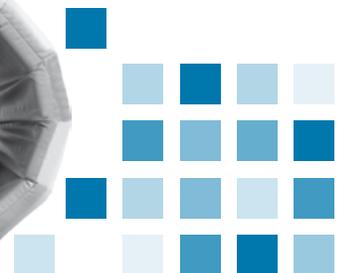




2004-05
**Statewide
report card**
Oregon Department of Education



An Annual Report
to the Legislature on Oregon Public Schools
Susan Castillo, State Superintendent of Public Instruction



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

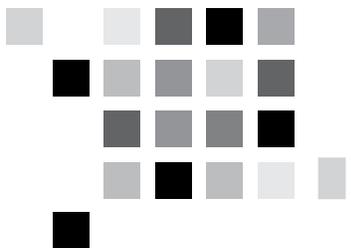
The teacher on the front of this publication is Yesenia Angulo, who is currently a bilingual kindergarten teacher at Yoshikai Elementary School in Salem.

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 2004-2005 Oregon Statewide Report Card. This annual report is a powerful resource of data and information and serves as a summary of our education system's performance. It provides a snapshot of the health and potential of our state's education system. 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.

2004-05 school year challenges:

- 2004-05 was the third 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.
- The statewide dropout rate increased from 4.4% in 2002-03 to 4.6% in 2003-04, the first increase in the overall dropout rate since 1997-98. While dropout rates for White and Hispanic students increased, the good news was that rates decreased for Asian, African American, and American Indian students.

2004-05 was a good year for Oregon student achievement:

- Oregon Statewide Assessment Test average scores for reading and math increased for all grades, as well as for most race/ethnicities and Special Education.
- National Assessment of Educational Progress (NAEP) scores for Oregon students either exceeded or matched the national average scores and the scores for the western states.
- On the SAT, Oregon students continued to score second in the nation among states that tested at least 50 percent of their high school seniors. Scores and participation rates (Oregon tested 59 percent of high school seniors) were up for most race/ethnicities.
- 12,452 Oregon students took the Advanced Placement (AP) exams, up from 10,311 students in 2003-04, a 21 percent increase. The number of Oregon students passing the AP exams was the highest reported in five years for White, Hispanic, Asian, and African American students.

Oregon is committed to helping all students to realize their full potential:

- The greatest challenge we face is the achievement gap, reflected in both academic achievement and dropout rates. As seen in this report, 24.4 percent of students (approximately 1 in 4 students) are minority students. While minority student performance trends are improving, there is still work that needs to be done.
- Analyzing test scores for specific groups of students enables us to track the progress of these groups over time, and to target resources to help improve student performance. In the 2003-04 Statewide Report Card we began reporting the scores for Special Education students. This year, we also include Oregon State Assessment Test scores for students who are Talented and Gifted (TAG), economically disadvantaged, Limited English Proficient (LEP), and migrant.

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. Closing the achievement gap
2. Expanding pre-kindergarten programs to all eligible children
3. Improving literacy for all students, with an emphasis on secondary students
4. Improving student performance in middle schools and high schools

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 2004-2005 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:
<http://www.ode.state.or.us/data/annreportcard/rptcard2005.pdf>

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Acknowledgements

Oregon Department of Education

Gene Evans, Communications Manager

Brian Reeder, Assistant Superintendent, Office of Analysis & Reporting

Chuck Sigmund, Director, Office of Analysis & Reporting

Linda Burgin, Research Analyst 4, Statewide Report Card Coordinator

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Alternative Education	Cliff Brush and Stacey Brown
Certificate of Advanced Mastery	Theresa Levy
Charter Schools	Margaret Bates and Donna Newbeck
District & School Report Cards	Jon Bridges
Finance & School Funding	Brian Reeder
Free & Reduced Price Lunch	Heidi Dupuis and Sarah Durant
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Highly Qualified Teachers	Bev Pratt and Stacey Brown
Homeless Students	Dona Bolt
Limited English Proficient Students	Carmen West
NAEP Test Results	Elaine Hultengren
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Pre-Kindergarten & Early Childhood	Maya Close
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School and District Staff Data	Brian Reeder
Special Education	Brian Johnson
Talented and Gifted (TAG)	Andrea Morgan and Stacey Brown
Technical Support	Terry Kliever, Katie Heaton, and Aura Beatty

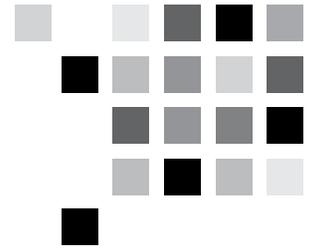
Salem-Keizer School District

Reprographics Department

Graphic Design and Printing

Charts, Tables, Graphs, and Associated Topics

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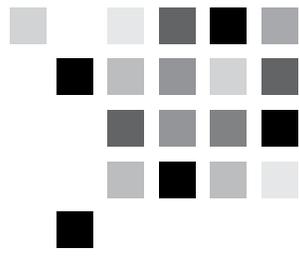
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student success

statewide

Student Success Indicators of Achievement

The Oregon Report Card provides statewide results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide assessments at grades 3, 5, 8 and 10 in reading, writing, mathematics and science; through national and international achievement tests; and through performance on college admissions tests such as the SAT and ACT. In addition, graduation and dropout rates, as well as school and district report cards, provide useful measures of student performance and progress.



Statewide Tests Measure Standards

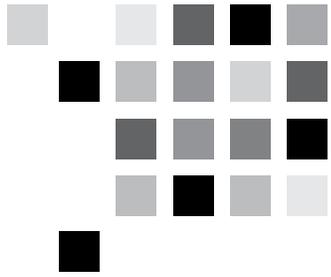
Oregon began testing students statewide in reading, writing, and mathematics in the spring of 1991. In 2001, science was added to the list of subjects tested for grades 8 and 10, and the following year it was expanded to include grade 5. Statewide tests are “criterion-referenced,” meaning student performance is evaluated against predetermined standards.



Scores Required to Meet Standards on Statewide Assessments

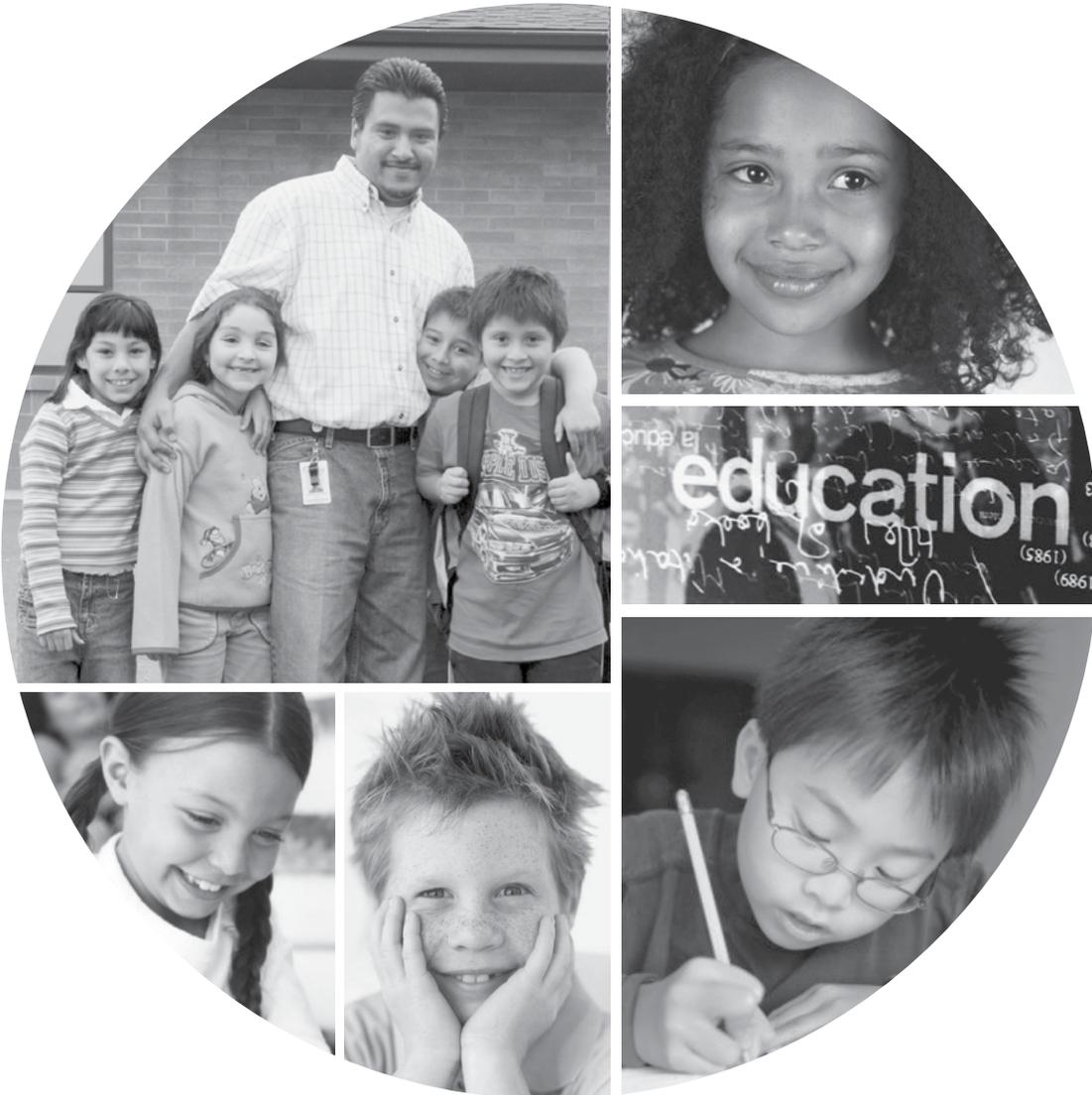
Total Score Required to Meet Standards/Total Points Possible

Grade Level	Reading/Literature	Writing	Mathematics	Science
Grade 3	201/300	Not Applicable	202/300	Not Applicable
Grade 5	215/300	Not Applicable	215/300	223/300
Grade 8	231/300	Not Applicable	231/300	233/300
Grade 10	239/300	40/60	239/300	239/300



grade 3

statewide



My heart is singing for joy this morning. A miracle has happened!
The light of understanding has shown upon my little pupil's mind, and
behold, all things are changed.

■ Anne Sullivan ■

Grade 3

Percent Meeting Standards



In 2005, third grade students were tested in reading and in mathematics multiple choice.

As the table below shows, 86 percent of third grade students met or exceeded the reading standard, an increase from 82 percent in 2004. In Mathematics, 86 percent met or exceeded the mathematics standard, up from 81 percent in 2004.

3rd Grade ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

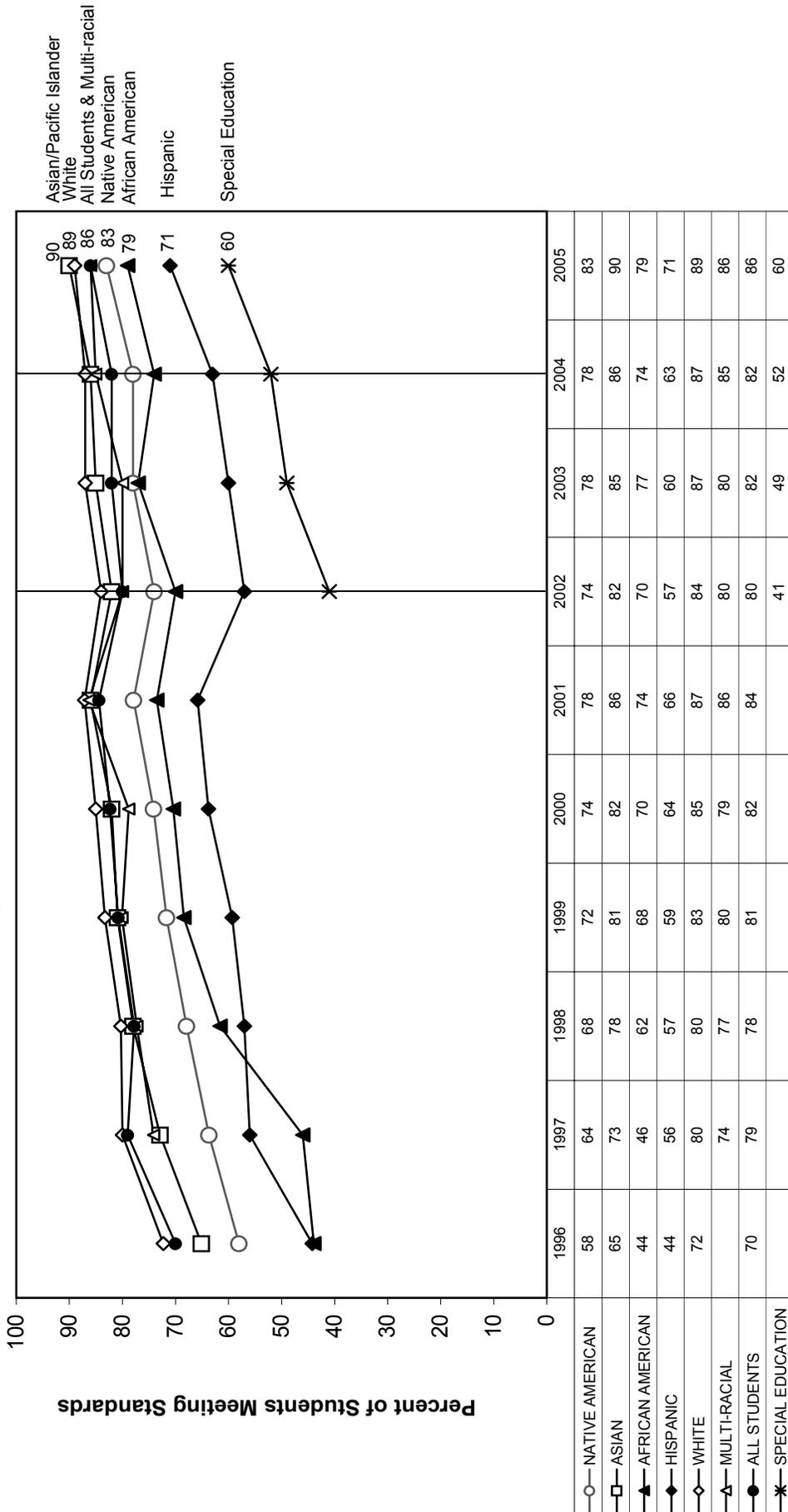
	1997	1998	1999	2000	2001	2002	2003	2004	2005
Reading	79	78	81	82	84	80	82	82	86
Mathematics Multiple Choice	63	67	70	75	75	74	78	81	86

DATA SERIES CHANGES:

- 1996 through 2001 percents include **only students tested under standard conditions at or above grade level.**
- 2002 through 2004 percents include **ALL students tested.**
- 2005 results differ from the 2004 results in the following ways:
 - Test scores are aggregated to the school, district, and state level based on the student resident district as of May 2, 2005. In 2004, test scores were aggregated based on the resident district at the time the test was taken.
 - Regardless of where the student took the test, the highest score available is reported.
 - As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.



3rd GRADE READING Percent of Students Meeting Standards 1996 through 2005



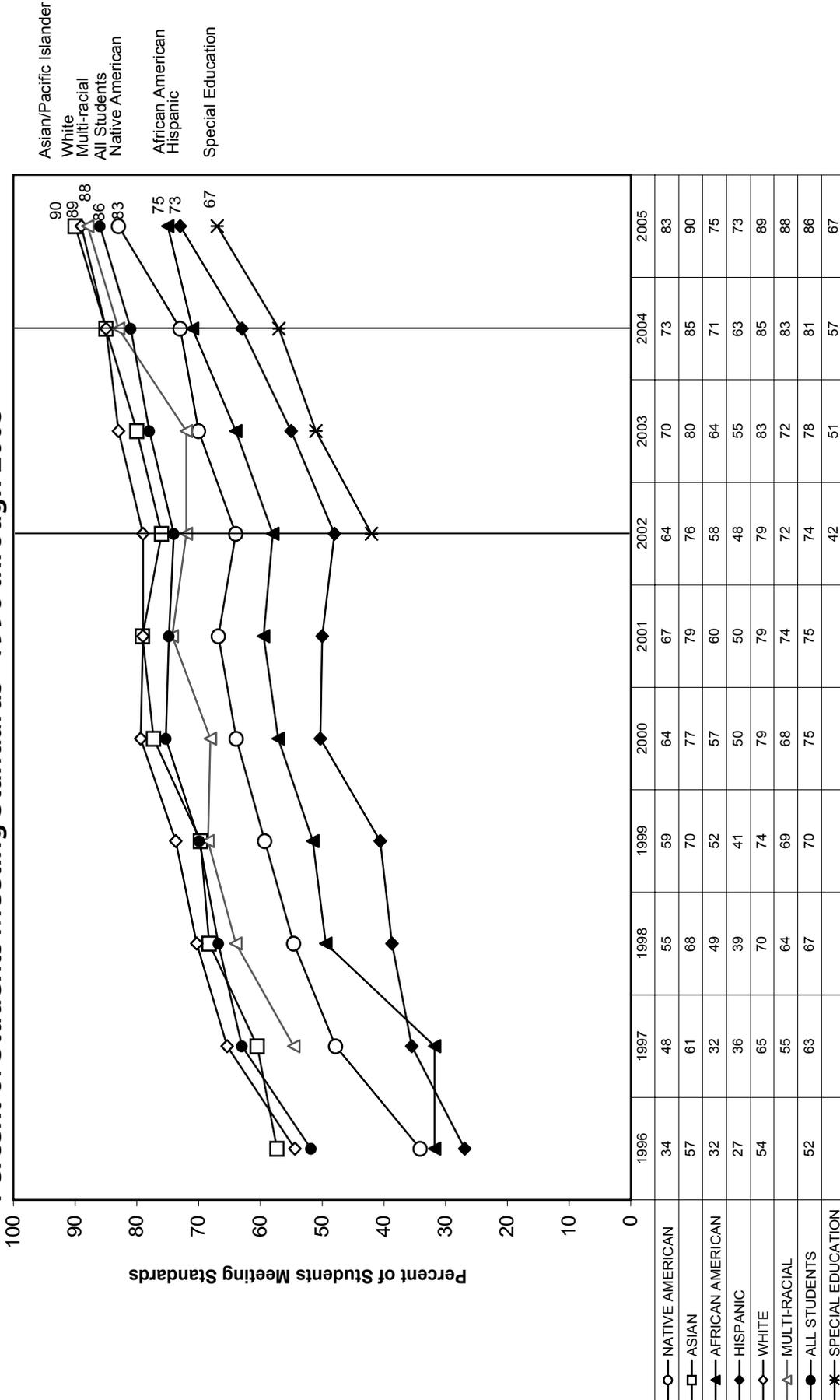
From 2002 to 2004, the percent of students meeting the reading standards increased for all race/ethnicities and Special Education, which posted the largest increase. In 2005, all categories again posted increases.

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

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3rd GRADE MATHEMATICS MULTIPLE CHOICE Percent of Students Meeting Standards 1996 through 2005



Asian/Pacific Islander
White
Multi-racial
All Students
Native American
African American
Hispanic
Special Education

From 2002 to 2004, the percent of students meeting the mathematics multiple choice standards climbed steadily for all race/ethnicities and Special Education. In 2005, all categories posted increases.

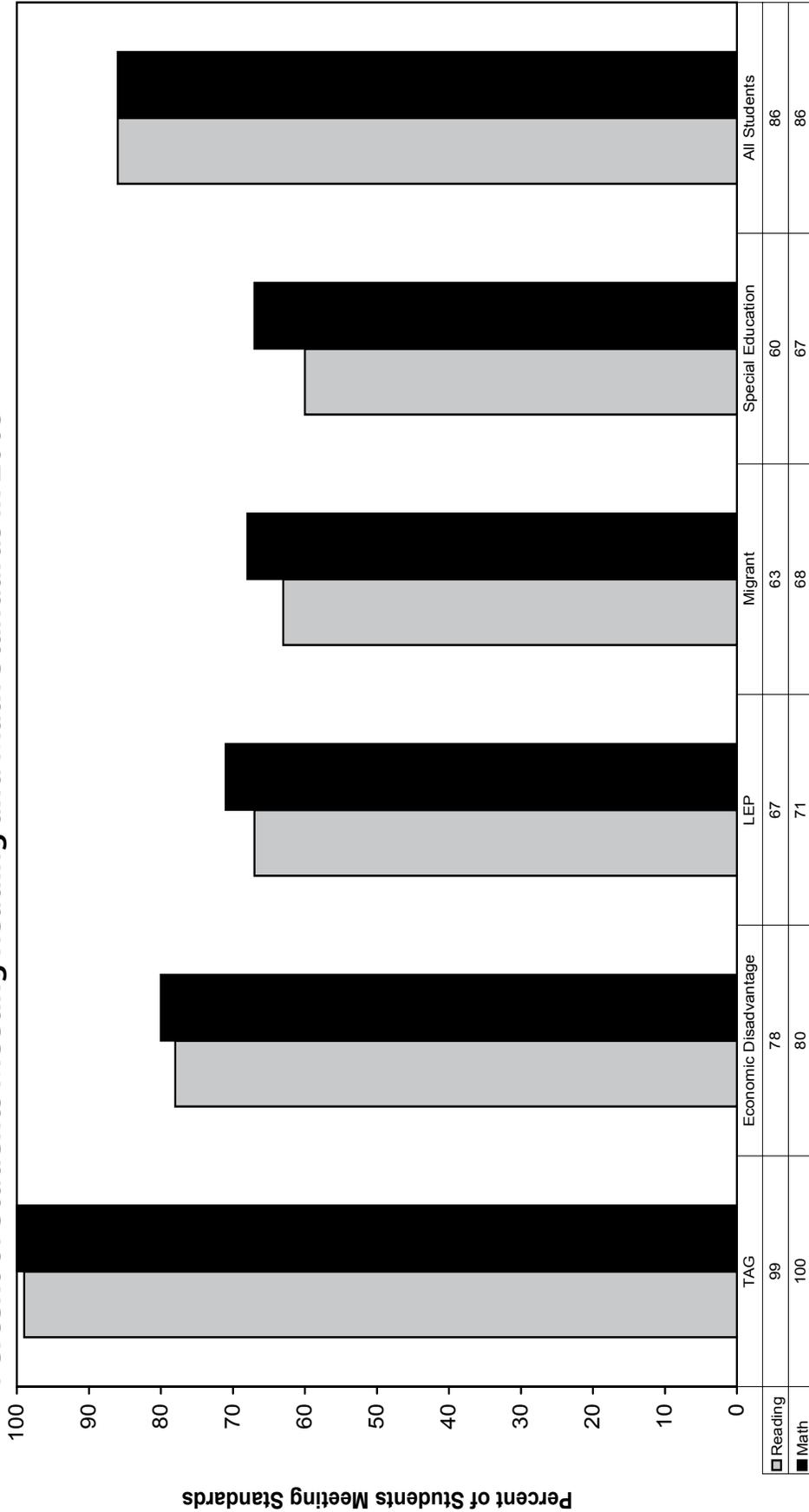
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- As per NCLB, beginning LEP students **were not included** in the results. In 2004, beginning LEP students **were included** in the results.

3rd Grade Students by Sub-Group Percent of Students Meeting Reading and Math Standards in 2005



Talented and Gifted (TAG) Program

- Talented and Gifted Program students demonstrate outstanding ability or potential in one or more of the following areas: general intellectual ability, academic ability, creative ability, leadership ability, or ability in the visual or performing arts. In order to realize their full potential, they require special educational programs or services beyond those normally provided by the regular school program.

Economically Disadvantaged

- Economically Disadvantaged students are those students who are eligible for Free and/or Reduced Price Lunch, as identified by school districts in the Oregon Department of Education Spring Membership Collection.

English Language Development Program for Limited English Proficient (LEP) Students

- Program that serves students whose native language is not English, or who are Native American or Alaska Native, who come from an environment where a language other than English is dominant. Difficulties in speaking, reading, and writing may not allow them the ability to meet State standards in classrooms where the language of instruction is English.

Migrant Program

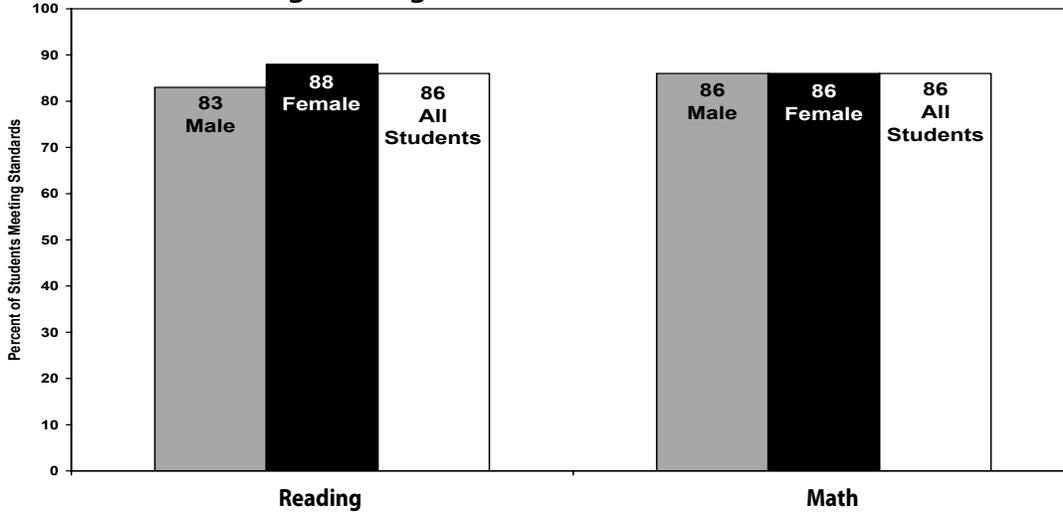
- Program that serves children who are younger than 22 and have not graduated from high school or earned a GED, who are migrant agricultural workers or migrant fishers (or have a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher) and have moved from one school to another in order to obtain (or to accompany a parent, spouse, or guardian to obtain) temporary or seasonal employment in agriculture or fishing.

(For more information, see NCLB 2001, Title I, Part C, Education of Migratory Children, Section 1309, Definitions.)

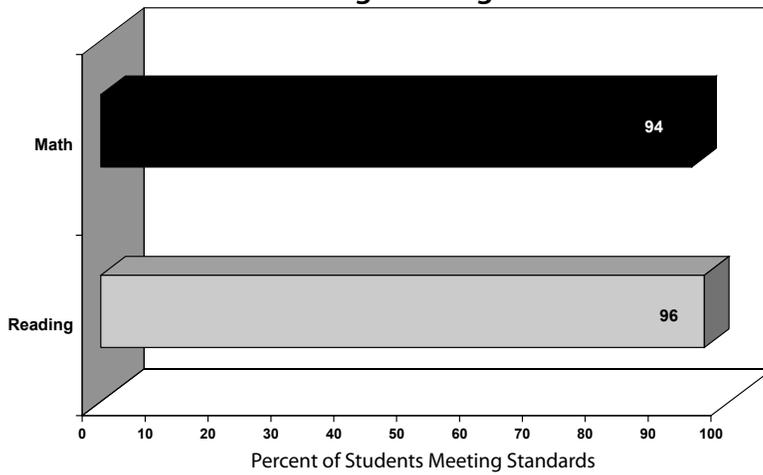
Special Education

- Special education students receive specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings and (B) instruction in physical education.

**3rd Grade Students by Gender
Percent Meeting Reading and Math Standards in 2005**



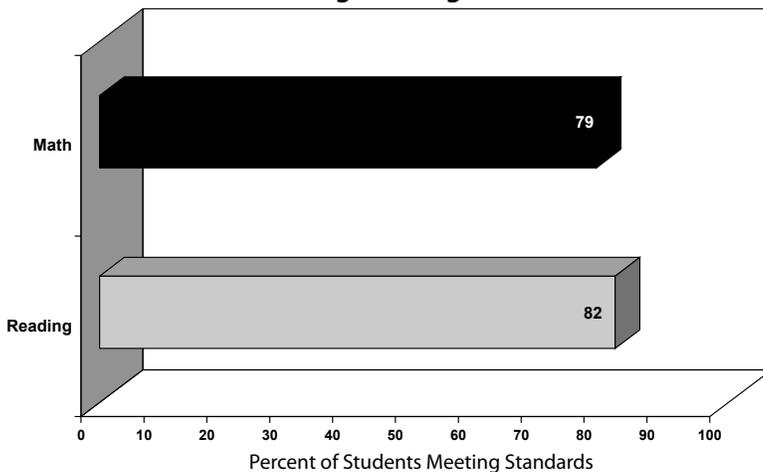
**3rd Grade Career and Life Role Assessment System (CLRAS) Students
Percent Meeting Reading and Math Standards in 2005**



CLRAS

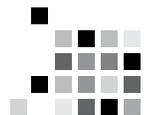
- CLRAS assessments attempt to accurately assess students with disabilities by applying a functional approach to match content areas to career and life role education standards. They are scored on a special scale.

**3rd Grade Extended Assessment Students
Percent Meeting Reading and Math Standards in 2005**



Extended Assessments

- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.





grade 5

statewide

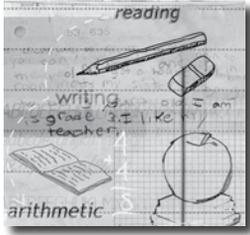


From your parents you learn love and laughter and how to put one foot before the other.
But when books are opened you discover you have wings.

■ Helen Hayes ■

Grade 5

Percent Meeting Standards



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

Between 2004 and 2005, the percents of fifth grade students meeting or exceeding the standards increased by 6 percent for reading, mathematics, and science. Writing was not tested.

5th Grade ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

	1997	1998	1999	2000	2001	2002	2003	2004	2005
Reading	67	66	69	73	77	74	76	76	82
Writing*	59	58	60	65	64	65	Not Tested	64	Not Tested
Mathematics Multiple Choice	59	62	66	69	73	72	76	78	84
Science	Not Tested	71	Not Tested	69	75				

* Includes conditionally met/exceeded.

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 - As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.



I hear and I forget.
I see and I remember.
I do and I understand...

■ Confucius ■

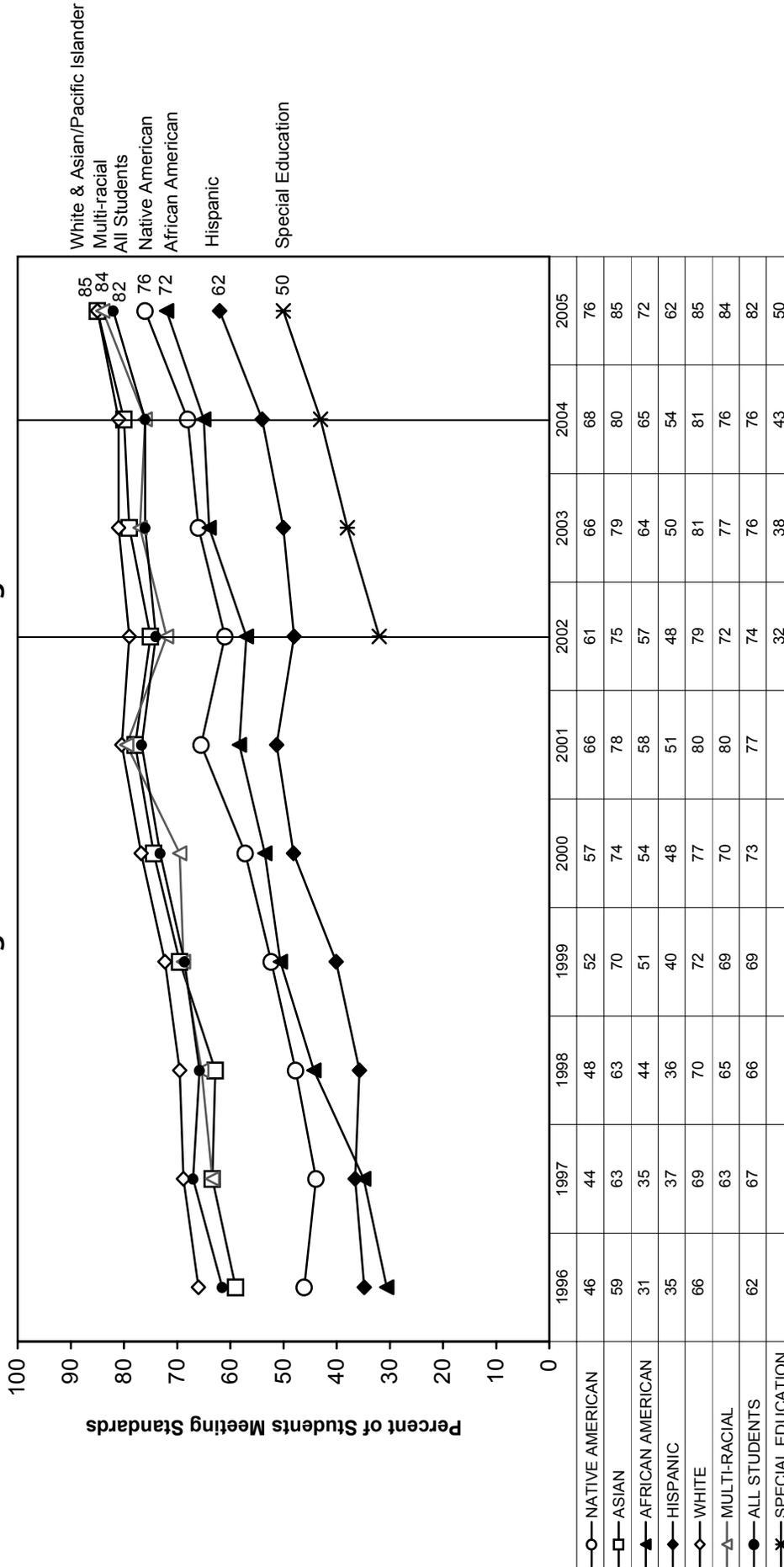


Do not judge my intelligence
by the answers I give,
but instead
by the questions I ask.

