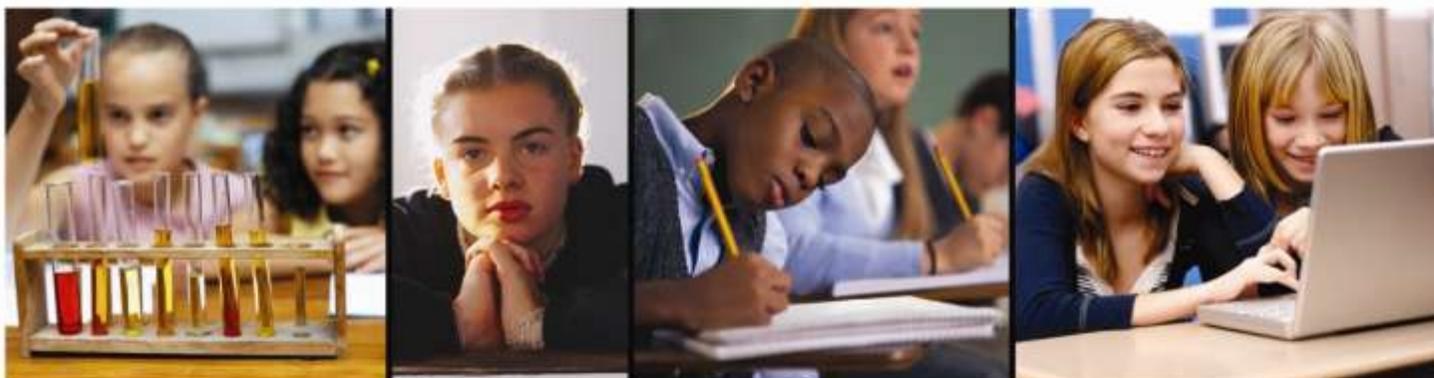


STATEWIDE Report Card

An Annual Report
to the Legislature on Oregon Public Schools



2009-2010



OREGON DEPARTMENT OF EDUCATION

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

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 Oregon Department of Education (ODE) also publishes an Annual Performance Progress Report (APPR) which describes ODE's yearly progress in fulfilling its mission to increase achievement for all students. The APPR tracks performance on each of ODE's key performance measures, which monitor ODE's work pertaining to the Oregon K-12 education enterprise, as well as ODE's internal operational efficiency. The APPR report is posted at:

<http://www.ode.state.or.us/search/page/?id=1779>



The 2009-2010 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/rptcard2010.pdf>

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Dear Oregonians:

On behalf of Oregon's educators and school leaders, I am pleased to present the 2009-2010 Oregon Statewide Report Card. This annual report contains a wealth of data and information on Oregon's schools and provides a unique snapshot of our educational system state wide. I invite you to use this valuable tool in your discussions on education in our state and to join me in the effort to make every student, every day a success.

The 2009-10 Statewide Report Card includes:

- Student demographics
- School staff information
- State and national assessment results
- Dropout and graduation rates
- Charter school data
- Early childhood data
- Alternative education information
- Public school funding information

Highlights of the 2009-10 School Year

- More schools met Adequate Yearly Progress (AYP) with over seventy-one percent of Oregon schools meeting the target last school year. Middle schools made the most significant gains with the percent of schools meeting the target up more than four percentage points.
- Oregon Assessment of Knowledge and Skills (OAKS) scores increased for every grade in mathematics this year. But it was 10th grade reading scores that saw the greatest gains with an impressive five point jump. Science and writing scores were more mixed with drops in elementary and middle school science and high school writing scores this year.
- There was further evidence this year that the academic achievement gap in Oregon is continuing to shrink. Hispanic achievement grew faster than that of white students in all subjects and grade levels this year. 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 for our Hispanic students. However, there were a number of alarming drops in the performance of African American and Native American students in elementary and middle school, particularly in reading performance.
- Oregon students continued to perform above the national average on the SAT and ACT college entrance tests. While Oregon students' scores only increased slightly for the ACT this year, we saw solid gains in SAT performance with reading and writing scores each up two points this year for public school students. Minority student participation of public school students also increased for the SAT this year.
- This was the first year that Oregon used the [cohort graduation rate](#) for accountability purposes. We are now better able to track individual students by following a group of students

who enter 9th grade in a given year (the cohort) and seeing how many of them graduate with a regular diploma in four years. Starting next year, schools will be able to meet the graduation targets using either a 4-year cohort rate or an extended 5-year cohort rate. The lower graduation rates we see under the cohort model do 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. This information will help us make better decisions about how to prepare all kids for graduation.

Looking Ahead

As we head into another school year, there are a number of exciting changes on the horizon. We continue to work toward full implementation of the [Oregon Diploma](#) and the [Essential Skills](#) requirements that will ensure all of our graduates leave high school ready for the challenges and opportunities of higher education or workforce training. This year's juniors will be the first required to demonstrate proficiency in the Essential Skill of Reading and tools like the [Oregon K-12 Literacy Framework](#) and the [Assessment of Essential Skills Tool Kit](#) are helping our students and our schools prepare.

With the State Board of Education's recent adoption of the [Common Core State Content Standards](#) and more rigorous [Mathematics Achievement Standards](#), we are continuing our efforts to raise the bar for Oregon students. We need to ensure that our students have what it takes to compete not only with their peers here in Oregon but with graduates from across the country and around the world. These higher standards are a step toward making that a reality. Over the coming years we will see more changes to our educational system as we implement these new national standards and prepare for a common assessment. But with Oregon's leadership in the [SMARTER Balanced Assessment Consortium](#), we are assured a voice at the table as these assessments are developed so that we can help ensure they will work well for Oregon students and Oregon schools.

We are also maintaining our focus on helping schools increase achievement through improved assessment tools and better use of student data. The [Oregon DATA Project](#) continues to help schools and districts improve student achievement by collecting, analyzing, and using data to inform individual instruction. This year, Oregon was awarded a 10.5 million dollar grant for the design and implementation of a statewide longitudinal data system to enhance the good work underway.

Please join me and my agency as we continue our work to support success for every student, every day. It is only by working together that we can build the education system that our state needs and our students deserve.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Castillo". The signature is fluid and cursive, written in a professional style.

Susan Castillo
State Superintendent of Public Instruction

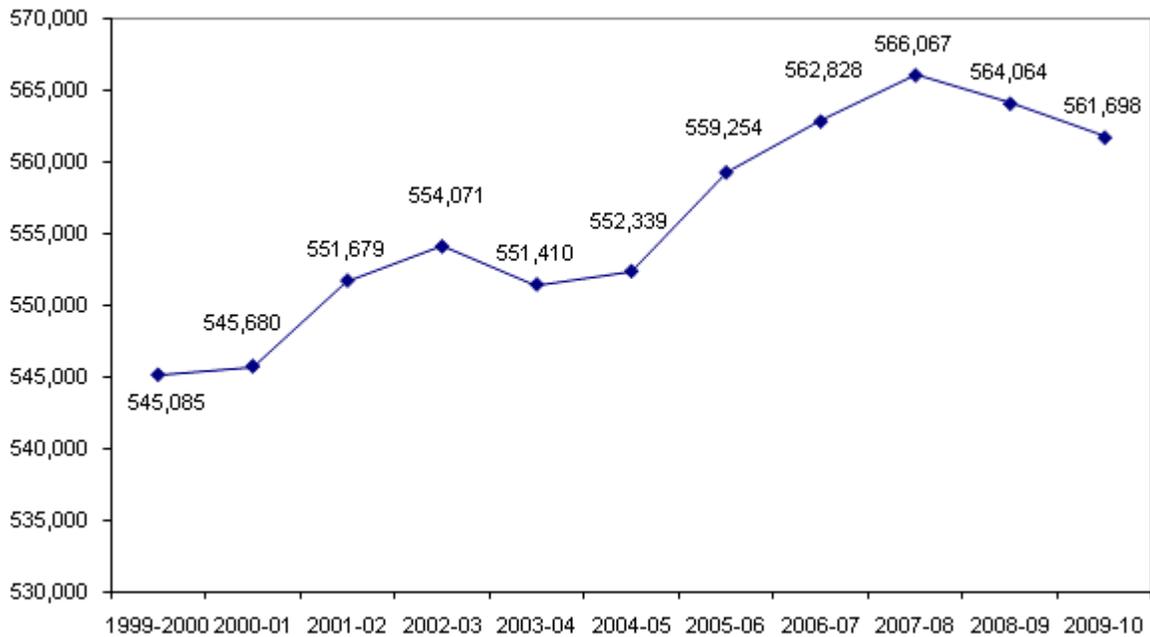
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Oregon Students

There were 561,698 students enrolled in Oregon public schools in 2009-10. Overall student enrollment in Oregon public schools has risen since 1999-2000, with a total increase of 16,613 students or 3.0 percent. From 2008-09 to 2009-10, the number of students decreased by 2,366, or 0.4 percent.

1999-2000 through 2009-2010 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 2008-09 and 2009-10, the statewide student-teacher ratio for elementary, middle, and high schools increased, as shown in the table below.

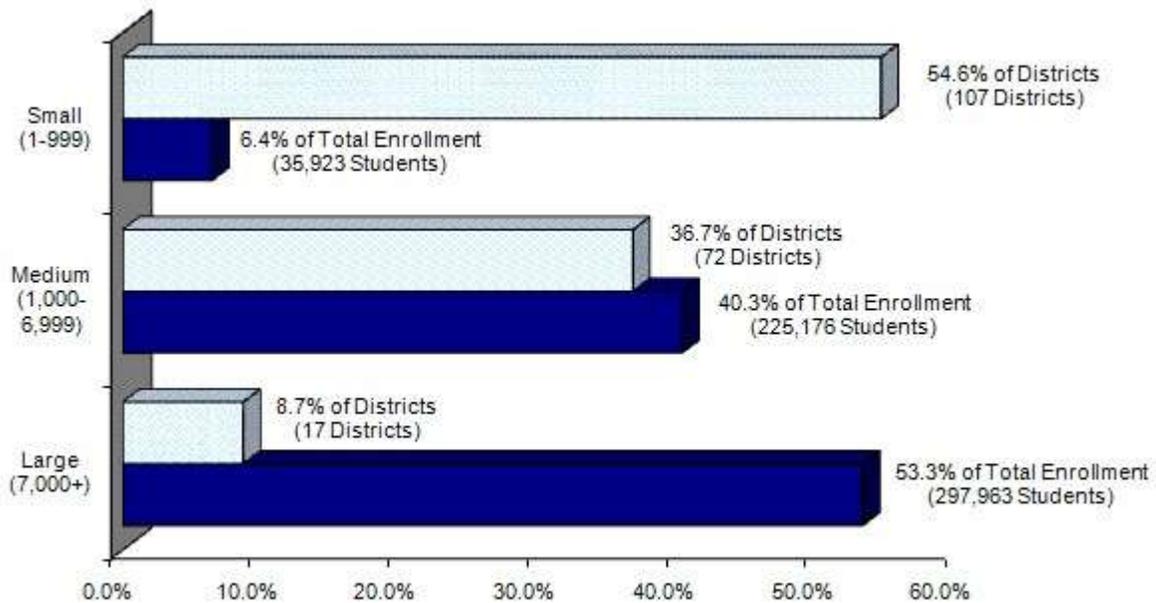
Statewide Student-Teacher Ratios

Type of School	1997-98	2008-09	2009-10
Elementary School	19.8	18.8	19.9
Middle School	19.1	18.6	19.9
High School	19.2	19.9	21.0

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 (54.6 percent) of Oregon school districts are small, with only 6.4 percent of the total statewide student enrollment. Only 8.7 percent of school districts (17) are large, but they have 53.3 percent of the total statewide student enrollment.

Percent of Oregon School Districts by Size of Student Enrollment 2009-10



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

Historical Enrollment Perspective – 1997-98 & 2009-10

Enrollment	1997-1998		2009-2010		1997-98 to 2009-2010	
	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%	258,633	46.1%	-4,791	-1.8%
Middle	109,098	20.2%	103,142	18.4%	-5,956	-5.5%
High	155,535	28.8%	163,401	29.4%	7,866	5.1%
Combined	6,098	1.1%	3,394	0.6%	-2,704	-44.3%
Charter	343	0.1%	18,461	2.7%	18,118	5282.2%
Alternative	5,196	1.0%	13,679	2.5%	8,483	163.3%
Youth Corrections Juvenile Detention Oregon School for the Deaf	665	0.1%	988	0.2%	323	48.6%
TOTAL	540,359	100.0%	561,698	100.0%	21,339	3.9%
Race/Ethnicity	1997-1998		2009-2010		1997-98 to 2009-10	
	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%	379,038	67.5%	-73,125	-16.2%
African American	14,139	2.6%	15,485	2.8%	1,346	9.5%
Hispanic	43,712	8.1%	109,842	19.6%	66,130	151.3%
Asian/Pacific Islander	19,189	3.6%	25,927	4.6%	6,738	35.1%
Native American	11,156	2.1%	10,850	1.9%	-306	-2.7%
Multi-Race/Ethnic	NA		15,190	2.7%		
Not reported	NA		5,366	1.0%		
TOTAL	540,359	100.0%	561,698	100.0%	21,339	3.9%
Special Education	1997-1998		2009-2010		1997-98 to 2009-10	
	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%	73,449	13.1%	10,352	16.4%
Students for Whom English is not the Primary Language	1997-1998		2009-2010		1997-98 to 2009-10	
	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%	65,410	11.6%	51,985	387.2%
Free & Reduced Lunch	1997-1998		2009-2010		1997-98 to 2009-10	
	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%	272,095	50.3%	99,765	57.9%

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

Source: Oregon Department of Education, Fall Membership

Oregon Public Charter Schools

In 2008-09, Oregon K-12 public schools had an enrollment of 564,064 students in Fall Membership. By 2009-10 that figure had dropped slightly to 561,698 public school students. Public charter school student enrollment has risen from 2.55 percent of the total enrollment in 2008-09 and now represents 3.29 percent of the 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 2009-10 school year, there were 101 charter schools (up from 89 charter schools in 2008-09), with approximately 18,461 students enrolled. This is an increase of 4,090 students from the previous year when 14,371 students were enrolled.

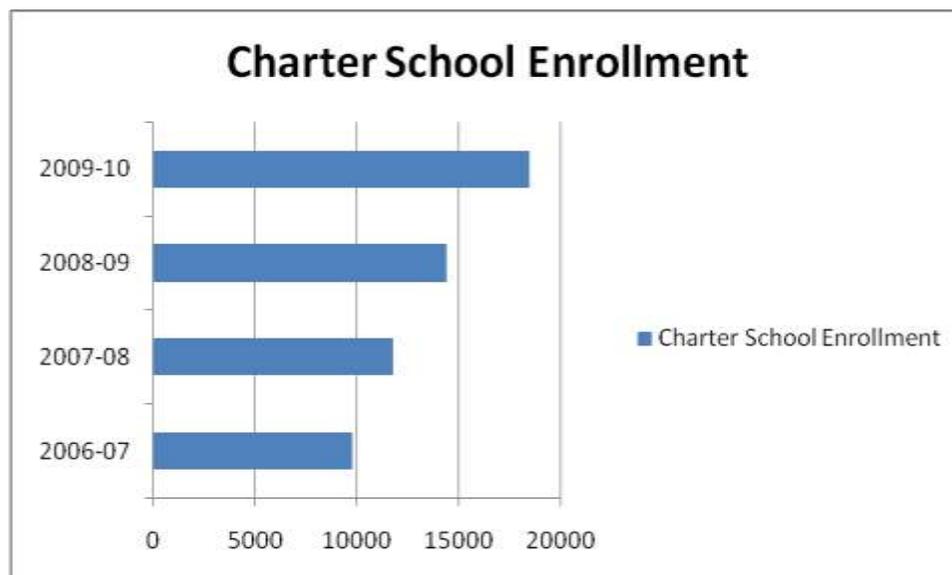


Figure 1: Fall Membership Data Collection: N29

Of the 76 charter schools that received an AYP rating, 79% received an overall Met rating, compared to 70% of all rated Oregon schools that received an overall Met rating. The 79% Met in charter schools was an increase from 60% Met in 2006-07 and 64% Met in 2007-08.

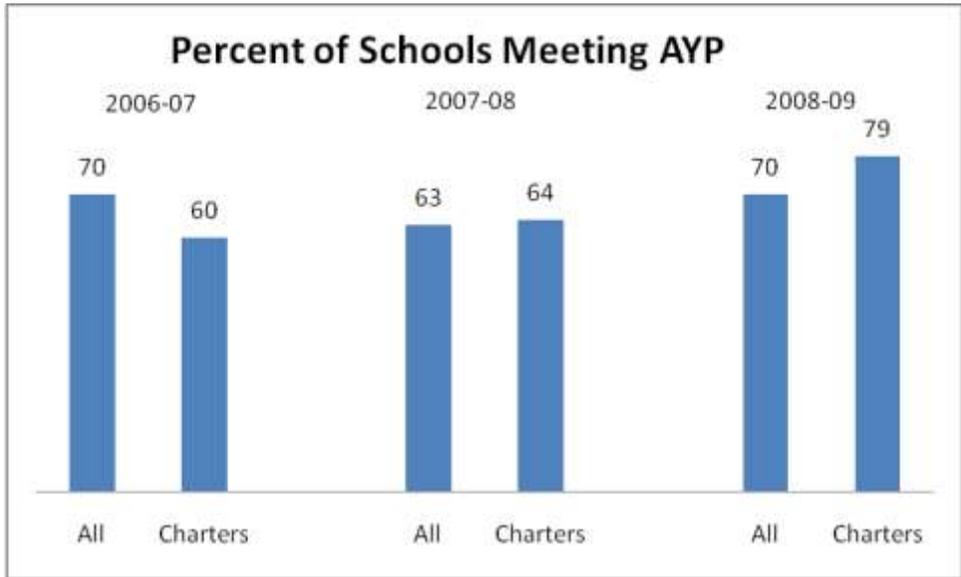


Figure 2: 2008-09 Oregon Charter School Evaluation

As charter schools have operated over a longer period of time and grown in enrollment a longitudinal comparison of student achievement between charter schools and traditional public schools can be made. However, it must be noted that charter school enrollment represents only 2.55% of the total 2008-09 public school enrollment in Oregon.

The three-year data shows an increase in reading achievement based on the percent of charter students meeting standard on the state assessments. In reading, the percent meeting standard increased from 78% to 83%. Charter school students outperformed traditional school students in each of the previous three years in reading. The following chart shows the percent of students who met or exceeded the reading standard on the state assessments for the last three years.

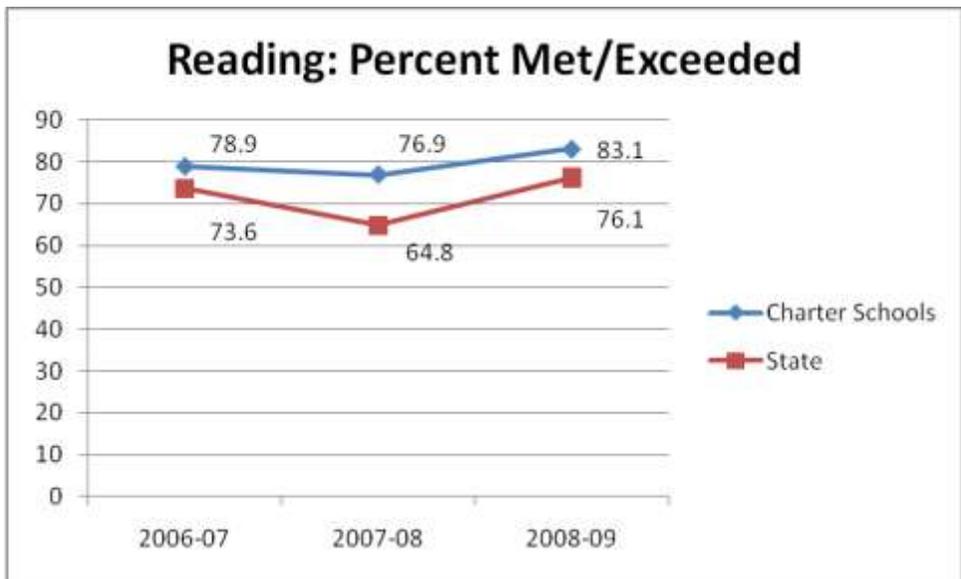


Figure 3: 2008-09 Oregon Charter School Evaluation

In math, charter school students outperformed traditional school students in 2006-07 and 2007-08. However, in 2008-09 both groups had nearly identical percentages of students who met or exceeded the standard. The following chart shows the results for the past three years with 2008-09 having just over 72% of the students meeting or exceeding the math standards on the state assessments.

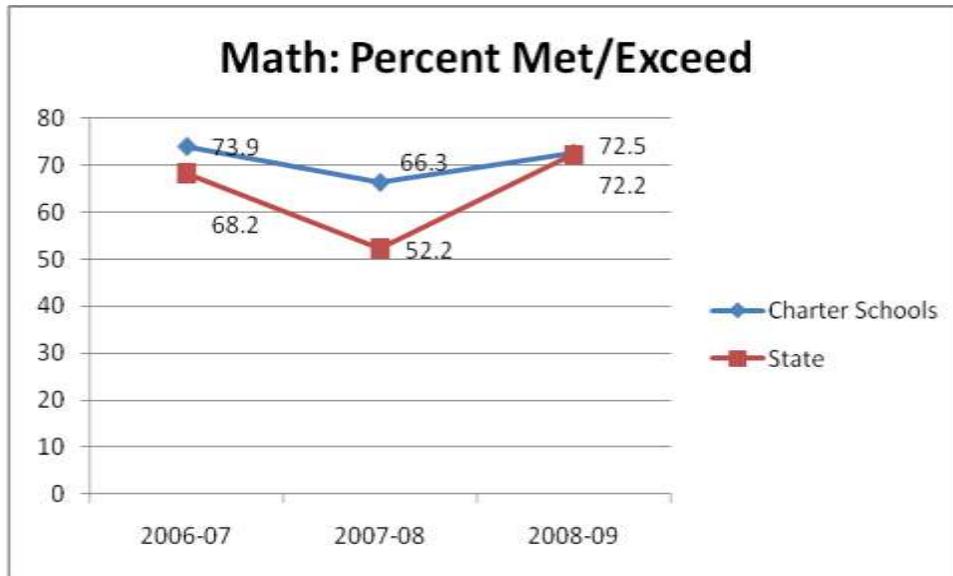


Figure 4: 2008-09 Oregon Charter School Evaluation

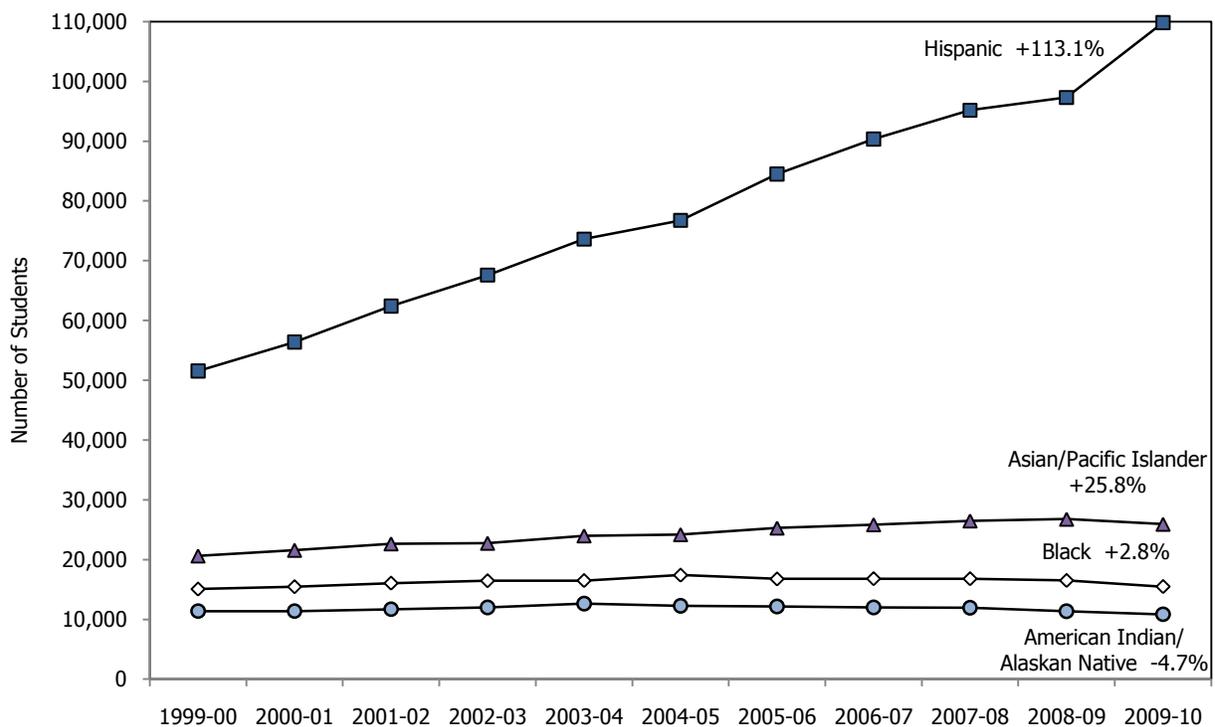
Minority Student Population

The number of minority students in general, and Hispanic students in particular, has risen significantly in Oregon schools in the last ten years. Between 1999-00 and 2009-10, the total number of all students increased by 16,613, a 3.0 percent increase, while the total number of minority students increased by 63,499, a 64.4 percent increase. (Note: Multi-Race/Ethnicity data is not available for this minority total).

