

Statewide Report Card



An Annual Report to the Legislature on Oregon Public Schools

2011 - 2012

OREGON DEPARTMENT OF EDUCATION

Rob Saxton, Deputy 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 329.015.

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>



Published November 30, 2012

The 2011-12 Oregon Statewide Report Card
was produced by the Oregon Department of Education
for distribution to Oregon state and federal legislators, public schools, school districts,
education service districts, and members of the public.

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Acknowledgements

Oregon Department of Education

Crystal Greene, Communications

Cindy Hunt, Government and Legal Affairs Manager

Doug Kosty, Assistant Superintendent, Office of Assessment and Information Services

Kevin Hamler-Dupras, Manager, Assessment and Accountability

Isabella Jacoby, Research Analyst, Accountability Reporting

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School & District Report Cards	Jon Wiens
School and District Staff Data	Brian Reeder and Isabella Jacoby
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Dear Oregonians,

I am pleased to present the 2011-12 edition of the Oregon Statewide Report Card. This annual report contains information about Oregon's schools and provides a look at our education system as a whole. Our state has set an ambitious goal – 100% high school graduation by 2025 with at least 40% of students receiving a 4-year degree and 40% receiving a community college or other workforce credential. Looking at the data, it is clear that we have a ways to go, and reaching this goal, known as 40-40-20, will require significant changes to our state's education system. As we look ahead at the changes to come, I want to thank all of our teachers, administrators, and school staff who have been working incredibly hard to meet these higher expectations in a time of reduced budgets and larger class sizes. As we ask more of our schools, we must also ask more of ourselves as citizens and community members. Our schools cannot do this important work alone. My hope is that this report will help contribute to the conversations going on around the state about where we are, where we need to be, and what role we can all play to help achieve the outcomes we want and need for our students.

The 2011-12 Statewide Report Card includes:

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

The education landscape in Oregon has changed significantly in the past year and will continue to change even more in the years to come. In my opinion, there has never been a more exciting time to be involved in education in our state. Below are a few of the highlights and significant changes since last year.

Highlights of the 2011-12 School Year

- There have been significant changes to the education leadership at the state level this year. Governor John Kitzhaber became the Superintendent of Public Instruction and appointed me to serve as his Deputy Superintendent and head up the operations and reorganization of the Oregon Department of Education. He also brought in Dr. Rudy Crew as the state's first Chief Education Officer. Dr. Crew is charged with coordinating our education system from birth through graduate school and works with the [Oregon Education Investment Board](#) on ensuring the funding of our system is aligned to the outcomes we want. I am working closely with our Governor, Dr. Crew, and the Legislature on our state's education redesign efforts.
- Our state applied for, and was granted, [a waiver](#) from the federal Elementary and Secondary Education Act (ESEA) also known as the No Child Left Behind Act. This waiver provides our state with additional flexibility to build a locally designed accountability system that better meets the needs of our students and our schools and focuses on student growth and learning rather than solely on how many students reach federal achievement targets.

- As part of the waiver application, Oregon is developing a next generation accountability system which uses multiple measures to rate schools. Using this system, we identified a list of [Priority, Focus, and Model schools](#). These high poverty schools have been identified as needing additional supports and interventions (Priority and Focus) or as examples of successful student outcomes (Model).
- We are piloting new models of teacher and administrator evaluation to ensure our educators have all of the tools they need to be highly effective at their jobs.
- We continue to move forward with implementation of the [Common Core State Standards](#) and prepare for the [Smarter Balanced assessment](#) which will be used to assess these rigorous, national standards starting in 2014-15.
- In 2011, the State Board of Education adopted higher expectations for elementary and middle school students in [reading](#). This change aligned Oregon's 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.
- Seniors in 2012 were the first required to graduate with the [Essential Skill of Reading](#). This year's seniors will be required to demonstrate proficiency in both reading and writing with math being added on for this year's juniors.
- Oregon students continue to perform above the national average on the [SAT](#) and [ACT](#) college entrance tests with more students taking the tests each year.

Looking Ahead

As I said, this is an incredibly exciting time to be involved in education. We are undertaking bold and substantive changes to our education system, changes which have the potential to transform how we do our work and the outcomes we see for our students. I feel a real sense of urgency around these efforts. We need to increase the number of students exiting our schools with the skills to succeed in college and the workplace. And as we work to redesign our system, we must ensure that we are keeping equity and a focus on closing the achievement gap front and center. Our new system won't work unless it helps all kids achieve at high levels.

As part of our ongoing efforts to redesign our education system, we will be focusing on several key areas over the coming months and years. We need to ensure that we have a streamlined service delivery system to support students PK-20, and to that end we are working with our Education Service Districts and local school districts on ambitious ESD reform. We are working to redesign the school report cards to reflect recent changes and provide parents and community members with better information about our schools. We are making changes at the state level to organize our work around key initiatives, make the Oregon Department of Education more service oriented, and ensure we are providing the high quality supports our schools and districts will need to meet these ambitious goals. And, as a state, we are working to better coordinate education funding around four key areas: educator effectiveness, a comprehensive focus on reading and literacy, better engagement with parents and families, and strengthening the transition from high school to higher education.

I hope that as you explore the information in this report it will spark conversations around the past, the present and – most importantly – the future of education in our state. I look forward to working with you over the coming years as we continue to move this exciting work forward!

Sincerely,



Rob Saxton
Deputy Superintendent of Public Instruction

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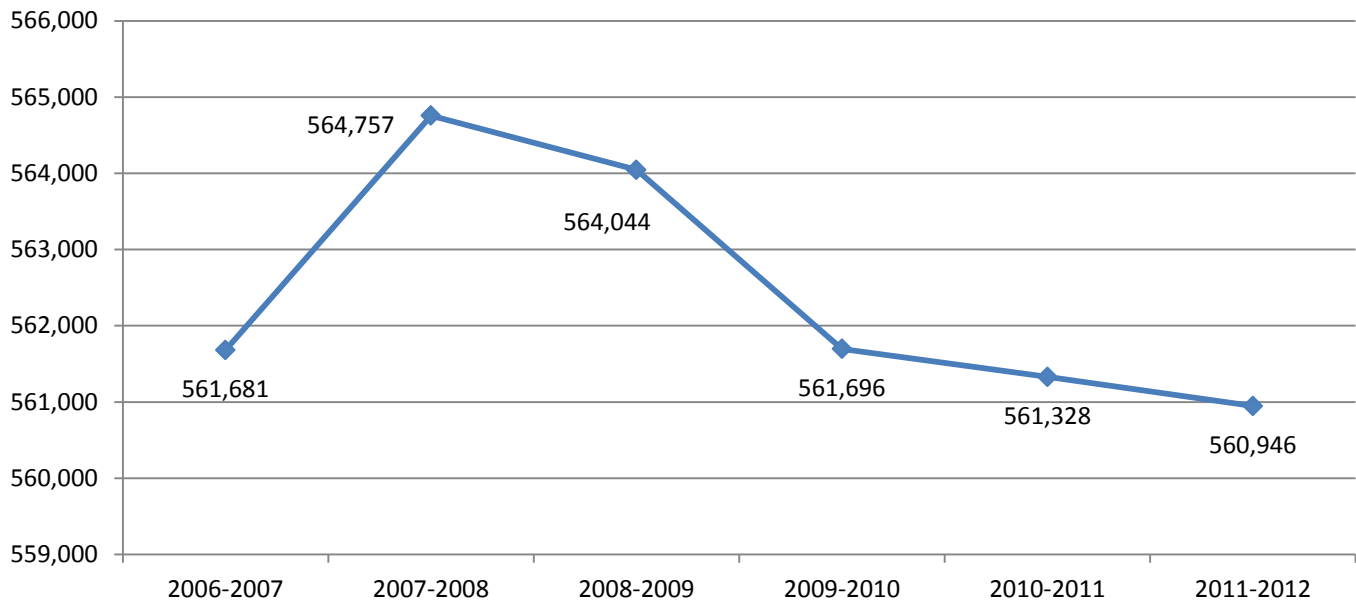
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OREGON STUDENTS

There were 560,946 students enrolled in Oregon public schools on the first school day in October, 2011. Overall, student enrollment in Oregon public schools has fallen since 2006-2007, with a net decrease of 735 students or 0.13 percent. From 2010-11 to 2011-12, the number of students decreased by 382 students or 0.07 percent. Based on intercensal estimates from the US Census Bureau, Population Division, in each year included in the chart below 75-77% of Oregon's school aged (5-19) population was receiving publicly funded K-12 education.¹

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, including school and district enrollment counts, see <http://www.ode.state.or.us/search/page/?=3225>. For data from school years 2008-2009 and earlier, 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.

See page 67 for information on pre-kindergarten programs.

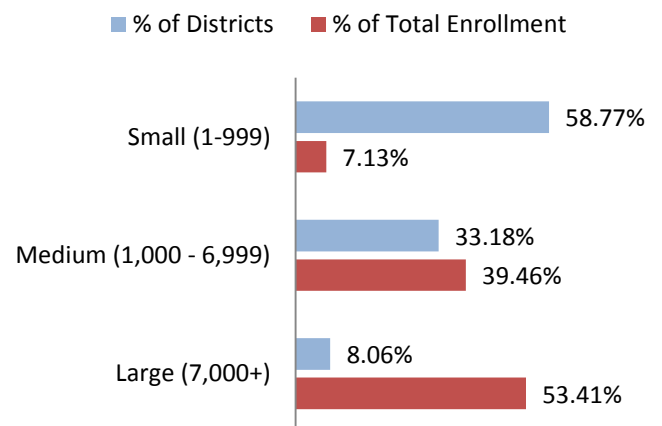
¹See <http://www.census.gov/popest/data/intercensal/state/ST-EST00INT-02.html> for more information on intercensal population estimates. The enrollment proportion estimates in the text above include only students in the 5-19 age range. The enrollment figures printed may include students younger than 5 and older than 20, if they are receiving a publicly funded, grade K-12 education.

Statewide Student-Teacher Ratios

Type of School	2008-09	2009-10	2010-11	2011-12
Elementary School	18.8	19.9	20.2	21.0
Middle School	18.6	19.9	20.3	21.4
High School	19.9	21.0	21.4	22.4

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 2011-12



Oregon Public Charter School Enrollment

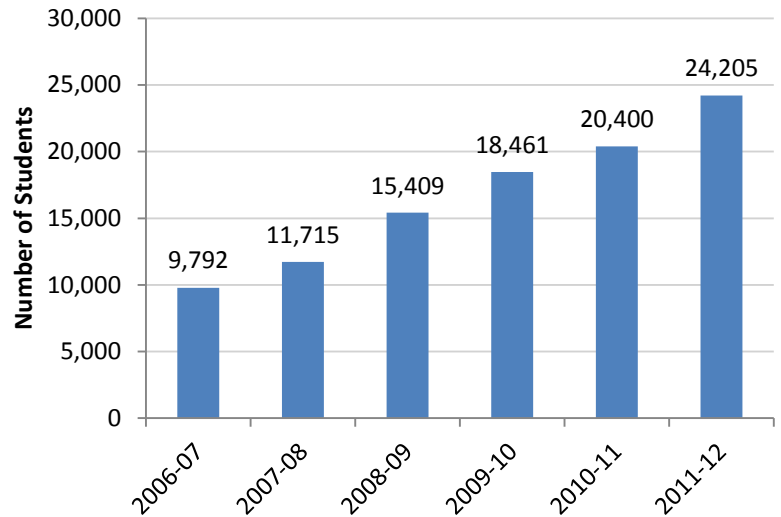
Public charter school student enrollment has risen from 3.63 percent of the total enrollment in 2010-11 and now represents 4.32 percent of the total students enrolled.

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.

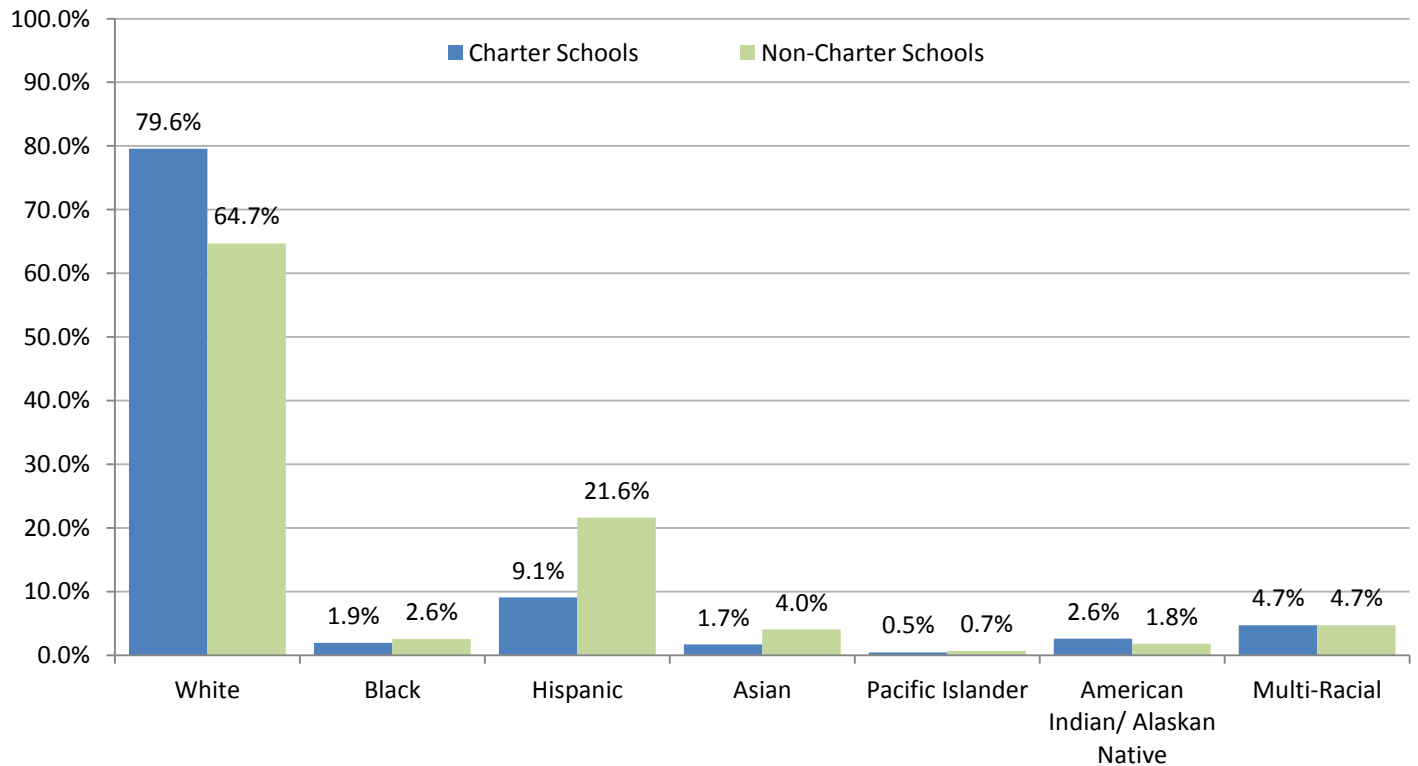
In the 2011-12 school year, there were 115 charter schools (up from 108 in 2010-11 and 100 charter schools in 2009-10).

Charter School Enrollment

Fall Membership Data Collection and EdFacts Report N29: Directory



Charter School Enrollment by Ethnicity 2011-12



Source: Fall Membership 2011-12

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

In 2011-12:

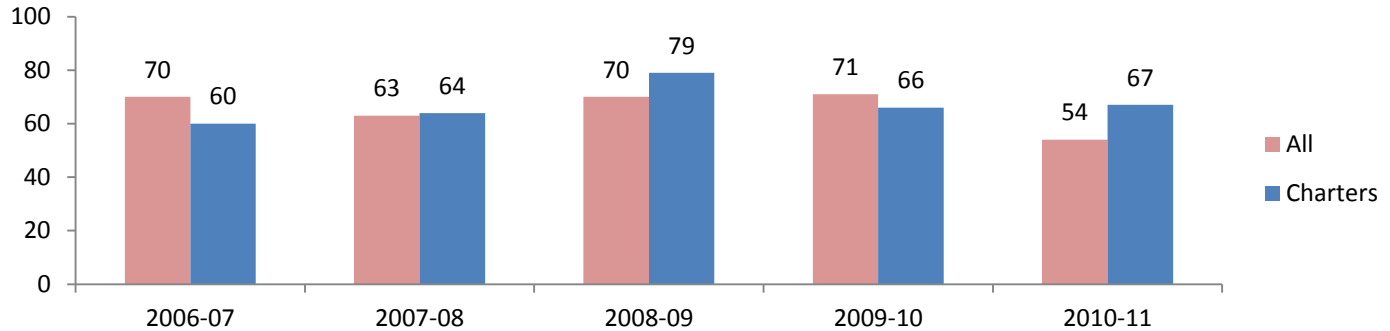
- 3.0% of students attending charter schools were identified as Talented and Gifted (TAG), compared with 7.5% in non-charter schools. See page 68 for more information on TAG students.
- 38.6% of students attending charter schools were identified as eligible for free or reduced lunches, compared with 53.4% in non-charter schools. See page 27 for more information on economically disadvantaged students.
- 10.9% of students attending charter schools were identified as receiving special education services, compared with 14.2% in non-charter schools. See page 65 for more information on special education.

Source: Spring Membership 2011-12

Oregon Public Charter School Performance

In 2011-12, Oregon received an ESEA waiver, and replaced AYP determinations with Priority, Focus, and Model school determinations. Of the 34 schools identified as Priority Schools this year, three were charters. No charter schools were identified as Focus or Model schools. For more information on Priority, Focus, and Model Schools, see page 17 or <http://www.ode.state.or.us/search/page/?id=3742>.

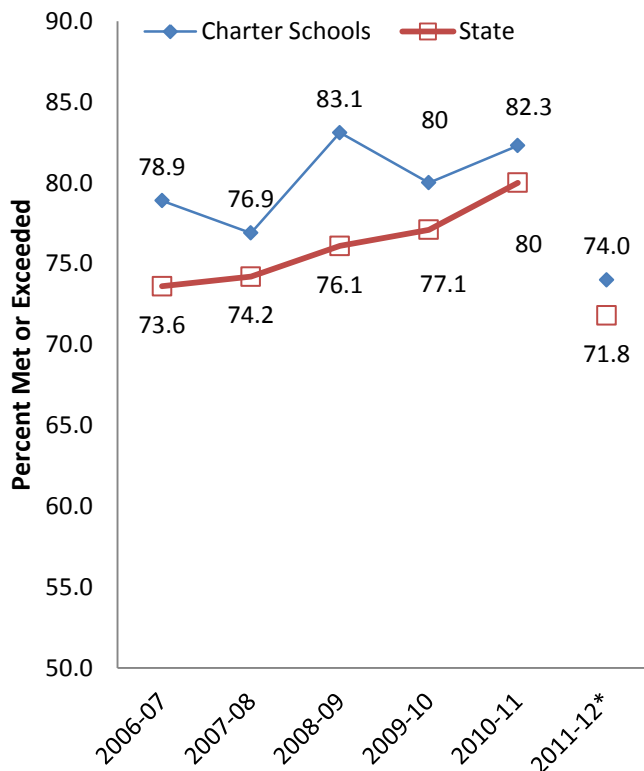
Percent of Schools Meeting AYP*



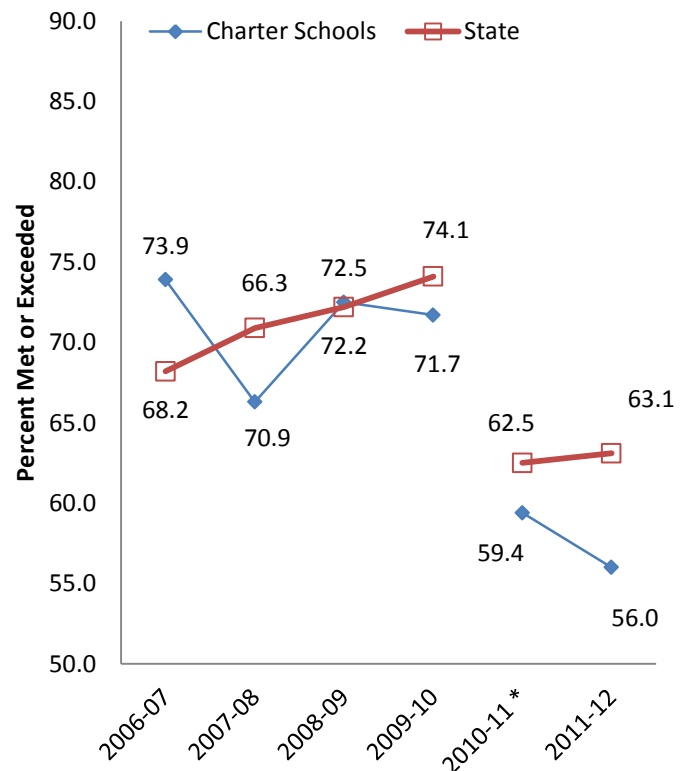
*Note that under Oregon's ESEA waiver, Priority, Focus, and Model School determinations replaced AYP determinations. This chart is included for historical purposes only.

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

Reading: Percent (Students) Met/Exceeded



Math: Percent (Students) Met/Exceeded



*Math Standards increased from 2009-10 to 2010-11. See page 28 for details.

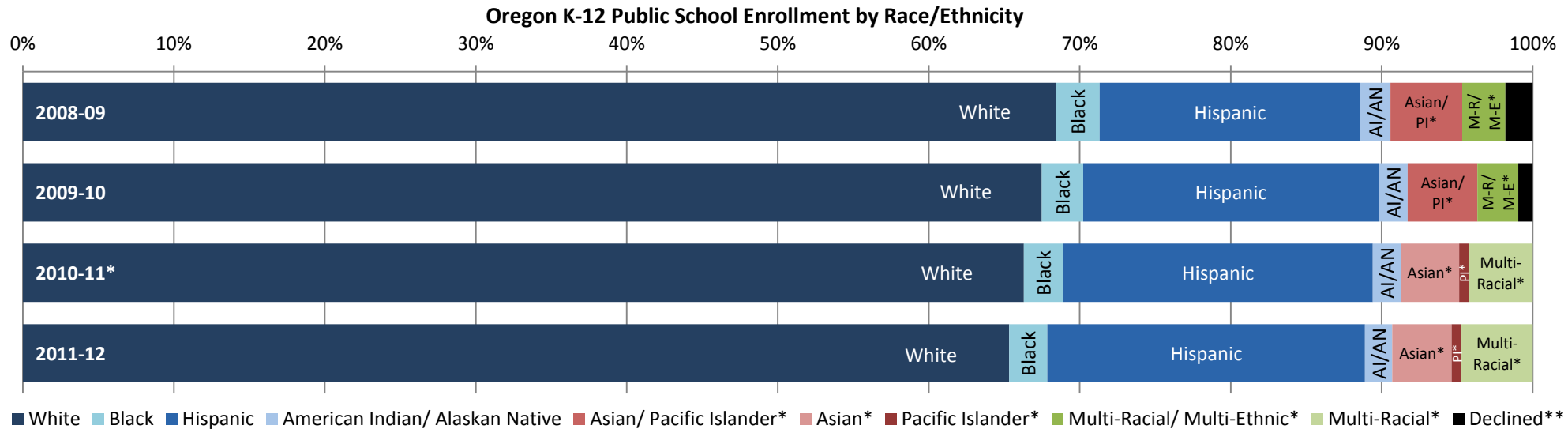
Reading Standards Increased from 2010-11 to 2011-12. See page 28 for details.

Assessment data by school and district available via the Education Data Explorer, <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR>

Note: Each year above includes the schools that were operating charter schools in that year.

Minority Student Population

In 2009-10, the definitions used in collecting race/ethnicity data changed per new federal requirements. “Hispanic” includes all students of Hispanic ethnicity, irrespective of other races indicated. In 2010-11, “Declined to Report” was removed from the reporting categories and “Asian/Pacific Islander” was split into two separate categories, “Asian” and “Pacific Islander.”



