



OREGON CLASS SIZE REPORT

FEBRUARY 2026

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EXECUTIVE SUMMARY

House Bill 2644 was passed in 2013 and incorporated as [ORS 329.901](#). The statute directs the Oregon Department of Education (ODE) to report information about the total number of students in classes and the total number of licensed or registered teachers regularly assigned to students in kindergarten through grade 12 classes to the Legislative Assembly. This report is due February 1 of each year and covers the prior school year.

State level data are shown below, displaying the total number of students and teachers as well as the median size of the classes in each category of class (median is presented rather than mean to better account for skew in the data). Two types of classes are reported and broken down into subtypes. The first type is a “self-contained” classroom, defined as a classroom where the student spends the majority of their day and receives most of their core content instruction. This classroom is typically the “homeroom” for students in elementary school. The second type is a “departmentalized” classroom where students receive instruction in a particular content area. These classes are most common in middle and high schools where students receive instruction from different teachers throughout the day.

MEDIAN CLASS SIZE IN OREGON, 2024-25 SCHOOL YEAR

Subject Area	Median Class Size	Total Students	Total Teachers
All Subjects/Grades	23.0	521,838	24,297
Total Self-Contained	22.0	238,260	10,812
Kindergarten	20.0	31,632	1,645
Grade 1	21.0	32,823	1,602
Grade 2	22.0	33,876	1,565
Grade 3	23.0	35,935	1,592
Grade 4	24.0	34,493	1,496

Subject Area	Median Class Size	Total Students	Total Teachers
Grade 5	24.0	36,575	1,527
Grade 6	23.0	6,138	271
Grade 7	17.0	659	39
Grade 8	14.0	492	32
Blended Classroom	22.0	26,987	1,258
Total Departmentalized	23.0	326,324	13,817
English Language Arts	22.0	264,048	4,261
Fine and Performing Arts	23.0	152,925	1,954
Math	22.0	242,781	3,289
Science	24.0	230,720	2,647
Social Studies	24.0	221,716	2,799
World Language and Literature	21.0	78,410	1,075
Multiple Subjects	21.0	37,009	1,688

The full version of this report, the public data release, and supporting documentation is available at the [ODE Class Size Report page](#). For questions regarding this report, contact Jon Wiens at jon.wiens@ode.oregon.gov or 503-931-7682.

2024-25 CLASS SIZE REPORT FOR OREGON PUBLIC SCHOOLS (HOUSE BILL 2644, 2013)

ODE works in partnership with school districts, educational service districts, and community partners to foster equity and excellence for every learner. **We believe that every student should have access to a high quality and well-rounded learning experience. The Department strives to give each student meaningful opportunities to learn that prepare them for their postsecondary plans.**

To assess and achieve our equity goals, we must see that policy, practice, rules, and laws allow increased resources, educational rigor, and opportunities are shared with historically and currently marginalized students and families. **Class size reporting and course-taking patterns allow us to study these opportunities directly as we see who are taking classes, and indirectly as we measure class size medians.**

Class Size remains a critical issue for educators and families in Oregon. Parents often contact ODE's front desk expressing concerns about their child's large class size. ODE shares information about how districts determine class sizes in Oregon, balancing classroom space and staff resources. Class size is also a point of discussion during teacher contract negotiations and strikes.

BACKGROUND AND HISTORY

The effects of class size on student achievement and behavior have been studied in the United States since at least 1910. K-12 enrollment surged at the beginning of the Twentieth Century and many communities saw value in opening high schools. Nationally, 18-year-olds earning diplomas increased from 9% in 1910 to 40% in 1935; the Pacific states saw increases from 10% in 1910 to 60% in 1935.¹ Similar to today, many communities struggled with reconciling the immediate cost of capital improvements and educator salaries versus the long-term economic benefit of an educated populace. Rockoff (2009) reviewed 45 field and observational studies of class size effects between 1910 and 1940 conducted by academic education researchers. Greater student achievement measured by test scores was observed in larger classes (average class size ranged between 26-105 students, smaller average class sizes ranged from 11-40 students) in different

¹ Goldin C, Katz LF. *Human Capital and Social Capital: The Rise of Secondary Schooling in America, 1910 to 1940. Journal of Interdisciplinary History XXIX. 1999; 29:683-723.*

subjects across grades 2-12 and post-secondary classes.² While these studies were carefully designed, and some encompassed thousands of students, standardized education assessment did not yet exist, and statistical rigor was not applied.³ Post-War education research had greater access to large educational data sets and applied new statistical methods across fields such as economics and sociology. Studies from the 1950s focused on how large college classes could be and yet remain effective.⁴ The Coleman Report⁵ suggested that educational achievement was not easily parsed from simple variables such as class size, but was complexly intertwined with a student's family characteristics including race/ethnicity, socioeconomic status, and educational attainment. By the 1970s, researchers began experimenting with extremely small class sizes (1-5 students) or with computer and machine-assisted one-on-one tutoring.⁶ While these small class compositions yielded interesting results, they were not likely applied to many real-life schools.

By the 1980s and 1990s many states were exploring class size as an intervention. At least ten states have investigated K-12 class size and student achievement and other outcomes.⁷ The best-known of these studies was Tennessee Project STAR, unique in rigor and quasi-experimental design.⁸ In 1985 kindergarteners in 79 schools throughout the state were assigned to small classes (13-17 students) or large classes (22-25 students). Students stayed in their assigned large or small size cohorts until Grade 4. Some of the larger class size cohorts also assigned instructional aides as a control for the possible effect of lower teacher to student ratios. All students in smaller classes achieved higher standardized test scores than those students in larger classes, regardless of teacher-student ratios, and positive student outcomes persisted through higher grades. The

2 Rockoff, J. (2009). *Field Experiments in Class Size from the Early Twentieth Century*. *Journal of Economic Perspectives*, 23(4), 211–230. <https://doi.org/10.1257/jep.23.4.211>

3 Rockoff, J. (2009). *Field Experiments in Class Size from the Early Twentieth Century*. *Journal of Economic Perspectives*, 23(4), 211–230. <https://doi.org/10.1257/jep.23.4.211>

4 Glass, G. V., & Smith, M. L. (1979). *Meta-Analysis of research on class size and achievement*. *Educational Evaluation and Policy Analysis*, 1(1), 2. <https://doi.org/10.2307/1164099>

5 Coleman, James S. *Equality of Educational Opportunity (COLEMAN) Study (EEOS, 1966*. Inter- university Consortium for Political and Social Research [distributor], 2007-04-27). <https://doi.org/10.3886/ICPSR06389.v3>

6 Glass, G. V., & Smith, M. L. (1979). *Meta-Analysis of research on class size and achievement*. *Educational Evaluation and Policy Analysis*, 1(1), 2. <https://doi.org/10.2307/1164099>

7 June 10, M. B. J., 2022, & UTC, 2:25pm. (2022, June 10). *Does class size really matter? A Chalkbeat look at the research*. Chalkbeat. <https://www.chalkbeat.org/2022/6/10/23162544/class-size-research/#:~:text=There>

8 Mosteller, F. (1995). *The Tennessee Study of Class Size in the Early School Grades*. *The Future of Children*, 5(2), 113. <https://doi.org/10.2307/1602360>

effect was greatest for male, minority, and poor students. As a continued intervention in Tennessee, Project Challenge selected 17 poor and underperforming districts to adopt small class sizes in primary grades (K-3).⁹ These districts improved their state rankings in reading and mathematics from below average to above average within the first year. Teachers interviewed for Project STAR felt that for kindergarteners especially, students were being taught the processes of being in school and how to be a successful student. The increased teacher attention and relationship-building in small classes may have helped those students to develop better self-regulation and social- emotional skills that led to increased academic learning in critical primary grades.

