

# Statewide Report Card 2007-08



## An Annual Report to the Legislature on Oregon Public Schools

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[www.ode.state.or.us](http://www.ode.state.or.us)

Oregon Department of Education

The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of public schools and their progress towards the goals of the Oregon Educational Act for the 21<sup>st</sup> Century. The purpose of the Report Card is to monitor the trends in Oregon schools concerning achievement, special program offerings, student and staff characteristics, funding, and other significant information. As outlined in ORS 329.115, it is the intent that this information will:

- Allow educators and citizens to determine, share, and sustain successful school programs
- Allow educators to sustain support for reforms demonstrated to be successful
- Recognize schools for their progress and achievements

In addition, this report provides a tool that makes education data accessible to researchers, media, students, and parents, and creates a clear, complete, and factual picture of the state of education in Oregon.



The 2007-2008 Oregon Statewide Report Card was produced by the Oregon Department of Education for distribution to Oregon state and federal legislators, public schools, school districts, education service districts, and members of the public.

The Oregon Statewide Report Card is also posted on the Internet at the Department of Education website at: <http://www.ode.state.or.us/data/annreportcard/rptcard2008.pdf>

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## Acknowledgements

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Dear Oregonians:

On behalf of thousands of Oregon's educators and school leaders, I am pleased to present the 2007-2008 Oregon Statewide Report Card. This annual report is a powerful resource of data and information, and it serves as an overall summary of our education system's performance. I invite you to use this valuable tool in your discussions of educational improvement and to join me in the effort to make every student and every day a success.

The 2007-08 Statewide Report Card includes:

- Student demographics
- School staff information
- State and National Assessment results
- Dropout and Graduation rates
- Charter Schools
- Early Childhood
- Alternative Education
- Public school funding

Along with the State Board of Education and the Oregon Department of Education, I continue to work on the following priorities:

- Implementation of the Oregon Diploma;
- Closing the academic achievement gap;
- Early childhood education;
- Literacy at every level; and
- Accountability for results.

I believe that in order for Oregon schools to deliver on the high expectations that we have established, sustained progress in each of these areas is critical.

Oregon has set a new vision for students that promises they will be better prepared if they work hard and meet our higher expectations. For our part, we need to back that promise with a renewed purpose to help each and every student succeed and graduate ready for work, college and life. Most 21st century jobs require education and training beyond high school, and far too many graduates are not fully prepared for the demands of their employers or their colleges. All students must graduate with knowledge and skills that will enable them to walk through the many doors of opportunity that lie ahead.

Sincerely,

Susan Castillo  
State Superintendent of Public Instruction

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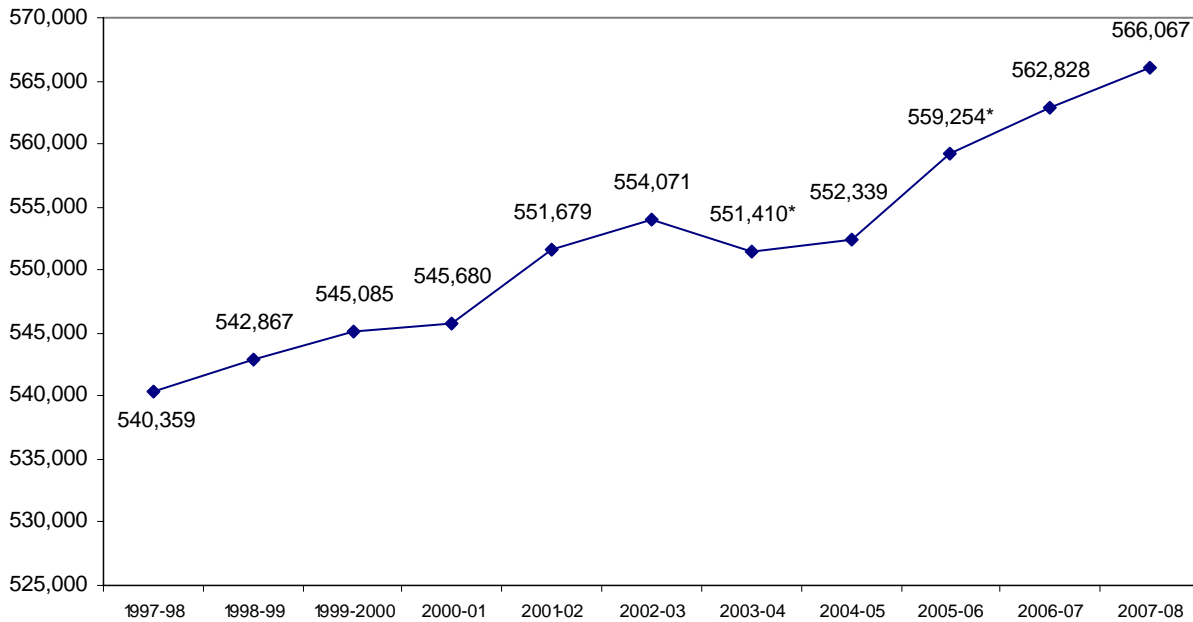
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# Oregon Students

There were 566,067 students enrolled in Oregon public schools in 2007-08. Overall student enrollment in Oregon public schools has risen since 1997-98, with a total increase of 25,708 students, a 4.8 percent increase. From 2006-07 to 2007-08, the number of students increased by 3,239, or 0.6 percent.

**1997-98 through 2007-08 Oregon Public School Enrollment**  
Number of Kindergarten through 12<sup>th</sup> Grade Students



\* Revised

The figures in this chart are based on October 1 Student Membership (enrollment) for each year. For more data, see report #73 under Students at <http://www.ode.state.or.us/data/reports/toc.aspx>

Between 1997-98 and 2007-08, the statewide student-teacher ratio for elementary and middle schools decreased slightly, while the ratio for high schools increased, as shown in the table below.

The statewide average calculations combine all schools across the state and may not be an accurate representation for all individual schools and districts.

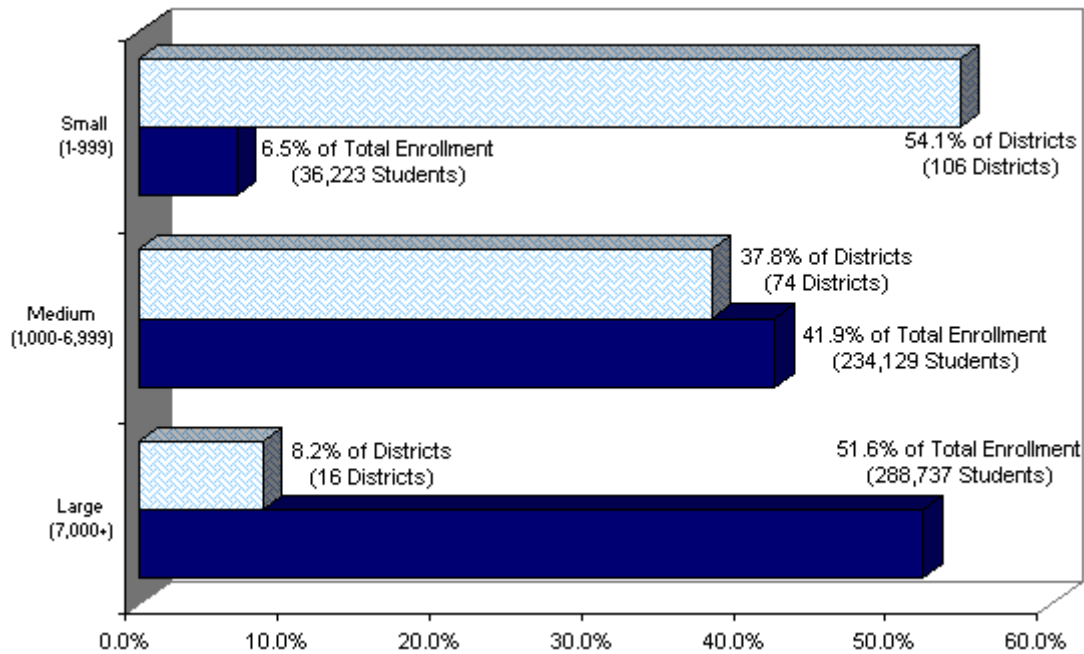
## Statewide Student-Teacher Ratios

Type of School	1997-98	2006-07 (Revised)	2007-08
Elementary School	19.8	19.8	19.3
Middle School	19.1	19.6	19.0
High School	19.2	21.1	20.4

**Note:** The average student-teacher ratio above includes all teachers – music, art and physical education specialists in addition to the individual classroom teachers, whereas a calculation of average class size would only include individual classroom teachers.

More than half (54.1 percent) of Oregon school districts are small, with only 6.5 percent of the total statewide student enrollment. Only 8.2 percent of school districts (16) are large, but they have 51.6 percent of the total statewide student enrollment.

### Percent of Oregon School Districts by Size of Student Enrollment 2007-08



Note: The enrollment numbers do not include students who attend state-run and ESD-run schools. The numbers also exclude the McDermitt School District, which sends all its students to Nevada to attend school.



## Historical Enrollment Perspective – 1997-98 & 2007-08

Enrollment	1997-1998		2007-2008		1997-98 to 2007-08	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
Elementary	263,424	48.8%	260,435	46.0%	-2,989	-1.1%
Middle	109,098	20.2%	104,232	18.4%	-4,866	-4.5%
High	155,535	28.8%	170,113	30.1%	+14,578	+9.4%
Combined	6,098	1.1%	3,844	0.7%	-2,254	-37.0%
Charter	343	0.1%	11,715	2.1%	+11,372	+3,315.5%
Alternative	5,196	1.0%	14,439	2.6%	+9,243	+177.9%
Youth Corrections Juvenile Detention Oregon School for the Deaf Oregon School for the Blind	665	0.1%	1,289	0.2%	+624	+93.8%
<b>TOTAL</b>	<b>540,359</b>	<b>100.0%</b>	<b>566,067</b>	<b>100.0%</b>	<b>+25,708</b>	<b>+4.76%</b>
Race/Ethnicity	1997-1998		2007-2008		1997-98 to 2007-08	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
White	452,163	83.7%	391,393	69.1%	-60,770	-13.4%
African American	14,139	2.6%	16,807	3.0%	+2,668	+18.9%
Hispanic	43,712	8.1%	95,172	16.8%	+51,460	+117.7%
Asian/Pacific Islander	19,189	3.6%	26,486	4.7%	+7,297	+38.0%
Native American	11,156	2.1%	11,942	2.1%	+786	+7.0%
Multi-Race/Ethnic	NA		13,220	2.3%	+13,220	NA
Not reported	NA		11,047	2.0%	+11,047	NA
<b>TOTAL</b>	<b>540,359</b>	<b>100.0%</b>	<b>566,067</b>	<b>100.0%</b>	<b>+25,708</b>	<b>+4.76%</b>
Special Education	1997-1998		2007-2008		1997-98 to 2007-08	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
	63,097	11.7%	72,051	12.7%	+8,954	+14.2%
Students for Whom English is not the Primary Language	1997-1998		2007-2008		1997-98 to 2007-08	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
	13,425*	2.5%	67,808	12.0%	+54,383	+405.1%
Free & Reduced Lunch	1997-1998		2007-2008		1997-98 to 2007-08	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
	172,330	31.9%	237,088	42.8%	+64,758	+37.6%

\*Number of Students for Whom English is not the Primary Language is estimated for 1997-98.

Source: Oregon Department of Education, Fall Membership

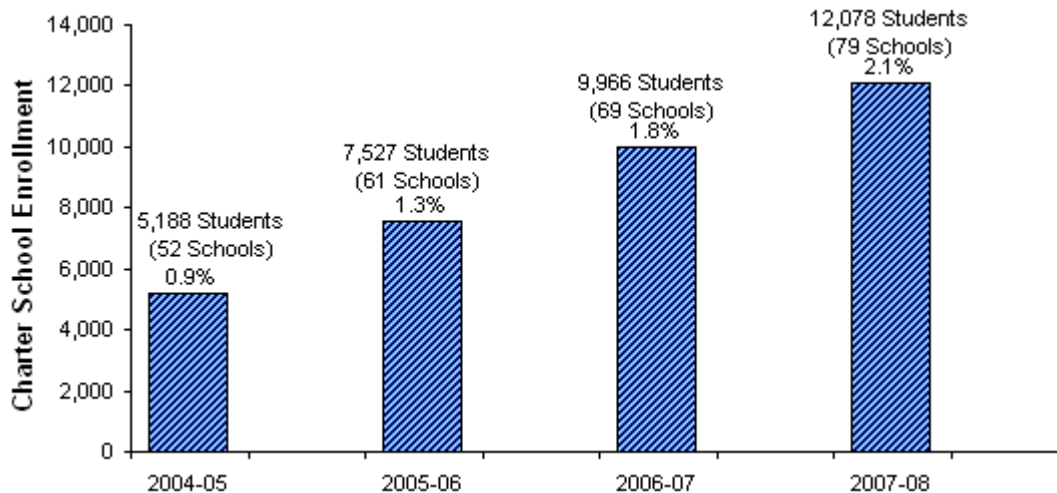
## Public Charter Schools

In 2004-05, Oregon K-12 public schools had an enrollment of 552,339 students. By 2007-08 those figures had risen to 566,067 public school students. Public charter school student enrollment now represents 2.1 percent of total enrollment.

Public charter schools combine elements of both public and private schooling systems. The charter schools, authorized by legislation in 1999, were designed to create new, innovative and more flexible ways of educating all children within the public school system, so all of the charter schools in Oregon are public schools.

In the 2007-08 school year, there were 79 charter schools (up from 69 charter schools in 2006-07), with approximately 12,078 students enrolled. This is a 21.2 percent increase in students from the previous year, when 9,966 students were enrolled.

**Oregon Total Charter School Enrollment  
& Percent of All Public School Enrollment**  
2004-05 to 2007-08



Source: Spring Membership

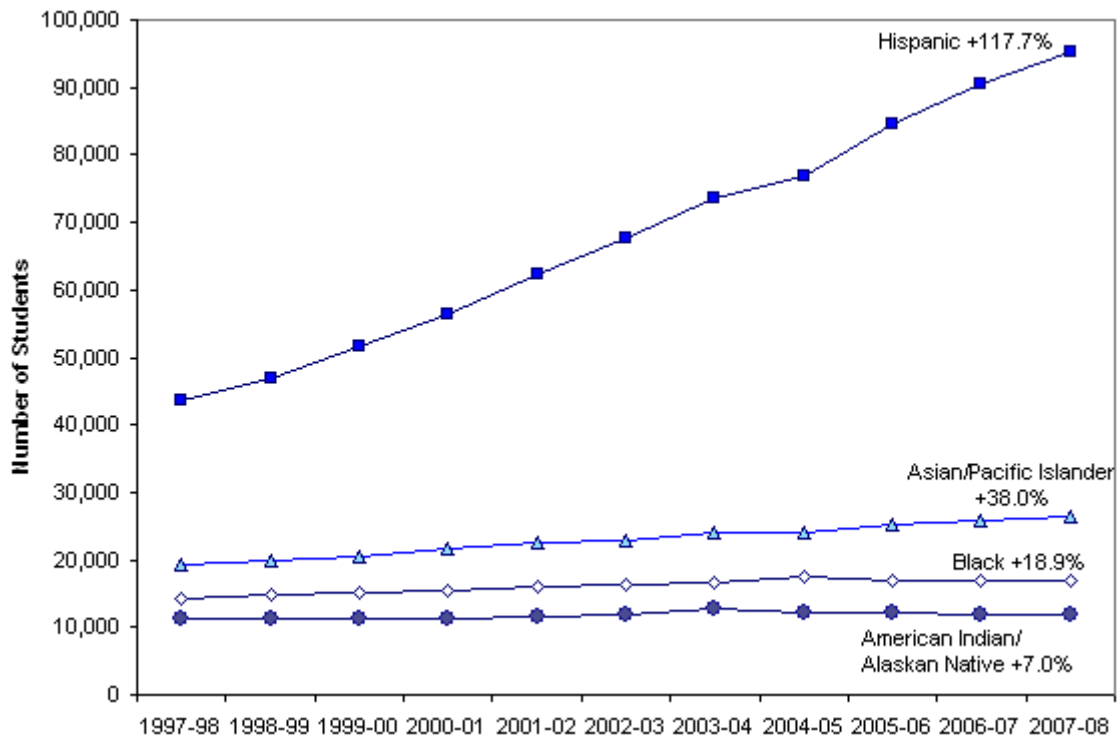
## Minority Student Population Increases

The number of minority students in general and Hispanic students in particular has risen significantly in Oregon schools. The number of minority students as a percent of all students continues to grow. Between 1997-98 and 2007-08, the total number of all students increased by 25,708, a 4.8 percent increase, while the total number of minority students increased by 62,211, a 70.5 percent increase.

### Oregon Public School Enrollment by Race/Ethnicity 1997-98 to 2007-08 with Actual Growth Rates

Total Growth Rate was +4.8%

White Students Decreased by -13.4%



Source: Fall Membership

From 1997-98 to 2007-08, there was a 117.7 percent increase in Hispanic students. Other minorities also posted large increases, while the increase for ALL Students was only 4.8 percent, and there was a 13.4 percent decrease in White students. The following table provides more detailed information.

**Fall Membership (October 1 Enrollment) in Oregon K-12 Public Schools  
By Race/Ethnicity**

School Year	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Multi- Race Ethnicity	Race/ Ethnicity Not Reported	Total
2007-08	391,393	16,807	95,172	26,486	11,942	13,220	11,047	566,067
2006-07	396,102	16,811	90,363	25,847	11,994	10,444	11,267	562,828
2005-06	403,835	16,768	84,504	25,291	12,179	6,357	10,320	559,254*
2004-05	400,171	17,410	76,748	24,182	12,253	4,066	17,509	552,339
2003-04	413,695	16,499	73,618	23,982	12,643	N/A	10,973	551,410*
2002-03	422,484	16,462	67,591	22,742	12,005	N/A	12,787	554,071*
2001-02	428,208	16,061	62,394	22,642	11,707	N/A	10,667	551,679
2000-01	431,545	15,455	56,377	21,560	11,390	N/A	9,353	545,680
1999-00	446,480	15,064	51,543	20,610	11,388	N/A	N/A	545,085
1998-99	450,116	14,757	47,029	19,831	11,134	N/A	N/A	542,867
1997-98	452,163	14,139	43,712	19,189	11,156	N/A	N/A	540,359

\*Revised

N/A = Not Available

Source: Oregon Department of Education, Policy Research and Analysis Office

For more data, see report #67 under Students at <http://www.ode.state.or.us/data/reports/toc.aspx>

## Language Diversity

According to data reported on the No Child Left Behind Limited English Proficient Collection, in the 2007-08 school year 67,808 LEP students (12.0 percent of ALL K-12 students) reported a language of origin other than English. The most common language of origin was Spanish, with 50,613 students (8.9 percent of ALL students).

### Most Common Languages of Origin of Students in Oregon Public Schools (K-12) 2007-2008

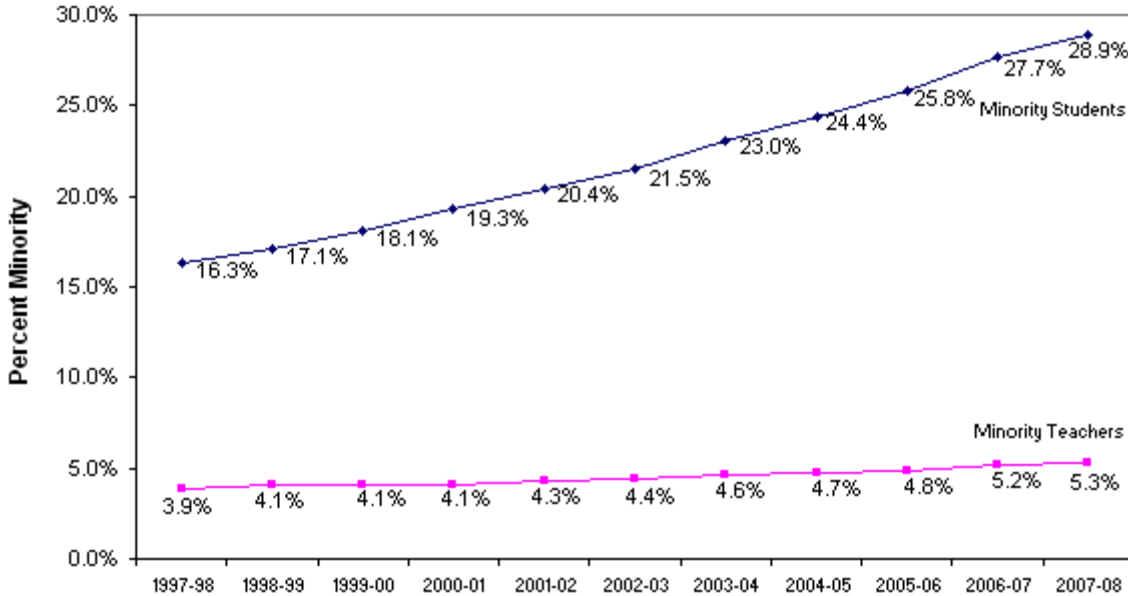
Language of Origin	Number of Students by Language of Origin	Percent of Students with a Language of Origin That is Not English 67,808	Percent of All Students 566,067
Spanish	50,613	74.6%	8.9%
Russian	2,729	4.0%	0.5%
Vietnamese	1,794	2.6%	0.3%
Fanti	1,501	2.2%	0.3%
Chinese	1,098	1.6%	0.2%
Korean	776	1.1%	0.1%
Ukrainian	709	1.0%	0.1%
Somali	606	0.9%	0.1%
Romanian	457	0.7%	0.1%
Duala	427	0.6%	0.1%
Hmong	426	0.6%	0.1%
Chuukese	349	0.5%	0.1%
Arabic	325	0.5%	0.1%
Japanese	316	0.5%	0.1%
Marshallese	266	0.4%	0.0%
Tagalog	222	0.3%	0.0%
Gallegan	171	0.3%	0.0%
Lao	162	0.2%	0.0%
Thai	135	0.2%	0.0%
Hindi	134	0.2%	0.0%
Geez	125	0.2%	0.0%
Persian	122	0.2%	0.0%
Hebrew	117	0.2%	0.0%
Samoan	98	0.1%	0.0%
Oromo	92	0.1%	0.0%
French	79	0.1%	0.0%
Telugu	78	0.1%	0.0%
German	77	0.1%	0.0%
Turkish	76	0.1%	0.0%
Bosnian	74	0.1%	0.0%
Panjabi/Punjabi	74	0.1%	0.0%
Chechen	66	0.1%	0.0%
North American Indian (Other)	65	0.1%	0.0%
Burmese	63	0.1%	0.0%
Portuguese	61	0.1%	0.0%
Amharic	60	0.1%	0.0%
Urdu	59	0.1%	0.0%
Dravidian (Other)	56	0.1%	0.0%
Australian Languages	47	0.1%	0.0%
Karen	46	0.1%	0.0%
South American Indian	43	0.1%	0.0%
Other*	3,014	4.4%	0.5%
<b>Total</b>	<b>67,808</b>	<b>100.0%</b>	<b>12.0%</b>

\* The increase in 'Other' for the 2007-08 school year reflects both federal language of origin code changes and recategorization of North American Indian Languages.

## Minority Students and Teachers

Oregon has made some progress in hiring and retaining teachers of minority populations. Eighteen years ago, 2.1 percent of teachers and 11.2 percent of students were of minority populations. In 2007-08, 5.3 percent of teachers and 28.9 percent of students were of minority populations. *The gap between the percent of minority students and the percent of minority teachers has become wider, because the ratio of minority students to all students has increased much faster than the ratio of minority teachers to all teachers.*

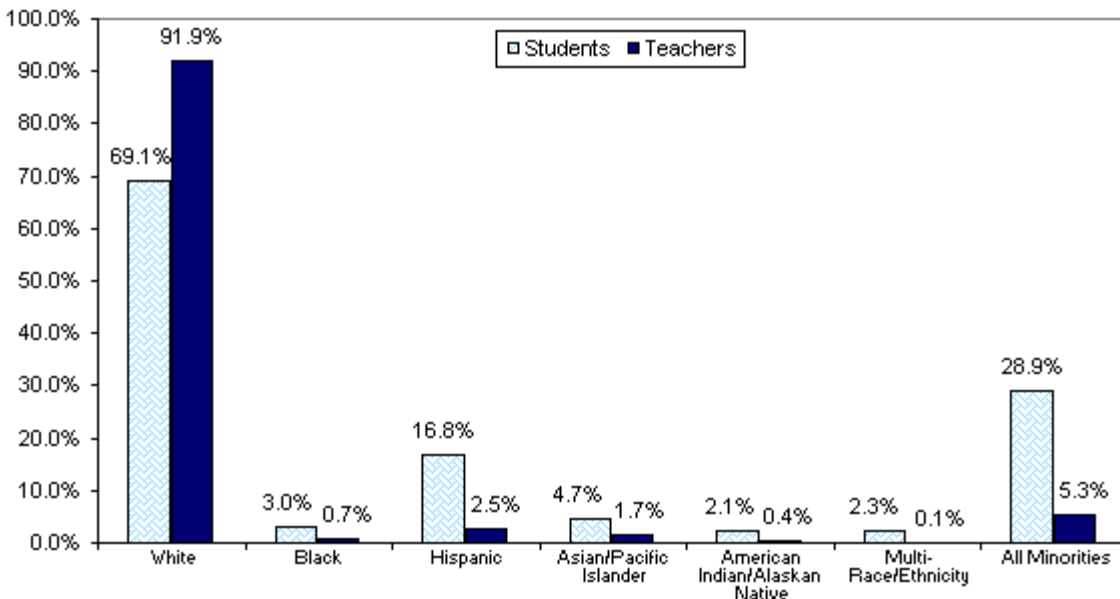
**Minority Students & Teachers Trend**  
1997-98 to 2007-08



From 1997-98 to 2007-08, the percent of minority students went from 16.3 percent to 28.9 percent, while the percent of minority teachers increased slightly from 3.9 percent to 5.3 percent.

Sources: Fall Membership and Staff Data Collections

**Race/Ethnicity of Students & Teachers\***  
2007-2008



The difference between teacher and student minority rates was most noticeable for Hispanics, where 16.8 percent of students were Hispanic compared to only 2.5 percent of teachers. 91.9 percent of teachers were White, compared to only 69.1 percent of students.

\*Not shown are the 2.0% of students and 2.9% of teachers of unknown race/ethnicity.

Source: Fall Membership Data Collection

# Student Success

## Indicators of Achievement

The Oregon Report Card provides statewide results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide assessments at grades 3, 4, 5, 6, 7, 8, and 10; through national and international achievement tests; and through performance on college admissions tests such as the SAT and ACT. In addition, graduation and dropout rates, as well as school and district report cards, provide useful measures of student performance and progress.

## Statewide Tests Measure Standards

Oregon began testing students statewide in reading, writing, and mathematics in the spring of 1991. In 2001, science was added to the list of subjects tested for grades 8 and 10, and the following year it was expanded to include grade 5.

Statewide tests are “criterion-referenced,” meaning student performance is evaluated against predetermined standards. Information about Oregon academic standards can be found at the following link:

<http://www.ode.state.or.us/teachlearn/real/newspaper/default.aspx>

Test score data is online at:

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

## Scores Required to Meet or Exceed Standards on Statewide Assessments 2007-2008

Grade Level	Reading/ Literature		Math		Science		Writing	
	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed
Grade 3	204	218	205	217	N/A	N/A	N/A	N/A
Grade 4	211	223	212	225	N/A	N/A	32	40
Grade 5	218	230	218	229	225	238	N/A	N/A
Grade 6	222	234	221	232	N/A	N/A	N/A	N/A
Grade 7	227	239	226	238	N/A	N/A	40	50
Grade 8	231	241	230	241	234	246	N/A	N/A
Grade 10	236	248	236	246	240	249	40	50

## Grade 3

### Percent Meeting Standards

In 2007-08, third grade students were tested in Reading and in Mathematics.

In Reading, 84 percent of third grade students met or exceeded the reading standard, an increase from 81 percent in 2006-07. In Mathematics, 77 percent of third grade students met or exceeded the standard, an increase from 69 percent in the previous year.

#### Grade 3 All Students Statewide Percent Meeting or Exceeding Standards

	2005-06 (Revised)*	2006-07	2007-08
Reading	80	81	84
Mathematics	76	69	77

Source: Oregon Assessment of Knowledge and Skills

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond.



For more information on assessment cut score changes visit the ODE website:  
<http://www.ode.state.or.us/search/results/?id=223>



### Grade 3 Reading

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	80	81	84
Students with Disabilities	51	52	54
Asian/Pacific Islander	83	84	90
Black (not of Hispanic origin)	72	71	75
Hispanic origin	64	65	70
American Indian/Alaskan Native	73	75	79
White (not of Hispanic origin)	84	86	88
Multi-racial/Multi-ethnic	80	80	87

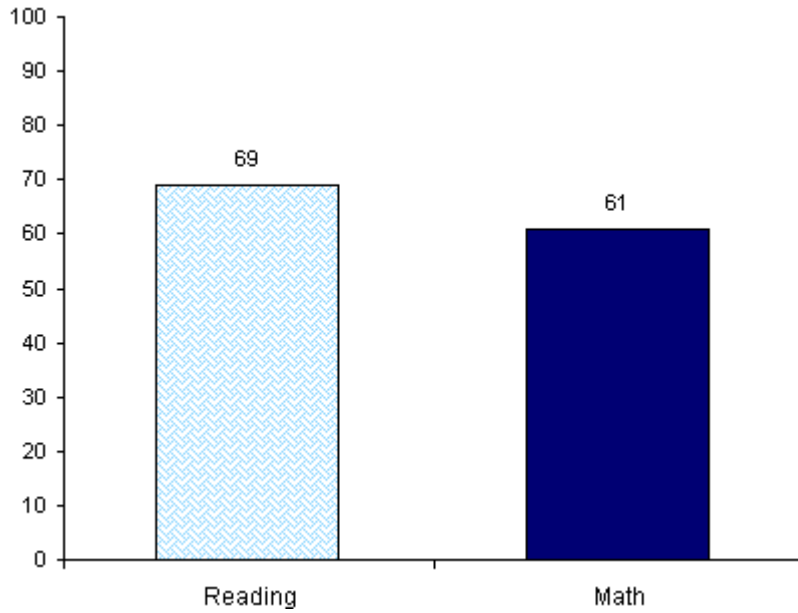
### Grade 3 Mathematics

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	76	69	77
Students with Disabilities	54	44	51
Asian/Pacific Islander	83	79	85
Black (not of Hispanic origin)	63	54	63
Hispanic origin	59	52	60
American Indian/Alaskan Native	66	62	66
White (not of Hispanic origin)	81	74	82
Multi-racial/Multi-ethnic	76	69	78

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond.

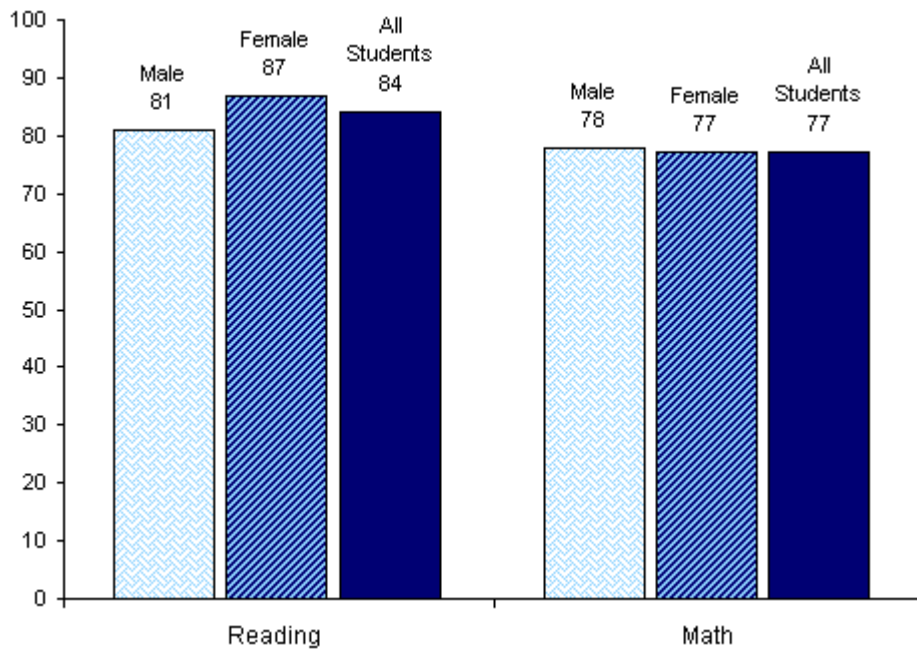
**Grade 3 Extended Assessment Students**  
 Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.