Source: Fall Membership

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

School Year	White	Black	Hispanic	Asian/ Pacific Islander	Asian	Pacific Islander	American Indian/ Alaskan Native	Multi-racial/ Multi-ethnic	Multi-Racial	Declined	Total
2008-09	385,807	16,512	97,287	26,775	N/A*	N/A*	11,349	16,136	N/A*	10,179	564,064
2009-10	379,036	15,485	109,842	25,927	N/A*	N/A*	10,850	15,190	N/A*	5,366	561,696
2010-11*	372,194	14,599	115,102	N/A*	21,720	3,513	10,406	N/A*	23,794	N/A**	561,328
2011-12	366,470	14,182	118,017	N/A*	22,048	3,657	10,131	N/A*	26,441	N/A**	560,946

Source: Oregon Department of Education, Fall Membership

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

*“Asian/Pacific Islander” was divided into “Asian” and “Pacific Islander” beginning in 2010-11. Students reported as both “Asian” and “Pacific Islander” are included in the “Multi-Racial” category beginning in 2010-11.

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

See enrollment reports available at <http://www.ode.state.or.us/search/page/?=3225> for more information, including ethnicity breakdowns by school and district.

Language Diversity

According to data reported on the Limited English Proficient (LEP) Collection, in the 2011-12 school year, 58,580 LEP students (10.41% of all K-12 students) reported a language of origin other than English.

Most Common Languages of Origin of Students in Oregon Public Schools

(K-12 Students)

2011-12

Language of Origin	Number of Enrolled Students by Language of Origin ¹	Number of Limited English Proficient Students ²	Percent of Enrollment ³ (Total: 553,279)	Percent of Limited English Proficient Enrollment ³ (Total: 58,580)
English	431,344	994 ⁴	77.96%	1.70%
Spanish	76,698	45,157	13.86%	77.09%
Russian	4,900	2,222	0.89%	3.79%
Vietnamese	4,447	1,834	0.80%	3.13%
Chinese	2,880	953	0.52%	1.63%
Korean	1,167	453	0.21%	0.77%
Ukrainian	1,155	541	0.21%	0.92%
Somali	914	760	0.17%	1.30%
Arabic	894	571	0.16%	0.97%
Romanian	807	298	0.15%	0.51%
Japanese	702	262	0.13%	0.45%
Hmong	691	298	0.12%	0.51%
Chuukese	593	472	0.11%	0.81%
Tagalog	536	213	0.10%	0.36%
Marshallese	393	311	0.07%	0.53%
Hindi	357	95	0.06%	0.16%
Lao	347	117	0.06%	0.20%
German	278	53	0.05%	0.09%
Persian	262	87	0.05%	0.15%
Telugu	226	35	0.04%	0.06%
Nepali	225	186	0.04%	0.32%
Thai	213	119	0.04%	0.20%
French	196	61	0.04%	0.10%
Amharic	192	110	0.03%	0.19%
Karen	180	185	0.03%	0.32%
Burmese	176	138	0.03%	0.24%
Bosnian	150	66	0.03%	0.11%
Other or N/A ⁵	22,356	1,989	4.04%	3.40%

¹ Source: Spring Membership 2012

² Source: Unduplicated Limited English Proficient Collection, 2011-12, excluding students determined not to be eligible for ESL services.

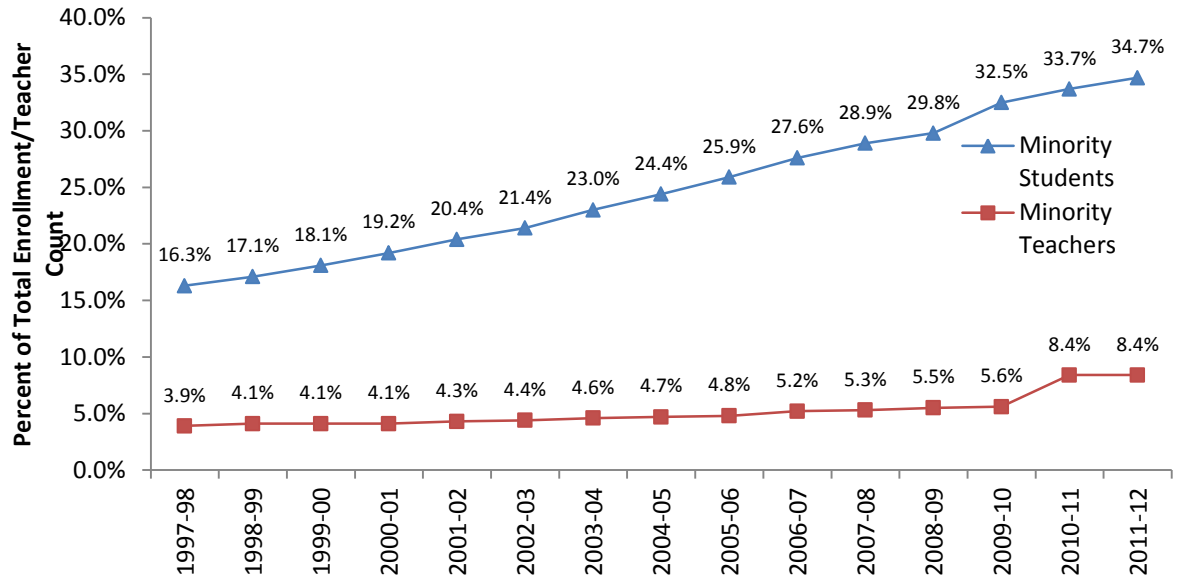
³ Percentage columns do not sum to 100% due to rounding.

⁴ Native American/Alaskan Native students may qualify as LEP even though these students have English as their language of origin.

⁵ Includes students reported with a language of origin with few students reported, as well as students who indicated "Other" or "Not Applicable" as their language of origin.

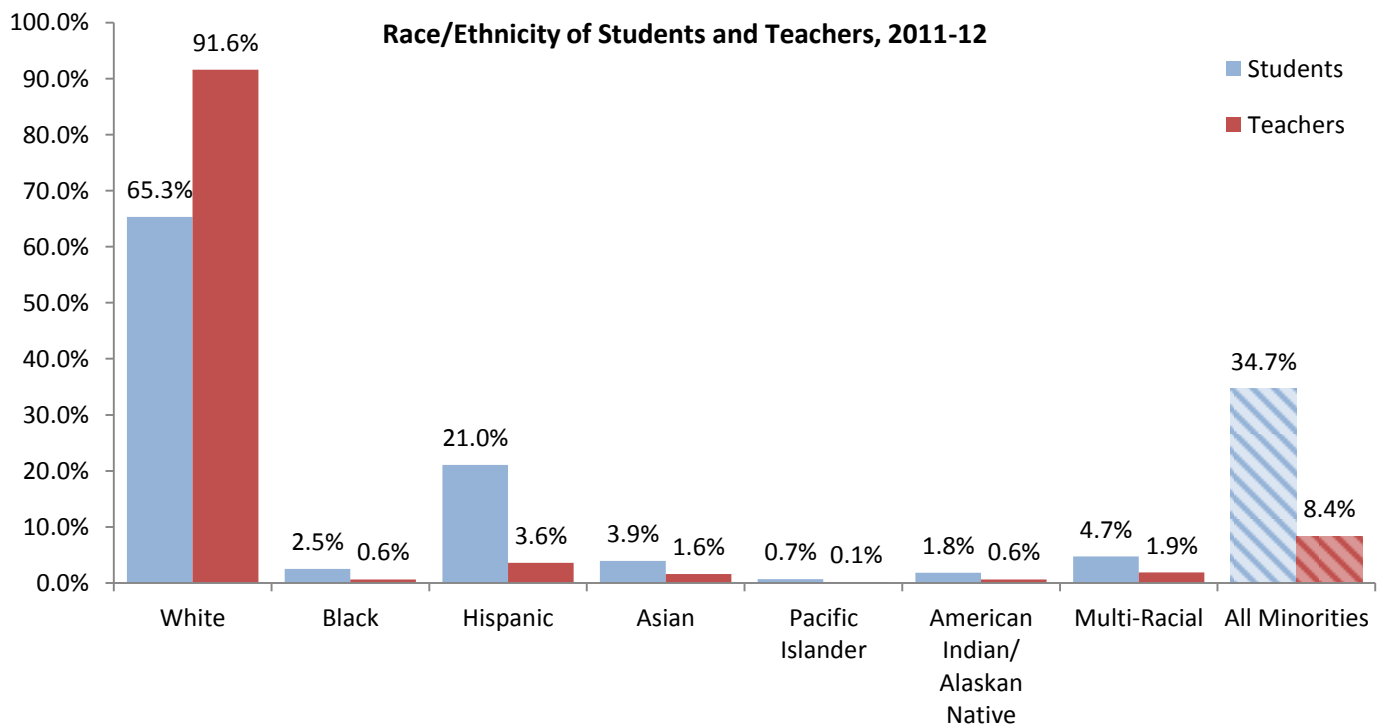
Minority Students and Teachers

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 2011-12, 8.39% of teachers and 34.67% of students were of minority populations.



Sources: Fall Membership and Staff Position Collections

Note that 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. These data may not be comparable to prior years.



Source: Fall Membership and Staff Position Collections

Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

The difference between teacher and student minority proportions was most noticeable for Hispanics, where 21% of students were Hispanic compared to only 3.6% of teachers. 91.6% of teachers were White, compared to only 65.3% of students.

OREGON STAFF

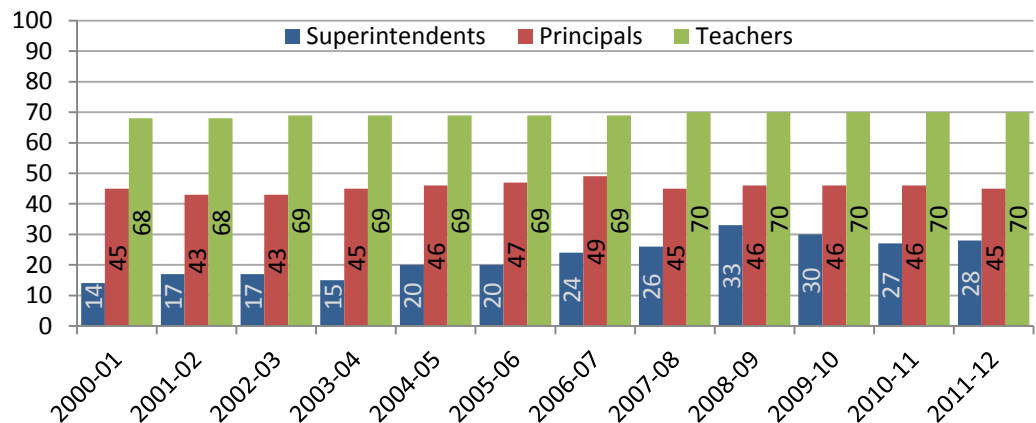
Experienced, Highly Educated Workforce

	Average Age	Gender*		Average Experience		
		Male	Female	2010-11	2011-12	Change
Teachers	43.2	30.05%	69.95%	12.8	13.1	+1.91%
Administrators	46.8	55.22%	44.78%	19.5	19.1	-1.89%

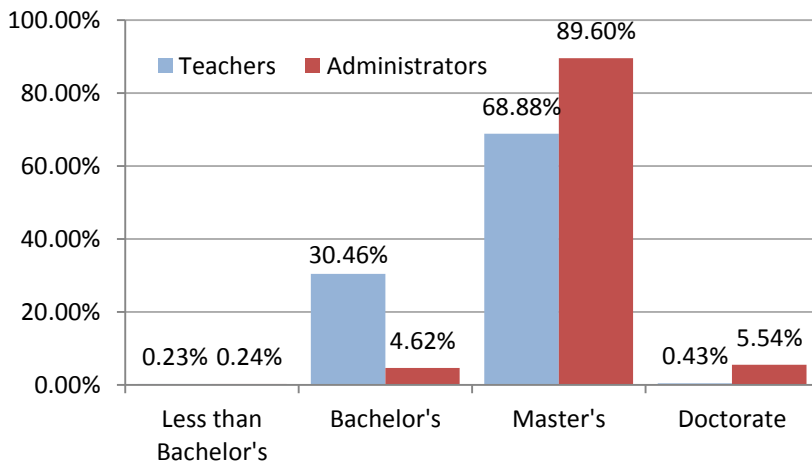
*Some staff members serve as both principal and superintendent, or hold other administrative positions – the numbers in the chart below are not directly comparable to the data in this table.

Women have made substantial progress moving into superintendent positions. In 2000-01, only 14% of superintendents were women. In 2011-12, 28% were. The percentage of women principals and teachers has remained fairly constant over the last decade.

Percentage of Positions held by Women

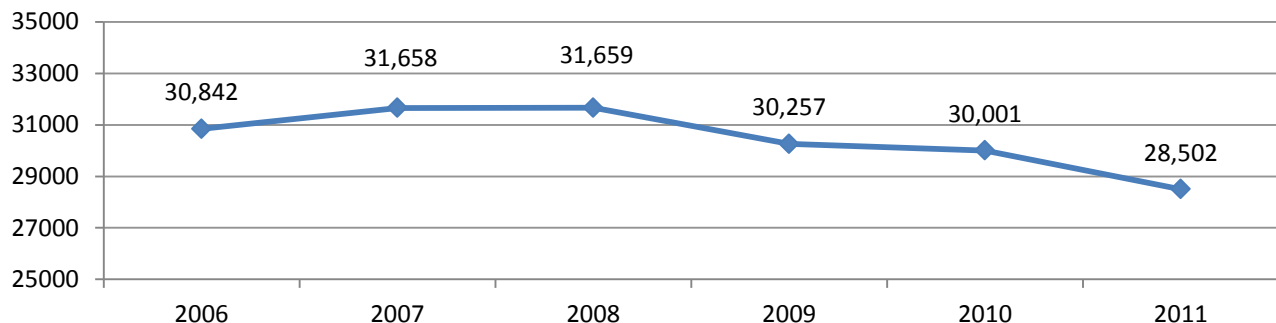


2011-12 Highest Degree Held



Oregon requires teachers to hold at a minimum a bachelor's degree, be fully licensed, and meet state requirements to demonstrate mastery of subject knowledge, either by rigorous state exam, major in the core academic area, or graduate degree in the core academic area. All teachers of core academic subjects must meet the definition of a highly qualified teacher. For more information, see the "Highly Qualified Teachers" section, page 17.

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



Includes some pre-kindergarten teachers

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees decreased by 4.51%, from 63,786.82 in 2010-11 to 60,908.03 in 2011-12, a difference of 2,878.79 FTE. The sharpest decrease was among library and media specialists and support staff, dropping over 9% from 2010-11 to 2011-12.

Oregon School Employees (Full-Time Equivalent Positions)

	2010-11 (revised)		2011-12	
	Number	Percent	Number	Percent
Teachers	28,157.30	44.14%	26,873.02	44.12%
Educational Assistants	9,922.51	15.56%	9,260.19	15.20%
District Administrators	448.31	0.70%	436.91	0.72%
School Administrators	1,588.85	2.49%	1,557.93	2.56%
Guidance Counselors	999.22	1.57%	942.17	1.55%
Library and Media	989.62	1.55%	899.57	1.48%
Support Staff	19,779.75	31.01%	19,073.18	31.31%
Special Education Specialists	1,901.26	2.98%	1,865.07	3.06%
Total	63,786.82	100%	60,908.03	100%

Includes all grade levels and institution types. 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 reflects employment as of December 1st of the school year.

Annual Instructional Hours

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

	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 2011-12 Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	2006-07	2011-12	Percent Change	2006-07	2011-12	Percent Change
Superintendent	\$105,833	\$117,867	11.37%	\$105,833	\$106,671	0.79%
Principal	\$89,571	\$96,423	7.65%	\$89,571	\$87,264	-2.58%
Assistant Principal	\$82,730	\$90,318	9.17%	\$82,730	\$81,739	-1.2%
Teacher	\$51,158	\$56,958	11.34%	\$51,158	\$51,547	0.76%

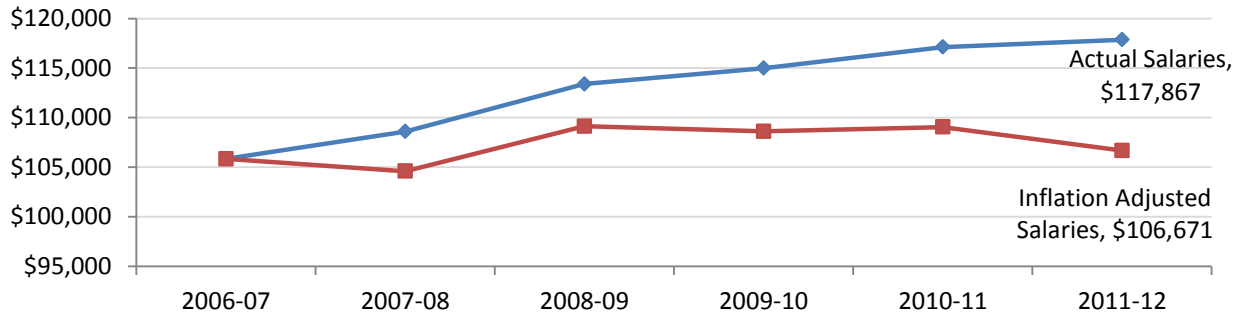
Source: ODE Staff Position Data Collection

The Staff Position Data Collection expanded in 2010-11 to collect contracted staff and extra duty or coaching contracts – data for teacher salaries from 2011-12 may include additional extra duty pay and thus not be perfectly comparable to previous years.



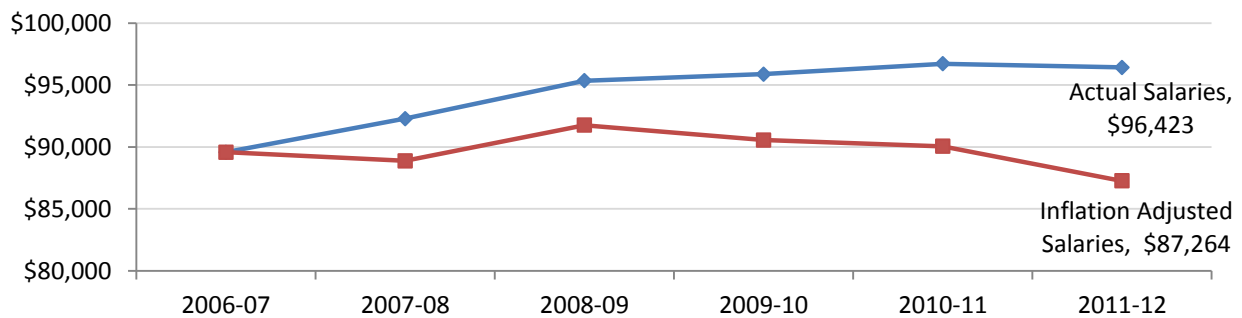
Average Oregon Superintendent Salaries: 2006-07 to 2011-12

Actual & Inflation-Adjusted (Portland CPI; 2006-07 = 100)



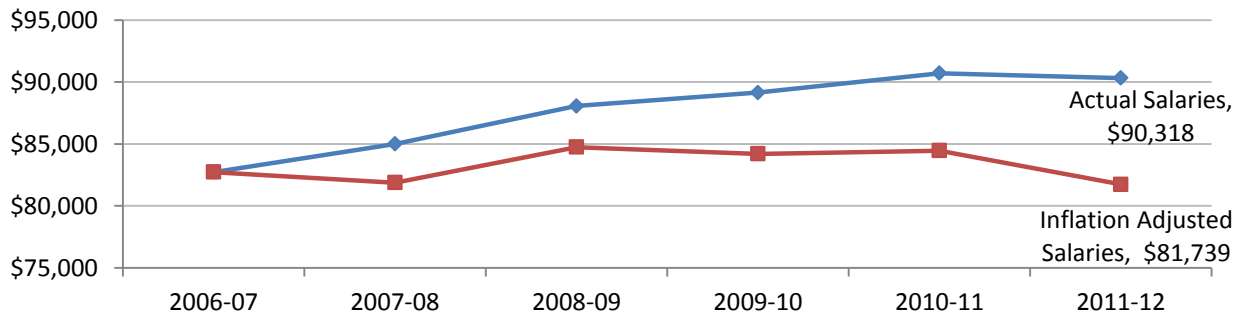
Average Oregon Principal Salaries: 2006-07 to 2011-12

Actual & Inflation-Adjusted (Portland CPI; 2006-07 = 100)



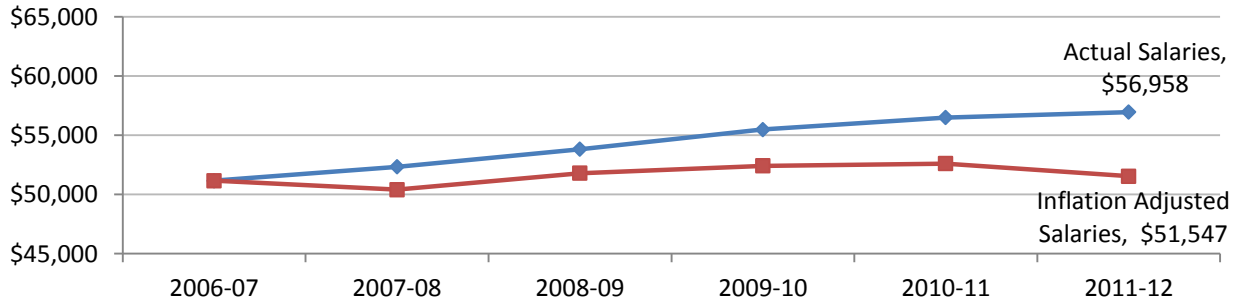
Average Oregon Assistant Principal Salaries: 2006-07 to 2011-12

Actual & Inflation-Adjusted (Portland CPI; 2006-07 = 100)



Average Oregon Teacher Salaries: 2006-07 to 2011-12

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	2008-09	%	2009-10	%	2010-11	%
Direct Classroom	\$5,532	55%	\$5,484	56%	\$5,514	56%
Classroom Support	\$2,110	21%	\$2,032	21%	\$2,025	20%
Building Support	\$1,942	19%	\$1,890	19%	\$1,931	19%
Central Support	\$472	5%	\$463	5%	\$462	5%
TOTAL*	\$10,057	100%	\$9,869	100%	\$9,933	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.



Student Enrollment

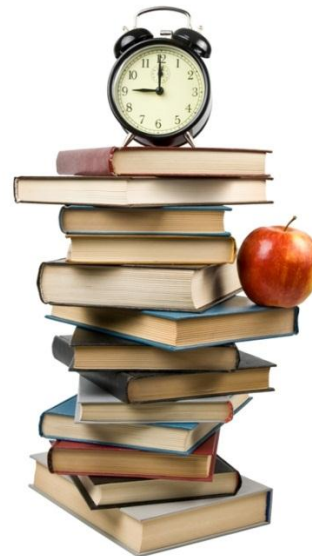
Student enrollment is counted in several ways because it is used for a variety of purposes:

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	2007-08	2008-09	2009-10	2010-11 (Revised)	2011-12 (Preliminary)
Average Daily Membership – ADMr	533,405	534,142	533,407	532,972	533,160
Weighted Average Daily Membership – ADMw	660,913	661,507	662,137	660,322	662,000
Fall Membership (Enrollment on October 1)**	566,067	564,064	561,698	561,331	560,951
Average Daily Attendance (ADA)*	497,416	499,168	497,763	499,411	499,073

* ADA 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). Kindergarten students are counted as 0.5 in ADM and ADA.

