

Statewide Report Card



An Annual Report to the Legislature on Oregon Public Schools

2010-2011

OREGON DEPARTMENT OF EDUCATION

Susan Castillo, State 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>



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Dear Oregonians:

On behalf of thousands of Oregon's educators and school leaders, I am pleased to present the 2010-2011 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 2010-11 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 2010-11 School Year

- This past year, the Oregon State Board of Education adopted the [Common Core State Standards](#)—rigorous, national learning expectations aligned with international standards. These common standards will provide a level playing field across the country and will prepare Oregon students to compete, not just here in Oregon, but nationally and internationally as well. Oregon is one of more than 45 states to adopt these standards and over the coming years, we will be phasing them into classroom instruction. Oregon is also helping to lead the work in the development of [national assessments](#) designed to test students on these new standards.
- In October 2010, the State Board of Education [adopted higher expectations](#) for elementary and middle school students in math. This change aligned Oregon's math standards with rigorous national and international expectations and provides students, parents, and teachers with better information about how prepared students are to meet Oregon's high school diploma requirements. As predicted, the increase in the math achievement standards resulted in fewer students meeting state math standards this year. However, when we compare student achievement on the old standards, the growth in student learning is evident. We are asking more of our students than ever before, and our students are rising to the challenge.
- Federal Adequate Yearly Progress (AYP) targets increased substantially from last year and despite strong gains in student achievement, fewer schools met this higher bar. The state's increased math expectations also impacted the percent of schools meeting AYP. Fifty-four percent of Oregon schools met AYP targets this year, down from seventy-one percent last year.
- Oregon students continued to perform above the national average on the SAT and ACT. Increasing numbers of Oregon students, including increasing numbers of minority and low income students, are taking these college entrance tests.

Looking Ahead

As we start 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 college- and work-ready. This year's seniors 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.

We are continuing our efforts to raise the bar for Oregon students. In addition to their adoption of the [Common Core State Standards](#) and more rigorous [Mathematics Achievement Standards](#), last year the State Board of Education adopted more rigorous [Reading](#) and [Science](#) Achievement Standards which go into effect this school year (2011-12). These higher state achievement standards will better prepare students to meet Oregon's graduation requirements and will help pave the way for the higher expectations of the Common Core.

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.

I hope the information in this report will not only answer questions, but raise new ones—not only provide data, but spark conversations. Please join me, my agency, and educators across the state as we continue our work to support success for every student, every day. Working together, we can and we must build the 21st Century education system our students deserve.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Castillo". The signature is fluid and cursive, with the first name "Susan" and last name "Castillo" clearly distinguishable.

Susan Castillo
State Superintendent of Public Instruction

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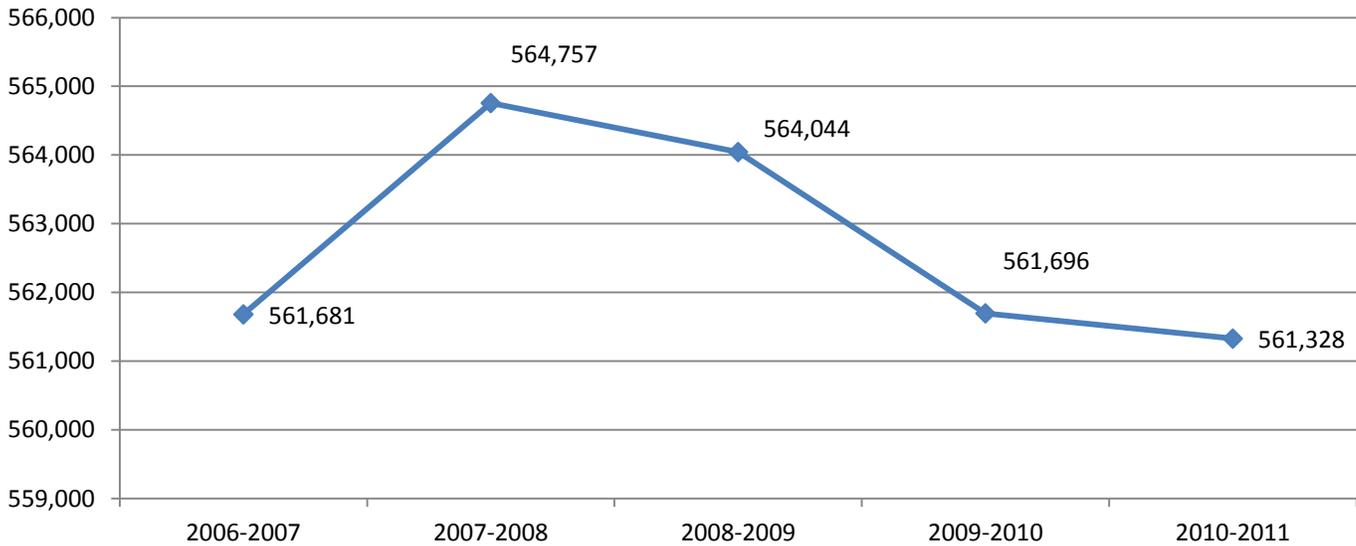
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OREGON STUDENTS

There were 561,328 students enrolled in Oregon public schools in 2010-2011. Overall, student enrollment in Oregon public schools has fallen since 2006-2007, with a total decrease of 353 students or 0.06 percent. From 2009-2010 to 2010-2011, the number of students decreased by 368 students or 0.07 percent.

Oregon Public School Enrollment
Number of Kindergarten through 12th Grade Students



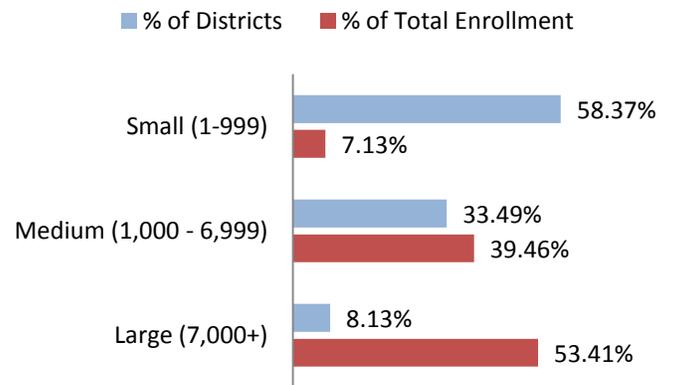
The figures in this chart are based on October 1 Student Membership (enrollment) for each year. For more data, see report #73 under Students at <http://www.ode.state.or.us/data/reports/toc.aspx>. Note: This report includes some PK students, who have not been included in the graph above.

Statewide Student-Teacher Ratios

Type of School	1997-98	2008-09	2009-10	2010-11
Elementary School	19.8	18.8	19.9	20.2
Middle School	19.1	18.6	19.9	20.3
High School	19.2	19.9	21.0	21.4

Note: The average student-teacher ratio above includes all teachers by FTE – 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.

Percent of Oregon School Districts by Size of Student Enrollment 2010-11



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

Historical Enrollment Perspective – 1997-98 & 2010-11

Enrollment	1997-1998		2010-2011		1997-98 to 2010-11	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
Elementary	263,424	48.75%	257,643	45.90%	-5,781	-2.19%
Middle	109,098	20.19%	102,573	18.27%	-6,525	-5.98%
High	155,535	28.78%	162,347	28.92%	6,812	4.38%
Combined	6,098	1.13%	4,117	0.73%	-1,981	-32.49%
Charter	*****	---	20,400	3.63%	---	---
Alternative	5,539	1.03%	6,010	1.07%	471	8.50%
Youth Corrections, Juvenile Detention, Oregon School for the Deaf	665	0.10%	979	0.17%	314	47.22%
TOTAL***	540,359	100.00%	561,328	100.00%	20,969	3.88%
Race/Ethnicity****	1997-1998		2010-2011		1997-98 to 2010-11	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
White	452,163	83.70%	372,194	66.31%	-79,969	-17.69%
African American	14,139	2.60%	14,599	2.60%	460	3.25%
Hispanic	43,712	8.10%	115,102	20.51%	71,390	163.32%
Asian/Pacific Islander	19,189	3.60%	26,023	4.64%	6,834	35.61%
Native American	11,156	2.10%	10,406	1.85%	-750	-6.72%
Multi-Race/Ethnic	NA		23,004	4.10%		
TOTAL	540,359	100.00%	561,328	100.00%	20,969	3.88%
Special Education	1997-1998		2010-2011		1997-98 to 2010-11	
	Number of Students	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
	63,097	11.70%	74,111	13.20%	11,014	17.46%
Students for Whom English is not the Primary Language	1997-1998		2010-2011		1997-98 to 2010-11	
	Number of Students*	Percent of All Students	Number of Students	Percent of All Students	Change In Number of Students	Percent Change
	13,425	2.50%	64,176	11.43%	50,751	378.03%
Free & Reduced Lunch	1997-1998		2010-2011		1997-98 to 2010-11	
	Number of Students	Percent of All Students	Number of Students**	Percent of All Students	Change In Number of Students	Percent Change
	172,330	31.90%	280,216	49.92%	107,886	62.60%

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

**Some districts and schools declined to report.

***Categories do not sum to total – some students attending at districts, ESDs, Community Colleges, Long-Term Care and Treatment, or private schools.

Source: Oregon Department of Education, Fall Membership

****Declined to Report was not an option in the 2010-11 collection.

*****Oregon charter school law became effective on May 27, 1999. Prior to that date, charter schools in Oregon were established under the alternative education program laws.

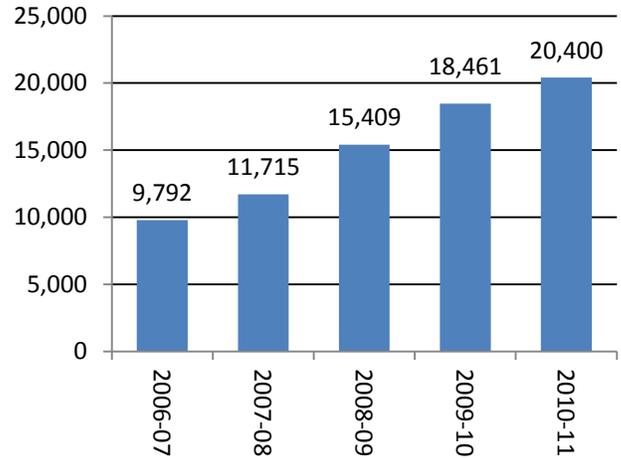
Oregon Public Charter Schools

Public charter school student enrollment has risen from 3.29 percent of the total enrollment in 2009-10 and now represents 3.63 percent of the total students enrolled.

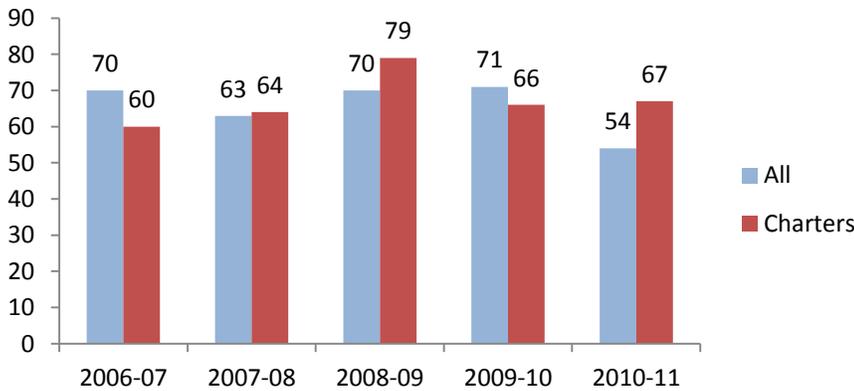
Charter schools, authorized by legislation in 1999, were designed to create new, innovative, and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

In the 2010-11 school year, there were 108 charter schools (up from 100 charter schools in 2009-10).

Charter School Enrollment
Fall Membership Data Collection: N29



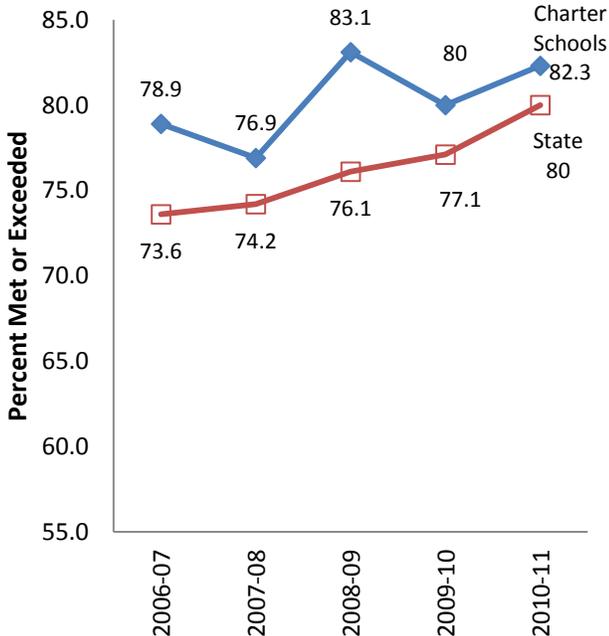
Percent of Schools Meeting AYP



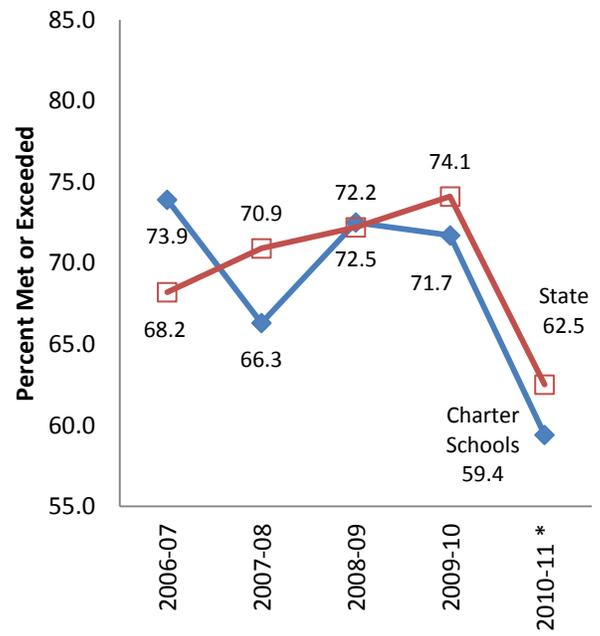
As charter schools have operated over a longer period of time and grown in enrollment a longitudinal comparison of student achievement between charter schools and traditional public schools can be made. However, it must be noted that charter school enrollment represents only 3.63% of the total 2010-11 public school enrollment in Oregon.

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

Reading: Percent Met/Exceeded



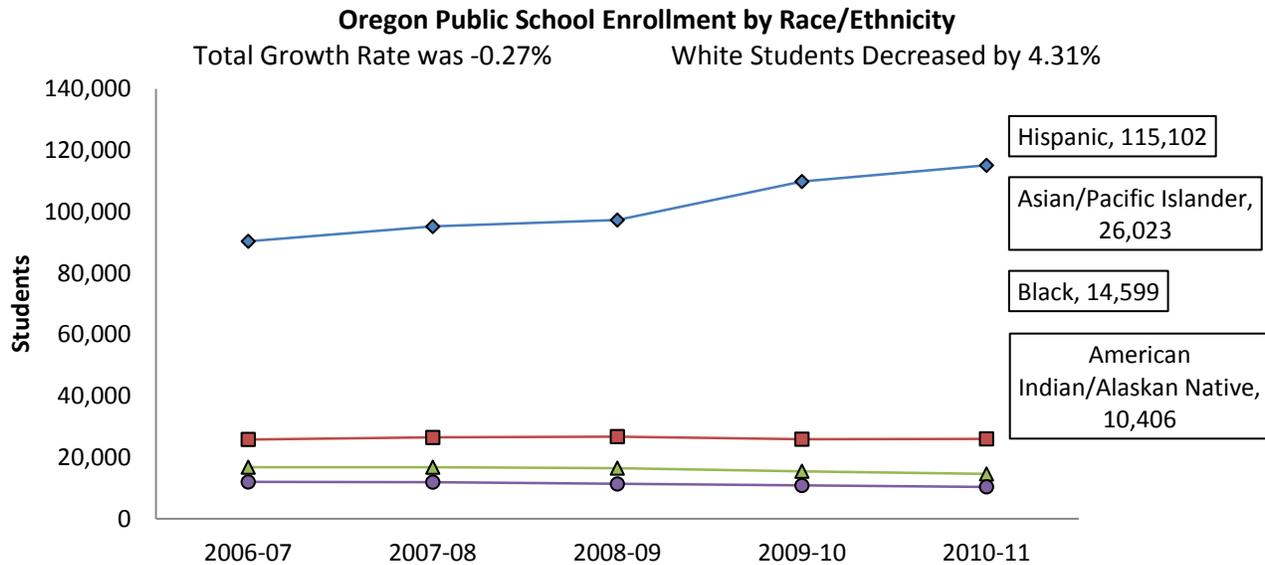
Math: Percent Met/Exceeded



*Math Standards increased from 2009-10 to 2010-11. See the Student Success section for details. State-level data has been revised – data may not match 2009-10 Statewide Report Card. Assessment data from Public Assessment Group Reports (PAGR), available at <http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpassed.aspx>

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. From 2006-07 to 2010-11, there was a 27.38% increase of Hispanic students. During the same time period, there was a 0.68% increase in Asian/Pacific Islander students, a 13.16% decrease in Black students, and a 13.24% decrease in American Indian/Alaskan Native students.



Source: Fall Membership

In 2009-10, the definitions used in collecting race/ethnicity data changed per new federal requirements. Hispanic ethnicity includes all students of Hispanic ethnicity, irrespective of other races indicated. "Declined to Report" was removed from the reporting categories in 2010-11.

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
2010-11	372,194	14,599	115,102	26,023	10,406	23,004	0**	561,328
2009-10*	379,036	15,485	109,842	25,927	10,850	15,190	5,366	561,696
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

Source: Oregon Department of Education, Fall Membership

*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 did not report Hispanic origin.

**Declined to Report was removed from the reporting categories in 2010-11.

Language Diversity

According to data reported on the NCLB Limited English Proficient (LEP) Collection, in the 2010-11 school year, 63,151 LEP students (11.60% of all K-12 students) reported a language of origin other than English. This is a decrease of 0.24% from 2009-10.

Most Common Languages of Origin of Students in Oregon Public Schools (Students K-12) 2010-11

Language of Origin	Number of Enrolled Students by Language of Origin*	Number of Limited English Proficient Students**	Percent of Enrollment*** (Total: 553,339)	Percent of Limited English Proficient Enrollment*** (Total: 64,176)
English	431051	1025	77.90%	1.60%
Spanish	75397	49073	13.63%	76.47%
Russian	4900	2521	0.89%	3.93%
Vietnamese	4467	2101	0.81%	3.27%
Chinese	2767	1077	0.50%	1.68%
Ukrainian	1203	646	0.22%	1.01%
Korean	1104	481	0.20%	0.75%
Somali	887	745	0.16%	1.16%
Romanian	830	344	0.15%	0.54%
Arabic	801	544	0.14%	0.85%
Hmong	706	332	0.13%	0.52%
Japanese	640	304	0.12%	0.47%
Chuukese	563	471	0.10%	0.73%
Tagalog	535	273	0.10%	0.43%
Lao	369	146	0.07%	0.23%
Marshallese	348	297	0.06%	0.46%
Hindi	324	140	0.06%	0.22%
German	278	85	0.05%	0.13%
Persian	247	83	0.04%	0.13%
Baluchi	244	∅	0.04%	∅
Thai	219	144	0.04%	0.22%
Hebrew	204	186	0.04%	0.29%
Nepali	195	161	0.04%	0.25%
Burmese	177	152	0.03%	0.24%
Amharic	162	110	0.03%	0.17%
Karen	158	170	0.03%	0.26%
Swahili	107	99	0.02%	0.15%
Other or N/A	24456	2465	4.42%	3.84%

* Source: Spring Membership 2011

** Source: Unduplicated Limited English Proficient Collection, 2010-11

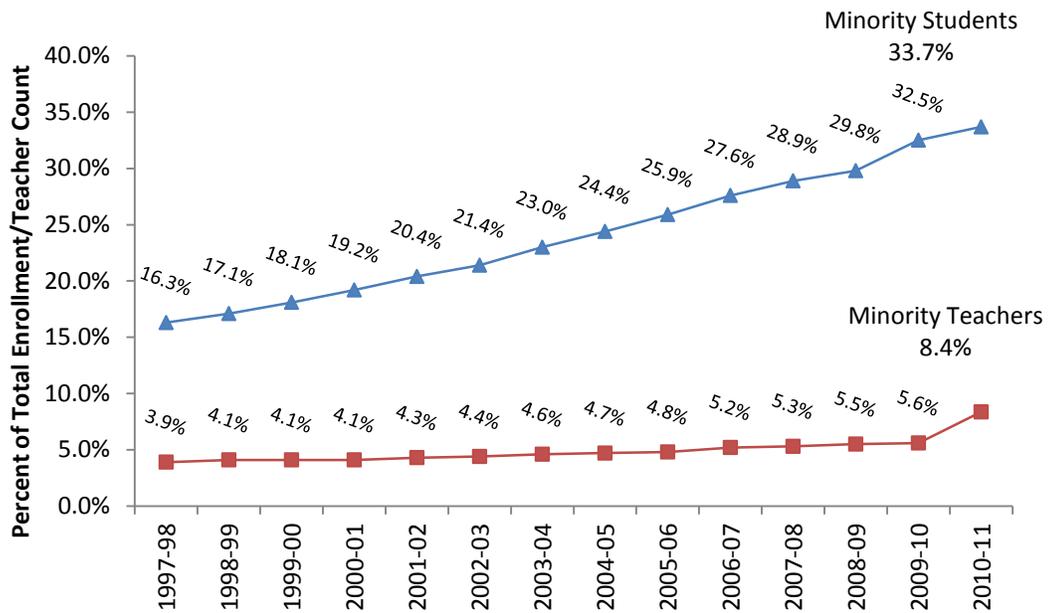
*** Percentage columns do not sum to total due to rounding.

