

# Statewide Report Card

Oregon Department of Education

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



**2006-2007**

[www.ode.state.or.us](http://www.ode.state.or.us)

Susan Castillo  
State Superintendent of Public Instruction



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

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

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



OREGON DEPARTMENT OF EDUCATION

# An Annual Report

to the Legislature on  
Oregon Public Schools



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The 2006-2007 Oregon Statewide Report Card  
was produced by the Oregon Department of Education  
for distribution to Oregon state and federal legislators, public schools, school districts,  
education service districts, and members of the public.

The Oregon Statewide Report Card is also posted on the Internet at the Department of Education website at:

<http://www.ode.state.or.us/data/annreportcard/rptcard2007.pdf>

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Staff FTE

Talented and Gifted (TAG)

Technical Support

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Bev Pratt and David Stoddard

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Message from the

# State Superintendent

SUSAN CASTILLO  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
SALEM, OREGON 97310



Dear Oregonians:

On behalf of thousands of Oregon's educators and school leaders, I am pleased to present the 2006-2007 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. In it you will find evidence of progress and evidence of challenges. 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.

I am confident that Oregonians value our efforts to provide greater focus on serving each student. Along with the State Board of Education and the Oregon Department of Education, I am dedicated to the work on these 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 am particularly excited about the progress regarding implementation of the Oregon Diploma. The diploma represents a new vision for education in Oregon, raising our expectations for all students.

The State Board approved substantial improvements in Oregon's graduation requirements, adding more rigor to the academic attainment of our graduates, more relevance of their course work to their future plans, and improving relationships with their teachers and counselors as they work together on each student's plan for the future. The centerpiece of the Oregon Diploma will be a set of essential skills that every student will demonstrate in order to show that they are prepared to graduate. The results will be that our students will exit high school prepared for college, work and life.

We are in the midst of this exciting work, and we are involving hundreds of Oregonians from across the state in helping plan and design these improvements. I invite all of you to check out our progress on a regular basis at the Oregon Diploma web site:

*<http://www.getreadyoregon.org/>*

For the past five years, one of the joys of my job has been the recognition of excellent schools across the state, represented by the Celebrating School Success awards. Excellent schools have many things in common, especially strong leadership. I am especially proud of the work we are doing with the Oregon Leadership Network, a successful partnership involving Oregon, the Wallace Foundation and our new partners at the Harvard Business School, the Harvard Graduate School of Education, and the John F. Kennedy School of Government. We know that strong leadership results in better success for students.

*(cont.)*

# Superintendent Message (cont.)

## Here are some of the highlights of the 2006-07 school year:

- On the 2007 National Assessment of Educational Progress (NAEP), Oregon 8th grade average scores were higher than the scores for the nation's 8th graders on both the reading and mathematics tests.
- Oregon Statewide Assessment Test scores for reading increased for grades 3, 4, 6, 7, and 8, and remained the same as last year for grades 5 and 10. Scores for most race/ethnicities and Special Education either increased or stayed the same for grades 6, 7, 8, and 10.
- On the Oregon Statewide Assessment Test, scores for mathematics showed improvement for grades 7 and 8, while grades 6 and 10 remained the same.
- 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. Participation rates were up for most race/ethnicities.
- On the SAT writing section, Oregon students scored 6th highest among the 22 states that tested at least 50 percent of graduates.
- 17,231 Advanced Placement (AP) exams were taken by Oregon students in 2007, up from 12,621 students in 2006, a 36.5% increase. The number of Oregon students passing the AP exams was the highest reported in six years for White, Asian, American Indian, and African American students.
- The greatest challenge we continue to face is the achievement gap, reflected in academic achievement, high school completion and dropout rates. As seen in this report, 27.7% of students (more than 1 in 4 students) are minority students. While minority student performance is improving in some areas, there is work that still needs to be done to attain our goal of high performance by all students.
- 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 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  
State Superintendent of Public Instruction

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# Student Success



*If your actions inspire others to dream more, learn more,  
do more and become more, you are a leader.*

John Quincy Adams

## 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, 4, 5, 6, 7, 8, and 10; 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. Information about Oregon academic standards can be found at the following link:

<http://www.ode.state.or.us/teachlearn/real/newspaper/default.aspx>

### 2006 & 2007 Scores Required to Meet or Exceed Standards on Statewide Assessments

Grade Level	2006 Reading/Literature		2006 Math		2006 Science		2007 Reading/Literature		2007 Math		2007 Science		2006 & 2007 Writing	
	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed
Grade 3	201	215	202	215	NA	NA	204	218	205	217	NA	NA	NA	NA
Grade 4	208	223	208	223	NA	NA	211	223	212	225	NA	NA	32	40
Grade 5	215	231	215	231	223	239	218	230	218	229	225	238	NA	NA
Grade 6	219	233	219	233	NA	NA	222	234	221	232	NA	NA	NA	NA
Grade 7	226	236	226	236	NA	NA	227	239	226	238	NA	NA	40	50
Grade 8	231	239	231	239	233	247	231	241	230	241	234	246	NA	NA
Grade 10	239	249	239	249	239	252	236	248	236	246	240	249	40	50

## Percent Meeting Standards

In 2007, third grade students were tested in reading and in mathematics.

Looking at the percents using the revised cut scores, 81 percent of third grade students met or exceeded the reading standard, an increase from 80 percent in 2006. In mathematics, 69 percent met or exceeded the mathematics standard, a decrease from 76 percent in 2006.

### Grade 3 All Students

Statewide Percent Meeting or Exceeding Standards

	Old Cut Scores			Old Cut Scores		Revised Cut Scores	
	2002	2003	2004	2005	2006	2006	2007
<b>Reading</b>	80	82	82	86	87	80	81
<b>Mathematics</b>	74	78	81	86	86	76	69

Source: Oregon Assessment of Knowledge and Skills



#### Data Series Changes:

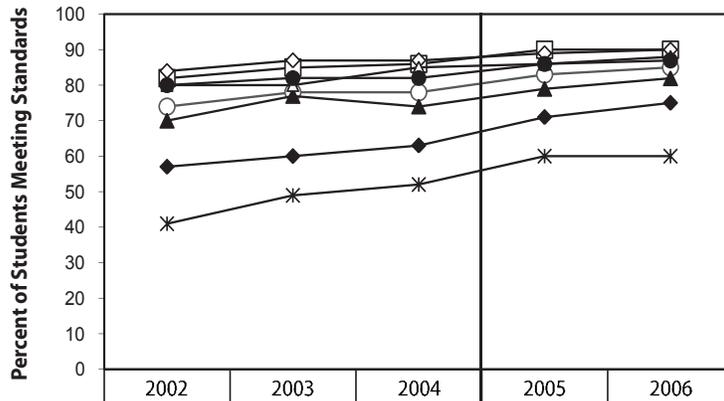
- 2002 through 2004 percents include **ALL students tested**.
- 2005 and 2006 results differ from the 2004 results in the following ways:
  - o Test scores are aggregated to the school, district, and state level based on the student resident district as of May 2, 2005. In 2004, test scores were aggregated based on the resident district at the time the test was taken.
  - o Regardless of where the student took the test, the highest score available is reported.
  - o As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.
- In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results/?id=223>

### Grade 3 Reading

Percent of Students Meeting Standards 2002 through 2006



- 90 % Asian, White
- 88 % Multi-Racial
- 87 % All Students
- 85 % Native American
- 82 % African American
- 75 % Hispanic
- 60 % Special Education

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

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

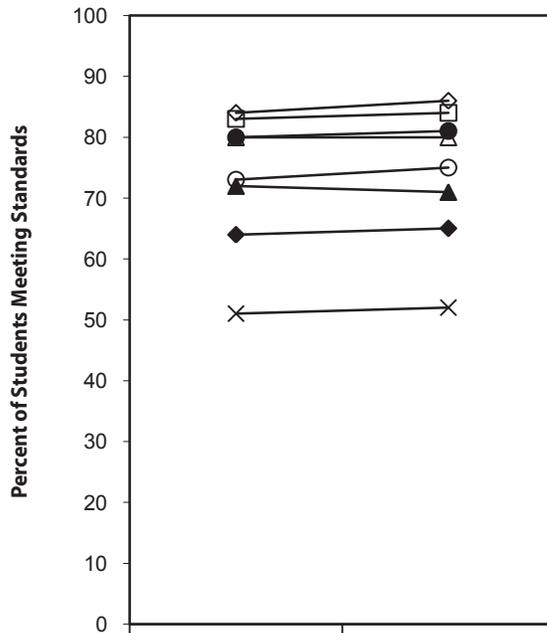
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- Regardless of where the student took the test, the highest score available is reported.
- As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.

	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	74	78	78	83	85
□ ASIAN	82	85	86	90	90
▲ AFRICAN AMERICAN	70	77	74	79	82
◆ HISPANIC	57	60	63	71	75
◇ WHITE	84	87	87	89	90
△ MULTI-RACIAL	80	80	85	86	88
● ALL STUDENTS	80	82	82	86	87
* SPECIAL EDUCATION	41	49	52	60	60

### Grade 3 Reading

Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 86 % White
- 84 % Asian
- 81 % All Students
- 80 % Multi-Racial
- 75 % Native American
- 71 % African American
- 65 % Hispanic
- 52 % Special Education



**From 2006 to 2007, the percent of students meeting the reading standards increased for all categories except African American, which decreased, and Multi-Racial which remained the same.**

In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

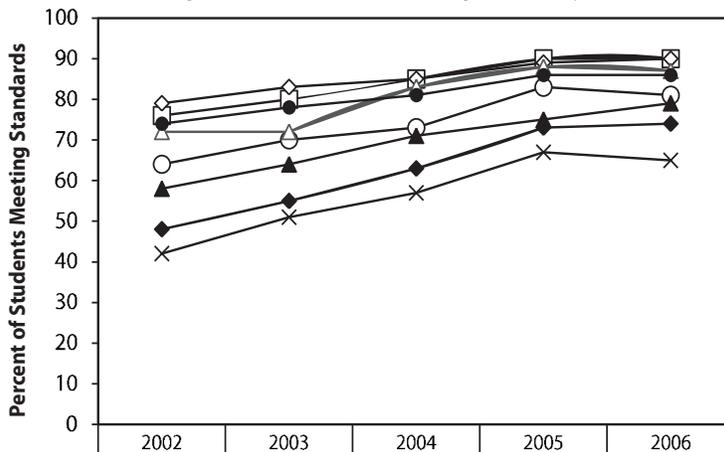
**For more information on assessment cut score changes visit the ODE website:**

<http://www.ode.state.or.us/search/results/?id=223>

	2006 (Revised)	2007
○ NATIVE AMERICAN	73	75
□ ASIAN	83	84
▲ AFRICAN AMERICAN	72	71
◆ HISPANIC	64	65
◇ WHITE	84	86
△ MULTI-RACIAL	80	80
● ALL STUDENTS	80	81
* SPECIAL EDUCATION	51	52

### Grade 3 Mathematics

Percent of Students Meeting Standards 2002 through 2006



- 90 % Asian, White
- 87 % Multi-Racial
- 86 % All Students
- 81 % Native American
- 79 % African American
- 74 % Hispanic
- 65 % Special Education

**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.**

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

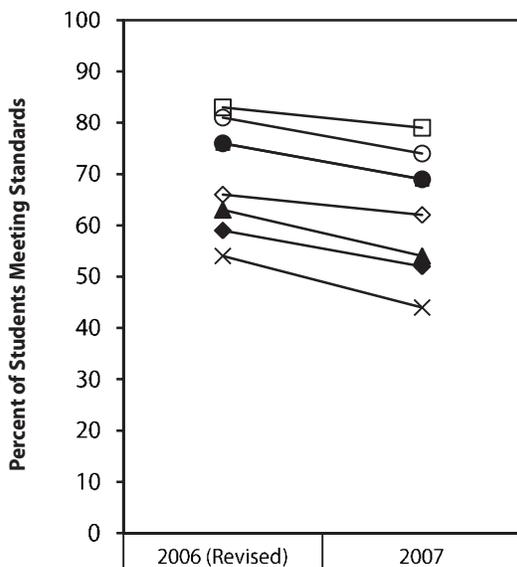
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○ NATIVE AMERICAN	64	70	73	83	81
□ ASIAN	76	80	85	90	90
▲ AFRICAN AMERICAN	58	64	71	75	79
◆ HISPANIC	48	55	63	73	74
◇ WHITE	79	83	85	89	90
△ MULTI-RACIAL	72	72	83	88	87
● ALL STUDENTS	74	78	81	86	86
× SPECIAL EDUCATION	42	51	57	67	65

### Grade 3 Mathematics

Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 79 % Asian
- 74 % White
- 69 % Multi-Racial, All Students
- 62 % Native American
- 54 % African American
- 52 % Hispanic
- 44 % Special Education



**From 2006 to 2007, the percent of students meeting the mathematics standards decreased for all categories.**

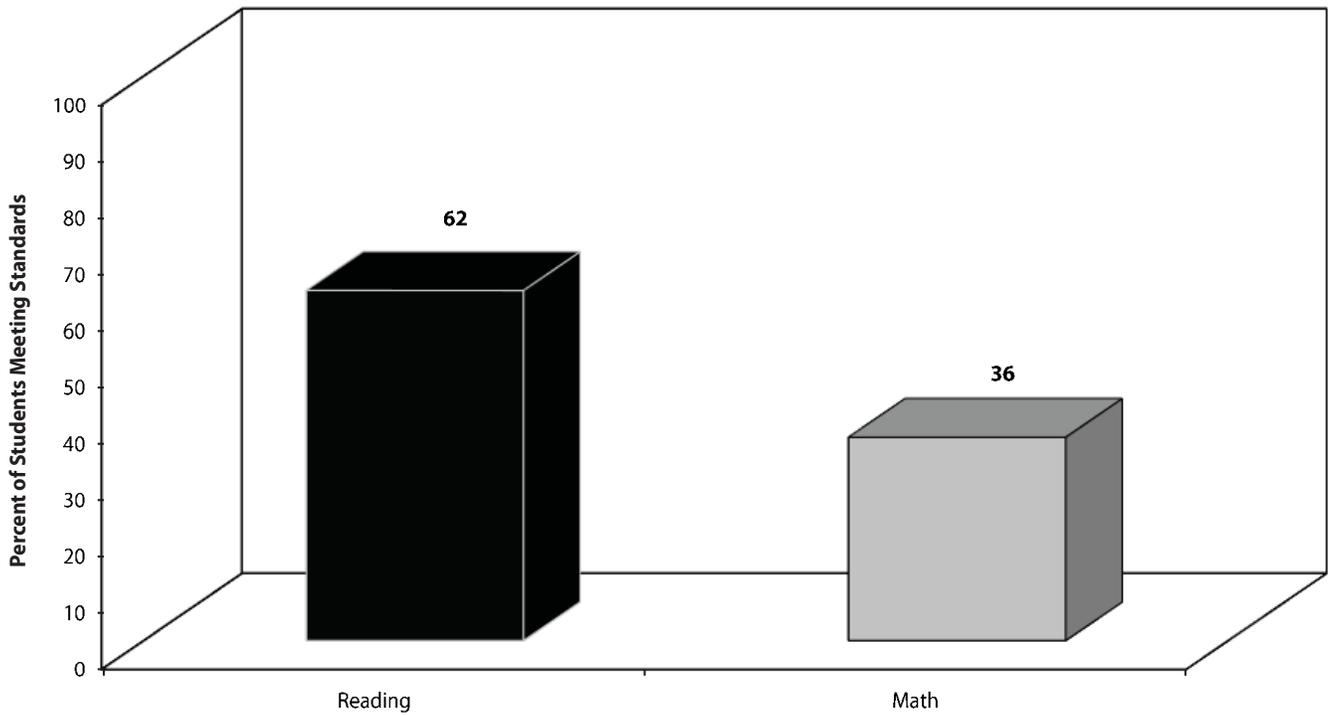
In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

**For more information on assessment cut score changes visit the ODE website:**

<http://www.ode.state.or.us/search/results/?id=223>

### Grade 3 Extended Assessment Students

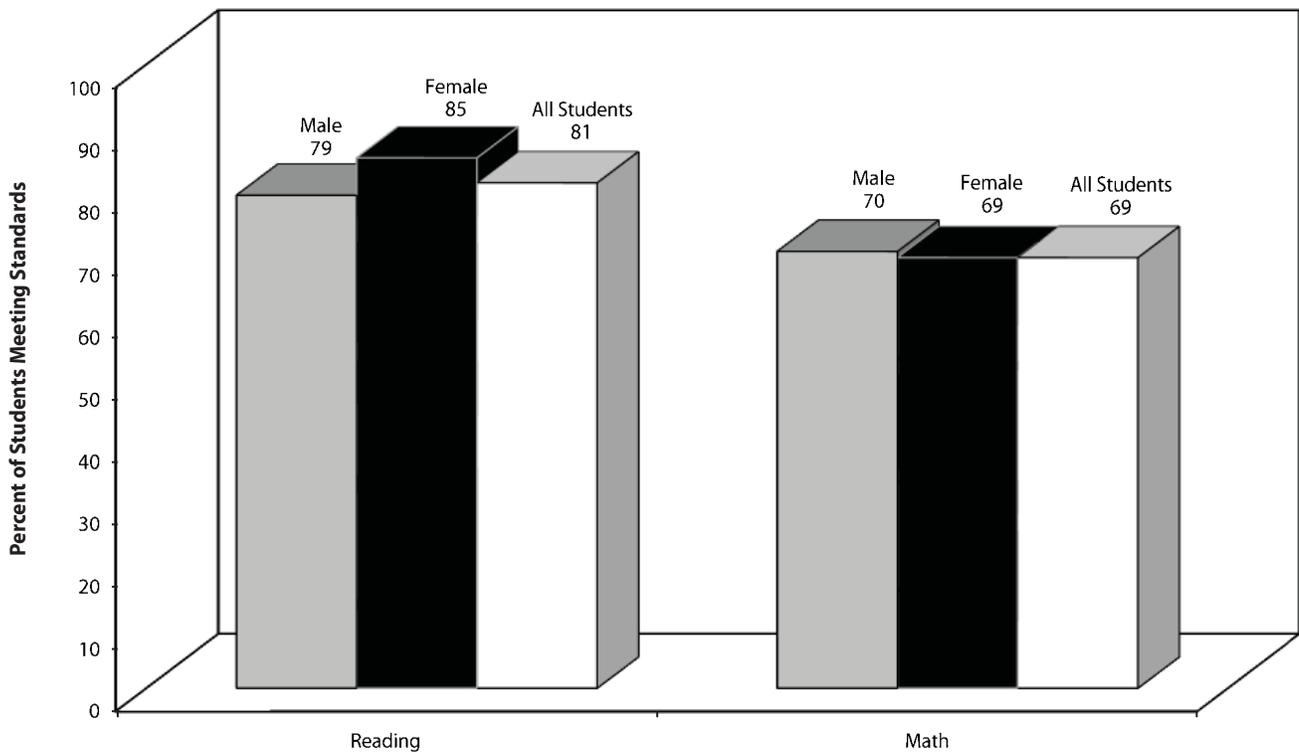
Percent Meeting Reading and Math Standards in 2007



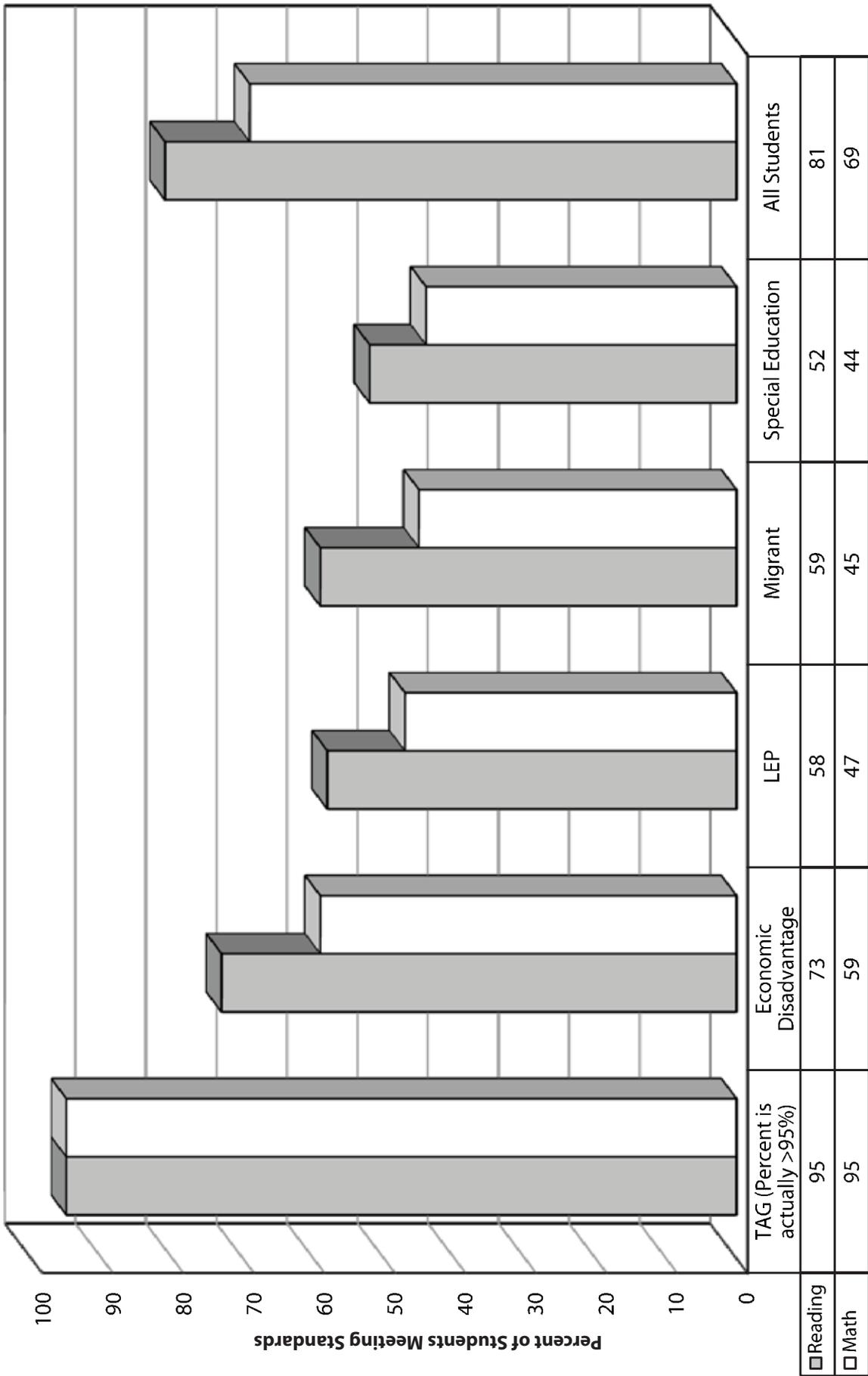
- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.
- In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

### Grade 3 Students by Gender

Percent Meeting Reading and Math Standards in 2007



**Grade 3 Students by Sub-Group**  
 Percent of Students Meeting Reading and Math Standards in 2007



# Grade 4

*Education's purpose is to replace an empty mind with an open one.*

Malcolm Forbes



## Percent Meeting Standards

In 2007, fourth grade students were tested in reading, writing and mathematics.

Looking at the percents using the revised cut scores, 79 percent of fourth grade students met or exceeded the reading standards in 2007, an increase of one percent from the previous year. In writing, 44 percent of fourth grade students met or exceeded the standard. In mathematics, 71 percent of fourth grade students met or exceed the standards, a decrease of five percent from the previous year. Adjusted 2006 writing scores were not available for comparison.

### Grade 4 All Students

Statewide Percent Meeting or Exceeding Standards

	Old Cut Scores	Revised Cut Scores	
	2006	2006	2007
<b>Reading</b>	87	78	79
<b>Writing*</b>	42	Not Tested	44
<b>Mathematics</b>	86	76	71

\*Includes conditionally met/exceeded.

Source: Oregon Assessment of Knowledge and Skills

#### Data Series Changes:

- In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut score.

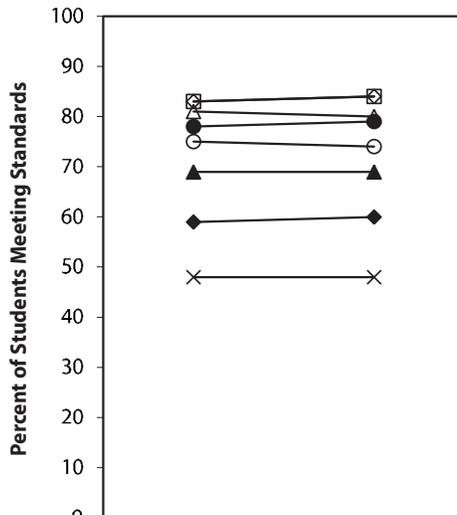


For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results?id=223>

## Grade 4 Reading

### Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 84 % Asian, White
- 80 % Multi-Racial
- 79 % All Students
- 74 % Native American
- 69 % African American
- 60 % Hispanic
- 48 % Special Education

**From 2006 to 2007, the percent of students meeting the reading standards increased for the Asian, Hispanic, White and All Student categories. The percents decreased for Native American and Multi-Racial students, while African American and Special Education percents remained the same.**

	2006 (Revised)	2007
○ NATIVE AMERICAN	75	74
□ ASIAN	83	84
▲ AFRICAN AMERICAN	69	69
◆ HISPANIC	59	60
◇ WHITE	83	84
△ MULTIRACIAL	81	80
● ALL STUDENTS	78	79
× SPECIAL EDUCATION	48	48

In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

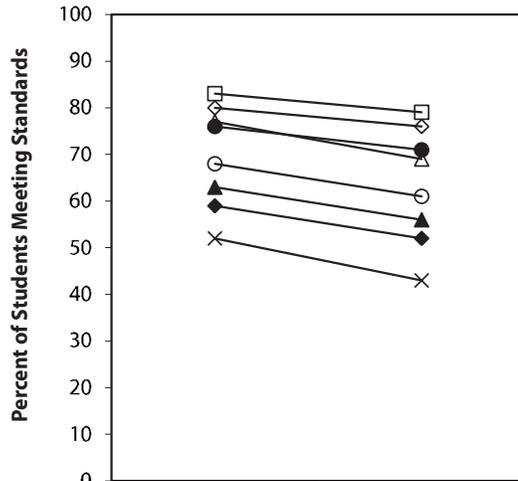
**For more information on assessment cut score changes visit the ODE website:**

<http://www.ode.state.or.us/search/results?id=223>



## Grade 4 Mathematics

### Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 79 % Asian
- 76 % White
- 71 % All Students
- 69 % Multi-Racial
- 61 % Native American
- 56 % African American
- 52 % Hispanic
- 43 % Special Education

**From 2006 to 2007, the percent of students meeting the mathematics standards decreased for all categories.**

	2006 (Revised)	2007
○ NATIVE AMERICAN	68	61
□ ASIAN	83	79
▲ AFRICAN AMERICAN	63	56
◆ HISPANIC	59	52
◇ WHITE	80	76
△ MULTI-RACIAL	77	69
● ALL STUDENTS	76	71
✕ SPECIAL EDUCATION	52	43

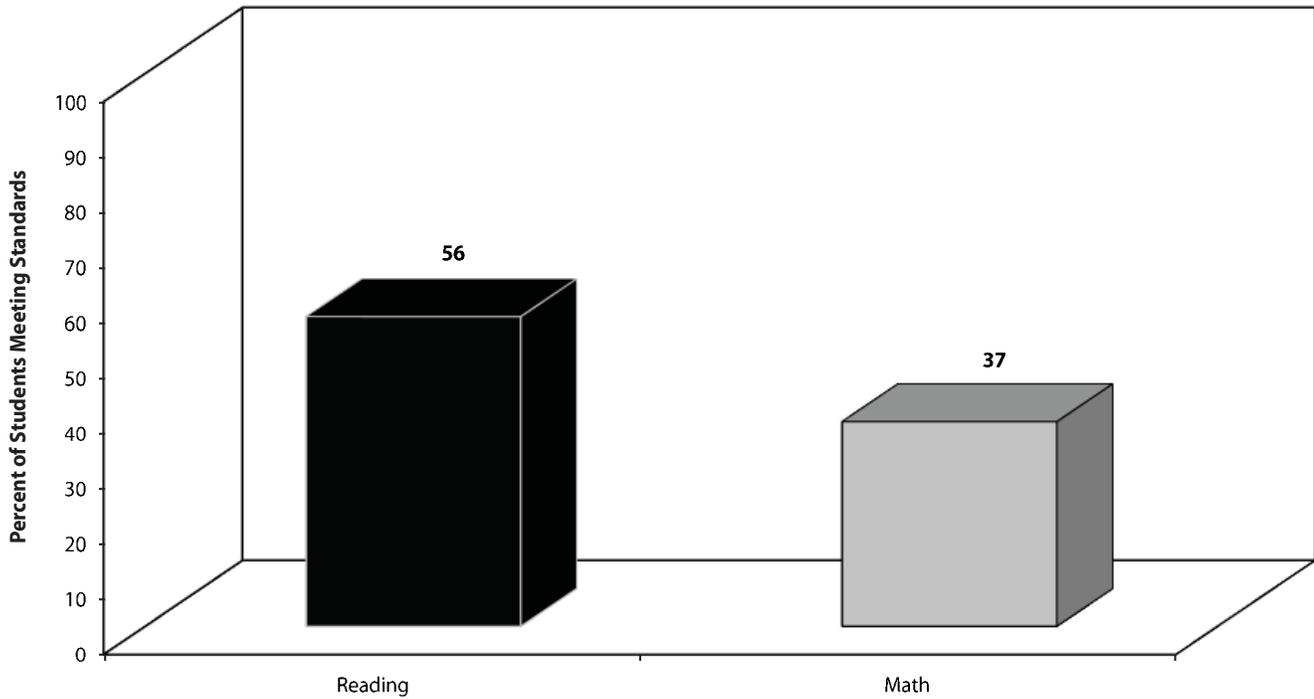
In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

**For more information on assessment cut score changes visit the ODE website:**

<http://www.ode.state.or.us/search/results/?id=223>

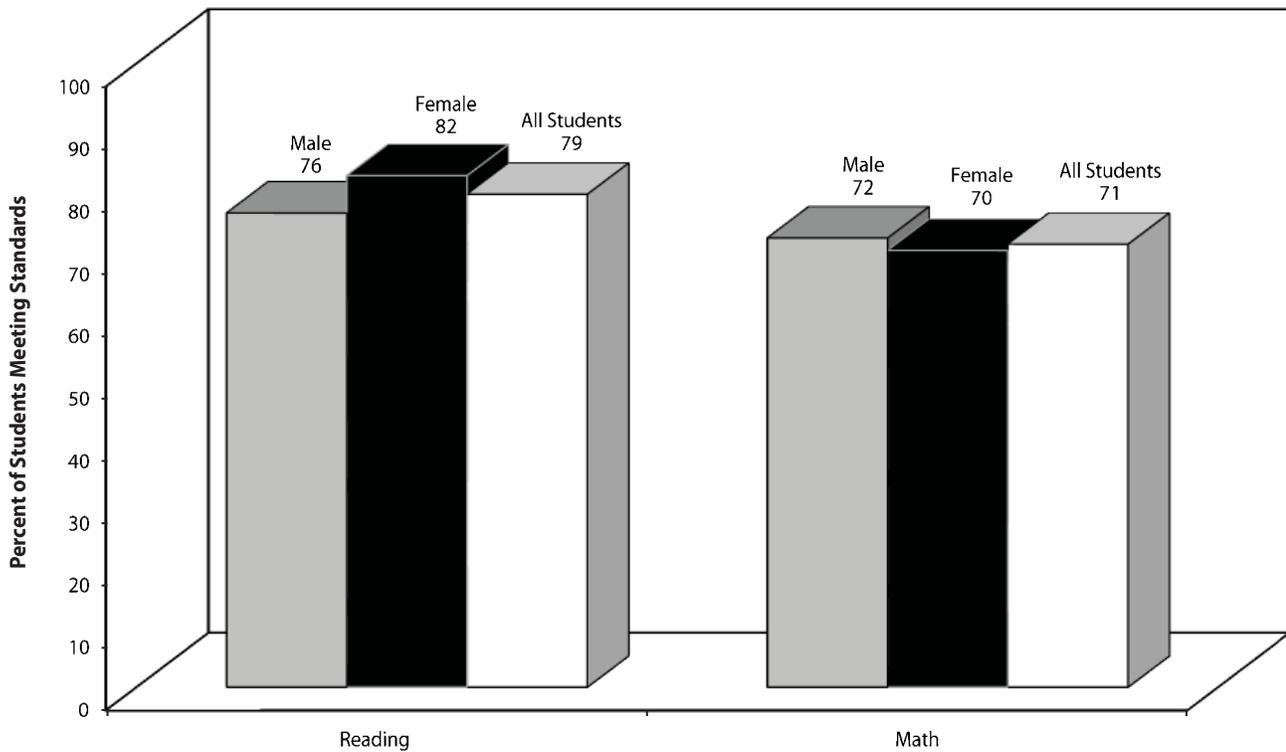


### Grade 4 Extended Assessment Students Percent Meeting Reading and Math Standards in 2007

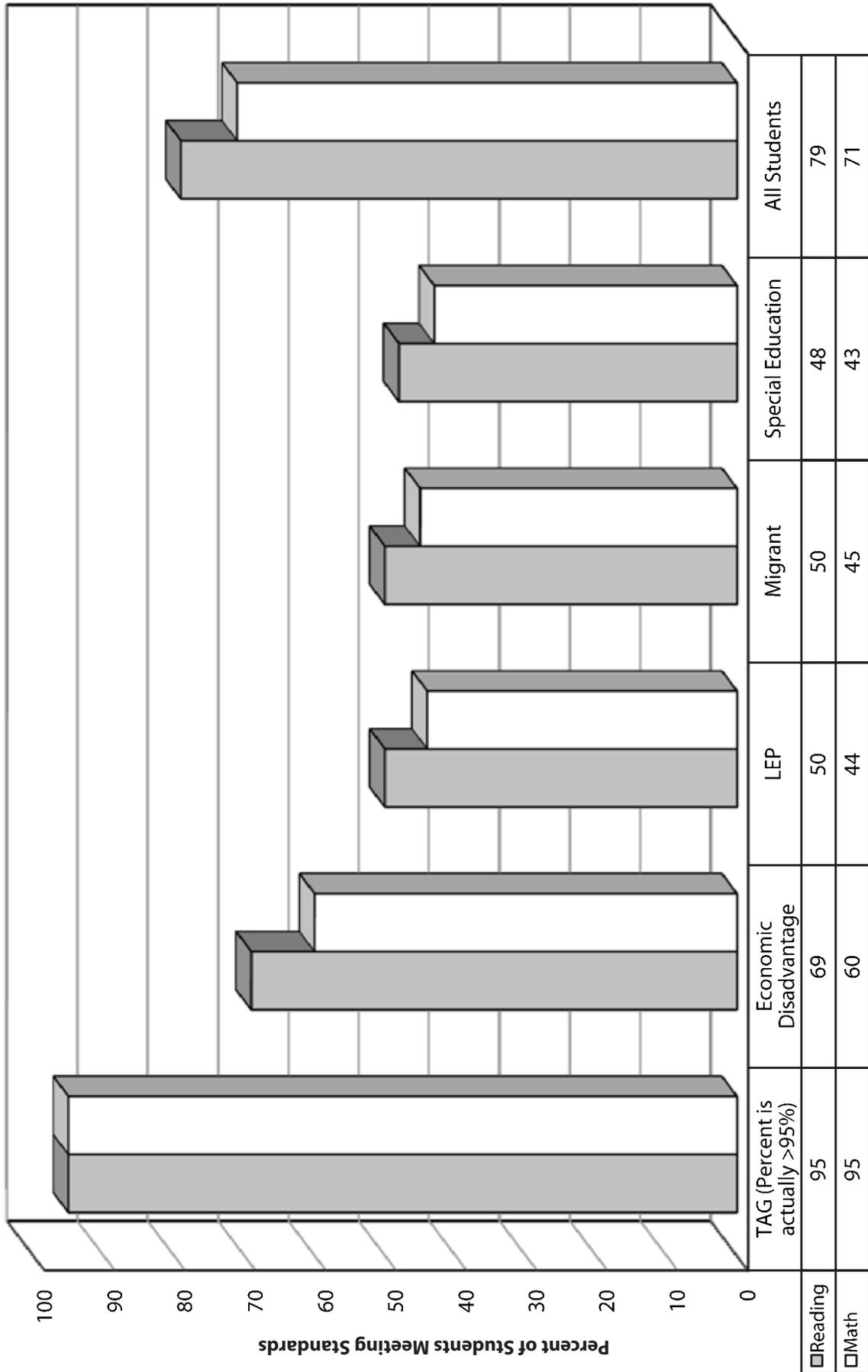


- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.
- In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

### Grade 4 Students by Gender Percent Meeting Reading and Math Standards in 2007



**Grade 4 Students by Sub-Group**  
Percent of Students Meeting Reading and Math Standards in 2007



## Percent Meeting Standards

Students in the fifth grade are tested on reading, writing, mathematics and science. In 2007, students in Grade 5 took tests in reading and mathematics, while writing and science were not tested.

Looking at the percents using the revised cut scores, 71 percent of fifth grade students met or exceeded the reading standards in both 2006 and 2007. In mathematics, 68 percent of fifth grade students met or exceeded the standard, a decrease of four percent from the previous year.



### Grade 5 All Students

#### Statewide Percent Meeting or Exceeding Standards

	Old Cut Scores			Old Cut Scores		Revised Cut Scores	
	2002	2003	2004	2005	2006	2006	2007
<b>Reading</b>	74	76	76	82	83	71	71
<b>Writing*</b>	65	Not Tested	64	Not Tested	Not Tested	Not Tested	Not Tested
<b>Mathematics</b>	72	76	78	84	85	72	68
<b>Science</b>	71	Not Tested	69	75	79	Not Tested	Not Tested

\*Includes conditionally met/exceeded.