**Fall Membership reported here 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	\$2.3	\$2.7	\$2.9*	\$3.0
State	\$4.9	\$5.2	\$5.7	\$5.7*
Total	\$7.2	\$7.9	\$8.5	\$8.7*

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

*Revised

**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. It does not include \$227 million in federal stimulus funds.

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)

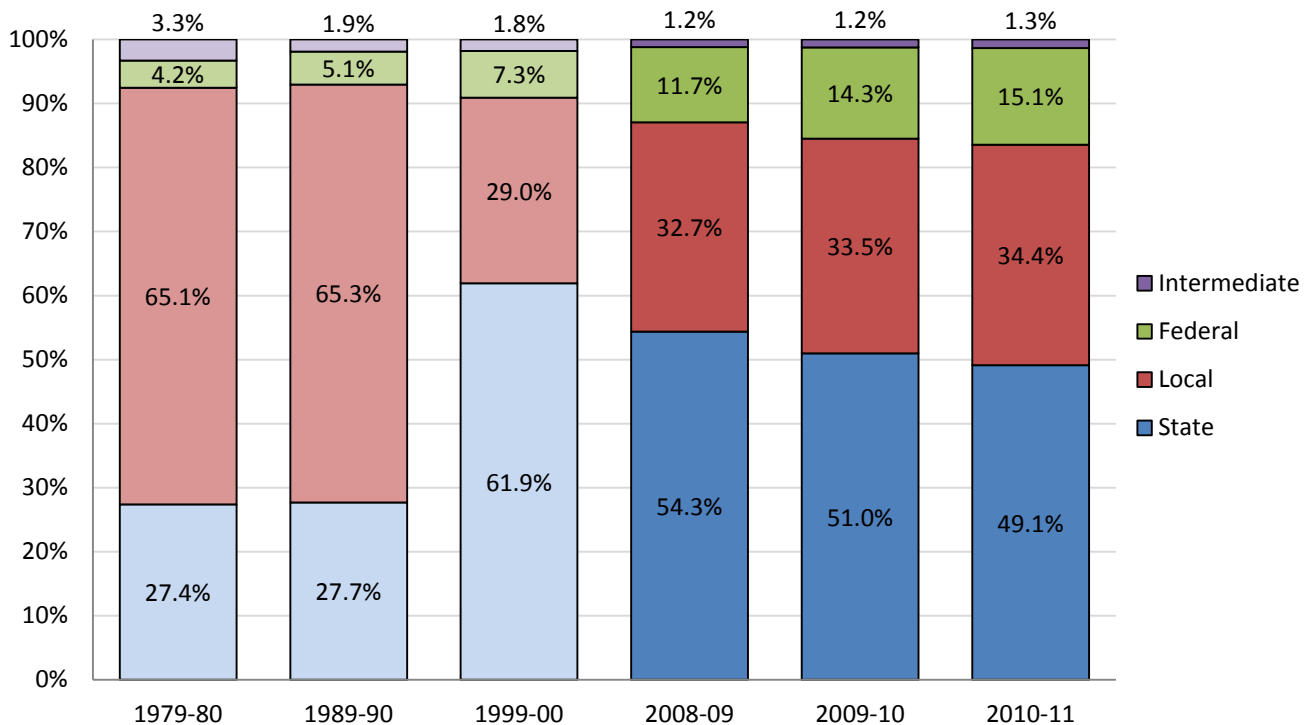
Year	Local		Intermediate		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
2005-06	\$1,657.8	32.6%	\$161.3	3.2%	\$2,731.7	53.8%	\$529.7	10.4%	\$5,080.5	100%
2006-07	\$1,741.8	32.9%	\$101.7	1.9%	\$2,901.9	54.8%	\$546.7	10.3%	\$5,292.1	100%
2007-08	\$1,841.8	32.5%	\$80.3	1.4%	\$3,193.4	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%
2010-11	\$1,949.9	34.4%	\$75.1	1.3%	\$2,782.4	49.1%	\$856.5	15.1%	\$5,663.9	100%

Columns may not sum to total due to rounding

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

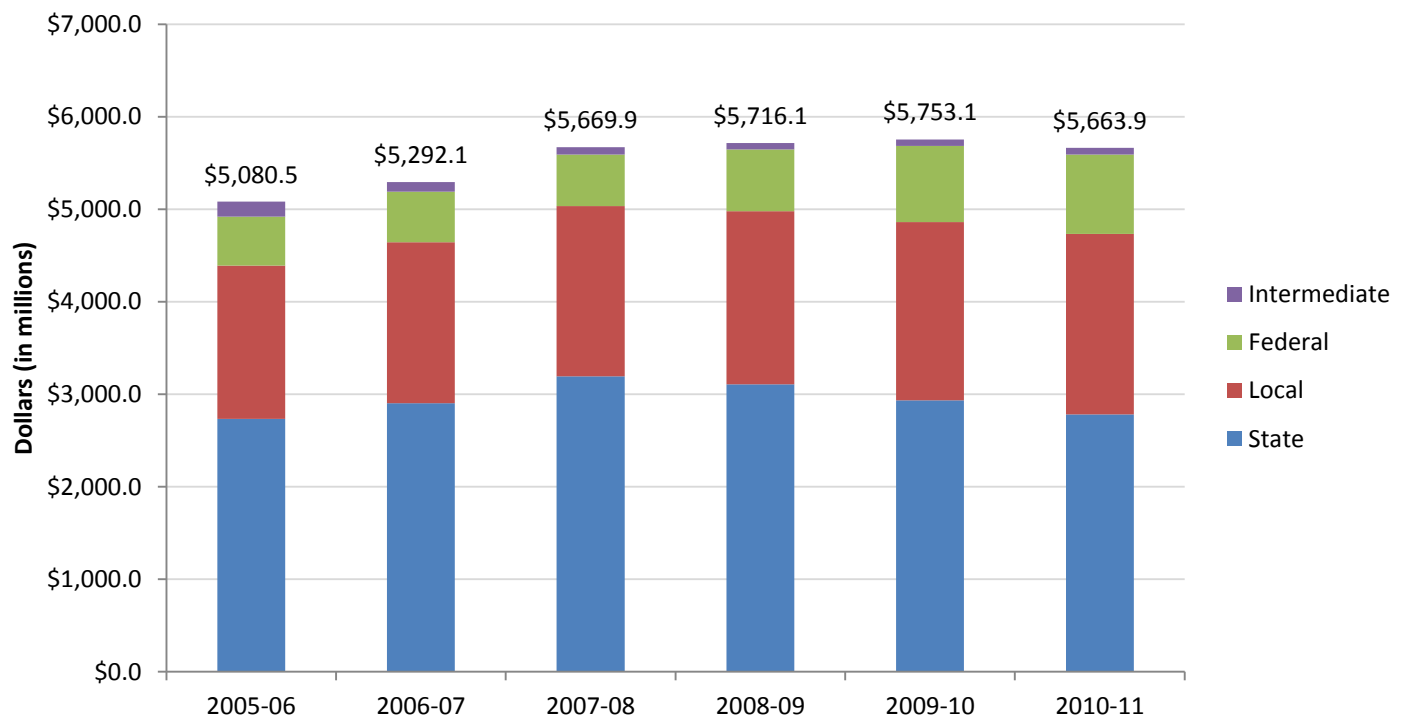
Operating Revenues by Source (Historical)

The graph below illustrates the dramatic shift from a locally-funded school system to a system that is primarily state-funded. Pale bars are historical – darker bars display more current data.



In the decade following the passage of Ballot Measure 5, the Property Tax Limitation Measure, which was passed in 1990, 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 (Dollars in Millions)



ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

Federal Compensatory Education Programs

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 Basic Programs
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.

Elementary and Secondary Education Act (ESEA) Flexibility Waiver

The Elementary and Secondary Education Act (ESEA) was passed in 1965 as a part of the “War on Poverty.” The federal *No Child Left Behind Act* of 2001 was signed into law on January 8, 2002. This legislation reauthorized the ESEA, 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.

In September 2011 the U.S. Department of Education invited states to request flexibility regarding specific requirements of the *No Child Left Behind Act* of 2001 in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

Oregon submitted its ESEA Flexibility Request in January 2012, and the request received federal approval in July 2012. With this approval, Oregon will be able to tailor the mechanisms of the ESEA to create a more accountable and responsive system that meets the needs of Oregon students and strengthens Oregon schools.

As part of the federal ESEA Flexibility application, Oregon developed a new accountability system which uses multiple measures to rate schools. For high schools these measures include academic achievement, academic growth, subgroup growth, graduation rates, and subgroup graduation. For elementary and middle schools the first three measures are used. Schools receive an overall rating based on how well they are doing in each of these areas.

Oregon used this system to identify 94 Oregon schools (34 Priority Schools and 60 Focus Schools) which will receive additional supports and interventions from the state to help increase student achievement and close persistent achievement gaps. Priority schools represent the lowest 5% of high poverty schools (Title 1) in the state according to the new accountability system, while Focus schools are additional schools in the lowest 15% of high poverty schools in the state that have achievement gaps. The accountability system also identified 30 high poverty Model schools. These Model schools have been identified as examples of successful student outcomes and will serve as models and mentors to other schools around the state.

	2012-13 ESEA Flexibility Designations				
	Number of Schools	Number of Title I Schools	Priority Schools	Focus Schools	Model Schools
All Schools	1253	585	34	60	30
<i>Elementary/Middle</i>	922	533	19	57	28
<i>High Schools</i>	331	52	15	3	2

Oregon’s ESEA Flexibility Waiver Request is available online at:

<http://www.ode.state.or.us/search/page/?id=3475>

Elementary and Secondary Education Act – Highly Qualified Teachers (HQT)

Oregon requires teachers to hold at a minimum a bachelor's degree, be fully licensed, and meet state requirements to demonstrate mastery of subject knowledge, either by rigorous state exam, major in the core academic area, or graduate degree in the core academic area. All teachers of core academic subjects (English, reading or language arts, mathematics, science, foreign languages, social studies, and the arts) must 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/endorsement. The federal designation of "highly qualified" is given when a teacher's assignment matches the area of preparation, licensure, and credentials.

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; in Oregon elementary 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 conduct an annual assessment of staff and explain in the plan 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 2011-12

Type of Class	All Schools		High Poverty Schools		Low Poverty Schools	
	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers
All	98.3%	1.7%	98.0%	2.0%	98.4%	1.6%
Self-Contained	99.3%	0.7%	99.0%	1.0%	99.2%	0.8%
English	98.2%	1.8%	98.0%	2.0%	98.4%	1.6%
Foreign Languages	98.1%	1.9%	99.6%	0.4%	98.2%	1.8%
The Arts	98.7%	1.3%	98.4%	1.6%	99.1%	0.9%
Science	98.7%	1.3%	98.0%	2.0%	99.1%	0.9%
Math	98.0%	2.0%	97.6%	2.4%	98.0%	2.0%
Social Sciences	98.3%	1.7%	97.7%	2.3%	98.4%	1.6%

Source: Staff Assignment (Highly Qualified Teachers) Data Collection 2011-12.

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	99.0%	1.0%
Low Poverty	97.7%	2.3%
All Elementary	98.7%	1.3%
Secondary Level		
High Poverty	98.3%	1.7%
Low Poverty	98.7%	1.3%
All Secondary	98.4%	1.6%

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	98.9%	1.1%
Low Minority	98.1%	1.9%
All Elementary	98.7%	1.3%
Secondary Level		
High Minority	98.4%	1.6%
Low Minority	98.2%	1.8%
All Secondary	98.4%	1.6%

Source: Oregon Department of Education

High and low poverty schools are, respectively, the highest and lowest 25% of schools ranked by percentage of students eligible for free or reduced-priced lunches. High and low minority schools are the highest and lowest 25% of schools ranked by percentage of students identified as minority races or ethnicities.

Elementary and Secondary Education Act – Persistently Dangerous Schools

The Elementary and Secondary Education Act (ESEA) 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, 2010-11, and 2011-12 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.

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.

ESEA 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>

Discipline Incidents by Subgroup – Suspensions and Expulsions

Subgroup	Percent of Students enrolled on May 1, 2012 with One or More Discipline Incidents in the 2011-12 School Year
Total	7.43%
Gender	
Male	10.49%
Female	4.19%
Ethnicity	
Asian	2.44%
Black/African American	15.59%
Hispanic/Latino	8.92%
American Indian/Alaskan Native	11.07%
Multi-Racial	7.73%
Native Hawaiian/Pacific Islander	8.57%
White	6.80%

Subgroup	Percent of Students enrolled on May 1, 2012 with One or More Discipline Incidents in the 2011-12 School Year
Economically Disadvantaged	10.20%
Not Economically Disadvantaged	4.33%
TAG	3.45%
Not TAG	7.74%
Limited English Proficient	6.90%
Not Limited English Proficient	7.48%
Special Education	13.30%
Not Special Education	6.47%

Source: Spring Membership 11-12, Discipline Incidents 11-12, Title III: Limited English Proficiency 11-12. Includes only discipline incidents resulting in suspension (in school or out of school) or expulsion.

For more data regarding discipline incidents, please see ODE’s Searchable Discipline Tool:

<http://www.ode.state.or.us/apps/Navigation/Navigation.Web/default.aspx#/Discipline>

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

ANNUAL MEASURABLE OBJECTIVES (AMO)

The *No Child Left Behind Act* of 2001, which was a reauthorization of the *Elementary and Secondary Education Act* (ESEA), requires the annual determination of whether student subgroups at the school, district and state level meet Annual Measurable Objectives (AMOs) toward the goal of having all students meet rigorous state academic standards. Each year, the performance of all students in the school and district, as well as demographic subgroups such as special education and race/ethnicity, is measured against annual performance targets. For 2011-12 these Annual Measurable objectives were:

- **Participation:** 95 percent participation rates in statewide assessments in reading and math.
- **Performance:** 70 percent of students meeting or exceeding on statewide assessments in reading and math.
- **Graduation:** 67 percent of students graduating with a regular diploma within four years of entering high school and 72 percent of students graduating with a regular diploma within five years of entering high school.
- **Attendance:** attendance rates of 92 percent or higher. Applies to elementary/middle schools only.

State level data on the Annual Measurable Objectives is shown in the tables below. School and district data are available in detailed AMO reports at the link on the bottom of the next page.

Performance and Graduation Details 2011-12 State AMO Report

Performance Target for English/Language Arts and Mathematics is 70%.

Four-Year Graduation target is 67%; Five-Year target is 72%.

Student Subgroup	State Annual Measurable Objectives			
	Percent Meeting or Exceeding		Cohort Graduation Rates	
	English/ Language Arts ¹	Mathematics ¹	Four-Year Rate ¹	Five-Year Rate
All Students	77.46%	63.86%	67.0%	70.9%
Economically Disadvantaged	67.95%	52.12%	60.6%	65.4%
Limited English Proficient	48.37%	40.06%	50.8%	57.8%
Students with Disabilities	45.58%	30.79%	42.0%	46.8%
Asian/Pacific Islander	81.19%	76.63%	76.9%	80.0%
Asian	83.50%	80.45%	N/A ²	N/A ²
Pacific Islander	66.37%	52.09%	N/A ²	N/A ²
Black (not of Hispanic origin)	61.34%	42.32%	51.7%	57.0%
Hispanic origin	61.83%	48.51%	56.5%	61.9%
American Indian/Alaskan Native	67.58%	49.14%	50.9%	54.7%
White (not of Hispanic origin)	82.72%	68.78%	70.1%	73.6%
Multi-Racial ³	81.15%	66.98%	70.9%	69.3%

Notes:

1. Based on the last two years of data combined.
2. Asian and Pacific Islander cohort graduation rate data not yet available – these races were first reported separately in 2010-11, which does not yet allow for reliable graduation rates for these subgroups.
3. Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

English / Language Arts (Reading Knowledge and Skills) Details

2011-12 State AMO Report

Participation Target: 95%

	Participation		Non Participation		Participation Denominator	Participation Rate
	2010-11	2011-12	2010-11	2011-12		
All Students	296090	296116	1986	1705	595897	99
Economically Disadvantaged	153555	158780	952	921	314208	99
Limited English Proficient	38760	38844	219	174	77997	99
Students with Disabilities	45223	44968	748	711	91650	98
Asian/Pacific Islander	13493	13679	81	76	27329	99
Asian ¹	11659	11767	61	64	23551	99
Pacific Islander ¹	1834	1912	20	12	3778	99
Black (not of Hispanic origin)	7612	7411	124	93	15240	99
Hispanic origin	60512	62132	404	348	123396	99
American Indian/Alaskan Native	5534	5259	65	59	10917	99
White (not of Hispanic origin)	195678	193401	1217	1039	391335	99
Multi-Racial	13261	14234	95	90	27680	99

Mathematics Knowledge and Skills Details

2011-12 State AMO Report

Participation Target: 95%

	Participation		Non Participation		Participation Denominator	Participation Rate
	2010-11	2011-12	2010-11	2011-12		
All Students	295504	295432	2504	2311	595751	99
Economically Disadvantaged	153274	158362	1216	1298	314150	99
Limited English Proficient	38716	38805	261	220	78002	99
Students with Disabilities	45073	44774	879	863	91589	98
Asian/Pacific Islander	13476	13670	101	86	27333	99
Asian ¹	11646	11763	80	68	23557	99
Pacific Islander ¹	1830	1907	21	18	3776	99
Black (not of Hispanic origin)	7587	7383	148	119	15237	98
Hispanic origin	60417	62019	478	455	123369	99
American Indian/Alaskan Native	5512	5224	85	91	10912	98
White (not of Hispanic origin)	195268	192943	1579	1435	391225	99
Multi-Racial ²	13244	14193	113	125	27675	99

Notes:

1. Asian and Pacific Islander races were first reported separately in 2010-11.
2. Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

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

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

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, graduation rates, 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.

In October 2012 Oregon began the process of redesigning the report cards and school rating system. The revised report cards are scheduled to be available following the 2012-13 school year.

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*	2011-12**
Outstanding	399	426	333	364
Satisfactory	711	684	751	678
In Need of Improvement	61	45	98	113

* 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>

**Reading cut scores increased from 2010-11 to 2011-12, see <http://www.ode.state.or.us/go/readingachievement> or page 28. The rating cut scores were adjusted to take this change into account.

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 preschool (ages 3-5) through grade 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, if feasible, 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
2009-10*	1,778	14,944	2,577	672
2010-11	2,016	16,643	2,149	824
2011-12	2,533	16,151	1,798	900

*Does not include PK students enrolled in public pre-schools.

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 or 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 2011-12 Homeless Student Count for students enrolled in grades K-12. The number of homeless students as a percent of each district’s fall enrollment is also provided.

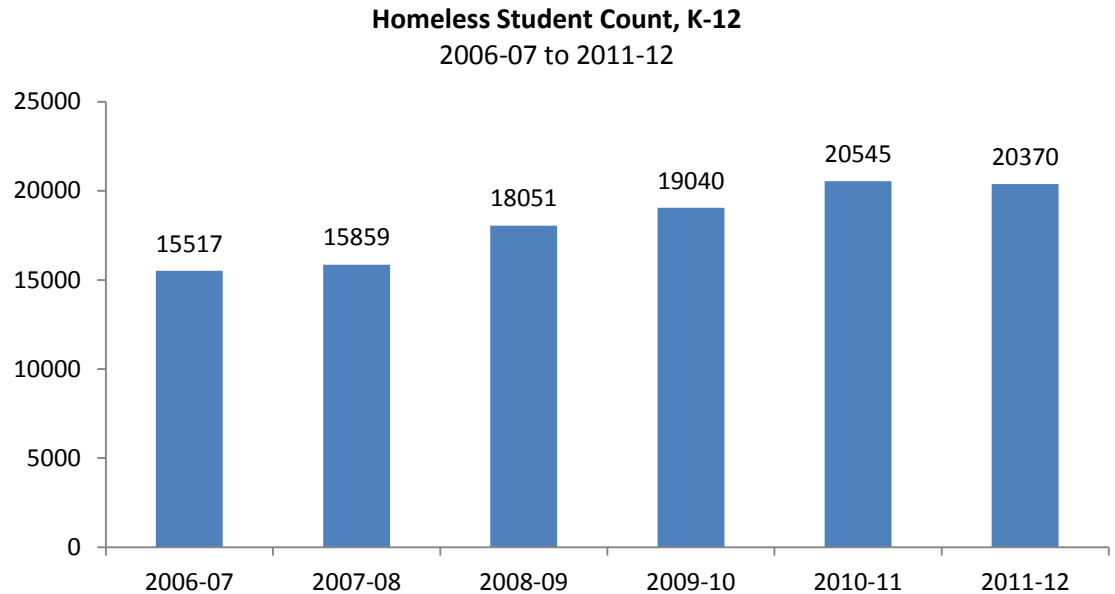
DISTRICT	K-12 Total Homeless 2011-12	% of enrollment 2011-12
Beaverton SD 48J	1809	4.62%
Portland SD 1J	1447	3.13%
Medford SD 549C	1235	9.70%
Reynolds SD 7	1008	8.90%
Salem-Keizer SD 24J	842	2.09%
Bend-LaPine	753	4.63%
Eugene SD 4J	717	4.19%
Springfield SD 19	524	4.85%

How many homeless students attend public schools in Oregon?

Grade Level	Count 2011-12
PK	1,012
KG	1,644
1	1,537
2	1,561
3	1,516
4	1,414
5	1,401
6	1,383
7	1,385
8	1,360
9	1,417
10	1,465
11	1,573
12	2,730
TOTAL	21,382

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 high 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.



	2007-08	2008-09	2009-10	2010-11	2011-12
Homeless Students*	15,859	18,051	19,040	20,545	20,370
Total Enrollment*	559,708	558,522	556,171	558,558	558,056
% of Total Enrollment	2.83%	3.23%	3.42%	3.68%	3.65%

*K-12 Students enrolled in Oregon School Districts only. Excludes students enrolled in ESDs, correctional programs, and other non-school district run programs.



Homeless Students by County of Enrollment, 2011-12

County	Total Enrolled, PK - 12
Baker	124
Benton	276
Clackamas	1492
Clatsop	256
Columbia	202
Coos	542
Crook	71
Curry	66
Deschutes	1142
Douglas	429
Gilliam	0
Grant	16
Harney	77
Hood River	41
Jackson	2047
Jefferson	152
Josephine	475
Klamath	330
Lake	12
Lane	2262
Lincoln	476
Linn	1040
Malheur	365
Marion	1611
Morrow	37
Multnomah	3894
Polk	129
Sherman	*
Tillamook	137
Umatilla	240
Union	186
Wallowa	22
Wasco	94
Washington	2665
Wheeler	*
Yamhill	468

*Suppressed; 5 or fewer students

NOTE: Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.

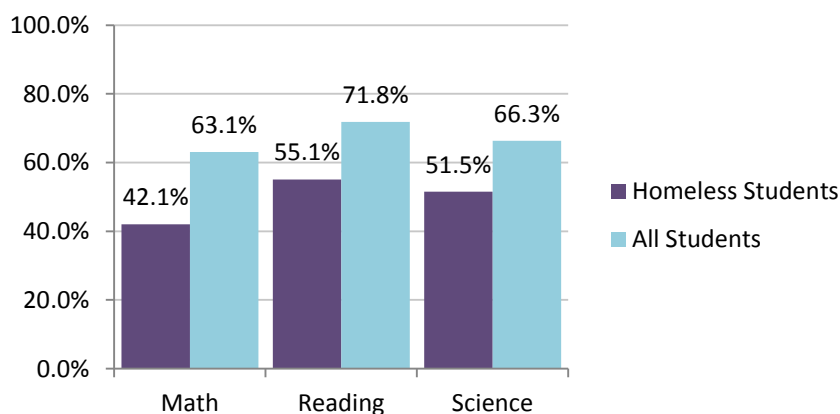
Of all K-12 homeless students reported who were enrolled in public schools in 2011-2012, 3,913 were considered “unaccompanied minors” who were abandoned by parents, or had run away from home: an increase of over 9 percent from last school year. District Homeless Liaisons and high school counselors often 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. The number of homeless students in grade 12 has been higher than other grade levels, and in proportion to grade 12 counts in other states, for several years.

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, Runaway & Homeless Youth Programs, and the Oregon Coalition on Homelessness and Housing. 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.

