

Appendix

SECTION 1: OREGON'S STUDENT PROFILE

Table 1.1: Fall Enrollment (October 1) in Oregon Public K-12 Schools, by Race and Ethnicity, 1989-90 through 2003-04

School Year	White	Black	Hispanic	Asian/Pacific Islander	American Indian / Alaskan Native	Total
1989-90	421,240	11,238	18,742	13,095	8,079	472,394
1990-91	430,513	11,421	21,200	13,574	7,944	484,652
1991-92	439,351	11,998	24,165	14,359	8,741	498,614
1992-93	446,251	12,220	27,115	15,360	9,176	510,122
1993-94	447,781	12,630	30,244	16,137	9,819	516,611
1994-95	449,120	13,190	32,787	16,700	10,148	521,945
1995-96	450,276	13,556	36,059	17,720	10,303	527,914
1996-97	455,045	13,714	40,118	18,060	10,917	537,854
1997-98	452,163	14,139	43,712	19,209	11,156	540,379
1998-99	450,116	14,757	47,029	19,831	11,134	542,867
1999-00	446,480	15,064	51,543	20,610	11,388	545,085
2000-01	440,898	15,455	56,377	21,560	11,390	545,680
2001-02	438,875	16,061	62,394	22,642	11,707	551,679
2002-03	435,087	16,455	67,515	22,733	11,994	553,784
2003-04	424,561	16,586	73,288	24,528	12,653	551,616
Average Annual Growth Rate 89-90 to 03-04	0.06%	2.82%	10.23%	4.58%	3.26%	1.11%

Source: Oregon Department of Education

Note: White category includes students with unknown race and ethnicity.

Table 1.2: Percent of Oregon Public K-12 Fall Enrollees in Each Race and Ethnic Group, 1989-90 through 2000-04

School Year	White	Black	Hispanic	Asian/Pacific Islander	American Indian / Alaskan Native
1989-90	89%	2%	4%	3%	2%
1990-91	89%	2%	4%	3%	2%
1991-92	88%	2%	5%	3%	2%
1992-93	87%	2%	5%	3%	2%
1993-94	87%	2%	6%	3%	2%
1994-95	86%	3%	6%	3%	2%
1995-96	85%	3%	7%	3%	2%
1996-97	85%	3%	7%	3%	2%
1997-98	84%	3%	8%	4%	2%
1998-99	83%	3%	9%	4%	2%
1999-00	82%	3%	9%	4%	2%
2000-01	81%	3%	10%	4%	2%
2001-02	80%	3%	11%	4%	2%
2002-03	79%	3%	12%	4%	2%
2003-04	77%	3%	13%	4%	2%

Source: Oregon Department of Education

Note: White category includes students with unknown race and ethnicity

Table 1.3: Average Annual Growth in Number of Children Aged 5 to 21 Served under IDEA, 1990-91 and 2000-01

Rank	State	Average Annual Growth Rate 1990-91 to 2000-01
1	NV	7.5
2	HI	6.4
3	DC	5.6
4	AZ	5.3
5	GA	5.0
24	Oregon	2.8
	US	2.8

Source: *Education Week* analysis of data from the U.S. Department of Education, Office of Special Education Programs, Data Analysis System, 2001-02, and National Center for Education Statistics, Common Core of Data, 2001-02

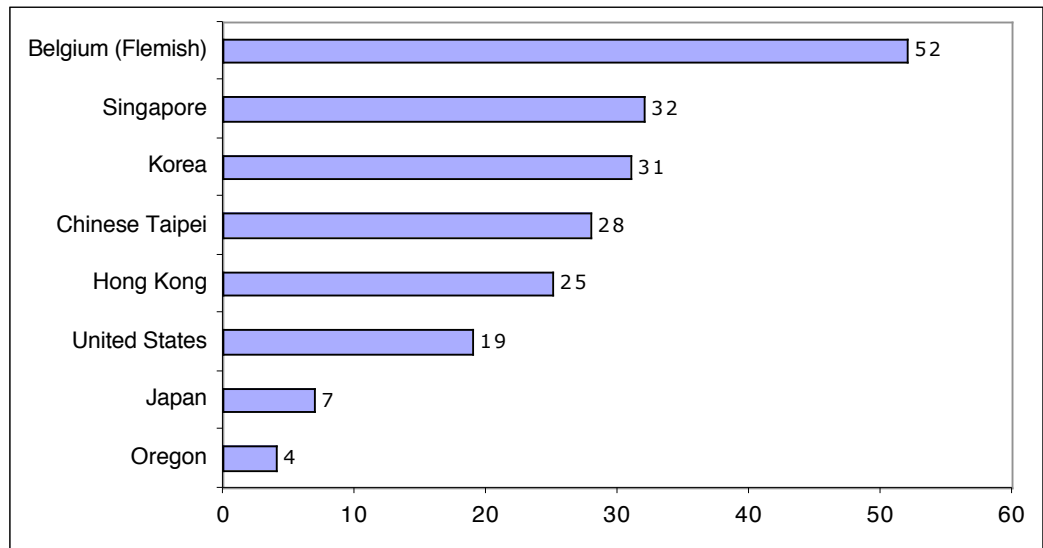
SECTION 2: ABSENTEEISM

Table 2.1: Percent of 8th graders in schools where a school official reports that the following are not problems or are minor problems (2003)

Absenteeism			Tardiness			Classroom misbehavior		
Rank	State	Percentage	Rank	State	Percentage	Rank	State	Percentage
1	NJ	93	1	NE	89	1	MA	85
2	MA	92	2	MA	89	2	AK	84
3	IA	90	3	WV	87	3	SD	82
4	RI	89	4	KS	86	4	ND	82
5	CT	89	5	VT	85	5	NH	81
45	Oregon	68	31	Oregon	74	21	Oregon	74
	US	79		US	76		US	70

Source: *Education Week* analysis of 2003 NAEP mathematics assessment background-survey data.

Figure 2.1: Percent of Students Attending Schools with a High Index of Good School and Class Attendance (SCA), 1999



Source: ISC, Boston College, Background analysis of school official responses to 1999 TIMSS survey.

SECTION 3: DROPOUT

Table 3.1: Dropout Rates (Percent) by Race/Ethnicity, Grades 9-12, 1991-92 to 2002-03

Race	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Oregon	5.8	5.7	6.6	7.4	7.2	6.7	6.9	6.6	6.3	5.3	4.9	4.4
White	5.2	5.2	6.0	6.7	6.7	5.9	6.0	5.7	5.5	4.5	4.0	3.6
Black	12.4	8.6	9.6	11.6	13.0	12.1	10.8	11.1	11.4	11.0	9.5	9.0
Hispanic	12.5	14.0	16.2	17.9	16.5	15.7	16.4	14.9	13.3	11.3	10.4	9.1
Asian/Pacific Islander	3.9	3.7	5.2	5.6	5.4	5.9	5.9	5.6	5.3	4.4	3.6	3.8
Am. Indian and Alaskan Native	9.0	9.2	8.3	11.1	11.1	9.4	10.2	11.2	9.9	8.9	6.9	6.3

Source: Oregon Department of Education, Early Leaver Data Collection; Beginning in 1996-97 GED recipients were not counted as dropouts.

Table 3.2: High School Dropout Rates, 2000-01 School Year

Rank	State	High School Dropout Rates
1	AZ	10.9
2	LA	8.3
3	AL	8.2
4	GA	7.2
5	WY	6.4
11	Oregon	5.3

Source: US Department of Education, National Center for Education Statistics, Common Core of Data

SECTION 4: SCHOOL SAFETY

Table 4.1: Percent of students in schools where a school official reports that physical conflicts are not a problem or are a minor problem (2003)

4th Grade			8th Grade		
Rank	State	Percentage	Rank	State	Percentage
1	NC	99	1	NH	100
1	NH	99	2	ID	99
2	ME	98	3	ME	98
2	NE	98	4	NE	95
4	7 State Tie	97	5	VT	94
11	Oregon	96	16	Oregon	89
	US	92		US	86

Source: *Education Week* analysis of 2003 NAEP mathematics assessment background-survey data

SECTION 5: CLASS SIZE

Table 5.1: Ratio to Students to Staff, Oregon and States with Five Lowest Student-Total Staff Ratios, Fall 1992 and 2000

Fall 2000					Fall 1992				
Rank	State	Student-Total Staff Ratio	Student-Teacher Ratio	Student-Non Teacher Staff Ratio	Rank	State	Student-Total Staff Ratio	Student-Teacher Ratio	Student-Non Teacher Staff Ratio
1	VT	5.7	12.1	10.9	1	VT	6.6	13.1	13.2
2	ME	6.2	12.5	12.4	2	NJ	7.5	13.6	16.5
3	DC	6.4	13.9	12.0	3	ME	7.5	14.1	16.0
4	WY	6.4	13.3	12.5	4	DC	7.7	13.3	18.0
5	CT	6.8	13.7	13.7	5	CT	7.7	14.3	16.6
43	Oregon	9.7	19.4	19.5	42	Oregon	9.9	19.2	20.4
	US	8.2	16.0	17.0		US	9.1	17.4	19.1

Source: ECONorthwest calculated based on NCES data

Table 5.2: Class Size

Average class size for self-contained classes in elementary schools (2000)			Median pupil-teacher ratio in primary level schools (2002)		
Rank	State	Average	Rank	State	Median
1	NE	17.5	1	VT	11.9
2	ND	17.8	2	SD	12.2
3	SC	17.9	3	NE	12.2
4	ME	18.0	4	ND	12.3
5	VT	18.1	5	WY	12.5
49	Oregon	23.9	48	Oregon	20.0
	US	21.2		US	16.0

Source: U.S. Department of Education, Office of Educational Research and Improvement, "Schools and Staffing Survey, 1999-2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools," 2002. U.S. Department of Education, NCES, "Overview of Public Elementary and Secondary Schools and Districts: School Year 2001-2002," May 2003.

Table 5.3: Class Size in 8th Grade Mathematics Courses, 1999

	Overall Average Class Size	1-20 Students		21-35 Students		36 or More Students	
		Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Belgium (Flemish)	19 (0.4)	58 (3.5)	541 (6.8)	42 (3.5)	582 (4.4)	0 (0.0)	~ ~
Oregon	24 (0.4)	26 (3.9)	500 (14.8)	74 (3.9)	521 (7.5)	0 (0.0)	~ ~
United States	26 (0.7)	21 (2.6)	507 (8.4)	73 (3.0)	504 (4.9)	6 (1.4)	488 (26.2)
Japan	36 (0.2)	1 (0.0)	~ ~	41 (3.4)	572 (2.9)	58 (3.3)	582 (2.3)
Singapore	37 (0.3)	1 (0.4)	~ ~	32 (3.8)	602 (11.6)	68 (3.8)	607 (6.4)
Hong Kong	37 (0.5)	7 (1.8)	521 (20.0)	15 (3.0)	530 (10.5)	78 (3.4)	597 (4.3)
Chinese Taipei	39 (0.5)	0 (0.0)	~ ~	14 (2.9)	578 (11.5)	86 (3.0)	586 (4.6)
Korea	42 (0.5)	0 (0.0)	~ ~	12 (2.2)	584 (6.7)	88 (2.2)	587 (2.1)
International Average	31 (0.1)	17 (0.4)	468 (2.4)	53 (0.6)	488 (1.4)	30 (0.4)	471 (4.3)

Source: ISC Boston College, Background survey of 1999 TIMSS; Statistics in parentheses are standard errors.

