

An Annual Report to the Legislature on Oregon Public Schools
Oregon Department of Education

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Photos

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Salem-Keizer Public Schools



Student Success

- State Tests 1
 - 3rd Grade 2
 - 5th Grade 4
 - 8th Grade 6
 - 10th Grade 8
- National Comparisons of Student Achievement 10
 - National Assessment of Educational Progress (NAEP) 10
- College Admissions Tests 15
- Graduation Rates 16
 - Certificate of Initial Mastery (CIM) Graduates 17
 - High School Completers 17
- Dropout Rates 18
- School and District Report Cards 20
- Oregon Progress Board Benchmarks 21

Students and Staff

- Student Enrollment 23
- Student-Teacher Ratios 24
- Percents of School Districts by Size of District and Enrollment 24
- Public, Private, Charter, and Home Schools 25
- Minority Student Population 26
- Language Diversity 29
- Minority Teacher and Administrators 30
- Homeless Students 31
- Teacher Demographics 32
- All School Staff 33
- Special Programs 34
 - Special Education 34
 - Federal Compensatory Education Programs 36
 - Early Childhood/Oregon Pre-kindergarten Programs 36

School Funding

- Spending per Student 37
- A Major Shift in Responsibility 39
- Salaries 40
- Quality Education Model 41

Resources

- Oregon Resources and Programs 45
- Contacts, Phone Numbers, and Website Addresses 45

Index

- List of Charts & Graphs 47
- List of Tables 48



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, graduation and drop-out rates, Oregon Progress Board Benchmark Performance Reports, and school and district report cards provide useful measures of educational performance and progress.

State Tests Measure Standards

Oregon began testing students statewide in reading, writing and mathematics in the spring of 1991, and in mathematics problem solving for grades 5, 8, and 10 in the spring of 1997. In 2001, science was added to the list of subjects tested for grades 8 and 10, and the following year it was expanded to include grade 5. 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

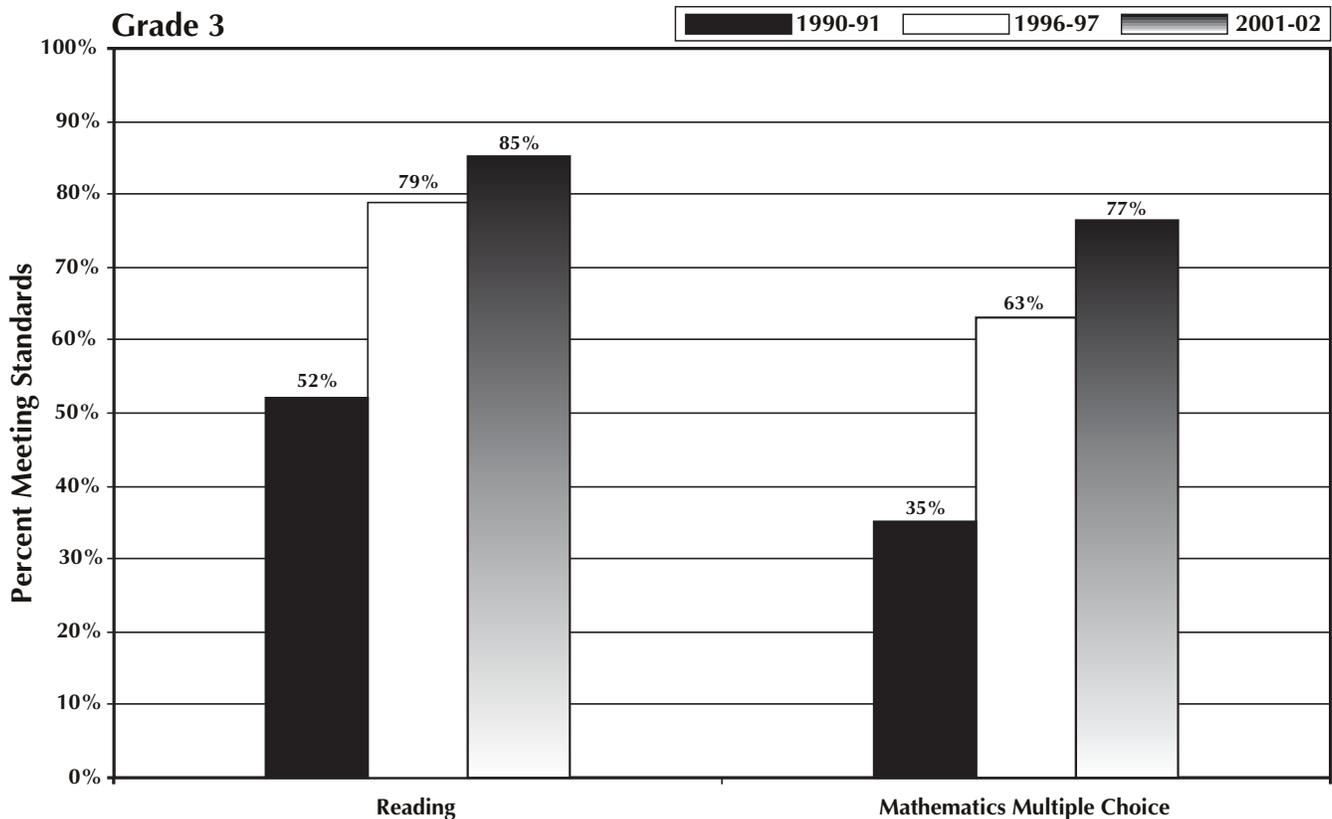
GRADE LEVEL	READING/LITERATURE	WRITING	MATHEMATICS	MATHEMATICS PROBLEM SOLVING	SCIENCE
Grade 3	201/300	18/36	202/300	NA	NA
Grade 5	215/300	40/60	215/300	40/58	223/300
Grade 8	231/300	40/60	231/300	40/58	233/300
Grade 10	239/300	40/60	239/300	40/58	239/300

Grade 3 – Percent Meeting Standards



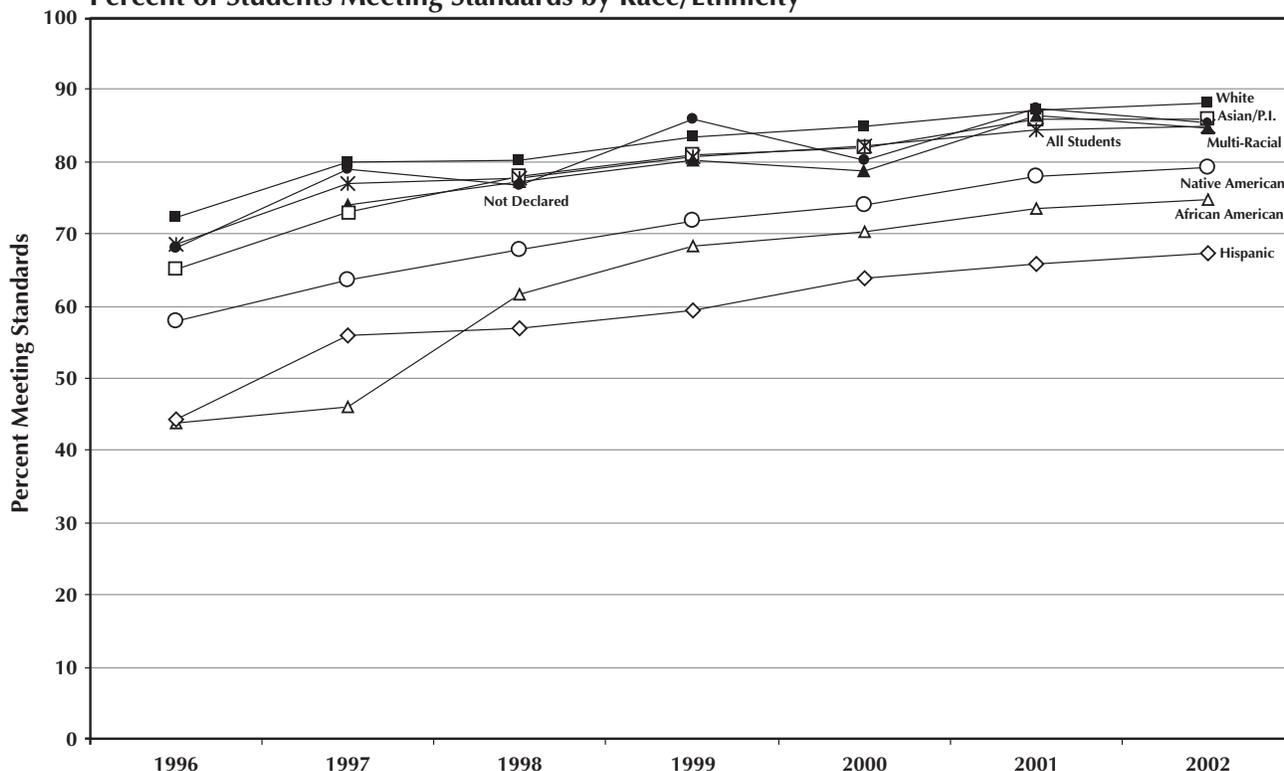
In 2001-02, third grade students took two state tests, one in reading/literature and one in mathematics.

As the graph below shows, 85 percent of third grade students met the reading standard and 77 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 33 percent more students meeting the reading standard in 2001-02 and 42 percent more students meeting the math standard.



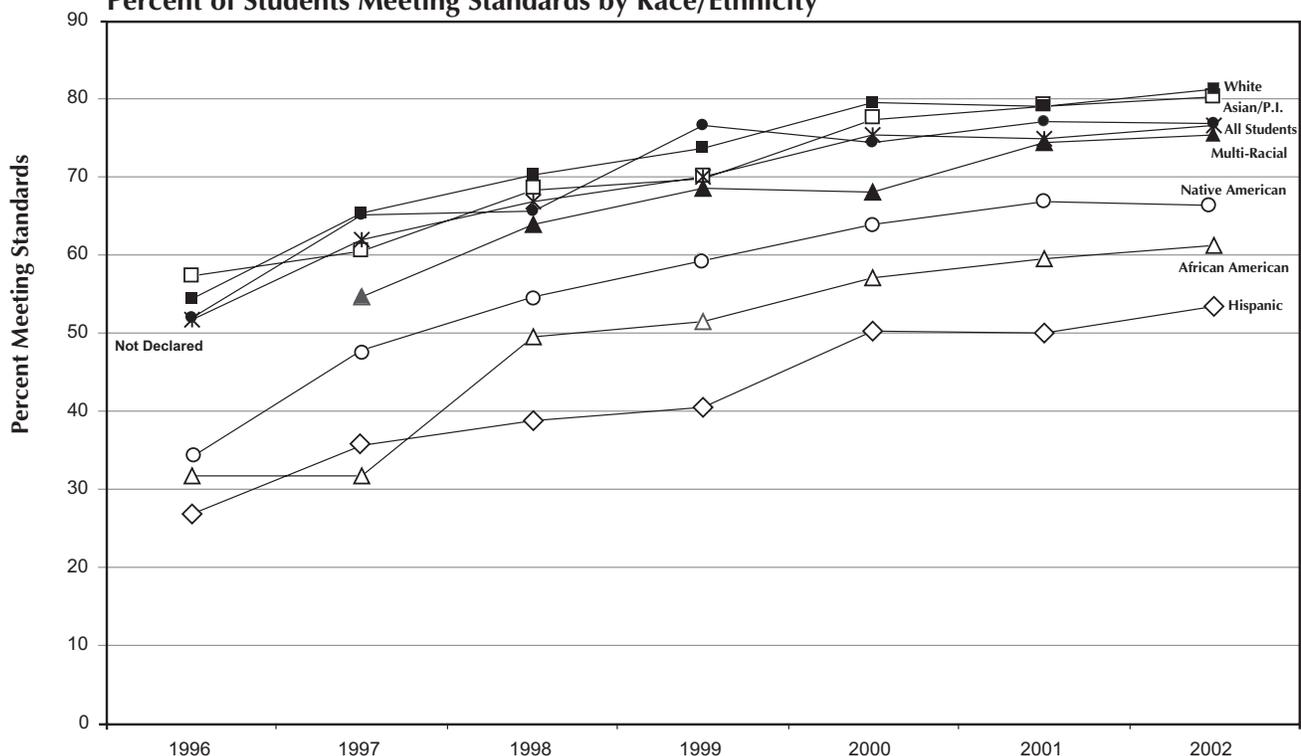
Between 1990-91 and 2001-02, the percent of 3rd grade students meeting the Reading Standards rose +33%. For the same period, the percent of students meeting the Mathematics Multiple Choice Standards rose +42%.

3rd Grade Reading – 1996-2002 Statewide Percent of Students Meeting Standards by Race/Ethnicity



From 1996 to 2002, the percent of 3rd grade students meeting the reading standard has climbed steadily for White, Asian/Pacific Islander, African American, Native American, and Hispanic students. African American students had the largest percent increase.

3rd Grade Mathematics (Multiple Choice) – 1996-2002 Statewide Percent of Students Meeting Standards by Race/Ethnicity



From 1996 to 2002, the percent of 3rd grade students meeting the math standard rose for White, Asian/Pacific Islander, Native American, African American, and Hispanic students. Between 2001 and 2002, Hispanics had the largest percent increase.

Grade 5 – Percent Meeting Standards

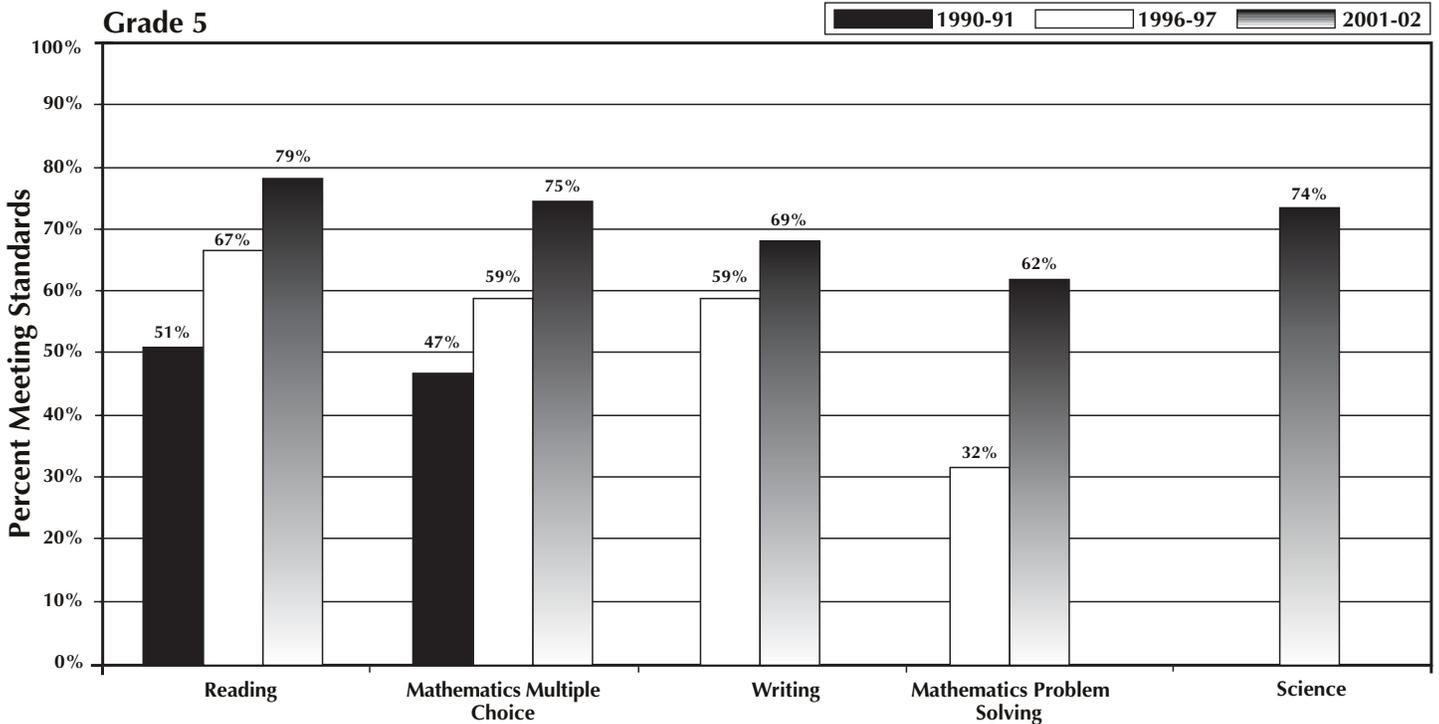


Fifth grade students have also enjoyed a significant increase in performance across all test areas. Students in Grade 5 take tests in five subjects: reading/literature, mathematics, mathematics problem solving, writing, and science.

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 28 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-nine percent of fifth graders met the writing standard in 2001-02, an improvement of 10 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 2001-02 to 1996-97 provides the most accurate information about student growth.

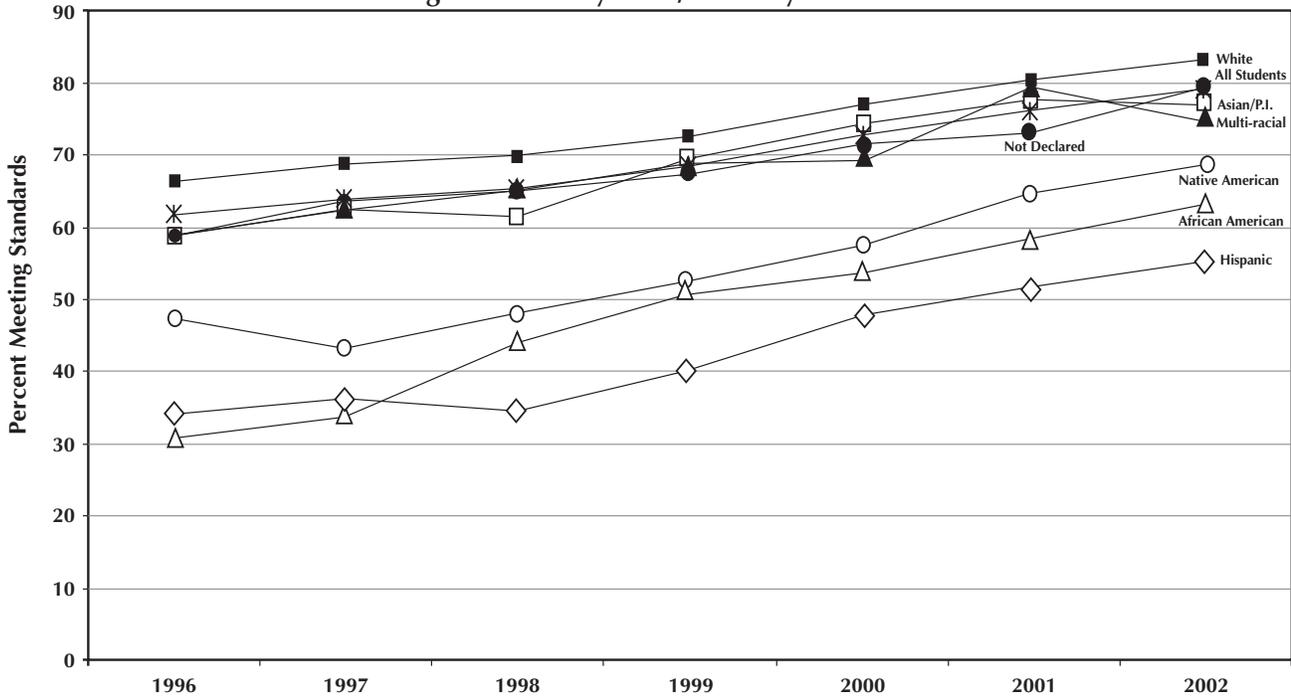
A test in mathematics problem solving, initiated in 1997, requires students to solve a complex, multi-step math problem and to show the steps they used in arriving at the solution. Scores for 2001-2002 show an increase of 30 percent more students meeting the standard for math problem solving. In science, 74 percent of fifth graders met the standard.



From 1990-91 to 2001-02, the percent of 5th graders meeting standards rose +28% for both Reading and Mathematics Multiple Choice.

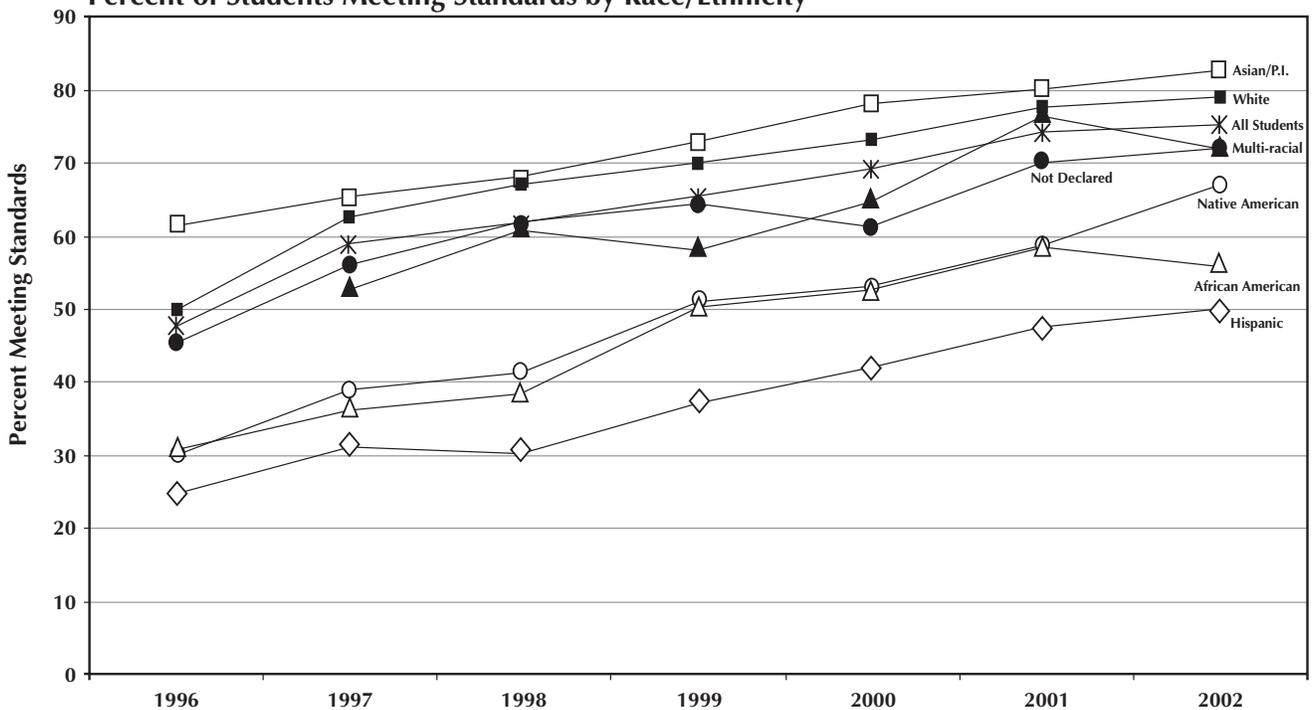
From 1996-97 to 2001-02, the percent of students meeting standards also rose for Writing (+10%) and for Math Problem Solving (+30%).

