

Oregon Report Card

2000-01

An Annual Report to the Legislature on Oregon Public Schools
Stan Bunn State Superintendent of Public Instruction
Oregon Department of Education



The Oregon Report Card

is an annual portrait of
Oregon's public school system.

It is designed to report trends and statewide progress
toward achieving the goals of the Oregon Educational Act for the 21st Century.

State Superintendent of Public Instruction

Stan Bunn

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Mission Statement

In the relentless pursuit of each student's success

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STAN BUNN
State Superintendent
of Public Instruction

October 1, 2001

Dear Fellow Oregonians,

I am pleased to present the 2000-01 Oregon Report Card. This document is a valuable resource that summarizes the important educational milestones over the last school year.

It has been ten years since the Oregon Legislature enacted the Oregon Educational Act for the 21st Century. During this decade, schools in Oregon have undergone a tremendous transformation. The focus of education has shifted as we required all students to achieve high academic standards. The resulting changes for schools, teachers, parents and students have presented great challenges and even greater opportunities.

At the same time that educators were asked to help all students reach these high standards, school systems have gone through significant changes that resulted in reduced resources, increased class sizes and numbers of students, and increased individual and social needs on the part of many of our students.

I am proud of the tremendous progress we have achieved in our schools and of the Oregon educators who have taken the message of school reform to heart – every child deserves a top quality education.

We have come a long way over the last ten years and it is appropriate to mark that progress and celebrate the successes. But even more important, we must chart a course into the next decade, a course that recognizes the challenges that lie ahead. We must take action to reverse the drop-out rate among Oregon students, to close the achievement gap between minority students and white students, to provide Oregon Pre-Kindergarten programs to all eligible children, and to transform the high school experience in a way that gives our students a more meaningful, relevant education that truly prepares them to be the citizens and leaders of the future.

I invite you to examine the information contained in this document, to imagine the possibilities envisioned for the future, and to join in the efforts to help every Oregon student achieve success.

Sincerely,

Stan Bunn

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was produced by the Oregon Department of Education
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Photos

Salem-Keizer Public Schools graciously donated photographs of their students.

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Introduction

A Look to the Future: Oregon's Vision for Education

Oregonians share a common hope for a highly educated and caring citizenry. Passion for improvement and strong leadership guides the way to this vision. Daily, in schools across Oregon, dedicated parents, skilled teachers and administrators propel this vision from hope to reality. It is in this spirit that public education in Oregon demonstrates commitment to the relentless pursuit of each student's success.

This is a time of unparalleled change. Oregon is at a crossroads. A decade of student achievement under the *Oregon Education Act for the 21st Century* has created momentum for each of Oregon's students to realize his or her unique potential. In addition, we - as a nation and as a state - can also see our collective strength and unending possibility in our daily deeds and in the promise of the future. Moreover, recent events have caused us all to aspire to an even greater vision of hope for our nation, our state and our children. Our hopes and dreams are growing; our expectations are high.

It is an exciting time for Oregonians. A decade of progress points to many successes. Our students have shown steady growth and improvement, our school administrators, teachers and staff demonstrate unending commitment to our students, parents are vital participants in our schools, and our legislature has shown leadership and dedication to the improvement of K-16 education, within our state's resources. This collaboration and skill has resulted in strong testimony for our state education reform. However, much remains to be done.



The Opportunity of Challenge

This next decade offers tremendous opportunity to build on our progress of the past. Our promise to our students for a world-class education, our commitment to building the capacity of each school to improve, and our long-range pledge to fund schools at a level necessary to support this improvement will be essential to our schools and future. We must take action to reverse the dropout rate among Oregon students, to close the achievement gap between minority students and white students, and to provide Oregon Pre-kindergarten programs to all eligible children. In addition, it is essential that the transformation of the high school experience give our students a meaningful, relevant education that truly prepares them to be the citizens and leaders of the future. Accountability at all levels of the education system is the hallmark of our actions.

Leadership for the Next Decade

Leadership - the passion and skill required to chart the next decade - is our beacon to continuous improvement and success. It calls each Oregonian to move past our current thinking and to forge a common understanding of what it means to develop and sustain an educated citizenry. The

Oregon State Board of Education has taken on this challenge with courage and commitment. The State Board offers a compelling vision for Oregon's education system.

- Each student will be ready to learn when entering the public school system and will be supported as he or she continues to grow and learn.

- Each school will make progress in implementing the *Oregon Education Act for the 21st Century*.
- Oregon's education system will assure that Oregonians are prepared to meet their roles and responsibilities and be fully contributing members of society.

These goals create a comprehensive framework for the future of public education in Oregon. They depict the required readiness to learn, address what we want our students to know and be able to do, and remind us of our valued results of a public education - young adults who are fully contributing members of society.

Taking Action

The Oregon Department of Education will continue to capitalize on the decade-long momentum of the *Oregon Education Act for the 21st Century*, and its positive impact on student learning. Our leadership will be seen in our public action to address the challenges of the next decade:

- Ensure that all students can read at grade level
- Model and value diversity in our education system

- Transform the high school experience to give our students a more meaningful, relevant education that truly prepares them to be the citizens and leaders of the future
- Reduce the dropout rate among Oregon students
- Close the achievement gap between minority students and white students
- Provide Oregon Pre-kindergarten programs to all eligible children
- Assist struggling schools to build capacity for improvement
- Provide mentorship opportunities for teachers and administrators to build our education workforce of the future

These broad priorities address the critical and emergent issues seen in this 2000-2001 Oregon Report Card. They invite all Oregonians to share in the journey of meeting the challenges of today with the opportunity of designing possibilities for tomorrow.



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Student Success

Indicators of Achievement

 The Oregon Report Card provides state level results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide tests at grades 3, 5, 8 and 10 in reading, writing, mathematics and science; through national and international achievement tests; and through performance on college admissions tests such as the SAT and ACT. In addition, information about graduation and drop-out rates, information from the Oregon Progress Board's Benchmarks and the performance of schools as reported through the school and district report cards provide further important understanding.

State Tests Measure Standards

Oregon began testing students statewide in reading, writing and mathematics in the spring of 1991. Science was recently added to the list of subjects tested. State tests are "criterion-referenced," meaning student performance is evaluated against predetermined standards, leading to the Certificate of Initial Mastery (CIM) awarded during the high school years. To achieve the CIM, students must meet certain scores on state tests and on classroom work samples.



Scores Required to Meet Standards on State Tests

| GRADE LEVEL | READING/LITERATURE | MATHEMATICS |
|-------------|--------------------|-------------|
| Grade 3 | 201 | 202 |
| Grade 5 | 215 | 215 |
| Grade 8 | 231 | 231 |
| Grade 10 | 239 | 239 |

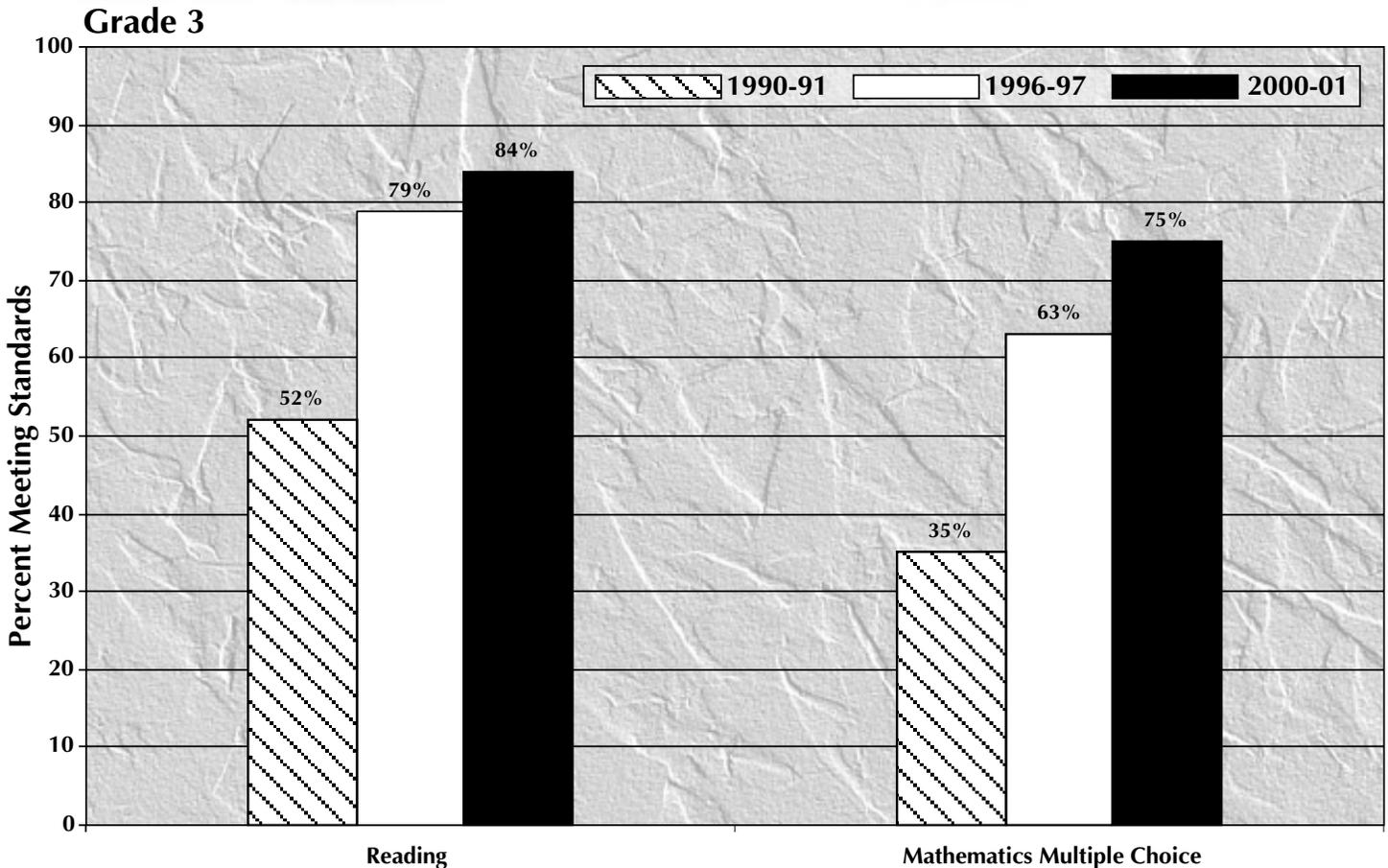
Grade 3 – Percent Meeting Standards



In 2000-01, third grade students took two state tests, one in reading/literature and one in mathematics.

As the graph below shows, 84 percent of third grade students met the reading standard and 75 percent met the mathematics standard. While these

scores reveal very strong academic achievement, even more remarkable is the growth that has occurred since the tests were first initiated in 1991, with 32 percent more students meeting the reading standard in 2000-01 and 40 percent more students meeting the math standard.



Grade 5 – Percent Meeting Standards



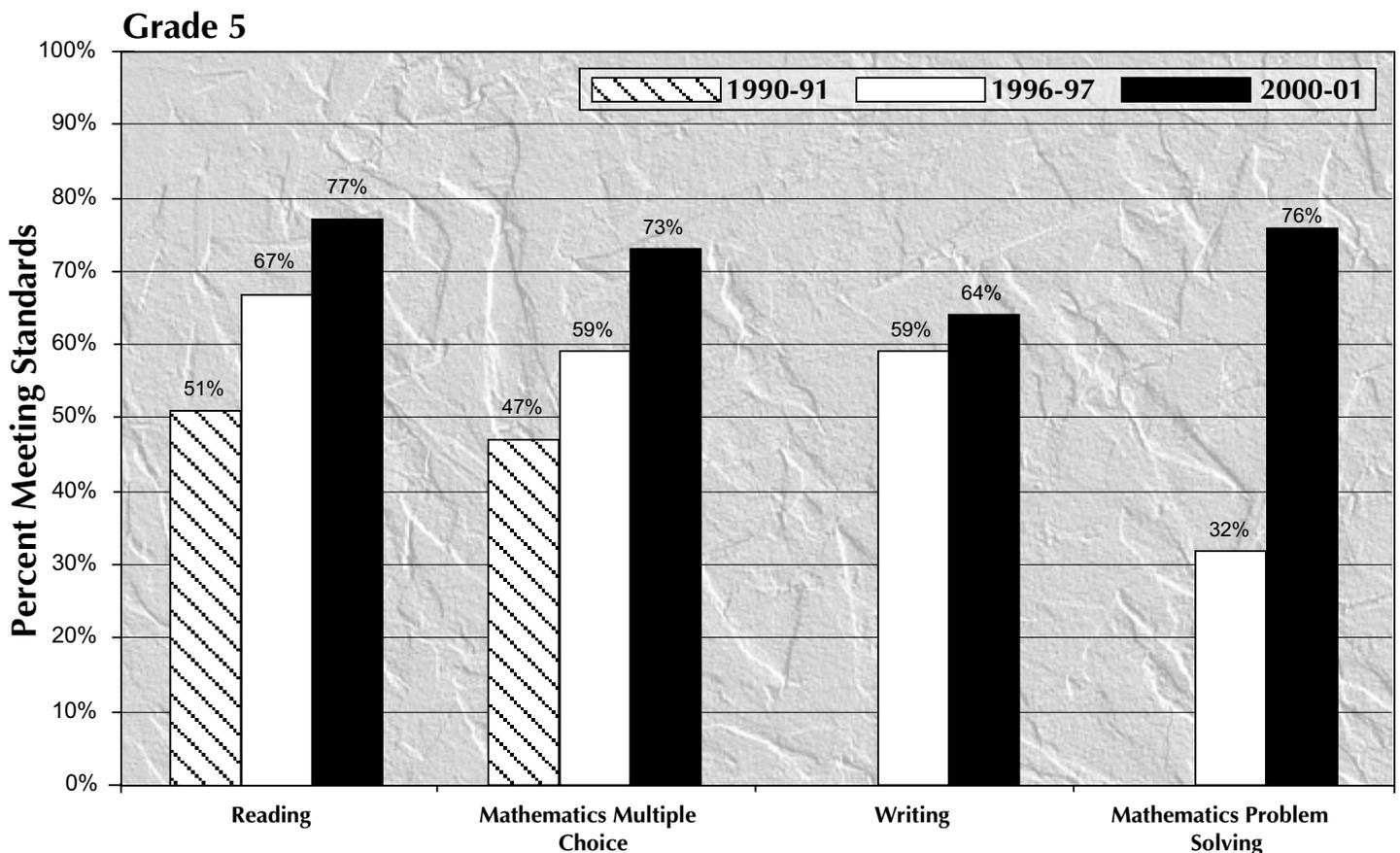
fifth grade students have also enjoyed a significant increase in performance across all test areas. Students in Grade 5 take tests in four subjects: reading/literature, mathematics, writing and mathematics problem solving.