Oregon Public School Enrollment by Race/Ethnicity 1999-00 to 2009-10 with Actual Growth Rates

Total Growth Rate was +3.0%

White Students Decreased by -15.1%



Source: Fall Membership

From 1999-00 to 2009-10, there was a 113.1 percent increase of Hispanic students. During the same time period, there was a 25.8 percent increase in Asian/Pacific Islander students, while the increase for ALL Students was 3.0 percent, and there was a 15.1 percent decrease in White students.

In 2009-10, the definitions used in collecting race/ethnicity data changed per new federal requirements. Hispanic ethnicity includes students who are Multi-Race/Ethnicity. Any student included in the Multi-Race/Ethnicity subgroup does not include any student of Hispanic origin.

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
2009-10*	379,038	15,485	109,842	25,927	10,850	15,190	5,366	561,698
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>

* In 2009-10, the definitions used in collecting race/ethnicity data changed per new federal requirements. Hispanic ethnicity includes students who are Multi-Race/Ethnicity. Any student included in the Multi-Race/Ethnicity subgroup does not include any student of Hispanic origin.

Language Diversity

According to data reported on the NCLB Limited English Proficient Collection, in the 2009-10 school year, 65,410 LEP students (11.65 percent of ALL K-12 students) reported a language of origin other than English. This is a decrease of 0.16 percent of the total K-12 population from 2008-09.

The most common language of origin was Spanish, with 50,954 students (9.1 percent of ALL students). This number has decreased by 0.1 percent since 2008-09. While the number of Spanish speakers decreased, the number of speakers of Vietnamese, Somali, and Chuukese increased by 0.1 percent. The overall K-12 student population decreased by 0.4 percent, while the number of students with a language other than English decreased by 0.02 percent.

Most Common Languages of Origin of Students in Oregon Public Schools (Grades K-12) 2009-2010

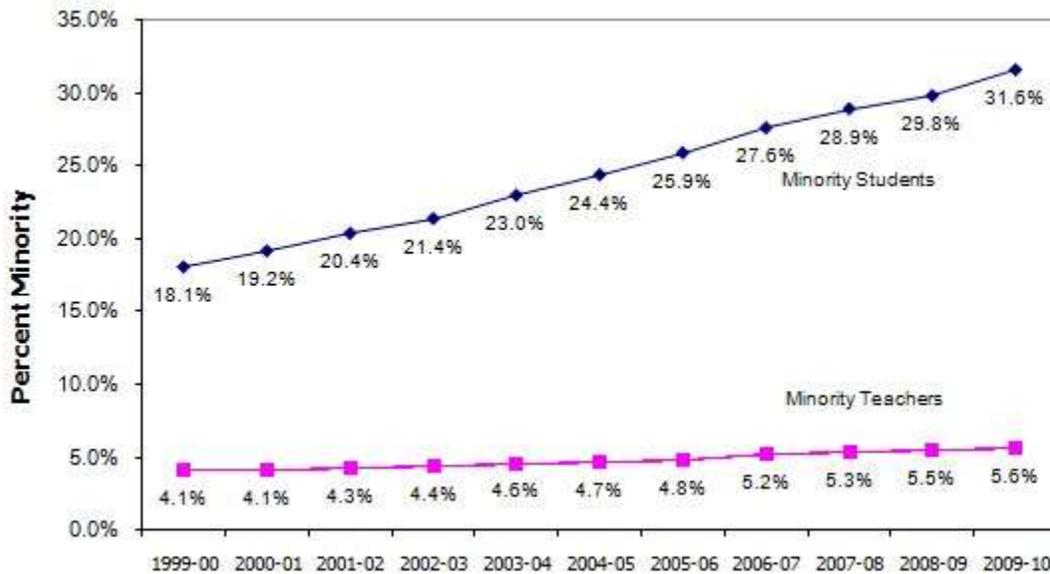
Language of Origin	Number of Students by Language of Origin	Percent of Students with a Language That is Not English (Total: 65,410)	Percent of All Students (Total: 561,698)
Spanish	50,954	77.9	9.1
Russian	2,801	4.3	0.5
Vietnamese	2,012	3.1	0.4
Chinese	999	1.5	0.2
Somali	728	1.1	0.1
Ukrainian	718	1.1	0.1
Chuukese	472	0.7	0.1
Korean	461	0.7	0.1
Arabic	452	0.7	0.1
Romanian	412	0.6	0.1
Hmong	376	0.6	0.1
Marshallese	293	0.4	0.1
Japanese	268	0.4	0.0
Tagalog	253	0.4	0.0
Lao	170	0.3	0.0
Burmese	146	0.2	0.0
Nepali	128	0.2	0.0
Thai	126	0.2	0.0
Hindi	109	0.2	0.0
Amharic	98	0.1	0.0
Persian	95	0.1	0.0
Karen	93	0.1	0.0
Samoan	93	0.1	0.0
Oromo	83	0.1	0.0
Bosnian	76	0.1	0.0
Khmer	75	0.1	0.0
Turkish	72	0.1	0.0
North American Indian (Other)	892	1.4	0.2
Other languages	1,955	3.0	0.3
TOTAL	65,410	100.00	11.65

* 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. Ten years ago, 4.1 percent of teachers and 18.1 percent of students were of minority populations. In 2009-10, 5.6 percent of teachers and 31.6 percent of students were of minority populations. The gap between the percent of minority students and the percent of minority teachers has become wider. This reflects that the ratio of minority students to all students has increased much faster than the ratio of minority teachers to all teachers.

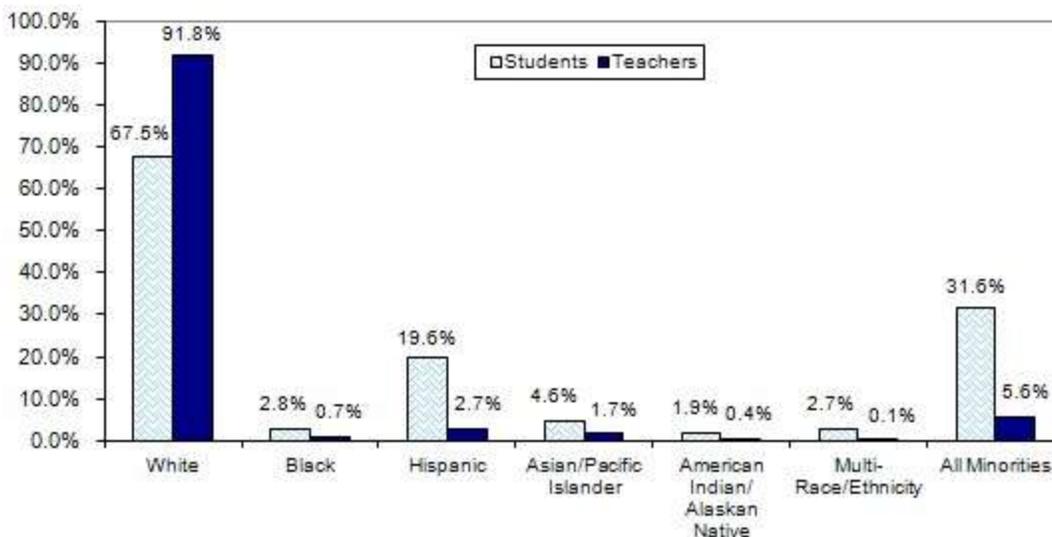
Minority Students & Teachers Trend
1999-00 to 2009-10



From 1999-00 to 2009-10, the percent of minority students went from 18.1 percent to 31.6 percent, while the percent of minority teachers increased from 4.1 percent to 5.6 percent.

Sources: Fall Membership and Staff Data Collections

Race/Ethnicity of Students & Teachers*
2009-2010



The difference between teacher and student minority rates was most noticeable for Hispanics, where 19.6 percent of students were Hispanic compared to only 2.7 percent of teachers. 91.8 percent of teachers were White, compared to only 67.5 percent of students.

*Not shown are the 1.0% of students and 2.5% of teachers of unknown race/ethnicity.

Source: Fall Membership and Staff Data Collections

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/search/results/?id=53>

Test score data is online at:

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

Scores Required to Meet or Exceed Standards on Statewide Assessments 2009-2010

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

In fall 2010, the State Board of Education adopted more rigorous achievement standards in mathematics for grades 3 through 8. As a result of this change, the percent of students meeting the standard in mathematics in 2010-2011 will not be comparable to previous years' results.

Grade 3

Percent Meeting Standards

In 2009-10, third grade students were tested in reading and in mathematics.

In reading, 83 percent of third grade students met or exceeded the standard. In mathematics, 78 percent of third grade students met or exceeded the standard, an increase from 76 percent in the previous year.

Grade 3 All Students Statewide Percent Meeting or Exceeding Standards

	2007-08	2008-09	2009-10
Reading	84	83	83
Mathematics	77	76	78

Source: Oregon Assessment of Knowledge and Skills



Grade 3 Reading

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	84	83	83
Students with Disabilities	54	52	52
Asian/Pacific Islander	90	89	88
Black (not of Hispanic origin)	75	73	73
Hispanic origin	70	68	70
American Indian/Alaskan Native	79	76	78
White (not of Hispanic origin)	88	87	87
Multi-racial/Multi-ethnic	87	83	86

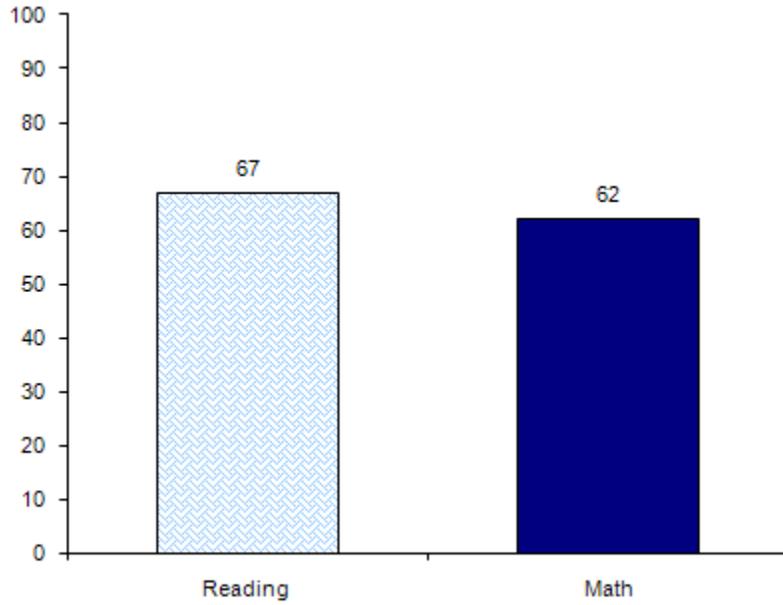
Grade 3 Mathematics

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	77	76	78
Students with Disabilities	51	48	51
Asian/Pacific Islander	85	84	86
Black (not of Hispanic origin)	63	61	62
Hispanic origin	60	60	66
American Indian/Alaskan Native	66	66	69
White (not of Hispanic origin)	82	82	83
Multi-racial/Multi-ethnic	78	75	81

Grade 3 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2009-10

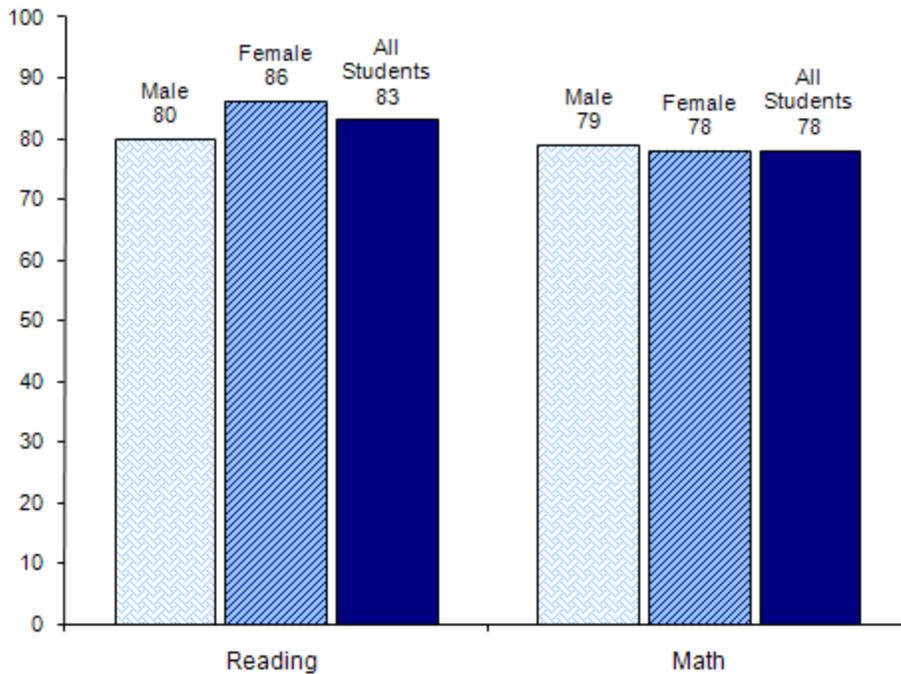


Extended assessments are alternatives to grade level assessments for students with significant cognitive impairments. They are scored on a special scale.

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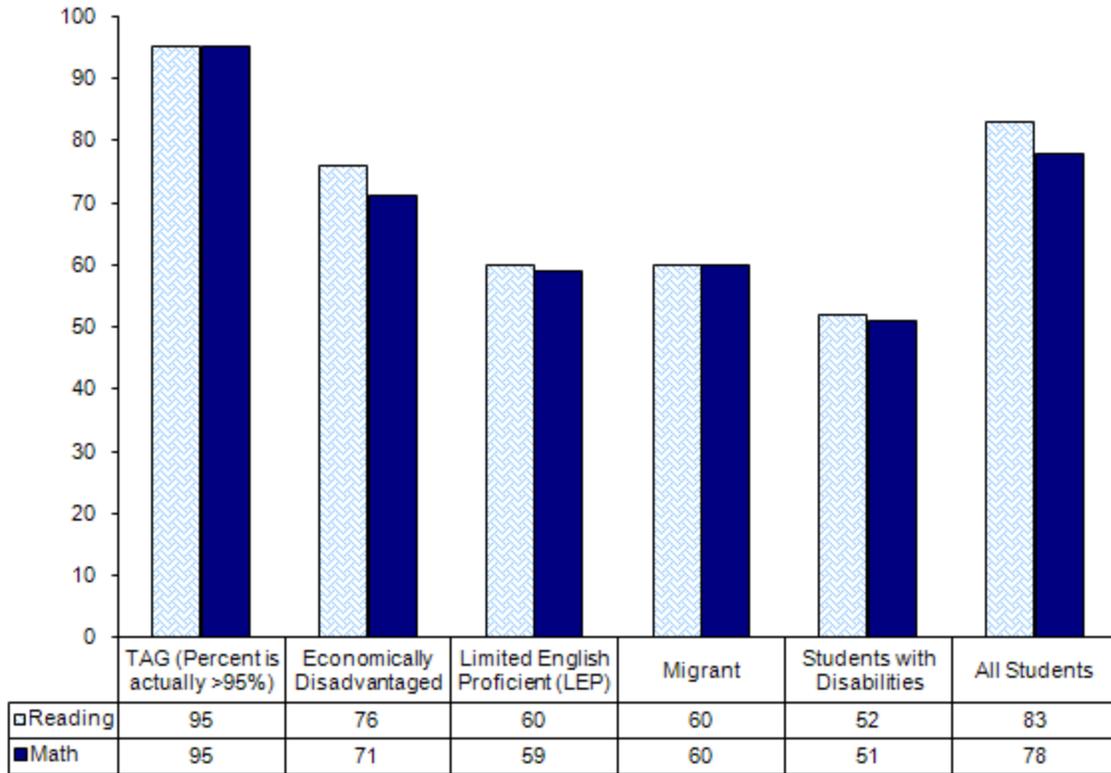
Grade 3 Students by Gender

Percent Meeting or Exceeding Reading and Math Standards in 2009-10



Grade 3 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2009-10



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 2009-10, fourth grade students were tested in reading, writing, and mathematics.

In reading, 84 percent of fourth grade students met or exceeded the standard, and in writing, 44 percent of fourth grade students met or exceeded the standard.* In mathematics, 78 percent of fourth grade students met or exceeded the standard, an increase from 77 percent in the previous year.

Grade 4 All Students Statewide Percent Meeting or Exceeding Standards

	2007-08	2008-09	2009-10
Reading	83	84	84
Writing	43	44*	44*
Mathematics	77	77	78

Source: Oregon Assessment of Knowledge and Skills

* Due to budget constraints in 2008-09 and 2009-10, 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 2008 - 2010

	2007-08	2008-09	2009-10
All Students	83	84	84
Students with Disabilities	52	54	53
Asian/Pacific Islander	87	88	88
Black (not of Hispanic origin)	76	74	71
Hispanic origin	66	69	72
American Indian/Alaskan Native	77	78	77
White (not of Hispanic origin)	87	88	88
Multi-racial/Multi-ethnic	84	86	88

Grade 4 Writing

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	43	44	44
Students with Disabilities	16	17	16
Asian/Pacific Islander	57	58	58
Black (not of Hispanic origin)	34	32	31
Hispanic origin	27	29	31
American Indian/Alaskan Native	30	30	31
White (not of Hispanic origin)	47	47	47
Multi-racial/Multi-ethnic	44	45	49

Due to budget constraints in 2008-09 and 2009-10, 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.

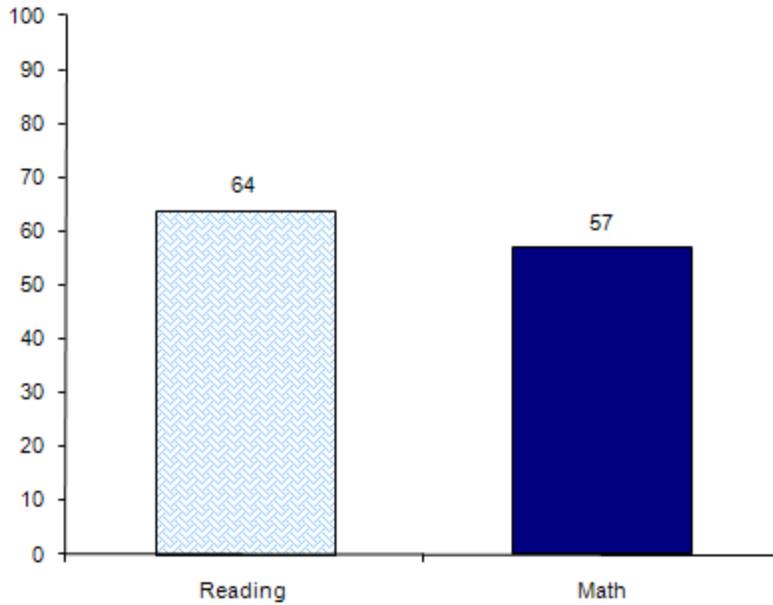
Grade 4 Mathematics

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	77	77	78
Students with Disabilities	49	49	50
Asian/Pacific Islander	83	84	85
Black (not of Hispanic origin)	64	61	61
Hispanic origin	59	61	66
American Indian/Alaskan Native	69	68	67
White (not of Hispanic origin)	82	82	83
Multi-racial/Multi-ethnic	76	78	79

Grade 4 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2009-10

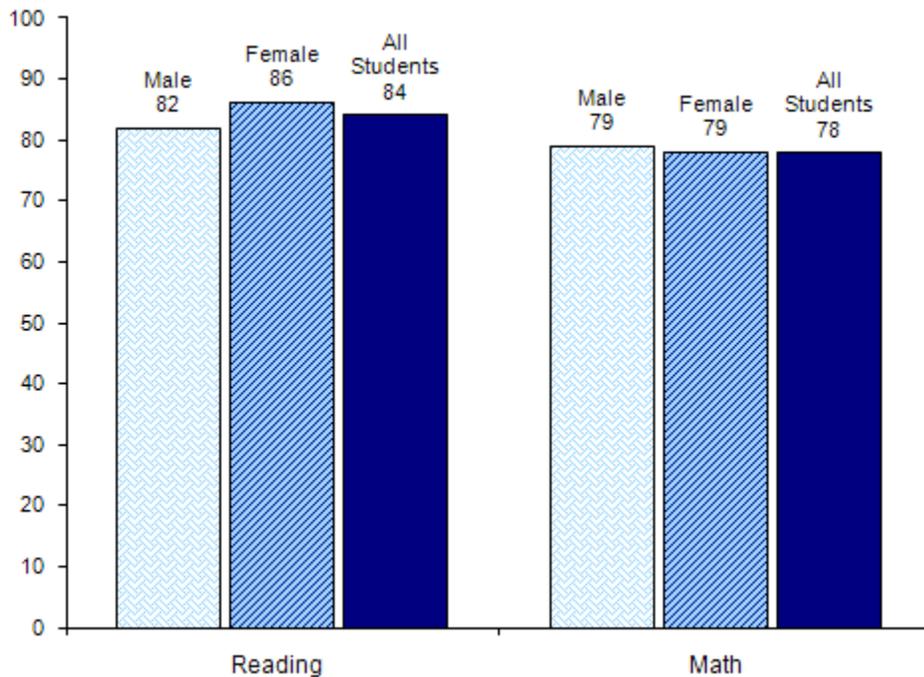


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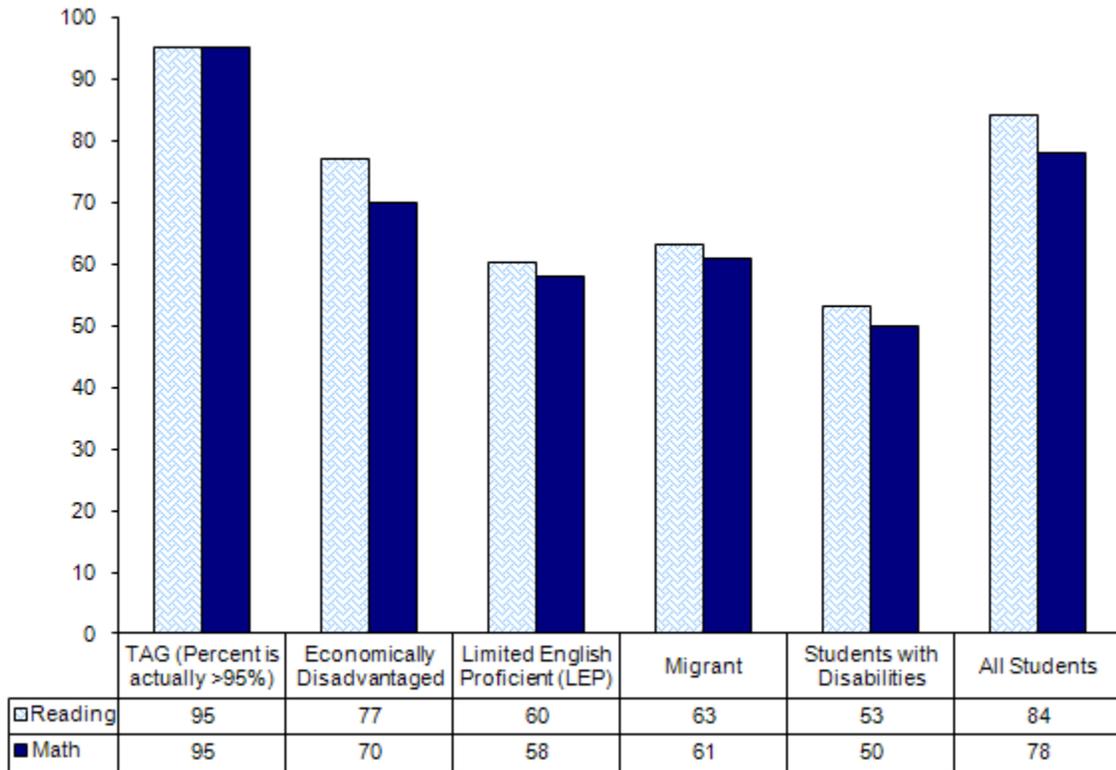
Grade 4 Students by Gender

Percent Meeting or Exceeding Reading and Math Standards in 2009-10



Grade 4 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2009-10



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 2009-10, fifth grade students were tested in reading, mathematics, and science.

