



Statewide Report Card



2008-2009

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

Susan Castillo
Superintendent of Public Instruction
www.ode.state.or.us



Oregon Department of Education

The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of public schools and their progress towards the goals of the Oregon Educational Act for the 21st Century.

The purpose of the Oregon Report Card is to monitor trends among school districts and Oregon's progress toward achieving the goals referred to in ORS 329.115.

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



The 2008-2009 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/rptcard2009.pdf>

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Dear Oregonians:

On behalf of Oregon's teachers and school leaders, I am pleased to present the 2008-2009 Oregon Statewide Report Card. This annual report is a powerful resource for information on the Oregon educational system. I invite you to use this report to foster discussion and help identify improvements to our education system.

The 2008-09 Statewide Report Card includes:

- Student demographics
- School staff information
- State and National Assessment results
- Dropout and Graduation rates
- Charter Schools
- Early Childhood
- Alternative Education
- Public School Funding

2008-09 Successes and Challenges

The Adequate Yearly Progress (AYP) results this year show an increase in the number of schools making the necessary progress for student achievement for 2008-09. Over seventy percent of Oregon schools met AYP last school year – that's a gain of seven percentage points from 2007-08. In particular, both middle and high schools made significant gains.

This year, I was encouraged to see that we're making more progress on closing the academic achievement gap especially at the middle school level. This is heartening as minority students make up thirty percent of the student population. In both math and reading, Hispanic achievement grew faster than that of white students in all but one grade. While their scores are still below those of many of their peers, the increased growth is a very promising sign that the achievement gap is narrowing in some areas. But there is more work to be done. The data clearly illustrates that the achievement gap is still pervasive in our state. While our Hispanic students and other historically underperforming groups made some commendable academic gains, these gains need to be sustained and must include all of our student groups.

Changes Underway

An important change this year is how Oregon will assess student achievement. Oregon school and district report card ratings are now based, in part, on student improvement. In addition to looking at whether students met benchmark or not, the Oregon Report Card each school and district receives also uses the new [Student Centered Growth Model](#) to determine the amount of growth students are making toward benchmark. Students that have not yet met benchmark will have rigorous growth targets and schools will be rewarded for significant student progress toward meeting these targets. These expectations put students on track to receive a high school diploma while rewarding high achievement, continuous improvement in student learning, and emphasizing the importance of closing the achievement gap.

Another important change on the horizon is the use of the [cohort graduation rate](#) next year for accountability purposes. This is exciting because we will be able to better track individual students by following a group of students who enter 9th grade in a given year (the cohort) and see how many of them graduate with a regular diploma in four years. The U.S. Department of Education regulations require that students who receive General Education Development Certificates (GED), or modified diplomas or take longer than four years to graduate reduce the cohort graduation rate.

We can expect to see lower graduation rates once we transition to this new model, but this does not mean that fewer students are graduating. It just means that we are doing a better job of being transparent about where all of our students are ending up after four years in high school and will better illustrate what we, as educators, can do to help them be better prepared for their next steps in life after high school.

Focus for 2009-10 school year and beyond

At the Department of Education we are focused on helping schools increase achievement by continuing to improve our assessment tools and providing the best data and information possible about student performance. The [Oregon DATA Project](#) is a statewide initiative designed to improve student achievement by collecting, analyzing and using data to inform individual instruction. At the district and classroom levels, teachers are using this data to design effective curricula for their students.

The Oregon Department of Education and the Oregon State Board of Education remain committed to implementing the increased graduation requirements of the Oregon Diploma. The Oregon Diploma stands as the single best means for ensuring that all students, regardless of race or economic status, have the tools they need for success. This year the State Board of Education shifted the [proficiency skills timeline](#) for math (2014) and writing (2013) proficiency requirements due to current economic constraints; however, school districts are still required to provide instruction, administer state assessments, and document student performance to prepare students for the proficiency requirements. I am proud of the tireless efforts of educators across the state in helping to shape this work. The State Board is committed to increasing the rigor and relevance of education in Oregon. We know from business, community, and higher education leaders that our graduates need higher levels of these essential life and job skills to succeed after high school.

Please join me and my agency as we continue our work to support every student, every day to succeed. Together, we must continue to summon the resources and the inspiration to support our highest priority, Oregon's children.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Castillo". The signature is fluid and cursive, with the first name "Susan" written in a larger, more prominent script than the last name "Castillo".

Susan Castillo
State Superintendent of Public Instruction

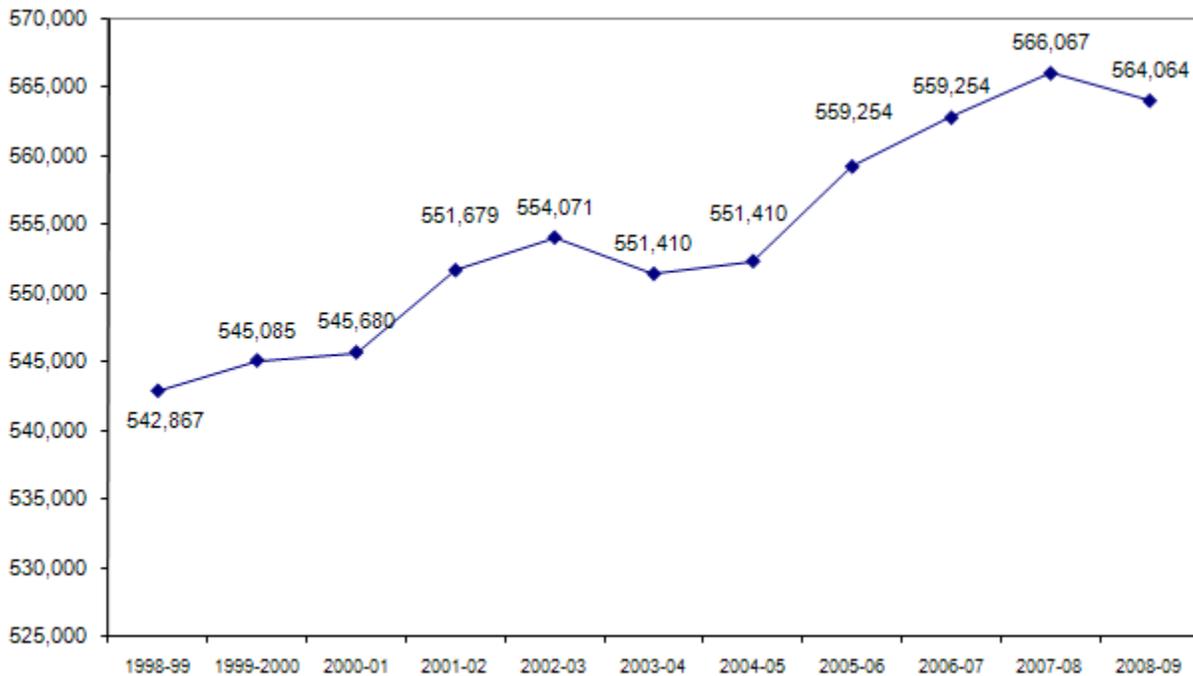
Table of Contents

Oregon Students	1
Historical Enrollment.....	3
Public Charter Schools	4
Minority Student Population Increases	5
Language Diversity	7
Minority Students and Teachers.....	8
Student Success	9
Grade 3 – State Assessment Results	10
Grade 4 - State Assessment Results.....	14
Grade 5 – State Assessment Results	18
Grade 6 – State Assessment Results	22
Grade 7 – State Assessment Results	26
Grade 8 – State Assessment Results	30
Grade 10 – State Assessment Results	34
National Comparison of Student Achievement	38
College Admission Tests.....	45
The Oregon Diploma.....	49
Oregon Graduation Rates.....	51
High School Completers	55
Dropout Rates	58
Oregon Staff	61
Annual Instructional Hours.....	62
Federal Compensatory Education Programs	63
Adequate Yearly Progress (AYP)	64
School and District Report Cards.....	68
Highly Qualified Teachers.....	69
Persistently Dangerous Schools	70
Homeless Students	71
Free and Reduced Price Lunch.....	75
Special Programs	76
Special Education	76
Early Childhood—Oregon Head Start Pre-Kindergarten Programs.....	78
Talented and Gifted (TAG)	79
Alternative Education	82
School Funding	85
Student Enrollment.....	86
A Major Shift in Responsibility for School Funding	86
Historical Salary Charts	89
Resources	92
Index	95

Oregon Students

There were 564,064 students enrolled in Oregon public schools in 2008-09. Overall student enrollment in Oregon public schools has risen since 1998-99, with a total increase of 21,197 students or 3.9 percent. From 2007-08 to 2008-09, the number of students decreased by 2,003, or 0.4 percent.

1998-99 through 2008-09 Oregon Public School Enrollment
Number of Kindergarten through 12th Grade Students



The figures in this chart are based on October 1 Student Membership (enrollment) for each year. For more data, see report #73 under Students at <http://www.ode.state.or.us/data/reports/toc.aspx>

Between 1997-98 and 2008-09, the statewide student-teacher ratio for elementary and middle schools decreased, while the ratio for high schools increased, as shown in the table below.

The statewide average calculations combine all schools across the state and may not be an accurate representation for all individual schools and districts.

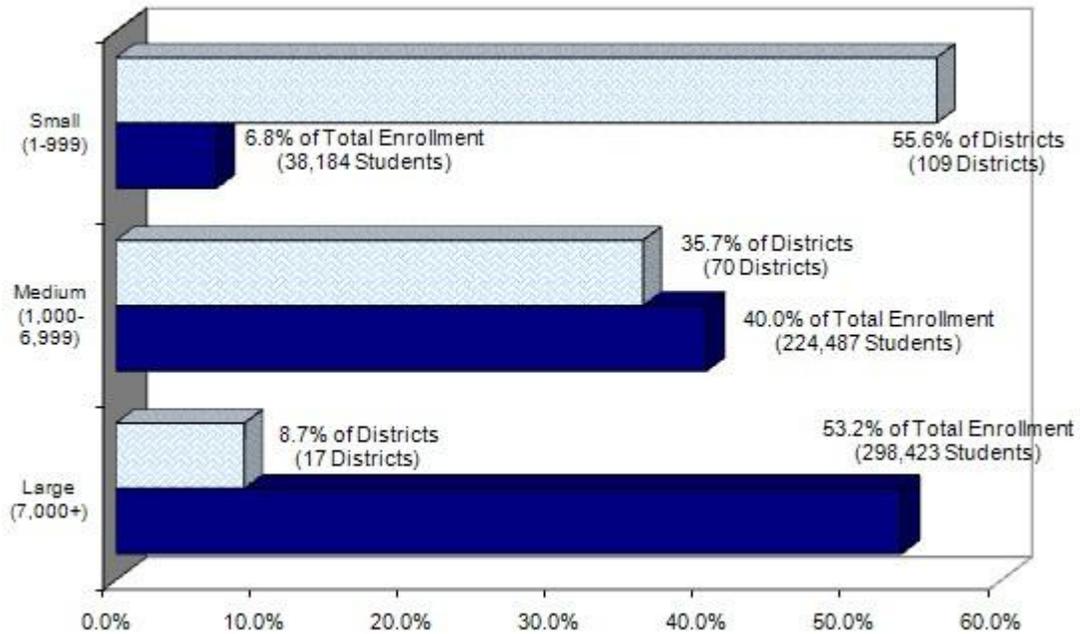
Statewide Student-Teacher Ratios

Type of School	1997-98	2007-08	2008-09
Elementary School	19.8	19.3	18.8
Middle School	19.1	19.0	18.6
High School	19.2	20.4	19.9

Note: The average student-teacher ratio above includes all teachers – music, art and physical education specialists in addition to the individual classroom teachers, whereas a calculation of average class size would only include individual classroom teachers.

More than half (55.6 percent) of Oregon school districts are small, with only 6.8 percent of the total statewide student enrollment. Only 8.7 percent of school districts (17) are large, but they have 53.2 percent of the total statewide student enrollment.

Percent of Oregon School Districts by Size of Student Enrollment 2008-09



Note: The enrollment numbers do not include students who attend state-run and ESD-run schools.

Historical Enrollment Perspective – 1997-98 & 2008-09

Enrollment	1997-1998		2008-2009		1997-98 to 2008-09	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
Elementary	263,424	48.8%	260,154	46.1%	-3,270	-1.2%
Middle	109,098	20.2%	103,716	18.4%	-5,382	-4.9%
High	155,535	28.8%	166,066	29.4%	10,531	6.8%
Combined	6,098	1.1%	3,579	0.6%	-2,519	-41.3%
Charter	343	0.1%	15,409	2.7%	15,066	4392.4%
Alternative	5,196	1.0%	13,796	2.5%	8,600	165.5%
Youth Corrections Juvenile Detention Oregon School for the Deaf Oregon School for the Blind	665	0.1%	1,344	0.2%	679	102.1%
TOTAL	540,359	100.0%	564,064	100.0%	23,705	4.4%
Race/Ethnicity	1997-1998		2008-2009		1997-98 to 2008-09	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
White	452,163	83.7%	385,817	68.4%	-66,346	-14.7%
African American	14,139	2.6%	16,512	2.9%	2,373	16.8%
Hispanic	43,712	8.1%	97,296	17.3%	53,584	122.6%
Asian/Pacific Islander	19,189	3.6%	26,775	4.8%	7,586	39.5%
Native American	11,156	2.1%	11,349	2.0%	193	1.7%
Multi-Race/Ethnic	NA		16,136	2.9%		
Not reported	NA		10,179	1.8%		
TOTAL	540,359	100.0%	564,064	100.0%	23,705	4.4%
Special Education	1997-1998		2008-2009		1997-98 to 2008-09	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
	63,097	11.7%	72,846	12.9%	9,749	15.5%
Students for Whom English is not the Primary Language	1997-1998		2008-2009		1997-98 to 2008-09	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
	13,425*	2.5%	53,364	9.5%	39,939	297.5%
Free & Reduced Lunch	1997-1998		2008-2009		1997-98 to 2008-09	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
	172,330	31.9%	255,988	46.7%	83,658	48.6%

*Number of Students for Whom English is not the Primary Language is estimated for 1997-98.

Source: Oregon Department of Education, Fall Membership

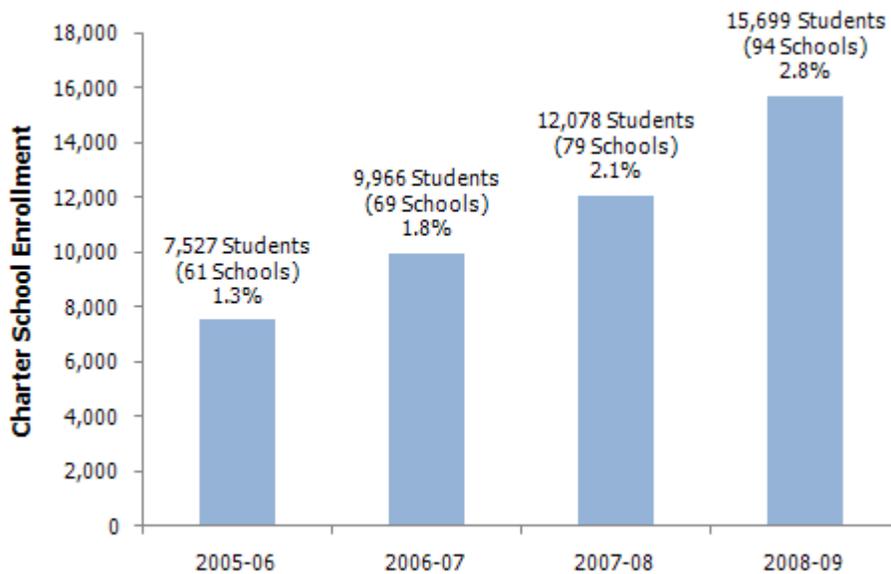
Public Charter Schools

In 2007-08, Oregon K-12 public schools had an enrollment of 556,375 students in Spring Membership. By 2008-09 that figure had dropped slightly to 554,951 public school students. Public charter school student enrollment has risen from 2.1 percent of the total enrollment in 2007-08 and now represents 2.8 percent of total students enrolled.

Charter schools, authorized by legislation in 1999, were designed to create new, innovative, and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

In the 2008-09 school year, there were 94 charter schools (up from 79 charter schools in 2007-08), with approximately 15,699 students enrolled. This is an increase of 3,621 students from the previous year when 12,078 students were enrolled.

**Oregon Total Charter School Enrollment
& Percent of All Public School Enrollment**
2005-06 to 2008-09



Source: Spring Membership Data Collection

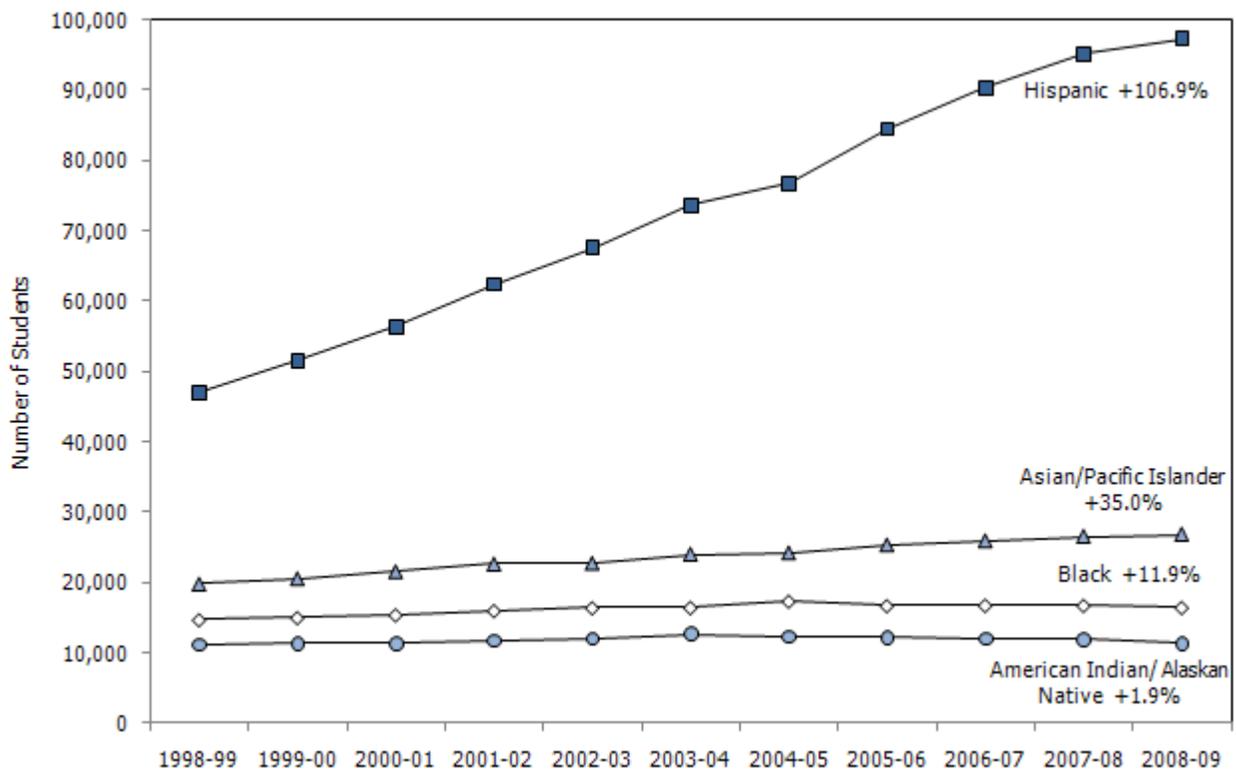
Minority Student Population Increases

The number of minority students in general, and Hispanic students in particular, has risen significantly in Oregon schools in the last ten years. Between 1998-99 and 2008-09, the total number of all students increased by 21,197, a 3.9 percent increase, while the total number of minority students increased by 59,181, a 63.8 percent increase. (Note that Multi-Race/Ethnicity data not available for this minority total).

Oregon Public School Enrollment by Race/Ethnicity 1998-99 to 2008-09 with Actual Growth Rates

Total Growth Rate was +3.9%

White Students Decreased by -14.3%



Source: Fall Membership

From 1998-99 to 2008-09, there was a 106.9 percent increase in Hispanic students. Other minorities also posted large increases, while the increase for ALL Students was only 3.9 percent, and there was a 14.3 percent decrease in White students. The following table provides more detailed information.

Fall Membership (October 1 Enrollment) in Oregon K-12 Public Schools By Race/Ethnicity

School Year	White	Black	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Multi- Race Ethnicity	Race/ Ethnicity Not Reported	Total
2008-09	385,817	16,512	97,296	26,775	11,349	16,136	10,179	564,064
2007-08	391,393	16,807	95,172	26,486	11,942	13,220	11,047	566,067
2006-07	396,102	16,811	90,363	25,847	11,994	10,444	11,267	562,828
2005-06	403,835	16,768	84,504	25,291	12,179	6,357	10,320	559,254
2004-05	400,171	17,410	76,748	24,182	12,253	4,066	17,509	552,339
2003-04	413,695	16,499	73,618	23,982	12,643	N/A	10,973	551,410
2002-03	422,484	16,462	67,591	22,742	12,005	N/A	12,787	554,071
2001-02	428,208	16,061	62,394	22,642	11,707	N/A	10,667	551,679
2000-01	431,545	15,455	56,377	21,560	11,390	N/A	9,353	545,680
1999-00	446,480	15,064	51,543	20,610	11,388	N/A	N/A	545,085
1998-99	450,116	14,757	47,029	19,831	11,134	N/A	N/A	542,867

N/A = Not Available

Source: Oregon Department of Education, Fall Membership Data Collection

For more data, see report #67 under Students at <http://www.ode.state.or.us/data/reports/toc.aspx>

Language Diversity

According to data reported on the NCLB Limited English Proficient Collection, in the 2008-09 school year 66,350 LEP students (11.8 percent of ALL K-12 students) reported a language of origin other than English. The most common language of origin was Spanish, with 51,912 students (9.2 percent of ALL students).

Most Common Languages of Origin of Students in Oregon Public Schools (K-12) 2008-2009

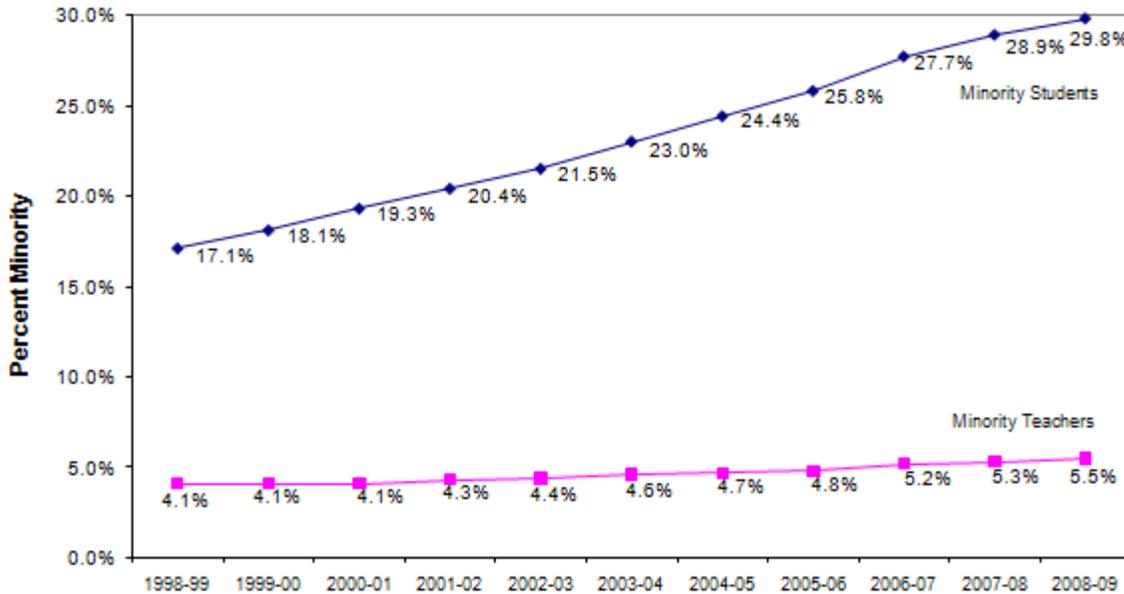
Language of Origin	Number of Students by Language of Origin	Percent of Students with a Language That is Not English (Total: 66,350)	Percent of All Students (Total: 564,064)
Spanish	51,912	78.2	9.2
Russian	2,958	4.5	0.5
Vietnamese	1,949	2.9	0.3
Chinese	1,014	1.5	0.2
Ukrainian	812	1.2	0.1
Somali	663	1.0	0.1
Korean	557	0.8	0.1
Romanian	439	0.7	0.1
Chuukese	412	0.6	0.1
Hmong	398	0.6	0.1
Arabic	382	0.6	0.1
Japanese	278	0.4	0.0
Marshallese	258	0.4	0.0
Tagalog	227	0.3	0.0
Lao	185	0.3	0.0
Thai	155	0.2	0.0
Burmese	114	0.2	0.0
Samoan	110	0.2	0.0
Hindi	105	0.2	0.0
Persian	89	0.1	0.0
Bosnian	85	0.1	0.0
Oromo	84	0.1	0.0
Amharic	78	0.1	0.0
Nepali	78	0.1	0.0
French	74	0.1	0.0
Karen	71	0.1	0.0
German	65	0.1	0.0
Turkish	65	0.1	0.0
Khmer	61	0.1	0.0
Pohnpeian	54	0.1	0.0
Urdu	51	0.1	0.0
North American Indian (Other)	50	0.1	0.0
Panjabi	48	0.1	0.0
Hebrew	47	0.1	0.0
Portuguese	47	0.1	0.0
Telugu	45	0.1	0.0
Albanian	41	0.1	0.0
Kurdish	36	0.1	0.0
Other languages	2,253	3.4	0.4
Total	66,350	100.0	11.8

* Percentage columns do not sum to total due to rounding.