Source: Oregon Assessment of Knowledge and Skills

#### Data Series Changes:

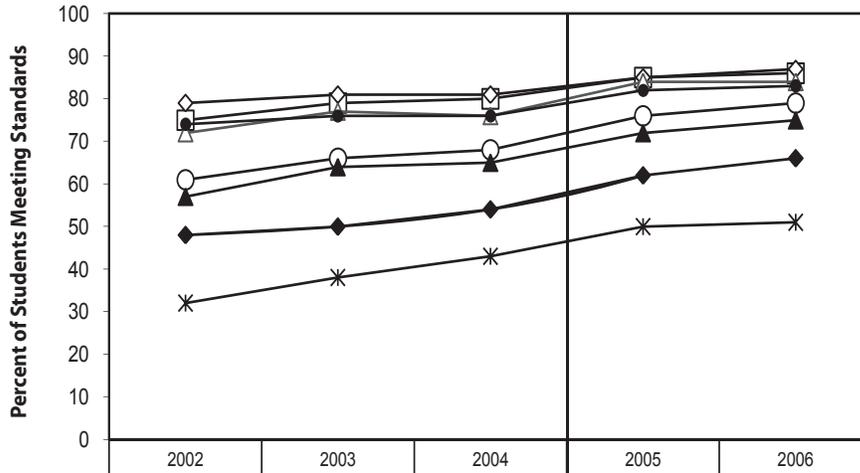
- 2002 through 2004 percents include **ALL students tested**.
- 2005 and 2006 results differ from the 2004 results in the following ways:
  - Test scores are aggregated to the school, district, and state level based on the student resident district as of May 2, 2005. In 2004, test scores were aggregated 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.
- In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results/?id=223>

## Grade 5 Reading

Percent of Students Meeting Standards 2002 through 2006



	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	61	66	68	76	79
□ ASIAN	75	79	80	85	86
▲ AFRICAN AMERICAN	57	64	65	72	75
◆ HISPANIC	48	50	54	62	66
◇ WHITE	79	81	81	85	87
△ MULTI-RACIAL	72	77	76	84	84
● ALL STUDENTS	74	76	76	82	83
* SPECIAL EDUCATION	32	38	43	50	51

- 87 % White
- 86 % Asian
- 84 % Multi-Racial
- 83 % All Students
- 79 % Native American
- 75 % African American
- 66 % Hispanic
- 51 % Special Education

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

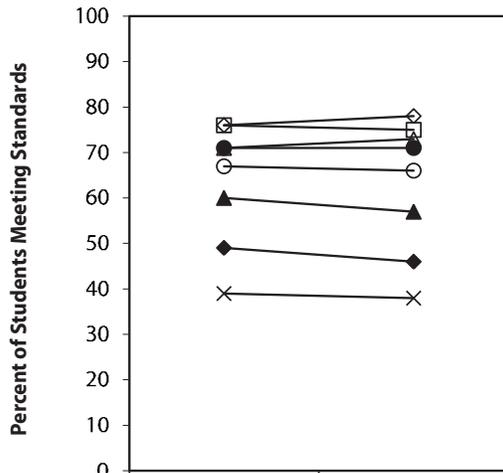
**2005 and 2006 results differ from the 2004 results in the following ways:**

- 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.

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

## Grade 5 Reading

Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



	2006 (Revised)	2007
○ NATIVE AMERICAN	67	66
□ ASIAN	76	75
▲ AFRICAN AMERICAN	60	57
◆ HISPANIC	49	46
◇ WHITE	76	78
△ MULTI-RACIAL	71	73
● ALL STUDENTS	71	71
* SPECIAL EDUCATION	39	38

- 78 % White
- 75 % Asian
- 73 % Multi-Racial
- 71 % All Students
- 66 % Native American
- 57 % African American
- 46 % Hispanic
- 38 % Special Education



From 2006 to 2007, the percent of students meeting the reading standards increased for White and Multi-Racial students, while the percents decreased for African American, Asian, Hispanic, Native American and Special Education students. The percent for the All Students category remained the same.

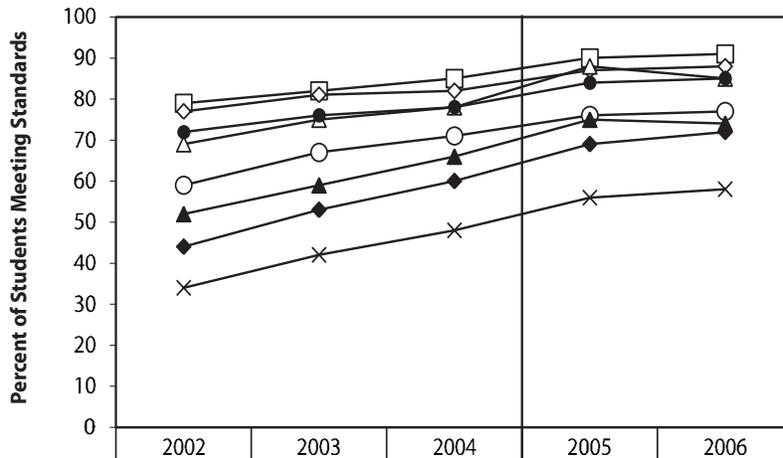
In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results/?id=223>

## Grade 5 Mathematics

### Percent of Students Meeting Standards 2002 through 2006



- 91 % Asian
- 88 % White
- 85 % All Students
- 85 % Multi-Racial
- 77 % Native American
- 74 % African American
- 72 % Hispanic
- 58 % Special Education

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

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

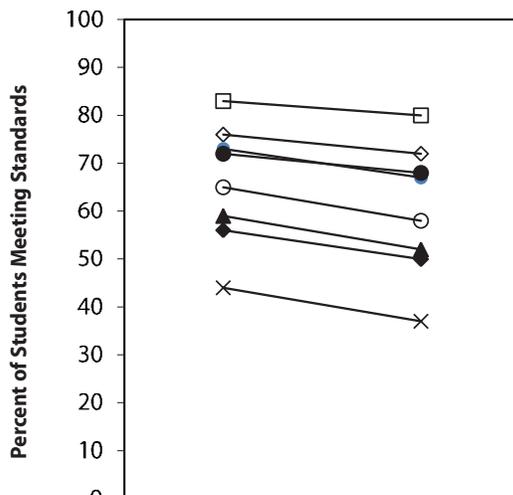
**2005 and 2006 results differ from the 2004 results in the following ways:**

- 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.

	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	59	67	71	76	77
□ ASIAN	79	82	85	90	91
▲ AFRICAN AMERICAN	52	59	66	75	74
◆ HISPANIC	44	53	60	69	72
◇ WHITE	77	81	82	87	88
△ MULTI-RACIAL	69	75	78	88	85
● ALL STUDENTS	72	76	78	84	85
× SPECIAL EDUCATION	34	42	48	56	58

## Grade 5 Mathematics

### Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 80 % Asian
- 72 % White
- 68 % All Students
- 67 % Multi-Racial
- 58 % Native American
- 52 % African American
- 50 % Hispanic
- 37 % Special Education



**From 2006 to 2007, the percent of students meeting the mathematics standards decreased for all categories.**

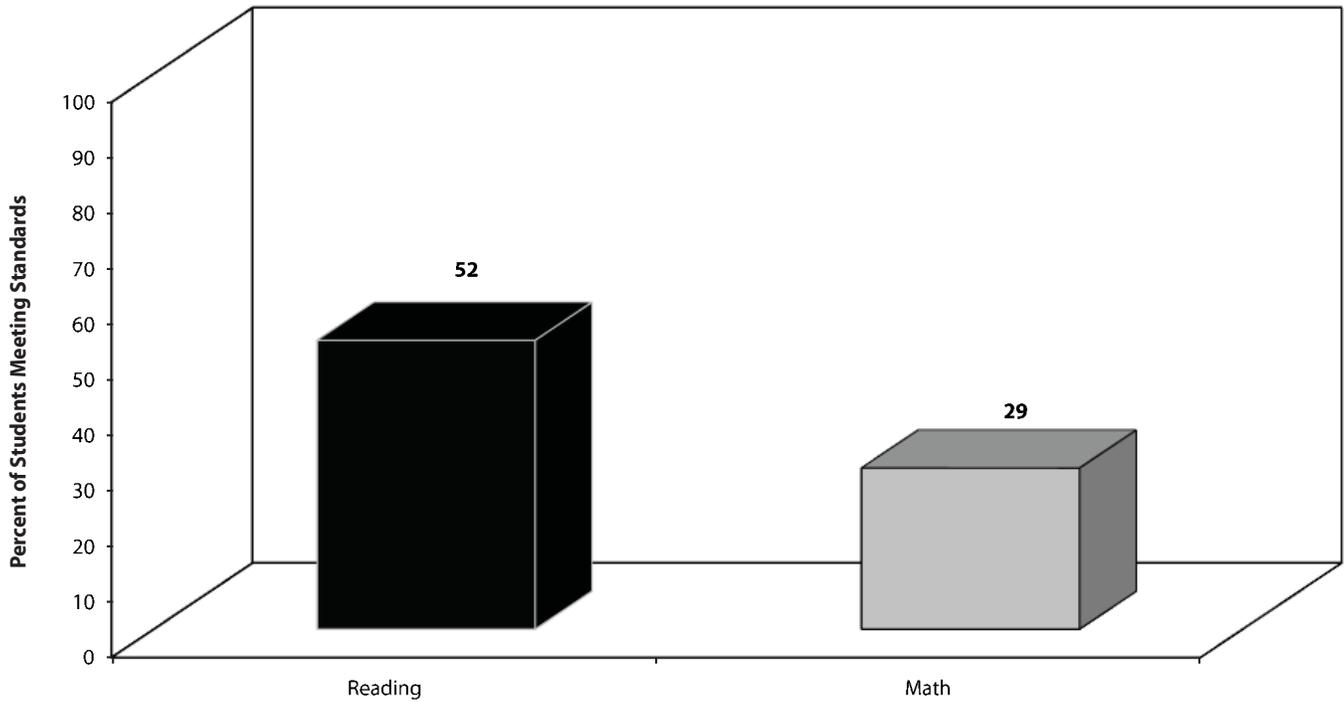
In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

**For more information on assessment cut score changes visit the ODE website:**

<http://www.ode.state.or.us/search/results/?id=223>

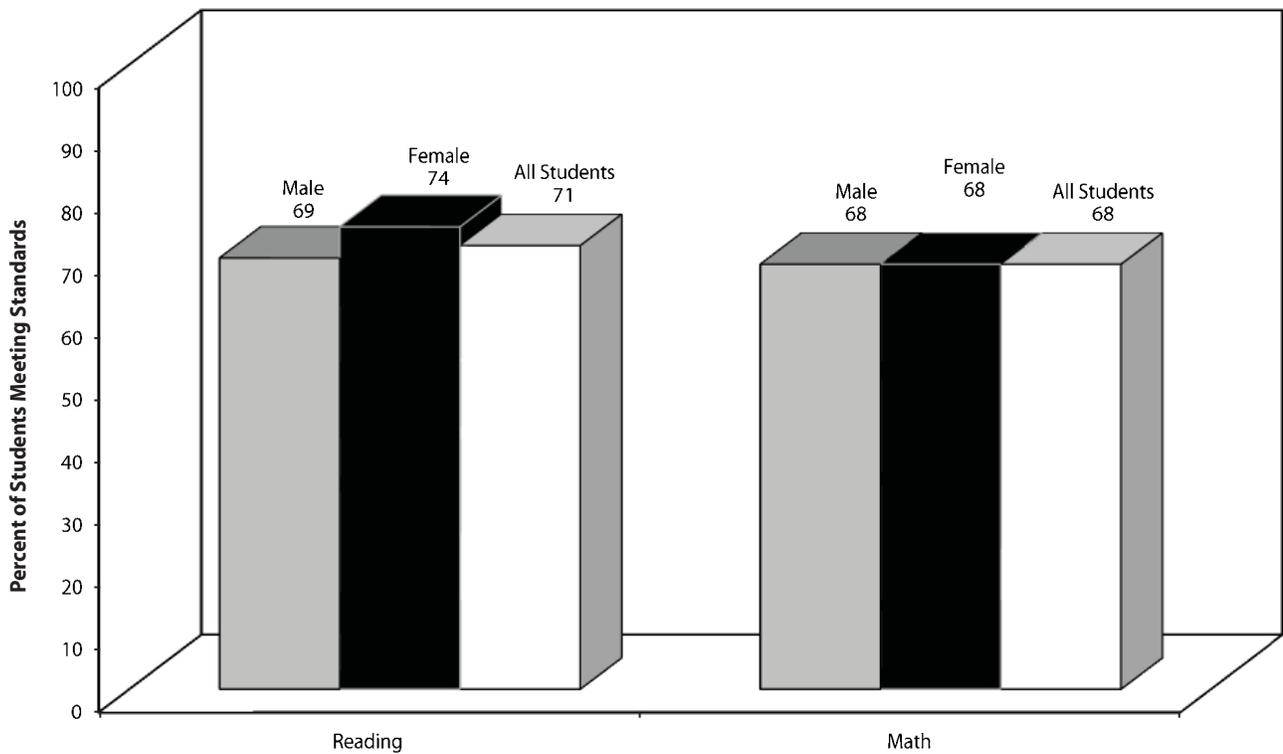
	2006 (Revised)	2007
○ NATIVE AMERICAN	65	58
□ ASIAN	83	80
▲ AFRICAN AMERICAN	59	52
◆ HISPANIC	56	50
◇ WHITE	76	72
● MULTI-RACIAL	73	67
● ALL STUDENTS	72	68
× SPECIAL EDUCATION	44	37

### Grade 5 Extended Assessment Students Percent Meeting Reading and Math Standards in 2007

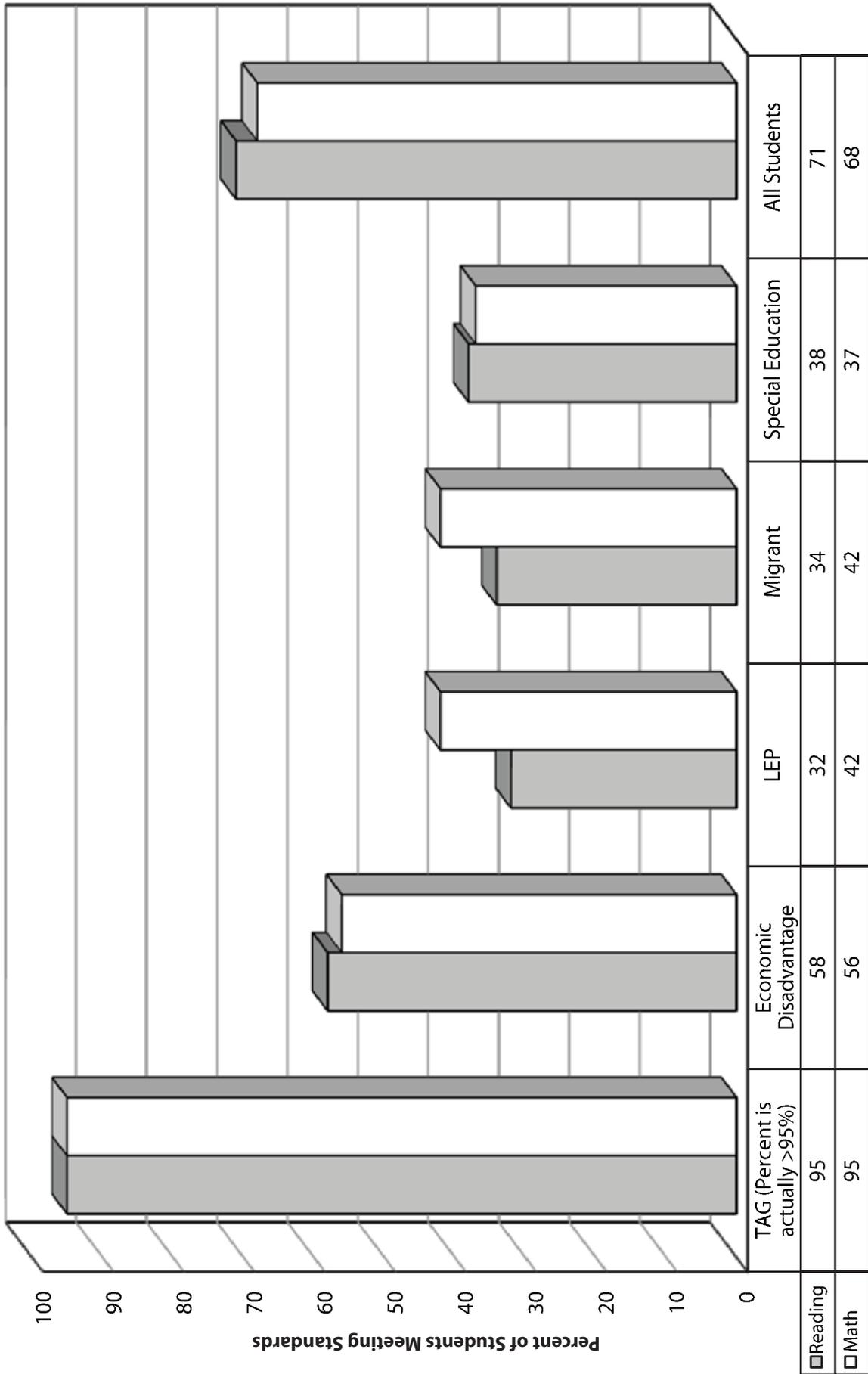


- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.
- In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

### Grade 5 Students by Gender Percent Meeting Reading and Math Standards in 2007



**Grade 5 Students by Sub-Group**  
 Percent of Students Meeting Reading and Math Standards in 2007



## Percent Meeting Standards

In 2007, sixth grade students were tested in reading and mathematics.

Looking at the percents using the revised cut scores, 74 percent of sixth grade students met or exceeded the reading standards in 2007, an increase of four percent from the previous year. In mathematics, 70 percent of sixth grade students met or exceeded standards in 2006 and 2007.

### Grade 6 All Students

Statewide Percent Meeting or Exceeding Standards

	Old Cut Scores	Revised Cut Scores	
	2006	2006	2007
<b>Reading</b>	80	70	74
<b>Mathematics</b>	77	70	70

\*Includes conditionally met/exceeded.

Source: Oregon Assessment of Knowledge and Skills

#### Data Series Changes:

- In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut score.

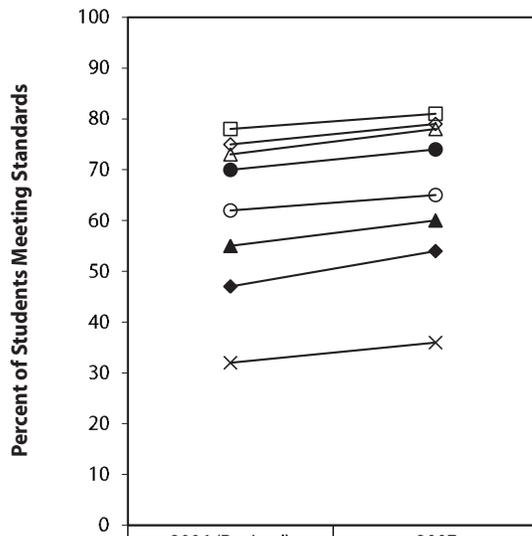


For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results?id=223>

## Grade 6 Reading

### Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 81 % Asian
- 79 % White
- 78 % Multi-Racial
- 74 % All Students
- 65 % Native American
- 60 % African American
- 54 % Hispanic
- 36 % Special Education

	2006 (Revised)	2007
○ NATIVE AMERICAN	62	65
□ ASIAN	78	81
▲ AFRICAN AMERICAN	55	60
◆ HISPANIC	47	54
◇ WHITE	75	79
△ MULT-RACIAL	73	78
● ALL STUDENTS	70	74
× SPECIAL EDUCATION	32	36

**From 2006 to 2007, the percent of students meeting the reading standards increased for all categories.**

In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

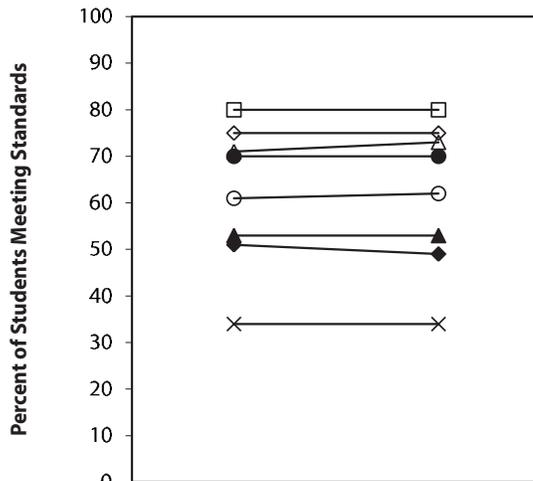
**For more information on assessment cut score changes visit the ODE website:**

<http://www.ode.state.or.us/search/results/?id=223>



## Grade 6 Mathematics

### Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 80 % Asian
- 75 % White
- 73 % Multi-Racial
- 70 % All Students
- 62 % Native American
- 53 % African American
- 49 % Hispanic
- 34 % Special Education

**From 2006 to 2007, the percent of students meeting the mathematics standards increased for Native American and Multi-Racial students, but decreased for Hispanic students. The percent remained the same for Asian, African American, White and All Students.**

	2006 (Revised)	2007
○ NATIVE AMERICAN	61	62
□ ASIAN	80	80
▲ AFRICAN AMERICAN	53	53
◆ HISPANIC	51	49
◇ WHITE	75	75
△ MULTI-RACIAL	71	73
● ALL STUDENTS	70	70
× SPECIAL EDUCATION	34	34

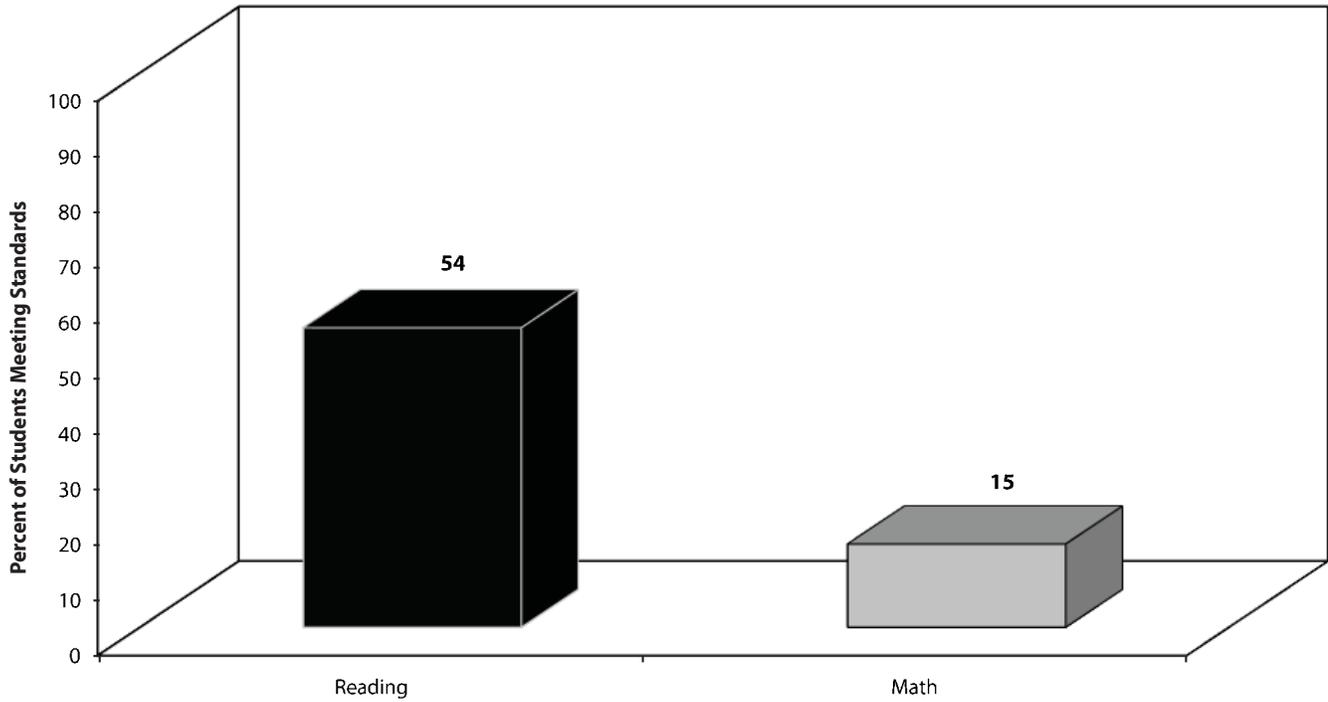
In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

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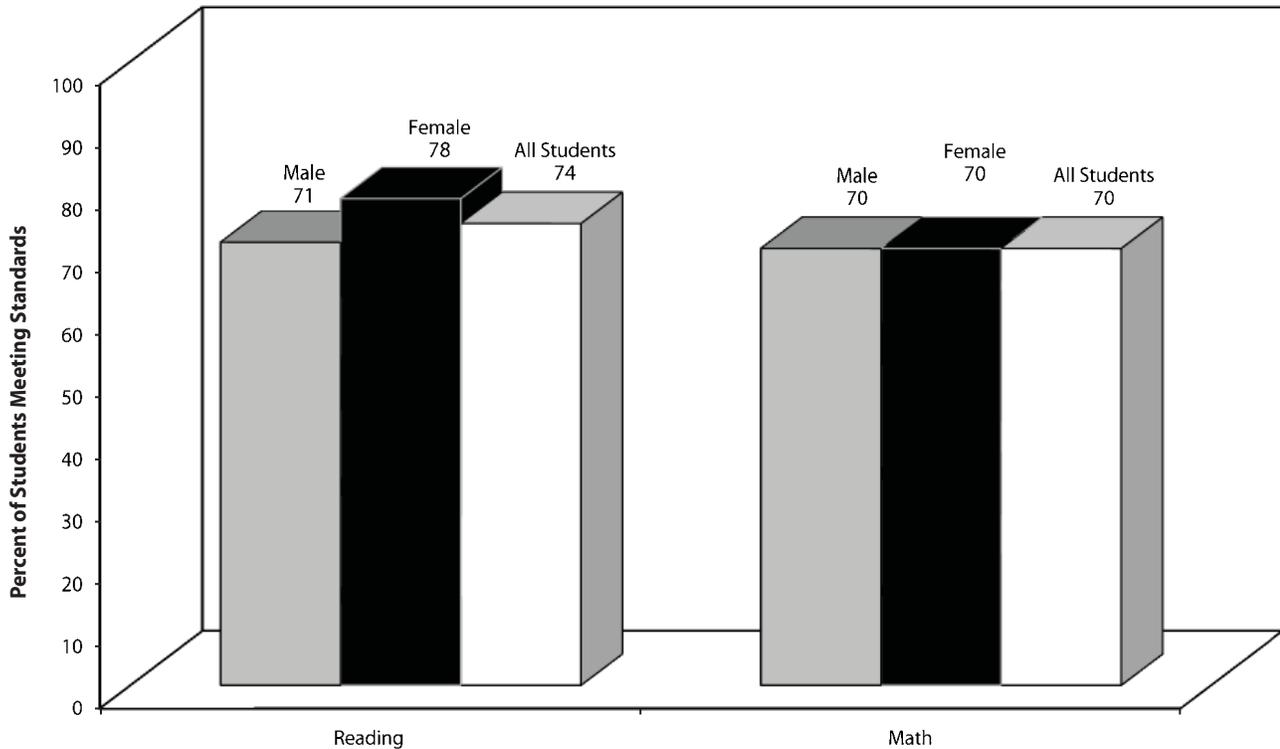


### Grade 6 Extended Assessment Students Percent Meeting Reading and Math Standards in 2007

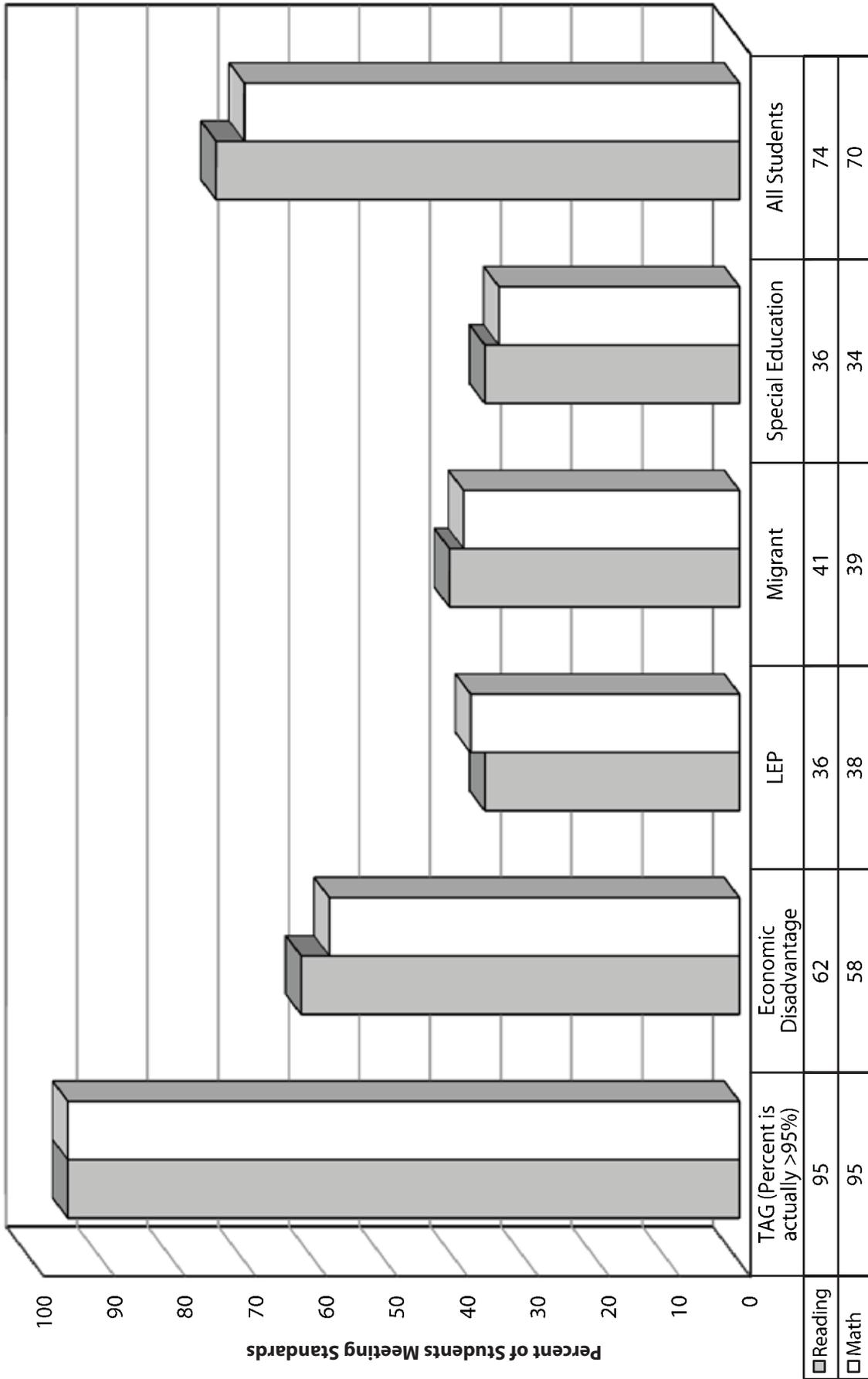


- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.
- In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

### Grade 6 Students by Gender Percent Meeting Reading and Math Standards in 2007



**Grade 6 Students by Sub-Group**  
 Percent of Students Meeting Reading and Math Standards in 2007



## Percent Meeting Standards

In 2007, seventh grade students were tested in reading, writing and mathematics.

Looking at the percents using the revised cut scores, 76 percent of seventh grade students met or exceeding the reading standards in 2007, an increase of seven percent from the previous year. In mathematics, 74 percent of seventh grade students met or exceeded the standards in 2007, up from 71 percent the previous year. In writing, 48 percent of seventh grade students met or exceeded the standards. Adjusted 2006 writing scores were not available for comparison.

### Grade 7 All Students

Statewide Percent Meeting or Exceeding Standards

	Old Cut Scores	Revised Cut Scores	
	2006	2006	2007
<b>Reading</b>	73	69	76
<b>Writing*</b>	45	Not Tested	48
<b>Mathematics</b>	71	71	74

\*Includes conditionally met/exceeded.

Source: Oregon Assessment of Knowledge and Skills

#### Data Series Changes:

- In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut score.

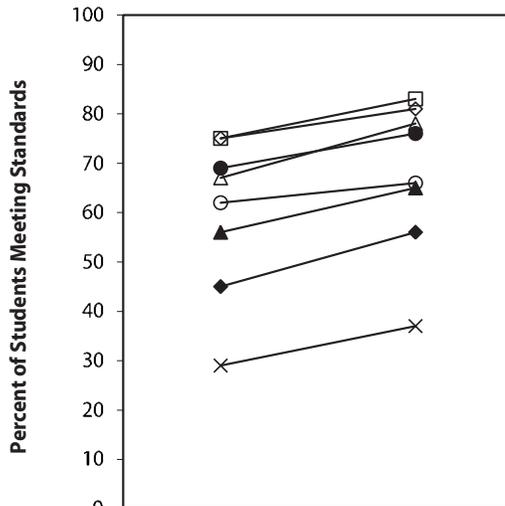


For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results/?id=223>

## Grade 7 Reading

### Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 83 % Asian
- 81 % White
- 78 % Multi-Racial
- 76 % All Students
- 66 % Native American
- 65 % African American
- 56 % Hispanic
- 37 % Special Education

	2006 (Revised)	2007
○ NATIVE AMERICAN	62	66
□ ASIAN	75	83
▲ AFRICAN AMERICAN	56	65
◆ HISPANIC	45	56
◇ WHITE	75	81
△ MULTIRACIAL	67	78
● ALL STUDENTS	69	76
× SPECIAL EDUCATION	29	37

**From 2006 to 2007, the percent of students meeting the reading standards increased for all categories.**

In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

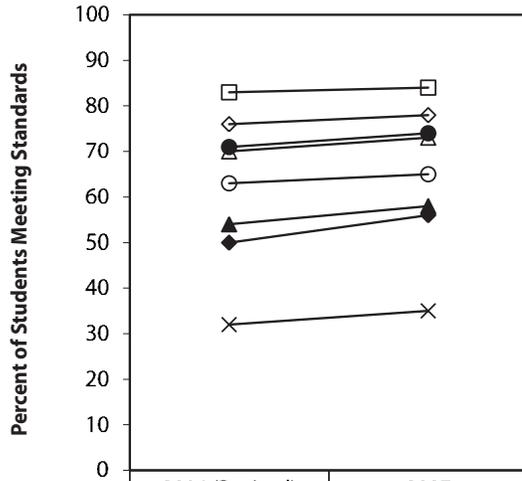
**For more information on assessment cut score changes visit the ODE website:**

<http://www.ode.state.or.us/search/results/?id=223>



## Grade 7 Mathematics

### Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 84 % Asian
- 78 % White
- 74 % All Students
- 73 % Multi-Racial
- 65 % Native American
- 58 % African American
- 56 % Hispanic
  
- 35 % Special Education

	2006 (Revised)	2007
○ NATIVE AMERICAN	63	65
□ ASIAN	83	84
▲ AFRICAN AMERICAN	54	58
◆ HISPANIC	50	56
◇ WHITE	76	78
△ MULTI-RACIAL	70	73
● ALL STUDENTS	71	74
× SPECIAL EDUCATION	32	35

**From 2006 to 2007, the percent of students meeting the mathematics standards increased for all categories.**

In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

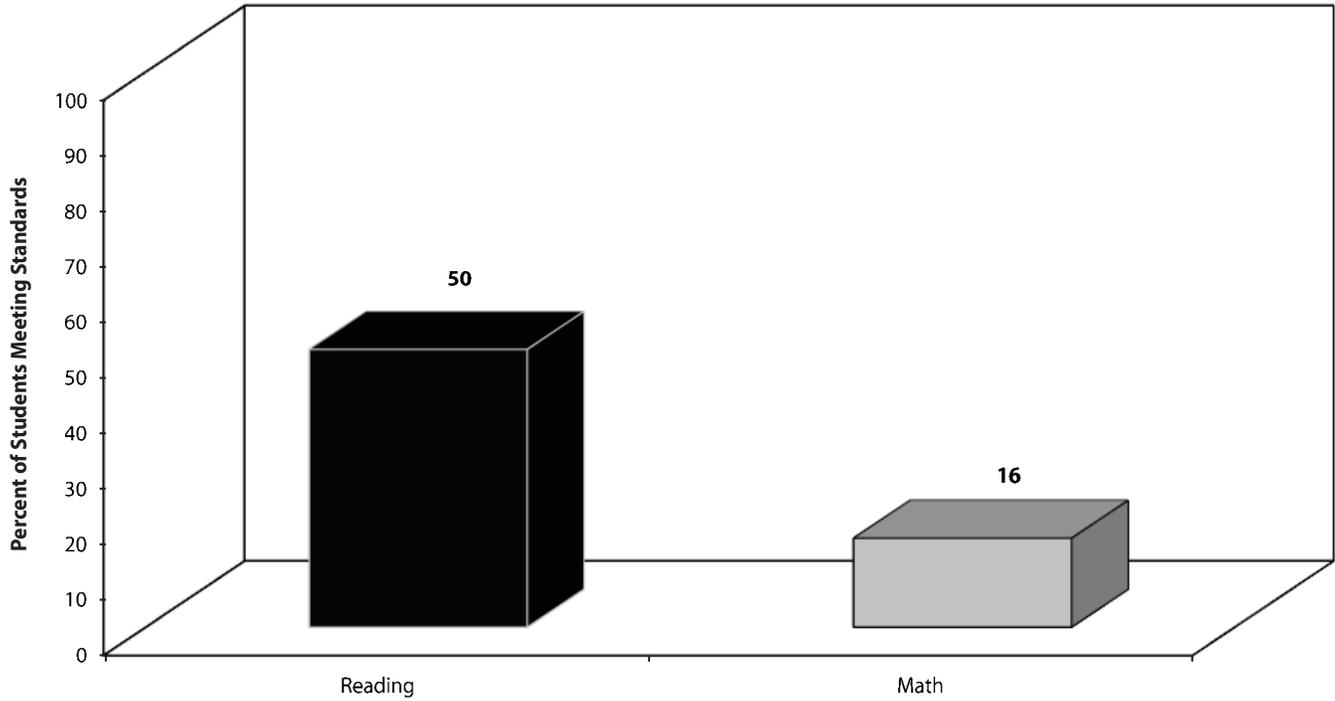
**For more information on assessment cut score changes visit the ODE website:**

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### Grade 7 Extended Assessment Students

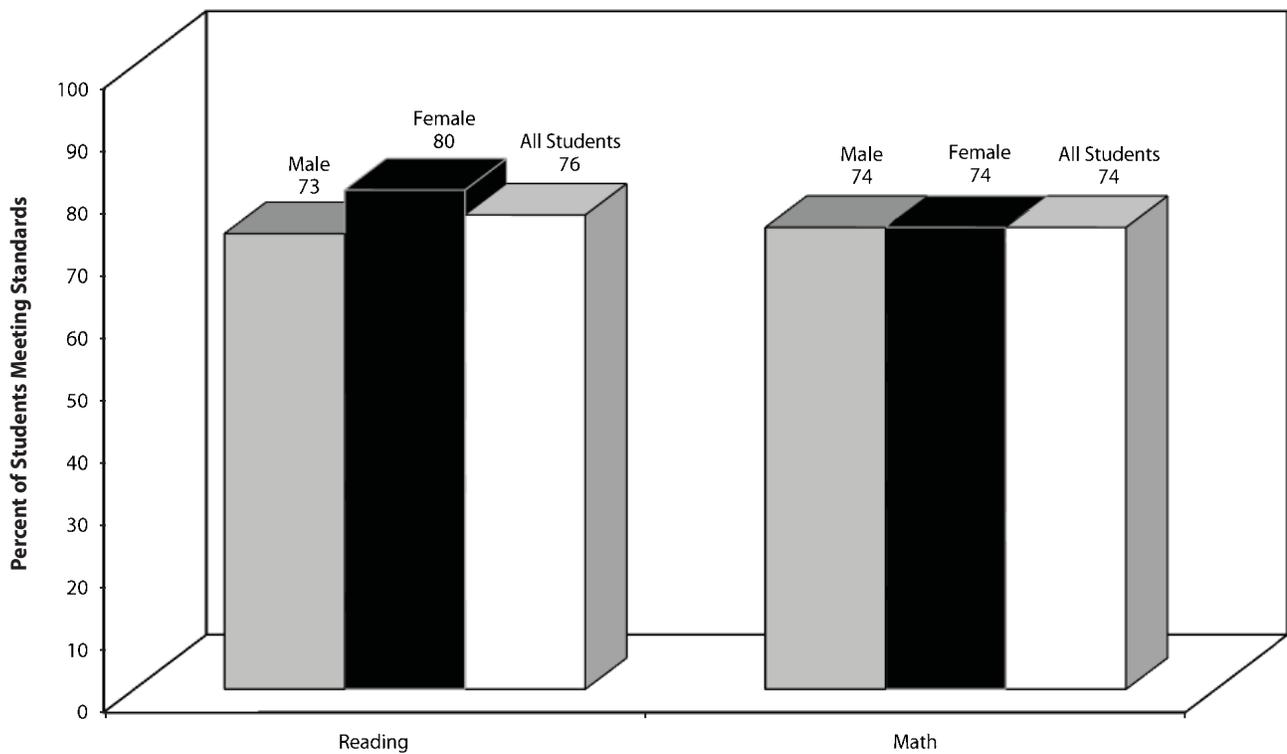
Percent Meeting Reading and Math Standards in 2007



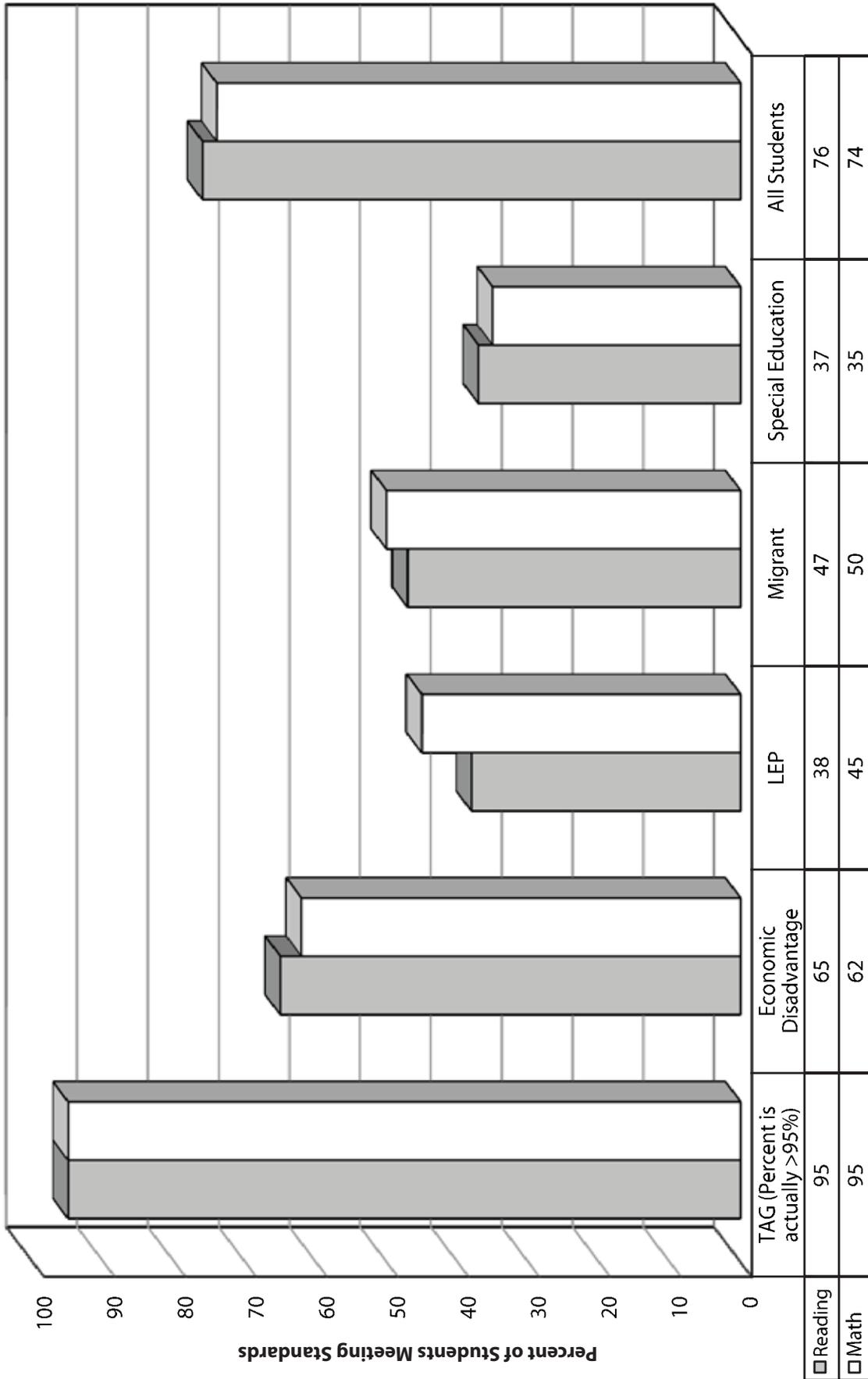
- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.
- In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

### Grade 7 Students by Gender

Percent Meeting Reading and Math Standards in 2007



**Grade 7 Students by Sub-Group**  
Percent of Students Meeting Reading and Math Standards in 2007



# Grade 8

*Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.*

Oscar Wilde

## Percent Meeting Standards

Like Oregon's fifth grade students, eighth graders take tests in reading, writing, mathematics and science. In 2007, eighth grade students did not take writing and science assessments.

