

2003-04

An Annual Report to the Legislature on Oregon Public Schools

Susan Castillo
State Superintendent
of Public Instruction



Report Card

STATEWIDE

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

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

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

The teacher on the cover

The teacher on the front of this publication is Yesenia Angulo, who is currently a bilingual kindergarten teacher at Yoshikai Elementary School in Salem.

When she was still in high school, Yesenia began working for the Salem-Keizer School District as a student worker in the Bilingual Program Central Office.

Yesenia is one of 16 bilingual, bicultural teachers who completed the 3-year federal Transition to Teaching Program, which supported career-changing professionals or recent college graduates to become licensed bilingual teachers. A graduate of Western Oregon University, Yesenia majored in Spanish.



Susan Castillo

*Message from the
State Superintendent*



*State Superintendent of Public Instruction
Salem, Oregon 97310*

Dear Oregon Citizens:

On behalf of thousands of Oregon's teachers and school leaders, I am pleased to present the *2003-2004 Oregon Statewide Report Card*. I invite you to use this valuable tool in your discussions of educational improvement and to join me in the effort to make every student and every day a success.

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 2003-2004 school year was unique in its challenges:

- In the context of the worst economic distress across Oregon in decades, schools and districts throughout the state dealt with the full impact of unprecedented program, staff, and school-day cuts.
- 2003-04 was the second full year of the federal *No Child Left Behind Act*, which significantly expanded the academic achievement reporting and improvement requirements for all student demographic categories.
- While there have been significant increases in eighth grade mathematics performance since 2002, there has been little or no growth in performance in eighth grade reading and in tenth grade reading and mathematics. Meanwhile, third and fifth grade performance continues to improve in both reading and mathematics.

In spite of all these challenges, Scholastic Assessment Test (SAT) and American College Testing (ACT) scores for Oregon continue to be among the national leaders. Oregon's statewide dropout rate continued to decline, and more students graduated and attended college than ever before.

The greatest challenge Oregon faces is the achievement gap, reflected in both academic achievement and dropout rates. As seen in this report, 23 percent of students (1 in 4.4 students) are minority students. While minority student performance trends are improving, particularly at the third and fifth grade levels, and dropout rates for most race/ethnicities have been decreasing for the past several years, there is still work that needs to be done. We are committed to helping all students in Oregon to realize their full potential.

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 instructional priorities in these areas:

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 areas is critical.

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

Sincerely,

Susan Castillo

The 2003-2004 Oregon Statewide Report Card
was produced by the Oregon Department of Education
for distribution to Oregon state and federal legislators, public schools, school districts,
education service districts and members of the public

The Oregon Statewide Report Card is also posted on the Internet at the Department of Education website at:
www.ode.state.or.us/data/annreportcard/rptcard2004.pdf

The Oregon Department of Education hereby gives permission to
reproduce and distribute any or all of this document.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

Acknowledgements

Oregon Department of Education

Gene Evans, Communications Manager
William P. Auty, Assistant Superintendent
Brian Reeder, Director of Policy Research and Analysis
Linda Burgin, Policy Research and Analysis

The following people provided data for this report. Due to retirements and re-assignments, these people may not be the contact for the subject areas. That information is provided in *Resources* on pages 69-70.

Assessment	Steve Slater
Adequate Yearly Progress (AYP)	Jon Bridges
Alternative Education	Cliff Brush and Chris Edison
Certificate of Advanced Mastery	Theresa Levy
Charter Schools	Margaret Bates & Donna Newbeck
District & School Report Cards	Jon Bridges
Federal Compensatory Education	Karen Hull
Finance & School Funding	Brian Reeder
Free & Reduced Price Lunch	Heidi Dupuis & Bob Jones
Graduates, Dropouts	Bob Jones
Highly Qualified Teachers	Carla Wade
Homeless Students	Dona Bolt & Sarah Durant
Limited English Proficient Students	Carmen West and Chris Edison
NAEP Test Results	Susan Huggins
Persistently Dangerous Schools	John Lenssen
Pre-Kindergarten & Early Childhood	Maya Close
Private Schools and Home Schools	Cliff Brush
Statewide Report Card Analysis	Angela Chu
School and District Staff Data	Brian Reeder
Special Education	Bruce Bull
Talented And Gifted (TAG)	Catherine Heaton

Salem-Keizer School District

Photographs

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

Reprographics Department
Graphic Design and Printing

Charts, Tables, Graphs, and Associated Topics

Alphabetical List by Topic



Index

Alternative Education Programs

- Alternative Education Programs in Oregon, by Type of Operation
October 200361
- Alternative Education Programs in Oregon, by Type of Program Service
October 200362

Assessment Tests, Oregon Statewide

- Scores Required to Meet Standards on State Tests..... 1

Grade 3

- Statewide Percent Meeting or Exceeding Standards, 1997-2004 for
Reading and Mathematics Multiple Choice 3
- Reading Percent of Students Meeting Standards by Race/Ethnicity 4
- Mathematics Multiple Choice Percent of Students Meeting Standards by Race/Ethnicity... 5

Grade 5

- Statewide Percent Meeting or Exceeding Standards, 1997-2004 for Reading,
Writing, Mathematics, Multiple Choice, Mathematics Problem Solving, and Science 7
- Reading Percent of Students Meeting Standards by Race/Ethnicity 8
- Mathematics Multiple Choice Percent of Students Meeting Standards by Race/Ethnicity... 9

Grade 8

- Statewide Percent Meeting or Exceeding Standards, 1997-2004 for Reading,
Writing, Mathematics, Multiple Choice, Mathematics Problem Solving, and Science 11
- Reading Percent of Students Meeting Standards by Race/Ethnicity 12
- Mathematics Multiple Choice Percent of Students Meeting Standards by Race/Ethnicity.. 13

Grade 10

- Statewide Percent Meeting or Exceeding Standards, 1997-2004 for Reading, Writing,
Mathematics Multiple Choice, Mathematics Problem Solving, and Science 15
- Reading Percent of Students Meeting Standards by Race/Ethnicity 16
- Mathematics Multiple Choice Percent of Students Meeting Standards by Race/Ethnicity.. 17

Certificate of Advanced Mastery (CAM)

- Requirements35

Certificate of Initial Mastery (CIM)

- Regular Diplomas by Race/Ethnicity With a CIM 2001-01 to 2002-0328
- All High School Completers by Race/Ethnicity and Type of Completer,
2000-01 to 2002-0329

College Tests

- American College Testing Program (ACT), Oregon and U.S. 2004 Scores.....24
- SAT Scores, Oregon and U.S. Scores 1993-200424
- Oregon and U.S. participation percents and 2004 SAT scores by Gender and Race Ethnicity 24



District Size & Student Enrollment

- Percent of Oregon School Districts by Size of Student Enrollment, 2003-0444

Dropout Rates

- Oregon High School Statewide Dropout Rates, 1991-92 to 2002-0331
- Oregon Dropout Rates by Race/Ethnicity, 1991-92 to 2002-03.....31
- Percentage of All Oregon Dropouts by Race/Ethnicity, 2002-03.....34
- Early Leavers: Educational Outcomes for Class of 200333

Early Childhood – Oregon Pre-Kindergarten Programs

- Number and Percent of Children Eligible for Services & Served
2000-01 through 2002-0360

Enrollment

- Measures of Student Enrollment, 1992-93 through 2003-0464
- October 1 Enrollment: Number of Kindergarten through 12th Grade Students43
- Percent of Oregon School Districts by Size of Student Enrollment 2003-04.....44
- Percent of Student Enrollment by Type of School 2003-04
Public, Private, Charter, and Home Schools.....44
- Oregon Public School Enrollment by Race/Ethnicity, With Growth Rates
1992-93 to 2003-0445
- Fall Enrollment by Race/Ethnic Origin, 1992-93 to 2003-04.....46
- Percent of Student Enrollment by Race/Ethnicity 1980, 1990, and 2003.....46
- Oregon Public School Actual Enrollment by Race/Ethnicity
1980, 1990, and 2003 with Growth Rates.....47
- Oregon Public School Minority Enrollment by Race/Ethnicity
With Projections for 2010 and 202047

Free and Reduced Price Lunch

- Number and Percent of All Students Eligible, October 2003,
by School Type and Grade Level52

Funding

- Operating Expenditures per Student, 1999-00 to 2002-0363
- District and ESD Operating Revenues by Source65
- State School Funds Formula Revenue, 1991-93 through 2003-05.....65
- Audited Revenues for Public Elementary and Secondary School
1979-80, 1989-90, 1999-00, and 2002-03 by Source of Funds.....64

Graduates

- High School Graduation Rate, Oregon and Nation.....27
- Number of Oregon Graduates Each School Year, 1992-93 to 2002-03.....27
- Regular Diplomas by Race/Ethnicity With a CIM 2001-02 to 2002-0328
- All H. S. Completers by Race/Ethnicity and Type of Completer, 2000-01 to 2002-0329
- High School Completers by Gender & Race/Ethnicity 2002-0330
- Early Leavers: Graduates and Dropouts Educational Outcomes for Class of 2003.....33

Homeless Students

- Homeless Students in Oregon Schools.....50

Instructional Hours/Days in Session

- Annual Hours of Instruction Time.....56
- Annual Days in Session.....56

Language Diversity

- Most Common Second Languages in Oregon Schools (K-12) 2003-04.....48

National Assessment of Educational Progress (NAEP) Test Results for Oregon

- History of Oregon NAEP Participation and Performance 18
- NCLB Changes to NAEP Starting in 2004 19

Mathematics

- 4th Grade 1996, 2000, and 2003 - Oregon and Nation20
- 8th Grade 1990, 1996, 2000, and 2003 - Oregon, Nation, and West20

Reading

- 4th Grade 1998, 2002, and 2003 - Oregon, Nation, and West21
- 8th Grade 1998, 2002, and 2003 – Oregon, Nation, and West21

Science

- 4th Grade and 8th Grade 2000 – Oregon, Nation, and West.....22

Writing

- 4th Grade and 8th Grade 2002 Writing Scores – Oregon and Nation23

No Child Left Behind (NCLB) Act

Adequate Yearly Progress

- FINAL Designations, NCLB, Oregon Public Schools, November 200436
- FINAL Designations, NCLB, Number of Years Not Meeting Adequate Yearly Progress, November 200437

Highly Qualified Teachers

- Percent of Oregon Classes Taught by Highly Qualified Teachers 2003-04 School Year38

Persistently Dangerous Schools

- Definitions, Number of Schools Not Meeting NCLB Requirements 2003-04.....39

School and District Report Cards

- Number of Schools Receiving Each Overall Rating by Year.....40

Salaries: Inflation – Adjusted and Actual, 1992-93 to 2003-04

- Table: Average Salaries, Superintendents, Principals, Asst. Principals & Teachers.....66
- Average Oregon Teacher Salaries66
- Average Assistant Principal Salaries.....67
- Average Principal Salaries67
- Average Superintendent Salaries68
- Inflation Adjusted Salaries: Superintendents, Principals, Asst. Principals & Teachers.....68

Resources

- Contact Persons, Email Addresses, and Web Links by Subject Area69

School and District Report Cards

- Number of Schools Receiving Each Overall Rating by Category 1998-99 to 2003-0440

School Staff

- Oregon School Employees (Full-Time Equivalent Positions), 2003-04.....53
- School Staff Percent Change, 1992-93 through 2003-04
 - School & Library Support, Principals, Assistant Principals, Guidance Counselors, and Librarians54
 - Teachers and Instructional Aides54
- Why Teachers Quit 1991-200455

Special Education

- Increase in School-Age Special Education Students 1992-93 through 2003-04.....57
- Number of Students with Disabilities Receiving Special Education Services 2003-04.....58

Student & Teacher Demographics

- Student Demographics: Twelve Years of Oregon Students, 1992-93 to 2003-04.....42
- Percent Minority Students and Teachers, 1997-98 to 2003-0449
- Race/Ethnicity of Students and Teachers, 2003-04.....49
- Teacher Demographics Survey of Western States, 2000-0153

Student-Teacher Ratios

- Student-Teacher Ratios by Type of School, 1990-91 and 2003-04.....43

Talented & Gifted (TAG)

- Update on the Oregon TAG Program60

Title Programs

- Federal Compensatory Education Programs59



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 achievement tests; and through performance on college admissions tests such as the SAT and ACT. In addition, graduation and dropout rates, as well as school and district report cards, provide useful measures of student performance and progress.

Statewide Tests Measure Standards

Oregon began testing students statewide in reading, writing, and mathematics in the spring of 1991. 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 Statewide Assessments

Total Score Required to Meet Standards/Total Points Possible

Grade Level	Reading/Literature	Writing	Mathematics	Mathematics Problem Solving	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



OREGON REPORT CARD • 2003-2004

Student Success

3rd Grade

*The beautiful thing
about education is that no one
can take it away from you.*

∞ B.B. King



Grade 3

Percent Meeting Standards

In 2004, third grade students were tested in reading and in mathematics multiple choice.

As the table below shows, 82 percent of third grade students met or exceeded the reading standard, the same percent as in 2003. In Mathematics, 81 percent met or exceeded the mathematics standard, up from 78 percent in 2003.

Grade 3

ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

Subject	1997	1998	1999	2000	2001	Break in Data Series*	2002	2003	2004
Reading	79	78	81	82	84		80	82	82
Mathematics Multiple Choice	63	67	70	75	75		74	78	81

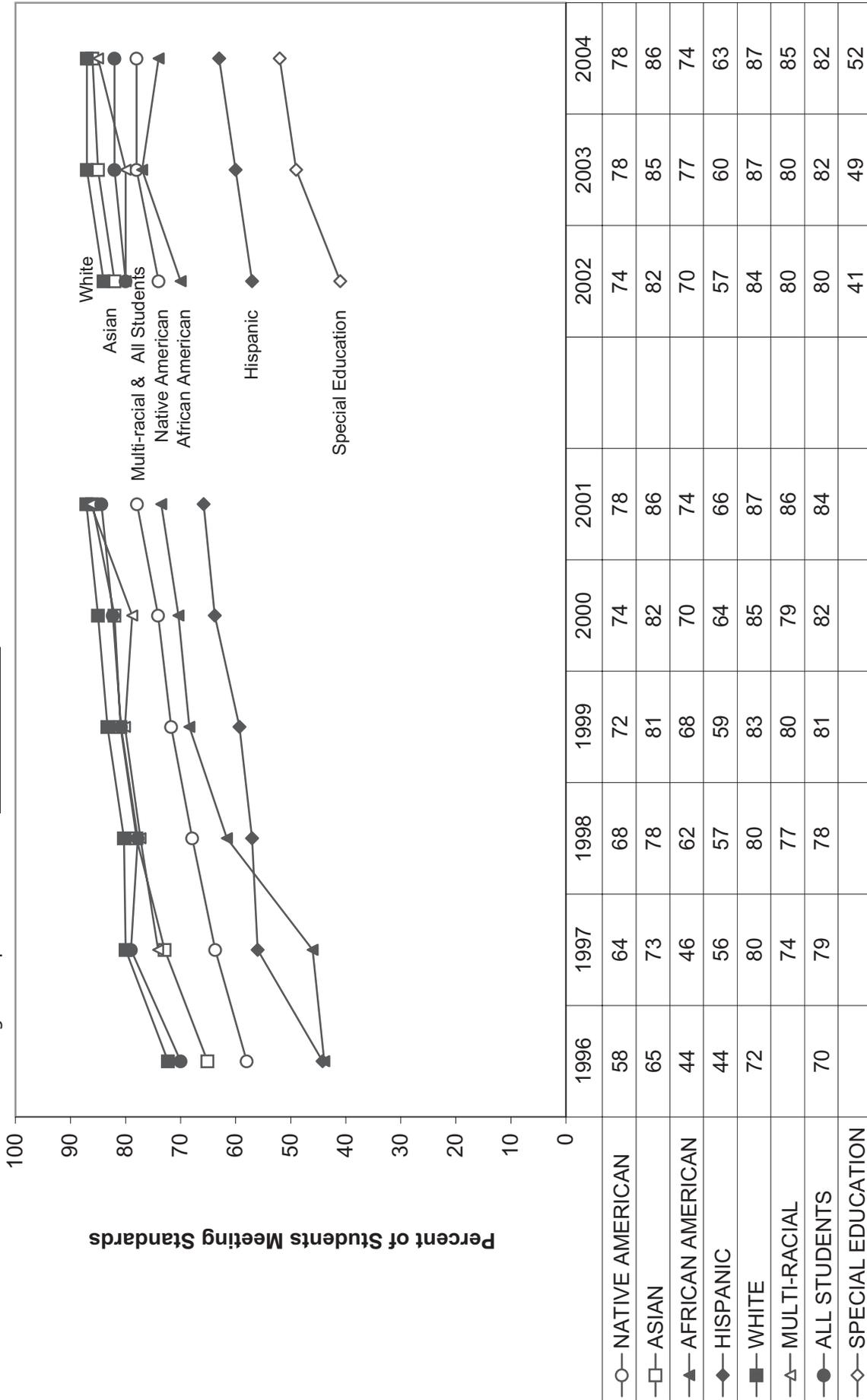
* 1997 through 2001 percents **include only students tested under standard conditions at or above grade level.**

2002 through 2004 percents include **ALL students** tested.



3rd GRADE READING • Percent of Students Meeting Standards

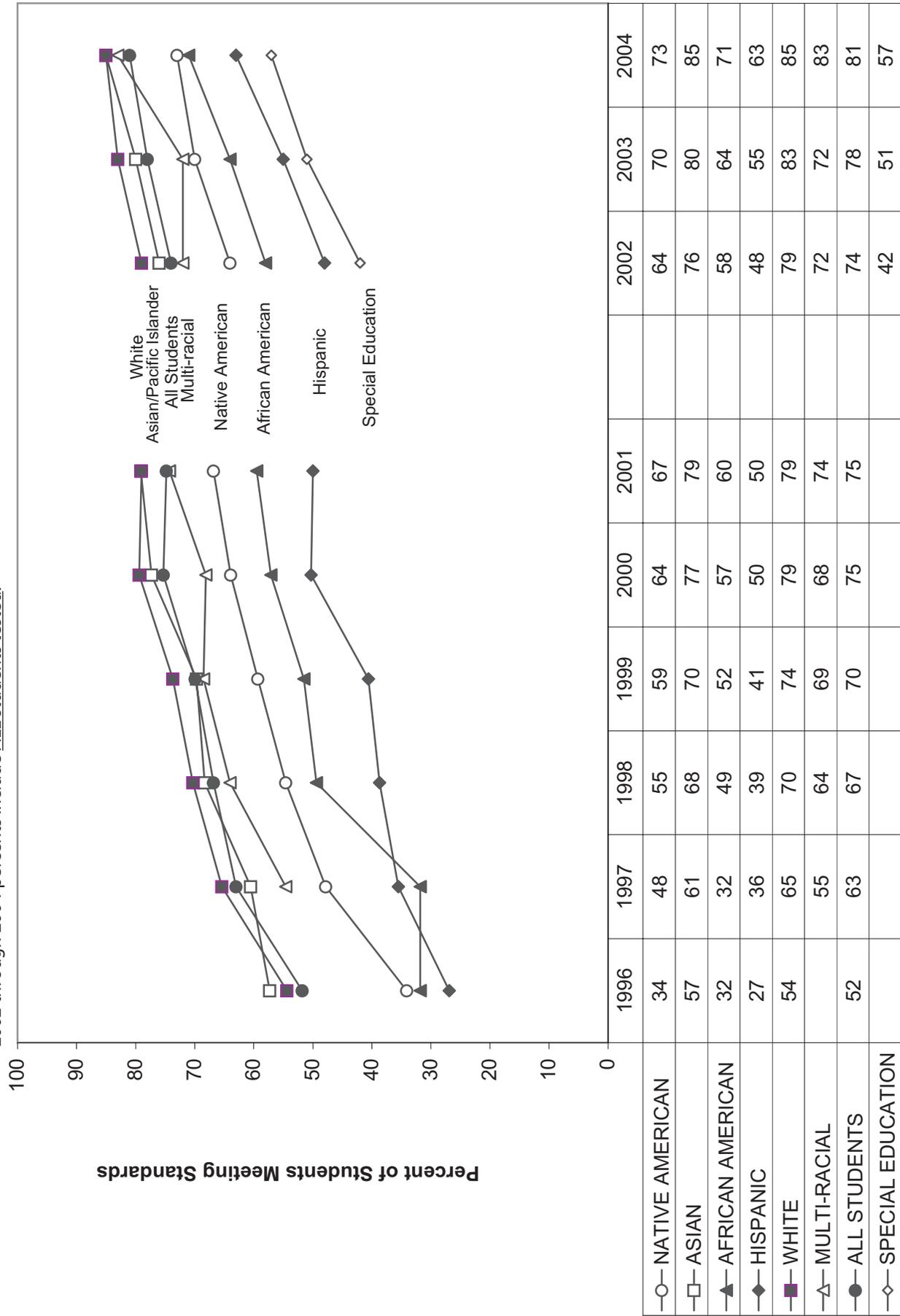
1996 through 2001 percents include only students tested under standard conditions at or above grade level.
 2002 through 2004 percents include ALL students tested.



From 2002 to 2004, the percent of students meeting the reading standards increased for all race/ethnicities and special education, which posted the largest increase. From 2003 to 2004, the only category posting a decrease was African American students.

3rd GRADE MATHEMATICS MULTIPLE CHOICE • Percent of Students Meeting Standards

1996 through 2001 percents include only students tested under standard conditions at or above grade level.
 2002 through 2004 percents include ALL students tested.



From 2002 to 2004, the percent of students meeting the mathematics multiple choice standards climbed steadily for all race/ethnicities and special education. From 2003 to 2004, Multi-Racial, Hispanic, and African-American students posted the greatest gains.

Grade 5

*If you study to remember,
you will forget.
But, if you study to understand,
you will remember.*

Unknown



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. The percent of students meeting or exceeding the reading standards for the last two years was 76 percent. For mathematics multiple choice, the percent meeting or exceeding standards increased from 76 percent in 2003 to 78 percent in 2004.

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. The percent of fifth grade students meeting or exceeding the mathematics problem solving standards increased from 41 percent in 2002 to 47 percent in 2004.

Due to budget cuts, students were not tested in math problem solving in 2003.

Fifth graders are also tested in writing. Each student produces an original essay on one of several topics provided. 64 percent of fifth graders met the writing standard in 2004, a slight decrease from the 65 percent posted in 2002.

Due to budget cuts, students were not tested in writing in 2003.

In 2002, science was added as a test subject for fifth graders. Results from the 2004 science test indicate that 69 percent met the standard, a decrease of 2 percent from 2002. *Due to budget cuts, fifth graders were not tested in science in 2003.*

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

Subject	1997	1998	1999	2000	2001	Break in Data Series*	2002	2003	2004
Reading	67	66	69	73	77		74	76	76
Writing**	59	58	60	65	64		65	Not Tested	64
Mathematics Multiple Choice	59	62	66	69	73		72	76	78
Mathematics Problem Solving**	32	61	59	64	76		41	Not Tested	47
Science	Not Tested		71	Not Tested	69				

* 1997 through 2001 percents include **only students tested under standard conditions at or above grade level.**

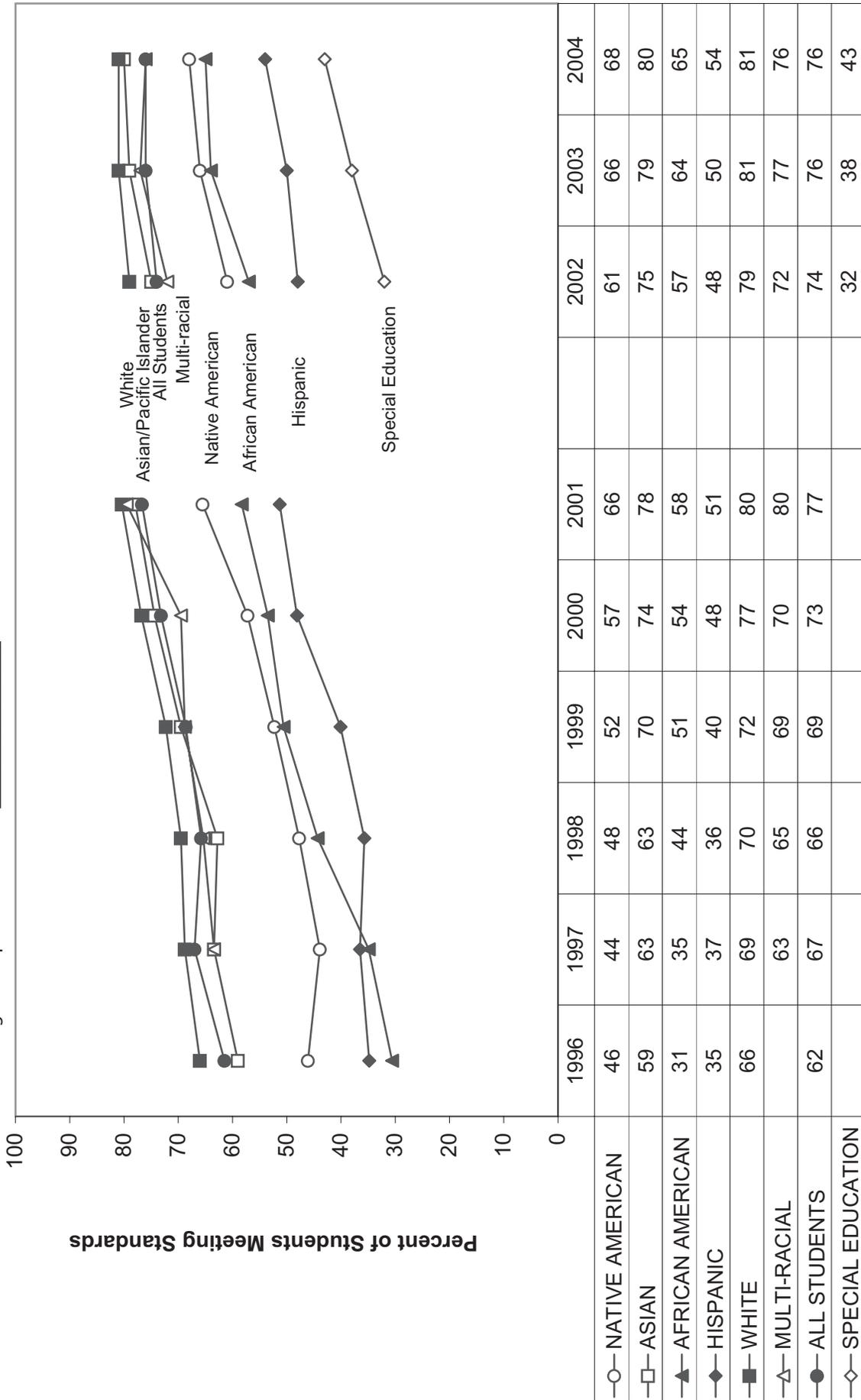
2002 through 2004 percents include **ALL students** tested.