In reading, 77 percent of fifth grade students met or exceeded the standard, an increase from 76 percent in 2008-09. In mathematics, 79 percent of fifth grade students met or exceeded the standard, an increase from 76 percent in the previous year. In science, 74 percent of fifth grade students met or exceeded the standard, a decrease from 75 percent in the previous year.

Grade 5 All Students Statewide Percent Meeting or Exceeding Standards

	2007-08	2008-09	2009-10
Reading	75	76	77
Mathematics	77	76	79
Science	74	75	74

Source: Oregon Assessment of Knowledge and Skills



Grade 5 Reading

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	75	76	77
Students with Disabilities	41	41	43
Asian/Pacific Islander	81	82	82
Black (not of Hispanic origin)	59	64	59
Hispanic origin	55	57	59
American Indian/Alaskan Native	65	68	66
White (not of Hispanic origin)	81	82	82
Multi-racial/Multi-ethnic	77	77	82

Grade 5 Mathematics

Percent of Students Meeting or Exceeding Standard 2008 - 2010

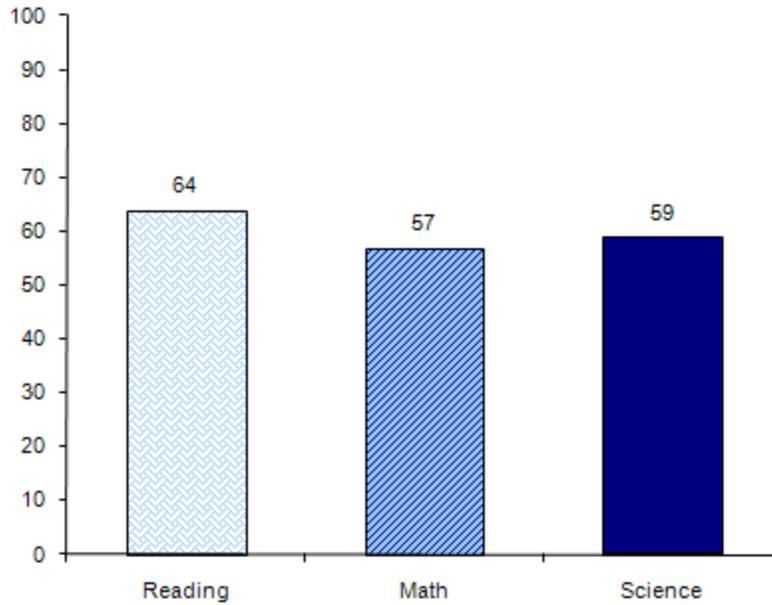
	2007-08	2008-09	2009-10
All Students	77	76	79
Students with Disabilities	46	45	48
Asian/Pacific Islander	86	85	86
Black (not of Hispanic origin)	61	62	60
Hispanic origin	62	62	68
American Indian/Alaskan Native	67	66	68
White (not of Hispanic origin)	81	80	82
Multi-racial/Multi-ethnic	76	77	83

Grade 5 Science

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2008-09	2009-10
All Students	75	74
Students with Disabilities	50	50
Asian/Pacific Islander	78	76
Black (not of Hispanic origin)	58	54
Hispanic origin	51	52
American Indian/Alaskan Native	68	65
White (not of Hispanic origin)	81	82
Multi-racial/Multi-ethnic	75	80

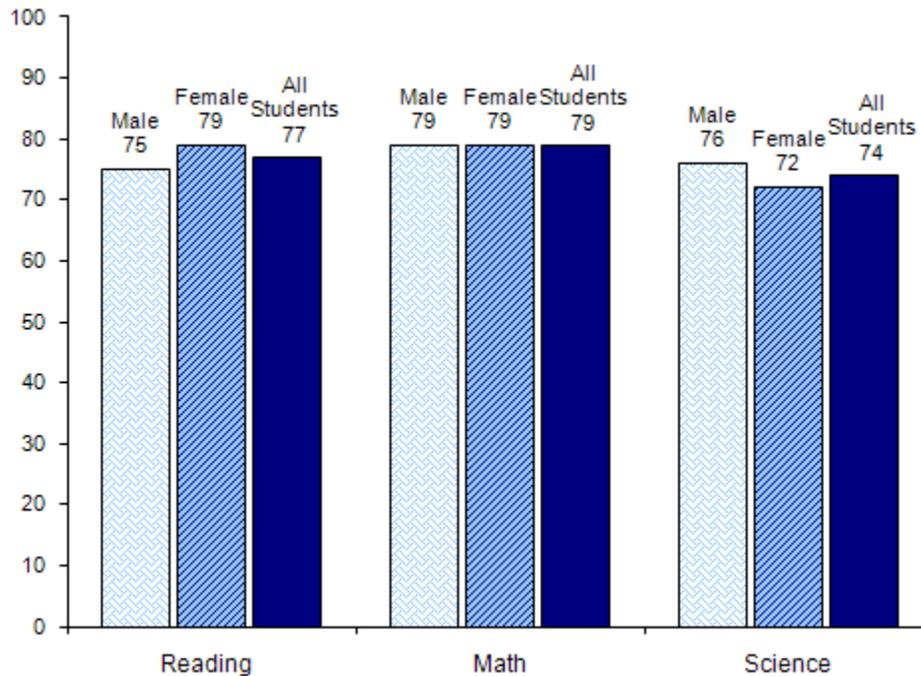
Grade 5 Extended Assessment Students
Percent Meeting or Exceeding Alternate Standards in 2009-10



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

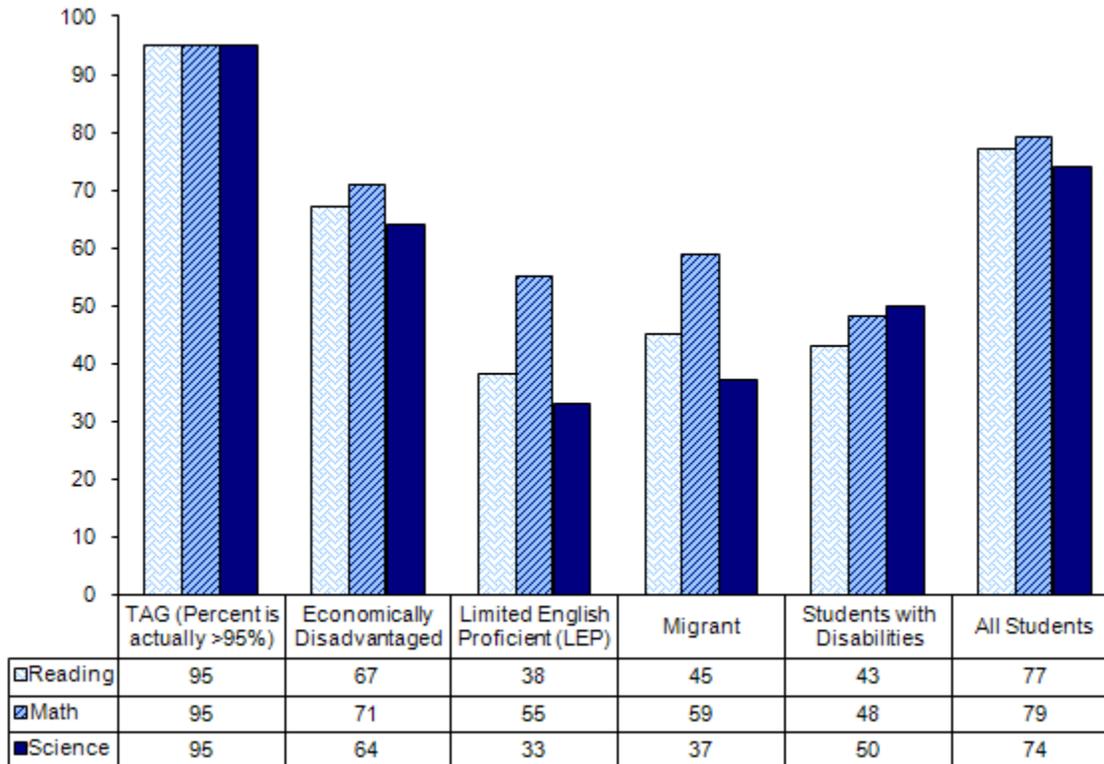
In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

Grade 5 Students by Gender
Percent Meeting or Exceeding Standards in 2009-10



Grade 5 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2009-10



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 2009-10, sixth grade students were tested in reading and mathematics.

In reading, 77 percent of sixth grade students met or exceeded the standard, an increase from 76 percent in 2008-09. In mathematics, 74 percent of sixth grade students met or exceeded the standard, an increase from 73 percent in the previous year.

Grade 6 All Students Statewide Percent Meeting or Exceeding Standards

	2007-08	2008-09	2009-10
Reading	73	76	77
Mathematics	70	73	74

Source: Oregon Assessment of Knowledge and Skills



Grade 6 Reading

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	73	76	77
Students with Disabilities	35	38	39
Asian/Pacific Islander	81	82	82
Black (not of Hispanic origin)	61	60	63
Hispanic origin	52	58	60
American Indian/Alaskan Native	66	69	66
White (not of Hispanic origin)	79	82	82
Multi-racial/Multi-ethnic	75	79	81

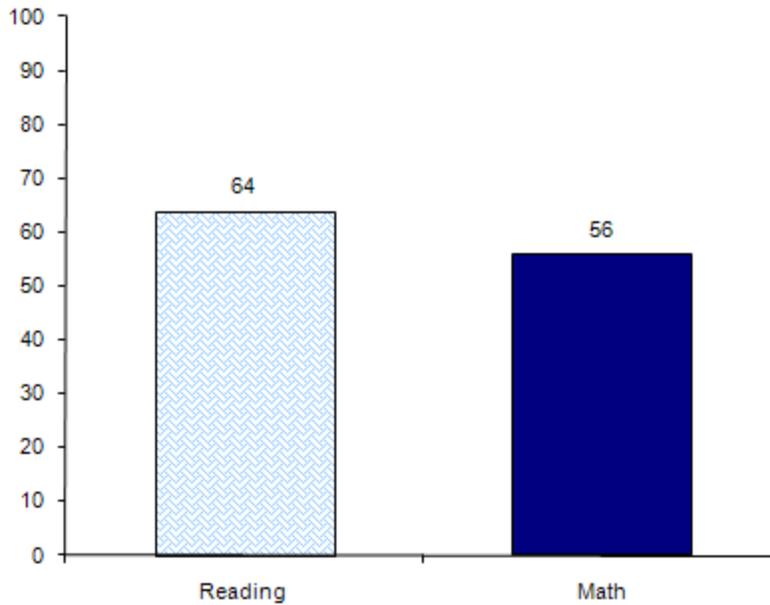
Grade 6 Mathematics

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	70	73	74
Students with Disabilities	35	36	39
Asian/Pacific Islander	83	82	82
Black (not of Hispanic origin)	53	51	56
Hispanic origin	52	55	60
American Indian/Alaskan Native	62	63	61
White (not of Hispanic origin)	75	78	79
Multi-racial/Multi-ethnic	71	74	79

Grade 6 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2009-10

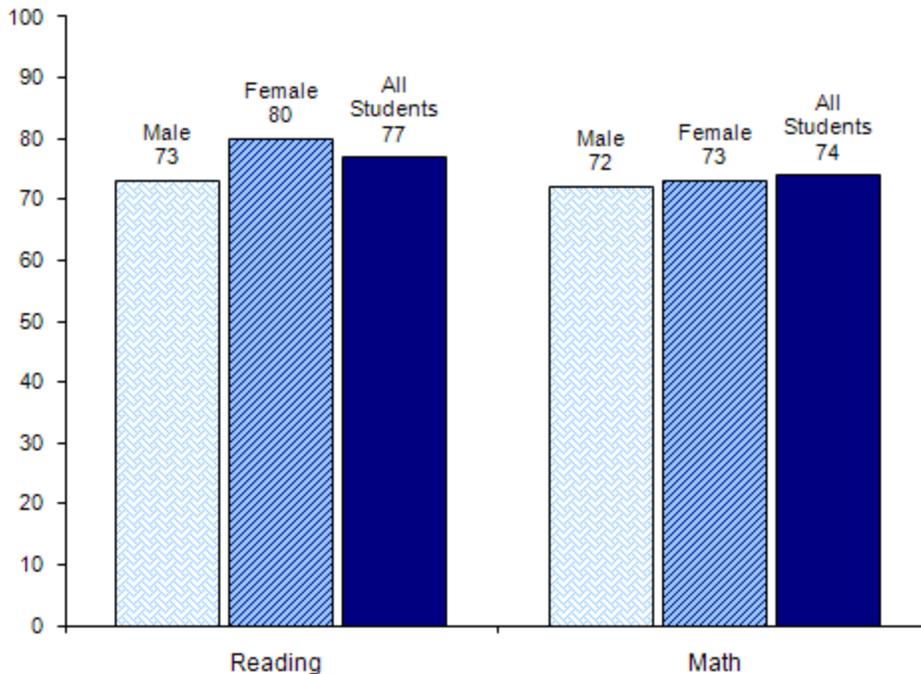


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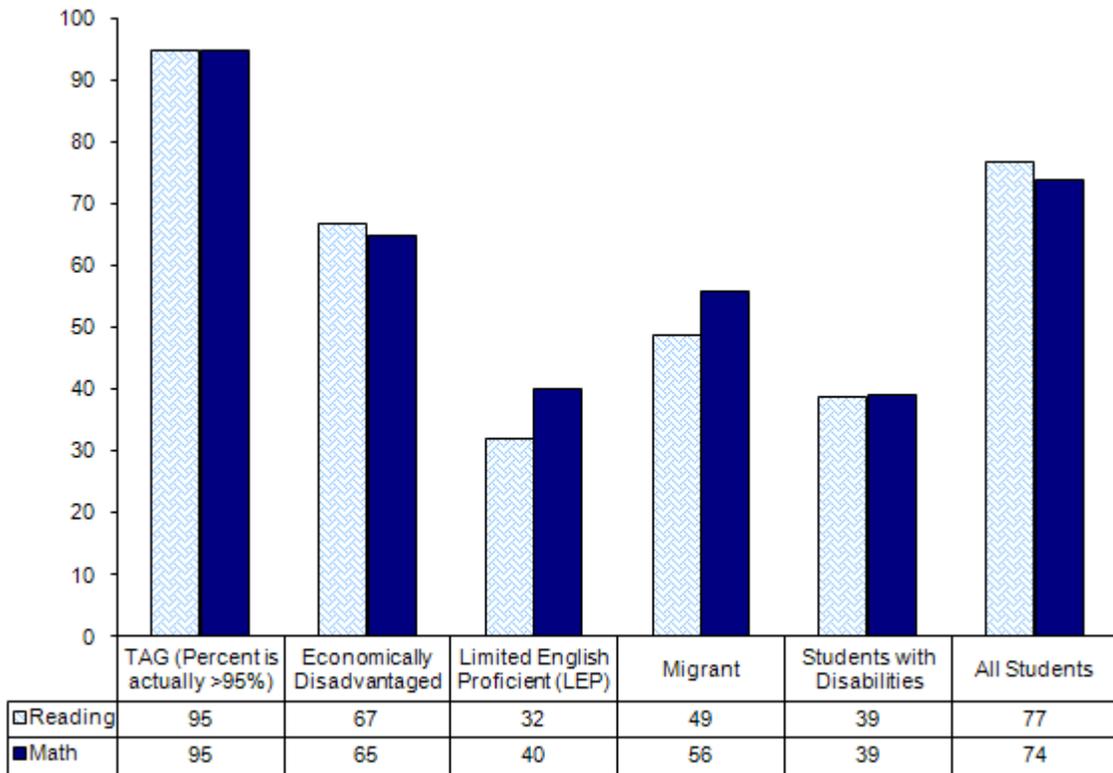
Grade 6 Students by Gender

Percent Meeting or Exceeding Reading and Math Standards in 2009-10



Grade 6 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2009-10



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Grade 7

Percent Meeting Standards

In 2009-10, seventh grade students were tested in reading, writing, and mathematics.

In reading, 79 percent of seventh grade students met or exceeded the standard, an increase from 77 percent in 2008-09. In writing, the percent of seventh grade students who met or exceeded the standard increased from 48 percent to 50 percent.* In mathematics, 80 percent of seventh grade students met or exceeded the standard, an increase from 78 percent in the previous year.

Grade 7 All Students
Statewide Percent Meeting or Exceeding Standards

	2007-08	2008-09	2009-10
Reading	74	77	79
Writing	49	48*	50
Mathematics	74	78	80

Source: Oregon Assessment of Knowledge and Skills

* Due to budget constraints in 2008-09 and 2009-10, 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 2008 - 2010

	2007-08	2008-09	2009-10
All Students	74	77	79
Students with Disabilities	34	39	40
Asian/Pacific Islander	79	83	83
Black (not of Hispanic origin)	60	66	61
Hispanic origin	53	57	62
American Indian/Alaskan Native	65	70	70
White (not of Hispanic origin)	79	82	83
Multi-racial/Multi-ethnic	75	78	84

Grade 7 Writing

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	49	48	50
Students with Disabilities	13	14	15
Asian/Pacific Islander	63	61	63
Black (not of Hispanic origin)	35	38	32
Hispanic origin	31	30	35
American Indian/Alaskan Native	37	35	36
White (not of Hispanic origin)	53	51	55
Multi-racial/Multi-ethnic	55	50	55

Due to budget constraints in 2008-09 and 2009-10, 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.

