

STATEWIDE
REPORT CARD

Oregon Department of Education



2005



2006

An Annual Report

to the Legislature on
Oregon Public Schools

Susan Castillo
State Superintendent of Public Education



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.



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 2005-2006 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.

2005-06 school year challenges:

- 2005-06 was the fourth full year of the federal No Child Left Behind Act, which significantly expanded the academic achievement reporting and improvement requirements for all student demographic categories.
- While Oregon Statewide Assessment Test average scores for reading continue to improve for all grades, scores for mathematics were not as good, particularly the scores for 10th grade students, which showed a decrease.
- 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. However, participation rates were down for most race/ethnicities. While verbal scores were up for Asians, Blacks, and Hispanics, they were down for all other demographic categories. Mathematics scores were up for most race/ethnicities.
- On the new SAT writing section, Oregon students scored 5th highest among the 23 states that tested at least 50 percent of graduates.

2005-06 was a good year for Oregon student achievement:

- The statewide dropout rate decreased from 4.6% in 2003-04 to 4.2% in 2004-05. Dropout rates decreased for every race/ethnicity. The greatest decreases were for Hispanics, which went from 9.6% to 8.1%, and for African Americans, which went from 8.2% to 6.0%.
- Oregon Statewide Assessment Test average scores for reading increased for all grades. Scores for most race/ethnicities and Special Education either increased or stayed the same.
- 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. This includes newly released NAEP 2005 science scores, which show that scores for Oregon 4th and 8th graders were several points above the U.S. and the West.
- 12,621 Advanced Placement (AP) exams were taken by Oregon students in 2006, up from 10,311 in 2003-04, a 22.4% increase. The number of Oregon students passing the AP exams was the highest reported in five years for White, Hispanic, Asian, Native American, 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, 25.8% of students (approximately 1 in 4 students) are minority students. While minority student performance is improving, there is work that still needs to be done.
- Analyzing test scores for specific groups of students enables the Oregon Department of Education to track the progress of these groups over time and to target resources to improve student performance. We continue to provide Oregon State Assessment Test scores for students who are Talented and Gifted (TAG), economically disadvantaged, Limited English Proficient (LEP), Special Education, and migrant.

I am confident that Oregonians embrace 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 am continuing to work on these instructional priorities:

1. Closing the achievement gap
2. Expanding access to pre-school and full-day kindergarten
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 2005-2006 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 Department of Education website at:
<http://www.ode.state.or.us/data/annreportcard/rptcard2006.pdf>

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Acknowledgements

Oregon Department of Education

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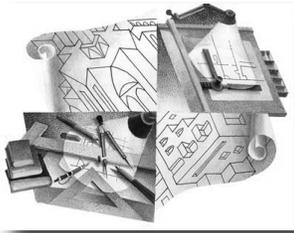
Linda Burgin, Research Analyst 4, Statewide Report Card Coordinator

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Alternative Education	Drew Hinds and Stacey Brown
Charter Schools	Margaret Bates
Diploma Requirements	Theresa Levy
District & School Report Cards	Jon Bridges
Finance & School Funding	Brian Reeder
Free & Reduced Price Lunch	Heidi Dupuis and Sara Berscheit
Graduates, Dropouts	Linda Burgin
Highly Qualified Teachers	Bev Pratt, Stacey Brown, David Stoddard
Homeless Students	Dona Bolt
Instructional Hours	Chuck Sigmund and Terry Kliever
Limited English Proficient Students	Carmen West
NAEP Test Results	Elaine Hultengren
Persistently Dangerous Schools	David Guardino
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Salem-Keizer School District

Reprographics Department

Graphic Design and Printing



Charts, Tables, Graphs and Associated Topics



statewide

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Student Success

statewide

Education is not filling a bucket but lighting a fire.

William B. Yeats

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 – 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 4	208/300	32/48*	208/300	Not Applicable
Grade 5	215/300	Not Applicable	215/300	223/300
Grade 6	219/300	Not Applicable	219/300	Not Applicable
Grade 7	226/300	40/60*	226/300	Not Applicable
Grade 8	231/300	Not Applicable	231/300	233/300
Grade 10	239/300	40/60	239/300	239/300

* – And meet minimum trait scores



Grade 3

statewide

If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in.

Rachel Carson



Grade 3

Percent Meeting Standards

In 2006, third grade students were tested in reading and in mathematics multiple choice.

As the table below shows, 87 percent of third grade students met or exceeded the reading standard, an increase from 86 percent in 2005. In Mathematics, 86 percent met or exceeded the mathematics standard, the same percent as in 2005.



3rd Grade ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

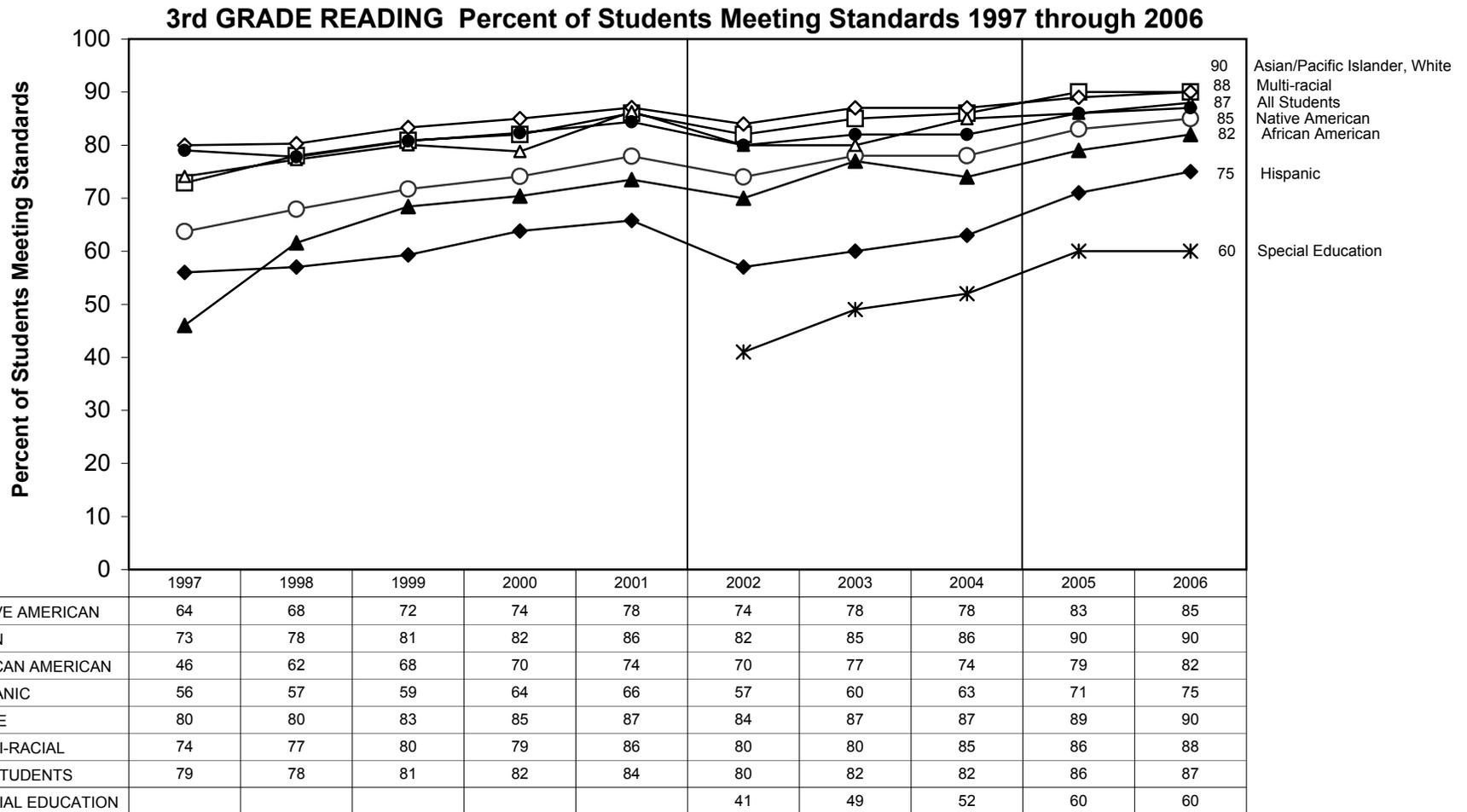
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Reading	79	78	81	82	84	80	82	82	86	87
Mathematics Multiple Choice	63	67	70	75	75	74	78	81	86	86

DATA SERIES CHANGES:

- 1997 through 2001 percents include **only students tested under standard conditions at or above grade level.**
- 2002 through 2004 percents include **ALL students tested.**
- 2005 and 2006 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 1997 through 2006

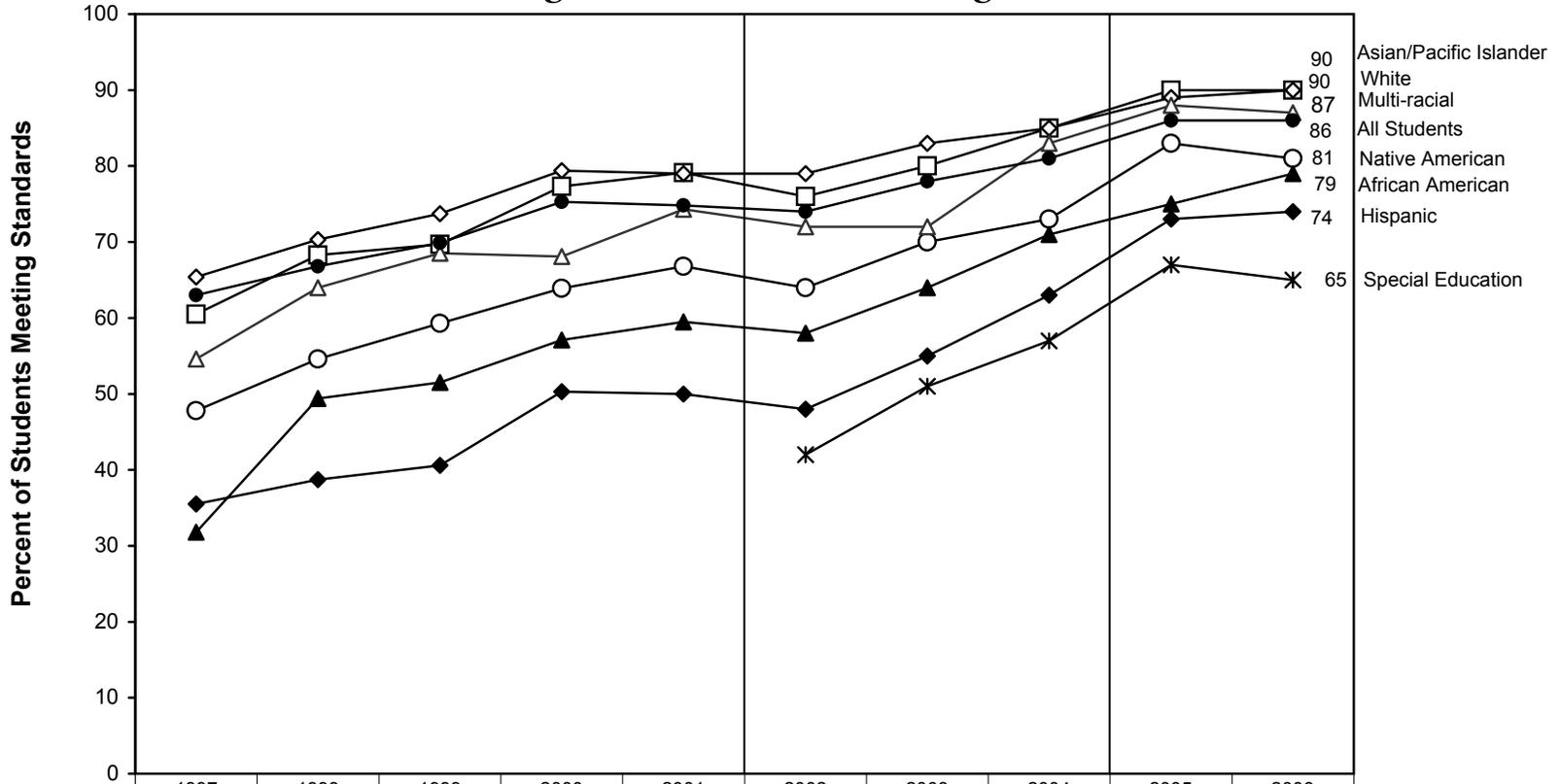


From 2005 to 2006, the percent of students meeting the reading standards increased for all categories except Special Education and Asian categories, which stayed the same. Hispanic students posted the biggest increase.

1997 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 1997 through 2006



	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	48	55	59	64	67	64	70	73	83	81
□ ASIAN	61	68	70	77	79	76	80	85	90	90
▲ AFRICAN AMERICAN	32	49	52	57	60	58	64	71	75	79
◆ HISPANIC	36	39	41	50	50	48	55	63	73	74
◇ WHITE	65	70	74	79	79	79	83	85	89	90
△ MULTI-RACIAL	55	64	69	68	74	72	72	83	88	87
● ALL STUDENTS	63	67	70	75	75	74	78	81	86	86
* SPECIAL EDUCATION						42	51	57	67	65

Between 2005 and 2006, only African American, Hispanic, and White students posted increases. Scores for Native American, Special Education, and Multi-racial students went down, while scores for Asian students and All Students remained unchanged.

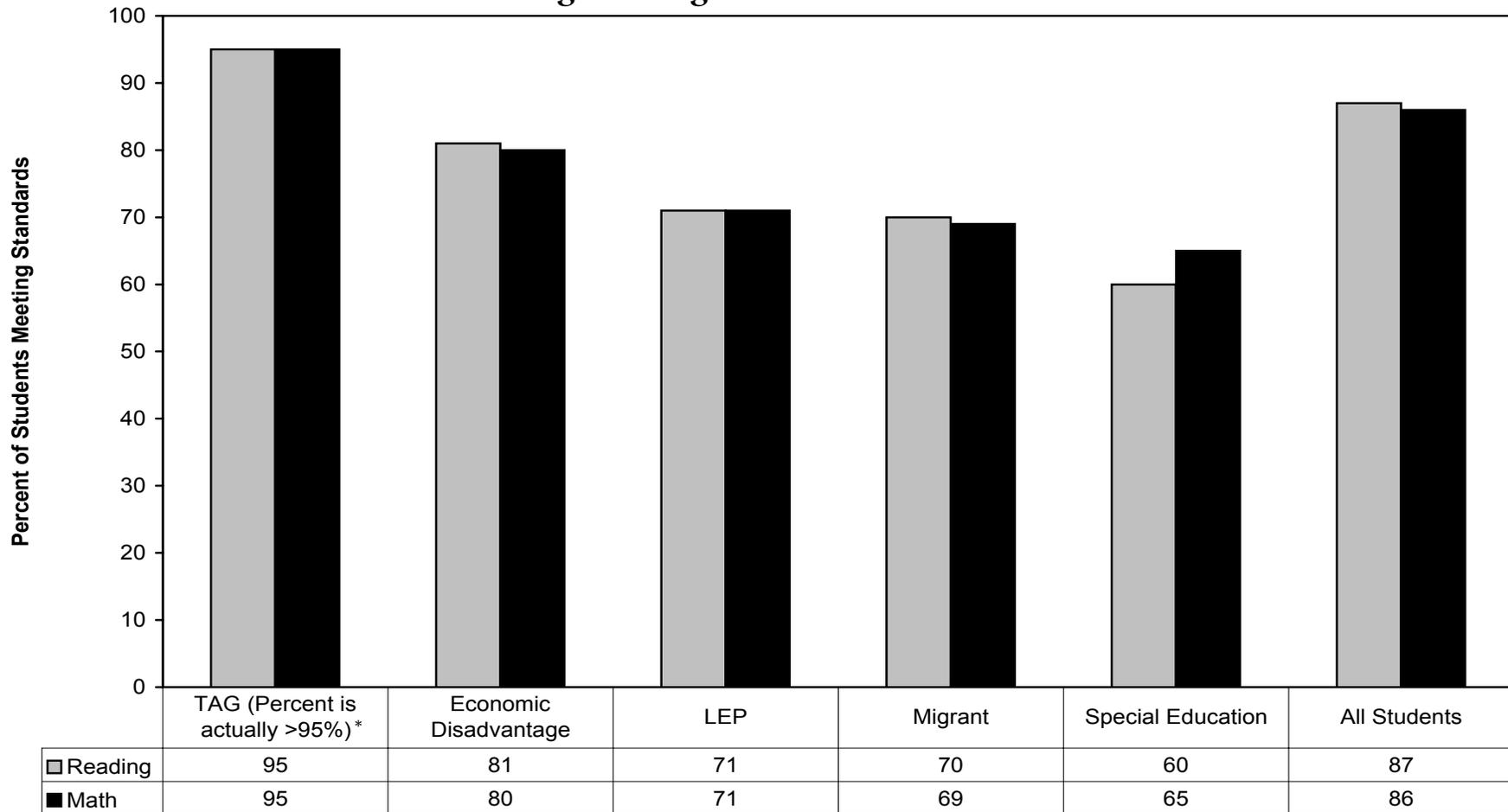
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- As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.

3rd Grade Students by Sub-Group Percent of Students Meeting Reading and Math Standards in 2006



* Actual percents are not reported due to confidentiality constraints.

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.

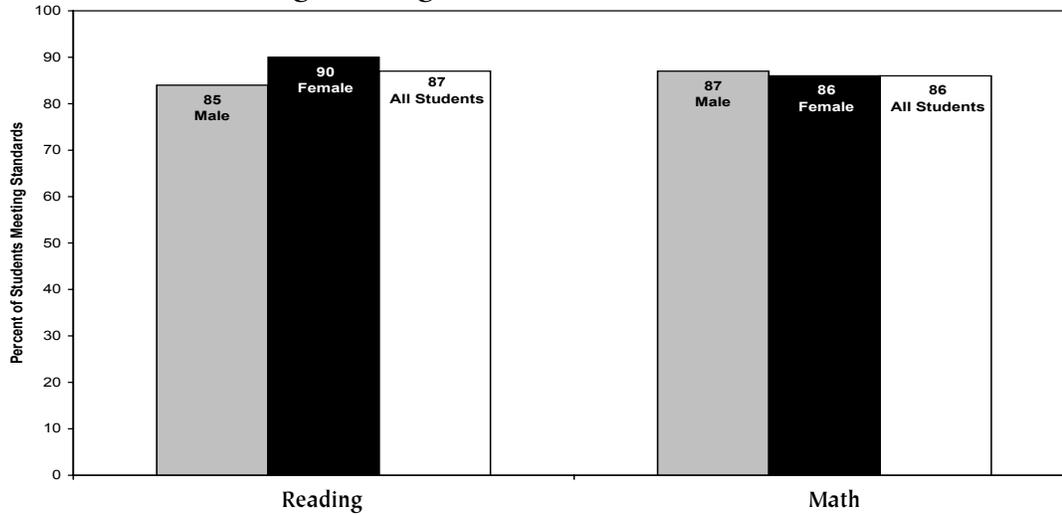
Migrant Program

- 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.)

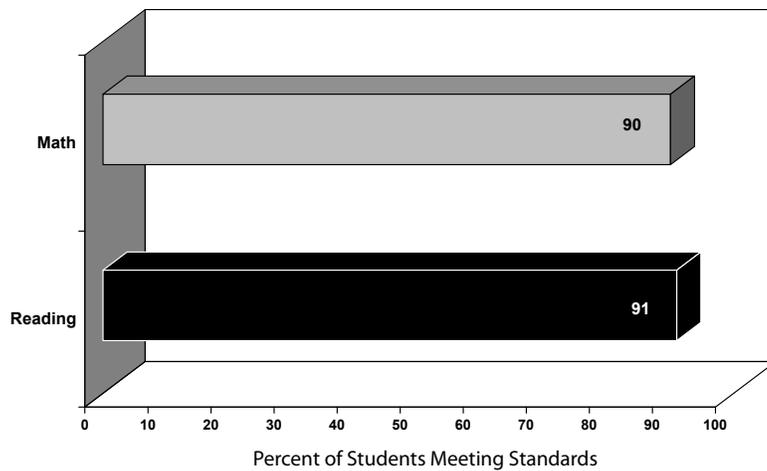
Special Education

- 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 2006



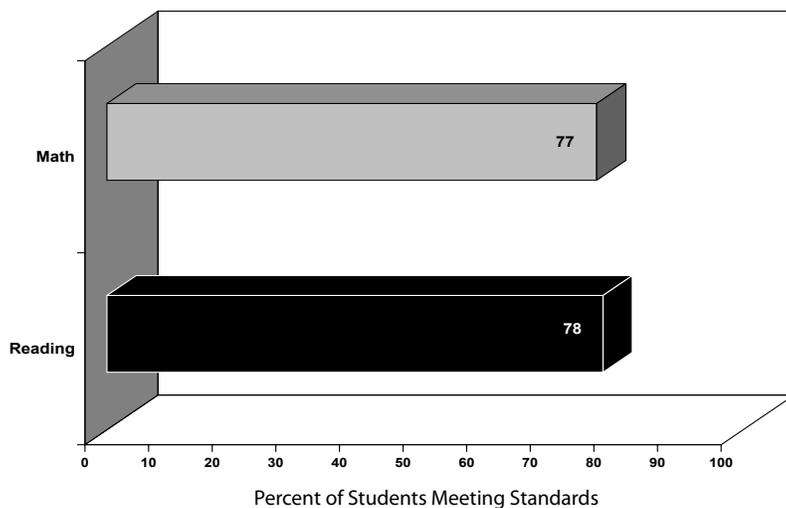
3rd Grade Career and Life Role Assessment System (CLRAS) Students Percent Meeting Reading and Math Standards in 2006



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 2006



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

Education is the most powerful weapon which you can use
to change the world.

Nelson Mandela



Grade 5

Percent Meeting Standards

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

Between 2005 and 2006, the percent of fifth grade students meeting or exceeding the standards increased from 82 to 83 percent for reading, from 84 to 85 percent for mathematics, and from 75 to 79 percent for science. Writing was not tested.



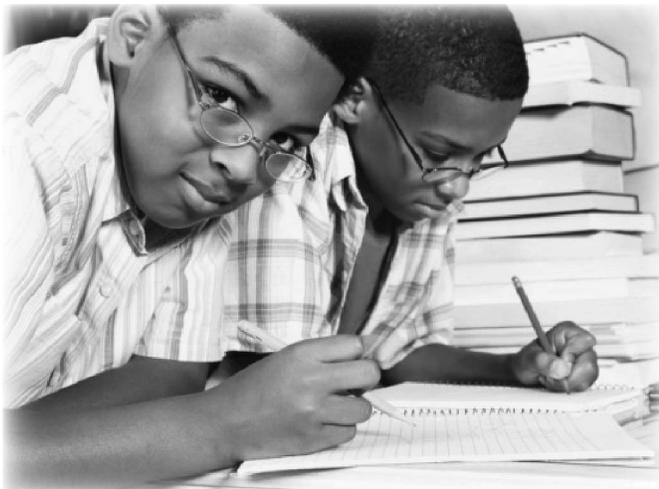
5th Grade ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Reading	67	66	69	73	77	74	76	76	82	83
Writing*	59	58	60	65	64	65	Not Tested	64	Not Tested	Not Tested
Mathematics Multiple Choice	59	62	66	69	73	72	76	78	84	85
Science	Not Tested	Not Reported	Not Reported	Not Tested	Not Tested	71	Not Tested	69	75	79

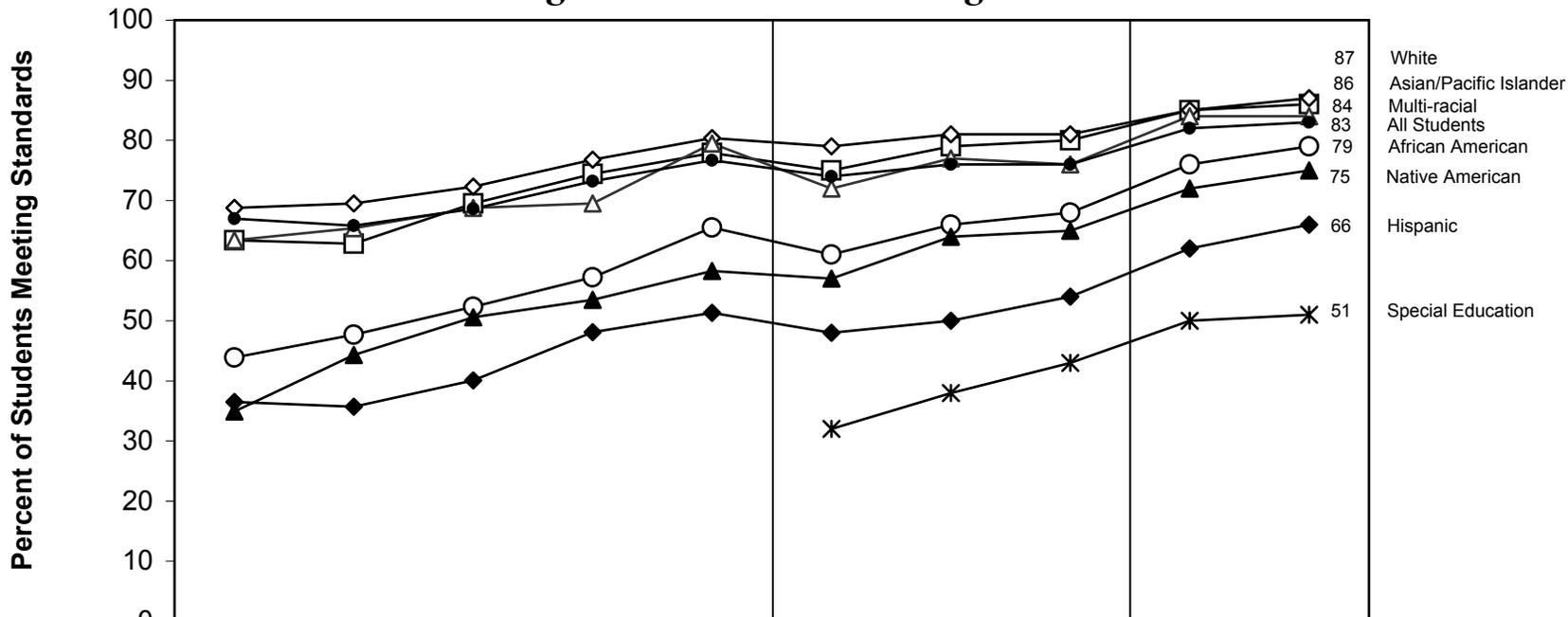
* Includes conditionally met/exceeded.

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5th GRADE READING Percent of Students Meeting Standards 1997 through 2006



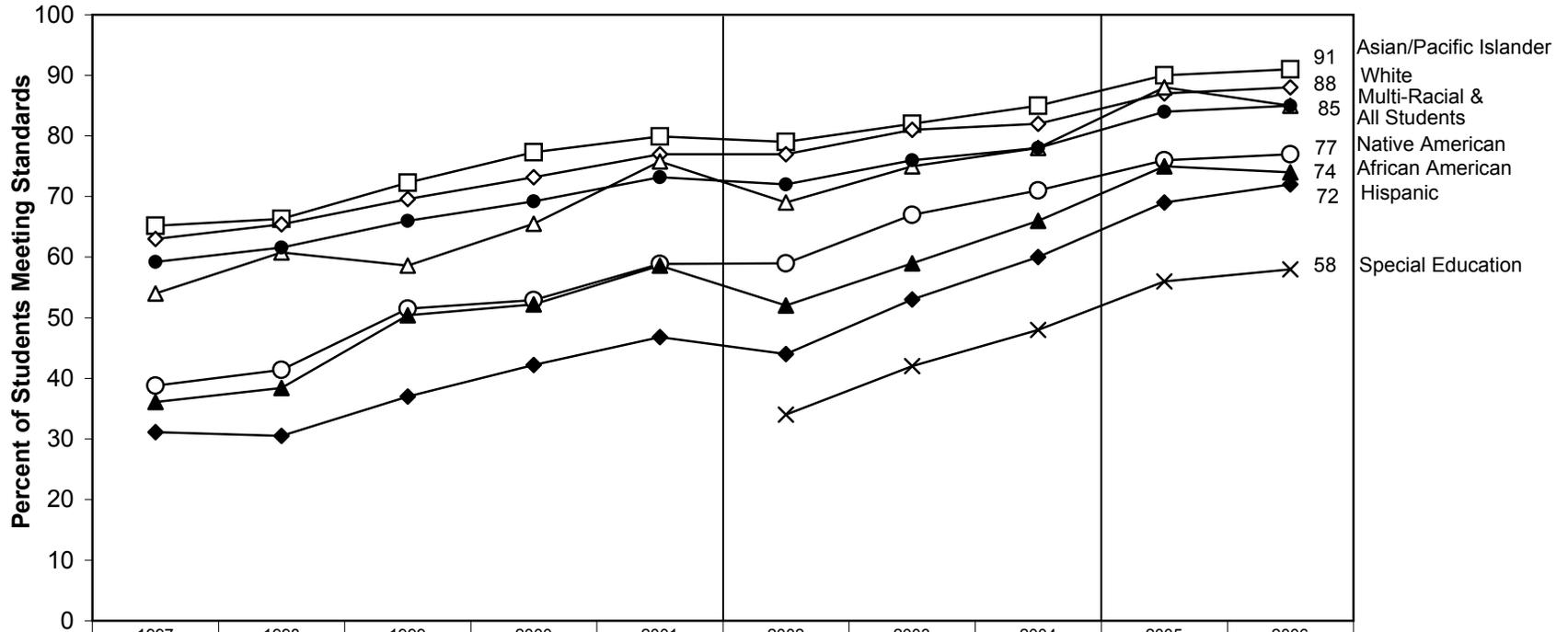
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	44	48	52	57	66	61	66	68	76	79
□ ASIAN	63	63	70	74	78	75	79	80	85	86
▲ AFRICAN AMERICAN	35	44	51	54	58	57	64	65	72	75
◆ HISPANIC	37	36	40	48	51	48	50	54	62	66
◇ WHITE	69	70	72	77	80	79	81	81	85	87
△ MULTI-RACIAL	63	65	69	70	80	72	77	76	84	84
● ALL STUDENTS	67	66	69	73	77	74	76	76	82	83
* SPECIAL EDUCATION						32	38	43	50	51

2005 to 2006, the percent of students meeting the reading standards increased for all categories except Multi-Race/Ethnicity, which stayed the same. Hispanic students posted the largest increase.

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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 1997 through 2006



	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	39	41	52	53	59	59	67	71	76	77
□ ASIAN	65	66	72	77	80	79	82	85	90	91
▲ AFRICAN AMERICAN	36	38	50	52	59	52	59	66	75	74
◆ HISPANIC	31	31	37	42	47	44	53	60	69	72
◇ WHITE	63	65	70	73	77	77	81	82	87	88
△ MULTI-RACIAL	54	61	59	66	76	69	75	78	88	85
● ALL STUDENTS	59	62	66	69	73	72	76	78	84	85
× SPECIAL EDUCATION						34	42	48	56	58

From 2005 to 2006, the percent of 5th grade students meeting the mathematics multiple choice standards climbed steadily for all categories except African American and Multi-Racial. Hispanic students posted the largest increase.