The reading/literature and mathematics tests, which are given in a multiple-choice format, were first used in 1991. Over the decade, the percent of fifth graders meeting the standards has increased 26 percent for each of these tests.

Fifth graders also take a test in writing in which each student produces an original essay on one of several topics provided. Sixty-four percent of fifth graders met the writing standard in 2000-01, an improvement of 5 percent since 1996-97. Although Oregon's writing assessment began in 1990-91, prior to 1996-97, a different scale was used for the writing test. Therefore, comparing 2000-01 to 1996-97 provides the most accurate information about student growth.

A test in mathematics problem solving, initiated in 1997, requires students to solve a complex, multi-step math problem and to show the steps they used in arriving at the solution. Scores for 2000-2001 show an increase of 44 percent more students meeting the standard for math problem solving.

The graph below shows results for each of the tests taken by Oregon fifth graders.



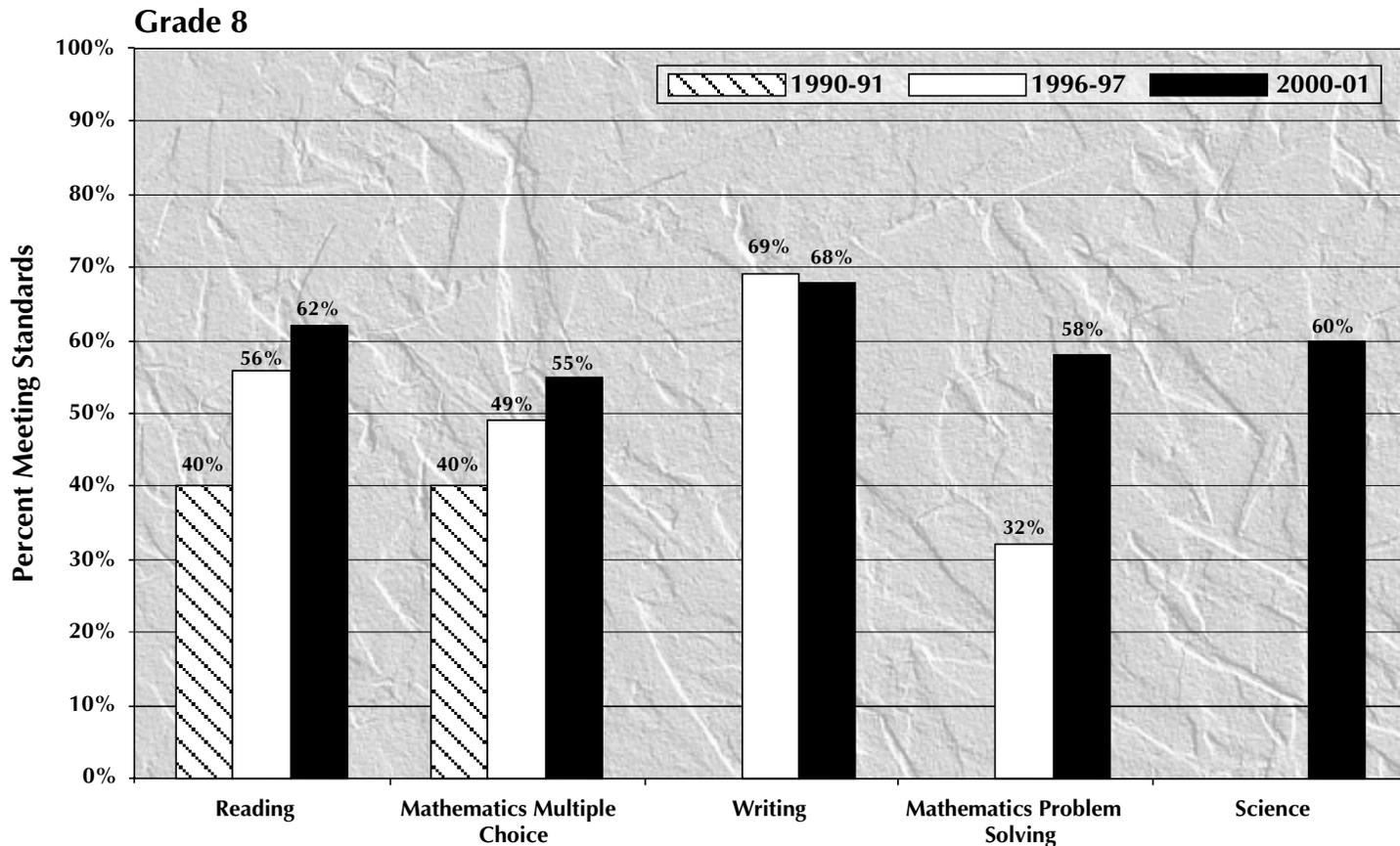
Grade 8 – Percent Meeting Standards



Like Oregon's fifth grade students, eighth graders take tests in reading/literature, mathematics, writing, and mathematics problem solving. In addition, eighth graders began taking a test in science in 1999-2000.

Student performance increased in most test areas. Reading/literature and mathematics both show improvement over the decade, although the growth is not as great as in the elementary grades. Writing performance has declined slightly since 1997, while mathematics problem solving shows a significant improvement of 26 percent more students meeting the standard in 2000-01.

Sixty percent of eighth grade students met the science standards in 2000-01, a 4 percent improvement from the previous year. The science test has not been in effect long enough to analyze long-term growth trends.



Grade 10 – Percent Meeting Standards

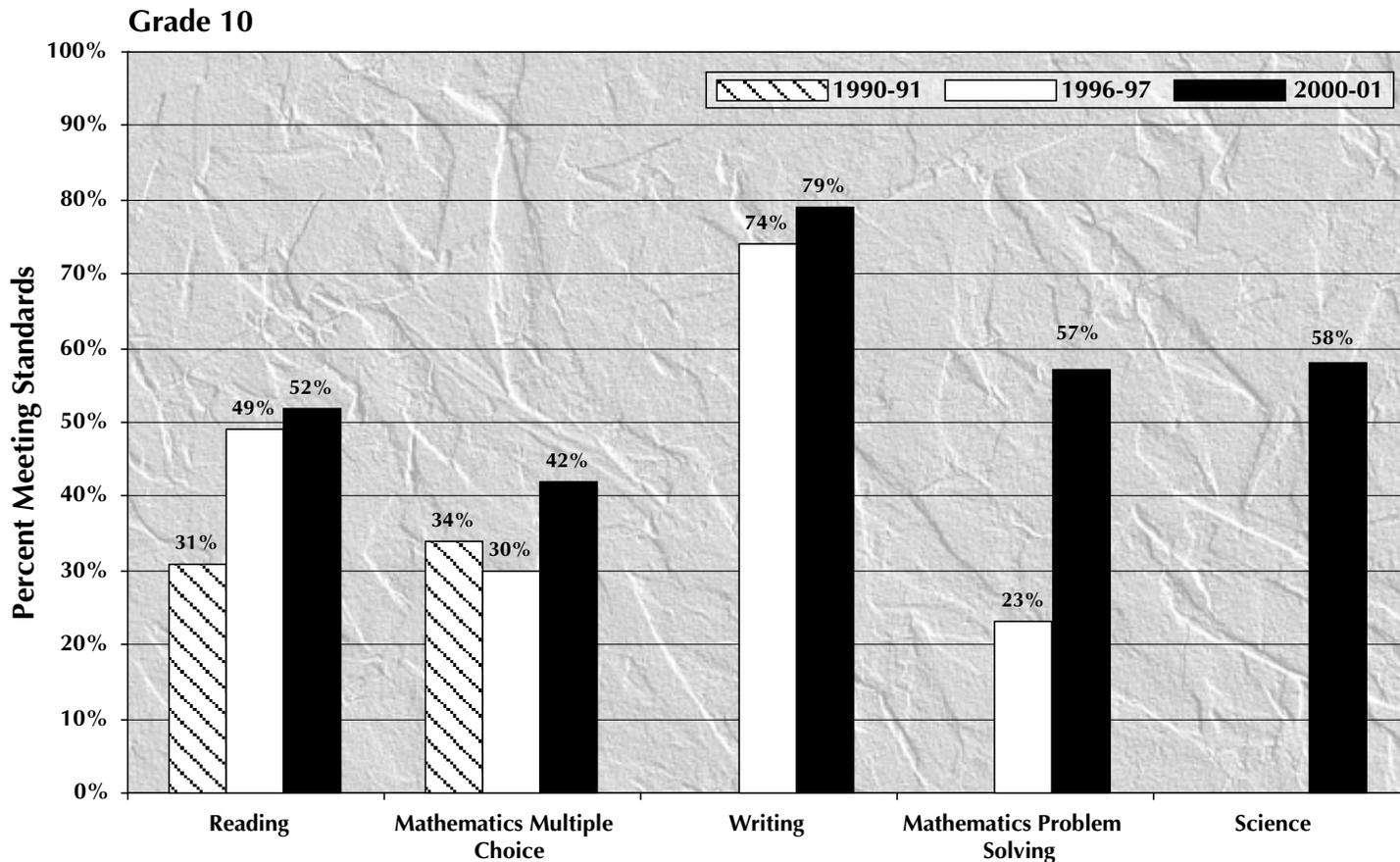


Best results for high school students, who initially take the tests at grade 10, show improvement across all subject areas. At the high school level, growth from the first year of test

administration to the 2000-01 school year tends to be less dramatic than for the elementary students.

The percent of 10th graders meeting high school standards in reading/literature increased 21 percent, mathematics increased 8 percent, and writing increased 5 percent. The most significant area of improvement was in mathematics problem solving, where 57 percent of the students met the standard in 2000-01 compared to only 23 percent who met the standard in 1996-1997, the first year of that test.

Fifty-eight percent of high school students met the science standard in 2000-01, an increase of 3 percent from the previous year. The science test has not been in effect long enough to analyze long-term growth trends.



An estimated 33 percent of sophomores met the standards on all five subject area tests in 2000-01. This represents a significant improvement over the 27 percent who met all standards in 1999-2000. The improved performance is even more encouraging when coupled with the fact that an additional 17 percent of 2000-01 tenth graders passed 4 out of 5 tests.

Using 1996-97 as a base year for comparisons, an even more noteworthy accomplishment emerges. Only 13 percent of sophomores in 1997 met the standards on the four tests administered: reading/literature, mathematics, writing, and math problem solving. As the table below shows, a gain of 21 percent occurred by 2000-2001.



| Year | Percent of 10 th Graders Meeting Standards on all State Tests* |
|------|---|
| 1997 | 13% |
| 2001 | 34% |

*Includes scores on 4 tests: reading, mathematics, writing, and math problem solving.

An Achievement Gap



Analysis of statewide assessment data by racial/ethnic category reveals a system in which some students are lagging behind. While larger percentages of students achieve standards on statewide assessments, students in several racial/ethnic minority groups are falling farther behind.

At the elementary level, students across all racial/ethnic groups are making good progress. In fact, at grade 3, the achievement gap has narrowed, while at grade 5 students have narrowed the gap in reading and held steady in mathematics. In these grades, more African American, Hispanic, Asian and Native American students are meeting the standards. In many cases, the scores for minority students are improving faster than the scores for white students, thus creating a “narrowing” of the difference in achievement.

At the middle school level, 8th grade students

improved in reading. African American and Asian students improved at a greater rate than white students, while Hispanic and Native American students did not improve as much as white students. The result is a narrowed gap for some but a widened gap for others. In 8th grade mathematics, scores for white students improved more than for other ethnic/racial groups, resulting in a widened achievement gap. Hispanic students in particular lost ground in middle school mathematics.

At the high school level, the achievement gap increased in both reading and mathematics. Although the percentage of students meeting the standards increased for some ethnic/racial minority groups, the percentage of white students meeting the standards increased at a greater rate, resulting in a widened achievement gap in both subject areas.

Student performance on college admissions tests reflects similar discrepancies between white students and minority students. Minority students are also over-represented among Oregon’s dropouts. Together, the achievement gap on middle and high school tests, college admissions tests and dropout results point to increasing challenges for schools in meeting the needs of all students.