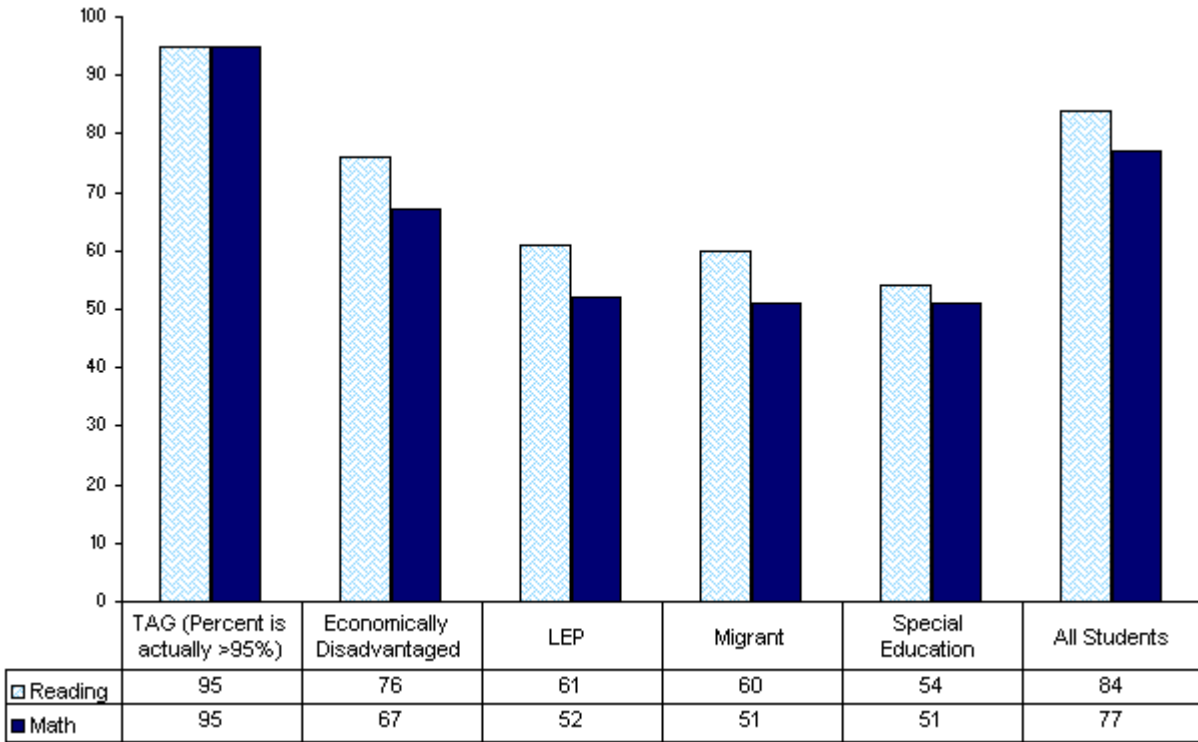
In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

**Grade 3 Students by Gender**  
 Percent Meeting or Exceeding the Reading and Math Standards in 2007-08

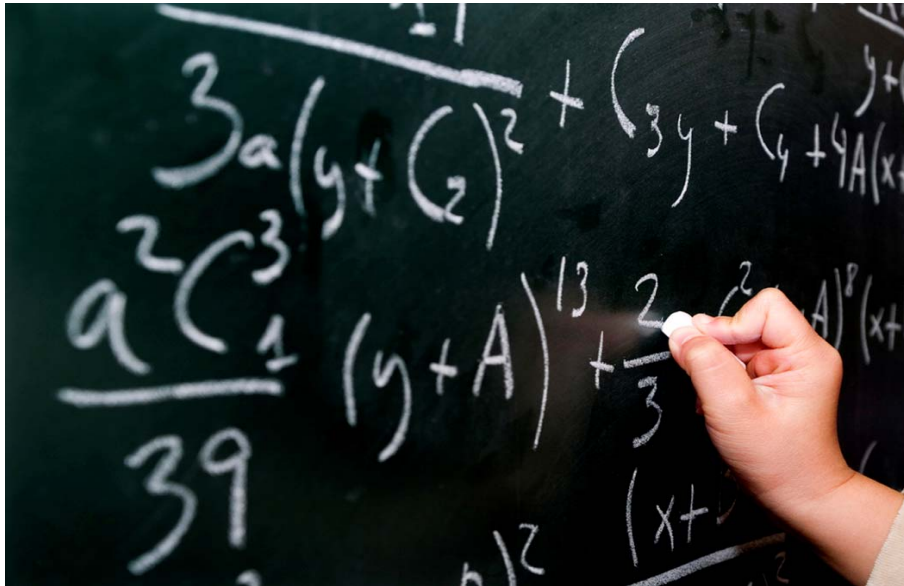


### Grade 3 Students by Sub-Group

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



**Note:** LEP stands for Limited English Proficient. TAG stands for Talented and Gifted. TAG percent greater than 95% not displayed to protect student confidentiality.



## Grade 4

### Percent Meeting Standards

In 2007-08, fourth grade students were tested in reading, writing, and mathematics.

In Reading, 83 percent of fourth grade students met or exceeded the reading standard, an increase from 79 percent in 2006-07. In Writing, the percent of fourth grade students who met or exceeded the standard decreased to 43 percent from 44 percent in the previous year. In Mathematics, 77 percent of fourth grade students met or exceeded the standard, an increase from 71 percent in the previous year.

#### Grade 4 All Students Statewide Percent Meeting or Exceeding Standards

	2005-06 (Revised)*	2006-07	2007-08
Reading	78	79	83
Writing	42	44	43
Mathematics	76	71	77

Source: Oregon Assessment of Knowledge and Skills

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond. Writing standards did not change.



For more information on assessment cut score changes visit the ODE website:  
<http://www.ode.state.or.us/search/results/?id=223>

### Grade 4 Reading

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	78	79	83
Students with Disabilities	48	48	52
Asian/Pacific Islander	83	84	87
Black (not of Hispanic origin)	69	69	76
Hispanic origin	59	60	66
American Indian/Alaskan Native	75	74	77
White (not of Hispanic origin)	83	84	87
Multi-racial/Multi-ethnic	81	80	84

### Grade 4 Writing

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06	2006-07	2007-08
All Students	42	44	43
Students with Disabilities	16	16	16
Asian/Pacific Islander	55	56	57
Black (not of Hispanic origin)	29	37	34
Hispanic origin	24	27	27
American Indian/Alaskan Native	31	31	30
White (not of Hispanic origin)	46	48	47
Multi-racial/Multi-ethnic	49	46	44

### Grade 4 Mathematics

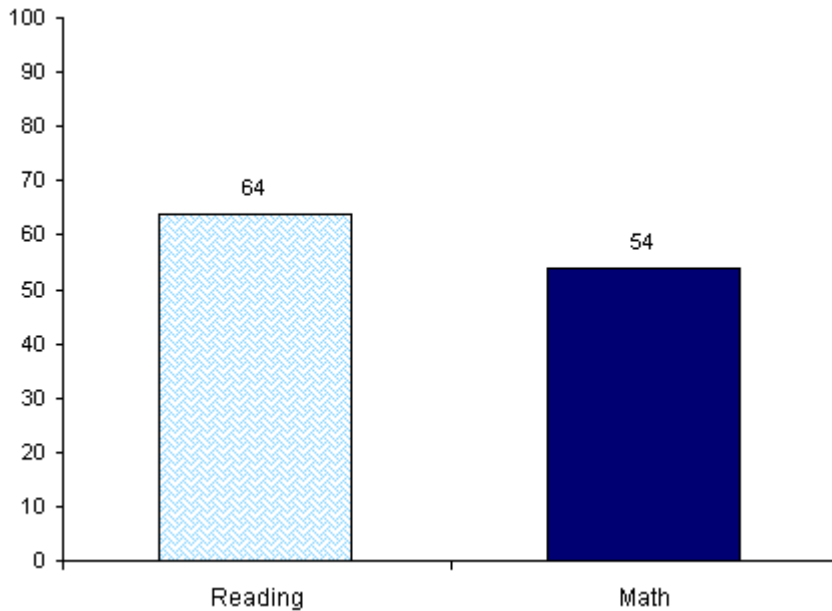
Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	76	71	77
Students with Disabilities	52	43	49
Asian/Pacific Islander	83	79	83
Black (not of Hispanic origin)	63	56	64
Hispanic origin	59	52	59
American Indian/Alaskan Native	68	61	69
White (not of Hispanic origin)	80	76	82
Multi-racial/Multi-ethnic	77	69	76

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond. Writing standards did not change.

### Grade 4 Extended Assessment Students

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08

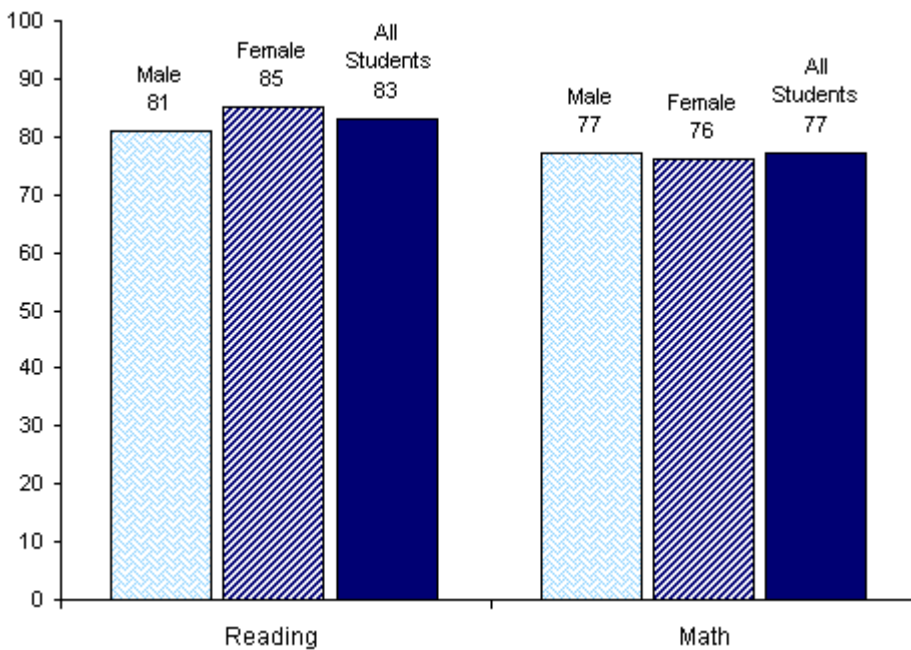


Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.

In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

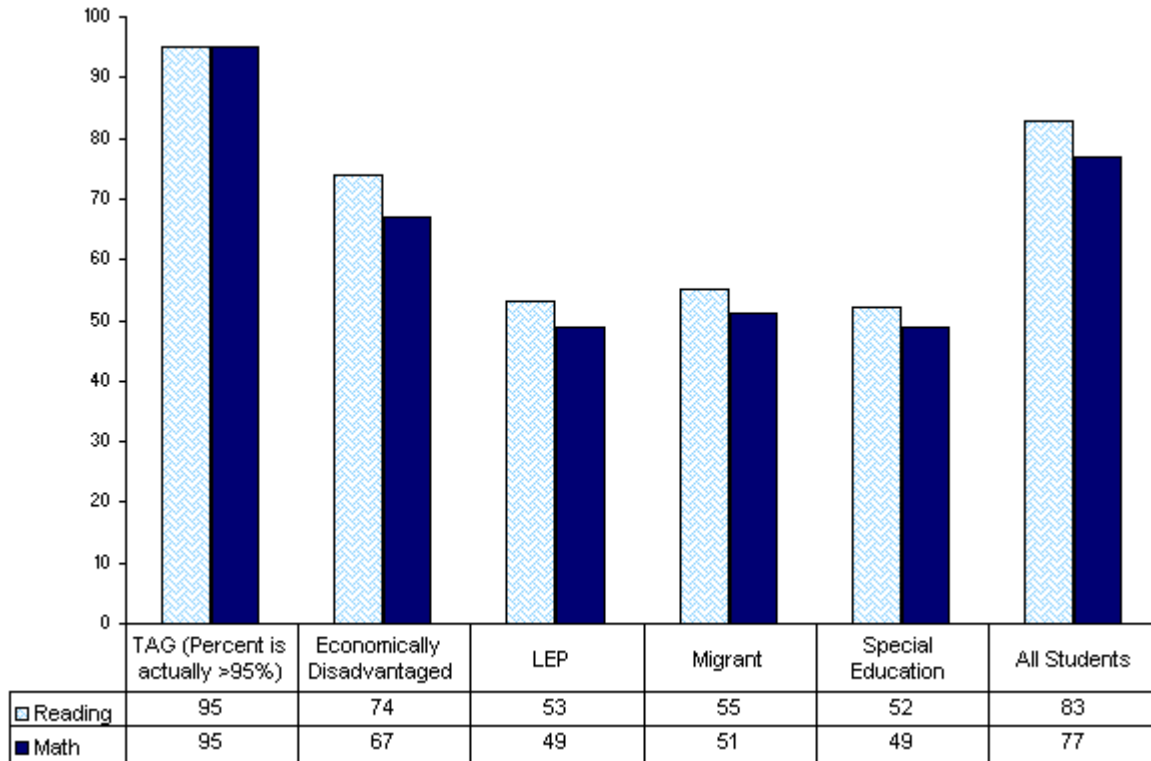
### Grade 4 Students by Gender

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



### Grade 4 Students by Sub-Group

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



**Note:** LEP stands for Limited English Proficient. TAG stands for Talented and Gifted. TAG percent greater than 95% not displayed to protect student confidentiality.

## Grade 5

### Percent Meeting Standards

In 2007-08, fifth grade students were tested in reading, mathematics, and science.

In Reading, 75 percent of fifth grade students met or exceeded the reading standard, an increase from 71 percent in 2006-07. In Mathematics, 77 percent of fifth grade students met or exceeded the standard, an increase from 68 percent in the previous year. In Science, 74 percent of fifth grade students met or exceeded the standard.

#### Grade 5 All Students Statewide Percent Meeting or Exceeding Standards

	2005-06 (Revised) *	2006-07	2007-08
Reading	71	71	75
Mathematics	72	68	77
Science	Not Available	Not Tested	74

Source: Oregon Assessment of Knowledge and Skills

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond.



For more information on assessment cut score changes visit the ODE website:  
<http://www.ode.state.or.us/search/results/?id=223>



### Grade 5 Reading

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	71	71	75
Students with Disabilities	39	38	41
Asian/Pacific Islander	76	75	81
Black (not of Hispanic origin)	60	57	59
Hispanic origin	49	46	55
American Indian/Alaskan Native	67	66	65
White (not of Hispanic origin)	76	78	81
Multi-racial/Multi-ethnic	71	73	77

### Grade 5 Mathematics

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	72	68	77
Students with Disabilities	44	37	46
Asian/Pacific Islander	83	80	86
Black (not of Hispanic origin)	59	52	61
Hispanic origin	56	50	62
American Indian/Alaskan Native	64**	58	67
White (not of Hispanic origin)	76	72	81
Multi-racial/Multi-ethnic	73	67	76

### Grade 5 Science

Percent of Students Meeting or Exceeding Standard 2007-08

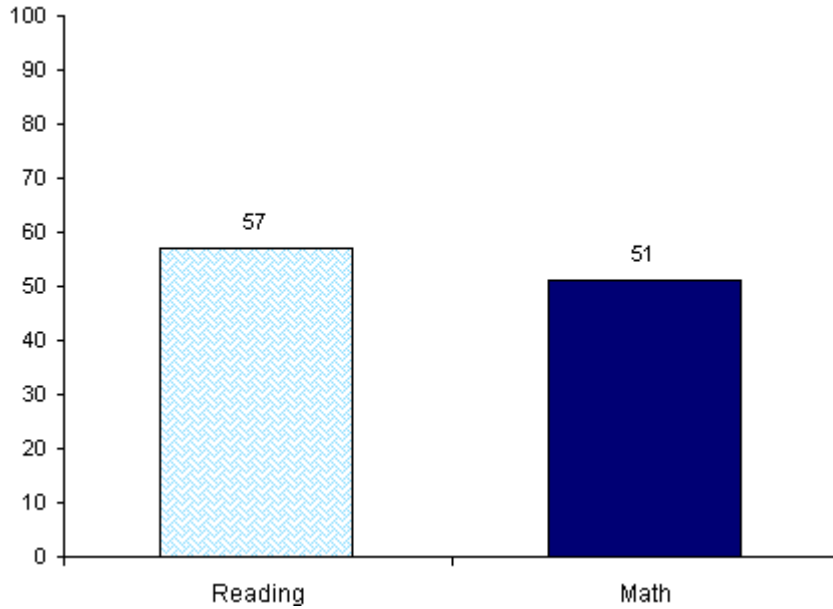
2007-08	
All Students	74
Students with Disabilities	51
Asian/Pacific Islander	77
Black (not of Hispanic origin)	55
Hispanic origin	50
American Indian/Alaskan Native	66
White (not of Hispanic origin)	81
Multi-racial/Multi-ethnic	76

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond.

\*\*Revised from 2006-07 Statewide Report Card due to rounding.

### Grade 5 Extended Assessment Students

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08

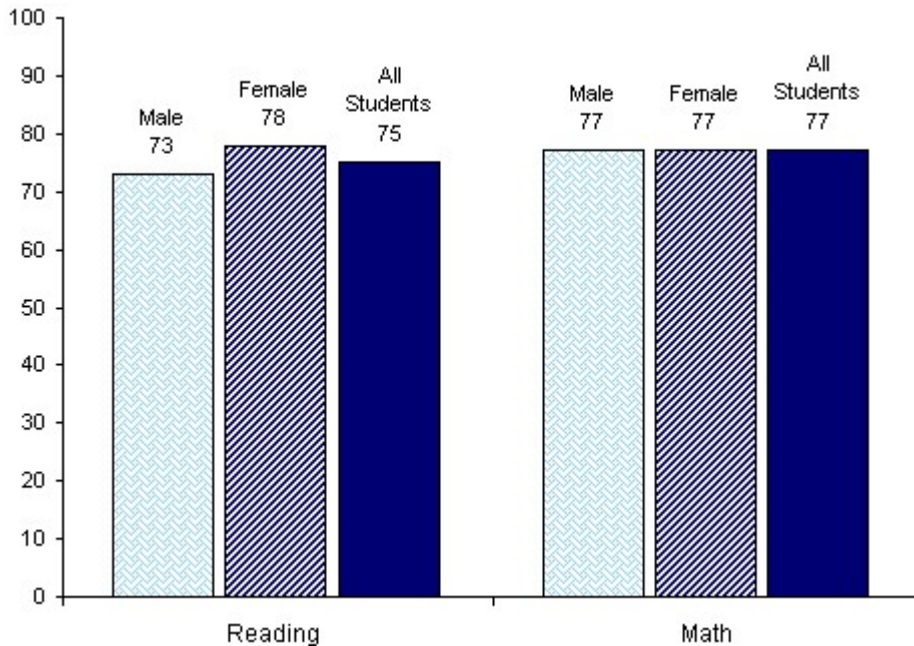


Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.

In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

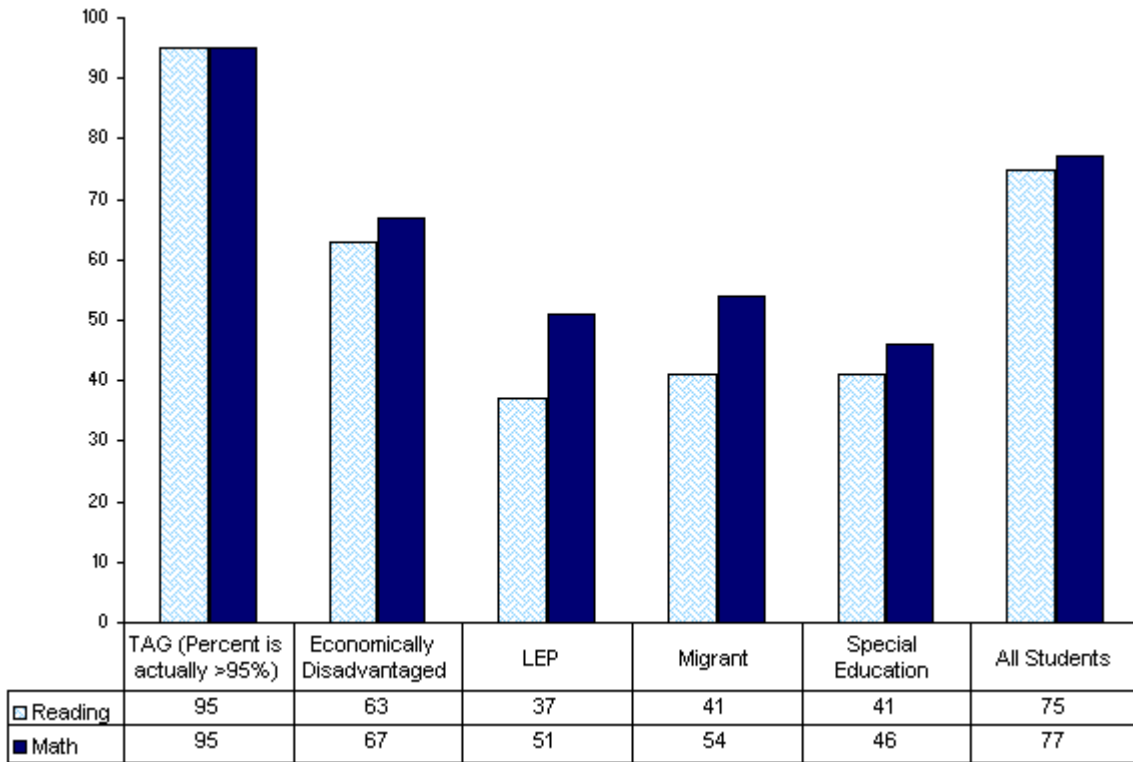
### Grade 5 Students by Gender

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



### Grade 5 Students by Sub-Group

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



**Note:** LEP stands for Limited English Proficient. TAG stands for Talented and Gifted. TAG percent greater than 95% not displayed to protect student confidentiality.

## Grade 6

### Percent Meeting Standards

In 2007-08, sixth grade students were tested in reading and mathematics.

In Reading, 73 percent of sixth grade students met or exceeded the reading standard, a slight decrease from 74 percent in 2006-07. The percent of sixth grade students who met or exceeded the standard in Mathematics remained at 70 percent for the last three years.

#### Grade 6 All Students Statewide Percent Meeting or Exceeding Standards

	2005-06 (Revised)*	2006-07	2007-08
Reading	70	74	73
Mathematics	70	70	70

Source: Oregon Assessment of Knowledge and Skills

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond.



For more information on assessment cut score changes visit the ODE website:  
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## Grade 6 Reading

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	70	74	73
Students with Disabilities	32	36	35
Asian/Pacific Islander	77**	81	81
Black (not of Hispanic origin)	55	60	61
Hispanic origin	47	54	52
American Indian/Alaskan Native	62	65	66
White (not of Hispanic origin)	75	79	79
Multi-racial/Multi-ethnic	73	78	75

## Grade 6 Mathematics

Percent of Students Meeting or Exceeding Standard 2006-2008

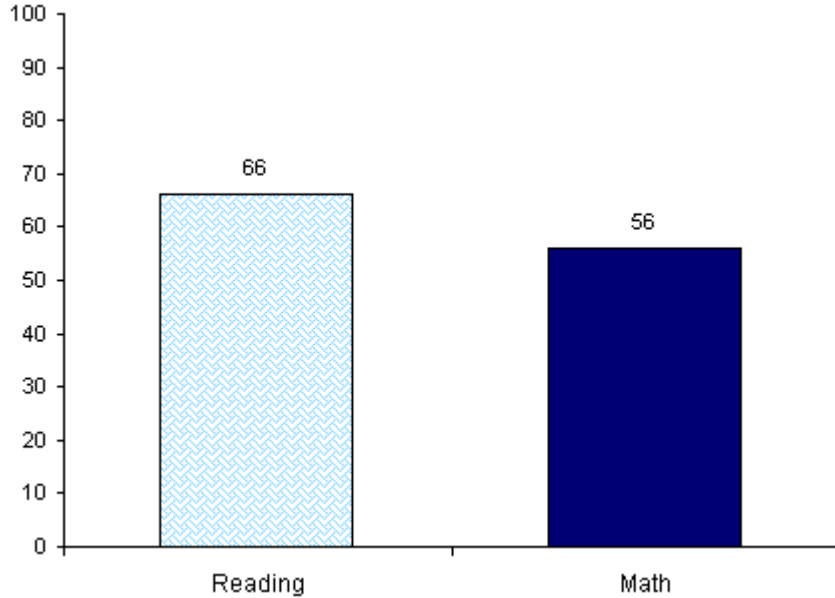
	2005-06 (Revised)*	2006-07	2007-08
All Students	70	70	70
Students with Disabilities	34	34	35
Asian/Pacific Islander	80	80	83
Black (not of Hispanic origin)	53	53	53
Hispanic origin	51	49	52
American Indian/Alaskan Native	60**	62	62
White (not of Hispanic origin)	75	75	75
Multi-racial/Multi-ethnic	71	73	71

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond.

\*\*Revised from 2006-07 Statewide Report Card due to rounding.

### Grade 6 Extended Assessment Students

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08

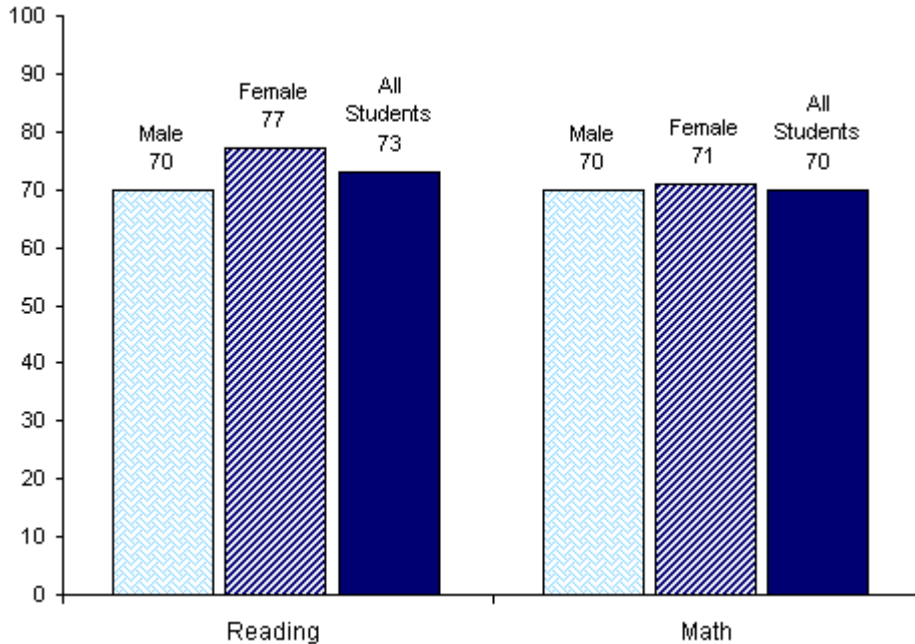


Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.

In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

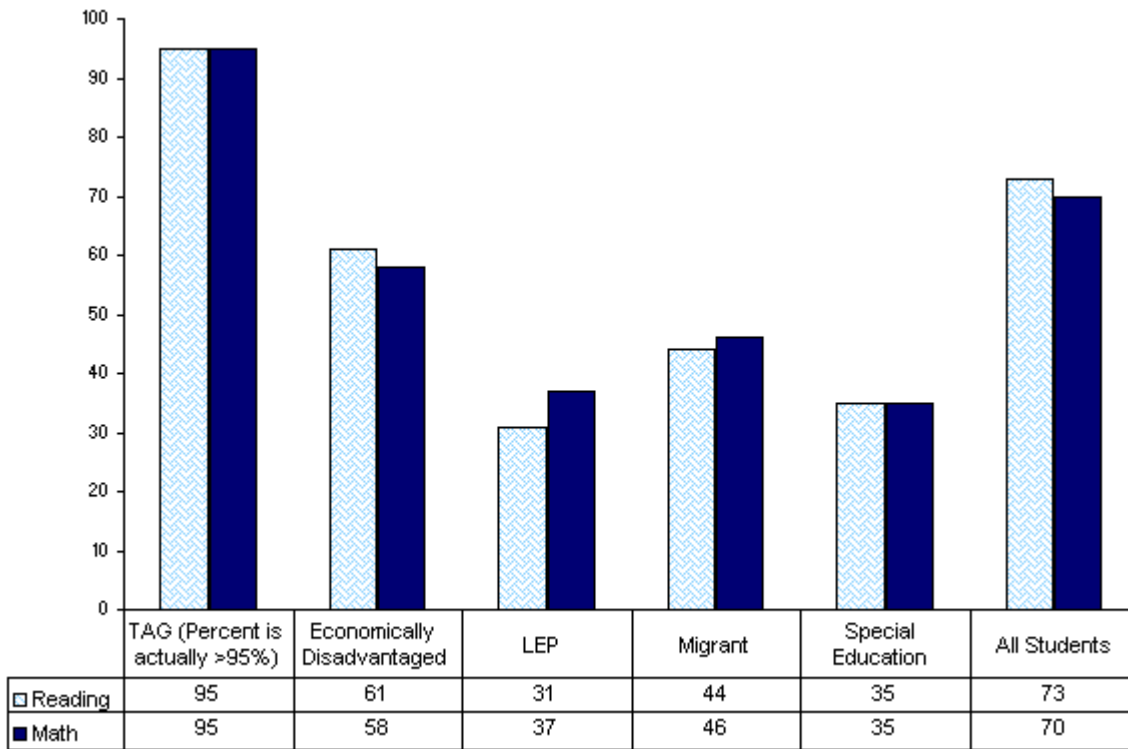
### Grade 6 Students by Gender

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



## Grade 6 Students by Sub-Group

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



**Note:** LEP stands for Limited English Proficient. TAG stands for Talented and Gifted. TAG percent greater than 95% not displayed to protect student confidentiality.

## Grade 7

### Percent Meeting Standards

In 2007-08, seventh grade students were tested in reading, writing, and mathematics.

In Reading, 74 percent of seventh grade students met or exceeded the reading standard, a decrease from 76 percent in 2006-07. In Writing, the percent of seventh grade students who met or exceeded the standard increased to 49 percent from 48 percent in the previous year. In Mathematics, 74 percent of seventh grade students met or exceeded the standard, the same as the previous year.

#### Grade 7 All Students Statewide Percent Meeting or Exceeding Standards

	2005-06 (Revised)*	2006-07	2007-08
Reading	69	76	74
Writing	45	48	49
Mathematics	71	74	74

Source: Oregon Assessment of Knowledge and Skills

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond. Writing and Math standards did not change.



For more information on assessment cut score changes visit the ODE website:  
<http://www.ode.state.or.us/search/results/?id=223>



### Grade 7 Reading

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	69	76	74
Students with Disabilities	29	37	34
Asian/Pacific Islander	75	83	79
Black (not of Hispanic origin)	56	65	60
Hispanic origin	45	56	53
American Indian/Alaskan Native	62	66	65
White (not of Hispanic origin)	75	81	79
Multi-racial/Multi-ethnic	67	78	75

### Grade 7 Writing

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06	2006-07	2007-08
All Students	45	48	49
Students with Disabilities	11	11	13
Asian/Pacific Islander	59	60	63
Black (not of Hispanic origin)	30	40	35
Hispanic origin	25	28	31
American Indian/Alaskan Native	32	34	37
White (not of Hispanic origin)	49	52	53
Multi-racial/Multi-ethnic	46	49	55

### Grade 7 Mathematics

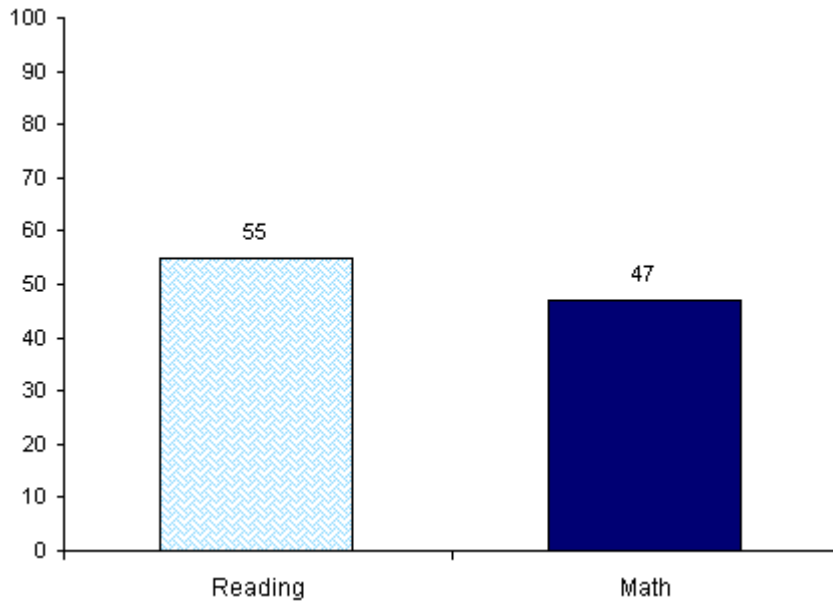
Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06	2006-07	2007-08
All Students	71	74	74
Students with Disabilities	32	35	36
Asian/Pacific Islander	83	84	85
Black (not of Hispanic origin)	54	58	61
Hispanic origin	50	56	59
American Indian/Alaskan Native	62**	65	66
White (not of Hispanic origin)	75**	78	78
Multi-racial/Multi-ethnic	70	73	75

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond. Writing and Math standards did not change.