** Includes conditionally met.



5th GRADE READING • Percent of Students Meeting Standards

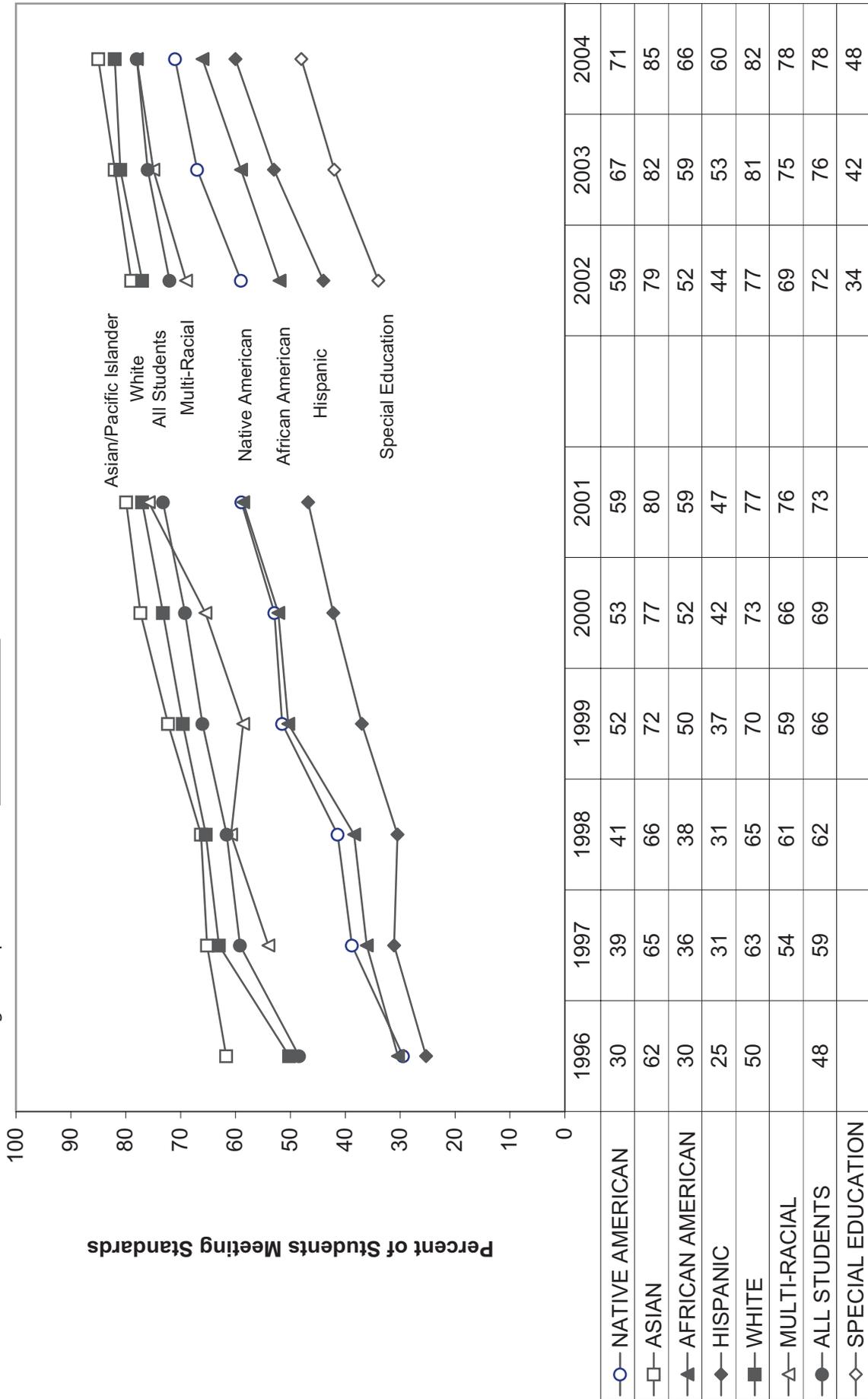
1996 through 2001 percents include only students tested under standard conditions at or above grade level.
 2002 through 2004 percents include ALL students tested.



From 2002 to 2004, the percent of students meeting the reading standards increased for all race/ethnicities and special education, which posted the largest increase. African American, Native American, and Hispanic students also posted large increases.

5th GRADE MATHEMATICS MULTIPLE CHOICE • Percent of Students Meeting Standards

1996 through 2001 percents include only students tested under standard conditions at or above grade level.
 2002 through 2004 percents include ALL students tested.



From 2002 to 2004, the percent of 5th grade students meeting the mathematics multiple choice standards climbed steadily for all race/ethnicities and special education. From 2003 to 2004, African American and Hispanic students posted the largest gains.

Grade 8

T *There is an old saying that the course of civilization is a race between catastrophe and education. In a democracy such as ours, we must make sure that education wins the race.*

John F. Kennedy



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 2004, 59 percent of eighth graders met the reading standard, compared to 61 percent in 2003. In mathematics multiple choice, the percent of students meeting or exceeding the standards remained at 59 percent, the same as it was in 2003.

Due to budget cuts, eighth graders were not tested in 2003 in writing or mathematics problem solving. In 2004, 67 percent of eighth grade students met or exceeded the writing standards, up from 63 percent in 2002. In mathematics problem solving, the percent of students meeting or exceeding the standards increased from 37 percent in 2002 to 39 percent in 2004.

58 percent of eighth grade students met the science standards in 2004, compared to 59 percent in 2002. *Due to budget cuts, eighth graders were not tested in science in 2003.*

GRADE 8

ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

Subject	1997	1998	1999	2000	2001	Break In Data Series*	2002	2003	2004
Reading	56	55	56	64	62		61	61	59
Writing**	69	68	68	66	68		63	Not Tested	67
Mathematics Multiple Choice	49	51	52	56	55		54	59	59
Mathematics Problem Solving**	32	57	55	55	58		*** 37	Not Tested	39
Science	Not Tested	Not Tested	Not Tested	56	60		59	Not Tested	58

* 1997 through 2001 percents include **only students tested under standard conditions at or above grade level.**
2002 through 2004 percents include **ALL students** tested.

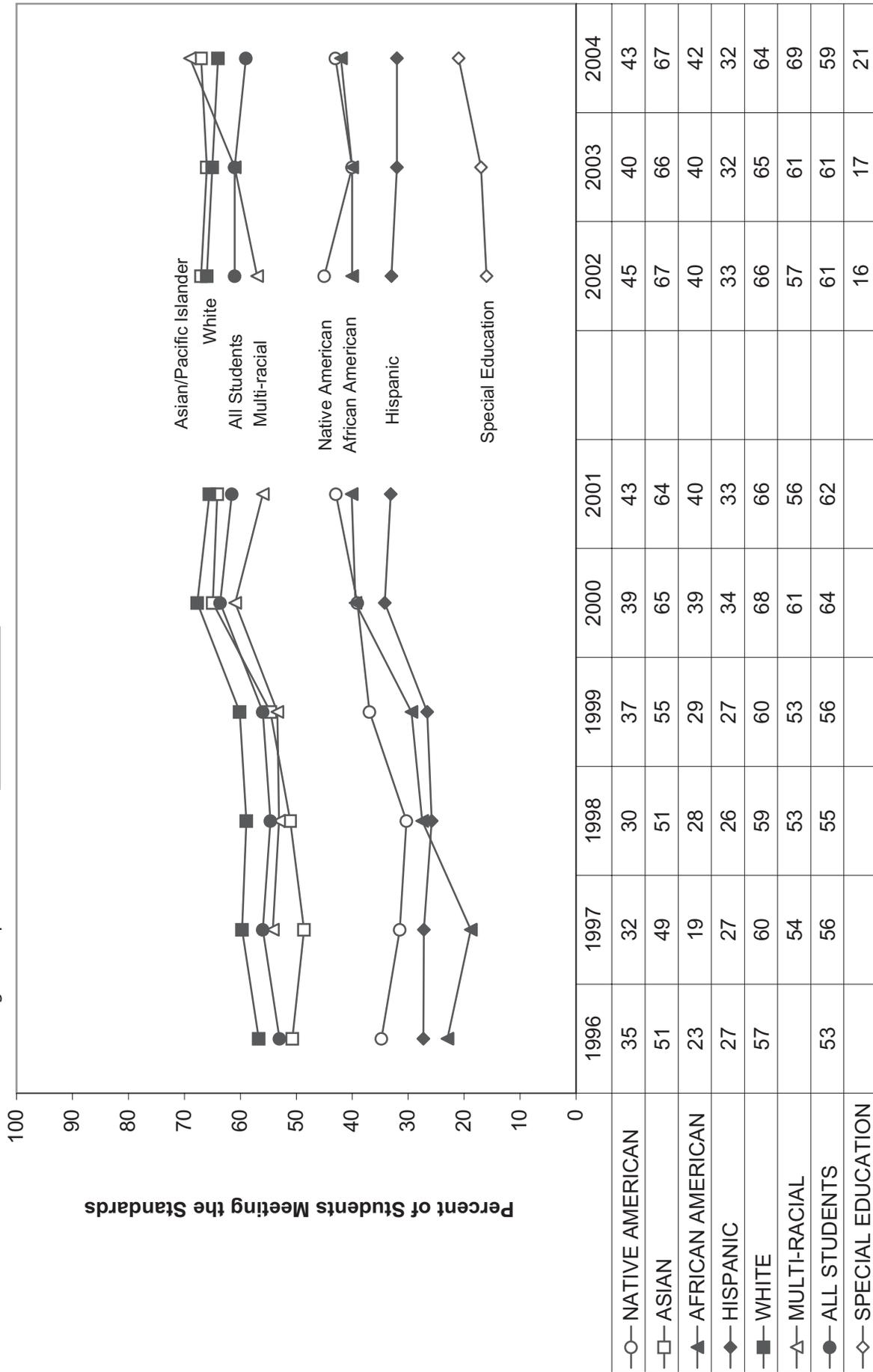
** Includes conditionally met.

*** The State Board of Education changed the Mathematics Problem Solving Performance Standards in 2002.



8th GRADE READING • Percent of Students Meeting Standards

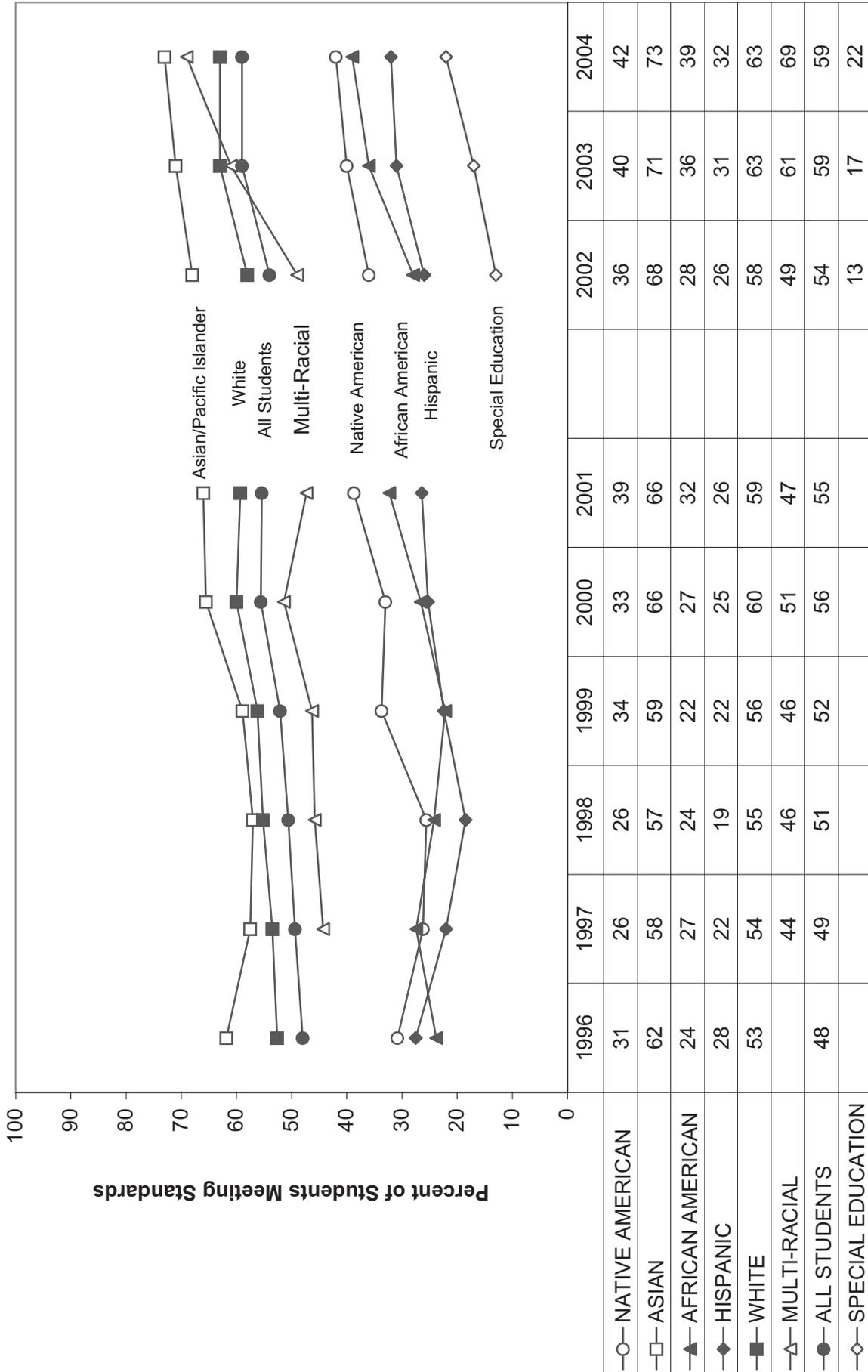
1996 through 2001 percents include only students tested under standard conditions at or above grade level.
 2002 through 2004 percents include ALL students tested.



From 2002 to 2004, the percent of students meeting the reading standards increased for African American, Special Education, and Multi-racial students, which posted the largest increase.

8th GRADE MATHEMATICS MULTIPLE CHOICE • Percent of Students Meeting Standards

1996 through 2001 percents include only students tested under standard conditions at or above grade level.
 2002 through 2004 percents include ALL students tested.

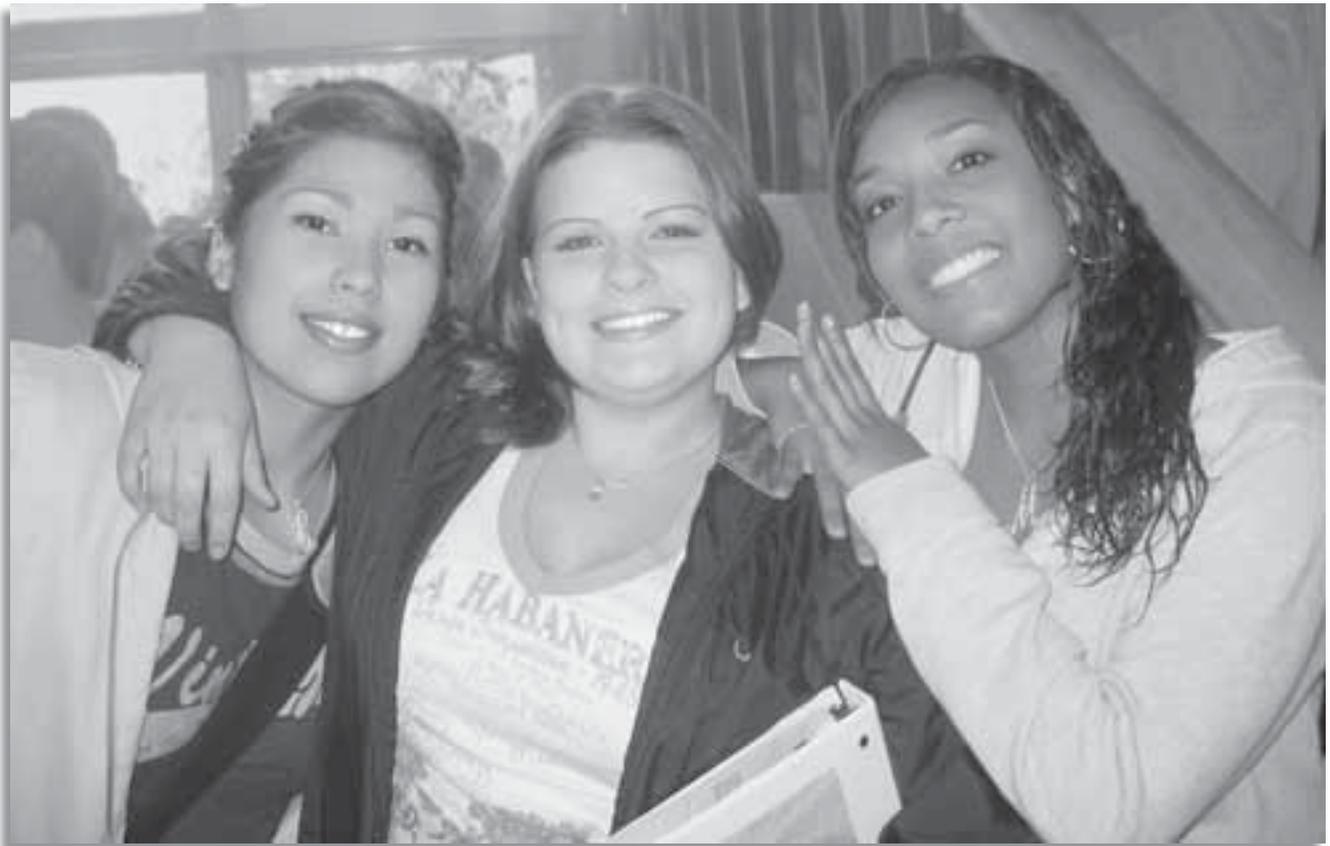


From 2002 to 2004, the percent of students meeting the mathematics multiple choice standards increased for all race/ethnicities and special education. From 2003 to 2004, Multi-racial and special education students posted the largest gains.

Grade 10

*We cannot always build
the future for our youth, but we can build
our youth for the future.*

☞ *Franklin D. Roosevelt*



Grade 10

Percent Meeting Standards

From 2003 to 2004, the percent of students meeting the reading standard decreased from 52 to 50 percent, while performance on mathematics multiple choice decreased from 45 to 43 percent of students meeting the standards.

In mathematics problem solving, 2004 tenth grade results have not yet been released, pending further analysis. 50 percent of students met the standard in 2003 compared to 49 percent in 2002.

The percent of students meeting or exceeding the writing standards decreased from 78 percent in 2003 to 74 percent in 2004.

In science, 59 percent of tenth graders met the science standards in 2004, the same percent as in 2003.

GRADE 10

ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

Subject	1997	1998	1999	2000	2001	Break In Data Series*	2002	2003	2004
Reading	49	47	52	51	52		52	52	50
Writing**	74	72	72	77	79		77	78	74
Mathematics Multiple Choice	30	32	36	40	42		43	45	43
Mathematic Problem Solving**	23	43	50	45	57		49	50	Not Yet Released
Science	Not Tested	Not Tested	Not Tested	55	58		60	59	59

* 1997 through 2001 percents include **only students tested under standard conditions at or above grade level.**

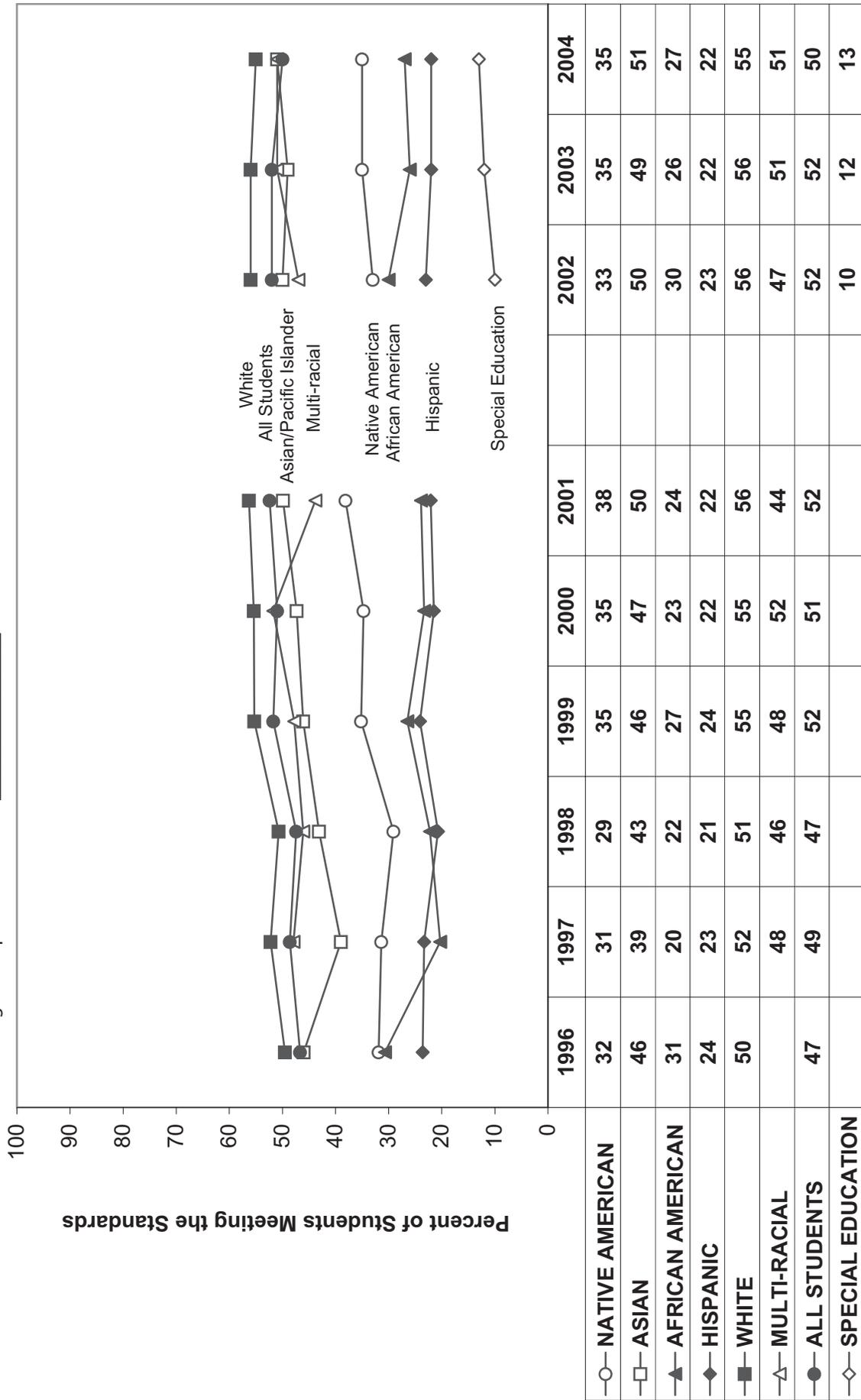
2002 through 2004 percents include **ALL students** tested.

** Includes conditionally met.



10th GRADE READING • Percent of Students Meeting Standards

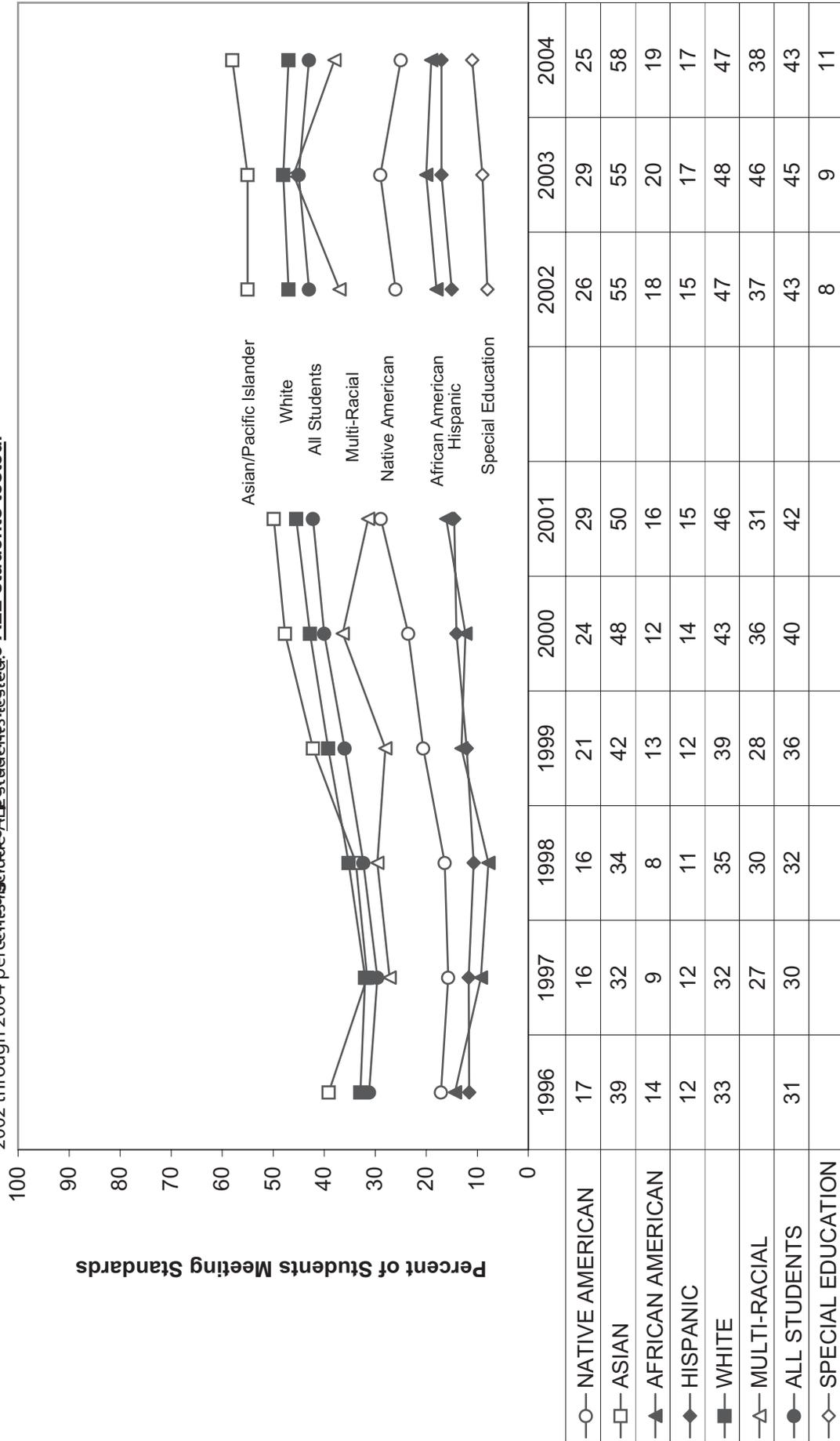
1996 through 2001 percents include only students tested under standard conditions at or above grade level.
 2002 through 2004 percents include ALL students tested.



From 2002 to 2004, the percent of students meeting the reading standards increased for Native American, Special Education, Asian and Multi-Racial students, which posted the largest gain. Percents for all the other categories decreased.

10th GRADE MATHEMATICS MULTIPLE CHOICE • Percent of Students Meeting Standards

1996 through 2001 percents include only students tested under standard conditions at or above grade level.
 2002 through 2004 percents include ALL students tested.



From 2002 to 2004, the percent of students meeting the mathematics multiple choice standards increased slightly or remained constant for almost all categories. From 2003 to 2004, only Asian/Pacific Islander and Special Education students posted gains.

National Comparison of Student Achievement

The Nation's Report Card

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

In 1990, NAEP implemented State NAEP. States that participated received assessment results that reported on the performance of students in that state.

Beginning in 2003, the *No Child Left Behind Act* passed by Congress requires 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 economically disadvantaged students in high poverty areas must participate in these assessments. The 2003 reading and mathematics results were released in October 2003.

In keeping with Oregon’s **inclusion policies**, NAEP endeavors to assess all students who are selected as a part of its sampling process, including students who are classified by their schools as students with disabilities (SD) and/or as English-language learners (ELL) or limited English proficient (LEP). NAEP provides appropriate accommodations for students who have an Individual Educational Plan (IEP) that specifies what needs the student has that can be accommodated, including large print booklets, bilingual mathematics booklets, one-on-one administration, or extended time.



Unlike the results of Oregon’s Statewide Assessment, NAEP does not provide individual scores for the students, schools, or districts for several reasons:

- Each student only takes a small part of the overall assessment (about 25%), so only when the scores are aggregated across the state, region, or nation are the data considered valid and reliable estimates of what students know and can do in the content area;
- Typically, only a small number of students in a school participate, which is not a valid representation of the participating school’s population; and
- Federal law requires that NAEP data remain confidential, so all personally identifiable information about students and individual schools is removed at the school on the day of the assessment before the test booklets and demographic information are sent to NAEP.

NAEP reports average scale scores and achievement levels. Average scale scores for reading and mathematics are 0-500 and for writing and science are 0-300.

Definitions of NAEP’s Achievement Levels:

- **Basic** denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- **Proficient** represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency on challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.
- **Advanced** signifies superior performance.

