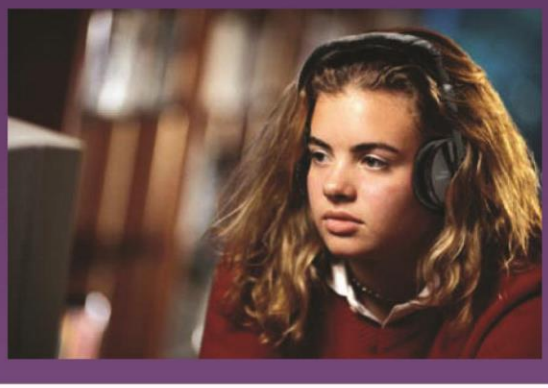
Statewide Report Card



An Annual Report to the Legislature on Oregon Public Schools

2012-2013

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

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for distribution to Oregon state and federal legislators, public schools, school districts,
education service districts, and members of the public.

The Oregon Statewide Report Card is also posted on the Department of Education's website at:
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Diploma Requirements ..... Theresa Richards
Discipline Incidents ..... Michael Mahoney
Elementary and Secondary Education Act Waiver ..... Josh Rew and Jon Wiens
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Dear Oregonians,

I am pleased to present the 2012-13 edition of the Oregon Statewide Report Card. This annual report provides a statewide look at our education system including key data on our students, teachers, and schools. Education has never been more important to our students or our state. We live in the information age and a student's ability to access, digest, and utilize information will, to a greater extent than ever before, determine that student's future opportunities and success. Our state is undertaking ambitious education reform efforts designed to better support students from prenatal through graduate school and significantly impact student outcomes. After years of reduced budgets, our state has made an historic reinvestment in our schools and we have identified and funded four key strategic initiatives designed to improve student learning. We believe that investing in these key leverage areas – early literacy, connecting students to the world of work, creating a college-going culture, and building a network of quality teaching and learning – will help move our state toward our ultimate goal – all students graduating high school with the knowledge and skills needed to enroll in, and complete, higher education and workforce training programs. This is the vision that guides us; our educational north star. Making progress toward our 40-40-20 goal will take focus, hard work, and intention at every level of the system. It will take a clear understanding both of the goal and of where we are today. I hope this report will help shed some light on our current educational system – both its successes and its challenges. The data in this report do not encapsulate or sum up education in our state, but the report provides key information on where we are and where we have been, which I hope parents, educators, community members, and policy leaders will use to inform their conversations on this important topic.

The 2012-13 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

I feel incredibly fortunate to be involved in education at such an exciting time of transformation. We have seen a number of significant educational changes over the last several years. Below are a few of the key changes that occurred during the 2012-13 school year.

Highlights of the 2012-13 School Year

- This summer, former Chief Education Officer Rudy Crew left Oregon for a new position in New York. We are fortunate to now have Dr. Nancy Golden, former Superintendent of the Springfield School District, in this critical role. Nancy has been a strong educational leader in our state for decades. She understands the issues faced by our schools and believes wholeheartedly in the vision our Governor has laid out for our state. Nancy works with the Oregon Education Investment Board on designing a coordinated prenatal to graduate school system where funds are invested in strategic outcomes.
- This past session, in addition to increasing available resources of K-12 schools by nearly $1 billion over the last biennium, the Oregon Legislature passed several bills designed to build on innovation and better align all aspects

of the educational experience – from our youngest students to those preparing for careers. House Bill 3232 and House Bill 3233 funded over $70 million in four Strategic Initiatives designed to better support students and educators, kick start innovation, and expand best practices around the state. The funds for these initiatives have already begun to flow out to Oregon schools and classrooms. Click here for a video from the Governor on these important efforts and what they will mean for Oregon.

- This past year, the Oregon Department of Education underwent a strategic planning process in which we clarified the agency mission, values, goals, and strategic priorities. We also reorganized our offices to ensure that student learning is front and center. As part of this reorganization, we created a new Equity Unit focused on closing the achievement gap and meeting the needs of historically underserved students.
- In October, we released newly redesigned School and District Report Cards. The redesign of the new Report Cards was tied to our state's federal Elementary and Secondary Education Act (ESEA) waiver and reflects the state's new accountability system, which is more focused on student learning and growth rather than on the percent of students meeting set benchmarks.
- Nothing is more critical to student success than the teachers and administrators in our schools. We continue to focus on better supports for and evaluations of our educators through the Network of Quality Teaching and Learning in the Strategic Initiatives and through the teacher and administrator evaluation models we are exploring under our federal waiver. Our work around educator effectiveness is tied to the broader efforts around school and district improvement and implementation of the Common Core State Standards.
- 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 standards starting in 2014-15.
- Seniors in 2013 were the first required to demonstrate mastery of the Essential Skills of both reading and writing in order to earn a diploma. This year's seniors will be required to demonstrate proficiency in reading, writing, and math.
- Oregon students continue to perform above the national average on the SAT and ACT college entrance tests.

Improving education in our state will take all of us – educators, parents, students, business leaders, and community partners. But it will also impact and benefit all of us. Our students deserve a rigorous, engaging, relevant education that prepares them for the opportunities and challenges they will face upon graduation. Our educators deserve a system that encourages their professional growth and development and supports their success as practitioners. And our state deserves the economic prosperity and engaged citizenry that stems from a robust, effective education system. Together we can, and will, build the system our students, educators, and state deserve.

I hope that the information in this report will serve as a valuable tool in our deeper examination and redesign of our education system. I want to thank everyone involved in education for their continued passion, dedication, and hard work. I look forward to continuing the exciting and critical work at hand in the months and years to come.

Sincerely,

Rob Saxton
Deputy Superintendent of Public Instruction

TABLE OF CONTENTS

OREGON STUDENTS **1**

OREGON PUBLIC SCHOOL ENROLLMENT 1
STATEWIDE STUDENT-TEACHER RATIOS 1
PERCENT OF OREGON SCHOOL DISTRICTS BY SIZE OF STUDENT ENROLLMENT 1
OREGON PUBLIC CHARTER SCHOOL ENROLLMENT 2
OREGON PUBLIC CHARTER SCHOOL PERFORMANCE 3
MINORITY STUDENT POPULATION 4
LANGUAGE DIVERSITY 5
MINORITY STUDENTS AND TEACHERS 6

OREGON STAFF **7**

EXPERIENCED, HIGHLY EDUCATED WORKFORCE 7
PERCENTAGE OF POSITIONS HELD BY WOMEN 7
ALL SCHOOL STAFF 8
ANNUAL INSTRUCTIONAL HOURS 8
HISTORICAL SALARY CHARTS 9

SCHOOL FUNDING **11**

SCHOOL RESOURCES 11
STUDENT ENROLLMENT 12
A MAJOR SHIFT IN RESPONSIBILITY FOR SCHOOL FUNDING 13
OPERATING REVENUES BY SOURCE (HISTORICAL) 14

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) **15**

FEDERAL COMPENSATORY EDUCATION PROGRAMS 15
ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY WAIVER 16
ELEMENTARY AND SECONDARY EDUCATION ACT – HIGHLY QUALIFIED TEACHERS (HQT) 17
ELEMENTARY AND SECONDARY EDUCATION ACT – PERSISTENTLY DANGEROUS SCHOOLS 18
DISCIPLINE INCIDENTS 18

ANNUAL MEASURABLE OBJECTIVES (AMO) **20**

AMOS FOR READING AND MATHEMATICS 20
AMOS FOR GRADUATION 20
ACADEMIC ACHIEVEMENT DETAILS 21
GRADUATION DETAILS 21
PARTICIPATION DETAILS 22

SCHOOL AND DISTRICT REPORT CARDS **23**

NUMBER OF SCHOOLS RECEIVING EACH OVERALL RATING BY YEAR 23
DETAILED RATINGS 24
HISTORICAL RATINGS 24

GROWTH MODEL **25**

HOMELESS STUDENTS IN OREGON **26**

HOMELESS STUDENT COUNTS 27
2012-13 PERCENT MET OR EXCEEDED STANDARD 28
MCKINNEY-VENTO SUBGRANT PROJECTS 29

FREE AND REDUCED PRICE LUNCH **30**

OREGON PUBLIC SCHOOLS NUMBER AND PERCENT OF ALL STUDENTS ELIGIBLE 30

STUDENT SUCCESS **31**

SCORES REQUIRED TO MEET OR EXCEED STANDARDS ON STATEWIDE ASSESSMENTS (CUT SCORES) 31
GRADE 3 PERCENT MEETING STANDARDS 32
GRADE 4 PERCENT MEETING STANDARDS 34

Grade 5 Percent Meeting Standards 36
Grade 6 Percent Meeting Standards 38
Grade 7 Percent Meeting Standards 40
Grade 8 Percent Meeting Standards 42
High School Percent Meeting Standards 44

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT 47

National Assessment of Educational Progress: Reading, Grade 4, 2011 48
National Assessment of Educational Progress: Reading 50
National Assessment of Educational Progress: Math, Grade 4, 2011 51
National Assessment of Educational Progress: Mathematics, Grade 8, 2011 52
National Assessment of Educational Progress: Mathematics 53
National Assessment of Educational Progress: Science, Grade 4, 2009 54

COLLEGE ADMISSION TESTS 57

American College Testing Program (ACT) 57
SAT Reasoning Test 57
Advanced Placement (AP) Exams 58

THE OREGON DIPLOMA 59

Personalized learning 59
Essential Skills 60

OREGON GRADUATION RATES 61

Oregon Cohort Statewide High School Graduation Rates, 2007-08 High School Cohort 61
Oregon Cohort Statewide High School Graduation and Completion Rates, 2008-09 High School Cohort 62
Types of High School Outcomes in 2011-12 (2008-09 High School Cohort) 63

DROPOUT RATES 64

Oregon Statewide Dropout Rate Calculation 64
Oregon High School Dropout Rates 64
Oregon Dropout Rates by Gender 65

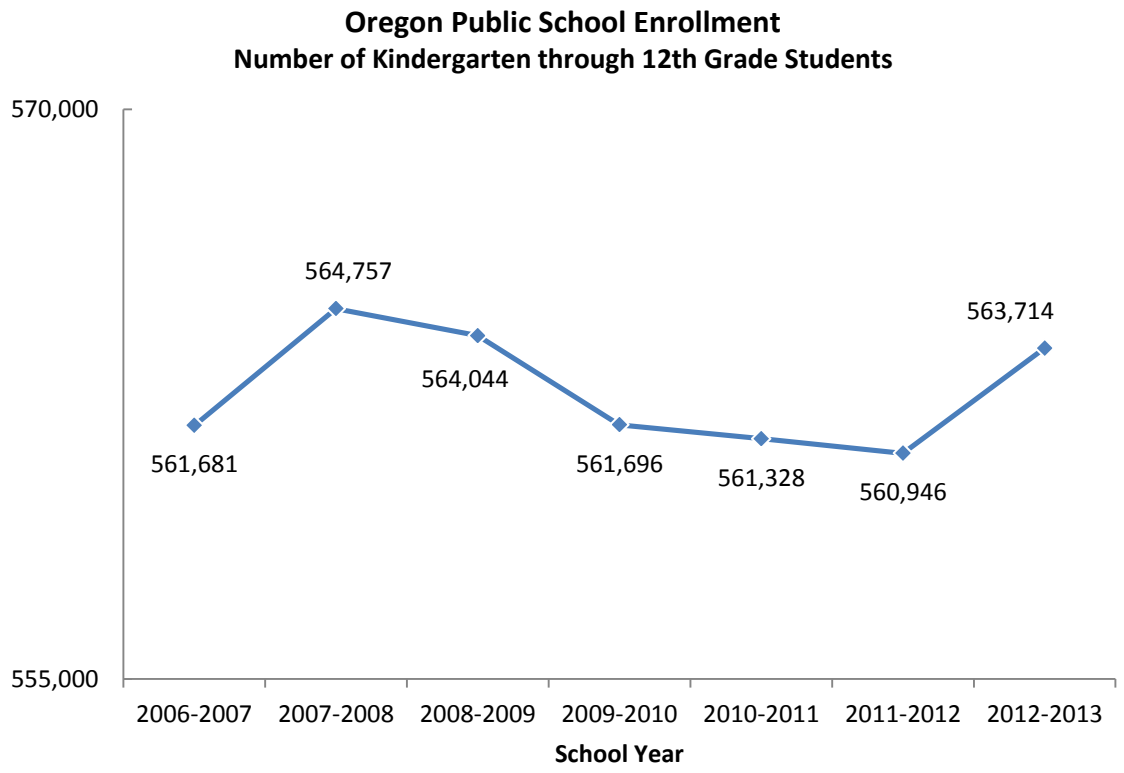
SPECIAL PROGRAMS 67

Special Education 67
Early Childhood - Oregon Head Start Pre-Kindergarten (OHS PreK) Programs 69
Talented and Gifted (TAG) 70
Alternative Education Programs 71

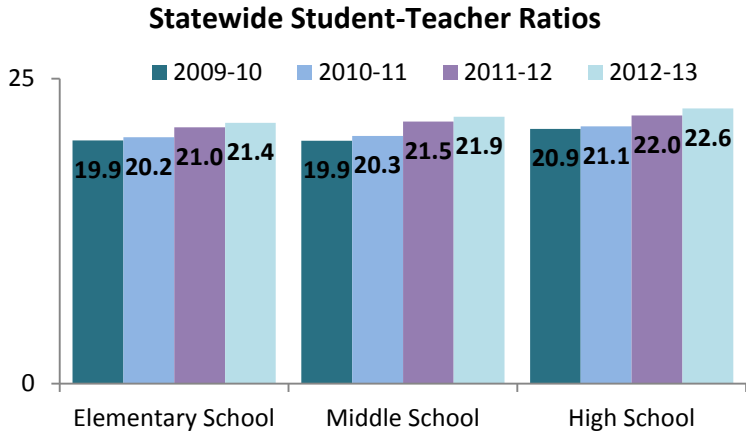
RESOURCES 74

OREGON STUDENTS

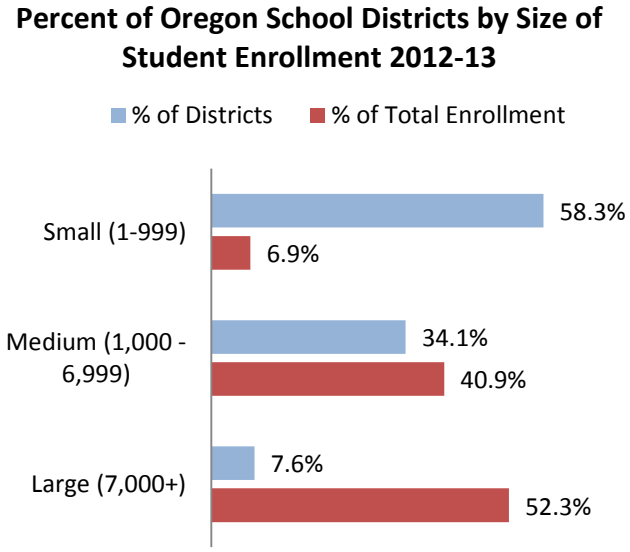
There were 563,714 students enrolled in Oregon public schools on the first school day in October, 2012. Although student enrollment had declined from 2007-08 to 2011-12, it rose again in 2012-13, with an increase of 2,768 students, or almost 0.5%. Based on intercensal estimates from the US Census Bureau, 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]



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 69 for information on public pre-kindergarten programs and enrollment.
[1]See http://www.census.gov/popest/data/intercensal/state/ST-EST00INT-02.html for more information on intercensal population estimates.



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.



Statewide student-teacher ratios have risen steadily over the past four years, largely due to a decrease in the number and FTE of teachers employed. See page 7 for more information on teacher employment counts. Elementary school student-teacher ratios are now, on average, higher than high school student-teacher ratios were two years ago.

Contact for this section: Isabella Jacoby, 503-947-5878, isabella.jacoby@state.or.us

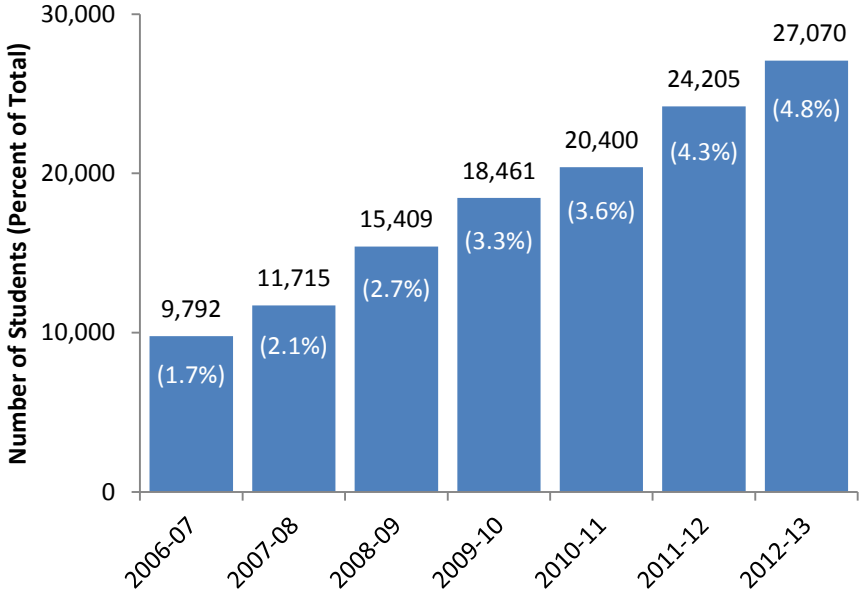
Oregon Public Charter School Enrollment

Public charter school student enrollment has risen from 1.7 percent of the total enrollment in 2006-07 and now represents 4.8 percent of the total students enrolled.

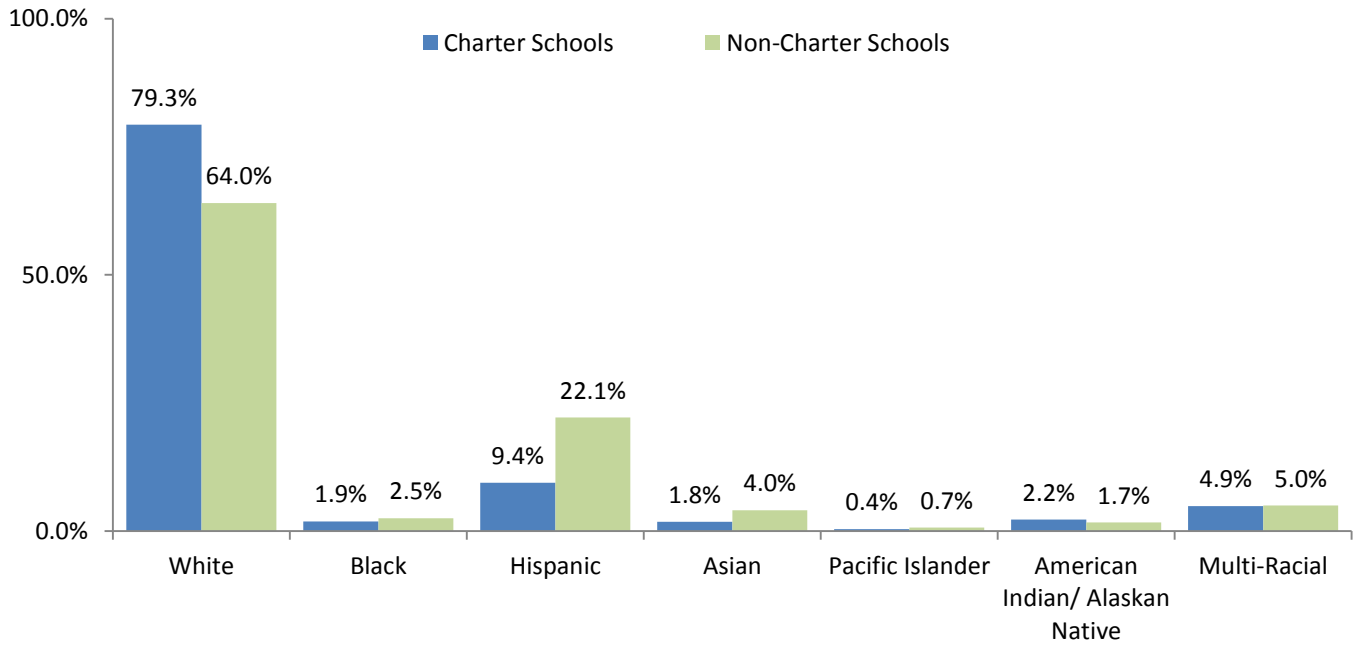
Charter schools, authorized by legislation in 1999, were designed to create new, innovative, and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

In the 2012-13 school year, there were 123 charter schools (up from 115 in 2011-12, 108 in 2010-11 and 100 in 2009-10).

Charter School Enrollment
Counts and Percent of Total Public School Enrollment
Fall Membership Data Collection



Charter School Enrollment by Ethnicity 2012-13



Source: Fall Membership 2012-13
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 2012-13:

- 2.6% of students attending charter schools were identified as Talented and Gifted (TAG), compared with 7.3% in non-charter schools. See page 70 for more information on TAG students.
- 37.3% of students attending charter schools were identified as eligible for free or reduced lunches, compared with 53.4% in non-charter schools. See page 30 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 67 for more information on special education.

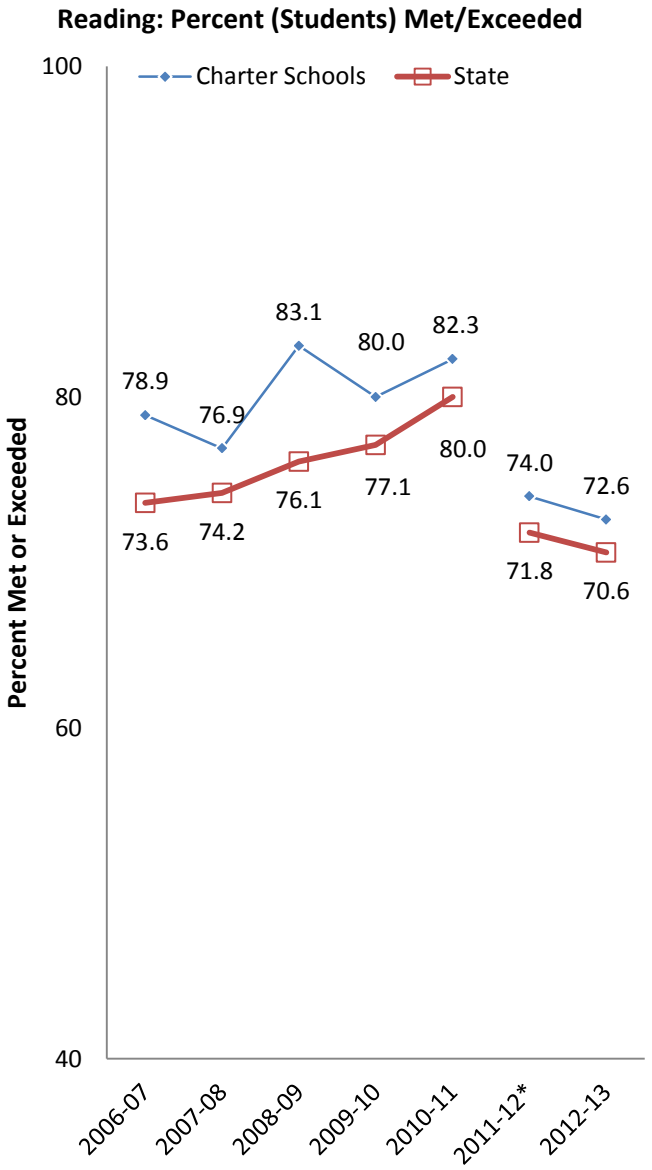
Source: Spring Membership 2012-13

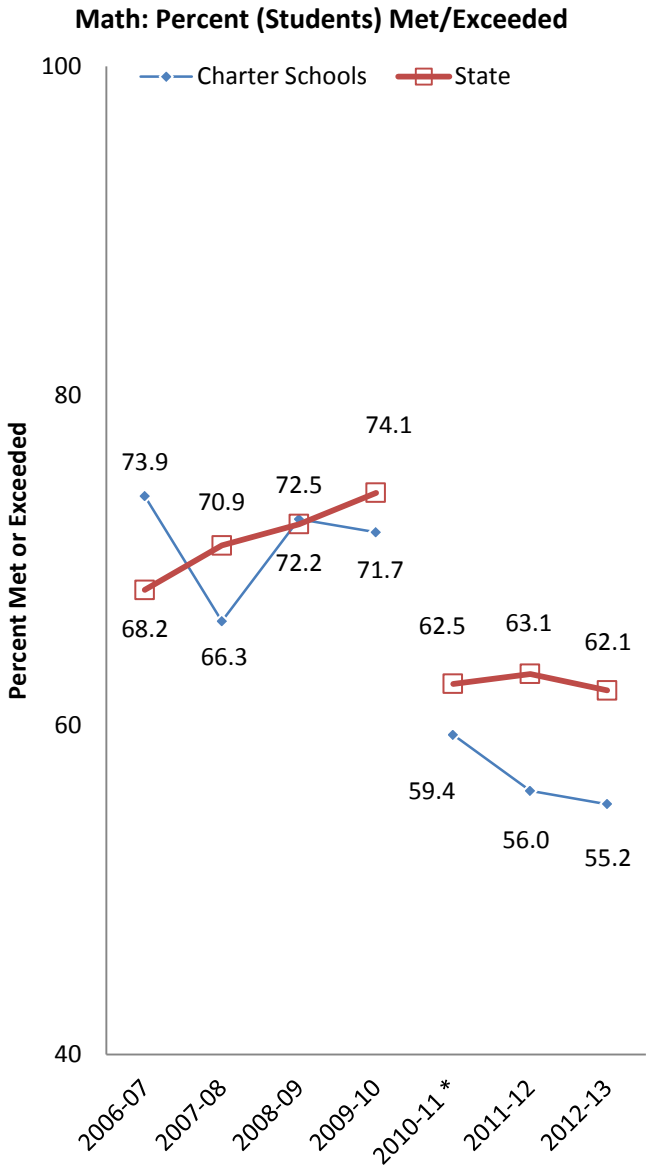
Oregon Public Charter School Performance

In 2011-12, Oregon received an ESEA waiver, and replaced AYP (adequate yearly progress) determinations with Priority, Focus, and Model school determinations. Of the 34 schools identified as Priority Schools for 2012-13, three were charters. No charter schools were identified as Focus schools for 2012-13. One school was identified as a Model school for 2012-13, the same year that it became a charter school.

In 2012-13, Oregon identified a new set of Model schools for the 2013-14 school year. Of the 27 schools identified as Model schools in 2012-13, two were charters.

For more information on Priority, Focus, and Model Schools, see page 16 or http://www.ode.state.or.us/search/page/?id=3742.