■ Mark McGranaghan ■



5th GRADE READING Percent of Students Meeting Standards 1996 through 2005



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. In 2005, all categories again posted increases.

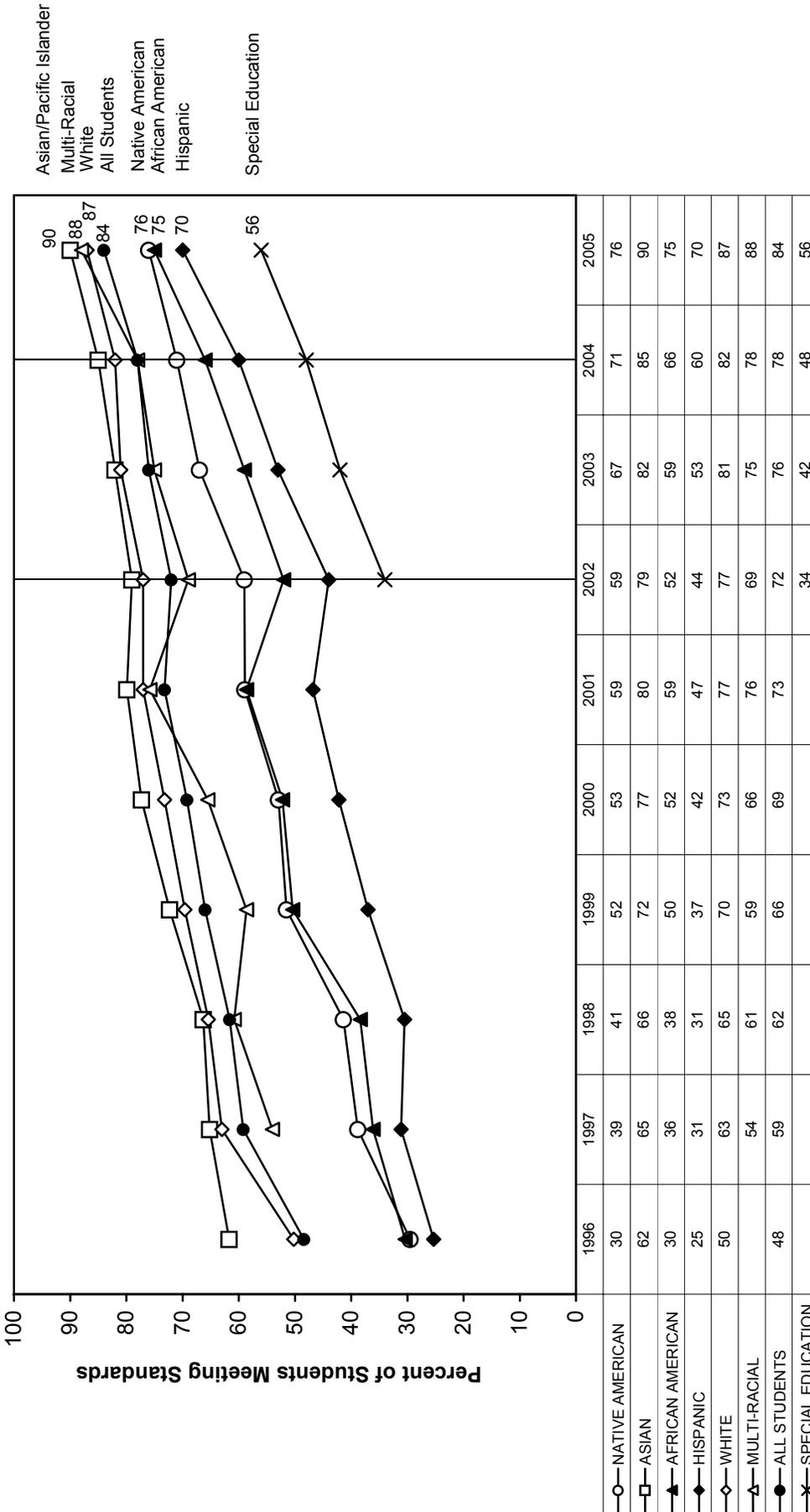
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- As per NCLB, beginning LEP students **were not included** in the results. In 2004, beginning LEP students **were included** in the results.

5th GRADE MATHEMATICS MULTIPLE CHOICE Percent of Students Meeting Standards 1996 through 2005



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. In 2005, all categories posted increases.

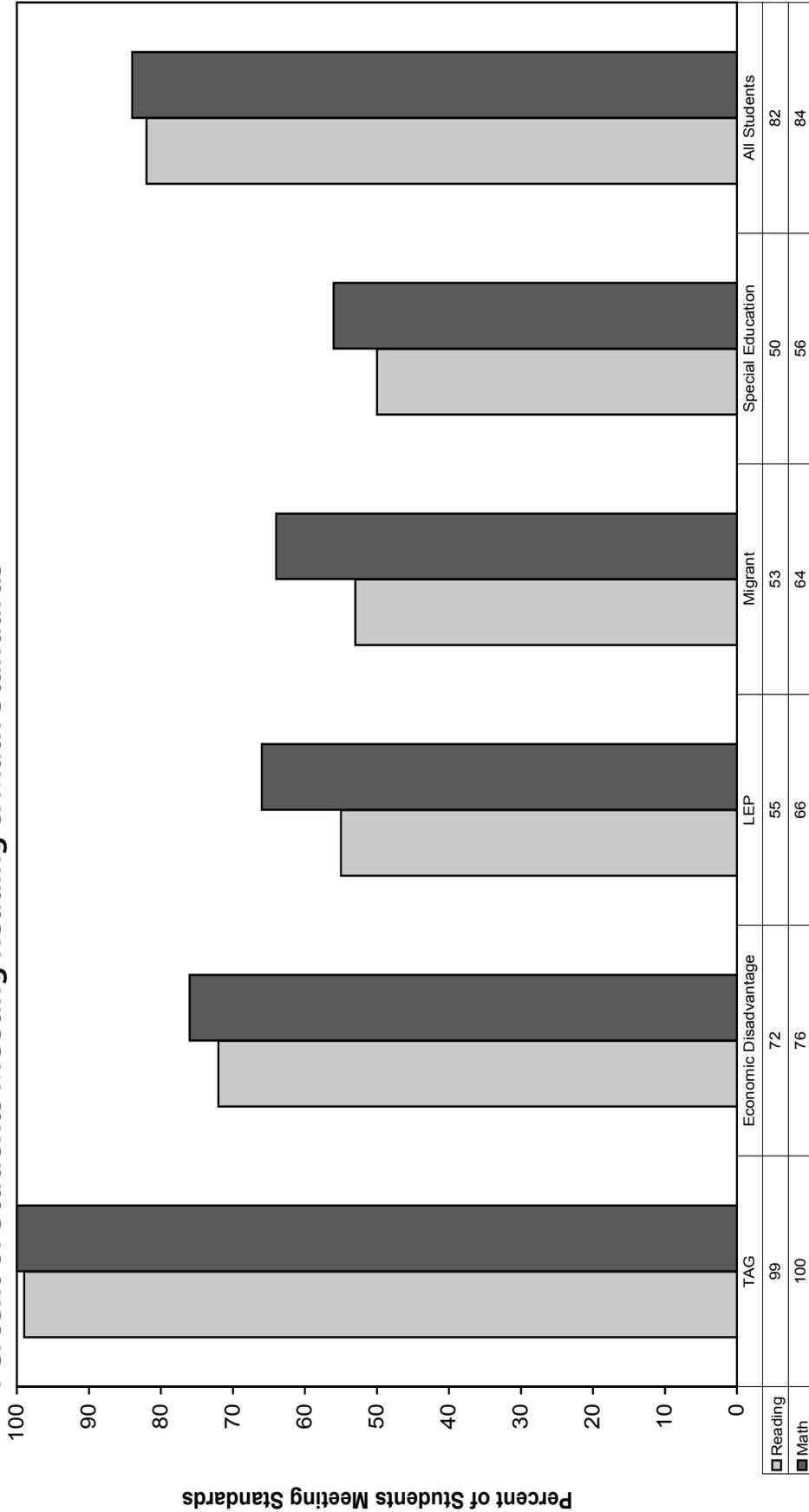
1996 through 2001 percents include **only students tested under standard conditions at or above grade level.**

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

2005 results differ from the 2004 results in the following ways:

- Test scores are aggregated to the school, district, and state level based on the student resident district as of May 2, 2005. In 2004, test scores were aggregated based on the resident district at the time the test was taken.
- Regardless of where the student took the test, the highest score available is reported.
- As per NCLB, beginning LEP students **were not included** in the results. In 2004, beginning LEP students **were included** in the results.

5th Grade Students by Subgroup 2005 Percent of Students Meeting Reading & Math Standards



Talented and Gifted (TAG) Program

- Talented and Gifted Program students demonstrate outstanding ability or potential in one or more of the following areas: general intellectual ability, academic ability, creative ability, leadership ability, or ability in the visual or performing arts. In order to realize their full potential, they require special educational programs or services beyond those normally provided by the regular school program.

Economically Disadvantaged

- Economically Disadvantaged students are those students who are eligible for Free and/or Reduced Price Lunch, as identified by school districts in the Oregon Department of Education Spring Membership Collection.

English Language Development Program for Limited English Proficient (LEP) Students

- Program that serves students whose native language is not English, or who are Native American or Alaska Native, who come from an environment where a language other than English is dominant. Difficulties in speaking, reading, and writing may not allow them the ability to meet State standards in classrooms where the language of instruction is English.

Migrant Program

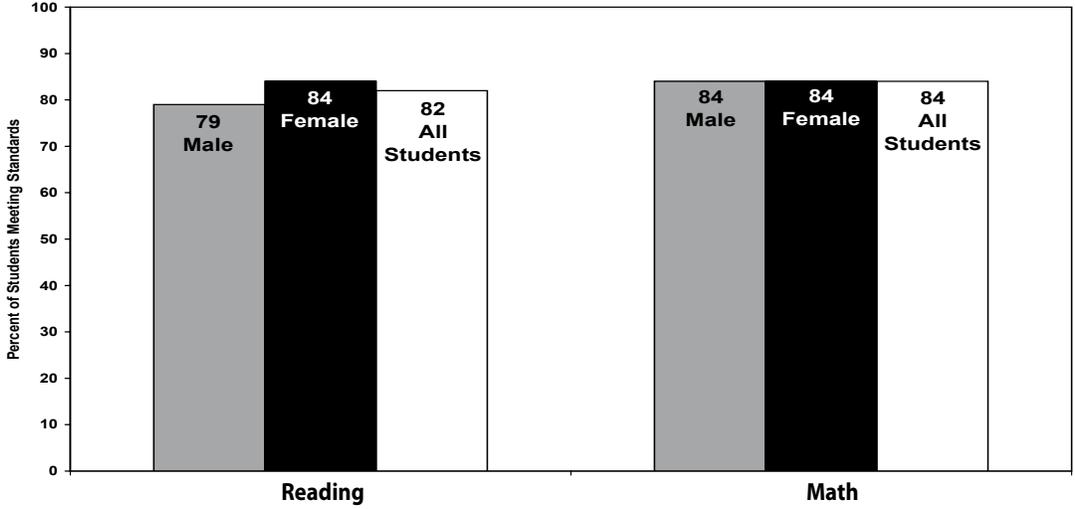
- Program that serves children who are younger than 22 and have not graduated from high school or earned a GED, who are migrant agricultural workers or migrant fishers (or have a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher) and have moved from one school to another in order to obtain (or to accompany a parent, spouse, or guardian to obtain) temporary or seasonal employment in agriculture or fishing.

(For more information, see NCLB 2001, Title I, Part C, Education of Migratory Children, Section 1309, Definitions.)

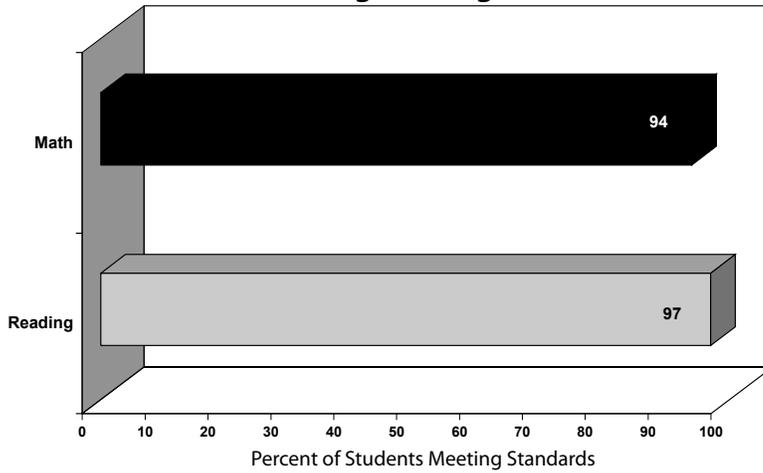
Special Education

- Special education students receive specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings and (B) instruction in physical education.

**5th Grade Students by Gender
Percent Meeting Reading and Math Standards in 2005**



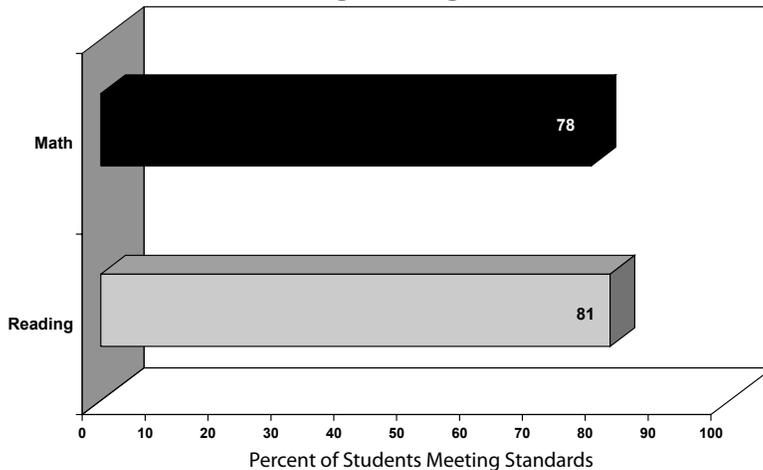
**5th Grade Career and Life Role Assessment System (CLRAS) Students
Percent Meeting Reading and Math Standards in 2005**



CLRAS

- CLRAS assessments attempt to accurately assess students with disabilities by applying a functional approach to match content areas to career and life role education standards. They are scored on a special scale.

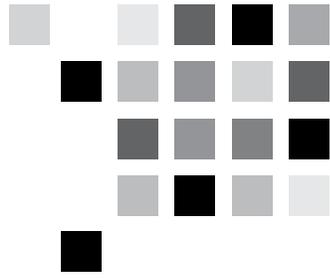
**5th Grade Extended Assessment Students
Percent Meeting Reading and Math Standards in 2005**



Extended Assessments

- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.





grade 8

statewide

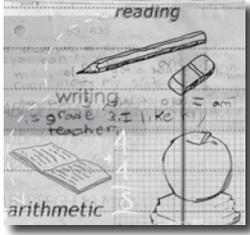


It is the supreme art of the teacher to
awaken joy in creative expression and knowledge.

■ Albert Einstein ■

Grade 8

Percent Meeting Standards



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

In 2005, the percents of eighth grade students meeting or exceeding the standards increased for every subject tested.

8th Grade ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

	1997	1998	1999	2000	2001	2002	2003	2004	2005
Reading	56	55	56	64	62	61	61	59	63
Writing*	69	68	68	66	68	63	Not Tested	67	Not Tested
Mathematics Multiple Choice	49	51	52	56	55	54	59	59	64
Science	Not Tested	Not Tested	Not Tested	56	60	59	Not Tested	58	66

* Includes conditionally met/exceeded.

DATA SERIES CHANGES:

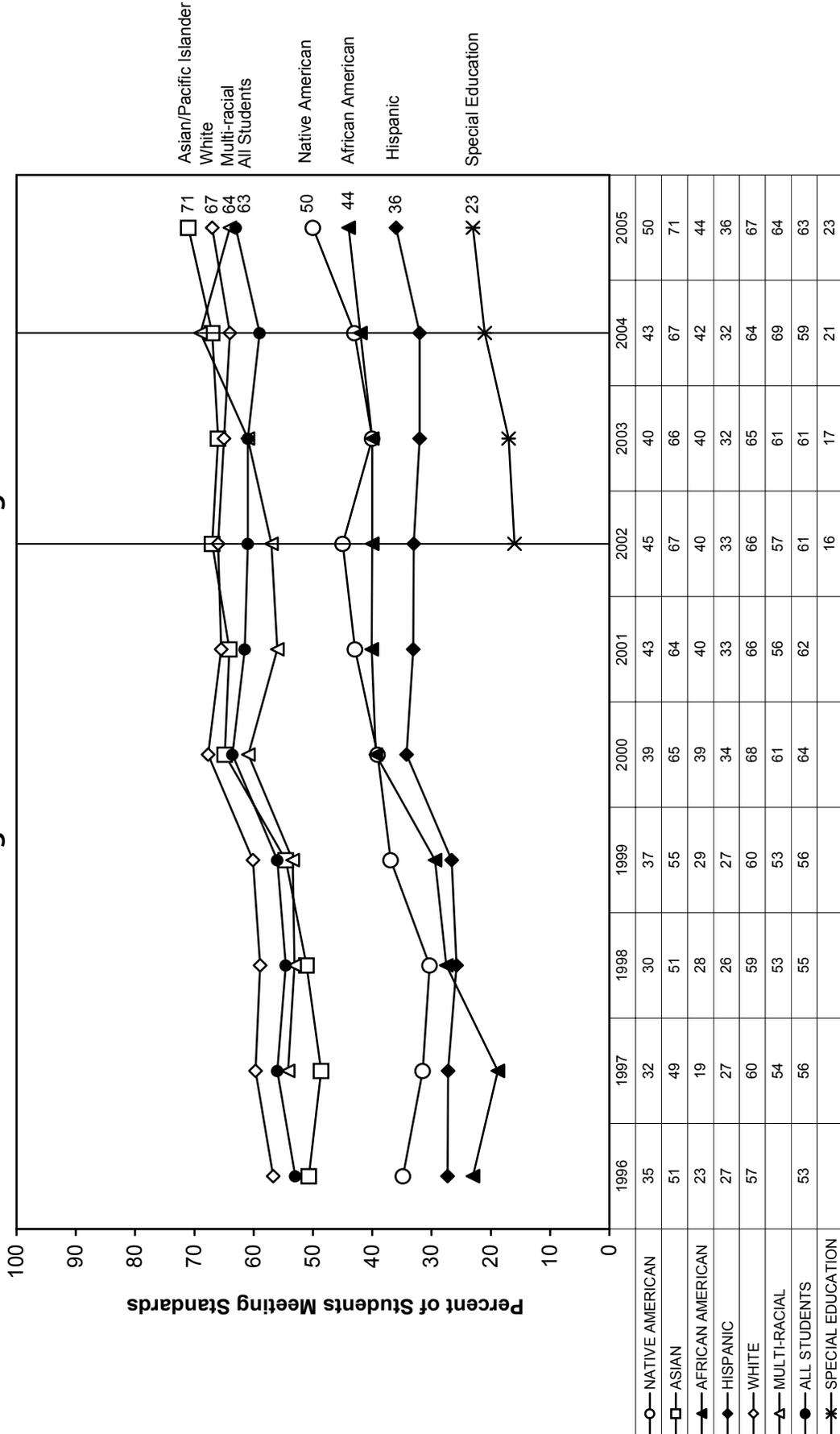
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 - o Regardless of where the student took the test, the highest score available is reported.
 - o As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.



It must be remembered
that the purpose of education
is not to fill the minds of students with facts...
it is to teach them to think, if that is possible,
and always to think for themselves.

■ Robert Hutchins ■

8th GRADE READING Percent of Students Meeting Standards 1996 through 2005



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. In 2005, all categories posted increases except Multi-racial.

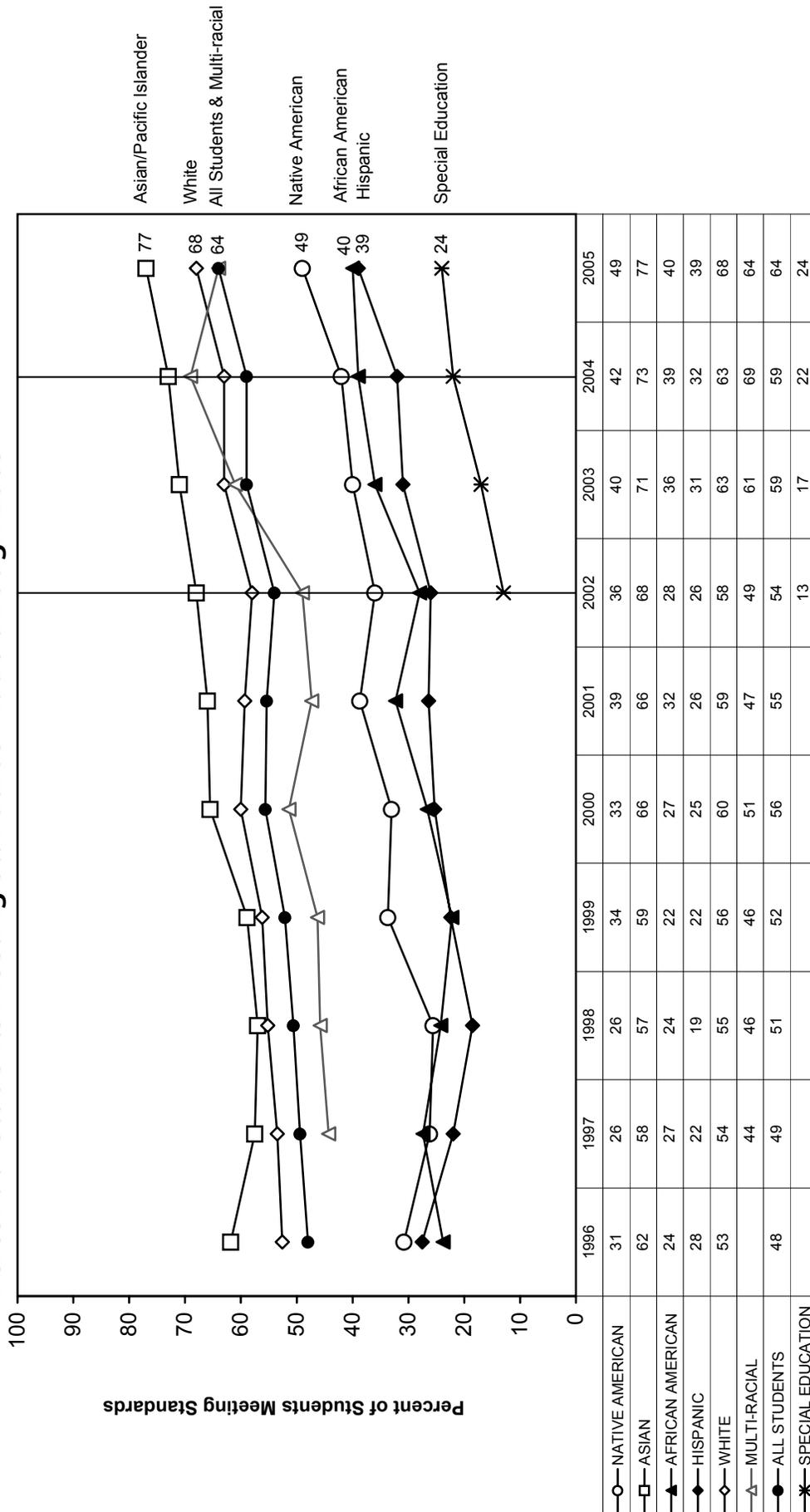
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8th GRADE MATHEMATICS MULTIPLE CHOICE Percent of Students Meeting Standards 1996 through 2005



From 2002 to 2004, the percent of students meeting the mathematics multiple choice standards increased for all race/ethnicities and Special Education. In 2005, all race/ethnicities except Multi-racial posted increases.

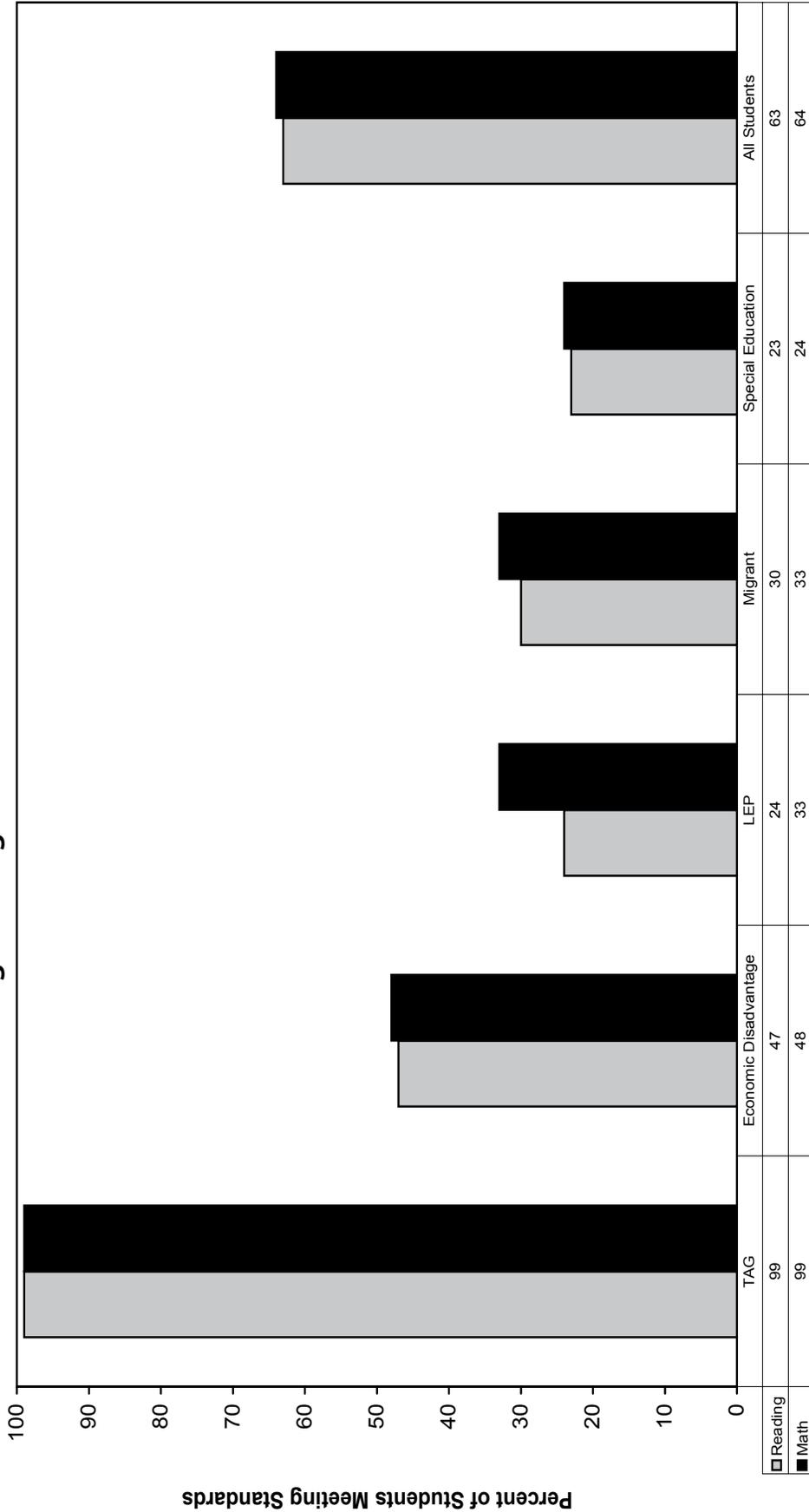
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8th Grade Students by Sub-Group Percent of Students Meeting Reading and Math Standards in 2005



Talented and Gifted (TAG) Program

- Talented and Gifted Program students demonstrate outstanding ability or potential in one or more of the following areas: general intellectual ability, academic ability, creative ability, leadership ability, or ability in the visual or performing arts. In order to realize their full potential, they require special educational programs or services beyond those normally provided by the regular school program.

Economically Disadvantaged

- Economically Disadvantaged students are those students who are eligible for Free and/or Reduced Price Lunch, as identified by school districts in the Oregon Department of Education Spring Membership Collection.

English Language Development Program for Limited English Proficient (LEP) Students

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Migrant Program

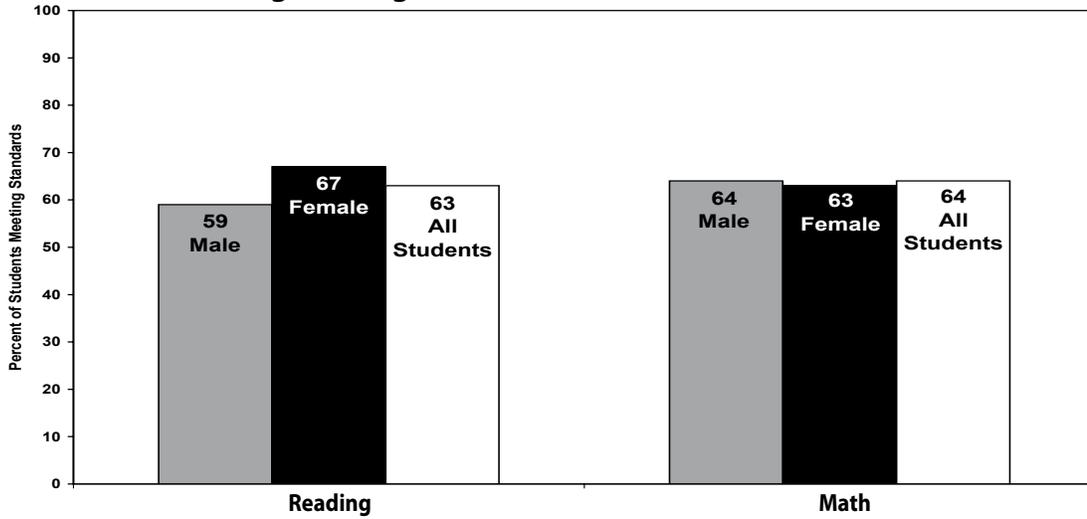
- Program that serves children who are younger than 22 and have not graduated from high school or earned a GED, who are migrant agricultural workers or migrant fishers (or have a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher) and have moved from one school to another in order to obtain (or to accompany a parent, spouse, or guardian to obtain) temporary or seasonal employment in agriculture or fishing.

(For more information, see NCLB 2001, Title I, Part C, Education of Migratory Children, Section 1309, Definitions.)

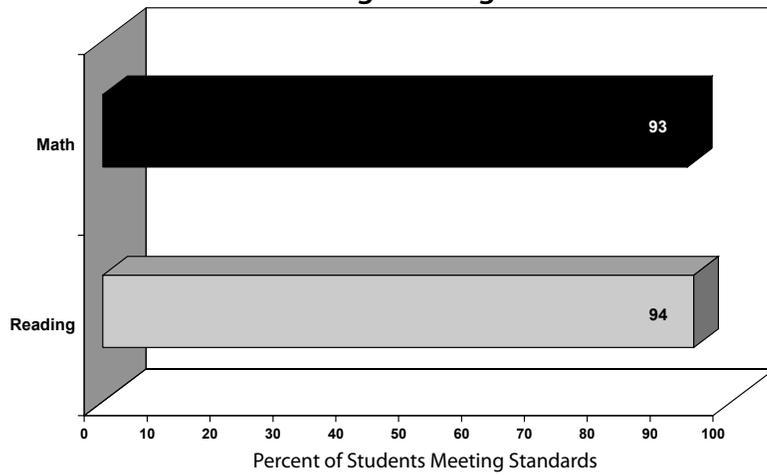
Special Education

- Special education students receive specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings and (B) instruction in physical education.