National and International Comparisons of Student Achievement

The Nation's Report Card

The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” has been conducting nationwide representative assessments since 1969 in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

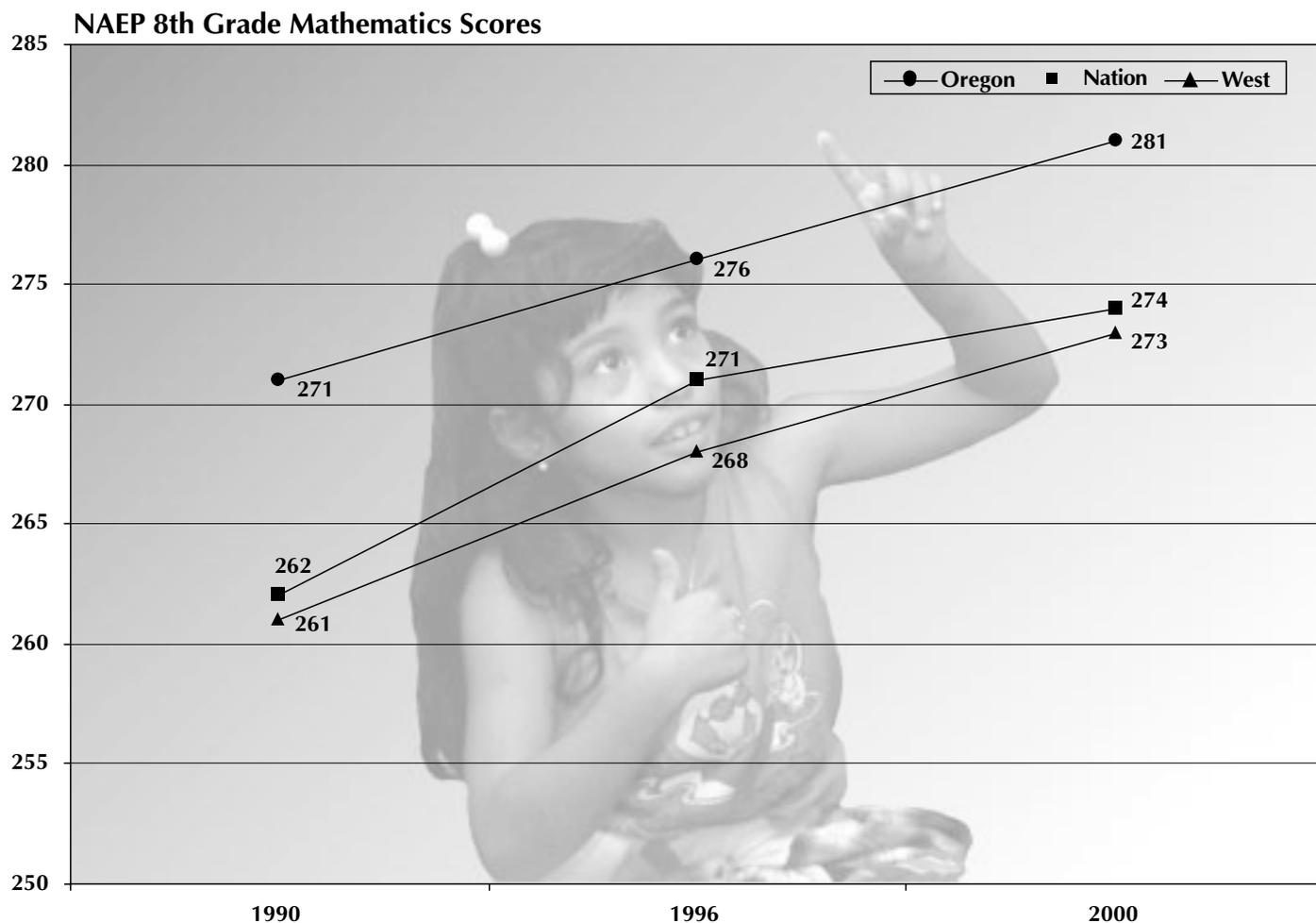
Since 1990, NAEP assessments have also been conducted on the state level. States that choose to participate receive assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally.

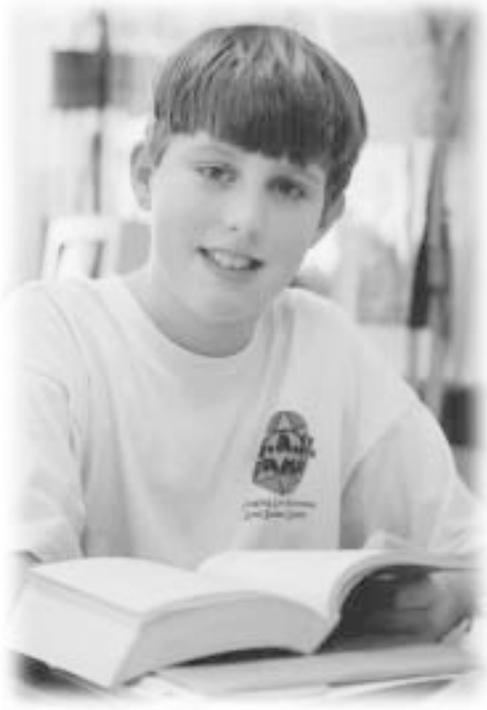
State NAEP assessments in 1998 tested reading at grades 4 and 8 and writing at grade 8. The 1996 and 2000 state NAEP assessments tested mathematics and science at grades 4 and 8. Results from the 2000 science assessment are not yet available but are due to be released in late October 2001.

Mathematics

Oregon fourth grade and eighth grade math scores improved since 1996. Eighth graders also participated in the 1990 NAEP assessment. Oregon eighth graders performed better than most other states on the 2000 tests, with only ten states that significantly out-performed Oregon.

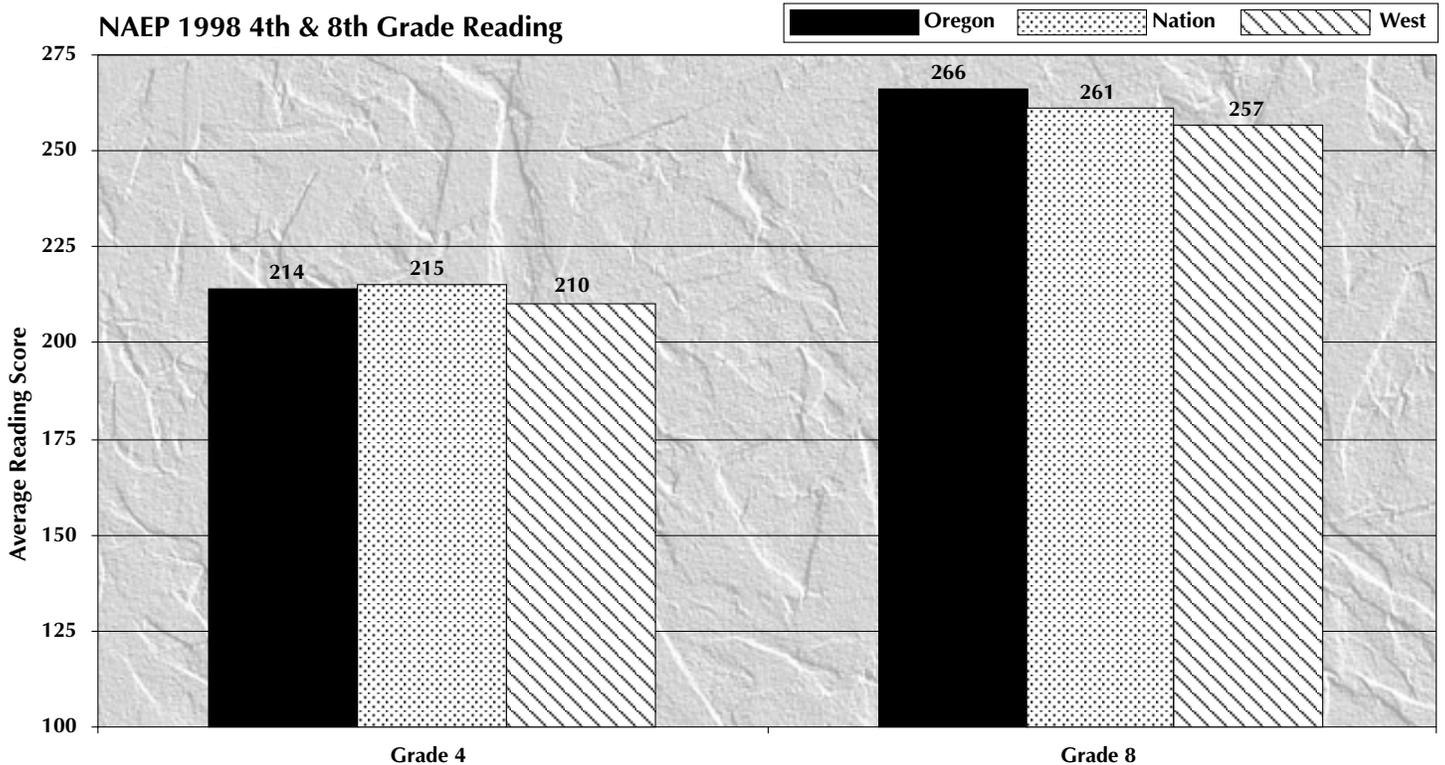
Fourth graders performed near the national average in both 1996 and 2000. An improvement for Oregon fourth graders from 223 in 1996 to 227 in 2000 paralleled a national increase of 4 points for the two years, from 222 in 1996 to 226 in 2000.

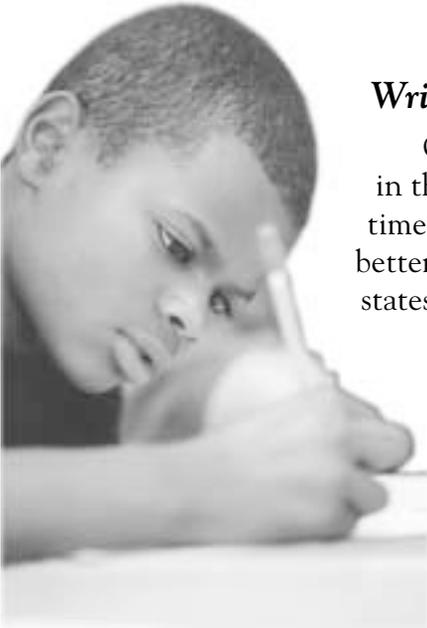




Reading

Oregon fourth and eighth graders participated in the NAEP reading assessment for the first time in 1998. Eighth graders outperformed all but two states in reading, while fourth graders performed at about the same level as the national average. Oregon fourth and eighth graders both performed slightly better than students in other western states.

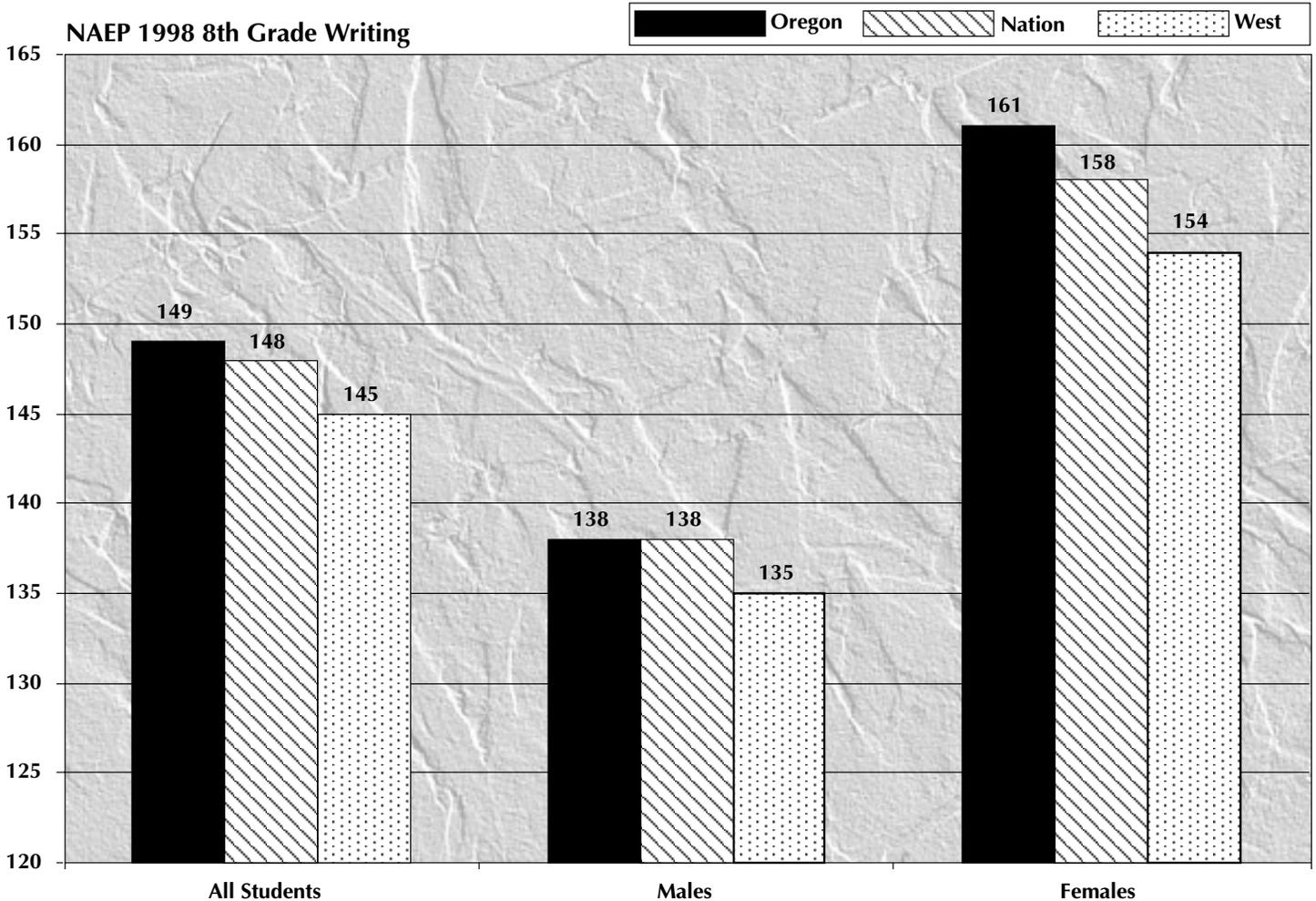




Writing

Oregon eighth graders also participated in the NAEP writing assessment for the first time in 1998. They performed as well or better than students in all but five other states.

In the writing assessment, there was a significant difference in the performance of males and females that occurs in Oregon, in other participating western states, and in the nation.



Third International Math and Science Study – TIMSS

TIMSS 1999 is the second assessment in a series of studies to measure trends in mathematics and science achievement of eighth-grade students (ages 13 and 14 years). Of the 38 participating countries, 26 also participated in the 1995 TIMSS assessment, which enabled these countries to measure trends in mathematics and science achievement. Thirteen states, including Oregon, chose to participate in a manner that would allow state level data to be reported.

Oregon eighth graders scored significantly above the national and international averages on both subjects in the 1999 TIMSS Math and Science study.



Mathematics

Oregon eighth graders exceeded the international average (514 to 487), significantly outperforming 17 countries, similar to 15, and below six. None of the participating states outperformed Oregon.

Science

Oregon eighth graders exceeded the international average (536 to 486), significantly outperforming 21 countries, similar to 16, and below only one, Chinese Taipei.

Among the participating states, none outperformed Oregon

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 mostly widely established college admissions tests are the SAT (Scholastic Assessment Test) and the ACT (American College Testing Program).

The Oregon University System has developed a new admission program based on demonstrated proficiency in specific areas and disciplines. Students develop collections of work during their

high school years that show their proficiency on a set of standards required for college success. The system, called the Proficiency-based Admission Standards System, (PASS) begins a phase-in process with entering freshmen in the fall of 2001. As the system goes into effect, data will become available on the numbers of students who enter college meeting these standards.

American College Testing Program (ACT)

In 2001, Oregon students outscored their national counterparts on the ACT with a score of 22.6, compared to a national average of 21.0. Oregon's score went down one-tenth of a point, while the national score was unchanged for the fifth straight year. Scores range from 1 to 36.