∅: Suppressed due to small cell size.

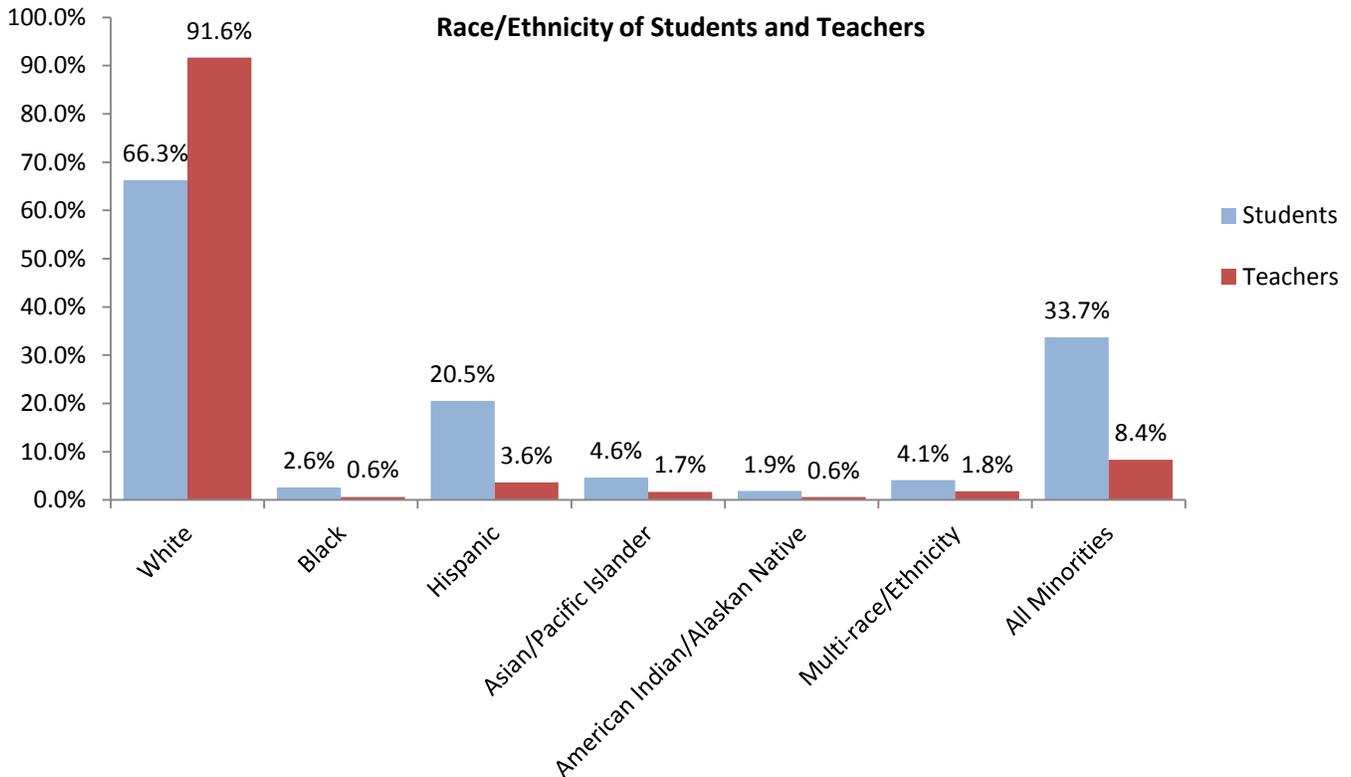
Note: Native American/Alaskan Native students may qualify as LEP even though these students have English as their language of origin.

Minority Students and Teachers

Oregon has made some progress in hiring and retaining teachers of minority populations. In 1997-98, 3.9% of teachers and 16.3% of students were of minority populations. In 2010-11, 8.36% of teachers and 33.69% of students were of minority populations. In 2009-10 for students, and 2010-11 for teachers, the guidelines for reporting race/ethnicity changed – see <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for details.



Sources: Fall Membership and Staff Data Collection



Source: Fall Membership and Staff Data Collections

The difference between teacher and student minority rates was most noticeable for Hispanics, where 20.5% of students were Hispanic compared to only 3.6% of teachers. 91.6% of teachers were White, compared to only 66.3% of students.

OREGON STAFF

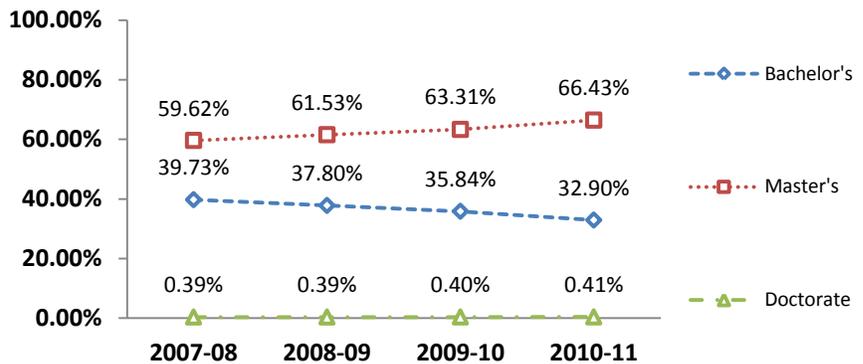
Experienced, Highly Educated Workforce

	Average Age	Gender		Experience		
		Male	Female	2009-10	2010-11	Change
Teachers	42.8	30.03%	69.97%	12.63	12.77	+1.11%
Administrators*	46.8	53.22%	46.78%	19.41	19.50	+0.46%

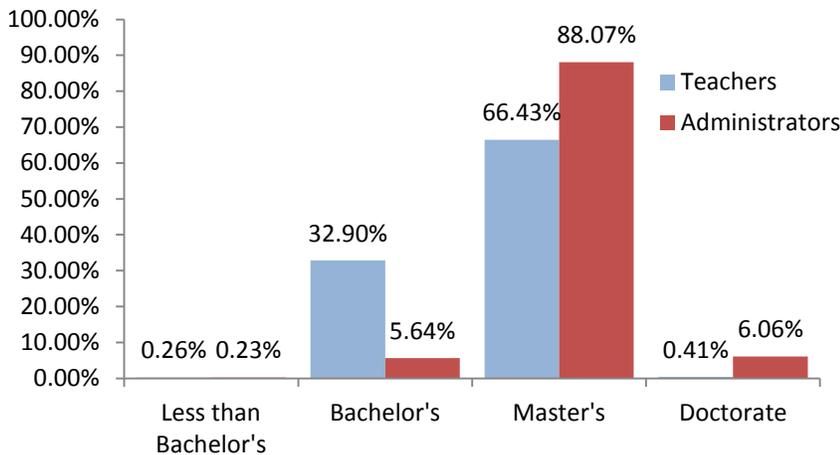
*Some staff members serve as both principal and superintendent – the numbers in the text below are not directly comparable to the data in this table.

Teacher Education by Highest Degree Achieved
(Teachers with less than a Bachelor's degree not shown)

Women have made substantial progress moving into administrative ranks. Twenty years ago, 2.8% of all superintendents and 14.5% of all principals were women. In 2010-11, 27.24% of superintendents and 45.62% of principals were women.

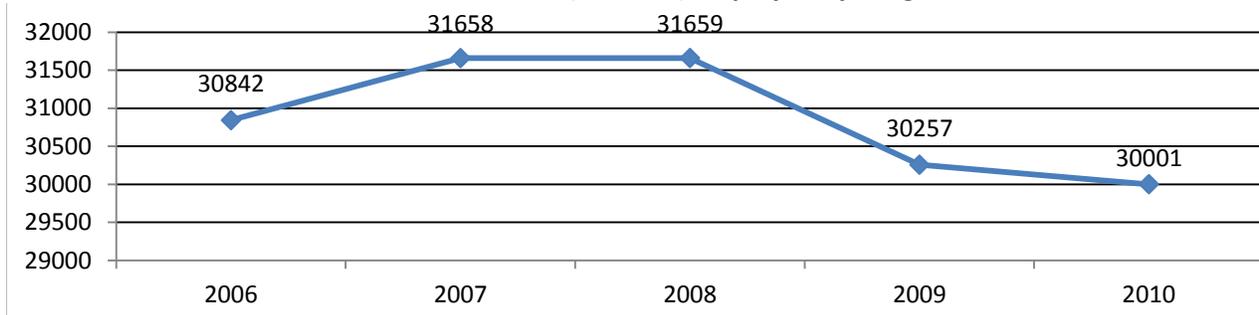


2010-11 Highest Degree Held



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. For more information, see the "Highly Qualified Teachers" section.

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



*2006 - 2009 reflect revised data as of September 6, 2011.

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees has increased by 1.93%, from 62,583.52 in 2009-10 to 63,790.12, a difference of 1,206.60 FTE. It is likely that the inclusion of contractors and extra duty time in the 2010-11 data accounts for most of the increase from 2009-10.

Oregon School Employees (Full-Time Equivalent Positions)

	2009-10		2010-11	
	Number	Percent	Number	Percent
Teachers	28,652.30	45.78%	28,157.08	44.14%
Educational Assistants	10,194.06	16.29%	9,922.54	15.55%
District Administrators	455.82	0.73%	447.81	0.70%
School Administrators	1,581.40	2.53%	1,587.35	2.49%
Guidance Counselors	1,035.96	1.66%	999.22	1.57%
Library and Media	1,030.49	1.65%	989.68	1.55%
Support Staff	17,787.81	28.42%	19,785.18	31.02%
Special Education Specialists	1,845.68	2.95%	1,901.26	2.98%
Total	62,583.52	100%	63,790.12	100%

No filters were applied to remove institutions or grade levels from 2009-10 and 2010-11 data. Both years of data make adjustments for partial year employment. Note that 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 6th, 2011, reflecting employment as of December 1st, 2010. 2010-11 data includes contracted staff, coaches, and extra duty contracts – 2009-10 data does not. 2009-10 data has been revised from the previous year, and some staff included in the 'Support Staff' category in the 2009-10 Report Card have been moved to the 'Special Education Specialists' category for both years.

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 2010-11, nine districts indicated they did not meet instructional hour requirements.

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

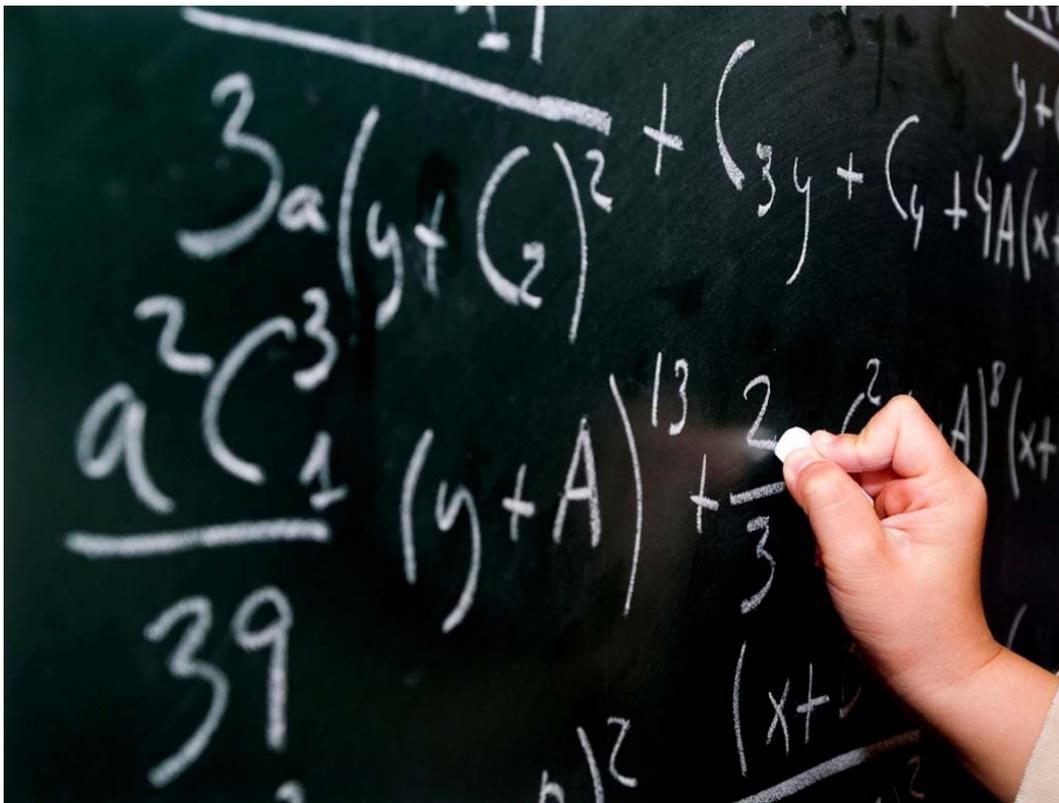
**Historical Salary Charts
for Teachers, Principals, Assistant Principals, and Superintendents**

**Oregon Average Actual & Inflation-Adjusted Salaries 2006-07 to 2010-11.
Superintendents, Principals, Assistant Principals, and Teachers**

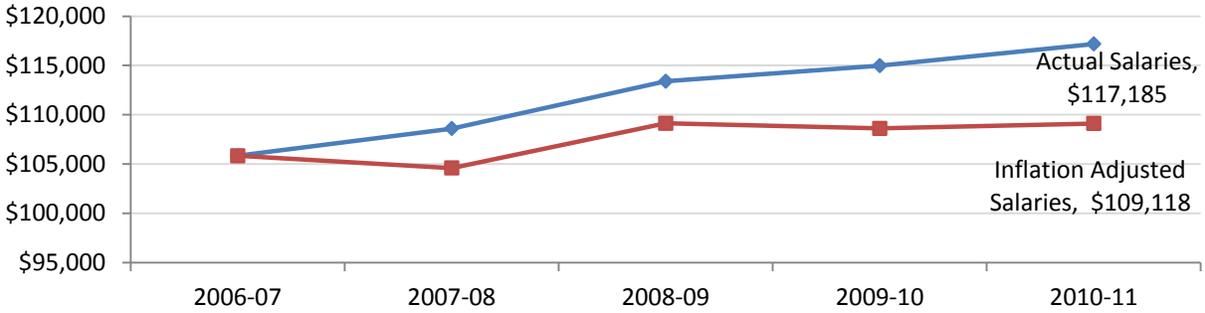
	Actual Salary			Inflation-Adjusted Salary		
	2006-07	2010-11	Percent Change	2006-07	2010-11	Percent Change
Superintendent	\$105,833	\$117,185	10.73%	\$105,833	\$109,118	3.11%
Principal	\$89,571	\$96,713	7.97%	\$89,571	\$90,055	0.54%
Assistant Principal	\$82,730	\$90,702	9.64%	\$82,730	\$84,458	2.09%
Teacher	\$51,158	\$56,504	10.45%	\$51,158	\$52,614	2.85%

Source: ODE Staff Position Data Collection

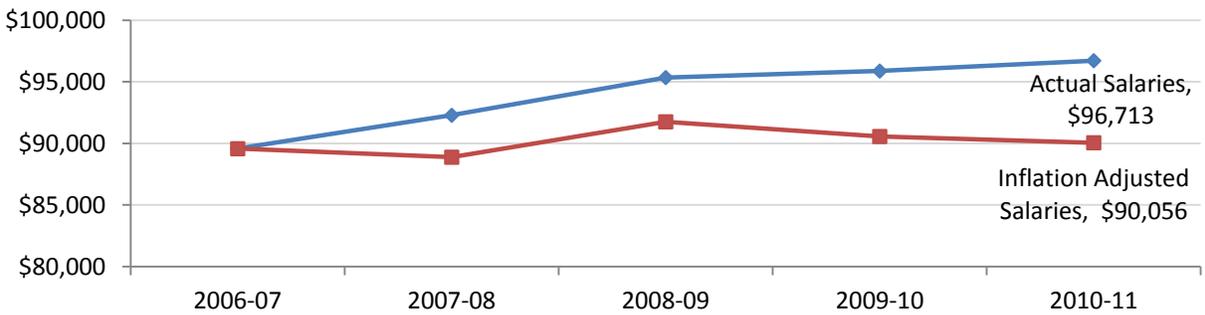
The Staff Position Data Collection expanded in 2010-11 to collect contracted staff and extra duty or coaching contracts – data for teacher salaries may not be perfectly comparable to previous years.



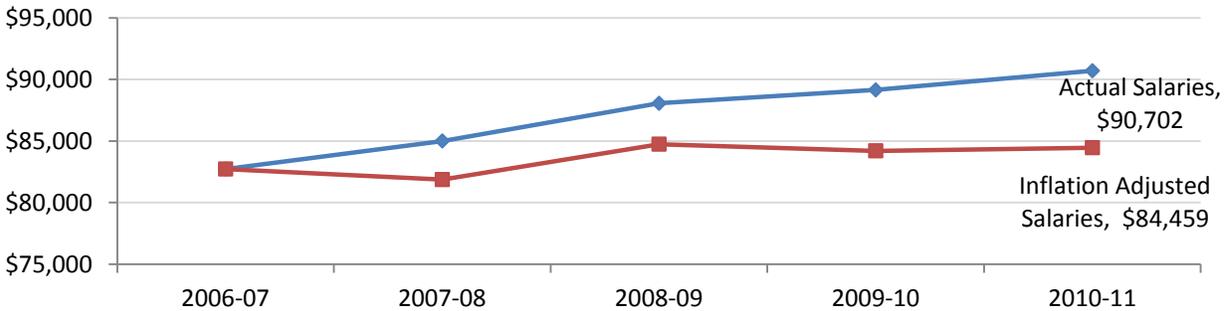
**Average Oregon Superintendent Salaries: 2006-07 to 2010-11
Actual & Inflation-Adjusted (Portland CPI; 2006-07 = 100)**



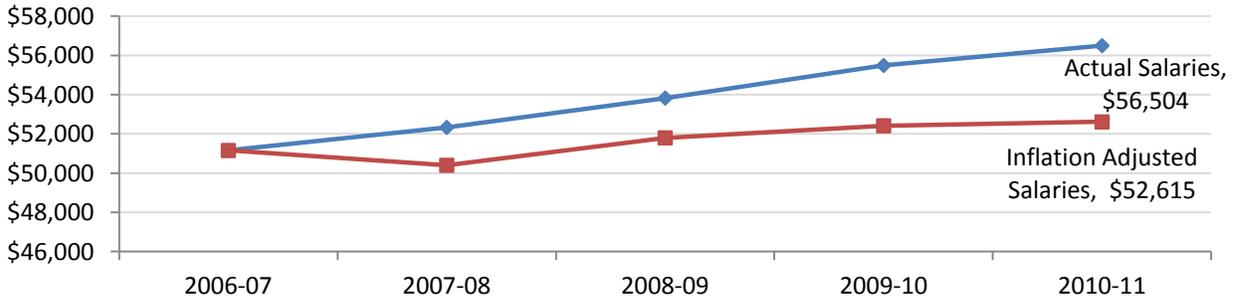
**Average Oregon Principal Salaries: 2006-07 to 2010-11
Actual & Inflation-Adjusted (Portland CPI; 2006-07 = 100)**



**Average Oregon Assistant Principal Salaries: 2006-07 to 2010-11
Actual & Inflation-Adjusted (Portland CPI; 2006-07 = 100)**



**Average Oregon Teacher Salaries: 2006-07 to 2010-11
Actual & Inflation-Adjusted (Portland CPI; 2006-07 = 100)**



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

Where Dollars Were Spent	2007-08	%	2008-09	%	2009-10	%
Direct Classroom	\$5,386	55%	\$5,532	55%	\$5,484	56%
Classroom Support	\$2,015	21%	\$2,110	21%	\$2,032	21%
Building Support	\$1,915	20%	\$1,942	19%	\$1,890	19%
Central Support	\$477	5%	\$472	5%	\$463	5%
TOTAL**	\$9,794	100%	\$10,057	100%	\$9,869	100%

** 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	2006-07	2007-08 (Revised)	2008-09 (Revised)	2009-10 (Revised)	2010-11 (Preliminary)
Average Daily Membership – ADMr	532,992	532,992	534,145	533,407	532,920
Weighted Average Daily Membership – ADMw	661,253	661,253	661,544	662,879	659,764
Fall Membership (Enrollment on October 1)**	562,828	562,828	564,064	561,698	561,331
Average Daily Attendance (ADA)*	496,831	496,831	499,168	496,755	498,299

* 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.

**Fall Membership includes some PK students.

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 School Fund Formula Revenue

(In Billions of Dollars)

	2003-05	2005-07	2007-09**	2009-11***
Local	\$2.30	\$2.70	\$2.9*	\$3.00
State	\$4.90	\$5.20	\$5.70	\$5.7*
Total	\$7.20	\$7.90	\$8.50	\$8.7*

Includes School Districts and Education Service Districts. Note: Totals may not equal the sum of State and Local amounts due to rounding.