Looking at the percents using the revised cut scores, 68 percent of eighth grade students met or exceeded the reading standards in 2007, an increase of two percent from the previous year. In mathematics, 70 percent of eighth grade students met or exceeded the standards, an increase of two percent from the previous year.



### Grade 8 All Students

Statewide Percent Meeting or Exceeding Standards

	Old Cut Scores			Old Cut Scores		Revised Cut Scores	
	2002	2003	2004	2005	2006	2006	2007
<b>Reading</b>	61	61	59	63	66	66	68
<b>Writing*</b>	63	Not Tested	67	Not Tested	Not Tested	Not Tested	Not Tested
<b>Mathematics</b>	54	59	59	64	66	68	70
<b>Science</b>	59	Not Tested	58	66	68	Not Tested	Not Tested

\*Includes conditionally met/exceeded.

Source: Oregon Assessment of Knowledge and Skills

### Data Series Changes:

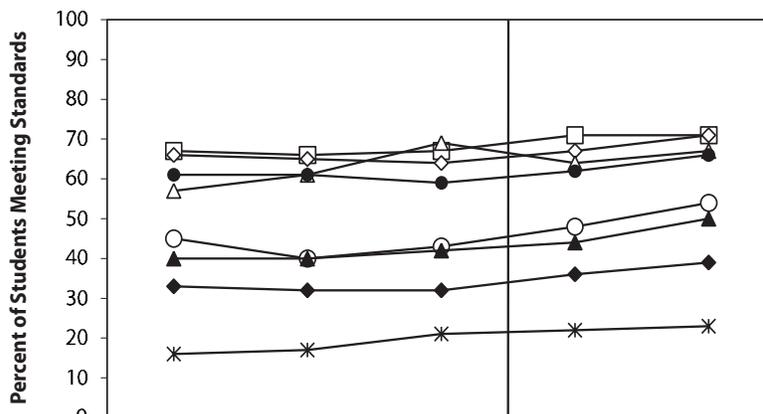
- 2002 through 2004 percents include **ALL students tested**.
- 2005 and 2006 results differ from the 2004 results in the following ways:
  - o Test scores are aggregated to the school, district, and state level based on the student resident district as of May 2, 2005. In 2004, test scores were aggregated based on the resident district at the time the test was taken.
  - o Regardless of where the student took the test, the highest score available is reported.
  - o As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.
- In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results/?id=223>

## Grade 8 Reading

Percent of Students Meeting Standards 2002 through 2006



	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	45	40	43	48	54
□ ASIAN	67	66	67	71	71
▲ AFRICAN AMERICAN	40	40	42	44	50
◆ HISPANIC	33	32	32	36	39
◇ WHITE	66	65	64	67	71
△ MULTIRACIAL	57	61	69	64	67
● ALL STUDENTS	61	61	59	62	66
* SPECIAL EDUCATION	16	17	21	22	23

- 71 % Asian, White
- 67 % Multi-Racial
- 66 % All Students
- 54 % Native American
- 50 % African American
- 39 % Hispanic
- 23 % Special Education

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

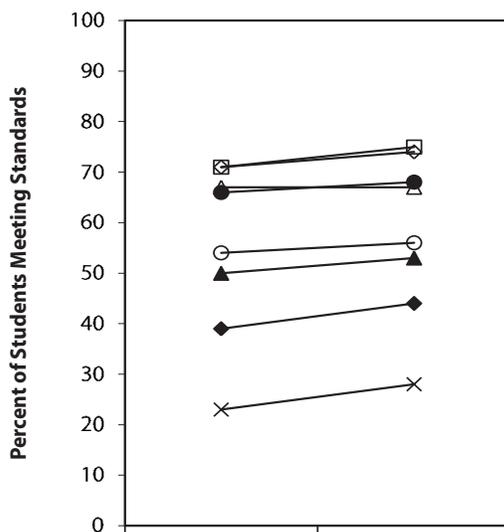
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- Regardless of where the student took the test, the highest score available is reported.
- As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.

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.

## Grade 8 Reading

Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



	2006 (Revised)	2007
○ NATIVE AMERICAN	54	56
□ ASIAN	71	75
▲ AFRICAN AMERICAN	50	53
◆ HISPANIC	39	44
◇ WHITE	71	74
△ MULTIRACIAL	67	67
● ALL STUDENTS	66	68
* SPECIAL EDUCATION	23	28

- 75 % Asian
- 74 % White
- 68 % All Students
- 67 % Multi-Racial
- 56 % Native American
- 53 % African American
- 44 % Hispanic
- 28 % Special Education



From 2006 to 2007, the percent of students meeting the reading standards increased for all categories except Multi-Racial which remained the same.

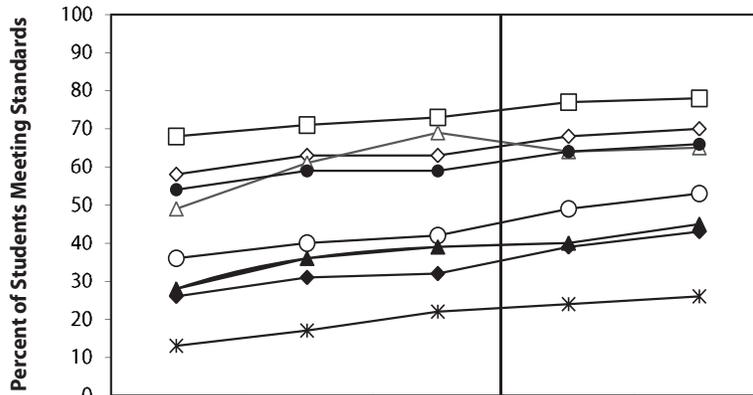
In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results/?id=223>

## Grade 8 Mathematics

Percent of Students Meeting Standards 2002 through 2006



- 78 % Asian
- 70 % White
- 66 % All Students
- 65 % Multi-Racial
- 53 % Native American
- 45 % African American
- 43 % Hispanic
- 26 % Special Education

	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	36	40	42	49	53
□ ASIAN	68	71	73	77	78
▲ AFRICAN AMERICAN	28	36	39	40	45
◆ HISPANIC	26	31	32	39	43
◇ WHITE	58	63	63	68	70
△ MULTI-RACIAL	49	61	69	64	65
● ALL STUDENTS	54	59	59	64	66
* SPECIAL EDUCATION	13	17	22	24	26

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

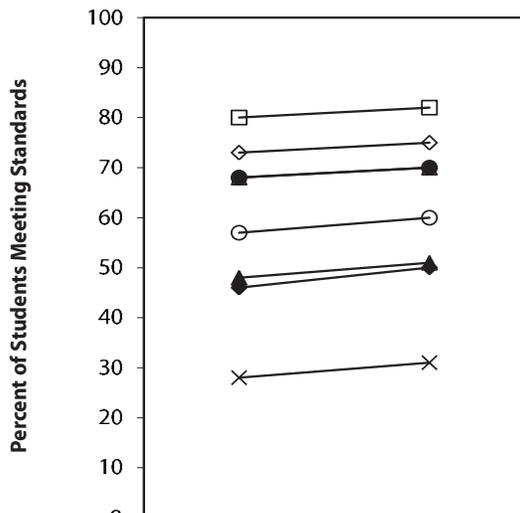
**2005 and 2006 results differ from the 2004 results in the following ways:**

- 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.

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

## Grade 8 Mathematics

Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 82 % Asian
- 75 % White
- 70 % All Students and Multi Racial
- 60 % Native American
- 51 % African American
- 50 % Hispanic
- 31 % Special Education

	2006 (Revised)	2007
○ NATIVE AMERICAN	57	60
□ ASIAN	80	82
▲ AFRICAN AMERICAN	48	51
◆ HISPANIC	46	50
◇ WHITE	73	75
△ MULTI-RACIAL	68	70
● ALL STUDENTS	68	70
* SPECIAL EDUCATION	28	31

**From 2006 to 2007, the percent of students meeting the mathematics standards increased for all categories.**

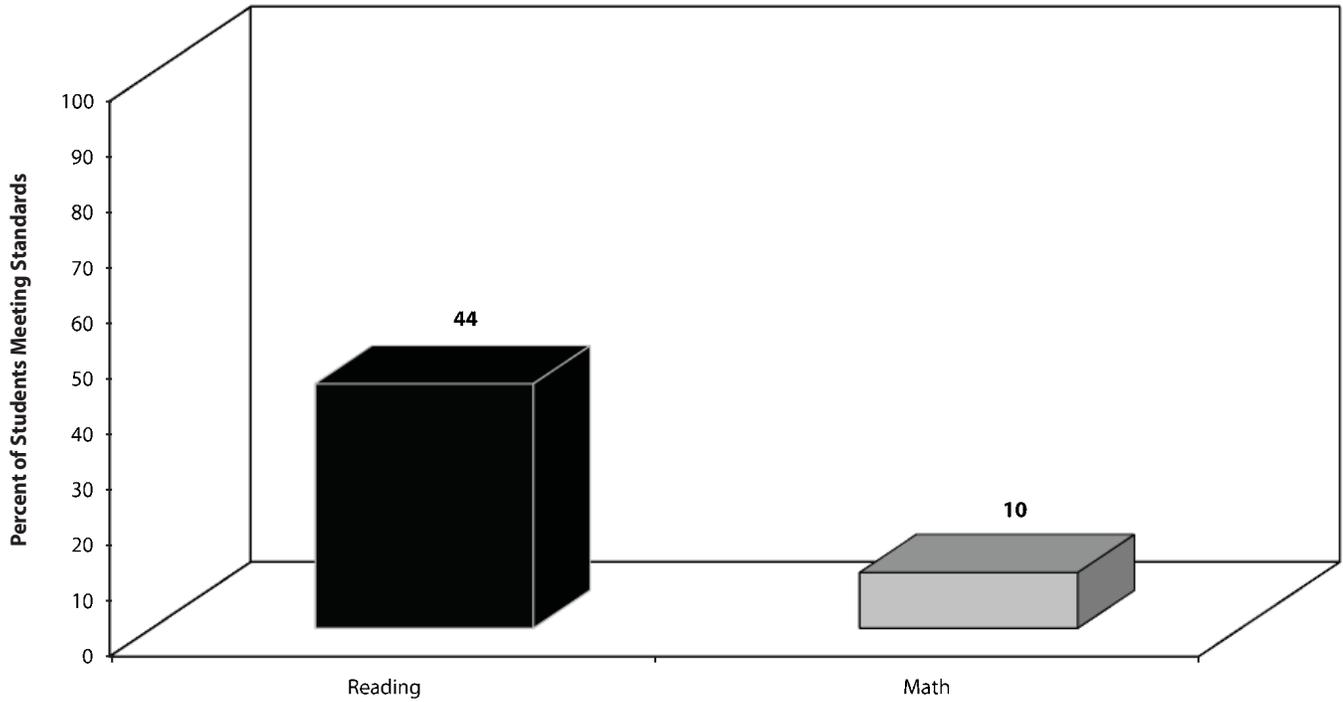
In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

**For more information on assessment cut score changes visit the ODE website:**

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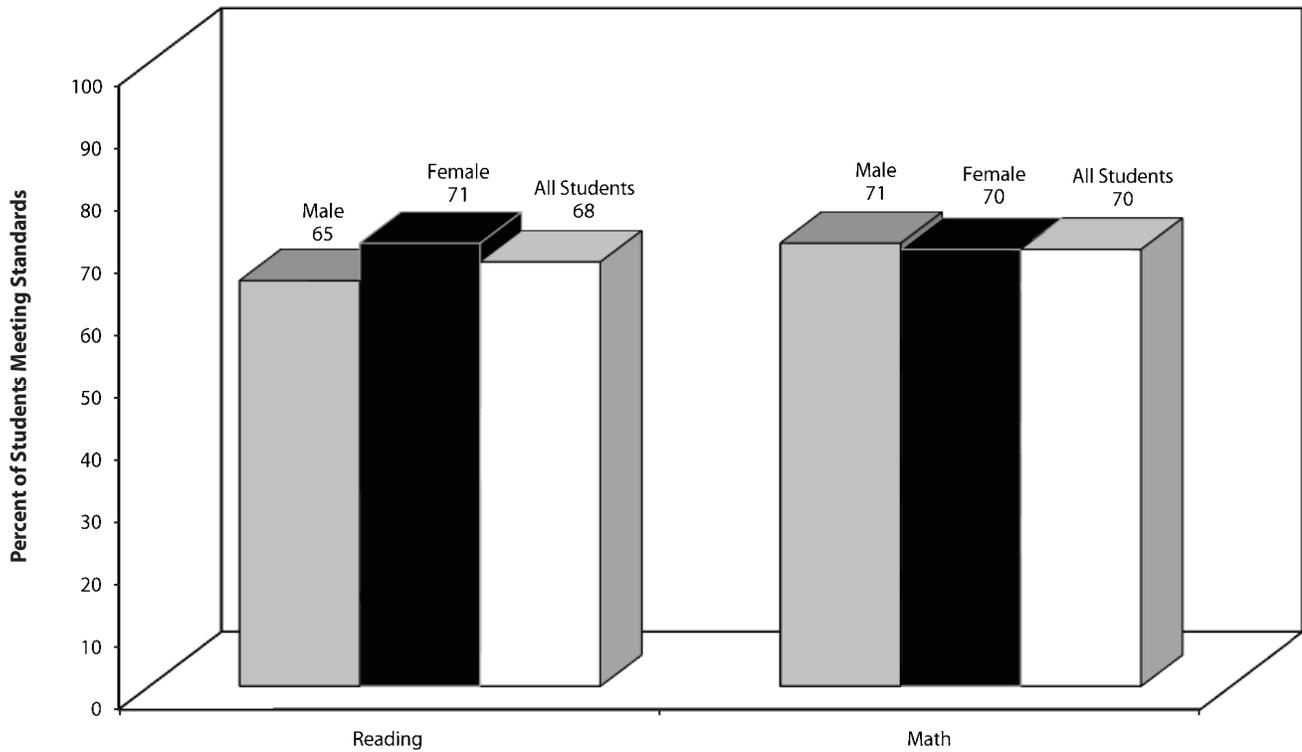


### Grade 8 Extended Assessment Students Percent Meeting Reading and Math Standards in 2007

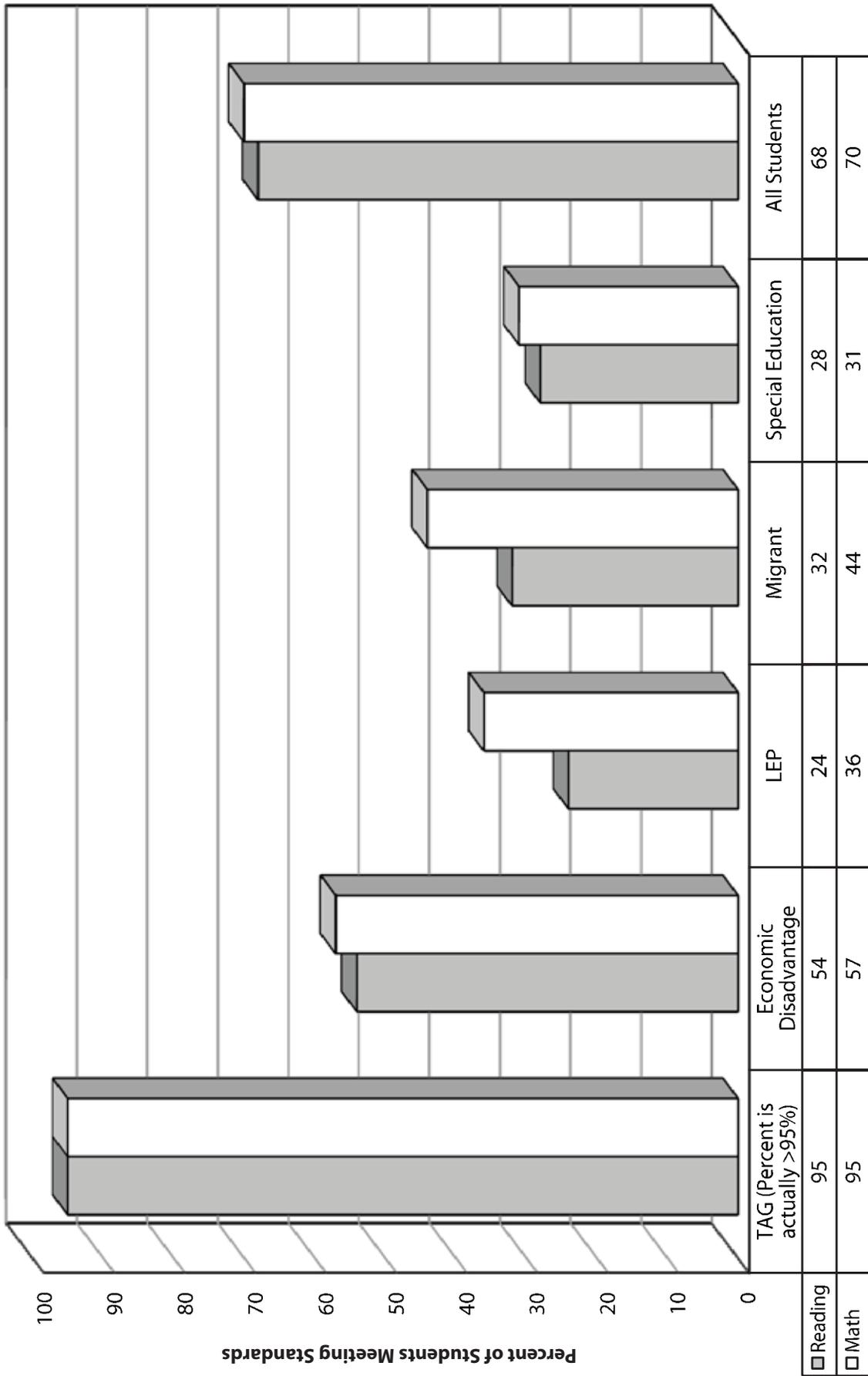


- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.
- In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

### Grade 8 Students by Gender Percent Meeting Reading and Math Standards in 2007



**Grade 8 Students by Sub-Group**  
Percent of Students Meeting Reading and Math Standards in 2007





## Percent Meeting Standards

In 2007, tenth grade students were tested in reading, writing and mathematics. Science was not tested.

Looking at the percents using the revised cut scores, 65 percent of tenth grade students met or exceeded the reading standards in both 2006 and 2007. In mathematics, 55 percent of tenth grade students met or exceeded the standards in both 2006 and 2007. 54 percent of tenth graders met or exceeded the writing standards in 2007, but revised 2006 writing scores were not available for comparison.

### Grade 10 All Students Statewide Percent Meeting or Exceeding Standards

	Old Cut Scores			Old Cut Scores		Revised Cut Scores	
	2002	2003	2004	2005	2006	2006	2007
<b>Reading</b>	52	52	50	54	55	65	65
<b>Writing*</b>	77	78	74	78	76	Not Tested	54
<b>Mathematics</b>	43	45	43	47	45	55	55
<b>Science</b>	60	59	59	61	62	Not Tested	Not Tested

\*Includes conditionally met/exceeded.

Source: Oregon Assessment of Knowledge and Skills

#### Data Series Changes:

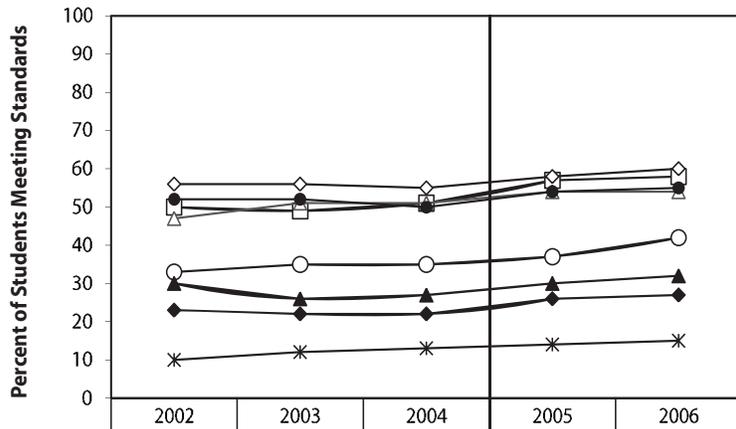
- 2002 through 2004 percents include **ALL students tested**.
- 2005 and 2006 results differ from the 2004 results in the following ways:
  - o Test scores are aggregated to the school, district, and state level based on the student resident district as of May 2, 2005. In 2004, test scores were aggregated based on the resident district at the time the test was taken.
  - o Regardless of where the student took the test, the highest score available is reported.
  - o As per NCLB, beginning LEP students were not included in the results. In 2004, beginning LEP students were included in the results.
- In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results/?id=223>

## Grade 10 Reading

Percent of Students Meeting Standards 2002 through 2006



- 60 % White
- 58 % Asian
- 55 % All Students
- 54 % Multi-Racial
- 42 % Native American
- 32 % African American
- 27 % Hispanic
- 15 % Special Education

	2002	2003	2004	2005	2006
○ NATIVE AMERICAN	33	35	35	37	42
□ ASIAN	50	49	51	57	58
▲ AFRICAN AMERICAN	30	26	27	30	32
◆ HISPANIC	23	22	22	26	27
◇ WHITE	56	56	55	58	60
△ MULTI-RACIAL	47	51	51	54	54
● ALL STUDENTS	52	52	50	54	55
* SPECIAL EDUCATION	10	12	13	14	15

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

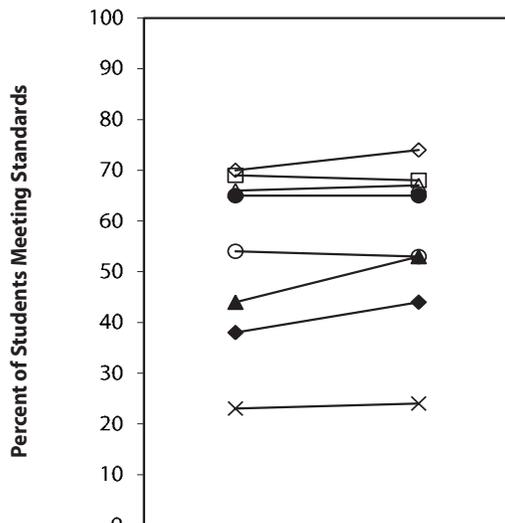
2005 and 2006 results differ from the 2004 results in the following ways:

- 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.

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.

## Grade 10 Reading

Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 74 % White
- 68 % Asian
- 67 % Multi-Racial
- 65 % All Students
- 53 % Native American
- 53 % African American
- 44 % Hispanic
- 24 % Special Education



	2006 (Revised)	2007
○ NATIVE AMERICAN	54	53
□ ASIAN	69	68
▲ AFRICAN AMERICAN	44	53
◆ HISPANIC	38	44
◇ WHITE	70	74
△ MULTI-RACIAL	66	67
● ALL STUDENTS	65	65
* SPECIAL EDUCATION	23	24

From 2006 to 2007, the percent of students meeting the reading standards increased for African American, Hispanic, White, Multi-Racial and Special Education students. The percent decreased for Asian and Native American students, while the percent for All Students remained the same.

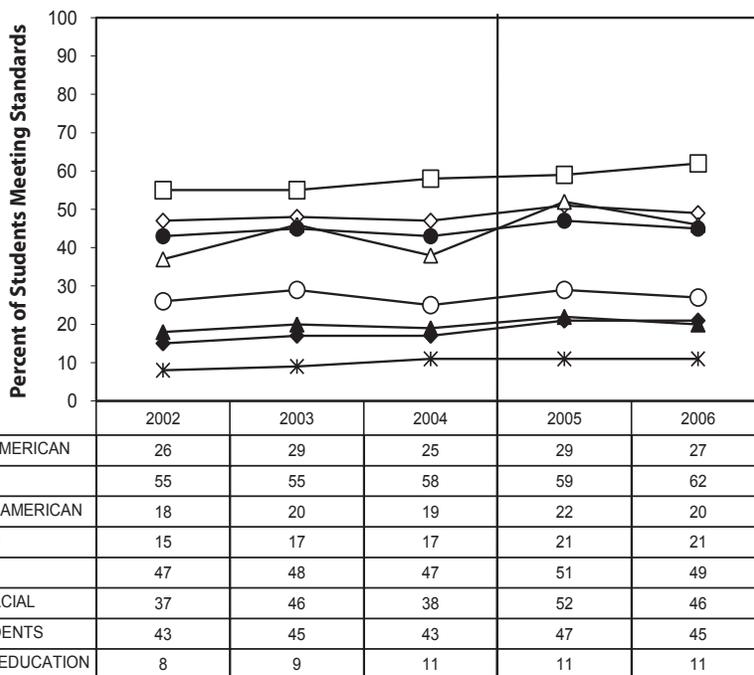
In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

For more information on assessment cut score changes visit the ODE website:

<http://www.ode.state.or.us/search/results?id=223>

## Grade 10 Mathematics

Percent of Students Meeting Standards 2002 through 2006



- 62 % Asian
- 49 % White
- 46 % Multi-Racial
- 45 % All Students
- 27 % Native American
- 21 % Hispanic
- 20 % African American
- 11 % Special Education

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

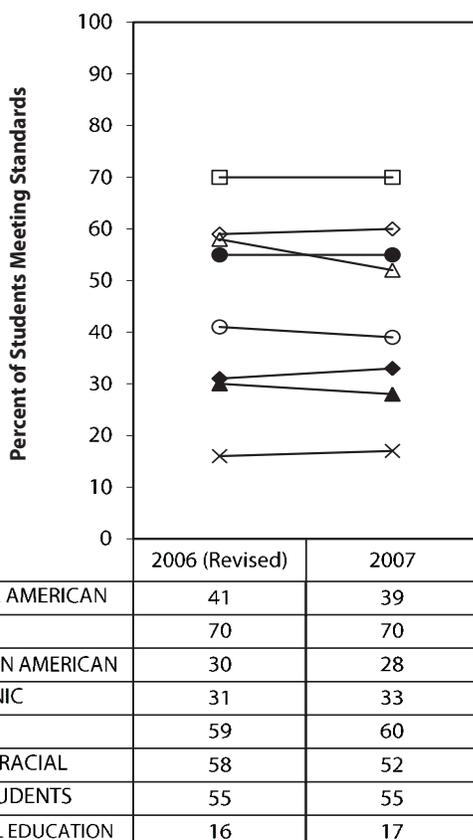
**2005 and 2006** results differ from the 2004 results in the following ways:

- 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.

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

## Grade 10 Mathematics

Percent of Students Meeting Standards 2006 and 2007 Revised Cut Scores



- 70 % Asian
- 60 % White
- 55 % All Students
- 52 % Multi-Racial
- 39 % Native American
- 33 % Hispanic
- 28 % African American
- 17 % Special Education



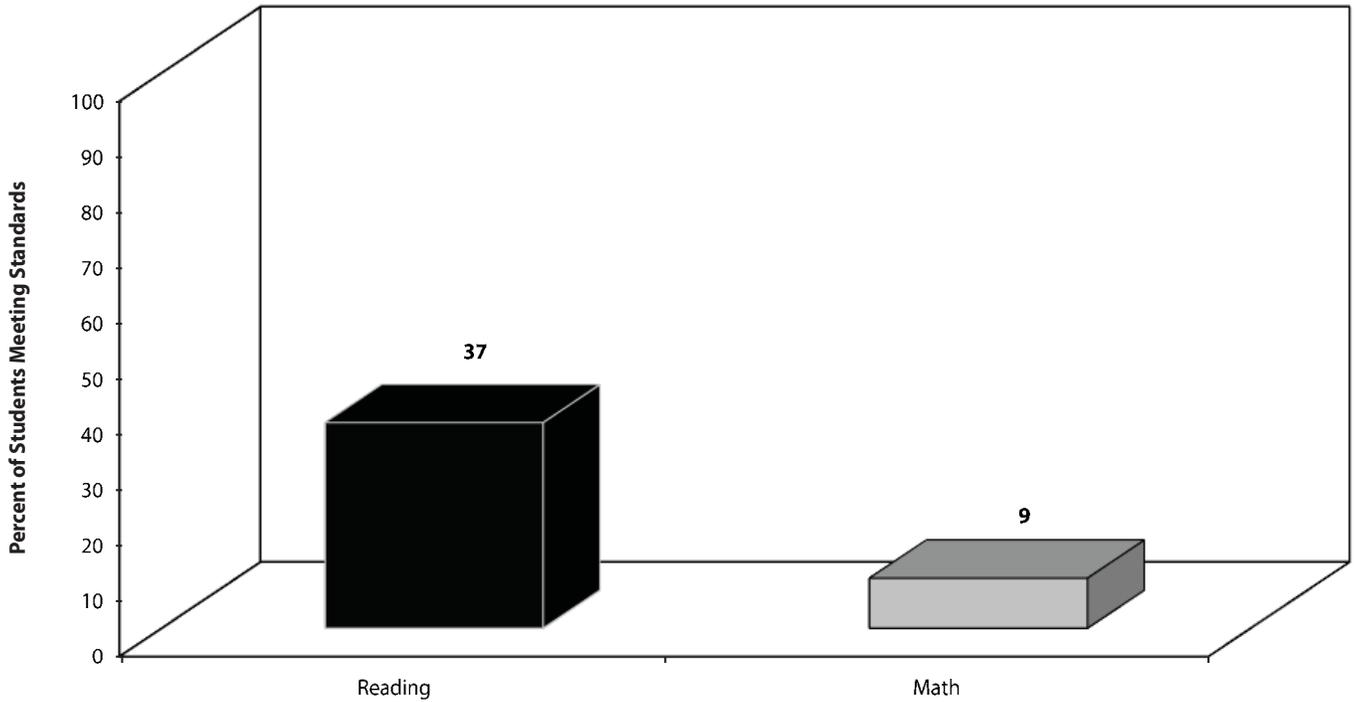
**From 2006 to 2007, the percent of students meeting the mathematics standards increased for Hispanic, White and Special Education students. The percent decreased for Native American, African American and Multi-Racial students, while the percent remained the same for Asian students and All Students.**

In 2007, cut scores were revised. In order to measure student progress, ODE also adjusted the 2006 data using the revised 2007 cut scores.

**For more information on assessment cut score changes visit the ODE website:**

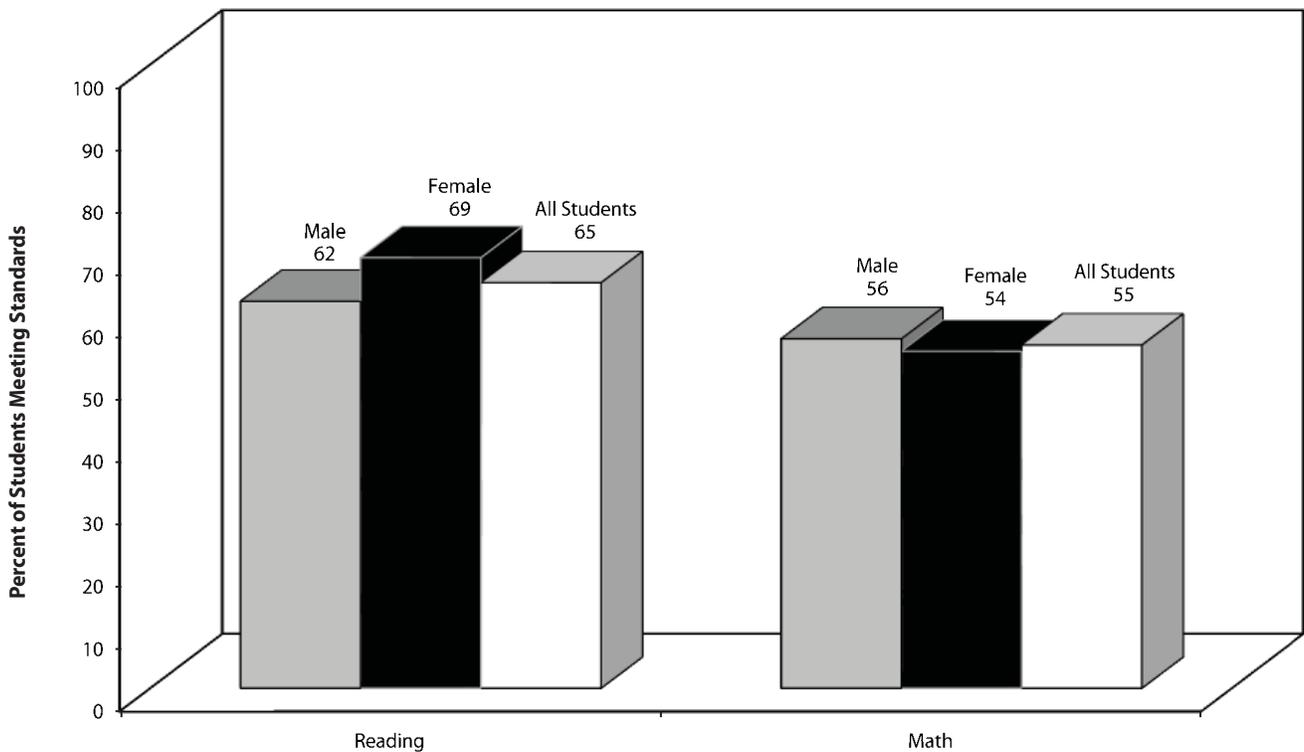
<http://www.ode.state.or.us/search/results?id=223>

### Grade 10 Extended Assessment Students Percent Meeting Reading and Math Standards in 2007

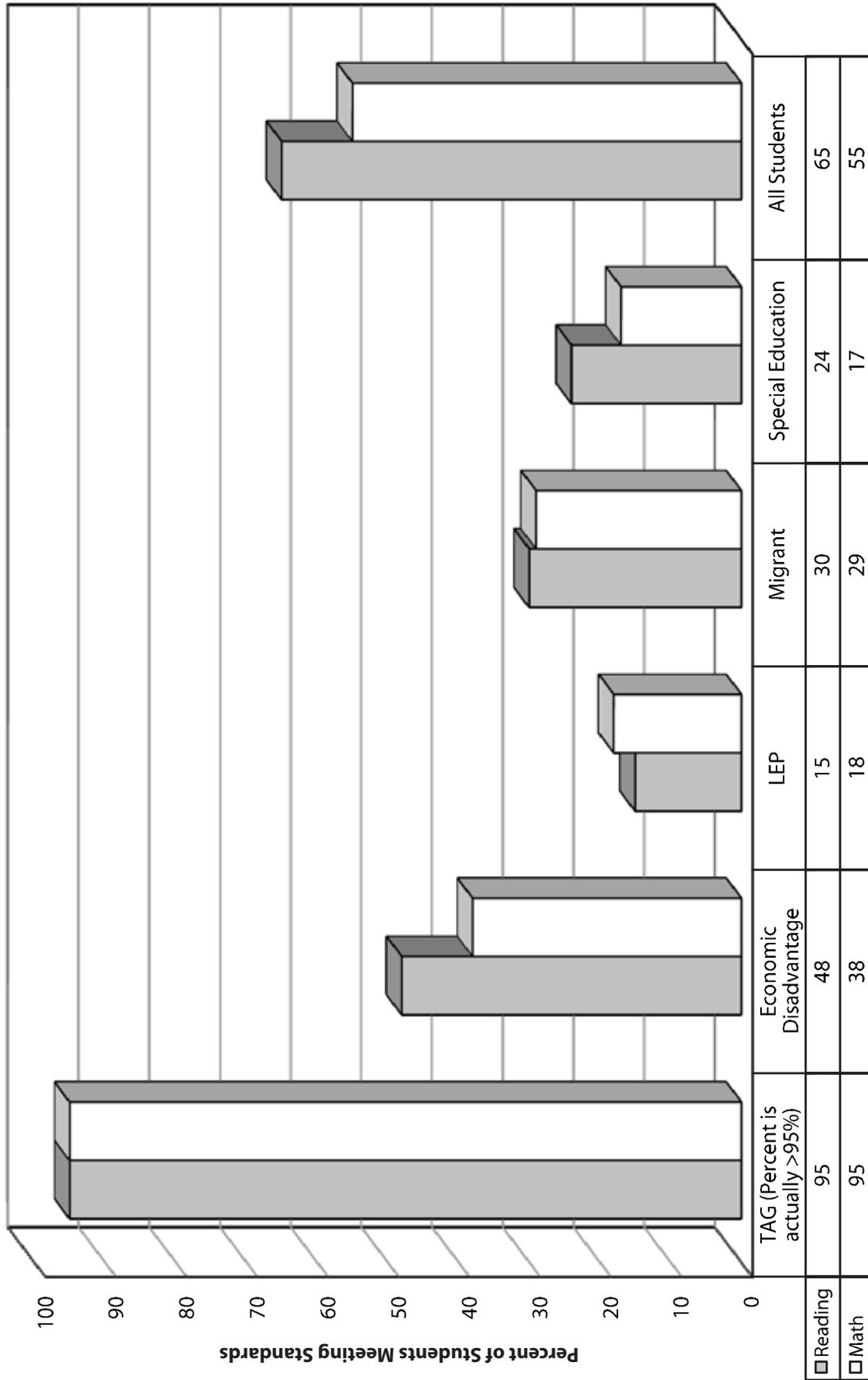


- Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.
- In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

### Grade 10 Students by Gender Percent Meeting Reading and Math Standards in 2007



**Grade 10 Students by Sub-Group**  
 Percent of Students Meeting Reading and Math Standards in 2007



# 2007 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 2005 reading and mathematics results were released in October 2005; the 2007 reading and mathematics results were released in September 2007.