NAEP is a general indicator of what students in Oregon and across the nation know and can do. In addition, it is the only assessment that allows states to compare the performance of their students with students in other states and regions.

NCLB Changes to NAEP – Starting in 2004

Several changes have occurred in the way NAEP is administered since NCLB was instituted.

- Reading and mathematics were administered every four years but with the NCLB mandate, reading was administered in 2002 and 2003 while mathematics was administered in 2000 and 2003 to accommodate the new testing cycle of every two years for both content areas.
- A new reading framework was introduced for the 2003 assessment, which means that guidelines for developing the reading assessment between 2002 and 2003 were altered to reflect new methodologies in reading education.
- Prior to 2003, participation in the NAEP assessments was voluntary for schools and districts. The mandate increased the number of students participating in the 2003 assessments in reading and mathematics.

- The total number of students tested was increased significantly. In large scale assessments like NAEP, larger numbers of participants increase the reliability of the results.

	Total number of 4 th Graders	Total number of 8 th Graders
Reading 1998	2,351	2,177
Reading 2002	2,675	1,918
Reading 2003	3,178	2,561
Mathematics 1990	n/a	2,708
Mathematics 1996	2,233	2,323
Mathematics 2000	1,661	1,825
Mathematics 2003	3,306	2,671

These changes may be reflected in the average scale scores and the percentages of students at different achievement levels.

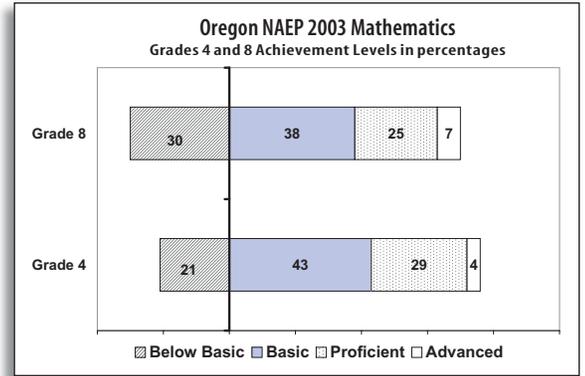
PLEASE NOTE: NAEP began including students with disabilities and limited English proficiency in 1998 by using a split-sample design, testing one group with accommodations and a comparable group without accommodations. Since then, NAEP has been inclusive in its accommodations to all students with limitations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

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	224
	4	2003	Not Available	236	Not Available	234
	8	1990	271	Not Available	262	Not Available
	8	1996	276	Not Available	271	Not Available
	8	2000	281	280	274	272
	8	2003	Not Available	281	Not Available	276
READING • (scale:0-500)						
	4	1998	214	212	215	213
	4	2002	Not Available	220	Not Available	217
	4	2003	Not Available	218	Not Available	216
	8	1998	266	266	261	261
	8	2002	Not Available	268	Not Available	263
	8	2003	Not Available	264	Not Available	261
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

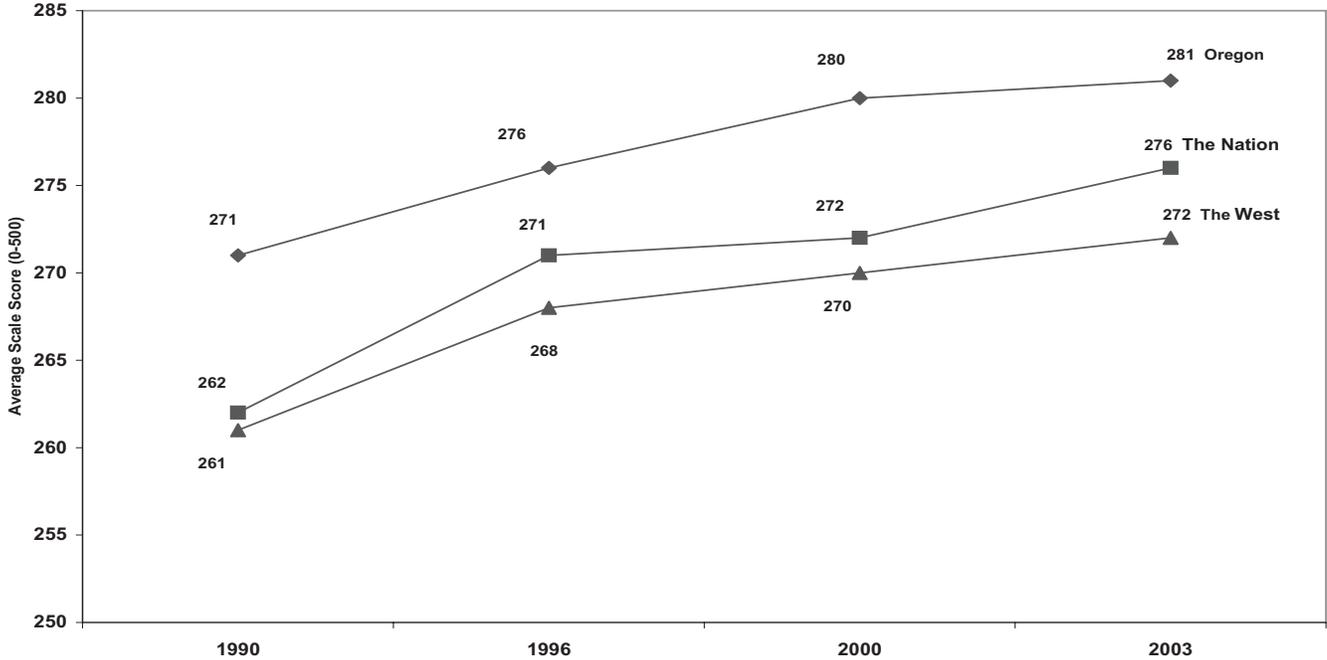
Oregon fourth grade and eighth grade NAEP Mathematics scores have improved since 1996. In 2003, 70% of eighth graders and 76% of Oregon fourth graders met or exceeded the NAEP Basic Level.



NAEP Grade 8 Mathematics 1990, 1996, 2000, 2003

Oregon, the Nation, and the West

Note: Winter 2005 mathematics results will be released in Fall 2005

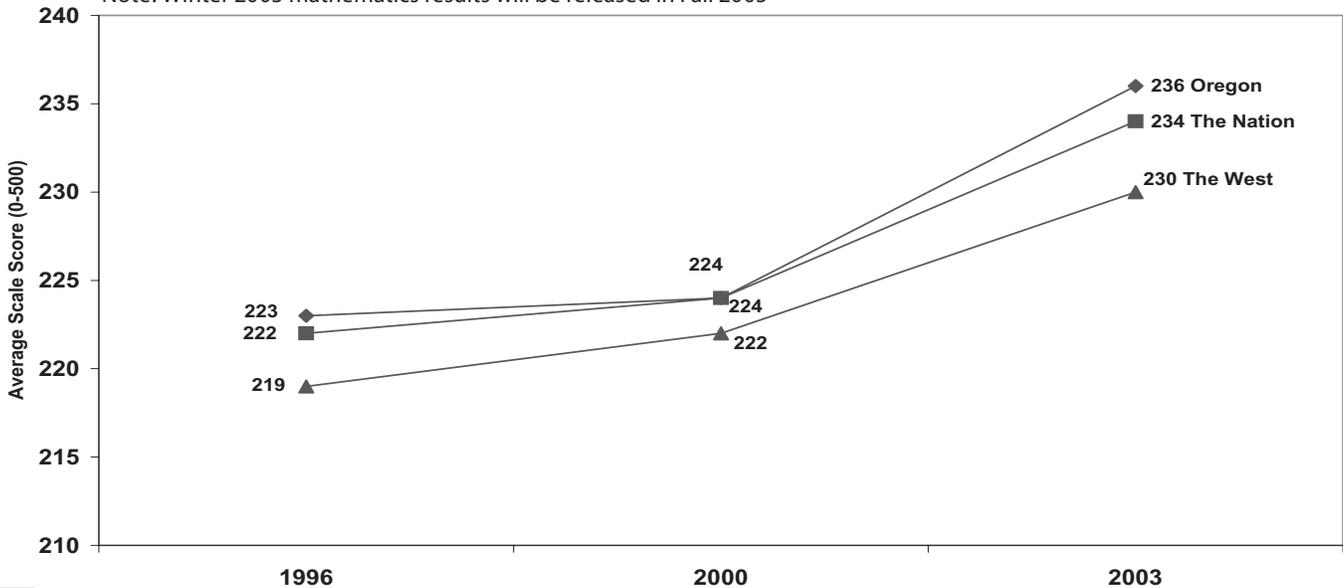


Oregon 8th graders have outscored the Nation and the West in mathematics since 1990. In 2003, Oregon scored 5 points higher than the Nation and 9 points higher than the West.

NAEP Grade 4 Mathematics 1996, 2000, 2003

Oregon, the Nation, and the West

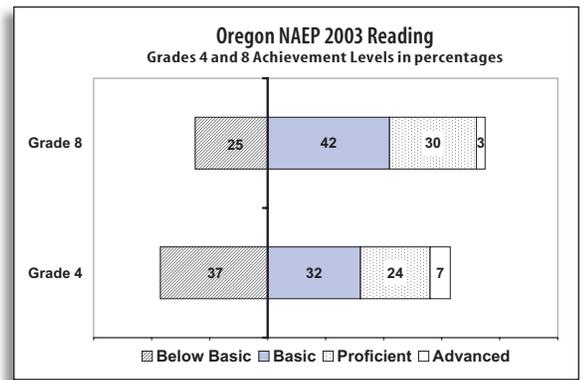
Note: Winter 2005 mathematics results will be released in Fall 2005



Oregon 4th graders have matched or exceeded the Nation and the West since 1996. Between 2000 and 2003, average scale scores increased 12 points for Oregon 4th graders, 10 points for 4th graders in the Nation, and 8 points for 4th graders in the West.

Reading

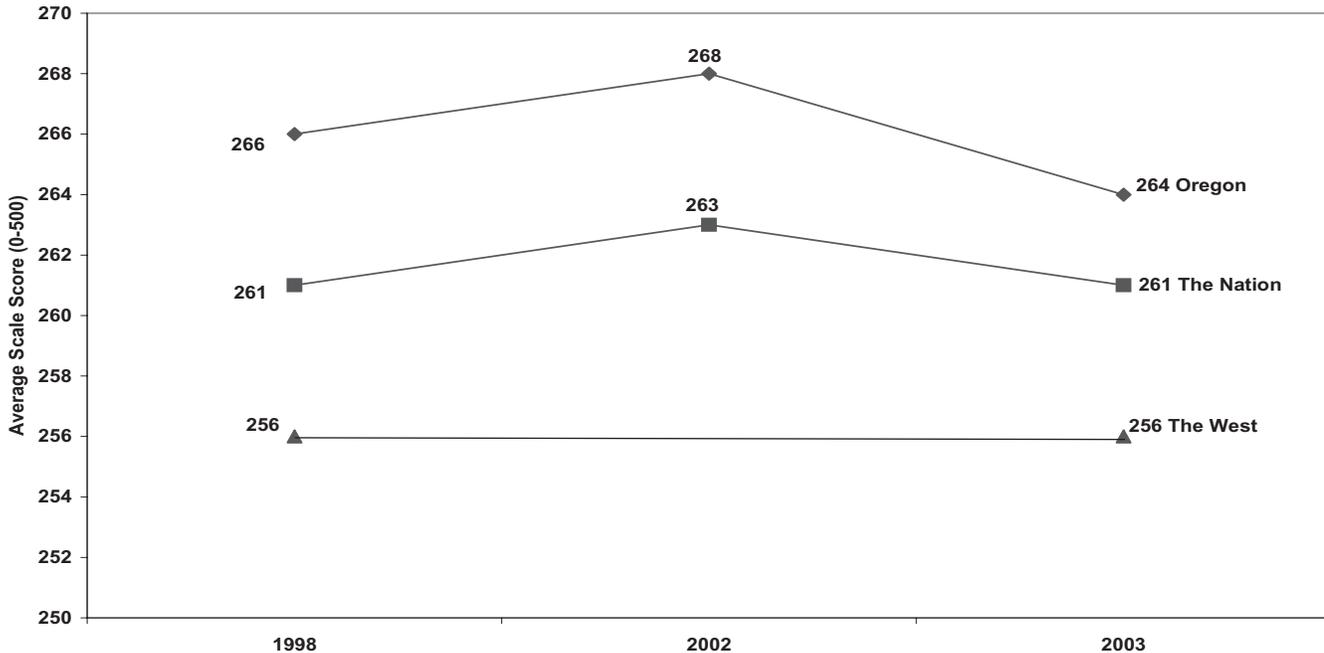
In 2003, 75% of eighth graders and 63% of fourth graders met or exceeded the NAEP Basic Level.



NAEP Grade 8 Reading 1998, 2002, 2003

Oregon, the Nation, and the West

Note: Winter 2005 reading results will be released in Fall 2005

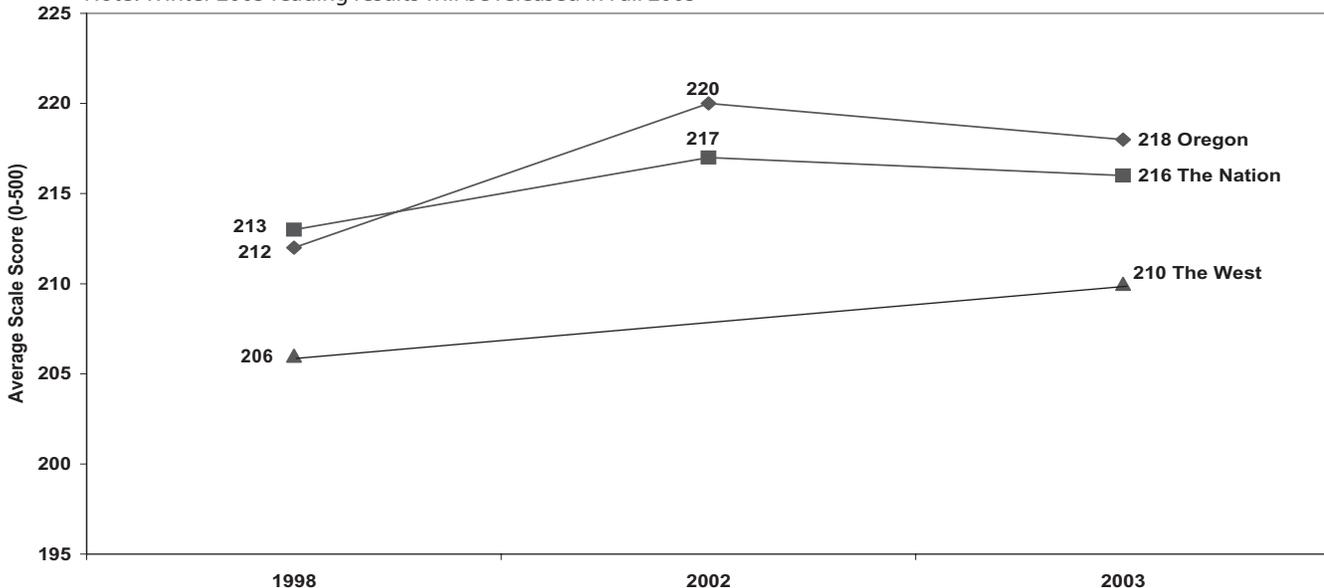


Oregon 8th graders scored higher than the Nation in all three test years. In 2003, scores for both Oregon and the Nation dropped. Oregon led the Nation by 5 points in 1998 & 2002, but only by 3 points in 2003. *Data for the West is not available for 2002.

NAEP Grade 4 Reading 1998, 2002, 2003

Oregon, the Nation, and the West

Note: Winter 2005 reading results will be released in Fall 2005

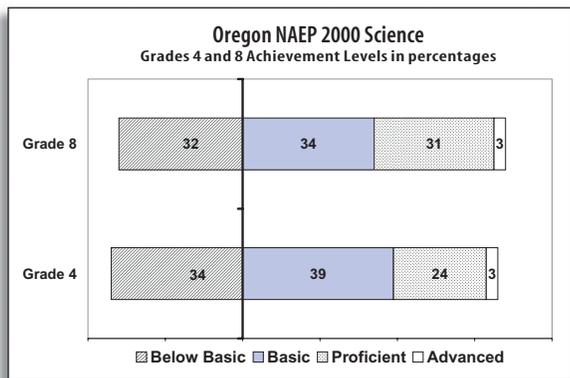


Oregon 4th graders scored higher than the Nation in 2002 and 2003, scores for Oregon dropped 2 points, while scores for the Nation dropped 1 point.

*Data for the West is not available for 2002.

Science

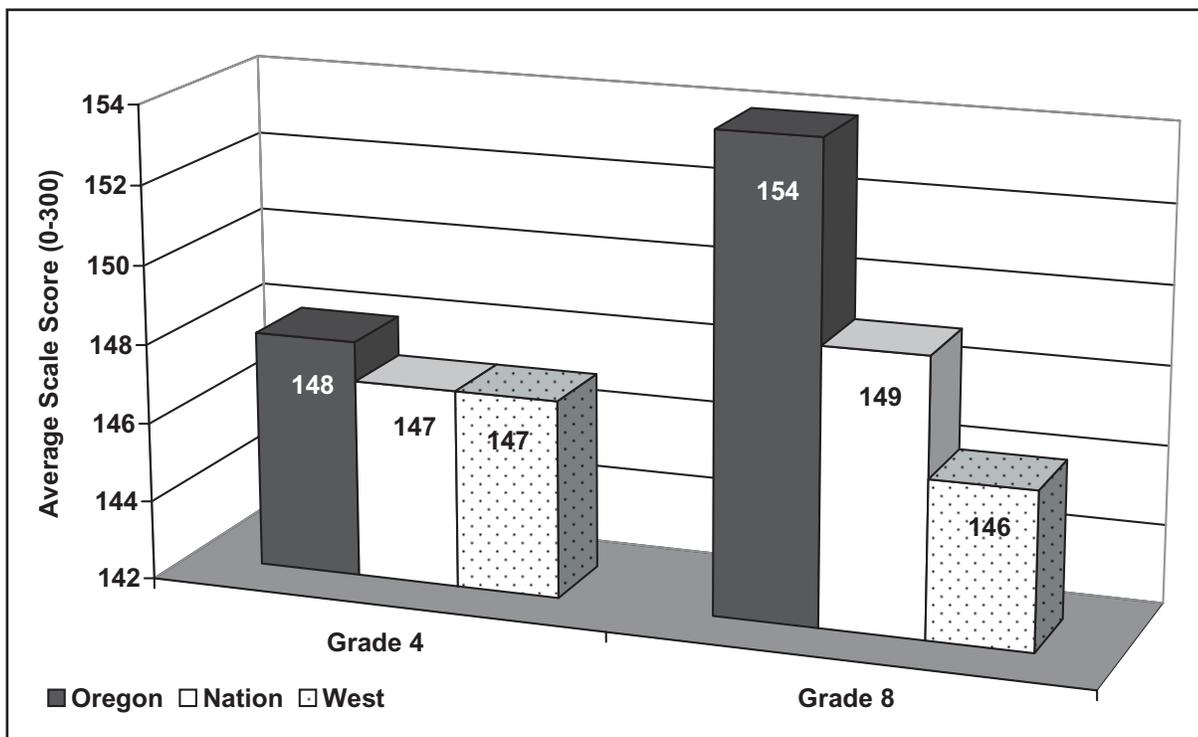
Oregon fourth and eighth graders last took the NAEP Science assessment in 2000. 66% of fourth graders and 68% of eighth graders met or exceeded the NAEP Basic Level on the 2000 assessment.



NAEP Grades 4 and 8 Science 2000

Oregon, the Nation, and the West*

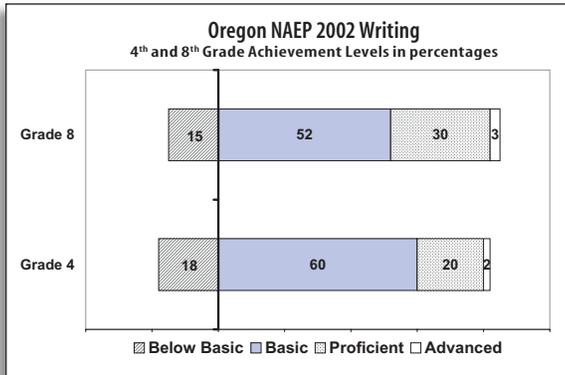
Note: Winter 2005 science results will be released in 2006



Oregon fourth grade students, participating in the national test for the first time, scored slightly above the average for the Nation and the West. Eighth graders posted an average of 154, 5 points higher than the Nation, and 8 points higher than the West.

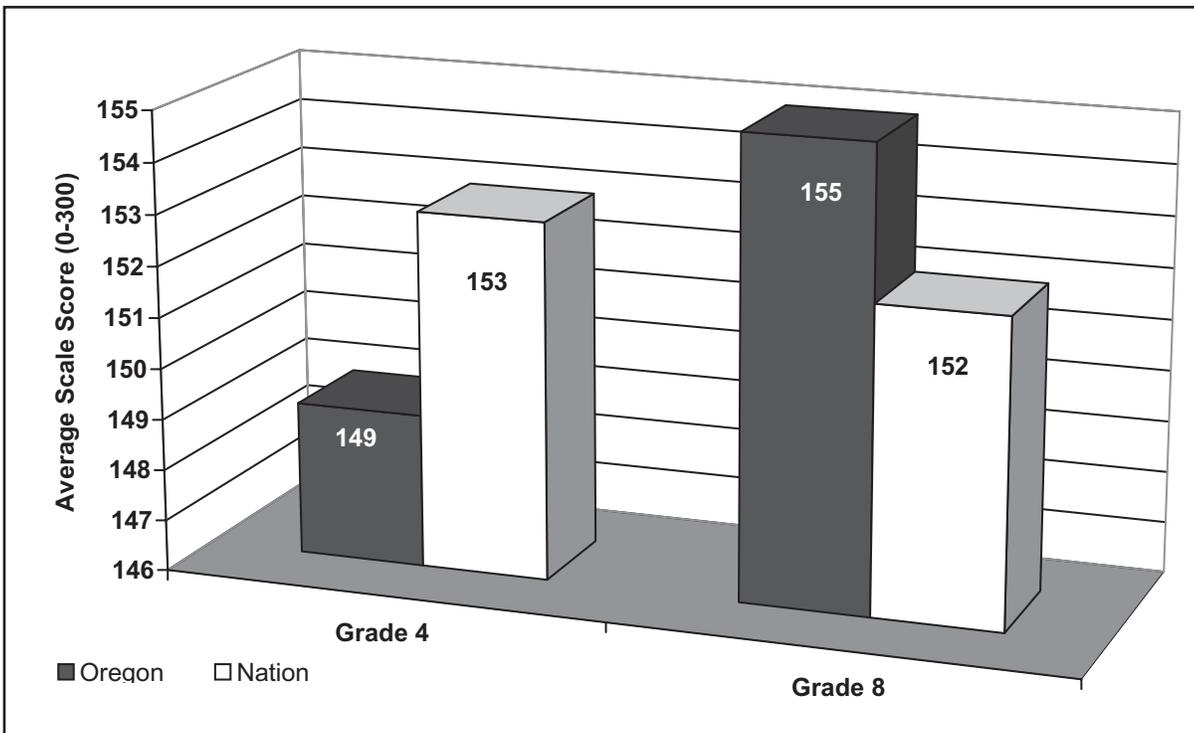
Writing

Oregon fourth and eighth grade students last participated in the NAEP Writing assessment in 2002. Results indicate that 85% of eighth grade students and 82% of fourth grade students met or exceeded the NAEP Basic Level.



NAEP Grades 4 and 8 Writing 2002 Oregon and the Nation*

Note: The next writing assessment is scheduled for Winter 2007



In the 2002 NAEP writing assessment, Oregon 8th graders scored 3 points higher than 8th graders in the Nation, while Oregon 4th graders scored 4 points lower than 4th graders in the Nation.

*NAEP Writing data is not available for the West.

College Admission Tests

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



American College Testing Program (ACT)

The ACT tests student knowledge of English, math, reading, and science reasoning. In 2004, Oregon students scored a composite score of 22.5 on the ACT, compared to a national average of 20.9. Oregon's average score went down one-tenth of a point, while the national average score went up one-tenth of a point. Among states that tested near the same percent of students tested in Oregon, only Vermont outscored Oregon, with a composite score of 22.7. Washington's composite score was the same as Oregon's (22.5). Possible scores range from 1 to 36.

These test scores reflect the achievement of a relatively small number of students. In 2004, only 12.2% of Oregon's graduating seniors (4,145 seniors) took the ACT. Nationally, 39.6% of students (1,171,460 students) were tested.

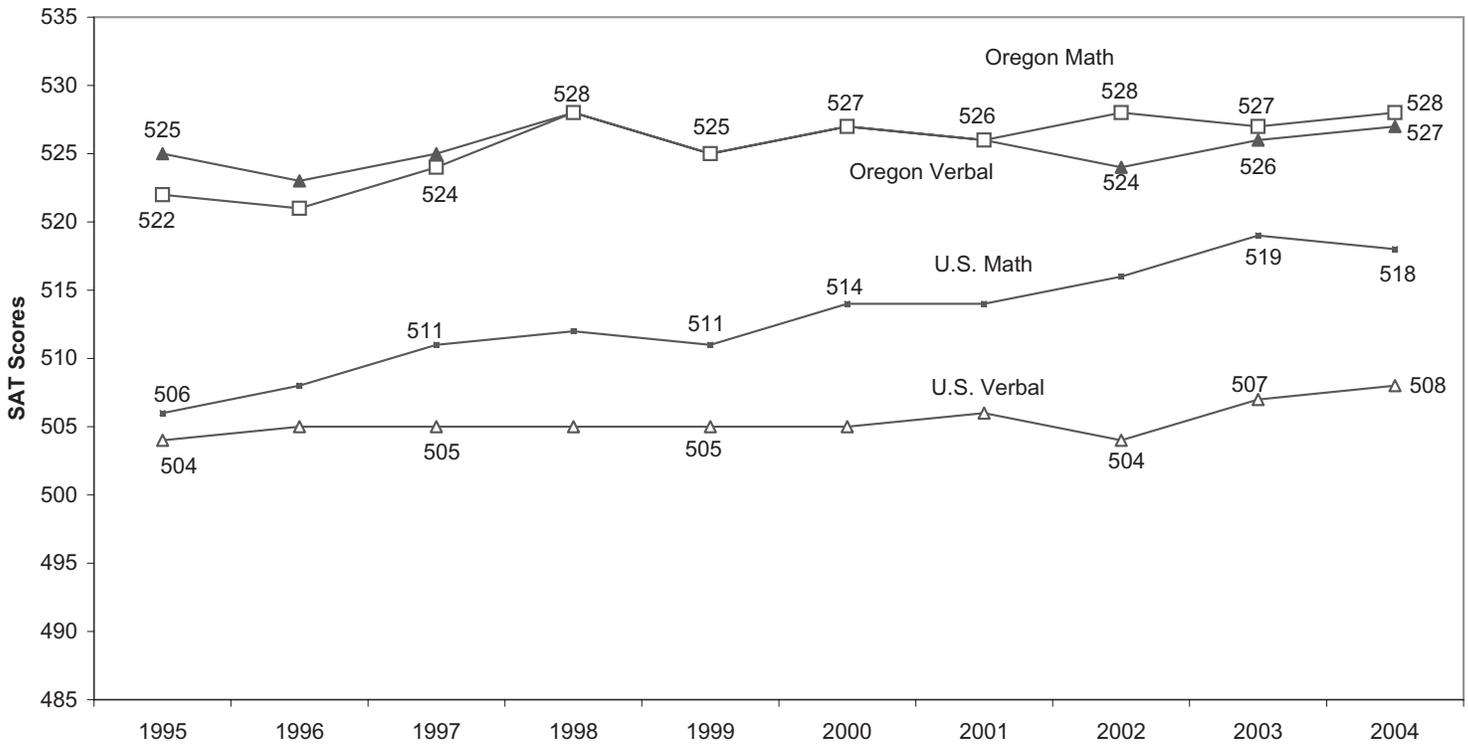
Scholastic Assessment Test (SAT)

19,180 graduating seniors (56%) took the SAT in Oregon in 2002-03. Average Oregon scores for both mathematics and verbal sections increased by 1 point.