Minority Students and Teachers

Oregon has made some progress in hiring and retaining teachers of minority populations. Nineteen years ago, 2.1 percent of teachers and 11.2 percent of students were of minority populations. In 2008-09, 5.5 percent of teachers and 29.8 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.*

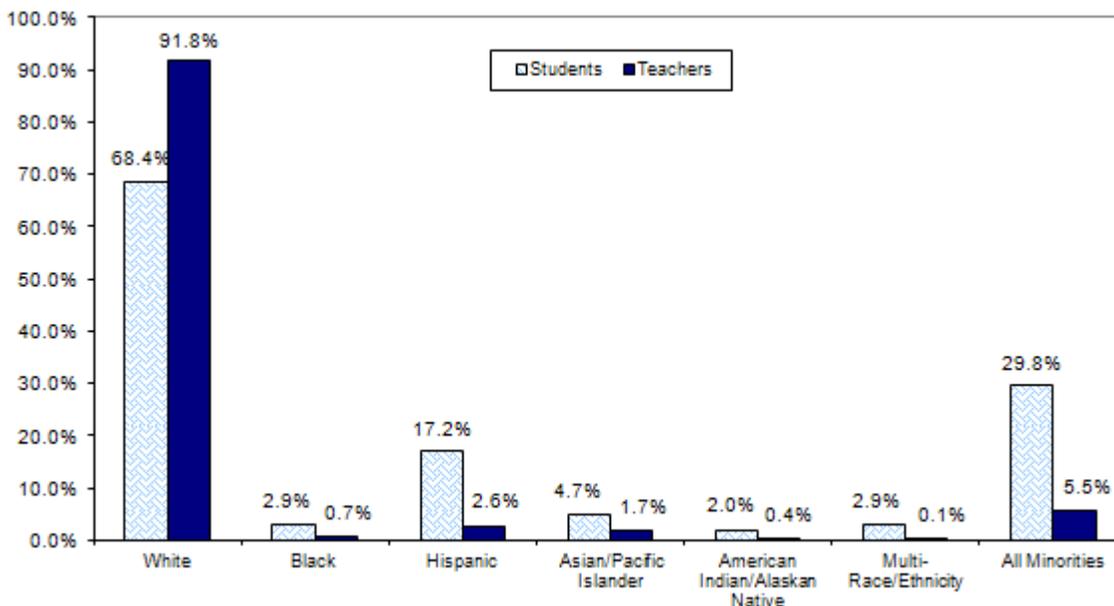
Minority Students & Teachers Trend
1998-99 to 2008-09



From 1998-99 to 2008-09, the percent of minority students went from 17.1 percent to 29.8 percent, while the percent of minority teachers increased slightly from 4.1 percent to 5.5 percent.

Sources: Fall Membership and Staff Data Collections

Race/Ethnicity of Students & Teachers*
2008-2009



The difference between teacher and student minority rates was most noticeable for Hispanics, where 17.2 percent of students were Hispanic compared to only 2.6 percent of teachers. 91.8 percent of teachers were White, compared to only 68.4 percent of students.

*Not shown are the 1.8% of students and 2.7% of teachers of unknown race/ethnicity.

Source: Fall Membership Data Collection

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>

Test score data is online at:

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx>

Scores Required to Meet or Exceed Standards on Statewide Assessments 2008-2009

Grade Level	Reading/ Literature		Math		Science		Writing	
	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed
Grade 3	204	218	205	217	N/A	N/A	N/A	N/A
Grade 4	211	223	212	225	N/A	N/A	32	40
Grade 5	218	230	218	229	225	238	N/A	N/A
Grade 6	222	234	221	232	N/A	N/A	N/A	N/A
Grade 7	227	239	226	238	N/A	N/A	40	50
Grade 8	231	241	230	241	234	246	N/A	N/A
Grade 10	236	248	236	246	240	249	40	50

Grade 3

Percent Meeting Standards

In 2008-09, third grade students were tested in reading and in mathematics.

In reading, 83 percent of third grade students met or exceeded the standard, a decrease from 84 percent in 2007-08. In mathematics, 76 percent of third grade students met or exceeded the standard, a decrease from 77 percent in the previous year.

Grade 3 All Students Statewide Percent Meeting or Exceeding Standards

	2006-07	2007-08	2008-09
Reading	81	84	83
Mathematics	69	77	76

Source: Oregon Assessment of Knowledge and Skills



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 or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	81	84	83
Students with Disabilities	52	54	52
Asian/Pacific Islander	84	90	89
Black (not of Hispanic origin)	71	75	73
Hispanic origin	65	70	68
American Indian/Alaskan Native	75	79	76
White (not of Hispanic origin)	86	88	87
Multi-racial/Multi-ethnic	80	87	83

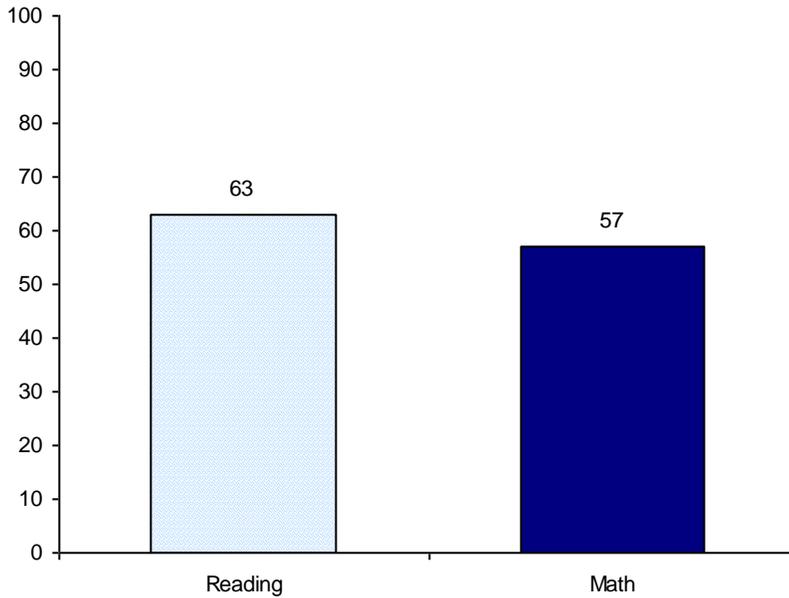
Grade 3 Mathematics

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	69	77	76
Students with Disabilities	44	51	48
Asian/Pacific Islander	79	85	84
Black (not of Hispanic origin)	54	63	61
Hispanic origin	52	60	60
American Indian/Alaskan Native	62	66	66
White (not of Hispanic origin)	74	82	82
Multi-racial/Multi-ethnic	69	78	75

Grade 3 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2008-09

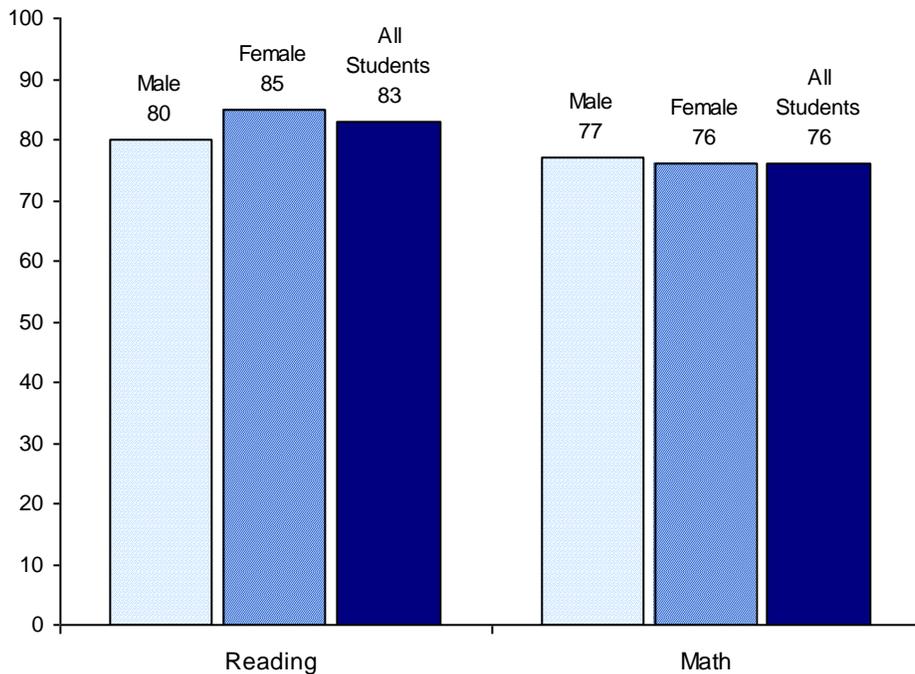


Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.

In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

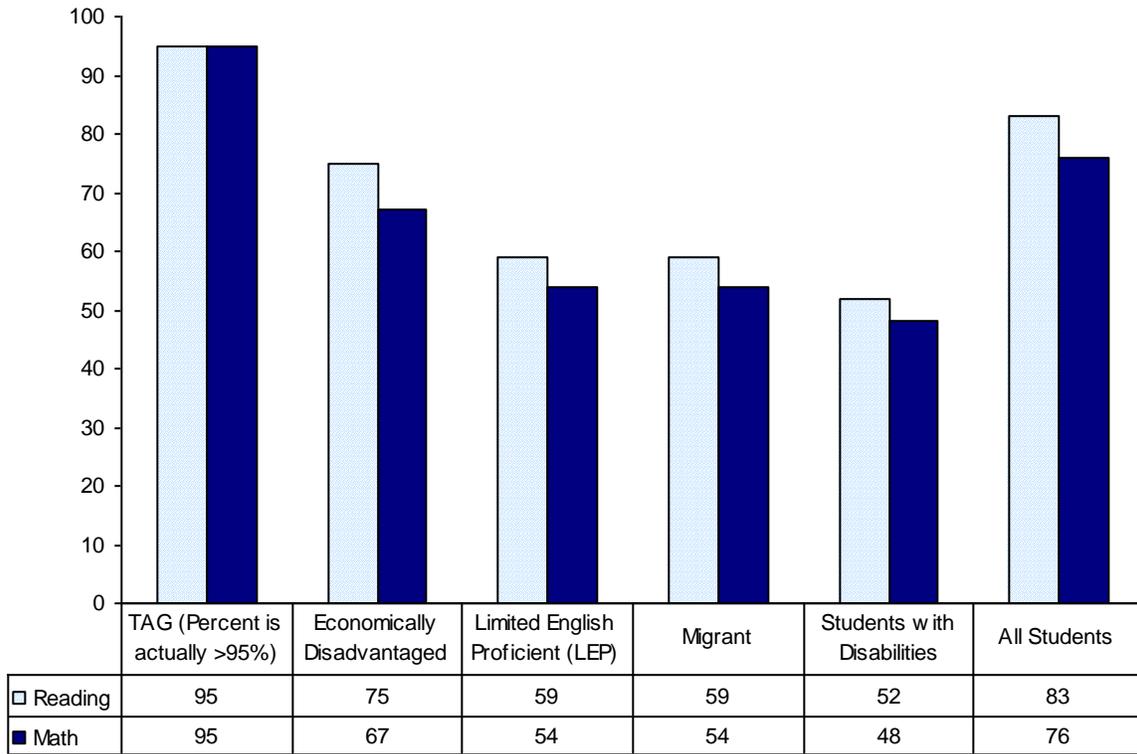
Grade 3 Students by Gender

Percent Meeting or Exceeding Reading and Math Standards in 2008-09



Grade 3 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2008-09



Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.



Grade 4

Percent Meeting Standards

In 2008-09, fourth grade students were tested in reading, writing, and mathematics.

In reading, 84 percent of fourth grade students met or exceeded the standard, an increase from 83 percent in 2007-08. In writing, the percent of fourth grade students who met or exceeded the standard increased from 43 percent to 44 percent.* In mathematics, 77 percent of fourth grade students met or exceeded the standard, the same as the previous year.

Grade 4 All Students Statewide Percent Meeting or Exceeding Standards

	2006-07	2007-08	2008-09
Reading	79	83	84
Writing	44	43	44*
Mathematics	71	77	77

Source: Oregon Assessment of Knowledge and Skills

* Due to budget constraints in 2008-09, most 4th and 7th grade writing assessments were only scored using one rater (versus the two rater system that is generally employed). This may affect comparability to previous years' assessments.



Grade 4 Reading

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	79	83	84
Students with Disabilities	48	52	54
Asian/Pacific Islander	84	87	88
Black (not of Hispanic origin)	69	76	74
Hispanic origin	60	66	69
American Indian/Alaskan Native	74	77	78
White (not of Hispanic origin)	84	87	88
Multi-racial/Multi-ethnic	80	84	86

Grade 4 Writing

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09*
All Students	44	43	44
Students with Disabilities	16	16	17
Asian/Pacific Islander	56	57	58
Black (not of Hispanic origin)	37	34	32
Hispanic origin	27	27	29
American Indian/Alaskan Native	31	30	30
White (not of Hispanic origin)	48	47	47
Multi-racial/Multi-ethnic	46	44	45

* Due to budget constraints in 2008-09, most 4th and 7th grade writing assessments were only scored using one rater (versus the two rater system that is generally employed). This may affect comparability to previous years' assessments.

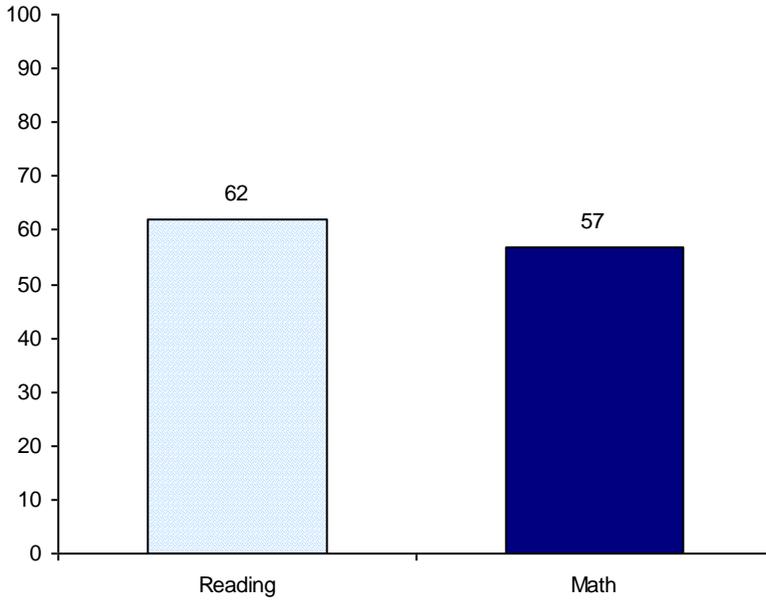
Grade 4 Mathematics

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	71	77	77
Students with Disabilities	43	49	49
Asian/Pacific Islander	79	83	84
Black (not of Hispanic origin)	56	64	61
Hispanic origin	52	59	61
American Indian/Alaskan Native	61	69	68
White (not of Hispanic origin)	76	82	82
Multi-racial/Multi-ethnic	69	76	78

Grade 4 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2008-09

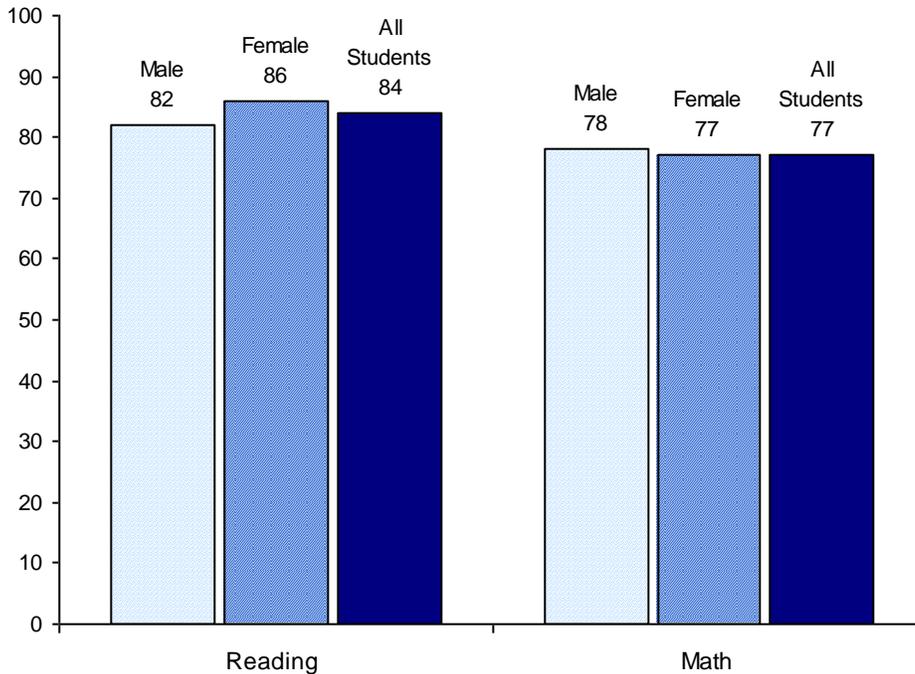


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In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

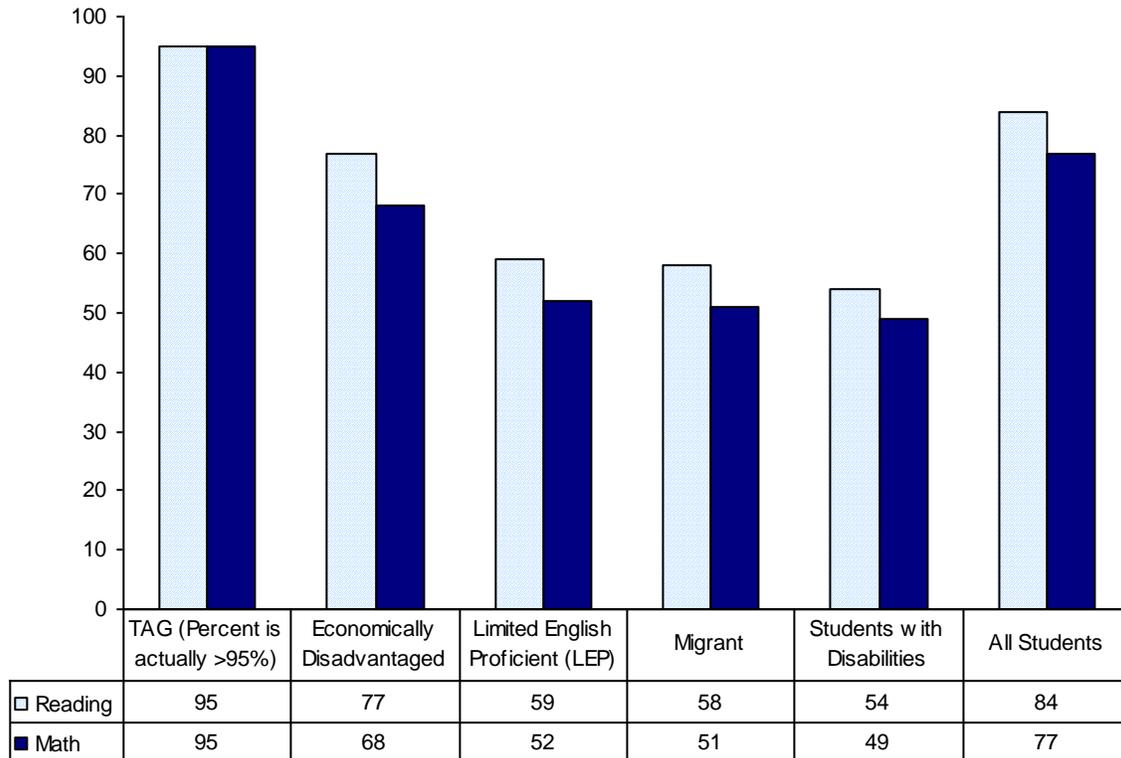
Grade 4 Students by Gender

Percent Meeting or Exceeding Reading and Math Standards in 2008-09



Grade 4 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2008-09



Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.

Grade 5

Percent Meeting Standards

In 2008-09, fifth grade students were tested in reading, mathematics, and science.

In reading, 76 percent of fifth grade students met or exceeded the standard, an increase from 75 percent in 2007-08. In mathematics, 76 percent of fifth grade students met or exceeded the standard, a decrease from 77 percent in the previous year. In science, 75 percent of fifth grade students met or exceeded the standard, an increase from 74 percent in the previous year.

Grade 5 All Students Statewide Percent Meeting or Exceeding Standards

	2006-07	2007-08	2008-09
Reading	71	75	76
Mathematics	68	77	76
Science	Not Tested	74	75

Source: Oregon Assessment of Knowledge and Skills



Grade 5 Reading

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	71	75	76
Students with Disabilities	38	41	41
Asian/Pacific Islander	75	81	82
Black (not of Hispanic origin)	57	59	64
Hispanic origin	46	55	57
American Indian/Alaskan Native	66	65	68
White (not of Hispanic origin)	78	81	82
Multi-racial/Multi-ethnic	73	77	77

Grade 5 Mathematics

Percent of Students Meeting or Exceeding Standard 2007-2009

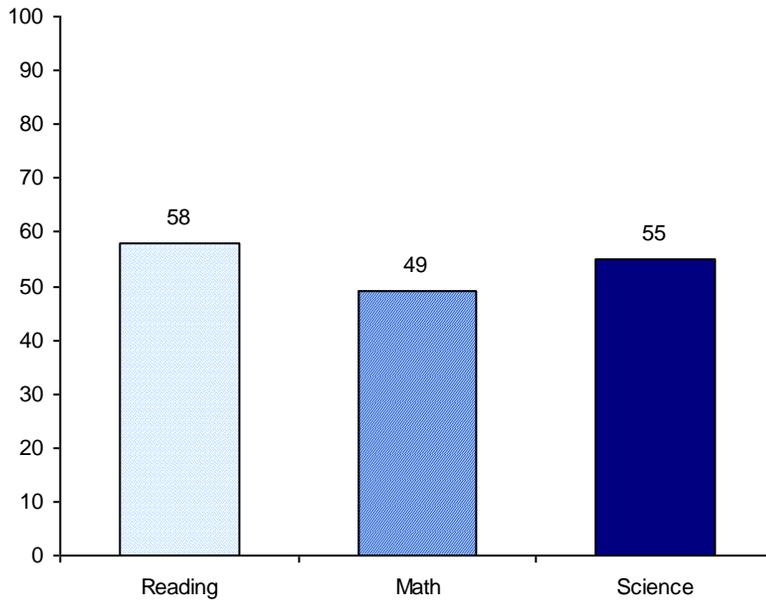
	2006-07	2007-08	2008-09
All Students	68	77	76
Students with Disabilities	37	46	45
Asian/Pacific Islander	80	86	85
Black (not of Hispanic origin)	52	61	62
Hispanic origin	50	62	62
American Indian/Alaskan Native	58	67	66
White (not of Hispanic origin)	72	81	80
Multi-racial/Multi-ethnic	67	76	77

Grade 5 Science

Percent of Students Meeting or Exceeding Standard 2008-2009

	2007-08	2008-09
All Students	74	75
Students with Disabilities	51	50
Asian/Pacific Islander	77	78
Black (not of Hispanic origin)	55	58
Hispanic origin	50	51
American Indian/Alaskan Native	66	68
White (not of Hispanic origin)	81	81
Multi-racial/Multi-ethnic	76	75

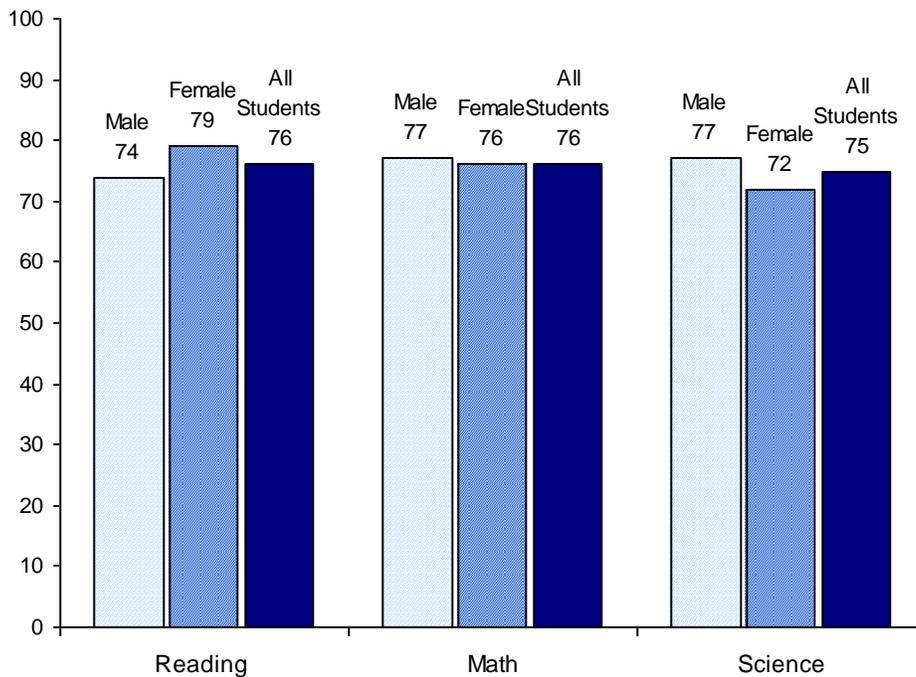
Grade 5 Extended Assessment Students Percent Meeting or Exceeding Alternate Standards in 2008-09



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

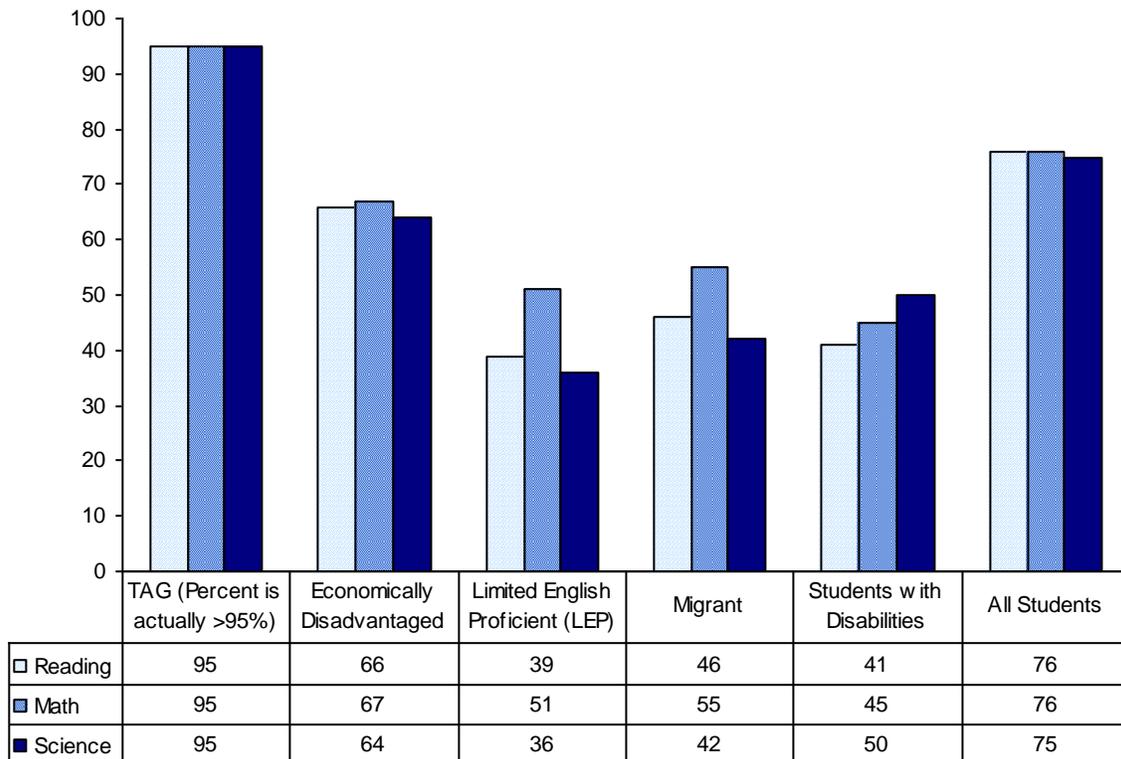
In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

Grade 5 Students by Gender Percent Meeting or Exceeding Standards in 2008-09



Grade 5 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2008-09



Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.