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 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 Assessment of Knowledge and Skills (OAKS), 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:

Reading and mathematics were administered every four years but with the NCLB mandate, reading was administered in 2002 and 2003 while mathematics was administered in 2000 and 2003 to accommodate the new testing cycle of every two years for both content areas.

- A new reading framework was introduced for the 2003 assessment, which means that guidelines for developing the reading assessment between 2002 and 2003 were altered to reflect new methodologies in reading education.
- Prior to 2003 participation in the NAEP assessments was voluntary for schools and districts. The mandate increased the number of students participating in the 2003 assessments in reading and mathematics.
- The total number of students tested was increased significantly. In large scale assessments like NAEP and OAKS, larger numbers of participants increase the reliability of the results.

	Total number of 4 <sup>th</sup> Graders Tested	Total number of 8 <sup>th</sup> 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
Reading 2007	3,400	2,700
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
Mathematics 2007	3,500	2,600

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

## History of Oregon NAEP Participation and Performance

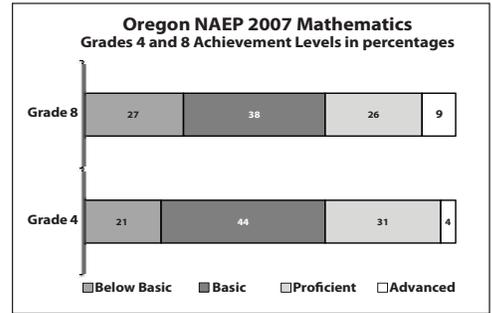
Subject	Grade	Year	STATE AVERAGE		NATIONAL AVERAGE	
			Without Accommodations	With Accommodations	Without Accommodations	With Accommodations
<b>MATHEMATICS • (scale: 0-500)</b>						
	4	1996	223	Not Applicable	222	Not Applicable
	4	2000	227	224	226	224
	4	2003	Not Applicable	236	Not Applicable	234
	4	2005	Not Applicable	238	Not Applicable	237
	4	2007	Not Applicable	236	Not Applicable	239
	8	1990	271	Not Applicable	262	Not Applicable
	8	1996	276	Not Applicable	271	Not Applicable
	8	2000	281	280	274	272
	8	2003	Not Applicable	281	Not Applicable	276
	8	2005	Not Applicable	282	Not Applicable	278
	8	2007	Not Applicable	284	Not Applicable	280
<b>READING • (scale: 0-500)</b>						
	4	1998	214	212	215	213
	4	2002	Not Applicable	220	Not Applicable	217
	4	2003	Not Applicable	218	Not Applicable	216
	4	2005	Not Applicable	217	Not Applicable	217
	4	2007	Not Applicable	215	Not Applicable	220
	8	1998	266	266	261	261
	8	2002	Not Applicable	268	Not Applicable	263
	8	2003	Not Applicable	264	Not Applicable	261
	8	2005	Not Applicable	263	Not Applicable	260
	8	2007	Not Applicable	266	Not Applicable	261
<b>SCIENCE • (scale: 0-300)</b>						
	4	2000	150	148	148	145
	4	2005	Not Applicable	151	Not Applicable	149
	8	1996	155	Not Applicable	148	148
	8	2000	154	154	149	148
	8	2005	Not Applicable	153	Not Applicable	147
<b>WRITING • (scale: 0-300)</b>						
	4	2002	Not Applicable	149	Not Applicable	153
	8	1998	Not Applicable	149	Not Applicable	148
	8	2002	Not Applicable	155	Not Applicable	152

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.



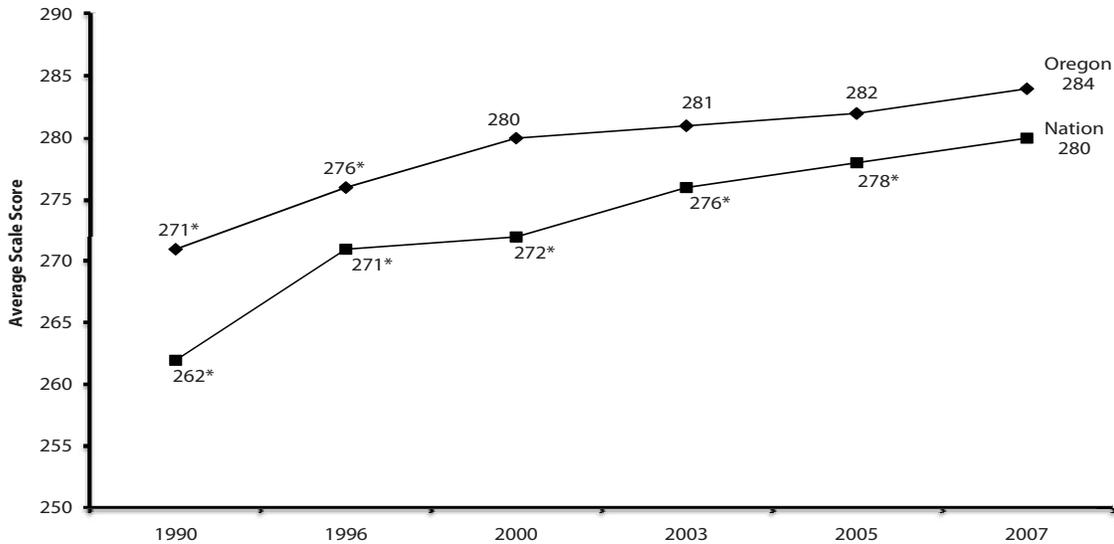
# Mathematics

In 2007, 73% of Oregon's eighth graders met or exceeded the NAEP Basic Level, which was statistically higher than the Nation's eighth graders (70%). 79% of Oregon fourth graders met or exceeded the NAEP Basic Level.



## NAEP Grade 8 Mathematics: 1990, 1996, 2000, 2003, 2005, 2007 Oregon and the Nation

Note: Winter 2009 mathematics results will be released in Fall 2009.

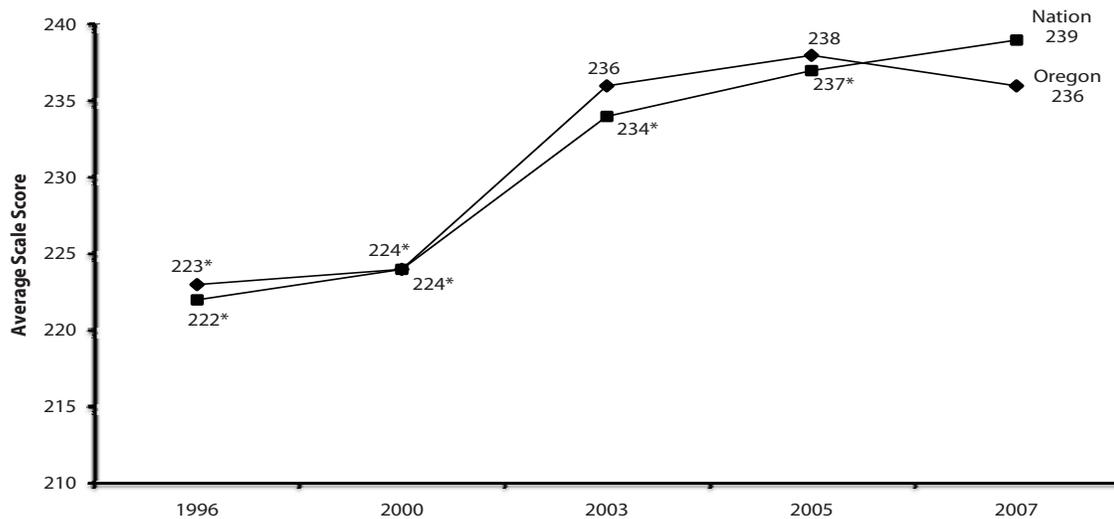


\*Value is significantly different from the value for the same jurisdiction in 2007.

**Oregon's eighth graders have outscored the Nation in mathematics since 1990. In 2007, the Oregon average scale score was 284, while the Nation's scale score was 280.**

## NAEP Grade 4 Mathematics: 1996, 2000, 2003, 2005, 2007 Oregon and the Nation

Note: Winter 2009 mathematics results will be released in Fall 2009.

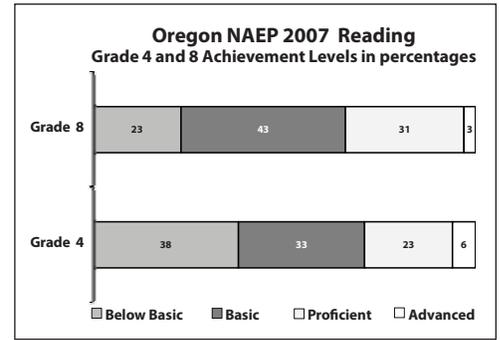


\*Value is significantly different from the value for the same jurisdiction in 2007.

**In 2007, the average scale score for Oregon fourth graders was at 236, which was statistically lower than the Nation's fourth grade average scale score (239).**

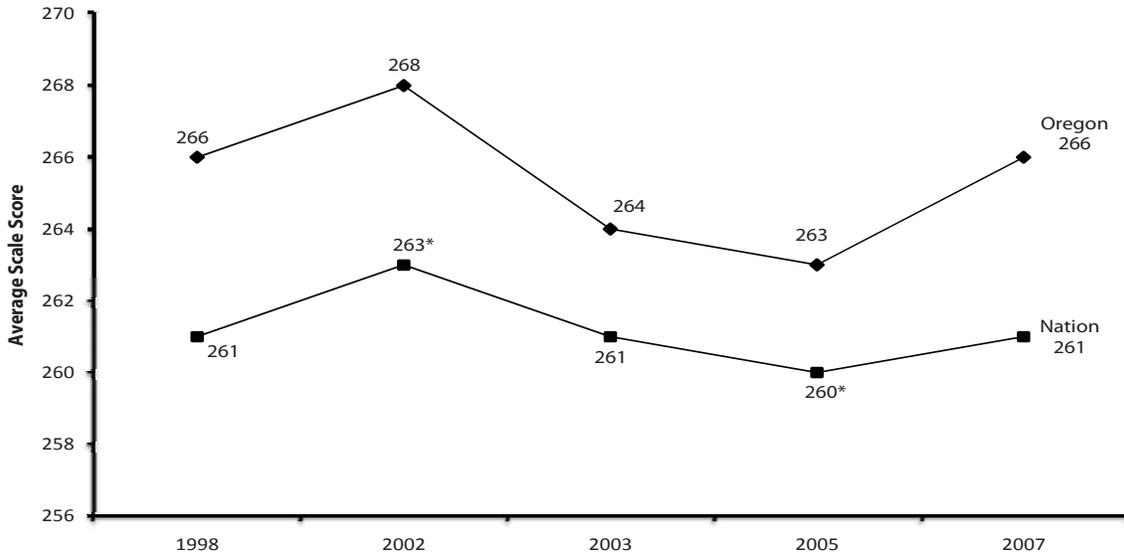
# Reading

In 2007, 77% of Oregon's eighth graders met or exceeded the NAEP Basic Level, which was higher than the Nation (73%). 62% of Oregon's fourth graders met or exceeded the NAEP Basic Level, which was statistically lower than the nation's fourth graders (66%).



## NAEP Grade 8 Reading: 1998, 2002, 2003, 2005, 2007 Oregon and the Nation

Note: Winter 2009 reading results will be released in Fall 2009.

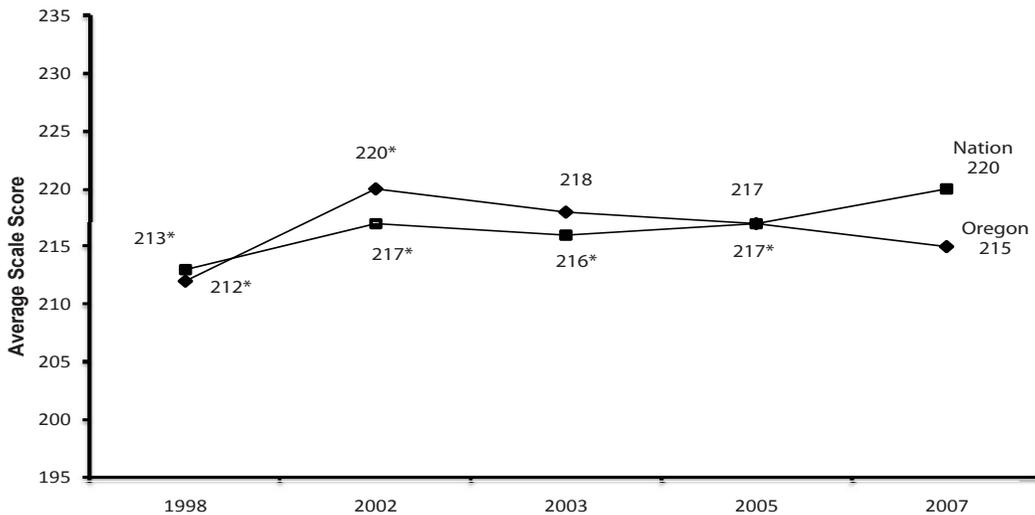


\*Value is significantly different than the value for the same jurisdiction in 2007.

**Oregon's eighth graders have scored statistically higher in reading than the Nation since 1998. In 2007, they scored 266, while the Nation's eighth graders scored 261.**

## NAEP Grade 4 Reading: 1998, 2002, 2003, 2005, 2007 Oregon and the Nation

Note: Winter 2009 reading results will be released in Fall 2009.

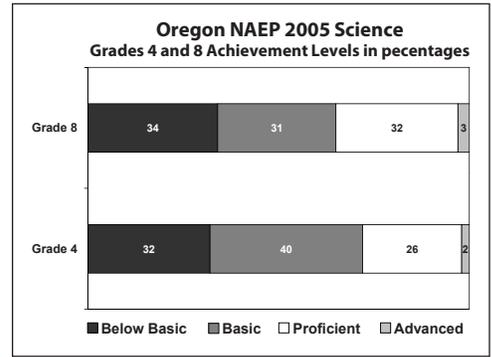


\*Value is significantly different from the value for the same jurisdiction in 2007.

**Oregon fourth graders scored statistically higher than the Nation in 2002. In 2007, Oregon scored statistically lower than the Nation's fourth graders.**

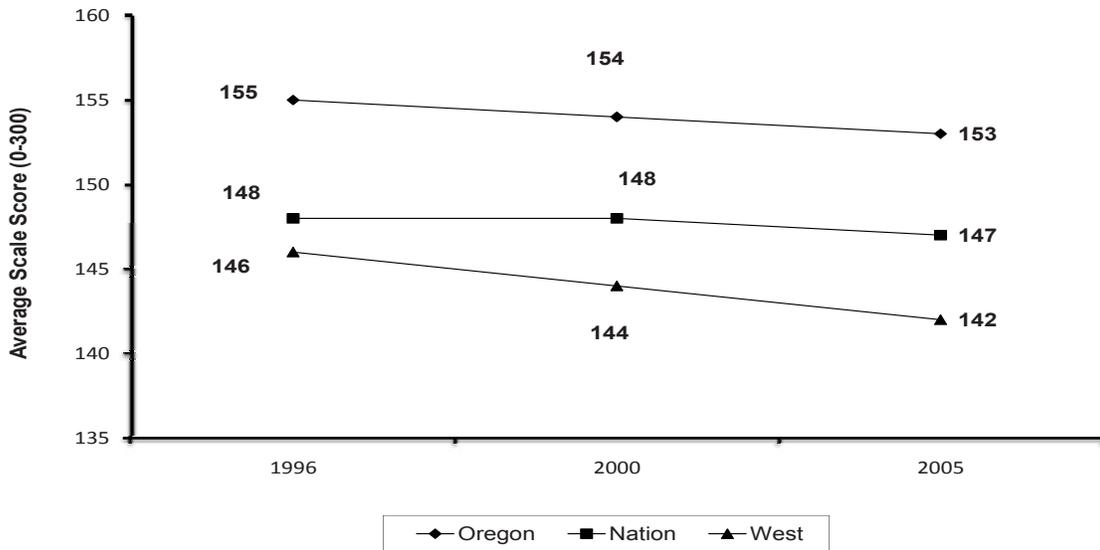
# Science

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 Mathematics: 1996, 2000, 2005 Oregon, the Nation and the West

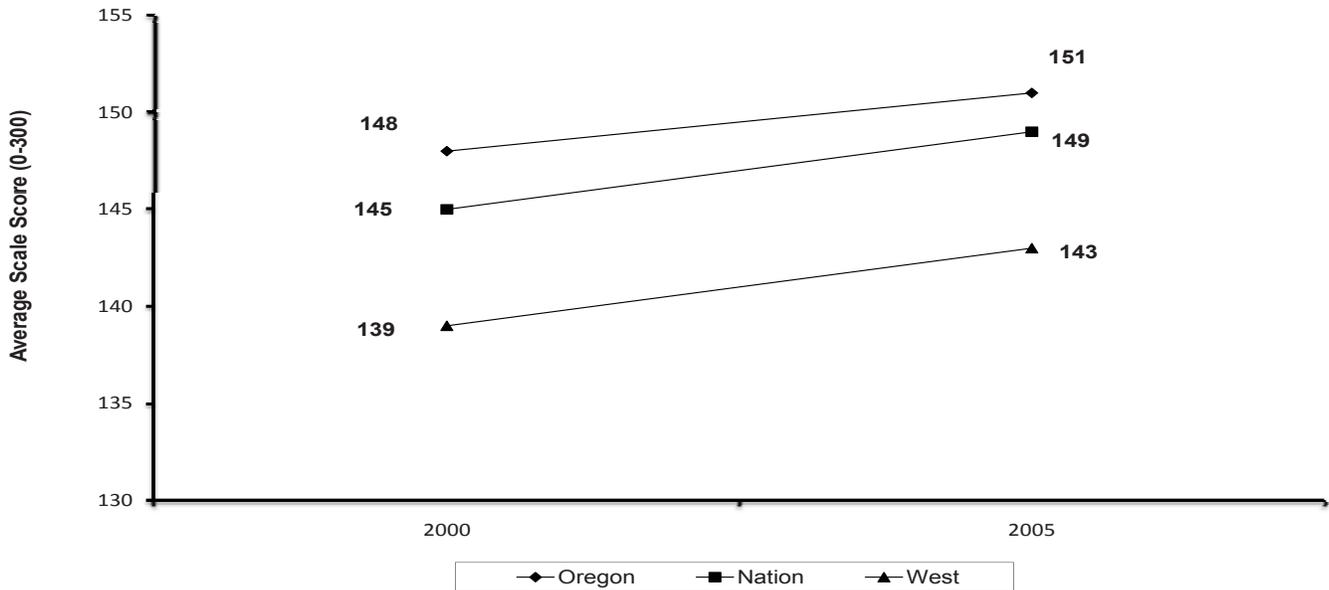
Note: Winter 2009 science results will be released in Fall 2009.



Oregon's eighth graders have outscored the Nation in science since 1996. Scores for the three groups have decreased since 1996.

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

Note: Winter 2009 science results will be released in Fall 2009.

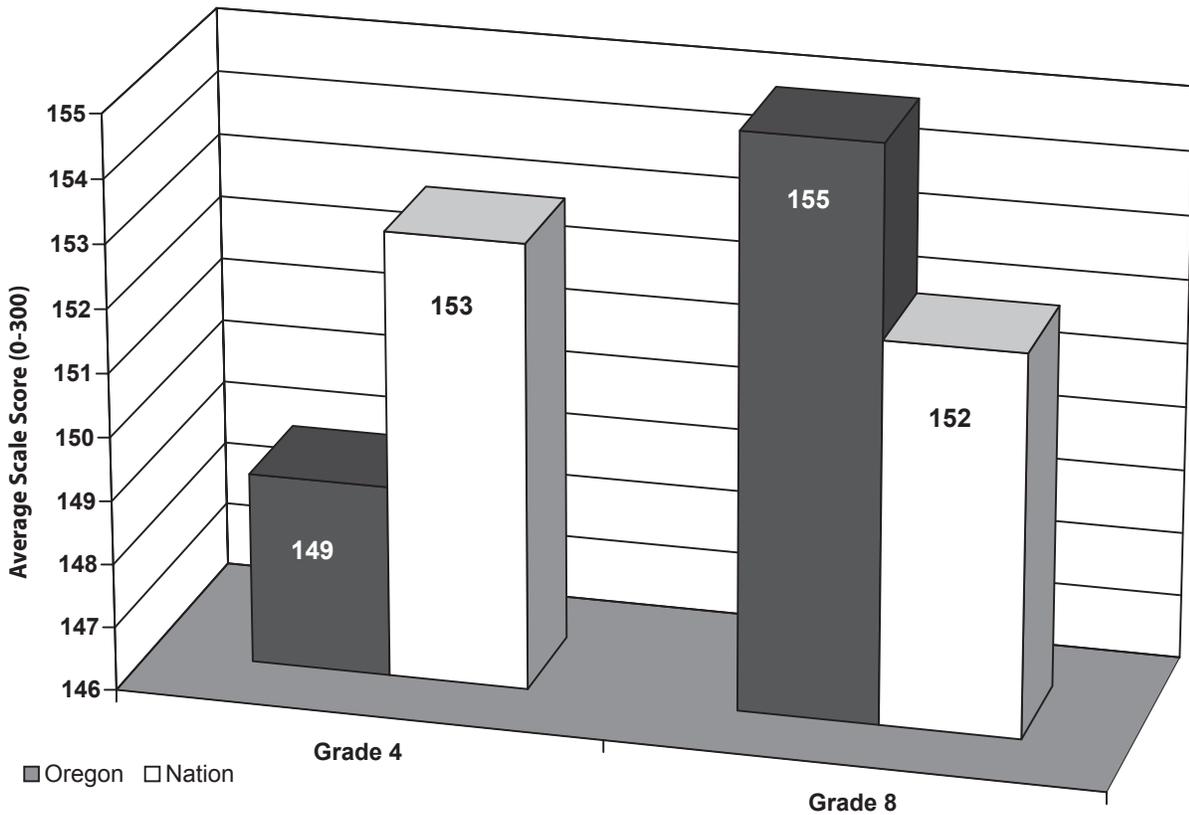
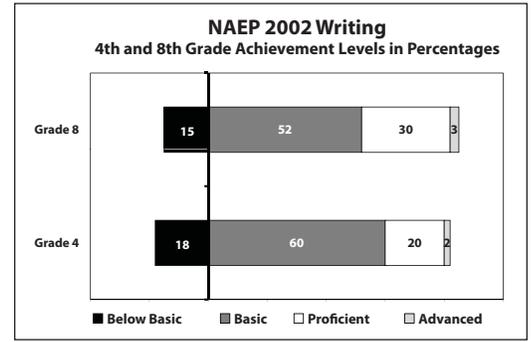


In 2005, Oregon fourth graders had an average scale score of 151, which was statistically different from that of the Nation's public schools (149). Oregon, the Nation, and the West have all increased average science scores since 2000.

# 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 Grade 4 and 8 Writing: 2002 Oregon and the Nation



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

# 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 2007, Oregon students scored a composite score of 22.0 on the ACT, compared to the national average of 21.2. Oregon's average score decreased by four-tenths of a point, while the national average score increased by one-tenth of a point. Looking at states that tested the same percentage of students, Arizona posted a composite score of 21.8 and Virginia posted a composite score of 21.4. Possible scores range from 1 to 36.

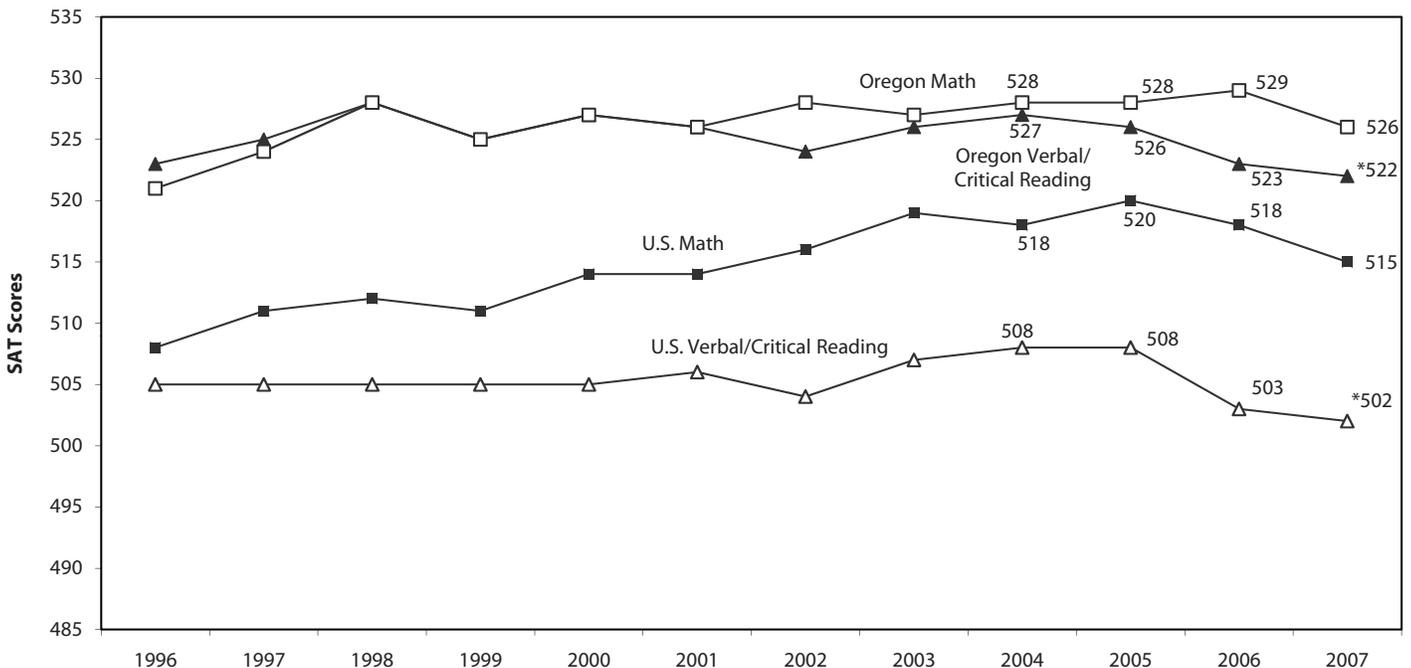
These test scores reflect the achievement of a relatively small number of students. In 2007, only 18% of Oregon's graduating seniors took the ACT. Nationally, 42% of students were tested.

## Scholastic Assessment Test (SAT)

18,607 graduating seniors (54%) took the SAT in Oregon in 2007. The 2007 average Oregon score for mathematics decreased by 3 points, from 529 in 2006 to 526 in 2007, while the average U.S. score also decreased by 3 points. The average Oregon score for the critical reading/verbal section decreased by 1 point, from 523 in 2006 to 522 in 2007, while the average U.S. score for the critical reading/verbal section also decreased by 1 point.

Historically, Oregon students have outscored U.S. students on the SAT, and this year was no exception. Oregon students scored 20 points higher than the national average score on the critical reading/verbal test, 11 points higher than the national average on the mathematics test, and 8 points higher than the national average on the writing test. However, test results vary by gender and race/ethnicity.

### Oregon and United States SAT Scores 1996-2007



Historically, Oregon students have outscored U.S. students on the SAT. In 2007, Oregon students scored 20 points higher than the national average on the critical reading test, 11 points higher than the national average on the mathematics test and 8 points higher than the national average on the writing test. \*Critical Reading test replaced Verbal in 2007.

Source: The College Board



## 2007 Oregon and National SAT Scores

		<b>2007 Oregon SAT 54% Participation</b>	<b>2007 National SAT 48% Participation</b>	<b>2007 DIFFERENCE 6% Participation</b>
	<b>Test</b>	<b>Average Score</b>	<b>Average Score</b>	<b>(Oregon Minus National)</b>
<b>TOTAL</b>	Critical Reading	522	502	+20
<b>TOTAL</b>	Math	526	515	+11
<b>TOTAL</b>	Writing	502	494	+8
<b>MALE</b>	Critical Reading	525	504	+21
<b>MALE</b>	Math	546	533	+13
<b>MALE</b>	Writing	495	489	+6
<b>FEMALE</b>	Critical Reading	520	502	+18
<b>FEMALE</b>	Math	510	499	+11
<b>FEMALE</b>	Writing	508	500	+8
<b>AMERICAN INDIAN</b>	Critical Reading	501	487	+14
<b>AMERICAN INDIAN</b>	Math	499	494	+5
<b>AMERICAN INDIAN</b>	Writing	472	473	-1
<b>ASIAN</b>	Critical Reading	495	514	-19
<b>ASIAN</b>	Math	549	578	-29
<b>ASIAN</b>	Writing	482	513	-31
<b>BLACK</b>	Critical Reading	452	433	+19
<b>BLACK</b>	Math	450	429	+21
<b>BLACK</b>	Writing	436	425	+11
<b>MEXICAN AMERICAN</b>	Critical Reading	459	455	+4
<b>MEXICAN AMERICAN</b>	Math	465	466	-1
<b>MEXICAN AMERICAN</b>	Writing	437	450	-13
<b>PUERTO RICAN</b>	Critical Reading	525	459	+66
<b>PUERTO RICAN</b>	Math	527	454	+73
<b>PUERTO RICAN</b>	Writing	509	447	+62
<b>OTHER HISPANIC</b>	Critical Reading	482	459	+23
<b>OTHER HISPANIC</b>	Math	471	463	+8
<b>OTHER HISPANIC</b>	Writing	463	450	+13
<b>WHITE</b>	Critical Reading	530	527	+3
<b>WHITE</b>	Math	530	534	-4
<b>WHITE</b>	Writing	509	518	-9
<b>OTHER</b>	Critical Reading	519	497	+22
<b>OTHER</b>	Math	515	512	+3
<b>OTHER</b>	Writing	497	493	+4
<b>NO RESPONSE</b>	Critical Reading	546	480	+66
<b>NO RESPONSE</b>	Math	538	497	+41
<b>NO RESPONSE</b>	Writing	524	474	+50

Sources: The College Board, SAT



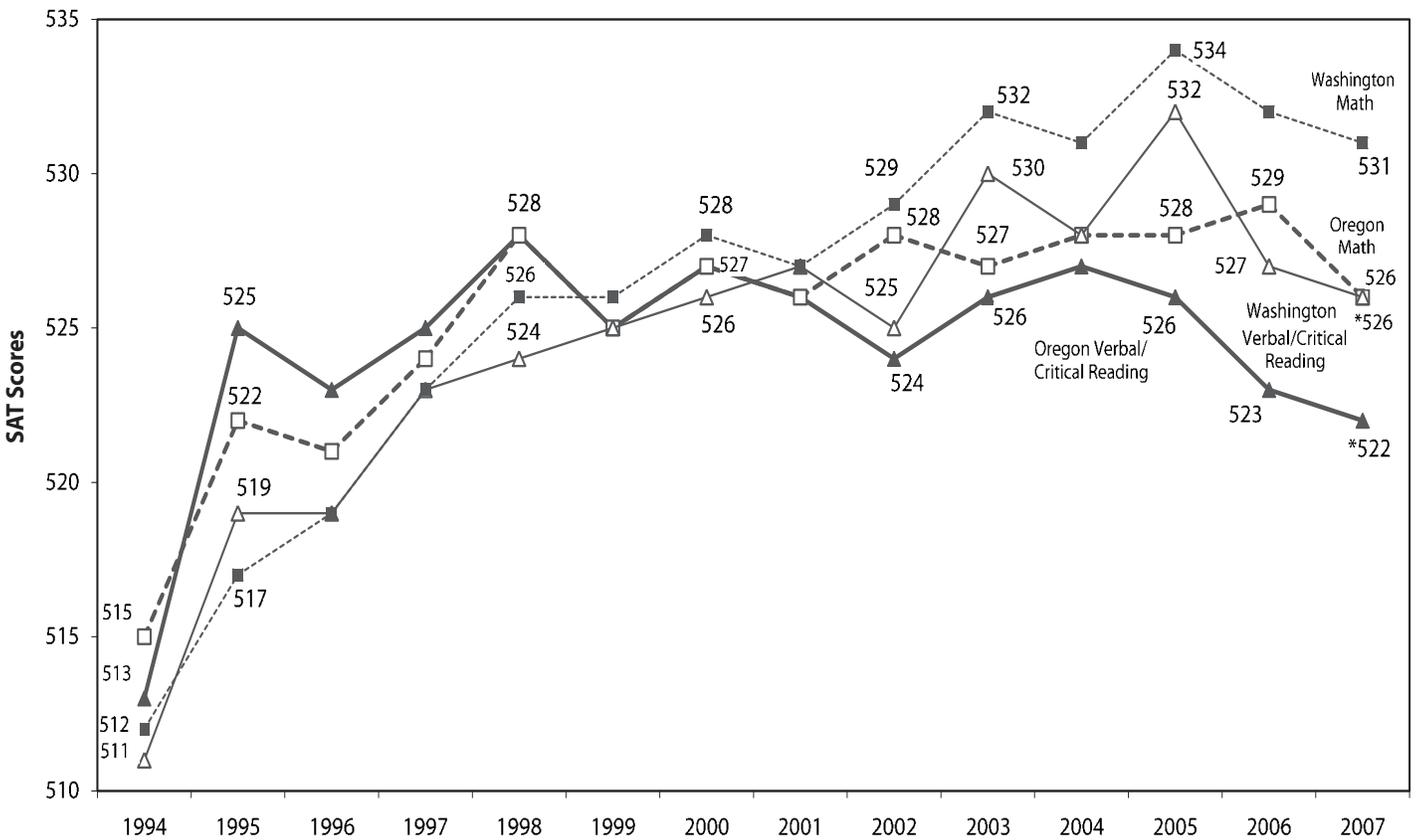
Oregon students scored second in the nation on the SAT critical reading and mathematics sections among the 22 states that tested at least 50 percent of their high school graduates. Only students from Washington State outperformed Oregon students, scoring four points higher than Oregon students on the critical reading/verbal section and five points higher on the mathematics section. However, Oregon had a higher participation rate, 54% vs. the 53% participation rate for Washington State.

Oregon students scored sixth in the nation on the new SAT writing section among the 22 states that tested at least 50 percent of their high school graduates. Students from New Hampshire outperformed Oregon students by 10 points, while Massachusetts and Connecticut students outperformed Oregon students by 9

points. Finally, Washington students outperformed Oregon students by 8 points, while Vermont students outperformed Oregon students by 6 points.

Over the last decade, Oregon students have posted gains of 2 points on the mathematics section of the test. However, Oregon students have not posted a gain on the critical reading/verbal section in the last decade.

### Oregon and Washington SAT Scores 1994-2007



From 1994-1998, Oregon outscored Washington on the Verbal (Critical Reading) and Math sections of the SAT. From 1999-2007, Washington outscored Oregon on the Math section of the SAT. Washington also outscored Oregon on the Verbal section of the SAT from 2001-2007.

\*Critical Reading test replaced Verbal in 2007.

Source: The College Board

There were more female SAT test takers in Oregon (54.5%) than male test takers (45.2%). Nationally, the figures were 53.4% female and 46.2% male. Nationally and in Oregon, males outscored females on both the critical reading/verbal and the math tests. In Oregon, males outscored females on the critical reading/verbal test 525 to 520, and on the math test, 546 to 510. However, nationally and in Oregon females outscored males on the writing test. In Oregon, females outscored males 508 to 495.



As the table below indicates, there appears to be a wide gap in both critical reading/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 1,108 students, or 6.0% of Oregon SAT takers) could be of any race, and they might not be scattered equally across all races/ethnicities. Because of this, the scores for each race/ethnicity may not represent the true average of that specific race/ethnicity.