**5th Grade Reading – 1996-2002 Statewide
Percent of Students Meeting Standards by Race/Ethnicity**



Since 1996, the percent of students meeting the 5th grade reading standard increased for White, Asian/Pacific Islander, Native American, Hispanic, and African American students. In the last year, African American, Hispanic, and Native American students had the greatest increases.

**5th Grade Mathematics (Multiple Choice) – 1996-2002 Statewide
Percent of Students Meeting Standards by Race/Ethnicity**



Since 1996, the percent of students meeting the mathematics multiple choice standard increased for White, Asian/Pacific Islander, Native American, African American, and Hispanic students. In the past year, Native Americans and Hispanics had the largest increases.

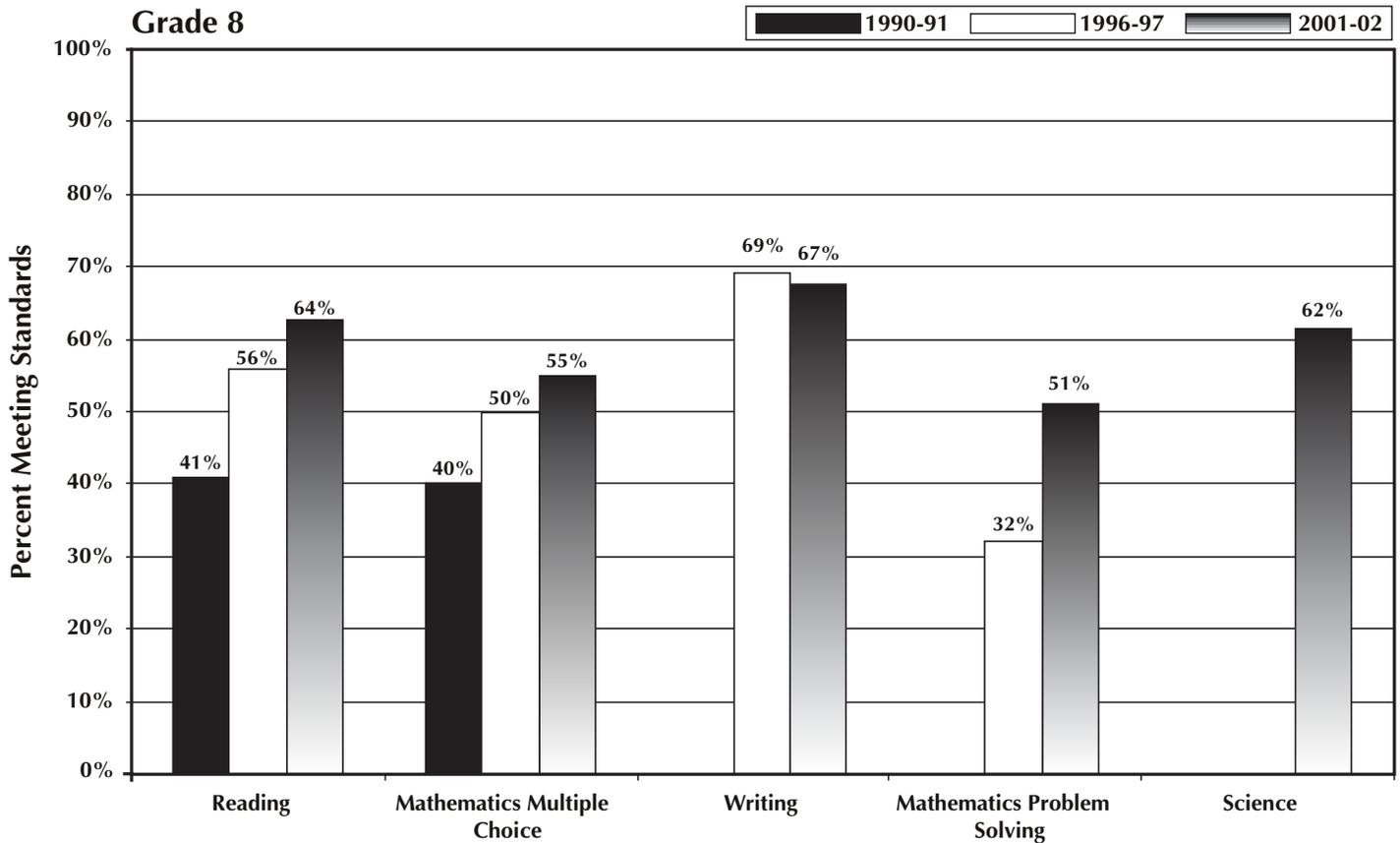
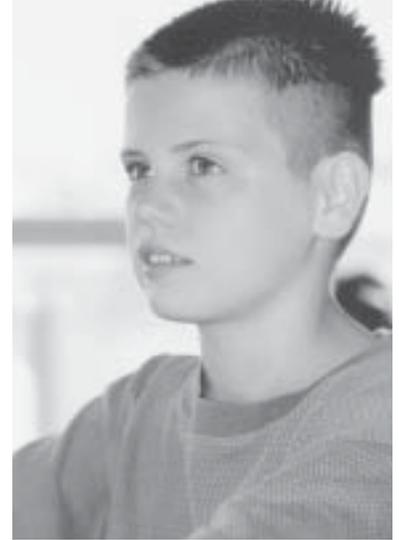
Grade 8 – Percent Meeting Standards



Like Oregon's fifth grade students, eighth graders take tests in reading/literature, mathematics, mathematics problem solving, writing, and science.

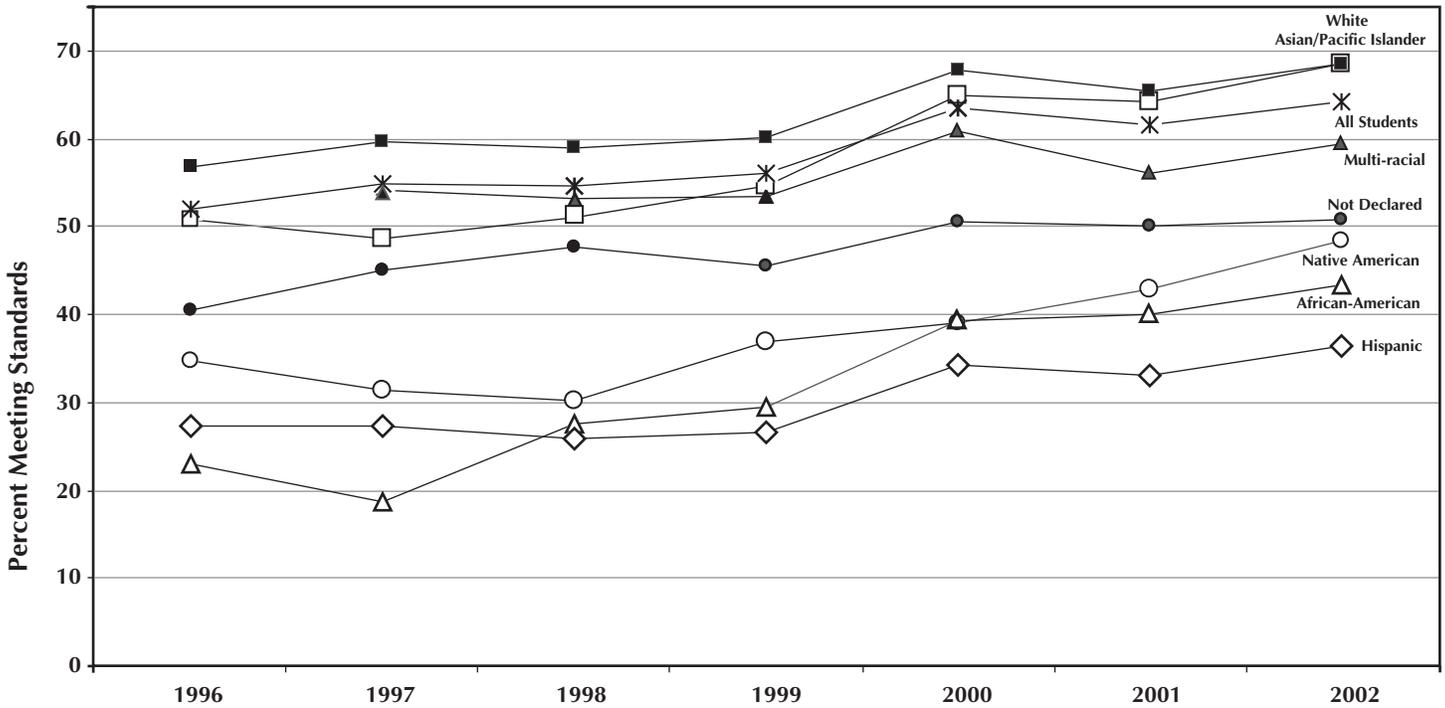
Student performance increased in most test areas.

64 percent of eighth graders met the Reading/literature standard in 2001-02, an improvement of 23 percent from 1990-91. Fifty-five percent met the Mathematics Multiple Choice standards, up from 15 percent in 1990-91. Writing performance has declined slightly since 1997, while Mathematics Problem Solving shows a significant improvement of 19 percent more students meeting the standard in 2000-01. Sixty-two percent of eighth grade students met the science standards in 2001-02, a 2 percent improvement from the previous year.



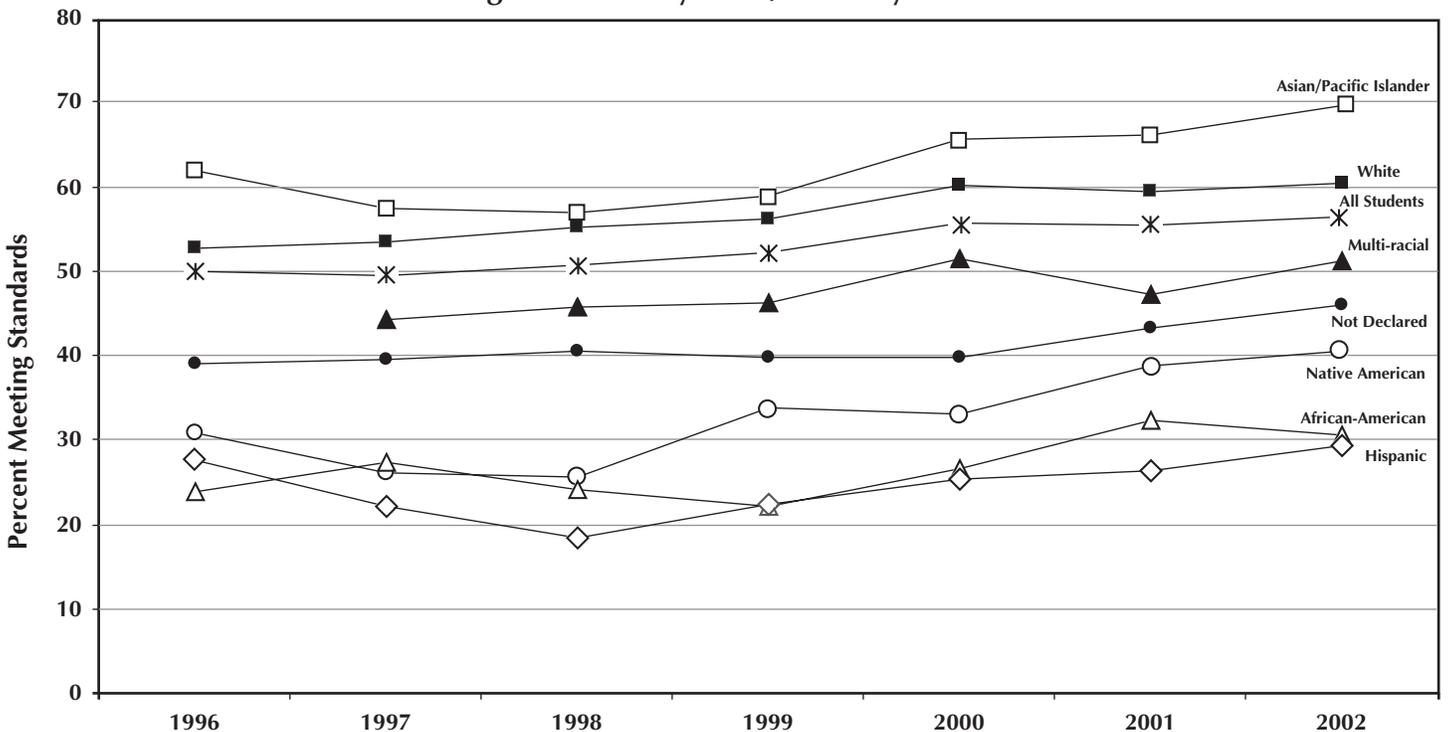
1991 to 2002: Percent meeting the standards rose +23% for Reading and +15% for Math Multiple Choice.
 1997 to 2002: Percent meeting Writing standards decreased -2%; Percent meeting Math Problem Solving standards rose +19%.
 The 2002 Percent meeting Science standards rose +2% from 2001.

8th Grade Reading – 1996-2002 Statewide Percent of Students Meeting Standards by Race/Ethnicity



From 1996 to 2002, White, Asian/Pacific Islander, Native American, African American, and Hispanic students all increased their percent of 8th grade students meeting the reading standards. In the last year, Native Americans and Asian/Pacific Islanders had the largest increases.

8th Mathematics (Multiple Choice) – 1996-2002 Statewide Percent of Students Meeting Standards by Race/Ethnicity



Since 1996, Native American, Asian/Pacific Islander, African American, and White students increased their percent of 8th grade students meeting the mathematics multiple choice standards. In the last year, Asian/Pacific Islander and Hispanic students posted the biggest increases.

Grade 10 – Percent Meeting Standards

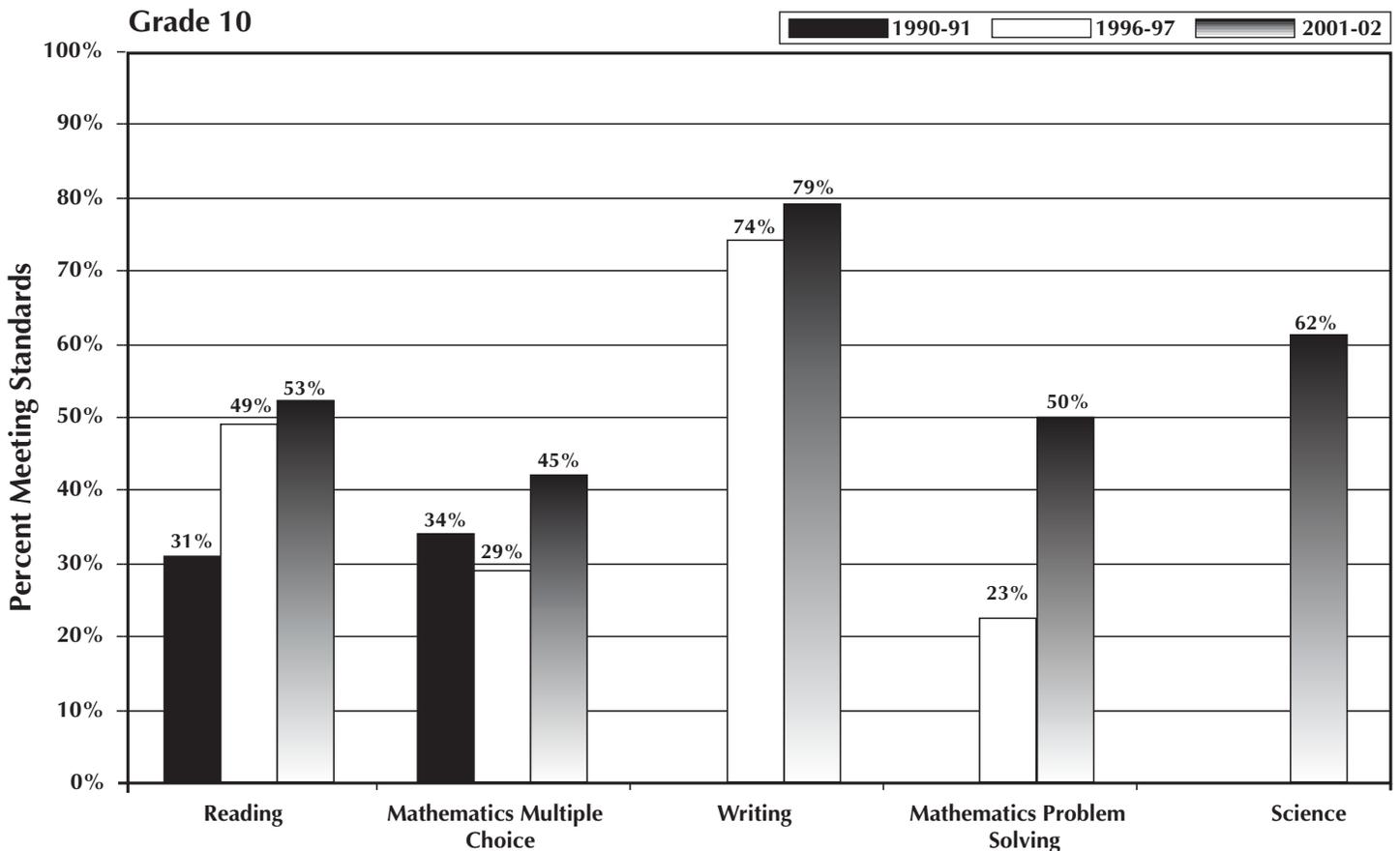


Best results for high school students show improvement across all subject areas.

At the high school level, growth from the first year of test administration to the 2001-02 school year tends to be less dramatic than for the elementary students.

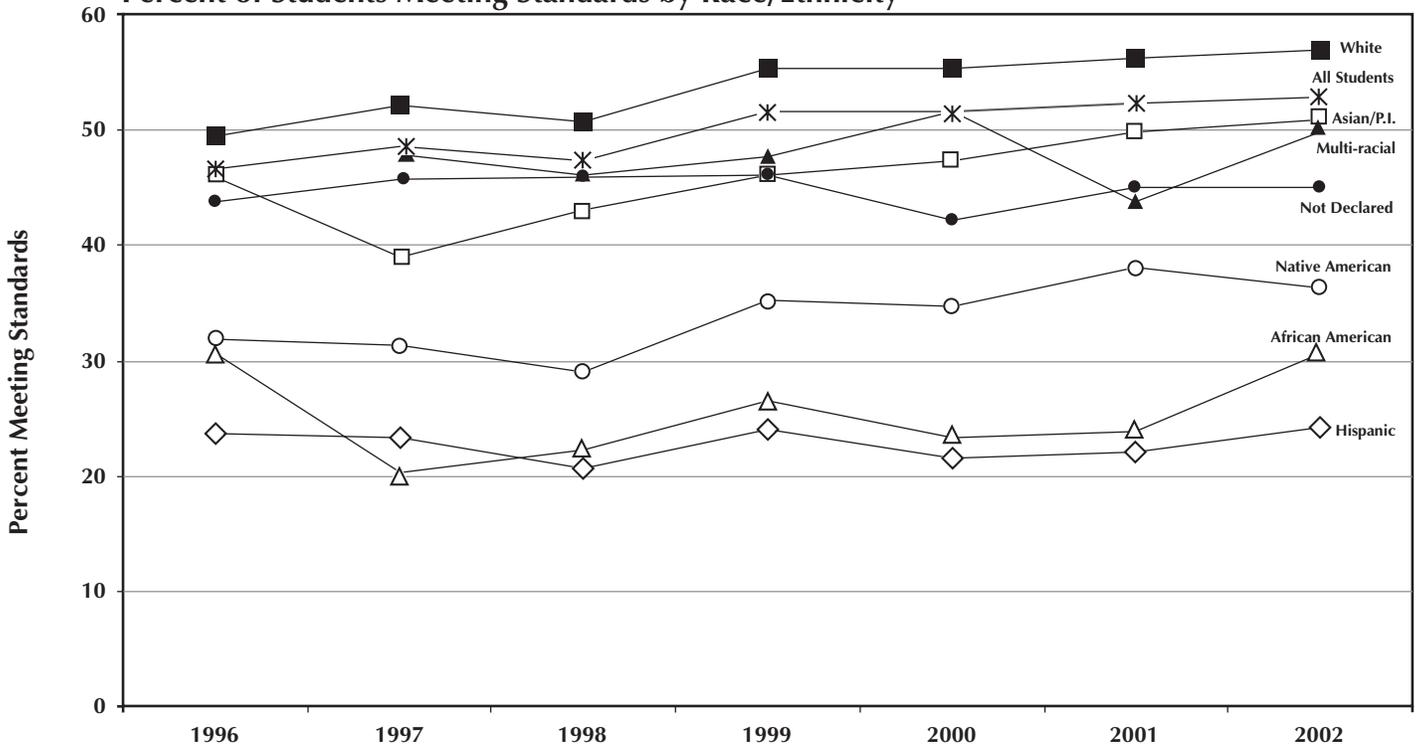


Between 1990-91 and 2001-02, the percent of tenth graders meeting high school standards increased 22 percent in reading/literature, 11 percent in mathematics, and 5 percent in writing. The most significant area of improvement was in mathematics problem solving, where 50 percent of the students met the standard in 2001-02 compared to only 23 percent who met the standard in 1996-1997, the first year of that test. Sixty-two percent of high school students met the science standard in 2001-02, an increase of 4 percent from the previous year.