Other class size policies and interventions have been more disappointing. Three state examples are described below. California mandated reduced class sizes for primary grades in 1996. While test scores did increase for some students, the legislation had the unintended consequence of decreasing teacher quality, especially in schools with higher numbers of poor and nonwhite students when demand outstripped the supply of experienced licensed teachers.¹⁰ Wisconsin also funded class size reduction. Researchers investigated smaller classes at nine high poverty schools and saw some increase in test scores, but reported a possible lack of teacher support mechanisms and professional development.¹¹ Researchers also studied 3rd and 5th grade assessment scores of students in smaller classes in Minnesota; scores improved by 0.4-0.5 standard deviations.¹² Minnesota debated class size reduction again during their 2023 legislative session.¹³

Class size research shows wide variation on how outcomes are measured and analyzed, and these analyses don't adequately account for the known complex social conditions that impact student achievement. In 2019 Oregon passed the Student Success Act [HB 3427](#) to fund schools through grants and direct funding. This law allowed class size reduction under specific conditions and

9 Mosteller, F. (1995). *The Tennessee Study of Class Size in the Early School Grades*. *The Future of Children*, 5(2), 113. <https://doi.org/10.2307/1602360>

10 Jepsen, C., & Rivkin, S. G. (2002). *Class size reduction, teacher quality, and academic achievement in California public elementary schools*. <https://www.classsizematters.org/wp-content/uploads/2012/11/Jepson.pdf>

11 Graue, E., Hatch, K., Rao, K., & Oen, D. (2007). *The Wisdom of Class-Size Reduction*. *American Educational Research Journal*, 44(3), 670–700. <https://doi.org/10.3102/0002831207306755>

12 Cho, H., Glewwe, P., & Whitley, M. (2012). *Do reductions in class size raise students' test scores? Evidence from population variation in Minnesota's elementary schools*. *Economics of Education Review*, 31(3), 77–95. <https://doi.org/10.1016/j.econedurev.2012.01.004>

13 House bill would mandate smaller K-12 class sizes, boost funding formula - Session Daily - Minnesota House of Representatives. (2023, March 17). <https://www.house.mn.gov/sessiondaily/Story/17827>

recognized that historically and currently marginalized students faced added barriers to educational success.

Class size has been reported for many years in Oregon. From 1997 to 2006, class size was collected and reported as part of the Database Initiative (DBI) Project.¹⁴ From 2002-03 to 2011-12, elementary school class size was required reporting on school and district Report Card Summary and Details.¹⁵ This reporting tool was redesigned in 2017-18 as the current At-A-Glance School and District Profiles. Data were collected using the Class Size data collection, in which districts reported the total number of male and female students enrolled in elementary classes.

The Class Size collection had limitations, however. It included only class sizes for self-contained (i.e., “homeroom”) elementary school classes, and did not include departmentalized (i.e., subject-specific) classes at middle schools and high schools. Furthermore, as an aggregate collection, it only reported counts of students. It did not provide the state with student-level data that could be used for better understanding the course-taking patterns of students in Oregon. It is only with student-level data that the State can begin to understand and address equity concerns for students of color, students experiencing poverty, students who are federally identified as English learners, and students with disabilities.

The Class Roster data collection was created in 2010-11; it included more detailed course data than the Class Size collection. In the Class Roster collection, districts submit the enrolled classes for individual students and their teachers, including dates of enrollment in the course. Initially, the Class Roster collection included only reading and mathematics courses in grades 3-8 and 11, but in 2013-14, it was expanded to include all instructional courses, and the Class Size collection was discontinued.

In 2013, HB 2644 established new class size reporting requirements for ODE. The bill requires ODE to report class size data for core subjects to the public and to the Legislative Assembly. In response to this bill, the 2014-15 Class Roster collection was expanded with new data elements to facilitate this reporting requirement, and the administrative rule governing class size reporting ([OAR 581-002-0200](#)) was adopted by the State Board of Education to facilitate this reporting.

Beginning with the 2014-15 data, ODE started reporting class size data for all core subjects. The public report is produced each fall, summarizing class size data for the preceding school year.

14 Database Initiative (DBI) reports are not currently available on the Department of Education’s website. They were decommissioned on November 1, 2019.

15 School and District At-A-Glance Profiles from 2012-13 onward are available at the [ODE Report Cards page](#). Report cards published for school years 2002-03 to 2011-12 are not currently available online, but are available by request.

This report is published and available on the [Class Size Report](#) web page. A report to the legislature is delivered by February 1 each year.

OREGON LAW

Requirements for the annual class size reports are delineated in [HB 2644 \(2013\)](#) and incorporated into Oregon Revised Statute (ORS) [329.901](#). The bill identifies the scope and content of the report, and requires the State Board of Education to define in rule some of the specific details of the report.

329.901 Collection of student and teacher information; report; rules.

(1) As used in this section, "public education program" means an education program provided by any of the following:

- *A school district;*
- *A public charter school;*
- *An education service district;*
- *A long term care or treatment facility, as described in ORS 343.961;*
- *The Youth Corrections Education Program; or*
- *The Oregon School for the Deaf.*

(2) For each school year, the Department of Education shall require public education programs to submit the following information about students in kindergarten through grade 12 classes:

- *The total number of students in the classes; and*
- *The total number of licensed or registered teachers regularly assigned to the students counted under paragraph (a) of this subsection.*

(3) By February 1 of the year following the school year described in subsection (2) of this section, the Department of Education shall make the information received under subsection (2) of this section available to:

- *The public on the website of the Department of Education; and*
- *The Legislative Assembly through annual reports.*

(4) For the purpose of this section, the State Board of Education shall identify by rule:

- *The definition of what constitutes a class for which a public education program must report;*

- *The definition of what constitutes regular assignment of teachers to students for purposes of subsection (2)(b) of this section;*
- *(c) The categories of classes for which a public education program must report; and*
- *(d) If possible, the source of an existing data set that may be used to satisfy the requirements of this section.*

CLASS ROSTER TASK FORCE

As prescribed in ORS 329.901, ODE identified the Class Roster collection as the appropriate source for the data needed to meet the law’s requirements. However, the Class Roster collection needed to be expanded and updated to collect the required data elements. To accomplish this, ODE initiated the Class Size Project, which included the formation of the Class Roster Task Force to help guide ODE’s work.

THE TASK FORCE’S GOALS

- Develop policy and definitions for:
 - What constitutes a “class”
 - What constitutes “regular assignment of teacher”
 - The categories of classes to be reported
 - The specific data elements to be included in the report
- Work to minimize, to the extent possible, the data submission burden
- Make recommendations to improve the quality of the data

CLASS ROSTER TASK FORCE REPRESENTATION

- the Oregon Education Association (OEA)
- the Oregon Confederation of School Administrators (COSA)
- the Oregon School Boards Association (OSBA)
- Oregon’s Teacher Standards and Practices Commission (TSPC)
- Education Service Districts (ESD)
- Oregon School Districts
- the consulting firm, ECONorthwest
- the Oregon Department of Education (ODE)

MAJOR MILESTONES FOR FALL 2013 THROUGH FALL 2015

November 19, 2013	Initial Task Force meeting to define project scope and to develop initial definitions of data elements.
January 22, 2014	Finalize data definitions, required data collection changes, and draft OARs to present to the State Board of Education (SBE) for adoption in April.
October 15, 2014	Task Force reviews proposed class size calculations and preliminary designs for the public report.
September 22, 2015	Task Force reviews the public report and makes recommendations for future work.