### 2007 Integrated SAT State Summary by Gender & Race/Ethnicity Oregon and Nation – All Schools

Summary 2007 compared to 2006

SAT I: Performance & Participation Overview

		Oregon – All Schools					Nation – All Schools				
		# of Test Takers	% of Total	Critical Reading	Mean Math	Mean Writing	# of Test Takers	% of Total	Critical Reading	Mean Math	Mean Writing
<b>All</b>	<b>Total</b>	18,607	100.0%	522	526	502	1,488,530	100.0%	502	515	494
	<b>Change from last year</b>	+1.4%		-1	-3	-1	+1.6%		-1	-3	-3
<b>Gender</b>	<b>Male</b>	8,417	45.2%	525	546	495	690,500	46.2%	504	533	489
	<b>Change from last year</b>	-0.1%		-1	-3	-1	+1.4%		-1	-3	-2
	<b>Female</b>	10,149	54.5%	520	510	508	798,030	53.4%	502	499	500
	<b>Change from last year</b>	+2.2%		-1	-2	-1	+1.7%		0	-3	-2
<b>Race/Ethnicity</b>	<b>American Indian</b>	272	1.5%	501	499	472	9,897	0.7%	487	494	473
	<b>Change from last year</b>	+5.0%		+9	-1	0	+6.4%		0	0	-1
	<b>Asian</b>	1,456	7.8%	495	549	482	140,794	9.4%	514	578	513
	<b>Change from last year</b>	+3.4%		-3	-5	-7	+1.8%		+4	0	+1
	<b>Black</b>	409	2.2%	452	450	436	159,849	10.7%	433	429	425
	<b>Change from last year</b>	+8.8%		0	+1	-3	+6.1%		-1	0	-3
	<b>Mexican American</b>	576	3.1%	459	465	437	61,240	4.1%	455	466	450
	<b>Change from last year</b>	-1.5%		-4	-4	-6	-4.3%		+1	+1	-2
	<b>Puerto Rican</b>	38	0.2%	525	527	509	19,778	1.3%	459	454	447
<b>Change from last year</b>	+52.0%		+19	+31	+37	+4.1%		0	-2	-1	
<b>Other Hispanic</b>	426	2.3%	482	471	463	87,526	5.9%	459	463	450	
<b>Change from last year</b>	+60.8%		+1	-4	+8	+27.3%		+1	0	0	
<b>White</b>	13,831	74.3%	530	530	509	828,038	55.4%	527	534	518	
<b>Change from last year</b>	+1.1%		0	-3	0	+0.3%		0	-2	-1	
<b>Other</b>	491	2.6%	519	515	497	53,901	3.6%	497	512	493	
<b>Change from last year</b>	+1.9%		-2	-6	-5	-1.0%		+3	-1	0	
<b>No Response</b>	1,108	6.0%	546	538	524	133,508	8.9%	480	497	474	
<b>Change from last year</b>	-12.8%		+2	+7	+8	-1.4%		-7	-9	-8	

# New Oregon High School Diploma Requirements



In January of 2007, the State Board of Education voted to adopt new high school graduation requirements.

These new requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete the *credit requirements*, demonstrate proficiency in *essential skills*, and meet the *personalized learning requirements*. And students will have the option to earn credit for proficiency. The changes to the diploma will be *phased in over the coming seven years*.

## What has changed?

- **Number of credits:** the minimum number of credits needed to graduate was raised from 22 credits to 24 credits.
- **English:** the number of English credits was raised from 3 credits to 4.
- **Math:** the number of math credits required was raised from 2 credits to 3 and these 3 credits must be at the algebra I content level or above.
- **Science:** the number of science credits was raised from 2 credits to 3.
- **Second Language/Art/Career & Technical Education:** the number of credits required in this area (any combination of the subjects) was raised from 1 credit to 3.
- **Electives:** The number of required electives was reduced from 9 credits to 6.
- **Credit for Proficiency:** All students will have the option to earn credit for demonstrating proficiency. This means that a student is given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance.

**Please note:** these refer to state-wide requirements and serve as a minimum for graduation. Local districts may have additional graduation requirements. For the most complete list of requirements your child will need to take to graduate, please contact your local high school.

## Essential Skills

For the first time, the state will require that all students must demonstrate that they are proficient in certain “essential skills” – skills that are deemed critical for future success – before they are awarded the diploma. Essential Skills are process skills that can be applied in a variety courses, subjects, experiences and settings. Students will have a variety of opportunities to demonstrate that they are proficient in these skills. Below is a list of the essential skills required for graduation.

- Read and interpret a variety of texts
- Apply mathematics in a variety of settings
- Write for a variety of purposes
- Use technology
- Speak and present publicly
- Demonstrate civic and community engagement
- Think critically and analytically
- Demonstrate global literacy
- Demonstrate career-related learning standards: communication, problem solving, personal management, teamwork, employment foundations, and career development.



## Timeline and Phase-In for the New Requirements

The changes to the diploma will be phased in over the coming seven years to allow students, families, schools and teachers to adequately prepare to meet these new requirements. The table below shows when each change will come into effect and what you can expect for your child. The year in which changes come into effect are marked in light grey.



Subject	Current Credits 2008	2010 Graduating Class (10th Graders in 2007-08)	2012 Graduating Class (8th Graders in 2007-08)	2014 Graduating Class (6th Graders in 2007-08)
English/Language Arts	3	4	4	4
Mathematics	2	3	3	3 – All at Algebra I level and above
Science	2	2	3	3
Social Sciences	3	3	3	3
Physical Education	1	1	1	1
Health	1	1	1	1
Second Language				
Arts	1	1	3	3
Career and Technical Education (CTE)				
Electives	9	9	6	6
<b>Total Credits</b>	22	24	24	24



House Bill 3129 (2005) added 1 credit each of English and mathematics and increased the total credit requirement from 22 to 24. The State Board has built on this work by requiring an additional credit of science and expanding the Arts/Professional Technical/Second Language requirement from 1 to 3 credits, while keeping the total credit requirement at 24.

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

<http://www.ode.state.or.us/search/results/?id=28>

or contact Theresa Levy at 503-947-5736 or by email:

[theresa.levy@state.or.us](mailto:theresa.levy@state.or.us).

# Oregon Graduation Rates

## National Center for Education Statistics (NCES)

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 graduates in the school year by the number of students who dropped out from all grades in that year plus the number of graduates.

Years	Oregon Graduation Rates
2000-01	77.7%
2001-02	79.2%
2002-03	81.4%
2003-04	80.8%
2004-05	81.7%
2005-06	81.7%

Sources: Early Leavers and High School Completers Data Collections

## Oregon Graduation Rate Formula

For a given school year:

Number of Regular Diplomas (CIM and Non-CIM)

[Number of Regular Diplomas (CIM and Non-CIM)] + [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 2005-06, the Oregon Statewide Graduation Rate was 81.7, the same as it was in 2004-05.  
To see the Graduation Rates for schools, open Table 8 at the following link:

<http://www.ode.state.or.us/data/schoolanddistrict/students/dropout/dropoutables2005-2006.xls>

Graduation rates for 2006-07 should be available in March 2008.

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 on October 1 of that year. 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 (regular diplomas, CIM + Non-CIM)	12 <sup>th</sup> Grade October 1st Enrollment	Percent
1992-1993	26,422	31,923	82.8%
1993-1994	26,534	32,910	80.6%
1994-1995	27,093	33,356	81.2%
1995-1996	26,899	33,202	81.0%
1996-1997	27,720	37,794	73.3%
1997-1998	27,754	34,419	80.6%
1998-1999	28,255	35,010	80.7%
1999-2000	30,138	36,827	81.8%
2000-2001	30,336	37,070	81.8%
2001-2002	31,155	38,377	81.2%
2002-2003	32,466	39,799	81.6%
2003-2004	32,958	40,706	81.0%
2004-2005	32,588	41,125	79.2%
2005-2006	33,083	42,534	77.8%



## 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.

In 2005-06, 31.3% of regular diploma recipients earned both a regular diploma and the Certificate of Initial Mastery, down from 36.9% in 2004-05. The percentage of CIM completers was lower in 2005-06 than in 2004-05 for every race/ethnicity. 41.9% of Asian/Pacific Islander graduates earning a regular diploma also earned a CIM, compared with 33.7% of White graduates, 20.3% of Native American/Alaskan Native graduates, 15.3% of African American graduates, and 11.7% of Hispanic graduates.

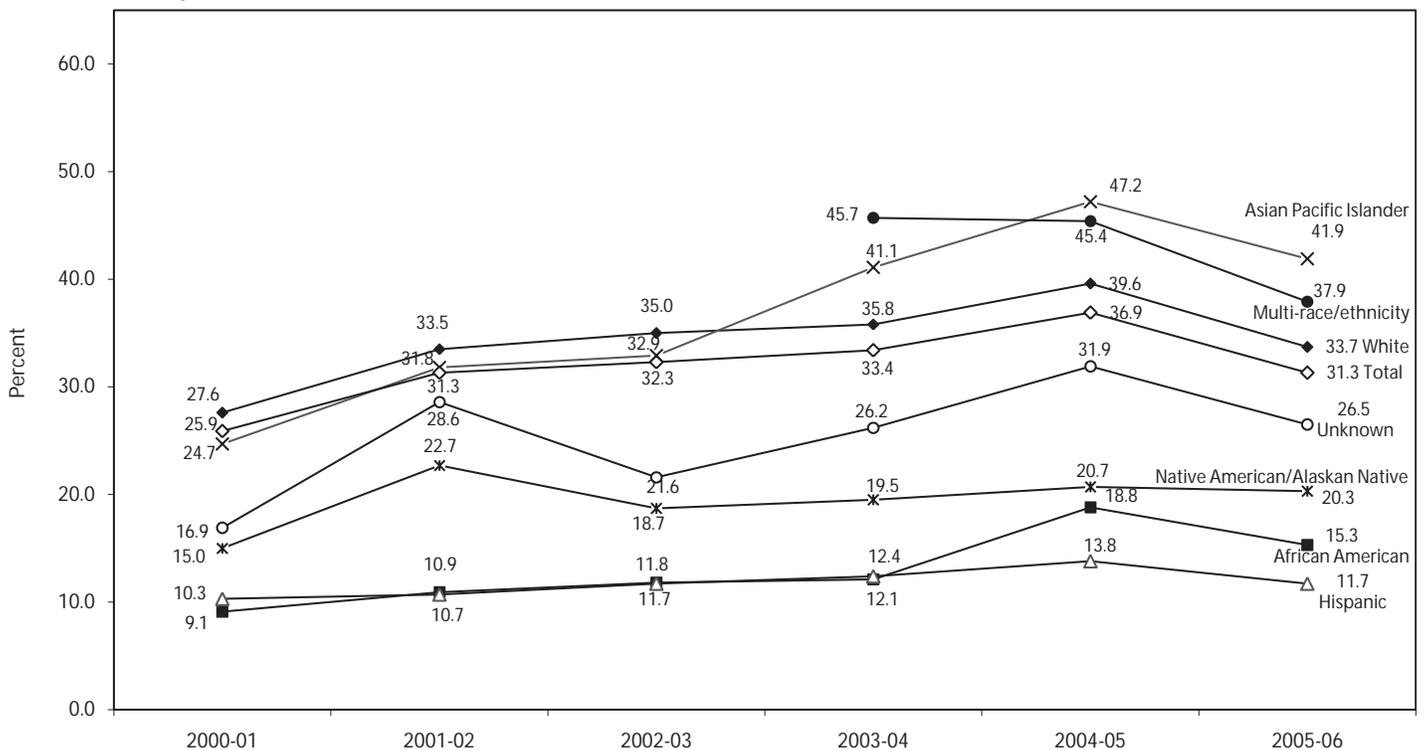
### Regular Diplomas with a CIM By Race/Ethnicity 2000-01 to 2005-06

CIM requirements can be found at the following website:  
<http://www.ode.state.or.us/search/results/?id=25>

YEAR	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
2000-2001	7,109	27.6	55	9.1	167	10.3	314	24.7	67	15.0	NA	-	35	16.9	7,747	25.9
2001-2002	8,873	33.5	65	10.9	213	10.7	408	31.8	111	22.7	NA	-	95	28.6	9,765	31.3
2002-2003	9,487	35.0	81	11.8	279	11.7	483	32.9	94	18.7	NA	-	70	21.6	10,494	32.3
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
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
2005-2006	8,798	33.7	114	15.3	365	11.7	699	41.9	120	20.3	73	37.9	131	26.5	10,300	31.3

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 Earning a CIM Within Each Race/Ethnicity 2000-01 through 2005-06



The percentage of CIM completers was lower in 2005-06 than in 2004-05 for every race/ethnicity. Native American/Alaskan Native students decreased the least.

# High School Completers

In 2005-06 of the 37,442 students who completed 12th grade, 22,738 (60.7%) earned a regular diploma without a CIM, 10,345 (27.6%) earned a diploma with a CIM, 1,159 (3.1%) earned a modified diploma (special education), and 3,200 (8.5%) finished the year without earning a diploma.

From 2004-05 to 2005-06, the percent of *all completers who did not receive a credential* went up, from 8.0% in 2004-05 to 8.5% in 2005-06.



## Types of High School Completers:

- **Regular Diploma without Certificate of Initial Mastery:** Diploma earned when student has fulfilled all school district requirements and state requirements (22 credits, plus competencies) as described in OAR 581-022-0316, but has not earned a Certificate of Initial Mastery (CIM).
- **Regular Diploma with Certificate of Initial Mastery (CIM):** Diploma earned when students earned a 22-credit diploma (as described above), and met all the Certificate of Initial Mastery standards in writing, math, reading, science, and public speaking.
- **Modified Diploma:** Students earn a modified diploma based on the successful completion of an individualized education program, as defined in ORS 343.035.
- **No Diploma, or Alternative Credential:** Students attended 4 years of high school, but did not receive a regular 22-credit diploma or a modified diploma and did not drop out. Students fell a few credits short of meeting graduation requirements, and many will finish requirements over the summer or in the following school year.

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Note: GED recipients are not high school completers because they do not complete high school. As defined by Oregon law, they are also not dropouts.

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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 2005-06

	Year	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
<b>Regular Diploma</b>	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
	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
	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
	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
	2004-2005	26,208	91.2	693	79.4	2,699	81.6	1,581	90.0	588	82.9	141	87.6	678	81.7	32,588	89.6
	2005-2006	26,248	89.7	746	77.4	3,139	82.4	1,664	90.1	597	79.9	195	84.8	494	86.2	33,083	88.4
<b>Modified Diploma</b>	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
	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
	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
	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
	2004-2005	712	2.5	55	6.3	107	3.2	29	1.7	31	4.4	6	3.7	25	3.0	965	2.7
	2005-2006	872	3.0	53	5.5	127	3.3	37	2.0	42	5.6	8	3.5	20	3.5	1,159	3.1
<b>No Diploma</b>	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
	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
	2002-2003	1,984	6.6	117	13.7	439	15.0	131	8.1	76	12.6	NA	NA	35	9.6	2,782	7.7
	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
	2004-2005	1,813	6.3	125	14.3	500	15.1	146	8.5	90	12.7	14	8.7	127	15.3	2,815	7.7
	2005-2006	2,153	7.4	165	17.1	542	14.2	146	7.9	108	14.5	27	11.7	59	10.3	3,200	8.5
<b>TOTAL All Completers</b>	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
	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
	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
	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
	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
	2005-2006	29,273	100.0	964	100.0	3,808	100.0	1,847	100.0	747	100.0	230	100.0	573	100.0	37,442	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. Honorary Diplomas (awarded to foreign exchange students) are not included.

Source: Oregon Department of Education, High School Completers

2005-06 High School Completers by Gender and Race/Ethnicity

	Total	%	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	American Indian/Alaskan	%	Multi-Race Ethnicity	%	Unknown	%
<b>All Completers</b>	<b>37,442</b>	<b>100.0%</b>	<b>29,273</b>	<b>100.0%</b>	<b>964</b>	<b>100.0%</b>	<b>3,808</b>	<b>100.0%</b>	<b>1,847</b>	<b>100.0%</b>	<b>747</b>	<b>100.0%</b>	<b>230</b>	<b>100.0%</b>	<b>573</b>	<b>100.0%</b>
<b>Regular Diploma</b>	<b>33,083</b>	<b>88.4%</b>	<b>26,248</b>	<b>89.7%</b>	<b>746</b>	<b>77.4%</b>	<b>3,139</b>	<b>82.4%</b>	<b>1,664</b>	<b>90.1%</b>	<b>597</b>	<b>79.9%</b>	<b>195</b>	<b>84.8%</b>	<b>494</b>	<b>86.2%</b>
without CIM	22,738	60.7%	17,407	59.5%	632	65.6%	2,773	72.8%	966	52.3%	476	63.7%	121	52.6%	363	63.4%
with CIM	10,345	27.6%	8,841	30.2%	114	11.8%	366	9.6%	698	37.8%	121	16.2%	74	32.2%	131	22.9%
<b>Modified Diploma*</b>	<b>1,159</b>	<b>3.1%</b>	<b>872</b>	<b>3.0%</b>	<b>53</b>	<b>5.5%</b>	<b>127</b>	<b>3.3%</b>	<b>37</b>	<b>2.0%</b>	<b>42</b>	<b>5.6%</b>	<b>8</b>	<b>3.5%</b>	<b>20</b>	<b>3.5%</b>
<b>No Diploma</b>	<b>3,200</b>	<b>8.5%</b>	<b>2,153</b>	<b>7.4%</b>	<b>165</b>	<b>17.1%</b>	<b>542</b>	<b>14.2%</b>	<b>146</b>	<b>7.9%</b>	<b>108</b>	<b>14.5%</b>	<b>27</b>	<b>11.7%</b>	<b>59</b>	<b>10.3%</b>
<b>All Male Completers</b>	<b>18,796</b>	<b>100.0%</b>	<b>14,738</b>	<b>100.0%</b>	<b>472</b>	<b>100.0%</b>	<b>1,898</b>	<b>100.0%</b>	<b>929</b>	<b>100.0%</b>	<b>355</b>	<b>100.0%</b>	<b>116</b>	<b>100.0%</b>	<b>288</b>	<b>100.0%</b>
<b>Regular Diploma</b>	<b>16,175</b>	<b>86.1%</b>	<b>12,900</b>	<b>87.5%</b>	<b>337</b>	<b>71.4%</b>	<b>1,497</b>	<b>78.9%</b>	<b>825</b>	<b>88.8%</b>	<b>275</b>	<b>77.5%</b>	<b>98</b>	<b>84.5%</b>	<b>243</b>	<b>84.4%</b>
without CIM	11,581	61.6%	9,013	61.2%	297	62.9%	1,321	69.6%	506	54.5%	218	61.4%	52	44.8%	174	60.4%
with CIM	4,594	24.4%	3,887	26.4%	40	8.5%	176	9.3%	319	34.3%	57	16.1%	46	39.7%	69	24.0%
<b>Modified Diploma*</b>	<b>736</b>	<b>3.9%</b>	<b>563</b>	<b>3.8%</b>	<b>38</b>	<b>8.1%</b>	<b>74</b>	<b>3.9%</b>	<b>23</b>	<b>2.5%</b>	<b>23</b>	<b>6.5%</b>	<b>3</b>	<b>2.6%</b>	<b>12</b>	<b>4.2%</b>
<b>No Diploma</b>	<b>1,885</b>	<b>10.0%</b>	<b>1,275</b>	<b>8.7%</b>	<b>97</b>	<b>20.6%</b>	<b>327</b>	<b>17.2%</b>	<b>81</b>	<b>8.7%</b>	<b>57</b>	<b>16.1%</b>	<b>15</b>	<b>12.9%</b>	<b>33</b>	<b>11.5%</b>
<b>All Female Completers</b>	<b>18,646</b>	<b>100.0%</b>	<b>14,535</b>	<b>100.0%</b>	<b>492</b>	<b>100.0%</b>	<b>1,910</b>	<b>100.0%</b>	<b>918</b>	<b>100.0%</b>	<b>392</b>	<b>100.0%</b>	<b>114</b>	<b>100.0%</b>	<b>285</b>	<b>100.0%</b>
<b>Regular Diploma</b>	<b>16,908</b>	<b>90.7%</b>	<b>13,348</b>	<b>91.8%</b>	<b>409</b>	<b>83.1%</b>	<b>1,642</b>	<b>86.0%</b>	<b>839</b>	<b>91.4%</b>	<b>322</b>	<b>82.1%</b>	<b>97</b>	<b>85.1%</b>	<b>251</b>	<b>88.1%</b>
without CIM	11,157	59.8%	8,394	57.8%	335	68.1%	1,452	76.0%	460	50.1%	258	65.8%	69	60.5%	189	66.3%
with CIM	5,751	30.8%	4,954	34.1%	74	15.0%	190	9.9%	379	41.3%	64	16.3%	28	24.6%	62	21.8%
<b>Modified Diploma*</b>	<b>423</b>	<b>2.3%</b>	<b>309</b>	<b>2.1%</b>	<b>15</b>	<b>3.0%</b>	<b>53</b>	<b>2.8%</b>	<b>14</b>	<b>1.5%</b>	<b>19</b>	<b>4.8%</b>	<b>5</b>	<b>4.4%</b>	<b>8</b>	<b>2.8%</b>
<b>No Diploma</b>	<b>1,315</b>	<b>7.1%</b>	<b>878</b>	<b>6.0%</b>	<b>68</b>	<b>13.8%</b>	<b>215</b>	<b>11.3%</b>	<b>65</b>	<b>7.1%</b>	<b>51</b>	<b>13.0%</b>	<b>12</b>	<b>10.5%</b>	<b>26</b>	<b>9.1%</b>

\*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.

Source: Oregon Department of Education, High School Completers, November 2006

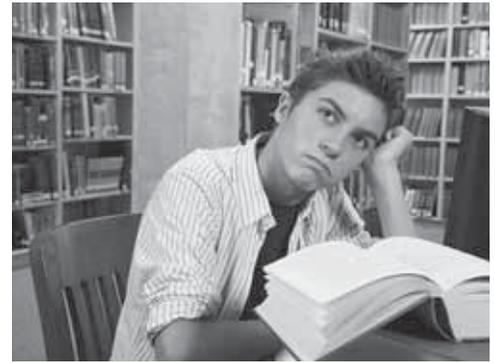
**Diploma:**

1. From 2004-05 to 2005-06, the percent of high school completers who earned a regular diploma decreased in every race/ethnicity category.
2. In 2005-06, females were more likely than males to earn a Regular Diploma with CIM (30.8% of females compared to 24.4% of males).
3. In 2005-06, females were more likely than males to earn a Regular Diploma in every race/ethnicity category.

**No Diploma:**

1. The percent of high school completers who did not earn a diploma increased from 8.0% in 2004-05 to 8.5% in 2005-06.
2. From 2004-05 to 2005-06, the percent of White, African-American, and Native American high school completers who did not earn a diploma all increased, while the percent of Hispanic high school completers decreased from 15.6% to 14.2%, and the percent of Asian/Pacific Islander high school completers decreased from 8.5% to 7.9%.
3. In 2005-06, 10% of males (1,885) did not receive a diploma, compared with 7.1% of females (1,315).
4. In 2005-06, African American males had the highest rate of completers with No Diploma (20.6%), followed by Hispanic males (17.2%) and American Indian/Alaskan males (16.1%).

# Dropout Rates



## Dropout Rate Formula

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

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

### Oregon Statewide Dropout Rate Calculation

For a given school year:

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

Dropout rates are also calculated for schools, districts, and counties.

In addition, rates are calculated for 7th and 8th grade. For more information, access the following link:

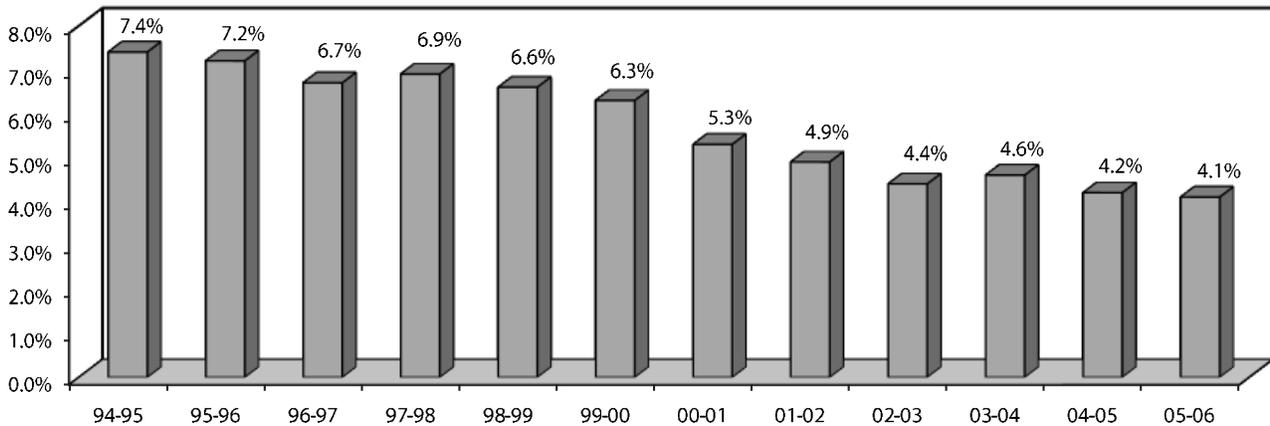
<http://www.ode.state.or.us/search/results/?id=135>

## 2005-06 Dropout Rate Lowest Ever Reported

The statewide dropout rate decreased slightly from 4.2 percent in 2004-05 to 4.1 percent in 2005-06. While the total number of dropouts actually increased, from 7,318 dropouts in 2004-05 to 7,397 dropouts in 2005-06, the dropout rate went down because the increase in the number of dropouts was offset by the increase in grade 9-12 enrollment.

### Oregon High School Dropout Rates

1994-95 to 2005-2006



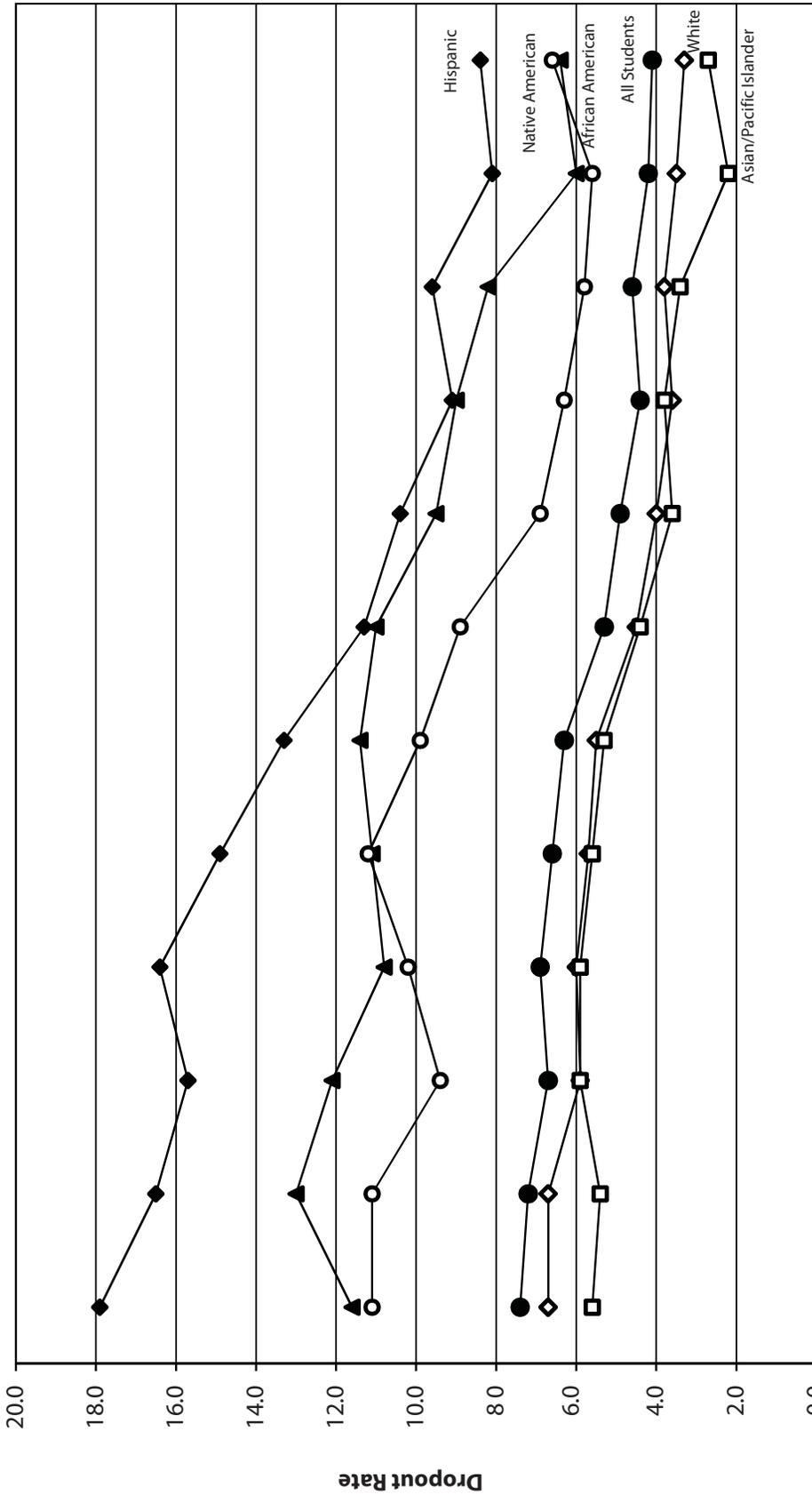
The statewide dropout rate decreased from 4.2% in 2004-05 to 4.1% in 2005-06.

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 eight years of reports, 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 2005-2006 are as follows:

1. Too far behind in credits to catch up (1,274 students)
2. Lack of parental support for education (794 students)
3. Working more than 15 hours a week (696 students)
4. Dysfunctional home life (645 students)
5. Frequent discipline referrals (449 students)
6. Pregnant or teen parent (302 students)
7. Substance abuse (248 students)

### Oregon Dropout Rates by Race/Ethnicity – Grades 9-12 1993-94 to 2005-06



	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
All Students	7.4	7.2	6.7	6.9	6.6	6.3	5.3	4.9	4.4	4.6	4.2	4.1
White	6.7	6.7	5.9	6.0	5.7	5.5	4.5	4.0	3.6	3.8	3.5	3.3
African American	11.6	13.0	12.1	10.8	11.1	11.4	11.0	9.5	9.0	8.2	6.0	6.4
Hispanic	17.9	16.5	15.7	16.4	14.9	13.3	11.3	10.4	9.1	9.6	8.1	8.4
Asian/Pacific Islander	5.6	5.4	5.9	5.9	5.6	5.3	4.4	3.6	3.8	3.4	2.2	2.7
Native American	11.1	11.1	9.4	10.2	11.2	9.9	8.9	6.9	6.3	5.8	5.6	6.6

Between 2004-05 and 2005-06, dropout rates declined slightly for All Students and White students, while rates for African American, Hispanic, Asian/Pacific Islander, and Native American students all increased.  
Source: Early Leavers Data Collection

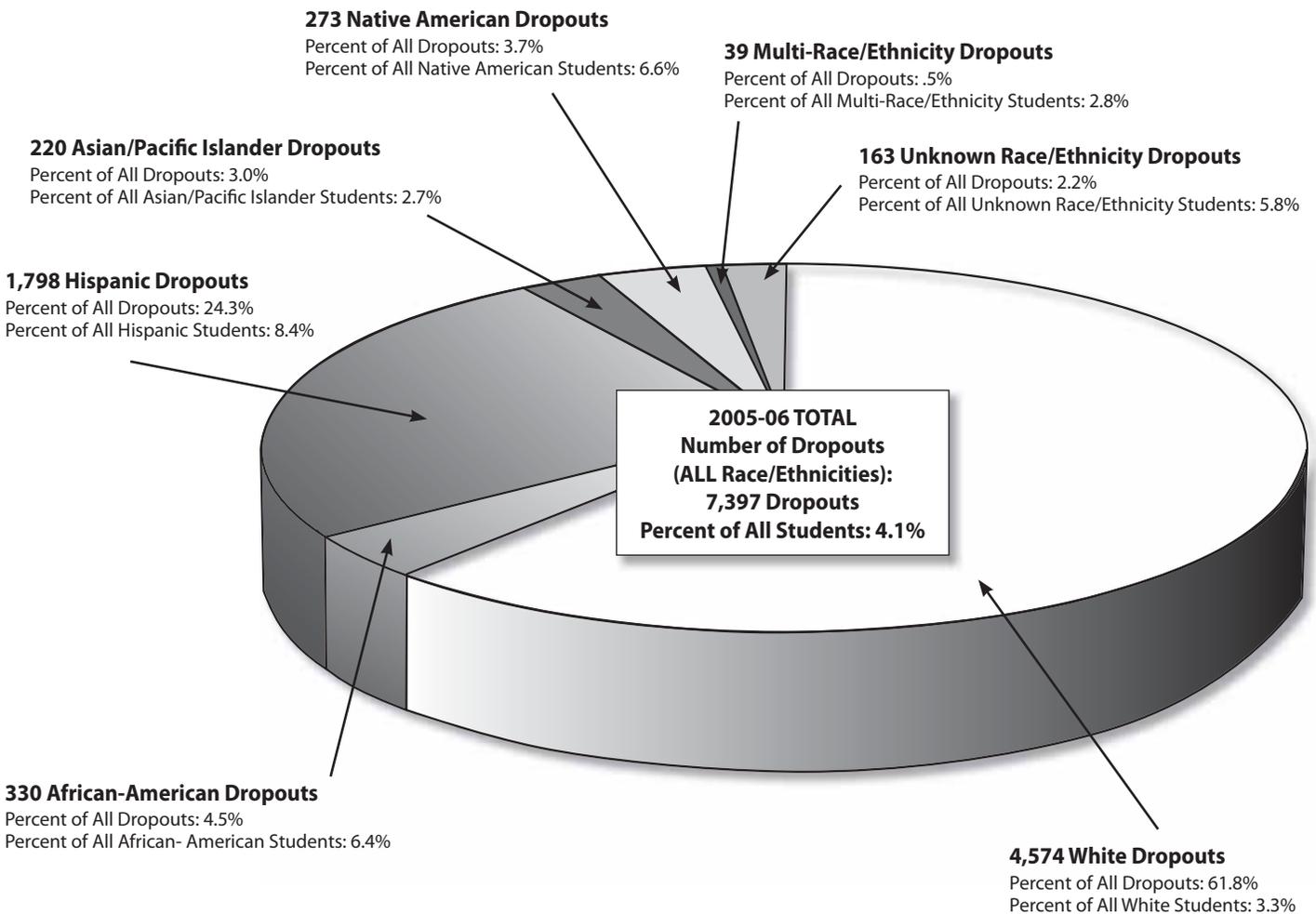
**DROPOUT RATES**

Between 2004-05 and 2005-06, dropout rates for all students and white students decreased slightly, while rates for Asian, African American, Hispanic, and Native American students all increased.

As has been true in the past, most 2005-06 dropouts (61.8%) were white students. However, minority students were disproportionately represented among Oregon's dropouts. Only white and Asian/Pacific Islander students have a lower percent of all dropouts than their percent of the total population of all students. Hispanic students comprised 11.9 percent of the grade 9-12 total population in 2005-2006, but 24.3 percent of all grade 9-12 dropouts, while 8.4% of all Hispanic students were dropouts. The dropout rate for African American students remains high: 6.4 percent compared to 4.1 percent of the total student population. The graph below shows the fluctuation in dropouts among the various racial/ethnic student groups.



**Percent of All Dropouts by Race/Ethnicity With Dropout Rates  
Grades 9-12 in 2005-06**



In 2005-06, 61.8% of all dropouts were White, while 24.3% were Hispanic, 4.5% were African American, 3.0% were Asian/Pacific Islander, 3.7% were American Indian/Alaskan Native, .5% were Multi-Race/Ethnicity, and 2.2% 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. Many of those entering ninth graders will do that, but many will not. For the ones who don't, their path is varied. The table below shows an approximation of what happened to the students who were ninth graders in the fall of 2002.

### Educational Outcomes\* for the Class of 2006

All Oregon Public Secondary Schools

		Total	Percent of 9 <sup>th</sup> Graders
<b>ENTERED GRADE 9</b>	<b>September 2002</b>	45,504	100.0
<b>FOUR YEARS LATER</b>	<b>June 2006</b>		
	<b>Regular Diploma</b>	33,083	70.0
	<b>Dropout</b>	7,397	15.7
	<b>Attended 4 years, No Diploma</b>	3,200	6.8
	<b>GED</b>	1,640	3.5
	<b>Modified Diploma</b>	1,159	2.5
	<b>Home School</b>	340	0.7
	<b>Legally withdrawn**</b>	282	0.6
	<b>Adult High School Diploma</b>	74	0.2
	<b>Deceased</b>	58	0.1
	<b>Total of Known Outcomes***</b>	47,233	100.0



\*Outcomes use one year (2005-06) of actual data for grades 9, 10, 11, and 12 to approximate 4 years of outcomes for the 2002 ninth grade class. Oregon does not currently have the ability to produce actual outcomes using cohort data, following the same class from 9th through 12th grades. However, cohort data will be available in the spring of 2009, once 4 years of student-level data has been collected. At that time, we will show actual outcomes, using cohort data for each class.

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

\*\*\*Because of in-migration, 2006 outcomes outnumbered the number of 9th graders in 2002.

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



Although 70.0 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 76.1 percent. 7,397 students (15.7 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 Act (NCLB)

## Adequate Yearly Progress (AYP)

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

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

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

The Oregon plan is available on line at:

[http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypw\\_current.pdf](http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypw_current.pdf)



### Final Determinations 2007 No Child Left Behind Act • AYP

Oregon Public Schools

	Met AYP		Did Not Meet AYP	
	Number of Schools	Percent of All Schools	Number of Schools	Percent of All Schools
<b>Title I Schools</b>	525		65	
Elementary	476		21	
Middle Schools	21		26	
High Schools	9		15	
Combined Schools	19		3	
<b>Non-Title I Schools</b>	432		212	
Elementary	231		7	
Middle Schools	90		63	
High Schools	98		129	
Combined Schools	13		13	
<b>Total</b>	957	77.6%	277	22.4%

28 schools that have only one year of data did not receive AYP designations

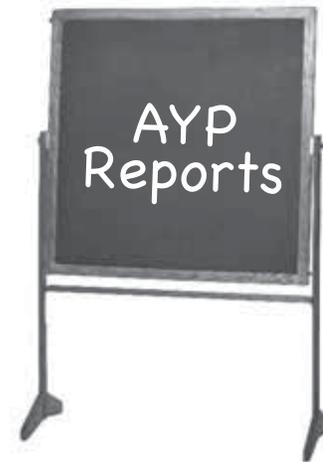
Source: Oregon Department of Education

## Final 2006-07 Adequate Yearly Progress Report Summary (as of 11/20/07)

**AYP Designation: NOT MET**

### Did the state meet the standard for AYP?

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



## Final 2006-07 Adequate Yearly Progress Report Reading Knowledge and Skills Details

Participation Target 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		05-06	06-07	05-06	06-07		
All Students	<b>MET</b>	295169	295931	3137	3073	597310	99
Economically Disadvantaged	<b>MET</b>	130533	132501	1130	1218	265382	99
Limited English Proficient	<b>MET</b>	34464	38182	245	174	73065	99
Students with Disabilities	<b>MET</b>	43136	43246	951	1032	88365	98
Asian/Pacific Islander	<b>MET</b>	13509	13617	92	97	27315	99
Black (not of Hispanic origin)	<b>MET</b>	8764	8794	141	143	17842	98
Hispanic origin	<b>MET</b>	45108	48239	529	524	94400	99
American Indian/Alaskan Native	<b>MET</b>	6411	6310	107	108	12936	98
White (not of Hispanic origin)	<b>MET</b>	211973	207628	2144	2067	423812	99
Multi-Racial/Multi-Ethnic	<b>MET</b>	3662	5888	7	5	9562	100

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

## Final 2006-07 Adequate Yearly Progress Report Mathematics Knowledge and Skills Details

Participation Target 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		05-06	06-07	05-06	06-07		
All Students	<b>MET</b>	294887	295498	3552	3486	597423	99
Economically Disadvantaged	<b>MET</b>	130461	132270	1252	1414	265397	99
Limited English Proficient	<b>MET</b>	34407	38071	328	282	73088	99
Students with Disabilities	<b>MET</b>	42844	43171	1013	1060	88088	98
Asian/Pacific Islander	<b>MET</b>	13475	13599	106	131	27311	99
Black (not of Hispanic origin)	<b>MET</b>	8739	8751	167	179	17836	98
Hispanic origin	<b>MET</b>	45135	48169	568	608	94480	99
American Indian/Alaskan Native	<b>MET</b>	6399	6283	126	129	12937	98
White (not of Hispanic origin)	<b>MET</b>	211624	207480	2406	2296	423806	99
Multi-Racial/Multi-Ethnic	<b>MET</b>	3701	5849	5	3	9558	100

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

Source: Oregon Department of Education



## Adequate Yearly Progress (AYP)

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

### Final Determinations 2007 No Child Left Behind Act Oregon Public Schools Not Meeting AYP

Title I Schools	Number of YEARS Not Meeting AYP						Total Number of SCHOOLS Not Meeting AYP 2007
	1	2	3	4	5	6	
<b>Elementary</b>	8	7	3	1	2	0	21
<b>Middle Schools</b>	1	3	2	8	12	0	26
<b>High Schools</b>	0	6	1	8	0	0	15
<b>Combined Schools</b>	1	1	0	1	0	0	3
<b>Non-Title I Schools</b>							
<b>Elementary</b>	3	1	3	0	0	0	7
<b>Middle Schools</b>	1	1	8	22	31	0	63
<b>High Schools</b>	4	11	6	21	87	0	129
<b>Combined Schools</b>	4	2	4	1	2	0	13
<b>Total</b>	22	32	27	62	134	0	277

Source: Oregon Department of Education

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.