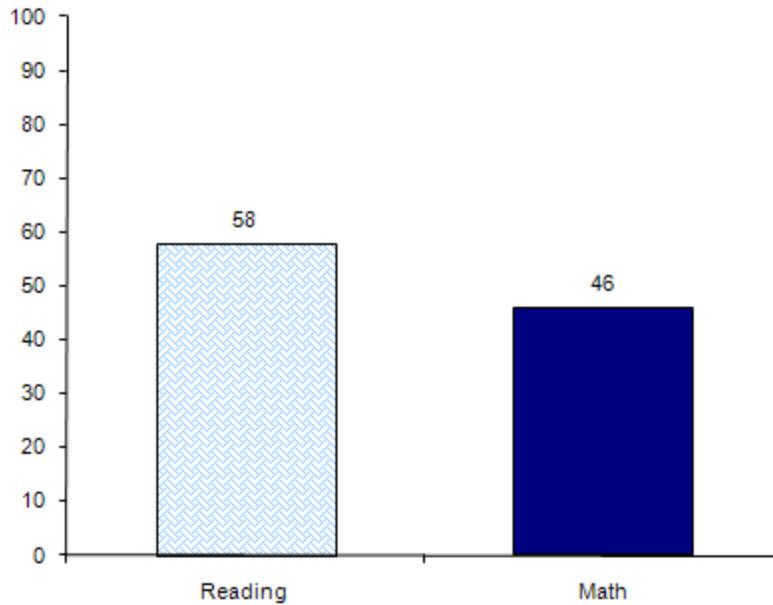
Grade 7 Mathematics

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	74	78	80
Students with Disabilities	36	41	44
Asian/Pacific Islander	85	88	90
Black (not of Hispanic origin)	61	63	61
Hispanic origin	59	64	69
American Indian/Alaskan Native	66	68	69
White (not of Hispanic origin)	78	81	83
Multi-racial/Multi-ethnic	75	77	83

Grade 7 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2009-10

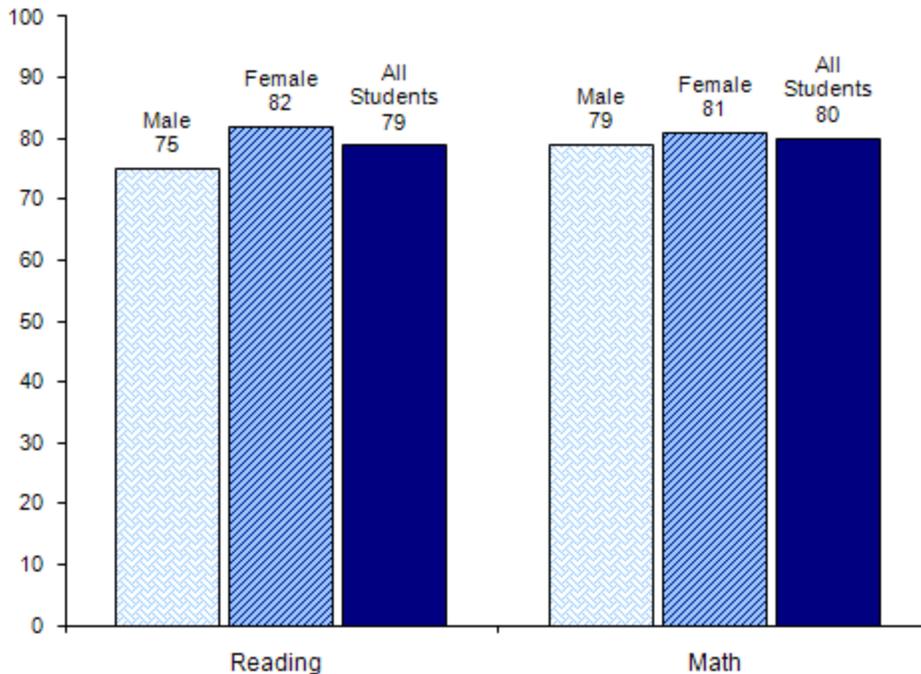


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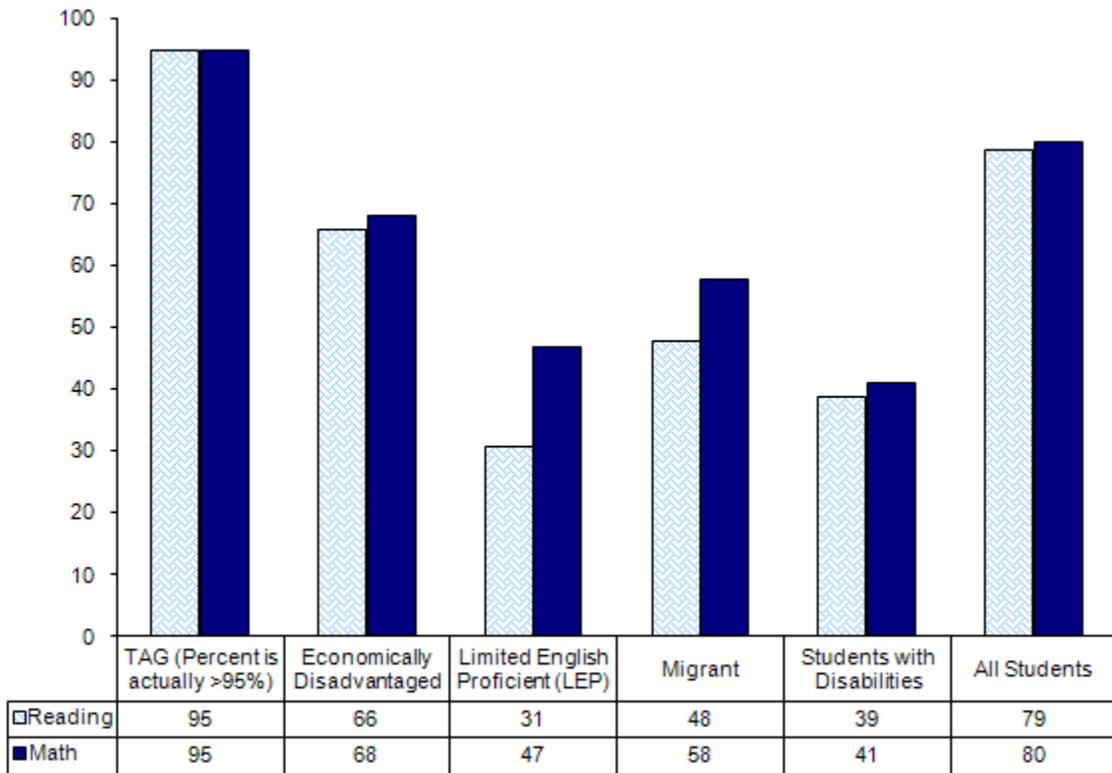
Grade 7 Students by Gender

Percent Meeting or Exceeding the Reading and Math Standards in 2009-10



Grade 7 Students by Subgroup

Percent Meeting or Exceeding the Reading and Math Standards in 2009-10



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 2009-10, eighth grade students were tested in reading, mathematics, and science.

In reading, 70 percent of eighth grade students met or exceeded the standard, an increase from 69 percent in 2008-09. In mathematics, 72 percent of eighth grade students met or exceeded the standard, an increase from 71 percent in the previous year. In science, 71 percent of eighth grade students met or exceeded the standard, a decrease from 72 percent in the previous year.

Grade 8 All Students
Statewide Percent Meeting or Exceeding Standards

	2007-08	2008-09	2009-10
Reading	65	69	70
Mathematics	69	71	72
Science	69	72	71

Source: Oregon Assessment of Knowledge and Skills



Grade 8 Reading

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	65	69	70
Students with Disabilities	25	27	30
Asian/Pacific Islander	72	74	75
Black (not of Hispanic origin)	49	54	52
Hispanic origin	40	48	52
American Indian/Alaskan Native	54	60	58
White (not of Hispanic origin)	71	75	75
Multi-racial/Multi-ethnic	66	71	73

Grade 8 Mathematics

Percent of Students Meeting or Exceeding Standard 2008 - 2010

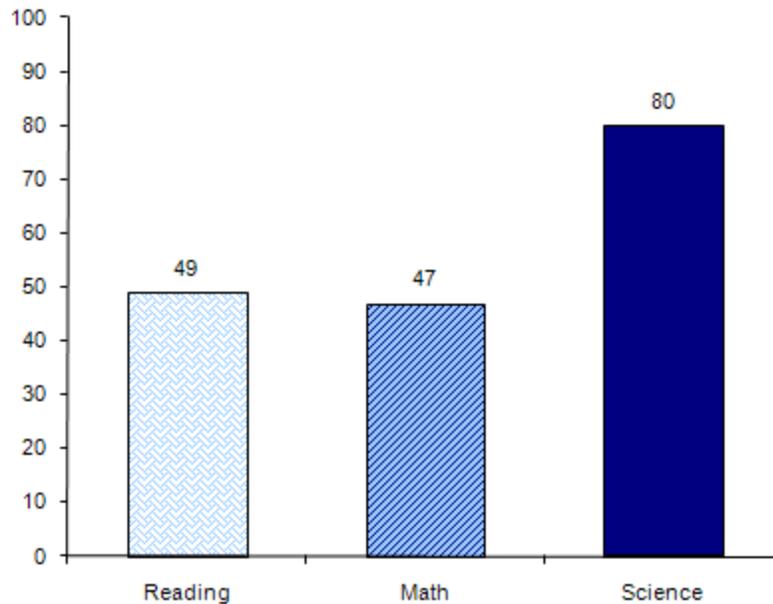
	2007-08	2008-09	2009-10
All Students	69	71	72
Students with Disabilities	28	30	33
Asian/Pacific Islander	81	82	83
Black (not of Hispanic origin)	48	50	51
Hispanic origin	49	53	57
American Indian/Alaskan Native	57	59	60
White (not of Hispanic origin)	73	75	76
Multi-racial/Multi-ethnic	68	70	74

Grade 8 Science

Percent of Students Meeting or Exceeding Standard 2009 - 2010

	2008-09	2009-10
All Students	72	71
Students with Disabilities	38	40
Asian/Pacific Islander	77	75
Black (not Hispanic origin)	51	47
Hispanic origin	48	50
American Indian/Alaskan Native	63	59
White (not of Hispanic origin)	78	77
Multi-racial/Multi-ethnic	72	73

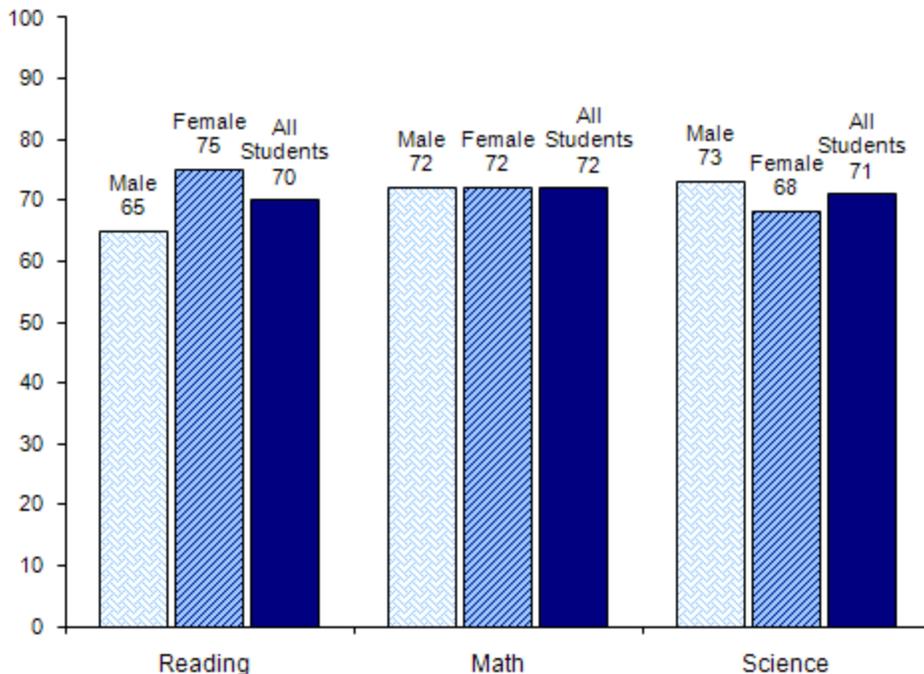
Grade 8 Extended Assessment Students Percent Meeting or Exceeding Alternate Standards in 2009-10



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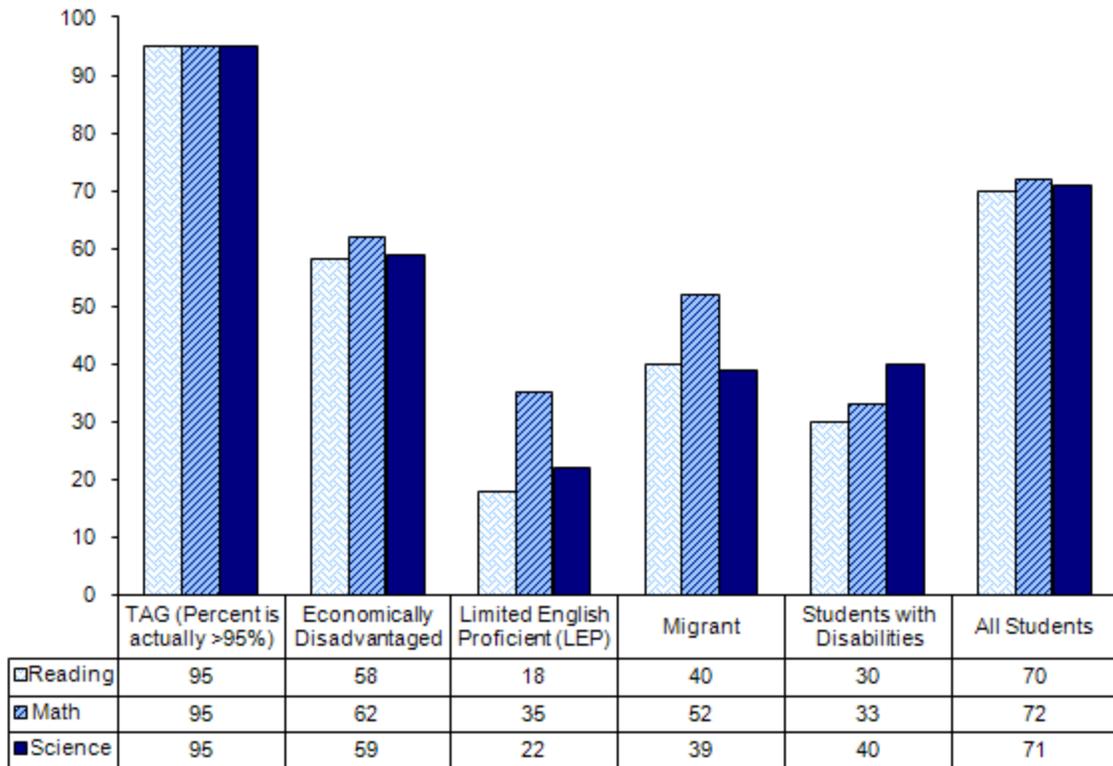
In 2006-07, the extended assessment system was expanded to include students who previously would have taken the CLRAS, which was discontinued.

Grade 8 Students by Gender Percent Meeting or Exceeding Standards in 2009-10



Grade 8 Students by Subgroup

Percent Meeting or Exceeding Standards in 2009-10



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 2009-10, tenth grade students were tested in reading, writing, mathematics, and science.

In reading, 71 percent of tenth grade students met or exceeded the standard, an increase from 66 percent in 2008-09. In writing, 53 percent of tenth grade students met or exceeded the standard, a decrease from 55 percent in the previous year. In mathematics, 56 percent of tenth grade students met or exceeded the standard, an increase from 54 percent in the previous year. In science, 60 percent of tenth grade students met or exceeded the standard, an increase from 58 percent in the previous year.

Grade 10 All Students Statewide Percent Meeting or Exceeding Standards

	2007-08	2008-09	2009-10
Reading	65	66	71
Writing	56	55	53
Mathematics	52	54	56
Science	57	58	60

Source: Oregon Assessment of Knowledge and Skills



Grade 10 Reading

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	65	66	71
Students with Disabilities	22	23	29
Asian/Pacific Islander	67	68	73
Black (not of Hispanic origin)	40	42	49
Hispanic origin	39	40	49
American Indian/Alaskan Native	53	54	60
White (not of Hispanic origin)	71	73	78
Multi-racial/Multi-ethnic	63	65	75

Grade 10 Writing

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	56	55	53
Students with Disabilities	14	15	14
Asian/Pacific Islander	63	63	62
Black (not of Hispanic origin)	37	41	36
Hispanic origin	33	33	34
American Indian/Alaskan Native	42	42	39
White (not of Hispanic origin)	61	60	58
Multi-racial/Multi-ethnic	57	59	58

Grade 10 Mathematics

Percent of Students Meeting or Exceeding Standard 2008 - 2010

	2007-08	2008-09	2009-10
All Students	52	54	56
Students with Disabilities	14	14	17
Asian/Pacific Islander	68	67	72
Black (not of Hispanic origin)	25	28	31
Hispanic origin	30	33	38
American Indian/Alaskan Native	36	36	38
White (not of Hispanic origin)	57	58	61
Multi-racial/Multi-ethnic	52	52	58

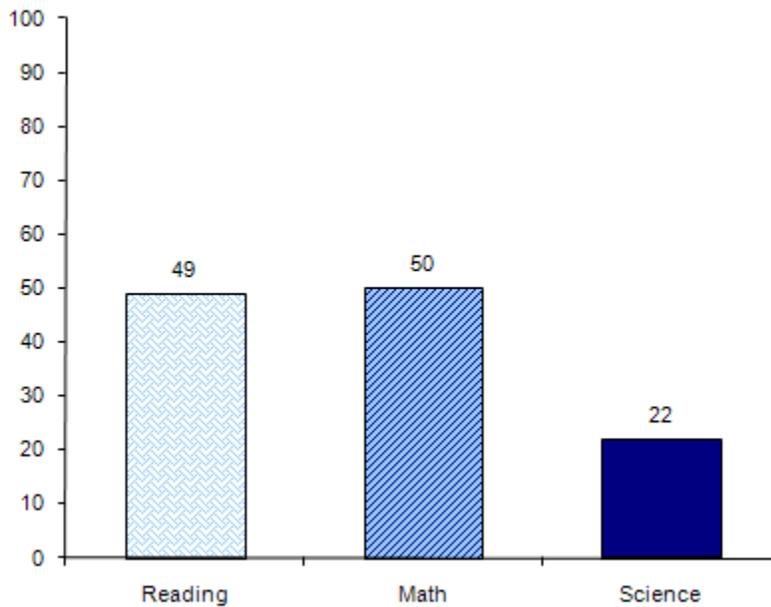
Grade 10 Science

Percent of Students Meeting or Exceeding Standard 2009 - 2010

	2008-09	2009-10
All Students	58	60
Students with Disabilities	23	25
Asian/Pacific Islander	61	64
Black (not of Hispanic origin)	29	29
Hispanic origin	31	35
American Indian/Alaskan Native	47	49
White (not of Hispanic origin)	65	67
Multi-racial/Multi-Ethnic	57	65

Grade 10 Extended Assessment Students

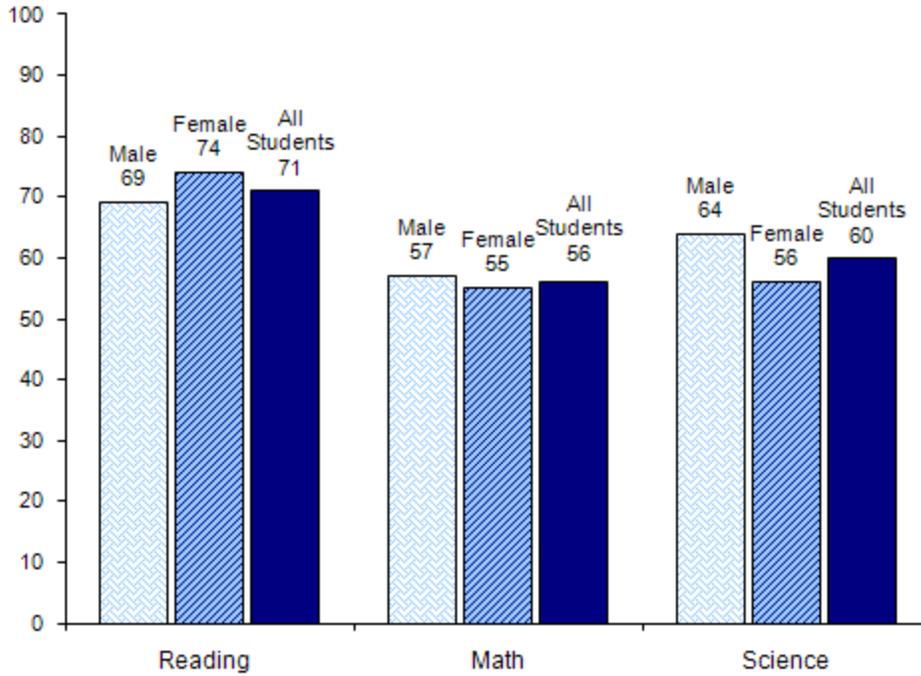
Percent Meeting or Exceeding Alternate Standards in 2009-10



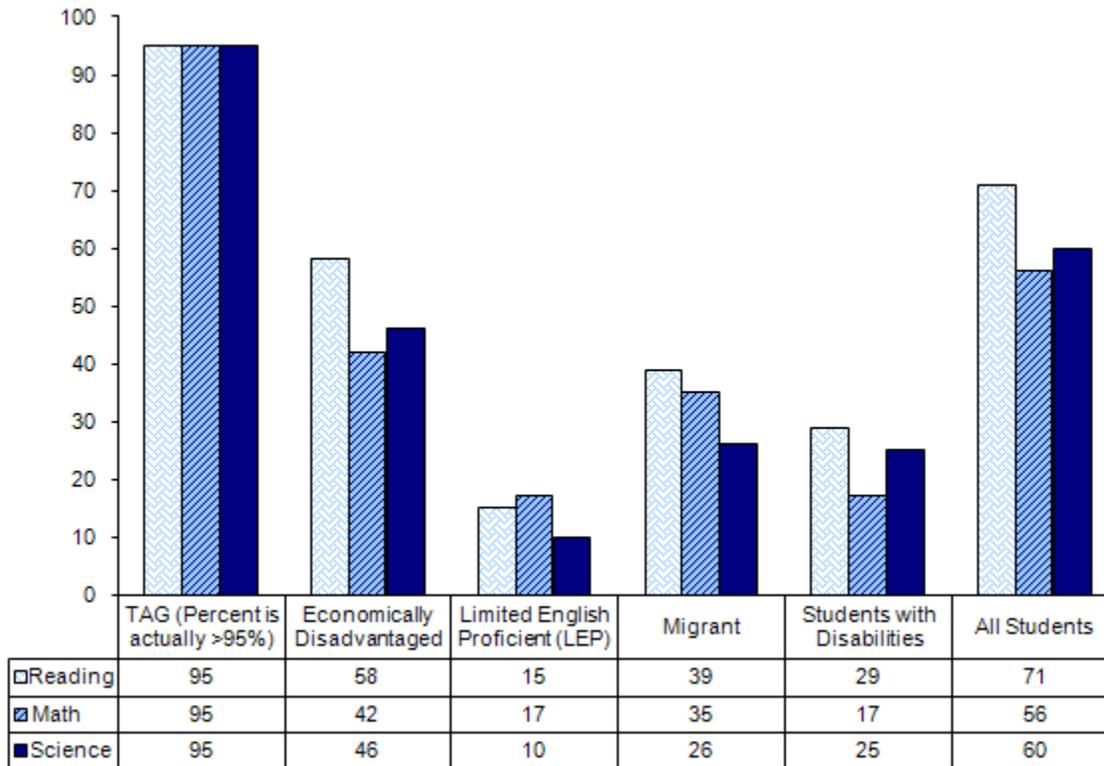
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Grade 10 Students by Gender
Percent Meeting or Exceeding Standards in 2009-10



Grade 10 Students by Subgroup
Percent Meeting or Exceeding Standards in 2009-10



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 mathematics, reading, 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 in Oregon 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 NAEP and OAKS assessments. The NAEP math and reading 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 reports results for students in grades 3-8 and 10. The content tested in a NAEP assessment is determined by a national panel of experts convened by the National Assessment Governing Board. OAKS tests the knowledge and skills laid out in the content standards crafted by Oregon educators.

NAEP Assessment Schedule

In the 2008-2009 school year, NAEP conducted national and state assessments in mathematics, reading, and science, as well as the national [High School Transcript Study](#). Oregon's results from the 2009 math and reading assessments are included in this report. The science results will be released in early 2011. In the 2009-2010 school year, NAEP conducted national assessments in civics, geography, and U.S. history. Results will be released in 2011. For 2010-2011, NAEP will conduct state assessments in mathematics and reading at grade 4 and in mathematics, reading, and science at grade 8. A special study will link the results from the grade 8 NAEP mathematics and science assessments to the 2011 Trends in International Mathematics and Science Study (TIMSS). This study will provide Oregon with projected international benchmarks to over 50 countries in mathematics and science. A national computer-based assessment will take place in writing at grades 8 and 12. Results from the mathematics and reading assessments will be released in Fall 2011, while the science and NAEP-TIMSS linking study results will be released in 2012.