SECTION 6: FACILITIES AND RESOURCES

Table 6.1: Index of Availability of School Resources for Mathematics Instruction (ASRMI), 1999

	High ASRMI		Medium ASRMI		Low ASRMI	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Belgium (Flemish)	54 (4.6)	556 (7.2)	46 (10.0)	558 (10.0)	0 (0.0)	~ ~
Singapore	50 (4.0)	603 (8.4)	46 (4.1)	608 (8.8)	4 (1.4)	589 (16.2)
United States	37 (3.8)	516 (6.9)	59 (3.6)	493 (5.2)	4 (1.5)	480 (14.2)
Japan	36 (4.3)	582 (3.9)	61 (4.2)	578 (2.6)	3 (1.5)	562 (5.5)
Hong Kong	22 (4.1)	585 (12.8)	67 (4.4)	586 (5.8)	10 (2.7)	567 (11.1)
Oregon	11 (5.0)	525 (21.6)	77 (6.4)	517 (7.9)	12 (5.5)	500 (14.1)
Chinese Taipei	6 (1.9)	580 (14.2)	78 (3.2)	587 (4.8)	16 (2.7)	577 (10.7)
Korea	4 (1.6)	594 (12.1)	81 (3.5)	588 (2.1)	16 (3.1)	583 (4.1)
International Average	19 (0.5)	497 (2.5)	63 (0.7)	486 (1.0)	18 (0.5)	476 (2.0)

Source: ISC, Boston College, Background analysis of school official responses to TIMSS survey; Statistics in parentheses are standard errors.

Table 6.2: Index of Availability of School Resources for Science Instruction (ASRSI), 1999

	High ASRSI		Medium ASRSI		Low ASRSI	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Belgium (Flemish)	60 (4.5)	531 (4.8)	40 (4.5)	538 (8.1)	0 (0.0)	~ ~
Singapore	56 (3.9)	569 (11.8)	40 (4.1)	569 (9.8)	4 (1.4)	554 (25.1)
United States	34 (3.3)	531 (8.5)	60 (3.2)	508 (6.2)	6 (2.4)	512 (12.0)
Japan	30 (3.7)	556 (3.5)	65 (4.1)	547 (3.1)	5 (1.9)	545 (6.6)
Hong Kong	19 (3.3)	524 (12.2)	73 (3.5)	533 (4.5)	8 (2.3)	521 (11.6)
Oregon	11 (5.0)	546 (15.5)	74 (7.9)	539 (7.4)	15 (6.2)	528 (15.3)
Chinese Taipei	5 (2.1)	567 (15.5)	78 (3.4)	571 (5.0)	17 (2.9)	562 (9.3)
Korea	7 (2.2)	555 (12.1)	76 (3.7)	550 (2.7)	17 (3.2)	542 (5.5)
International Average	18 (0.5)	498 (2.6)	63 (0.6)	487 (1.0)	20 (0.5)	476 (2.4)

Source: ISC, Boston College, Background analysis of school official responses to TIMSS survey. Statistics in parentheses are standard errors.

SECTION 7: ENROLLMENT

Table 7.1: Percent of K-12 Students Enrolled in Private Schools

Rank	State	Percent
1	LA	16.6
2	DE	16.5
3	HI	15.6
4	PA	15.0
5	MD	14.3
29	Oregon	9.0

Source: U.S. Census 2000

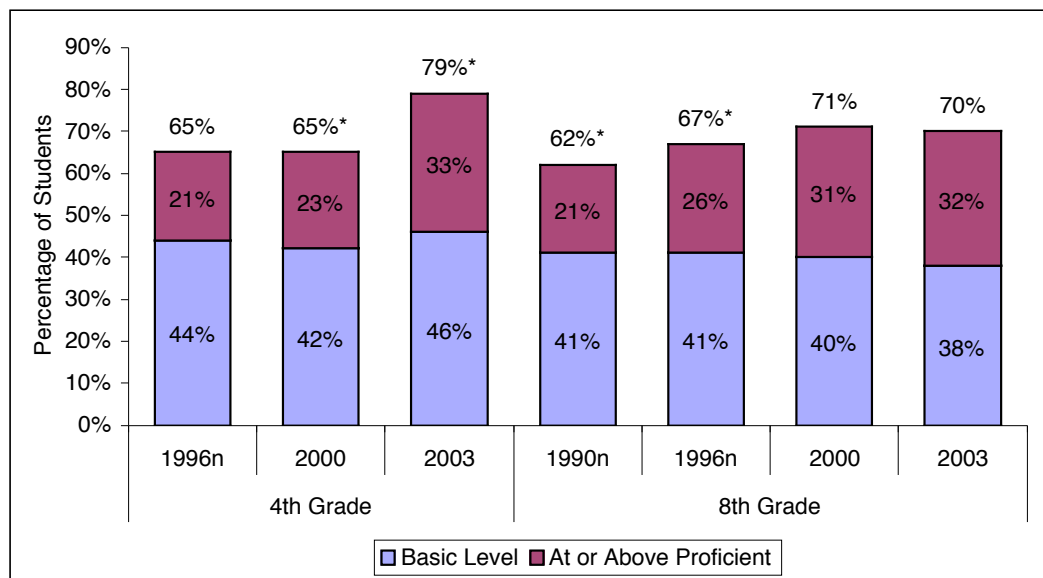
Table 7.2: Percent of Students Attending Public Elementary and Secondary Charter Schools (2002)

Rank	State	Percent
1	DC	9.2
2	AZ	6.7
3	MI	3.8
4	DE	3.7
5	CO	3.3
29	Oregon	0.2
	U.S.	1.2

Source: Education State Rankings, 2003-2004

SECTION 8: MATHEMATICS & SCIENCE ACHIEVEMENT

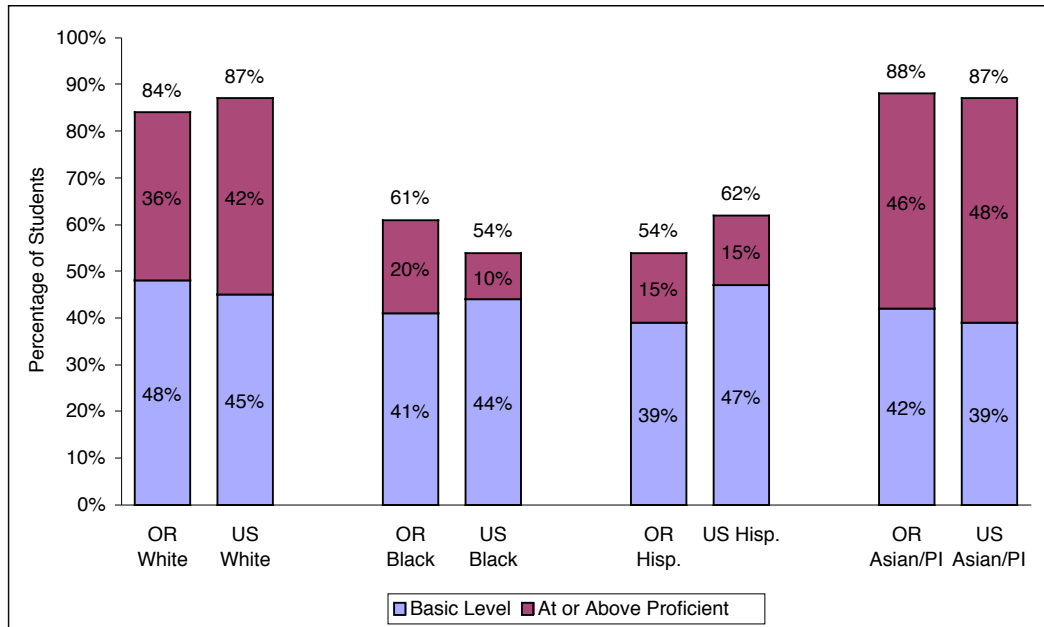
Figure 8.1: Achievement levels for Mathematics, Oregon, 1990, 1996, 2000, 2003



* Denotes a statistically significant difference compared to prior year.

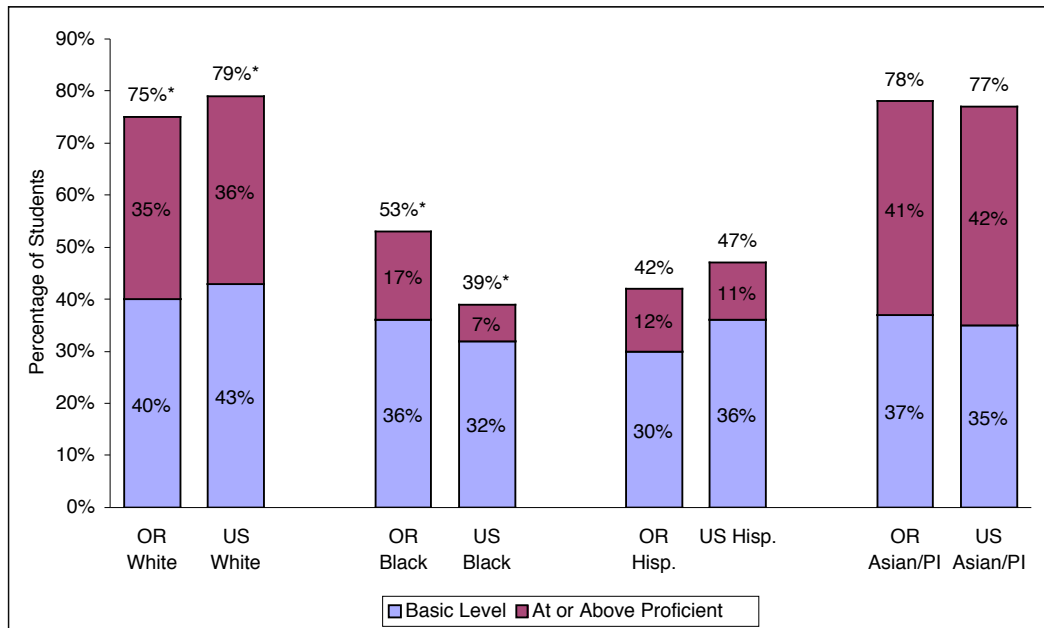
Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Figure 8.2: Percentage of Oregon and U.S. 4th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Mathematics Assessment, by Race and Ethnicity 2003



Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

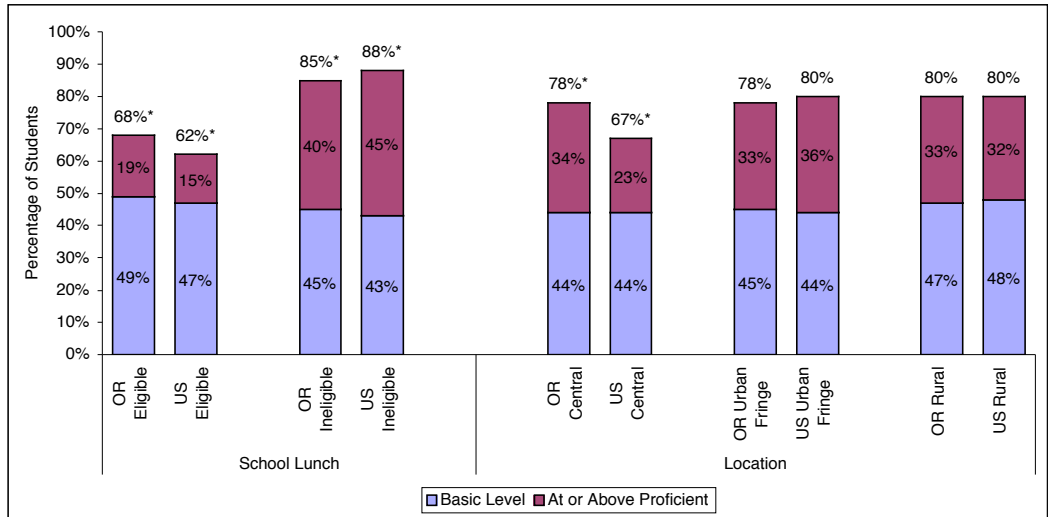
Figure 8.3: Percentage of Oregon and U.S. 8th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Mathematics Assessment, by Race and Ethnicity 2003



* Denotes a statistically significant difference when compared to same race/ethnic group.