2011-12 Percent Met or Exceeded Standard, All Grades



McKinney-Vento Subgrant Projects

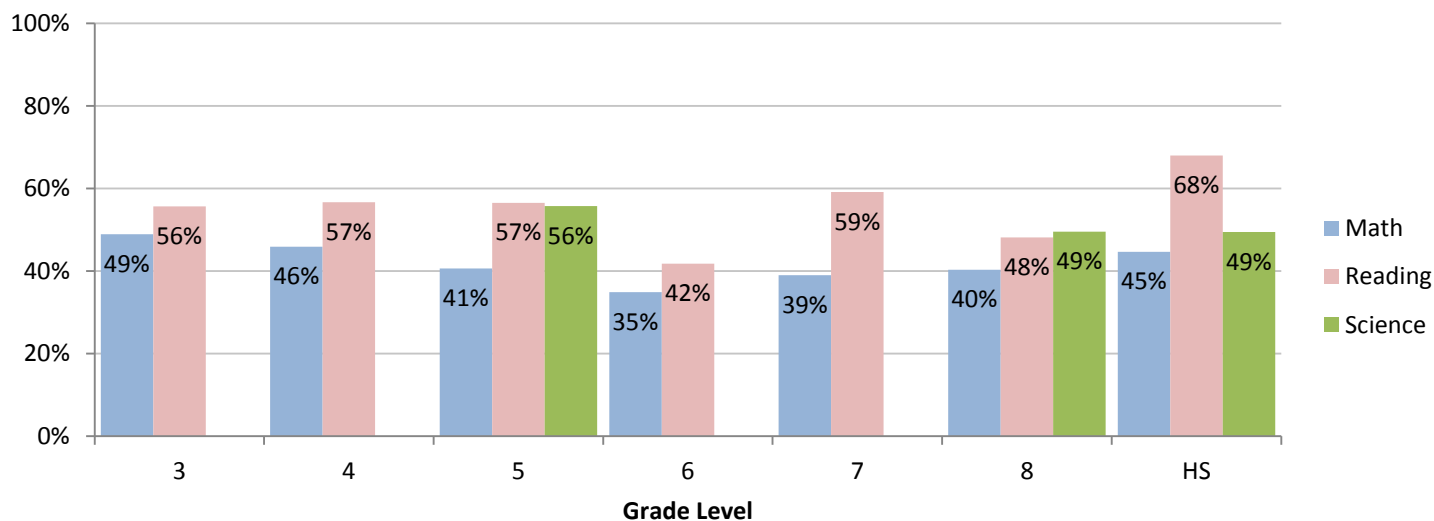
Oregon received \$664,393 in federal McKinney-Vento Act funds in 2011-12 to serve homeless students. More than 75% of this amount went to districts in the form of competitive subgrants. During the 2011-12 school year, 56 local districts were served by ten subgrant projects from this program.

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.

Grade Level	Math			Reading*			Science		
	NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2011-12	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2010-11	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2011-12	NUMBER OF HOMELESS STUDENTS TESTED IN READING 2011-12	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2010-11	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2011-12	NUMBER OF HOMELESS STUDENTS TESTED IN SCIENCE 2011-12	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2010-11	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2011-12
3	536	41.56%	48.88%	537	73.82%	55.68%			
4	501	47.25%	45.91%	501	75.33%	56.69%			
5	483	34.56%	40.58%	483	63.03%	56.52%	472	61.20%	55.72%
6	516	36.96%	34.88%	517	61.85%	41.78%			
7	508	37.48%	38.98%	509	64.16%	59.14%			
8	501	42.74%	40.32%	499	55.87%	48.10%	495	58.73%	49.49%
HS	484	31.02%	44.63%	506	47.39%	67.98%	467	47.33%	49.46%

*Reading cut scores increased from 2010-11 to 2011-12. See the Student Success section (page 28) for more details.

2011-12 Percent of Students Who Met or Exceeded Standard, by Grade Level



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, 2011 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2011 ¹	Free and Reduced Price Lunch Eligible Students as a Percent of All Students
REGULAR			
Elementary	144,772	253,294	57%
Middle/Jr. High	55,085	101,659	54%
High	75,244	159,455	47%
Combined	2,771	5,513	50%
ALTERNATIVE			
Elementary	826	2,152	38%
Middle	216	855	25%
High	1,734	2,719	64%
Combined	545	1,150	47%
CHARTER			
Elementary	2,061	5,021	41%
Middle	115	350	33%
High	1,135	1,783	64%
Combined	2,042	4,489	45%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	147,659	260,467	57%
Middle	55,416	102,864	54%
High	78,113	163,957	48%
Combined	5,358	11,152	48%
Other	236	594	40%
Total	286,782	539,034	53%

¹Note: Includes October 1 Membership (column B) for the 1,188 schools and programs in the 2011-12 report at <http://www.ode.state.or.us/sfda/reports/r0061Select.asp> which reported at least one student eligible for free or reduced lunch. **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.

In 2010, the State Board of Education adopted more rigorous achievement standards in mathematics for grades 3-8, effective for the 2010-11 school year.

In 2011, the Oregon State Board of Education increased science and reading achievement standards for grades 3-8, effective for the 2011-12 school year.

As a result of these changes, the percent of students meeting the standards in years after the cut score changed is not comparable to the percent in years before the cut score changed. ODE has adjusted the historical data for the year before the cut score changed, using the more recent scores, in order to measure student progress. For example, the percent of students meeting or exceeding the math standards in 2009-10 is presented twice – once using the 2009-10 cut scores that were in effect at the time, and once using the standards for 2010-11 and 2011-12.

Note: In 2008-09, ODE suspended the double scoring system for writing due to budgetary shortfalls. This may affect the comparability of writing scores to previous years. See

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=4626&TypeID=4> for more information.

Scores Required to Meet or Exceed Standards on Statewide Assessments (cut scores)

2011-12

Grade Level	Reading/ Literature		Math		Science		Writing	
	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed
Grade 3	211	224	212	219	N/A	N/A	N/A	N/A
Grade 4	216	226	219	227	N/A	N/A	32	40
Grade 5	221	230	225	234	226	239	N/A	N/A
Grade 6	226	237	227	237	N/A	N/A	N/A	N/A
Grade 7	229	241	232	242	N/A	N/A	40	50
Grade 8	232	242	234	245	235	247	N/A	N/A
High School	236	247	236	251	240	252	40	50

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

Green fill indicates that the cut score has increased from 2010-11 to 2011-12

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>

Grade 3 Percent Meeting Standards

In 2011-12, third grade students were tested in reading and in mathematics.

Grade 3 All Students

Statewide Percent Meeting or Exceeding Standards

	2009-10	2010-11	2011-12
Reading	83%	83% (60%*)	70%
Mathematics	78% (46%*)	63%	64%

Source: Oregon Assessment of Knowledge and Skills

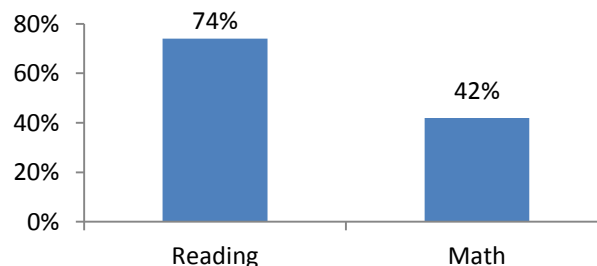
*revised (on 2010-11 and/or 2011-12 standards)

Grade 3 Extended Assessment Students

Percent Meeting or Exceeding

Reading and Math Alternate

Standards in 2011-12



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 2010 - 2012

	2009-10	2010-11	2010-11 (on 11-12 standards)	2011-12
All Students	83%	83%	60%	70%
Students with Disabilities	52%	52%	30%	36%
Asian/Pacific Islander	88%	89%	68%	78%
Black (not of Hispanic origin)	73%	74%	46%	53%
Hispanic origin	70%	72%	40%	50%
American Indian/Alaskan Native	78%	75%	45%	58%
White (not of Hispanic origin)	87%	88%	67%	77%
Multi-racial	86%	86%	67%	76%

Grade 3 Mathematics

Percent of Students Meeting or Exceeding Standard 2010 - 2012

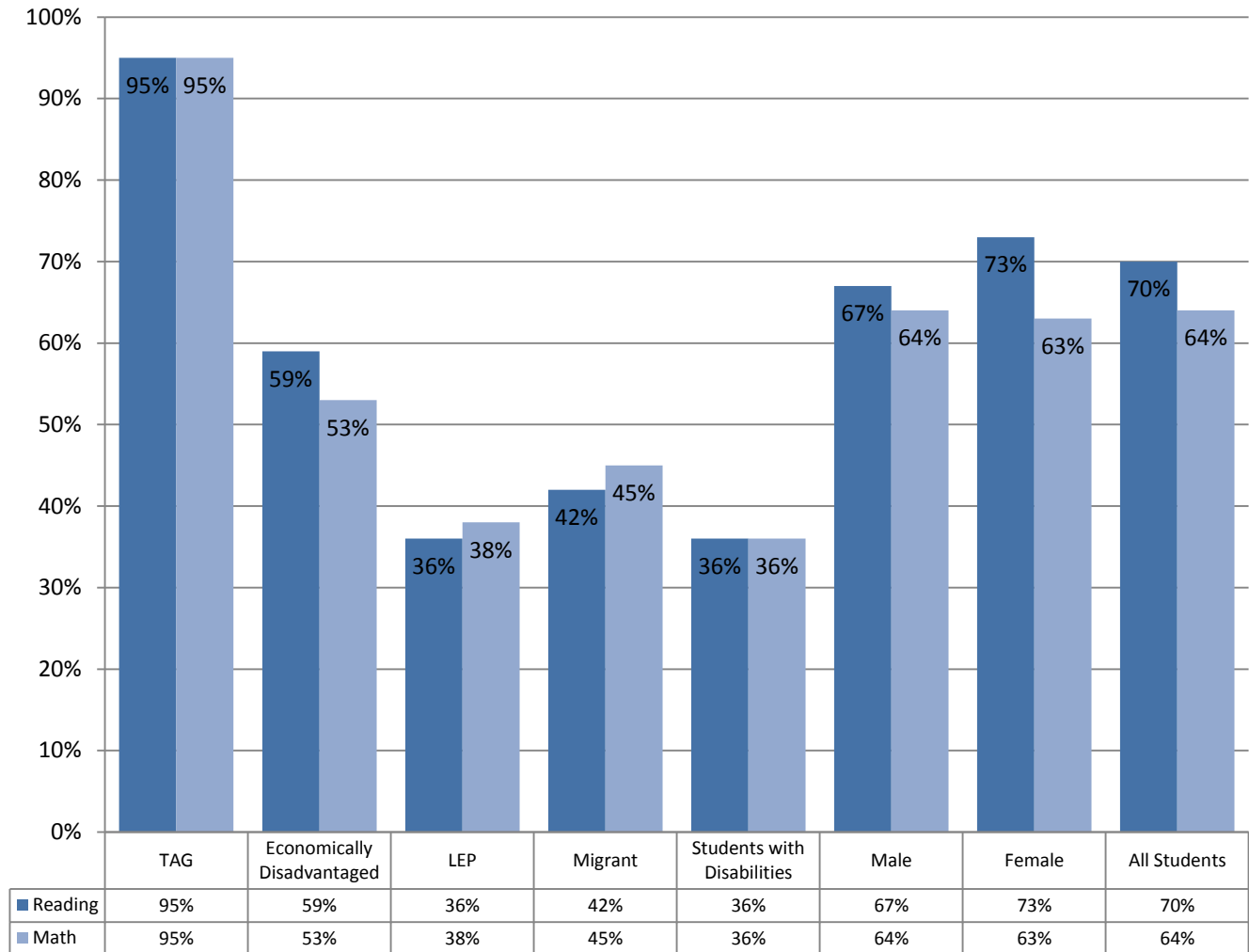
	2009-10	2009-10 (on 10-11 standards)	2010-11	2011-12
All Students	78%	46%	63%	64%
Students with Disabilities	51%	25%	35%	36%
Asian/Pacific Islander	86%	61%	72%	75%
Black (not of Hispanic origin)	62%	28%	42%	42%
Hispanic origin	66%	30%	47%	47%
American Indian/Alaskan Native	69%	36%	48%	52%
White (not of Hispanic origin)	83%	52%	68%	70%
Multi-racial	81%	51%	67%	67%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See

<http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

Grade 3 Students by Subgroup

Percent Meeting or Exceeding Standards in 2011-12



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 2011-12, fourth grade students were tested in reading and mathematics.

Grade 4 All Students

Statewide Percent Meeting or Exceeding Standards

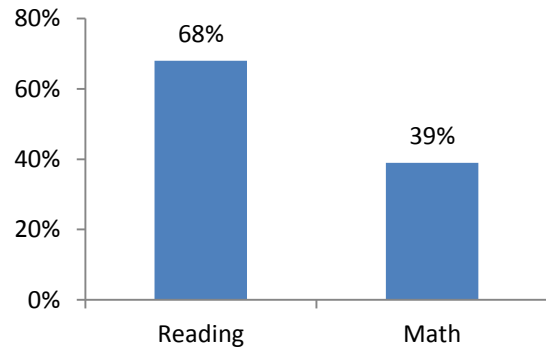
	2009-10	2010-11	2011-12
Reading	84%	85% (68%*)	74%
Writing**	44%	41%	***
Mathematics	78% (46%*)	65%	66%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 and/or 2011-12 standards)

Grade 4 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2011-12



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 2010 - 2012

	2009-10	2010-11	2010-11 (on 11-12 standards)	2011-12
All Students	84%	85%	68%	74%
Students with Disabilities	53%	53%	35%	38%
Asian/Pacific Islander	88%	89%	75%	80%
Black (not of Hispanic origin)	71%	74%	48%	56%
Hispanic origin	72%	75%	50%	56%
American Indian/Alaskan Native	77%	77%	57%	62%
White (not of Hispanic origin)	88%	89%	74%	80%
Multi-racial	88%	87%	72%	78%

Grade 4 Writing**

Percent of Students Meeting or Exceeding Standard 2010 - 2011

	2009-10	2010-11	2011-12***
All Students	44%	41%	--
Students with Disabilities	16%	14%	--
Asian/Pacific Islander	58%	57%	--
Black (not of Hispanic origin)	31%	29%	--
Hispanic origin	31%	29%	--
American Indian/Alaskan Native	31%	28%	--
White (not of Hispanic origin)	47%	44%	--
Multi-racial	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.

***During the 2011 legislative session, in response to budgetary restrictions, the Oregon Legislature voted to suspend funding for the state writing test at grades 4 and 7.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

Grade 4 Mathematics

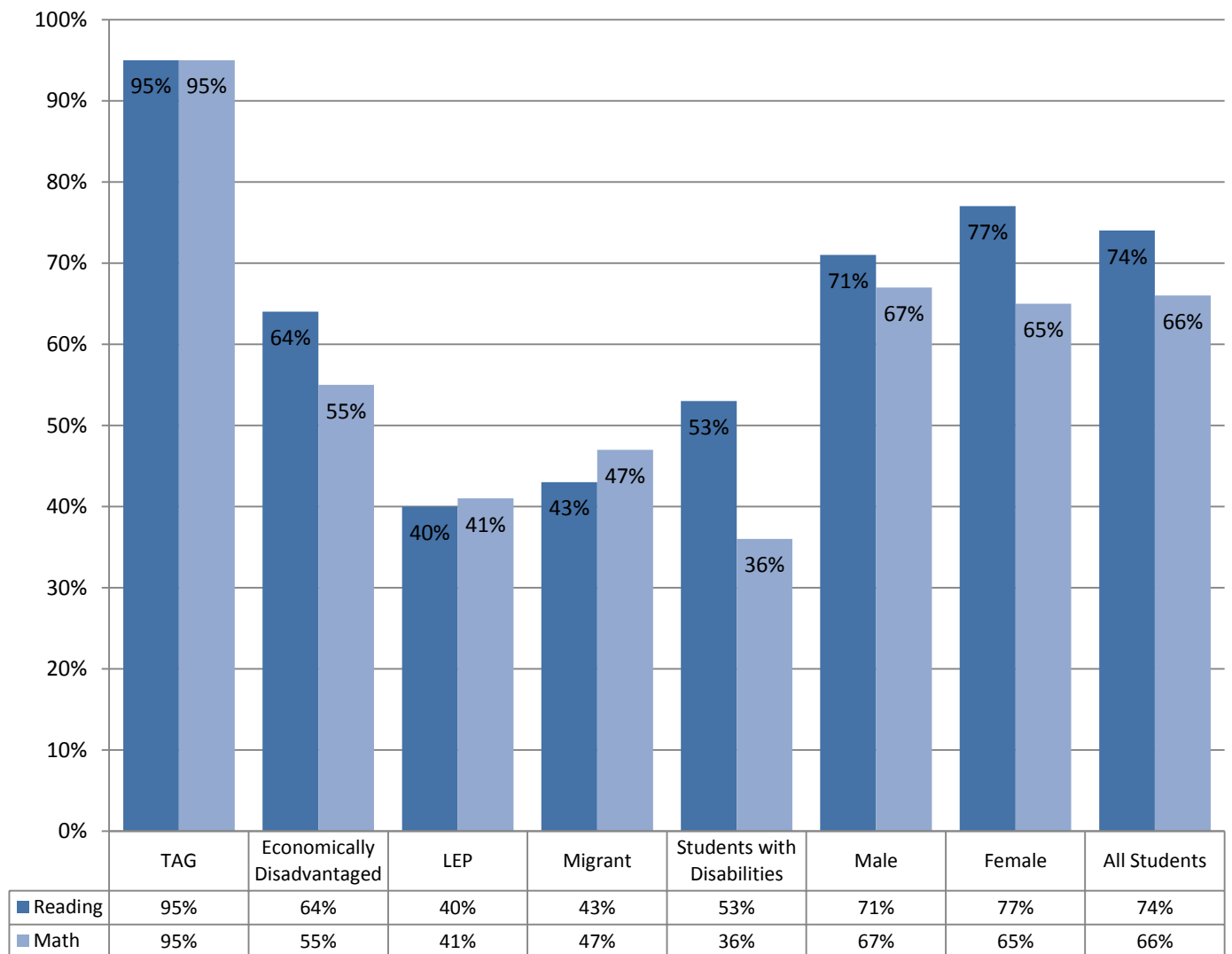
Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2009-10 (on 10-11 standards)	2010-11	2011-12
All Students	78%	46%	65%	66%
Students with Disabilities	50%	23%	36%	35%
Asian/Pacific Islander	85%	61%	79%	79%
Black (not of Hispanic origin)	61%	28%	44%	46%
Hispanic origin	66%	29%	52%	51%
American Indian/Alaskan Native	67%	32%	48%	52%
White (not of Hispanic origin)	83%	51%	70%	71%
Multi-racial	79%	48%	67%	68%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

Grade 4 Students by Subgroup

Percent Meeting or Exceeding Standards in 2011-12



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 2011-12, fifth grade students were tested in reading, mathematics, and science.

Grade 5 All Students

Statewide Percent Meeting or Exceeding Standards

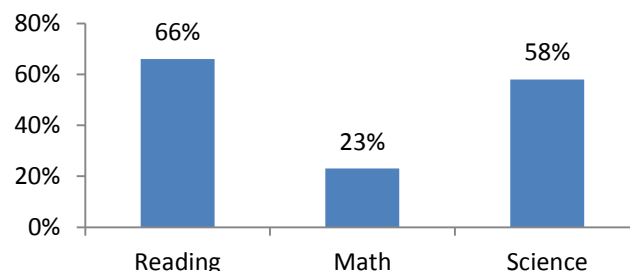
	2009-10	2010-11	2011-12
Reading	77%	78% (64%*)	69%
Mathematics	79% (45%*)	57%	59%
Science	74%	74% (70%*)	69%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 and/or 2011-12 standards)

Grade 5 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2011-12



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 2010 - 2012

	2009-10	2010-11	2010-11 (on 11-12 standards)	2011-12
All Students	77%	78%	64%	69%
Students with Disabilities	43%	41%	29%	31%
Asian/Pacific Islander	82%	82%	70%	74%
Black (not of Hispanic origin)	59%	61%	47%	48%
Hispanic origin	59%	63%	44%	51%
American Indian/Alaskan Native	66%	64%	46%	56%
White (not of Hispanic origin)	82%	83%	70%	75%
Multi-racial	82%	82%	71%	74%

Grade 5 Mathematics

Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2009-10 (on 10-11 standards)	2010-11	2011-12
All Students	79%	45%	57%	59%
Students with Disabilities	48%	20%	27%	26%
Asian/Pacific Islander	86%	60%	72%	74%
Black (not of Hispanic origin)	60%	26%	35%	37%
Hispanic origin	68%	29%	42%	44%
American Indian/Alaskan Native	68%	29%	38%	41%
White (not of Hispanic origin)	82%	50%	63%	65%
Multi-racial	83%	53%	62%	62%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

Grade 5 Science

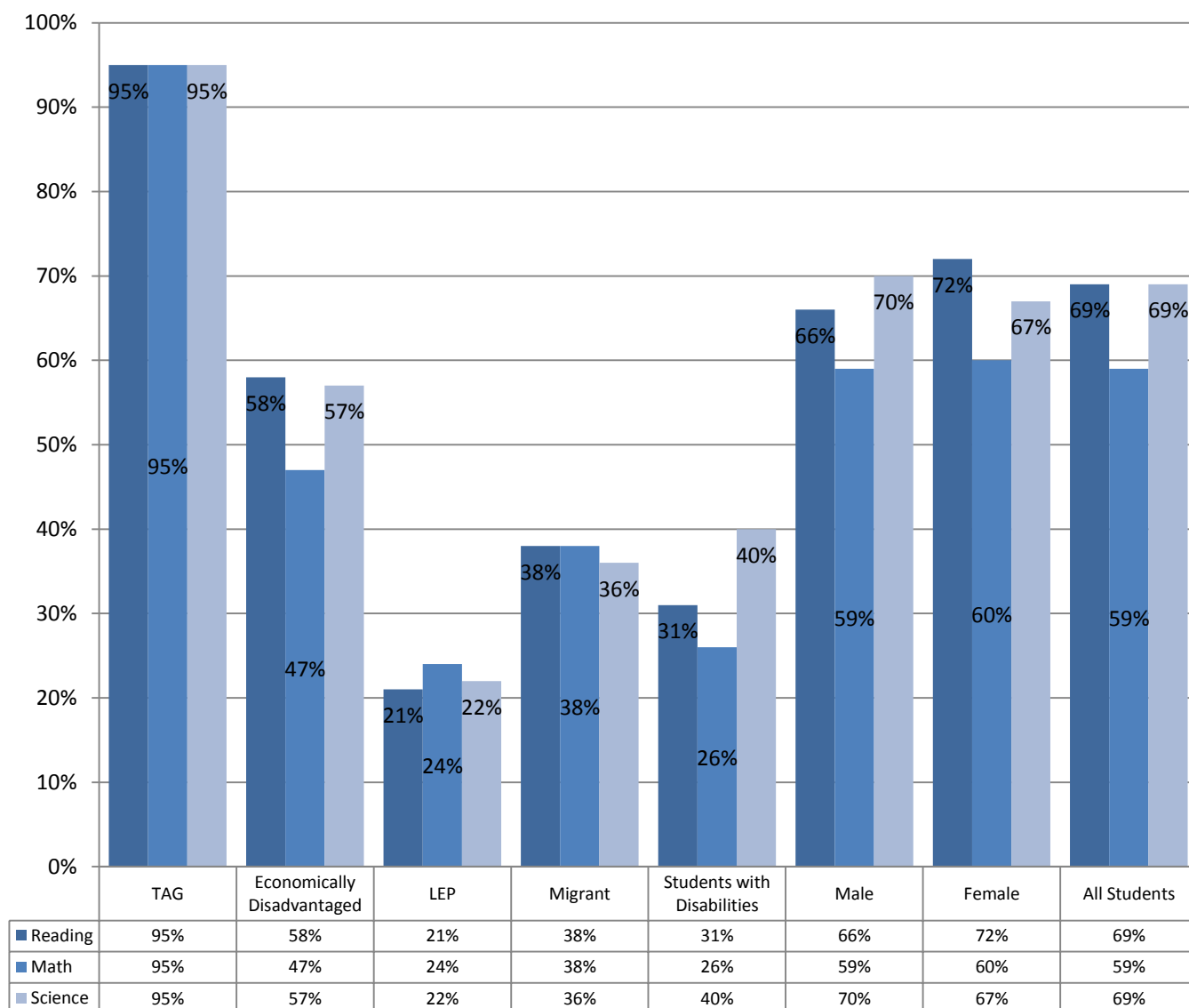
Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2010-11	2010-11 (on 11-12 standards)	2011-12
All Students	74%	74%	70%	69%
Students with Disabilities	50%	47%	42%	40%
Asian/Pacific Islander	76%	76%	72%	72%
Black (not of Hispanic origin)	54%	52%	48%	45%
Hispanic origin	52%	54%	49%	46%
American Indian/Alaskan Native	65%	62%	56%	58%
White (not of Hispanic origin)	82%	81%	77%	77%
Multi-racial	80%	79%	75%	75%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

Grade 5 Students by Subgroup

Percent Meeting or Exceeding Standards in 2011-12



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 2011-12, sixth grade students were tested in reading and mathematics.