National Assessment of Educational Progress: Reading

NAEP reports achievement levels and average scale scores. 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 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	7	24	35	35	~
	United States	7	24	34	34	~
Economically Disadvantaged	Oregon	2	15	33	50	~
	United States	2	15	34	49	~
Limited English Proficient	Oregon	#	3	19	77	90
	United States	#	6	23	71*	84
Students with Disabilities	Oregon	3	10	21	66	80
	United States	2	9	21	68	70
Asian/Pacific Islander	Oregon	14	29	29	28	~
	United States	17	32	30	21	~
Black (not of Hispanic origin)	Oregon	3	14	30	53	~
	United States	2	13	32	53	~
Hispanic origin	Oregon	2	10	28	59	~
	United States	2	14	32	52*	~
American Indian/Alaska Native	Oregon	3	14	39	44	~
	United States	5	17	30	48	~
White (not of Hispanic origin)	Oregon	7	28	36	28	~
	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

National Assessment of Educational Progress: Reading

2009 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	3	31	43	24	~
	United States	2	28	43	26*	~
Economically Disadvantaged	Oregon	1	18	44	37	~
	United States	1	15	44	40*	~
Limited English Proficient	Oregon	#	1	23	76	89
	United States	#	3	22	75	83
Students with Disabilities	Oregon	#	9	31	60	81
	United States	#	6	27	66	70
Asian/Pacific Islander	Oregon	4	44	37	15	~
	United States	6	38	38	18	~
Black (not of Hispanic origin)	Oregon	‡	‡	‡	‡	~
	United States	#	12	43	44	~
Hispanic origin	Oregon	1	13	44	42	~
	United States	1	15	43	41	~
American Indian/Alaska Native	Oregon	4	24	40	32	~
	United States	2	19	41	37	~
White (not of Hispanic origin)	Oregon	3	34	44	19	~
	United States	3	36	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

‡ Reporting standards not met

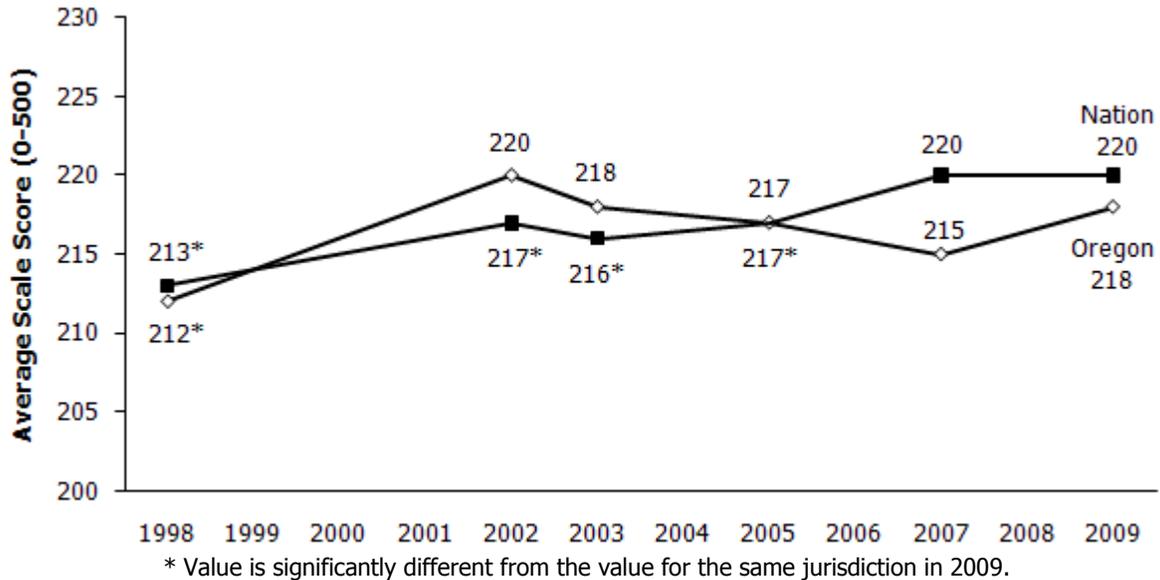
Achievement level results from the 2009 NAEP reading assessment show that, for the Limited English Proficient, Hispanic, and White reporting groups, a larger percentage of Oregon 4th graders performed at the "Below Basic" level than their peers nationally. A smaller percentage of Oregon White students performed at the "Proficient" and "Advanced" levels than White 4th graders nationally.

In 8th grade a smaller percentage of all Oregon students and Economically Disadvantaged students performed at the "Below Basic" level than their peers nationally. However, a larger percentage of White students performed at the "Below Basic" level than White 8th graders nationally.

National Assessment of Educational Progress: Reading

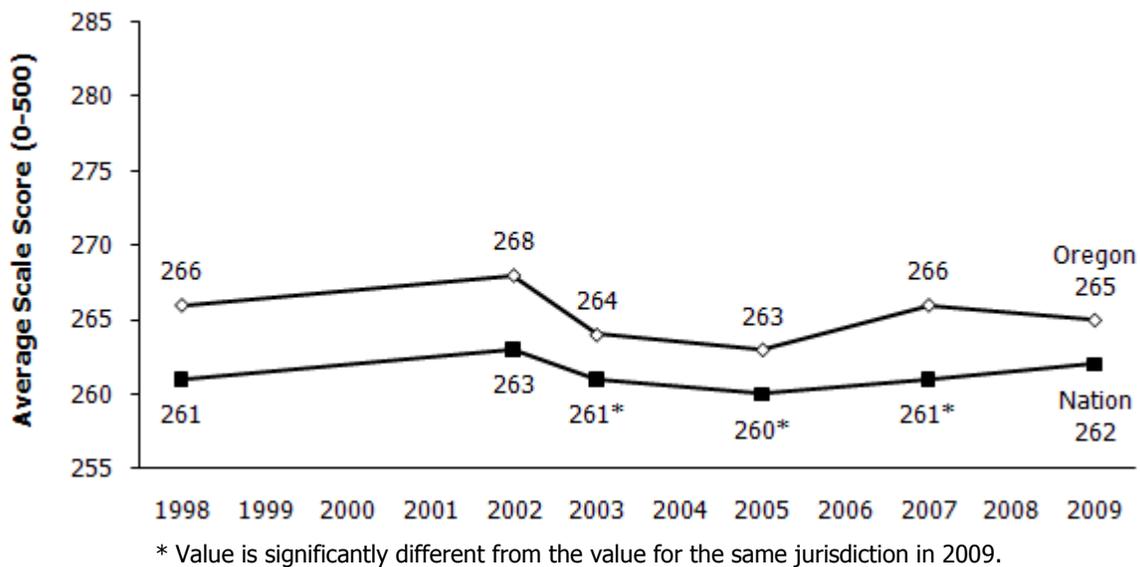
Grade 4 Average Scale Scores 1998 - 2009: Oregon and the Nation

In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2009, Oregon's 4th graders scored 218, which was statistically the same as the nation's (220).



Grade 8 Average Scale Scores 1998 - 2009: Oregon and the Nation

Since 1998, Oregon's 8th graders have scored statistically higher than the nation's 8th graders. In 2009, Oregon's 8th graders scored 265; the nation's scored 262.



National Assessment of Educational Progress: Mathematics

NAEP reports achievement levels and average scale scores. 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

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

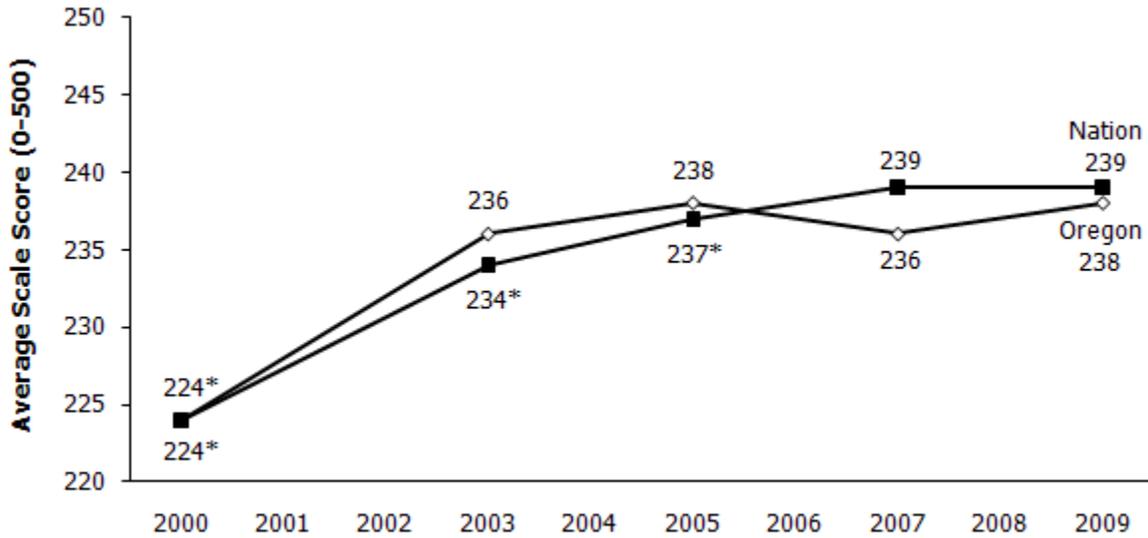
Achievement level results from the 2009 NAEP math assessment show that, for a number of reporting groups, a larger percentage of Oregon 4th graders performed at the "Below Basic" level and a smaller percentage performed at the "Proficient" level than their peers nationally. This is true for Limited English 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 - 2009: Oregon and the Nation

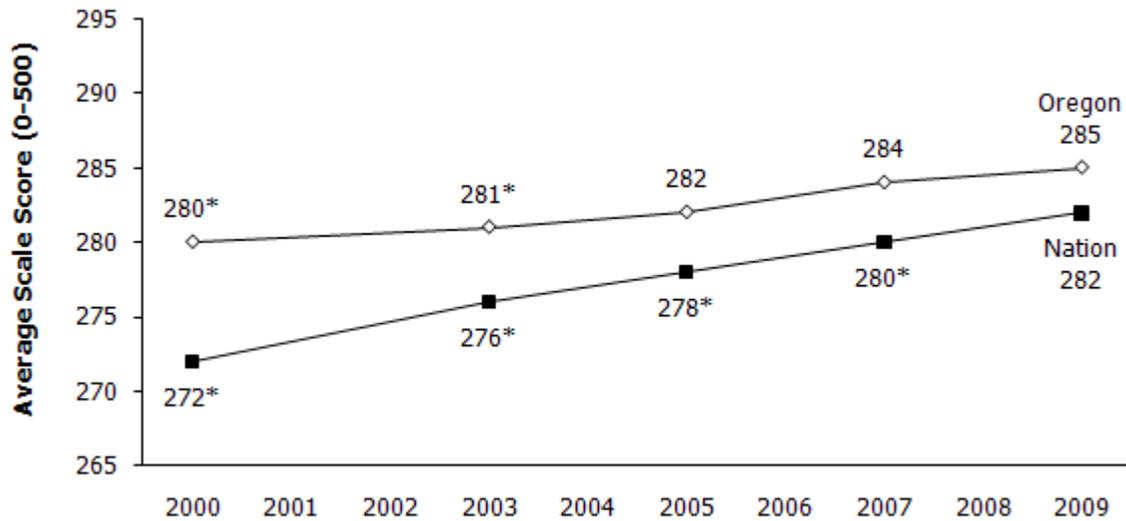
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2009, Oregon's 4th graders scored 238, which was statistically the same as the nation's (239).



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

Grade 8 Average Scale Scores 2000 - 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 admission to various post-secondary programs take a variety of tests or go through other screening procedures. 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 college admission and placement exam continued to increase in 2010. A total of 11,579 students in the Oregon graduating class of 2010 took the ACT, the highest Oregon total ever, as compared to 11,560 in 2009. This represents 34 percent of the state's 2010 graduating class, compared to 33 percent who took the ACT in 2009. Nationally, 47 percent of graduating seniors took the ACT in 2010, as compared to 45 percent in 2009, another all-time high.

Compared to three years ago, the test-takers in Oregon's 2010 graduating class likely included students from a much broader range of academic preparation, including many students who may not previously have been planning to go to college. Often, increased participation correlates with lower average scores, but in 2010, Oregon's average ACT continued to increase, from 21.4 in 2009 to 21.5 in 2010. The national average decreased from 21.1 in 2009 to 21.0 in 2010.

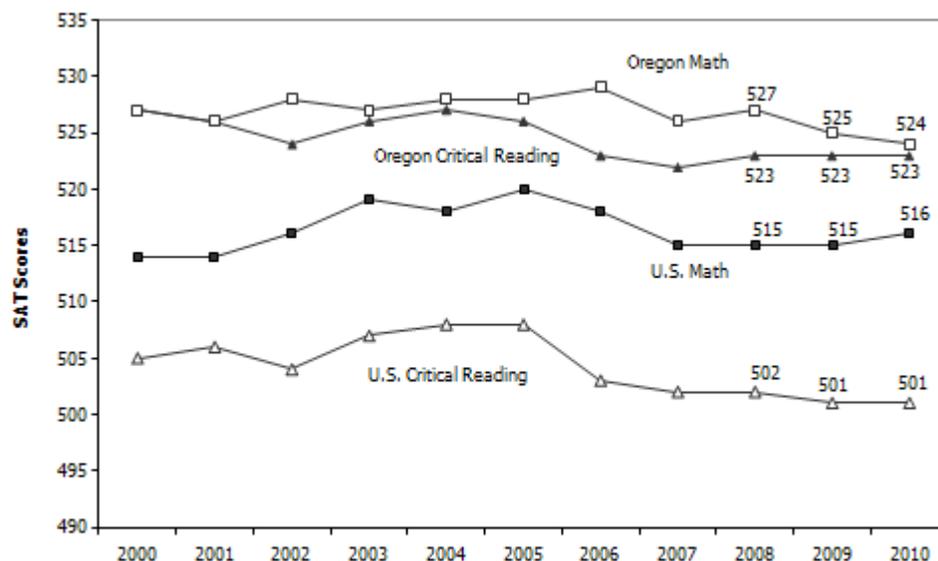
The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36. 2010 ACT data is posted at: <http://www.act.org/news/data/10/index.html>.

SAT Reasoning Test

18,461 graduating seniors (54 percent) took the SAT in Oregon in 2010, an increase from 2009 when 18,016 graduating seniors (52 percent) took the test. The 2010 average Oregon score for mathematics decreased by 1 point, from 525 in 2009 to 524 in 2010, while the average U.S. score increased by 1 point to 516. The average Oregon score for the critical reading section remained the same, at 523 in 2010, and the average U.S. score for the critical reading section also remained the same, at 501 in 2010. SAT data for pages 47-49 include all students from the Oregon report at: <http://professionals.collegeboard.com/data-reports-research/sat/cb-seniors-2010/>. For results limited to public school students only, see: <http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=6025&TypeID=4>.

Oregon and United States SAT Scores

2000-2010



Historically, Oregon students have outscored U.S. students on the SAT. In 2010, Oregon students scored 22 points higher than the national average on the critical reading test, 8 points higher than the national average on the mathematics test and 7 points higher than the national average on the writing test.

*Critical Reading test replaced Verbal in 2007

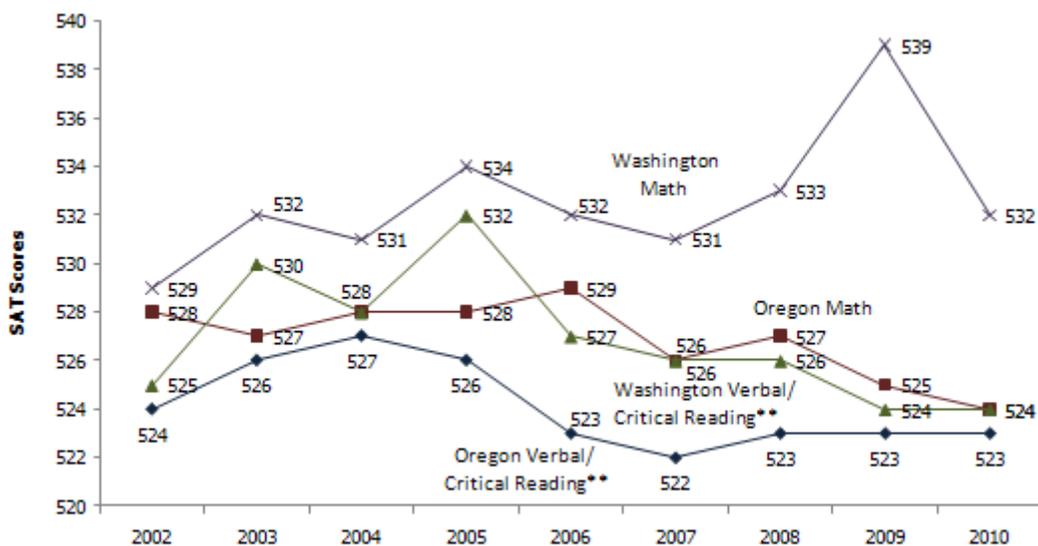
Source: The College Board

Oregon students were second in the nation on the 2010 SAT critical reading section and tied for third on mathematics among the states that tested at least 50 percent of their high school graduates.* Only students from Washington State outperformed Oregon students on the critical reading/verbal section, scoring 1 point higher. Students from Washington State (8 points higher) and Massachusetts (2 points higher) outperformed Oregon students on the mathematics section. Washington and Oregon both had a participation rate of 54%.

Oregon students averaged 499 on the SAT writing section, scoring seventh in the nation among the states that tested at least 50 percent of their high school graduates. The six states scoring higher were: Connecticut (14 points higher), New Hampshire (11 points higher), Massachusetts (10 points higher), Washington (9 points higher), Vermont (7 points higher), and California (1 point higher).

Compared to nine years ago, Oregon students scored 2 points lower on the mathematics section in 2010 than in 2001, and scored 3 points lower in 2010 on the critical reading/verbal section.

Oregon and Washington SAT Scores: 2002-2010



Since 2002, 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 2010, Washington students scored 1 point higher than Oregon students in Critical Reading and 8 points higher in Mathematics.

*Mean SAT Scores by State at: <http://professionals.collegeboard.com/data-reports-research/sat/cb-seniors-2010/tables>

**Critical Reading test replaced Verbal in 2007

Source: The College Board

There were more female SAT test takers in Oregon (54.9%) than male test takers (45.1%). Nationally, the figures were 53.4% female to 46.6% 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 527 to 519, and on the math test, 547 to 506. However, nationally and in Oregon females outscored males on the writing test. In Oregon, females outscored males 504 to 493.

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 (638 students, or 3.5% 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 2010 by Gender & Race/Ethnicity Oregon and Nation – All Schools

Summary 2010 compared to 2009: Performance & Participation Overview

		Oregon - All Schools 54% Participation					Nation – All Schools 47% Participation				
		# of Test Takers	% of Total	Critical Reading	Mean Math	Mean Writing	# of Test Takers	% of Total	Critical Reading	Mean Math	Mean Writing
All	Total	18,461	100.0%	523	524	499	1,547,990	100.0%	501	516	492
	Change from last year	2.47%		0	-1	0	1.17%		0	1	-1
Gender	Male	8,330	45.12%	527	547	493	720,793	46.56%	503	534	486
	Change from last year	1.51%		2	1	1	1.32%		0	0	0
Gender	Female	10,131	54.88%	519	506	504	827,197	53.44%	498	500	498
	Change from last year	3.27%		-1	-2	-1	1.03%		0	1	-1
Race/Ethnicity	American Indian	293	1.59%	495	483	463	8,550	0.55%	485	492	467
	Change from last year	6.16%		16	-2	8	-4.72%		-1	-1	-2
	Asian	1,600	8.67%	506	558	493	166,064	10.73%	519	591	526
	Change from last year	3.56%		4	-2	3	4.60%		3	4	6
	Black	475	2.57%	458	440	438	196,961	12.72%	429	428	420
	Change from last year	18.75%		-7	-15	-10	5.25%		0	2	-1
	Mexican American	930	5.04%	449	456	430	85,761	5.54%	454	467	448
	Change from last year	18.77%		-4	-1	-1	7.52%		1	4	2
	Puerto Rican	21	0.11%	531	487	519	24,365	1.57%	454	452	443
Change from last year	-41.67%		7	-8	18	6.49%		2	2	0	
Race/Ethnicity	Other Hispanic	508	2.75%	462	465	444	112,254	7.25%	454	462	447
	Change from last year	16.25%		-5	0	-4	8.00%		-1	1	-1
	White	13,620	73.78%	534	531	508	838,235	54.15%	528	536	516
	Change from last year	0.79%		2	1	1	-1.50%		0	0	-1
	Other	376	2.04%	531	528	510	48,702	3.15%	494	514	492
Change from last year	-2.34%		7	9	6	-4.91%		0	0	-1	
No Response	638	3.46%	546	532	516	67,098	4.33%	487	514	481	
Change from last year	-0.47%		-5	-1	-6	0.98%		15	13	12	

* The percentage of high school graduates is based on the recently revised projection of high school graduates in 2010 by the Western Interstate Commission for Higher Education (WICHE), and the number of students in the class of 2010 who took the SAT in each state through March 2010. Senior test-takers in May and June are not included in the analysis. Source: The College Board

The Oregon Diploma

In June 2008, the State Board of Education adopted new 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 also have the option to earn credit by demonstrating 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

This provides students the opportunity to earn graduation credits within Oregon's standards-based system by demonstrating what they know and can do. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means. 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 performance assessments consistent with state criteria, or (3) other approved standardized test (SAT, ACT, PLAN, PSAT, Work Keys, Compass, ASSETT).

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

The Oregon Department of Education (ODE) published the first cohort graduation rates in spring 2010 for use in accountability reports. Consistent with federal Title I requirements, Oregon is transitioning from the National Center for Education Statistics (NCES) model to the cohort model for graduation rates. In order to provide a smoother transition between the systems and to provide comparability from year to year, ODE has produced both a cohort graduation rate and an NCES graduation rate. Both rates were used in 2010 accountability reports, including Adequate Yearly Progress (AYP) reports, as well as school and district report cards. For this transition year, schools which do not meet federal AYP graduation requirements based on their cohort graduation rate, may meet on their NCES rate. Next year, the Statewide Report Card and AYP will include a 4-year cohort rate and a 5-year cohort rate, and will no longer include the NCES rate.

Summary of 2008-09 Cohort Graduation Rates

The cohort model is the new formula required by the federal government to calculate graduation rates. This year's cohort consists of the students who first entered high school in 2005-06. The cohort is adjusted for students who move into or out of the system, emigrate to another country, or are deceased. The cohort graduation rate is calculated by taking the number of students in the cohort who graduated with a regular diploma within four years and dividing that by the total number of students in the cohort. See the table below for the rates of all students and various subgroups.

Oregon 2008-09 Cohort Statewide High School Graduation Rates

Demographic Characteristic	Unadjusted Cohort from 2005-06 to 2008-09	Transfer Out to Another State, Country, Private School, Homeschool	Deceased	Adjusted Cohort from 2005-06 to 2008-09	Graduates with a Regular High School Diploma	Cohort Graduation Rate
All students	55408	4640	68	50700	33557	66.2%
Asian/Pacific Islander	2453	360	2	2091	1642	78.5%
Native American/Alaskan Native	1350	96	5	1249	646	51.7%
African American	1713	171	1	1541	735	47.7%
Hispanic	8142	785	2	7355	3865	52.6%
White	39651	3025	56	36570	25628	70.1%
Multi-Ethnic	922	66	2	854	528	61.8%
Unknown	1177	137	0	1040	513	49.3%
Female	26633	2263	24	24346	17032	70.0%
Male	28775	2377	44	26354	16525	62.7%
Economically Disadvantaged	23297	1391	19	21887	12745	58.2%
Not Economically Disadvantaged	32111	3249	49	28813	20812	72.2%
Limited English Proficient	5017	533	2	4482	2304	51.4%
Not Limited English Proficient	50391	4107	66	46218	31253	67.6%
Special Education	7418	473	14	6931	2941	42.4%
Not Special Education	47990	4167	54	43769	30616	70.0%
Talented and Gifted	5159	89	7	5063	4637	91.6%
Not Talented and Gifted	50249	4551	61	45637	28920	63.4%

Source: [Cohort Media File 2008-2009](http://www.ode.state.or.us/search/page/?id=2644) posted May 25th, 2010 at <http://www.ode.state.or.us/search/page/?id=2644>. The file also provides district and school-level data, including counts of students with other outcomes, such as modified diplomas or continuing enrollment.

