

**Oregon Department of Education  
Responses to Legislative Information Requests  
3-5-13**

From the March 5, 2013 meeting of Education Subcommittee:

1. Provide a history of federal special education dollars for schools. What is the federal share of the total dollars for special education? Please provide the same information for Title IA. (Representative Komp)

**RESPONSE:** The table below shows districts' spending on special education from 2000-01 through 2010-11 with federal funds shown in dollars and as a share of total spending. The increases in 2009-10 and 2010-11 are likely due to additional federal special education funds received under the American Recovery and Reinvestment Act of 2009.

**Special Education Expenditures by Source of Funds**

School Year	State/Local Funds	Federal Funds	Total	Federal Share
2000-01	\$343,402,169	\$65,424,583	\$408,826,752	16.0%
2001-02	\$364,811,910	\$71,070,186	\$435,882,097	16.3%
2002-03	\$370,444,181	\$70,128,767	\$440,572,948	15.9%
2003-04	\$385,426,815	\$71,165,845	\$456,592,659	15.6%
2004-05	\$411,146,254	\$87,895,017	\$499,041,271	17.6%
2005-06	\$454,391,757	\$101,586,645	\$555,978,402	18.3%
2006-07	\$482,762,400	\$99,743,827	\$582,506,227	17.1%
2007-08	\$527,180,875	\$95,066,398	\$622,247,273	15.3%
2008-09	\$542,748,092	\$97,069,403	\$639,817,494	15.2%
2009-10	\$544,024,780	\$121,744,526	\$665,769,306	18.3%
2010-11	\$563,323,488	\$130,726,785	\$694,050,273	18.8%

Source: Oregon Department of Education Database Initiative databases

The answer to the Title IA funding question requires additional staff work beyond extracting numbers from the database. We anticipate having this part of the response to you by Thursday, March 7.

2. Provide a draft copy of the new Oregon Report Card (a requirement of the ESEA accountability waiver). (Representative Komp)

RESPONSE: Attached below are the latest Oregon School Report Card prototypes. The current prototypes represent two distinctly different approaches to the content. Prototype A contains more information than the alternative, most notably in the "Overall State Rating" section in which the purpose of the rating and the various scales involved are explained at length. Prototype B, on the other hand, provides less information and its "Overall State Rating" section is a brief, largely visual summary.



OregonReportCard\_ OregonReportCard\_  
Pro A\_Fin 0226132.ppt Pro B\_Fin 022613.ppt

3. Provide a comparison of the General Fund in the 2011-13 legislatively approved budget and the 2013-15 Governor's budget. More specifically, explain the growth in General Fund from \$341 million to \$443 million. (Senator Girod)

RESPONSE: The attached document provides the General Fund and lottery fund budget for ODE, except for the State School Fund.



Response to Sen.  
Girod re: Increases in

In summary, the General Fund increase from 2011-13 to 2013-15 (Governor's proposed budget) is \$102.1 million. The main components of this increase are as follows:

	<b>2011-13 LAB</b>	<b>2013-15 Gov. Budget</b>	<b>Difference</b>
Operations	\$34.3 million	\$32.5 million	(\$1.8 million)
School for the Deaf	\$11.0 million	\$11.1 million	\$0.1 million
Youth Development Division (1)	\$0	\$8.4 million	\$8.4 million
Early Learning Grants/Division (2)	\$239 million	\$306.7 million	\$67.7 million
Other Grant Programs (3)	\$56.5 million	\$84.2 million	\$27.7 million
<b>TOTAL</b>	<b>\$340.8 million</b>	<b>\$442.9 million</b>	<b>\$102.1 million</b>

- (1) New division proposed in Governor's 2013-15 budget
- (2) The LAB of \$239 million represents current budgets for Oregon PreKindergarten (OPK), Early Intervention/Early Childhood Education (EI/ECSE) and Early Head Start. In the Governor's budget, these programs are transferred to the new Early Learning Division with a budget of \$266 million, a \$27 million increase over 2011-13. (This increase is mainly attributable to mandated caseload growth in EI/ECSE [\$15.8 million], \$5.8 million for assumed inflation, and \$2.2 million for OPK expansion.) Of the overall \$67.7 million increase for early learning, another \$41 million is attributable to programs being transferred from other agencies into the Early Learning Division in ODE's 2013-15 budget.
- (3) This portion of the budget includes all state grant programs except early childhood. The increase is mainly due to an additional \$25.8 million in strategic investments proposed by the Governor for inclusion in ODE's 2013-15 budget.

