

STATEWIDE REPORT CARD 2017-2018



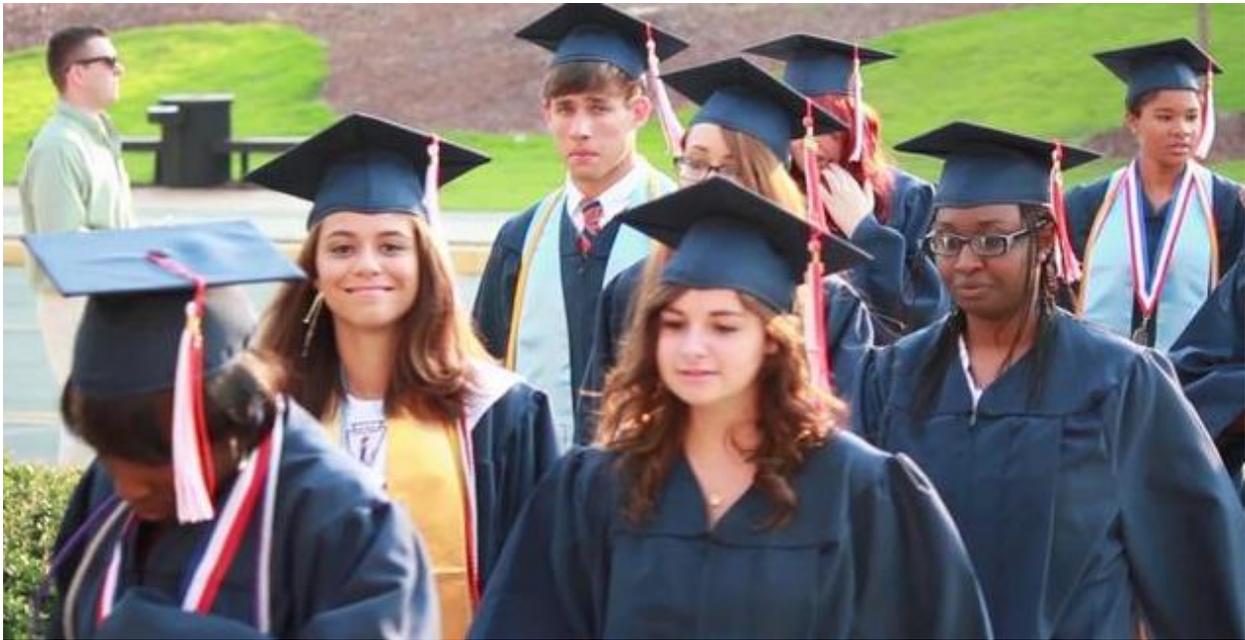
AN ANNUAL REPORT TO
THE LEGISLATURE ON
OREGON PUBLIC SCHOOLS

Colt Gill,
Director of the Department
of Education
www.oregon.gov/ode

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 and ODE's internal operational efficiency.



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was produced by the Oregon Department of Education
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The Oregon Statewide Report Card is also posted on the Department of Education's [website](#).

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Acknowledgements

Oregon Department of Education

Cindy Hunt, Chief of Staff

Jon Wiens, Director, Accountability Reporting

Beth Blumenstein, Research Analyst, Accountability Reporting

Josh Rew, Education Program Specialist (Psychometrics/Measurement)

Cindy Barrick, Research Analyst, Accountability Reporting

Elyse Bean, Research Analyst, Accountability Reporting

Surbhi Singh, Administrative Specialist, Accountability Reporting

Marc Siegel, Communications Director

Alternative Education	Jeremy A. Wartz
Measures of Interim Progress (MIP) and Assessment.....	Cindy Barrick
Career and Technical Education	Lauren Dressen
Charter Schools	Kate Pattison
Cover Page Design.....	Beth Blumenstein
Diploma Requirements	Jamie Ramage
Discipline Incidents	Lisa Bateman
Enrollment and Membership.....	Robin Stalcup
English Learners	Kim Miller
Essential Skills ..	Cristen McLean
Finance & School Funding.....	Brian Reeder
Free & Reduced Price Lunch	Heidi Dupuis and Jeremy Eaton
Graduates and Dropouts.....	Beth Blumenstein
Homeless Students	Dona Bolt
NAEP Test Results	Beth LaDuca
Persistently Dangerous Schools.....	Lisa Bateman
Pre-Kindergarten & Early Childhood.....	Michael Connor
School & District Report Cards.....	Jon Wiens
School and District Staff Data	Brian Reeder and Beth Blumenstein
Special Education	Jackie McKim
Talented and Gifted (TAG)	Angela Allen



Oregon

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DEPARTMENT OF
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Oregon achieves . . . together!

Colt Gill

Director of the Oregon Department of Education

Dear Oregonians,

I am pleased to present the 2017-18 edition of the Oregon Statewide Report Card. This annual report is a snapshot of our state's education system that includes important statewide data about our students, teachers and schools. Education is the key to moving our state forward, and the information in this report provides a clear overview of the challenges we face and the opportunities for excellence ahead of us.

The 2017-18 Statewide Report Card includes:

- Graduation and dropout rates
- Early childhood data
- Attendance and regular attender data
- Student demographics and information on specific student groups
- School funding and staff information
- Assessment results
- Charter school data
- Information on alternative education programs

Highlights of the 2017-18 School Year

Oregonians have much to be proud of from 2017-2018: developing Oregon's Plan in response to the Every Student Succeeds Act; working with communities to redesign school and district "At-A-Glance" profiles; additional supports to improve high school success through Career Technical Education (CTE), access to college-credit classes and dropout prevention programs; higher rates of gender equity in school administration; and a move forward toward a more balanced assessment system.

Developing Oregon's Plan

From its inception, Oregon's Plan was designed to capture and reflect the voices of Oregonians. Grounded in extensive engagement efforts with thousands of Oregonians, including schools and districts, families and communities, tribal leaders and policymakers, Oregon's Plan provides a co-created focus on four key commitments:

- Prioritizing and advancing equity
- Promoting access to a well-rounded education
- Strengthening district systems
- Fostering ongoing engagement with education partners

The key commitments within Oregon's Plan serve as levers to strengthen and shape our educational system.

Redesigning School and District Profiles

The Oregon Department of Education (ODE) redesigned "At-A-Glance" school and district profiles. These profiles are a meaningful tool to discuss school performance with parents, community members and school boards.

Gender Equity in School Administration

Gender diversity among school administrators continues to increase. The 2016-2017 school year marked the first year that more than 50 percent of Oregon's principals identified as women and in 2017-2018, that number rose to 53 percent.

High School Success

The High School Success fund was established in law in 2016 to “improve students’ progress toward graduation beginning with grade 9, increase the graduation rates of high schools and improve high school graduates’ readiness for college or career.” It provides \$170 million for the 2017-2019 biennium in direct funding to more than 250 districts, charter schools, youth corrections and juvenile detention education programs. Recipients were required to direct funds toward establishing or expanding:

- Career and technical education programs in high schools
- College-level educational opportunities for students in high schools
- Dropout-prevention strategies in high schools

A Balanced Assessment System

End-of-year assessments give us a snapshot of student learning. Overall, scores remain largely flat as compared to previous years, although the results show gains in English Language Arts (ELA) over the previous year. Participation is also down in all student groups. In order to improve student outcomes, ODE is supporting the implementation of local formative assessment practices and the systematic use of interim/benchmark assessments. These tools provide immediate feedback on student learning and help teachers make daily instructional decisions to better support student learning.

Sincerely,



Colt Gill
Director

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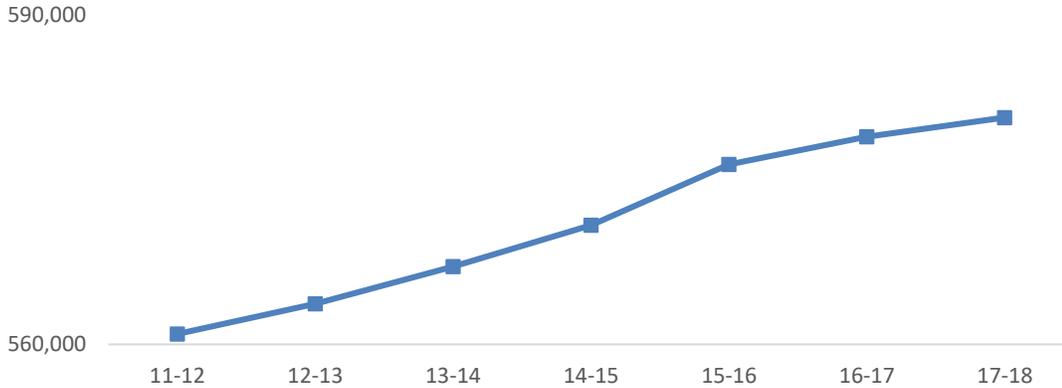
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OREGON STUDENTS

There were 580,690 students enrolled in Oregon public schools on the first school day in October, 2017. Although student enrollment had declined from 2007-08 to 2011-12, it has steadily increased since then, with a total increase since 2011-12 of 19,744 students (about 3.52 percent) over five years. Based on estimates from the US Census Bureau, Population Division, 79 percent of Oregon’s school aged (5-19) population was receiving publicly funded K-12 education.¹

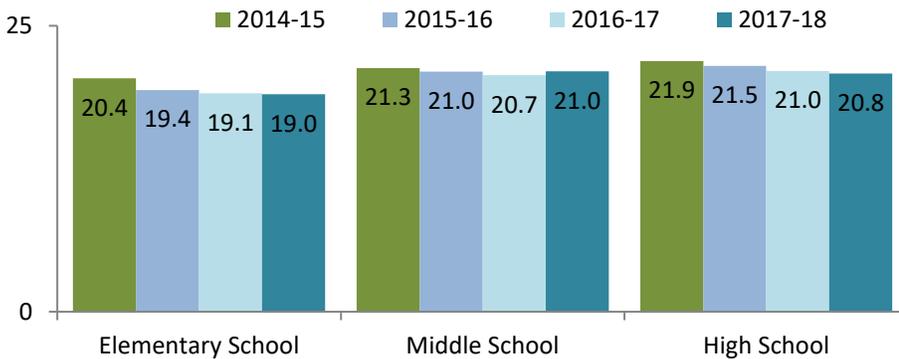
Oregon Public School Enrollment
Number of Kindergarten through 12th Grade Students



For more data, including school and district enrollment counts, see the [ODE website](#). For data from school years 2008-2009 and earlier, see [report #73](#) under Students on the ODE website
Note: Report #73 includes some PK students, who have not been included in the graph to the left.
See page 66 for information on public pre-kindergarten programs and enrollment.
¹See the [United States Census](#) webpage for more information on population estimates.

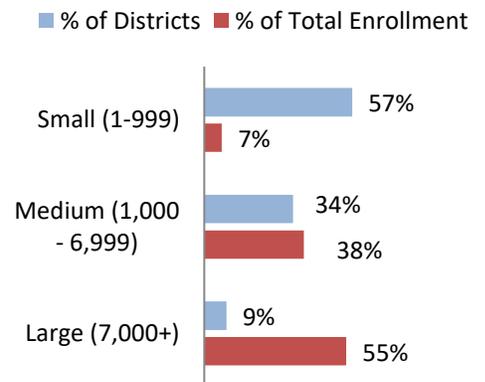
The figures in this chart are based on October 1 Student Membership (enrollment) for each year.

Statewide Student-Teacher Ratios



The average student-teacher ratio above includes all teachers by full time equivalence (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. See page 4 for class sizes.

Percent of Oregon School Districts by Size of Student Enrollment 2017-18



Statewide student-teacher ratios have generally maintained steadily over the past three years. See page 12 for more information on teacher employment counts.

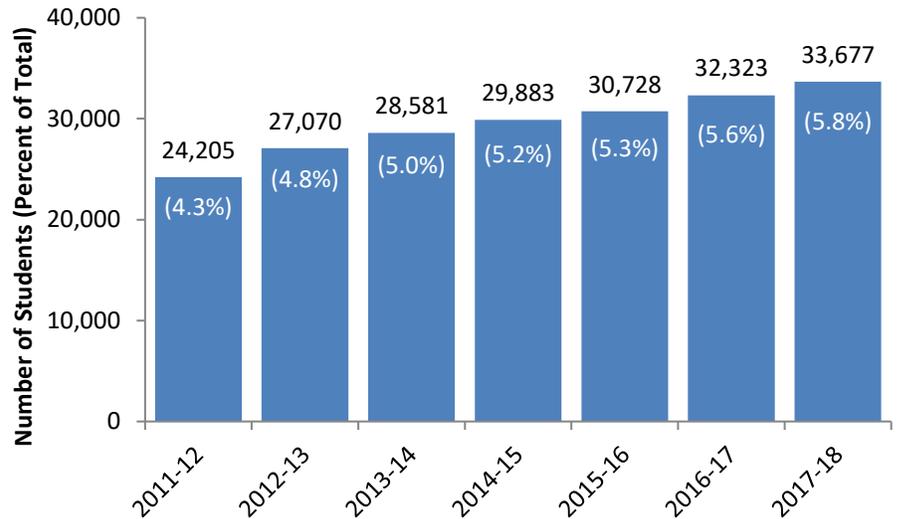
Oregon Public Charter School Enrollment

Charter school enrollment has risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 5.8 percent of enrolled students.

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.

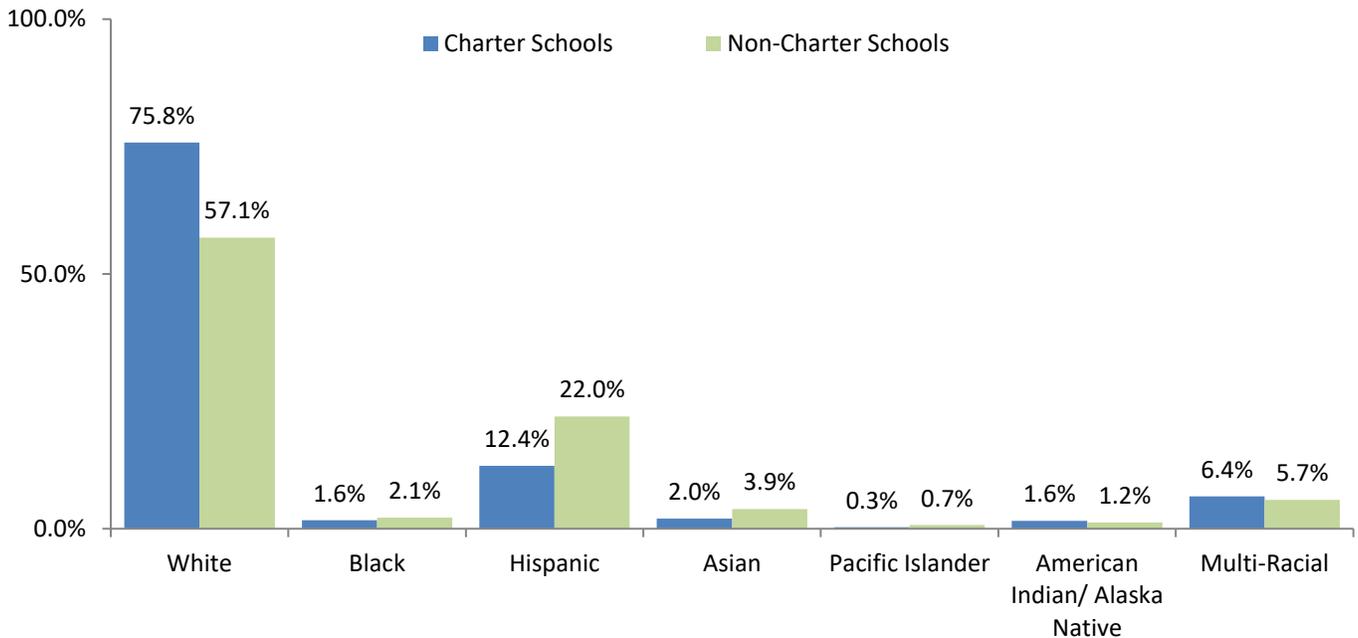
In the 2017-18 school year, there were 127 charter schools. The average charter school enrolled about 267 students.

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



In 2015-16, the Oregon Department of Education began tracking virtual status for all schools. In 2017-18, a total of 15 charter schools (12 percent of all charters) identified themselves as fully or primarily virtual, as compared to about 1 percent of non-charter schools. This relatively small number of virtual charters enrolled 33 percent of all charter school students, however, as compared to less than 1 percent of non-charter students who were enrolled in non-charter virtual schools.

Charter School Enrollment by Ethnicity 2017-18

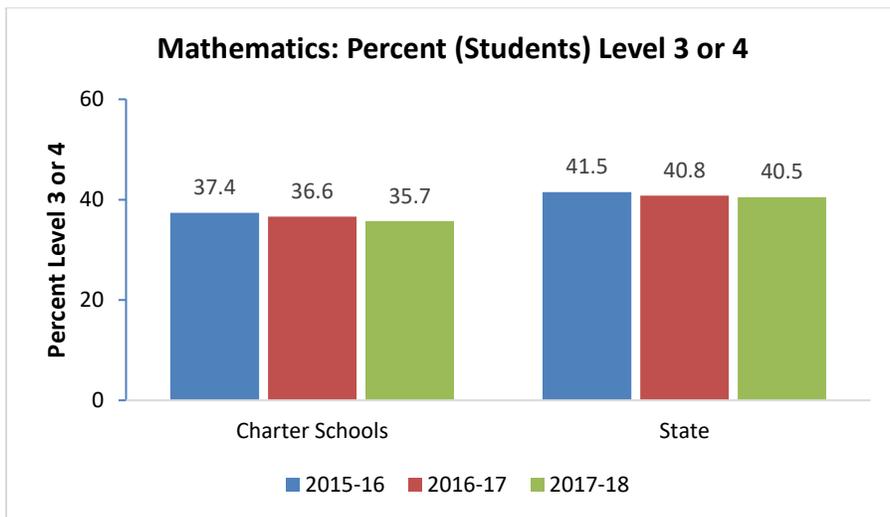
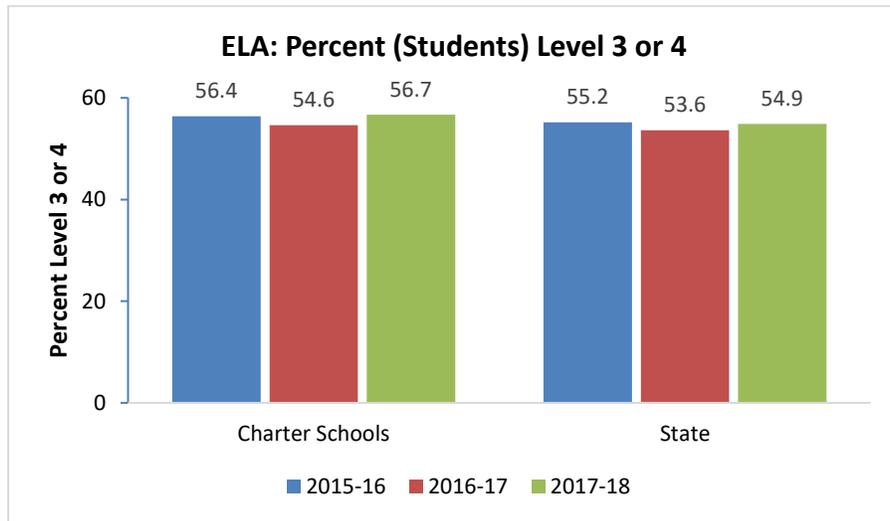


Source: Fall Membership 2017-18

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

Oregon Public Charter School Performance

In 2014-15, we replaced our previous state tests in reading, writing and mathematics with the new Smarter Balanced assessments in English Language Arts (ELA) and mathematics. Results on these assessments cannot be compared to results on previous state tests. For ELA and mathematics, levels 3 and 4 are considered proficient for purposes of state and federal accountability.



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

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 required to stabilize homeless students in their school of origin, even though the transportation route might involve crossing district boundaries.

How is “Homeless” Defined?

For the purposes of the Education of Homeless Children and Youth Programs under the Elementary and Secondary Schools Act, homeless children and youth “lack a fixed, regular, and adequate nighttime residence.” A homeless family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied minors who have been abandoned by their parents or who have run away from home – whatever the reason - are also eligible for educational rights and services as homeless students.

What are the Living Situations of Homeless Students in Oregon?

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2015-16	1,926	16,163	2,377	1,210
2016-17	1,999	17,210	2,515	1,124
2017-18	1,817	16,399	2,549	1,236

How many homeless students attend public schools in Oregon?

How are Homeless Students Counted?

Since 2012-13, each district provides the Secure Student ID (SSID) of each homeless student served and two additional pieces of information:

- 1) living situation (Shelter, Unsheltered, Sharing Housing, Motel/Hotel);
- 2) unaccompanied status

In addition to providing count data for required federal reports, results are used to assist districts with homeless student needs assessments in attendance, academic performance and dropout prevention. ODE initiatives such as High School Success, Career and Technical Education, Trauma-Informed Practice, Early Learning and Successful School Transitions are particularly helpful in retaining homeless students through graduation and into college and career.

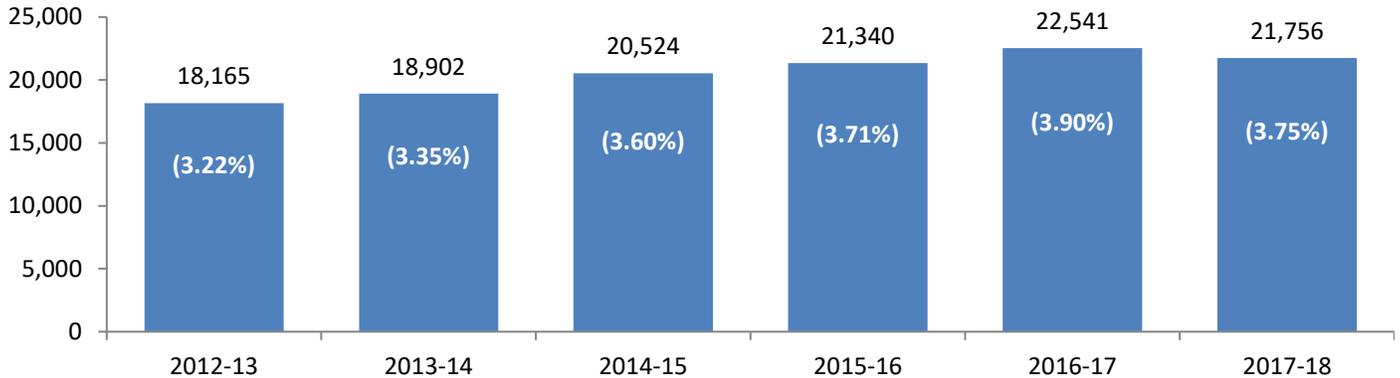
Grade Level	Count 2017-18
PK*	1,953
KG	1,734
1	1,640
2	1,568
3	1,662
4	1,694
5	1,615
6	1,490
7	1,459
8	1,439
9	1,465
10	1,534
11	1,737
12	2,719
Total	21,756

* PK enrollment is optional

What are the trends in poverty and homelessness?

Counts of homeless students in high-rent districts are dropping, while many rural districts are seeing increases, as families move seeking more affordable housing.

Homeless Student Counts, K-12
(Percent of Total K-12 Enrollment)
2012-13 to 2017-18



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

Districts with the Highest Number of Homeless Students

District	K-12 Total Homeless 2017-18	% of enrollment 2017-18
Beaverton SD 48J	1,799	4.40%
Medford SD 549C	1,164	8.16%
Portland SD 1J	1,142	2.35%
Salem-Keizer SD 24J	1,065	2.54%
Reynolds SD 7	866	7.68%
Eugene SD 4J	864	4.98%
Lincoln Co. SD	825	14.93%
Grants Pass SD 7	500	8.17%
Three Rivers/Josephine Co. SD	477	9.84%
Bend-LaPine SD 1	467	2.55%

Districts with the Highest % of Homeless Students

District	K-12 Total Homeless 2017-18	% of enrollment 2017-18
Mapleton SD 32	43	30.28%
Butte Falls SD 91	58	24.68%
McKenzie SD 68	43	21.61%
North Lake SD 14	43	20.28%
Port Orford-Langlois SD 2CJ	45	19.82%
Reedsport SD 105	128	18.60%
Ukiah SD 80R	*	16.13%
Warrenton-Hammond SD 30	160	15.92%
Falls City SD 57	31	14.98%
Lincoln County SD	825	14.95%

* Values under 6 are suppressed for privacy

While districts with fewer students often have “volatile” data, note that the districts with the highest percentages of homeless students in the state are mainly rural and some distance from the I-5 corridor. Increasing homelessness in Oregon and other western states is attributed to a lack of sufficient affordable housing to meet the demands of a growing and increasingly mobile population.

Note: The districts with the highest number and highest percent of homeless students change year to year.