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 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
2002-03	81.4
2003-04	80.8
2004-05	81.7
2005-06	81.7
2006-07	81.4
2007-08	84.0
2008-09	85.1

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 Certificate of Initial Mastery (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. The Oregon Department of Education also published the first cohort graduation rates in spring 2010 for use in accountability reports, as shown on the previous page.

In 2008-09, the Oregon NCES Statewide Graduation Rate was 85.1, up from 84.0, which was reported in 2007-08. 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/dropouttables2008-2009_details.xls

Graduation Rates by Race/Ethnicity (NCES formula)

Overall, and for each race/ethnicity group except Native American, the statewide graduation rate increased between 2007-08 and 2008-09.

Graduation Rates by Race/Ethnicity							
	TOTAL	WHITE	AFRICAN AMERICAN	HISPANIC	ASIAN PACIFIC ISLANDER	NATIVE AMERICAN	MULTI RACE/ETHNICITY
2007-08	84.0	87.1	68.5	70.5	89.3	75.5	79.3
2008-09	85.1	87.6	71.5	75.9	89.5	73.9	84.8

Source: 2007-08 and 2008-09 reports at <http://www.ode.state.or.us/search/page/?id=1>

High School Completers

In 2008-09, of the 40,792 students who completed high school, 35,138 (86.1%) earned a regular diploma, 963 (2.4%) earned a modified diploma (special education), and 4,691 (11.5%) 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 9.6% in 2006-07 to 9.9% in 2007-08 to 11.5% in 2008-09.

Types of High School Completers in 2008-09:

- ▶ **Regular Diploma:** Diploma earned when students have fulfilled all school district requirements and state requirements (22 credits, plus competencies) as described in OAR 581-022-1130.
- ▶ **Modified Diploma:** Diploma received by students who have met the requirements for a modified diploma as defined in ORS 329.451 and OAR 581-022-1134.
- ▶ **Alternative Credential or No Diploma:** Students attended 4 years or more of high school and did not drop out, but did not satisfy all state and district requirements to receive a regular or modified diploma. 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 -- 2002-03 to 2008-09

	YEAR	White	%	African American	%	Hispanic	%	Asian/ Pacific Islander	%	Native American/ Alaskan Native	%	Multi- Race Ethnicity	%	Unknown	%	Total	%
REGULAR DIPLOMA	2008-09	26,558	88.7%	826	71.1%	4,250	77.1%	1,695	89.7%	693	82.1%	562	79.3%	554	76.1%	35,138	86.1%
	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%
MODIFIED DIPLOMA	2008-09	688	2.3%	59	5.1%	103	1.9%	28	1.5%	36	4.3%	24	3.4%	25	3.4%	963	2.4%
	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%
NO DIPLOMA	2008-09	2,702	9.0%	276	23.8%	1,160	21.0%	166	8.8%	115	13.6%	123	17.3%	149	20.5%	4,691	11.5%
	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%
TOTAL ALL COMPLETERS	2008-09	29,948	100.0%	1,161	100.0%	5,513	100.0%	1,889	100.0%	844	100.0%	709	100.0%	728	100.0%	40,792	100.0%
	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%

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.

High School Completers (2008-09) by Gender and Race/Ethnicity

	Total	%	White	%	African American	%	Hispanic	%	Asian/Pacific Islander	%	Native American	%	Multi-Race Ethnicity	%	Unknown	%
All Completers	40,792	100.0%	29,948	100.0%	1,161	100.0%	5,513	100.0%	1,889	100.0%	844	100.0%	709	100.0%	728	100.0%
Regular Diploma	35,138	86.1%	26,558	88.7%	826	71.1%	4,250	77.1%	1,695	89.7%	693	82.1%	562	79.3%	554	76.1%
Modified Diploma*	963	2.4%	688	2.3%	59	5.1%	103	1.9%	28	1.5%	36	4.3%	24	3.4%	25	3.4%
No Diploma	4,691	11.5%	2,702	9.0%	276	23.8%	1,160	21.0%	166	8.8%	115	13.6%	123	17.3%	149	20.5%
All Male Completers	20,803	100.0%	15,282	100.0%	610	100.0%	2,795	100.0%	958	100.0%	434	100.0%	346	100.0%	378	100.0%
Regular Diploma	17,411	83.7%	13,225	86.5%	414	67.9%	2,043	73.1%	849	88.6%	338	77.9%	269	77.7%	273	72.2%
Modified Diploma*	610	2.9%	451	3.0%	32	5.2%	61	2.2%	16	1.7%	24	5.5%	12	3.5%	14	3.7%
No Diploma	2,782	13.4%	1,606	10.5%	164	26.9%	691	24.7%	93	9.7%	72	16.6%	65	18.8%	91	24.1%
All Female Completers	19,989	100.0%	14,666	100.0%	551	100.0%	2,718	100.0%	931	100.0%	410	100.0%	363	100.0%	350	100.0%
Regular Diploma	17,727	88.7%	13,333	90.9%	412	74.8%	2,207	81.2%	846	90.9%	355	86.6%	293	80.7%	281	80.3%
Modified Diploma*	353	1.8%	237	1.6%	27	4.9%	42	1.5%	12	1.3%	12	2.9%	12	3.3%	11	3.1%
No Diploma	1,909	9.6%	1,096	7.5%	112	20.3%	469	17.3%	73	7.8%	43	10.5%	58	16.0%	58	16.6%

*A 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.

High School Completers reports are posted at <http://www.ode.state.or.us/search/page/?id=878>.

Diploma:

1. The percent of high school completers who earned a regular diploma decreased from 87.8% in 2007-08 to 86.1% in 2008-09.
2. Between 2007-08 and 2008-09, the percent who earned a regular diploma decreased in every race/ethnicity category.
3. Similar to 2007-08, in 2008-09 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 9.6% in 2006-07 to 9.9% in 2007-08 to 11.5% in 2008-09.
2. This increase indicates that more students are taking longer than 4 years to complete diploma requirements.
3. From 2007-08 to 2008-09, the percentage of students not earning a diploma increased for all race/ethnicity categories except Asian/Pacific Islander, which remained the same.
4. In 2008-09, 13.4% of males (2,782) and 9.6% of females (1,909) did not receive a diploma. In 2007-08, 10.8% of males (2,166) and 8.9% of females (1,756) did not receive a diploma.
5. In 2008-09, African American males had the highest rate of completers with No Diploma (26.9%), followed by Hispanic males (24.7%) and males in the Unknown race/ethnicity group (24.1%).
6. In 2008-09, most students who did not receive a diploma were White students (1,606 males and 1,096 females).

Dropout Rates

Dropout Rate Formula

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:

Number of Dropouts for Grades 9-12

October 1 Enrollment for Grades 9-12

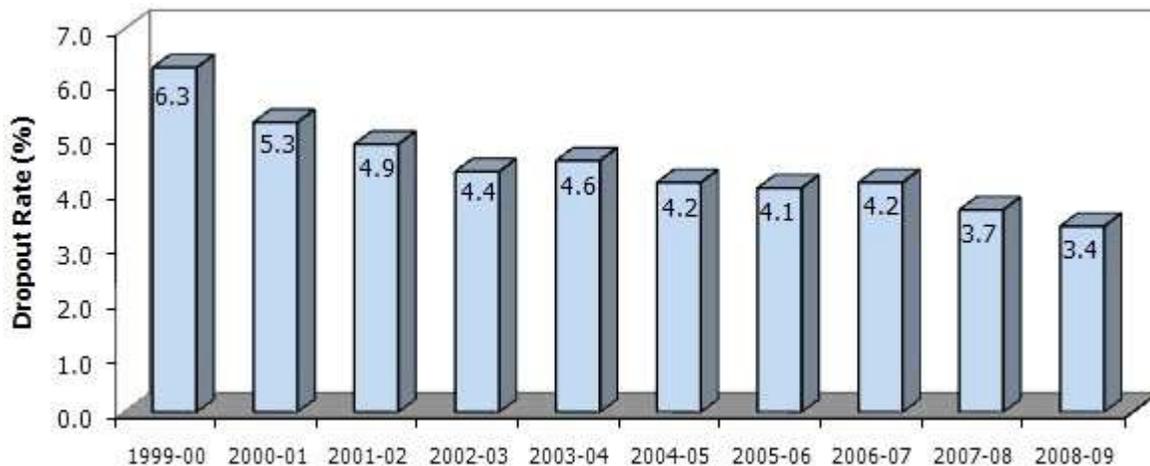
Dropout rates are also calculated for schools, districts, and counties.

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

The statewide dropout rate decreased from 3.7 percent in 2007-08 to 3.4 percent in 2008-09. The total number of dropouts decreased, from 6,678 dropouts in 2007-08 to 6,132 dropouts in 2008-09.

Oregon High School Dropout Rates

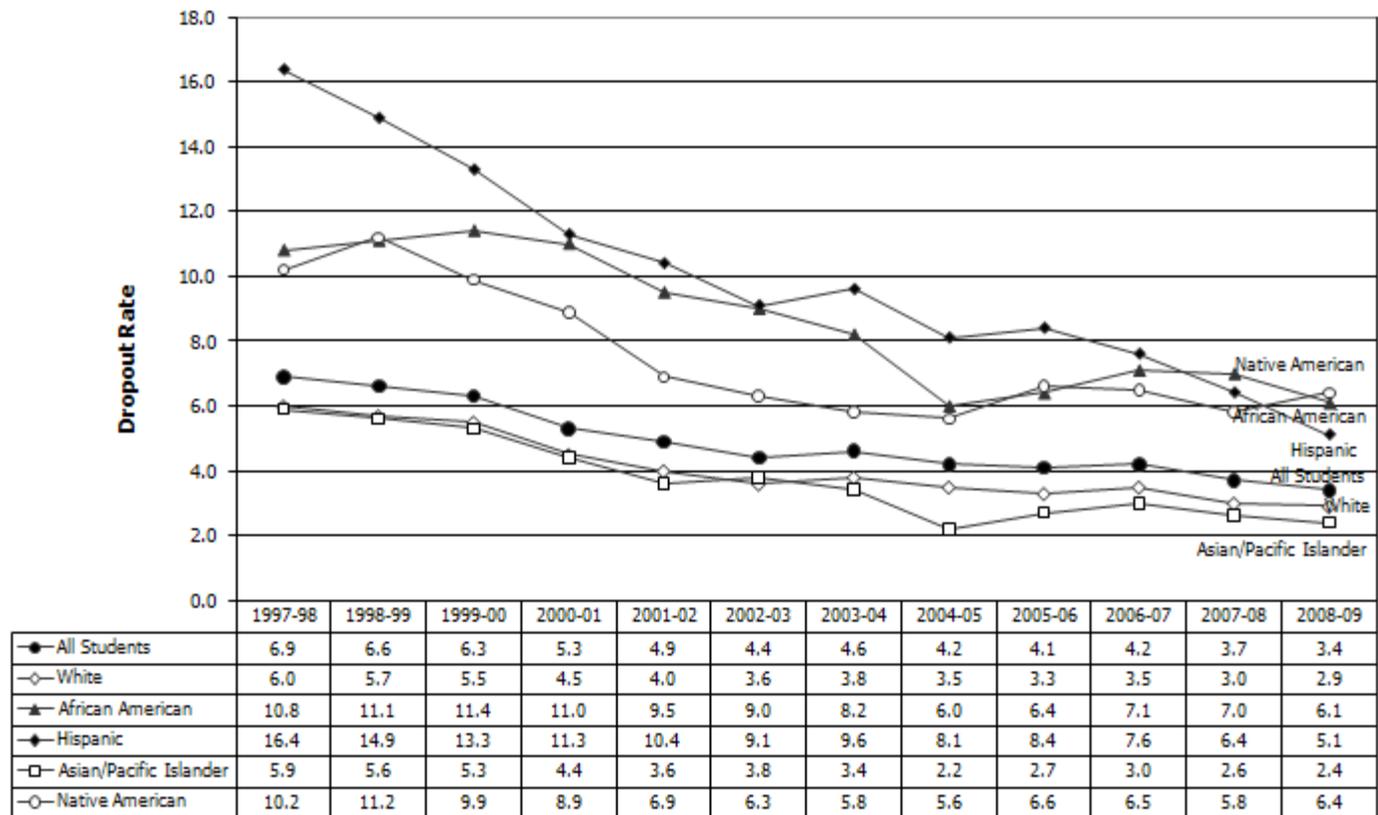
1999-00 to 2008-09



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 2008-09 are as follows:

1. Too far behind in credits to catch up (1,036 students)
2. Lack of parental support for education (702 students)
3. Dysfunctional home life (512 students)
4. Working more than 15 hours a week (408 students)
5. Pregnant or teen parent (345 students)
6. Frequent discipline referrals (243 students)
7. Substance abuse (199 students)
8. Homeless (139 students)
9. Obligations to support family (136 students)

Oregon Dropout Rates by Race/Ethnicity – Grades 9-12 1997-98 to 2008-09



Since 1997-98, dropout rates have decreased significantly for all race/ethnicity categories. The percent decrease between 1997-98 and 2008-09 (and compared to the average dropout rate for all years) was greatest for Hispanic students. Between 2007-08 and 2008-09, dropout rates declined for all except Native American students.

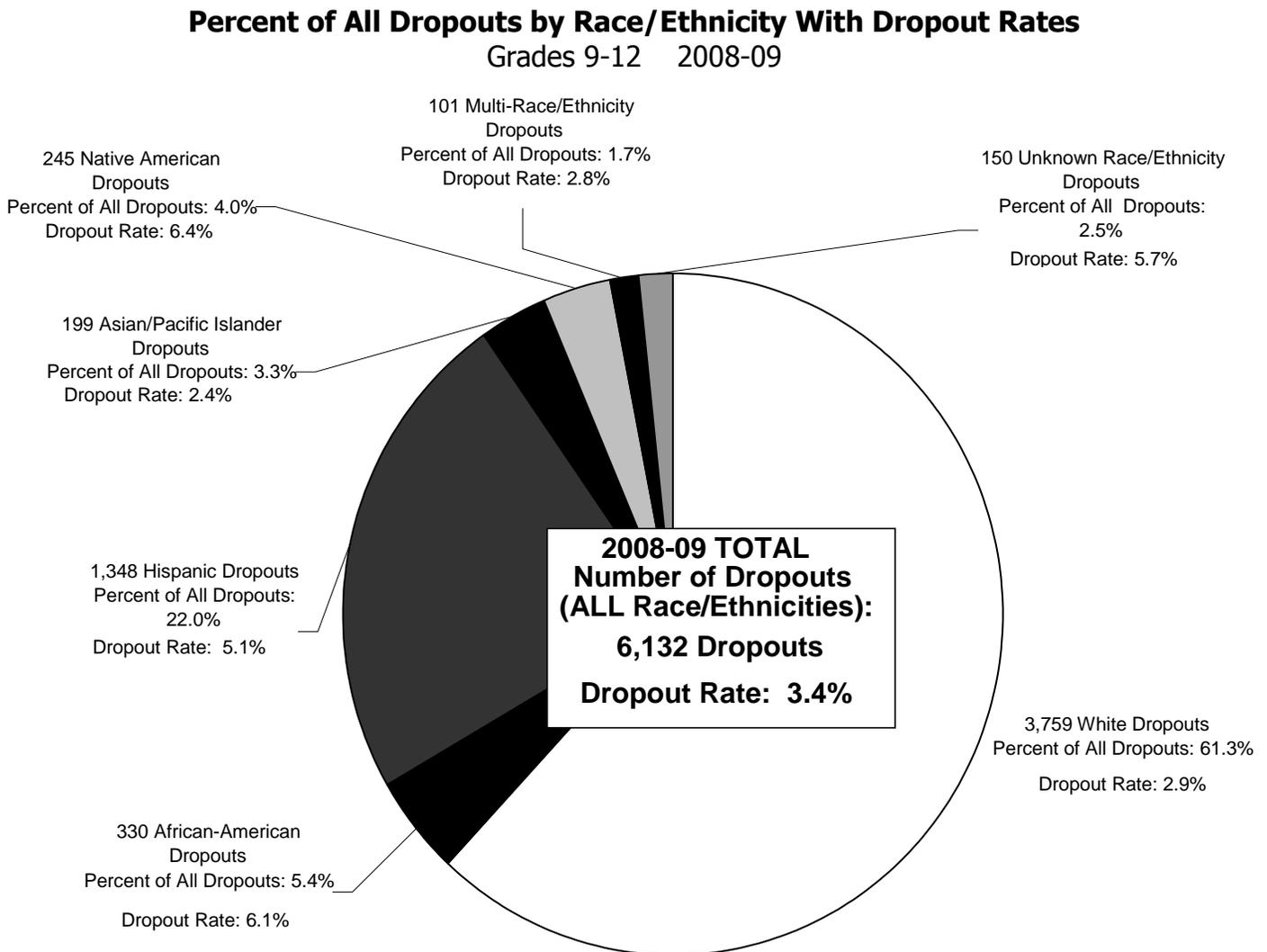
Source: Early Leavers Data Collection

Oregon Dropout Rates by Race/Ethnicity 2007-08 to 2008-09

Between 2007-08 and 2008-09, dropout rates declined for all race/ethnicity groups of students enrolled in grades 9 to 12, as shown below, except Native American students and the Unknown/Declined group.

As has been true in the past, most 2008-09 dropouts (61 percent) were White students. However, minority students were disproportionately represented among Oregon's dropouts. Only White, Asian/Pacific Islander, and Multi-Race/Ethnicity students have a lower percent of all dropouts than their percent of the total population of all students. Hispanic students comprised 14.7 percent of the total grade 9-12 October 1 enrollment in 2008-09, but represented 22 percent of total dropouts. This 14.7 percent of grade 9-12 October 1 enrollment for Hispanics is an increase from 13.9 in 2007-08, while the dropout rate decreased for Hispanics from 6.4 in 2007-08 to 5.1 in 2008-09.

African American students comprised 3.0 percent of grade 9-12 October 1 enrollment in 2008-09 (the same as in 2007-08), but represented 5.4% of all dropouts in 2008-09. The dropout rate for African American students decreased from 7.0 percent in 2007-08 to 6.1 percent in 2008-09. The graph below shows the dropout rates among the various racial/ethnic student groups.



Oregon Staff

Experienced, Highly Educated Workforce

Teachers

In 2009-10, teachers had an average of 12.7 years of teaching experience, up from 12.1 in 2008-09. The average Oregon teacher is 42.8 years old. 69.9 percent of all Oregon teachers are female.

Between 2001-02 and 2009-10, the percent of Oregon teachers with graduate degrees increased from 57 percent to 63.7 percent, which included 63.3 percent of teachers who reported having master's degrees and 0.4 percent who reported having doctorates. In addition, 8.5 percent of Oregon teachers reported that their highest degree was a bachelor's degree, and 27.4 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 18.7 years of experience overall in 2009-10. The average Oregon administrator is 46.8 years old. In 2009-10, 88.7 percent of principals and assistant principals reported that their highest degree was a master's degree, 3.4 percent reported their highest degree was a doctorate, 5.7 percent reported their highest degree was a bachelor's plus additional hours, and 0.9 percent reported having only a bachelor's degree.

Women have made substantial progress moving into administrative ranks. Twenty years ago, 2.8 percent of all superintendents and 14.5 percent of all principals were women. In 2009-10, 30.4 percent of superintendents and 45.8 percent of principals and assistant principals were women.

All School Staff

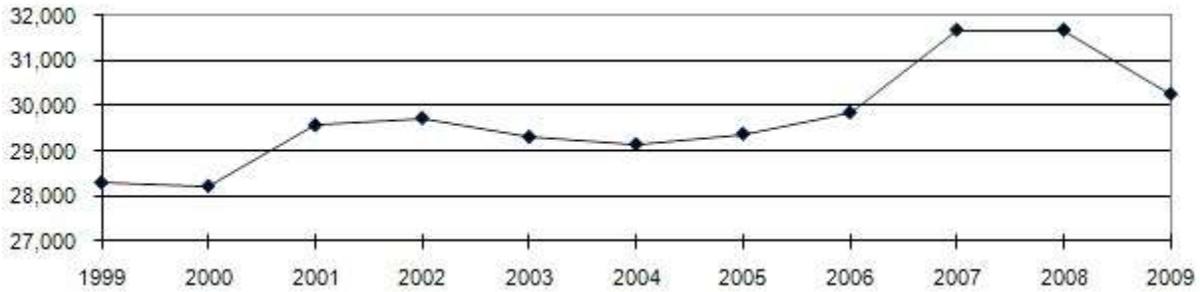
In the last year, the total number of full-time equivalent (FTE) school employees has decreased by 3.9%, from 65,122.0 in 2007-08 to 62,557.4, a difference of 2,564.6 FTE.

Oregon School Employees (Full-Time Equivalent Positions)

	2008-09		2009-10	
	Number	Number	Number	Percent
Teachers	30,135.43	46.3%	28,638.05	45.8%
Educational Assistants	10,411.86	16.0%	10,194.06	16.3%
District Administrators	465.55	0.7%	455.83	0.7%
School Administrators	1,670.85	2.6%	1,579.39	2.5%
Guidance Counselors	1,056.64	1.6%	1,035.46	1.7%
Library and Media	1,107.78	1.7%	1,030.49	1.6%
Support Staff	18,843.53	28.9%	18,176.22	29.1%
Special Education Specialists	1,430.39	2.2%	1,447.91	2.3%
Total	65,122.03	100.0%	62,557.41	100.0%

2009-10 data makes adjustments for partial year employment, 2008-09 data does not. No filters were applied to remove institutions or grade levels from 2009-10 and 2008-09 data. Note the Library and Media category combines the FTE of library/media specialists and library/media support. All data above is based on data submitted as of September 21, 2010 and is subject to change.

Total Number of Teachers (NOT FTE) Employed by Oregon Districts 1999-2009



*2007 and 2008 reflect revised data as of October 28, 2010.

Annual Instructional Hours

The minimum instructional hours required per year are specified in OAR 581-022-1620 - Required Instructional Time. Districts sign an assurance form confirming that they are meeting Division 22 standards, including instructional hour requirements. For 2009-10, four districts indicated they did not meet instructional hour requirements.