**8th Grade Students by Gender
Percent Meeting Reading and Math Standards in 2005**



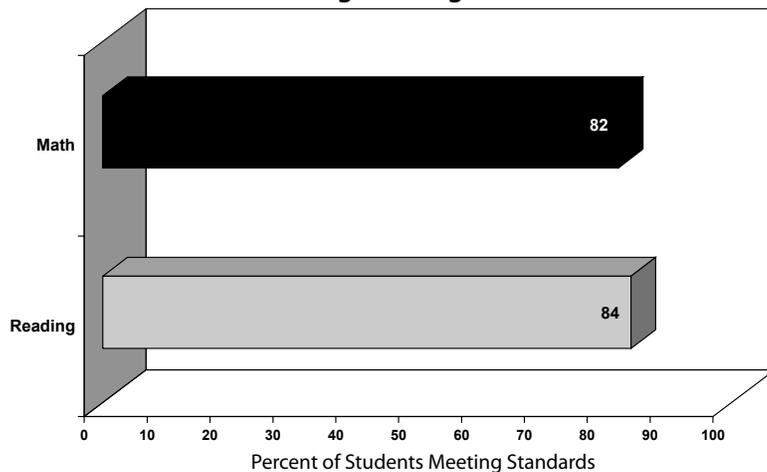
**8th Grade Career and Life Role Assessment System (CLRAS) Students
Percent Meeting Reading and Math Standards in 2005**



CLRAS

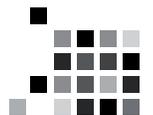
- CLRAS assessments attempt to accurately assess students with disabilities by applying a functional approach to match content areas to career and life role education standards. They are scored on a special scale.

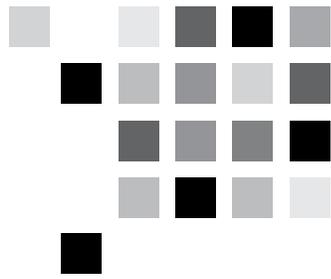
**8th Grade Extended Assessment Students
Percent Meeting Reading and Math Standards in 2005**



Extended Assessments

- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.





grade 10

statewide

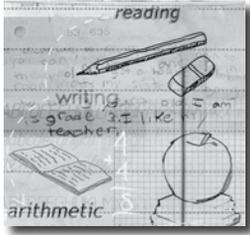


Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

■ John F. Kennedy ■

Grade 10

Percent Meeting Standards



In 2005 tenth grade students were tested in reading, writing, mathematics multiple choice, and science.

The percents of students meeting or exceeding the standards increased between 2004 and 2005 for all subjects tested.

10th Grade ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

	1997	1998	1999	2000	2001	2002	2003	2004	2005
Reading	49	47	52	51	52	52	52	50	54
Writing*	74	72	72	77	79	77	78	74	78
Mathematics Multiple Choice	30	32	36	40	42	43	45	43	47
Science	Not Tested	Not Tested	Not Tested	55	58	60	59	59	61

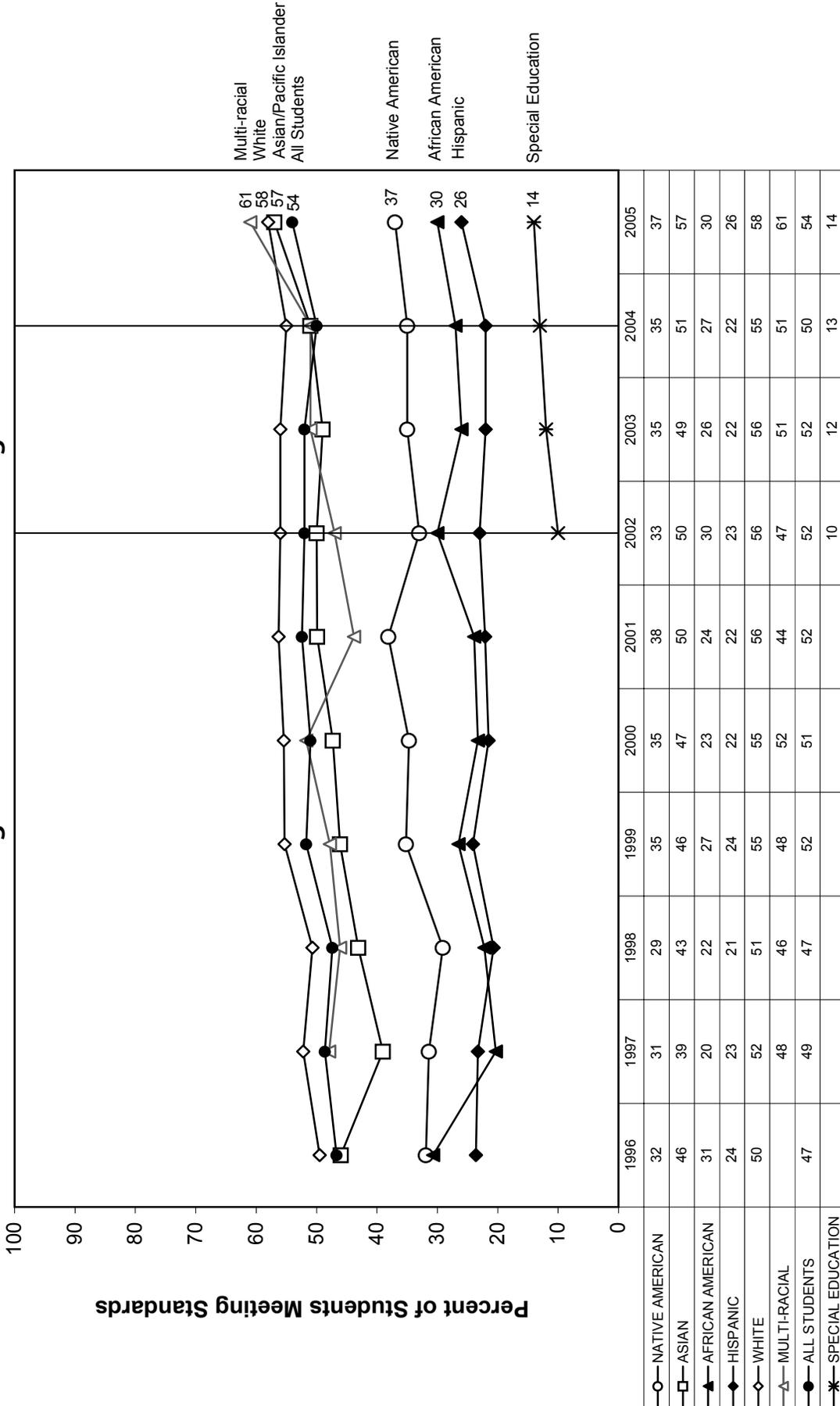
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10th GRADE READING Percent of Students Meeting the Standards 1996 through 2005



From 2002 to 2004, the percent of students meeting the reading standards increased for Special Education, Asian, and Multi-racial students, which posted the largest gain. In 2005, all categories posted increases.

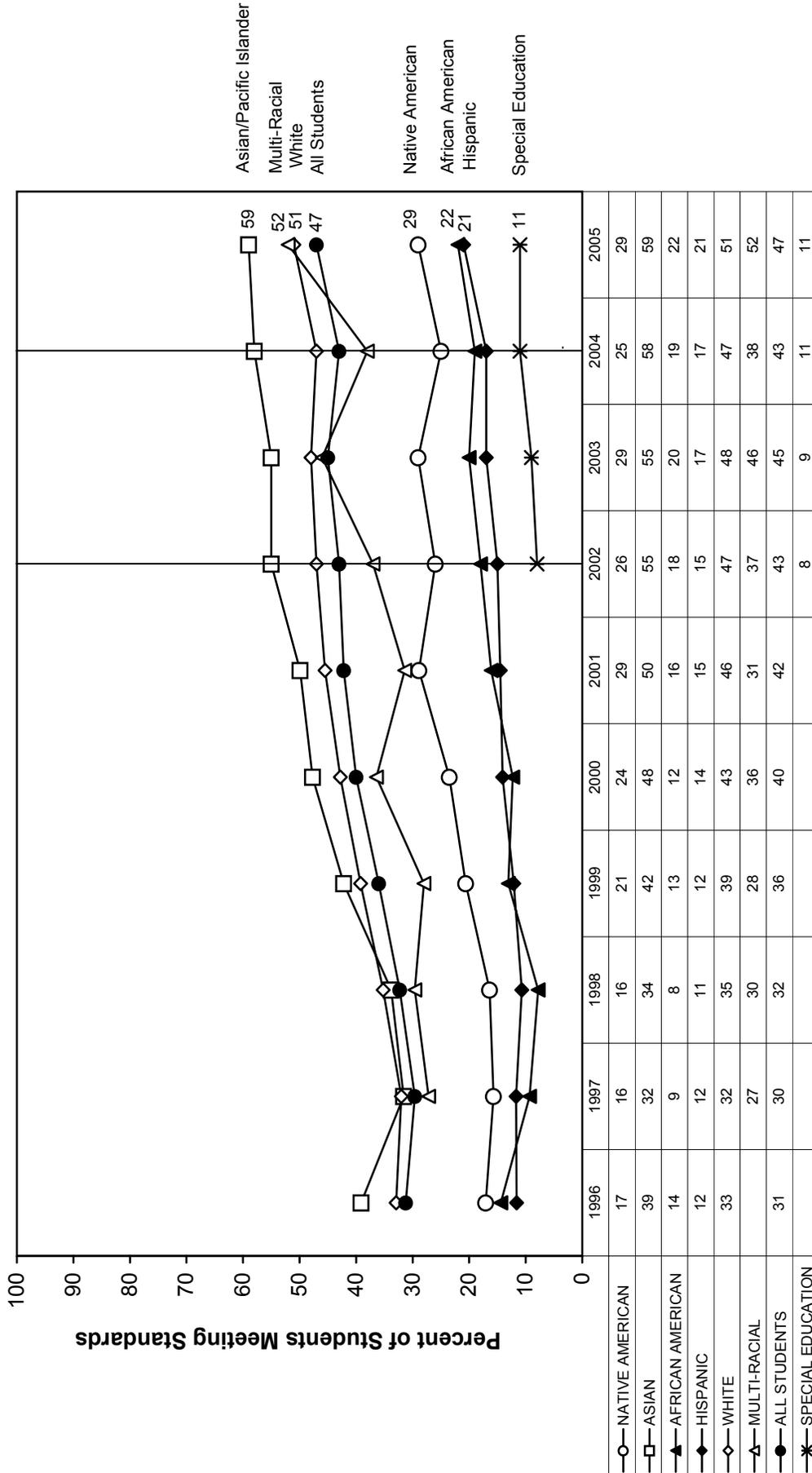
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10th GRADE MATHEMATICS MULTIPLE CHOICE Percent of Students Meeting Standards 1996 through 2005



From 2002 to 2004, the percent of students meeting mathematics multiple choice standards increased slightly or remained constant for almost all categories. In 2005, percents increased for all categories except Special Education.

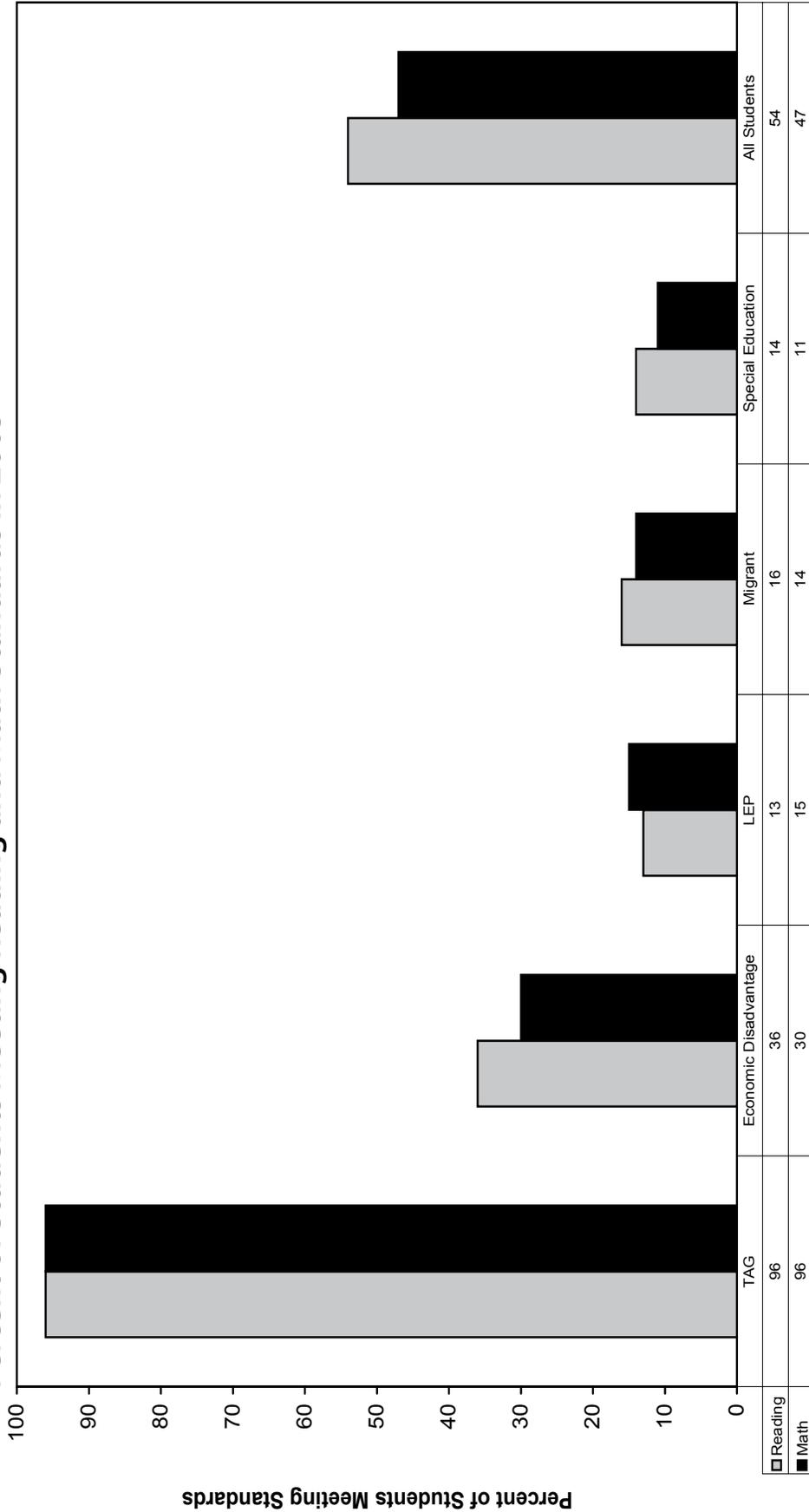
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10th Grade Students by Sub-Group Percent of Students Meeting Reading and Math Standards in 2005



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Migrant Program

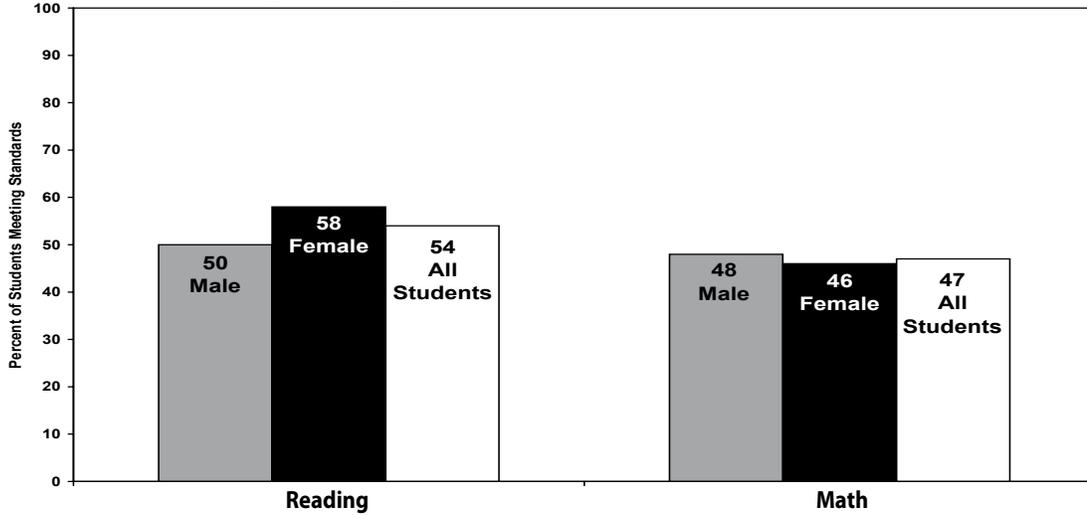
- Program that serves children who are younger than 22 and have not graduated from high school or earned a GED, who are migrant agricultural workers or migrant fishers (or have a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher) and have moved from one school to another in order to obtain (or to accompany a parent, spouse, or guardian to obtain) temporary or seasonal employment in agriculture or fishing.

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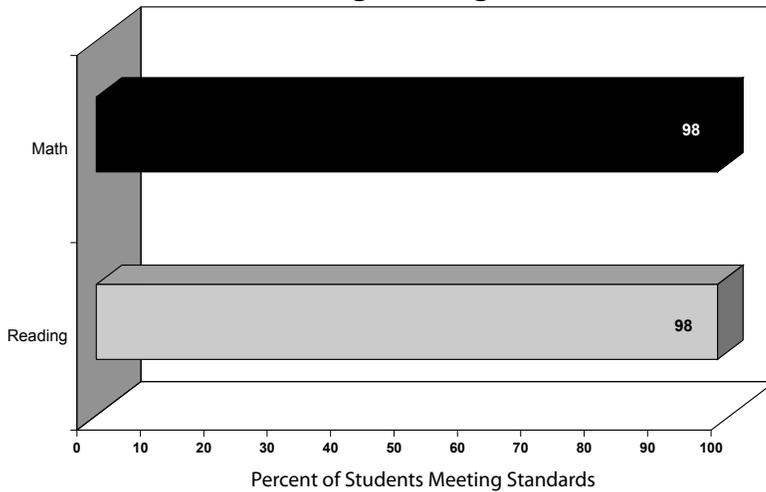
Special Education

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**10th Grade Students by Gender
Percent Meeting Reading and Math Standards in 2005**



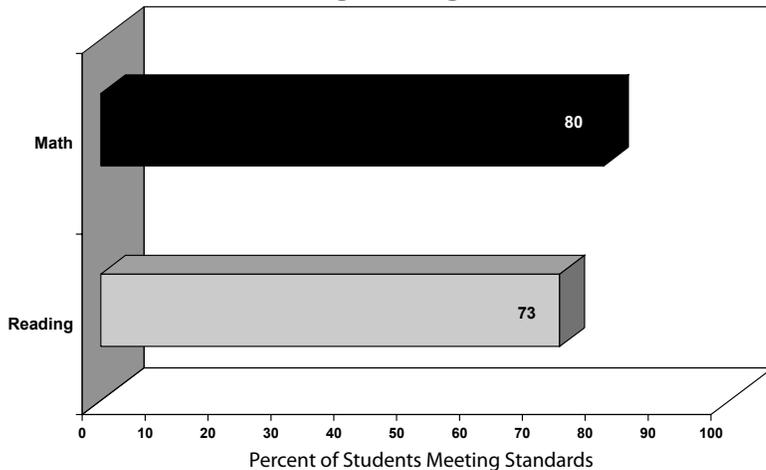
**10th Grade Career and Life Role Assessment System (CLRAS) Students
Percent Meeting Reading and Math Standards in 2005**



CLRAS

- CLRAS assessments attempt to accurately assess students with disabilities by applying a functional approach to match content areas to career and life role education standards. They are scored on a special scale.

**10th Grade Extended Assessment Students
Percent Meeting Reading and Math Standards in 2005**



Extended Assessments

- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.



National Comparison of Student Achievement

The Nation's Report Card

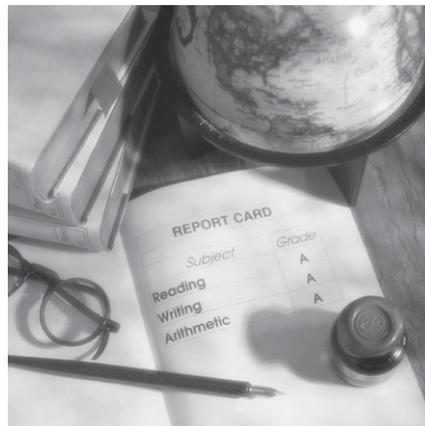
The National Assessment of Educational Progress (NAEP), also known as “the Nation’s Report Card,” has been conducting nationwide representative assessments since 1969 in many content areas, including reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

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 educationally disadvantaged students in high poverty areas must participate in these assessments.

The 2003 reading and mathematics results were released in October 2003; the 2005 reading and mathematics results were released in October 2005.

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 writing and science are 0-300. NAEP’s achievement levels are defined as:

- **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 over 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 the 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 2003

Several changes have occurred in the way NAEP is administered since NCLB was instituted. These changes may be reflected in the average scale scores and the percentages of students at different achievement levels.

- 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 and OSAT, larger numbers of participants increase the reliability of the results.

	Total number of 4 th Graders Tested	Total number of 8 th Graders Tested
Reading 1998	2,351	2,177
Reading 2002	2,675	1,918
Reading 2003	3,178	2,561
Reading 2005	2,600	2,500
Mathematics 1990	n/a	2,708
Mathematics 1996	2,233	2,323
Mathematics 2000	1,661	1,825
Mathematics 2003	3,306	2,671
Mathematics 2005	2,700	2,500

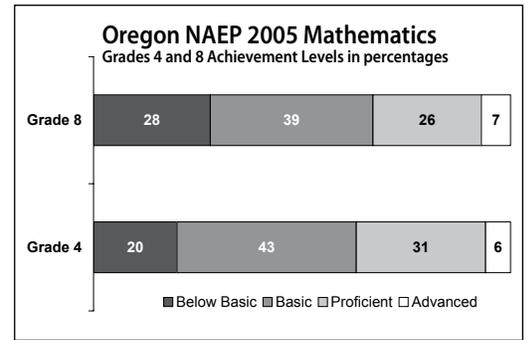
PLEASE NOTE: NAEP began including students with disabilities and limited English proficiency in 1998 by using a split-sample design, testing one group *with* accommodations and a comparable group *without* accommodations. Since then, NAEP has been inclusive in its accommodations to all students with 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
	4	2005	Not Available	238	Not Available	237
	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
	8	2005	Not Available	282	Not Available	278
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
	4	2005	Not Available	217	Not Available	217
	8	1998	266	266	261	261
	8	2002	Not Available	268	Not Available	263
	8	2003	Not Available	264	Not Available	261
	8	2005	Not Available	263	Not Available	260
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

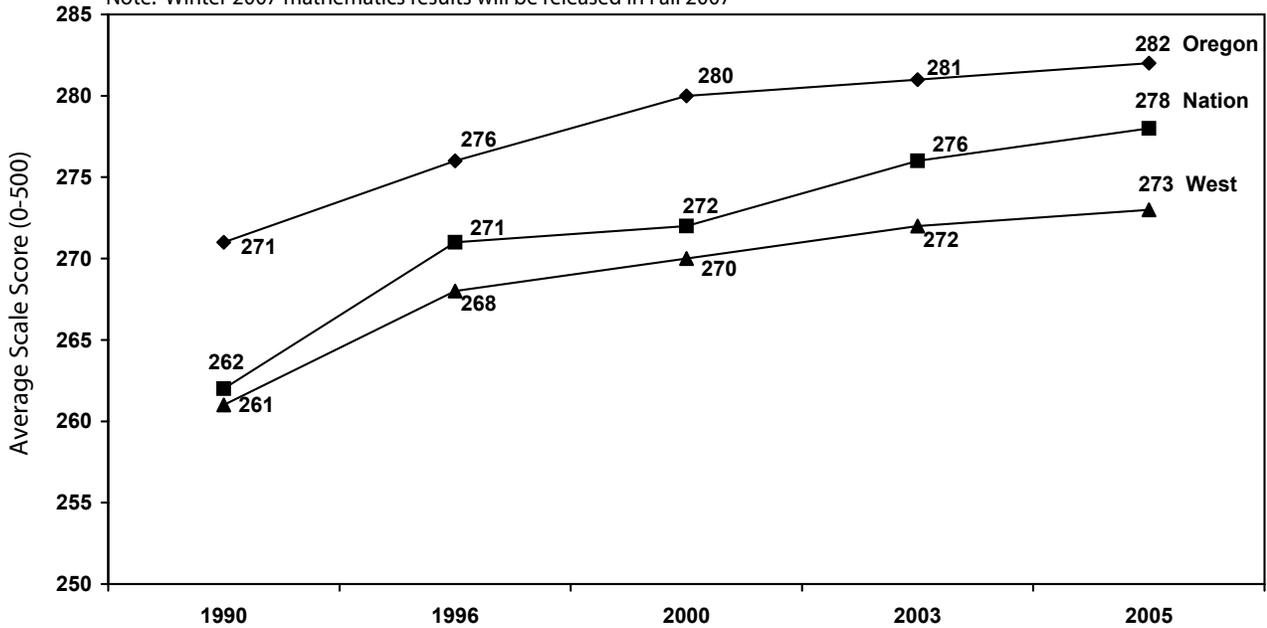
Mathematics

Oregon fourth grade and eighth grade NAEP Mathematics scores have improved since 1996. In 2005, 72% of eighth graders and 80% of Oregon fourth graders met or exceeded the NAEP Basic Level.



NAEP Grade 8 Mathematics 1990, 1996, 2000, 2003, 2005 Oregon, the Nation, and the West

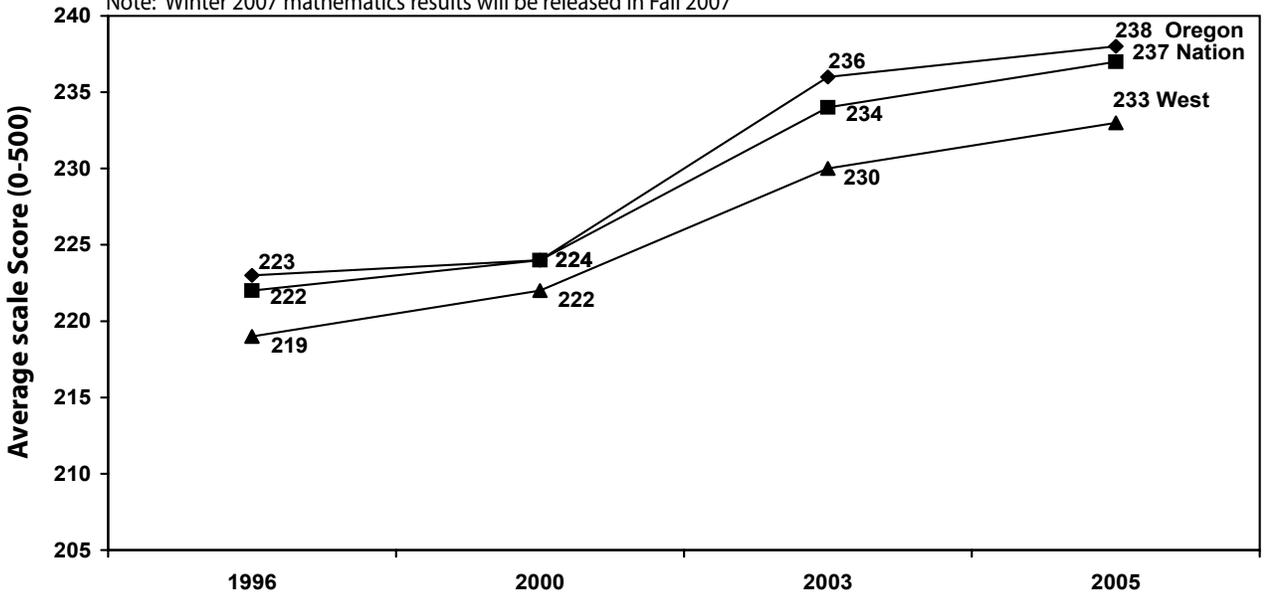
Note: Winter 2007 mathematics results will be released in Fall 2007



Oregon eighth graders have outscored the Nation and the West in mathematics since 1990. In 2005, Oregon students scored 4 points higher than the Nation and 9 points higher than the West.

NAEP Grade 4 Mathematics 1996, 2000, 2003, 2005 Oregon, the Nation, and the West

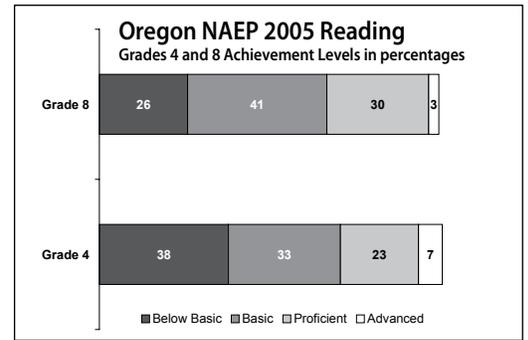
Note: Winter 2007 mathematics results will be released in Fall 2007



Oregon fourth graders have matched or exceeded the Nation and the West since 1996. Between 2000 and 2005, average scale scores for fourth graders increased 14 points for Oregon, 13 points for the Nation and 11 points for the West.

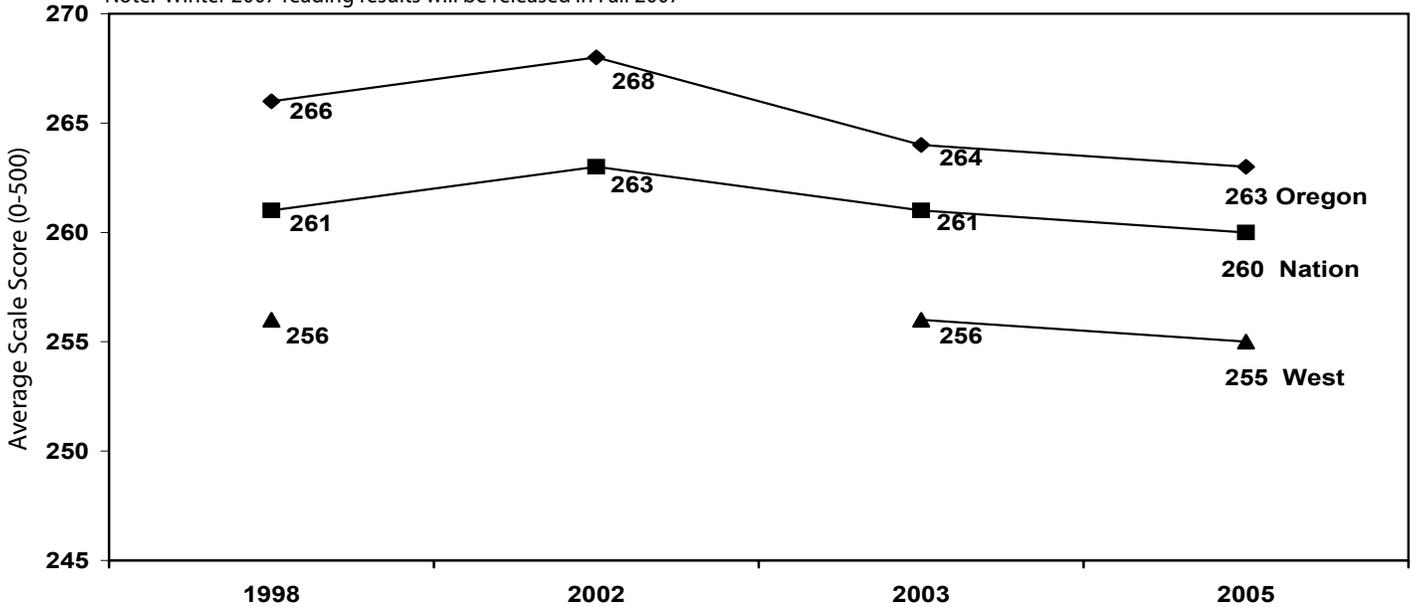
Reading

In 2005, 74% of eighth graders and 63% of fourth graders met or exceeded the NAEP Basic Level.



NAEP Grade 8 Reading 1998, 2002, 2003, 2005 Oregon, the Nation, and the West

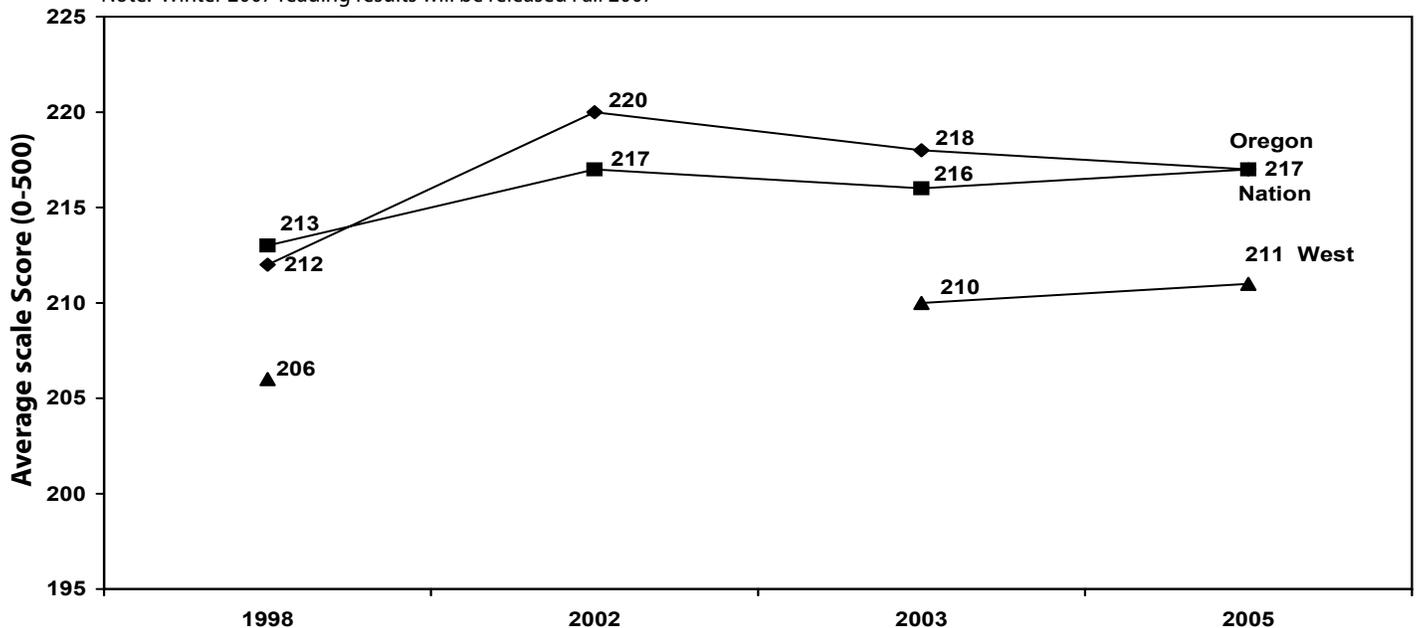
Note: Winter 2007 reading results will be released in Fall 2007



Since 1998, Oregon 8th graders scored higher than the Nation and the West. Scores for Oregon and the Nation have decreased since 2002. Oregon led the Nation by 5 points in 1998 and 2002, but by only 3 points in 2003 and 2005.