Homeless Students by County of Enrollment, 2017-18

County	Total Enrolled, K - 12
Baker	175
Benton	259
Clackamas	1147
Clatsop	312
Columbia	229
Coos	576
Crook	92
Curry	129
Deschutes	884
Douglas	629
Gilliam	0
Grant	6
Harney	68
Hood River	32
Jackson	2206
Jefferson	137
Josephine	969
Klamath	367
Lake	48
Lane	2296
Lincoln	825
Linn	1024
Malheur	261
Marion	1649
Morrow	112
Multnomah	3349
Polk	269
Sherman	0
Tillamook	249
Umatilla	177
Union	168
Wallowa	26
Wasco	141
Washington	2638
Wheeler	22
Yamhill	589

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.

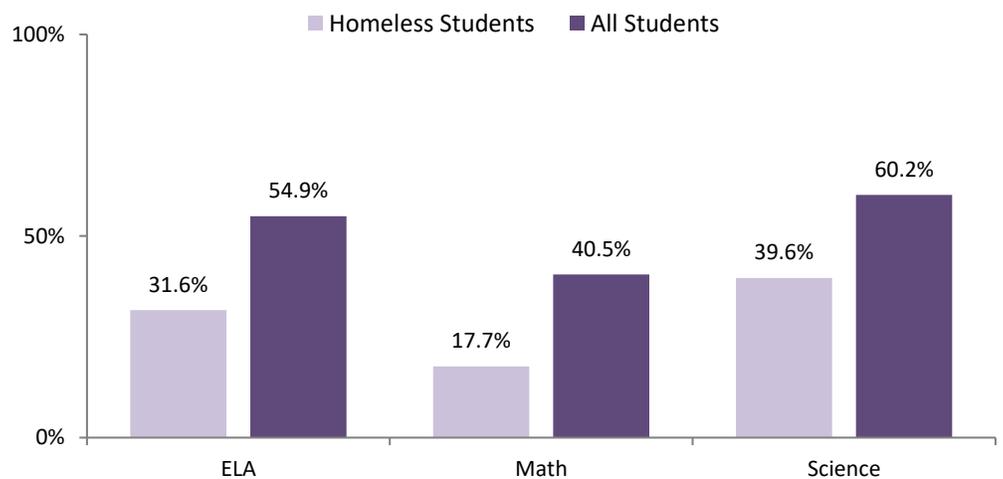
How do public school programs serve homeless students?

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 and Runaway & Homeless Youth Programs. Liaisons find collaboration and assistance from non-profit agencies, coalitions and faith-based service organizations. The role of the Homeless Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and end homelessness, has become an imperative. It is hoped that these collaborations will eventually help reduce the number of homeless students in Oregon.

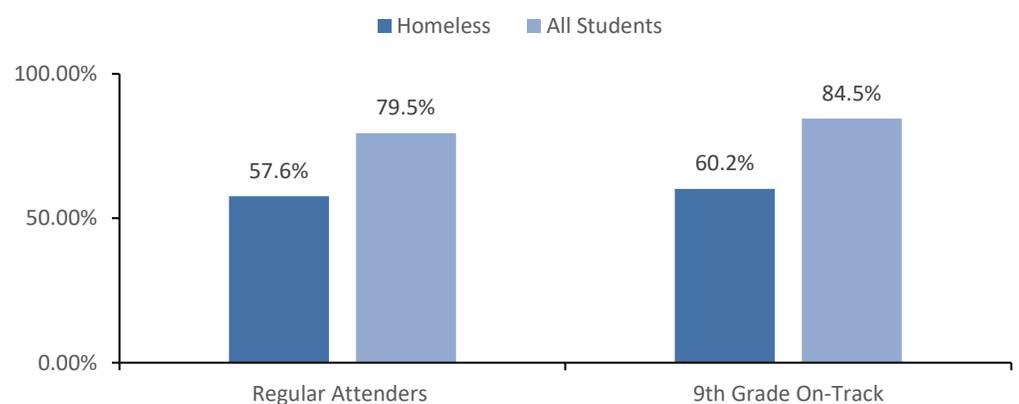
Homeless Student Performance

2017-18 Percent at Level 3 or 4 / Meets or Exceeds Standard, All Grades



Homeless Student Performance

2017-18 Percent Regular Attenders, Percent of 9th Grade On-Track



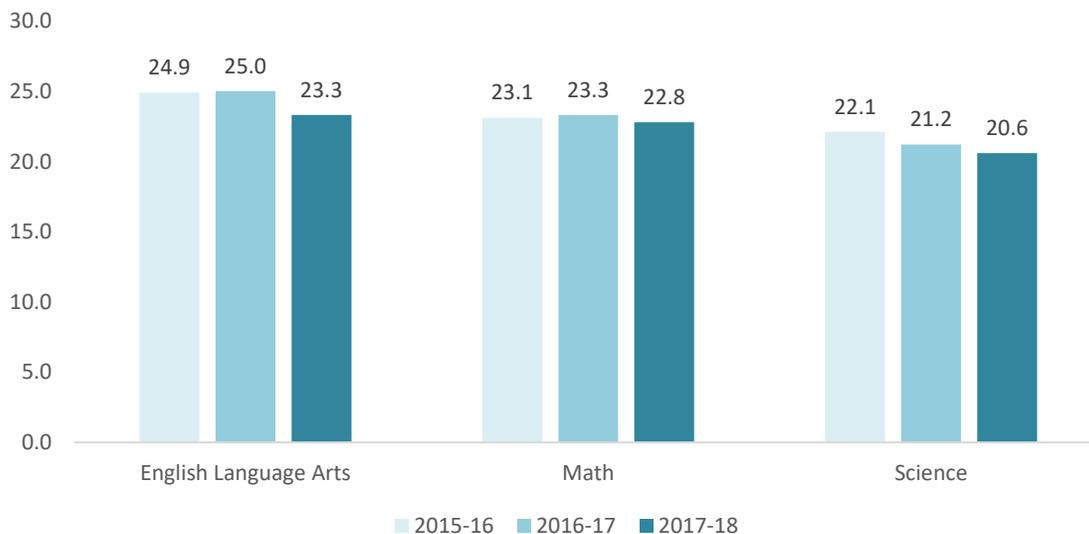
McKinney-Vento Subgrant Projects

Oregon received \$742,271 in federal McKinney-Vento Act funds in 2017-18 to serve homeless students. More than 75 percent of this amount went to districts in the form of competitive subgrants. During the 2017-18 school year, 26 local districts were served by 10 subgrant projects from this program.

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

Grade Level	English Language Arts			Mathematics			Science		
	NUMBER OF HOMELESS STUDENTS TESTED IN ELA 2017-18	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2016-17	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2017-18	NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2017-18	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2016-17	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2017-18	NUMBER OF HOMELESS STUDENTS TESTED IN SCIENCE 2017-18	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2016-17	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2017-18
3	1,414	21.49%	25.60%	1,401	22.69%	23.84%			
4	1,471	22.97%	27.74%	1,456	19.42%	20.12%			
5	1,376	28.48%	31.69%	1,362	14.87%	17.03%	1,385	42.54%	44.98%
6	1,242	27.11%	29.79%	1,230	14.08%	15.77%			
7	1,182	29.52%	30.54%	1,164	18.03%	16.32%			
8	1,174	29.17%	32.11%	1,148	17.98%	16.29%	1,165	40.04%	39.83%
HS	1,159	46.90%	46.59%	1,119	13.43%	12.42%	984	37.02%	31.81%

The achievement gap between homeless students and all students has decreased in recent years. The following chart shows the difference in percent meeting between homeless students and all students over the past three years.



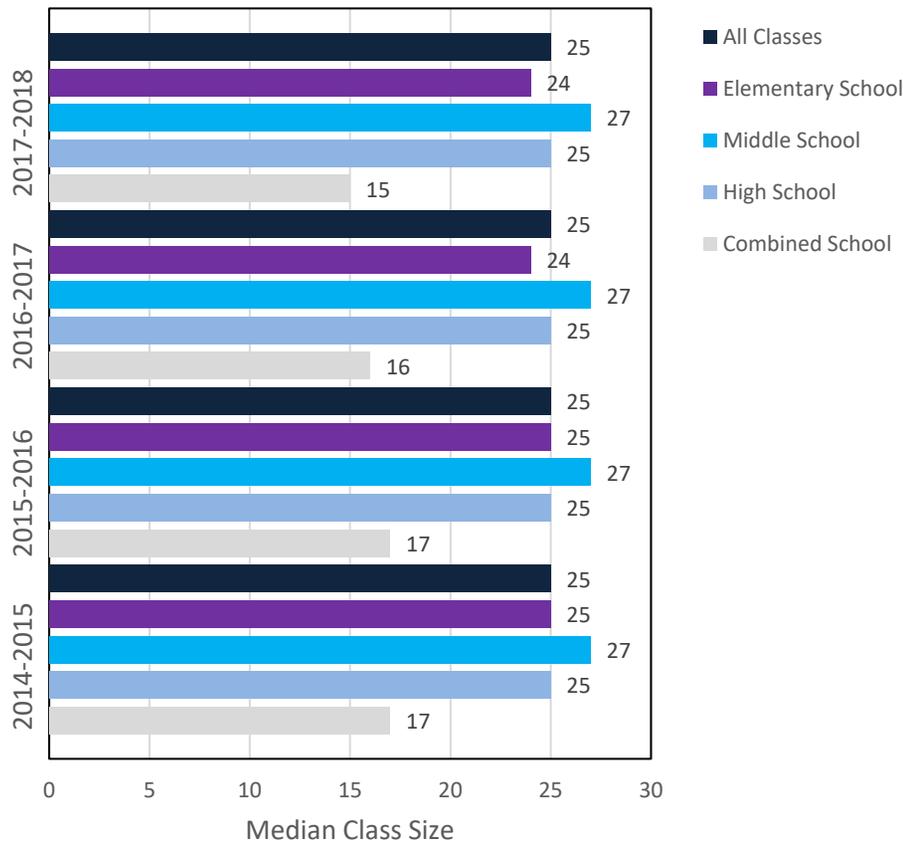
For more information about the ODE Education of Homeless Children and Youth Program:
 Contact Dona Bolt, Coordinator: dona.bolt@state.or.us or visit the [McKinney-Vento Act: Homeless Education Program](#) webpage.

Class Size

In 2014-15, the Oregon Department of Education began a new class size report, using methodology based on a more detailed data source than in prior years. Class enrollments are counted on the first school day in May for all self-contained or core classes in all grade levels K-12. [Data from 2014-15 through 2017-18 are available.](#)

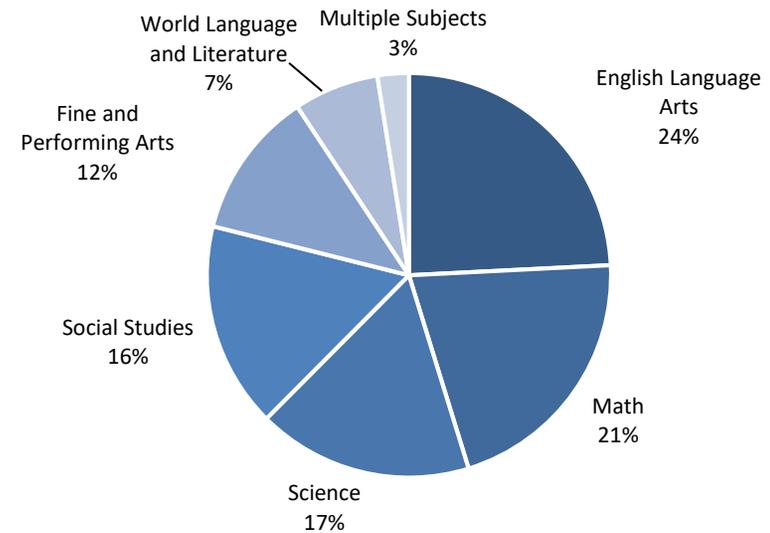
Median Class Size across school type has not changed over the last three school years. Class sizes in elementary schools increase from a median of 22 kindergarten students to a maximum median class size of 26 students by the fourth grade. Blended classes (giving instruction to more than one grade at a time) also tend to be smaller. Class sizes are highest in middle schools, but then decrease slightly in high schools.

Median Class Size by School Type over Time



Departmentalized courses (those offering instruction in specific core content subjects) comprise most of the courses reported to the department. The median class sizes vary by subject, ranging from 24 students (Math, English Language Arts, and World Languages) to 27 students (Social Studies). More classes are offered in [assessed subjects](#), and fewer in subjects that are not required for assessment or to earn a [high school diploma](#).

COURSES OFFERED ON MAY 1, 2018



Diverse Student Populations

According to the 2017-18 Fall Membership Report, there were 580,684 K-12 students enrolled in Oregon’s public schools. Of these students, 218,288 (37.59 percent) were students of color. This represents over one-half of a percentage point increase from last year’s rate of 37.03 percent.

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

School Year	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Multi-Racial	Total
2011-12	366,470	14,182	118,017	22,048	3,657	10,131	26,441	560,946
2012-13	364,792	13,969	121,372	22,215	3,741	9,577	28,048	563,714
2013-14	363,770	13,699	124,701	22,344	3,907	9,161	29,516	567,098
2014-15	363,155	13,673	127,845	22,440	3,983	8,650	31,111	570,857
2015-16	365,593	13,744	129,410	22,726	4,032	8,305	32,597	576,407
2016-17	364,581	13,654	131,089	23,067	4,172	8,184	34,200	578,947
2017-18	362,396	13,509	133,822	23,324	4,232	7,724	35,677	580,684

Note: Multi-Racial does not include students who reported Hispanic Ethnicity; those students are all reported as Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information. See [enrollment reports](#) or more information, including ethnicity breakdowns by school and district.

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2017-18, there were 54,408 English Learners* (about 9.41 percent of all K-12 students).

Most Common Languages of Origin of Students in Oregon Public Schools

(K-12 Students)

2017-18

Language of Origin	Number of Enrolled Students by Language of Origin ¹	Number of English Learner Students ²	Percent of Enrollment ³ (Total: 578,033)	Percent of English Learner Student Enrollment ³ (Total: 54,408)
English	453,442	759	78.4%	1.4%
Spanish	89,141	41,137	15.4%	75.6%
Russian	4,811	1,654	0.8%	3.0%
Vietnamese	4,420	1,151	0.8%	2.1%
Chinese	3,645	1,058	0.6%	1.9%
Arabic	1,983	1,062	0.3%	2.0%
Somali	1,320	801	0.2%	1.5%
Korean	1,074	309	0.2%	0.6%
Ukrainian	1,041	409	0.2%	0.8%
Japanese	998	354	0.2%	0.7%
Chuukese	991	608	0.2%	1.1%
Romanian	803	268	0.1%	0.5%
Tagalog	626	208	0.1%	0.4%
Marshallese	566	358	0.1%	0.7%
Hmong	550	181	0.1%	0.3%
Hindi	541	113	0.1%	0.2%
Telugu	511	91	0.1%	0.2%
German	355	46	0.1%	0.1%
Tamil	351	37	0.1%	0.1%
Persian	351	168	0.1%	0.3%
French	338	95	0.1%	0.2%
Amharic	305	130	0.1%	0.2%
Thai	305	112	0.1%	0.2%
Swahili	300	207	0.1%	0.4%
Lao	277	90	0.0%	0.2%
Karen	275	200	0.0%	0.4%
Sign languages	260	13	0.0%	0.0%
Other or N/A	8,456	2,792	1.5%	5.1%

¹ Source: Spring Membership 2018

² Source: Unduplicated ESEA Title III: English Learner Collection, 2017-18, excluding students determined not to be currently eligible for English Learner Services.”

³ Percentage columns may 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.

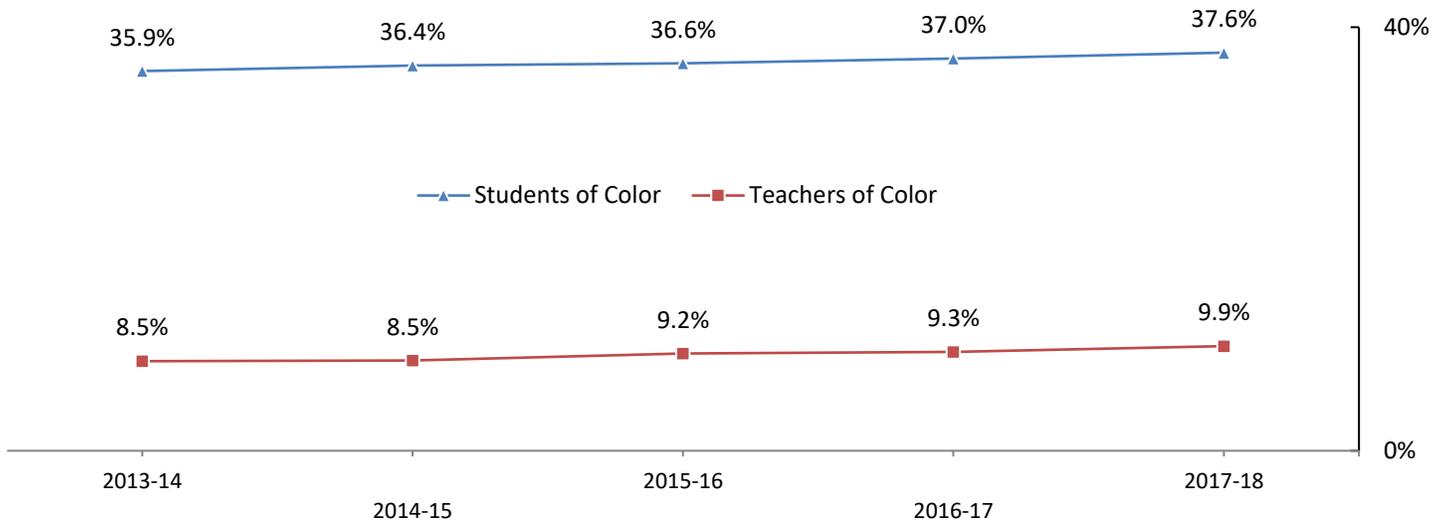
⁵ Includes students reported with an uncommon language of origin, as well as students reported with “Other” or “Not Applicable” as their language of origin.

*English Learners is the new term for students qualifying to receive instruction in English language acquisition.

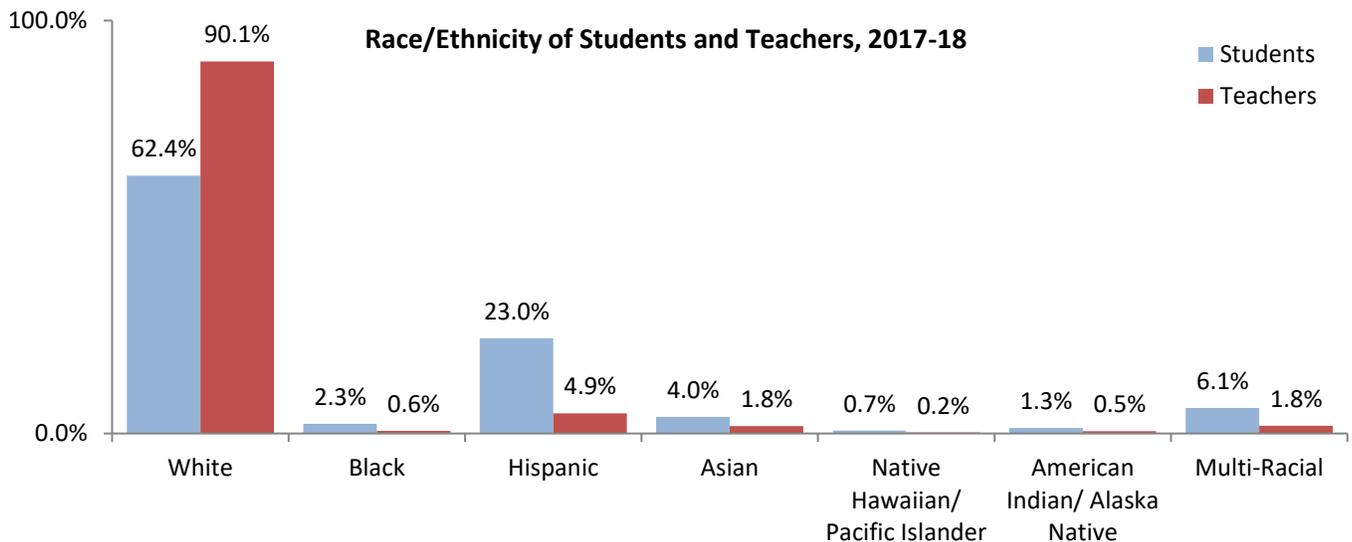
See the [Title III English Learners and Immigrant Youth](#) webpage for more details on English Learner performance.

Students and Teachers of Color

Oregon has made some progress in hiring and retaining a more racially and ethnically diverse set of teachers, but this progress has not kept pace with the increasing diversity of Oregon’s student population. Students of color make up more than one-third of Oregon’s K-12 population.



Sources: Fall Membership and Staff Position Collections



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 the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

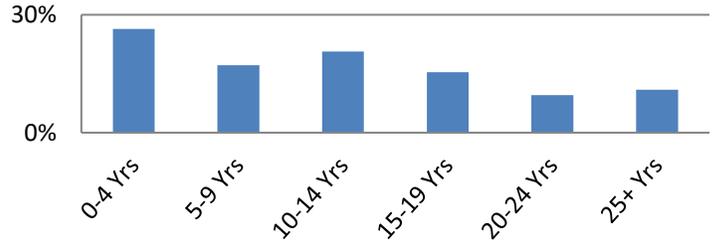
The difference between teacher and student race/ethnicity proportions were most noticeable for Hispanics: 23.0 percent of students were Hispanic, compared with only 4.9 percent of teachers. Fully 90.1 percent of teachers were White, compared with only 62.4 percent of students.

OREGON STAFF

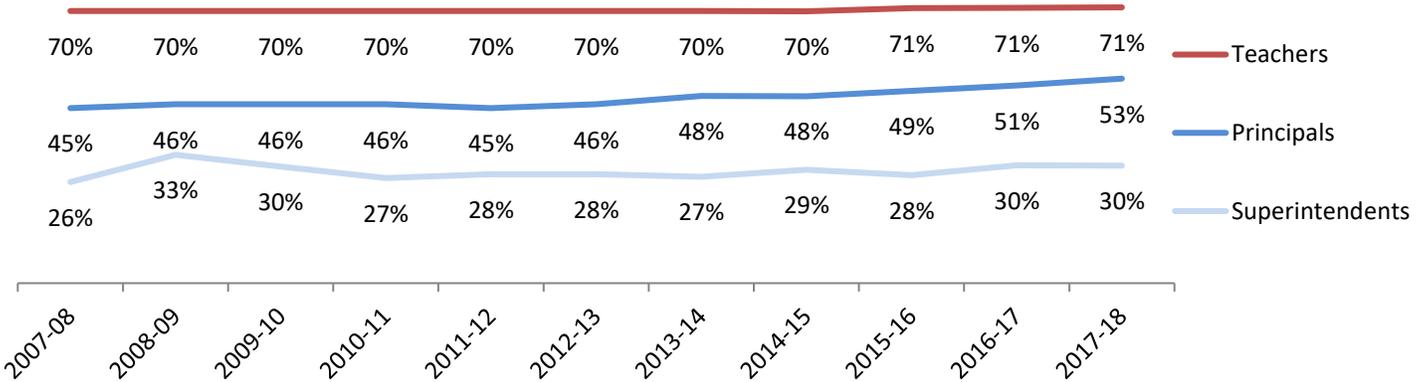
Experienced, Highly Educated Workforce

Women made substantial progress moving into superintendent positions between 2000 and 2008, but the proportion of superintendent positions held by women has declined by several percentage points since 2008. While the percentage of teachers who are women has remained fairly steady over the last decade, the percentage of principals who are women continues to climb.

Teachers Years of Experience

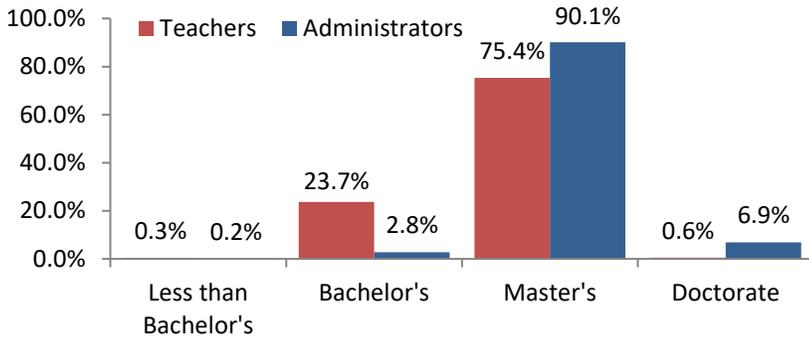


Percentage of Positions Held by Women



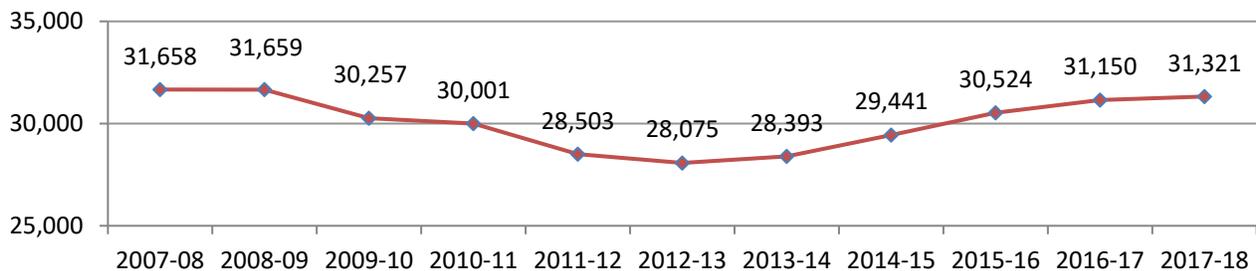
Source: Staff Position
Includes assistant principals and assistant superintendents

2017-18 Highest Degree Held



Oregon teachers are required to: hold a bachelor's degree or higher, be fully licensed, and hold the proper endorsement for the course being taught. More information about requirements can be found at the [Teacher Standards and Practices Commission website](#).