4. What is the position of the Governor on a bill that directs the Oregon Opportunity Grant be used to promote STEM? (Senator Girod)

**RESPONSE:** The Governor shares your desire to maximize the impact of the Oregon Opportunity Grant but does not have a position on SB 702. The Governor appreciates your focus on STEM degrees, which are a focal point for the Governor's initiatives this session. The Oregon Student Access Commission has identified some barriers relating to the bill that would need to be overcome, but the commission is willing to work with you on ways to tailor the grant to maximize its impact. The commission will also be prepared to discuss ways to refine the Oregon Opportunity Grant when it presents to Ways and Means in a couple of weeks.

5. Provide information on the Oregon School for the Deaf (OSD) regarding deferred maintenance. Should we put dollars toward the school or close it? (Senator Monroe)

**RESPONSE:** The Department has prepared a report on OSD's deferred maintenance needs, costs, and available/potential funding sources. We plan to present this report in detail during Phase II of ODE's Ways and Means presentation.



# NAME OF HIGH SCHOOL

2000 Oregon Blvd. | Anytown, OR 97213  
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PRINCIPAL Dr. Jane Doe  
SUPERINTENDENT John Doe  
GRADES SERVED 9 - 12

For more report card measures including detailed demographic information visit [www.oregonreportcard.com](http://www.oregonreportcard.com)

## FROM THE PRINCIPAL

Dear Parents and Community Members,

This newly redesigned annual report card issued by the Oregon Department of Education offers a comprehensive picture of what Anytown High School offers. In addition to comprehensive student assessment data, it presents a number of resources, activities and opportunities available to our students. Do not worry; although the design of the report card is different, the results are not!

In the 2011-2012 school year, 89% of our students met the language arts standards and 80% met the math standards. Using Oregon's Next Generation Accountability System, Anytown High School was given an overall rating score of 3 out of 5, which is considered Strong. Academically, we were rated better than the state average in two-out-of-three state exam indicators, specifically reading and math.

More importantly, Anytown High School saw an increase in our four year cohort graduation rate by 10%. We're proud of our Anytown students!

In the same time frame, however, we haven't realized similar, corresponding growth in our writing scores. As a school, we have chosen to address this issue by focusing our resources on implementing the new Common Core State Standards (CCSS), which reinforce literacy across content areas. As a staff we promise to continue to deliver the same excellence that you have come to expect from us here at Anytown High School.

Thank you,

Principal | Jane Doe, Ed.D.

## SCHOOL PROFILE

Enrollment 1,000  
% change from previous year + 3.2%

Average class size building-wide 26.2  
Average class size in core classes 19.7

Core classes: English, math, science and social studies courses required for graduation

### Select Demographics

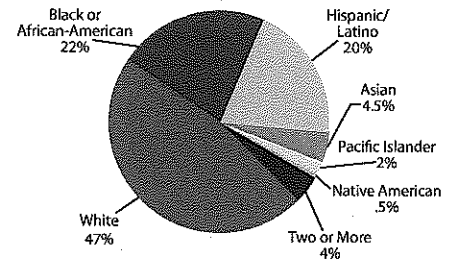
English language learners 8%  
*Students whose first language is not English who receive direct language instruction or who have completed a language instruction program*

Low income students 46%

Students with disabilities 13%

Number of different languages spoken: 6

## STUDENTS



## CURRICULUM & RESOURCES

### Special Programs & Awards

Talented & gifted programs (TAG), dual-credit coursework in partnership with community college, world language immersion programs, programs for students with specific disabilities (e.g. autism), career/work-study programs

### Access to Technology

Number of students per instructional computer with Internet access: 3.8  
Instructional computers less than 5 years-old and connected to the Internet: 65  
Number of computers available for students to take home: 12  
All classrooms have interactive whiteboards and LCD/DLP projectors

### Honors Courses (Advanced Placement / International Baccalaureate)

AP: 2 English courses, 2 mathematics courses, 4 government/history courses, 3 science courses, 6 music/arts courses  
Students enrolled in at least 1 AP or IB class: 54%  
Students who earned college credits based on AP/IB exam scores: 47%

### World Language Courses

Spanish, French, German, Japanese  
Students enrolled in at least 1 course: 67%  
College-bound students are expected to complete 2 years of a world language, or alternately, demonstrate proficiency by exam

### Extracurricular Activities

14 interscholastic sports, 4 service clubs, 2 theatrical shows, 12 academic clubs

### Career & Technical Education

Business education, marketing, family & consumer science, graphic communications, computer-aided design (CAD) / computer-aided manufacturing (CAM)

### Health & Wellness

School meets national standard of 3.75 hrs of physical education (PE) per week for each enrolled student. Please note that all students are required to take on year of PE  
Students who rate physical & emotional health very good/excellent: 60%  
School serves universal/daily breakfast program  
Teen parent program available

### Community Partnerships

Chamber of Commerce - Job shadow program; Murtagh Center - homework assistance, remedial & enrichment courses in reading, writing and math; City Clinic - health services



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## OUTCOMES: WHAT ARE STUDENTS ACHIEVING?

