

Students, Spending, Services, and Accomplishments Multnomah County School Districts 2005



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August 7, 2006

This represents the final report to voters who approved Ballot Measure 26-48 and created a three-year tax to raise funds for the school districts in Multnomah County. A portion of the funds were dedicated to complete audits of the eight school districts. As one means of assuring accountability, our offices regularly prepare reports that track the activities of Multnomah County and the City of Portland. Attached is a similar report on the school districts in Multnomah County that can answer many questions, while raising many more. We issued a similar report at the beginning of our audit schedule and this report updates most of those measures. All reports are available at www.multnomahschools.org.

We found a wide variety among the districts regarding the students they teach, how they apply their resources, and the results from testing. However, this report does not explain the reasons for those disparities among districts or trace trends back to their causes, because it is intended to be a broad diagnostic scan. These graphs are intended only to raise questions and improve the dialogue about the challenges of the districts and the strategies they have taken, or could take, to address them.

The work of the past three years illustrates the potential for increased accountability in the school districts and also the limitations of outside auditing and auditing across several jurisdictions. Prior to the passage of the temporary income tax, no district operated with a performance audit function. Our experience leads us to conclude that there are better means of auditing the eight Multnomah County school districts than empowering our offices to do the work. We recommend that the larger school districts in the county implement performance auditing. We believe Multnomah County voters made it clear that they expect school districts to be accountable and transparent and that performance audits are one tool for achieving both. We have also found that an agency that purposely seeks out areas needing improvement and issues reports on its results is also likely to better serve the public's interests.

We appreciate the assistance of the superintendents and the staff of all the school districts. Their willingness to participate in this data gathering process speaks highly of their commitment to quality education. We also owe thanks to staff at the Oregon Department of Education and the Portland Multnomah Progress Board. Their help was invaluable.

Suzanne Flynn
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Table of Contents

K-12 Education in Multnomah County	1
Centennial School District	3
Corbett School District	11
David Douglas School District	19
Gresham-Barlow School District	27
Parkrose School District	35
Portland Public Schools	43
Reynolds School District	51
Riverdale School District	59
Scope and Methodology	67

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K-12 Education in Multnomah County

Students, Spending, Services, and Accomplishments

This is the final report on K-12 education in Multnomah County school districts completed by the City of Portland Auditor and the Multnomah County Auditor's Office. This report quantifies the characteristics of the districts' students, services provided by the schools, and student outcomes. In recent years there has been considerable focus on student outcomes. However, student outcomes do not occur in a vacuum. How well students do in school depends upon many factors, some outside the school's control. A brief overview of each area covered in this report is provided below.

District Profile

In this section of the report we rely primarily on data from the Oregon Department of Education (ODE) to describe characteristics of the districts' students.

Of interest:

- Most districts had student increases ranging from .3% to 24%. Portland Public Schools saw a decline in student population.
- The diversity of the general and student population in several of the school districts changed significantly.

Spending and Services

Data in this section were drawn from several sources: ODE, the districts, and the Auditor's Office review of financial statements. In some cases raw data were combined into measures developed by the Auditor's Office. This section shows spending by general function, for specific educational programs, and for specific services such as transportation, food, building maintenance, and instructional materials. Also included are measures of services delivered such as the number of teachers and class size.

Of interest:

- Spending for special education services as a percent of total spending ranged from 4.1% to 13.6% among districts for FY04-05.
- Spending for English as a Second Language programs ranged from 1.1% to 5.2% of total district spending.
- Between about 55% to 61% of expenditures in the districts

were for classroom instruction.

- Spending on district leadership and business services was under 5% for the six larger districts but higher for the two small districts, Corbett and Riverdale.
- Transportation spending per mile driven increased in most districts.

Student Performance

This section is similar to other reports, such as district report cards, that have been issued in the past and includes test scores, high school completion measures, and SAT scores. Most of the data came from ODE. In a few cases, we relied on data received from the districts.

Of interest:

- 3rd and 5th grade students are much more likely to meet state reading and math standards than are older students.
- For the most part, student performance is improving.

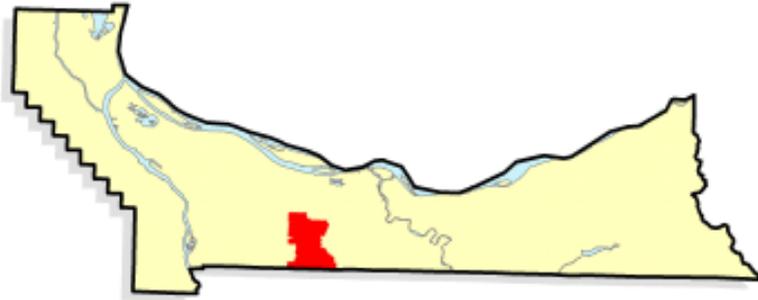
This report was designed to present a broad view of the environment in which each district operates, what it spends on services, and the accomplishments of its students. While comparing the districts to each other raises interesting questions, to answer those questions would require further study because each district's circumstances are unique.

Reporting on schools is not new. We found reports at the national, state, local, and district levels. We also learned that in many cases, reports differed in how the number of students, revenues, and expenditures were defined. We reviewed the different methodologies and chose indicators that were most clear and meaningful to Multnomah County. As a result, some of the measures may differ from other reports. The rationale for our decisions can be found in the Scope and Methodology chapter.

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Centennial School District

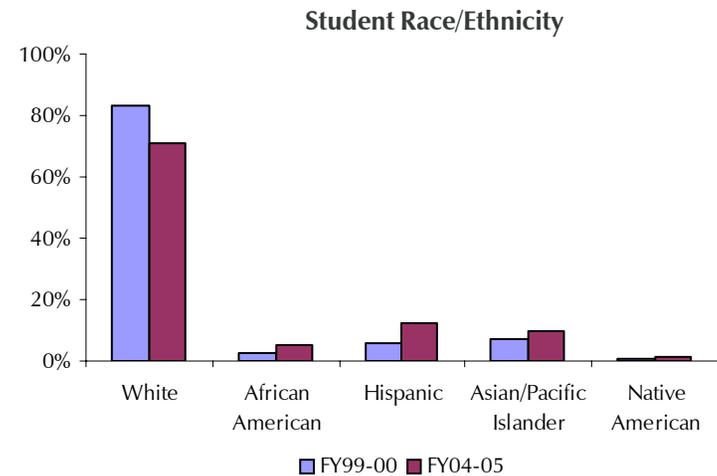
District Profile



The mission of the Centennial School District is: “*All students learn, succeed, and care about themselves, others, and the world.*”

The Centennial School District was created in 1976 when residents of two K-8 school districts, Lynch and Pleasant Valley, voted in favor of unification. In FY04-05, the District had one high school, one middle schools, and seven elementary schools.

The District’s student population increased 8% and has become increasingly diverse. The number of students who speak English as a second language increased 146% from FY98-99 to FY04-05.



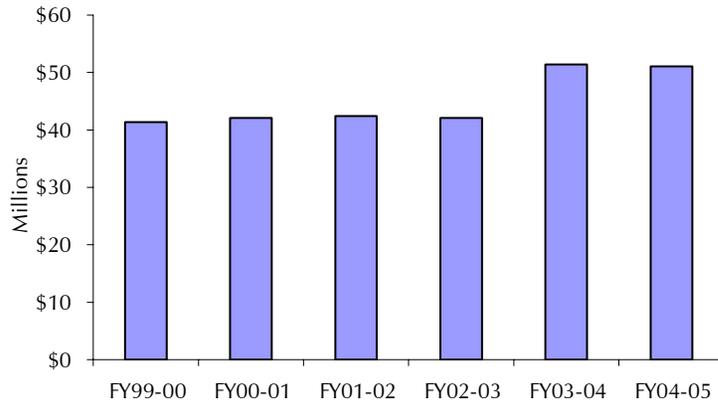
Students	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average Daily Membership resident (ADMr)	5,789	5,855	5,919	6,055	6,142	6,192	6,260
ESL students as percent of ADMr	6.9%	9.6%	11.6%	12.7%	12.8%	14.9%	15.7%
Special education students as percent of ADMr	--	12.6%	12.5%	11.7%	11.8%	12.2%	12.8%
TAG students as a percent of enrollment ¹	--	9.2%	8.5%	8.2%	8.0%	--	7.4%
Students eligible for free and reduced meals as percent of enrollment ¹	--	27.8%	27.5%	35.8%	42.1%	47.4%	67.3%
Student population by race/ethnicity (percent of total student population)							
White	--	83%	81%	79%	77%	75%	71%
African American	--	3%	3%	4%	4%	4%	5%
Hispanic	--	6%	7%	8%	10%	11%	12%
Asian/Pacific Islander	--	7%	8%	9%	9%	9%	10%
American Indian/Alaskan	--	1%	1%	1%	1%	1%	1%
Unknown/multi-ethnic	--	0	0	0	0	0	1%

¹ October 1 snapshot

Centennial School District

Spending and Services

Operating Expenditures
(In millions, adjusted for inflation)



As defined for this report, operating expenditures for the District include only general funds and dedicated revenue funds such as private grants, sales by nutrition services, and federal and state restricted funding. Operating expenditures have increased 24% over six years.

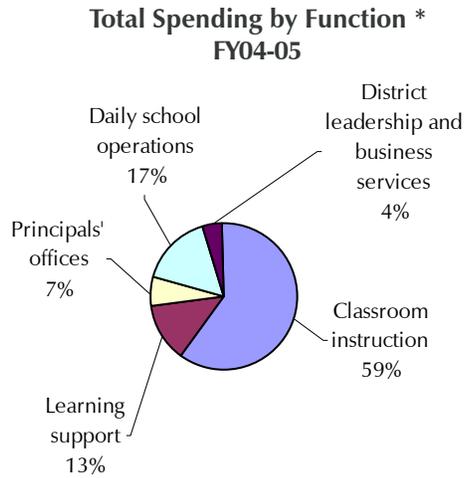
- Spending on special education increased at a faster rate than spending overall and has become a large portion of total expenditures.
- Spending has varied from year to year for facilities, food services, and student transportation.
- Spending on textbooks, instructional computers, and educational media/libraries tends to fluctuate as a result of bond-supported purchasing, cyclical replacement schedules, textbook adoptions, and deferred spending during budget cuts.