In addition to the external Task Force, ODE created a technical team whose charge was to operationalize the task force recommendations. This technical team, including both ODE staff and school district representatives, met frequently during the project time span to help inform the work of the task force.

OREGON ADMINISTRATIVE RULE ADOPTION

As outlined above, the Class Size Task Force worked to create the administrative rule necessary for the calculation of class size. In particular, the rule defined “class,” “regular assignment of teacher,” and the categories of classes that would be reported. This administrative rule was adopted on April 10, 2014:

581-002-0200 CLASS SIZE COLLECTION

(1) As used in this rule:

(a) “Class” means a setting in which organized instruction of academic course content is provided to one or more students (including cross-age groupings) for a given period of time. A course may be offered to more than one class. Class instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium.

(b) “Regular assignment of a teacher” means a teacher who consistently teaches a group of students in elementary self-contained classroom or group(s) of students in secondary classroom in academic subject area(s) over a given period of time.

(2) Beginning with the 2014–2015 school year, the Department of Education shall require public education programs to submit information as required by ORS 329.901 and this rule for the following categories of classes as identified based on the grade levels of the school:

(a) Elementary schools (any combination of grades Kindergarten through 8): Homeroom (Self-Contained)

(b) Secondary schools (any combination of grades 6 through 12) by academic subject area:

(A) English Language Arts (Reading or Language Arts);

(B) Mathematics;

(C) Science;

(D) Social Studies (Civics, History, Government, Economics, Geography);

(E) World Language and Literature; and

(F) Fine and Performing Arts.

(3) The Department shall utilize existing institution, staff and student data collections to collect the information required by ORS 329.901 and this rule.

(4) The Department shall provide a technical manual to public education programs that will be used to determine class size.

DATA COLLECTION AND REPORTING

The primary data source for the Class Size Report was the Class Roster collection until 2024-25. During the 2023-24 school year, an ODE work group convened with district data submitters, registrars, and school counselors to discuss current course data collected by districts, feasibility of collecting new types of student and course data, and what portions of these hypothetical data were not electronically stored in their current student information system configurations. The Class Schedule collection is an extensive overhaul of Class Roster to decrease the number of data elements collected and decrease district burden. The purpose of both the Class Roster and the Class Schedule Collections is to link teachers and students with their instructional courses. Collecting these data makes it possible to identify which students and courses are being taught by each teacher. Both collections contain information on the courses each student is enrolled in, including the teacher(s), course section, dates of enrollment, the course subject, and the classroom and class period in which the instruction occurred.

Each class is identified with a unique combination of classroom ID, class period ID, and school ID. Multiple courses can be occurring at the same time in the same classroom, which necessitates multiple course identifiers associated with a single class. [Course subjects are identified using](#)

[course codes](#) developed by the National Forum on Education Statistics (NFES).¹⁶ This forum is no longer active since 2025.

For the 2024-25 data collection, school districts were asked to submit data during the collection window from May 1, 2025 to June 30, 2025, for classes taught at any time during the 2024-25 school year, including summer of 2024. After data were submitted, ODE staff audited the data and notified districts of the results. The audits identify data that are unusual, missing, or likely to be inaccurate. Those districts identified as having unusual data were contacted and given an opportunity to correct their submission during the Audit Review Period (July 10, 2025 through July 18, 2025). For example, one of the audits looks for overlapping dates and gaps in time when students or teachers were in classes. Gaps may indicate when a student or staff had an extended absence, but overlapping dates are almost always a submission error. Another common error involves records that show a student taking more than eleven courses on a given day. This may be accurate, but this data pattern also arises when two or more districts report a given student taking their courses at the same time in different districts. Students cannot attend more than one Oregon public school at a time. Those affected districts were given contact information in order to work with the other districts and resolve the dates when the affected students attended their classes. Additionally, districts that had not attempted to correct known errors during the Audit Review Period were contacted again during the summer and offered help.

Class sizes for public education programs, including all schools and school districts, were [calculated](#)¹⁷ during the summer of 2025 and provided to districts so that they could preview their data from July 10 through September 26, 2025, prior to public release. During this time, many districts discovered additional errors and were allowed to edit and update their data. ODE staff also contacted districts about additional potential errors revealed by the validation, including missing subject areas or students, and unusual class sizes.

Class Size data were first published in a detailed Class Size data release on November 20, 2025 available on [the ODE Class Size Report page](#).

CLASS SIZE CALCULATION

The Class Size report is a “snapshot” of the classes that students were enrolled in on May 1, 2025 (the first school day in May). Reporting is limited to the following types of classes:

¹⁶ Course codes used are listed in Appendix A of the [Class Schedule Technical Manual for the 204-2025 School Year](#). Other [Class Roster Resources](#) for districts can be accessed directly or through the [ODE Class Size Report page](#).

¹⁷ Class size calculation is described with the current technical manual, [Class Size Technical Manual for the 2024-2025 School Year](#).

- Self-contained (“homeroom”) classes, primarily in grades K-8.
- Departmentalized courses in middle and high school for the following core content areas:
 - English language arts
 - Mathematics
 - Science
 - Social studies
 - World Language and Literature
 - Fine and Performing Arts

For each of these class types, ODE calculated the following data elements:

- **Total Students:** The total number of students enrolled on May 1. Students are counted once, even if they are enrolled in more than one class of that type.
- **Total Teachers:** The total number of teachers teaching on May 1. Teachers are counted once even if they are teaching multiple classes within the class type.
- **Median Class Size:** The median size of the classes reported on May 1. The median is the middle number in an ordered list. If there is an even number of classes in a particular grouping, the median is the average of the two middle values.¹⁸
- **Classes of 1 to 15:** The number of classes that have 15 or fewer students enrolled on May 1.
- **Classes of 16 to 25:** The number of classes that have 16 to 25 students enrolled on May 1.
- **Classes of 26 to 35:** The number of classes that have 26 to 35 students enrolled on May 1.
- **Classes of 36 to 45:** The number of classes that have 36 to 45 students enrolled on May 1.
- **Classes of 46 to 55:** The number of classes that have 46 to 55 students enrolled on May 1.
- **Classes of 56 or more:** The number of classes that have at least 56 students on May 1.

State level data visualizations at school and district levels are provided in Figures 1-5 below for 2024-25, as well as tabular data by school year and grade level. As with any data collection, these data should be interpreted with care. These data are for a point in time, and despite substantial validation efforts by school districts and ODE, some errors in the data may remain. Class size data for each Oregon school district are listed in Appendix A and can be downloaded on the [ODE Class Size Report page](#).

EARLY COVID-19 PANDEMIC CONDITIONS

The Class Roster Collection and the Class Size validation were canceled during 2019-20. Since schools closed in March 2020 under emergency executive orders, gathering these data would

¹⁸ The median was chosen by the Class Size Task Force as the best measure of typical class size.