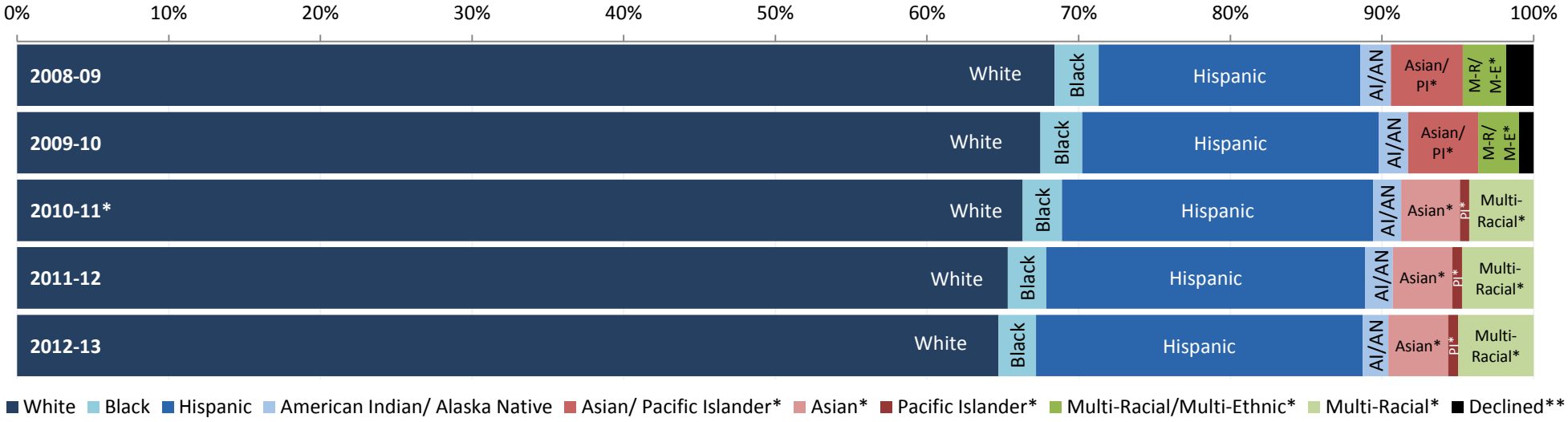
*Reading Standards Increased from 2010-11 to 2011-12, and Math Standards increased from 2009-10 to 2010-11. See page 31 for details.
Assessment data by school and district available via the Education Data Explorer, http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR

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."

Oregon K-12 Public School Enrollment by Race/Ethnicity



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	Native Hawaiian/ Pacific Islander	American Indian/ Alaska 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
2012-13	364,792	13,969	121,372	N/A*	22,215	3,741	9,577	N/A*	28,048	N/A**	563,714

Source: 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.

Contact for this section: Isabella Jacoby, 503-947-5878, isabella.jacoby@state.or.us

Language Diversity

According to data reported on the Limited English Proficient (LEP) Collection, in the 2012-13 school year, 55,402 English Learners* (9.96% 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)
2012-13

Language of Origin	Number of Enrolled Students[1]	Number of English Learners[2]	Percent of Total Spring Enrollment[3] (Total: 556,154)	Percent of Total English Learner Enrollment[3] (Total: 56,770)
English	433,907	1,368[4]	78.02%	2.41%
Spanish	79,707	43,504	14.33%	76.63%
Russian	4,712	2,003	0.85%	3.53%
Vietnamese	4,453	1,676	0.80%	2.95%
Chinese	2,982	949	0.54%	1.67%
Korean	1,146	440	0.21%	0.78%
Ukrainian	1,109	451	0.20%	0.79%
Arabic	1,036	668	0.19%	1.18%
Somali	960	703	0.17%	1.24%
Romanian	802	296	0.14%	0.52%
Japanese	716	267	0.13%	0.47%
Hmong	641	265	0.12%	0.47%
Chuukese	597	455	0.11%	0.80%
Tagalog	557	212	0.10%	0.37%
Marshallese	405	307	0.07%	0.54%
Hindi	360	91	0.06%	0.16%
Lao	344	111	0.06%	0.20%
German	280	42	0.05%	0.07%
Persian	264	85	0.05%	0.15%
Nepali	255	197	0.05%	0.35%
Telugu	252	38	0.05%	0.07%
Thai	250	126	0.04%	0.22%
French	230	62	0.04%	0.11%
Amharic	207	118	0.04%	0.21%
Karen	186	188	0.03%	0.33%
Burmese	164	124	0.03%	0.22%
Tamil	164	19	0.03%	0.03%
Other or N/A[5]	19,468	2,005	3.50%	3.53%

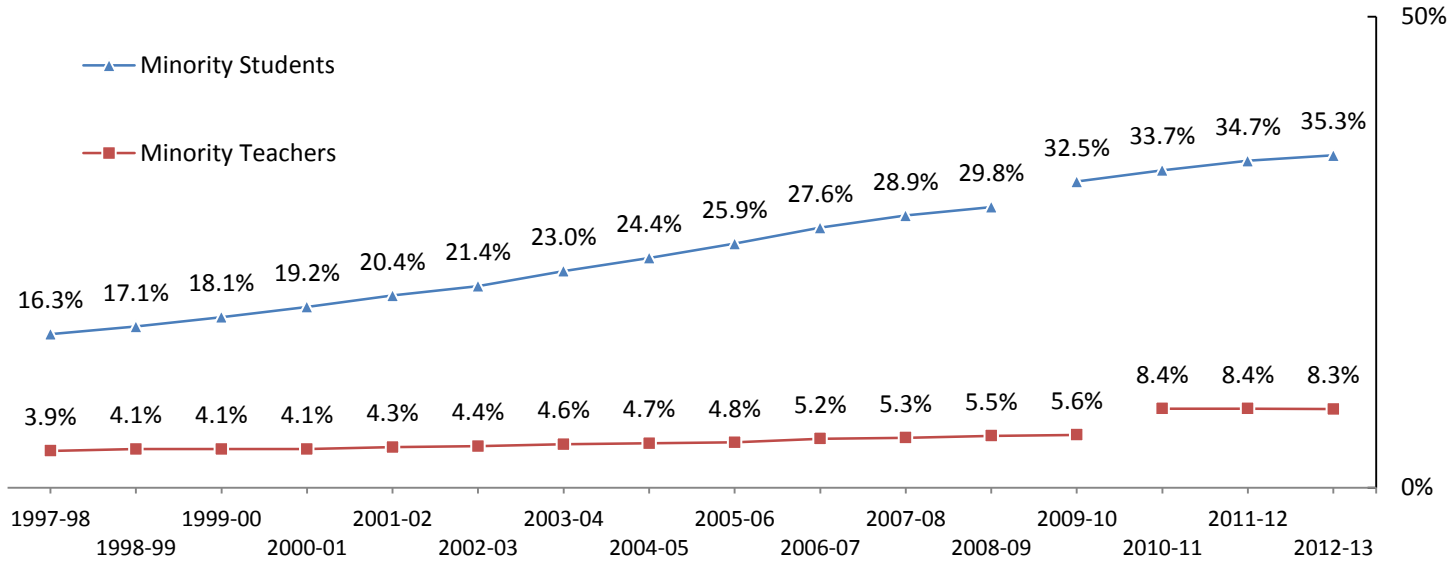
[1] Source: Spring Membership 2013
[2] Source: Unduplicated Limited English Proficient Collection, 2012-13, excluding students determined not to be eligible for ESL services.
[3] Percentage columns do not sum to 100% due to rounding.
[4] Native American/Alaska Native students may qualify for English learner services even though these students have English as their language of origin.
[5] Includes students reported with an uncommon language of origin, as well as students reported with "Other" or "Not Applicable" as their language of origin.

*English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

See http://www.ode.state.or.us/search/page/?id=3408 for more details on English Learner performance.

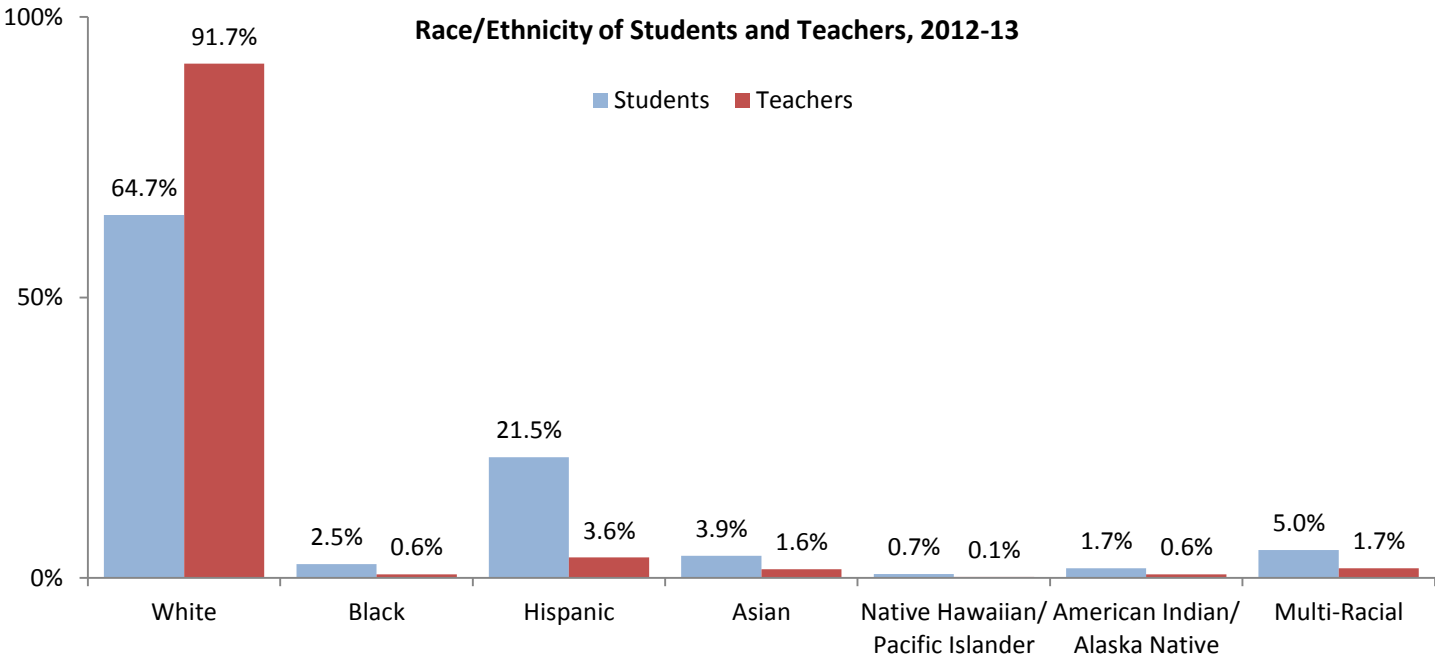
Minority Students and Teachers

Oregon has made some progress in hiring and retaining teachers of minority populations; however, this progress has not kept pace with the growth of Oregon's minority student population, which now includes more than one-third of Oregon's students.



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 21.5% of students were Hispanic compared with only 3.6% of teachers. 91.7% of teachers were White, compared with only 64.7% of students.

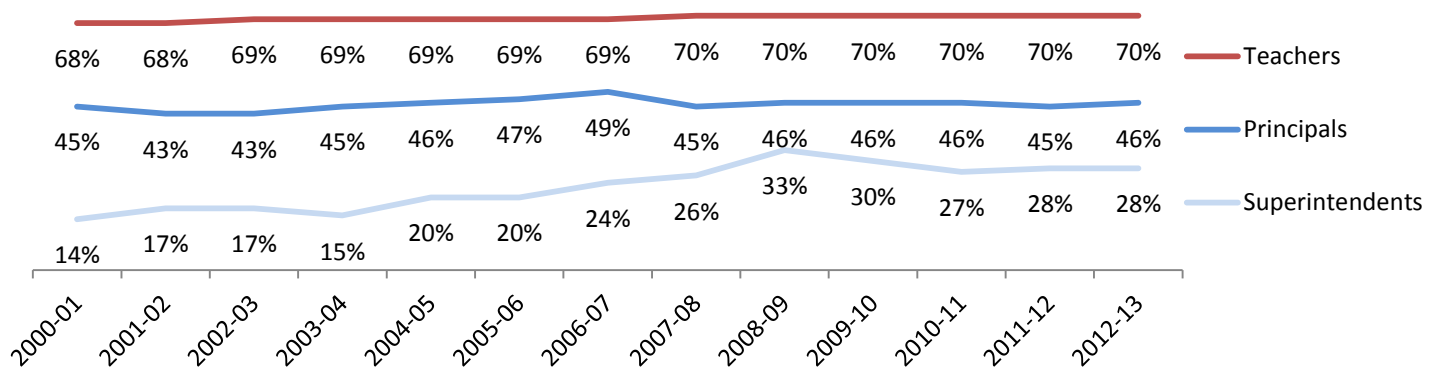
OREGON STAFF

Experienced, Highly Educated Workforce

Women made substantial progress moving into superintendent positions between 2000 and 2008, but the proportion of superintendent positions held by women has declined or held constant since then. The percentage of principals and teachers who are women has remained fairly constant over the last decade.

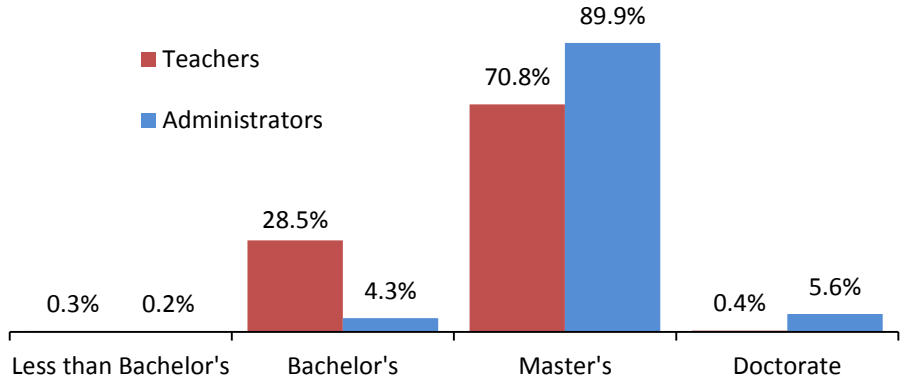
	Average Age	Average Years of Experience		
		2011-12	2012-13	Change
Teachers	44.10	12.92	13.06	1.08%
Administrators	48.36	19.14	19.08	-0.31%

Percentage of Positions held by Women



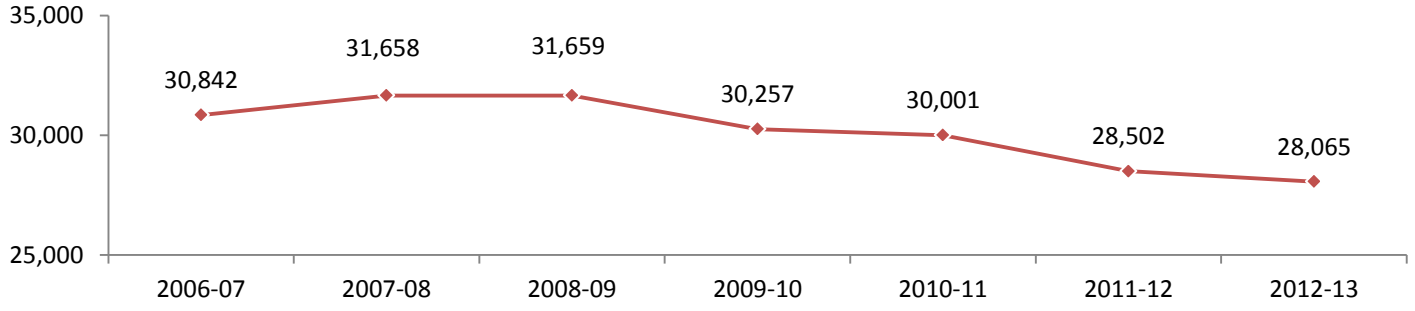
Includes assistant principals and assistant superintendents

2012-13 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 16.

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



Includes some pre-kindergarten teachers

Contact for this section: Isabella Jacoby, 503-947-5878, isabella.jacoby@state.or.us

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees decreased by 1.6%, from 60,908.57 in 2011-12 to 59,908.23 in 2012-13, a difference of just over 1,000 FTE. This is a smaller decrease than the previous year's, when FTE decreased by 4.5%. The sharpest decrease was among library and media specialists and support staff for the second year in a row, dropping over 9% from 2010-11 to 2011-12, then 8.3% from 2011-12 to 2012-13. Librarian FTE has decreased between 4 and 10 percent each year since 2009-10, for a total decrease of almost 20% between 2009-10 and 2012-13.

Oregon School Employees
(Full-Time Equivalent Positions)

	2011-12 (revised)		2012-13	
	Number	**Percent**	**Number**	**Percent**
Teachers	26,873.71	44.12%	26,442.87	44.14%
Educational Assistants	9,260.54	15.20%	9,269.18	15.47%
District Administrators	436.91	0.72%	430.90	0.72%
School Administrators	1,557.43	2.56%	1,510.00	2.52%
Guidance Counselors	942.17	1.55%	939.01	1.57%
Library and Media	899.57	1.48%	825.16	1.38%
Support Staff	19,073.18	31.31%	18,645.65	31.12%
Special Education Specialists	1,865.07	3.06%	1,845.46	3.08%
Total	**60,908.57**	**100%**	**59,908.23**	**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 number of instructional hours districts must offer each school year, by grade level, are specified in OAR 581-022-1620 - Required Instructional Time.

	Instructional Hours Required to be Offered Each Year (Minimum)
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 2012-13
Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	2006-07	2012-13	Percent Change	2006-07	2012-13	Percent Change
Superintendent	$105,833	$119,432	12.8%	$105,833	$105,919	0.1%
Principal	$89,571	$97,398	8.7%	$89,571	$86,378	-3.6%
Assistant Principal	$82,730	$91,406	10.5%	$82,730	$81,064	-2.0%
Teacher	$51,158	$57,590	12.6%	$51,158	$51,074	-0.2%

Source: ODE Staff Position Data Collection

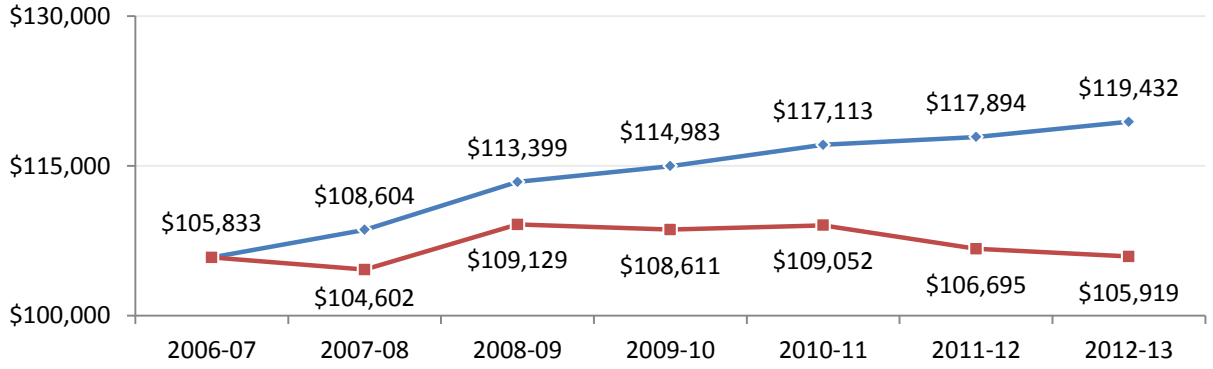
The Staff Position Data Collection expanded in 2010-11 to collect contracted staff and extra duty or coaching contracts – data for teacher salaries from 2012-13 may include additional extra duty pay and thus not be perfectly comparable to previous years.

Adjusted for inflation, the average teacher or administrator makes the same or less than they did six years ago.

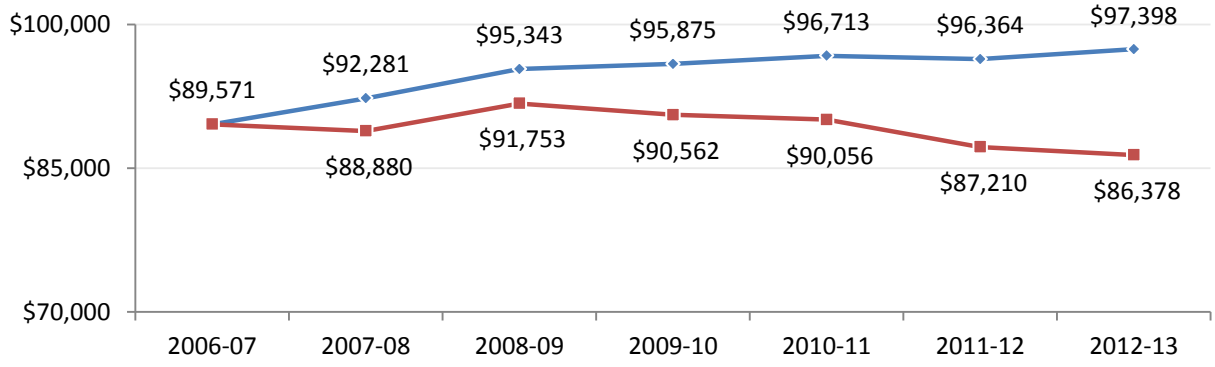
Average Salaries for Teachers and Administrators in Oregon: 2006-07 to 2012-13

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

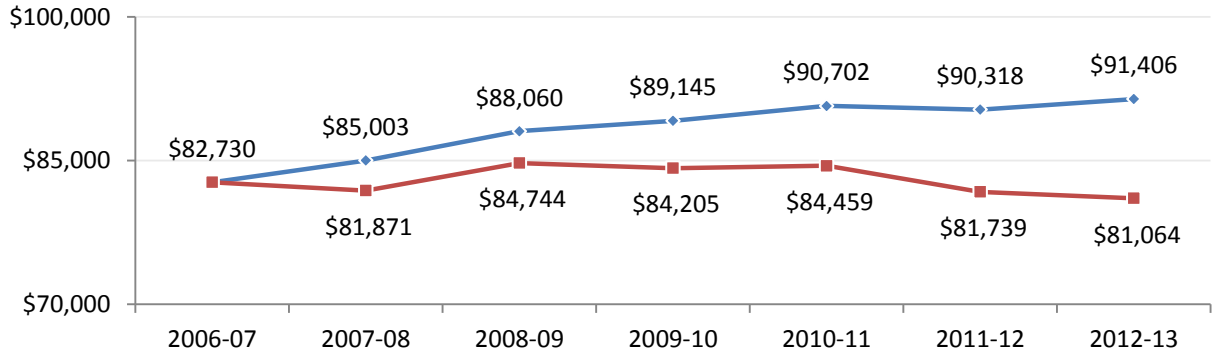
Average Oregon Superintendent Salaries



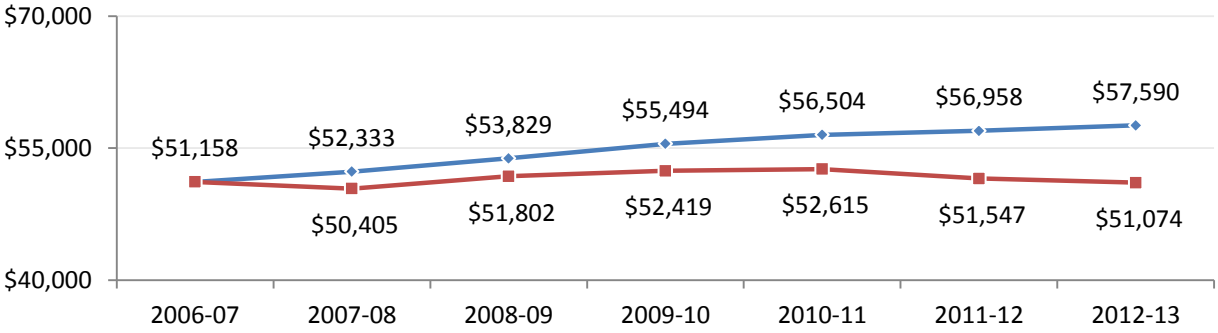
Average Oregon Principal Salaries



Average Oregon Assistant Principal Salaries



Average Oregon Teacher Salaries



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	2009-10	%	2010-11	%	2011-12	%
Direct Classroom	$5,484	56%	$5,514	56%	$5,495	56%
Classroom Support	$2,032	21%	$2,025	20%	$1,983	20%
Building Support	$1,890	19%	$1,931	19%	$1,943	20%
Central Support	$463	5%	$462	5%	$477	5%
TOTAL*	$9,869	100%	$9,933	100%	$9,898	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

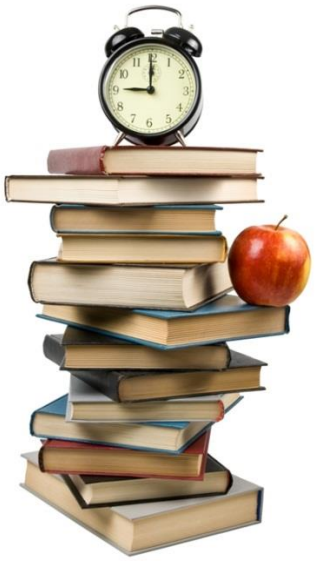
Not only have school resources per student not kept pace with inflation over the decade, but school districts have also experienced cost increases above the inflation rate.

- 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	2011-12 (Revised)	2012-13 (Preliminary)
Average Daily Membership – ADMr	533,405	534,142	533,407	532,972	532,357	533,864
Weighted Average Daily Membership – ADMw	660,913	661,507	662,137	660,322	662,252	663,000
Fall Membership (Enrollment on October 1)**	566,067	564,064	561,698	561,331	560,951	563,714
Average Daily Attendance (ADA)*	497,416	499,168	497,763	499,411	498,448	499,691

* 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). Kindergarteners 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.

Biennial Formula Revenue
(In Billions of Dollars)

	2003-05	2005-07	2007-09**	2009-11***	2011-13
Local	$2.3	$2.7	$2.9	$2.9*	$3.0
State	$4.9	$5.2	$5.7	$5.6*	$5.7
Total	$7.2	$7.9	$8.5	$8.4*	$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.