**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

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

(Dollars in Millions)

Year	Local		Intermediate		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
2005-06	\$1,657.8	32.6%	\$161.3	3.2%	\$2,731.7	53.8%	\$529.7	10.4%	\$5,080.5	100%
2006-07	\$1,741.8	32.9%	\$101.7	1.9%	\$2,901.9	54.8%	\$546.7	10.3%	\$5,292.1	100%
2007-08	\$1,841.8	32.5%	\$80.3	1.4%	\$3,193.4	56.3%	\$554.4	9.8%	\$5,669.9	100%
2008-09	\$1,870.5	32.7%	\$69.4	1.2%	\$3,106.1	54.3%	\$670.1	11.7%	\$5,716.1	100%
2009-10	\$1,928.0	33.5%	\$70.9	1.2%	\$2,934.2	51.0%	\$820.1	14.3%	\$5,753.1	100%

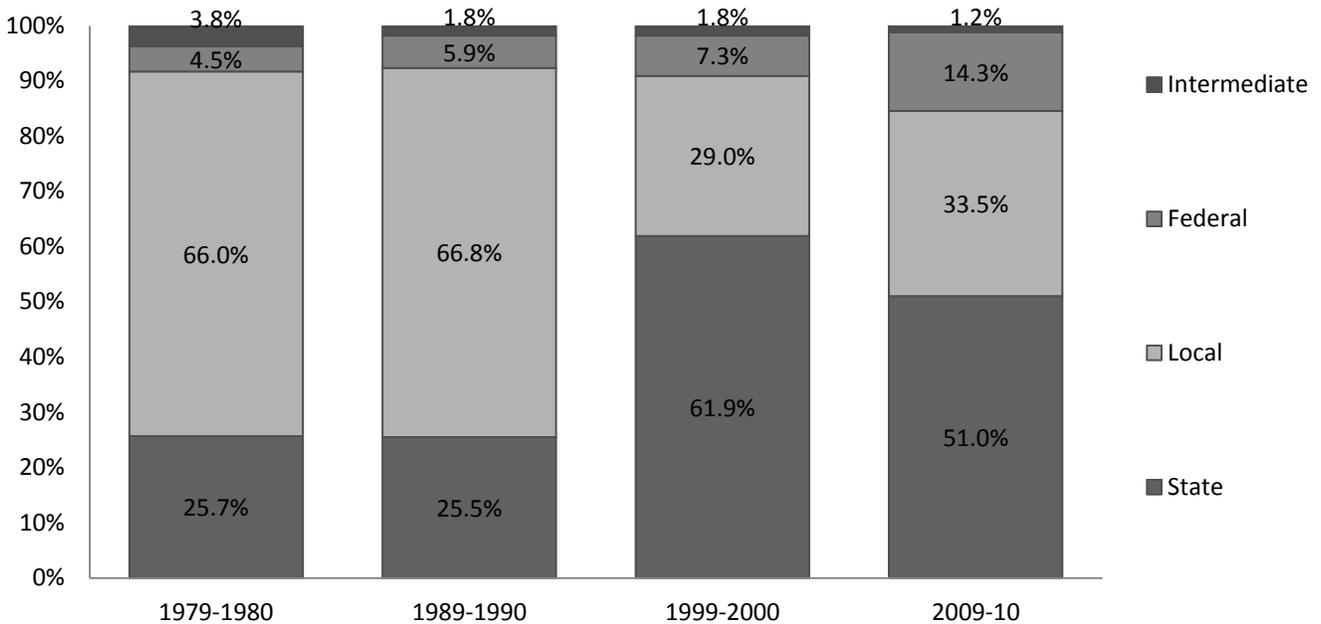
* Revised

Columns may not sum to total due to rounding

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

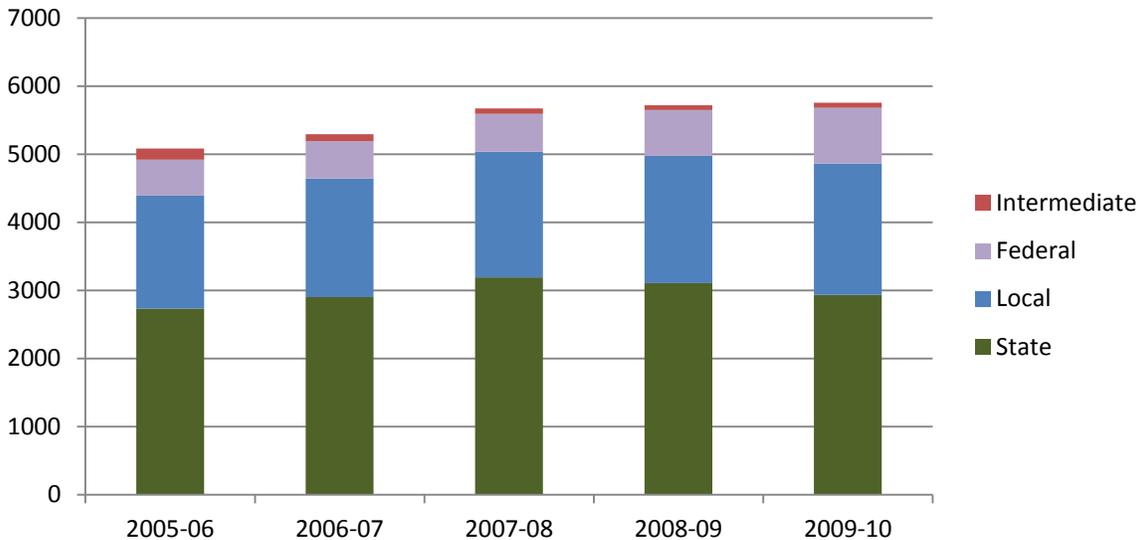
Operating Revenues by Source

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



In the decade following the passage of Ballot Measure 5, the Property Tax Limitation Measure, there was a dramatic shift in sources of public school funds. As a result, Oregon schools are now supported primarily by State, not local, dollars.

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



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	21 st 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 – Highly Qualified Teachers (HQT)

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.

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 2010-11

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	97.7%	2.3%	97.4%	2.6%	97.7%	2.3%
Self-Contained	98.7%	1.3%	98.8%	1.2%	99.0%	1.0%
English	97.6%	2.4%	97.5%	2.5%	97.9%	2.1%
Foreign Languages	97.5%	2.5%	98.6%	1.4%	98.5%	1.5%
The Arts	97.9%	2.1%	98.5%	1.6%	97.3%	2.7%
Science	98.6%	1.4%	98.0%	2.0%	98.4%	1.6%
Math	97.5%	2.5%	97.3%	2.7%	97.6%	2.4%
Social Sciences	97.9%	2.1%	97.5%	2.5%	98.5%	1.5%

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

Source: NCLB Staff Assignment (Highly Qualified Teachers) Data Collection 2010-11.

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	98.84%	1.16%
Low-Poverty	96.79%	3.21%
All Elementary	98.67%	1.33%
Secondary Level		
High Poverty	96.99%	3.01%
Low Poverty	97.13%	2.87%
All Secondary	97.53%	2.47%

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-Minority	96.65%	3.35%
Low-Minority	98.72%	1.28%
All Elementary	98.67%	1.33%
Secondary Level		
High Minority	97.24%	2.76%
Low Minority	97.19%	2.81%
All Secondary	97.53%	2.47%

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:

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

	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

In 2009-10 and 2010-11 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>

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>

2010-11 State AYP Report

Summary
(As of 9/29/11)

AYP Designation:

NOT MET

	English /Language Arts AYP	Math AYP	Graduation
All Students	MET	MET	MET
Economically Disadvantaged	MET	NOT 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)	NOT MET	NOT MET	
Hispanic origin	NOT MET	NOT MET	
American Indian/Alaskan Native	MET	NOT MET	
White (not of Hispanic origin)	MET	MET	
Multi-Racial/Multi-Ethnic	MET	MET	

Oregon Public Schools Meeting AYP – 2007-08 to 2010-11

	2007-08			2008-09			2009-10			2010-11		
	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	1240	780	62.9%	1259	882	70.1%	1249	892	71.4%	1270	684	53.9%
<i>Elementary/Middle</i>	941	674	71.6%	944	741	78.5%	922	740	80.3%	941	532	56.5%
<i>High Schools</i>	299	106	35.5%	315	141	44.8%	327	152	46.5%	329	152	46.2%
Title I Schools	565	413	73.1%	574	462	80.5%	574	473	82.4%	594	322	54.2%
<i>Elementary/Middle</i>	527	390	74.0%	530	432	81.5%	526	440	83.7%	544	289	53.1%
<i>High Schools</i>	38	23	60.5%	44	30	68.2%	48	33	68.8%	50	33	66.0%
Non-Title I Schools	675	367	54.4%	685	420	61.3%	675	419	62.1%	676	362	53.6%
<i>Elementary/Middle</i>	414	284	68.6%	414	309	74.6%	396	300	75.8%	397	243	61.2%
<i>High Schools</i>	261	83	31.8%	271	111	41.0%	279	119	42.7%	279	119	42.7%
Number of new schools not rated	38			29			38			16		
Title I schools identified for Improvement**	39			70			76			84		
Title I schools exiting school improvement status	13			6			8			15		

**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>

English / Language Arts (Reading Knowledge and Skills) Details
2010-11 State AYP Report
 Participation Target: 95%

	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		09-10	10-11	09-10	10-11		
All Students	MET	297836	296090	2003	1986	597915	99
Economically Disadvantaged	MET	154467	153555	890	952	309864	99
Limited English Proficient	MET	38138	38760	195	219	77312	99
Students with Disabilities	MET	46353	45223	793	748	93117	98
Asian/Pacific Islander	MET	13617	13493	61	81	27252	99
Black (not of Hispanic origin)	MET	8118	7612	102	124	15956	99
Hispanic origin	MET	58446	60512	372	404	119734	99
American Indian/Alaskan Native	MET	5716	5534	69	65	11384	99
White (not of Hispanic origin)	MET	200285	195678	1320	1217	398500	99
Multi-Racial/Multi-Ethnic	MET	8644	13261	42	95	22042	99

Mathematics Knowledge and Skills Details
2010-11 State AYP Report
 Participation Target: 95%

	Participation	Participation		Non Participation		Participation Denominator	Participation Rate
		09-10	10-11	09-10	10-11		
All Students	MET	297630	295504	2191	2504	597829	99
Economically Disadvantaged	MET	154364	153274	980	1216	309834	99
Limited English Proficient	MET	38113	38716	227	261	77317	99
Students with Disabilities	MET	46339	45073	799	879	93090	98
Asian/Pacific Islander	MET	13605	13476	87	101	27269	99
Black (not of Hispanic origin)	MET	8119	7587	110	148	15964	98
Hispanic origin	MET	58355	60417	403	478	119653	99
American Indian/Alaskan Native	MET	5684	5512	85	85	11366	99
White (not of Hispanic origin)	MET	200434	195268	1421	1579	398702	99
Multi-Racial/Multi-Ethnic	MET	8692	13244	45	113	22094	99

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	2005-06	2006-07	2007-08
Exceptional	147	157	129
Strong	436	457	414
Satisfactory	463	472	555
Low	24	24	20
Unacceptable	5	9	12

Overall Rating	2008-09	2009-10	2010-11*
Outstanding	399	426	333
Satisfactory	711	684	751
In Need of Improvement	61	45	98

* Math cut scores increased from 2009-10 to 2010-11, see <http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=7001&TypeID=4>

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

HOMELESS STUDENTS IN OREGON

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.

What are the Living Situations of Homeless Students in Oregon?

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
2010-11*	2,016	16,643	2,149	824

*Includes PK students enrolled in public pre-schools. Previous years include K-12 only.

School districts are 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.

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.

Eight districts in Oregon, listed to the right, have the highest numbers of homeless students in the 2010-11 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.

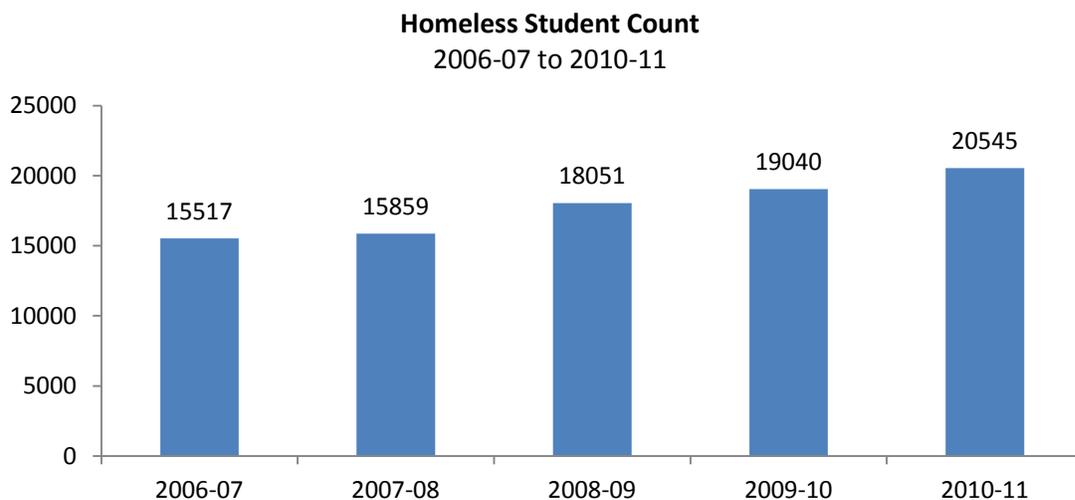
DISTRICT	K-12 Total Homeless	% of enrollment
Beaverton	1,584	4.1
Medford	1,341	10.7
Portland	1,200	2.6
Reynolds	859	7.6
Salem-Keizer	800	2
Bend-LaPine	726	4.5
Eugene	726	4.2
David Douglas	611	5.6

How many homeless students attend public schools in Oregon?

Grade Level	Count
PK	1,087
KG	1,522
1	1,636
2	1,478
3	1,558
4	1,466
5	1,502
6	1,454
7	1,418
8	1,400
9	1,424
10	1,437
11	1,557
12	2,693
TOTAL	21,632

What are the trends in poverty and homelessness?

The number of K-12 homeless students in public schools is increasing at pace with unemployment and housing foreclosures rates in Oregon, as it is nationally. Despite the increasing number of students who qualify for McKinney-Vento Homeless Program assistance because they reside in "homeless" living situations, Oregon schools and districts are responding with help. Reading achievement for a subset of homeless students in McKinney-Vento subgrant programs in over 60 districts have increased each year for three years.



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
- 47 districts had from 1 to 19 homeless students
- 41 districts had 20-50 homeless students
- 23 districts had 51-100 homeless students
- 18 districts had 101-200 homeless students
- 21 districts had 201-500 homeless students
- 8 districts had over 500 homeless students

Of all K-12 homeless students reported who were enrolled in public schools in 2010-2011, 3,494 were considered “unaccompanied minors” who were abandoned by parents, or had run away from home: an increase of 17% from last school year. District Homeless Liaisons and high school counselors often act as an emergency contact for the homeless youths who typically do not have a parent or guardian looking after their educational best interests, to assist them with issues related to absenteeism, school performance, and progress toward their Oregon High School Diploma.

	2006-07	2007-08	2008-09	2009-10	2010-11
Homeless Students*	15,517	15,859	18,051	19,040	20,545
Total Enrollment	559,254	562,828	566,067	564,064	561,328
% of Total Enrollment	2.77%	2.82%	3.19%	3.38%	3.66%

*K-12 Students only

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 \$666,557 in federal McKinney-Vento Act funds in 2010-2011 to serve homeless students. 75% of this amount went to districts in the form of competitive subgrants. During the 2010-11 school year, 61 local districts were served by 8 subgrant projects from this program.

McKinney-Vento Subgrant Projects were required to report results on Oregon State Achievement tests of the homeless students in their districts. Following are the results of those tests.

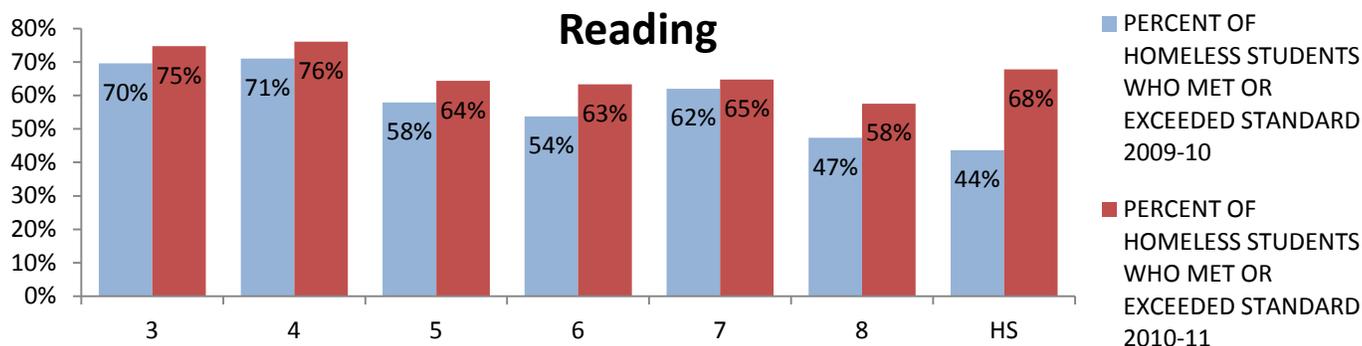
Science achievement was added for certain grades in 2010-11: 61.20% of homeless grade 5 students, 58.73% of homeless grade 8 students and 47.33% of homeless grade 10 students met or exceeded the standard in science.

MATH GRADE	NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2010-11	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2009-10	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2010-11**
3	722	66.36%	43.35%
4	675	61.34%	48.15%
5	724	60.23%	35.77%
6	683	54.86%	37.92%
7	691	61.95%	38.49%
8	663	48.22%	44.49%
HS*	259	29.75%	44.79%

READING GRADE	NUMBER OF HOMELESS STUDENTS TESTED IN READING 2010-11	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2009-10	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2010-11
3	721	69.63%	74.76%
4	677	71.09%	76.07%
5	724	57.90%	64.36%
6	682	53.71%	63.34%
7	692	62.01%	64.74%
8	662	47.36%	57.55%
HS*	273	43.62%	67.77%

*10th grade testing was replaced by 11th grade testing in 2010-11.

**Math cut scores increased from 2009-10 to 2010-11, see <http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=7001&TypeID=4>



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: www.ode.state.or.us/Go/HomelessEd

FREE AND REDUCED PRICE LUNCH

Oregon Public Schools Number and Percent of All Students Eligible

October 1, 2010 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2010	Free and Reduced Price Lunch Eligible Students as a Percent of All Students
REGULAR			
Elementary	143,438	256,421	56%
Middle/Jr. High	54,271	101,682	53%
High	74,366	161,476	46%
Combined	2,038	4,005	51%
ALTERNATIVE			
Elementary	315	868	36%
Middle	0	0	---
High	1,576	2,056	77%
Combined	576	996	58%
CHARTER			
Elementary	1,043	2,538	41%
Middle	154	287	54%
High	735	1,146	64%
Combined	1,680	3,483	48%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	144,796	259,827	56%
Middle	54,425	101,969	53%
High	76,677	164,678	47%
Combined	4,294	8,484	51%
Other	24	27	89%
Total	280,216	534,985	52%

Note: Includes October 1 Membership (column B) for the 1,176 schools and programs in the 2010-11 report at <http://www.ode.state.or.us/sfda/reports/r0061Select.asp> where Free and Reduced Price Lunch total eligibility is not null. **Students attending schools that did not report free/reduced lunch data are not included in the totals.**

Source: Oregon Department of Education

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 11; 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. In 2010-11, the high school grade of accountability was changed from 10th grade to 11th grade.

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 (cut scores) 2010-11

Grade Level	Reading/ Literature		Math		Science		Writing	
	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed
Grade 3	204	218	212	219	N/A	N/A	N/A	N/A
Grade 4	211	223	219	227	N/A	N/A	32	40
Grade 5	218	230	225	234	225	238	N/A	N/A
Grade 6	222	234	227	237	N/A	N/A	N/A	N/A
Grade 7	227	239	232	242	N/A	N/A	40	50
Grade 8	231	241	234	245	234	246	N/A	N/A
High School	236	248	236	251	240	249	40	50

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

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. In order to measure student progress, ODE also adjusted the math 2009-10 data using the 2010-11 cut scores.

Grade 3 Percent Meeting Standards

In 2010-11, third grade students were tested in reading and in mathematics.