Annual Required Hours of Instruction Time Oregon Public Schools

	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 - 2006-07 to 2009-10

	2006-07			2007-08*			2008-09			2009-10		
	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	1234	957	77.6	1240	780	62.9	1259	882	70.1	1249	892	71.4
Elementary/Middle	936	819	87.5	941	674	71.6	944	741	78.5	922	740	80.3
High Schools	298	138	46.3	299	106	35.5	315	141	44.8	327	152	46.5
Title I Schools	600	525	87.5	565	413	73.1	574	462	80.5	574	473	82.4
Elementary/Middle	550	497	90.4	527	390	74.0	530	432	81.5	526	440	83.7
High Schools	50	28	56.0	38	23	60.5	44	30	68.2	48	33	68.8
Non-Title I Schools	662	432	65.3	675	367	54.4	685	420	61.3	675	419	62.1
Elementary/Middle	402	322	80.1	414	284	68.6	414	309	74.6	396	300	75.8
High Schools	260	110	42.3	261	83	31.8	271	111	41.0	279	119	42.7
Number new schools not rated	28			38			29			38		
Title I schools Identified for Improvement**	45			39			70			76		
Title I schools exiting school improvement status	12			13			6			8		

*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>

2009-10 State AYP Report

Summary
(As of 10/20/2010)

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	MET	MET	
American Indian/Alaskan Native	MET	MET	
White (not of Hispanic origin)	MET	MET	
Multi-Racial/Multi-Ethnic	MET	MET	

2009-10 State AYP Report

English / Language Arts (Reading Knowledge and Skills) Details

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	298297	297836	1945	2003	600081	99
Economically Disadvantaged	MET	144493	154467	860	890	300710	99
Limited English Proficient	MET	38438	38138	215	195	76986	99
Students with Disabilities	MET	44963	46353	694	793	92803	98
Asian/Pacific Islander	MET	14525	13617	63	61	28266	100
Black (not of Hispanic origin)	MET	8707	8118	91	102	17018	99
Hispanic origin	MET	51588	58446	387	372	110793	99
American Indian/Alaskan Native	MET	5958	5716	74	69	11817	99
White (not of Hispanic origin)	MET	203745	200285	1258	1320	406608	99
Multi-Racial/Multi-Ethnic	MET	9125	8644	4	42	17815	100

2009-10 State AYP Report

Mathematics Knowledge and Skills Details

Participation Target: 95%

Participation	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		08-09	09-10	08-09	09-10		
All Students	MET	298112	297630	2086	2191	600019	99
Economically Disadvantaged	MET	144408	154364	929	980	300681	99
Limited English Proficient	MET	38408	38113	236	227	76984	99
Students with Disabilities	MET	44979	46339	687	799	92804	98
Asian/Pacific Islander	MET	14500	13605	85	87	28277	99
Black (not of Hispanic origin)	MET	8695	8119	98	110	17022	99
Hispanic origin	MET	51563	58355	390	403	110711	99
American Indian/Alaskan Native	MET	5949	5684	81	85	11799	98
White (not of Hispanic origin)	MET	203629	200434	1368	1421	406852	99
Multi-Racial/Multi-Ethnic	MET	9165	8692	4	45	17906	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 report cards, 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

Overall Rating	2008-09	2009-10
Outstanding	399	426
Satisfactory	711	684
In Need of Improvement	61	45

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, 96.0 percent of all classes taught in Oregon's public schools in 2009-10 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, 97.7 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 a 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 highly qualified teachers in high poverty versus low poverty schools. It is also worth noting that in Oregon the percentage of classes taught by highly qualified teachers has increased over the last three years with 96.0% in 2009-10 compared to 94.0 percent in 2008-09 and 91.6 percent in 2007-08. Oregon also has a higher percentage of classes taught by HQT in high-poverty (97.4%) as compared to low-poverty (93.6%) elementary schools. At the secondary level there is only a small difference between high-poverty (95.7%) and low-poverty (96.1%) schools. Oregon, in the 2009-10 school year, has increased the percentage of classes taught by HQT in all types of classes listed in the table below.

In 2009-2010, only 0.7 percent or 168 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 2009-10

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	96.0%	4.0%	96.3%	3.7%	95.5%	4.5%
Self-Contained	97.7%	2.3%	97.2%	2.8%	97.3%	2.7%
English	95.6%	4.4%	95.3%	4.7%	95.2%	4.8%
Foreign Languages	97.4%	2.6%	98.7%	1.3%	97.6%	2.4%
The Arts	96.7%	3.3%	96.0%	4.0%	96.2%	3.8%
Science	97.4%	2.6%	98.6%	1.4%	96.5%	3.5%
Math	94.7%	5.3%	94.8%	5.2%	94.0%	6.0%
Social Sciences	95.7%	4.3%	96.7%	3.3%	94.6%	5.4%

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

Source: NCLB Staff Assignment (Highly Qualified Teachers) Data Collection 2009-2010.

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	3897/4003 = 97.4%	106/4003 = 2.6%
Low-Poverty	3638/3885 = 93.6%	247/3885 = 6.3%
All Elementary Schools	15316/15832 = 96.7%	516/15832 = 3.3%
Secondary Level		
High Poverty	10855/11348 = 95.7%	493/11348 = 4.3%
Low Poverty	12880/13407 = 96.1%	527/13407 = 3.9%
All Secondary Schools	45869/47873 = 95.8%	2004/47873 = 4.2%

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*.

Expulsions fall within the following two categories:

	Number of Expulsions for Weapons and/or arrested for Violent Criminal Behavior
Schools with FEWER than 300 Students	9 or more within a school year
Schools with 300 or MORE Students	3 for every 100 students per school year

Source: Oregon Department of Education

Categories for Expulsions:

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

In 2009-10, Oregon did not identify any schools meeting the criteria for being placed on “watch status.” Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years. In 2008-09, five schools were placed on year one or two “watch status.” Oregon did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

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

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

Homeless Students in Oregon 2009-10

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 to identify and provide services to homeless students, and to contribute to the annual data collection on K-12 public school-enrolled homeless children and youth.

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 the Elementary and Secondary Schools Act, 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 housing. Unaccompanied minors who have been abandoned by their parents, or who have run away from home – whatever the reason - are also eligible for educational rights and services as homeless students. Children and youth who are temporarily 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 Oregon, the totals for the 2008-09 and 2009-10 counts of living situations follow:

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2008-09	1,721	13,312	2,264	754
2009-10	1,778	14,944	2,577	672

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 1-5 students are “suppressed” when the counts are reported publically.

How many homeless students attend public schools in Oregon?

Statewide, 3.4% of all K-12 students enrolled in Oregon public school districts during school year 2009-10 were reported as homeless during some or all of the school year. For the 2009-10 count, districts reported a total of 19,040 homeless students enrolled in school during all or part of the school year, a 5.5% increase from 08-09. This increase shows a gain of 1,011 more homeless students since the previous year.

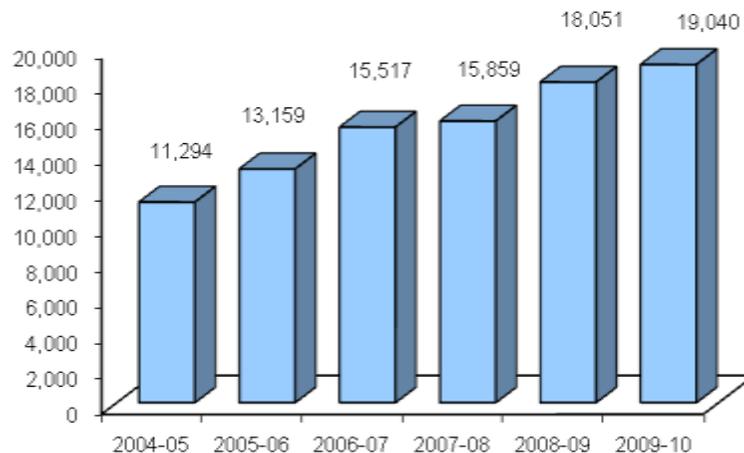
2009-10 Homeless Student Data Collection By Grade Level

KG	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1,392	1,411	1,511	1,420	1,446	1,391	1,336	1,258	1,314	1,270	1,413	1,539	2,339	19,040

What are the trends in poverty and homelessness?

The homeless student count rose significantly by 14% between school years 2007-08 and 2008-09. The increase from last year was smaller (5.5%), but it is still an increase over last year, and part of an upward trend in the annual counts that have always increased since the counts began. Oregon is still realizing the impact of a lingering economic recession.

Homeless Student Count 2004-05 to 2009-10



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.

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Homeless Students	11,294	13,159	15,517	15,859	18,051	19,040
Total Enrollment	552,339	559,254	562,828	566,067	564,064	559,062*
% of Total Enrollment	2.0%	2.4%	2.8%	2.8%	3.2%	3.4%

*2009-10 Total Enrollment excludes institutions not eligible for the Homeless Program.

Aggregate District Facts about Homeless Students

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

- 41 districts reported zero homeless students
- 49 districts had from 1 to 19 homeless students
- 43 districts had 20-50 homeless students
- 20 districts had 21-100 homeless students
- 18 districts had 101-200 homeless students
- 18 districts had 201-500 homeless students
- 8 districts had over 500 homeless students
- 19,040 of Oregon's 559,062 K-12 students (3.4%) were homeless for some period of the school year in 2009-10
- 8,571 homeless students were enrolled in grades K-5
- 3,908 homeless students were enrolled in grades 6-8
- 6,561 homeless students were enrolled in grades 9-12
- Grade 12 continues to have the highest counts of homeless students (2,339 in 2009-10)
- 2,986 of all homeless students reported in 2009-10 were considered unaccompanied homeless minors who were abandoned by parents, had run away from home or left a 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, to assist them with issues related to absenteeism, school performance, and progress toward their Oregon High School Diploma.

Eight districts in Oregon, listed below, have the highest numbers of homeless students in the 2009-10 Homeless Student Count for students enrolled in grades K-12. The number of homeless students as a percent of each district's enrollment is also provided.

DISTRICT	K-12 Total Homeless	% of enrollment
Beaverton	1,580	4.2
Medford	1,139	9.4
Portland	1,043	2.3
Salem-Keizer	822	2.0
Bend-LaPine	799	5.1
Reynolds	754	6.8
Eugene	601	3.4
David Douglas	517	4.8

How do public school programs serve homeless students?

Services and accommodations for homeless students may include school transportation, tutoring, extended-day and summer school programs, shoes, 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.

Partnerships extend across the state between school districts, communities and county agencies working to end homelessness. Many Liaisons are involved in county Continuum of Care Committees and Homeless Councils, Oregon Pre-Kindergarten Programs and Runaway & Homeless Youth Programs. Liaisons find collaboration and assistance from non-profit agencies, coalitions and faith-based service organizations. 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 eventually help reduce the number of homeless students in Oregon.

McKinney-Vento Subgrant Projects

Oregon received \$948,717 in federal McKinney-Vento Act funds in 2009-10 to serve homeless students, over 75% of which went to districts in the form of competitive subgrants. During the 2009-10 school year, 61 local districts were served by 8 subgrant projects from this program. Additionally, Stimulus Funds totaling \$1,030,041 were distributed to 99 school districts, based on previous homeless counts.

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. Overall, improvement in achievement in both reading and math was seen by most homeless students between school years 2008-09 and 2009-10.

MATH GRADE	NUMBER OF HOMELESS STUDENTS TESTED IN MATH	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2008-09	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2009-10
3	770	55.7%	66.36%*
4	807	55.4%	61.34%*
5	772	54.8%	60.23%*
6	740	48.6%	54.86%*
7	699	54.3%	61.95%*
8	732	46.4%	48.22%*
10	291	25.3%	29.75%*

*Increase from previous year

READING GRADE	NUMBER OF HOMELESS STUDENTS TESTED IN READING	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2008-09	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2009-10
3	615	65.5%	69.63%*
4	618	68.1%	71.09%*
5	603	50.8%	57.90%*
6	558	51.6%	53.71%*
7	563	55.2%	62.01%*
8	603	42.6%	47.36%*
10	538	37.6%	43.62%*

*Increase from previous year

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, 2009 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, 2009	Free and Reduced Price Lunch Eligible Students as a Percent of All Students (Column A divided by Column B)
REGULAR			
Elementary	140,338	258,160	54.4
Middle	52,236	102,380	51.0
High	72,546	163,344	44.4
Combined	1,540	3,326	46.3
ALTERNATIVE			
Elementary	443	1,547	28.6
Middle	48	244	19.7
High	1,439	2,449	58.8
Combined	256	930	27.5
CHARTER			
Elementary	1,212	2,981	40.7
Middle	29	246	11.8
High	459	1,525	30.1
Combined	1,481	3,598	41.2
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	141,993	262,688	54.1
Middle	52,313	102,870	50.9
High	74,444	167,318	44.5
Combined	3,277	7,854	41.7
Other	68	157	43.3
Total	272,095	540,887	50.3

Note: Includes October 1 Membership (column B) for the 1,214 schools and programs in the 2009-10 report at <http://www.ode.state.or.us/sfda/reports/r0061Select.asp> where Free and Reduced Price Lunch total eligibility is not null. Data from July 2010.

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 12.9% of total enrollment over the last five years.

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Special Education	69,141	70,902	71,875	70,824	71,398	71,517	71,834	72,051	72,838	73,449
Total Enrollment	545,680	551,679	554,071	551,410	552,339	559,254	562,828	566,067	564,064	561,698
% of Total Enrollment	12.7	12.9	13.0	12.8	12.9	12.8	12.8	12.7	12.9	13.1

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.

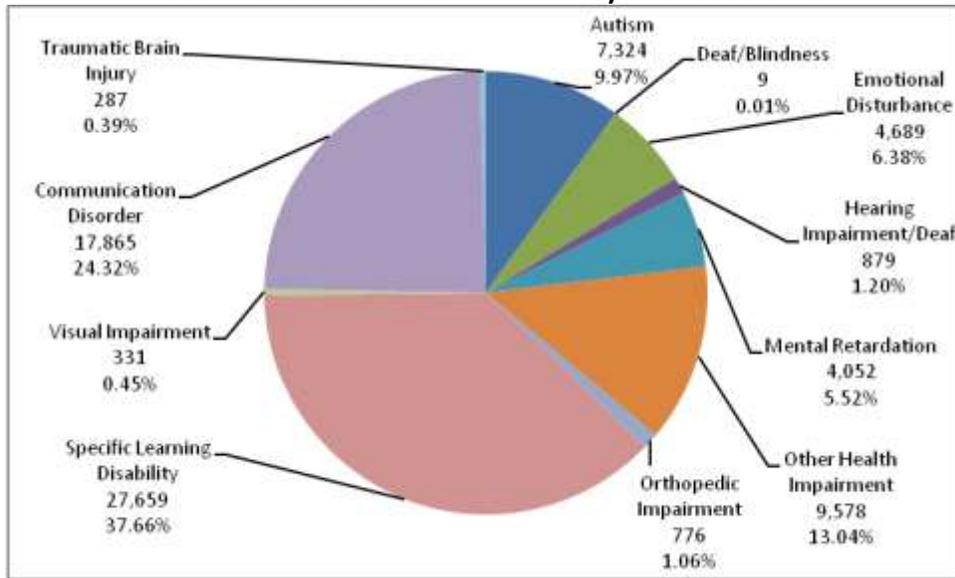
Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Student Learning and Partnerships keep up with the ever-changing needs of Oregon's children.

Number of Students with Disabilities (Ages 5-21) 2005-06 and 2009-10 with Percent Changes

Type of Disability	2005-06 Number of Students	2009-10 Number of Students	Percent Change
Autism	5,087	7,324	+44.0
Deaf/Blindness	14	9	-35.7
Emotional Disturbance	4,690	4,689	-0.2
Hearing Impairment/Deaf	831	879	+5.8
Mental Retardation	4,287	4,052	-5.5
Other Health Impairment	7,593	9,578	+26.14
Orthopedic Impairment	783	776	-0.9
Specific Learning Disability	30,070	27,659	-8.0
Visual Impairment	316	331	+4.7
Communication Disorder	17,571	17,865	+1.7
Traumatic Brain Injury	275	287	-4.4
Total	71,517	73,449	+2.7

Source: December Special Education Child Count

School Age Students with Disabilities Receiving Special Education Services 2009-10 School Year 73,449 Students



In 2009-10, 70.4 percent of Oregon’s special education students are served in regular classrooms 80 percent of the day or more, while 16.2 percent are served in regular classrooms 40 to 79 percent of the day, and 10.6 percent are served in regular classrooms less than 40 percent of the day. The remaining 2.8 percent of students are served in settings outside the regular school.

Placement of School Age Special Education Students by Disability - 2009-10

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism	5.0%	1.8%	2.9%	0.3%
Deaf/Blindness	0.0%	0.0%	0.0%	0.0%
Emotional Disturbance	3.4%	1.0%	1.3%	0.7%
Hearing Impairment/Deaf	0.7%	0.1%	0.1%	0.2%
Mental Retardation	0.8%	1.6%	2.9%	0.2%
Other Health Impairment	9.0%	2.3%	1.3%	0.4%
Orthopedic Impairment	0.4%	0.2%	0.5%	0.1%
Specific Learning Disability	29.3%	7.3%	0.7%	0.4%
Visual Impairment	0.2%	0.1%	0.1%	0.0%
Communication Disorder	21.4%	1.7%	0.7%	0.5%
Traumatic Brain Injury	0.2%	0.1%	0.1%	0.0%
Total	70.4%	16.2%	10.6%	2.8%

* 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 2009-2010 Oregon Legislative Approved budget for Oregon Prekindergarten was \$54 million dollars, which funded 6,554 slots for children. When combined with Federal and other funding sources (which have fluctuated) Oregon Head Start Prekindergarten has a funded enrollment of 12,648. 11,938 of these slots were filled by children living at or below the Federal poverty level. By federal law, up to 10% of the slots may be filled by children from over-income families who meet locally based need criteria. In Oregon, only 5.6% of the children enrolled are over-income.

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%
2009-2010	17,894	**11,938	5,956	66.7%	33.3%

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

** The 2009-2010 number of children served and the percent served/not served calculation do not include the 710 over income children who were enrolled.

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)

Talented and gifted children in the State of Oregon means “those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential” in one of the recognized areas of giftedness (ORS 343.391). Oregon statute and administrative rules require school districts to identify TAG students and to provide TAG students with instruction that meets their rate and level of learning. The needs of identified Talented and Gifted (TAG) students are met through a combination of classroom instruction and enrichment programming.

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. The definition of Potential to Perform at the 97th Percentile may be determined locally by individual districts. The Oregon Department of Education defines the categories Intellectually Gifted and Academically Talented in either Reading or Mathematics. Districts also have the option to identify students in three other areas: creativity, leadership, and visual and performing arts based on a body of evidence.

In 2009-2010, Oregon’s public school districts reported that a total of 42,065 students (7.6 percent of the Spring Membership enrollment) were identified as TAG students. According to district reported data, each of these students met the qualifying criteria in at least one of Oregon’s seven TAG identification categories.

Oregon Talented and Gifted Students 2009-2010 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**
	20,355	17,759	15,774	4,655	68	45	40

*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 2009-2010 Statewide

	Number of TAG Students Total: 42,065	Percent of TAG Students	Number of All Students Total: 552,883	Percent of All Students
Gender				
Male	22,270	52.9%	283,947	51.4%
Female	19,795	47.1%	268,936	48.6%
Total	42,065	100%	552,883	100%
Race/Ethnicity*				
White	32,600	77.5%	373,720	67.6%
Hispanic	853	2.0%	39,784	7.2%
Native American	360	0.9%	10,499	1.9%
Asian/Pacific Islander	3,683	8.8%	25,692	4.6%
African American	648	1.5%	15,293	2.8%
Declined to report	154	0.4%	3,422	0.6%
Multi-Ethnic	3,767	9.0%	84,473	15.3%
Total	42,065	100%	552,883	100%
Other				
Economically Disadvantaged	9,821	23.3%	276,993	50.1%
Special Education**	1,648	3.9%	78,201	14.1%

*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 2008-09 (the most recent reported year for dropouts), the dropout rate for TAG-identified students was 0.5 percent, while the dropout rate for All Students (including TAG students) was 3.4 percent, and the dropout rate for students who were not TAG students was 3.7 percent. For the same year, the graduation rate for TAG-identified students was 97.9 percent, while the graduation rate for all students was 85.1 percent.

School Year	TAG Students		All Students	
	Number of Dropouts	Dropout Rate	Number of Dropouts	Dropout Rate
2007-08	109	0.6%	6,678	3.7%
2008-09	97	0.5%	6,132	3.4%

Sources: 2008-09 Early Leavers; Spring Student Membership TAG Data

School Year	TAG Students		All Students	
	Number of Graduates	Graduation Rate	Number of Graduates	Graduation Rate
2007-08	4,273	97.5%	34,949	84.0%
2008-09	4,569	97.9%	35,138	85.1%

Sources: 2008-09 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 Decreases

Data reported by school districts to the Oregon Department of Education show that in April 2010, alternative education programs were serving 15,379 students, down from 21,561 students in 2008-09.

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

School Year	2008		2009		2010	
Type of Operation	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Resident School District	11,189	74.29%	17,150	79.54%	11,655	75.79%
Another School District	95	0.63%	70	0.32%	49	0.32%
Private Program	2,172	14.42%	2,434	11.29%	2,192	14.25%
Community College	1,174	7.79%	1,467	6.80%	1,166	7.58%
Educational Service District (ESD)	423	2.81%	421	1.95%	252	1.64%
Other Program	8	0.05%	19	0.09%	65	0.42%
Terminated Program	0	0.00%	0	0.00%	0	0.00%
Total	15,061		21,561		15,379	

Source: ODE Alternative Education Data Collection

Shrinking district resources is likely the primary reason for the decrease in the number of students served by alternative education programs in 2010. 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.

Increases in alternative program placement in 2009 were likely due to school district response 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 behavioral interventions and supports (PBIS), districts and programs are increasingly able to meet the academic and behavioral needs of every student in their schools and programs. With shrinking resources, districts tended to provide less of those services in 2010.

Programs must be designed to support students' achievement of the 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 a student's 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.

Decreasing Number of School Districts Report They Have Alternative Programs

The number of alternative programs has decreased, from 484 in 2009 to 422 in 2010.

	School Year 2008	School Year 2009	School Year 2010
Total Programs	459	484	422
Total Districts Reporting Programs	91	95	75
Total Districts Without Alternative Programs	106	102	122

Source: ODE Alternative Education Data Collection

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

School Year	2008		2009		2010	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	187	40.7%	191	39.5%	173	41.0%
Another School District	24	5.2%	24	5.0%	12	2.8%
Private Program	129	28.1%	151	31.2%	125	29.6%
Community College	69	15.0%	63	13.0%	68	16.1%
Educational Service District (ESD)	34	7.4%	37	7.6%	28	6.6%
Other Program	5	1.1%	12	2.5%	7	1.7%
Terminated Program	11	2.4%	6	1.2%	9	2.1%
Total	459		484		422	

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 a decrease in the number of district reported alternative programs; however, shrinking district resources is likely the primary reason for the decrease in district alternative education services. Staff at traditional schools are left to respond to the needs of an increased number of alternative education students and attempt to do so through personalized learning experiences in accordance with their education plan and profile. A number of school districts have responded by offering differing types of online learning and intervention programs 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. School districts now have the option to report student data regarding participation in an alternative education program, alongside student participation in talented and gifted (TAG) and English language learning (ELL) programs. Contact your resident school district for additional information about the availability and reporting of alternative education programs.