Grade 6

Percent Meeting Standards

In 2008-09, sixth grade students were tested in reading and mathematics.

In reading, 76 percent of sixth grade students met or exceeded the standard, an increase from 73 percent in 2007-08. In mathematics, 73 percent of sixth grade students met or exceeded the standard, an increase from 70 percent in the previous year.

Grade 6 All Students Statewide Percent Meeting or Exceeding Standards

	2006-07	2007-08	2008-09
Reading	74	73	76
Mathematics	70	70	73

Source: Oregon Assessment of Knowledge and Skills



Grade 6 Reading

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	74	73	76
Students with Disabilities	36	35	38
Asian/Pacific Islander	81	81	82
Black (not of Hispanic origin)	60	61	60
Hispanic origin	54	52	58
American Indian/Alaskan Native	65	66	69
White (not of Hispanic origin)	79	79	82
Multi-racial/Multi-ethnic	78	75	79

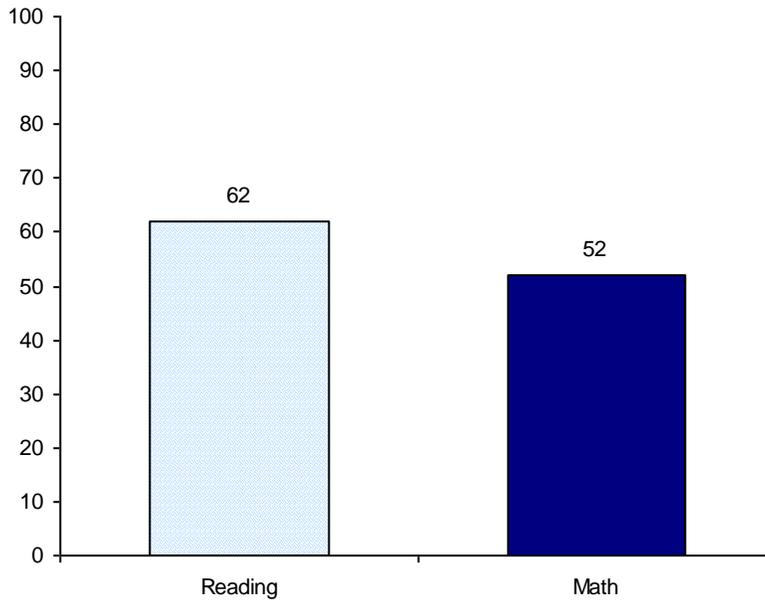
Grade 6 Mathematics

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	70	70	73
Students with Disabilities	34	35	36
Asian/Pacific Islander	80	83	82
Black (not of Hispanic origin)	53	53	51
Hispanic origin	49	52	55
American Indian/Alaskan Native	62	62	63
White (not of Hispanic origin)	75	75	78
Multi-racial/Multi-ethnic	73	71	74

Grade 6 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2008-09

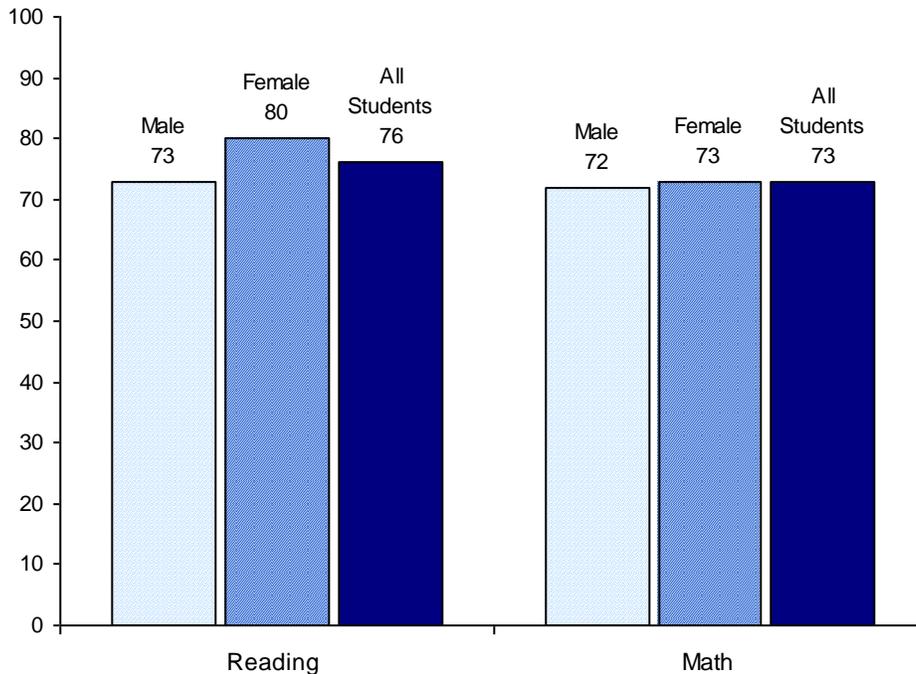


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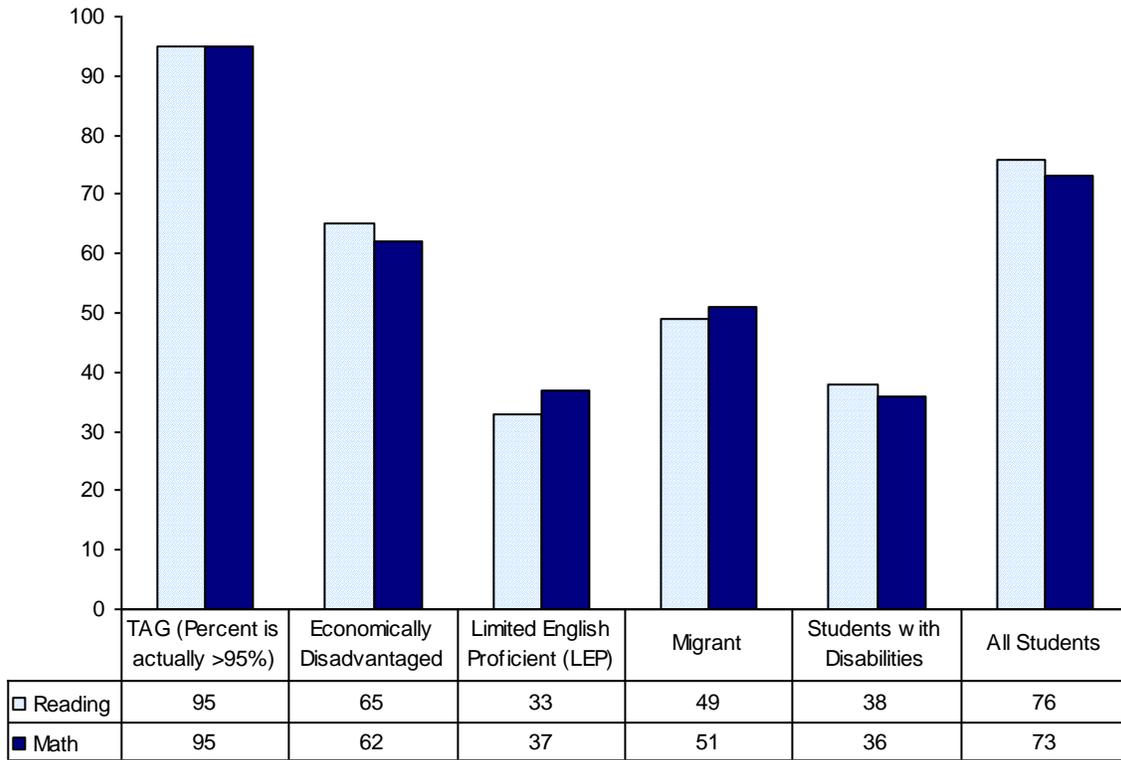
Grade 6 Students by Gender

Percent Meeting or Exceeding Reading and Math Standards in 2008-09



Grade 6 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2008-09



Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.

Grade 7

Percent Meeting Standards

In 2008-09, seventh grade students were tested in reading, writing, and mathematics.

In reading, 77 percent of seventh grade students met or exceeded the standard, an increase from 74 percent in 2007-08. In writing, the percent of seventh grade students who met or exceeded the standard decreased from 49 percent to 48 percent.* In mathematics, 78 percent of seventh grade students met or exceeded the standard, an increase from 74 percent in the previous year.

Grade 7 All Students
Statewide Percent Meeting or Exceeding Standards

	2006-07	2007-08	2008-09
Reading	76	74	77
Writing	48	49	48*
Mathematics	74	74	78

Source: Oregon Assessment of Knowledge and Skills

* Due to budget constraints in 2008-09, most 4th and 7th grade writing assessments were only scored using one rater (versus the two rater system that is generally employed). This may affect comparability to previous years' assessments.



Grade 7 Reading

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	76	74	77
Students with Disabilities	37	34	39
Asian/Pacific Islander	83	79	83
Black (not of Hispanic origin)	65	60	66
Hispanic origin	56	53	57
American Indian/Alaskan Native	66	65	70
White (not of Hispanic origin)	81	79	82
Multi-racial/Multi-ethnic	78	75	78

Grade 7 Writing

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09*
All Students	48	49	48
Students with Disabilities	11	13	14
Asian/Pacific Islander	60	63	61
Black (not of Hispanic origin)	40	35	38
Hispanic origin	28	31	30
American Indian/Alaskan Native	34	37	35
White (not of Hispanic origin)	52	53	51
Multi-racial/Multi-ethnic	49	55	50

* Due to budget constraints in 2008-09, most 4th and 7th grade writing assessments were only scored using one rater (versus the two rater system that is generally employed). This may affect comparability to previous years' assessments.

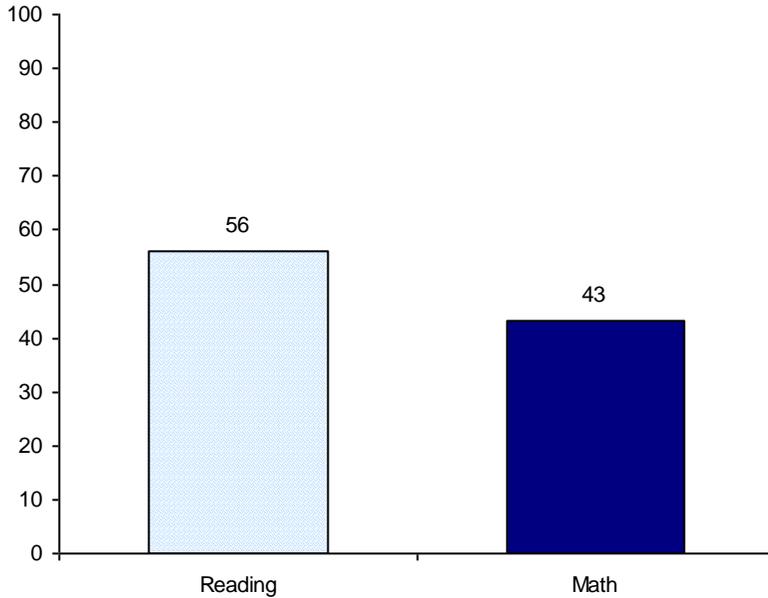
Grade 7 Mathematics

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	74	74	78
Students with Disabilities	35	36	41
Asian/Pacific Islander	84	85	88
Black (not of Hispanic origin)	58	61	63
Hispanic origin	56	59	64
American Indian/Alaskan Native	65	66	68
White (not of Hispanic origin)	78	78	81
Multi-racial/Multi-ethnic	73	75	77

Grade 7 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2008-09

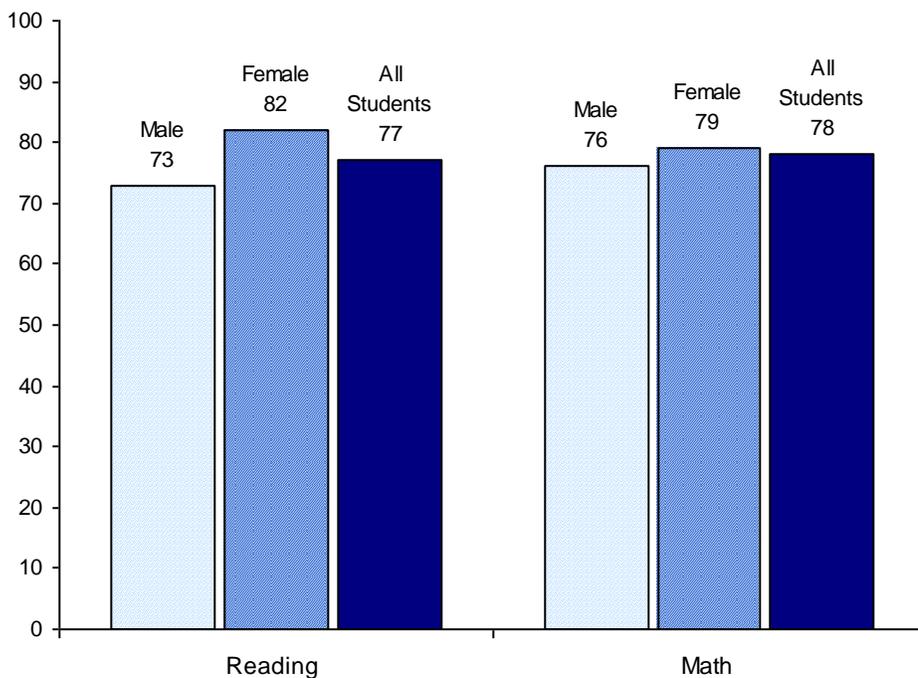


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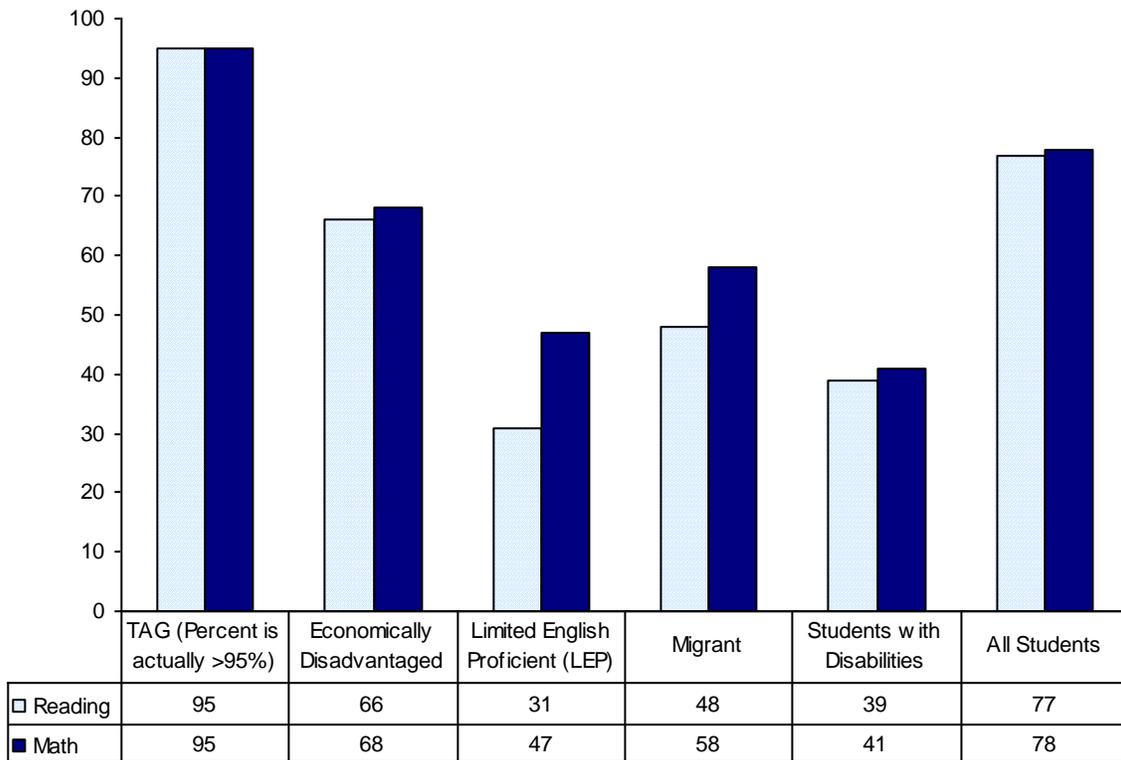
Grade 7 Students by Gender

Percent Meeting or Exceeding the Reading and Math Standards in 2008-09



Grade 7 Students by Subgroup

Percent Meeting or Exceeding the Reading and Math Standards in 2008-09



Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.

Grade 8

Percent Meeting Standards

In 2008-09, eighth grade students were tested in reading, mathematics, and science.

In reading, 69 percent of eighth grade students met or exceeded the standard, an increase from 65 percent in 2007-08. In mathematics, 71 percent of eighth grade students met or exceeded the standard, an increase from 69 percent in the previous year. In science, 72 percent of eighth grade students met or exceeded the standard, an increase from 69 percent in the previous year.

Grade 8 All Students
Statewide Percent Meeting or Exceeding Standards

	2006-07	2007-08	2008-09
Reading	68	65	69
Mathematics	70	69	71
Science	Not Tested	69	72

Source: Oregon Assessment of Knowledge and Skills



Grade 8 Reading

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	68	65	69
Students with Disabilities	28	25	27
Asian/Pacific Islander	75	72	74
Black (not of Hispanic origin)	53	49	54
Hispanic origin	44	40	48
American Indian/Alaskan Native	56	54	60
White (not of Hispanic origin)	74	71	75
Multi-racial/Multi-ethnic	67	66	71

Grade 8 Mathematics

Percent of Students Meeting or Exceeding Standard 2007-2009

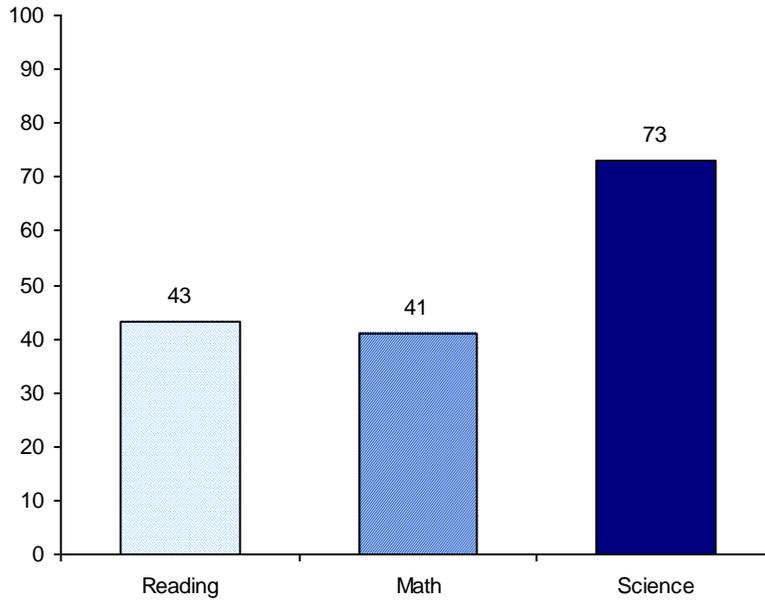
	2006-07	2007-08	2008-09
All Students	70	69	71
Students with Disabilities	31	28	30
Asian/Pacific Islander	82	81	82
Black (not of Hispanic origin)	51	48	50
Hispanic origin	50	49	53
American Indian/Alaskan Native	60	57	59
White (not of Hispanic origin)	75	73	75
Multi-racial/Multi-ethnic	70	68	70

Grade 8 Science

Percent of Students Meeting or Exceeding Standard 2008-2009

	2007-08	2008-09
All Students	69	72
Students with Disabilities	37	38
Asian/Pacific Islander	73	77
Black (not Hispanic origin)	45	51
Hispanic origin	43	48
American Indian/Alaskan Native	58	63
White (not of Hispanic origin)	76	78
Multi-racial/Multi-ethnic	67	72

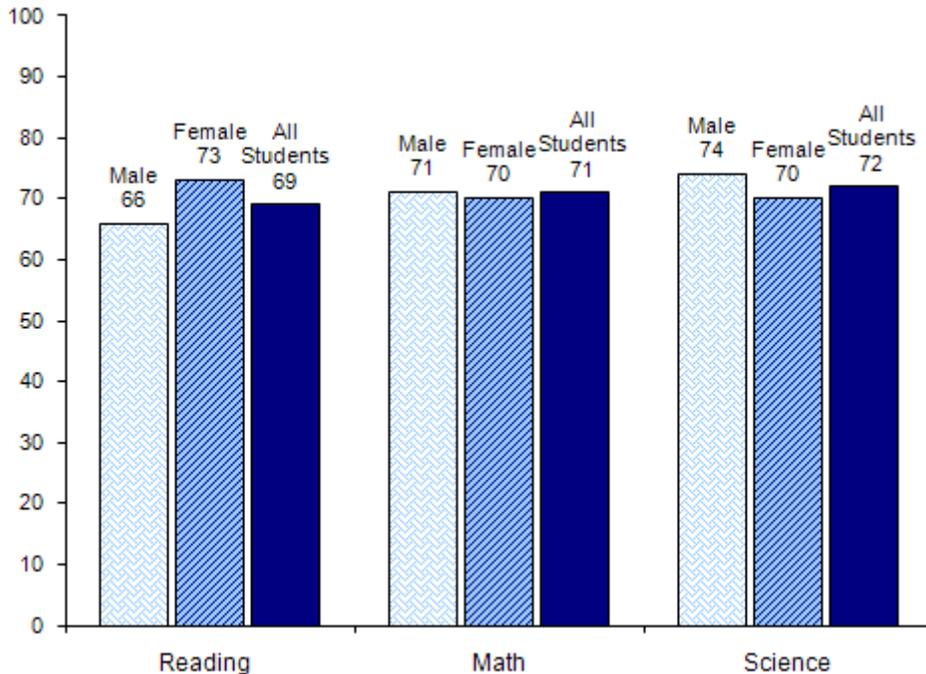
Grade 8 Extended Assessment Students
Percent Meeting or Exceeding Alternate Standards in 2008-09



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

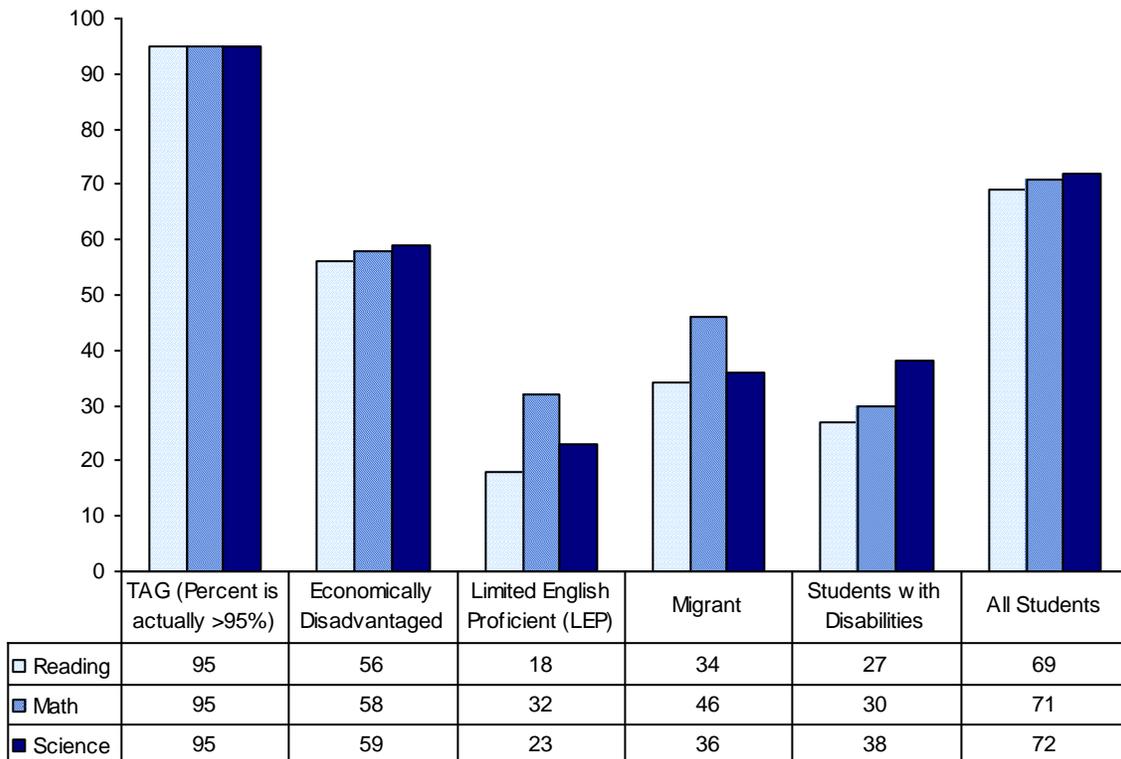
In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

Grade 8 Students by Gender
Percent Meeting or Exceeding Standards in 2008-09



Grade 8 Students by Subgroup

Percent Meeting or Exceeding Standards in 2008-09



Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.

Grade 10

Percent Meeting Standards

In 2008-09, tenth grade students were tested in reading, writing, mathematics, and science.

In reading, 66 percent of tenth grade students met or exceeded the standard, an increase from 65 percent in 2007-08. In writing, 55 percent of tenth grade students met or exceeded the standard, a decrease from 56 percent in the previous year. In mathematics, 54 percent of tenth grade students met or exceeded the standard, an increase from 52 percent in the previous year. In science, 58 percent of tenth grade students met or exceeded the standard, an increase from 57 percent in the previous year.

Grade 10 All Students Statewide Percent Meeting or Exceeding Standards

	2006-07	2007-08	2008-09
Reading	65	65	66
Writing	54	56	55
Mathematics	55	52	54
Science	Not Tested*	57	58

Source: Oregon Assessment of Knowledge and Skills

* In 2006-07, Science tests were available only as a re-test for grade 12 students.