Detailed AYP reports for Oregon public schools are available online at:

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



**Final Determinations 2003-04 to 2006-07**

**No Child Left Behind Act • AYP**

Oregon Public Schools Meeting AYP

	2003-2004			2004-2005*			2005-2006			2006-07		
	Number of Schools	Number Met AYP	Percent Met AYP	Number of Schools	Number Met AYP	Percent Met AYP	Number of Schools	Number Met AYP	Percent Met AYP	Number of Schools	Number Met AYP	Percent Met AYP
<b>All Schools</b>	1189	847	71.2	1199	811	67.6	1229	855	69.6	1262	957	75.8
Elementary/Middle	927	767	82.7	930	731	78.6	936	765	81.7	952	819	86.0
High Schools	262	80	30.5	269	80	29.7	293	90	30.7	310	138	44.5
<b>Title I Schools</b>	574	496	86.4	578	487	84.3	591	518	87.6	600	525	87.5
Elementary/Middle	533	473	88.7	536	463	86.4	541	488	90.2	550	497	90.4
High Schools	41	23	56.1	42	24	57.1	50	30	60.0	50	28	56.0
<b>Non-Title I Schools</b>	615	351	57.1	621	324	52.2	638	337	52.8	662	432	65.3
Elementary/Middle	394	294	74.6	394	268	68.0	395	277	70.1	402	322	80.1
High Schools	221	57	25.8	227	56	24.7	243	60	24.7	260	110	42.3
Number of new schools not rated	44			54			27			28		
Title I school identified for improvement	36			42			47			38		
Title I schools exiting school improvement status	0			1			6			6		

\*State targets increased to 50% in English/Language Arts and 49% in Mathematics

Source: Oregon Department of Education



## Highly Qualified Teachers

According to the federally required definition under the No Child Left Behind Act, 89.9% of all classes taught in Oregon’s public schools in 2006-07 have a “highly qualified teacher”. Oregon’s percentage is even higher in classrooms where students have the same teacher all day, as is the case in nearly all elementary schools and many middle schools. In these self-contained classes, 98.2% have highly qualified teachers.

Oregon requires teachers to be fully licensed, holding 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 2006-07 school year.

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

As a requirement of the No Child Left Behind Act, if a school receives funds from the federal government because of the high poverty levels of its students 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 90.1% in 2006-07 compared to 89.7% in 2005-06, 88.9% in 2004-2005 and 84.5% in 2003-2004.

In 2006-2007, 2.9% of teachers in Oregon had emergency or conditional credentials (979 conditional licenses out of 33,770 total licenses). Provisional licenses are valid for 3 years regardless of whether they are actively being used, therefore, counting provisional licenses issued is not an accurate indicator of provisional licenses in use.

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

### Percent of Classes Taught by Highly Qualified Teachers

2006-07 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	89.9%	10.1%	90.1%	9.9%	89.8%	10.2%
Self-Contained	98.2%	1.8%	98.4%	1.6%	98.5%	1.5%
English	87.2%	12.8%	87.4%	12.6%	87.7%	12.3%
Foreign Languages	91.4%	8.6%	90.1%	9.9%	92.8%	7.2%
The Arts	90.2%	9.8%	91.8%	8.2%	91.4%	8.6%
Science	85.7%	14.3%	85.7%	14.3%	85.2%	14.8%
Math	89.5%	10.5%	87.2%	12.8%	90.3%	9.7%
Social Sciences	86.1%	13.9%	84.0%	16.0%	85.6%	14.4%

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

Source: NCLB Staff Assignment (Highly Qualified Teachers) Data Collection 2006-2007.



School Type	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Not Taught by Highly Qualified Teachers
<b>Elementary Level</b>		
High-Poverty	98.1%	1.9%
Low-Poverty	98.2%	1.8%
All Elementary Schools	98.1%	1.9%
<b>Secondary Level</b>		
High Poverty	87.4%	12.6%
Low Poverty	88.3%	11.7%
All Secondary Schools	87.8%	12.2%

Source: Oregon Department of Education

## 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:

### 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 2006-07, twelve 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 2005-06, fifteen schools were placed on year one or two “watch status”, and one school was identified as “persistently dangerous”.

It is interesting to note that a school with a higher than average number of expulsions may indicate a safer climate than one with a lower rate, because the schools are confronting the issue of school safety.

	Number of Expulsions for Weapons and/or Violent Criminal Behavior
<b>Schools with FEWER than 500 Students</b>	5 or more within a school year
<b>Schools with 500 or MORE Students</b>	1 for every 100 students per school year

Source: Oregon Department of Education

### 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/opportunities/grants/nclb/title_iv/a_drugfree/unsafeschchoiceoption.doc)

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

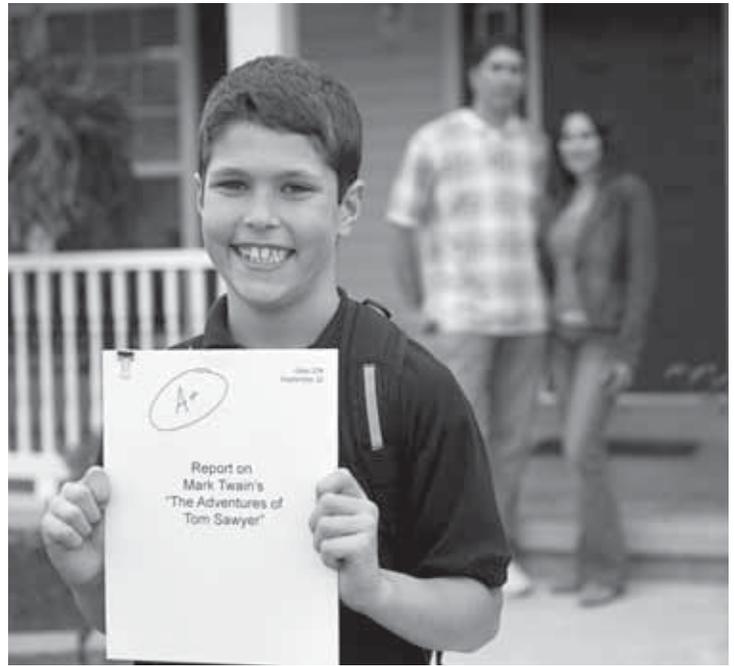
For more information, contact Scott Hall at 503-947-5628, or [scott.hall@state.or.us](mailto:scott.hall@state.or.us)

## 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	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	2006-2007 School Year
<b>Exceptional</b>	43	50	91	130	130	137	147	157
<b>Strong</b>	459	564	399	339	360	390	436	457
<b>Satisfactory</b>	580	484	558	548	546	509	463	472
<b>Low</b>	17	14	27	34	27	22	24	24
<b>Unacceptable</b>	2	0	7	5	10	8	5	9
<b>Not Rated**</b>	116	105	148	175	160	187	181	143

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

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

Source: Oregon Department of Education

To view specific district or school report cards, go to:

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

# Students and Staff



*Nothing is more important than education, because nowhere are our stakes higher; our future depends on the quality of education of our children today.*

Arnold Schwarzenegger

## Student Enrollment Historical Perspective

1995-96 & 2006-07

Enrollment	1995-1996		2006-2007		1995-96 to 2006-07	
	Number Of Students*	Percent Of All Students	Number Of Students**	Percent Of All Students	Change In Number Of Students	Percent Change
<b>Elementary</b>	261,609	49.5%	257,921	45.8%	-3,688	-1.4%
<b>Middle</b>	108,406	20.5%	105,843	18.8%	-2,563	-2.4%
<b>High</b>	151,682	28.7%	170,895	30.4%	+19,213	+12.7%
<b>Combined</b>	6,350	1.2%	4,128	0.7%	-2,222	-35.0%
<b>Charter</b>	NA	NA	9,792	1.7%	+9,792	NA
<b>Alternative</b>	3,629	0.7%	11,485	2.0%	+7,856	+216.5%
<b>Youth Corrections Juvenile Detention Oregon School for the Deaf Oregon School for the Blind</b>	NA	NA	2,764	0.5%	NA	NA
<b>TOTAL</b>	<b>528,988</b>	<b>100.0%</b>	<b>562,828</b>	<b>100.0%</b>	<b>+33,840</b>	<b>+6.4%</b>
<b>Race/Ethnicity</b>	<b>1995-1996</b>		<b>2006-2007</b>		<b>1995-96 to 2006-07</b>	
<b>White</b>	450,276	85.1%	396,102	70.4%	-54,174	-12.0%
<b>African American</b>	13,556	2.6%	16,811	3.0%	+3,255	+24.0%
<b>Hispanic</b>	36,059	6.8%	90,363	16.1%	+54,304	+150.6%
<b>Asian/Pacific Islander</b>	17,720	3.3%	25,847	4.6%	+8,127	+45.9%
<b>Native American</b>	10,303	1.9%	11,994	2.1%	+1,691	+16.4%
<b>Multi-Race/Ethnicity</b>	0	0	10,444	1.9%	+10,444	NA
<b>Not Reported</b>	1,074	0.2%	11,267	2.0%	+10,193	+949.1%
<b>TOTAL</b>	<b>528,988</b>	<b>100.0%</b>	<b>562,828</b>	<b>100.0%</b>	<b>+33,840</b>	<b>+6.4%</b>
<b>Special Education</b>	<b>1995-1996</b>		<b>2006-2007</b>		<b>1995-96 to 2006-07</b>	
	57,652	10.9%	71,834	12.8%	+14,182	+24.6%
<b>Students for Whom English is not the Primary Language</b>	<b>1995-1996</b>		<b>2006-2007</b>		<b>1995-96 to 2006-07</b>	
	14,500***	2.7%	64,795	11.5%	+50,295	+346.9%
<b>Free &amp; Reduced Lunch* *</b>	<b>1995-1996</b>		<b>2006-2007</b>		<b>1995-96 to 2006-07</b>	
	158,548	31.1%	233,309	41.5%	+74,761	+47.2%

\*Numbers in this column in this section do not sum to the listed total. Many students in alternative schools also attended regular schools.

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

\*\*\*Number of Students for Whom English is not the Primary Language is estimated for 1995-96.

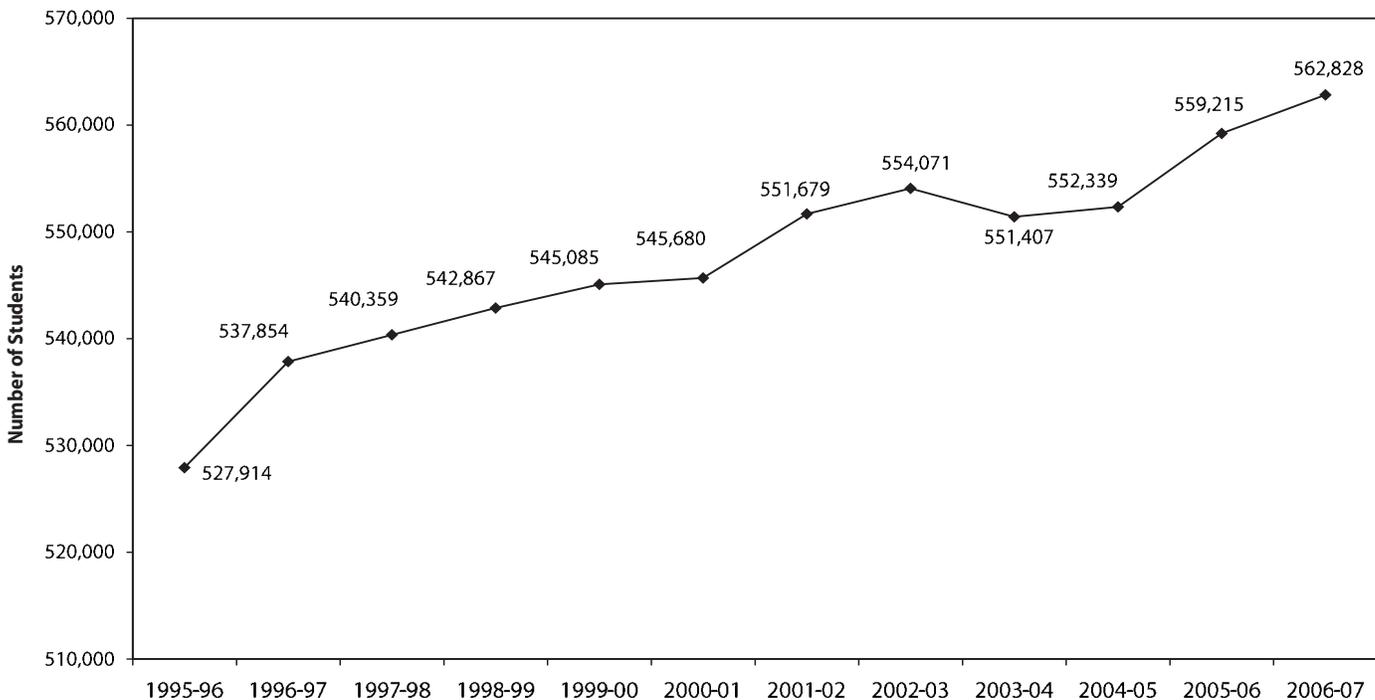
Source: Oregon Department of Education

# Student Enrollment

Overall student enrollment in Oregon public schools has risen since 1995-96, with a total increase of 33,840 students, a 6.4 percent increase. From 2005-06 to 2006-07, the number of students increased by 3,613 students, or 0.6 percent.

## 1995-96 through 2006-07 Oregon Public School Enrollment

Number of Kindergarten through 12th Grade Students



**From 1995-96 to 2006-07, public school enrollment increased by 6.4 percent.**

Source: October 1 Student Membership

From 1995-96 to 2006-07, student enrollment increased by 6.4 percent, while the teacher count (in full-time equivalent positions) increased 8.8 percent, from 26,680 teachers statewide in 1995-96 to 29,020 teachers in 2006-07.

Between 1995-96 and 2006-07, the statewide student-teacher ratio for elementary schools decreased slightly from 18.8 to 18.7 students per teacher, and the middle school ratio decreased from 19.7 to 18.3 students per teacher. However, the high school ratio increased from 18.7 to 19.6 students per teacher for the twelve year period. Between 2005-06 and 2006-07, the statewide student-teacher ratios show decreases for each type of school.

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

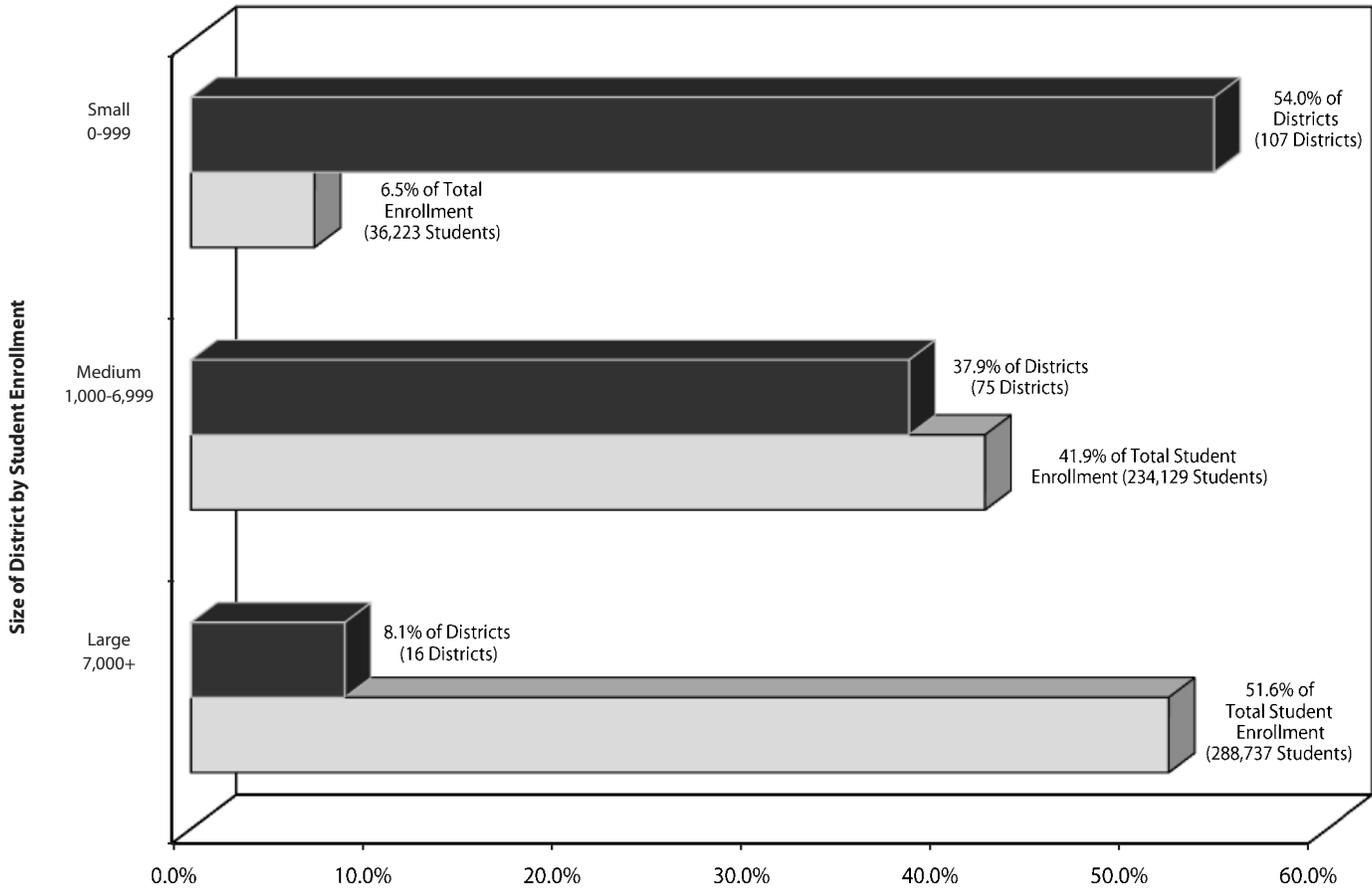
Type of School	1995-96	2005-2006	2006-07
Elementary School	18.8	20.2	18.7
Middle School	19.7	19.8	18.3
High School	18.7	20.9	19.6

STUDENT ENROLLMENT

The state’s five largest districts – Portland, Salem-Keizer, 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 2006-07



More than half (54.0%) of Oregon school districts are small, with only 6.5% of the total statewide student enrollment. Only 8.1% of school districts are large, but they have 51.6% of total statewide student enrollment.

Source: Fall Membership by District



Portland, Salem-Keizer, Beaverton, Eugene and Hillsboro school districts together educate 28.9 percent of the state’s public school students.

## 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 2006-07 those figures had risen to 562,828 public school students and approximately 41,500 private school students.

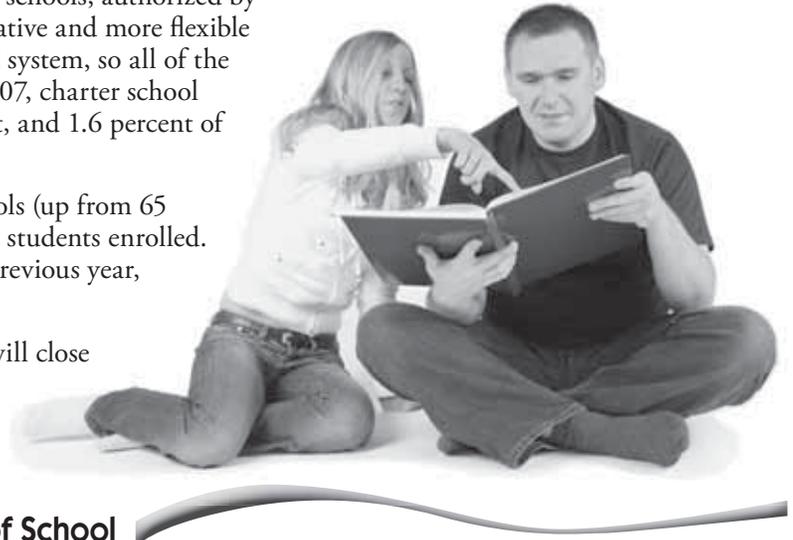
From 2005-06 to 2006-07, the number of public school students increased from 559,254 to 562,828, a 0.6 percent increase.

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 2006-07, charter school enrollment was 1.7 percent of public school enrollment, and 1.6 percent of all enrollment.

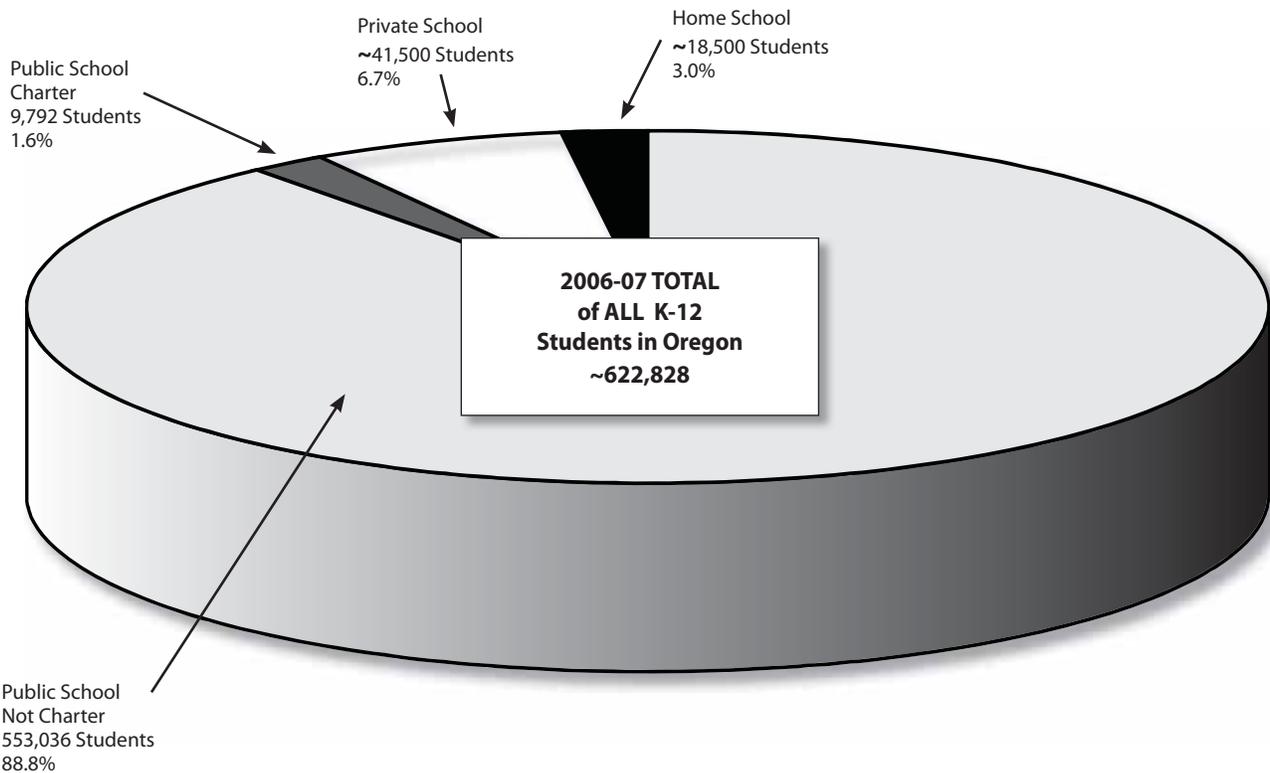
In the 2006-07 school year there were 70 charter schools (up from 65 charter schools in 2005-06), with approximately 9,792 students enrolled. This was a 29.1 percent increase in students from the previous year, when 7,586 students were enrolled.

During the 2007-08 school year, two charter schools will close and an additional twelve charter schools will open.

In addition, it is estimated that another 18,500 students were home schooled in 2006-07.



### Percentage of Student Enrollment by Type of School 2006-07



Sources: Fall Membership, Private School Directory/Registrations, Home School ESD Registrations

## 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 27.7 percent of total enrollment in 2006-07, up from 14.7 percent in 1995-96.

The number of minority students as a percent of all students continues to grow. Between 1995-96 and 2006-07, the total number of all students increased by 33,840, a 6.4 percent increase, while the total number of minority students increased by 77,821, a 100.2 percent increase.

**Seven out of ten new minority students were Hispanic.** Between 1995-96 and 2006-07, the number of Hispanics increased 150.6 percent, from 36,059 students in 1995-96 to 90,363 students in 2006-07.

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 7 and 11 percent per year.



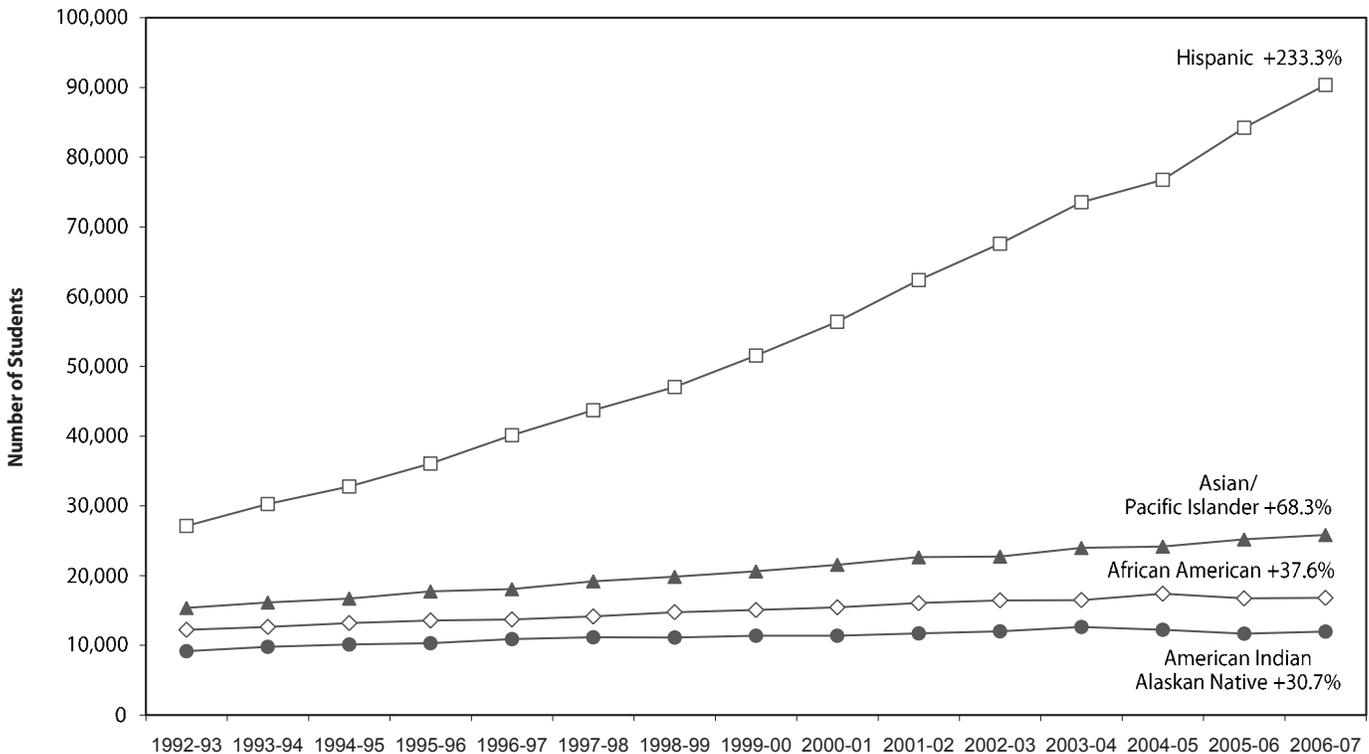
For the past 10 years Hispanic students have had a growth rate in Oregon schools of between 7 and 11% per year.

## Oregon Public School Enrollment by Race/Ethnicity

1992-93 to 2006-07 with Actual Growth Rates

Total Growth Rate was +10.3%

White Students Decreased by -11.2%

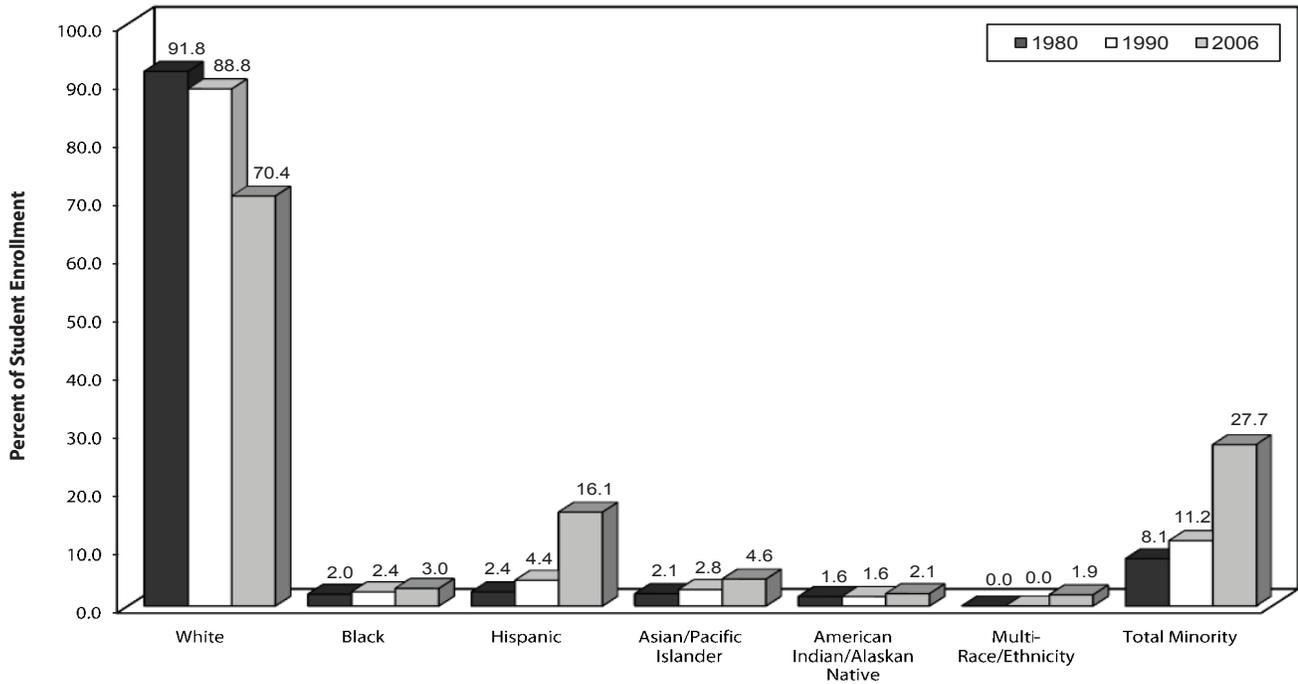


From 1992-93 to 2006-07, there was a 233.3% increase in Hispanic students. Other minorities also posted large increases, while the increase for ALL Students was only 10.3%, and White student enrollment decreased by 11.2%.

Source: Fall Membership

## Percent of Student Enrollment by Race/Ethnicity 1980-2006

Not Shown are the Students of Unknown Race/Ethnicity



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.

Source: Fall Membership

## Fall Membership (October 1 Enrollment)

By Race/Ethnicity

School Year	White	African American	Hispanic	Asian/Pacific Islander	American Indian/Alaskan Native	Multi-Race Ethnicity	Race Ethnicity Not Reported	TOTAL
2006-07	396,102	16,811	90,363	25,847	11,994	10,444	11,267	562,828
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		10,970	551,315
2002-03	422,443	16,457	67,587	22,739	12,004		12,787	554,017
2001-02	428,208	16,061	62,394	22,642	11,707		10,667	551,679
2000-01	431,545	15,455	56,377	21,560	11,390		9,353	545,680
1999-00	446,480	15,064	51,543	20,610	11,388			545,085
1998-99	450,116	14,757	47,029	19,831	11,134			542,867
1997-98	452,163	14,139	43,712	19,189	11,156			540,359
1996-97	455,045	13,714	40,118	18,060	10,917		1,284	539,138
1995-96	450,276	13,556	36,059	17,720	10,303		1,074	528,988
1994-95	449,120	13,190	32,787	16,700	10,148		834	522,779
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

STUDENT ENROLLMENT

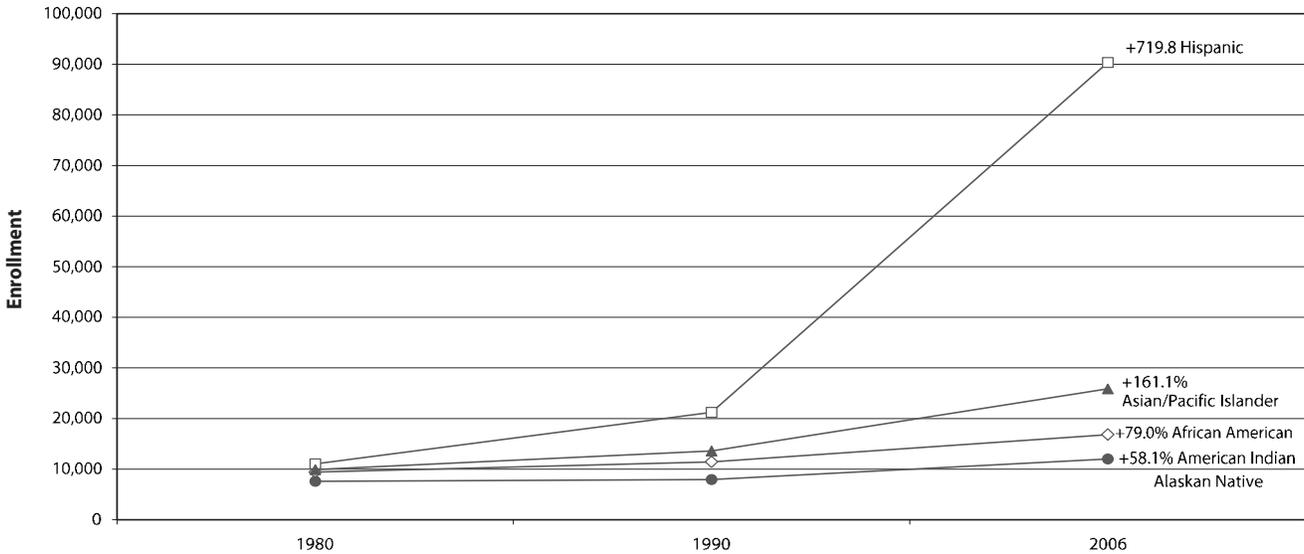
Since 1980, school enrollment has increased 21.1 percent. Remarkably, the number of Hispanic students has increased 719.8 percent from 1980 to 2006, while the number of White students has decreased by 7.2 percent. Asian/Pacific Islander students have increased 161.1 percent, African Americans have increased by 79.0 percent, and American Indian/Alaska Natives have increased by 58.1 percent from 1980 to 2006.

At the current growth rate, Hispanic students will make up 28 percent of the total student enrollment by 2020. Currently (2006), Hispanic students make up 16.1 percent of the total student enrollment.

**Oregon Public School Actual Enrollment by Race/Ethnicity 1980-2006**

With Percent Increases

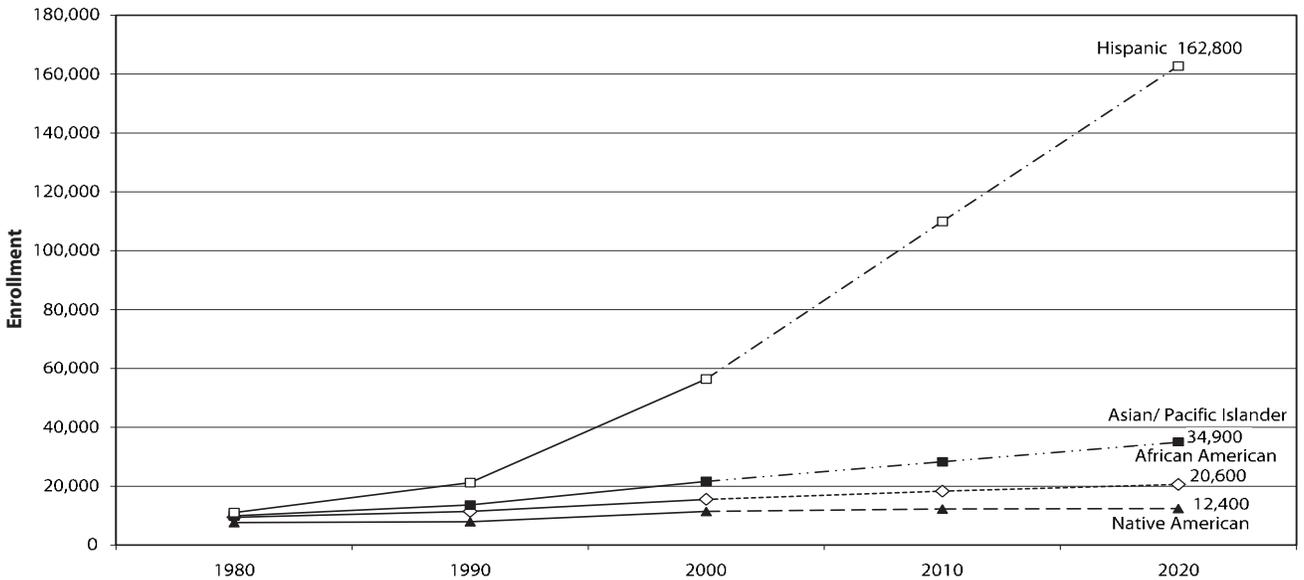
Total Enrollment Percent Increase was +21.1%      White Students Decreased by -7.2%



Between 1980 and 2006, public school enrollment grew by 21.1% overall, driven by growth in minority enrollment. While White students decreased by -7.2%, Hispanic students increased by +719.8% (from 11,022 students in 1980 to 90,363 students in 2006).

Source: Fall Membership

**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 2006-07 school year there were 64,795 students (11.5 percent of ALL K-12 students) who had a language of origin other than English. The most common language of origin was Spanish, with 50,850 students (9.0 percent of ALL students).