Grade 6 All Students

Statewide Percent Meeting or Exceeding Standards

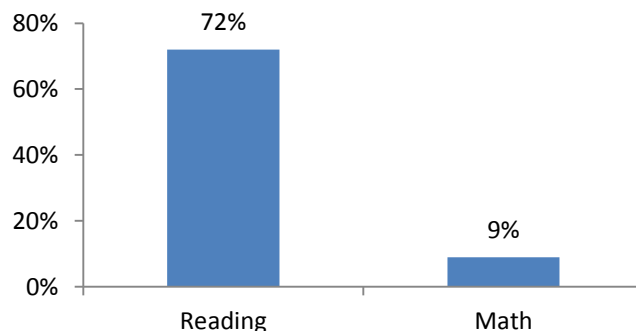
	2009-10	2010-11	2011-12
Reading	77%	79% (61%*)	65%
Mathematics	74% (46%*)	59%	59%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 and/or 2011-12 standards)

Grade 6 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2011-12



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 2010 - 2012

	2009-10	2010-11	2010-11 (on 11-12 standards)	2011-12
All Students	77%	79%	61%	65%
Students with Disabilities	39%	40%	24%	24%
Asian/Pacific Islander	82%	83%	65%	72%
Black (not of Hispanic origin)	63%	62%	39%	42%
Hispanic origin	60%	64%	40%	45%
American Indian/Alaskan Native	66%	70%	48%	49%
White (not of Hispanic origin)	82%	84%	68%	71%
Multi-racial	81%	84%	66%	70%

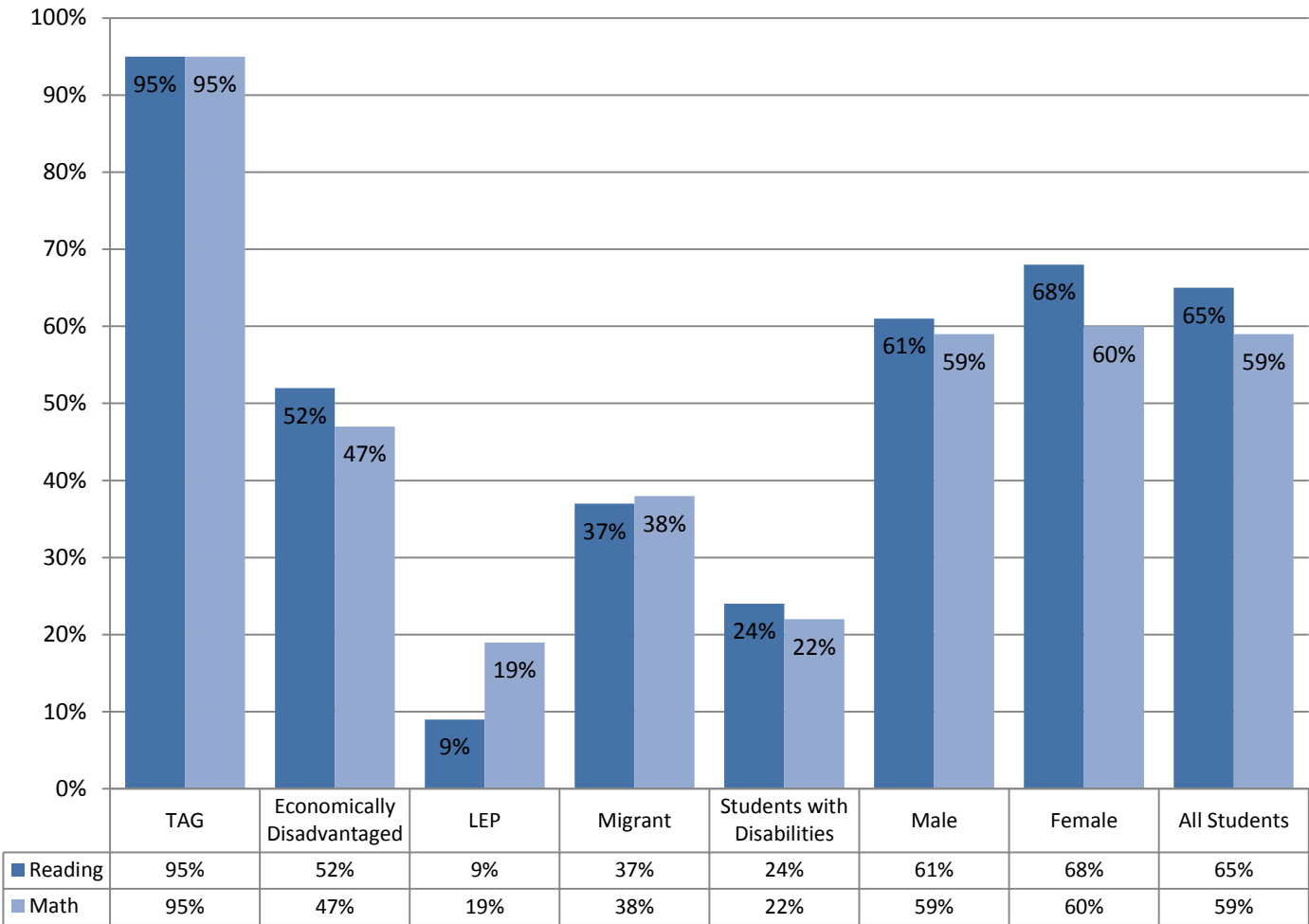
Grade 6 Mathematics

Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2009-10 (on 10-11 standards)	2010-11	2011-12
All Students	74%	46%	59%	59%
Students with Disabilities	39%	17%	24%	22%
Asian/Pacific Islander	82%	63%	72%	75%
Black (not of Hispanic origin)	56%	28%	38%	37%
Hispanic origin	60%	29%	42%	44%
American Indian/Alaskan Native	61%	32%	43%	43%
White (not of Hispanic origin)	79%	51%	64%	64%
Multi-racial	79%	52%	65%	63%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

Grade 6 Students by Subgroup
 Percent Meeting or Exceeding Standards in 2011-12



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 2011-12, seventh grade students were tested in reading and mathematics.

Grade 7 All Students

Statewide Percent Meeting or Exceeding Standards

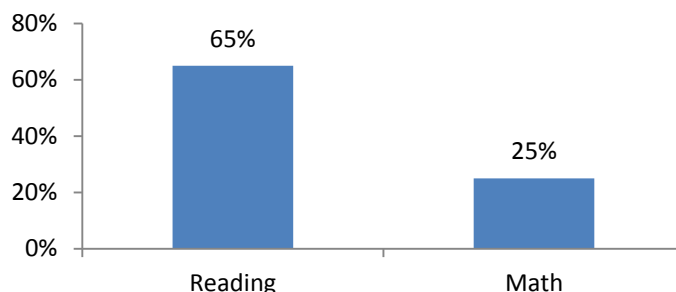
	2009-10	2010-11	2011-12
Reading	79%	80% (72%*)	75%
Writing**	50%	52%	***
Mathematics	80% (51%*)	61%	63%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 and/or 2011-12 standards)

Grade 7 Extended Assessment Students

Percent Meeting or Exceeding Reading and Math Alternate Standards in 2011-12



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 2010 - 2012

	2009-10	2010-11	2010-11 (on 11-12 standards)	2011-12
All Students	79%	80%	72%	75%
Students with Disabilities	40%	40%	31%	32%
Asian/Pacific Islander	83%	84%	78%	79%
Black (not of Hispanic origin)	61%	67%	56%	55%
Hispanic origin	62%	66%	54%	57%
American Indian/Alaskan Native	70%	71%	62%	63%
White (not of Hispanic origin)	83%	84%	77%	80%
Multi-racial	84%	82%	76%	80%

Grade 7 Writing

Percent of Students Meeting or Exceeding Standard 2010 - 2011

	2009-10	2010-11	2011-12***
All Students	50%	52%	--
Students with Disabilities	15%	16%	--
Asian/Pacific Islander	63%	65%	--
Black (not of Hispanic origin)	32%	42%	--
Hispanic origin	35%	38%	--
American Indian/Alaskan Native	36%	39%	--
White (not of Hispanic origin)	55%	56%	--
Multi-racial	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.

***During the 2011 legislative session, in response to budgetary restrictions, the Oregon Legislature voted to suspend funding for the state writing test at grades 4 and 7.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See

<http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

Grade 7 Mathematics

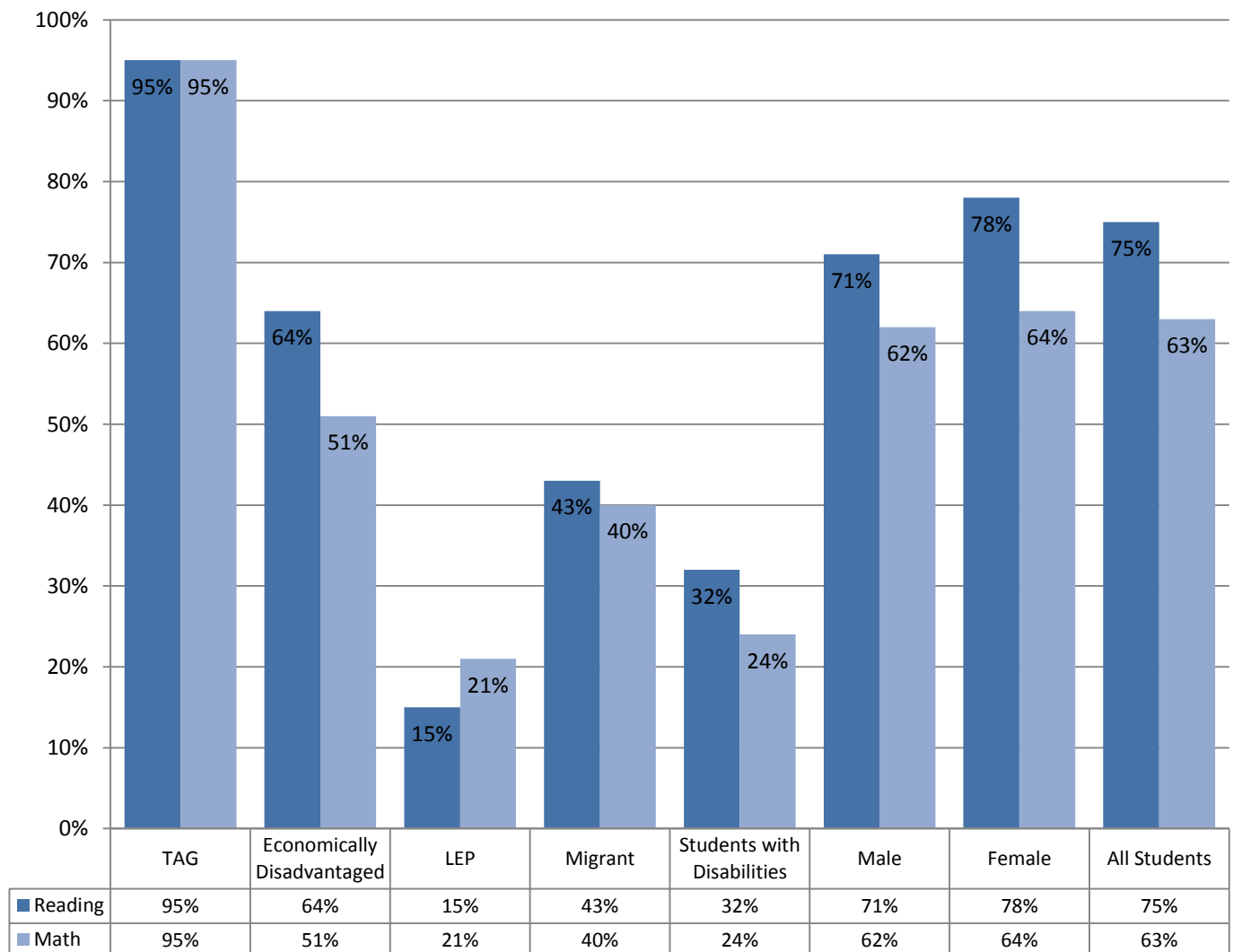
Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2009-10 (on 10-11 standards)	2010-11	2011-12
All Students	80%	51%	61%	63%
Students with Disabilities	44%	18%	24%	24%
Asian/Pacific Islander	90%	69%	76%	76%
Black (not of Hispanic origin)	61%	30%	41%	42%
Hispanic origin	69%	34%	45%	48%
American Indian/Alaskan Native	69%	34%	47%	48%
White (not of Hispanic origin)	83%	56%	66%	67%
Multi-racial	83%	57%	64%	68%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

Grade 7 Students by Subgroup

Percent Meeting or Exceeding Standards in 2011-12



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 2011-12, eighth grade students were tested in reading, mathematics, and science.

Grade 8 All Students

Statewide Percent Meeting or Exceeding Standards

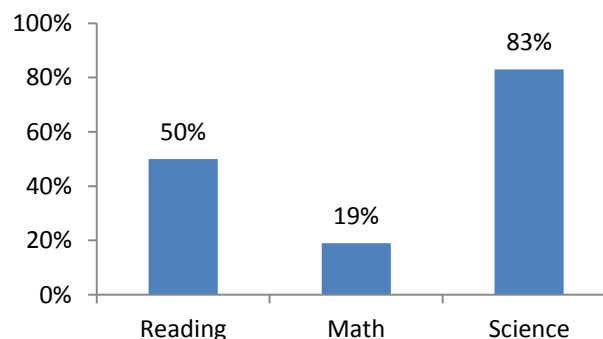
	2009-10	2010-11	2011-12
Reading	70%	72% (66%*)	68%
Mathematics	72% (53%*)	65%	65%
Science	71%	71% (67%*)	66%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2010-11 and/or 2011-12 standards)

Grade 8 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2011-12



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 2010 - 2012

	2009-10	2010-11	2010-11 (on 11-12 standards)	2011-12
All Students	70%	72%	66%	68%
Students with Disabilities	30%	30%	26%	25%
Asian/Pacific Islander	75%	76%	71%	74%
Black (not of Hispanic origin)	52%	52%	45%	50%
Hispanic origin	52%	56%	48%	50%
American Indian/Alaskan Native	58%	60%	55%	54%
White (not of Hispanic origin)	75%	77%	72%	73%
Multi-racial	73%	76%	70%	71%

Grade 8 Mathematics

Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2009-10 (on 10-11 standards)	2010-11	2011-12
All Students	72%	53%	65%	65%
Students with Disabilities	33%	19%	24%	25%
Asian/Pacific Islander	83%	72%	77%	78%
Black (not of Hispanic origin)	51%	34%	39%	45%
Hispanic origin	57%	36%	49%	52%
American Indian/Alaskan Native	60%	39%	52%	51%
White (not of Hispanic origin)	76%	58%	69%	69%
Multi-racial	74%	54%	67%	67%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

Grade 8 Science

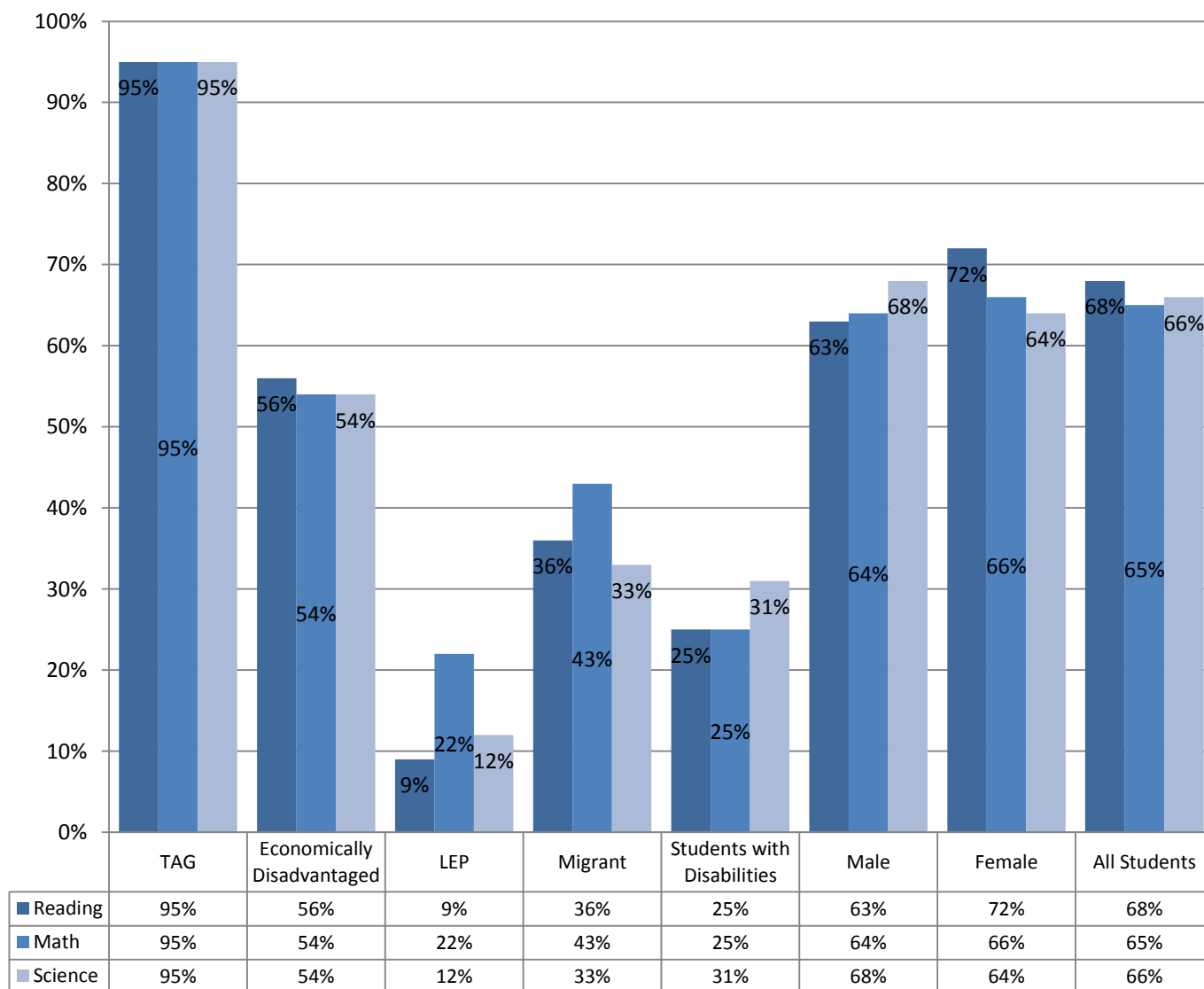
Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2010-11	2010-11 (on 11-12 standards)	2011-12
All Students	71%	71%	67%	66%
Students with Disabilities	40%	38%	33%	31%
Asian/Pacific Islander	75%	74%	70%	72%
Black (not of Hispanic origin)	47%	45%	40%	40%
Hispanic origin	50%	51%	46%	45%
American Indian/Alaskan Native	59%	62%	57%	55%
White (not of Hispanic origin)	77%	78%	74%	73%
Multi-racial	73%	76%	71%	70%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

Grade 8 Students by Subgroup

Percent Meeting or Exceeding Standards in 2011-12



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 2011-12, eleventh grade students were tested in reading, writing, mathematics, and science. In 2009-10 and earlier, students were tested in tenth grade.

High School All Students

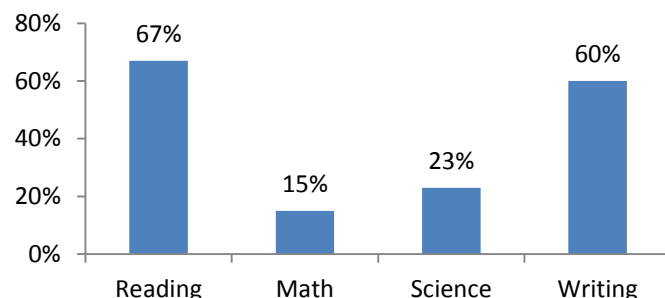
Statewide Percent Meeting or Exceeding Standards

	2009-10	2010-11	2011-12
Reading	71%	83%	84%
Writing	53%	68%	67%
Mathematics	56%	68%	66%
Science	58%	60%	64%

Source: Oregon Assessment of Knowledge and Skills

High School Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2011-12



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 2010 - 2012

	2009-10	2010-11	2011-12*
All Students	71%	83%	84%
Students with Disabilities	29%	43%	45%
Asian/Pacific Islander	73%	83%	82%
Black (not of Hispanic origin)	49%	63%	65%
Hispanic origin	49%	67%	71%
American Indian/Alaskan Native	60%	77%	75%
White (not of Hispanic origin)	78%	88%	88%
Multi-racial	75%	85%	86%

*The cut score for meeting the standard did not increase for high school students – percent meeting or exceeding is the same on 2010-11 and 2011-12 standards.

High School Writing

Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2010-11	2011-12
All Students	53%	68%	67%
Students with Disabilities	14%	22%	22%
Asian/Pacific Islander	62%	72%	70%
Black (not of Hispanic origin)	36%	49%	47%
Hispanic origin	34%	49%	49%
American Indian/Alaskan Native	39%	55%	53%
White (not of Hispanic origin)	58%	74%	72%
Multi-racial	58%	69%	69%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=&4630> for more information.

High School Mathematics

Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2009-10	2010-11*	2011-12
All Students	56%	68%	66%
Students with Disabilities	17%	23%	21%
Asian /Pacific Islander	72%	80%	79%
Black (not of Hispanic origin)	31%	41%	41%
Hispanic origin	38%	51%	50%
American Indian/Alaskan Native	38%	53%	51%
White (not of Hispanic origin)	61%	73%	70%
Multi-racial	58%	69%	68%

*The cut score for meeting the standard did not increase for high school students – percent meeting or exceeding is the same on 2009-10 and 2010-11 standards.