Spending by School Year (Adjusted for inflation)	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Total operating expenditures	--	\$41,212,221	\$42,056,052	\$42,434,991	\$41,916,907	\$51,488,184	\$50,936,833
Operating expenditures per student (ADMr)	--	\$7,039	\$7,105	\$7,008	\$6,825	\$8,315	\$8,137
Spending on services for special populations (as percent of total operating expenditures)							
Special education programs	--	6.9%	7.7%	8.6%	8.6%	8.8%	10.5%
Talented and gifted programs	--	.08%	.14%	.08%	.06%	.06%	.06%
English as a second language programs	--	1.2%	1.3%	2.1%	2.1%	2.5%	3.0%
Other spending							
Transportation per mile driven	--	\$3.67	\$5.37	\$4.37	\$4.14	\$4.62	\$5.84
Food services per meal served	--	\$1.38	\$1.61	\$1.77	\$1.47	\$1.81	\$1.45
Facilities and maintenance per square foot	--	\$4.17	\$4.40	\$4.46	\$4.01	\$5.76	\$4.33
Educational media/libraries per student (ADMr) ²	--	\$260.39	\$253.36	\$249.55	\$188.98	\$248.40	\$237.09
Textbooks per student (ADMr)	\$16.76	\$26.28	\$141.89	\$0.40	\$62.34	\$70.93	\$66.91
Instructional computers per student (ADMr)	--	\$7.10	\$7.33	\$4.16	\$7.20	\$3.76	\$27.92

² Media/Libraries may include textbook expenditures

Centennial School District

Spending and Services



- * Definition**
- **Classroom Instruction:** general and special education
 - **Learning Support:** counseling, attendance, health, speech pathology, audiology, library, extracurricular activities
 - **Principals' Office:** principal and secretarial support
 - **Daily School Operations:** student transportation, food services, facilities, technology, supplies
 - **District Leadership and Business Services:** Board of Education, superintendent, business services, evaluation, information services, human resources

Centennial School District has generally maintained stability in how it divides its resources among the major services areas described below. Changes include:

- Learning support staffing more than doubled.
- Spending and staffing in Principals' offices decreased.
- There have been small increases in both staffing and spending for daily school operations, district leadership and business services, and classroom instruction.
- Benefits, as a percent of total compensation (salary + benefits), have increased 23% since FY98-99.

Spending and Staffing by Function	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of expenditures on:							
Classroom Instruction	--	57.0%	55.6%	59.5%	57.6%	56.7%	59.5%
Learning Support	--	15.7%	15.1%	15.2%	12.9%	12.6%	12.8%
Principals' Office	--	6.9%	6.6%	6.4%	7.2%	6.6%	6.6%
Daily School Operations	--	16.2%	18.4%	15.0%	17.5%	19.3%	16.7%
District Leadership and Business Services	--	4.2%	4.3%	3.9%	4.8%	4.8%	4.4%
Percent of staffing on:							
Classroom Instruction	58.3%	62.1%	60.2%	62.6%	62.6%	53.6%	52.9%
Learning Support	14.3%	8.9%	9.9%	9.2%	9.3%	20.8%	22.5%
Principals' Office	4.6%	4.9%	4.9%	4.8%	4.8%	2.3%	2.2%
Daily School Operations	16.8%	17.5%	17.5%	16.1%	16.2%	15.7%	15.5%
District Leadership and Business Services	6.1%	6.6%	7.6%	7.3%	7.0%	7.6%	7.0%
Benefits as a percent of total compensation	26.1%	27.3%	26.7%	27.8%	27.9%	33.2%	32.2%

Centennial School District

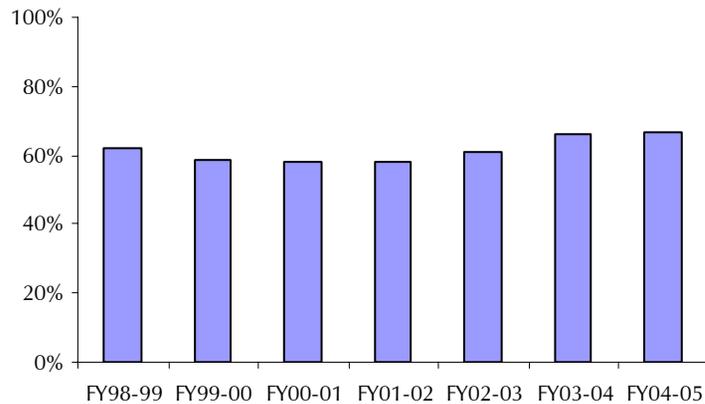
Spending and Services

Daily school operations are those auxiliary services that support school buildings but are indirectly linked to the classroom. These include buses to and from school, breakfast and lunch programs, maintenance of buildings, computers, and other supplies.

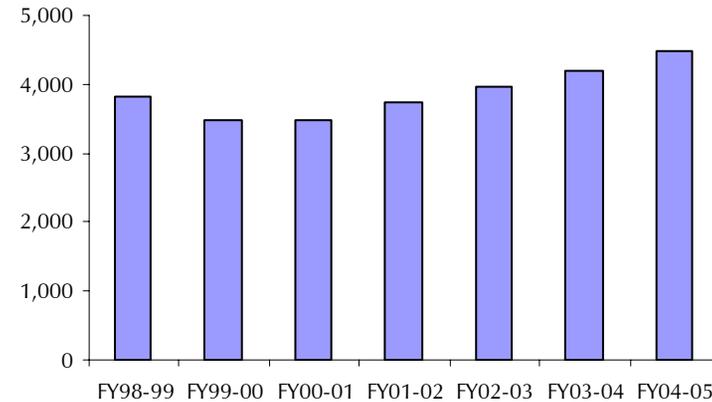
Of note on this page:

- The number of accidents has increased over the past seven years.
- Average length of routes (in miles) has decreased.
- Square feet per student (ADMr) decreased until FY02-03 and has increased in the last two years.

Percent of Students Transported Daily



Average Number of Meals Served per Day

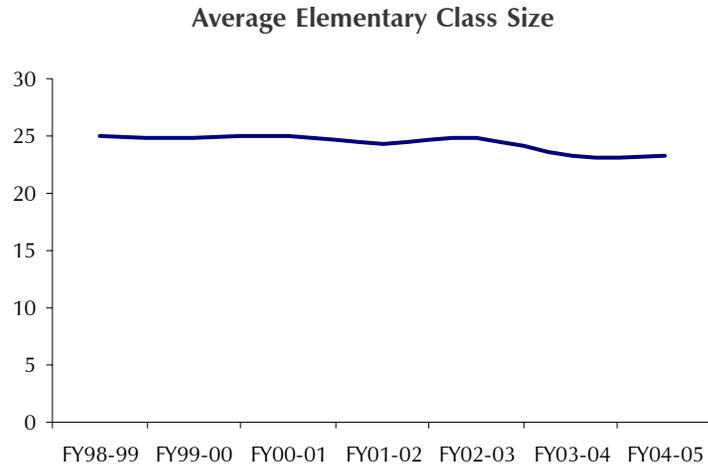


Daily School Operations	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of students transported daily (ADMr)	62.0%	58.4%	58.3%	57.8%	60.9%	66.3%	66.4%
Average length of routes (in miles)	87	81	77	75	79	74	74
Number of accidents	1	2	5	7	15	9	10
Number of miles between accidents	364,638	203,459	77,265	51,448	25,484	45,670	40,612
Average number of meals served per day	3,815	3,471	3,480	3,740	3,977	4,200	4,491
Food services revenues over (under) expenditures	\$(52,674)	\$110,640	\$137,482	\$110,050	\$93,373	\$(202,360)	\$99,129
Average age of buildings in years	35	36	37	38	39	37	38
Square feet per student (ADMr)	130	129	127	124	123	131	139

Centennial School District

Spending and Services

The largest percent of District spending is for classroom teachers. The level of teacher expertise and class size are important factors in school success.



Of note on this page:

- The average teacher salary was \$48,174 in FY04-05.
- Average class size has decreased slightly in elementary schools. Class size in middle and high schools is at the same level as it was in FY98-99.
- The average years of teacher experience is declining.
- The percent of teachers with master’s degrees has increased to 50%.
- New hires represent both new teaching positions and staff brought in to replace retiring teachers and other vacancies.

Teaching	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average class size							
Elementary	25.0	24.8	25.0	24.3	24.9	23.3	23.3
Middle (core curriculum)	28.2	28.6	27.0	27.0	28.5	24.0	28.0
High school (core curriculum)	28.0	26.9	25.4	27.8	30.3	29.0	28.0
Average teacher experience (in years)	14.3	13.2	12.7	11.8	11.5	9.7	10.3
New teacher hires	42	42	31	45	33	60	44
New educational assistant hires	8	7	11	10	6	51	28
Percent of teachers teaching outside their endorsement area ³	3.3%	2.5%	2.8%	4.0%	4.0%	1.0%	1.0%
Percent of teachers with graduate (master’s) degrees	43%	39%	42%	45%	46%	45%	50%

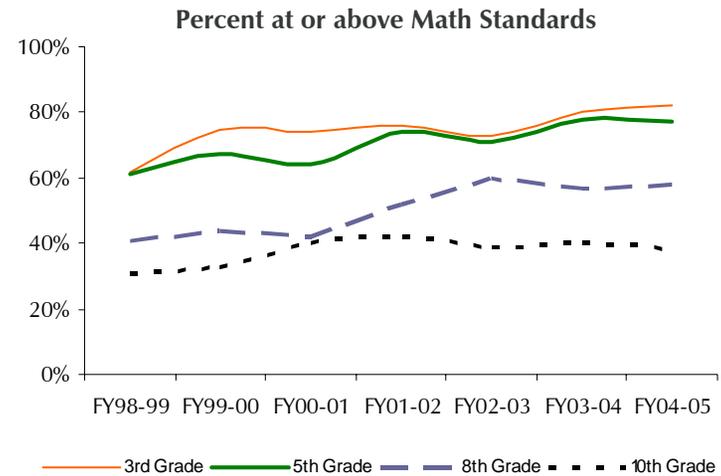
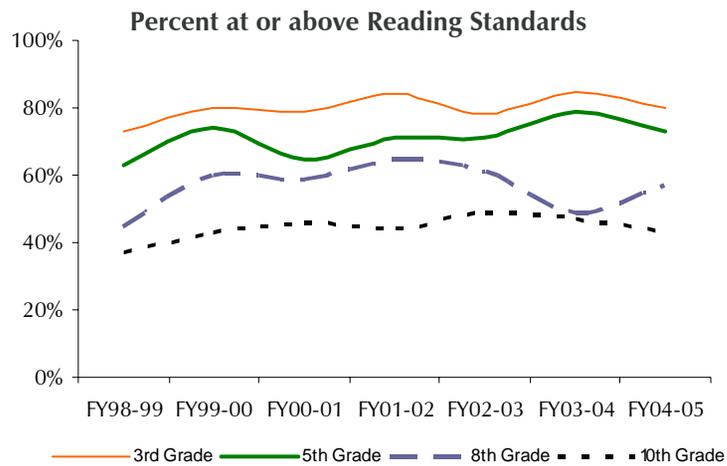
³ May only be teaching out of endorsement area on a limited basis

Centennial School District

Student Performance

Since 1991, Oregon has assessed the academic performance of students enrolled in selected grades. The assessment program was initially intended to guide school improvement efforts. The 1991 (amended 1995) Oregon Educational Act for the 21st Century set academic standards for student knowledge and skills in content areas adopted by the State Board of Education.