Grade 10 Reading

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	65	65	66
Students with Disabilities	24	22	23
Asian/Pacific Islander	68	67	68
Black (not of Hispanic origin)	41	40	42
Hispanic origin	39	39	40
American Indian/Alaskan Native	53	53	54
White (not of Hispanic origin)	71	71	73
Multi-racial/Multi-ethnic	66	63	65

Grade 10 Writing

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	54	56	55
Students with Disabilities	13	14	15
Asian/Pacific Islander	62	63	63
Black (not of Hispanic origin)	34	37	41
Hispanic origin	31	33	33
American Indian/Alaskan Native	41	42	42
White (not of Hispanic origin)	59	61	60
Multi-racial/Multi-ethnic	58	57	59

Grade 10 Mathematics

Percent of Students Meeting or Exceeding Standard 2007-2009

	2006-07	2007-08	2008-09
All Students	55	52	54
Students with Disabilities	17	14	14
Asian/Pacific Islander	70	68	67
Black (not of Hispanic origin)	28	25	28
Hispanic origin	33	30	33
American Indian/Alaskan Native	39	36	36
White (not of Hispanic origin)	60	57	58
Multi-racial/Multi-ethnic	52	52	52

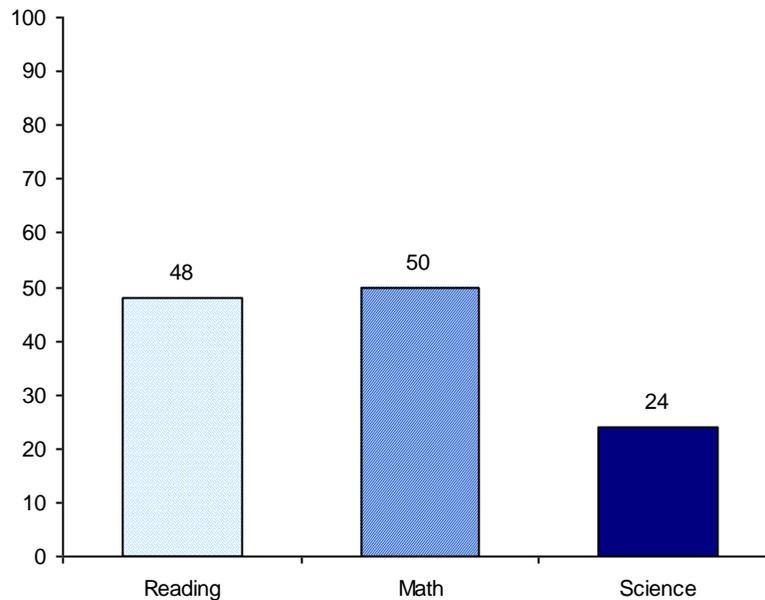
Grade 10 Science

Percent of Students Meeting or Exceeding Standard 2008-2009

	2007-08	2008-09
All Students	57	58
Students with Disabilities	23	23
Asian/Pacific Islander	62	61
Black (not of Hispanic origin)	31	29
Hispanic origin	30	31
American Indian/Alaskan Native	47	47
White (not of Hispanic origin)	63	65
Multi-racial/Multi-Ethnic	55	57

Grade 10 Extended Assessment Students

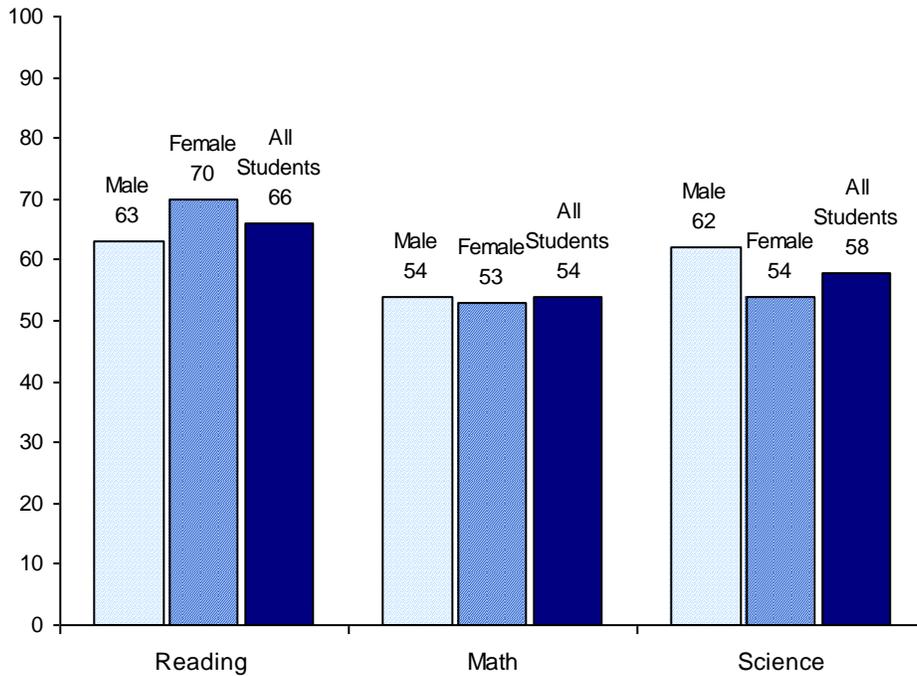
Percent Meeting or Exceeding Alternate Standards in 2008-09



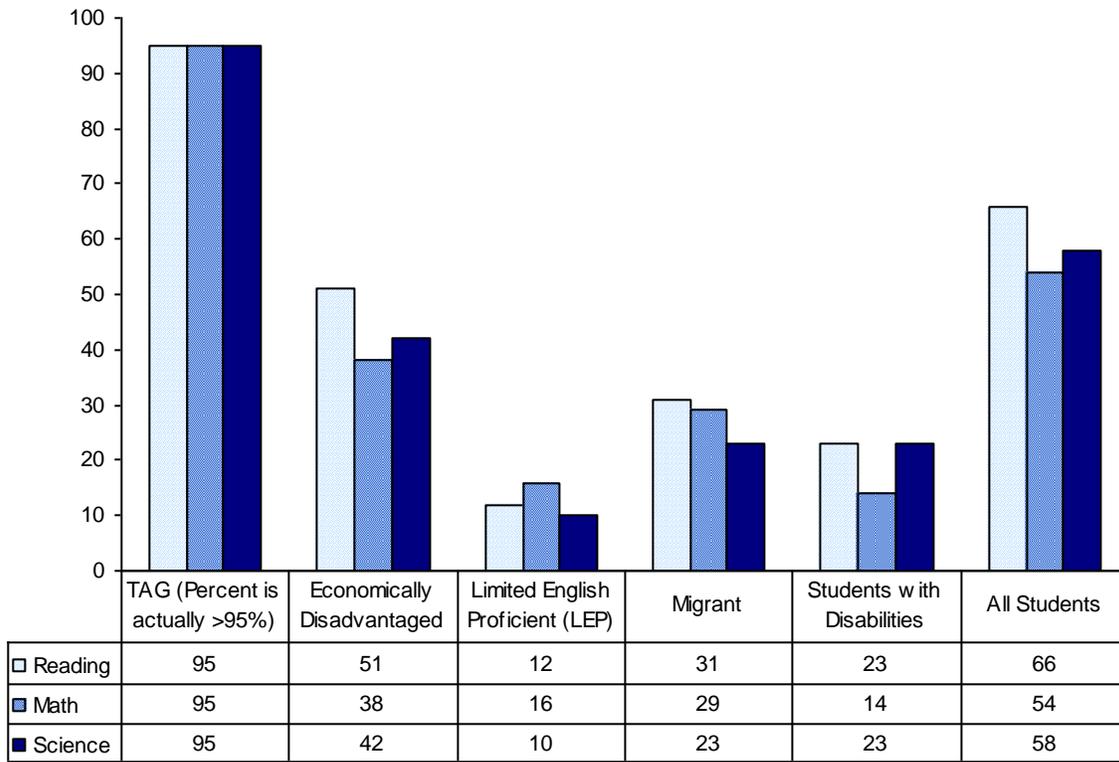
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Grade 10 Students by Gender Percent Meeting or Exceeding Standards in 2008-09



Grade 10 Students by Subgroup Percent Meeting or Exceeding Standards in 2008-09



Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.

National Comparison of Student Achievement

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as "the [Nation's Report Card](#)," has conducted nationally representative assessments since 1969 in many content areas, including social studies and the arts. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in reading, mathematics, science, and writing. The [National Center for Education Statistics](#) within the U.S. Department of Education is responsible for carrying out NAEP. The independent, non-partisan [National Assessment Governing Board](#) oversees and sets policy for NAEP.

Differences between NAEP and OAKS

Unlike Oregon's Assessment of Knowledge and Skills ([OAKS](#)), NAEP does **not** provide individual scores for students, schools, or districts for several reasons:

- NAEP is a survey assessment, so results are based on samples of students representative of the state or nation;
- Each student takes a small part of the overall assessment, so only when the scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do in the content area;
- Federal law requires that NAEP data remain confidential, so all personally identifiable information about students is removed from test booklets at the school on the day of the assessment.

There are other important differences between the NAEP and OAKS assessments. The NAEP reading and math assessments are paper-pencil tests that include both multiple-choice and constructed-response items. The OAKS reading and math assessments are computer adaptive tests made up of multiple-choice items. NAEP produces state results only for 4th and 8th graders, while OAKS tests students in grades 3-8 and 10.

NAEP Assessment Schedule

In the 2008-2009 school year, NAEP conducted national and state assessments in reading, mathematics, and science, as well as the national [High School Transcript Study](#). Oregon's results from the 2009 math assessment are included in this report. The reading and science results will be released in 2010. In the 2009-2010 school year, NAEP will conduct national assessments in civics, geography, and U.S. history. National and state assessments in reading, mathematics, and writing are scheduled for the 2010-2011 school year.

National Assessment of Educational Progress: Reading

NAEP reports average scale scores and achievement levels. Average scale scores for reading are expressed on a 0-500 scale. NAEP has three achievement levels: Basic, Proficient, and Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels

Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade
Proficient	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	Superior performance beyond proficient

2007 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	6	22	34	38	~
	United States	7	24	34	34*	~
Economically Disadvantaged	Oregon	2	12	31	54	~
	United States	2	14	33	50*	~
Limited English Proficient	Oregon	#	4	18	78	85
	United States	1	6*	23*	70*	80
Students with Disabilities	Oregon	1	7	18	74	72
	United States	2	10*	23	64*	66
Asian/Pacific Islander	Oregon	9	23	30	38	~
	United States	14	30	32	24*	~
Black (not of Hispanic origin)	Oregon	1	9	28	62	~
	United States	2	12	32	54	~
Hispanic origin	Oregon	2	9	24	65	~
	United States	3	14*	32*	51*	~
American Indian/Alaska Native	Oregon	6	16	32	47	~
	United States	4	16	31	49	~
White (not of Hispanic origin)	Oregon	7	26	37	30	~
	United States	10*	31*	36	23*	~
Multi-Racial/Multi-Ethnic	Oregon	~	~	~	~	~
	United States	~	~	~	~	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

Note: not all totals sum to 100 due to rounding.

National Assessment of Educational Progress: Reading

2007 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	3	31	43	23	~
	United States	2	27*	43	27*	~
Economically Disadvantaged	Oregon	1	20	44	35	~
	United States	1	15*	43	42*	~
Limited English Proficient	Oregon	#	2	21	77	86
	United States	#	4	25	71	77
Students with Disabilities	Oregon	#	6	31	63	77
	United States	#	7	27	66	66
Asian/Pacific Islander	Oregon	6	39	32	24	~
	United States	5	35	39	21	~
Black (not of Hispanic origin)	Oregon	3	18	37	43	~
	United States	#	11	42	46	~
Hispanic origin	Oregon	#	14	39	47	~
	United States	1	14	43	43	~
American Indian/Alaska Native	Oregon	6	26	37	31	~
	United States	2	17	39	42	~
White (not of Hispanic origin)	Oregon	3	34	45	18	~
	United States	3	35	44	17	~
Multi-Racial/Multi-Ethnic	Oregon	~	~	~	~	~
	United States	~	~	~	~	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

Note: not all totals sum to 100 due to rounding.

Achievement level results from the 2007 NAEP reading assessment show that, for a number of reporting groups, a larger percentage of Oregon 4th graders performed at the "Below Basic" level and a smaller percentage performed at the "Proficient" level than their peers nationally. This is true for Limited English Proficient students, Students with Disabilities, Hispanic students, and White students. Also, in Oregon a larger percentage of all 4th graders, Economically Disadvantaged students, and Asian/Pacific Islander students performed "Below Basic" than their peers nationally. A smaller percentage of Oregon Limited English Proficient students and Hispanic performed at the "Basic" level than their peers nationally and a smaller percentage of Oregon White students performed at the "Advanced" level than White students nationally.

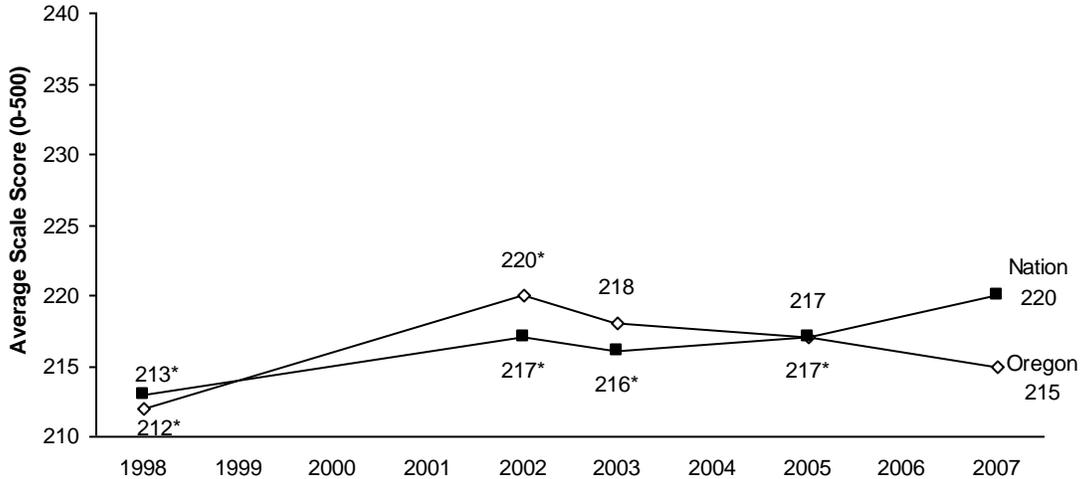
In 8th grade, however, a smaller percentage of Oregon students performed at the "Below Basic" level and a larger number performed at the "Proficient" level than 8th graders nationally. This is true both for all 8th graders and for Economically Disadvantaged students.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998, 2002, 2003, 2005, 2007: Oregon and the Nation

Note: Winter 2009 reading results will be released in 2010.

In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2007, Oregon's 4th graders scored 215, which was statistically lower than the nation's (220).

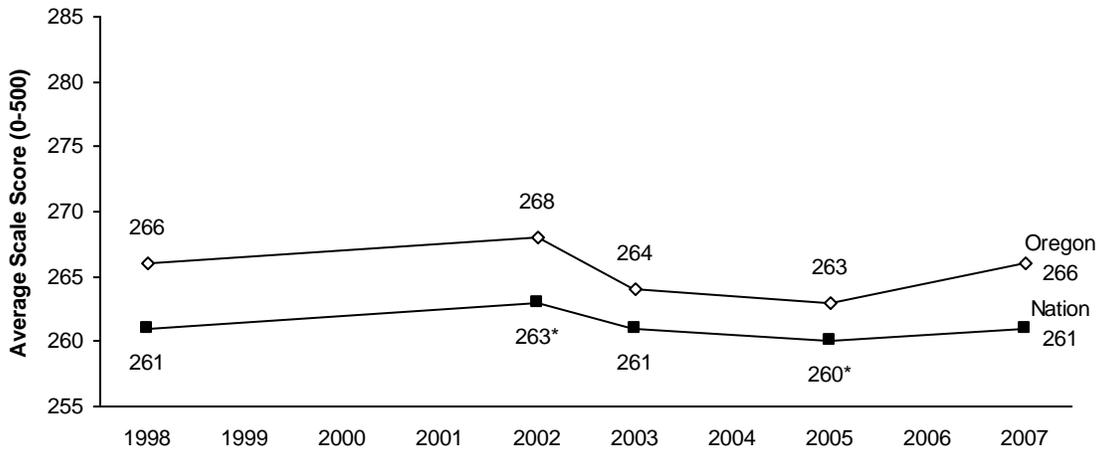


* Value is significantly different from the value for the same jurisdiction in 2007.

Grade 8 Average Scale Scores 1998, 2002, 2003, 2005, 2007: Oregon and the Nation

Note: Winter 2009 reading results will be released in 2010.

Since 1998, Oregon's 8th graders have scored statistically higher than the nation's 8th graders. In 2007, Oregon's 8th graders scored 266; the nation's scored 261.



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

National Assessment of Educational Progress: Mathematics

NAEP reports average scale scores and achievement levels. Average scale scores for reading are expressed on a 0-500 scale. NAEP has three achievement levels: Basic, Proficient, and Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels

Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade
Proficient	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	Superior performance beyond proficient

2009 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	5	32	43	20	~
	United States	6	33	43	19	~
Economically Disadvantaged	Oregon	1	21	48	30	~
	United States	1	20	49	29	~
Limited English Proficient	Oregon	#	6	42	52	94
	United States	1	11*	45	43*	94
Students with Disabilities	Oregon	3	15	37	46	86
	United States	2	16	40	43	83
Asian/Pacific Islander	Oregon	12	36	34	18	~
	United States	18	43	31	9*	~
Black (not of Hispanic origin)	Oregon	#	18	45	37	~
	United States	1	15	48	37	~
Hispanic origin	Oregon	1	14	45	39	~
	United States	1	20*	49	30*	~
American Indian/Alaska Native	Oregon	3	12	48	37	~
	United States	2	21	45	32	~
White (not of Hispanic origin)	Oregon	6	37	43	14	~
	United States	8*	42*	40	10*	~
Multi-Racial/Multi-Ethnic	Oregon	~	~	~	~	~
	United States	~	~	~	~	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

Note: not all totals sum to 100 due to rounding.

National Assessment of Educational Progress: Mathematics

2009 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	8	28	38	25	~
	United States	7	25*	39	29*	~
Economically Disadvantaged	Oregon	3	18	40	39	~
	United States	2	15*	40	43*	~
Limited English Proficient	Oregon	1	2	22	75	94
	United States	1	4	23	72	92
Students with Disabilities	Oregon	1	5	26	69	80
	United States	1	6	26	67	77
Asian/Pacific Islander	Oregon	18	32	30	20	~
	United States	20	33	31	16	~
Black (not of Hispanic origin)	Oregon	1	11	41	47	~
	United States	1	11	37	51	~
Hispanic origin	Oregon	1	14	38	46	~
	United States	2	15	39	44	~
American Indian/Alaska Native	Oregon	6	19	40	36	~
	United States	3	16	37	43	~
White (not of Hispanic origin)	Oregon	9	32	39	19	~
	United States	10	32	40	18	~
Multi-Racial/Multi-Ethnic	Oregon	~	~	~	~	~
	United States	~	~	~	~	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

Note: not all totals sum to 100 due to rounding.

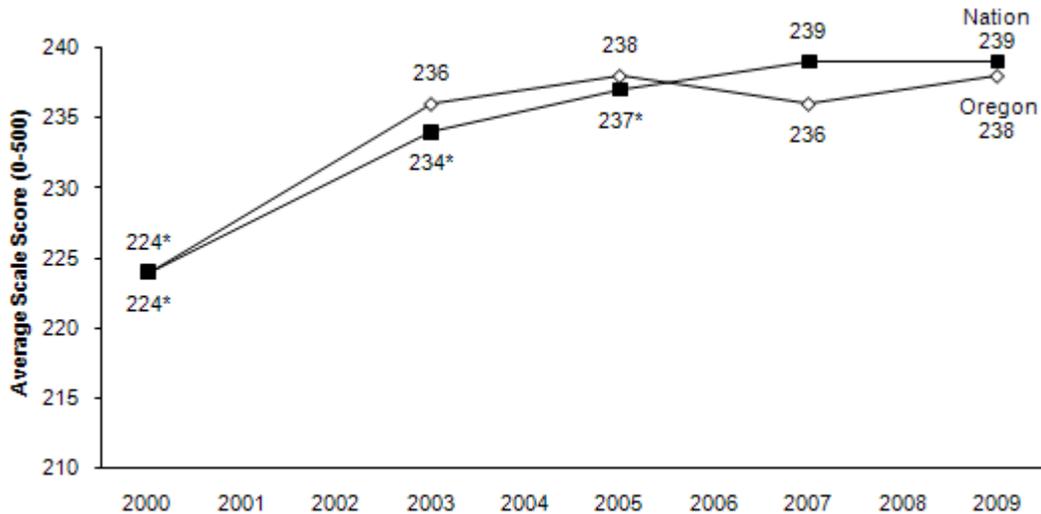
Achievement level results from the 2009 NAEP math assessment show that, for a number of reporting groups, a larger percentage of Oregon 4th graders performed at the "Below Basic" level and a smaller percentage performed at the "Proficient" level than their peers nationally. This is true for Limited English Proficient students, Hispanic students, and White students. A larger percentage of Oregon Asian/Pacific Islander students also performed "Below Basic" than their peers nationally, while a smaller percentage of Oregon White students performed at the "Advanced" level than White students nationally.

In 8th grade, however, a smaller percentage of Oregon students performed at the "Below Basic" level and a larger number performed at the "Proficient" level than 8th graders nationally. This is true both for all 8th graders and for Economically Disadvantaged students.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000, 2003, 2005, 2007, 2009: Oregon and the Nation

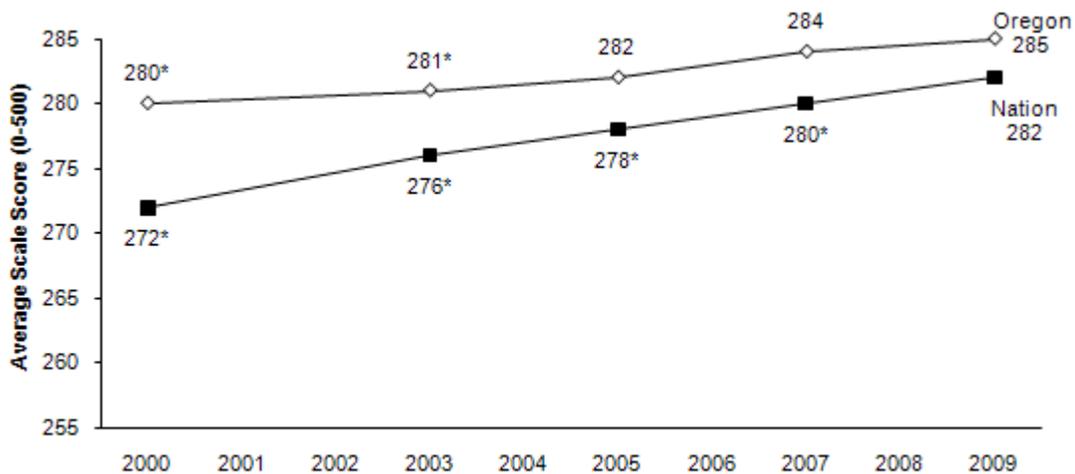
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2009, Oregon's 4th graders scored 238, which was statistically the same as the nation's (239).



* Value is significantly different from the value for the same jurisdiction in 2009.

Grade 8 Average Scale Scores 2000, 2003, 2005, 2007, 2009: Oregon and the Nation

Since 2000, Oregon's 8th graders have scored statistically higher than the nation's 8th graders. In 2009, Oregon's 8th graders scored 285; the nation's scored 282.



* Value is significantly different from the value for the same jurisdiction in 2009.

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 Reasoning Test.

American College Testing Program (ACT)

The number of Oregon high school graduates who took the ACT continued to increase in 2009. Some districts are testing more 11th graders as part of their efforts to measure the college readiness of their students, encourage effective college planning, and increase college-going rates.

A total of 11,560 students in the Oregon graduating class of 2009 took the ACT college admission and placement exam, a 9 percent increase from last year and the highest Oregon total ever. This represents 33 percent of the state's 2009 graduating class, and compares to 30 percent who took the ACT in 2008. Nationally, 45 percent of graduating seniors took the ACT in 2009, as compared to 43 percent in 2008, another all-time high.

The test-takers in the 2009 graduating class likely included students from a much broader range of academic preparation than in past years, including many students who may not previously have been planning to go to college. Often, increased participation correlates with lower average scores, but in 2009, Oregon's average ACT increased from 21.2 in 2008 to 21.4. The national average remained the same at 21.1 (for 2009 ACT data, see <http://www.act.org/news/data/09/index.html>).

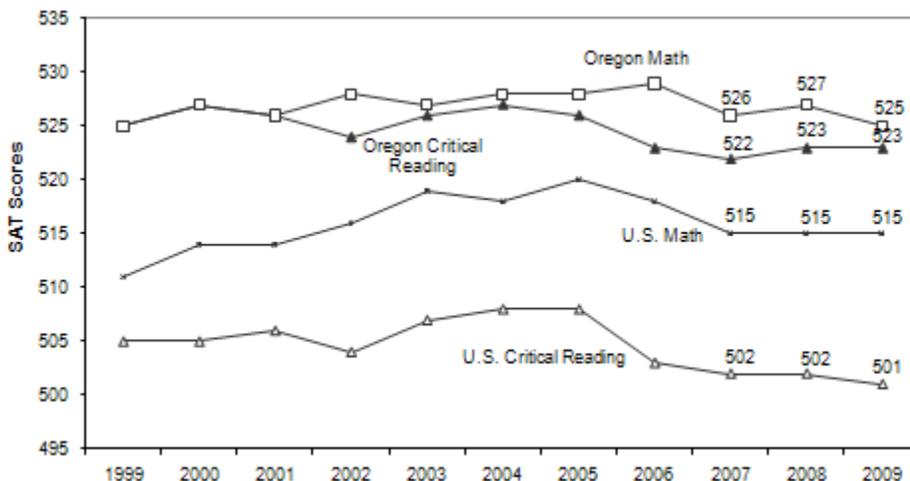
The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36.

SAT Reasoning Test

18,016 graduating seniors (52 percent) took the SAT in Oregon in 2009, a slight decrease from 2008 when 18,377 seniors (53 percent) took the test. The 2009 average Oregon score for mathematics decreased by 2 points, from 527 in 2008 to 525 in 2009, while the average U.S. score remained unchanged at 515. The average Oregon score for the critical reading section remained the same, at 523 in 2009, while the average U.S. score for the critical reading section decreased from 502 in 2008 to 501 in 2009.

Oregon and United States SAT Scores

1999-2009



Historically, Oregon students have outscored U.S. students on the SAT. In 2009, Oregon students scored 22 points higher than the national average on the critical reading test, 10 points higher than the national average on the mathematics test and 6 points higher than the national average on the writing test.