		School Performance 2012-2013	Schools with Similar Student Demographics (performance range)	Oregon Average	School Performance 2008-2012				
					08	09	10	11	12
<b>GRADUATION RATE</b>	Students graduating with a standard diploma within 4 years								
	Overall graduation rate	90%	80% - 93%	90%	85%	92%	89%	86%	94%
	Students who attended this school all 4 years	95%	85% - 97%	95%	92%	94%	87%	91%	90%
	Students who attended this and other schools	92%	90% - 95%	94%	81%	86%	90%	89%	93%
	English language learners	86%	83% - 90%	85%	85%	92%	89%	86%	94%
	Low income students	89%	81% - 90%	84%	92%	94%	87%	91%	90%
	Students with disabilities	80%	75% - 86%	82%	81%	86%	90%	89%	93%
	Black/African-American	92%	90% - 98%	96%	85%	92%	89%	86%	94%
	Hispanic/Latino	90%	87% - 96%	94%	92%	94%	87%	91%	90%
<b>COMPLETION RATE</b>	Students completing high school with a standard diploma, certificate, modified diploma or GED within 4 years								
	Overall completion rate	97%	95% - 99%	98%	96%	98%	95%	97%	97%
<b>DROPOUT RATE</b>	Students who dropped out without enrolling in an alternative program								
	Overall dropout rate	5%	2% - 7%	6%	3%	4%	5%	8%	7%
	Students who attended only this school	2%	1% - 6%	2%	2%	4%	8%	6%	5%
	Students who attended this and other schools	3%	4% - 9%	4%	6%	10%	8%	5%	9%
<b>CONTINUING EDUCATION</b>	Students preparing to further their education								
	Students taking SAT or ACT	80%	80% - 93%	90%	85%	92%	89%	86%	94%
	Students who enrolled in additional schooling within 16 months of graduation	75%	65% - 97%	80%	92%	94%	87%	91%	90%
<b>PROGRESS: ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?</b>									
<b>ON TRACK</b>	Freshmen on track to graduate within 4 years	95%	85% - 97%	95%	81%	86%	90%	89%	93%



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## PROGRESS: CONTINUED

**PERFORMANCE** Students in the 11th grade meeting or exceeding state standards on exams

Did the school meet all participation rate criteria for reporting standardized test scores?  Yes  No

Participation rate criteria are in place to ensure schools test as many eligible students as possible

	School Performance 2012-2013	Oregon Average	School Performance 2008-2012				
			08	09	10	11	12
<b>Reading</b> <input checked="" type="checkbox"/> Met <input checked="" type="checkbox"/> Exceeded							
All students at this school	76% 5% 81%	80% 4% 84%	80% 4% 84%	76% 5% 81%	80% 4% 84%	76% 5% 81%	76% 5% 81%
English language learners	80% 7% 87%	60% 10% 70%	60% 10% 70%	80% 7% 87%	60% 10% 70%	80% 7% 87%	80% 7% 87%
Low income students	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%
Students with disabilities	72% 1% 73%	81% 3% 84%	81% 3% 84%	72% 1% 73%	81% 3% 84%	72% 1% 73%	72% 1% 73%
Black/African-American	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%
Hispanic/Latino	76% 5% 81%	70% 4% 74%	70% 4% 74%	76% 5% 81%	70% 4% 74%	76% 5% 81%	76% 5% 81%
<b>Writing</b> <input checked="" type="checkbox"/> Met <input checked="" type="checkbox"/> Exceeded							
All students at this school	80% 4% 84%	80% 4% 84%	80% 4% 84%	76% 5% 81%	80% 4% 84%	76% 5% 81%	76% 5% 81%
English language learners	60% 10% 70%	60% 10% 70%	60% 10% 70%	80% 7% 87%	60% 10% 70%	80% 7% 87%	80% 7% 87%
Low income students	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%
Students with disabilities	81% 3% 84%	81% 3% 84%	81% 3% 84%	72% 1% 73%	81% 3% 84%	72% 1% 73%	72% 1% 73%
Black/African-American	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%
Hispanic/Latino	70% 4% 74%	70% 4% 74%	70% 4% 74%	76% 5% 81%	70% 4% 74%	76% 5% 81%	76% 5% 81%
<b>Mathematics</b> <input checked="" type="checkbox"/> Met <input checked="" type="checkbox"/> Exceeded							
All students at this school	76% 5% 81%	80% 4% 84%	80% 4% 84%	76% 5% 81%	80% 4% 84%	76% 5% 81%	76% 5% 81%
English language learners	80% 7% 87%	60% 10% 70%	60% 10% 70%	80% 7% 87%	60% 10% 70%	80% 7% 87%	80% 7% 87%
Low income students	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%
Students with disabilities	72% 1% 73%	81% 3% 84%	81% 3% 84%	72% 1% 73%	81% 3% 84%	72% 1% 73%	72% 1% 73%
Black/African-American	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%	76% 5% 81%
Hispanic/Latino	76% 5% 81%	70% 4% 74%	70% 4% 74%	76% 5% 81%	70% 4% 74%	76% 5% 81%	76% 5% 81%