High School Science

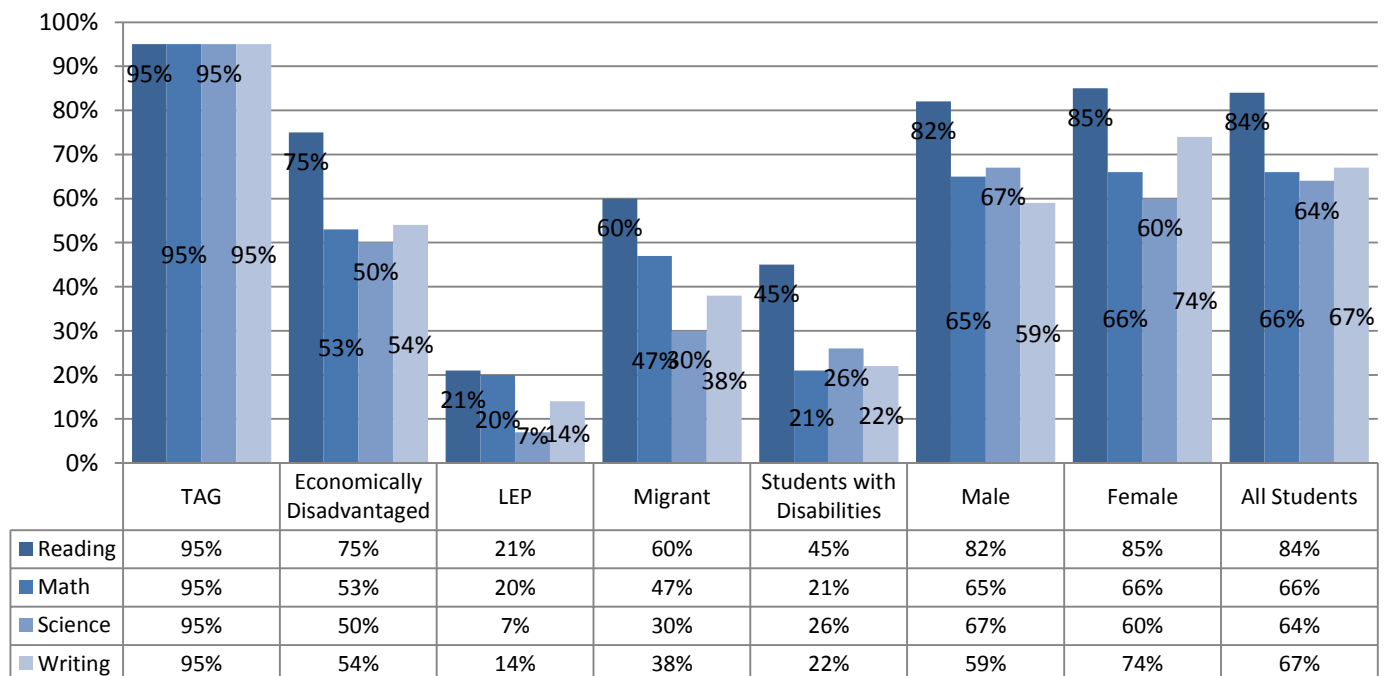
Percent of Students Meeting or Exceeding Standard 2010 - 2012

	2008-09	2009-10	2010-11
All Students	58%	60%	64%
Students with Disabilities	23%	25%	26%
Asian/Pacific Islander	61%	64%	67%
Black (not of Hispanic origin)	29%	29%	35%
Hispanic origin	31%	35%	40%
American Indian/Alaskan Native	47%	49%	52%
White (not of Hispanic origin)	65%	67%	71%
Multi-racial	57%	65%	67%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?i=4630> for more information.

High School Students by Subgroup

Percent Meeting or Exceeding Standards in 2011-12



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. OAKS math assessments include multiple-choice and machine-scored constructed-response items, while OAKS reading assessments consist 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 results from the 2011 assessments are included in this report. 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. In 2011-2012, NAEP conducted a national assessment in economics at grade 12. Results will be reported in 2013. For 2012-2013, NAEP will conduct national and state assessments in mathematics and reading at grades 4 and 8 as well as national assessments in mathematics and reading 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:

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 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	7	23	32	37	97
	United States	7	25	34	34*	96*
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 ¹	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

¹Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?n=4630> for more information.

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	98
	United States	3	29	43	25	97*
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 ¹	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

¹Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See

<http://www.ode.state.or.us/news/announcements/announcement.aspx?n=4630> for more information.

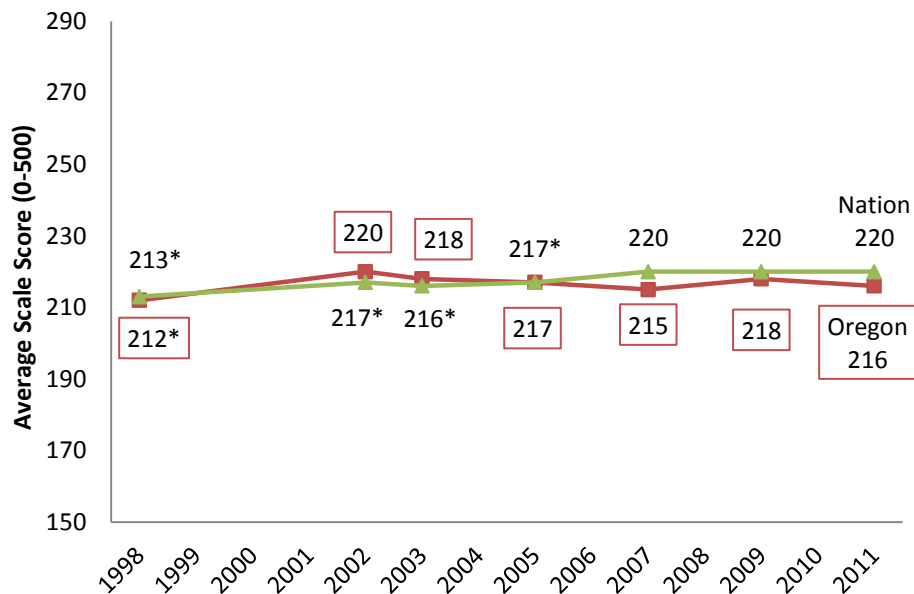
Achievement level results from the 2011 NAEP reading assessment show that, for several student reporting groups, a larger percentage of Oregon 4th graders performed at the "Below Basic" level than their peers in the nation as a whole. This is true for all 4th graders as well as the Limited English Proficient, 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 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

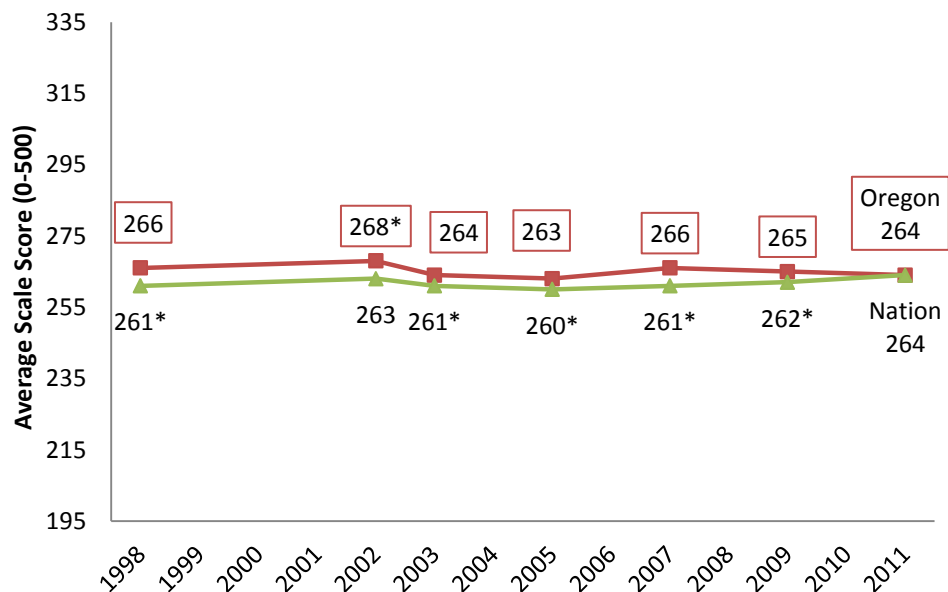
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2011, Oregon's 4th graders scored 216, which was statistically lower than the nation's (220).



* 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	97
	United States	6	33*	42	18*	98
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 ¹	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

¹Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

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	99
	United States	8	26	39	28	97*
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 ¹	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

¹Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See

<http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

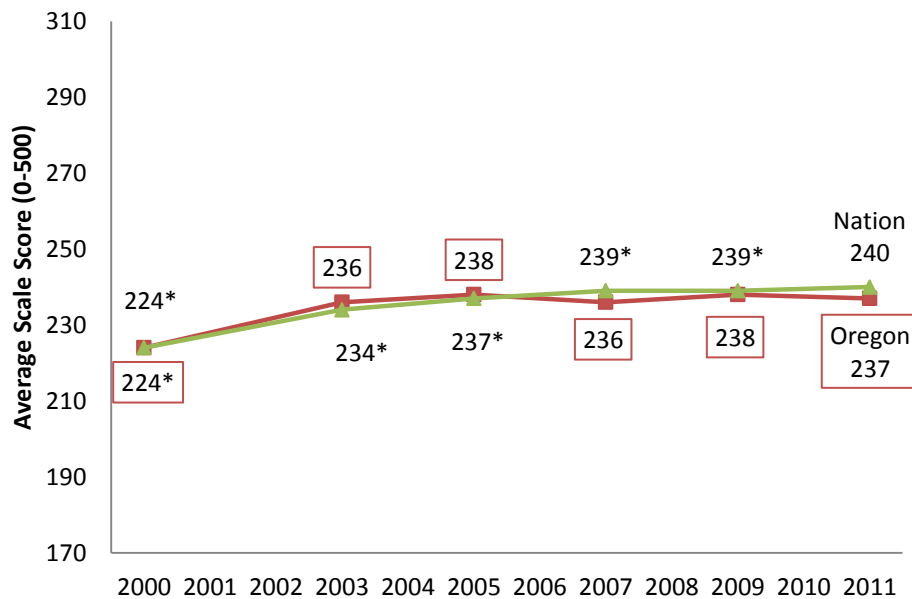
Achievement level results from the 2011 NAEP math assessment show that, for several student reporting groups, a larger percentage of Oregon 4th graders performed at the "Below Basic" level than their peers in the nation as a whole. This is true for all 4th graders as well as the Economically Disadvantaged, 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

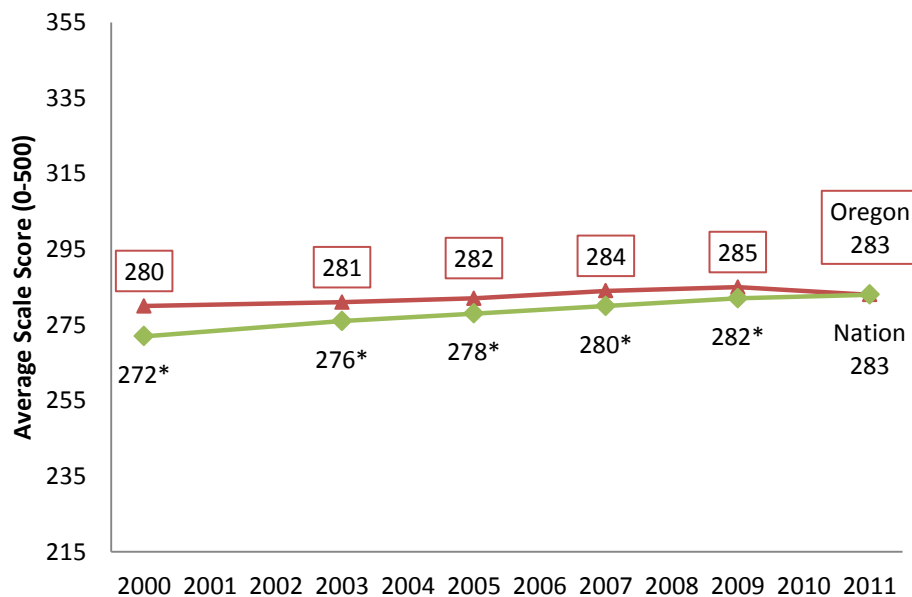
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2011, Oregon's 4th graders scored 237, which was statistically lower than the nation's (240).



* 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	98
	United States	1	32	39	29	97
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 ¹	Oregon	1	39	39	21	~
	United States	1	33	42	24	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

¹Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

National Assessment of Educational Progress: Science, Grade 8

2011 NAEP Grade 8 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	2	34	35	30	98
	United States	2	29*	34	36*	98
Economically Disadvantaged	Oregon	#	23	35	41	~
	United States	#	16*	32	52*	~
Limited English Proficient	Oregon	#	1	10	89	96
	United States	#	2	14	83	94
Students with Disabilities	Oregon	1	11	24	64	88
	United States	#	9	22	68	87
Asian/Pacific Islander	Oregon	2	38	35	25	~
	United States	3	38	33	26	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	9	27	64	~
Hispanic origin	Oregon	#	13	32	54	~
	United States	#	16	32	52	~
American Indian/Alaska Native	Oregon	~	~	~	~	~
	United States	1	18	33	48	~
White (not of Hispanic origin)	Oregon	2	41	35	22	~
	United States	2	40	36	21	~
Multi-Racial ¹	Oregon	2	36	40	22	~
	United States	3	31	35	31	~

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

¹Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

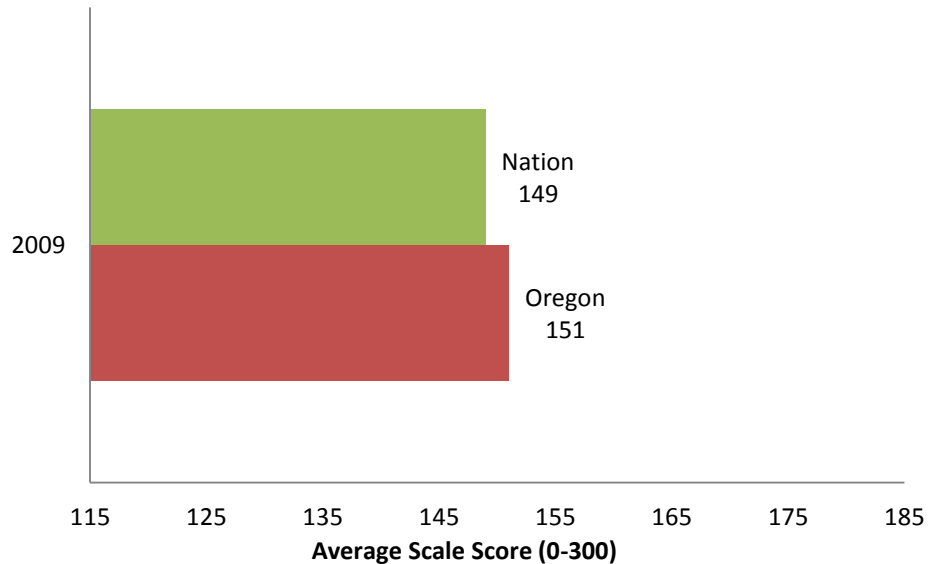
Achievement level results from the 2009 NAEP science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Students with Disabilities performed at the "Below Basic" level and a larger percentage performed at the "Proficient" level. However,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

Achievement level results from the 2011 NAEP science assessment show that smaller percentages of all Oregon 8th graders as well as Economically Disadvantaged students performed "Below Basic" than their peers in the nation as a whole. Larger percentages of all Oregon 8th graders and Economically Disadvantaged students reached the "Proficient" level than their peers in the nation as a whole.

National Assessment of Educational Progress: Science

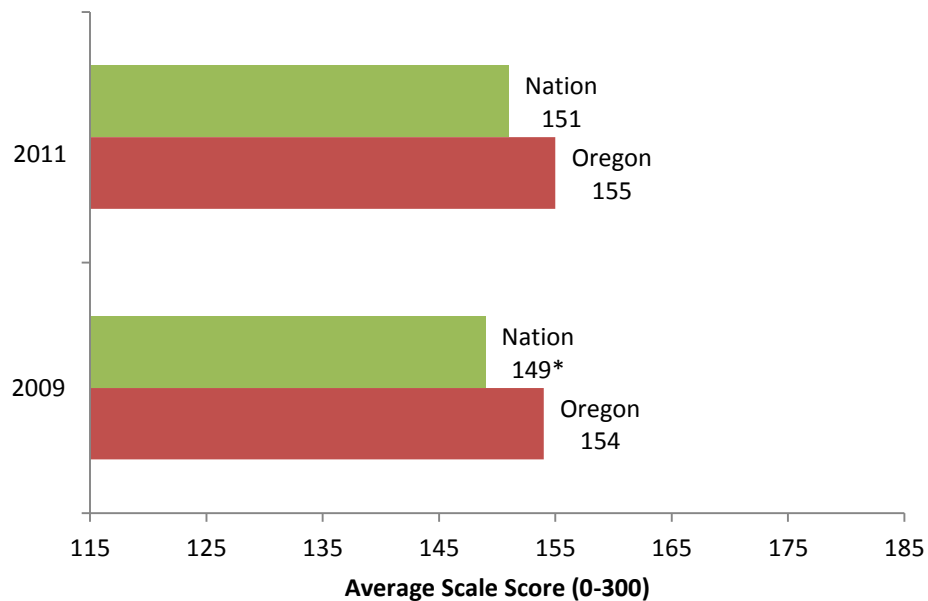
Grade 4 Average Scale Scores 2009: Oregon and the Nation

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



Grade 8 Average Scale Scores 2011: Oregon and the Nation

In 2009, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2011, Oregon's 8th graders scored 155, which was statistically higher than the nation's (151).



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

COLLEGE ADMISSION TESTS

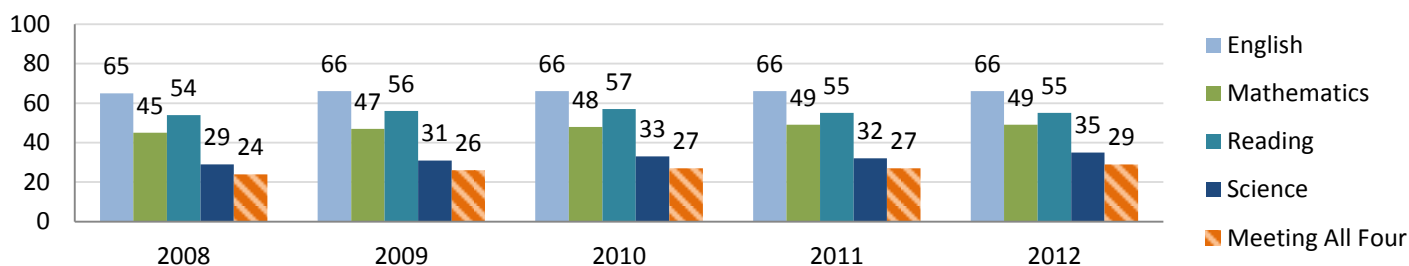
Students preparing for admission to various post-secondary programs take a variety of tests or go through other screening procedures. Two of the most widely established college admissions tests are the ACT (American College Testing Program) and the SAT Reasoning Test.

American College Testing Program (ACT)

The number of Oregon high school graduates who took the ACT college admission and placement exam increased in 2012. A total of 12,462 students in the Oregon graduating class of 2012 took the ACT, the highest Oregon total ever, as compared to 11,715 in 2011. This represents 38 percent of the state's 2012 graduating class, compared to 35 percent who took the ACT in 2011. Nationally, 52 percent of graduating seniors took the ACT in 2012, as compared to 49 percent in 2011, another all-time high.

Often, increased participation correlates with lower average scores, but in 2012, Oregon's average ACT dropped only slightly, from 21.5 in 2011 to 21.4 in 2012, and the percent of students meeting all of the ACT's benchmarks increased from 27% to 29%. The national average score remained steady at 21.1, with 25% of students meeting all four ACT benchmarks.

**Percent Meeting ACT College Readiness Benchmarks
Oregon students who took the ACT exam, 2008-2012**

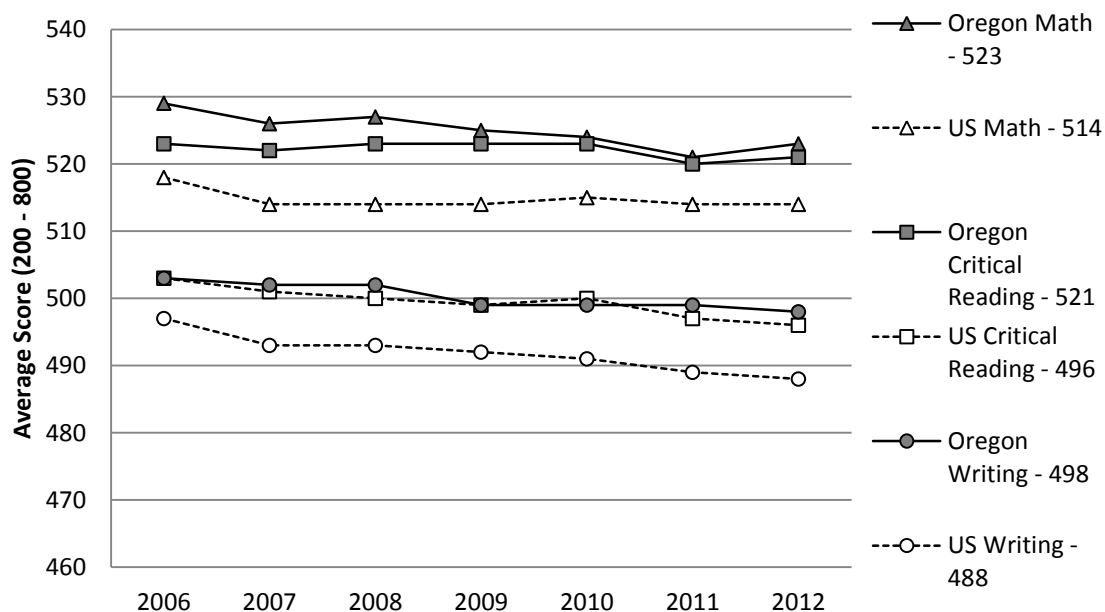


The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36. ACT data is posted at <http://www.act.org/newsroom/data/>.

SAT Reasoning Test

18,813 graduating seniors took the SAT in Oregon in 2012, an increase from 2011 when 18,754 graduating seniors took the test.

**Oregon and United States SAT Scores
2006-2012**



Historically, Oregon students have outscored U.S. students on the SAT. In 2012, Oregon students scored 25 points higher than the national average on the critical reading test, 9 points higher than the national average on the mathematics test and 10 points higher than the national average on the writing test.

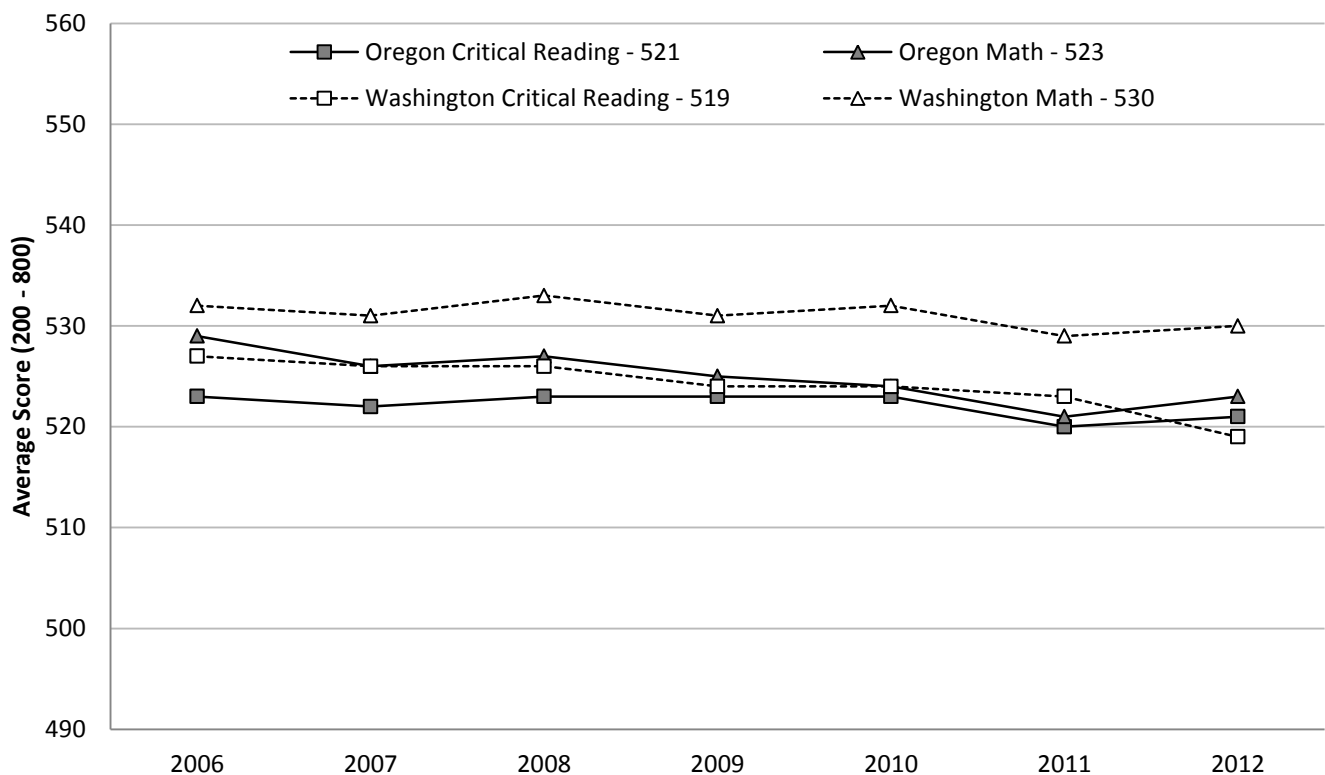
Source: The College Board

Key displays the most recent year's average score.