Grade 3 All Students

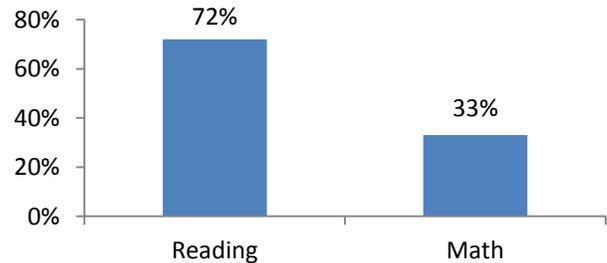
Statewide Percent Meeting or Exceeding Standards

	2008-09	2009-10	2010-11
Reading	83%	83%	83%
Mathematics	76%	78% (46%*)	63%

Source: Oregon Assessment of Knowledge and Skills
*revised (on 2010-11 standards)

Grade 3 Extended Assessment Students

Percent Meeting or Exceeding
Reading and Math Alternate
Standards in 2010-11



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

Grade 3 Reading

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	83%	83%	83%
Students with Disabilities	52%	52%	52%
Asian/Pacific Islander	89%	88%	89%
Black (not of Hispanic origin)	73%	73%	74%
Hispanic origin	68%	70%	72%
American Indian/Alaskan Native	76%	78%	75%
White (not of Hispanic origin)	87%	87%	88%
Multi-racial/Multi-ethnic	83%	86%	86%

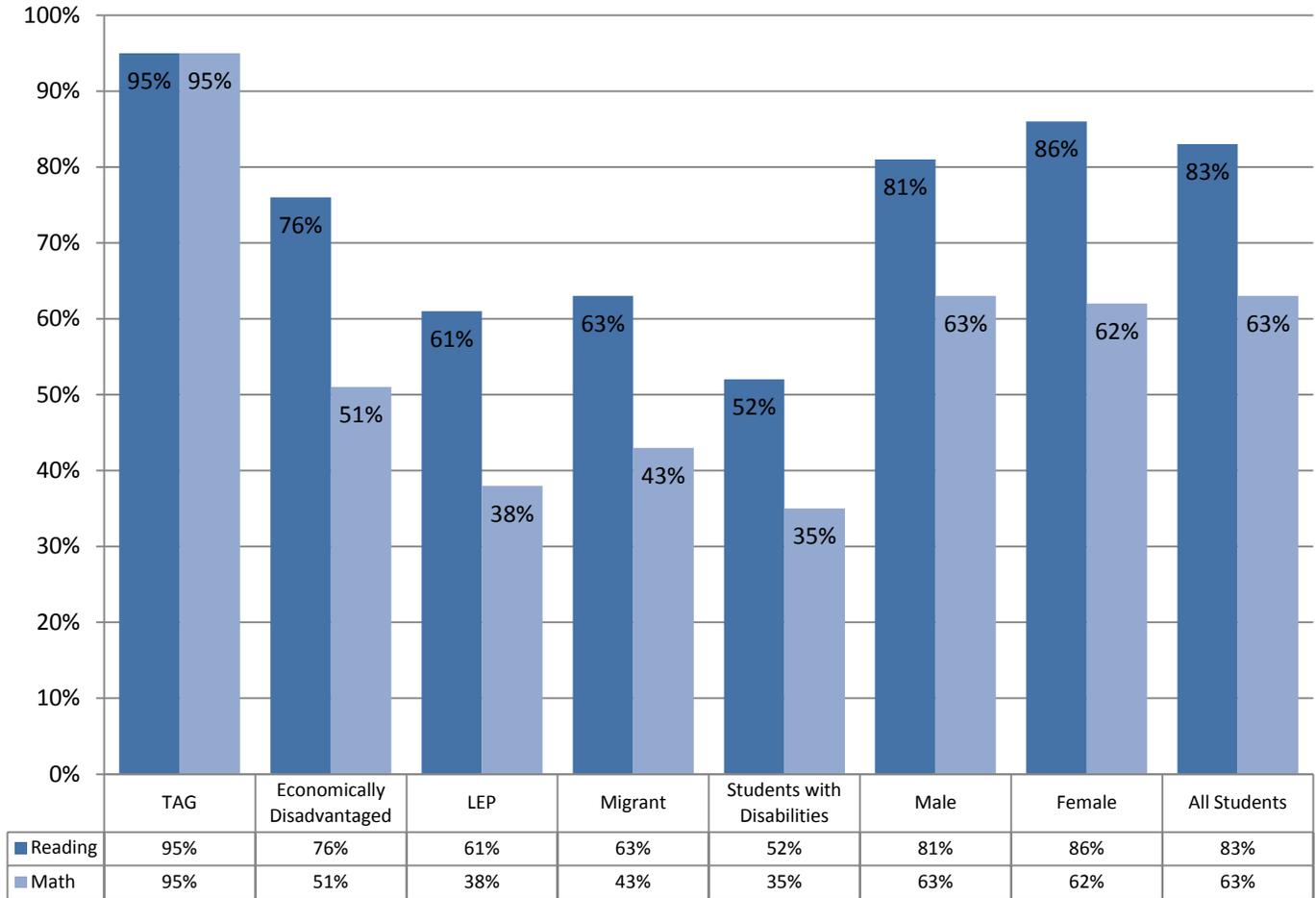
Grade 3 Mathematics

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2009-10 (on 10-11 standards)	2010-11
All Students	76%	78%	46%	63%
Students with Disabilities	48%	51%	25%	35%
Asian/Pacific Islander	84%	86%	61%	72%
Black (not of Hispanic origin)	61%	62%	28%	42%
Hispanic origin	60%	66%	30%	47%
American Indian/Alaskan Native	66%	69%	36%	48%
White (not of Hispanic origin)	82%	83%	52%	68%
Multi-racial/Multi-ethnic	75%	81%	51%	67%

Grade 3 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2010 - 11



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 2010-11, fourth grade students were tested in reading, writing, and mathematics.

Grade 4 All Students

Statewide Percent Meeting or Exceeding Standards

	2008-09	2009-10	2010-11
Reading	84%	84%	85%
Writing	44%	44%	41%
Mathematics	77%	78% (46%*)	65%

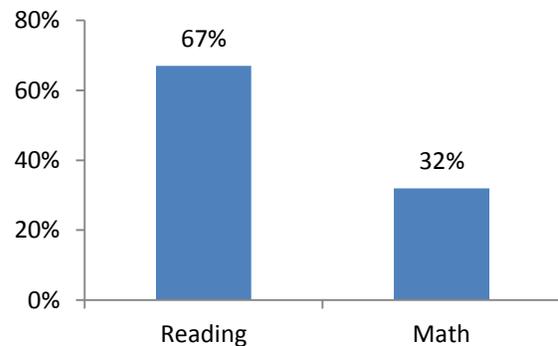
Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 standards)

Due to budget constraints 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 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2010 - 11



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

Grade 4 Reading

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	84%	84%	85%
Students with Disabilities	54%	53%	53%
Asian/Pacific Islander	88%	88%	89%
Black (not of Hispanic origin)	74%	71%	74%
Hispanic origin	69%	72%	75%
American Indian/Alaskan Native	78%	77%	77%
White (not of Hispanic origin)	88%	88%	89%
Multi-racial/Multi-ethnic	86%	88%	87%

Grade 4 Writing

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	44%	44%	41%
Students with Disabilities	17%	16%	14%
Asian/Pacific Islander	58%	58%	57%
Black (not of Hispanic origin)	32%	31%	29%
Hispanic origin	29%	31%	29%
American Indian/Alaskan Native	30%	31%	28%
White (not of Hispanic origin)	47%	47%	44%
Multi-racial/Multi-ethnic	45%	49%	43%

Due to budget constraints 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.

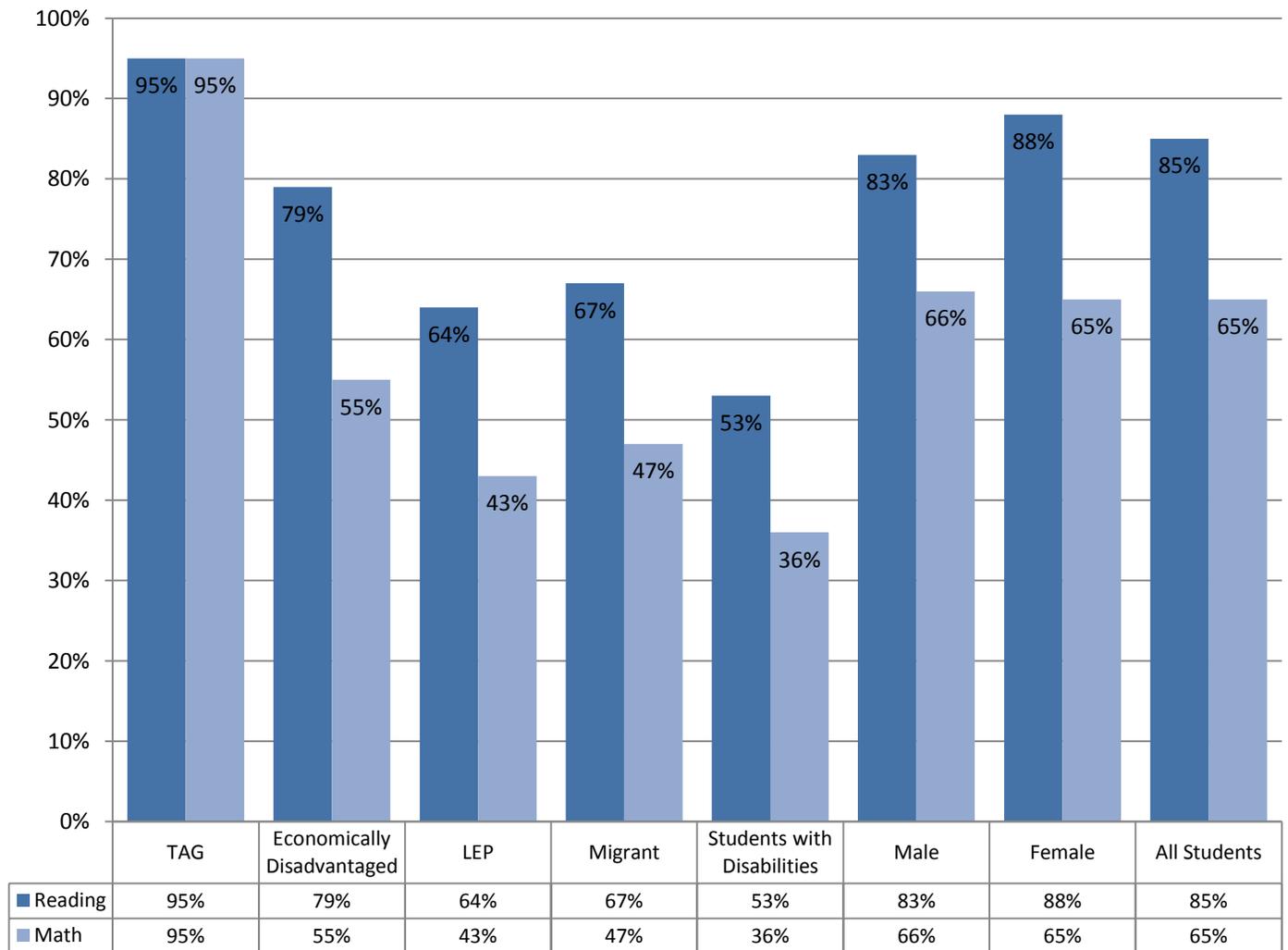
Grade 4 Mathematics

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2009-10 (on 10-11 standards)	2010-11
All Students	77%	78%	46%	65%
Students with Disabilities	49%	50%	23%	36%
Asian/Pacific Islander	84%	85%	61%	79%
Black (not of Hispanic origin)	61%	61%	28%	44%
Hispanic origin	61%	66%	29%	52%
American Indian/Alaskan Native	68%	67%	32%	48%
White (not of Hispanic origin)	82%	83%	51%	70%
Multi-racial/Multi-ethnic	78%	79%	48%	67%

Grade 4 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2010 - 11



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 2010 - 11, fifth grade students were tested in reading, mathematics, and science.

Grade 5 All Students

Statewide Percent Meeting or Exceeding Standards

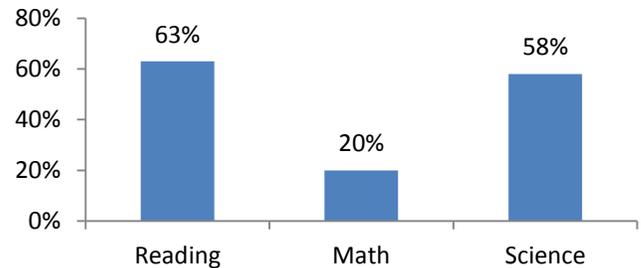
	2008-09	2009-10	2010-11
Reading	76%	77%	78%
Mathematics	76%	79% (45%*)	57%
Science	75%	74%	74%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 standards)

Grade 5 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2010 - 11



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 Reading

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	76%	77%	78%
Students with Disabilities	41%	43%	41%
Asian/Pacific Islander	82%	82%	82%
Black (not of Hispanic origin)	64%	59%	61%
Hispanic origin	57%	59%	63%
American Indian/Alaskan Native	68%	66%	64%
White (not of Hispanic origin)	82%	82%	83%
Multi-racial/Multi-ethnic	77%	82%	82%

Grade 5 Mathematics

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2009-10 (on 10-11 standards)	2010-11
All Students	76%	79%	45%	57%
Students with Disabilities	45%	48%	20%	27%
Asian/Pacific Islander	85%	86%	60%	72%
Black (not of Hispanic origin)	62%	60%	26%	35%
Hispanic origin	62%	68%	29%	42%
American Indian/Alaskan Native	66%	68%	29%	38%
White (not of Hispanic origin)	80%	82%	50%	63%
Multi-racial/Multi-ethnic	77%	83%	53%	62%

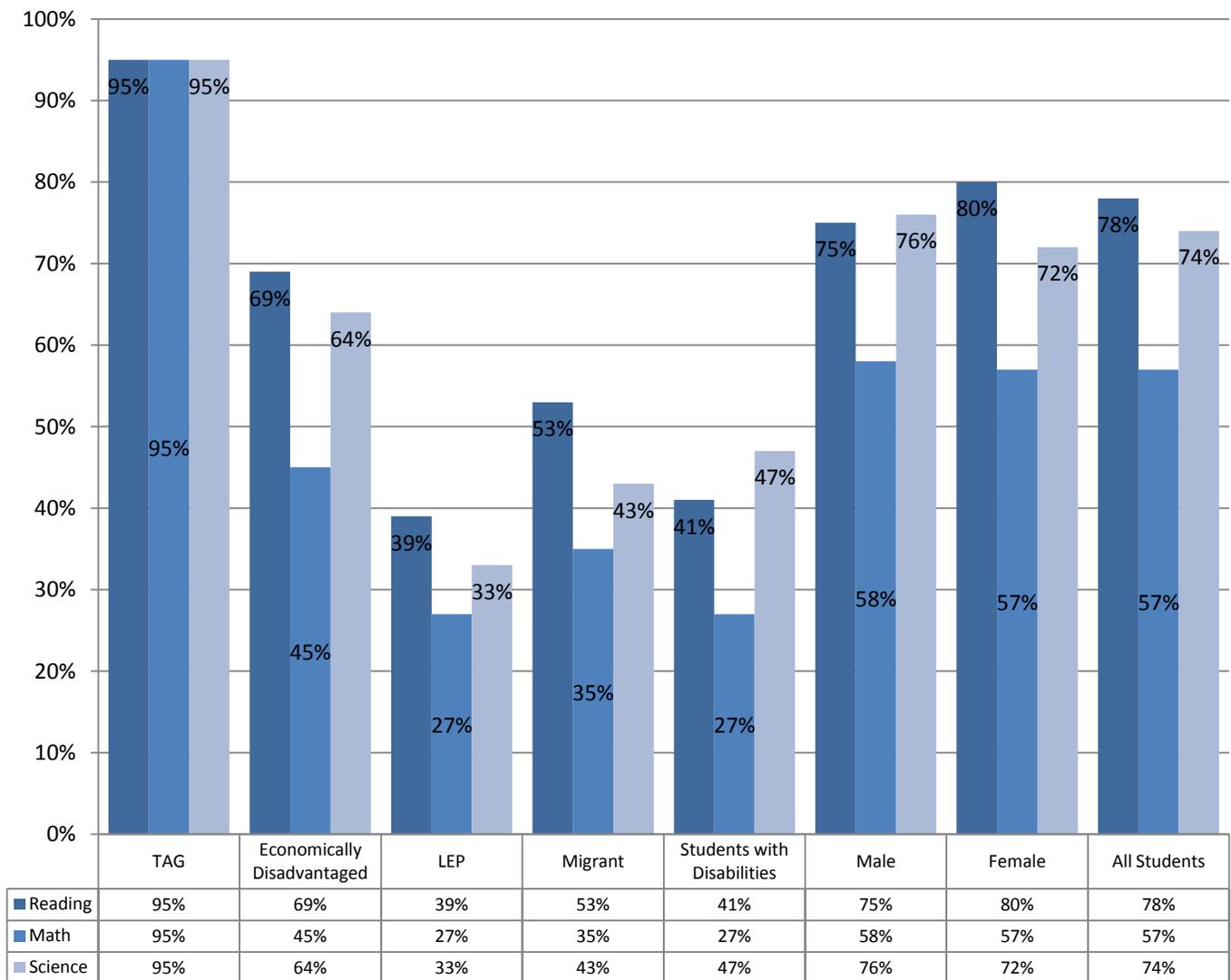
Grade 5 Science

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	75%	74%	74%
Students with Disabilities	50%	50%	47%
Asian/Pacific Islander	78%	76%	76%
Black (not of Hispanic origin)	58%	54%	52%
Hispanic origin	51%	52%	54%
American Indian/Alaskan Native	68%	65%	62%
White (not of Hispanic origin)	81%	82%	81%
Multi-racial/Multi-ethnic	75%	80%	79%

Grade 5 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2010 - 11



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 2010-11, sixth grade students were tested in reading and mathematics.

Grade 6 All Students

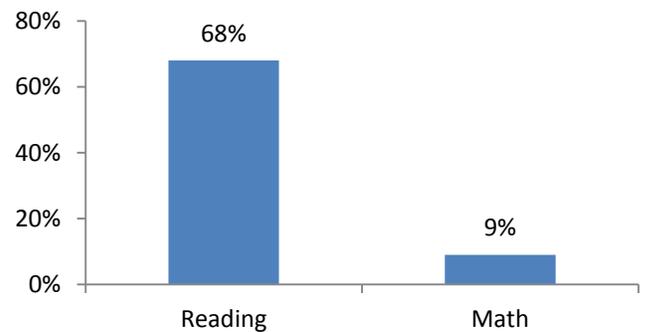
Statewide Percent Meeting or Exceeding Standards

	2008-09	2009-10	2010-11
Reading	76%	77%	79%
Mathematics	73%	74% (46%*)	59%

Source: Oregon Assessment of Knowledge and Skills
*revised (on 2010-11 standards)

Grade 6 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2010-11



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

Grade 6 Reading

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	76%	77%	79%
Students with Disabilities	38%	39%	40%
Asian/Pacific Islander	82%	82%	83%
Black (not of Hispanic origin)	60%	63%	62%
Hispanic origin	58%	60%	64%
American Indian/Alaskan Native	69%	66%	70%
White (not of Hispanic origin)	82%	82%	84%
Multi-racial/Multi-ethnic	79%	81%	84%

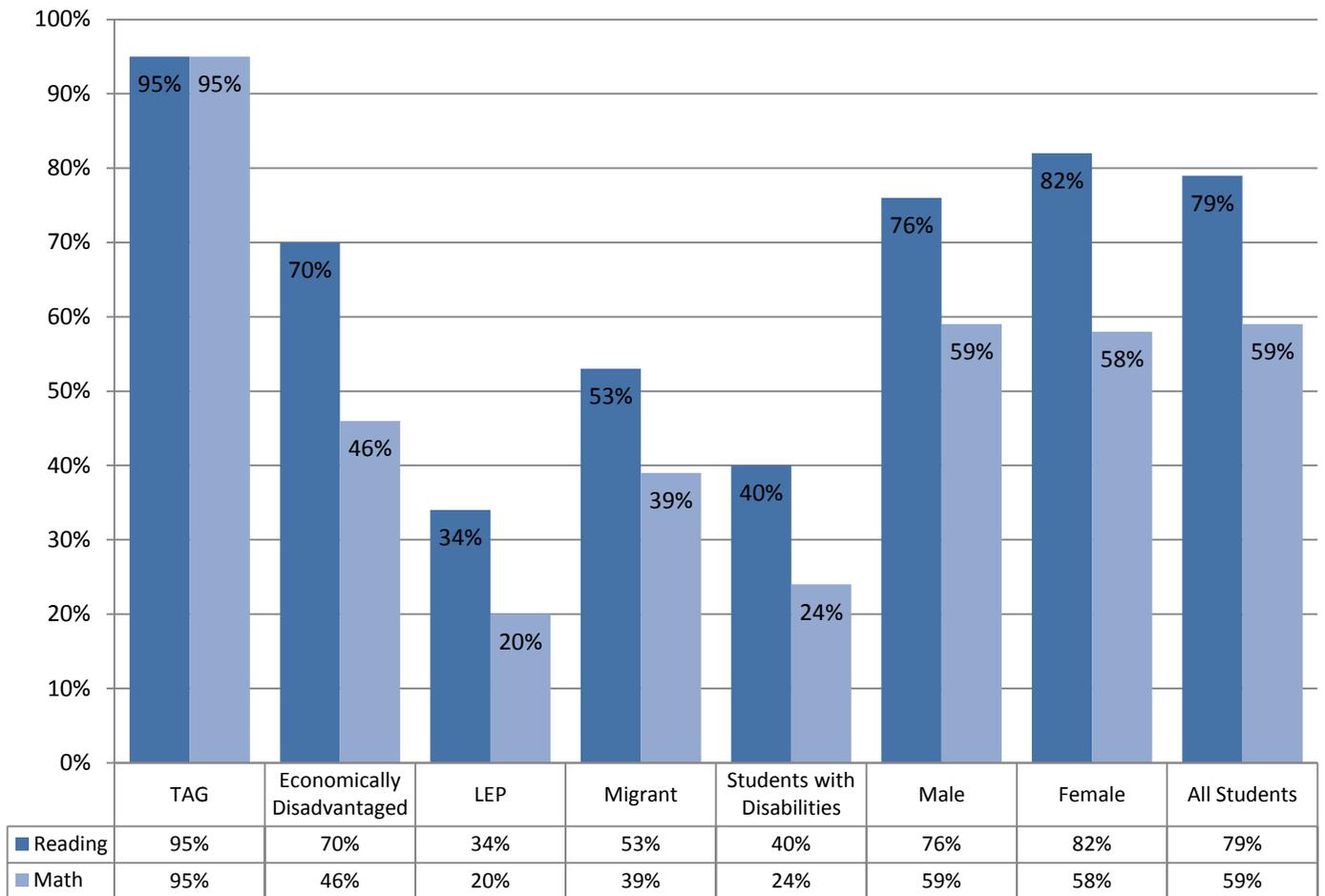
Grade 6 Mathematics

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2009-10 (on 10-11 standards)	2010-11
All Students	73%	74%	46%	59%
Students with Disabilities	36%	39%	17%	24%
Asian/Pacific Islander	82%	82%	63%	72%
Black (not of Hispanic origin)	51%	56%	28%	38%
Hispanic origin	55%	60%	29%	42%
American Indian/Alaskan Native	63%	61%	32%	43%
White (not of Hispanic origin)	78%	79%	51%	64%
Multi-racial/Multi-ethnic	74%	79%	52%	65%

Grade 6 Students by Subgroup

Percent Meeting or Exceeding Reading and Math Standards in 2010-11



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



Grade 7 Percent Meeting Standards

In 2010-11, seventh grade students were tested in reading, writing, and mathematics.