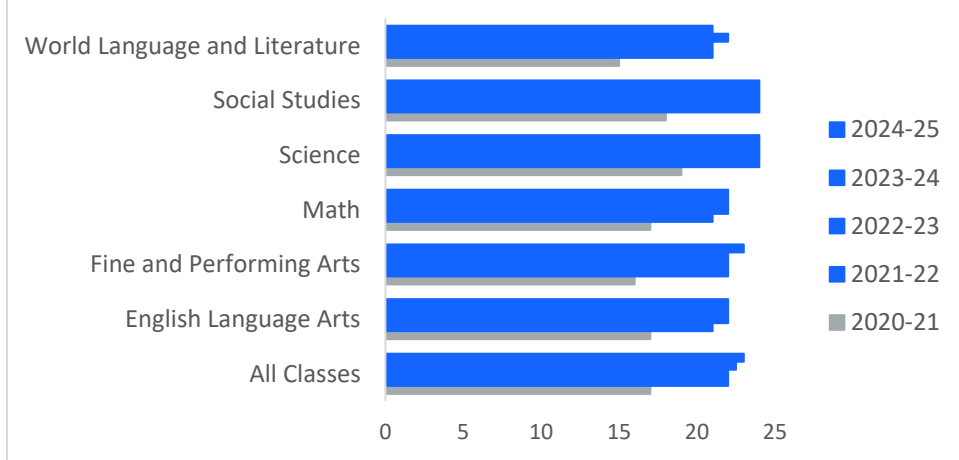
have caused an undue burden on districts and schools struggling to adapt to providing services in extreme and changing conditions. An abbreviated legislative report was published in February 2021 explaining some of the anticipated data quality issues that could have occurred during this novel school year.

COVID-19 pandemic safety protocols required smaller student cohorts meeting indoors for hybrid and on-site/in-person learning to allow social distancing to reduce the potential for spread of infection. To meet the safety and educational needs of their students, schools often used different rooms, and at times different buildings, to optimize their existing spaces. Alternatively, schools operating under comprehensive distance learning sometimes scheduled larger class sizes and asynchronous instruction. Another factor in forcing smaller class sizes for some schools was a decrease in [enrollment](#). Enrollment counts during 2020-21 decreased below those observed during the Great Recession. When class size reporting resumed in 2020-21, core subject classes saw median decreases of seven to nine students per class. Districts reported that all these factors affected course scheduling in 2020-21.

CUMULATIVE FINDINGS

[Enrollment](#) has remained depressed in Oregon since the COVID pandemic. As pandemic safety restrictions eased and in-person instruction became more common during the 2021-22 school year, most statewide class medians increased to levels between the higher pre-pandemic medians and the lower medians seen in 2020-21. The statewide class medians (median = 22.5, shown below and in the summary table at the end of this section) are driven by high school data as these schools report more classes than other school types. The statewide class median for all subjects, and the medians for high schools and middle schools, had not changed since the inception of class size reporting in 2014-15 through 2018-19. Medians for departmentalized subjects and secondary schools decreased by seven to nine students per class, meeting and exceeding [Quality Education Model recommendations](#) (QEM) in 2020-21. The 2022 QEM adjusted its class size prototypes to lower targets to meet the social/emotional and learning needs of post-pandemic elementary students to 20 students per class for elementary schools and 20.8 students per class for middle and high schools. The 2024 QEM maintained those same class size goals. Medians increased after 2021-22 for all class types. Class size medians no longer effectively meet [2024 QEM recommended levels](#) for any class grade and or subject except kindergarten.

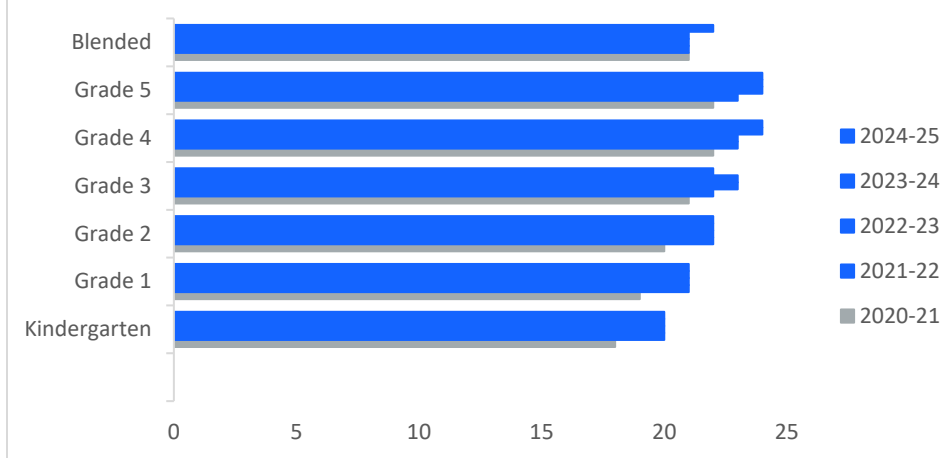
Figure 1. Class Size Increased for two core subjects and all classes combined



State median middle and high school class sizes are similar across subjects, although middle school median class sizes tend to be slightly larger for some core subjects. Median class size for all subjects in middle schools had increased to 24 students by 2021-22 and has not changed. Non-combined high schools had increased to 23 students per class for all subjects by 2021-22 and increased again to 24 students per class for all subjects in 2023-24. The median for all subjects in non-combined high schools has since decreased to 23 students per class in 2024-25.

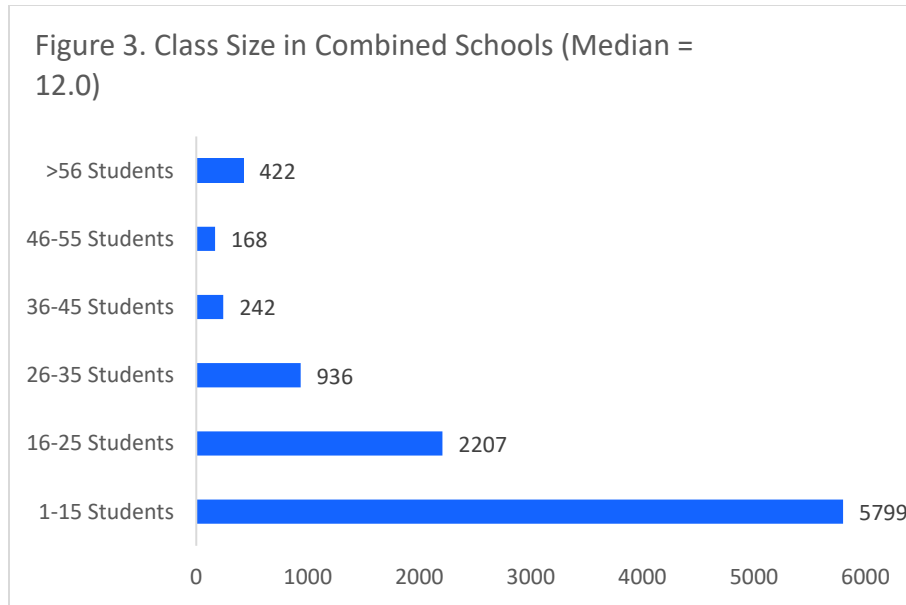
Looking across time, some elementary grades saw slight decreases in class size between 2015-16 and 2018-19 (data not shown). Smaller cohorts recommended to slow the spread of infection in 2020-21 led to decreases in elementary grades by an average of three students per class. Class sizes in all elementary grades met Quality Education Model (QEM) recommendations in 2020-2021. These decreases were partially erased in 2021-22 and 2022-23 for all elementary grades. Kindergarten was the only grade meeting 2024 QEM targets in 2023-24 and 2024-25.

Figure 2. Elementary Class Size Medians stable in 2024-25 except Blended classes



Grade 6 is not shown above; the median class size for Grade 6 is 23 students per class. Only 14.7% of sixth graders receive self-contained education. On May 1, 2025, 42,177 seventh graders and 42,551 eighth graders were enrolled in Oregon. Only 27 schools taught self-contained Grade 7 classes to 659 students. Of these schools, 18 out of 27 schools reported classes with medians of 20 students per class or lower for Grade 7. These lower median schools taught 368 students. Only 21 schools taught self-contained Grade 8 classes to 492 students. Only 13 of these schools reported classes with medians of 20 students per class or lower. These lower median schools taught 265 students. Students in self-contained classes represent 1.6% of all seventh graders and 1.2% of all eighth graders. Most middle grade students receive departmentalized education in larger classes.