The percentage of students scoring at or above reading and math standards in third, fifth, eighth, and tenth grade levels seems to have reached a plateau in recent years. Student scores at all levels were below the State average in FY04-05.



Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
Students scoring at or above reading standards								
3 rd grade	73%	80%	79%	84%	78%	85%	80%	89%
5 th grade	63%	74%	65%	71%	71%	79%	73%	85%
8 th grade	47%	60%	59%	65%	61%	49%	57%	65%
10 th grade	37%	43%	46%	44%	49%	47%	43%	56%
Students scoring at or above math standards								
3 rd grade	62%	75%	74%	76%	73%	80%	82%	88%
5 th grade	61%	67%	64%	74%	71%	78%	77%	87%
8 th grade	41%	44%	42%	52%	60%	57%	58%	66%
10 th grade	31%	33%	40%	42%	39%	40%	38%	49%

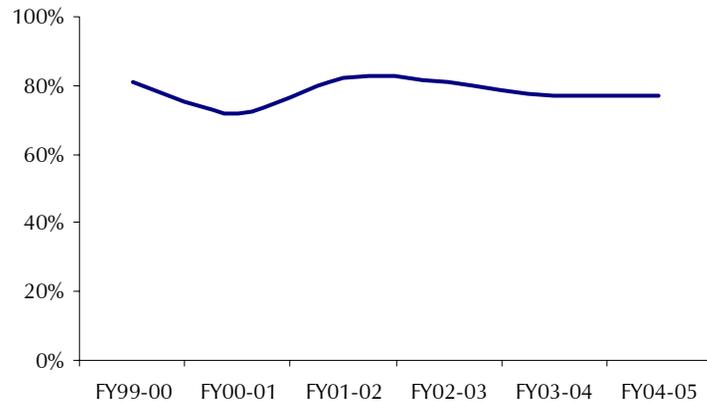
Centennial School District

Student Performance

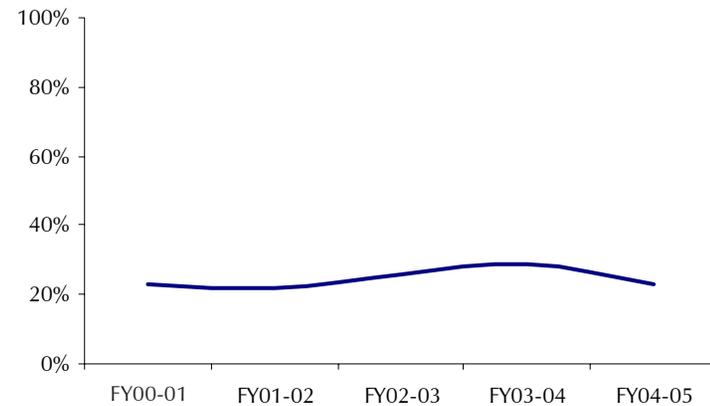
Overall, the high school completion rate has fluctuated between 72%-82%. The dropout rate has increased after declining for two years. The senior completion rate reflects the percent of twelfth graders who graduated. The dropout rate over four years reflects a formula from the Oregon Department of Education that represents the proportion of current ninth graders who are expected to dropout before they graduate.

Following adoption of the Oregon Education Act for the 21st Century, the assessment system took on the additional purpose of measuring individual achievement in order to award a Certificate of Initial Mastery (CIM) upon graduation. The percent of seniors receiving a CIM diploma increased until FY03-04 and dropped in FY04-05.

Senior Completion Rate



Graduating with a CIM Diploma



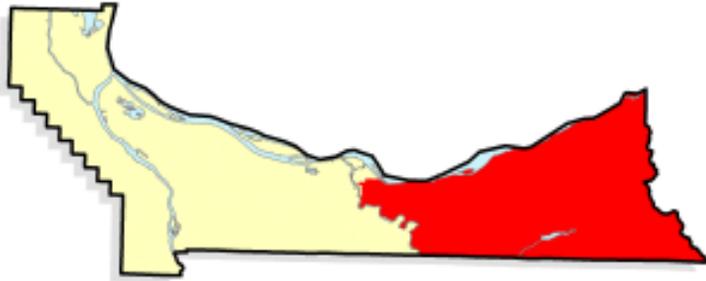
Student Performance	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
High school average dropout rate over 4 years	17.8%	21.6%	10.1%	11.3%	19.7%	--	--
Senior completion rate	81%	72%	82%	81%	77%	77%	79%
Seniors graduating with a CIM diploma	--	23%	22%	26%	29%	23%	29%
Seniors taking SAT	39%	39%	39%	37%	32%	31%	--
Average verbal SAT score	510	512	493	505	509	499	--
Average math SAT score	520	520	499	510	522	510	--

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Corbett School District

District Profile and Environment

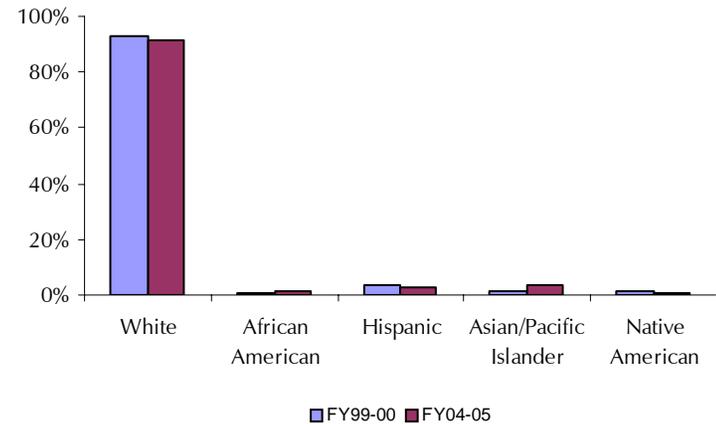
The original Corbett school building was constructed in the 1920s. The District expanded over the years due to consolidations with other area school districts, including the Bonneville School District in July 1996. In FY04-05, the District had one high school, one middle school, and one elementary school.



The mission of the Corbett School District is: *“To foster intellectual development, social awareness and civic responsibility among the members of our school community.”*

After declining between FY98-99 and FY01-02, the student population increased from FY02-03 to FY04-05. The District is among the least diverse in the County.

Student Race/Ethnicity



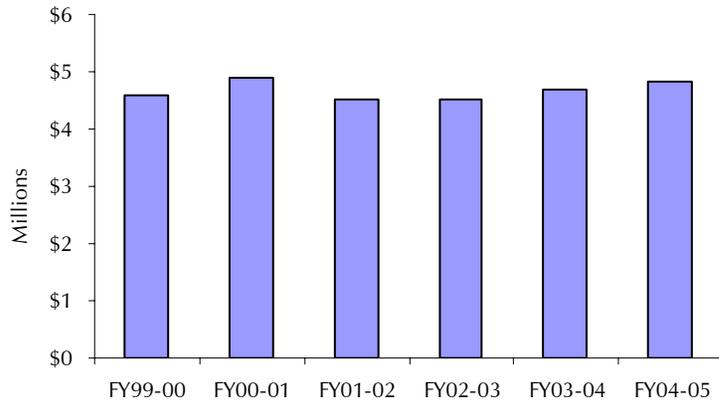
Students	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average Daily Membership resident (ADMr)	643	593	596	589	604	616	608
ESL students as percent of ADMr	1%	--	--	--	--	--	--
Special education students as percent of ADMr	--	11.1%	10.9%	10.5%	9.4%	7.6%	8.6%
TAG students as a percent of enrollment ¹	--	6.0%	5.2%	3.2%	3.0%	--	4.8%
Students eligible for free and reduced meals as percent of enrollment ¹	--	22.7%	14.6%	17.9%	27.1%	26.1%	24.7%
Student population by race/ethnicity (percent of total student population)							
White	--	93%	95%	94%	91%	91%	91%
African American	--	1%	0%	1%	1%	1%	1%
Hispanic	--	4%	2%	3%	2%	3%	3%
Asian/Pacific Islander	--	1%	2%	2%	1%	3%	3%
American Indian/Alaskan	--	2%	0%	0%	1%	0%	0%
Unknown/Multi-ethnic	--	0%	0%	0%	4%	1%	0%

¹ October 1 snapshot

Corbett School District

Spending and Services

Operating Expenditures
(In millions, adjusted for inflation)



As defined for this report, operating expenditures for the District include general funds, as well as dedicated revenue funds such as private grants, sales by nutrition services, and federal and state restricted funding. Operating expenditures have remained fairly stable over the six years, with some exceptions:

- Expenditures have increased since FY01-02 and are at the same level as FY00-01.
- Facilities and maintenance expenditures per square foot dropped by \$1.47 in the last six years.
- Spending has varied from year to year for transportation.
- Spending on food services per meal served has decreased since FY02-03.
- Spending on textbooks and educational media/libraries tends to fluctuate as a result of bond-supported purchasing, cyclical replacement schedules, textbook adoptions, and deferred spending during budget cuts.