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



Source: Staff Position
Includes some pre-kindergarten teachers

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees increased by 0.63 percent, which is the smallest increase in staff for the past four years. Decreases were seen in District Administrators (-1.24 percent), Library/Media Staff (-2.80 percent), and Support Staff (-1.08 percent). Increases were seen in Educational Assistants (3.36 percent), School Administrators (1.49 percent), and Special Education Specialists (2.17 percent), with the largest increase seen with Guidance Counselors (8.06 percent).

Oregon School Employees (Full-Time Equivalent Positions)

	2016-17		2017-18	
	Number	Percent	Number	Percent
Teachers	29,793.83	43.68%	29,939.71	43.62%
Educational Assistants	11,233.91	16.47%	11,611.57	16.92%
District Administrators	489.70	0.72%	483.61	0.70%
School Administrators	1,716.61	2.52%	1,742.19	2.54%
Guidance Counselors	1,162.57	1.70%	1,256.25	1.83%
Library and Media	869.22	1.27%	844.90	1.23%
Support Staff	20,951.44	30.72%	20,724.33	30.20%
Special Education Specialists	1,985.51	2.91%	2,028.58	2.96%
Total	68,202.79	100.00%	68,631.14	100.00%

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 1 of the school year.

The proportion of total FTE positions held by teachers in Oregon's public schools decreased slightly this year, and remains under 45 percent.

[1Teachers and Pupil/Teacher Ratios](#)

Annual Instructional Hours

The minimum number of instructional hours districts must offer each school year, by grade level, are specified in [OAR 581-022-2320](#) - Required Instructional Time.

	Instructional Hours Required to be Offered Each Year (Minimum) 2017-18
Kindergarten (half day)	450
Kindergarten (full day)	900
Grades 1-8	900
Grades 9-11	990
Grade 12	966

Historical Salary Charts

Oregon Average Actual & Inflation-Adjusted Salaries 2011-12 to 2017-18 Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	2011-12	2017-18	Percent Change	2011-12	2017-18	Percent Change
Superintendent	\$117,894	\$137,591	16.7%	\$117,894	\$119,834	1.7%
Principal	\$96,364	\$108,819	12.9%	\$96,364	\$94,775	-1.7%
Assistant Principal	\$90,459	\$102,149	12.9%	\$90,459	\$88,966	-1.7%
Teacher	\$56,941	\$63,086	10.8%	\$56,941	\$54,944	-3.5%

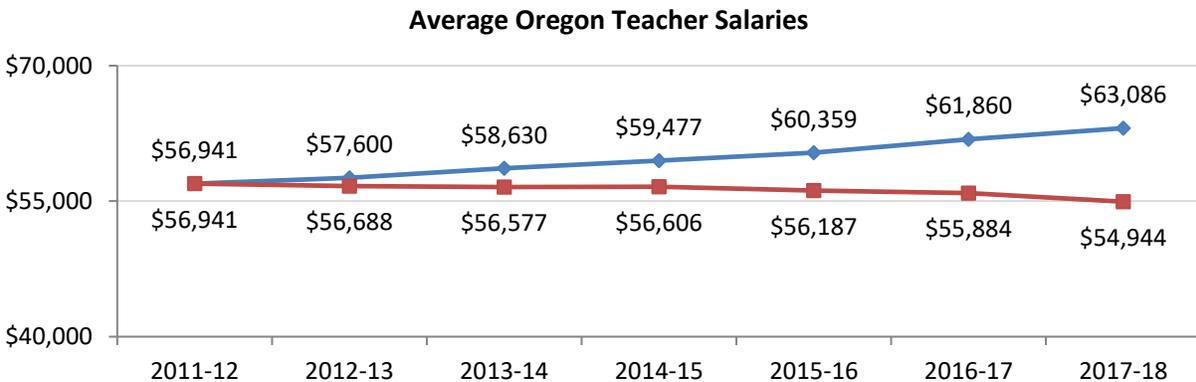
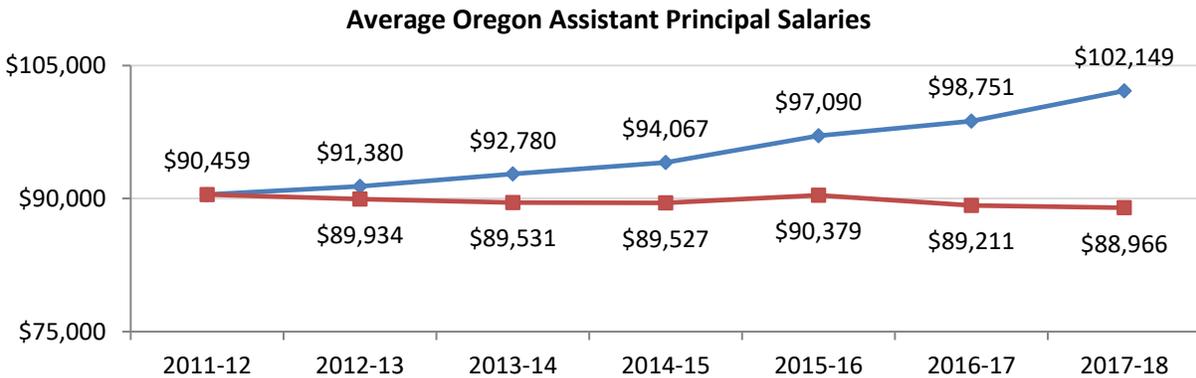
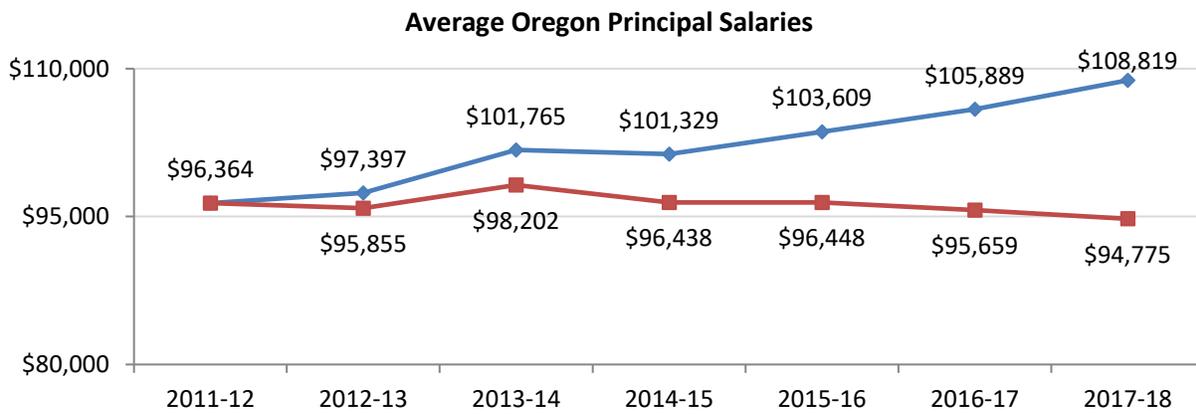
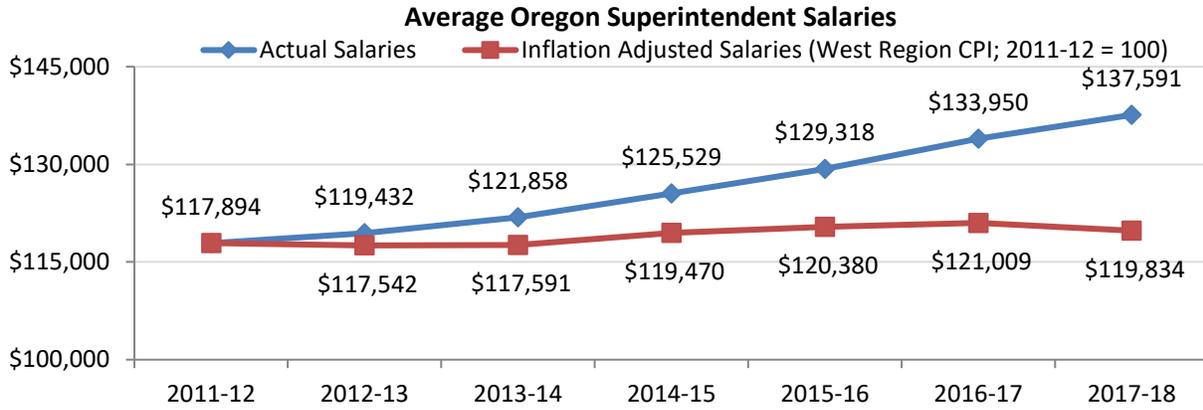
Source: ODE Staff Position Data Collection

Note: The Office of Economic Analysis moved to the West Region CPI starting with the 1st Quarter 2018 Economic Forecast. Inflation-adjusted salaries for the 2017-18 Statewide Report Card were calculated using the West Region CPI. Prior year Oregon Statewide Report Cards used the Portland-Salem Urban Area CPI.

Adjusted for inflation, the average superintendent makes more than they did six years ago. The average principal, assistant principal and teacher make less than they did six years ago.



Average Salaries for Teachers and Administrators in Oregon: 2011-12 to 2017-18



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, such as district office administration and support services.

Operating Expenditures per Student

Where Dollars Were Spent	2014-15	%	2015-16	%	2016-17	%
Direct Classroom	\$6,063	56%	\$6,322	56%	\$6,607	56%
Classroom Support	\$2,196	20%	\$2,294	20%	\$2,401	20%
Building Support	\$2,077	19%	\$2,123	19%	\$2,191	19%
Central Support	\$491	5%	\$502	4%	\$516	4%
TOTAL*	\$10,827	100%	\$11,241	100%	\$11,715	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

Since the passage of Measure 5 in 1990, school resources per student have not kept pace with education cost increases.

- Staff salaries increased at about the rate of inflation during the 1990s, 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 Learner students have been far more rapid than the growth rate for all students, and these students are more expensive to educate than students without special needs.
- The average age of Oregon’s school buildings is more than 40 years. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.



The 2018 Final Report from Oregon’s Quality Education Commission (QEC) states, “The State School Fund requirement to fund K-12 schools at a level recommended by the QEC is estimated at \$10.734 billion in the 2019-21 biennium, \$1.963 billion more than the funding required to maintain the Current Service Level—that is, to simply keep up with inflation and enrollment growth. This funding gap rose from the prior biennium (2017-19), when it was \$1.771 billion.” See the [Quality Education Commission](#) page for more information.

¹Final Reports from the Quality Education Commission are issued every two years.

Student Enrollment

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

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 through 2014-15. Starting in 2015-16, they are counted as full-time students when students attend a full day.

Average Daily Membership – Weighted (ADMw): This count is the basis for funding in Oregon. Resident average daily membership is 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.

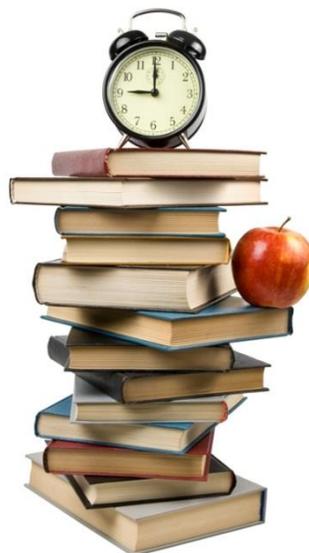
October 1 Student Membership (Enrollment): Used for federal reporting purposes, this is the headcount of students enrolled on October 1 of every year.

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	2012-13	2013-14	2014-15	2015-16 (Revised)	2016-17 (Revised)	2017-18 (Preliminary)
Average Daily Membership – ADMr	533,923	538,389	542,903	568,642	571,775	572,767
Weighted Average Daily Membership – ADMw	659,950	663,123	671,863	701,613	707,233	706,117
Fall Membership (Enrollment on October 1)**	563,714	567,100	570,857	576,407	578,947	580,690
Average Daily Attendance (ADA)*	499,720	505,177	507,656	531,055	532,613	532,664

* 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 through 2014-15, then as 1.0.

**Fall Membership reported here includes some PK students.



History of School Funding Responsibility in Oregon

Historically, the largest source of revenue for public schools in Oregon has been local property taxes. Measure 5, which passed in 1990, 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 are increasingly 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, not adjusted for inflation)

	2007-09**	2009-11***	2011-13	2013-15	2015-17	2017-19
Local	\$2.90 *	\$2.87	\$2.96	\$3.38*	\$3.67*	\$3.91
State	\$5.70	\$5.56	\$5.71	\$6.65	\$7.38	\$8.20
Total	\$8.50	\$8.43	\$8.67	\$10.03	\$11.05	\$12.11

Source: State School Fund Distribution Formula.

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.

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, not adjusted for inflation)

	Local		Intermediate ¹		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
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%
2012-13	\$2,009.7	35.3%	\$88.9	1.6%	\$3,030.4	53.2%	\$565.3	9.9%	\$5,694.2	100%
2013-14	\$2,073.8	34.0%	\$100.2	1.6%	\$3,381.9	55.5%	\$538.9	8.8%	\$6,094.8	100%
2014-15	\$2,187.2	33.5%	\$126.9	1.9%	\$3,662.9	56.0%	\$561.2	8.6%	\$6,538.1	100%
2015-16	\$2,273.7 *	33.4%	\$127.8*	1.9%	\$3,846.7*	56.5%	\$559.7	8.2%	\$6,807.9	100%
2016-17	\$2,399.9	34.0%	\$135.7	1.9%	\$3,985.6	56.4%	\$545.8	7.7%	\$7,067.0	100%

Source: Actuals from audited financial reports of School Districts and Education Service Districts Columns may not sum to total due to rounding

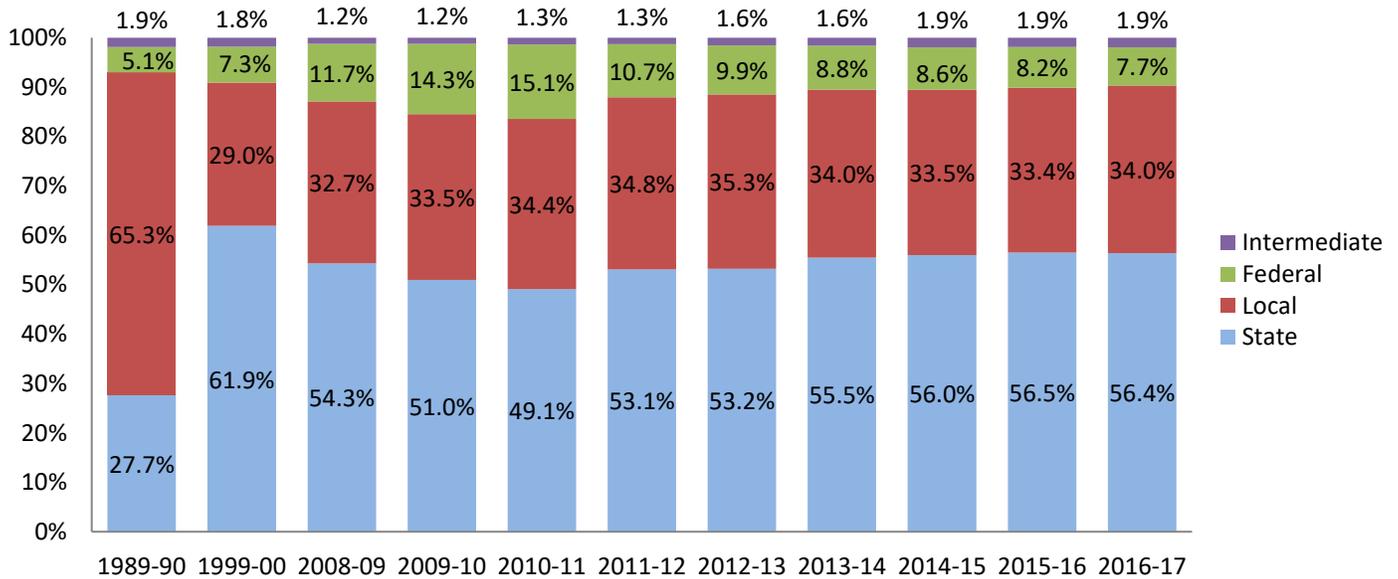
¹Intermediate refers to revenue from other levels of government, such as county or city.

*Revised

For more information on Oregon school funding, visit the [Quality Education Commission page](#).

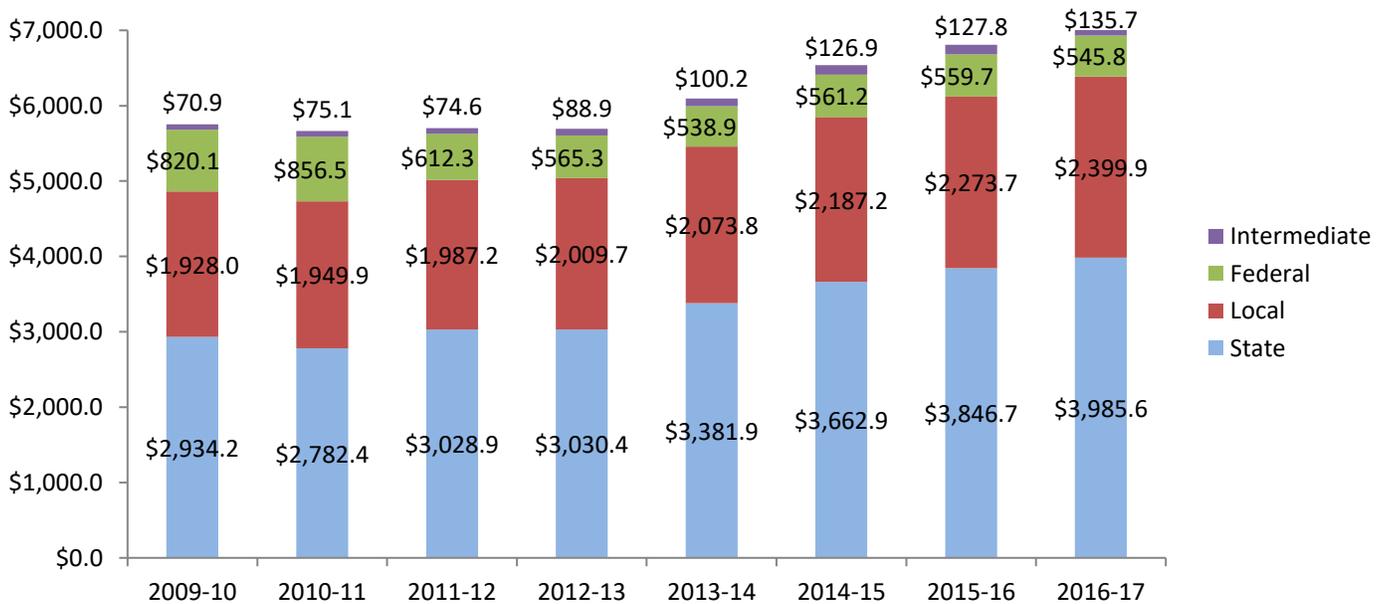
Operating Revenues by Source (Historical)

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



In the decade following the passage of Ballot Measure 5 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. The limits on assessed value growth for local property taxes imposed by Measure 50 in 1997 means that the state's share of revenue will continue to grow over time. Note that Intermediate refers to revenues from other levels of government, such as county or city.

Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds (Dollars in Millions, not adjusted for inflation)



ELEMENTARY AND SECONDARY EDUCATION ACT

Federal 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 receive a well-rounded education and meet high academic standards. The Oregon Department of Education continues its commitment to develop processes that ensure that federal ESEA funds contribute to these opportunities.

Oregon students are served through the following programs provided through the Elementary and Secondary Education Act:

- Title I-A** Improving the Academic Achievement of the Disadvantaged
- Title I-C** Education of Migrant Children
- Title I-D** Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II-A** Supporting Effective Instruction
- Title III** Language Instruction for English Learners and Immigrant Students
- Title IV-A** Student Support and Academic Enrichment Grants
- Title IV-B** 21st Century Community Learning Centers
- Title V-B** Rural Education Initiative
- Title VI** Indian, Native Hawaiian, and Alaska Native Education
- Title IX-A** Homeless Children and Youths

In addition to the management of federal funds, the Office of Teaching, Learning and Assessment provides ongoing guidance, technical assistance, promising practices and monitoring to ensure school districts have systems in place in order for all students to receive these opportunities for academic success.

On December 10, 2015, President Barack Obama signed the *Every Student Succeeds Act* (ESSA) which reauthorized ESEA and signaled the end to ESEA flexibility waivers. ESSA replaces the *No Child Left Behind Act* (NCLB) of 2001, and its aim is to supplement public school funding to support the learning needs of students living in poverty, English Learners, and other students who have been educationally disadvantaged. ESSA allows states to design their own plans for improving schools so that every student receives the best education. It encourages states and schools to innovate, while at the same time maintains a focus on equity and accountability. In place of the NCLB one-size-fits-all approach, states have the ability to set their own goals for improving student achievement and graduation rates. States also have more flexibility in how they identify and support struggling schools and districts. See the [ESSA](#) page for more information. Oregon's ESSA [State Plan](#) was approved by the U.S. Department of Education on August 30, 2017.

The Every Student Succeeds Act (ESSA) – Unsafe School Choice Option

The Every Student Succeeds Act (ESSA) requires state education agencies to establish a school choice policy for students attending a persistently dangerous school as defined by the state. This is known as the Unsafe School Choice Option. A school can be deemed unsafe as a whole or for an individual student who is a victim of a violent criminal offense. Should either of these occur, parents may exercise their right to move their student to a different school within the local education agency.

In Oregon, a public elementary or secondary school is considered “persistently dangerous” if the school exceeds a certain threshold of expulsions for three consecutive years (see expulsion types below). The table to the right describes this threshold which varies depending on school size.

Criteria for Watch Status	Number of Expulsions for Weapons and/or Arrests for Violent Criminal Behavior
Schools with FEWER than 300 Students	nine or more within a school year
Schools with 300 or MORE Students	three for every 100 students per school year

Source: Oregon Department of Education

Expulsions fall within the following two categories:

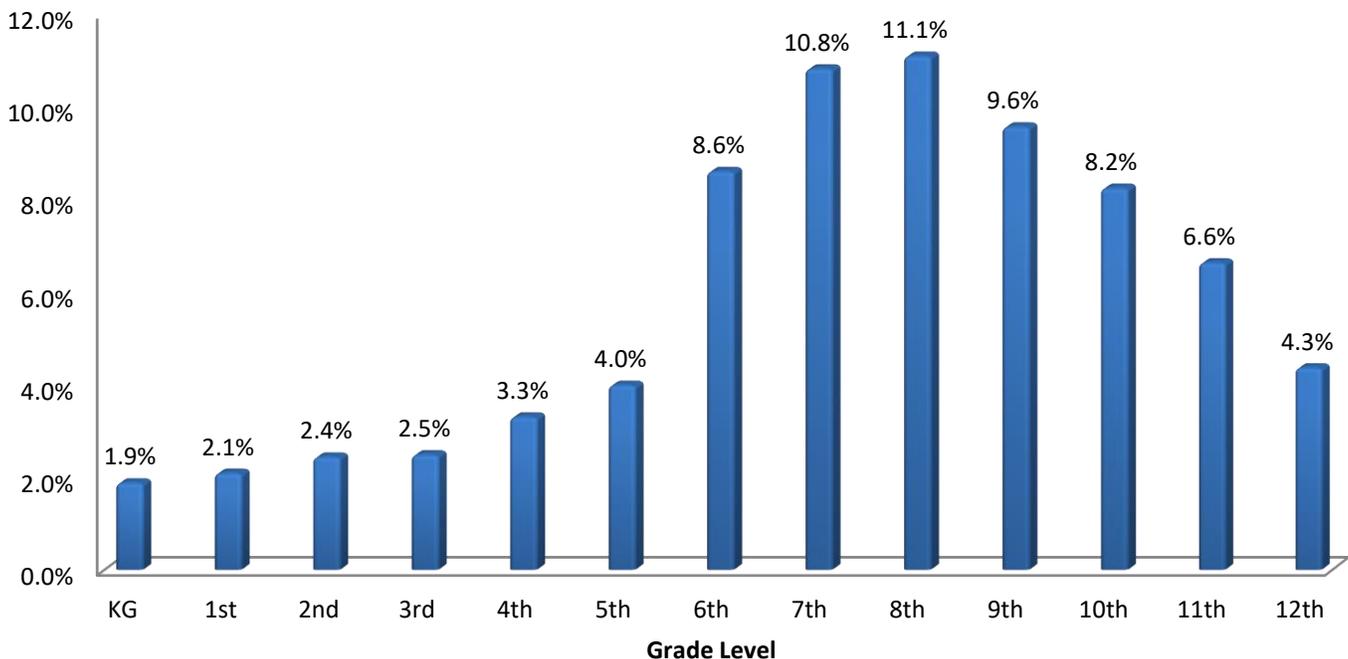
1. Expulsions for firearms or dangerous weapons
2. Expulsions for students arrested for violent criminal offenses on school grounds, on school-sponsored transportation, and/or during school-sponsored activities.

