

2002-03

Oregon Report Card

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

Susan Castillo
State Superintendent of Public Instruction
Oregon Department of Education

MESSAGE FROM
THE STATE SUPERINTENDENT



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SALEM, OREGON 97310



SUSAN CASTILLO

Dear Oregonians:

On behalf of thousands of Oregon's teachers and school leaders, it is my honor to present the 2002-2003 *Oregon Statewide Report Card*. I invite you to use this valuable tool in your discussions of educational improvement and to join in the effort to support each student in our state.

This annual report is a powerful resource of data and information and serves as a summary of our education system's performance. It may also be helpful in highlighting emerging challenges and trends. In a sense, it provides a snapshot of the health and potential of our state's education system.

The 2002-2003 school year was one of great success and great challenge. In the context of the worst economic distress across Oregon in decades, schools and districts throughout the state had unprecedented program, staff, and school-day cuts. Additionally, through the *No Child Left Behind Act*, the federal government has significantly expanded its role in increasing academic achievement for all students.

Despite these pressures, Oregon students continue to experience success. We can be proud of sustained improvement on many areas of the Oregon Statewide Assessment. In addition, Oregon SAT scores continue to lead the nation as first or second highest during the past thirteen years. Oregon's statewide dropout rate continues to decline, and more students are graduating and attending college than ever before. As a state, we have called on students and educators to meet higher expectations and standards, and they have risen to meet these challenges.

However, we must recognize the changing faces of Oregon students. As seen in this report, minority students constitute one out of every five students, yet many minority students seem disenfranchised from our system, and fail to realize their potential. Student performance patterns and school dropout trends demonstrate the urgency of this problem. This must change. While these and other challenges before us are great, I am confident that Oregonians will choose a path towards embracing the value and power of serving each student with greater focus.

The Oregon State Board of Education and the Oregon Department of Education are dedicated to continuing to build a first-class public education system for each student in our state. To further this work, I have established three instructional priorities:

1. Close the achievement gap
2. Improve literacy for all students
3. Focus on middle and high school improvement

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

Together as Oregonians we must continue to summon the resources and the inspiration to support our highest priority, Oregon's children.

Sincerely,

Susan Castillo

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School and District Staff Data	<i>Brian Reeder</i>
Special Education	<i>Bruce Bull</i>

OREGON PROGRESS BOARD

Education Benchmarks *Rita Conrad*

SALEM-KEIZER SCHOOL DISTRICT

Photographs

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

Reprographics Department



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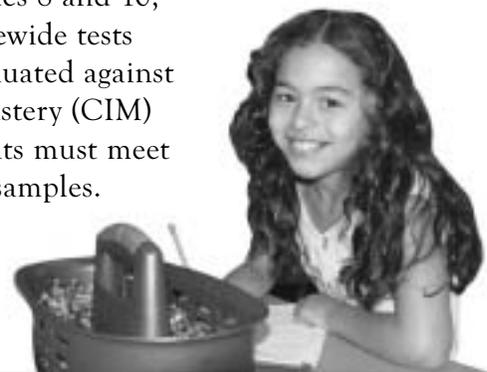
Student Success

Indicators of Achievement

The Oregon Report Card provides statewide results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide assessments at grades 3, 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 dropout rates, Oregon Progress Board Benchmark Performance Reports, and school and district report cards provide useful measures of student performance and progress.

State Tests Measure Standards

Oregon began testing students statewide in reading, writing, and mathematics in the spring of 1991. Mathematics problem solving tests began in 1997 for grades 5, 8, and 10. In 2001, science was added to the list of subjects tested for grades 8 and 10, and the following year it was expanded to include grade 5. Statewide tests are “criterion-referenced,” meaning student performance is evaluated against predetermined standards leading to the Certificate of Initial Mastery (CIM) awarded during the high school years. To earn the CIM, students must meet requirements on statewide assessments and on classroom work samples.



Scores Required to Meet Standards on State Tests

GRADE LEVEL	READING/LITERATURE	WRITING	MATHEMATICS PROBLEM SOLVING	MATHEMATICS	SCIENCE
Grade 3	201/300	Not Applicable	202/300	Not Applicable	Not Applicable
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 2003, third grade students were tested in reading and in mathematics multiple choice.

As the table below shows, 86 percent of third grade students met or exceeded the reading standard, up from 85 percent in 2002. In Mathematics, 79 percent met or exceeded the mathematics standard, up from 77 percent in 2002. 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.

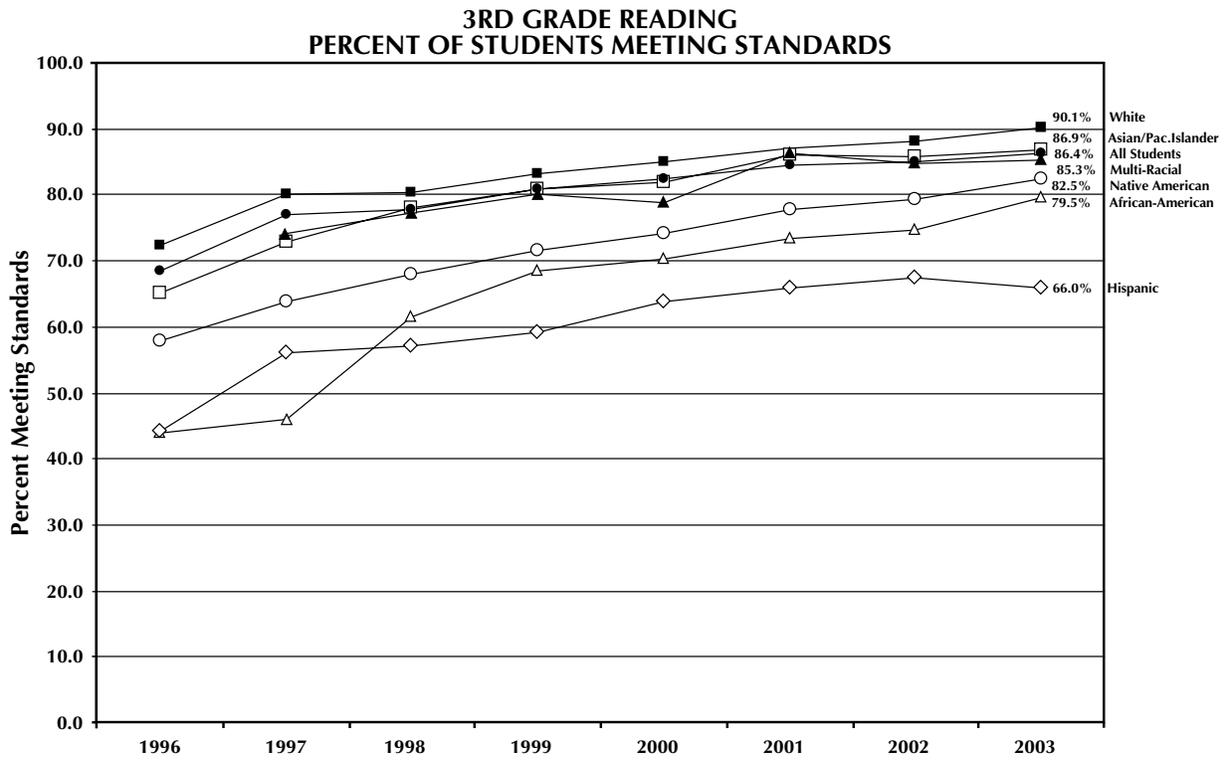


Thirty-four percent more students met the reading standard in 2003 than in 1991 and 44 percent more students met the mathematics multiple choice standard.

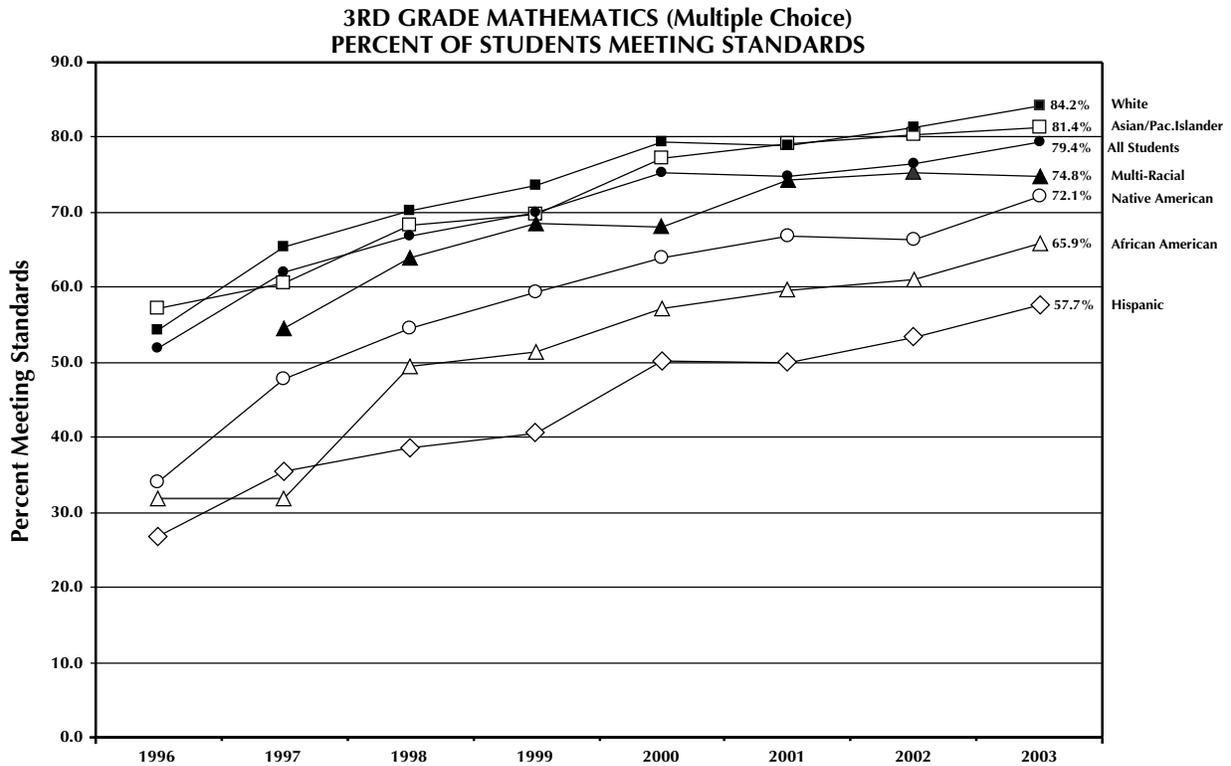


Grade 3 • All Students Statewide Percent Meeting or Exceeding Standards

	1991	1997	1999	2000	2001	2002	2003
Reading	52	77	81	82	84	85	86
Mathematics Multiple Choice	35	62	70	75	75	77	79



From 1996 to 2002, the percent of 3rd grade students meeting the reading standards climbed steadily for all race/ethnicities. From 2002 to 2003, African American and Native American students posted the highest gains, while Hispanics declined slightly.



From 1996 to 2003, the percent of 3rd grade students meeting the math standards increased for all race/ethnicities. Between 2002 and 2003, Native American, African American, and Hispanic students had the largest percent increases.

Grade 5 – Percent Meeting Standards

Students in Grade 5 take tests in five subjects: reading, mathematics multiple choice, mathematics problem solving, writing, and science.

The reading and mathematics tests, which are given in a multiple-choice format, were first used in 1991. In the last twelve years, the percent of fifth graders meeting or exceeding the standards has increased 29 percent for reading and 32 percent for mathematics multiple choice. From 2002 to 2003, the percent of students meeting or exceeding the standards increased from 79 to 80 percent for reading and from 75 to 79 percent for mathematics multiple choice.

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. *Due to budget cuts,*

fifth graders did not take a mathematics problem solving test in 2003. Scores for 2002 show an increase of 30 percent more students meeting the standard for math problem solving than met the standard in 1997. However, from 2001 to 2002, the percent of students meeting or exceeding the standard decreased, from 76 percent in 2001 to 62 percent in 2002.

Fifth graders are also tested in writing. Each student produces an original essay on one of several topics provided. *Due to budget cuts, fifth grade students were not tested in writing in 2003.* In 2002, Sixty-nine percent of fifth graders met the writing standard, an improvement of 10 percent since 1997.

From 2001 to 2002, the percent of students meeting or exceeding the standards increased from 64 to 69 percent.

In 2002, science was added as a test subject for 5th graders. *Due to budget cuts, fifth grade students were not tested in science in 2003.* Results from the 2002 science test indicate that 74 percent of 5th graders met the standard.

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

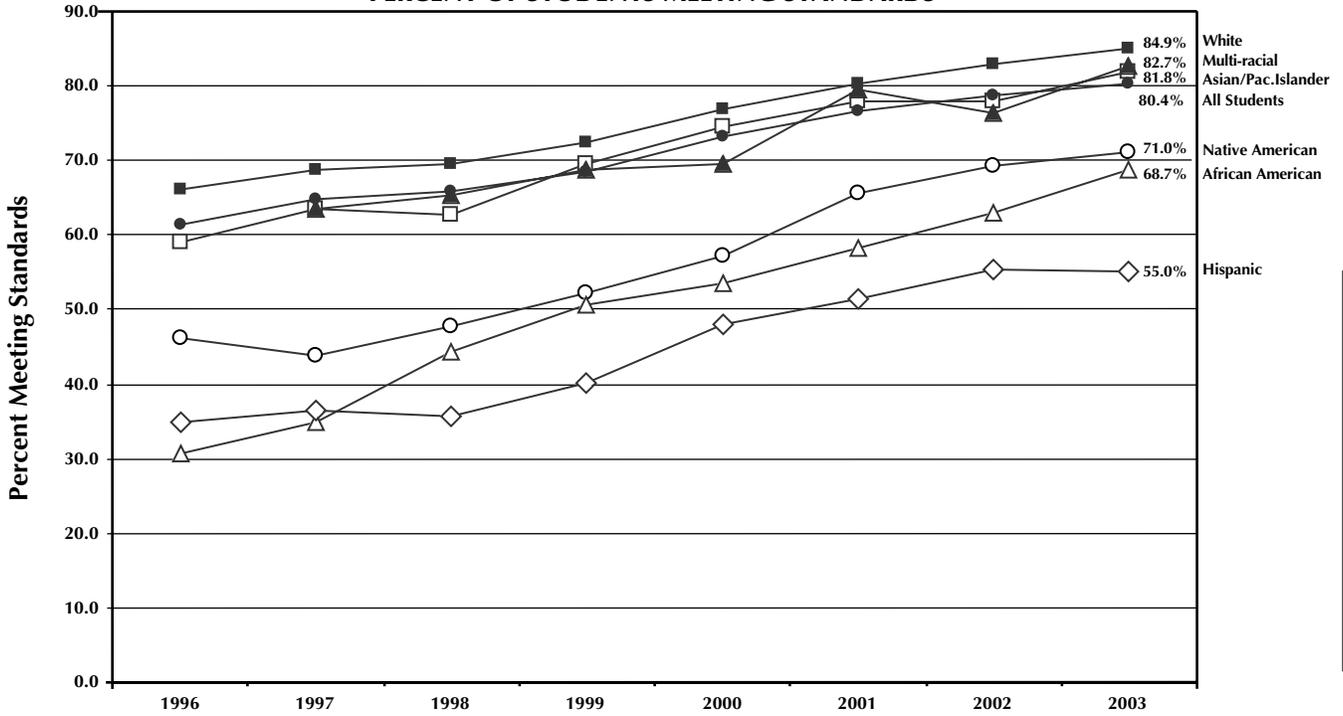
Grade 5 All Students Statewide Percent Meeting or Exceeding Standards

	1991	1997	1999	2000	2001	2002	2003
Reading	51	67	69	73	77	79	80
Writing*	Not Tested	59	60	65	64	69	Not Tested
Mathematics Multiple Choice	47	59	66	69	73	75	79
Mathematics Problem Solving*	Not Tested	32	59	64	76	62	Not Tested
Science	Not Tested	74	Not Tested				

* Includes conditionally met/exceeded.

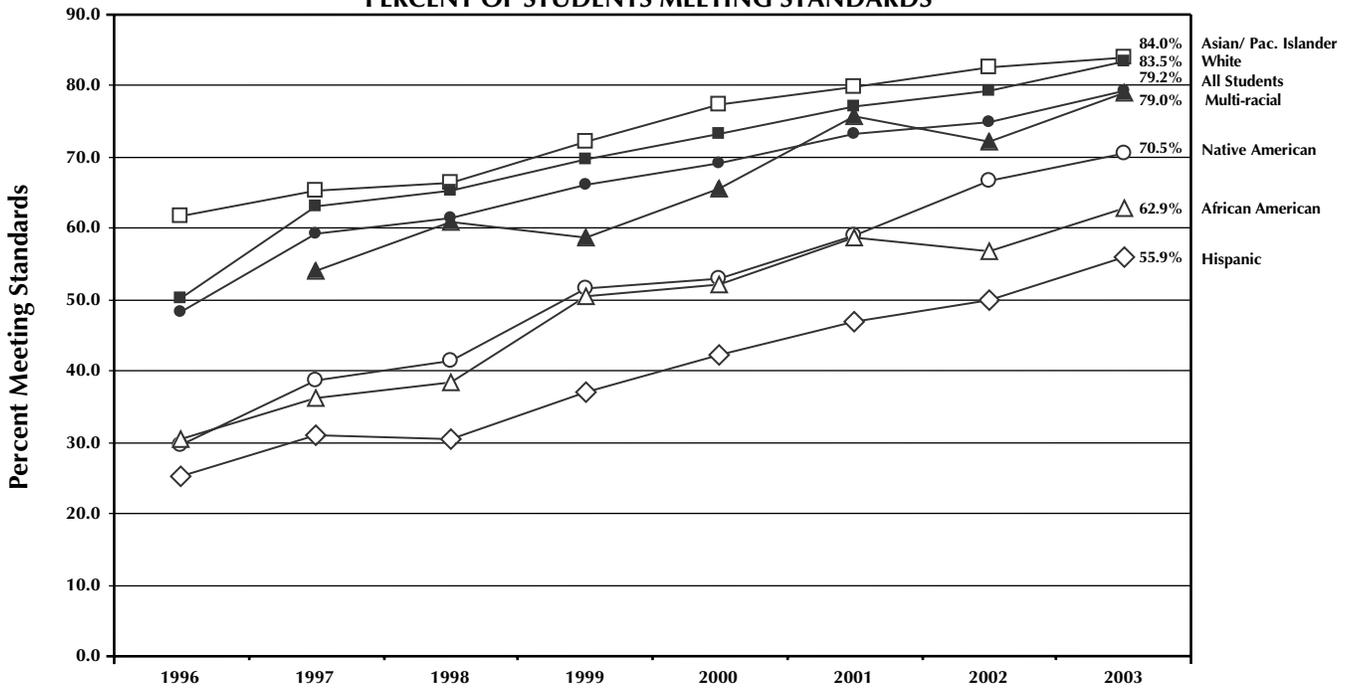


5TH GRADE READING PERCENT OF STUDENTS MEETING STANDARDS



Since 1996, the percent meeting the 5th grade reading standards has increased for all race/ethnicities. In the last year, Multi-Racial and African American students had the greatest increases, while Hispanic students posted a slight decrease.

5TH GRADE MATHEMATICS (Multiple Choice) PERCENT OF STUDENTS MEETING STANDARDS

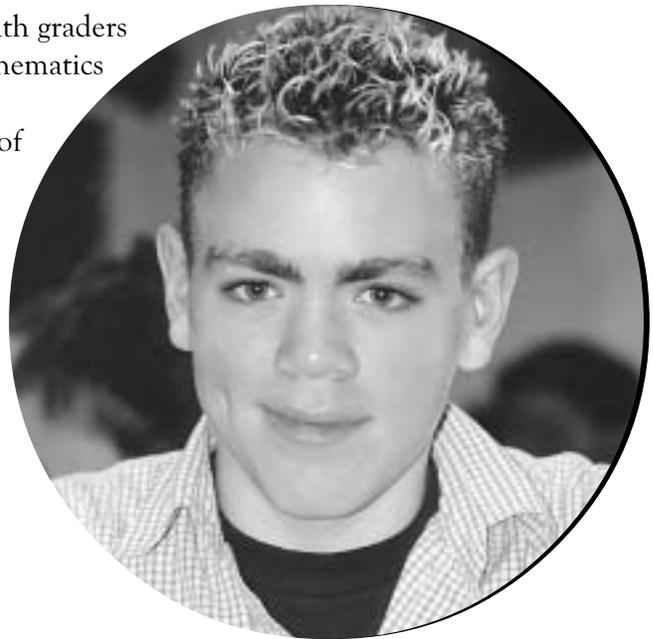


Since 1996, the percent of students meeting the mathematics multiple choice standards has increased for all race/ethnicities. In the past year, Multi-Racial, African American, and Hispanic students had the largest increases.

Grade 8 – Percent Meeting Standards

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

In the last twelve years, the percent of students meeting or exceeding the standards has increased 22 percent for reading and 21 percent for mathematics multiple choice. In 2003, 63 percent of 8th graders met the reading standard, a slight decrease from 2002 when 64 percent met or exceeded the standard. In mathematics multiple choice, the percent of students meeting or exceeding the standards increased from 56 percent in 2002 to 61 percent in 2003.



Due to budget cuts, eighth graders were not tested in 2003 in writing or mathematics problem solving. In 2002, 67 percent of eighth grade students met or exceeded the writing standards, down from 69 percent in 1997, and down from 68 percent in 2001. While mathematics problem solving shows a significant improvement of 19 percent more students meeting the standard in 2002 than met the standard in 1997, from 2001 to 2002, the percent of students meeting or exceeding the standards decreased from 58 to 51 percent.

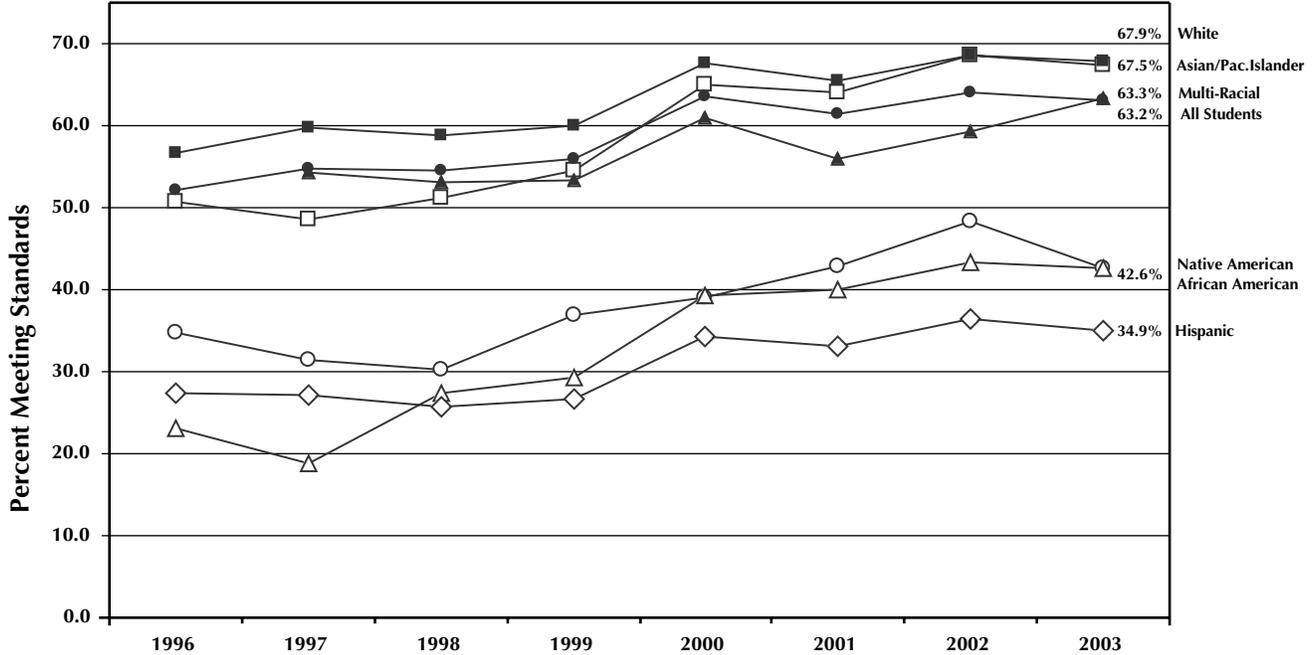
Sixty-two percent of eighth grade students met the science standards in 2002, a 2 percent improvement from the previous year. Due to budget cuts, 8th graders were not tested in science in 2003.