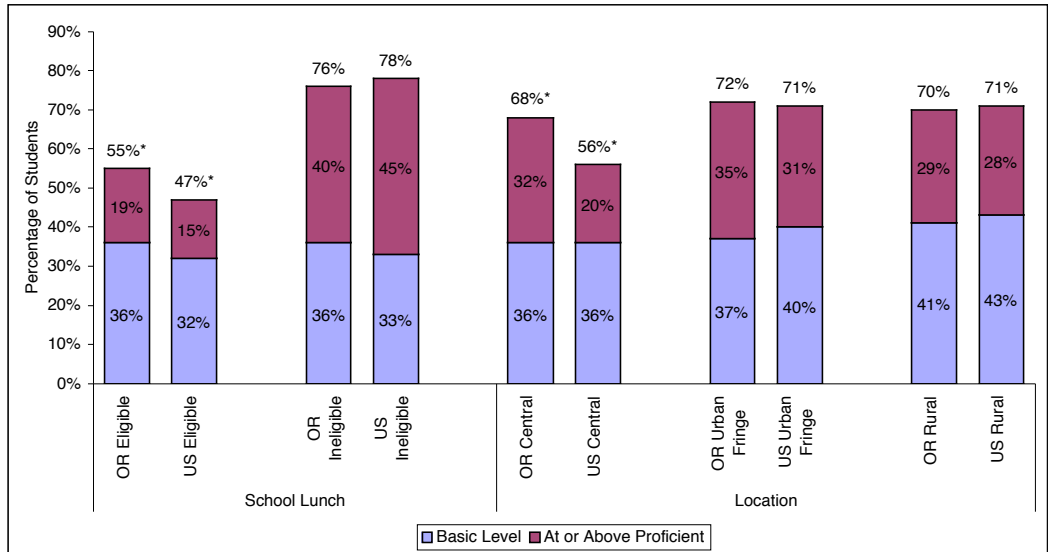
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Figure 8.4: Percentage of Oregon and U.S. 4th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Mathematics Assessment, by Eligibility for School Lunch Programs and School Location 2003



* Denotes a statistically significant difference when compared to same lunch or location group.
 Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Figure 8.5: Percentage of Oregon and U.S. 8th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Mathematics Assessment, by Eligibility for School Lunch Programs and School Location 2003



* Denotes a statistically significant difference when compared to same lunch or location group.
 Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 8.1: States with NAEP Mathematics Mean Scale Scores Above Oregon's: 2003

4th Grade Exam	8th Grade Exam
Connecticut	Massachusetts
Kansas	Minnesota
Massachusetts	Montana
Minnesota	New Hampshire
New Hampshire	North Dakota
North Carolina	South Dakota
Vermont	Vermont
Wyoming	

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 8.2: Number of States with Higher or Lower Average Scale Scores on the 2003 NAEP for Mathematics, Comparisons Across All Students, by Race and Ethnicity

	4th Grade					8th Grade				
	All	Subpopulations				All	Subpopulations			
		White	Black	Hispanic	Asian/PI		White	Black	Hispanic	Asian/PI
Number of States with <i>Higher</i> Average Scale Scores than Oregon	8	14	0	23	0	7	16	0	7	8
Number of States with <i>Lower</i> Average Scale Scores than Oregon	18	12	12	6	5	20	10	28	8	7

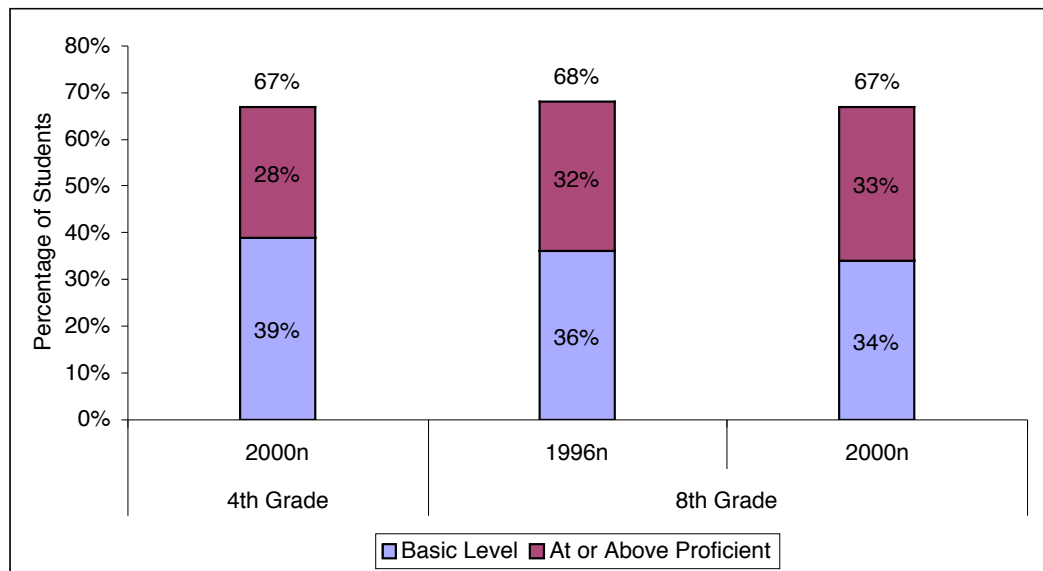
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Table 8.3: Number of States with Higher or Lower Average Scale Scores on the 2003 NAEP for Mathematics, Comparisons Across All Students, by Eligibility for School Lunch Programs and School Location

	4th Grade					8th Grade						
	All	Subpopulations				All	Subpopulations					
		Lunch Eligible	Lunch Ineligible	Central City	Urban Fringe		Rural	Lunch Eligible	Lunch Ineligible	Central City	Urban Fringe	Rural
Number of States with <i>Higher</i> Average Scale Scores than Oregon	8	4	18	3	17	13	7	2	14	1	11	16
Number of States with <i>Lower</i> Average Scale Scores than Oregon	18	24	8	12	2	5	20	22	14	11	6	6

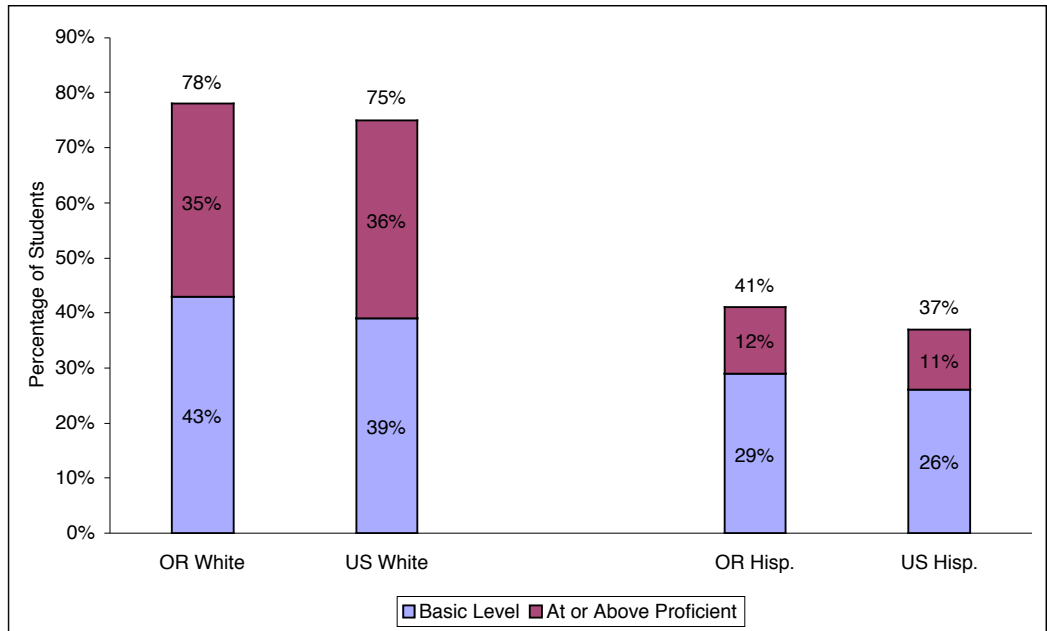
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Figure 8.6: Achievement Levels for Science, Oregon, 1996 and 2000



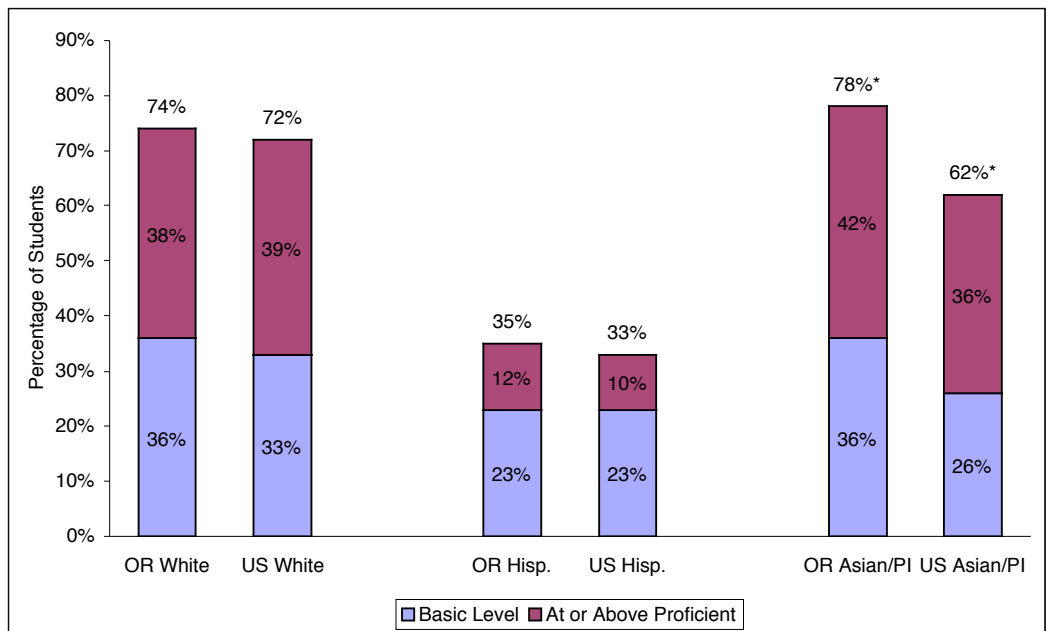
Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Figure 8.7: Percentage of Oregon and U.S. 4th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Science Assessment, by Race and Ethnicity 2000



Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

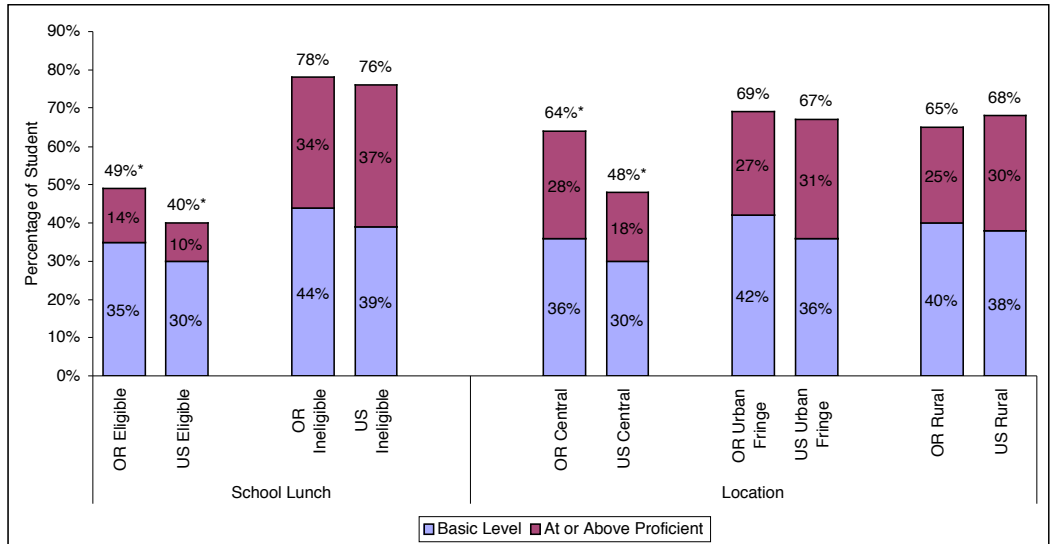
Figure 8.8: Percentage of Oregon and U.S. 8th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Science Assessment, by Race and Ethnicity 2000



* Denotes a statistically significant difference when compared within the same race/ethnic group.