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## ENVIRONMENT: WHAT IS HAPPENING AT SCHOOL?

### PRESENCE & ENGAGEMENT

School Performance  
2012-2013

Schools with Similar Student Demographics  
(performance range)

Oregon Average

School Performance 2008-2012  
08 09 10 11 12

**Parents** This school seeks to maximize parent engagement by: hosting events and activities that bring them into the school; communicating frequently, using a variety of methods and providing translation services as necessary; creating a welcoming environment; providing a variety of resources; and supporting parents in helping their children at home.

Volunteer hours 48 40 - 76 39 57 62 59 64 70

Participation in parent-teacher conferences 80% 73% - 89% 78% 80% 78% 75% 72% 81%

Parents who report school is a welcoming environment 86% 81% - 94% 88% 83% 85% 78% 81% 84%

**Students** Students attending 90% or more of enrolled school days: 94% 90% - 97% 89% 81% 89% 83% 85% 79%

Students who report caring/trusting relationships with at least one adult at school 80% 73% - 89% 78% 75% 72% 80% 79% 85%

**Teachers** Number returning to this school from last year 86% 81% - 94% 88% 89% 78% 80% 82% 85%

Teachers who report positive school climate 81% 71% - 94% 76% 70% 76% 79% 83% 86%

**Administrators** Number of different principals in the last 5 years 2 0 - 4 1.3

## OVERALL STATE RATING

### How the Rating is Calculated

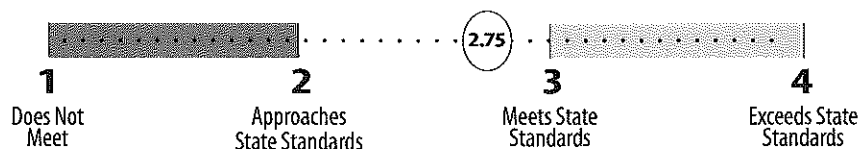
The overall state rating is intended to provide a snapshot of this school's particular virtues and challenges.

All schools in the state receive an overall rating based on a combination of five factors. Three of these factors are derived solely from standardized test scores. The fourth is graduation. The fifth is a composite of the previous four measures. The four standalone factors are described below:

- *Student performance compared to state standards.* This factor reflects how well students scored on standardized tests in reading, writing and math in relation to state standards. It characterizes different groups of 11th graders over time.
- *Student performance year-over-year.* This factor reflects the progress, if any, students have made on standardized tests year-over-year. It characterizes the same group of students over time. For this reason, it is weighted more heavily than the other factors in calculating the overall state rating.
- *Student subgroup performance year-over-year.* This factor is calculated in the same way as the previous factor. The only difference is that it is applied to student subgroups that have been historically underserved, such as English language learners, low income students and students of color.
- *Graduation rate.* This factor reflects the graduation rate for all students who attended this school.

### This School Compared to All Oregon High Schools

The overall rating here compares this school's performance against state standards. Overall, this school 'approaches state standards.'



1 = 'Does not meet' means the school falls short of expected student performance and growth standards overall and has not made significant progress toward meeting them over the last three years.

2 = 'Approaches state standards' means the school falls short of expected student performance standards, but has made significant progress toward meeting them over the last three years.

3 = 'Meets state standards' means the school meets student performance standards.

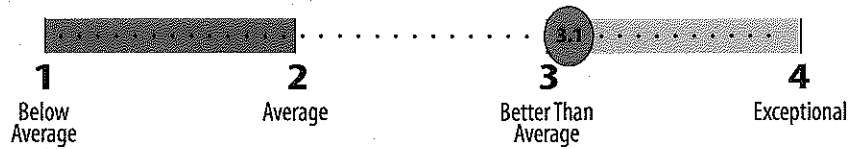
4 = 'Exceeds state standards' means the school surpasses student performance standards.

Please be aware that these ratings are based mainly on high-stakes testing and accordingly, represent a limited view of student performance. Other aspects of this report card are designed to put these results in context.