Grade 8 All Students Statewide Percent Meeting or Exceeding Standards

	1991	1997	1999	2000	2001	2002	2003
Reading	41	55	56	64	62	64	63
Writing*	Not Tested	69	68	66	68	67	Not Tested
Mathematics Multiple Choice	40	49	52	56	55	56	61
Mathematics Problem Solving*	Not Tested	32	55	55	58	51	Not Tested
Science	Not Tested	Not Tested	Not Tested	56	60	62	Not Tested

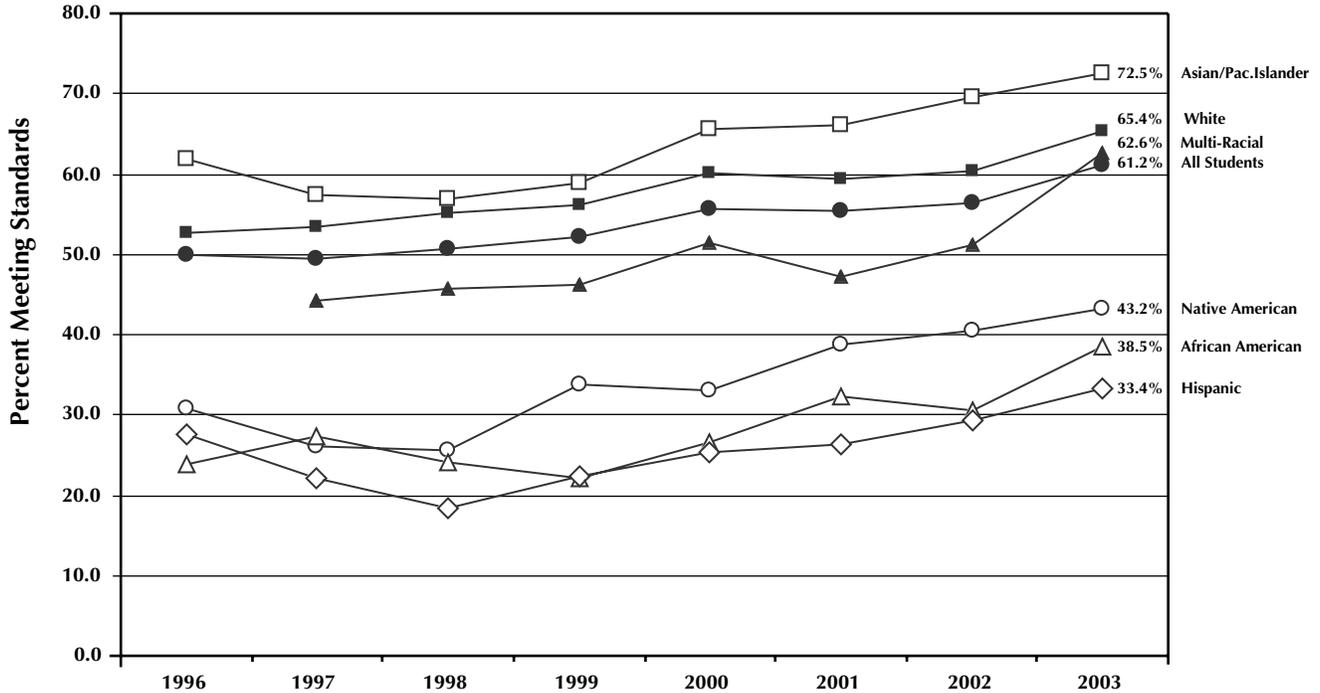
* Includes conditionally met/exceeded.

8TH GRADE READING PERCENT OF STUDENTS MEETING STANDARDS



From 1996 to 2002, students of all race/ethnicities increased their percent meeting the reading standards. In 2003, only Multi-Racial students posted an increase. All other race/ethnicities declined; with Native Americans posting the largest decrease.

8TH GRADE MATHEMATICS (Multiple Choice) PERCENT OF STUDENTS MEETING STANDARDS



Since 1996, the percent of students meeting standards has increased for all race/ethnicities. This continued in 2003, with all race/ethnicities posting increases. Multi-Racial and African American students posted the largest increases in 2003.

Grade 10 – Percent Meeting Standards

At the high school level, growth from the first year of test administration to the 2002-2003 school year is less dramatic than for the elementary students.

2003 is the first year that 9th graders who took the 10th grade assessments in the previous year are included in the calculations for the tenth grade percents of students meeting the standards. The impact of these new calculations has yet to be determined.

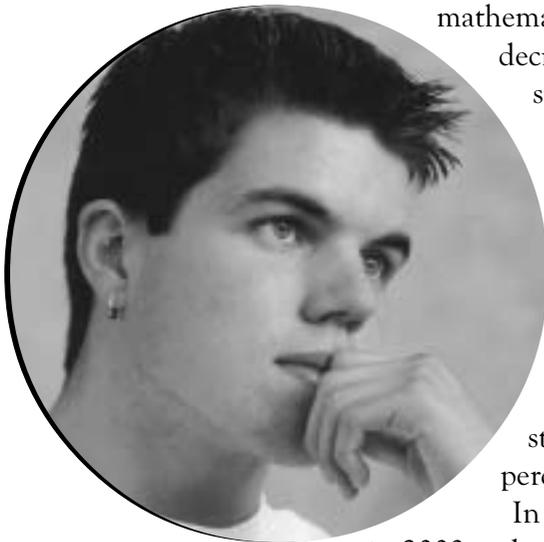
Between 1991 and 2003, the percent of 10th graders meeting high school standards increased 22 percent in reading and 9 percent in mathematics multiple choice. From 2002 to 2003, the percent of students meeting the reading standard remained constant at 53 percent, while performance on mathematics multiple choice

decreased from 45 to 43 percent of students meeting the standards.

In mathematics problem solving, 51 percent of students met the standard in 2003 compared to only 23 percent in 1997, the first year of the test. From 2002 to 2003, the percent increased from 50 to 51 percent of students meeting the standard.

The percent of students meeting or exceeding the writing standards has increased from 74 percent in 1997 to 82 percent in 2003. Between 2002 and 2003, the percent of students who met or exceeded the standards increased from 79 percent to 82 percent.

In science, 60 percent of 10th graders met the science standards in 2003, a decrease of 2 percent from the previous year.



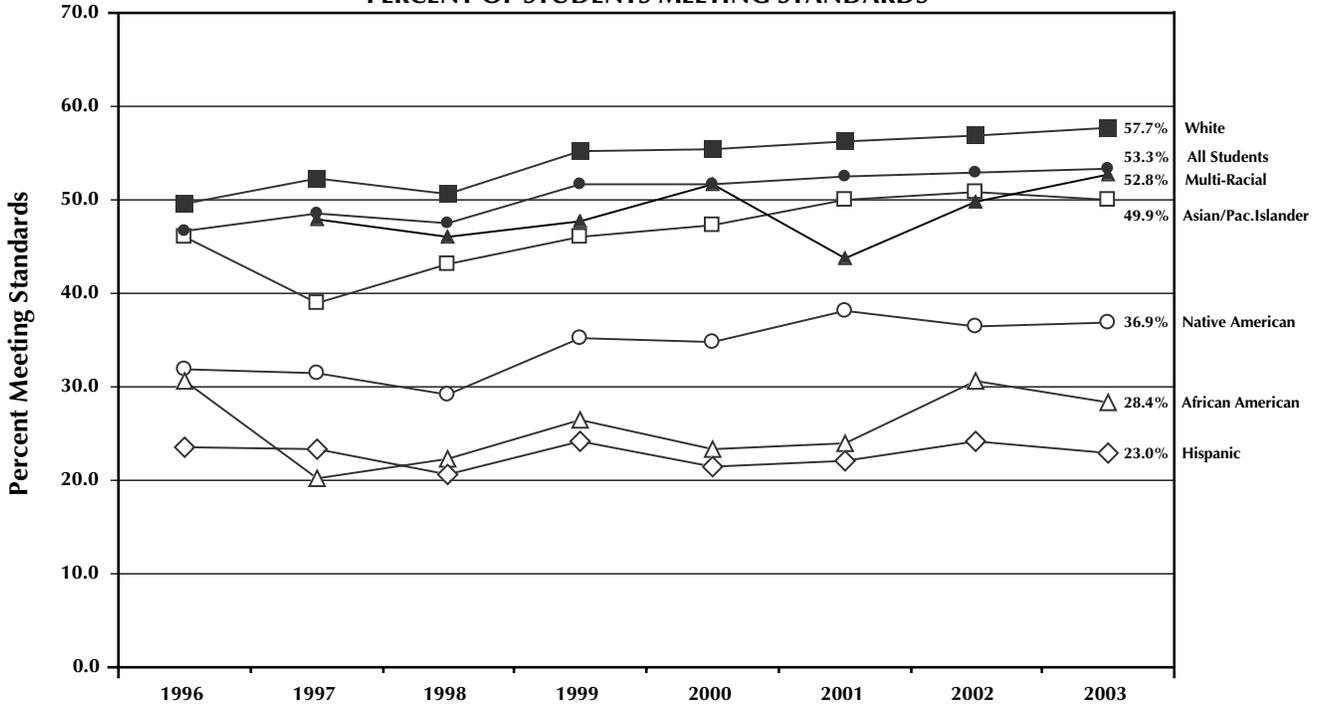
Grade 10 All Students Statewide Percent Meeting or Exceeding Standards

	1991	1997	1999	2000	2001	2002	**2003
Reading	31	49	52	52	52	53	53
Writing*	Not Tested	74	72	77	79	79	82
Mathematics Multiple Choice	34	29	36	39	42	45	43
Mathematics Problem Solving*	Not Tested	23	50	45	57	50	51
Science	Not Tested	Not Tested	Not Tested	55	58	62	60

* Includes conditionally met/exceeded.

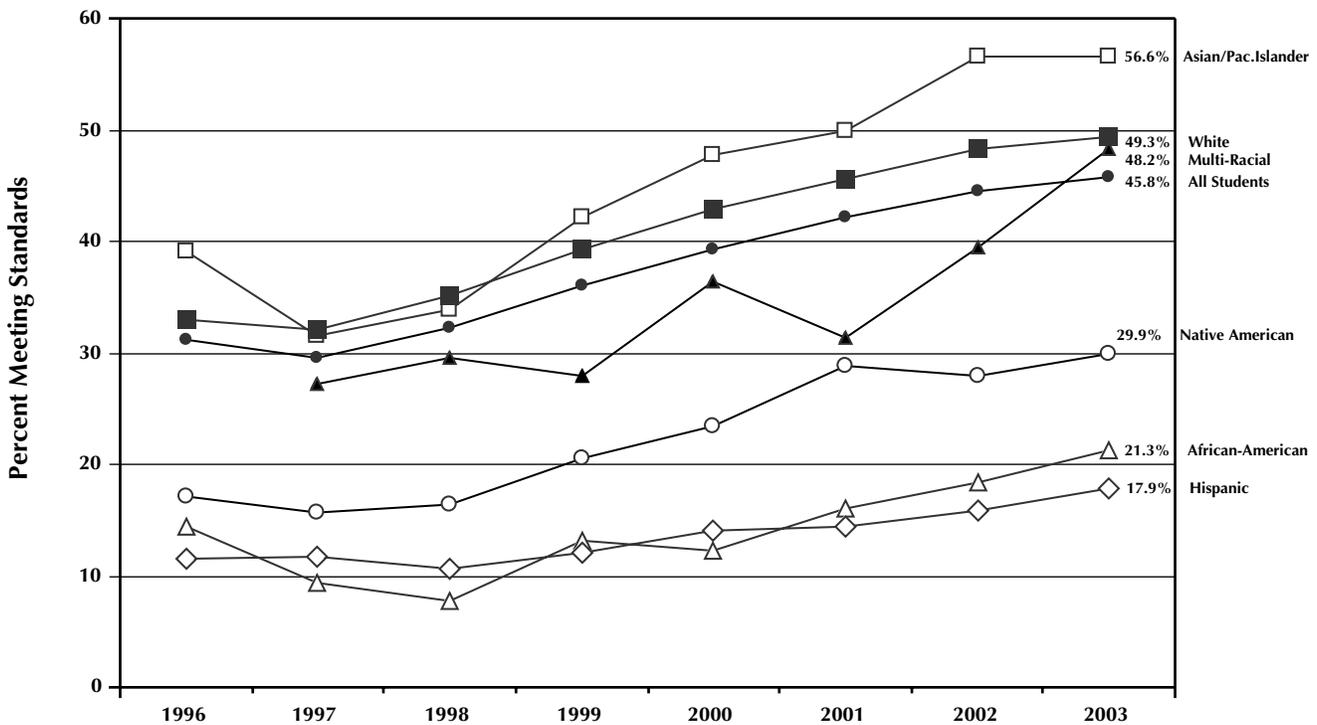
** 9th graders who took the 10th grade assessments in 2002 are included in the calculations for the 2003 tenth grade percents of students meeting the standards.

10th GRADE READING PERCENT OF STUDENTS MEETING STANDARDS



Historically, non-White achievement for 10th graders has gone up and down. In 2003, Multi Racial, White, and Native American students posted slight gains, while African American, Asian/Pacific Islander, and Hispanic students posted slight declines.

10th GRADE MATHEMATICS (Multiple Choice) PERCENT OF STUDENTS MEETING STANDARDS



Since 1996, all race/ethnicities have increased the percent of students meeting mathematics standards. In 2003, this trend continued. Multi-Racial, African American, Hispanic, and Native American students posted the greatest increases.

NOTE: Beginning with the 2003 Statewide Assessment results, new federal *No Child Left Behind* legislation requires a technical change in the Percent of Students Meeting Standards calculation.

The OLD calculation was:

Percent of Students Meeting Standards = Number of Students Meeting Standards
divided by
 Number of Students Tested Under Standard Conditions at or Above Grade Level

Beginning in 2003, the NEW calculation is:

Percent of Students Meeting Standards = Number of Students Meeting Standards
divided by
 Total Number of All Students Tested (Standard and Non-standard tests)

In the past, only students who took a test under standard conditions at or above their grade level were included in the denominator. Beginning in 2003, Special Education and Limited English Proficient students who take non-standard tests (i.e., modified, extended or challenge-down) must also be included in the denominator. The denominator is larger, but the numerator stays the same, since students cannot meet standards if they take non-standard assessments. The net effect is to lower the Percent of Students Meeting Standards.

For comparison, this table shows for 2003 the Percent of Students Meeting Standards the OLD way side by side with the NEW calculation, which includes the total number of all students tested (standard and non-standard tests).

PERCENT OF STUDENTS MEETING STANDARDS: OLD 2003 COMPARED TO NEW 2003						
GRADE 3						
READING			Race/Ethnicity	MATHEMATICS		
Old 2002	Old 2003	New 2003		Old 2002	Old 2003	New 2003
79	83	78	NATIVE AMERICAN	66	72	70
86	87	85	ASIAN	80	81	80
75	80	77	AFRICAN AMERICAN	61	66	64
67	66	60	HISPANIC	53	58	55
88	90	87	WHITE	81	84	83
85	85	80	MULTI-RACIAL	75	75	72
85	86	82	ALL STUDENTS	77	79	78
86	93	*Not Calculated	NOT DECLARED	77	89	*Not Calculated
GRADE 5						
READING			Race/Ethnicity	MATHEMATICS		
Old 2002	Old 2003	New 2003		Old 2002	Old 2003	New 2003
69	71	66	NATIVE AMERICAN	67	71	67
78	82	79	ASIAN	83	84	82
63	69	64	AFRICAN AMERICAN	57	63	59
55	55	50	HISPANIC	50	56	53
83	85	81	WHITE	79	84	81
76	83	77	MULTI-RACIAL	72	79	75
79	80	76	ALL STUDENTS	75	79	76
80	88	*Not Calculated	NOT DECLARED	72	88	*Not Calculated
GRADE 8						
READING			Race/Ethnicity	MATHEMATICS		
Old 2002	Old 2003	New 2003		Old 2002	Old 2003	New 2003
48	43	40	NATIVE AMERICAN	41	43	40
69	68	66	ASIAN	70	73	71
43	43	40	AFRICAN AMERICAN	31	39	36
37	35	32	HISPANIC	29	33	31
69	68	65	WHITE	60	65	63
59	63	61	MULTI-RACIAL	51	63	61
64	63	61	ALL STUDENTS	56	61	59
51	57	*Not Calculated	NOT DECLARED	46	57	*Not Calculated
GRADE 10						
READING**			Race/Ethnicity	MATHEMATICS**		
Old 2002	Old 2003	New 2003		Old 2002	Old 2003	New 2003
36	37	35	NATIVE AMERICAN	28	30	29
51	50	49	ASIAN	57	57	55
31	28	26	AFRICAN AMERICAN	18	21	20
24	23	22	HISPANIC	16	18	17
57	58	56	WHITE	48	49	48
50	53	51	MULTI-RACIAL	40	48	46
53	53	52	ALL STUDENTS	45	46	45
45	56	*Not Calculated	NOT DECLARED	37	49	*Not Calculated

*In order to be included in the New 2003 calculations, a student must declare a race/ethnicity.
 **9th graders who took the 10th grade assessments in 2002 are included in the calculation for the 2003 10th grade percent of students meeting the standards.

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 at the state level. States that choose to participate receive assessment results that report on the performance of students in that state.

Beginning in 2003, the *No Child Left Behind Act* passed by Congress requires state NAEP assessments to be administered in reading and mathematics at grades 4 and 8 every two years. States and school districts that receive federal funding to aid educationally disadvantaged students in high poverty areas must participate in these assessments. The 2003 reading and mathematics results are scheduled for release in October 2003.

PLEASE NOTE: NAEP began including students with disabilities and limited English proficiency in 1998 by using a split-sample design, testing one group *with* accommodations and a comparable group *without* accommodations. Since then, NAEP has been inclusive in its accommodations to all students with limitations that affect the ability of students to learn.



STUDENT SUCCESS

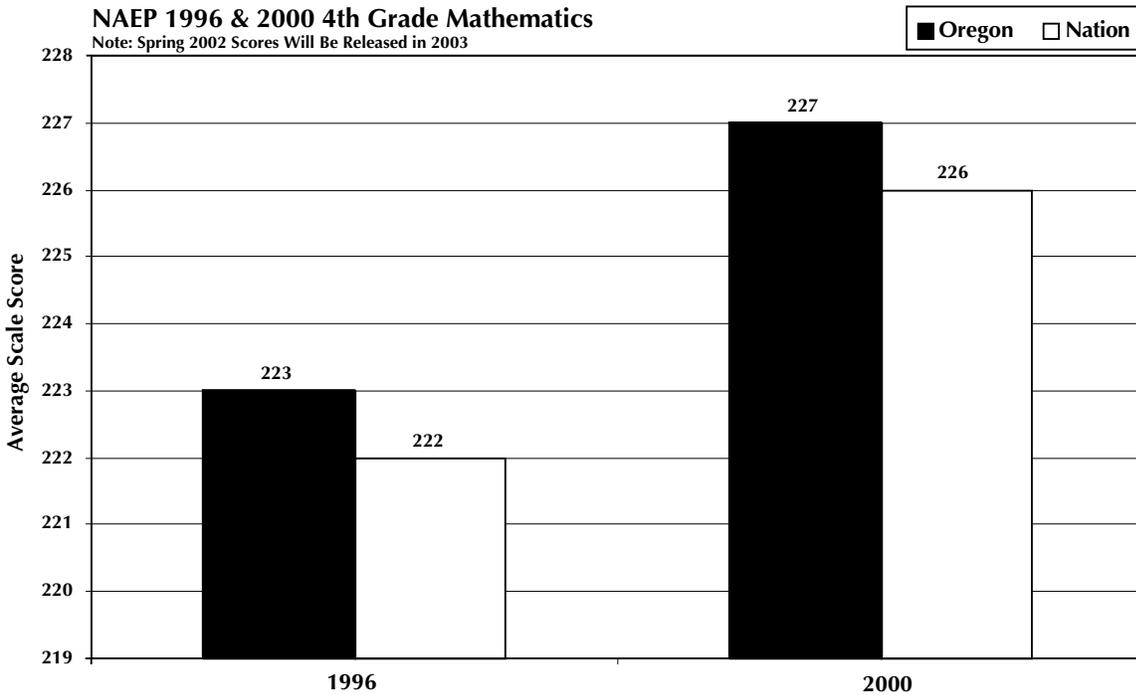
History of Oregon NAEP Participation and Performance

SUBJECT	GRADE	YEAR	STATE AVERAGE		NATIONAL AVERAGE	
			WITHOUT ACCOMMODATIONS	WITH ACCOMMODATIONS	WITHOUT ACCOMMODATIONS	WITH ACCOMMODATIONS
MATHEMATICS (scale: 0-500)						
	4	1996	223	Not Available	222	Not Available
	4	2000	227	224	226	225
	8	1990	271	Not Available	262	Not Available
	8	1996	276	Not Available	271	Not Available
	8	2000	281	280	274	273
READING (scale: 0-500)						
	4	1998	214	212	215	213
	4	2002	Not Available	220	Not Available	217
	8	1998	266	266	261	261
	8	2002	Not Available	268	Not Available	263
SCIENCE (scale: 0-300)						
	4	2000	150	148	148	147
	8	1996	155	Not Available	148	Not Available
	8	2000	154	154	149	149
WRITING (scale: 0-300)						
	4	2002	Not Available	149	Not Available	153
	8	1998	Not Available	149	Not Available	148
	8	2002	Not Available	155	Not Available	152

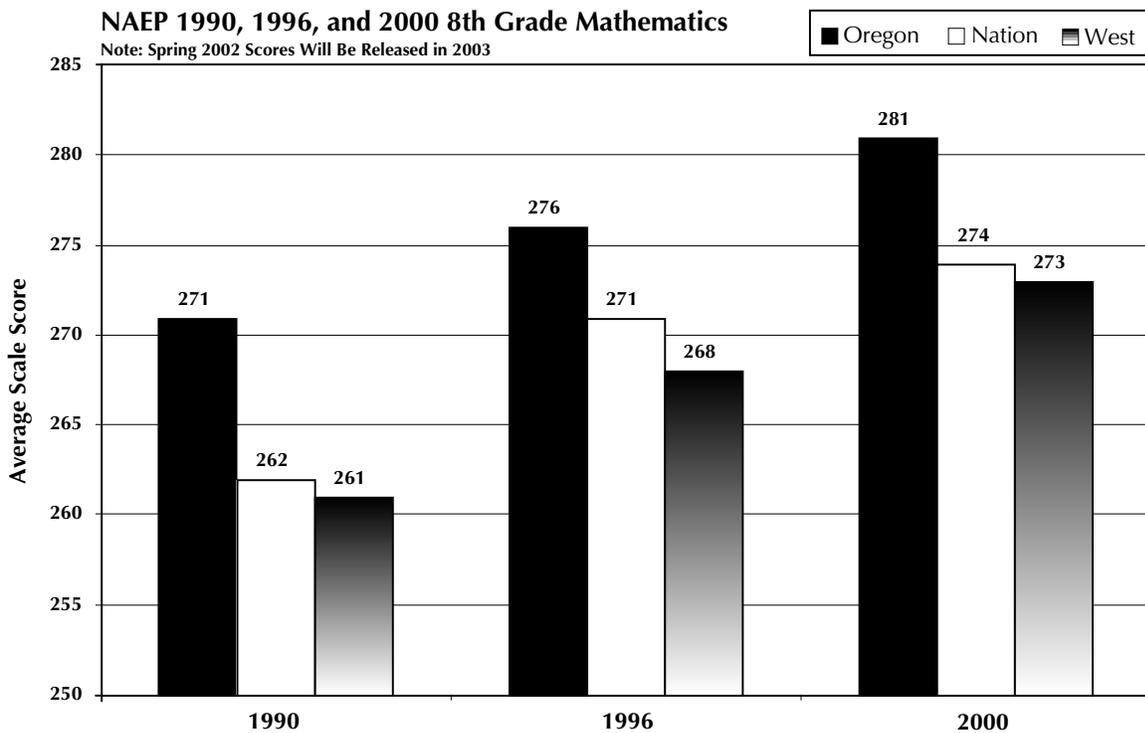
Mathematics

Oregon fourth grade and eighth grade NAEP Mathematics scores have improved since 1996. On the 2000 test, Oregon eighth graders scored seven points higher than the national average, and outperformed all but ten states.