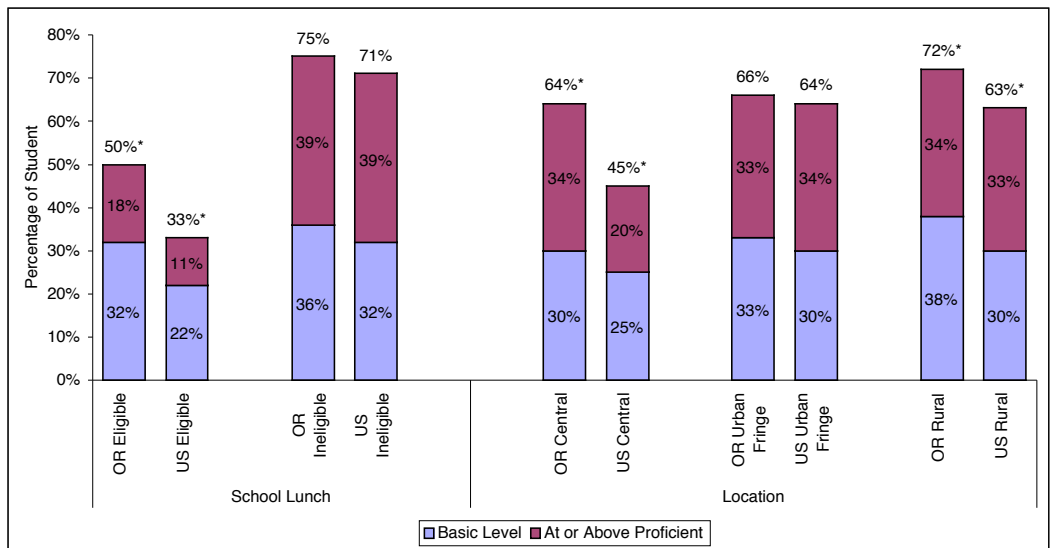
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Figure 8.9: Percentage of Oregon and U.S. 4th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Science Assessment, by Eligibility for School Lunch Programs and School Location 2000



* Denotes a statistically significant difference when compared within the same lunch or location group.
 Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Figure 8.10: Percentage of Oregon and U.S. 8th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Science Assessment, by Eligibility for School Lunch Programs and School Location 2000



* Denotes a statistically significant difference when compared within the same lunch or location group.
 Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 8.4: States with NAEP Science Mean Scale Scores Above Oregon's: 2000

4th Grade Exam	8th Grade Exam
Connecticut	Maine
Indiana	Minnesota
Iowa	Montana
Maine	North Dakota
Massachusetts	Ohio
Minnesota	Vermont
Missouri	
Montana	
North Dakota	
Ohio	
Utah	
Vermont	
Washington	
Wyoming	

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 8.5: Number of States with Higher or Lower Average Scale Scores on the 2000 NAEP for Science, Comparisons Across All Students, by Race and Ethnicity

	4th Grade					8th Grade				
	All	Subpopulations				All	Subpopulations			
		White	Black	Hispanic	Asian/PI		White	Black	Hispanic	Asian/PI
Number of States with <i>Higher</i> Average Scale Scores than Oregon	14	15	***	10	***	6	4	***	2	0
Number of States with <i>Lower</i> Average Scale Scores than Oregon	9	1	***	0	***	21	13	***	3	5

*** Sample too small to support statistically significant comparisons.

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 8.6: Number of States with Higher or Lower Average Scale Scores on the 2000 NAEP for Science, Comparisons Across All Students, by Eligibility for School Lunch Programs and School Location

	4th Grade					8th Grade						
	All	Subpopulations				All	Subpopulations					
		Lunch Eligible	Lunch Ineligible	Central City	Urban Fringe		Rural	Lunch Eligible	Lunch Ineligible	Central City	Urban Fringe	Rural
Number of States with <i>Higher</i> Average Scale Scores than Oregon	14	10	9	5	9	16	6	5	2	3	4	4
Number of States with <i>Lower</i> Average Scale Scores than Oregon	9	7	2	3	0	5	21	19	18	5	2	7

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 8.7: TIMSS 1999 Rankings (Mathematics)

	Score
United States	502 (4.0)
Oregon	514 (6.0)
Chinese Taipei	585 (4.0)
Singapore	604 (6.3)
Belgium (Flemish)	558 (3.3)
Hong Kong	582 (4.3)
Korea	587 (2.0)
Japan	579 (1.7)
International Average	487 (0.7)

Standard errors appear in ()

Source: ISC Boston College, TIMSS 1999.

Table 8.8: TIMMS 1999 Rankings (Science)

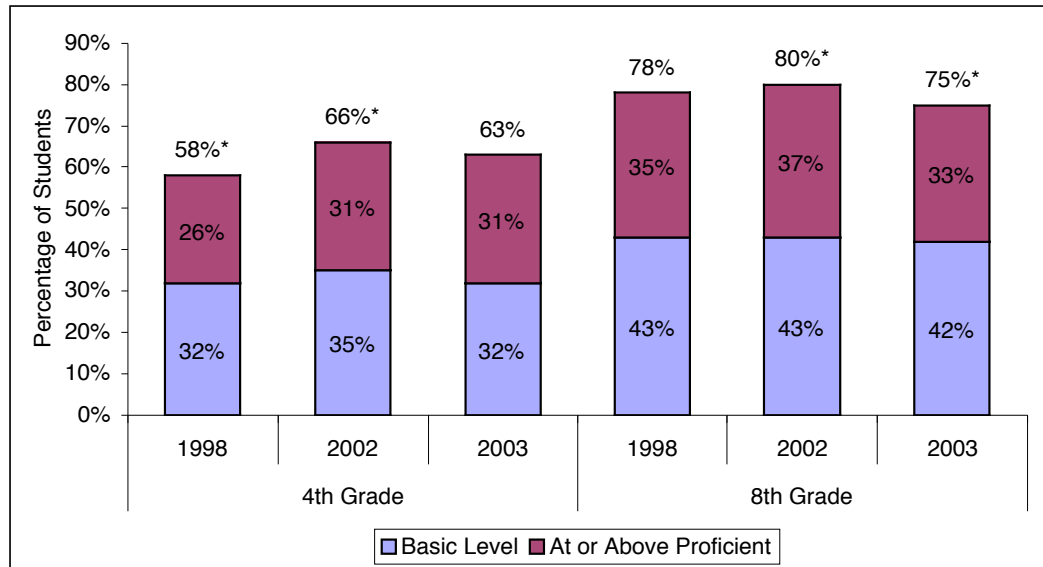
	Score
United States	515 (4.6)
Oregon	536 (6.1)
Chinese Taipei	569 (4.4)
Singapore	568 (8.0)
Belgium (Flemish)	535 (3.1)
Hong Kong	530 (3.7)
Korea	549 (2.6)
Japan	550 (2.2)
International Average	488 (0.7)

Standard errors appear in ()

Source: ISC Boston College, TIMSS 1999.

SECTION 9: READING ACHIEVEMENT

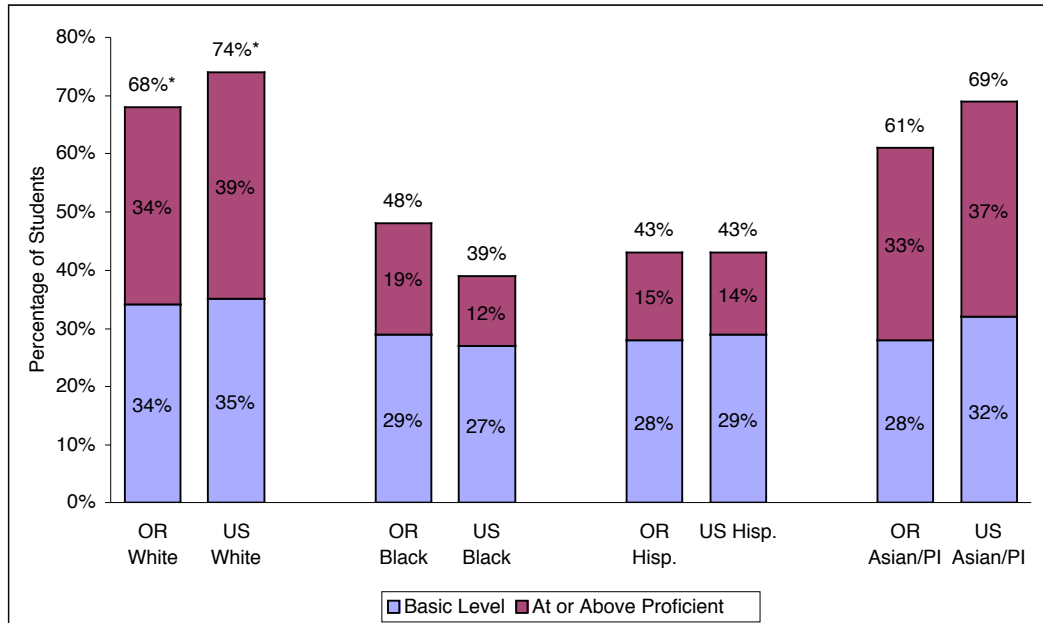
Figure 9.1: Achievement levels for Reading, Oregon Public School Students, 1998, 2002, and 2003



* Denotes a statistically significant difference from previous year

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

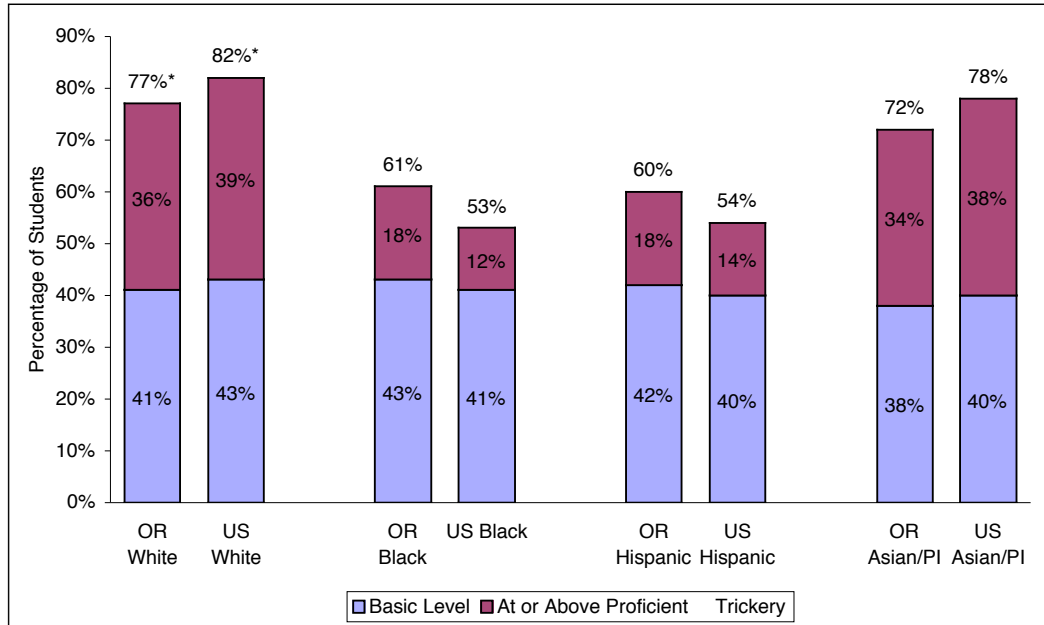
Figure 9.2: Percentage of Oregon and U.S. 4th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Reading Assessment, by Race and Ethnicity 2003



* Denotes a statistically significant difference within a race/ethnic group.