Combined schools represent a minority of schools in Oregon, including virtual charter schools. The number of combined schools has increased slightly since class size reporting began; they comprise 40.2% of public high schools (137 out of 341 total high schools in 2024-25). They also tend to be schools with smaller populations. Their median class size began at 17 in 2014-15, but decreased by one to 16 beginning in 2016-17 and then again in 2017-18 to a median of 15 students. The median class size increased from 12 students in 2020-2021 to 14 students in 2021-22, but decreased back to 12.0 in 2022-23 and remains at 12.0 in 2024-25.



Although statewide medians remained fairly static until 2020-21, medians at the district and school level can show change across school years, even for medium (1,651-7,499 students) and large (7,500 or more students) districts that have less dramatic enrollment shifts over time than small districts (801 to 1,650 students) and very small districts (800 students or less). Previous data indicated that class medians are usually somewhat proportional to total enrollment until practical limits on space were reached. The public [Class Size Report](#) shows variability in the range of class size medians depending on district size. Large districts only had a range of 5 students per class between the lowest (22) and highest (27) medians for all subjects and grades. Medium districts had a range of 23 students between the lowest (5) and highest (28) medians reported for all subjects and grades. Small districts had a range of 22 students between the lowest (2) and highest (24) medians reported for all subjects and grades. Very small districts had a range of 23.5 students between the lowest (1) and highest (24.5) medians reported for all subjects and grades.

Figure 4. Large District Medians (n = 15)

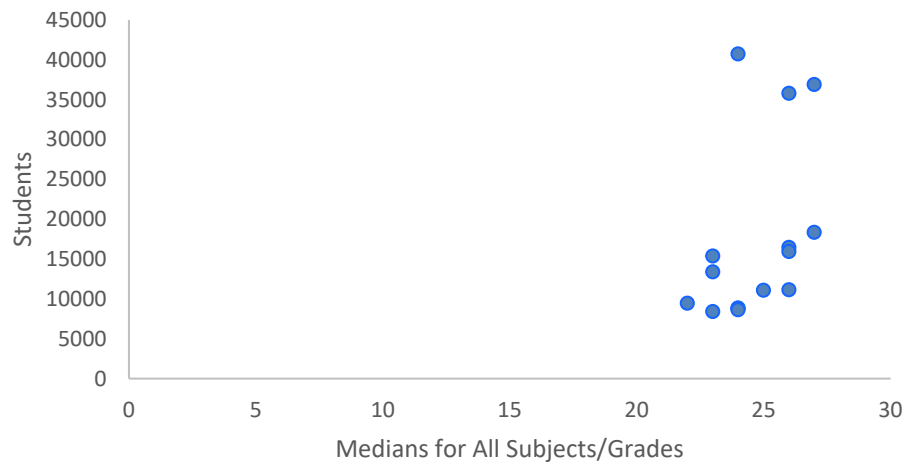


Figure 5. Medium District Medians (n = 54)

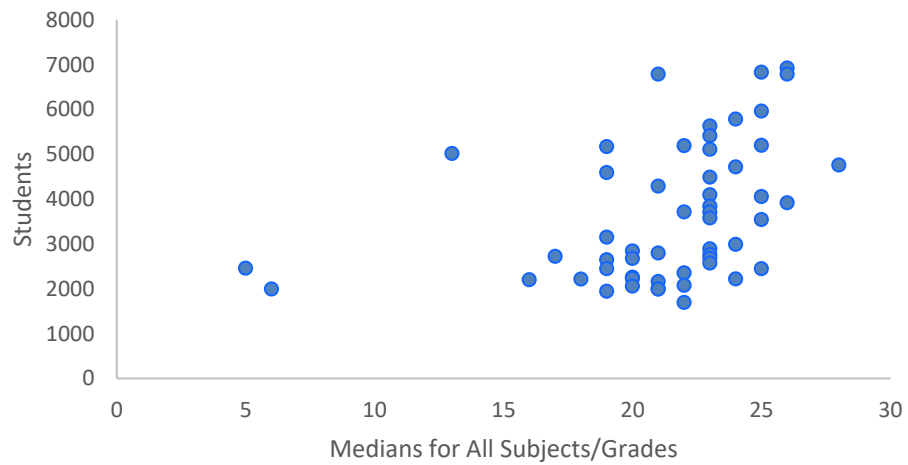


Figure 6. Small District Medians (n = 33)

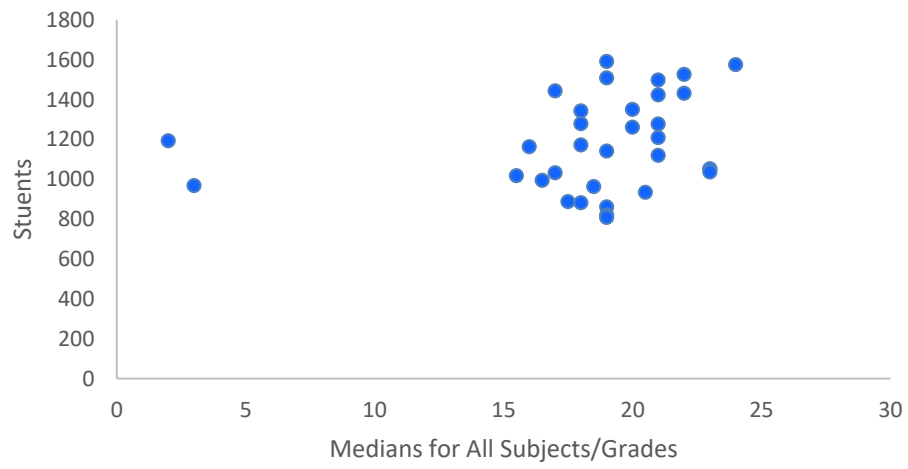
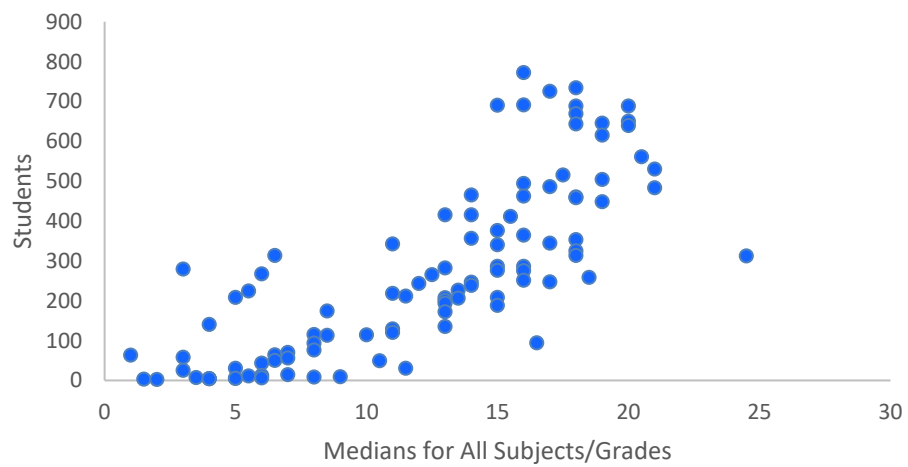


Figure 7. Very Small District Medians (n = 101)



Below are the statewide class size range counts and medians for all class types.