**OVERALL STATE RATING (CONTINUED)**

*This School Compared to Other, Similar Oregon High Schools*

The overall rating here compares this school to other Oregon high schools with similar student populations. Overall, this school is 'better than average' compared to other, similar schools.



- 1 = 'Below average' means the school falls short of expected student achievement and growth standards for schools of its type by 6% or more.
- 2 = 'Average' means the school comes within 5% of expected student achievement and growth standards for schools of its type;
- 3 = 'Better than average' means the school exceeds expected student achievement and growth standards for schools of its type by 6% - 10%.
- 4 = 'Exceptional' means the school exceeds expected student achievement and growth standards for schools of its type by 11% or more.

*Student Performance Over Last 5 Years*

The following shows incremental declines or gains in student performance on standardized tests over the last five years. These data points reflect student performance on standardized tests overall, combining their scores for reading, writing and math.

	School Performance 2012-2013	Oregon Average	08	09	10	11	12
All students at this school	↑ 3	↑ 1.2	↑ .5	↓ 1	↓ .25	↑ .3	↑ 1
Students who attended this school all 4 years	↓ 2	↑ 1	↑ .3	↓ .5	↑ 1	↑ .6	↓ 3
Students who attended this and other schools	↑ 1	↓ 2	↑ .5	↓ 1	↓ .25	↑ .3	↑ 1
English language learners	↑ 1.2	↑ 3	↑ .3	↓ .5	↑ 1	↑ .6	↓ 3
Low income students	↓ .75	↓ 2	↑ .5	↓ 1	↓ .25	↑ .3	↑ 1
Students with disabilities	↑ 1.2	↑ 1	↑ .3	↓ .5	↑ 1	↑ .6	↓ 3
Black/African-American	↑ 1	↑ 1.2	↑ .5	↓ 1	↓ .25	↑ .3	↑ 1
Hispanic/Latino	↓ 2	↓ .75	↑ .3	↓ .5	↑ 1	↑ .6	↓ 3

**FEDERAL DESIGNATION**

- Priority     Focus     Model     Not Applicable

This designation applies only to high poverty schools. Priority schools rank in the bottom 5% of high poverty schools in the state. These schools generally have very low student test scores and need additional support to make improvements.



**FROM THE PRINCIPAL**

Dear Parents and Community Members,

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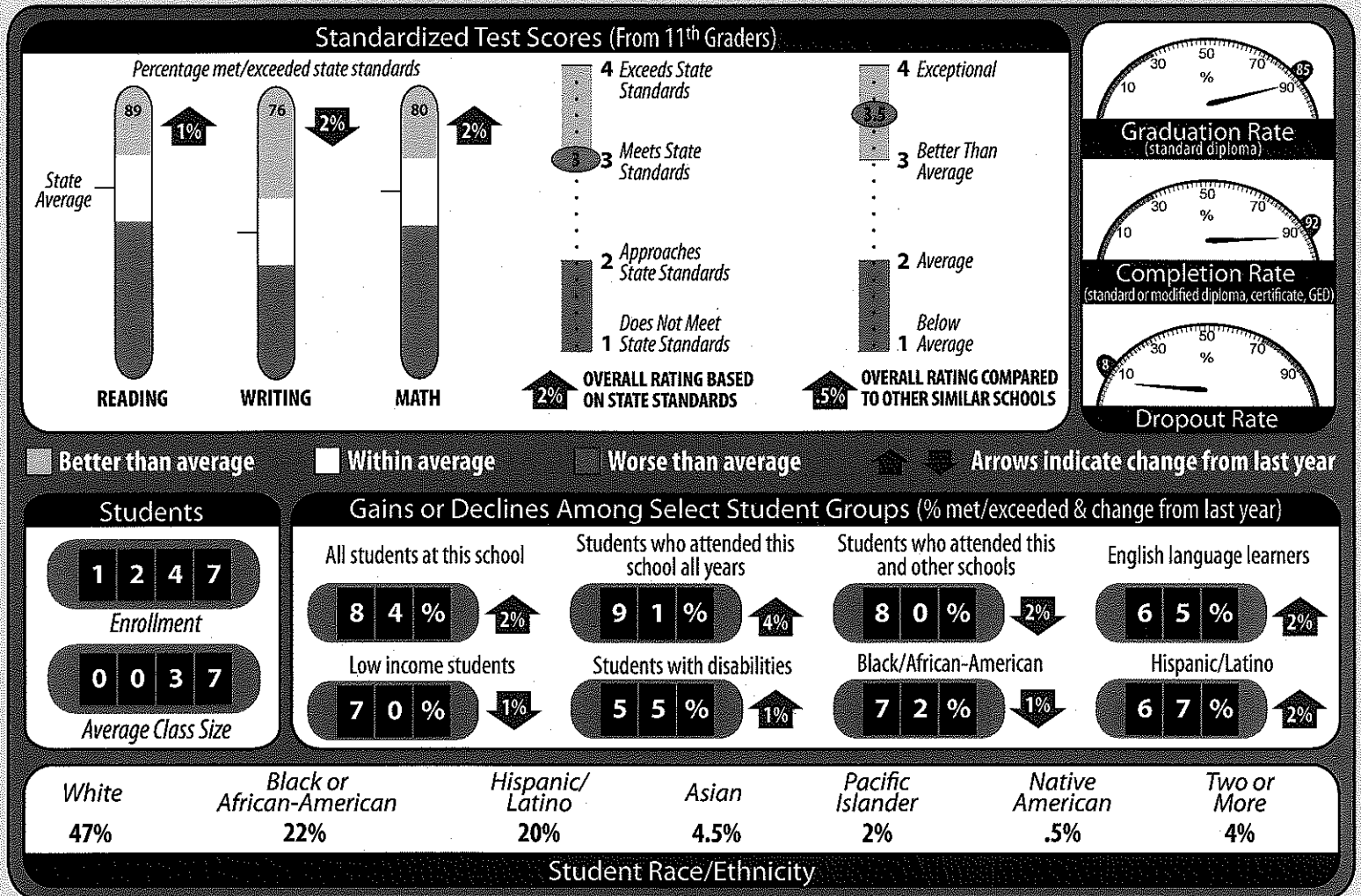
More importantly, Anytown High School saw an increase in our four year cohort graduation rate by 10%. We're proud of our Anytown students!