NAEP Grade 4 Reading, 1998, 2002, 2003, 2005 Oregon, the Nation, and the West

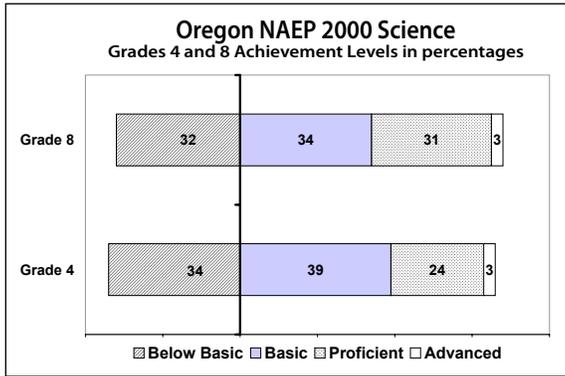
Note: Winter 2007 reading results will be released Fall 2007



Since 1998, Oregon 4th graders have scored higher than the West. After scoring higher than the Nation in 2002 and 2003, Oregon 4th graders matched the Nation average scale score in 2005.

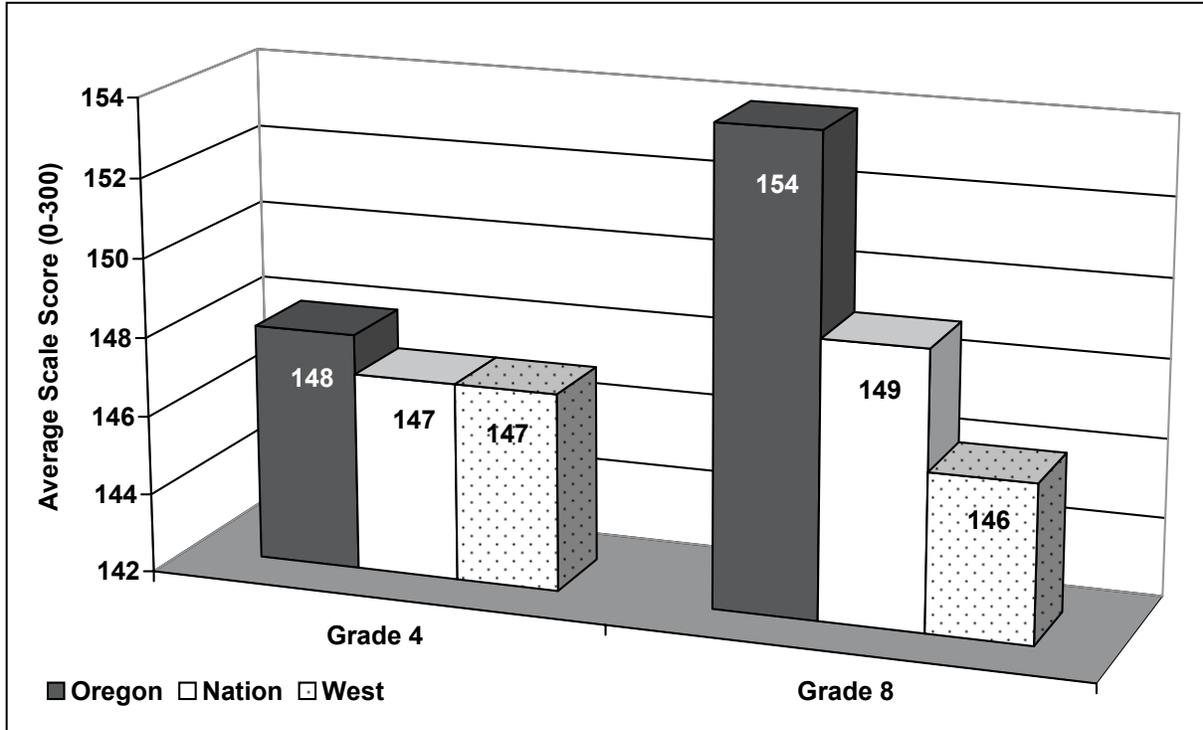
Science

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*

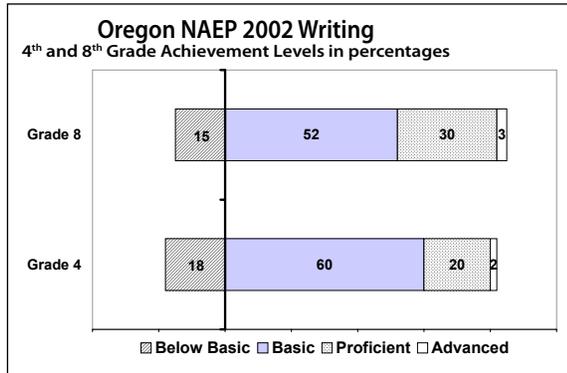
Note: Winter 2005 science results will be released in Spring 2006



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.

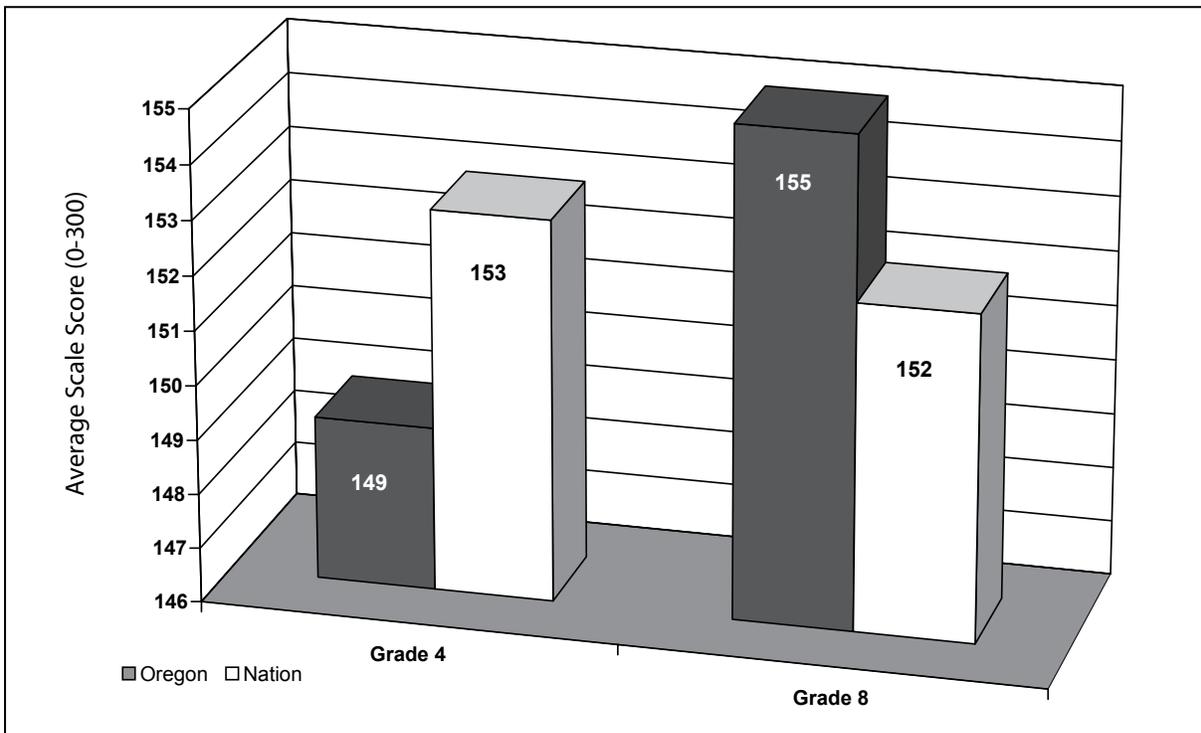
Writing

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: Winter 2007 writing results will be released in Spring 2006



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 2005, Oregon students scored a composite score of 22.6 on the ACT, compared to a national average of 20.9. Oregon's average score went up one-tenth of a point, while the national average score remained the same as it was in 2004. Looking at states that tested near the same percent of students, Connecticut and Massachusetts both posted a composite score of 22.8, while Washington's composite score was 22.7. Vermont tied Oregon's composite score (22.6.) Possible scores range from 1 to 36.

These test scores reflect the achievement of a relatively small number of students. In 2005, only 12% of Oregon's graduating seniors (3,943 seniors) took the ACT. Nationally, 40% of students (1,186,251 students) were tested.

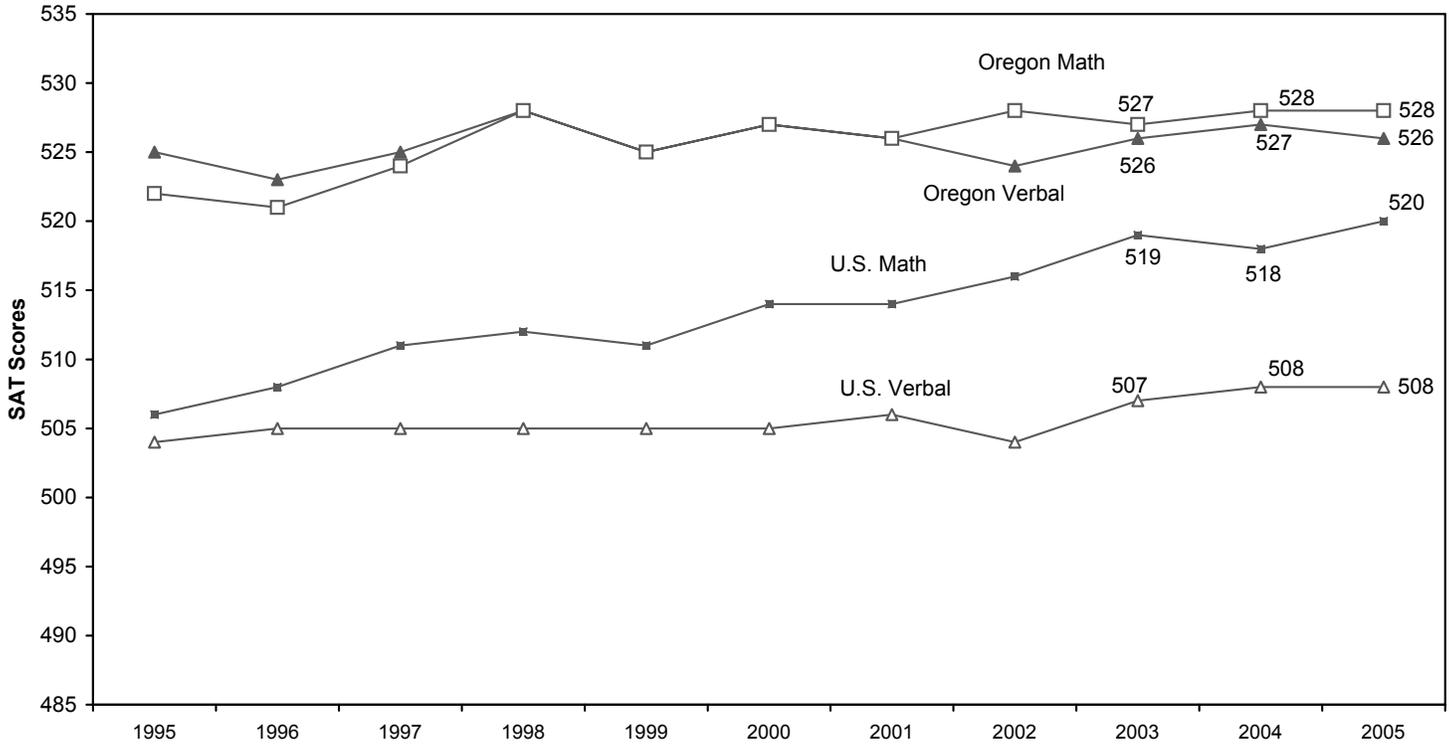
Scholastic Assessment Test (SAT)

19,535 graduating seniors (59%) took the SAT in Oregon in 2005. The 2005 average Oregon score for mathematics remained at 528, the same as it was in 2004. The average Oregon score for the verbal section decreased by 1 point, from 527 in 2004 to 526 in 2005.

Historically, Oregon students have outscored U.S. students on the SAT, and this year was no exception. Oregon students scored 18 points higher than the national average score on the verbal test, and 8 points higher than the national average on the mathematics test. However, test results vary by gender and race/ethnicity.

		2005 Oregon SAT 59% Participation	2005 National SAT 49% Participation	2005 DIFFERENCE 10% Participation
		Average Score	Average Score	(Oregon Minus National)
	Test			
Total	Verbal	526	508	+18
Total	Math	528	520	+8
Male	Verbal	530	513	+17
Male	Math	547	538	+9
Female	Verbal	523	505	+18
Female	Math	512	504	+8
American Indian	Verbal	497	489	+8
American Indian	Math	497	493	+4
Asian	Verbal	496	511	-15
Asian	Math	550	580	-30
Black	Verbal	448	433	+15
Black	Math	443	431	+12
Hispanic	Verbal	469	458	+11
Hispanic	Math	468	464	+4
White	Verbal	533	532	+1
White	Math	532	536	-4
Other	Verbal	521	495	+26
Other	Math	515	513	+2
No Response	Verbal	551	511	+40
No Response	Math	538	525	+13

SAT Scores OREGON and U.S. 1995-2005



Historically, Oregon students have outscored U.S. students on the SAT. In 2005, Oregon students scored 18 points higher than the national average on the verbal test and 8 points higher than the national average on the mathematics test.



Oregon students scored second in the nation on the SAT among the 24 states that tested at least 50 percent of their high school graduates. Only students from Washington State outperformed Oregon students, scoring six points more than Oregon students on both the verbal and the mathematics sections. However, Oregon had a higher participation rate, 59% vs. the 55% participation rate for Washington State.

Over the last decade, Oregon students have posted gains of 1 point on the verbal section of the test and 6 points on the mathematics section.

There were more female SAT test takers in Oregon (53.9%) than male test takers (46.1%). 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 523, and on the math test, 547 to 512.

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 1,613 students, or 8.3% 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 and scores by minority students, and more test-takers reporting that they are first generation college-bound.





Integrated SAT State Summary 2005 by Gender & Race/Ethnicity Oregon and Nation – All Schools Summary 2005 compared to 2004

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	19,535	100.0%	526	528	1,475,623	100.0%	508	520
	Change from last year	+1.9%		-1	0	+4.0%		0	+2
Gender	Male	9,005	46.1%	530	547	686,298	46.5%	513	538
	Change from last year	+3.4%		0	-2	+3.9%		+1	+1
Gender	Female	10,530	53.9%	523	512	789,325	53.5%	505	504
	Change from last year	+0.6%		-1	+1	+4.0%		+1	+3
Race/Ethnicity	American Indian	260	1.3%	497	497	8,916	0.6%	489	493
	Change from last year	+8.8%		+8	+13	+8.5%		+6	+5
	Asian	1,396	7.1%	496	550	134,996	9.1%	511	580
	Change from last year	+16.1%		+3	+4	+20.0%		+4	+3
	Black	434	2.2%	448	443	153,132	10.4%	433	431
	Change from last year	+15.7%		+11	+11	+11.0%		+3	+4
	Hispanic Overall	871	4.5%	469	468	144,196	9.8%	458	464
	Change from last year	+17.5%		+1	+2	+17.8%		+2	+4
	Mexican American	642	3.3%	461	463	66,968	4.5%	453	463
	Change from last year	+22.3%		-1	+3	+16.0%		+2	+5
Puerto Rican	31	0.2%	531	507	19,402	1.3%	460	457	
Change from last year	-8.8%		+53	+25	+18.0%		+3	+5	
Other Hispanic	198	1.0%	485	479	57,826	3.9%	463	469	
Change from last year	+8.8%		0	-3	+20.0%		+2	+4	
White	14,480	74.1%	533	532	824,776	55.9%	532	536	
Change from last year	+10.3%		+3	+4	+14.6%		+4	+5	
Other	481	2.5%	521	515	58,167	3.9%	495	513	
Change from last year	+5.3%		-9	-7	+24.8%		+1	+5	
No Response	1,613	8.3%	551	538	151,440	10.3%	511	525	
Change from last year	-46.9%		-1	-13	-44.2%		-11	-10	

Certificate of Advanced Mastery (CAM)



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

To earn a CAM, a student must:

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

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

<http://www.ode.state.or.us/search/results/?id=6>

Performance standards for Extended Application and Career-Related Learning Standards were adopted by the State Board of Education in January 2005. This completed the development work for the Certificate of Advanced Mastery and allows school districts to fully implement and award the CAM by the 2008-09 school year. A modification of requirements 2-4 listed above are also required for high school graduation in 2006-2007.

The Department of Education is partnering with six comprehensive high schools in a three-year (2004-2007) research and demonstration project to study the implementation of the CIM, CAM, and new diploma requirements and identify promising practices. The six high schools are Hermiston High School (1,171 students), Nyssa High School (320 students), Oregon City High School (2,300 students), Scappoose High School (690 students), and Scio High School (235 students).

For more information contact Theresa Levy at (503) 378-3600, ext. 2239, or
email: theresa.levy@state.or.us



Graduation Rates

U. S. Census, Current Population Survey (CPS) High School Graduation Rate for 18 to 24-Year-Olds

The U. S. Census collects data and estimates a High School Graduation Rate, which 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.) This High School Graduation Rate is based on responses to the Current Population Survey (CPS), a sample of the population selected each October. The annual sample size for Oregon is small; aggregating the data into 3-year annual averages increases the reliability of the data.

Oregon's graduation rate decreased from 82.3 percent in 1998-2000 to 81.5 percent in 2001-2003, while the national graduation rate decreased from 85.7 to 82.3 in the same time period.



High School Graduation Rate* – Oregon and Nation

Years	Oregon Graduation Rate	National Graduation Rate
1992-1994	82.9	86.1
1995-1997	79.3	85.8
1998-2000	82.3	85.7
2001-2003	81.5	82.3



The margin of error for the 2001-2003 data for Oregon was + 2.7%, and for the nation it was + .3%.

National Center for Education Statistics (NCES) Graduation Rate for Grades 9-12

The NCES Graduation Rate was adopted by the Oregon Department of Education and approved by the U.S. Department of Education for use in calculating the graduation rate used in determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act. The actual calculation is made by dividing the number of regular diplomas (CIM and non-CIM) in the school year by the number of students who dropped out from all grades in that year plus the number of regular diplomas.

Oregon Graduation Rate Formula

For a given school year:

$$\frac{\text{Number of Regular Diplomas (CIM and Non-CIM)}}{[\text{Number of Regular Diplomas (CIM and Non-CIM)}] + [\text{Number of Dropouts in Grades 9, 10, 11, and 12}^*]}$$

* This is a one year approximation of 4 years of dropouts for one class, beginning in grade 9 and ending in grade 12. Oregon does not currently have the ability to produce graduation rates using cohort data, following the same class from 9th through 12 grades. However, cohort data will be available in 2007-08, once 4 years of student-level data has been collected. At that time, actual graduation rates will be calculated, using cohort data for each class.

In 2003-04, the Oregon Statewide Graduation Rate was 80.6 percent.
To see the graduation rates for individual schools, open Table 8 at the following link:

<http://www.ode.state.or.us/data/schoolanddistrict/students/docs/0304tables.xls>

Graduation rates for 2004-05 should be available in June 2006.

Graduates

Only the educated are free.

■ Epictetus ■



The table below shows the number of Oregon students that received a regular high school diploma (CIM and Non-CIM) and the number of students enrolled in 12th grade at the beginning of the school year (counted on October 1). Not included on this table are students who earned a General Equivalency Degree (GED), modified diploma, or other recognition.



Number of Oregon Graduates Each School Year

School Year	Number of Graduates	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
2003-2004	32,958	40,706
2004-2005	32,008	41,125



Certification of Initial Mastery (CIM)

Graduates Earn a Certification of Initial Mastery (CIM)

To earn the CIM, students had to 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 2003-04, 33.4% of regular diploma receivers earned both a regular diploma and the Certificate of Initial Mastery, up from 32.3% in 2002-03, and up from 31.3% in 2001-02. The percentage of CIM completers was higher in 2003-04 than in 2002-03 for every race/ethnicity. 45.7% of Multi-race/ethnicity graduates earning a regular diploma also earned a CIM, compared to 41.1% of Asian/Pacific Islander graduates (who posted the greatest percent increase between 2002-03 and 2003-04), 35.8% of White graduates, 19.5% of Native American/Alaskan Native graduates, 12.4% of Hispanic graduates, and 12.1% of African American graduates.

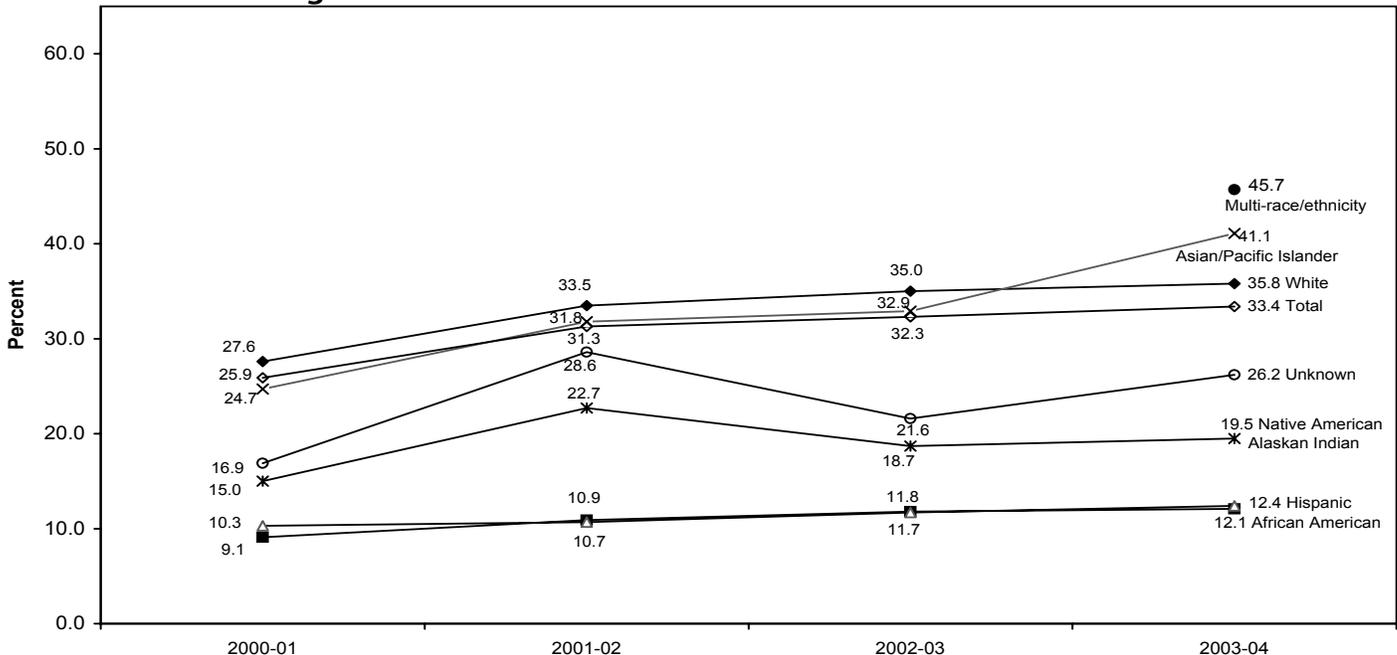


Regular Diplomas With a CIM by Race/ethnicity 2000-01, 2001-02, 2002-03, and 2003-04

YEAR	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American Alaskan Indian	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
2003-2004	9,667	35.8	84	12.1	321	12.4	643	41.1	112	19.5	53	45.7	117	26.2	10,997	33.4
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 through 2003-04



The percentage of CIM completers was higher in 2003-04 than in 2002-03 for every race/ethnicity. Asian/Pacific Islander graduates posted the greatest increase.

High School Completers 2003-04 Final Data



In 2003-04, of the 36,418 students who completed 12th grade, 32,972 (90.5%) earned a regular diploma (CIM and non-CIM), 873 (2.4%) earned a modified diploma (special education), and 2,573 (7.1%) finished the year without earning a diploma.

From 2002-03 to 2003-04, the percent of all completers who did not receive a credential went down slightly, from 7.7% in 2002-03 to 7.1% in 2003-04. This percent varied by race/ethnicity: it went up slightly for African American students (from 13.7% in 2002-03 to 13.8% in 2003-04), but it went down for White, Native American/Alaskan Native, and Hispanic students, who posted the greatest decrease (from 15.0% in 2002-03 to 12.4% in 2003-04). The percent of Asian/Pacific Islander students who did not receive a credential remained the same for both years.

For more information about high school completers, access the following link:

<http://www.ode.state.or.us/search/results/?id=322>

All High School Completers by Race/Ethnicity and Type of Completer

2000-01, 2001-02, and 2002-03, and 2003-04

	YEAR	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American Alaskan Native	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
REGULAR DIPLOMA	2003-2004	26,995	91.6	692	82.6	2,583	84.4	1,565	90.4	574	84.4	116	92.8	447	85.6	32,972	90.5
	2002-2003	27,107	90.8	689	80.9	2,375	81.2	1,468	90.3	503	83.3	NA	NA	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	NA	NA	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	NA	NA	207	89.2	29,939	90.4
MODIFIED DIPLOMA	2003-2004	662	2.2	30	3.6	99	3.2	26	1.5	30	4.4	2	1.6	24	4.6	873	2.4
	2002-2003	755	2.5	46	5.4	112	3.8	26	1.6	25	4.1	NA	NA	6	1.6	970	2.7
	2001-2002	620	2.1	63	8.3	80	3.2	26	1.8	29	5.1	NA	NA	5	1.3	823	2.4
	2000-2001	601	2.1	48	6.5	60	3.0	34	2.4	21	4.1	NA	NA	6	2.6	770	2.3
NO CREDENTIAL	2003-2004	1,804	6.1	116	13.8	378	12.4	141	8.1	76	11.2	7	5.6	51	9.8	2,573	7.1
	2002-2003	1,804	6.1	117	13.7	439	15.0	131	8.1	76	12.6	NA	NA	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	NA	NA	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	NA	NA	19	8.2	2,412	7.3
TOTAL ALL COMPLETERS	2003-2004	29,461	100.0	838	100.0	3,060	100.0	1,732	100.0	680	100.0	125	100.0	522	100.0	36,418	100.0
	2002-2003	29,846	100.0	852	100.0	2,926	100.0	1,625	100.0	604	100.0	NA	NA	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	NA	NA	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	NA	NA	232	100.0	33,121	100.0

Calculated by year, percents are the number of each diploma type (or "no credential") for each race/ethnicity, divided by the total number of "All Completers" for each race/ethnicity.

High School Completers (2003-04) by Gender and Race/Ethnicity

	Total	%	White	%	African American	%	Hispanic	%	Asian/ Pacific Islander	%	American Indian/ Alaskan Native	%	Multi-Race Ethnicity	%	Unknown	%
All Completers	36,418	100.0%	29,461	100.0%	838	100.0%	3,060	100.0%	1,732	100.0%	680	100.0%	125	100.0%	522	100.0%
Regular Diploma	32,972	90.5%	26,995	91.6%	692	82.6%	2,583	84.4%	1,565	90.4%	574	84.4%	116	92.8%	447	85.6%
without CIM	21,975	60.3%	17,328	58.8%	608	72.6%	2,262	73.9%	922	53.2%	462	67.9%	63	50.4%	330	63.2%
with CIM	10,997	30.2%	9,667	32.8%	84	10.0%	321	10.5%	643	37.1%	112	16.5%	53	42.4%	117	22.4%
Modified Diploma*	873	2.4%	662	2.2%	30	3.6%	99	3.2%	26	1.5%	30	4.4%	2	1.6%	24	4.6%
No Diploma	2,573	7.1%	1,804	6.1%	116	13.8%	378	12.4%	141	8.1%	76	11.2%	7	5.6%	51	9.8%
All Male Completers	18,297	100.0%	14,924	100.0%	417	100.0%	1,464	100.0%	837	100.0%	341	100.0%	60	100.0%	254	100.0%
Regular Diploma	16,215	88.6%	13,413	89.9%	332	79.6%	1,184	80.9%	741	88.5%	274	80.4%	58	96.7%	213	83.9%
without CIM	11,221	61.3%	8,982	60.2%	297	71.2%	1,047	71.5%	463	55.3%	232	68.0%	33	55.0%	167	65.7%
with CIM	4,994	27.3%	4,431	29.7%	35	8.4%	137	9.4%	278	33.2%	42	12.3%	25	41.7%	46	18.1%
Modified Diploma*	551	3.0%	427	2.9%	19	4.6%	55	3.8%	18	2.2%	19	5.6%	0	0.0%	13	5.1%
No Diploma	1,531	8.4%	1,084	7.3%	66	15.8%	225	15.4%	78	9.3%	48	14.1%	2	3.3%	28	11.0%
All Female Completers	18,121	100.0%	14,537	100.0%	421	100.0%	1,596	100.0%	895	100.0%	339	100.0%	65	100.0%	268	100.0%
Regular Diploma	16,757	92.5%	13,582	93.4%	360	85.5%	1,399	87.7%	824	92.1%	300	88.5%	58	89.2%	234	87.3%
without CIM	10,754	59.3%	8,346	57.4%	311	73.9%	1,215	76.1%	459	51.3%	230	67.8%	30	46.2%	163	60.8%
with CIM	6,003	33.1%	5,236	36.0%	49	11.6%	184	11.5%	365	40.8%	70	20.6%	28	43.1%	71	26.5%
Modified Diploma*	322	1.8%	235	1.6%	11	2.6%	44	2.8%	8	0.9%	11	3.2%	2	3.1%	11	4.1%
No Diploma	1,042	5.8%	720	5.0%	50	11.9%	153	9.6%	63	7.0%	28	8.3%	5	7.7%	23	8.6%

Source: Oregon Department of Education, High School Completers, December 2005

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

CIM Diploma:

1. Females are more likely than males to earn a Regular Diploma with CIM (33.1% of females compared to 27.3% of males.)
2. Females are more likely than males to earn a Regular Diploma with CIM in every race/ethnicity category.

No Diploma:

1. 8.4% of males (1,531) did not receive a diploma, compared with 5.8% of females (1,042).
2. African American males had the highest rate of completers with No Diploma (15.8%), closely followed by Hispanic males (15.4%) and Native American males (14.1%).

Dropout Rates

Dropout Rate Formula

Dropout data is collected on the Early Leavers Data Collection each November.

The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported on the Fall Membership (October 1 Enrollment) Data Collection for grades 9-12.

Oregon Statewide Dropout Rate Calculation

For a given school year:

$$\frac{\text{Number of Dropouts for Grades 9-12}}{\text{October 1 Enrollment for Grades 9-12}}$$

Dropout rates are also calculated for schools, districts, and counties. In addition, rates are calculated for grades 7 and 8.