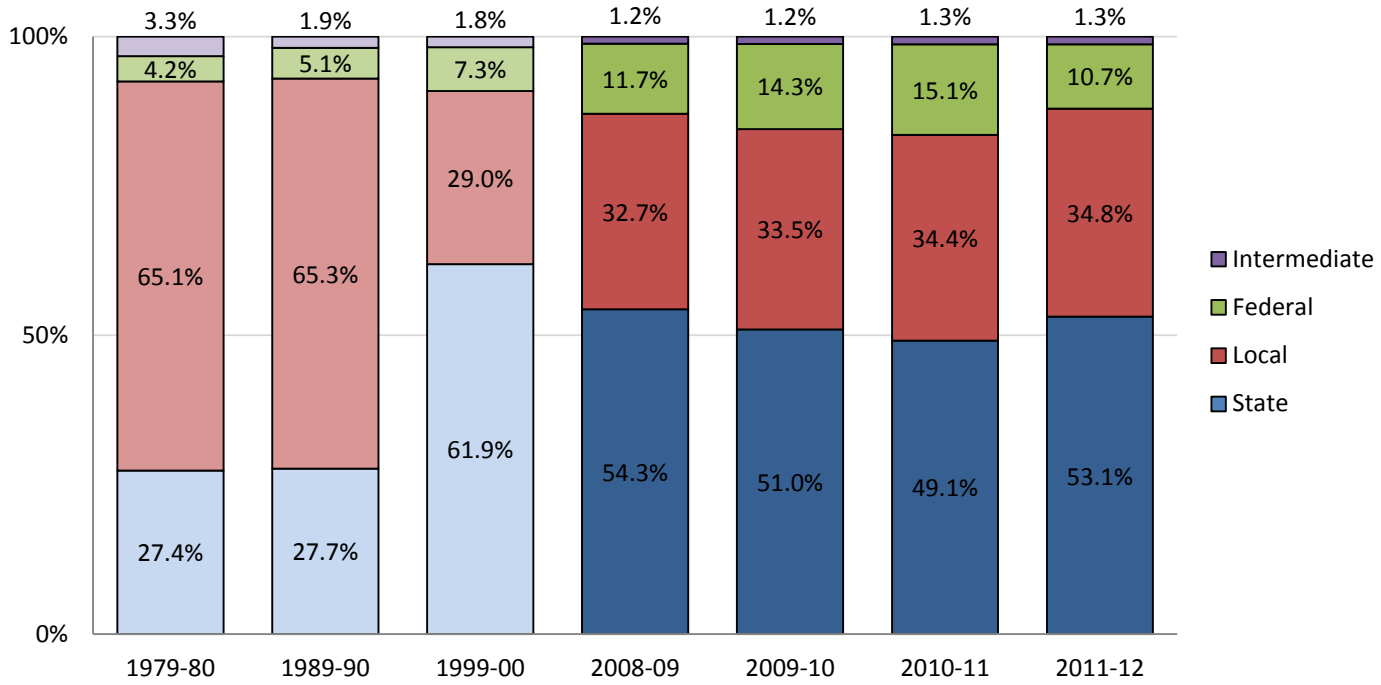
Annual District and ESD Operating Revenues by Source
(Dollars in Millions)

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%
2011-12	$1,987.2	34.8%	$74.6	1.3%	$3,028.9	53.1%	$612.3	10.7%	$5,703.0	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)

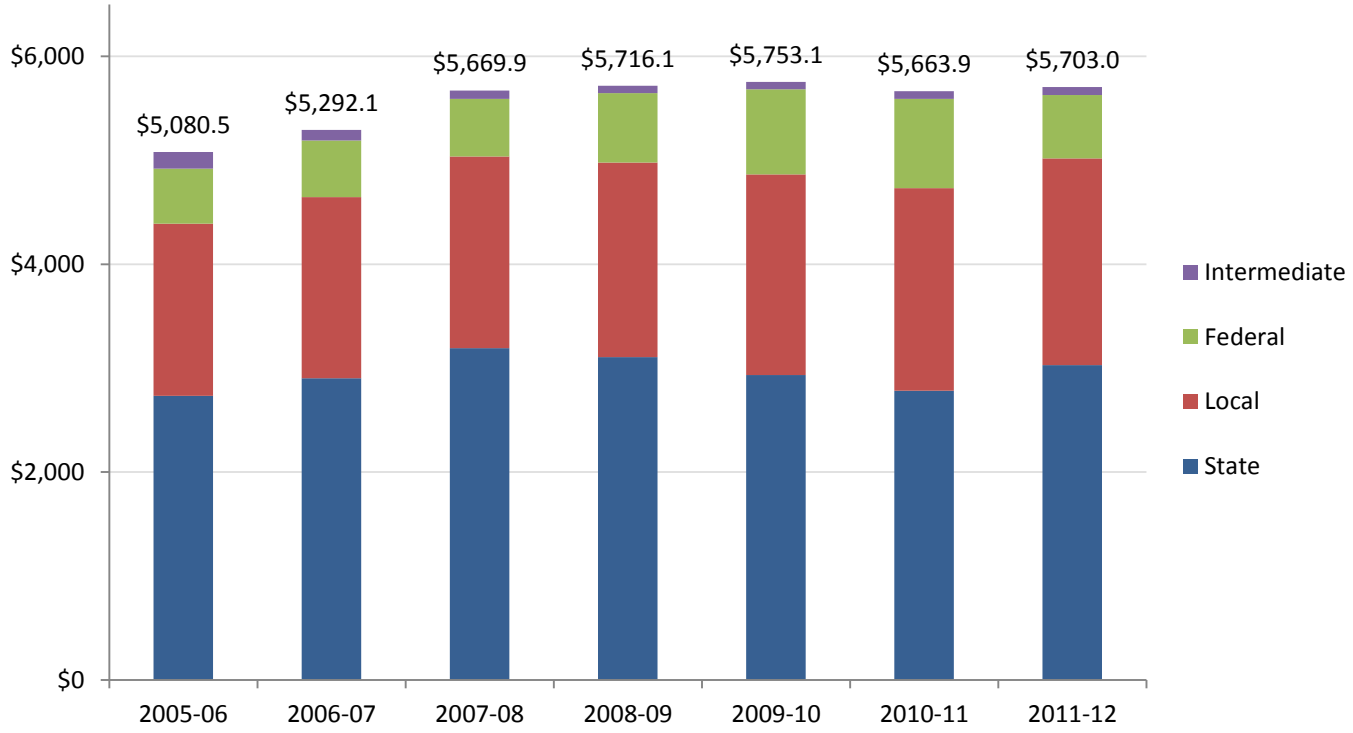
The graph below illustrates the dramatic shift from a locally-funded school system to a system that is primarily state-funded. Pale bars are historical – darker bars display more current data.



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 21st Century Community Learning Centers
Title V-A Innovative Programs
Title V-B Charter Schools
Title VI-A Funding Flexibility
Title VI-B Rural Education Initiative
Title VII Indian, Native Hawaiian, and Alaskan Native Education
Title X McKinney-Vento Homeless Education Assistance Improvements

In addition to the management of federal funds, the Office of Learning provides 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 rates. For elementary and middle schools, only 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 96 Oregon schools (36 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 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 for 2012-13, and 27 for 2013-14. 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	36	60	30
Elementary/Middle	922	533	19	57	28
High Schools	331	52	17	3	2

	2013-14 ESEA Flexibility Designations				
	Number of Schools	**Number of Title I Schools**	**Priority Schools[1]**	**Focus Schools[1]**	**Model Schools**
All Schools	1246	574	33	60	27
Elementary/Middle	913	523	19	57	25
High Schools	333	51	14	3	2

Oregon's ESEA Flexibility Waiver Request is available online at:
http://www.ode.state.or.us/search/page/?id=3475

[1]Priority and Focus designations from 2012-13 remain in effect for three years. Changes between counts for 2012-13 and counts for 2013-14 are the result of school closures.

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. 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 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 2012-13

	All Schools		High Poverty Schools		Low Poverty Schools	
Type of Class	**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	98.2%	1.8%	98.7%	1.3%	98.0%	2.0%
Self-Contained	99.3%	0.7%	99.5%	0.5%	98.6%	1.4%
English	97.5%	2.5%	97.9%	2.1%	97.1%	2.9%
Foreign Languages	99.1%	0.9%	99.5%	0.5%	99.7%	0.4%
The Arts	97.8%	2.2%	97.4%	2.6%	98.6%	1.4%
Science	98.4%	1.6%	99.2%	0.8%	98.6%	1.4%
Math	98.0%	2.0%	98.6%	1.4%	97.3%	2.7%
Social Sciences	98.2%	1.8%	98.6%	1.4%	97.5%	2.5%

Source: Staff Assignment (Highly Qualified Teachers) Data Collection 2012-13

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	99.5%	0.5%
Low Poverty	97.8%	2.2%
All Elementary	98.9%	1.1%
Secondary Level		
High Poverty	98.3%	1.7%
Low Poverty	98.4%	1.6%
All Secondary	98.1%	1.9%

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	99.1%	0.9%
Low Minority	98.4%	1.7%
All Elementary	98.9%	1.1%
Secondary Level		
High Minority	98.5%	1.5%
Low Minority	97.5%	2.5%
All Secondary	98.1%	1.9%

Source: Oregon Department of Education. Percentages may not sum to 100% due to rounding.
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 Arrests 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, 2011-12, and 2012-13 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 a school 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, 2013 with One or More Discipline Incidents in the 2012-13 School Year
Total	6.7%
Gender	
Male	9.6%
Female	3.7%
Ethnicity	
Asian	2.2%
Black/African American	14.4%
Hispanic/Latino	8.0%
American Indian/Alaskan Native	10.7%
Multi-Racial	7.1%
Native Hawaiian/Pacific Islander	7.3%
White	6.1%

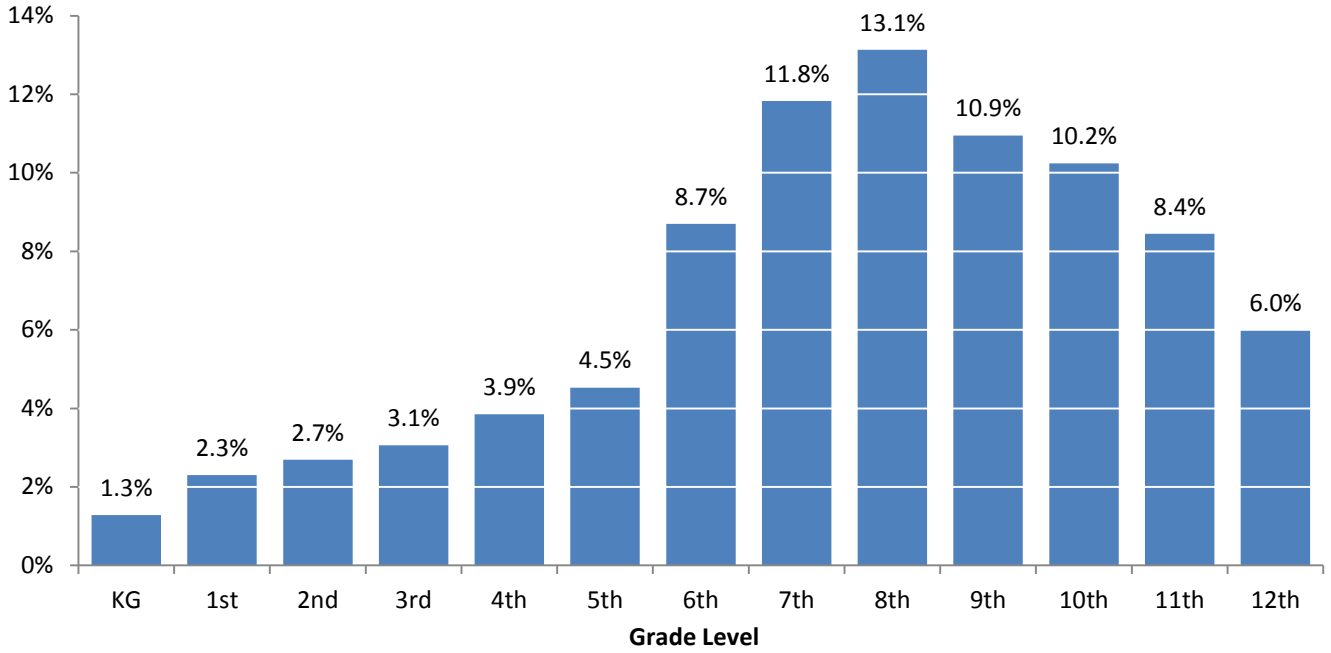
Subgroup	Percent of Students enrolled on May 1, 2013 with One or More Discipline Incidents in the 2012-13 School Year
Economically Disadvantaged	9.2%
Not Economically Disadvantaged	4.0%
TAG	2.9%
Not TAG	7.0%
English Learners[1]	5.9%
Not English Learners	6.8%
Special Education	12.6%
Not Special Education	5.8%

Source: Spring Membership 12-13, Discipline Incidents 12-13, Title III: Limited English Proficiency 12-13. 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.
[1]English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

Discipline Incidents by Grade Level

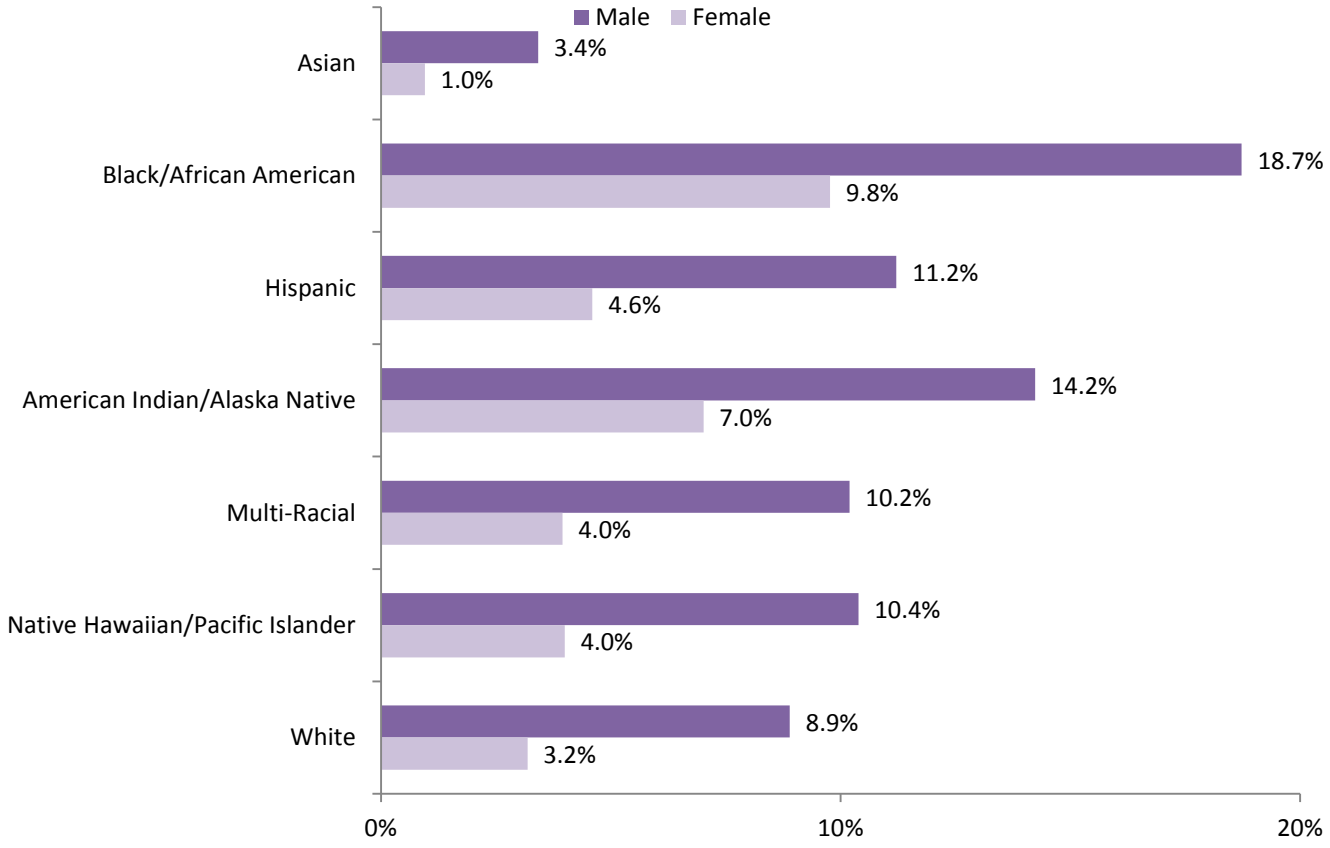
Percent of Students with One or More Suspensions or Expulsions in the 2012-13 School Year by Enrolled Grade on May 1, 2013



Source: Spring Membership 12-13, Discipline Incidents 12-13

Discipline Incidents by Gender and Race/Ethnicity

Percent of Students enrolled on May 1, 2013 with One or More Suspensions or Expulsions in the 2012-13 School Year



Contact for this section: Michael Mahoney, 503-947-5628, michael.mahoney@state.or.us

ANNUAL MEASURABLE OBJECTIVES (AMO)

Annual Measurable Objectives (AMOs) are targets set for student achievement in the subjects of reading and math, as well as for graduation, attendance and participation. Oregon's ESEA Flexibility Waiver revised the AMOs for reading and math and also changed the way these AMOs are used in school accountability. School and district Adequate Yearly Progress (AYP) will no longer be reported. Instead, the new Oregon Report Card will provide a 5-level rating for each school (see page 24 for a full description of the school rating system). AMO targets are incorporated into the Achievement, Graduation, and Subgroup Graduation ratings, as described below.

- **Participation**: Target remains at 95% participation rates in statewide assessments in reading and math.
- **Attendance**: Target remains at 92% attendance rates. (Applies only to elementary/middle schools.)

AMOs for Reading and Mathematics

Schools meeting the targets below will receive a Level 4 or Level 5 rating in Achievement on the new Report Card.

AMOs for Elementary and Middle Schools

Subject	Accountability Year					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading	69%	72%*	75%	78%	81%	84%
Math	66%	69%*	72%	75%	78%	81%

AMOs for High Schools

Subject	Accountability Year					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading	82%	85%*	87%	89%	91%	92%
Math	67%	70%*	73%	76%	79%	81%

The AMOs would have been 100% in 2013-14 if Oregon had not received a waiver. See page 16 for details.

AMOs for Graduation

Graduation Rate AMOs were not changed by the waiver. Schools meeting these targets will earn a Level 3 or higher in Graduation on the new report card.

Graduation Rate	Accountability Year					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Four-year rate	67%	69%	72%	75%	78%	81%
Five-year rate	72%	74%	77%	80%	82%	84%

For more information, see: http://www.ode.state.or.us/search/page/?id=3881

Academic Achievement Details

Reading	Percent Meeting or Exceeding[1]		
Student Subgroup	**Elementary (Grades 3-5)**	**Middle (Grades 6-8)**	**High (Grade 11)**
All Students	71.9%	69.7%	85.4%
Economically Disadvantaged	61.5%	58.3%	77.4%
English Learners[2]	48.0%	45.2%	60.8%
Students with Disabilities	44.1%	32.2%	50.8%
Underserved Races/Ethnicities	54.3%	51.8%	72.8%
American Indian/Alaska Native	59.7%	56.4%	78.9%
Native Hawaiian/Pacific Islander	60.3%	54.6%	73.7%
Black/African American	55.4%	51.0%	66.9%
Hispanic/Latino	53.6%	51.4%	73.0%
Asian	80.3%	78.5%	85.4%
White	78.5%	75.9%	89.5%
Multi-Racial[3]	77.0%	74.2%	87.6%

Mathematics	Percent Meeting or Exceeding[1]		
Student Subgroup	**Elementary (Grades 3-5)**	**Middle (Grades 6-8)**	**High (Grade 11)**
All Students	63.2%	62.7%	68.6%
Economically Disadvantaged	51.7%	50.9%	56.7%
English Learners[2]	45.3%	45.8%	46.3%
Students with Disabilities	35.2%	24.4%	24.3%
Underserved Races/Ethnicities	46.9%	47.3%	52.7%
American Indian/Alaska Native	48.9%	47.4%	55.4%
Native Hawaiian/Pacific Islander	49.1%	53.1%	54.1%
Black/African American	42.9%	41.4%	42.6%
Hispanic/Latino	47.1%	47.8%	53.8%
Asian	80.1%	80.6%	83.8%
White	68.8%	67.5%	72.8%
Multi-Racial[3]	66.3%	66.1%	70.8%

Graduation Details

Student Subgroup	Four-year Cohort Graduation Rate	Five-year Cohort Graduation Rate
All Students	68.4%	72.4%
Economically Disadvantaged	61.1%	67.0%
English Learners[2]	49.2%	59.8%
Students with Disabilities	38.2%	47.2%
Underserved Races/Ethnicities	58.2%	63.7%
American Indian/Alaska Native	50.8%	55.7%
Native Hawaiian/Pacific Islander	66.2%	78.0%
Black/African American	53.3%	60.4%
Hispanic/Latino	59.5%	64.9%
Asian	80.7%	82.5%
White	71.2%	74.5%
Multi-Racial[3]	69.1%	76.6%

Notes:

1. Based on the last two years of data combined.
2. English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.
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.

See pages 31 and 61 for details on assessment results and graduation rates, respectively.

Contact for this section: Josh Rew, 503-947-5845, josh.rew@state.or.us

Participation Details

Participation Target: 95%

Reading Student Subgroup	Participation 2011-12	Participation 2012-13	Non Participation 2011-12	Non Participation 2012-13	Participation Denominator	Participation Rate
All Students	295,817	296,487	2,052	1,693	596,049	99%
Economically Disadvantaged	159,235	158,868	1,028	951	320,082	99%
English Learners[1]	51,851	49,679	303	256	102,089	99%
Students with Disabilities	44,819	44,977	802	728	91,326	98%
Underserved Races/Ethnicities	77,658	76,870	594	516	155,638	99%
American Indian/Alaska Native	4,952	5,263	56	58	10,329	99%
Native Hawaiian/Pacific Islander	1,967	1,914	11	11	3,903	99%
Black/African American	7,222	7,432	94	93	14,841	99%
Hispanic/Latino	63,517	62,265	433	347	126,562	99%
Asian	11,951	11,773	67	66	23,857	99%
White	191,173	193,549	1,281	1,064	387,067	99%
Multi-Racial[2]	15,035	14,245	110	90	29,480	99%

Mathematics Student Subgroup	Participation 2011-12	Participation 2012-13	Non Participation 2011-12	Non Participation 2012-13	Participation Denominator	Participation Rate
All Students	295,424	295,803	2,395	2,299	595,921	99%
Economically Disadvantaged	158,992	158,481	1,224	1,299	319,996	99%
English Learners[1]	51,838	49,615	317	313	102,083	99%
Students with Disabilities	44,742	44,810	871	860	91,283	98%
Underserved Races/Ethnicities	77,572	76,692	670	681	155,615	99%
American Indian/Alaska Native	4,935	5,228	68	90	10,321	98%
Native Hawaiian/Pacific Islander	1,965	1,909	13	17	3,904	99%
Black/African American	7,191	7,404	126	119	14,840	98%
Hispanic/Latino	63,481	62,151	463	455	126,550	99%
Asian	11,942	11,769	75	68	23,854	99%
White	190,889	193,138	1,521	1,425	386,973	99%
Multi-Racial[2]	15,021	14,204	129	125	29,479	99%

Notes:

1. English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.
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
Additional Performance and Participation Data available online at:
http://www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/default.aspx

SCHOOL AND DISTRICT REPORT CARDS

The Oregon Legislature created the school and district report cards in 1999. This legislation required the Oregon Department of Education (ODE) to produce and issue a report card to all public schools and districts in the state of Oregon prior to December 1 of each year. Per Oregon Revised Statutes (ORS) 329.105 and 329.115, these report cards contained data from the most recent school year (if available) that met the requirements of state and federal laws. The aim of these report cards was to provide clear, meaningful, and relevant information to parents, educators, and communities concerning public school and district performance, improvement, and accountability.

In 2012, as part of Oregon's approved ESEA flexibility waiver, ODE redesigned the school and district report cards to better convey how schools are doing at ensuring students achieve college and career readiness. The purpose of the report card redesign was to (a) create a single system of accountability for Oregon that is understandable to the public and aligns with the district achievement compacts, (b) accurately reflect achievement growth to (and beyond) standard as a desirable outcome for Oregon's students, and (c) to include measures of broader content, more complex thinking skills, and characteristics critical to success in college and workplace.

The report card redesign included a stakeholder and public engagement process to make design, content, and methodology recommendations. This included public outreach efforts (i.e., focus groups and several online surveys) and the creation of a Report Card (RC) Steering Committee consisting of 17 members representing a diverse assortment of stakeholders throughout Oregon. The RC Steering Committee met twice per month from September 2012 to March 2013. Staff from ODE attended each committee meeting in an advisory capacity. In addition to school and district data as required by Oregon's ESEA flexibility waiver and other federal/state laws, the new school and district report cards include the recommendations from the RC Steering Committee (e.g., school principal/district superintendent letters, school/district demographic profiles, comparison school ratings, school performance data, student outcome data, and curriculum and learning environment data).

The overall school rating is a critical feature of the school report card and is a requirement of Oregon's ESEA flexibility waiver. Moreover, the new overall school rating is a substantial improvement over the previous rating model that was part of the No Child Left Behind Act of 2001. The overall school rating is normative and consists of five levels that indicate how schools perform as compared to all schools statewide on a combination of rating components (i.e., achievement, growth, subgroup growth, graduation, and subgroup graduation). The five school rating levels refer to the following:

- Level 1 = schools that fall into the bottom 5% of schools.
- Level 2 = schools that fall between 5% and 15% of schools.
- Level 3 = schools that fall between 15% and 44% of schools.
- Level 4 = schools that fall between 44% and 90% of schools.
- Level 5 = schools that fall into the top 10% of schools.

Number of Schools Receiving Each Overall Rating by Year

Overall Rating	2011-12	2012-13
Level 1	57	60
Level 2	124	113
Level 3	355	356
Level 4	568	557
Level 5	128	114
Not Rated[1]	21	46

[1]Small schools and newly opened/reconfigured schools are not eligible to receive an overall rating.

Detailed Ratings

	2011-12						2012-13					
School Type	Not Rated	1	2	3	4	5	Not Rated	1	2	3	4	5
Elementary	7	15	75	193	341	100	33	14	70	199	331	78
Middle	8	1	5	67	101	9	0	0	10	60	100	18
High	6	41	44	95	126	19	13	46	33	97	126	18
Total	**21**	**57**	**124**	**355**	**568**	**128**	**46**	**60**	**113**	**356**	**557**	**114**

Historical Ratings

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 31. The rating cut scores were adjusted to take this change into account.

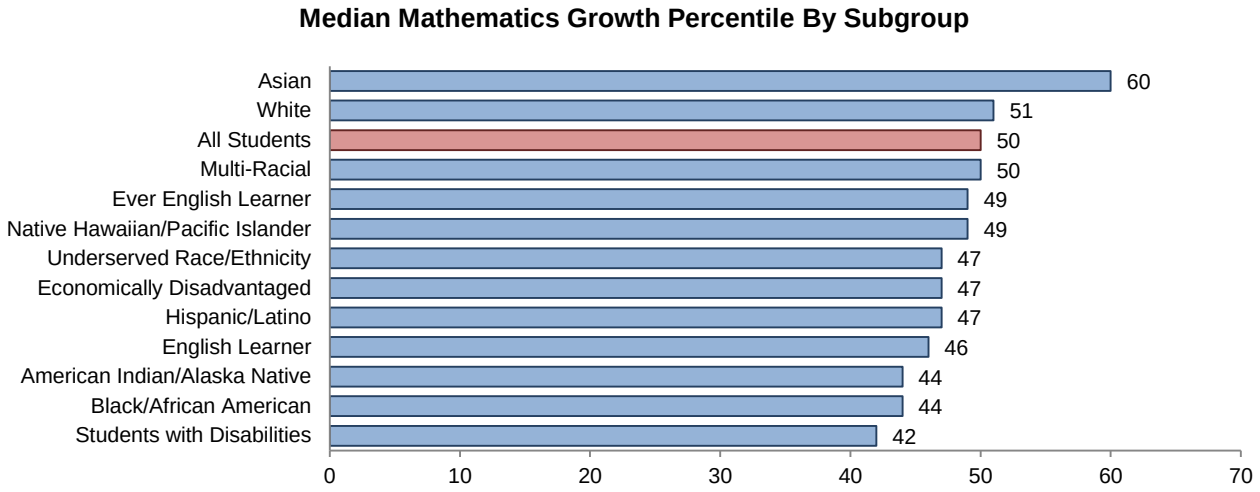
To view specific district or school report cards, go to:
http://www.ode.state.or.us/data/reportcard/reports.aspx

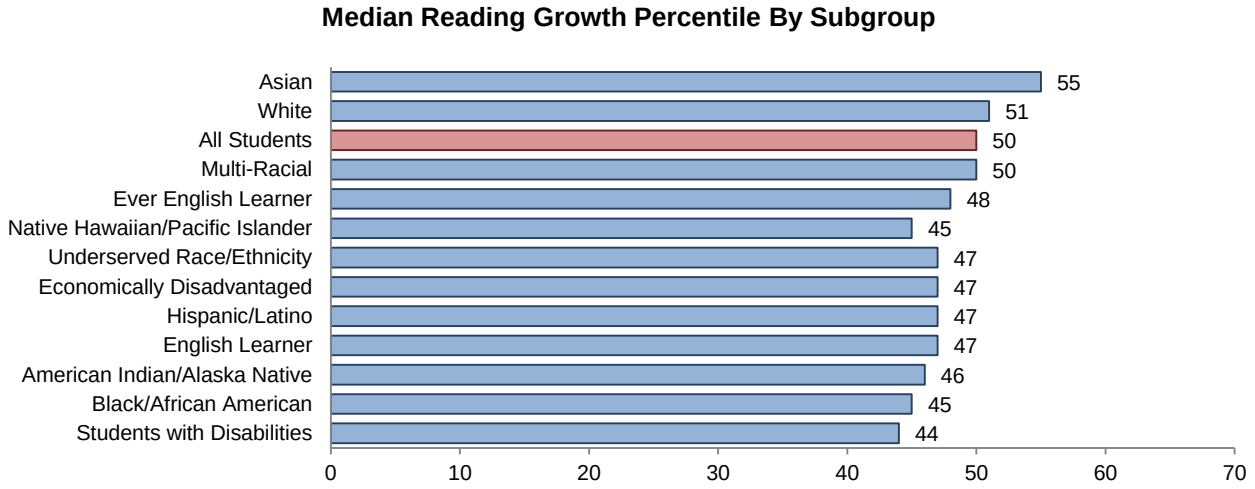
GROWTH MODEL

An important new feature of the annual school report card is the inclusion of student achievement growth as part of the school's overall rating. Student achievement growth refers to a student's progress on mathematics and reading assessments from year to year. Oregon uses a growth model that calculates an estimate of achievement growth using current and past achievement scores. The growth model uses the scores from mathematics and reading assessments for students in the 4th through 8th and 11th grades, and does not calculate achievement growth for (a) 3rd grade students because they lack prior achievement scores, (b) students who take extended assessments, (c) students who are missing the current or prior achievement scores, or (d) students who have irregular grade sequences due to retention or acceleration.