STUDENT SUCCESS



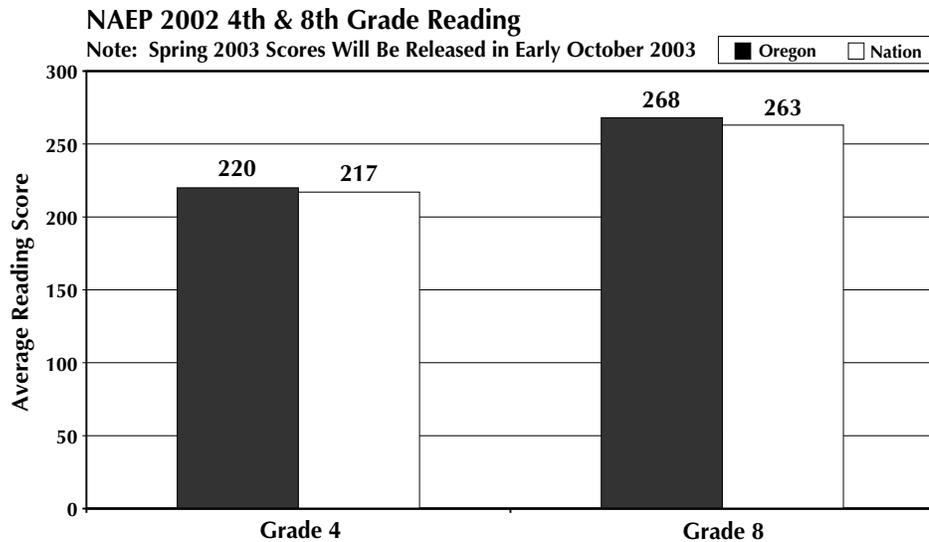
Oregon 4th graders have scored slightly higher than the Nation in mathematics since 1996. In both 1996 and 2000, Oregon 4th graders scored one point higher than the Nation.



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 2002 NAEP Reading assessment during the winter of 2002. Eighth graders scored five points higher than the national average, and out-performed all but one state in reading. Oregon fourth grade students gained eight points, while nationally student scores only gained four points between 1998 and 2002.



STUDENT SUCCESS

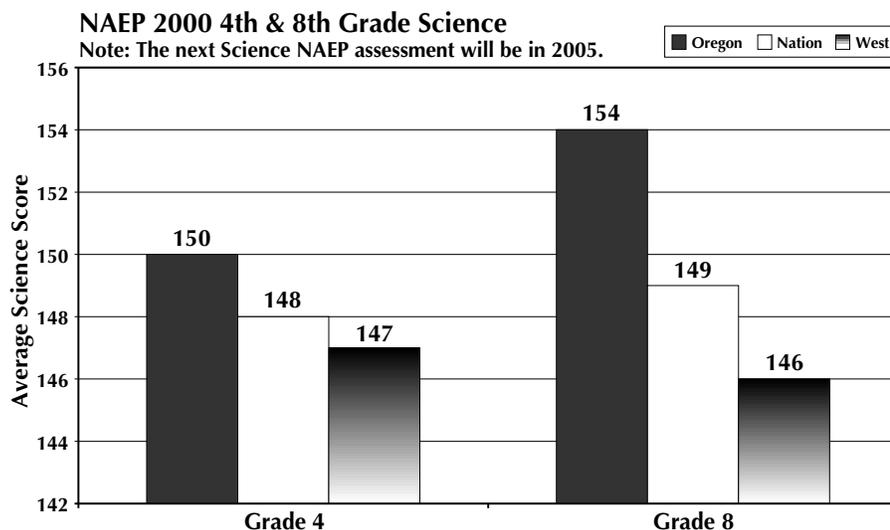
Science

In 2002, Oregon 4th graders scored 3 points higher than the score for the nation's 4th graders, while Oregon 8th graders scored 5 points higher than the nation's 8th graders.

On the 2000 NAEP Science assessment, Oregon eighth graders posted an average score of 154, compared to a national average of 149. Only eight states had significantly higher average scores. The next NAEP Science assessment is scheduled for 2005.

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 without accommodations, and 148 to 147 for the nation with accommodations.

Oregon has one of the highest rates of participation for students with disabilities and students with 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.

Writing



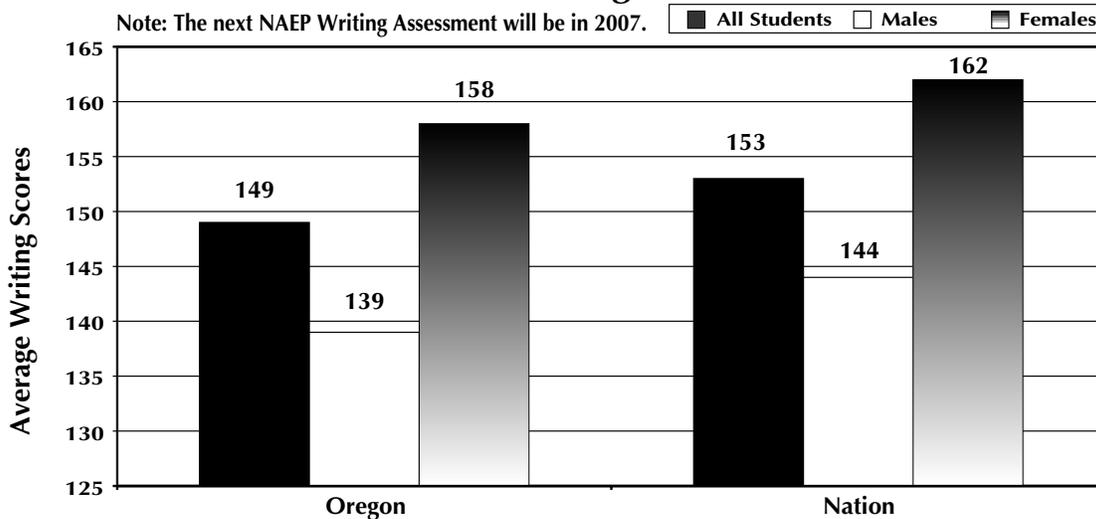
Oregon 4th and 8th grade students also participated in the NAEP Writing assessment in 2002. The 2002 results indicate that 33 percent of 8th grade students and 22 percent of 4th grade students write at or above the NAEP *Proficient* level. While 8th graders scored 3 points higher than the national average in 2002, 4th graders scored 4 points lower than the national average.

On both the 4th and 8th grade Writing tests, females scored significantly higher than males in both Oregon and the nation. In Oregon, female 4th graders scored 19 points higher than male 4th graders. Nationally, females scored 18 points higher than males. On the 8th grade test, Oregon females scored 23 points higher than Oregon males. Nationally, females scored 21 points higher than males.

STUDENT SUCCESS

NAEP 2002 4th Grade Writing Scores

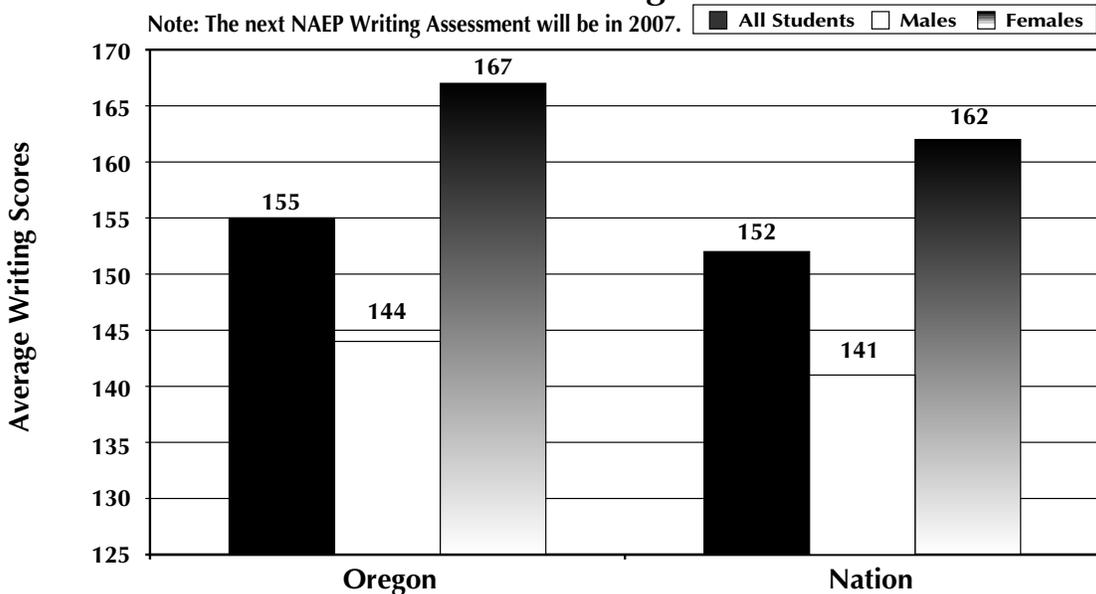
Note: The next NAEP Writing Assessment will be in 2007.



In the 2002 Writing Assessment, Oregon 4th grade females scored lower than the nation's females, but higher than males in both Oregon and the nation. In addition to scoring lower than females, Oregon males scored lower than males in the nation.

NAEP 2002 8th Grade Writing Scores

Note: The next NAEP Writing Assessment will be in 2007.



In the 2002 NAEP Writing Assessment, Oregon females outscored Oregon males, as well as males and females in the nation. Oregon males outscored the nation's males.

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)

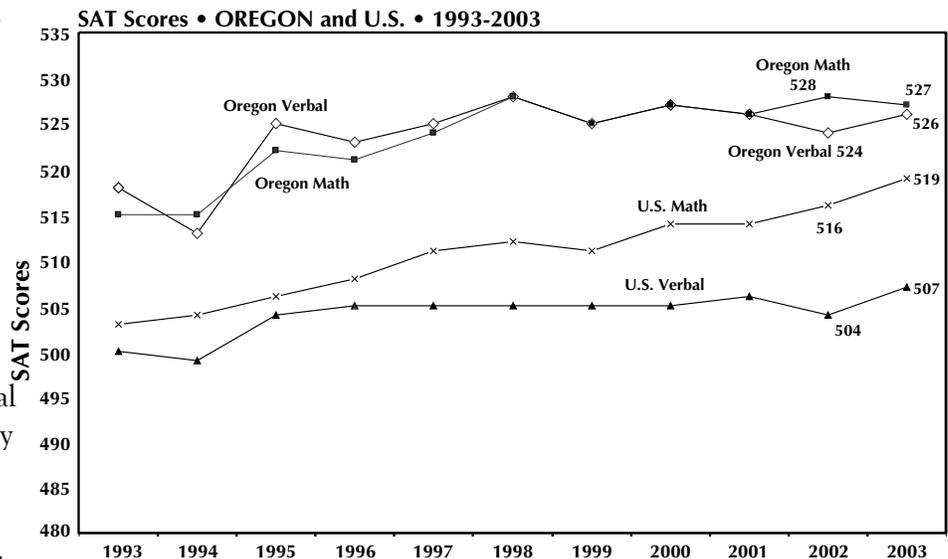
In 2003, the average score for Oregon students who took the American College Test (ACT) was better than the average student scores for every other state in the nation. Oregon students outscored their national counterparts on the ACT with a score of 22.6, compared to a national average of 20.8. Oregon's average score went up one-tenth of a point, while the national average score remained the same in 2003 as it was in 2002. Possible scores range from 1 to 36.

The ACT tests student knowledge of English, math, reading, and science reasoning. Although more Oregon students are taking the ACT tests each year, these test scores reflect the achievement of a relatively small number of students. In 2003 only 12.3% of Oregon's graduating seniors (4,165 seniors) took the ACT. Nationally, 40% of students were tested.

Scholastic Assessment Test (SAT)

19,241 graduating seniors (57%) took the SAT in Oregon in 2002-03, continuing an upward trend of the number of students taking the test (618 more students than in the previous year). The average Oregon score for mathematics decreased by 1 point, while the average score for the verbal section of the test increased by two points.

Historically, Oregon students have outscored U.S. students on the SAT, and this year was no exception. Oregon students scored 19 points higher than the national average score on the verbal test, and 8 points higher than the national average on the mathematics test.



Historically, Oregon students have outscored U.S. students on the SAT. In 2003, Oregon students scored 19 points higher than the national average on the verbal test and 8 points higher than the national average on the mathematics test.

	OREGON SAT 57% PARTICIPATION	NATIONAL SAT 48% PARTICIPATION	DIFFERENCE 9% PARTICIPATION
Test	Average Score	Average Score	(Oregon Minus National)
Verbal	526	507	+19
Math	527	519	+8

STUDENT SUCCESS

SAT (continued)

Oregon students scored second in the nation on the SAT among the 23 states that tested at least 50 percent of their high school graduates. Only students from Washington State outperformed Oregon students, scoring four points more on the verbal section



and five points more on the mathematics section than Oregon students. However, Oregon had a higher participation rate, 57% vs. the 56% participation rate for Washington State.

Over the last decade, Oregon students have posted gains of 8 points on the verbal section of the test and 12 points on the mathematics section.

There were more female SAT test takers in Oregon (54.5%) than male test takers (45.5%). Nationally, the figures were 53.6% female to 46.4% male. Nationally and in Oregon, males outscored females on both the verbal and the math tests. In Oregon, males outscored females on the verbal test 529 to 523, and on the math test, 547 to 510.

As the table below indicates, there appears to be a wide gap in both verbal and math scores by race/ethnicity. Since this information is derived from a voluntary survey of SAT test takers and is neither a census (100% of test takers) nor a scientifically administered survey, these results should be used with caution. This is because the non-respondents (the 5,088 students, or 26.4% of Oregon SAT takers) could be of any race, and they might not be scattered equally across all race/ethnicities. Because of this, the scores for each race/ethnicity may not represent the true average of that specific race/ethnicity.

Number of Graduating Seniors by Race/Ethnicity Who Took SAT I in 2003

RACE/ETHNICITY	NUMBER OF STUDENTS WHO TOOK SAT I	PERCENT OF STUDENTS WHO TOOK SAT I	VERBAL SCORE (AVERAGE)	MATHEMATICS SCORE (AVERAGE)
American Indian	218	1.1%	480	477
Asian	1,069	5.6%	490	544
Black	318	1.7%	450	445
Hispanic	589	3.1%	466	467
White	11,614	60.4%	532	530
Other	345	1.8%	528	513
No Response to Race/Ethnicity Question	5,088	26.4%	531	530
Total	19,241	100.0%	526	527

Over the years, the increase in Oregon's state scores and other growth trends are encouraging. These include the growth in the total number of students (especially females) taking the SAT test, the increased participation by minority students, and more test-takers reporting that they are first generation college-bound.

Graduation Rate Up by Three Points

The U.S. Census 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, probably reflecting the renewed emphasis on the importance of keeping all students in school until graduation. Nationally, the Graduation Rate has fluctuated slightly but remained relatively stable.



STUDENT SUCCESS

High School 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

*This rate is based on responses to a U.S. Department of Commerce, Bureau of the Census sample taken each October. The margin or error for Oregon is $\pm 1.92\%$.

The table below shows the number of Oregon students that received a regular high school diploma and the number of students enrolled in 12th grade on October 1 of that year. Unaccounted for are students who earned a General Equivalency Degree (GED), modified diploma, or other recognition.

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	31,155	38,377

Graduates Earn a Certification of Initial Mastery (CIM)

To earn the CIM, students must meet requirements on statewide assessments and on classroom work samples.

NOTE: CIM requirements can be found at the following website:

<http://www.ode.state.or.us/cifs/cim/>



In 2002, 31.3 percent of regular diploma receivers earned both a regular diploma and the Certificate of Initial Mastery, up from 25.9% in 2001. The percentage of CIM completers was higher in 2002 than in 2001 for every racial/ethnic group. However, this percentage varied by race/ethnicity: 33.5% of White students earning a regular diploma also earned a CIM, compared to 31.8% of Asian/Pacific Islander students, 22.7% of Native American/Alaskan Native students, 10.7% of Hispanic students, and 10.9% of African American students.

Regular Diplomas by Race/Ethnicity With and Without CIM 2001-2002 Compared to 2000-2001

YEAR & Type of Regular Diploma	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American Alaskan Native	%	Unknown	%	Total	%
2001-2002 Regular Diploma NO CIM	17,591	66.5%	533	89.1%	1,775	89.3%	875	68.2%	379	77.3%	237	71.4%	21,390	68.7%
2000-2001 Regular Diploma NO CIM	18,673	72.4%	549	90.9%	1,462	89.7%	955	75.3%	381	85.0%	172	83.1%	22,192	74.1%
2001-2002 Regular Diploma WITH CIM*	8,873	33.5%	65	10.9%	213	10.7%	408	31.8%	111	22.7%	95	28.6%	9,765	31.3%
2000-2001 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%
2001-2002 Total Regular Diplomas	26,464	100.0%	598	100.0%	1,988	100.0%	1,283	100.0%	490	100.0%	332	100.0%	31,155	100.0%
2000-2001 Total Regular Diplomas	25,782	100.0%	604	100.0%	1,629	100.0%	1,269	100%	448	100.0%	207	100.0%	29,939	100.0%

High School Completers

Of the 34,490 students who completed 12th grade, 21,390 (62%) earned a regular diploma, 9,765 (28.3%) earned a diploma with a CIM, 823 (2.4%) earned a modified diploma (special education), and 2,512 (7.3%) finished the year without earning a diploma. While 6.1% of White completers received no credential, 17.2% of Hispanic completers, and 13.4% of African American completers received no credential.



STUDENT SUCCESS

All High School Completers by Race/Ethnicity and Type of Completer 2001-2002 Compared to 2000-2001

YEAR & Type of Completer	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American Alaskan Native	%	Unknown	%	Total	%
2001-2002 Regular Diploma NO CIM	17,591	61.0%	533	69.9%	1,775	71.1%	875	62.1%	379	66.4%	237	60.3%	21,390	62.0%
2000-2001 Regular Diploma NO CIM	18,673	66.2%	549	74.4%	1,462	73.2%	955	67.2%	381	75.0%	172	74.1%	22,192	67.0%
2001-2002 Regular Diploma WITH CIM*	8,873	30.7%	65	8.5%	213	8.5%	408	29.0%	111	19.4%	95	24.2%	9,765	28.3%
2000-2001 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%
2001-2002 Modified Diploma	620	2.1%	63	8.3%	80	3.2%	26	1.8%	29	5.1%	5	1.3%	823	2.4%
2000-2001 Modified Diploma	601	2.1%	48	6.5%	60	3.0%	34	2.4%	21	4.1%	6	2.6%	770	2.3%
2001-2002 No Credential	1,773	6.1%	102	13.4%	429	17.2%	100	7.1%	52	9.1%	56	14.2%	2,512	7.3%
2001-2001 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%
2001-2002 TOTAL ALL Completers	8,857	100.0%	763	100.0%	2,497	100.0%	1,409	100.0%	571	100.0%	393	100.0%	34,490	100.0%
2000-2001 TOTAL ALL Completers	228,225	100.0%	738	100.0%	1,997	100.0%	1,421	100.0%	508	100.0%	232	100.0%	33,121	100.0%

For information on high school completers by school or district, visit the Department of Education website at: <http://www.ode.state.or.us/sfda/reportstudents.htm>

High School Completers: 2001-2002 • By Gender and Race/Ethnicity

	Total	Percent	White	Percent	African. Am.	Percent	Hispanic	Percent	Asian	Percent	Am. Ind/AN	Percent	Unknown	Percent
All completers	34,490	100.0%	28,857	100.0%	763	100.0%	2,497	100.0%	1,409	100.0%	571	100.0%	393	100.0%
Regular Diploma	31,155	90.3%	26,464	91.7%	598	78.4%	1,988	79.6%	1,283	91.1%	490	85.8%	332	84.5%
<i>without CIM</i>	21,390	62.0%	17,591	61.0%	533	69.9%	1,775	71.1%	875	62.1%	379	66.4%	237	60.3%
<i>with CIM</i>	9,765	28.3%	8,873	30.7%	65	8.5%	213	8.5%	408	29.0%	111	19.4%	95	24.2%
Modified Diploma*	823	2.4%	620	2.1%	63	8.3%	80	3.2%	26	1.8%	29	5.1%	5	1.3%
No Diploma	2,512	7.3%	1,773	6.1%	102	13.4%	429	17.2%	100	7.1%	52	9.1%	56	14.2%
Male	17,402	100.0%	14,557	100.0%	393	100.0%	1,264	100.0%	731	100.0%	264	100.0%	193	100.0%
Regular Diploma	15,314	88.0%	13,048	89.6%	287	73.0%	949	75.1%	652	89.2%	216	81.8%	162	83.9%
<i>without CIM</i>	10,670	61.3%	8,819	60.6%	252	64.1%	850	67.2%	455	62.2%	173	65.5%	121	62.7%
<i>with CIM</i>	4,644	26.7%	4,229	29.1%	35	8.9%	99	7.8%	197	26.9%	43	16.3%	41	21.2%
Modified Diploma*	511	2.9%	396	2.7%	29	7.4%	50	4.0%	15	2.1%	17	6.4%	4	2.1%
No Diploma	1,577	9.1%	1,113	7.6%	77	19.6%	265	21.0%	64	8.8%	31	11.7%	27	14.0%
Female	17,088	100.0%	14,300	100.0%	370	100.0%	1,233	100.0%	678	100.0%	307	100.0%	200	100.0%
Regular Diploma	15,841	92.7%	13,416	93.8%	311	84.1%	1,039	84.3%	631	93.1%	274	89.3%	170	85.0%
<i>without CIM</i>	10,720	62.7%	8,772	61.3%	281	75.9%	925	75.0%	420	61.9%	206	67.1%	116	58.0%
<i>with CIM</i>	5,121	30.0%	4,644	32.5%	30	8.1%	114	9.2%	211	31.1%	68	22.1%	54	27.0%
Modified Diploma*	312	1.8%	224	1.6%	34	9.2%	30	2.4%	11	1.6%	12	3.9%	1	0.5%
No Diploma	935	5.5%	660	4.6%	25	6.8%	164	13.3%	36	5.3%	21	6.8%	29	14.5%

Source: Oregon Department of Education, High School Completers and Summer High School Completers web survey/SMF, July and November 2002

*Modified diploma: type earned by students completing special education programs that have requirements that are different from regular high school programs.

No Diplomas:

1. Females are more likely than males to complete high school with a diploma. (94.5% of females compared with 90.9% of males)
2. In 2003, 9.1% (1,577) of male completers did not receive a diploma, compared with 5.5% (935) of female completers.
3. Hispanic males had the highest rate of completers with No Diploma (21.0%), closely followed by African American males with a rate of 19.6%.

CIM Diplomas:

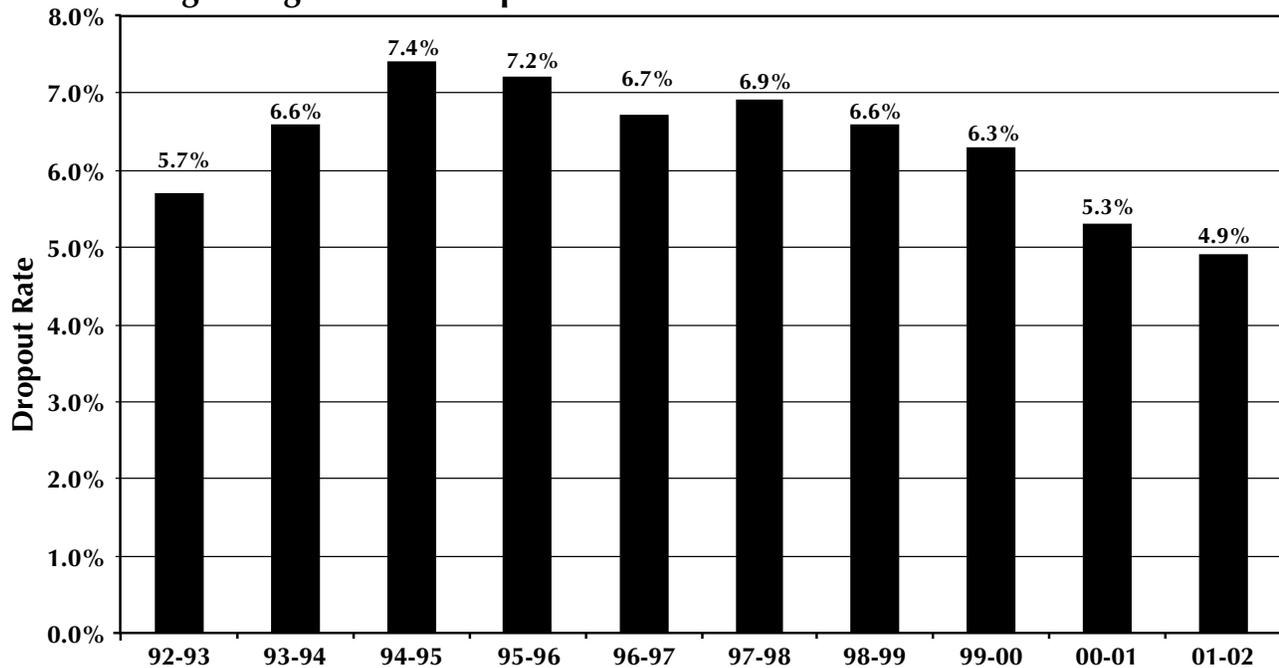
1. Females are more likely than males to earn a Regular Diploma with CIM (30.0% of females compared to 26.7% of males.)
2. Females are more likely than males to earn a Regular Diploma with CIM in every race/ethnicity category except African American.