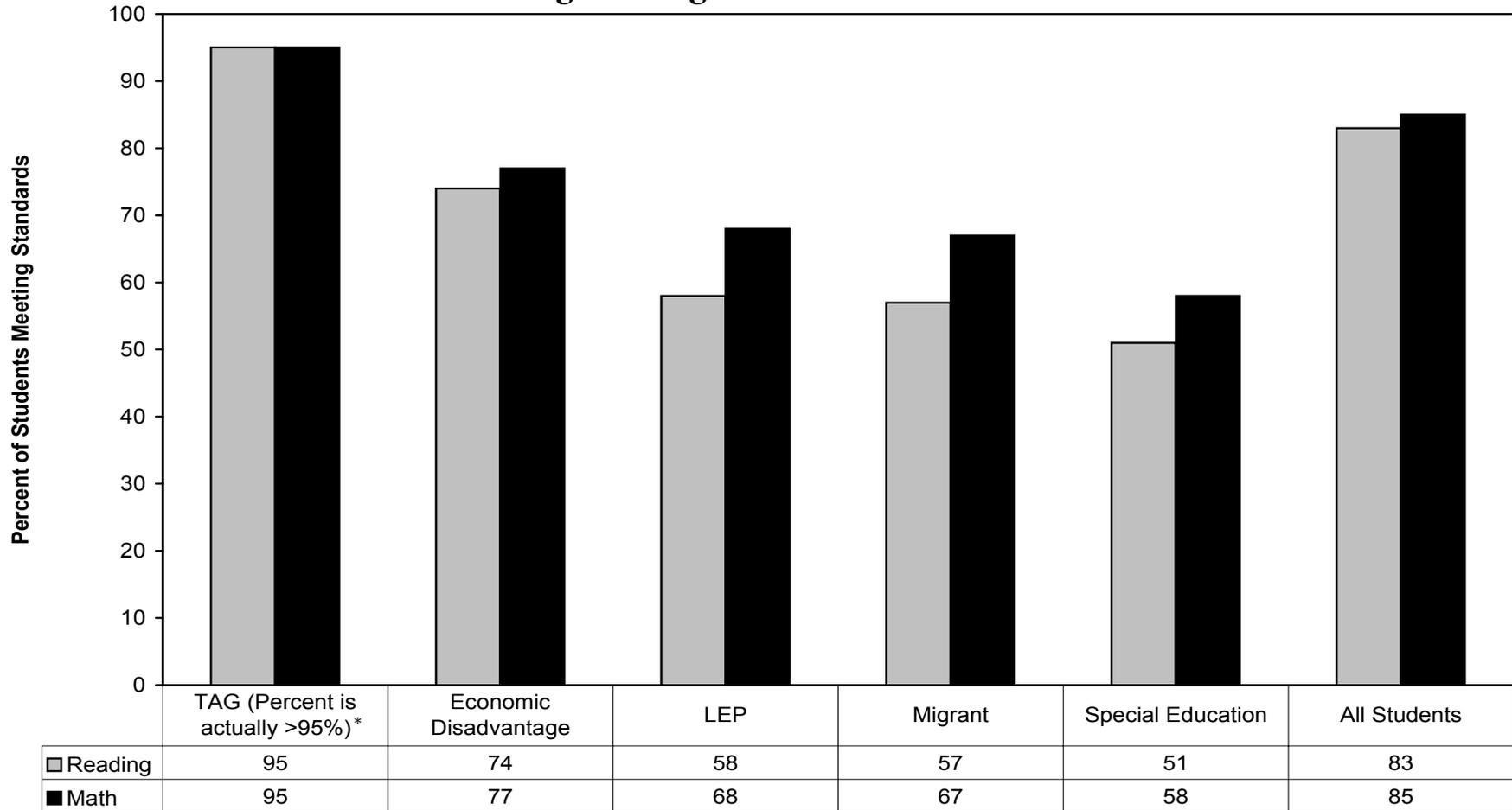
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- As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.

5th Grade Students by Subgroup 2006 Percent of Students Meeting Reading & Math Standards



* Actual percents are not reported due to confidentiality constraints.

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

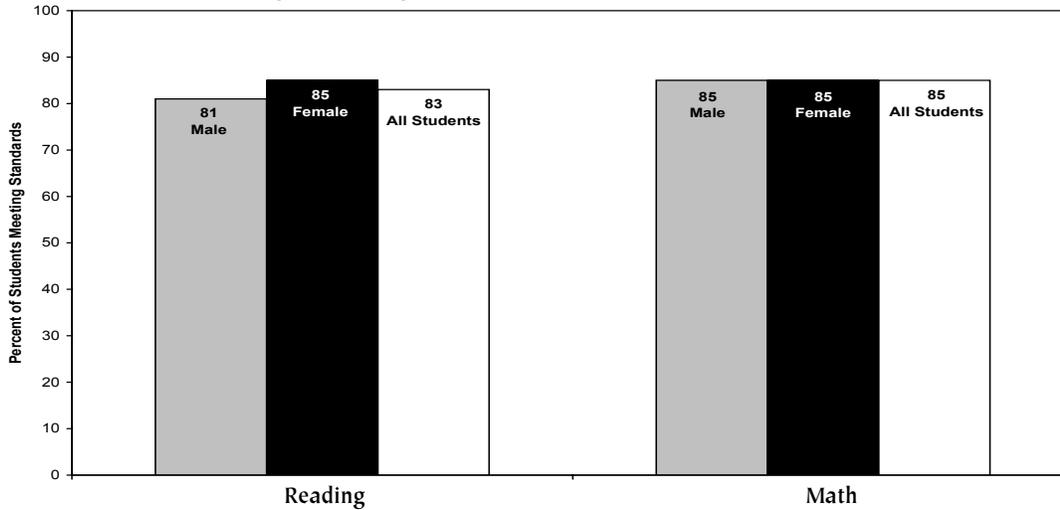
- Program that serves children who are younger than 22 and have not graduated from high school or earned a GED, who are migrant agricultural workers or migrant fishers (or have a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher) and have moved from one school to another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

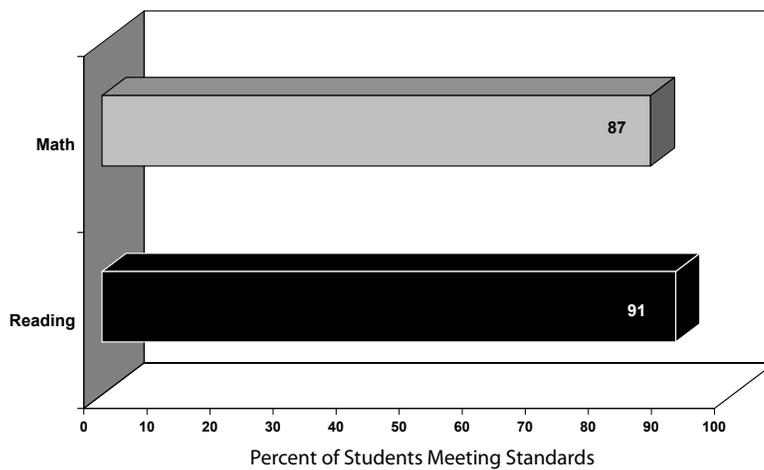
Special Education

- 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 2006**



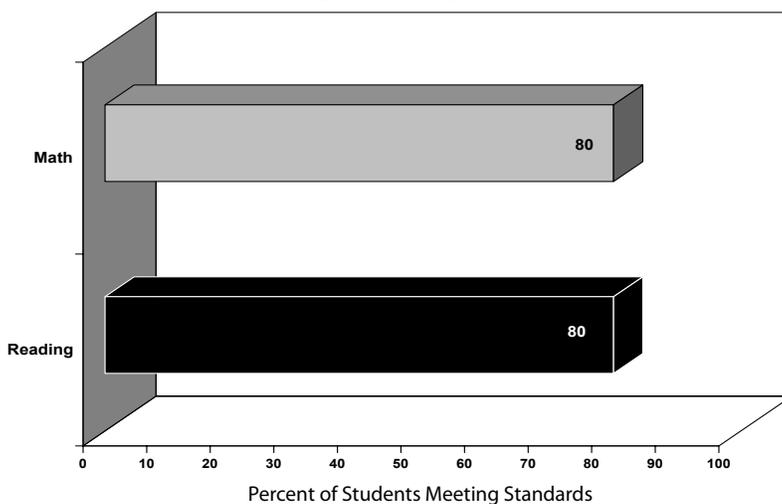
**5th Grade Career and Life Role Assessment System (CLRAS) Students
Percent Meeting Reading and Math Standards in 2006**



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 2006**



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

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

Anatole France



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	2006
Reading	56	55	56	64	62	61	61	59	63	66
Writing*	69	68	68	66	68	63	Not Tested	67	Not Tested	Not Tested
Mathematics Multiple Choice	49	51	52	56	55	54	59	59	64	66
Science	Not Tested	Not Reported	Not Reported	56	60	59	Not Tested	58	66	68

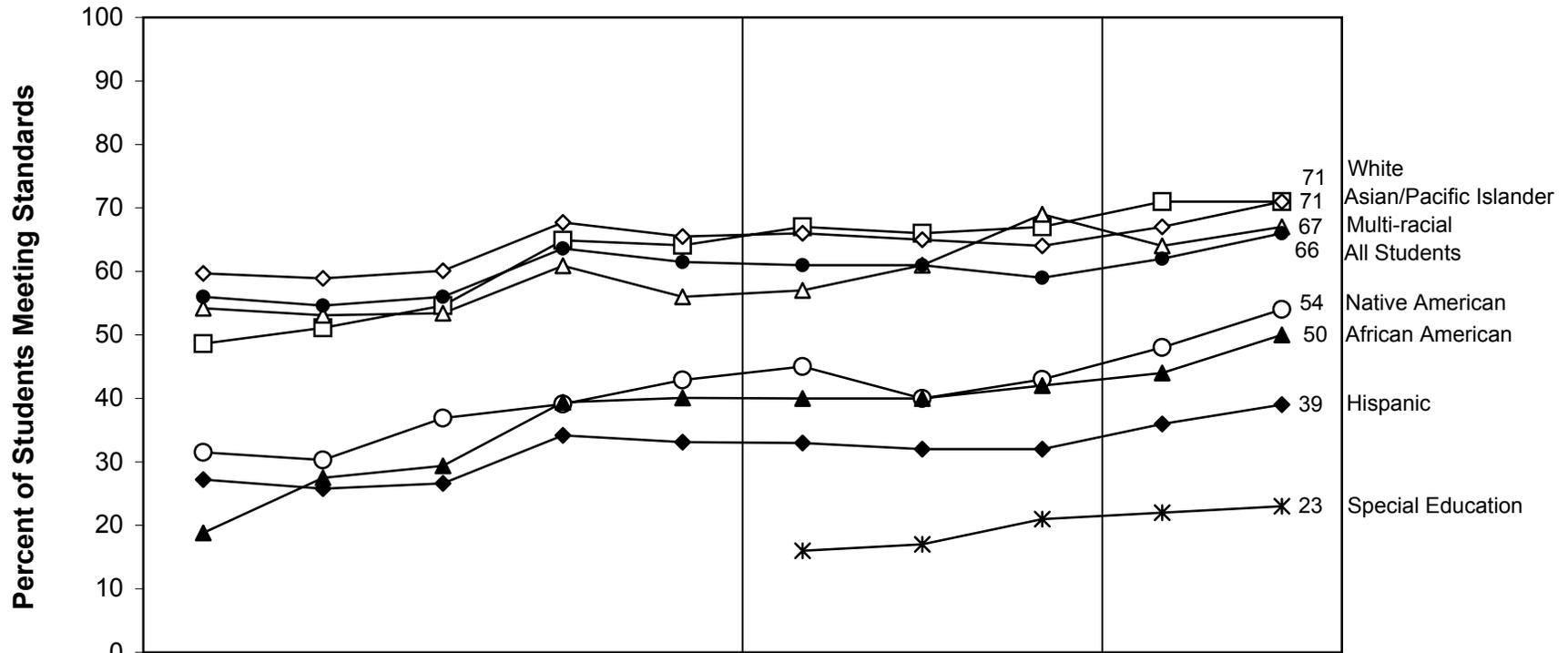
* Includes conditionally met/exceeded.

DATA SERIES CHANGES:

- 1997 through 2001 percents include **only students tested under standard conditions at or above grade level.**
- 2002 through 2004 percents include **ALL students tested.**
- 2005 and 2006 results differ from the 2004 results in the following ways:
 - o Test scores are aggregated to the school, district, and state level based on the student resident district as of May 2, 2005.
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8th GRADE READING Percent of Students Meeting Standards 1997 through 2006



	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	32	30	37	39	43	45	40	43	48	54
□ ASIAN	49	51	55	65	64	67	66	67	71	71
▲ AFRICAN AMERICAN	19	28	29	39	40	40	40	42	44	50
◆ HISPANIC	27	26	27	34	33	33	32	32	36	39
◇ WHITE	60	59	60	68	66	66	65	64	67	71
△ MULTI-RACIAL	54	53	53	61	56	57	61	69	64	67
● ALL STUDENTS	56	55	56	64	62	61	61	59	62	66
* SPECIAL EDUCATION						16	17	21	22	23

From 2005 to 2006, the percent of students meeting the reading standards increased for all of the above categories except Asian, which remained the same.

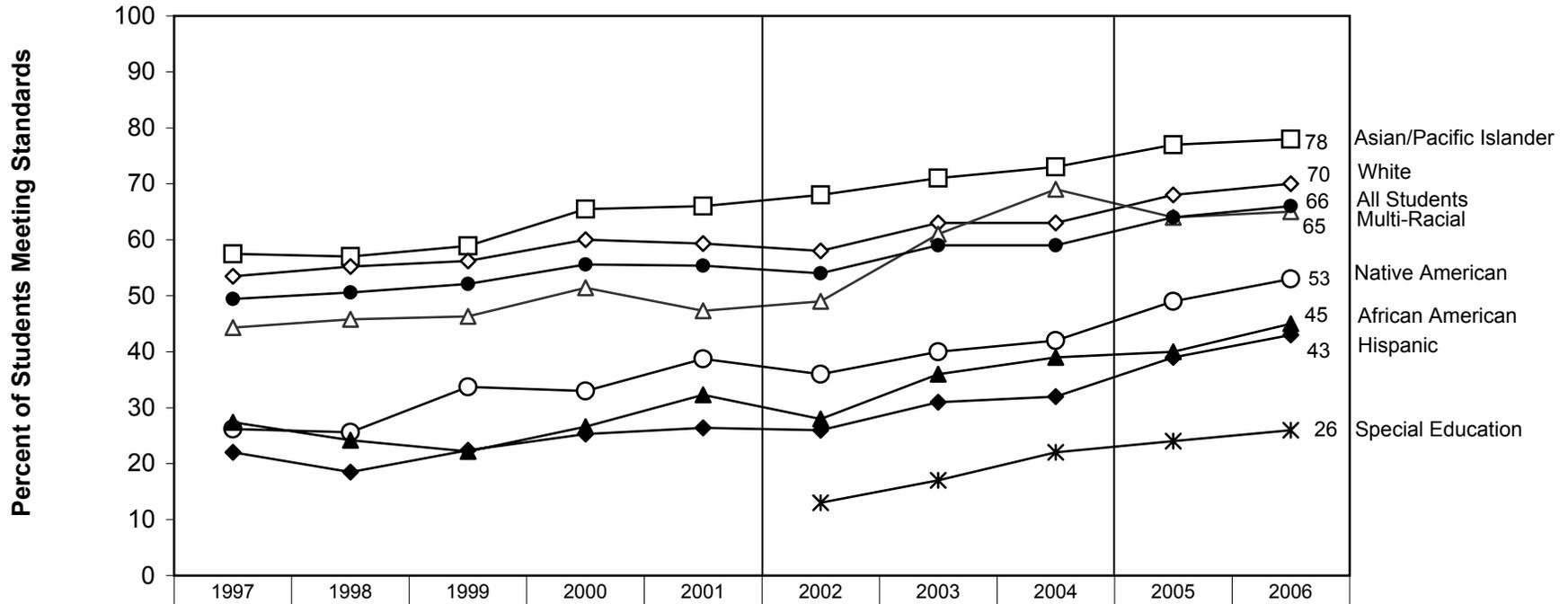
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- As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.

8th GRADE MATHEMATICS MULTIPLE CHOICE Percent of Students Meeting Standards 1997 through 2006



	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	26	26	34	33	39	36	40	42	49	53
□ ASIAN	58	57	59	66	66	68	71	73	77	78
▲ AFRICAN AMERICAN	27	24	22	27	32	28	36	39	40	45
◆ HISPANIC	22	19	22	25	26	26	31	32	39	43
◇ WHITE	54	55	56	60	59	58	63	63	68	70
△ MULTI-RACIAL	44	46	46	51	47	49	61	69	64	65
● ALL STUDENTS	49	51	52	56	55	54	59	59	64	66
* SPECIAL EDUCATION						13	17	22	24	26

From 2005 to 2006, the percent of students meeting the mathematics multiple choice standards increased for all race/ethnicities and Special Education. African American, Hispanic, and Native American students posted the largest increases.

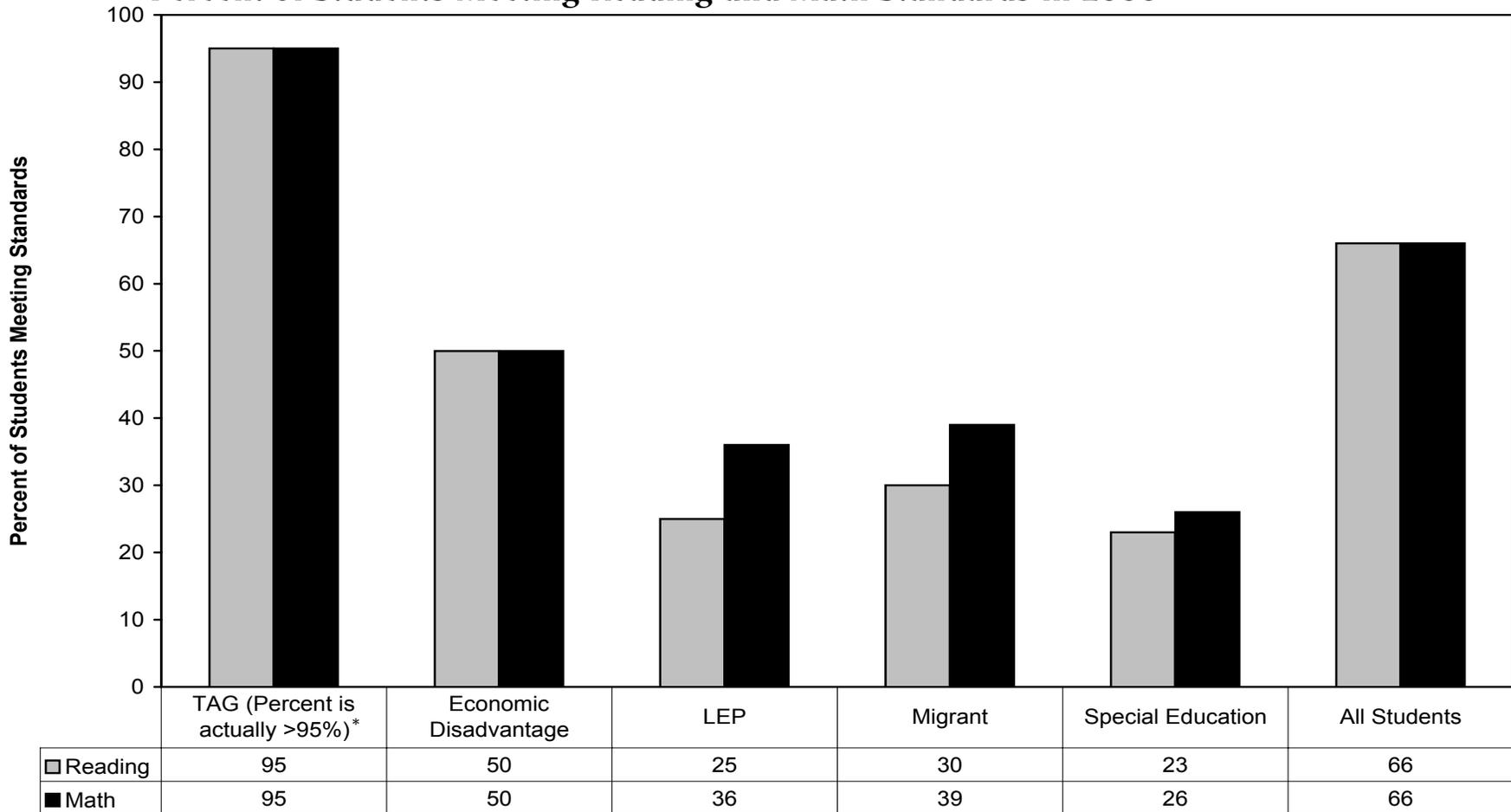
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8th Grade Students by Sub-Group Percent of Students Meeting Reading and Math Standards in 2006



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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

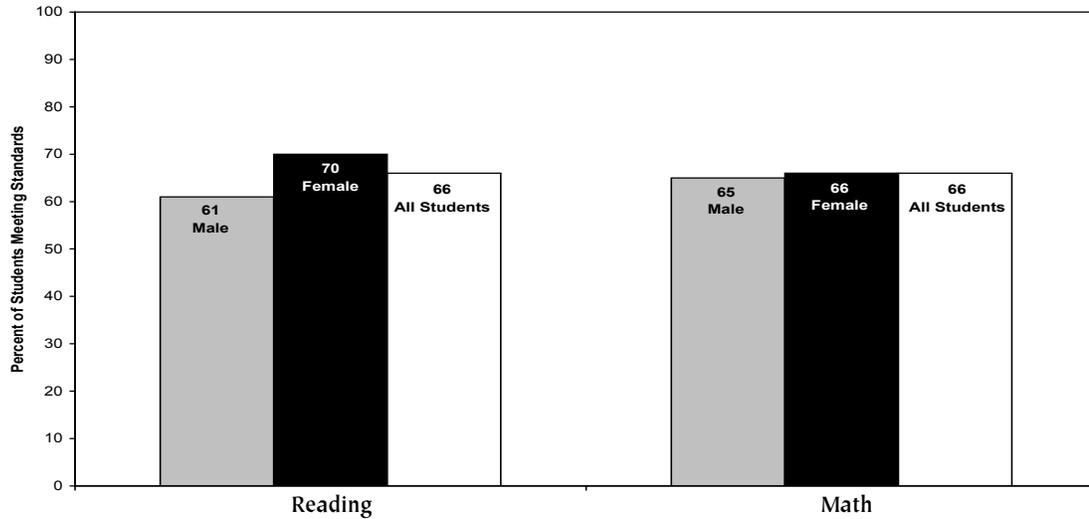
- Program that serves children who are younger than 22 and have not graduated from high school or earned a GED, who are migrant agricultural workers or migrant fishers (or have a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher) and have moved from one school to another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

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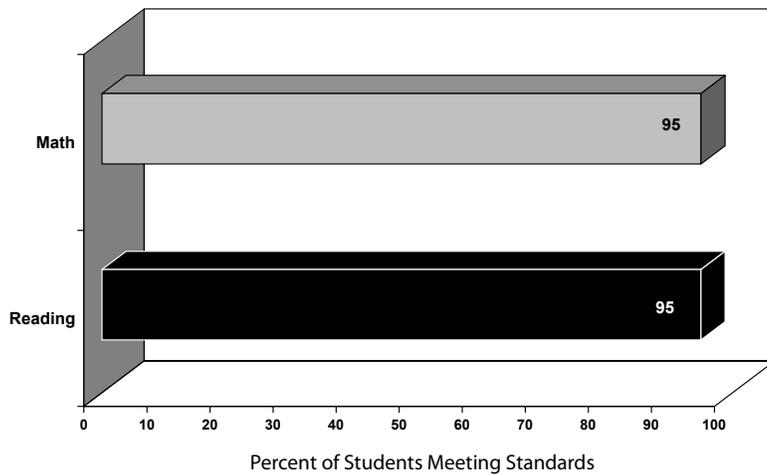
8th Grade Students by Gender

Percent Meeting Reading and Math Standards in 2006



8th Grade Career and Life Role Assessment System (CLRAS) Students

Percent Meeting Reading and Math Standards in 2006

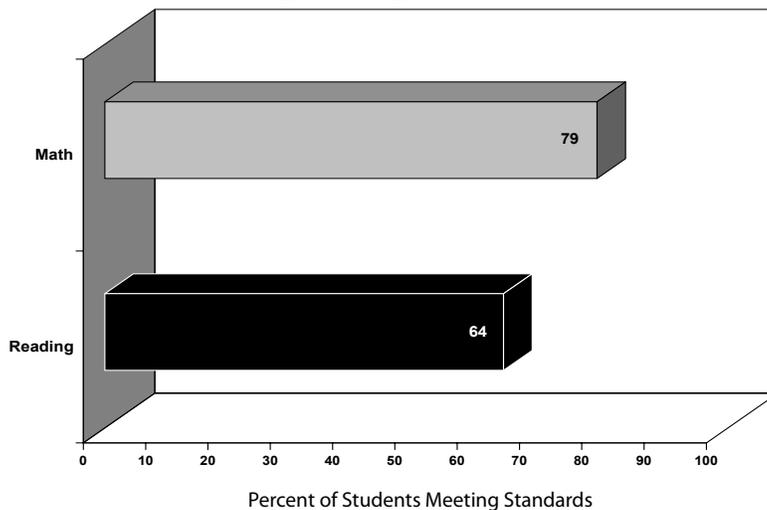


CLRAS

- 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 2006



Extended Assessments

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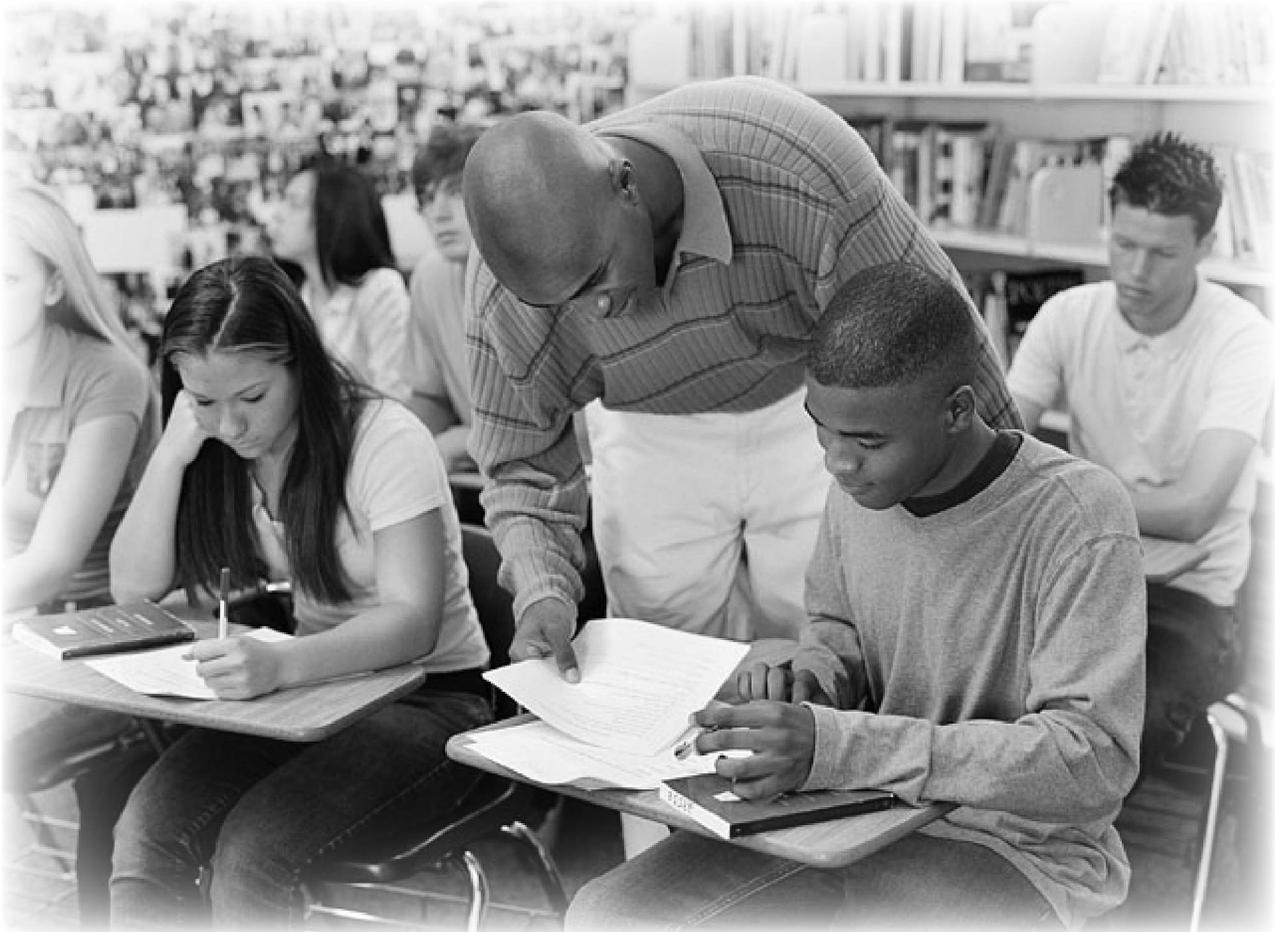


Grade 10

statewide

Remember that our nation's first great leaders
were also our first great scholars.

John F. Kennedy



Grade 10

Percent Meeting Standards

In 2006 tenth grade students were tested in reading, writing, mathematics multiple choice, and science.

Between 2005 and 2006, the percents of students meeting or exceeding the standards increased slightly for Reading and Science, and decreased from 47 to 45 percent for Mathematics, and from 78 to 76 percent for Writing.



10th Grade ALL STUDENTS Statewide Percent Meeting or Exceeding Standards

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Reading	49	47	52	51	52	52	52	50	54	55
Writing*	74	72	72	77	79	77	78	74	78	76
Mathematics Multiple Choice	30	32	36	40	42	43	45	43	47	45
Science	Not Tested	Not Reported	Not Reported	55	58	60	59	59	61	62

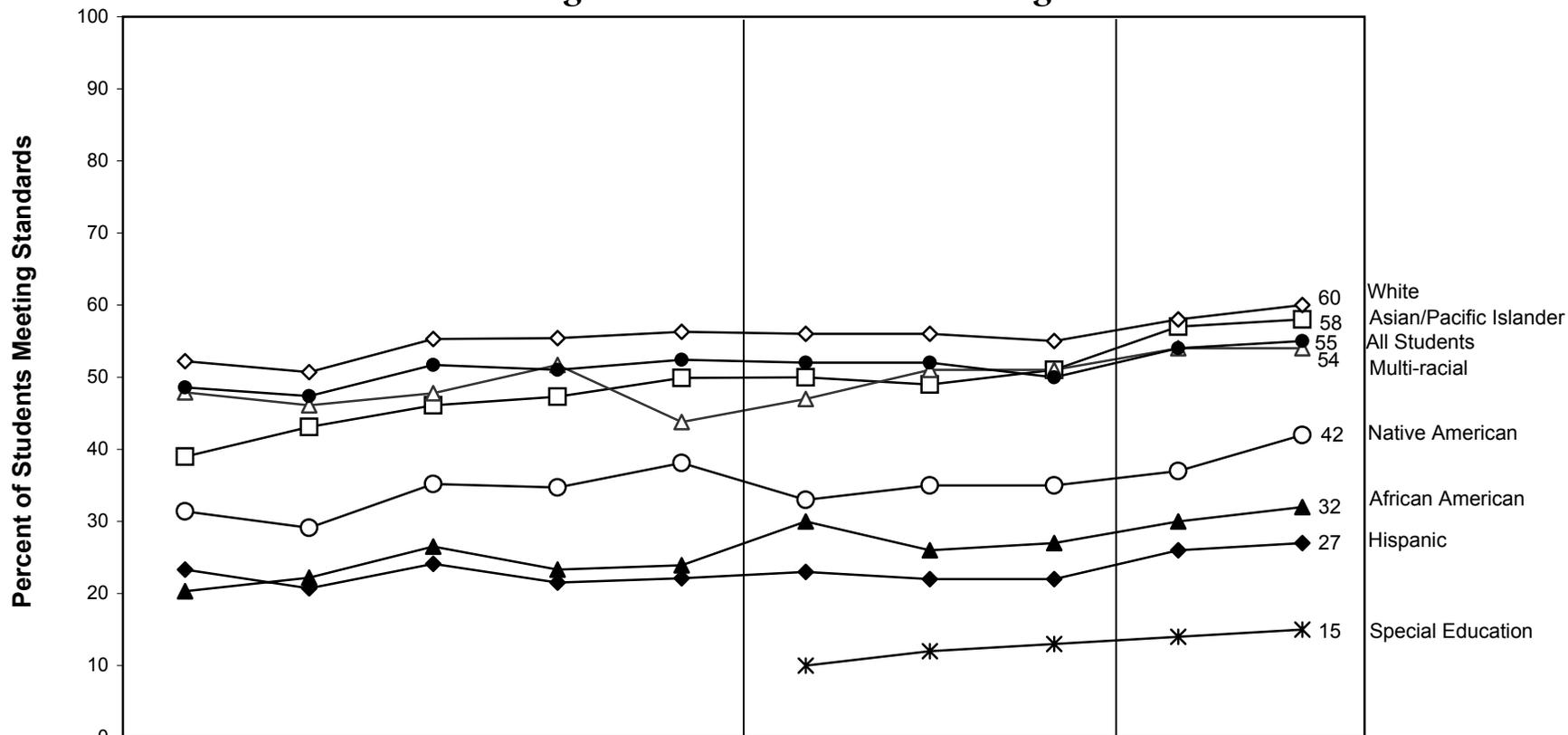
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10th GRADE READING Percent of Students Meeting the Standards 1997 through 2006



From 2005 to 2006, the percent of students meeting the reading standards increased for all categories except Multi-Racial, which remained the same. Native American students posted the biggest increase.