In the same time frame, however, we haven't realized similar, corresponding growth in our writing scores. As a school, we have chosen to address this issue by focusing our resources on implementing the new Common Core State Standards (CCSS), which reinforce literacy across content areas. As a staff we promise to continue to deliver the same excellence that you have come to expect from us here at Anytown High School.

Thank you,

Principal | Jane Doe, Ed.D.

**OVERALL STATE RATING**



**FEDERAL DESIGNATION**

Priority  Focus  Model  Not Applicable

This designation applies only to high poverty schools. If your child's school is not a high poverty school, this section does not apply.

Priority schools rank in the bottom 5% of high poverty schools in the state. These schools generally have very low student test scores and need additional support to make improvements.



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## SCHOOL PROFILE

Enrollment	1,000	Select Demographics	
% change from previous year	+ 3.2%	English language learners	8%
Average class size building-wide	26.2	Low income students	46%
Average class size in core classes	19.7	Students with disabilities	13%
<i>Core classes: English, math, science and social studies courses required for graduation</i>		Number of different languages spoken:	6

## CURRICULUM & RESOURCES

**HEALTH**  
*Goal: Each student enters school healthy and learns about and practices a healthy lifestyle.*

Key Programs, Resources & Indicators of Success

- Number of school nurses
- Presence of school-based health clinic
- Presence of teen parent program
- School meets national standard of 3.75 hours of physical education (PE) per work for each enrolled student. Please note that only freshmen are required to take PE.
- School serves universal/daily breakfast program
- Students who rate their physical & emotional health 'very good/excellent': 78%

**SAFETY**  
*Goal: Each student learns in an environment that is physically and emotionally safe for students and adults.*

Key Programs, Resources & Indicators of Success

- The school building and grounds are secure and meet all established safety and environmental standards
- Behavioral expectations, rules and routines are taught and enforced through the school's character education program
- Number of campus security officers: 4
- Drug abuse resistance education (DARE) program mandatory for all freshmen
- Bullying and harassment prevention program
- Peer conflict mediation program
- Students who rate the school environment as 'very safe': 87%

**ENGAGEMENT**  
*Goal: Each student is actively engaged in learning and is connected to the school and the broader community.*

Key Programs, Resources & Indicators of Success

- Wide-array of extracurricular activities: 14 interscholastic sports, 4 service clubs, 2 theatrical shows, 12 academic clubs and more
- Students who participate in at least one extracurricular activity: 31%
- Community-based apprenticeships, internships and projects are available, in part, through a partnership with the local Chamber of Commerce
- Senior projects require engagement with the larger community

**SUPPORT**  
*Goal: Each student has access to personalized learning and is supported by qualified, caring adults.*

Key Programs, Resources & Indicators of Success

- A special team of teachers, administrators and representatives from local law enforcement meet weekly to identify and address the needs of chronically absent and other students at risk of dropping out
- Every student has an adult advisor or mentor
- Number of counselors: 6