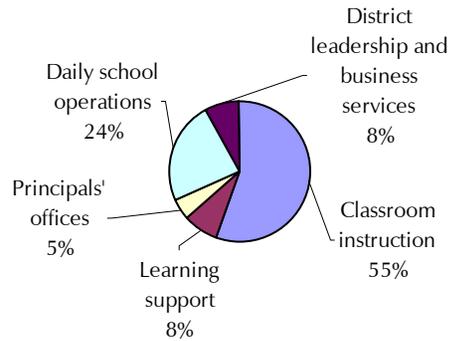
Spending by School Year (Adjusted for inflation)	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Total operating expenditures	--	\$4,594,837	\$4,899,032	\$4,508,235	\$4,524,647	\$4,686,649	\$4,842,141
Operating expenditures per student (ADMr)	--	\$7,448	\$8,220	\$7,654	\$7,491	\$7,608	\$7,964
Spending on services for special populations (as percent of total operating expenditures)							
Special education programs	--	5.6%	7.6%	7.9%	6.5%	7.7%	7.4%
Talented and gifted programs	--	--	--	--	--	--	--
English as a second language programs	--	--	--	--	--	--	--
Other spending							
Transportation per mile driven	--	\$2.46	\$3.43	\$2.96	\$3.01	\$3.45	\$2.69
Food services per meal served	--	\$2.17	\$2.63	\$2.88	\$2.68	\$1.79	\$1.83
Facilities and maintenance per square foot	--	\$5.04	\$4.91	\$5.40	\$4.19	\$3.52	\$3.57
Educational media/libraries per student (ADMr) ²	--	\$129.94	\$200.69	\$179.20	\$162.24	\$112.76	\$102.35
Textbooks per student (ADMr)	\$29.47	\$75.62	\$129.57	\$88.76	\$46.32	\$44.71	\$54.02
Instructional computers per student (ADMr)	--	--	--	--	--	\$11.97	\$45.09

² Media/Libraries may include textbook expenditures

Corbett School District

District Profile and Environment

**Total Spending by Function *
FY04-05**



- *Definition
- **Classroom Instruction:** general and special education
 - **Learning Support:** counseling, attendance, health, speech pathology, audiology, library, extracurricular activities
 - **Principals' Office:** principal and secretarial support
 - **Daily School Operations:** student transportation, food services, facilities, technology, supplies
 - **District Leadership and Business Services:** Board of Education, superintendent, business services, evaluation, information services, human resources

Corbett School District has seen some changes in how it divides its resources among the five major service areas described to the left. Some of these changes may be due to the small size of the district. A staff change of one person in a small district can have a large effect on averages.

- There has been an increase in expenditures for classroom instruction and learning support, but staffing dropped in these areas.
- Spending and staffing for district leadership and business services have increased.
- Benefits as percent of total compensation (salary + benefits) decreased in the last two years.

Spending and Staffing by Function	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of expenditures on:							
Classroom Instruction	--	53.9%	50.7%	53.3%	54.0%	54.6%	55.0%
Learning Support	--	6.9%	10.0%	6.8%	10.5%	9.8%	8.3%
Principals' Office	--	6.0%	5.9%	5.5%	4.7%	4.0%	5.1%
Daily School Operations	--	26.5%	26.3%	28.3%	24.0%	24.6%	23.5%
District Leadership and Business Services	--	6.7%	7.1%	6.2%	6.8%	7.0%	8.1%
Percent of staffing on:							
Classroom Instruction	--	58.8%	60.9%	58.4%	59.2%	61.1%	59.4%
Learning Support	--	6.9%	4.8%	3.8%	4.3%	6.6%	8.1%
Principals' Office	--	7.7%	7.3%	5.1%	6.1%	2.6%	3.3%
Daily School Operations	--	21.7%	21.5%	25.8%	24.4%	22.6%	21.2%
District Leadership and Business Services	--	4.9%	5.4%	6.9%	6.0%	6.0%	6.6%
Benefits as a percent of total compensation	24.0%	25.3%	26.2%	27.1%	28.9%	26.8%	24.7%

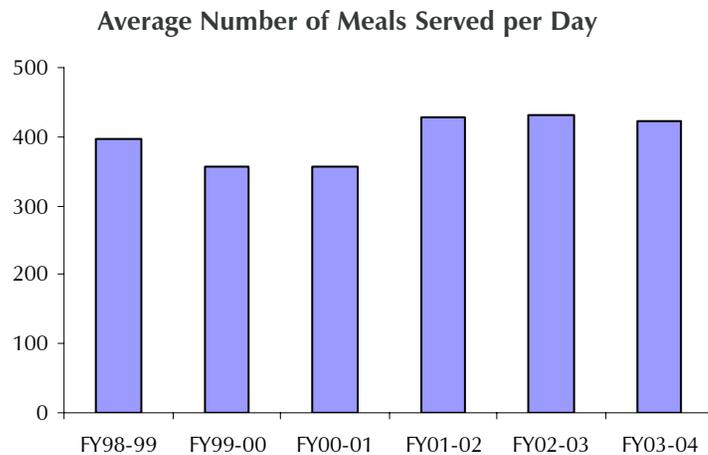
Corbett School District

Spending and Services

Daily school operations are those auxiliary services that support school buildings but are indirectly linked to the classroom. These include buses to and from school, breakfast and lunch programs, maintenance of buildings, computers, and other supplies.

Of note on this page:

- The average number of students transported daily decreased from FY03-04 to FY04-05.
- The number of meals served each day increased over the past few years.
- Buses were involved in very few accidents.
- There is a high ratio of square feet per student, and it is increasing.

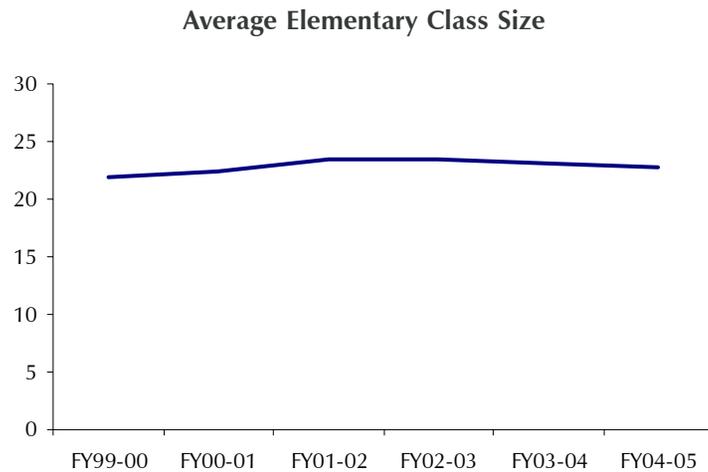


Daily School Operations	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of students transported daily (ADMr)	--	--	--	--	--	63.3%	58.2%
Average length of routes (in miles)	72.2	58.0	62.4	66.4	71.3	58	60.8
Number of accidents	0	1	0	2	1	1	0
Number of miles between accidents	no accidents	93,710	no accidents	45,256	90,178	105,732	no accidents
Average number of meals served per day	--	396	357	356	428	430	422
Food services revenues over (under) expenditures	\$28,772	\$40,271	\$16,042	\$7,112	0	\$(40,000)	\$141
Average age of buildings in years	42.6	43.6	44.6	45.6	46.6	44	45
Square feet per student (ADMr)	--	250	248	251	245	274	278

Corbett School District

Spending and Services

The largest percent of District spending is for classroom teachers. The level of teacher expertise and class size are important factors in school success.



Of note on this page:

- The average teacher salary was \$47,877 in FY04-05.
- Elementary class size increased slightly until FY03-04 but declined in the last year.
- Average teacher experience has dropped.
- The percent of teachers with master's degrees increased.
- New hires represent both new teaching positions and staff hired to replace retiring teacher and other vacancies.

Teaching	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average class size							
Elementary		21.9	22.5	23.5	23.5	23.1	22.8
Middle (core curriculum)		22	23	24	25	--	--
High school (core curriculum)		20	20	20	20	15.0	18.0
Average teacher experience (in years)		13.4	12.6	12.1	12.3	10.4	10.5
New teacher hires		7	7	6	3	7	1
New educational assistant hires		1	1	1	0	0	0
Percent of teachers teaching outside their endorsement area ³		1%	14%	0%	0%	3%	0%
Percent of teachers with graduate (master's) degrees		30%	27%	29%	39%	52%	58%

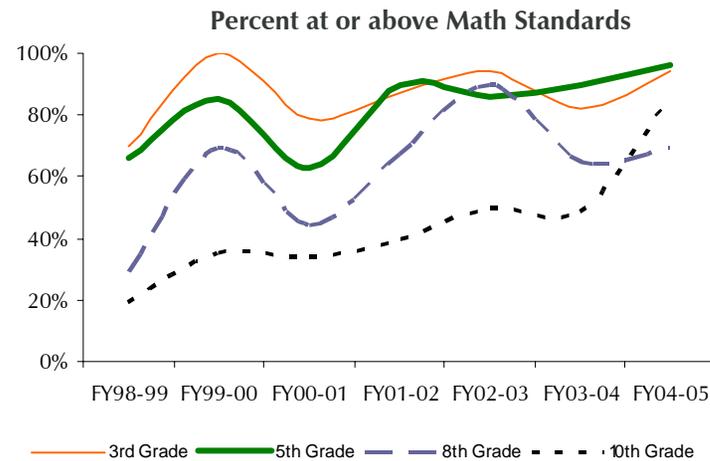
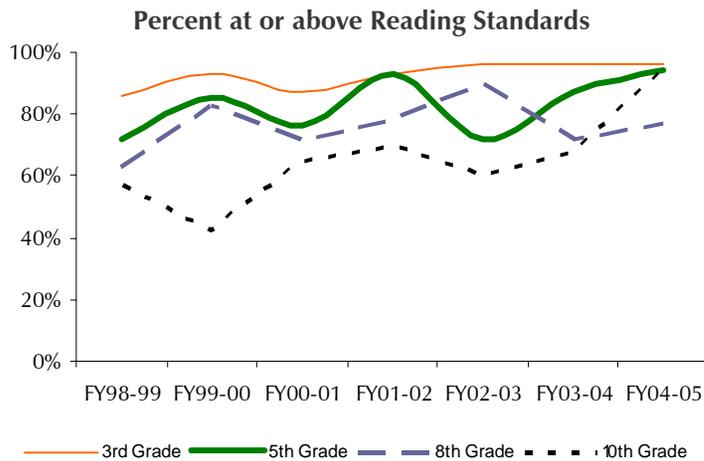
³ May only be teaching out of endorsement area on a limited basis

Corbett School District

Student Performance

Since 1991, Oregon has assessed the academic performance of students enrolled in selected grades. The assessment program was initially intended to guide school improvements efforts. The 1991 (amended 1995) Oregon Educational Act for the 21st Century set academic standards for student knowledge and skills in content areas adopted by the State Board of Education.