Subject Area	Median Class Size	Number of Classes of 15 or Fewer Students	Number of Classes of 16 to 25 Students	Number of Classes of 26 to 35 Students	Number of Classes of 36 to 45 Students	Number of Classes of 46 to 55 Students	Number of Classes of 56 or More Students	Total Students	Total Teachers
All Subjects/Grades	23.0	16,665	32,039	23,015	1,463	409	686	521,838	24,297
Total Self-Contained	22.0	1,364	7,858	2,519	90	68	94	238,260	10,812
Kindergarten	20.0	225	1,406	106	6	7	1	31,632	1,645
Grade 1	21.0	190	1,374	197	3	7	2	32,823	1,602
Grade 2	22.0	120	1,289	270	16	5	4	33,876	1,565
Grade 3	23.0	104	1,179	435	8	14	2	35,935	1,592
Grade 4	24.0	89	1,002	522	12	5	8	34,493	1,496

Subject Area	Median Class Size	Number of Classes of 15 or Fewer Students	Number of Classes of 16 to 25 Students	Number of Classes of 26 to 35 Students	Number of Classes of 36 to 45 Students	Number of Classes of 46 to 55 Students	Number of Classes of 56 or More Students	Total Students	Total Teachers
Grade 5	24.0	99	969	608	11	3	11	36,575	1,527
Grade 6	23.0	41	171	77	1	0	11	6,138	271
Grade 7	17.0	21	25	6	0	0	1	659	39
Grade 8	14.0	26	13	3	0	1	0	492	32
Blended Classroom	22.0	449	430	295	33	26	54	26,987	1,258
Total Departmentalized	23.0	15,301	24,181	20,496	1,373	341	592	326,324	13,817
English Language Arts	22.0	4,365	5,545	4,527	208	56	109	264,048	4,261

Subject Area	Median Class Size	Number of Classes of 15 or Fewer Students	Number of Classes of 16 to 25 Students	Number of Classes of 26 to 35 Students	Number of Classes of 36 to 45 Students	Number of Classes of 46 to 55 Students	Number of Classes of 56 or More Students	Total Students	Total Teachers
Fine and Performing Arts	23.0	1,864	3,130	2,266	472	137	103	152,925	1,954
Math	22.0	3,304	4,867	3,845	160	21	74	242,781	3,289
Science	24.0	2,006	4,295	4,172	131	26	68	230,720	2,647
Social Studies	24.0	1,958	4,088	4,182	211	22	58	221,716	2,799
World Language and Literature	21.0	981	1,722	1,070	65	5	7	78,410	1,075
Multiple Subjects	21.0	823	534	434	126	74	173	37,009	1,688

CONCLUSION

WHAT THE DATA SHOW:

1. The total number of students enrolled has decreased, but their representation in this report has increased slightly. Average Daily Membership enrollment continued to decrease in 2024-25 as it has decreased annually since 2020-21. The 2024-25 Class Size validation represented 521,838 students, 96.7% of all students attending on May 1, 2025. The 2023-24 Class Size validation represented 523,982 students, 96.5% of all students attending on May 1, 2024.
2. The combined median for all subjects and grades increased from 22.5 in 2023-24 to 23.0 in 2024-25. Self-contained class medians did not increase above those seen in 2023-24, with the exception of blended classes. The blended class median increased for the first time since all medians decreased in 2020-21 from historical higher levels. Departmentalized class medians are within 1-2 students per class of pre-pandemic levels with the exception of the World Language and Literature. This median is now 21 students per class, less than the historical median of 24 students per class, and reflects a one student decrease contrasted to 2023-24. The Fine and Performing Arts median increased by one student per class contrasted to 2023-24.
3. Large and medium districts skew to higher class size medians.
4. There has always been variation in median class size within a district and within a school. District size categories show wide variation in class size medians as shown beginning on page 18 and in Appendix A. Large districts have the least variability in class size medians.

This is the eleventh annual report on class size. ODE has produced additional data analysis from the Class Roster collection. Recent public records requests have included data on selected civics courses and calculus courses taught in Oregon's public high schools. ODE also leverages this data set for additional research projects, and ODE's research partners at the state's universities have leveraged the data for their analyses. Many research questions of interest have been addressed using the data and can be found on the [Accountability Data Briefs](#) webpage. Topics include:

- Describing high school course taking patterns ([High School Math and Science Course Taking Patterns](#))
- Median class sizes for historically disadvantaged student groups as compared to their peers ([Median Class Size by Student Groups](#))
- Comparing and contrasting race/ethnicity of students and their teachers ([Student and Teacher Race/Ethnicity](#))

- Examining teachers' race/ethnicity, language of origin, educational attainment, and subjects taught ([Teachers and Subjects Taught](#))
Course taking patterns of ninth graders on-track or not on-track to graduate from high school ([Freshman Course-Taking and On-Track Status](#))

ODE is also piloting two new data collections in the 2025-26 school year that should be impactful for Oregon's students and relevant to discussions about the opportunity to learn in Oregon's classrooms, beyond what can be provided by mere course-taking information. ODE will be collecting *Diploma Pathways* data for high school students, which includes overall credit attainment, grade point average, and which diploma pathway students are on (regular, modified, or extended). Data regarding *Course Grade History* will also be collected. This will support research into whether high school students are not just accessing challenging courses, but actually being provided with meaningful opportunities to learn.

APPENDIX A: DISTRICT MEDIAN CLASS SIZE, ALL SUBJECTS, ALL GRADES

The table below shows the median class size for all classes offered in each school district, as well as the distribution of class sizes. A much more detailed report is available at [the ODE Class Size Report page](#), and includes grade-level and subject-level class sizes for both schools and districts.

Note: an asterisk (*) within the table denotes that the data should be interpreted with care - many of this institution's students and classes were not included in this report. Additional numbered notes for specific districts are listed below the table.

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Adel SD 21	5.5	2	0	0	0	0	0	11	2
Adrian SD 61	13.0	26	17	5	0	0	1	282	17
Alsea SD 7J	14.0	24	7	1	1	0	2	238	18
Amity SD 4J	17.0	48	69	13	0	0	0	725	46
Annex SD 29	16.5*	2*	4*	0*	0*	0*	0*	94*	6*

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Arlington SD 3	11.0	33	2	0	0	0	0	120	11
Arock SD 81	6.0	2	0	0	0	0	0	12	2
Ashland SD 5	20.0	143	222	79	2	1	0	2,254	121
Ashwood SD 8	--*	--*	--*	--*	--*	--*	--*	--*	--*
Astoria SD 1	22.0	38	147	68	3	1	0	1,691	80
Athena-Weston SD 29RJ	16.0	52	52	1	0	0	0	462	37
Baker SD 5J	13.0	520	226	59	29	15	69	5,015	194
Bandon SD 54	19.0	38	95	14	1	1	0	615	35
Banks SD 13	23.0	20	75	49	4	1	0	1,052	46

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Beaverton SD 48J	27.0	409	1,507	2,510	298	43	22	36,876	1,739
Bend-LaPine Administrative SD 1	26.0	190	752	900	61	9	8	15,934	683
Bethel SD 522	24.0	123	304	213	13	1	0	4,716	227
Blachly SD 90	15.5	29	17	2	4	0	6	411	23
Black Butte SD 41	11.5	9	3	0	0	0	0	30	4
Brookings-Harbor SD 17C	21.0	75	253	22	1	0	0	1,209	59
Burnt River SD 30J	1.0	94	0	0	0	0	0	63	7