\*\*Revised from 2006-07 Statewide Report Card due to rounding.

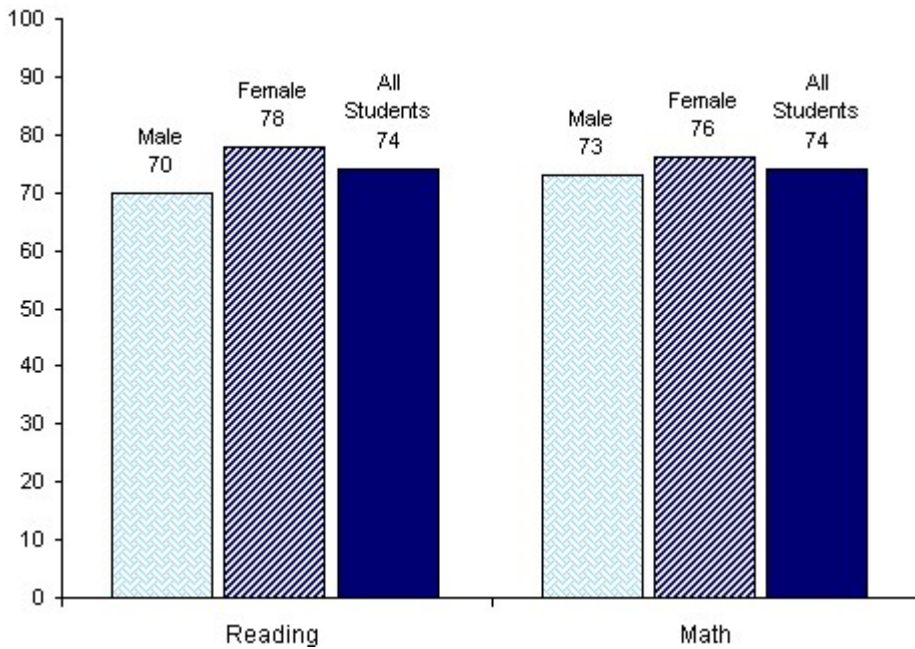
**Grade 7 Extended Assessment Students**  
 Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.

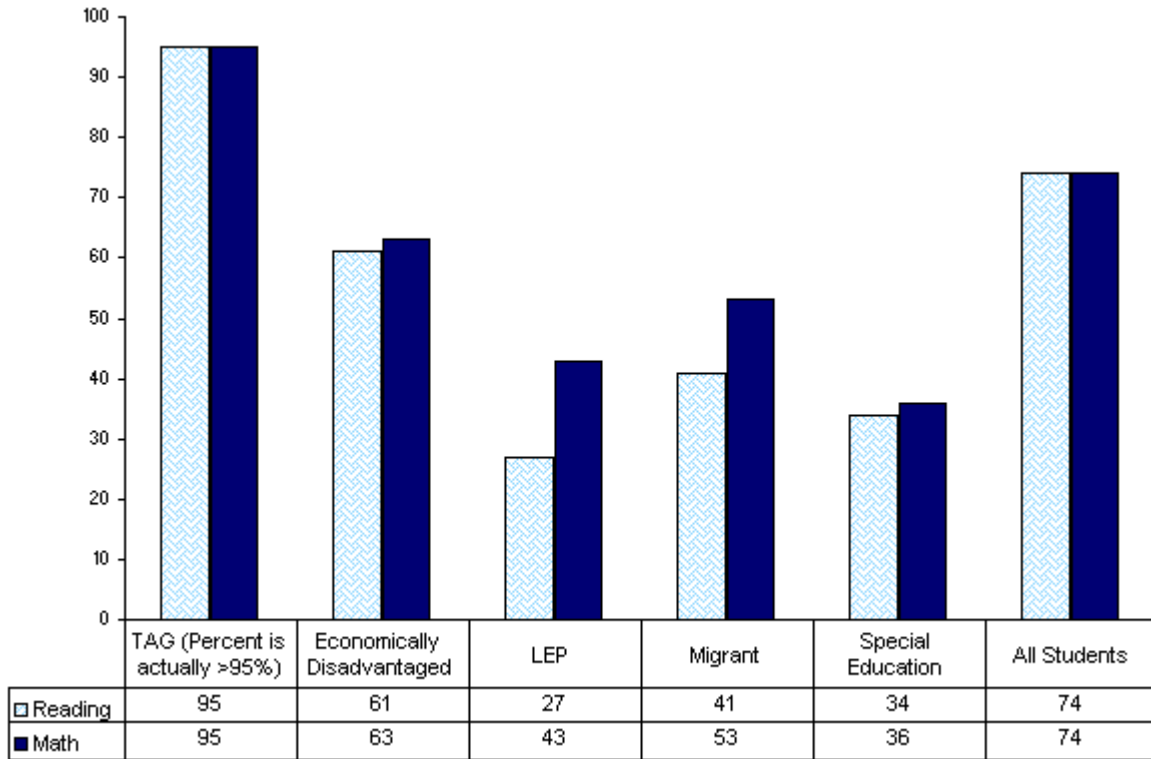
In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

**Grade 7 Students by Gender**  
 Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



### Grade 7 Students by Sub-Group

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



**Note:** LEP stands for Limited English Proficient. TAG stands for Talented and Gifted. TAG percent greater than 95% not displayed to protect student confidentiality.

## Grade 8

### Percent Meeting Standards

In 2007-08, eighth grade students were tested in reading, mathematics, and science.

In Reading, 65 percent of eighth grade students met or exceeded the reading standard, a decrease from 68 percent in the previous year. In Mathematics, 69 percent of eighth grade students met or exceeded the standard, a slight decrease from 70 percent in the previous year. In Science, 69 percent of eighth grade students met or exceeded the standard.

#### Grade 8 All Students Statewide Percent Meeting or Exceeding Standards

	2005-06 (Revised) *	2006-07	2007-08
Reading	66	68	65
Mathematics	68	70	69
Science	Not Available	Not Tested	69

Source: Oregon Assessment of Knowledge and Skills

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond. Reading standards did not change.



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<http://www.ode.state.or.us/search/results/?id=223>

### Grade 8 Reading

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06	2006-07	2007-08
All Students	66	68	65
Students with Disabilities	23	28	25
Asian/Pacific Islander	71	75	72
Black (not of Hispanic origin)	50	53	49
Hispanic origin	39	44	40
American Indian/Alaskan Native	54	56	54
White (not of Hispanic origin)	71	74	71
Multi-racial/Multi-ethnic	67	67	66

### Grade 8 Mathematics

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	68	70	69
Students with Disabilities	28	31	28
Asian/Pacific Islander	80	82	81
Black (not of Hispanic origin)	48	51	48
Hispanic origin	46	50	49
American Indian/Alaskan Native	57	60	57
White (not of Hispanic origin)	73	75	73
Multi-racial/Multi-ethnic	68	70	68

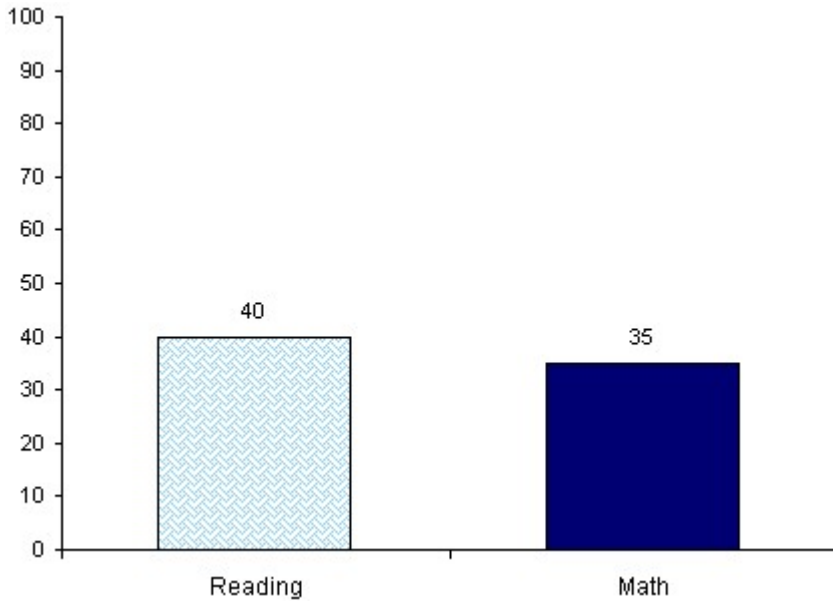
### Grade 8 Science

Percent of Students Meeting or Exceeding Standard 2007-08

2007-08	
All Students	69
Students with Disabilities	37
Asian/Pacific Islander	73
Black (not Hispanic origin)	45
Hispanic origin	43
American Indian/Alaskan Native	58
White (not of Hispanic origin)	76
Multi-racial/Multi-ethnic	67

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond. Reading standards did not change.

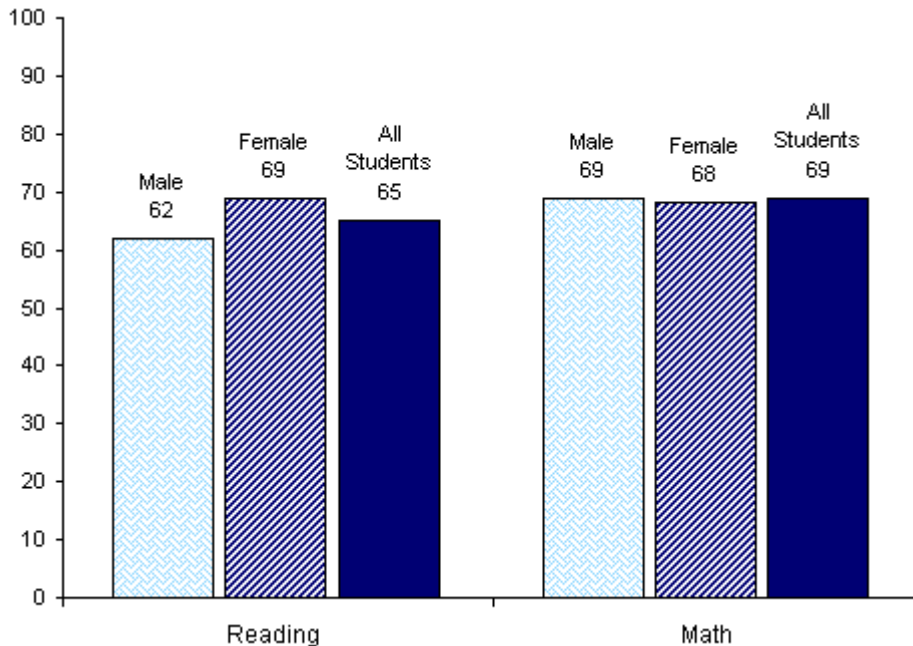
**Grade 8 Extended Assessment Students**  
 Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.

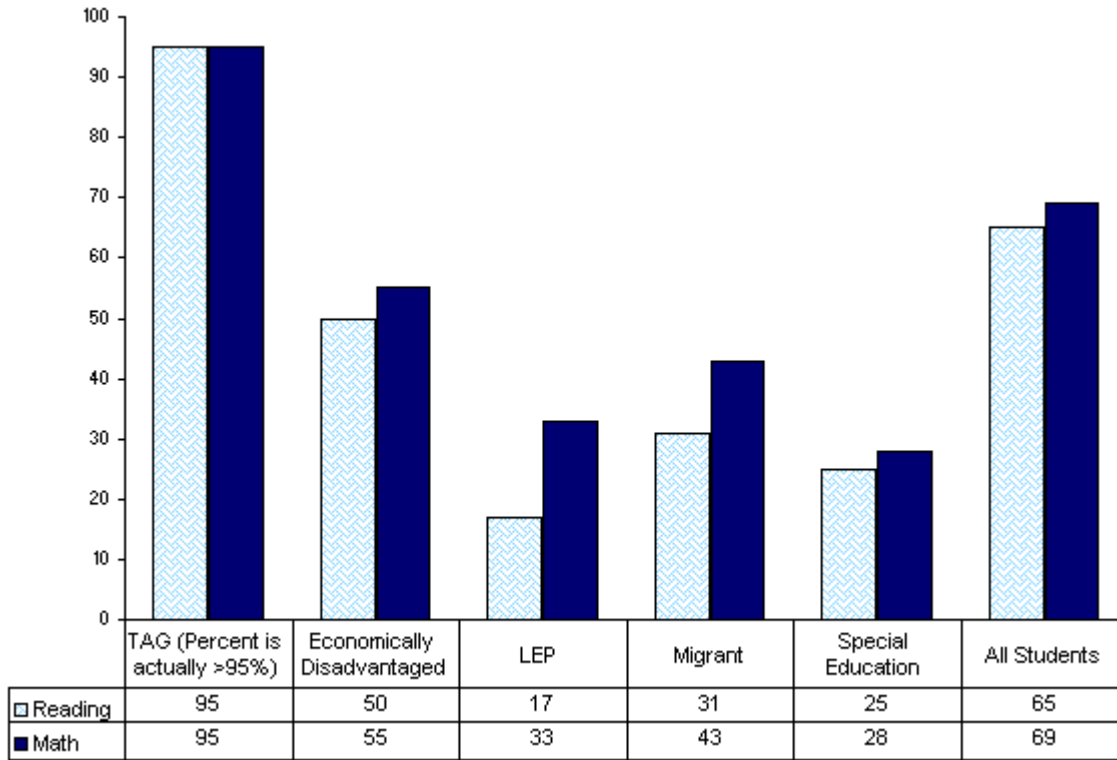
In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

**Grade 8 Students by Gender**  
 Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



### Grade 8 Students by Sub-Group

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



**Note:** LEP stands for Limited English Proficient. TAG stands for Talented and Gifted. TAG percent greater than 95% not displayed to protect student confidentiality.

# Grade 10

## Percent Meeting Standards

In 2007-08, tenth grade students were tested in reading, writing, mathematics, and science.

In Reading, 65 percent of tenth grade students met or exceeded the reading standard over the last three years. In Writing, the percent of tenth grade students who met or exceeded the standard increased to 56 percent from 54 percent in the previous year. In Mathematics, 52 percent of tenth grade students met or exceeded the standard, a decrease from 55 percent in the previous year. In Science, 57 percent of tenth grade students met or exceeded the standard.

### Grade 10 All Students Statewide Percent Meeting or Exceeding Standards

	2005-06 (Revised)*	2006-07	2007-08
Reading	65	65	65
Writing	55	54	56
Mathematics	55	55	52
Science	Not Available	Not Tested	57

Source: Oregon Assessment of Knowledge and Skills

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond. Writing standards did not change.



For more information on assessment cut score changes visit the ODE website:  
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### Grade 10 Reading

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	65	65	65
Students with Disabilities	23	24	22
Asian/Pacific Islander	69	68	67
Black (not of Hispanic origin)	44	41**	40
Hispanic origin	38	39**	39
American Indian/Alaskan Native	54	53	53
White (not of Hispanic origin)	70	71**	71
Multi-racial/Multi-ethnic	66	66**	63

### Grade 10 Writing

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06	2006-07	2007-08
All Students	55	54	56
Students with Disabilities	13	13	14
Asian/Pacific Islander	61	62	63
Black (not of Hispanic origin)	37	34	37
Hispanic origin	31	31	33
American Indian/Alaskan Native	40	41	42
White (not of Hispanic origin)	59	59	61
Multi-racial/Multi-ethnic	65	58	57

### Grade 10 Mathematics

Percent of Students Meeting or Exceeding Standard 2006-2008

	2005-06 (Revised)*	2006-07	2007-08
All Students	55	55	52
Students with Disabilities	16	17	14
Asian/Pacific Islander	70	70	68
Black (not of Hispanic origin)	30	28	25
Hispanic origin	31	33	30
American Indian/Alaskan Native	41	39	36
White (not of Hispanic origin)	59	60	57
Multi-racial/Multi-ethnic	58	52	52

\*Data for 2005-06 were revised to reflect the percentage of students meeting the state standards adopted for the 2006-07 school year and beyond. Writing standards did not change.

\*\*Revised from 2006-07 Statewide Report Card.

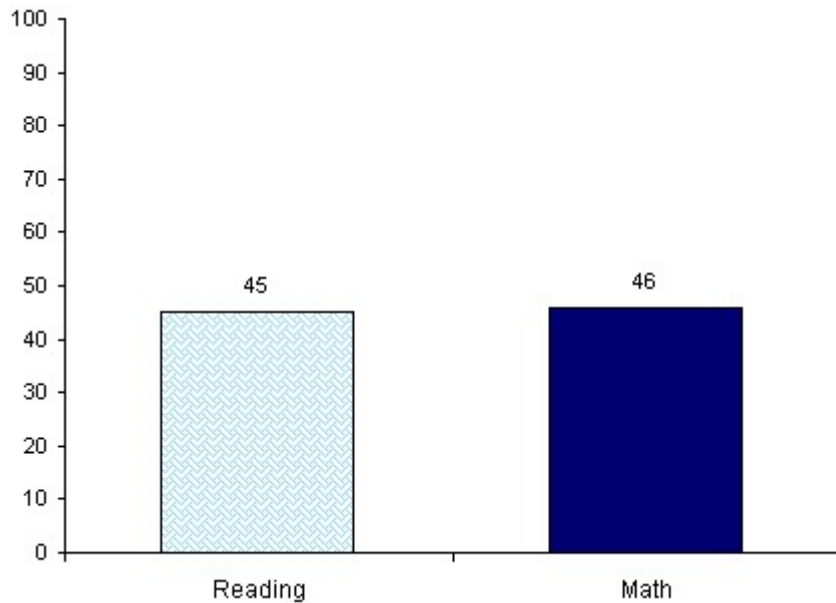
### Grade 10 Science

Percent of Students Meeting or Exceeding Standard 2007-08

2007-08	
All Students	57
Students with Disabilities	23
Asian/Pacific Islander	62
Black (not of Hispanic origin)	31
Hispanic origin	30
American Indian/Alaskan Native	47
White (not of Hispanic origin)	63
Multi-racial/Multi-Ethnic	55

### Grade 10 Extended Assessment Students

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08

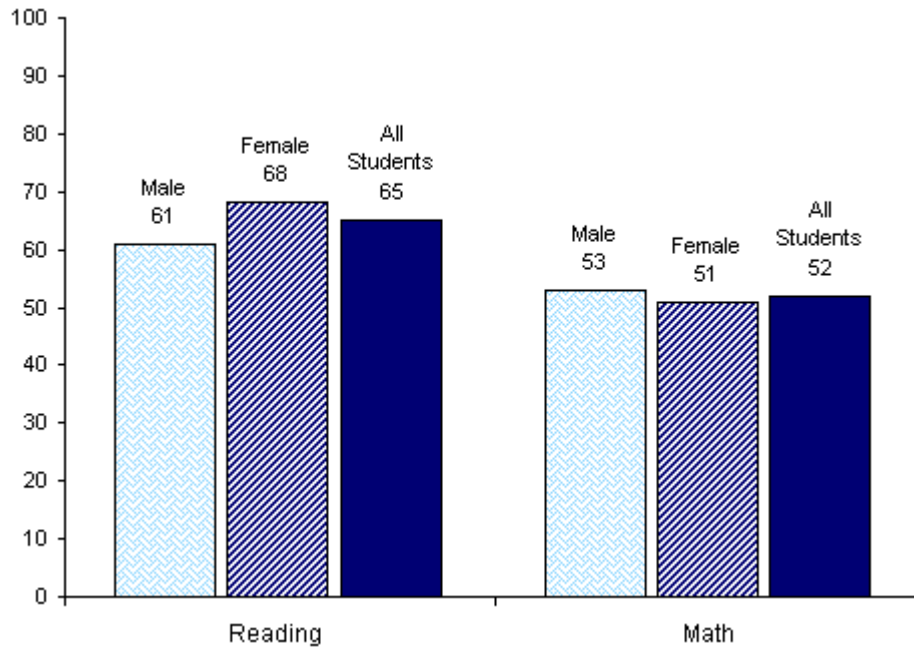


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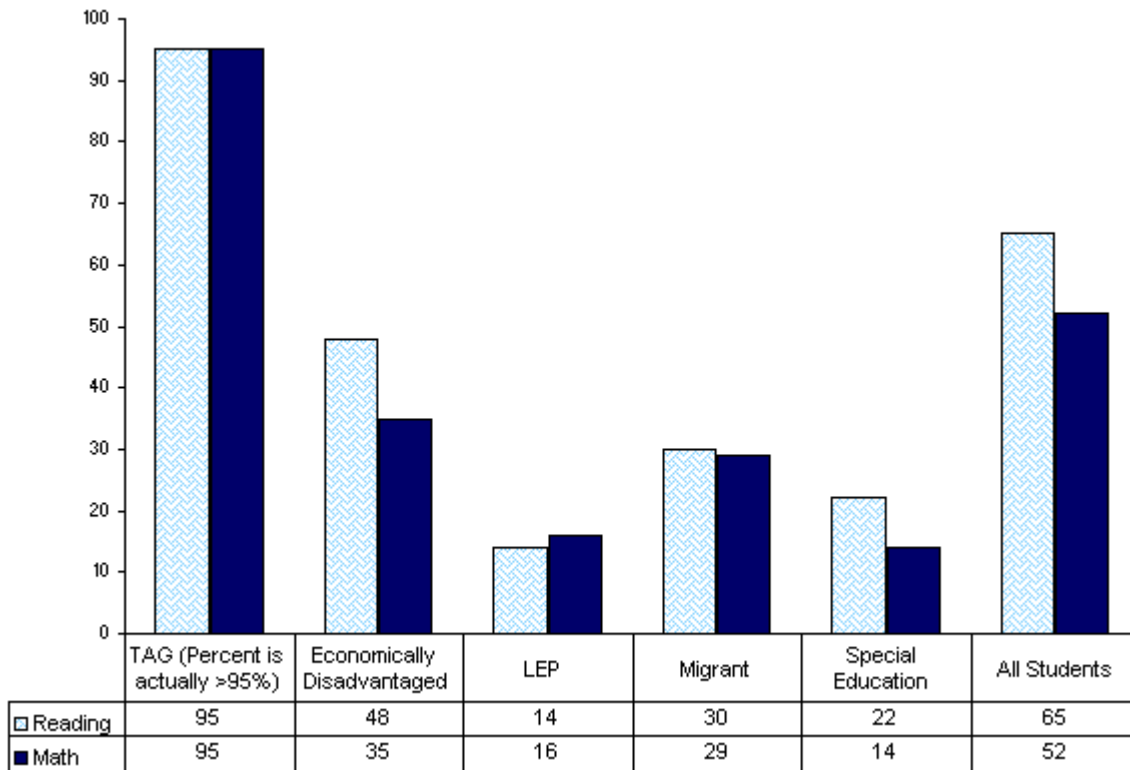
### Grade 10 Students by Gender

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



### Grade 10 Students by Sub-Group

Percent Meeting or Exceeding the Reading and Math Standards in 2007-08



**Note:** LEP stands for Limited English Proficient. TAG stands for Talented and Gifted. TAG percent greater than 95% not displayed to protect student confidentiality.

# National Comparison of Student Achievement

## The Nation's Report Card

The National Assessment of Educational Progress (NAEP), also known as "the Nation's Report Card," has conducted nationwide representative assessments since 1969 in many content areas, including reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in reading, mathematics, science, and writing. NAEP is a *general indicator* of what students in Oregon and across the nation know and can do. In addition, it is the only assessment that allows states to compare the performance of their students with students in other states and regions.

The *No Child Left Behind Act* passed by Congress requires the administration of NAEP reading and mathematics assessments at grades 4 and 8 every two years. States and school districts that receive federal funding to aid educationally disadvantaged students in high poverty areas must participate in these assessments.

In keeping with Oregon's **inclusion policies**, NAEP endeavors to assess all students who are selected as a part of its sampling process, including students who are classified by their schools as students with disabilities (SD) and/or as English-language learners (ELL). NAEP provides appropriate accommodations including large print booklets, bilingual mathematics booklets, one-on-one administration, or extended time.

Unlike Oregon's Assessment of Knowledge and Skills (OAKS), NAEP does **not** provide individual scores for the students, schools, or districts for several reasons:

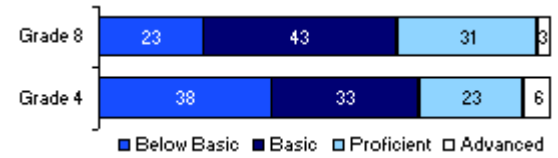
- NAEP is a survey assessment, so results are based on a sample of students;
- Each student takes a small part of the overall assessment (about 25%), so only when the scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do in the content area;
- Federal law requires that NAEP data remain confidential, so all personally identifiable information about students is removed from test booklets at the school on the day of the assessment.

NAEP reports average scale scores and achievement levels. Average scale scores for reading and mathematics are expressed on a 0-500 scale. Scores for science and writing are expressed on a 0-300 scale. NAEP's achievement levels are defined as follows. **Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. **Proficient** represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter. **Advanced** signifies superior performance.

In the 2007-2008 school year, NAEP conducted a national assessment in the arts and the long-term trend study in reading and math. In 2008-2009 NAEP will conduct national and state assessments in reading, mathematics, and science, as well as the High School Transcript Study. Results from these assessments for Oregon will be released in the fall of 2009 (mathematics) and the winter of 2010 (reading and science). Future NAEP administrations will include national assessments in U.S. history, civics, and geography in 2010 and national and state assessments in reading, mathematics, and writing in 2011.

## National Assessment of Educational Progress: Reading Grades 4 and 8 Achievement Levels

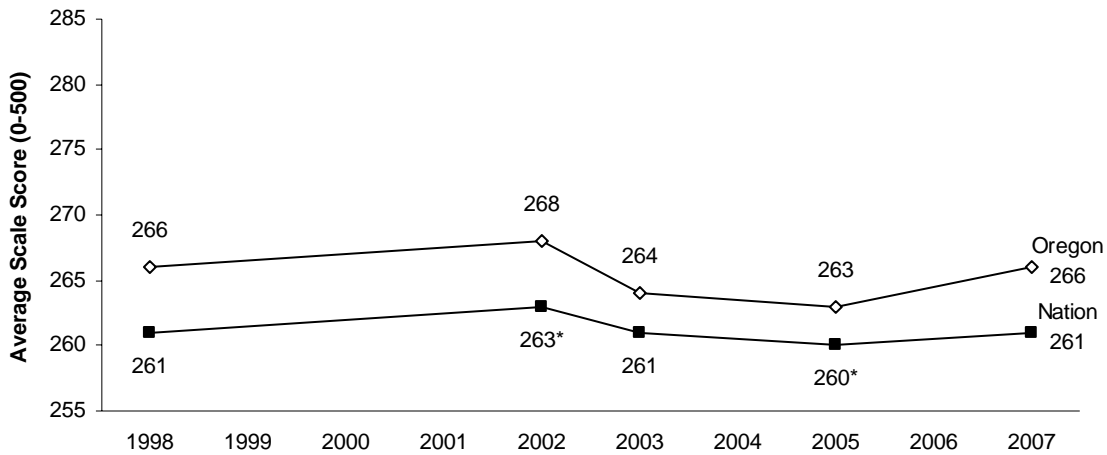
In 2007, 77% of Oregon's 8<sup>th</sup> graders met or exceeded the NAEP Basic Level, which was statistically higher than the nation's 8<sup>th</sup> graders (73%). 62% of Oregon's 4<sup>th</sup> graders met or exceeded the NAEP Basic Level, which was statistically lower than the nation's 4<sup>th</sup> graders (66%).



### Grade 8 Average Scale Scores 1998, 2002, 2003, 2005, 2007: Oregon and the Nation

Note: Winter 2009 reading results will be released in Winter 2010.

Since 1998, Oregon's 8th graders have scored statistically higher than the nation's 8th graders. In 2007, Oregon's 8th graders scored 266; the nation's scored 261.

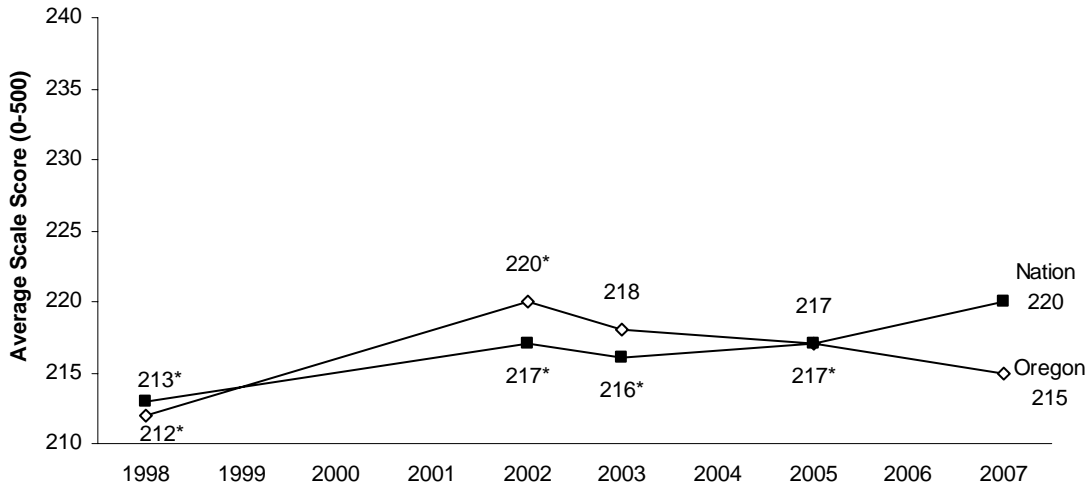


\* Value is significantly different from the value for the same jurisdiction in 2007.

### Grade 4 Average Scale Scores 1998, 2002, 2003, 2005, 2007: Oregon and the Nation

Note: Winter 2009 reading results will be released in Winter 2010.

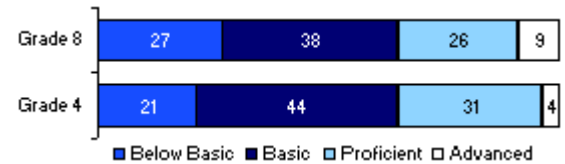
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2007, Oregon's 4th graders scored 215, which was statistically lower than the nation's (220).



\* Value is significantly different from the value for the same jurisdiction in 2007.

## National Assessment of Educational Progress: Mathematics Grades 4 and 8 Achievement Levels

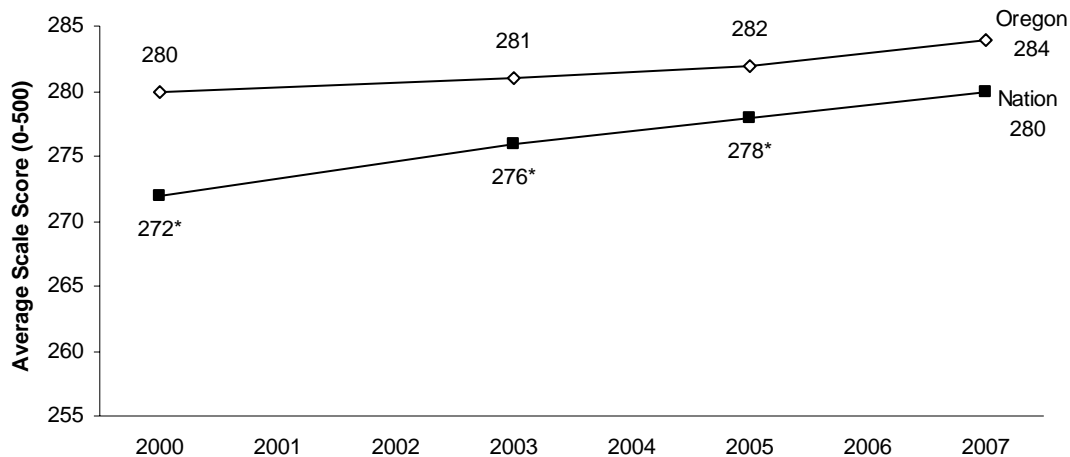
In 2007, 73% of Oregon's 8<sup>th</sup> graders met or exceeded the NAEP Basic Level, which was statistically higher than the nation's 8<sup>th</sup> graders (70%). 79% of Oregon's 4<sup>th</sup> graders met or exceeded the NAEP Basic Level, which was statistically lower than the nation's 4<sup>th</sup> graders (81%).