Dropout Rate Declines

For the fourth straight year, the statewide dropout rate declined. The rate went from 5.3 percent in 2000-2001 to 4.9 percent in 2001-2002. There were 8,160 dropouts in the 2001-2002 school year.



Oregon High School Dropout Rates 1992-1993 to 2001-2002



The 2001-2002 high school dropout rate was 4.9%, a decrease from the rate of 5.3 % reported last year. This is the fourth 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 2001-2002 are as follows:

1. Too far behind in credits to catch up (1,095)
2. Lack of parental support for school (938)
3. Working more than 15 hours a week (785)
4. Dysfunctional home life (702)
5. Pregnant or student parent (499)

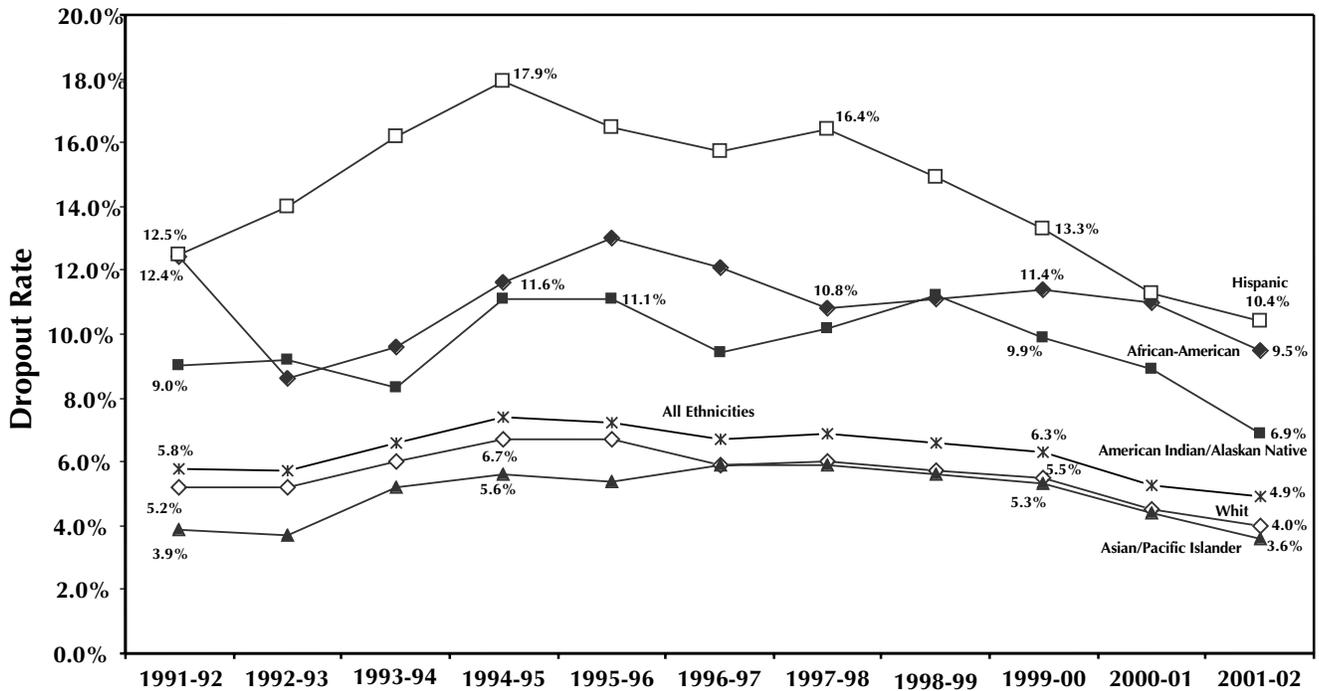
Minority students are disproportionately represented among Oregon's dropouts. Only White and Asian/Pacific Islander students have a lower dropout rate than their percent of the total population. Hispanic students comprised 8.9 percent of the grade 9-12 total population in 2001-2002, but 18.9 percent of grade 9-12 dropouts. However, there has been a steady decline in the Hispanic dropout rate over the last five years, and dropout rates for the other racial/ethnic groups are also showing declines. The dropout rate for African American students has decreased slightly over the decade but still remains nearly twice the overall statewide rate, 9.5 percent compared to 4.9 percent of the total student population. The graph on the top of page 22 shows the fluctuation in dropouts among the various racial/ethnic student groups.

STUDENT SUCCESS

Dropout Rates

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**Oregon Dropout Rates by Race/Ethnicity • Grades 9-12
1991-92 to 2001-02**



Dropout rates have declined for the last 4 years for White, Hispanic, & Asian/Pacific Islander students, declined for the last 3 years for American Indian/Alaskan Native students, and declined for the last two years for African-American students.

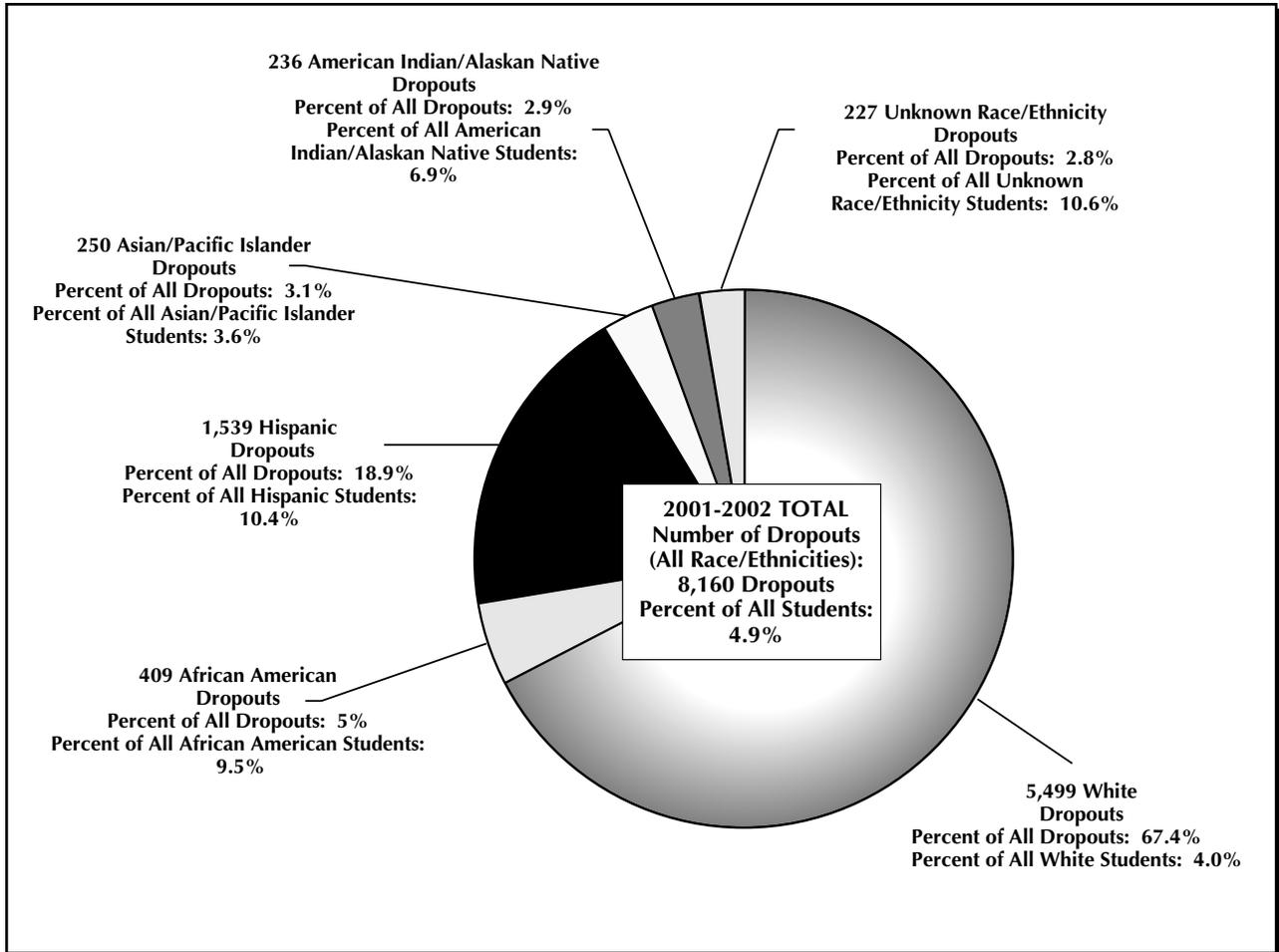
**Dropout Rates (%) by Race/Ethnicity • Grades 9-12
1991-92 to 2001-02**

RACE	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
Oregon	5.8	5.7	6.6	7.4	7.2	6.7	6.9	6.6	6.3	5.3	4.9
White	5.2	5.2	6.0	6.7	6.7	5.9	6.0	5.7	5.5	4.5	4.0
African American	12.4	8.6	9.6	11.6	13.0	12.1	10.8	11.1	11.4	11.0	9.5
Hispanic	12.5	14.0	16.2	17.9	16.5	15.7	16.4	14.9	13.3	11.3	10.4
Asian/Pacific Islander	3.9	3.7	5.2	5.6	5.4	5.9	5.9	5.6	5.3	4.4	3.6
American Indian/Alaskan Native	9.0	9.2	8.3	11.1	11.1	9.4	10.2	11.2	9.9	8.9	6.9

Source: Oregon Department of Education, Policy & Research, Individual Early Leaver Reports

Dropout Rates

Percentage of All Oregon Dropouts by Race/Ethnicity With Dropout Rates Grades 9-12 2001-2002



STUDENT SUCCESS

In 2001-02, 67.4% of all dropouts were White, while 18.9% were Hispanic, 5.0% were African-American, 3.1% were Asian/Pacific Islander, 2.9% were American Indian/Alaskan Native; and 2.8% were of Unknown Race/Ethnicity.

School Leavers: Graduates and Dropouts

Every year, students enter the ninth grade with the hope and expectation of earning their diploma four years later. Many of those entering ninth graders will do that, but many will not. For the ones who don't, their path is varied. The table below shows what happened to the students who were ninth graders in the fall of 1998.

Educational Outcomes for the Class of 2002 All Oregon Public Secondary Schools			
		Total	Percent of 9th Graders
Entered Grade 9	September 1998	45,260	100.0
Four Years Later	June 2002		
	Regular Diploma	31,155	68.8
	Dropout	8,788	19.4
	Attended 4 years, no diploma	2,152	4.8
	GED	1,420	3.1
	Modified Diploma	823	1.8
	Legally withdrawn ¹	275	0.6
	Home School	270	0.6
	Adult High School Diploma	147	0.3
	Deceased	58	0.1
	Total of all known outcomes²	45,088	99.5

¹Placed in a corrections, mental health, or substance abuse facility.

²Because of factors the ODE reporting systems cannot take into account, not all ninth graders could be accounted for.

Source: Early Leave report and High School Completers report.

Though just over two-thirds of the ninth-graders earned a regular diploma in four years, a significant number of students completed a high school education in a different manner. The number of students earning an alternative credential (GED, adult high school diploma, modified diploma) raises the total high school completion percentage to 74 percent, almost three quarters of the ninth-graders.

The number of dropouts was under 20 percent, and many of these persons will return to school and finish their secondary education at a community college.





Looking to the Future

Certificate of Advanced Mastery (CAM)

The Certificate of Advanced Mastery recognizes that students have achieved a high academic level and have prepared successfully for their next steps after high school. Students apply career-related and academic knowledge and skills in school, community, and workplace settings.

To earn a CAM, a student must:

1. Meet Certificate of Initial Mastery (CIM) standards in English, mathematics, and science through statewide CIM tests or local work samples;
2. Have an education plan based on personal and career interests and goals, and an education profile that documents student progress and achievement; and
3. Meet Career-Related Learning and Extended Application Standards; and
4. Participate in career-related learning experiences.

Schools are required to fully implement the CAM by September 2008. Beginning in the 2006-07 school year, students must meet some of the CAM requirements to graduate, in addition to earning credits. For more information about the CAM and diploma requirements, visit the ODE website at: www.ode.state.or.us/cimcam

Career-Related Learning and Extended Application Standards Pilot

During the 2002-03 school year, the Oregon Department of Education partnered with eleven high schools in ten school districts and WestEd, an educational research organization, to pilot methods for assessing the Career-Related Learning Standards and Extended Application Standard. Students must meet these standards to earn a Certificate of Advanced Mastery (CAM). Teachers worked with students at each site to develop collections of evidence that document achievement of the standards. The primary goal of the pilot test was to determine what evidence is necessary to make a reliable and valid decision about whether a student has shown proficiency in meeting the CAM standards. Research and development will continue during the 2003-04 school year.

For the 2002-03 school year, the following were CAM high school pilot sites:

- Benson High School - Portland
- Churchill High School - Eugene
- Colton High School - Colton
- David Douglas High School - Portland
- Philomath High School - Philomath
- Powers High School - Powers
- Rex Putnam High School - Milwaukie
- Reynolds High School - Troutdale
- Robert Farrell High School - Salem
- Sabin Skills Center - Milwaukie
- Vale High School - Vale

No Child Left Behind Act (NCLB)

Adequate Yearly Progress (AYP)

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

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

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

On August 12, 2003, the Oregon Department of Education released preliminary AYP designations for all schools and districts. ***Final designations are scheduled to be released on November 13, 2003.***



Preliminary Designations • No Child Left Behind Act Adequate Yearly Progress*

Oregon Public Schools • August 2003

	Met AYP		Did Not Meet AYP	
	Number of Schools	Percent of All Schools	Number of Schools	Percent of All Schools
Title I Schools				
Elementary	383	51.5	69	9.3
Middle Schools	19	9.4	38	18.8
High Schools	9	4.5	14	7.0
Combined Schools	14	48.3	8	27.6
Non-Title I Schools				
Elementary	227	30.6	14	1.9
Middle Schools	64	31.7	86	42.6
High Schools	60	29.9	138	68.7
Combined Schools	5	17.2	6	20.7
Total	781	63.5	373	30.3

*Note: Due to insufficient data, 75 schools (6.1% of all schools) did not receive ratings in August 2003.
Source: Oregon Department of Education



The designation of AYP for all schools and districts, whether or not they receive Title I funding, is a new requirement. However, sanctions are only applied to Title I schools and districts that are designated as *not meeting AYP* for the second consecutive year, and those sanctions increase in severity with each year's designation of *not meeting AYP*.

Preliminary Determinations • No Child Left Behind Act

Number of Oregon Public Schools Designated as *Not Meeting* Adequate Yearly Progress *(AYP) August 2003

	Number of Oregon Public Schools Designated as <i>Not Meeting</i> Adequate Yearly Progress (AYP)				Total Number of Schools <i>Not Meeting</i> AYP August 2003
	Number of YEARS <i>Not Meeting</i> Adequate Yearly Progress				
	1	2	3	4	
Title I Schools					
Elementary	68		1		69
Middle Schools	34	2	2		38
High Schools	11		1	2	14
Combined Schools	8				8
Non-Title I Schools					
Elementary	14				14
Middle Schools	86				86
High Schools	138				138
Combined Schools	6				6
Total	365	2	4	2	373

*Note: Due to insufficient data, 75 schools (6.1% of all schools) did not receive ratings in August 2003.

Source: Oregon Department of Education

Detailed AYP reports for Oregon public schools are available online at:
<http://www.ode.state.or.us/nclb/ayp/index.asp>

The Oregon Department of Education is developing a system of support services to all schools and districts. Educational professionals, both in the Department and in other educational organizations and agencies, will work with identified districts on effective support strategies, research-based educational practices, and data analysis. A structure that differentiates the levels of support for districts and schools, based on their prioritization of need, will be established. A statewide system of intensive, sustained support for low-performing schools will be established and implemented.

Highly Qualified Teachers

According to the new, federally required definition under the *No Child Left Behind* Act, 82% of all classes taught in Oregon's public schools have a "highly qualified teacher" compared to the national average of less than 55%. Oregon's percentage is even higher in classrooms where the student has the same teacher all day, as is the case in nearly all elementary schools and many middle schools. In these self-contained classes, 94% have highly qualified teachers.



Oregon requires teachers to be fully licensed in Oregon, hold at least a bachelor's degree, and meet state requirements to demonstrate mastery of subject knowledge, either by exam or major in the core academic area. All teachers of core academic subjects (English, reading, language arts, math, science, foreign languages, social studies, and the arts) must meet the definition of highly qualified teacher by the 2005-06 school year.

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

As a requirement of the *No Child Left Behind Act*, if a school receives funds from the federal government because of the high poverty levels of its students, the school is required to send letters to the parents of students who are being taught by a teacher who is not designated as highly qualified. In Oregon and throughout the United States, students in high-poverty schools are less likely than other students to be taught by a highly qualified teacher.

Percent of Oregon Classes Taught by Highly Qualified Teachers* 2002-2003 School Year

TYPE OF CLASS	ALL CLASSES	CLASSES IN HIGH POVERTY SCHOOLS
All	82%	71%
Self-Contained	94%	90%
English	73%	58%
Foreign Languages	83%	70%
The Arts	84%	80%
Science	82%	65%
Math	78%	53%
Social Sciences	80%	63%

*2003 was the first year that Highly Qualified Teacher data was collected, in accordance with federal law.

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

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. The Oregon report cards were established by the 1999 state legislature and the first report cards were issued in January 2000.

School report cards describe student performance on statewide assessments, attendance, dropout rates, graduation with a CIM, class size, expulsions due to weapons, SAT scores, and teacher education and experience.

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

Overall Rating	2000 Report Card Results for the 1998-99 School Year	2001 Report Card Results for the 1999-00 School Year	2002 Report Card Results for the 2000-01 School Year	2003 Report Card Results for the 2001-02 School Year
Exceptional	39	43	50	91
Strong	389	459	564	399
Satisfactory	627	580	484	558
Low	43	17	14	27
Unacceptable	4	2	0	7
Not Rated*	105	116	105	148

*Beginning with the 2003 Report Card results for the 2001-2002 school year, a new overall rating formula was used, and therefore, comparisons are not valid between the first three report cards and the 2003 Report Card.

**Schools are not rated if they are new schools or small schools without enough data.



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.

Education benchmarks target Oregon's first strategic goal: "Quality jobs for all Oregonians". The following section is taken from "Is Oregon Making Progress? The 2003 Benchmark Performance Report".



STUDENT SUCCESS

Table III. Overview of Oregon's Progress – EDUCATION

BENCHMARK NUMBER & TITLE	IS OREGON MAKING PROGRESS?
Kindergarten – 12th Grade	YES
• BM18: Ready to Learn	Yes. 76% of Oregon kindergartners entered school ready to learn in 2002, up from 58% in 1997.
• BM19: 3 rd Grade Skill Levels	Yes. 3 rd grade reading and math showed marked improvement between 1991 and 2003.*
o Reading	Yes. In 2003@, 86% met or exceeded reading standards, up from 85% in 2002, and up from 52% in 1991.*
o Math	Yes. In 2003, 79% of students met or exceeded math standards, up from 77% in 2002, and up from 35% in 1991.*
• BM20: 8 th Grade Skill Levels	Yes, but. Since 2000, 8 th grade skill levels have improved for math, but not for reading.*
o Reading	Yes, but ...Up from 41% in 1991, 8 th grade reading has not surpassed the 64% achieved in 2000, and the percent for 2003 was only 63%.*
o Math	Yes. In 2003, 8 th grade math improved to 61%, up from 56% from 2000-2002. This was the first jump in 3 years.*
• BM21: Certificate of Initial Mastery	Yes. More high school graduates are receiving CIM diplomas: 31% in 2002, up from 26% in 2001.*
• BM22: High School Dropout Rate 1998 to	Yes. Oregon's High School dropout rate was reduced nearly 30%, from 6.9% in 1998 to 4.9% in 2002.
Post Secondary	YES
• BM23: High School Completion	Yes, but. About 90% have a high school education, but this has not improved significantly since 1994.
• BM24: Some College Completion	Yes. About 63% of Oregonians had completed some college in 2002, up from 53% in 1992.
• BM25: Postsecondary Credentials	Insufficient data to determine. About 30% of Oregonians have professional-technical credentials.
• BM26: College Completion	Yes. The percentage of Oregonians with college degrees has increased since 1992.
o Bachelor's	Yes. Oregonians with a bachelor's degree climbed steadily from 25% in 1992 to 31% in 2002.
o Advanced Degree	Yes. Oregonians with advanced degrees increased from 7% in 1990 to nearly 12% in 2002.
Skill Development	YES
• BM27: Adult Literacy	Unknown. In 1990 a higher than U.S. average percent of Oregonians had intermediate literacy skills.
• BM28: Computer/Internet Usage	Yes. The percentage of households using computers and accessing the Internet has increased.
o Computer	Yes. About 60% of Oregonians use computers for something other than e-mail and computer games.
o Internet	Yes. Oregonians accessing the Internet skyrocketed from 10% to 70% since 1992.
• BM29: Labor Force Skills Training	No. Workers receiving at least 20 hours of training ranged between 31% and 38% since 1994.

*Asterisked sections have been updated with the most current information by the Oregon Department of Education.

18

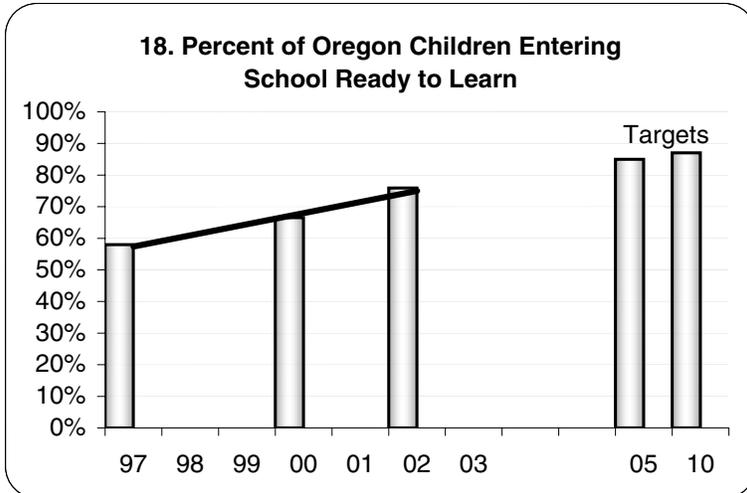
KEY - Ready to Learn

Percent of children entering school ready to learn

Making Progress?

Yes

Overall readiness to learn among kindergarteners has increased steadily according to the state's survey of kindergarten teachers, who assess their new charges in six areas -- physical well-being, language, learning, cognition, motor development and social skills.



Oregon Department of Education

State Agencies Linked

- Education
- Children & Families
- State Library

STUDENT SUCCESS

19a

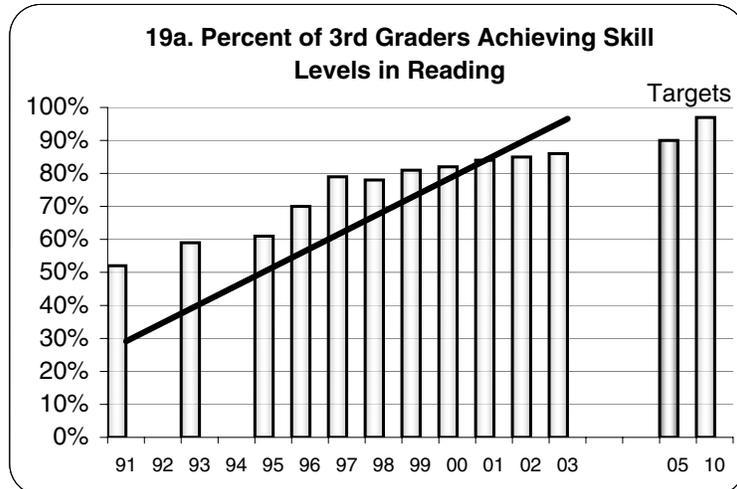
Third Grade Skill Levels - Reading

Percent of 3rd graders who achieve established skill levels - a. reading

Making Progress?

Yes

Progress has been slow but steady over the past six years. Reading by third grade is extremely important for a child's long term well-being.



