

Districts and schools

	1993-94	2002-03
Number of districts (CCD)	271	198
Number of public schools (CCD)		
Elementary	758	747
Middle	198	221
High	206	244
Combined	40	45
Other	13	5
Total	1,215	1,262
Number of charter schools (CCD)		21

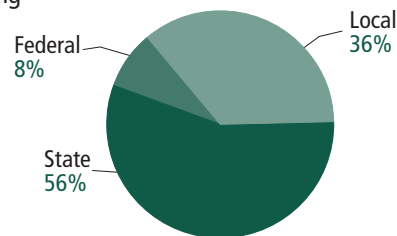
Finances

Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)	1993-94	2001-02
Instructional	\$2,187,431	\$2,476,323
Noninstructional	124,060	141,139
Support	1,340,531	1,597,050
Total	3,652,023	4,214,512

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	1993-94	2001-02
	\$7,069	\$7,642

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02 (ED; Includes Title I, Part A)	Amount
	\$94,338,878

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	837	420
K-8	365,488	378,573
9-12	147,819	168,902
Total (K-12)	513,307	547,475

Race/ethnicity (CCD)	1993-94	2002-03
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	3	4
Black, non-Hispanic	2	3
Hispanic	6	12
White, non-Hispanic	87	78

Students with disabilities (OSEP)	1993-94	2002-03
	10%	11%

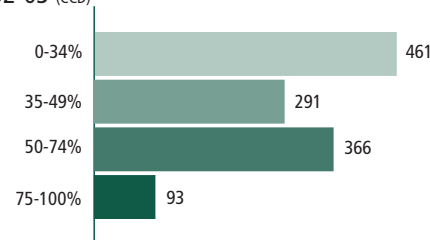
Students with limited English proficiency (NCELA)	1993-94	2002-03
	4%	9%

Migrant students (OME)	1993-94	2002-03
	5%	7%

Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996	2003
	28%	25%

Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	Count
	211,674

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]51 schools did not report.

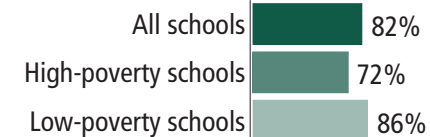
Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	12,635	12,309
Middle	5,246	5,886
High	7,273	7,917
Combined	493	496
Other	841	518
Total	26,488	27,126

Number of FTE non-teacher staff (CCD)	1993-94	2002-03
Instructional aides	5,236	8,313
Instructional coordinators	338	434
Administrators	2,292	2,298
Other	16,038	16,871
Total	23,904	27,916

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	61%	68%
Mathematics	61	60
Science	93	74
Social studies	79	57

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	7%	5%
Avg. freshman graduation rate (NCES)	73	68
College-going rate (IPEDS/NCES)	57	51

NAEP state results (NCES)	1994	2003
Reading, Grade 4		
Proficient level or above	n/a	31%
Basic level or above	n/a	64
Math, Grade 8		
Proficient level or above	26%	32%
Basic level or above	67	70

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for Oregon's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://www.ode.state.or.us/data/annreportcard/rptcard2004.pdf> for more details on the statewide accountability system.

State assessment for NCLB accountability: Oregon State Assessments

State student achievement levels: Very Low, Low, Nearly Meets, Meets Standards, Exceeds Standards

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 3	Reading	40%	40%
	Mathematics	39	39
Grade 8	Reading	40	40
	Mathematics	39	39
High school	Reading	40	40
	Mathematics	39	39

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	446 (82%)	839 (72%)	101 (51%)
Identified for improvement:			
Year 1	2 (*)	2 (*)	1 (1%)
Year 2	3 (*)	3 (1%)	1 (1%)
Corrective action	2 (*)	2 (*)	0
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance	92%	n/a
Middle indicator: Attendance	92%	n/a
High school indicator: Graduation rate	68.1%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	873	1%
Supplemental educational services:	537	*

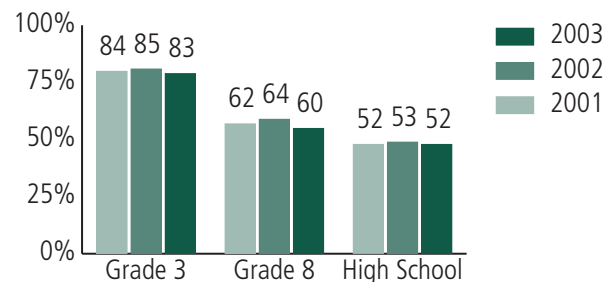
Student Achievement 2002-03

Oregon State Assessments, used for NCLB accountability

Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	83%	60%	52%
Economically disadvantaged students	77	41	30
Migrant students	50	22	12
Students with disabilities	49	17	12
Students with limited English proficiency	53	22	10
Black, non-Hispanic students	77	40	26
Hispanic students	60	32	22
White, non-Hispanic students	87	65	56

Student achievement trend: Reading percent proficient level or above



Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	78%	59%	45%
Economically disadvantaged students	70	39	23
Migrant students	48	24	12
Students with disabilities	51	17	9
Students with limited English proficiency	51	28	15
Black, non-Hispanic students	64	63	20
Hispanic students	55	31	17
White, non-Hispanic students	83	63	48

Student achievement trend: Mathematics percent proficient level or above