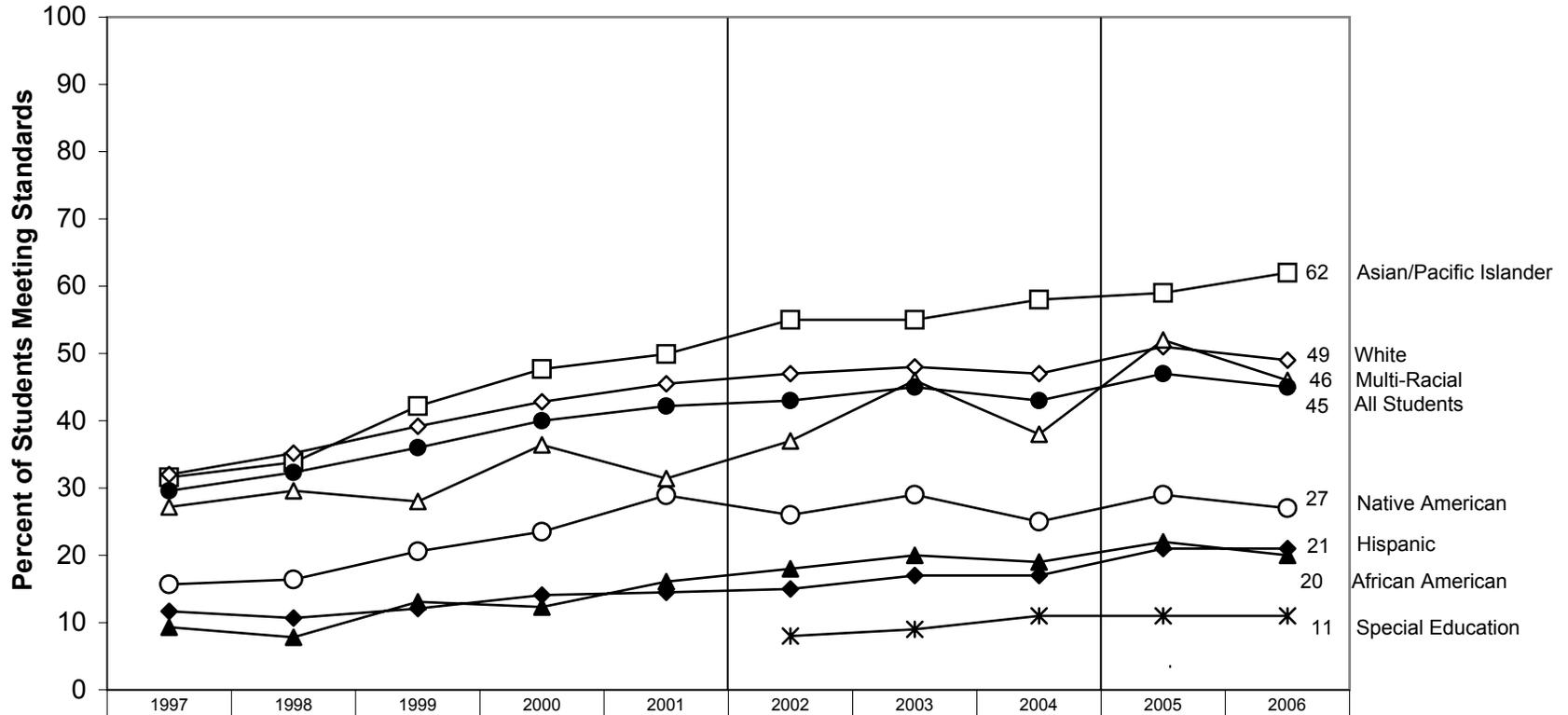
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10th GRADE MATHEMATICS MULTIPLE CHOICE Percent of Students Meeting Standards 1997 through 2006



	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	16	16	21	24	29	26	29	25	29	27
□ ASIAN	32	34	42	48	50	55	55	58	59	62
▲ AFRICAN AMERICAN	9	8	13	12	16	18	20	19	22	20
◆ HISPANIC	12	11	12	14	15	15	17	17	21	21
◇ WHITE	32	35	39	43	46	47	48	47	51	49
△ MULTI-RACIAL	27	30	28	36	31	37	46	38	52	46
● ALL STUDENTS	30	32	36	40	42	43	45	43	47	45
* SPECIAL EDUCATION						8	9	11	11	11

From 2005 to 2006, Asian students posted the largest increase in percent of students meeting or exceeding the mathematics multiple choice standards. All other categories decreased or remained the same.

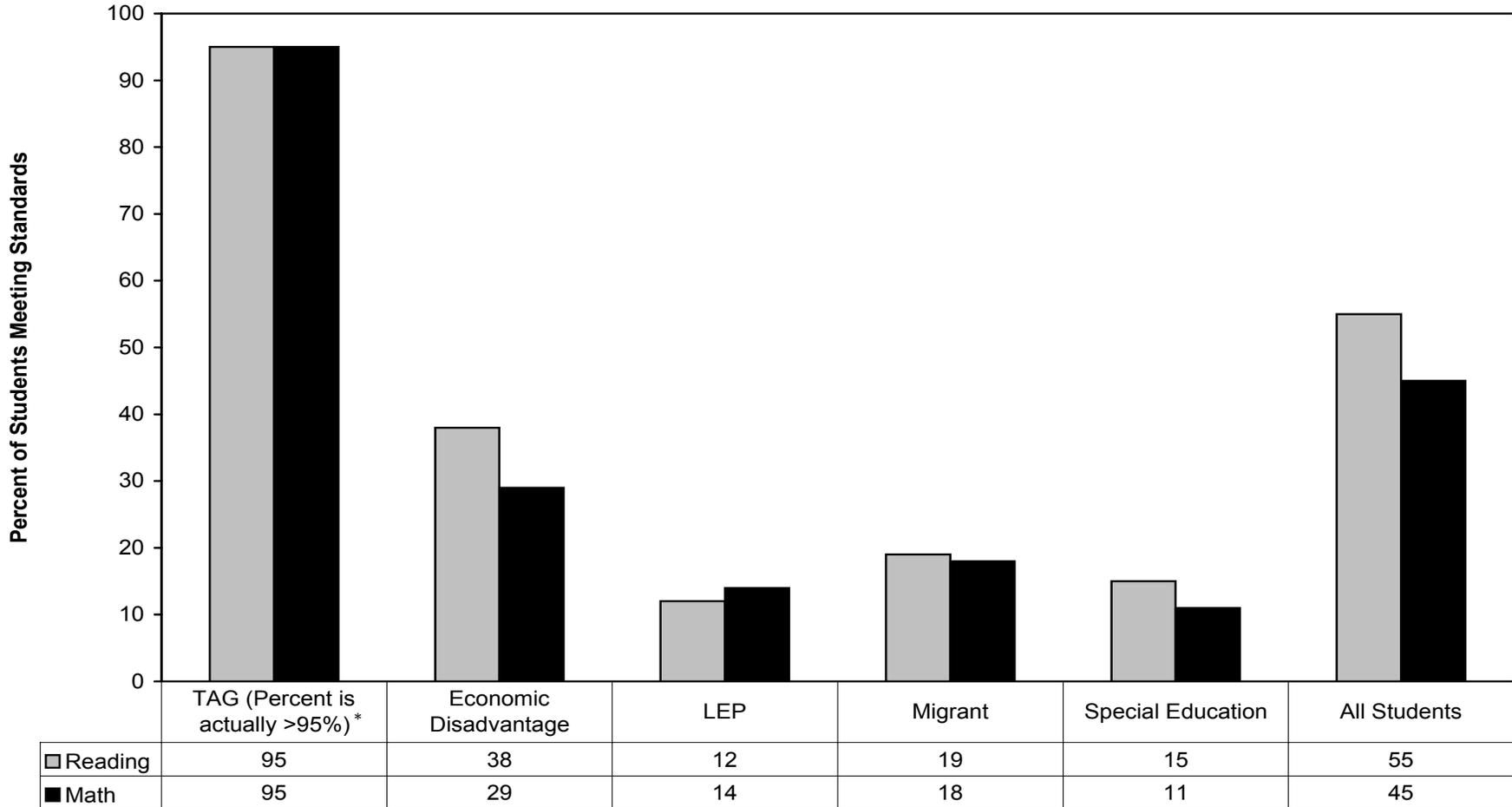
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10th Grade Students by Sub-Group Percent of Students Meeting Reading and Math Standards in 2006



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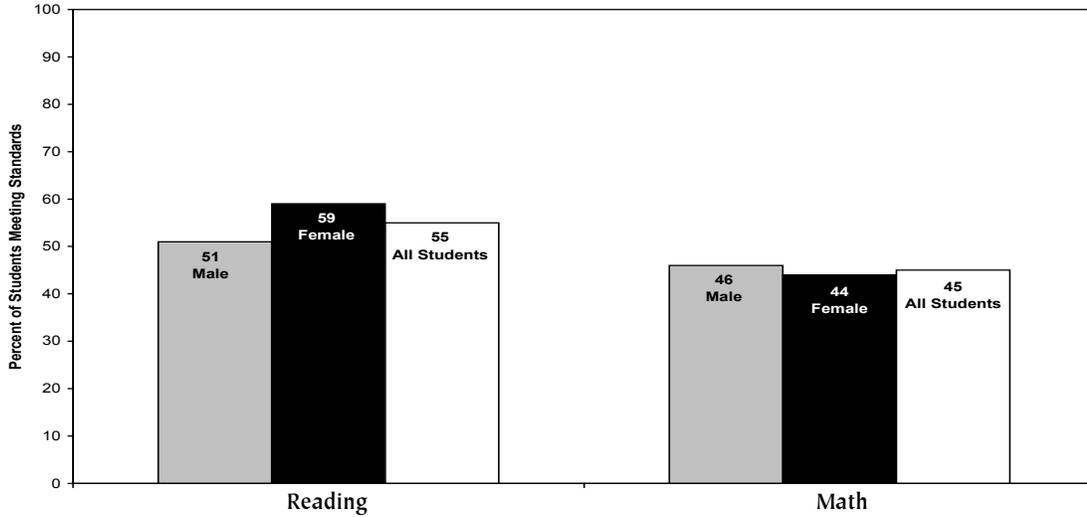
Migrant Program

- 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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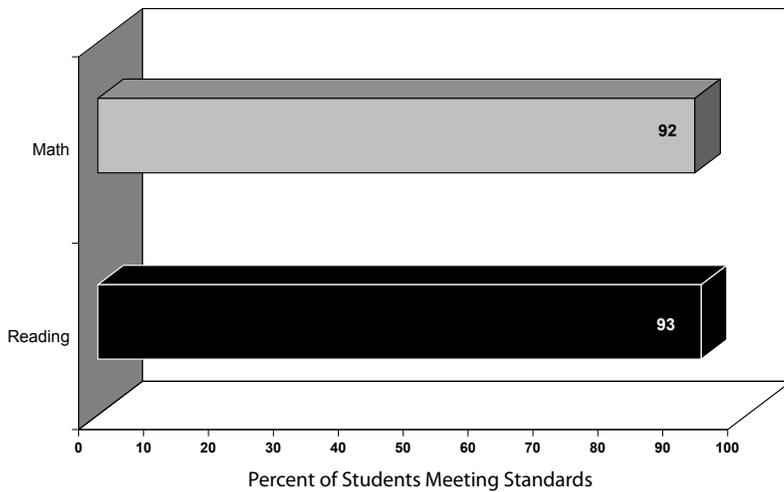
Special Education

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**10th Grade Students by Gender
Percent Meeting Reading and Math Standards in 2006**



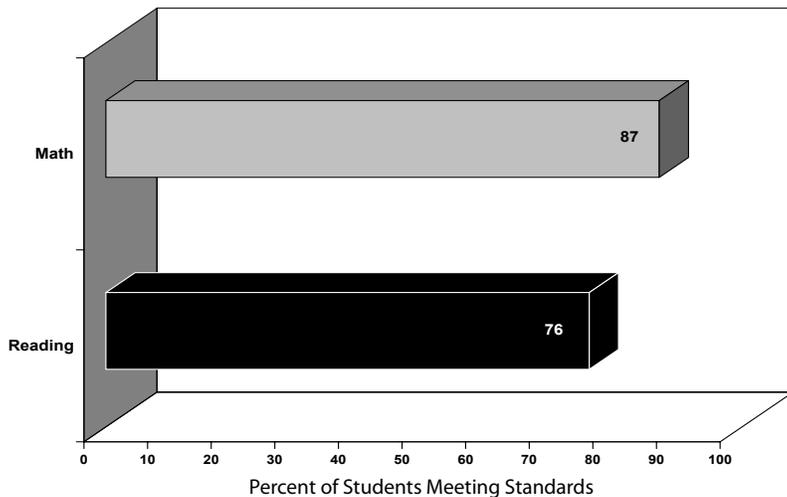
**10th Grade Career and Life Role Assessment System (CLRAS) Students
Percent Meeting Reading and Math Standards in 2006**



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 2006**



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) and for English Language Learner (ELL) students 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 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.

	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

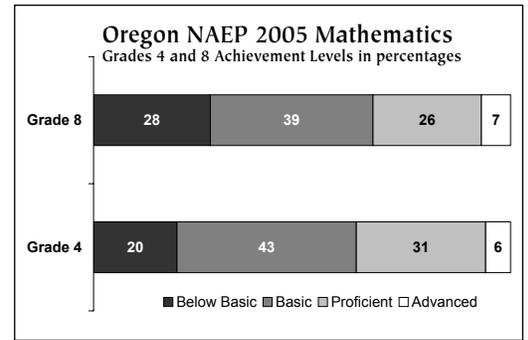
PLEASE NOTE: NAEP began including students with disabilities and limited English proficiency in 1998 by using a split-sample design, testing one group with accommodations and a comparable group without accommodations. Since then, NAEP has been inclusive in its accommodations to all students with limitations 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	145
	4	2005	Not Available	151	Not Available	149
	8	1996	155	Not Available	148	148
	8	2000	154	154	149	148
	8	2005	Not Available	153	Not Available	147
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

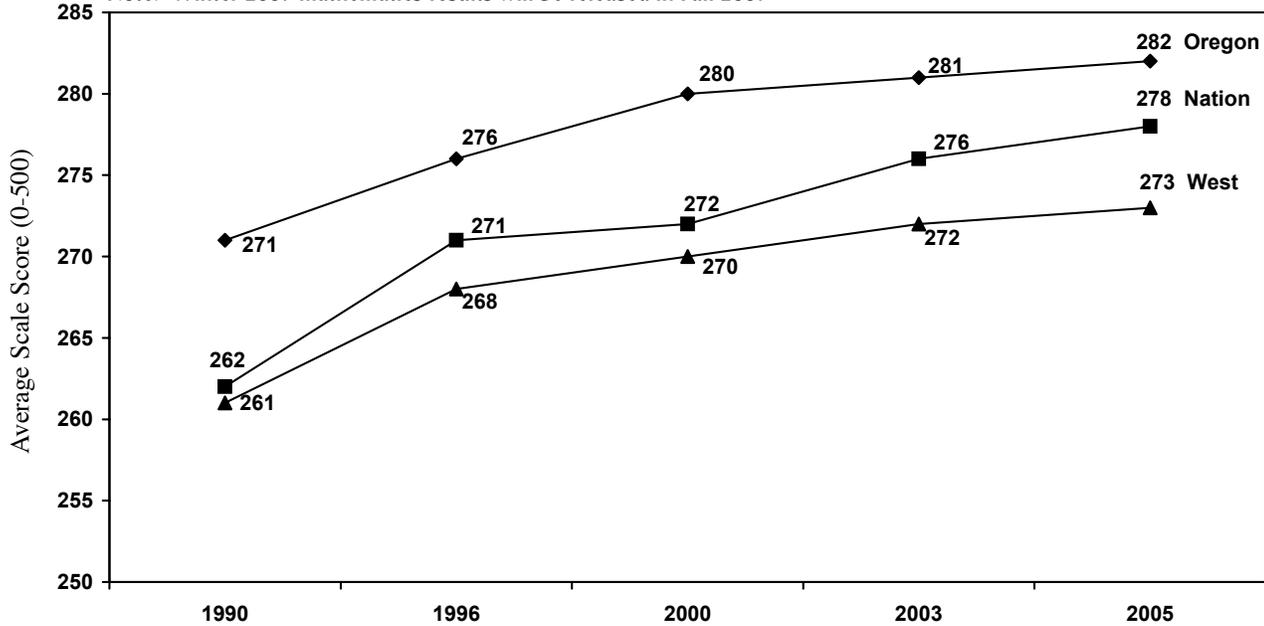
Mathematics

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

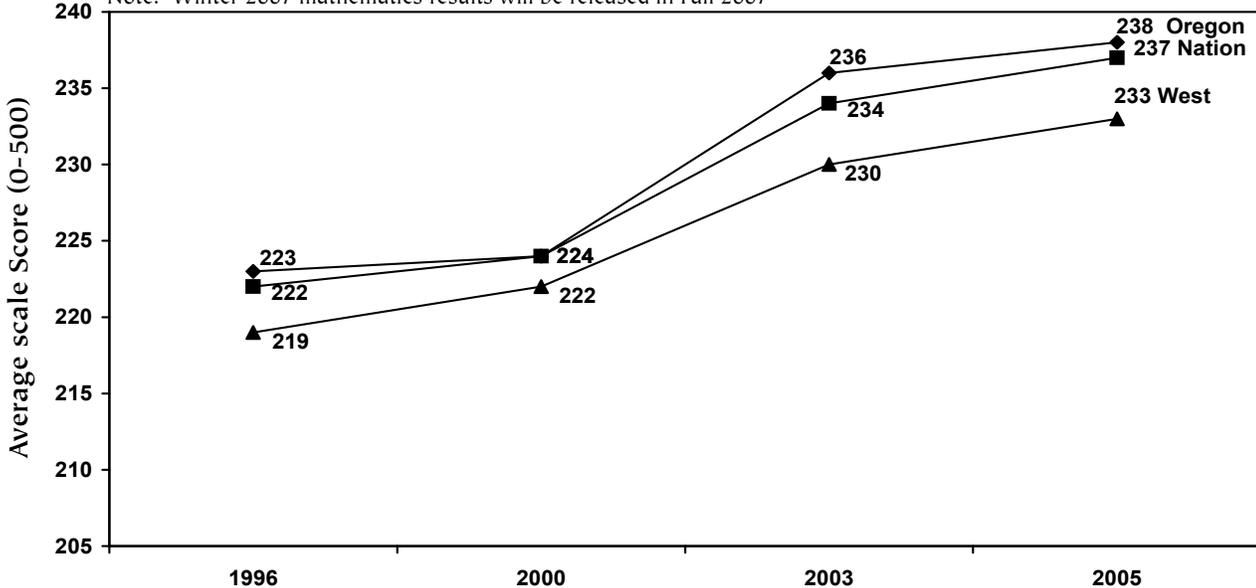
Note: Winter 2007 mathematics results will be released in Fall 2007



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

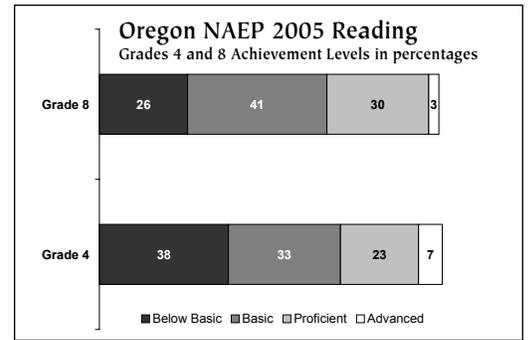
Note: Winter 2007 mathematics results will be released in Fall 2007



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.

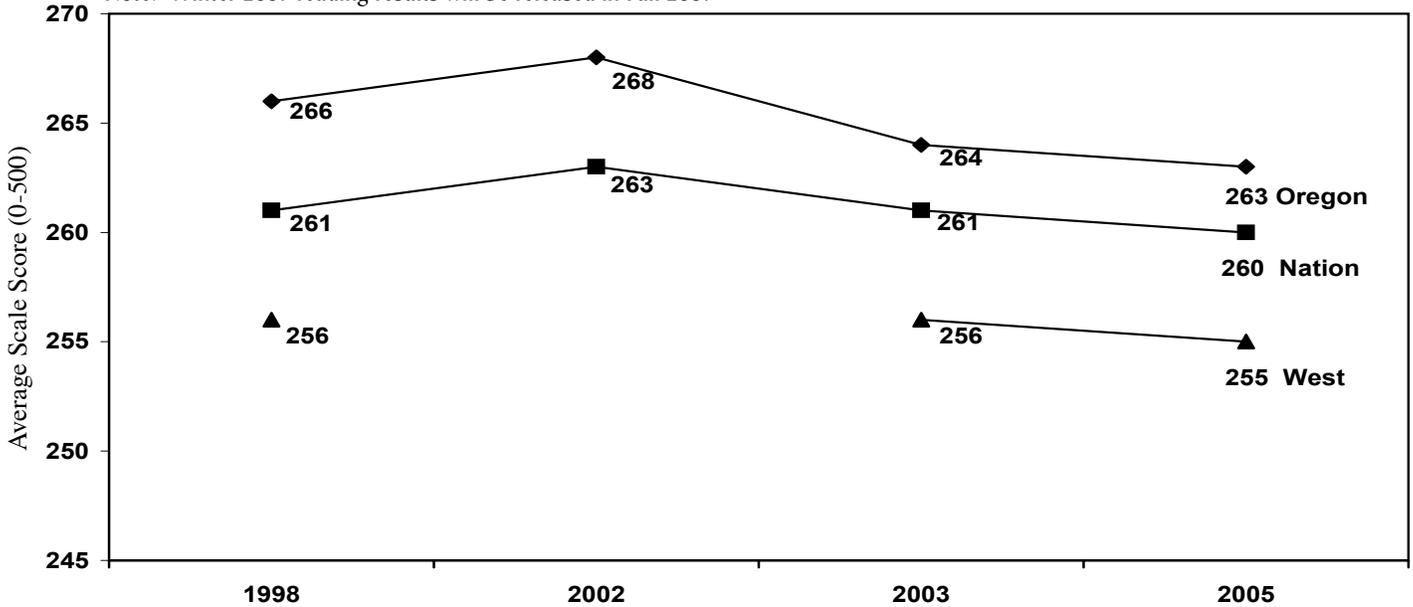
Reading

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

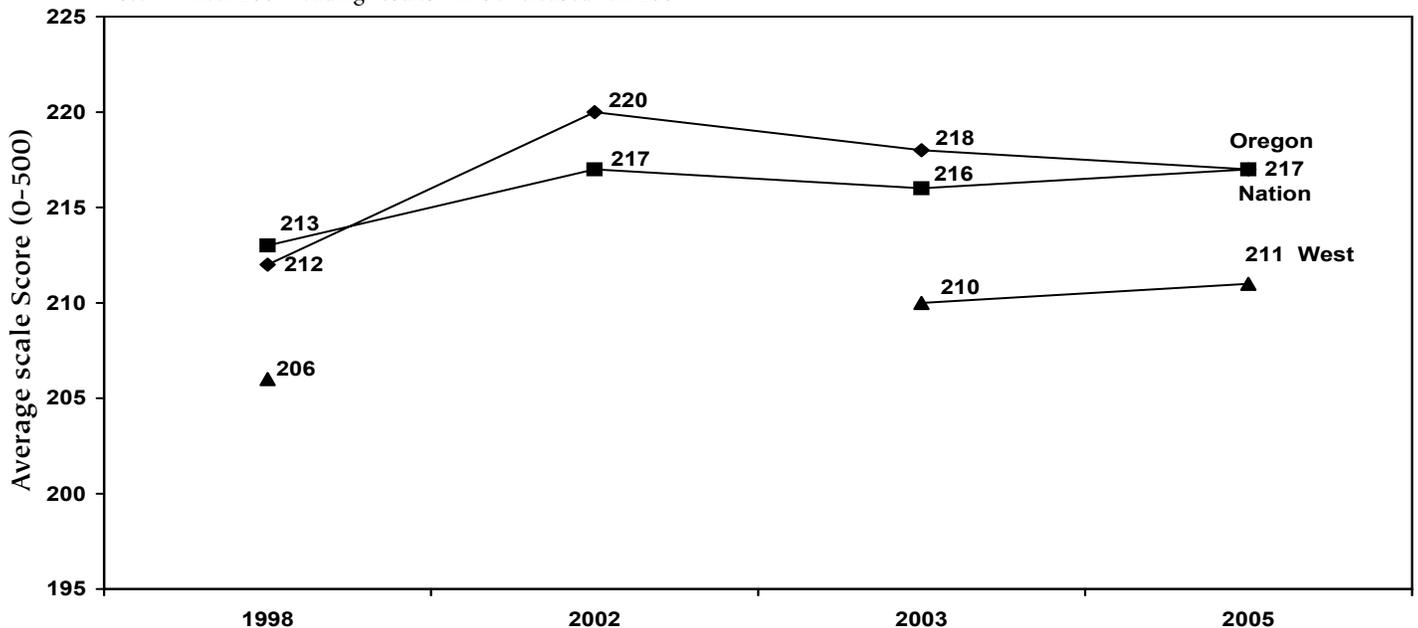
Note: Winter 2007 reading results will be released in Fall 2007



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

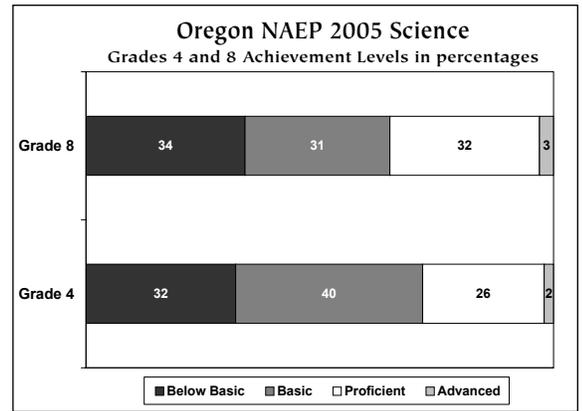
Note: Winter 2007 reading results will be released Fall 2007



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.

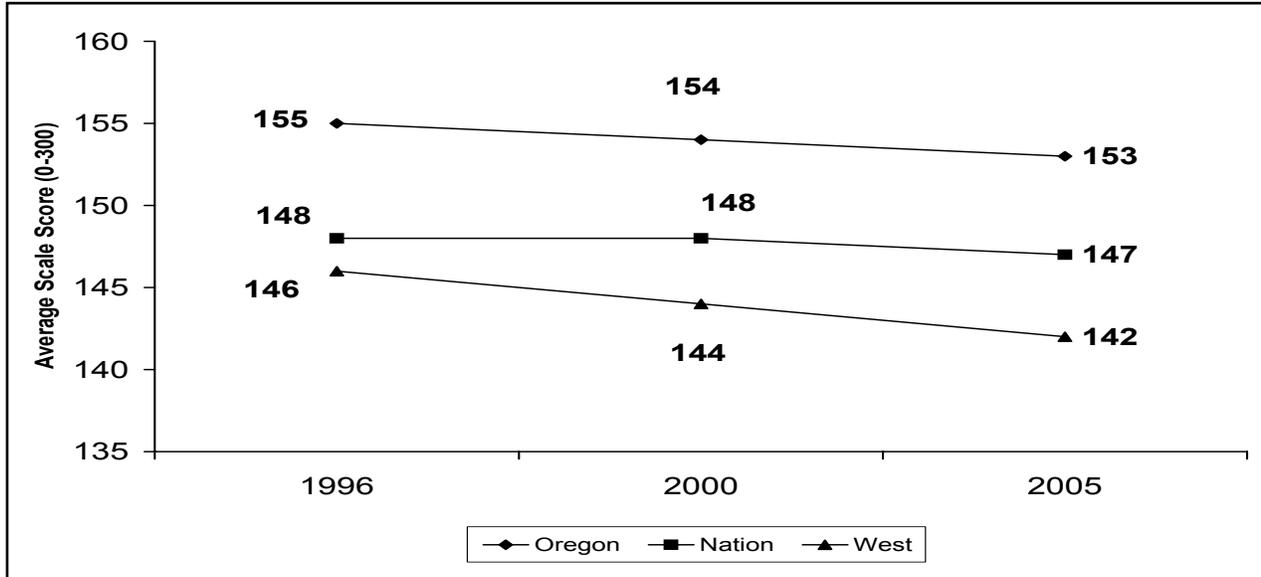
Science

Oregon fourth and eighth graders last took the NAEP Science assessment in 2005. 68% of fourth graders and 66% of eighth graders met or exceeded the NAEP Basic Level on the 2005 assessment.



NAEP Grade 8 Science 1996, 2000, 2005 Oregon, the Nation, and the West

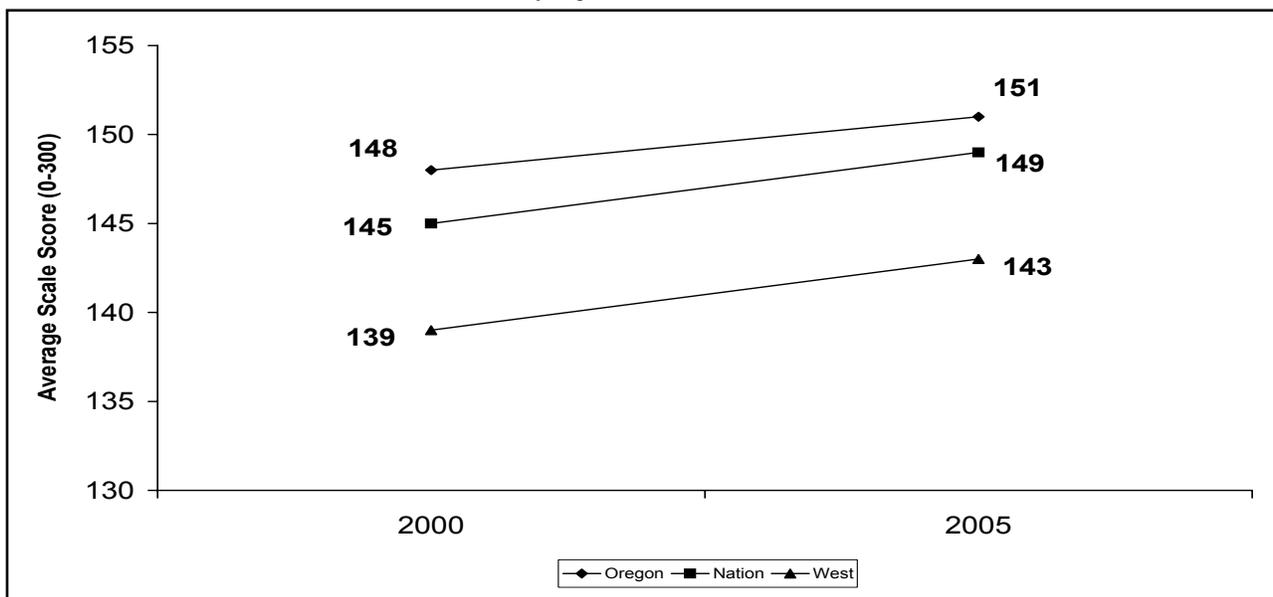
Note: Winter 2009 science results will be released in Spring 2010



Oregon 8th graders have outscored the Nation and the West in science since 1996. Scores for the three groups have decreased since 1996.