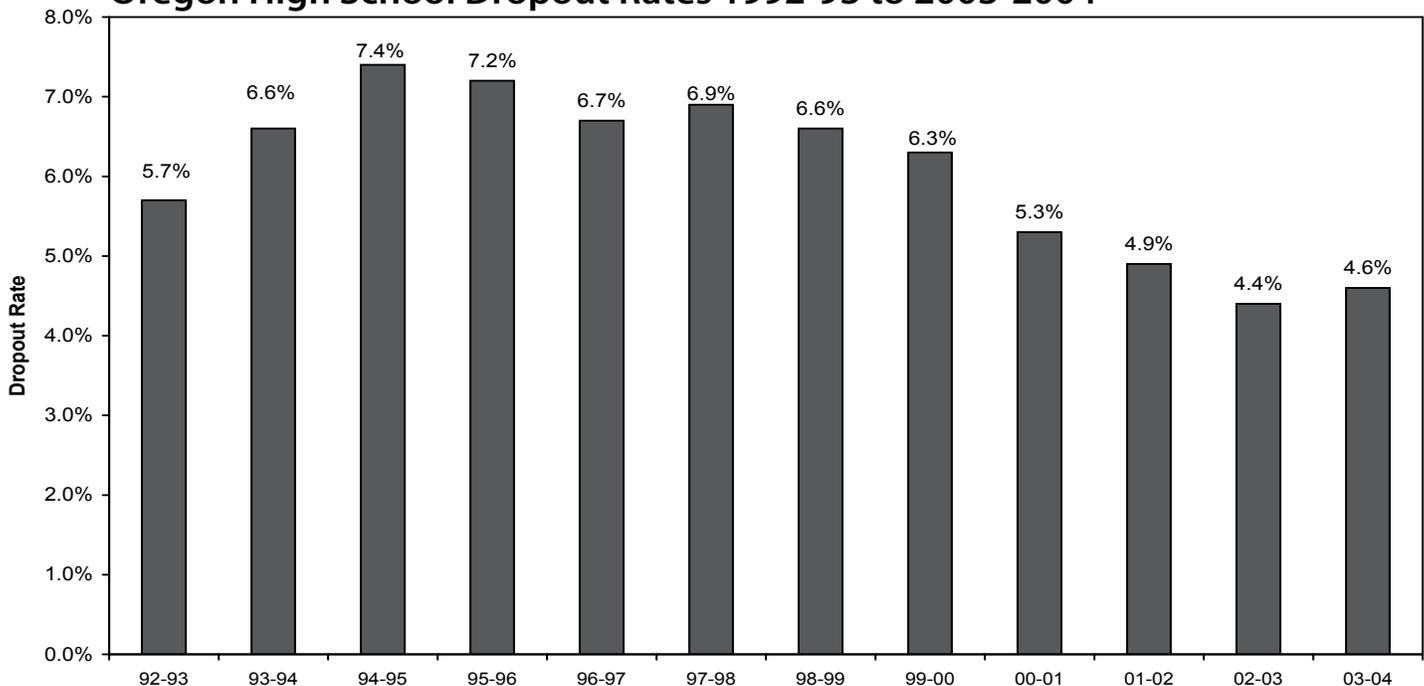
For more information, access the following link:

<http://www.ode.state.or.us/data/schoolanddistrict/students/dropout.aspx>

Dropout Rate Increases

The statewide dropout rate increased slightly from 4.4 percent in 2002-03 to 4.6 percent in 2003-04, the first increase in the overall dropout rate since 1997-98. There were 7,864 dropouts in grades 9-12 in 2003-2004, up from 7,439 dropouts in 2002-03.

Oregon High School Dropout Rates 1992-93 to 2003-2004



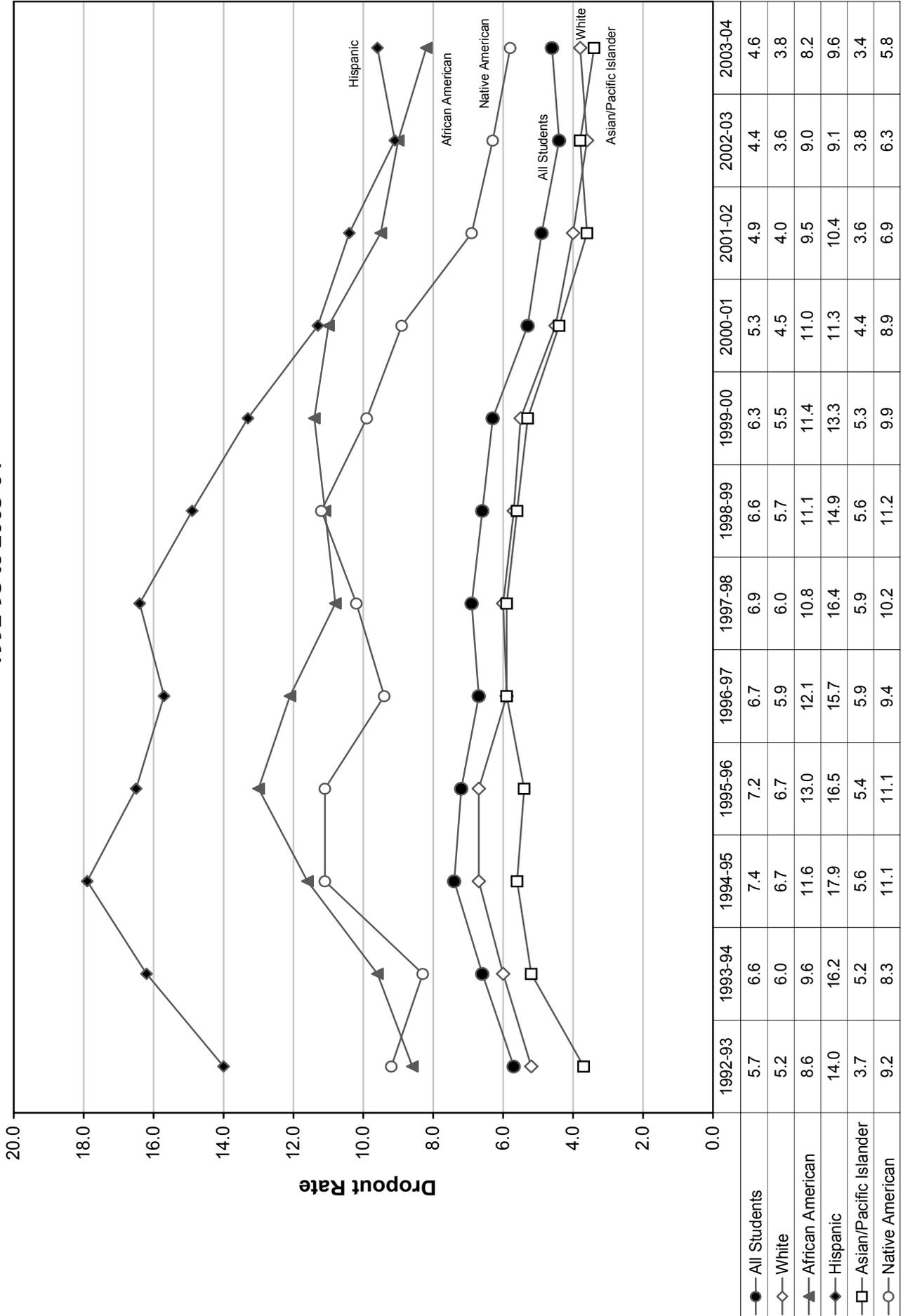
The statewide dropout rate increased from 4.4% in 2002-03 to 4.6% in 2003-04, the first increase in the statewide dropout rate since 1997-98.

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

The most often cited reasons why students dropped out of school in 2003-2004 are as follows:

1. Too far behind in credits to catch up (1,092)
2. Lack of parental support for education (923)
3. Working more than 15 hours a week (750)
4. Dysfunctional home life (644)
5. Frequent discipline referrals (488)
6. Substance abuse (431)
7. Pregnant or teen parent (407)

Oregon Dropout Rates by Race/Ethnicity – Grades 9-12 1992-93 to 2003-04



After 5 years of declines, dropout rates for White and Hispanic students increased in 2003-04. The rates have declined for the last 5 years for Native American (American Indian/Alaskan Native) students, and declined for the past 4 years for African-American students.

Dropout Rates

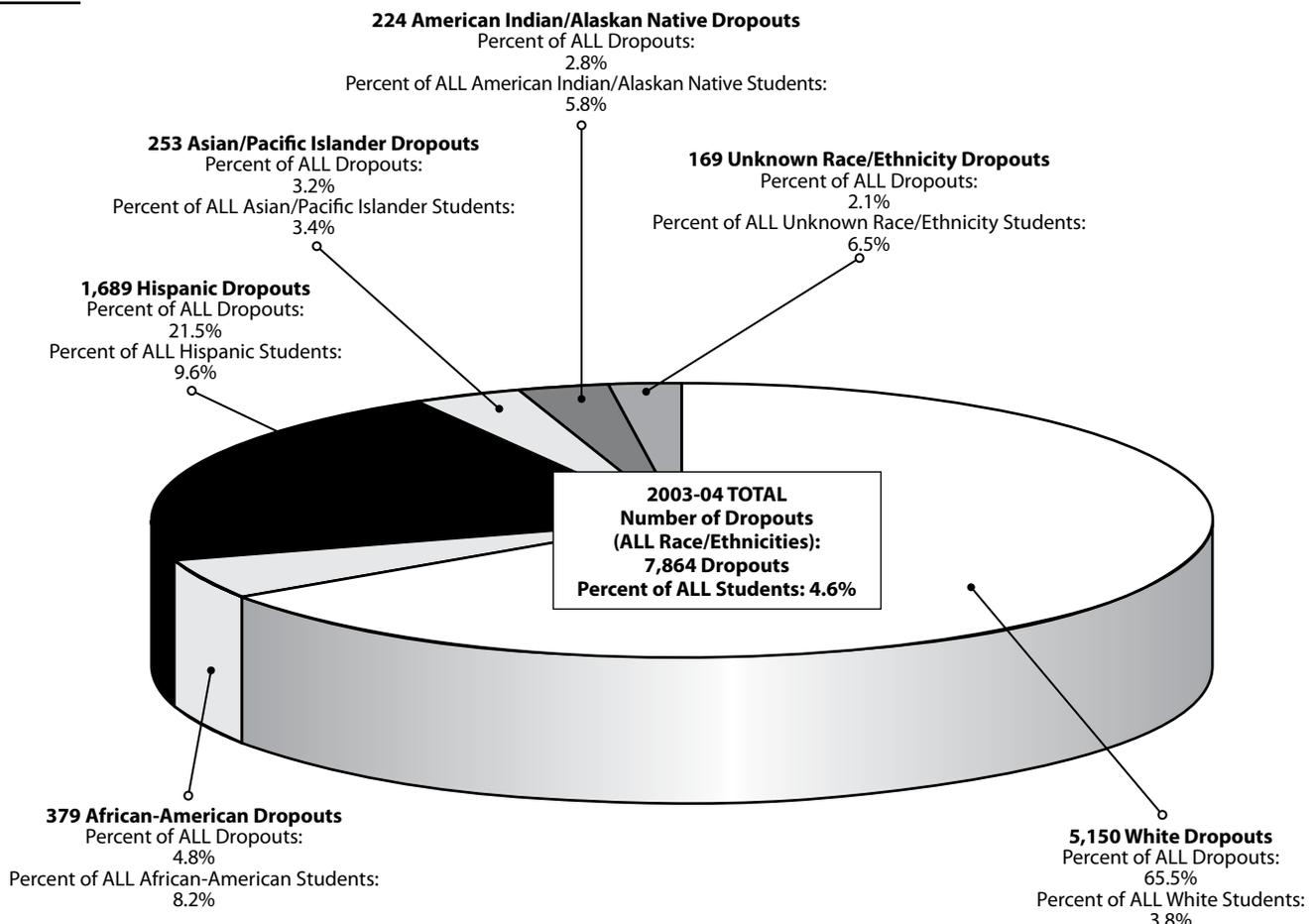


While dropout rates for White and Hispanic students increased from 2002-03 to 2003-04, the good news was that rates decreased for Asian/Pacific Islander, Native American (American Indian/Alaskan Native), and African American students.

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. After six years of declines, Hispanic dropout rates increased from 9.1 percent in 2002-03 to 9.5 percent in 2003-04. Hispanic students comprised 10.2 percent of the grade 9-12 total population in 2003-2004, but 21.5 percent of grade 9-12 dropouts. The dropout rate for African American students decreased for the fourth consecutive year, but still remains high: 8.2 percent compared

to 4.6 percent of the total student population. The pie 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 2003-04



In 2003-04, 65.5% of all dropouts were White, while 21.5% were Hispanic, 4.8% were African American, 3.2% were Asian/Pacific Islander, 2.8% were American Indian/Alaskan Native, and 2.1% were of Unknown Race/Ethnicity.

Educational Outcomes

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 2000.

**Educational Outcomes for the Class of 2004
All Oregon Public Secondary Schools**

		Total	Percent of 9 th Graders
ENTERED GRADE 9¹	September 2000	46,066	100.0
FOUR YEARS LATER	June 2004		
	Regular Diploma	32,958	71.6
	Dropout	7,864	17.1
	Attended 4 years, no diploma	2,587	5.6
	GED	1,428	3.1
	Modified Diploma	873	1.9
	Home School	256	0.6
	Legally withdrawn*	250	0.5
	Adult High School Diploma	106	0.2
	Deceased	45	0.1
	Total of all known outcomes**	46,367	100.7

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

** Because of in-migration, 2004 outcomes outnumbered the number of 9th graders in 2000.

Source: Quarterly ADM, Early Leaver, and High School Completers reports.

Although 71.6 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 76.8 percent.

7,864 students (17.1 percent) dropped out. However, many of these persons will return to school and finish their secondary education at a community college.

The road to wisdom?
Well, it's plain and simple to express:
Err and err and err again
but less and less and less.

■ Piet Hein ■



No Child Left Behind (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 accountability for school improvement, 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 first approved on May 29, 2003, and last amended Aug. 24, 2005.



The Oregon plan is available on line at:
<http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypwb05.pdf>

FINAL Designations

No Child Left Behind Act Adequate Yearly Progress

Oregon Public Schools • October 2005

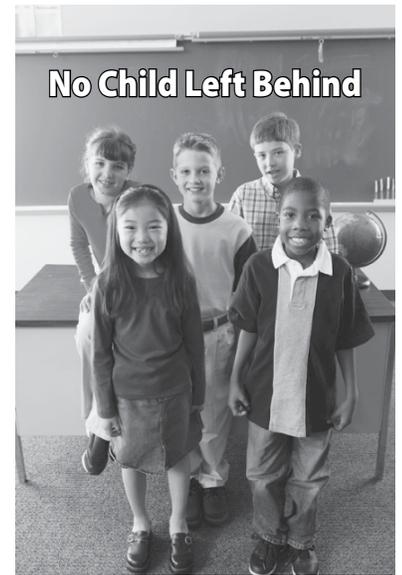
	Met AYP		Did Not Meet AYP		Insufficient Data*	
	Number of Schools	Percent of All Schools	Number of Schools	Percent of All Schools	Number of Schools	Percent of All Schools
Title I Schools						
Elementary	442		43		12	
Middle Schools	20		31		1	
High Schools	7		12		9	
Combined Schools	17		6		0	
Non-Title I Schools						
Elementary	224		19		7	
Middle Schools	44		107		3	
High Schools	52		164		19	
Combined Schools	4		7		3	
Total	810	64.6	389	31.0	54	4.3

* Schools that have only one year of data
 Source: Oregon Department of Education

Adequate Yearly Progress (AYP)



Federal regulations require that Adequate Yearly Progress (AYP) be reported on 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) 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 October 2005

Title I Schools	Number of YEARS Not Meeting AYP					Total Number of Schools Not Meeting AYP October 2005
	1	2	3	4	5	
Elementary	36	3	4			43
Middle Schools	12	12	5	1	1	31
High Schools	7	1	4			12
Combined Schools	3	3				6
Non-Title I Schools						
Elementary	14	4	1			19
Middle Schools	31	30	46			107
High Schools	21	38	105			164
Combined Schools	2	3	2			7
Total	126	94	167	1	1	389

* Eight Title I schools identified for program improvement that met AYP in 2004-05 are not included in this table.
Source: Oregon Department of Education

Detailed AYP reports for Oregon public schools are available online at:
<http://www.ode.state.or.us/data/reportcard/reports.aspx>

The Oregon Department of Education has developed a system of support services to all schools and districts. Educational professionals, both in the Department and in other educational organizations and agencies, 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, has been established.

No Child Left Behind

Highly Qualified Teachers



According to the federally required definition under the No Child Left Behind Act, 90.3% of all classes taught in Oregon’s public schools in 2004-05 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, 97.2% 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 end of 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. However, it is worth noting that Oregon is making progress by increasing the percentage of classes taught by Highly Qualified Teachers in high-poverty schools with 88.9% in 2004-2005 compared with 84.5% in 2003-2004.

In 2004-05, 3.5% of teachers in Oregon had emergency or provisional credentials (1,265 provisional licenses out of 36,647 total licenses), up slightly from 3.4% reported in 2003-04 (1,248 provisional licenses out of 36,406 total licenses.)

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.



Percent of Classes Taught by Highly Qualified Teachers 2004-05 School Year

Type of Class	Percent of All Classes Taught by Highly Qualified Teachers	Percent of All Classes NOT Taught by Highly Qualified Teachers*	Percent of Classes in HIGH Poverty Schools Taught by Highly Qualified Teachers	Percent of Classes in HIGH Poverty Schools NOT Taught by Highly Qualified Teachers*	Percent of Classes in LOW Poverty Schools Taught by Highly Qualified Teachers	Percent of Classes in LOW Poverty NOT Taught by Highly Qualified Teachers*
All	90.3%	9.7%	88.9%	11.1%	92.1%	7.9%
Self-Contained	97.2%	2.8%	96.8%	3.2%	97.4%	2.6%
English	86.3%	13.7%	79.3%	20.7%	88.9%	11.1%
Foreign Languages	89.0%	11.0%	84.0%	16.0%	93.4%	6.6%
The Arts	90.7%	9.3%	92.5%	7.5%	91.7%	8.3%
Science	89.2%	10.8%	84.7%	15.3%	91.7%	8.3%
Math	88.2%	11.8%	86.8%	13.2%	91.9%	8.1%
Social Sciences	90.6%	9.4%	86.8%	13.2%	91.7%	8.3%

Source: NCLB Staff (Highly Qualified Teachers) Data Collection 2004-2005.

* Calculated by subtraction (100% – Percent of Classes Taught by Highly Qualified Teachers)

No Child Left Behind

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 occur, parents may exercise their right to move their student to a different public school in the district.



Oregon identifies a school as “persistently dangerous” if the school exceeds the threshold for expulsions for weapons and/or, violent behavior, and/or violent criminal offenses *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 for Weapons and/or Violent Criminal Behavior
Schools with FEWER than 500 Students	5 or more within a school year
Schools with 500 or MORE Students	1 for every 100 students per school 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 2004-05, twelve schools were placed on year one or year two “watch status” and are required to submit a corrective action plan to the Department of Education. In 2003-04, Oregon identified only one school as “persistently dangerous.”

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 schools are confronting the issue of school safety.

NCLB Unsafe School Choice Option:

http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/a_drugfree/unsafeschchoiceoption.doc

<http://www.ode.state.or.us/search/results/?id=107>

General NCLB link:

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

For more information, contact John Lenssen 503-378-3600, extension 2709, or john.lenssen@state.or.us

No Child Left Behind

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.



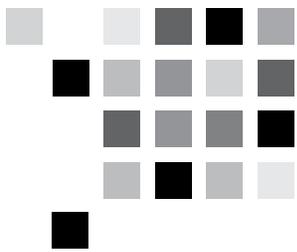
Number of Schools Receiving Each Overall Rating by Year

Overall Rating	1998-1999 School Year	1999-2000 School Year	2000-2001 School Year	2001-2002 School Year*	2002-2003 School Year	2003-2004 School Year	2004-2005 School Year
Exceptional	39	43	50	91	130	130	137
Strong	389	459	564	399	339	360	390
Satisfactory	627	580	484	558	548	546	509
Low	43	17	14	27	34	27	22
Unacceptable	4	2	0	7	5	10	8
Not Rated**	105	116	105	148	175	160	187

* 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 report card for the 2001-2002 school year.

** 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>

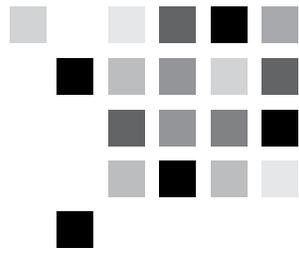


Oregon

2004-05

statewide





students & staff

statewide



If you are planning for a year, sow rice;
if you are planning for a decade, plant trees;
if you are planning for a lifetime, educate people.

■ Chinese proverb ■

Historical Perspective

1992-93 & 2004-05



Enrollment	1992-1993		2004-2005		1992-93 to 2004-05	
	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	254,755	46.1	-12,073	*-4.5
Middle	88,212	17.3	110,498	20.0	+22,286	*+25.3
High	146,079	28.6	168,695	30.5	+22,616	+15.5
Combined	7,561	1.5	3,362	0.6	-4,199	-55.5
Charter	0	0.0	5,009	0.9	+5,009	--
Alternative	595	0.1	8,728	1.6	+8,133	+1,366.9
Youth Corrections						
Oregon School for the Deaf						
Oregon School for the Blind	847	0.2	1,292	0.2	+445	+52.5
TOTAL	510,122	100.0	552,339	100.0	+42,217	+8.3
Racial/Ethnic	1992-1993		2004-2005		1992-93 to 2004-05	
White	446,251	87.5	400,171	72.5	-46,080	-10.3
African American	12,220	2.4	17,410	3.2	+5,190	+42.5
Hispanic	27,115	5.3	76,748	13.9	+49,633	+183.0
Asian/Pacific Islander	15,360	3.0	24,182	4.4	+8,822	+57.4
Native American	9,176	1.8	12,253	2.2	+3,077	+33.5
Multi-Race/Ethnic	0	0	4,066	.07	+4,066	--
Not Reported	0	0	17,509	3.2	+17,509	--
TOTAL	510,122	100.0	552,339	100.0	+42,217	+8.3
Special Education	1992-1993		2004-2005		1992-93 to 2004-05	
	54,952	10.8	71,398	12.9	+16,384	+29.8
Students for Whom English is not the Primary Language	1992-1993		2004-2005		1992-93 to 2004-05	
	12,387	2.4	60,564	11.0	+48,324	+390.1
Free & Reduced Lunch**	1995-1996**		2004-2005		1995-96* to 2004-05	
	158,548	31.1	231,141	42.5	+72,593	+45.8

*Change in enrollment occurred when grade 6 shifted from elementary to middle school.

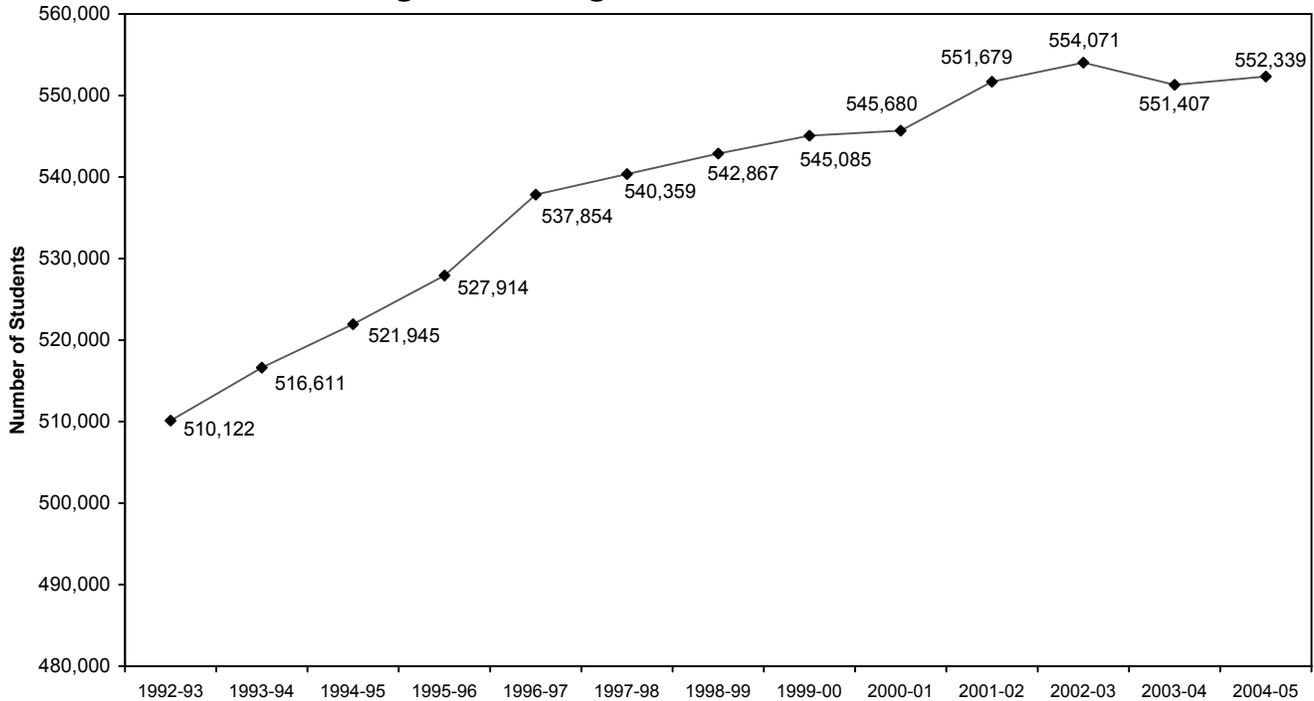
**Data for Free or Reduced Lunch is not available before 1995-96.

Source: Oregon Department of Education

Student Enrollment

Overall student enrollment in Oregon public schools has risen since 1992-93, with a total increase of 42,217 students, an 8.3 percent increase. Following a decrease in the number of students in 2003-04, the number of students increased in 2004-05 by 932 students, or by .2 percent.

Oregon Public School Enrollment 1992-94 through 2004-05
Number of Kindergarten through 12th Grade Students



Source: October 1 Student Membership (enrollment) for each year.

From 1992-93 to 2004-05, public school enrollment increased by 8.3 percent.

From 1992-93 to 2004-05, student enrollment increased by 8.3 percent, while the teacher count (in full-time equivalent positions) increased only 2.0 percent, from 26,696 teachers statewide in 1992-93 to 27,228 teachers in 2004-05.

Because the increase in students has been far greater than the increase in teachers, statewide student-teacher ratios show an increase over time. Between 1990-91 and 2004-05, the elementary ratio has gone up 1.6 students per teacher, the middle school ratio has gone up 1.3 students per teacher, and the high school ratio has gone up 3.5 students per teacher. However, between 2003-04 and 2004-05, the statewide student-teacher ratios show slight decreases for each grade level.

The statewide calculations combine schools across the state and may not be an accurate representation for all districts and schools. Student-teacher ratios for districts and schools can be located at the following link:
<http://www.ode.state.or.us/sfda/reports/r0036Select.asp>

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.



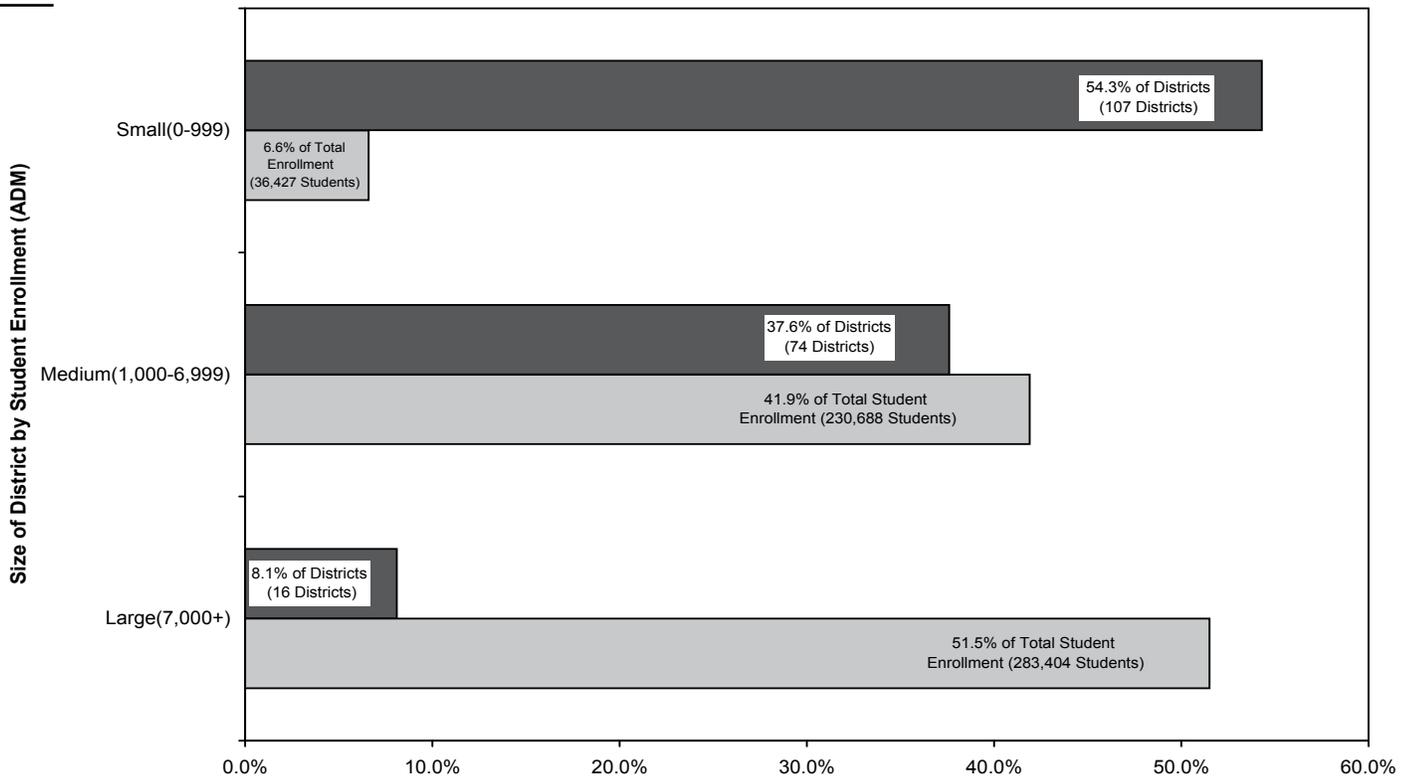
Statewide Student-Teacher Ratios

Type of School	1990-1991	2003-2004	2004-2005
Elementary School	18.7	20.5	20.3
Middle School	18.6	20.5	19.9
High School	17.7	21.7	21.2



The state's five largest districts – Portland, Salem, Beaverton, Eugene and Hillsboro – together educate 29.0 percent of the state's public school students.

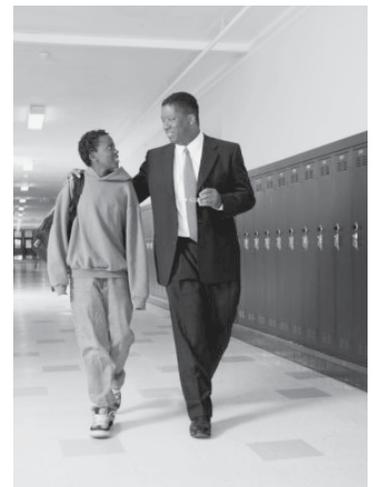
Percent of Oregon School Districts by Size of Student Enrollment Percent of Student Enrollment (ADM) 2004-05



More than half (54.3%) of Oregon school districts are small, with only 6.6% of the total statewide student enrollment. Only 8.1% of school districts are large, but they have 51.5% of total statewide student enrollment.

The secret of education is respecting the pupil.

■ Ralph Waldo Emerson ■



Public, Charter, Private, 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 2004-05 those figures had risen to 552,339 public school students and approximately 40,500 private school students.

From 2003-04 to 2004-05, the number of public school students increased from 551,407 to 552,339, a .2 percent increase.

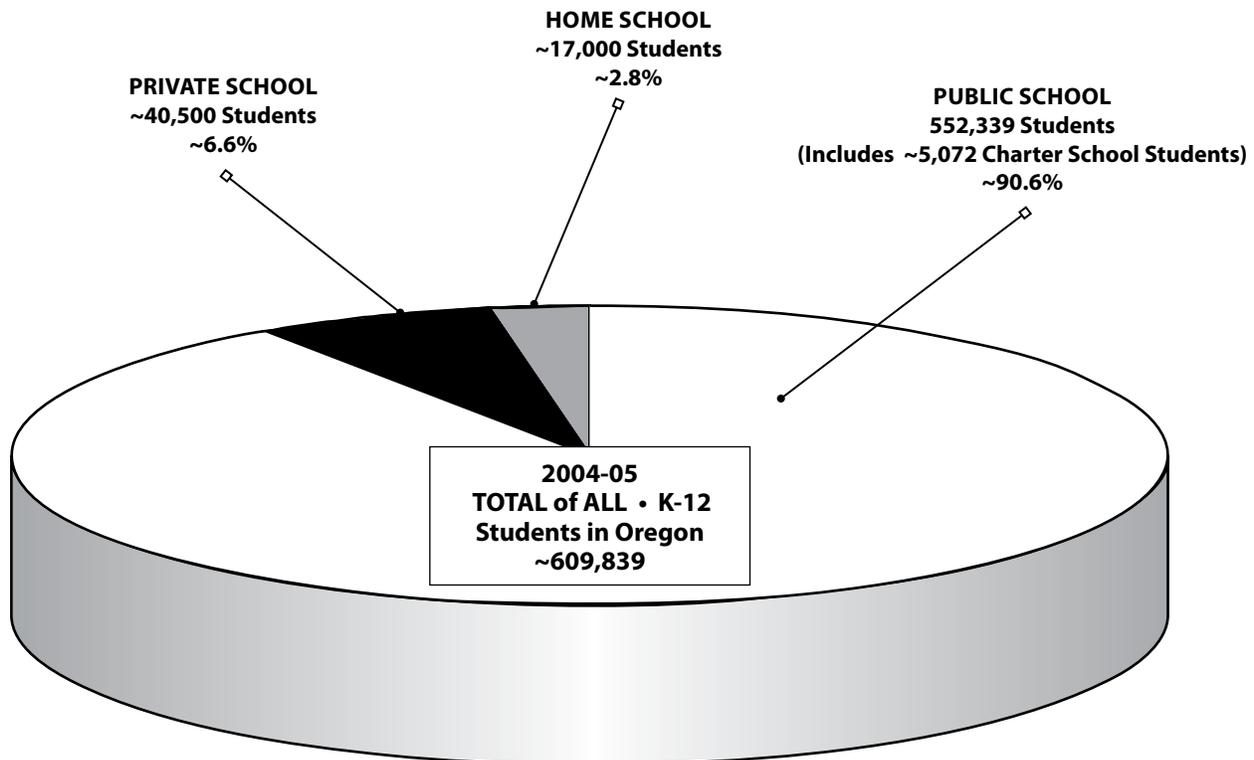
Of particular interest in the trend data is the public charter school, which combines elements of both public and private schooling systems. The charter schools, authorized by legislation in 1999, were designed to create new, innovative and more flexible ways of educating all children within the public school system, so all of the charter schools in Oregon are public schools. In 2004-05, charter school enrollment was slightly

less than one percent of public school enrollment.