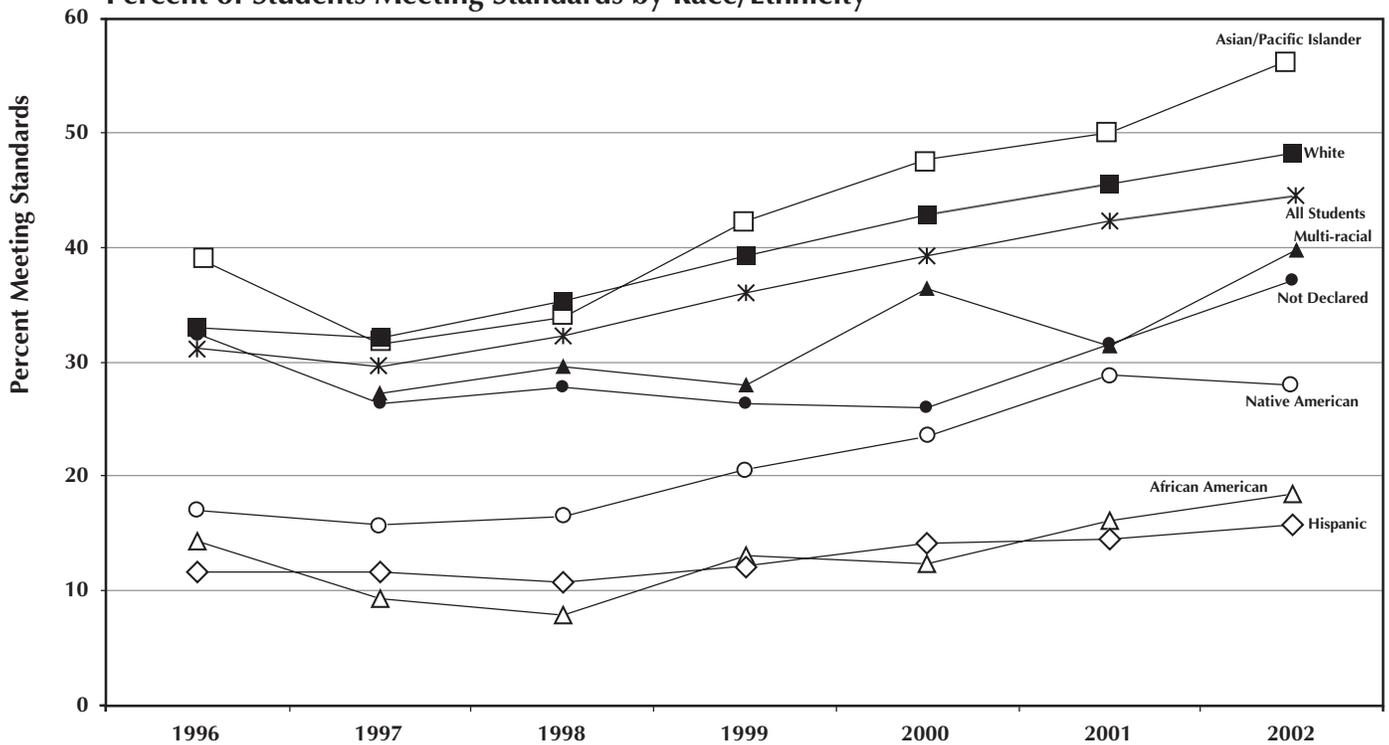
Between 1991 and 2002, the percent of students meeting the standards rose for Reading +22% and for Math Multiple Choice +11%. From 1997 to 2002 the percent for Writing rose +5% and for Math Problem Solving +27%. The 2002 percent meeting Science standards rose +4% from 2001.

10th Grade Reading – 1996-2002 Statewide Percent of Students Meeting Standards by Race/Ethnicity



Since 1996, White, Asian/Pacific Islander, and Native American students increased their percent of 10th grade students meeting the reading standards. In the past two years, African American, Asian/Pacific Islander, and Hispanic students posted the largest increases.

10th Grade Mathematics (Multiple Choice) – 1996-2002 Statewide Percent of Students Meeting Standards by Race/Ethnicity



Since 1996, Asian/Pacific Islander, White, Native American, African American, and Hispanic students increased their percent of 10th grade students meeting the mathematics multiple choice standards. In the last year, Asian/Pacific Islander, and White students posted the largest increases.

Comparisons of Student Achievement

The Nation's Report Card

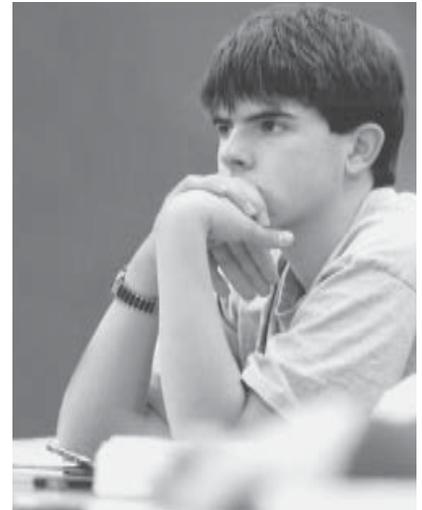


The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” has been conducting nationwide representative assessments since 1969 in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

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 were administered for reading at grades 4 and 8 and writing at grade 8. In 2002, State NAEP assessments were administered in reading and writing at *both* grades 4 and 8. The 2002 results are scheduled to be released in October 2003.

The 1996 state NAEP assessments were administered for mathematics at grades 4 and 8, and science at grade 8. The 2000 state NAEP assessments were administered for mathematics and science to *both* grades 4 and 8.



History of Oregon NAEP Participation and Performance

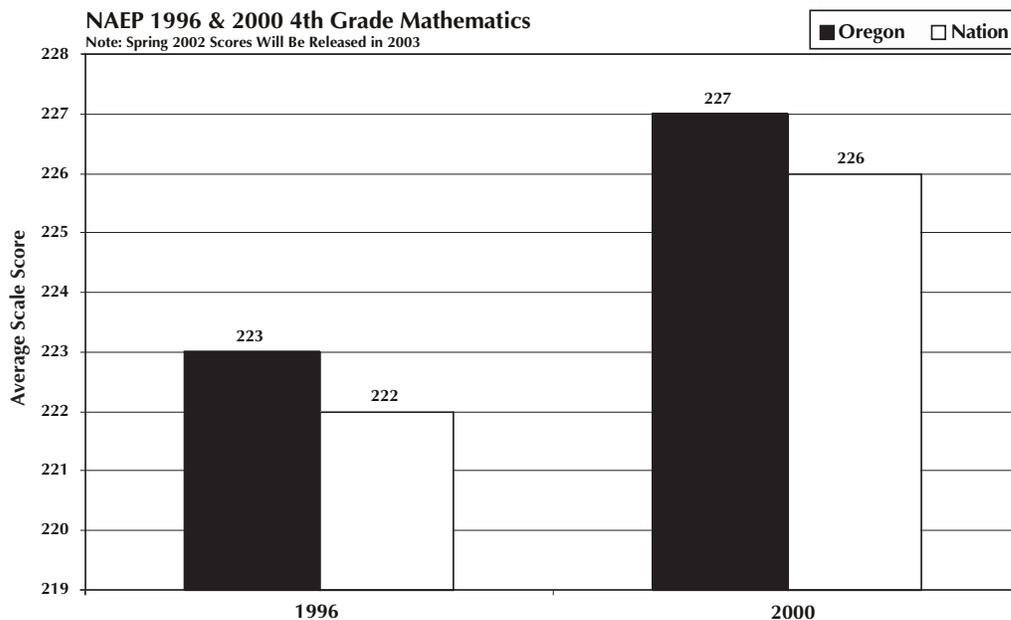
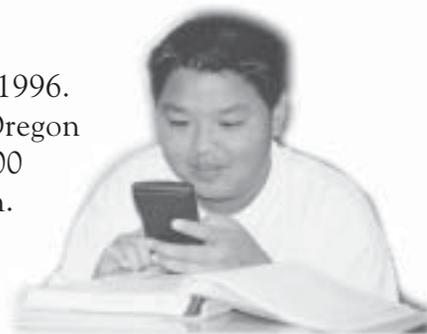
SUBJECT	GRADE	YEAR	STATE AVERAGE	NATIONAL AVERAGE
MATHEMATICS				
(scale: 0-500)				
	4	1996	223	222
	4	2000	227	226
	8	1990	271	262
	8	1996	276	271
	8	2000	281	274
READING				
(scale: 0-500)				
	4	1998	214	215
	4	2002	Not Available	Not Available
	8	1998	266	261
	8	2002	Not Available	Not Available
SCIENCE				
(scale: 0-300)				
	4	2000	150	148
	8	1996	155	148
	8	2000	154	149
WRITING				
(scale: 0-300)				
	4	2002	Not Available	Not Available
	8	1998	149	148
	8	2002	Not Available	Not Available

Mathematics

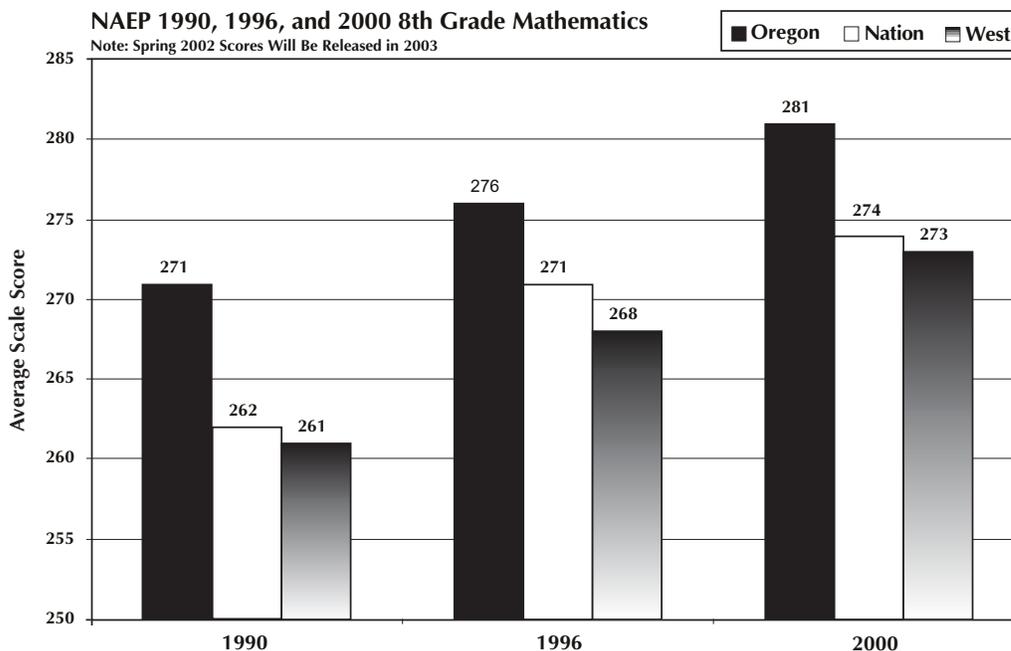


regon fourth grade and eighth grade math scores improved since 1996. Eighth graders also participated in the 1990 NAEP assessment. Oregon eighth graders performed better than most other states on the 2000 tests, with only ten states that significantly out-performed Oregon.

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.



Oregon 4th graders have scored slightly higher than the nation in mathematics since 1996. In both 1996 and 2000, Oregon 4th graders scored one point higher than the nation.



Oregon 8th graders have outscored the nation and the West in mathematics since 1990. Oregon scored 9 points higher than the nation in 1990; in 1996, Oregon scored 5 points higher than the nation; and in 2000, Oregon scored 7 points higher than the nation.



Reading

Oregon fourth and eighth graders participated in the NAEP reading assessment for the first time in 1998.

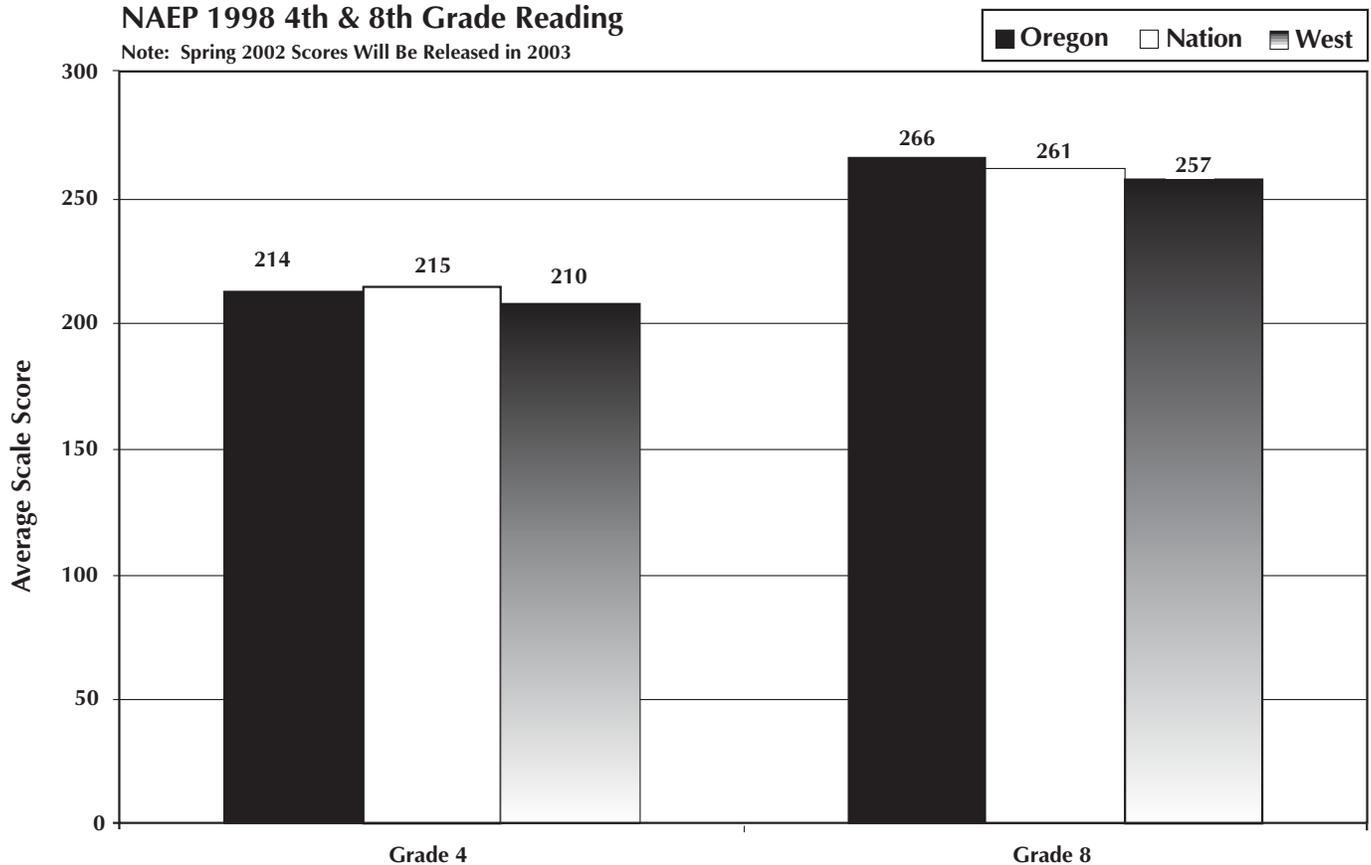
Eighth graders outperformed all but two states in reading, while fourth graders performed at about the same level as the national average.

Oregon fourth and eighth graders both performed slightly better than students in other western states.



NAEP 1998 4th & 8th Grade Reading

Note: Spring 2002 Scores Will Be Released in 2003



Oregon 4th graders scored 1 point less than the score for the nation, and 4 points higher than the score for the West. Oregon 8th graders scored 5 points higher than the nation and 11 points higher than the West.



Writing



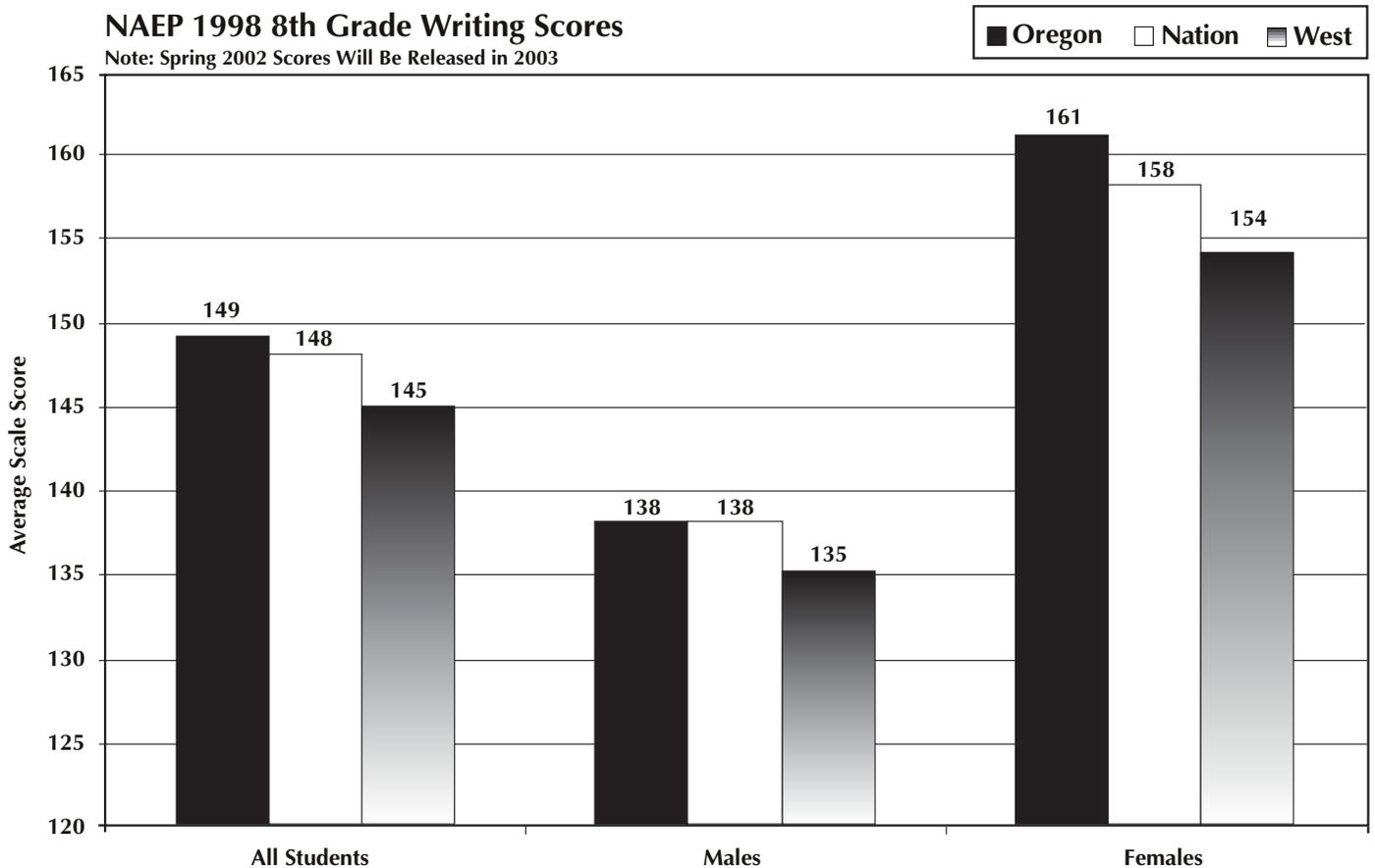
regon eighth graders also participated in the NAEP writing assessment for the first time in 1998. They performed as well or better than students in all but five other states.

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.



NAEP 1998 8th Grade Writing Scores

Note: Spring 2002 Scores Will Be Released in 2003



In the 1998 NAEP Writing Test, 8th grade Oregon females outscored Oregon males. They also outscored females and males in the Nation and the West. Oregon males scored slightly higher than males in the West, while they tied the national score for males.