Although more Oregon students are taking the ACT tests, these test scores reflect the achievement of a relatively small number of students, about 11% of the graduating seniors.

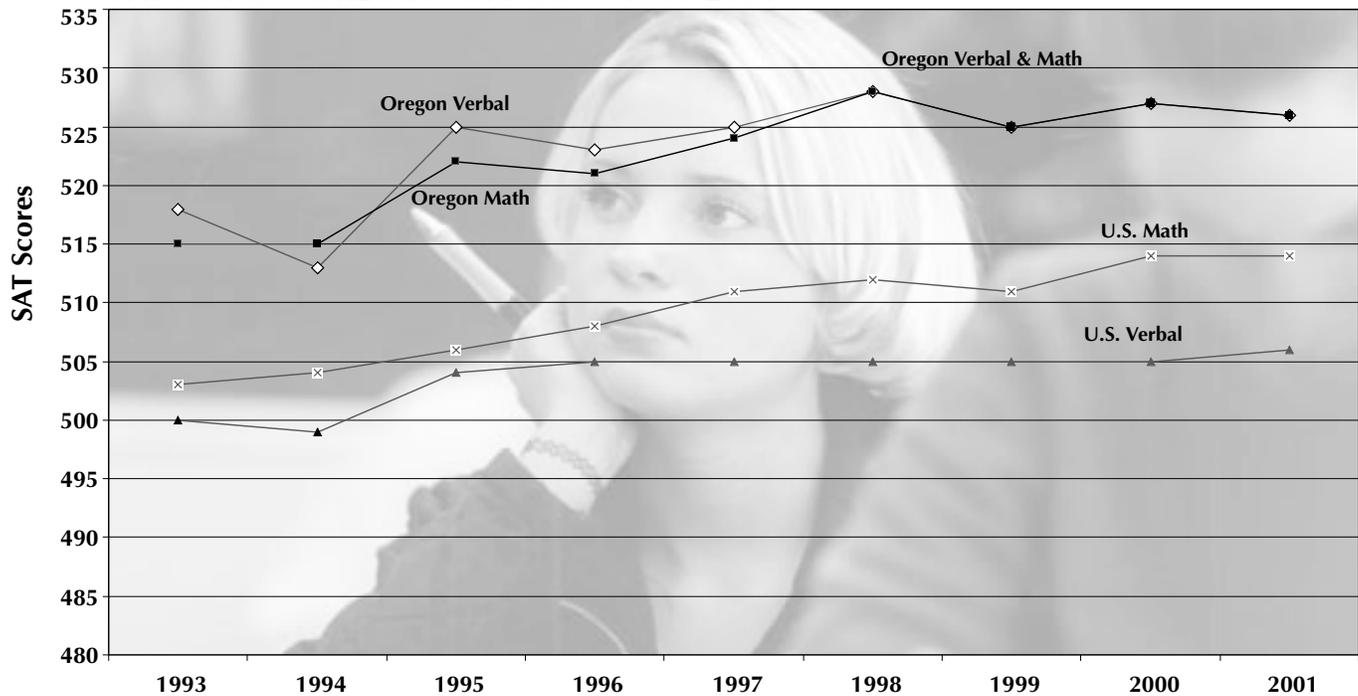
Scholastic Assessment Test (SAT)

In 2000-2001, fifty-five percent of Oregon's graduating seniors took the SAT, compared to fifty-four percent in 1999-2000, continuing a trend of increasing numbers of students taking the test.

Oregon scores for both the mathematics and verbal

sections of the test decreased by one point, after a decade of steady improvement. Historically, Oregon students have outscored U.S. students on the SAT and have been at or near the top of states that tested at least 40 percent of their students.

SAT Scores • OREGON and U.S. • 1993-2001



There were more female SAT test takers in Oregon (54%) than male test takers (46%), similar to the 55 percent female and 45 percent male represented nationally. Males nationally and in Oregon outscored females on both the verbal and the math tests. The average verbal score for Oregon males was 530, compared to the average score for Oregon females, 522. On the math test, Oregon males outscored Oregon females 546 to 509.

An increase occurred in the number of minority students taking the SAT. Approximately 2147

students identified themselves with one of the listed minority racial/ethnic categories, an increase of 136 students from the previous year. Of the total increase of 393 students, only 59 selected the category "white." Approximately 3000 students either did not select a racial/ethnic category or selected "other."

The table below shows the actual percent race/ethnicity for all Oregon twelfth graders compared to the percent race/ethnicity for Oregon 2001 SAT test takers.

| | Percent Race/Ethnicity ALL 12th Graders in Oregon Schools Oct. 1, 2000 | Percent Race/Ethnicity of Oregon 2001 SAT Test Takers |
|--------------------------------|--|--|
| White | 83.5% | 72% |
| African American | 2.3% | 2% |
| American Indian/Alaskan Native | 1.7% | 1% |
| Asian/Pacific Islander | 4.3% | 6% |
| Hispanic | 7% | 3% |

The overall increase in Oregon's state scores and other growth trends are very encouraging. These include the growth in the total number of students taking the SAT test, growth among female test-takers, increasing participation by minority

students, and more test-takers reporting that they are first generation college bound.

Graduation Rate Drops

The high school completion rate is the percentage of 18 to 24-year-olds who have received a high school diploma or an alternative document such as a GED certificate. Over the last decade, Oregon has experienced a decline in the graduation rate; nationally, the rate has fluctuated but remained relatively stable.

Graduation Rate – Oregon and Nation

| YEARS | OREGON | NATIONAL |
|---------|--------|----------|
| 1997-99 | 78.5 | 85.5 |
| 1994-96 | 81 | 85.8 |
| 1991-93 | 85.3 | 85.7 |



The table below shows the number of Oregon students each school year who received a regular high school diploma. Students who received General Educational Development Certificates (GED's), modified diplomas or other recognition are not included.

Number of Oregon Graduates Each School Year

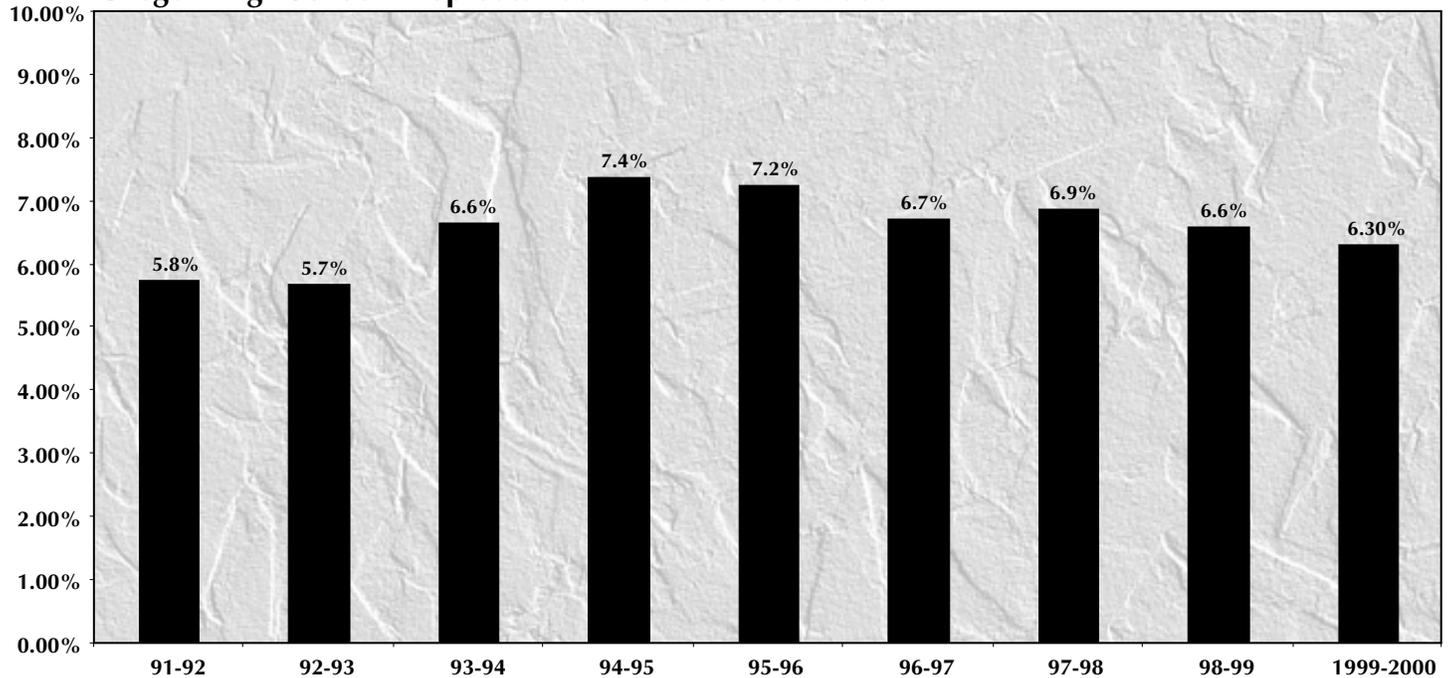
| SCHOOL YEAR | NUMBER OF GRADUATES |
|-------------|---------------------|
| 1991-1992 | 25,467 |
| 1992-1993 | 26,422 |
| 1993-1994 | 26,534 |
| 1994-1995 | 27,093 |
| 1995-1996 | 26,899 |
| 1996-1997 | 27,720 |
| 1997-1998 | 27,754 |
| 1998-1999 | 28,255 |
| 1999-2000 | 30,138 |
| 2000-2001 | Not yet available |

Dropout Rate Declines

The statewide dropout rate declined again for the second year, from 6.6 percent in 1998-99 to 6.3 percent in 1999-2000. The four-year synthetic dropout rate is 18.4 % down from 21.7%. Over

10,300 students were classified as school dropouts in the 1999-2000 school year. Seventy percent of all dropouts come from schools with more than 1,000 students.

Oregon High School Drop-outs 1991-1992 to 1999-2000



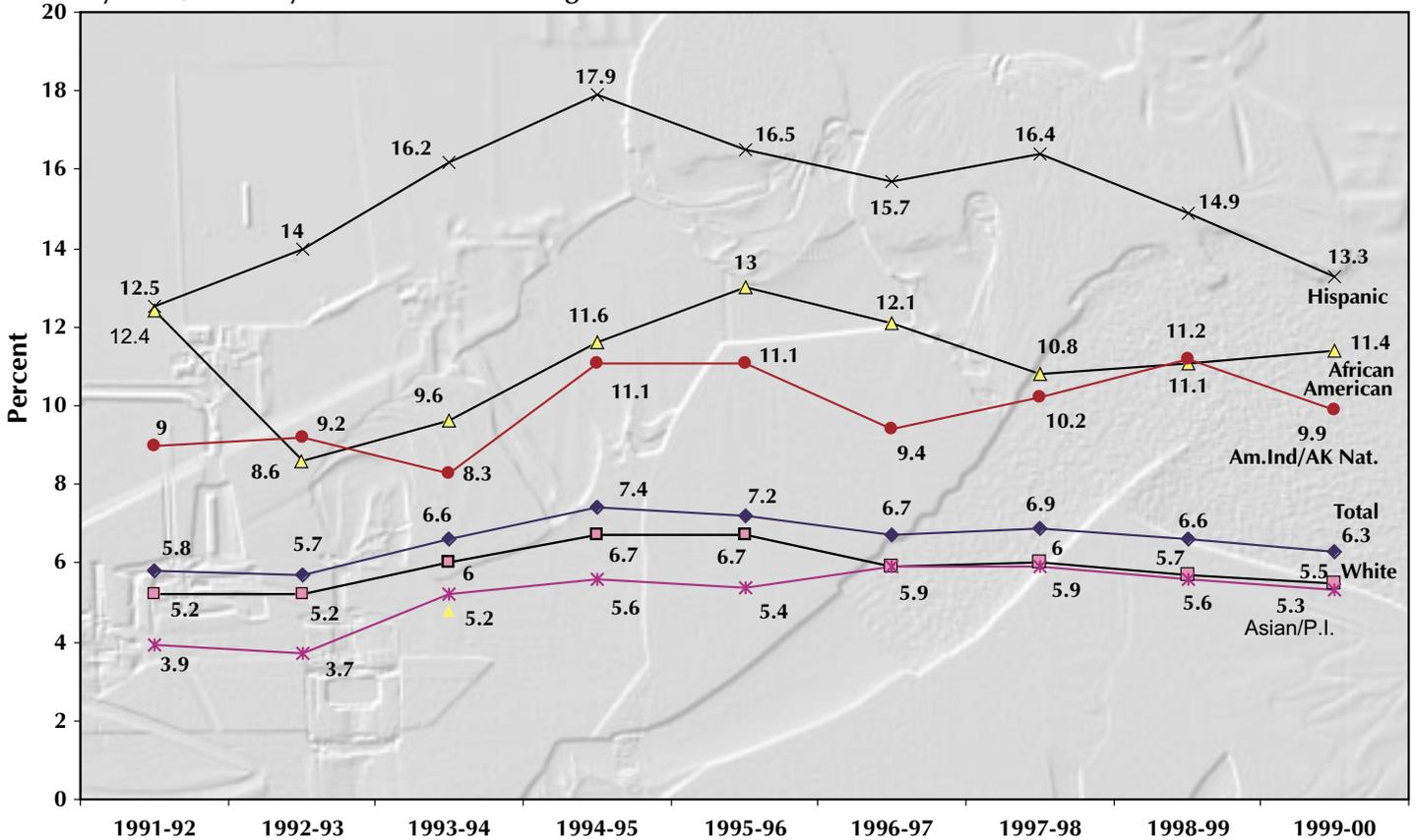
The top five reasons students identified for dropping out of school in 1999-2000 are as follows:

1. Credit deficiency – not enough credits to graduate (1463)
2. Lack of parental support for school (1177)
3. Dysfunctional home life (970)
4. Student did not “fit in” to school (758)
5. Pregnancy or student parent (637)



Minority students are disproportionately represented among Oregon's dropouts. Hispanic students comprised 7.3 percent of the grade 9-12 population in 1999-2000, but 15.6 percent of grade 9-12 dropouts. There has been a steady decline in the Hispanic dropout rate over the last five years. While the drop-out rate among white students has remained relatively steady between 1991-92 and 1999-00, all ethnic minority groups except African American have seen an increase. The rate for African American students has decreased slightly over the decade, but still remains nearly twice the overall statewide rate, 11.4 percent compared to 6.3 percent of the total student population. The graph below shows the fluctuation in dropouts among the various racial/ethnic student groups.