The growth model expresses a student's achievement growth as a percentile. This percentile is a normative measure and it reflects a student's achievement growth relative to his or her academic peers (i.e., students in the same grade who have similar past achievement scores for the same subject). The growth model also calculates a target growth percentile for 3rd through 8th grade students. The target growth percentile shows the amount of growth a student needs to either meet or maintain the achievement standard for either mathematics or reading in the next three years. Lastly, the growth model calculates school level measures of student achievement growth and growth targets for mathematics and reading. These are median growth and target growth percentiles (i.e., aggregates of student growth percentiles and target growth percentiles). They represent the typical achievement growth and typical target growth in mathematics and reading for schools and their respective subgroups.

The figures below show the 2012-13 median mathematics and reading growth percentiles by subgroup.





Note: "Ever English Learner" includes students who were ever eligible for or participating in a program to acquire academic English. "English Learner" includes students who have been eligible for or participated in a program to acquire academic English in the current or prior two years.

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. Students qualify for McKinney-Vento Homeless Program assistance when they reside in living situations that are not fixed, regular and/or adequate. 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
2010-11	2,016	16,643	2,149	824
2011-12	2,533	16,151	1,798	900
2012-13*	1,793	13,964	1,600	808

* Collection methodology changed in 2012-13. See below for details.

How are Homeless Students Counted? Methodology Changes in 2012-13

From 2004-05 through 2011-12, annual data on homeless students was a district-based consolidated collection. In 2012-13, it became a student-based collection, with each district now responsible for recording the Secure Student ID (SSID) of each homeless student served and three additional pieces of information:

1) student's living situation (Shelter, Unsheltered, Sharing Housing, Motel/Hotel);
2) student's unaccompanied status;
3) whether the district is a federal homeless education subgrantee

Prior to 2012-13, only those districts receiving competitive subgrant funds were required to record homeless student SSIDs. With over 150 districts now involved, achievement data on many more students is now available. ODE will soon be able to extract socioeconomic data, graduation rates and other relevant data on homeless students.

How many homeless students attend public schools in Oregon?

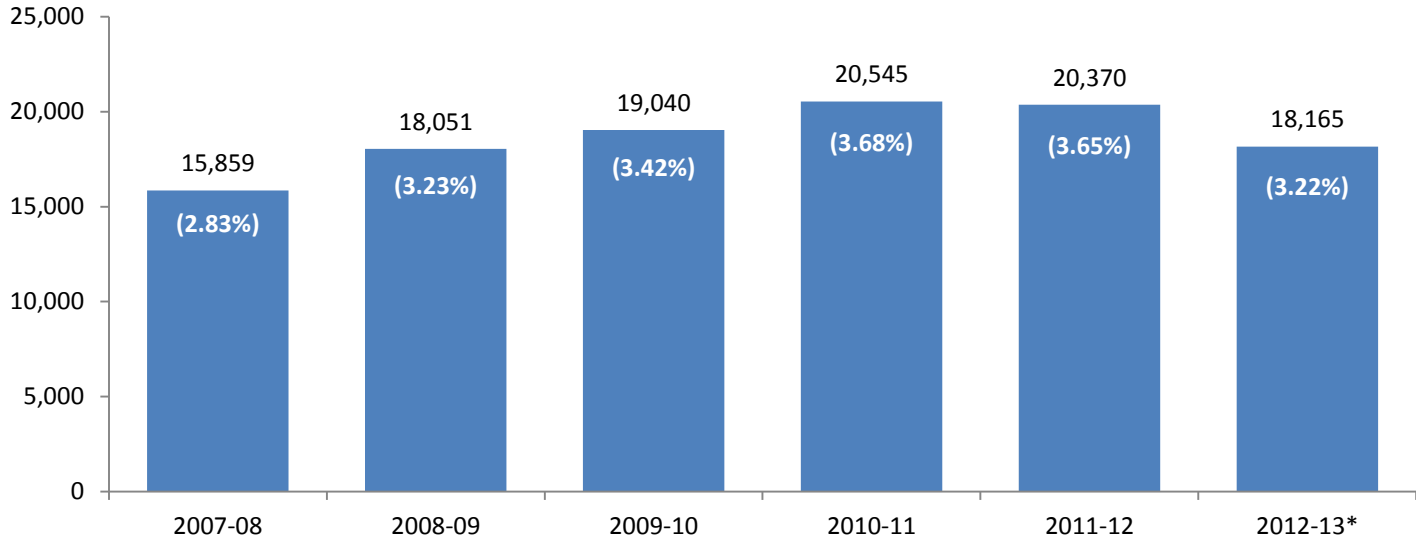
Grade Level	Count 2012-13
KG	1,558
1	1,494
2	1,406
3	1,367
4	1,316
5	1,274
6	1,125
7	1,194
8	1,252
9	1,128
10	1,222
11	1,391
12	2,438
TOTAL	**18,165**

Contact for this section: Dona Bolt, 503-947-5781, dona.bolt@state.or.us

What are the trends in poverty and homelessness?

The total number of homeless students appears to have dropped from 2011-12 to 2012-13, however major changes in the methodology of the count are likely to have caused at least some reduction of numbers. Of all K-12 homeless students reported who were enrolled in public schools during 2012-13, over 3,100 were considered "unaccompanied minors." District Homeless Liaisons often act as an emergency contact for homeless youths who do not have a parent or guardian looking after their educational best interests.

Homeless Student Counts, K-12
(Percent of Total K-12 Enrollment)
2007-08 to 2012-13



K-12 Students enrolled in Oregon School Districts only. Excludes students enrolled in ESDs, correctional programs, and other non-school district run programs.
* Collection methodology changed in 2012-13. See page 26 for details.

Districts with the Highest Number of Homeless Students

District	K-12 Total Homeless 2012-13	% of enrollment 2012-13
Beaverton SD 48J	1,373	3.48%
Portland SD 1J	1,154	2.48%
Medford SD 549C	993	7.53%
Eugene SD 4J	770	4.53%
Reynolds SD 7	768	6.76%
Salem-Keizer SD 24J	757	1.88%
Bend-LaPine Administrative SD 1	681	4.11%
Springfield SD 19	537	4.87%

While districts with fewer students often have "volatile" data, note that the districts with the highest percentages of homeless student in the state are mainly rural and some distance from the I-5 corridor. Their homeless counts are attributed to unemployment, lack of family-wage jobs and affordable housing in their regions

Districts with the Highest % of Homeless Students

District	K-12 Total Homeless 2012-13	% of enrollment 2012-13
Butte Falls SD 91	35	23.97%
Culver SD 4	126	18.03%
Dayville SD 16J	9	15.00%
Marcola SD 79J	29	14.87%
McKenzie SD 68	31	14.22%
Prospect SD 59	35	13.83%
Warrenton-Hammond SD	119	13.34%
Port Orford-Langlois SD	31	11.92%
Mapleton SD 32	20	11.56%
Monroe SD 1J	48	10.71%
Adrian SD 61	24	10.39%
Rogue River SD 35	92	10.26%
Coos Bay SD 9	318	10.24%
Lincoln County SD	535	10.17%
Myrtle Point SD 41	62	10.02%

Homeless Students by County of Enrollment, 2012-13

County	Total Enrolled, K-12
Baker	94
Benton	291
Clackamas	1,198
Clatsop	241
Columbia	180
Coos	484
Crook	69
Curry	88
Deschutes	1,012
Douglas	301
Gilliam	*
Grant	19
Harney	50
Hood River	39
Jackson	1,786
Jefferson	196
Josephine	465
Klamath	334
Lake	6
Lane	2,046
Lincoln	533
Linn	826
Malheur	378
Marion	1,205
Morrow	31
Multnomah	3,040
Polk	141
Sherman	*
Tillamook	130
Umatilla	253
Union	114
Wallowa	10
Wasco	108
Washington	2,039
Wheeler	*
Yamhill	457

*Suppressed; 5 or fewer students

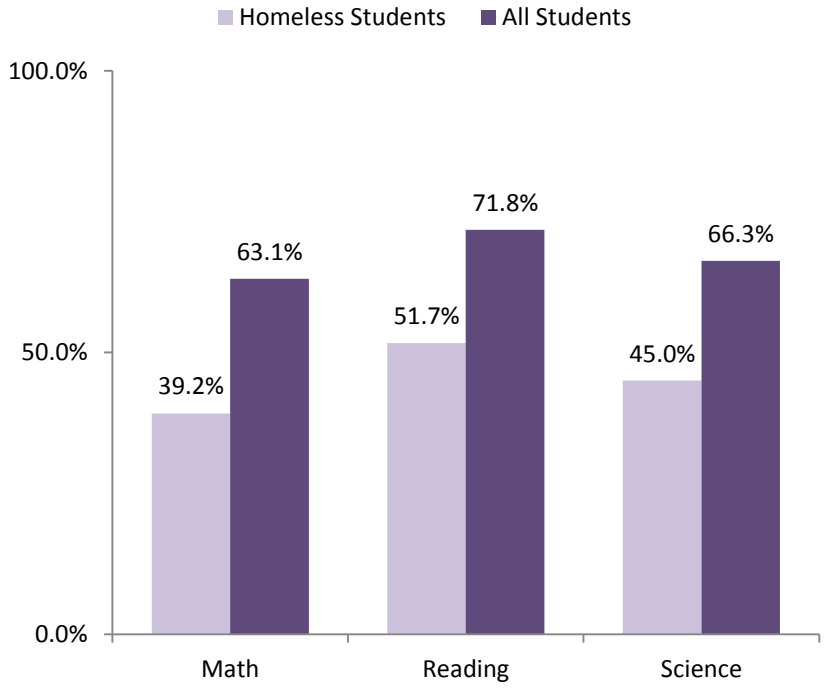
NOTE: Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.

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.

2012-13 Percent Met or Exceeded Standard, All Grades



Contact for this section: Dona Bolt, 503-947-5781, dona.bolt@state.or.us

McKinney-Vento Subgrant Projects

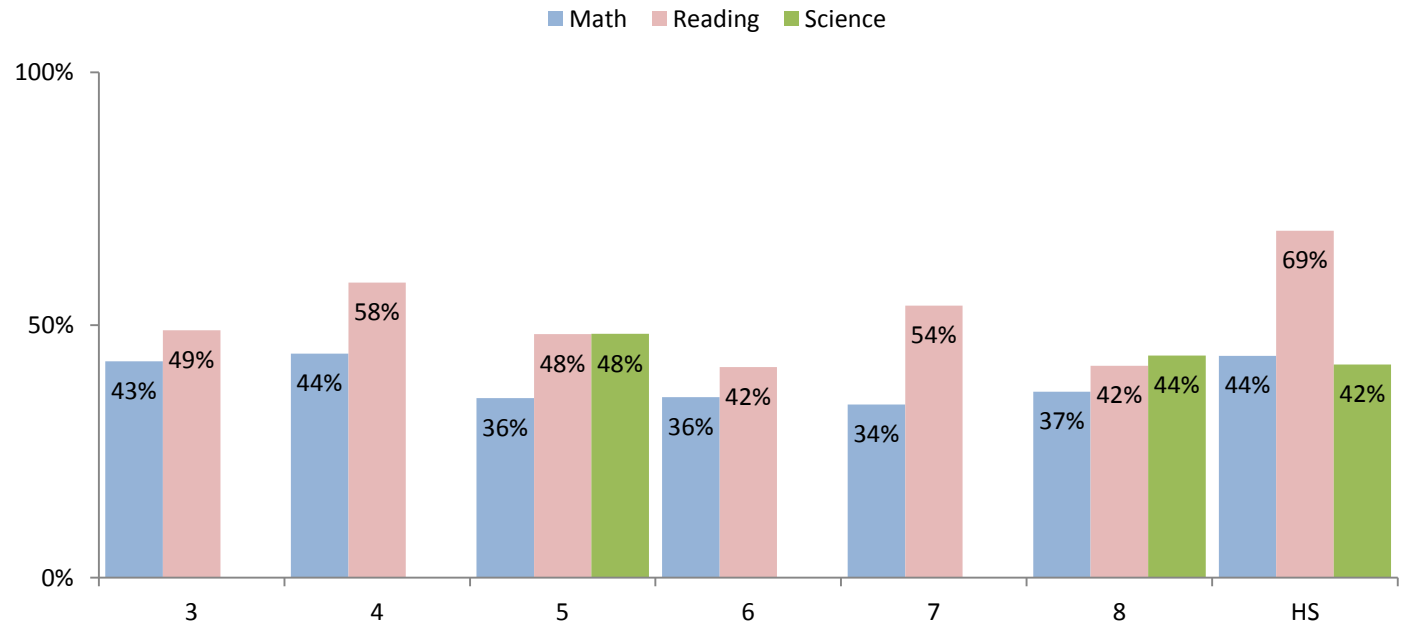
Oregon received $661,079 in federal McKinney-Vento Act funds in 2012-13 to serve homeless students. More than 75% of this amount went to districts in the form of competitive subgrants. During the 2012-13 school year, 66 local districts were served by ten subgrant projects from this program.

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.

	Math			Reading			Science		
Grade Level	NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2012-13	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2011-12**	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2012-13***	NUMBER OF HOMELESS STUDENTS TESTED IN READING 2012-13	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2011-12**	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2012-13***	NUMBER OF HOMELESS STUDENTS TESTED IN SCIENCE 2012-13	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2011-12**	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2012-13***
3	1,205	**48.88%**	**42.82%**	1,206	**55.68%**	**49.00%**			
4	1,184	**45.91%**	**44.34%**	1,186	**56.69%**	**58.43%**			
5	1,130	**40.58%**	**35.58%**	1,130	**56.52%**	**48.23%**	1,117	**55.72%**	**48.25%**
6	1,013	**34.88%**	**35.74%**	1,012	**41.78%**	**41.70%**			
7	1,042	**38.98%**	**34.26%**	1,045	**59.14%**	**53.88%**			
8	1,097	**40.32%**	**36.83%**	1,106	**48.10%**	**41.95%**	1,030	**49.49%**	**43.98%**
HS	1,006	**44.63%**	**43.94%**	1,028	**67.98%**	**68.68%**	915	**49.46%**	**42.19%**

* Homeless Student collection methodology changed in 2012-13. See page 26 for details.

2012-13 Percent of Homeless 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, 2012 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2012[1]	Free and Reduced Price Lunch Eligible Students as a Percent of All Students in Participating Schools
REGULAR			
Elementary	145,124	252,775	57%
Middle/Jr. High	55,054	100,646	55%
High	76,270	157,361	48%
Combined	1,963	5,044	39%
ALTERNATIVE			
Elementary	392	1,255	31%
Middle	--	--	--
High	1,186	2,104	56%
Combined	433	1,060	41%
CHARTER			
Elementary	2,196	4,743	46%
Middle	119	352	34%
High	749	1,175	64%
Combined	3,147	6,393	49%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	147,712	258,773	57%
Middle	55,173	100,998	55%
High	78,205	160,640	49%
Combined	5,543	12,497	44%
Total	286,633	532,908	54%

[1]Note: Includes October 1 Membership (column B) for the 1,188 schools and programs in the 2012-13 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

Contact for this section: Heidi Dupuis, 503-947-5893, heidi.dupuis@state.or.us

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 reading standards in 2010-11 is presented twice – once using the 2010-11 cut scores that were in effect at the time, and once using the standards for 2011-12 and 2012-13.

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)

2012-13

	Reading/ Literature		Math		Science		Writing	
Grade Level	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*	*N/A*	*N/A*
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*	*N/A*	*N/A*
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.

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/apps/BulkDownload/BulkDownload.Web/default.aspx

Grade 3 Percent Meeting Standards

In 2012-13, third grade students were tested in reading and in mathematics.

Grade 3 All Students

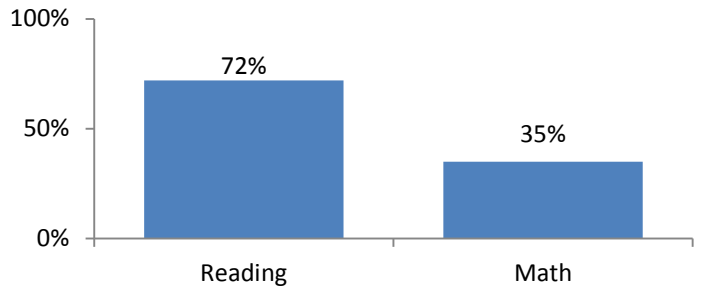
Statewide Percent Meeting or Exceeding Standards

	2010-11	2011-12	2012-13
Reading	83% (60%*)	70%	66%
Mathematics	63%	64%	61%

Source: Oregon Assessment of Knowledge and Skills
*revised (on 2011-12 standards)

Grade 3 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2012-13



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

Grade 3 Reading

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	83%	60%	70%	66%
Students with Disabilities	52%	30%	36%	33%
Asian/Pacific Islander	89%	68%	78%	74%
Asian	90%	71%	81%	78%
Native Hawaiian/Pacific Islander	79%	47%	61%	56%
Black (not of Hispanic origin)	74%	46%	53%	50%
Hispanic origin	72%	40%	50%	45%
American Indian/Alaskan Native	75%	45%	58%	55%
White (not of Hispanic origin)	88%	67%	77%	74%
Multi-racial	86%	67%	76%	72%

Grade 3 Mathematics

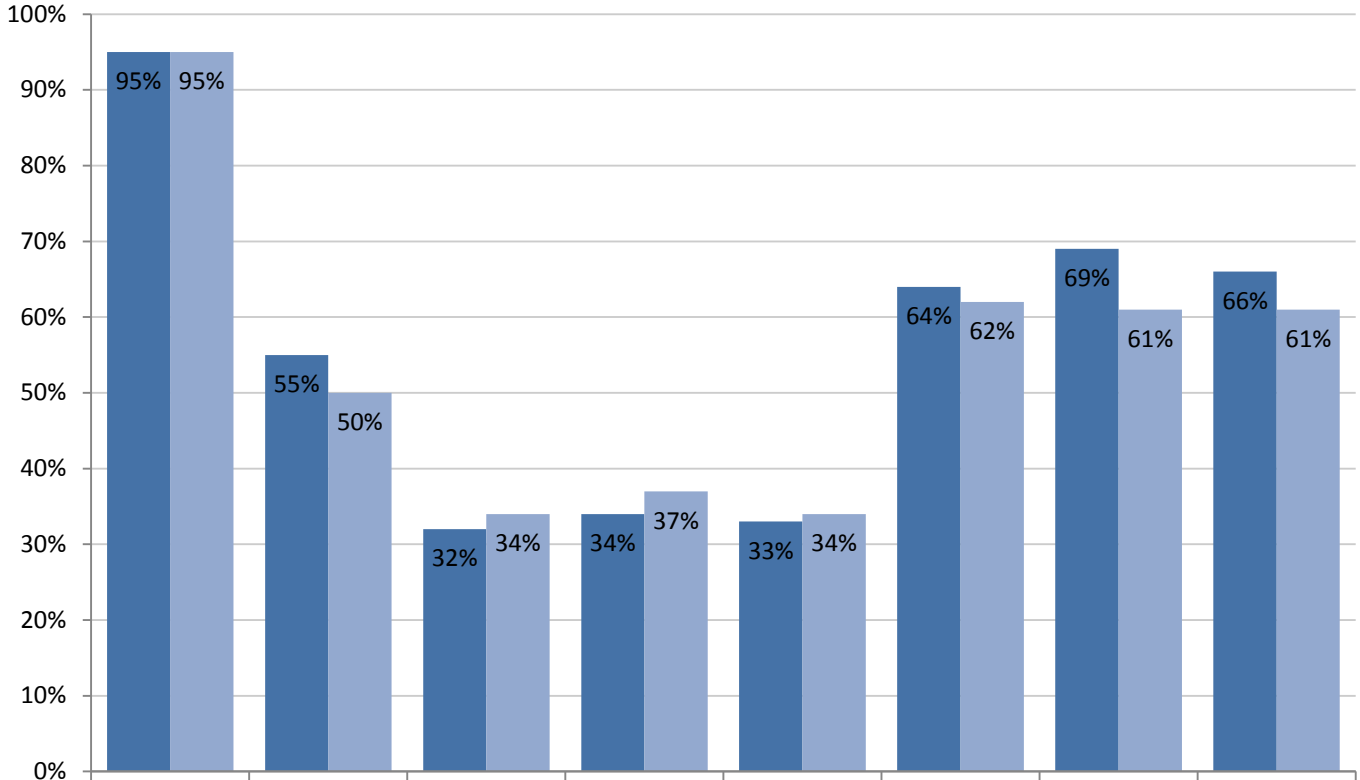
Percent of Students Meeting or Exceeding Standard 2011 - 2013

	--	2010-11	2011-12	2012-13
All Students	--	63%	64%	61%
Students with Disabilities	--	35%	36%	34%
Asian/Pacific Islander	--	72%	75%	73%
Asian	--	77%	79%	78%
Native Hawaiian/Pacific Islander	--	46%	51%	50%
Black (not of Hispanic origin)	--	42%	42%	40%
Hispanic origin	--	47%	47%	43%
American Indian/Alaskan Native	--	48%	52%	48%
White (not of Hispanic origin)	--	68%	70%	68%
Multi-racial	--	67%	67%	65%

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 2012-13



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	55%	32%	34%	33%	64%	69%	66%
Math	95%	50%	34%	37%	34%	62%	61%	61%

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

*English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

Grade 4 Percent Meeting Standards

In 2012-13, fourth grade students were tested in reading and mathematics.

Grade 4 All Students

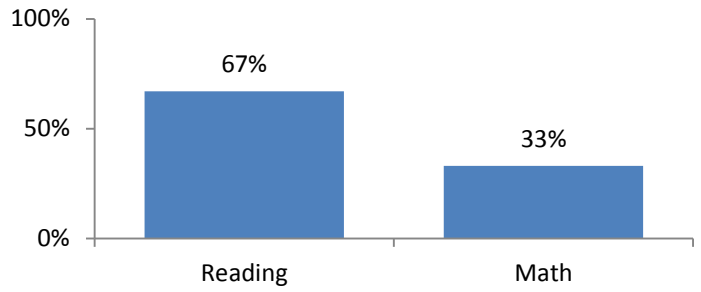
Statewide Percent Meeting or Exceeding Standards

	2010-11	2011-12	2012-13
Reading	85% (68%*)	74%	73%
Mathematics	65%	66%	64%
Writing**	41%	***	***

Source: Oregon Assessment of Knowledge and Skills
*revised (on 2011-12 standards)

Grade 4 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2012-13



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

Grade 4 Reading

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	85%	68%	74%	73%
Students with Disabilities	53%	35%	38%	36%
Asian/Pacific Islander	89%	75%	80%	79%
Asian	90%	77%	82%	81%
Native Hawaiian/Pacific Islander	80%	57%	64%	62%
Black (not of Hispanic origin)	74%	48%	56%	57%
Hispanic origin	75%	50%	56%	54%
American Indian/Alaskan Native	77%	57%	62%	60%
White (not of Hispanic origin)	89%	74%	80%	80%
Multi-racial	87%	72%	78%	78%

Grade 4 Mathematics

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	--	2010-11	2011-12	2012-13
All Students	--	65%	66%	64%
Students with Disabilities	--	36%	35%	32%
Asian/Pacific Islander	--	79%	79%	76%
Asian	--	83%	83%	80%
Native Hawaiian/Pacific Islander	--	56%	54%	49%
Black (not of Hispanic origin)	--	44%	46%	43%
Hispanic origin	--	52%	51%	48%
American Indian/Alaskan Native	--	48%	52%	49%
White (not of Hispanic origin)	--	70%	71%	69%
Multi-racial	--	67%	68%	66%

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 Writing**

Percent of Students Meeting or Exceeding Standard 2010 - 2011

	--	2010-11	2011-12***	2012-13***
All Students	--	41%	--	--
Students with Disabilities	--	14%	--	--
Asian/Pacific Islander	--	57%	--	--
Asian	--	61%	--	--
Native Hawaiian/Pacific Islander	--	32%	--	--
Black (not of Hispanic origin)	--	29%	--	--
Hispanic origin	--	29%	--	--
American Indian/Alaskan Native	--	28%	--	--
White (not of Hispanic origin)	--	44%	--	--
Multi-racial	--	43%	--	--

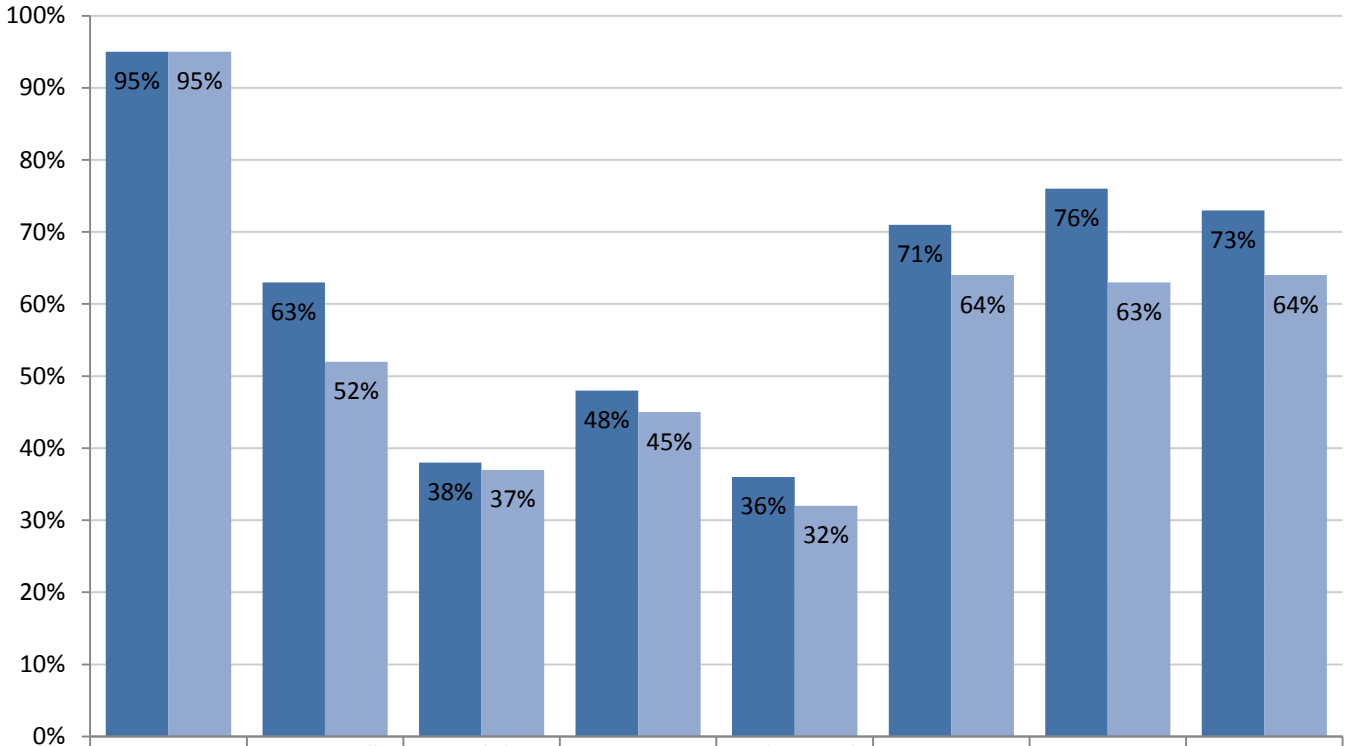
**Due to budget constraints most 4th and 7th grade writing assessments were only scored using one rater (versus the two rater system that is generally employed). This may affect comparability to previous years' assessments.