Science

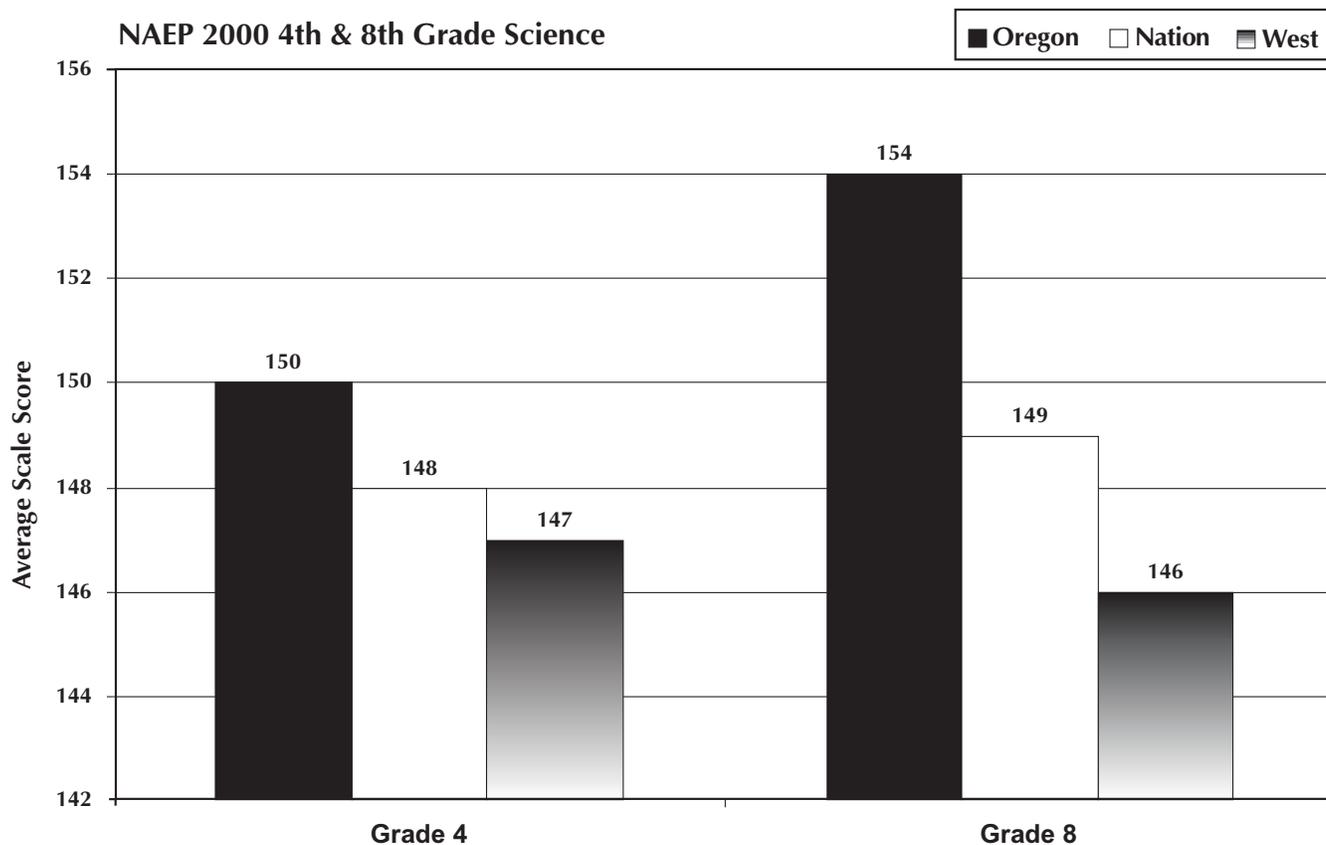


Oregon eighth graders posted an average score of 154, compared to a national average of 149, and a western states average of 146. Only eight states had significantly higher average scores.

Fourth grade students, participating in the national test for the first time, scored two points above the national average, at 150 compared to 148 for the nation, and 147 for the western states.

Oregon has one of the highest rates of participation for students with disabilities or who have limited English proficiency. The inclusion of students in special programs, combined with Oregon's relatively high ranking among participating states, suggests that

Oregon's long-standing policy of high standards for all students has had positive results.



Oregon 4th graders scored 2 points above the Nation and 3 points above the West. Oregon 8th graders scored 5 points above the Nation and 8 points above the West.



College Admissions Tests

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

American College Testing Program (ACT)

In 2002, Oregon high school seniors tied with seniors in Maine for the top scores nationally on the American College Testing Program (ACT) tests in mathematics, English, science, and reading. Oregon students outscored their national counterparts on the ACT with a score of 22.5, compared to a national average of 20.8. Oregon's score went down one-tenth of a point, while the national score went down two-tenths of a point from the previous 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 11.6 percent of the graduating seniors (3,871 seniors).

Scholastic Assessment Test (SAT)

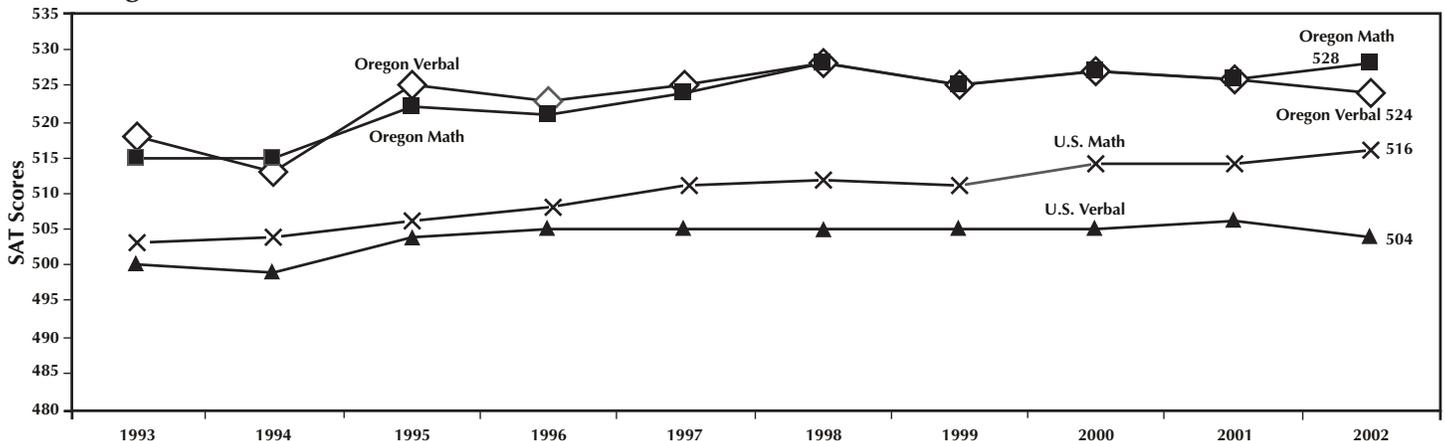
18,623 graduating seniors (56%) took the SAT in Oregon in 2001-02, continuing an upward trend of the number of students taking the test (+328 more students than in the previous year). The Oregon score for mathematics increased by 2 points, while the score for the verbal section of the test decreased by one point. Historically, Oregon students have outscored U.S. students on the SAT, and this year was no exception. Oregon students scored 20 points higher than the national average score on the verbal test, and 12 points higher than the national average on the mathematics test.

2001-02 SAT Participation and Scores – Oregon and National

	OREGON SAT 56% PARTICIPATION	NATIONAL SAT 46% PARTICIPATION	DIFFERENCE 10% PARTICIPATION
Test	Average Score	Average Score	(Oregon Minus National)
Verbal	524	504	+20
Math	528	516	+12

SAT Scores

Oregon and U.S. • 1993-2002



Historically, Oregon students have outscored U.S. students on the SAT. In 2002, Oregon students scored 20 points higher than the national average on the verbal test, and 12 points higher than the national average on the mathematics test.

SAT *(continued)*

Oregon and Washington once again were at the top of the 25 states that tested at least 40 percent of their graduating seniors. This year, Washington students outscored Oregon students by one point on both the mathematics and the verbal sections. However, Oregon had a higher participation rate (56% vs. the 54% participation rate in Washington State.)

There were more female SAT test takers in Oregon and the nation (54%) than male test takers (46%). These were the same percents in

Oregon last year. Males nationally and in Oregon outscored females on both the verbal and the math tests. On the verbal test, Oregon males outscored Oregon females 526 to 523. On the math test, Oregon males outscored Oregon females 548 to 511.

Over the years, the 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 Up by Three Points

The high school graduation rate (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. Between

1992-1994 and 1995-1997, Oregon experienced a decline in the graduation rate. However, the Oregon rate for 1998-2000 is up 3 points from the 1995-1997 rate. Nationally, the Graduation Rate has fluctuated slightly but remained relatively stable.

Graduation Rate – Oregon and Nation

YEARS	OREGON GRADUATION RATE	NATIONAL GRADUATION RATE
1998-2000	82.3	85.7
1995-1997	79.3	85.8
1992-1994	82.9	86.1

The table below shows the number of Oregon students each school year who received a regular high school diploma and the number of students enrolled in twelfth grade on October 1 of that year. 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	12TH GRADE ENROLLMENT
1992-1993	26,422	31,923
1993-1994	26,534	32,910
1994-1995	27,093	33,356
1995-1996	26,899	33,202
1996-1997	27,720	37,794
1997-1998	27,754	34,419
1998-1999	28,255	35,010
1999-2000	30,138	36,827
2000-2001	30,336	37,070
2001-2002	Not Available	38,377



Graduates Earn a Certification of Initial Mastery (CIM)



To earn a certificate of Initial Mastery, students must meet certain scores on state tests and on classroom work samples.

The class of 2001 was the first graduating class to have the opportunity to earn the CIM. Almost twenty-six percent of regular diploma receivers earned both a regular diploma and the Certificate of Initial Mastery. However, this number varied by race/ethnicity. While 27.6 percent of White students receiving a regular diploma received a CIM, this percent was 24.7 percent of Asian/Pacific Islander, 15.0 percent of Native American/Alaskan Native, 10.3 percent of Hispanic, and 9.1 percent of African American. These numbers give Oregonians a baseline to chart educational improvement as the state continues to strive toward high academic standards for all students.



Graduates Receiving Regular Diplomas or Regular Diplomas with CIMs – 2000-01

2000-2001 School Year	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American Alaskan Native	%	Unknown	%	Total	%
Regular Diploma	18,673	72.4%	549	90.9%	1,462	89.7%	955	75.3%	381	85.0%	172	83.1%	22,192	74.1%
Regular Diploma* with CIM	7,109	27.6%	55	9.1%	167	10.3%	314	24.7%	67	15.0%	35	16.9%	7,747	25.9%
TOTAL Regular Diplomas	25,782	100%	604	100%	1,629	100%	1,269	100%	448	100%	207	100%	29,939	100%

Graduates and All Completers



Of the 33,121 students who completed twelfth grade, 22,192 (67%) received a regular diploma, 7,747 (23.4%) received a diploma with a CIM, 770 (2.3%) received a modified diploma (special education), and 2,412 (7.3%) finished the year without receiving a diploma. (Unaccounted for are those students who completed the necessary work to earn a diploma during the 2001 summer school session.) While 6.5 percent of White completers received no credential, 15.4 percent of Hispanic completers, and 11.7 percent of African American completers received no credential.

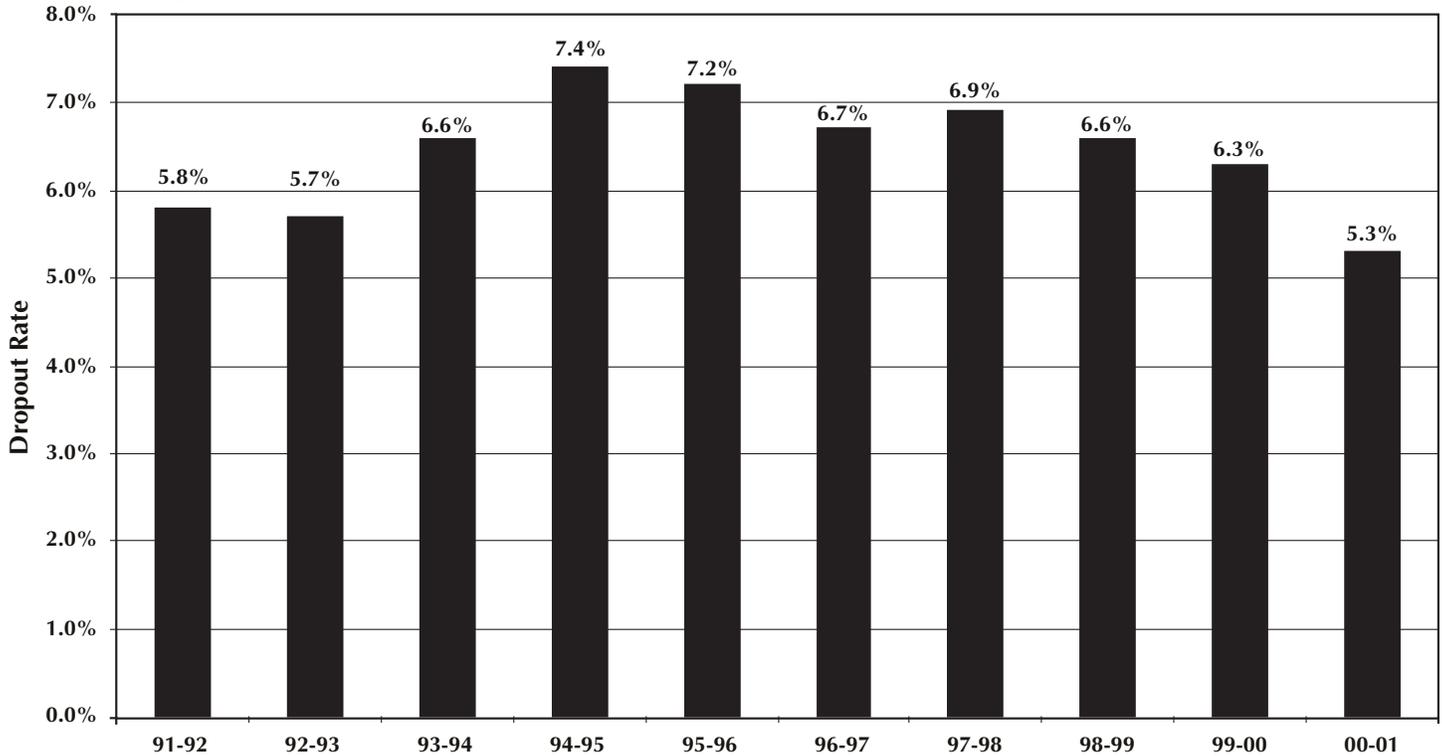
All Completers, with and without Diplomas – 2000-01

2000-2001 School Year	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American Alaskan Native	%	Unknown	%	Total	%
Regular Diploma	18,673	66.2%	549	74.4%	1,462	73.2%	955	67.2%	381	75.0%	172	74.1%	22,192	67.0%
Regular Diploma with CIM	7,109	25.2%	55	7.5%	167	8.4%	314	22.1%	67	13.2%	35	15.1%	7,747	23.4%
Modified diploma	601	2.1%	48	6.5%	60	3.0%	34	2.4%	21	4.1%	6	2.6%	770	2.3%
No Credential	1,842	6.5%	86	11.7%	308	15.4%	118	8.3%	39	7.7%	19	8.2%	2,412	7.3%
TOTAL ALL Completer	28,225	100%	738	100%	1,997	100%	1,421	100%	508	100%	232	100%	33,121	100%

Dropout Rate Declines

For the third straight year, the statewide dropout rate declined. The rate went from 6.3 percent in 1999-00 to 5.3 percent in 2000-2001. Over 8,700 students were classified as school dropouts in the 2000-2001 school year.

Oregon High School Dropout Rates 1991-1992 to 2000-2001



The 2000-2001 dropout rate for grades K-12 was 5.3%, a decrease from the rate of 6.3% reported last year.

This is the third consecutive annual decrease in the one-year dropout rate.

NOTE: Prior to 1996-97, GED recipients were counted as dropouts.

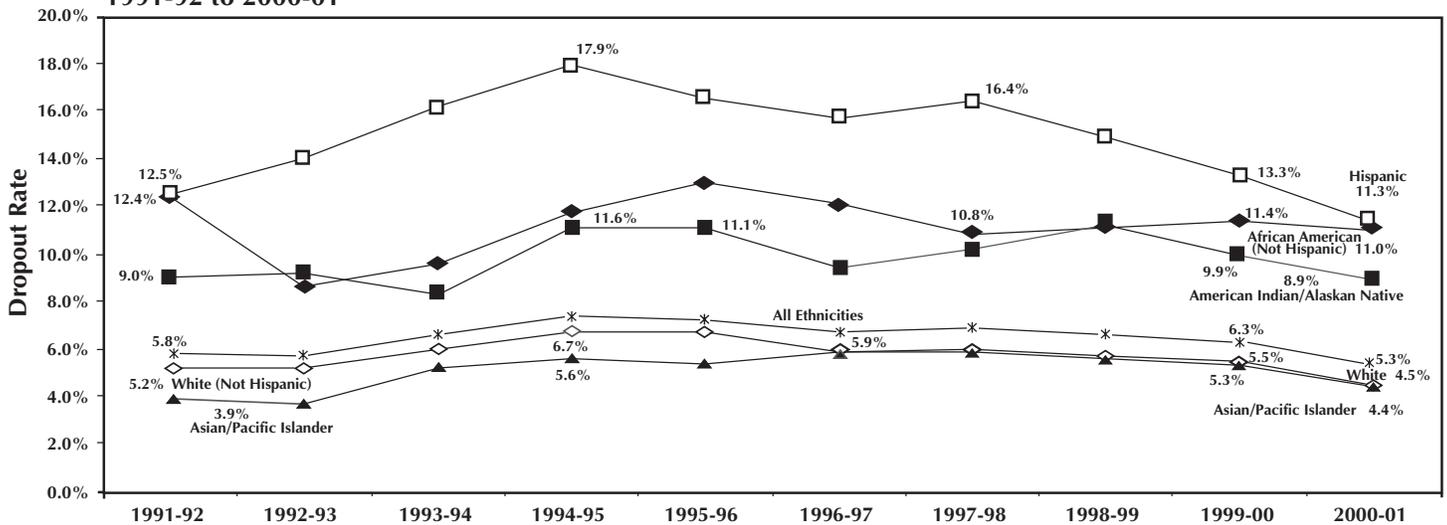
The top five reasons students identified for dropping out of school in 2000-2001 are as follows:

1. Credit deficiency – not enough credits to graduate (1,248)
2. Lack of parental support for school (1,210)
3. Dysfunctional home life (864)
4. Working more than 15 hours a week (792)
5. Substance Abuse (537)

Minority students are disproportionately represented among Oregon's dropouts. Hispanic students comprised 7.9 percent of the grade 9-12 population in 2000-2001, but 17.1 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 steady over the decade, all ethnic minority groups except Hispanic and 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, 11.0 percent compared to 5.3 percent of the total student population. The graph on page 15 shows the fluctuation in dropouts among the various racial/ethnic student groups.

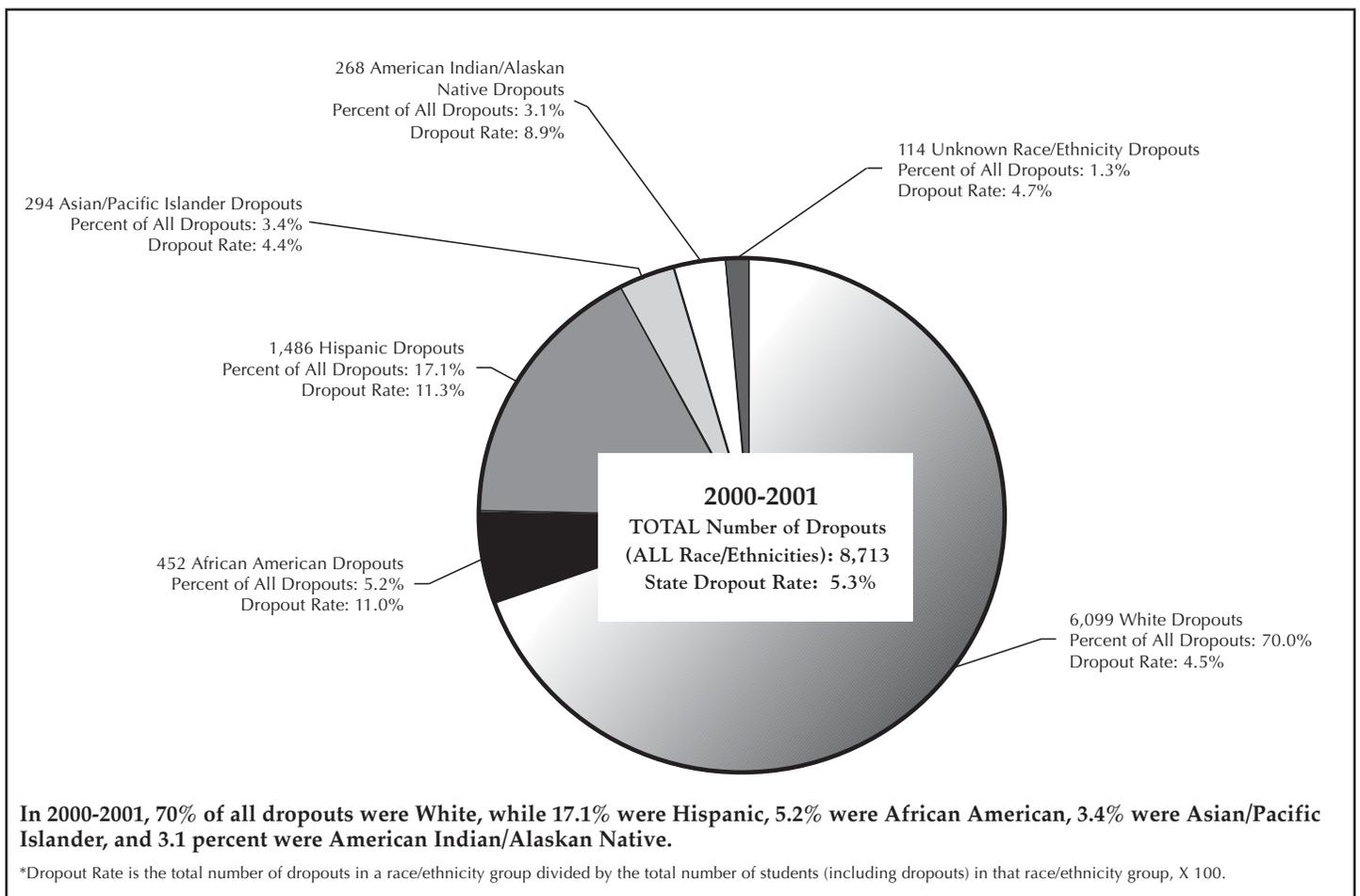
Oregon Dropout Rates by Race/Ethnicity – Grades 9-12

1991-92 to 2000-01



Dropout rates have declined for the last 3 years for White, Hispanic, & Asian/Pacific Islander students, while the rate for African American students has stayed level. For American Indian/Alaskan Native students, the rate has declined for the last 2 years.

Oregon Percent of All Dropouts by Race/Ethnicity With Dropout Rates* Grades 9-12 2000-2001



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 (CAM), 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 March 2002, the State Board of Education changed the requirements for high school graduation by integrating the CAM into graduation requirements. The Board directed schools to implement the CAM by the 2006-07 school year. Current diploma requirements for units of credit and attendance will not be affected by the changes. The new rules can be accessed at the Department of Education website: www.ode.state.or.us

To earn a CAM, the newly adopted rule requires students to pass statewide CIM tests in reading, writing, mathematics, science, and social sciences. Students are not required to pass the tests for graduation.