**CHALLENGE**  
*Goal: Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.*

Key Programs, Resources & Indicators of Success

<p><b>SPECIAL PROGRAMS</b></p> <ul style="list-style-type: none"> <li>Talented &amp; gifted (TAG) programs</li> <li>Dual-credit coursework in partnership with community college</li> <li>World language immersion programs</li> <li>Programs for students with specific disabilities, e.g., autism</li> </ul> <p><b>CAREER &amp; TECHNICAL COURSES</b></p> <ul style="list-style-type: none"> <li>Business education</li> <li>Marketing</li> <li>Family &amp; consumer science</li> <li>Graphic communications</li> <li>Computer-aided design (CAD) / computer-aided manufacturing (CAM)</li> </ul>	<p><b>HONORS COURSES</b></p> <ul style="list-style-type: none"> <li>Advanced placement (AP) courses: 2 English, 2 math, 4 government/history, 3 science, 6 music/arts</li> <li>International Baccalaureate (IB) program available</li> <li>Students enrolled in at least 1 AP or IB class: 28%</li> <li>Students earning college credits based on AP/IB exam scores: 19% of AP/IB students</li> </ul> <p><b>WORLD LANGUAGE COURSES</b></p> <ul style="list-style-type: none"> <li>Spanish, French, German, Japanese</li> <li>Students enrolled in at least 1 course: 43%</li> </ul>
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				08	09	10	11	12		
<b>GRADUATION RATE</b> Students graduating with a standard diploma within 4 years										
Overall graduation rate	90%	80% - 93%	90%	85%	92%	89%	86%	94%		
Students who attended this school all 4 years	95%	85% - 97%	95%	92%	94%	87%	91%	90%		
Students who attended this and other schools	92%	90% - 95%	94%	81%	86%	90%	89%	93%		
English language learners	86%	83% - 90%	85%	85%	92%	89%	86%	94%		
Low income students	89%	81% - 90%	84%	92%	94%	87%	91%	90%		
Students with disabilities	80%	75% - 86%	82%	81%	86%	90%	89%	93%		
Black/African-American	92%	90% - 98%	96%	85%	92%	89%	86%	94%		
Hispanic/Latino	90%	87% - 96%	94%	92%	94%	87%	91%	90%		
<b>COMPLETION RATE</b> Students completing high school with a standard diploma, certificate, modified diploma or GED within 4 years										
Overall completion rate	97%	95% - 99%	98%	96%	98%	95%	97%	97%		
<b>DROPOUT RATE</b> Students who dropped out without enrolling in an alternative program										
Overall dropout rate	5%	2% - 7%	6%	3%	4%	5%	8%	7%		
Students who attended only this school	2%	1% - 6%	2%	2%	4%	8%	6%	5%		
Students who attended this and other schools	3%	4% - 9%	4%	6%	10%	8%	5%	9%		
<b>CONTINUING EDUCATION</b> Students preparing to further their education										
Students taking SAT or ACT	80%	80% - 93%	90%	85%	92%	89%	86%	94%		
Students who enrolled in additional schooling within 16 months of graduation	75%	65% - 97%	80%	92%	94%	87%	91%	90%		
<b>PROGRESS: ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?</b>										
<b>ON TRACK</b>										
Freshmen on track to graduate within 4 years	95%	85% - 97%	95%	81%	86%	90%	89%	93%		



**NAME OF HIGH SCHOOL**

2000 Oregon Blvd. | Anytown, OR 97213  
(503) 555-2000 | www.schools.hsd.k12.or.us/oregonhs

**PROGRESS: CONTINUED**

**PERFORMANCE** Students in the 11th grade meeting or exceeding state standards on exams

Did the school meet all participation rate criteria for reporting standardized test scores?  Yes  No

*Participation rate criteria are in place to ensure schools test as many eligible students as possible*

	School Performance 2012-2013	Oregon Average	08	School Performance 2008-2012			
				09	10	11	12

**Reading**

All students at this school	76%	80%	76%	80%	76%	80%	76%
English language learners	72%	81%	72%	81%	72%	81%	72%
Low income students	70%	79%	70%	79%	70%	79%	70%
Students with disabilities	80%	60%	80%	60%	80%	60%	80%
Black/African-American	76%	76%	76%	76%	76%	76%	76%
Hispanic/Latino	72%	81%	72%	81%	72%	81%	72%

**Writing**

All students at this school	76%	80%	76%	80%	76%	80%	76%
English language learners	72%	81%	72%	81%	72%	81%	72%
Low income students	70%	79%	70%	79%	70%	79%	70%
Students with disabilities	80%	60%	80%	60%	80%	60%	80%
Black/African-American	76%	76%	76%	76%	76%	76%	76%
Hispanic/Latino	72%	81%	72%	81%	72%	81%	72%