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 10 points higher than the national average on the mathematics test. However, test results vary by gender and race/ethnicity.

		2004 Oregon SAT 56% Participation	2004 National SAT 48% Participation	2004 DIFFERENCE 8% Participation
	Test	Average Score	Average Score	(Oregon Minus National)
Total	Verbal	527	508	+19
Total	Math	528	518	+10
Male	Verbal	530	512	+18
Male	Math	549	537	+12
Female	Verbal	524	504	+20
Female	Math	511	501	+10
American Indian	Verbal	489	483	+6
American Indian	Math	484	488	-4
Asian	Verbal	493	507	-14
Asian	Math	546	577	-31
Black	Verbal	437	430	+7
Black	Math	433	427	+6
Hispanic	Verbal	468	456	+12
Hispanic	Math	466	460	+6
White	Verbal	530	528	+2
White	Math	528	531	-3
Other	Verbal	530	494	+36
Other	Math	522	508	+14
No Response	Verbal	552	522	+30
No Response	Math	551	535	+16

SAT Scores OREGON and U.S. 1995-2004



Historically, Oregon students have outscored U.S. students on the SAT. In 2004, Oregon students scored 19 points higher than the national average on the verbal test and 10 points higher than the national average on the mathematics test.

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 one point more on the verbal section and three points more on the mathematics section than Oregon students. However, Oregon had a higher participation rate, 56% vs. the 52% participation rate for Washington State.

Over the last decade, Oregon students have posted gains of 14 points on the verbal section of the test and 13 points on the mathematics section.

There were more female SAT test takers in Oregon (54.6%) than male test takers (45.4%). Nationally, the figures were 53.5% female to 46.5% 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 530 to 524, and on the math test, 549 to 511.

As the table on the next page 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 3,037 students, or 15.8% 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.

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.



*Knowledge is of two kinds:
we know a subject ourselves,
or we know where we can find information on it.*

— Samuel Johnson



SAT by Gender and Race/Ethnicity State Summary 2004 compared to 2003 Oregon and Nation – All Schools

SAT I: Performance & Participation Overview

		Oregon – All Schools				Nation – All Schools			
		# of Test Takers	% of Total	Mean Verbal	Mean Math	# of Test Takers	% of Total	Mean Verbal	Mean Math
All	Total	19,180		527	528	1,419,007		508	518
	Change from last year	-0.3%	100.0%	+1	+1	+0.9%	100.0%	+1	-1
Gender	Male	8,708	45.4%	530	549	660,270	46.5%	512	537
	Change from last year	-0.6%		+1	+2	+1.2%		0	0
Gender	Female	10,472	54.6%	524	511	758,737	53.5%	504	501
	Change from last year	-0.1%		+1	+1	+0.7%		+1	-2
Race/Ethnicity	American Indian	239	1.2%	489	484	8,219	0.6%	483	488
	Change from last year	+9.6%		+9	+7	+10.3%		+3	+6
	Asian	1,202	6.3%	493	546	112,542	7.9%	507	577
	Change from last year	+12.4%		+3	+2	+11.5%		-1	+2
	Black	375	2.0%	437	433	137,953	9.7%	430	427
	Change from last year	+17.9%		-13	-12	+9.8%		-1	+1
	Hispanic Overall	741	3.9%	468	466	122,380	8.6%	456	460
	Change from last year	+25.8%		+2	-1	+13.9%		+3	+1
	Mexican American	525	2.7%	462	460	57,739	4.1%	451	458
	Change from last year	+38.2%		+7	+4	+14.6%		+3	+1
Puerto Rican	34	0.2%	478	482	16,449	1.2%	457	452	
Change from last year	+41.7%		-16	-25	+12.9%		+1	-1	
Other Hispanic	182	0.9%	485	482	48,192	3.4%	461	465	
Change from last year	-1.6%		-1	-1	+13.3%		+4	+1	
White	13,129	68.5%	530	528	719,753	50.7%	528	531	
Change from last year	+13.0%		-2	-2	+7.4%		-1	-3	
Other	457	2.4%	530	522	46,615	3.3%	494	508	
Change from last year	+32.5%		+2	+9	+19.1%		-7	-5	
No Response	3,037	15.8%	552	551	271,545	19.1%	522	535	
Change from last year	-40.3%		+21	+21	-23.6%		+12	+10	

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.



High School Graduation Rate* – Oregon and Nation

Year	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 of error for Oregon is +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 Educational Development (GED), modified diploma, or other recognition.

Number of Oregon Graduates Each School Year

School Year	Number of Graduates	12 th 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
2002-2003	32,466	39,799

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/search/results/?id=25>

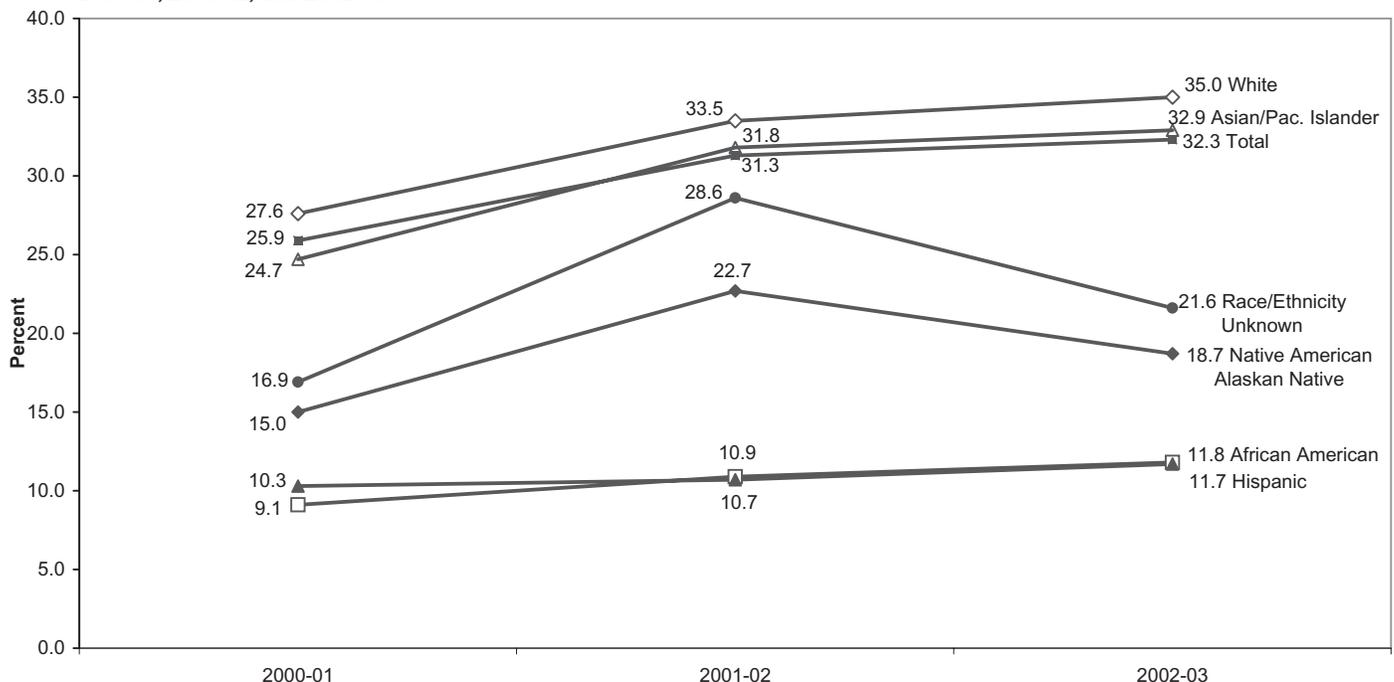
In 2002-03, 32.3 percent of regular diploma receivers earned both a regular diploma and the Certificate of Initial Mastery, up from 31.3% in 2002, and up from 25.9% in 2001. The percentage of CIM diploma receivers was higher in 2002-03 than in 2001-02 for every racial/ethnic group except Native American/Alaskan Native, where it decreased from 22.7% in 2001-02 to 18.7% in 2002-03. In 2002-03, 35.0% of White students earned a regular diploma with a CIM, compared to 32.9% of Asian/Pacific Islander students, 11.7% of Hispanic students, and 11.8% of African American students.

Regular Diplomas With A Cim By Race/Ethnicity
2000-01, 2001-02, and 2002-03

	YEAR	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American Alaskan Native	%	Unknown	%	Total ALL Students	%
Regular Diploma WITH CIM	2002-2003	9,487	35.0	81	11.8	279	11.7	483	32.9	94	18.7	70	21.6	10,494	32.3
	2001-2002	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	7,109	27.6	55	9.1	167	10.3	314	24.7	67	15.0	35	16.9	7,747	25.9

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

Percent of Regular Diploma Recipients Who Earned A CIM Within Each Race/Ethnicity
2000-01, 2001-02, and 2002-03



From 2000-01 through 2002-03, the percent of diploma recipients who also earned a CIM increased for all race/ethnicities. In the last year, the percent of Native American/Alaskan Native and Race/Ethnicity Unknown diploma recipients earning CIMs decreased.

High School Completers

Of the 36,218 students who completed 12th grade, 32,466 (89.6%) earned a regular diploma, 970 (2.7%) earned a modified diploma (special education), and 2,782 (7.7%) finished the year without earning a diploma. From 2001-02 to 2002-03, both the percent of completers earning a Modified Diploma and the percent of completers earning No Credential increased, while the percent of completers with Regular Diplomas decreased.

All High School Completers by Race/Ethnicity and Type of Completer
2000-01, 2001-02, and 2002-03

	YEAR and Type of Completer	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American Alaskan Native	%	Unknown	%	Total	%
REGULAR DIPLOMA	2002-2003	27,107	90.8	689	80.9	2,375	81.2	1,468	90.3	503	83.3	324	88.8	32,466	89.6
	2001-2002	26,464	91.7	598	78.4	1,988	79.6	1,283	91.1	490	85.8	332	84.5	31,155	90.3
	2000-2001	25,782	91.3	604	81.8	1,629	81.6	1,269	89.3	448	88.2	207	89.2	29,939	90.4
MODIFIED DIPLOMA	2002-2003	755	2.5	46	5.4	112	3.8	26	1.6	25	4.1	6	1.6	970	2.7
	2001-2002	620	2.1	63	8.3	80	3.2	26	1.8	29	5.1	5	1.3	823	2.4
	2000-2001	601	2.1	48	6.5	60	3.0	34	2.4	21	4.1	6	2.6	770	2.3
NO CREDENTIAL	2002-2003	1,984	6.6	117	13.7	439	15.0	131	8.1	76	12.6	35	9.6	2,782	7.7
	2001-2002	1,773	6.1	102	13.4	429	17.2	100	7.1	52	9.1	56	14.2	2,512	7.3
	2000-2001	1,842	6.5	86	11.7	308	15.4	118	8.3	39	7.7	19	8.2	2,412	7.3
TOTAL ALL COMPLETERS	2002-2003	29,846	100.0	852	100.0	2,926	100.0	1,625	100.0	604	100.0	365	100.0	36,218	100.0
	2001-2002	28,857	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	28,225	100.0	738	100.0	1,997	100.0	1,421	100.0	508	100.0	232	100.0	33,121	100.0

Percents are the number of each type of completer for each race/ethnicity, divided by the total number of All Completers (all students who completed 4 years of high school) for each race/ethnicity.



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: 2002-03 • By Gender and Race/Ethnicity

	Total	Percent	White	Percent	Afrn.Am.	Percent	Hispanic	Percent	Asian	Percent	Am.Ind/AN	Percent	Unknown	Percent
All completers	36,218	100.0%	29,846	100.0%	852	100.0%	2,926	100.0%	1,625	100.0%	604	100.0%	365	100.0%
Regular Diploma	32,466	89.6%	27,107	90.8%	689	80.9%	2,375	81.2%	1,468	90.3%	503	83.3%	324	88.8%
without CIM	21,972	60.7%	17,620	59.0%	608	71.4%	2,096	71.6%	985	60.6%	409	67.7%	254	69.6%
with CIM	10,494	29.0%	9,487	31.8%	81	9.5%	279	9.5%	483	29.7%	94	15.6%	70	19.2%
Modified Diploma*	970	2.7%	755	2.5%	46	5.4%	112	3.8%	26	1.6%	25	4.1%	6	1.6%
No Diploma	2,782	7.7%	1,984	6.6%	117	13.7%	439	15.0%	131	8.1%	76	12.6%	35	9.6%
Male	18,158	100.0%	15,065	100.0%	436	100.0%	1,442	100.0%	772	100.0%	271	100.0%	172	100.0%
Regular Diploma	15,897	87.5%	13,401	89.0%	332	76.1%	1,119	77.6%	677	87.7%	220	81.2%	148	86.0%
without CIM	11,025	60.7%	8,957	59.5%	297	68.1%	981	68.0%	487	63.1%	188	69.4%	115	66.9%
with CIM	4,872	26.8%	4,444	29.5%	35	8.0%	138	9.6%	190	24.6%	32	11.8%	33	19.2%
Modified Diploma*	608	3.3%	467	3.1%	32	7.3%	72	5.0%	16	2.1%	17	6.3%	4	2.3%
No Diploma	1,653	9.1%	1,197	7.9%	72	16.5%	251	17.4%	79	10.2%	34	12.5%	20	11.6%
Female	18,060	100.0%	14,781	100.0%	416	100.0%	1,484	100.0%	853	100.0%	333	100.0%	193	100.0%
Regular Diploma	16,569	91.7%	13,706	92.7%	357	85.8%	1,256	84.6%	791	92.7%	283	85.0%	176	91.2%
without CIM	10,947	60.6%	8,663	58.6%	311	74.8%	1,115	75.1%	498	58.4%	221	66.4%	139	72.0%
with CIM	5,622	31.1%	5,043	34.1%	46	11.1%	141	9.5%	293	34.3%	62	18.6%	37	19.2%
Modified Diploma*	362	2.0%	288	1.9%	14	3.4%	40	2.7%	10	1.2%	8	2.4%	2	1.0%
No Diploma	1,129	6.3%	787	5.3%	45	10.8%	188	12.7%	52	6.1%	42	12.6%	15	7.8%

Source: Oregon Department of Education, High School Completers web survey/SMIF, November 2003

*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. (93.7% of females compared with 90.9% of males)
2. In 2002-03, 9.1% (1,653) of male completers did not receive a diploma, compared with 6.3% (1,129) of female completers.
3. Hispanic males had the highest rate of completers with No Diploma (17.4%), closely followed by African American males with a rate of 16.5%.

CIM Diplomas:

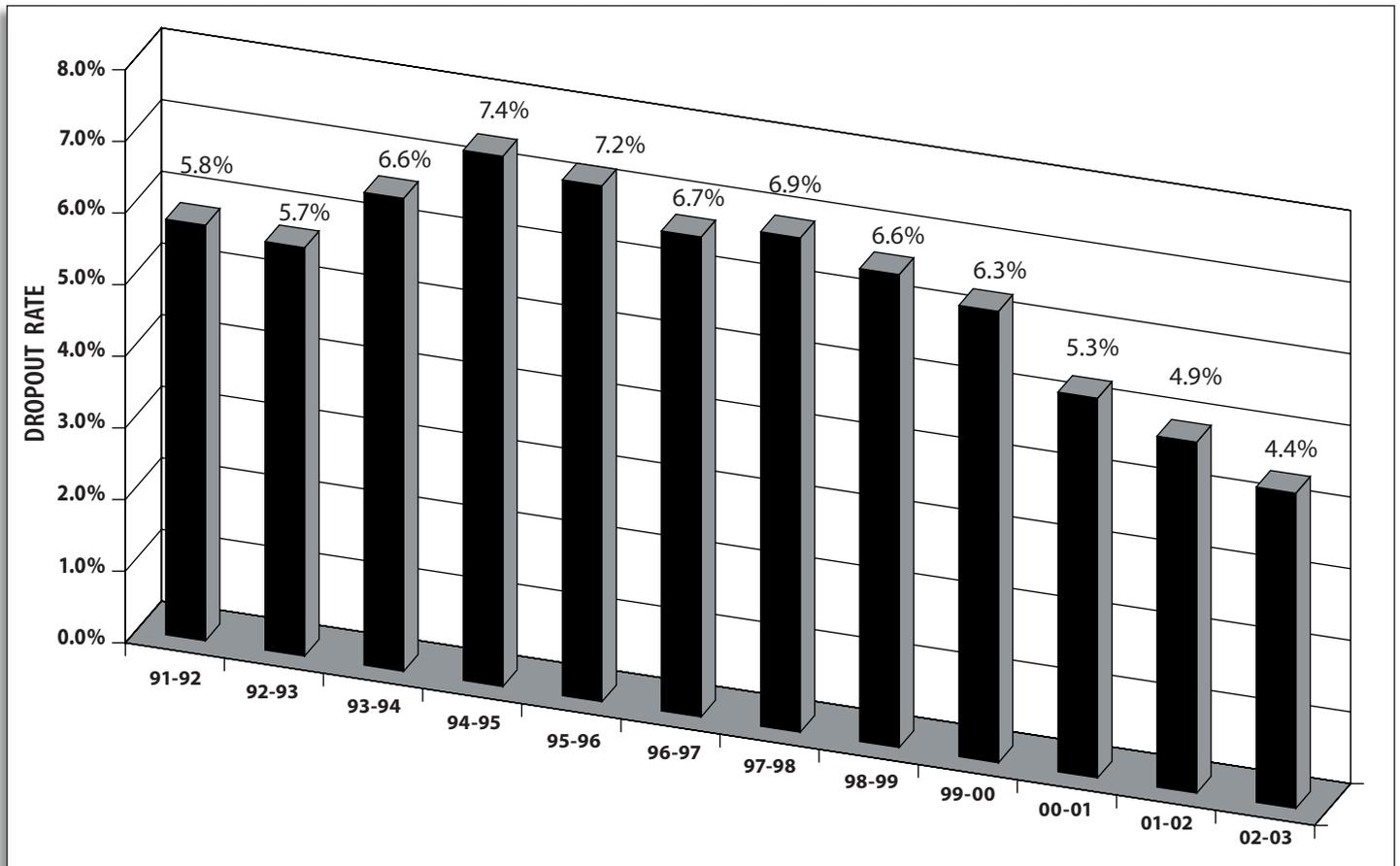
1. Females are more likely than males to earn a Regular Diploma with CIM (31.1% of females compared to 26.8% of males.)
2. Females are more likely than males to earn a Regular Diploma with CIM in every race/ethnicity category except Hispanic (Male percent is 9.6%; female percent is 9.5%.)

Dropout Rate Declines

For the fifth straight year, the statewide dropout rate for grades 9-12 declined. The rate went from 4.9 percent in 2001-2002 to 4.4 percent in 2002-2003. There were 7,439 dropouts in grades 9-12 in the 2002-2003 school year.



Oregon High School Dropout Rates 1991-1992 to 2002-2003



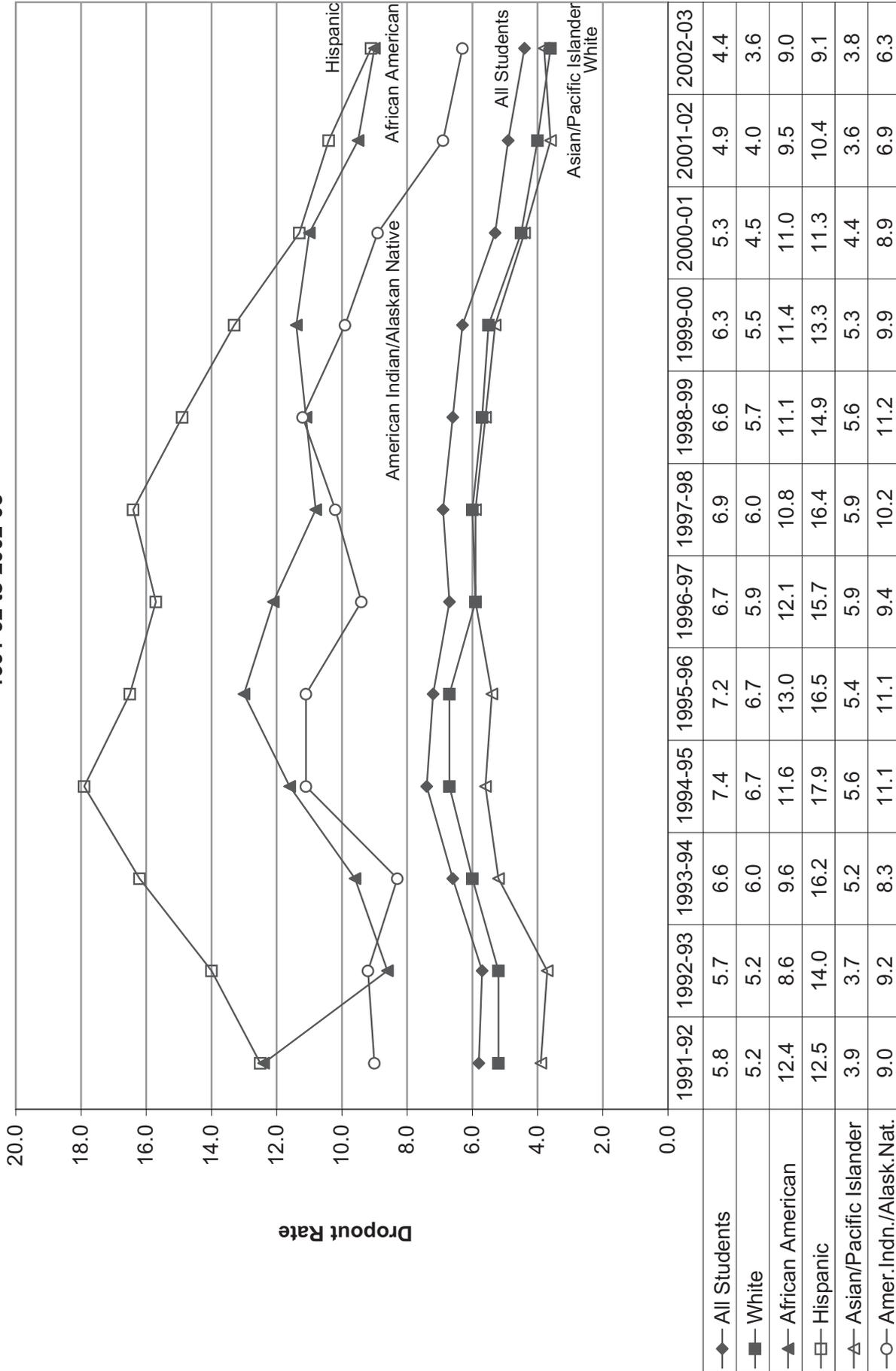
The 2002-03 high school dropout rate was 4.4%, a decrease from the rate of 4.9% reported in 2001-02. This is the fifth consecutive annual decrease in the one-year dropout rate.

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

The top five reasons students identified for dropping out of school in 2002-2003 are as follows:

1. Lack of parental support for school (930)
2. Too far behind in credits to catch up (824)
3. Working more than 15 hours a week (701)
4. Dysfunctional home life (632)
5. Frequent discipline referrals (456)

**Oregon Dropout Rates by Race/Ethnicity--Grades 9-12
1991-92 to 2002-03**



Dropout rates have declined for the past 5 years for White and Hispanic students, declined for the last 4 years for American Indian/Alaskan Native students, and declined for the past 3 years for African-American students.

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 1999.

Educational Outcomes for the Class of 2003 All Oregon Public Secondary Schools			
		Total	Percent of 9th Graders
ENTERED GRADE 9	September 1999	47,148	100.0
FOUR YEARS LATER	June 2003		
	Regular Diploma	32,466	68.9
	Dropout	8,217	17.4
	Attended 4 years, no diploma	2,782	5.9
	GED	1,734	3.7
	Modified Diploma	925	2.0
	Home School	307	0.7
	Legally withdrawn¹	302	0.6
	Adult High School Diploma	119	0.3
	Deceased	55	0.1
	Total of all known outcomes²	46,907	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: Quarterly ADM, Early Leaver, and High School Completers reports.



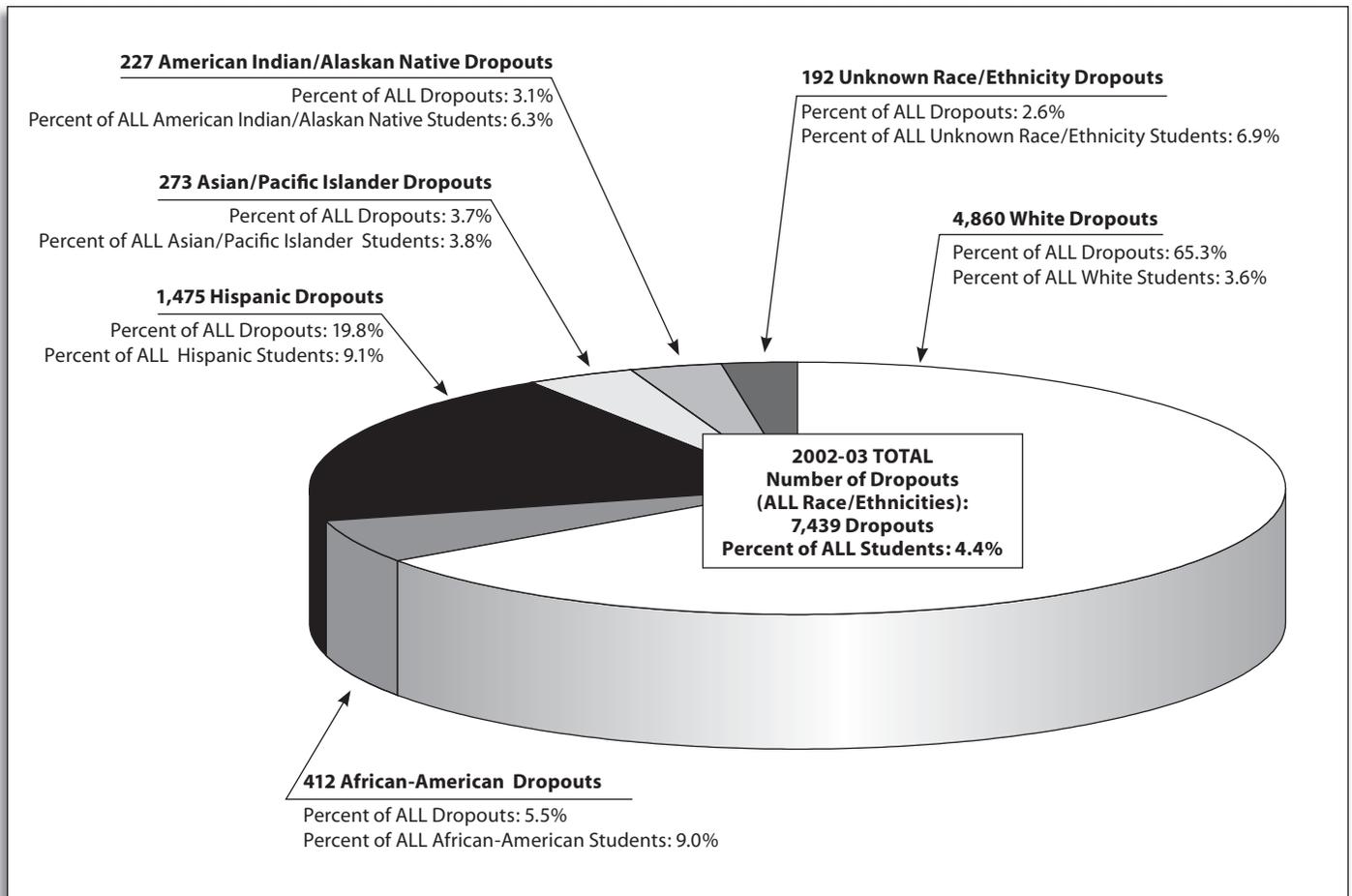
Although 68.9 percent of the ninth-graders earned a regular diploma in four years, a significant number of students completed a high school education in a different manner. When students earning an alternative credential (GED, adult high school diploma, modified diploma) are included, it raises the total high school completion rate to 74.9 percent.