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

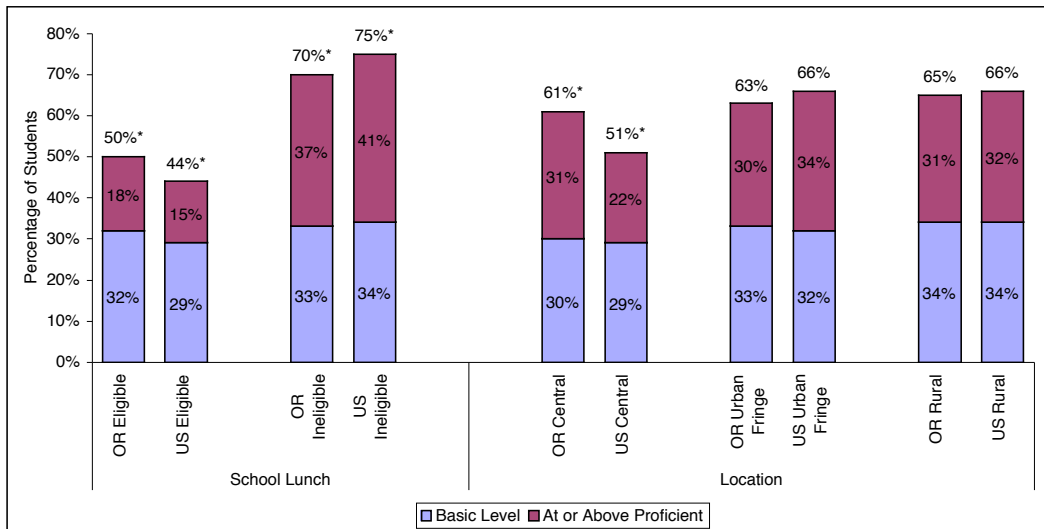
Figure 9.3: Percentage of Oregon and U.S. 8th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Reading Assessment, by Race and Ethnicity 2003



* Denotes a statistically significant difference within a race/ethnic group.

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

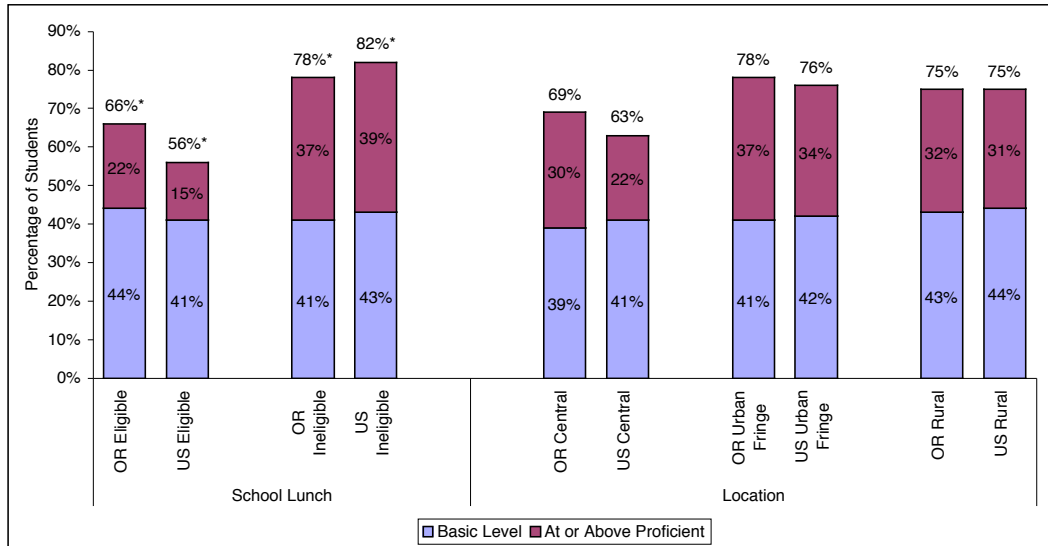
Figure 9.4: Percentage of Oregon and U.S. 4th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Reading Assessment, by Eligibility for School Lunch Programs and School Location 2003



* Denotes a statistically significant difference within a lunch or location group.

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Figure 9.5: Percentage of Oregon and U.S. 8th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Reading Assessment, by Eligibility for School Lunch Programs and School Location 2003



* Denotes a statistically significant difference within a lunch or location group.

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 9.1: States with NAEP Reading Mean Scale Scores Above Oregon's: 2003

4th Grade Exam	8th Grade Exam
Colorado	Iowa
Connecticut	Maine
Delaware	Massachusetts
Iowa	Minnesota
Maine	Montana
Massachusetts	New Hampshire
Minnesota	New Jersey
Missouri	North Dakota
Montana	South Dakota
New Hampshire	Vermont
New Jersey	Virginia
New York	Wyoming
North Carolina	
North Dakota	
Ohio	
South Dakota	
Vermont	
Virginia	
Wyoming	

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 9.2: Number of States with Higher or Lower Average Scale Scores on the 2003 NAEP for Reading, Comparisons Across All Students, by Race and Ethnicity

	4th Grade					8th Grade				
	All	Subpopulations				All	Subpopulations			
		White	Black	Hispanic	Asian/PI		White	Black	Hispanic	Asian/PI
Number of States with <i>Higher</i> Average Scale Scores than Oregon	19	27	3	19	4	12	14	0	4	4
Number of States with <i>Lower</i> Average Scale Scores than Oregon	13	2	0	7	2	18	5	7	4	0

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

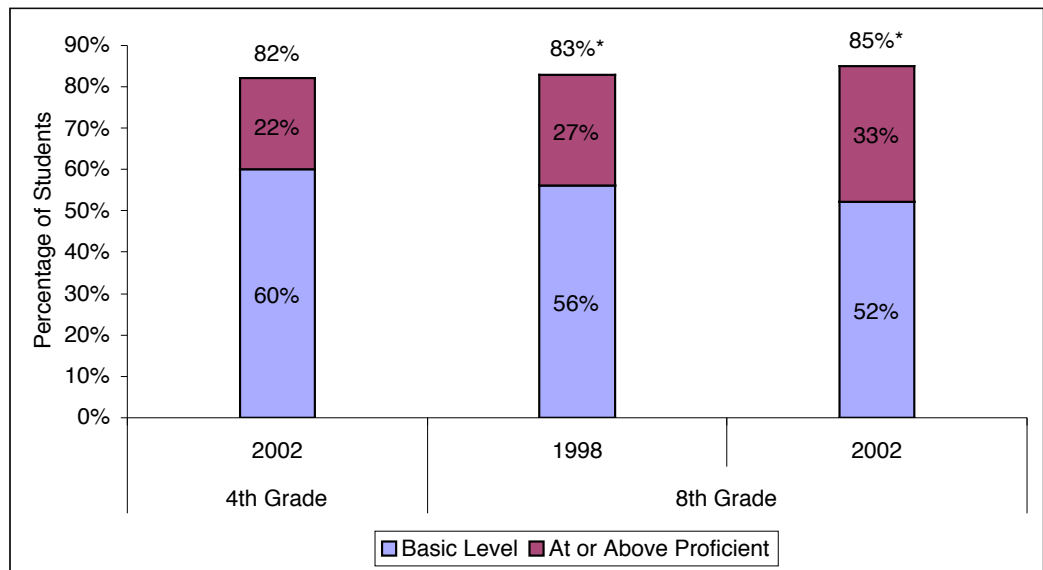
Table 9.3: Number of States with Higher or Lower Average Scale Scores on the 2003 NAEP for Reading, Comparisons Across All Students, by Eligibility for School Lunch Programs and School Location

	4th Grade						8th Grade					
	All	Subpopulations					All	Subpopulations				
		Lunch Eligible	Lunch Ineligible	Central City	Urban Fringe	Rural		Lunch Eligible	Lunch Ineligible	Central City	Urban Fringe	Rural
Number of States with <i>Higher</i> Average Scale Scores than Oregon	19	6	28	2	23	14	12	1	23	3	9	17
Number of States with <i>Lower</i> Average Scale Scores than Oregon	13	15	3	24	2	7	18	22	5	8	4	3

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

SECTION 10: WRITING ACHIEVEMENT

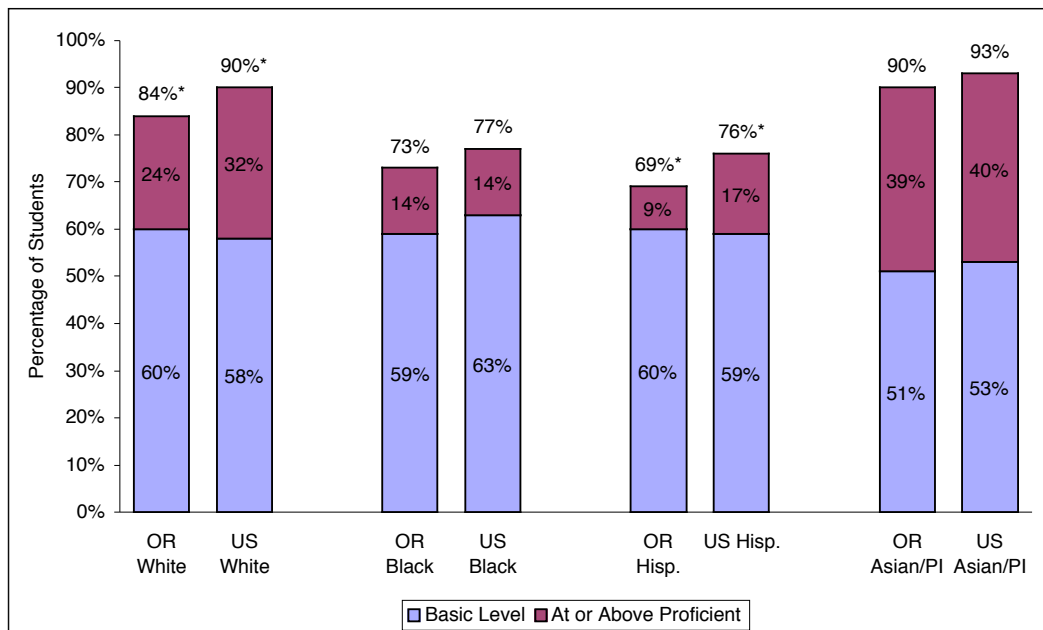
Figure 10.1: Achievement Levels for Writing, Oregon, 1998 and 2002



* Denotes a statistically significant difference between 1998 and 2002 on the 8th Grade exam.

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

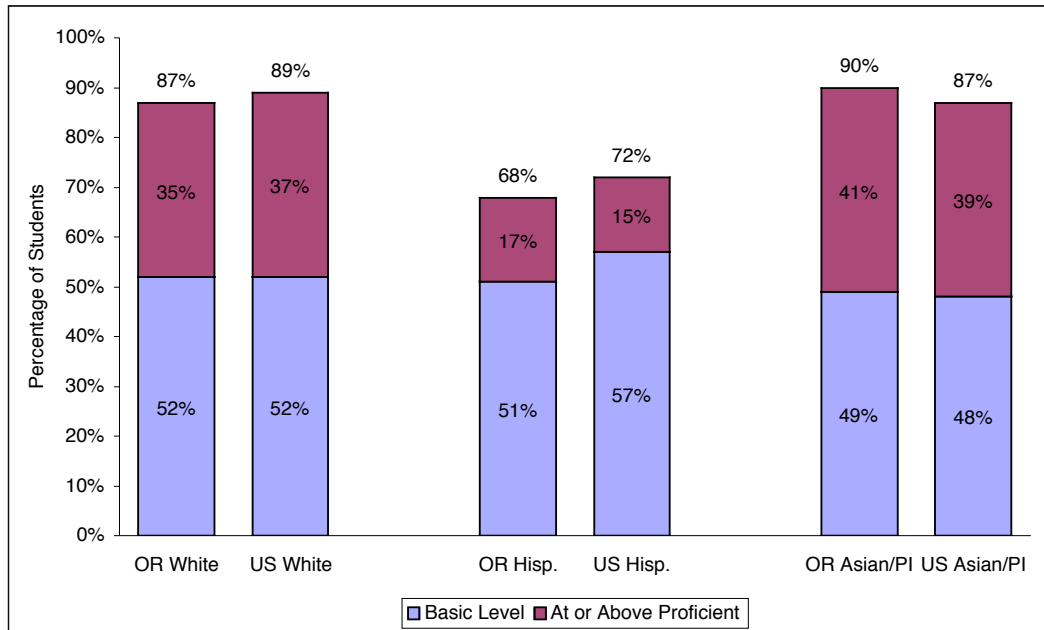
Figure 10.2: Percentage of Oregon and U.S. 4th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Writing Assessment, by Race and Ethnicity 2002



* Denotes a statistically significant difference within a race/ethnic group.

