

## Districts and schools

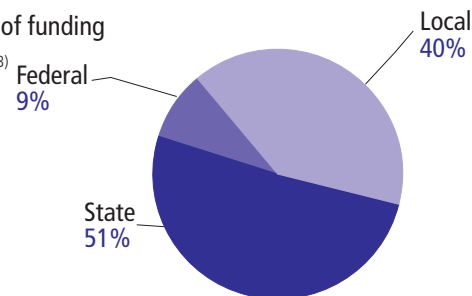
<b>Number of districts</b> (CCD)	<b>1993-94</b>	<b>2003-04</b>
	280	200
<b>Number of public schools</b> (CCD)		
Elementary	758	727
Middle	198	224
High	206	233
Combined	40	37
Other	13	4
<b>Total</b>	<b>1,215</b>	<b>1,225</b>
<b>Number of charter schools</b> (CCD)		
		23

## Finances

<b>Total current expenditures</b> (CCD, in thousands of dollars, adjusted for inflation to 2002-03)	<b>1993-94</b>	<b>2002-03</b>
Instructional	\$2,177,198	\$2,458,745
Noninstructional	123,481	141,449
Support	1,334,261	1,550,553
<b>Total</b>	<b>3,634,940</b>	<b>4,150,747</b>
<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2002-03)		
	\$7,036	\$7,491

## Sources of funding

(CCD, 2002-03)



## Title I allocation 2002-03

(ED; Includes Title I, Part A)

\$115,317,070

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

## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2003-04</b>
Pre-K	826	365
K-8	365,358	374,249
9-12	148,127	166,879
<b>Total (K-12)</b>	<b>513,485</b>	<b>541,128</b>
<b>Race/ethnicity</b> (CCD)		
American Indian/Alaskan Native	2%	2%
Asian/Pacific Islander	3	4
Black, non-Hispanic	2	3
Hispanic	6	14
White, non-Hispanic	87	77

**Students with disabilities** (OSEP) 10% 11%

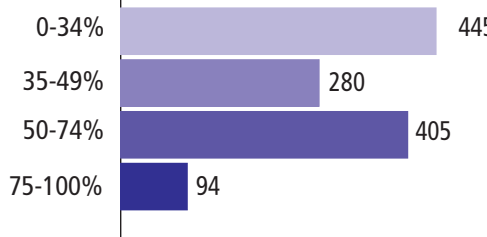
**Students with limited English proficiency** (NCELA) 4% 11%

**Migrant students** (OME) 5% 7%

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

**Students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04** (CCD) 221,160

**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2003-04** (CCD)



\*1 school did not report.

## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2003-04</b>
Elementary	12,726	12,243
Middle	5,246	5,793
High	7,382	7,618
Combined	557	444
Other	142	55
<b>Total</b>	<b>26,053</b>	<b>26,153</b>
<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	5,236	8,466
Instructional coordinators	338	406
Administrators	2,292	2,152
Other	16,038	16,516
<b>Total</b>	<b>23,904</b>	<b>27,540</b>

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

**Percentage of core courses taught by highly qualified teachers, 2003-04** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	7%	5%
<b>Avg. freshman graduation rate</b> (NCES)	73	68
<b>College-going rate</b> (IPEDS/NCES)	57	51
<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2005</b>
Proficient level or above	-	30%
Basic level or above	-	63
Math, Grade 8	<b>1996</b>	<b>2005</b>
Proficient level or above	26%	33%
Basic level or above	67	72

## 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 (2003-04)
Grade 3	Reading	40%	40%
	Mathematics	39	39
Grade 8	Reading	40	40
	Mathematics	39	39
Grade HS	Reading	40	40
	Mathematics	39	39

### 2003-04 NCLB accountability results, applied to 2004-05 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	496 (87%)	847 (71%)	76 (39%)
Identified for improvement:			
Year 1	29 (5%)	29 (2%)	14 (7%)
Year 2	2 (*)	2 (*)	1 (1%)
Corrective action	2 (*)	2 (*)	0
Restructuring	2 (*)	2 (*)	0
Exited Improvement status (made AYP twice after being identified for improvement)	0	0	0

Other indicator, 2003-04	State target	State outcome
Elementary indicator: Attendance	92%	Met
Middle school indicator: Attendance	92%	Met
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	13%
Supplemental educational services:	537	24%

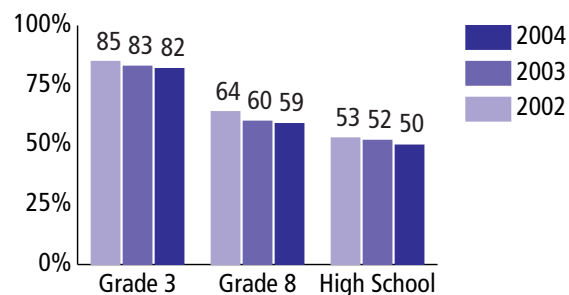
## Student Achievement 2003-04

### Oregon State Assessments, used for NCLB accountability

#### Reading

Proficient level or above for:	Grade 3	Grade 8	High school
All students	82%	59%	50%
Economically disadvantaged students	73	42	31
Migrant students	54	23	11
Students with disabilities	52	19	12
Students with limited English proficiency	59	21	10
Black, non-Hispanic	74	43	26
Hispanic students	63	32	21
White, non-Hispanic	87	64	54

#### Student achievement trend: Reading percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 3	Grade 8	High school
All students	81%	59%	42%
Economically disadvantaged students	73	42	24
Migrant students	58	26	9
Students with disabilities	57	19	8
Students with limited English proficiency	61	27	13
Black, non-Hispanic	71	39	18
Hispanic students	63	32	17
White, non-Hispanic	86	63	46

#### Student achievement trend: Mathematics percent proficient level or above