### Grade 8 Average Scale Scores 2000, 2003, 2005, 2007: Oregon and the Nation

Note: Winter 2009 mathematics results will be released in Fall 2009.

Since 2000, Oregon's 8th graders have scored statistically higher than the nation's 8th graders. In 2007, Oregon's 8th graders scored 284; the nation's scored 280.

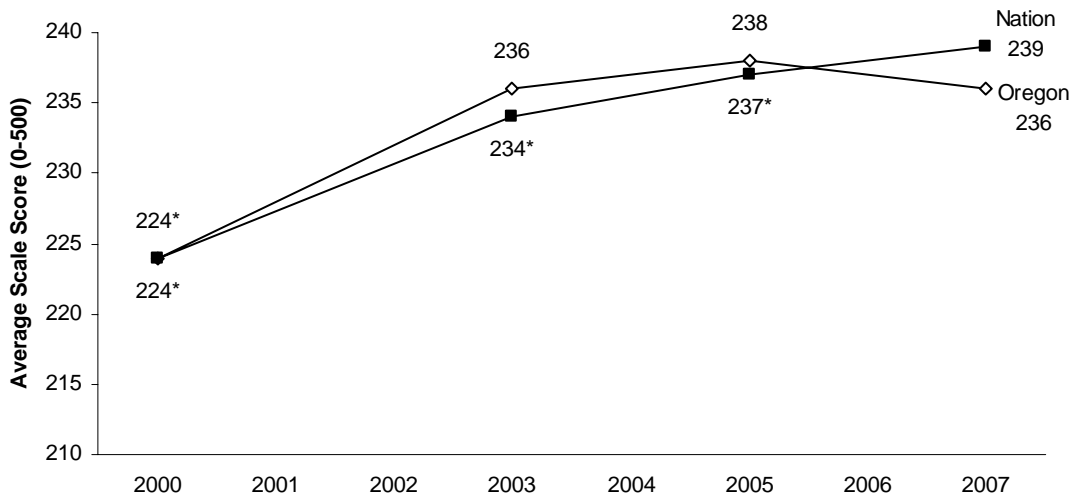


\* Value is significantly different from the value for the same jurisdiction in 2007.

### Grade 4 Average Scale Scores 2000, 2003, 2005, 2007: Oregon and the Nation

Note: Winter 2009 mathematics results will be released in Fall 2009.

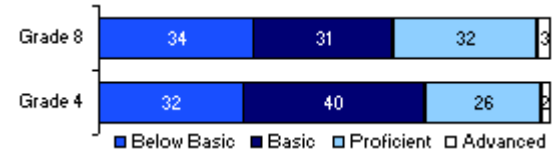
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2007, Oregon's 4th graders scored 236, which was statistically lower than the nation's (239).



\* Value is significantly different from the value for the same jurisdiction in 2007.

## National Assessment of Educational Progress: Science Grades 4 and 8 Achievement Levels

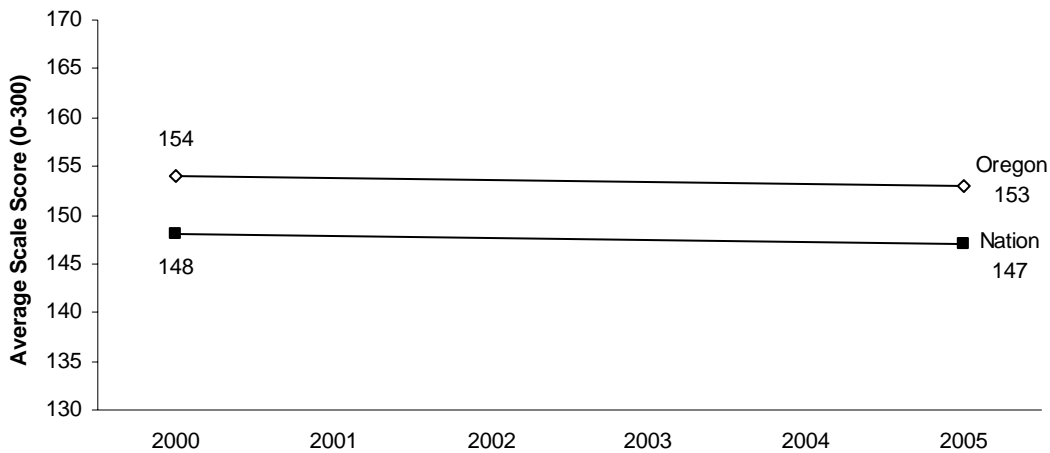
In 2005, 66% of Oregon's 8<sup>th</sup> graders met or exceeded the NAEP Basic Level, which was statistically higher than the nation's 8<sup>th</sup> graders (57%). 68% of Oregon's 4<sup>th</sup> graders met or exceeded the NAEP Basic Level, which was not statistically different than the nation's 4<sup>th</sup> graders (66%).



### Grade 8 Average Scale Scores 2000 and 2005: Oregon and the Nation

Note: Winter 2009 science results will be released in Winter 2010.

Since 2000, Oregon's 8th graders have scored statistically higher than the nation's 8th graders. In 2005, Oregon's 8th graders scored 153; the nation's scored 147.

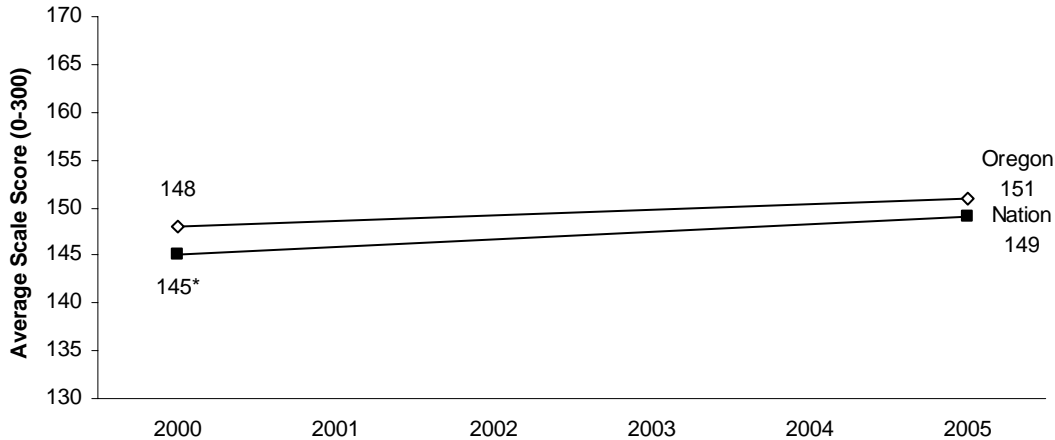


\* Value is significantly different from the value for the same jurisdiction in 2007.

### Grade 4 Average Scale Scores 2000 and 2005: Oregon and the Nation

Note: Winter 2009 science results will be released in Winter 2010.

Since 2000, Oregon's 4th graders have scored statistically the same as the nation's 4th graders. In 2005, Oregon's 4th graders scored 151; the nation's scored 149.



\* Value is significantly different from the value for the same jurisdiction in 2007.

## College Admission Tests

Students preparing for the end of their high school education take a variety of tests or go through other screening procedures for admission to various post-secondary programs. Two of the most widely established college admissions tests are the ACT (American College Testing Program) and the SAT (Scholastic Assessment Test).

### American College Testing Program (ACT)

The number of Oregon high school graduates who took the ACT nearly doubled in 2008 compared to 2007. Nine Oregon school districts, including Beaverton, Hillsboro, Portland, and Tigard-Tualatin, tested the 11<sup>th</sup> graders as part of their efforts to measure the college readiness of their students, encourage effective college planning, and increase college-going rates.

A total of 10,589 students in the Oregon graduating class of 2008 took the ACT college admission and placement exam, a 65 percent increase from last year and the highest Oregon total ever. This represents 30 percent of the state's 2008 graduating class, and compares to 18 percent who took the ACT in 2007. Nationally, 43 percent of graduating seniors took the ACT.

The test-takers in the 2008 graduating class likely included students from a much broader range of academic preparation than in past years, including many students who may not previously have been planning to go to college. This change in testing patterns likely contributed to a drop in the state's average ACT to 21.2, down from 22.0 in 2007. The national average dropped slightly from 21.2 in 2007 to 21.1 in 2008.

Looking at states that tested the same percentage of students as Oregon, Nevada posted a composite score of 21.3 and Texas posted a composite score of 20.7.

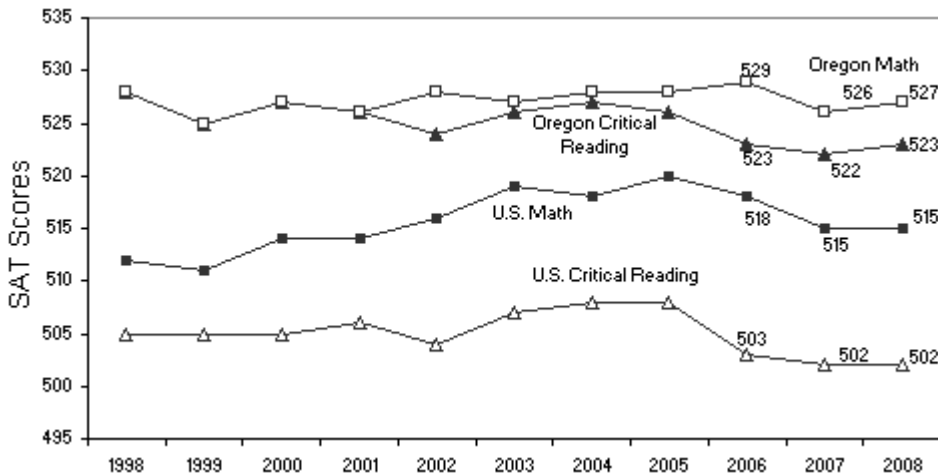
The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36.

### Scholastic Assessment Test (SAT)

18,377 graduating seniors (53%) took the SAT in Oregon in 2008. The 2008 average Oregon score for mathematics increased by 1 point, from 526 in 2007 to 527 in 2008, while the average U.S. score remained unchanged at 515. The average Oregon score for the critical reading/verbal section increased by 1 point, from 522 in 2007 to 523 in 2008, while the average U.S. score for the critical reading/verbal section remained unchanged at 502.

### Oregon and United States SAT Scores

1998-2008



Historically, Oregon students have outscored U.S. students on the SAT. In 2008, Oregon students scored 21 points higher than the national average on the critical reading test, 12 points higher than the national average on the mathematics test and 8 points higher than the national average on the writing test.

\*Critical Reading test replaced Verbal in 2007  
Source: The College Board



## 2008 Oregon and National SAT Scores

		2008 Oregon SAT 53% Participation	2008 National SAT 45% Participation	2008 DIFFERENCE 8% Participation
	Test	Average Score	Average Score	(Oregon Minus National)
TOTAL	Critical Reading	523	502	+21
TOTAL	Math	527	515	+12
TOTAL	Writing	502	494	+8
MALE	Critical Reading	525	504	+21
MALE	Math	548	533	+15
MALE	Writing	496	488	+8
FEMALE	Critical Reading	520	500	+20
FEMALE	Math	509	500	+9
FEMALE	Writing	508	501	+7
AMERICAN INDIAN	Critical Reading	506	485	+21
AMERICAN INDIAN	Math	497	491	+6
AMERICAN INDIAN	Writing	471	470	+1
ASIAN	Critical Reading	501	513	-12
ASIAN	Math	557	581	-24
ASIAN	Writing	494	516	-22
BLACK	Critical Reading	452	430	+22
BLACK	Math	438	426	+12
BLACK	Writing	436	424	+12
MEXICAN AMERICAN	Critical Reading	449	454	-5
MEXICAN AMERICAN	Math	458	463	-5
MEXICAN AMERICAN	Writing	434	447	-13
PUERTO RICAN	Critical Reading	543	456	+87
PUERTO RICAN	Math	528	453	+75
PUERTO RICAN	Writing	507	445	+62
OTHER HISPANIC	Critical Reading	480	455	+25
OTHER HISPANIC	Math	477	461	+16
OTHER HISPANIC	Writing	459	448	+11
WHITE	Critical Reading	531	528	+3
WHITE	Math	532	537	-5
WHITE	Writing	509	518	-9
OTHER	Critical Reading	528	496	+32
OTHER	Math	523	512	+11
OTHER	Writing	507	494	+13
NO RESPONSE	Critical Reading	544	471	+73
NO RESPONSE	Math	531	492	+39
NO RESPONSE	Writing	511	467	+44

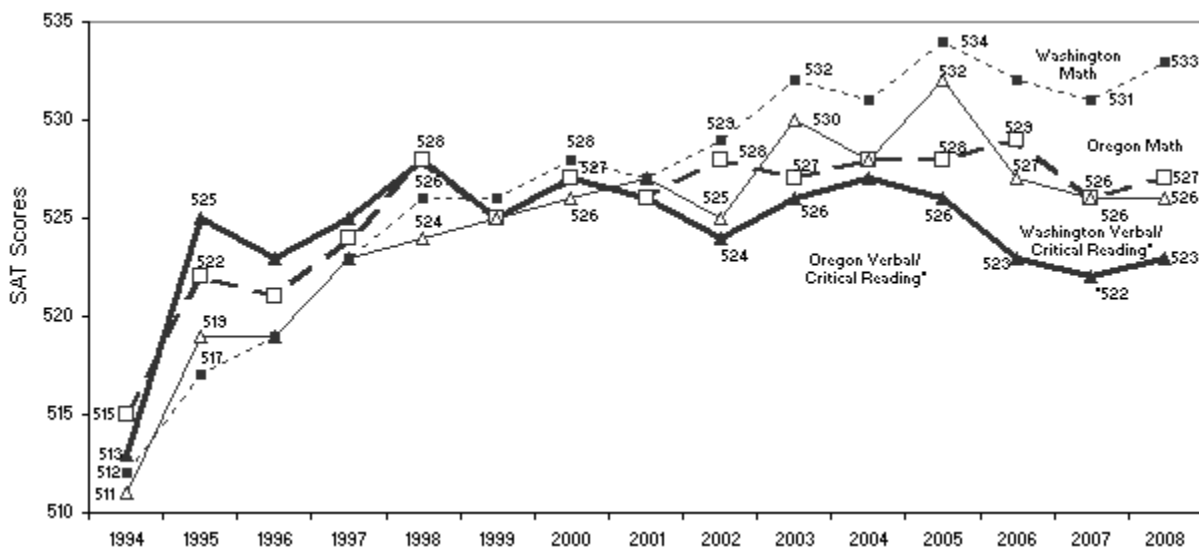
Sources: The College Board, SAT

Oregon students scored second in the nation on the SAT critical reading and mathematics sections among the 22 states that tested at least 50 percent of their high school graduates. Only students from Washington State outperformed Oregon students, scoring three points more than Oregon students on the critical reading/verbal section and six points more on the mathematics section. However, Oregon had a higher participation rate, 53% vs. the 52% participation rate for Washington State.

Oregon students scored sixth in the nation on the new SAT writing section among the 22 states that tested at least 50 percent of their high school graduates. Students from New Hampshire outperformed Oregon students by 9 points, while Massachusetts and Connecticut students outperformed Oregon students by 11 points. Finally, Washington students outperformed Oregon students by 7 points, while Vermont students outperformed Oregon students by 5 points.

Over the last decade, Oregon students have posted losses of 1 point on the mathematics section of the test and 5 points on the critical reading/verbal section.

### Oregon and Washington SAT Scores 1997-2008



From 1994-1998, Oregon outscored Washington on the Critical Reading and Math sections of the SAT. From 1999-2008, Washington outscored Oregon on the Math section of the SAT. Washington also outscored Oregon on the Critical Reading section of the SAT from 2001-2008.

\*Critical Reading test replaced Verbal in 2007

Source: The College Board

There were more female SAT test takers in Oregon (54.1%) than male test takers (45.8%). Nationally, the figures were 53.5% female to 46.4% male. Nationally and in Oregon, males outscored females on both the critical reading/verbal and the math tests. In Oregon, males outscored females on the critical reading/verbal test 525 to 520, and on the math test, 548 to 509. However, nationally and in Oregon females outscored males on the writing test. In Oregon, females outscored males 508 to 496.

As the table on the next page indicates, there appears to be a wide gap in both critical reading/verbal and math scores by race/ethnicity. Since this information is derived from a voluntary survey of SAT test takers and is neither a census (100% of test takers) nor a scientifically administered survey, these results should be used with caution. This is because the non-respondents (728 students, or 4.0% of Oregon SAT takers) could be of any race, and they might not be distributed in the same proportion as those who identified their race/ethnicity. Because of this, the scores for each race/ethnicity may not represent the true average of that specific race/ethnicity.

**Integrated SAT State Summary 2008 by Gender & Race/Ethnicity**  
**Oregon and Nation – All Schools**  
 Summary 2008 compared to 2007  
 SAT I: Performance & Participation Overview

		Oregon - All Schools					Nation – All Schools				
		# of Test Takers	% of Total	Critical Reading	Mean Math	Mean Writing	# of Test Takers	% of Total	Critical Reading	Mean Math	Mean Writing
<b>All</b>	<b>Total</b>	18,377	100.0%	523	527	502	1,518,859	100.0%	502	515	494
	<b>Change from last year</b>	-1.2%		+1	+1	0	+1.6%		0	0	0
<b>Gender</b>	<b>Male</b>	8,423	45.8%	525	548	496	704,226	46.4%	504	533	488
	<b>Change from last year</b>	+0.1%		0	+2	+1	+2.0%		0	0	-1
	<b>Female</b>	9,943	54.1%	520	509	508	812,764	53.5%	500	500	501
	<b>Change from last year</b>	-2.0%		0	-1	0	+1.8%		-2	+1	+1
<b>Race/Ethnicity</b>	<b>American Indian</b>	269	1.5%	506	497	471	9,595	0.6%	485	491	470
	<b>Change from last year</b>	-1.1%		+5	-2	-1	-3.1%		-2	-3	-3
	<b>Asian</b>	1,566	8.5%	501	557	494	151,235	10.0%	513	581	516
	<b>Change from last year</b>	+7.6%		+6	+8	+12	+7.4%		-1	+3	+3
	<b>Black</b>	396	2.2%	452	438	436	174,383	11.5%	430	426	424
	<b>Change from last year</b>	-3.2%		0	-12	0	+9.1%		-3	-3	-1
	<b>Mexican American</b>	632	3.4%	449	458	434	70,661	4.7%	454	463	447
	<b>Change from last year</b>	+9.7%		-10	-7	-3	+15.4%		-1	-3	-3
	<b>Puerto Rican</b>	32	0.2%	543	528	507	21,953	1.4%	456	453	445
<b>Change from last year</b>	-15.8%		+18	+1	-2	+11.0%		-3	-1	-2	
	<b>Other Hispanic</b>	449	2.4%	480	477	459	97,589	6.4%	455	461	448
	<b>Change from last year</b>	+5.4%		-2	+6	-4	+11.5%		-4	-2	-2
	<b>White</b>	13,909	75.7%	531	532	509	858,561	56.5%	528	537	518
	<b>Change from last year</b>	+0.6%		+1	+2	0	+3.7%		+1	+3	0
	<b>Other</b>	396	2.2%	528	523	507	52,016	3.4%	496	512	494
	<b>Change from last year</b>	-19.3%		+9	+8	+10	-3.5%		-1	0	+1
	<b>No Response</b>	728	4.0%	544	531	511	82,866	5.5%	471	492	467
	<b>Change from last year</b>	-34.3%		-2	-7	-13	-37.9%		-9	-5	-7

Source: The College Board

## Oregon Staff

### Experienced, Highly Educated Workforce

#### Teachers

Oregon teachers are experienced professionals. In 2007-08, teachers had an average of 12.1 years of teaching experience, down from 12.2 years of experience in 2006-07. While the average Oregon teacher is 42.7 years old, the most often reported age is 53. 70 percent of all Oregon teachers and 84.6 percent of all elementary school teachers are female.

Between 2001-02 and 2007-08, **the percent of Oregon teachers with graduate degrees increased from 57 percent to 60 percent**, which included 59.6 percent of teachers who reported having master's degrees and 0.4 percent who reported having doctorates. In addition, 10.4 percent of Oregon teachers reported that their highest degree was a bachelor's degree, and 29.3 percent of teachers reported that they had a bachelor's degree plus additional hours, but not a master's degree.

#### Administrators

Oregon principals and assistant principals are experienced educators, reporting an average of 18.6 years of experience overall in 2007-08.

In 2007-08, 89.4 percent of principals and assistant principals reported that their highest degree was a master's degree, 3.0 percent reported that their highest degree was a doctorate, 5.8 percent reported that their highest degree was a bachelor's plus additional hours, but not a master's, and 1.6 percent reported having only a bachelor's degree.

Women have made substantial progress moving into administrative ranks. Eighteen years ago, 2.8 percent of all superintendents and 14.5 percent of all principals were women. In 2007-08, 26 percent of superintendents and 45 percent of principals and assistant principals were women.

#### All School Staff

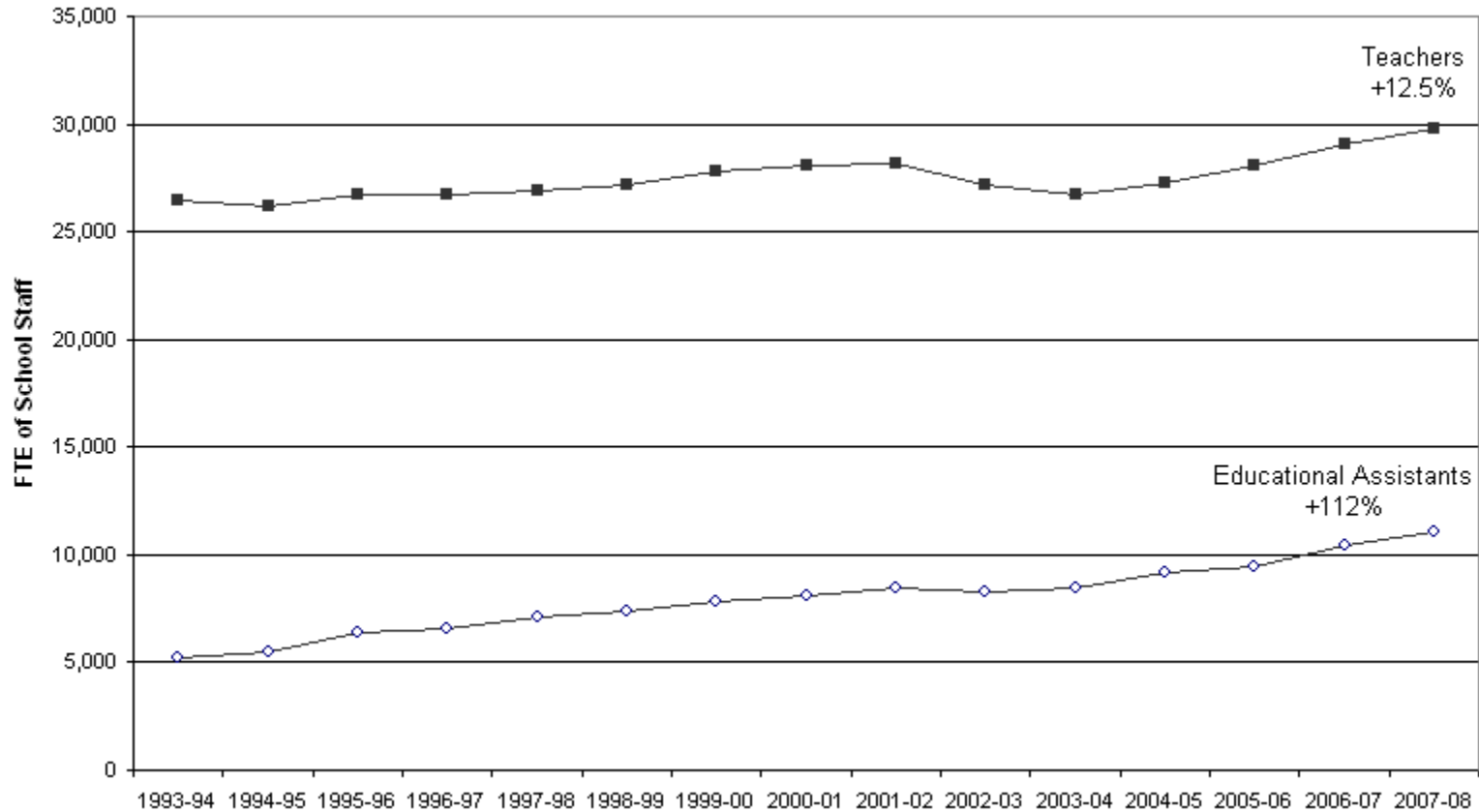
In the last year, the total number of full-time equivalent (FTE) school employees—including teachers, administrators, and classified staff such as secretaries, instructional assistants, bus drivers, cafeteria staff, and other support people—has increased by 1.4%, from 61,256.5 in 2006-07 to 62,102.4, a difference of 845.9 FTE.

#### 2007-08 Oregon School Employees (Full-Time Equivalent Positions)

	Number	Percent
<b>Teachers</b>	29,794.5	48.0
<b>Educational Assistants</b>	11,101.1	17.9
<b>District Administrators</b>	632.7	1.0
<b>School Administrators</b>	1,634.5	2.6
<b>Guidance Counselors</b>	1,158.0	1.9
<b>Librarians/Media Specialists</b>	378.1	0.6
<b>Support Staff</b>	17,403.6	28.0
<b>Total</b>	62,102.4	100.0

## School Staffing FTE - Percent Changes (1993-94 through 2007-08)

Teachers and Educational Assistants – FTE of School Staff\*



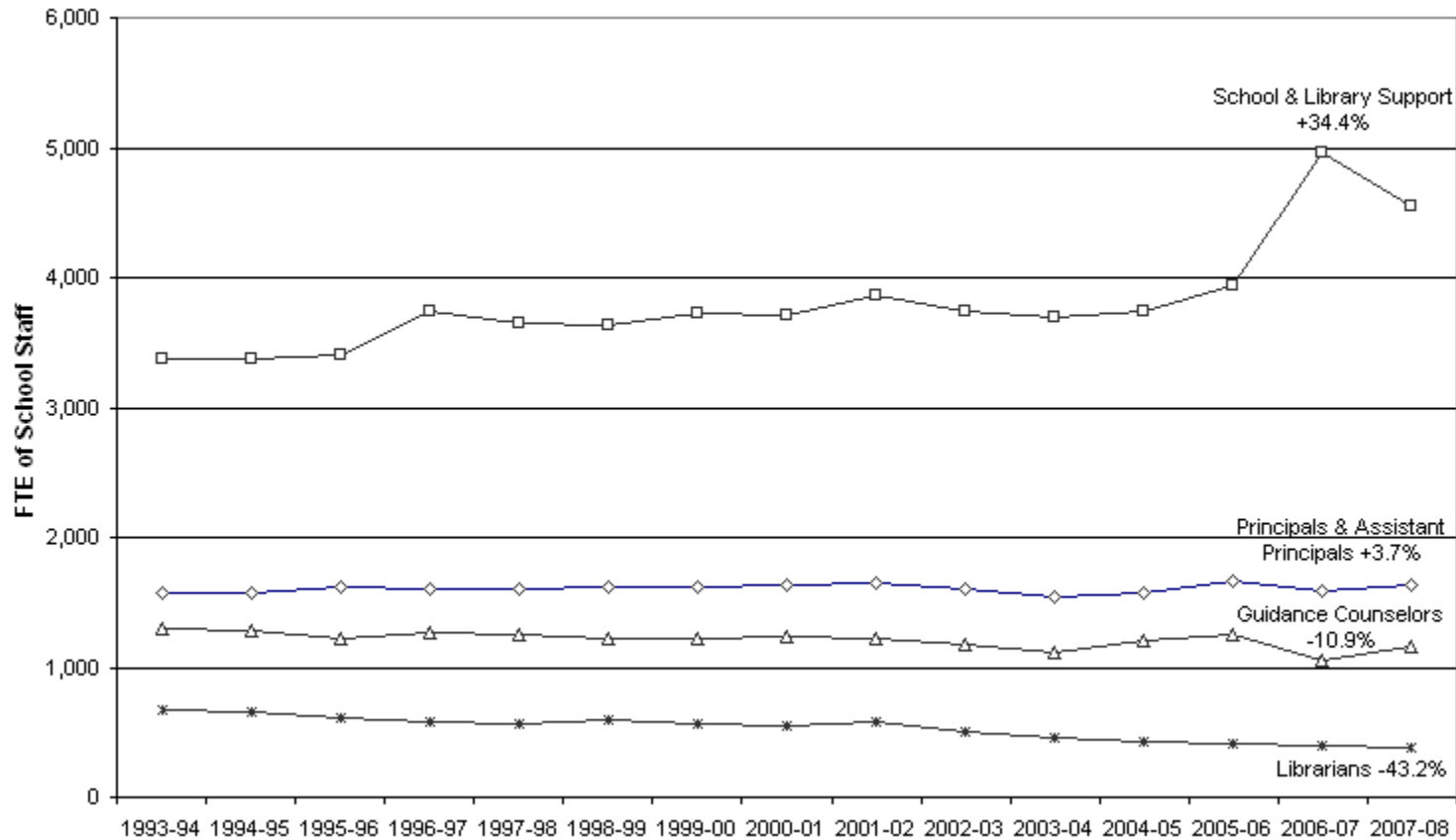
\*Does not include Staff Assigned to an Education Service District.

Source: Staff Data Collections

In the last fifteen years, the FTE number of teachers increased by 12.5% and educational assistants increased by 112%. In the last year there was an increase of 774 FTE teacher positions and 661 FTE educational assistant positions.

### School Staffing FTE - Percent Changes (1993-94 through 2007-08)

School & Library Support, Principals & Assistant Principals, Guidance Counselors, and Librarians\*

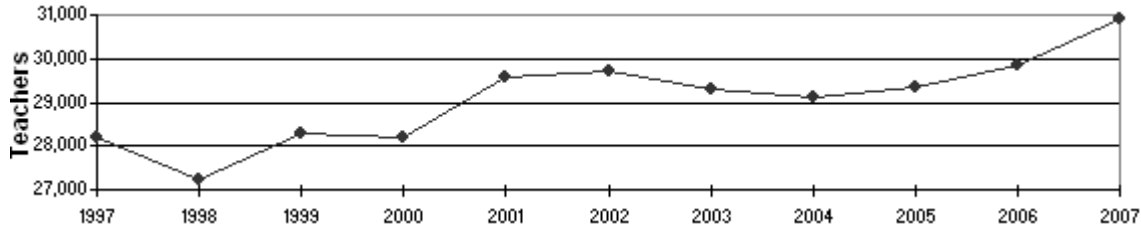


\*Does not include Staff Assigned to an Education Service District.