**Percent of Oregon 9th to 12th Graders Who Dropped Out
By Race/Ethnicity for 1991-1992 through 1999-2000**



Students who drop out of school seriously affect not only their individual futures, but also the social service needs statewide.

- Dropouts comprise at least 79% of the Oregon adult prison population at time of incarceration.¹
- Dropouts are four times as likely to be covered by the Oregon Health Plan as are persons with at least a high school diploma.²
- Dropouts are more than twice as likely to be unemployed than students who graduate.³
- Dropouts typically earn 30% less in wages than students who graduate.³

¹OR Depart. of Corrections, ²OR Health Plan, ³OR Employment Dept.



Looking to the Future

To address the dropout issue Oregon is focusing on improving the high school experience for students. Full implementation of the Certificate of Advanced Mastery, with strong school and business partnerships, school-to-work activities, career-related learning experiences and performance-based assessment will allow students to apply flexible, active learning in real world contexts.

In addition, efforts to obtain supplemental funds through grants and legislative packages will continue as the Department of Education strives to assist schools in retaining students and further lowering the drop-out rate.

School and District Report Cards

The Oregon Department of Education produces annual report cards for schools and districts that provide members of the public consistent information about how local schools are performing. Oregon is one of 39 states with state report cards. 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 state tests, student attendance and dropout rates, student SAT scores and teacher education. The report card is a work in progress and other elements may be included as it evolves to measure additional factors that lead to student success.

Schools receive ratings for Student Performance, Student Behavior and School Characteristics as well as an overall rating of exceptional, strong, satisfactory, low or unacceptable.

Number of Schools Receiving Each Overall Rating by Category

| | 1999-2000 RESULTS | 2000-2001 RESULTS |
|----------------------|-------------------|-------------------|
| Exceptional schools | 39 | 44 |
| Strong schools | 387 | 458 |
| Satisfactory schools | 623 | 581 |
| Low schools | 43 | 17 |
| Unacceptable schools | 4 | 2 |
| Not Rated* | 104 | 108 |
| 2001 Opt Out** | N/A | 8 |

*Schools may not have been rated because they are small schools that do not have enough data or new schools that do not have enough years of data to generate a rating.

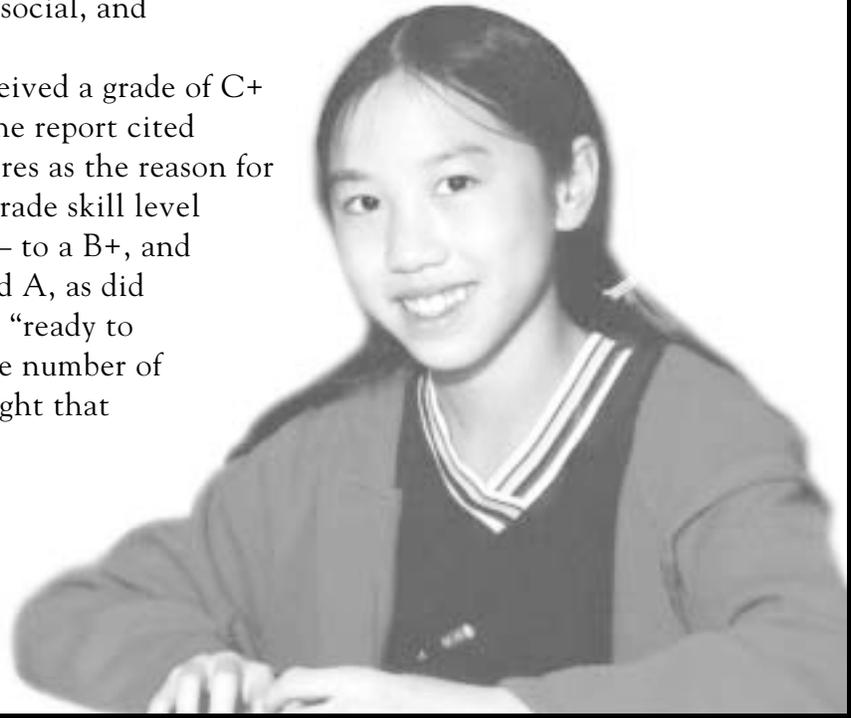
**Schools that received a low or unacceptable rating in 1999-2000 were eligible to opt out of the rating for one year to allow time for improvements to take place. Eight schools chose that option.

Of the schools that received 2000-01 report cards, 217 improved their ratings, 707 stayed the same and 129 received lower ratings. The number of schools earning ratings of satisfactory or above climbed from 96.1 percent in 2000 to 98.3 percent in 2001.

Oregon Progress Board 2001 Benchmark Performance Report

The Oregon Progress Board reports each biennium to the legislature on the progress the state has made toward a set of 90 benchmarks of economic, social, and environmental health.

Overall, education received a grade of C+ – up from a C in 1998. The report cited improvements in K-12 scores as the reason for the higher grade. Eighth grade skill level attainment went from a B– to a B+, and third graders earned a solid A, as did children coming to school “ready to learn.” The decrease in the number of high school dropouts brought that grade up from an F to a D.

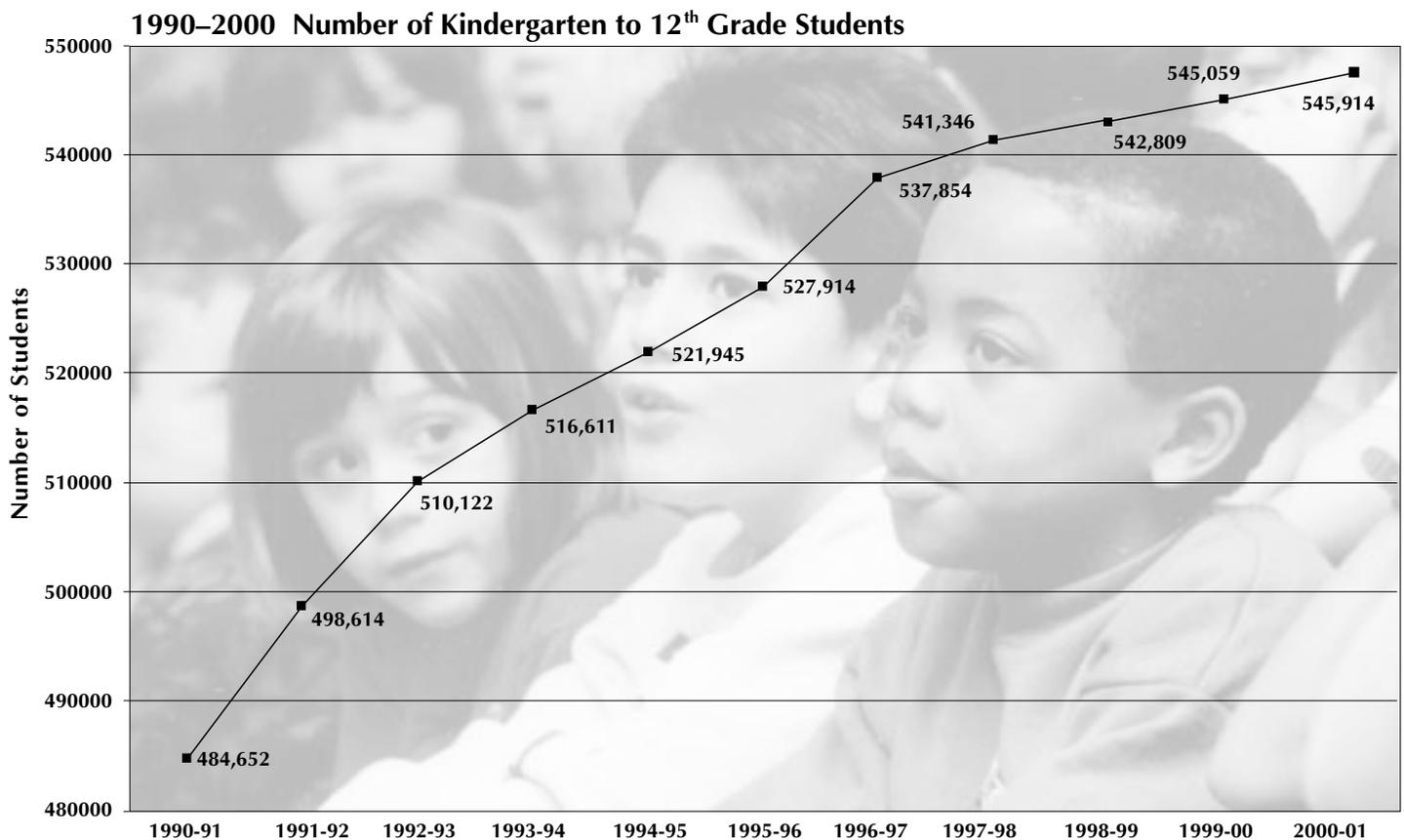




Student Enrollment



Overall student enrollment in Oregon public schools has risen steadily over the last decade, with a total increase 61,262 students since 1990. The Oregon Department of Education marked an all time high of 545,914 students enrolled in public schools in 2000-2001, a 12.6 percent increase over the decade. This enrollment increase, fueled by a continuing influx of people moving to Oregon, is expected to continue well into the new century.



The figures in this chart are based on a head count of students in school on October 1 of each year.

Teacher ranks increased 14.7 percent over the decade, from 26,173 teachers statewide in 1990 to 30,008 teachers in 2000. Nearly 10.5 percent of the teacher increase occurred between 1998 and 2000 as federal class size reduction dollars became available.

Despite the growth in overall numbers of teachers, a look at student-teacher ratios shows an increase in the number of students per certificated staff member over the last decade. The average student-teacher ratio is not the same as the average class size because the ratio includes all teachers – music, art and physical education specialists, in addition to the individual classroom teachers.

In 2000-2001, the average student-teacher ratio was 19.8 students per elementary school teacher, 19.1 students per middle school teacher, and 20.0 students per high school teacher. The table below shows the increase in the number of students per teacher over the last ten years.

| STUDENT-TEACHER RATIOS | | |
|-------------------------------|------------------|------------------|
| Type of School | 1990-1991 | 2000-2001 |
| Elementary School | 18.7 | 19.8 |
| Middle School | 18.6 | 19.1 |
| High School | 17.7 | 20.0 |

The state’s five largest districts – Portland, Salem, Beaverton, Eugene and Hillsboro – together educate 29 percent of the state’s public school students.

Public, Private and Charter Schools

In 1990-91, Oregon public schools had an enrollment of 484,652 students compared to 29,835 students grades k-12 enrolled in private schools. By 2000-01 those figures had risen to 545,914 public school students and 37,143 private school students.

Of particular interest is the public charter school, which combines elements of both public and private schooling systems. The charter schools, authorized by legislation in 1995, were designed to create new, innovative and more flexible ways of educating all children within the public school system.

In 2000-01, 12 charter schools were operational

with an enrollment of about 750 students. Estimates for the 2001-02 school year indicate an increase to 16 charter schools with nearly 1085 students enrolled. An additional 25 charter schools are in early development stages working with the Department of Education.

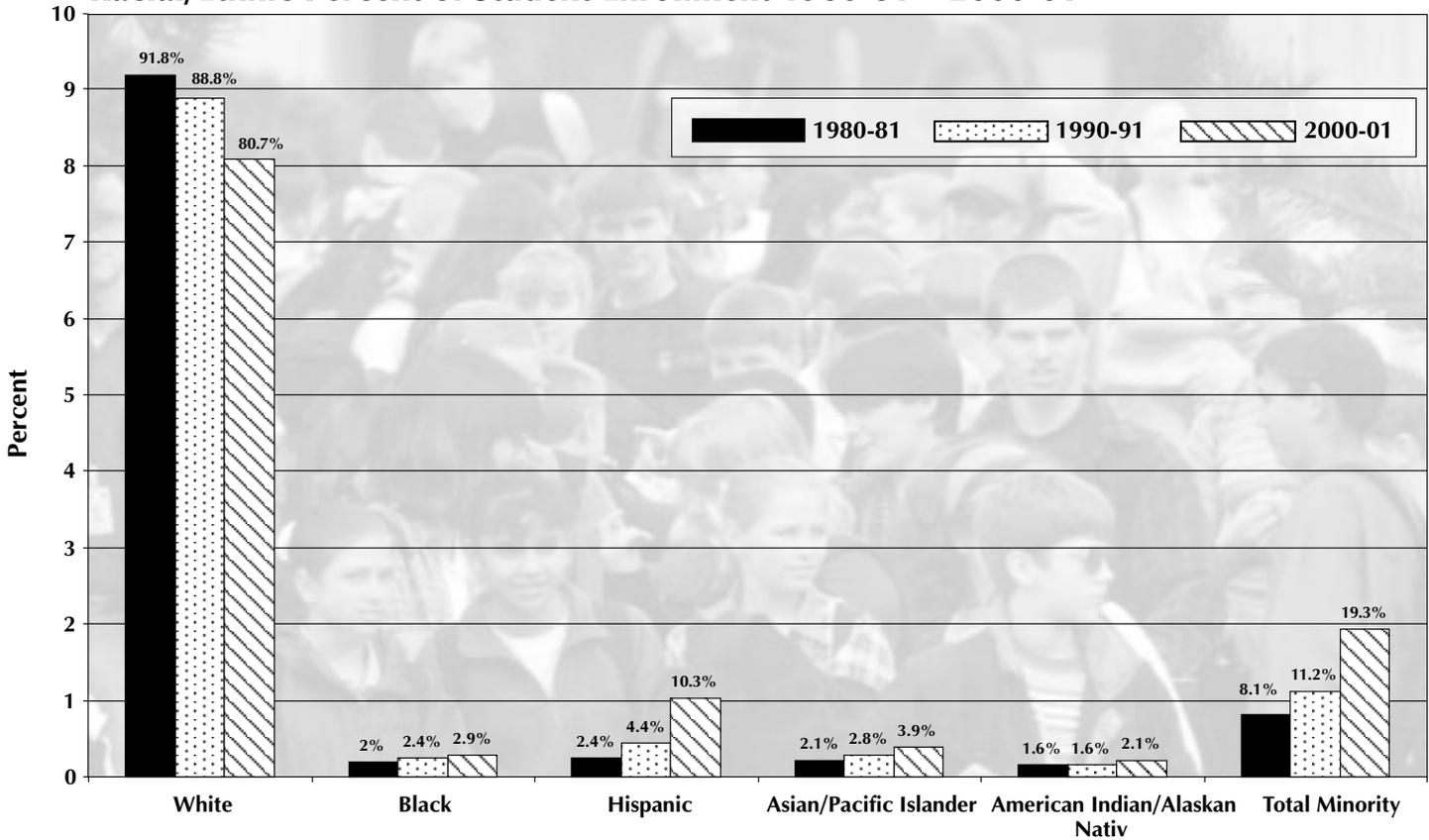
Minority Student Population Increases

The number of minority students in general, and Hispanic students in particular, has risen significantly in Oregon schools. Minority enrollment rose to 19.2 percent of total enrollment in 2000-2001, up from 11.2 percent in 1990. Of the total number of new students who entered Oregon public schools for the first time since 1990, 83 percent were from minority populations.