Students in Corbett School District are scoring above the state average on student performance tests. The most significant gains in student performance have been at the 10th grade level.



Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
Students scoring at or above reading standards								
3 rd grade	86%	93%	87%	93%	>95%	>95%	>95%	89%
5 th grade	72%	85%	76%	93%	72%	87%	94%	85%
8 th grade	63%	83%	72%	78%	90%	72%	77%	65%
10 th grade	57%	42%	65%	70%	60%	68%	94%	56%
Students scoring at or above math standards								
3 rd grade	70%	100%	79%	87%	94%	82%	94%	88%
5 th grade	66%	85%	63%	90%	86%	90%	>95%	87%
8 th grade	29%	69%	44%	67%	90%	65%	69%	66%
10 th grade	19%	35%	34%	40%	50%	49%	85%	49%

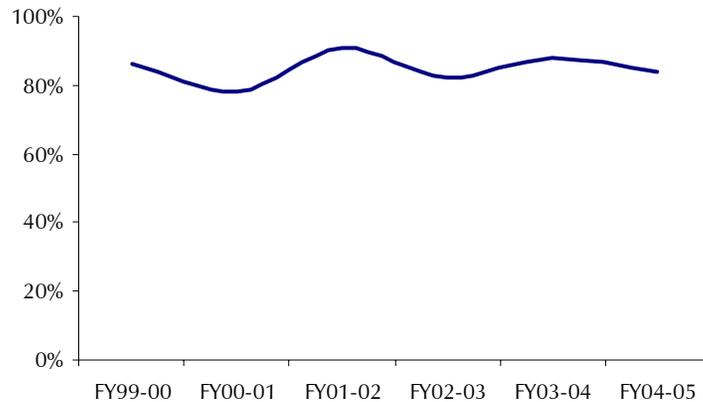
Corbett School District

Student Performance

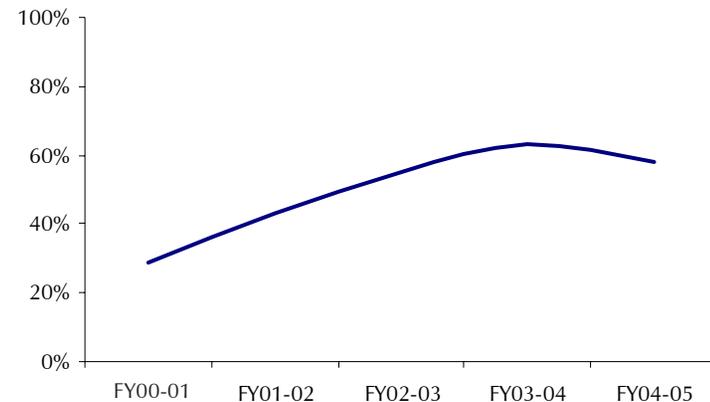
The senior completion rate has fluctuated over the past six years but is higher than the State average. The senior completion rate reflects the percent of twelfth graders who graduated. The dropout rate over four years reflects a formula from the Oregon Department of Education that represents the proportion of current ninth graders who are expected to dropout before they graduate.

Following adoption of the Oregon Education Act for the 21st Century, the assessment system took on the additional purpose of measuring individual achievement in order to award a Certificate of Initial Mastery (CIM) upon graduation. The percent of seniors receiving a CIM diploma is significantly higher than the State average.

Senior Completion Rate



Graduating with a CIM Diploma

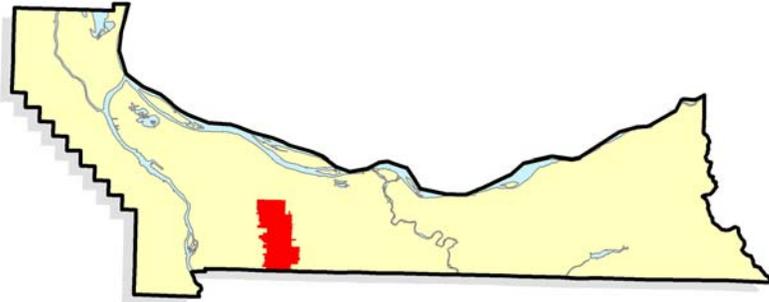


Student Performance	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
High school average dropout rate over 4 years	5.2%	4.1%	2.2%	0.0%	--	--	--
Senior completion rate	86%	78%	91%	82%	88%	84%	79%
Seniors graduating with a CIM diploma	--	29%	43%	55%	63%	58%	29%
Seniors taking SAT	46%	35%	61%	35%	42%	--	--
Average verbal SAT score	501	511	486	502	511	--	--
Average math SAT score	499	486	517	504	515	--	--

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David Douglas School District

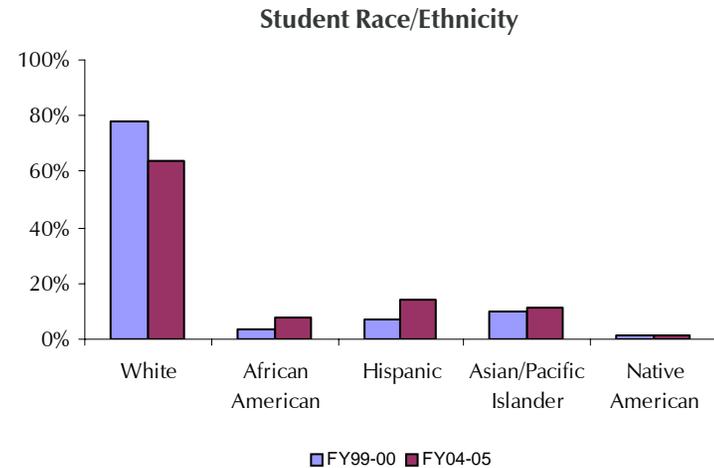
District Profile and Environment



The vision of the David Douglas School District is:
“Learning today for living tomorrow.”

The David Douglas School District was formed with the merger of Powellhurst, Russellville, Gilbert, and David Douglas Union High School Districts. In FY04-05, the District had one high school, two middle schools, and nine elementary schools.

The student population increased 24% and became more diverse between FY98-99 and FY04-05. The number of students who speak English as a second language increased 124%.



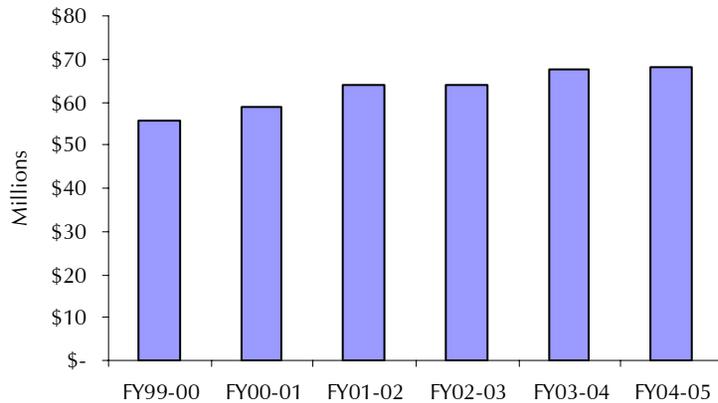
Students	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average Daily Membership resident (ADMr)	7,445	7,740	7,969	8,253	8,593	8,939	9,259
ESL students as percent of ADMr	14.4%	18.5%	21.8%	23.6%	25.2%	25.8%	26.0%
Special education students as percent of ADMr	--	12.5%	12.1%	12.4%	12.2%	12.2%	12.0%
TAG students as a percent of enrollment ¹	--	4.2%	4.3%	4.0%	3.9%	--	4.8%
Students eligible for free and reduced meals as percent of enrollment ¹	--	46.9%	47.7%	52.7%	54.5%	57.6%	69.2%
Student population by race/ethnicity (percent of total student population)							
White	--	78%	76%	74%	70%	67%	64%
African American	--	3%	4%	5%	5%	6%	8%
Hispanic	--	7%	8%	10%	12%	14%	14%
Asian/Pacific Islander	--	10%	10%	10%	11%	11%	11%
American Indian/Alaskan	--	1%	1%	1%	1%	1%	1%
Unknown/Multi-ethnic	--	0%	0%	0%	0%	0%	1%

¹ October 1 snapshot

David Douglas School District

Spending and Services

Operating Expenditures
(In millions, adjusted for inflation)



As defined in this report, operating expenditures for the District include general funds as well as special revenue funds such as private grants, sales by nutrition services, and federal and state restricted funding.

Operating expenditures increased over six years.

- Total operational spending grew by almost \$13 million or 23%.
- As a percent of total spending, special education and English as a second language spending both increased.
- Spending varied slightly from year to year for transportation, facilities, and food services.
- Spending on textbooks, instructional computers, and educational media/libraries tends to fluctuate as a result of bond-supported purchasing, cyclical replacement schedules, textbook adoptions, and deferred spending during budget cuts.
- Expenditures per square foot includes two buildings leased to outside parties.