***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 Students by Subgroup

Percent Meeting or Exceeding Standards in 2012-13



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	63%	38%	48%	36%	71%	76%	73%
Math	95%	52%	37%	45%	32%	64%	63%	64%

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

*English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

Grade 5 Percent Meeting Standards

In 2012-13, fifth grade students were tested in reading, mathematics, and science.

Grade 5 All Students

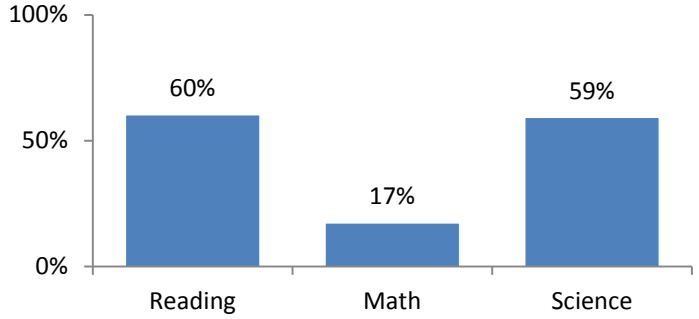
Statewide Percent Meeting or Exceeding Standards

	2010-11	2011-12	2012-13
Reading	78% (64%*)	69%	68%
Mathematics	57%	59%	58%
Science	74% (70%*)	69%	67%

Source: Oregon Assessment of Knowledge and Skills
*revised (on 2011-12 standards)

Grade 5 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2012-13



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

Grade 5 Reading

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	78%	64%	69%	68%
Students with Disabilities	41%	29%	31%	30%
Asian/Pacific Islander	82%	70%	74%	73%
Asian	84%	73%	78%	77%
Native Hawaiian/Pacific Islander	69%	52%	53%	54%
Black (not of Hispanic origin)	61%	47%	48%	48%
Hispanic origin	63%	44%	51%	50%
American Indian/Alaskan Native	64%	46%	56%	51%
White (not of Hispanic origin)	83%	70%	75%	74%
Multi-racial	82%	71%	74%	72%

Grade 5 Mathematics

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	--	2010-11	2011-12	2012-13
All Students	--	57%	59%	58%
Students with Disabilities	--	27%	26%	24%
Asian/Pacific Islander	--	72%	74%	73%
Asian	--	76%	78%	79%
Native Hawaiian/Pacific Islander	--	47%	46%	39%
Black (not of Hispanic origin)	--	35%	37%	38%
Hispanic origin	--	42%	44%	42%
American Indian/Alaskan Native	--	38%	41%	41%
White (not of Hispanic origin)	--	63%	65%	64%
Multi-racial	--	62%	62%	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 5 Science

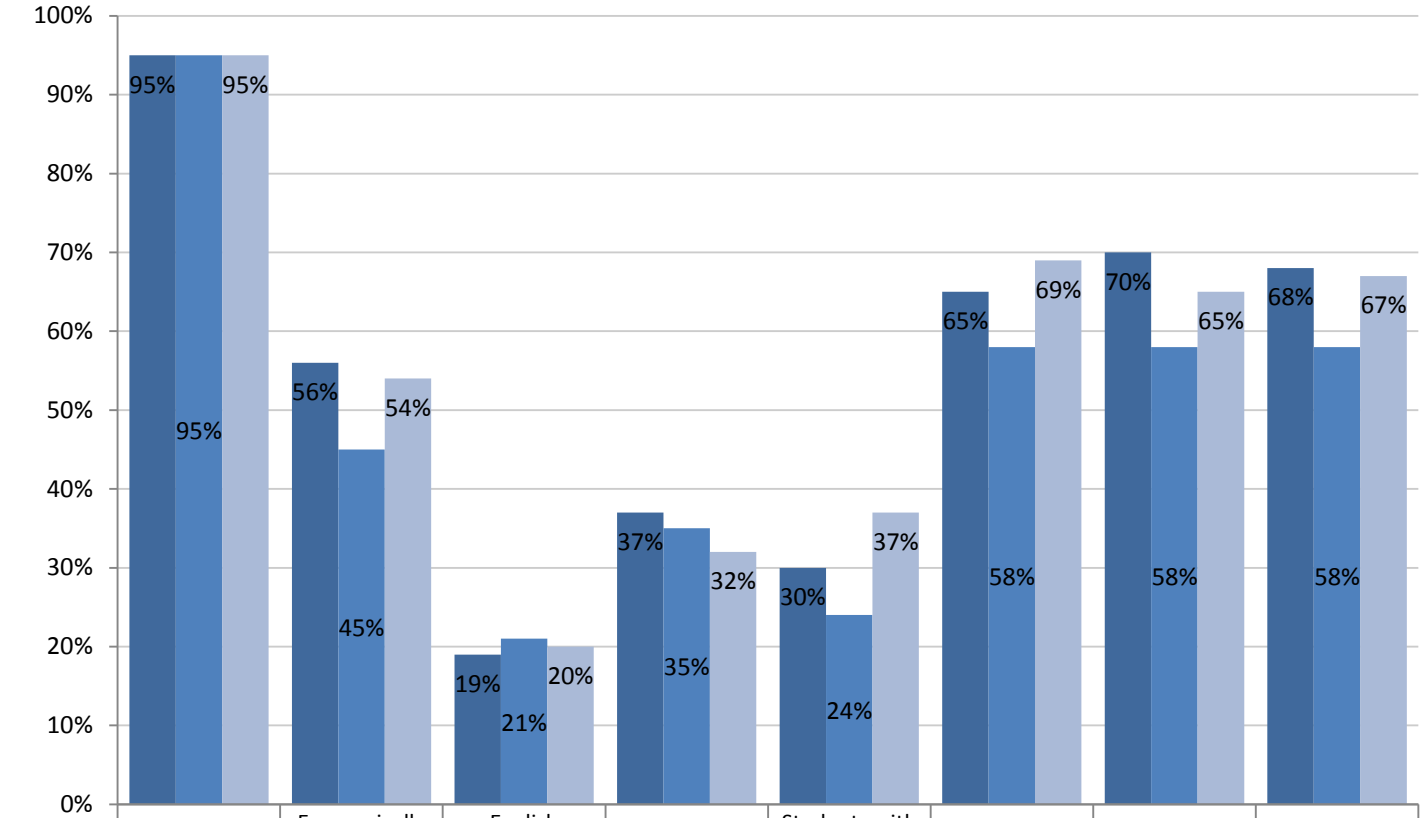
Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	74%	70%	69%	67%
Students with Disabilities	47%	42%	40%	37%
Asian/Pacific Islander	76%	72%	72%	70%
Asian	80%	75%	76%	74%
Native Hawaiian/Pacific Islander	55%	54%	48%	47%
Black (not of Hispanic origin)	52%	48%	45%	45%
Hispanic origin	54%	49%	46%	44%
American Indian/Alaskan Native	62%	56%	58%	51%
White (not of Hispanic origin)	81%	77%	77%	75%
Multi-racial	79%	75%	75%	72%

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 2012-13



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	56%	19%	37%	30%	65%	70%	68%
Math	95%	45%	21%	35%	24%	58%	58%	58%
Science	95%	54%	20%	32%	37%	69%	65%	67%

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

*English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

Grade 6 Percent Meeting Standards

In 2012-13, sixth grade students were tested in reading and mathematics.

Grade 6 All Students

Statewide Percent Meeting or Exceeding Standards

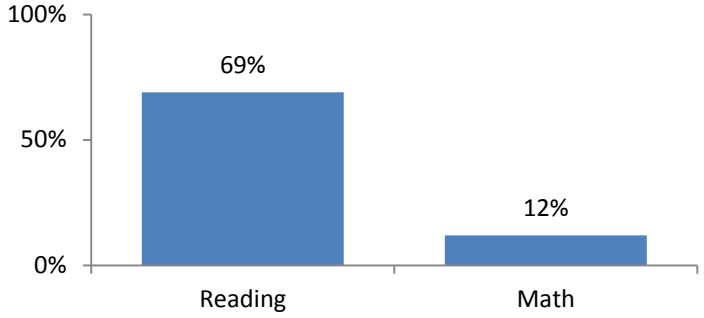
	2010-11	2011-12	2011-12
Reading	79% (61%*)	65%	63%
Mathematics	59%	59%	59%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2011-12 standards)

Grade 6 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2012-13



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Grade 6 Reading

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	79%	61%	65%	63%
Students with Disabilities	40%	24%	24%	23%
Asian/Pacific Islander	83%	65%	72%	70%
Asian	87%	70%	75%	74%
Native Hawaiian/Pacific Islander	62%	41%	50%	47%
Black (not of Hispanic origin)	62%	39%	42%	42%
Hispanic origin	64%	40%	45%	44%
American Indian/Alaskan Native	70%	48%	49%	51%
White (not of Hispanic origin)	84%	68%	71%	70%
Multi-racial	84%	66%	70%	66%

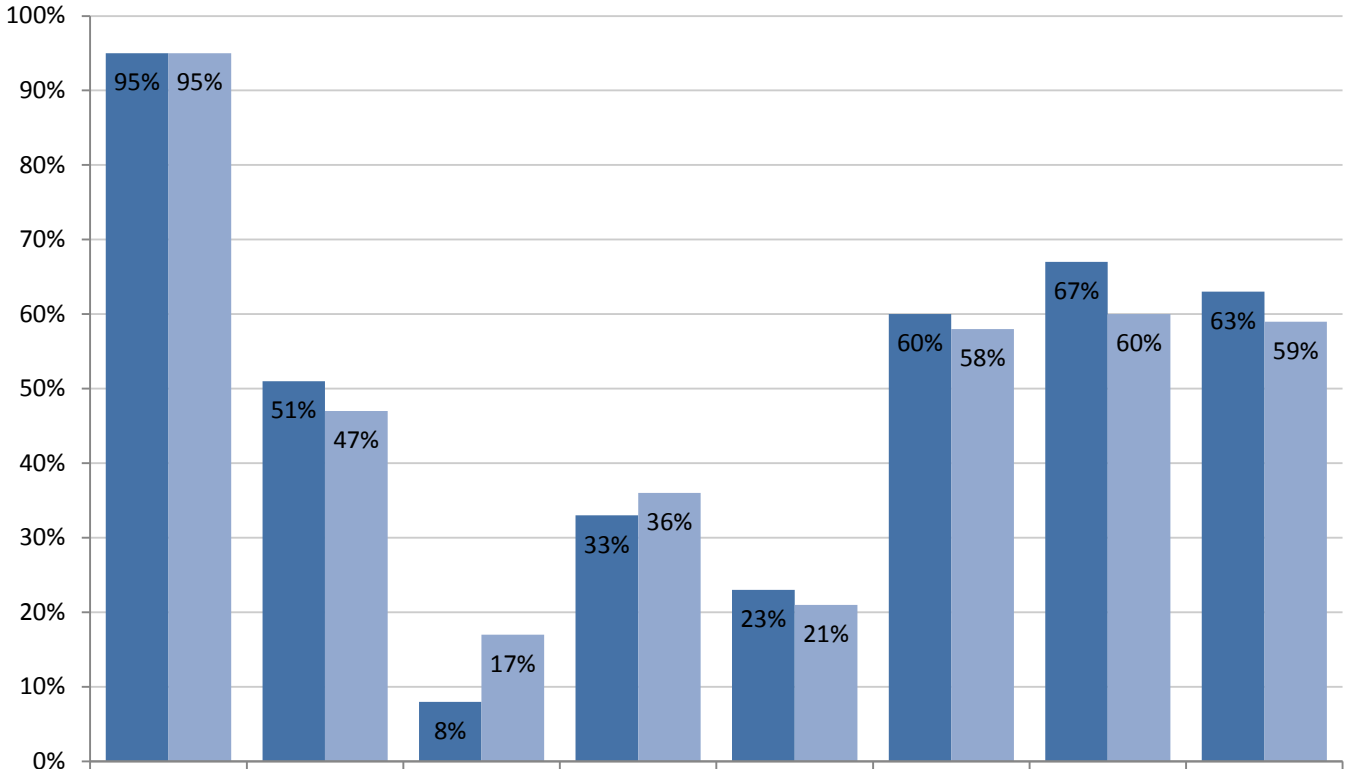
Grade 6 Mathematics

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	--	2010-11	2011-12	2012-13
All Students	--	59%	59%	59%
Students with Disabilities	--	24%	22%	21%
Asian/Pacific Islander	--	72%	75%	76%
Asian	--	78%	79%	80%
Native Hawaiian/Pacific Islander	--	41%	51%	51%
Black (not of Hispanic origin)	--	38%	37%	36%
Hispanic origin	--	42%	44%	44%
American Indian/Alaskan Native	--	43%	43%	45%
White (not of Hispanic origin)	--	64%	64%	64%
Multi-racial	--	65%	63%	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 6 Students by Subgroup
Percent Meeting or Exceeding Standards in 2012-13



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	51%	8%	33%	23%	60%	67%	63%
Math	95%	47%	17%	36%	21%	58%	60%	59%

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

*English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

Grade 7 Percent Meeting Standards

In 2012-13, seventh grade students were tested in reading and mathematics.

Grade 7 All Students

Statewide Percent Meeting or Exceeding Standards

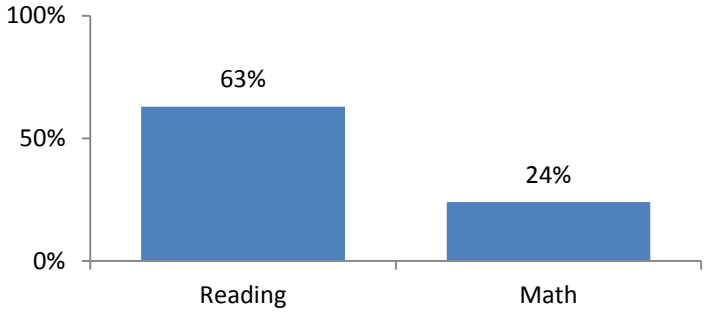
	2010-11	2011-12	2012-13
Reading	80% (72%*)	75%	73%
Mathematics	61%	63%	61%
Writing**	52%	***	***

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2011-12 standards)

Grade 7 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2012-13



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Grade 7 Reading

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	80%	72%	75%	73%
Students with Disabilities	40%	31%	32%	30%
Asian/Pacific Islander	84%	78%	79%	80%
Asian	86%	80%	83%	83%
Native Hawaiian/Pacific Islander	70%	62%	57%	63%
Black (not of Hispanic origin)	67%	56%	55%	54%
Hispanic origin	66%	54%	57%	57%
American Indian/Alaskan Native	71%	62%	63%	57%
White (not of Hispanic origin)	84%	77%	80%	79%
Multi-racial	82%	76%	80%	79%

Grade 7 Mathematics

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	--	2010-11	2011-12	2012-13
All Students	--	61%	63%	61%
Students with Disabilities	--	24%	24%	21%
Asian/Pacific Islander	--	76%	76%	76%
Asian	--	80%	80%	80%
Native Hawaiian/Pacific Islander	--	53%	49%	52%
Black (not of Hispanic origin)	--	41%	42%	39%
Hispanic origin	--	45%	48%	45%
American Indian/Alaskan Native	--	47%	48%	44%
White (not of Hispanic origin)	--	66%	67%	66%
Multi-racial	--	64%	68%	65%

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 Writing

Percent of Students Meeting or Exceeding Standard 2010 - 2011

	--	2010-11	2011-12***	2012-13***
All Students	--	52%	--	--
Students with Disabilities	--	16%	--	--
Asian/Pacific Islander	--	65%	--	--
Asian	--	67%	--	--
Native Hawaiian/Pacific Islander	--	55%	--	--
Black (not of Hispanic origin)	--	42%	--	--
Hispanic origin	--	38%	--	--
American Indian/Alaskan Native	--	39%	--	--
White (not of Hispanic origin)	--	56%	--	--
Multi-racial	--	56%	--	--

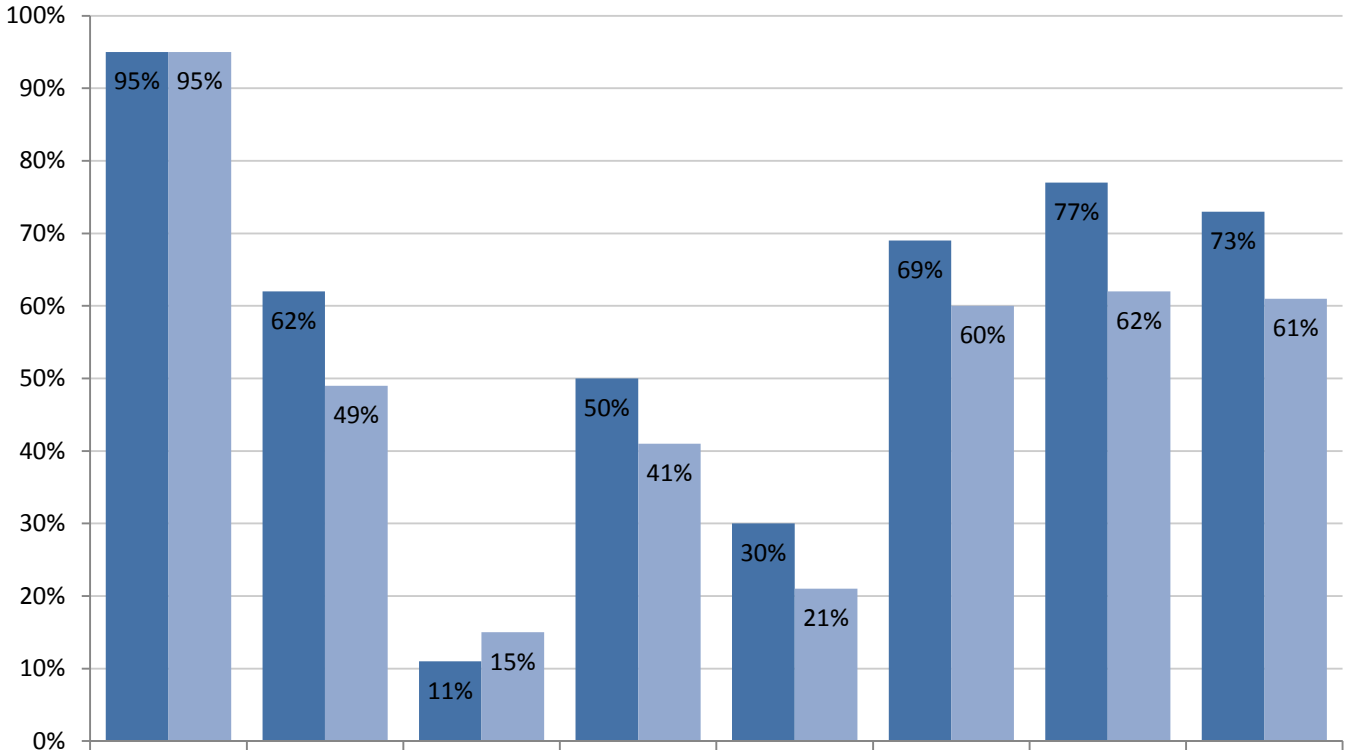
**Due to budget constraints most 4th and 7th grade writing assessments were only scored using one rater (versus the two rater system that is generally employed). This may affect comparability to previous years' assessments.

***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 Students by Subgroup

Percent Meeting or Exceeding Standards in 2012-13



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	62%	11%	50%	30%	69%	77%	73%
Math	95%	49%	15%	41%	21%	60%	62%	61%

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

*English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

Grade 8 Percent Meeting Standards

In 2012-13, eighth grade students were tested in reading, mathematics, and science.

Grade 8 All Students

Statewide Percent Meeting or Exceeding Standards

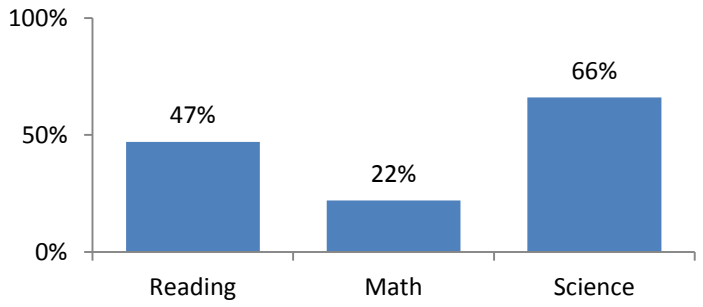
	2010-11	2011-12	2012-13
Reading	72% (66%*)	68%	67%
Mathematics	65%	65%	63%
Science	71% (67%*)	66%	66%

Source: Oregon Assessment of Knowledge and Skills

*revised (on 2011-12 standards)

Grade 8 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2012-13



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

Grade 8 Reading

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	72%	66%	68%	67%
Students with Disabilities	30%	26%	25%	24%
Asian/Pacific Islander	76%	71%	74%	71%
Asian	78%	74%	76%	76%
Native Hawaiian/Pacific Islander	58%	54%	57%	44%
Black (not of Hispanic origin)	52%	45%	50%	46%
Hispanic origin	56%	48%	50%	48%
American Indian/Alaskan Native	60%	55%	54%	52%
White (not of Hispanic origin)	77%	72%	73%	73%
Multi-racial	76%	70%	71%	71%

Grade 8 Mathematics

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	--	2010-11	2011-12	2012-13
All Students	--	65%	65%	63%
Students with Disabilities	--	24%	25%	22%
Asian/Pacific Islander	--	77%	78%	76%
Asian	--	81%	81%	81%
Native Hawaiian/Pacific Islander	--	53%	61%	49%
Black (not of Hispanic origin)	--	39%	45%	40%
Hispanic origin	--	49%	52%	49%
American Indian/Alaskan Native	--	52%	51%	46%
White (not of Hispanic origin)	--	69%	69%	67%
Multi-racial	--	67%	67%	65%

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

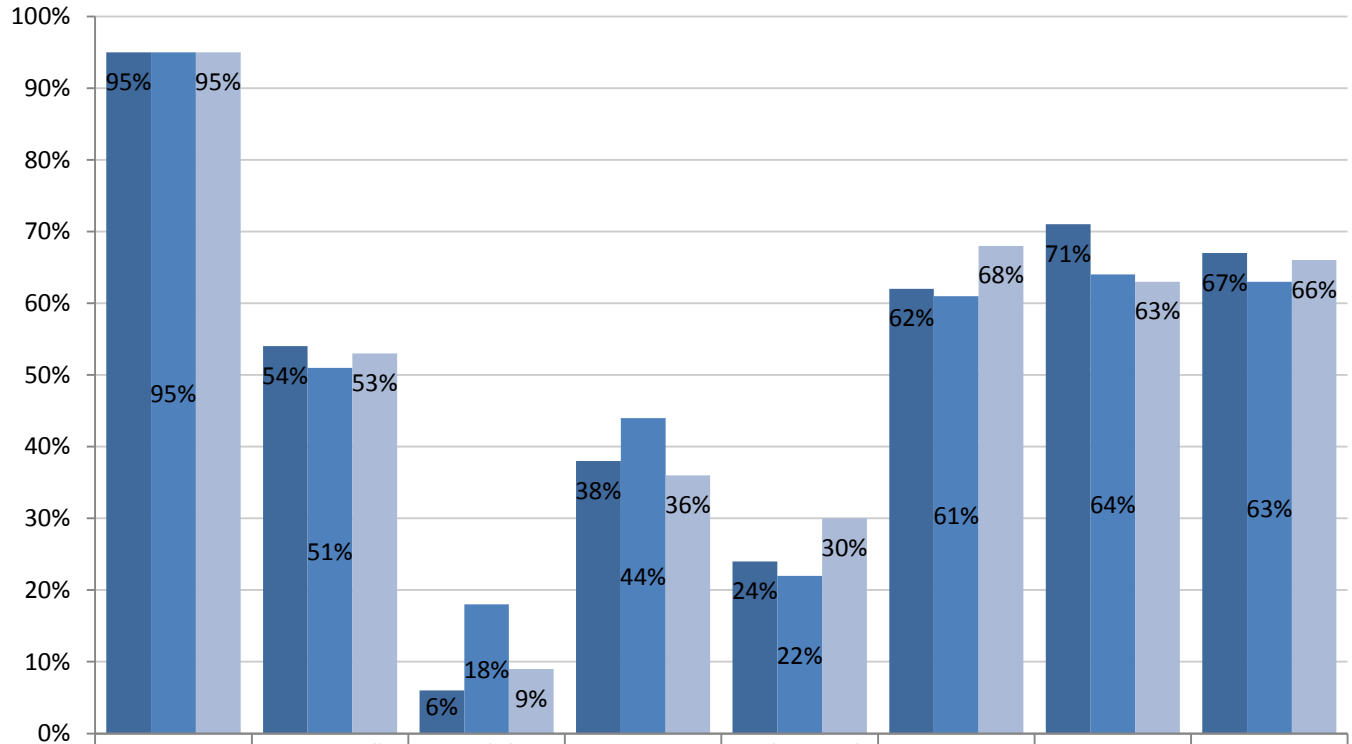
Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	71%	67%	66%	66%
Students with Disabilities	38%	33%	31%	30%
Asian/Pacific Islander	74%	70%	72%	69%
Asian	77%	72%	75%	73%
Native Hawaiian/Pacific Islander	56%	51%	50%	43%
Black (not of Hispanic origin)	45%	40%	40%	37%
Hispanic origin	51%	46%	45%	45%
American Indian/Alaskan Native	62%	57%	55%	52%
White (not of Hispanic origin)	78%	74%	73%	73%
Multi-racial	76%	71%	70%	71%

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 2012-13



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	54%	6%	38%	24%	62%	71%	67%
Math	95%	51%	18%	44%	22%	61%	64%	63%
Science	95%	53%	9%	36%	30%	68%	63%	66%

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

*English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

High School Percent Meeting Standards

In 2012-13, eleventh grade students were tested in reading, writing, mathematics, and science.