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

TYPES OF PROGRAM SERVICES STATEWIDE	Number of Services Provided 2008	Number of Services Provided 2009	Number of Services Provided 2010
Students with At-Risk Behaviors	330	335	296
Remediation, Credit Recovery, or GED	245	274	270
Pregnant or Parenting Students	87	99	95
Students Advanced Beyond Standards	56	74	73
Other Programs	37	31	29
Total Number of Services	755	813	763

Source: ODE Alternative Education Data Collection

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

GRADE RANGE	Number of Students Using Services 2008	Number of Students Using Services 2009	Number of Students Using Services 2010
Secondary	13,244	20,146	13,519
Elementary	1,817	1,415	1,860
Total Services	15,061	21,561	15,379

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 Referenced Resources

- Alternative Education: www.ode.state.or.us/go/AlternativeEd
- Effective Behavioral and Instructional Support Systems (E.B.I.S.S): <http://www.ode.state.or.us/search/page/?id=1389>
- Data Partnerships: <http://www.ode.state.or.us/search/page/?id=1991>
- Modified Diploma, Extended Diploma & Alternative Certificates: <http://www.ode.state.or.us/search/page/?id=2047>
- Oregon Diploma: www.ode.state.or.us/go/Diploma
- Positive Behavioral Interventions and Supports (PBIS): <http://www.ode.state.or.us/search/page/?id=553>
- Response to Intervention (RTI): <http://www.ode.state.or.us/search/page/?id=315>

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 2006-07 to 2008-09 (Dollars in Millions)*

Where Dollars Were Spent	2006-07	%	2007-08	%	2008-09	%
Direct Classroom	\$5,047	55.3	\$5,386	55.0	\$5,532	55.0
Classroom Support	\$1,897	20.8	\$2,015	20.6	\$2,110	21.0
Building Support	\$1,753♦	19.2	\$1,915♦	19.6	\$1,942	19.3
Central Support	\$438	4.8	\$477	4.9	\$472	4.7
TOTAL**	\$9,134	100.0	\$9,794♦	100.0	\$10,057	100.0

♦ Revised

*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	2004-05	2005-06	2006-07	2007-08 (Revised)	2008-09 (Preliminary)	2009-10 (Preliminary)
Average Daily Membership – ADMr	528,191	530,888	532,992	533,405	534,142	532,950
Weighted Average Daily Membership – ADMw	656,347	658,641	661,253	660,913	661,507	662,137
Fall Membership (Enrollment on October 1)	552,339	559,254	562,828	566,067	564,064	561,698
Average Daily Attendance (ADA)*	493,199	494,651	496,831	497,416	499,168	498,054

*ADA for 2000-01 through 2003-04 has been adjusted upward by 1% to account for students who are counted based on instructional hours in the ADM data. ADA in 2004-05 and beyond includes students who are counted based on instructional hours. ADA for those students is estimated by multiplying the ADM of those students by the ratio of ADA to ADM for "regular" students (Type 1 records in the ADM collection). Kindergarteners are counted as 0.5 in ADM and ADA.

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 87, 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	\$2.9♦	\$3.0
State	\$4.2	\$4.6	\$4.6	\$4.9	\$5.2	\$5.7	\$5.7♦
Total	\$5.9	\$6.6	\$6.7	\$7.2	\$7.9	\$8.5	\$8.7♦

*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.

***2009-11 includes \$200 million in state funds triggered by economic conditions. Does not include \$227 million in federal stimulus funds.

♦ 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 2002-03 through 2008-09 (Dollars in Millions)

Year	Local		Intermediate		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
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	\$1,741.8♦	32.9%	\$101.7	1.9%	\$2,901.9	54.8%	\$546.7	10.3%	\$5,292.1	100.0%
2007-08	\$1,841.8♦	32.5%♦	\$80.3	1.4%	\$3,193.4	56.3%	\$554.4	9.8%	\$5,669.9♦	100.0%
2008-09	\$1,870.5	32.7%	\$69.4	1.2%	\$3,106.1	54.3%	\$670.1	11.7%	\$5,716.1	100.0%

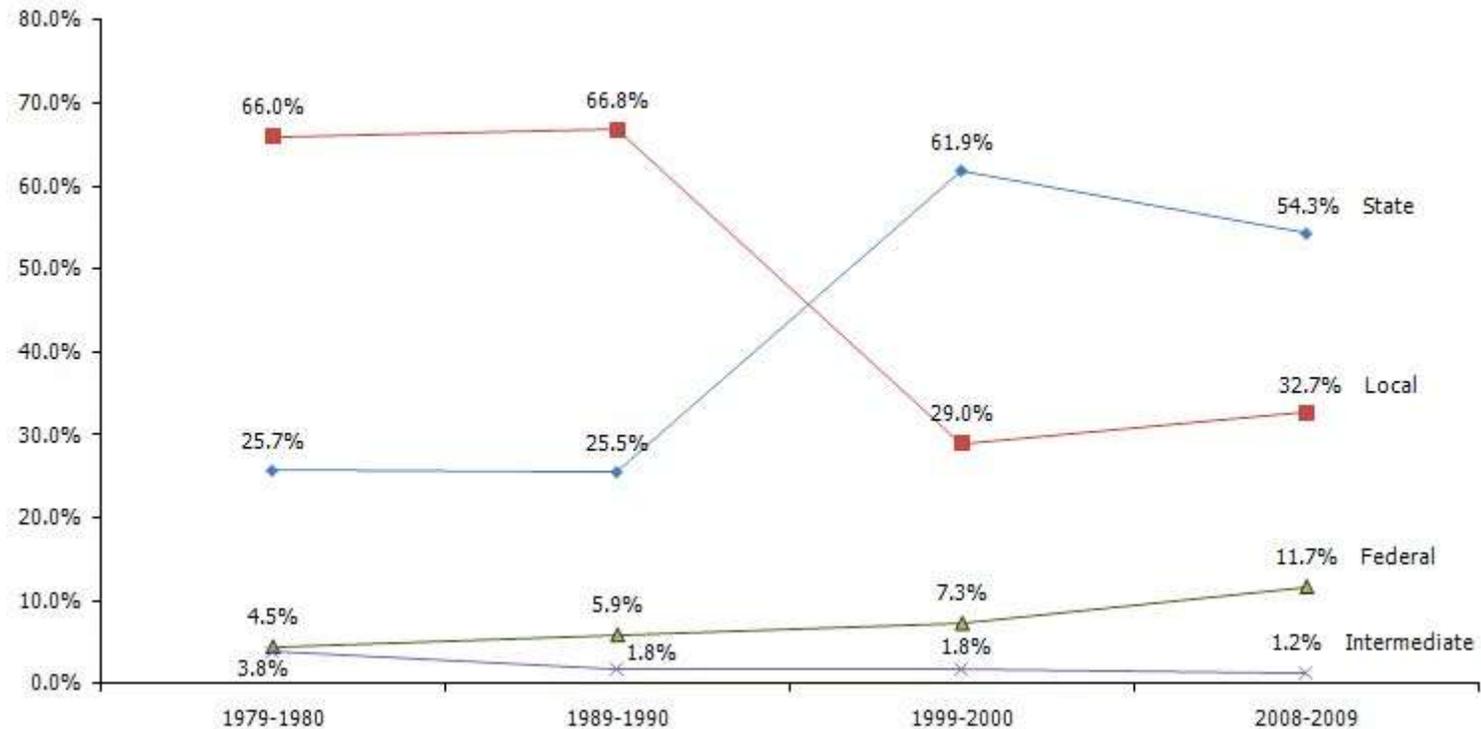
♦ Revised

Columns may not sum to total due to rounding

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 2008-2009



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 2009-10 the average principal salary was \$95,206, an increase of 1.0 percent from 2008-09, while the average assistant principal salary was \$88,985, an increase of 2.0 percent. The average superintendent salary increased 3.0 percent to \$113,607 in 2009-10, while the average teacher salary increased 2.0 percent to \$55,015 in 2009-10.

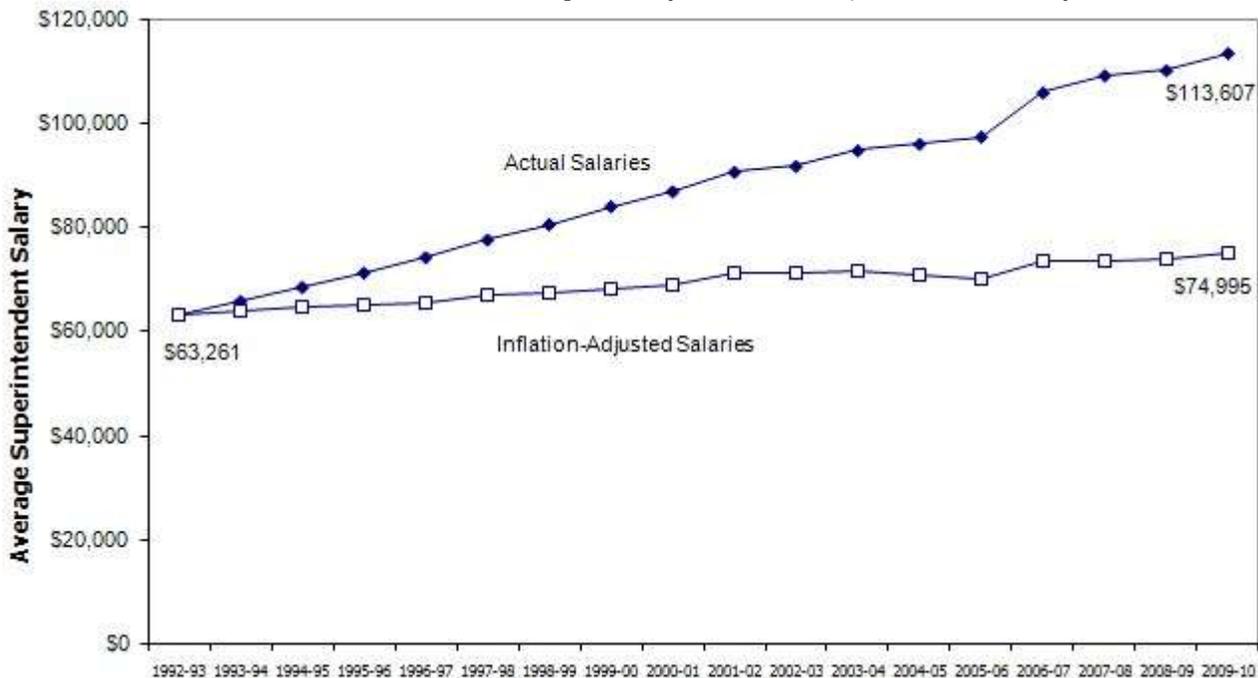
Oregon Average Actual & Inflation-Adjusted Salaries 1992-93 to 2009-10 Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	1992-93	2009-10	Percent Change	1992-93	2009-10	Percent Change
Superintendent	\$63,261	\$113,607	79.6%	\$63,261	\$74,995	18.5%
Principal	\$57,107	\$95,206	66.7%	\$57,107	\$62,848	10.1%
Assistant Principal	\$52,731	\$88,985	68.8%	\$52,731	\$58,741	11.4%
Teacher	\$36,046	\$55,015	52.6%	\$36,046	\$36,317	0.8%

Source: ODE Staff Position Data Collection

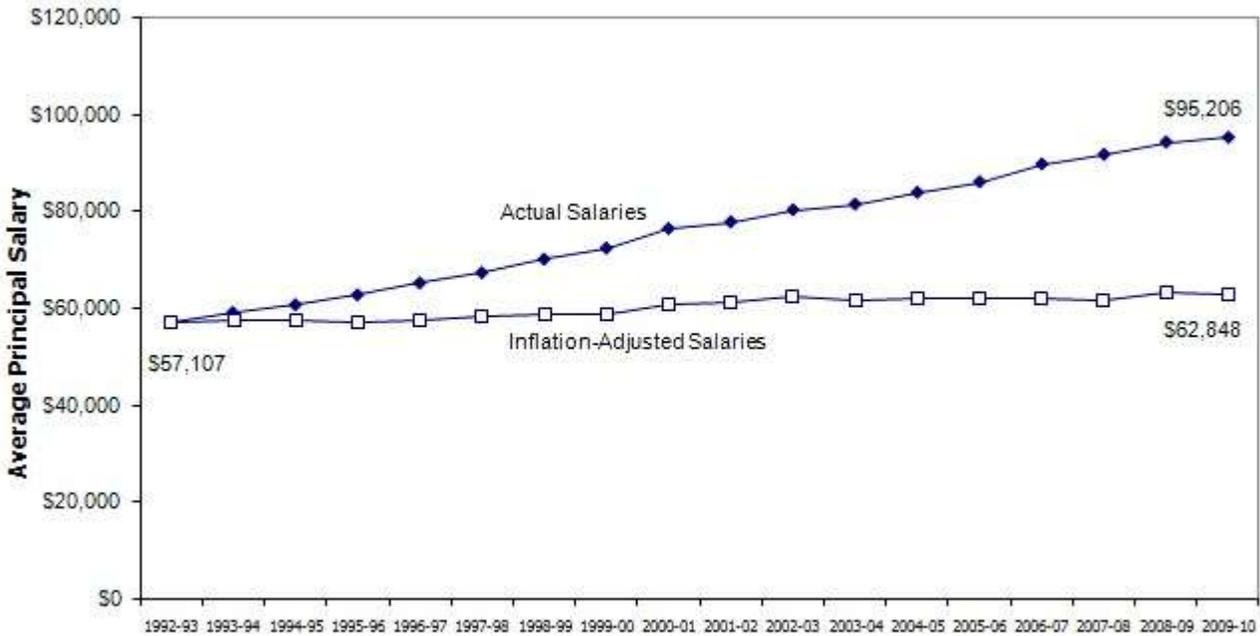
The table above and the historical graphs that follow show the increase in actual salaries and inflation-adjusted salaries for superintendents, principals, assistant principals and teachers. In the last seventeen years, inflation-adjusted salaries for teachers increased slightly (0.8%), while there was a larger increase in salaries for superintendents (+18.5%), principals (+10.1%) and assistant principals (+11.4%).

Average Oregon Superintendent Salaries: 1992-93 to 2009-10 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



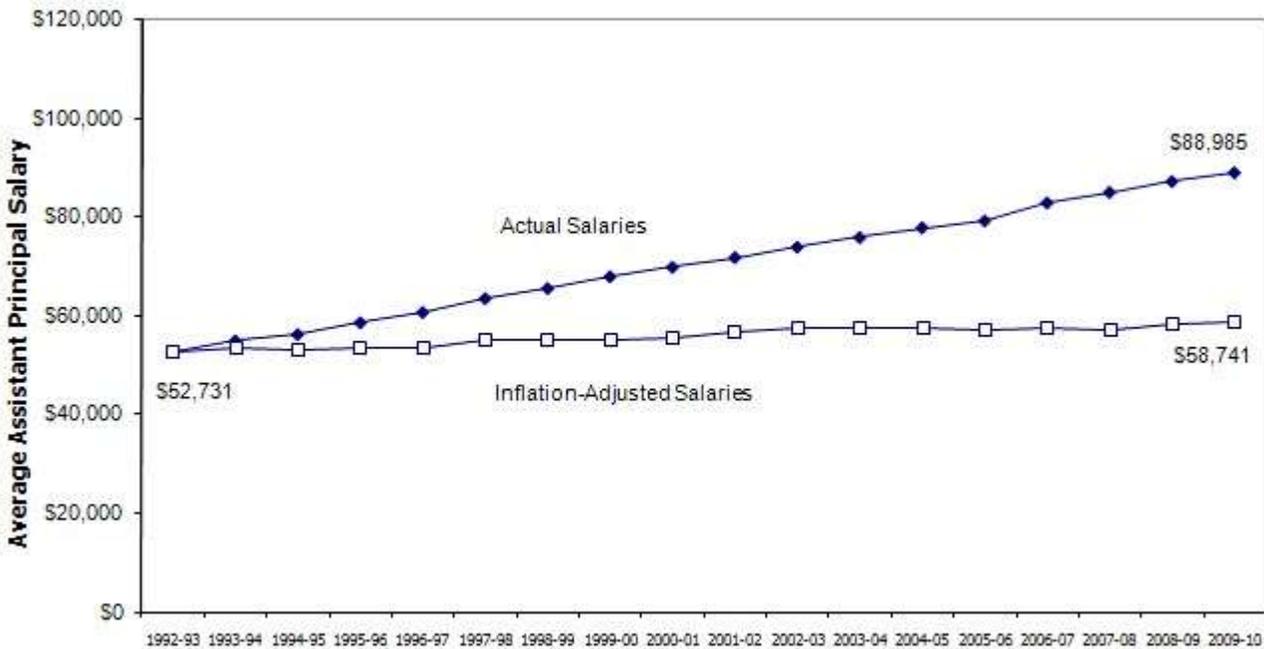
Actual average superintendent salaries have increased from \$63,261 in 1992-93 to \$113,607 in 2009-10. However, when salaries are adjusted for inflation, the increase amounts to 18.5% for the time period, a REAL dollar increase of \$11,734.

Average Oregon Principal Salaries: 1992-93 to 2009-10
 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average principal salaries have increased from \$57,107 in 1992-93 to \$95,206 in 2009-10. However, when salaries are adjusted for inflation, the increase amounts to 10.1% for the time period, a REAL dollar increase of \$5,741.

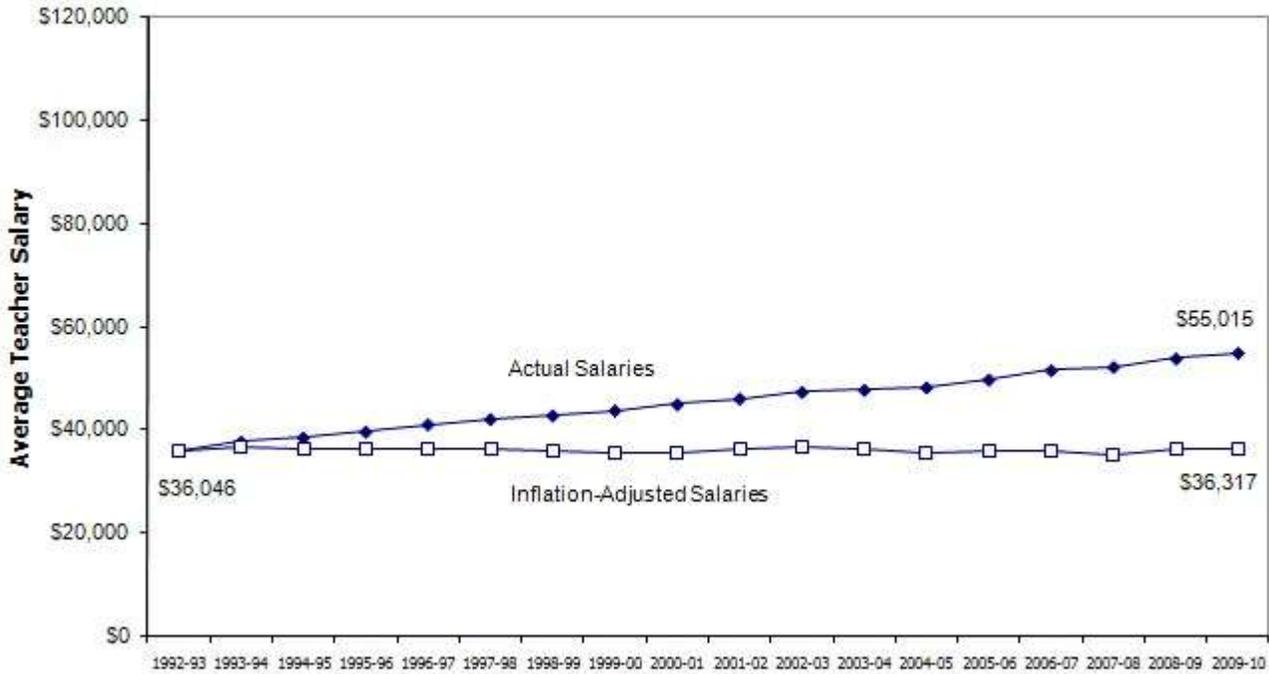
Average Oregon Assistant Principal Salaries: 1992-93 to 2009-10
 Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average assistant principal salaries have increased from \$52,731 in 1992-93 to \$88,985 in 2009-10. However, when salaries are adjusted for inflation, the increase amounts to 11.4% for the time period, a REAL dollar increase of \$6,010.

Average Oregon Teacher Salaries: 1992-93 to 2009-10

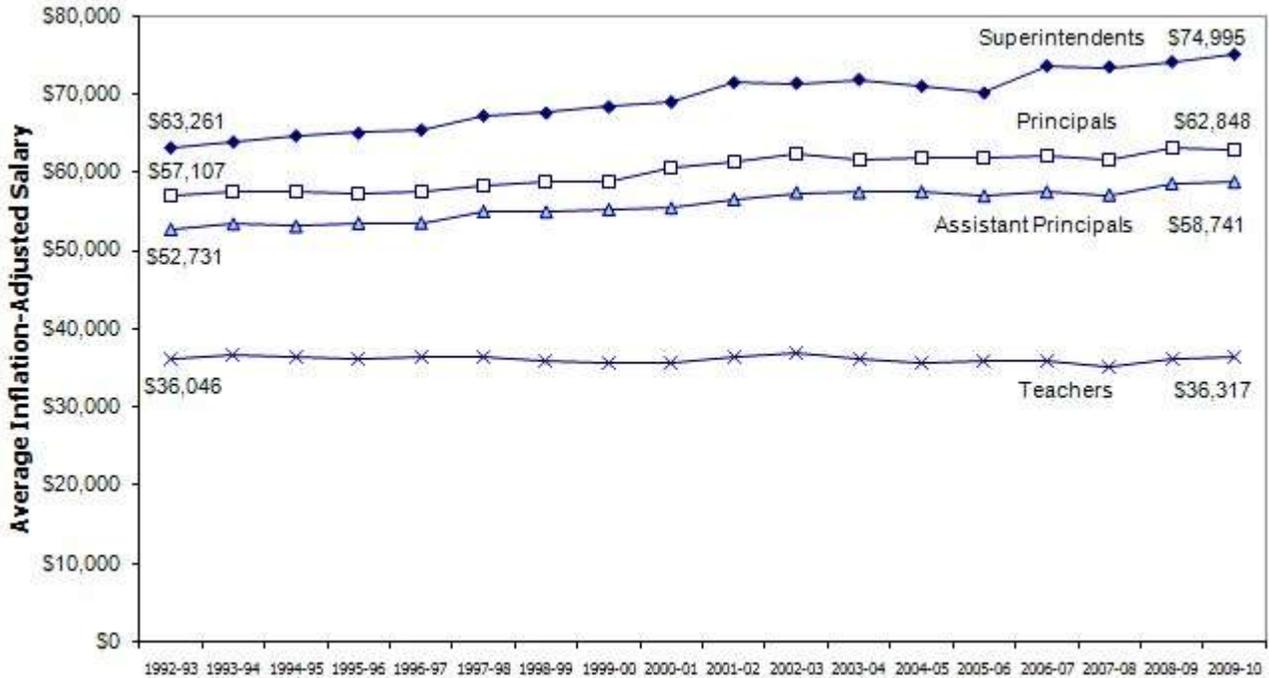
Actual & Inflation-Adjusted (Portland CPI; 1992-93=100)



Actual average teacher salaries have increased from \$36,046 in 1992-93 to \$55,015 in 2009-10. However, when salaries are adjusted for inflation, the average increased by 0.8% for the time period, a REAL dollar increase of \$271.

Inflation-Adjusted Salaries: 1992-93 to 2009-10

Oregon Superintendents, Principals, Assistant Principals, and Teachers



Since 1992-93, inflation-adjusted salaries for teachers increased by 0.8%, while inflation-adjusted salaries increased 18.5% for superintendents, 10.1% for principals, and 11.4% for assistant principals. Data as of November 22, 2010. 2008-09 inflation-adjusted salary data is revised.

Resources

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: Dianna Carrizales at 503-947-5634, or email Dianna.Carrizales@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: Margaret Bates at 503-947-5688, or email Margaret.Bates@state.or.us

Early Childhood

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

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

Homeless Students

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

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

Special Education Programs

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

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

Talented and Gifted

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

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

Special Programs and Information (cont.)

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

Limited English Proficient

- <http://www.ode.state.or.us/search/results/?id=106>
Contact: Carmen West at 503-947-5669, or email Carmen.West@state.or.us

School Nutrition/Free and Reduced Price Lunch

- <http://www.ode.state.or.us/search/results/?id=207>
Contact: Heidi Dupuis at 503-947-5893, or email Heidi.Dupuis@state.or.us

Student Achievement

Oregon Statewide Assessment

- <http://www.ode.state.or.us/search/results/?id=169>
Contact: Tony Alpert at 503-947-5827, or email Tony.Alpert@state.or.us

Student Achievement (cont.)

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

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 Enter.