NAEP Grade 4 Science 2000, 2005 Oregon, the Nation, and the West

Note: Winter 2009 science results will be released in Spring 2010

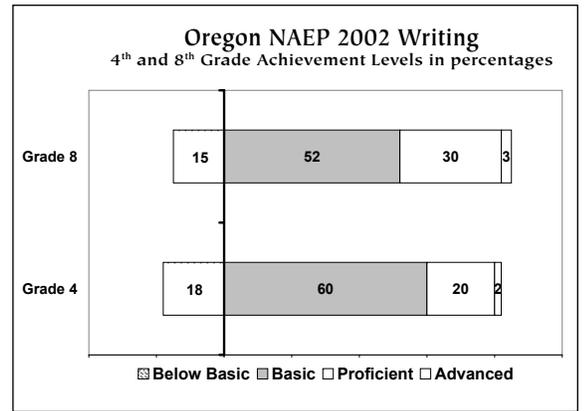


In 2005, Oregon 4th grade students had an average scale score of 151, which was not statistically different from that of the Nation's public schools (149). Oregon, the Nation, and the West have all increased average science scores since 2000.

Writing

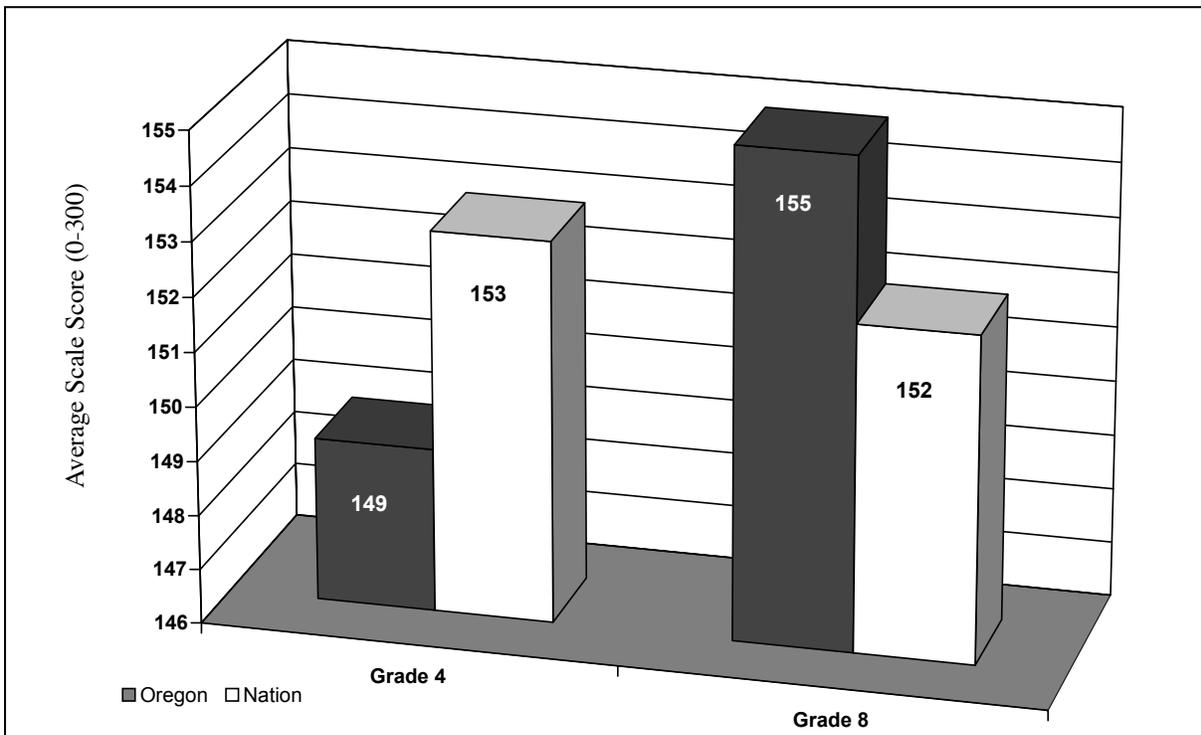


Oregon fourth and eighth graders last took the NAEP Writing assessment in 2002. 82% of fourth graders and 85% of eighth graders met or exceeded the NAEP Basic Level on the 2002 assessment.



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

Note: Winter 2007 writing results will be released in Spring 2008



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)

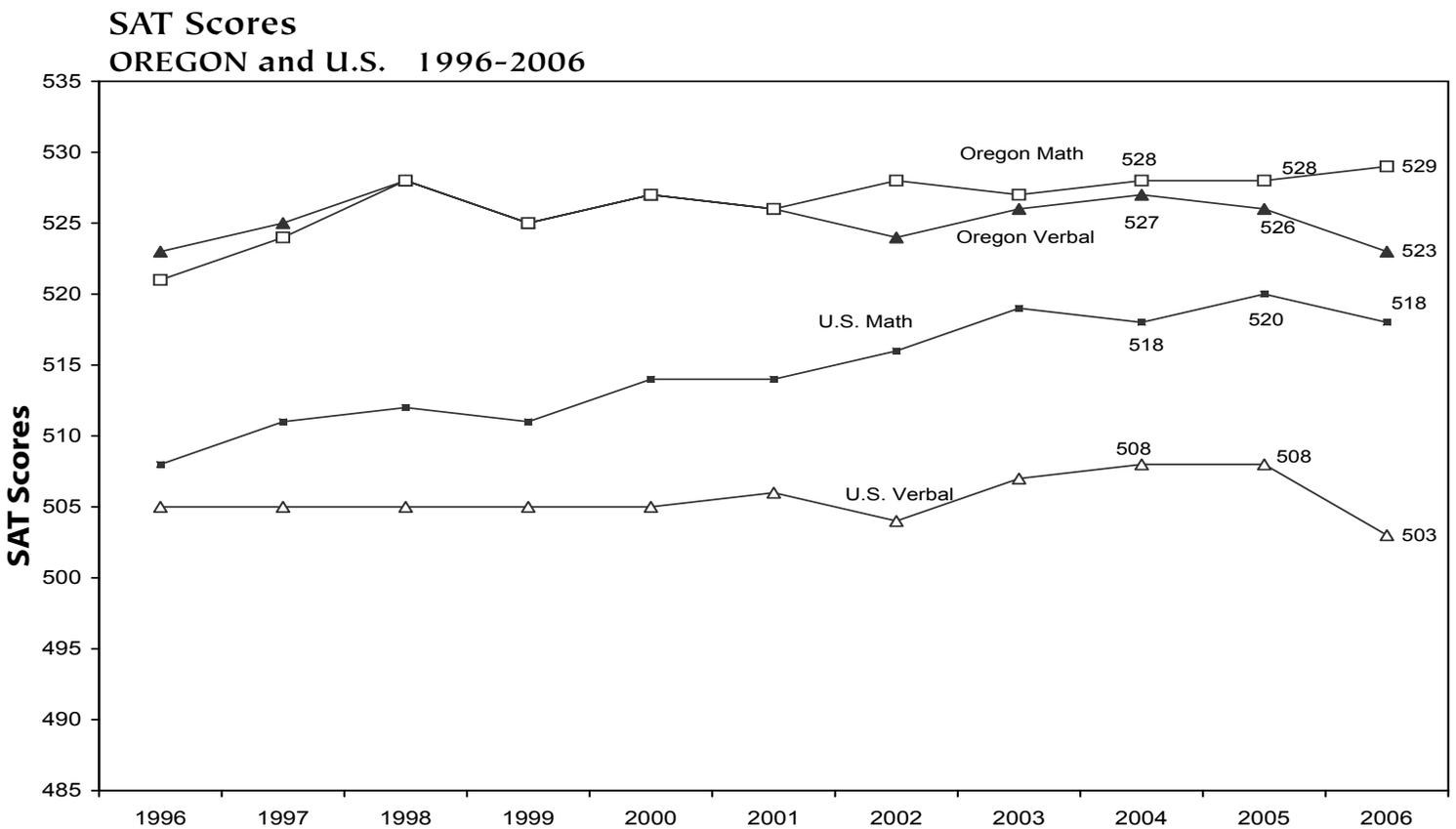
The ACT tests student knowledge of English, math, reading, and science reasoning. In 2006, Oregon students scored a composite score of 22.4 on the ACT, compared to a national average of 21.1. Oregon's average score went down two-tenths of a point, while the national average score went up two-tenths of a point. Looking at states that tested near the same percent of students, Connecticut posted a composite score of 23.1 and Massachusetts posted a composite score of 23.0. New Hampshire had a composite score of 22.6, while California's composite score was 21.6. Similarly, Maryland posted a composite score of 21.4 and finally North Carolina's composite score was 20.5. Possible scores range from 1 to 36.

These test scores reflect the achievement of a relatively small number of students. In 2006, only 13% of Oregon's graduating seniors (4,409 seniors) took the ACT. Nationally, 40% of students (1,206,455 students) were tested.

Scholastic Assessment Test (SAT)

18,357 graduating seniors (55%) took the SAT in Oregon in 2006. The 2006 average Oregon score for mathematics increased by 1 point, from 528 in 2005 to 529 in 2006, while the average U.S. score decreased by 2 points. The average Oregon score for the verbal section decreased by 3 points, from 526 in 2005 to 523 in 2006, while the average U.S. score for the verbal section decreased by 5 points.

Historically, Oregon students have outscored U.S. students on the SAT, and this year was no exception. Oregon students scored 20 points higher than the national average score on the verbal test, 11 points higher than the national average on the mathematics test, and 6 points higher than the national average on the writing test. However, test results vary by gender and race/ethnicity.

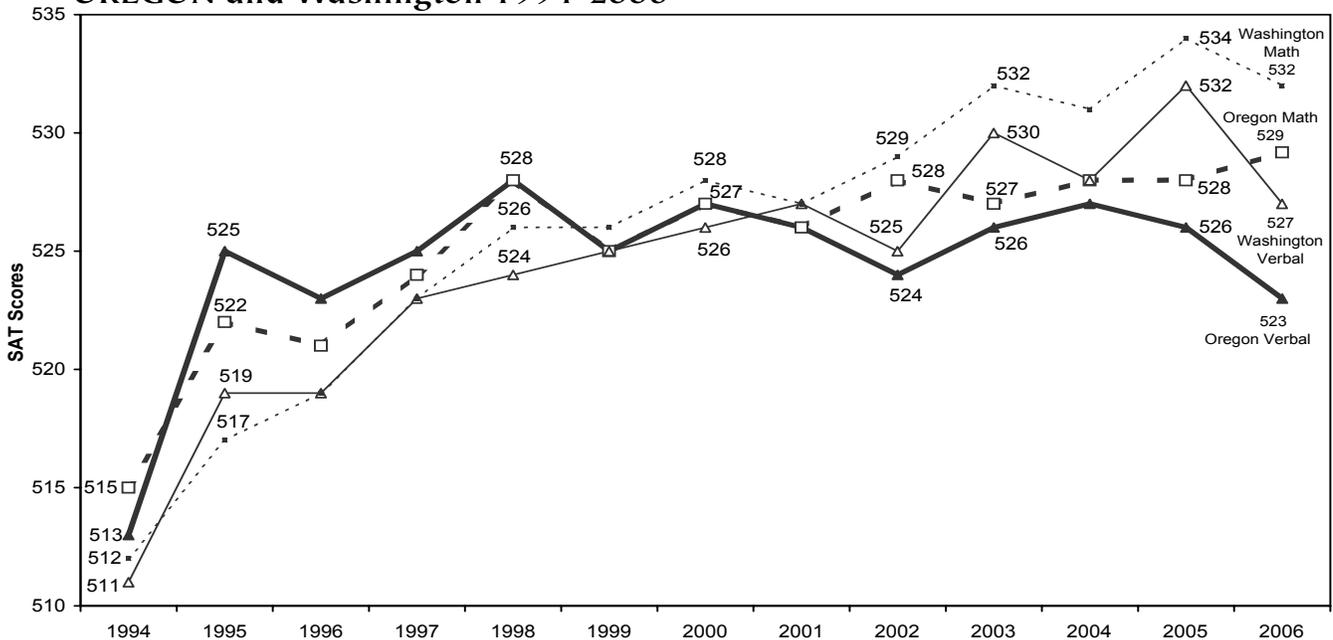


Historically, Oregon students have outscored U.S. students on the SAT. In 2006, Oregon students scored 20 points higher than the national average on the verbal test and 11 points higher than the national average on the mathematics test.

	Test	2006 Oregon SAT 55% Participation Average Score	2006 National SAT 48% Participation Average Score	2006 DIFFERENCE 7% Participation (Oregon Minus National)
TOTAL	Verbal	523	503	+20
TOTAL	Math	529	518	+11
TOTAL	Writing	503	497	+6
MALE	Verbal	526	505	+21
MALE	Math	549	536	+13
MALE	Writing	496	491	+5
FEMALE	Verbal	521	502	+19
FEMALE	Math	512	502	+10
FEMALE	Writing	509	502	+7
AMERICAN INDIAN	Verbal	492	487	+5
AMERICAN INDIAN	Math	500	494	+6
AMERICAN INDIAN	Writing	472	474	-2
ASIAN	Verbal	498	510	-12
ASIAN	Math	554	578	-24
ASIAN	Writing	489	512	-23
BLACK	Verbal	452	434	+18
BLACK	Math	449	429	+20
BLACK	Writing	439	428	+11
HISPANIC	Verbal	470	457	+13
HISPANIC	Math	472	463	+9
HISPANIC	Writing	447	451	-4
WHITE	Verbal	530	527	+3
WHITE	Math	533	536	-3
WHITE	Writing	509	519	-10
OTHER	Verbal	521	494	+27
OTHER	Math	521	513	+8
OTHER	Writing	502	493	+9
NO RESPONSE	Verbal	544	487	+57
NO RESPONSE	Math	531	506	+25
NO RESPONSE	Writing	516	482	+34

Oregon students scored second in the nation on the SAT verbal and mathematics sections among the 23 states that tested at least 50 percent of their high school students. Only students from Washington State outperformed Oregon students, scoring four points more than Oregon students on the verbal section and three points more on the mathematics section. However, Oregon had a higher participation rate, 55% vs. the 54% participation rate for Washington State.

SAT Scores OREGON and Washington 1994-2006



From 1994-1998, Oregon outscored Washington on the Verbal and Math sections of the SAT. From 1999-2006, Washington outscored Oregon on the Math section of the SAT. Washington also outscored Oregon on the Verbal section of the SAT from 2001-2006.



Oregon students scored fifth in the nation on the new SAT writing section among the 23 states that tested at least 50 percent of their high school graduates. Students from Washington and Connecticut outperformed Oregon students by eight points, while Massachusetts students outperformed Oregon students by seven points. Finally, New Hampshire students outperformed Oregon students by six points.

Over the last decade, Oregon students have posted gains of eight points on the mathematics section of the test. However, Oregon students have not posted a gain on the verbal section.

There were more female SAT test takers in Oregon (54.1%) than male test takers (45.9%). Nationally, the figures were 53.6% female to 46.4% male. Nationally and in Oregon, males outscored females on both the verbal and the math tests. In Oregon, males outscored females on the verbal test 526 to 521, and on the math test, 549 to 512. However, nationally and in Oregon females outscored males on the writing test. In Oregon, females outscored males 509 to 496.

As the table 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 1,271 students, or 6.9% of Oregon SAT test 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.

Integrated SAT State Summary 2006

by Gender & Race/Ethnicity

Oregon and Nation – All Schools • Summary 2006 compared to 2005

SAT I: Performance & Participation Overview

		Oregon – All Schools					Nation – All Schools				
		# of Test Takers	% of Total	Mean Verbal	Mean Math	Mean Writing	# of Test Takers	% of Total	Mean Verbal	Mean Math	Mean Writing
All	Total	18,357	100.0%	523	529	503	1,465,744	100.0%	503	518	497
	Change from last year	-6.0%		-3	+1	-	-0.7%		-5	-2	-
Gender	Male	8,428	45.9%	526	549	496	680,725	46.4%	505	536	491
	Change from last year	-6.4%		-4	+2	-	-0.8%		-8	-2	-
	Female	9,929	54.1%	521	512	509	785,019	53.6%	502	502	502
	Change from last year	+5.7%		-2	0	-	-0.5%		-3	-2	-
Race/Ethnicity	American Indian	259	1.4%	492	500	472	9,301	0.6%	487	494	474
	Change from last year	-0.4%		-5	+3	-	+4.3%		-2	+1	-
	Asian	1,408	7.7%	498	554	489	138,303	9.4%	510	578	512
	Change from last year	+0.9%		+2	+4	-	+2.4%		-1	-2	-
	Black	376	2.0%	452	449	439	150,643	10.3%	434	429	428
	Change from last year	-13.4%		+4	+6	-	-1.6%		+1	-2	-
	Hispanic Overall	875	4.8%	470	472	447	151,761	10.4%	457	463	451
	Change from last year	+0.5%		+1	+4	-	+5.2%		-1	-1	-
	Mexican American	585	3.2%	463	469	443	64,019	4.4%	454	465	452
	Change from last year	-8.9%		+2	+6	-	-4.4%		+1	+2	-
	Puerto Rican	25	0.1%	506	496	472	19,008	1.3%	459	456	448
	Change from last year	-19.4%		-25	-11	-	-2.0%		-1	-1	-
	Other Hispanic	265	1.4%	481	475	455	68,734	4.7%	458	463	450
	Change from last year	+33.8%		-4	-4	-	+18.9%		-5	-6	-
	White	13,686	74.6%	530	533	509	825,921	56.3%	527	536	519
	Change from last year	-5.5%		-3	+1	-	+0.1%		-5	0	-
Other	482	2.6%	521	521	502	54,469	3.7%	494	513	493	
Change from last year	+0.2%		0	+6	-	-6.4%		-1	0	-	
No Response	1,271	6.9%	544	531	516	135,346	9.2%	487	506	482	
Change from last year	-21.2%		-7	-7	-	-10.6%		-24	-19	-	

Diploma Requirements for the Class of 2007

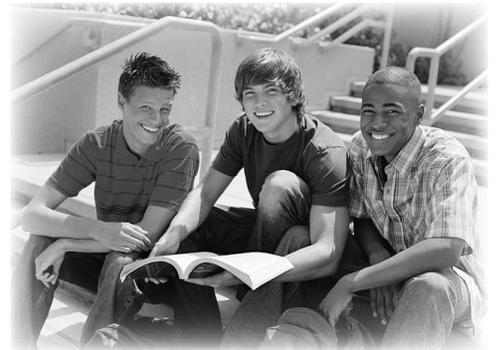
In 2002, the State Board of Education adopted four new requirements for graduation in addition to earning credits, beginning with the class of 2007. These diploma requirements personalize learning for each student and help the student begin planning for career and educational goals and to transition successfully to next steps after high school. The following are required in the 2007 high school diploma:



- **Education Plan and Profile:** The vehicle for directing each student's high school experience and connecting high school coursework with the student's post-high school goals. The Profile documents a student's progress toward meeting standards and other requirements and should be used as a measure of student accomplishment.
- **Career-Related Learning Standards:** Students will demonstrate knowledge and skills in: personal management, problem solving, communication, teamwork, employment foundations, and career development.
- **Career-Related Learning Experiences:** Students participate in experiences that connect classroom learning with real life experiences in the workplace, community and/or school relevant to their education plan.

- **Extended Application:** Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals. Students extend prior knowledge through critical thinking, problem solving, or inquiry in real world contexts.
- **Credit Requirements:** *Oregon requires a student to pass a minimum of 22 credits in the following subject areas. School districts may choose to increase requirements locally.*
 - English/language arts* – 3 credits
 - Mathematics* – 2 credits
 - Science – 2 credits
 - Social sciences – 3 credits
 - Applied or fine arts or second languages – 1 credit
 - Physical education – 1 credit
 - Health education – 1 credit
 - Electives – (determined locally)

*HB3129 increased English/language arts to 4 credits and Mathematics to 3 credits (total 24 credits) for the graduating class of 2010.



Credit for Proficiency

In 2002, the State Board of Education approved the policy "Districts may award credit based on proficiency" providing students the opportunity to earn graduation credits by demonstrating what they know and can do. Policies to award credit for proficiency are created and implemented by local school districts. The guidelines linked below are provided to assist school districts to develop and implement their local policies and procedures.

<http://www.ode.state.or.us/teachlearn/standards/creditforproficiency/creditforproficiencyguidelines.pdf>

For more information on the diploma requirements and implementation resources go to the ODE website

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

or contact Theresa Levy at 503-947-5736 e-mail: 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

*This High School Graduation Rate is based on responses to a U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), a sample taken each October. The annual sample size for Oregon is small; aggregating the data into 3-year annual averages increases the reliability of the data.

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 2004-05, the Oregon Statewide Graduation Rate was 81.7, up from 80.6 percent in 2003-04.

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/0405tables.xls>

Graduation rates for 2005-06 should be available in March 2007.



Graduates

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	29,939	37,070
2001-2002	31,155	38,377
2002-2003	32,466	39,799
2003-2004	32,972	40,706
2004-2005	32,588	41,125

Certificate 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>

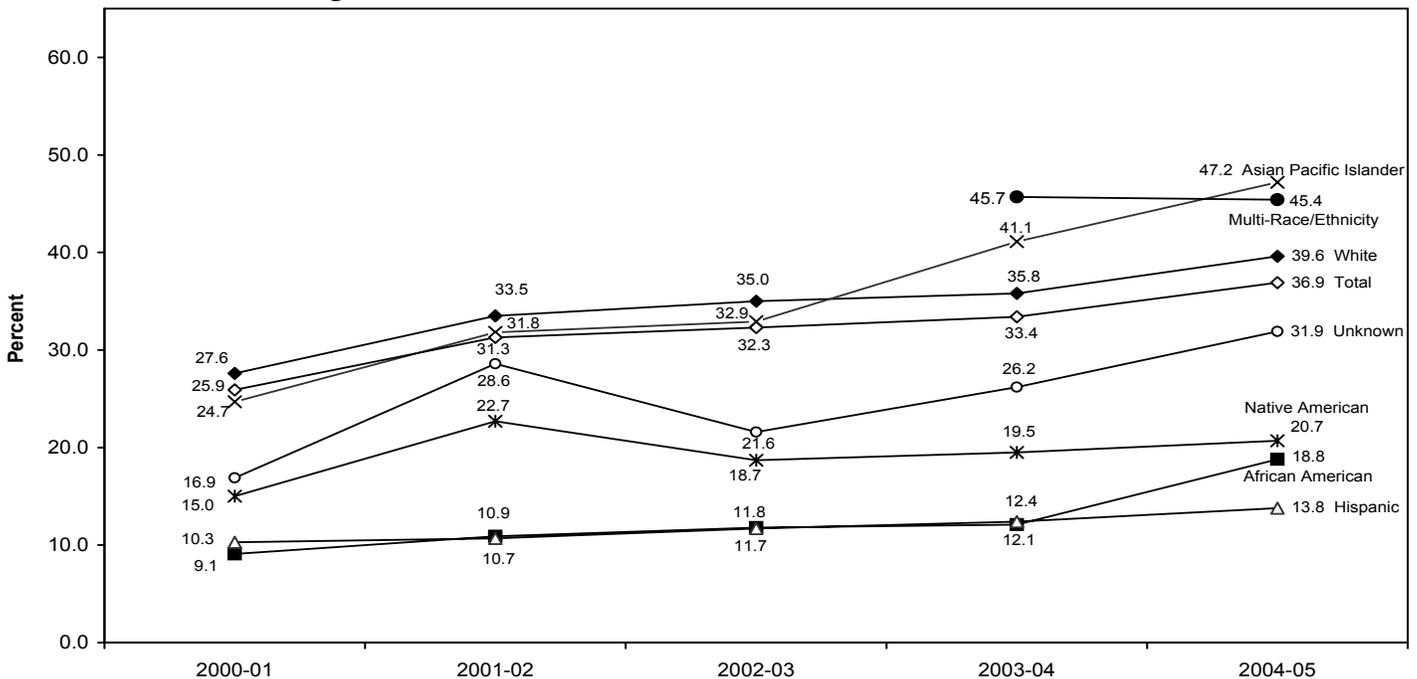
In 2004-05, 36.9% of regular diploma receivers earned both a regular diploma and the Certificate of Initial Mastery, up from 33.4% in 2003-04. The percentage of CIM completers was higher in 2004-05 than in 2003-04 for every race/ethnicity except Multi-Racial, which decreased from 45.7% to 45.4%. 47.2% of Asian/Pacific Islander graduates earning a regular diploma also earned a CIM, compared with 39.6% of White graduates, 20.7% of Native American/Alaskan Native graduates, 13.8% of Hispanic graduates, and 18.8% of African American graduates, who posted the greatest gain.

Regular Diplomas with a CIM by Race/Ethnicity 2000-01 to 2004-05

YEAR	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
2004-2005	10,386	39.6	130	18.8	372	13.8	746	47.2	122	20.7	64	45.4	216	31.9	12,036	36.9
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 2004-05



The percentage of CIM completers was higher in 2004-05 than in 2003-04 for every race/ethnicity except Multi-Race/Ethnicity, which decreased slightly. African American and Asian/Pacific Islander graduates posted the greatest increases.

High School Completers 2004-05 Final Data

In 2004-05 of the 36,368 students who completed 12th grade, 20,552 (56.5%) earned a regular diploma without a CIM, 12,036 (33.1%) earned a diploma with a CIM, 965 (2.7%) earned a modified diploma (special education), and 2,815 (7.7%) finished the year without earning a diploma.

From 2003-04 to 2004-05, the percent of all completers who did not receive a credential went up, from 7.1% in 2003-04 to 8.0% in 2004-05. This percent increased for every race/ethnicity.

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 to 2004-05

	YEAR	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
REGULAR DIPLOMA	2004-2005	26,208	93.5	693	84.7	2,699	84.4	1,581	91.5	588	86.7	141	91.0	678	84.2	32,588	92.0
	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	2004-2005	712	2.5	55	6.7	107	3.3	29	1.7	31	4.6	6	3.9	25	3.1	965	2.7
	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	2004-2005	1,813	6.5	125	15.3	500	15.6	146	8.5	90	13.3	14	9.0	127	15.8	2,815	8.0
	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	2004-2005	28,733	100.0	873	100.0	3,306	100.0	1,756	100.0	709	100.0	161	100.0	830	100.0	36,368	100.0
	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 (2004-05) by Gender and Race/Ethnicity

	Total	%	White	%	African American	%	Hispanic	%	Asian/ Pacific Islander	%	Native American	%	Multi-Race Ethnicity	%	Unknown	%
All Completers	35,403	100.0%	28,021	100.0%	818	100.0%	3,199	100.0%	1,727	100.0%	678	100.0%	155	100.0%	805	100.0%
Regular Diploma	32,588	92.0%	26,208	93.5%	693	84.7%	2,699	84.4%	1,581	91.5%	588	86.7%	141	91.0%	678	84.2%
without CIM	12,036	34.0%	10,386	37.1%	130	15.9%	372	11.6%	746	43.2%	122	18.0%	64	41.3%	216	26.8%
with CIM	20,552	58.1%	15,822	56.5%	563	68.8%	2,327	72.7%	835	48.3%	466	68.7%	77	49.7%	462	57.4%
Modified Diploma*	965	2.7%	712	2.5%	55	6.7%	107	3.3%	29	1.7%	31	4.6%	6	3.9%	25	3.1%
No Diploma	2,815	8.0%	1,813	6.5%	125	15.3%	500	15.6%	146	8.5%	90	13.3%	14	9.0%	127	15.8%
All Male Completers	18,373	100.0%	14,521	100.0%	414	100.0%	1,646	100.0%	914	100.0%	377	100.0%	78	100.0%	423	100.0%
Regular Diploma	16,127	87.8%	13,009	89.6%	312	75.4%	1,294	78.6%	812	88.8%	304	80.6%	71	91.0%	325	76.8%
without CIM	5,512	30.0%	4,760	32.8%	53	12.8%	164	10.0%	354	38.7%	53	14.1%	34	43.6%	94	22.2%
with CIM	10,615	57.8%	8,249	56.8%	259	62.6%	1,130	68.7%	458	50.1%	251	66.6%	37	47.4%	231	54.6%
Modified Diploma*	597	3.2%	453	3.1%	30	7.2%	62	3.8%	13	1.4%	19	5.0%	1	1.3%	19	4.5%
No Diploma	1,649	9.0%	1,059	7.3%	72	17.4%	290	17.6%	89	9.7%	54	14.3%	6	7.7%	79	18.7%
All Female Completers	17,995	100.0%	14,212	100.0%	459	100.0%	1,660	100.0%	842	100.0%	332	100.0%	83	100.0%	407	100.0%
Regular Diploma	16,461	91.5%	13,199	92.9%	381	83.0%	1,405	84.6%	769	91.3%	284	85.5%	70	84.3%	353	86.7%
without CIM	6,524	36.3%	5,626	39.6%	77	16.8%	208	12.5%	392	46.6%	69	20.8%	30	36.1%	122	30.0%
with CIM	9,937	55.2%	7,573	53.3%	304	66.2%	1,197	72.1%	377	44.8%	215	64.8%	40	48.2%	231	56.8%
Modified Diploma*	368	2.0%	259	1.8%	25	5.4%	45	2.7%	16	1.9%	12	3.6%	5	6.0%	6	1.5%
No Diploma	1,166	6.5%	754	5.3%	53	11.5%	210	12.7%	57	6.8%	36	10.8%	8	9.6%	48	11.8%

Source: Oregon Department of Education, High School Completers, November 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. Males are more likely than females to earn a Regular Diploma with CIM (57.8% of males compared to 55.2% of females.)
2. Females are more likely than males to earn a Regular Diploma in every race/ethnicity category except Multi-Race/Ethnicity.

No Diploma:

1. 9.0% of males (1,649) did not receive a diploma, compared with 6.5% of females (1,166).
2. Hispanic males had the highest rate of completers with No Diploma (17.6%), closely followed by African American males (17.4%) and Native American males (14.3%).

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:

Number of Dropouts for Grades 9-12

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.