Source: Staff Data Collections

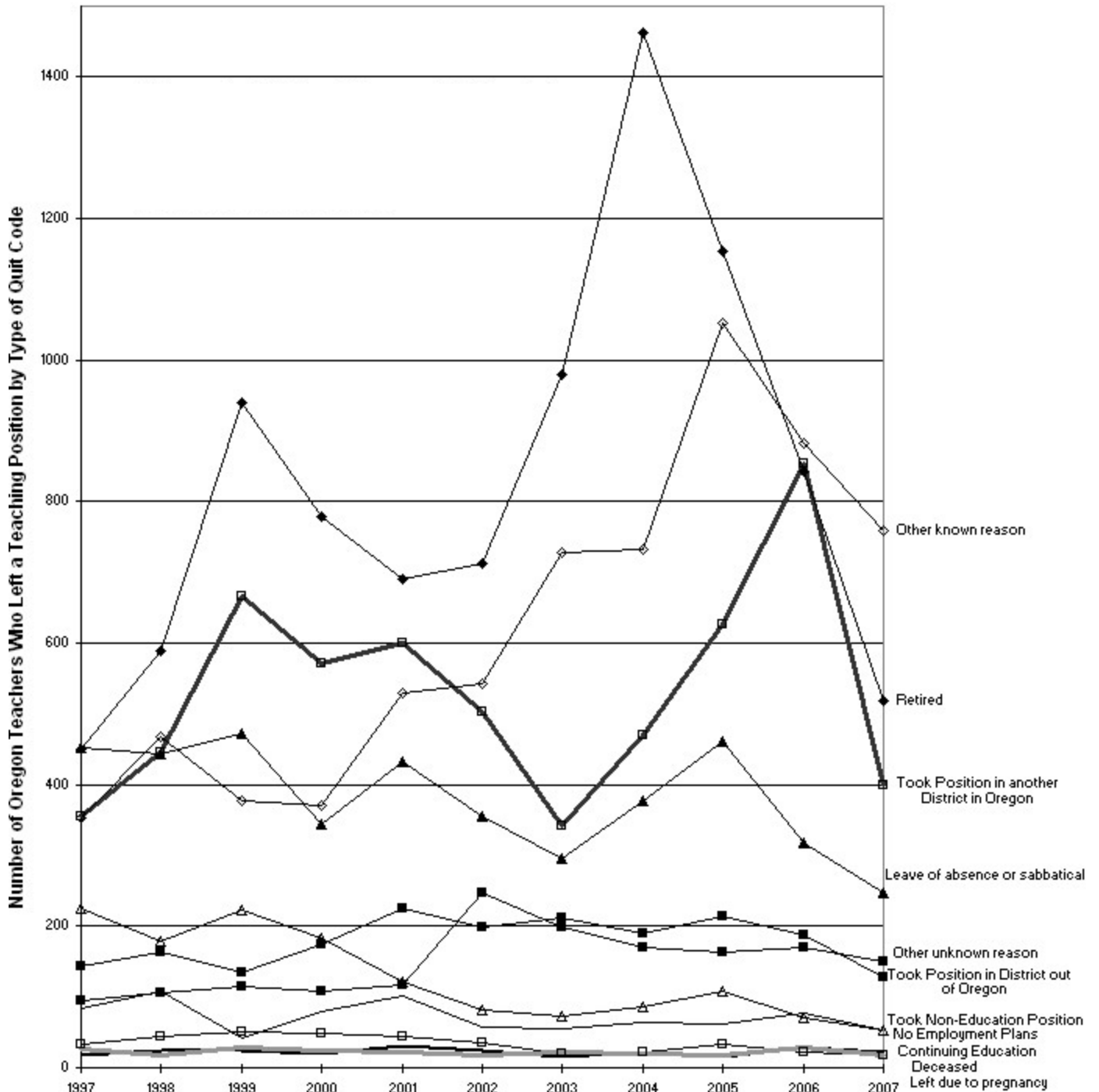
In the last fifteen years, the FTE number of guidance counselors decreased by -10.9% and the number of librarians decreased by -43.2%. In the last year the FTE number of principals and assistant principals increased, but school and library support decreased.

## Total Number of Teachers (NOT FTE) Employed by Oregon Districts 1997-2007



## Why Teachers Quit 1997-2007

Note: Why Teachers Quit data is no longer collected.



## Annual Instructional Hours

Prior to 1989, Oregon schools were required to be in session for 175 days per year. In 1989, the law was amended to specify *minimum instructional hours per year* instead of *days in session per year*.

OAR 581-022-1620 - Required Instructional Time

### Annual Hours of Instruction Time Oregon Public Schools

**Note:** Annual Instructional Hours data was not collected in 2007-08.

	Minimum Required Instructional Hours per Year	2005-06 Average	2006-07 Average
<b>Kindergarten</b>	405	458	462
<b>Grades 1-3</b>	810	921	918
<b>Grades 4-8</b>	900	962	959
<b>Grades 9-12</b>	990	1,021	1,022





## The New Oregon Diploma

In June 2008, the State Board of Education adopted new high school graduation requirements. These new requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete the [credit requirements](#), demonstrate proficiency in [essential skills](#), and meet the [personalized learning requirements](#). Students will also have the option to earn credit for proficiency.

### Credit Requirements & Phase-In

Subject Areas*	Graduating Class of 2009	Graduating Class of 2010 (11 <sup>th</sup> Graders in 2008-09)	Graduating Class of 2012 (9 <sup>th</sup> Graders in 2008-09)	Graduating Class of 2014 (7 <sup>th</sup> Graders in 2008-09)
English/Language Arts	3	4	4	4
Mathematics	2	3	3	3 - Algebra I & above*
Science	2	2	3 - Scientific Inquiry & Lab Experiences* <sup>♦</sup>	3
Social Sciences	3	3	3	3
Physical Education	1	1	1	1
Health	1	1	1	1
Second Language				
The Arts	1	1	3	3
Career & Technical Ed				
Electives	9	9	6	6
<b>Total Credits</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>24</b>

\*Applied and integrated courses aligned to standards can meet credit requirements.

<sup>♦</sup> Lab experiences (2 credits) can take place outside of the school in field-based experiences.

### Credit for Proficiency

Districts must provide students the opportunity to earn credit for proficiency. Credits are earned by successful demonstration of knowledge and skills defined by standards that meet or exceed defined levels of performance. The State Board will review the Credit for Proficiency Task Force recommendations on policy, criteria, and timelines during Fall 2008. Districts currently *may* offer credit for proficiency according to OAR 581-022-1131, adopted in 2003.

## Essential Skills

Beginning in 2012, students must demonstrate proficiency in identified Essential Skills (ES). These are 21st century skills needed for success in college, the workplace, and civic life. The State Board approved three assessment options for students to demonstrate Essential Skill proficiency: (1) state test, or (2) local assessments consistent with state criteria, or (3) approved national standardized test.

<u>ES Required for Graduating Class of 2012</u>	<u>ES to be Phased-In over Subsequent Years</u>
<ul style="list-style-type: none"><li>• Read and comprehend a variety of texts</li><li>• Write clearly and accurately</li><li>• Listen actively and speak clearly and coherently</li><li>• Apply mathematics in a variety of settings</li></ul>	<ul style="list-style-type: none"><li>• Think critically and analytically</li><li>• Use technology to learn, live, and work</li><li>• Demonstrate civic and community engagement</li><li>• Demonstrate global literacy</li><li>• Demonstrate personal management and teamwork skills</li></ul>

## Personalized learning

These requirements (first adopted in 2002 and required in 2007) personalize the diploma for each student and help prepare them for their post-high school goals.

- **Education Plan and Profile:** Students develop an Education Plan and Profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Experiences:** Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
- **Extended Application:** Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.
- **Career-Related Learning Standards (CRLS):** Students demonstrate personal management, communication, problem solving, teamwork, employment foundations, and career development. The CRLS will merge with the Essential Skills in 2012.

# Oregon Graduation Rates

## Graduation Rate Based on National Center for Education Statistics (NCES)

The NCES Graduation Rate was adopted by the Oregon Department of Education and approved by the U.S. Department of Education for use in calculating the graduation rate used in determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act. The actual calculation is made by dividing the number of graduates in the school year by the number of students who dropped out from all grades in that year plus the number of graduates.

School Year	Oregon Graduation Rate
2000-01	77.7
2001-02	79.2
2002-03	81.4
2003-04	80.8
2004-05	81.7
2005-06	81.7
2006-07	81.4

Source: Early Leavers, High School Completers Data Collections

### Oregon Adopted NCES Graduation Rate Formula

For a given school year:

**Number of Regular Diplomas (CIM and Non-CIM)**

**[Number of Regular Diplomas (CIM and Non-CIM)] + [Number of Dropouts in Grades 9, 10, 11, and 12\*]**

\*This is a one-year approximation of 4 years of dropouts for one class, beginning in grade 9 and ending in grade 12. Oregon does not currently use cohort data to calculate a graduation rate, but this is being considered for 2009, following implementation of additional data collected to support tracking students from their 9th grade through their 12th grade years.

In 2006-07, the Oregon Statewide Graduation Rate was 81.4, down from 81.7, which was reported in 2005-06. To see the graduation rates for schools, open Table 8 at the following Excel link:  
<http://www.ode.state.or.us/data/schoolanddistrict/students/dropout/dropouttables2006-2007.xls>

Graduation rates for 2007-08 should be available in Spring 2009.

### Graduation Rates by Race/Ethnicity (NCES formula)

Overall, the statewide graduation rate remained fairly steady between 2005-06 and 2006-07. In 2006-07, the graduation rate increased for Hispanic students and Native American students.

Graduation Rates by Race/Ethnicity							
	TOTAL	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	MULTI RACE/ETHNICITY
<b>2005-06</b>	81.7	85.2	69.4	63.6	88.4	68.6	83.4
<b>2006-07</b>	81.4	84.8	68.1	64.4	87.2	71.7	79.1

Source: 2007-08 AYP Report, online at [http://www.ode.state.or.us/initiatives/nclb/ayp/data/stateayp\\_0708.pdf](http://www.ode.state.or.us/initiatives/nclb/ayp/data/stateayp_0708.pdf)

## Graduation Rates Based on Enrollment

The table below shows the number of Oregon students that received a regular high school diploma (CIM and Non-CIM) and the number of students enrolled in 12<sup>th</sup> grade on October 1 of that year. Not included in this table are students who earned a General Equivalency Degree (GED), modified diploma, or other recognition.

### Oregon Graduation Rates Based on Enrollment

School Year	Number of Graduates (regular diplomas, CIM + Non-CIM)	12 <sup>th</sup> Grade October 1 Enrollment	Percent
1997-1998	27,754	34,419	80.6
1998-1999	28,255	35,010	80.7
1999-2000	30,138	36,827	81.8
2000-2001	30,336	37,070	81.8
2001-2002	31,155	38,377	81.2
2002-2003	32,466	39,799	81.6
2003-2004	32,958	40,707*	81.0
2004-2005	32,588	41,125	79.2
2005-2006	33,083	42,534	77.8
2006-2007	33,441	43,833	76.3

\*Revised

## Graduates Earn a Certificate of Initial Mastery (CIM)

To earn the CIM, students had to meet requirements on statewide assessments and on classroom work samples. In 2006-07, 28.7 percent of regular diploma receivers earned both a regular diploma and the Certificate of Initial Mastery, down from 31.3 percent in 2005-06. The percentage of CIM completers was lower in 2006-07 than in 2005-06 for every race/ethnicity except Hispanic and Unknown Race/Ethnicity, which both increased slightly. 37.6 percent of Asian/Pacific Islander graduates earning a regular diploma also earned a CIM, compared with 31.1 percent of White graduates, 15.4 percent of Native American/Alaskan Native graduates, 12.8 percent of African American graduates, and 11.8 percent of Hispanic graduates.

**Note:** As per HB 2263, the CIM was eliminated as a State requirement in the 2007 Legislative Session. The CIM sunset at the end of the 2007-08 school year. In June 2008, the Oregon State Board of Education approved the performance expectations which are now embodied in the State Diploma Requirements.

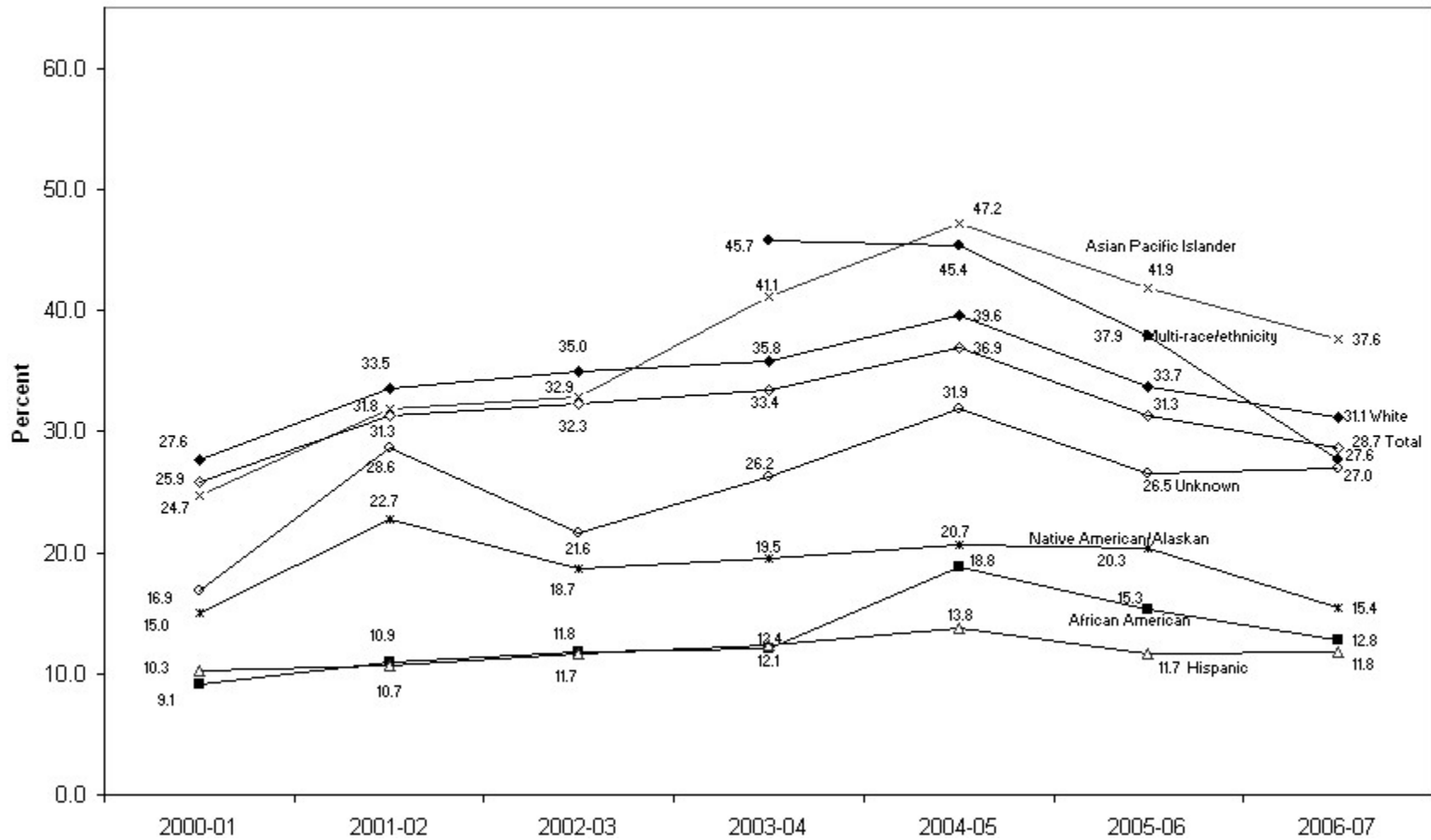
**Regular Diplomas with A CIM By Race/Ethnicity**  
2000-01 to 2006-07

YEAR	White	%	African American	%	Hispanic	%	Asian/ Pacific Islander	%	Native American Alaskan Native	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
2006-07	8,144	31.1	103	12.8	382	11.8	634	37.6	105	15.4	102	27.6	117	27.0	9,587	28.7
2005-06	8,798	33.7	114	15.3	365	11.7	699	41.9	120	20.3	73	37.9	131	26.5	10,300	31.3
2004-05	10,386	39.6	130	18.8	372	13.8	746	47.2	122	20.7	64	45.4	216	31.9	12,036	36.9
2003-04	9,667	35.8	84	12.1	321	12.4	643	41.1	112	19.5	53	45.7	117	26.2	10,997	33.4
2002-03	9,487	35.0	81	11.8	279	11.7	483	32.9	94	18.7	NA	NA	70	21.6	10,494	32.3
2001-02	8,873	33.5	65	10.9	213	10.7	408	31.8	111	22.7	NA	NA	95	28.6	9,765	31.3
2000-01	7,109	27.6	55	9.1	167	10.3	314	24.7	67	15.0	NA	NA	35	16.9	7,747	25.9

Percents are the number of regular diplomas with a CIM for each race/ethnicity, divided by the total number of regular diplomas for each race/ethnicity.

## Percent of Regular Diploma Recipients Who Earned a CIM Within Each Race/Ethnicity 2000-01 through 2006-07

As per HB 2263 (2007), the CIM was eliminated as a State requirement, effective at the end of 2007-08.



The percentage of CIM completers was lower in 2006-07 than in 2005-06 for every race/ethnicity except Hispanic and Unknown, which increased slightly.

## High School Completers

In 2006-07 of the 38,031 students who completed 12th grade, 23,851 (62.7 percent) earned a regular diploma without a CIM, 9,587 (25.2 percent) a diploma with a CIM, 929 (2.4 percent) earned a modified diploma (special education), and 3,664 (9.6 percent) finished the year without earning a diploma.

From 2005-06 to 2006-07, the percent of all completers who did not receive a diploma went up, from 8.5 percent in 2005-06 to 9.6 percent in 2006-07.

### Types of High School Completers:

- ▶ **Regular Diploma without Certificate of Initial Mastery:** Diploma earned when student has fulfilled all school district requirements and state requirements (22 credits, plus competencies) as described in OAR 581-022-1130, but has not earned a Certificate of Initial Mastery (CIM).
- ▶ **Regular Diploma with Certificate of Initial Mastery (CIM):** Diploma earned when students earned a 22-credit diploma (as described above), and met all the Certificate of Initial Mastery standards in writing, math, reading, science, and public speaking.
- ▶ **Modified Diploma:** Students earn a modified diploma based on the successful completion of an individualized education program, as defined in ORS 343.035.
- ▶ **Alternative Credential or No Diploma:** Students attended 4 years of high school, but did not receive a regular 22-credit diploma or a modified diploma and did not drop out. Students fell a few credits short of meeting graduation requirements, and many will finish requirements over the summer or in the following school year.

**Note:** GED recipients are not high school completers because they do not complete high school. As defined by Oregon law, they are also not dropouts.

For more information about high school completers, access the following link:

<http://www.ode.state.or.us/search/results/?id=322>

## All High School Completers by Race/Ethnicity and Type of Completer -- 2000-01 to 2006-07

	YEAR	White	%	African American	%	Hispanic	%	Asian/ Pacific Islander	%	Native American/ Alaskan Native	%	Multi- Race Ethnicity	%	Unknown	%	Total	%
REGULAR DIPLOMA	2006-07	26,220	89.7%	806	76.0%	3,242	78.7%	1,686	90.7%	681	83.6%	370	86.2%	433	83.3%	33,438	87.9%
	2005-06	26,248	89.7%	746	77.4%	3,139	82.4%	1,664	90.1%	597	79.9%	195	84.8%	494	86.2%	33,083	88.4%
	2004-05	26,208	91.2%	693	79.4%	2,699	81.6%	1,581	90.0%	588	82.9%	141	87.6%	678	81.7%	32,588	89.6%
	2003-04	26,995	91.6%	692	82.6%	2,583	84.4%	1,565	90.4%	574	84.4%	116	92.8%	447	85.6%	32,972	90.5%
	2002-03	27,107	90.8%	689	80.9%	2,375	81.2%	1,468	90.3%	503	83.3%	NA	NA	324	88.8%	32,466	89.6%
	2001-02	26,464	91.7%	598	78.4%	1,988	79.6%	1,283	91.1%	490	85.8%	NA	NA	332	84.5%	31,155	90.3%
	2000-01	25,782	91.3%	604	81.8%	1,629	81.6%	1,269	89.3%	448	88.2%	NA	NA	207	89.2%	29,939	90.4%
MODIFIED DIPLOMA	2006-07	684	2.3%	71	6.7%	112	2.7%	21	1.1%	23	2.8%	6	1.4%	12	2.3%	929	2.4%
	2005-06	872	3.0%	53	5.5%	127	3.3%	37	2.0%	42	5.6%	8	3.5%	20	3.5%	1,159	3.1%
	2004-05	712	2.5%	55	6.3%	107	3.2%	29	1.7%	31	4.4%	6	3.7%	25	3.0%	965	2.7%
	2003-04	662	2.2%	30	3.6%	99	3.2%	26	1.5%	30	4.4%	2	1.6%	24	4.6%	873	2.4%
	2002-03	755	2.5%	46	5.4%	112	3.8%	26	1.6%	25	4.1%	NA	NA	6	1.6%	970	2.7%
	2001-02	620	2.1%	63	8.3%	80	3.2%	26	1.8%	29	5.1%	NA	NA	5	1.3%	823	2.4%
	2000-01	601	2.1%	48	6.5%	60	3.0%	34	2.4%	21	4.1%	NA	NA	6	2.6%	770	2.3%
NO DIPLOMA	2006-07	2,323	7.9%	184	17.3%	766	18.6%	152	8.2%	111	13.6%	53	12.4%	75	14.4%	3,664	9.6%
	2005-06	2,153	7.4%	165	17.1%	542	14.2%	146	7.9%	108	14.5%	27	11.7%	59	10.3%	3,200	8.5%
	2004-05	1,813	6.3%	125	14.3%	500	15.1%	146	8.5%	90	12.7%	14	8.7%	127	15.3%	2,815	7.7%
	2003-04	1,804	6.1%	116	13.8%	378	12.4%	141	8.1%	76	11.2%	7	5.6%	51	9.8%	2,573	7.1%
	2002-03	1,984	6.6%	117	13.7%	439	15.0%	131	8.1%	76	12.6%	NA	NA	35	9.6%	2,782	7.7%
	2001-02	1,773	6.1%	102	13.4%	429	17.2%	100	7.1%	52	9.1%	NA	NA	56	14.2%	2,512	7.3%
	2000-01	1,842	6.5%	86	11.7%	308	15.4%	118	8.3%	39	7.7%	NA	NA	19	8.2%	2,412	7.3%
TOTAL ALL COMPLETERS	2006-07	29,227	100.0%	1,061	100.0%	4,120	100.0%	1,859	100.0%	815	100.0%	429	100.0%	520	100.0%	38,031	100.0%
	2005-06	29,273	100.0%	964	100.0%	3,808	100.0%	1,847	100.0%	747	100.0%	230	100.0%	573	100.0%	37,442	100.0%
	2004-05	28,733	100.0%	873	100.0%	3,306	100.0%	1,756	100.0%	709	100.0%	161	100.0%	830	100.0%	36,368	100.0%
	2003-04	29,461	100.0%	838	100.0%	3,060	100.0%	1,732	100.0%	680	100.0%	125	100.0%	522	100.0%	36,418	100.0%
	2002-03	29,846	100.0%	852	100.0%	2,926	100.0%	1,625	100.0%	604	100.0%	NA	NA	365	100.0%	36,218	100.0%
	2001-02	28,857	100.0%	763	100.0%	2,497	100.0%	1,409	100.0%	571	100.0%	NA	NA	393	100.0%	34,490	100.0%
	2000-01	28,225	100.0%	738	100.0%	1,997	100.0%	1,421	100.0%	508	100.0%	NA	NA	232	100.0%	33,121	100.0%

Calculated by year, percents are the number of each diploma type (or "Alternative Credential or No Diploma") for each race/ethnicity, divided by the total number of "All Completers" for each race/ethnicity. Honorary Diplomas (awarded to foreign exchange students) are not included.

Source: Oregon Department of Education, High School Completers



## High School Completers (2006-07) by Gender and Race/Ethnicity

	Total	%	White	%	African American	%	Hispanic	%	Asian/ Pacific Islander	%	Native American	%	Multi- Race Ethnicity	%	Unknown	%
<b>All Completers</b>	<b>38,031</b>	<b>100.0%</b>	<b>29,227</b>	<b>100.0%</b>	<b>1,061</b>	<b>100.0%</b>	<b>4,120</b>	<b>100.0%</b>	<b>1,859</b>	<b>100.0%</b>	<b>815</b>	<b>100.0%</b>	<b>429</b>	<b>100.0%</b>	<b>520</b>	<b>100.0%</b>
<b>Regular Diploma</b>	<b>33,438</b>	<b>87.9%</b>	<b>26,220</b>	<b>89.7%</b>	<b>806</b>	<b>76.0%</b>	<b>3,242</b>	<b>78.7%</b>	<b>1,686</b>	<b>90.7%</b>	<b>681</b>	<b>83.6%</b>	<b>370</b>	<b>86.2%</b>	<b>433</b>	<b>83.3%</b>
without CIM	23,851	62.7%	18,076	61.8%	703	66.3%	2,860	69.4%	1,052	56.6%	576	70.7%	268	62.5%	316	60.8%
with CIM	9,587	25.2%	8,144	27.9%	103	9.7%	382	9.3%	634	34.1%	105	12.9%	102	23.8%	117	22.5%
<b>Modified Diploma*</b>	<b>929</b>	<b>2.4%</b>	<b>684</b>	<b>2.3%</b>	<b>71</b>	<b>6.7%</b>	<b>112</b>	<b>2.7%</b>	<b>21</b>	<b>1.1%</b>	<b>23</b>	<b>2.8%</b>	<b>6</b>	<b>1.4%</b>	<b>12</b>	<b>2.3%</b>
<b>No Diploma</b>	<b>3,664</b>	<b>9.6%</b>	<b>2,323</b>	<b>7.9%</b>	<b>184</b>	<b>17.3%</b>	<b>766</b>	<b>18.6%</b>	<b>152</b>	<b>8.2%</b>	<b>111</b>	<b>13.6%</b>	<b>53</b>	<b>12.4%</b>	<b>75</b>	<b>14.4%</b>
<b>All Male Completers</b>	<b>18,998</b>	<b>100.0%</b>	<b>14,594</b>	<b>100.0%</b>	<b>548</b>	<b>100.0%</b>	<b>2,025</b>	<b>100.0%</b>	<b>955</b>	<b>100.0%</b>	<b>417</b>	<b>100.0%</b>	<b>207</b>	<b>100.0%</b>	<b>252</b>	<b>100.0%</b>
<b>Regular Diploma</b>	<b>16,329</b>	<b>86.0%</b>	<b>12,846</b>	<b>88.0%</b>	<b>397</b>	<b>72.4%</b>	<b>1,522</b>	<b>75.2%</b>	<b>854</b>	<b>89.4%</b>	<b>329</b>	<b>78.9%</b>	<b>180</b>	<b>87.0%</b>	<b>201</b>	<b>79.8%</b>
without CIM	12,214	64.3%	9,392	64.4%	347	63.3%	1,358	67.1%	550	57.6%	283	67.9%	138	66.7%	146	57.9%
with CIM	4,115	21.7%	3,454	23.7%	50	9.1%	164	8.1%	304	31.8%	46	11.0%	42	20.3%	55	21.8%
<b>Modified Diploma*</b>	<b>583</b>	<b>3.1%</b>	<b>437</b>	<b>3.0%</b>	<b>39</b>	<b>7.1%</b>	<b>69</b>	<b>3.4%</b>	<b>13</b>	<b>1.4%</b>	<b>15</b>	<b>3.6%</b>	<b>2</b>	<b>1.0%</b>	<b>8</b>	<b>3.2%</b>
<b>No Diploma</b>	<b>2,086</b>	<b>11.0%</b>	<b>1,311</b>	<b>9.0%</b>	<b>112</b>	<b>20.4%</b>	<b>434</b>	<b>21.4%</b>	<b>88</b>	<b>9.2%</b>	<b>73</b>	<b>17.5%</b>	<b>25</b>	<b>12.1%</b>	<b>43</b>	<b>17.1%</b>
<b>All Female Completers</b>	<b>19,033</b>	<b>100.0%</b>	<b>14,633</b>	<b>100.0%</b>	<b>513</b>	<b>100.0%</b>	<b>2,095</b>	<b>100.0%</b>	<b>904</b>	<b>100.0%</b>	<b>398</b>	<b>100.0%</b>	<b>222</b>	<b>100.0%</b>	<b>268</b>	<b>100.0%</b>
<b>Regular Diploma</b>	<b>17,109</b>	<b>89.9%</b>	<b>13,374</b>	<b>91.4%</b>	<b>409</b>	<b>79.7%</b>	<b>1,720</b>	<b>82.1%</b>	<b>832</b>	<b>92.0%</b>	<b>352</b>	<b>88.4%</b>	<b>190</b>	<b>85.6%</b>	<b>232</b>	<b>86.6%</b>
without CIM	11,637	61.1%	8,684	59.3%	356	69.4%	1,502	71.7%	502	55.5%	293	73.6%	130	58.6%	170	63.4%
with CIM	5,472	28.8%	4,690	32.1%	53	10.3%	218	10.4%	330	36.5%	59	14.8%	60	27.0%	62	23.1%
<b>Modified Diploma*</b>	<b>346</b>	<b>1.8%</b>	<b>247</b>	<b>1.7%</b>	<b>32</b>	<b>6.2%</b>	<b>43</b>	<b>2.1%</b>	<b>8</b>	<b>0.9%</b>	<b>8</b>	<b>2.0%</b>	<b>4</b>	<b>1.8%</b>	<b>4</b>	<b>1.5%</b>
<b>No Diploma</b>	<b>1,578</b>	<b>8.3%</b>	<b>1,012</b>	<b>6.9%</b>	<b>72</b>	<b>14.0%</b>	<b>332</b>	<b>15.8%</b>	<b>64</b>	<b>7.1%</b>	<b>38</b>	<b>9.5%</b>	<b>28</b>	<b>12.6%</b>	<b>32</b>	<b>11.9%</b>

\*Modified Diploma is the type of diploma earned by students completing special education programs that have requirements that are different from regular high school programs.

Source: Oregon Department of Education, High School Completers, November 2007. Numbers do not include Honorary (foreign exchange) Diplomas.

### Diploma:

1. The percent of high school completers who earned a regular diploma decreased from 88.4% in 2005-06 to 87.9% in 2006-07. White students remained the same for both years.
2. From 2005-06 to 2006-07, the percent of Asian/Pacific Islander and Native American students earning a regular diploma increased, while the percent of Hispanic and African American students decreased.
3. In 2006-07, females were more likely than males to earn a Regular Diploma with CIM (28.8% of females compared to 21.7% of males.)
4. In 2006-07, females were more likely than males to earn a Regular Diploma in every race/ethnicity category (except Multi-Race/Ethnicity).

### No Diploma:

**Note:** All students who have attended high school for 4 or more years and have not yet received a diploma must be reported on the High School Completers data collection. Students reported on High School Completers as "No Diploma" are not dropouts, unless they fail to return to school the following year to work towards earning a diploma.

1. The percent of high school completers who did not earn a diploma increased from 8.0% in 2004-05 to 8.5% in 2005-06 to 9.6% in 2006-07.
2. This increase means that many students are taking longer than 4 years to complete diploma requirements.
3. From 2005-06 to 2006-07, the percent of Native American students not earning a diploma decreased, from 14.5% in 2005-06 to 13.6% in 2006-07, while the percents for all other race/ethnicities increased.
4. In 2006-07, 11% of males (2,086) did not receive a diploma, compared with 8.3% of females (1,578).
5. In 2006-07, Hispanic males had the highest rate of completers with No Diploma (21.4%), followed by African American males (20.4%) and Native American males (17.5%).
6. In 2006-07, most students who did not receive a diploma were White students (1,311 males and 1,012 females).

# Dropout Rates

## Dropout Rate Formula

Dropout data is collected in the Early Leavers Data Collection each November.

The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12.

### Oregon Statewide Dropout Rate Calculation

For a given school year:

**Number of Dropouts for Grades 9-12**

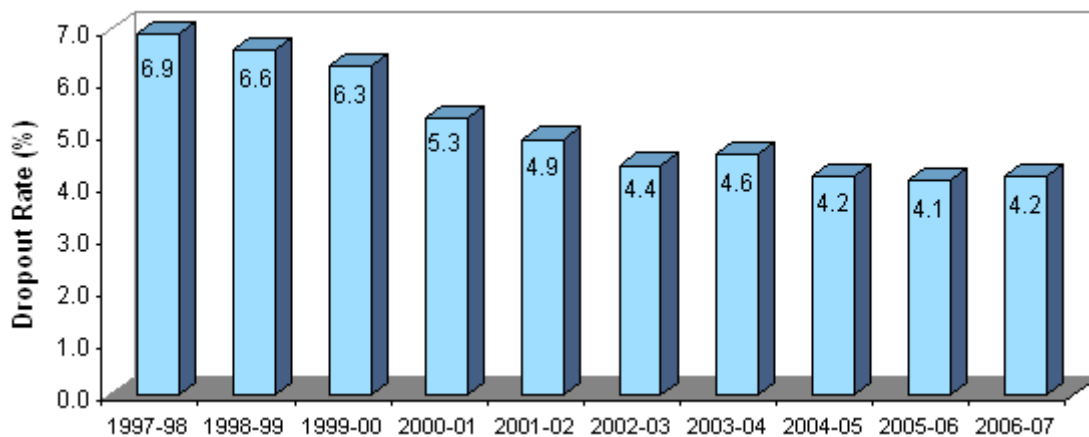
**October 1 Enrollment for Grades 9-12**

Dropout rates are also calculated for schools, districts, and counties.