Among the states that tested at least 50 percent of their high school graduates¹, Oregon students were tied with New Hampshire's for the highest average score in the nation on the SAT critical reading section², and tied with Vermont's for fourth on mathematics.³ Washington State participation (58%) was slightly higher than Oregon's (57%), and Washington students outperformed Oregon students on both math and writing.

Oregon students averaged 498 on the SAT writing section, ranking seventh in the nation among the states that tested at least 50 percent of their high school graduates. 24 states tested at least 50 percent of their graduates.

Oregon and Washington SAT Scores: 2006-2012
Data labels display most recent year's average score



¹The percentage of high school graduates is based upon the projection of high school graduates in 2002, 2011 and 2012 by the Western Interstate Commission for Higher Education (WICHE), and the number of students in the class of 2002, 2011 and 2012 who took the SAT in each state.

²Critical Reading test replaced Verbal in 2007

³Mean SAT Scores by State at <http://media.collegeboard.com/homeOrg/content/pdf/sat-report-college-career-readiness-2012.pdf>

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

Source: The College Board

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 (426 students, or 2.26% 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.

SAT data for the 2011-12 Statewide Report Card includes all students from the Oregon report at: http://media.collegeboard.com/digitalServices/pdf/research/OR_12_03_03_01.pdf. For results limited to public school students only, see:

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=8567&TypeID=5>.

89% of Oregon students who took the SAT were enrolled in a public school at the time that they took the exam.

**Integrated SAT State Summary 2012 by Gender & Race/Ethnicity
Oregon and Nation – All Schools**

	Oregon - All Schools					Nation – All Schools				
	# of Test Takers	% of Total	Critical Reading	Math	Writing	# of Test Takers	% of Total	Critical Reading	Math	Writing
Total	18,813	100.00%	521	523	498	1,664,479	100.00%	496	514	488
Change from last year	0.31%		1	2	-1	1.05%		-1	0	-1
Male	8,458	44.96%	525	544	492	778,142	46.75%	498	532	481
Change from last year	2.05%		2	3	1	0.98%		-2	1	-1
Female	10,355	55.04%	517	505	503	886,337	53.25%	493	499	494
Change from last year	-1.06%		-1	-1	-2	1.12%		-2	-1	-2
American Indian	295	1.57%	482	485	448	9,716	0.58%	482	489	462
Change from last year	0.34%		-9	3	-10	5.11%		-2	1	-3
Asian	1,756	9.33%	510	565	503	192,577	11.57%	518	595	528
Change from last year	-0.68%		3	3	2	4.75%		1	0	0
Black	486	2.58%	466	453	446	217,656	13.08%	428	428	417
Change from last year	-9.33%		13	13	10	0.85%		0	1	0
Mexican American	1,210	6.43%	451	458	436	108,238	6.50%	448	465	443
Change from last year	15.02%		2	5	3	9.15%		-3	-1	-2
Puerto Rican	38	0.20%	526	529	506	27,793	1.67%	452	452	442
Change from last year	-5.00%		13	24	16	4.80%		0	0	0
Other Hispanic	570	3.03%	470	471	452	136,602	8.21%	447	461	442
Change from last year	4.20%		4	5	-2	7.55%		-4	-1	-2
White	13,597	72.27%	532	528	507	852,144	51.20%	527	536	515
Change from last year	-0.20%		0	0	-1	-1.56%		-1	1	-1
Other	435	2.31%	540	534	517	62,340	3.75%	491	516	491
Change from last year	0.93%		8	6	4	6.20%		-2	-1	-1
No Response	426	2.26%	519	517	492	57,413	3.45%	444	502	448
Change from last year	-7.79%		-5	7	-3	-6.11%		-4	6	-2

The ethnicity categories are determined and reported by The College Board and may not correspond to the ethnicity categories reported in other sections of this report card.
Source: The College Board

Advanced Placement (AP) Exams

Although these exams are not required for college admission, students may choose to take them while in high school. Many colleges and universities offer course credit for certain scores on AP exams. The number of exams taken by Oregon students has almost doubled since 2005, according to data provided by the College Board.

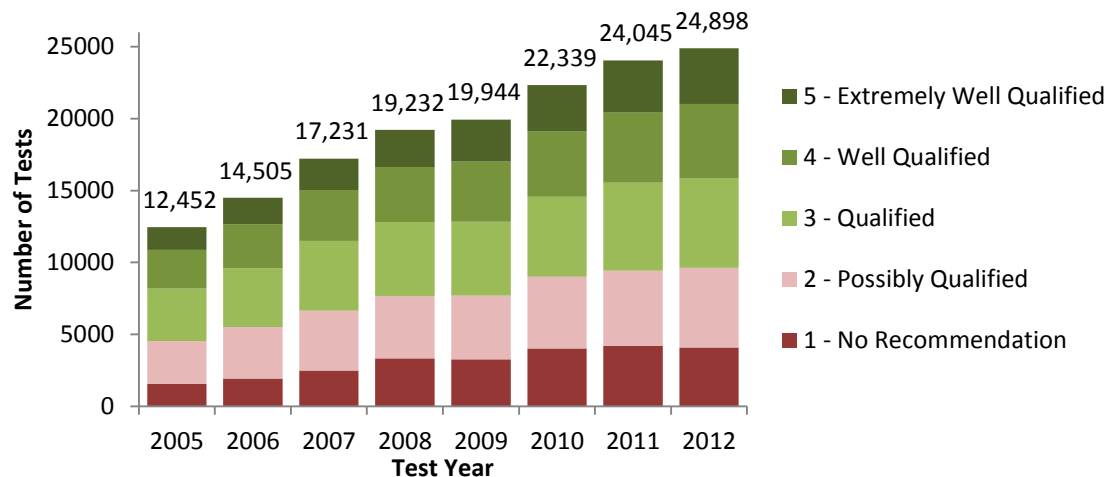
AP Scores

“The AP Program periodically conducts college score comparability studies in all AP subjects. These studies compare the performance of AP students with that of college students in the courses for which successful AP students will receive credit. In general, the AP composite score cutpoints are set so

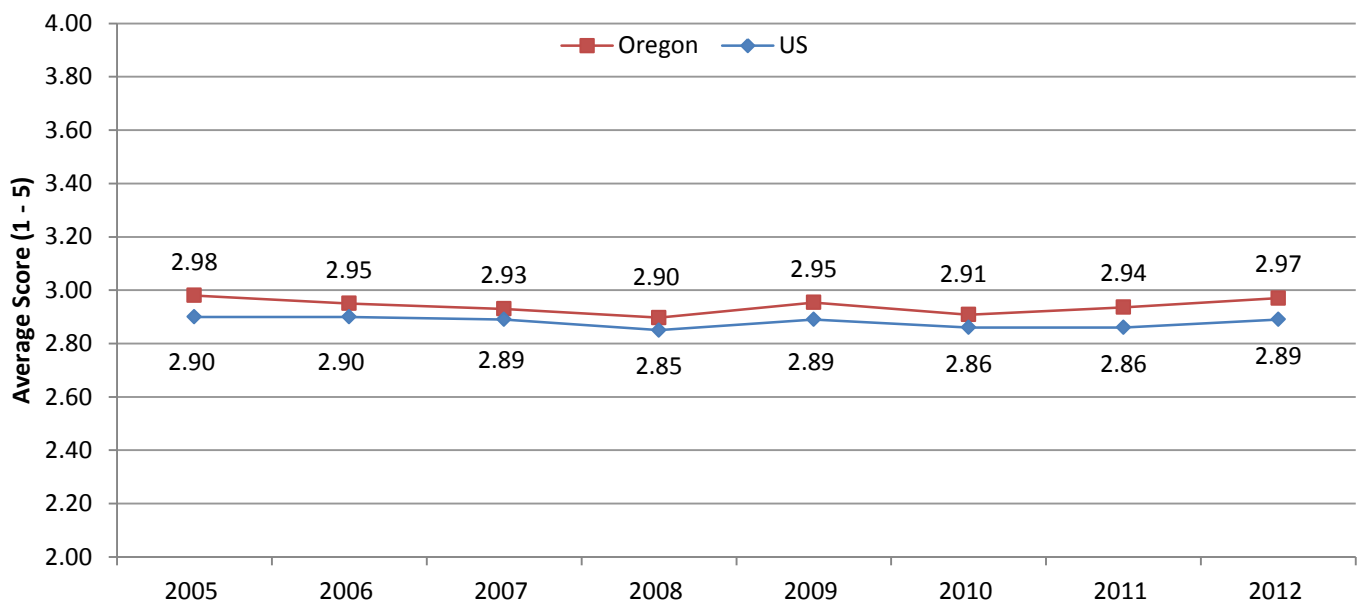
that the lowest composite score for an AP score of 5 is equivalent to the average score for college students earning scores of A. Similarly, the lowest composite scores for AP scores of 4, 3, and 2 are equivalent to the average scores for students with college scores of B, C, and D, respectively. Students who earn AP Exam scores of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam scores are equivalent to a college course score of "middle C" or above. However, the awarding of credit and placement is determined by each college or university and students should check with the institution to verify its AP credit and placement policies.” – The College Board

See <http://research.collegeboard.org/programs/ap/data> for more information.

Oregon AP Scores (All AP Subjects)



Mean Scores, Oregon and US, All AP Subjects



THE OREGON DIPLOMA

In June 2008, the State Board of Education adopted new graduation requirements. These 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.**

Beginning in 2013, ODE will publish an Essential Skills Report. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=8641&TypeID=6> for details.

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 merged 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, as last 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 2006-07 Cohort Graduation Rates

The cohort below consists of the students who first entered high school in 2006-07. The cohort is adjusted for students who move into or out of the system, emigrate, 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 (or five) 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 2009-10 school year. The five-year rate consists of outcomes as of the end of the 2010-11 school year.

Oregon Cohort Statewide High School Graduation Rates, 2006-07 High School Cohort

Subgroup	4- year Cohort Rate			5-year Cohort Rate			Change from 4-year rate to 5-year rate ***
	Adjusted Cohort from 2006-07 to 2009-10	Graduates with a Regular High School Diploma	Cohort Graduation Rate	Adjusted Cohort from 2006-07 to 2010-11	Graduates with a Regular High School Diploma	Cohort Graduation Rate	
All students	49,640	32,951	66.38%	49,265	34,930	70.90%	4.52%
Asian/Pacific Islander	2,167	1,650	76.14%	2,143	1,714	79.98%	3.84%
Native American/Alaskan Native	1,148	577	50.26%	1,140	624	54.74%	4.48%
African American	1,592	793	49.81%	1,573	896	56.96%	7.15%
Hispanic	7,937	4,385	55.25%	7,933	4,913	61.93%	6.68%
White	35,327	24,709	69.94%	35,322	25,983	73.56%	3.62%
Multi-Ethnic/Multi-Racial	980	656	66.94%	1154	800	69.32%	2.39%
Unknown	489	181	37.01%	***	***	***	
Female	23,986	16,976	70.77%	23,809	17,814	74.82%	4.05%
Male	25,654	15,975	62.27%	25,456	17,116	67.24%	4.97%
Economically Disadvantaged	23,195	13,871	59.80%	22,660	14,816	65.38%	5.58%
Not Economically Disadvantaged	26,445	19,080	72.15%	26,605	20,114	75.60%	3.45%
Limited English Proficient	4,305	2,138	49.66%	4,278	2,474	57.83%	8.17%
Not Limited English Proficient	45,335	30,813	67.97%	44,987	32,456	72.15%	4.18%
Special Education	6,479	2,707	41.78%	6,470	3,026	46.77%	4.99%
Not Special Education	43,161	30,244	70.07%	42,795	31,904	74.55%	4.48%
Talented and Gifted	4,728	4,258	90.06%	4,716	4,340	92.03%	1.97%
Not Talented and Gifted	44,912	28,693	63.89%	44,549	30,590	68.67%	4.78%

Source: Cohort Media Files, <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.

***Unknown/declined to report was not a valid ethnic code in the 2010-11 school year. Students previously reported as unknown/declined to report were assigned to one of the valid ethnic groups by the district in the event that the student was no longer available to self-identify. Note: Multi-Racial/Multi-Ethnic does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

Oregon Cohort Statewide High School Graduation Rates, 2007-08 High School Cohort

Outcomes as of the end of the 2010-11 school year

Subgroup	Adjusted Cohort from 2007-08 to 2010-11	Graduates with a Regular High School Diploma	Cohort Graduation Rate
All students	48,173	32,587	67.65%
Asian/Pacific Islander	2,100	1,632	77.71%
Native American/Alaskan Native	1,038	536	51.64%
African American	1,408	758	53.84%
Hispanic	8,328	4,809	57.74%
White	33,647	23,642	70.26%
Multi-Ethnic/Multi-Racial	1652	1210	73.24%
Female	23,229	16,828	72.44%
Male	24,944	15,759	63.18%
Economically Disadvantaged	23,422	14,363	61.32%
Not Economically Disadvantaged	24,751	18,224	73.63%
Limited English Proficient	4,133	2,152	52.07%
Not Limited English Proficient	44,040	30,435	69.11%
Special Education	6,375	2,693	42.24%
Not Special Education	41,798	29,894	71.52%
Talented and Gifted	4,659	4,222	90.62%
Not Talented and Gifted	43,514	28,365	65.19%

Source: Cohort Media Files, <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.

Note: Multi-Racial/Multi-Ethnic does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

4-Year Cohort Graduation Rates by Race/Ethnicity							
Cohort	Total	Asian/Pacific Islander	Native American/Alaskan Native	African American	Hispanic	White	Multi-Ethnic/Multi-Racial
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%
2007-08	67.7%	77.7%	51.6%	53.8%	57.7%	70.3%	73.2%

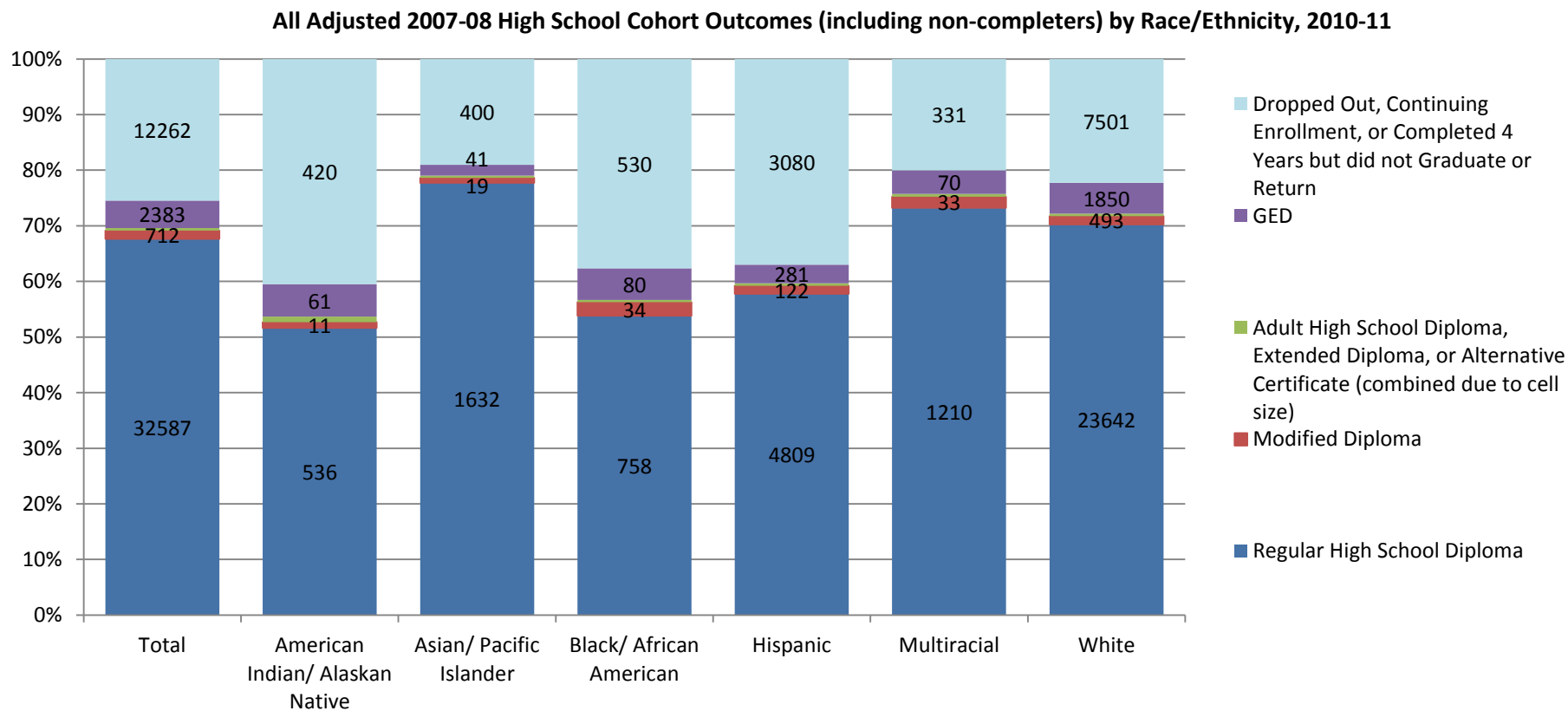
Source: Cohort Media Files, <http://www.ode.state.or.us/search/page/?id=2644>. The file also provides district and school-level data, including counts of students with other outcomes, such as modified diplomas or continuing enrollment.

Note: Multi-Racial/Multi-Ethnic does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

Types of High School Outcomes in 2010-11 (2007-08 High School Cohort)

Regular Diploma: Diploma earned when students have fulfilled all school district requirements and state requirements (22 credits, plus competencies) as described in [ORS 329.451](#) and [OAR 581-022-1130](#).

Modified Diploma, Extended Diploma, Alternative Certificate: Diploma/credential received by students who have met the requirements as defined in [ORS 329.451](#) and [OAR 581-022-1133 through 1135](#).



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>)

Due to small bar size, data labels are not displayed for Adult High School Diplomas, Extended Diplomas, and Alternative Certificates. See the Cohort Media File for the counts.

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

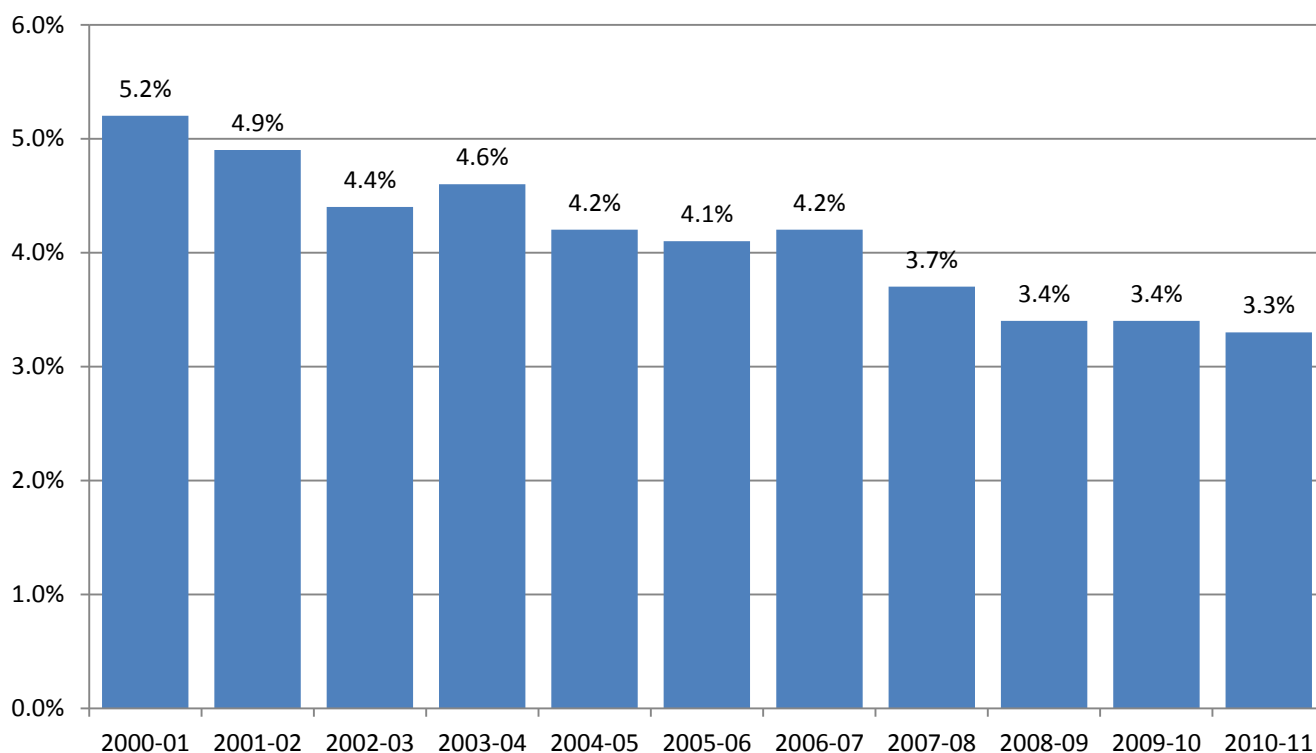
For a given school year:

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

Dropout rates are also calculated for schools and districts.

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

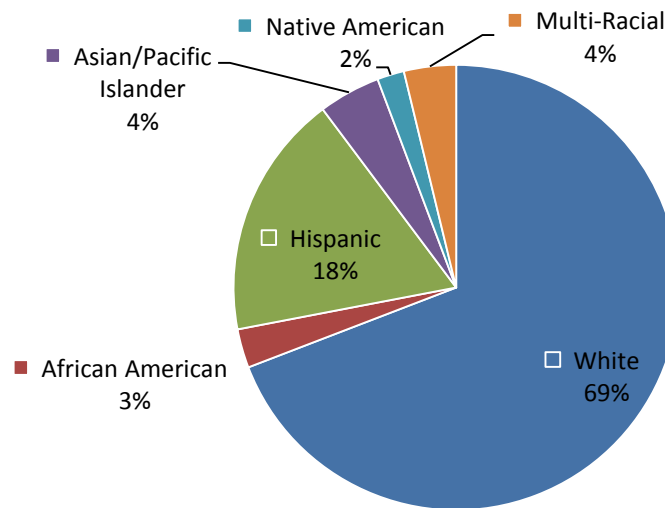
Minority students were disproportionately represented among Oregon's dropouts. Hispanic students comprised 18% of the total grade 9-12 October 1 enrollment in 2010-11, but represented 26% of total dropouts. This October 1 enrollment for Hispanics is a slight increase from 17% in 2009-10, while the dropout rate remained constant for Hispanics at 4.7% in 2009-10 and 2010-11.

African American students comprised 3% of grade 9-12 October 1 enrollment in 2010-11 (the same as in 2008-09 and 2009-10), but represented 5% of all dropouts in 2010-11. The dropout rate for African American students decreased significantly from 6.2% in 2009-10 to 5.6% in 2010-11.