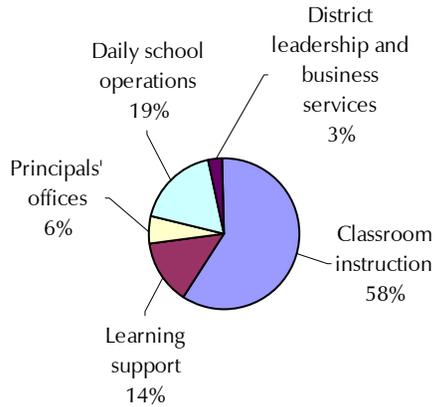
Spending by School Year (Adjusted for inflation)	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Total operating expenditures	--	\$55,475,882	\$58,702,722	\$63,862,046	\$63,960,108	\$67,439,903	\$68,234,548
Operating expenditures per student (ADMr)	--	\$7,167	\$7,366	\$7,738	\$7,443	\$7,544	\$7,370
Spending on services for special populations (as percent of total operating expenditures)							
Special education programs	--	4.3%	4.0%	5.6%	5.7%	5.4%	5.2%
Talented and gifted programs	--	.2%	.2%	.2%	.2%	.2%	.2%
English as a second language programs	--	2.7%	3.8%	4.6%	4.8%	4.9%	5.2%
Other spending							
Transportation per mile driven	--	\$5.01	\$5.60	\$5.15	\$5.30	\$5.51	\$5.43
Food services per meal served	--	\$2.06	\$1.82	\$2.07	\$1.99	\$1.97	\$1.96
Facilities and maintenance per square foot	--	\$5.34	\$5.67	\$5.31	\$5.09	\$5.55	\$5.47
Educational media/libraries per student (ADMr) ²	--	\$132.81	\$126.12	\$133.21	\$129.78	\$134.24	\$131.99
Textbooks per student (ADMr)	--	\$54.80	\$55.53	\$95.56	\$9.02	\$66.70	\$44.54
Instructional computers per student ADMr)	--	\$10.69	\$5.02	\$45.31	\$35.60	\$31.87	\$21.23

² Media/Libraries may include textbook expenditures

David Douglas School District

Spending and Services

**Total Spending by Function *
FY04-05**



David Douglas School District has generally maintained stability in its allocation of resources among the major service areas described below.

- Benefits, as a percent of total compensation (salary + benefits), increased over seven years.
- Percent of spending on learning support has increased slightly, while percent of spending on daily school operations has declined slightly.

*Definition

- **Classroom Instruction:** general and special education
- **Learning Support:** counseling, attendance, health, speech pathology, audiology, library, extracurricular activities
- **Principals' Office:** principal and secretarial support
- **Daily School Operations:** student transportation, food services, facilities, technology, supplies
- **District Leadership and Business Services:** Board of Education, superintendent, business services, evaluation, information services, human resources

Spending and Staffing by Function	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of expenditures on:							
Classroom Instruction	--	58.6%	58.7%	58.1%	57.5%	58.2%	58.6%
Learning Support	--	11.4%	10.7%	12.7%	13.4%	13.1%	13.6%
Principals' Office	--	6.6%	6.4%	6.1%	6.5%	6.0%	6.1%
Daily School Operations	--	20.0%	20.9%	20.1%	19.9%	20.0%	18.7%
District Leadership and Business Services	--	3.4%	3.3%	3.1%	2.8%	2.7%	3.0%
Percent of staffing on:							
Classroom Instruction	61.1%	60.5%	61.2%	62.1%	62.1%	60.5%	62.1%
Learning Support	8.4%	8.2%	7.7%	7.4%	7.4%	9.2%	9.1%
Principals' Office	6.6%	6.5%	6.2%	6.2%	6.4%	6.5%	6.3%
Daily School Operations	20.9%	21.9%	21.9%	21.4%	21.8%	20.8%	19.7%
District Leadership and Business Services	3.1%	3.0%	3.0%	2.9%	2.3%	2.2%	2.1%
Benefits as a percent of total compensation	22.4%	24.1%	24.7%	25.0%	24.9%	25.5%	25.8%

David Douglas School District

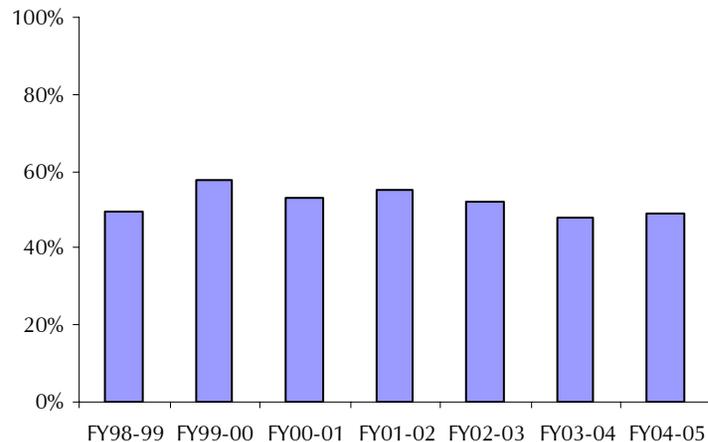
Spending and Services

Daily school operations are those auxiliary services that support school buildings but are indirectly linked to the classroom. These include buses to and from school, breakfast and lunch programs, maintenance of buildings, computers, and other supplies.

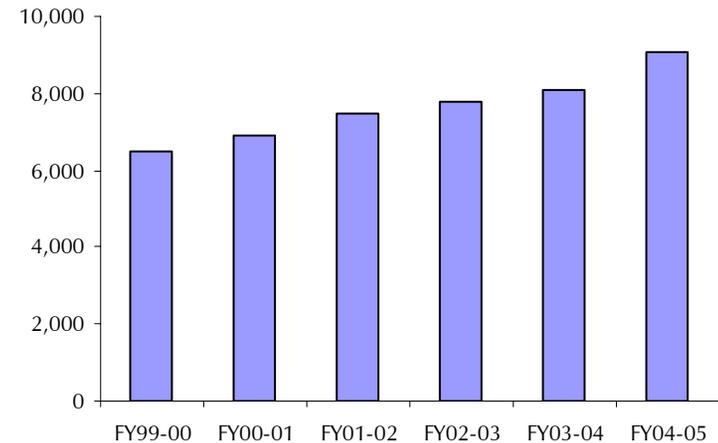
Of note on this page:

- The number of students transported each day has grown 24% over seven years.
- The number of accidents has fluctuated.
- The average number of meals served per day has increased.
- Square footage includes two buildings leased to outside parties.

Percent of Students Transported Daily



Average Number of Meals Served per Day

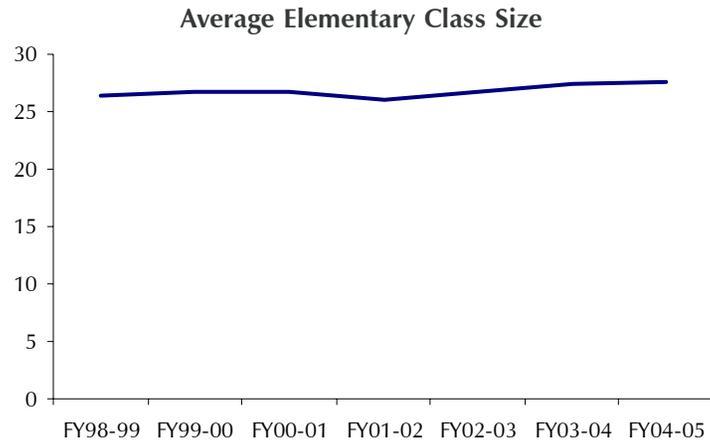


Daily School Operations	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of students transported daily (ADMr)	49.2%	57.6%	53.0%	55.3%	52.2%	48.1%	49.0%
Average length of routes (in miles)	46	35	34	39	40	22	24
Number of accidents	18	8	17	15	18	27	13
Number of miles between accidents	30,321	75,742	33,710	41,848	32,452	22,506	51,893
Average number of meals served per day	--	6,514	6,898	7,498	7,769	8,107	9,090
Food services revenues over (under) expenditures	\$56,551	\$60,494	\$74,480	\$(52,367)	\$95,626	\$42,441	\$197,237
Average age of buildings in years	--	--	--	--	--	48	49
Square feet per student (ADMr)	--	125	126	134	136	131	131

David Douglas School District

Spending and Services

The largest percent of district spending is for classroom teachers. The level of teacher expertise and the ratio of teachers to students are important factors in school success.



Of note on this page:

- The average teacher salary was \$49,382 in FY04-05.
- Elementary and middle school class sizes have increased slightly in the last seven years.
- The average years of teacher experience has declined.
- The percent of teachers with master’s degrees has grown in the last seven years.
- New hires represent both new teaching positions and staff hired to replace retiring teachers and other vacancies.

Teaching	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average class size							
Elementary	26.3	26.8	26.8	26.0	26.7	27.5	27.6
Middle (core curriculum)	23.9	23.9	25.1	23.7	25.1	25.3	25.3
High school (core curriculum)	24.6	23.0	25.4	21.1	26.8	23.0	24.0
Average teacher experience (in years)	11.2	11.1	10.2	10.4	10.8	10.1	9.5
New teacher hires	44	43	60	39	27	67	75
New educational assistant hires	7	16	7	15	10	120	155
Percent of teachers teaching outside their endorsement area ³	3.5%	3.5%	5.0%	2.1%	2.0%	9.7%	8.9%
Percent of teachers with graduate (master’s) degrees	47.3%	44.7%	48.6%	52.6%	56.1%	52.2%	56.6%