The CAM also requires students to complete an education plan based on personal and career interests. Students must monitor progress toward their goals and successfully participate in career experiences.

In addition to the CAM, 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 the report card 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

	2000 Report Card Results for 1998-99 School Year	2001 Report Card Results for 1999-00 School Year	2002 Report Card Results for 2000-01 School Year
Exceptional schools	39	43	50
Strong schools	389	459	564
Satisfactory schools	627	580	484
Low schools	43	17	14
Unacceptable schools	4	2	0
Not Rated*	105	116	105

*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.

Of the schools that received 2002 report cards, 236 improved their ratings, 722 stayed the same and 114 received lower ratings. The number of schools earning ratings of satisfactory or above climbed from 96.1 percent in 2000 to 98.7 percent in 2002.

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. (Note: The next Benchmark Performance Report is due to be released in 2003.)

Education

Education benchmarks target Oregon's first strategic goal: "quality jobs for all Oregonians". Oregon's overall grade in Education has improved from C in 1998 to C+ in 2000. **Improvements in K-12 scores are the reason.**

Educational attainment by adults was the measure that kept the overall grade from improving even more. The influx of highly educated in-migrants slowed in recent years, halting a steady increase in education levels that spanned the early to mid-1990s.

Improvements occurred in these benchmarks:

- Ready-to-learn (A). Oregon kindergarten teachers indicated improvement for new students in all areas.
- Eighth Grade Skill Level (B- to B+). Math skills have improved from 40 percent achieving the standards in 1991 to about 56 percent in 2000. Reading skills have also improved from 40 percent meeting the standard in 1991 to about 64 percent in 2000.
- High School Dropout Rate (F to D-). Oregon has improved, but about 8,700 students are still dropping out annually.
- Third Grade Skill Levels (A- to A). Between 1991 and 2000, the percentage of students meeting reading standards increased from 52 percent to 82 percent (target 82%); those meeting math standards increased from 35 percent to 75 percent (target 73%).
- High School Work Experience (D to B). Oregon has made significant progress, although it is still below target. Between 1993 and 1999, the percentage of eleventh and twelfth graders completing a structured work experience increased from 9 percent to 42 percent. The target for 2000 was 65 percent.
- Associate Degree (F to D). In 1998, three percent of adult Oregonians had an occupation-specific degree. That improved to 3.6 percent in 2000.
- Internet Usage (A- to A). In 1992 only 10 percent of households were online. By 2000 that percentage catapulted to 63 percent.

Oregon has declined in these areas:

- College Completion, from B- to C+.
- High School Completion, from B to C+.
- Percentage of Oregonians with Some College, from B- to D.
- Computer Usage, from A to B (although the number of computers has increased).
- The Adult Literacy benchmark has no grade because data are inadequate to show a trend. Nevertheless, experts estimate that over 480,000 Oregonians are at the lowest literacy level.

Education Benchmarks

KEY EDUCATION BENCHMARKS:	1998	2000
• Ready to Learn	Not Available	A
• Eighth Grade Skill Levels	B-	B+
• High School Dropout Rate	F	D-
• College Completion	B-	C-
• Adult Literacy	Not Available	Not Available
OTHER EDUCATION BENCHMARKS:		
• Third Grade Skill Levels	A-	A
• High School Work Experience	D	B
• High School Completion	B	C+
• Some College Completion	B-	D
• Associates Degree	F	D
• Computer Usage	A	B
• Internet Usage	A-	A
• Labor Force Skill Training	Not Available	Not Available
AVERAGE OTHER EDUCATION BENCHMARKS	C+	B-
OVERALL GRADE	C	C+





Students and Staff

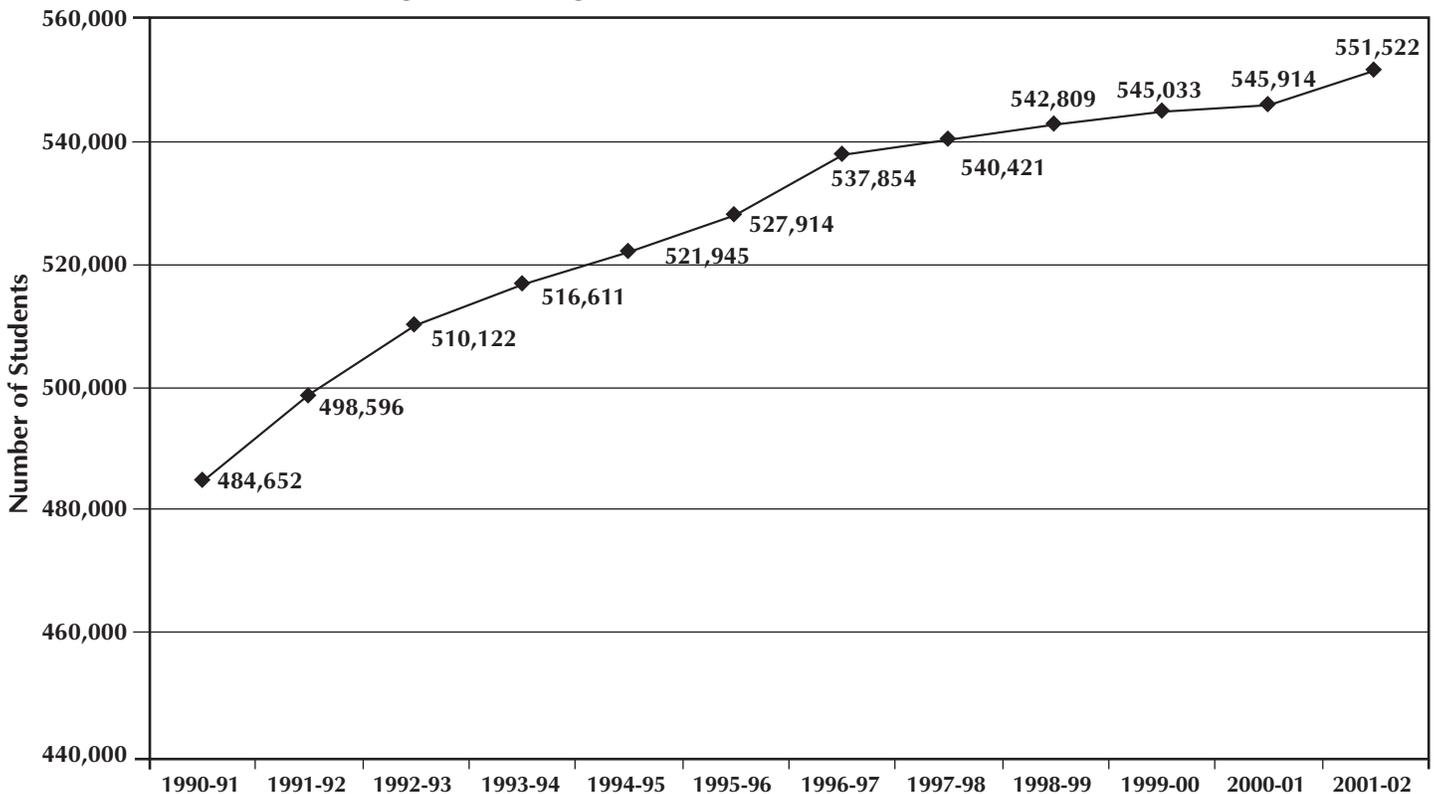
Student Enrollment



Overall student enrollment in Oregon public schools has risen steadily over the last decade, with a total increase of 66,870 students since 1990. The Oregon Department of Education marked an all time high of 551,522 students enrolled in public schools in 2001-2002, a 13.8 percent increase since 1990. This enrollment increase, fueled by a continuing influx of people moving to Oregon, is expected to continue.



Number of Kindergarten through 12th Grade Students



The figures on this chart are based on October 1 enrollment of each year.

From 1990-91 to 2001-02, Oregon school enrollment increased by 13.8 percent.



While student enrollment was up 13.8 percent, the teacher count (in full-time equivalent positions) increased only 7.4 percent since 1990, from 26,173.9 teachers statewide in 1990-91 to 28,120.4 teachers in 2001-02. About 10.5 percent of the teacher increase occurred between 1998 and 2000 as federal class size reduction dollars became available.

Because the increase in students has been far greater than the increase in teachers, student-teacher ratios for schools show an increase in the number of students per certificated staff member over the last twelve years. Note: 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, counselors, and other certified staff in addition to the individual classroom teachers.

The table shows that in 2001-02 the average student-teacher ratio was 19.7 students per elementary school teacher, up from 18.7 in 1990-91; 20.7 students per middle school teacher, up from 18.6 in 1990-91; and 20.1 students per high school teacher, up from 17.7 in 1990-91.

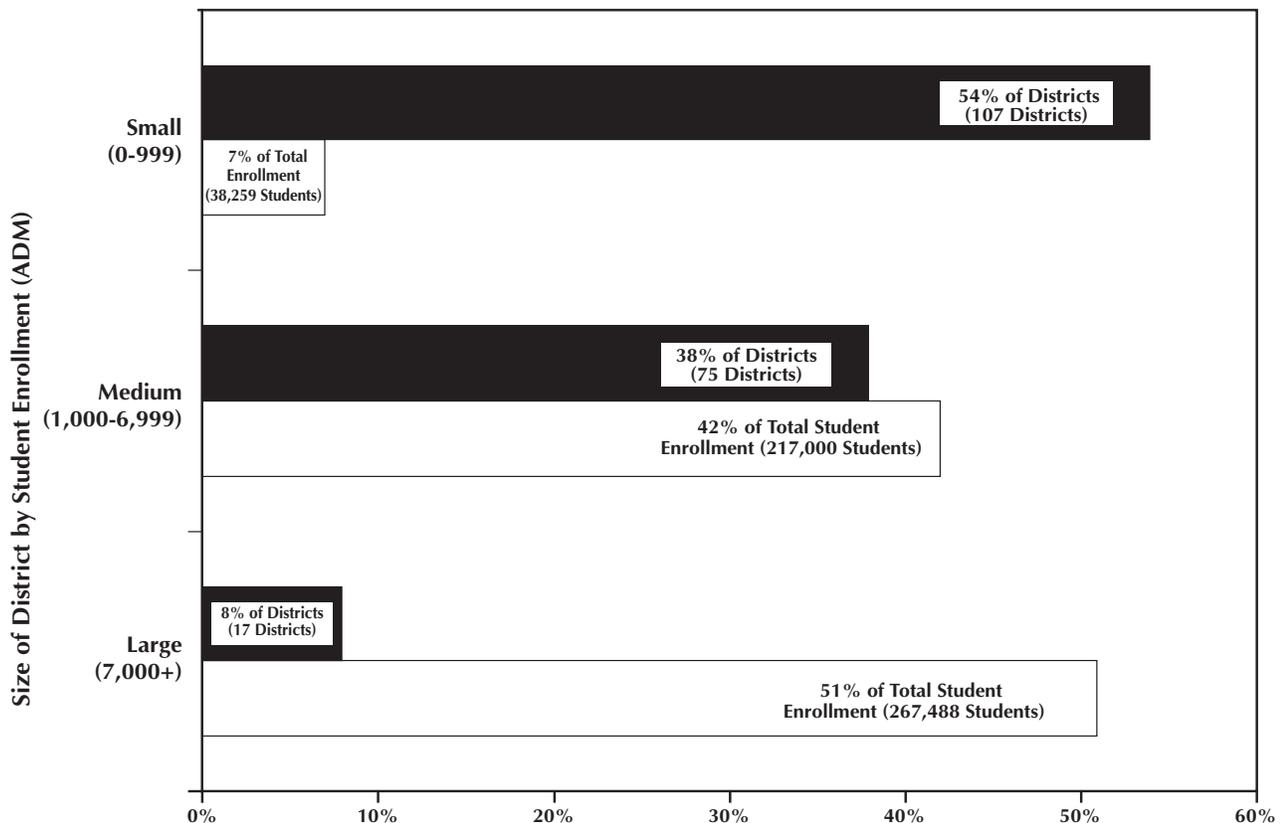


STUDENT-TEACHER RATIOS		
Type of School	1990-1991	2001-2002
Elementary School	18.7	19.7
Middle School	18.6	20.7
High School	17.7	20.1



The state's five largest districts – Portland, Salem, Beaverton, Eugene and Hillsboro – together educate 29 percent of the state's public school students. The graph below shows that more than half (54 percent) of Oregon school districts are small, with only 7 percent of the total student enrollment. Only 8 percent of school districts are large, but they have 51 percent of the total student enrollment.

**Percent of Oregon School Districts by Size of Student Enrollment
Percent of Student Enrollment (ADM) 2001-02**



More than half (54%) of Oregon school districts are small, with only 7% of total student enrollment. Only 8% of school districts are large, but they have 51% of total student enrollment.

Public, Private, Charter, and Home 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 2001-02 those figures had risen to 551,522 public school students and 37,138 private school students.

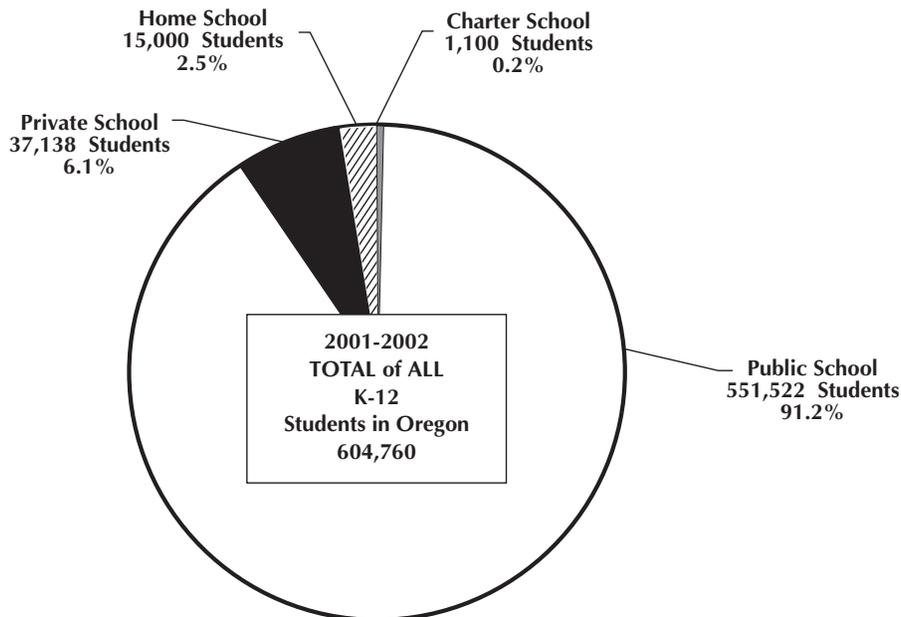
Of particular interest is the public charter school, which combines elements of both public and private schooling systems. The charter schools, authorized by legislation in 1999, were designed to create new, innovative and more flexible ways of educating all children within the public school system.



In 2001-02, 17 charter schools were operational with an enrollment of about 1,100 students. Estimates for the 2002-03 school year indicate an increase to 22 charter schools with nearly 1,400 students enrolled. An additional 35 charter schools are in early development stages working with the Department of Education.

In addition, it is estimated that another 15,000 students were home schooled in 2001-02.

Percent of K-12 Student Enrollment by Type of School 2001-2002



In 2001-02, 91.2% of all Oregon kindergarten-to-12th grade students were attending public schools. Of the remaining students, 6.1% were attending private schools, 2.5% were home-schooled, and .2% were in Charter Schools.

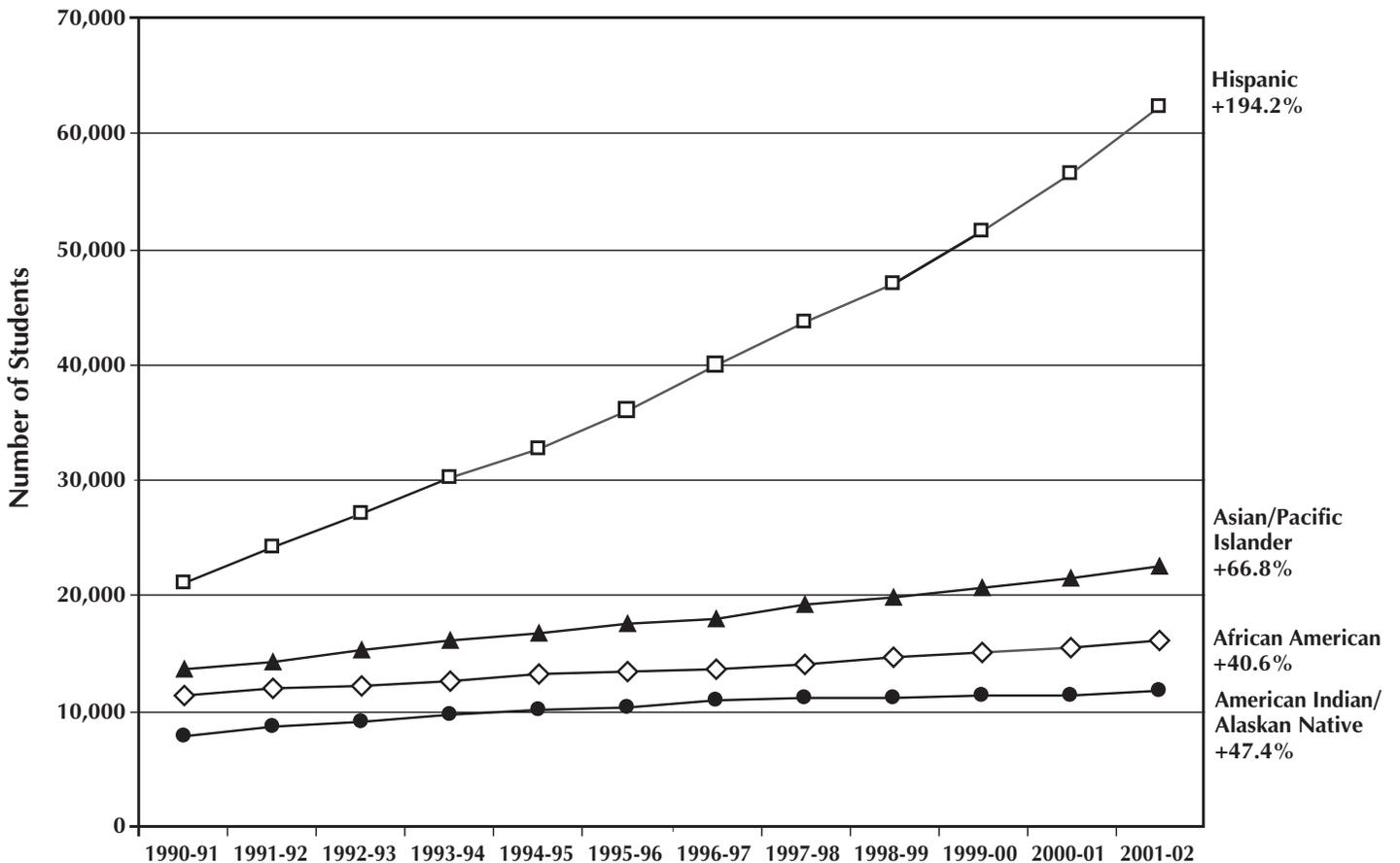
Minority Student Population Increases



The number of minority students in general and Hispanic students in particular has risen significantly in Oregon schools. Minority enrollment rose to 20.4 percent of total enrollment in 2001-2002, up from 11.2 percent in 1990. Between 1990 and 2001, there was a total increase of 66,870 students in Oregon public schools. **Of this number, 87.7% (58,643 students) were from minority populations.** Seven out of ten new minority students were Hispanic. The number of Hispanic students enrolling in Oregon schools increased 10.5 percent in the last year, up from a 9.5 percent increase reported for the previous year.

**Oregon Public School Enrollment by Race/Ethnicity
1990-91 to 2001-02 with Growth Rates**

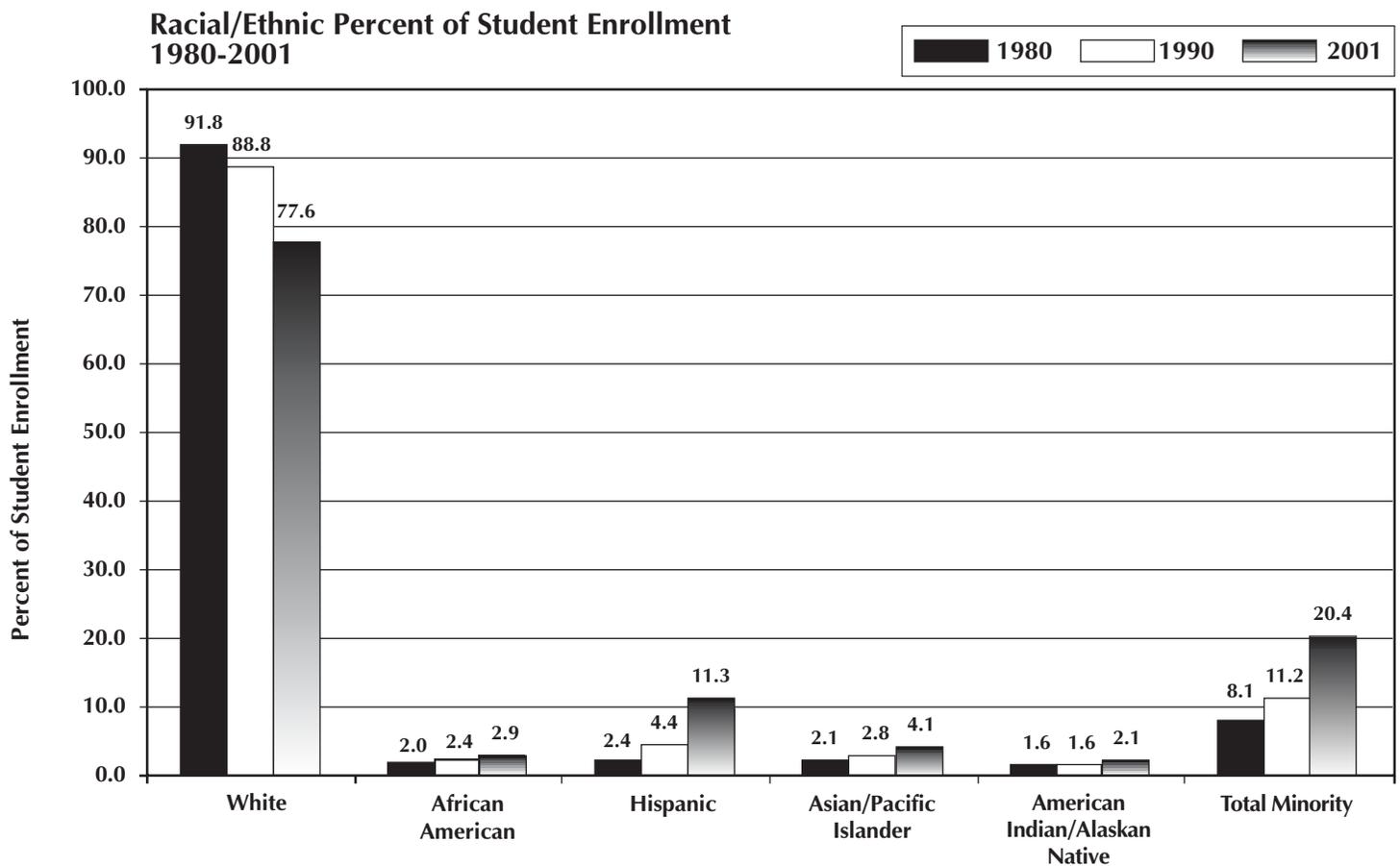
Total Growth Rate = +13.8% White Growth Rate = +.6%



From 1990-91 to 2001-02, there was a 194.2% increase in Hispanic students, compared to a 13.8% increase in ALL Students, and a .6% increase in White students. Students in the other three race/ethnicity categories also posted significant increases.