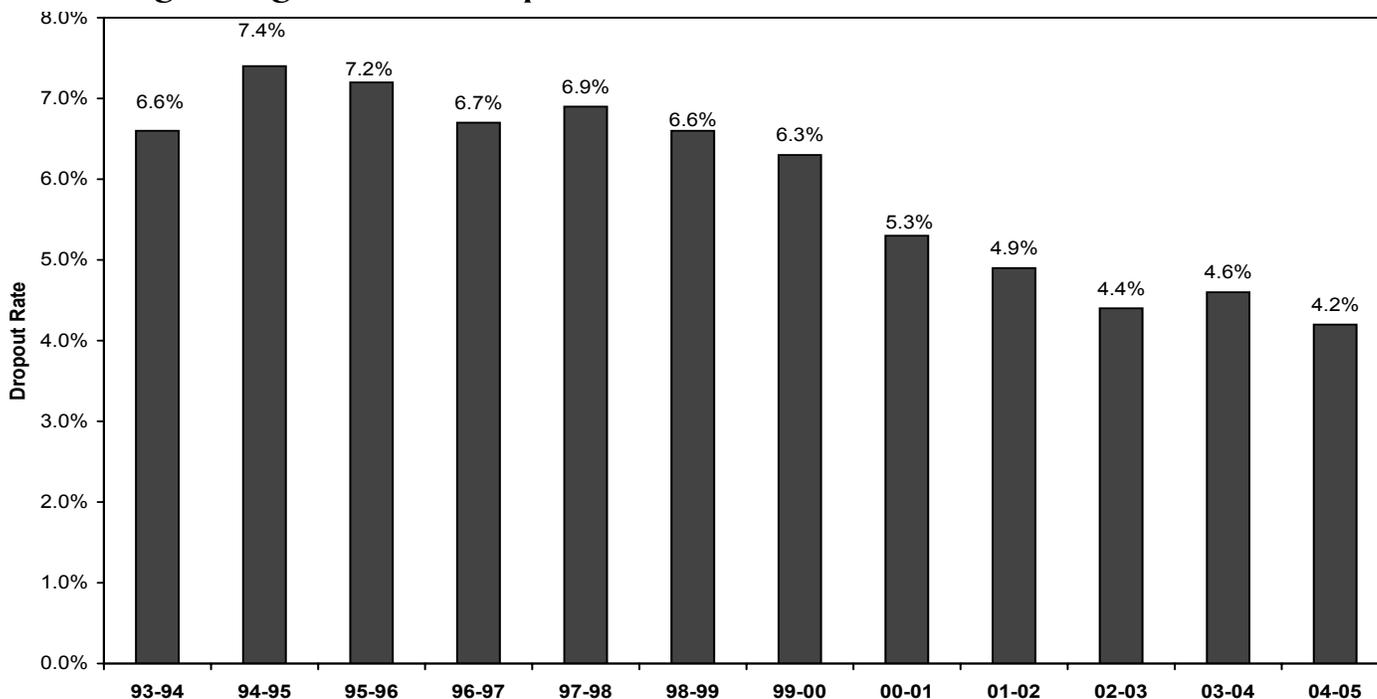
For more information, access the following link:

<http://www.ode.state.or.us/search/results?id=135>

2004-05 Dropout Rate Lowest Ever Reported

The statewide dropout rate decreased slightly from 4.6 percent in 2003-04 to 4.2 percent in 2004-05. There were 7,318 dropouts in grades 9-12 in 2004-2005, down from 7,864 dropouts in 2003-04. Not only was this the lowest dropout rate ever reported, but it was also the lowest number of dropouts reported for a school year since Oregon began reporting statewide dropout rates in 1991-92.

Oregon High School Dropout Rates 1993-94 to 2004-2005



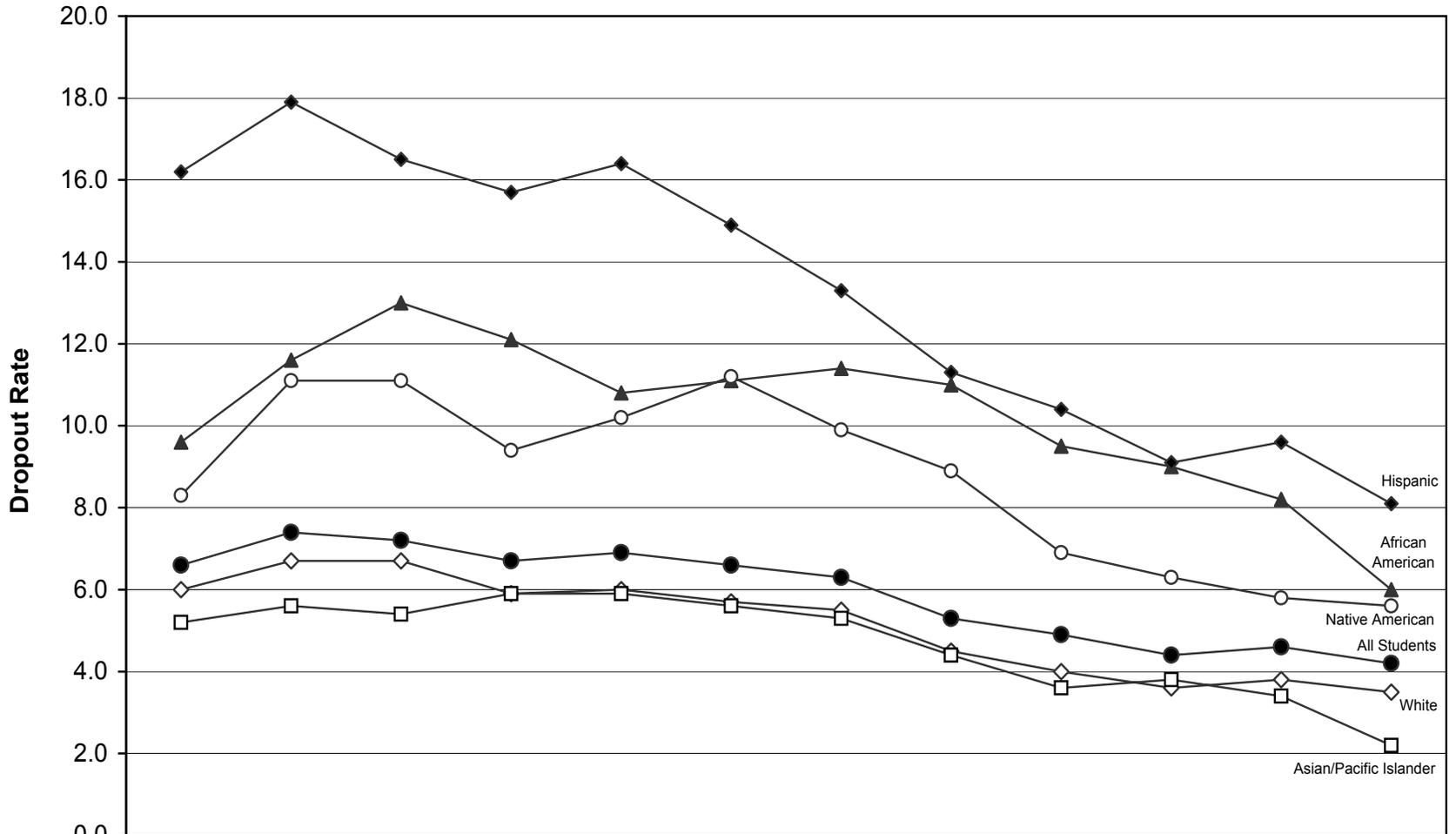
The statewide dropout rate decreased from 4.6% in 2003-04 to 4.2% in 2004-05.

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

The most frequently cited reasons for leaving school have been consistent during the last seven years of reporting, suggesting that these are significant factors that affect a student's ability to stay in school. The reasons and the numbers of students reported for 2004-2005 are as follows:

1. Too far behind in credits to catch up (1,244 students)
2. Lack of parental support for education (761 students)
3. Working more than 15 hours a week (665 students)
4. Dysfunctional home life (578 students)
5. Frequent discipline referrals (450 students)
6. Substance abuse (328 students)
7. Pregnant or teen parent (319 students)

Oregon Dropout Rates by Race/Ethnicity – Grades 9-12 1993-94 to 2004-05



	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
● All Students	6.6	7.4	7.2	6.7	6.9	6.6	6.3	5.3	4.9	4.4	4.6	4.2
◇ White	6.0	6.7	6.7	5.9	6.0	5.7	5.5	4.5	4.0	3.6	3.8	3.5
▲ African American	9.6	11.6	13.0	12.1	10.8	11.1	11.4	11.0	9.5	9.0	8.2	6.0
◆ Hispanic	16.2	17.9	16.5	15.7	16.4	14.9	13.3	11.3	10.4	9.1	9.6	8.1
□ Asian/Pacific Islander	5.2	5.6	5.4	5.9	5.9	5.6	5.3	4.4	3.6	3.8	3.4	2.2
○ Native American	8.3	11.1	11.1	9.4	10.2	11.2	9.9	8.9	6.9	6.3	5.8	5.6

Between 2003-04 and 2004-05, dropout rates declined for every race/ethnicity. Dropout rates have declined for the last 6 years for Native American students and declined for the past 5 years for African American students.

Dropout Rates

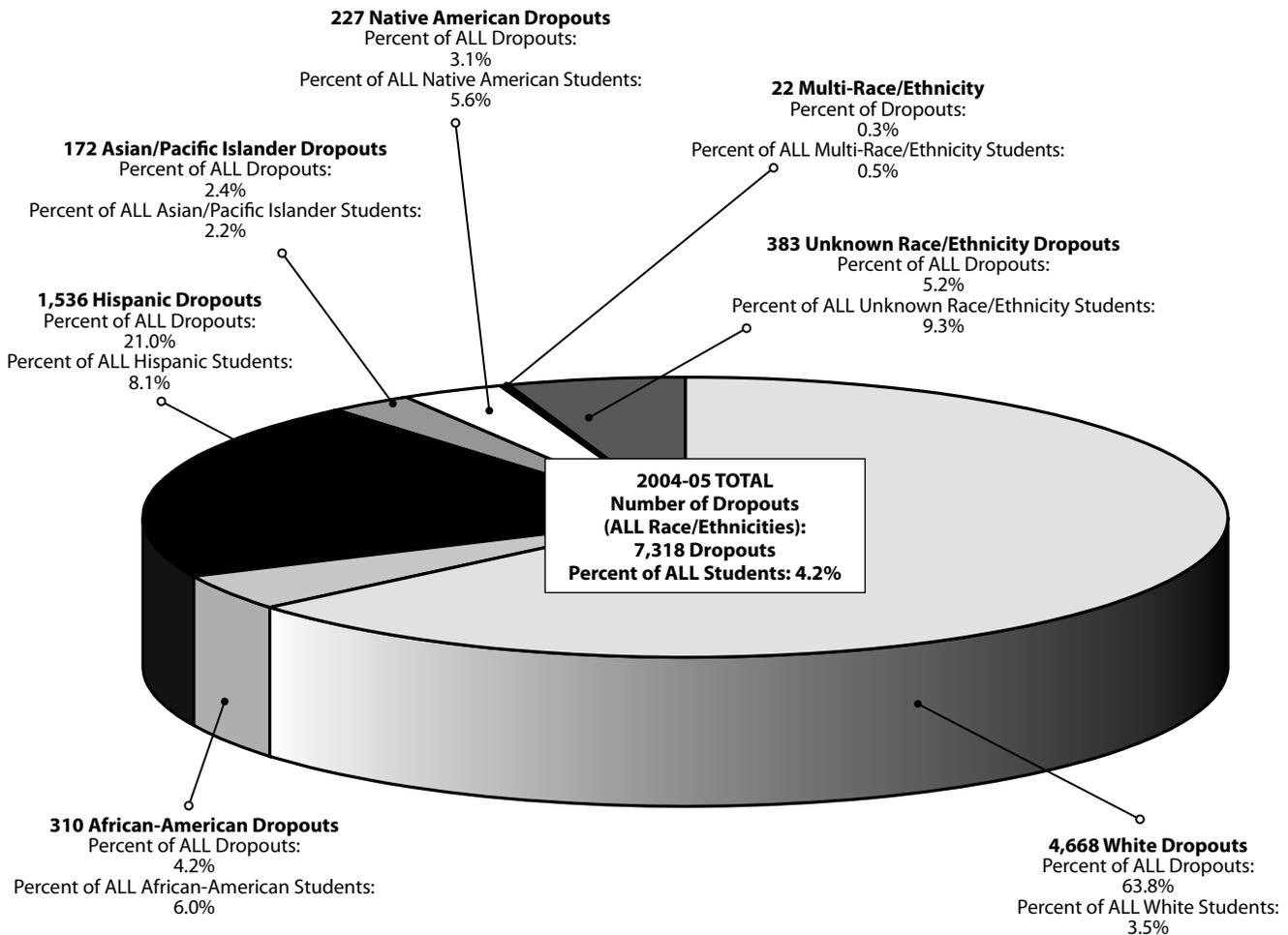


Minority students are disproportionately represented among Oregon's dropouts. Only White and Asian/Pacific Islander students have a lower percent of all dropouts than their percent of the total population of all students. After six years of declines, Hispanic dropout rates increased from 9.1 percent in 2002-03 to 9.6 percent in 2003-04. In 2004-05, the Hispanic dropout rate decreased to 8.1 percent. Hispanic students comprised 15.1 percent of the grade 9-12 total population in 2004-2005, but 21.0 percent of grade 9-12 dropouts. The dropout rate for African American students decreased for the fifth consecutive year, but still remains high: 6.0 percent



compared to 4.2 percent of the total student population. The graph below shows the variation in dropouts among the various racial/ethnic student groups.

Percentage of All Oregon Dropouts by Race/Ethnicity With Dropout Rates Grades 9-12 2004-05



In 2004-05, 63.8% of all dropouts were White, while 21.0% were Hispanic, 4.2% were African American, 2.4% were Asian/Pacific Islander, 3.1% were Native American, .3% were Multi-Race/Ethnicity, and 5.2% 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. Most of those entering ninth grade 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 2001.

Educational Outcomes for the Class of 2005 All Oregon Public Secondary Schools

		Total	Percent of 9 th Graders
ENTERED GRADE 9	September 2001	45,078	100.0
FOUR YEARS LATER	June 2005		
	Regular Diploma	32,588	71.7
	Dropout	7,318	16.1
	Attended 4 years, No Diploma	2,815	6.2
	GED	1,058	2.3
	Modified Diploma	965	2.1
	Home School	358	0.8
	Legally withdrawn*	266	0.6
	Adult High School Diploma	72	0.2
	Deceased	42	0.1
	Total of Known Outcomes**	45,482	100.1

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

**Because of in-migration, 2005 outcomes outnumbered the number of 9th graders in 2001.

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

Although 71.7 percent of the ninth-graders earned a regular diploma (CIM and non-CIM) 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 76.3 percent. 7,318 students (16.1 percent) dropped out. However, many of these persons will return to school and finish their secondary education at a community college.

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 funding, professional development of teachers, assessment of student performance, and reporting student and school information to parents and communities.

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

The law requires each state to submit a plan to the U.S. Department of Education, explaining how *adequate yearly progress* would be determined in that state, how assessments and reporting would be completed, and how additional requirements would be met. The Oregon plan was approved on May 29, 2003.

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

Summary

2005-06 Final AYP Report Summary

District: State Level
 School: State Level

AYP Designation: **NOT MET**

Did the school meet the standard for AYP?

Overall AYP	English/ Language Arts AYP	Math AYP	Graduation
All Students	MET	MET	MET
Economically Disadvantaged	MET	MET	
Limited English Proficient	NOT MET	MET	
Students with Disabilities	NOT MET	MET	
Asian/Pacific Islander	MET	MET	
Black (not of Hispanic origin)	MET	MET	
Hispanic origin	NOT MET	MET	
American Indian/Alaskan Native	MET	MET	
White (not of Hispanic origin)	MET	MET	
Multi-Racial/Multi-Ethnic	MET	MET	

2005-06 Final AYP Report
English/Language Arts (ELA) Details

District: State Level
 School: State Level

Participation Target: 95%



Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		04-05	05-06	04-05	05-06		
All Students	MET	291397	419476	6740	7407	725020	98
Economically Disadvantaged	MET	119861	182444	2767	2959	308031	98
Limited English Proficient	MET	30566	47790	559	606	79521	99
Students with Disabilities	MET	39890	60546	1809	2128	104373	96
Asian/Pacific Islander	MET	12719	19349	176	211	32455	99
Black (not of Hispanic origin)	MET	8505	12306	357	346	21514	97
Hispanic origin	MET	39596	63153	1076	1255	105080	98
American Indian/Alaskan Native	MET	6453	9060	263	273	16049	97
White (not of Hispanic origin)	MET	214666	302586	4644	5060	526956	98
Multi-Racial/Multi-Ethnic	MET	2154	5154	17	25	7350	99

The participation target may be met using either a one or two year participation rate.

Math Details

2005-06 Final AYP Report

Mathematics Knowledge and Skills and Math Problem-Solving Details

District: State Level
 School: State Level

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		04-05	05-06	04-05	05-06		
All Students	MET	168165	294888	2533	3586	469172	99
Economically Disadvantaged	MET	70105	130461	899	1253	202718	99
Limited English Proficient	MET	17945	34407	215	329	52896	99
Students with Disabilities	MET	23287	42843	688	1014	67832	97
Asian/Pacific Islander	MET	7262	13475	60	112	20909	99
Black (not of Hispanic origin)	MET	4898	8739	154	167	13958	98
Hispanic origin	MET	23138	45136	379	573	69226	99
American Indian/Alaskan Native	MET	3738	6399	88	127	10352	98
White (not of Hispanic origin)	MET	123103	211624	1769	2426	338922	99
Multi-Racial/Multi-Ethnic	MET	1289	3701	5	5	5000	100

The participation target may be met using either a one or two year participation rate.

FINAL Designations

No Child Left Behind Act • Adequate Yearly Progress
 Oregon Public Schools • September 1, 2006

	Met AYP		Did Not Meet AYP	
	Number of Schools	Percent of All Schools	Number of Schools	Percent of All Schools
Title I Schools	518		73	
Elementary	465		26	
Middle Schools	23		27	
High Schools	8		1	
Combined Schools	22		19	
Non-Title I Schools	337		301	
Elementary	232		7	
Middle Schools	45		111	
High Schools	54		178	
Combined Schools	6		5	
Total	855	69.6	374	30.4



27 schools that have only one year of data did not receive AYP designations
 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, Other Indicator of Attendance or Graduation) **for two consecutive years** are identified for “program improvement” and mandatory sanctions apply. These sanctions increase in severity with each year’s designation of not meeting AYP.

FINAL Determinations

No Child Left Behind Act

Number of Oregon Public Schools Designated as *Not Meeting AYP* In the Same Subject Area*
September 1, 2006

	Number of YEARS Not Meeting AYP						Total Number of SCHOOLS Not Meeting AYP October 2006
	1	2	3	4	5	6	
Title I Schools							
Elementary	20	3	2	1			26
Middle Schools	5	7	8	6	1	1	27
High Schools	12	4		3			19
Combined Schools	1						1
Non-Title I Schools							
Elementary	1	4	1	1			7
Middle Schools	14	26	28	43			111
High Schools	35	17	26	100			178
Combined Schools	2	2		1			5
Total	90	63	65	155		1	374

* 13 Title I schools identified for program improvement that met AYP in 2005-2006 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 is developing a system of support services to all schools and districts. Educational professionals, both in the Department and in other educational organizations and agencies, will work with identified districts on effective support strategies, research-based educational practices, and data analysis. A structure that differentiates the levels of support for districts and schools, based on their prioritization of need, will be established. A statewide system of intensive, sustained support for low-performing schools will be established and implemented.

FINAL Designations
No Child Left Behind Act (NCLB) Adequate Yearly Progress (AYP)
Oregon Public Schools Schools Meeting AYP
2002-03 to 2005-06



	2002-2003			2003-2004			2004-2005*			2005-2006		
	Number of Schools	Number Met AYP	Percent Met AYP	Number of Schools	Number Met AYP	Percent Met AYP	Number of Schools	Number Met	Percent Met	Number of Schools	Number Met	Percent Met
All Schools	1147	801	69.8	1189	847	71.2	1199	811	67.6	1229	855	69.6
Elementary/Middle	904	737	81.5	927	767	82.7	930	731	78.6	936	765	81.7
High Schools	243	79	32.5	262	80	30.5	269	80	29.7	293	90	30.7
Title I Schools				574	496	86.4	578	487	84.3	591	518	87.6
Elementary/Middle	514	448	87.2	533	473	88.7	536	463	86.4	541	488	90.2
High Schools	39	24	61.5	41	23	56.1	42	24	57.1	50	30	60.0
Non-Title I Schools				615	351	57.1	621	324	52.2	638	337	52.8
Elementary/Middle	390	289	74.1	394	294	74.6	394	268	68.0	395	277	70.1
High Schools	204	55	27.0	221	57	25.8	227	56	24.7	243	60	24.7
Number new schools not rated	54			44			54			27		
Title I school Identified for Improvement	8			36			42			47		
Title I schools exiting school improvement status	0			0			1			6		

*State targets increased to 50% in English/Language Arts and 49% in Mathematics
 Source: Oregon Department of Education

No Child Left Behind

Highly Qualified Teachers



According to the federally required definition under the No Child Left Behind Act, 91.4% of all classes taught in Oregon’s public schools in 2005-06 had a “highly qualified teacher”. Oregon’s percentage is even higher in classrooms where the student has the same teacher all day, as is the case in nearly all elementary schools and many middle schools. In these self-contained classes, 96.4% had highly qualified teachers.

Oregon requires teachers to be fully licensed, hold at least a bachelor’s degree, and meet state requirements to demonstrate mastery of subject knowledge, either by exam or major in the core academic area. All teachers of core academic subjects (English, reading, language arts, math, science, foreign languages, social studies, and the arts) must meet the definition of highly qualified teacher by the 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 89.7% in 2005-06 compared to 88.9% in 2004-2005 and 84.5% in 2003-2004.

In 2005-06, 3.7% of teachers in Oregon had emergency or provisional credentials (1,232 provisional licenses out of 33,145 total licenses), up slightly from 3.5% reported in 2004-05 (1,265 provisional licenses out of 36,647 total.) The number of teachers with provisional licenses actually decreased, but the total number of licenses also decreased, so the percent of Oregon teachers who had emergency or provisional credentials went up. Therefore, they do not meet the federal requirements for highly qualified teachers.

Percent of Classes Taught by Highly Qualified Teachers 2005-06 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 Schools NOT Taught by Highly Qualified Teachers*
All	91.4%	8.6%	89.7%	10.3%	93.7%	6.3%
Self-Contained	96.4%	3.6%	95.1%	4.9%	96.4%	3.6%
English	90.1%	9.9%	87.8%	12.2%	92.4%	7.6%
Foreign Languages	90.9%	9.1%	86.6%	13.4%	95.8%	4.2%
The Arts	91.1%	8.9%	88.9%	11.1%	92.4%	7.6%
Science	90.9%	9.1%	89.8%	10.2%	93.7%	6.3%
Math	89.1%	10.9%	86.4%	13.6%	94.4%	5.6%
Social Sciences	91.2%	8.8%	89.4%	10.6%	92.1%	7.9%

Source: NCLB Staff (Highly Qualified Teachers) Data Collection 2005-2006.

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

Highly Qualified Teachers

(continued)

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.

School Type	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Not Taught by Highly Qualified Teachers
Elementary Level		
High-Poverty	94.3%	5.7%
Low-Poverty	95.4%	4.6%
All Elementary Schools	95.1%	4.9%
Secondary Level		
High Poverty	88.0%	12.0%
Low Poverty	93.4%	6.6%
All Secondary Schools	90.8%	9.2%

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 2005-06, fifteen schools were placed on year one or two “watch status” and are required to submit a corrective action plan to the Department of Education. Oregon identified one school as “Persistently Dangerous” for exceeding the threshold for three consecutive years. In 2004-05, twelve schools were placed on the year one or year two “watch status.”

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>

For more information, contact Scott Hall at 503-947-5628, or scott.hall@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	2005-2006 School Year
Exceptional	39	43	50	91	130	130	137	147
Strong	389	459	564	399	339	360	390	436
Satisfactory	627	580	484	558	548	546	509	462
Low	43	17	14	27	34	27	22	24
Unacceptable	4	2	0	7	5	10	8	6
Not Rated**	105	116	105	148	175	160	187	181

* Beginning with the 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 years that followed.

** 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>

STATEWIDE REPORT CARD



Oregon

2005-06



All who have meditated on the art of governing mankind have been convinced
that the fate of empires depends on the education of youth.

Aristotle



Students & Staff

statewide

Instruction begins when you, the teacher, learn from the learner;
put yourself in his place so that you may understand...
what he learns and the way he understands it.

Soren Kierkegaard



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

Albert Einstein



Historical Perspective 1992-93 & 2005-06

Enrollment	1992-1993		2005-2006		1992-93 to 2005-06	
	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	256,004	45.8	-10,824	-4.1
Middle	88,212	17.3	107,632	19.2	+19,420	+22.0
High	146,079	28.6	170,681	30.5	+24,602	+16.8
Combined	7,561	1.5	4,137	0.7	-3,424	-45.3
Charter	NA	NA	7,586	1.4	+7,586	--
Alternative	595	0.1	11,267	2.0	+10,672	+1,793.6
Youth Corrections Juvenile Detention Oregon School for the Deaf Oregon School for the Blind	847	0.2	1,908	0.3	+1,1061	+125.3
TOTAL	510,122	100.0	559,215	100.0	+49,093	+9.6
Race/Ethnicity	1992-1993		2005-2006		1992-93 to 2005-06	
White	446,251	87.5	401,086	71.7	-45,165	-10.1
African American	12,220	2.4	16,742	3.0	+4,522	+37.0
Hispanic	27,115	5.3	84,244	15.1	+57,129	+210.7
Asian/Pacific Islander	15,360	3.0	25,204	4.5	+9,844	+64.1
Native American	9,176	1.8	11,678	2.1	+2,502	+27.3
Multi-Race/Ethnicity	NA	NA	6,304	1.1	+6,304	--
Not Reported	NA	NA	13,957	2.5	+13,957	--
TOTAL	510,122	100.0	559,215	100.0	+49,093	+9.6
Special Education	1992-1993		2005-2006		1992-93 to 2005-06	
	54,952	10.8	71,517	12.8	+16,565	+30.1
Students for Whom English is not the Primary Language	1992-1993		2005-2006		1992-93 to 2005-06	
	12,387	2.4	65,239	11.7	+52,852	+426.7
Free & Reduced Lunch* *	1995-1996**		2005-2006		1995-96** to 2005-06	
	158,548	31.1	234,535	42.7	+75,987	+47.9

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

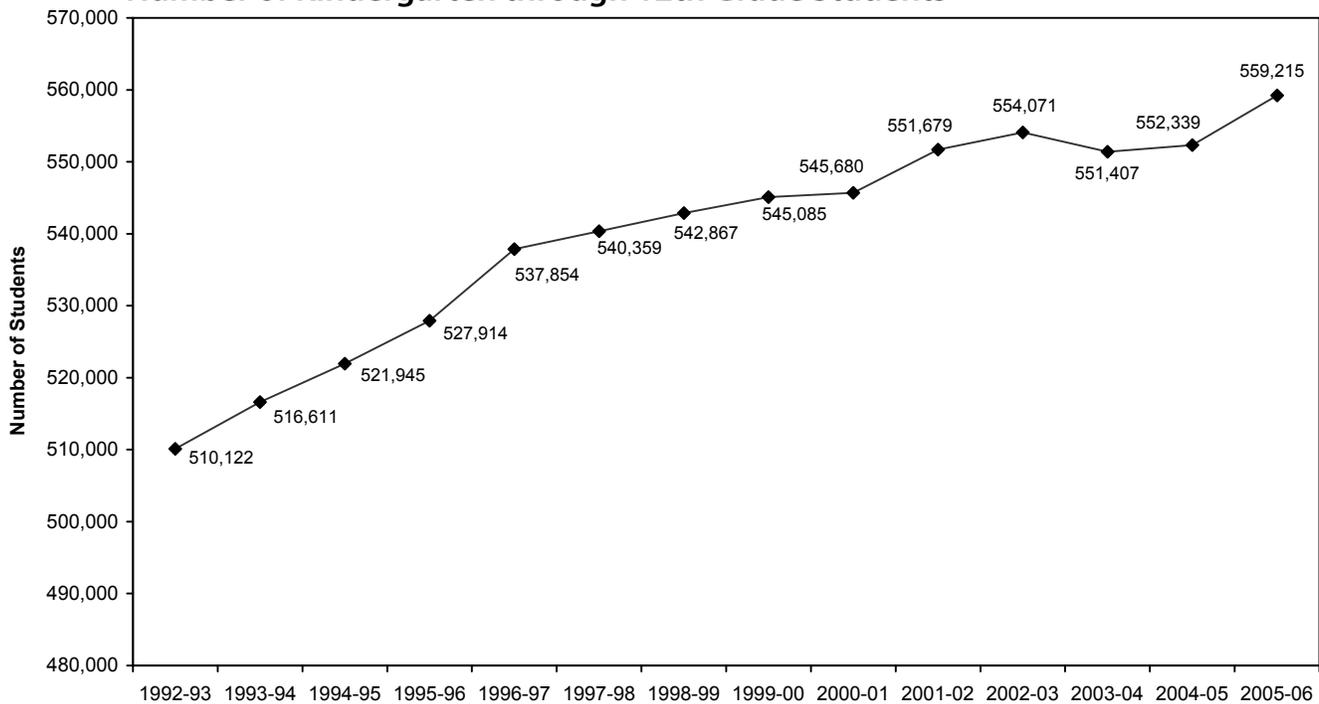
**Data for Free or Reduced Lunch is not available before 1995-96.

Source: Oregon Department of Education

Student Enrollment

Overall student enrollment in Oregon public schools has risen since 1992-93, with a total increase of 49,093 students, a 9.6 percent increase. From 2004-05 to 2005-06, the number of students increased by 6,876 students, or 1.2 percent.

Oregon Public School Enrollment 1992-93 through 2005-06
Number of Kindergarten through 12th Grade Students



The figures on this chart are based on October 1 Student Membership (enrollment) for each year. From 1992-93 to 2005-06, public school enrollment increased by 9.6 percent.

From 1992-93 to 2005-06, student enrollment increased by 9.6 percent, while the teacher count (in full-time equivalent positions) increased only 5.1 percent, from 26,696 teachers statewide in 1992-93 to 28,051 teachers in 2005-06.

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 2005-06, the elementary ratio has gone up 1.5 students per teacher, the middle school ratio has gone up 1.2 students per teacher, and the high school ratio has gone up 3.2 students per teacher. However, between 2004-05 and 2005-06, 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 schools and districts. Student-teacher ratios for districts and schools can be located at the following link:
<http://www.ode.state.or.us/sfda/reports/r0036Select.asp>

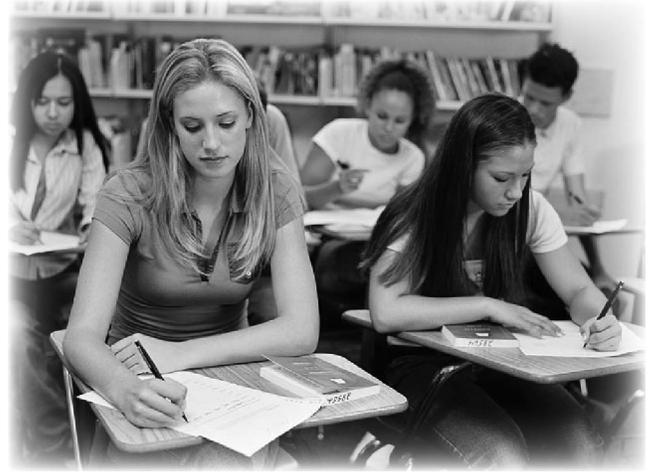
Note: The average student-teacher ratio is not the same as the average class size because the ratio includes all teachers – music, art and physical education specialists in addition to the individual classroom teachers.