Oregon Department of Education

State Agencies Linked

- State Library
- Education
- Teacher Standards & Practices

STUDENT SUCCESS

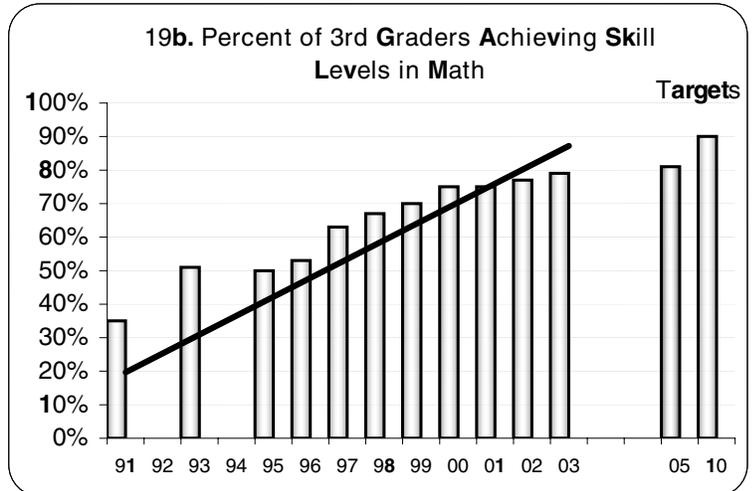
19b Third Grade Skill Levels - Math
 Percent of 3rd graders who achieve established skill levels - b. math

Making Progress?
Yes

Third grade math skills continue to increase slowly.

State Agencies Linked

- State Library
- Education
- Teacher Standards & Practices



How Oregon Compares - NAEP Scores

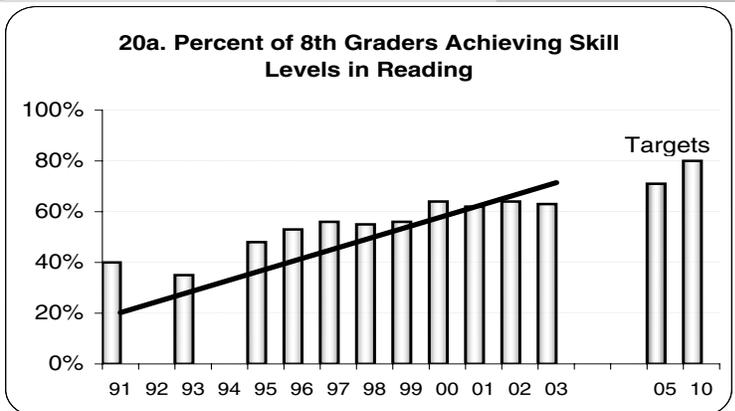
Oregon Department of Education

4th math	1996	2000
OR	223	227
U.S.	222	226

20a KEY - Eighth Grade Skill Levels - Reading
 Percent of 8th graders who achieve established skill levels - a. reading

Making Progress?
Yes, but

While the long term trend is positive, no progress has been made on this benchmark since 2000. However, Oregon 8th graders consistently score 5 points above the national average in Reading.



State Agencies Linked

- State Library
- Education - TSPC

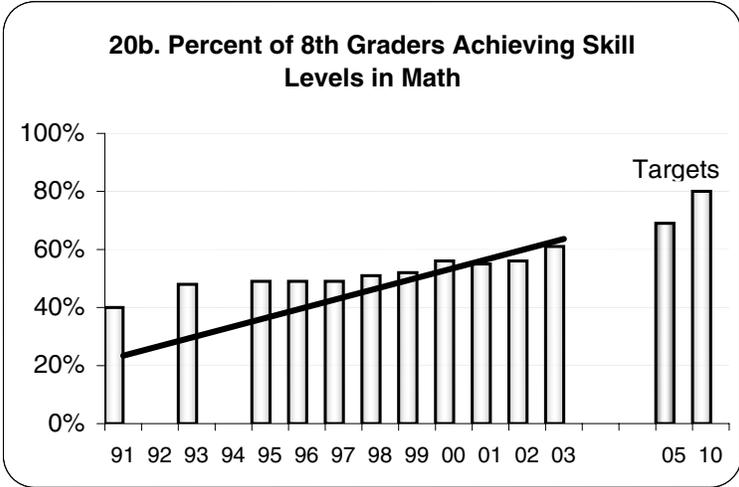
How Oregon Compares - NAEP Scores

Oregon Department of Education

8th reading	1998	2002
OR	266	268
U.S.	261	263

20b **KEY - Eighth Grade Skill Levels - Math** Making Progress?
Yes
 Percent of 8th graders who achieve established skill levels - b. math

After 2 years of no progress, in 2003 the eighth grade percent jumped from 56% to 61%. Also, Oregon 8th graders consistently score above the national average on standardized tests.



State Agencies Linked

- State Library
- Education
- Teacher Stand. & Pract.

How Oregon Compares - NAEP Scores

8th math	1990	1996	2000
OR	271	276	281
U.S.	262	271	274

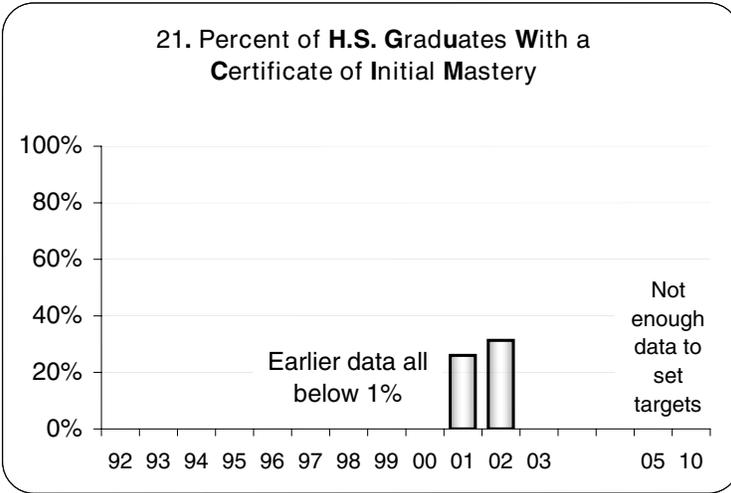
Oregon Department of Education

NAEP, The Nation's Report Card

STUDENT SUCCESS

21 **NEW - Certificate of Initial Mastery - CIM** Making Progress?
Yes
 Percent of high school graduates who attain a Certificate of Initial Mastery

An Oregon high school student may earn a CIM, meeting high standards for math, English, science and the arts. CIM is not required for graduation, but is a way for students to demonstrate competency in specific areas.



State Agencies Linked

- Education
- Teacher Standards & Practices

Oregon Department of Education

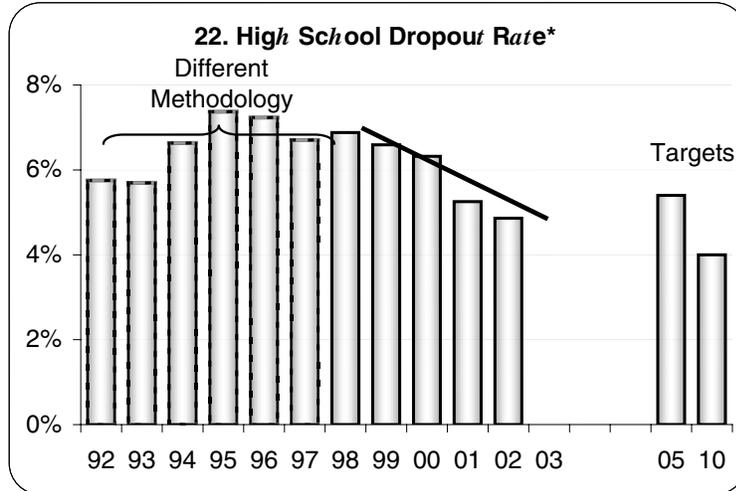
STUDENT SUCCESS

22 KEY - High School Dropout Rate
High school dropout rate

Making Progress?

Yes

Oregon's dropout rate has improved markedly in recent years. Those without a high school degree earn, on average, half of what those with associate degrees earn, and about one third of what college graduates earn.



Oregon Department of Education

State Agencies Linked

- Education
- Children & Families
- Human Services

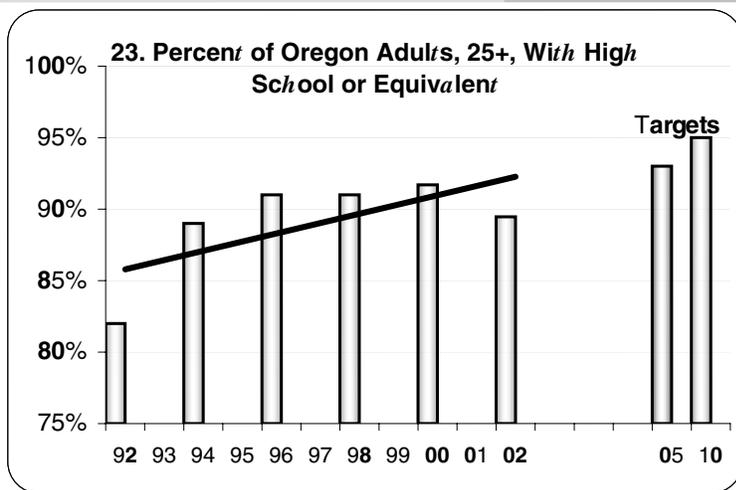
*Dropout is the percent of students per class each year who leave the public K-12 school system from grades 9-12 before receiving a high school diploma or GED.

23 High School Completion
Percent of Oregon adults, 25+, who have completed high school or equivalent

Making Progress?

Yes, but

The ten year trend is positive, but with the drop in 2002, net improvement since 1994 is negligible. Oregon is above average compared to other states.



Oregon Population Survey

State Agencies Linked

- Education
- Community Colleges and Workforce Development

How Oregon Compares

1996	1997	1998	1999	2000	
8th	22nd	19th	20th	14th	WA Office of the Forecast Council

24

Some College Completion

Percent of Oregon adults, 25+, who have completed some college

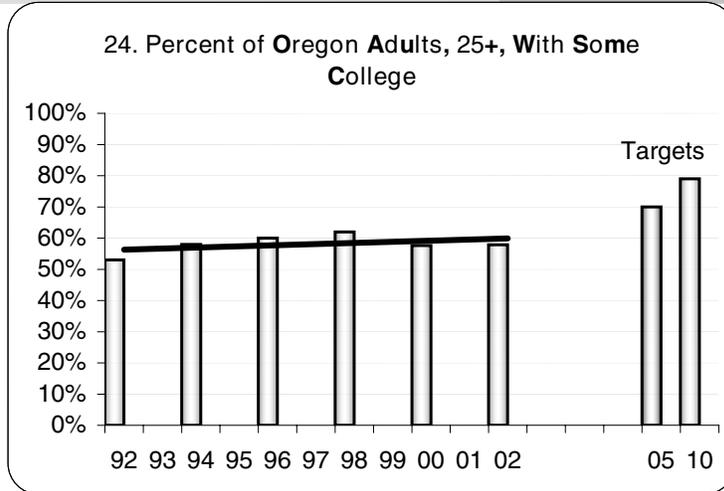
Making Progress?

Yes

Oregon has seen slow improvement in this benchmark since 1992. Some experts believe that having some college is a good measure of the training potential of the workforce.

State Agencies Linked

- Education
- University System
- Community Colleges and Workforce Development
- Student Assistance Commission



Oregon Population Survey

STUDENT SUCCESS

25

Postsecondary Credentials

Percent of Oregon adults, 25+, who have postsecondary professional-technical credentials

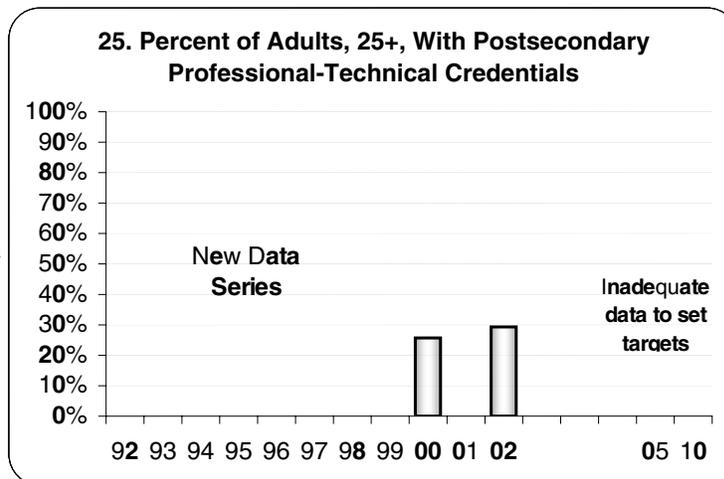
Making Progress?

Unknown

This includes those who have an associate degree related to an occupation and those who have some type of professional certification. Targets are not yet set due to inadequate data.

State Agencies Linked

- Education
- Community Colleges and Workforce Development
- Student Assistance Commission
- Labor & Industries



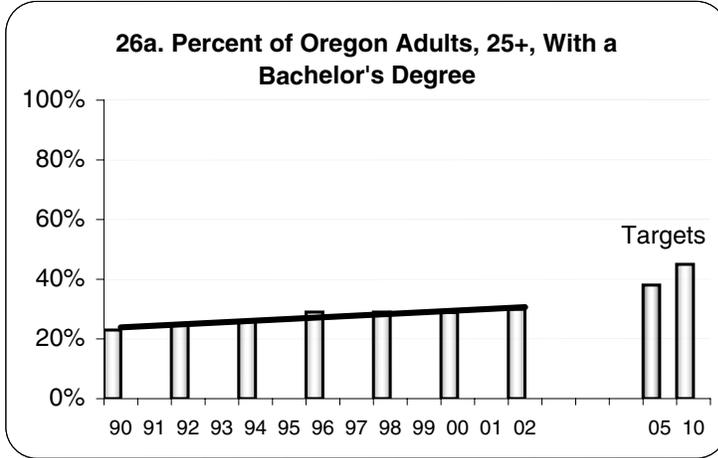
Oregon Population Survey

STUDENT SUCCESS

26a **KEY - College Completion - Bachelor's** Making Progress? **Yes**
 Percent of Oregon adults, 25+, who have completed -
 a. bachelor's degrees

According to the U.S. Department of Labor, about half of the fastest growing occupations in the U.S. require at least a bachelor's or master's degree.

- State Agencies Linked**
- University System
 - Education
 - Student Assistance Comm.



Oregon Population Survey

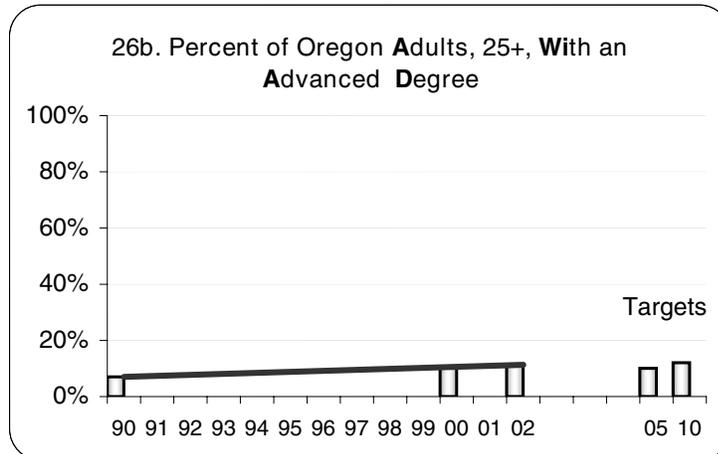
How Oregon Compares

In 2000, Oregon ranked 15th in the nation for percent of adults with a bachelor's degree or greater. WA Office of the Forecast Council

26b **KEY - College Completion - Advanced** Making Progress? **Yes**
 Percent of Oregon adults, 25+, who have completed -
 b. advanced degrees

According to the Oregon Population Survey, more than one adult in ten has an advanced degree in Oregon. In 2000, the U.S. Census reported Oregon at 8.7%, close to the U.S. average of 8.9%.

- State Agencies Linked**
- University System
 - Education
 - Student Assistance Commission



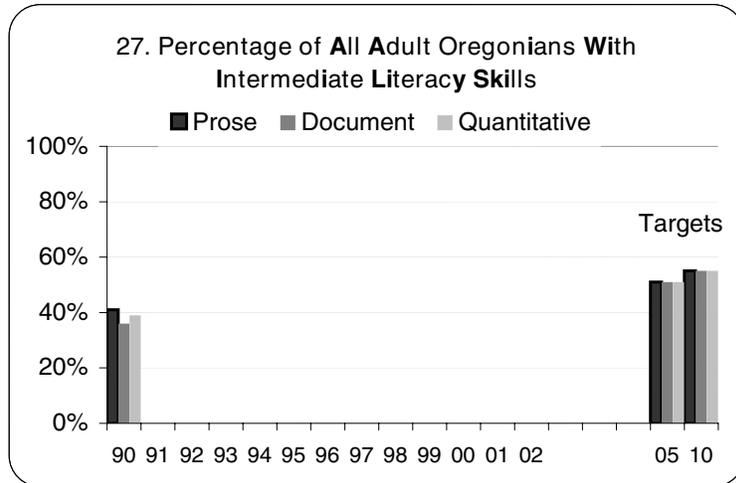
Oregon Population Survey

27 **KEY - Adult Literacy** **Making Progress?**
 Percent of adult Oregonians with intermediate literacy skills **Unknown**

Gauges the percent of Oregonians satisfying the first 2 of 5 levels of literacy skill. In 1990, 15% satisfied level 1, most basic, requirements in 1990 and 38% satisfied levels 1 or 2. A new federal literacy estimate for Oregon will be available in 2004.

State Agencies Linked

- Education
- Community Colleges and Workforce Development



Oregon Office of Community College & Workforce Developpt.

How Oregon Compares - % Satisfying Levels 1 and 2, 1990

Oregon - 38%, Washington, 35% National Adult Literacy Survey

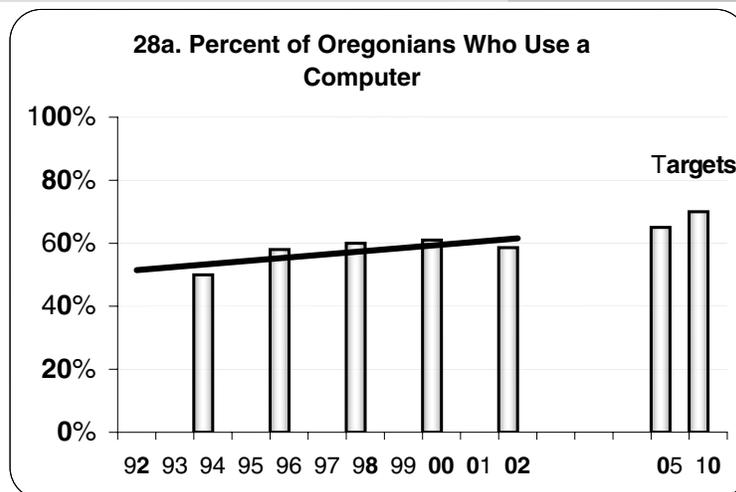
STUDENT SUCCESS

28a **Computer Usage** **Making Progress?**
 Percent of adults who use a computer or related electronic device to - a. create documents, graphics or analyze data **Yes**

About 60% of Oregonians report that they use a computer for something other than e-mail and playing computer games. This percent has changed little since 1996.

State Agencies Linked

- Economic & Community Development
- Community Colleges and Workforce Development



Oregon Population Survey

STUDENT SUCCESS

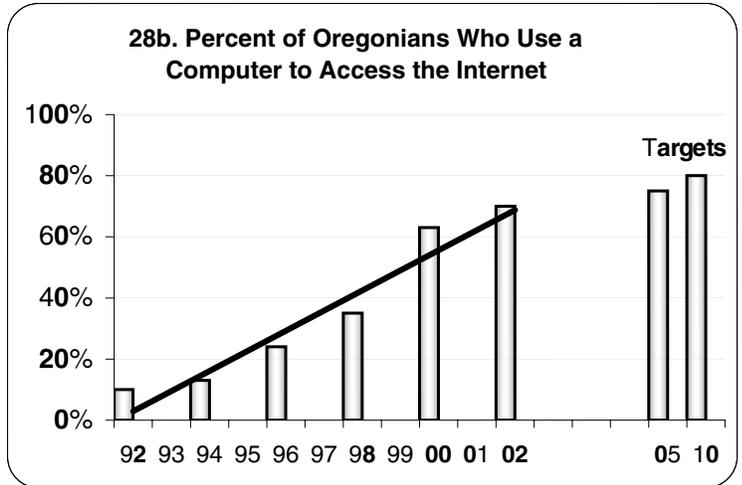
28b **Internet Usage**
Percent of adults who use a computer or related electronic device to - b. access the Internet

Making Progress?
Yes

The percent of adults who access the Internet has skyrocketed from about 10% to 70% since 1992.

State Agencies Linked

- Economic & Community Development
- Community Colleges and Workforce Development



Oregon Population Survey

How Oregon Compares

In 2000, Oregon ranked fifth in the nation for percent of households with Internet access.

National Telecommunications & Information Admin.

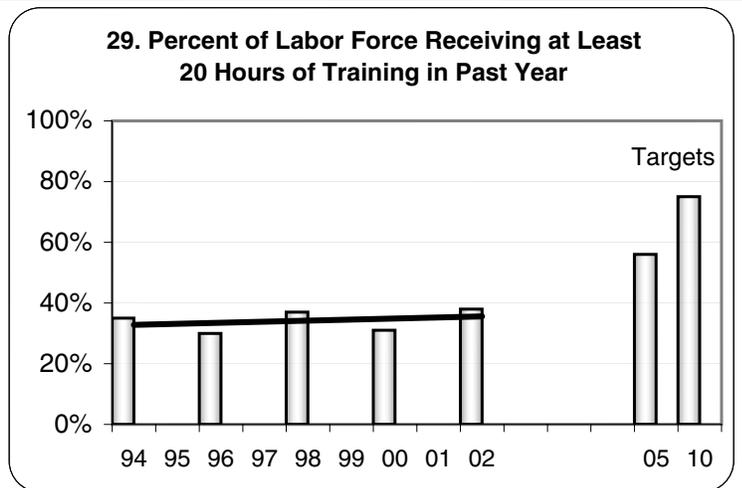
29 **Labor Force Training Skills**
Percent of the labor force who received at least 20 hours of skills training in the past year

Making Progress?
No

Only about one worker in three receives at least twenty hours of skill training per year in Oregon. No national comparisons exist for this important workforce measure.

State Agencies Linked

- Community Colleges and Workforce Development
- Education
- Administrative Services



Oregon Population Survey



Demographic Changes at a Glance

Demographics	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change in Number of Students	Percent Change
Enrollment	1992-1993		2002-2003		1992-93 to 2002-03	
Elementary	266,828	52.4	254,983	46.5	-11,845	-4.4
Middle	88,212	17.3	116,277	21.1	28,065	+31.8
High	146,079	28.7	164,785	30.1	18,076	+12.8
Combined	7,561	1.5	4,642	0.8	-2,919	-38.6
Charter	--	--	1,959	0.4	1,959	n/a
Alternative	595	0.2	5,891	1.1	5,296	+890.0
TOTAL	509,275	100.0	548,537	100.0	39,262	+7.4
Racial/ Ethnic	1992-1993		2002-2003		1992-93 to 2002-03	
White	446,251	87.5	422,484	76.3	23,767	-5.3
African American	12,220	2.4	16,462	3.0	4,242	+34.7
Hispanic	27,115	5.3	67,591	12.2	40,476	+149.3
Asian/Pacific Islander	15,360	3.0	22,742	4.1	7,382	+48.1
Native American	9,176	1.8	12,005	2.2	2,829	+30.8
Not reported			12,787	2.3	12,787	
TOTAL	510,122	100.0	554,071	100.0	91,483	+17.9
Special Education	1992-1993		2002-2003		1992-93 to 2002-03	
	54,952	10.8	71,875	13.0	16,923	+30.8
English Language Learners	1992-1993		2002-2003**		1992-93 to 2002-03	
	12,387	2.4	**52,588	**9.5	40,201	+324.5
Free & Reduced Lunch*	1995-1996*		2002-2003		1995-96* to 2002-03	
	158,548	31.1	211,501	38.9	52,953	+33.4

STUDENTS & STAFF

NOTE: Enrollment totals vary slightly because of variations in how and when the data is collected.

*Data for Free or Reduced Lunch is not available for 1992-93.

