹	Not Rated	NA	NA	10	30.0	NA	NA	NA
Asian ²	Not Rated	NA	NA	*	*	NA	NA	NA
White ²	Not Rated	NA	NA	106	39.0	NA	NA	NA
Multi-Racial ²	Not Rated	NA	NA	16	49.5	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.



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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	191	NA	3	NA	98.5	NA	NA
Economically Disadvantaged	Not Rated	NA	114	NA	1	NA	99.1	NA	NA
English Learners	Not Rated	NA	3	NA	0	NA	100.0	NA	NA
Students with Disabilities	Not Rated	NA	35	NA	0	NA	100.0	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	19	NA	1	NA	95.0	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	2	NA	0	NA	100.0	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
Black/African American ¹	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
Hispanic/Latino ¹	Not Rated	NA	15	NA	1	NA	93.8	NA	NA
Asian	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
White	Not Rated	NA	149	NA	2	NA	98.7	NA	NA
Multi-Racial	Not Rated	NA	22	NA	0	NA	100.0	NA	NA

<i>Math</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	191	NA	3	NA	98.5	NA	NA
Economically Disadvantaged	Not Rated	NA	114	NA	1	NA	99.1	NA	NA
English Learners	Not Rated	NA	3	NA	0	NA	100.0	NA	NA
Students with Disabilities	Not Rated	NA	35	NA	0	NA	100.0	NA	NA
Underserved Races/Ethnicities	Not Rated	NA	19	NA	1	NA	95.0	NA	NA
American Indian/Alaska Native ¹	Not Rated	NA	2	NA	0	NA	100.0	NA	NA
Native Hawaiian/Pacific Islander ¹	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
Black/African American ¹	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
Hispanic/Latino ¹	Not Rated	NA	15	NA	1	NA	93.8	NA	NA
Asian	Not Rated	NA	1	NA	0	NA	100.0	NA	NA
White	Not Rated	NA	149	NA	2	NA	98.7	NA	NA
Multi-Racial	Not Rated	NA	22	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:

* 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.