Statewide Student-Teacher Ratios

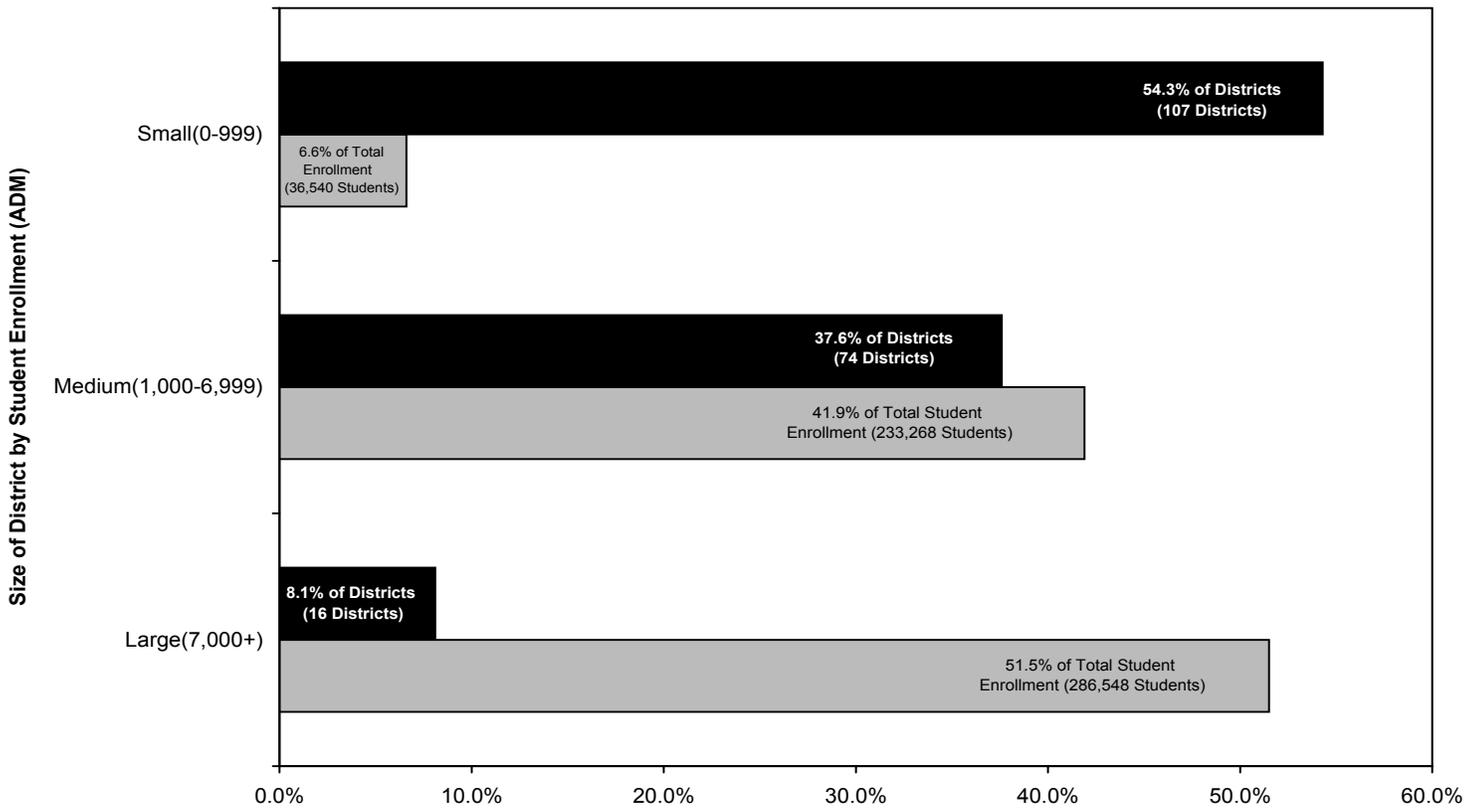
Type of School	1990-1991	2004-2005	2005-2006
Elementary School	18.7	20.3	20.2
Middle School	18.6	19.9	19.8
High School	17.7	21.2	20.9



The state's five largest districts – Portland, Salem, Beaverton, Eugene and Hillsboro – together educate 28.9 percent of the state's public school students.



Percent of Oregon School Districts by Size of Student Enrollment Percent of Student Enrollment (ADM) 2005-06



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.

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 2005-06 those figures had risen to 559,215 public school students and approximately 41,000 private school students.

From 2004-05 to 2005-06, the number of public school students increased from 552,339 to 559,215, a 1.2 percent increase.

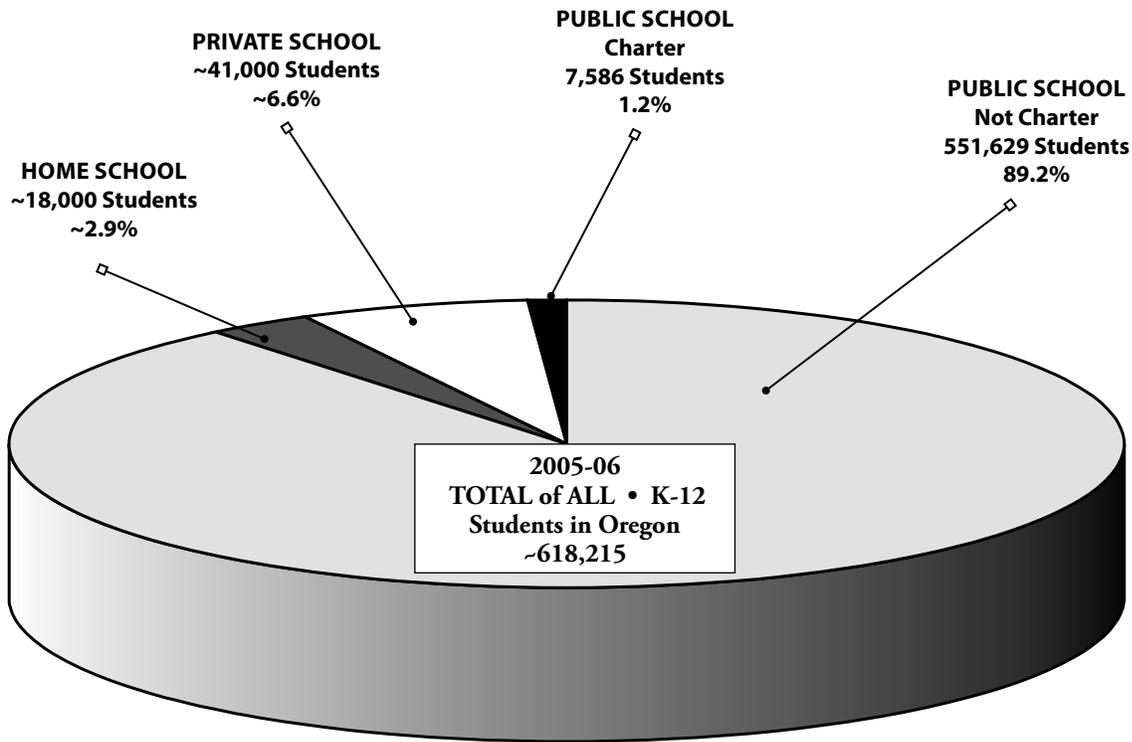
Of particular interest in the trend data is the public charter school, which combines elements of both public and private schooling systems. The charter schools, authorized by legislation in 1999, were designed to create new, innovative and more flexible ways of educating all children within the public school system, so all of the charter schools in Oregon are public schools. In 2005-06, charter school

enrollment was 1.4 percent of public school enrollment and 1.2 percent of all enrollment.

In the 2005-06 school year there were 65 charter schools (up from 56 charter schools in 2004-05), with approximately 7,586 students enrolled. This was a 50 percent increase in students from the previous year, when 5,072 students were enrolled. An additional eight charter schools will open during the 2006-07 school year.

In addition, it is estimated that another 18,000 students were home schooled in 2005-06.

Percentage of Student Enrollment by Type of School 2005-06



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 25.8 percent of total enrollment in 2005-2006, up from 12.5 percent in 1992-93.



The number of minority students as a percent of all students continues to grow.

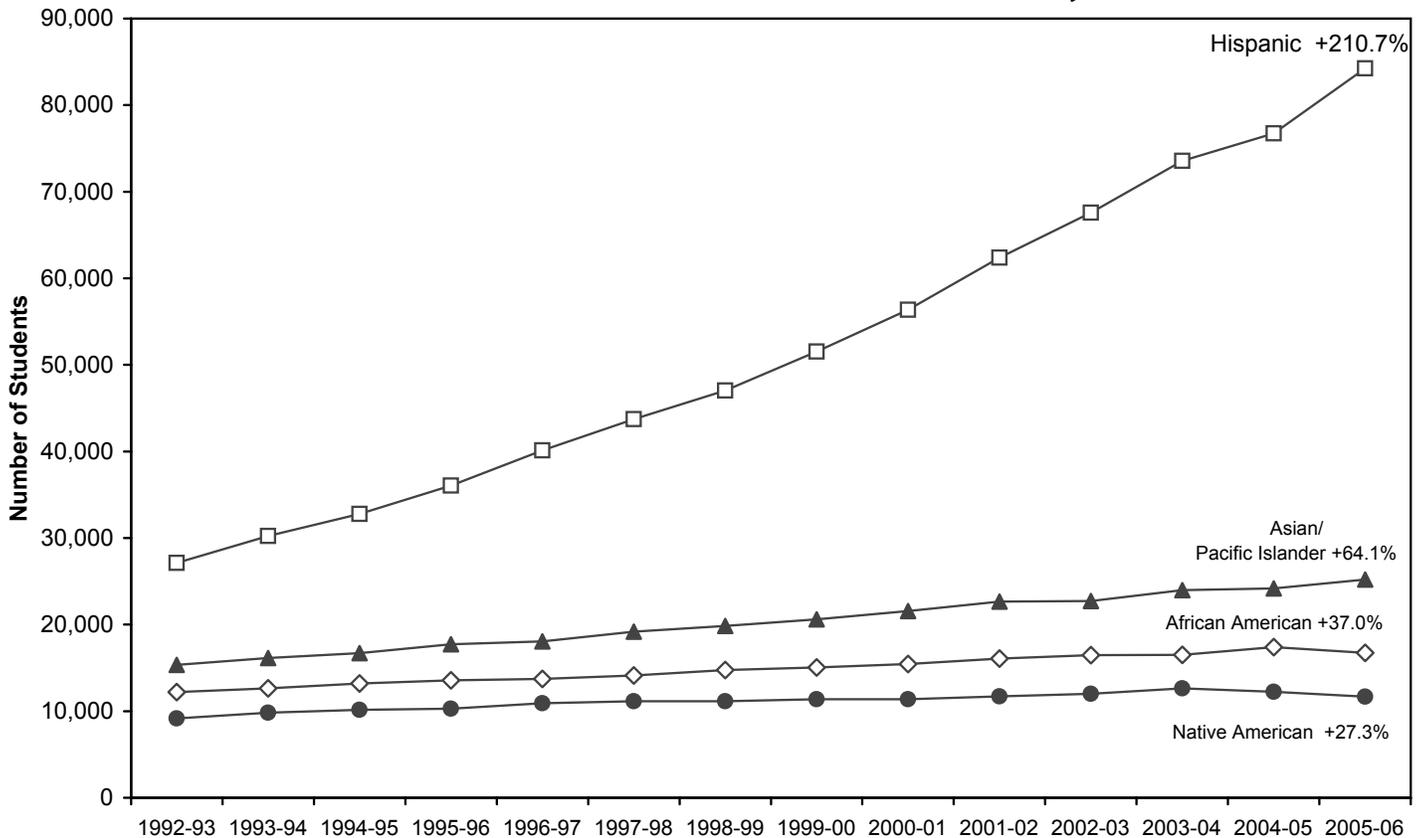
Between 1992-93 and 2005-06, the total number of all students increased by 49,093, a 9.6 percent increase, while the total number of minority students increased by 80,301, a 125.7 percent increase.

Seven out of ten new minority students were Hispanic. Between 1992-93 and 2005-06, the number of Hispanics increased 210.7 percent, from 27,115 students in 1992-93 to 84,244 students in 2005-06.

With the exception of 2004-05, which had a 4.4 percent increase in Hispanic students, and may have been an anomaly, for the past 10 years Hispanic students have had a growth rate in Oregon schools of between 8 and 11 percent per year.

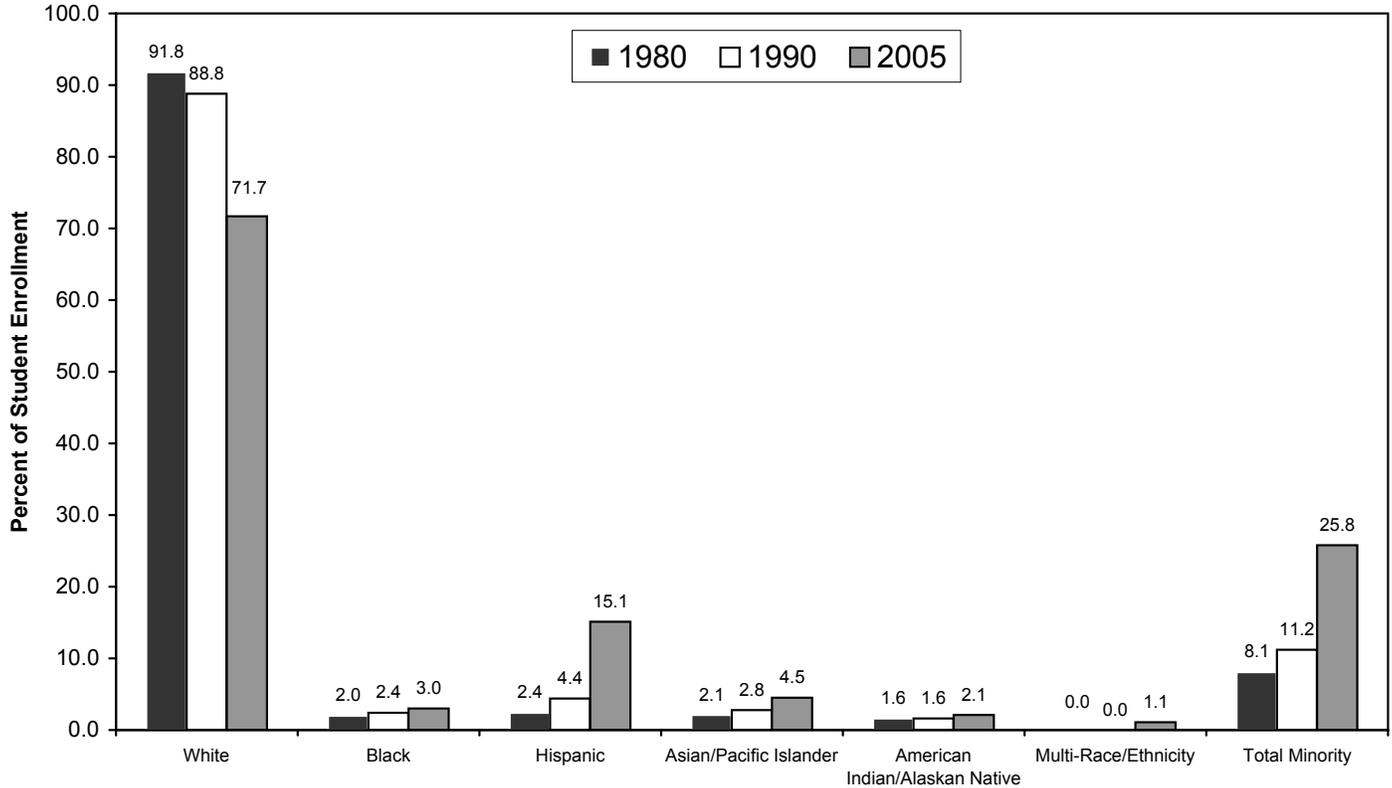
Oregon Public School Enrollment by Race/Ethnicity 1992-93 to 2005-06 With Growth Rates

Total Growth Rate was +9.6% **White Students Decreased by -10.1%**



From 1992-93 to 2005-06, there was a 210.7% increase in Hispanic students. Other minorities also posted large increases, while the increase for ALL Students was only 9.6%. There was a 10.1% decrease in the number of White students.

Percent of Student Enrollment by Race/Ethnicity (1980-2005)



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	African American	Hispanic	Asian/Pacific Islander	Native American	Multi-race Ethnicity	Race/Ethnicity Not Reported	Total
2005-06	401,086	16,742	84,244	25,204	11,678	6,304	13,957	559,215
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		11,062	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

Minority Student Population

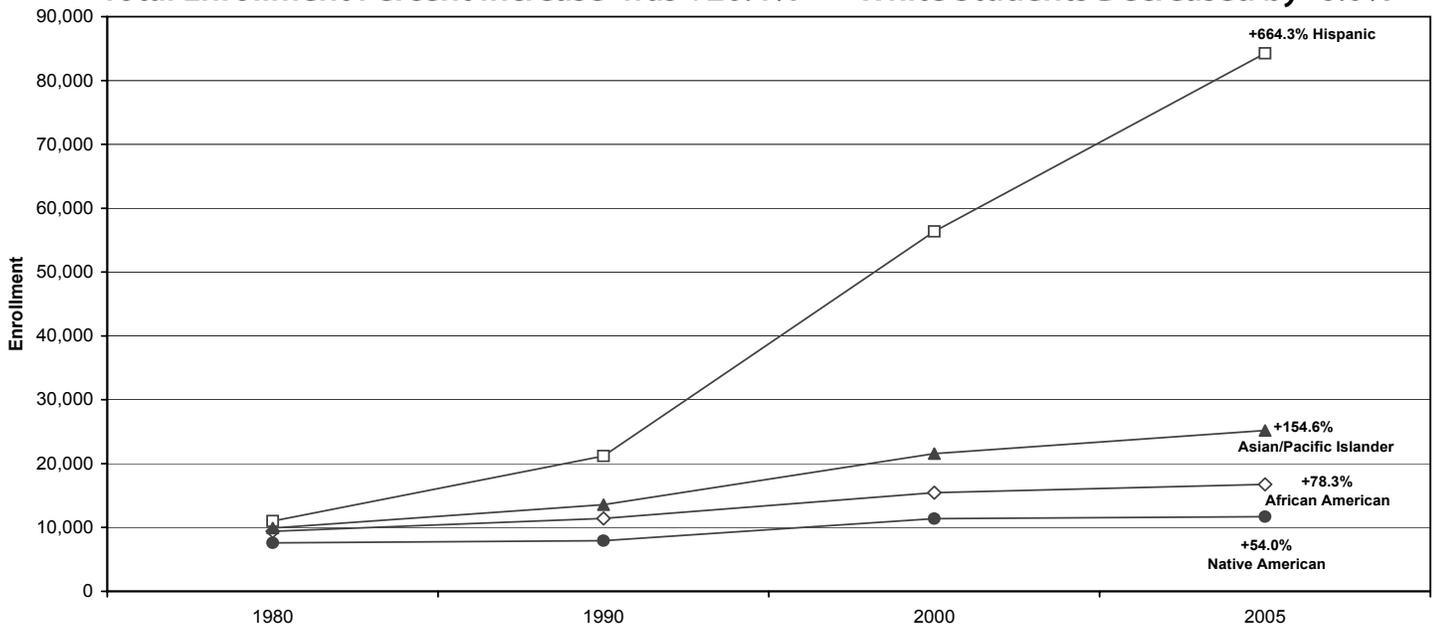


Since 1980, school enrollment has increased 20.4 percent. Remarkably, the number of Hispanic students has increased 664.3 percent from 1980 to 2005, while the number of White students has decreased by 6.0 percent. Asian/Pacific Islander students have increased 154.6 percent, African Americans have increased by 78.3 percent, and American Indian/Alaska Natives have increased by 54.0 percent from 1980 to 2005.

At the current growth rate, Hispanic students will make up 28 percent of the total student enrollment by 2020. Currently (2005), Hispanic students make up 15.1 percent of the total student enrollment.

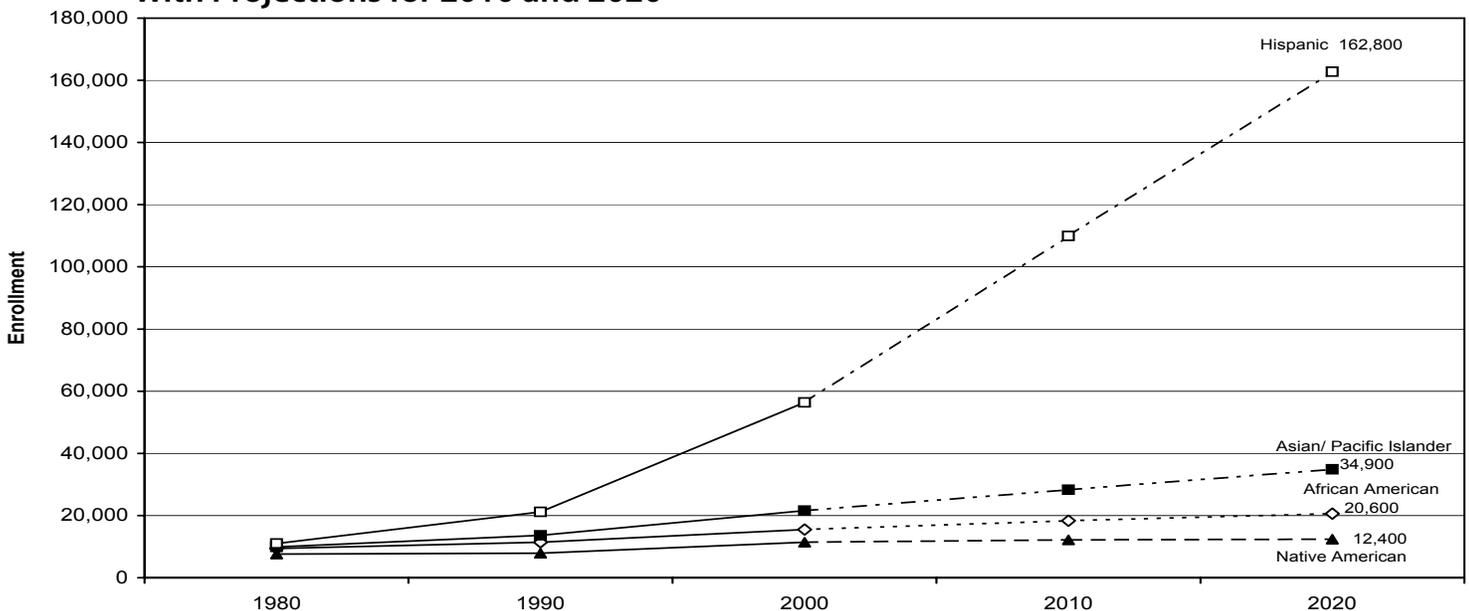
Oregon Public School Actual Enrollment by Race/Ethnicity 1980-2005 With Percent Increases

Total Enrollment Percent Increase was +20.4% White Students Decreased by -6.0%



Between 1980 and 2005, public school enrollment grew by 20.4% overall, driven by growth in minority enrollment. While White students decreased by -6.0%, Hispanic students increased by +664.3% (from 11,022 students in 1980 to 84,244 students in 2005).

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.

(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 2005-06 school year there were 65,239 students (11.7 percent of ALL K-12 students) who had a language of origin other than English. The most common language of origin was Spanish, with 50,143 students (9.0 percent of ALL students).

Most Common Languages of Origin of Students in Oregon Public Schools (K-12) 2005-2006

Language of Origin	Number of Students by Language of Origin	Percent of Students with a Language of Origin That is Not English 65,239	Percent of All Students 559,215
Spanish	50,143	76.9%	9.0%
Russian	3,558	5.5%	0.6%
Vietnamese	1,987	3.0%	0.4%
Ukrainian	957	1.5%	0.2%
Korean	719	1.1%	0.1%
Chinese, Yue (Cantonese)	639	1.0%	0.1%
Romanian	596	0.9%	0.1%
Hmong	516	0.8%	0.1%
Chinese, Mandarin	415	0.6%	0.1%
Somali	368	0.6%	0.1%
Javanese	295	0.5%	0.1%
Arabic	285	0.4%	0.1%
Tagalog	243	0.4%	0.0%
Cambodian (Khmer)	231	0.4%	0.0%
Chuukese/Trukese	231	0.4%	0.0%
Laothian	218	0.3%	0.0%
Malay	141	0.2%	0.0%
Hindi	121	0.2%	0.0%
Farsi	109	0.2%	0.0%
Thai	104	0.2%	0.0%
French	74	0.1%	0.0%
Amahric	72	0.1%	0.0%
Oromo, West-Central	70	0.1%	0.0%
Marshallese	66	0.1%	0.0%
Urdu	63	0.1%	0.0%
German	60	0.1%	0.0%
Chittagonian	57	0.1%	0.0%
Serbo-Croatian	55	0.1%	0.0%
Turkish	54	0.1%	0.0%
Tonga	53	0.1%	0.0%
Telugu	52	0.1%	0.0%
Kurdish	50	0.1%	0.0%
Portuguese	48	0.1%	0.0%
Serbian	45	0.1%	0.0%
Creole	41	0.1%	0.0%
Burmese	39	0.1%	0.0%
Albanian	36	0.1%	0.0%
Other languages	2,428	3.7%	0.4%
TOTAL	65,239	100.0%	11.7%

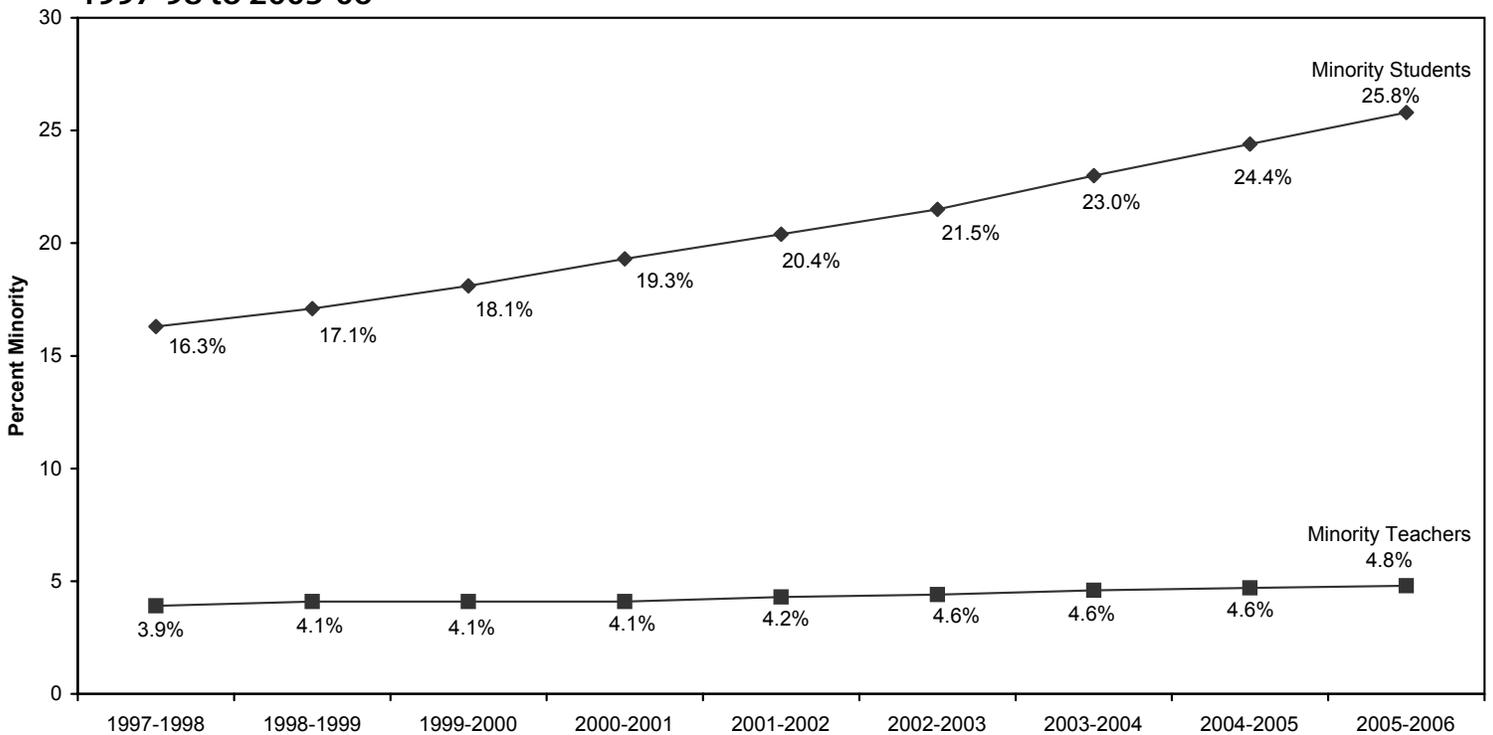
Minority Teacher Population Remains Steady

Minority Gap Widens



Oregon has made limited progress in hiring and retaining teachers of minority populations. Sixteen years ago, 2.1 percent of teachers and 11.2 percent of students were of minority populations. In 2005-06, 4.8 percent of teachers and 25.8 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.*

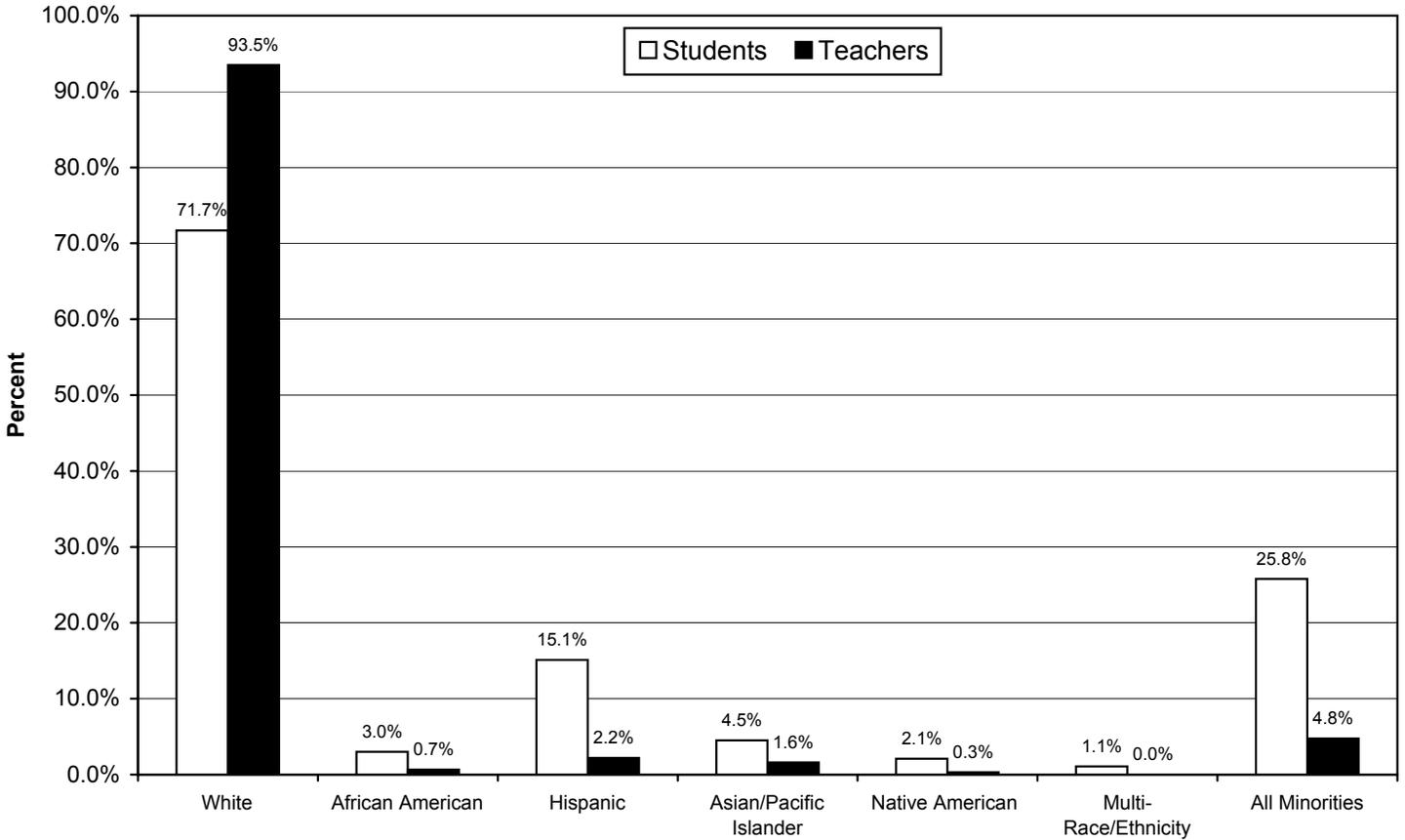
Percent Minority Students & Teachers
1997-98 to 2005-06



From 1997-98 to 2005-06, the percent of minority students went from 16.3 percent to 25.8 percent, while the percent of minority teachers went from 3.9 percent to 4.8 percent.

Race/Ethnicity of Students & Teachers 2005-2006

Not shown are the 2.5% of students and 1.6% of teachers of unknown race/ethnicity.