In addition, rates are calculated for grades 7 and 8. For more information, access the following link: <http://www.ode.state.or.us/search/page/?id=1>

The statewide dropout rate increased slightly from 4.1 percent in 2005-06 to 4.2 percent in 2006-07. The total number of dropouts increased, from 7,397 dropouts in 2005-06 to 7,621 dropouts in 2006-07.

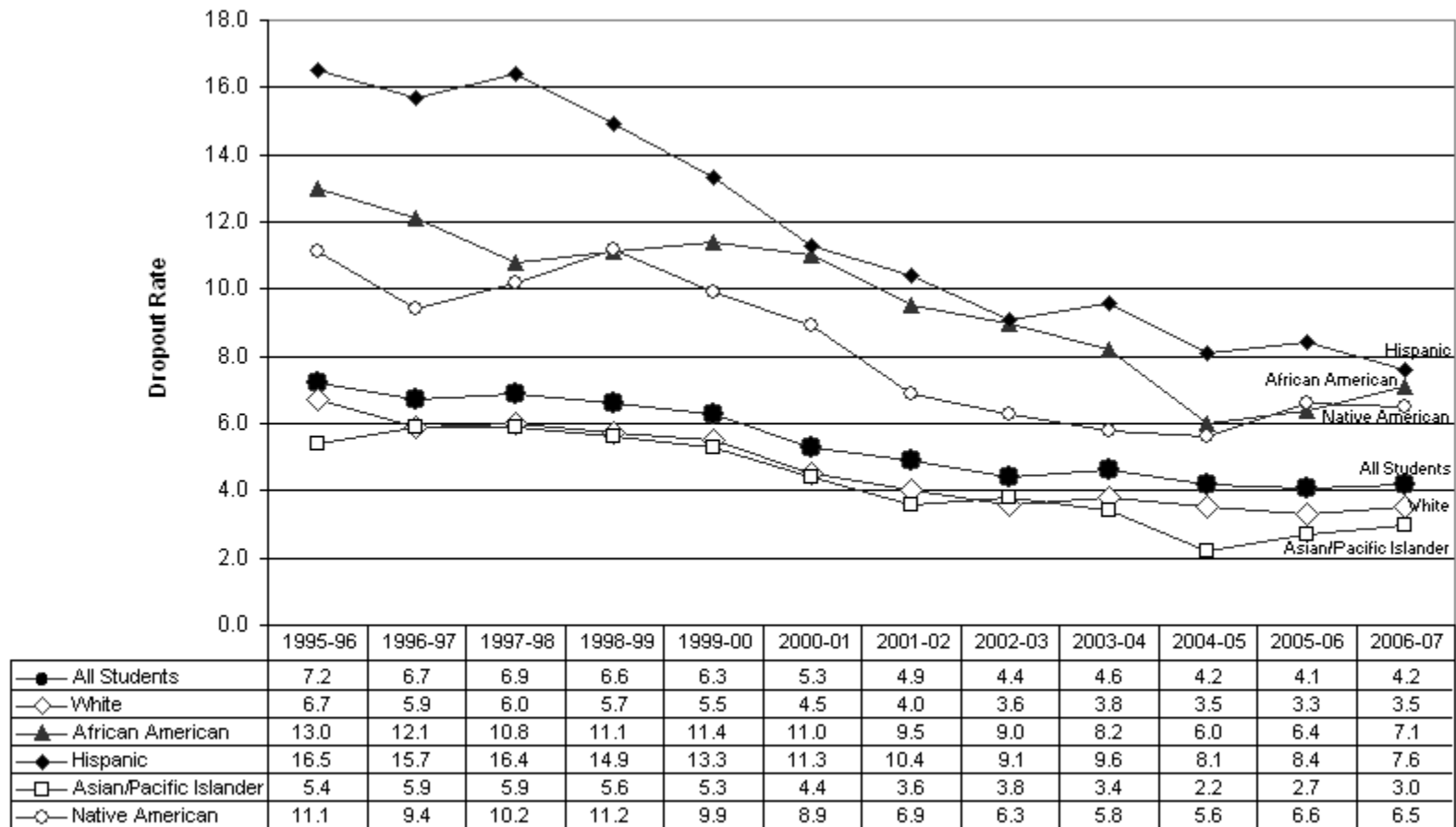
**Oregon High School Dropout Rates**  
1997-98 to 2006-07



The most frequently cited reasons for leaving school have been consistent during the last nine years of reports, suggesting that these are significant factors that affect a student's ability to stay in school. The reasons and the numbers of students reported for 2006-2007 are as follows:

1. Too far behind in credits to catch up (1,071 students)
2. Working more than 15 hours a week (568 students)
3. Lack of parental support for education (517 students)
4. Pregnant or teen parent (514 students)
5. Dysfunctional home life (317 students)
6. Frequent discipline referrals (298 students)
7. Attended 3 or more high schools (213 students)
8. Substance abuse (134 students)
9. Felt peer pressure to not achieve (132 students)

## Oregon Dropout Rates by Race/Ethnicity – Grades 9-12 1995-96 to 2006-07



Since 1995-96, dropout rates have decreased significantly for all race/ethnicity categories. The percent decrease between 1995-96 and 2006-07 (and compared to the average dropout rate for all years) was greatest for Hispanic students. Between 2005-06 and 2006-07, dropout rates declined for Hispanic and Native American students, while rates for White, African American, Asian/Pacific Islander, and All Students increased.

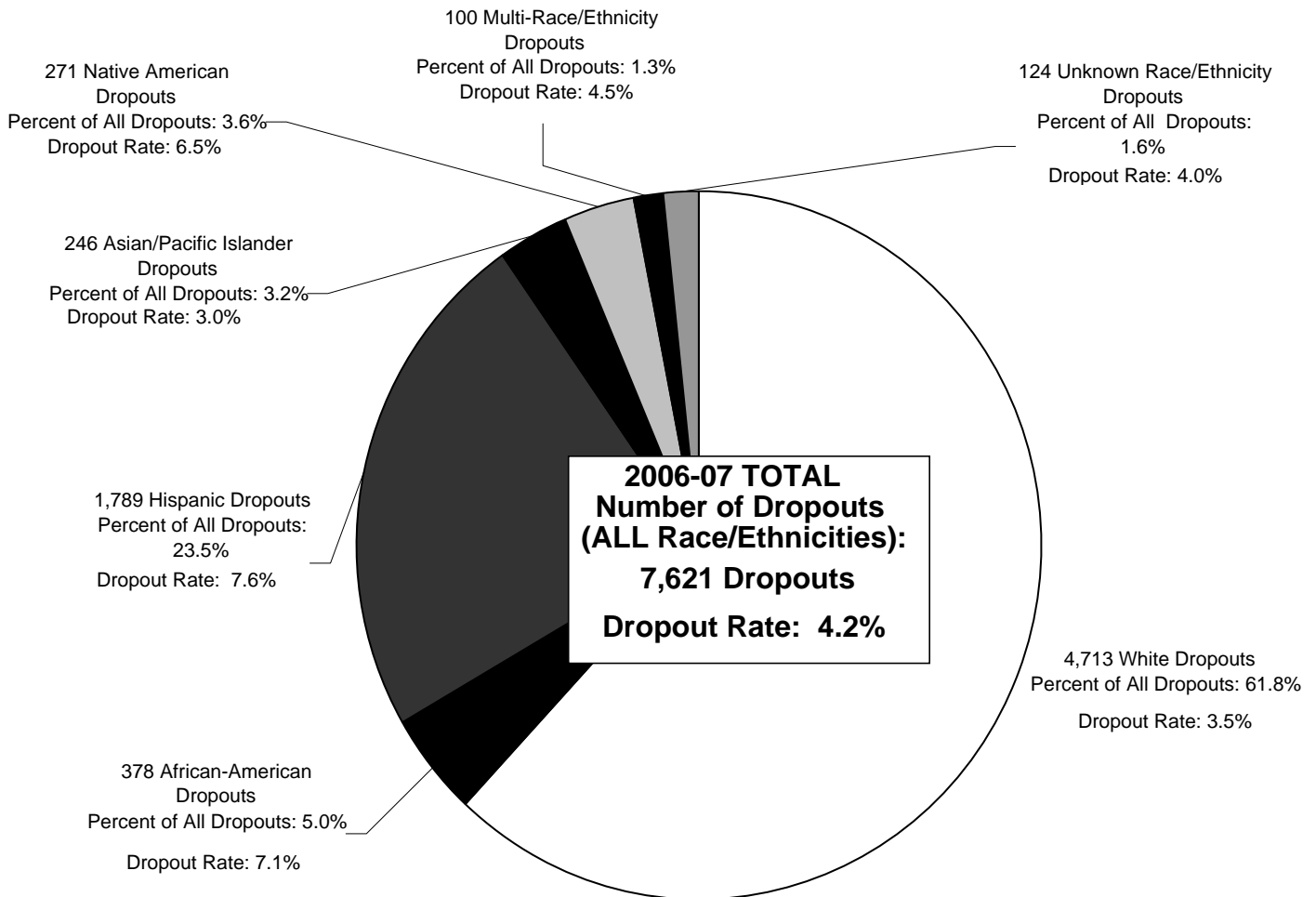
Source: Early Leavers Data Collection

## Oregon Dropout Rates by Race/Ethnicity 2005-06 to 2006-07

Between 2005-06 and 2006-07, dropout rates declined for Hispanic and Native American students, while rates for White, African American, Asian/Pacific Islander, and All Students increased.

As has been true in the past, most 2006-07 dropouts (61.8 percent) were White students. However, minority students were disproportionately represented among Oregon's dropouts. Only White and Asian/Pacific Islander students have a lower percent of all dropouts than their percent of the total population of all students. Hispanic students comprised 13 percent of the grade 9-12 total population in 2006-2007, but represented 23.5 percent of total dropouts. The dropout rate for African American students remains high: 7.1 percent compared to 4.2 percent for all students. The graph below shows the fluctuation in dropout rates among the various racial/ethnic student groups.

**Percent of All Dropouts by Race/Ethnicity With Dropout Rates**  
Grades 9-12 2006-07



# Federal Compensatory Education Programs

## Support to Districts through “No Child Left Behind” (NCLB)

The 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) and the No Child Left Behind Act (NCLB) represents a major shift in the role of federal education policy and funding with relation to state and local education policies and practices.

Through the No Child Left Behind Act of 2001, the Oregon Department of Education received and distributed federal education funds to eligible school districts throughout Oregon. These supplemental funds support district efforts in meeting federal and state requirements and in implementing programs that improve the ability of all students to meet high academic standards. The Oregon Department of Education continued its commitment to develop processes that ensure that NCLB federal funds contributed to these opportunities.

Oregon students are served through the following programs provided through the Elementary and Secondary Education Act, No Child Left Behind.

- **Title I-A** Improving the Academic Achievement of the Disadvantaged
- **Title I-B1** Reading First
- **Title I-B2** Early Reading First
- **Title I-B3** Even Start Family Literacy Program
- **Title IC** Education of Migratory Children
- **Title ID** Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- **Title II-A** Preparing, Training, and Recruiting High Quality Teachers and Principals
- **Title II-B** Mathematics & Science Partnerships
- **Title II-C** Troops to Teachers
- **Title II-D** Enhancing Education Through Technology
- **Title III** Language Instruction for Limited English Proficient and Immigrant Students
- **Title IV-A** Safe and Drug-Free Schools and Communities
- **Title IV-B** 21<sup>st</sup> Century Community Learning Centers
- **Title V** Promoting Informed Parental Choice and Innovative Programs
- **Title VI** Flexibility and Accountability
- **Title VII** Indian, Native Hawaiian, and Alaskan Native Education
- **Title X** McKinney-Vento Homeless Education Assistance Improvements

In addition to the management of federal funds, the Office of Educational Improvement and Innovation and the Office of Student Learning and Partnerships provide ongoing guidance, technical assistance, model programs, and monitoring to ensure that all students receive these opportunities for academic success.

## No Child Left Behind Act (NCLB) - Adequate Yearly Progress (AYP)

The federal *No Child Left Behind Act* of 2001 was signed into law on January 8, 2002. This legislation mandated new requirements for state-level funding, professional development of teachers, assessment of student performance, and reporting student and school information to parents and communities.

The *No Child Left Behind Act* requires the annual determination of whether schools, districts, and states have made *adequate yearly progress (AYP)* toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school and district, as well as demographic subgroups such as special education and race/ethnicity, will be measured against annual performance targets. Performance and other data is available via the link below for detailed AYP reports.

The law requires each state to submit a plan to the U.S. Department of Education explaining how *adequate yearly progress* would be determined in that state, how assessments and reporting would be completed, and how additional requirements would be met. The Oregon plan was approved on May 29, 2003.

The Oregon plan is available online at:

[http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypwb\\_current.pdf](http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypwb_current.pdf)

Detailed AYP reports for Oregon public schools are available online at:

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

**Adequate Yearly Progress (AYP)**  
Oregon Public Schools Meeting AYP - 2004-05 to 2007-08

	2004-05*			2005-06			2006-07			2007-08**		
	Number of Schools	Number Met AYP	Percent Met AYP	Number of Schools	Number Met	Percent Met	Number of Schools	Number Met	Percent Met	Number of Schools	Number Met	Percent Met
<b>All Schools</b>	1199	811	67.6	1229	855	69.6	1234	957	77.6	1240	780	62.9
Elementary/Middle	930	731	78.6	936	765	81.7	936	819	87.5	941	674	71.6
High Schools	269	80	29.7	293	90	30.7	298	138	46.3	299	106	35.5
<b>Title I Schools</b>	578	487	84.3	591	518	87.6	600	525	87.5	565	413	73.1
Elementary/Middle	536	463	86.4	541	488	90.2	550	497	90.4	527	390	74.0
High Schools	42	24	57.1	50	30	60.0	50	28	56.0	38	23	60.5
<b>Non-Title I Schools</b>	621	324	52.2	638	337	52.8	662	432	65.3	675	367	54.4
Elementary/Middle	394	268	68.0	395	277	70.1	402	322	80.1	414	284	68.6
High Schools	227	56	24.7	243	60	24.7	260	110	42.3	261	83	31.8
Number new schools not rated	54			27			28			38		
Title I schools Identified for Improvement	42			47			45			39		
Title I schools exiting school improvement status	1			6			12			13		

\*State targets for students meeting or exceeding the cut score increased to 50% in Reading/Literature and 49% in Mathematics.

\*\*State targets for students meeting or exceeding the cut score increased to 60% in Reading/Literature and 59% in Mathematics.

Source: Oregon Department of Education. For information on standards and cut scores please visit <http://www.ode.state.or.us/search/results/?id=223>

**2007- 08 State AYP Report**  
*Summary*  
 (as of 10/10/2008)

**AYP Designation: NOT MET**

**Did the state meet the standard for AYP?**

<b>Overall AYP</b>	English / Language Arts AYP	Math AYP	Graduation
All Students	<b>MET</b>	<b>MET</b>	<b>MET</b>
Economically Disadvantaged	<b>MET</b>	<b>MET</b>	
Limited English Proficient	<b>NOT MET</b>	<b>NOT MET</b>	
Students with Disabilities	<b>NOT MET</b>	<b>NOT MET</b>	
Asian/Pacific Islander	<b>MET</b>	<b>MET</b>	
Black (not of Hispanic origin)	<b>MET</b>	<b>NOT MET</b>	
Hispanic origin	<b>NOT MET</b>	<b>MET</b>	
American Indian/Alaskan Native	<b>MET</b>	<b>MET</b>	
White (not of Hispanic origin)	<b>MET</b>	<b>MET</b>	
Multi-Racial/Multi-Ethnic	<b>MET</b>	<b>MET</b>	

**2007- 08 State AYP Report**

*English / Language Arts (Reading Knowledge and Skills) Details*

**Participation Target: 95%**

<b>Participation</b>	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		06-07	07-08	06-07	07-08		
All Students	<b>MET</b>	295931	297250	3073	2654	598908	99
Economically Disadvantaged	<b>MET</b>	132501	135686	1218	1008	270413	99
Limited English Proficient	<b>MET</b>	38182	37504	174	210	76070	99
Students with Disabilities	<b>MET</b>	43246	43677	1032	971	88926	98
Asian/Pacific Islander	<b>MET</b>	13617	14110	97	86	27910	99
Black (not of Hispanic origin)	<b>MET</b>	8794	8771	143	147	17855	98
Hispanic origin	<b>MET</b>	48239	50196	524	436	99395	99
American Indian/Alaskan Native	<b>MET</b>	6310	6228	108	97	12743	98
White (not of Hispanic origin)	<b>MET</b>	207628	205480	2067	1726	416901	99
Multi-Racial/Multi-Ethnic	<b>MET</b>	5888	7402	5	57	13352	100



**2007- 08 State AYP Report**  
*Mathematics Knowledge and Skills Details*

**Participation Target: 95%**

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		06-07	07-08	06-07	07-08		
All Students	<b>MET</b>	295498	296818	3486	3032	598834	99
Economically Disadvantaged	<b>MET</b>	132270	135538	1414	1170	270392	99
Limited English Proficient	<b>MET</b>	38071	37428	282	289	76070	99
Students with Disabilities	<b>MET</b>	43171	43640	1060	1042	88913	98
Asian/Pacific Islander	<b>MET</b>	13599	14078	131	128	27936	99
Black (not of Hispanic origin)	<b>MET</b>	8751	8760	179	158	17848	98
Hispanic origin	<b>MET</b>	48169	50120	608	490	99387	99
American Indian/Alaskan Native	<b>MET</b>	6283	6220	129	108	12740	98
White (not of Hispanic origin)	<b>MET</b>	207480	205202	2296	1971	416949	99
Multi-Racial/Multi-Ethnic	<b>MET</b>	5849	7404	3	61	13317	100

## School and District Report Cards

The Oregon Department of Education produces annual school and district report cards that provide parents and communities with consistent information about how local schools are performing. The Oregon report cards were established by the 1999 state legislature, and the first report cards were issued in January 2000.

School report cards describe student performance on statewide assessments, attendance, dropout rates, graduates, class size, expulsions due to weapons, SAT scores, and teacher education and experience. The report card is a work in progress, and other elements may be included as the report card continues to evolve in measuring additional factors that lead to student success.

Schools receive ratings for Student Performance, Student Behavior, School Characteristics, and Improvement, as well as an Overall rating of Exceptional, Strong, Satisfactory, Low, or Unacceptable.

### Number of Schools Receiving Each Overall Rating by Year

Overall Rating	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Exceptional	91	130	130	137	147	157	129
Strong	399	339	360	390	436	457	414
Satisfactory	558	548	546	509	463	472	555
Low	27	34	27	22	24	24	20
Unacceptable	7	5	10	8	5	9	12

Source: Oregon Department of Education

To view specific district or school report cards, go to:

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

## No Child Left Behind - Highly Qualified Teachers

According to the federally required definition under the No Child Left Behind Act, 91.6 percent of all classes taught in Oregon's public schools in 2007-08 have a "highly qualified teacher." Oregon's percentage is even higher in classrooms where students have the same teacher all day, as is the case in nearly all elementary schools and many middle schools. In these self-contained classes, 97.5 percent have highly qualified teachers.

Oregon requires teachers to be fully licensed, hold at least a bachelor's degree, and meet state requirements to demonstrate mastery of subject knowledge, either by exam or major in the core academic area. All teachers of core academic subjects (English, reading, language arts, math, science, foreign languages, social studies, and the arts) must meet the definition of highly qualified teacher by the end of the 2006-07 school year.

It is possible for a teacher to meet all qualifications and still not meet the highly qualified definition if the class assignment is outside the teacher's academic certification. The federal designation of "highly qualified" is given when a teacher's assignment matches the area of preparation, credentials, and licensure.

As a requirement of the No Child Left Behind Act, if a school receives funds from the federal government because of the high poverty levels of its students under Title IA Improving Basic Programs, the school is required to send letters to the parents of students who are being taught for four or more weeks by a teacher who is not designated as highly qualified. In Oregon and throughout the United States, students in high-poverty schools are less likely than other students to be taught by a highly qualified teacher. However, it is worth noting that Oregon is making progress by increasing the percentage of classes taught by highly qualified teachers in high-poverty schools with 92.5 percent in 2007-08 compared to 90.1 percent in 2006-07, 89.7 percent in 2005-06, 88.9 percent in 2004-2005 and 84.5 percent in 2003-2004.

In 2007-2008, only 1.2 percent or 297 of the teachers in Oregon's classrooms instructing in core content classes were teaching with Emergency or provisional licenses.

The Oregon Department of Education requires each district to submit a plan that explains how it will increase the number of highly qualified teachers, either through re-assignment of its teachers or continued professional development.

**Percent of Classes Taught by Highly Qualified Teachers**  
2007-08 School Year

Type of Class	Percent of All Classes Taught by Highly Qualified Teachers	Percent of All Classes NOT Taught by Highly Qualified Teachers*	Percent of Classes in HIGH Poverty Schools Taught by Highly Qualified Teachers	Percent of Classes in HIGH Poverty Schools NOT Taught by Highly Qualified Teachers*	Percent of Classes in LOW Poverty Schools Taught by Highly Qualified Teachers	Percent of Classes in LOW Poverty Schools NOT Taught by Highly Qualified Teachers*
<b>All</b>	91.6%	8.4%	92.5%	7.5%	93.3%	6.7%
<b>Self-Contained</b>	97.5%	2.5%	97.8%	2.2%	98.4%	1.6%
<b>English</b>	89.3%	10.7%	88.4%	11.6%	92.4%	7.6%
<b>Foreign Languages</b>	89.3%	10.7%	86.6%	13.4%	92.6%	7.4%
<b>The Arts</b>	91.8%	8.2%	92.0%	8.0%	92.7%	7.3%
<b>Science</b>	90.3%	9.7%	90.4%	9.6%	92.3%	7.7%
<b>Math</b>	89.6%	10.4%	87.7%	12.3%	93.1%	6.9%
<b>Social Sciences</b>	91.7%	8.3%	94.2%	5.8%	92.3%	7.7%

\*Calculated by subtraction (100% - Percent of Classes Taught by Highly Qualified Teachers)

Source: NCLB Staff Assignment (Highly Qualified Teachers) Data Collection 2007-2008.

School Type	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers
<b>Elementary Level</b>		
High-Poverty	95.7%	4.3%
Low-Poverty	91.4%	8.6%
All Elementary Schools	93.8%	6.2%
<b>Secondary Level</b>		
High Poverty	90.4%	9.6%
Low Poverty	93.9%	6.1%
All Secondary Schools	91.4%	8.6%

Source: Oregon Department of Education

## No Child Left Behind Act – Persistently Dangerous Schools

The No Child Left Behind Act (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA), which requires the state to provide options, at schools deemed “persistently dangerous,” for students to attend a different school of choice. This is known as the Unsafe School Choice Option. A school can be deemed “persistently dangerous” as an entire entity, or for an individual student who is the victim of a violent crime. Should either of these occur, parents may exercise their right to move their student to a different public school in the district.

Oregon identifies a school as “persistently dangerous” if the school exceeds the threshold for expulsions for weapons and/or, violent behavior, and/or violent criminal offenses for *three consecutive years*. To exceed the threshold, the total number of expulsions for the three categories listed below must occur at the following rates:

### Categories for Expulsions:

1. Expulsions for weapons
2. Expulsions for violent behavior
3. Expulsions for students arrested for violent criminal offenses on school grounds

In 2007-08, ten schools were placed on year one or two “watch status” and are required to submit a corrective action plan to the Department of Education. Oregon identified one school as “persistently dangerous” for exceeding the threshold for three or more consecutive years. In 2006-07, twelve schools were placed on year one or two “watch status,” and one school was identified as “persistently dangerous.”

	Number of Expulsions for Weapons and/or Violent Criminal Behavior
Schools with FEWER than 500 Students	5 or more within a school year
Schools with 500 or MORE Students	1 for every 100 students per school year

Source: Oregon Department of Education

It is interesting to note that a school with a higher than average number of expulsions may indicate a safer climate than one with a lower rate, because the school is confronting the issue of school safety.

### NCLB Unsafe School Choice Option:

[http://www.ode.state.or.us/opportunities/grants/nclb/title\\_iv/a\\_drugfree/unsafeschchoiceoption.doc](http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/a_drugfree/unsafeschchoiceoption.doc)  
<http://www.ode.state.or.us/search/results/?id=107>

For more information, contact Scott Hall at 503-947-5628, or [scott.hall@state.or.us](mailto:scott.hall@state.or.us)

## Homeless Students in Oregon 2007-08

The right of homeless children and youth to have equal access to the same free, appropriate public education provided to other children is ensured under the federal McKinney-Vento Homeless Assistance Act, Subtitle VII-B, Education of Homeless Children and Youth Program, enacted in 1987. The Act requires that every district designate a Homeless Liaison and contribute to the annual data collection on K-12 public school-enrolled homeless children and youth.

Reauthorized under the No Child Left Behind Act as Title X, the Education of Homeless Children and Youth Program works to ensure that school age-eligible homeless children and youth are provided with immediate school enrollment and access to education services, despite lack of a permanent residence, a supervising parent or legal guardian, or lack of records from a previous school. To reduce frequent school changes, districts are asked to stabilize homeless students in their school of origin, even though the transportation route might involve crossing district boundaries.

### How is "Homeless" Defined?

For the purposes of the Education of Homeless Children and Youth Programs under Title X, homeless children and youth "lack a fixed, regular, and adequate nighttime residence." A homeless family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, reside in motels or live in tents or trailers for lack of alternative, adequate accommodations. Unaccompanied minors who have been abandoned by their parents or who have run away from home are also eligible for educational rights and services as homeless students. A new category has been recently added: children and youth who are in state custody, awaiting permanent foster homes.

### How are Homeless Students Counted?

State education agencies are required to submit an aggregate report of the counts from all school districts in the state to the U.S. Department of Education. ODE uses a web-based Homeless Data Collection for districts to report homeless student counts collected over the school year. To protect student confidentiality, individual students are not identified in the data collection. Media releases include district counts in which count numbers from 0-5 are suppressed.

### How many homeless students attend public schools in Oregon?

For the 2007-08 count, districts reported a total of 15,859 homeless students enrolled in school during all or part of the school year. This represents an increase of 342 children and youth from the 2006-07 count, a 2.2 percent increase.

Approximately 2.8 percent of all K-12 students enrolled in Oregon public school districts, as calculated using data from the 2007-08 Fall Enrollment Report, are reported as homeless students. Following are the K-12 total counts from the eight districts with the highest numbers of homeless students, as reported in the 07-08 Homeless Student Count.

DISTRICT	K-12 Total
Portland	1,232
Medford	1,094
Beaverton	973
Salem-Keizer	844
Eugene	632
Bend-LaPine	624
Reynolds	546
David Douglas	505

## Aggregate State Count Totals

95 percent of Oregon school districts completed the web survey for the 07-08 school year. Of the 187 districts reporting, 38 districts reported no homeless students; another 30 districts had homeless student counts of 1 to 10 students.

### 2007-08 Homeless Student Data Collection By Grade Level

KG	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1,076	1,183	1,212	1,222	1,170	1,169	1,073	1,092	1,059	1,177	1,255	1,397	1,774	15,859

### Among Oregon's 197 school districts (over half of which are small and rural):

- 149 districts reported having at least one homeless student
- 110 districts reported having more than 15 students
- 87 districts reported having more than 25 homeless students
- 36 districts reported having more than 100 students
  
- 15,859 of Oregon's 564,757 K-12 students\* (2.8%) were homeless for some period of time during 2007-08
- 7,032 homeless students were enrolled in grades K-5
- 3,224 homeless students were enrolled in grades 6-8
- 5,603 homeless students were enrolled in grades 9-12
- Just as in 05-06 and 06-07, the greatest number of homeless students were 12th graders (1,774)
- 2,802 students within the total count were unaccompanied homeless minors who had been abandoned by parents, or had run away from home or left their foster care home. Since these students typically do not have a parent or guardian looking after their educational best interest, district Homeless Liaisons and Counselors often act as an emergency contact for the student, and assist them with other issues and concerns related to absenteeism, school performance, and behavior.

\* Total from the 2007-08 October 1 Enrollment Summary Report at <http://www.ode.state.or.us/sfda/reports/r0073Select.asp>. The 564,757 total above does not include PK students.

## National Statistics

Across the U.S. and Puerto Rico, a total of 679,724 homeless students were reported enrolled in local education agencies (LEAs) with and without subgrants in SY2006-07, a decrease from the 2005-06 total of 906,680. Nationally, 29 states (55%) reported increases in the total homeless children and youth enrolled in LEAs with and without subgrants. Twenty-four states reported a decrease in 2006-07 in the number of homeless children and youth from the 2005-06 school year. (Source: *National Center for Homeless Education, July 2008 Publication: Analysis of Data*; <http://www.serve.org/nche/>)

## What are the Living Situations of Homeless Students in Oregon?

School districts were also asked to provide information about the living situations of the homeless students they served. The majority of homeless students, both those in families and those who are not accompanied by their families, share residences with relatives or friends due to loss of housing, economic hardship, or similar reasons.

In Shelters	Sharing Housing	Unsheltered	Motels
1,820	11,112	1,957	970

## How do public school programs serve homeless students?

Each district is required under the McKinney-Vento Act to designate a Homeless Liaison to be available to identify and provide assistance to students in homeless living situations. Services may include school transportation, tutoring, extended-day and summer school programs, athletic fees, uniforms, clothing and hygiene supplies. Local district general funds may be supplemented by Title I-A funds, McKinney-Vento competitive subgrants, community agencies and local donations. Many districts receive donations from community sponsors, foundations and local businesses to help provide resources for homeless students such as dental and medical care, glasses, mentoring, family support and other services.

## McKinney-Vento Subgrant Projects

Oregon received \$571,752 in 2007-08 to serve homeless students. This was a significant decrease from the \$635,222 in federal funds received from the McKinney-Vento program in 2006-07. During the 07-08 school year, 41 local districts were served by 21 subgrant projects from this program.

McKinney-Vento Subgrant Projects were required to report results on Oregon State Achievement tests of the homeless students in their districts. Following are the results of those Oregon Assessment of Knowledge & Skills (OAKS) tests:

2007-08 MATH GRADE	NUMBER OF HOMELESS STUDENTS TESTED	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD	PERCENT OF ALL STUDENTS WHO MET OR EXCEEDED STANDARD
3	482	72.0%	77.1%
4	448	70.1%	76.8%
5	439	74.7%	76.7%
6	402	64.9%	70.3%
7	425	69.4%	74.2%
8	395	60.5%	68.7%
10+	329	34.7%	52.2%

2007-08 READING GRADE	NUMBER OF HOMELESS STUDENTS TESTED	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD	PERCENT OF ALL STUDENTS WHO MET OR EXCEEDED STANDARD
3	485	81.6%	83.9%
4	445	82.7%	82.8%
5	437	84.7%	75.4%
6	407	77.9%	73.3%
7	414	75.6%	73.8%
8	391	64.2%	65.3%
10+	316	56.3%	64.8%

## What are the trends in poverty and homelessness?

The economic disparities in Oregon are still problematic, including lack of enough affordable housing for families and unaccompanied youths. Recently, no-risk mortgages and high interest cash loans have left many in default on their home loans, causing increased homelessness and economic hardship. Foreclosures and job loss may mean more homelessness in future years.

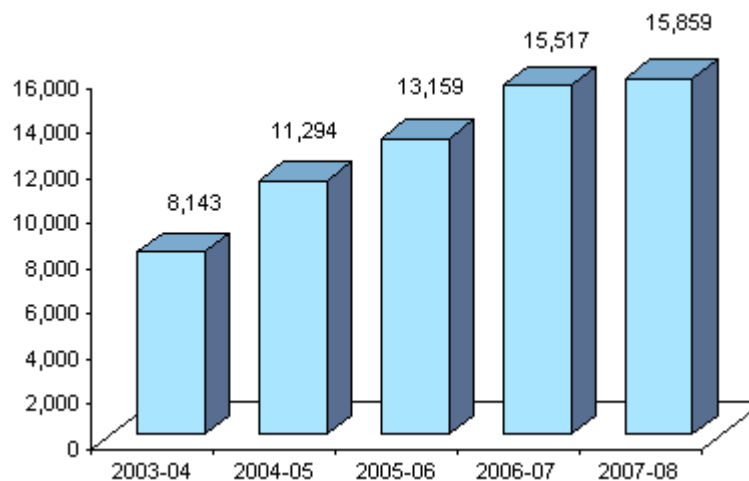
The increasing counts of homeless students over the years may also be the result of better identification by District Homeless Liaisons, as well as increasing numbers of homeless students who are becoming enrolled and staying in school, thanks to the efforts of district staff, community partners and advocates for children and youth.