8,217 students (17.4 percent) dropped out. However, many of these persons will return to school and finish their secondary education at a community college.

Minority students are disproportionately represented among Oregon's dropouts. Only White and Asian/Pacific Islander students have a lower percent of all dropouts than their percent of the total population of all students. Hispanic students comprised 9.5 percent of the grade 9-12 total population in 2002-2003, but 19.8 percent of grade 9-12 dropouts. However, there has been a steady decline in the Hispanic dropout rate over the last six years, and dropout rates for other racial/ethnic groups are also showing declines. The exception to this is the rate for Asian/Pacific Islander students, which went up from 3.6% in 2001-02 to 3.8% in 2002-03. The dropout rate for African American students has decreased slightly over the decade but still remains nearly twice the overall statewide rate, 9.0 percent compared to 4.4 percent of the total student population. The chart below shows the fluctuation in dropouts among the various racial/ethnic student groups.



Percentage of All Oregon Dropouts by Race/Ethnicity With Dropout Rates
 Grades 9-12 • 2002-03



In 2002-03, 65.3% of all dropouts were White, while 19.8% were Hispanic, 5.5% were African American, 3.7% were Asian/Pacific Islander, 3.1% were American Indian/Alaskan Native, and 2.6% were of Unknown Race/Ethnicity.

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 reading, writing, mathematics, and science through statewide CIM tests or local work samples;
2. Have an education plan based on personal, career and academic 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 (2-4 above), in addition to earning credits.

For more information about the CAM and diploma requirements,
visit the ODE website at:

www.ode.state.or.us/search/results/?id=26

Career-Related Learning and Extended Application Standards Assessment

During the 2002-04 school years, 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. Guidelines, scoring guides, and lessons learned are found on the ODE website for CIM: <http://www.ode.state.or.us/search/results/?id=25> or for CAM: <http://www.ode.state.or.us/search/results/?id=26>



CAM assessment 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 initially approved on May 29, 2003. In 2004, it was revised and the revisions were approved on May 20, 2004.



The Oregon plan is available on line at:
<http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypworkbook.pdf>

FINAL Designations – No Child Left Behind Act Adequate Yearly Progress

Oregon Public Schools – November 2004

Oregon Public Schools	Met AYP		Did Not Meet AYP		Insufficient Data*	
	Number of Schools	Percent of All Schools	Number of Schools	Percent of All Schools	Number of Schools	Percent of All Schools
November 2004						
Title I Schools						
Elementary	456		27		15	
Middle Schools	17		32		1	
High Schools	7		11		0	
Combined Schools	16		8		0	
Non-Title I Schools						
Elementary	231		8		10	
Middle Schools	61		93		2	
High Schools	54		160		12	
Combined Schools	5		3		4	
Total	847	68.7	342	27.7	44	3.6

*Note: Due to insufficient data, 44 schools (3.6% of all schools) did not receive ratings in November 2004.
 Source: Oregon Department of Education

Federal regulations require that Adequate Yearly Progress (AYP) be reported for all schools and districts, whether or not the schools and districts receive funding through Title I of the No Child Left Behind Act (NCLB). However, NCLB sanctions are applied only to schools and districts that receive Title I funding. Title I schools and districts that are designated as not meeting AYP in the same subject area (English/Language Arts, Mathematics, Other Indicator of Attendance or Graduation) for two consecutive years are identified for “program improvement” and mandatory sanctions apply. These sanctions increase in severity with each year’s designation of not meeting AYP.

FINAL Determinations – No Child Left Behind Act
 Number of Oregon Public Schools Designated as *Not Meeting AYP*
 In the Same Subject Area for Two Consecutive Years – November 2004

	Number of YEARS <i>Not Meeting AYP</i>					Total Number of Schools <i>Not Meeting AYP</i> November 2004
	1	2	3	4	5	
Title I Schools						
Elementary	15	12				27
Middle Schools	19	10	2	1		32
High Schools	1	7		1	2	11
Combined Schools	8					8
Non-Title I Schools						
Elementary	6	2				8
Middle Schools	34	59				93
High Schools	40	121				161
Combined Schools	1	2				3
Total	124	213	2	2	2	343

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 for 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.

No Child Left Behind Act

Highly Qualified Teachers



According to the federally required definition under the No Child Left Behind Act, 87.1% of all classes taught in Oregon’s public schools in 2003-04 have a “highly qualified teacher”. 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, 96.5% have highly qualified teachers.

Oregon requires teachers to be fully licensed, holding at least a bachelor’s degree, and meeting 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 (2006-07 in rural schools).

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

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

Percent of Oregon Classes Taught by Highly Qualified Teachers*

2003-2004 School Year

Type of Class	Percent of All Classes	Percent of Classes in High Poverty Schools
All	87.1	84.5
Self-Contained	96.5	95.0
English	83.3	75.9
Foreign Languages	84.1	80.4
The Arts	87.5	78.1
Science	87.1	79.1
Math	85.4	78.2
Social Sciences	85.6	82.3

* 2002-03 was the first year that Highly Qualified Teacher data was collected, in accordance with federal law. 2002-03 and 2003-04 data should not be compared, due to changes in Teachers Standards and Practices Commission HOUSSSE standards, located at: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_100.html • Scroll down to view 584.100.0037

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

No Child Left Behind Act – *Persistently Dangerous Schools*

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

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

	Number of Expulsions
Schools with FEWER than 500 students	5 per year
Schools with MORE than 500 students	1 for every 100 students per year

Categories for Expulsions:

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

In 2003-04, only one Oregon school was identified as “persistently dangerous”. Seven schools were placed on “watch status” and were required to submit corrective action plans to the Oregon Department of Education.

It is interesting to note that a school with a higher than average number of expulsions may indicate a safer climate than one with a lower rate, because the school is actively removing potentially dangerous students.

NCLB UNSAFE SCHOOL CHOICE OPTION:

<http://www.ode.state.or.us/nclb/pdfs/usco-boardadopt.pdf>

GENERAL NCLB LINK:

<http://www.ode.state.or.us/search/results/?id=93>

FOR MORE INFORMATION:

Contact John Lenssen

503-378-3600 ext 2709 or john.lenssen@state.or.us



The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes and leads you on to the next plateau, sometimes poking you with a sharp stick called truth.

— Dan Rather

No Child Left Behind Act

School and District Report Cards



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

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

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

Number of Schools Receiving Each Overall Rating by Year

Overall Rating	Report Card Results for the 1998-1999 School Year	Report Card Results for the 1999-2000 School Year	Report Card Results for the 2000-2001 School Year	Report Card Results for the 2001-2002 School Year*	Report Card Results for the 2002-2003 School Year	Report Card Results for the 2003-2004 School Year
Exceptional	39	43	50	91	130	130
Strong	389	459	564	399	339	360
Satisfactory	627	580	484	558	548	546
Low	43	17	14	27	34	27
Unacceptable	4	2	0	7	5	10
Not Rated**	105	116	105	148	175	160

* 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 and 2004 Report Cards.

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

To view specific district or school report cards, go to:
<http://www.ode.state.or.us/data/reportcard/reports.aspx>



*The object of teaching a child
is to enable him to get along
without a teacher.*

Elbert Hubbard



Students & Staff

Historical Perspective



Twelve Years of Oregon Students 1992-93 & 2003-04

Enrollment	1992-1993		2003-2004		1992-93 to 2003-04	
Demographics	Number Of Students	Percent Of All Students	Number Of Students	Percent Of All Students	Change In Number Of Students	Percent Change
Elementary	266,828	52.3	253,310	45.9	-13,518	-5.1
Middle	88,212	17.3	112,494	20.4	+24,282	+27.5
High	146,079	28.6	166,070	30.1	+19,991	+13.7
Combined	7,561	1.5	4,448	0.8	-3,113	-41.2
Charter	0	0.0	3,902	0.7	+3,902	--
Alternative	595	0.1	9,730	1.8	+9,135	+1535.3
Youth Corrections Oregon School for the Deaf Oregon School for the Blind	847	0.2	1,361	0.2	+514	+60.7
TOTAL	510,122	100.0	551,315	100.0	+41,193	+8.1
Racial/Ethnic	1992-1993		2003-2004		1992-93 to 2003-04	
White	446,251	87.5	413,674	75.0	-32,577	-7.3
African American	12,220	2.4	16,499	3.0	+4,279	+35.0
Hispanic	27,115	5.3	73,548	13.3	+46,433	+171.2
Asian/Pacific Islander	15,360	3.0	23,981	4.4	+8,621	+56.1
Native American	9,176	1.8	12,643	2.3	+3,467	+37.8
Race/Ethnicity Not Reported	0	0	10,970	2.0	+10,970	--
TOTAL	510,122	100.0	551,315	100.0	+41,193	+8.1
Special Education	1992-1993		2003-2004		1992-93 to 2003-04	
	54,952	10.8	70,825	12.9	+15,873	+28.9
Students for Whom English is not the Primary Language	1992-1993		2003-2004		1992-93 to 2003-04	
	12,387	2.4	60,564	11.0	+48,177	+388.9
Free & Reduced Lunch*	1995-1996*		2003-2004		1995-96* to 2003-04	
	158,548	31.1	222,949	40.9	+64,401	+40.6

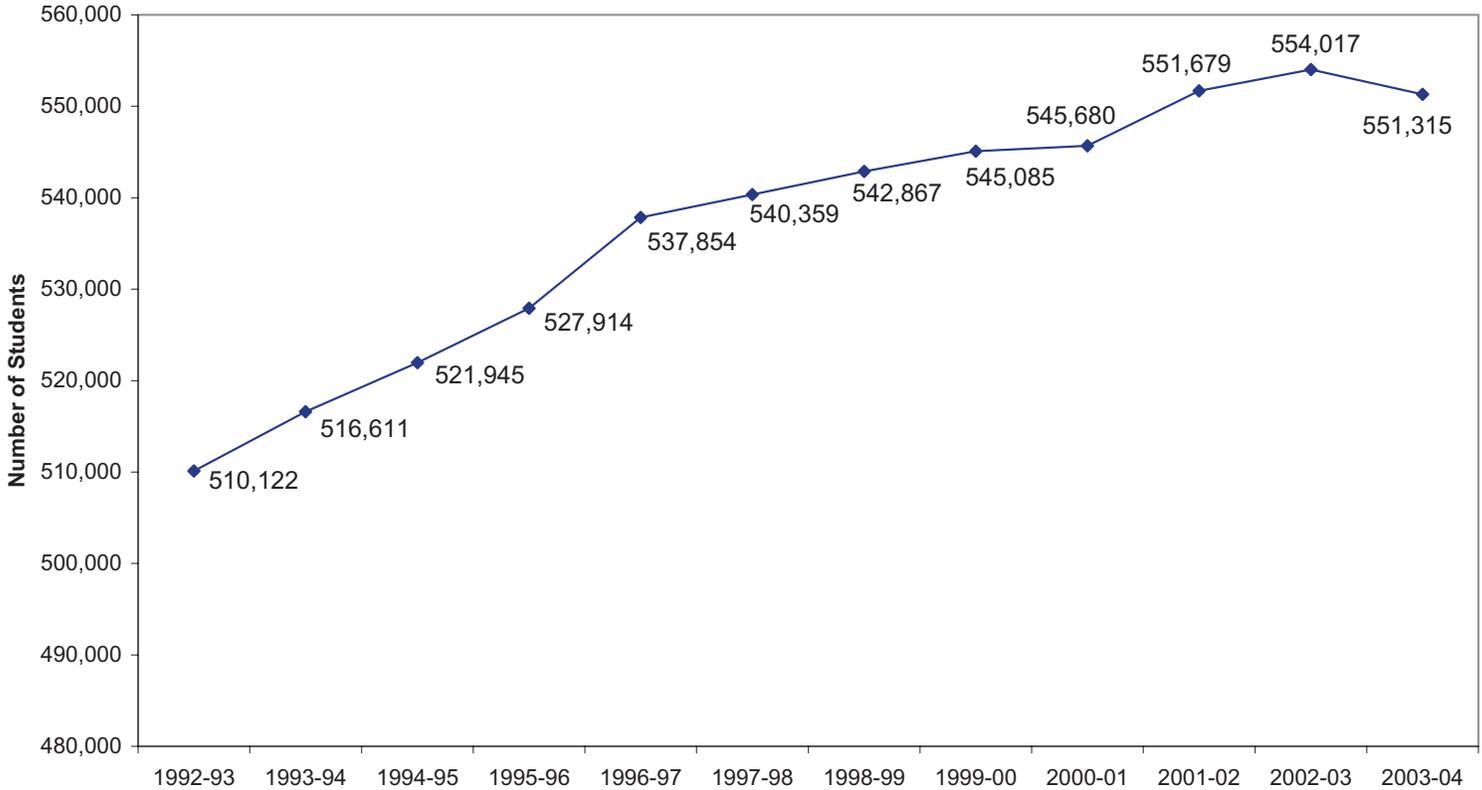
* Data for Free or Reduced Lunch is not available before 1995-96.

Source: Oregon Department of Education

Student Enrollment

Overall student enrollment in Oregon public schools has risen since 1992-93, with a total increase of 41,193 students, an 8.1 percent increase. However, in 2003-04 the number of students decreased by 2,702 students, or .5 percent. This was the first decrease posted in public school student enrollment since 1984-85.

Oregon Public School Enrollment 1992-93 through 2003-04
Number of Kindergarten through 12th Grade Students



The figures on this chart are based on October 1 Student Membership (enrollment) for each year. From 1992-93 to 2003-04 public school enrollment increased by 8.1 percent. Enrollment dropped in the last year by .5 percent, the first decrease since 1984-85.

From 1992-93 to 2003-04, student enrollment was up 8.1 percent, while the teacher count (in full-time equivalent positions) increased only 0.1%, from 26,696 teachers statewide in 1992-93 to 26,732 teachers in 2003-04.

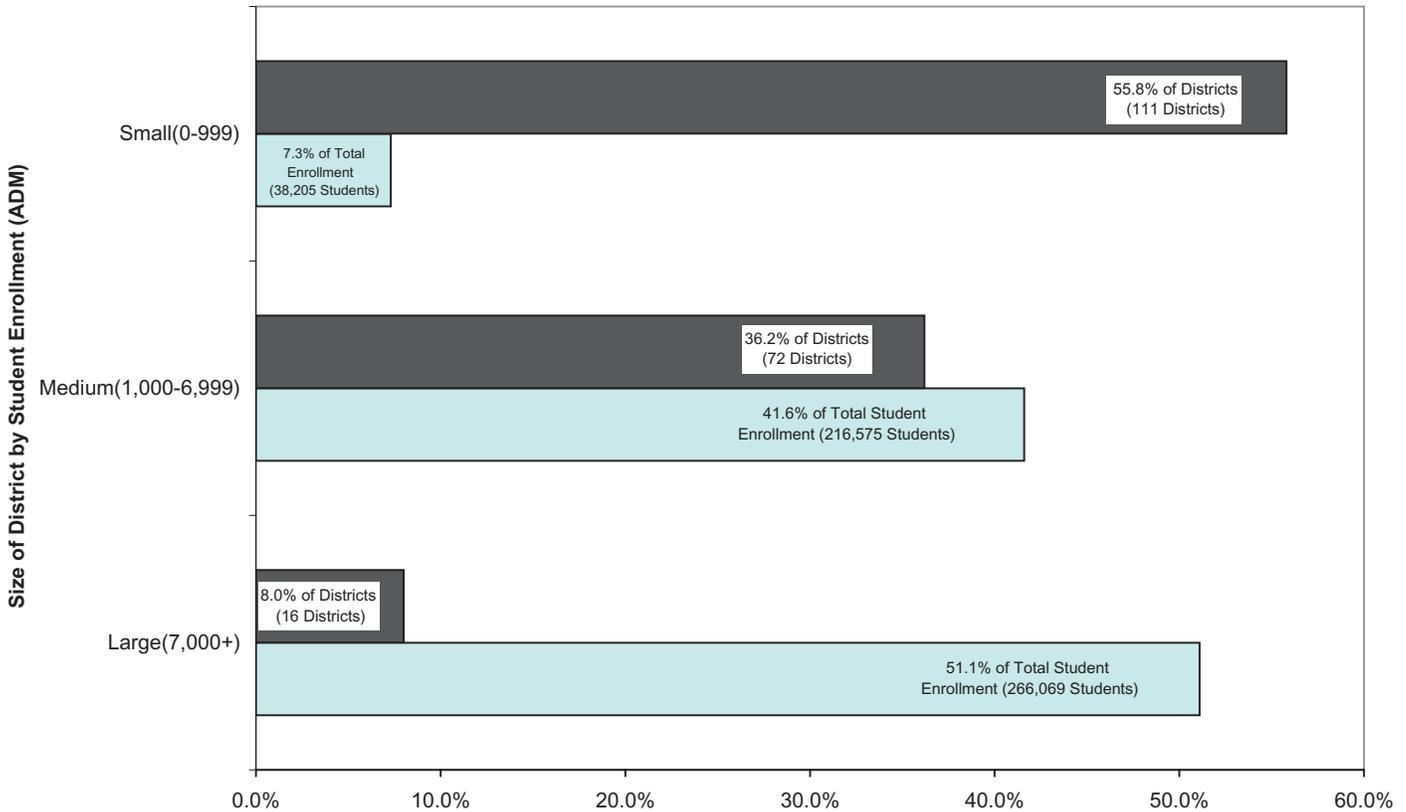
Because the increase in students has been far greater than the increase in teachers, student-teacher ratios show an increase over the last twelve years. (Note: The average student-teacher ratio is not the same as the average class size because the ratio includes all teachers – music, art, and physical education specialists in addition to the individual classroom teachers.)

For 2003-04, student teacher ratios were identical for elementary and middle schools. Since 1992-93, the elementary ratio has gone up 0.5 students per teacher, the middle school ratio has gone up 1.2 students per teacher, and the high school ratio has gone up 4.1 students per teacher.

Student-teacher Ratios

Type of School	1992-1993	2003-2004
Elementary School	20.0	20.5
Middle School	19.3	20.5
High School	17.6	21.7

Percent of Oregon School Districts by Size of Student Enrollment
Percent of Student Enrollment (ADM) 2003-04



More than half (55.8%) of Oregon school districts are small, with only 7.3% of the total statewide student enrollment. Only 8% of school districts are large, but they have 51.1% of total statewide student enrollment.

Public, Private, Charter, and Home Schools

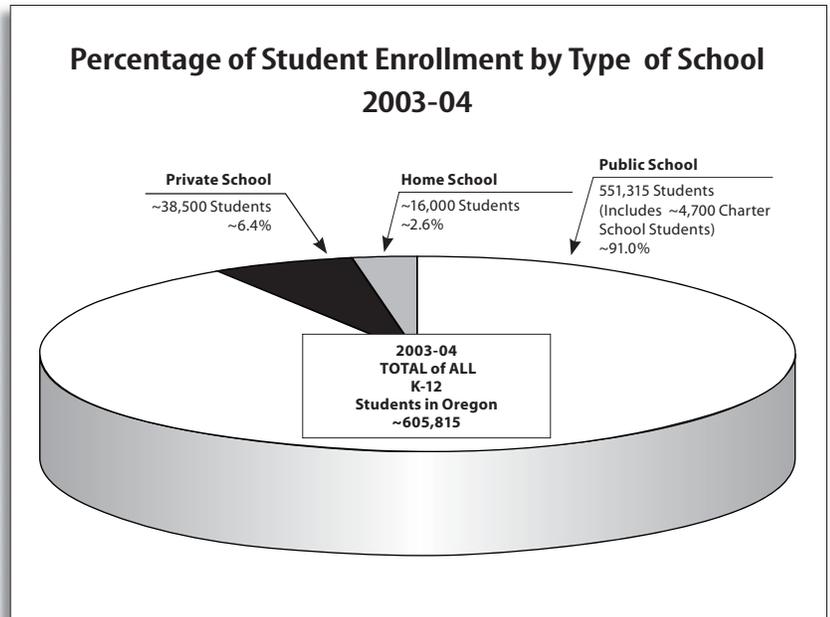
In 1990-91, Oregon K-12 public schools had an enrollment of 484,652 students compared to 29,835 students enrolled in private schools. By 2003-04 those figures had risen to 551,315 public school students and approximately 38,500 private school students.

From 2002-03 to 2003-04, the number of public school students decreased from 554,017 to 551,315. This was the first time the number of students has decreased since 1984-85.

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 2003-04 school year there were 42 charter schools (up from 24 charter schools in 2002-03), with approximately 4,700 students enrolled (up from 2,400 students in the previous year). An additional 18 charter schools will open during the 2004-05 school year.

In addition, it is estimated that approximately 16,000 students were home schooled in 2003-04.



Minority Student Population Increases

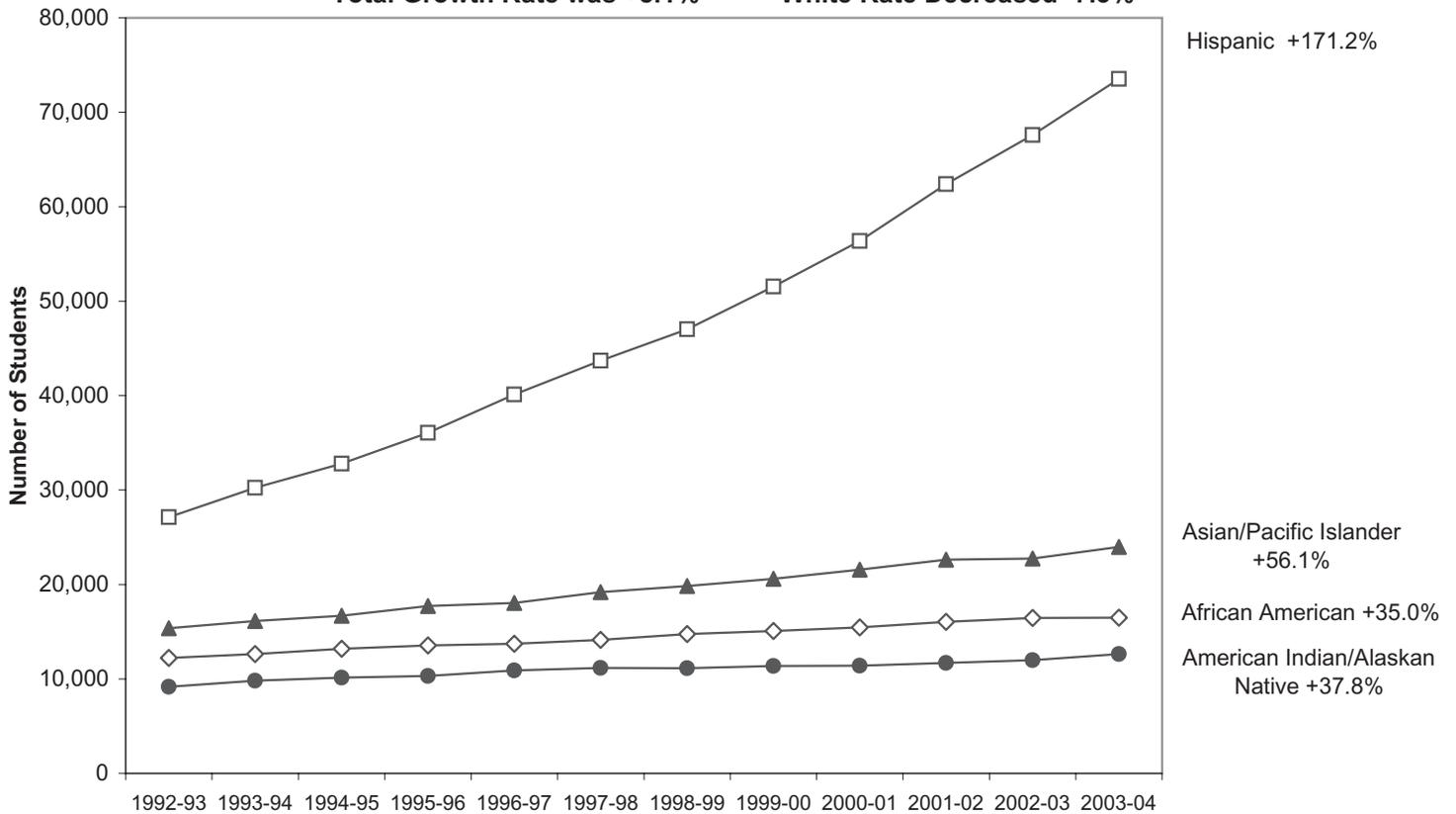


The number of minority students in general and Hispanic students in particular have risen significantly in Oregon schools. Minority enrollment rose to 23.0 percent of total enrollment in 2003-2004, up from 12.5 percent in 1992-93.

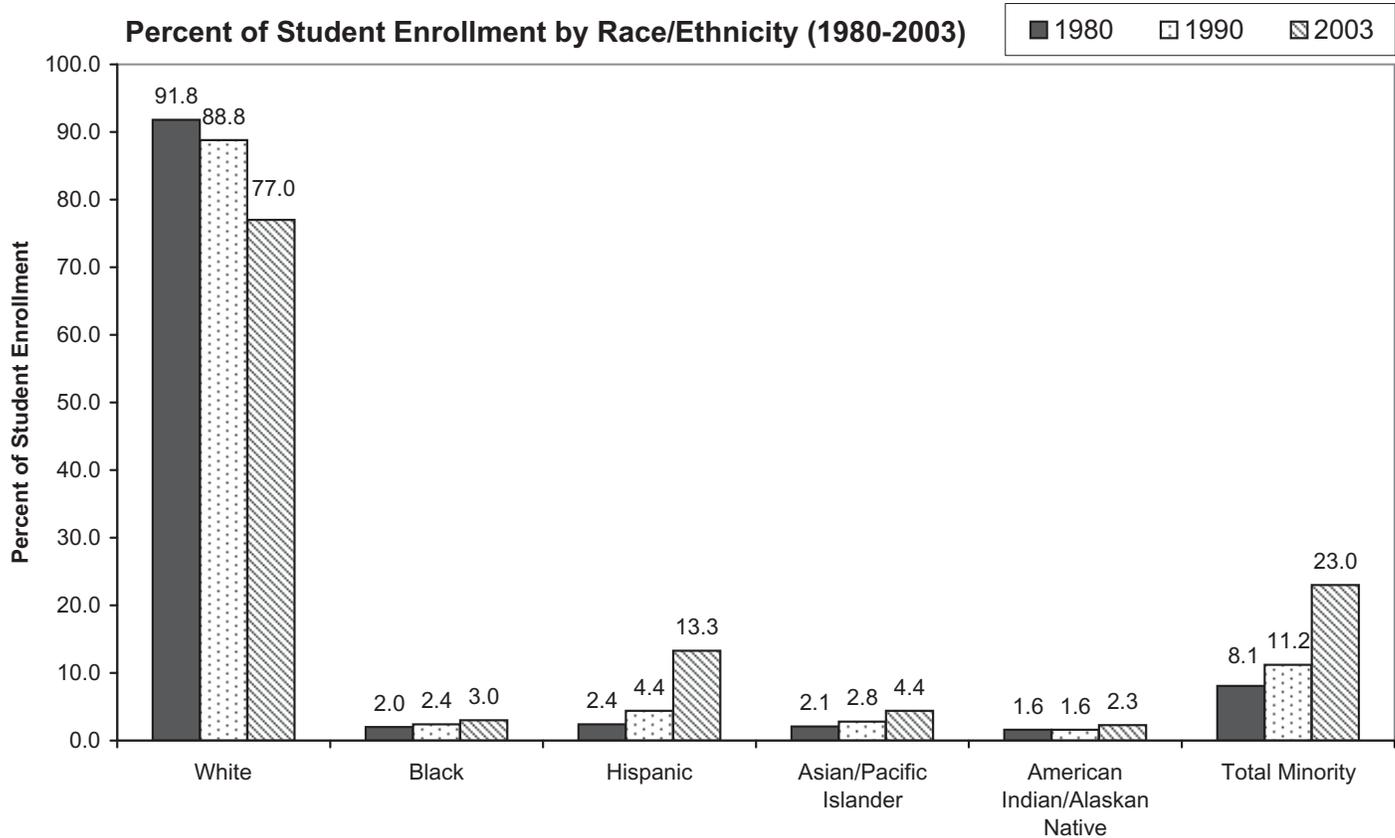
The number of minority students as a percent of all students continues to grow. Between 1992-93 and 2003-04, the total number of all students increased by 41,193, an 8.1 percent increase, while the total number of minority students increased by 62,800, a 98.3 percent increase.