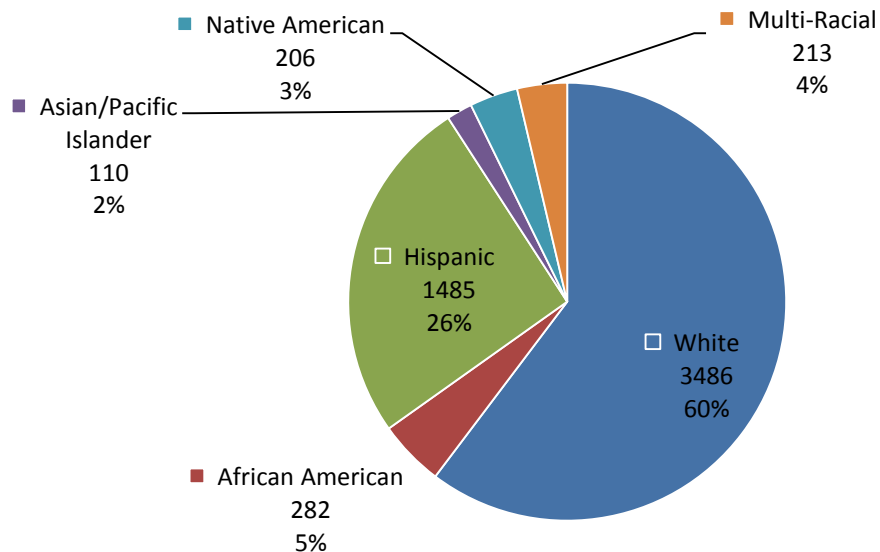
Male students dropped out at a higher rate than female students. Males comprised 51.7% of the grade 9-12 October 1st enrollment and 58.3% of the dropouts. Male students of every race/ethnicity dropped out at a higher rate than female students of the same race/ethnicity. The difference was particularly striking among African American students. 4.6% of African American Female students (in 9-12 grades) dropped out in 2010-11, compared to 6.5% of African American male students.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630> for more information.

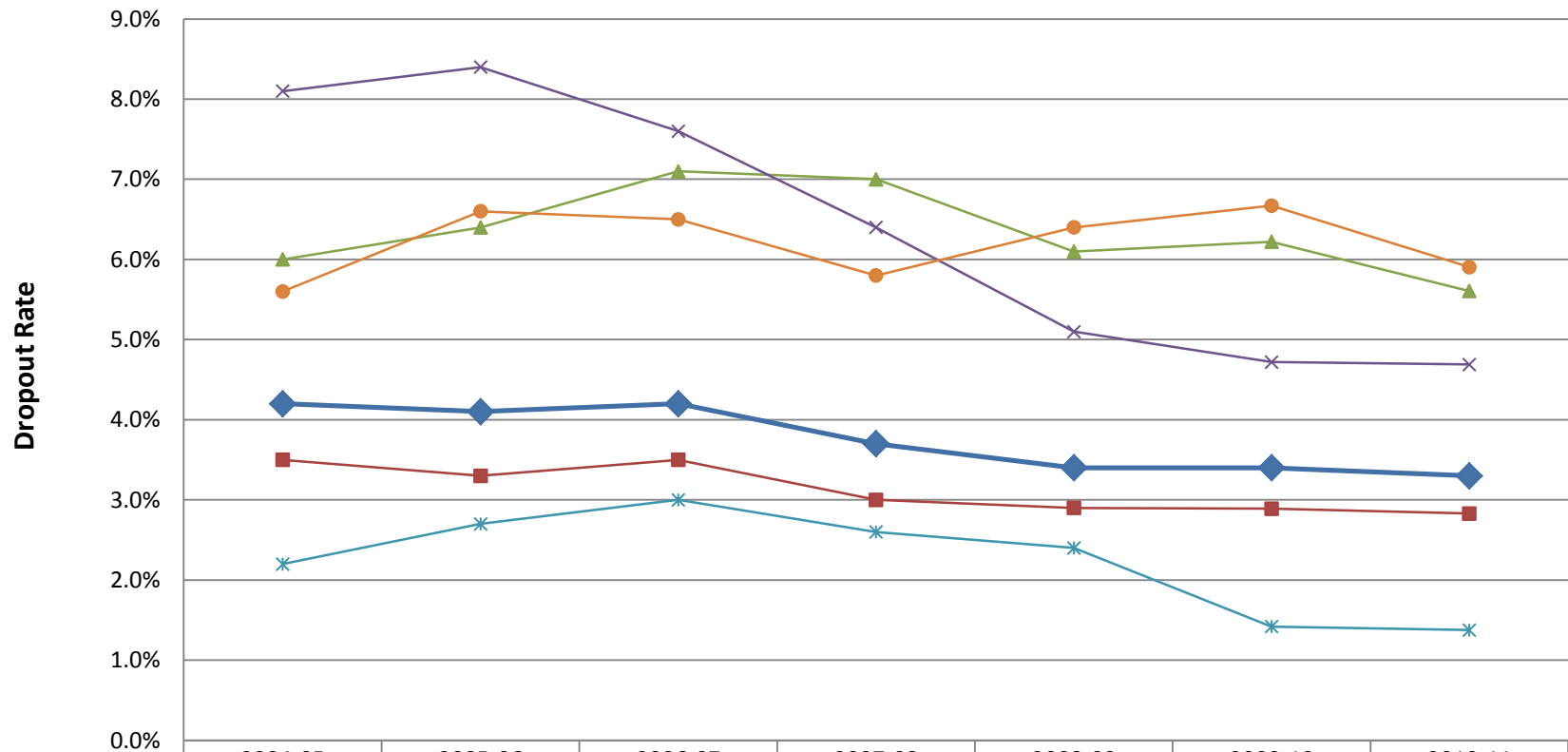
**Percent of Fall Membership by Race/Ethnicity
Grades 9-12 2010-11**



**Percent of All Dropouts by Race/Ethnicity with Counts
Grades 9-12 2010-11**



**Oregon Dropout Rates by Race/Ethnicity – Grades 9-12
2004-05 to 2010-11**



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
◆ All Students	4.2%	4.1%	4.2%	3.7%	3.4%	3.4%	3.3%
■ White	3.5%	3.3%	3.5%	3.0%	2.9%	2.9%	2.8%
▲ African American	6.0%	6.4%	7.1%	7.0%	6.1%	6.2%	5.6%
✕ Hispanic	8.1%	8.4%	7.6%	6.4%	5.1%	4.7%	4.7%
* Asian/Pacific Islander	2.2%	2.7%	3.0%	2.6%	2.4%	1.4%	1.4%
● Native American	5.6%	6.6%	6.5%	5.8%	6.4%	6.7%	5.9%

Note that ethnicity definitions changed from 2008-09 to 2009-10. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?#4630> for more information.

SPECIAL PROGRAMS

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

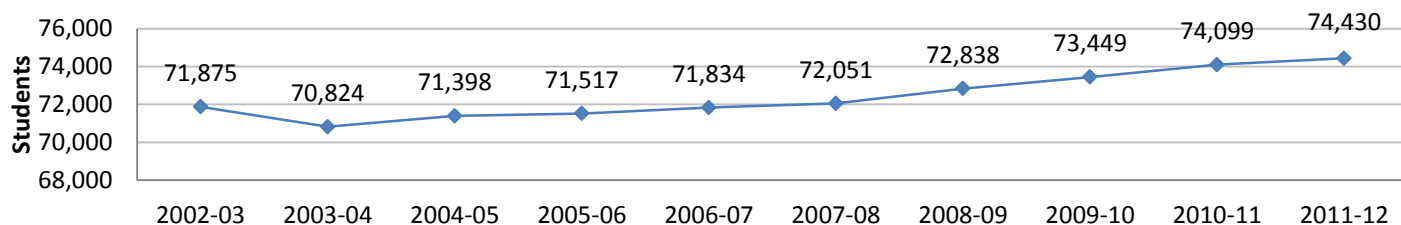
Special Education

The number of Oregon students receiving special education services through the federal *Individuals with Disabilities Education Act* (IDEA) has averaged 13% of total enrollment over the last five years.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Special Education	71,875	70,824	71,398	71,517	71,834	72,051	72,838	73,449	74,099	74,430
Total Enrollment	554,071	551,410	552,339	559,254	562,828	566,067	564,064	561,698	561,628	560,946
% of Total Enrollment	13.0%	12.8%	12.9%	12.8%	12.8%	12.7%	12.9%	13.1%	13.2%	13.3%

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	2011-12 Number of Students	Percent Change
Autism	5,752	7,948	38.2%
Deaf/Blindness	13	13	0.0%
Emotional Disturbance	4,688	4,605	-1.8%
Hearing Impairment/Deaf	847	854	0.8%
Intellectual Disability*	4,264	3,877	-9.1%
Other Health Impairment	8,212	10,482	27.6%
Orthopedic Impairment	803	790	-1.6%
Specific Learning Disability	28,997	27,077	-6.6%
Visual Impairment	323	330	2.2%
Communication Disorder	17,663	18,180	2.9%
Traumatic Brain Injury	272	274	0.7%
Total	71,834	74,430	3.6%

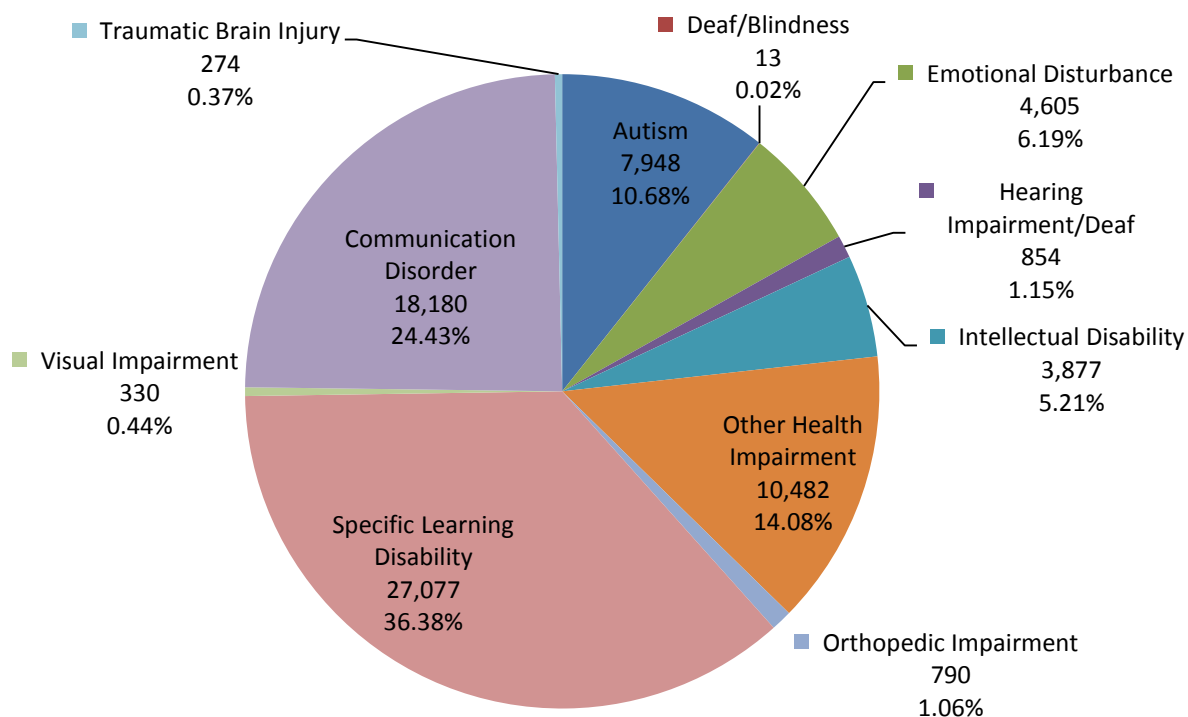
Source: December Special Education Child Count

*Before 2010-11, this category was labeled "Mental Retardation"

School Age Students with Disabilities Receiving Special Education Services

2011-12 School Year

Total: 74,430 Students



Placement of School Age Special Education Students by Disability – 2011-12

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism	50.49%	16.85%	29.69%	2.97%
Deaf/Blindness	84.62%	7.69%	7.69%	0.00%
Emotional Disturbance	55.44%	15.09%	21.28%	8.19%
Hearing Impairment/Deaf	64.40%	11.48%	11.12%	13.00%
Intellectual Disability**	13.88%	28.99%	54.11%	3.02%
Other Health Impairment	71.62%	15.70%	10.20%	2.48%
Orthopedic Impairment	36.08%	14.56%	44.43%	4.94%
Specific Learning Disability	80.57%	16.79%	1.60%	1.03%
Visual Impairment	50.30%	14.24%	28.79%	6.67%
Communication Disorder	88.51%	6.41%	2.74%	2.34%
Traumatic Brain Injury	54.01%	19.71%	21.90%	4.38%
Total Special Education Population	72.12%	14.55%	10.80%	2.52%

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

**Before 2010-11, this category was labeled "Mental Retardation"

Percentages reflect the portion of students with the listed disability in each placement. Previous years' report cards used the total number of special education students as the denominator.

Note: not all rows 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 Oregon Head Start Prekindergarten (OHS PreK) programs receiving state funds. These programs serve children in all 36 counties in Oregon. 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 ages 3-5 living in poverty are considered eligible for Head Start. 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 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 2011-2013 Oregon Legislative approved budget for Oregon Prekindergarten is \$61,119,891 million per year, which funds 7,290 enrollment slots for children in Oregon Head Start Prekindergarten (OHS PreK) programs. The 2011-2013 budget appropriation restored 606 enrollment slots lost due to budget cuts in 2010-2011 and expanded the program by an additional 736 slots. When combined with Federal and other funding sources, total OHS PreK funded enrollment for 2011-2012 was 13,366. An estimated 12,523 of the enrollment slots were filled by age eligible children living at or below the federal poverty level. The remaining slots were filled by children with other identified risk factors.

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 (revised)	19,605	10,686**	8,919	54.5%	43.5%
2011-2012	19,605	12,523**	7,082	63.9%	36.1%

* State population and poverty rates for children ages 3-4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, based on age group numbers from the 2010 Decennial Census and poverty characteristics from the 2009 American Community Survey. Numbers for 2006-2007 through 2009-2010 were estimates based on data from the 2000 census. 2010-2011 data were revised when the 2010 census data became available and reflect 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 2011-12 Statewide

Total: 40,375 Students (7.3% 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**
18,626	16,841	15,494	4,588	58	52	39

*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. All TAG identification is based on a body of evidence and multiple data points.

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>

Subgroup	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Subgroup Identified as TAG
Total	40,375	100.00%	553,279	100.00%	7.30%
Gender					
Male	21,454	53.14%	284,130	51.35%	7.55%
Female	18,921	46.86%	269,149	48.65%	7.03%
Race/Ethnicity					
White	30,113	74.58%	361,083	65.26%	8.34%
Hispanic	3,406	8.44%	116,391	21.04%	2.93%
Native American	291	0.72%	9,774	1.77%	2.98%
Asian	3,583	8.87%	22,053	3.99%	16.25%
African American	518	1.28%	13,900	2.51%	3.73%
Pacific Islander	123	0.30%	3,662	0.66%	3.36%
Multi-Racial	2,341	5.80%	26,416	4.77%	8.86%
Other					
Economically Disadvantaged	9,736	24.11%	291,905	52.75%	3.34%
Not Economically Disadvantaged	30,639	75.89%	261,374	47.24%	11.72%
Special Education**	1,454	3.60%	77,501	14.01%	1.88%
Not Special Education	38,921	96.40%	475,778	85.98%	8.18%

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

Source: All student data based on Spring Student Membership

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information.

School Year	TAG Graduates	All Graduates
2010-11 (07-08 Cohort)	4,222 (90.6%)	32,587 (67.6%)
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 Cards)

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

In general, Oregon student enrollment in alternative education remained at similar levels as compared with past years, while there continued to be a decline in the number of programs and services. Reductions in district resources are likely the primary reason for the decrease in the number of alternative education programs and services in 2012. Districts report that on average they serve an estimated 15,000 students in alternative education statewide.

"Alternative education program" means 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).

Alternative Education Services in Oregon

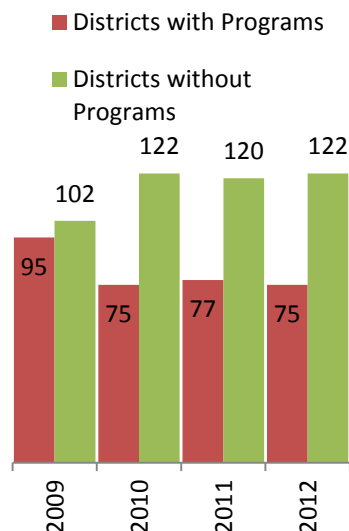
By Type of Program Service -- Number of Students

Source: ODE Alternative Education Data Collection

School Year	2010		2011		2012	
Type of Operation	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	11,655	75.79%	10,075	74.22%	11,835	77.21%
Another School District	49	0.32%	17	0.13%	10	0.07%
Private Program	2,192	14.25%	2,008	14.79%	2,060	13.44%
Community College	1,166	7.58%	1,162	8.56%	1,075	7.01%
Educational Service District (ESD)	252	1.64%	220	1.62%	296	1.93%
Other Program	65	0.42%	92	0.68%	42	0.27%
Terminated Program	0	0.00%	0	0.00%	10	0.07%
Total	15,379		13,574		15,328	

District alternative schools and programs, smaller learning communities, programs within schools as well as a variety of alternative, charter and magnet schools and programs of choice are utilized to meet individualized student learning needs. District and school report cards depict summative data for all students enrolled at these schools and districts. In addition, school districts offer a variety of guidance and career counseling services, tutoring, small-group instruction, online/blended learning, career related learning experiences, and proficiency credit options to support student achievement.

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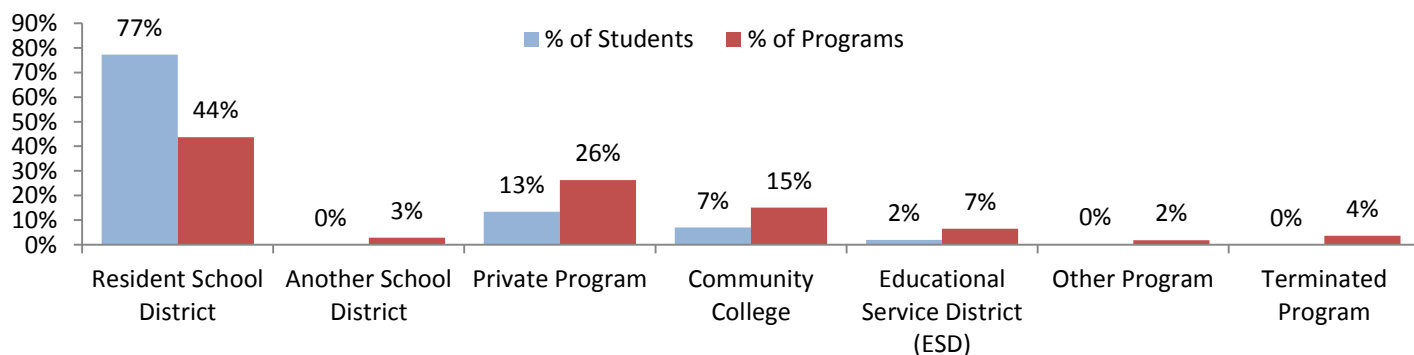
Alternative education is included in school district improvement planning and goal setting. Often alternative schools are regionally accredited as “special purpose schools” and are required to be at least annually evaluated by districts to assure they are comprehensive, contributing instruction on content standards and essential skills, and offering the courses required for high school graduation with an Oregon Diploma, Extended Diploma, Modified Diploma or Alternative Certificate. Some school districts have begun including educational program data and information about schools/programs of choice in achievement compacts required in Oregon’s next generation system of accountability. At least annual evaluation and site visits are required and result in “compliance” information that supports school boards in their annual approval of programs. These program evaluations are required to include the review of an annual statement of expenditures to ensure that the program enhances the ability of the district and its students to achieve district and state standards (ORS 336.655).

The majority of alternative education is estimated to occur in schools and programs operated by the student’s resident school district (40%), but a consistent percentage of alternative program services have been offered by private organizations (30%) and community colleges (15%) with the rest occurring in programs operated by the Education Service District (ESD) or in another district, school or program. In general, with statewide reductions in funding, school districts have continued the trend of being selective about additional services they are able to provide and programs where they place students.

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

School Year	2010		2011		2012	
Type of Operation	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	173	41.00%	165	40.94%	168	43.75%
Another School District	12	2.80%	15	3.72%	11	2.86%
Private Program	125	29.60%	117	29.03%	101	26.30%
Community College	68	16.10%	63	15.63%	58	15.10%
Educational Service District (ESD)	28	6.60%	23	5.71%	25	6.51%
Other Program	7	1.70%	6	1.49%	7	1.82%
Terminated Program	9	2.10%	14	3.47%	14	3.65%
Total	422		403		384	

Source: ODE Alternative Education Data Collection



Type of Program Services Statewide

Alternative education programs must continue to be designed and evaluated for quality as well as compliance to assure they address the diverse student needs the social behaviors as well as knowledge/skills with a level of rigor that will enable youth to be successful in post-secondary education and careers. The National Alternative Education Association (NAEA) describes youth attending alternative education programs as students who were found to have not been succeeding in the traditional education setting. Traditional school staff is left to respond to the needs of an increased number of students that might benefit from alternative programs and attempt to do so through personalized learning experiences in accordance with a student's education plan and profile. A number of school districts have responded by offering differing types of online/blended learning and intervention programs. Alternative schools and programs offer innovative, non-traditional approaches to teaching and learning which helps to prevent these students from becoming dropouts and assists the state and district in serving all students.

For the past two years federal School Improvement Grants (SIG) have provided significant resources to alternative schools. Common issues have emerged with the "transformation model" for improvement chosen by these schools. Eight alternative schools were among the sixteen schools statewide that received School Improvement Grant (SIG) funding. The National Dropout Prevention Center (NDPC) published *Alternative Schools: Best Practices for Development and Evaluation, Effective Strategies for School Improvement*, which suggests that the simple reporting of output indicators such as class graduation rate, suspension rate, attendance rate, etc., is only a snapshot of one brief moment in time relating to the operation and effectiveness of the [alternative] school. In order to accurately evaluate alternative programs in the context for which they are designed, it is imperative that district and school leaders and program directors collect longitudinal data to document the impacts of their programming and the quality of student services over time.

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

TYPES OF PROGRAM SERVICES STATEWIDE	Number of Services Provided 2010	Number of Services Provided 2011	Number of Services Provided 2012
Students with At-Risk Behaviors	296	281	262
Remediation, Credit Recovery, or GED	270	240	247
Pregnant or Parenting Students	95	85	91
Students Advanced Beyond Standards	73	67	62
Other Programs	29	29	27
Total Number of Services	763	702	689

Source: ODE Alternative Education Data Collection

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

GRADE RANGE	Number of Students Using Services 2010	Number of Students Using Services 2011	Number of Students Using Services 2012
Secondary	13,519	11,993	13,764
Elementary	1,860	1,581	1,564
Total Services	15,379	13,574	15,328

Source: ODE Alternative Education Data Collection

Links to Reference Documents

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

Oregon Positive Behavioral Interventions and Supports (PBIS): www.ode.state.or.us/search/page/?id=553

Oregon Response to Intervention (RTI): www.ode.state.or.us/search/page/?id=315

Alternative Schools: Best Practices for Development and Evaluation: Effective Strategies for School Improvement: <http://www.eric.ed.gov/ERICWebPortal/detail?accno=ED481475>

RESOURCES

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

School and District Accountability

Elementary and Secondary Education Act

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

Highly Qualified Teachers

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

Annual Measurable Objectives

<http://www.ode.state.or.us/search/page/?id=1192>

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)/ Annual Measurable Objectives (AMO)

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

Quality Education Model

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

Next Generation of Accountability

<http://www.ode.state.or.us/search/page/?id=3475>

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-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>

Advanced Placement (AP)

<http://www.collegeboard.com/student/testing/ap/about.html>

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>