	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Homeless Students</b>	8,143	11,294	13,159	15,517	15,859
<b>Total Enrollment</b>	551,410*	552,339	559,254*	562,828	566,067
<b>% of Total Enrollment</b>	1.5%	2.0%	2.4%	2.8%	2.8%

\*Revised, see the October 1 Enrollment Summary Report

New partnerships are emerging across the state between school districts and county agencies working to end homelessness. Many Liaisons are involved in county Ten-Year Plan Committees to End Homelessness, County Homeless Councils, Continuums of Care and federal and state-funded Runaway & Homeless Youth Projects. The role of the Homeless Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and end homelessness, has become more important over time. It is hoped that these collaborations will begin to reduce homelessness among children and youth in the short run, as well as in the long run.

**Homeless Student Count  
2003-04 to 2007-08**



The homeless student count rose slightly (342) between 2006-07 and 2007-08.

For more information about the ODE Education of Homeless Children and Youth Program,  
Contact Dona Bolt, Coordinator  
[dona.bolt@state.or.us](mailto:dona.bolt@state.or.us)

or visit the Homeless Education webpage on the ODE website at the following link:  
<http://www.ode.state.or.us/Go/HomelessEd>



## Free and Reduced Price Lunch

### Oregon Public Schools Number and Percent of All Students Eligible October 1, 2007 Enrollment

School Type and Level	A Total Number of Students Eligible for Free and Reduced Price Lunch	B Total Number of All Students October 1, 2007	Free and Reduced Price Lunch Eligible Students as a Percent of All Students (Column A divided by Column B)
<b>REGULAR</b>			
Elementary	125,878	260,365	48.3
Middle	45,764	104,029	44.0
High	59,148	169,922	34.8
Combined	1,656	3,844	43.1
<b>ALTERNATIVE</b>			
Elementary	355	1,786	19.9
Middle	29	243	11.9
High	1,087	2,486	43.7
Combined	236	614	38.4
<b>CHARTER</b>			
Elementary	1,047	3,897	26.9
Middle	162	442	36.7
High	767	1,787	42.9
Combined	805	3,896	20.7
<b>ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)</b>			
Elementary	127,280	266,048	47.8
Middle	45,955	104,714	43.9
High	61,002	174,195	35.0
Combined	2,697	8,354	32.3
Oregon School for the Blind	12	30	40.0
Oregon School for the Deaf	33	117	28.2
Programs*	109	455	24.0
<b>Total</b>	<b>237,088</b>	<b>553,913</b>	<b>42.8</b>

\*This row refers only to the nine programs without available grade level information

Note: Column B includes enrollment of all schools and programs reporting on free and reduced price lunch eligibility (1,248) as shown in the DBI report at: <http://www.ode.state.or.us/sfda/reports/r0061Select2.asp>

Source: Oregon Department of Education

## Special Programs

Many Oregon students receive additional services through special programs to assist them in school.

### Special Education

The number of Oregon students receiving special education services through the federal *Individuals with Disabilities Education Act* (IDEA) has averaged 12.8% of total enrollment over the last five years.

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Special Education</b>	65,523	67,638	69,141	70,902	71,875	70,824	71,398	71,517	71,834	72,051
<b>Total Enrollment</b>	542,867	545,085	545,680	551,679	554,071*	551,410*	552,339	559,254*	562,828	566,067
<b>% of Total Enrollment</b>	12.1	12.4	12.7	12.9	13.0	12.8	12.9	12.8	12.8	12.7

\*Revised

Sources: December Special Education Child Count, Fall Membership

Each special education student in Oregon has at least one of the eleven different disabilities listed for school age students in the federal Individuals with Disabilities Education Act.

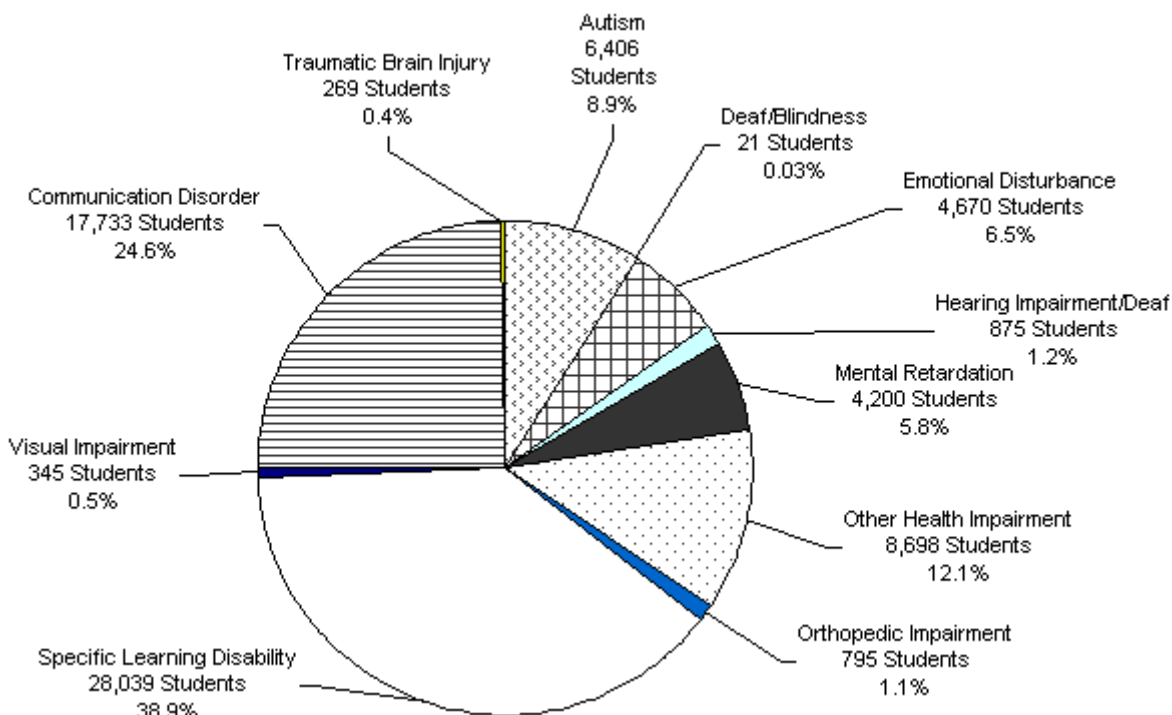
Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Student Learning and Partnerships keep up with the ever-changing needs of Oregon's children.

#### Number of Students with Disabilities (Ages 5-21) 2003-04 and 2007-08 with Percent Changes

Type of Disability	2003-04 Number of Students	2007-08 Number of Students	Percent Change
<b>Autism</b>	3,989	6,406	+60.6
<b>Deaf/Blindness</b>	18	21	+16.7
<b>Emotional Disturbance</b>	4,629	4,670	+ .9
<b>Hearing Impairment/Deaf</b>	843	875	+3.8
<b>Mental Retardation</b>	4,412	4,200	-4.8
<b>Other Health Impairment</b>	6,495	8,698	+33.9
<b>Orthopedic Impairment</b>	805	795	-1.2
<b>Specific Learning Disability</b>	31,710	28,039	-11.6
<b>Visual Impairment</b>	312	345	+10.6
<b>Communication Disorder</b>	17,307	17,733	+2.5
<b>Traumatic Brain Injury</b>	304	269	-11.5
<b>Total</b>	70,824	72,051	+1.7

Source: December Special Education Child Count

## School Age Students with Disabilities Receiving Special Education Services 2007-08 School Year      72,051 Students



In 2007-08, 69.6 percent of Oregon's special education students are served in regular classrooms 80 percent of the day or more, while 16.5 percent are served in regular classrooms 40 to 79 percent of the day, and 11.1 percent are served in regular classrooms less than 40 percent of the day. The remaining 2.9 percent of students are served in settings outside the regular school.

### Placement of Special Education Students by Disability - 2007-08

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
<b>Autism</b>	4.4%	1.5%	2.8%	0.3%
<b>Deaf/Blindness</b>	0.01%	0.0%	0.01%	0.01%
<b>Emotional Disturbance</b>	3.3%	1.1%	1.4%	0.7%
<b>Hearing Impairment/Deaf</b>	0.7%	0.1%	0.2%	0.2%
<b>Mental Retardation</b>	0.9%	1.5%	3.2%	0.2%
<b>Other Health Impairment</b>	8.1%	2.2%	1.4%	0.4%
<b>Orthopedic Impairment</b>	0.4%	0.2%	0.4%	0.04%
<b>Specific Learning Disability</b>	29.6%	8.0%	0.9%	0.4%
<b>Visual Impairment</b>	0.3%	0.1%	0.1%	0.04%
<b>Communication Disorder</b>	21.7%	1.7%	0.7%	0.5%
<b>Traumatic Brain Injury</b>	0.2%	0.1%	0.1%	0.02%
<b>Total</b>	69.6%	16.5%	11.1%	2.9%

\* This category includes students in corrections, homeschool, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.  
Note: not all columns sum to total due to rounding.

## Early Childhood—Oregon Head Start Pre-Kindergarten Programs

Oregon Head Start Pre-Kindergarten, established in 1987 to enhance student success in school and modeled after the federal Head Start Program, serves the highest need, low-income three- and four-year old children. State and federal services are blended into one program to serve eligible children in all 36 Oregon counties.

In 2008, a family of four with an annual income of no more than \$21,200 was eligible for Oregon Head Start Pre-Kindergarten. This is substantially lower than the 2008 eligibility requirements for the Free or Reduced Price Lunch Program, which call for annual incomes of no more than \$27,560 for free lunch and of no more than \$39,220 for reduced price lunch.

After many years of long waiting lists, Oregon Head Start Pre-Kindergarten program services will increase the number of children who will have access to the program. The 74<sup>th</sup> Oregon Legislative Assembly appropriated funds for the 2007-2009 biennium to increase the Pre-kindergarten program by \$39 million dollars. A total of 3,068 additional child slots were funded during the 2007-09 biennium.

School Year	Number of Children Eligible for Services*	Number of Children Served	Number of Children Not Served	Percent of Eligible Children Served	Percent of Eligible Children Not Served
2001-2002	15,707	9,742	5,965	62%	38%
2002-2003 (revised)	15,952	9,749	6,203	61%	39%
2003-2004	15,947	9,485	6,462	59%	41%
2004-2005	16,009	9,608	6,401	60%	40%
2005-2006 (revised)	16,088	9,704	6,384	60%	40%
2006-2007	17,249	9,793	7,456	57%	43%
2007-2008	18,154	**11,325	6,829	62.4%	37.6%

\*The number of Children Eligible for Services is calculated using the 2000 Census poverty rate, which is adjusted annually.

\*\* Includes 2007-08 expansion of 1,732 children.

Source: Estimated eligible 3 and 4 Year-Olds Served and Unserved by Head Start and Oregon Pre-Kindergarten

## Talented and Gifted (TAG)

Intellectual and academic needs of Talented and Gifted students require curriculum, instruction, and services beyond those generally provided by the regular school programs. Oregon statute and administrative rules require school districts to identify TAG students and provide TAG students with instruction that meets their rates and levels of learning.

School districts are required to submit Talented and Gifted (TAG) student data for each individual student as part of the Oregon Department of Education Spring Membership data collection.

School districts are required to identify TAG students in the categories of Intellectually Gifted, Academically Talented—Reading, Academically Talented—Mathematics, and Potential to Perform at the 97<sup>th</sup> Percentile. Individual districts locally determine the definition of Potential to Perform at the 97<sup>th</sup> Percentile. The Oregon Department of Education defines the other categories. Districts have the option to identify students in the three other areas: Creativity, Leadership, and Visual and Performing Arts.

In 2007-2008, Oregon's public school districts reported that a total of 42,463 students (7.5 percent of the October 1 enrollment) were identified as TAG students. According to the districts, each of these students met the qualifying criteria in at least one of Oregon's seven TAG identification categories.

**Oregon Talented and Gifted Students 2007-2008 Statewide\***

Identifications	State-defined			District- defined	District Option to Identify		
	Intellectually Gifted	Academically Talented-- Reading	Academically Talented-- Math	Potential to Perform at the 97 <sup>th</sup> Percentile	Creativity**	Leadership**	Visual and Performing Arts**
	20,364	18,432	17,468	3,341	27	51	38

\*It is possible for individual students to have multiple identifications.

\*\*Districts may choose to identify students in this TAG category. It is permissible for a student to be identified in one of these three optional categories who was not in one of the four required TAG identifications.

Source: Spring Student Membership TAG data

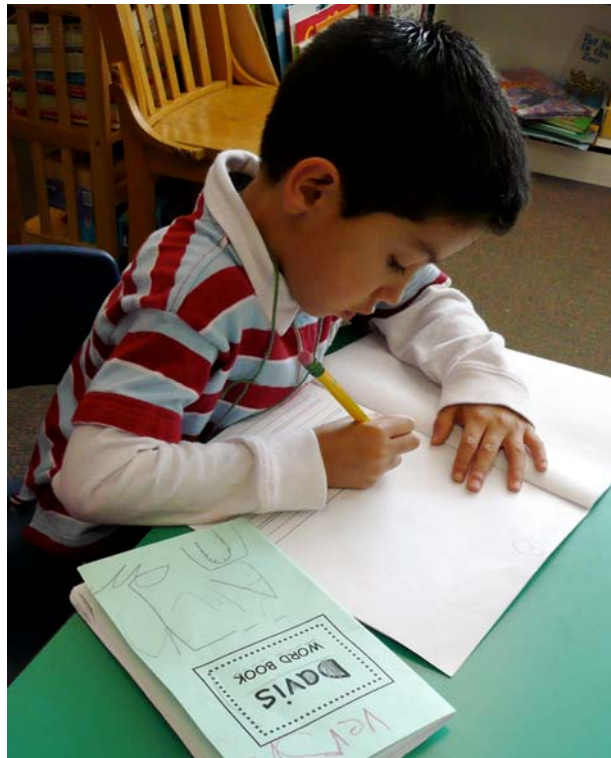
## TAG Demographics 2007-2008 Statewide

	Number of TAG Students Total: 42,463	Percent of TAG Students	Number of All Students Total: 566,067	Percent of All Students
<b>Gender</b>				
Male	22,435	52.8%	291,052	51.4%
Female	20,028	47.2%	275,015	48.6%
<b>Total</b>	<b>42,463</b>	<b>100.0%</b>	<b>566,067</b>	<b>100.0%</b>
<b>Race/Ethnicity*</b>				
White	33,936	79.9%	391,393	69.1%
Hispanic	2,234	5.3%	95,172	16.8%
Native American	420	1.0%	11,942	2.1%
Asian/Pacific Islander	3,600	8.5%	26,486	4.7%
African American	679	1.6%	16,807	3.0%
Declined to report	616	1.5%	11,047	2.0%
Multi-Ethnic	978	2.3%	13,220	2.3%
<b>Total</b>	<b>42,463</b>	<b>100.0%</b>	<b>566,067</b>	<b>100.0%</b>
<b>Other</b>				
Economically Disadvantaged	7,790	18.3%	241,777	42.7%
Special Education**	1,534	3.6%	72,051	12.7%

\*Students may be identified in more than one race/ethnicity category

\*\*Students may be TAG-identified while also being identified for Special Education, or "Twice Exceptional"

Source: Spring Student Membership TAG Data; Fall Student Membership



TAG-identified students have substantially lower dropout rates and higher graduation rates than All Students. In 2006-07 (the most recent reported year), the dropout rate for TAG-identified students was 0.6 percent, while the dropout rate for All Students (including TAG students) was 4.2 percent, and the dropout rate for students who were not TAG students was 4.8 percent. For the same year, the graduation rate for TAG-identified students was 97.6 percent, while the graduation rate for all students was 81.4 percent.

School Year	TAG Students		All Students	
	Number of Dropouts	Dropout Rate	Number of Dropouts	Dropout Rate
2005-06	107	0.6%	7,397	4.1%
2006-07	102	0.6%	7,621	4.2%

Sources: 2006-07 Early Leavers; Spring Student Membership TAG Data

School Year	TAG Students		All Students	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
2005-06	3,877	97.3%	33,083	81.7%
2006-07	4,170	97.6%	33,441	81.4%

Sources: 2006-07 High School Completers and Early Leavers; Spring Student Membership TAG Data

Complete TAG Oregon Revised Statute and Oregon Administrative Rule information is available from the Oregon Department of Education website at:

<http://www.ode.state.or.us/go/TAG>

The web site for School and District Report Cards is:

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

## Alternative Education

### Standards Continue to Provide Guidance

Rapid increase in alternative programs prior to 2006, as well as initial results from audits conducted by the Secretary of State spurred administrative rulemaking to clarify the purposes and requirements for private and public alternative education programs that receive public funds. To accomplish this, the Oregon Department of Education drafted updates of the Oregon Administrative Rules (OARs) regarding alternative education. The draft OARs were reviewed by hundreds of stakeholders including program directors, teachers, parents, and district administrators.

#### The rulemaking accomplished the following goals:

1. Strengthened the alternative education program standards for student health and safety; curriculum, instruction, and assessment; student placements in and transitions out of programs; student transportation; claims for and expenditures of state school funds; and program evaluation.
2. Clarified and strengthened the ability of districts and the public to rely on private program registration standards when determining whether or not to approve contracts with or placements of students in private programs.
3. Assisted districts in focusing their program evaluations on student and program performance, and on claims and expenditures of state school funds by transferring many responsibilities for private program evaluations to the Department of Education through the private alternative program registration process.
4. Provided the Department of Education with a process for denying, suspending, or revoking a private alternative program registration if the program fails to comply with registration requirements.

After careful consideration of alternative education data gathered by the Oregon Department of Education, the State Board of Education adopted the following updated OARs in April 2007: OAR 581-022-1350, OAR 581-021-0072, OAR 581-021-0073.

### Secretary of State's Audit of Alternative Education and ADM Reporting Results in OAR Changes

Amendments to existing Rules were based on the recommendations by the Secretary of State Audits Division described in an audit of Alternative Education and ADM Reporting released September 2007:

1. Clarifies whether districts may legitimately claim state school fund (SSF) reimbursement for courses such as those described in the Audit Report released September 2007.
2. Clarifies policy regarding what constitutes adequate written consent of affected school districts when claiming nonresident students and the appropriate use of assistants when determining group size. These clarifications coincide with proposed amendments to OAR 581-021-0019 Interdistrict Transfer Agreement.
3. Clarifies what constitutes a "separate class group" in Alternative Education.

After consultation with the Secretary of State Audits Division and careful consideration of stakeholder input, including alternative education advisory and workgroup meetings at the Oregon Department of Education, the State Board of Education adopted the following updated OARs in August 2008: OAR 581-023-0006, OAR 581-023-0008, OAR 581-023-0012.



## Secretary of State's Audit Results in OARs Relating to Interdistrict Transfer Agreements

In response to the Secretary of State Audit Division findings of what constitutes adequate written consent of affected school districts when claiming nonresident students, ODE is clarifying the process by establishing an administrative rule regarding interdistrict transfer agreement elements and has provided a sample form.

In accordance with ORS 339.133 (7), persons whose legal residence is not within the district but who attend school in the district with the written consent of the affected district school boards shall be considered to be residents of the district in which the person attends school for purposes of the receipt by that district of State School Fund moneys for the person. The proposed new rule implements 339.133 (7) and clarifies what is meant by written consent. This new rule also clarifies receipt of state school fund money for each student.

After consultation with the Secretary of State Audits Division and careful consideration of stakeholder input, including alternative education advisory and workgroup meetings with the Oregon Department of Education, the State Board of Education adopted the following updated OAR in August 2008: OAR 581-021-0019.

## House Bill 2040 - Relating to Qualified Alternative Education Programs

House Bill 2040 was enacted by the 2007 Legislative Assembly. The bill was requested by HomeSource, a private alternative education program located in Lane County. The bill authorizes school districts to contract with qualified private alternative education programs to provide services to homeschooled children. The bill also directed the State Board of Education to adopt a formula for calculation of the amount of funding to be received by programs from the State School Fund distributions (OAR 581-023-0012).

The ODE issued a memo in January 2007 regarding House Bill 2040 relating to qualitative alternative programs (ORS 336.668 to 336.675). The memo provided background and answers to frequently asked questions regarding House Bill 2040 as it relates to state school-funded Qualified Alternative Education Programs serving homeschooled students, outlined existing law regarding Alternative Education Programs serving homeschooled students and described the Department timeline that addressed additional required actions outlined in the Rule making procedures described above.

## What is an Alternative Education Program?

An 'alternative education program' is a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state. (ORS 336.615)

School districts provide alternative education programs for students who need

- additional academic supports because they are *failing to meet* state academic standards,
- additional academic supports because they are *exceeding* academic standards, or
- additional behavioral supports.

Alternative education programs are also provided for students who

- are pregnant or are parenting,
- have been expelled from school,
- have dropped out of school, or are at risk of dropping out, or
- need additional supports to earn a diploma

## Number of Students Served by Alternative Programs Increases

Data reported by school districts to the Oregon Department of Education show that in April 2008, alternative education programs were serving 15,018 students, up from 12,448 students served in 2006-07, a 20.6 percent increase.

There are several reasons why there has been an increase in the number of students served by alternative education programs and more specifically served by public alternative programs. In general school districts are more selective about the private and public alternative programs where they place students and are using the required annual evaluation and approval of those programs to determine characteristics of quality environments where a student's individual plan and profile would best be addressed. School districts are responding to students identified as being at-risk through Response to Intervention (RTI), Positive Behavior Support (PBS) Programs as well as interventions designed to support students' achievement of the New Oregon Diploma, Modified Diploma or Alternative Certificate. In some cases, smaller learning communities at traditional high schools and charter schools are meeting student learning goals. Many school districts are now offering learning opportunities, options and supports to students formally served by alternative programs.

The number of alternative programs decreased slightly and represents a decrease in the number of private and ESD-operated alternative programs. This is likely due to the Secretary of State Audit and new OARs that are intended to clarify the purposes and requirements for alternative education programs that receive public funds.

## Decreasing Number of School Districts Report They Have Alternative Programs

The number of alternative programs has decreased, from 497 in 2006-07 to 458 in 2007-08, a decrease of 7.8 percent.

School districts must have policies and procedures in place to ensure that data for each student in public and private alternative education programs are included in district reporting as required by ODE (OAR 581-022-1350 (9)). Each school district operating, participating in or contracting for a public or private alternative education program shall evaluate the program at least annually (ORS 336.655). The Department of Education is required to annually report on these alternative education programs (ORS 329.115 (h)).

	School Year 2005-06*	School Year 2006-07*	School Year 2007-08
<b>Total Programs</b>	620	497	458
<b>Total Districts/ESDs Reporting Programs</b>	139	94	90
<b>Total Districts/ESDs Without Alt Ed. Programs.</b>	71	116	120

Source: ODE Alternative Education Data Collection

\*Revised

There are several reasons why there has been a decline in the number of districts reporting alternative programs. Charter schools and virtual charter schools have begun serving students that might otherwise be placed in alternative education programs. With an increase in parents and students opting for charter schools, there are often fewer resources for students who are in need of alternative educational settings. Some districts are responding by contracting with virtual alternative schools and generating a diverse menu of educational options for students that will benefit from them the most.

**Alternative Education Services in Oregon**  
By Type of Program Service -- Number of *Programs*

School Year	2005-2006*		2006-2007*		2007-2008	
Type of Operation	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	248	40.0	189	38.0	186	40.6
Another School District	32	5.2	41	8.2	24	5.2
Private Program	179	28.9	152	30.6	129	28.2
Community College	81	13.1	63	12.7	69	15.1
Educational Service District (ESD)	60	9.7	40	8.0	34	7.4
Other Program	11	1.8	5	1.0	5	1.1
Terminated Program	9	1.5	7	1.4	11	2.4
<b>Total</b>	<b>620</b>	<b>100.0</b>	<b>497</b>	<b>100.0</b>	<b>458</b>	<b>100.0</b>

Source: ODE Alternative Education Data Collection

The number of students served by resident school district-operated programs increased from 8,219 in 2006/07 to 11,146 in 2007-08.

**Alternative Education Services in Oregon**  
By Type of Program Service -- Number of *Students*

School Year	2005-2006*		2006-2007*		2007-2008	
Type of Operation	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Resident School District	11,729	69.9	8,219	66.0	11,146	74.2
Another School District	136	0.8	465	3.7	95	0.6
Private Program	2,419	14.4	2,169	17.4	2,172	14.5
Community College	1,553	9.3	1,090	8.8	1,174	7.8
Educational Service District (ESD)	753	4.5	475	3.8	423	2.8
Other Program	183	1.1	30	0.2	8	0.1
Terminated Program	0	0	0	0	0	0
<b>Total</b>	<b>16,773</b>	<b>100.0</b>	<b>12,448</b>	<b>100.0</b>	<b>15,018</b>	<b>100.0</b>

\*Revised Data

Source: ODE Alternative Education Data Collection

## Type of Program Services Statewide

Many alternative education programs provide more than one type of program service, i.e., at-risk behaviors, remediation, credit recovery, GED, advanced, pregnant or parenting.

For contact information about the availability of alternative education programs in a specific district or area, contact the school or district offices.

### Alternative Education Services in Oregon By Type of Program Service -- Number of *Services*

TYPES OF PROGRAM SERVICES STATEWIDE	Number of Services Provided 2005-06*	Number of Services Provided 2006-07*	Number of Services Provided 2007-08
Students with At-Risk Behaviors	436	358	329
Remediation, Credit Recovery, or GED	376	243	244
Pregnant or Parenting Students	160	105	86
Students Advanced Beyond Standards	92	58	55
Other Programs	54	45	37
<b>Total Number of Services</b>	<b>1,118</b>	<b>809</b>	<b>751</b>

Source: ODE Alternative Education Data Collection

### Alternative Education Services in Oregon By Grade Range – Number of *Students*

GRADE RANGE	Number of Students Using Services 2005-06*	Number of Students Using Services 2006-07*	Number of Students Using Services 2007-08
Secondary	13,991	10,564	13,201
Elementary	2,782	1,884	1,817

\*Revised Data

Source: ODE Alternative Education Data Collection

For information about alternative education programs, go to the ODE website address:

<http://www.ode.state.or.us/go/AlternativeEd>

or contact Drew Hinds at 503-947-5799, or email:

[drew.hinds@state.or.us](mailto:drew.hinds@state.or.us)

## Links to Above Referenced Resources

Response to Intervention (R.T.I.): <http://www.ode.state.or.us/search/page/?id=315>

Positive Behavior Supports (P.B.S.): <http://www.ode.state.or.us/search/page/?id=553>

New Oregon Diploma: <http://www.ode.state.or.us/search/results/?id=368>

Modified Diploma and Alternative Certificates: <http://www.ode.state.or.us/search/page/?id=2047>

## School Funding

The majority of spending is allocated to classroom expenses. In Oregon, about 95 percent of spending is concentrated in school buildings and services to students with 5 percent spent on central support services.

### Operating Expenditures Per Student 2004-05 to 2006-07 (Dollars in Millions)\*

Where Dollars Were Spent	2004-05	%	2005-06 (Revised)	%	2006-07	%
<b>Direct Classroom</b>	\$4,528	55.2	\$4,800	55.1	\$5,047	55.3
<b>Classroom Support</b>	1,677	20.5	1,801	20.7	1,897	20.8
<b>Building Support</b>	1,583	19.3	1,689	19.4	1,752	19.2
<b>Central Support</b>	413	5.0	417	4.8	438	4.8
<b>TOTAL**</b>	\$8,200	100.0	\$8,707	100.0	\$9,134	100.0

\*Includes total District plus ESD Operating Expenditures.

\*\* Figures may not sum to TOTAL, due to rounding.

Note: Per student calculation excludes students in state-run programs because spending on those students is not included.

Source: School District and Education Service District (ESD) Audits

## School Resources

Not only have school resources per student not kept pace with inflation over the decade, but school districts have also experienced cost increases above the inflation rate.

- Staff salaries increased at about the rate of inflation during the 1990's, but health care benefit costs have greatly increased.
- Changing student demographics and declining student enrollment in a majority of school districts have also driven costs up.
- Growth rates for Special Education students and English as a Second Language (ESL) students have been far more rapid than the growth rate for all students, and these students are more expensive to educate than students without special needs.
- The average age of Oregon's school buildings is over 40 years. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.

## Student Enrollment

Student enrollment is counted in several ways because it is used for a variety of purposes.

### Average Daily Membership – Resident (ADMr)

This is the annual average of daily student enrollment for students residing within the district. Some resident students may attend school in another district. Kindergarten students are counted as half-time students.

### Average Daily Membership – Weighted (ADMw)

This count is the basis for funding in Oregon. Resident average daily membership weighted to compensate for special student needs and uncontrollable cost factors, including Special Education students, English Language Learners, students in poverty, teen parents, neglected and delinquent youth, and small school correction factors.

### October 1 Student Membership (Enrollment)

Used for federal reporting purposes, this is the headcount of students enrolled on October 1 of every year.

### Average Daily Attendance (ADA)

This is the annual average of daily student attendance for students residing within the district. It is collected by the federal government and is used as the basis for funding in some states, but not in Oregon.

Measures of Student Enrollment	2002-03	2003-04 (Revised)	2004-05 (Revised)	2005-06 (Revised)	2006-07 (Revised)	2007-08 (Preliminary)
Average Daily Membership – ADMr	530,653	528,180	528,191	530,887	532,990	533,528
Weighted Average Daily Membership – ADMw	654,862	657,110	656,347	658,641	661,253	660,446
October 1 Student Membership (Enrollment)	554,071	551,410	552,339	559,254	562,828	566,067
Average Daily Attendance (ADA)*	494,005	492,409	493,199	494,651	496,830	497,543

\*ADA for 2002-03 and 2003-04 has been adjusted upward by 1% to account for students who are counted based on instructional hours in the ADM data. ADA in 2004-05 and beyond includes students who are counted based on instructional hours. ADA for those students is estimated by multiplying the ADM of those students by the ratio of ADA to ADM for “regular” students (Type 1 records in the ADM collection.)

## A Major Shift in Responsibility for School Funding

Historically, the largest source of revenue for public schools in Oregon has been local property taxes. Measure 5 changed that dramatically by lowering the amount of property taxes schools could raise. By 1995-96, with local property taxes for education limited to \$5 per \$1,000 of assessed valuation, the full impact of Measure 5 was felt. In 1997, Measure 50 further limited local property taxes for schools.

Measure 5 required the state legislature to offset lost property tax revenue with money from the state general fund, which is composed primarily of state income taxes. As a result, Oregon schools increasingly are supported by state, not local, dollars.

Oregon uses a formula to provide financial equity among school districts. Each school district receives (in combined state and local funds) an allocation per student, plus an additional amount for each student enrolled in more costly programs such as Special Education or English as a Second Language.

State Funding grew dramatically as Local Funding declined with the property tax limitations under Measures 5 and 50. See the following table, as well as the graph on page 90, which shows the longer-term change.

### State School Fund Formula Revenue\* (In Billions of Dollars)

	1995-1997	1997-1999	1999-2001	2001-2003	2003-2005	2005-2007	2007-2009**
<b>Local</b>	\$1.8	\$1.7	\$2.0	\$2.1	\$2.3	\$2.6	\$2.9
<b>State</b>	\$3.5	\$4.2	\$4.6	\$4.6	\$4.9	\$5.2	\$6.0
<b>Total</b>	\$5.3	\$5.9	\$6.6	\$6.7	\$7.2	\$7.9	\$8.9

\* Includes School Districts & Education Service Districts

\*\*2007-09 State amount does not include \$260 million appropriated to the School Improvement Fund

Note: Totals may not equal the sum of State and Local amounts due to rounding.

Source: State School Fund Distribution Formula

The table above includes only funds distributed through the state's equalization formula. Districts also receive federal, state, and local funds that are not distributed through the formula. TOTAL Operating Revenues, which include those dollars, are shown in the table below.