In the 2004-05 school year there were 56 charter schools (up from 42 charter schools in 2003-04), with approximately 5,072 students enrolled (up from 4,700 students in the previous year). An additional 13 charter schools will open during the 2005-06 school year.

In addition, it is estimated that another 17,000 students were home schooled in 2004-05.

**Percentage of Student Enrollment by Type of School
2004-05**



Minority Student Population Increases



The number of minority students in general and Hispanic students in particular has risen significantly in Oregon schools. Minority enrollment rose to 24.4 percent of total enrollment in 2004-2005, 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 2004-05, the total number of all students increased by 42,217, an 8.3 percent increase, while the total number of minority students increased by 70,788, a 110.8 percent increase.

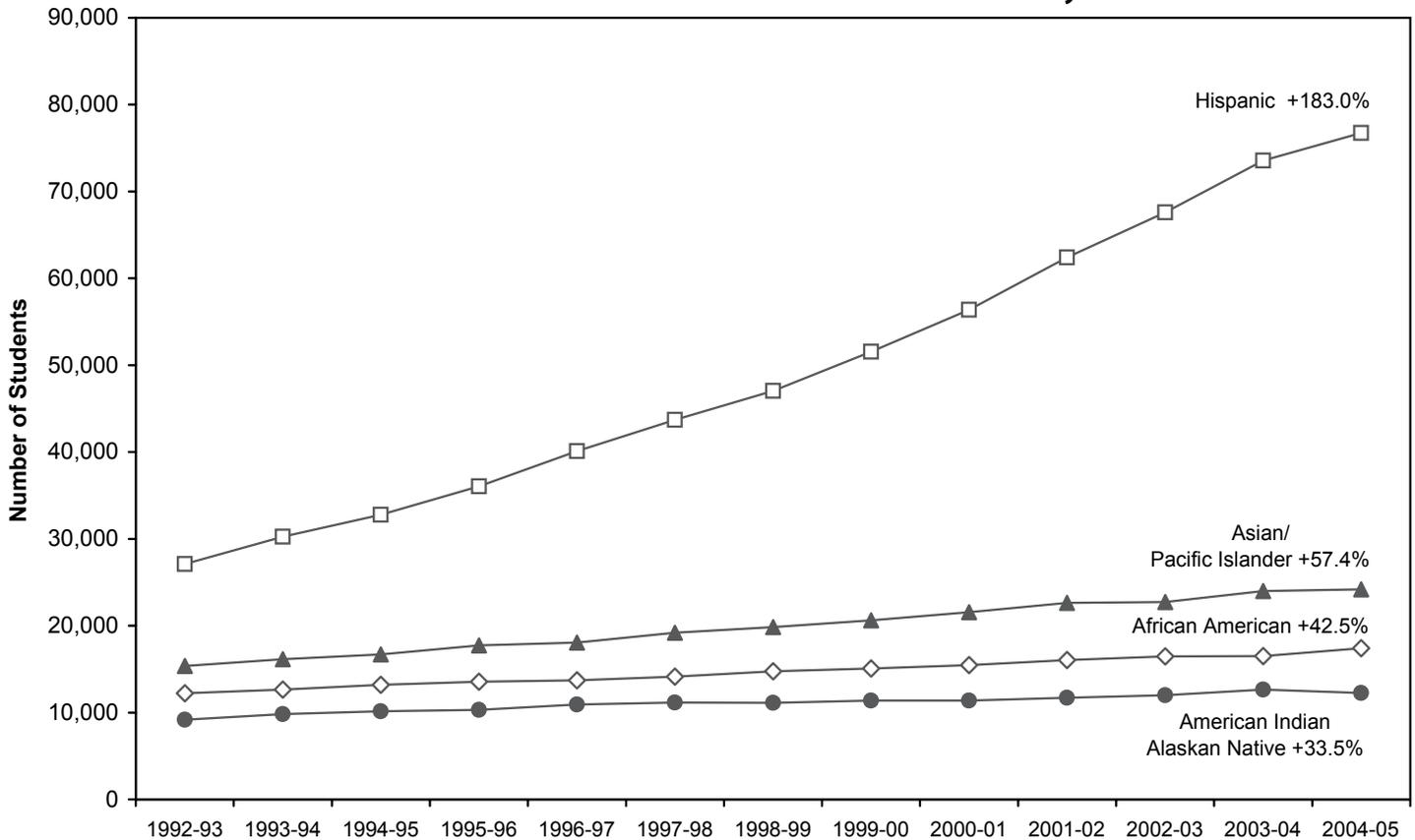
Seven out of ten new minority students were Hispanic. Between 1992-93 and 2004-05, the number of Hispanics increased 183.0 percent, from 27,115 students in 1992-93 to 76,748 students in 2004-05.

For the past 10 years, Hispanic students have had a growth rate in Oregon schools of between 8 and 11 percent per year. This trend may be slowing down: between 2003-04 and 2004-05, the number of Hispanic students enrolled in Oregon schools increased by only 4.4 percent. Other possible explanations:

- In 2004-05, for the first time students could choose more than one race/ethnicity category. In prior years, the 4,066 students in the multi-race/ethnicity category in 2004-05 would have been classified in one of the other race/ethnicities. There were 1,461 Hispanic students who reported as multi-race/ethnicity in 2004-05.
- The 4.4 percent increase in Hispanics between 2003-04 and 2004-05 may be an anomaly. Preliminary figures for 2005-06 indicate that between 2004-05 and 2005-06, the number of Hispanics increased by 9.8 percent, a rate more consistent with the historical trend.

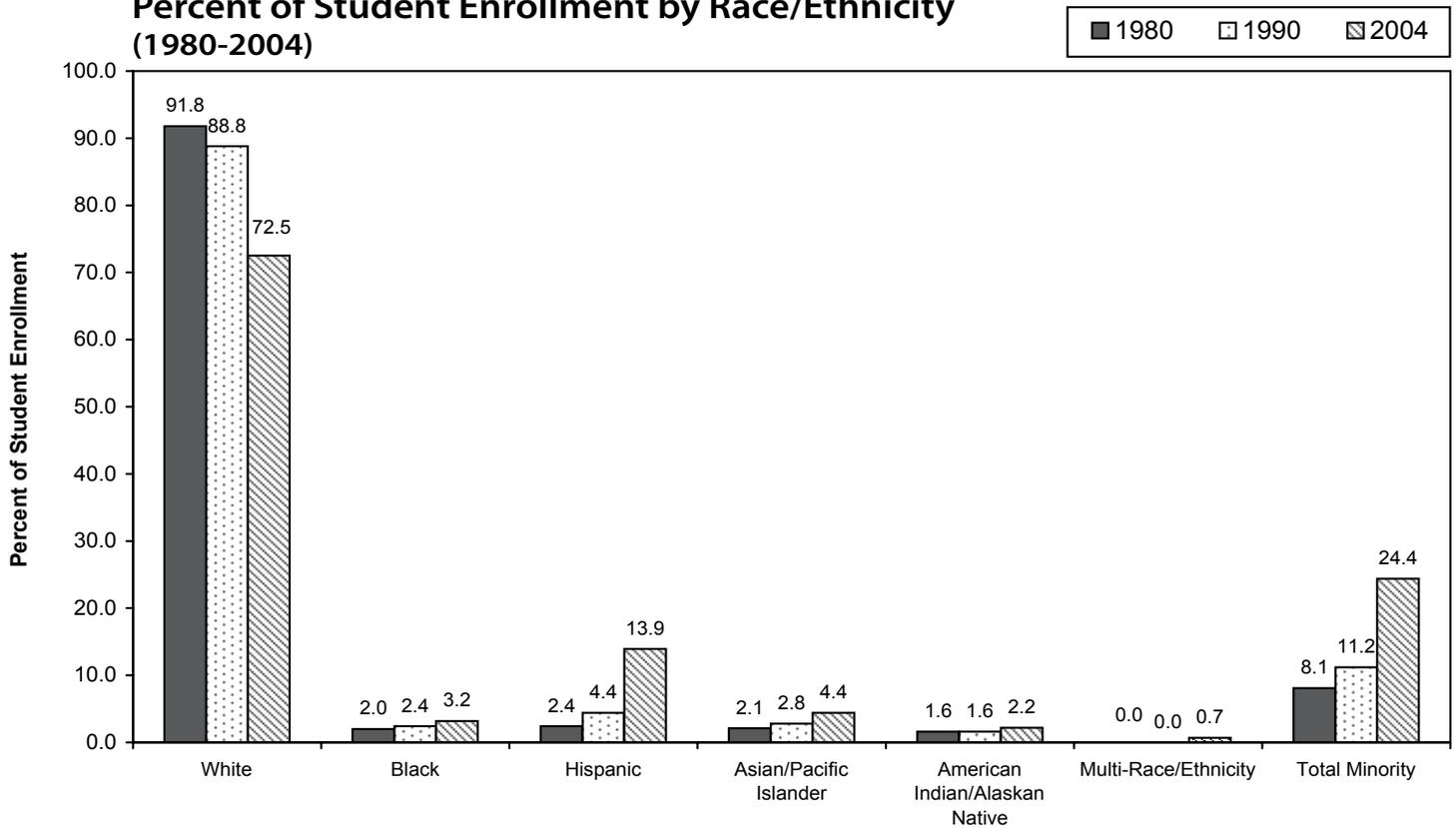
Oregon Public School Enrollment by Race/Ethnicity 1992-93 to 2004-05 With Growth Rates

Total Growth Rate was +8.3% White Students Decreased by -10.3%



From 1992-93 to 2004-05, there was a 183.0% increase in Hispanic students. Other minorities also posted large increases, while the increase for ALL Students was only 8.3%. There was a 10.3% decrease in the number of White students.

Percent of Student Enrollment by Race/Ethnicity (1980-2004)



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.

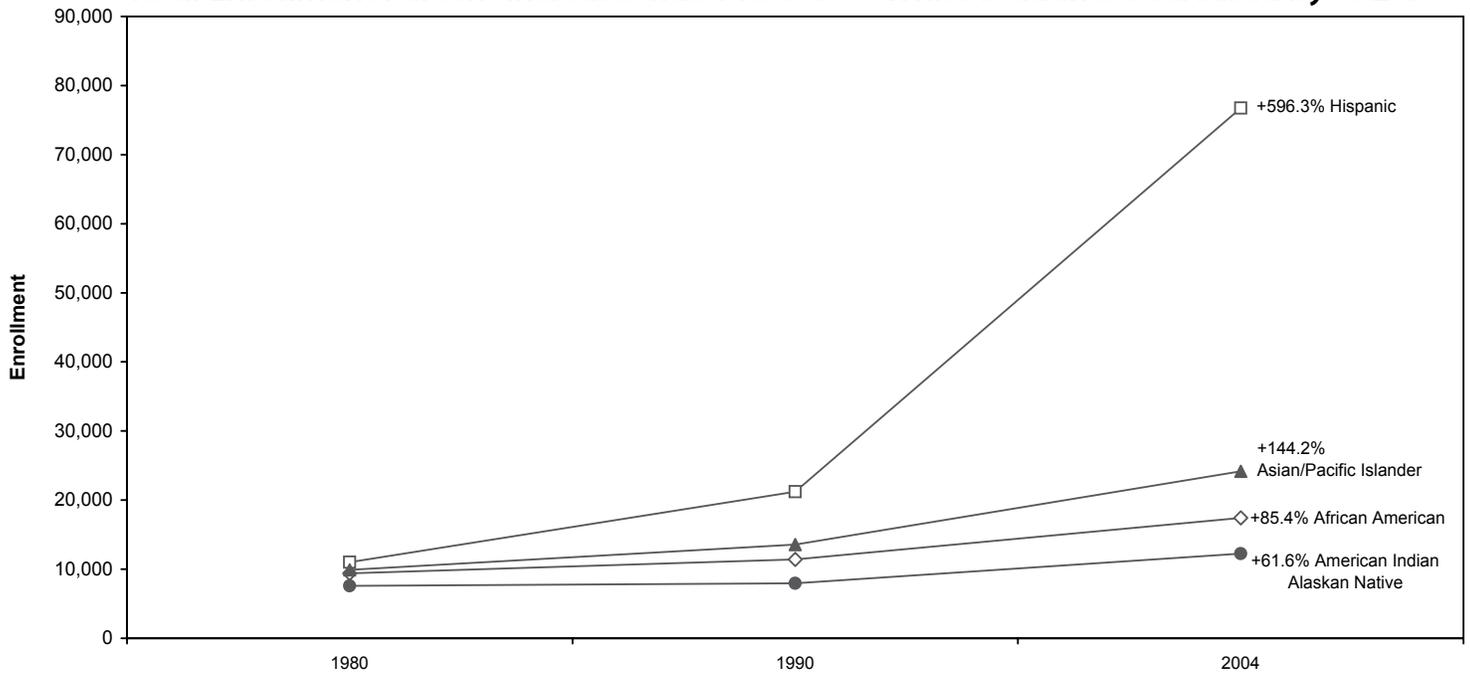


Fall Membership (October 1 Enrollment) By Race/ethnic Origin

School Year	White	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaskan Native	Multi-race Ethnicity	Race/Ethnicity Not Reported	Total
2004-05	400,171	17,410	76,748	24,182	12,253	4,066	17,509	552,339
2003-04	413,674	16,499	73,548	23,981	12,643		10,970	551,407
2002-03	422,443	16,457	67,587	22,739	12,004		12,787	554,071
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

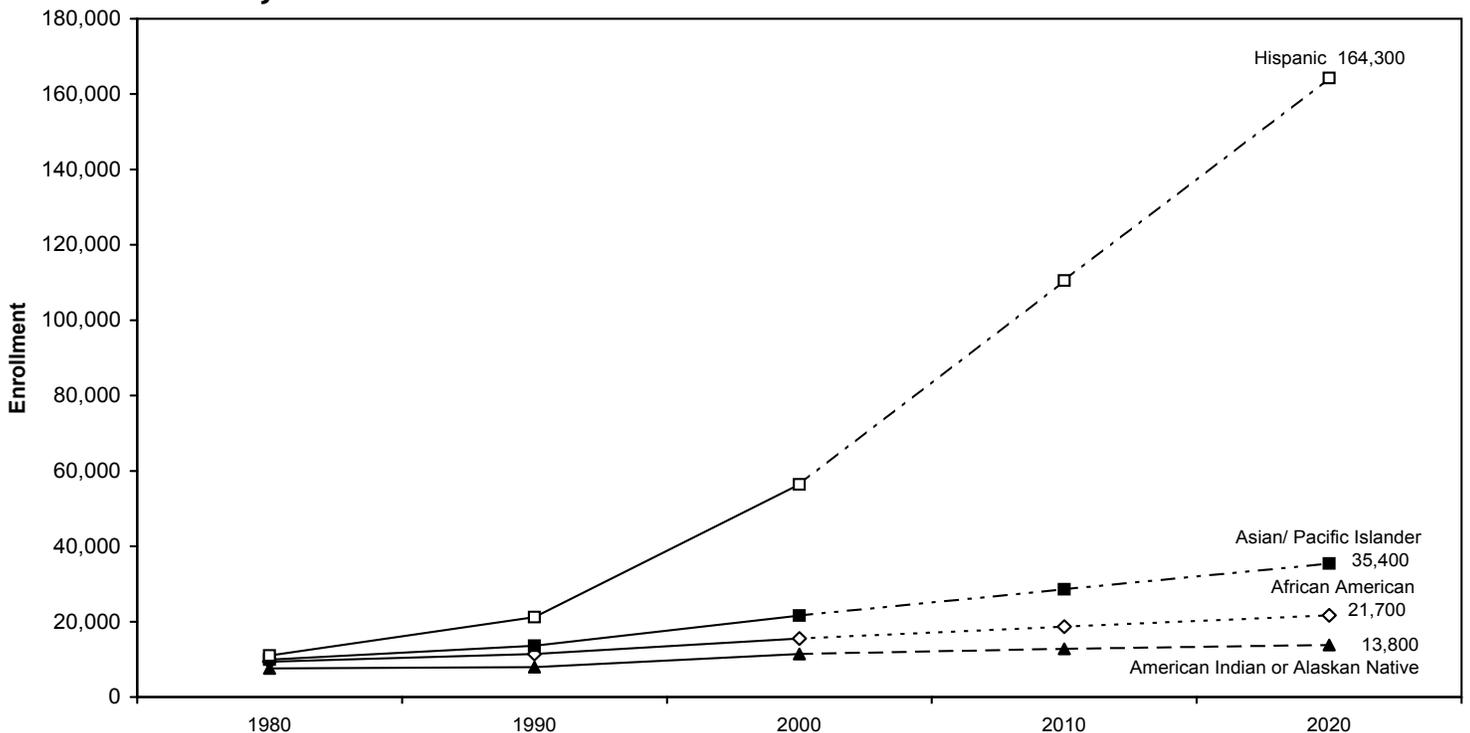
Oregon Public School Actual Enrollment by Race/Ethnicity 1980-2004 With Percent Increases

Total Enrollment Percent Increase was +18.9% White Students Decreased by -6.2%



Between 1980 and 2004, public school enrollment grew by 18.9% overall, driven by growth in minority enrollment. While White students decreased by -6.2%, Hispanic students increased by +596.3% (from 11,022 students in 1980 to 76,748 students in 2004).

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



At the current growth rate, 28% of student enrollment will be Hispanic students by the year 2020.

(Race/ethnicity student projections were made using actual data from 1980 through 2005 (preliminary).
 (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 2004-05 school year there were 60,711 students (11.0 percent of ALL K-12 students) who had a language of origin other than English. The most common language of origin was Spanish, with 47,482 students (8.6 percent of ALL students).

Most Common Languages of Origin of Students in Oregon Public Schools (K-12) 2004-2005

Language of Origin	Number of Students by Language of Origin	Percent of Students with a Language of Origin That is Not English (60,711)	Percent of All Students (552,339)
Spanish	47,482	78.2%	8.6%
Russian	3,450	5.7%	0.6%
Vietnamese	1,839	3.0%	0.3%
Ukrainian	987	1.6%	0.2%
Chinese, Yue (Cantonese)	599	1.0%	0.1%
Romanian	556	0.9%	0.1%
Hmong	554	0.9%	0.1%
Korean	532	0.9%	0.1%
Chinese, Mandarin	389	0.6%	0.1%
Somali	297	0.5%	0.1%
Japanese	276	0.5%	0.0%
Laothian	248	0.4%	0.0%
Arabic	248	0.4%	0.0%
Cambodian (Khmer)	222	0.4%	0.0%
Tagalog	218	0.4%	0.0%
Kurdish	173	0.3%	0.0%
Chuukese/Trukese	140	0.2%	0.0%
Hindi	128	0.2%	0.0%
Malay	110	0.2%	0.0%
Farsi	110	0.2%	0.0%
Thai	80	0.1%	0.0%
Oromo, West-Central	80	0.1%	0.0%
French	72	0.1%	0.0%
Serbian	64	0.1%	0.0%
Tonga	60	0.1%	0.0%
Serbo-Croatian	55	0.1%	0.0%
Amahric	53	0.1%	0.0%
Urdu	49	0.1%	0.0%
German	49	0.1%	0.0%
Creole	47	0.1%	0.0%
Portuguese	45	0.1%	0.0%
Indonesian	45	0.1%	0.0%
Chittagonian	45	0.1%	0.0%
Telugu	40	0.1%	0.0%
Albanian	38	0.1%	0.0%
Marshallese	37	0.1%	0.0%
Other Languages	1,294	2.1%	0.2%
TOTAL	60,711	100.0%	11.0%

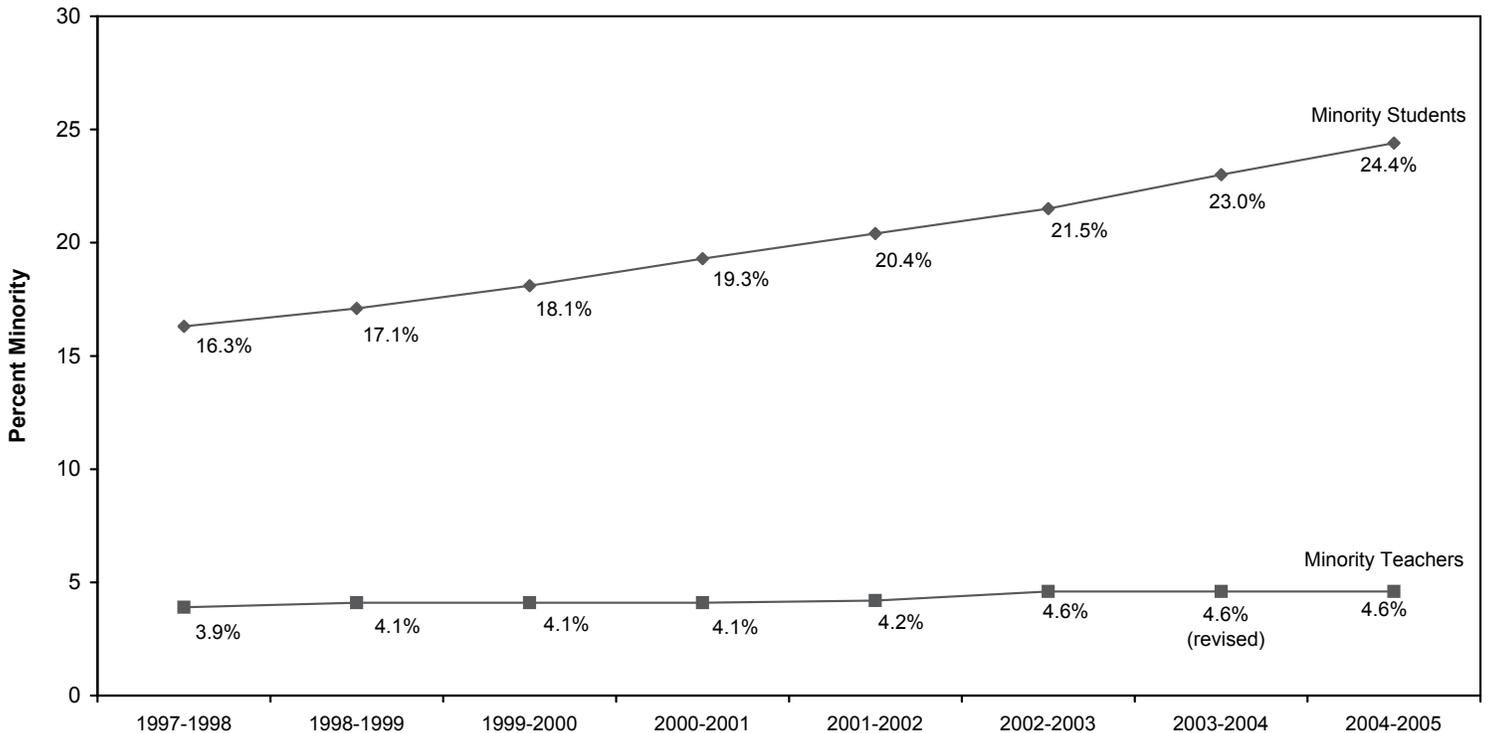
Minority Teacher Population Remains Steady

Student-Teacher Minority Gap Widens



Oregon has made limited progress in hiring and retaining teachers of minority populations. Fifteen years ago, 2.1 percent of teachers and 11.2 percent of students were of minority populations. In 2004-05, 4.6 percent of teachers and 24.4 percent of students were of minority populations. *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.*

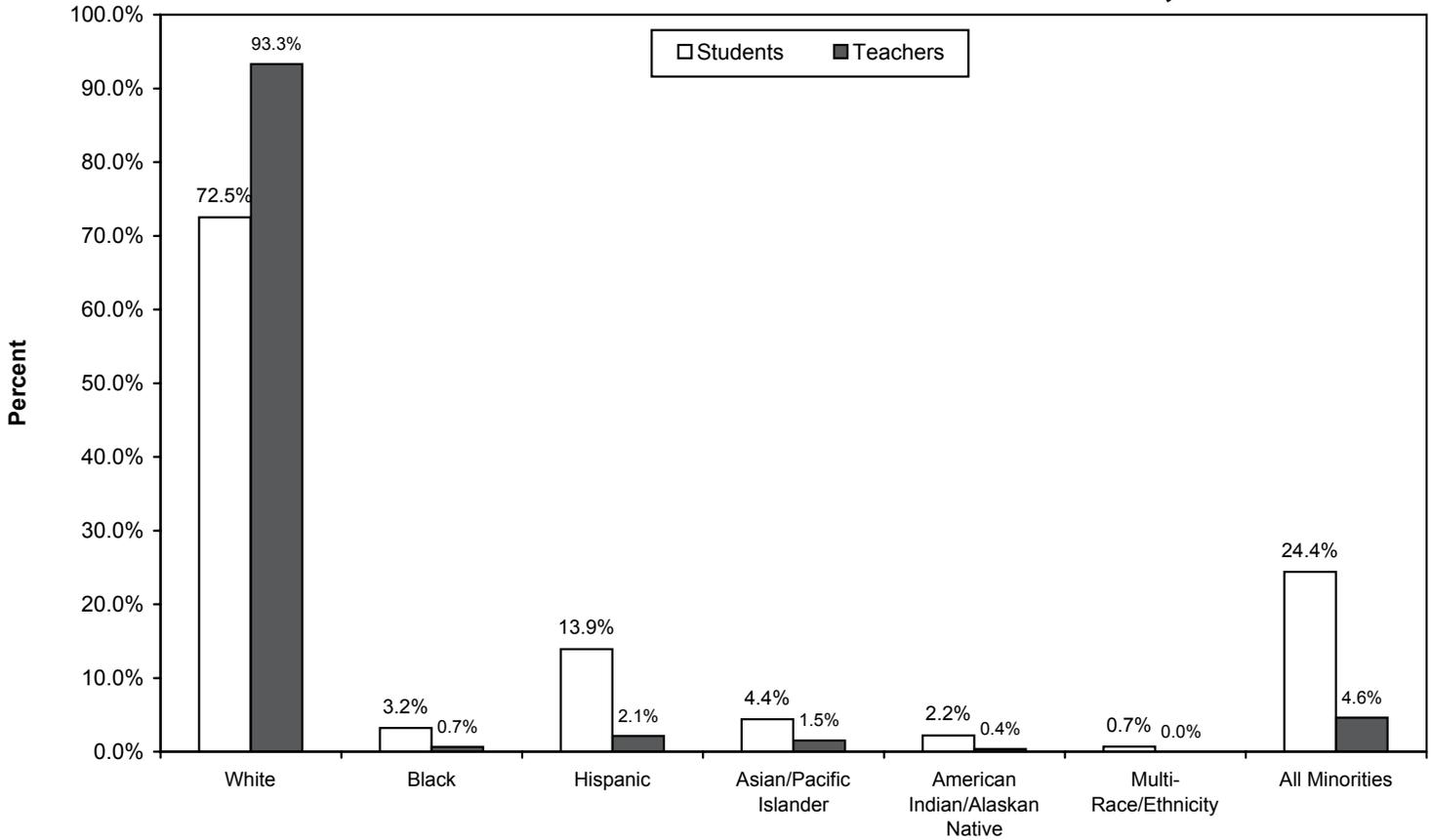
Percent Minority Students & Teachers
1997-98 to 2004-05



From 1997-98 to 2004-05, the percent of minority students went from 16.3 percent to 24.4 percent, while the percent of minority teachers went from 3.9 percent to 4.6 percent.

Race/Ethnicity of Students & Teachers 2004-2005

Not shown are the 3.2% of students and 2.1% of teachers of unknown race/ethnicity.

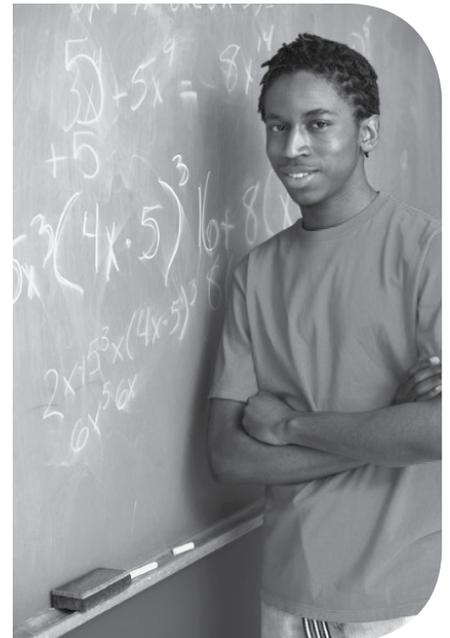


The difference between teacher and student minority rates was most visible for Hispanics, where 13.9% of students were Hispanic compared to only 2.1% of teachers. 93.3% of teachers were White, compared to only 72.5% of students.

GREAT TEACHERS

empathize with kids, respect them, and believe that each one has something special that can be built upon.

■ Ann Lieberman ■



Homeless Students in OREGON

2004-05



The right of homeless children and youth to have equal access to the same free, appropriate public education provided to other children is ensured under the federal McKinney-Vento Homeless Assistance Act, Subtitle VII-B, Education of Homeless Children and Youth Program, enacted in 1987. The McKinney-Vento Act covers programs and services for people in homeless living situations under several agencies, including the departments of

Housing and Urban Development, and Health and Human Services. State and local education programs for homeless children and youth are coordinated through the U.S. Department of Education.

Reauthorized under the No Child Left Behind Act as Title X, the Education of Homeless Children and Youth Program works to ensure that school age-eligible homeless children and youth are provided with immediate school enrollment and access to education services, 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. Each school district is required to have a Homeless Liaison to provide outreach and supportive services for homeless students in their area.

How is "Homeless" Defined?

For the purposes of the Education of Homeless Children and Youth Programs under Title X, "homeless" children and youth "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, reside in 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.

How are Homeless Students Counted?

State education agencies are required to collect homeless student count data each year from local school districts and submit an aggregate report to the U.S. Department of Education (USDE). The Oregon Department of Education has developed a web-based Homeless Data Collection for districts to complete at the end of each school year. To protect confidentiality, individual students are not identified in the data collection, and reporting of all counts below ten are suppressed.

The USDE requires that states gather data on enrolled homeless students by grade level and primary residence or living situation. ODE also asks districts to report the number of "unaccompanied" youths – students who are living on their own without adult supervision, which is used by Runaway and Homeless Youth programs under the Family & Youth Services Bureau, and the partner agencies of the Oregon Homeless and Runaway Youth Coalition.

Despite new technology and other data collection improvements, data on homeless children and youth will always have some indefinite qualities, due to the wide variety of homeless situations, mobility, length and intermittency of homelessness, and the awareness of the liaison and other local staff of the circumstances of all students. In addition, parents and youths may not identify themselves as homeless, making validation of data difficult in some cases.



Many things can wait. Children cannot.
Today their bones are being formed,
their blood is being made,
their senses are being developed.
To them we cannot say "tomorrow."
Their name is today...

■ Gabriela Mistral ■
(Chilean teacher 1899 – 1957)

How many homeless students attend public schools in Oregon?

2004-05 Homeless Student Data Collection Oregon Department of Education

Districts With High Numbers and/or Percentages of Homeless Students

SCHOOL DISTRICT	Homeless Student Count	Percent of Total 04-05 Enrollment
Portland	1,620	3.4
Medford	962	7.6
Eugene 4J	825	4.5
Springfield	609	5.4
Salem-Keizer	475	1.2
Lincoln County	393	6.7
Reynolds SD 7	292	2.8
Beaverton	285	0.8
Hillsboro	282	1.5
Klamath Co. SD	282	5.1
Newberg	277	5.6
South Lane SD (Cottage Grove)	261	9.0
Woodburn	256	5.5
Three Rivers (Josephine Co.)	253	4.3
Bend-LaPine	236	1.7
Klamath Falls SD (City)	207	4.3
Corvallis	170	2.5
Central Point (Jackson Co.)	163	3.5
Canby	137	2.6
Bethel (Lane Co.)	130	2.3
Neah-Kah-Nie	85	10.8
Harney Co. 3 (Burns)	63	6.3
Marcola	56	19.2
Blachly SD (Lane Co.)	45	32.1

For the 2004-05 count, districts reported a total of 11,294 homeless students during all or part of the school year. This total represents about 2% of all K-12 students enrolled in Oregon public schools. District counts ranged from under 1 percent to over 30 percent of total enrollment. The following table shows districts which had high numbers and/or percentages of homeless students.



Aggregate State Count Totals

About 70% of Oregon school districts completed the web survey for the 04-05 school year. Of those reporting, 27 districts reported a count of zero. Another 24 districts had homeless student counts of 10 or below.