Two out of three new minority students are Hispanic. The number of Hispanic students enrolling in Oregon schools is increasing at about 10 percent annually. Since 1988, the number of students in English as a second language and bilingual education programs has risen sharply, from 5500 to more than 44,000 in 2000-2001.



Racial/Ethnic Percent of Student Enrollment 1980-81 – 2000-01



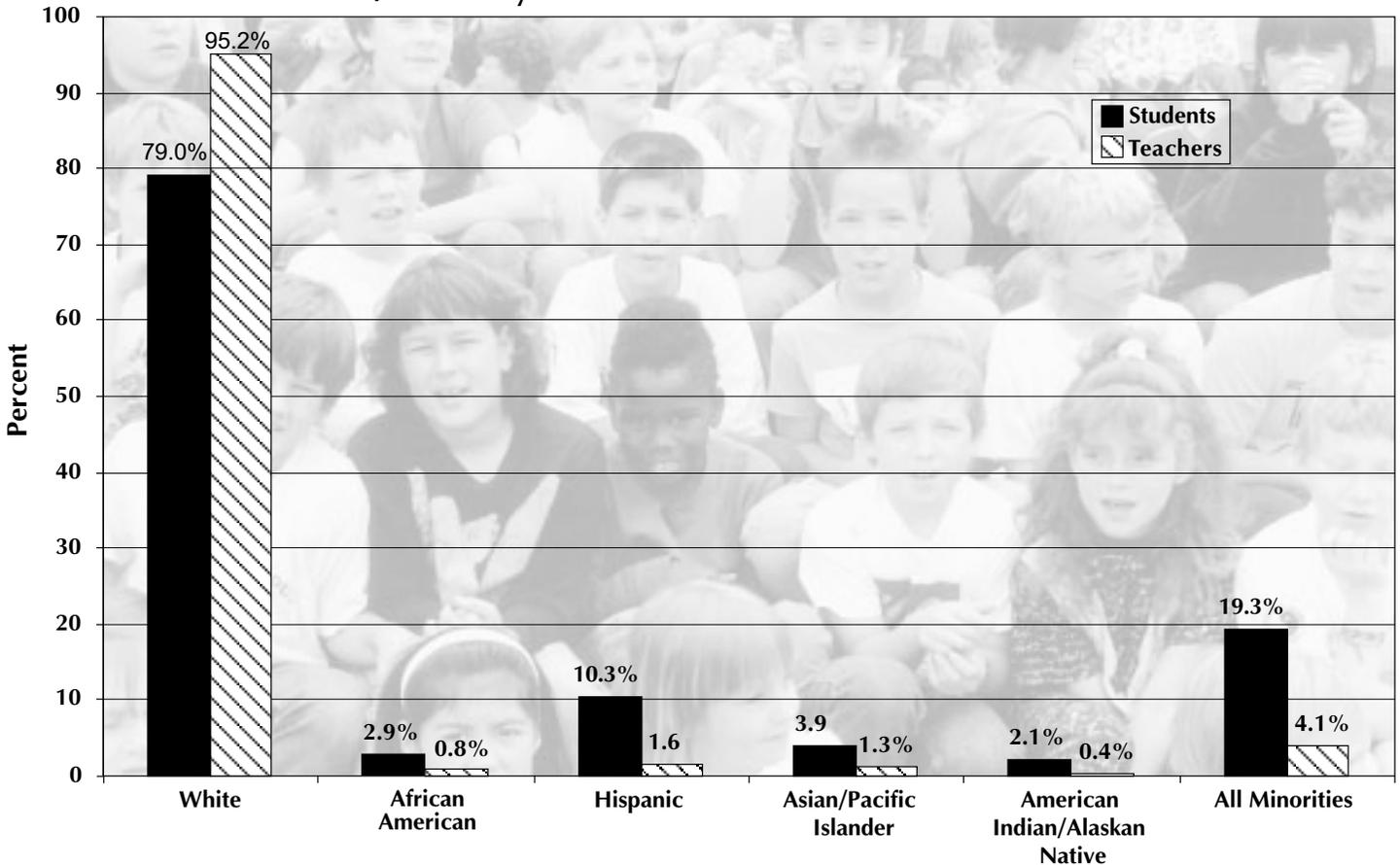
FALL ENROLLMENT** BY RACE/ETHNIC ORIGIN

| SCHOOL YEAR | WHITE | BLACK | HISPANIC | ASIAN/ PACIFIC ISLANDER | AMERICAN INDIAN/ ALASKAN NATIVE | TOTAL |
|-------------|---------|--------|----------|----------------------------|------------------------------------|----------|
| 2000-01 | 431,686 | 15,461 | 56,436 | 21,581 | 11,393 | *545,914 |
| 1999-00 | 446,434 | 15,061 | 51,543 | 20,607 | 11,388 | 545,059 |
| 1998-99 | 450,063 | 14,754 | 47,027 | 19,831 | 11,134 | 542,809 |
| 1997-98 | 453,088 | 14,143 | 43,741 | 19,209 | 11,165 | 541,346 |
| 1996-97 | 455,045 | 13,714 | 40,118 | 18,060 | 10,917 | 537,854 |
| 1995-96 | 450,276 | 13,556 | 36,059 | 17,720 | 10,303 | 527,914 |
| 1994-95 | 449,120 | 13,190 | 32,787 | 16,700 | 10,148 | 521,945 |
| 1993-94 | 447,781 | 12,630 | 30,244 | 16,137 | 9,819 | 516,611 |
| 1992-93 | 446,251 | 12,220 | 27,115 | 15,360 | 9,176 | 510,122 |
| 1991-92 | 439,351 | 11,998 | 24,165 | 14,359 | 8,741 | 498,614 |
| 1990-91 | 430,513 | 11,421 | 21,200 | 13,574 | 7,944 | 484,652 |

*Total number for 2000-01 includes 9,317 students who selected "unknown" as their race/ethnicity.

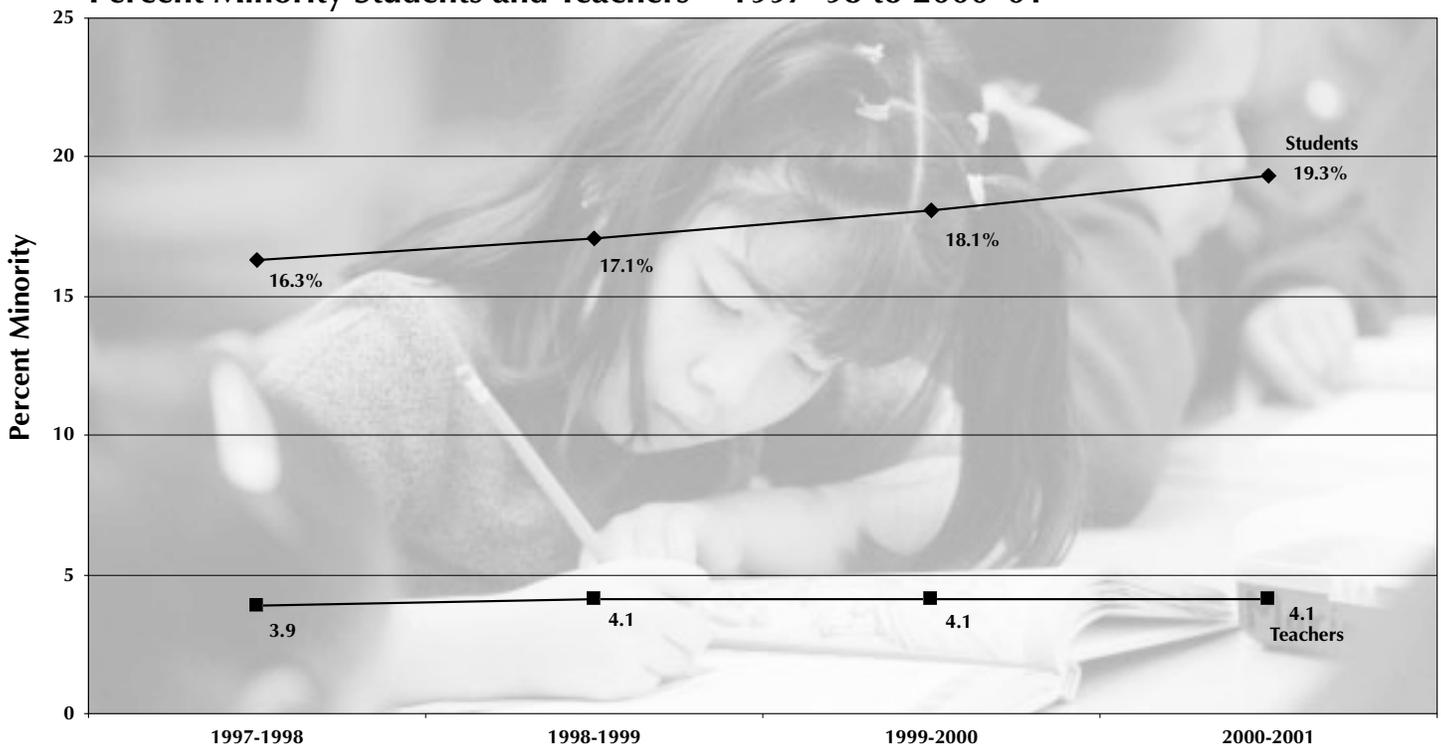
**Enrollment figures are based on a head count of students in school on October 1 of each year.

2000–2001 Race/Ethnicity of Students and Teachers



The difference between teacher and student minority rates was most visible for Hispanics, where 10.3% of students were Hispanic compared to only 1.6% of teachers. 95.2% of teachers were white, compared to only 79% of students.

Percent Minority Students and Teachers • 1997–98 to 2000–01



The percent of minority students continues to grow, while the percent of minority teachers remains constant. The actual NUMBER of minority teachers has increased, but so has the total number of white teachers, so the percent minority remains unchanged.

Minority Teacher Population Remains Steady

Oregon has made little progress in hiring and retaining minority teachers. Fifteen years ago, 2.1 percent of teachers and administrators were minorities. By 2000-2001, that number had risen to 4.1 percent. However, the gap between the number of minority students and the number of minority teachers has become wider. The percent of minority students has steadily risen from 16.3 percent in 1997-98 to 19.3 percent in 2000-2001, while the percent of minority teachers has only risen slightly, from 3.9 percent in 1997-98, to 4.1 percent in 2000-2001.

Homeless Students

A variety of factors influence students and their schooling. One factor that has shown significant growth over the last decade is the number of students who are homeless. Before 1994, elementary and secondary school students who were homeless totaled about 7857. By 2000, that figure had more than doubled to 17,460 school-aged children who are homeless. Add to that number the 15,290 homeless pre-school-aged children, and the total impact of homelessness on Oregon's population under age 18 is 32,750 – the equivalent of Beaverton School District, the state's third largest district.

Experienced, Highly Educated Workforce

Teachers

Oregon teachers are experienced professionals. They have an average of 13.5 years of teaching experience, down from 13.7 years of experience in 1999-2000. The average Oregon teacher is about 44 years old. Most teachers are female, especially in the elementary grades. Women represent 68 percent of all Oregon teachers and 76 percent of all elementary school teachers.

In 2000-2001, 18.2 percent of Oregon teachers reported that their highest degree was a bachelor's degree; 36.0 percent of teachers reported that they had a bachelor's degree plus additional hours, but not a master's degree; 45.0 percent reported that they had a master's degree; and 0.3 percent reported that they had doctorates.

Administrators

Similarly, Oregon principals and assistant principals are experienced educators, reporting an average of 20.6 years of experience overall in 2000-2001, with 11.3 years experience in their current districts.

In 2000-2001, 87.9 percent of principals and assistant principals reported that their highest degree was a master's degree, 4.6 percent reported that their highest degree was a doctorate, 4.6 percent reported that their highest degree was a bachelor's plus additional hours, but not a master's, and 2.8 percent reported having only a bachelor's.

The number of Oregon school administrators (which includes superintendents, assistant superintendents, principals, and assistant principals) rose by 1 percent – from 1740 in 1999-2000 to 1764 in 2000-2001.

Women have made substantial progress moving into administrative ranks. Fifteen years ago, 2.8 percent of all superintendents and 14.5 percent of all principals were women. In 2000-2001, about 14 percent of superintendents and 45 percent of principals were women.

All School Staff

The total number of school employees – including teachers, administrators, and classified staff such as secretaries, instructional aides, bus drivers, cafeteria staff, and other support people – rose by 1.1 percent, from 55,609 in 1999-2000 to 56,198 in 2000-2001.