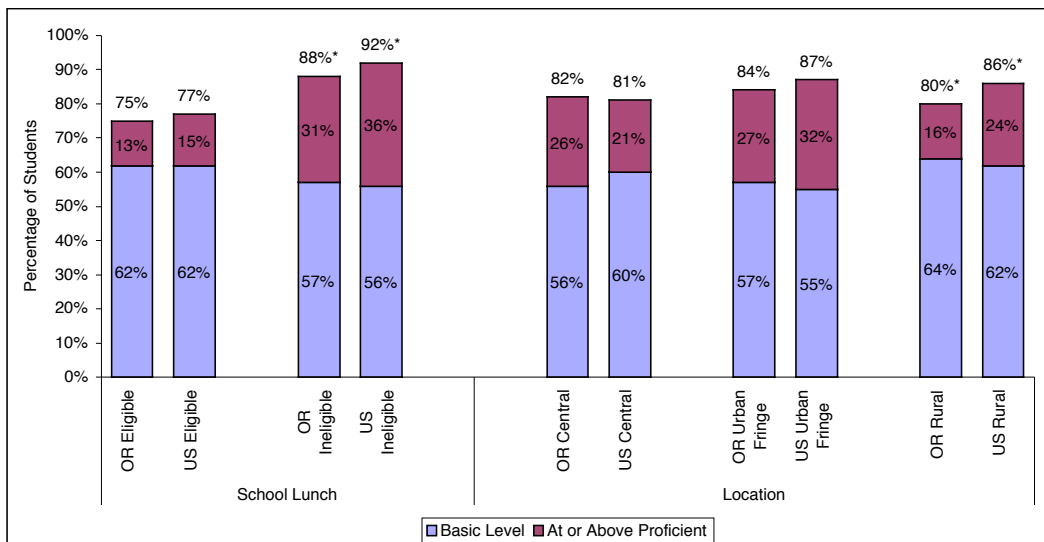
Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Figure 10.3: Percentage of Oregon and U.S. 8th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Writing Assessment, by Race and Ethnicity 2002



Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

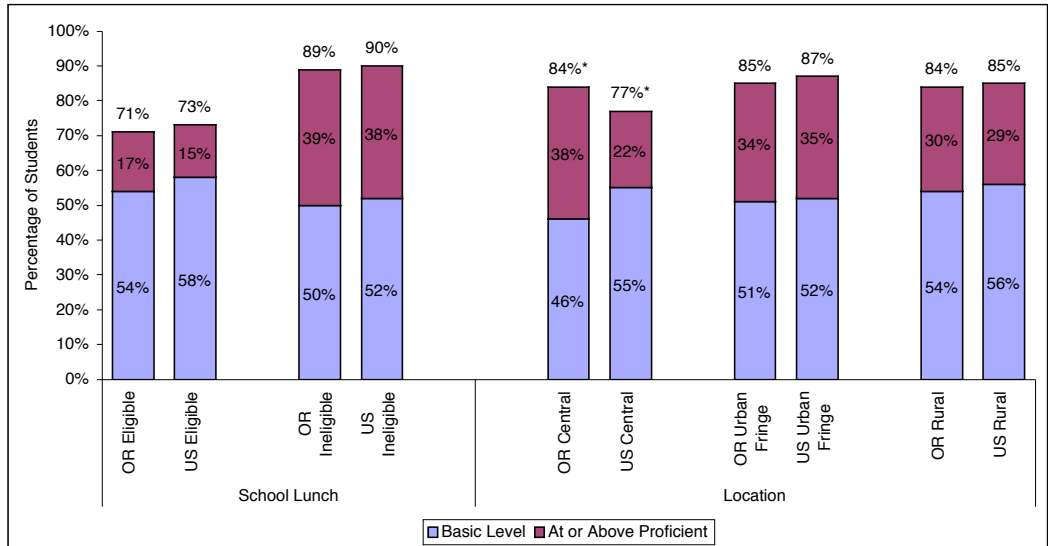
Figure 10.4: Percentage of Oregon and U.S. 4th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Writing Assessment, by Eligibility for School Lunch Programs and School Location 2002



* Denotes a statistically significant difference within a lunch or location group.

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Figure 10.5: Percentage of Oregon and U.S. 8th Grade Students Scoring at the Basic Level and at or above the Proficient Level on the NAEP Writing Assessment, by Eligibility for School Lunch Programs and School Location 2002



* Denotes a statistically significant difference within a lunch or location group.

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 10.1: States with NAEP Writing Mean Scale Scores Above Oregon's: 2002

4th Grade Exam	8th Grade Exam
Connecticut	Connecticut
Delaware	Massachusetts
Florida	Vermont
Indiana	
Iowa	
Kentucky	
Maine	
Maryland	
Massachusetts	
Minnesota	
Nebraska	
New York	
North Carolina	
Ohio	
Pennsylvania	
Rhode Island	
Texas	
Vermont	
Virginia	
Washington	

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

Table 10.2: Number of States with Higher or Lower Average Scale Scores on the 2002 NAEP for Writing, Comparisons Across All Students, by Race and Ethnicity

	4th Grade					8th Grade				
	All	Subpopulations				All	Subpopulations			
		White	Black	Hispanic	Asian/PI		White	Black	Hispanic	Asian/PI
Number of States with <i>Higher</i> Average Scale Scores than Oregon	20	12	0	18	0	3	7	0	4	0
Number of States with <i>Lower</i> Average Scale Scores than Oregon	7	1	0	1	2	17	13	0	1	0

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

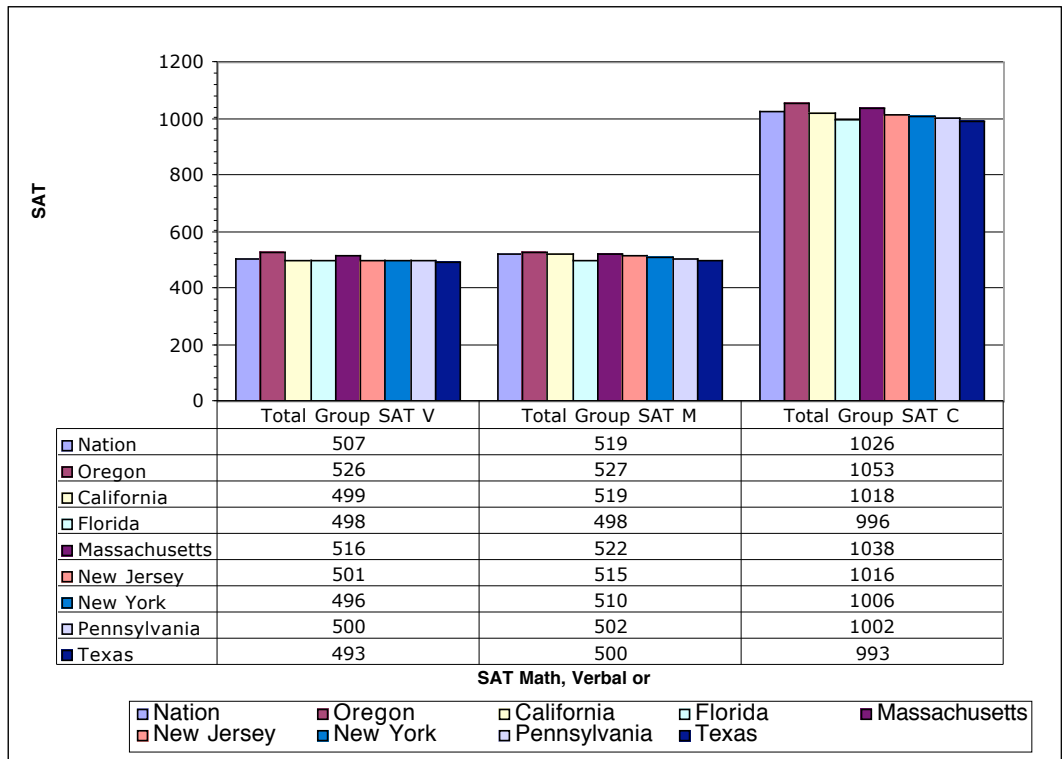
Table 10.3: Number of States with Higher or Lower Average Scale Scores on the 2002 NAEP for Writing, Comparisons Across All Students, by Eligibility for School Lunch Programs and School Location

	4th Grade					8th Grade						
	All	Subpopulations				All	Subpopulations					
		Lunch Eligible	Lunch Ineligible	Central City	Urban Fringe		Rural	Lunch Eligible	Lunch Ineligible	Central City	Urban Fringe	Rural
Number of States with <i>Higher</i> Average Scale Scores than Oregon	20	9	14	1	11	24	3	2	3	0	6	5
Number of States with <i>Lower</i> Average Scale Scores than Oregon	7	3	4	2	4	0	17	5	13	11	3	4