2004-05 Homeless Student Data Collection Oregon Department of Education

GRADE	Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Number of Homeless Students	780	890	867	882	817	811	774	780	906	843	864	884	1,183	11,294

National Statistics

According to the U.S. Department of Education website, there are more than 800,000 kindergarten through 12th grade students who experience homelessness each year in the U.S. When preschool-age and un-enrolled homeless youth are included, the National Homeless Coalition estimates the number to be somewhere between 1 and 2 million. The counts vary widely by state. For example, California counted over 148,000 homeless students (2% of enrollment) in kindergarten through 12th grade last year, while Idaho's count was just below 1,700 (nearly 6% of enrollment.) Oregon's homeless student count was 2% of enrollment, about the same as in the U.S.

What are the Living Situations of Homeless Students in Oregon?

School districts were also asked to provide information about 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 residences with relatives or friends due to loss of housing, economic hardship, or similar reasons.

In Shelters	Sharing Housing	Unsheltered	Motels	Unknown
1,965	6,377	1,057	615	716

Unaccompanied Homeless Students
1,622

Unaccompanied minor youths comprise approximately 14% of the total number of homeless students. Since these students typically do not have a parent or guardian looking after their educational best interest, district Homeless Liaisons and Counselors often act as an emergency contact for the student, and assist them with other issues and concerns related to absenteeism, school performance, and behavior.

How do public school programs serve homeless students?

Each district is required under the McKinney-Vento Act to designate a Homeless Liaison to be available to identify and provide assistance to students in homeless living situations. Services may include school transportation, tutoring, extended-day and summer school programs, athletic fees, uniforms, clothing and hygiene supplies. Local district funds may be supplemented by Title I, McKinney-Vento subgrants, local district general funds and community agencies. Many districts receive foundation grants and donations from local businesses to help provide resources for homeless students such as dental and medical care, glasses, mentoring, family support and other services.

McKinney-Vento Subgrant Projects

Oregon received \$640,532 in federal funds from the McKinney-Vento program in 2004-05, of which more than 80% (\$525,504) was distributed to local districts under a competitive subgrant program. McKinney-Vento Project competitive subgrants were awarded to 23 district and ESD projects, serving over 7,878 homeless students in 44 school districts.

Within the subset of homeless students served by subgrant projects, 17% were in Special Education, compared to a statewide average of 11%. Homeless students in this group were less likely to meet the benchmark on state tests in reading and math. During 2004-05, 68% of these homeless students met the benchmark on the 3rd grade reading test, compared to the statewide district average of 85.5%. Only 12% of the students met the 10th grade math benchmark, compared to 43% statewide. This data shows a significant achievement gap for homeless students.

What are the trends in poverty and homelessness?

Methamphetamine use and manufacture by parents and guardians is cited by service providers and Homeless Student Liaisons as being a major cause of increasing homelessness, domestic violence, child neglect, crime and poverty in Oregon. Economic factors such as Oregon's unsteady economy, the waning supply of affordable housing and a depressed market for living wage jobs also increase homelessness.

During the fall of 2005, the McKinney-Vento Act received an abundance of attention related to the hurricane evacuations in the Gulf States. Homeless Liaisons in at least 20 Oregon school districts helped to enroll more than 135 hurricane evacuee students from Louisiana, Mississippi and Texas. Children and youth who are displaced by natural disasters are automatically eligible for education services as "homeless" under the McKinney-Vento Act. Oregon school officials are recognizing the added value of having Liaisons available locally to assist school students in the event of tsunamis, earthquake or other natural disasters, and also during school lockdowns for other types of incidents. In the aftermath of Hurricane Katrina, many Liaisons have sought additional training to work with children experiencing trauma.

For more information about the ODE Education of Homeless Children and Youth Program, contact Dona Bolt, Coordinator, at dona.bolt@state.or.us, or visit the Homeless Education webpage on the ODE website at the following link: <http://www.ode.state.or.us/search/results/?id=113>



Free and Reduced Price Lunch

Oregon Public Schools Number & Percent of All Students Eligible October 1, 2004

School Type and Level	A Total Number of Students Eligible for Free and Reduced Lunch	B Total Number of All Students October 1, 2004	Free and Reduced Lunch Eligible Students as a Percent of All Students (Column A divided by Column B)
REGULAR			
Elementary	121,968	254,755	47.9%
Middle	40,632	93,276	43.6%
Junior High	7,181	17,222	41.7%
High	55,891	168,695	33.1%
Combined	1,575	3,362	46.8%
ALTERNATIVE			
Elementary	685	1,275	53.7%
Middle	0	140	0.0%
High	1,214	4,134	29.4%
Combined	845	4,471	18.9%
CHARTER			
Elementary	744	2,281	32.6%
Middle	184	384	47.9%
High	214	842	25.4%
Combined	463	1,502	30.8%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, and CHARTER)			
Elementary	123,397	258,311	47.8%
Middle	40,816	93,800	43.5%
Junior High	7,181	17,222	41.7%
High	57,319	173,671	33.0%
Combined	2,883	9,335	30.9%
Total	231,596	552,339	41.9%

Source: Free & Reduced Price Lunch Web Survey, December 2004

Experienced, Highly Educated Workforce

Teachers

Oregon teachers are experienced professionals. In 2004-05, teachers had an average of 12.8 years of teaching experience, down from 13.1 years of experience in 2003-04. While the average Oregon teacher is 44 years old, the most often reported age is 53. 69.3 percent of all Oregon teachers and 84.8 percent of all elementary school teachers are female.

Oregon has a much larger percentage of teachers with graduate degrees than other western states. 2000-01 data reported in an April 2002 *Teacher Demographics of Western States Survey* showed that 45 percent of Oregon teachers had graduate degrees, compared to 34 percent of Utah teachers, 31 percent of California teachers, 30 percent of Washington teachers, and 19 percent of Idaho teachers. Average years of teacher experience and average age of teachers were about the same for all the states.

Between 2001-02 and 2004-05, the percent of Oregon teachers with graduate degrees increased from 46.8 percent to 53.8 percent, which included 53.5 percent of teachers who reported having master's degrees and .3 percent who reported having doctorates. In addition, 14.2 percent of Oregon teachers reported that their highest degree was a bachelor's degree, and 31.8 percent of teachers reported that they had a bachelor's degree plus additional hours, but not a master's degree.

Administrators

Oregon principals and assistant principals are experienced educators, reporting an average of 19.9 years of experience overall in 2004-05, with 10.7 years experience in their current districts.

In 2004-05, 90.4 percent of principals and assistant principals reported that their highest degree was a master's degree, 3.2 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 2.4 percent reported having only a bachelor's.

From 2001-02 to 2004-05, there was an 8.2 percent decrease (199) in the number of Oregon school administrators, which includes part-time and full-time superintendents, assistant superintendents, principals, and assistant principals, and other licensed administrators. After two years of declines, the number of school administrators increased by 3.7 percent (79 administrators) between 2003-04 and 2004-05.

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 2004-05, 20.3 percent of superintendents and 46.0 percent of principals were women.

All School Staff

Between 2001-02 and 2004-05, the total number of school employees – including teachers, administrators, and classified staff such as secretaries, instructional aides, bus drivers, cafeteria staff, and other support people – decreased by 2.0 percent, or by 1113.1 employees. However, between 2003-04 and 2004-05, the number increased 3.0 percent, from 54,255.7 in 2003-04 to 55,899.8 in 2004-05.

2004-05 Oregon School Employees
(Full-Time Equivalent Positions)

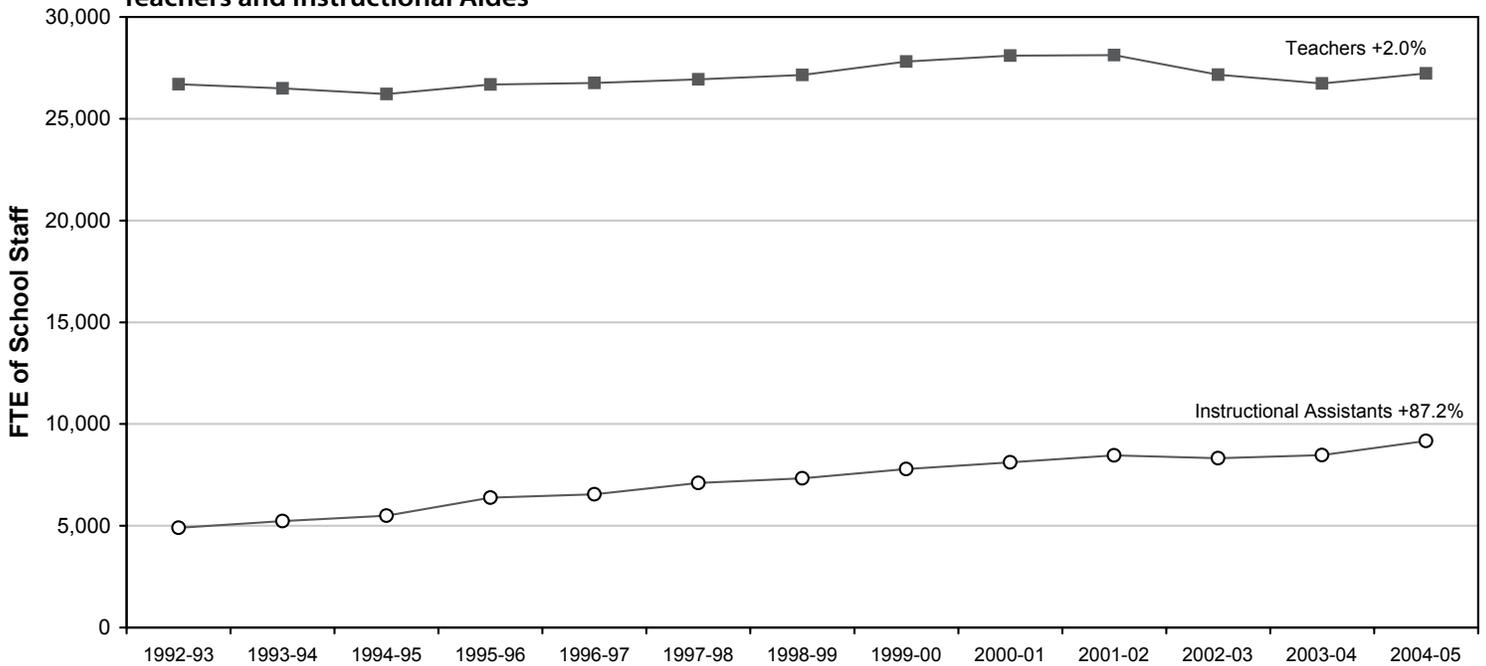
	Number	Percent
Teachers	27,227.7	48.7
Educational Assistants	9,172.3	16.4
District Administrators	638.9	1.1
School Administrators	1,575.8	2.8
Guidance Counselors	1,202.8	2.2
Librarians/Media Specialists	429.6	0.8
Support Staff	15,652.7	28.0
Total	55,899.8	100.0



School Staffing FTE • Percent Changes

1992-93 through 2004-05

Teachers and Instructional Aides

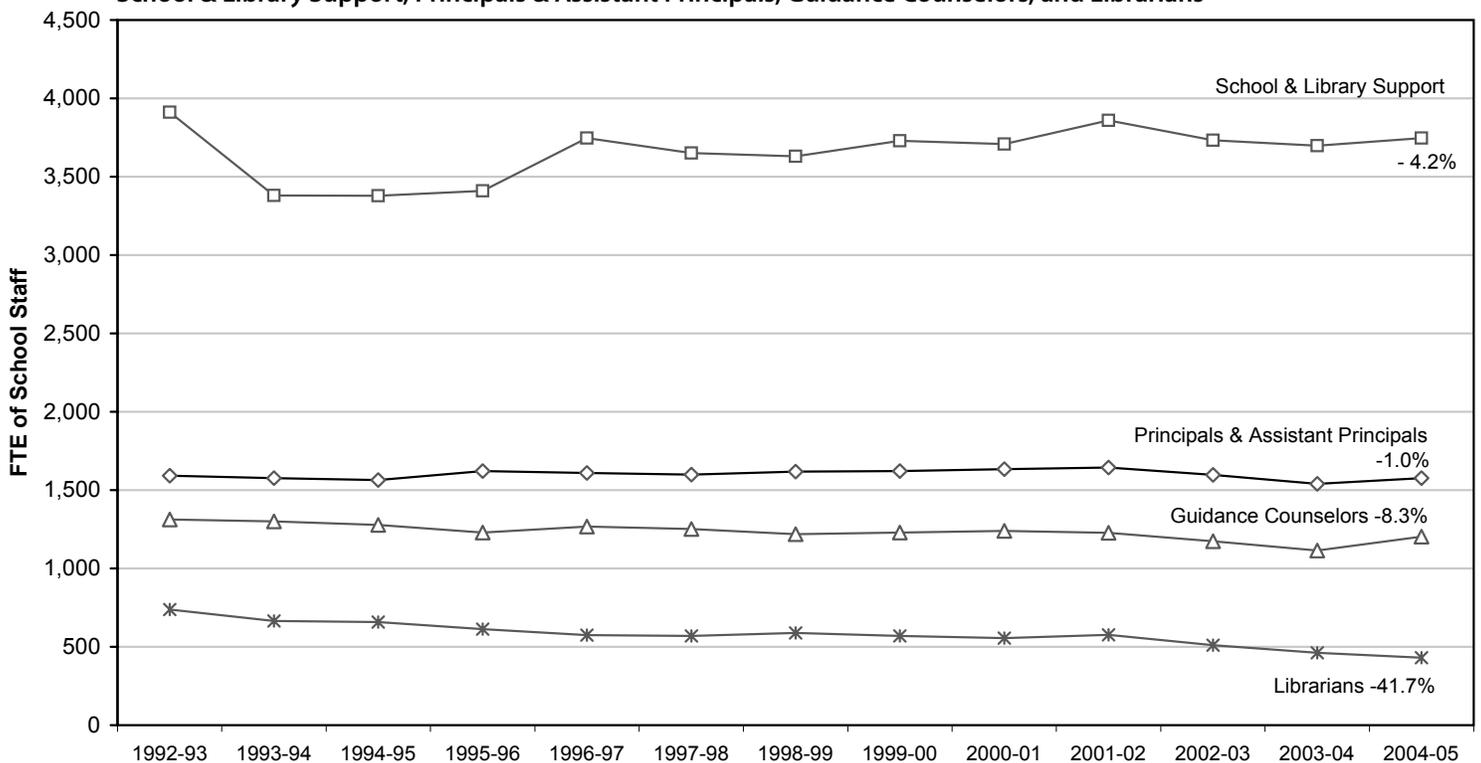


In the last thirteen years, student enrollment increased by +8.3%, while the number of teachers increased by +2.0%, and educational assistants increased by +87.2%. In the last year, there was an increase of 497 teachers and 706 educational assistants.

School Staffing FTE • Percent Changes

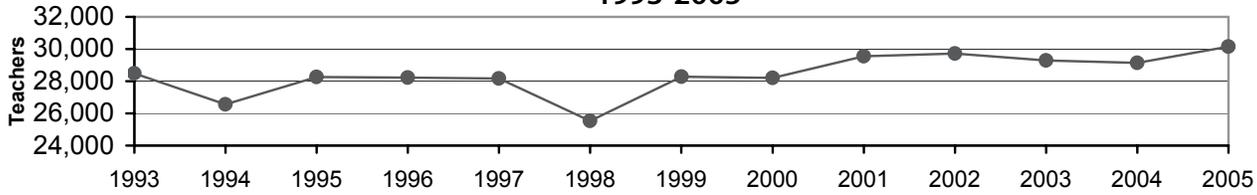
1992-93 through 2004-05

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

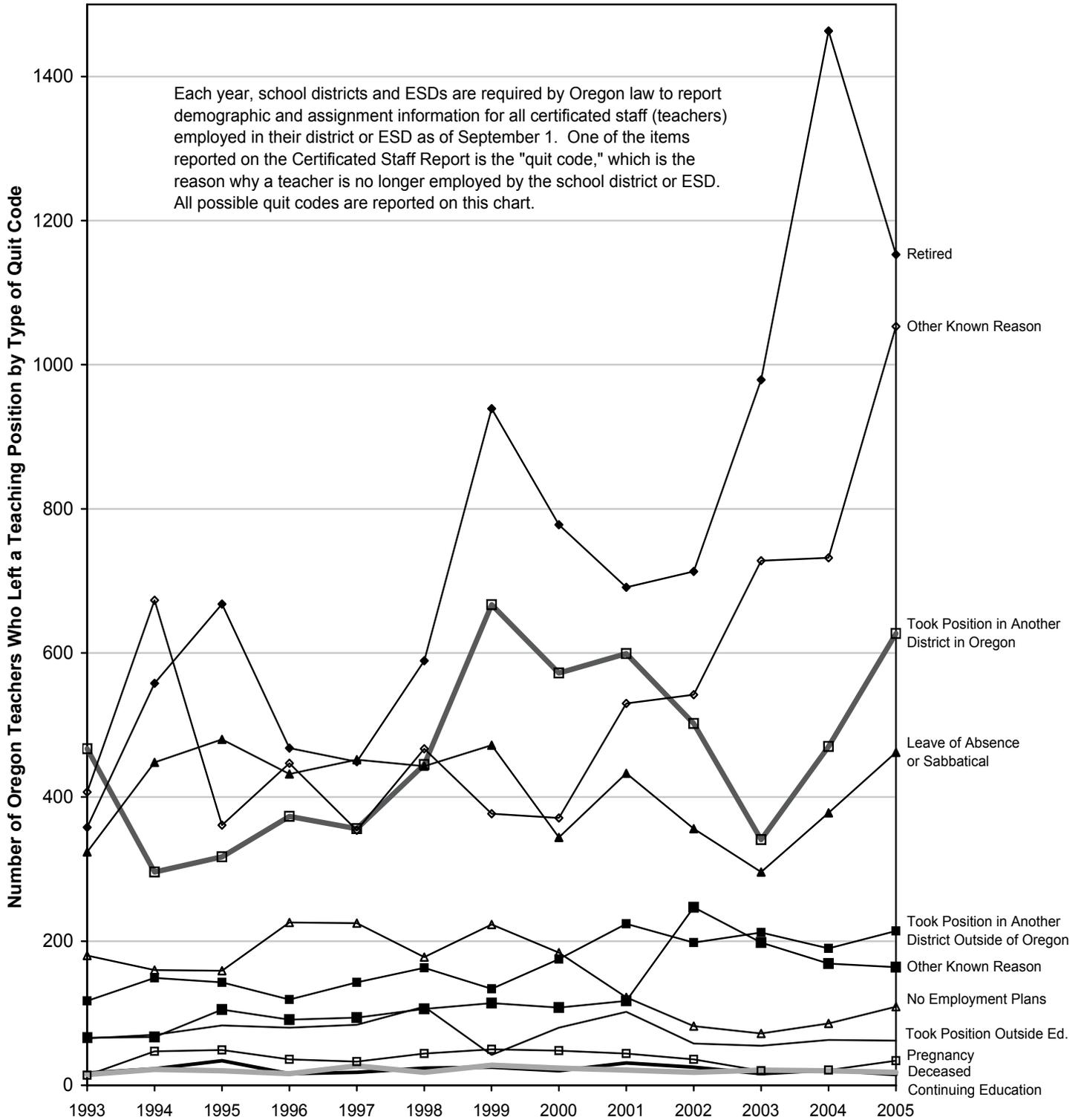


In the last thirteen years, student enrollment increased by +8.3%, while the number of guidance counselors decreased by -8.3%, and the number of librarians decreased by -41.7%. In the last year, librarians decreased, but the other categories increased.

Total Number of Teachers Employed by Oregon Districts 1993-2005



Why Teachers Quit 1993-2005



Annual Instructional Hours



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).

Annual Hours of Instruction Time Oregon Public Schools

	Minimum Required Instructional Hours per Year	2001-02 Average	2002-03 Average	2003-04 Average	2004-05 Average
Kindergarten	405	451	442	452	455
Grades 1-3	810	913	895	913	923
Grades 4-8	900	984	967	964	978
Grades 9-12	990	1,033	1,004	1,016	1,022

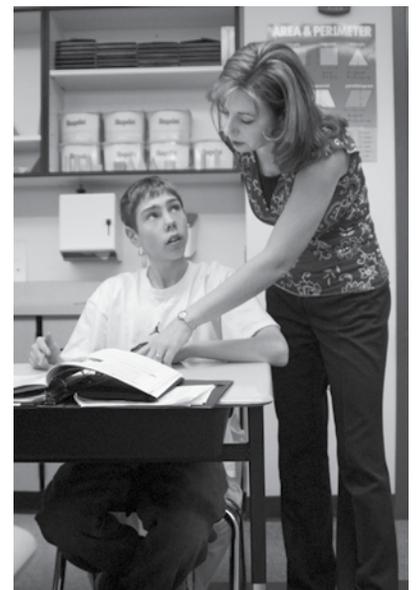
Source: Average Daily Membership Survey, weighted by October 1 Enrollment

Annual hours of instructional time increased for all grade level categories between 2003-04 and 2004-05. However, instructional hours for some individual districts fell below the minimum required.

2001-02 average hours were reported by schools before the budget cuts of 2002-03, when districts were trying to absorb major budget cuts, and one way was to cut instruction hours. In 2004-05, Kindergarten and Grades 1-3 both increased instruction hours beyond the 2001-02 levels of annual hours of instruction time, while Grades 4-8 were short 6 hours of instruction time from the 2001-02 level, and Grades 9-12 were short 11 hours.

It's not the answer that enlightens,
but the question.

■ Eugene Ionesco *Decouvertes* ■



Special Programs

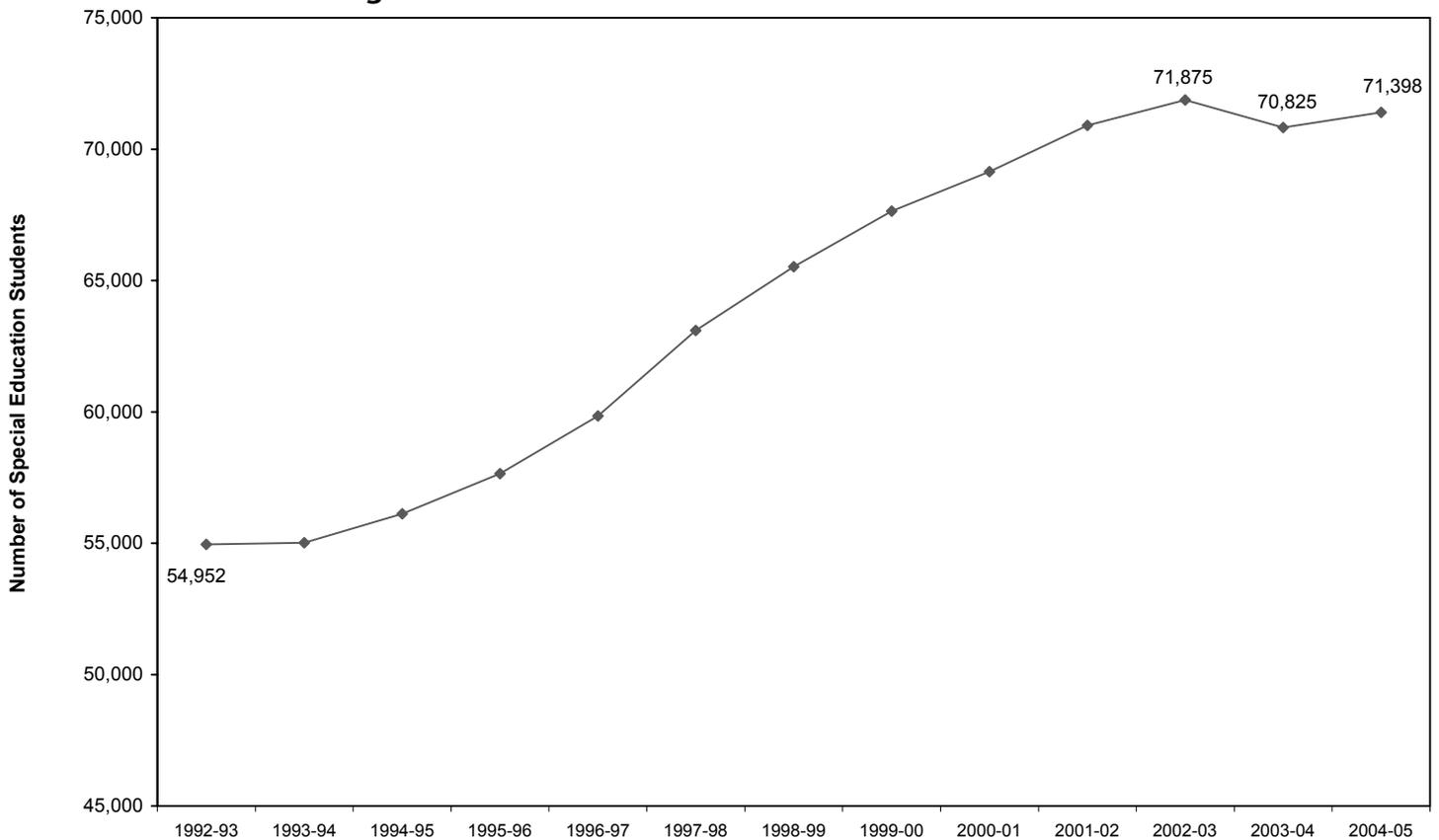
Many Oregon students receive additional services through special programs to assist them in school.

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 71,398 in 2004-05, a 29.9 percent increase.

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
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	71,398
Total Enrollment	510,122	516,611	521,945	527,914	537,854	540,359	542,867	545,085	545,680	551,679	554,071	551,407	552,339
% of Total Enrollment	10.8	10.6	10.8	10.9	11.1	11.7	12.1	12.4	12.7	12.9	13.0	12.8	12.9

**School-Age (Ages 5-21) Special Education Students
1992-93 through 2004-05**



From 1992-93 to 2004-05, there was a 29.9% increase in the number of students who received special education services. Students receiving services were 10.8% of total enrollment in 1992-93, and 12.9% in 2004-05

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. Areas with the highest increase of school-age students in the last thirteen years include Autism Spectrum Disorder with a 678.3 percent increase, and Other Health Impairment with a 576.2 percent increase.

Number of Students with Disabilities

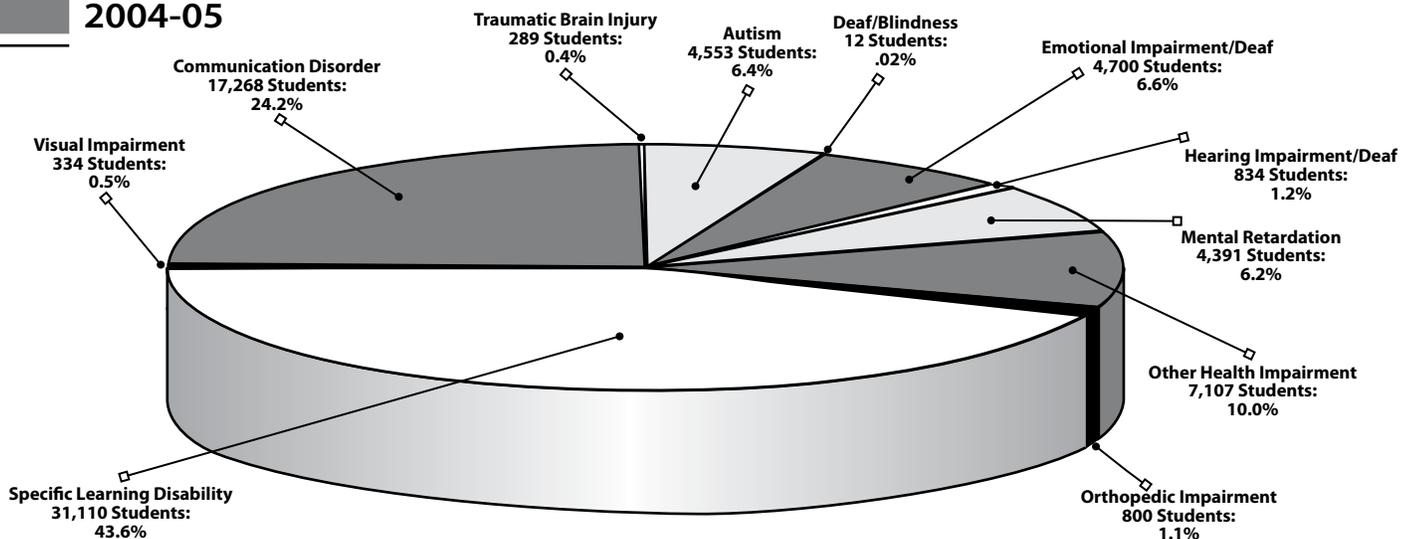
1992-93 & 2004-05 & Percent Changes

	1992-93 School Year	2004-05 School Year	Percent Change
Autism	585	4,553	678.3%
Deaf/Blindness	10	12	20.0%
Emotional Disturbance	3,493	4,700	34.6%
Hearing Impairment/Deaf	1,185	834	-29.6%
Mental Retardation	3,789	4,391	15.9%
Other Health Impairment	1,051	7,107	576.2%
Orthopedic Impairment	860	800	-7.0%
Specific Learning Disability	29,544	31,110	5.3%
Visual Impairment	402	334	-16.9%
Communication Disorder	13,987	17,268	23.5%
Traumatic Brain Injury	46	289	528.3%
Total	54,952	71,398	29.9%

72.2 percent of Oregon's special education students are served in regular classroom settings, while 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 2004-05 number and percent of students with each type of disability.

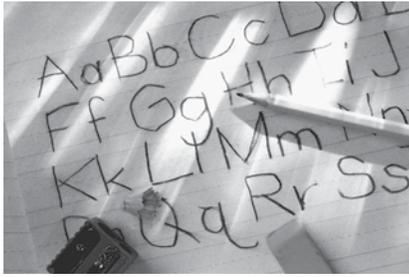
School-Age Students With Disabilities Receiving Spec. Ed. Services 2004-05



In 2004-05, the largest disability category for school-age children was Specific Learning Disability, with 31,110 students, a percent change of 5.3% from the 1992-93 number of students (29,544). The next largest category was Communication Disorder (formerly Speech/Language Disability), with 17,268 students, a percent change of 23.5% from the 1992-93 number of students (13,987).

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 2005 a family of four with an annual income of no more than \$19,350 was eligible for Oregon Head Start Pre-Kindergarten. This was substantially lower than the 2005 eligibility requirements for the Free and Reduced Price Lunch Program, which called for annual incomes of no more than \$25,155 for free lunch and of no more than \$35,798 for reduced price lunch.

From 1990-91 to 2004-05, Oregon had more than doubled the percent of children served by Oregon Pre-Kindergarten services. However, almost 40 percent of the eligible children had 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 2003-2005 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%
2004-2005	16,009	9,608	60%

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

Talented and Gifted (TAG)

Intellectual and academic needs of Talented and Gifted students require curriculum, instruction, and services beyond those generally provided by the regular school programs. Oregon statute and administrative rules require school districts to identify TAG students and that the districts provide students with instruction that meets their rates and levels of learning. Complete TAG Oregon Revised Statute and Oregon Administrative Rule information is available from the Oregon Department of Education web site at <http://www.ode.state.or.us/teachlearn/specialty/tag/general.aspx>

Starting in 2004-05, school districts were required to submit Talented and Gifted (TAG) student data for each individual student as part of the Oregon Department of Education Spring Membership data collection. 2004-05 School and District Report Cards were the first to share the achievement status of Oregon's TAG students. The web site for School and District Report Cards is: <http://www.ode.state.or.us/data/reportcard/reports.aspx>

TAG identification categories are Intellectually Gifted, Academically Talented–Mathematics, Academically Talented–Reading, and Potential to Perform at the 97th Percentile. Individual districts locally determine the definition of Potential to Perform at the 97th Percentile. The Oregon Department of Education defines the other categories. Districts have the option to identify students in three other areas: Creativity, Leadership, and Visual and Performing Arts.

In 2004-05, Oregon's public school districts reported that a total of 39,182 students (7.1 percent of the 2004 fall student enrollment) were identified as TAG students. According to the districts, each of these students met the qualifying criteria in at least one of Oregon's seven TAG identification categories.

The table below shows the number of identifications in each category of giftedness.

Oregon Talented and Gifted Students 2004-2005* • Statewide

	STATE-DEFINED			DISTRICT-DEFINED	DISTRICT OPTION TO IDENTIFY		
	Intellectually Gifted	Academically Talented-Reading	Academically Talented-Math	Potential to Perform at the 97 th Percentile	Creativity**	Leadership**	Visual and Performing Arts**
Identifications	17,401	16,953	16,376	1,930	98	61	378

Source: Spring Student Membership Data Collection 2004-2005

* It is possible for individual students to have multiple identifications.

** Districts may choose to identify students in this TAG category. It is permissible for a student to be identified in one of these three optional categories who was not in one of the four required TAG identifications.

Alternative Education Programs

Data reported by 142 school districts to the Oregon Department of Education show that in October 2004, alternative education programs were serving 21,707 students, up from 18,579 students served in 2003, a 16.8 percent increase.

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

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

Alternative education programs are also provided for students who

- are pregnant or are parenting,
- have been expelled from school,
- have dropped out of school, or are at risk of dropping out, or
- need additional supports to earn a diploma.