**Data collected for 2001-02, but reported in 2002-03.

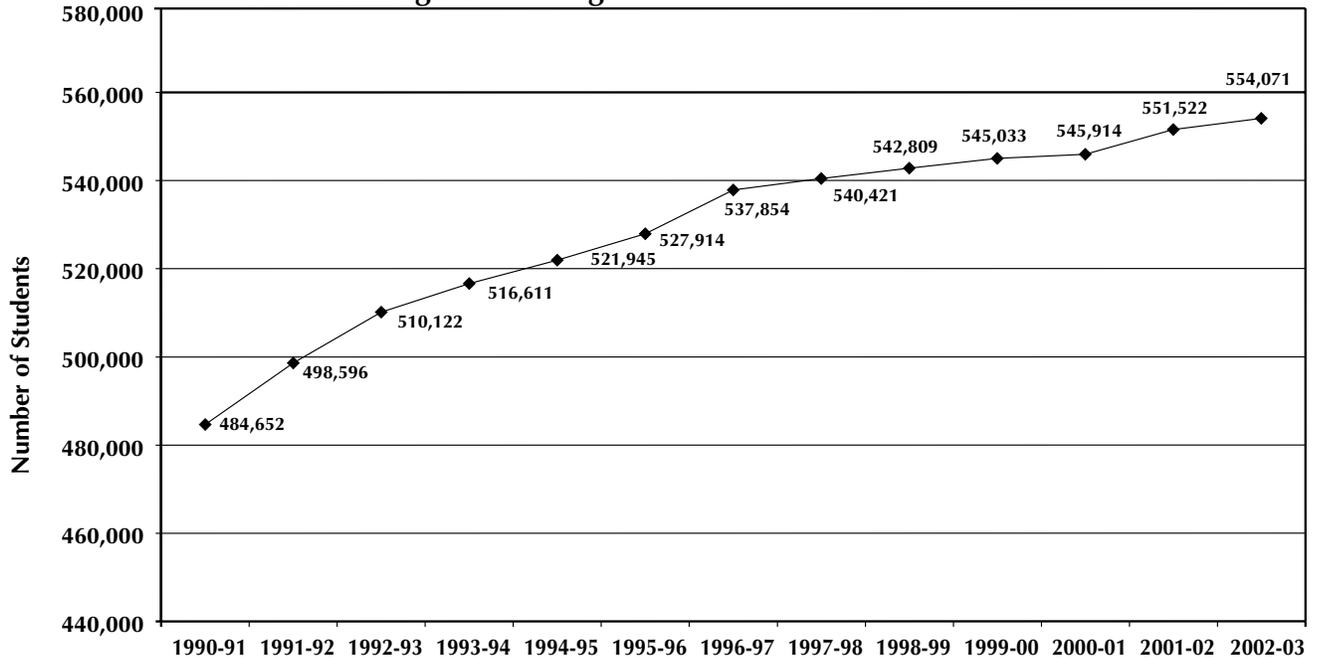
Source: Oregon Department of Education

Student Enrollment



Overall student enrollment in Oregon public schools has risen steadily since 1990, with a total increase of 69,419 students. The Oregon Department of Education marked an all time high of 554,071 students enrolled in public schools in 2002-2003, a 14.3 percent increase since 1990. Based on population projections, this enrollment increase is expected to continue.

**1990-91 through 2002-03 October 1 Enrollment
Number of Kindergarten through 12th Grade Students**



From 1990-91 to 2002-03, Oregon school enrollment increased by 14.3% and is expected to continue to rise.

STUDENTS & STAFF

While student enrollment was up 14.3 percent, the teacher count (in full-time equivalent positions) increased only 3.8 percent since 1990, from 26,173.9 teachers statewide in 1990-91 to 27,157.6 teachers in 2002-03. About 10.5 percent of the teacher increase occurred between 1998 and 2000 as federal class size reduction funding became available.



Because the increase in students has been far greater than the increase in teachers, student-teacher ratios 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.)

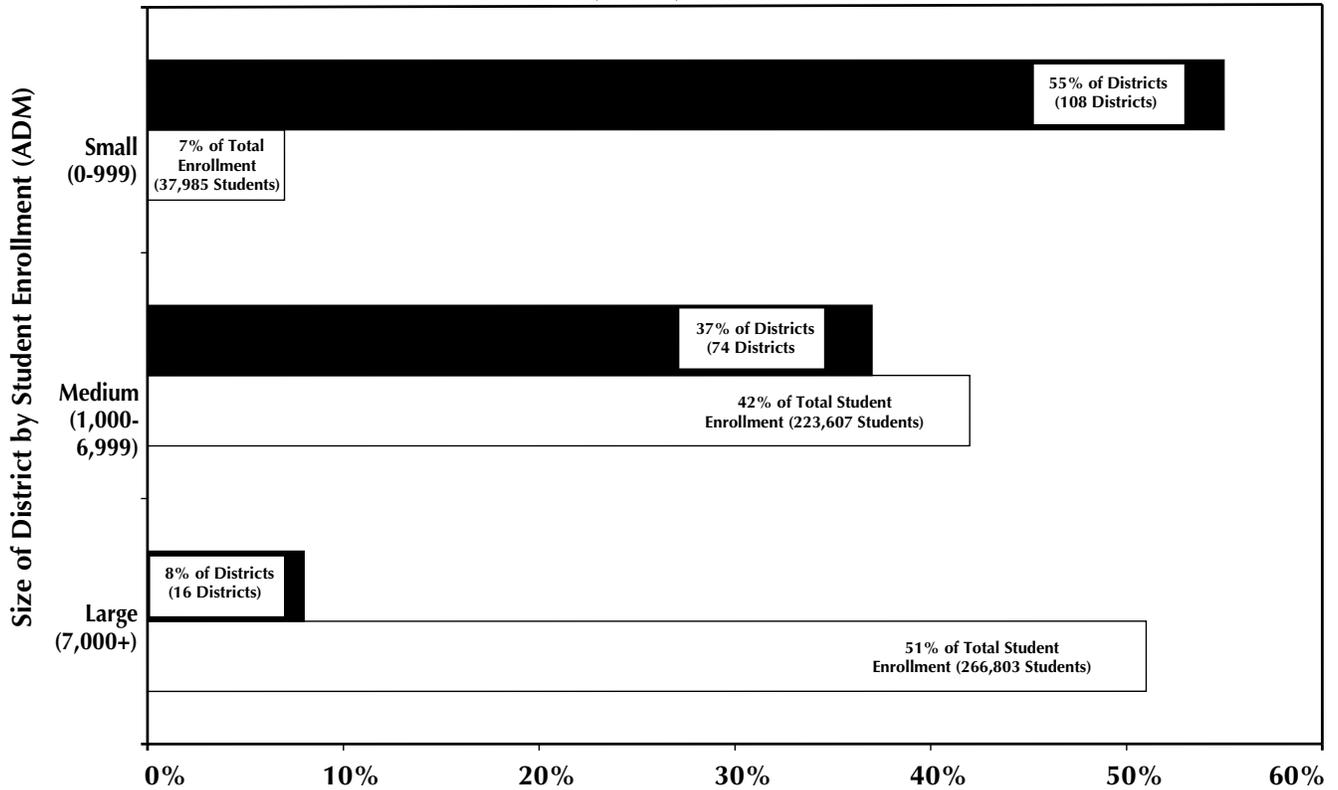
For 2002-03, student teacher ratios are nearly identical for elementary, middle, and high schools. Since 1990-91, elementary and middle school ratios have gone up 1.9 students per teacher, while the high school ratio has gone up 2.9 students per teacher.

STUDENT-TEACHER RATIOS		
Type of School	1990-1991	2002-2003
Elementary School	18.7	20.6
Middle School	18.6	20.5
High School	17.7	20.6



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

**Percent of Oregon School Districts by Size of Student Enrollment
Percent of Student Enrollment (ADM) 2002-03**

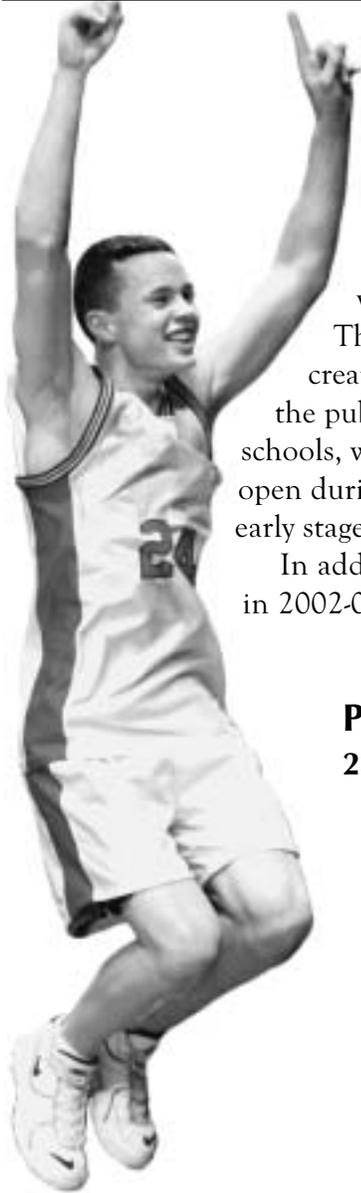


More than half (55%) of Oregon school districts are small, with only 7% of the total statewide student enrollment. Only 8% of school districts are large, but they have 51% of total statewide student enrollment.

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Public, Private, Charter, and Home Schools



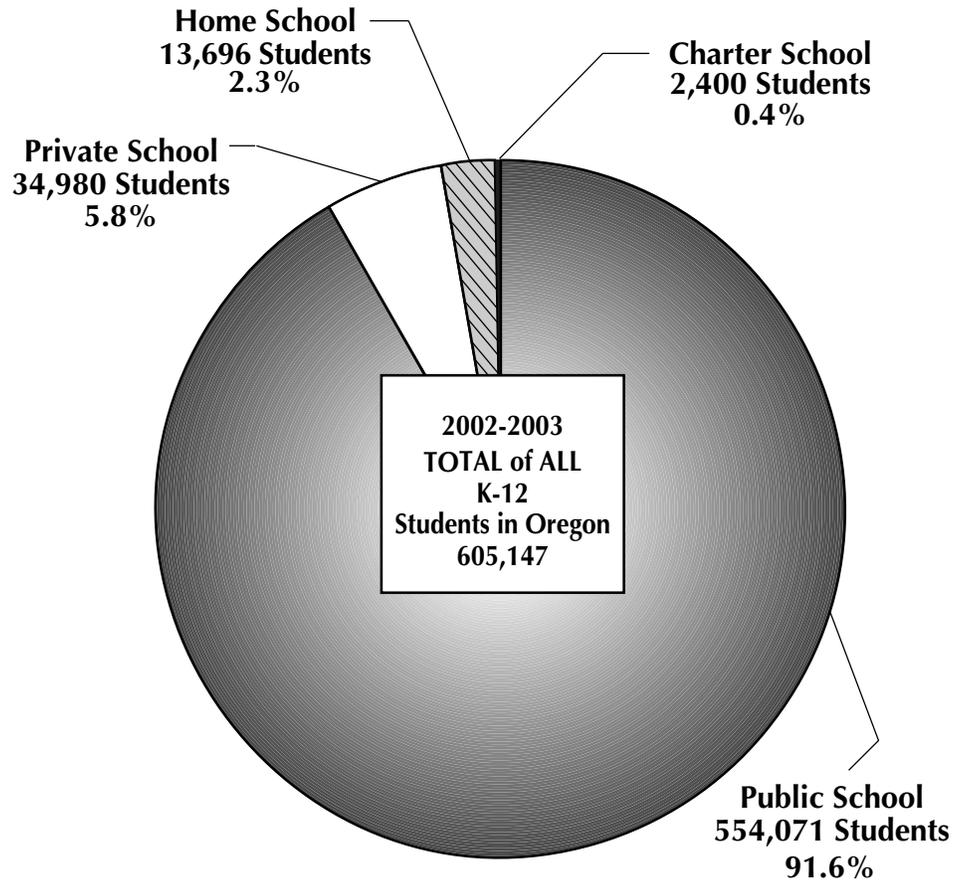
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In 1990-91, Oregon K-12 public schools had an enrollment of 484,652 students compared to 29,835 students enrolled in private schools. By 2002-03 those figures had risen to 554,071 public school students and 34,980 private school students.

Of particular interest in the trend data 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 the 2002-03 school year there were 24 charter schools, with nearly 2,400 students enrolled. An additional 17 charter schools will open during the 2003-04 school year, and there are 35 other charter grants in the early stages of charter school development.

In addition, it is estimated that another 13,696 students were home-schooled in 2002-03.

Percent of Student Enrollment by Type of School 2002-2003



Minority Student Population Increases

The numbers of minority students in general and Hispanic students in particular have risen significantly in Oregon schools. Minority enrollment rose to 21.5 percent of total enrollment in 2002-2003, up from 11.2 percent in 1990. Between 1990-91 and 2002-03, there was a total increase of 69,419 students in Oregon public schools. Of this number, 93.1 percent (64,661 students) were from minority populations.

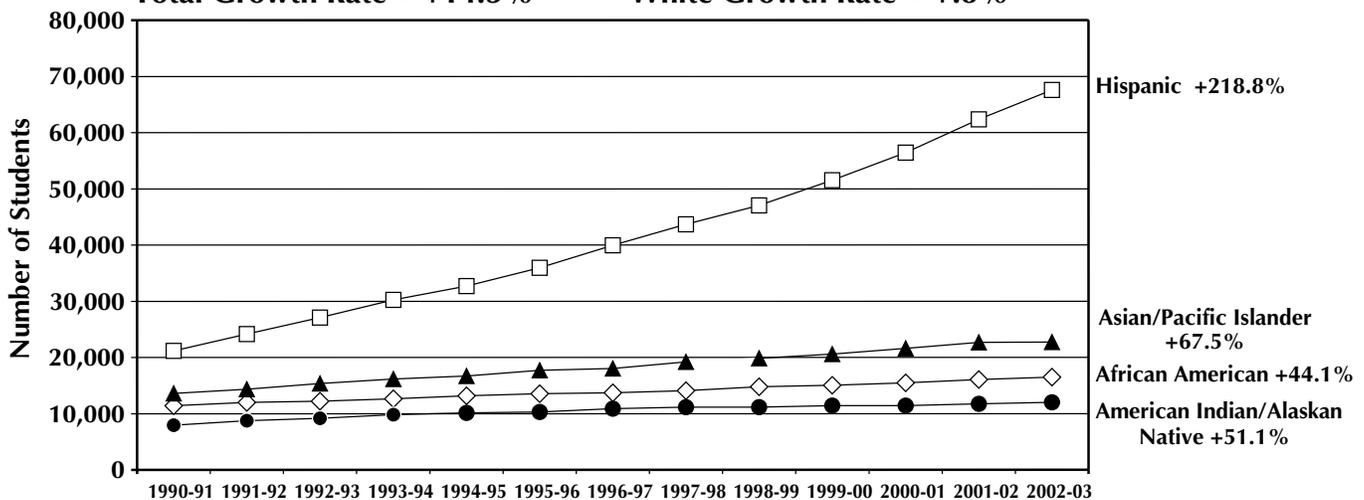


Seven out of ten new minority students were Hispanic. Between 2001-02 and 2002-03, the number of Hispanic students enrolling in Oregon schools increased 8.4 percent, from 62,373 to 67,591 students.

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Oregon Public School Enrollment by Race/Ethnicity 1990-91 to 2002-03 With Growth Rates

Total Growth Rate = +14.3% White Growth Rate = +.8%



From 1990-91 to 2002-03, there was a 218.8% increase in Hispanic students. Asian/Pacific Islander, African American, and American Indian/Alaskan Native students also posted significant increases, while increases for ALL Students (14.3%) and White students (.8%) were much smaller.

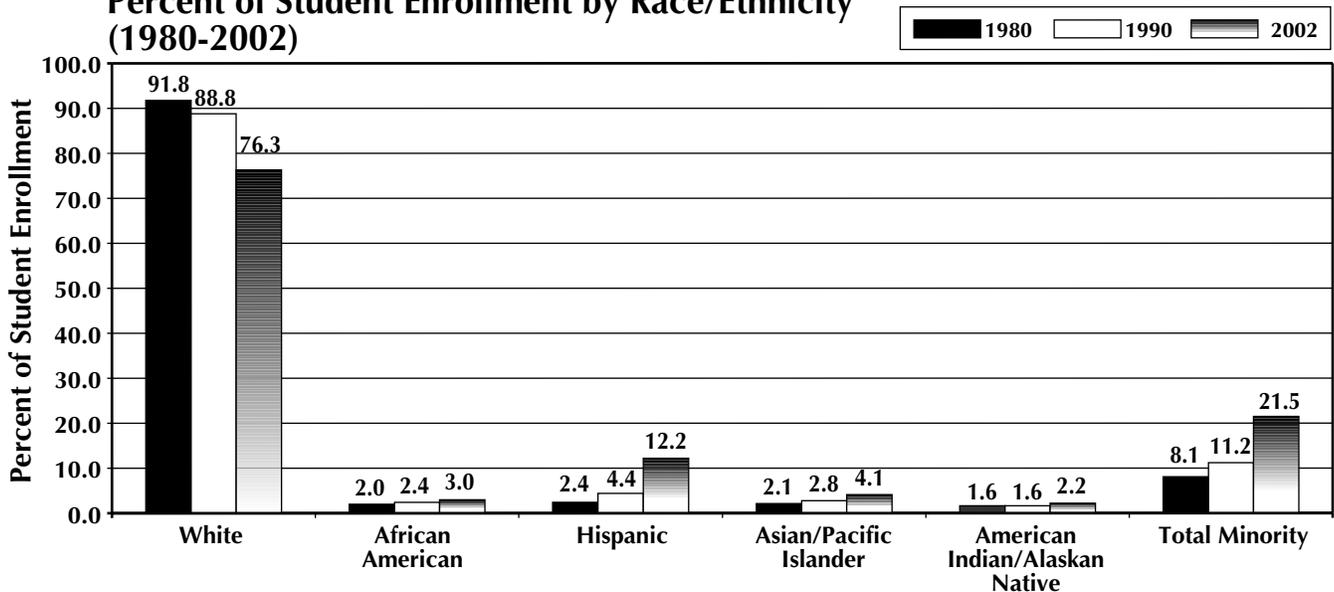
Student Enrollment

FALL ENROLLMENT* BY RACE/ETHNIC ORIGIN							
SCHOOL YEAR	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN/PACIFIC ISLANDER	AMERICAN INDIAN/ALASKAN NATIVE	RACE/ETHNICITY NOT REPORTED	TOTAL
2002-03	422,484	16,462	67,591	22,742	12,005	12,787	554,071
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 for each school year.

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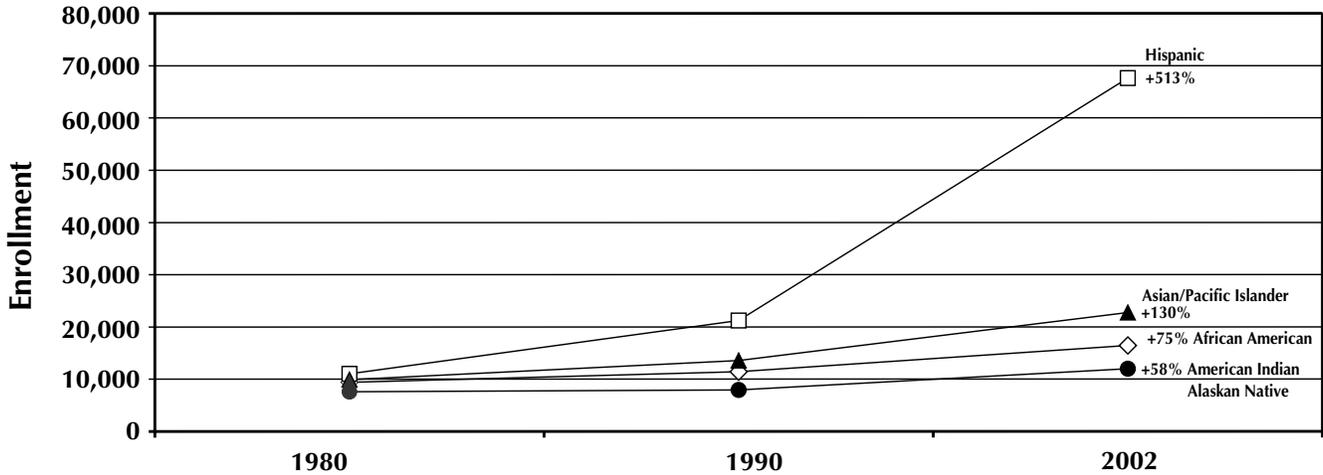
Percent of Student Enrollment by Race/Ethnicity (1980-2002)



While the White percent of student enrollment decreased, the Total Minority percent of student enrollment steadily increased, mainly driven by the increase in Hispanic students. (Not shown are the 2.3% of students of unknown ethnicity in 2002.)

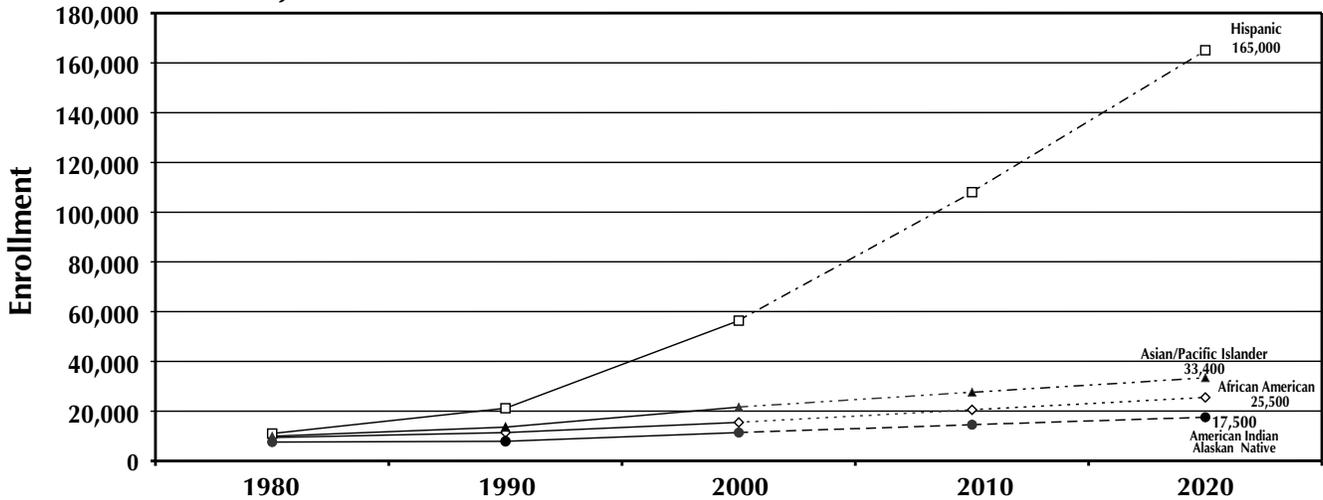
Minority Population Rises, *continued*

**Oregon Public School Actual Enrollment by Race/Ethnicity
1980-2002 With Growth Rates**
Total Growth Rate = +19.3% White Growth Rate = +.8%



Between 1980 and 2002, public school enrollment grew by 19.3% overall, driven by growth in non-White race/ethnicity enrollment. While the White growth rate was +.8%, Hispanic growth rate was +513%, from 11,022 students in 1980 to 67,591 students in 2002.

**Oregon Public School Minority Enrollment by Race/Ethnicity 1980-2002
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 data from 1980 through 2002. Solid lines = actual data; dotted lines = projections.)

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Language Diversity



According to data reported on the Limited English Proficient Students Survey of Districts, in the 2001-2002 school year there were 52,588 students (9.5 percent of ALL K-12 students) speaking at least one of 83 different languages, other than English. The most common second language was Spanish, with 39,729 students (7.2% of ALL students) speaking it.



15 Most Common Second Languages in Oregon Schools (K-12) 2001-2002

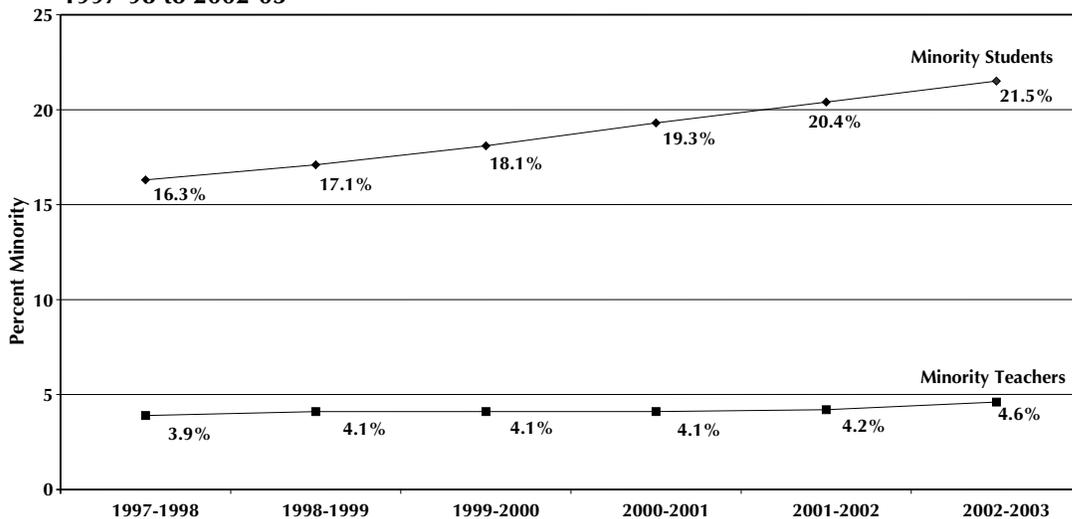
LANGUAGE	NUMBER OF STUDENTS SPEAKING 2ND LANGUAGE	PERCENT OF STUDENTS SPEAKING 2ND LANGUAGE	PERCENT OF ALL STUDENTS
Spanish	39,729	77.4%	7.2%
Russian	3,650	7.1%	0.7%
Vietnamese	1,668	3.2%	0.3%
Ukrainian	858	1.7%	0.2%
Hmong	591	1.2%	0.1%
Korean; Choson-o	541	1.1%	0.1%
Romanian	513	1.0%	0.1%
Chinese; Zhongwen	510	1.0%	0.1%
Cantonese	501	1.0%	0.1%
Japanese; Nihongo	295	0.6%	0.1%
Cambodian; Khmer	264	0.5%	0.0%
Laothian; Pha Xa Lao	241	0.5%	0.0%
Somali	216	0.4%	0.0%
Arabic	210	0.4%	0.0%
Tagalog	197	0.4%	0.0%

52,588 Students (9.5% of All K-12 Students) speak at least one of 83 different languages (other than English). Source: Oregon Department of Education; Limited English Proficient Students Survey.