Grade 7 All Students

Statewide Percent Meeting or Exceeding Standards

	2008-09	2009-10	2010-11
Reading	77%	79%	80%
Writing	48%	50%	52%
Mathematics	78%	80% (51%*)	61%

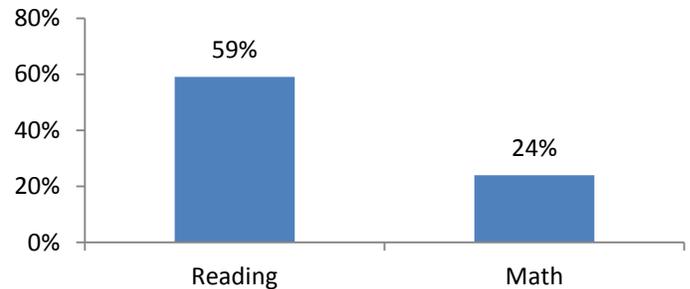
Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 standards)

Due to budget constraints 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 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2010-11



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

Grade 7 Reading

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	77%	79%	80%
Students with Disabilities	39%	40%	40%
Asian/Pacific Islander	83%	83%	84%
Black (not of Hispanic origin)	66%	61%	67%
Hispanic origin	57%	62%	66%
American Indian/Alaskan Native	70%	70%	71%
White (not of Hispanic origin)	82%	83%	84%
Multi-racial/Multi-ethnic	78%	84%	82%

Grade 7 Writing

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	48%	50%	52%
Students with Disabilities	14%	15%	16%
Asian/Pacific Islander	61%	63%	65%
Black (not of Hispanic origin)	38%	32%	42%
Hispanic origin	30%	35%	38%
American Indian/Alaskan Native	35%	36%	39%
White (not of Hispanic origin)	51%	55%	56%
Multi-racial/Multi-ethnic	50%	55%	56%

Due to budget constraints 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.

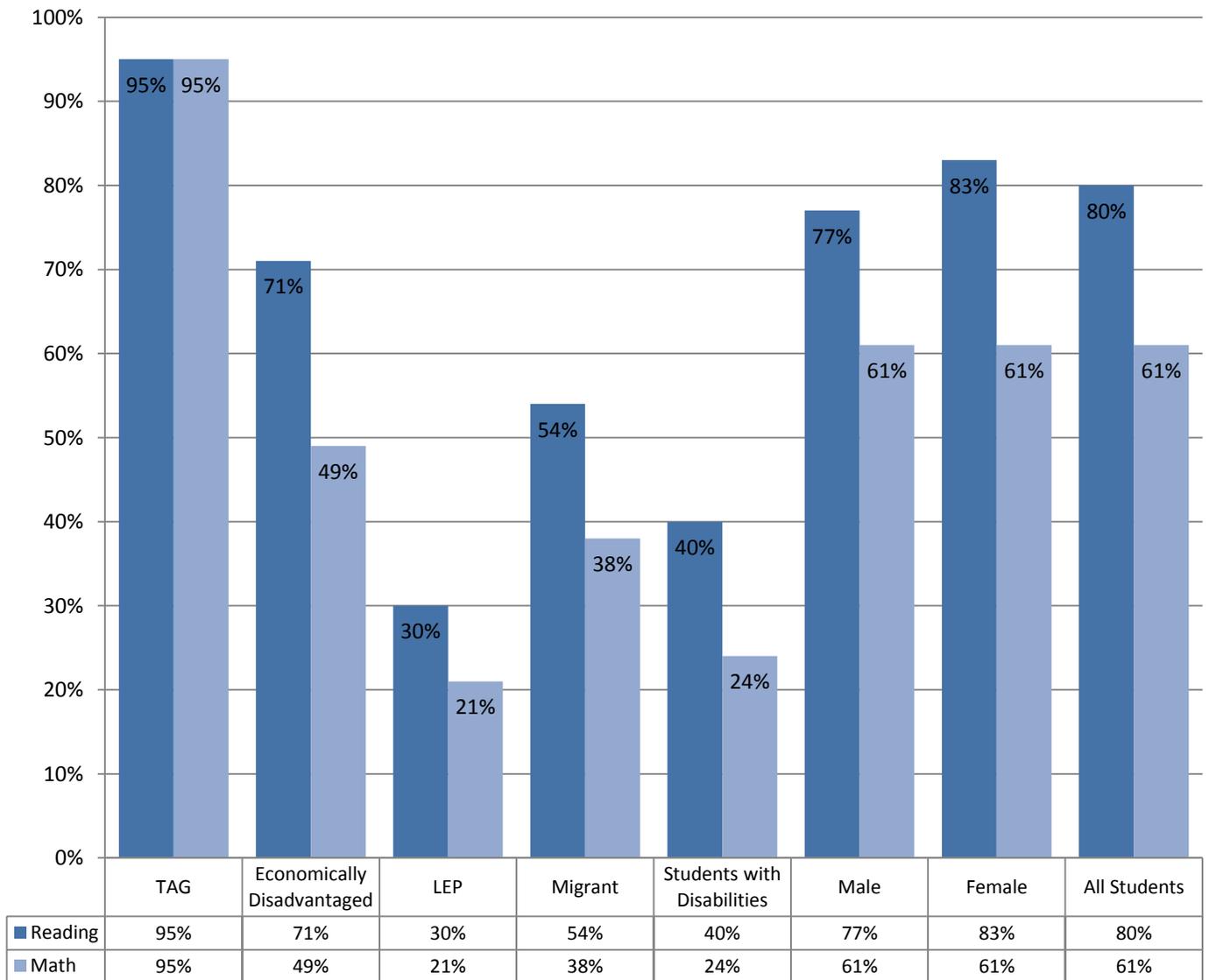
Grade 7 Mathematics

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2009-10 (on 10-11 standards)	2010-11
All Students	78%	80%	51%	61%
Students with Disabilities	41%	44%	18%	24%
Asian/Pacific Islander	88%	90%	69%	76%
Black (not of Hispanic origin)	63%	61%	30%	41%
Hispanic origin	64%	69%	34%	45%
American Indian/Alaskan Native	68%	69%	34%	47%
White (not of Hispanic origin)	81%	83%	56%	66%
Multi-racial/Multi-ethnic	77%	83%	57%	64%

Grade 7 Students by Subgroup

Percent Meeting or Exceeding the Reading and Math Standards in 2010-11



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 2010-11, eighth grade students were tested in reading, mathematics, and science.

Grade 8 All Students

Statewide Percent Meeting or Exceeding Standards

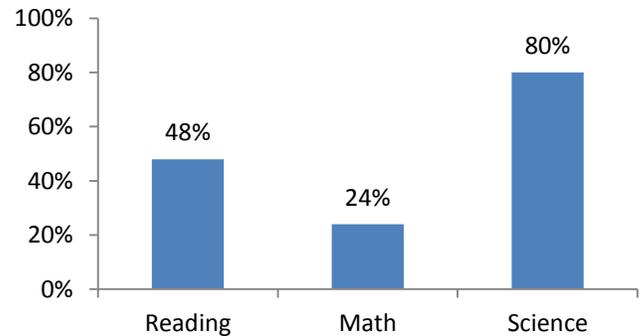
	2008-09	2009-10	2010-11
Reading	69%	70%	72%
Mathematics	71%	72% (53%*)	65%
Science	72%	71%	71%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 standards)

Grade 8 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2010-11



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

Grade 8 Reading

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	69%	70%	72%
Students with Disabilities	27%	30%	30%
Asian/Pacific Islander	74%	75%	76%
Black (not of Hispanic origin)	54%	52%	52%
Hispanic origin	48%	52%	56%
American Indian/Alaskan Native	60%	58%	60%
White (not of Hispanic origin)	75%	75%	77%
Multi-racial/Multi-ethnic	71%	73%	76%

Grade 8 Mathematics

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2009-10 (on 10-11 standards)	2010-11
All Students	71%	72%	53%	65%
Students with Disabilities	30%	33%	19%	24%
Asian/Pacific Islander	82%	83%	72%	77%
Black (not of Hispanic origin)	50%	51%	34%	39%
Hispanic origin	53%	57%	36%	49%
American Indian/Alaskan Native	59%	60%	39%	52%
White (not of Hispanic origin)	75%	76%	58%	69%
Multi-racial/Multi-ethnic	70%	74%	54%	67%

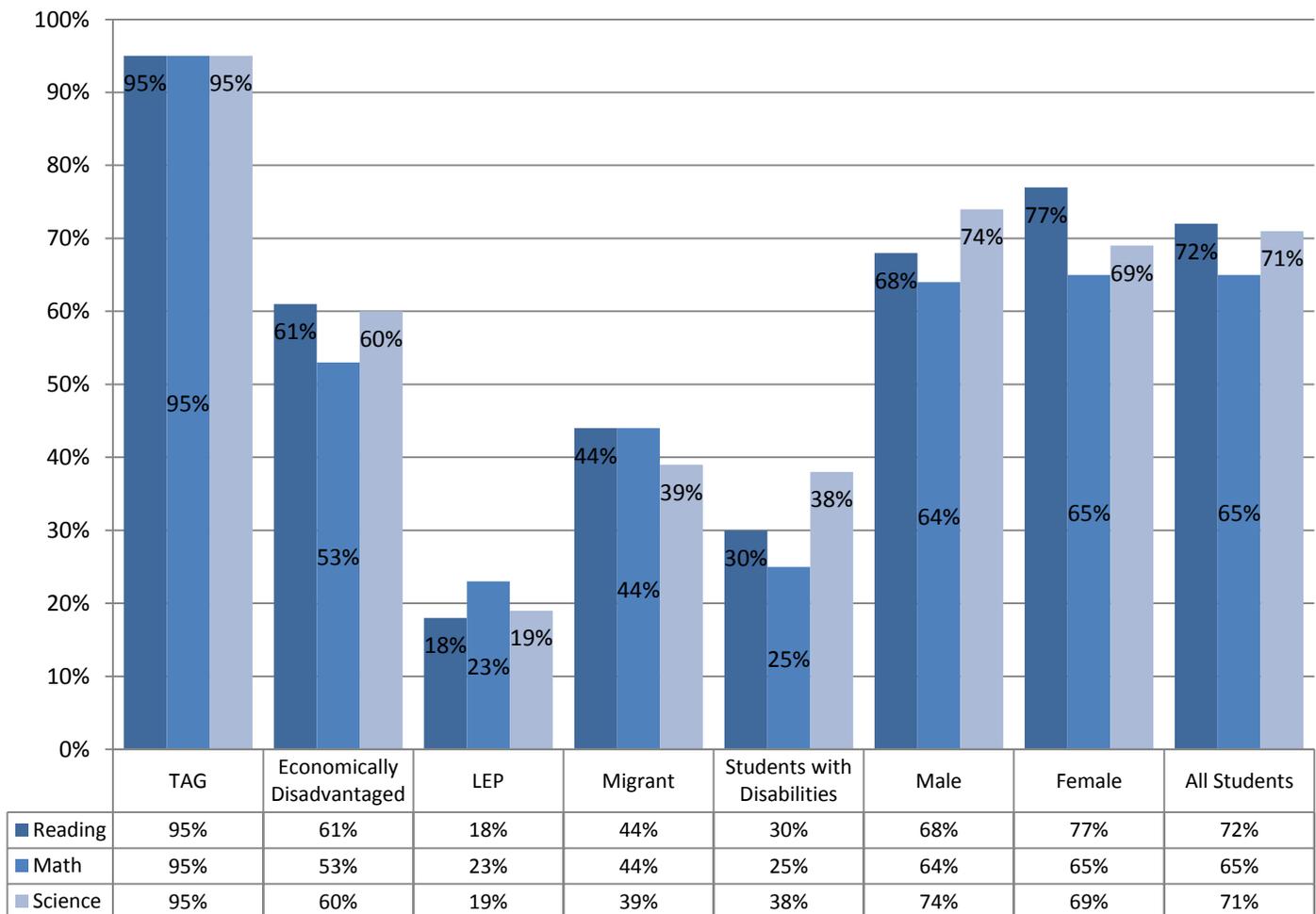
Grade 8 Science

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	72%	71%	71%
Students with Disabilities	38%	40%	38%
Asian/Pacific Islander	77%	75%	74%
Black (not of Hispanic origin)	51%	47%	45%
Hispanic origin	48%	50%	51%
American Indian/Alaskan Native	63%	59%	62%
White (not of Hispanic origin)	78%	77%	78%
Multi-racial/Multi-ethnic	72%	73%	76%

Grade 8 Students by Subgroup

Percent Meeting or Exceeding Standards in 2010-11



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

High School Percent Meeting Standards

In 2010-11, eleventh grade students were tested in reading, writing, mathematics, and science. In previous years, students were tested in tenth grade.

High School All Students

Statewide Percent Meeting or Exceeding Standards

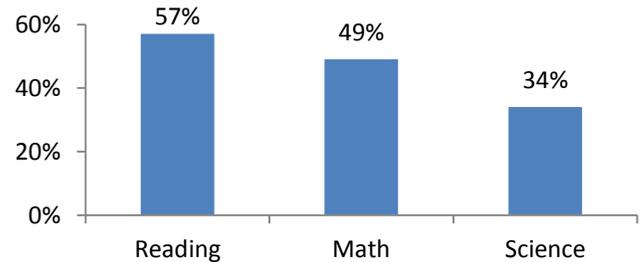
	2008-09	2009-10	2010-11
Reading	66%	71%	83%
Writing	55%	53%	68%
Mathematics	54%	56%*	68%
Science	58%	60%	70%

Source: Oregon Assessment of Knowledge and Skills

*The cut score for meeting the standard did not increase for high school students – percent meeting or exceeding is the same on 09-10 and 10-11 standards.

High School Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2010-11



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

High School Reading

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	66%	71%	83%
Students with Disabilities	23%	29%	43%
Asian/Pacific Islander	68%	73%	83%
Black (not of Hispanic origin)	42%	49%	63%
Hispanic origin	40%	49%	67%
American Indian/Alaskan Native	54%	60%	77%
White (not of Hispanic origin)	73%	78%	88%
Multi-racial/Multi-ethnic	65%	75%	85%

High School Writing

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	55%	53%	68%
Students with Disabilities	15%	14%	22%
Asian/Pacific Islander	63%	62%	72%
Black (not of Hispanic origin)	41%	36%	49%
Hispanic origin	33%	34%	49%
American Indian/Alaskan Native	42%	39%	55%
White (not of Hispanic origin)	60%	58%	74%
Multi-racial/Multi-ethnic	59%	58%	69%

High School Mathematics

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10*	2010-11
All Students	54%	56%	68%
Students with Disabilities	14%	17%	23%
Asian /Pacific Islander	67%	72%	80%
Black (not of Hispanic origin)	28%	31%	41%
Hispanic origin	33%	38%	51%
American Indian/Alaskan Native	36%	38%	53%
White (not of Hispanic origin)	58%	61%	73%
Multi-racial/Multi-ethnic	52%	58%	69%

*The cut score for meeting the standard did not increase for high school students – percent meeting or exceeding is the same on 09-10 and 10-11 standards.

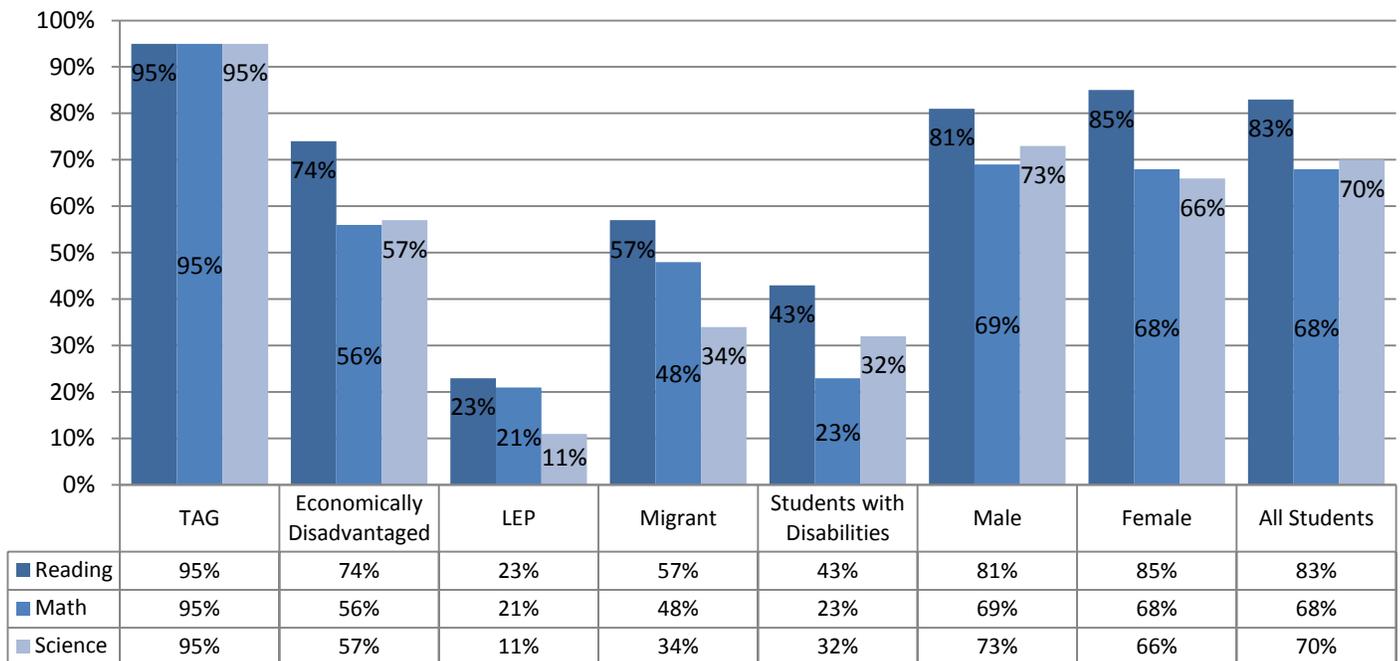
High School Science

Percent of Students Meeting or Exceeding Standard 2009 - 2011

	2008-09	2009-10	2010-11
All Students	58%	60%	70%
Students with Disabilities	23%	25%	32%
Asian/Pacific Islander	61%	64%	71%
Black (not of Hispanic origin)	29%	29%	38%
Hispanic origin	31%	35%	46%
American Indian/Alaskan Native	47%	49%	62%
White (not of Hispanic origin)	65%	67%	77%
Multi-racial/Multi-Ethnic	57%	65%	73%

High School Students by Subgroup

Percent Meeting or Exceeding Standards in 2010-11



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 high school. 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 2010-2011, NAEP conducted national and state assessments in mathematics and reading at grade 4 and in mathematics, reading, and science at grade 8. The mathematics and reading results are included in this report. The science results will be released in 2012. In 2008-2009, NAEP administered a national and state science assessment at grades 4 and 8, and those results are reported here for the first time. A special study to link the results from the grade 8 NAEP 2011 mathematics and science assessments to the 2011 Trends in International Mathematics and Science Study (TIMSS) will provide Oregon with projected international benchmarks to over 50 countries in mathematics and science. Results from the NAEP-TIMSS linking study will be released in late 2012 or early 2013. For 2011-2012, NAEP will conduct the national long-term trend assessments of 9, 13, and 17 year-olds in math and reading as well as a national assessment of economics at grade 12.