### Most Common Languages of Origin of Students in Oregon Public Schools

(K-12) 2006-2007

Language of Origin	Number of Students by Language of Origin	Percent of Students with a Language of Origin That is Not English 64,795	Percent of All Students 562,828
Spanish	50,850	78.5%	9.0%
Russian	3,236	5.0%	0.6%
Vietnamese	1,850	2.9%	0.3%
Ukrainian	905	1.4%	0.2%
Korean	678	1.0%	0.1%
Chinese, Yue (Cantonese)	589	0.9%	0.1%
Romanian	531	0.8%	0.1%
Somali	471	0.7%	0.1%
Hmong	462	0.7%	0.1%
Chinese, Mandarin	373	0.6%	0.1%
Arabic	312	0.5%	0.1%
Japanese	288	0.4%	0.1%
Chuukese/trukese	284	0.4%	0.1%
Tagalog	227	0.4%	0.0%
Cambodian (Khmer)	193	0.3%	0.0%
Laothian	186	0.3%	0.0%
Malay	151	0.2%	0.0%
Hebrew	141	0.2%	0.0%
Tarascan	131	0.2%	0.0%
Thai	120	0.2%	0.0%
Hindi	120	0.2%	0.0%
Farsi	96	0.1%	0.0%
Samoan	95	0.1%	0.0%
Amahric	84	0.1%	0.0%
French	76	0.1%	0.0%
Oromo, West-Central	76	0.1%	0.0%
Tonga	72	0.1%	0.0%
Marshallese	68	0.1%	0.0%
German	66	0.1%	0.0%
Telugu	60	0.1%	0.0%
Turkish	59	0.1%	0.0%
Urdu	58	0.1%	0.0%
Chittagonian	57	0.1%	0.0%
Portuguese	47	0.1%	0.0%
Serbo-Croatian	46	0.1%	0.0%
Kurdish	45	0.1%	0.0%
Creole	42	0.1%	0.0%
Albanian	40	0.1%	0.0%
Mixteco, San Juan Mixtepec	38	0.1%	0.0%
Burmese	35	0.1%	0.0%
Gujarati	34	0.1%	0.0%
Other Languages	1,503	2.3%	0.3%
<b>TOTAL</b>	<b>64,795</b>	<b>100.0%</b>	<b>11.5%</b>

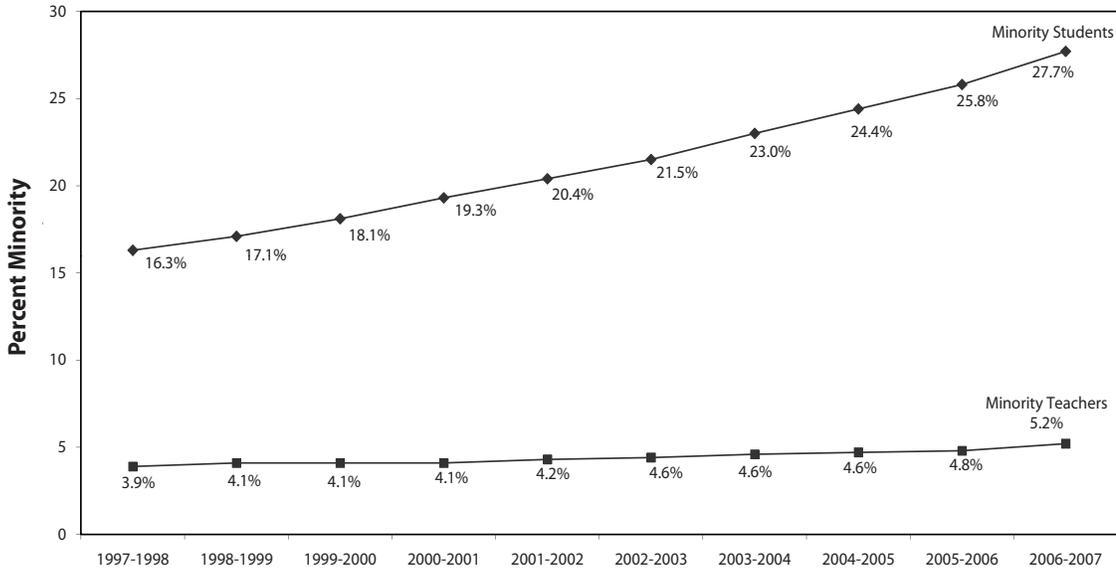
# Minority Teacher Population Remains Steady

## Minority Gap Widens

Oregon has made limited progress in hiring and retaining teachers of minority populations. Seventeen years ago, 2.1 percent of teachers and 11.2 percent of students were of minority populations. In 2006-07, 5.2 percent of teachers and 27.7 percent of students were of minority populations. *The gap between the percent of minority students and the percent of minority teachers has become wider*, because the ratio of minority students to all students has increased much faster than the ratio of minority teachers to all teachers.

### Percent Minority Students and Teachers

1997-98 to 2006-07



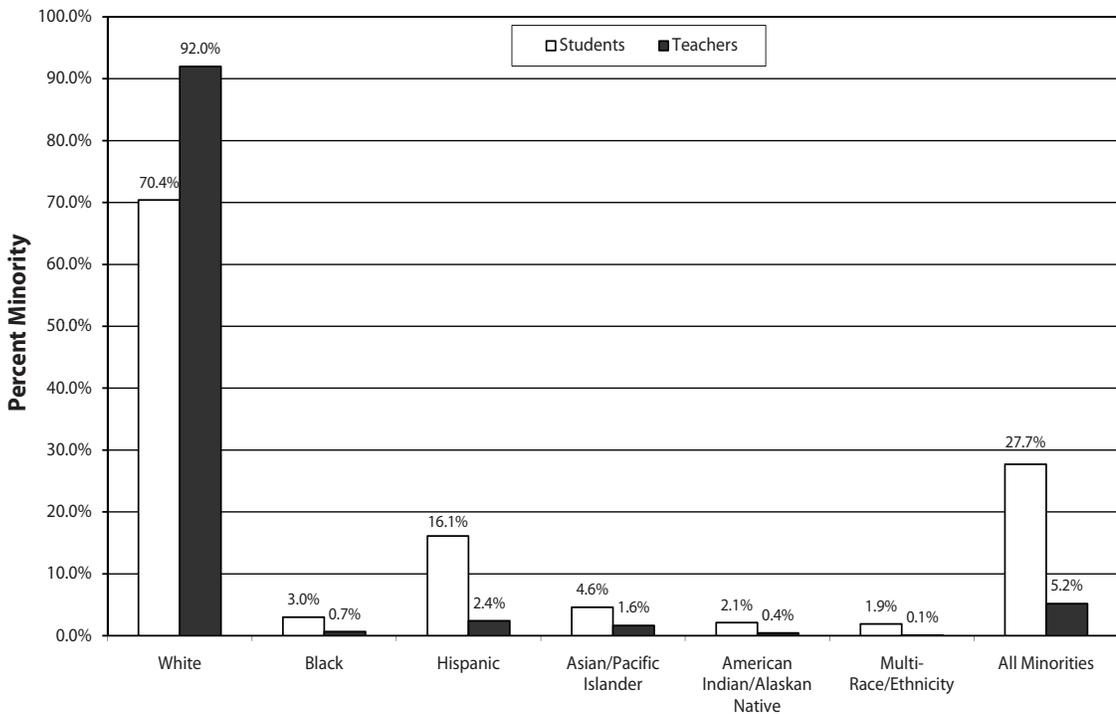
From 1997-98 to 2006-07, the percent of minority students went from 16.3 percent in to 27.7 percent, while the percent of minority teachers went from 3.9 percent to 5.2 percent.

Sources: Fall Membership and Staff Data Collections



### Race/Ethnicity of Students and Teacher\*

2006-2007



The difference between teacher and student minority rates was most visible for Hispanics, where 16.1% of students were Hispanic compared to only 2.4% of teachers. 92% of teachers were white, compared to only 70.4% of students.

\*Not shown are the 2.0% of students and 2.9% of teachers of unknown race/ethnicity.

Source: Fall Membership Data Collection

## Homeless Students in Oregon 2006-07

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 Act requires that every district designate a Homeless Liaison and contribute to the annual data collection on K-12 public school-enrolled homeless children and youth.

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.



### 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. A new category has been recently added: children and youth who are in state custody, awaiting permanent foster homes.

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For the 2006-07 count, Oregon districts reported a total of 15,517 homeless students enrolled in school during all or part of the school year.

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### How are homeless students counted?

State education agencies are required to submit an aggregate report of the counts from all school districts in the state to the U.S. Department of Education. ODE uses a web-based Homeless Data Collection for districts to report homeless student counts collected over the school year. To protect confidentiality, individual students are not identified in the data collection. Media releases include district counts in which numbers below five are suppressed.

### How many homeless students attend public schools in Oregon?

For the 2006-07 count, districts reported a total of 15,517 homeless students enrolled in school during all or part of the school year. This total represents about 2.8% of all K-12 students enrolled in Oregon public school districts, as calculated using data from the 2006-07 Fall Enrollment Report. District counts ranged from less than 1 percent to 25 percent of total enrollment. The following tables show districts that had the highest homeless student count or had the highest percentage of homeless students of the 06-07 total fall enrollment.

2006-07 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 06-07 Enrollment	SCHOOL DISTRICT	Homeless Student Count	Percent of Total 06-07 Enrollment
Portland SD 1J	1,513	3.3%	Marcola SD 79J	57	25.0%
Medford SD 549C	1,168	9.4%	Camas Valley SD 21J	23	13.9%
Beaverton SD 48J	1,093	2.9%	Huntington SD 16J	11	13.3%
Salem-Keizer SD 24J	662	1.7%	Blachly SD 90	18	12.9%
Eugene SD 4J	625	3.4%	Mapleton SD 32	26	12.6%
Springfield SD 19	597	5.6%	Falls City SD 57	22	11.9%
Bend-LaPine Administrative SD 1	518	3.4%	Jordan Valley SD 3	10	10.4%
David Douglas SD 40	434	4.3%	Neah-Kah-Nie SD 56	76	10.4%
Reynolds SD 7	432	3.9%	Harper SD 66	8	10.1%
Lincoln County SD	403	7.3%	Medford SD 549C	1,168	9.4%
Hillsboro SD 1J	387	1.9%	Prospect SD 59	16	8.8%
Woodburn SD 103	327	6.6%			

## Aggregate Oregon State Count Totals

More than 95% of Oregon school districts completed the web survey for the 06-07 school year. Of those reporting, 30 districts reported a count of zero. Another 32 districts had homeless student counts of 1 to 10 students.

## 2006-07 Oregon Homeless Student Data Collection

By Grade Level

GRADE	Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Number of Homeless Students	1,159	1,236	1,285	1,185	1,159	1,154	1,031	1,050	1,154	1,102	1,252	1,234	1,516	15,517

## 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 each year. The counts vary widely by state. Oregon's homeless student count for the 2006-07 school year was 2.8% of total enrollment in Oregon public school districts.

Over the course of a year, the National Coalition for the Homeless estimates that 1.35 million children are likely to experience homelessness each year.



## 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
1,848	10,737	2,012	920

Unaccompanied minor youths comprise approximately 16% 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.

Unaccompanied Homeless Students
2,487

## 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 donations from community sponsors and 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 \$635,222 in federal funds from the McKinney-Vento program in 2006-07. Forty-three local districts were served by 21 subgrant projects from this program. Subgrant applications are competitive; Oregon was in the second year of a three-year subgrant round during 2006-07.

Within the subset of homeless students served by subgrant projects, a total of 1,337 students (9% of total homeless students) 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.

Oregon Statewide Assessment Test Scores show a significant achievement gap for homeless students. During 2006-07, 63.4% of the homeless students served by subgrant projects met the benchmark on the 3rd grade reading test, compared to 81.4% of students statewide. Only 22.7% of the homeless students served by subgrant projects met the 10th grade math benchmark, compared to 55.1% of all students statewide.

### 2007 Oregon Statewide Assessment Test Scores Math

GRADE	Number of Homeless Students Tested	Number of Scores that Met or Exceeded the Benchmark	Percent of Homeless Students Met or Exceeded	Percent of All Students Met or Exceeded
3	458	229	50.0%	69.4%
4	456	240	52.6%	71.0%
5	470	207	44.0%	67.9%
6	420	189	45.0%	70.3%
7	379	176	46.4%	74.1%
8	416	168	40.4%	70.0%
10	352	80	22.7%	55.1%

### 2007 Oregon Statewide Assessment Test Scores Reading

GRADE	Number of Homeless Students Tested	Number of Scores that Met or Exceeded the Benchmark	Percent of Homeless Students Met or Exceeded	Percent of All Students Met or Exceeded
3	453	287	63.4%	81.4%
4	453	292	64.5%	78.9%
5	469	226	48.2%	71.3%
6	416	212	51.0%	74.3%
7	375	191	50.9%	76.3%
8	413	154	37.3%	68.1%
10	348	114	32.8%	65.1%

## What are the trends in poverty and homelessness?

The economic disparities in Oregon are still problematic, including lack of enough affordable housing for all families. Recently, no-risk mortgages and high interest cash loans have left many in default on their home loans, causing increased homelessness and economic hardship.

The increasing counts of homeless students over the years may also be the result of better identification by District Homeless Liaisons, as well as increasing numbers of homeless students who are becoming enrolled and staying in school, thanks to the efforts of district staff, community partners and advocates for children and youth.

	2003-04	2004-05	2005-06	2006-07
<b>Homeless Students</b>	8,143	11,294	13,159	15,517
<b>Total Enrollment</b>	551,407	552,339	559,215	562,828
<b>% of Total Enrollment</b>	1.5%	2.0%	2.4%	2.8%

For more information about the ODE Education of Homeless Children and Youth Program,  
Contact Dona Bolt, Coordinator

*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>

## 2006 Free and Reduced Price Lunch

Oregon Public Schools Number and Percent of All Students Eligible

School Type and Level	<b>A</b> Total Number of Students Eligible for Free and Reduced Lunch	<b>B</b> Total Number of All Students October 1, 2006	Free and Reduced Lunch Eligible Students as a Percent of All Students (Column A divided by Column B)*
<b>REGULAR</b>			
Elementary	122,834	259,320	47.4%
Middle	46,289	106,069	43.6%
High	57,934	172,346	33.6%
Combined	1,978	4,199	47.1%
<b>ALTERNATIVE</b>			
Elementary	182	662	27.5%
Middle	55	114	48.2%
High	1,060	2,904	36.5%
Combined	524	1,532	34.2%
<b>CHARTER</b>			
Elementary	419	2,499	16.8%
Middle	419	1,388	30.2%
High	148	592	25.0%
Combined	1,467	3,256	45.1%
<b>ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, and CHARTER)</b>			
Elementary	123,435	262,481	47.0%
Middle	46,763	107,571	43.5%
High	59,142	175,842	33.6%
Combined	3,969	8,987	44.2%
<b>Total</b>	<b>233,309</b>	<b>554,881</b>	<b>42.0%</b>

\*Data was not available for all Oregon Public Schools.

Source: Oregon Department of Education, School Finance

# Experienced, Highly Educated Workforce

## Teachers

Oregon teachers are experienced professionals. In 2006-07, teachers had an average of 12.2 years of teaching experience, down from 12.9 years of experience in 2005-06. While the average Oregon teacher is 42.9 years old, the most often reported age is 54. 69.4 percent of all Oregon teachers and 84.2 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 2006-07, the percent of Oregon teachers with graduate degrees decreased from 57.0 percent to 53.1 percent, which included 52.6 percent of teachers who reported having master's degrees and .5 percent who reported having doctorates. In addition, 13.1 percent of Oregon teachers reported that their highest degree was a bachelor's degree, and 33.3 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 18.6 years of experience overall in 2006-07, with 10.2 years experience in their current districts.



In 2006-07, 91.6 percent of principals and assistant principals reported that their highest degree was a master's degree, 2.8 percent reported that their highest degree was a doctorate, 4.2 percent reported that their highest degree was a bachelor's plus additional hours, but not a master's, and 1.3 percent reported having only a bachelor's.

From 2001-02 to 2006-07, there was a 7.7 percent decrease (-186.6 administrators) in the number of Oregon school and district administrators.

Women have made substantial progress moving into administrative ranks. Seventeen years ago, 2.8 percent of all superintendents and 14.5 percent of all principals were women. In 2006-07, 24.4 percent of superintendents and 48.8 percent of principals were women.

## All School Staff

In the last year, 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 6.0%, from 57,788.4 in 2005-06 to 61,256.5 in 2006-07, a difference of 3,468.1 FTE.

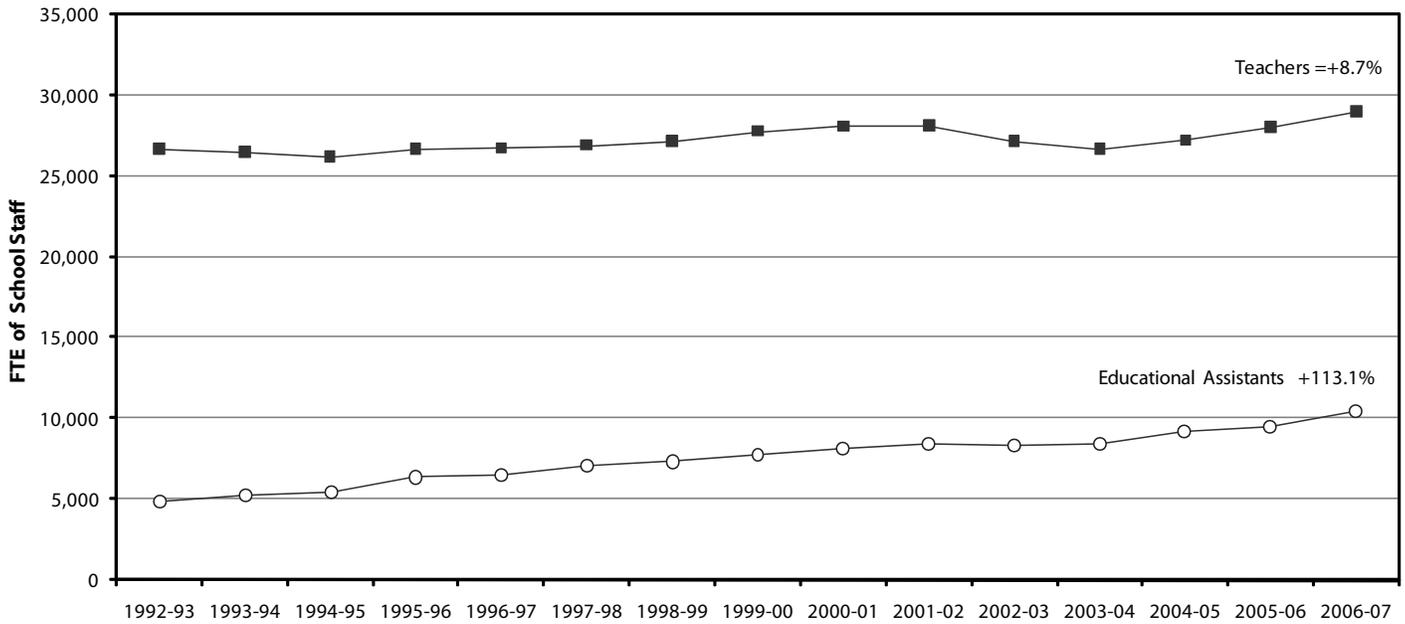
### 2006-07 Oregon School Employees (Full-Time Equivalent Positions)

	Number	Percent
<b>Teachers</b>	29,020.4	47.4%
<b>Educational Assistants</b>	10,440.4	17.0%
<b>District Administrators</b>	637.8	1.0%
<b>School Administrators</b>	1,589.3	2.6%
<b>Guidance Counselors</b>	1,049.7	1.7%
<b>Librarians/Media Specialists</b>	392.0	0.7%
<b>Support Staff</b>	18,126.9	29.6%
<b>Total</b>	61,256.5	100.0%

### School Staffing FTE Percent Changes

1992-93 through 2006-07

Teachers and Educational Assistants



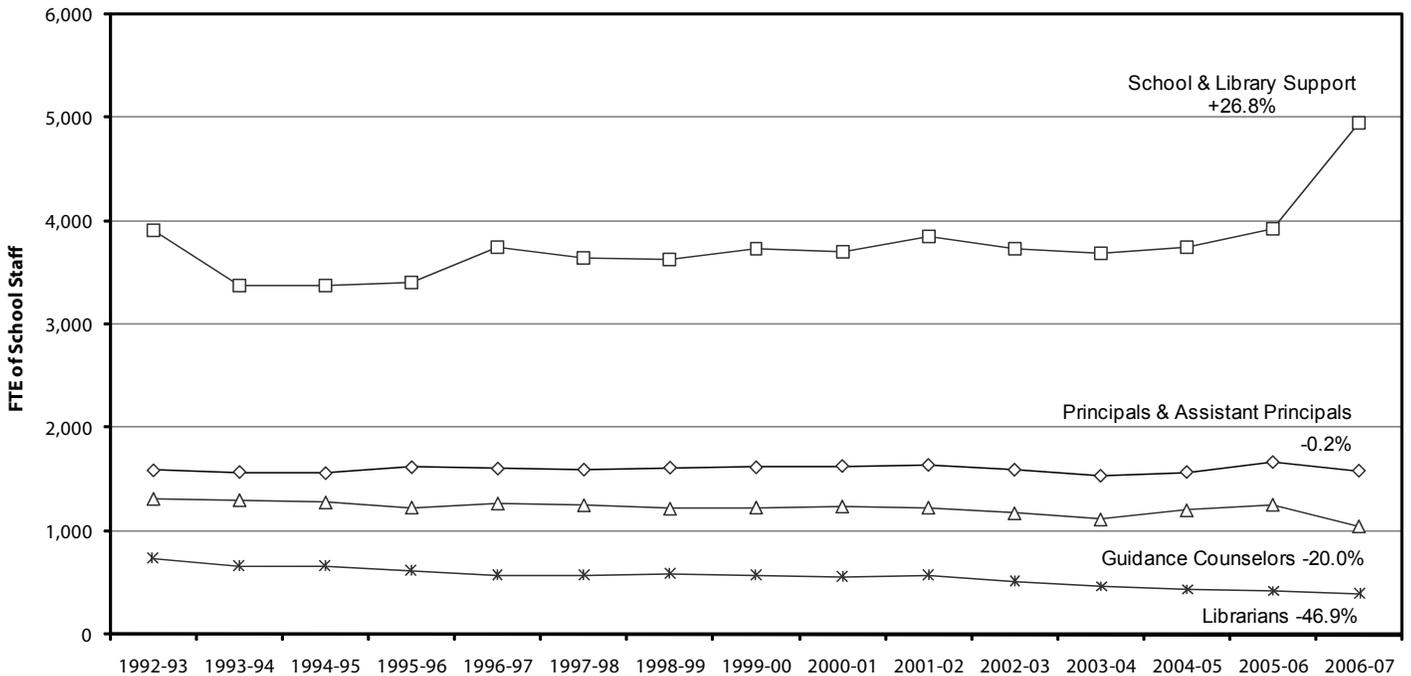
In the last fifteen years, the number of teachers increased by +8.7%, and educational assistants increased by +113.1%. In the last year, there was an increase of 970 teachers and 975 educational assistants.

Source: Staff Data Collections

### School Staffing FTE Percent Changes

1992-93 through 2006-07

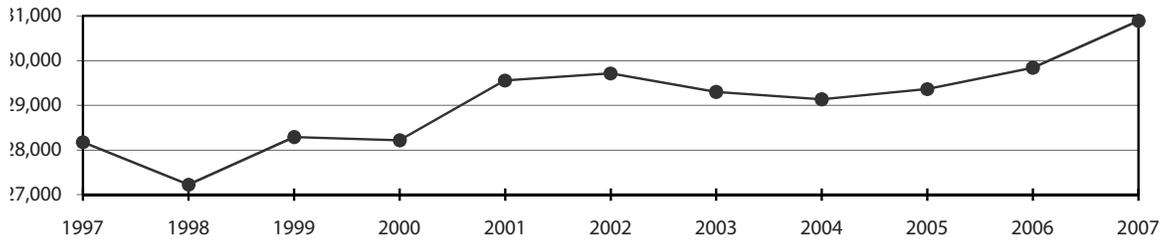
School & Library Support, Principals & Assistant Principals, Guidance Counselors, and Librarians



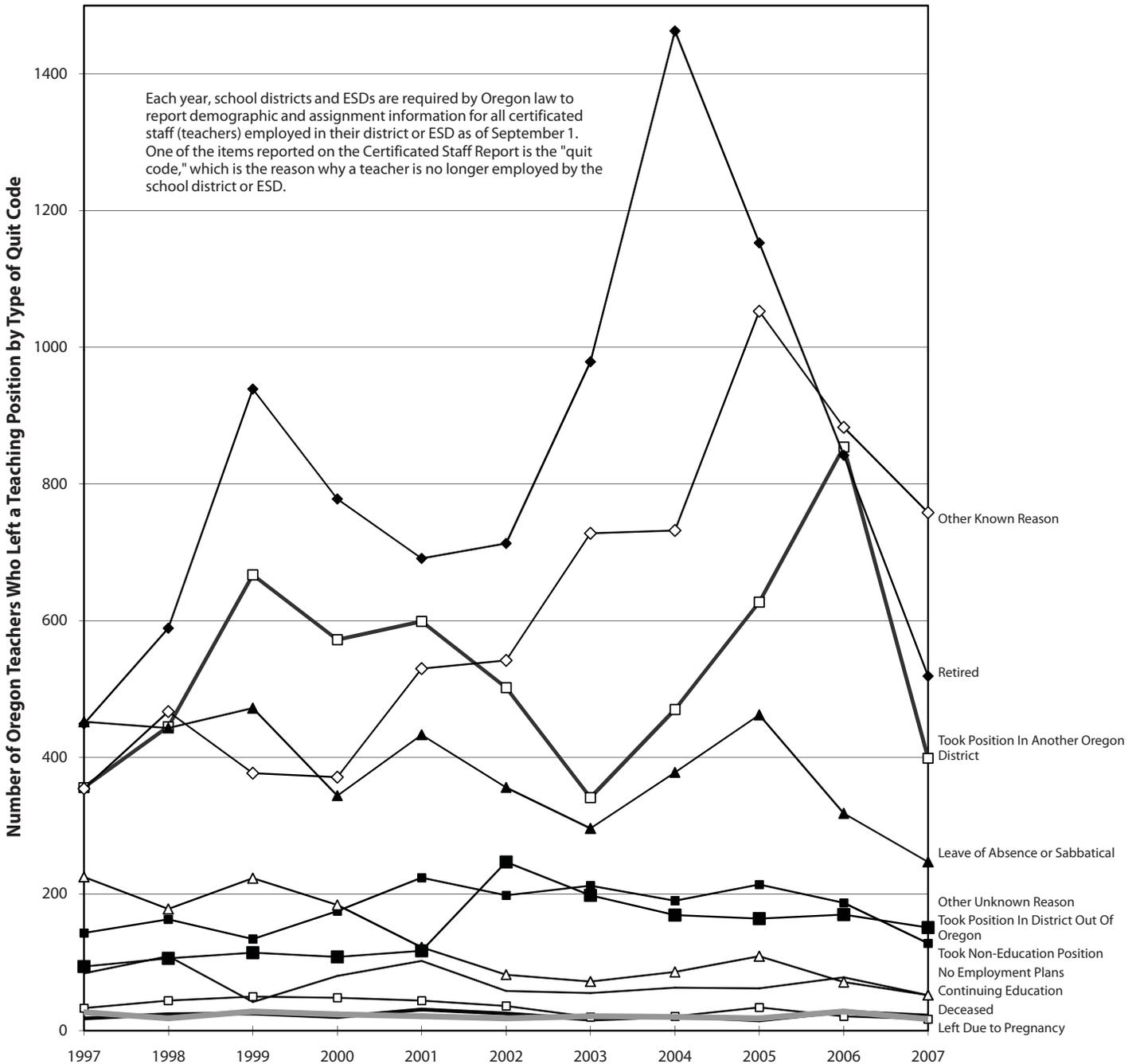
In the last fifteen years, the number of guidance counselors decreased by -20.0%, and the number of librarians decreased by -46.9%. In the last year, school and library support increased, but the other categories decreased.

Source: Staff Data Collections

### Total Number of Teachers (NOT FTE) Employed by Oregon Districts 1997-2007



### Why Teachers Quit 1997-2007





## 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).

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

In the last year, Kindergarten and Grades 9-12 increased average annual instruction hours beyond the 2005-06 levels, while Grades 1-3 and Grades 4-8 experienced a shortfall of 3 hours of instruction time from the 2005-06 level.

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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.

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### Annual Hours of Instruction Time Oregon Public Schools

	Minimum Required Instructional Hours per Year	2003-04 Average	2004-05 Average	2005-06 Average (Revised)	2006-07 Average
<b>Kindergarten</b>	405	453	455	458	462
<b>Grades 1-3</b>	810	919	923	921	918
<b>Grades 4-8</b>	900	1,013	978	962	959
<b>Grades 9-12</b>	990	1,016	1,023	1,021	1,022

Source: Annual School Profile Survey



# Special Programs

Many Oregon students receive additional services through special programs to assist them in school. These diverse programs support children with physical and learning disabilities, economically disadvantaged preschoolers, talented and gifted students and those who are at risk of dropping out of 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 71,834 in 2006-07, a 30.7 percent increase.

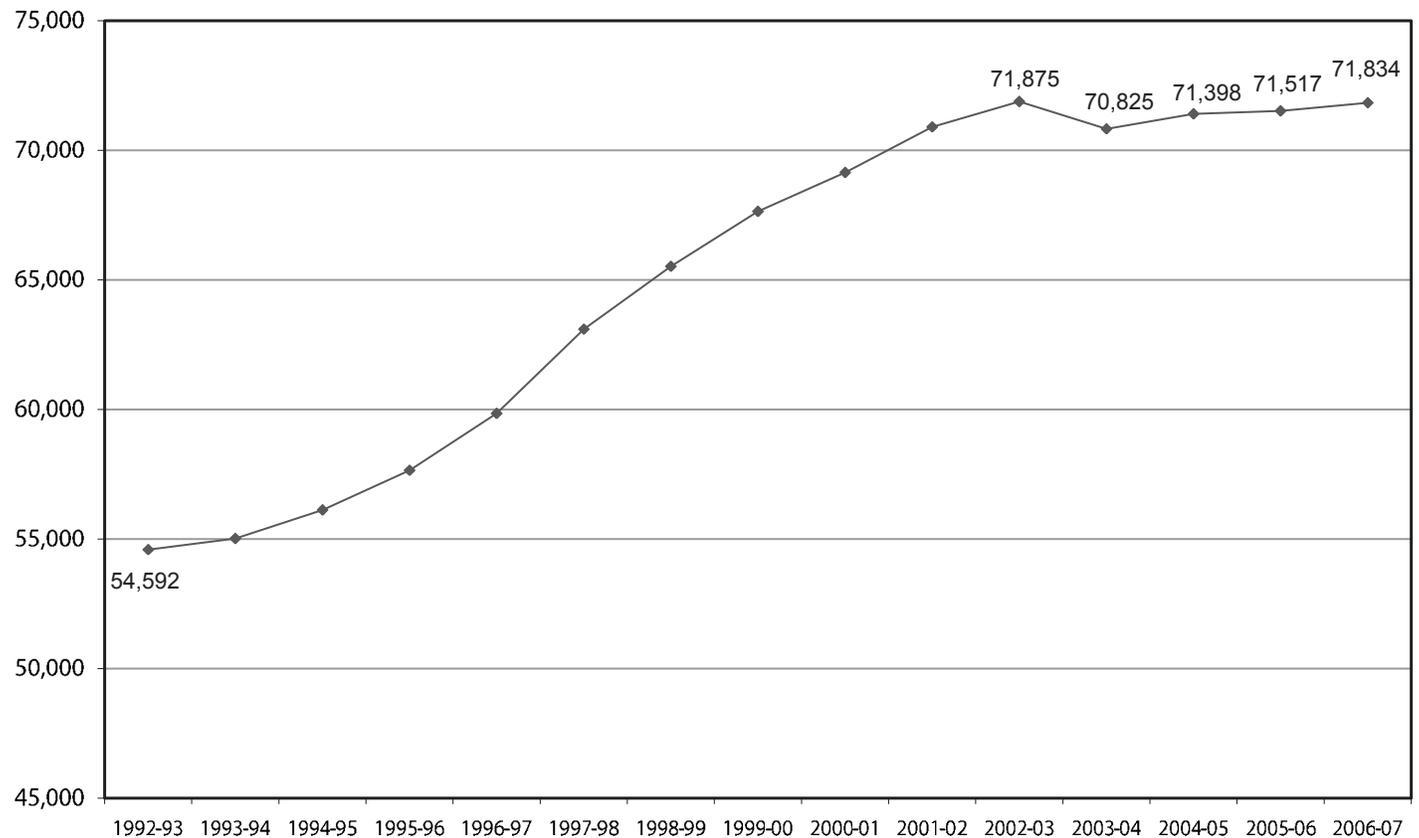
	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
<b>Special Education</b>	54,952	55,014	56,116	57,652	59,843	63,097	65,523	67,638	69,141	70,902	71,875	70,825	71,398	71,517	71,834
<b>Total Enrollment</b>	510,122	516,611	522,779	528,988	539,138	540,359	542,867	545,085	545,680	551,679	554,017	551,407	552,339	559,215	562,828
<b>% of Total Enrollment</b>	10.8	10.6	10.7	10.9	11.1	11.7	12.1	12.4	12.7	12.9	13.0	12.8	12.9	12.8	12.8

**From 1992-93 to 2006-07 there was a 30.7% 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 2006-07.**

Sources: December Special Education Child Count, Fall Membership

### Number of Special Education Students – School-Age (Ages 5-21)

1992-93 through 2006-07



SPECIAL PROGRAMS

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 fifteen years include Autism Spectrum Disorder with an 883.2 percent increase, and Other Health Impairment with a 681.4 percent increase.

**Number of Students with Disabilities**

1992-93 & 2006-07 and Percent Changes

	1992-93 School Year	2006-07 School Year	Percent Change
<b>Autism</b>	585	5,752	883.2%
<b>Deaf/Blindness</b>	10	13	30.0%
<b>Emotional Disturbance</b>	3,493	4,688	34.2%
<b>Hearing Impairment/Deaf</b>	1,185	847	-28.5%
<b>Mental Retardation</b>	3,789	4,264	12.5%
<b>Other Health Impairment</b>	1,051	8,212	681.4%
<b>Orthopedic Impairment</b>	860	803	-6.6%
<b>Specific Learning Disability</b>	29,544	28,997	-1.9%
<b>Visual Impairment</b>	402	323	-19.7%
<b>Communication Disorder</b>	13,987	17,663	26.3%
<b>Traumatic Brain Injury</b>	46	272	491.3%
<b>Total</b>	54,952	71,834	30.7%

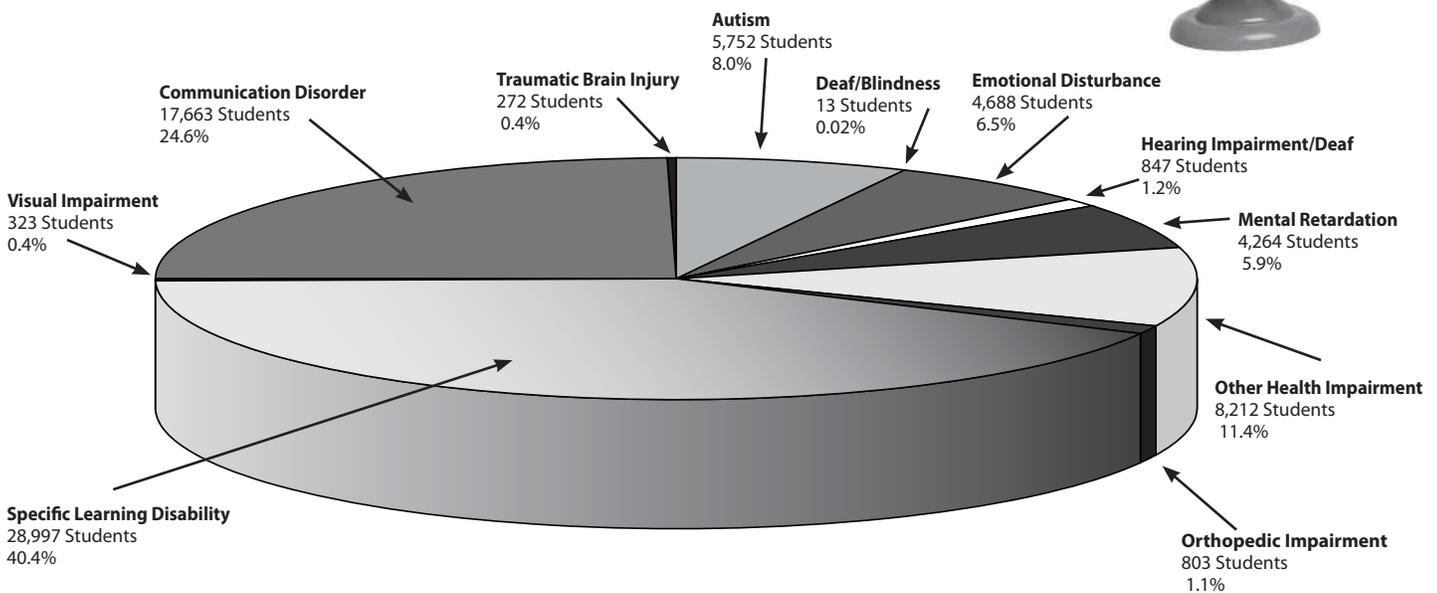
Source: December Special Education Child Count

70.2 percent of Oregon’s special education students are served in regular classrooms 80 percent of the day or more, while 16.9 percent are served in regular classrooms 40 to 79 percent of the day, and 11.1 percent are served in regular classrooms less than 40 percent of the day. Students in corrections, being home-schooled or parentally placed in private schools are not included in the regular classroom placement percentages. The remaining 1.8 students are served in settings outside the regular school.



**School-Age Students with Disabilities Receiving Special Education Services**

2006-07 – Total: 71,834 Students



This pie chart shows the 2006-07 number and percent of students with each type of disability. In 2006-07, the largest disability category for school-age children was Specific Learning Disability, with 28,997 students, a percent change of -1.9% from the 1992-93 number of students (29,544). The next largest category was Communication Disorder (formerly Speech/Language Disability), with 17,663 students, a percent change of 26.3% 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 the 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 support district 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 provide on-going guidance, technical assistance, model programs, and monitoring to ensure that all students receive these opportunities for academic success.

## Early Childhood – Oregon Head Start 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 2007 a family of four with an annual income of no more than \$20,650 was eligible for Oregon Head Start Pre-Kindergarten. This is substantially lower than the 2007 eligibility requirements for the Free or Reduced Price Lunch Program, which call for annual incomes of no more than \$26,845 for free lunch and of no more than \$36,750 for reduced price lunch.

After many years of long waiting lists, Oregon Head Start Pre-Kindergarten program services will increase the number of children who have will have access to the program. The 74th Oregon Legislative Assembly appropriated funds for 2007-2009 biennium to increase the Prekindergarten program by \$39 million dollars. At least 1,700 additional children will receive services in 2007-2008.



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%
2006-2007	**17,249	9,793	7,456	57%	43%

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

\*\* In 2006-2007 the Poverty Rate increased to 18.6% resulting in a corresponding increase in the number of children eligible for Oregon Head Start Prekindergarten services.

Source: Estimated Eligible 3 and 4 Year-Olds Served and Unserved by Head Start and Oregon Pre-Kindergarten



The 74th Oregon Legislative Assembly appropriated funds for 2007-2009 biennium to increase the Prekindergarten program by \$39 million dollars. At least 1,700 additional children will receive services in 2007-2008.

## 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.

School districts are 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.

School districts are required to identify TAG students in the categories of Intellectually Gifted, Academically Talented – Reading, Academically Talented – Mathematics, 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 the three other areas: Creativity, Leadership, and Visual and Performing Arts.