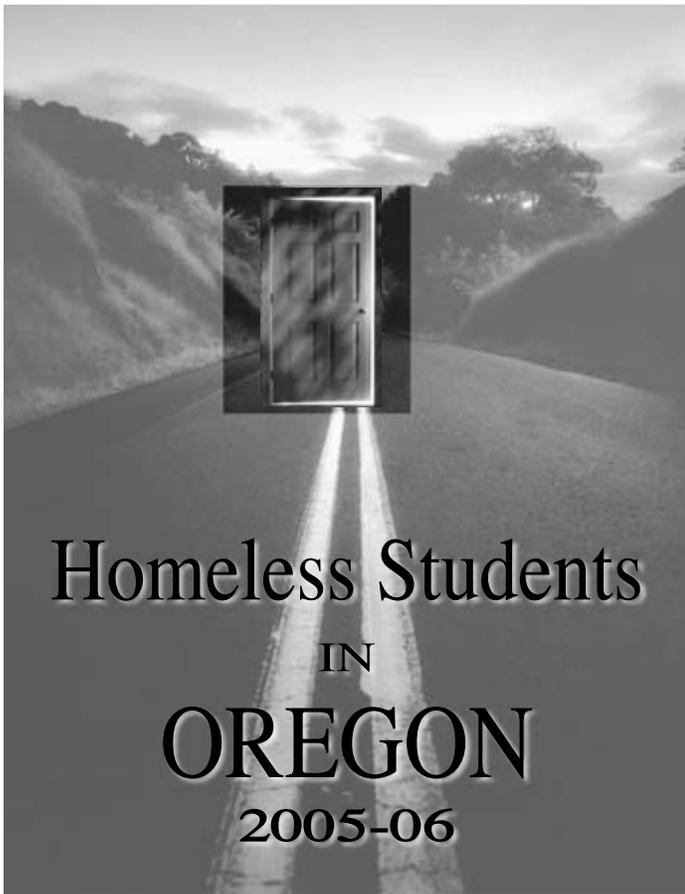


The difference between teacher and student minority rates was most visible for Hispanics, where 15.1% of students were Hispanic compared to only 2.2% of teachers. 93.5% of teachers were White, compared to only 71.7% of students.



A master can tell you what he expects of you.
A teacher, though awakens your own expectations.

Patricia Neal:



Homeless Students IN OREGON 2005-06

Keep away from people who try to belittle
your ambitions.
Small people always do that,
but the really great make you feel that you, too,
can become great.

Mark Twain



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.





How many homeless students attend public schools in Oregon?

For the 2005-06 count, Oregon school districts reported a total of 13,159 homeless students during all or part of the school year. This total represents about 2.4% of all K-12 students enrolled in Oregon public school districts. District counts ranged from less than 1 percent to 18 percent of total enrollment. The following tables show districts which had the highest homeless student count or had the highest percentage of homeless students of the 05-06 total enrollment.

2005-06 Homeless Student Data Collection Oregon Department of Education			2005-06 Homeless Student Data Collection Oregon Department of Education		
Districts with Highest Homeless Student Count			Districts with Highest Percentage of Homeless Students		
SCHOOL DISTRICT	Homeless Student Count	Percent of Total 05-06 Enrollment	SCHOOL DISTRICT	Homeless Student Count	Percent of Total 05-06 Enrollment
Portland SD 1J	1,411	3.0	Marcola SD 79J	48	18.0
Medford SD 549C	1,108	8.8	Huntington SD 16J	12	14.0
Eugene SD 4J	739	4.0	Jordan Valley SD 3	13	13.5
Beaverton SD 48J	702	1.9	Elkton SD 34	17	10.5
Salem-Keizer SD 24J	599	1.5	Riddle SD 70	49	9.8
Springfield SD 19	513	4.5	Mapleton SD 32	19	9.2
Hillsboro SD 1J	501	2.5	Medford SD 549C	1,108	8.8
Lincoln County SD	414	7.1	Central Curry SD 1	58	8.6
Reynolds SD 7	409	3.8	South Wasco County SD 1	22	8.3
Bend-LaPine Administrative SD 1	391	2.7	Neah-Kah-Nie SD 56	62	8.3
Three Rivers/Josephine County SD	287	5.0	Oakridge SD 76	51	7.3
Klamath County SD	283	4.3	South Lane SD 45J3	209	7.2
Woodburn SD 103	280	5.8	Lincoln County SD	414	7.1
Newberg SD 29J	255	4.9	Parkrose SD 3	212	6.1

Aggregate State Count Totals

More than 90% of Oregon school districts completed the web survey for the 05-06 school year. Of those reporting, 48 districts reported a count of zero. Another 32 districts had homeless student counts of 10 or below.

2005-06 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	881	1,046	1,021	989	989	986	987	980	970	1,069	1,058	950	1,233	13,159

National Statistics

According to the U.S. Department of Education website, there are more than 800,000 kindergarten through 12th grade students enrolled in public schools who experience homelessness each year in the U.S. Over the course of a year, the National Coalition for the Homeless estimates that 1.35 million children are likely to experience homelessness. The counts vary widely by state. Oregon's homeless student count for the 2005-06 school year was 2.4% of total enrollment in Oregon public school districts.

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
2,248	8,058	1,940	913

Unaccompanied Homeless Students
1,939

Unaccompanied minor youths comprise approximately 14.7% 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 \$596,551 in federal funds from the McKinney-Vento program in 2005-06. Forty-three local districts were served by 21 subgrant projects from this program.

Within the subset of homeless students served by subgrant projects, 16.3% were in Special Education, compared to a statewide average of 12.8%. Homeless students in this group were less likely to meet the benchmark on state tests in reading and math. During 2005-06, 73.8% of the homeless students served by subgrant projects met the benchmark on the 3rd grade reading test, compared to the statewide district average of 87.1%. Only 15.8% of the homeless students served by subgrant projects met the 10th grade math benchmark, compared to 44.8% 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. However, very few of the students who came to Oregon have remained.

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 a tsunami, an 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, 2005

School Type and Level	A Total Number of Students Eligible for Free and Reduced Lunch	B Total Number of All Students October 1, 2005	Free and Reduced Lunch Eligible Students as a Percent of All Students (Column A divided by Column B)
REGULAR			
Elementary	123,173	256,693	48.0%
Middle	41,001	91,559	44.8%
Junior High	7,055	16,639	42.4%
High	57,298	169,408	33.8%
Combined	1,618	3,440	47.0%
ALTERNATIVE			
Elementary	795	1,533	51.9%
Middle	0	0	0.0%
High	1,208	2,472	48.9%
Combined	784	2,205	35.6%
CHARTER			
Elementary	705	2,604	27.1%
Middle	157	383	41.0%
High	280	931	30.1%
Combined	461	1,825	25.3%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, and CHARTER)			
Elementary	124,673	260,830	47.8%
Middle	41,158	91,942	44.8%
Junior High	7,055	16,639	42.4%
High	58,786	172,811	34.0%
Combined	2,863	7,470	38.3%
Total	234,535	549,692*	42.7%

* Data was not available for all Oregon Public Schools.

Teachers

Oregon teachers are experienced professionals. In 2005-06, teachers had an average of 12.9 years of teaching experience, up from 12.8 years of experience in 2004-05. While the average Oregon teacher is 44 years old, the most often reported age is 54. 69.4 percent of all Oregon teachers and 85.0 percent of all elementary school teachers are female.

Oregon has a larger percentage of teachers with graduate degrees than many other western states. 2004-05 data reported in the July 2006 Teacher Demographics of Western States Survey showed that 53.8 percent of Oregon teachers had graduate degrees, compared to 33.0 percent of California teachers and 24.4 percent of Idaho teachers. However, Washington had the highest percentage, with 60.7 percent of teachers having graduate degrees. Average years of teacher experience and average age of teachers were about the same for all the states.

Between 2001-02 and 2005-06, the percent of Oregon teachers with graduate degrees increased from 46.5 percent to 57.0 percent, which included 56.7 percent of teachers who reported having master’s degrees and .3 percent who reported having doctorates. In addition, 10.2 percent of Oregon teachers reported that their highest degree was a bachelor’s degree, and 32.6 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 19.5 years of experience overall in 2005-06, with 10.6 years of experience in their current districts.

In 2005-06, 91.9 percent of principals and assistant principals reported that their highest degree was a master’s degree, 2.9 percent reported that their highest degree was a doctorate, 4.1 percent reported that their highest degree was a bachelor’s plus additional hours, but not a master’s, and 1.0 percent reported having only a bachelor’s.

From 2001-02 to 2005-06, there was a 3.4 percent decrease (-81.8 administrators) 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. However, the number of school administrators increased by 9.2 percent (196.4 administrators) between 2003-04 and 2005-06.

Women have made substantial progress moving into administrative ranks. Sixteen years ago, 2.8 percent of all superintendents and 14.5 percent of all principals were women. In 2005-06, 19.5 percent of superintendents and 46.8 percent of principals were women.

2005-06 Oregon School Employees (Full-Time Equivalent Positions)

	Number	Percent
Teachers	28,050.5	48.5
Educational Assistants	9,464.7	16.4
District Administrators	660.7	1.1
School Administrators	1,671.2	2.9
Guidance Counselors	1,256.2	2.2
Librarians/Media Specialists	415.2	0.7
Support Staff	16,269.9	28.2
Total	57,788.4	100.0



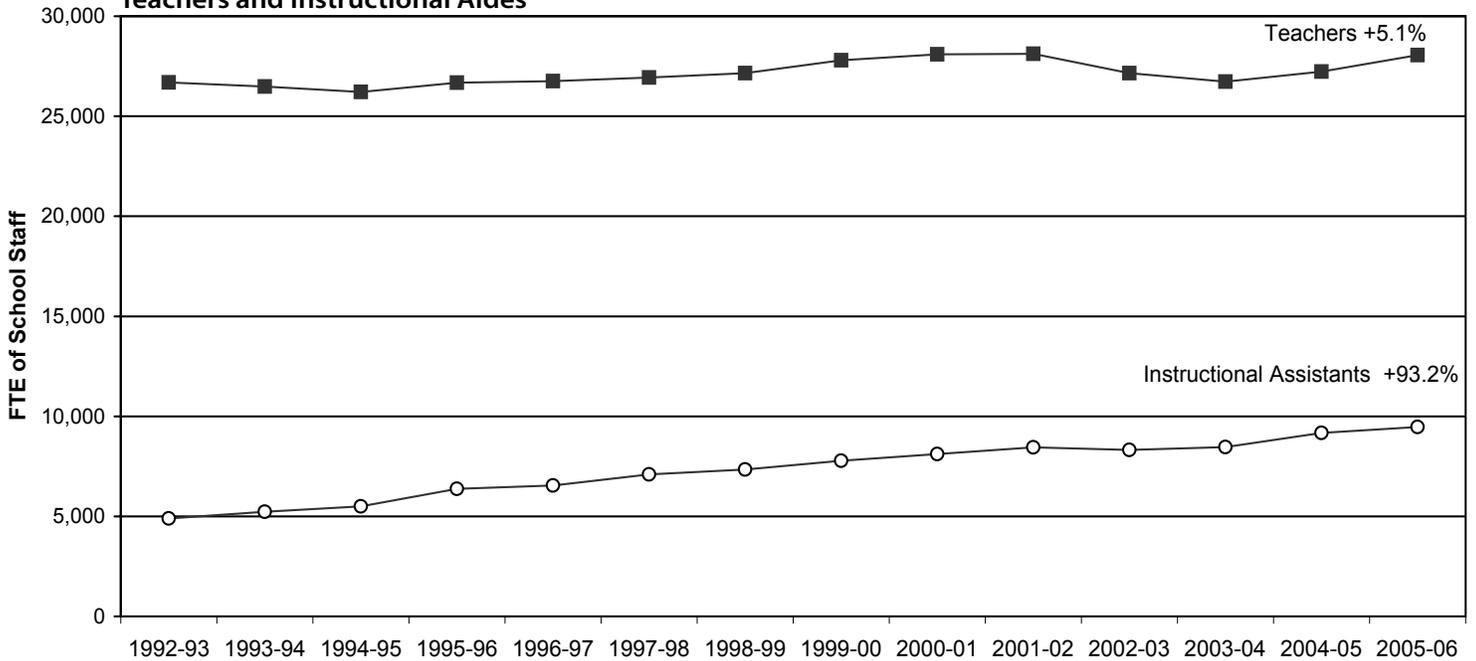
All School Staff

Between 2001-02 and 2005-06, the total number of full-time equivalent (FTE) school employees – including teachers, administrators, and classified staff such as secretaries, instructional aides, bus drivers, cafeteria staff, and other support people—has increased by 1.4 percent, or by 775.5 employees. However, between 2003-04 and 2005-06, the number of employees increased 6.5 percent, from 54,255.7 in 2003-04 to 57,788.4 in 2005-06.

School Staffing FTE • Percent Changes

1992-93 through 2005-06

Teachers and Instructional Aides

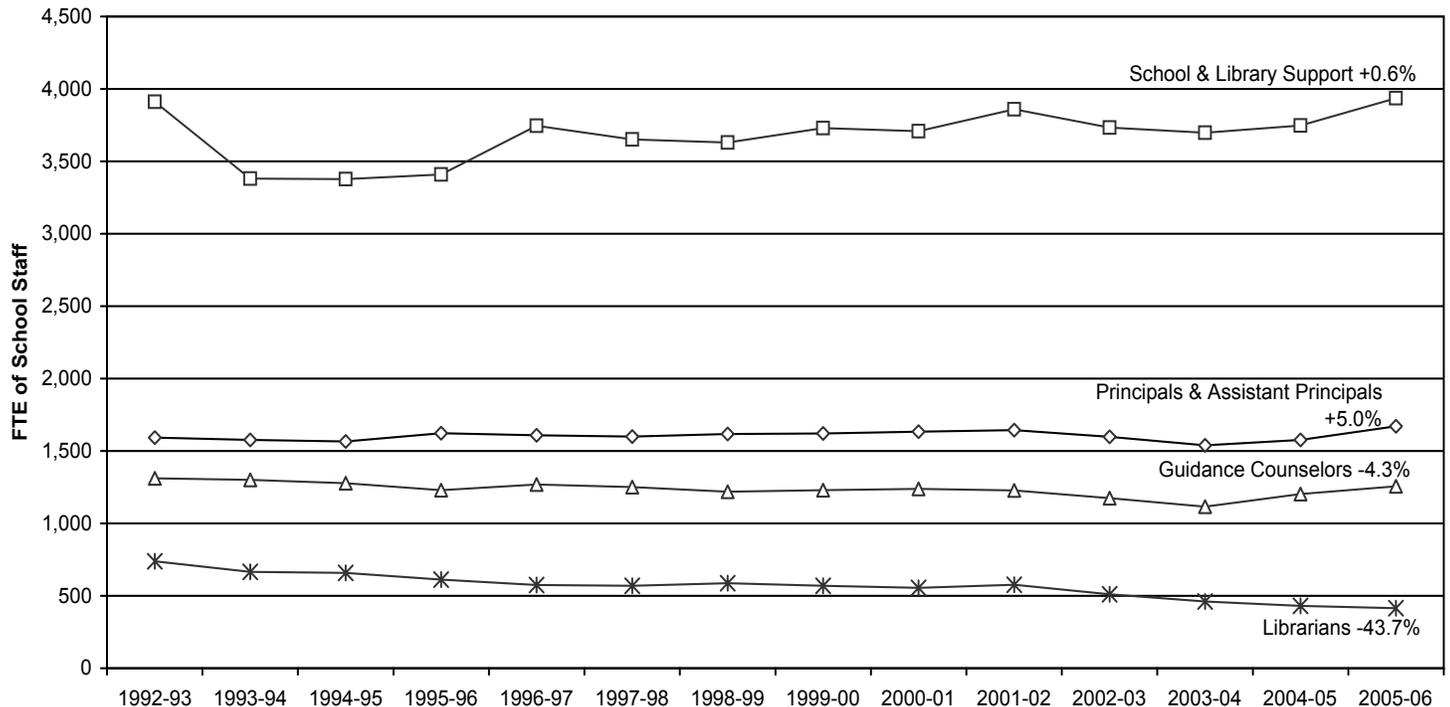


In the last fourteen years, student enrollment increased by +9.6%, while the number of teachers increased by +5.1%, and educational assistants increased by +93.2%. In the last year, there was an increase of 823 teachers and 293 educational assistants.

School Staffing FTE • Percent Changes

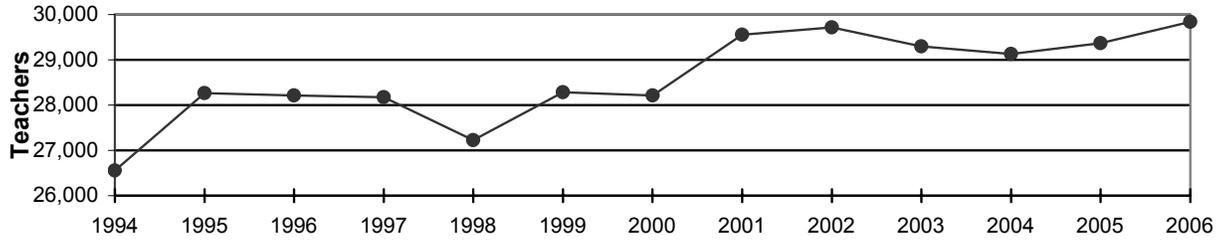
1992-93 through 2005-06

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

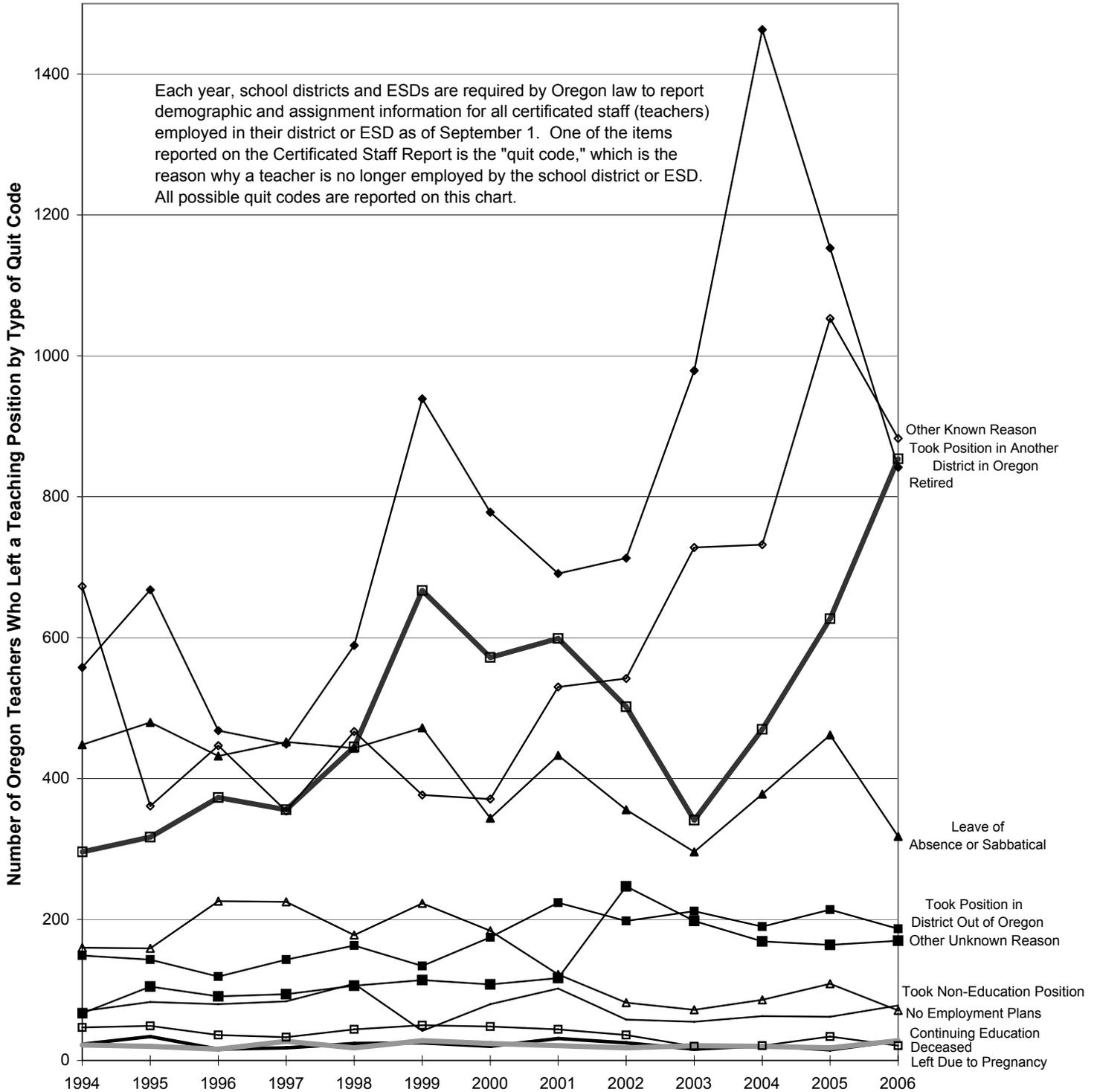


In the last fourteen years, student enrollment increased by +9.6%, while the number of guidance counselors decreased by -4.3%, and the number of librarians decreased by -43.7%. In the last year, librarians decreased, but the other categories increased.

**Total Number of Teachers (NOT FTE) Employed by Oregon Districts
1994-2006**



**Why Teachers Quit
1994-2006**



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	2002-03 Average	2003-04 Average	2004-05 Average	2005-06 Average
Kindergarten	405	453	455	455	465
Grades 1-3	810	919	923	923	937
Grades 4-8	900	1,013	978	978	976
Grades 9-12	990	1,016	1,023	1,023	1,048

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

Note: These numbers have been amended from the previous Statewide Report Card to include the average number of instructional hours for students in alternative education settings.

Since 2003-04, annual hours of instructional time have increased for Kindergarten, Grades 1-3, and Grades 9-12. However, annual hours of instructional time have decreased for Grades 4-8.

In the last year, Kindergarten, Grades 1-3, and Grades 9-12 all increased instruction hours beyond the 2004-05 levels of annual hours of instruction time, while Grades 4-8 decreased average hours of instruction time by 2 hours.

NOTE: While all of the figures reported are above the minimum required instructional hours per year required by law, instructional hours for some individual districts fell below the minimum required.

Special Programs

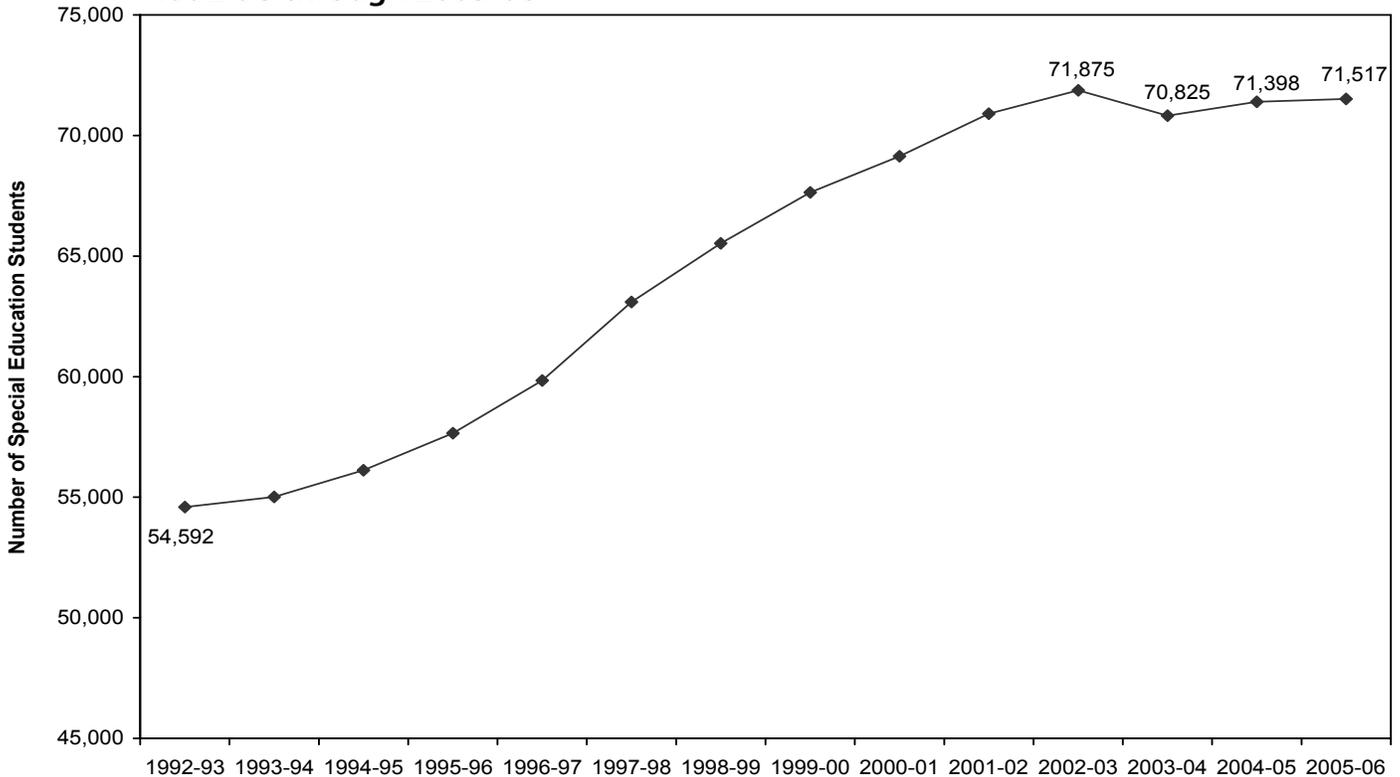
Many Oregon students receive additional services through special programs to assist them in school.

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 71,517 in 2005-06, a 30.1 percent increase. However, the percent of students receiving special education services has remained relatively stable since 2001-02. From 2001-02 to 2005-06, total enrollment increased 1.4%, while students receiving special education services increased .9%.

	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
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	71,517
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	559,215
% 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	12.8

**School-Age (Ages 5-21) Special Education Students
1992-93 through 2005-06**



From 1992-93 to 2005-06 there was a 30.1% increase in the number of students who received special education services. Students receiving services were 10.8% of total enrollment in 1992-93, and 12.8% in 2005-06

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 fourteen years include Autism Spectrum Disorder with a 769.6 percent increase, and Other Health Impairment with a 622.5 percent increase.

Number of Students with Disabilities

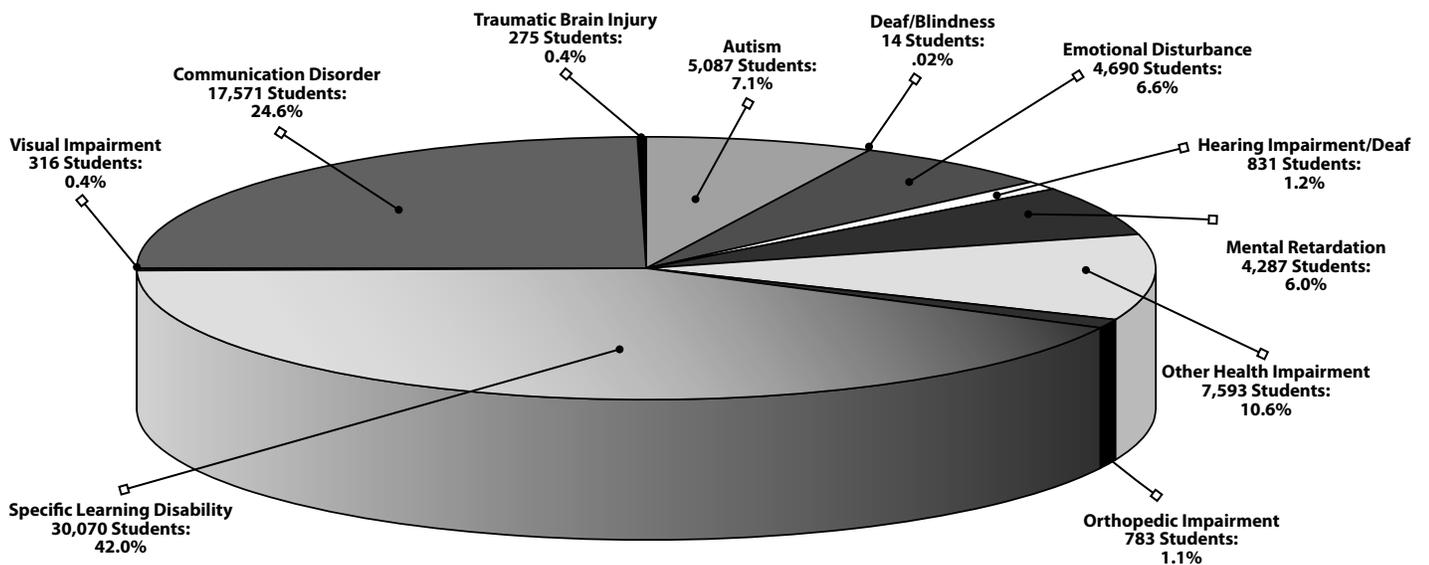
1992-93 & 2005-06 & Percent Changes

	1992-93 School Year	2005-06 School Year	Percent Change
Autism	585	5,087	769.6%
Deaf/Blindness	10	14	40.0%
Emotional Disturbance	3,493	4,690	34.3%
Hearing Impairment/Deaf	1,185	831	-29.9%
Mental Retardation	3,789	4,287	13.1%
Other Health Impairment	1,051	7,593	622.5%
Orthopedic Impairment	860	783	-9.0%
Specific Learning Disability	29,544	30,070	1.8%
Visual Impairment	402	316	-21.4%
Communication Disorder	13,987	17,571	25.6%
Traumatic Brain Injury	46	275	497.8%
Total	54,952	71,517	30.1%

70.6 percent of Oregon’s special education students are served in regular classroom settings, while 15.9 percent are served in resource room settings, and 11.3 percent are served in separate classes. The remaining students are most often served in settings outside the regular school.

School-Age Students with Disabilities Receiving Special Education Services 2005-06 71,517 Students

The pie chart below shows the 2005-06 number and percent of students with each type of disability.



In 2005-06, the largest disability category for school-age children was Specific Learning Disability, with 30,070 students, a percent change of 1.8% from the 1992-93 number of students (29,544). The next largest category was Communication Disorder (formerly Speech/Language Disability), with 17,571 students, a percent change of 25.6% 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 2006 a family of four with an annual income of no more than \$19,350 was eligible for Oregon Head Start Pre-Kindergarten. This is substantially lower than the 2006 eligibility requirements for the Free or Reduced Price Lunch Program, which call 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 2005-06, Oregon has more than doubled the percent of children served by Oregon Pre-Kindergarten services. However, 40 percent of the eligible children had no access to the program, and grantees report long waiting lists of eligible children. Even though providing services to these children continues 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 2005-2007 biennium because of a reduction in state funding.



School Year	Number of Children Eligible for Services*	Number of Children Served	Number of Children Not Served	Percent of Eligible Children Served	Percent of Eligible Children Not Served
2001-2002	15,707	9,742	5,965	62%	38%
2002-2003	15,952	9,742	6,210	61%	39%
2003-2004	15,947	9,485	6,462	59%	41%
2004-2005	16,009	9,608	6,401	60%	40%
2005-2006	16,088	9,707	6,384	60%	40%

*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 provide TAG students with instruction that meets their rates and levels of learning.

Complete TAG Oregon Revised Statute and Oregon Administrative Rules information is available from the Oregon Department of Education web site at:

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

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 2005-06, Oregon's public school districts reported that a total of 41,231 students (7.4 percent of the October 1 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. This is a 5.2% increase in identified students over last year.



The table below shows the number of identifications in each category of giftedness and the number of students in various demographic categories

Oregon Talented and Gifted Students 2005-2006* • 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	18,151	18,496	17,717	2,316	23	52	28

Source: Spring Student Membership Data Collection 2005-2006

* 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.