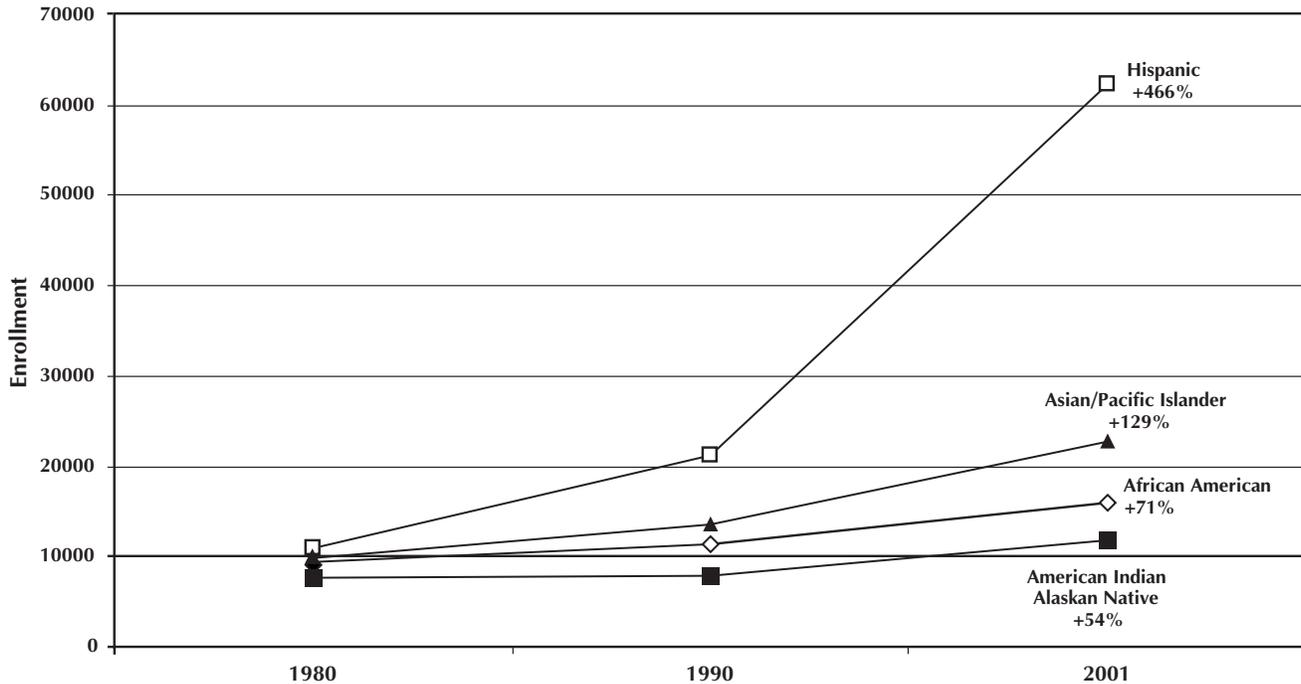
FALL ENROLLMENT* BY RACE/ETHNIC ORIGIN							
SCHOOL YEAR	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN/PACIFIC ISLANDER	AMERICAN INDIAN/ALASKAN NATIVE	RACE/ETHNICITY NOT REPORTED	TOTAL
2001-02	428,070	16,061	62,373	22,641	11,707	10,670	551,522
2000-01	431,686	15,461	56,436	21,581	11,393	9,357	545,914
1999-00	446,434	15,061	51,543	20,607	11,388		545,033
1998-99	450,063	14,754	47,027	19,831	11,134		542,809
1997-98	452,311	14,075	43,694	19,185	11,156		540,421
1996-97	453,983	13,697	39,964	18,026	10,900	1,284	537,854
1995-96	449,373	13,543	35,944	17,692	10,288	1,074	527,914
1994-95	448,404	13,180	32,709	16,680	10,138	834	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	439,300	12,002	24,173	14,367	8,754		498,596
1990-91	430,513	11,421	21,200	13,574	7,944		484,652

*Enrollment figures are based on October 1 school enrollment of each year.



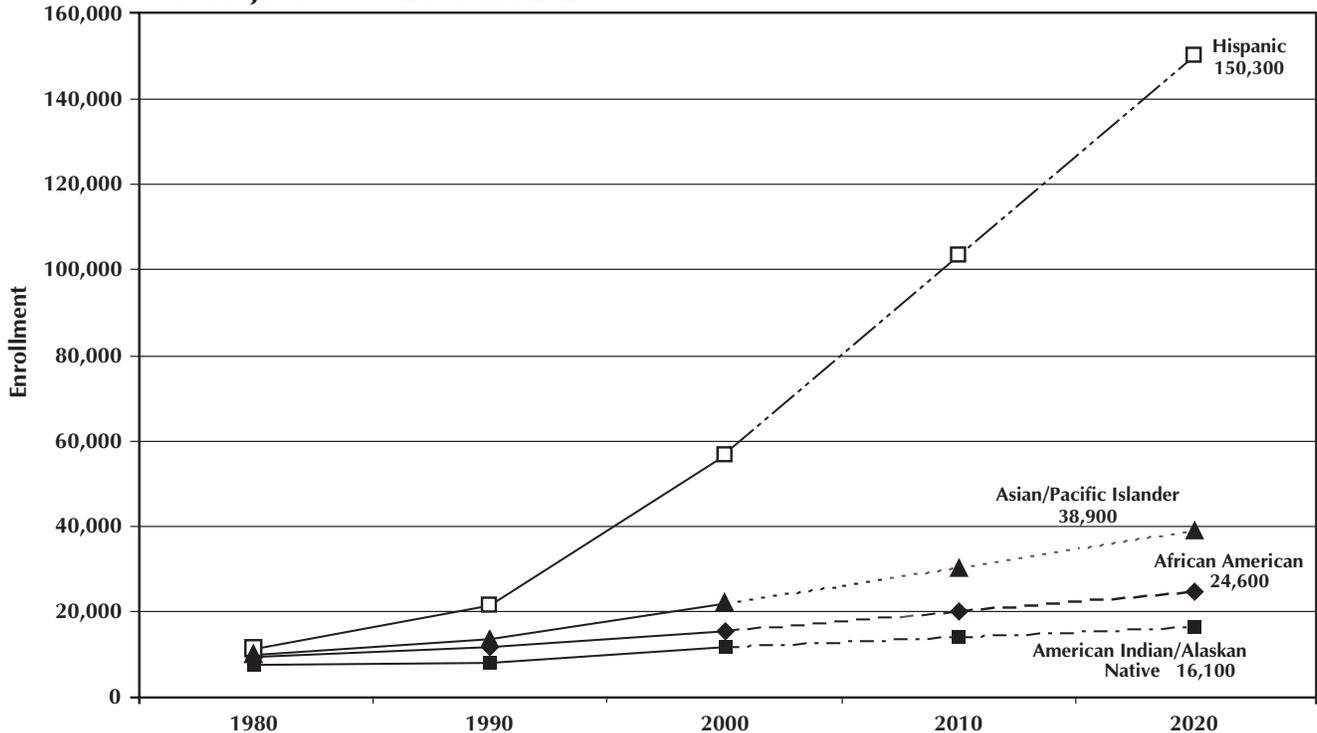
While the White percent of student enrollment steadily decreased, the Total Minority percent of student enrollment steadily increased, mainly driven by the increase in Hispanic students.

**Oregon Public School Enrollment by Race/Ethnicity
1980-2001 With Growth Rates**
Total Growth Rate = 18.7% White Growth Rate = .3%



Between 1980 and 2001, public school enrollment grew by 18.7% overall, driven by growth in non-White race/ethnicity enrollment. While the White growth rate was +.3%, Hispanic growth was +466%, from 11,022 students in 1980 to 62,373 students in 2001.

**Oregon Public School Minority Enrollment by Race/Ethnicity 1980-2001
With Projections for 2010 and 2020**



At the current growth rate, 26% of student enrollment will be Hispanic students by the year 2020. (Race/ethnicity student projections were made using actual enrollment data from 1980 through 2001. Solid lines = actual data; dotted lines = projections.)

Language Diversity



The number of Limited English Proficient students has risen sharply, from 5,500 students reported in 1988 to 49,324 reported in 2001-2002.

According to data reported on the Limited English Proficient Students Survey of Districts, in the 2000-2001 school year there were 44,129 students (8% of all K-12 students) speaking at least one of 79 different languages (excluding English). The most common second language was Spanish, with 31,982 students (5.8% of all students) speaking it.



15 Most Common Second Languages in Oregon Schools (K-12) 2000-2001

LANGUAGE	NUMBER OF STUDENTS SPEAKING 2ND LANGUAGE	PERCENT OF STUDENTS SPEAKING 2ND LANGUAGE	PERCENT OF ALL STUDENTS
Spanish	31,982	72.5%	5.8%
Russian	3,714	8.4%	0.7%
Vietnamese	1,595	3.6%	0.3%
Ukrainian	737	1.7%	0.1%
Hmong	601	1.4%	0.1%
Korean; Choson-o	520	1.2%	0.1%
Cantonese	515	1.2%	0.1%
Romanian	445	1.0%	0.1%
Laothian; Pha Xa Lao	301	0.7%	0.1%
Chinese; Zhongwen	270	0.6%	0.0%
Cambodian; Khmer	266	0.6%	0.0%
Japanese; Nihongo	246	0.6%	0.0%
Somali	207	0.5%	0.0%
Arabic	192	0.4%	0.0%
Tagalog	172	0.4%	0.0%

44,129 Students (8% of All K-12 Students) Speak at Least One of 79 Different Languages (Other than English)
Source: Oregon Department of Education; Limited English Proficient Students Survey

Minority Teacher & Administrator Population Remains Steady

Minority Gap Widens

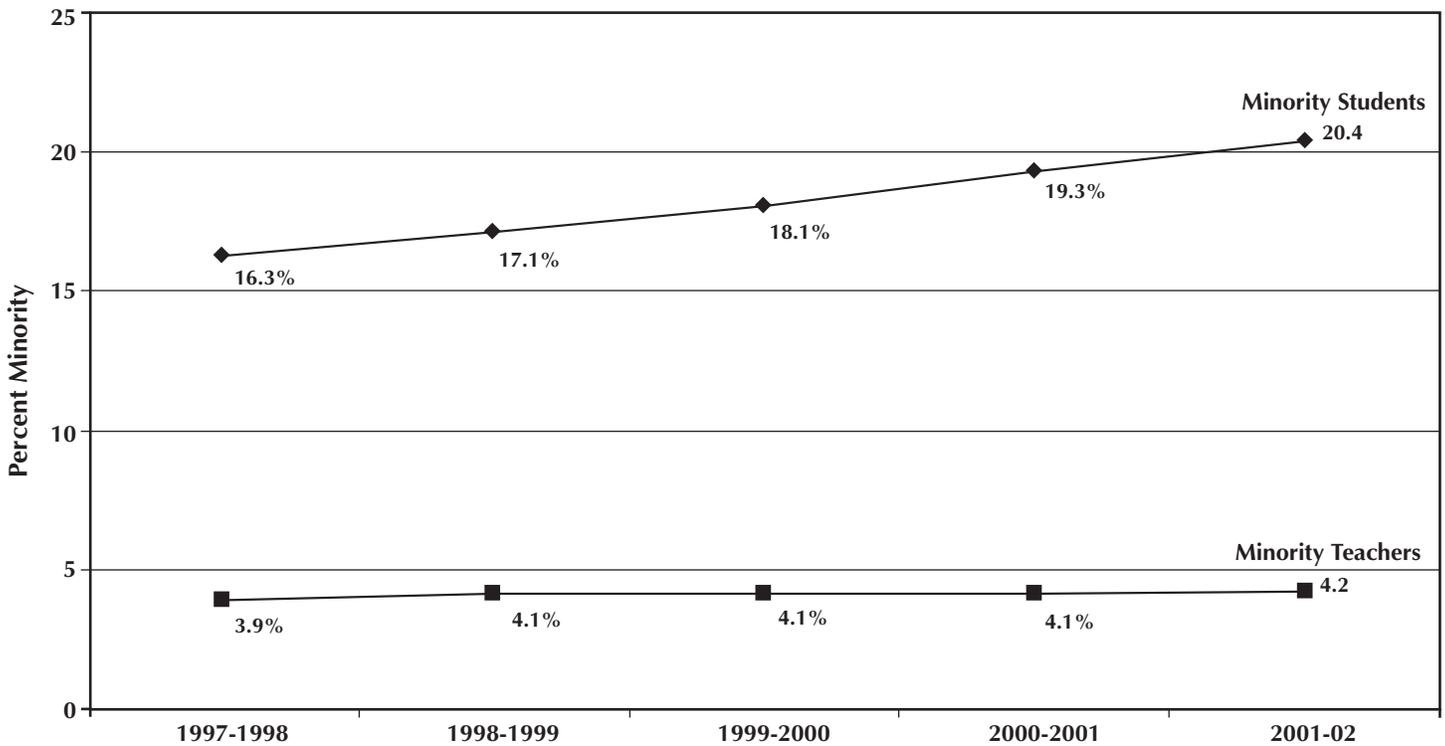


regon has made limited progress in hiring and retaining minority teachers and administrators.

Fifteen years ago, 2.1 percent of teachers and administrators were minorities. By 2001-02, that number had risen to 4.2 percent, up from 4.1 percent in 2000-01. However, **the gap between the percent of minority students and the percent of minority teachers and administrators has become wider**, because the percent of minority students to all students has increased much faster than the percent of minority teachers and administrators to all teachers and administrators. The student minority rate was 20.4 percent in 2001-02, up from 16.3 percent in 1997-98, while the percent of minority teachers and administrators was 4.2 percent in 2001-02, up from 3.9 percent in 1997-98.

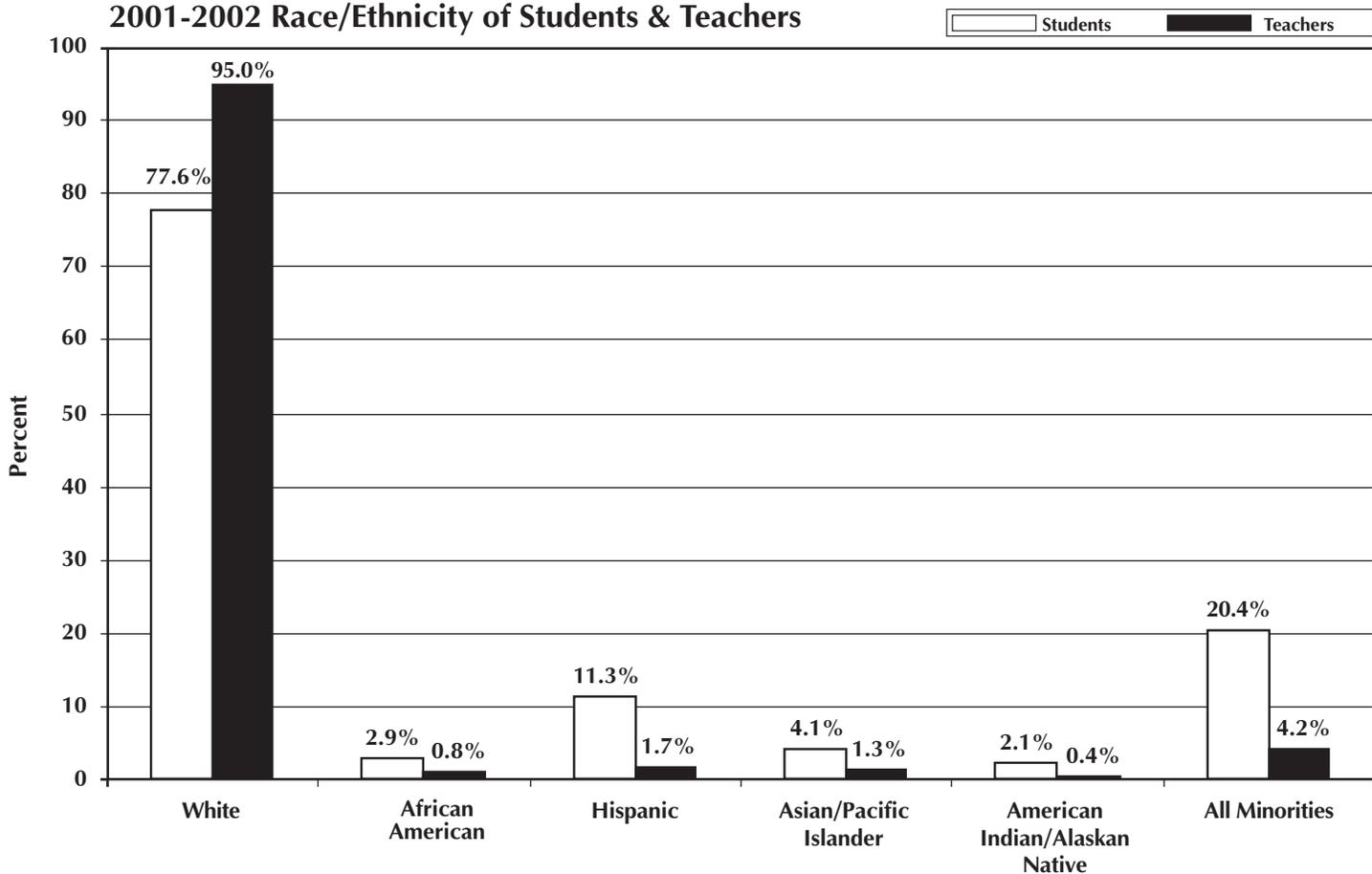


**Percent Minority Students & Teachers
1997-98 to 2001-02**



The gap between percent minority students and percent minority teachers has become wider over the last few years, because the percent of minority students to all students has increased much faster than the percent of minority teachers to all teachers.

2001-2002 Race/Ethnicity of Students & Teachers



The difference between teacher and student minority rates was most visible for Hispanics, where 11.3% of students were Hispanic compared to only 1.7% of teachers. 95.0% of teachers were White, compared to only 77.6% of students.

Homeless Students on the Increase

With the reauthorization of the McKinney-Vento Act in 2002, every Oregon district must designate a homeless student liaison, to help insure their access to and success in school.

The number of homeless students is tracked using a variety of sources including monthly lists from shelters, community data-link systems, family resource center information, migrant resource information, and school district data. There has been significant growth in the number of students who are homeless in the last decade. Before 1994, elementary and secondary school students who were homeless totaled about 7,900. By 2001-02, with Oregon's unemployment rate hovering around 7 percent (Oregon had the highest unemployment rate in the country for most of 2002), and the Oregon economy in a serious recession (in July 2002, there were 127,400 unemployed workers in Oregon), that figure had almost tripled to approximately 22,500 homeless school-aged children, or 4 percent of the total number of Oregon K-12 students. In addition to the student population, it is estimated that there are another 16,000 homeless pre-school-age children, bringing the total number of homeless children in Oregon under age 18 to 38,500.



Experienced, Highly Educated Workforce

Teachers



Oregon teachers are experienced professionals. They have an average of 13.6 years of teaching experience, up from 13.4 years of experience in 2000-01. While the average Oregon teacher is about 43 years old, the most often reported age is 51. Sixty-eight percent of all Oregon teachers and 78 percent of all elementary school teachers are female.

In 2001-02, 17.2 percent of Oregon teachers reported that their highest degree was a bachelor's degree; 35.8 percent of teachers reported that they had a bachelor's degree plus additional hours, but not a master's degree; 46.6 percent reported that they had a master's degree; and .4 percent reported that they had doctorates. As reported in an April 2002 Teacher Demographics of Western States Survey, Oregon has a much larger percentage of teachers with graduate degrees than other western states. Data reported for the 2001-02 school year showed that 45 percent of Oregon teachers had graduate degrees, compared to 34 percent of Utah teachers, 31 percent of California teachers, 30 percent of Washington teachers, and 19 percent of Idaho teachers. Average years of teacher experience and average age of teachers were about the same for all the states.