*Critical Reading test replaced Verbal in 2007
Source: The College Board

2009 Oregon and National SAT Scores

		2009 Oregon SAT 52% Participation	2009 National SAT 46% Participation	2009 DIFFERENCE 6% Participation
	Test	Average Score	Average Score	(Oregon Minus National)
TOTAL	Critical Reading	523	501	+22
TOTAL	Math	525	515	+10
TOTAL	Writing	499	493	+6
MALE	Critical Reading	525	503	+22
MALE	Math	546	534	+12
MALE	Writing	492	486	+6
FEMALE	Critical Reading	520	498	+22
FEMALE	Math	508	499	+9
FEMALE	Writing	505	499	+6
AMERICAN INDIAN	Critical Reading	479	486	-7
AMERICAN INDIAN	Math	485	493	-8
AMERICAN INDIAN	Writing	455	469	-14
ASIAN	Critical Reading	502	516	-14
ASIAN	Math	560	587	-27
ASIAN	Writing	490	520	-30
BLACK	Critical Reading	465	429	+36
BLACK	Math	455	426	+29
BLACK	Writing	448	421	+27
MEXICAN AMERICAN	Critical Reading	453	453	0
MEXICAN AMERICAN	Math	457	463	-6
MEXICAN AMERICAN	Writing	431	446	-15
PUERTO RICAN	Critical Reading	524	452	+72
PUERTO RICAN	Math	495	450	+45
PUERTO RICAN	Writing	501	443	+58
OTHER HISPANIC	Critical Reading	467	455	+12
OTHER HISPANIC	Math	465	461	+4
OTHER HISPANIC	Writing	448	448	0
WHITE	Critical Reading	532	528	+4
WHITE	Math	530	536	-6
WHITE	Writing	507	517	-10
OTHER	Critical Reading	524	494	+30
OTHER	Math	519	514	+5
OTHER	Writing	504	493	+11
NO RESPONSE	Critical Reading	551	472	+79
NO RESPONSE	Math	533	501	+32
NO RESPONSE	Writing	522	469	+53

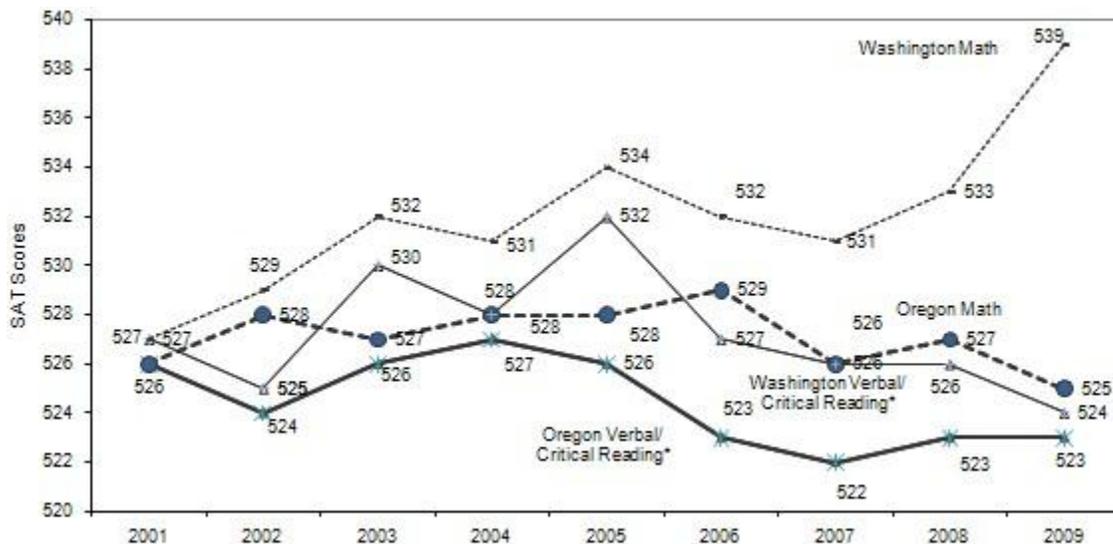
Sources: The College Board, SAT

Oregon students tied for second in the nation on the 2009 SAT critical reading section and scored third on mathematics among the states that tested at least 50 percent of their high school graduates. There were 22 such states, including the District of Columbia. Only students from Washington State outperformed Oregon students on the critical reading/verbal section, scoring 1 point higher. Students from Washington State (6 points higher) and Massachusetts (1 point higher) outperformed Oregon students on the mathematics section. Washington's participation rate was 53% while Oregon had a 52% participation rate. The participation rate for Massachusetts was 84%.

Oregon students averaged 499 on the SAT writing section, scoring sixth in the nation among the 22 states that tested at least 50 percent of their high school graduates. The five states scoring higher were: Connecticut (13 points higher), Massachusetts and New Hampshire (11 points higher), Washington (8 points higher), and Vermont (7 points higher).

Compared to eight years ago, Oregon students scored 1 point lower on the mathematics section in 2009 than in 2001, and scored 3 points lower in 2009 on the critical reading/verbal section.

Oregon and Washington SAT Scores 2001-2009



Since 2001, Washington students have outscored Oregon students on the SAT. In 2006, Washington students scored 4 points higher than Oregon students in the Verbal/Critical Reading test and 3 points higher than Oregon students in Mathematics. In 2009, Washington students scored 1 point higher than Oregon students in Critical Reading and 14 points higher in Mathematics.

*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 (45.5%). Nationally, the figures were 53.5% female to 46.5% 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 508. However, nationally and in Oregon females outscored males on the writing test. In Oregon, females outscored males 505 to 492.

As the table on the next page 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 (641 students, or 3.6% of Oregon SAT takers) could be of any race, and they might not be distributed in the same proportion as those who identified their race/ethnicity. Because of this, the scores for each race/ethnicity may not represent the true average of that specific race/ethnicity.

Integrated SAT State Summary 2009 by Gender & Race/Ethnicity
Oregon and Nation – All Schools
 Summary 2009 compared to 2008
 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
All	Total	18,016	100.0%	523	525	499	1,530,128	100.0%	501	515	493
	Change from last year	-2.0%		0	-2	-3	+0.7%		-1	0	-1
Gender	Male	8,206	45.5%	525	546	492	711,368	46.5%	503	534	486
	Change from last year	-2.6%		0	-2	-4	+1.0%		-1	+1	-2
	Female	9,810	54.5%	520	508	505	818,760	53.5%	498	499	499
	Change from last year	-1.3%		0	-1	-3	+0.7%		-2	-1	-2
Race/Ethnicity	American Indian	276	1.5%	479	485	455	8,974	0.6%	486	493	469
	Change from last year	+2.6%		-27	-12	-16	-6.5%		+1	+2	-1
	Asian	1,545	8.6%	502	560	490	158,757	10.4%	516	587	520
	Change from last year	-1.3%		+1	+3	-4	+5.0%		+3	+6	+4
	Black	400	2.2%	465	455	448	187,136	12.2%	429	426	421
	Change from last year	+1.0%		+13	+17	+12	+7.3%		-1	0	-3
	Mexican American	783	4.4%	453	457	431	79,766	5.2%	453	463	446
	Change from last year	+23.9%		+4	-1	-3	+12.9%		-1	0	-1
	Puerto Rican	36	0.2%	524	495	501	22,881	1.5%	452	450	443
Change from last year	+12.5%		-19	-33	-6	+4.2%		-4	-3	-2	
	Other Hispanic	437	2.4%	467	465	448	103,937	6.8%	455	461	448
	Change from last year	-2.7%		-13	-12	-11	+6.5%		0	0	0
	White	13,513	75.0%	532	530	507	851,014	55.6%	528	536	517
	Change from last year	-2.9%		+1	-2	-2	-0.9%		0	-1	-1
	Other	385	2.1%	524	519	504	51,215	3.4%	494	514	493
	Change from last year	-2.8%		-4	-4	-3	-1.5%		-2	+2	-1
	No Response	641	3.6%	551	533	522	66,448	4.3%	472	501	469
	Change from last year	-12.0%		+7	+2	+11	-19.8%		+1	+9	+2

Source: The College Board

The Oregon Diploma

In June 2008, the State Board of Education adopted 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. Students will also have the option to earn credit for proficiency.

Credit Requirements & Phase-In

Subject Areas*	Graduating Class of 2010 (11 th Graders in 2008-09)	Graduating Class of 2012 (9 th Graders in 2008-09)	Graduating Class of 2014 (7 th Graders in 2008-09)
English/Language Arts	4	4	4
Mathematics	3	3	3 - Algebra I & above*
Science	2	3 - Scientific Inquiry & Lab Experiences* [♦]	3
Social Sciences	3	3	3
Physical Education	1	1	1
Health	1	1	1
Second Language			
The Arts	1	3	3
Career & Technical Ed			
Electives	9	6	6
Total Credits	24	24	24

*Applied and integrated courses aligned to standards can meet credit requirements.

[♦] Lab experiences (2 credits) can take place outside of the school in field-based experiences.

Credit for Proficiency

Students can earn credits by successfully demonstrating knowledge and skills defined by standards that meet or exceed defined levels of performance. The State Board adopted revised OAR 581-022-1131 Credit Options in April 2009.

Essential Skills

Beginning in 2012, students must demonstrate proficiency in identified Essential Skills (ES). These are 21st century skills needed for success in college, the workplace, and civic life. The State Board approved three assessment options for students to demonstrate Essential Skill proficiency: (1) state test, or (2) local assessments consistent with state criteria, or (3) other approved standardized test.

ES Required for Graduating Class**	ES to be Phased In over Subsequent Years
<p>2012: Read and comprehend a variety of texts</p> <p>2013: Write clearly and accurately</p> <p>2014: Apply mathematics in a variety of settings</p>	<ul style="list-style-type: none"> • Think critically and analytically • Use technology to learn, live, and work • Demonstrate civic and community engagement • Demonstrate global literacy • Demonstrate personal management and teamwork skills • Listen actively and speak clearly and coherently

**Revised Essential Skills timeline adopted by the State Board, August 2009.

Personalized learning

These requirements personalize the diploma for each student and help prepare them for their post-high school goals.

- **Education Plan and Profile:** Students develop an Education Plan and Profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Experiences:** Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
- **Extended Application:** Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.
- **Career-Related Learning Standards (CRLS):** Students demonstrate personal management, communication, problem solving, teamwork, employment foundations, and career development. The CRLS will merge with the Essential Skills in 2012.

Oregon Graduation Rates

Graduation Rate Based on 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 high school grades in that year plus the number of graduates.

School Year	Oregon Graduation Rate
2001-02	79.2
2002-03	81.4
2003-04	80.8
2004-05	81.7
2005-06	81.7
2006-07	81.4
2007-08	84.0

Source: Early Leavers, High School Completers Data Collections

Oregon Adopted NCES 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]**

* As per HB 2263, the CIM was eliminated as a State requirement in the 2007 Legislative Session, effective at the end of the 2007-08 school year. In June 2008, the Oregon State Board of Education approved the performance expectations which are now embodied in the State Diploma Requirements.

** This is a one-year approximation of 4 years of dropouts for one class, beginning in grade 9 and ending in grade 12. In fall 2009, ODE is planning to submit a proposal to the US Department of Education to begin using the No Child Left Behind (NCLB) Cohort Graduation Rate for use in AYP and Report Card in 2010.

In 2007-08, the Oregon Statewide Graduation Rate was 84.0, up from 81.4, which was reported in 2006-07. To see the graduation rates for schools, open Table 8 at the following Excel link:

http://www.ode.state.or.us/data/schoolanddistrict/students/dropout/dropoutables2007-2008_details.xls

Graduation rates for 2008-09, including cohort rate data, will be available in Spring 2010.

Graduation Rates by Race/Ethnicity (NCES formula)

Overall, and for each race/ethnicity group, the statewide graduation rate increased between 2006-07 and 2007-08.

Graduation Rates by Race/Ethnicity							
	TOTAL	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	MULTI RACE/ETHNICITY
2006-07	81.4	84.8	68.1	64.4	87.2	71.7	79.1
2007-08	84.0	87.1	68.5	70.5	89.3	75.5	79.3

Source: 2008-09 AYP Report, online at http://www.ode.state.or.us/initiatives/nclb/ayp/data/stateayp_0809.pdf

Graduation Rates Based on Enrollment

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 in this table are students who earned a General Equivalency Degree (GED), modified diploma, or other recognition.

Oregon Graduation Rates Based on Enrollment

School Year	Number of Graduates (regular diplomas, CIM + Non-CIM)	12 th Grade October 1 Enrollment	Percent
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	40,707	81.0
2004-2005	32,588	41,125	79.2
2005-2006	33,083	42,534	77.8
2006-2007	33,441	43,833	76.3
2007-2008	34,949	45,559	76.7

Source: High School Completers and Fall Membership

Graduates Earn a Certificate of Initial Mastery (CIM)

To earn the CIM, students had to meet requirements on statewide assessments and on classroom work samples. As per HB 2263, the CIM was eliminated as a State requirement in the 2007 Legislative Session, effective at the end of the 2007-08 school year. In June 2008, the Oregon State Board of Education approved the performance expectations which are now embodied in the State Diploma Requirements.

In 2007-08, 22.3% of regular diploma receivers earned both a regular diploma and the Certificate of Initial Mastery, down from 28.7% in 2006-07. The percentage of CIM completers was lower in 2007-08 than in 2006-07 for every race/ethnicity. 33.9% of Asian / Pacific Islander graduates earning a regular diploma also earned a CIM, compared with 24.4% of White graduates, 11.6% of Native American / Alaskan Native graduates, 8.9% of African American graduates, and 7.9% of Hispanic graduates.

Regular Diplomas with A CIM By Race/Ethnicity
2001-02 to 2007-08

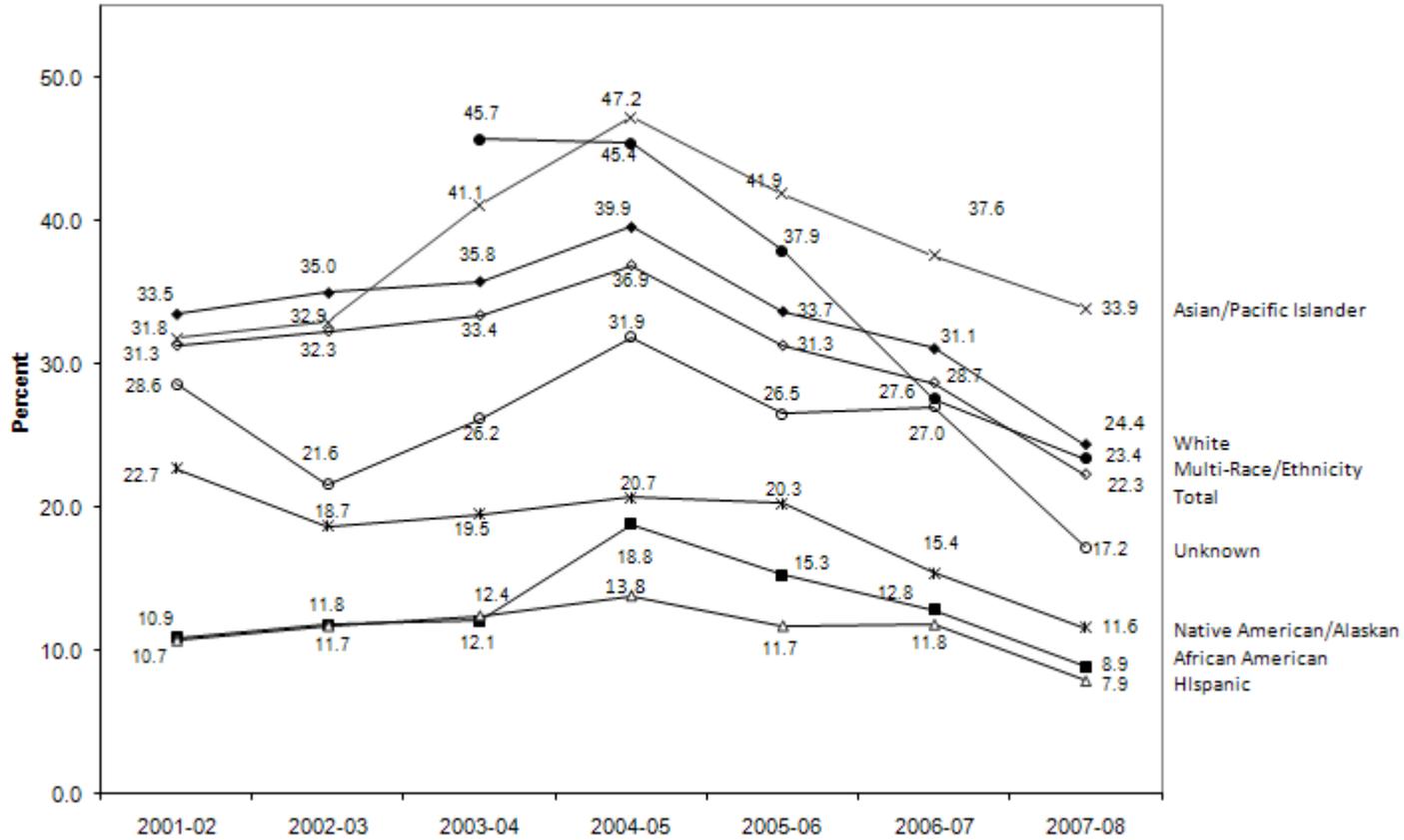
YEAR	White	%	African American	%	Hispanic	%	Asian/ Pacific Islander	%	Native American Alaskan Native	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
2007-08	6,553	24.4	74	8.9	304	7.9	614	33.9	84	11.6	111	23.4	71	17.2	7,811	22.3
2006-07	8,144	31.1	103	12.8	382	11.8	634	37.6	105	15.4	102	27.6	117	27.0	9,587	28.7
2005-06	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
2004-05	10,386	39.6	130	18.8	372	13.8	746	47.2	122	20.7	64	45.4	216	31.9	12,036	36.9
2003-04	9,667	35.8	84	12.1	321	12.4	643	41.1	112	19.5	53	45.7	117	26.2	10,997	33.4
2002-03	9,487	35.0	81	11.8	279	11.7	483	32.9	94	18.7	NA	NA	70	21.6	10,494	32.3
2001-02	8,873	33.5	65	10.9	213	10.7	408	31.8	111	22.7	NA	NA	95	28.6	9,765	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 Who Earned a CIM Within Each Race/Ethnicity

2001-02 through 2007-08

As per HB 2263 (2007), the CIM was eliminated as a State requirement, effective at the end of 2007-08.



High School Completers

In 2007-08, of the 39,812 students who completed high school, 27,138 (68.2%) earned a regular diploma without a CIM, 7,811 (19.6%) earned a diploma with a CIM, 941 (2.4%) earned a modified diploma (special education), and 3,922 (9.9%) finished the year without earning a diploma.

During the last three years, the percent of all completers who did not receive a diploma went up, from 8.5% in 2005-06, to 9.6% in 2006-07, to 9.9% in 2007-08.

Types of High School Completers:

- ▶ **Regular Diploma without Certificate of Initial Mastery:** Diploma earned when students have fulfilled all school district requirements and state requirements (22 credits, plus competencies) as described in OAR 581-022-1130, but have not earned a Certificate of Initial Mastery (CIM).
- ▶ **Regular Diploma with Certificate of Initial Mastery (CIM):** Diploma awarded 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 earned a modified diploma based on the successful completion of an individualized education program, as defined in ORS 343.035.
- ▶ **Alternative Credential or No Diploma:** 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.

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.

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

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

All High School Completers by Race/Ethnicity and Type of Completer -- 2001-02 to 2007-08

	YEAR	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American/Alaskan Native	%	Multi-Race Ethnicity	%	Unknown	%	Total	%
REGULAR DIPLOMA	2007-08	26,846	89.4%	830	79.0%	3,849	79.9%	1,811	90.1%	725	85.4%	475	83.3%	413	82.6%	34,949	87.8%
	2006-07	26,220	89.7%	806	76.0%	3,242	78.7%	1,686	90.7%	681	83.6%	370	86.2%	433	83.3%	33,438	87.9%
	2005-06	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%
	2004-05	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%
	2003-04	26,995	91.6%	692	82.6%	2,583	84.4%	1,565	90.4%	574	84.4%	116	92.8%	447	85.6%	32,972	90.5%
	2002-03	27,107	90.8%	689	80.9%	2,375	81.2%	1,468	90.3%	503	83.3%	NA	NA	324	88.8%	32,466	89.6%
	2001-02	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%
MODIFIED DIPLOMA	2007-08	690	2.3%	47	4.5%	120	2.5%	23	1.1%	26	3.1%	20	3.5%	15	3.0%	941	2.4%
	2006-07	684	2.3%	71	6.7%	112	2.7%	21	1.1%	23	2.8%	6	1.4%	12	2.3%	929	2.4%
	2005-06	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%
	2004-05	712	2.5%	55	6.3%	107	3.2%	29	1.7%	31	4.4%	6	3.7%	25	3.0%	965	2.7%
	2003-04	662	2.2%	30	3.6%	99	3.2%	26	1.5%	30	4.4%	2	1.6%	24	4.6%	873	2.4%
	2002-03	755	2.5%	46	5.4%	112	3.8%	26	1.6%	25	4.1%	NA	NA	6	1.6%	970	2.7%
	2001-02	620	2.1%	63	8.3%	80	3.2%	26	1.8%	29	5.1%	NA	NA	5	1.3%	823	2.4%
NO DIPLOMA	2007-08	2,478	8.3%	173	16.5%	850	17.6%	176	8.8%	98	11.5%	75	13.2%	72	14.4%	3,922	9.9%
	2006-07	2,323	7.9%	184	17.3%	766	18.6%	152	8.2%	111	13.6%	53	12.4%	75	14.4%	3,664	9.6%
	2005-06	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%
	2004-05	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%
	2003-04	1,804	6.1%	116	13.8%	378	12.4%	141	8.1%	76	11.2%	7	5.6%	51	9.8%	2,573	7.1%
	2002-03	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%
	2001-02	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%
TOTAL ALL COMPLETERS	2007-08	30,014	100.0%	1,050	100.0%	4,819	100.0%	2,010	100.0%	849	100.0%	570	100.0%	500	100.0%	39,812	100.0%
	2006-07	29,227	100.0%	1,061	100.0%	4,120	100.0%	1,859	100.0%	815	100.0%	429	100.0%	520	100.0%	38,031	100.0%
	2005-06	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%
	2004-05	28,733	100.0%	873	100.0%	3,306	100.0%	1,756	100.0%	709	100.0%	161	100.0%	830	100.0%	36,368	100.0%
	2003-04	29,461	100.0%	838	100.0%	3,060	100.0%	1,732	100.0%	680	100.0%	125	100.0%	522	100.0%	36,418	100.0%
	2002-03	29,846	100.0%	852	100.0%	2,926	100.0%	1,625	100.0%	604	100.0%	NA	NA	365	100.0%	36,218	100.0%
	2001-02	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%

Calculated by year, percents are the number of each diploma type (or "Alternative Credential or No Diploma") 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. Posted 5/12/09 at <http://www.ode.state.or.us/wma//data/schoolanddistrict/students/hscompleters/2007-08/hscmpltrs200708.doc>

High School Completers (2007-08) by Gender and Race/Ethnicity

	Total	%	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American	%	Multi-Race Ethnicity	%	Unknown	%
All Completers	39,812	100.0%	30,014	100.0%	1,050	100.0%	4,819	100.0%	2,010	100.0%	849	100.0%	570	100.0%	500	100.0%
Regular Diploma	34,949	87.8%	26,846	89.4%	830	79.1%	3,849	79.9%	1,811	90.1%	725	85.4%	475	83.3%	413	82.6%
without CIM	27,138	68.2%	20,293	67.6%	756	72.0%	3,545	73.6%	1,197	59.6%	641	75.5%	364	63.9%	342	68.4%
with CIM	7,811	19.6%	6,553	21.8%	74	7.1%	304	6.3%	614	30.6%	84	9.9%	111	19.5%	71	14.2%
Modified Diploma*	941	2.4%	690	2.3%	47	4.5%	120	2.5%	23	1.1%	26	3.1%	20	3.5%	15	3.0%
No Diploma	3,922	9.9%	2,478	8.3%	173	16.5%	850	17.6%	176	8.8%	98	11.5%	75	13.2%	72	14.4%
All Male Completers	20,023	100.0%	15,122	100.0%	515	100.0%	2,442	100.0%	1,009	100.0%	413	100.0%	251	100.0%	271	100.0%
Regular Diploma	17,252	86.2%	13,306	88.0%	393	76.3%	1,893	77.5%	900	89.2%	346	83.8%	200	79.7%	214	79.0%
without CIM	13,933	69.6%	10,503	69.5%	372	72.2%	1,764	72.2%	637	63.1%	320	77.5%	158	63.0%	179	66.1%
with CIM	3,319	16.6%	2,803	18.5%	21	4.1%	129	5.3%	263	26.1%	26	6.3%	42	16.7%	35	12.9%
Modified Diploma*	605	3.0%	443	2.9%	29	5.6%	77	3.2%	17	1.7%	17	4.1%	12	4.8%	10	3.7%
No Diploma	2,166	10.8%	1,373	9.1%	93	18.1%	472	19.3%	92	9.1%	50	12.1%	39	15.5%	47	17.3%
All Female Completers	19,789	100.0%	14,892	100.0%	535	100.0%	2,377	100.0%	1,001	100.0%	436	100.0%	319	100.0%	229	100.0%
Regular Diploma	17,697	89.4%	13,540	90.9%	437	81.7%	1,956	82.3%	911	91.0%	379	86.9%	275	86.2%	199	86.9%
without CIM	13,205	66.7%	9,790	65.7%	384	71.8%	1,781	74.9%	560	55.9%	321	73.6%	206	64.6%	163	71.2%
with CIM	4,492	22.7%	3,750	25.2%	53	9.9%	175	7.4%	351	35.1%	58	13.3%	69	21.6%	36	15.7%
Modified Diploma*	336	1.7%	247	1.7%	18	3.4%	43	1.8%	6	0.6%	9	2.1%	8	2.5%	5	2.2%
No Diploma	1,756	8.9%	1,105	7.4%	80	15.0%	378	15.9%	84	8.4%	48	11.0%	36	11.3%	25	10.9%

*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. Numbers do not include Honorary (foreign exchange) Diplomas. Not all percentages sum to 100.0%, due to rounding.

Diploma:

1. The percent of high school completers who earned a regular diploma decreased from 87.9% in 2006-07 to 87.8% in 2007-08.
2. Between 2006-07 and 2007-08, the percent of White and Asian/Pacific Islander students who earned a regular diploma decreased, while the percent of African American, Hispanic, and Native American students increased.
3. As was true in 2006-07, in 2007-08 females were more likely than males to earn a Regular Diploma with CIM (22.7% of females compared to 16.6% of males).
4. Similar to 2006-07, in 2007-08 females were more likely than males to earn a Regular Diploma in every race/ethnicity category.

No Diploma:

Note: All students who have been in high school for 4 or more years and completed the year without receiving a diploma must be reported in the High School Completers data collection. Students reported in High School Completers as "No Diploma" are not dropouts, unless they fail to return to school the following year to work toward earning a diploma.

1. The percent of high school completers who did not earn a diploma increased from 8.5% in 2005-06 to 9.6% in 2006-07 to 9.9% in 2007-08.
2. This increase means that more students are taking longer than 4 years to complete diploma requirements.
3. From 2006-07 to 2007-08, the percent of African American, Hispanic, and Native American students not earning a diploma decreased, while the percentages for White, Asian/Pacific Islander, and Multi-Race/Ethnicity students increased.
4. In 2007-08, 10.8% of males (2,166) and 8.9% of females (1,756) did not receive a diploma. In 2006-07, 11% of males (2,086) did not receive a diploma, and 8.3% of females (1,578).
5. In 2007-08, Hispanic males had the highest rate of completers with No Diploma (19.3%), followed by African American males (18.1%) and males in the Unknown race/ethnicity group (17.3%).
6. In 2007-08, most students who did not receive a diploma were White students (1,373 males and 1,105 females).