Between 2009-10 and 2017-18, 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.

For more information about discipline incidents see the [health, safety, and wellness page](#).

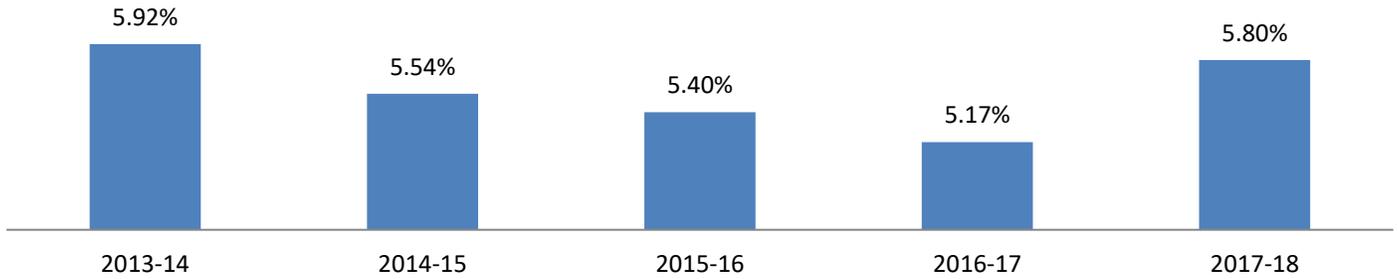
Discipline Incidents by Grade Level

Percent of Students with One or More Suspensions or Expulsions in the 2017-2018 School Year by Enrolled Grade on May 1, 2018



Source: Spring Membership 2017-18, Discipline Incidents 2017-18

Percent of Students Enrolled on May 1 with One or More Discipline Incidents



Discipline Incidents by Student Group – Suspensions and Expulsions

Student Group	Percent of Students enrolled on May 1, 2018 with One or More Discipline Incidents in the 2017-18 School Year
Total	5.8%
Gender	
Male	8.3%
Female	3.1%
Ethnicity	
Asian	1.6%
Black/African American	11.1%
Hispanic/Latino	6.5%
American Indian/Alaska Native	10.4%
Multi-Racial	6.3%
Native Hawaiian/Pacific Islander	6.8%
White	5.5%
Other Student Groups	
Economically Disadvantaged	7.9%
Not Economically Disadvantaged	3.3%
TAG	2.3%
Not TAG	6.1%
English Learners ¹	5.4%
Not English Learners	5.8%
Special Education	11.1%
Not Special Education	4.9%

Source: Spring Membership, Discipline Incidents, Title III: English Learner.

Includes only discipline incidents resulting in suspension (in school or out of school) or expulsion.

For more data regarding discipline incidents, please see the [School Discipline, Bullying, and Restraint and Seclusion](#) page.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

¹English 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.

SCHOOL AND DISTRICT ACCOUNTABILITY

The Oregon Legislature created the school and district performance reports and the statewide report card in 1999. Under Oregon Revised Statutes (ORS) 329.105 and 329.115, these reports contain data from the most recent school year (if available) and help fulfill reporting requirements of state and federal laws. The aim of these reports was to provide clear, meaningful and relevant information to parents, educators and communities concerning public school and district performance, improvement and accountability. These reports have undergone multiple revisions since first being released in 2000.

The passage of the federal Every Student Succeeds Act (ESSA) in December 2015 provided Oregon with an opportunity to further improve the school and district reports so that they could better meet the two objectives outlined in ORS 329.105: to inform parents and to improve schools. The ESSA law provided states with greater flexibility in reporting and evaluating school performance, but it does require that states identify two groups of schools for support through federal Title I funds. Schools identified for comprehensive support must include the lowest performing 5 percent of Title I schools, and any school with graduation rates below 67 percent, while schools identified for targeted support include schools with low performing student groups, regardless of Title I status.

Prior to the passage of the ESSA an overall school rating was used to identify schools for extra supports. ODE worked with stakeholder and advisory groups to create an Oregon Plan that met the needs and values of Oregon and met the requirements of the ESSA. These groups recommended that Oregon use a system based on multiple measures of school success, and without an overall rating. The measures (indicators) used are:

- Regular attenders
- Achievement in English Language Arts
- Achievement in mathematics
- Growth in English Language Arts (grades 3 through 8)
- Growth in mathematics (grade 3 through 8)
- Progress of English learners
- 9th grade on-track
- Four-year graduation rates
- Five-year completion rates

Each of these indicators is rated on a scale of one to five, with five being the highest. Level 1 indicates that a school or student group is in the lowest 10 percent of schools in the state, while a Level 5 indicates that the school or student group has met the state long-term goal for the indicator. Schools with sufficient data to be rated on at least five indicators are identified for comprehensive supports if the overall graduation rate is below 67 percent, or if the school is Title I and at least 50 percent of the indicators are Level 1. Schools not identified for comprehensive supports are identified for targeted support if they have a student group that is rated on at least five indicators and at least 50 percent of the rated indicators are Level 1.¹

Number of Schools Identified for Support, by year²

Level of Support	Title I Status	2017-18
Comprehensive	Title I	47
Comprehensive	Not Title I	43
Targeted	Title I	62
Targeted	Not Title I	42
Not Identified	Title I	468
Not Identified	Not Title I	583

¹ More details on the process of school identification can be found on the [Report Card Policy](#) web page.

² Data on specific school can be found on the [School and District Profiles](#) web page.

MEASURES OF INTERIM PROGRESS

Measures of Interim Progress (MIP) are annual targets for school accountability indicators as required by the Every Student Succeeds Act (ESSA). The MIP for English Language Arts (ELA) and mathematics achievement, English language progress (ELP), and graduation are ESSA requirements. Oregon has also established MIPs for the five-year completers, regular attenders, 9th grade on track, and academic growth indicators that comprise Oregon's new school accountability system. Assessment participation does not have a MIP, however, it does have an annual goal of 94.5 percent for all student groups.

ODE does not expect revisions to the baseline values, MIP, or long-term goals for achievement and graduation; however, ODE intends to review the number of years to attain the long-term goal and may revise if appropriate. The 2017-18 MIP for the 'All Students' student group is the target for all student groups on the 2017-18 Report Card Rating Details report. In 2017-18, the indicator targets were diversified by student group. For MIP details by indicator and student group, please see pages 21-32.

Indicators

English Language Arts Academic Achievement

The percentage of students who meet the standard on the state English Language Arts assessment.

Mathematics Academic Achievement

The percentage of students who meet the standard on the state Mathematics assessment.

English Language Arts Academic Growth

The median growth percentile of students on the English Language Arts assessment.

Mathematics Academic Growth

The median growth percentile of students on the Mathematics assessment.

Regular Attenders

The percentage of students who attended more than 90 percent of their enrolled days.

9th Grade On-Track

The percentage of students who earned at least one fourth of graduation credits during their 9th grade year.

Four-Year Graduation

The percentage of students who earned a regular or modified diploma within four years of entering 9th grade.

Five-Year Completers

The percentage of students who earned a regular or modified diploma, or earn a GED, extended diploma or adult high school diploma within five years of entering 9th grade.

English Language Proficiency

The percentage of students who are meeting progress expectations on the state English Language Proficiency Assessment.

For more information, see the [Report Card Policy](#) page.

English Language Arts Academic Achievement Details for Elementary (Grades 3-5)

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	52.4%	49.6%	51.4%	51.1%
Economically Disadvantaged	40.7%	37.5%	39.1%	39.1%
English Learners ²	25.0%	21.8%	26.4%	24.5%
Students with Disabilities	25.0%	23.4%	24.9%	24.5%
American Indian/Alaska Native	35.5%	30.4%	34.8%	33.6%
Black/African American	31.5%	29.0%	29.4%	30.0%
Hispanic/Latino	34.1%	30.9%	32.5%	32.4%
Native Hawaiian/Pacific Islander	40.4%	33.8%	33.9%	36.0%
Underserved Race/Ethnicity ³	34.1%	30.8%	32.4%	32.4%
Asian	69.9%	68.5%	69.5%	69.3%
White	59.2%	56.6%	58.6%	58.2%
Multi-racial ⁴	57.1%	54.7%	56.2%	56.0%

Mathematics Academic Achievement Details for Elementary (Grades 3-5)

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	44.9%	43.6%	43.7%	44.1%
Economically Disadvantaged	32.9%	31.6%	31.5%	32.0%
English Learners ²	20.4%	19.8%	23.1%	21.2%
Students with Disabilities	22.1%	21.1%	21.0%	21.4%
American Indian/Alaska Native	28.7%	26.6%	29.4%	28.2%
Black/African American	21.6%	20.2%	20.1%	20.7%
Hispanic/Latino	26.5%	25.8%	26.1%	26.1%
Native Hawaiian/Pacific Islander	29.4%	26.6%	24.9%	26.9%
Underserved Race/Ethnicity ³	26.3%	25.4%	25.7%	25.8%
Asian	68.0%	66.7%	67.7%	67.5%
White	51.7%	50.2%	50.3%	50.7%
Multi-racial ⁴	48.3%	47.5%	46.3%	47.3%

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Academic Achievement Details for Middle (Grades 6-8)

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	56.7%	55.2%	55.9%	55.9%
Economically Disadvantaged	44.1%	42.3%	43.1%	43.2%
English Learners ²	20.0%	17.8%	30.3%	23.7%
Students with Disabilities	20.1%	18.6%	19.4%	19.4%
American Indian/Alaska Native	38.9%	35.6%	38.9%	37.8%
Black/African American	34.4%	33.4%	33.6%	33.8%
Hispanic/Latino	39.7%	38.7%	39.6%	39.3%
Native Hawaiian/Pacific Islander	43.3%	38.8%	39.2%	40.4%
Underserved Race/Ethnicity ³	39.3%	38.1%	39.1%	38.8%
Asian	75.5%	75.2%	74.3%	75.0%
White	62.6%	60.9%	62.0%	61.8%
Multi-racial ⁴	61.0%	59.3%	59.7%	60.0%

Mathematics Academic Achievement Details for Middle (Grades 6-8)

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	42.8%	41.9%	41.0%	41.9%
Economically Disadvantaged	29.5%	28.4%	27.6%	28.5%
English Learners ²	12.2%	11.2%	18.6%	14.6%
Students with Disabilities	14.6%	13.8%	12.4%	13.6%
American Indian/Alaska Native	25.1%	26.1%	24.0%	25.1%
Black/African American	20.6%	19.2%	17.9%	19.3%
Hispanic/Latino	25.0%	24.8%	24.0%	24.6%
Native Hawaiian/Pacific Islander	29.0%	27.2%	27.1%	27.7%
Underserved Race/Ethnicity ³	24.8%	24.5%	23.6%	24.3%
Asian	70.0%	68.9%	68.5%	69.1%
White	48.5%	47.5%	46.8%	47.6%
Multi-racial ⁴	46.4%	45.1%	44.6%	45.3%

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Academic Achievement Details for High (Grade 11)

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	70.0%	71.1%	71.7%	70.9%
Economically Disadvantaged	59.5%	60.6%	61.6%	60.5%
English Learners ¹	17.6%	14.3%	24.2%	19.8%
Students with Disabilities	29.5%	30.1%	30.9%	30.2%
American Indian/Alaska Native	54.8%	54.8%	60.8%	56.6%
Black/African American	43.8%	45.4%	47.7%	45.5%
Hispanic/Latino	57.6%	59.0%	59.4%	58.7%
Native Hawaiian/Pacific Islander	53.7%	53.7%	55.9%	54.4%
Underserved Race/Ethnicity ²	56.0%	57.5%	58.4%	57.3%
Asian	76.1%	79.0%	77.5%	77.5%
White	74.8%	76.0%	77.0%	75.9%
Multi-racial ³	74.8%	73.7%	73.3%	73.9%

Mathematics Academic Achievement Details for High (Grade 11)

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	34.2%	35.3%	34.4%	34.6%
Economically Disadvantaged	23.1%	23.4%	23.1%	23.2%
English Learners ²	10.5%	9.2%	8.0%	9.0%
Students with Disabilities	10.4%	10.7%	8.6%	9.9%
American Indian/Alaska Native	17.2%	18.6%	19.3%	18.4%
Black/African American	13.1%	13.5%	15.5%	14.0%
Hispanic/Latino	19.9%	20.8%	20.6%	20.4%
Native Hawaiian/Pacific Islander	19.2%	20.7%	20.2%	20.1%
Underserved Race/Ethnicity ³	19.1%	20.0%	20.2%	19.8%
Asian	56.3%	56.1%	57.5%	56.6%
White	38.6%	40.2%	39.0%	39.2%
Multi-racial ⁴	39.5%	37.7%	36.0%	37.7%

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Academic Growth Details for Elementary (Grades 3-5)

Long Term Goal¹: 60%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	50.0	50.0	50.0	50.0
Economically Disadvantaged	47.0	47.0	47.0	47.0
English Learners ²	46.0	49.0	48.0	48.0
Students with Disabilities	40.0	41.0	43.0	42.0
American Indian/Alaska Native	45.0	41.5	45.0	44.0
Black/African American	45.0	43.5	43.0	44.0
Hispanic/Latino	47.0	48.0	47.0	47.0
Native Hawaiian/Pacific Islander	47.0	47.0	46.0	47.0
Underserved Race/Ethnicity ³	47.0	47.0	47.0	47.0
Asian	58.0	60.0	59.0	59.0
White	51.0	51.0	51.0	51.0
Multi-racial ⁴	50.0	50.0	50.0	50.0

Mathematics Academic Growth Details for Elementary (Grades 3-5)

Long Term Goal¹: 60%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	50.0	50.0	50.0	50.0
Economically Disadvantaged	47.0	47.0	47.0	47.0
English Learners ²	44.0	48.0	47.0	46.5
Students with Disabilities	42.0	43.0	44.0	43.0
American Indian/Alaska Native	42.0	46.0	46.0	45.0
Black/African American	42.0	39.0	41.0	41.0
Hispanic/Latino	46.0	47.0	47.0	47.0
Native Hawaiian/Pacific Islander	47.0	47.0	46.0	47.0
Underserved Race/Ethnicity ³	45.0	46.0	46.0	46.0
Asian	57.0	58.0	59.0	58.0
White	52.0	51.0	51.0	52.0
Multi-racial ⁴	50.0	50.0	50.0	50.0

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Academic Growth Details for Middle (Grades 6-8)

Long Term Goal¹: 60%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	50.0	50.0	50.0	50.0
Economically Disadvantaged	47.0	48.0	49.0	48.0
English Learners ²	44.0	49.0	51.0	48.0
Students with Disabilities	40.0	44.0	46.0	43.0
American Indian/Alaska Native	48.0	46.5	50.0	48.0
Black/African American	44.0	44.0	44.0	44.0
Hispanic/Latino	47.0	48.0	49.0	48.0
Native Hawaiian/Pacific Islander	47.0	44.0	49.0	47.0
Underserved Race/Ethnicity ³	47.0	48.0	49.0	48.0
Asian	59.0	59.0	58.0	59.0
White	51.0	50.0	50.0	51.0
Multi-racial ⁴	51.0	50.0	49.0	50.0

Mathematics Academic Growth Details for Middle (Grades 6-8)

Long Term Goal¹: 60%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	50.0	50.0	50.0	50.0
Economically Disadvantaged	47.0	48.0	49.0	48.0
English Learners ²	44.0	49.0	51.0	48.0
Students with Disabilities	40.0	44.0	46.0	43.0
American Indian/Alaska Native	48.0	46.5	50.0	48.0
Black/African American	44.0	44.0	44.0	44.0
Hispanic/Latino	47.0	48.0	49.0	48.0
Native Hawaiian/Pacific Islander	47.0	44.0	49.0	47.0
Underserved Race/Ethnicity ³	47.0	48.0	49.0	48.0
Asian	59.0	59.0	58.0	59.0
White	51.0	50.0	50.0	51.0
Multi-racial ⁴	51.0	50.0	49.0	50.0

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

Regular Attenders Details for Elementary (Grades K-5)

Long Term Goal¹: 93%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	85.8%	84.5%	84.3%	84.8%
Economically Disadvantaged	82.1%	80.4%	80.3%	80.9%
English Learners ²	86.1%	83.2%	82.8%	84.1%
Students with Disabilities	79.6%	78.1%	78.2%	78.6%
American Indian/Alaska Native	75.5%	74.2%	76.5%	75.4%
Black/African American	83.9%	81.8%	81.0%	82.2%
Hispanic/Latino	84.8%	82.0%	82.0%	82.9%
Native Hawaiian/Pacific Islander	76.6%	71.1%	71.6%	73.1%
Underserved Race/Ethnicity ³	84.1%	81.3%	81.4%	82.3%
Asian	94.3%	94.2%	93.6%	94.0%
White	86.2%	85.4%	85.1%	85.6%
Multi-racial ⁴	84.4%	83.6%	82.9%	83.6%

Regular Attenders Details for Middle (Grades 6-8)

Long Term Goal¹: 93%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	83.5%	82.0%	81.3%	82.2%
Economically Disadvantaged	78.9%	76.8%	76.4%	77.4%
English Learners ²	82.7%	79.2%	78.0%	79.8%
Students with Disabilities	77.0%	74.5%	73.5%	75.0%
American Indian/Alaska Native	73.3%	71.3%	72.0%	72.2%
Black/African American	83.2%	79.9%	78.0%	80.4%
Hispanic/Latino	83.3%	80.5%	79.6%	81.1%
Native Hawaiian/Pacific Islander	81.2%	75.2%	75.9%	77.3%
Underserved Race/Ethnicity ³	82.7%	79.9%	79.0%	80.5%
Asian	95.8%	94.9%	94.9%	95.2%
White	83.2%	82.1%	81.5%	82.3%
Multi-racial ⁴	81.5%	81.1%	80.4%	81.0%

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

Regular Attenders Details for High (Grades 9-10)

Long Term Goal¹: 93%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	77.6%	77.6%	76.3%	77.2%
Economically Disadvantaged	70.2%	70.0%	68.5%	69.6%
English Learners ²	69.5%	68.9%	67.8%	68.7%
Students with Disabilities	67.6%	68.0%	66.2%	67.2%
American Indian/Alaska Native	65.5%	65.3%	65.0%	65.3%
Black/African American	72.8%	73.0%	70.4%	72.1%
Hispanic/Latino	73.9%	73.1%	71.1%	72.7%
Native Hawaiian/Pacific Islander	69.5%	68.8%	65.1%	67.7%
Underserved Race/Ethnicity ³	73.2%	72.6%	70.6%	72.1%
Asian	93.2%	93.1%	92.6%	93.0%
White	78.4%	78.7%	77.7%	78.3%
Multi-racial ⁴	76.6%	77.4%	75.2%	76.4%

9th Grade On-Track Details

Long Term Goal¹: 95%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	83.5%	83.5%	84.5%	83.8%
Economically Disadvantaged	76.2%	75.8%	77.1%	76.4%
English Learners ²	67.6%	65.7%	69.6%	67.8%
Students with Disabilities	68.8%	69.7%	71.5%	70.0%
American Indian/Alaska Native	73.5%	70.8%	76.0%	73.4%
Black/African American	78.7%	75.7%	79.0%	77.8%
Hispanic/Latino	77.8%	77.3%	78.9%	78.0%
Native Hawaiian/Pacific Islander	79.9%	76.1%	77.7%	77.9%
Underserved Race/Ethnicity ³	77.7%	76.8%	78.8%	77.8%
Asian	95.1%	95.5%	96.0%	95.5%
White	85.2%	85.5%	86.3%	85.6%
Multi-racial ⁴	83.0%	83.8%	83.6%	83.5%

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

Four-Year Cohort Graduation Details

Long Term Goal¹: 90%

Student Group	Cohort Year 2011-12	Cohort Year 2012-13	Cohort Year 2013-14	3-year Average
All Students	73.8%	74.8%	76.7%	75.1%
Economically Disadvantaged	66.4%	68.1%	70.1%	68.2%
English Learners ²	51.2%	52.9%	54.9%	52.9%
Students with Disabilities	52.7%	55.5%	58.8%	55.7%
American Indian/Alaska Native	55.0%	56.4%	59.1%	56.8%
Black/African American	62.6%	66.1%	67.6%	65.5%
Hispanic/Latino	67.4%	69.4%	72.5%	69.8%
Native Hawaiian/Pacific Islander	63.2%	70.1%	69.4%	67.6%
Underserved Race/Ethnicity ³	65.9%	68.3%	71.1%	68.5%
Asian	87.5%	88.0%	88.9%	88.1%
White	76.0%	76.6%	78.0%	76.9%
Multi-racial ⁴	72.7%	74.4%	77.4%	74.9%

Five-Year Completers Details

Long Term Goal¹: 97%

Student Group	Cohort Year 2010-11	Cohort Year 2011-12	Cohort Year 2012-13	3-year Average
All Students	76.5%	77.8%	78.9%	77.7%
Economically Disadvantaged	70.0%	72.0%	73.4%	71.8%
English Learners ²	61.2%	61.2%	63.8%	62.0%
Students with Disabilities	58.4%	59.9%	62.8%	60.4%
American Indian/Alaska Native	59.2%	59.8%	61.1%	60.0%
Black/African American	67.2%	69.9%	74.3%	70.4%
Hispanic/Latino	71.4%	73.6%	75.6%	73.6%
Native Hawaiian/Pacific Islander	72.4%	69.2%	73.1%	71.6%
Underserved Race/Ethnicity ³	70.0%	72.1%	74.5%	72.3%
Asian	90.0%	90.9%	91.6%	90.8%
White	78.1%	79.3%	79.9%	79.1%
Multi-racial ⁴	74.1%	76.1%	78.3%	76.2%

Notes:

¹ The State long-term goal in 2024-25

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information..