Source: Retrieved from <http://nces.ed.gov/nationsreportcard/states/profile.asp>

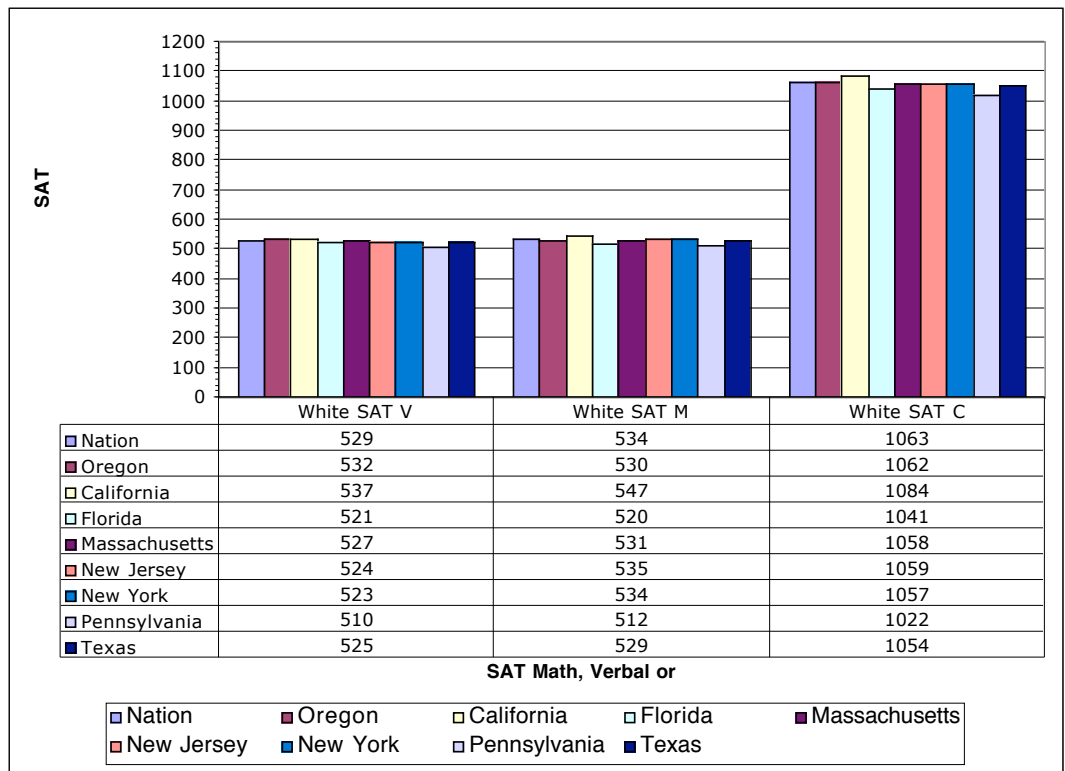
SECTION 11: SAT

Figure 11.1: Comparison of SAT Scores for Total Group, 2002-2003



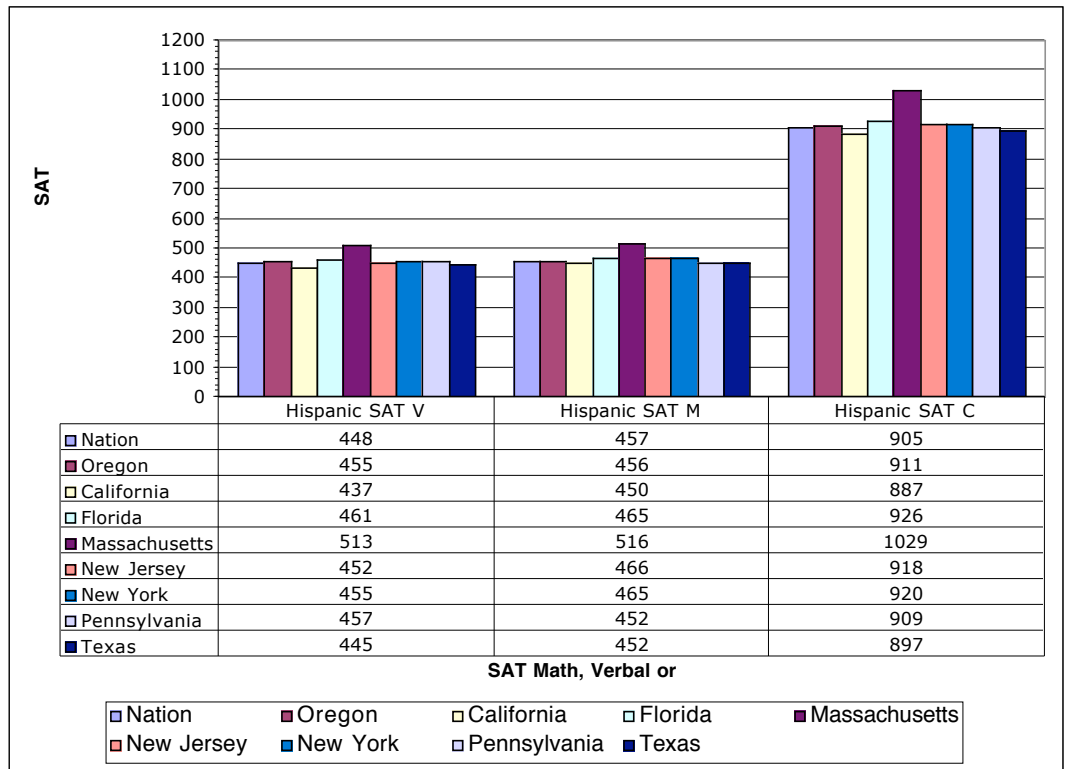
Source: College Board

Figure 11.2: Comparison of SAT Scores for White Students, 2002-2003



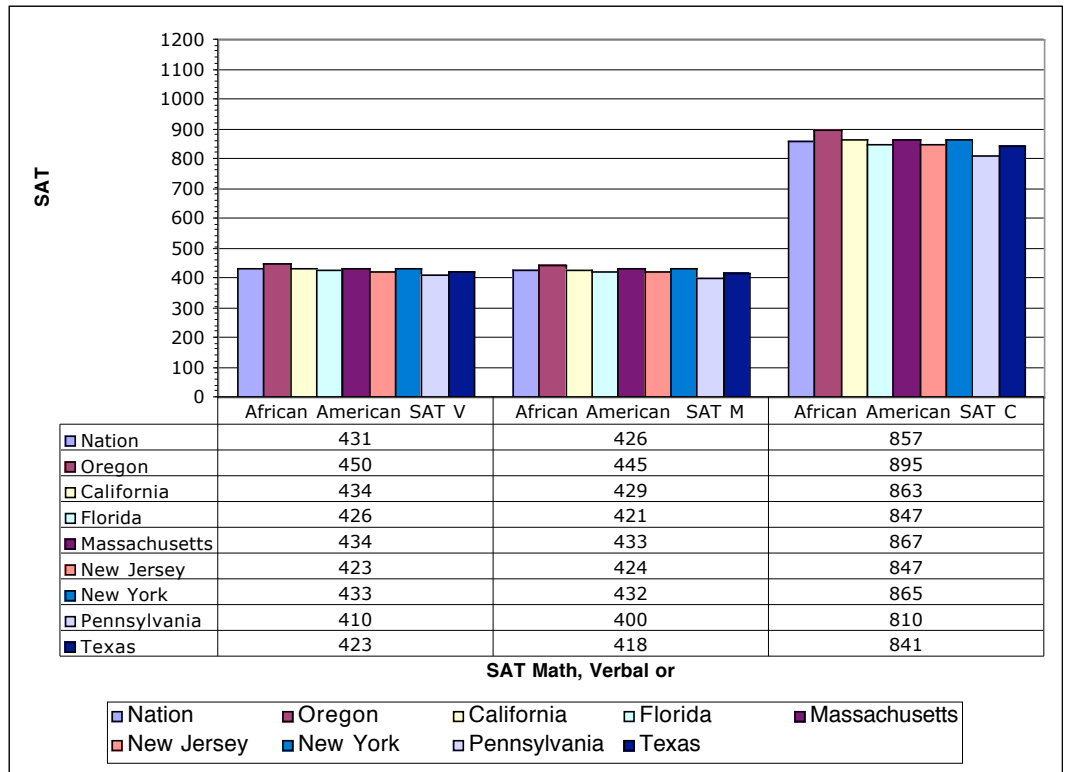
Source: College Board

Figure 11.3: Comparison of SAT Scores for Hispanic Students, 2002-2003



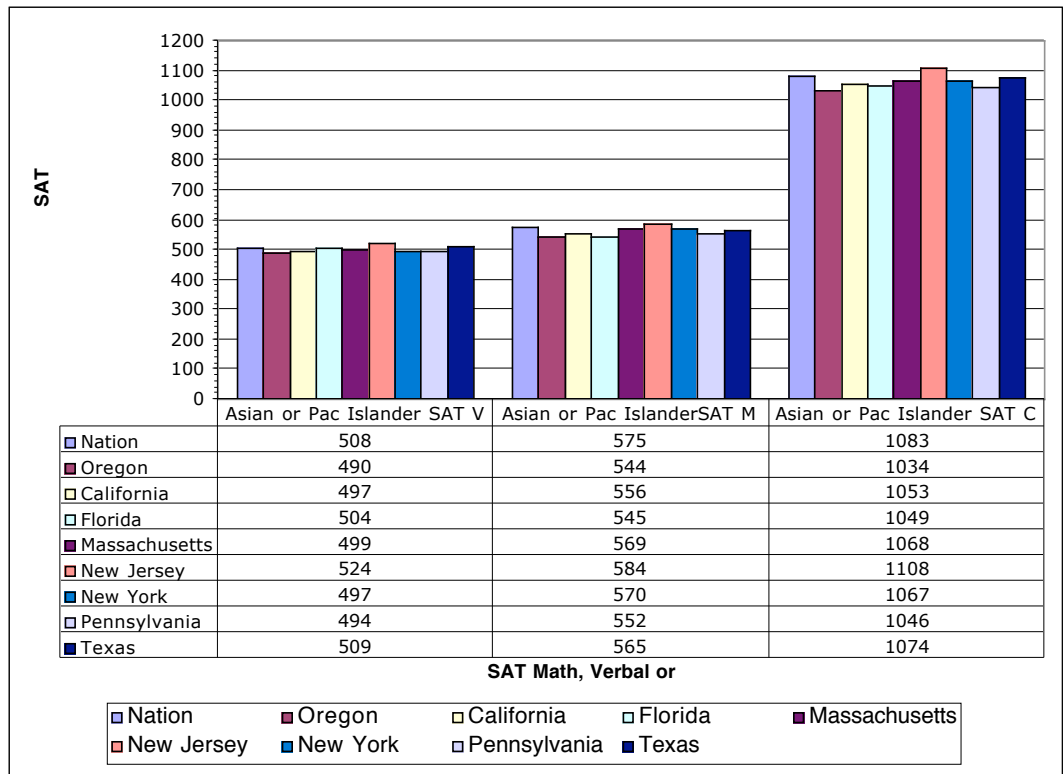
Source: College Board

Figure 11.4: Comparison of SAT Scores for African American Students, 2002-2003



Source: College Board

Figure 11.5: Comparison of SAT Scores for Asian American or Pacific Islander, 2002-2003



Source: College Board

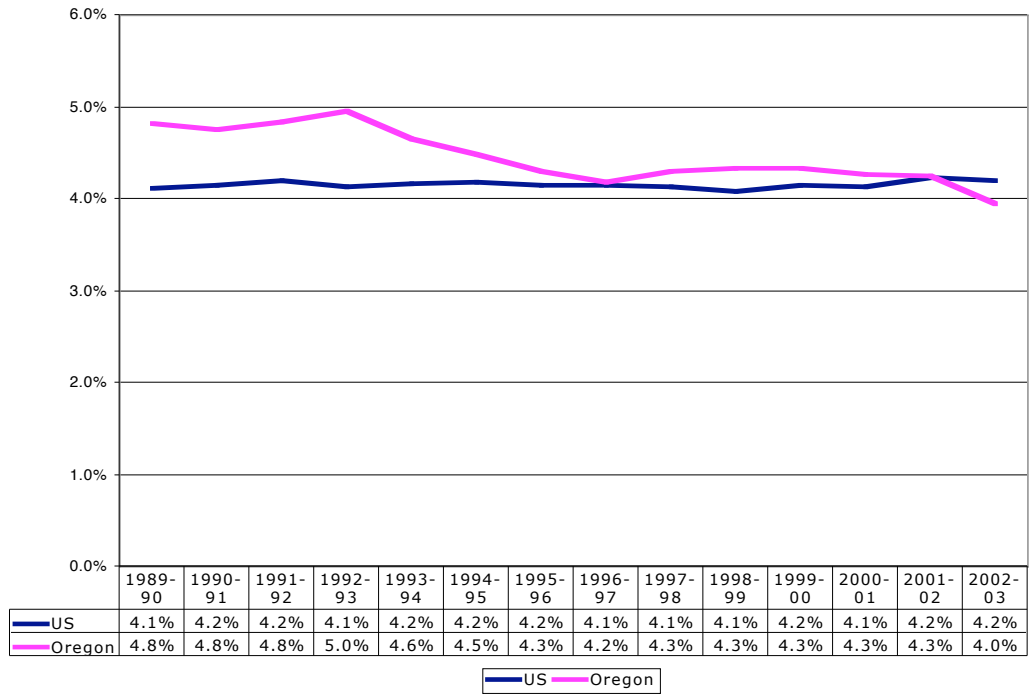
SECTION 12: K-12 SPENDING

Table 12.1: Current Expenditures per Student in Fall Enrollment, Oregon, 1989-90 Through 2002-03, Current Year Dollars (Not Adjusted for Inflation)