High School All Students

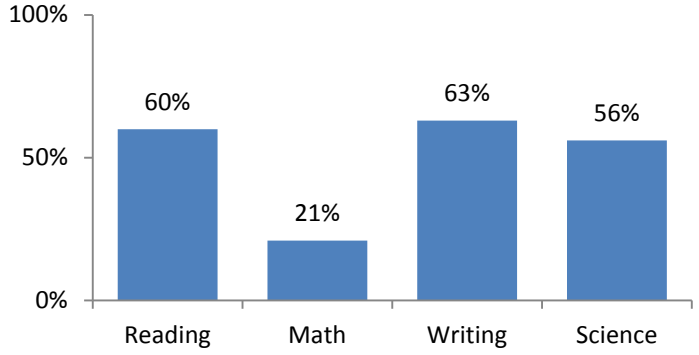
Statewide Percent Meeting or Exceeding Standards

	2010-11	2011-12	2012-13
Reading	83%	84%	85%
Mathematics	68%	66%	69%
Writing	68%	67%	60%
Science	60%	64%	63%

Source: Oregon Assessment of Knowledge and Skills

High School Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2012-13



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

High School Reading

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11*	2011-12	2012-13
All Students	83%	84%	85%
Students with Disabilities	43%	45%	45%
Asian/Pacific Islander	83%	82%	84%
Asian	84%	84%	86%
Native Hawaiian/Pacific Islander	74%	72%	74%
Black (not of Hispanic origin)	63%	65%	65%
Hispanic origin	67%	71%	73%
American Indian/Alaskan Native	77%	75%	79%
White (not of Hispanic origin)	88%	88%	88%
Multi-racial	85%	86%	87%

*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 Mathematics

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2011-12	2012-13
All Students	68%	66%	69%
Students with Disabilities	23%	21%	23%
Asian /Pacific Islander	80%	79%	80%
Asian	84%	83%	84%
Native Hawaiian/Pacific Islander	55%	50%	55%
Black (not of Hispanic origin)	41%	41%	40%
Hispanic origin	51%	50%	55%
American Indian/Alaskan Native	53%	51%	56%
White (not of Hispanic origin)	73%	70%	73%
Multi-racial	69%	68%	71%

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 Writing

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2011-12	2012-13
All Students	68%	67%	60%
Students with Disabilities	22%	22%	19%
Asian/Pacific Islander	72%	70%	66%
Asian	74%	72%	68%
Native Hawaiian/Pacific Islander	56%	54%	48%
Black (not of Hispanic origin)	49%	47%	39%
Hispanic origin	49%	49%	43%
American Indian/Alaskan Native	55%	53%	47%
White (not of Hispanic origin)	74%	72%	64%
Multi-racial	69%	69%	64%

High School Science

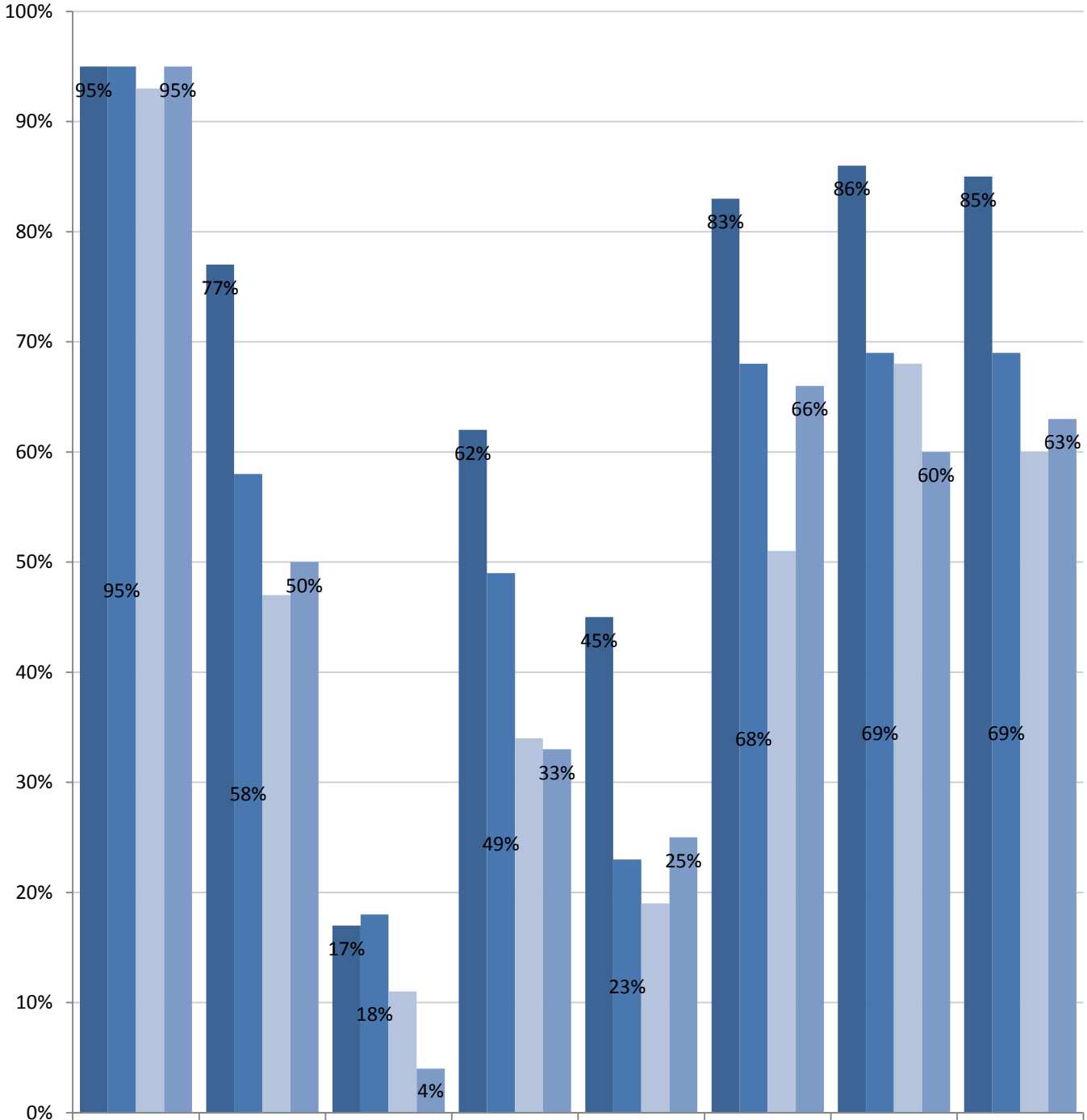
Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2011-12	2012-13
All Students	60%	64%	63%
Students with Disabilities	25%	26%	25%
Asian/Pacific Islander	64%	67%	66%
Asian	74%	72%	69%
Native Hawaiian/Pacific Islander	52%	38%	47%
Black (not of Hispanic origin)	29%	35%	30%
Hispanic origin	35%	40%	40%
American Indian/Alaskan Native	49%	52%	52%
White (not of Hispanic origin)	67%	71%	70%
Multi-racial	65%	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.

High School Students by Subgroup

Percent Meeting or Exceeding Standards in 2012-13



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	77%	17%	62%	45%	83%	86%	85%
Math	95%	58%	18%	49%	23%	68%	69%	69%
Writing	93%	47%	11%	34%	19%	51%	68%	60%
Science	95%	50%	4%	33%	25%	66%	60%	63%

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

*English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

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 national 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, reading, and science assessments are paper-pencil tests that include both multiple-choice and constructed-response items. The OAKS math, reading, and science assessments are computer adaptive tests. OAKS math and science 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 2012-2013, NAEP conducted national assessments in math and reading at grades 4, 8, and 12 as well as state assessments in math and reading at grades 4 and 8. Results from the state math and reading assessments are included in this report, along with the most recent science assessment results from 2009 and 2011. For 2013-2014, NAEP will conduct national assessments in civics, geography, technology and engineering literacy, and U.S. history at grade 8. Results will be reported in 2015.

National Assessment of Educational Progress: Reading, Grade 4, 2013

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

2013 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	9	25	32	34	98
	United States	8	26	33	33	97
Economically Disadvantaged	Oregon	3	17	32	47	~
	United States	3	17	34	47	~
English Learners	Oregon	1	5	23	71	93
	United States	1	6	24	69	92
Students with Disabilities	Oregon	2	7	17	74	85
	United States	1	8	18	72	83
Female	Oregon	10	27	32	30	~
	United States	9	28	33	30	~
Male	Oregon	7	22	33	38	~
	United States	7	24	33	36	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	18	30	48	~
Asian (not of Hispanic origin)	Oregon	20	29	27	24	~
	United States	18	34	28	19	~
Black (not of Hispanic origin)	Oregon	2	9	32	56	~
	United States	2	15	32	50	~
Hispanic origin	Oregon	3	14	29	55	~
	United States	3	17	33	48*	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	19	31	44	
Two or more races (not of Hispanic origin)	Oregon	14	30	27	28	~
	United States	10	28	32	29	~
White (not of Hispanic origin)	Oregon	10	28	34	27	~
	United States	11	33*	34	21*	~

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

National Assessment of Educational Progress: Reading, Grade 8, 2013

2013 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	4	33	42	21	99
	United States	4	31	42	23*	98*
Economically Disadvantaged	Oregon	1	22	47	30	~
	United States	1	19*	46	34*	~
English Learners	Oregon	#	1	22	77	93
	United States	#	3	26	70	90
Students with Disabilities	Oregon	#	8	32	60	90
	United States	#	6	29	65	84*
Female	Oregon	6	38	41	16	~
	United States	5	35	41	19*	~
Male	Oregon	2	28	44	26	~
	United States	2	27	43	27	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	2	21	51	26	~
	United States	1	18	44	37	~
Asian (not of Hispanic origin)	Oregon	11	36	34	18	~
	United States	10	42	34	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	15	44	40	~
Hispanic origin	Oregon	1	16	46	36	~
	United States	1	20	46	33	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	25	42	31	~
Two or more races (not of Hispanic origin)	Oregon	5	39	40	16	~
	United States	5	33	41	21	~
White (not of Hispanic origin)	Oregon	5	39	41	15	~
	United States	5	39	41	15	~

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

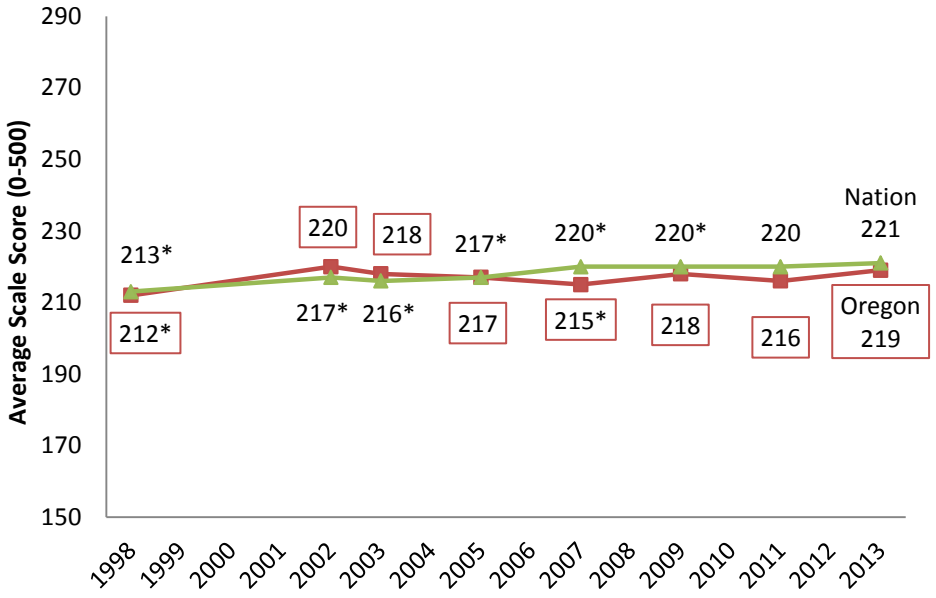
Achievement level results from the 2013 NAEP reading assessment show that, for two student reporting groups, larger percentages of Oregon 4th graders performed at the "Below Basic" level than their peers in the nation's public schools. This was true for the Hispanic and White student groups. Also, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon White 4th graders performed at the "Proficient" level.

In 8th grade, a smaller percentage of all Oregon 8th graders performed at the "Below Basic" level than 8th graders in the nation's public schools. This was also true for the Economically Disadvantaged and Female student groups. A larger percentage of Economically Disadvantaged 8th graders in Oregon performed at the "Proficient" level than their peers in the nation's public schools. Also, a larger percentage of Oregon's 8th graders with disabilities participated in the assessment than their peers in the nation's public schools.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998 - 2013: Oregon and the Nation

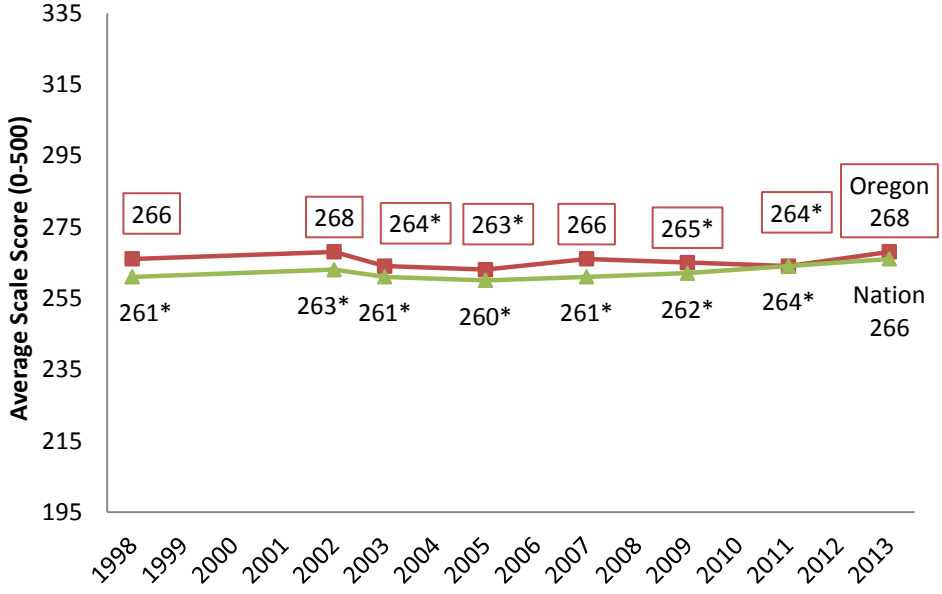
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2013, Oregon's 4th graders scored 219, which was statistically no different from 4th graders in the nation's public schools (221).



* Value is significantly different from the value for the same jurisdiction in 2013.

Grade 8 Average Scale Scores 1998 - 2013: Oregon and the Nation

In 1998, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2013, Oregon's 8th graders scored 268, which was statistically higher than 8th graders in the nation's public schools (266).



* Value is significantly different from the value for the same jurisdiction in 2013.

National Assessment of Educational Progress: Math, Grade 4, 2013

NAEP reports achievement levels and average scale scores. Average scale scores for math 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

2013 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	8	33	41	19	98
	United States	8	34	41	18	98*
Economically Disadvantaged	Oregon	3	24	46	28	~
	United States	2	23	47	27	~
English Learners	Oregon	1	9	41	48	96
	United States	1	13	45	41	96
Students with Disabilities	Oregon	3	15	35	47	87
	United States	2	14	36	47	90
Female	Oregon	6	33	43	19	~
	United States	7	34	42	18	~
Male	Oregon	10	33	38	19	~
	United States	8	34	40	18	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	22	46	30	~
Asian (not of Hispanic origin)	Oregon	25	38	28	9	~
	United States	24	42	26	7	~
Black (not of Hispanic origin)	Oregon	1	16	44	39	~
	United States	1	17	48	34	~
Hispanic origin	Oregon	3	18	44	36	~
	United States	2	24*	47	27*	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	27	45	23	~
Two or more races (not of Hispanic origin)	Oregon	10	33	39	18	~
	United States	9	36	41	14	~
White (not of Hispanic origin)	Oregon	8	38	40	14	~
	United States	10*	43*	37	9*	~

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

National Assessment of Educational Progress: Mathematics, Grade 8, 2013

2013 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	8	26	39	27	99
	United States	8	26	39	27	98
Economically Disadvantaged	Oregon	2	18	42	38	~
	United States	3	17	41	39	~
English Learners	Oregon	#	#	15	85	97
	United States	1	4	25	69*	93
Students with Disabilities	Oregon	1	6	22	71	90
	United States	1	6	25	69	89
Female	Oregon	7	25	41	27	~
	United States	7	26	40	27	~
Male	Oregon	9	27	37	27	~
	United States	9	26	38	27	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	18	38	40	~
Asian (not of Hispanic origin)	Oregon	24	38	23	15	~
	United States	27	36	26	12	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	12	38	49	~
Hispanic origin	Oregon	2	14	40	44	~
	United States	3	18	41	38*	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	20	42	34	
Two or more races (not of Hispanic origin)	Oregon	9	30	34	28	~
	United States	10	27	38	24	~
White (not of Hispanic origin)	Oregon	10	30	40	20	~
	United States	11	33	39	17*	~

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

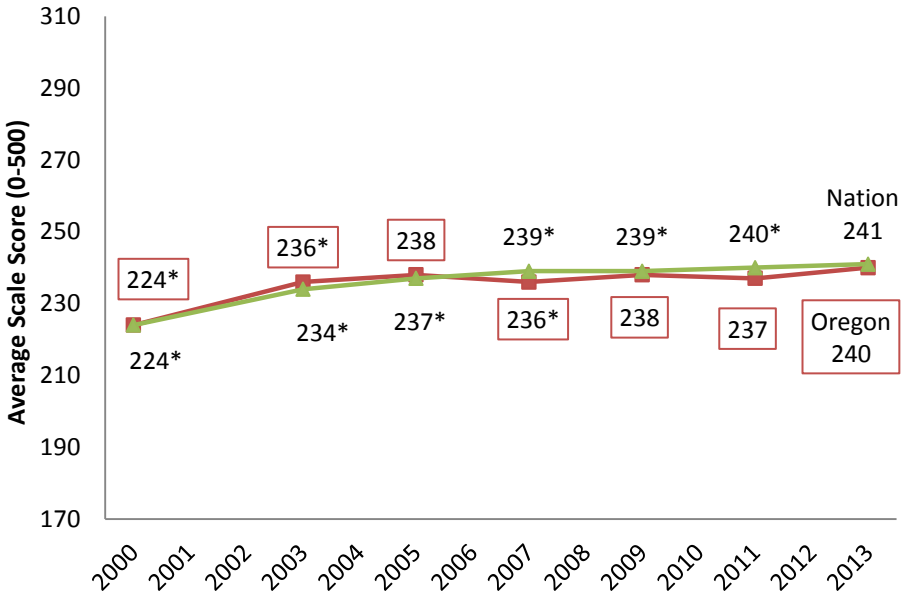
Achievement level results from the 2013 NAEP math assessment show that, for two student reporting groups, larger percentages of Oregon 4th graders performed at the "Below Basic" level than their peers in the nation's public schools. This was true for the Hispanic and White student groups. Smaller percentages of Oregon Hispanic and White 4th graders performed at the "Proficient" level than their peers in the nation's public schools, and a smaller percentage of Oregon White students performed at the "Advanced" level than their peers in the nation as a whole.

In 8th grade, larger percentages of Oregon's English Learner, Hispanic, and White student groups performed at the "Below Basic" level than their peers in the nation's public schools.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000 - 2013: Oregon and the Nation

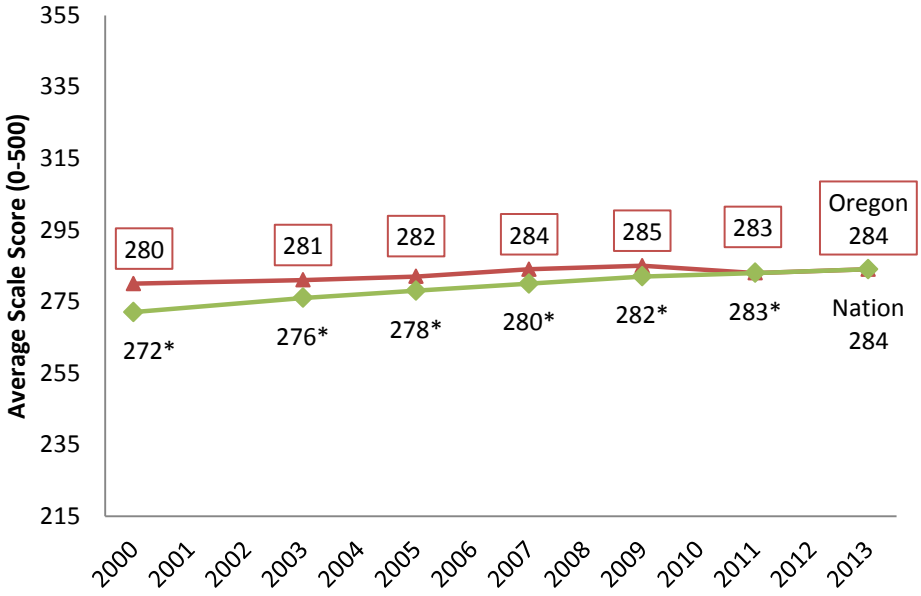
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2013, Oregon's 4th graders scored 240, which was statistically no different from 4th graders in the nation's public schools (241).



* Value is significantly different from the value for the same jurisdiction in 2013.

Grade 8 Average Scale Scores 2000 - 2013: Oregon and the Nation

In 2000, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2013, Oregon's 8th graders scored 284; 8th graders in the nation's public schools also scored 284.



* Value is significantly different from the value for the same jurisdiction in 2013.

National Assessment of Educational Progress: Science, Grade 4, 2009

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	97
	United States	1	32	39	29	98
Economically Disadvantaged	Oregon	#	19	41	40	~
	United States	#	16	40	44	~
English Learners	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
Female	Oregon	#	33	40	26	~
	United States	#	31	40	29	~
Male	Oregon	1	33	39	27	~
	United States	1	33	38	29	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	#	25	40	35	~
	United States	#	19	41	40	~
Asian/Pacific Islander (not of Hispanic origin)	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	~
Two or more races (not of Hispanic origin)	Oregon	1	39	39	21	~
	United States	1	33	42	24	~
White (not of Hispanic origin)	Oregon	1	39	41	20	~
	United States	1	45*	40	14*	~

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

National Assessment of Educational Progress: Science, Grade 8, 2011

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*	~
English Learners	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
Female	Oregon	1	31	37	31	~
	United States	1	27*	35	38*	~
Male	Oregon	2	36	33	29	~
	United States	2	32	32	34*	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	18	33	48	~
Asian (not of Hispanic origin)	Oregon	2	41	32	25	~
	United States	3	39	33	25	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	9	27	64	~
Hispanic origin	Oregon	#	13	32	54	~
	United States	#	16	32	52	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	17	34	49	
Two or more races (not of Hispanic origin)	Oregon	2	36	40	22	~
	United States	3	31	35	31	~
White (not of Hispanic origin)	Oregon	2	41	35	22	~
	United States	2	40	36	21	~

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

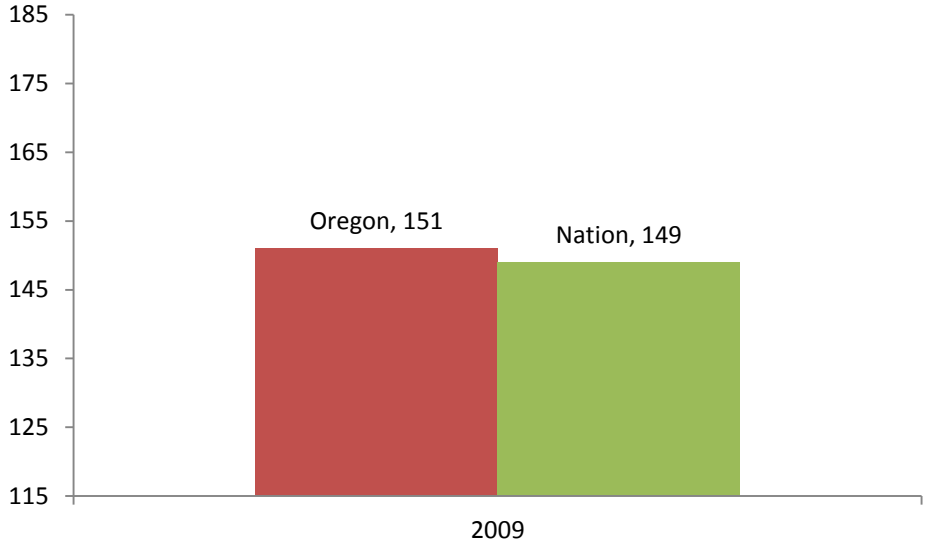
Achievement level results from the 2009 NAEP grade 4 science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Students with Disabilities performed at the "Below Basic" level and a larger percentage performed at the "Proficient" level. 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 grade 8 science assessment show that smaller percentages of all Oregon 8th graders as well as Economically Disadvantaged, Female, and Male students performed "Below Basic" than their peers in the nation as a whole. Larger percentages of all Oregon 8th graders as well as Economically Disadvantaged and Female students reached the "Proficient" level than their peers in the nation as a whole.

National Assessment of Educational Progress: Science

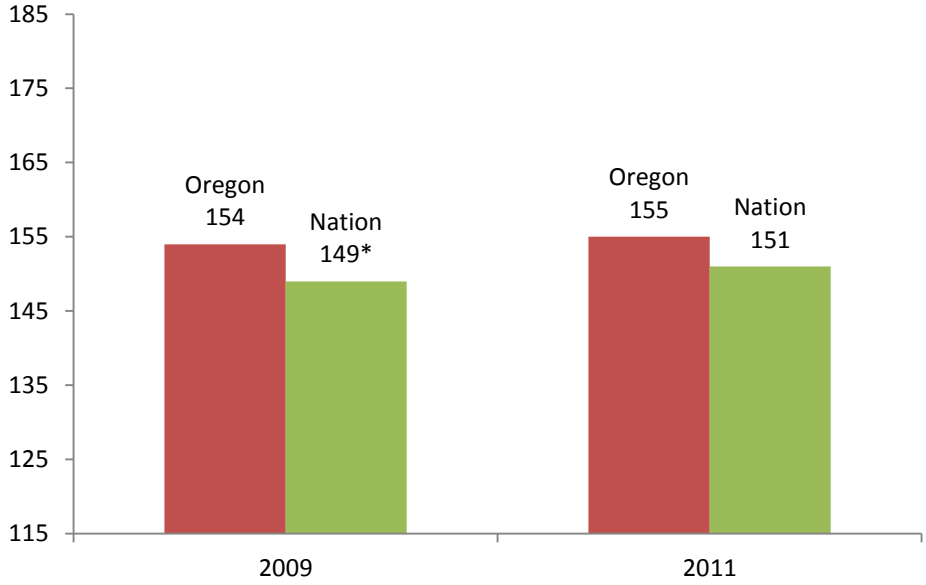
Grade 4 Average Scale Scores 2009: Oregon and the Nation

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



Grade 8 Average Scale Scores 2009 and 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 8th graders in the nation's public schools (151).



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

College Admission Tests

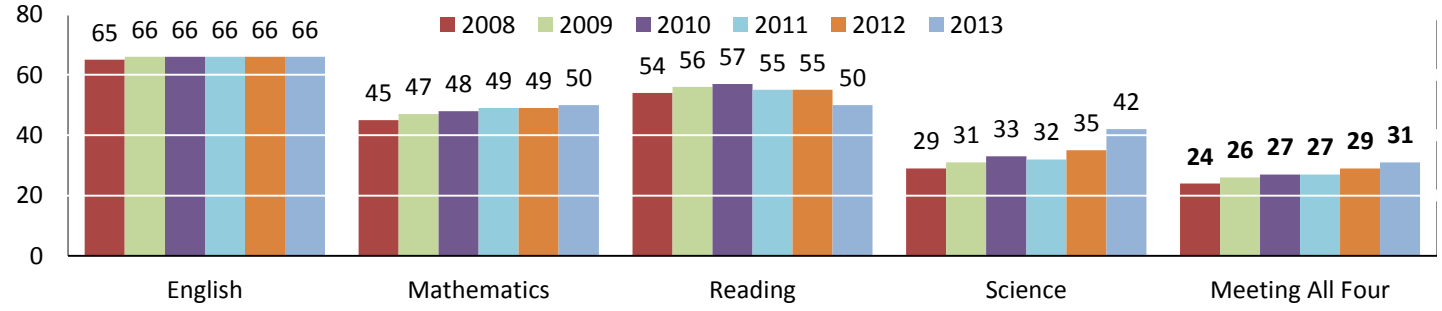
Students preparing for admission to various post-secondary programs take a variety of tests or go through other screening procedures. Two of the most widely established college admissions tests are the ACT (American College Testing Program) and the SAT Reasoning Test.