**On Track to English Language Proficiency (ELP) Details
for Elementary (Grades K-5)**

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	2-year Average
All Students	N/A	55.9%	54.5%	55.2%

**On Track to English Language Proficiency (ELP) Details
for Middle (Grades 6-8)**

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	2-year Average
All Students	N/A	36.7%	33.0%	34.8%

**On Track to English Language Proficiency (ELP) Details
for High (Grades 9-12)**

Long Term Goal¹: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	2-year Average
All Students	N/A	32.7%	31.0%	31.8%

Notes:

¹ The State long-term goal in 2024-25

English Language Arts Participation Details for Elementary (Grades 3-5)

Annual Goal¹: 94.5%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	96.6%	95.8%	95.7%	96.0%
Economically Disadvantaged	97.4%	96.3%	96.2%	96.6%
English Learners ²	98.9%	98.5%	98.0%	98.5%
Students with Disabilities	92.0%	90.1%	88.9%	90.3%
American Indian/Alaska Native	96.7%	95.1%	95.3%	95.7%
Black/African American	96.1%	94.6%	93.4%	94.7%
Hispanic/Latino	98.2%	97.6%	97.2%	97.7%
Native Hawaiian/Pacific Islander	98.9%	98.0%	98.1%	98.3%
Underserved Race/Ethnicity ³	98.0%	97.3%	96.8%	97.4%
Asian	97.8%	98.0%	98.2%	98.0%
White	95.8%	95.1%	95.1%	95.3%
Multi-racial ⁴	96.4%	95.5%	95.4%	95.8%

Mathematics Participation Details for Elementary (Grades 3-5)

Annual Goal¹: 94.5%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	96.3%	95.5%	95.4%	95.7%
Economically Disadvantaged	97.1%	96.0%	95.8%	96.3%
English Learners ²	98.8%	98.2%	97.8%	98.3%
Students with Disabilities	91.6%	89.7%	88.5%	89.9%
American Indian/Alaska Native	96.6%	95.1%	94.9%	95.5%
Black/African American	95.7%	93.6%	92.4%	93.9%
Hispanic/Latino	98.0%	97.4%	97.0%	97.4%
Native Hawaiian/Pacific Islander	98.3%	97.6%	97.8%	97.9%
Underserved Race/Ethnicity ³	97.8%	97.0%	96.5%	97.1%
Asian	97.9%	97.8%	98.2%	98.0%
White	95.5%	94.7%	94.8%	95.0%
Multi-racial ⁴	96.2%	95.3%	94.8%	95.4%

Notes:

¹ Assessment participation has an annual goal of 94.5%

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Participation Details for Middle (Grades 6-8)

Annual Goal¹: 94.5%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	96.3%	95.2%	94.7%	95.4%
Economically Disadvantaged	96.9%	95.7%	95.2%	95.9%
English Learners ²	98.4%	98.1%	97.8%	98.1%
Students with Disabilities	93.4%	91.1%	90.1%	91.6%
American Indian/Alaska Native	96.0%	94.7%	94.7%	95.1%
Black/African American	95.7%	93.4%	92.5%	93.9%
Hispanic/Latino	98.0%	97.4%	96.8%	97.4%
Native Hawaiian/Pacific Islander	97.6%	96.5%	96.1%	96.7%
Underserved Race/Ethnicity ³	97.7%	96.9%	96.4%	97.0%
Asian	97.7%	97.2%	97.4%	97.4%
White	95.7%	94.8%	93.9%	94.7%
Multi-racial ⁴	95.7%	94.8%	93.9%	94.8%

Mathematics Participation Details for Middle (Grades 6-8)

Annual Goal¹: 94.5%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	95.6%	94.4%	93.9%	94.6%
Economically Disadvantaged	96.2%	94.9%	94.3%	95.2%
English Learners ²	98.2%	97.8%	97.3%	97.7%
Students with Disabilities	92.4%	90.3%	89.2%	90.6%
American Indian/Alaska Native	95.1%	94.1%	93.7%	94.3%
Black/African American	94.5%	91.5%	91.0%	92.3%
Hispanic/Latino	97.5%	96.8%	96.2%	96.8%
Native Hawaiian/Pacific Islander	97.6%	96.1%	95.3%	96.3%
Underserved Race/Ethnicity ³	97.1%	96.2%	95.6%	96.3%
Asian	97.5%	96.8%	97.1%	97.1%
White	94.9%	93.5%	93.0%	93.8%
Multi-racial ⁴	94.8%	94.0%	92.7%	93.8%

Notes:

¹ Assessment participation has an annual goal of 94.5%

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

English Language Arts Participation Details for High (Grade 11)

Annual Goal¹: 94.5%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	90.0%	88.2%	85.9%	88.0%
Economically Disadvantaged	91.6%	90.1%	87.9%	89.9%
English Learners ²	94.1%	90.4%	89.9%	91.1%
Students with Disabilities	89.2%	87.4%	83.4%	86.7%
American Indian/Alaska Native	90.7%	88.8%	87.4%	89.0%
Black/African American	88.7%	84.1%	80.6%	84.5%
Hispanic/Latino	93.7%	92.7%	90.8%	92.4%
Native Hawaiian/Pacific Islander	91.4%	93.4%	90.7%	91.8%
Underserved Race/Ethnicity ³	92.9%	91.7%	89.7%	91.4%
Asian	89.9%	87.1%	84.8%	86.9%
White	88.9%	87.1%	84.8%	86.9%
Multi-racial ⁴	90.4%	88.6%	84.1%	87.6%

Mathematics Participation Details for High (Grade 11)

Annual Goal¹: 94.5%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average
All Students	87.4%	85.6%	83.1%	85.4%
Economically Disadvantaged	89.7%	88.0%	85.8%	87.8%
English Learners ²	93.5%	87.5%	88.1%	89.3%
Students with Disabilities	87.2%	85.6%	81.4%	84.8%
American Indian/Alaska Native	89.0%	86.5%	81.4%	84.8%
Black/African American	85.4%	80.6%	76.0%	80.7%
Hispanic/Latino	92.6%	90.4%	89.1%	90.6%
Native Hawaiian/Pacific Islander	88.7%	91.3%	89.0%	89.7%
Underserved Race/Ethnicity ³	91.5%	89.3%	87.7%	89.5%
Asian	86.6%	80.0%	75.2%	80.5%
White	85.9%	84.5%	82.0%	84.2%
Multi-racial ⁴	86.8%	84.6%	80.7%	83.9%

Notes:

¹ Assessment participation has an annual goal of 94.5%

² The English Learners student group includes current English Learners as well as monitored English Learners (four years).

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

A Detailed MIP manual is available online on the [Report Card Policy](#) page.

Additional Performance and Participation Data available online on the [Assessment Group Reports](#) page.

Assessment Non-participation

On June 22, 2015, House Bill 2655 was signed into law (effective January 1, 2016). Under House Bill 2655, parents and adult students were permitted to annually opt out of Oregon's statewide summative tests in English Language Arts (ELA) and Math. The following tables show types of non-participation from the 2014-2015 school year through the 2017-2018 school year. Parents have historically had the ability to refuse their child's participation in state tests for religious or disability-related reasons; however, there have been sharp declines in this type of non-participation since the opt-out option went into effect in the 2015-16 school year.

Percent Non-participant of Students Eligible to Take Smarter Balanced, ELA, 1415-1718

Non-Participant Type	2014-15	2015-16	2016-17	2017-18
Absent	0.0	0.1	0.0	0.0
Parent Refused Child Participation	1.4	0.0	0.0	0.0
Opt Out	0.0	2.8	3.5	2.8
Non-Participant Reason Unknown	2.6	1.6	1.9	3.4

Percent Non-participant of Students Eligible to Take Smarter Balanced, Math, 1415-1718

Non-Participant Type	2014-15	2015-16	2016-17	2017-18
Absent	0.0	0.1	0.0	0.1
Parent Refused Child Participation	1.5	0.0	0.0	0.0
Opt Out	0.0	3.3	3.6	3.3
Non-Participant Reason Unknown	2.9	1.9	2.7	3.5

Across both ELA and Math, there is a slight decrease in the percentage of those who opted out of taking the Smarter Balanced assessment in the 2017-18 school year. In 2017-18, 2.8 percent of students opted out of ELA and 3.3 percent of students opted out in Math. The percent of non-participants for unknown reasons rose to 3.4 percent of students in ELA and 3.5 percent in Math in the 2017-18 school year. For more information about student assessment and the option to opt-out of statewide summative assessments visit the [student assessment page](#).

STUDENT SUCCESS

Indicators of Achievement

The Statewide 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 such as the National Assessment of Educational Progress (NAEP) and the Trends in International and Science Study (TIMSS). 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 (the grade in which tests are generally given) was changed from 10th grade to 11th grade.

Beginning in the 2014-15 school year, we replaced our previous state tests in reading, writing and mathematics with the new college and career-readiness assessments (Smarter Balanced in English Language Arts [ELA] and Mathematics, and the Oregon Extended Assessment in ELA, mathematics and science). Achievement levels for ELA, Mathematics and Science are provided in the tables below. For Smarter Balanced and Oregon Extended, levels 3 and 4 are considered proficient for purposes of state and federal accountability.

Scores Required to Meet Achievement Levels on Statewide Assessments (cut scores)

2017-18

Grade Level	English Language Arts			Mathematics			Science	
	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Meet	Exceed
Grade 3	2367	2432	2490	2381	2436	2501	N/A	N/A
Grade 4	2416	2473	2533	2411	2485	2549	N/A	N/A
Grade 5	2442	2502	2582	2455	2528	2579	226	239
Grade 6	2457	2531	2618	2473	2552	2610	N/A	N/A
Grade 7	2479	2552	2649	2484	2567	2635	N/A	N/A
Grade 8	2487	2567	2668	2504	2586	2653	235	247
High School	2493	2583	2682	2543	2628	2718	240	252

Oregon Extended (Alternate)

Grade Level	English Language Arts			Mathematics			Science		
	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
Grade 3	192	213	228	192	201	218	N/A	N/A	N/A
Grade 4	200	213	228	193	206	219	N/A	N/A	N/A
Grade 5	202	220	232	193	206	220	506	517	530
Grade 6	205	220	233	204	208	222	N/A	N/A	N/A
Grade 7	208	222	236	207	209	223	N/A	N/A	N/A
Grade 8	213	224	236	208	212	226	810	820	831
High School	899	920	927	901	907	922	901	914	929

Data from [Achievement/Performance Standards](#).

Find information about Oregon [academic standards](#) online.

Find [test score data](#) online.

Find cut scores required to meet [Essential Skills graduation requirements](#) online.

Student Performance in 2017-18
Percent of Students at Level 3 or 4 / Meets or Exceeds

Grade 3

	English Language Arts (ELA)	Mathematics	Science
All Students	47%	46%	N/A
Economically Disadvantaged	34%	35%	N/A
English Learners*	9%	14%	N/A
Students with Disabilities	21%	22%	N/A
American Indian/Alaska Native	32%	33%	N/A
Asian (not of Hispanic origin)	64%	68%	N/A
Black (not of Hispanic origin)	25%	22%	N/A
Hispanic origin	28%	29%	N/A
Multi-racial	52%	49%	N/A
Native Hawaiian/Pacific Islander	27%	27%	N/A
White (not of Hispanic origin)	54%	53%	N/A
Extended Assessment**	35%	38%	N/A

Grade 4

	English Language Arts (ELA)	Mathematics	Science
All Students	50%	43%	N/A
Economically Disadvantaged	37%	31%	N/A
English Learners*	9%	9%	N/A
Students with Disabilities	21%	18%	N/A
American Indian/Alaska Native	30%	27%	N/A
Asian (not of Hispanic origin)	68%	68%	N/A
Black (not of Hispanic origin)	28%	19%	N/A
Hispanic origin	31%	25%	N/A
Multi-racial	55%	46%	N/A
Native Hawaiian/Pacific Islander	27%	19%	N/A
White (not of Hispanic origin)	57%	50%	N/A
Extended Assessment**	53%	34%	N/A

Grade 5

	English Language Arts (ELA)	Mathematics	Science
All Students	55%	40%	65%
Economically Disadvantaged	43%	27%	53%
English Learners*	8%	6%	15%
Students with Disabilities	21%	14%	35%
American Indian/Alaska Native	37%	24%	50%
Asian (not of Hispanic origin)	75%	66%	76%
Black (not of Hispanic origin)	32%	17%	38%
Hispanic origin	36%	23%	43%
Multi-racial	58%	41%	69%
Native Hawaiian/Pacific Islander	43%	26%	45%
White (not of Hispanic origin)	62%	46%	74%
Extended Assessment**	41%	36%	51%

Student Performance in 2017-18
Percent of Students at Level 3 or 4 / Meets or Exceeds

Grade 6

	English Language Arts (ELA)	Mathematics	Science
All Students	52%	38%	N/A
Economically Disadvantaged	40%	26%	N/A
English Learners*	6%	<5%	N/A
Students with Disabilities	15%	9%	N/A
American Indian/Alaska Native	34%	21%	N/A
Asian (not of Hispanic origin)	70%	64%	N/A
Black (not of Hispanic origin)	31%	14%	N/A
Hispanic origin	36%	22%	N/A
Multi-racial	57%	43%	N/A
Native Hawaiian/Pacific Islander	36%	23%	N/A
White (not of Hispanic origin)	58%	44%	N/A
Extended Assessment**	44%	34%	N/A

Grade 7

	English Language Arts (ELA)	Mathematics	Science
All Students	57%	42%	N/A
Economically Disadvantaged	44%	28%	N/A
English Learners*	5%	<5%	N/A
Students with Disabilities	16%	10%	N/A
American Indian/Alaska Native	39%	24%	N/A
Asian (not of Hispanic origin)	77%	69%	N/A
Black (not of Hispanic origin)	32%	18%	N/A
Hispanic origin	40%	24%	N/A
Multi-racial	60%	45%	N/A
Native Hawaiian/Pacific Islander	41%	28%	N/A
White (not of Hispanic origin)	63%	48%	N/A
Extended Assessment**	44%	34%	N/A

Grade 8

	English Language Arts (ELA)	Mathematics	Science
All Students	56%	41%	60%
Economically Disadvantaged	43%	27%	48%
English Learners*	4%	5%	9%
Students with Disabilities	16%	8%	27%
Asian (not of Hispanic origin)	41%	24%	48%
Black (not of Hispanic origin)	75%	71%	72%
Hispanic origin	33%	17%	31%
Multi-racial	40%	24%	40%
Native Hawaiian/Pacific Islander	58%	42%	64%
American Indian/Alaska Native	38%	29%	37%
White (not of Hispanic origin)	62%	46%	68%
Extended Assessment**	41%	36%	51%

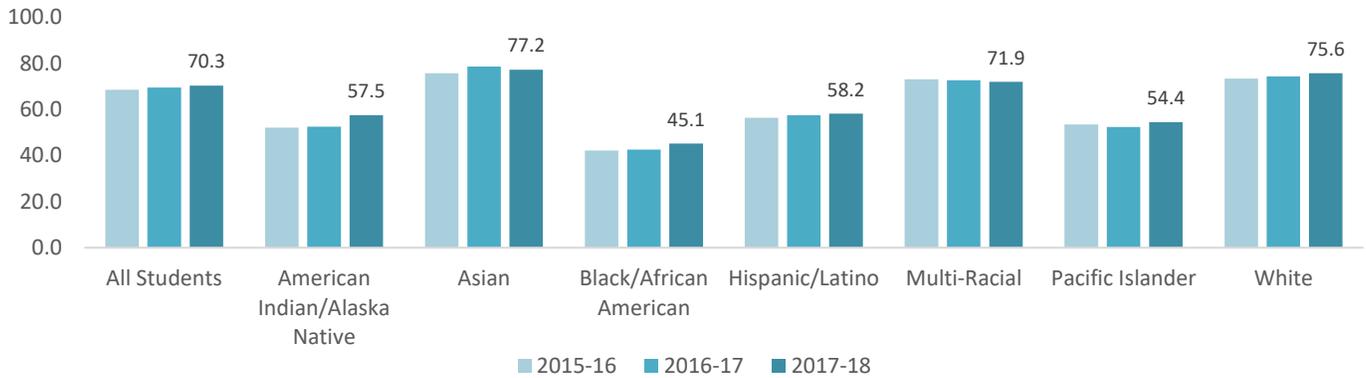
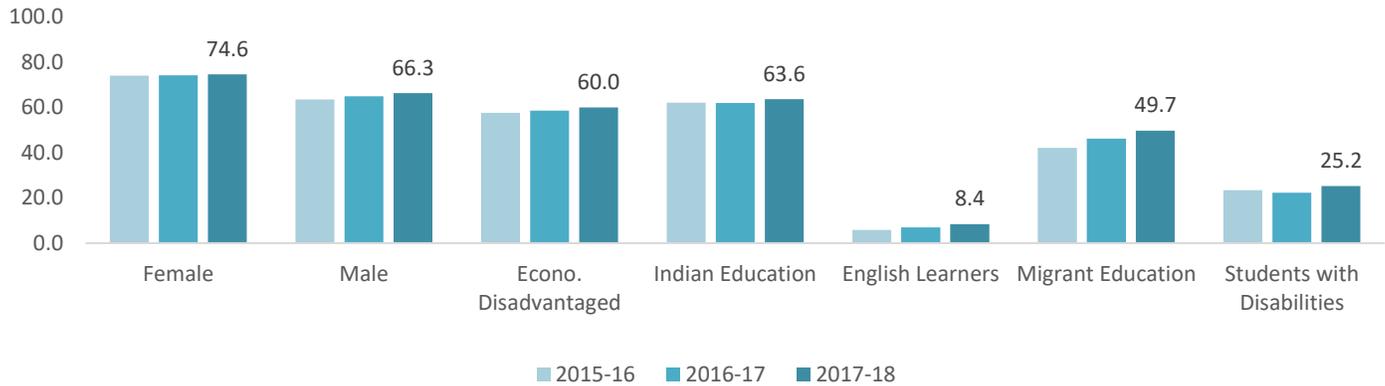
Student Performance in 2017-18
Percent of Students at Level 3 or 4 / Meets or Exceeds

High School

Percent of Students at Level 3 or 4 / Meets or Exceeds

	English Language Arts (ELA)	Mathematics	Science
All Students	70%	33%	54%
Economically Disadvantaged	60%	22%	42%
English Learners*	8%	<5%	<5%
Students with Disabilities	25%	5%	17%
American Indian/Alaska Native	58%	18%	42%
Asian (not of Hispanic origin)	77%	57%	62%
Black (not of Hispanic origin)	45%	13%	25%
Hispanic origin	58%	20%	34%
Multi-racial	72%	35%	56%
Native Hawaiian/Pacific Islander	54%	19%	31%
White (not of Hispanic origin)	76%	38%	61%
Extended Assessment**	56%	40%	62%

High School (Grade 11) English Language Arts Performance



Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

* English Learners is the term for students identified as having a language other than English. This group only includes students eligible for or participating in an English Learner program in the current school year.

** Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on an alternate scale.

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 Oregon State Assessments

Unlike Oregon state assessments, 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 no personally identifiable information about students is linked to the NAEP assessment data.

There are other important differences between NAEP and Oregon state assessments. NAEP produces state results only for 4th and 8th graders, while Oregon state assessments report results for students in elementary, middle and high school grade levels. The content tested in a NAEP assessment is determined by a national panel of experts convened by the National Assessment Governing Board. Oregon state assessments test the knowledge and skills laid out in the content standards adopted by the Oregon State Board of Education.

NAEP Assessment Schedule

This report includes results from the 2016-17 NAEP state mathematics and reading assessments, as well as from the most recent NAEP state science assessment. In 2016-17, for the first time, the NAEP state mathematics and reading assessments were delivered digitally, on tablet computers brought in by NAEP in every state. For 2018-19, NAEP will again conduct state mathematics and reading assessments at grades 4 and 8, as well as a national science assessment at grades 4, 8 and 12 and national assessments in mathematics and reading at grade 12. Results from these assessments will be reported beginning in Fall 2019.



National Assessment of Educational Progress: Reading, Grade 4, 2017

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

2017 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	8	26	30	37	99
	United States	9	27	31	33*	98*
Economically Disadvantaged	Oregon	4	19	30	48	~
	United States	3	18	32	46	~
English Learners	Oregon	#	4	18	78	97
	United States	1	8*	23	68*	92*
Students with Disabilities	Oregon	2	11	15	72	93
	United States	2	9	18	71	88*
Female	Oregon	10	27	30	32	99
	United States	10	28	32	30	98*
Male	Oregon	5	24	29	42	98
	United States	8*	25	30	36*	97
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	18	28	51	98
Asian (not of Hispanic origin)	Oregon	13	34	31	21	~
	United States	22*	36	25	16	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	16	31	50	97
Hispanic origin	Oregon	3	15	27	56	98
	United States	4	18	32*	46*	97*
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	22	30	44	~
Two or more races (not of Hispanic origin)	Oregon	10	29	30	32	100
	United States	11	29	32	28	98*
White (not of Hispanic origin)	Oregon	10	30	31	30	99
	United States	12	34*	32	22*	98

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, 2017

2017 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	4	32	40	24	98
	United States	4	31	41	25	98
Economically Disadvantaged	Oregon	2	24	43	31	~
	United States	1	20*	43	36*	~
English Learners	Oregon	#	1	12	87	93
	United States	#	5	27*	68*	89
Students with Disabilities	Oregon	#	6	27	66	87
	United States	#	7	27	66	88
Female	Oregon	6	37	39	18	98
	United States	5	35	40	20	98
Male	Oregon	2	27	41	29	97
	United States	3	27	41	29	97
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	20	42	37	97
Asian (not of Hispanic origin)	Oregon	9	47	32	12	~
	United States	12	45	30	13	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	16	42	41	97
Hispanic origin	Oregon	1	18	43	38	97
	United States	1	21	44	34	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	21	41	36	~
Two or more races (not of Hispanic origin)	Oregon	6	34	44	16	98
	United States	5	35	41	20	99
White (not of Hispanic origin)	Oregon	5	38	39	18	98
	United States	5	39	40	17	98

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

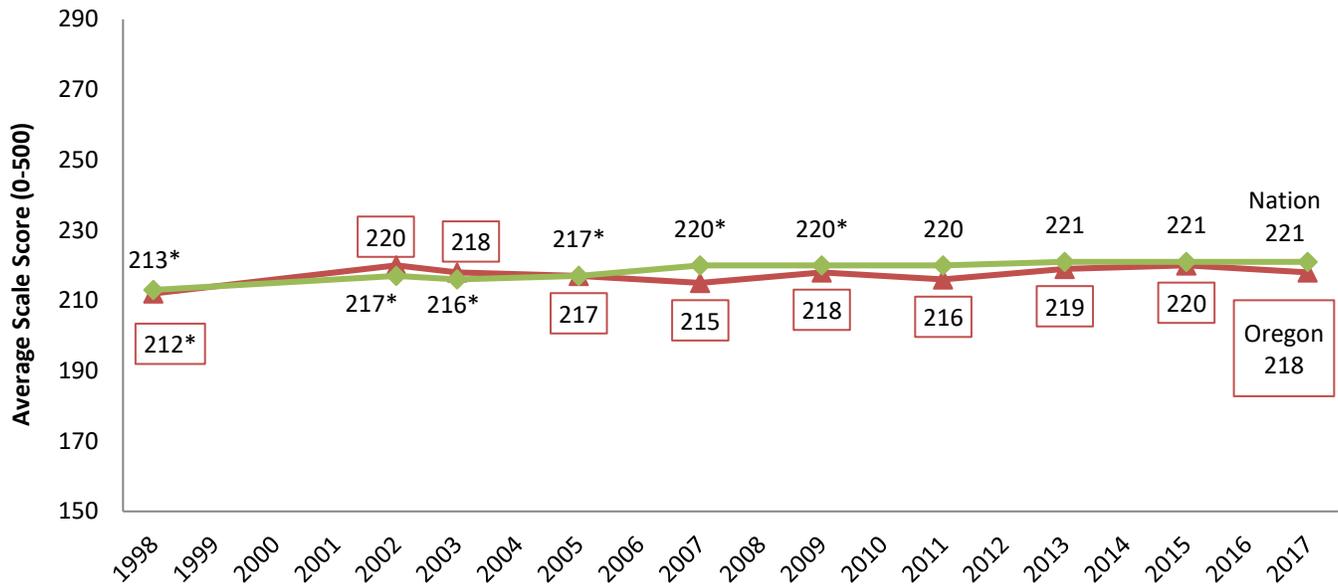
Achievement level results from the 2017 NAEP reading assessment show that a larger percentage of all Oregon 4th graders performed at the "Below Basic" level than 4th graders in the nation's public schools. This was also true for Oregon English Learners, male students, Hispanic students and White students. A smaller percentage of Oregon Hispanic 4th graders performed at the "Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon English Learners and White students performed at the "Proficient" level than their peers nationally, and smaller percentages of Oregon male students and Asian students reached the "Advanced" level than their peers in the nation's public schools.

In 8th grade, a smaller percentage of Oregon Economically Disadvantaged 8th graders performed at the "Below Basic" level than Economically Disadvantaged 8th graders in the nation's public schools. However, a larger percentage of Oregon English Learners performed at the "Below Basic" level and a smaller percentage performed at the "Basic" level than their peers nationally. A larger percentage of Economically Disadvantaged 8th graders in Oregon performed at the "Proficient" level in comparison with their peers in the nation's public schools.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998 - 2017: Oregon and the Nation

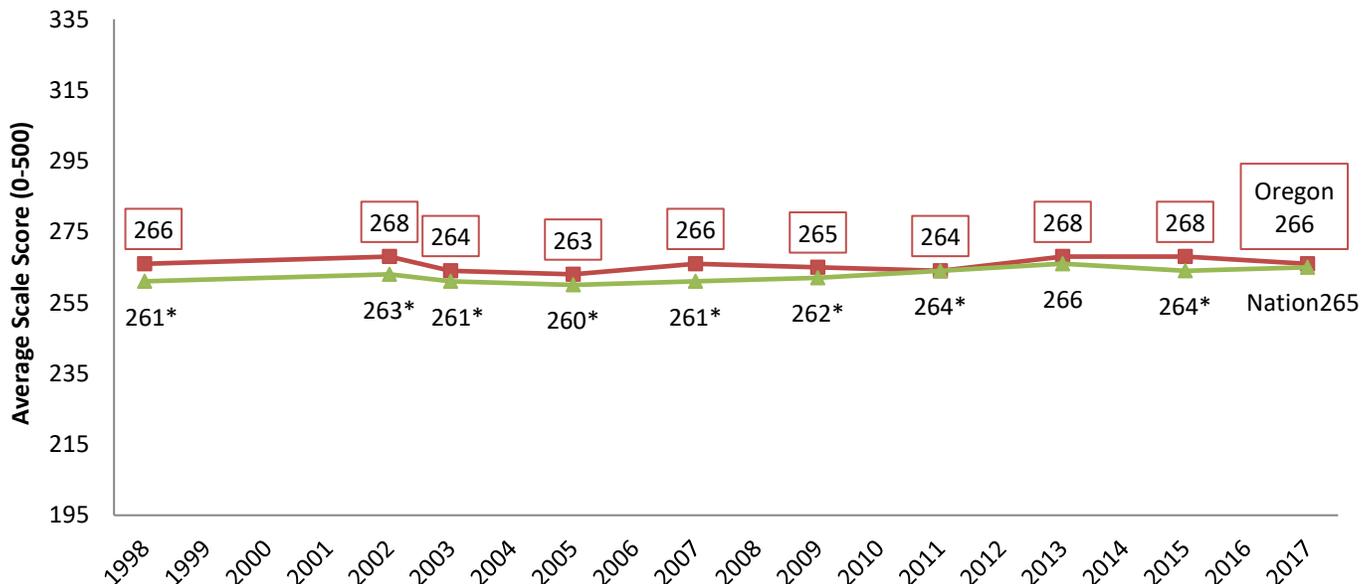
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2017, Oregon's 4th graders scored 218, which was statistically lower than 4th graders in the nation's public schools (221).