School Year	Current Expenditures (in Thousands)	Students in Fall Enrollment	Current Expenditures per Fall Enrollee	Annual Percent Change in Spending per Fall Enrollee
<i>National Center for Education Statistics</i>				
1989-90	2,297,944	472,394	4,864	
1990-91	2,453,934	484,652	5,063	4.1%
1991-92	2,626,803	498,614	5,268	4.0%
1992-93	2,849,009	510,122	5,585	6.0%
1993-94	2,852,723	516,611	5,522	-1.1%
1994-95	2,948,539	521,945	5,649	2.3%
1995-96	3,056,801	527,914	5,790	2.5%
1996-97	3,184,100	537,854	5,920	2.2%
1997-98	3,474,714	541,346	6,419	8.4%
1998-99	3,706,044	542,809	6,828	6.4%
1999-00	3,896,287	545,033	7,149	4.7%
2000-01	4,112,069	546,231	7,528	5.3%
2001-02	4,214,512	551,480	7,642	1.5%
<i>National Education Association</i>				
2001-02	4,253,407	551,480	7,713	
2002-03	4,005,415	553,115	7,242	-6.1%

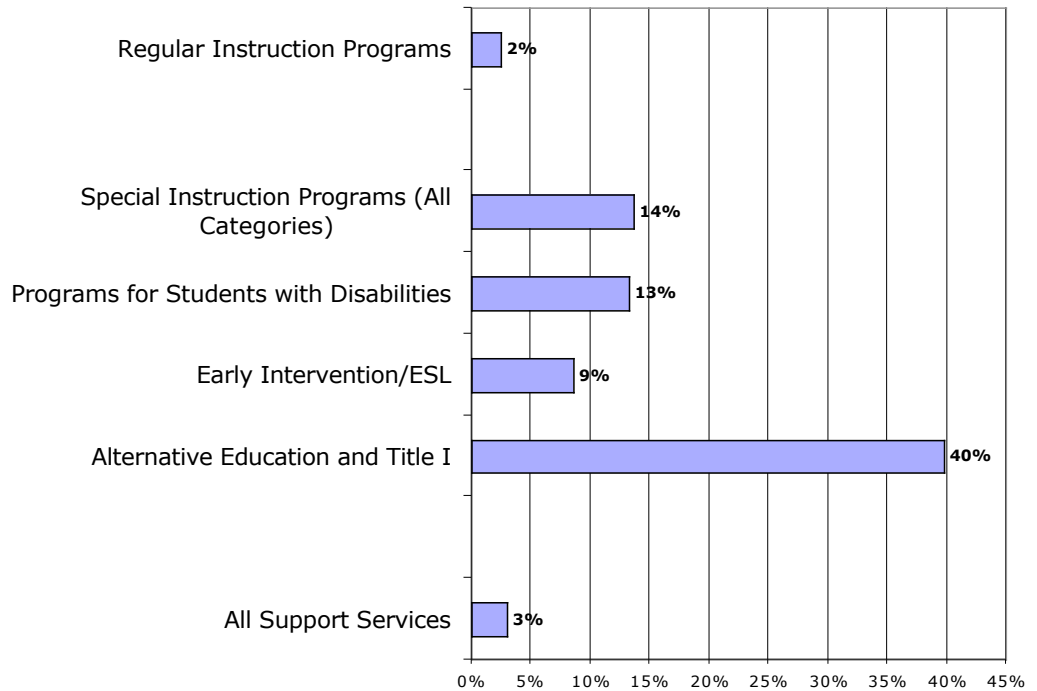
Source: NCES for 1989-90 through 2001-02; NEA estimates for 2001-02 and 2002-03

Figure 12.1: Current Expenditures as a Share of Total Personal Income, US and Oregon, 1989-90 through 2002-03



Source: ECONorthwest based on NCES, NEA, and Bureau of Economic Analysis data

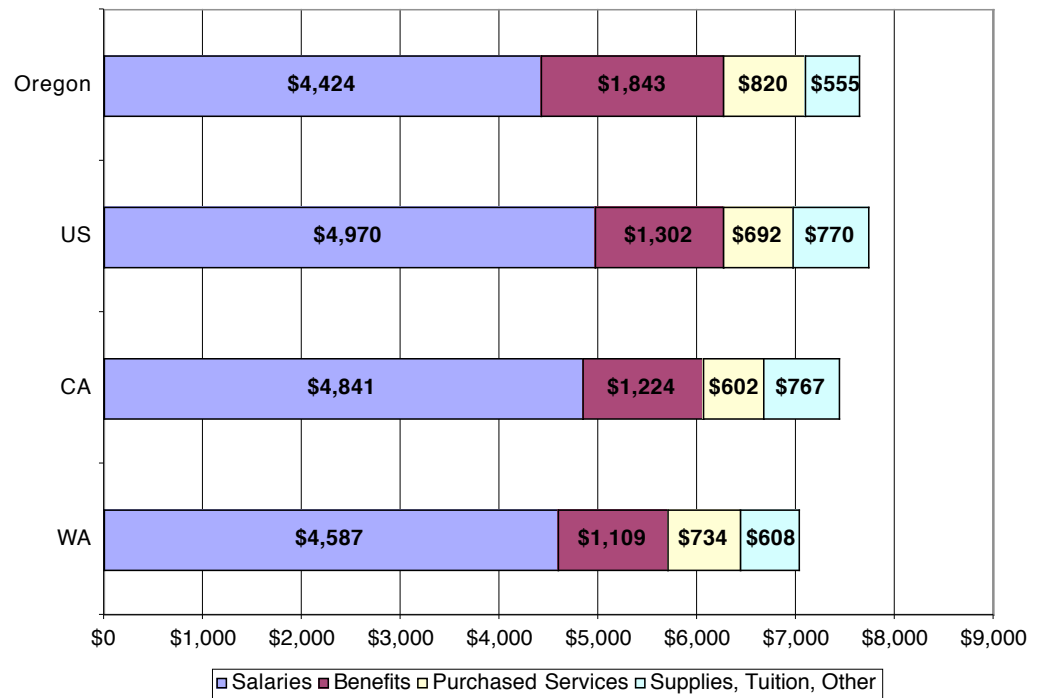
Figure 12.2: Annual Growth Rates in Spending per Fall Enrollee for Selected Service Categories, 1992-2000



Source: ECONorthwest calculations based on NCES data.

SECTION 13: SPENDING ON SALARIES & BENEFITS

Figure 13.1: Current Expenditures per Student in Fall Enrollment by Object, U.S. and West Coast States, 2001-02



Source: ECONorthwest calculated from NCES data

Table 13.1: Average Salary, Benefits, and Total Compensation per Full Time Equivalent Staff Member in Public Schools, Top Five States and Oregon, 2001-02

Average Salary Per Full Time Equivalent Staff Member			Average Benefit Cost Per Full Time Equivalent Staff Member			Average Total Compensation Cost Per Full Time Equivalent Staff Member		
Rank	State	Average	Rank	State	Average	Rank	State	Average
1	CA	52,440	1	Oregon	17,684	1	RI	68,128
2	RI	52,367	2	W	15,976	2	CA	65,699
3	MA	51,559	3	RI	15,761	3	MA	65,086
4	NJ	51,208	4	WV	15,260	4	NJ	64,028
5	NY	50,078	5	MI	15,163	5	NY	63,456
14	Oregon	42,453				8	Oregon	60,137
	US	40,118		US	10,506		US	50,624

Source: ECONorthwest calculated with NCES data

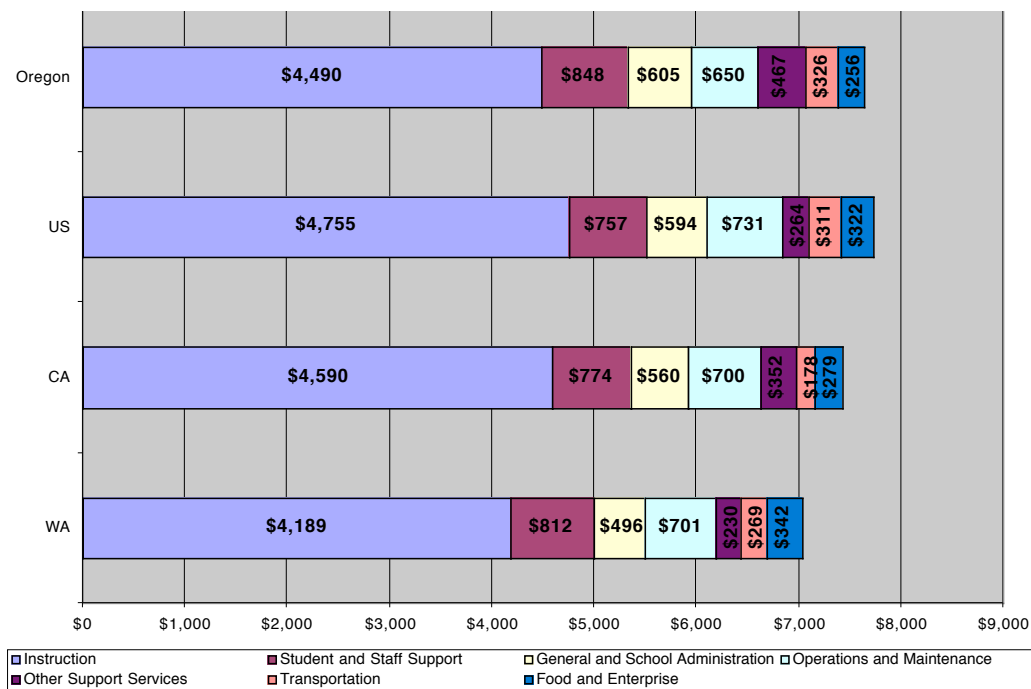
Table 13.2: Average Teacher Salary as a Percent of Average Annual Pay of All Workers, 2001

Rank	State	Average Teacher Salary as a Percent of Average Annual Pay for All Workers
1	RI	146
2	PA	143
3	MI	138
4	IN	138
5	ID	137
11	Oregon	132
	US	122

Source: Morgan Quinto Press

SECTION 14: SPENDING PER STUDENT

Figure 14.1: Current Expenditures per Student in Fall Enrollment by Function, U.S. and West Coast States, 2001-02



Source: ECONorthwest calculations based on NCES data.

Table 14.1: Change in Current Expenditures per Fall Enrollee, 1989-90 through 2002-03

Time Period	Year to Year Percent Change in Current Expenditures per Fall Enrollee	Percentage Point Difference ¹ from the Period's Average Year to Year Growth (3.1%)
1989-90 to 1990-91	4.1%	1.0%
1990-91 to 1991-92	4.0%	0.9%
1991-92 to 1992-93	6.0%	2.9%
1992-93 to 1993-94	-1.1%	4.2%
1993-94 to 1994-95	2.3%	0.8%
1994-95 to 1995-96	2.5%	0.6%
1995-96 to 1996-97	2.2%	0.9%
1996-97 to 1997-98	8.4%	5.3%
1997-98 to 1998-99	6.4%	3.3%
1998-99 to 1999-00	4.7%	1.6%
1999-00 to 2000-01	5.3%	2.2%
2000-01 to 2001-02	1.5%	1.6%
2001-02 to 2002-03	-6.1%	9.2%
Average	3.1%	2.7%

¹Expressed as an absolute value

Source: ECONorthwest calculated using NCES and NEA data

Table 14.2: Average Annual Growth and Funding Instability, Selected States, 1989-90 through 2002-03

Rank	State/Jurisdiction	Average Year to Year to Change in Spending per Fall Enrollee	Instability Indicator: Average Percentage Point Difference from the Period's Year to Year Growth
1	DC	3.2%	5.4%
2	HI	4.7%	3.3%
3	VT	4.7%	3.2%
4	NM	5.2%	3.0%
5	CA	4.2%	2.9%
9	Oregon	3.1%	2.7%

Source: ECONorthwest calculated using NCES and NEA data

Table 14.3: Education Week's Funding Equity Score, 2002

Rank	State	Funding Equity Score
1	HI	98%
2	VT	88%
3	AR	86%
4	DE	86%
5	MN	84%
7	Oregon	80%

Source: Education Week