Seven out of ten new minority students were Hispanic. Between 1992-93 and 2003-04, the number of Hispanics increased 171.2 percent, from 27,115 students in 1992-93 to 73,548 students in 2003-04. The trend continues: in the last year, the number of Hispanic students enrolling in Oregon schools increased by 8.8 percent.

**Oregon Public School Enrollment by Race/Ethnicity
1992-93 to 2003-04 With Growth Rates**
Total Growth Rate was +8.1% White Rate Decreased -7.3%



From 1992-93 to 2003-04, there was a 171.2% increase in Hispanic students. Other minorities also posted large increases, while the increase for ALL Students was only 8.1%. There was a 7.3% decrease in the number of White students.



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.

Fall Enrollment* By Race/Ethnic Origin

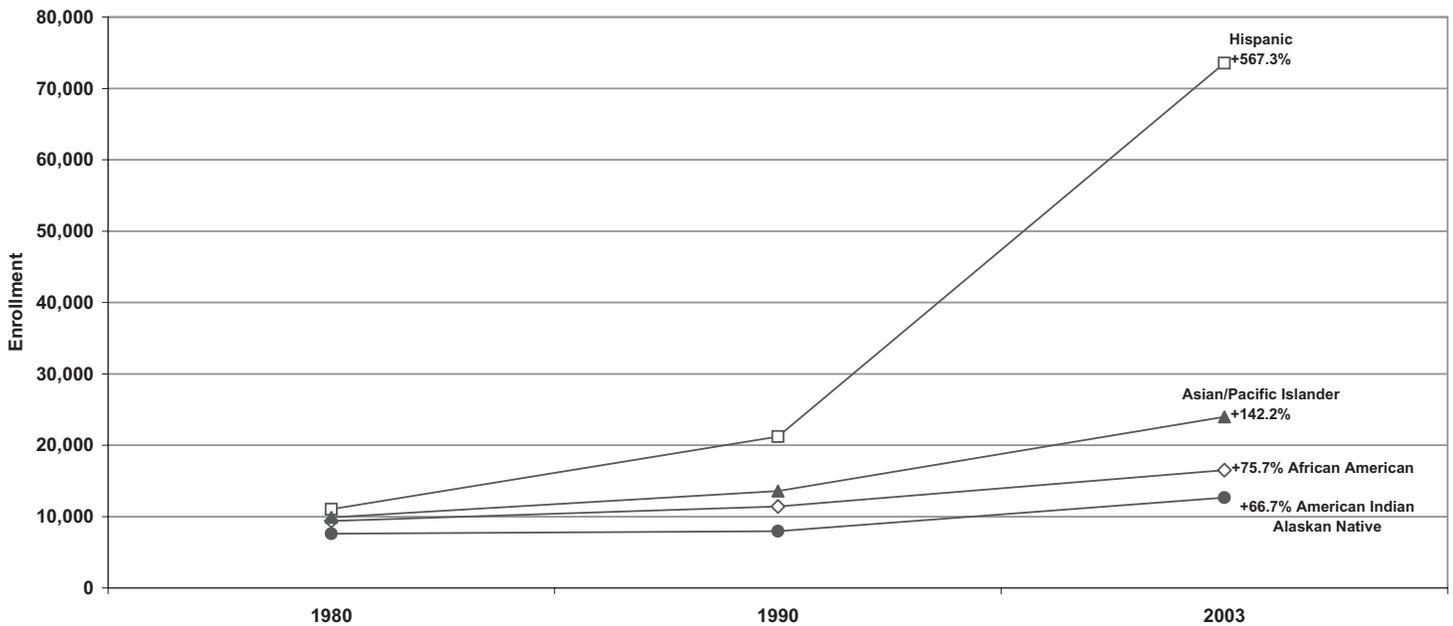
SCHOOL YEAR	WHITE	BLACK	HISPANIC	ASIAN/PACIFIC ISLANDER	AMERICAN INDIAN/ALASKAN NATIVE	RACE/ETHNICITY NOT REPORTED	TOTAL
2003-04	413,674	16,499	73,548	23,981	12,643	10,970	551,315
2002-03	422,443	16,457	67,587	22,739	12,004	12,787	554,017
2001-02	428,208	16,061	62,394	22,642	11,707	10,667	551,679
2000-01	431,545	15,455	56,377	21,560	11,390	9,353	545,680
1999-00	446,480	15,064	51,543	20,610	11,388		545,085
1998-99	450,116	14,757	47,029	19,831	11,134		542,867
1997-98	452,163	14,139	43,712	19,189	11,156		540,359
1996-97	455,045	13,714	40,118	18,060	10,917	1,284	537,854
1995-96	450,276	13,556	36,059	17,720	10,303	1,074	527,914
1994-95	449,120	13,190	32,787	16,700	10,148	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

* Enrollment figures are based on October 1 Student Membership (enrollment) for each school year.

Oregon Public School Actual Enrollment by Race/Ethnicity

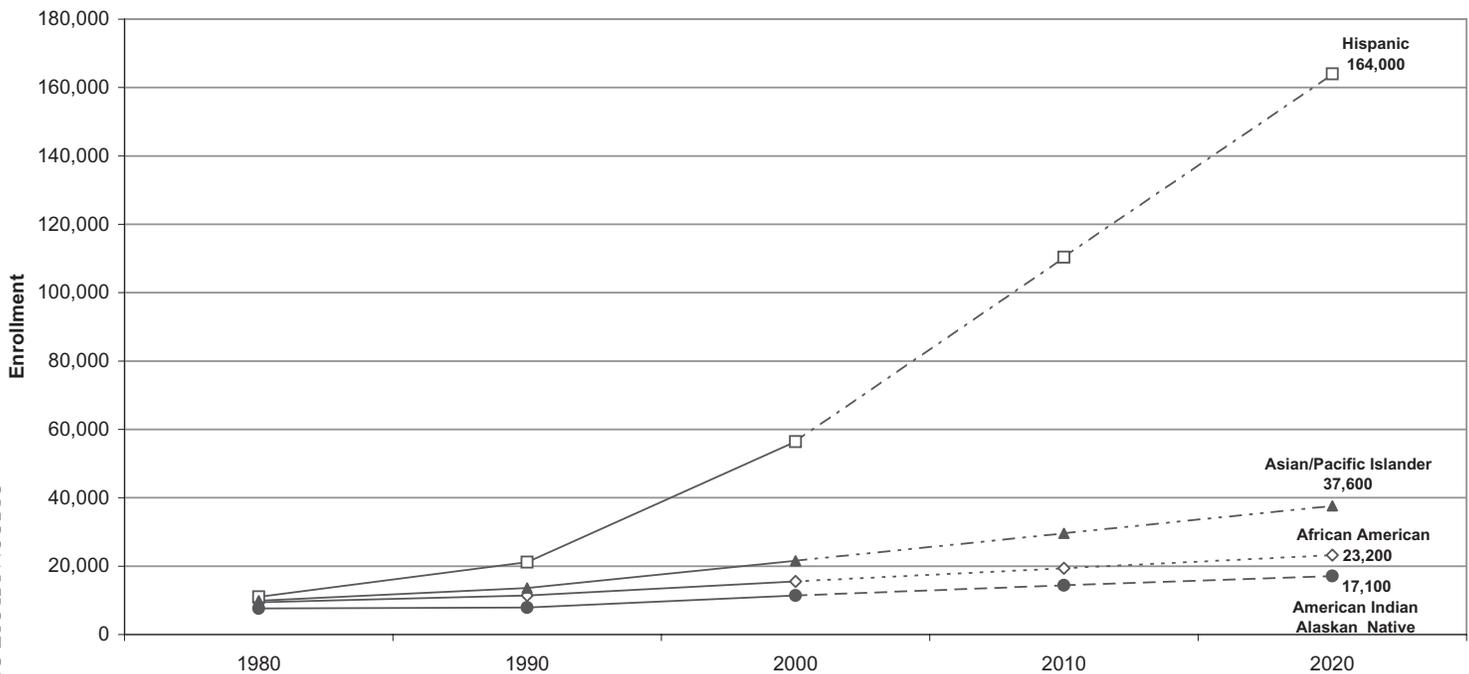
1980-2003 With Growth Rates

Total Growth Rate was +18.7% • White Rate Decreased -.5%



Between 1980 and 2003, public school enrollment grew by 18.7% overall, driven by growth in minority enrollment. While the White rate decreased .5%, the Hispanic growth rate was +567.3% (from 11,022 students in 1980 to 73,548 students in 2003.)

Oregon Public School Minority Enrollment by Race/Ethnicity 1980-2000 With Projections for 2010 and 2020



At the current growth rate, 27% of student enrollment will be Hispanic students by the year 2020. (Race/ethnicity student projections were made using actual data from 1980 through 2003. (Solid lines=actual data; dotted lines=projections.)

Language Diversity

According to data reported on the No Child Left Behind Limited English Proficient Survey of Districts, in the 2003-2004 school year there were 60,564 students (11.0 percent of ALL K-12 students) speaking at least one of 138 different languages other than English. The most common 2nd language was Spanish, with 44,159 students (8.0% of ALL students) speaking it.

Most Common Second Languages in Oregon Public Schools (K-12) 2003-2004			
Language	Number of Students Speaking 2nd Language	Percent of Students Speaking 2nd Language	Percent of All Students (551,315)
Spanish	44,159	72.9%	8.0%
Russian	3,504	5.8%	0.6%
Vietnamese	1,835	3.0%	0.3%
Ukrainian	1,035	1.7%	0.2%
Korean	594	1.0%	0.1%
Chinese, Yue (Cantonese)	575	0.9%	0.1%
Hmong	569	0.9%	0.1%
Chinese, Mandarin	537	0.9%	0.1%
Romanian	483	0.8%	0.1%
Laothian	296	0.5%	0.1%
Japanese	288	0.5%	0.1%
Somali	287	0.5%	0.1%
Cambodian (Khmer)	273	0.5%	0.0%
Arabic	256	0.4%	0.0%
Tagalog	244	0.4%	0.0%
Marshallese	165	0.3%	0.0%
Chuukese/Trukese	152	0.3%	0.0%
Hindi	134	0.2%	0.0%
Farsi	119	0.2%	0.0%
Other Languages	5,059	8.4%	0.9%
Total	60,564	100.0%	11.0%



*Education is light,
lack of it is darkness.*

— Old Russian proverb

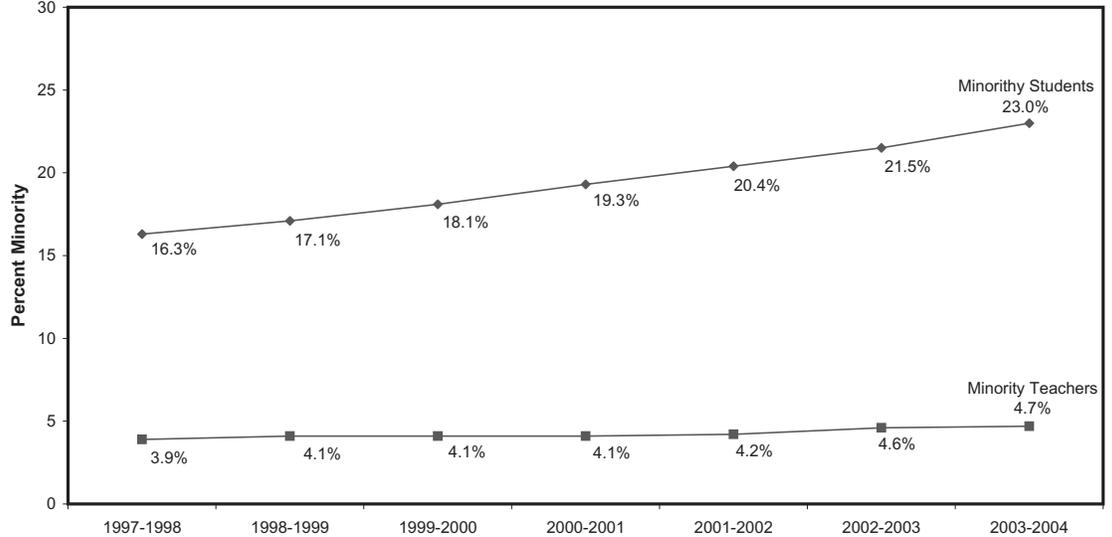


Minority Teacher & Administrator Population Remains Steady

Minority Gap Widens

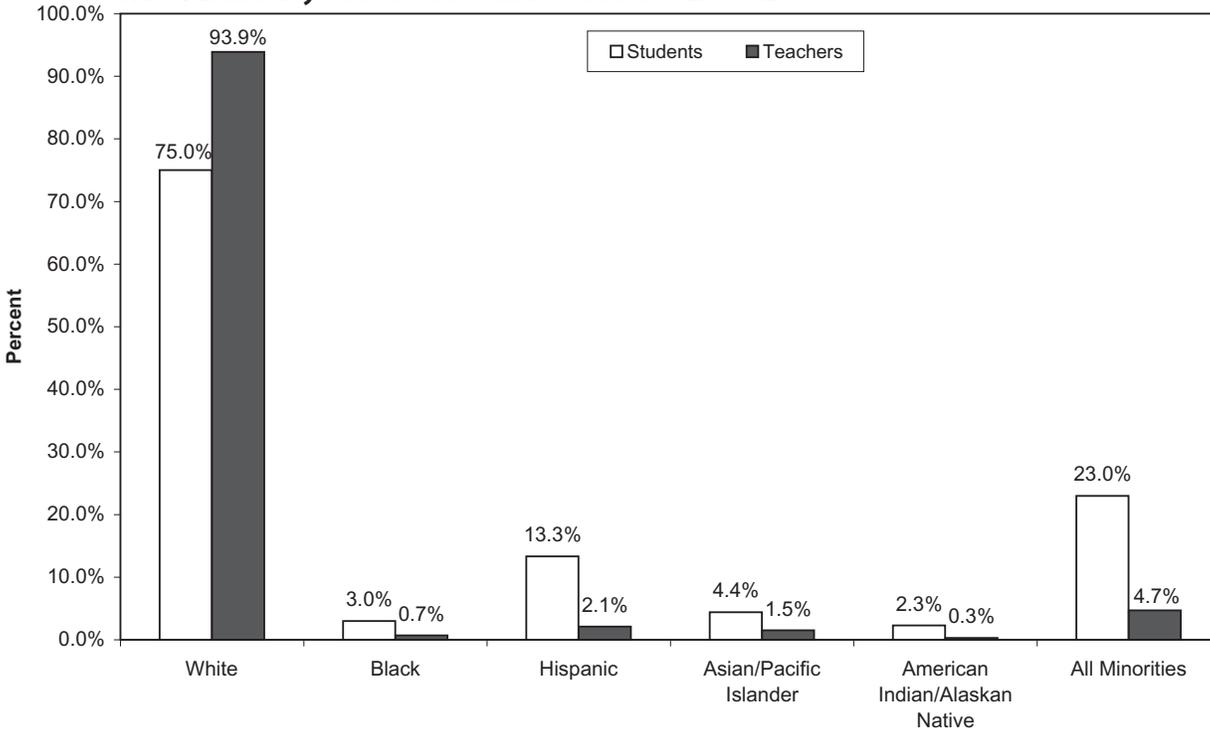
Oregon has made limited progress in hiring and retaining teachers and administrators of minority populations. Fifteen years ago, 2.1 percent of teachers and administrators were of minority populations. By 2003-04, that number had risen to 4.7 percent, up from 4.6 percent in 2002-03. However, the gap 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 23.0 percent in 2003-04, up from 16.3 percent in 1997-98, while the percent of minority teachers and administrators was 4.7 percent in 2003-04, up from 3.9 percent in 1997-98.

**Percent Minority Students & Teachers
1997-98 to 2003-04**



The GAP between 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 and Teachers • 2003-2004



The difference between teacher and student minority rates was most visible for Hispanics, where 13.3% of students were Hispanic compared to only 2.1% of teachers. 93.9% of teachers were White, compared to only 75.0% of students. Not included are 2.0% of students and 1.4% of teachers of Unknown Race/Ethnicity.

Homeless Students in Oregon Schools

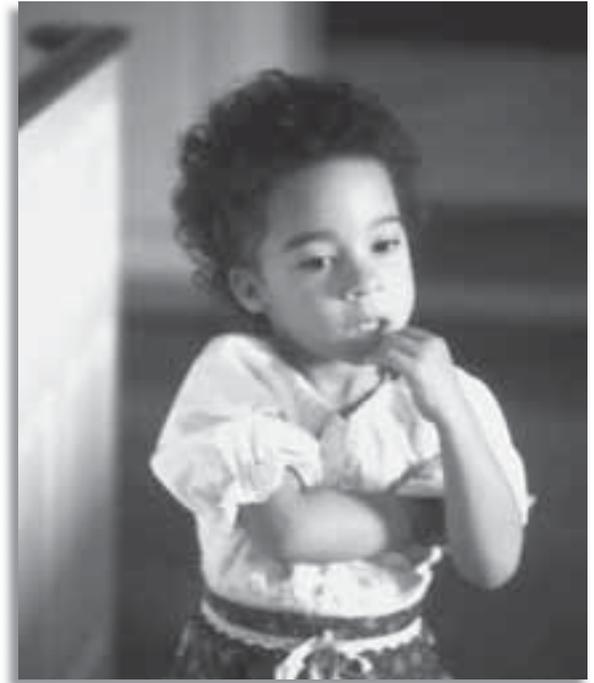
What is homelessness and how is it measured?

The federal McKinney-Vento Act Homeless Education Program, reauthorized in the 2001 No Child Left Behind Act as ESEA-Title X, ensures that homeless children have equal access to the same free and appropriate education provided to other children. Each school district is required to have a Homeless Liaison to coordinate outreach efforts and service provision for homeless students in their geographic area.

Homeless children and youth are entitled to immediate public school enrollment despite lack of a permanent residence, a supervising parent or legal guardian, or lack of records from a previous school. To reduce frequent school changes, districts are asked to stabilize homeless students in their school of origin, even though the transportation route might involve crossing district boundaries.

Homeless children and youth are defined as minors who lack a fixed, regular, and adequate nighttime residence. A homeless family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, stay at motels or live in tents or trailers for lack of alternative, adequate accommodations. Unaccompanied minors who have been abandoned by their parents or who have run away from home are also eligible for educational rights and services as homeless students.

From 1988-2002, annual estimates of homeless children and youth in Oregon were calculated using one-night count data provided by homeless shelters. Beginning in 2003-2004, school districts were asked to count the number of students identified as homeless and report the data electronically to the Oregon Department of Education. This new method of collecting data will eventually lead to a much more accurate count of the homeless students being served by schools in Oregon, since it will include homeless students not living in shelters. Shelter counts can still be used to estimate the number of homeless preschool-aged children and to count homeless youth who are not enrolled, since those data are unavailable to most districts.



How many and what kinds of homeless students attend school?

Homeless student count data was reported by 85% of all Oregon districts for the 2003-2004 school year, indicating at least 12,000 students were homeless during all or part of the school year, or 2.2% of all students in the state. The majority of homeless students were enrolled in elementary schools.

Although metropolitan and urban areas reported having the majority of the state's homeless students, homelessness is not just a challenge for urban areas. Many rural and remote districts reported that 1% to 5% of their total enrollment experienced homelessness during the year. Approximately 75% of the reporting districts had homeless students, including districts in all 20 ESD regions.

In addition to reporting homeless students by grade span (elementary, middle school and high school), school districts also reported on the living situations of the homeless students they served. The majority of homeless students, both those in families and those who are not accompanied by their families, share housing with relatives or friends due to loss of housing, economic hardship or similar reasons. Other living situations include campers on public lands, children awaiting foster home placement and youth who are "couch surfing." Unaccompanied youth comprise approximately 13% of the total number of homeless students.

In 2003-04, McKinney-Vento sub-grants were awarded to 19 Oregon district and ESD projects, serving over 6,100 homeless students in 31 school districts. This represents

Homeless Students

nearly half of the homeless students counted by districts during 2003-04. This subset of homeless students was as likely to be in Special Education and English Language Learner programs as the rest of students in the state. These students were less likely to meet the benchmark on state tests, in some districts being over 50 percentage points below the state average. 62% of these homeless students met the benchmark on the 3rd grade Reading test, whereas 82% of students in the state met the same benchmark. Only 21% of these homeless students met the 10th grade Math benchmark, compared to 43% in the state. This sub-grant data shows that educating homeless students remains a challenge in many districts.

What are the trends in poverty and homelessness?

Oregon's weak economy, an unemployment rate hovering around 8%, increasing numbers of foreclosures on home loans and personal bankruptcies have created scores of families who are "new to poverty." These families join thousands of Oregonians who were already struggling in chronic poverty in both urban and rural areas. National trends indicate that while more families are moving from welfare to work, many of them are faring poorly due to low wages and inadequate work supports. Only a small fraction of former welfare recipients' new jobs pay above-poverty wages; most of the new jobs pay far below the poverty line (Children's Defense Fund; National Coalition for the Homeless).

Extreme poverty, which often involves periods of homelessness and high-mobility, is growing more common for children, especially those in female-headed and working families. Children First for Oregon, a statewide nonprofit children's advocacy group, estimates that 148,000 children live in extreme poverty, a condition which often includes periods of homelessness.

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, with estimates ranging



from four to six months of lost educational progress for each change in schools and/or housing (National Association for the Education of Homeless Children and Youth). Frequent school changes and turnover among students also creates challenges for schools and teachers, many of which end the school year with a different group of students than those who were present at the beginning of the year.

Services for homeless students are provided by school districts with local funds, which may be supplemented by Title I, McKinney-Vento, and other federal programs. Many districts receive foundation grants and donations from local businesses to help provide resources for homeless students such as transportation, tutoring, after school programs, summer school, clothing, hygiene supplies, and medical/dental care.

*I like a teacher who gives you
something to take home to think
about besides homework.*

Lily Tomlin

*The future is where we will
spend the rest of our lives.
Are you ready?*

Anonymous



Free and Reduced Price Lunch

Oregon Public Schools Number & Percent of All Students Eligible
October 2003

School Type and Level	A Total Number of Students Eligible for Free and Reduced Lunch	B Total Number of All Students October 1, 2003	Free and Reduced Lunch Eligible Students as a Percent of All Students (Column A divided by Column B)
REGULAR			
Elementary	119,092	253,689	47
Middle	42,178	98,019	43
Junior High	5,083	13,939	37
High	51,664	165,357	31
Combined	2,254	5,007	45
ALTERNATIVE			
Elementary	394	2,258	17
Middle	219	1,196	18
High	932	1,891	49
Combined	185	507	37
CHARTER			
Elementary	374	1,351	28
Middle	25	40	63
High	336	891	38
Combined	213	646	33
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, and CHARTER)			
Elementary	119,860	257,298	47
Middle	42,422	99,255	43
Junior High	5,083	13,939	37
High	52,932	168,139	32
Combined	2,652	6,160	43
TOTAL	222,949	544,791	41

Source: Free & Reduced Price Lunch Web Survey, December 2003

Experienced, Highly Educated Workforce

Teachers

Oregon teachers are experienced professionals. In 2003-04, teachers had an average of 13.1 years of teaching experience, down from 13.7 years of experience in 2002-03. While the average Oregon teacher is 43.3 years old, the most often reported age is 51. 68.9 percent of all Oregon teachers and 84.3 percent of all elementary school teachers are female.

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 in 2002, 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.

In 2003-04, 11.1 percent of Oregon teachers reported that their highest degree was a bachelor's degree; 37.0 percent of teachers reported that they had a bachelor's degree plus additional hours, but not a master's degree; 51.4 percent reported that they had a master's degree; and .3% reported that they had doctorates.

Teacher Demographics Survey Of Western States 4/4/02

Pre-school Through 12th Grade Teacher Demographics By State

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%

Administrators

Oregon principals and assistant principals are experienced educators, reporting an average of 20.5 years of experience overall in 2003-04, with 11.0 years experience in their current districts.

In 2003-04, 91.4 percent of principals and assistant principals reported that their highest degree was a master's degree, 3.8 percent reported that their highest degree was a doctorate, 3.9 percent reported that their highest degree was a bachelor's plus additional hours but not a master's, and 0.9 percent reported having only a bachelor's.

Since 2001-02, there has been a decrease of 131.1 Oregon school administrators (-7.6%), which includes part-time and full-time superintendents, assistant superintendents, principals, and assistant principals, and other licensed administrators. Between 2002-03 and 2003-04, the number of Oregon school administrators decreased 6.0 percent, – from 1,704.3 to 1,601.8.

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 2003-04, 15.1 percent of superintendents and 45.1 percent of principals were women.

All School Staff

Since 2001-02, 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 – has decreased by 4.8 percent, or 2,755.4 employees. Between 2002-03 and 2003-04, the number decreased 1.5 percent, from 55,099.9 in 2002-03 to 54,271.9 in 2003-04.