* Value is significantly different from the value for the same jurisdiction in 2017. Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 1998 - 2017: Oregon and the Nation

In 1998, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2017, Oregon's 8th graders scored 266, which was statistically the same as 8th graders in the nation's public schools (265).



* Value is significantly different from the value for the same jurisdiction in 2017. Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Mathematics, Grade 4, 2017

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

2017 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	7	27	40	27	98
	United States	8	32*	39	21*	98
Economically Disadvantaged	Oregon	3	20	42	36	~
	United States	3	22	44	31*	~
English Learners	Oregon	#	5	32	63	96
	United States	2	13*	39*	47*	93*
Students with Disabilities	Oregon	3	10	25	61	91
	United States	2	12	31	55	89
Female	Oregon	5	25	41	28	99
	United States	7	31*	42	21*	98
Male	Oregon	8	28	38	26	98
	United States	9	32*	37	21*	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	22	44	31	98
Asian (not of Hispanic origin)	Oregon	18	35	33	14	~
	United States	26	41	25	8	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	17	44	37	97
Hispanic origin	Oregon	2	17	36	44	98
	United States	3	23*	44*	30*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	23	43	30	~
Two or more races (not of Hispanic origin)	Oregon	6	26	46	22	97
	United States	10	34	39	16	98
White (not of Hispanic origin)	Oregon	8	31	41	20	99
	United States	11*	40*	37*	12*	99

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, 2017

2017 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	9	24	36	30	99
	United States	10	24	36	31	98
Economically Disadvantaged	Oregon	4	18	37	40	~
	United States	3	15*	37	45*	~
English Learners	Oregon	1	2	16	82	97
	United States	1	5	23	72*	90*
Students with Disabilities	Oregon	2	7	19	72	90
	United States	1	5	20	74	89
Female	Oregon	9	23	37	31	99
	United States	9	24	37	31	99*
Male	Oregon	10	26	35	30	98
	United States	11	23	34	31	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	15	38	43	98
Asian (not of Hispanic origin)	Oregon	27	32	25	15	~
	United States	32	32	24	12	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	11	34	54	98
Hispanic origin	Oregon	3	14	38	46	98
	United States	3	16	37	43	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	18	39	38	~
Two or more races (not of Hispanic origin)	Oregon	15	26	28	31	98
	United States	12	24	36	28	99
White (not of Hispanic origin)	Oregon	10	29	37	23	99
	United States	13*	30	37	20*	98

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

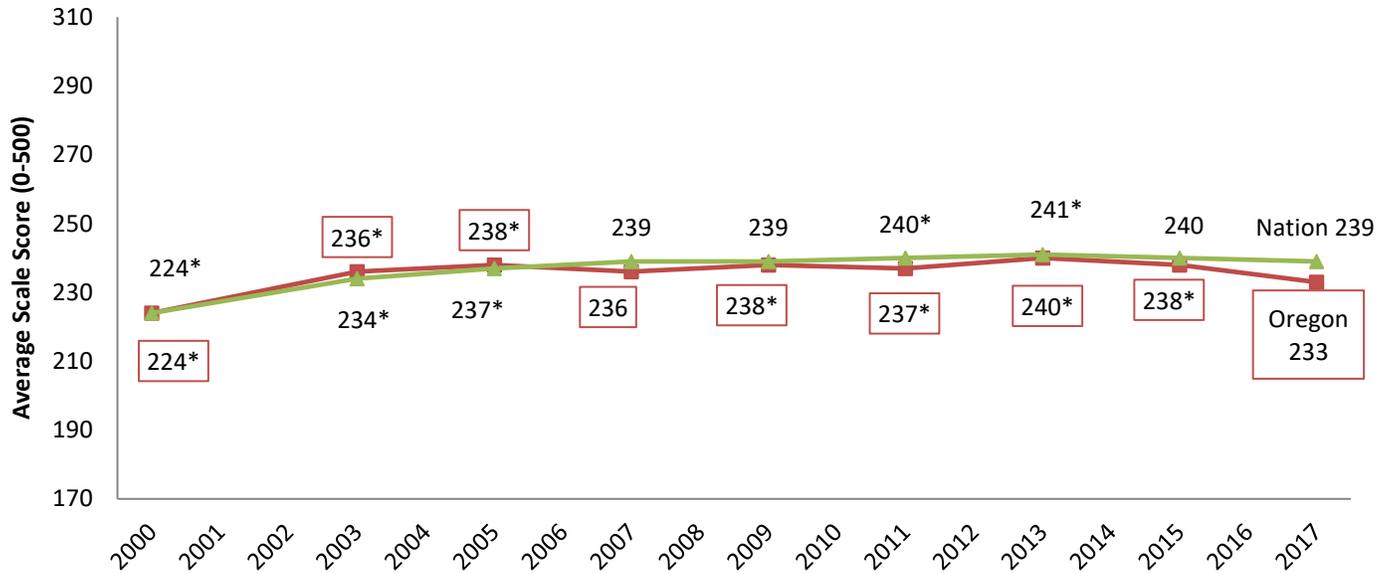
Achievement level results from the 2017 NAEP mathematics assessment show that a larger percentage of all Oregon 4th graders performed at the "Below Basic" level than 4th graders in the nation's public schools. This was also true for Economically Disadvantaged students, English Learners, female students, male students, Hispanic students and White students in Oregon. Smaller percentages of Oregon English Learners and Hispanic students, and a larger percentage of Oregon White students, performed at the "Basic" level than their peers in the nation's public schools. Smaller percentages of all Oregon 4th graders, English Learners, female students, male students, Hispanic students and White students performed at the "Proficient" level, and a smaller percentage of Oregon White students reached the "Advanced" level, than their peers in the nation's public schools.

In 8th grade, a smaller percentage of Oregon Economically Disadvantaged students performed at the "Below Basic" level and a larger percentage at the "Proficient" level than their peers in the nation's public schools. Larger percentages of Oregon English Learners and White students performed at the "Below Basic" level, and a smaller percentage of Oregon White students reached the "Advanced" level, than their peers in the nation's public schools.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000 - 2017: Oregon and the Nation

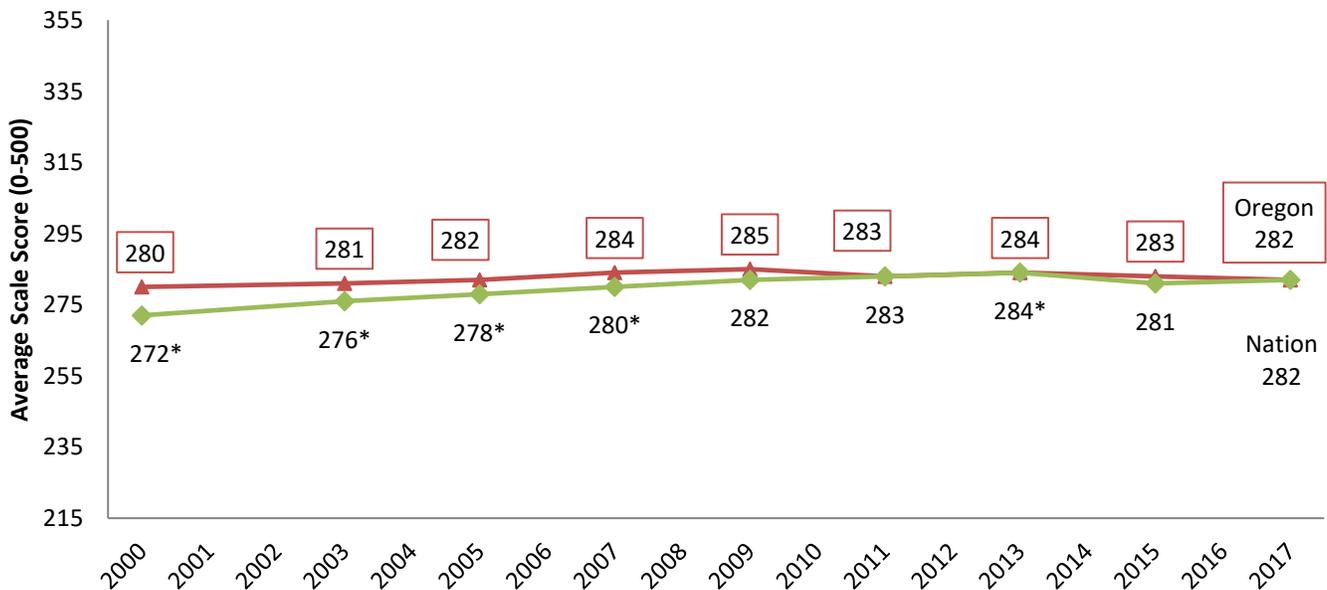
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2017, Oregon's 4th graders scored 233, which was statistically lower than 4th graders in the nation's public schools (239).



* Value is significantly different from the value for the same jurisdiction in 2017.
 Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 2000 - 2017: Oregon and the Nation

In 2000, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2017, Oregon's 8th graders scored 282, which was the same as 8th graders in the nation's public schools.



* Value is significantly different from the value for the same jurisdiction in 2017.
 Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Science, Grade 4, 2015

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

2015 NAEP Grade 4 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	1	36	39	25	98
	United States	1	36	39	25	98
Economically Disadvantaged	Oregon	#	23	43	34	~
	United States	#	22	41	37*	~
English Learners	Oregon	#	3	31	65	92
	United States	#	9*	32	59	96*
Students with Disabilities	Oregon	#	20	31	49	87
	United States	#	16	34	50	91
Female	Oregon	1	36	39	24	98
	United States	1	35	40	25	99
Male	Oregon	1	36	38	25	97
	United States	1	37	37	25	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	#	10	40	49	91
	United States	#	21	42	36	98*
Asian (not of Hispanic origin)	Oregon	2	48	32	17	~
	United States	3	51	32	13	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	14	39	47	98
Hispanic origin	Oregon	#	14	39	47	97
	United States	#	20*	41	39*	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	25	39	36	~
Two or more races (not of Hispanic origin)	Oregon	1	42	36	22	98
	United States	2	39	39	20	99
White (not of Hispanic origin)	Oregon	1	44	39	16	99
	United States	1	49*	38	12*	99

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, 2015

2015 NAEP Grade 8 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	1	35	36	28	98
	United States	2	31*	34	33*	98
Economically Disadvantaged	Oregon	1	25	37	38	~
	United States	#	18*	33*	48*	~
English Learners	Oregon	#	2	8	90	89
	United States	#	3	15	82	92
Students with Disabilities	Oregon	#	11	24	65	87
	United States	#	8	21	71	90
Female	Oregon	1	32	38	29	98
	United States	1	29	35	35*	99
Male	Oregon	2	38	34	26	97
	United States	2	33*	32	32*	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	16	36	47	98
Asian (not of Hispanic origin)	Oregon	4	46	32	18	~
	United States	4	44	32	20	~
Black (not of Hispanic origin)	Oregon	#	14	27	58	95
	United States	#	11	29	60	98
Hispanic origin	Oregon	#	15	35	49	99
	United States	1	17	33	49	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	16	30	53	~
Two or more races (not of Hispanic origin)	Oregon	3	46	29	23	99
	United States	3	34	35	28	99
White (not of Hispanic origin)	Oregon	2	42	37	19	98
	United States	3	43	35	19	99*

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

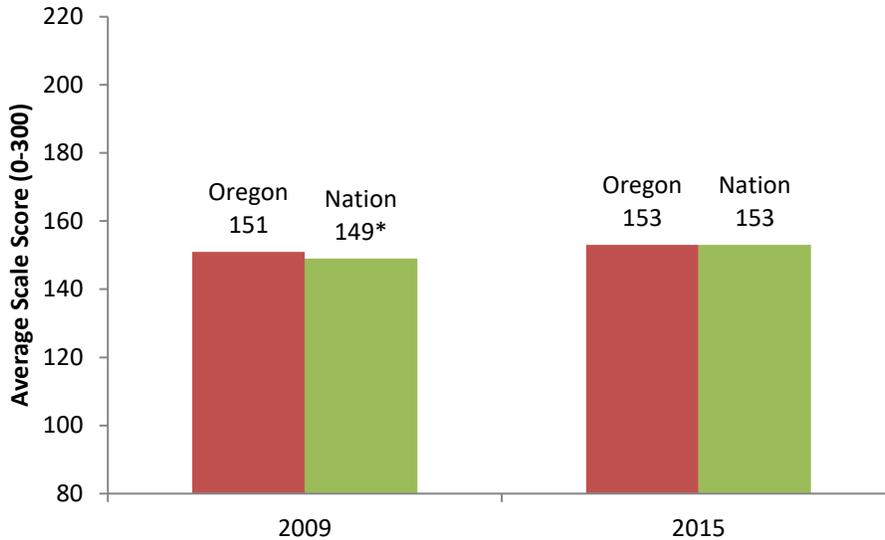
Achievement level results from the 2015 NAEP grade 4 science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Economically Disadvantaged students performed at the "Below Basic" level. However, larger percentages of Oregon Hispanic 4th graders and White 4th graders performed at the "Below Basic" level and smaller percentages at the "Proficient" level than Hispanic and White students in the nation as a whole. Also, a smaller percentage of Oregon English Learners performed at the "Proficient" level than their peers in the nation's public schools.

Achievement level results from the 2015 NAEP grade 8 science assessment show that smaller percentages of all Oregon 8th graders as well as Economically Disadvantaged, female students, and male students performed "Below Basic" than their peers in the nation as a whole. A larger percentage of Oregon Economically Disadvantaged students performed at the "Basic" level than their peers in the nation's public schools. Larger percentages of all Oregon 8th graders as well as Economically Disadvantaged and male students reached the "Proficient" level than their peers in the nation as a whole. A larger percentage of Oregon Economically Disadvantaged students performed at the "Basic" level than their peers in the nation's public schools.

National Assessment of Educational Progress: Science

Grade 4 Average Scale Scores 2009 and 2015: Oregon and the Nation

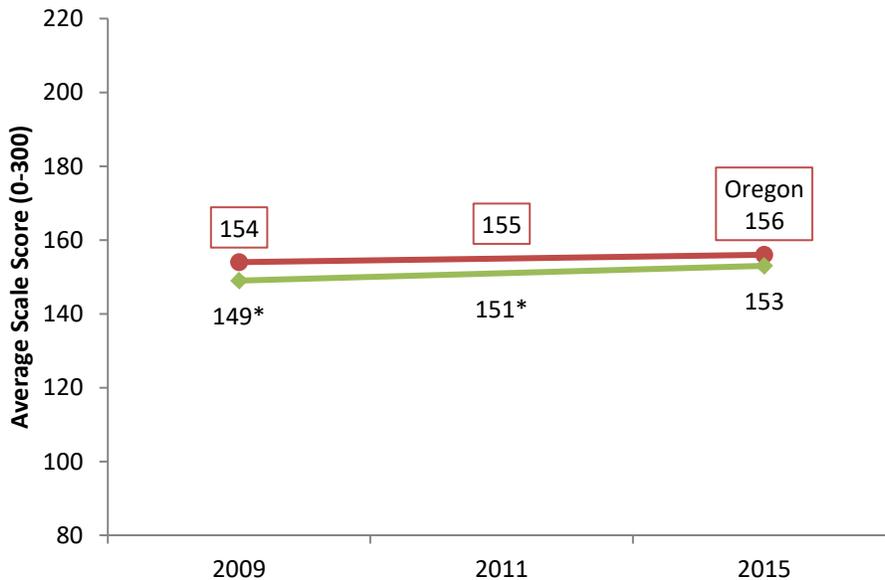
In 2009, Oregon's 4th graders scored statistically higher than the nation's 4th graders. In 2015, Oregon's 4th graders scored 153, the same as 4th graders in the nation's public schools.



* Value is significantly different from the value for the same jurisdiction in 2015.

Grade 8 Average Scale Scores 2009, 2011, and 2015: Oregon and the Nation

In 2009, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2015, Oregon's 8th graders scored 156, which was statistically higher than 8th graders in the nation's public schools (153).



* Value is significantly different from the value for the same jurisdiction in 2015.

FREE AND REDUCED PRICE LUNCH

Oregon Public Schools Number and Percent of All Students Eligible

October 1, 2017 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2017	Free and Reduced Price Lunch Eligible Students as a Percent of All Students
REGULAR			
Elementary	139,653	261,637	53%
Middle/Jr. High	51,741	104,536	49%
High	68,602	158,910	43%
Combined ²	2,887	7,018	41%
ALTERNATIVE			
Elementary	352	689	51%
Middle/Jr. High	--	--	--
High	1,980	2,909	68%
Combined ²	418	925	45%
CHARTER			
Elementary	2,850	8,203	35%
Middle/Jr. High	43	365	12%
High	925	1,575	59%
Combined ²	3,157	6,666	47%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	142,855	270,529	53%
Middle/Jr. High	51,784	104,901	49%
High	71,507	163,394	44%
Combined²	6,462	14,609	44%
Total	272,608	553,433	49%

Source: Oregon Department of Education

¹Note: Includes October 1 Membership (column B) for the schools and programs in the [2017-18 report](#) 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.**

²Combined schools serve high school grades as well as grades 7 and below.

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.

In addition to the Oregon Diploma, districts must also offer the Modified diploma. Students are eligible for a Modified diploma only if they have demonstrated the inability to meet the full set of academic content standards for the Oregon diploma even with reasonable modifications and accommodations. The requirements for the modified diploma are also included in the table below.

Credit Requirements

Subject Areas*	Credit Requirements	Modified Diploma
English/Language Arts	4	3
Mathematics	3 - Algebra I & above*	2
Science	3 - Scientific Inquiry & Lab Experiences**	2
Social Sciences	3	2
Physical Education	1	1
Health	1	1
Second Language	3	1
The Arts		
Career & Technical Ed		
Electives	6	12***
Total Credits	24**	24

*Applied and integrated courses aligned to standards can meet credit requirements.

** These are the minimum graduation requirements set by the state. Individual districts may have additional requirements. Please check with your school district to confirm local graduation requirements.

***School districts and public charter schools shall be flexible in awarding the remaining 12 credits which can include professional technical education, electives, career development, demonstrated proficiency in an area, or can include credits from other regular or modified courses.

♦ Lab experiences (2 credits) can take place outside of the school in field-based experiences.

Credit for Proficiency

Students can earn credits by successfully demonstrating knowledge and skills defined by standards that meet or exceed defined levels of performance. The State Board adopted revised [OAR 581-022-2025](#) Credit Options in July of 2017.

Essential Skills

All students must demonstrate proficiency in the [Essential Skills](#) before awarded a diploma. Students master these skills by earning at or above a cut score on one of the approved assessment options in their district.

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.

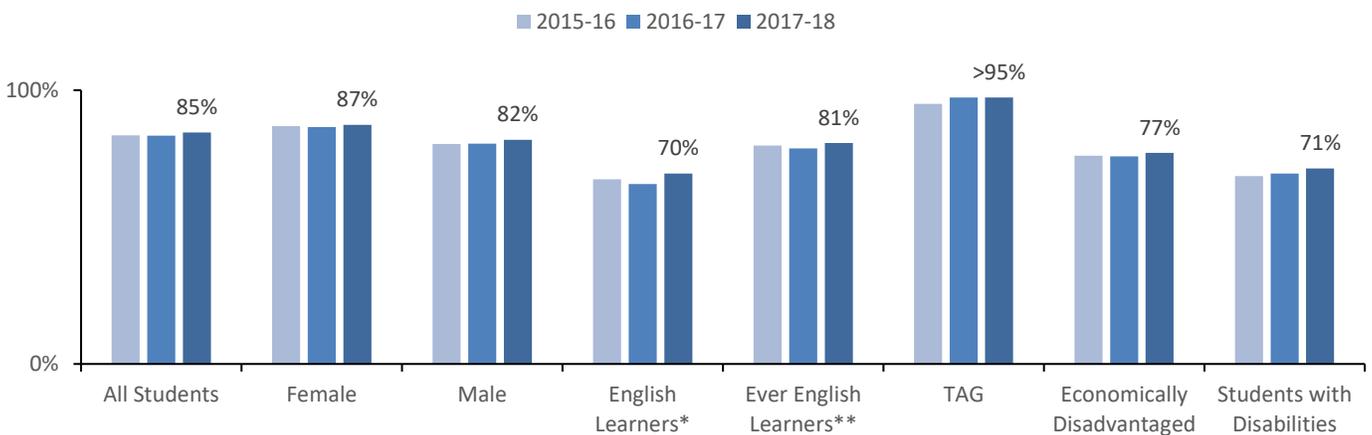
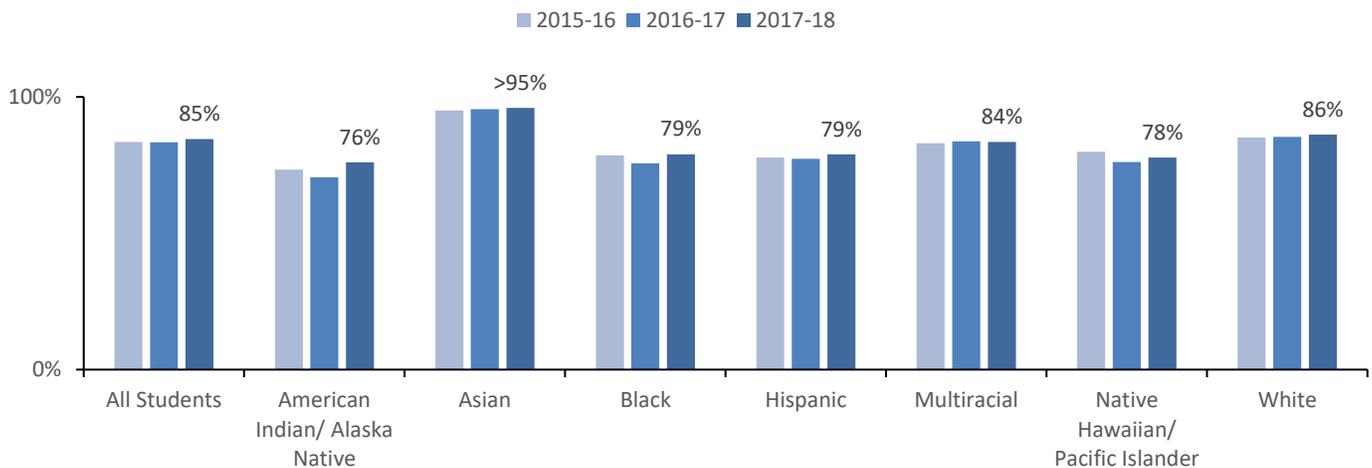
Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving or inquiry in real world contexts.

9th Grade On-Track

Students in their first year of high school, who have been enrolled in the same district for at least half of the school year, are considered on-track when they have accrued at least 25 percent of the credits required for high school graduation. This includes credits awarded for advanced work before beginning high school, credits earned during the 9th grade year, and credits earned during the summer after the 9th grade year.

9th Grade On-Track data is displayed at the school and district level on Oregon’s [school and district report cards](#). In 2017-18, the 9th Grade On-Track indicator was added to the ODE’s accountability system. ODE established [measures of interim progress](#) (MIP) for the indicator and a statewide long-term goal of 95 percent. Over the last three years, the percent of students on-track to graduate increased for all student groups.

Percent 9th Grade On-Track by Student Group



*English Learners is defined as students eligible for participating in a program to acquire academic English in the current school year.

**Ever English Learners is defined as students who have ever been English Learners, in the present school year or in past school years beginning in 2006-07.

>95 indicates that the student group percentage is greater than 95% but the exact percentage is not displayed to protect student confidentiality.

Essential Skills

The Essential Skills are cross-disciplinary skills necessary for success in college and career. They are embedded in the content standards and skill sets that guide Oregon education and students build these skills across their school experiences. There are nine Essential Skills; the first three are already incorporated into the graduation requirements.

The State Board of Education approved four assessment options for students to demonstrate Essential Skill proficiency: (1) state test (OAKS or Smarter Balanced assessments), (2) work samples (local performance assessments scored against official state scoring guides; two required), (3) other approved standardized

assessments, e.g., SAT, ACT, etc., or (4) local assessment option. Options 3 and 4 are collapsed with Unknown in the graphs due to the low number of students who use these options.

Required Essential Skills: Determined by year of first enrollment in grade nine.	Remaining Essential Skills: Timeline for phasing in to be determined.
<ul style="list-style-type: none"> • Read and comprehend a variety of texts • Write clearly and accurately • Apply mathematics in a variety of settings 	<ul style="list-style-type: none"> • 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

The report (data) can be referenced on the next page.

Find information on [Essential Skills assessment](#) options online.