**Mathematics**

All students at this school	76%	80%	76%	80%	76%	80%	76%
English language learners	72%	81%	72%	81%	72%	81%	72%
Low income students	70%	79%	70%	79%	70%	79%	70%
Students with disabilities	80%	60%	80%	60%	80%	60%	80%
Black/African-American	76%	76%	76%	76%	76%	76%	76%
Hispanic/Latino	72%	81%	72%	81%	72%	81%	72%

## Oregon Department of Education

### 2013-15 Governor's Recommended Budget - General Fund and Lottery Funds

*with Current and Prior Biennial Amounts for Comparison*

	2009-11 Actual Expenditures	2011-13 Legislatively Adopted Budget	2013-15 Current Service Level Budget	2013-15 Governor's Budget	Change from 2011-13 LAB to 2013-15 Governor's Budget
<b>Department Operations</b>					
General Fund	\$ 35,768,617	\$ 34,299,779	\$ 34,846,633	\$ 32,460,429	\$ (1,839,350)
<b>Special Schools</b>					
General Fund	\$ 13,458,510	\$ 10,980,894	\$ 11,499,203	\$ 11,117,017	\$ 136,123
<b>Youth Development Division NEW DIVISION</b>					
General Fund	-	-	-	\$ 8,423,560	\$ 8,423,560
<b>Debt Service on Lottery-backed Bonds</b>					
Lottery Funds	\$ 55,232,892	\$ 54,160,517	\$ 42,457,585	\$ 42,457,585	\$ (11,702,932)
<b>Grant-in-Aid: General Fund</b>					
Early Intervention/Early Childhood Sp Ed	\$ 105,879,069	\$ 115,261,696	\$ 135,216,058	\$ -	\$ (115,261,696)
Oregon Pre-Kindergarten	104,985,565	122,253,886	125,187,979	-	(122,253,886)
Regional (Low-incidence Disabilities)	29,430,570	25,828,518	26,448,402	26,448,402	619,884
Long-Term Care and Treatment Education	16,820,601	14,761,903	15,116,191	15,116,191	354,288
School District Collaboration **	-	4,583,750	4,693,760	4,693,760	110,010
Teacher/Administrator Mentoring **	4,633,438	4,519,700	4,624,964	4,624,964	105,264
Nutrition Programs	1,433,268	2,264,410	2,318,756	2,318,756	54,346
Career/Technical Education Revitalization **	-	1,833,500	1,877,504	1,877,504	44,004
Hospital Education	1,454,048	1,276,085	1,306,711	1,306,711	30,626
Early Head Start	953,719	1,504,012	1,540,108	-	(1,504,012)
Connectivity	583,484	471,420	482,734	-	(471,420)
Student Leadership **	457,736	241,315	250,208	250,208	8,893
Physical Education **	461,772	370,660	379,662	379,662	9,002
Accelerated College Credit **	-	241,250	247,040	247,040	5,790
FIRST **	-	144,750	148,224	148,224	3,474
Blind and Visually Impaired Fund	-	-	988,426	988,426	988,426
Prep for the World of Work (STEAM) **	-	-	-	8,000,000	8,000,000
Oregon Reads **	-	-	-	8,800,000	8,800,000
Support for Middle and High School **	-	-	-	4,000,000	4,000,000
Seamless Transitions **	-	-	-	5,000,000	5,000,000
<b>Total</b>	<b>\$ 267,093,270</b>	<b>\$ 295,556,855</b>	<b>\$ 320,826,727</b>	<b>\$ 84,199,848</b>	<b>\$ (211,357,007)</b>
<b>Early Learning Division NEW DIVISION (includes CSL for OPK, EI/ECSE and Early Head Start)</b>					
General Fund	-	-	-	\$ 306,723,219	\$ 306,723,219
<b>FUND SUMMARY</b>					
General Fund	\$ 316,320,397	\$ 340,837,528	\$ 367,172,563	\$ 442,924,073	\$ 102,086,545
Lottery Funds	55,232,892	54,160,517	42,457,585	42,457,585	(11,702,932)
<b>Agency Total</b>	<b>\$ 371,553,289</b>	<b>\$ 394,998,045</b>	<b>\$ 409,630,148</b>	<b>\$ 485,381,658</b>	<b>\$ 90,383,613</b>

\*\* These grants are included, in total, in the "Strategic Investments" line item in SB 5518, Section 2(6), in the lump sum of \$38,021,362. Unlike bills in previous sessions, existing grants do not have separate line item appropriations.