National Assessment of Educational Progress: Reading, Grade 4

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:

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

NAEP Achievement Levels:

2011 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	7	23	32	37	~
	United States	7	25	34	34*	~
Economically Disadvantaged	Oregon	3	16	31	50	~
	United States	2	16	34	48	~
Limited English Proficient	Oregon	#	4	21	75	95
	United States	1	6	24	70*	89
Students with Disabilities	Oregon	2	7	15	76	84
	United States	2	9	20*	69*	77
Asian/Pacific Islander	Oregon	16	31	25	28	~
	United States	17	32	30	21	~
Black (not of Hispanic origin)	Oregon	3	15	31	51	~
	United States	2	14	32	51	~
Hispanic origin	Oregon	2	11	28	60	~
	United States	2	15*	33	50*	~
American Indian/Alaska Native	Oregon	7	20	33	39	~
	United States	4	15	30	51	~
White (not of Hispanic origin)	Oregon	8	27	34	30	~
	United States	10*	32*	35	23*	~
Multi-Racial/Multi-Ethnic	Oregon	10	29	33	29	~
	United States	10	27	34	29	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Reading, Grade 8

2011 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	3	30	43	24	~
	United States	3	29	43	25	~
Economically Disadvantaged	Oregon	1	19	45	35	~
	United States	1	17	45	37	~
Limited English Proficient	Oregon	#	1	21	78	94
	United States	#	3	26	71	86
Students with Disabilities	Oregon	#	4	28	68	85
	United States	#	6	28	66	76
Asian/Pacific Islander	Oregon	9	30	31	31	~
	United States	8	39	36	18*	~
Black (not of Hispanic origin)	Oregon	1	19	40	41	~
	United States	1	14	44	42	~
Hispanic origin	Oregon	1	16	45	39	~
	United States	1	17	45	37	~
American Indian/Alaska Native	Oregon	7	23	36	34	~
	United States	2	20	42	36	~
White (not of Hispanic origin)	Oregon	3	34	44	19	~
	United States	4	37	43	16	~
Multi-Racial/Multi-Ethnic	Oregon	6	36	41	17	~
	United States	4	31	42	23	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

‡ Reporting standards not met

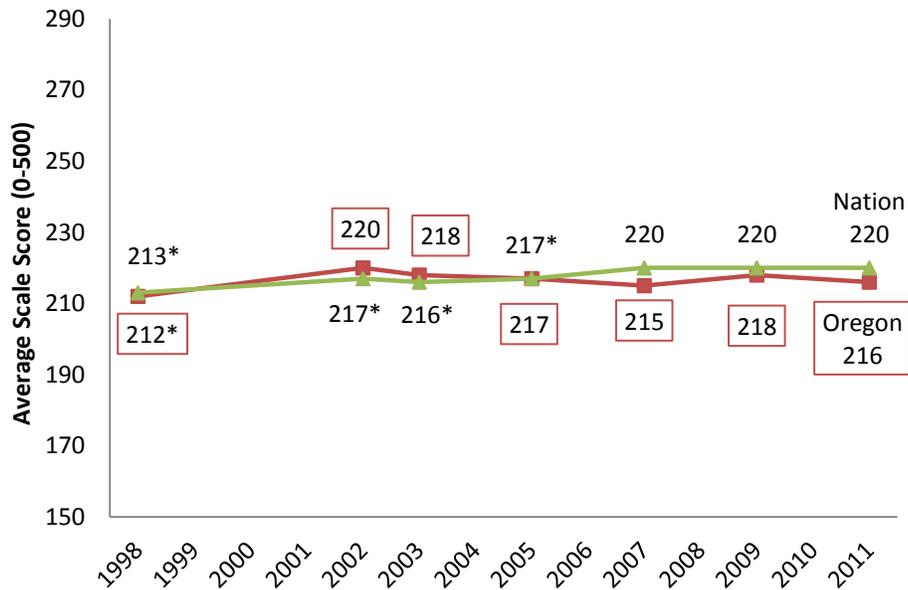
Achievement level results from the 2011 NAEP reading assessment show that, for several student reporting groups, a larger percentage of Oregon 4th graders performed at the "Below Basic" level than their peers in the nation as a whole. This is true for all 4th graders as well as the Limited English Proficient, Students with Disabilities, Hispanic, and White student groups. Also, in comparison with their peers in the nation as a whole, smaller percentages of Oregon Hispanic and White students performed at the "Proficient" level, while a smaller percentage of Students with Disabilities performed at the "Basic" level and a smaller percentage of White students performed at the "Advanced" level.

In 8th grade, a larger percentage of Oregon Asian/Pacific Islander students performed at the "Below Basic" level than than their peers in the nation's public schools.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998 - 2011: Oregon and the Nation

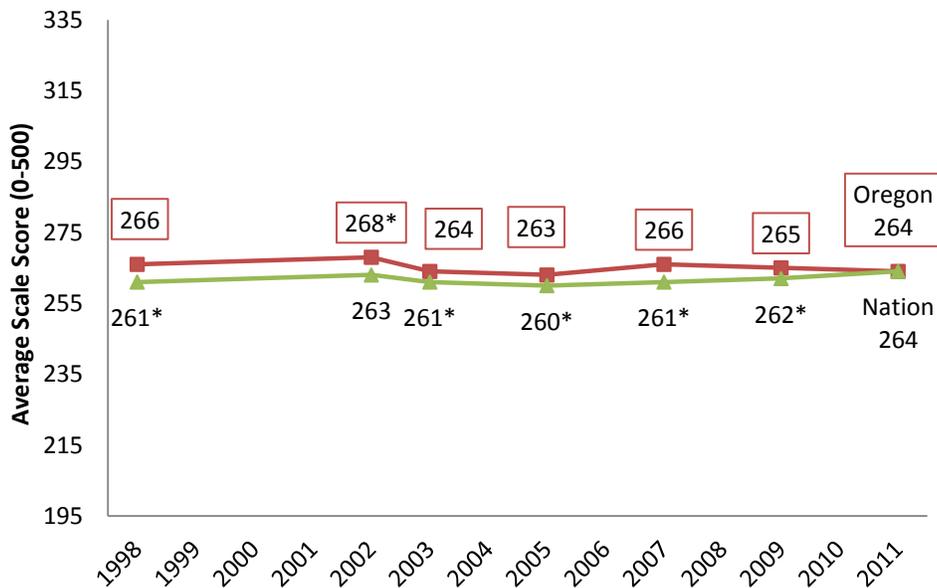
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2011, Oregon's 4th graders scored 216, which was statistically lower than the nation's (220).



* Value is significantly different from the value for the same jurisdiction in 2011.

Grade 8 Average Scale Scores 1998 - 2011: Oregon and the Nation

In 1998, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2011, Oregon's 8th graders scored 264; the nation's also scored 264.



* Value is significantly different from the value for the same jurisdiction in 2011.

National Assessment of Educational Progress: Mathematics, Grade 4

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

2011 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	6	30	41	23	~
	United States	6	33*	42	18*	~
Economically Disadvantaged	Oregon	2	20	45	33	~
	United States	2	22	48	27*	~
Limited English Proficient	Oregon	#	5	37	57	94
	United States	1	13*	45	42*	96
Students with Disabilities	Oregon	2	11	35	51	85
	United States	2	15*	38	46	84
Asian/Pacific Islander	Oregon	17	34	32	16	~
	United States	20	43	29	9	~
Black (not of Hispanic origin)	Oregon	2	12	36	50	~
	United States	1	16	49*	34*	~
Hispanic origin	Oregon	1	14	43	42	~
	United States	2	22*	48	28*	~
American Indian/Alaska Native	Oregon	3	18	38	41	~
	United States	2	22	44	32	~
White (not of Hispanic origin)	Oregon	7	36	41	16	~
	United States	9	43*	39	9*	~
Multi-Racial/Multi-Ethnic	Oregon	8	38	36	18	~
	United States	9	34	43	15	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Mathematics, Grade 8

2011 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	7	25	39	28	~
	United States	8	26	39	28	~
Economically Disadvantaged	Oregon	2	18	41	38	~
	United States	2	16	41	41	~
Limited English Proficient	Oregon	#	5	22	73	98
	United States	1	4	24	72	93
Students with Disabilities	Oregon	2	5	22	71	89
	United States	1	6	25	67	80
Asian/Pacific Islander	Oregon	18	31	33	18	~
	United States	22	33	30	15	~
Black (not of Hispanic origin)	Oregon	1	17	30	51	~
	United States	1	11	37	50	~
Hispanic origin	Oregon	2	15	41	42	~
	United States	3	17	40	40	~
American Indian/Alaska Native	Oregon	3	13	29	55	~
	United States	4	14	38	45	~
White (not of Hispanic origin)	Oregon	9	29	40	22	~
	United States	10	33*	39	17*	~
Multi-Racial/Multi-Ethnic	Oregon	7	29	34	30	~
	United States	10	27	38	24	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

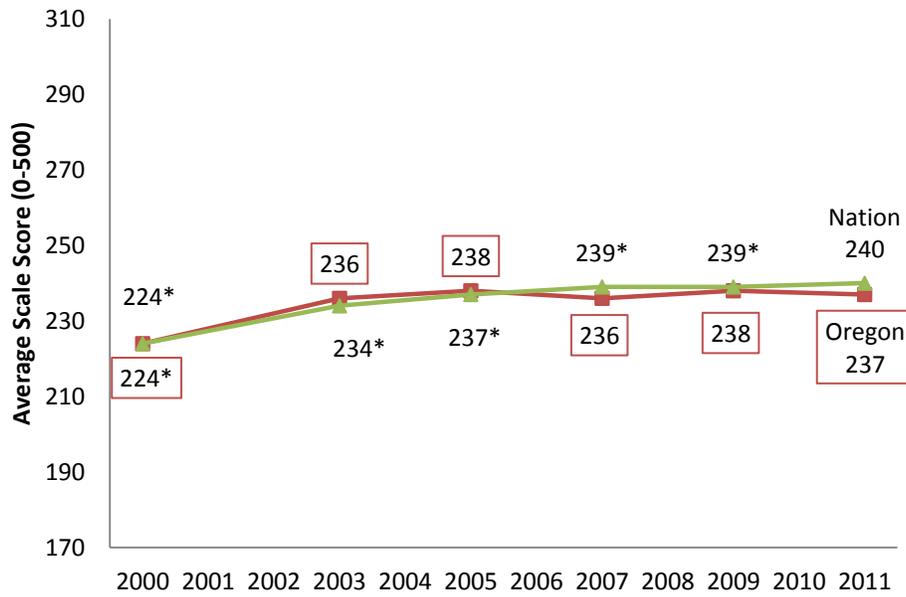
Achievement level results from the 2011 NAEP math assessment show that, for several student reporting groups, a larger percentage of Oregon 4th graders performed at the "Below Basic" level than their peers in the nation as a whole. This is true for all 4th graders as well as the Economically Disadvantaged, Limited English Proficient, Black, Hispanic, and White student groups. Also, in comparison with their peers in the nation as a whole, smaller percentages of all Oregon 4th graders as well as the Limited English Proficient, Students with Disabilities, Hispanic, and White student groups performed at the "Proficient" level, while a smaller percentage of Black students performed at the "Basic" level.

In 8th grade, a larger percentage of Oregon White students performed at the "Below Basic" level and a smaller percentage of White students performed at the "Proficient" level than their peers in the nation as a whole.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000 - 2011: Oregon and the Nation

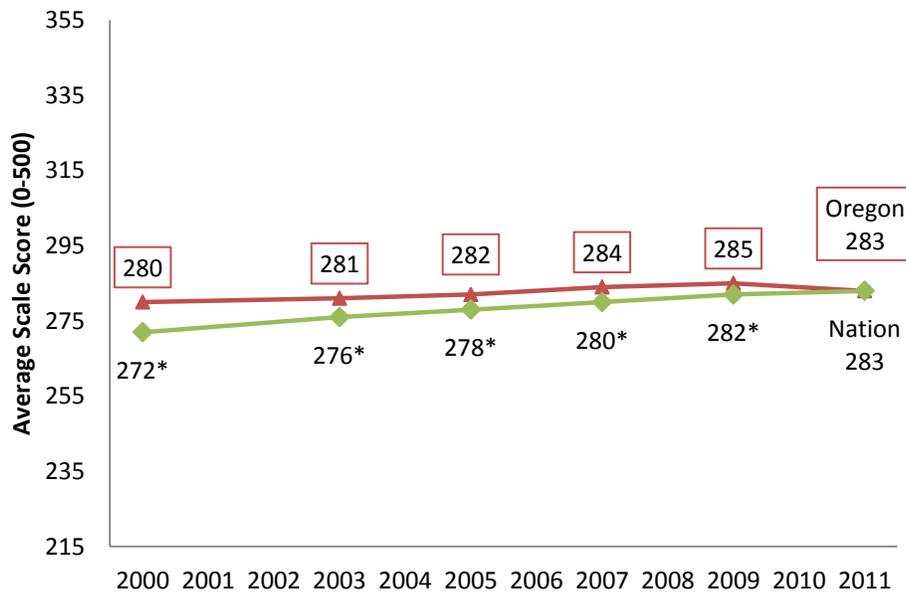
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2011, Oregon's 4th graders scored 237, which was statistically lower than the nation's (240).



* Value is significantly different from the value for the same jurisdiction in 2011.

Grade 8 Average Scale Scores 2000 - 2011: Oregon and the Nation

In 2000, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2011, Oregon's 8th graders scored 283; the nation's also scored 283.



* Value is significantly different from the value for the same jurisdiction in 2011.

National Assessment of Educational Progress: Science, Grade 4

NAEP reports achievement levels and average scale scores. Average scale scores for science are expressed on a 0-300 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

A new science framework was introduced in 2009, so testing results are not comparable to previous years. Therefore, trend data is not included in this section.

2009 NAEP Grade 4 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	1	33	40	27	~
	United States	1	32	39	29	~
Economically Disadvantaged	Oregon	#	19	41	40	~
	United States	#	16	40	44	~
Limited English Proficient	Oregon	#	4	31	65	94
	United States	#	5	28	67	93
Students with Disabilities	Oregon	#	20	34	45	83
	United States	#	15*	33	51*	87
Asian/Pacific Islander	Oregon	3	41	36	20	~
	United States	2	43	36	20	~
Black (not of Hispanic origin)	Oregon	#	12	40	47	~
	United States	#	10	36	54	~
Hispanic origin	Oregon	#	12	35	53	~
	United States	#	13	39	48	~
American Indian/Alaska Native	Oregon	#	25	40	35	~
	United States	#	19	41	40	~
White (not of Hispanic origin)	Oregon	1	39	41	20	~
	United States	1	45*	40	14*	~
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: Science, Grade 8

2009 NAEP Grade 8 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	1	33	34	32	~
	United States	1	28*	33	38*	~
Economically Disadvantaged	Oregon	1	19	33	47	~
	United States	#	13*	30*	57*	~
Limited English Proficient	Oregon	#	1	11	88	99
	United States	#	2	12	86	91
Students with Disabilities	Oregon	1	14	20	66	87
	United States	#	9	21	70	86
Asian/Pacific Islander	Oregon	2	43	29	26	~
	United States	3	37	33	28	~
Black (not of Hispanic origin)	Oregon	#	13	35	52	~
	United States	#	8	24	68*	~
Hispanic origin	Oregon	#	11	28	60	~
	United States	#	12	30	59	~
American Indian/Alaska Native	Oregon	#	35	31	34	~
	United States	#	18	31	51*	~
White (not of Hispanic origin)	Oregon	2	38	35	25	~
	United States	2	39	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

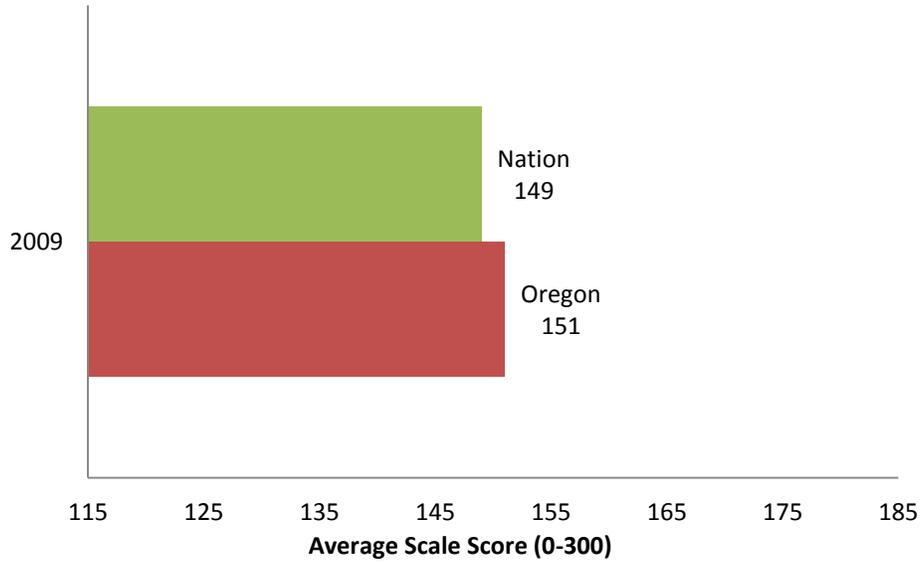
Achievement level results from the 2009 NAEP science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Students with Disabilities performed at the "Below Basic" level and a larger percentage performed at the "Proficient" level. However, a larger percentage of Oregon White 4th graders performed at the "Below Basic" level, and a smaller percentage at the "Proficient" level, than White students in the nation as a whole.

In 8th grade, for several student reporting groups, smaller percentages of Oregon students performed "Below Basic" than their peers in the nation as a whole. This is true for all Oregon 8th graders, as well as for the Economically Disadvantaged, Black, and American Indian/Alaska Native student groups. Larger percentages of Oregon Economically Disadvantaged students performed at the "Basic" and "Proficient" levels than their peers in the nation as a whole. Also, a larger percentage of all Oregon 8th graders reached the "Proficient" level than their peers in the nation's public schools.

National Assessment of Educational Progress: Science

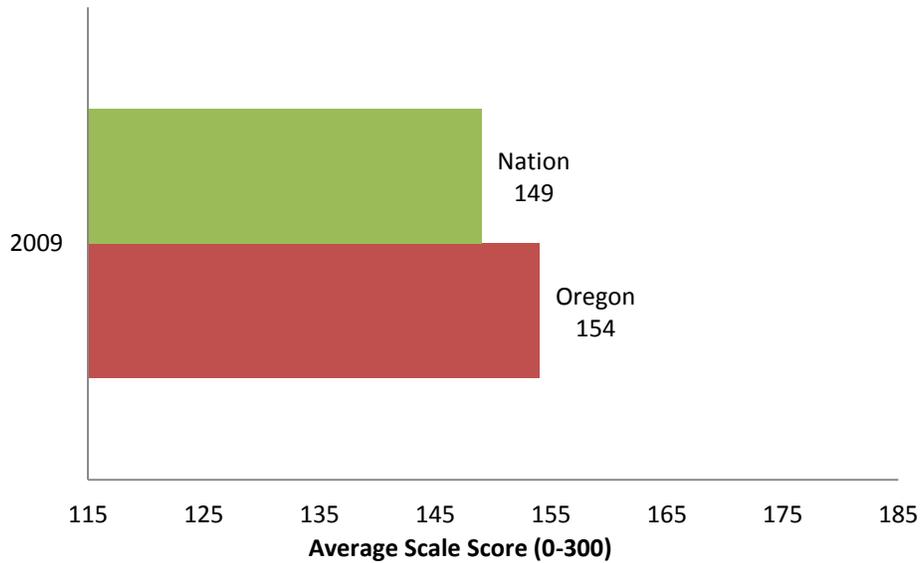
Grade 4 Average Scale Scores 2009: Oregon and the Nation

In 2009, Oregon's 4th graders scored statistically higher than the nation's 4th graders.



Grade 8 Average Scale Scores 2009: Oregon and the Nation

In 2009, Oregon's 8th graders scored statistically higher than the nation's 8th graders.



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 increased in 2011. A total of 11,715 students in the Oregon graduating class of 2011 took the ACT, the highest Oregon total ever, as compared to 11,579 in 2010. This represents 35 percent of the state's 2011 graduating class, compared to 34 percent who took the ACT in 2010. Nationally, 49 percent of graduating seniors took the ACT in 2011, as compared to 47 percent in 2010, another all-time high.

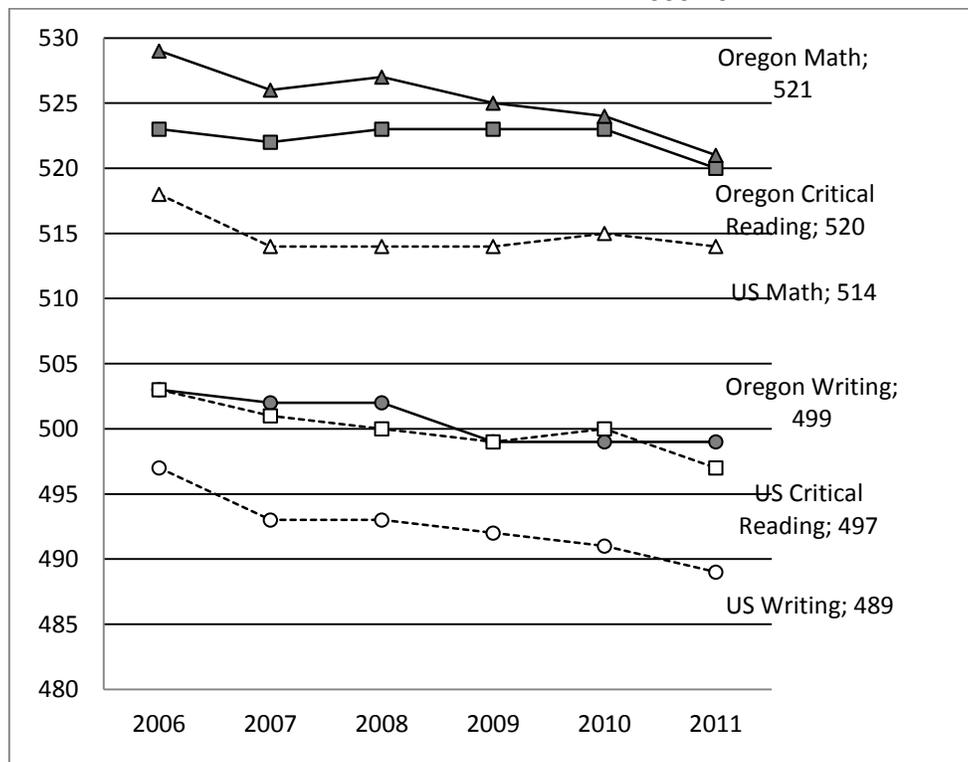
Compared to three years ago, the test-takers in Oregon's 2011 graduating class likely included students from a much broader range of academic preparation, including many students who may not previously have been planning to go to college. Often, increased participation correlates with lower average scores, but in 2011, Oregon's average ACT did not change, remaining at 21.5 in 2011. The national average increased from 21.0 in 2010 to 21.1 in 2011.