Methods Used to Demonstrate Proficiency in the Essential Skills of Reading, Writing, and Math 2012-13 Five-year Cohort* Earning Regular High School Diplomas

	Reading			Writing			Math		
	State Test	Work Samples	Other	State Test	Work Samples	Other	State Test	Work Samples	Other
All Students	84.78%	8.85%	6.38%	63.13%	28.81%	8.06%	68.87%	21.48%	9.65%
English Learner	39.75%	52.50%	7.75%	25.44%	70.74%	3.82%	32.62%	58.71%	8.67%
Ever English Learner	77.17%	18.50%	4.33%	53.42%	43.32%	3.25%	58.32%	34.76%	6.92%
Economically Disadvantaged	82.81%	12.37%	4.82%	58.49%	36.83%	4.67%	61.78%	28.74%	9.48%
Students w/ Disabilities	67.28%	26.49%	6.23%	39.12%	57.39%	3.49%	37.17%	52.15%	10.68%
American Indian/Alaska Native	84.88%	9.07%	6.05%	59.30%	37.67%	3.02%	59.53%	28.37%	12.09%
Asian	84.00%	10.42%	5.58%	70.06%	20.55%	9.39%	81.27%	12.79%	5.94%
Black	65.30%	27.14%	7.55%	39.69%	55.31%	4.99%	40.72%	50.83%	8.45%
Hispanic	80.35%	14.29%	5.36%	56.06%	40.12%	3.81%	57.91%	32.78%	9.31%
Multi-racial	85.14%	7.96%	6.90%	64.95%	26.47%	8.58%	70.89%	18.90%	10.21%
Pacific Islander	71.43%	20.48%	8.10%	57.14%	39.05%	3.81%	56.67%	36.19%	7.14%
White	86.85%	6.51%	6.64%	65.45%	25.17%	9.38%	72.22%	17.79%	9.98%

* The Five-year Cohort includes the students who earned a diploma during or before 2016-17, including four-year graduates.

**Methods Used to Demonstrate Proficiency in the Essential Skills of Reading, Writing, and Math
2013-14 Four-year Cohort* Earning Regular High School Diplomas**

	Reading			Writing			Math		
	State Test	Work Samples	Other	State Test	Work Samples	Other	State Test	Work Samples	Other
All Students	82.54%	9.10%	8.37%	65.13%	27.25%	7.62%	66.62%	21.45%	11.93%
English Learner	45.20%	46.01%	8.79%	24.86%	72.14%	3.01%	29.71%	57.92%	12.37%
Ever English Learner	75.90%	17.87%	6.24%	55.15%	41.51%	3.34%	54.40%	34.83%	10.77%
Economically Disadvantaged	80.65%	12.78%	6.57%	60.51%	35.20%	4.29%	59.38%	28.97%	11.65%
Students w/ Disabilities	63.88%	28.22%	7.90%	36.99%	59.93%	3.08%	34.33%	53.48%	12.19%
American Indian/Alaska Native	81.18%	11.29%	7.53%	57.65%	39.29%	3.06%	55.29%	33.41%	11.29%
Asian	80.53%	9.09%	10.38%	69.16%	20.27%	10.57%	76.89%	12.42%	10.69%
Black	64.40%	26.70%	8.90%	42.02%	53.27%	4.71%	39.53%	49.61%	10.86%
Hispanic	79.49%	14.35%	6.16%	58.94%	37.62%	3.45%	55.87%	32.55%	11.58%
Multi-racial	82.88%	8.05%	9.07%	68.97%	22.65%	8.37%	69.99%	19.11%	10.90%
Pacific Islander	72.48%	21.56%	5.96%	58.72%	35.78%	5.50%	54.59%	36.70%	8.72%
White	84.27%	6.91%	8.82%	67.30%	23.94%	8.76%	69.96%	17.76%	12.28%

* The Four-year Cohort includes the students who earned a diploma during or before 2016-17, including four-year graduates.

OREGON GRADUATION RATES

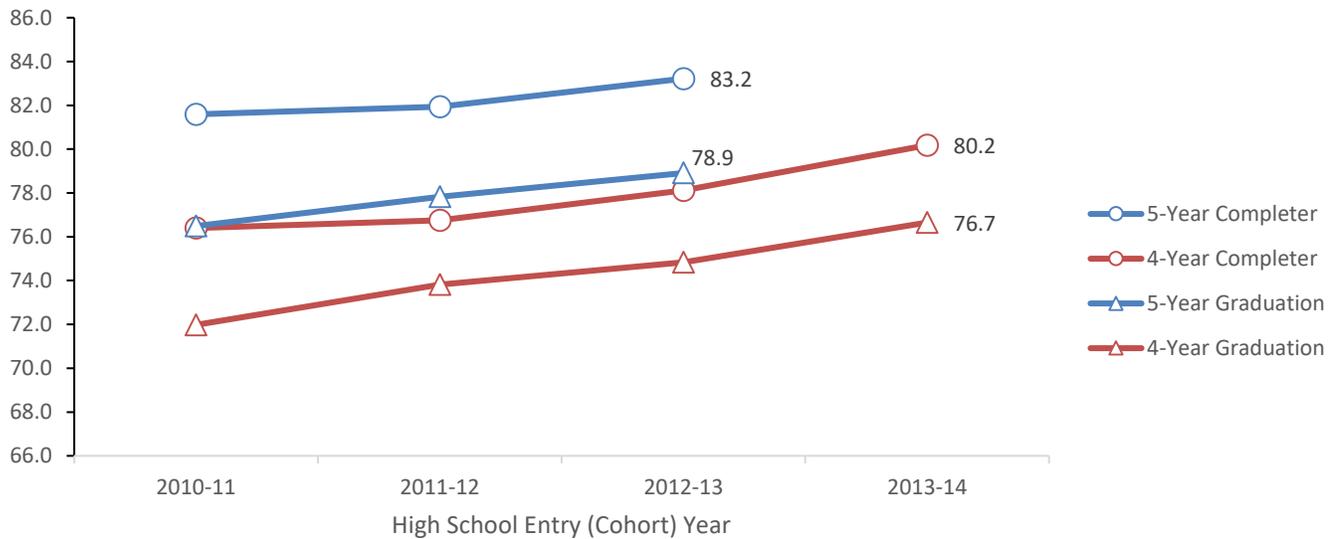
Summary of Cohort Graduation Rates

Cohort graduation rates begin with a group of students entering high school for the first time in a given school year. The cohort is adjusted for students who move into or out of the system, emigrate or are deceased. The graduation rate is calculated by taking the number of students in the cohort who earned a regular or modified diploma within four years and dividing that by the total number of students in the cohort.

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. [Legislation](#) that took effect in the 2016-17 school year placed limits on this practice. Beginning with the 2013-14 cohort graduation rates, students who had met all requirements for an Oregon (regular) or Modified Diploma were counted as graduates, even if the diploma was not awarded, in order to allow the student to remain enrolled for a fifth year. Because of this significant change, rates from 2013-14 and later are not comparable to rates prior to 2013-14. For four and five year rates by all student groups, and historical data, see the [Cohort Media Files](#). The files also provide district and school-level data, including counts of students with other outcomes, such as GEDs or continuing enrollment.

The chart below shows the increase in 4 and 5 year graduation and completer rates based on the students' first year in high school. The rate of 76.7 in this chart shows that 76.7% of students who began their high school career in the 2013-14 school year graduated within four years (by the end of the 2016-17 school year).

Cohort Graduation Rates Over Time (All Students)



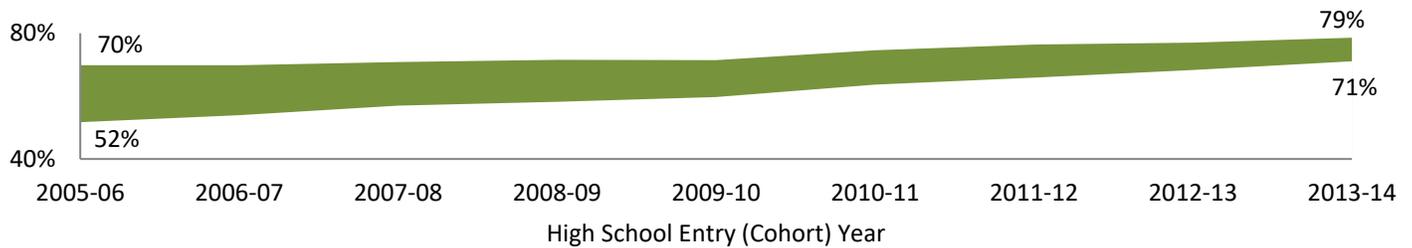
¹See [Expanded Options Program](#) page for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

Achievement Gaps

In cohort graduation rates, the gap between students of historically underserved races/ethnicities (Black/African American, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and other students (White, Asian, and Multiracial) has been cut in half, from more than 18 percentage points to less than 8 percentage points.

Four-year Cohort Graduation Rate

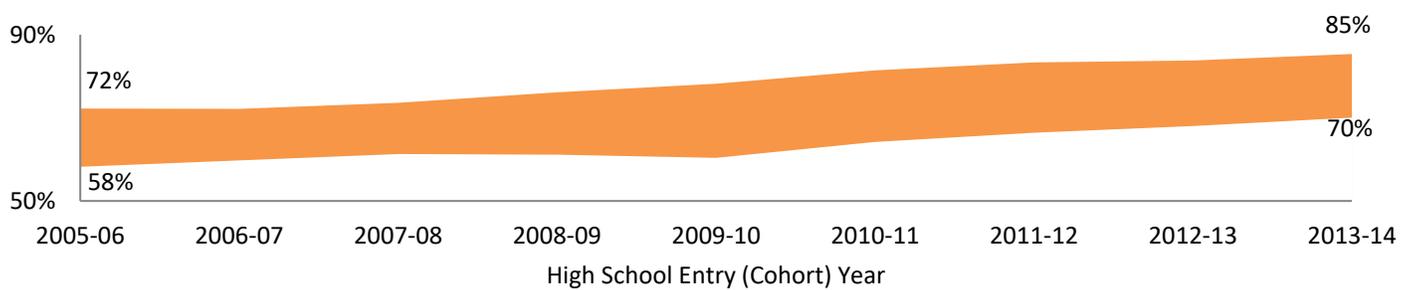
Underserved Race/Ethnicity Compared to White/Asian/Multi-Racial



Other gaps have remained wide (economically disadvantaged students graduate at rates about 15 points lower than the rates for students who were not economically disadvantaged in high school), or are broadening. Rates for students who are not yet proficient in English by the time they enroll in high school are almost 23 percentage points below rates for students with English proficiency, wider than the 16 percentage point gap eight years earlier.

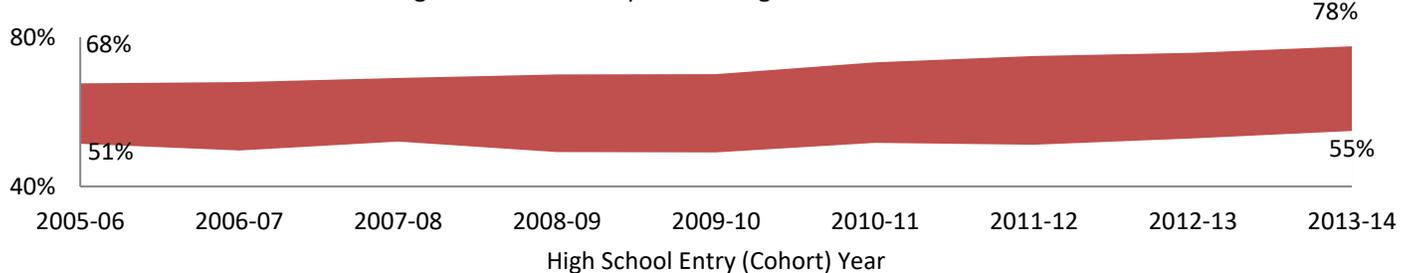
Four-year Cohort Graduation Rate

Economically Disadvantaged Compared to Not Economically Disadvantaged



Four-year Cohort Graduation Rate

English Learners Compared to English Proficient Students

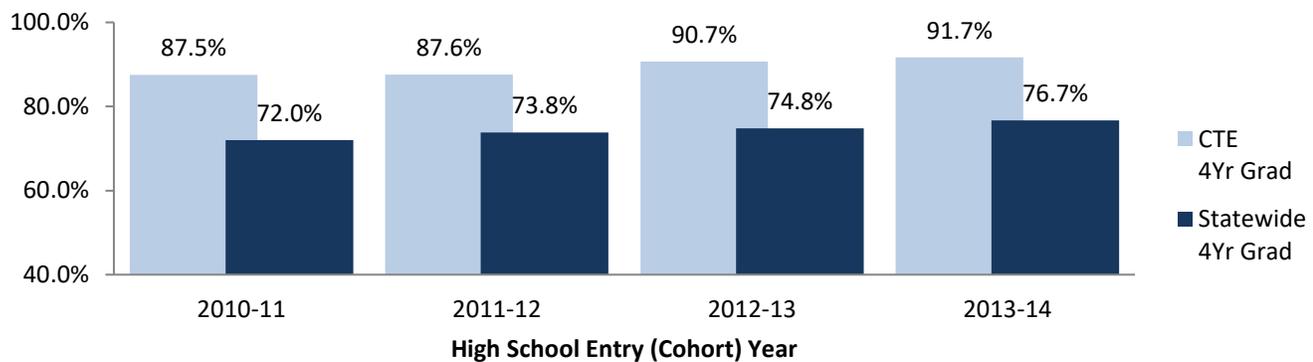


Oregon Career and Technical Education (CTE) Information: 2017 Graduation Results

The Oregon Department of Education (ODE) collects data from Oregon schools and community colleges on the enrollment and performance of students who complete courses in [state-approved Career and Technical Education \(CTE\) Programs of Study](#). CTE means content, programs, and instructional strategies based on business and industry workplace skills and technical skill sets and needs. Instruction incorporates standards-based academic content, technical skills and workplace behaviors necessary for success in careers of the 21st century. The CTE instruction reflected in Oregon’s published results happens exclusively in the context of ODE approved Programs of Study and State Recognized Programs. CTE Programs of Study are designed by secondary and postsecondary partners to be a series of complete, yet non-duplicative career focused courses.

Descriptive analysis of this data reveals consistently higher graduation rates among CTE concentrators¹ relative to all students statewide.² Among students beginning secondary school in 2013-2014, CTE concentrators were 15 percentage points more likely to graduate high school in four years than students statewide.

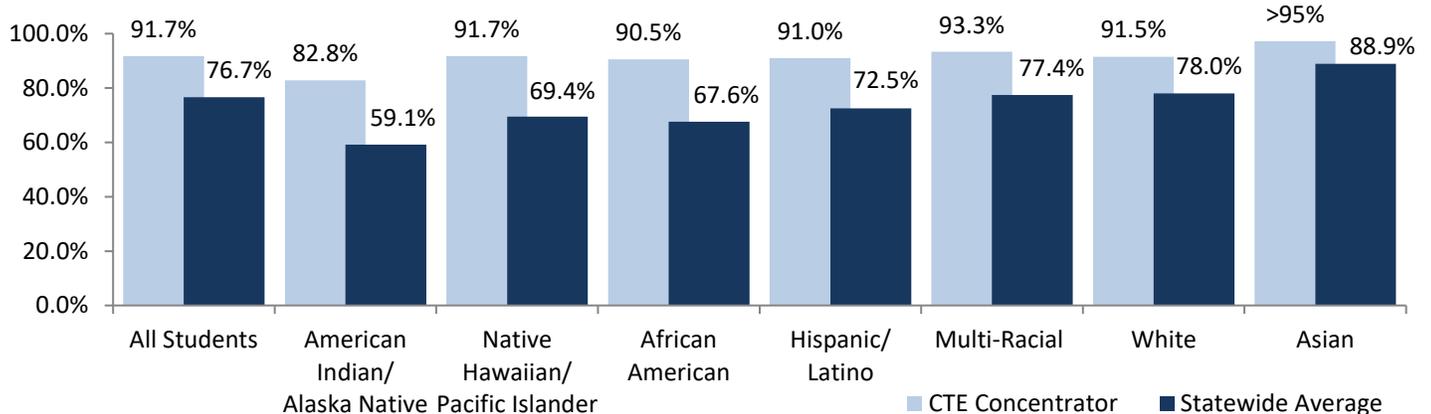
CTE Concentrator and Statewide Four-Year Cohort Graduation Rates over Time



Not only did CTE concentrators graduate at higher rates than students in the same population statewide, they graduated above the statewide average of 76.7 percent in every racial/ethnic student population measured.

CTE and Statewide Four-Year Graduation Rates, 2013-14 High School Cohort

Outcomes as of the 2016-17 school year



¹A CTE concentrator is defined as, “[a]ny secondary student who has earned one or more credits in technical skill-based courses as part of an Oregon state-approved CTE program, of which at least one-half credit must be designated as a required course.” For more information, go to the [Secondary CTE Data Collection and Reporting](#) webpage. ²CTE graduation rates and statewide graduation rates are not perfectly comparable. As noted in the “CTE Report Card” “Oregon statewide cohort graduation rates include every first year student (net of students moving into/out of the state, etc.).” CTE graduation rates include students who meet the definition of a CTE concentrator (see footnote one).

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 as enrolled on the first school day in October in grades 9-12.

Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

Oregon Statewide Dropout Rate Calculation

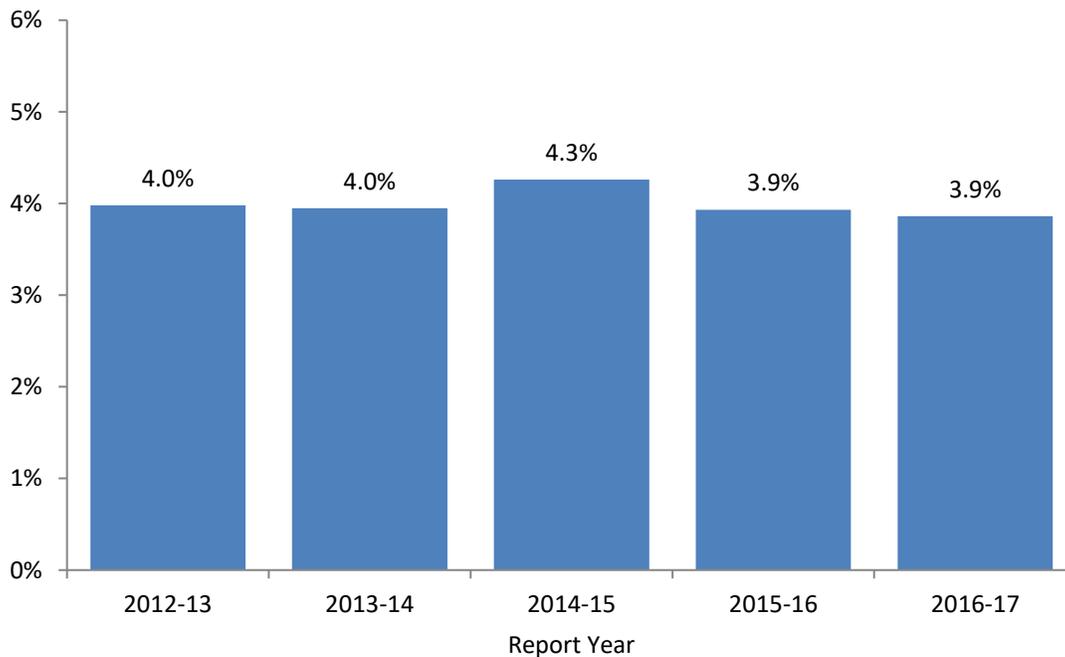
For a given school year:

$$\frac{\text{Number of Dropouts for Grades 9 – 12}}{\text{First School Day in October Enrollment for Grades 9 – 12}}$$

Dropout rates are also calculated for schools and districts.

More information is available on the [Dropout Rates in Oregon High Schools](#) webpage.

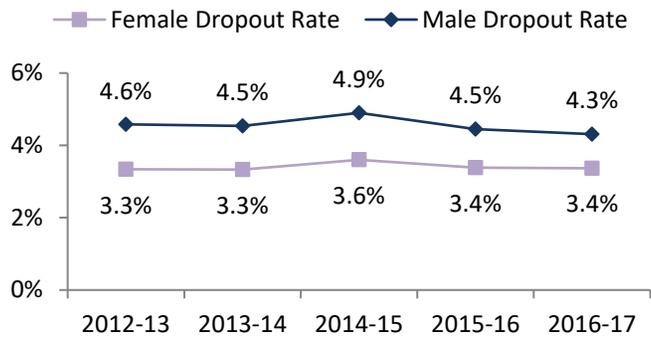
Oregon High School Dropout Rates



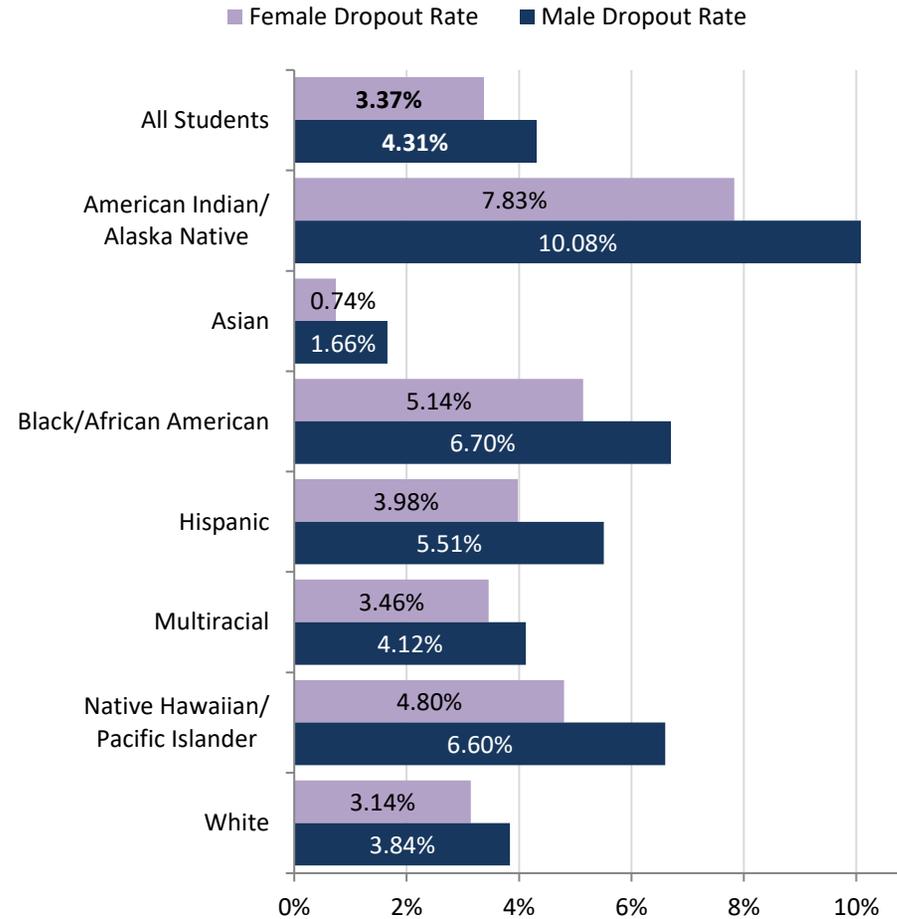
Oregon Dropout Rates by Gender

Male students in 2016-17, 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. American Indian/Alaska Native and Black/African American male students have the highest dropout rates, while Asian male and female students have the lowest rates.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.



Dropout Rates by Race/Ethnicity and Gender Grades 9-12 2016-17

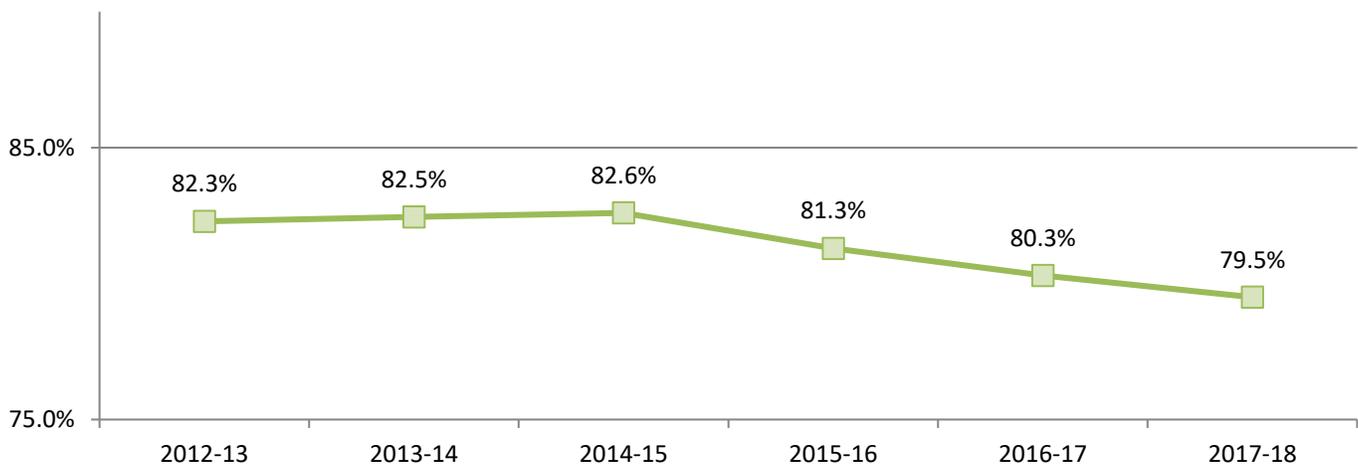


REGULAR ATTENDERS

Regular Attenders (formerly Not Chronically Absent) is the measure of the percent of students who were present for more than 90 percent of their total enrolled days. Conversely, a student is considered to be chronically absent if they are absent for 10 percent or more of their total enrolled days. Note that the definition of Regular Attenders was updated in 2016-17 to align with Oregon's [chronic absenteeism plan](#). In prior years, students were considered a regular attender if they were present for 90 percent or more of their total enrolled days (as opposed to more than 90% starting in 2016-17). Regular Attenders data is displayed at the school and district level on Oregon's [school and district report cards](#). The Regular Attender measure is included in the ODE's accountability system. In the 2017-18 school year, the ODE established [measures of interim progress \(MIP\)](#) for the indicator and a statewide long-term goal of 93 percent.