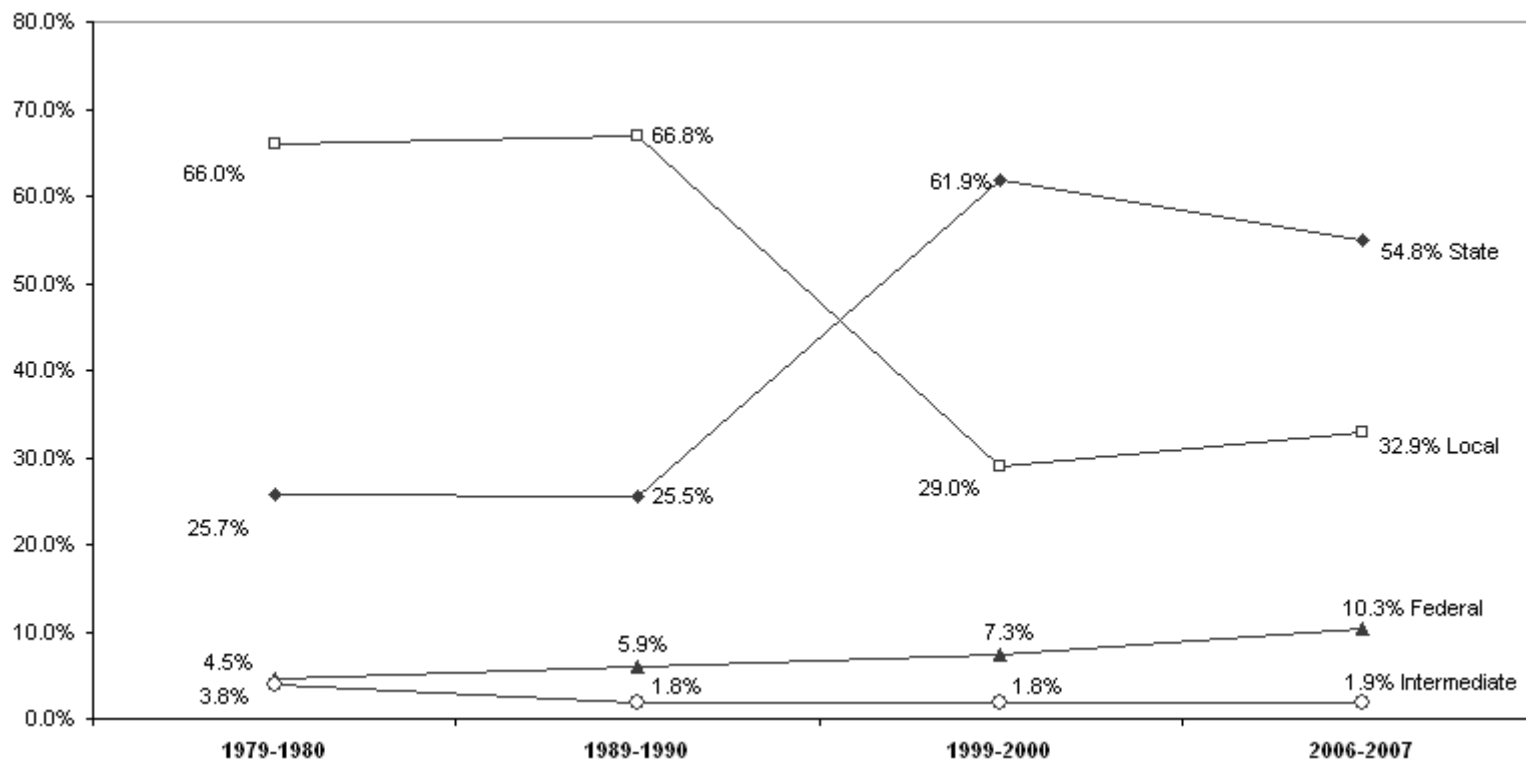
### District and ESD Operating Revenues by Source 2000-01 through 2006-2007 (Dollars in Millions)

Year	Local		Intermediate		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
<b>2000-01</b>	\$1,242.4	29.6%	\$58.1	1.4%	\$2,555.1	61.0%	\$335.8	8.0%	\$4,191.4	100.0%
<b>2001-02</b>	\$1,297.3	29.4%	\$59.2	1.3%	\$2,661.7	60.3%	\$395.1	9.0%	\$4,413.4	100.0%
<b>2002-03</b>	\$1,400.2	33.0%	\$75.6	1.8%	\$2,345.7	55.4%	\$416.4	9.8%	\$4,237.9	100.0%
<b>2003-04</b>	\$1,455.2	30.9%	\$133.7	2.8%	\$2,651.2	56.3%	\$466.6	9.9%	\$4,706.6	100.0%
<b>2004-05</b>	\$1,546.9	33.3%	\$154.5	3.3%	\$2,434.6	52.4%	\$506.6	10.9%	\$4,642.5	100.0%
<b>2005-06</b>	\$1,657.8	32.6%	\$161.3	3.2%	\$2,731.7	53.8%	\$529.7	10.4%	\$5,080.5	100.0%
<b>2006-07</b>	\$1,741.9	32.9%	\$101.7	1.9%	\$2,902.3	54.8%	\$546.7	10.3%	\$5,292.5	100.0%

Source: Actuals from audited financial reports of School Districts and Education Service Districts

The graph below illustrates the dramatic shift from a locally-funded school system to a system that is primarily state-funded.

**Audited Operating Revenues for Public Elementary and Secondary Schools, and ESDs  
by Source of Funds**  
1979-1980, 1989-1990, 1999-2000, and 2006-2007



In the decade following the passage of Ballot Measure 5, the Property Tax Limitation Measure, there was a dramatic shift in sources of public school funds. As a result, Oregon schools are now supported primarily by State, not local, dollars.



## Historical Salary Charts for Teachers, Principals, Assistant Principals, and Superintendents

Each locally elected school board establishes its district budget. An estimated 79.5 percent of 2006-07 school district operating expenditures was allocated to salaries and benefits, down from 79.7\* percent in 2005-06.

In 2007-08 the average principal salary was \$91,681, an increase of 2.2 percent from 2006-07, while the average assistant principal salary was \$85,016, an increase of 2.6 percent. After posting an 8.7 percent increase from 2005-06 to 2006-07, the average superintendent salary increased by 3.1 percent in 2007-08, while the average teacher salary was \$52,329, an increase of 1.3 percent.

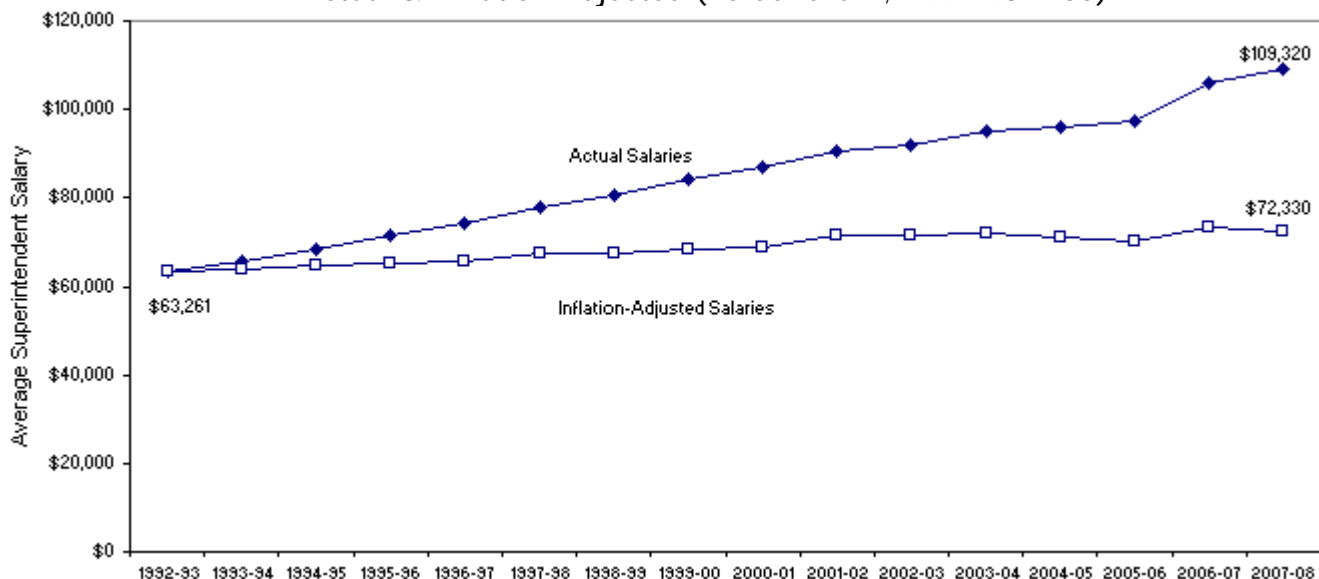
### Oregon Average Actual & Inflation-Adjusted Salaries 1992-93 to 2007-08 Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	1992-93	2007-08	Percent Change	1992-93	2007-08	Percent Change
<b>Superintendent</b>	\$63,261	\$109,320	+72.8%	\$63,261	\$72,330	+14.3%
<b>Principal</b>	\$57,107	\$91,681	+60.5%	\$57,107	\$60,660	+6.2%
<b>Assistant Principal</b>	\$52,731	\$85,016	+61.2%	\$52,731	\$56,250	+6.7%
<b>Teacher</b>	\$36,046	\$52,329	+45.2%	\$36,046	\$34,623	-3.9%

Source: ODE Staff Position Data Collection

The table above and the historical graphs that follow show the increase in actual salaries and inflation-adjusted salaries for superintendents, principals, assistant principals and teachers. In the last fifteen years, inflation-adjusted salaries for teachers decreased (-3.9%), while there was an increase in salaries for superintendents (+14.3%), principals (+6.2%) and assistant principals (+6.7%).

### Average Oregon Superintendent Salaries: 1992-93 to 2007-08 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)

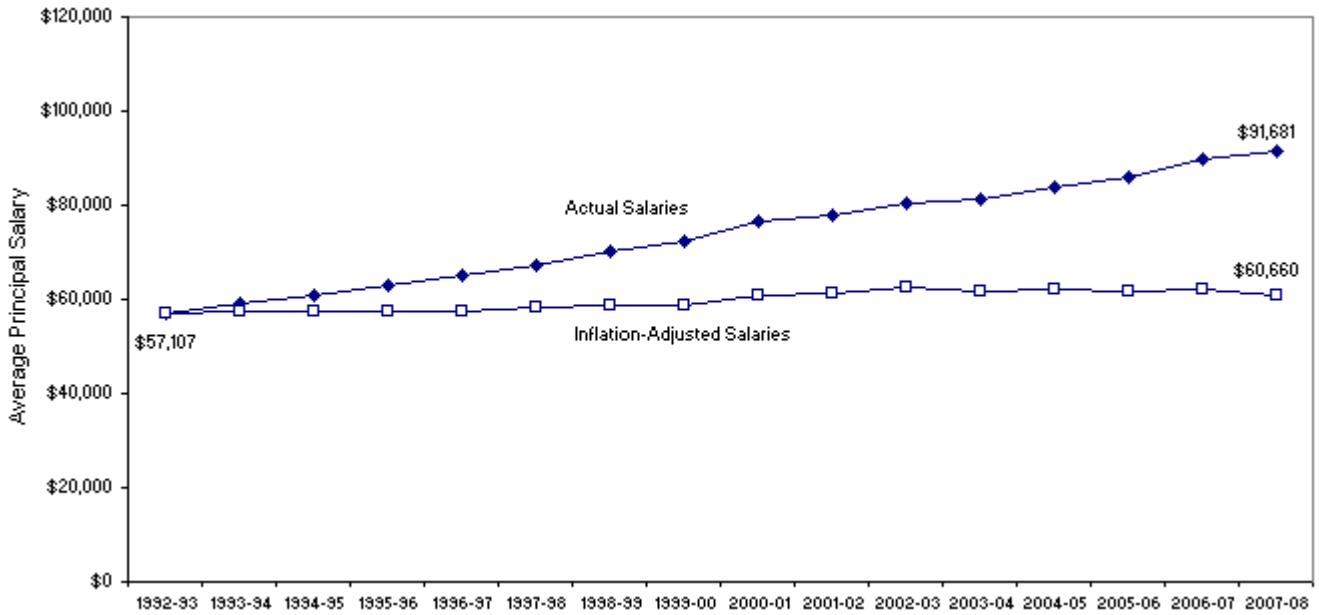


Actual average superintendent salaries have increased from \$63,261 in 1992-93 to \$109,320 in 2007-08. However, when salaries are adjusted for inflation, the increase amounts to 14.3% for the time period, a REAL dollar increase of \$9,069.

\*Revised from 79.6 percent, due to rounding. Excludes Education Service Districts. Source: ODE OLAP database.

## Average Oregon Principal Salaries: 1992-93 to 2007-08

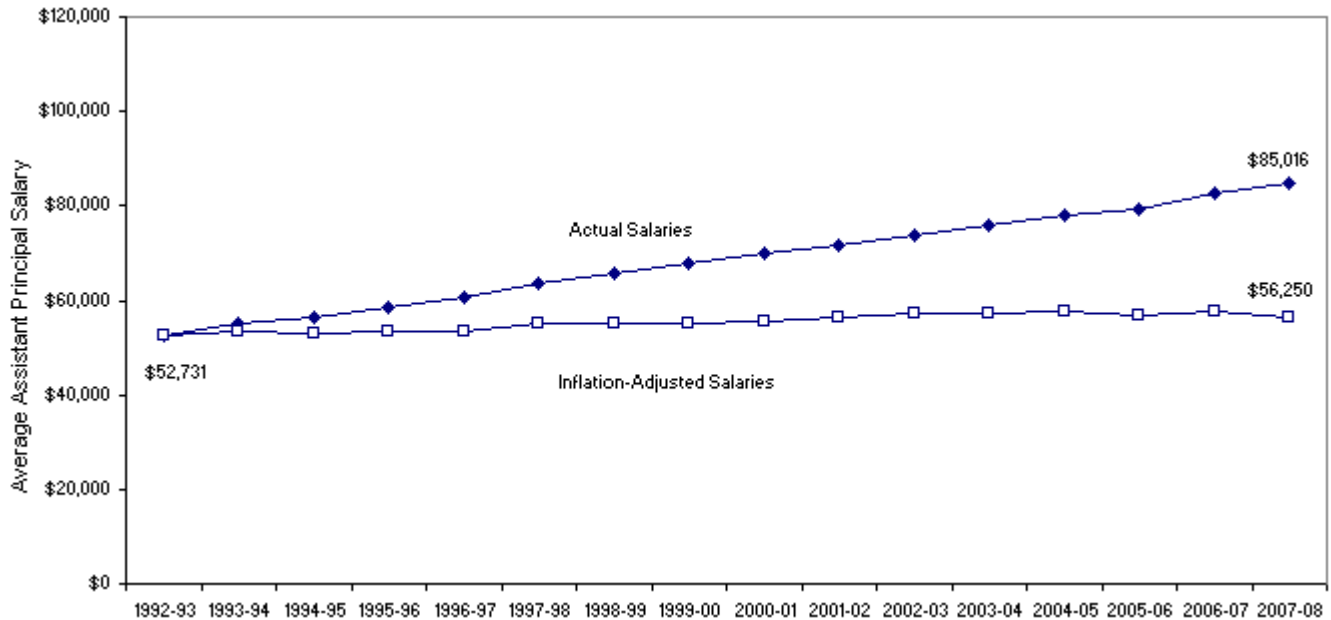
Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average principal salaries have increased from \$57,107 in 1992-93 to \$91,681 in 2007-08. However, when salaries are adjusted for inflation, the increase amounts to 6.2% for the time period, a REAL dollar increase of \$3,553.

## Average Oregon Assistant Principal Salaries: 1992-93 to 2007-08

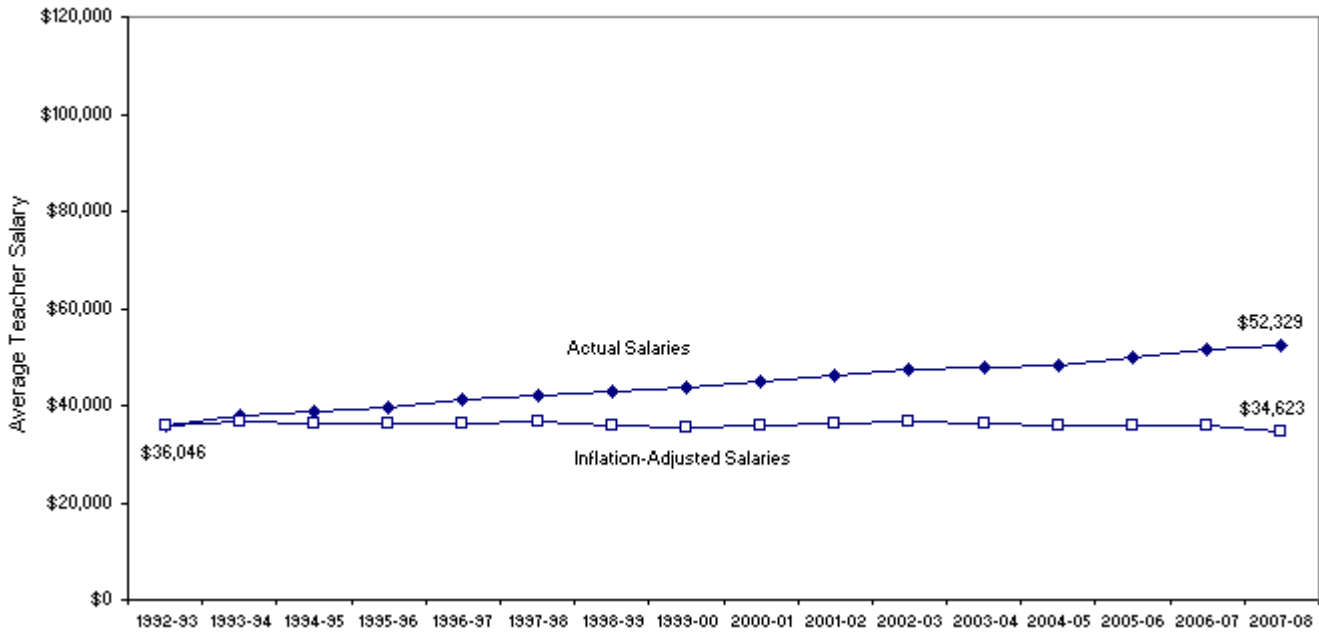
Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average assistant principal salaries have increased from \$52,731 in 1992-93 to \$85,016 in 2007-08. However, when salaries are adjusted for inflation, the increase amounts to 6.7% for the time period, a REAL dollar increase of \$3,519.

## Average Oregon Teacher Salaries: 1992-93 to 2007-08

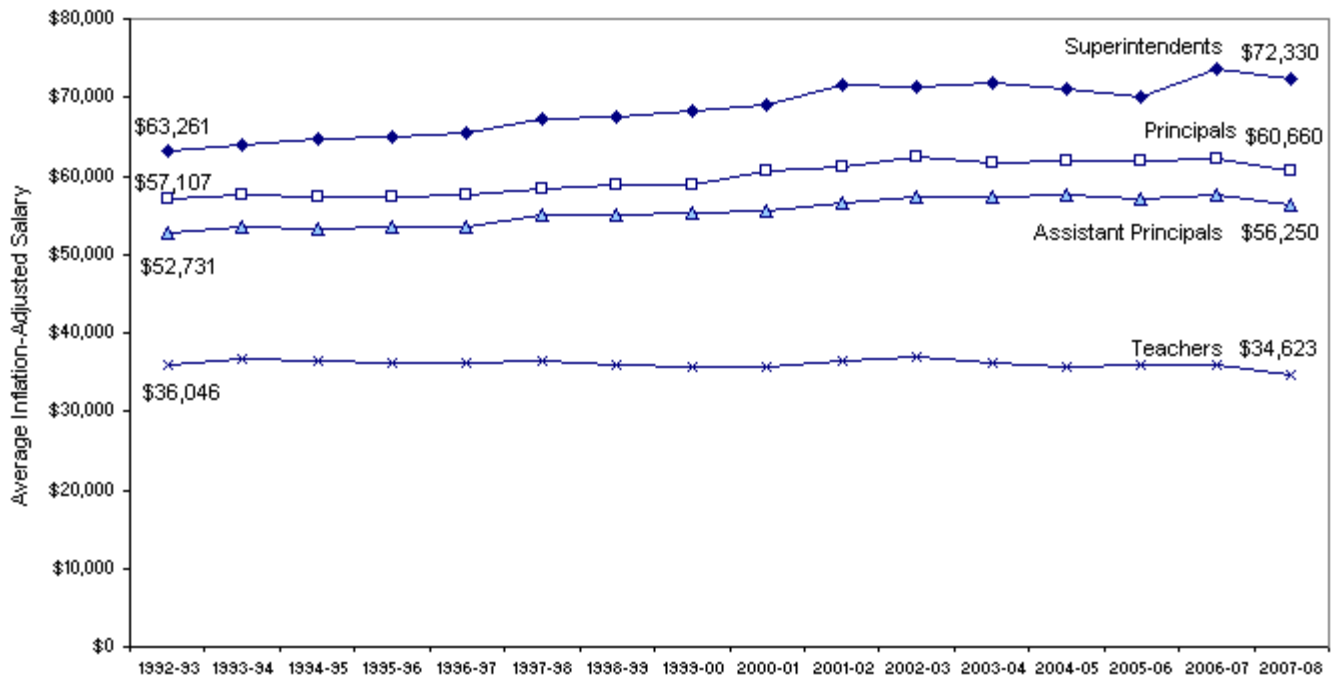
Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average teacher salaries have increased from \$36,046 in 1992-93 to \$52,329 in 2007-08. However, when salaries are adjusted for inflation, the average decreased by 3.9% for the time period, a REAL dollar decrease of \$1,423.

## Inflation-Adjusted Salaries: 1992-93 to 2007-08

### Oregon Superintendents, Principals, Assistant Principals, and Teachers



In the last 15 years, inflation-adjusted salaries for teachers decreased by 3.9%, while inflation-adjusted salaries increased 14.3% for superintendents, 6.2% for principals, and 6.7% for assistant principals.

## Resources

### Best (Most Effective) Practices

[http://www.ode.state.or.us/teachlearn/real/strategies/SSS\\_Standards.aspx?standard=curriculum&group=oregon](http://www.ode.state.or.us/teachlearn/real/strategies/SSS_Standards.aspx?standard=curriculum&group=oregon)

### No Child Left Behind Act

<http://www.ode.state.or.us/search/results/?id=75>

Contact: Tryna Luton at 503-947-5922, or email [Tryna.Luton@state.or.us](mailto:Tryna.Luton@state.or.us)

### Highly Qualified Teachers

<http://www.ode.state.or.us/search/results/?id=102>

Contact: Bev Pratt at 503-947-5806, or email [Bev.Pratt@state.or.us](mailto:Bev.Pratt@state.or.us)

### Adequate Yearly Progress

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

Contact: Cynthia Yee at 503-947-5780, or email [Cynthia.Yee@state.or.us](mailto:Cynthia.Yee@state.or.us)

### Persistently Dangerous Schools

Contact: Scott Hall at 503-947-5628, or email [Scott.Hall@state.or.us](mailto:Scott.Hall@state.or.us)

### Oregon School & District Report Cards and Adequate Yearly Progress (AYP)

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

Contact: Cynthia Yee at 503-947-5780, or email [Cynthia.Yee@state.or.us](mailto:Cynthia.Yee@state.or.us)

## Special Programs and Information

### Alternative Education

<http://www.ode.state.or.us/search/results/?id=78>

Contact: Drew Hinds at 503-947-5799, or email [Drew.Hinds@state.or.us](mailto:Drew.Hinds@state.or.us)

### Charter Schools

<http://www.ode.state.or.us/search/results/?id=124>

Contact: Phyllis Guile at 503-947-5685, or email [Phyllis.Guile@state.or.us](mailto:Phyllis.Guile@state.or.us)

### Early Childhood

<http://www.ode.state.or.us/search/results/?=252>

Contact: Nancy Johnson-Dorn at 503-947-5703, or email [Nancy.Johnson-Dorn@state.or.us](mailto:Nancy.Johnson-Dorn@state.or.us)

### Homeless Students

<http://www.ode.state.or.us/search/results/?=113>

Contact: Dona Bolt at 503-947-5781, or email [Dona.Bolt@state.or.us](mailto:Dona.Bolt@state.or.us)

### Special Education Programs

<http://www.ode.state.or.us/search/results/?id=40>

Contact: Steve Smith at 503-947-5711, or email [Steve.Smith@state.or.us](mailto:Steve.Smith@state.or.us)

## Special Programs and Information (cont.)

### Talented and Gifted

<http://www.ode.state.or.us/search/results/?id=76>

Contact: Andrea Morgan at 503-947-5772, or email [Andrea.Morgan@state.or.us](mailto:Andrea.Morgan@state.or.us)

### Title I

Title I-A • <http://www.ode.state.or.us/search/results/?id=95>

Title I-B1 • <http://www.ode.state.or.us/search/results/?id=96>

Title I-B2 • <http://www.ode.state.or.us/search/results/?id=97>

Title I-B3 • <http://www.ode.state.or.us/search/results/?id=98>

Title I-C • <http://www.ode.state.or.us/search/results/?id=99>

Title I-D • <http://www.ode.state.or.us/search/results/?id=100>

### Quality Education Model

<http://www.ode.state.or.us/search/results/?id=166>

<http://www.osba.org/hotopics/qem/index.htm>

Contact: Brian Reeder at 503-947-5670, or email [Brian.Reeder@state.or.us](mailto:Brian.Reeder@state.or.us)

### School Funding and Finance

<http://www.ode.state.or.us/data/reports/toc.aspx>

Contact: Mike Wiltfong at 503-947-5872, or email [Mike.Wiltfong@state.or.us](mailto:Mike.Wiltfong@state.or.us)

### Student Information

#### Student Enrollment and Demographics

<http://www.ode.state.or.us/data/reports/toc.aspx>

Contact: Brian Reeder at 503-947-5670, or email [Brian.Reeder@state.or.us](mailto:Brian.Reeder@state.or.us)

#### Minority Students

<http://www.ode.state.or.us/data/reports/toc.aspx>

Contact: Brian Reeder at 503-947-5670, or email [Brian.Reeder@state.or.us](mailto:Brian.Reeder@state.or.us)

#### School and District Information

<http://www.ode.state.or.us/data/reports/toc.aspx>

Contact: Brian Reeder at 503-947-5670, or email [Brian.Reeder@state.or.us](mailto:Brian.Reeder@state.or.us)

#### Limited English Proficient

<http://www.ode.state.or.us/search/results/?id=106>

Contact: Carmen West at 503-947-5669, or email [Carmen.West@state.or.us](mailto:Carmen.West@state.or.us)

#### School Nutrition/Free and Reduced Price Lunch

<http://www.ode.state.or.us/search/results/?id=207>

Contact: Heidi Dupuis at 503-947-5893, or email [Heidi.Dupuis@state.or.us](mailto:Heidi.Dupuis@state.or.us)

## Student Achievement

### Oregon Academic Standards

<http://www.ode.state.or.us/teachlearn/real/newspaper/default.aspx>

### Oregon Statewide Assessment

<http://www.ode.state.or.us/search/results/?id=169>

Contact: Tony Alpert at 503-947-5827, or email [Tony.Alpert@state.or.us](mailto:Tony.Alpert@state.or.us)

### National Assessment of Education Progress (NAEP)

<http://nces.ed.gov/nationsreportcard>

Contact: Beth LaDuca at 503-947-5836, or email [Beth.LaDuca@state.or.us](mailto:Beth.LaDuca@state.or.us)

### Proficiency-Based Admissions Standards System Oregon University System

<http://pass.ous.edu/>

### Scholastic Assessment Test (SAT)

<http://www.collegeboard.com>

### American College Testing (ACT)

<http://www.act.org>

### Graduation Reports (High School Completers)

<http://www.ode.state.or.us/search/page/?id=878>

Contact Brian Lindsley at 503-947-5928, or email [Brian.Lindsley@state.or.us](mailto:Brian.Lindsley@state.or.us)

### Dropout Reports

<http://www.ode.state.or.us/search/page/?id=1>

Contact: Brian Lindsley at 503-947-5928, or email [Brian.Lindsley@state.or.us](mailto:Brian.Lindsley@state.or.us)

## Teacher/Administrator/Other Staff Information

### Staff Characteristics and Student-Teacher Ratios

<http://www.ode.state.or.us/data/reports/toc.aspx>

Contact: Lorene Nakamura at 503-947-5831, or email [Lorene.Nakamura@state.or.us](mailto:Lorene.Nakamura@state.or.us)

### Teacher Certification

<http://www.tspc.state.or.us>

Contact: Teacher Standards and Practices Commission (TSPC) at 503-378-3586

## Other Resources and Topic Area Information

Go to: <http://www.ode.state.or.us/>

Click on [ODE SEARCH](#). Enter search word or phrase, and hit "GO".

This Search tool returns results from a number of categories (such as news announcements, publications, or topics) at once. If you would like to browse by category, click on the links available on the right-hand side of each category.

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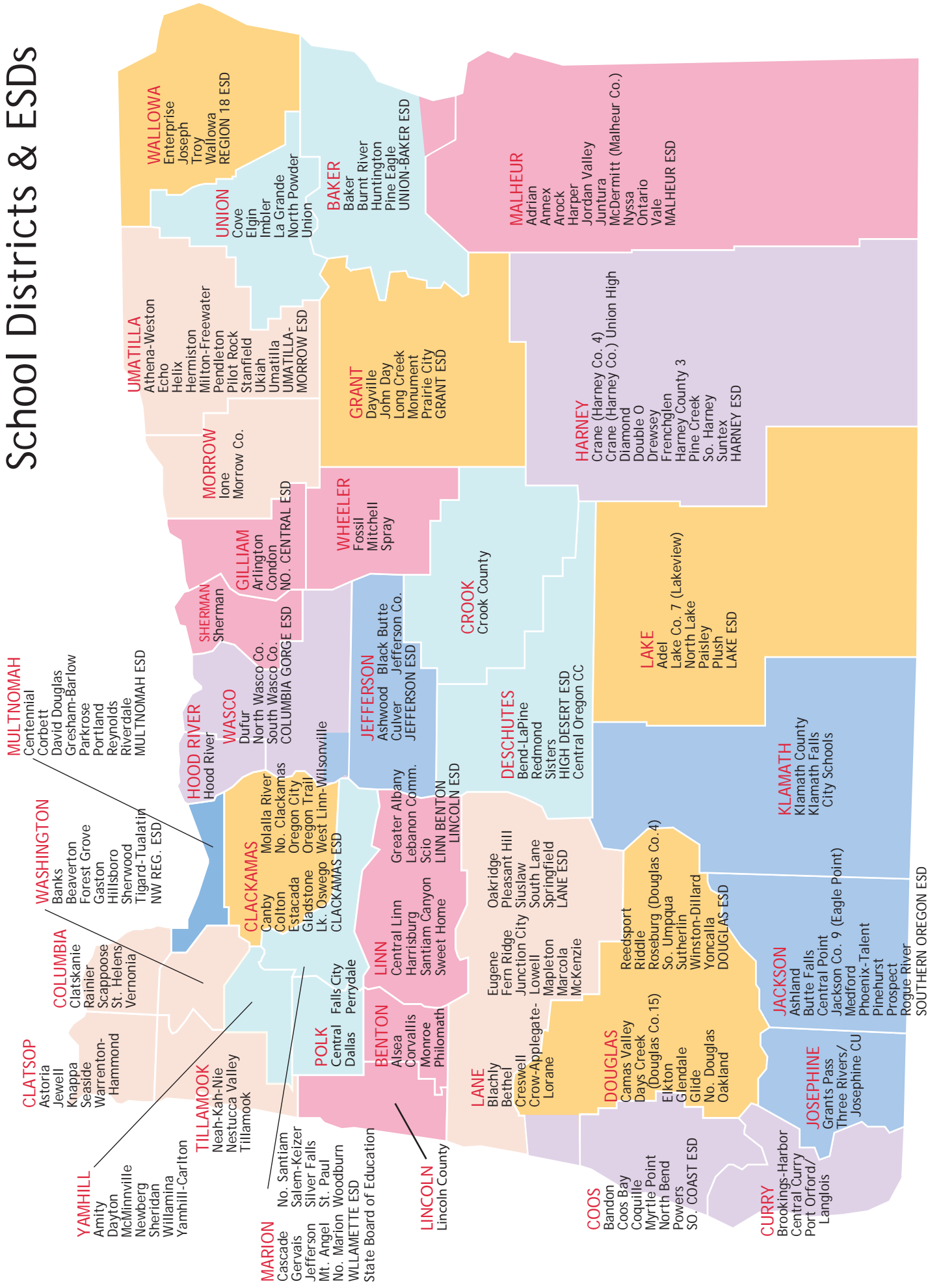
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# School Districts & ESDs



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