2000-2001

| OREGON SCHOOL EMPLOYEES | | |
|--------------------------|---------------|---------------|
| | Number | Percent |
| Teachers | 30,008 | 53.4% |
| Administrators | 1,796 | 3.2% |
| Other District Personnel | 864 | 1.5% |
| Other Classified Staff | 23,530 | 41.9% |
| TOTAL | 56,198 | 100.0% |

Special Programs

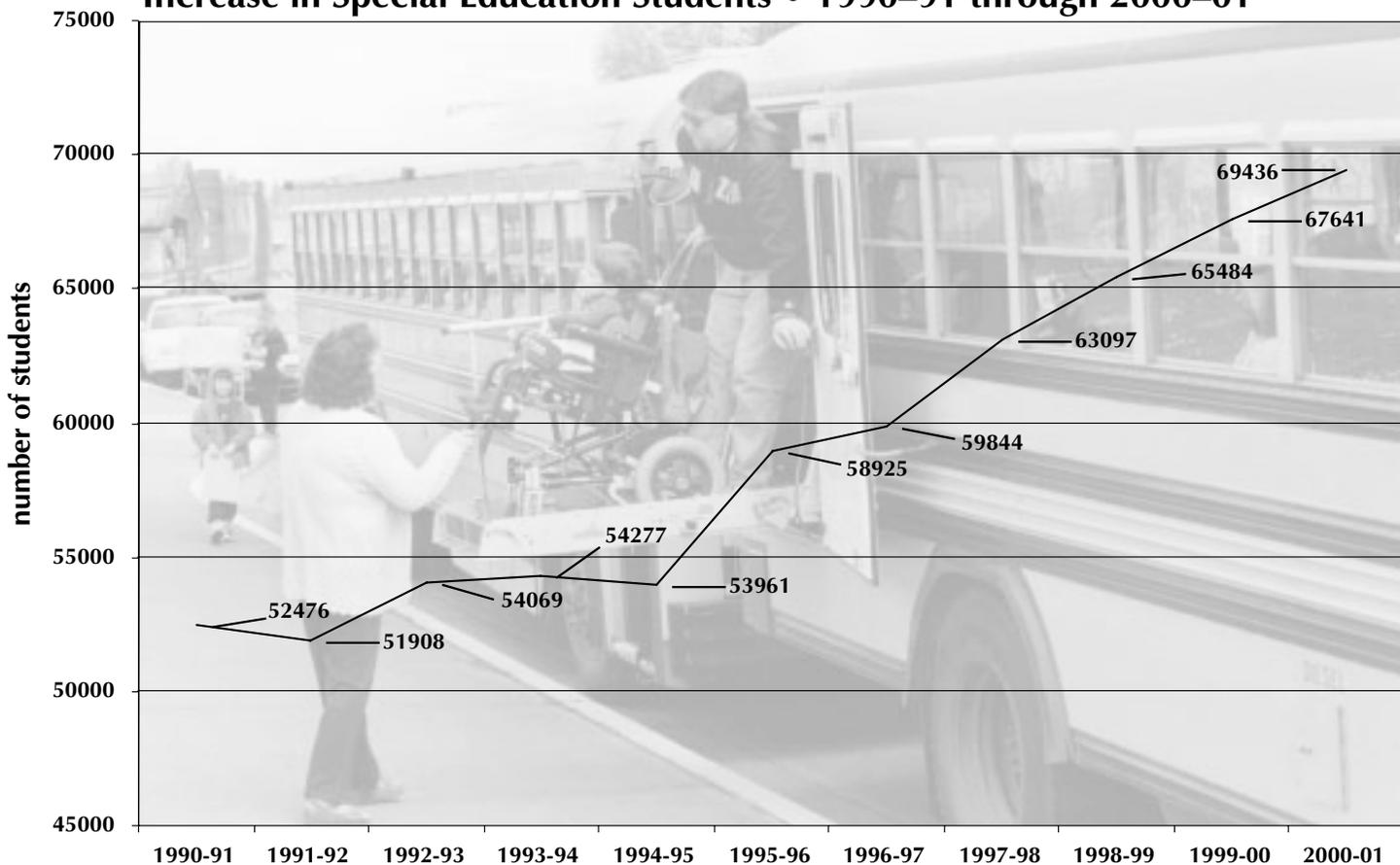
Many Oregon students receive additional services through special programs to assist them in school.

Special Education

The number of Oregon students receiving special education services through the federal

Individuals with Disabilities Education Act (IDEA) has increased over the decade from 52,476 in 1990-91 to approximately 69,436 in 2000-01, a 32 percent increase. Students receiving special education services have increased from 11 percent of the total enrollment in 1990-91 to 13 percent in 2000-01. The graph and table below illustrate this growth.

Increase in Special Education Students • 1990-91 through 2000-01



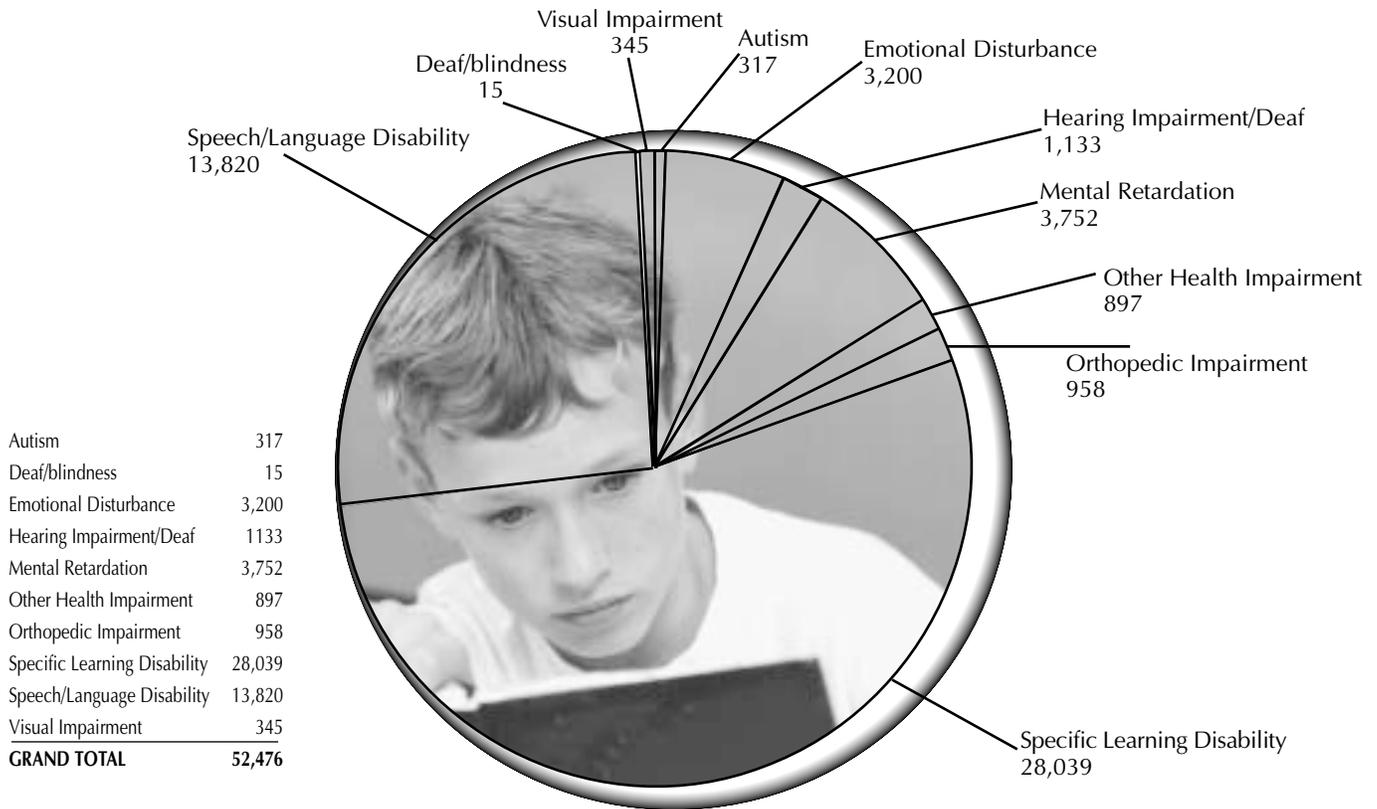
SPECIAL EDUCATION ENROLLMENT AND TOTAL SCHOOL ENROLLMENT OVER THE DECADE

| SCHOOL YEAR | 1990-91 | 1991-92 | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| SPECIAL EDUCATION | 52,476 | 51,908 | 54,069 | 54,277 | 53,961 | 58,925 | 59,844 | 63,097 | 65,484 | 67,641 | 69,436 |
| TOTAL ENROLLMENT | 484,652 | 498,614 | 510,122 | 516,611 | 521,945 | 527,914 | 537,854 | 541,346 | 542,809 | 545,059 | 545,914 |

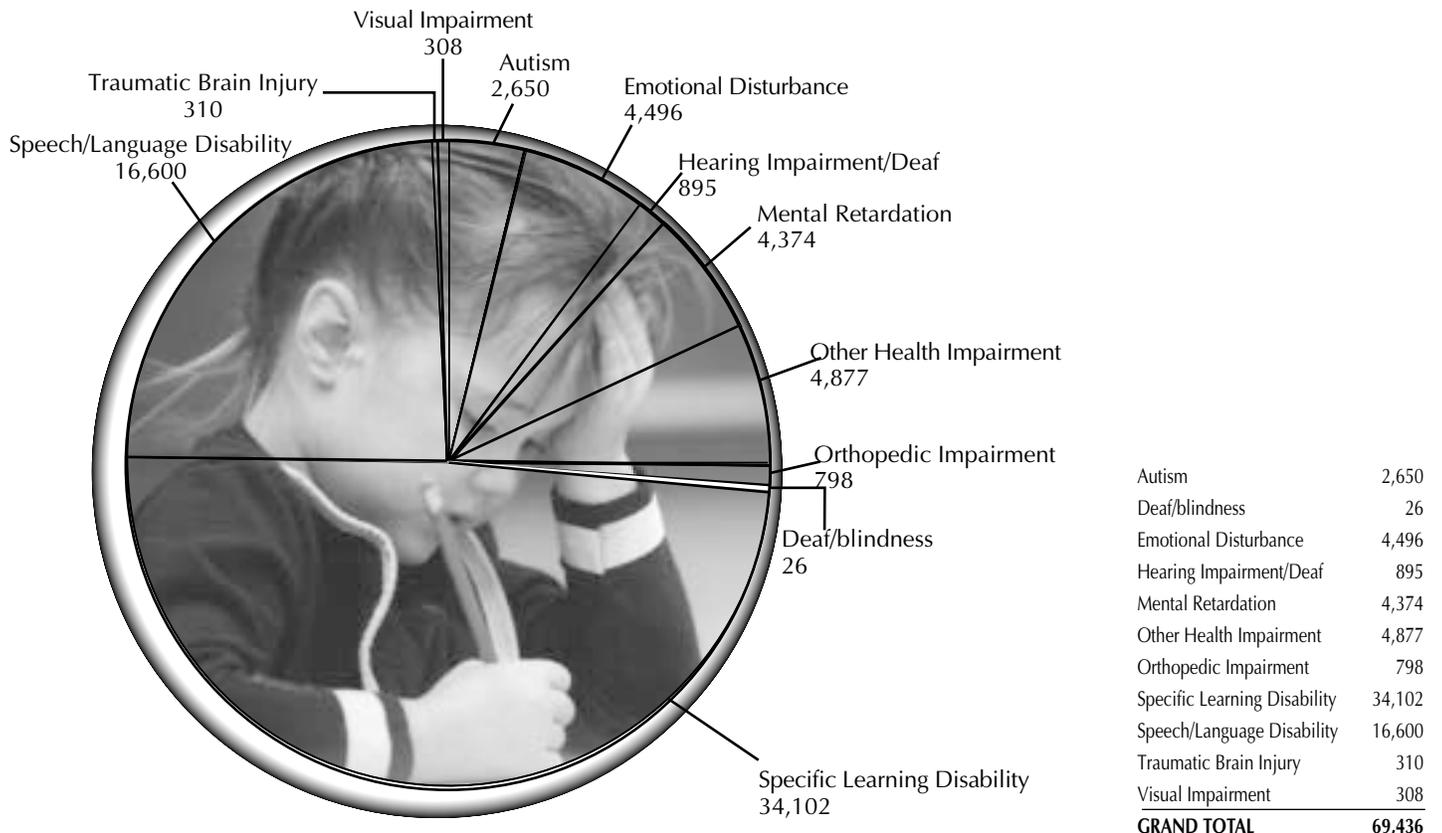
Changes have also occurred within the special education population. Several disability categories have shown a significant increase in the number of identified students. Areas with the highest increase over the decade include Autism Spectrum Disorder with a 736 percent increase and Emotional Disturbance with a 41 percent increase. The two graphs below show the changes between 1990-91

and 2000-01. In these charts, students are identified in their primary disability category even if the individual has two or more disabling conditions, so each student is only counted once. One disability, Traumatic Brain Injury, was not identified as a separate category until 1992. Prior to 1992, students with this disability would have been classified in other categories.

Number Of Students With Disabilities Receiving Special Ed Services



1990-91 School Year



2000-01 School Year

Federal Compensatory Education Programs

Students may qualify for additional assistance through several federally funded programs. The Oregon Department of Education receives and distributes federal funds to approved local school district programs. In addition, the Department provides technical assistance, model programs, and monitoring to assure that students receive the supplemental assistance needed to succeed in school.

Students are served under Title 1 of the Improving America's Schools Act (IASA) in programs that include Title IA Basic Program; Migrant Education; Neglected, Delinquent, or At-Risk Children and Youth; Safe and Drug-Free Schools; Bilingual Education; Emergency Immigrant Education; Indian Education; and the McKinney Homeless Education Act.

Students whose home language is other than English may receive assistance through English as a Second Language programs or in bilingual programs.



In 2000-01, about 44,256 students received these services. Among these students 121 different languages were represented.

There were approximately 23,580 students who qualified for migrant education services in the 2000-01 school year. More than 90,000 students received supplemental help through Title 1A programs.