The Regular Attenders rate only includes students in standard enrollment, whose attendance is tracked on a daily basis. Students taking college coursework, part-time online courses or some types of alternative education programs are not included.

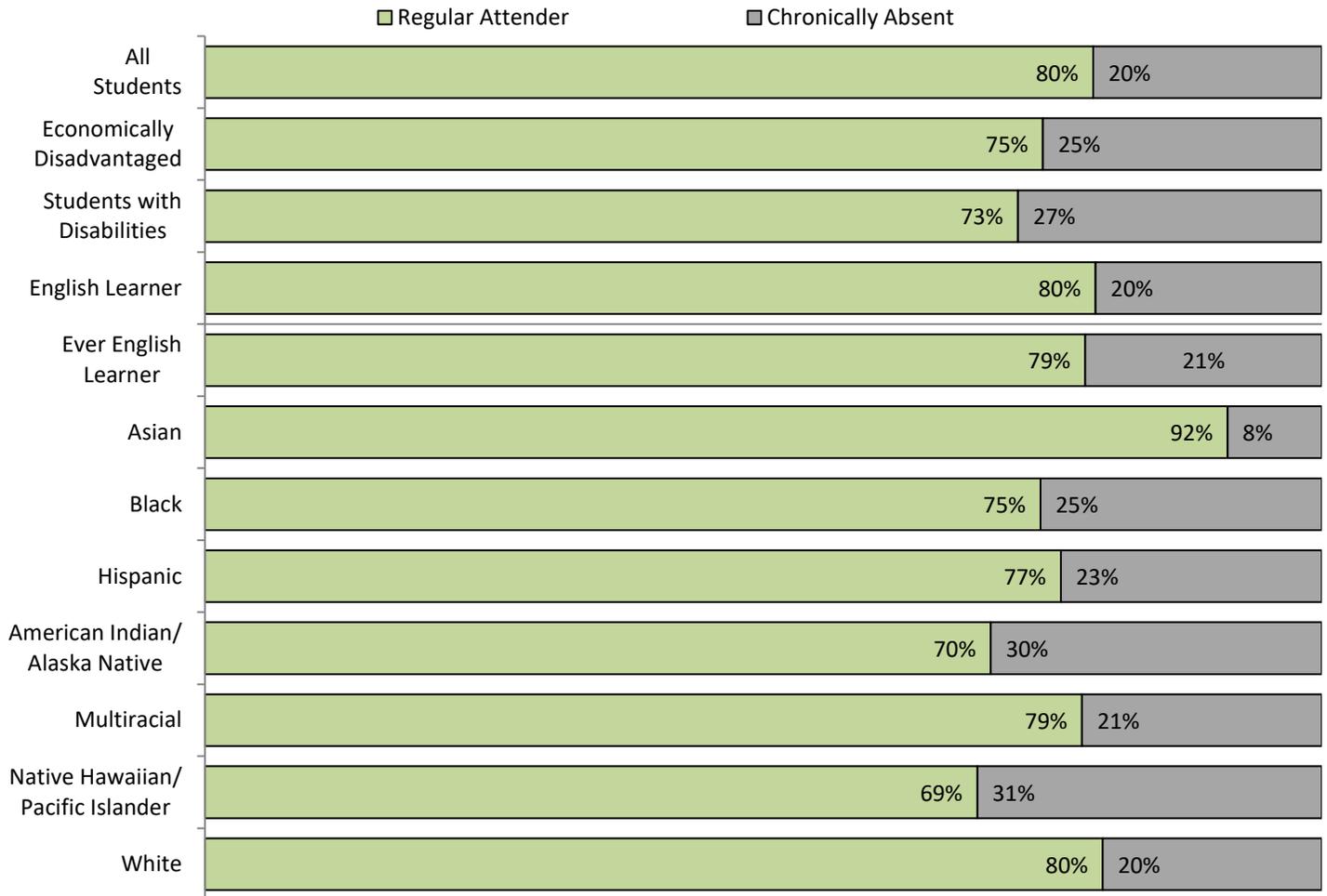
Statewide Percent Regular Attenders
By Year



Note: Due to data quality concerns, the percent regular attenders is not reported for the 2013-14 year. The placeholder represents the mean of the 2012-13 and 2014-15 reporting years.

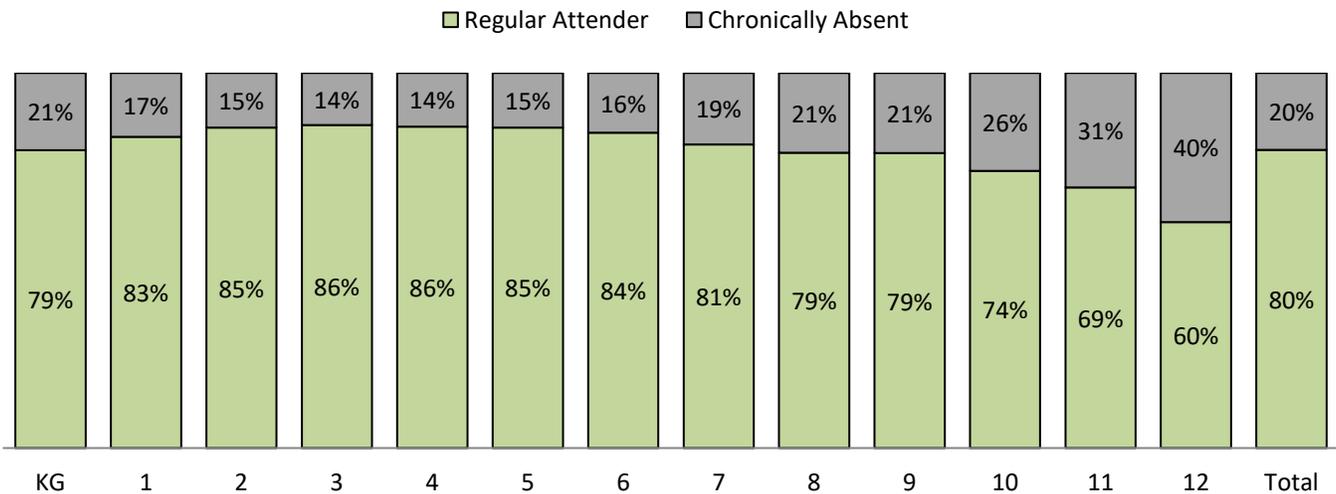
Percent Regular Attenders

By Student Group, 2017-18



Percent Regular Attenders

By Grade Level, 2017-18



Chronic absenteeism increases significantly in high school grades, particularly 12th grade.

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 13.39 percent of total enrollment over the last five years.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Special Education	74,793	75,363	75,927	76,820	77,964	78,867
Total Enrollment	563,714	567,098	570,857	576,407	578,947	580,690
% of Total Enrollment	13.3%	13.3%	13.3%	13.3%	13.5%	13.6%

Sources: December Special Education Child Count, Fall Membership

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 Services keep up with the ever-changing needs of Oregon's children.

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2012-13 Number of Students	2017-18 Number of Students	Percent Change
Autism Spectrum Disorder	8,216	9,718	18.3%
Deaf/Blindness	11	14	27.3%
Emotional Disturbance	4,550	5,156	13.3%
Hearing Impairment	864	895	3.6%
Intellectual Disability*	3,883	4,140	6.6%
Other Health Impairment	11,090	14,121	27.3%
Orthopedic Impairment	755	671	-11.1%
Specific Learning Disability	26,893	25,304	-5.9%
Visual Impairment	318	293	-7.9%
Speech or Language Impairment	17,953	18,264	1.7%
Traumatic Brain Injury	260	291	11.9%
Total	74,793	78,867	5.4%

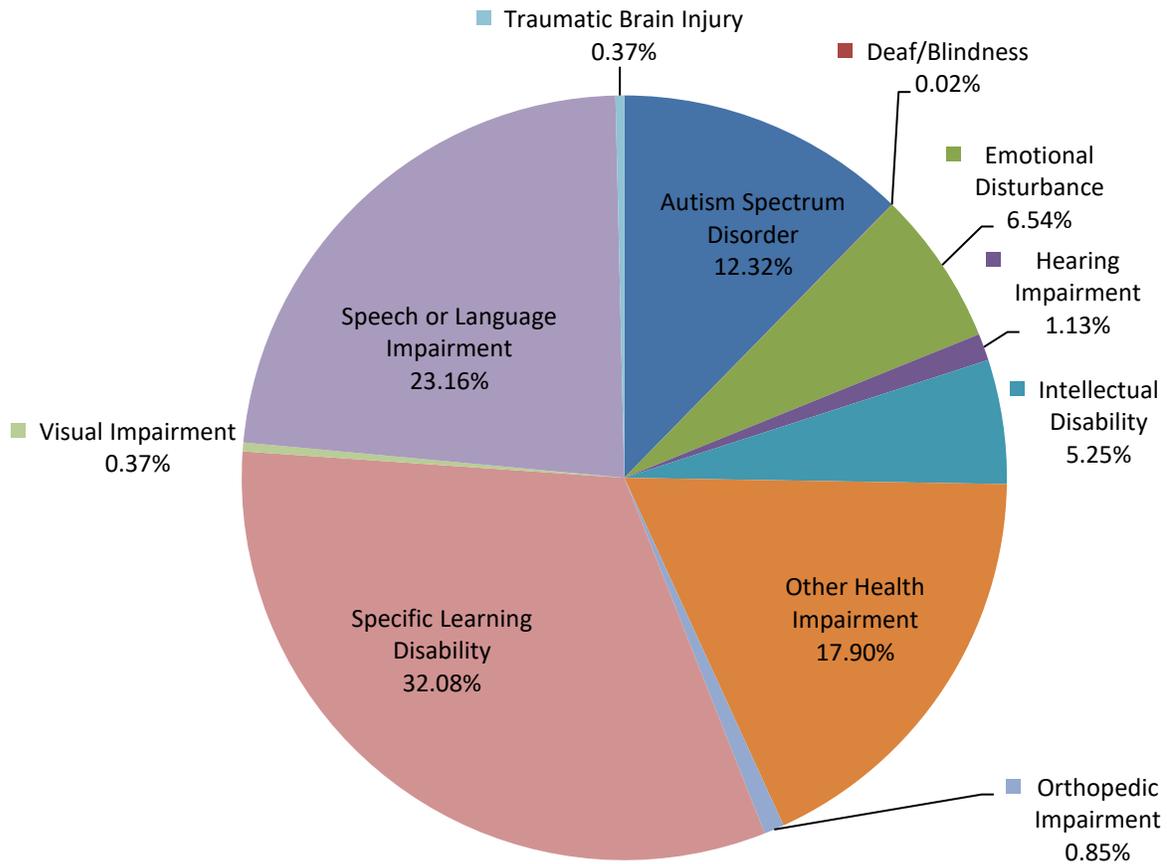
Source: December Special Education Child Count

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

School Age Students with Disabilities Receiving Special Education Services

2017-18 School Year

Total: 78,867 Students



Placement of School Age Special Education Students by Disability – 2017-18

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism Spectrum Disorder	49.87%	19.03%	28.12%	2.98%
Deaf/Blindness	*	*	*	*
Emotional Disturbance	57.54%	17.82%	16.83%	7.80%
Hearing Impairment	68.49%	9.39%	8.83%	13.30%
Intellectual Disability**	16.09%	36.62%	45.05%	2.25%
Other Health Impairment	74.00%	14.75%	8.72%	2.52%
Orthopedic Impairment	35.17%	16.10%	43.52%	5.22%
Specific Learning Disability	85.15%	13.03%	1.00%	0.83%
Visual Impairment	91.01%	5.02%	2.05%	1.92%
Speech or Language Impairment	68.26%	10.24%	17.75%	3.75%
Traumatic Brain Injury	60.48%	20.27%	17.53%	1.72%
Total Special Education Population	73.95%	13.77%	9.90%	2.37%

* 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.

Note: not all rows sum to total due to rounding.

Early Childhood - Oregon Head Start Pre-Kindergarten Program

Oregon Head Start Pre-Kindergarten (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) and nine Preschool Promise programs receiving state funds. Together, 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.

Preschool Promise is a model for a publicly-funded, high-quality preschool system. Preschool Promise leverages high-quality, local and culturally-relevant early child care and education programs and makes them available to children living at 200 percent of the poverty level. By incorporating a mixed delivery approach which recognizes that high quality early learning experiences can take place in a wide variety of settings, Preschool Promise provides opportunities for families to access and choose the preschool setting which best meets their needs. Preschool Promise is offered through nine different Early Learning Hub regions.

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 percent of enrollment is reserved for children with disabilities. While federal law allows up to 10 percent 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 2017-2018 legislatively approved budget for Oregon Prekindergarten and Preschool Promise slots was \$90,451,613, and this year it funded 9,556 enrollment slots for children in 28 OHS PreK programs and nine Early Learning Hubs coordinating services with 93 Preschool Promise programs. When combined with Federal and other funding sources, total OHS PreK and Preschool Promise funded enrollment for 2017-2018 was 14,696. An estimated 11,184 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
2010-2011	17,894	11,368	6,526	63.5%	36.5%
2011-2012	19,605	12,523	7,082	63.9%	36.1%
2012-2013	25,161	12,545	12,092	50.0%	50.0%
2013-2014	24,766	12,293	12,473	49.6%	50.4%
2014-2015	22,150	12,257	9,893	55.3%	44.7%
2015-2016	20,695	12,201	8,484	59.0%	41.0%
2016-2017	19,613	12,215	7,398	62.3%	37.7%
2017-2018	17,721	11,184	6,537	63.1%	36.9%

* 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. 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.

Source: Oregon Department of Education, Early Learning Division
Oregon Head Start Prekindergarten Annual Estimates of Eligible 3 and 4 Year-Olds

Talented and Gifted

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 581-022-2500).

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.

Oregon Talented and Gifted Students 2017-18 Statewide

Total: 37,462 Students*

State-defined:

- **Intellectually Gifted:**
16,589
- **Academically Talented:**
 - Reading: 15,571
 - Math: 16,213

District-defined:

- **Potential to Perform at the 97th Percentile:** 5,185

District Option to Identify**:

- **Creativity:** 50
- **Leadership:** 48
- **Visual and Performing Arts:** 22

*It is possible for individual students to have multiple areas of TAG identification.

**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.

***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 the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

Student Group	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Student Group Identified as TAG
Total	38,173	100.00%	573,542	100.00%	6.66%
Gender					
Male	20,325	53.24%	294,919	51.42%	6.89%
Female	17,848	46.76%	278,623	48.58%	6.41%
Race/Ethnicity					
White	26,442	69.27%	356,897	62.23%	7.41%
Hispanic	4,014	10.52%	132,704	23.14%	3.02%
Native American	159	0.42%	7,485	1.31%	2.12%
Asian	4,209	11.03%	23,237	4.05%	18.11%
African American	368	0.96%	13,349	2.33%	2.76%
Pacific Islander	112	0.29%	4,226	0.74%	2.65%
Multi-Ethnic	2,869	7.52%	35,644	6.21%	8.05%
Other					
Economically Disadvantaged	10,152	26.59%	310,676	54.17%	3.27%
Not Economically Disadvantaged	28,021	73.41%	262,866	45.83%	10.66%
Special Education**	1,419	3.72%	84,132	14.67%	1.69%
Not Special Education	36,754	96.28%	489,410	85.33%	7.51%

Complete [TAG Oregon Revised Statute](#) and Oregon Administrative Rule information is available from the Oregon Department of Education website.

School Year	TAG Graduates	All Graduates
2013-14 (10-11 cohort)	4,022 (92.4%)	32,877 (72.0%)
2014-15 (11-12 cohort)	3,890 (93.2%)	33,347 (73.8%)
2015-16 (12-13 cohort)	3,900 (92.7%)	34,678 (74.8%)
2016-17 (13-14 cohort)	3,772 (94.2%)	35,380 (76.6%)

Source: [Cohort Graduation Rates](#).

Alternative Education Programs

An “alternative education program” means a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state (ORS 336.615).

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
- 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
- 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. Districts report that on average they serve an estimated 13,300 students in alternative education statewide.

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

Type of Operation	2016		2017		2018	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Resident School District	13,855	84.80%	11,255	81.51%	11,126	83.71%
Another School District	29	0.18%	67	0.49%	92	0.69%
Private Program	1,279	7.83%	1,443	10.45%	1,077	8.10%
Community College	819	5.01%	847	6.13%	843	6.34%
Educational Service District (ESD)	101	0.62%	63	0.46%	56	0.42%
Other Program	256	1.57%	133	0.96%	97	0.73%
Terminated Program	0	0.00%	0	0.00%	0	0.00%
Total	16,339	100.00%	13,808	100.00%	13,808	100.00%

Source: ODE Alternative Education Data Collection

District alternative schools and programs, such as small learning communities (programs within schools), charter and magnet schools and programs of choice are utilized to meet individualized student learning and socio-emotional needs. School report cards report summative data for students enrolled at these schools and districts. Some districts may 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 as we continue to support schools in need. Private or charter 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. An annual evaluation and site visit is required to result in Division 22 assurances that support 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 support "quality" academic and scheduling programming. 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).

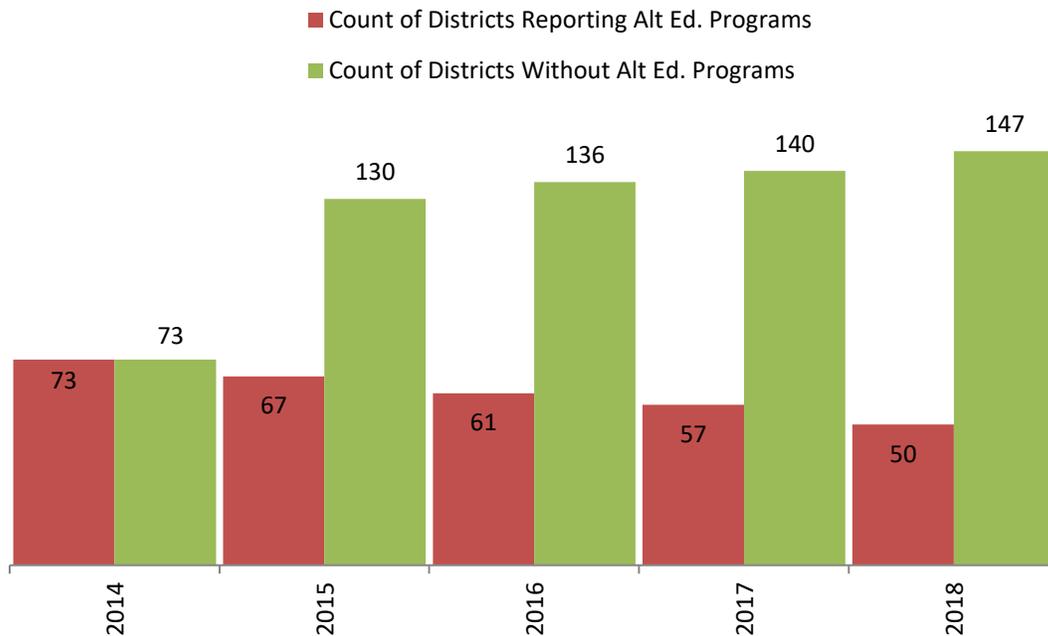
Alternative Education Services in Oregon
by Type of Program Service -- Number of Programs

Type of Operation	2016		2017		2018	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	138	49.64%	120	52.63%	121	57.89%
Another School District	11	3.96%	6	2.63%	5	2.39%
Private Program	60	21.58%	46	20.18%	31	14.83%
Community College	39	14.03%	32	14.04%	29	13.88%
Educational Service District (ESD)	14	5.04%	10	4.39%	9	4.31%
Other Program	4	1.44%	3	1.32%	3	1.44%
Terminated Program	12	4.32%	11	4.82%	11	5.26%
Total	278		228		209	

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 (58%), but a consistent percentage of alternative program services have been offered by community colleges (14%), whereas there has been a consistent decline in alternative program services offered by private organizations (15%). The remaining programs are operated by the Education Service District (ESD) or in another district, school or program.

Districts with Reported Alternative Education Programs, 2014-2018



Type of Program Services Statewide

Alternative education programs must continue to be designed and evaluated for quality as well as compliance to assure they address the diverse student needs the social behaviors they are designed 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 are 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 site 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.

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

Types of Program Services Statewide	Number of Services Provided 2014	Number of Services Provided 2015	Number of Services Provided 2016	Number of Services Provided 2017	Number of Services Provided 2018
Students with at-risk Behaviors	217	196	177	140	124
Remediation, Credit Recovery, or GED	207	204	172	138	124
Pregnant or Parenting Students	80	70	58	51	50
Students Advanced Beyond Standards	54	48	54	50	44
Other Programs	41	39	34	34	25
Total	599	557	495	413	367

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon By Grade Range – Number of Students

	Number of Students Using Services 2014	Number of Students Using Services 2015	Number of Students Using Services 2016	Number of Students Using Services 2017	Number of Students Using Services 2018
Secondary	13455	13714	14056	11,392	11,037
Elementary	1463	2126	2283	2,416	2,254
Total	14918	15840	16339	13,808	13,291

Source: ODE Alternative Education Data Collection

Links to Reference Documents [Oregon Alternative Education](#)

RESOURCES

Visit the webpages below for additional information on key education topics.

School and District Accountability

Elementary and Secondary Education Act

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/default.aspx>

Unsafe School Choice Option (USCO) and Persistently Dangerous Schools

<http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Safe-and-Drug-Free-Schools.aspx>

Oregon School & District Report Cards

<http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx>

Quality Education Model

<http://www.oregon.gov/ode/reports-and-data/taskcomm/Pages/QEMReports.aspx>

Accountability Reports

<http://www.oregon.gov/ode/reports-and-data/dataresources/Pages/Quick-Links-to-Accountability-Information.aspx>

Report Cards

<http://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx>

School Funding and Finance

State School Fund

<http://www.oregon.gov/ode/schools-and-districts/grants/Pages/School-District-and-ESD-payment-Statements.aspx>

Special Education Funding

<http://www.oregon.gov/ode/schools-and-districts/Pages/Special-Education-Funding.aspx>



Student Information

Fall Membership Report

<http://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx>

English Learners

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/default.aspx>

School Nutrition/Free and Reduced Price Lunch

<http://www.oregon.gov/ode/students-and-family/childnutrition/Pages/default.aspx>



Teacher Information

Teacher Licensure

<http://www.oregon.gov/ode/educator-resources/Pages/default.aspx>

Highly Qualified Teachers

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IIA/Pages/default.aspx>

Resources for Teachers

<http://www.oregon.gov/ode/educator-resources/Pages/default.aspx>



Special Programs and Information

Alternative Education

<http://www.oregon.gov/ode/learning-options/schooltypes/AltEd/Pages/default.aspx>

Charter Schools

<http://www.oregon.gov/ode/learning-options/schooltypes/charter/Pages/default.aspx>

Early Childhood

<http://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/default.aspx>

Homeless Students

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx>

Special Education Programs

<http://www.oregon.gov/ode/rules-and-policies/Pages/Individuals-with-Disabilities-Education-Act.aspx>

Talented and Gifted

<http://www.oregon.gov/ode/learning-options/TAG/Pages/default.aspx>



Title I

Title I-A: Improving Basic Programs

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Pages/default.aspx>

Title I-C: Migrant Education

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Migrant/Pages/default.aspx>

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

<http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/ID/Pages/default.aspx>

Student Achievement

Oregon Statewide Assessment

<http://www.oregon.gov/ode/educator-resources/assessment/Pages/default.aspx>

Statewide Test Results

<https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx>

National Assessment of Education Progress (NAEP)

<http://www.oregon.gov/ode/educator-resources/assessment/NAEP/Pages/default.aspx>
<http://nces.ed.gov/nationsreportcard>

Cohort Graduation Rate

<http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

Dropout Reports

<http://www.oregon.gov/ode/reports-and-data/students/Pages/Dropout-Rates.aspx>

Essential Skills

<http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx>

Data Collections

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