Minority Teacher & Administrator Population Remains Steady Minority Gap Widens

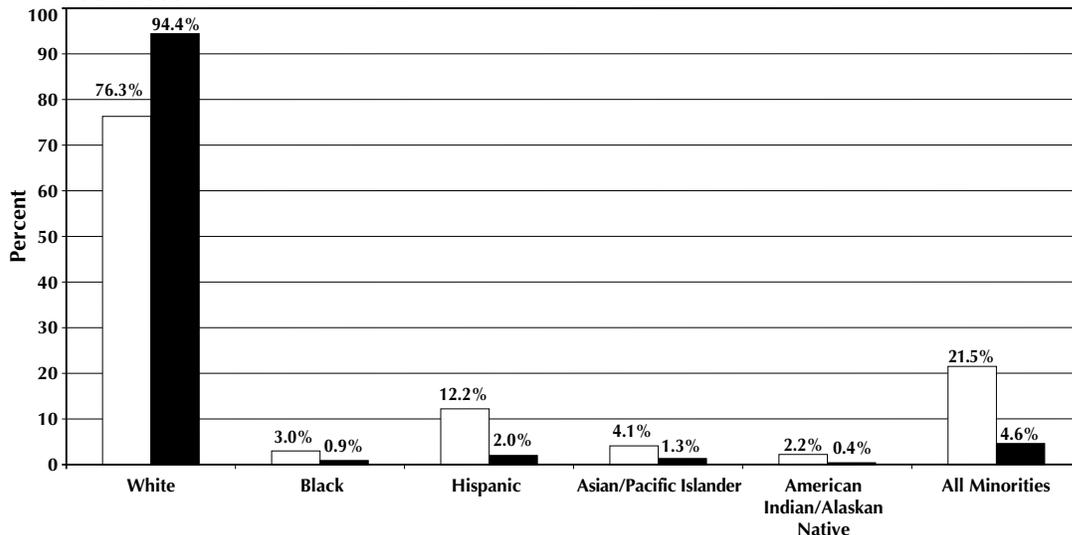
Oregon has made limited progress in hiring and retaining teachers and administrators of minority populations. Fifteen years ago, 2.1 percent of teachers and administrators were of minority populations. By 2002-03, that number had risen to 4.6 percent, up from 4.2 percent in 2001-02. However, the gap between the percent of minority students and the percent of minority teachers and administrators has become wider, because the ratio of minority students to all students has increased much faster than the ratio of minority teachers and administrators to all teachers and administrators. The student minority rate was 21.5 percent in 2002-03, up from 16.3 percent in 1997-98, while the percent of minority teachers and administrators was 4.6 percent in 2002-03, up from 3.9 percent in 1997-98.

**Percent Minority Students & Teachers
1997-98 to 2002-03**



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

**Race/Ethnicity of Students & Teachers
2002-2003**



The difference between teacher and student minority rates was most visible for Hispanics, where 12.2% of students were Hispanic compared to only 2.0% of teachers. 94.4% of teachers were White, compared to only 76.3% of students.

Homeless Students on the Increase

There has been a 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 2002-03, with Oregon's unemployment rate hovering around 8% (Oregon had the highest unemployment rate in the country for most of 2003), and the Oregon economy in a serious recession (in July 2003, there were 146,492 unemployed workers in Oregon), that figure had more than tripled to approximately 26,000 homeless school-aged children, or 4.7 percent of the total number of Oregon K-12 students. In addition to the student population, it is estimated that there were another 18,000 homeless pre-school-age children, bringing the total number of homeless children in Oregon under age 18 to 44,000.



As Oregon's economy has weakened, job loss, rental housing evictions, foreclosures and bankruptcies have created scores of families who are "new to poverty," joining thousands who were already struggling in both urban and rural areas. The search for housing and shelter, living wage jobs and better circumstances means more families are on the move. Frequent school and residence changes result in lost educational progress for students and more challenges for schools and teachers.

Under the federal McKinney-Vento Act definitions, a "homeless" child or family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, stay at motels or be living in tents or trailers for lack of alternative, adequate accommodations. Homeless children and youth are entitled to immediate public school enrollment despite lack of a permanent residence, or lack of records from a previous school.

The federal McKinney-Vento Act now requires every district to designate a Homeless Liaison to identify homeless students and assist them in enrolling and succeeding in school. To reduce frequent school changes, districts are required stabilize homeless students in one public school for the duration of school year, even though the transportation route might involve crossing district boundaries.

In Oregon, local sub-grant projects supplement the general education and Title I services provided to homeless students in over 60 districts. Services such as transportation, tutoring, after school and summer school, clothing and medical/dental care were provided to more than 7,300 homeless children and youth during the year by these projects.

Note: 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.

Free or Reduced Price Lunch Oregon Public Schools Number & Percent of All Students Eligible October 2002



COMBINED: Includes ALL School Types: Regular Schools, Alternative Schools, and Charter Schools

SCHOOL LEVEL	TOTAL NUMBER OF STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH	TOTAL NUMBER OF ALL STUDENTS OCTOBER 1, 2002	FREE AND REDUCED LUNCH ELIGIBLE STUDENTS AS A PERCENT OF ALL STUDENTS
Elementary	116,067	257,058	45
Middle	42,099	102,397	41
Junior High	4,643	13,560	34
High	46,307	165,661	28
Combined	2,385	5,508	43
TOTAL	211,501	544,184	38

By Type of School

SCHOOL TYPE AND LEVEL	TOTAL NUMBER OF STUDENTS ELIGIBLE FOR FREE AND REDUCED LUNCH	TOTAL NUMBER OF ALL STUDENTS OCTOBER 1, 2002	FREE AND REDUCED LUNCH ELIGIBLE STUDENTS AS A PERCENT OF ALL STUDENTS
REGULAR			
Elementary	115,547	254,285	45
Middle	42,084	102,278	41
Junior High	4,643	13,560	34
High	45,332	163,427	28
Combined	2,262	5,104	44
ALTERNATIVE			
Elementary	373	2,191	17
Middle	15	119	13
High	890	2,029	44
Combined	10	64	16
CHARTER			
Elementary	147	582	25
High	85	205	41
Combined	113	340	33

Source: Free & Reduced Price Lunch Web Survey, December 2002

Experienced, Highly Educated Workforce

Teachers

 Oregon teachers are experienced professionals. They have an average of 13.7 years of teaching experience, up from 13.4 years of experience in 2000-01. While the average Oregon teacher is 44.5 years old, the most often reported age is 52. 68.7 percent of all Oregon teachers and 85.0 percent of all elementary school teachers are female.

In 2002-03, 16.3 percent of Oregon teachers reported that their highest degree was a bachelor's degree; 34.6 percent of teachers reported that they had a bachelor's degree plus additional hours, but not a master's degree; 48.5 percent reported that they had a master's degree; and .4% reported that they had doctorates.

Oregon has a much larger percentage of teachers with graduate degrees than other western states. Data reported in an April 2002 Teacher Demographics of Western States Survey 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.



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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 April 02.xls

Administrators

 Oregon principals and assistant principals are experienced educators, reporting an average of 20.7 years of experience overall in 2002-03, with 11.6 years experience in their current districts.

In 2002-03, 88.8 percent of principals and assistant principals reported that their highest degree was a master's degree, 3.9 percent reported that their highest degree was a doctorate, 3.5 percent reported that their highest degree was a bachelor's plus additional hours, but not a master's, and 3.9 percent reported having only a bachelor's.

The number of Oregon school administrators (which includes part-time and full-time superintendents, assistant superintendents, principals, and assistant principals, and other licensed administrators) decreased by 7 percent—from 1,931 in 2001-02 to 1,795 in 2002-03.

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 2002-03, 17 percent of superintendents and 43 percent of principals were women.



All School Staff

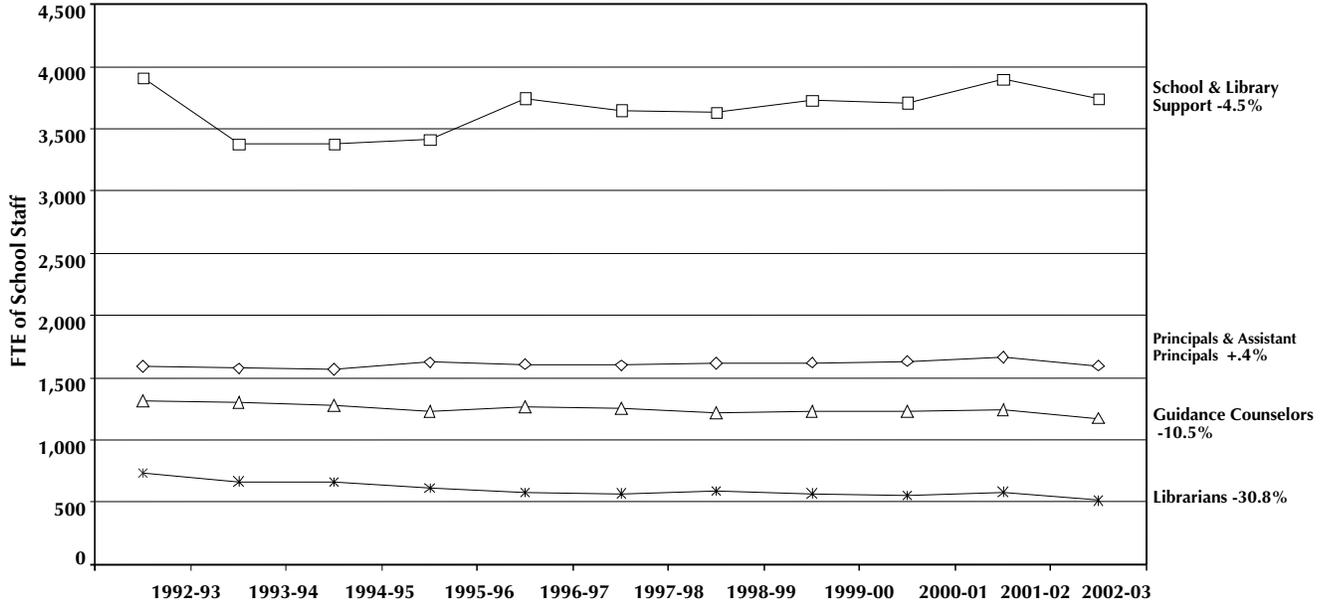
The total number of school employees—including teachers, administrators, and classified staff such as secretaries, instructional aides, bus drivers, cafeteria staff, and other support people—decreased by 3.4 percent, from 57,027.3 in 2001-02 to 55,099.9 in 2002-03.

2002-2003		
OREGON SCHOOL EMPLOYEES (FULL-TIME EQUIVALENT POSITIONS)		
	NUMBER	PERCENT
Teachers	27,157.6	49.3
District Administrators	664.8	1.2
School Administrators	1,598.2	2.9
Guidance Counselors	1,173.7	2.1
Librarians/Media Specialists	510.8	0.9
Other Staff	23,994.8	43.6
TOTAL	55,099.9	100.0

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**School Staff
Percent Change - 1992-93 through 2002-03**

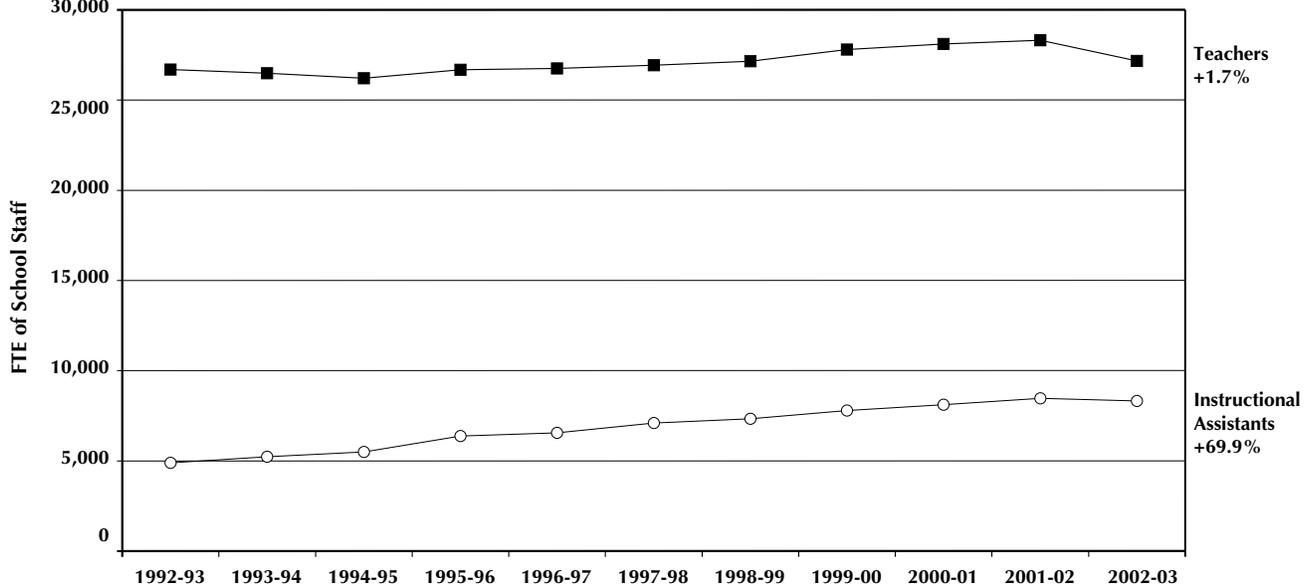
School & Library Support, Principals & Assistant Principals, Guidance Counselors, and Librarians



From 1992-93 through 2002-03, student enrollment was up +8.6%. For the same time period, librarians decreased by -30.8% and guidance counselors decreased by -10.5%. All four categories lost staff in the last year.

**School Staff
Percent Change - 1992-93 through 2002-03**

Teachers and Instructional Aides



From 1992-93 through 2002-03, while student enrollment was up +8.6%, the number of teachers increased by only 1.7%. Both the numbers of teachers and instructional assistants decreased in the last year, with a loss of 1,158 teachers and 146 Instructional assistants.

Special Programs

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

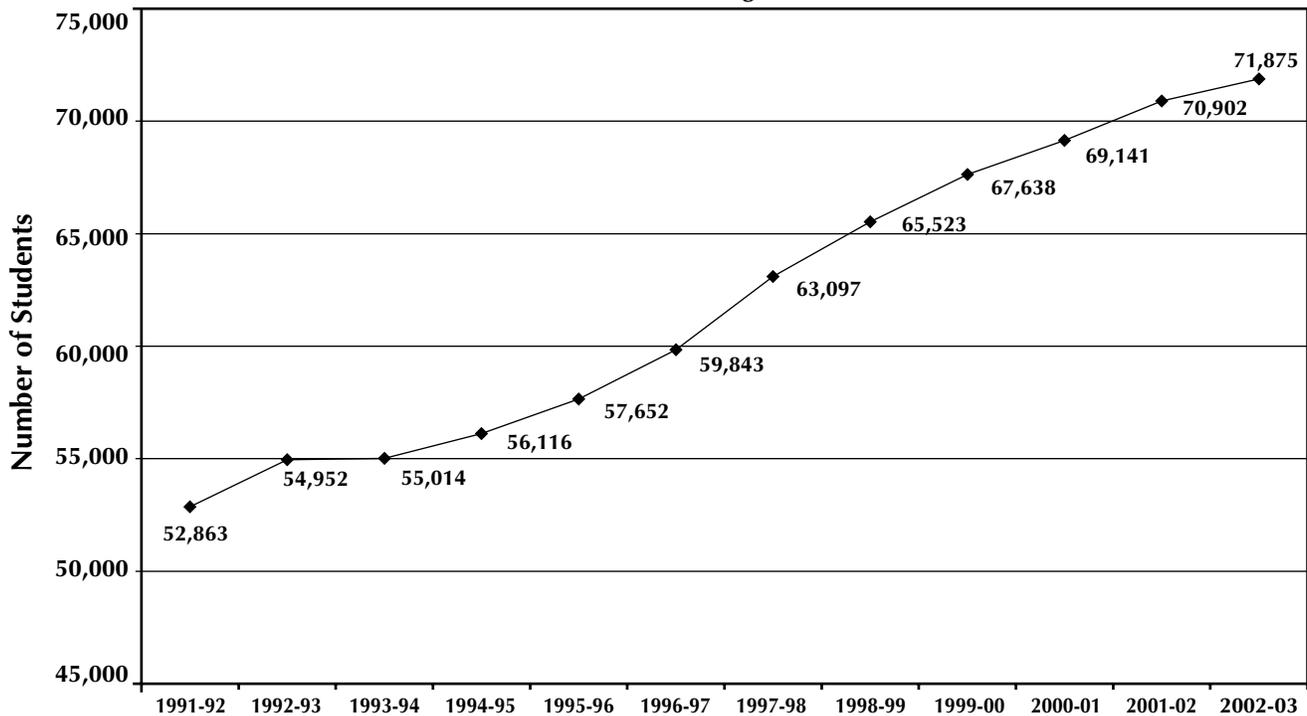
Special Education

The number of Oregon students receiving special education services through the federal Individuals with Disabilities Education Act (IDEA) has increased from 52,863 in 1991-92 to 71,875 in 2002-03, a 36.0 percent increase. The percent of students receiving special education services has increased from 10.6 percent of the total enrollment in 1991-92 to 13.0 percent in 2002-03. The graph and table below illustrate this growth.

Increase in Special Education Students 1991-92 through 2002-03

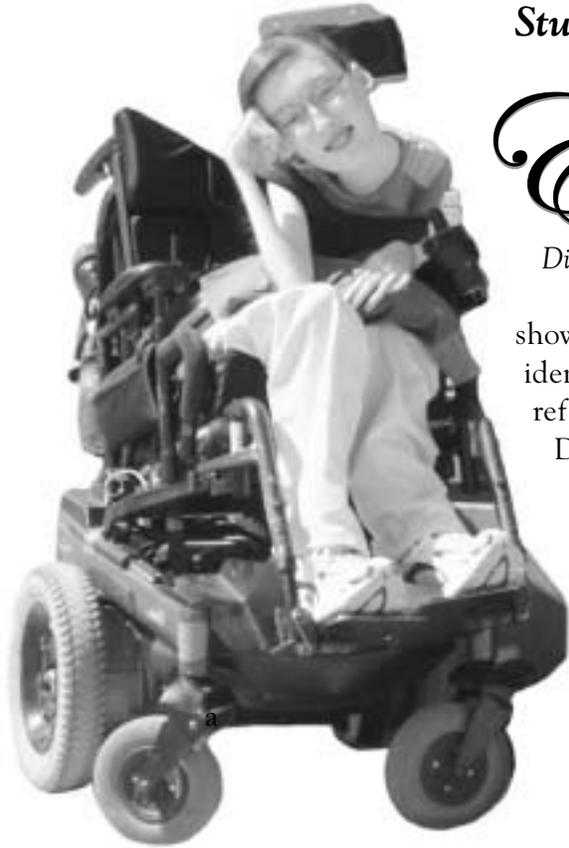
	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Special Education	52,863	54,952	55,014	56,116	57,652	59,843	63,097	65,523	67,638	69,141	70,902	71,875
Total Enrollment	498,614	510,122	516,611	521,945	527,914	537,854	541,346	542,809	545,033	546,986	551,679	553,115

**Increase in School-Age (Ages 5-21) Special Education Students
1991-92 through 2002-03**



From 1991-92 to 2002-03, there was a 36.0% increase in the number of special education students who received services. Students receiving services were 10.6% of total enrollment in 1991-92, and 13.0% in 2002-03.

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Students with Disabilities

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

Over time, several disability categories have shown 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 of school-age students in the last twelve years include Autism Spectrum Disorder with a 742.4 percent increase, and Other Health Impairment with 579.0 percent increase.

Number of Students with Disabilities Receiving Special Education Services

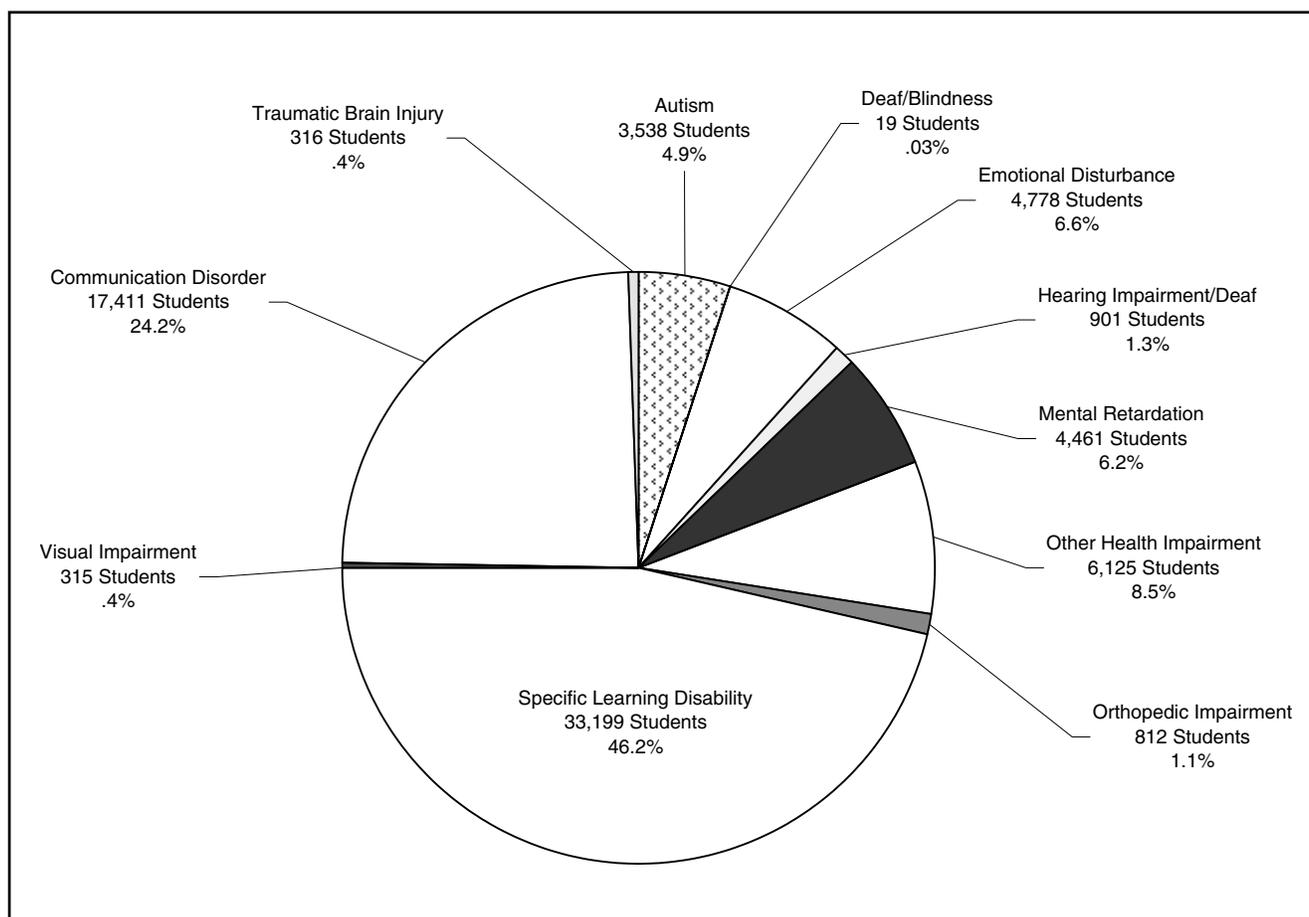
	1991-92 SCHOOL YEAR	2002-03 SCHOOL YEAR	PERCENT CHANGE
Autism	420	3,538	742.4%
Deaf/Blindness	8	19	137.5%
Emotional Disturbance	3,276	4,778	45.8%
Hearing Impairment/Deaf	1,137	901	-20.8%
Mental Retardation	3,686	4,461	21.0%
Other Health Impairment	902	6,125	579.0%
Orthopedic Impairment	857	812	-5.3%
Specific Learning Disability	28,288	33,199	17.4%
Visual Impairment	337	315	-6.5%
Communication Disorder	13,952	17,411	24.8%
Traumatic Brain Injury	Not Collected	316	NA
TOTAL	52,863	71,875	36.0%

Special Education

71.2 percent of Oregon's special education students are served in regular classroom settings, while 16.5 percent are served in resource room settings, and 9.9 percent are served in separate classes. The remaining students are most often served in settings outside the regular school.