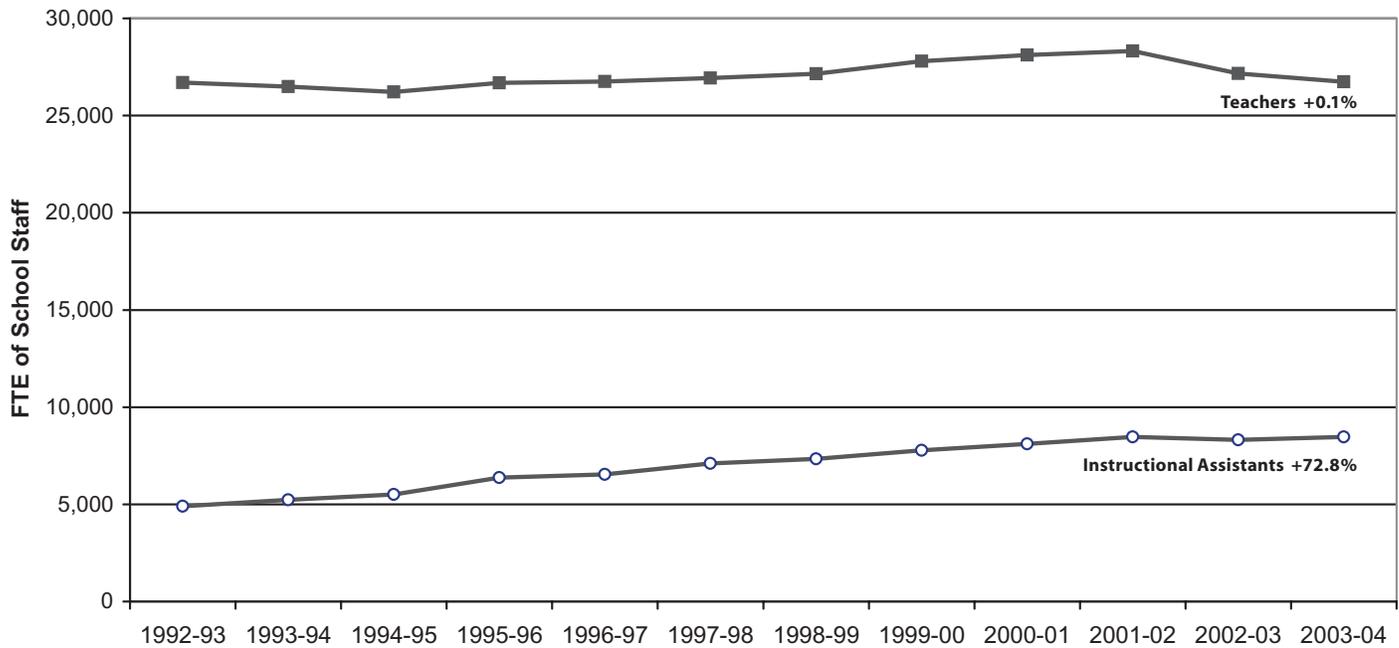
2003-04 Oregon School Employees

(Full-Time Equivalent Positions)

	Number	Percent
Teachers	26,731.6	49.3
Educational Assistants	8,465.8	15.6
District Administrators	612.6	1.1
School Administrators	1,539.3	2.8
Guidance Counselors	1,114.6	2.1
Librarians/Media Specialists	460.6	0.8
Support Staff	15,347.4	28.3
Total	54,271.9	100.0

Twelve Years of School Staffing

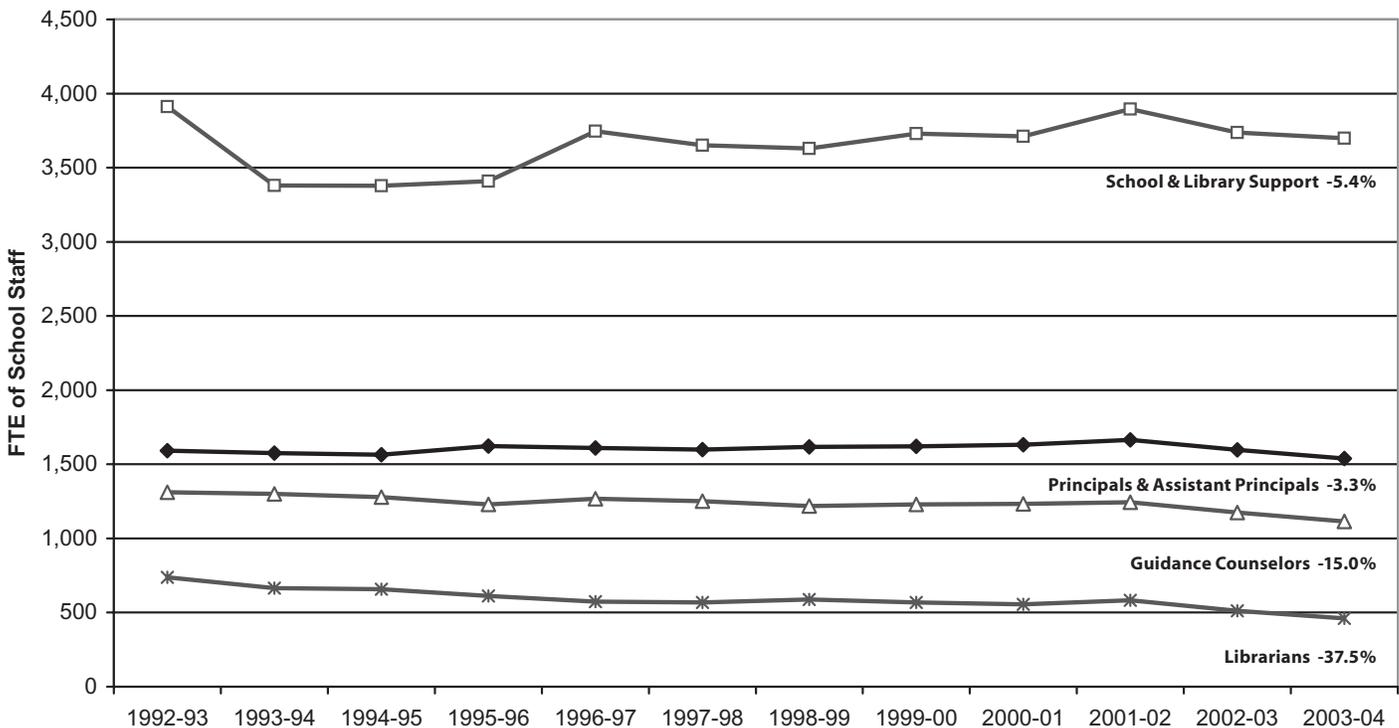
Percent changes • 1992-93 through 2003-04
Teachers and Instructional Aides



In the last twelve years, while student enrollment increased by +8.1%, the number of teachers increased by only 0.1%. In the last year, there was a loss of 426 teachers, while the number of educational assistants increased by 145.

Percent changes • 1992-93 through 2003-04

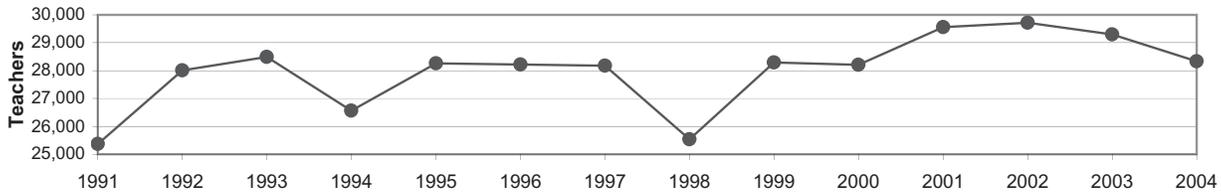
School & Library Support, Principals & Assistant Principals, Guidance Counselors, and Librarians



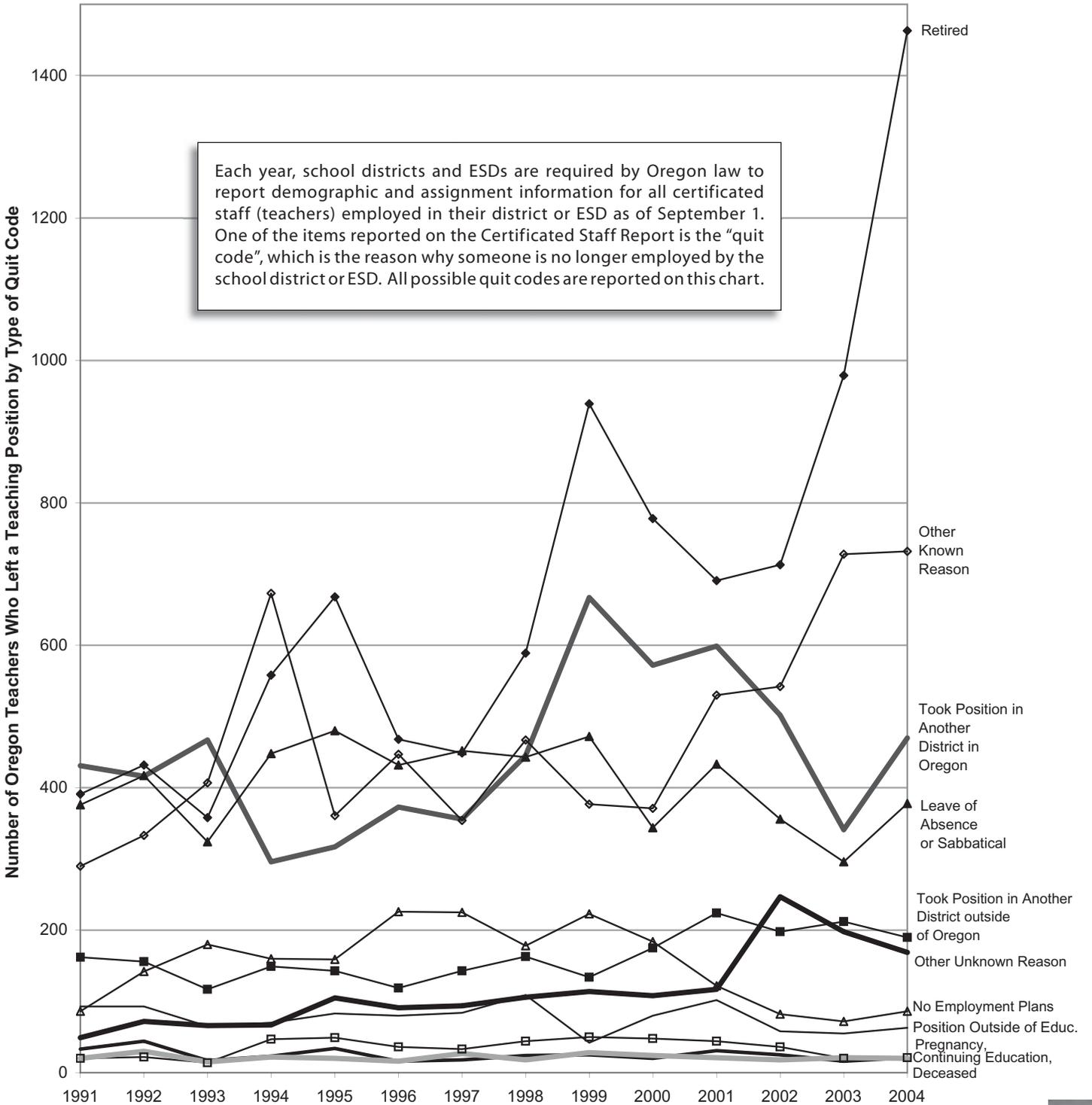
In the last twelve years, student enrollment increased by +8.1%, while the number of librarians decreased by -37.5% and the number of guidance counselors decreased by -15.1%.

In the last year, the number of school staff in all four categories decreased.

**Total Number of Teachers Employed by Oregon Districts
1991-2004**



**Why Teachers Quit
1991-2004**





Annual Instructional Hours/Days in Session

Prior to 1989, Oregon schools were required to be in session for 175 days a year. In 1989, the law was amended to specify minimum instructional hours per year instead of days in session per year. (ORS 581-022-1620 Required Instructional Time).

	Minimum Required Instructional Hours per Year	2001-02 Average	2002-03 Average	2003-04 Average
Kindergarten	405	451	442	452
Grades 1-3	810	913	895	913
Grades 4-8	900	984	967	964
Grades 9-12	990	1,033	1,004	1,016

Annual hours of instructional time for all grade level categories decreased in 2002-03, as school districts tried to absorb major budget cuts, and one way was to cut instructional hours. Even though average instructional hours decreased, all grade level categories were still higher than the state minimum required instructional hours per year. However, instructional hours for some individual school districts fell below the minimum required.

In 2003-04, only kindergarten and grades 1-3 went back to the 2001-02 levels of annual hours of instruction time. Grades 4-8 were short 20 hours of instruction time from the 2001-02 level, while grades 9-12 were short 17 hours.

Special Programs

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

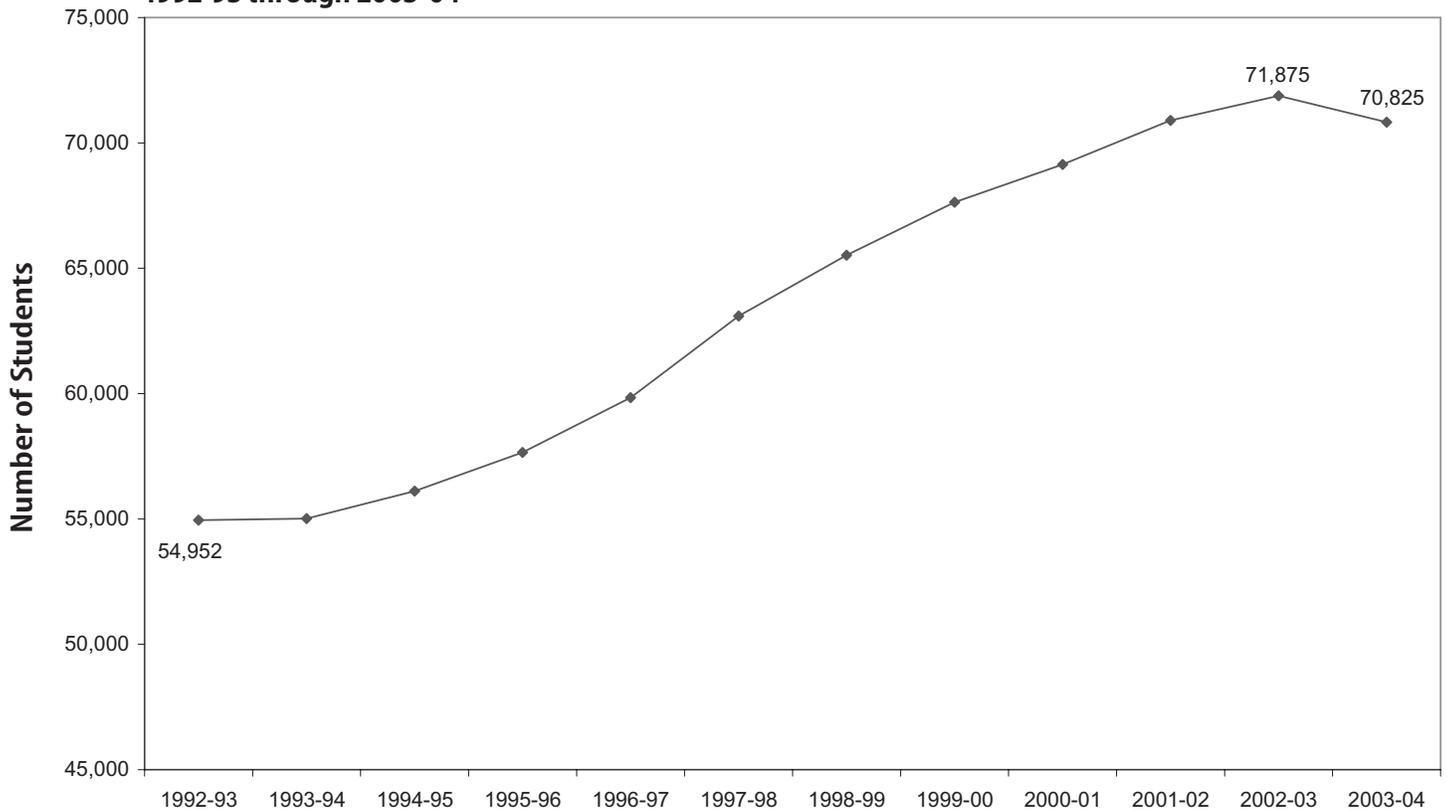
Special Education

The number of Oregon students receiving special education services through the federal Individuals with Disabilities Education Act (IDEA) has increased from 54,952 in 1992-93 to 70,825 in 2003-04, a 28.9 percent increase. In 2003-04 the rate decreased for the first time since 1993-94.

Increase in Special Education Students 1992-93 through 2003-2004

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Special Education	54,952	55,014	56,116	57,652	59,843	63,097	65,523	67,638	69,141	70,902	71,875	70,825
Total Enrollment	510,122	516,611	521,945	527,914	537,854	540,359	542,867	545,085	545,680	551,679	554,017	551,315
% of Total Enrollment	10.8%	10.6%	10.8%	10.9%	11.1%	11.7%	12.1%	12.1%	12.7%	12.9%	13.0%	12.8%

**School-Age (Ages 5-21) Special Education Students
1992-93 through 2003-04**



From 1992-93 to 2003-04, there was a 28.9% increase in the number of students who received special education services. Students receiving services were 10.8% of total enrollment in 1992-93, and 12.8% in 2003-04.

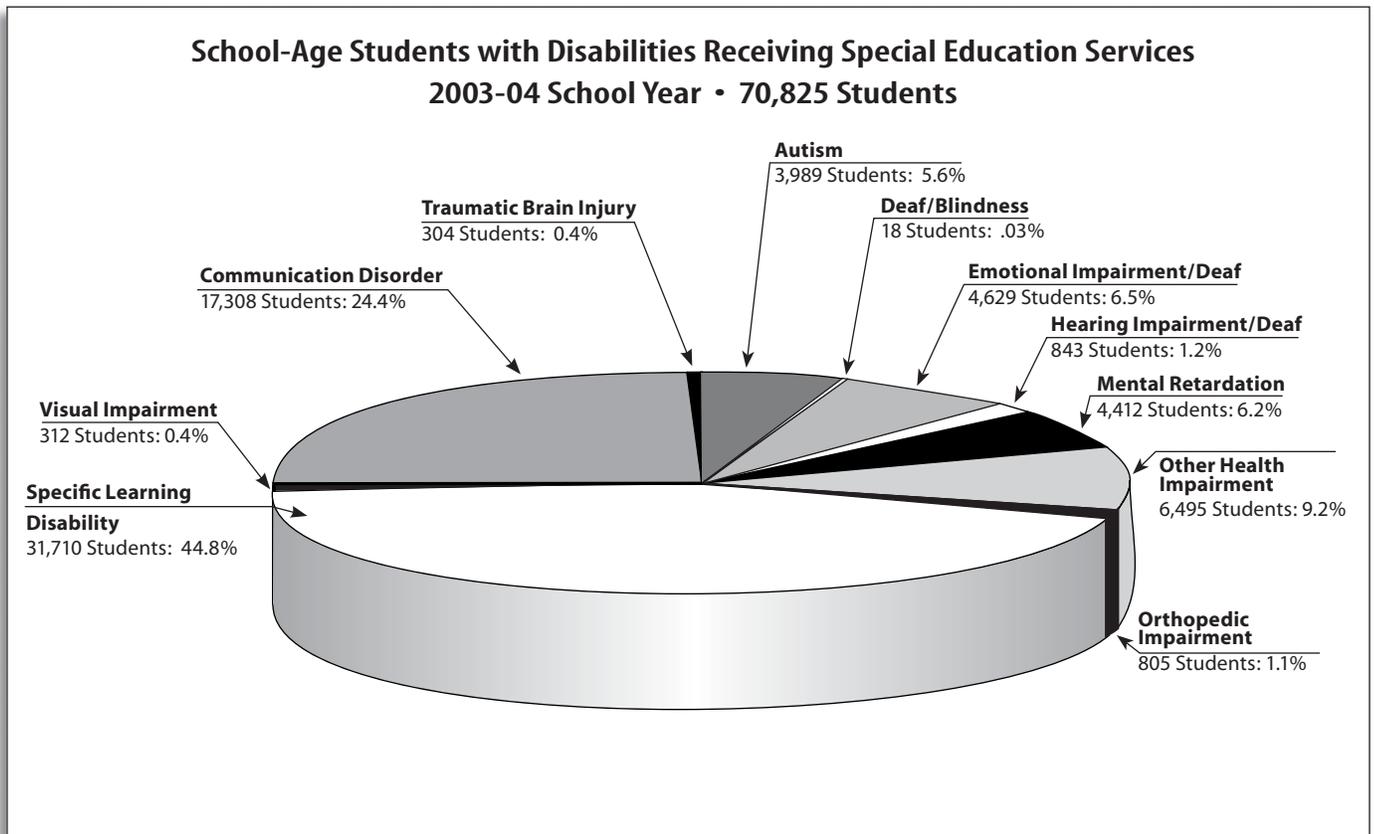
Each special education student in Oregon has at least one of the eleven different disabilities listed for school age students in the federal *Individuals with Disabilities Education Act*.

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 Student Learning and Partnerships (formerly the Office of Special Education) keep up with the ever-changing needs of Oregon's children. Categories with the highest increase in numbers of school-age students during the last twelve years include Autism Spectrum Disorder with a 581.9 percent increase, and Other Health Impairment with a 518.0 percent increase.

While 72.2 percent of Oregon's special education students are served in regular classroom settings, 14.9 percent are served in resource room settings, and 10.5 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 2003-04 number and percent of students with each type of disability.

Twelve Years of Special Education Students by Learning Disability			
	1992-93 School Year	2003-04 School Year	Percent Change
Autism	585	3,989	581.9%
Deaf/Blindness	10	18	80.0%
Emotional Disturbance	3,493	4,629	32.5%
Hearing Impairment/Deaf	1,185	843	-28.9%
Mental Retardation	3,789	4,412	16.4%
Other Health Impairment	1,051	6,495	518.0%
Orthopedic Impairment	860	805	-6.4%
Specific Learning Disability	29,544	31,710	7.3%
Visual Impairment	402	312	-22.4%
Communication Disorder	13,987	17,308	23.7%
Traumatic Brain Injury	46	304	560.9%
Total	54,952	70,825	28.9%



Federal Compensatory Education Programs

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



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

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

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

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

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

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 2004 a family of four with an annual income of no more than \$18,850 was eligible for Oregon Head Start Pre-Kindergarten. This was substantially lower than the 2004 eligibility requirements for the Free and Reduced Price Lunch Program, which called for annual incomes

of no more than \$24,505 for free lunch and of no more than \$34,873 for reduced price lunch.

From 1990-91 to 2003-04, Oregon had more than doubled the percent of children served by Oregon Pre-Kindergarten services. However, almost 41 percent of the eligible children have no access to the program, and grantees reported long waiting lists of eligible children. Even though providing for services to these children continued to be a top priority for the State Board of Education and the Department of Education, the number of children served was reduced for the 2003-2004 biennium because of a reduction in state funding.

School Year	Number of Children Eligible for Services*	Number of Children Served	Percent of Eligible Children Served
2001-2002	15,707	9,742	62%
2002-2003	15,952	9,742	61%
2003-2004	15,947	9,485	59%

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

Talented and Gifted (TAG)

Talented and gifted students are those students 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.

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.

In March 2004, the Oregon Department of Education held public input sessions via videoconferencing across the state. The purpose of the TAG public input sessions was to gather information about TAG education in Oregon public schools from interested parties in all regions of the state. A summary report documented the statewide responses in both public testimony and written surveys.

Participants attending the public input session in each geographical area of the state were informed of the meeting through the Education Service District (ESD) contacts to the local media.

Several ESDs were connected each afternoon, allowing speakers from each site to address all participants statewide, as well as the Department staff. Sign-in registration forms and completed surveys were returned to the Department following each session. The sessions were designed for parents, students, teachers, curriculum directors, administrators, specialists, TAG coordinators, and TAG advocates. Approximately 250 people attended the sessions. Approximately 300 parents, 140 students, and 75 TAG coordinators/teachers completed surveys.

Department staff reviewed all of the testimony and survey results, categorized the comments by themes, prepared a final summary report, and determined recommendations. Verbatim comments from the surveys are on file at the Department.

Alternative Education Programs

Data reported by 140 school districts to the Oregon Department of Education show that in October 2003, alternative education programs served 18,579 students, down from 20,984 student served in 2002, an 11.5 percent decrease.

School districts recommended and provided alternative education programs for students who needed

- 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 were 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
- need additional supports to earn a diploma

Type of Operation

Most students were still served by alternative education programs operated by school districts. In 2003, school district alternative education programs provided services to 13,015 students, which was 70.1% of the total number of students served. In addition, private alternative education programs provided services to another 3,739 students, which was 20.1% of the total number of students served. There were also a smaller number of students served by alternative programs operated by community colleges and ESDs. (See the table below.)

- Between 2002 and 2003, both Private Programs and Community College Programs *increased* their numbers of students served, while school districts and ESDs *decreased* their numbers of students served.
- In 2003, school districts did not opt to use another school district for Alternative Education services as often as they did in 2002.
- Individual programs were often used by more than one district.

Alternative Education Services in Oregon

By Type of Operation • October 2002 & 2003

TYPE OF OPERATION	2002		2003		2002		2003	
	Number of Program Uses	Percent of Program Uses	Number of Program Uses	Percent of Program Uses	Number of Students Served	Percent of Students Served	Number of Students Served	Percent of Students Served
Resident School District	298	38.4	300	37.7	14,568	69.4	12,328	66.4
Another School District	97	12.5	74	9.3	828	4.0	687	3.7
Private Program	239	30.8	260	32.7	3,469	16.5	3,739	20.1
Community College	80	10.3	99	12.4	1,003	4.8	1,093	5.9
Education Service District (ESD)	62	8.0	63	7.9	1,116	5.3	732	3.9
TOTAL	776	100.0	796	100.0	20,984	100.0	18,579	100.0

Type of Program Service

Many alternative education programs provided more than one type of program service. Statewide, between 2002 and 2003, the number of offerings for each type of service increased. In 2003, there were 41 more services offered to Students With At Risk Behaviors than in 2002, and 46 more for students needing Remediation, Credit Recovery, or GED services. Services offered for Pregnant or Parenting Students increased by 32 in 2003, and those offered for Students Advanced Beyond Standards increased by 31.

Alternative Education Services in Oregon
By Type of Program Service • October 2002 & 2003

TYPE OF PROGRAM SERVICE	2002		2003	
	Number of Services Provided	Percent* of Services Provided	Number of Services Provided	Percent* of Services Provided
Students With At Risk Behaviors	551	71.0	592	74.4
Remediation, Credit Recovery, or GED	391	50.4	437	54.9
Pregnant or Parenting Students	158	20.4	190	23.9
Students Advanced Beyond Standards	101	13.0	132	16.6

* Column does not total 100%, because many programs offer more than one type of program service, and districts often used more than one program.

Services Provided by Grade Level

Between 2002 and 2003, the number of alternative education services provided at each grade level category also increased.

Alternative Education Services in Oregon
By Grade Level • October 2002 & 2003

	2002		2003	
	Number of Alternative Education Services Provided	Percent* of Services Provided	Number of Alternative Education Services Provided	Percent* of Services Provided
Grades 9-12	651	83.9	700	87.9
Grades 6-8	275	35.4	298	37.4
Grades 1-5	130	16.8	150	18.8
Other Grade Combinations	89	11.5	94	11.8

* Column does not total 100%, because many programs offer more than one type of program service, and districts often used more than one program.

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, go to the ODE website address: <http://www.ode.state.or.us/search/results/?id=78> or contact Cliff Brush at 503-378-3600, extension 2285, or email: cliff.brush@state.or.us



School Funding

The majority of spending is allocated to classroom expenses. In Oregon, about 95.1 percent of spending is concentrated in school buildings and services to students with 4.9 percent spent on central support services.

Operating Expenditures Per Student

1999-00 to 2002-03*

Where Dollars Were Spent	1999-00	%	2000-01	%	2001-02	%	2002-03*	%
Direct Classroom	3,934	56.0	4,176	55.7	4,287	55.4	4,206	55.6
Classroom Support	1,414	20.1	1,519	20.3	1,621	20.9	1,572	20.8
Building Support	1,330	19.0	1,423	19.0	1,466	19.0	1,409	18.7
Central Support	343	4.9	374	5.0	365	4.7	367	4.9
TOTAL**	7,021	100.0	7,492	100.0	7,738	100.0	7,553	100.0

* Preliminary figures. Includes district and ESD spending.

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

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

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



School Funding

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)

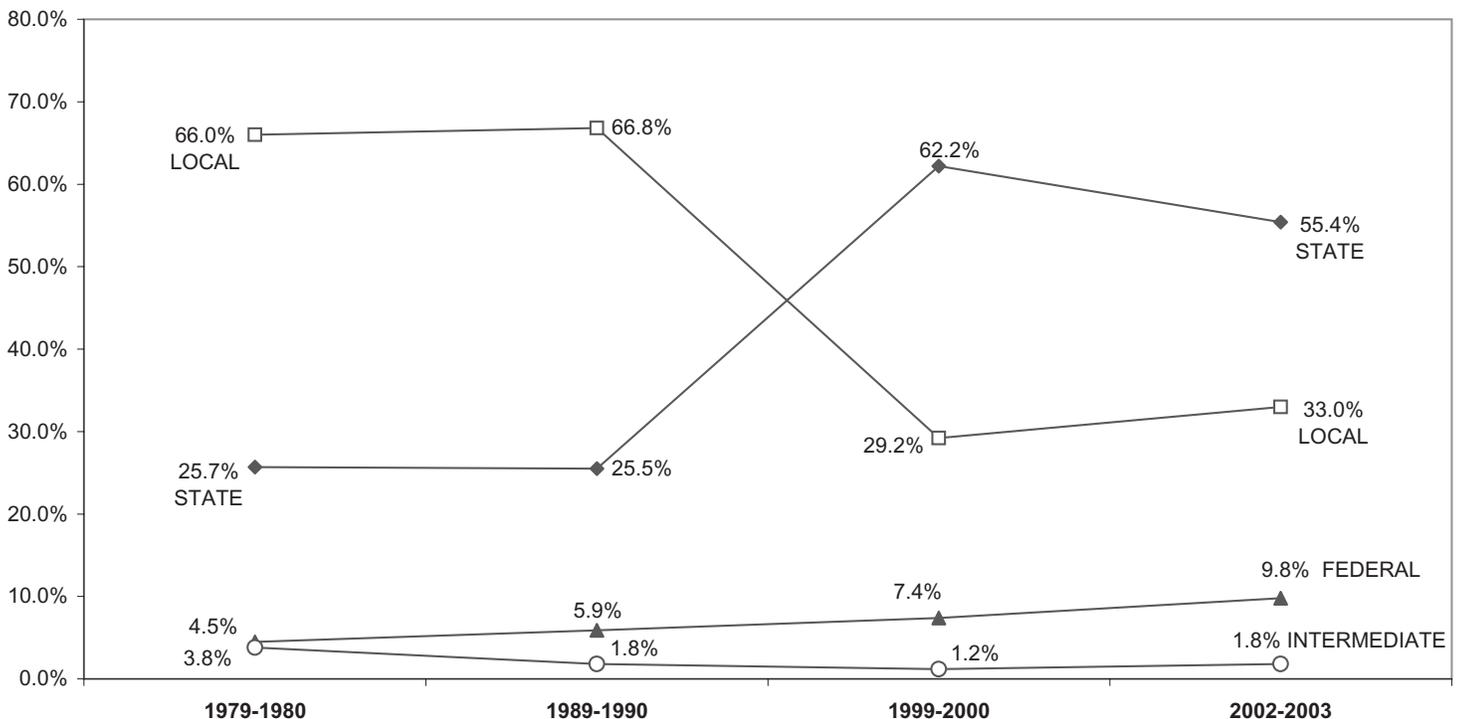
Used for federal reporting purposes, this is the headcount of students enrolled on October 1 of every year.