Type of Operation

Most students were still served by alternative education programs operated by school districts. In 2004, school district alternative programs provided services to 15,759 students, which was 72.6% of the total number of students served. In addition, private alternative programs provided services to another 2,931 students, which was 13.5% of the total number of students served. Community colleges and education service districts (ESDs) provided alternative education services to 3,017 students, which was 13.9 % of the total. (See the table below.)

- Between 2003 and 2004, private programs *decreased* their numbers of students served, while school district, community college, and ESD programs *increased* their numbers of students served.
- In 2004, ESD programs were used more often than in 2003. School district, private, and community college alternative programs were not used as often as in 2003.
- Individual programs were often used by more than one district.

Alternative Education Services in Oregon By Type of Operation • October 2003 & 2004

TYPE OF OPERATION	2003 (140 Districts)		2004 (142 Districts)		2003 (140 Districts)		2004 (142 Districts)	
	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	300	37.7	292	40.2	12,328	66.4	15,396	70.9
Another School District	74	9.3	53	7.3	687	3.7	363	1.7
Private Program	260	32.7	229	31.5	3,739	20.1	2,931	13.5
Community College	99	12.4	81	11.1	1,093	5.9	1,686	7.8
Education Service District (ESD)	63	7.9	72	9.9	732	3.9	1,331	6.1
TOTAL	796	100.0	727	100.0	18,579	100.0	21,707	100.0

Alternative Education Programs

Type of Program Service



Many alternative education programs provided more than one type of program service. Statewide, between 2003 and 2004, the number of offerings for each type of service decreased. In 2004 there were 48 fewer services offered to students with at-risk behaviors than in 2003, and 4 fewer for students needing remediation, credit recovery, or GED services. Services offered for pregnant or parenting students decreased by 19 in 2004. Alternative programs for students advanced beyond standards decreased by 38.

Alternative Education Services in Oregon By Type of Program Service • October 2003 & 2004

TYPES OF PROGRAM SERVICES STATEWIDE	2003	2004	Difference (Percent Change)
	Number of Services Provided	Number of Services Provided	
Students With At Risk Behaviors	592	544	-48 (-8.1%)
Remediation, Credit Recovery, or GED	437	433	-4 (-0.9%)
Pregnant or Parenting Students	190	171	-19 (-10.0%)
Students Advanced Beyond Standards	132	94	-38 (-28.8%)

Services Offered by Grade Level

Between 2003 and 2004, the number of alternative education services used at each grade level category also decreased.

Alternative Education Services in Oregon By Type of Program Service • October 2003 & 2004

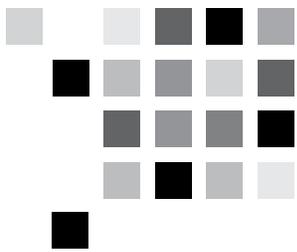
GRADE RANGES	2003	2004	Difference (Percent Change)
	Number of Alternative Education Services Used	Number of Alternative Education Services Used	
Grades 9-12	700	608	-92 (-13.1%)
Grades 6-8	298	266	-32 (-10.7%)
Grades 1-5	150	90	-60 (-40.0%)
Other Grade Combinations	94	65	-29 (-30.9%)

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

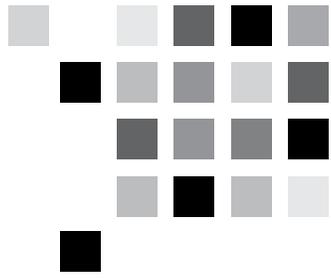


Oregon

2004-05

statewide



school funding

statewide

School Funding

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

Operating Expenditures Per Student 2000-01 to 2003-04*

Where Dollars Were Spent	2000-01	%	2001-02	%	2002-03	%	2003-04*	%
Direct Classroom	4,176	55.7	4,287	55.4	4,203	55.6	4,295	55.5
Classroom Support	1,521	20.3	1,621	20.9	1,571	20.8	1,565	20.2
Building Support	1,423	19.0	1,466	19.0	1,408	18.7	1,485	19.2
Central Support	374	5.0	365	4.7	370	4.9	391	5.1
TOTAL**	7,493	100.0	7,738	100.0	7,553	100.0	7,736	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.



Student Enrollment

AVERAGE DAILY MEMBERSHIP – RESIDENT (ADMr)

This is the annual average of daily student enrollment for students residing within the district. Some resident students may attend school in a district other than the one in which they live. Kindergarten students are counted as half-time students.

AVERAGE DAILY MEMBERSHIP – WEIGHTED (ADMw)

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 size.

FALL MEMBERSHIP (OCTOBER 1 ENROLLMENT)

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



Measures of Enrollment

Measures of Student Enrollment	2000-01	2001-02	2002-03	2003-04	2004-05 (Preliminary)
Average Daily Membership – ADMr	522,753	526,346	530,653	528,180	530,575
Weighted Average Daily Membership – ADMw	638,007	647,959	654,862	657,110	657,820
Fall Membership (October 1 Enrollment)	545,680	551,679	554,071	551,407	552,339

State School Fund Formula Revenue, Biennial Basis*

(In Billions of Dollars)

	1991-1993	1993-1995	1995-1997	1997-1999	1999-2001	2001-2003	2003-2005	2005-2007
Local	\$3.1	\$2.5	\$1.8	\$1.7	\$2.0	\$2.1	\$2.3	\$2.6
State	\$1.9	\$2.6	\$3.5	\$4.2	\$4.6	\$4.6	\$4.9	\$5.2
Total	\$5.0	\$5.1	\$5.3	\$5.9	\$6.6	\$6.7	\$7.2	\$7.9

*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 2003-04 (Dollars in Millions)

Year	Local		Intermediate		State		Federal		Total	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1999-00	\$1,156.9	29.0%	\$71.4	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%	\$2,345.7	55.4%	\$416.4	9.8%	\$4,237.9	100.0%
2003-04	\$1,455.2	30.9%	\$133.7	2.8%	\$2,651.2	56.3%	\$466.6	9.9%	\$4,706.6	100.0%

Source: School District and ESD Audits

A Major Shift in Responsibility for School Funding



Historically, the largest source of revenue for public schools in Oregon was local property taxes. In 1990, 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

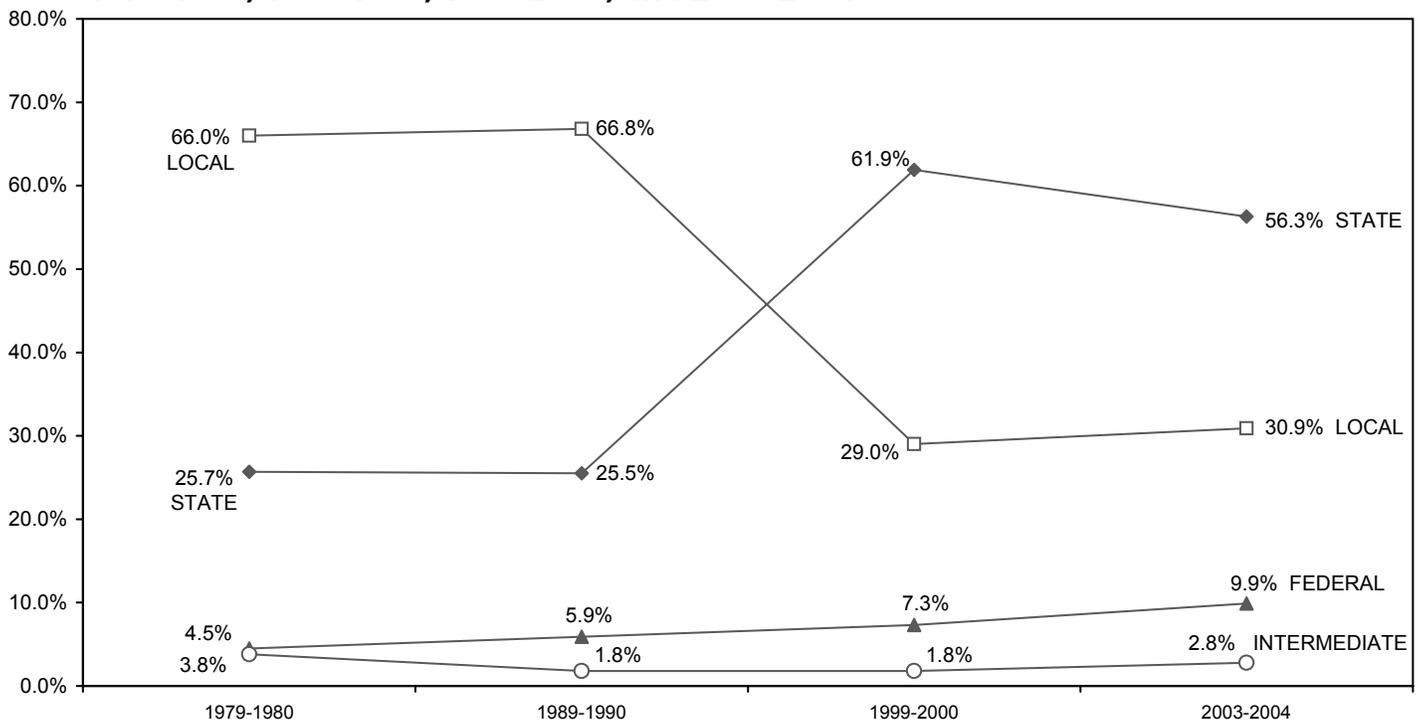


state, not local, dollars.

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.

Audited Operating Revenues for Public School Districts and Education Service Districts by Source of Funds 1979-1980, 1989-1990, 1999-2000, and 2003-2004



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.

Historical Salary Charts

for Teachers, Principals, Assistant Principals, and Superintendents

Each locally elected school board establishes its district budget. An estimated 80 percent of 2003-04 school district operating expenditures was allocated to salaries and benefits, down from 82 percent in 2002-03.

In 2004-05 the average principal salary was \$83,904, an increase of 3.0% from 2003-04, while the average assistant principal salary was \$77,877, an increase of 2.5%. The average superintendent salary was \$96,169, an increase of 1.4% from 2003-04, while the average teacher salary was \$48,320, an increase of .5%.

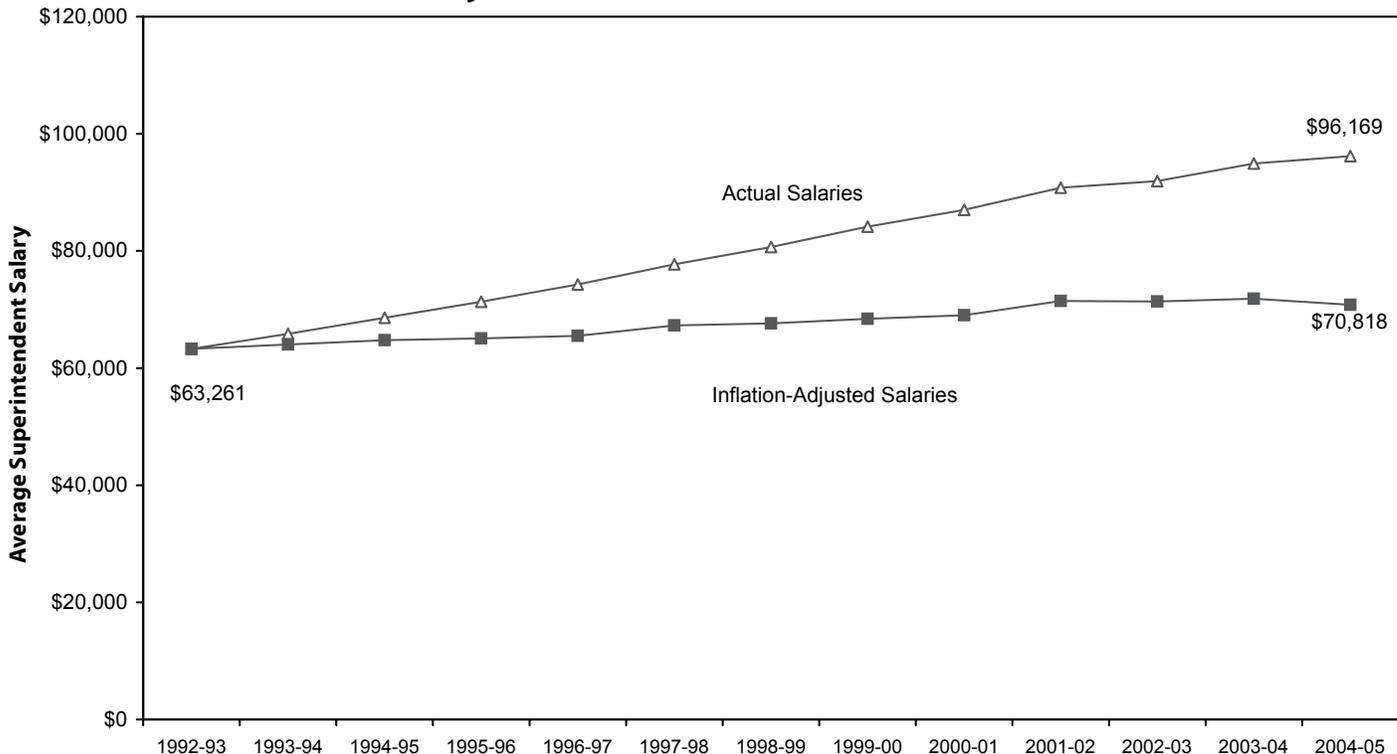
Oregon Average Actual & Inflation Adjusted Salaries 1992-93 to 2004-05 Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	1992-93	2004-05	Percent Change	1992-93	2004-05	Percent Change
Superintendent	63,261	96,169	+52.0%	63,261	70,818	+11.9%
Principal	57,107	83,904	+46.0%	57,107	61,786	+8.2%
Assistant Principal	52,731	77,877	+47.7%	52,731	57,348	+8.8%
Teacher	36,046	48,320	+34.1%	36,046	35,582	-1.3%



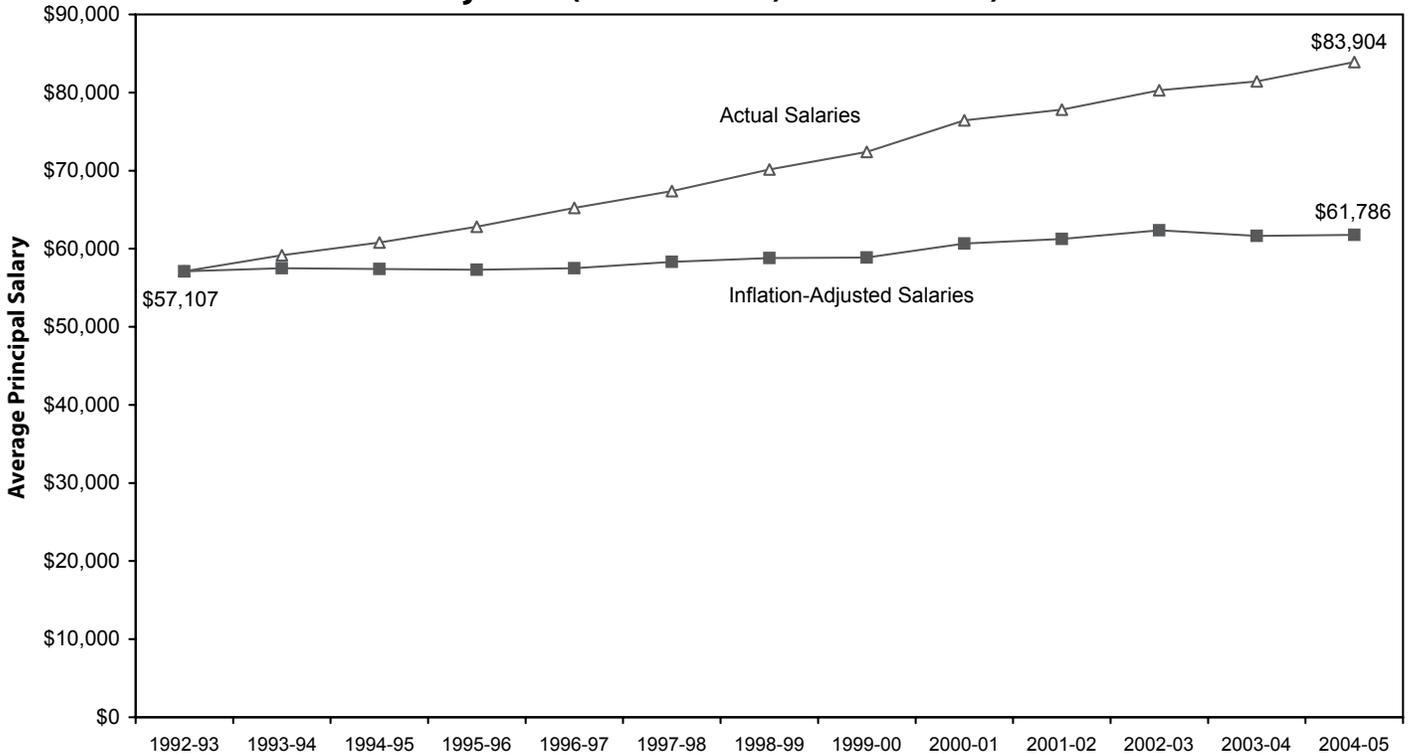
The table above and the historical graphs that follow show the increase in actual salaries and inflation-adjusted salaries for teachers, principals, assistant principals, and superintendents. In the last thirteen years, inflation-adjusted salaries for teachers decreased (-1.3%), while there was an increase in salaries for superintendents (+11.9%), principals (+8.2%) for principals, and assistant principals (+8.8%).

Average Oregon Superintendent Salaries 1992-93 to 2004-05 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



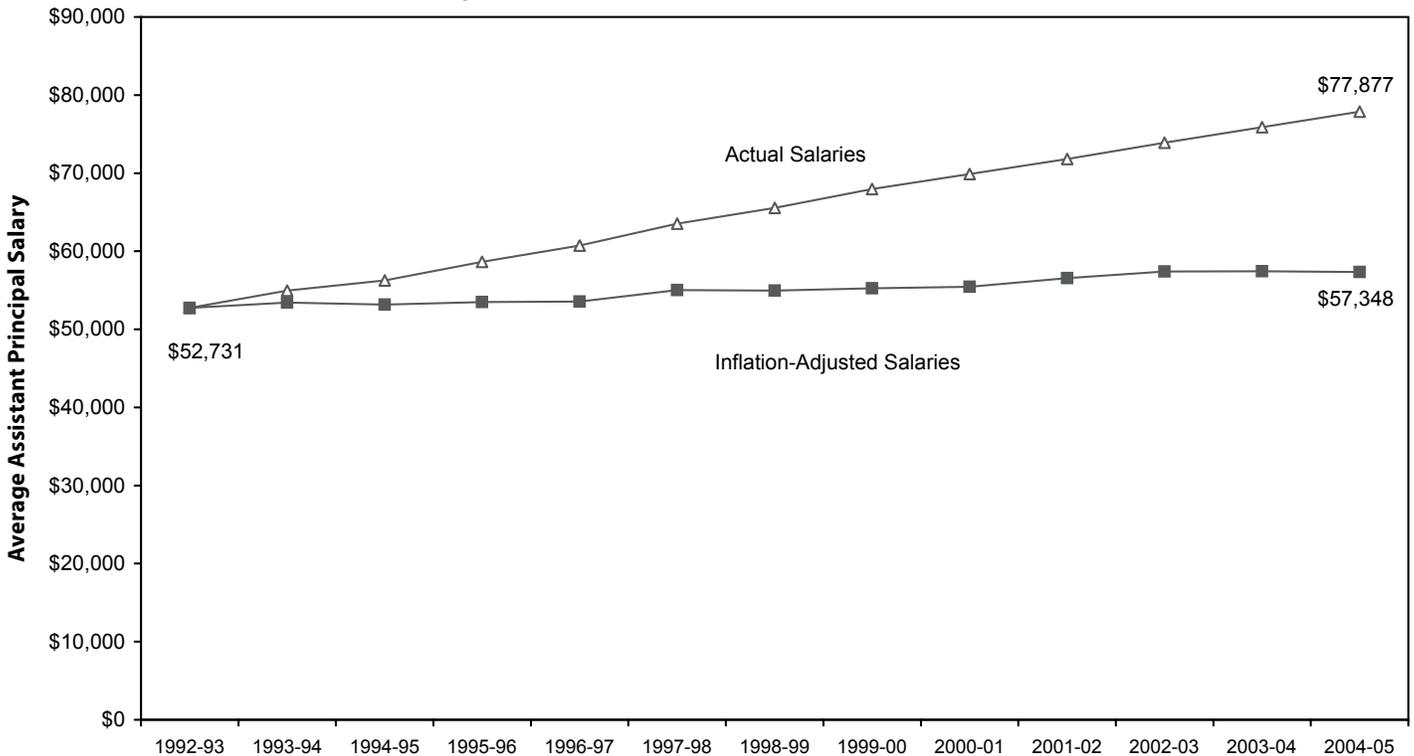
Actual average superintendent salaries have increased from \$63,261 in 1992-93 to \$96,169 in 2004-05. However, when salaries are adjusted for inflation, the increase amounts to 11.9% for the time period, a REAL dollar increase of \$7,557.

Average Oregon Principal Salaries 1992-93 to 2004-05 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



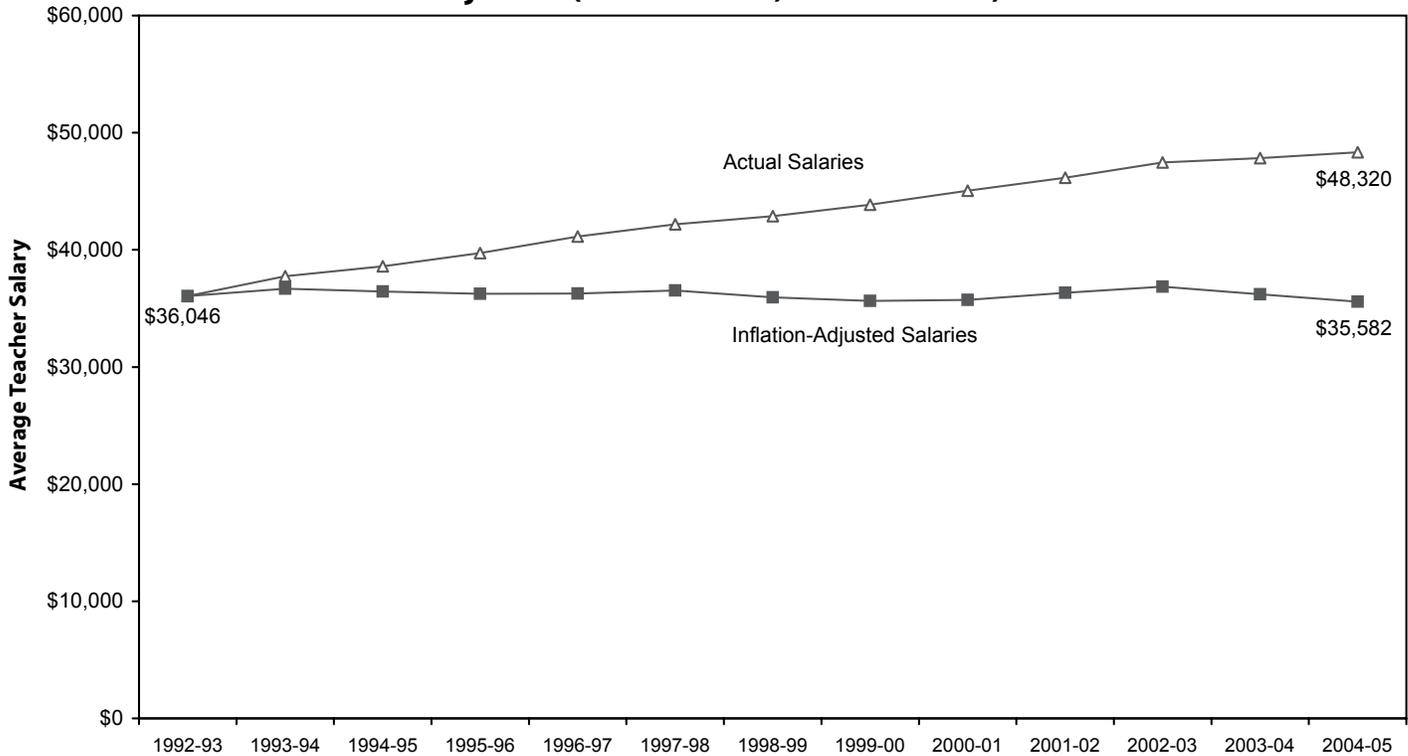
Actual average principal salaries have increased from \$57,107 in 1992-93 to \$83,904 in 2004-05. However, when salaries are adjusted for inflation, the increase amounts to 8.2% for the time period, a REAL dollar increase of \$4,679.

Average Oregon Assistant Principal Salaries 1992-93 to 2004-05 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



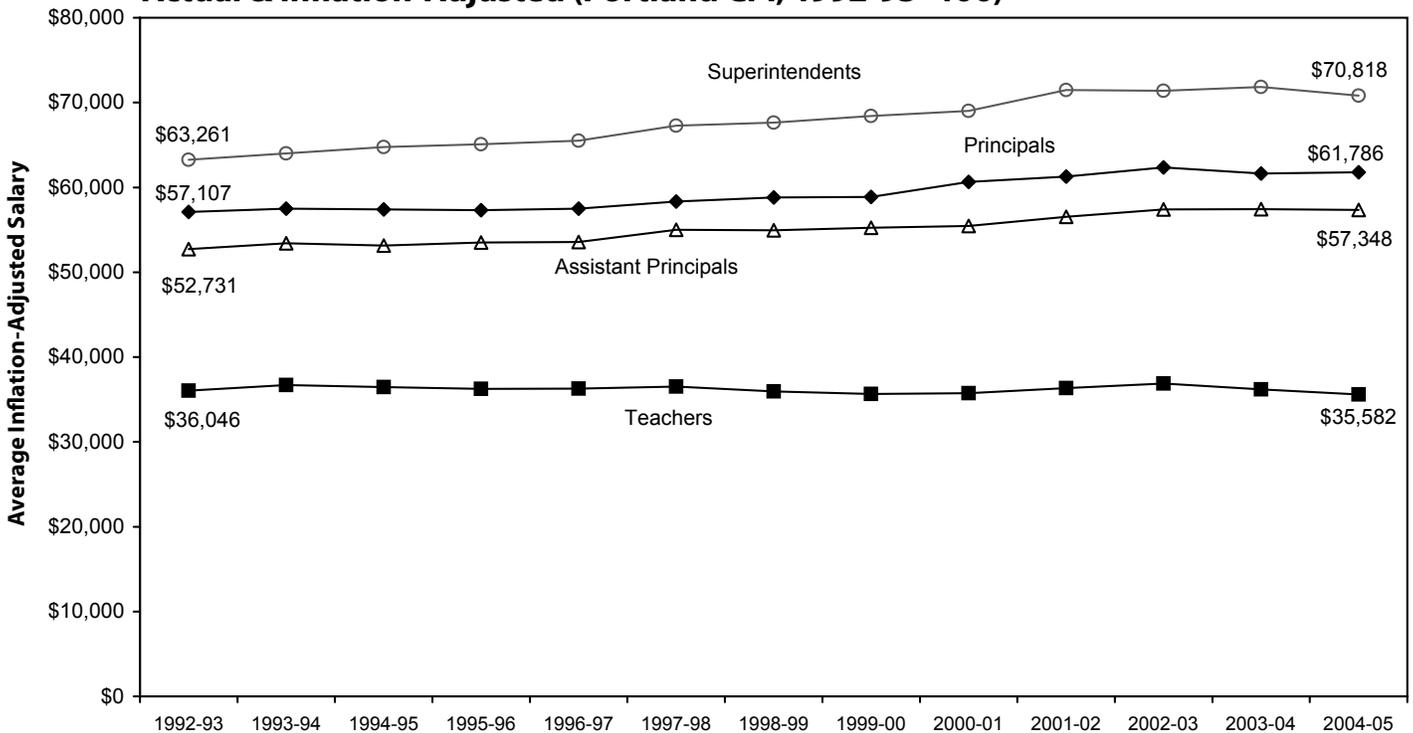
Actual average assistant principal salaries have increased from \$52,731 in 1992-93 to \$77,877 in 2004-05. However, when salaries are adjusted for inflation, the increase amounts to 8.8% for the time period, a REAL dollar increase of \$4,617.

Average Oregon Teacher Salaries 1992-93 to 2004-05 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)

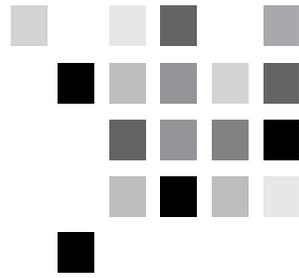


Actual average teacher salaries have increased from \$36,046 in 1992-93 to \$48,320 in 2004-05. However, when salaries are adjusted for inflation, the average declines by -1.3% for the time period, a REAL dollar decline of -\$464.

Inflation-Adjusted Salaries 1992-93 to 2004-05 Oregon Superintendents, Principals, Assistant Principals, and Teachers Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



In the last 13 years, inflation-adjusted salaries for teachers decreased by 1.3%, while inflation-adjusted salaries increased 11.9% for superintendents, 8.2% for principals, and 8.8% for assistant principals.



resources

Best (Most Effective) Practices

http://www.ode.state.or.us/teachlearn/real/strategies/SSS_Standards.aspx?standard=curriculum&group=oregon

No Child Left Behind Act

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

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

Highly Qualified Teachers

<http://www.ode.state.or.us/search/results/?id=102>

Contact: Bev Pratt at 503-378-3600, or email bev.pratt@state.or.us

Adequate Yearly Progress

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

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

Persistently Dangerous Schools

Contact: John Lenssen at 503-378-3600, 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, 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, or email cliff.brush@state.or.us

Charter Schools

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

Contact: Margaret Bates at 503-378-3600, 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, 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, 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, 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, or email andrea.morgan@state.or.us

Title I

Title I-A

<http://www.ode.state.or.us/search/results/?id=95>

Title I-B1

<http://www.ode.state.or.us/search/results/?id=96>

Title I-B2

<http://www.ode.state.or.us/search/results/?id=97>

Title I-B3

<http://www.ode.state.or.us/search/results/?id=98>

Title I-C

<http://www.ode.state.or.us/search/results/?id=99>

Title I-D

<http://www.ode.state.or.us/search/results/?id=100>

Title I-F

<http://www.ode.state.or.us/search/results/?id=101>



Quality Education Model

<http://www.ode.state.or.us/search/results/?id=166>

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

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

School Funding and Finance

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

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

Student Information

Student Enrollment and Demographics

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

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

Minority Students

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

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

School and District Information

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

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

Limited English Proficient

<http://www.ode.state.or.us/search/results/?id=106>

Contact: Carmen West at 503-378-3600, 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, or email heidi.dupuis@state.or.us

Student Achievement

Oregon Statewide Assessment

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

Contact: Tony Alpert at 503-378-3600, or email tony.alpert@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, 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, or email theresa.levy@state.or.us

National Assessment of Education Progress (NAEP)

<http://nces.ed.gov/nationsreportcard>

Contact: Elaine Hultengren at 503-378-3600, or email Elaine.Hultengren@state.or.us

Performance-Based Admissions Standards System Oregon University System

<http://pass.ous.edu/>

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/data/reports/toc.aspx>

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

Drop-Out Reports

<http://www.ode.state.or.us/search/page/?id=1>

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

Teacher/Administrator/Other Staff Information

Staff Characteristics and Student-Teacher Ratios

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

Contact: Brian Reeder at 503-378-3600, 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

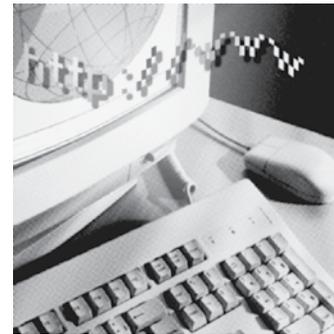
Other Resources and Topic Area Information

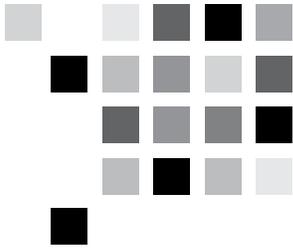
Go to: <http://www.ode.state.or.us/>

Click on:

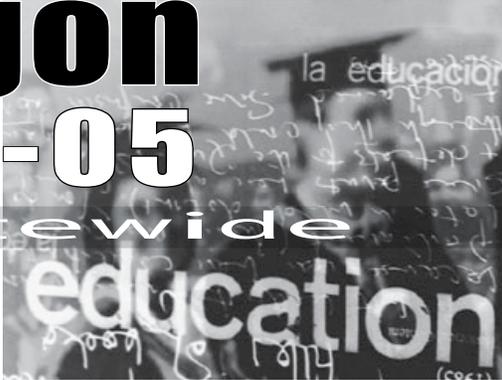


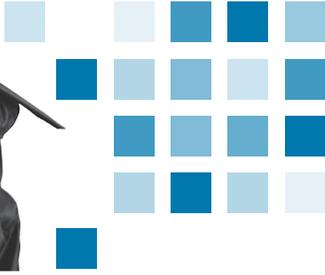
Enter search word or phrase, and hit "GO".





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