American College Testing Program (ACT)

The number of Oregon high school graduates who took the ACT college admission and placement exam increased slightly in 2013. A total of 12,857 students in the Oregon graduating class of 2013 took the ACT, the highest Oregon total ever, as compared to 12,462 in 2012.

Often, increased participation correlates with lower average scores, but in 2013, Oregon's average ACT rose slightly, from 21.4 in 2012 to 21.5 in 2013, and the percent of students meeting all of the ACT's benchmarks continued to increase, from 29% to 31%. The national average score decreased slightly, from 21.2 to 20.9, with 26% of students meeting all four ACT benchmarks.

Percent Meeting ACT College Readiness Benchmarks
Oregon students who took the ACT exam, 2008-2013

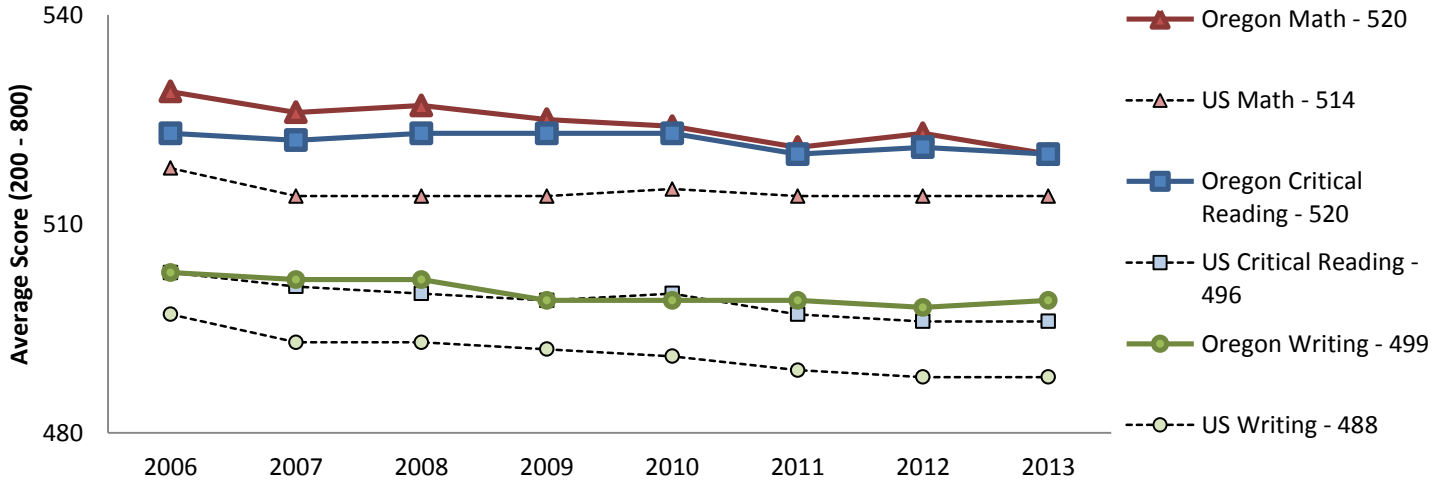


The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36. ACT data is posted at http://www.act.org/newsroom/data/.

SAT Reasoning Test

18,440 graduating seniors took the SAT in Oregon in 2013, a decrease from 2012 when 18,813 graduating seniors took the test. 15,718 of those were public school students.

Oregon and United States SAT Scores – Most Recent Scores in Legend
2006-2013

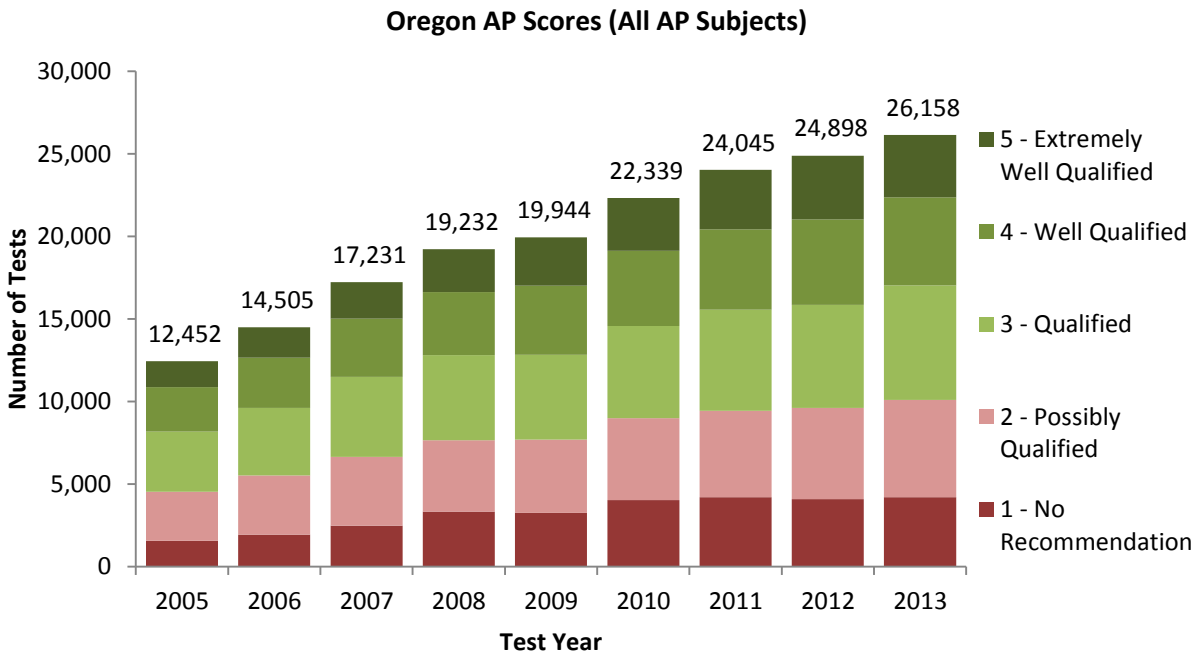


Critical Reading test replaced Verbal in 2007
Mean SAT Scores by State at http://media.collegeboard.com/homeOrg/content/pdf/sat-report-college-career-readiness-2013.pdf
Source: The College Board
SAT data for the 2012-13 Statewide Report Card includes all students from the Oregon report at:
http://media.collegeboard.com/digitalServices/pdf/research/2013/OR_13_03_03_01.pdf

Advanced Placement (AP) Exams

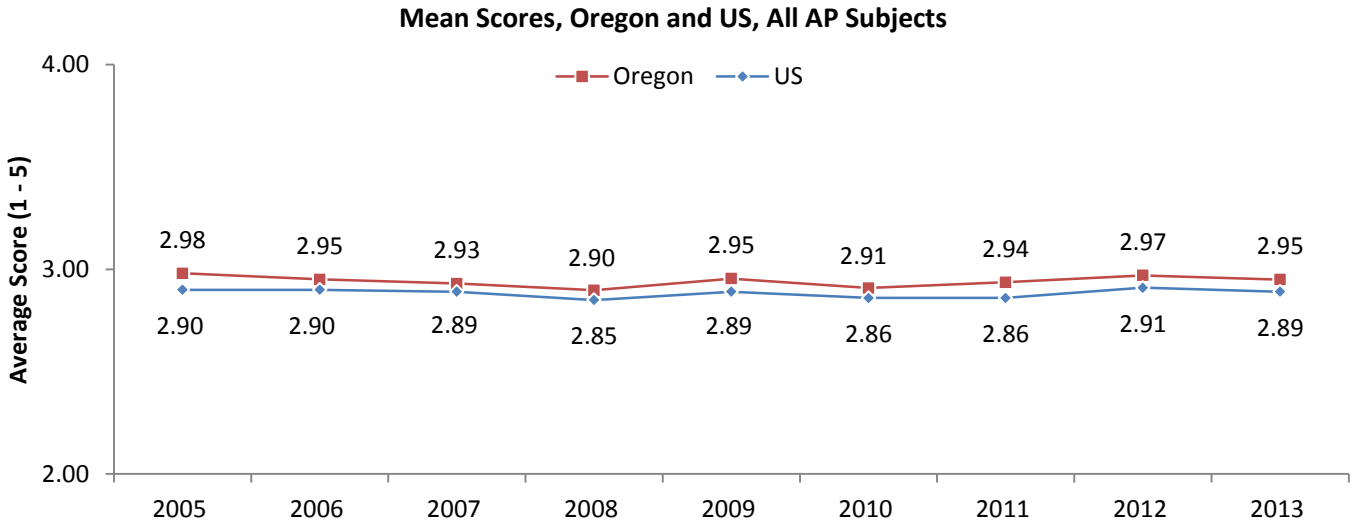
Although these exams are not required for college admission, students may choose to take them while in high school. Many colleges and universities offer course credit for certain scores on AP exams. The number of exams taken by Oregon students has more than doubled since 2005, according to data provided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



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.

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.

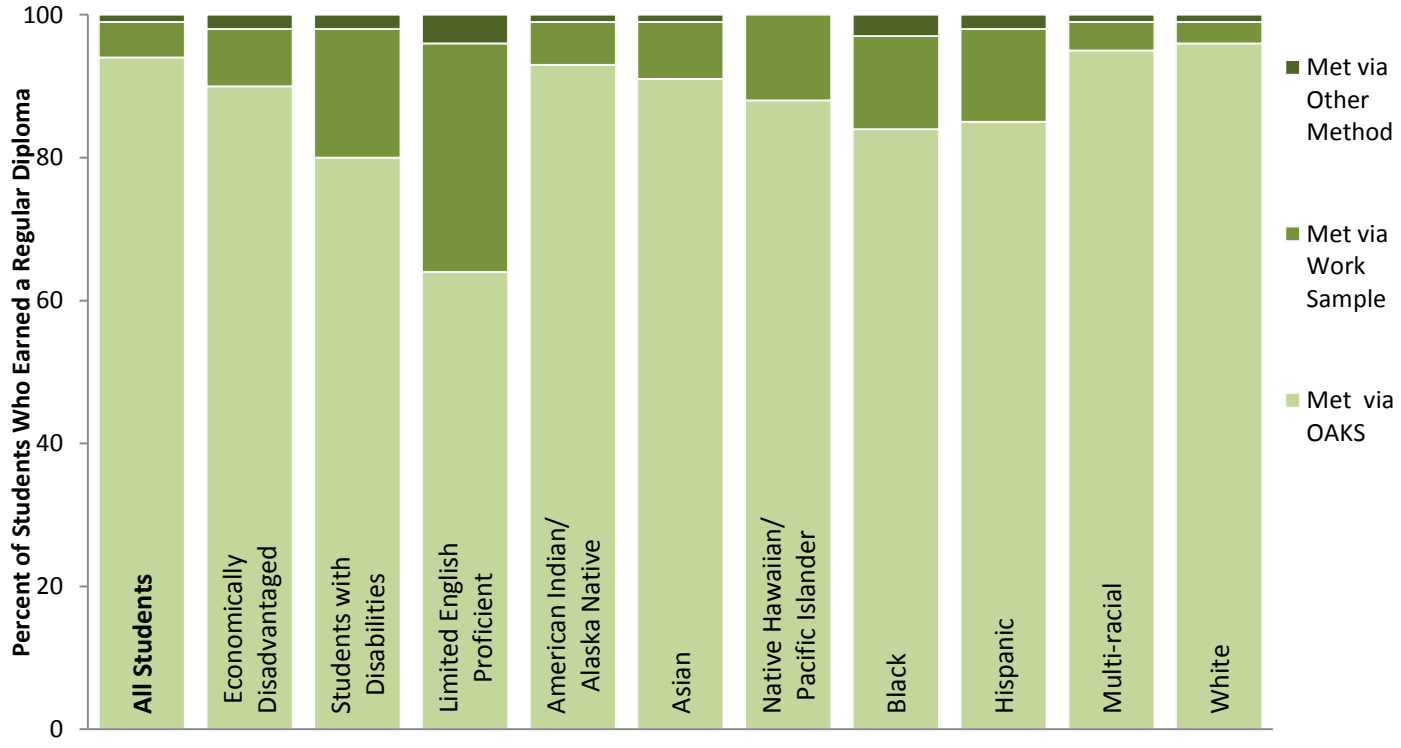
Essential Skills

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).

Essential Skills Required by Cohort Year*	Essential Skills to be Phased In over Subsequent Years
2008-09: Read and comprehend a variety of texts **2009-10**: Write clearly and accurately **2010-11**: Apply mathematics in a variety of settings	• 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.

Methods Used to Demonstrate Proficiency in the Essential Skill of Reading
Students in the 2008-09 Cohort Earning Regular High School Diplomas by 2011-12



More data available in ODE's new Essential Skills Report: http://www.ode.state.or.us/search/page/?id=3960.

OREGON GRADUATION RATES

Summary of Cohort Graduation Rates

The cohort below consists of the students who first entered high school in 2007-08. 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 2010-11 school year. The five-year rate consists of outcomes as of the end of the 2011-12 school year.

Oregon schools increasingly offer the option to remain enrolled in high school for a fifth year in order to pursue college credit options through partnerships with community colleges and universities. Although these students may have met all of the requirements to be awarded a regular high school diploma by the end of the their fourth year of high school, they are not included as graduates in the cohort rate until the diploma is awarded. Districts may not claim state school funding for enrollment following the award of a regular high school diploma.[1]

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

Subgroup	4- year Cohort			5-year Cohort			Change from 4-year rate to 5-year rate
	Adjusted Cohort from 2007-08 to 2010-11	Graduates with a Regular High School Diploma	Cohort Graduation Rate	Adjusted Cohort from 2007-08 to 2011-12	Graduates with a Regular High School Diploma	Cohort Graduation Rate	
All students	48,173	32,587	67.65%	47,601	34,463	72.40%	4.75%
American Indian/Alaska Native	1,038	536	51.64%	1,024	570	55.66%	4.03%
Asian/Pacific Islander	2,100	1,632	77.71%	2,076	1,701	81.94%	4.22%
Black	1,408	758	53.84%	1,385	836	60.36%	6.53%
Hispanic	8,328	4,809	57.74%	8,201	5,322	64.89%	7.15%
White	33,647	23,642	70.26%	33,256	24,764	74.46%	4.20%
Multi-racial	1,652	1,210	73.24%	1,659	1,270	76.55%	3.31%
Female	23,229	16,828	72.44%	23,011	17,601	76.49%	4.05%
Male	24,944	15,759	63.18%	24,590	16,862	68.57%	5.40%
Economically Disadvantaged	23,422	14,363	61.32%	23,375	15,655	66.97%	5.65%
Not Economically Disadvantaged	24,751	18,224	73.63%	24,226	18,808	77.64%	4.01%
English Learners[2]	4,133	2,152	52.07%	4,105	2,455	59.81%	7.74%
Not English Learners	44,040	30,435	69.11%	43,496	32,008	73.59%	4.48%
Special Education	6,375	2,693	42.24%	6,350	3,000	47.24%	5.00%
Not Special Education	41,798	29,894	71.52%	41,251	31,463	76.27%	4.75%
Talented and Gifted	4,659	4,222	90.62%	4,647	4,299	92.51%	1.89%
Not Talented and Gifted	43,514	28,365	65.19%	42,954	30,164	70.22%	5.04%

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 does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See memo for more information.

[1]See http://www.ode.state.or.us/search/results/?id=350 for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

[2]English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

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Oregon Cohort Statewide High School Graduation and Completion Rates, 2008-09 High School Cohort

Outcomes as of the end of the 2011-12 school year

The four-year cohort graduation rate is the percentage of students in the adjusted cohort who graduated with a regular diploma within four years of entering high school. The cohort completer rate shown below includes those students who graduated with a regular diploma, as well as those who earned a modified, extended, or adult high school diploma, or a GED within the same time period. Students who earned multiple credentials are not counted more than once.

Subgroup	Adjusted Cohort from 2008-09 to 2011-12	Graduates with a Regular High School Diploma	Cohort Graduation Rate	Cohort Completer Rate
All Students	46,704	31,962	68.44%	75.07%
American Indian/Alaska Native	951	483	50.79%	60.04%
Asian	1,769	1,428	80.72%	82.98%
Native Hawaiian/Pacific Islander	296	196	66.22%	71.28%
Black	1,333	710	53.26%	61.52%
Hispanic	8,243	4,907	59.53%	64.77%
White	32,219	22,930	71.17%	78.26%
Multi-racial	1893	1308	69.10%	76.02%
Female	22,526	16,419	72.89%	78.57%
Male	24,178	15,543	64.29%	71.81%
Economically Disadvantaged	23,990	14,668	61.14%	69.06%
Not Economically Disadvantaged	22,714	17,294	76.14%	81.42%
English Learners[1]	3,578	1,761	49.22%	53.38%
Not English Learners	43,126	30,201	70.03%	76.87%
Special Education	6,306	2,407	38.17%	54.61%
Not Special Education	40,398	29,555	73.16%	78.26%
Talented and Gifted	4,539	4,125	90.88%	93.50%
Not Talented and Gifted	42,165	27,837	66.02%	73.09%

[1]English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

4-Year Cohort Graduation Rates by Race/Ethnicity

Cohort	Total	Asian/ Pacific Islander	American Indian/ Alaska Native	Black	Hispanic	White	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%
2008-09[2]	68.4%	78.6%	50.8%	53.3%	60.0%	71.2%	69.1%

[2]Students in the 2008-09 cohort were the first students required to demonstrate proficiency in the Essential Skill of Reading in order to earn a Regular High School Diploma. See page 59 for more information.

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 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.

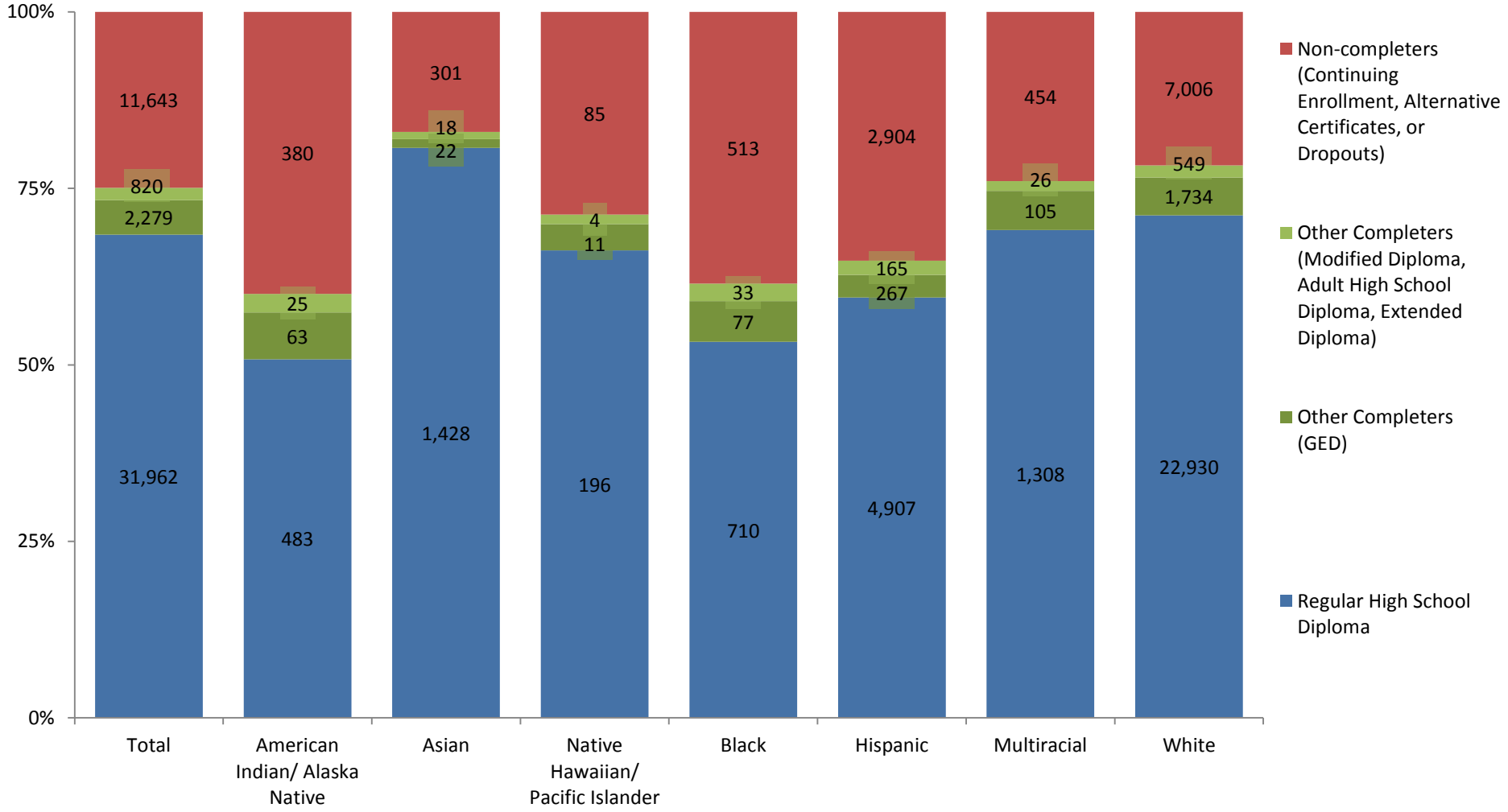
Contact for this Section: Isabella Jacoby, 503-947-5878, Isabella.jacoby@state.or.us

Types of High School Outcomes in 2011-12 (2008-09 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. See page 59 for details.

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.

All Adjusted 2008-09 High School Cohort Outcomes (including non-completers) by Race/Ethnicity, 2011-12



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

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DROPOUT RATES

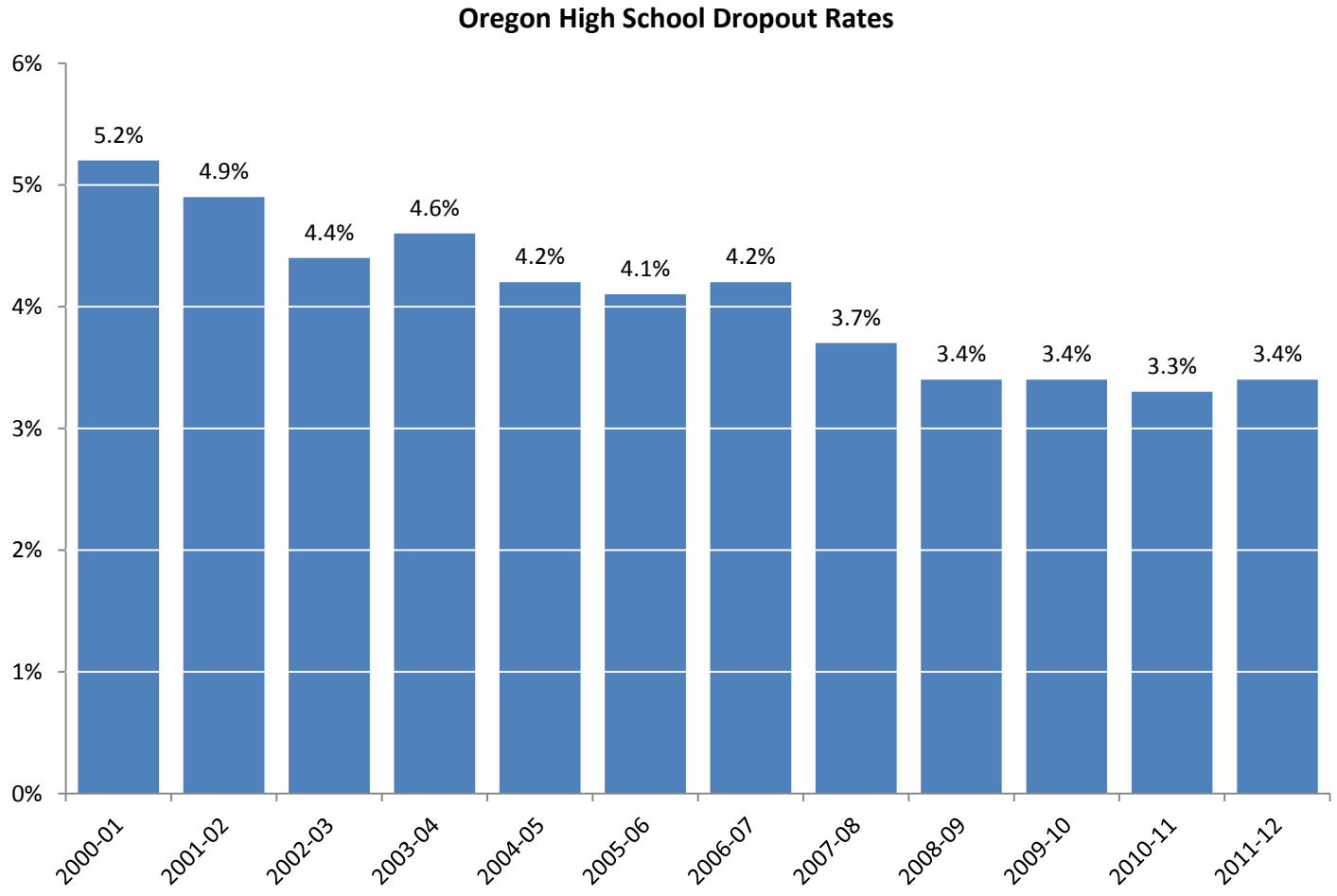
Dropout Rate Formula: The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12.