TEACHER DEMOGRAPHICS SURVEY OF WESTERN STATES 4/4/02 PRE-SCHOOL THROUGH 12TH GRADE TEACHER DEMOGRAPHICS BY STATE TEACHERS ONLY – NO ADMINISTRATORS 2000-2001 SCHOOL YEAR			
STATE	AVERAGE YEARS TEACHER EXPERIENCE	AVERAGE AGE OF TEACHERS	PERCENT OF TEACHERS WITH GRADUATE DEGREE
Oregon	14	44	45%
Washington	13	45	30%
California	13	43	31%
Idaho	range: 11-15 years	range: 41-45 years	19%
Utah	14	45	34%

Teacher Demographics Western States

Administrators



Oregon principals and assistant principals are experienced educators, reporting an average of 20.5 years of experience overall in 2001-02, with 11.1 years experience in their current districts. In 2001-02, 88.7 percent of principals and assistant principals reported that their highest degree was a master's degree, 4.2 percent reported that their highest degree was a doctorate, 4.2 percent reported that their highest degree was a bachelor's plus additional hours, but not a master's, and 2.9 percent reported having only a bachelor's.

The number of Oregon school administrators (which includes superintendents, assistant superintendents, principals, and assistant principals) rose by 2 percent – from 1,796 in 2000-01 to 1,824 in 2001-02.

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 2001-02, about 17 percent of superintendents and 43 percent of principals were women.

All School Staff

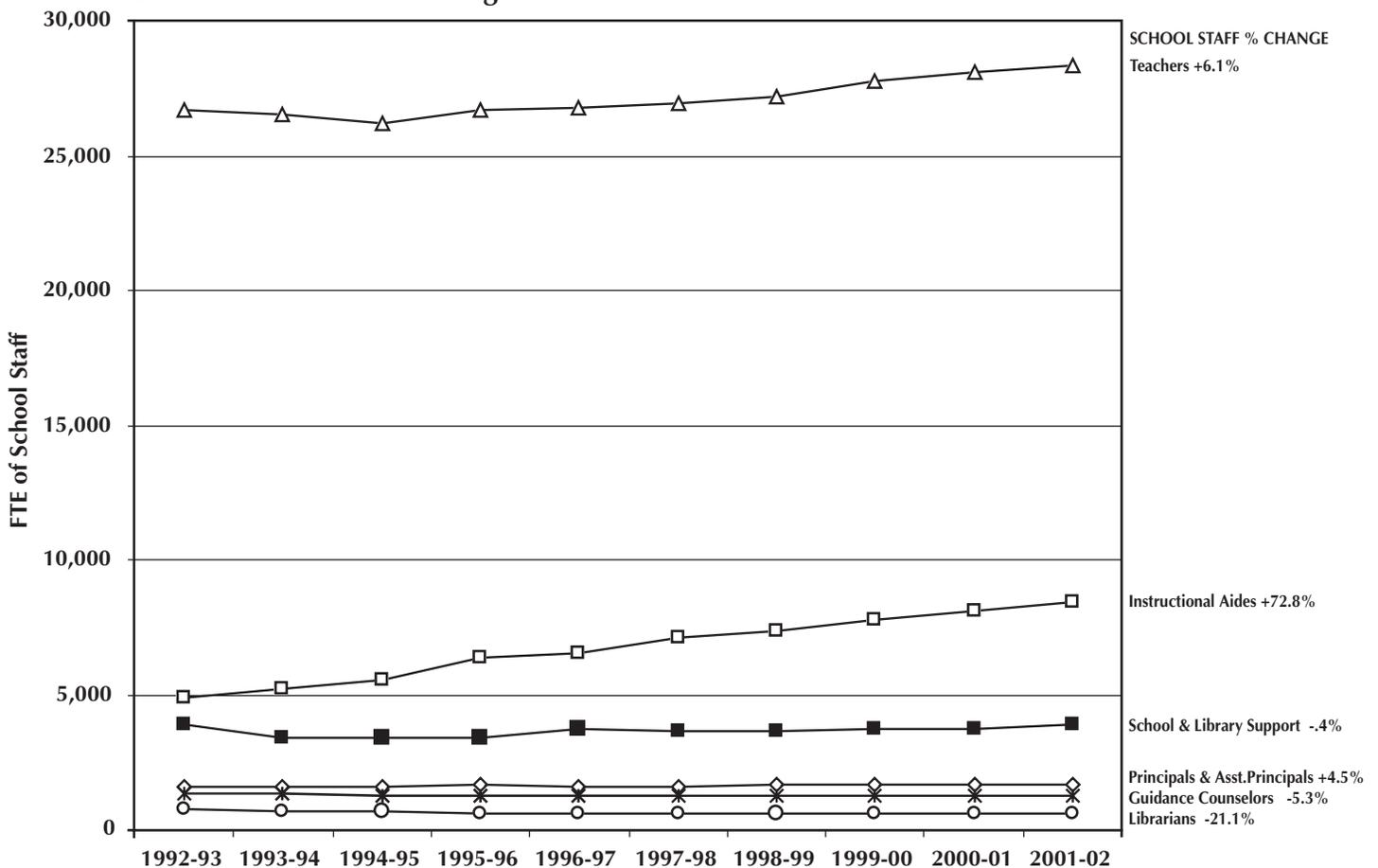


The total number of school employees – including teachers, administrators, and classified staff such as secretaries, instructional aides, bus drivers, cafeteria staff, and other support people – rose by 1.5 percent, from 56,209.6 in 2000-01 to 57,027.3 in 2001-02.

2001-2002
OREGON SCHOOL EMPLOYEES (FULL-TIME EQUIVALENT POSITIONS)

	NUMBER	PERCENT
Teachers	28,120.4	49.3
District Administrators	784.5	1.4
School Administrators	1,644.1	2.9
Guidance Counselors	1,227.7	2.1
Librarians/Media Specialists	575.5	1.0
Other Staff	24,675.1	43.3
Total	57,027.3	100.0

School Staff 1992-93 through 2001-02



While student cumulative enrollment was up +12.2%, teachers increased by +6.1%, and guidance counselors decreased by -5.3%.

SPECIAL PROGRAMS

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

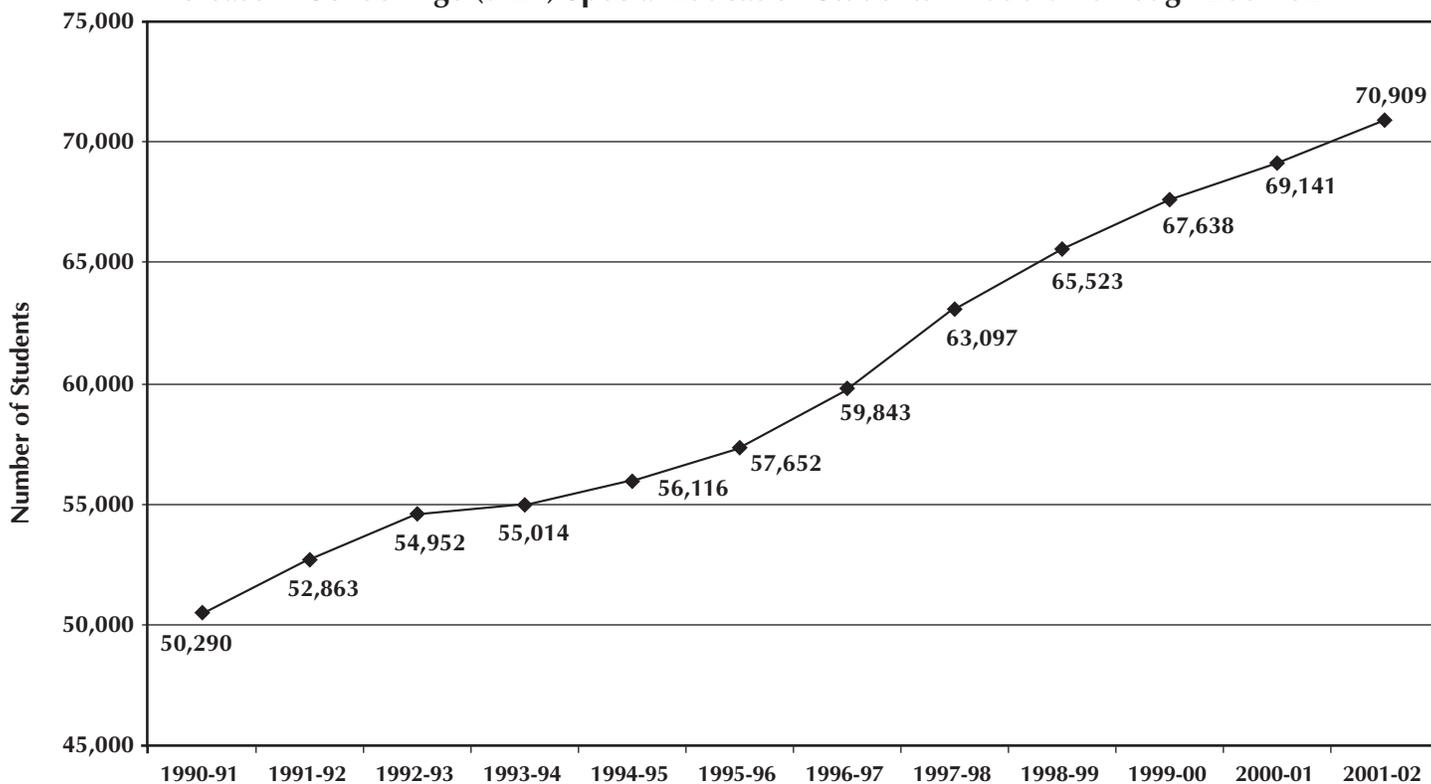
Special Education



The number of Oregon students receiving special education services through the federal Individuals with Disabilities Education Act (IDEA) has increased over the decade from 50,290 in 1990-91 to 70,909 in 2001-02, a 41 percent increase. Students receiving special education services have increased from 10.4 percent of the total enrollment in 1990-91 to 12.9 percent in 2001-02. The table and graph below illustrate this growth.

INCREASE IN SPECIAL EDUCATION STUDENTS 1990 -91 THROUGH 2001-02												
Date	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Special Education	50,290	52,863	54,952	55,014	56,116	57,652	59,843	63,097	65,523	67,638	69,141	70,909
Total Enrollment	484,652	498,614	510,122	516,611	521,945	527,914	537,854	541,346	542,809	545,033	546,986	551,522

Increase in School-Age (5-21) Special Education Students – 1990-91 through 2001-02



From 1990-91 to 2001-02, there was a 41% increase in the number of special education students who received services. Students receiving services were 10.4% of total enrollment in 1990-91, and 12.9% in 2001-02.

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

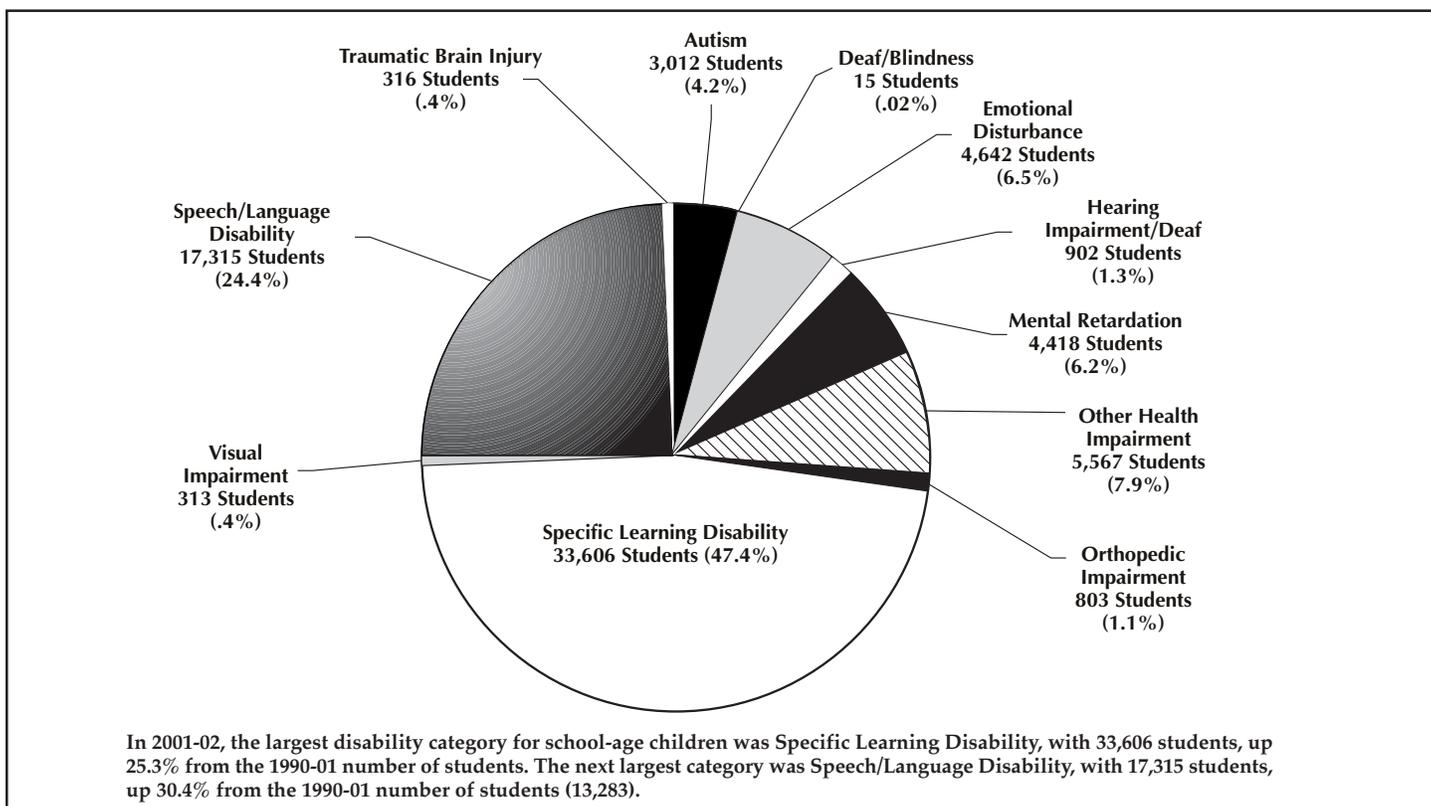
Over time, several disability categories have shown a significant increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education Office of Special Education keep up with the ever-changing needs of Oregon's children. Areas with the highest increase in the last twelve years include Autism Spectrum Disorder with an 850.2 percent increase, Other Health Impaired with a 569.1 percent increase, and Emotional Disturbance with a 52.2 percent increase.

Special Education *(continued)*

NUMBER OF SCHOOL-AGE STUDENTS WITH DISABILITIES RECEIVING SPECIAL EDUCATION SERVICES			
	1990-91 School Year	2001-02 School Year	Percent Change
Autism	317	3,012	850.2%
Deaf/Blindness	15	15	0.0%
Emotional Disturbance	3,049	4,642	52.2%
Hearing Impairment/Deaf	1,126	902	-19.9%
Mental Retardation	3,627	4,418	21.8%
Other Health Impairment	832	5,567	569.1%
Orthopedic Impairment	870	803	-7.7%
Specific Learning Disability	26,828	33,606	25.3%
Visual Impairment	343	313	-8.7%
Speech/Language Disability	13,283	17,315	30.4%
Traumatic Brain Injury	Not Available	316	Not Available
Total	50,290	70,909	41.0%

The pie chart below shows the number and percent of students with each type of disability during the 2001-02 school year. One category, Traumatic Brain Injury, was not used as a category until 1992. Prior to 1992, students with these injuries would have been classified in other categories.

School-Age Students With Disabilities Receiving Special Education Services 2000-2001 School Year – 70,909 Total Students



71 percent of Oregon's special education students were served in regular classroom settings, while 16.5 percent were served in resource room settings, and 8.5 percent were served in separate classes. The remaining students were served in settings outside the regular school.

Federal Compensatory Education Programs

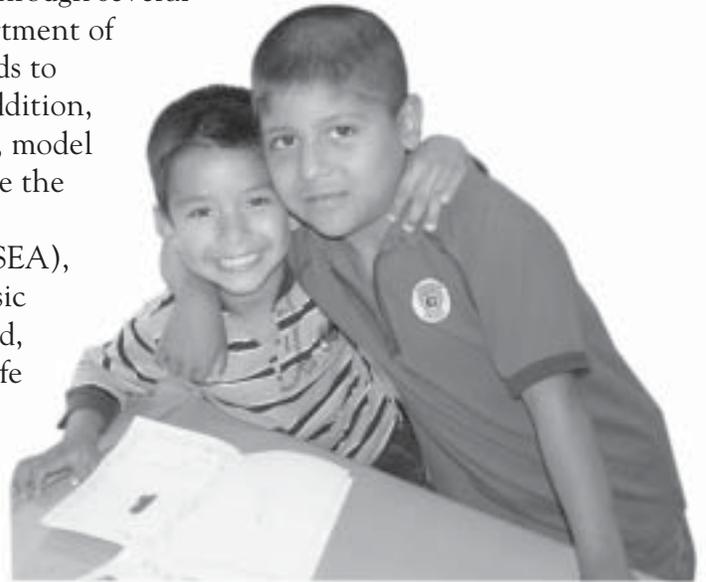
Students may qualify for additional assistance through several federally funded programs. The Oregon Department of Education receives and distributes federal funds to approved local school district programs. In addition, the Department provides technical assistance, model programs, and monitoring to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

Under the Elementary and Secondary Education Act (ESEA), students are served in programs that include **Title IA** Basic Program; **Title IC** Migrant Education; **Title ID** Neglected, Delinquent, or At-Risk Children and Youth; **Title IV** Safe and Drug-Free Schools; **Title VII** 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 Limited English Proficient programs or in bilingual programs.

In 2001-02, about 49,324 students received these services. Among these students 79 different languages were represented.

There were approximately 29,000 students who qualified for migrant education services in the 2001-02 school year. More than 90,000 students received supplemental help through Title IA programs.



Early Childhood/ Oregon Pre-Kindergarten Programs



OREGON HEAD START PRE-KINDERGARTEN

Oregon Head Start Pre-kindergarten, established in 1987 and modeled after the federal Head Start program, serves the highest need, 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 Oregon counties.

From 1990-91 to 2001-02, Oregon has more than doubled the percent of children served by Oregon Pre-kindergarten 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 of Education.

Date	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%
2001-02	21,846	9,742	45%



School Funding

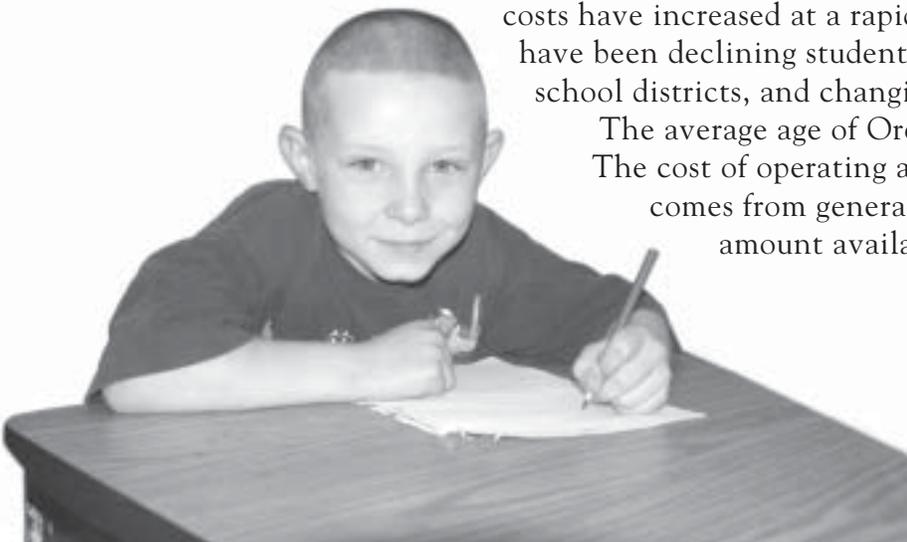
Although the total amount of money for schools increased, it has not kept pace with rising enrollment or inflation since the 1990 passage of Measure 5, a property tax limitation measure. Districts budgeted an average of \$6,585 per student in 2001-02.

The majority of general fund spending takes place in the classroom. In Oregon, about 95 percent of spending is concentrated in school buildings and services to students with 5 percent spent on central support services.

SPENDING PER STUDENT	2000-01	GENERAL FUND
Direct Classroom	\$3,567	59.1%
Classroom Support	1,136	18.9%
Building Support	1,040	17.2%
Central Support	290	4.8%
Total	\$6,033	100.0%

While School Revenues per student have not kept pace with inflation over the decade, some school districts have experienced cost increases above the inflation rate. Staff salaries increased at about the rate of inflation during the 1990's, but health care benefit costs have increased at a rapid rate. Other major costs drivers have been declining student enrollment in a majority of school districts, and changing student demographics.

The average age of Oregon's school buildings is 40 years. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.



Student Enrollment



Student enrollment is counted in several ways for a variety of purposes. For example, Weighted Average Daily Membership is the basis for funding in Oregon. Federal reporting is based on Student Enrollment as of October 1 each year. The federal government also collects Average Daily Student Attendance, which is the basis for funding in some states.

Average Daily Membership – Resident (ADMr)

Average of daily student enrollment for students residing within the district as of June 30. Some resident students may attend school in another district. Kindergarten students are counted as halftime students.

Average Daily Membership – Weighted (ADMw)

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

Student Enrollment

Enrollment by school as of October 1 with kindergarten at full-time.

Average Daily Attendance

Average of daily student attendance for students residing within the district as of June 30.

Measures of Student Enrollment	2000-01
Average Daily Membership – ADMr	522,751
Weighted Avg. Daily Membership – ADMw	638,072
Student Enrollment as of October 1	545,914
Average Daily Attendance	481,223



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.