The pie chart below shows the 2002-03 number and percent of students with each type of disability. One category, Traumatic Brain Injury, was not used as a category until 1992-93. Prior to 1992, students with these injuries would have been classified in other categories. Also, Communications Disorder is now the preferred term for Speech/Language Disability.

School Age Students with Disabilities Receiving Special Education Services 2002-03 School Year – 71,875 Students



In 2002-03, the largest disability category for school-age children was Specific Learning Disability, with 33,199 students, a percent change of 17.4% from the 1991-92 number of students (28,288). The next largest category was Communication Disorder (formerly Speech/Language Disability), with 17,411 students, a percent change of 24.8% from the 1991-92 number of students (13,952).

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Federal Compensatory Education Programs

Districts and schools may qualify for additional resources to support students 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 districts provide students with the supplemental assistance needed to succeed in school.

Under the Elementary and Secondary Education Act (ESEA), reauthorized in 2001 as the *No Child Left Behind Act*, students are served in the following programs:

- **Title IA** Improving the Academic Achievement of the Disadvantaged Students
- **Title IB** Reading First; Family Literacy Program
- **Title IC** Education of Migrant Children
- **Title ID** Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- **Title IF** Comprehensive School Reform
- **Title II** Preparing, Training, and Recruiting High Quality Teachers and Principals; Enhancing Education Through Technology
- **Title III** Language Instruction for Limited English Proficient Students and Immigrant Education
- **Title IV** Safe and Drug-Free Schools; 21st Century Community Learning Centers
- **Title V** Innovative Programs
- **Title VI** Flexibility and Accountability
- **Title VII** Indian, Native Hawaiian, and Alaskan Native Education
- **Title X** McKinney-Vento Act: Homeless Education Act.



If the language spoken in the home is not English, the student may receive assistance through Limited English Proficient Programs or bilingual programs to help them develop English language proficiency and meet academic standards. In 2002-03, about 52,600 students received these services.

There were approximately 29,500 students who qualified for migrant education services in the 2002-03 school year. More than 90,000 students benefited from supplemental resources and assistance through Title IA programs.

Early Childhood – Oregon Pre-Kindergarten Programs



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

In 2003 a family of four with an annual income of no more than \$18,400 was eligible for Oregon Head Start Pre-Kindergarten. This is substantially lower than the 2003 eligibility

requirements for the Free or Reduced Lunch Program, which call for annual incomes of no more than \$23,530 for free lunch and of no more than \$33,485 for reduced lunch.

From 1990-91 to 2001-03, Oregon has more than doubled the percent of children served by Oregon Pre-Kindergarten services. However, almost 40 percent of the eligible children do not yet have access to the program, and grantees report long waiting lists of eligible children. Providing for services to these children continues to be a top priority for the State Board of Education and the Department of Education.



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SCHOOL YEAR	NUMBER OF CHILDREN ELIGIBLE FOR SERVICES*	NUMBER OF CHILDREN SERVED	PERCENT OF ELIGIBLE CHILDREN SERVED
2000-2001	15,688	8,301	53%
2001-2002	15,707	9,742	62%
2002-2003	15,952	9,742	61%

*The number of Children Eligible for Services is calculated using the 2000 Census poverty rate of 17.4%

TAG • Talented and Gifted

Talented and gifted children are those children who require special educational programs or services, beyond those normally provided by the regular school program, “in order to realize their contribution to self and society.” (ORS 343.395)
TAG students demonstrate outstanding ability or potential in one or more of the following areas: general intellectual ability, unusual academic ability, creative ability, leadership ability, and ability in the visual or performing arts.



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Oregon school districts are required to identify talented and gifted students K-12 and to provide educational programs or services to the talented and gifted students enrolled in public schools.

Numbers of TAG Students in Oregon By Category

	INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED	POTENTIALLY GIFTED	GIFTED IN CREATIVITY, LEADERSHIP, VISUAL & PERFORMING ARTS*	TOTAL
1999-2000	16,020	24,082	3,040	942	44,084
2000-2001	17,335	24,426	3,541	1,411	46,713
2001-2002	15,233	24,295	1,848	678	42,054
2002-2003	14,677	24,694	2,481	524	42,376

*Identification of students and provision of services to students in this category optional in Oregon

Alternative Education Programs

Data reported by school districts to the Oregon Department of Education show that in October 2002, 150 school districts offered 776 alternative education programs, which served 20,984 students.

School districts recommend and provide alternative education programs for students who need

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

Alternative education programs are also provided for students who

- are pregnant or are parenting
- have been expelled from school
- have dropped out of school, or are at risk of dropping out



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Type of Operation

Most alternative education programs are operated by school districts. In 2002, 395 school district alternative education programs provided services to 15,396 students, which was 73.4% of the total number of alternative education students served. In addition, 239 private alternative education programs provided services to another 3,469 students, which was 16.5% of the total number of students served. There were also a smaller number of alternative programs operated by community colleges and ESDs.

Alternative Education Programs in Oregon

By Type of Operation • October 2002

TYPE OF OPERATION	NUMBER OF PROGRAMS	PERCENT OF PROGRAMS	NUMBER OF STUDENTS SERVED	PERCENT OF ALTERNATIVE ED. STUDENTS SERVED
Resident School District	298	38.4	14,568	69.4
Another School District	97	12.5	828	4.0
Private Program	239	30.8	3,469	16.5
Community College	80	10.3	1,003	4.8
Education Service District (ESD)	62	8.0	1,116	5.3
TOTAL	776	100.0	20,984	100.0

Type of Program Service

Many of the 776 alternative education programs offered more than one type of program service. Most programs offered services to Students With At Risk Behaviors (71.0% of programs), and Remediation, Credit Recovery, or GED services to students (50.4% of programs). Pregnant or Parenting Students services were offered by 20.4% of programs, and Students Advanced Beyond Standards services were offered by 13.0% of programs.

Alternative Education Programs in Oregon By Type of Program Service • October 2002

TYPE OF PROGRAM SERVICE	NUMBER OF PROGRAMS OFFERING PROGRAM SERVICE	PERCENT OF PROGRAMS OFFERING PROGRAM SERVICE*
Students With At Risk Behaviors	551	71.0
Remediation, Credit Recovery, or GED	391	50.4
Pregnant or Parenting Students	158	20.4
Students Advanced Beyond Standards	101	13.0

*Column does not total 100%, because many programs offer more than type of program service.

Programs Offered by Grade Level

83.9% of alternative education programs (651 programs) offered services to students in grades 9-12; 35.4% of programs (275 programs) offered services to students in grades 6-8; and 16.8% of programs (130 programs) offered services to students in grades 1-5. 11.5% of programs (89 programs) offered services to students in other grade combinations.

For contact information about the availability of alternative education programs in a specific district or area, contact the school or district offices. For information about alternative education programs in general, contact Cliff Brush at 503-378-3600, extension 2285, or email: cliff.brush@state.or.us



School Funding

Although the total amount of money for schools has increased, it has not kept pace with increasing enrollment or inflation since the 1990 passage of Measure 5, a property tax limitation measure. Districts budgeted an average of \$6,631 per student in 2002-03, but because of the revenue shortfall, actual resources available were roughly 12% lower than budgeted.

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

While school revenues per student have not kept pace with inflation over the decade, school districts have also experienced cost increases above the inflation rate.

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



General Fund Spending per Student 2001-02*

WHERE GENERAL FUND DOLLARS ARE SPENT	AMOUNT PER STUDENT	PERCENT OF GENERAL FUND SPENDING
Direct Classroom	\$3,729	57.7%
Classroom Support	1,274	19.7%
Building Support	1,134	17.5%
Central Support	330	5.1%
Total	\$6,467	100.0%

*Preliminary figures. Includes district and ESD spending.

Student Enrollment

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

Average Daily Membership – Resident (ADM_r)

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

Average Daily Membership – Weighted (ADM_w)

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

October 1 Student Membership (Enrollment)

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

Average Daily Attendance

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

Measures of Student Enrollment	2000-01 REPORT CARD	2000-01 REVISED	2001-02
Average Daily Membership – ADM _r	522,751	522,678	528,294
Weighted Avg. Daily Membership – ADM _w	638,072	638,072	647,950
October 1 Student Membership (Enrollment)	545,914	545,680	551,522
Average Daily Attendance	481,223	481,223	483,091

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. By 1995-96, with local property taxes for education limited to \$5 per \$1,000 of assessed valuation, the full impact of Measure 5 was felt. In 1997, Measure 50 further limited local property taxes for schools.

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

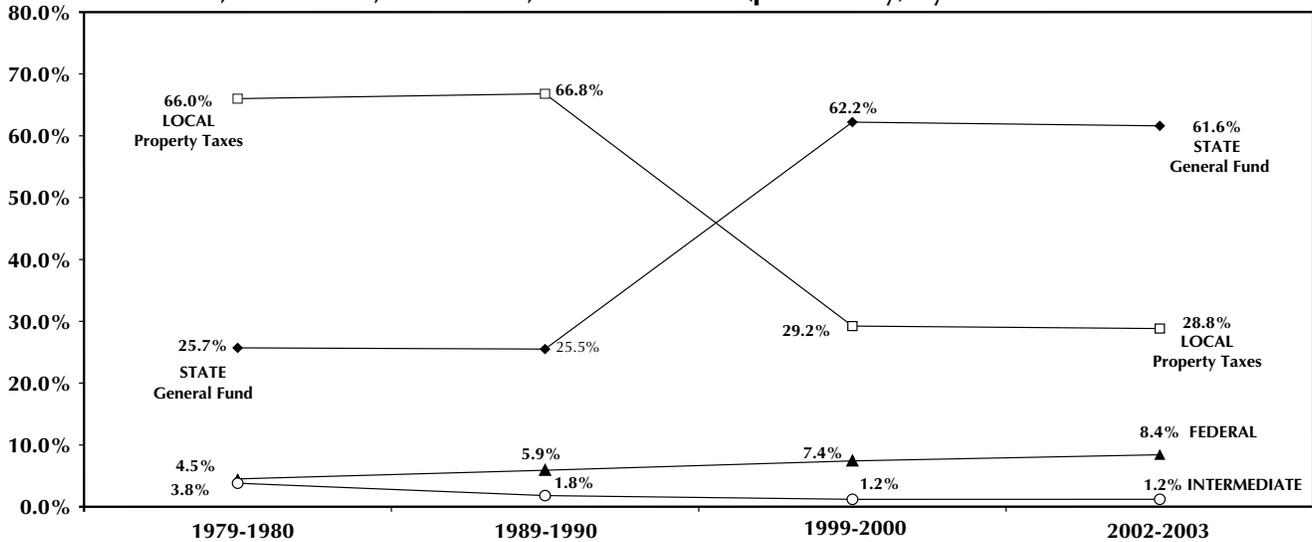
Oregon uses a formula to provide financial equity among school districts. Each school district receives (in combined state and local funds) an allocation per student, plus an additional amount for each student enrolled in more costly programs such as Special Education or English as a Second Language.

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

STATE SCHOOL FUNDS* (IN BILLIONS OF DOLLARS)							
	1991-1993	1993-1995	1995-1997	1997-1999	1999-2001	2001-2003	2003-05
Local	\$3.1	\$2.5	\$1.8	\$1.7	\$2.0	\$2.1	\$2.3
State	\$1.9	\$2.6	\$3.5	\$4.2	\$4.6	\$4.6	\$5.2
Total	\$5.0	\$5.1	\$5.3	\$5.9	\$6.5	\$6.7	\$7.5

*Includes Districts & ESDs

Audited Revenues for Public Elementary and Secondary School 1979-1980, 1989-1990, 1999-2000, and 2002-2003 (preliminary) by Source of Funds



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.

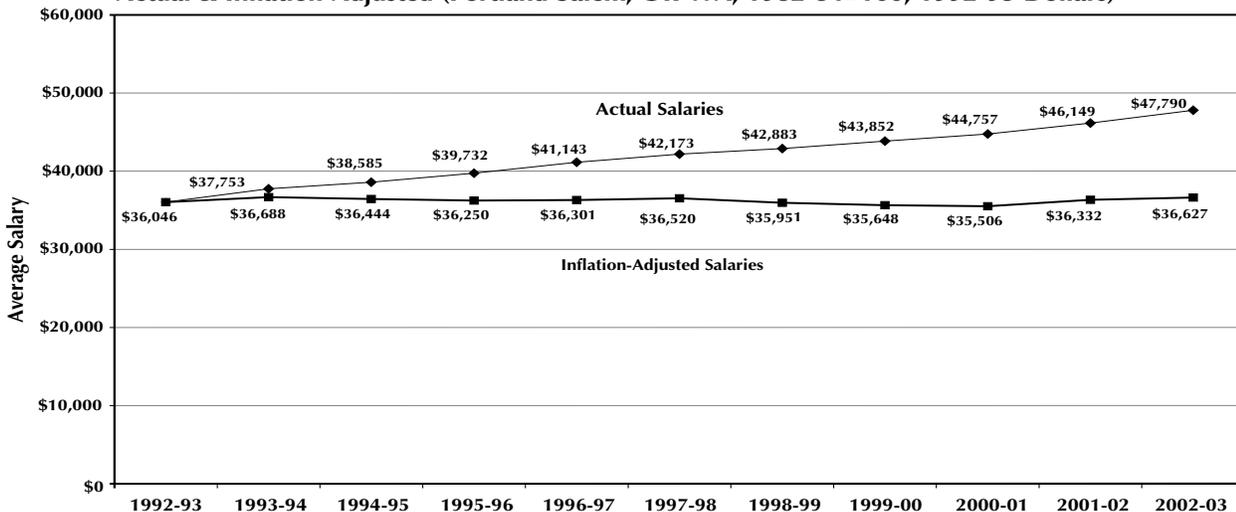
Salaries Up Slightly

Each locally elected school board establishes its district budget. An estimated 79 percent of 2001-02 school district expenditures was allocated to salaries and benefits, about the same as in 1999-00.

In 2002-03 the average principal salary was \$80,581, and the average superintendent salary was \$93,645.

Average teacher salaries rose in 2002-03 by 3.6 percent. Historically, teacher salaries have increased in actual dollars from \$36,046 in 1992-93 to \$47,790 in 2002-03, a 32.5 percent increase. However, when salaries are adjusted for inflation, the total increase amounts to a REAL dollar increase of only \$581, a 1.6 percent increase for the time period.

Average Oregon Teacher Salaries 1992-93 to 2002-03 Actual & Inflation-Adjusted (Portland-Salem, OR-WA; 1982-84=100; 1992-93 Dollars)



Actual average teacher salaries have increased from \$36,046 in 1992-93 to \$47,790 in 2002-03. However, when salaries are adjusted for inflation, the total increase amounts to 1.6% for the time period, a REAL dollar increase of only \$581.

SCHOOL FUNDING

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 Co-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
- Class size of 24 in grades 4 and 5
- 4.5 specialists in areas such as art, music, PE, reading, math, TAG, library/media, second language, child development

Middle School

- Average class size of 22 with maximum class size of 29 in core academic subjects
- 1.5 additional teachers for math, English and science
- Alternative programs for special needs and at risk students
- Volunteer coordinator and community outreach worker
- One counselor for every 250 students
- Adequate campus security

High School

- Average class size of 21, with maximum class size of 29 in core academic subjects
- 3 additional teachers for math, English and science
- Alternative programs for special needs and at risk students
- Volunteer coordinator and community outreach worker
- One counselor for every 250 students
- Adequate campus security
- School-to-work coordinator



A Look into the Future

Quality Education Model – a Look into the Future

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 • 24 for grades 4 and 5
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, TAG, library/media, second language, child development	2.2 FTE	4.5 FTE
Additional instruction time for students not meeting standards: 20% of students	Limited	Summer school, after-school programs, Saturday School, tutoring, etc.
Professional Development time for teachers	3 days	Equivalent of 7 days
Student per computer	6	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 2001-02)	\$4,939	\$5,799

SCHOOL FUNDING

Quality Education Model – a Look into the Future

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 in core academic subjects
Staff in core subjects	20.8 FTE	21.0 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: 20% of students	Limited	Summer school, Saturday school, after-school programs, tutoring, etc
Professional Development time for teachers	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 2001-02)	\$5,259	\$5,738

Quality Education Model – a Look into the Future

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 in core academic subjects
Staff in core subjects	42.0 FTE	44.0 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: 20% of students	Limited	Summer school, Saturday school, after-school programs, tutoring, etc.
Professional Development time for teachers	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 2001-02)	\$5,341	\$6,058



Assessment

- **Oregon Statewide Assessment**
<http://www.ode.state.or.us/asmt/>
- **Certification of Initial Mastery (CIM) & Certification of Advanced Mastery (CAM)**
<http://www.ode.state.or.us/CIMCAM>
- **National Assessment of Education 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

Oregon School and District Report Cards

<http://reportcard.ode.state.or.us/>

For information On Oregon's School and District Report Cards contact Bill Auty at the Oregon Department of Education at: 503-378-3600 ext. 2359 or e-mail: bill.auty@state.or.us

Student Information

- **Graduation Rates and Drop-Out Reports**
<http://www.ode.state.or.us/sfda/reportstudents.htm>
- **Student Enrollment and Demographics**
<http://www.econ.state.or.us/opb>
- **Minority Students**
<http://www.ode.state.or.us/sfda/reportstudents.htm>
- **School and District Information**
<http://www.ode.state.or.us/sfda/>

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

Teacher/Administrator/Other Staff Information

- **Staff Characteristics and Student-Teacher Ratios**
<http://www.ode.state.or.us/sfda/reportstaffing.htm>
- **Teacher Certification**
<http://www.tspc.state.or.us>

For information on teachers or other staffing issues, contact Brian Reeder at the Oregon Department of Education at: 503-378-3600 ext. 2631 or e-mail: brian.reeder@state.or.us

For information on teacher certification, contact the Teacher Standards and Practices Commission at: 503-378-3586

No Child Left Behind

<http://www.ode.state.or.us/nclb/>

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

- **Highly Qualified Teachers**

<http://www.ode.state.or.us/nclb/hqt-faq.htm>

- **Adequate Yearly Progress**

<http://www.ode.state.or.us/NCLB/ayp/index.asp>

For information on the federal No Child Left Behind Act, please contact Pat Burk at the Oregon Department of Education at: 503-378-3600 ext. 2225 or e-mail: patrick.burk@state.or.us

Other Special Programs and Information

- **Title I Schools**

<http://www.ode.state.or.us/nclb/xls/titleischs2002-03.xls>

- **Charter Schools**

<http://www.ode.state.or.us/cifs/charterschools/>

- **Talented and Gifted**

<http://www.ode.state.or.us/sped/spedareas/tag/tag.htm>

- **Alternative Education**

<http://www.ode.state.or.us/cifs/alternative/>

- **School Nutrition/Reduced and Free Lunch**

<http://www.ode.state.or.us/nutrition/>

For more information on special programs, contact the Communications Office at the Oregon Department of Education at: 503-378-3600 ext. 2237 or 4421 or e-mail: gene.evans@state.or.us or anna.taylor@state.or.us

Special Education Programs

<http://www.ode.state.or.us/sped/index.htm>

For more information on special education contact Nancy Latini at the Oregon Department of Education at: 503-378-3600 ext. 2361 or e-mail: nancy.latini@state.or.us

Early Childhood/Oregon Pre-Kindergarten

<http://www.ode.state.or.us/stusvc/earlychild/>

For more information on early childhood programs contact Diana Allen at the Oregon Department of Education at: 503-378-3600 ext. 2338 or e-mail: diana.allen@state.or.us

Homeless Students

<http://www.ode.state.or.us/stusvc/homeless/>

For more information on homeless students contact Dona Bolt at the Oregon Department of Education at: 503-378-3600 ext. 2727 or e-mail: dona.bolt@state.or.us

School Funding and Finance

<http://www.ode.state.or.us/sfda/reportfunding.aspx>

<http://www.ode.state.or.us/mgmtsvcs/budget/>

For more information on school funding contact Doug Kosty at the Oregon Department of Education at: 503-378-3600 ext. 2213 or e-mail: doug.kosty@state.or.us

Quality Education Model

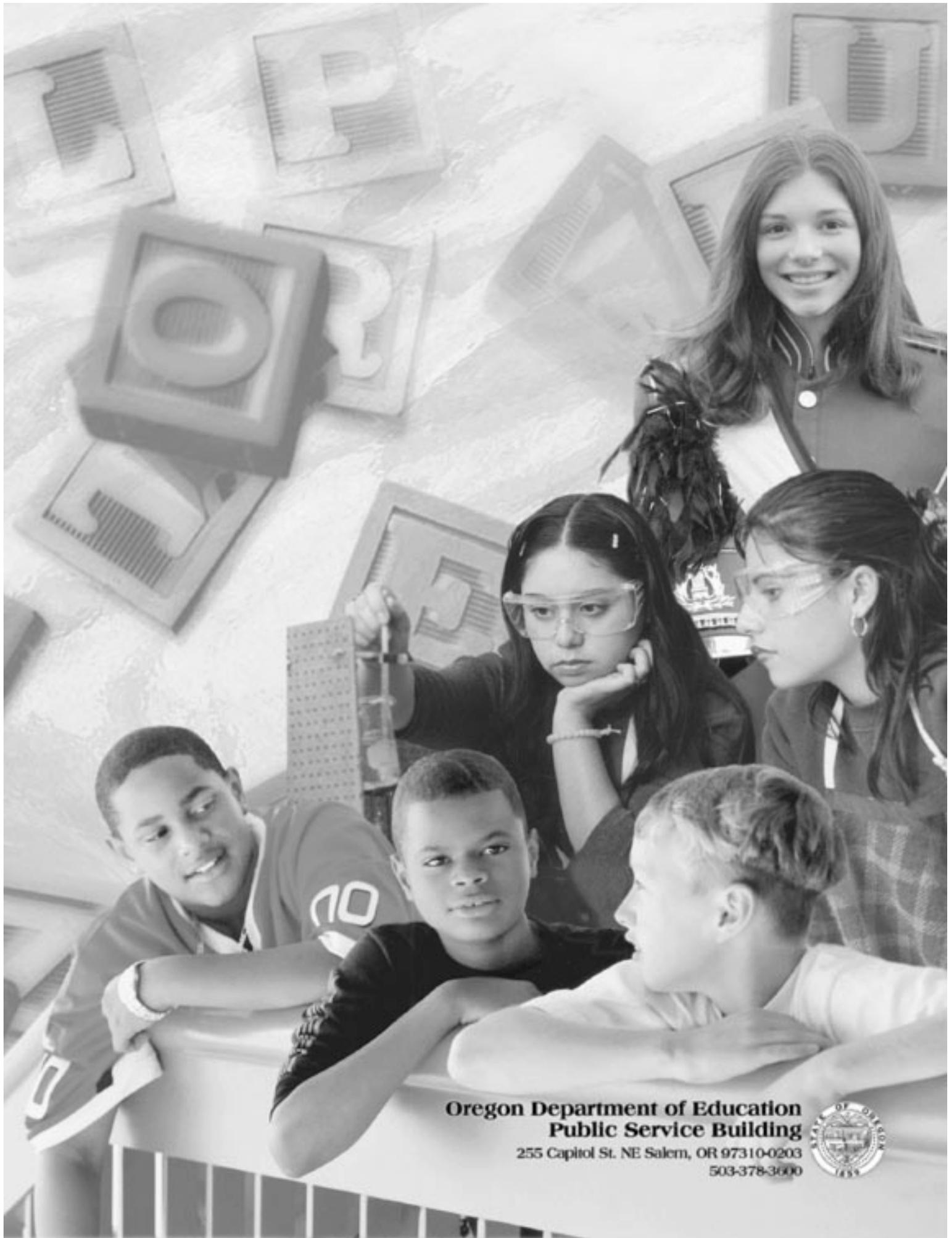
<http://www.ode.state.or.us/sfda/qualityed/>

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

For information on the Quality Education Model, please contact Pat Burk at the Oregon Department of Education at: 503-378-3600 ext. 2225 or e-mail: patrick.burk@state.or.us

Oregon Progress Board Benchmarks

<http://www.econ.state.or.us/opb/>



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