Education:
 Being able to differentiate between what you do know and what you don't. It's knowing where to go to find out what you need to know; and it's knowing how to use the information once you get it.

William Feather



TAG Demographics 2005-06 Statewide

	Number of TAG Students Total: 41,231	Percent of TAG Students	Number of All Students Total: 559,215	Percent of All Students
GENDER				
Male	21,834	53.0	287,493	51.4
Female	19,397	47.0	271,722	48.6
Total	41,231	100.0	559,215	100.0
RACE/ETHNICITY				
White	34,071	82.6	401,086	71.7
Hispanic	1,762	4.3	84,244	15.1
Native American	435	1.1	11,678	2.1
Asian/Pacific Islander	3,145	7.6	25,204	4.5
African American	607	1.5	16,742	3.0
Multi-Race/Ethnicity	496	1.2	6,304	1.1
Declined to Report	715	1.7	13,957	2.5
Total	41,231	100.0	559,215	100.0
OTHER				
Economically Disadvantaged	6,868	16.7	231,748	42.0
Special Education***	1,193	2.9	71,517	12.9

***Students may be TAG-identified while also being identified for Special Education, or "Twice Exceptional."



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

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

	2003	2004	
TYPES OF PROGRAM SERVICES STATEWIDE	Number of Services Provided	Number of Services Provided	Difference (Percent Change)
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

	2003	2004	
GRADE RANGES	Number of Alternative Education Services Used	Number of Alternative Education Services Used	Difference (Percent Change)
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%)

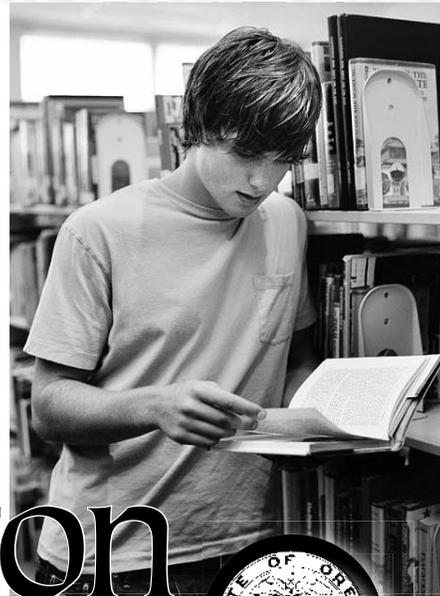
For contact information about the availability of alternative education programs in a specific district or area, contact the school or district offices.

For information about alternative education programs, go to the ODE website address:

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

or contact Drew Hinds at 503-947-5799 or email: drew.hinds@state.or.us

STATEWIDE REPORT CARD



Oregon

2005-06



Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people may be engaged in.

Abraham Lincoln



School Funding

statewide

Education is for improving the lives of others and for leaving your community and world better than you found it.

Marian Wright Edelman

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 2001-02 to 2004-05*

Where Dollars Were Spent	2001-02	%	2002-03	%	2003-04	%	2004-05*	%
Direct Classroom	4,297	55.4%	4,213	55.6%	4,307	55.5%	4,528	55.2%
Classroom Support	1,624	20.9%	1,575	20.8%	1,572	20.3%	1,677	20.5%
Building Support	1,469	18.9%	1,412	18.7%	1,489	19.2%	1,583	19.3%
Central Support	366	4.7%	371	4.9%	392	5.1%	413	5.0%
TOTAL**	7,756	100.0%	7,571	100.0%	7,760	100.0%	8,200	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 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

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

AVERAGE DAILY MEMBERSHIP – RESIDENT (ADM_R)

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

AVERAGE DAILY MEMBERSHIP – WEIGHTED (ADM_w)

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

OCTOBER 1 STUDENT MEMBERSHIP (ENROLLMENT)

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

AVERAGE DAILY ATTENDANCE (ADA)

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

Measures of Student Enrollment	2000-01	2001-02	2002-03	2003-04	2004-05 (revised)	2005-06 (Preliminary)
Average Daily Membership – ADM _R	522,753	526,346	530,653	528,180	528,179	530,028
Weighted Average Daily Membership – ADM _w	638,007	647,959	654,862	657,110	656,347	659,212
Oct 1 Student Membership (Enrollment)	545,680	551,679	554,071	551,407	552,339	559,215
Average Daily Attendance – (ADA)*	486,035	483,092	494,005	492,409	512,142	514,521

*ADA is an estimate because attendance data for some students who attend alternative programs is not available. Those students represent approximately 1% of all students in the State.

A Major Shift in Responsibility for School Funding

Historically, the largest source of revenue for public schools in Oregon was local property taxes. Measure 5 changed that dramatically by lowering the amount of property taxes schools could raise. By 1995-96, with local property taxes for education limited to \$5 per \$1,000 of assessed valuation, the full impact of Measure 5 was felt. In 1997, Measure 50 further limited local property taxes for schools.

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

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

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

State School Fund Formula Revenue, 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 Revenues, which include those dollars, are shown in the table below

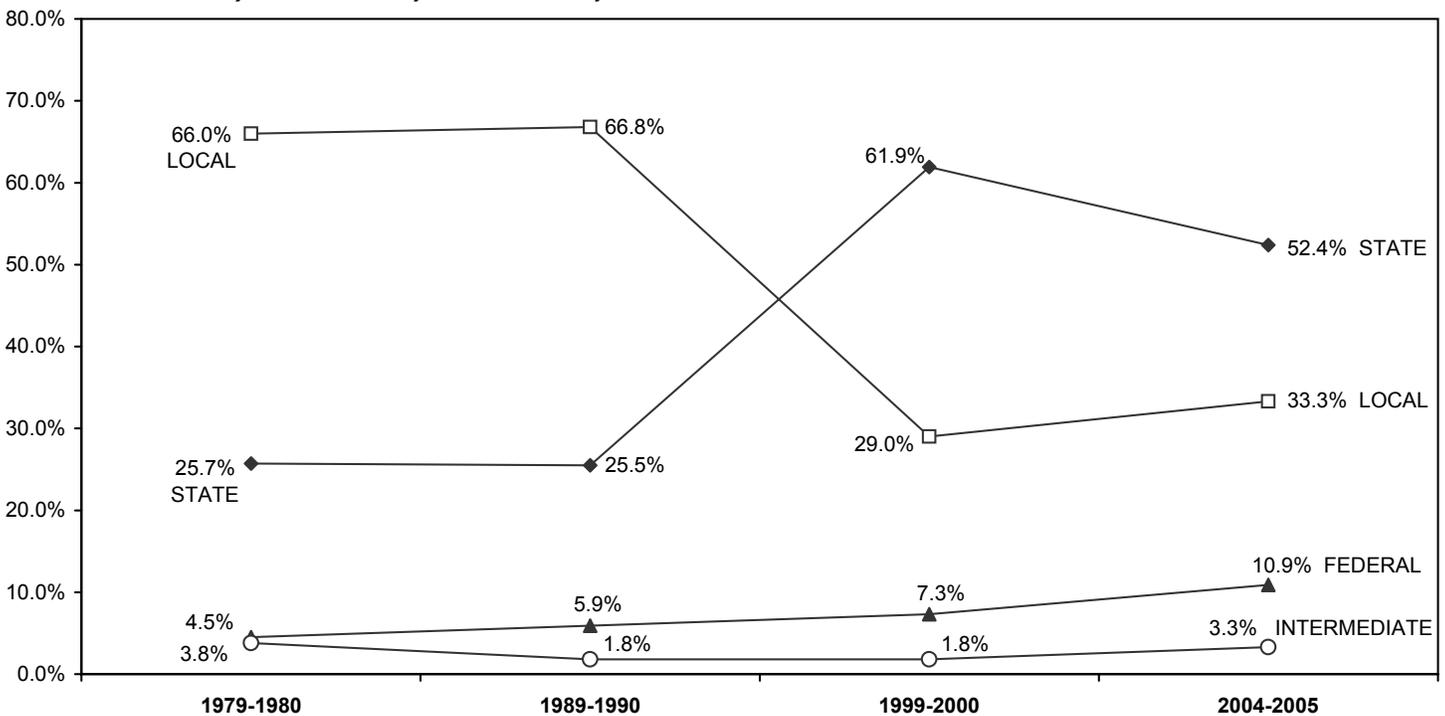
District and ESD Operating Revenues by Source 1999-00 through 2004-05 (Dollars in Millions)

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%
2004-05	\$1,154.6	33.3%	154.5	3.3%	\$2,434.6	52.4%	\$506.6	10.9%	\$4,642.5	100.0%

Source: School District and ESD Audits

The graph below illustrates the dramatic shift from a locally funded school system to a system that is primarily state-funded.

Audited Operating Revenues for Public Elementary and Secondary Schools, and ESDs by Sources of Funds 1979-1980, 1989-1990, 1999-2000, and 2004-2005



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 2004-05 school district operating expenditures was allocated to salaries and benefits, down from 81 percent in 2003-04.

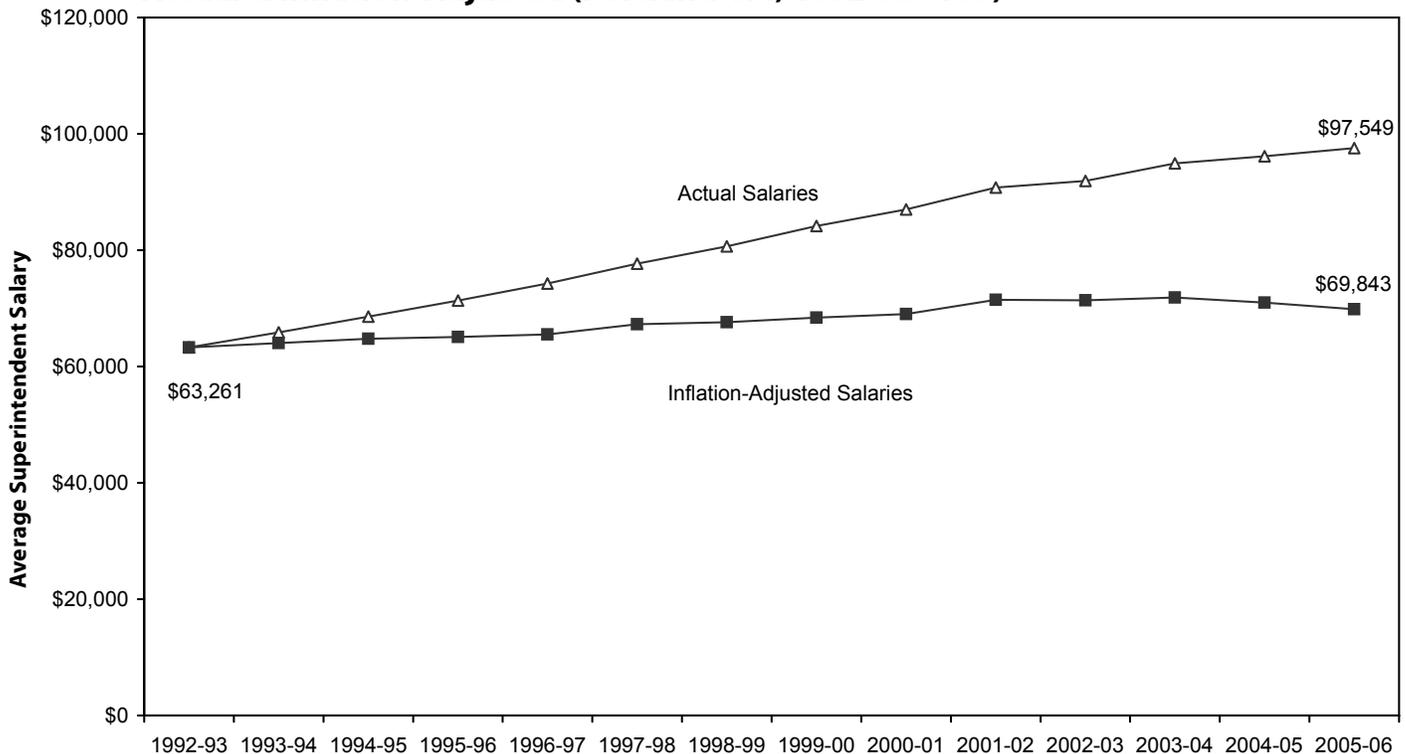
In 2005-06 the average principal salary was \$86,056, an increase of 2.6% from 2004-05, while the average assistant principal salary was \$79,242, an increase of 1.8%. The average superintendent salary was \$97,549, an increase of 1.4% from 2004-05, while the average teacher salary was \$49,839, an increase of 3.1%.

Oregon Average Actual & Inflation Adjusted Salaries 1992-93 to 2005-06 Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	1992-93	2005-06	Percent Change	1992-93	2005-06	Percent Change
Superintendent	63,261	97,549	+54.2%	63,261	69,843	+10.4%
Principal	57,107	86,056	+50.7%	57,107	61,615	+7.9%
Assistant Principal	52,731	79,242	+50.3%	52,731	56,736	+7.6%
Teacher	36,046	49,839	+38.3%	36,046	35,684	-1.0%

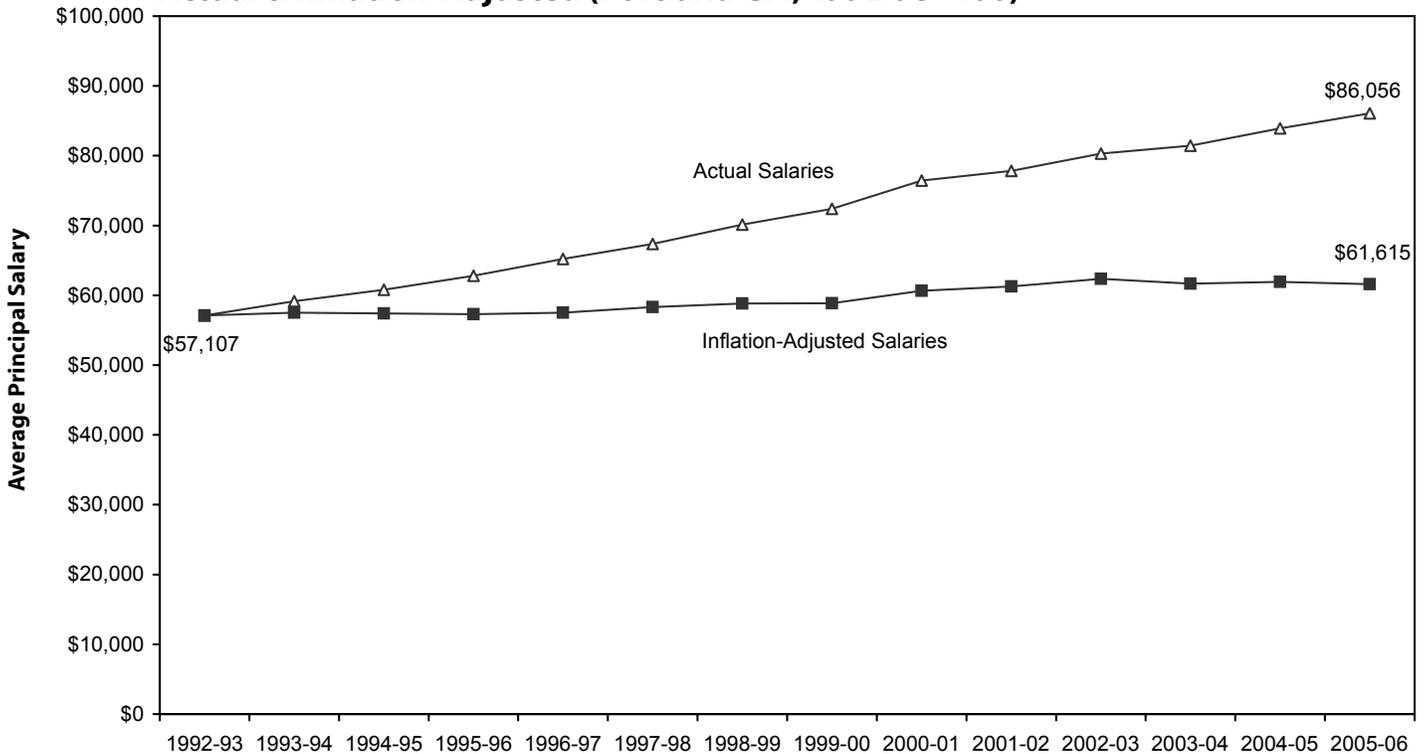
The table above and the historical graphs that follow show the increase in actual salaries and inflation-adjusted salaries for teachers, principals, assistant principals, and superintendents. In the last fourteen years, inflation-adjusted salaries for teachers decreased (-1.0%), while there was an increase in salaries for superintendents (+10.4%), principals (+7.9%) for principals, and assistant principals (+7.6%).

Average Oregon Superintendent Salaries 1992-93 to 2005-06 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



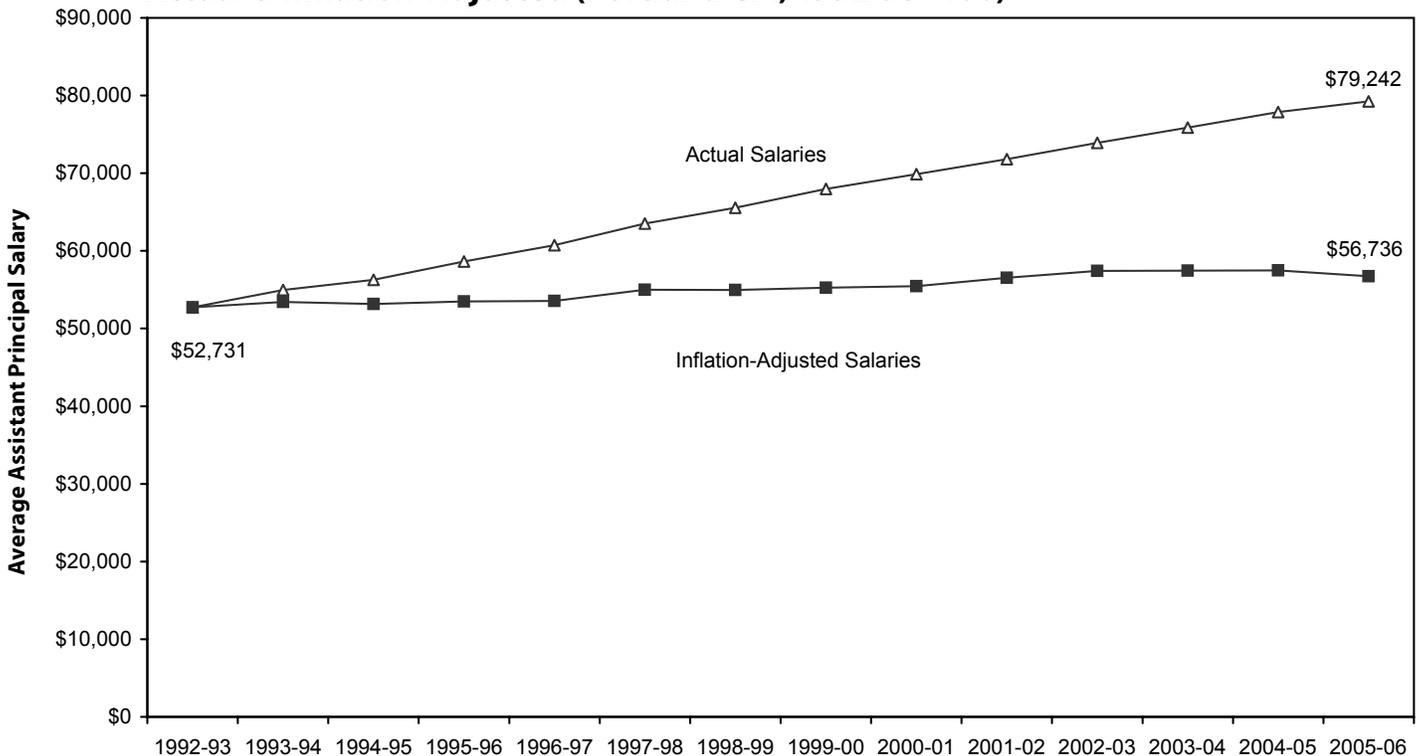
ACTUAL AVERAGE SUPERINTENDENT –
Salaries have increased from \$63,261 in 1992-93 to \$97,549 in 2005-06. However, when salaries are adjusted for inflation, the increase amounts to 10.4% for the time period, a REAL dollar increase of \$6,582.

Average Oregon Principal Salaries 1992-93 to 2005-06 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



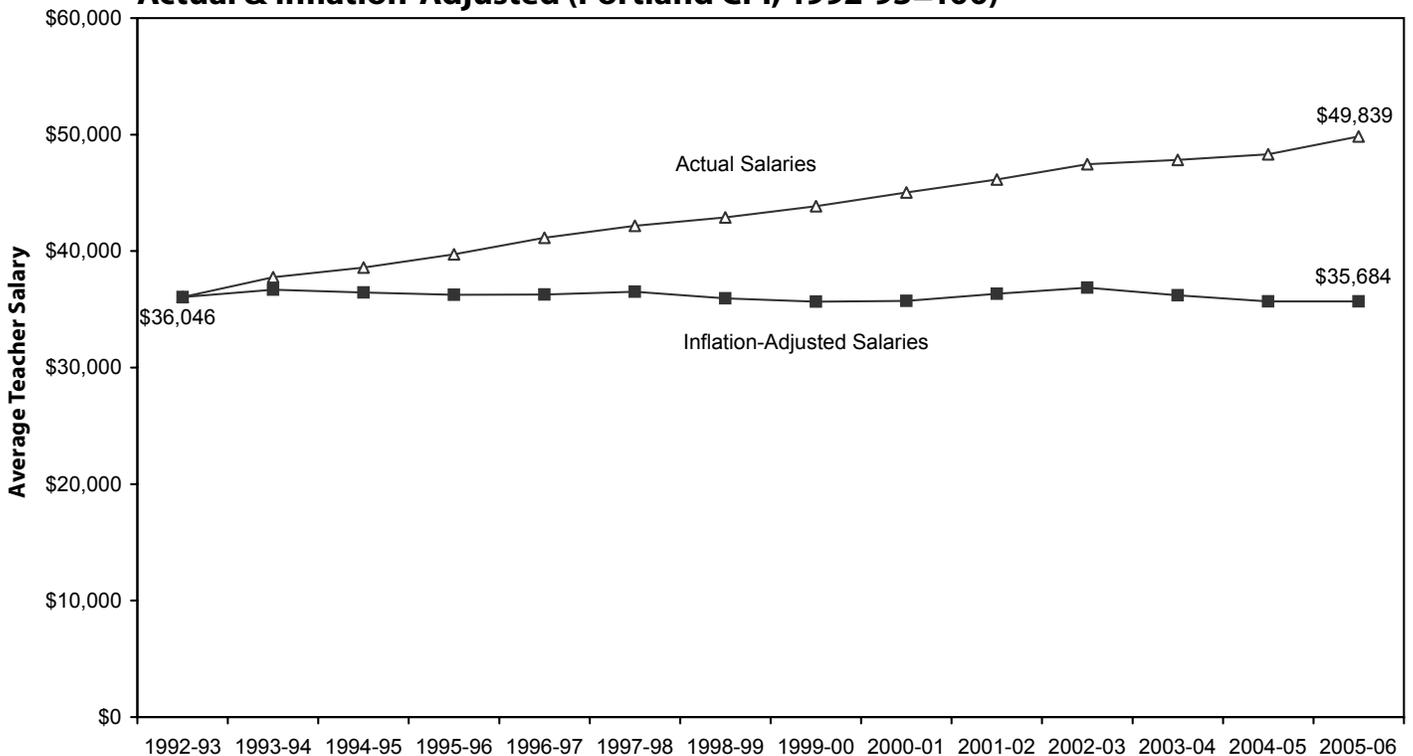
ACTUAL AVERAGE PRINCIPAL – Salaries have increased from \$57,107 in 1992-93 to \$86,056 in 2005-06. However, when salaries are adjusted for inflation, the increase amounts to 7.9% for the time period, a REAL dollar increase of \$4,508.

Average Oregon Assistant Principal Salaries 1992-93 to 2005-06 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



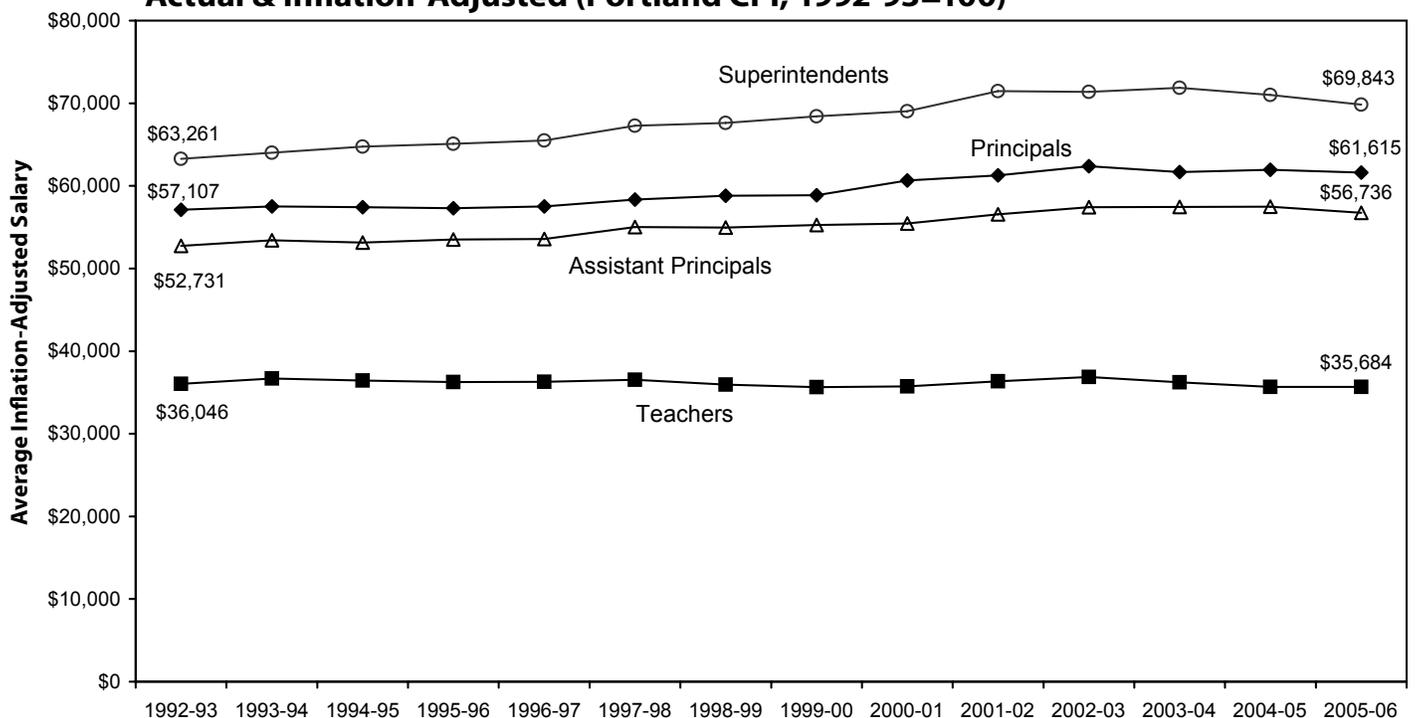
ACTUAL AVERAGE ASSISTANT PRINCIPAL – Salaries have increased from \$52,731 in 1992-93 to \$79,242 in 2005-06. However, when salaries are adjusted for inflation, the increase amounts to 7.6% for the time period, a REAL dollar increase of \$4,005.

Average Oregon Teacher Salaries 1992-93 to 2005-06 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)

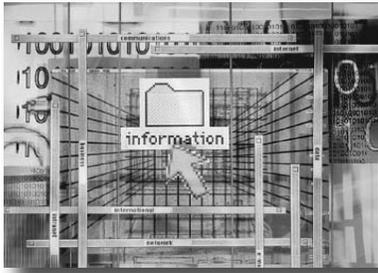


ACTUAL AVERAGE TEACHER – Salaries have increased from \$36,046 in 1992-93 to \$49,839 in 2005-06. However, when salaries are adjusted for inflation, the average declines by -1.0% for the time period, a REAL dollar decline of -\$362.

Inflation-Adjusted Salaries 1992-93 to 2005-06 Oregon Superintendents, Principals, Assistant Principals, and Teachers Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



In the last 14 years, inflation-adjusted salaries for teachers decreased by 1.0%, while inflation-adjusted salaries increased 10.4% for superintendents, 7.9% for principals, and 7.6% for assistant principals.



Education Resources

statewide

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=75>

Contact: Helen Maguire at 503-947-5877, or email Helen.Maguire@state.or.us

Highly Qualified Teachers

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

Contact: Beverly Pratt at 503-947-5806, or email Bev.Pratt@state.or.us

Adequate Yearly Progress

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

Contact: Jon Bridges at 503-947-5828, or email Jon.Bridges@state.or.us

Persistently Dangerous Schools

Contact: Scott Hall at 503-947-5628, or email Scott.Hall@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 503-947-5828, or email Jon.Bridges@state.or.us

Special Programs and Information

Alternative Education

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

Contact: Drew Hinds at 503-947-5799, or email Drew.Hinds@state.or.us

Charter Schools

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

Contact: Margaret Bates at 503-947-5615, or email Margaret.Bates@state.or.us

Early Childhood

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

Contact: Nancy Johnson-Dorn at 503-947-5703, or email Nancy.Johnson-Dorn@state.or.us

Homeless Students

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

Contact: Dona Bolt at 503-947-5781, or email Dona.Bolt@state.or.us

Special Education Programs

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

Contact: Steve Smith at 503-947-5711, or email Steve.Smith@state.or.us

Talented and Gifted

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

Contact: Andrea Morgan at 503-947-5772, 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 503-947-5670, or email Brian.Reeder@state.or.us

School Funding and Finance

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

Contact: Mike Wiltfong at 503-947-5914, or email Mike.Wiltfong@state.or.us

Student Information

Student Enrollment and Demographics

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

Contact: Linda McCallister at 503-947-5632, or email Linda.McCallister@state.or.us

Minority Students

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

Contact: Linda McCallister at 503-947-5632, or email Linda.McCallister@state.or.us

School and District Information

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

Contact: Linda McCallister at 503-947-5632, or email Linda.McCallister@state.or.us

Limited English Proficient

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

Contact: Carmen West at 503-947-5669, 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 503-947-5893, or email Heidi.Dupuis@state.or.us

Student Achievement

Oregon Statewide Assessment Test

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

Contact: Tony Alpert at 503-947-5827, or email Tony.Alpert@state.or.us

Certification of Initial Mastery (CIM)

<http://www.ode.state.or.us/search/results/?id=25>

Contact: Margaret Bates at 503-947-5615, or email Margaret.Bates@state.or.us

National Assessment of Education Progress (NAEP)

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

Contact: Elaine Hultengren at 503-947-5836, or email Elaine.Hultengren@state.or.us

Proficiency-Based Admission Standard System Oregon University System

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

SAT

<http://www.collegeboard.com>

ACT

<http://www.act.org>

Graduation Rates (High School Completers)

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

Contact: Linda Burgin at 503-947-5878, or email Linda.Burgin@state.or.us

Drop-Out Reports

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

Contact: Linda Burgin at 503-947-5878, 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: Teresa Greene at 503-947-5915, or email Teresa.Greene@state.or.us

Teacher Certification

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

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

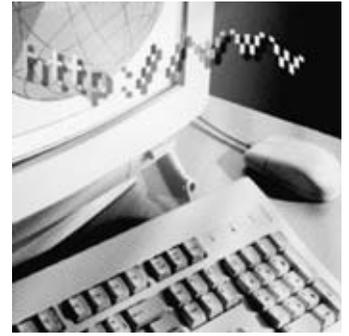
Other Resources and Topic Area Information

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

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This *Search tool* returns results from a number of categories (such as news announcements, publications, or topics) at once.

If you would like to browse by category, *click* on the links available on the right-hand side of each category.

STATEWIDE REPORT CARD



Oregon

2005-06



The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done.

Jean Piaget



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Education
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