Dropout Rates

Dropout Rate Formula

Dropout data is collected in 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:

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

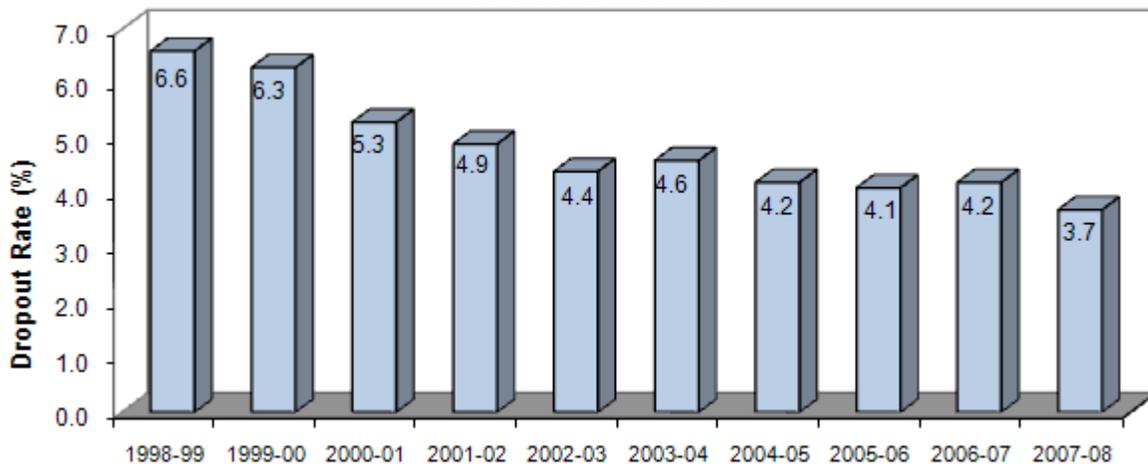
Dropout rates are also calculated for schools, districts, and counties.

In addition, rates are calculated for grades 7 and 8. For more information, access the following webpage: <http://www.ode.state.or.us/search/page/?id=1>

The statewide dropout rate decreased from 4.2 percent in 2006-07 to 3.7 percent in 2007-08. The total number of dropouts decreased, from 7,621 dropouts in 2006-07 to 6,678 dropouts in 2007-08.

Oregon High School Dropout Rates

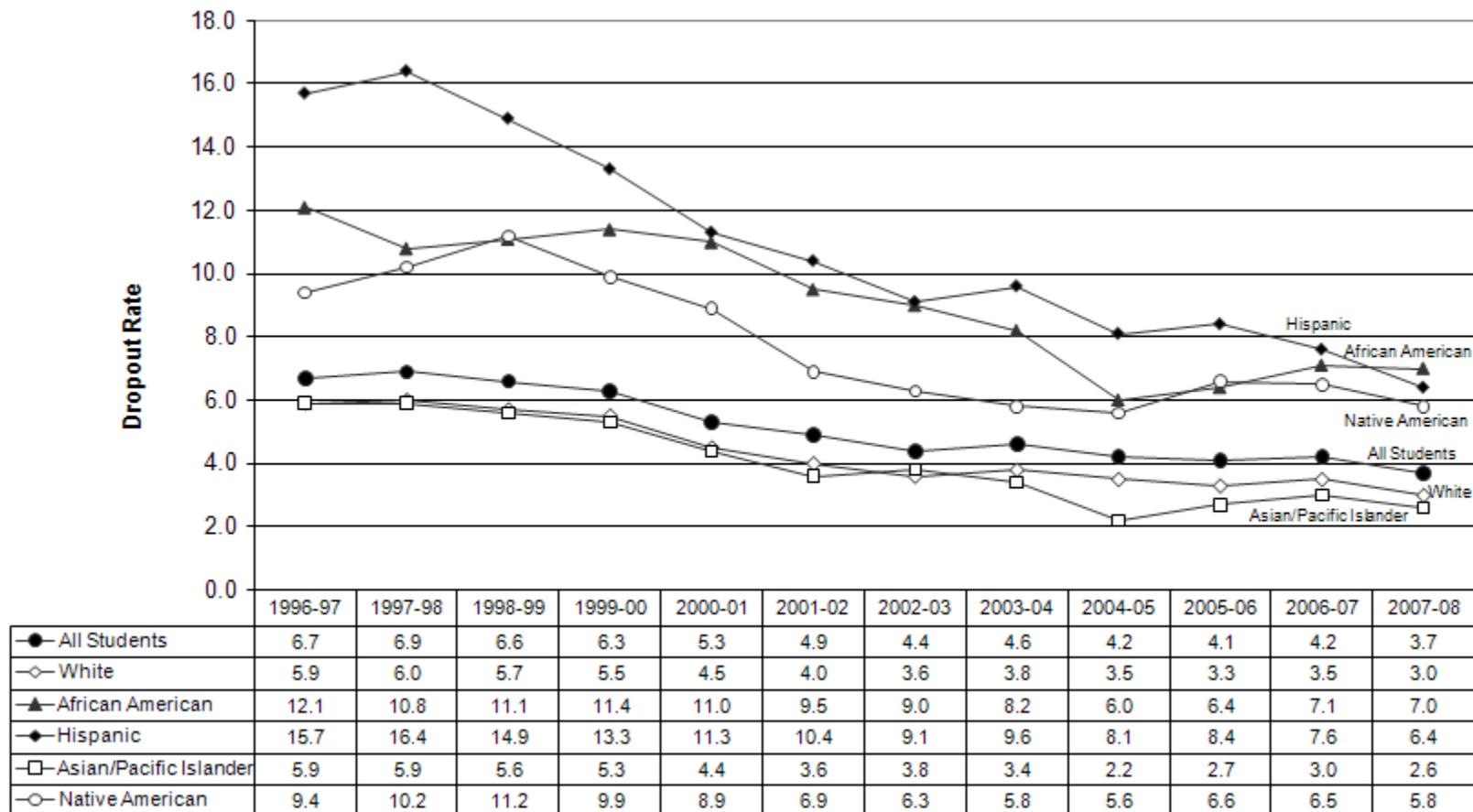
1998-99 to 2007-08



The most frequently cited reasons for leaving school have been consistent during the last ten 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 2007-2008 are as follows:

1. Too far behind in credits to catch up (1,104 students)
2. Lack of parental support for education (908 students)
3. Dysfunctional home life (620 students)
4. Working more than 15 hours a week (563 students)
5. Pregnant or teen parent (367 students)
6. Frequent discipline referrals (367 students)
7. Attended 3 or more high schools (214 students)
8. Felt peer pressure to not achieve (212 students)
9. Substance abuse (203 students)

Oregon Dropout Rates by Race/Ethnicity – Grades 9-12 1996-97 to 2007-08



Since 1996-97, dropout rates have decreased significantly for all race/ethnicity categories. The percent decrease between 1996-97 and 2007-08 (and compared to the average dropout rate for all years) was greatest for Hispanic students. Between 2006-07 and 2007-08, dropout rates declined for all students.

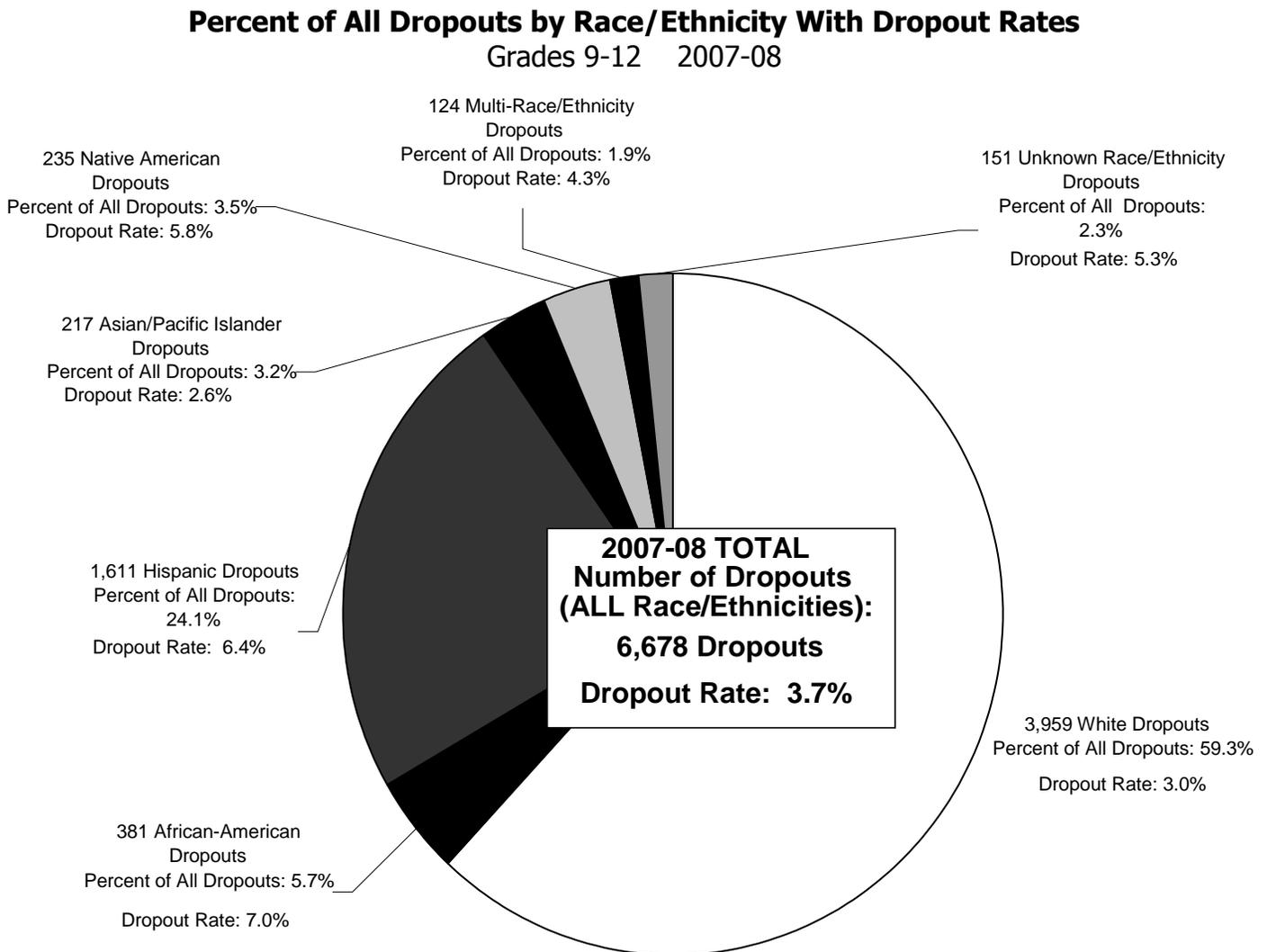
Source: Early Leavers Data Collection

Oregon Dropout Rates by Race/Ethnicity 2006-07 to 2007-08

Between 2006-07 and 2007-08, dropout rates declined for all race/ethnicity groups of students enrolled in grades 9 to 12, as shown below, except the Unknown/Declined group.

As has been true in the past, most 2007-08 dropouts (59.3 percent) 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 13.9 percent of the total grade 9-12 October 1 enrollment in 2007-08, but represented 24.1 percent of total dropouts. This 13.9 percent of grade 9-12 October 1 enrollment for Hispanics is an increase from 12.9 in 2006-07, while the dropout rate decreased for Hispanics from 7.6 in 2006-07 to 6.4 in 2007-08.

African American students comprised 3.0 percent of grade 9-12 October 1 enrollment in 2007-08 (compared to 2.9 percent in 2006-07), but represented 5.7% of all dropouts in 2007-08. The dropout rate for African American students remains high at 7.0 percent in 2007-08, compared to 7.1 percent in 2006-07. The graph below shows the dropout rates among the various racial/ethnic student groups.



Oregon Staff

Experienced, Highly Educated Workforce

Teachers

In 2008-09, teachers had an average of 12.1 years of teaching experience, the same as in 2007-08. While the average Oregon teacher is 42.7 years old, the most often reported age is 54. 69.9 percent of all Oregon teachers and 84.5 percent of all elementary school teachers are female.

Between 2001-02 and 2008-09, the percent of Oregon teachers with graduate degrees increased from 57 percent to 61.9 percent, which included 61.5 percent of teachers who reported having master's degrees and 0.4 percent who reported having doctorates. In addition, 9.6 percent of Oregon teachers reported that their highest degree was a bachelor's degree, and 28.1 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 18.2 years of experience overall in 2008-09. In 2008-09, 88.9 percent of principals and assistant principals reported that their highest degree was a master's degree, 3.3 percent reported that their highest degree was a doctorate, 6.2 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 degree.

Women have made substantial progress moving into administrative ranks. Nineteen years ago, 2.8 percent of all superintendents and 14.5 percent of all principals were women. In 2008-09, 32.6 percent of superintendents and 45.5 percent of principals and assistant principals were women.

All School Staff

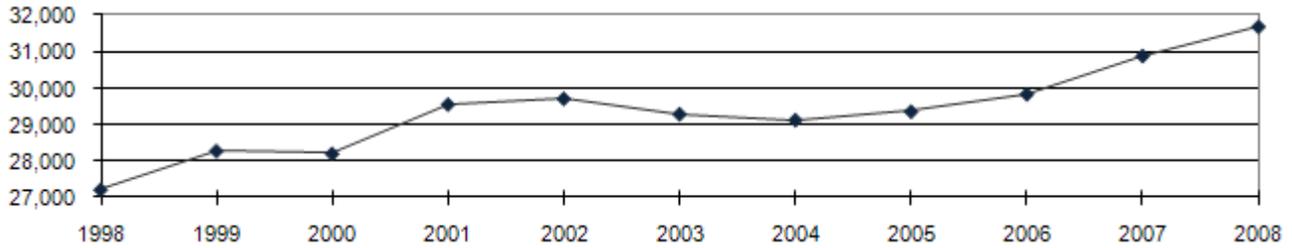
In the last year, the total number of full-time equivalent (FTE) school employees has increased by 0.8%, from 64,636.1 in 2007-08 to 65,128.3, a difference of 492.2 FTE. This year, we have re-defined several categories of this report. For example, some positions were re-categorized from Educational Assistants and from Other Staff to Special Education Specialists. Other categories were combined or clarified. These new categories have been applied to the two years of data shown below.

Oregon School Employees (Full-Time Equivalent Positions)

	2007-08		2008-09	
	Number	Percent	Number	Percent
Teachers	30,026.60	46.45%	30,157.23	46.30%
Educational Assistants	10,513.76	16.27%	10,411.36	15.99%
District Administrators	474.86	0.73%	465.55	0.71%
School Administrators	1,643.67	2.54%	1,670.85	2.57%
Guidance Counselors	1,136.53	1.76%	1,056.64	1.62%
Library and Media	1,139.71	1.76%	1,107.78	1.70%
Support Staff	18,353.39	28.39%	18,829.51	28.91%
Special Education Specialists	1,347.53	2.08%	1,429.39	2.19%
Total	64,636.05	100.00%	65,128.31	100.00%

*Prior to the 2008-09 Statewide Report Card, FTE from ESDs was not included in this table. Data as of November 13, 2009.

Total Number of Teachers (NOT FTE) Employed by Oregon Districts 1998-2008



Annual Instructional Hours

The minimum instructional hours required per year are specified in OAR 581-022-1620 - Required Instructional Time.

Annual Hours of Instruction Time

Oregon Public Schools

Note: Annual Instructional Hours data was not collected in 2008-09.

	Minimum Required Instructional Hours per Year
Kindergarten	405
Grades 1-3	810
Grades 4-8	900
Grades 9-12	990



Federal Compensatory Education Programs

Support to Districts through the Elementary and Secondary Education Act (ESEA)

Through the Elementary and Secondary Education Act (ESEA), the Oregon Department of Education receives and distributes 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 continues its commitment to develop processes that ensure that ESEA federal funds contribute to these opportunities.

Oregon students are served through the following programs provided through the Elementary and Secondary Education Act:

- **Title I-A** Improving the Academic Achievement of the Disadvantaged
- **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 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-A** Innovative Programs
- **Title V-B** Charter Schools
- **Title VI-A** Funding Flexibility
- **Title VI-B** Rural Education Initiative
- **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 ongoing guidance, technical assistance, model programs, and monitoring to ensure that all students receive these opportunities for academic success.

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. Performance and other data is available via the link below for detailed AYP reports.

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 online at:

http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypwb_current.pdf

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

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

Adequate Yearly Progress (AYP)
Oregon Public Schools Meeting AYP - 2005-06 to 2008-09

	2005-06			2006-07			2007-08*			2008-09		
	Number of Schools	Number Met	Percent Met	Number of Schools	Number Met	Percent Met	Number of Schools	Number Met	Percent Met	Number of Schools	Number Met	Percent Met
All Schools	1229	855	69.6	1234	957	77.6	1240	780	62.9	1259	882	70.1
Elementary/Middle	936	765	81.7	936	819	87.5	941	674	71.6	944	741	78.5
High Schools	293	90	30.7	298	138	46.3	299	106	35.5	315	141	44.8
Title I Schools	591	518	87.6	600	525	87.5	565	413	73.1	574	462	80.5
Elementary/Middle	541	488	90.2	550	497	90.4	527	390	74.0	530	432	81.5
High Schools	50	30	60.0	50	28	56.0	38	23	60.5	44	30	68.2
Non-Title I Schools	638	337	52.8	662	432	65.3	675	367	54.4	685	420	61.3
Elementary/Middle	395	277	70.1	402	322	80.1	414	284	68.6	414	309	74.6
High Schools	243	60	24.7	260	110	42.3	261	83	31.8	271	111	41.0
Number new schools not rated	27			28			38			29		
Title I schools Identified for Improvement**	47			45			39			70		
Title I schools exiting school improvement status	6			12			13			6		

*State targets for students meeting or exceeding the cut score increased to 60% in Reading/Literature and 59% in Mathematics.

**Title I Schools identified for improvement are based on Title I funding granted for the year identified and the following year.

Source: Oregon Department of Education. For information on standards and cut scores please visit <http://www.ode.state.or.us/search/results/?id=223>

2008- 09 State AYP Report
Summary
 (as of 09/09/2009)

AYP Designation: **NOT MET**

Did the state meet the standard for AYP?

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

2008- 09 State AYP Report

English / Language Arts (Reading Knowledge and Skills) Details

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		07-08	08-09	07-08	08-09		
All Students	MET	297250	298297	2654	1945	600146	99
Economically Disadvantaged	MET	135686	144493	1008	860	282047	99
Limited English Proficient	MET	38074	38438	235	215	76962	99
Students with Disabilities	MET	43677	44963	971	694	90305	98
Asian/Pacific Islander	MET	14110	14525	86	63	28784	99
Black (not of Hispanic origin)	MET	8771	8707	147	91	17716	99
Hispanic origin	MET	50196	51588	436	387	102607	99
American Indian/Alaskan Native	MET	6228	5958	97	74	12357	99
White (not of Hispanic origin)	MET	205480	203745	1726	1258	412209	99
Multi-Racial/Multi-Ethnic	MET	7402	9125	57	4	16588	100

2008- 09 State AYP Report
Mathematics Knowledge and Skills Details

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		07-08	08-09	07-08	08-09		
All Students	MET	296818	298112	3032	2086	600048	99
Economically Disadvantaged	MET	135538	144408	1170	929	282045	99
Limited English Proficient	MET	38008	38408	304	236	76956	99
Students with Disabilities	MET	43640	44979	1042	687	90348	98
Asian/Pacific Islander	MET	14078	14500	128	85	28791	99
Black (not of Hispanic origin)	MET	8760	8695	158	98	17711	99
Hispanic origin	MET	50120	51563	490	390	102563	99
American Indian/Alaskan Native	MET	6220	5949	108	81	12358	98
White (not of Hispanic origin)	MET	205202	203629	1971	1368	412170	99
Multi-Racial/Multi-Ethnic	MET	7404	9165	61	4	16634	100

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

School report cards describe student performance on statewide assessments, attendance, dropout rates, graduates, 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.

A growth model for student achievement was added in the 2008-09 Report Card which looks at individual student performance over time to allow schools, districts, and the state to analyze the rate at which student learning (i.e., growth) is occurring. By analyzing rates of growth it is possible to provide a more complete view of school performance than can be achieved by status models alone.

For 2001-02 through 2007-08 schools received the Overall rating of Exceptional, Strong, Satisfactory, Low, or Unacceptable. Beginning with 2008-09 the number of ratings categories was reduced to three: Outstanding, Satisfactory, and In Need of Improvement. Ratings are based on student performance on statewide assessments, improvement in student performance, attendance, graduation, and participation rates on statewide assessments.

Number of Schools Receiving Each Overall Rating by Year

Overall Rating	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Exceptional	91	130	130	137	147	157	129
Strong	399	339	360	390	436	457	414
Satisfactory	558	548	546	509	463	472	555
Low	27	34	27	22	24	24	20
Unacceptable	7	5	10	8	5	9	12

2008-09 Ratings				
2007-08 Ratings	Outstanding	Satisfactory	In Need of Improvement	No Rating/ Closed
Exceptional	108	20	0	1
Strong	201	209	0	4
Satisfactory	71	440	36	8
Low	5	7	8	0
Unacceptable	0	3	9	0
No Rating/Not Open	14	32	8	117
Total	399	711	61	130

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

No Child Left Behind - Highly Qualified Teachers (HQT)

According to the federally required definition under the Elementary Secondary Education Act, 94.0 percent of all classes taught in Oregon's public schools in 2008-09 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 percent have highly qualified teachers.

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

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 licensure. 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 Elementary Secondary Education 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. Throughout the United States, students in high-poverty schools are less likely than other students to be taught by a highly qualified teacher, yet in Oregon students are more likely to be taught by a highly qualified teachers is high poverty versus low poverty schools. It is also worth noting that in Oregon the percentage of classes taught by highly qualified teachers in high-poverty schools has increased over the last three years with 94.6 percent in 2008-09 compared to 92.5 percent in 2007-08, and 90.1 percent in 2006-07. Oregon also has a higher percentage of classes taught by HQT in high-poverty (97.3%) as compared to low-poverty (93.1%) elementary schools. At the secondary level there is only a small difference between high-poverty (94.3%) and low-poverty (94.9%) schools. Oregon, in the 2008-09 school year, has increased the percentage of classes taught by HQT in all types of classes listed in the table below.

In 2008-2009, only 0.97 percent or 239 of the teachers in Oregon's classrooms instructing in core content classes were teaching with Emergency or provisional licenses.

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

Percent of Classes Taught by Highly Qualified Teachers 2008-09

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	94.0%	6.0%	94.6%	5.4%	94.0%	6.0%
Self-Contained	98.2%	1.8%	98.3%	1.7%	97.9%	2.1%
English	91.8%	8.2%	91.1%	8.9%	93.2%	6.8%
Foreign Languages	93.8%	6.2%	94.9%	5.1%	93.1%	6.9%
The Arts	93.9%	6.1%	94.9%	5.1%	93.5%	6.5%
Science	92.8%	7.2%	94.7%	5.3%	91.5%	8.5%
Math	92.7%	7.3%	92.2%	7.8%	93.8%	6.2%
Social Sciences	94.2%	5.8%	90.6%	9.4%	95.0%	5.0%

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

Source: NCLB Staff Assignment (Highly Qualified Teachers) Data Collection 2008-2009.

School Type	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High-Poverty	97.3%	2.7%
Low-Poverty	93.1%	6.9%
All Elementary Schools	95.0%	5.0%
Secondary Level		
High Poverty	94.3%	5.7%
Low Poverty	94.9%	5.1%
All Secondary Schools	94.0%	6.0%

Source: Oregon Department of Education

No Child Left Behind Act – Persistently Dangerous Schools

The No Child Left Behind Act (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA), which requires the state to provide options, at schools deemed “persistently dangerous,” for students to attend a different school of choice. This is known as the Unsafe School Choice Option. A school can be deemed “persistently dangerous” as an entire entity, or for an individual student who is the victim of a violent crime. Should either of these 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 following threshold, as tabled at the right, for the number of expulsions listed depending on school size for *three consecutive years*.

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

Source: Oregon Department of Education

Expulsions fall within the following three categories:

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 2008-09, five 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 did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years. In 2007-08, ten 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 school is confronting the issue of school safety.

NCLB Unsafe School Choice Option:

http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/a_drugfree/unsafeschchoiceoption.doc
<http://www.ode.state.or.us/search/results/?id=107>

For more information, contact Scott Hall at 503-947-5628, or scott.hall@state.or.us

Homeless Students in Oregon 2008-09

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. Children and youth who are awaiting foster care placement may also be considered eligible for this program.

What are the Living Situations of Homeless Students in Oregon?

School districts are 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, may share residences with relatives or friends due to loss of housing, experience economic hardship, or similar circumstances.

In Shelters	Sharing Housing	Unsheltered	Motels
1,721	13,312	2,264	754

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. To protect student confidentiality, individual students are not identified in the data collection. Media releases include district counts in which count numbers from 0-5 are suppressed.

How many homeless students attend public schools in Oregon?

Statewide, 3.2% of all K-12 students enrolled in Oregon public school districts during 2008-09, were reported as homeless during some or all of the school year. For the 2008-09 count, districts reported a total of 18,051 homeless students enrolled in school during all or part of the school year, a 14% increase from 07-08. This increase represents nearly 2,200 additional homeless students who were enrolled since the previous year.

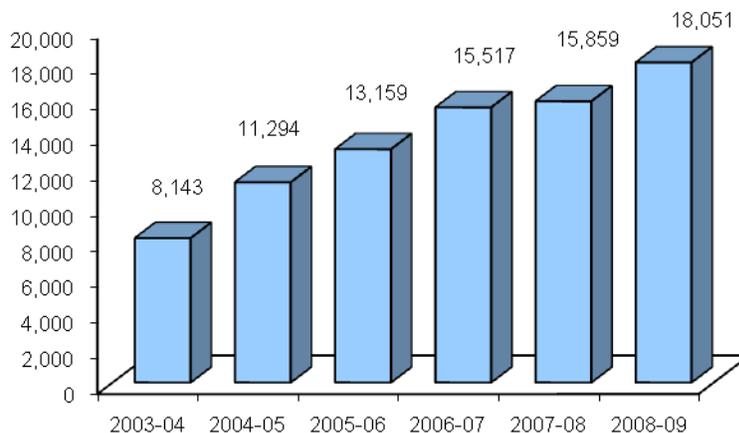
2008-09 Homeless Student Data Collection By Grade Level

KG	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1,336	1,412	1,388	1,444	1,325	1,363	1,203	1,197	1,168	1,278	1,302	1,501	2,134	18,051

What are the trends in poverty and homelessness?

The homeless student count rose significantly by 2,192 students between 2007-08 and 2008-09. Oregon may be seeing the results of the economic recession in this sharp increase in one year in the number of homeless students in public schools.