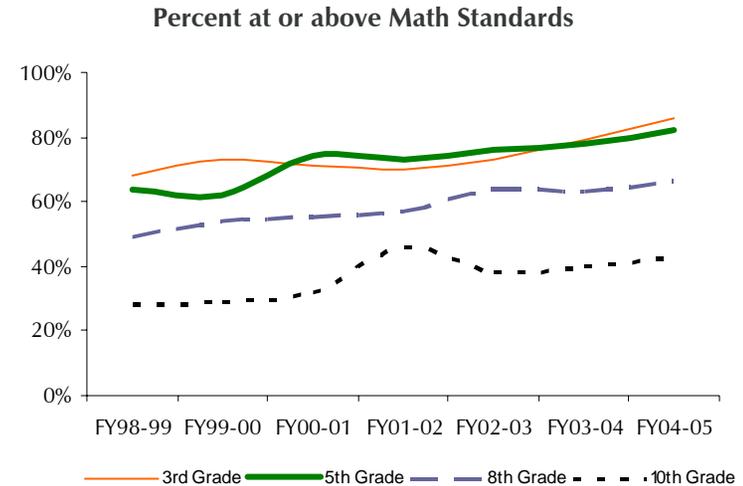
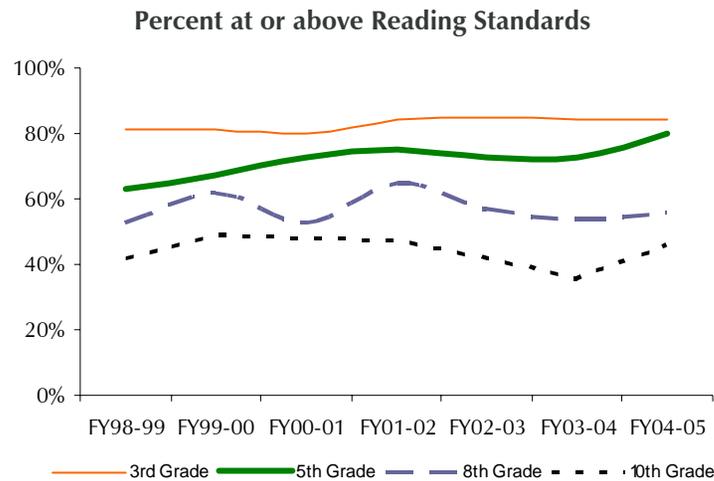
³ May only be teaching out of endorsement area on a limited basis

David Douglas School District

Student Performance

Since 1991, Oregon has assessed the academic performance of students enrolled in selected grades. The assessment program was initially intended to guide school improvement efforts. The 1991 (amended 1995) Oregon Educational Act for the 21st Century set academic standards for student knowledge and skills in content areas adopted by the State Board of Education.

Math scores have increased at all grade levels in the last seven years. Reading scores for the fifth graders have increased significantly. However only eighth grade math scores were at the State average; the rest were below.



Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
Students scoring at or above reading standards								
3 rd grade	81%	81%	80%	84%	85%	84%	84%	89%
5 th grade	63%	67%	73%	75%	73%	73%	80%	85%
8 th grade	53%	62%	53%	65%	57%	54%	56%	65%
10 th grade	42%	49%	48%	47%	42%	36%	46%	56%
Students scoring at or above math standards								
3 rd grade	68%	73%	71%	70%	73%	79%	86%	88%
5 th grade	64%	62%	74%	73%	76%	78%	82%	87%
8 th grade	49%	54%	55%	57%	64%	63%	66%	66%
10 th grade	28%	29%	32%	46%	38%	40%	43%	49%

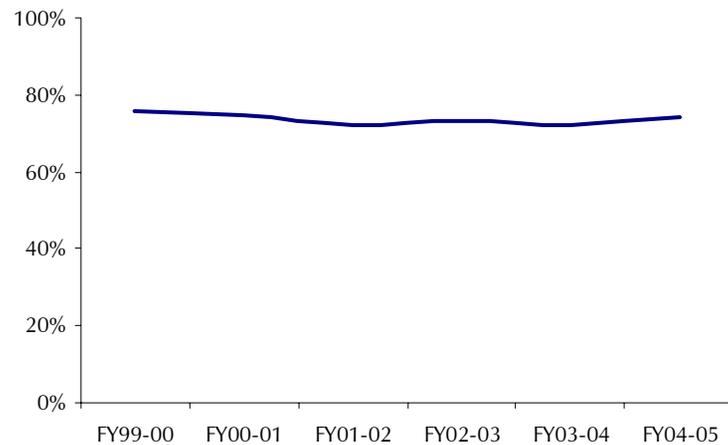
David Douglas School District

Student Performance

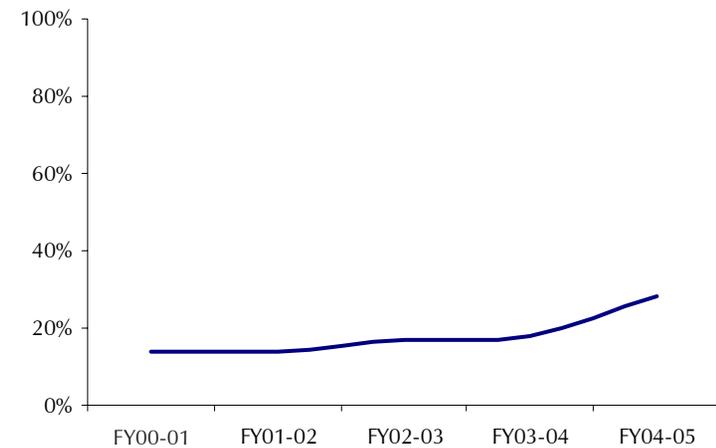
The senior completion rate has remained above 70% for the last six years. However, the dropout rate decreased through FY01-02 and then began to increase. The senior completion rate reflects the percent of twelfth graders who graduated. The dropout rate over four years reflects a formula from the Oregon Department of Education that represents the proportion of current ninth graders who are expected to dropout before they graduate.

Following adoption of the Oregon education Act for the 21st Century, the assessment system took on the additional purpose of measuring individual achievement in order to award a Certificate of Initial Mastery (CIM) upon graduation. The percent of seniors receiving a CIM diploma increased considerably in FY04-05.

Senior Completion Rate



Graduating with a CIM Diploma

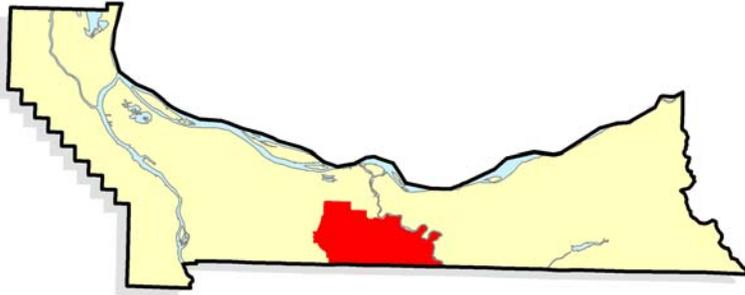


Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
High school average dropout rate over 4 years	18.5%	19.5%	14.6%	12.6%	15.8%	19.8%	--	--
Senior completion rate	--	76%	75%	72%	73%	72%	74%	79%
Seniors graduating with a CIM diploma	--	--	14%	14%	17%	18%	28%	29%
Seniors taking SAT	--	37%	35%	36%	31%	26%	28%	--
Average verbal SAT score	--	505	490	488	485	496	487	--
Average math SAT score	--	507	494	500	494	512	498	--

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Gresham-Barlow School District

District Profile and Environment

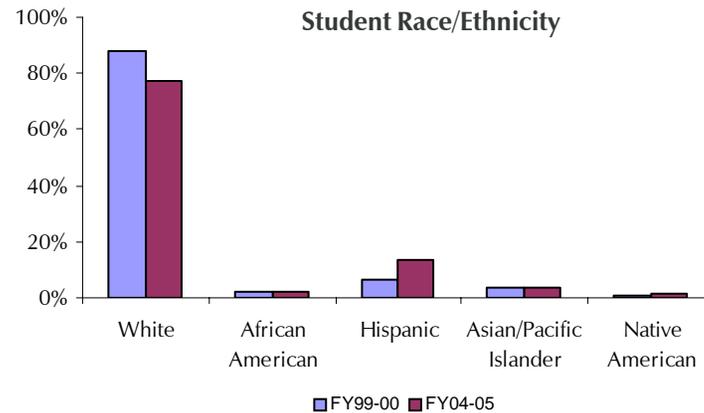


The mission of the Gresham-Barlow School District is:
“To establish a world class education for all students through the consistent provision of quality programs which will prepare students to be lifelong learners and productive citizens.”

In July 1994, the Damascus Union, Gresham Grade, and Orient School Districts and approximately one-third of the Boring School District were

merged with the Gresham High School District. In FY04-05 the District had three high schools, five middle schools, and eleven elementary schools.

The District’s student population increased 7% and has become increasingly diverse. Since FY99-00 the Hispanic student population has more than doubled. The number of students who speak English as a second language has increased 149% since FY98-99.

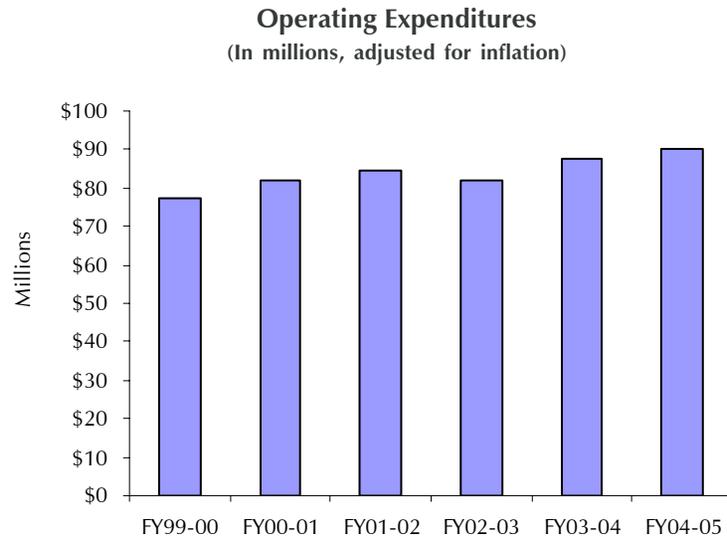


Students	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average Daily Membership resident (ADMr)	10,959	10,891	11,104	11,286	11,313	11,478	11,761
ESL students as percent of ADMr	4.5%	5.9%	7.1%	7.8%	8.4%	9.7%	10.4%
Special education students as percent of ADMr	--	11.8%	11.9%	11.8%	12.3%	12.0%	11.9%
TAG students as a percent of enrollment ¹	--	6.1%	6.2%	5.8%	5.5%	--	4.7%
Students eligible for free and reduced meals as percent of enrollment ¹	--	21.5%	23.5%	25.9%	29.1%	35.2%	35.8%
Student population by race/ethnicity (percent of total student population)							
White	--	88%	87%	85%	83%	81%	77%
African American	--	2%	2%	2%	2%	2%	2%
Hispanic	--	6%	7%	8%	10%	12%	14%
Asian/Pacific Islander	--	3%	3%	3%	3%	3%	4%
American Indian/Alaskan	--	1%	1%	1%	1%	1%	1%
Multi-ethnic/Unknown	--	--	--	--	--	1%	2%

¹ October 1 snapshot

Gresham-Barlow School District

Spending and Services



As defined in this report, operating expenditures for the District include general funds as well as dedicated revenue funds such as private grants, sales by nutrition services, and federal and state restricted funding. Operating expenditures increased 17% since FY99-00.