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

SAT Reasoning Test

18,754 graduating seniors (56 percent) took the SAT in Oregon in 2011, an increase from 2010 when 18,461 graduating seniors (54 percent) took the test. SAT data for the 2010-11 Statewide Report Card includes 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
2006-2011**



Historically, Oregon students have outscored U.S. students on the SAT. In 2011, Oregon students scored 23 points higher than the national average on the critical reading test, 7 points higher than the national average on the mathematics test and 10 points higher than the national average on the writing test.

Source: The College Board

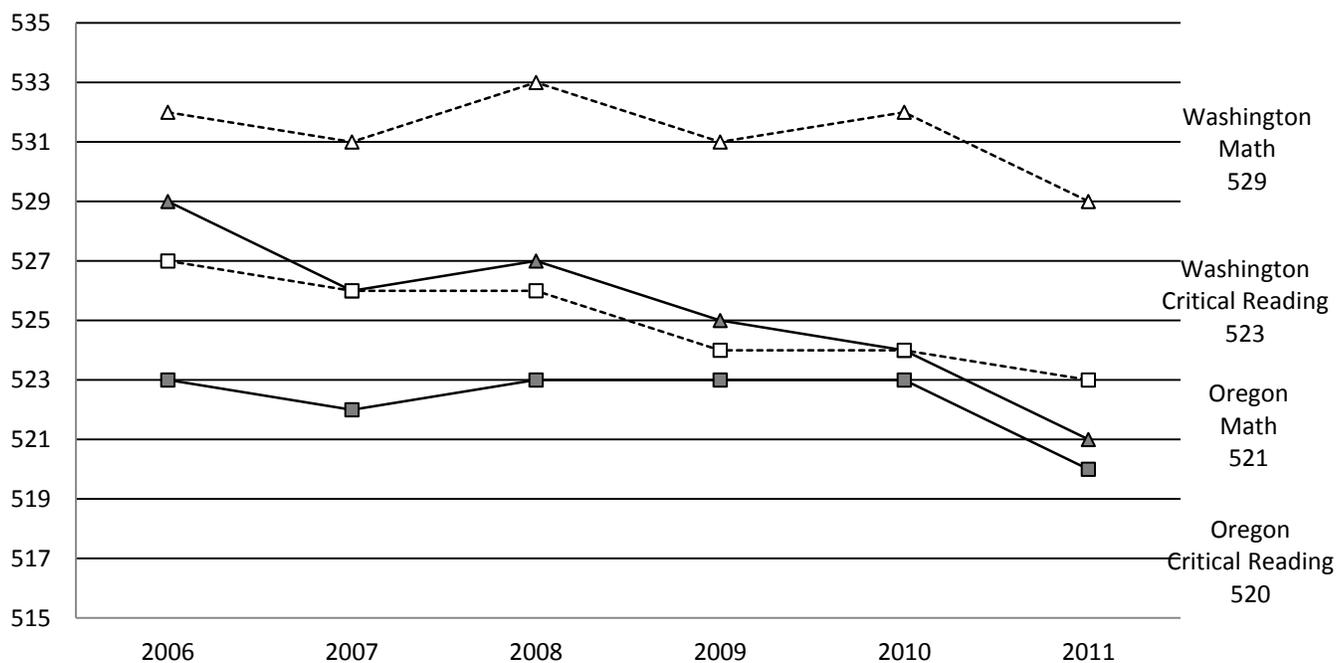
Data labels display the most recent year's average score.

Oregon students were third in the nation on the 2011 SAT critical reading section and fourth on mathematics among the states that tested at least 50 percent of their high school graduates.* Only students from Washington State and New Hampshire outperformed Oregon students on the critical reading/verbal section, with average scores 3 points higher. Students from Washington State (8 points higher), New Hampshire (4 points higher) and Massachusetts (6 points higher) outperformed Oregon students on the mathematics section. Washington State participation (57%) was slightly higher than Oregon's (56%).

Oregon students averaged 499 on the SAT writing section, tying for sixth in the nation among the states that tested at least 50 percent of their high school graduates. The five states scoring higher were: Connecticut (14 points higher), New Hampshire (12 points higher), Massachusetts (10 points higher), Washington (9 points higher), and Vermont (6 points higher). California and Oregon tied.

Compared to ten years ago (2001), Oregon students scored 5 points lower on the mathematics section and scored 6 points lower on the critical reading/verbal section.

Oregon and Washington SAT Scores: 2006-2011
Data labels display most recent year's average score



*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

Data labels display the most recent year's average score.

Source: The College Board

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 2011, Washington students scored 3 points higher than Oregon students in Critical Reading and 8 points higher in Mathematics.

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 (462 students, or 2.46% 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 2011 by Gender & Race/Ethnicity
Oregon and Nation – All Schools**

	Oregon - All Schools 54% Participation					Nation – All Schools 47% Participation				
	# of Test Takers	% of Total	Critical Reading	Math	Writing	# of Test Takers	% of Total	Critical Reading	Math	Writing
Total	18,754	100.00%	520	521	499	1,647,123	100.00%	497	514	489
Change from last year	1.59%		-3	-3	0	6.40%		-4	-2	-3
Male	8,288	44.19%	523	541	491	770,605	46.78%	500	531	482
Change from last year	-0.50%		-4	-6	-2	6.91%		-3	-3	-4
Female	10,466	55.81%	518	506	505	876,518	53.22%	495	500	496
Change from last year	3.31%		-1	0	1	5.96%		-3	0	-2
American Indian	294	1.57%	491	482	458	9,244	0.56%	484	488	465
Change from last year	0.34%		-4	-1	-5	8.12%		-1	-4	-2
Asian	1,768	9.43%	507	562	501	183,853	11.16%	517	595	528
Change from last year	10.50%		1	4	8	10.71%		-2	4	2
Black	536	2.86%	453	440	436	215,816	13.10%	428	427	417
Change from last year	12.84%		-5	0	-2	9.57%		-1	-1	-3
Mexican American	1,052	5.61%	449	453	433	99,166	6.02%	451	466	445
Change from last year	13.12%		0	-3	3	15.63%		-3	-1	-3
Puerto Rican	40	0.21%	513	505	490	26,520	1.61%	452	452	442
Change from last year	90.48%		-18	18	-29	8.84%		-2	0	-1
Other Hispanic	547	2.92%	466	466	454	127,017	7.71%	451	462	444
Change from last year	7.68%		4	1	10	13.15%		-3	0	-3
White	13,624	72.65%	532	528	508	865,660	52.56%	528	535	516
Change from last year	0.03%		-2	-3	0	3.27%		0	-1	0
Other	431	2.30%	532	528	513	58,699	3.56%	493	517	492
Change from last year	14.63%		1	0	3	20.53%		-1	3	0
No Response	462	2.46%	524	510	495	61,148	3.71%	448	496	450
Change from last year	-27.59%		-22	-22	-21	-8.87%		-39	-18	-31

* 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 2011 who took the SAT in each state through June 2011.

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*	Cohort Year 2008-09** (expected graduation in 2012)	Cohort Year 2010-11** (expected graduation in 2014)
English/Language Arts	4	4
Mathematics	3	3 - Algebra I & above*
Science	3 - Scientific Inquiry & Lab Experiences**♦	3
Social Sciences	3	3
Physical Education	1	1
Health	1	1
Second Language	3	3
The Arts		
Career & Technical Ed		
Electives	6	6
Total Credits	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 (2011 for early graduates), 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).

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

Essential Skills Required* by Cohort Year**

2008-09: Read and comprehend a variety of texts
2009-10: Write clearly and accurately
2010-11: Apply mathematics in a variety of settings

Essential Skills to be Phased In over Subsequent Years

- 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

****Cohort year is the school year of the student's first enrollment in any high school grade.**

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. This year, the Statewide Report Card and AYP include a 4-year cohort rate and a 5-year cohort rate, and no longer include the NCES rate.

Summary of 2005-06 Cohort Graduation Rates

The cohort model is the new formula required by the federal government to calculate graduation rates. The cohort below 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. The four-year rate consists of outcomes as of the end of the 2008-09 school year. The five-year rate consists of outcomes as of the end of the 2009-10 school year.

Oregon Cohort Statewide High School Graduation Rates, 2005-06 9th Grade Cohort

Demographic Characteristic	4- year Cohort			5-year Cohort			Change from 4-year rate to 5-year rate
	Adjusted Cohort from 2005-06 to 2008-09	Graduates with a Regular High School Diploma	Cohort Graduation Rate	Adjusted Cohort from 2005-06 to 2009-10	Graduates with a Regular High School Diploma	Cohort Graduation Rate	
All students	50,700	33,557	66.2%	50,734	35,077	69.1%	2.9%
Asian/Pacific Islander	2,091	1,642	78.5%	2,092	1,688	80.7%	2.2%
Native American/Alaskan Native	1,249	646	51.7%	1,236	685	55.4%	3.7%
African American	1,541	735	47.7%	1,537	808	52.6%	4.9%
Hispanic	7,355	3,865	52.6%	7,348	4,235	57.6%	5.0%
White	36,570	25,628	70.1%	36,691	26,573	72.4%	2.3%
Multi-Ethnic	854	528	61.8%	841	556	66.1%	4.3%
Unknown	1,040	513	49.3%	989	532	53.8%	4.5%
Female	24,346	17,032	70.0%	24,378	17,668	72.5%	2.5%
Male	26,354	16,525	62.7%	26,356	17,409	66.1%	3.4%
Economically Disadvantaged	21,887	12,745	58.2%	21,986	13,758	62.6%	4.4%
Not Economically Disadvantaged	28,813	20,812	72.2%	28,748	21,319	74.2%	2.0%
Limited English Proficient	4,482	2,304	51.4%	4,484	2,566	57.2%	5.8%
Not Limited English Proficient	46,218	31,253	67.6%	46,250	32,511	70.3%	2.7%
Special Education	6,931	2,941	42.4%	6,825	3,184	46.7%	4.3%
Not Special Education	43,769	30,616	70.0%	43,909	31,893	72.6%	2.6%
Talented and Gifted	5,063	4,637	91.6%	5,070	4,708	92.9%	1.3%
Not Talented and Gifted	45,637	28,920	63.4%	45,664	30,369	66.5%	3.1%

Source: Cohort Media File 2008-2009 posted April 25th, 2011 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.

Oregon Cohort Statewide High School Graduation Rates, 2006-07 9th Grade Cohort

Outcomes as of the end of the 2009-10 school year

Demographic Characteristic	Adjusted Cohort from 2005-06 to 2008-09	Graduates with a Regular High School Diploma	Cohort Graduation Rate
All students	49,640	32,951	66.38%
Asian/Pacific Islander	2,167	1,650	76.14%
Native American/Alaskan Native	1,148	577	50.26%
African American	1,592	793	49.81%
Hispanic	7,937	4,385	55.25%
White	35,327	24,709	69.94%
Multi-Ethnic	980	656	66.94%
Unknown	489	181	37.01%
Female	23,986	16,976	70.77%
Male	25,654	15,975	62.27%
Economically Disadvantaged	23,195	13,871	59.80%
Not Economically Disadvantaged	26,445	19,080	72.15%
Limited English Proficient	4,305	2,138	49.66%
Not Limited English Proficient	45,335	30,813	67.97%
Special Education	6,479	2,707	41.78%
Not Special Education	43,161	30,244	70.07%
Talented and Gifted	4,728	4,258	90.06%
Not Talented and Gifted	44,912	28,693	63.89%

Source: Cohort Media File 2009-10 posted April 25, 2011 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

4-Year Cohort Graduation Rates by Race/Ethnicity							
Cohort	Total	Asian/Pacific Islander	Native American/Alaskan Native	African American	Hispanic	White	Multi-Ethnic
2005-06	66.2%	78.5%	51.7%	47.7%	52.6%	70.1%	61.8%
2006-07	66.4%	76.1%	50.3%	49.8%	55.3%	69.9%	66.9%

Source: 2009-10 and 2008-09 reports at <http://www.ode.state.or.us/search/page/?id=2644>.

Types of High School Completers in 2009-10 (2006-07 9th Grade Cohort)

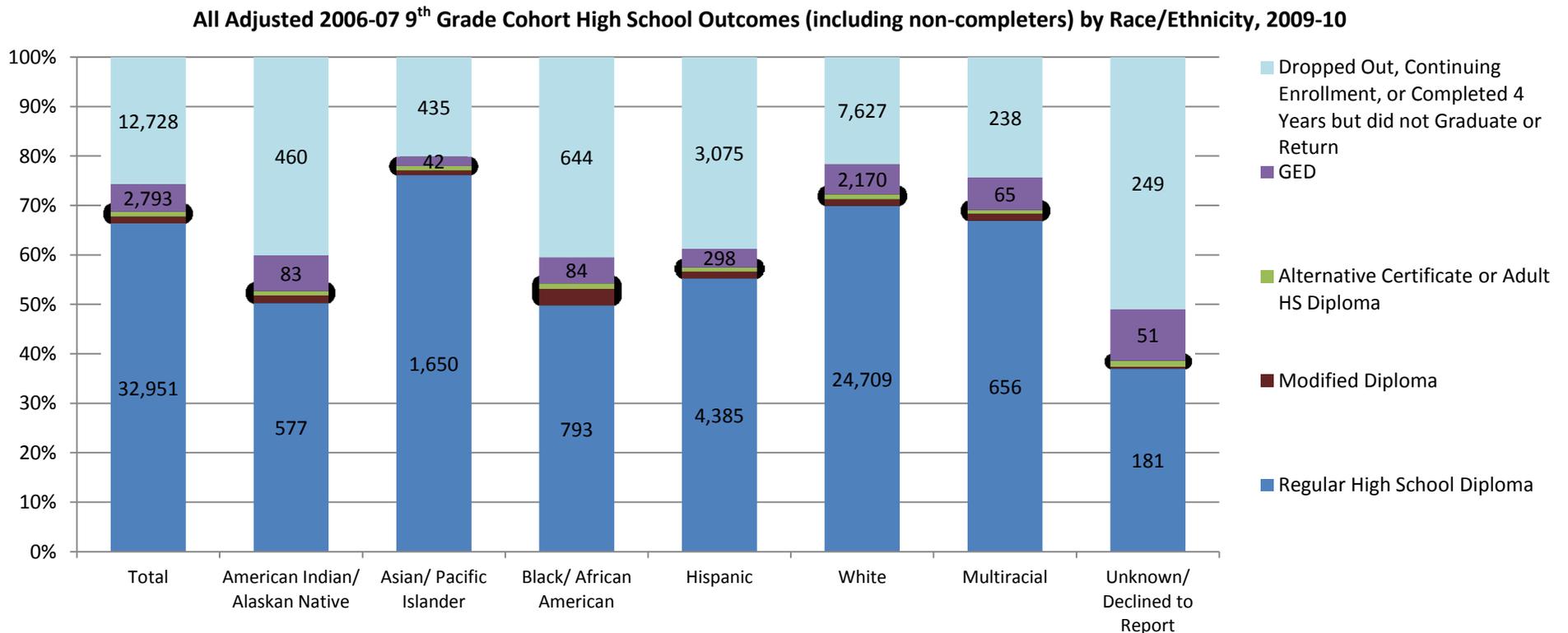
Regular Diploma: Diploma earned when students have fulfilled all school district requirements and state requirements (22 credits, plus competencies) as described in OAR 581-022-1130.

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. Due to cell size considerations, Adult High School diplomas were included in this category in the chart below.

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>



Honorary Diplomas (awarded to foreign exchange students) are not included.

Source: Oregon Department of Education, Cohort Media File (more details available at <http://www.ode.state.or.us/search/page/?id=2644>)

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

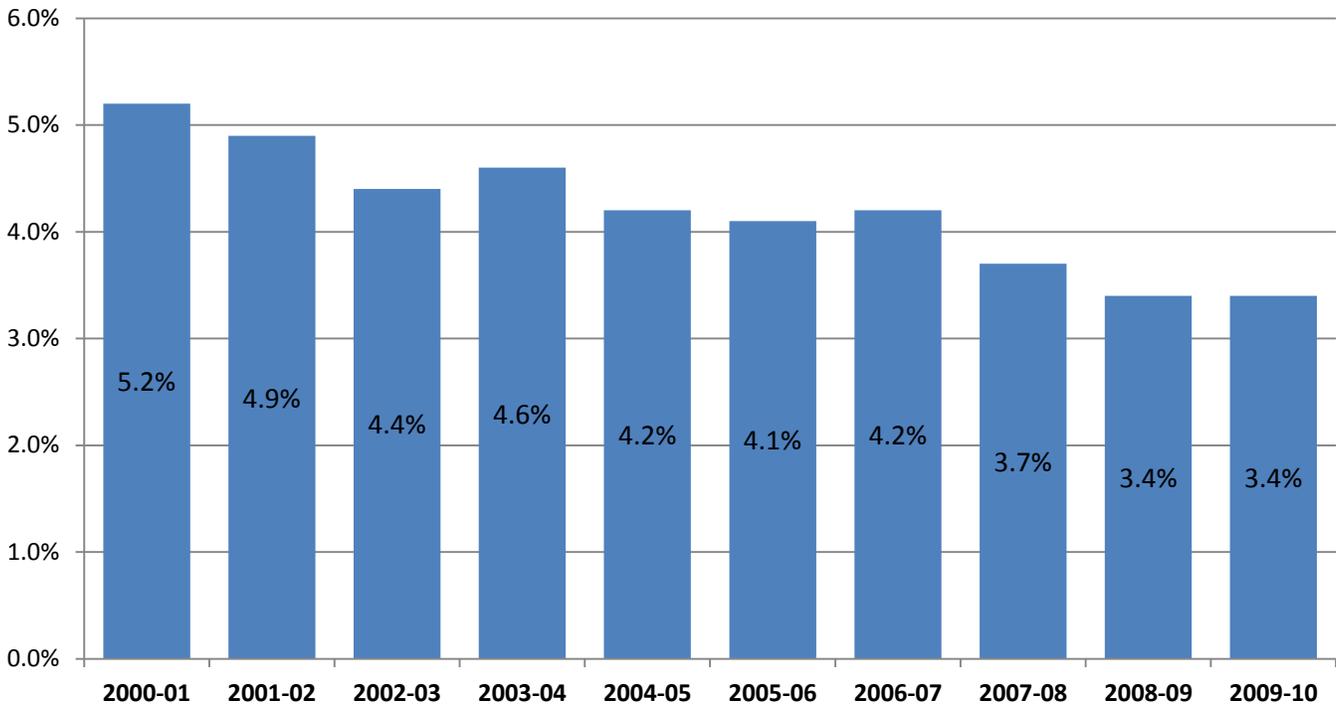
For a given school year:

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

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>

Oregon High School Dropout Rates

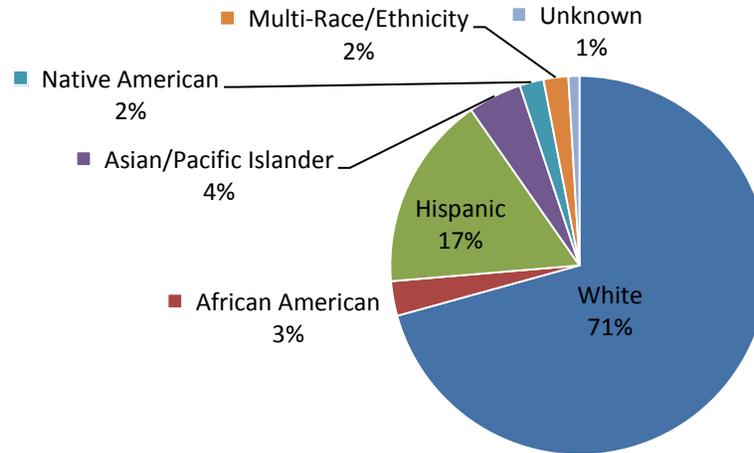


Oregon Dropout Rates by Race/Ethnicity

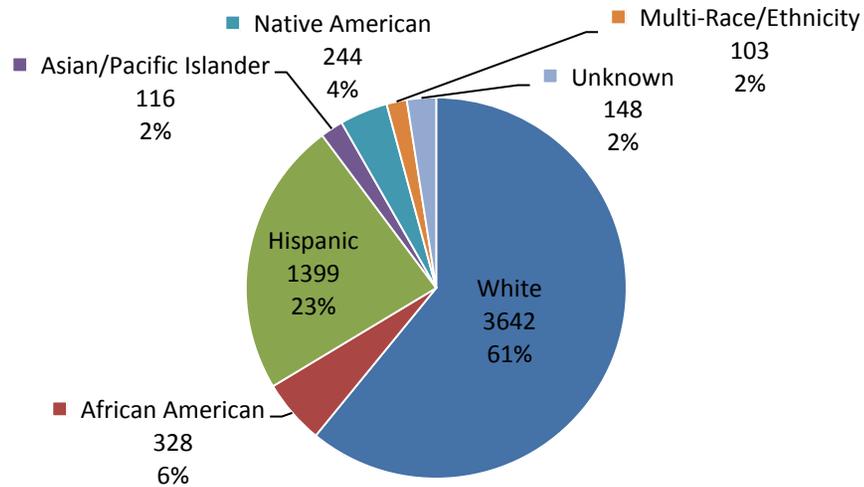
Minority students were disproportionately represented among Oregon's dropouts. Hispanic students comprised 17% of the total grade 9-12 October 1 enrollment in 2008-09, but represented 23% of total dropouts. This October 1 enrollment for Hispanics is an increase from 14.7% in 2008-09, while the dropout rate decreased for Hispanics from 5.1% in 2008-09 to 4.7% in 2009-10.