Homeless Student Count 2003-04 to 2008-09



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	2007-08	2008-09
Homeless Students	8,143	11,294	13,159	15,517	15,859	18,051
Total Enrollment	551,410	552,339	559,254	562,828	566,067	564,064
% of Total Enrollment	1.5%	2.0%	2.4%	2.8%	2.8%	3.2%

Aggregate District Facts about Homeless Students

Among Oregon's 197 school districts (over half of which are small and rural):

- 50 districts reported zero homeless students
- 46 districts had from 1 to 19 homeless students
- 40 districts had 20-50 homeless students
- 20 districts had 21-100 homeless students
- 19 districts had 101-200 homeless students
- 16 districts had 201-500 homeless students
- 7 districts had over 500 homeless student
- 18,051 of Oregon's 564,064 K-12 students (3.2%) were homeless for some period of the school year in 2008-09
- 8,268 homeless students were enrolled in grades K-5
- 3,568 homeless students were enrolled in grades 6-8
- 6,215 homeless students were enrolled in grades 9-12
- Grade 12 continues to have the highest counts of homeless students (2,134 in 2008-09)

- 3,041 of all homeless students reported in 2008-09 were considered unaccompanied homeless minors who were abandoned by parents, had run away from home or left their foster care home. District Homeless Liaisons and Counselors often act as an emergency contact for the unaccompanied homeless minors who typically do not have a parent or guardian looking after their educational best interest and need assistance with issues related to absenteeism, school performance, and progress toward graduation.

Eight districts in Oregon, listed below, have the highest numbers of homeless students in the 2008-09 Homeless Student Count for students enrolled in grades K-12.

DISTRICT	K-12 Total
Portland	1,706
Medford	1,126
Beaverton	1,114
Salem-Keizer	815
Eugene	743
Bend-LaPine	709
Woodburn	564
Reynolds	499

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, school uniforms, clothing and hygiene supplies, and referrals to social services and housing programs. Local district general funds may be supplemented by Title I-A funds, McKinney-Vento competitive subgrants, community agencies and local donations. Many districts receive donations from community sponsors, foundations and local businesses to help provide resources for homeless students such as dental and medical care, glasses, mentoring, family support, and other services.

New partnerships are emerging across the state between school districts, communities and county agencies working to end homelessness. Many Liaisons are involved in county Ten-Year Plan Committees to End Homelessness, County Homeless Councils, Oregon Pre-Kindergarten Programs and Runaway & Homeless Youth Projects from the Oregon Commission on Children and Families. The role of the Homeless Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and end homelessness, has become an imperative. It is hoped that these collaborations will begin to reduce homelessness among children and youth in the short run, as well as in the long run.

McKinney-Vento Subgrant Projects

Oregon received \$653,191 in federal McKinney-Vento Act funds in 2008-09 to serve homeless students, over 75% of which went to districts in the form of competitive subgrants. During the 08-09 school year, 41 local districts were served by 21 subgrant projects from this program.

McKinney-Vento Subgrant Projects were required to report results on Oregon State Achievement tests of the homeless students in their districts. Following are the results of those Oregon Assessment of Knowledge & Skills (OAKS) tests:

2008-09 MATH GRADE	NUMBER OF HOMELESS STUDENTS TESTED	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD	PERCENT OF ALL STUDENTS WHO MET OR EXCEEDED STANDARD	2008-09 READING GRADE	NUMBER OF HOMELESS STUDENTS TESTED	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD	PERCENT OF ALL STUDENTS WHO MET OR EXCEEDED STANDARD
3	620	55.7%	76.5%	3	615	65.5%	82.8%
4	617	55.4%	77.2%	4	618	68.1%	84.1%
5	604	54.8%	76.5%	5	603	50.8%	76.3%
6	564	48.6%	72.8%	6	558	51.6%	76.5%
7	577	54.3%	77.8%	7	563	55.2%	77.3%
8	612	46.4%	70.6%	8	603	42.6%	69.5%
10	515	25.3%	53.6%	10	538	37.6%	66.1%

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/Go/HomelessEd>

Free and Reduced Price Lunch

Oregon Public Schools Number and Percent of All Students Eligible October 1, 2008 Enrollment

School Type and Level	A Total Number of Students Eligible for Free and Reduced Price Lunch	B Total Number of All Students October 1, 2008	Free and Reduced Price Lunch Eligible Students as a Percent of All Students (Column A divided by Column B)
REGULAR			
Elementary	132,997	259,696	51.2
Middle	49,407	103,716	47.6
High	65,492	165,617	39.5
Combined	1,490	3,526	42.3
ALTERNATIVE			
Elementary	391	1,673	23.4
Middle	40	241	16.6
High	1,813	2,949	61.5
Combined	685	1,147	59.7
CHARTER			
Elementary	1,443	3,997	36.1
Middle	227	648	35.0
High	661	1,145	57.7
Combined	1,129	3,019	37.4
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	134,831	265,366	50.8
Middle	49,674	104,605	47.5
High	67,966	169,711	40.0
Combined	3,304	7,692	43.0
Other	213	460	46.3
Total	255,988	547,834	46.7

Note: Includes October 1 Membership (column B) for the 1,241 schools and programs in the DBI report at <http://www.ode.state.or.us/sfda/reports/r0061Select2.asp> where Free and Reduced Price Lunch total eligibility is not null. Data pulled November 2009.

Source: Oregon Department of Education

Special Programs

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

Special Education

The number of Oregon students receiving special education services through the federal *Individuals with Disabilities Education Act* (IDEA) has averaged 12.8% of total enrollment over the last five years.

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Special Education	67,638	69,141	70,902	71,875	70,824	71,398	71,517	71,834	72,051	72,846
Total Enrollment	545,085	545,680	551,679	554,071	551,410	552,339	559,254	562,828	566,067	564,064
% of Total Enrollment	12.4	12.7	12.9	13.0	12.8	12.9	12.8	12.8	12.7	12.9

Sources: December Special Education Child Count, Fall Membership

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.

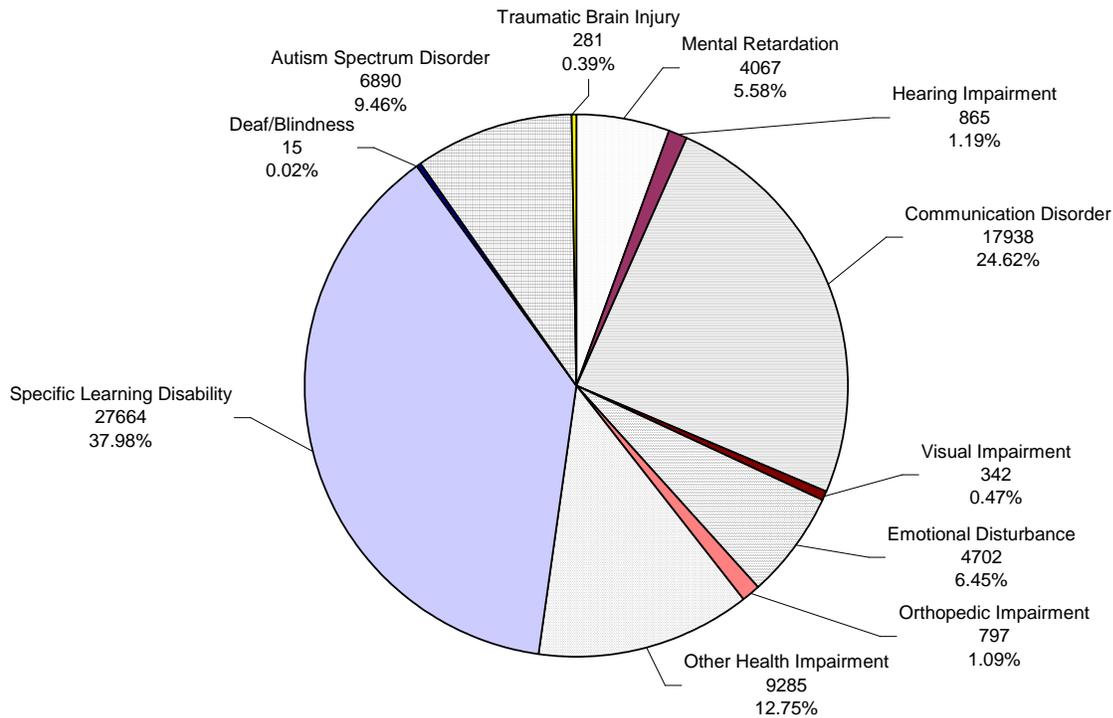
Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Student Learning and Partnerships keep up with the ever-changing needs of Oregon's children.

Number of Students with Disabilities (Ages 5-21) 2004-05 and 2008-09 with Percent Changes

Type of Disability	2004-05 Number of Students	2008-09 Number of Students	Percent Change
Autism	4,553	6,890	+51.3
Deaf/Blindness	12	15	+25.0
Emotional Disturbance	4,700	4,702	+0.0
Hearing Impairment/Deaf	834	865	+3.7
Mental Retardation	4,391	4,067	-7.4
Other Health Impairment	7,107	9,285	+30.6
Orthopedic Impairment	800	797	-0.4
Specific Learning Disability	31,110	27,664	-11.1
Visual Impairment	334	342	+2.4
Communication Disorder	17,268	17,938	+3.9
Traumatic Brain Injury	289	281	-2.8
Total	71,398	72,846	+2.0

Source: December Special Education Child Count

School Age Students with Disabilities Receiving Special Education Services 2008-09 School Year 72,846 Students



In 2008-09, 70.4 percent of Oregon’s special education students are served in regular classrooms 80 percent of the day or more, while 15.8 percent are served in regular classrooms 40 to 79 percent of the day, and 10.9 percent are served in regular classrooms less than 40 percent of the day. The remaining 2.9 percent of students are served in settings outside the regular school.

Placement of School Age Special Education Students by Disability - 2008-09

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism	4.7%	1.5%	2.9%	0.3%
Deaf/Blindness	0.01%	0.0%	0.01%	0.0%
Emotional Disturbance	3.3%	1.1%	1.3%	0.8%
Hearing Impairment/Deaf	0.7%	0.1%	0.1%	0.2%
Mental Retardation	0.9%	1.6%	3.0%	0.2%
Other Health Impairment	8.8%	2.2%	1.3%	0.4%
Orthopedic Impairment	0.4%	0.2%	0.4%	0.05%
Specific Learning Disability	29.4%	7.3%	0.9%	0.4%
Visual Impairment	0.3%	0.05%	0.1%	0.04%
Communication Disorder	21.8%	1.6%	0.7%	0.5%
Traumatic Brain Injury	0.2%	0.1%	0.1%	0.02%
Total	70.4%	15.8%	10.9%	2.9%

* This category includes students in corrections, home school, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.

Note: not all columns sum to total due to rounding.

Early Childhood—Oregon Head Start Pre-Kindergarten (OHS PreK) Programs

OHS PreK is a high quality, comprehensive, early childhood program serving children ages three to five from families living at or below the federal poverty level. The program offers integrated services to support school readiness in the areas of:

- Early childhood education and development
- Child health and nutrition
- Parent education and family support

There are 31 OHS PreK programs serving children in all 36 counties in Oregon. These programs receive funding from the Federal Office of Head Start, the Oregon Department of Education, or both. A state and federal partnership agreement allows grantees to blend funding to provide a seamless, integrated program that is tailored to meet the needs of children and families in their community.

OHS PreK programs serve children with the highest needs from families living at or below the federal poverty level. Children in foster care and children who are homeless are automatically eligible. At least 10% of enrollment is reserved for children with disabilities. OHS PreK services are free for qualifying children.

The 2007-2009 Oregon Legislative Assembly appropriated \$39 million dollars in additional state funds to increase the number children served by OHS PreK. When combined with Federal and other funding sources (which have fluctuated) this means that a total of 12,582 children now receive OHS PreK services each year.

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 (revised)	15,952	9,749	6,203	61%	39%
2003-2004	15,947	9,485	6,462	59%	41%
2004-2005	16,009	9,608	6,401	60%	40%
2005-2006 (revised)	16,088	9,704	6,384	60%	40%
2006-2007	17,249	9,793	7,456	57%	43%
2007-2008	18,154	11,325	6,829	62.4%	37.6%
2008-2009	18,444	12,582	5,862	68.2%	31.8%

*The number of "Children Eligible for Services" is calculated using the 2000 Census poverty rate, which is adjusted annually.

Source: Oregon Department of Education, Office of Student Learning and Partnerships
Oregon Head Start Prekindergarten Annual Estimates of Eligible 3 and 4 Year-Olds

Talented and Gifted (TAG)

The 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 collections.

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 three other areas: creativity, leadership, and visual and performing arts.

In 2008-2009, Oregon’s public school districts reported that a total of 41,374 students (7.5 percent of the Spring Membership 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.

Oregon Talented and Gifted Students 2008-2009 Statewide*

Identifications	State-defined			District- defined	District Option to Identify		
	Intellectually Gifted	Academically Talented-- Reading	Academically Talented-- Math	Potential to Perform at the 97 th Percentile	Creativity**	Leadership**	Visual and Performing Arts**
	19,671	18,072	16,767	3,533	54	43	25

*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.

Source: Spring Student Membership TAG data

TAG Demographics 2008-2009 Statewide

	Number of TAG Students Total: 41,374	Percent of TAG Students	Number of All Students Total: 554,951	Percent of All Students
Gender				
Male	21,816	52.7%	285,396	51.4%
Female	19,558	47.3%	269,555	48.6%
Total	41,374	100.0%	554,951	100.0%
Race/Ethnicity*				
White	32,655	78.9%	379,665	68.4%
Hispanic	2,241	5.4%	95,363	17.2%
Native American	425	1.0%	11,075	2.0%
Asian/Pacific Islander	3,695	8.9%	26,843	4.8%
African American	664	1.6%	16,344	2.9%
Declined to report	538	1.3%	8,882	1.6%
Multi-Ethnic	1,156	2.8%	16,779	3.0%
Total	41,374	100.0%	554,951	100.0%
Other				
Economically Disadvantaged	8,163	19.7%	257,663	46.4%
Special Education**	1,463	3.5%	76,273	13.7%

*Students may be identified in more than one race/ethnicity category

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

Source: All student data based on Spring Student Membership



TAG-identified students have substantially lower dropout rates and higher graduation rates than All Students. In 2007-08 (the most recent reported year for dropouts), the dropout rate for TAG-identified students was 0.6 percent, while the dropout rate for All Students (including TAG students) was 3.7 percent, and the dropout rate for students who were not TAG students was 4.0 percent. For the same year, the graduation rate for TAG-identified students was 97.5 percent, while the graduation rate for all students was 84.0 percent.

School Year	TAG Students		All Students	
	Number of Dropouts	Dropout Rate	Number of Dropouts	Dropout Rate
2006-07	102	0.6%	7,621	4.2%
2007-08	109	0.6%	6,678	3.7%

Sources: 2007-08 Early Leavers; Spring Student Membership TAG Data

School Year	TAG Students		All Students	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
2006-07	4,170	97.6%	33,441	81.4%
2007-08	4,273	97.5%	34,949	84.0%

Sources: 2007-08 High School Completers and Early Leavers; Spring Student Membership TAG Data

Complete TAG Oregon Revised Statute and Oregon Administrative Rule information is available from the Oregon Department of Education website 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

What is an Alternative Education Program?

An alternative education program is a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state. (ORS 336.615)

School districts provide alternative education programs for students who need

- additional academic supports because they do not 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

Number of Students Served by Alternative Programs Increases

Data reported by school districts to the Oregon Department of Education show that in April 2009, alternative education programs were serving 21,561 students, up from 15,018 students served in 2007-08, a 43.6 percent increase.

Alternative Education Services in Oregon By Type of Program Service -- Number of *Students*

School Year	2006-2007		2007-2008		2008-2009	
Type of Operation	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Resident School District	8,219	66.0%	11,146	74.2%	17,150	79.5%
Another School District	465	3.7%	95	0.6%	70	0.3%
Private Program	2,169	17.4%	2,172	14.5%	2,434	11.3%
Community College	1,090	8.8%	1,174	7.8%	1,467	6.8%
Educational Service District (ESD)	475	3.8%	423	2.8%	421	2.0%
Other Program	30	0.2%	8	0.1%	19	0.1%
Terminated Program	0	0%	0	0%	0	0%
Total	12,448		15,018		21,561	

Source: ODE Alternative Education Data Collection

There are a number of possible reasons why there has been such an increase in the number of students served by alternative education programs and a steady increase in the resident school district operated alternative programs. In general school districts are increasingly selective about the private and public alternative programs where they place students and are using required annual evaluation and school board approval of those programs to determine characteristics of quality environments where individual students are best served, consistent with their personal educational plan and profile.

School districts are responding to students identified as being at-risk through the use of Effective Behavioral and Instructional Support Systems (EBISS). The goal of the EBISS Project is to increase student outcomes

by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems. Through the application of a blended model of response to intervention (RTI) and positive behavior support (PBS), districts and programs are increasingly able to meet the academic and behavioral needs of every student in their schools and programs.

Programs must be designed to support students' achievement of the Oregon Core Academic Content Standards and Essential Skills with the intended outcome of graduation with an Oregon Diploma, Extended Diploma, Modified Diploma or Alternative Certificate. In some cases, smaller learning communities at traditional high schools and a variety of types of charter schools are also utilized to meet student learning goals described in their educational plan and profile. School districts offer a variety of guidance and career counseling services, tutoring, small group instruction, online learning opportunities, career related learning experiences, and proficiency credit options to support students attending alternative education programs.

Increasing Number of School Districts Report They Have Alternative Programs

The number of alternative programs has increased, from 458 in 2007-08 to 484 in 2008-09, an increase of 5.7 percent.

	School Year 2006-07	School Year 2007-08	School Year 2008-09
Total Programs	497	458	484
Total Districts/ESDs Reporting Programs	94	90	95
Total Districts/ESDs Without Alt Ed. Programs.	116	120	115

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon By Type of Program Service -- Number of *Programs*

School Year	2006-2007		2007-2008		2008-2009	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	189	38.0%	186	40.6%	191	39.5%
Another School District	41	8.2%	24	5.2%	24	5.0%
Private Program	152	30.6%	129	28.2%	151	31.2%
Community College	63	12.7%	69	15.1%	63	13.0%
Educational Service District (ESD)	40	8.0%	34	7.4%	37	7.6%
Other Program	5	1.0%	5	1.1%	12	2.5%
Terminated Program	7	1.4%	11	2.4%	6	1.2%
Total	497		458		484	

Source: ODE Alternative Education Data Collection

School districts must have policies and procedures in place to ensure that data for each student in public and private alternative education programs are included in district reporting as required by ODE (OAR 581-022-1350 (9)). Each school district operating, participating in or contracting for a public or private

alternative education program must evaluate the program at least annually (ORS 336.655). The Department of Education is required to annually report on these alternative education programs (ORS 329.115 (h)). There are a number of possible reasons why there has been an increase in the number of districts reporting alternative programs. Districts may be responding to the needs of students by providing personalized learning experiences consistent with an alternative education students plan, profile, transition, and transportation plan. Many school districts are offering an increased number of alternative learning options and dropout prevention programs such as ninth grade dropout prevention programs and online alternative school programs that grow the menu of approved educational options for students.

Type of Program Services Statewide

Alternative education programs often provide more than one type of program service and are designed to best serve students' educational needs and interests and assist students in achieving the core academic standards and essential skills required for graduation. In 2009 school districts will have the option to report student data regarding participation in alternative education, alongside similar data like participation in talented and gifted and English language learning programs. Contact your resident school district for additional information about the availability and reporting of alternative education programs in your area.

Alternative Education Services in Oregon By Type of Program Service -- Number of *Services*

TYPES OF PROGRAM SERVICES STATEWIDE	Number of Services Provided 2006-07*	Number of Services Provided 2007-08	Number of Services Provided 2008-09
Students with At-Risk Behaviors	358	329	335
Remediation, Credit Recovery, or GED	243	244	274
Pregnant or Parenting Students	105	86	99
Students Advanced Beyond Standards	58	55	74
Other Programs	45	37	31
Total Number of Services	809	751	813

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon By Grade Range – Number of *Students*

GRADE RANGE	Number of Students Using Services 2006-07	Number of Students Using Services 2007-08	Number of Students Using Services 2008-09
Secondary	10,564	13,201	20,146
Elementary	1,884	1,817	1,415

Source: ODE Alternative Education Data Collection

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

Links to Above Referenced Resources

- Oregon Diploma: <http://www.ode.state.or.us/search/results?id=368>
- Diploma Options: <http://www.ode.state.or.us/search/page?id=2047>
- Response to Intervention (R.T.I.): <http://www.ode.state.or.us/search/page?id=315>
- Positive Behavior Supports (P.B.S.): <http://www.ode.state.or.us/search/page?id=553>
- Effective Behavioral and Instructional Support Systems (E.B.I.S.S.): <http://www.ode.state.or.us/search/page?id=1389>

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 2005-06 to 2007-08 (Dollars in Millions)*

Where Dollars Were Spent	2005-06	%	2006-07	%	2007-08	%
Direct Classroom	\$4,800	55.1	\$5,047	55.3	\$5,386	55.1
Classroom Support	\$1,801	20.7	\$1,897	20.8	\$2,015	20.6
Building Support	\$1,689	19.4	\$1,752	19.2	\$1,903	19.5
Central Support	\$417	4.8	\$438	4.8	\$477	4.9
TOTAL**	\$8,707	100.0	\$9,134	100.0	\$9,781	100.0

*Includes total District plus ESD Operating Expenditures.

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

Note: Per student calculation excludes students in state-run programs because spending on those students is not included.

Source: School District and Education Service District (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 headcount of students enrolled on October 1 of every year.

Average Daily Attendance (ADA)

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

Measures of Student Enrollment	2003-04	2004-05	2005-06 (Revised)	2006-07 (Revised)	2007-08 (Revised)	2008-09 (Preliminary)
Average Daily Membership – ADMr	528,180	528,191	530,888	532,992	533,433	533,778
Weighted Average Daily Membership – ADMw	657,110	656,347	658,641	661,253	660,918	660,954
October 1 Student Membership (Enrollment)	551,410	552,339	559,254	562,828	566,067	564,064
Average Daily Attendance (ADA)*	492,409	493,199	494,651	496,831	497,416	498,824

*ADA for 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.)

A Major Shift in Responsibility for School Funding

Historically, the largest source of revenue for public schools in Oregon has been 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. See the following table, as well as the graph on page 90, which shows the longer-term change.

State School Fund Formula Revenue* (In Billions of Dollars)

	1997-99	1999-2001	2001-03	2003-05	2005-07	2007-09**	2009-11***
Local	\$1.7	\$2.0	\$2.1	\$2.3	\$2.7♦	\$2.8♦	\$3.0
State	\$4.2	\$4.6	\$4.6	\$4.9	\$5.2	\$5.7♦	\$6.0
Total	\$5.9	\$6.6	\$6.7	\$7.2	\$7.9	\$8.5♦	\$9.0

*Includes School Districts and Education Service Districts

**2007-09 State amount does not include \$260 million appropriated to the School Improvement Fund or \$115 million in federal stimulus funds.

***Includes \$200 million in state funds triggered by economic conditions. Does not include federal stimulus funds. Assumes tax increases are not repealed.

♦Revised

Note: Totals may not equal the sum of State and Local amounts due to rounding.

Source: State School Fund Distribution Formula

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

District and ESD Operating Revenues by Source 2001-02 through 2007-08 (Dollars in Millions)

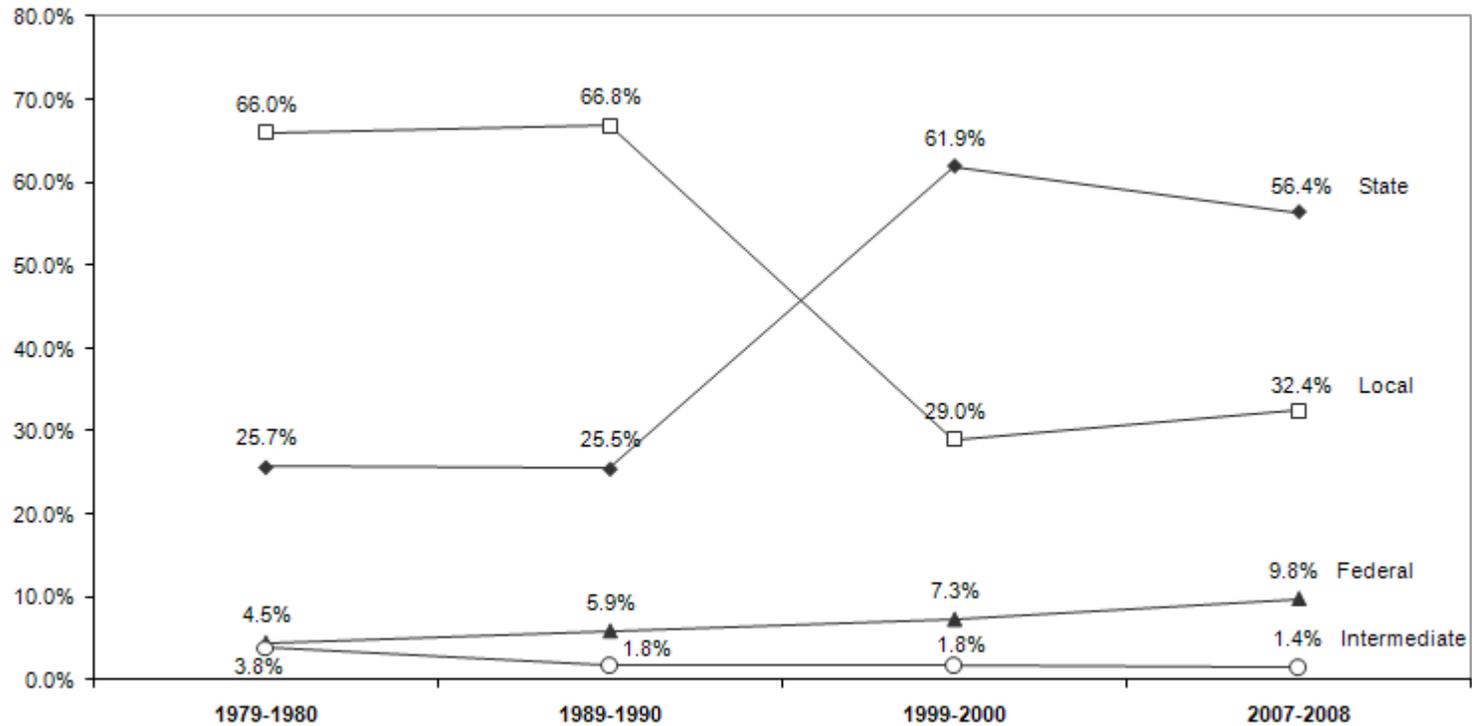
Year	Local		Intermediate		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
2001-02	\$1,297.3	29.4%	\$59.2	1.3%	\$2,661.7	60.3%	\$395.1	9.0%	\$4,413.4	100.0%
2002-03	\$1,400.2	33.0%	\$75.6	1.8%	\$2,345.7	55.4%	\$416.4	9.8%	\$4,237.9	100.0%
2003-04	\$1,455.2	30.9%	\$133.7	2.8%	\$2,651.2	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%
2006-07	\$1,741.9	32.9%	\$101.7	1.9%	\$2,901.9♦	54.8%	\$546.7	10.3%	\$5,292.1♦	100.0%
2007-08	\$1,834.7	32.4%	\$80.3	1.4%	\$3,193.4	56.4%	\$554.4	9.8%	\$5,662.9	100.0%

♦Revised

Source: Actuals from audited financial reports of School Districts and Education Service Districts

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

**Audited Operating Revenues for Public Elementary and Secondary Schools, and ESDs
by Source of Funds**
1979-1980, 1989-1990, 1999-2000, and 2007-2008



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

In 2008-09 the average principal salary was \$94,249, an increase of 2.8 percent from 2007-08, while the average assistant principal salary was \$87,198, an increase of 2.6 percent. After posting a 3.1 percent increase from 2006-07 to 2007-08, the average superintendent salary only increased by 0.9 percent in 2008-09, while the average teacher salary was \$53,939, an increase of 3.1 percent.