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Butte Falls SD 91	10.0	20	2	0	0	0	0	114	10
Camas Valley SD 21J	13.0	25	16	0	0	0	0	200	15
Canby SD 86	23.0	40	327	151	10	2	6	4,094	192
Cascade SD 5	23.0	46	168	108	1	0	0	2,568	112
Centennial SD 28J	25.0	55	282	239	8	2	4	5,195	210
Central Curry SD 1	15.0	37	32	0	0	0	0	376	22
Central Linn SD 552	18.0	22	35	6	1	0	0	458	26

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Central Point SD 6	23.0	79	339	158	6	1	2	4,485	203
Central SD 13J	23.0	71	223	160	2	1	3	2,886	134
Clackamas ESD	4.0	65	0	0	0	0	0	140	22
Clatskanie SD 6J	20.0	36	43	22	0	0	0	688	38
Colton SD 53	19.0	18	54	6	1	0	0	448	25
Condon SD 25J	11.0	27	6	1	0	0	0	129	13
Coos Bay SD 9	21.0	70	206	36	0	1	4	2,795	132
Coquille SD 8	18.0	75	70	13	2	1	6	1,172	54
Corbett SD 39	23.0	16	63	31	1	1	0	1,050	48

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Corvallis SD 509J	24.0	95	362	300	4	2	0	5,780	264
Cove SD 15	16.0	23	19	6	0	0	0	286	18
Creswell SD 40	23.0	23	69	17	0	1	0	1,036	49
Crook County SD	19.0	144	212	44	1	0	0	3,146	156
Crow-Applegate-Lorane SD 66	15.0	26	15	5	0	0	1	286	25
Culver SD 4	19.0	19	74	8	1	0	0	645	31
Dallas SD 2¹	--*	--*	--*	--*	--*	--*	--*	--*	--*
David Douglas SD 40	24.0	165	619	426	10	4	9	8,624	393

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Dayton SD 8	19.0	36	93	10	2	1	2	808	43
Dayville SD 16J	6.0	18	0	0	0	0	0	43	7
Diamond SD 7	7.0	2	0	0	0	0	0	14	2
Double O SD 28	5.0	1	0	0	0	0	0	5	1
Douglas County SD 15	11.5	36	11	1	1	1	0	211	20
Douglas County SD 4	19.0	234	458	137	5	1	0	5,167	263
Douglas ESD¹	--*	--*	--*	--*	--*	--*	--*	--*	--*
Drewsey SD 13	4.0	1	0	0	0	0	0	4	1

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Dufur SD 29	18.0	23	25	10	0	0	0	353	18
Eagle Point SD 9	23.0	58	237	140	4	5	12	3,840	157
Echo SD 5	18.0	33	19	16	0	0	0	325	19
Elgin SD 23	14.0	48	26	3	2	0	0	356	27
Elkton SD 34	5.5	63	15	0	0	0	0	224	24
Enterprise SD 21	14.0	49	27	4	0	0	0	415	26
Estacada SD 108	24.0	59	89	92	7	0	24	2,987	108
Eugene SD 4J	23.0	421	1,090	717	32	8	4	15,358	771
Falls City SD 57 ¹	8.5	31	2	1	0	0	0	174	15

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Fern Ridge SD 28J	20.0	56	87	37	5	1	2	1,350	62
Forest Grove SD 15	23.0	172	324	275	1	0	3	5,629	245
Fossil SD 21J	5.0	62	0	0	0	0	27	2,456	42
Frenchglen SD 16	4.0	1	0	0	0	0	0	4	1
Gaston SD 511J	18.0	27	56	5	0	2	1	460	26
Gervais SD 1	21.0	32	98	32	8	3	7	1,277	63
Gladstone SD 115	24.0	47	77	74	2	0	0	1,575	74
Glendale SD 77	16.0	23	23	4	0	0	0	275	14

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Glide SD 12	18.0	25	71	8	0	0	0	734	35
Grants Pass SD 7	23.0	91	450	220	9	4	3	5,409	234
Greater Albany Public SD 8J	23.0	232	588	427	24	6	3	8,396	391
Gresham-Barlow SD 10J	25.0	184	516	566	31	11	26	11,060	445
Harney County SD 3	15.0	79	53	10	1	0	0	690	44
Harney County SD 4	21.0	24	29	12	10	4	0	1,120	47
Harney County Union High SD 1J	2.0	1,189	23	13	2	0	1	1,193	51

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Harper SD 66	3.0	115	14	3	0	0	0	279	13
Harrisburg SD 7J	19.0	44	102	8	3	1	0	820	45
Helix SD 1	15.0	29	18	1	0	0	0	188	16
Hermiston SD 8	22.0	115	443	165	4	3	0	5,188	236
High Desert ESD ¹	--*	--*	--*	--*	--*	--*	--*	--*	--*
Hillsboro SD 1J	27.0	156	701	985	121	11	10	18,343	748
Hood River County SD	23.0	109	278	166	4	1	5	3,708	196
Huntington SD 16J	7.0	27	0	0	0	0	0	70	9

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Imbler SD 11	18.0	21	24	2	0	0	0	313	18
InterMountain ESD	6.5	56	11	7	0	0	0	313	21
Ione SD R2	8.5	25	5	0	0	0	0	113	12
Jefferson County SD 509J	19.0	130	232	46	4	0	4	2,644	136
Jefferson SD 14J	18.0	32	62	8	1	0	0	669	32
Jewell SD 8	8.0	32	0	1	0	1	0	115	13
John Day SD 3	14.0	58	37	3	0	0	0	465	33
Jordan Valley SD 3	6.5	27	1	0	0	0	0	64	8

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Joseph SD 6	18.5	19	37	3	1	1	1	258	23
Junction City SD 69	21.0	74	142	38	0	0	0	1,498	77
Juntura SD 12	8.0	1	0	0	0	0	0	8	1
Klamath County SD	21.0	175	450	153	11	2	3	6,784	300
Klamath Falls City Schools	22.0	93	477	197	4	1	5	2,351	116
Knappa SD 4	13.0	61	38	3	1	0	0	415	30
La Grande SD 1	21.0	71	211	49	2	3	0	1,987	106
Lake County SD 7	18.0	28	64	2	2	0	0	643	39

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Lake Oswego SD 7J	26.0	46	444	506	10	2	1	6,784	306
Lane ESD ¹	--*	--*	--*	--*	--*	--*	--*	--*	--*
Lebanon Community SD 9	22.0	98	328	143	1	1	2	3,710	177
Lincoln County SD	19.0	248	347	126	1	0	0	4,589	240
Linn Benton Lincoln ESD	3.0	30	1	1	0	0	0	58	10
Long Creek SD 17	3.0	17	0	0	0	0	0	25	5
Lowell SD 71	15.5	47	28	8	3	1	7	1,018	52

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Mapleton SD 32	13.0	18	4	2	0	0	0	135	11
Marcola SD 79J	3.0	659	56	35	5	0	1	968	44
McKenzie SD 68	13.0	24	8	2	0	0	0	172	16
McMinnville SD 40	25.0	69	301	342	15	0	1	5,960	259
Medford SD 549C	23.0	251	809	498	20	7	13	13,379	580
Milton-Freewater Unified SD 7	19.0	61	133	34	1	0	0	1,508	74
Mitchell SD 55	6.0	258	33	10	12	21	33	1,991	54

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Molalla River SD 35	25.0	40	122	139	4	3	1	2,444	118
Monroe SD 1J	17.0	24	23	8	1	1	0	344	32
Monument SD 8	7.0	20	0	0	0	0	0	56	9
Morrow SD 1	18.0	114	181	31	2	2	0	2,213	107
Mt Angel SD 91	20.0	31	75	20	0	0	0	650	33
Multnomah ESD	6.0*	79*	12*	3*	2*	0*	0*	267*	34*
Myrtle Point SD 41	21.0	15	31	2	0	0	7	530	31
Neah-Kah-Nie SD 56	18.0	42	70	4	1	0	0	688	38