African American students comprised 3.0 percent of grade 9-12 October 1 enrollment in 2009-10 (the same as in 2008-09), but represented 6% of all dropouts in 2009-10. The dropout rate for African American students increased slightly, from 6.1 percent in 2008-09 to 6.2 percent in 2009-10.

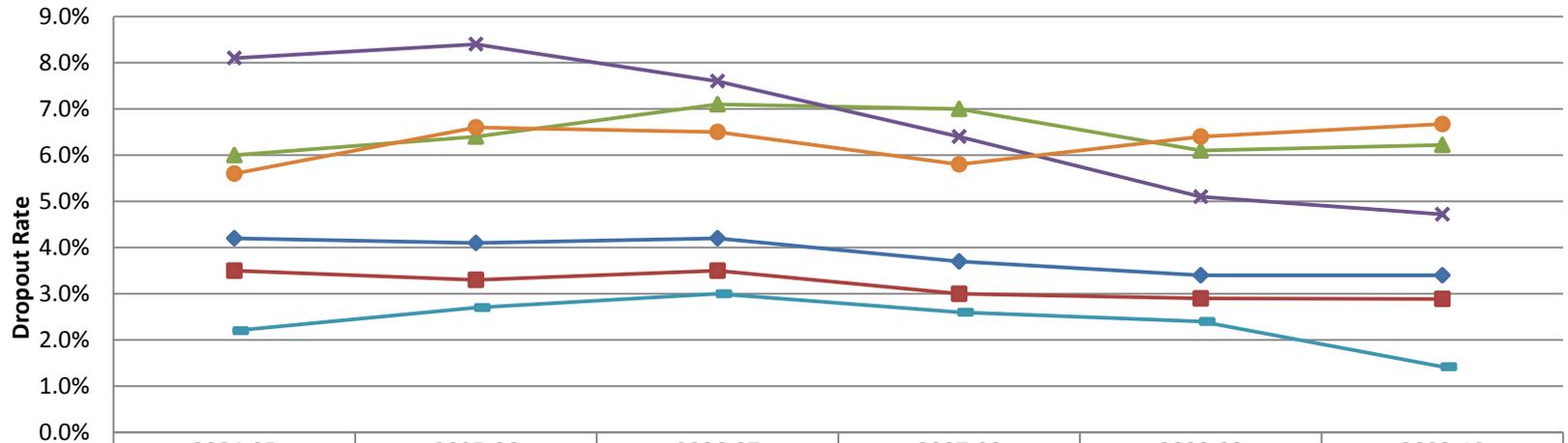
**Percent of Fall Membership by Race/Ethnicity
Grades 9-12 2009-10**



**Percent of All Dropouts by Race/Ethnicity with Counts
Grades 9-12 2009-10**



**Oregon Dropout Rates by Race/Ethnicity – Grades 9-12
2004-05 to 2009-10**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
◆ All Students	4.2%	4.1%	4.2%	3.7%	3.4%	3.4%
■ White	3.5%	3.3%	3.5%	3.0%	2.9%	2.9%
▲ African American	6.0%	6.4%	7.1%	7.0%	6.1%	6.2%
✕ Hispanic	8.1%	8.4%	7.6%	6.4%	5.1%	4.7%
■ Asian/Pacific Islander	2.2%	2.7%	3.0%	2.6%	2.4%	1.4%
● Native American	5.6%	6.6%	6.5%	5.8%	6.4%	6.7%

SPECIAL PROGRAMS

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

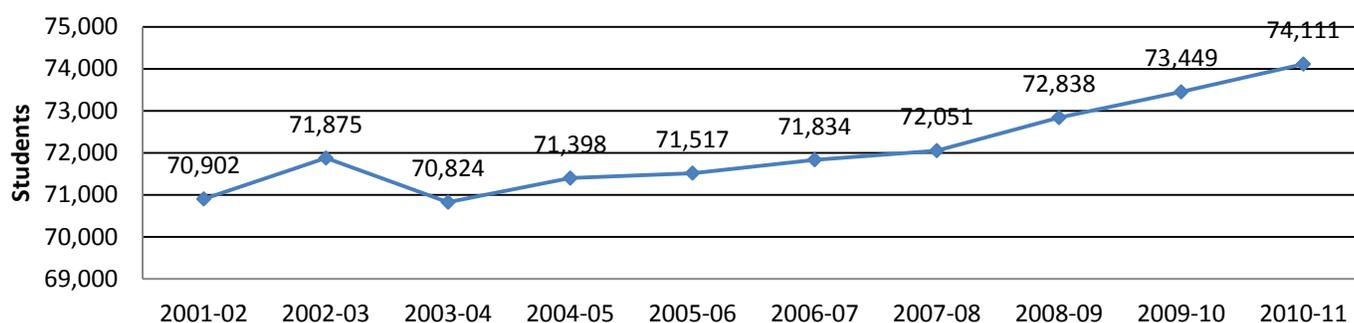
Special Education

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.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Special Education	70,902	71,875	70,824	71,398	71,517	71,834	72,051	72,838	73,449	74,099
Total Enrollment	551,679	554,071	551,410	552,339	559,254	562,828	566,067	564,064	561,698	561,331
% of Total Enrollment	12.9%	13.0%	12.8%	12.9%	12.8%	12.8%	12.7%	12.9%	13.1%	13.2%

Sources: December Special Education Child Count, Fall Membership

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



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)

Type of Disability	2006-07 Number of Students	2010-11 Number of Students	Percent Change
Autism	5,752	7,719	34.2%
Deaf/Blindness	13	10	-23.1%
Emotional Disturbance	4,688	4,670	-0.4%
Hearing Impairment/Deaf	847	874	3.2%
Intellectual Disability*	4,264	3,968	-6.9%
Other Health Impairment	8,212	10,060	22.5%
Orthopedic Impairment	803	767	-4.5%
Specific Learning Disability	28,997	27,284	-5.9%
Visual Impairment	323	333	3.1%
Communication Disorder	17,663	18,142	2.7%
Traumatic Brain Injury	272	272	0.0%
Total	71,834	74,099	3.2%

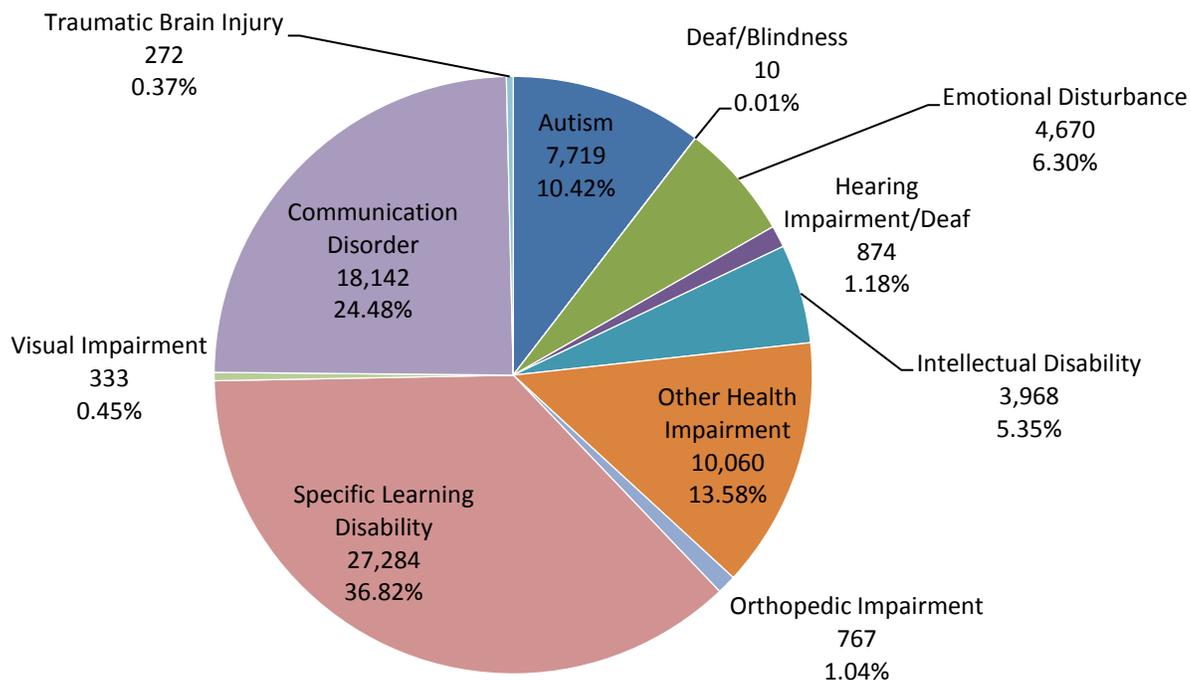
Source: December Special Education Child Count

*Previously known as Mental Retardation.

School Age Students with Disabilities Receiving Special Education Services

2010-11 School Year

Total: 74,099 Students



In 2010-11, 71.1 percent of Oregon's special education students were served in regular classrooms 80 percent of the day or more, while 15.3 percent were served in regular classrooms 40 to 79 percent of the day, and 10.8 percent were served in regular classrooms less than 40 percent of the day. The remaining 2.8 percent of students were served in settings outside the regular school.

Placement of School Age Special Education Students by Disability – 2010-11

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism	5.2%	1.8%	3.1%	0.3%
Deaf/Blindness	0.0%	0.0%	0.0%	0.0%
Emotional Disturbance	3.4%	1.0%	1.3%	0.6%
Hearing Impairment/Deaf	0.7%	0.1%	0.1%	0.2%
Intellectual Disability**	0.7%	1.5%	2.9%	0.2%
Other Health Impairment	9.6%	2.2%	1.4%	0.4%
Orthopedic Impairment	0.4%	0.2%	0.5%	0.1%
Specific Learning Disability	29.1%	6.6%	0.6%	0.4%
Visual Impairment	0.2%	0.1%	0.1%	0.0%
Communication Disorder	21.6%	1.7%	0.7%	0.6%
Traumatic Brain Injury	0.2%	0.1%	0.1%	0.0%
Total	71.1%	15.3%	10.8%	2.8%

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

**Previously known as Mental Retardation.

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 28 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 income eligible. At least 10% of enrollment is reserved for children with disabilities. While children ages 3-5 living in poverty are considered eligible for Head Start, federal law allows up to 10% of Head Start slots to be filled by children from over-income families who meet locally based need criteria. OHS PreK services are free for qualifying children.

The 2009-2011 Oregon Legislative Approved budget for Oregon Prekindergarten was originally \$54 million dollars per year, which funded 6,554 enrollment slots for children in Oregon Head Start Prekindergarten (OHS PreK) programs. State funding was reduced mid-biennium and only 5,948 state funded slots were available in 2010-2011. When combined with Federal and other funding sources, total OHS PreK funded enrollment for 2010-2011 was 12,042. An estimated 11,368 of the enrollment slots were filled by eligible children living at or below the federal poverty level.

School Year	Number of Children Eligible for Services*	Number of Eligible Children Served	Number of Eligible Children Not Served	Percent of Eligible Children Served	Percent of Eligible Children Not Served
2006-2007	17,249	9,793	7,456	57.0%	43.0%
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%
2010-2011	19,605	**11,368	8,919	54.51	45.49

* The number of "Children Eligible for Services" is calculated using Census data and information from the American Community Survey. Numbers for 2006-2007 through 2009-2010 were estimated based on data from the 2000 census. The number for 2010-2011 is based on new data from the 2010 census and the 2009 American Community Survey, and reflects an increase in the number of young children in Oregon living in poverty due to significant economic factors in the past several years.

** Starting in 2009-2010, the number of children served and the percent served/not served calculations do not include children from over-income families.

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 (TAG) children are defined by the State of Oregon as “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 statutes and administrative rules require school districts to identify TAG students and to provide TAG students with instruction that is designed to meet their assessed levels of learning and accelerated rates of learning (OAR 581-022-1330). The needs of identified TAG students are met through a combination of classroom instruction and enrichment programming.

Oregon Talented and Gifted Students 2010-11 Statewide

Total: 41,698 Students (7.54% of Spring Membership Enrollment)*

State-defined			District-defined	District Option to Identify		
Intellectually Gifted	Academically Talented – Reading	Academically Talented – Math	Potential to Perform at the 97th Percentile	Creativity**	Leadership**	Visual and Performing Arts**
20,065	17,603	16,016	4,468	68	47	59

*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

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.

	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students
Total	41,698	100%	553,339	100%
Gender				
Male	22,093	52.98%	284,196	51.36%
Female	19,605	47.02%	269,143	48.64%
Race/Ethnicity				
White	31,573	75.72%	365,364	66.03%
Hispanic	3,283	7.87%	113,352	20.49%
Native American	336	0.81%	10,205	1.84%
Asian/Pacific Islander	3,781	9.07%	26,143	4.72%
African American	578	1.39%	14,353	2.59%
Declined to report*	0	0.00%	0	0.00%
Multi-Ethnic	2,147	5.15%	23,922	4.32%
Other				
Economically Disadvantaged	9,620	23.07%	280,001	50.60%
Special Education**	1,580	3.79%	77,868	14.07%

*Declined to report was no longer an option for the 2010-11 collection.

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

Source: All student data based on Spring Student Membership

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>

School Year	TAG Graduates	All Graduates
2009-10 (06-07 cohort)	4,258 (90.1%)	32,951 (66.4%)
2008-09 (05-06 cohort)	4,637 (91.6%)	33,557 (66.2%)

Source: Cohort Graduation Rates (data not comparable to previous Statewide Report Card)

Alternative Education Programs

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

Alternative Education Services in Oregon

By Type of Program Service -- Number of ***Students***

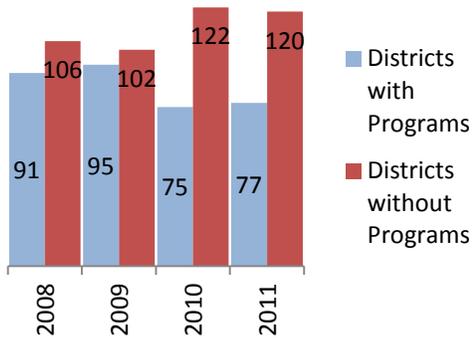
Source: ODE Alternative Education Data Collection

School Year	2009		2010		2011	
	Number of Students	Percent of Alt. Ed. Students	Number of Students	Percent of Alt. Ed. Students	Number of Students	Percent of Alt. Ed. Students
Resident School District	17,150	79.54%	11,655	75.79%	10,075	74.22%
Another School District	70	0.32%	49	0.32%	17	0.13%
Private Program	2,434	11.29%	2,192	14.25%	2,008	14.79%
Community College	1,467	6.80%	1,166	7.58%	1,162	8.56%
Educational Service District (ESD)	421	1.95%	252	1.64%	220	1.62%
Other Program	19	0.09%	65	0.42%	92	0.68%
Terminated Program	0	0.00%	0	0.00%	0	0.00%
Total	21,561		15,379		13,574	

Shrinking district resources is likely the primary reason for the decrease in the number of students served by alternative education programs in 2011. 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.

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



Source: ODE Alternative Education Data Collection

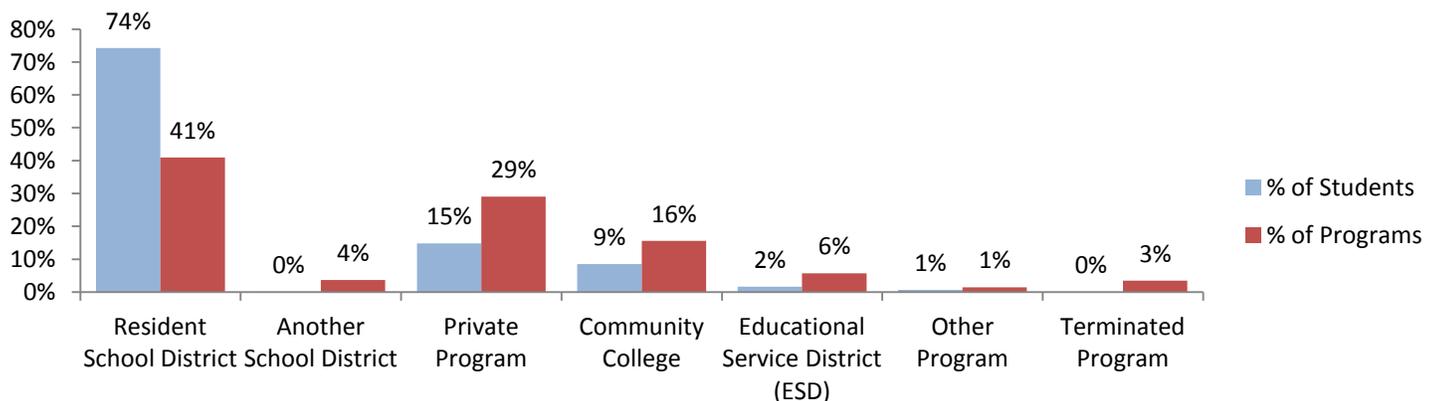
School districts must have policies and procedures in place to ensure that data for each student in public and private alternative education programs are included in district reporting as required by ODE (OAR 581-022-1350 (9)). Each school district operating, participating in or contracting for a public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

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

School Year	2009		2010		2011	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	191	39.50%	173	41.00%	165	40.94%
Another School District	24	5.00%	12	2.80%	15	3.72%
Private Program	151	31.20%	125	29.60%	117	29.03%
Community College	63	13.00%	68	16.10%	63	15.63%
Educational Service District (ESD)	37	7.60%	28	6.60%	23	5.71%
Other Program	12	2.50%	7	1.70%	6	1.49%
Terminated Program	6	1.20%	9	2.10%	14	3.47%
Total	484		422		403	

Source: ODE Alternative Education Data Collection



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 2009	Number of Services Provided 2010	Number of Services Provided 2011
Students with At-Risk Behaviors	335	296	281
Remediation, Credit Recovery, or GED	274	270	240
Pregnant or Parenting Students	99	95	85
Students Advanced Beyond Standards	74	73	67
Other Programs	31	29	29
Total Number of Services	813	763	702

Source: ODE Alternative Education Data Collection
Alternative Education Services in Oregon

By Grade Range – Number of *Students*

GRADE RANGE	Number of Students Using Services 2009	Number of Students Using Services 2010	Number of Students Using Services 2011
Secondary	20,146	13,519	11,993
Elementary	1,415	1,860	1,581
Total Services	21,561	15,379	13,574

Source: ODE Alternative Education Data Collection

For information about alternative education programs:

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

Links to Referenced Resources

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>

RESOURCES

Visit topic pages for topic contact information. Topic contacts are generally listed at the bottom of the page on ODE sites.

No Child Left Behind Act

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

Highly Qualified Teachers

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

Adequate Yearly Progress

<http://www.ode.state.or.us/search/page/?=1193>

Unsafe School Choice Option (USCO) and Persistently Dangerous Schools

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

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

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

Quality Education Model

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

School Funding and Finance

State School Fund

<http://www.ode.state.or.us/search/results/?id=168>

K-12 Stimulus (ARRA)

<http://stimulus.k12partners.org/>

Special Education Funding

<http://www.ode.state.or.us/search/page/?id=894>

Student Information

Fall Membership Report

<http://www.ode.state.or.us/wma/teachlearn/testing/fallmembershi p2010-11finalpub.xls>

Historical Student Enrollment and Demographics

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

Limited English Proficient

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

School Nutrition/Free and Reduced Price Lunch

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

Teacher Information

Teacher Licensure

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

Highly Qualified Teachers

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

Special Programs and Information

Alternative Education

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

Charter Schools

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

Early Childhood

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

Homeless Students

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

Special Education Programs

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

Talented and Gifted

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

Title I

Title I-A : Improving Basic Programs

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

Title I-B1: Reading First

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

Title I-B2: Early Reading First

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

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

Title I-B3: Even Start Family Literacy

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

Title I-C: Migrant Education

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

Title I-D: Neglected and Delinquent or At-Risk Children

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

Student Achievement

Oregon Statewide Assessment

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

National Assessment of Education Progress (NAEP)

<http://www.ode.state.or.us/search/results/?id=163>

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

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>

High School Completers

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

Cohort Graduation Rate

<http://www.ode.state.or.us/search/page/?id=2644>

Dropout Reports

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

Data Collections

<https://district.ode.state.or.us/apps/info/>

Other Resources and Topic Area Information

<http://search.ode.state.or.us/default.aspx>