In 2006-2007, Oregon's public school districts reported that a total of 42,517 students (7.6% 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 2.7% increase over last year.

### Oregon Talented and Gifted Students 2006-2007 Statewide\*

	State-Defined			District-Defined	District Option to Identify		
	Intellectually Gifted	Academically Talented-Reading	Academically Talented-Math	Potential to Perform at the 97 <sup>th</sup> Percentile	Creativity**	Leadership**	Visual and Performing Arts**
<b>Identifications</b>	19,898	18,862	17,879	3,029	23	71	108

Source: Spring Student Membership TAG Data

\* 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.

### TAG Demographics 2006-2007 Statewide

	Number of TAG Students Total: 42,517	Percent of TAG Students	Number of All Students Total: 562,828	Percent of All Students
<b>GENDER</b>				
Male	22,602	53.2%	289,356	51.4%
Female	19,915	46.8%	273,472	48.6%
<b>Total</b>	<b>42,517</b>	<b>100.0%</b>	<b>562,828</b>	<b>100.0%</b>
<b>RACE/ETHNICITY</b>				
White	34,605	81.4%	396,102	70.4%
Hispanic	1,992	4.7%	90,363	16.1%
Native American	441	1.0%	11,994	2.1%
Asian/Pacific Islander	3,396	8.8%	25,847	4.6%
African American	646	1.5%	16,811	3.0%
Declined to Report	668	1.6%	11,267	2.0%
Multi-Race/Ethnicity	769	1.8%	10,444	1.9%
<b>Total</b>	<b>42,517</b>	<b>100.0%</b>	<b>562,828</b>	<b>100.0%</b>
<b>OTHER</b>				
Economically Disadvantaged	9,342	17.3%	238,066	42.9%
Special Education*	1,405	3.3%	71,834	12.8%

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

Sources: Spring Student Membership TAG Data; Fall Student Membership



TAG-identified students have substantially lower dropout rates and higher graduation rates than All Students. In 2005-06 (the most recent reported year), the dropout rate for TAG-identified students was .6%, while the dropout rate for All Students (including TAG students) was 4.1%. For the same year, the graduation rate for TAG-identified students was 97.3%, while the graduation rate for all students was only 81.7%.

In 2005-06, the dropout rate for TAG-identified students was .6%; the dropout rate for students who were not TAG students was 4.5%.

School Year	TAG Students		All Students	
	Number of Dropouts	Dropout Rate	Number of Dropouts	Dropout Rate
2005-2006	107	0.6%	7,397	4.1%

Sources: 2005-06 Early Leavers; Spring Student Membership TAG Data

School Year	TAG Students		All Students	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
2005-2006	3,877	97.3%	33,083	81.7%

Sources: 2005-06 High School Completers and Early Leavers; Spring Student Membership TAG Data

In 2006-2007, Oregon's public school districts reported that a total of 42,517 students (7.6% of the October 1 enrollment) were identified as TAG students.



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>  
 The web site for School and District Report Cards is:  
<http://www.ode.state.or.us/data/reportcard/reports.aspx>

## Alternative Education Programs

### Updated Alternative Education OARs Adopted by State Board of Education

Because of the rapid increase in alternative programs prior to 2006, as well as results from audits conducted by the Secretary of State, it became clear that administrative rulemaking was needed to clarify the purposes and requirements for private and public alternative education programs that receive public funds. To accomplish this, the Oregon Department of Education drafted updates of the Oregon Administrative Rules regarding alternative education. The draft OARs were reviewed by approximately 300 program directors, teachers, parents, and district administrators at 13 statewide Alternative Education workshops that occurred in 2006. Following a public hearing in February 2006, the drafts were also reviewed for program and fiscal impact by an ad hoc Private Alternative Program Advisory Committee.



#### The rulemaking accomplished the following goals:

1. Strengthened the alternative education program standards for student health and safety; curriculum, instruction, and assessment; student placements in and transitions out of programs; student transportation; claims for and expenditures of state school funds; and program evaluation.
2. Clarified and strengthened the ability of districts and the public to rely on private program registration standards when determining whether or not to approve contracts with or placements of students in private programs.
3. Assisted districts in focusing their program evaluations on student and program performance, and on claims and expenditures of state school funds by transferring many responsibilities for private program evaluations to the Department of Education through the private alternative program registration process.
4. Provided the Department of Education with a process for denying, suspending, or revoking a private alternative program registration if the program fails to comply with registration requirements.

After careful consideration of alternative education data gathered by the Oregon Department of Education, the State Board of Education adopted the following updated OARs in April 2007:

- OAR 581-022-1350
- OAR 581-021-0072
- OAR 581-021-0073.

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In April 2007, 193 Oregon school districts reported alternative education programs were serving 8,714 students.

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To view Alternative Education Resources and the updated OARs visit:

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

## Number of Students Served by Alternative Programs Decreases

Data reported by 193 school districts to the Oregon Department of Education show that in April 2007, alternative education programs were serving 8,714 students, down from 13,868 students served in 2006, a 37.2 percent decrease. The number of alternative programs also decreased, from 483 alternative programs in 2005-06 to 319 in 2006-07, a 34.0 percent decrease.

There are several reasons why there has been a decline in both the number of number of students served and the number of alternative programs and services. In general, school districts are more selective about the private and public alternative programs where they place students and are using the required annual evaluation and approval of those programs to determine characteristics of quality environments where a student’s individual plan and profile would best be addressed. In some cases, smaller learning communities at traditional high schools and charter schools are meeting student learning goals. Many school districts are now offering learning opportunities, options and supports to students formally served by alternative programs.

### School districts 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.



### Alternative Education Services in Oregon

By Type of Operation – Number of Schools and Programs

TYPE OF OPERATION	2005 (October) (136 Districts)		2006 (April) (193 Districts)	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	217	44.9%	162	50.8%
Another School District	24	5.0%	31	9.7%
Private Program	123	25.5%	68	21.3%
Community College	70	14.5%	37	11.6%
Education Service District (ESD)	49	10.1%	21	6.6%
<b>TOTAL</b>	<b>483</b>	<b>100.0%</b>	<b>319</b>	<b>100.0%</b>

Source: Alternative Education Programs by District

### Alternative Education Services in Oregon

By Type of Operation – Estimated Number of Students

TYPE OF OPERATION	2005 (136 Districts)		2006 (193 Districts)	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	10,622	76.6%	6,807	78.1%
Another School District	89	0.6%	432	5.0%
Private Program	1,446	10.4%	706	8.1%
Community College	988	7.1%	520	6.0%
Education Service District (ESD)	723	5.2%	249	2.9%
<b>TOTAL</b>	<b>13,868</b>	<b>100.0%</b>	<b>8,714</b>	<b>100.0%</b>

Source: Alternative Education Programs by District

## Type of Program Services Statewide

Many alternative education programs provide more than one type of program service i.e., at-risk behaviors, remediation, credit recovery, GED, advanced, pregnant or parenting. For contact information about the availability of alternative education programs in a specific district or area, contact the school or district offices.



### Alternative Education Services in Oregon

By Type of Program Service – Number of Services

TYPES OF PROGRAM SERVICES STATEWIDE	2005	2006	Difference (Percent Change)
	Number of Services Provided	Number of Services Provided	
Students with At-Risk Behaviors	351	229	-122 (-34.8%)
Remediation, Credit Recovery, or GED	304	154	-150 (-49.3%)
Pregnant or Parenting Students	128	71	-57 (-44.5%)
Students Advanced Beyond Standards	83	42	-41 (-49.4%)
Other Programs	45	33	-12 (-26.7%)

Source: Alternative Education Programs by District

### Alternative Education Services in Oregon

By Grade Level – Number of Services

GRADE RANGES	2005	2006	Difference (Percent Change)
	Number of Services Provided	Number of Services Provided	
Secondary	431	262	-169 (-39.2%)
Elementary	72	66	-6 (-8.3%)

Source: Alternative Education Programs by District



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

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

or contact Drew Hinds at 503-947-5799, or email:

[drew.hinds@state.or.us](mailto:drew.hinds@state.or.us)

# School Funding

*The quality of strength lined with tenderness is an unbeatable combination, as are intelligence and necessity when unblunted by formal education.*

Maya Angelou

## 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

2002-03 to 2005-06\*

Where Dollars Were Spent	2002-03	%	2003-04	%	2004-05	%	2005-06	%
Direct Classroom	\$4,213	55.6%	\$4,307	55.5%	\$4,528	55.2%	\$4,860	55.4%
Classroom Support	\$1,575	20.8%	\$1,572	20.3%	\$1,677	20.5%	\$1,803	20.6%
Building Support	\$1,412	18.7%	\$1,489	19.2%	\$1,583	19.3%	\$1,690	19.3%
Central Support	\$371	4.9%	\$392	5.1%	\$413	5.0%	\$417	4.7%
<b>TOTAL DOLLARS**</b>	<b>\$7,571</b>	<b>100.0%</b>	<b>\$7,760</b>	<b>100.0%</b>	<b>\$8,200</b>	<b>100.0%</b>	<b>\$8,770</b>	<b>100.0%</b>

\* Preliminary figures. Includes district and ESD spending.

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

Source: School District and ESD Audits

## School Resources

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

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



## Student Enrollment

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



### Average Daily Membership – Resident (ADMr)

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

### Average Daily Membership – Weighted (ADMw)

This count is the basis for funding in Oregon. Resident average daily membership 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 head count 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	2001-02	2002-03	2003-04	2004-05	2005-06 (revised)	2006-07 (Preliminary)
<b>Average Daily Membership – ADMr</b>	526,346	530,653	528,180	528,179	532,081	534,428
<b>Weighted Average Daily Membership – ADMw</b>	647,959	654,862	657,110	656,347	658,813	661,439
<b>October 1 Student Membership (Enrollment)</b>	551,679	554,071	551,407	552,339	559,254	562,828
<b>Average Daily Attendance – (ADA)*</b>	483,092	494,005	492,409	512,142	495,367	497,817

ADA for 2000-01 through 2003-04 has been adjusted upward by 1% to account for students who are counted based on instructional hours in the ADM data. ADA in 2004-05 and beyond includes students who are counted based on instructional hours. ADA for those students is estimated by multiplying the ADM of those students by the ratio of ADA to ADM for “regular” students (Type 1 records in the ADM collection.)

NOTE: The ratio of ADA to ADM jumps up starting in 2004-05. This may be a result of the change to student-level data collection.

## A Major Shift in Responsibility for School Funding

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

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

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

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

### State School Fund Formula Revenue\* (In Billions Of Dollars)

	1993-1995	1995-1997	1997-1999	1999-2001	2001-2003	2003-2005	2005-2007	2007-2009
<b>Local</b>	\$2.5	\$1.8	\$1.7	\$2.0	\$2.1	\$2.3	\$2.6	\$2.9
<b>State</b>	\$2.6	\$3.5	\$4.2	\$4.6	\$4.6	\$4.9	\$5.3	\$6.0
<b>Total Billion Dollars</b>	\$5.1	\$5.3	\$5.9	\$6.6	\$6.7	\$7.2	\$7.9	\$8.8

This table 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.

Source: State School Fund Distribution Formula. \*Includes Districts & ESDs

### District and ESD Operating Revenues by Source 1999-2000 through 2006-06 (Dollars in Millions)

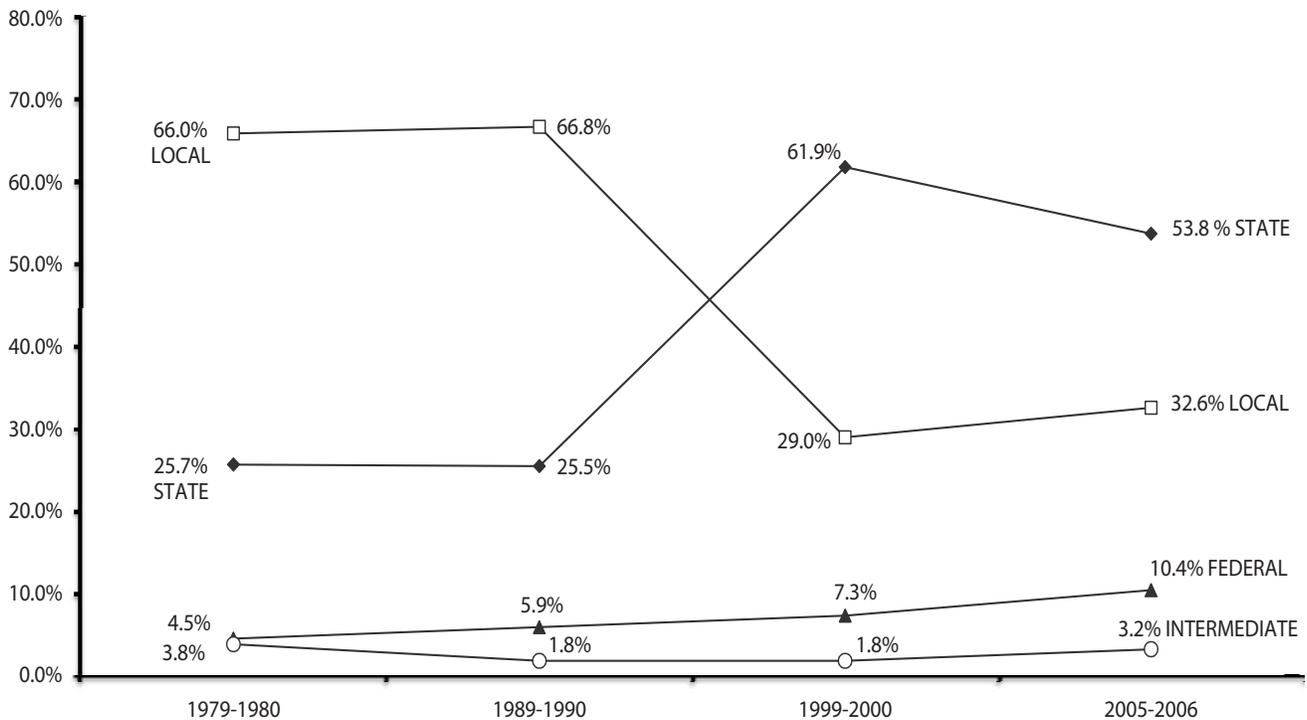
Year	Local		Intermediate		State		Federal		Total	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
1999-00	\$1,156.9	29.0%	\$71.4	1.8%	\$2,466.4	61.9%	\$292.6	7.3%	\$3,987.2	100.0%
2000-01	\$1,242.4	29.6%	\$58.1	1.4%	\$2,555.1	61.0%	\$335.8	8.0%	\$4,191.4	100.0%
2001-02	\$1,297.3	29.4%	\$59.2	1.3%	\$2,661.7	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	\$1,546.9	33.3%	154.5	3.3%	\$2,434.6	52.4%	\$506.6	10.9%	\$4,642.5	100.0%
2005-06	\$1,657.8	32.6%	\$161.3	3.2%	\$2,731.7	53.8%	\$529.7	10.4%	\$5,080.5	100.0%

TOTAL Operating Revenues, which include those dollars, are shown in this table.

Source: School District and ESD Audits

### Audited Operating Revenues for Public Elementary and Secondary Schools, and ESDs by Sources of Funds

1979-1980, 1989-1990, 1999-2000, and 2005-06



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

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 79.6 percent of 2005-06 school district operating expenditures was allocated to salaries and benefits, down from 80.1 percent in 2004-05.

In 2006-07 the average principal salary was \$85,492, a decrease of 0.7% from 2005-06, while the average assistant principal salary was \$80,569, an increase of 1.7%. The average superintendent salary was \$106,947, an increase of 9.6% from 2005-06, while the average teacher salary was \$50,911, an increase of 2.2%.



### Oregon Average Actual & Inflation Adjusted Salaries: 1992-93 to 2006-07 Superintendents, Principals, Assistant Principals, and Teachers



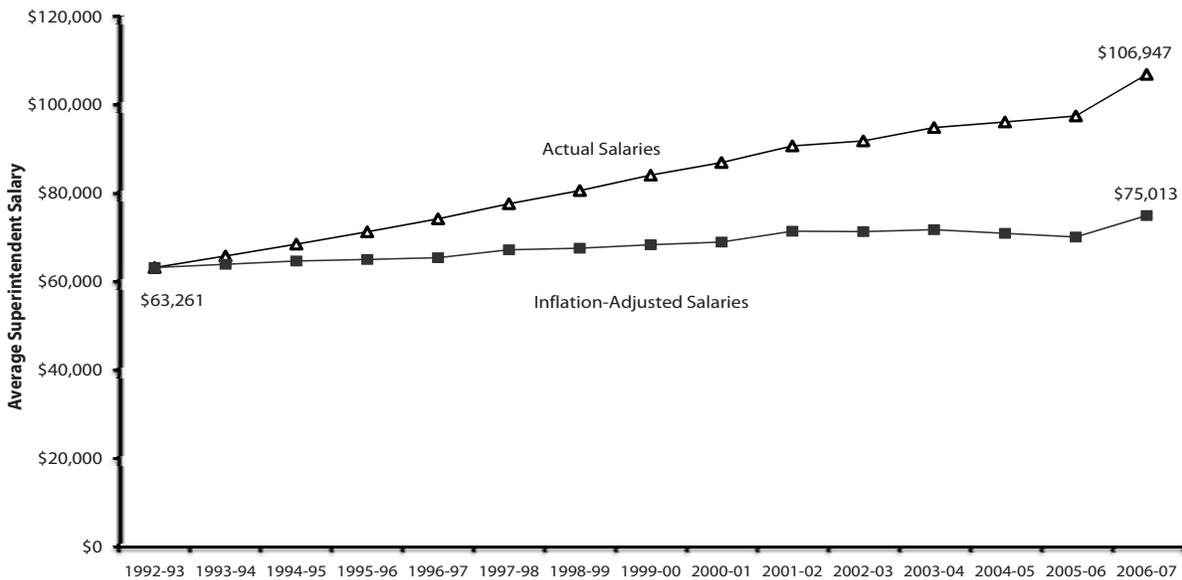
	Actual Salary			Inflation-Adjusted Salary		
	1992-93	2006-07	Percent Change	1992-93	2006-07	Percent Change
<b>Superintendent</b>	\$63,261	\$106,947	+69.1%	\$63,261	\$75,013	+18.6%
<b>Principal</b>	\$57,107	\$85,492	+49.7%	\$57,107	\$59,965	+5.0%
<b>Assistant Principal</b>	\$52,731	\$80,569	+52.8%	\$52,731	\$56,512	+7.2%
<b>Teacher</b>	\$36,046	\$50,911	+41.2%	\$36,046	\$35,709	-0.9%

Source: ODE Certified Staff Data Collection

The table above and the historical graphs that follow show the increase in actual salaries and inflation-adjusted salaries for superintendents, principals, assistant principals and teachers. In the last fifteen years, inflation-adjusted salaries for teachers decreased (-0.9%), while there was an increase in salaries for superintendents (+18.6%), principals (+5.0%) and assistant principals (+7.2%).

### Average Oregon Superintendent Salaries: 1992-93 to 2006-07

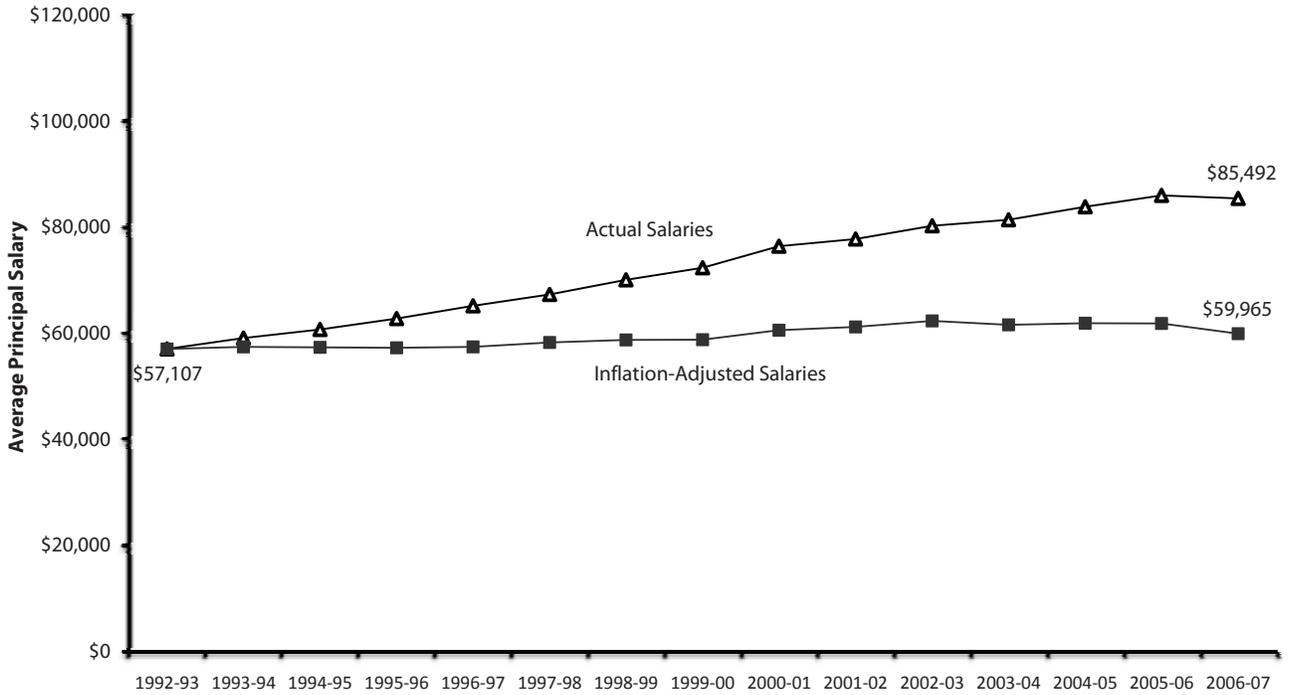
Actual & Inflation Adjusted (Portland CPI; 1992-93=100)



Actual average superintendent salaries have increased from \$63,261 in 1992-93 to \$106,947 in 2006-07. However, when salaries are adjusted for inflation, the increase amounts to 18.6% for the time period, a REAL dollar increase of \$11,752.

### Average Oregon Principal Salaries: 1992-93 to 2006-07

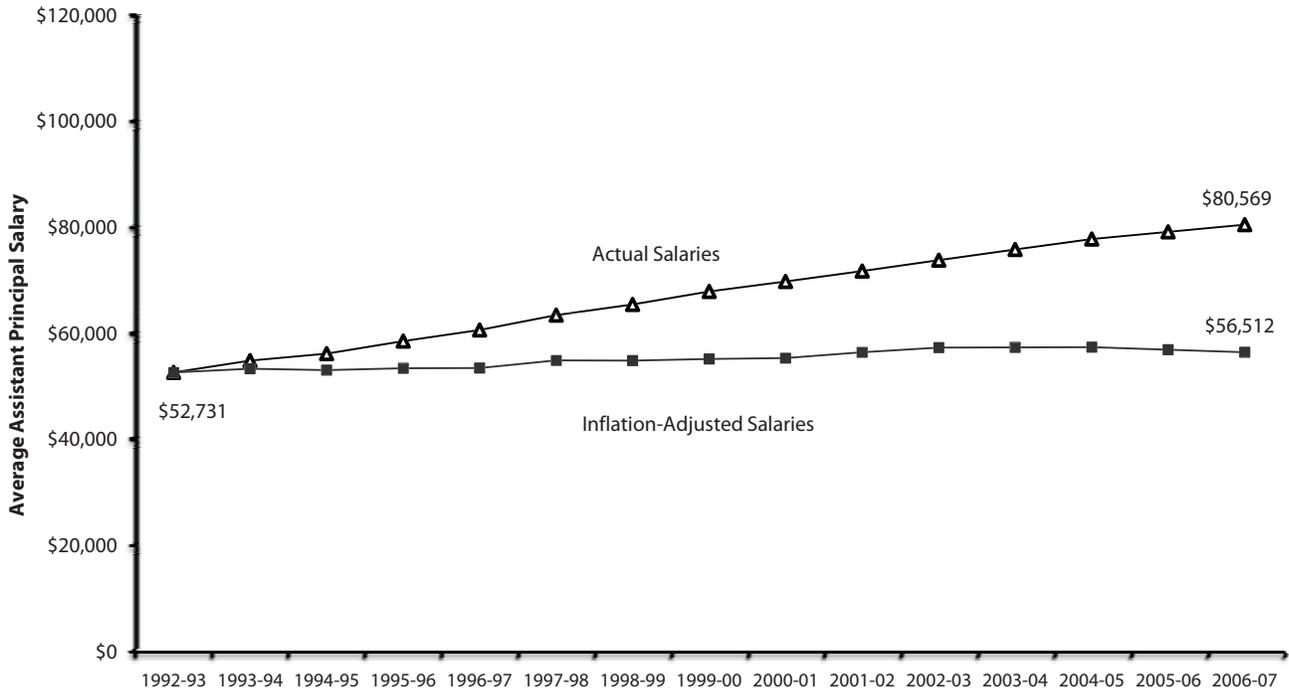
Actual & Inflation Adjusted (Portland CPI; 1992-93=100)



Actual average principal salaries have increased from \$57,107 in 1992-93 to \$85,492 in 2006-07. However, when salaries are adjusted for inflation, the increase amounts to 5.0% for the time period, a REAL dollar increase of \$2,858.

### Average Oregon Assistant Principal Salaries: 1992-93 to 2006-07

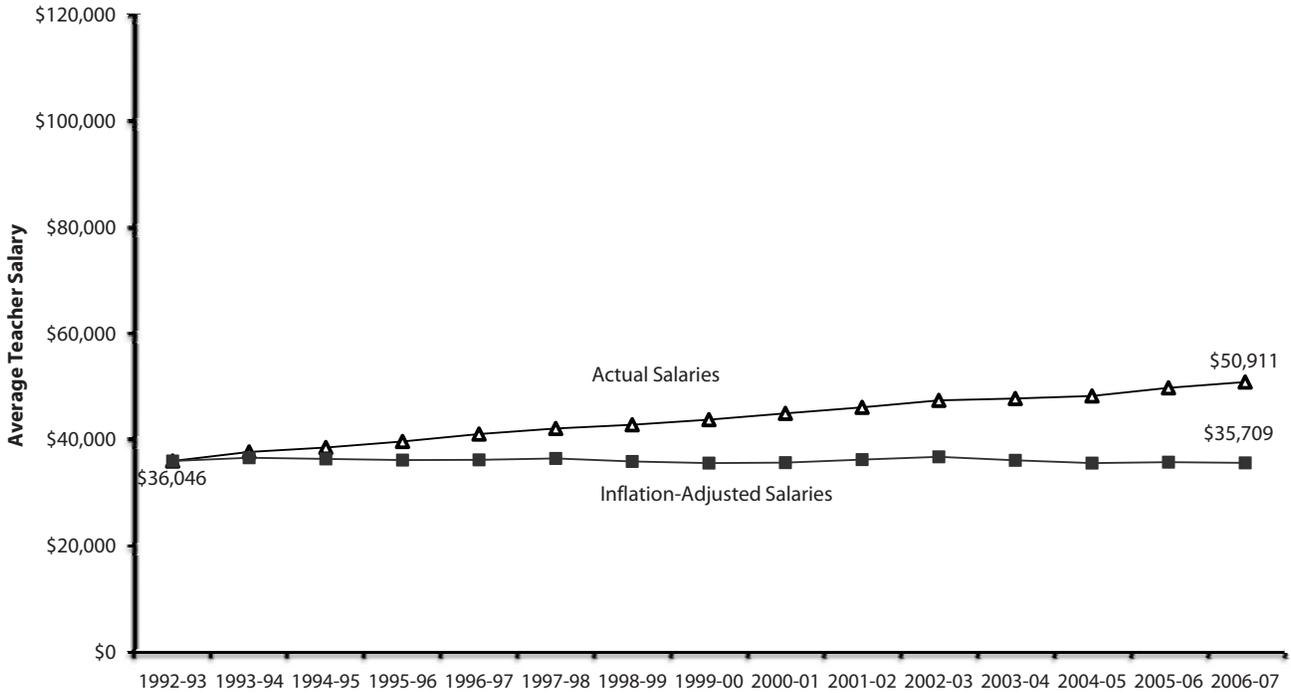
Actual & Inflation Adjusted (Portland CPI; 1992-93=100)



Actual average assistant principal salaries have increased from \$52,731 in 1992-93 to \$80,569 in 2006-07. However, when salaries are adjusted for inflation, the increase amounts to 7.2% for the time period, a REAL dollar increase of \$3,781.

### Average Oregon Teacher Salaries: 1992-93 to 2006-07

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

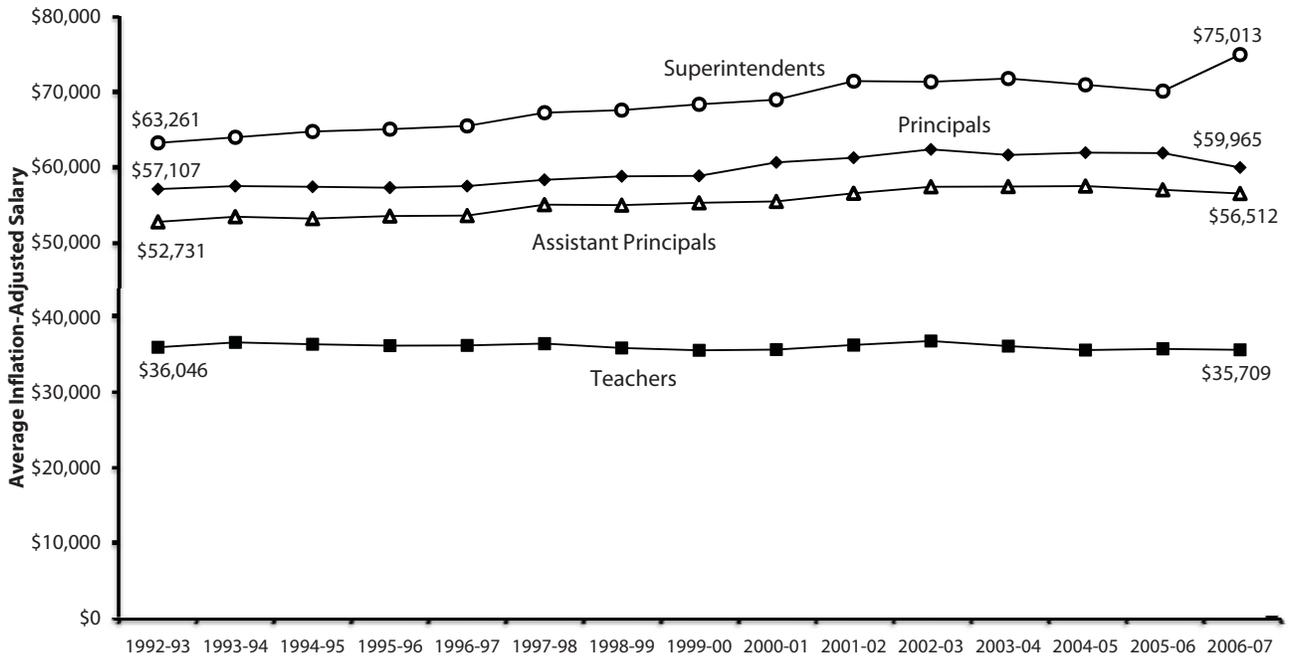


Actual average teacher salaries have increased from \$36,046 in 1992-93 to \$50,911 in 2006-07. However, when salaries are adjusted for inflation, the average decreased by 0.9% for the time period, a REAL dollar decrease of \$337.

### Inflation Adjusted Salaries: 1992-93 to 2006-07

#### Oregon Superintendents, Principals, Assistant Principals and Teachers

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



In the last 15 years, inflation-adjusted salaries for teachers decreased by 0.9%, while inflation-adjusted salaries increased 18.6% for superintendents, 5.0% for principals, and 7.2% for assistant principals.

# Education Resources



*A sense of curiosity is nature's original school of education.*  
Smiley Blanton

## Best (Most Effective) Practices

[http://www.ode.state.or.us/teachlearn/real/strategies/SSS\\_Standards.aspx?standard=curriculum&group=oregon](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 Maquire at 503-947-5877, or email [Helen.Maquire@state.or.us](mailto:Helen.Maquire@state.or.us)

## Highly Qualified Teachers

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

**Contact:** Bev Pratt at 503-947-5806, or email [Bev.Pratt@state.or.us](mailto:Bev.Pratt@state.or.us)

## Adequate Yearly Progress

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

**Contact:** Jessica Barr at 503-947-5828, or email [Jessica.Barr@state.or.us](mailto:Jessica.Barr@state.or.us)

## Persistently Dangerous Schools

**Contact:** Scott Hall at 503-947-5628, or email [Scott.Hall@state.or.us](mailto:Scott.Hall@state.or.us)

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

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

**Contact:** Jessica Barr at 503-947-5828, or email [Jessica.Barr@state.or.us](mailto:Jessica.Barr@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](mailto: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](mailto: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](mailto: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](mailto:Dona.Bolt@state.or.us)

### Special Education Programs

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

**Contact:** Scott Hall at 503-947-5673, or email [Scott.Hall@state.or.us](mailto:Scott.Hall@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](mailto:Andrea.Morgan@state.or.us)

## Special Programs and Information (cont.)

### 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](mailto:Brian.Reeder@state.or.us)

## School Funding and Finance

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

**Contact:** Mike Wiltfong at 503-947-5872, or email [Mike.Wiltfong@state.or.us](mailto:Mike.Wiltfong@state.or.us)

**Contact:** Brian Reeder at 503-947-5670, or email [Brian.Reeder@state.or.us](mailto:Brian.Reeder@state.or.us)

## Student Information

### Student Enrollment and Demographics

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

**Contact:** Brian Reeder at 503-947-5670, or email [Brian.Reeder@state.or.us](mailto:Brian.Reeder@state.or.us)

### Minority Students

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

**Contact:** Brian Reeder at 503-947-5670, or email [Brian.Reeder@state.or.us](mailto:Brian.Reeder@state.or.us)

### School and District Information

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

**Contact:** Brian Reeder at 503-947-5670, or email [Brian.Reeder@state.or.us](mailto:Brian.Reeder@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](mailto: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](mailto:Heidi.Dupuis@state.or.us)

## Student Achievement

### Oregon Academic Standards

- <http://www.ode.state.or.us/teachlearn/real/newspaper/default.aspx>

### Oregon Statewide Assessment

- <http://www.ode.state.or.us/search/results/?id=169>

**Contact:** Tony Alpert at 503-947-5827, or email [Tony.Alpert@state.or.us](mailto: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](mailto: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](mailto:Elaine.Hultengren@state.or.us)

## Student Achievement (cont.)

### Proficiency-Based Admissions Standards System Oregon University System

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

### Scholastic Assessment Test (SAT)

<http://www.collegeboard.com>

### American College Testing (ACT)

<http://www.act.org>

### Graduation Rates (High School Completers)

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

**Contact:** Linda Burgin at 503-947-5878, or email [Linda.Burgin@state.or.us](mailto: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](mailto: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:** Lorene Nakamura at 503-947-5831, or email [Lorene.Nakamura@state.or.us](mailto:Lorene.Nakamura@state.or.us)

### Teacher Certification

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

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

## Other Resources and Topic Area Information

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

Click on: Enter search word or phrase, and hit “GO”.



This *Search engine* 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.



*You have to dream, you have to have a vision, and you have to set a goal for yourself that might even scare you a little because sometimes that seems far beyond your reach.*

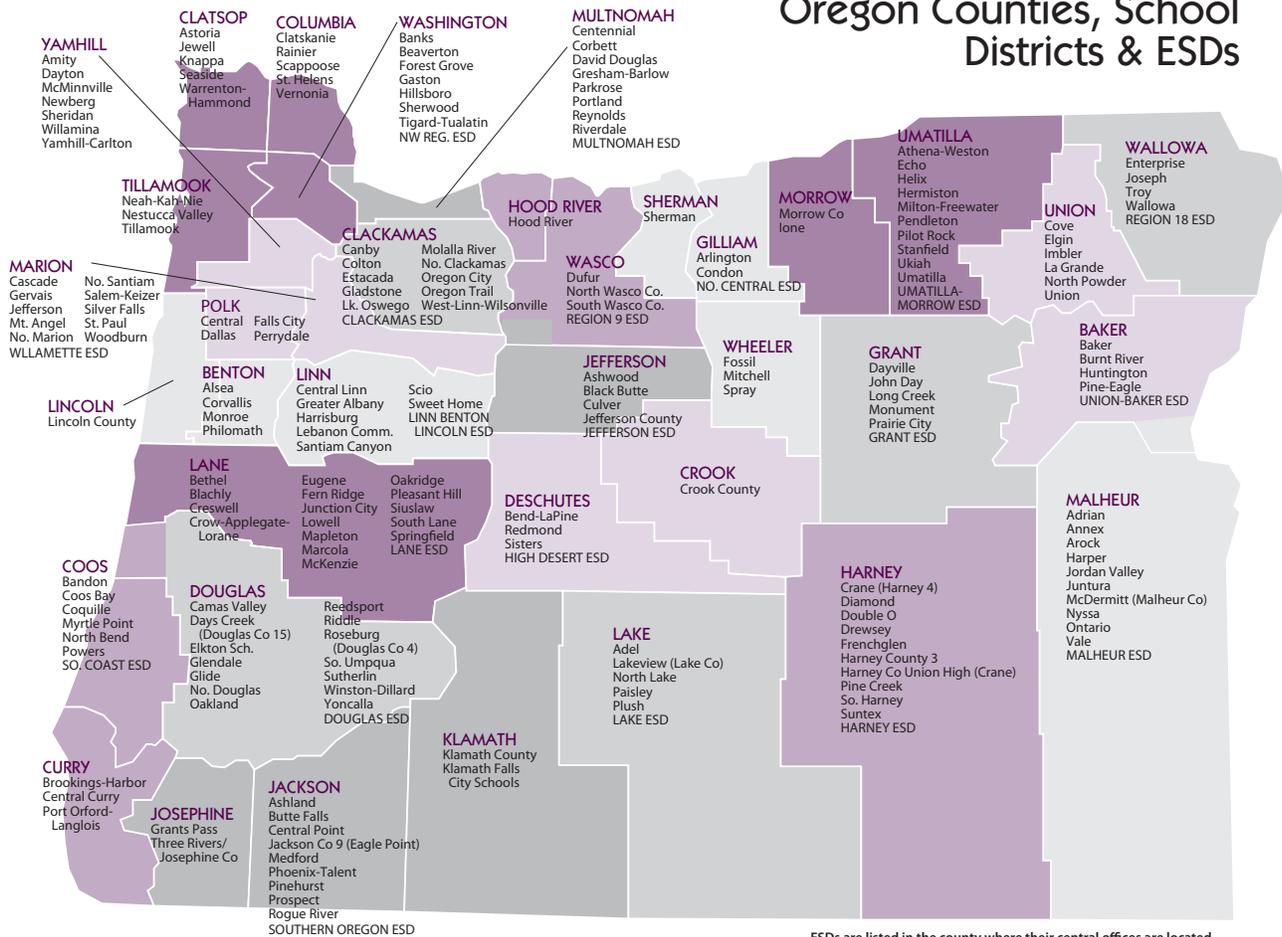
Gregory Peck



# Oregon Department of Education

Public Service Building  
255 Capitol Street NE  
Salem, OR 97310-020  
503-378-3600

## Oregon Counties, School Districts & ESDs



ESDs are listed in the county where their central offices are located.  
SOURCE: Oregon School Boards Association, 10/07