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Nestucca Valley SD 101J	21.0	17	37	8	1	0	0	483	25
Newberg SD 29J	26.0	56	126	170	27	3	1	3,914	159
North Bend SD 13	23.0	85	172	68	22	16	20	2,761	132
North Clackamas SD 12	26.0	270	888	1,170	34	5	23	16,456	689
North Douglas SD 22	11.0	68	18	5	0	0	0	342	26
North Lake SD 14	13.0	29	12	0	0	0	0	207	15
North Marion SD 15	22.0	41	121	36	2	0	1	1,526	70

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
North Powder SD 8J	16.0	28	27	2	0	0	0	251	22
North Santiam SD 29J	21.0	64	178	49	4	3	0	2,000	108
North Wasco County SD 21	17.0	194	197	51	1	0	0	2,719	124
Northwest Regional ESD	8.0*	41*	0*	0*	0*	0*	0*	93*	12*
Nyssa SD 26	16.0	102	99	16	0	3	11	2,197	87
Oakland SD 1	20.0	28	49	22	0	2	0	639	34
Oakridge SD 76	17.0	33	43	0	0	0	1	486	29

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
ODE YCEP District	5.0	104	3	0	0	0	0	208	38
Ontario SD 8C	20.0	56	144	41	1	0	0	2,055	95
Oregon City SD 62	26.0	132	217	313	21	12	27	6,918	312
Oregon Department of Education	16.5	84	49	39	2	0	2	994	66
Oregon Trail SD 46	25.0	76	195	219	27	1	1	4,054	171
Paisley SD 11	12.0	22	1	1	0	3	0	243	11
Parkrose SD 3	23.0	49	163	119	1	4	0	2,675	124

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Pendleton SD 16	20.0	144	227	73	8	4	3	2,840	137
Perrydale SD 21	24.5	4	21	7	0	4	0	312	15
Philomath SD 17J	19.0	64	133	22	1	0	3	1,591	83
Phoenix-Talent SD 4	22.0	46	159	50	0	1	0	2,072	92
Pilot Rock SD 2	12.5	40	20	0	0	0	0	265	18
Pine Creek SD 5	2.0	1	0	0	0	0	0	2	1
Pine Eagle SD 61	13.5	32	14	4	0	0	0	206	16
Pinehurst SD 94	9.0	1	0	0	0	0	0	9	1

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Pleasant Hill SD 1	20.5	39	60	35	0	0	0	934	42
Plush SD 18	6.0	1	0	0	0	0	0	6	1
Port Orford-Langlois SD 2CJ	13.5	29	21	0	0	0	0	226	15
Portland SD 1J	24.0	870	2,606	2,447	100	24	27	40,716	2,069
Powers SD 31	10.5*	3*	0*	1*	0*	0*	0*	49*	7*
Prairie City SD 4	17.0	109	40	14	19	12	33	1,443	67
Prospect SD 59	15.0	22	20	1	0	0	0	208	14
Rainier SD 13	16.0	66	66	4	0	0	0	772	47

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Redmond SD 2J	25.0	124	256	322	26	17	2	6,827	293
Reedsport SD 105	17.5	30	49	0	0	0	1	515	28
Reynolds SD 7	22.0	220	775	310	8	3	1	9,436	447
Riddle SD 70	15.0	58	42	0	0	0	2	340	23
Riverdale SD 51J	20.5	41	61	20	0	2	0	561	38
Rogue River SD 35	17.0	76	85	10	1	0	1	1,032	58
Salem-Keizer SD 24J	26.0	587	1,548	2,113	159	26	24	35,777	1,499
Santiam Canyon SD 129J	23.0	72	67	15	22	9	62	3,576	104

District	Median Class Size	Number of Classes with 15 or fewer Students	Number of Classes with 16 to 25 Students	Number of Classes with 26 to 35 Students	Number of Classes with 36 to 45 Students	Number of Classes with 46 to 55 Students	Number of Classes with 56 or more Students	Total Students	Total Teachers
Scappoose 8SD 1J	24.0	48	111	95	2	0	0	2,218	97
Scio SD 95	20.0	100	61	21	5	26	40	2,225	76
Seaside SD 10	21.0	36	107	38	1	0	0	1,423	69
Sheridan SD 48J	18.5	40	71	8	0	2	11	963	56
Sherman County SD	15.0	25	22	1	0	0	0	276	18
Sherwood SD 88J	28.0	34	131	306	14	2	4	4,757	186
Silver Falls SD 4J	25.0	48	186	201	14	0	2	3,542	146
Sisters SD 6	19.0	75	186	21	3	2	0	1,141	66

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Siuslaw SD 97J	16.0	121	120	10	1	0	0	1,163	69
South Coast ESD¹	--*	--*	--*	--*	--*	--*	--*	--*	--*
South Harney SD 33	3.5	2	0	0	0	0	0	7	2
South Lane SD 45J3	19.0	108	194	49	0	0	0	2,443	128
South Umpqua SD 19	18.0	76	136	14	1	0	0	1,343	69
South Wasco County SD 1	11.0	45	19	1	0	0	0	218	17
Southern Oregon ESD	1.5*	4*	0*	0*	0*	0*	0*	3*	1*

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Spray SD 1	6.5	22	0	0	0	0	0	50	8
Springfield SD 19	24.0	183	531	458	18	4	9	8,803	412
St Helens SD 502	20.0	104	206	54	13	4	2	2,674	137
St Paul SD 45	17.0	21	28	1	0	0	0	247	16
Stanfield SD 61	19.0	20	45	6	0	0	0	504	26
Suntex SD 10	5.0	1	0	0	0	0	0	5	1
Sutherlin SD 130	18.0	58	116	9	0	0	4	1,279	66
Sweet Home SD 55	21.0	47	178	38	4	1	0	2,158	106

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Three Rivers/Josephine County SD	21.0	135	330	108	10	4	6	4,286	193
Tigard-Tualatin SD 23J	26.0	201	531	742	19	3	4	11,132	504
Tillamook SD 9	19.0	77	142	24	3	1	0	1,941	90
Troy SD 54	4.0	1	0	0	0	0	0	4	1
Ukiah SD 80R	5.0	15	0	0	0	0	0	30	7
Umatilla SD 6R	22.0	36	138	48	0	0	0	1,431	64
Union SD 5	16.0	23	18	6	2	0	0	364	21
Vale SD 84	17.5	46	79	8	1	0	0	888	47

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Vernonia SD 47J	16.0	47	45	5	0	0	0	494	32
Wallowa SD 12	13.0	37	12	1	0	0	0	193	19
Warrenton-Hammond SD 30	19.0	50	94	14	0	0	0	861	51
West Linn-Wilsonville SD 3J	24.0	136	653	472	13	7	3	8,846	413
Willamette ESD	8.0	10	0	1	0	0	0	76	7
Willamina SD 30J	16.0	51	62	3	1	0	0	691	41
Winston-Dillard SD 116	20.0	61	92	29	1	0	0	1,261	66

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Woodburn SD 103	23.0	57	463	192	2	2	0	5,108	224
Yamhill Carlton SD 1	18.0	64	83	7	1	0	3	882	53
Yoncalla SD 32	14.0	22	12	6	0	0	0	246	17

¹Institution did not report any students enrolled in instructional classes offered by the school/district on May 1, 2025.