Early Childhood/ Oregon Pre-Kindergarten Programs

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

Over the last decade, Oregon has nearly doubled the percent of children served by Oregon Prekindergarten services. However, more than half of the eligible children do not yet have access to the program. Providing for services to these children continues to be a top priority for the State Board of Education and the Department.



| Year | Number of Children Eligible for Services | Number of Children Served | Percent of Eligible Children Served |
|---------|--|---------------------------|-------------------------------------|
| 1990-91 | 19,194 | 4,355 | 23% |
| 2000-01 | 17,761 | 8,301 | 47% |



Revenue

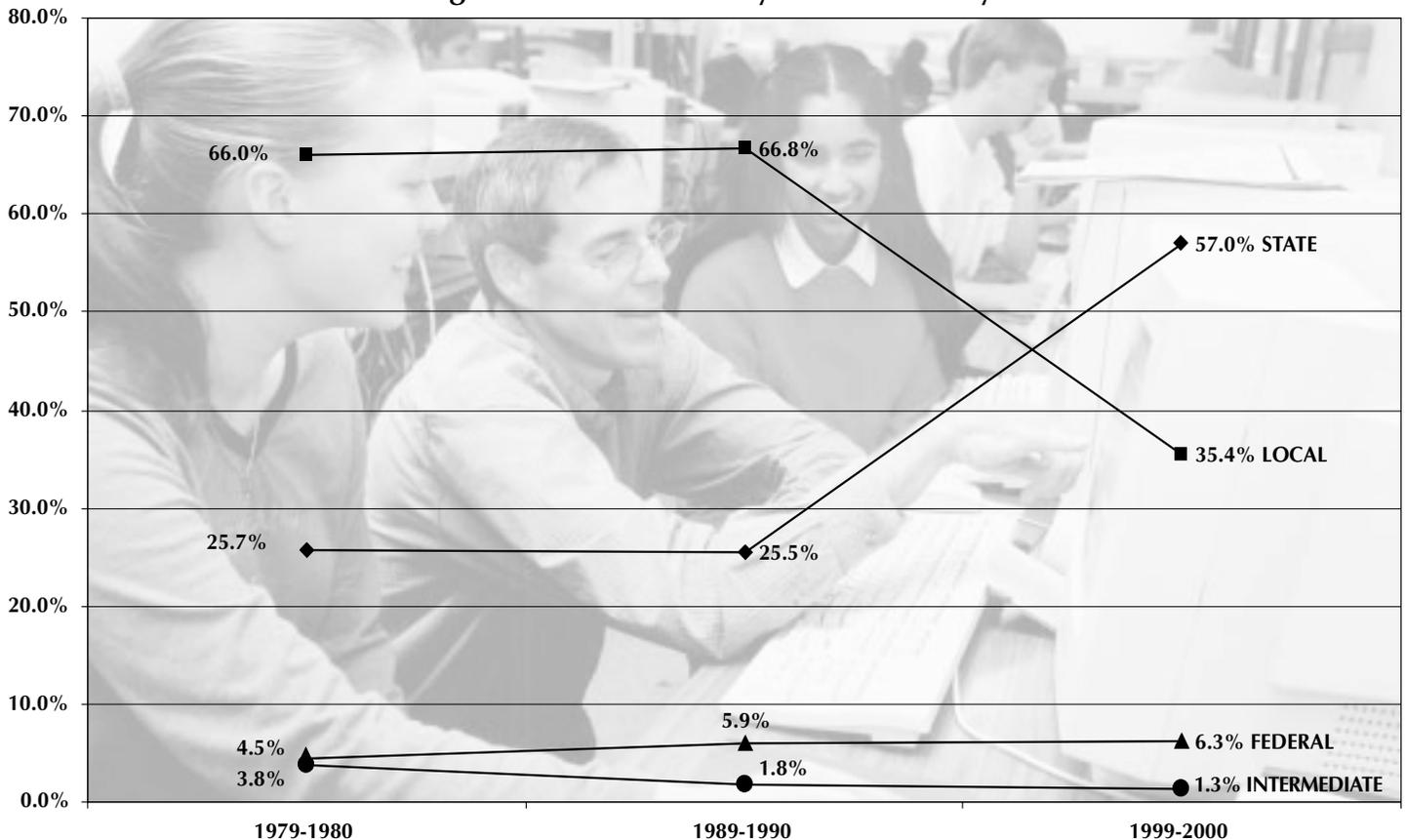


The total operating revenue for Oregon schools rose over the course of a decade from \$2.51 billion in 1990-91 to \$3.32 billion in 2000-01. Although the total amount of money for schools increased, it has not kept pace with rising enrollment or inflation since the 1990 passage of Measure 5, a property tax limitation measure. Districts budgeted an average of \$6,092 per student in 2000-01.

The graph below shows the dramatic shift in sources of public school funds in the decade following passage of Measure 5.



Sources of Funds for Oregon Public Elementary and Secondary Schools



A Major Shift in Responsibility for School Funding

Historically, the largest source of revenue for public schools in Oregon was local property taxes. Measure 5 changed that dramatically by lowering the amount of property taxes schools could raise. The measure's full impact was felt by 1995-96 with local property taxes for education limited to \$5 per \$1,000 of assessed valuation. 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 a certain amount of money per student, plus an additional amount for each student enrolled in more costly programs such as special education or English as a second language.

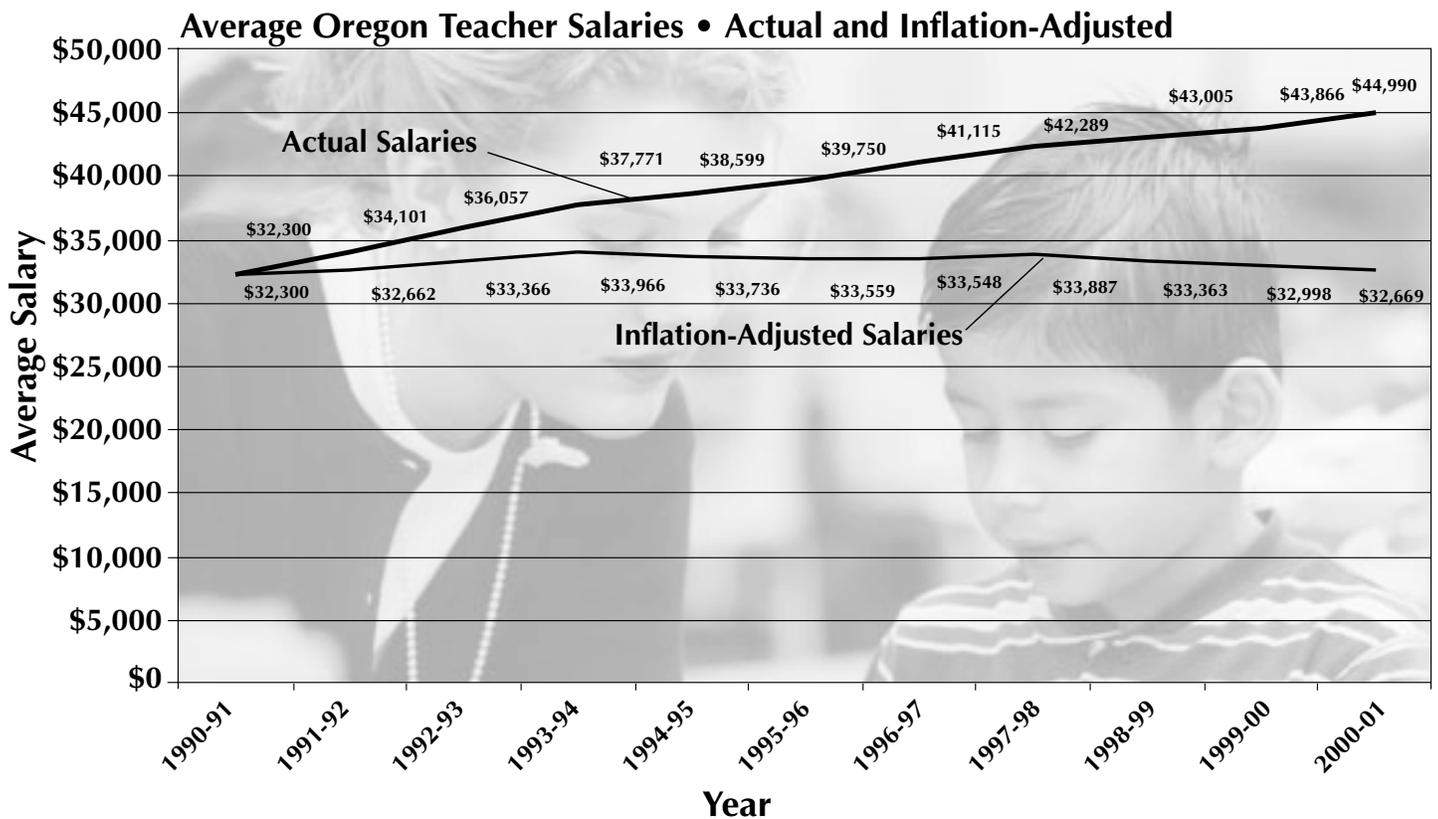


Salaries Up Slightly

Each locally elected school board establishes its district budget. An estimated 79 percent of 2000-01 school district expenditures went to salaries and benefits, about the same as in 1999-00. Salaries rose in 2000-01 by 2.6 percent for teachers. In 2000-01, the average teacher salary was \$44,990, the average principal salary was \$72,842 and the average

superintendent salary was \$89,599.

The average teacher salary increased over the decade from \$32,300 in 1990-91 to \$44,990 in 2000-01. However, when these salaries are adjusted for inflation, the total increase amounts to only one percent for the time period.



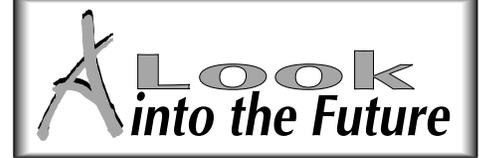


Quality Education Model – A Look into the Future

Starting in 1997, the Legislative Council worked to develop a funding model to establish a link between school funding and student performance and to give policymakers a tool for setting education budgets. The Quality Education Model (QEM), based on a prototype schools approach, allows policymakers to understand the inputs required to operate Oregon's K-12 schools, to put prices on those inputs, and to establish the total cost of running Oregon's public schools based on the established level of student performance specified in Oregon's School Reform act.

In 1999, Governor Kitzhaber and Superintendent of Public Instruction Stan Bunn appointed the Quality Education Commission and charged it with validating and updating the original Quality Education Model. The result of the Commission's effort, the Quality Education Model 2000, is an effective tool for evaluating the costs of running schools and a demonstration of what high-performing schools in Oregon might look like.

For the first time in Oregon's history, state



policymakers have an objective tool for evaluating the resources needed to achieve the desired level of educational attainment by Oregon students, raising the discussions about school funding from political deal-making to objective policy debate.

Governor Kitzhaber used the Quality Education Model to develop his proposed education budget for the 2001-03 biennium, and because the Model clearly demonstrated how the resources in the Governor's budget would be spent and the improvement in student performance that could be expected, the Legislature chose to fully fund the Governor's proposal.

The establishment of the Quality Education Model as the basis for the school funding for the 2001-03 biennium will give Oregonians a more thorough mechanism to determine the adequacy and effectiveness of the funding system for public education in the coming years.





Resources for more information

Assessment

Oregon Statewide Assessment <http://www.ode.state.or.us/asmt/index.htm>

National Assessment of Educational Progress (NAEP) <http://nces.ed.gov/nationsreportcard/>

Third International Math and Science Study (TIMSS) <http://timss.bc.edu/>

Performance-Based Admissions Standards System, Oregon University System <http://www.ous.edu/pass/>

Scholastic Assessment Test (SAT) <http://www.collegeboard.com/>

American College Testing (ACT) <http://www.act.org/>

For information on Oregon's Statewide Assessment or other testing programs contact Steve Slater at the Oregon Department of Education, 503-378-3600 ext. 2254 (or e-mail steve.slater@state.or.us).

Student information

Graduation Rate and Drop-out Reports <http://www.ode.state.or.us/stats/schoolfinance/>

Student Enrollment and Demographics <http://www.econ.state.or.us/opb/>

Minority Students <http://www.ode.state.or.us/stats/schoolFinance/> and
<http://www.ode.state.or.us/asmt/results/2000/minoritydemographicrpt.pdf>

School and district data <http://dbi.ode.state.or.us>

For information on student enrollment or demographics contact Bob Jones at the Oregon Department of Education, 503-378-3600 ext. 2634 (or e-mail bob.jones@state.or.us)

Teacher/Administrator/Other Staff Information

Staff Characteristics <http://www.ode.state.or.us/stats/schoolFinance/>

School level student-teacher ratios <http://dbi.ode.state.or.us>

For information on teachers or other staffing issues, contact Tracy Lindsey at the Oregon Department of Education, 503-378-3600 ext. 2626 (or e-mail tracy.lindsey@state.or.us).

Special Programs and Information

Oregon School and District Report Cards <http://reportcard.ode.state.or.us/>

Contact Nanci Schneider at the Oregon Department of Education, 503-378-3600 ext. 2353
(or e-mail nanci.schneider@state.or.us).

Charter Schools <http://www.ode.state.or.us/cifs/charterschools/>
Contact Joni Gilles at the Oregon Department of Education, 503-378-3600 ext. 2276 (or e-mail joni.gilles@state.or.us).

Special Education Programs <http://www.ode.state.or.us/sped/index.htm>
Contact Steve Johnson at the Oregon Department of Education, 503-378-3600 ext. 2327 (or e-mail steve.johnson@state.or.us).

Federal Compensatory Programs <http://www.ode.state.or.us/stusvc/index.htm>
Contact Merced Flores at the Oregon Department of Education, 503-378-3600 ext. 2701 (or e-mail merced.flores@state.or.us).

Early Childhood/ Oregon Pre-Kindergarten <http://www.ode.state.or.us/stusvc/earlychild/>
Contact Anita McClanahan at the Oregon Department of Education, 503-378-3600 ext. 2600 or (e-mail anita.mcclanahan@state.or.us).

Homeless Students <http://www.ode.state.or.us/stusvc/homeless/>
Contact Dona Bolt at the Oregon Department of Education, 503-378-3600 ext.2727 (or e-mail dona.bolt@state.or.us).

School Funding and Finance <http://www.ode.state.or.us/sfdi/>
Contact Nancy Heiligman at the Oregon Department of Education, 503-378-3600 ext. 2213 (or e-mail nancy.heiligman@state.or.us).

Quality Education Model <http://dbi.ode.state.or.us/qualityed/> or <http://www.osba.org/hotopics/qem/index.htm>

Oregon Progress Board Benchmarks <http://www.econ.state.or.us/opb/>



It is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that allows students, parents, teachers, administrators, school district boards and the State Board of Education to be accountable for the development and improvement of the public school system. The public school system shall have the following characteristics:

- Provides equal and open access and educational opportunities for all students in the state regardless of their linguistic background, culture, race, gender, capability or geographic location;
- Assumes that all students can learn and establishes high, specific skill and knowledge expectations and recognizes individual differences at all instructional levels;
- Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
- Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
- Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
- Provides for rigorous academic content standards and instruction in mathematics, science, history, geography, economics, civics and English;
- Provides students an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
- Provides students with instruction in, but not limited to, health, physical education, second languages and the arts;
- Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
- Provides students with the knowledge, skills and positive attitude that lead to an active, healthy lifestyle;
- Provides students with the knowledge and skills to take responsibility for their decisions and choices;
- Provides opportunities for students to learn through a variety of teaching strategies;
- Emphasizes involvement of parents and the community in the total education of students;
- Transports children safely to and from school;
- Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
- Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities; and
- Provides for a safe, educational environment.