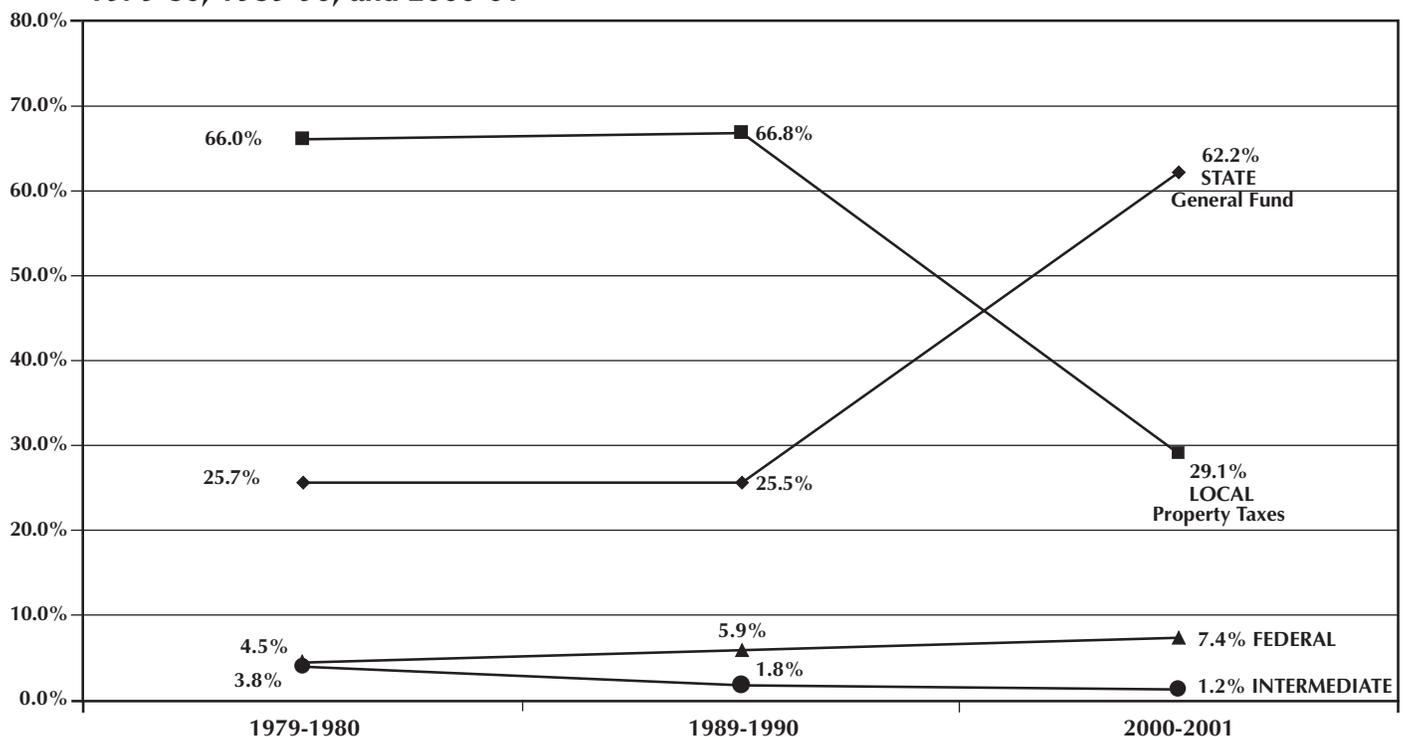
Oregon uses a formula to provide financial equity among school districts. Each school district receives in combined state and local funds a certain amount of money per student, plus an additional amount for each student enrolled in more costly programs such as special education or English as a second language.

State Funding grew dramatically as Local Funding declined with the property tax limitations under Measures 5 and 50.

STATE SCHOOL FUNDING (IN BILLIONS OF DOLLARS)						
	1991-1993	1993-1995	1995-1997	1997-1999	1999-2001	2001-2003
Local	\$3.1	2.5	1.8	1.7	2.0	2.1
State	\$1.9	2.6	3.5	4.2	4.6	5.1
Total	\$5.0	5.1	5.3	5.9	6.5	7.2

The graph below illustrates the shift from a primarily locally funded school system to a largely state-funded program.

**Audited Revenues for Public Elementary and Secondary School by Source of Funds
1979-80, 1989-90, and 2000-01**



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

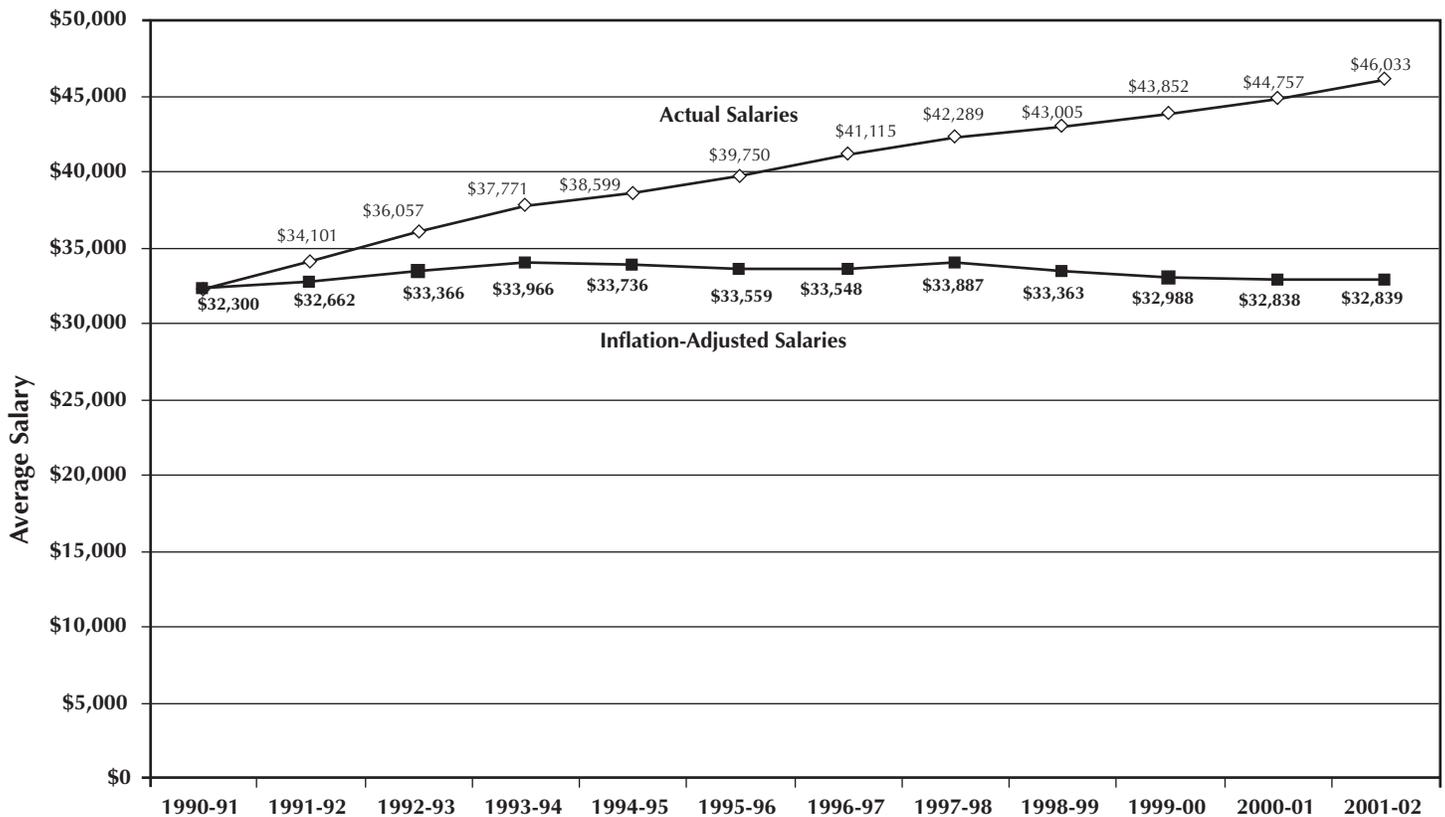
Salaries Up Slightly

Each locally elected school board establishes its district budget. An estimated 79 percent of 2001-02 school district expenditures went to salaries and benefits, about the same as in 1999-00. Salaries rose in 2001-02 by 2.9 percent for teachers. In 2001-02, the average teacher salary was \$46,033, the average principal salary was \$75,156 and the average superintendent salary was \$87,158.

The average teacher salary increased over the decade from \$32,300 in 1990-91 to \$46,033 in 2001-02. However, when these salaries are adjusted for inflation, the total increase amounts to only 1.7 percent for the time period.



**Average Oregon Teacher Salary 1990-91 to 2001-02
Actual & Inflation-Adjusted**



Actual average teacher salaries have increased from \$32,300 in 1990-91 to \$46,033 in 2001-02. However, when salaries are adjusted for inflation, the total increase amounts to 1.7% for the time period, a REAL dollar increase of only \$539.

Quality Education Model – a Look into the Future



The Quality Education Model, first developed in 1997 and last updated in 2001, is 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. In 1999, Governor Kitzhaber and Superintendent of Public Instruction

Stan Bunn appointed the Quality Education Commission, which was made permanent by Oregon Revised Statute 327.500 in 2001.

The governor and other policy makers use the model to develop the education budget, because it establishes the total cost of running Oregon's public schools based on the level of student performance specified in Oregon's School Reform Act, and it clearly demonstrates how the resources in the budget should be spent. The establishment of the Quality Education Model as the basis for the school funding provides a more thorough mechanism for determining the adequacy and effectiveness of the funding system for public education.

What is the price tag for a Quality Education?

Oregon's Quality Education Commission is charged with determining the price tag for a quality education.

The effort to define a quality education – and to put a price tag on proven strategies to raise student achievement – began as a legislative initiative in 1997, moved forward under the governor's direction and now is part of state statutes.

The Quality Education Commission, with members representing business, education, and the community, examined the best educational practices available, based on research, classroom practice, professional judgment and public values. Then the Commission determined the costs of implementing those practices in Oregon classrooms. The Commission's findings form the framework of the Quality Education Model (QEM).

"Our goal is to tie funding to performance and practice," says Commission Chair Ken Thrasher. "Oregon's Educational Act for the 21st Century calls for all students to reach high academic standards by the time they graduate from high school. The QEM is a tool that legislators, school districts and the public can use to understand what the real costs would be to get our students to high standards."

Developed in 1999 and refined to reflect changing costs, practices and demographics, the Quality Education Model is a blueprint showing what Oregonians can expect to see – from improved test scores to lower dropout rates – if the vision of high achieving schools is attained.

In the school models that follow, each school should have added time for students having trouble meeting standards, curriculum development and technology support, on-site instructional improvement, and professional development for teachers and administrators. In addition, different levels of schools should have:

Elementary School

- All-day kindergarten
- Class size average of 20 in primary grades
- 5.5 specialists in areas such as art, music, PE, reading, math, TAG, library, second language, ELL, child development

Middle School

- Average class size of 22 in core academic courses
- 1.5 extra teachers for math, English and science
- Alternative programs for ELL and special needs students
- Volunteer coordinator and community outreach worker
- One counselor for every 250 students
- Adequate campus security

High School

- Average class size of 21 in core academic courses
- 3 extra teachers for math, English and science
- Alternative programs for ELL and special needs students
- Volunteer coordinator and community outreach worker
- Adequate campus security
- School-to-work coordinator
- Teacher mentors
- Co-curriculum activities

Elementary School Model



ELEMENTARY SCHOOL (Prototype 340 students)		
COMPONENTS	CURRENT SCHOOL	MODEL SCHOOL
Kindergarten	Half day	Full day
Class Size	24 (no cap)	20 for K-3
K-5 classroom teachers	13.5 FTE	16.0 FTE
Special education licensed staff	1.0 FTE	1.5 FTE
Specialists such as art, music, PE, reading, math, library/media, second language, ELL or child development	2.7 FTE	5.5 FTE
Additional instruction time for students not meeting standards	Limited	20% of students receive extra help, including summer school, after-school programs, tutoring
Teacher training	3 days	Equivalent of 7 days
Student per computer	12	6
Textbooks	\$52 per student	\$62 per student
Classroom materials and equipment	\$52 per student	\$70 per student
TOTAL COST per ADMw (current figures for 2000-01)	\$4,939	\$5,799

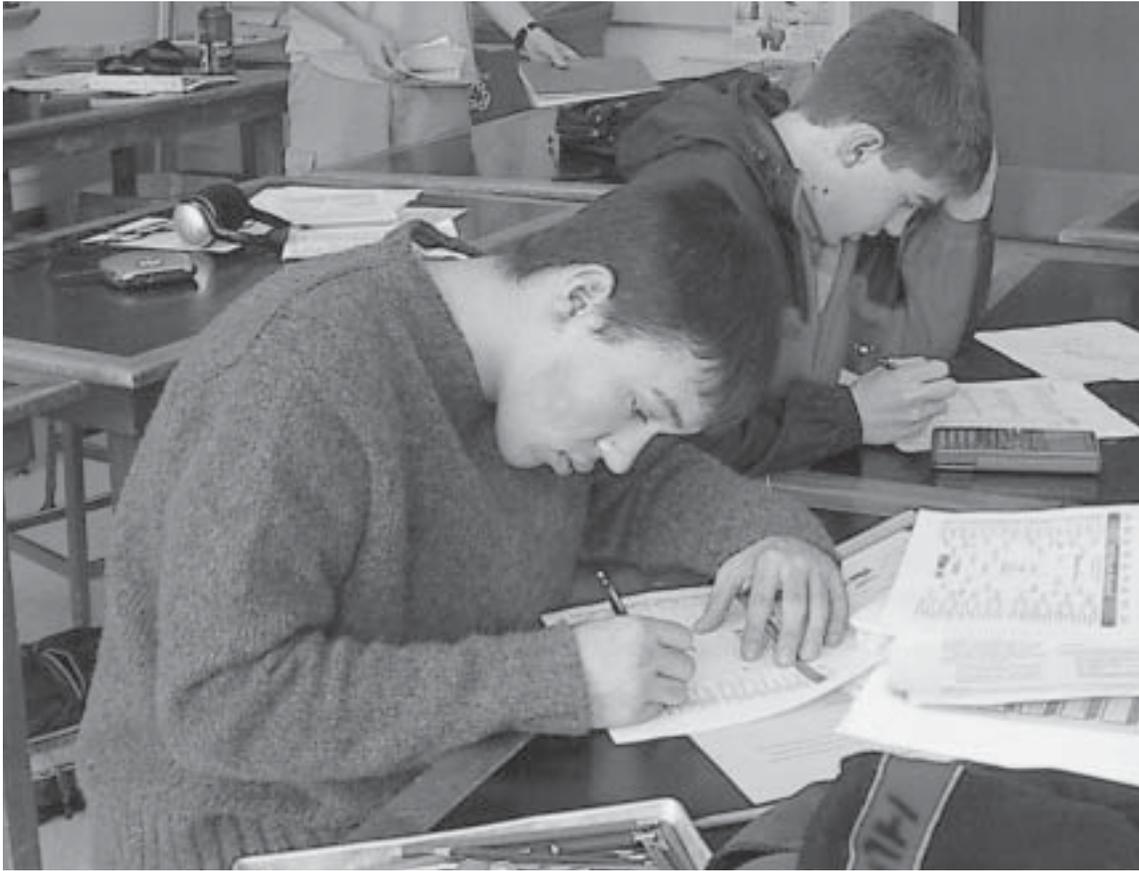
Middle School Model



MIDDLE SCHOOL (Prototype 500 students)

COMPONENTS	CURRENT SCHOOL	MODEL SCHOOL
Class size in core subjects	23 average (no cap)	22 average, maximum of 29
Staff in core subjects	16.8 FTE	17.0 FTE
Extra teachers in math, English and science	0.5 FTE	1.5 FTE
Counselors	1 per 333 students	1 per 250 students
Additional instruction time for students not meeting standards	Limited	20% of students receive extra help, including 4 weeks of summer school, Saturday school, after-school programs and tutoring
Teacher training	3 days	Equivalent of 7 days
Students per computer	6	6
Textbooks	\$49 per student	\$59 per student
Classroom materials and equipment	\$58 per student	\$73 per student
TOTAL COST per ADMw (current figures for 2000-01)	\$5,259	\$5,738

High School Model



HIGH SCHOOL (Prototype 1,000 students)		
COMPONENTS	CURRENT SCHOOL	MODEL SCHOOL
Class size in core subjects	24 average (no cap)	21 average, maximum of 29
Staff in core subjects	35.6 FTE	37.6 FTE
Extra teachers in math, English and science	None	3.0 FTE
Counselors	1 per 333 students	1 per 250 students
Additional instruction time for students not meeting standards	Limited	20% of students receive extra help, including 4 weeks of summer school, Saturday school, after-school programs and tutoring
Teacher training	3 days	Equivalent of 7 days
Students per computer	6	6
Textbooks	\$57 per student	\$82 per student
Classroom materials and equipment	\$71 per student	\$141 per student
TOTAL COST per ADMw (current figures for 2000-01)	\$5,389	\$6,058



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 or
 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 or 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 Doug Kosty at the Oregon Department of Education 503-378-3600 ext. 2213 or (e-mail doug.kosty@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/>

All other information requests

Contact Gene Evans at the Oregon Department of Education 503-378-3600 ext. 2237 or (e-mail gene.evans@state.or.us)





List of Charts & Graphs

Grade 3	
• Percent Meeting Standards in Reading & Mathematics Multiple Choice 1990-91, 1996-97, and 2001-02	2
• Reading, 1996-2002 Statewide, Percent of Students Meeting Standards By Race/Ethnicity	3
• Mathematics Multiple Choice, 1996-2002 Statewide, Percent of Students Meeting Standards by Race/Ethnicity	3
Grade 5	
• Percent Meeting Standards, Reading, Mathematics Multiple Choice, Writing Mathematics Problem Solving, and Science, 1990-91, 1996-97, and 2001-02	4
• Reading, 1996-2002 Statewide, Percent of Student Meeting Standards By Race/Ethnicity	5
• Mathematics Multiple Choice, 1996-2002 Statewide, Percent of Students Meeting Standards by Race/Ethnicity	5
Grade 8	
• Percent Meeting Standards, Reading, Mathematics Multiple Choice, Writing, Mathematics Problem Solving, and Science, 1990-91, 1996-97, and 2001-02	6
• Reading, 1996-2002 Statewide, Percent of Students Meeting Standards By Race/Ethnicity	7
• Mathematics Multiple Choice, 1996-2002 Statewide, Percent of Students Meeting Standards by Race/Ethnicity	7
Grade 10	
• Percent Meeting Standards, Reading, Mathematics Multiple Choice, Writing, Mathematics Problem Solving, and Science, 1990-91, 1996-97, and 2001-02	8
• Reading, 1996-2002 Statewide, Percent of Students Meeting Standards By Race/Ethnicity	9
• Mathematics Multiple Choice, 1996-2002 Statewide, Percent of Students Meeting Standards by Race/Ethnicity	9
NAEP 1996 & 2000 4 th Grade Mathematics, Oregon and Nation	11
NAEP 1990, 1996, and 2000 8 th Grade Mathematics, Oregon, Nation, West	11
NAEP 1998 4 th & 8 th Grade Reading, Oregon, Nation, West	12
NAEP 1998 8 th Grade Writing Scores, Oregon, Nation, West	13
NAEP 2000 4 th & 8 th Grade Science, Oregon, Nation, West	14
SAT Scores, Oregon and U.S., 1993-2002	15
Oregon High School Dropout Rates, 1991-1992 to 2000-2001	18
Oregon Dropout Rates by Race/Ethnicity, Grades 9-12, 1991-92 to 2000-01	19
Oregon Number & Percent of All Dropouts by Race/Ethnicity with Dropout Rates Grades 9-12, 2000-2001	19
Number of Kindergarten through 12 th Grade Students, Oregon Public Schools October 1 Enrollment, 1990-1991 through 2001-2002	23

List of Charts & Graphs

Percent of Oregon School Districts by Size of Student Enrollment	
Percent of Student Enrollment (ADM), 2001-2002	24
Percent of K-12 Student Enrollment by Type of School, 2001-2002	
Private, Home, Charter, Public	25
Oregon Public School Enrollment by Race/Ethnicity	
1990-91 to 2001-2002 with Growth Rates	26
Racial/Ethnic Percent of Student Enrollment, 1980, 1990, and 2001	27
Oregon Public School Enrollment by Race/Ethnicity, 1980-2001	
With Growth Rates	28
Oregon Public School Minority Enrollment by Race/Ethnicity, 1980-2001	
With Projections for 2010 and 2020	28
Percent Minority Students and Teachers, 1997-1998 to 2001-2002	30
2001-2002 Race/Ethnicity of Students & Teachers	31
School Staff, 1992-1993 through 2001-2002	33
Increase in School-Age (5-21) Special Education Students	
1990-1991 through 2001-2002	34
School-Age Students With Disabilities Receiving Special Education Services	
2000-2001 School Year	35
Audited Revenues for Public Elementary and Secondary School	
By Source of Funds, 1979-1980, 1989-1990, and 2000-2001	39
Average Oregon Teacher Salary, 1990-1991 to 2001-2002	
Actual & Inflation-Adjusted	40

List of Tables

Scores Required to Meet Standards on State Tests	1
History of Oregon NAEP Participation and Performance	10
2001-02 SAT Participation and Scores, Oregon and National	11
Graduation Rate, Oregon and Nation, 1992-94, 1995-97, and 1998-00	16
Number of Oregon Graduates Each Year, 1992-93 through 2001-02	16
Graduates Receiving Regular Diplomas or Regular Diplomas with CIM	17
All Completers, With and Without Diplomas, 2000-01	17
School & District Report Cards	
Number of Schools Receiving Each Overall Rating by Category	20
Key Education Benchmarks, 1998 and 2000	22
Student-Teacher Ratios	24
Fall Enrollment by Race/Ethnic Origin, 1990-91 through 2001-02	27
Fifteen Most Common Second Languages in Oregon Schools	
(K-12) 2000-01	29
Teacher Demographics Survey of Western States	32
Oregon School Employees (Full –Time Equivalent Positions), 2001-02	33
Increase in Special Education Students, 1990-91 through 2001-02	34
Number of School-Age Students With Disabilities	
Receiving Special Education Services, 1990-91 and 2001-02	35
Early Childhood/Oregon Pre-Kindergarten Programs	
Number of Children Eligible for Services & Percent Served	36
Spending Per Student, With Percent of General Fund, 2000-01	37
Measures of Student Enrollment	38
State School Funding (in Billions of Dollars), 1991-93 through 2001-03	39
Quality Education Model	
Elementary School Model	42
Middle School Model	43
High School Model	44

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