Oregon Statewide Dropout Rate Calculation

For a given school year:

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

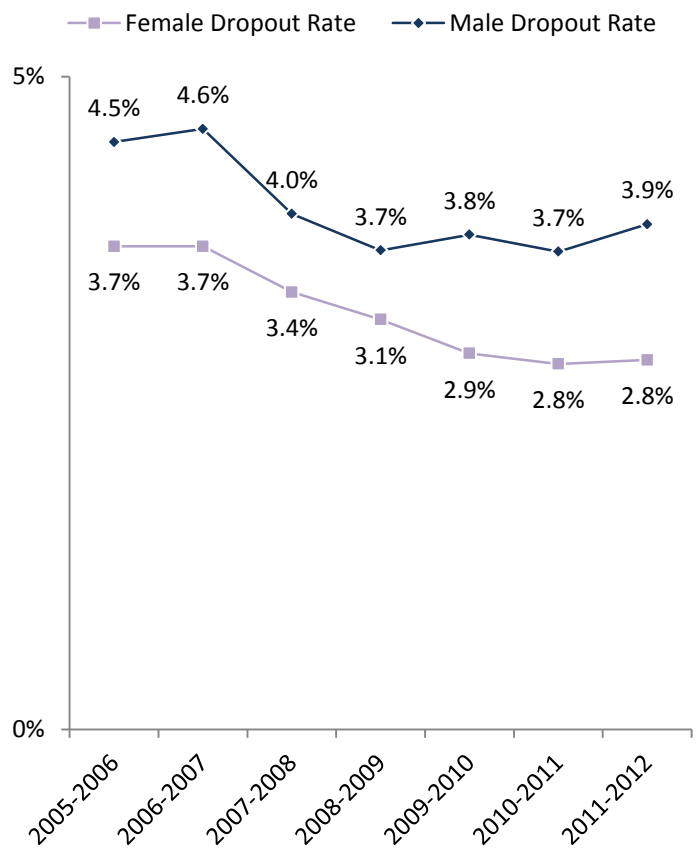
Dropout rates are also calculated for schools and districts.
For more information, access the following webpage: http://www.ode.state.or.us/search/page/?id=1



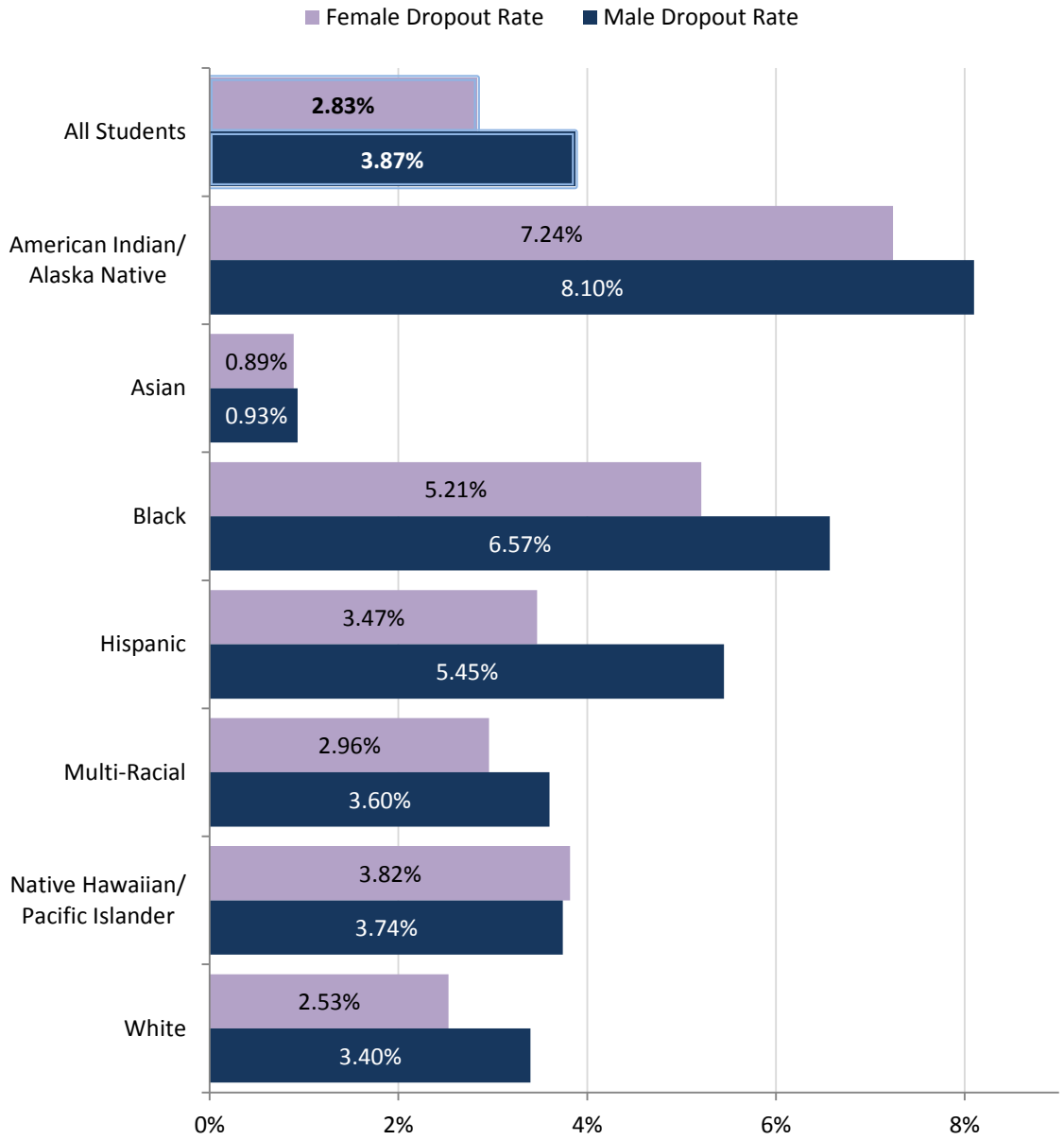
Oregon Dropout Rates by Gender

Male students in 2011-12, as in prior years, dropped out at a higher rate than female students. Male students of every ethnicity dropped out at a higher rate than female students of the same ethnicity, with the exception of the smallest subgroup, Pacific Islanders.

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.

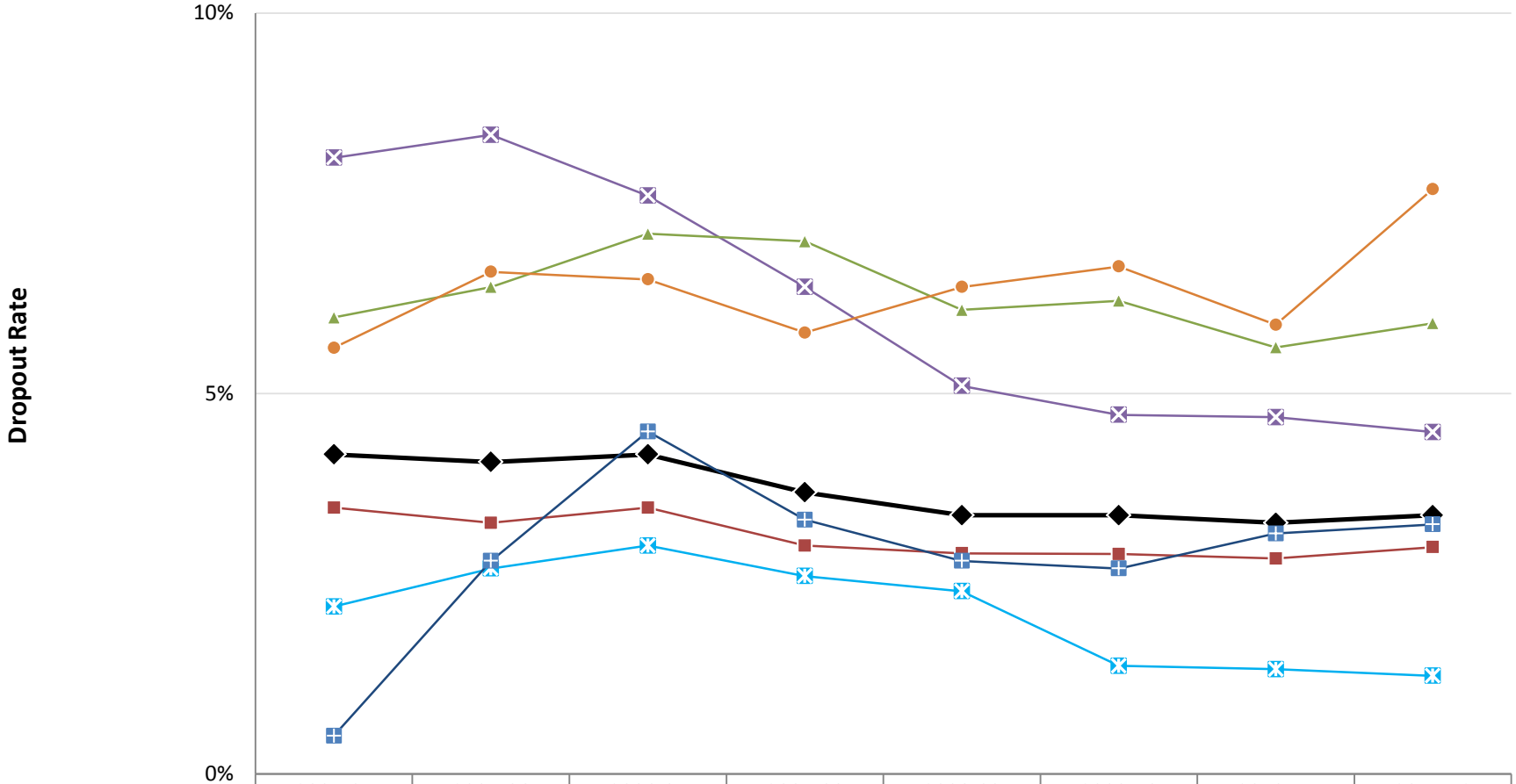


Dropout Rates by Race/Ethnicity and Gender
Grades 9-12 2011-12



Contact for this Section: Isabella Jacoby, 503-947-5878, Isabella.jacoby@state.or.us

Oregon Dropout Rates by Race/Ethnicity – Grades 9-12
2004-05 to 2011-12



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
All Students	4.2%	4.1%	4.2%	3.7%	3.4%	3.4%	3.3%	3.4%
Hispanic	8.1%	8.4%	7.6%	6.4%	5.1%	4.7%	4.7%	4.5%
Black	6.0%	6.4%	7.1%	7.0%	6.1%	6.2%	5.6%	5.9%
American Indian/ Alaska Native	5.6%	6.6%	6.5%	5.8%	6.4%	6.7%	5.9%	7.7%
White	3.5%	3.3%	3.5%	3.0%	2.9%	2.9%	2.8%	3.0%
Asian/Pacific Islander	2.2%	2.7%	3.0%	2.6%	2.4%	1.4%	1.4%	1.3%
Multiracial	0.5%	2.8%	4.5%	3.3%	2.8%	2.7%	3.2%	3.3%

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. For continuity purposes, Asian/Pacific Islander are grouped together in this chart. See the dropout media files at http://www.ode.state.or.us/search/page/?id=1 for the rates broken out.

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SPECIAL PROGRAMS

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

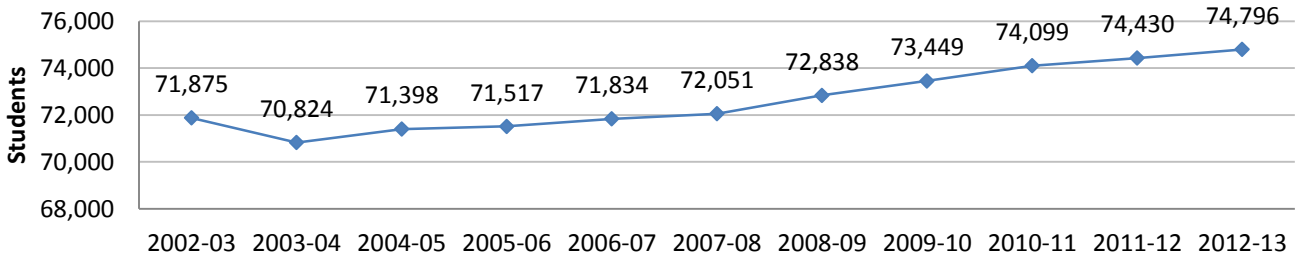
Special Education

The number of Oregon students receiving special education services through the federal *Individuals with Disabilities Education Act* (IDEA) has averaged 13.15% of total enrollment over the last five years.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Special Education	70,902	71,875	70,824	71,398	71,517	71,834	72,051	72,838	73,449	74,099	74,430	74,796
Total Enrollment	551,679	554,071	551,410	552,339	559,254	562,828	566,067	564,064	561,698	561,331	560,946	563,714
% of Total Enrollment	12.9%	13.0%	12.8%	12.9%	12.8%	12.8%	12.7%	12.9%	13.1%	13.2%	13.3%	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.

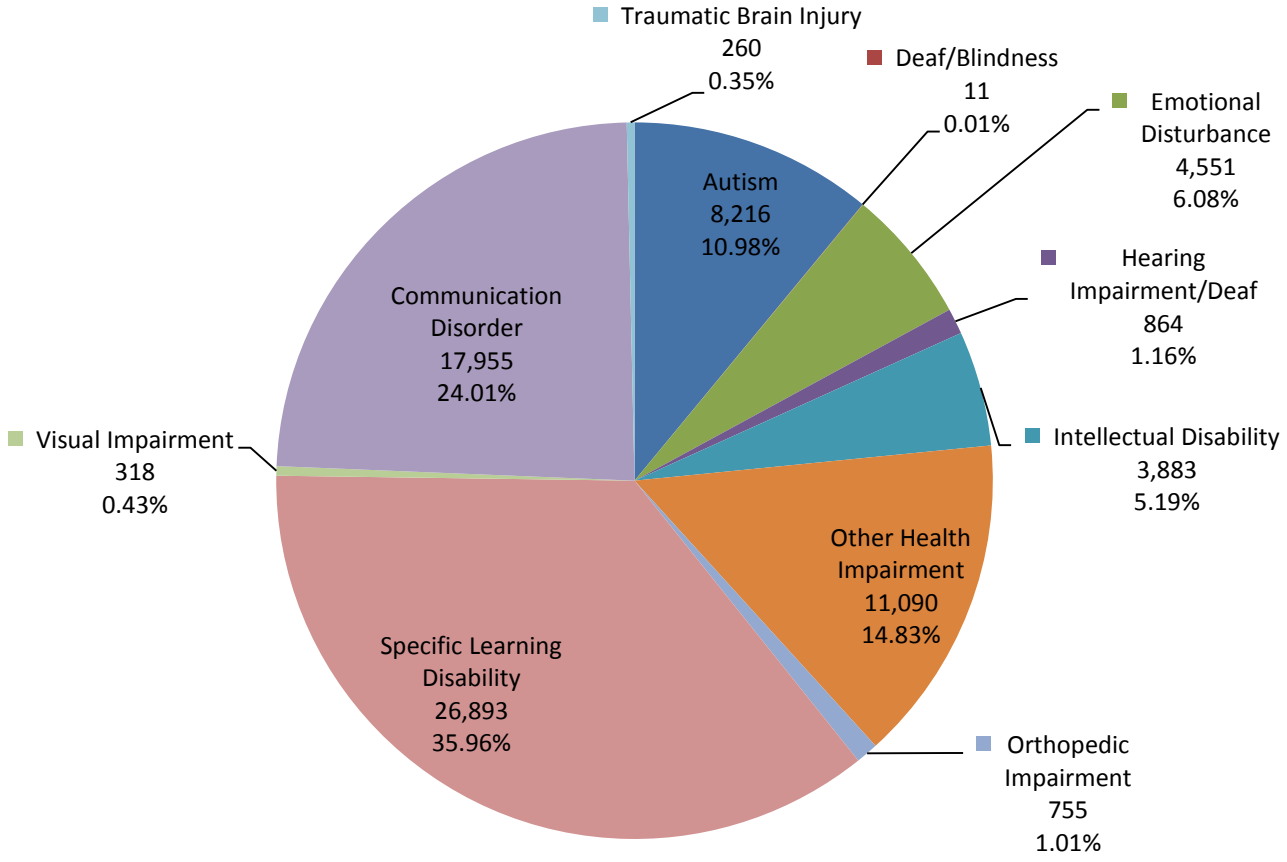
Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Student Learning and Partnerships keep up with the ever-changing needs of Oregon's children.

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2006-07 Number of Students	2012-13 Number of Students	Percent Change
Autism	5,752	8,216	42.8%
Deaf/Blindness	13	11	-15.4%
Emotional Disturbance	4,688	4,551	-2.9%
Hearing Impairment/Deaf	847	864	2.0%
Intellectual Disability*	4,264	3,883	-8.9%
Other Health Impairment	8,212	11,090	35.0%
Orthopedic Impairment	803	755	-6.0%
Specific Learning Disability	28,997	26,893	-7.3%
Visual Impairment	323	318	-1.5%
Communication Disorder	17,663	17,955	1.7%
Traumatic Brain Injury	272	260	-4.4%
Total	71,834	74,796	4.1%

Source: December Special Education Child Count
*Before 2010-11, this category was labeled "Mental Retardation"

School Age Students with Disabilities Receiving Special Education Services
2012-13 School Year
Total: 74,796 Students



Placement of School Age Special Education Students by Disability – 2012-13

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism	50.58%	16.31%	30.14%	2.97%
Deaf/Blindness	72.73%	9.09%	9.09%	9.09%
Emotional Disturbance	55.46%	14.44%	20.37%	9.73%
Hearing Impairment/Deaf	64.58%	12.50%	9.61%	13.31%
Intellectual Disability**	14.96%	29.41%	53.16%	2.47%
Other Health Impairment	72.81%	14.48%	10.23%	2.48%
Orthopedic Impairment	33.78%	16.42%	44.77%	5.03%
Specific Learning Disability	81.86%	15.60%	1.60%	0.94%
Visual Impairment	55.66%	12.27%	27.04%	5.03%
Communication Disorder	89.54%	5.37%	2.83%	2.26%
Traumatic Brain Injury	51.15%	23.08%	19.23%	6.54%
Total Special Education Population	72.94%	13.69%	10.83%	2.54%

* 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 per year, which funds 7,290 enrollment slots for children in Oregon Head Start Prekindergarten (OHS PreK) programs. When combined with Federal and other funding sources, total OHS PreK funded enrollment for 2012-2013 was 13,443. An estimated 12,545 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	19,605	10,686	8,919	54.5%	43.5%
2011-2012	19,605	12,523	7,082	63.9%	36.1%
2012-2013	25,161	12,545	12,092	50.0%	50.0%

* 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 2012-13 Statewide

Total: 39,534 Students (7.11% of Spring Membership Enrollment)*

State-defined:

- **Intellectually Gifted**: 18,042
- **Academically Talented**:
  - Reading: 16,625
  - Math: 15,871

District-defined:

- **Potential** to Perform at the 97th Percentile: 4,644

District Option to Identify**:

- **Creativity**: 68
- **Leadership**: 39
- **Visual and Performing Arts**: 40

*It is possible for individual students to have multiple identifications.

**Districts may choose to identify students in these TAG categories. 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.

Subgroup	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Subgroup Identified as TAG
Total	39,534	100.00%	556,154	100.00%	7.11%
Gender					
Male	20,967	53.04%	285,363	51.31%	7.35%
Female	18,567	46.96%	270,791	48.69%	6.86%
Race/Ethnicity					
White	29,009	73.38%	359,392	64.62%	8.07%
Hispanic	3,477	8.79%	119,900	21.56%	2.90%
American Indian/Alaska Native	258	0.65%	9,309	1.67%	2.77%
Asian	3,746	9.48%	22,167	3.99%	16.90%
African American	507	1.28%	13,773	2.48%	3.68%
Pacific Islander	126	0.32%	3,707	0.67%	3.40%
Multi-Racial	2,411	6.10%	27,906	5.02%	8.64%
Other					
Economically Disadvantaged	9,348	23.65%	292,318	52.56%	3.20%
Not Economically Disadvantaged	30,186	76.35%	263,836	47.44%	11.44%
Special Education**	1,404	3.55%	78,281	14.08%	1.79%
Not Special Education	38,130	96.45%	477,873	85.92%	7.98%

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

**Students may be TAG-identified while also being identified for Special Education, or "Dual-Identified"
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
2008-09 (05-06 cohort)	4,637 (91.6%)	33,557 (66.2%)
2009-10 (06-07 cohort)	4,258 (90.1%)	32,951 (66.4%)
2010-11 (07-08 cohort)	4,222 (90.6%)	32,587 (67.6%)
2011-12 (08-09 cohort)	4,125 (90.9%)	31,962 (68.4%)

Source: Cohort Graduation Rates: http://www.ode.state.or.us/search/page/?id=2644

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 statewide. Reductions in district resources are likely the primary reason for the decrease in the number of alternative education programs and services in 2013. Districts report that on average they serve an estimated 15,000 students in alternative education statewide.

Alternative Education Services in Oregon

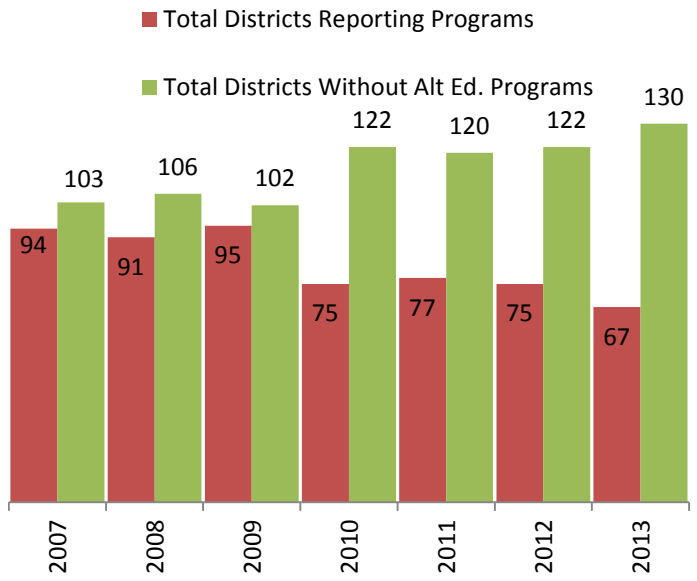
By Type of Program Service -- Number of ***Students***

	2011		2012		2013	
Type of Operation	**Number of Students**	**Percentage of Students**	**Number of Students**	**Percentage of Students**	**Number of Students**	**Percentage of Students**
Resident School District	10,075	74.22%	11,835	77.21%	12,196	81.77%
Another School District	17	0.13%	10	0.07%	16	0.11%
Private Program	2,008	14.79%	2,060	13.44%	1,591	10.67%
Community College	1,162	8.56%	1,075	7.01%	828	5.55%
Educational Service District (ESD)	220	1.62%	296	1.93%	227	1.52%
Other Program	92	0.68%	42	0.27%	57	0.38%
Terminated Program	0	0.00%	10	0.07%	0	0.00%
Total	13,574		15,328		14,915	

Source: ODE Alternative Education Data Collection

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

Alternative education is included in school district improvement planning and goal setting. Often alternative schools are regionally accredited as "special purpose schools". Alternative schools are annually evaluated by their contracting districts to assure they are comprehensive, aligned with content standards and essential skills, and offering the courses required for high school graduation. Some school districts have begun disaggregating educational program data and information about these programs of choice in achievement compacts required under 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. A growing number of annual program evaluations are making use of a more formative evaluation method that seeks to determine "quality" programing. These 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).



Source: ODE Alternative Education Data Collection

The majority of alternative education in Oregon is estimated to occur in schools and programs operated by the student's resident school district (47%), but a consistent percentage of alternative program services have been offered by private organizations (25%) and community colleges (13%) 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.

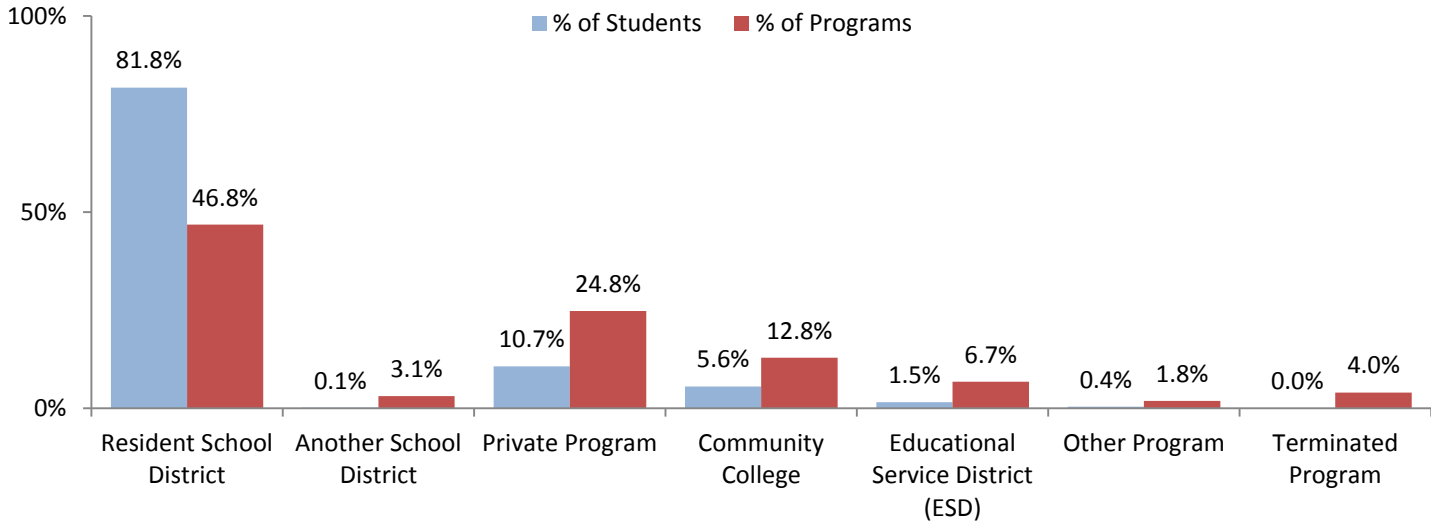
Alternative Education Services in Oregon

by Type of Program Service -- Number of ***Programs***

	2011		2012		2013	
Type of Operation	**Number of Programs**	**Percent of Programs**	**Number of Programs**	**Percent of Programs**	**Number of Programs**	**Percent of Programs**
Resident School District	165	40.9%	168	43.75%	153	46.79%
Another School District	15	3.7%	11	2.86%	10	3.06%
Private Program	117	29.0%	101	26.30%	81	24.77%
Community College	63	15.6%	58	15.10%	42	12.84%
Educational Service District (ESD)	23	5.7%	296	6.51%	227	6.73%
Other Program	6	1.5%	7	1.82%	6	1.83%
Terminated Program	14	3.5%	14	3.65%	13	3.98%
Total	403		384		327	

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon



Contact for this section: Drew Hinds, 503-947-5799, drew.hinds@state.or.us

Type of Program Services Statewide

Alternative education programs must continue to be designed and evaluated for quality as well as compliance in order to assure they address the diverse student needs the social behaviors they serve to address. Alternative programs need to address the development of 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 on sight at traditional schools (schools within schools) which accounts for the decrease in the number of programs. Alternative schools offer innovative and 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 and many have sustained growth in student achievement due, in part, to additional funding and focused attention.

Alternative Education Services in Oregon

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

Types of Program Services Statewide	Number of Services Provided 2009	Number of Services Provided 2010	Number of Services Provided 2011	Number of Services Provided 2012	Number of Services Provided 2013
Students with at-risk Behaviors	335	296	281	262	216
Remedieation, Credit Recovery, or GED	274	270	240	247	209
Pregnant or Parenting Students	99	95	85	91	77
Students Advanced Beyond Standards	74	73	67	62	54
Other Programs	31	29	29	27	33
Total	813	763	702	689	589

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon

By Grade Range – Number of ***Students***

Grade Range	Number of Students Using Services 2009	Number of Students Using Services 2010	Number of Students Using Services 2011	Number of Students Using Services 2012	Number of Students Using Services 2013
Secondary	20,146	13,519	11,993	13,764	13,049
Elementary	1,415	1,860	1,581	1,564	1,866
Total Services	21,561	15,379	13,574	15,328	14,915

Source: ODE Alternative Education Data Collection

Links to Reference Documents

Oregon Alternative Education: http://www.ode.state.or.us/go/AlternativeEd

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

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 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/go/NextGen

Accountability Reports
http://www.ode.state.or.us/go/AsmtRpt

Report Cards
http://www.ode.state.or.us/go/ReportCard

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/search/page/?=3225

Historical Student Enrollment and Demographics
http://www.ode.state.or.us/data/reports/toc.aspx#Students

English Learners
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.oregon.gov/tspc/Pages/index.aspx

Highly Qualified Teachers
http://www.ode.state.or.us/search/results/?id=102

Resources for Teachers
http://www.ode.state.or.us/go/teachers

Special Programs and Information

Alternative Education
http://www.ode.state.or.us/go/AlternativeEd

Charter Schools
http://www.ode.state.or.us/go/CharterSchools

Early Childhood
http://www.ode.state.or.us/search/results/?=252

Homeless Students
http://www.ode.state.or.us/go/HomelessEd

Special Education Programs
http://www.ode.state.or.us/go/SpecialEducation

Talented and Gifted
http://www.ode.state.or.us/go/TAG

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/go/Assessment

Oregon's Education Data Explorer
http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR

National Assessment of Education Progress (NAEP)
http://www.ode.state.or.us/go/NAEP
http://nces.ed.gov/nationsreportcard

Oregon University System
http://www.ous.edu/

SAT Reasoning Test
http://research.collegeboard.org/programs/sat/data

American College Testing (ACT)
http://www.act.org/research-policy/

Advanced Placement (AP)
http://research.collegeboard.org/programs/ap/data

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

Essential Skills
http://www.ode.state.or.us/search/page/?id=2042

Data Collections

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

Other Resources and Topic Area Information

http://search.ode.state.or.us/default.aspx
http://www.ode.state.or.us/search/topics/