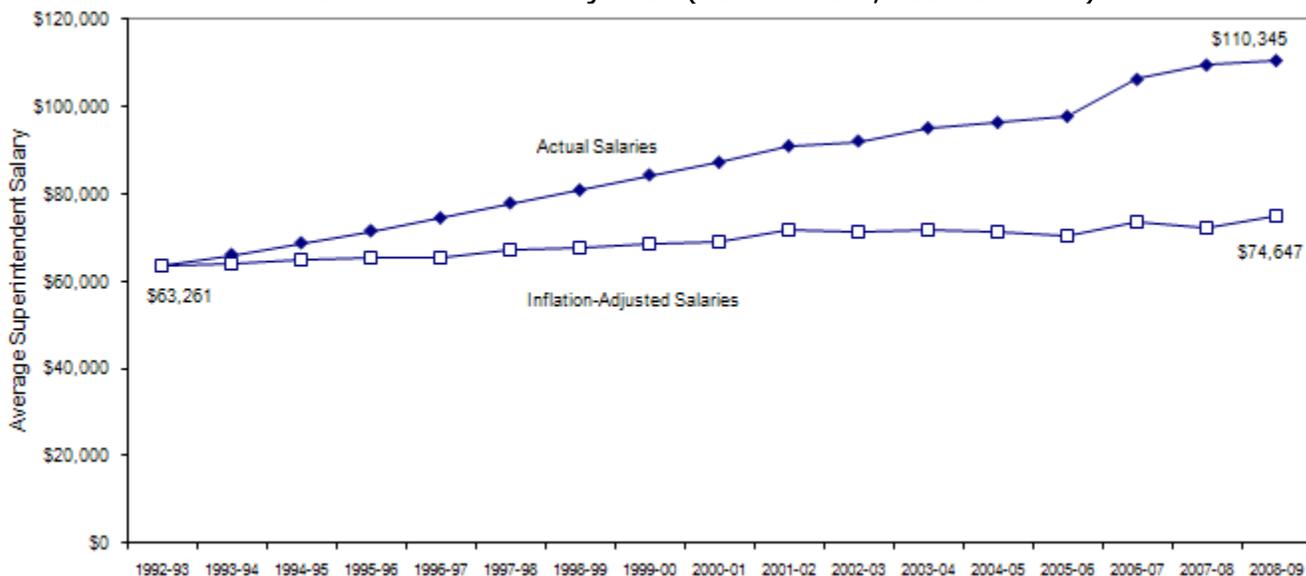
Oregon Average Actual & Inflation-Adjusted Salaries 1992-93 to 2008-09 Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	1992-93	2008-09	Percent Change	1992-93	2008-09	Percent Change
Superintendent	\$63,261	\$110,345	+74.4%	\$63,261	\$74,647	+18.0%
Principal	\$57,107	\$94,249	+65.0%	\$57,107	\$63,758	+11.6%
Assistant Principal	\$52,731	\$87,198	+65.4%	\$52,731	\$58,988	+11.9%
Teacher	\$36,046	\$53,939	+49.6%	\$36,046	\$36,489	+1.2%

Source: ODE Staff Position Data Collection

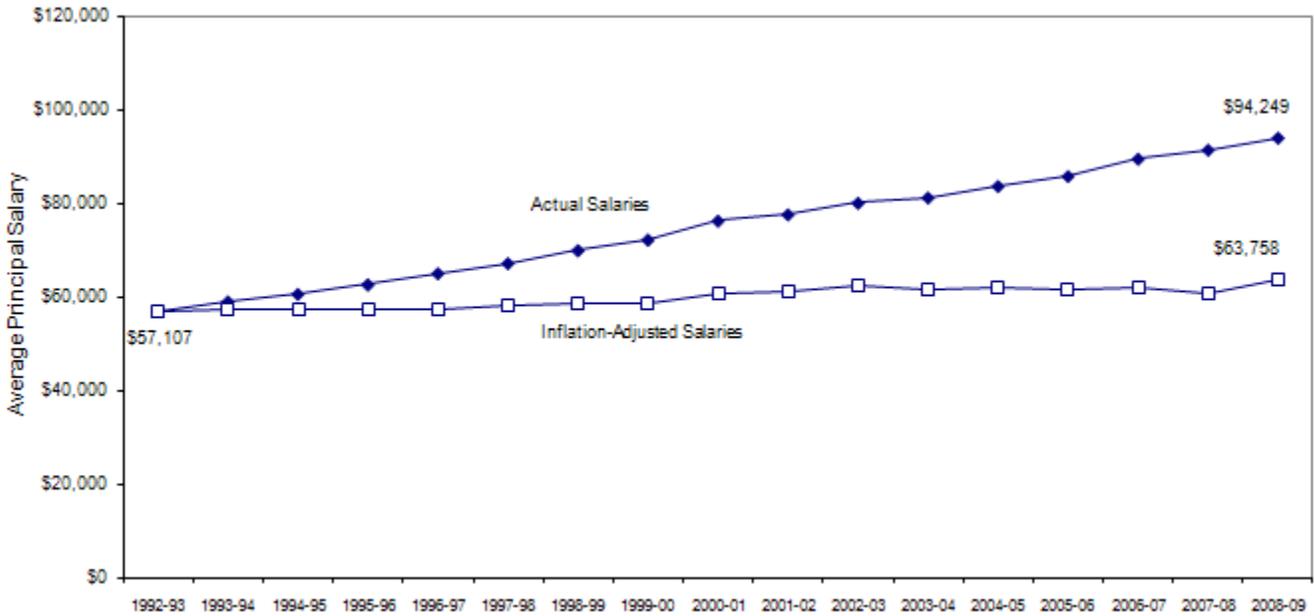
The table above and the historical graphs that follow show the increase in actual salaries and inflation-adjusted salaries for superintendents, principals, assistant principals and teachers. In the last sixteen years, inflation-adjusted salaries for teachers increased slightly (+1.2%), while there was a larger increase in salaries for superintendents (+18.0%), principals (+11.6%) and assistant principals (+11.9%).

Average Oregon Superintendent Salaries: 1992-93 to 2008-09 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



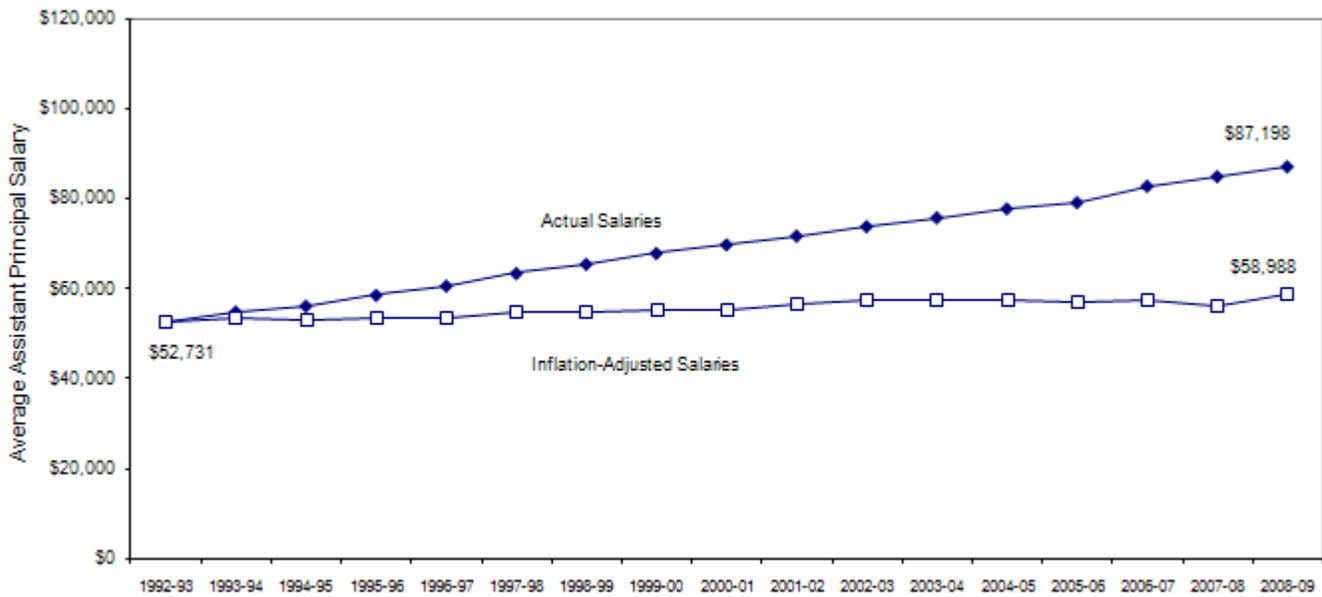
Actual average superintendent salaries have increased from \$63,261 in 1992-93 to \$110,345 in 2008-09. However, when salaries are adjusted for inflation, the increase amounts to 18.0% for the time period, a REAL dollar increase of \$11,386.

Average Oregon Principal Salaries: 1992-93 to 2008-09
Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average principal salaries have increased from \$57,107 in 1992-93 to \$94,249 in 2008-09. However, when salaries are adjusted for inflation, the increase amounts to 11.6% for the time period, a REAL dollar increase of \$6,651.

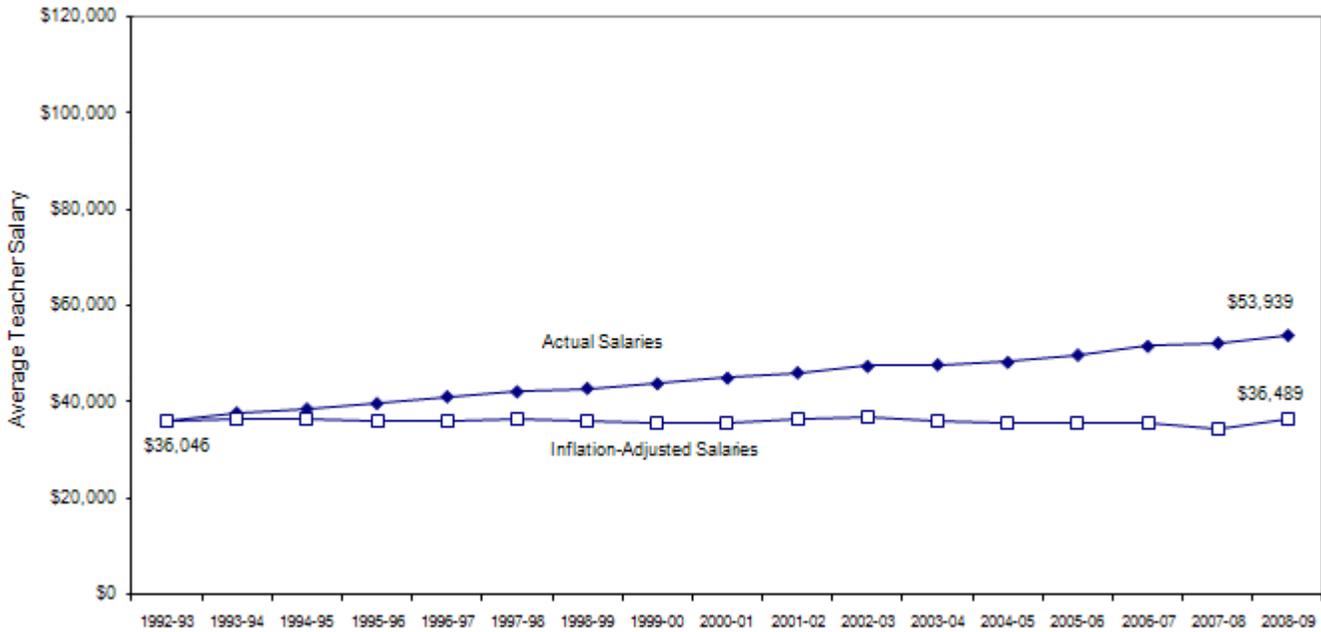
Average Oregon Assistant Principal Salaries: 1992-93 to 2008-09
Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average assistant principal salaries have increased from \$52,731 in 1992-93 to \$87,198 in 2008-09. However, when salaries are adjusted for inflation, the increase amounts to 11.9% for the time period, a REAL dollar increase of \$6,257.

Average Oregon Teacher Salaries: 1992-93 to 2008-09

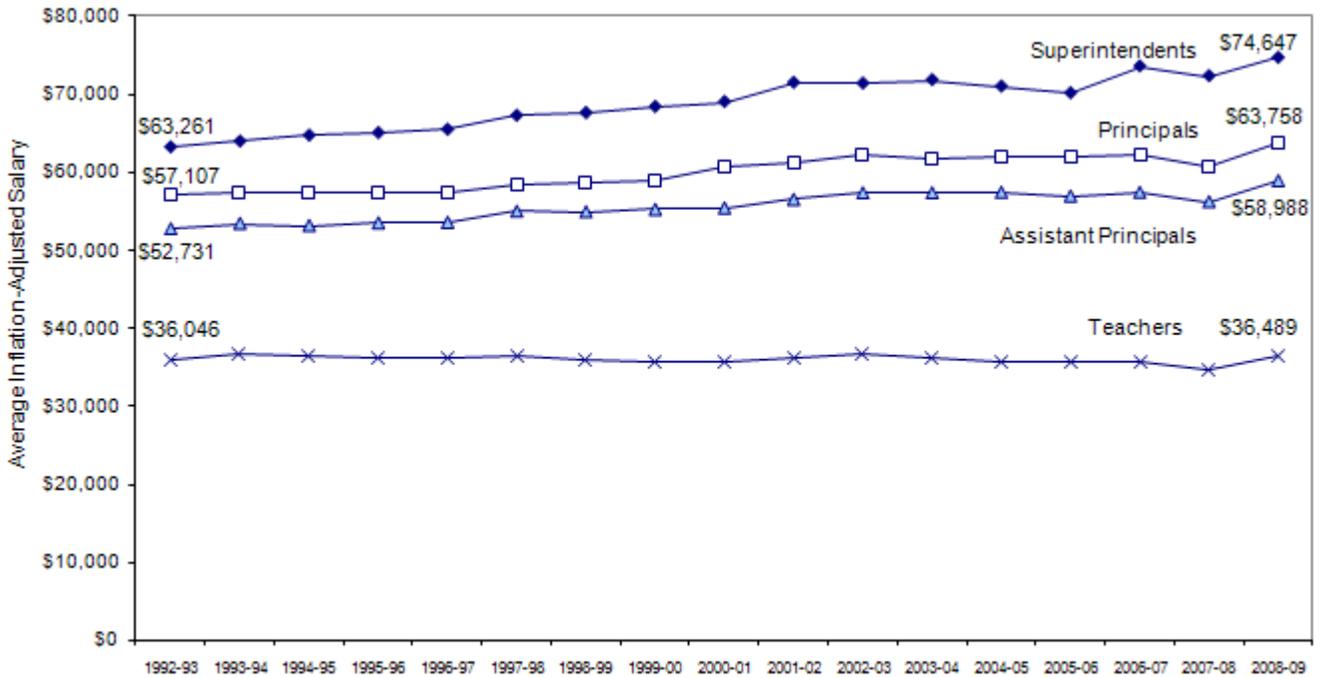
Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average teacher salaries have increased from \$36,046 in 1992-93 to \$53,939 in 2008-09. However, when salaries are adjusted for inflation, the average increased by 1.2% for the time period, a REAL dollar increase of \$443.

Inflation-Adjusted Salaries: 1992-93 to 2008-09

Oregon Superintendents, Principals, Assistant Principals, and Teachers



In the last 16 years, inflation-adjusted salaries for teachers increased by 1.2%, while inflation-adjusted salaries increased 18.0% for superintendents, 11.6% for principals, and 11.9% for assistant principals. 2008-09 data as of November 10, 2009.

Resources

Oregon's Best/Promising Practices

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

No Child Left Behind Act

<http://www.ode.state.or.us/search/results/?id=75>

Contact: Tryna Luton at 503-947-5922, or email Tryna.Luton@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

Adequate Yearly Progress

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

Contact: Cynthia Yee at 503-947-5780, or email Cynthia.Yee@state.or.us

Unsafe School Choice Option (USCO) and Persistently Dangerous Schools

<http://www.ode.state.or.us/search/page/?id=1319>

Contact: Scott Hall at 503-947-5628, or email 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: Cynthia Yee at 503-947-5780, or email Cynthia.Yee@state.or.us

Special Programs and Information

Alternative Education

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

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

Charter Schools

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

Contact: Phyllis Guile at 503-947-5685, or email Phyllis.Guile@state.or.us

Early Childhood

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

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

Homeless Students

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

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

Special Education Programs

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

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

Special Programs and Information (cont.)

Talented and Gifted

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

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

Title I

Title I-A • <http://www.ode.state.or.us/search/results/?id=95>

Contact Janet Bubl at 503-947-5687, or email Janet.Bubl@state.or.us

Title I-B1 • <http://www.ode.state.or.us/search/results/?id=96>

Contact Russ Sweet at 503-947-5638, or email Russ.Sweet@state.or.us

Title I-B2 • <http://www.ode.state.or.us/search/results/?id=97>

Administered by U.S. Dept of Education, not ODE

Title I-B3 • <http://www.ode.state.or.us/search/results/?id=98>

Contact Del Ford at 503-947-5810, or email Del.Ford@state.or.us

Title I-C • <http://www.ode.state.or.us/search/results/?id=99>

Contact Jonathan Fernow at 503-947-5807, or email Jonathan.Fernow@state.or.us

Title I-D • <http://www.ode.state.or.us/search/results/?id=100>

Contact Rendy Jantz at 503-947-5695, or email Rendy.Jantz@state.or.us

Quality Education Model

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

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

School Funding and Finance

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

Contact: Mike Wiltfong at 503-947-5872, or email Mike.Wiltfong@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

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

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

Limited English Proficient

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

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

School Nutrition/Free and Reduced Price Lunch

<http://www.ode.state.or.us/search/results/?id=207>

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

Student Achievement

Online Oregon Standards Newspaper

<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

National Assessment of Education Progress (NAEP)

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

Contact: Beth LaDuca at 503-947-5836, or email Beth.LaDuca@state.or.us

Proficiency-Based Admissions Standards System - Oregon University System

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

Scholastic Assessment Test (SAT)

<http://www.collegeboard.com>

American College Testing (ACT)

<http://www.act.org>

Graduation Reports (High School Completers)

<http://www.ode.state.or.us/search/page/?id=878>

Contact Brian Lindsley at 503-947-5928, or email Brian.Lindsley@state.or.us

Dropout Reports

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

Contact: Brian Lindsley at 503-947-5928, or email Brian.Lindsley@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

Teacher Licensure

<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 **[ODE SEARCH](#)**. Enter search word or phrase, and hit "GO".

This Search tool returns results from a number of categories (such as news announcements, publications, or topics) at once. If you would like to browse by category, click on the links available on the right-hand side of each category.

Index

Alternative Education Programs.....	82-84
Alternative Education Programs in Oregon, by Type of Operation	82
Alternative Education Programs in Oregon, by Type of Program Service.....	83
Alternative Education Program Services Offered by Grade Level	84
Assessment Tests, Oregon Statewide	9-37
Scores Required to Meet or Exceed Standards on State Tests.....	9
Grade 3	10-13
Grade 4	14-17
Grade 5	18-21
Grade 6	22-25
Grade 7	26-29
Grade 8	30-33
Grade 10.....	34-37
Certificate of Initial Mastery (CIM).....	52
Regular Diplomas by Race/Ethnicity With a CIM 2001-02 to 2007-08	53
All High School Completers by Race/Ethnicity and Type of Completer, 2001-02 to 2007-08	56
High School Completers by Gender and Race/Ethnicity 2007-08	57
Charter Schools	4
Historical Perspective 1997-98 and 2008-09	3
Charter School Enrollment 2005-06 to 2008-09	4
College Admission Tests	45-48
ACT, Oregon and U.S. 2009 Scores.....	45
SAT Scores, Oregon and U.S. Scores 1999-2009.....	45
Oregon and U.S. participation percents and 2009 SAT scores by Gender and Race/Ethnicity	46
SAT Scores, Oregon and Washington Scores 2001-2009	47
Oregon and U.S. 2009 SAT Scores with Changes from 2008 by Gender and Race/Ethnicity	48
District Size & Student Enrollment.....	2
Percent of Oregon School Districts by Size of Student Enrollment, 2008-09	2
Dropout Rates	58-60
Statewide Dropout Rate Calculation	58
Oregon High School Statewide Dropout Rates, 1998-99 to 2007-08	58
Why Students Dropped Out of School 2007-08	58
Oregon Dropout Rates by Race/Ethnicity, 1996-97 to 2007-08	59
Percent of All Oregon Dropouts by Race/Ethnicity, 2007-08.....	60
Early Childhood – Oregon Pre-Kindergarten Programs	78
Number and Percent of Children Eligible for Services & Served 2001-02 through 2008-09	78
Economically Disadvantaged Students	
2008-09 Assessment Scores for Reading and Math	13, 17, 21, 25, 29, 33, 37
Enrollment	
October 1 Enrollment: Number of Kindergarten through 12th Grade Students	1
Percent of Oregon School Districts by Size of Student Enrollment 2008-09	2
Historical Perspective 1997-98 to 2008-09.....	3
Oregon Public School Enrollment by Race/Ethnicity, With Growth Rates 1998-99 to 2008-09.....	5
Fall Membership by Race/Ethnic Origin, 1998-99 to 2008-09	6
Measures of Student Enrollment, 2003-04 through 2008-09	86

Free and Reduced Price Lunch	75
Historical Perspective 1997-98 to 2008-09.....	3
Number and Percent of All Students Eligible, 2008-09 by School Type and Grade Level	75
Funding.....	85-88
Operating Expenditures per Student, 2005-06 to 2007-08	85
State School Funds Formula Revenue, 1997-99 through 2009-11	87
District and ESD Operating Revenues by Source 2001-02 to 2007-08.....	87
Audited Revenues for Public School Districts and ESDs	
1979-80, 1989-90, 1999-00, and 2007-08 by Source of Funds.....	88
Graduates	49-57
Oregon High School Diploma Requirements.....	49-50
NCES/Oregon High School Graduation Rate.....	51
Number of Oregon Graduates 1998-99 to 2007-08	52
Regular Diplomas by Race/Ethnicity With a CIM 2001-02 to 2007-08	53-54
All High School Completers by Race/Ethnicity and Type of Completer, 2001-02 to 2007-08	56
High School Completers by Gender & Race/Ethnicity 2007-08.....	57
Graduation Rate	51-52
Historical Oregon Graduation Rates	51
NCES/Oregon Formula and Graduation Rate for Grades 9-12.....	51
Number of Oregon Graduates Each School Year	52
High School Completers	55-57
All High School Completers by Race/Ethnicity and Type of Completer, 2001-02 to 2007-08	56
High School Completers by Gender & Race/Ethnicity 2007-08.....	57
Homeless Students.....	71-74
Homeless Student Count 2003-04 to 2008-09.....	72
Districts with High Numbers of Homeless Students	73
Instructional Hours/Days in Session	62
Annual Hours of Instruction Time	62
Language Diversity.....	7
Most Common Languages or Origin for Oregon Students (K-12) 2007-08.....	7
Limited English Proficient (LEP) Students 2007-08 Assessment	
Scores for Reading and Math.....	13, 17, 21, 25, 29, 33, 37
Migrant Students	
2007-08 Assessment Scores for Reading and Math	13, 17, 21, 25, 29, 33, 37
National Assessment of Educational Progress (NAEP)	
Test Results for Oregon.....	38-44
The Nation's Report Card	38
Mathematics	
4th Grade 2000, 2003, 2005, 2007, 2009 – Oregon and the Nation	44
8th Grade 2000, 2003, 2005, 2007, 2009 – Oregon and the Nation	44
Reading	
4th Grade 1998, 2002, 2003, 2005, 2007 – Oregon and the Nation	41
8th Grade 1998, 2002, 2003, 2005, 2007 – Oregon and the Nation	41

No Child Left Behind (NCLB) Act	64-70
Adequate Yearly Progress (AYP)	
Oregon Public Schools Meeting AYP - 2005-06 to 2008-09	65
State Level AYP Summary	66-67
Highly Qualified Teachers	
Percent of Oregon Classes Taught by Highly Qualified Teachers 2008-09 School Year.....	69
Persistently Dangerous Schools	
Number of Expulsions for Weapons/Violent Criminal Behavior	70
School and District Report Cards	
Number of Schools Receiving Each Overall Rating by Year	68
Resources	92-94
Contact Persons, Email Addresses, and Web Links by Subject Area.....	92-94
Salaries: Inflation – Adjusted and Actual, 1992-93 to 2008-09	89-91
Table: Average Salaries, Superintendents, Principals, Asst. Principals, & Teachers	89
Average Superintendent Salaries	89
Average Principal Salaries	90
Average Assistant Principal Salaries	90
Average Teacher Salaries.....	91
Inflation Adjusted Salaries: Superintendents, Principals, Asst. Principals, & Teachers	91
School Staff	61-62
Teacher Demographics	61
Administrator Demographics	61
Oregon School Employees (Full-Time Equivalent Positions), 2008-09	61
Special Education	76-77
Historical Perspective 1999-00 to 2008-09.....	76
Change in School-Age Special Education Students 2004-05 through 2008-09	76
Number/Percent of Students with Disabilities Receiving Special Education Services 2008-09	77
2009 Assessment Scores	13, 17, 21, 25, 29, 33, 37
Student & Teacher Demographics.....	3, 8
Historical Perspective 1997-98 to 2008-09.....	3
Percent Minority Students and Teachers, 1998-99 to 2008-09	8
Race/Ethnicity of Students and Teachers, 2008-09	8
Student-Teacher Ratios.....	1
Student-Teacher Ratios by Type of School, 1997-98, 2007-08, 2008-09.....	1
Talented & Gifted (TAG)	79-81
Oregon TAG Students 2008-09 Statewide.....	79
TAG Demographics 2008-09 Statewide	80
TAG Dropouts and Graduates	81
2009 Assessment Scores for Reading and Math	13, 17, 21, 25, 29, 33, 37
Title Programs	63
Federal Compensatory Education Programs.....	63-75