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	2000-01	2001-02	2002-03	2003-04 (Preliminary)
Average Daily Membership – ADM _r	522,751	522,678	528,196	530,717	528,706
Weighted Average Daily Membership – ADM _w	638,072	638,072	647,950	655,486	658,452
October 1 Student Membership (Enrollment)	545,914	545,680	551,679	554,017	551,315
Average Daily Attendance	481,223	481,223	483,091	489,114	488,059

Audited Operating Revenues for Public Elementary and Secondary Schools, and ESDs by Source of Funds
1979-1980, 1989-1990, 1999-2000, and 2002-2003 (revised)



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.

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 Fund Formula Revenue* (In Billions of Dollars)

	1991-1993	1993-1995	1995-1997	1997-1999	1999-2001	2001-2003	2003-2005
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	\$4.9
Total	\$5.0	\$5.1	\$5.3	\$5.9	\$6.5	\$6.7	\$7.2

*Includes Districts & ESDs

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

District and ESD Operating Revenues by Source

1999-00 through 2002-03 (Dollars in Millions)

Year	Local		Intermediate		State		Federal		Total	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1999-00	\$1,156.9	29.0%	\$71.3	1.8%	\$2,466.4	61.9%	\$292.6	7.3%	\$3,987.2	100.0%
2000-01	\$1,242.4	29.6%	\$58.1	1.4%	\$2,555.1	61.0%	\$335.8	8.0%	\$4,191.4	100.0%
2001-02	\$1,297.3	29.4%	\$59.2	1.3%	\$2,661.7	60.3%	\$395.1	9.0%	\$4,413.3	100.0%
2002-03	\$1,400.2	33.0%	\$75.6	1.8%	\$2,346.8	55.4%	\$416.4	9.8%	\$4,239.0	100.0%

Source: School District and ESD Audits

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

Each locally elected school board establishes its district budget. An estimated 82 percent of 2002-03 school district operating expenditures was allocated to salaries and benefits, about the same as in 1999-00.

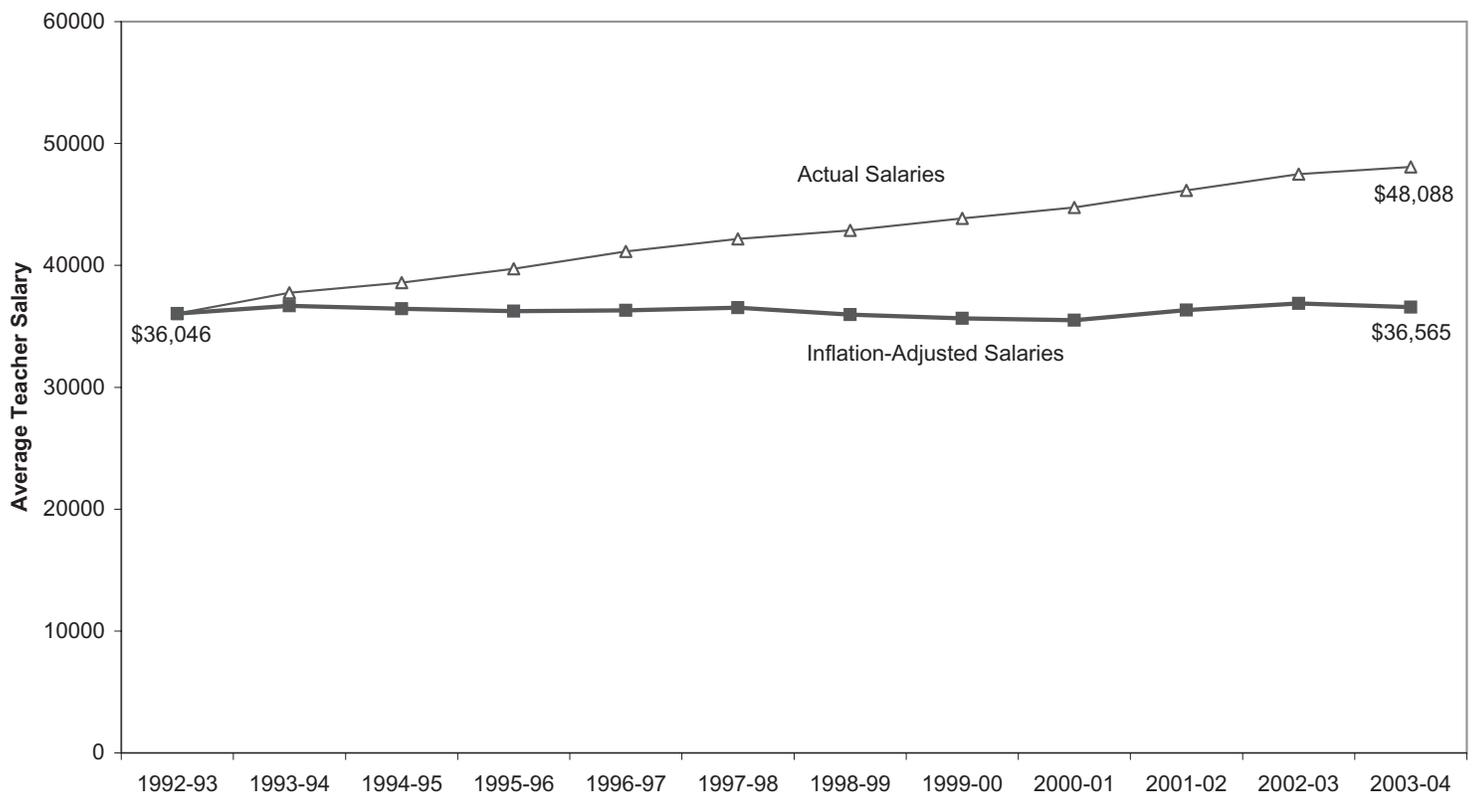
In 2003-04 the average principal salary was \$81,492, an increase of 1.5% from 2002-03,

while the average assistant principal salary was \$76,012, an increase of 2.8%. The average superintendent salary was \$94,809, an increase of 3.2% from 2002-03, while the average teacher salary was \$48,088, an increase of 1.3%.

The table above and the historical graphs that follow show the increase in actual salaries and inflation-adjusted salaries for teachers, principals, assistant principals, and superintendents. In the last twelve years, inflation-adjusted salaries for teachers increased only 1.4%, while the increase in salaries was 14% for superintendents, 8.5% for principals, and 9.6% for assistant principals.

	Actual Salary			Inflation-Adjusted Salary		
	1992-93	2003-04	Percent Change	1992-93	2003-04	Percent Change
Superintendent	63,261	94,809	+49.9%	63,261	72,091	+14.0%
Principal	57,107	81,492	+42.7%	57,107	61,965	+8.5%
Assistant Principal	52,731	76,012	+44.2%	52,731	57,798	+9.6%
Teacher	36,046	48,088	+33.4%	36,046	36,565	+1.4%

Average Oregon TEACHER Salaries 1992-93 to 2003-04
Actual & Inflation-Adjusted (Portland CPI-U; 1992-93=100)

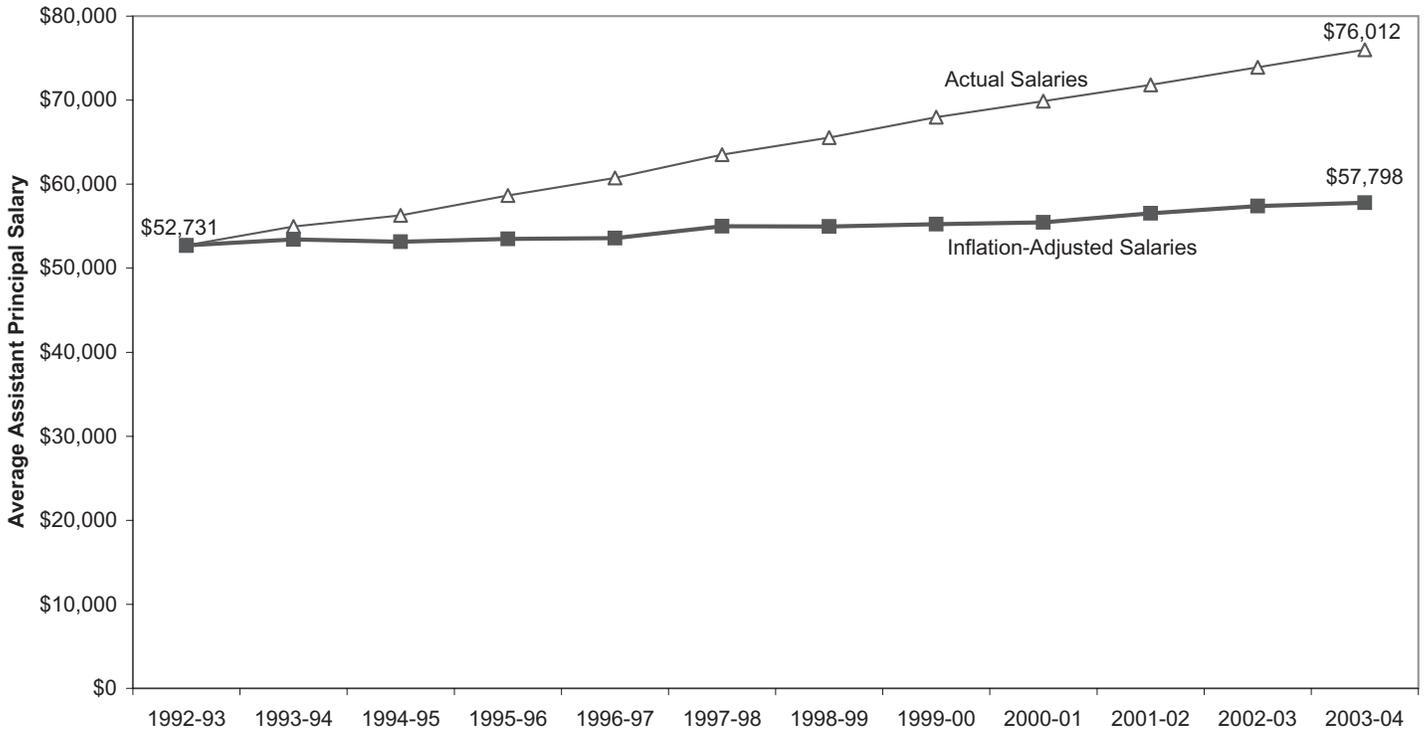


Actual average teacher salaries have increased from \$36,046 in 1992-93 to \$48,088 in 2003-04. However, when salaries are adjusted for inflation, the total increase amounts to 1.4% for the time period, a REAL dollar increase of only \$519.

Salaries

Average Oregon ASSISTANT PRINCIPAL Salaries 1992-93 to 2003-04

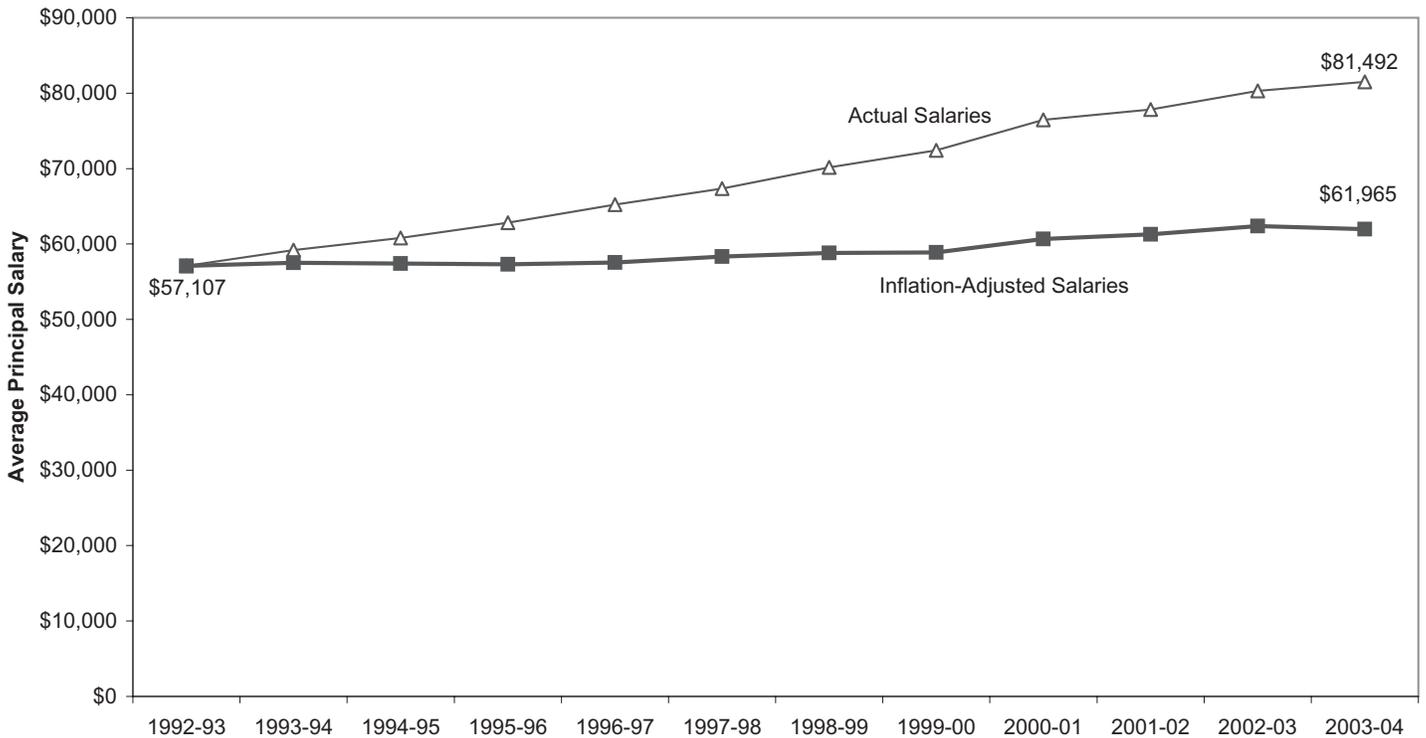
Actual & Inflation-Adjusted (Portland CPI-U; 1992-93=100)



Actual average assistant principal salaries have increased from \$52,731 in 1992-93 to \$76,012 in 2003-04. However, when salaries are adjusted for inflation, the total increase amounts to 9.6% for the time period, a REAL dollar increase of \$5,067.

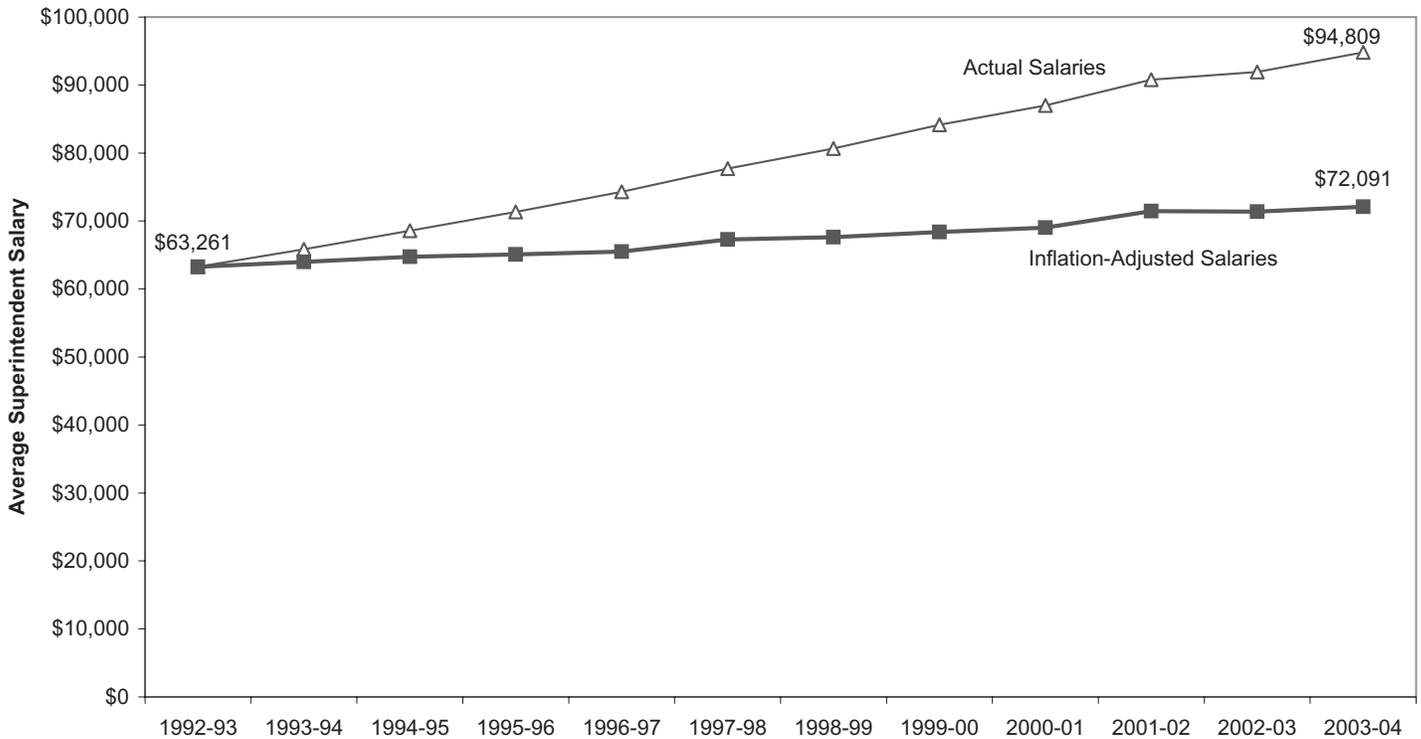
Average Oregon PRINCIPAL Salaries 1992-93 to 2003-04

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



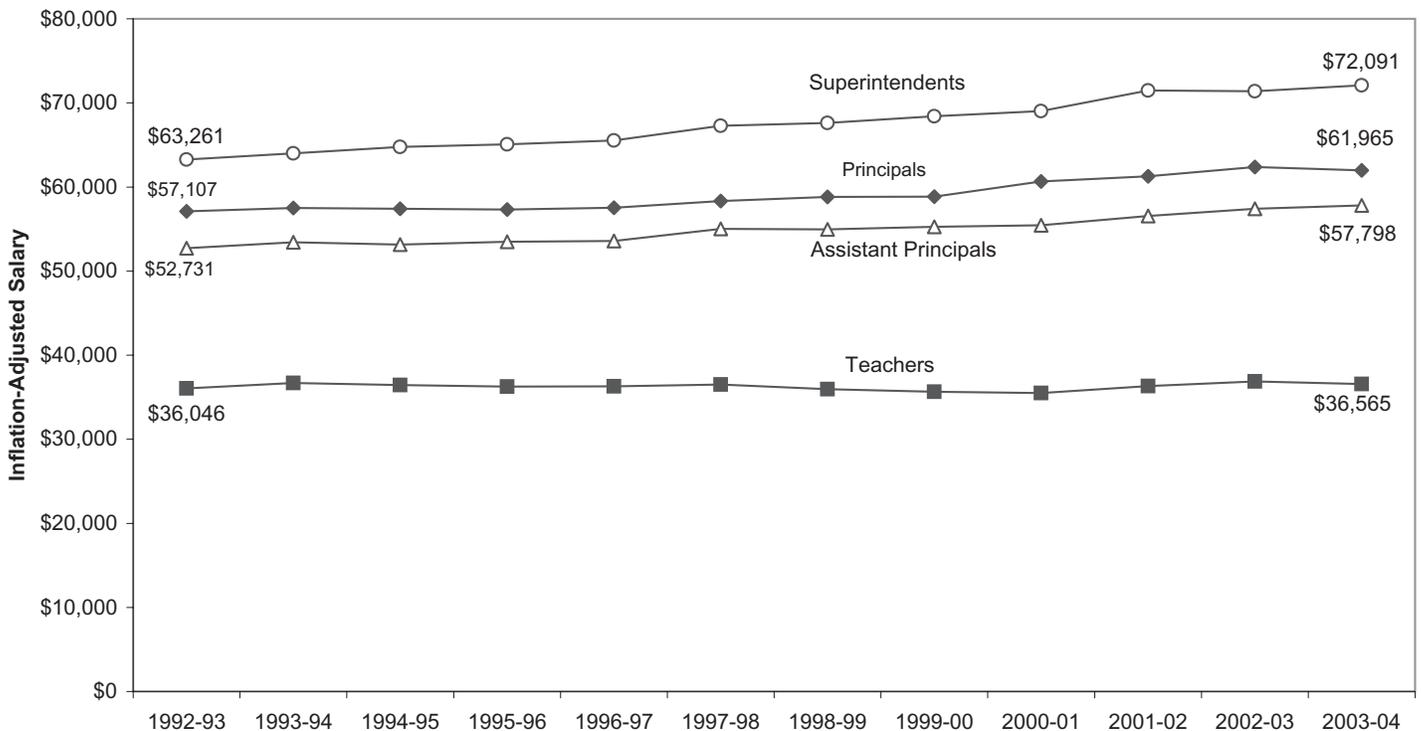
Actual average principal salaries have increased from \$57,107 in 1992-93 to \$81,492 in 2003-04. However, when salaries are adjusted for inflation, the total increase amounts to 8.5% for the time period, a REAL dollar increase of \$4,858.

Average SUPERINTENDENT Salaries 1992-93 to 2003-04
Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average superintendent salaries have increased from \$63,261 in 1992-93 to \$94,809 in 2003-04. However, when salaries are adjusted for inflation, the total increase amounts to 14.0% for the time period, a REAL dollar increase of \$8,830.

Inflation Adjusted Salaries 1992-93 to 2003-04
Oregon Superintendents, Principals, Assistant Principals, and Teachers
(Portland CPI-U; 1992-93=100)



In the last twelve years, inflation-adjusted salaries for teachers increased only 1.4%, while the increase in salaries was 14% for superintendents, 8.5% for principals, and 9.6% for assistant principals,



Best (Most Effective) Practices

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

Select: 

Pick a topic, then click on Curriculum & Instruction to see best practices.

No Child Left Behind Act

<http://www.ode.state.or.us/search/results/?id=93>

Contact: Rob Larson at 503-378-3600 ext. 2354, or email rob.larson@state.or.us

Highly Qualified Teachers • <http://www.ode.state.or.us/data/reportcard/reports.aspx>

Choose AYP/NCLB Menu, then click on Highly Qualified Teachers Q & A

Contact: Carla Wade at 503-378-3600 ext. 2283, or email carla.wade@state.or.us

Adequate Yearly Progress • <http://www.ode.state.or.us/data/reportcard/reports.aspx>

Contact: Jon Bridges at 503-378-3600 ext. 2287, or email jon.bridges@state.or.us

Persistently Dangerous Schools

Contact: John Lenssen at 503-378-3600 ext. 2709, or email john.lenssen@state.or.us

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

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

Contact: Jon Bridges at 503-378-3600 ext. 2287, or email jon.bridges@state.or.us

Special Programs and Information

Alternative Education

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

Contact: Cliff Brush at 503-378-3600 ext. 2285, or email cliff.bru

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

Contact: Margaret Bates at 503-378-3600 ext. 4503, or email margaret.bates@state.or.us

Early Childhood

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

Contact: Kay Halverson at 503-378-3600 ext. 2331, or email kay.halverson@state.or.us

Homeless Students

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

Contact: Dona Bolt at 503-378-3600 ext. 2727, or email dona.bolt@state.or.us

Special Education Programs

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

Contact: Nancy Latini at 503-378-3600 ext. 2361, or email nancy.latini@state.or.us

Talented and Gifted

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

Contact: Andrea Morgan at 503-378-3600 ext. 2289, or email andrea.morgan@state.or.us

Title I • <http://www.ode.state.or.us>

Select:  Where it displays: Search Topic Names for:

Type in Title I and click Go

Resources

Quality Education Model

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

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

Contact: Brian Reeder at 503-378-3600 ext. 2631, or email brian.reeder@state.or.us

School Funding and Finance

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

Contact: Brian Reeder at 503-378-3600 ext. 2631, or email brian.reeder@state.or.us

Student Information

Student Enrollment and Demographics • <http://www.ode.state.or.us/sfda/reportstudents.htm>

Contact: Brian Reeder at 503-378-3600 ext. 2631, or email brian.reeder@state.or.us

Minority Students • <http://www.ode.state.or.us/sfda/reportstudents.htm>

Contact: Brian Reeder at 503-378-3600 ext. 2631, or email brian.reeder@state.or.us

School and District Information • <http://www.ode.state.or.us/sfda/reports.aspx>

Contact: Brian Reeder at 503-378-3600 ext. 2631, or email brian.reeder@state.or.us

Limited English Proficient

Contact: Carmen West at 503-378-3600 ext. 2716, or email carmen.west@state.or.us

School Nutrition/Free and Reduced Price Lunch • <http://www.ode.state.or.us/search/results/?id=207>

Contact: Heidi Dupuis at 503-378-3600 ext. 2623, or email heidi.dupuis@state.or.us

Student Achievement

Oregon Statewide Assessment • <http://www.ode.state.or.us/search/results/?id=233>

Contact: Steve Slater at 503-378-3600 ext. 2254, or email steve.slater@state.or.us

Certification of Initial Mastery (CIM) • <http://www.ode.state.or.us/search/results/?id=25>

Contact: Linda Burgin at 503-378-3600 ext. 4453, or email linda.burgin@state.or.us

Certification of Advanced Mastery (CAM) • <http://www.ode.state.or.us/search/results?id=26>

Contact: Theresa Levy at 503-378-3600 ext. 2239, or email theresa.levy@state.or.us

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

Contact: Susan Huggins at 503-378-3600 ext. 2266, or email susan.huggins@state.or.us

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>

Graduation Rates (High School Completers) • <http://www.ode.state.or.us/sfda/reportstudents.htm>

Contact: Linda Burgin at 503-378-3600 ext. 4453, or email linda.burgin@state.or.us

Drop-Out Reports • <http://www.ode.state.or.us/data/schoolanddistrict/students/dropout.aspx>

Contact: Linda Burgin at 503-378-3600 ext. 4453, or email linda.burgin@state.or.us

Teacher/Administrator/Other Staff Information

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

Contact: Brian Reeder at 503-378-3600 ext. 2631, or email brian.reeder@state.or.us

Teacher Certification • <http://www.tspc.state.or.us>

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



Oregon Department of Education
Public Service Building
255 Capitol Street NE Salem, OR 97310-0203
503-378-3600