- As a percent of total operational spending, special education and English as a second language spending grew.
- Spending for transportation decreased since FY02-03 while spending for facilities increased.
- Spending on textbooks and educational media/libraries tends to fluctuate as a result of bond-supported purchasing, cyclical replacement schedules, textbook adoptions, and deferred spending during budget cuts.

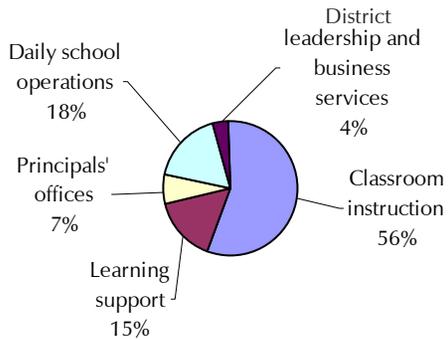
Spending by School Year (Adjusted for inflation)	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Total operating expenditures	--	\$77,183,160	\$81,713,465	\$84,663,656	\$82,175,297	\$87,701,533	\$90,437,342
Operating expenditures per student (ADMr)	--	\$7,087	\$7,359	\$7,502	\$7,264	\$7,641	\$7,690
Spending on services for special populations (as percent of total operating expenditures)							
Special education programs	--	5.8%	6.7%	7.4%	7.6%	7.2%	7.0%
Talented and gifted programs	--	0.1%	0.1%	0.1%	.02%	.03%	.02%
English as a second language programs	--	0.6%	0.9%	1.1%	1.1%	1.4%	1.7%
Other spending							
Transportation per mile driven	--	\$3.96	\$4.49	\$4.78	\$4.30	\$4.11	\$3.35
Food services per meal served	--	\$2.01	\$1.99	\$2.08	\$2.06	\$1.90	\$1.90
Facilities and maintenance per square foot	--	\$4.73	\$4.06	\$3.87	\$3.88	\$4.27	\$4.48
Educational media/libraries per student (ADMr) ²	--	\$136.07	\$129.31	\$128.84	\$100.09	\$99.27	\$114.15
Textbooks per student (ADMr)	\$43.18	\$39.58	\$58.51	\$44.98	\$25.13	\$60.47	\$59.52
Instructional computers per student (ADMr)	--	--	--	--	--	\$35.83	\$57.12

² Media/Libraries may include textbook expenditures

Gresham-Barlow School District

Spending and Services

**Total Spending by Function *
FY04-05**



Gresham-Barlow School District has seen some minor changes in how it divides its resources among the major services areas, defined to the left. Benefits as a percent of total compensation (salary + benefits) increased nearly five percentage points.

*Definition

- **Classroom Instruction:** general and special education
- **Learning Support:** counseling, attendance, health, speech pathology, audiology, library, extracurricular activities
- **Principals' Office:** principal and secretarial support
- **Daily School Operations:** student transportation, food services, facilities, technology, supplies
- **District Leadership and Business Services:** Board of Education, superintendent, business services, evaluation, information services, human resources

Spending and Staffing by Function	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of expenditures on:							
Classroom Instruction	--	59.2%	56.5%	55.9%	55.1%	57.2%	56.5%
Learning Support	--	12.3%	15.8%	15.9%	15.4%	14.2%	14.8%
Principals' Office	--	7.2%	7.0%	6.9%	7.2%	7.2%	7.0%
Daily School Operations	--	18.5%	17.7%	18.2%	18.3%	18.4%	18.1%
District Leadership and Business Services	--	2.9%	2.9%	3.2%	4.0%	3.1%	3.6%
Percent of staffing on:							
Classroom Instruction	70.6%	70.6%	70.1%	69.2%	69.2%	70.1%	70.0%
Learning Support	10.2%	10.7%	11.2%	11.3%	11.6%	11.2%	11.2%
Principals' Office	8.1%	8.0%	8.0%	8.0%	8.0%	7.9%	7.6%
Daily School Operations ³	8.7%	8.2%	8.3%	9.2%	9.1%	8.7%	9.1%
District Leadership and Business Services	2.4%	2.5%	2.4%	2.3%	2.0%	2.0%	2.0%
Benefits as a percent of total compensation	22.8%	24.3%	24.5%	25.1%	24.4%	26.7%	27.2%

³ Transportation and food services are contracted, so the percent of staff above is not comparable to other districts that provide these services in-house

Gresham-Barlow School District

Spending and Services

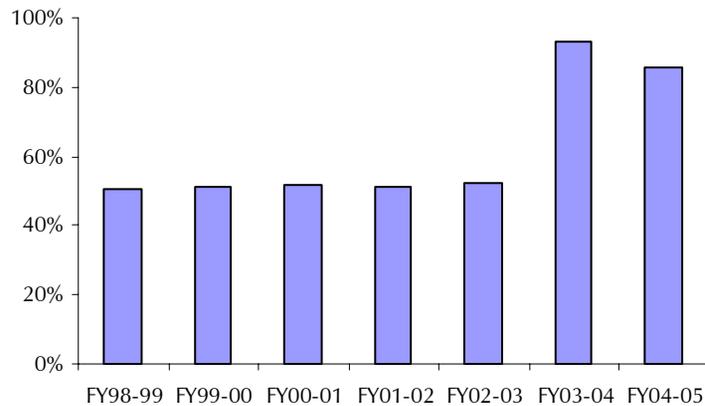
Daily school operations are those auxiliary services that support school buildings but are indirectly linked to the classroom. These include buses to and from school, breakfast and lunch programs, maintenance of buildings, computers, and other supplies.

Gresham-Barlow contracts for transportation and food services with private companies rather than providing these services itself.

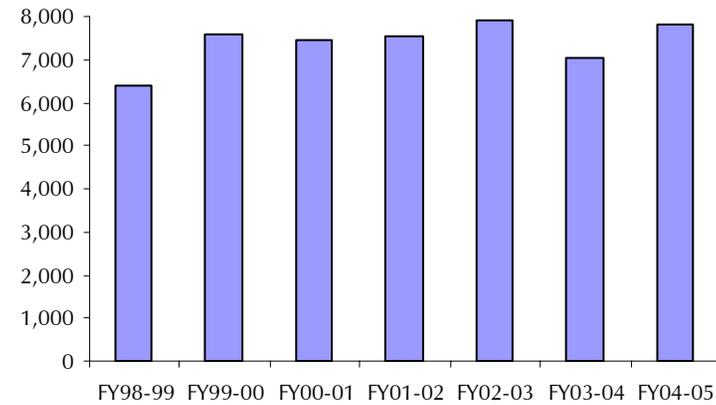
Of note on this page:

- The average number of students transported has almost doubled while student population has only increased 8%.
- The average number of meals served per day has increased 22% over seven years.

Percent of Students Transported Daily



Average Number of Meals Served per Day



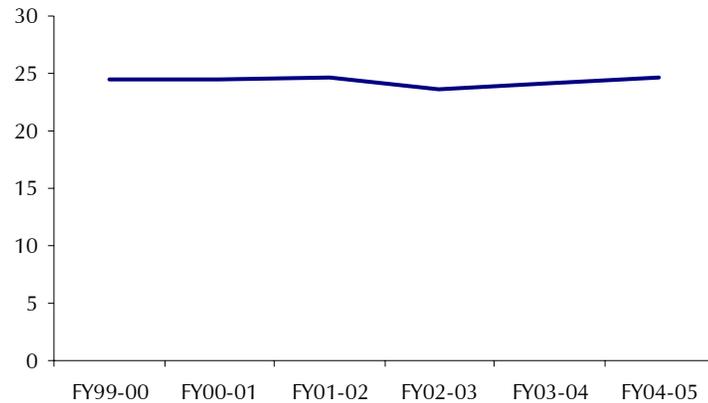
Daily School Operations	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of students transported daily (ADMr)	50.4%	51.1%	51.5%	51.2%	52.3%	93.3%	85.7%
Average length of routes (in miles)	66.7	69.3	53.5	53.4	62.2	57	61
Number of accidents	30	16	24	36	20	22	27
Number of miles between accidents	35,286	73,386	42,273	27,433	52,431	51,744	47,803
Average number of meals served per day	6,390	7,595	7,471	7,556	7,899	7,022	7,811
Food services revenues over (under)expenditures	\$(10,136)	\$23,193	\$23,949	(\$63,542)	\$89,149	\$154,140	\$203,994
Average age of buildings in years	--	--	--	37	38	39	40
Square feet per student (ADMr)	--	127	141	149	149	147	144

Gresham-Barlow School District

Spending and Services

The largest percent of district spending is for classroom teachers. The level of teacher expertise and the ratio of teachers to students are important factors in school success.

Average Elementary Class Size



Of note on this page:

- The average teacher salary was \$50,307 in FY04-05.
- Elementary class size has remained fairly stable.
- Average teacher experience in years has decreased.
- New hires represent both new teaching positions and staff hired to replace retiring teachers or other vacancies.

Teaching	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average class size							
Elementary	--	24.4	24.5	24.6	23.7	24.1	24.6
Middle (core curriculum)	--	27.0	--	26.4	27.0	25.6	24.1
High school (core curriculum)	--	29.6	--	25.4	28.0	21.5	22.6
Average teacher experience (in years)	14.7	14.5	14.3	13.8	13.6	14.0	13.0
New teacher hires	80	54	76	60	61	108	98
New educational assistant hires	28	21	32	22	32	67	48
Percent of teachers teaching outside their endorsement area ⁴	3%	3%	3%	2%	3%	2.5%	3%
Percent of teachers with graduate (master's) degrees	51%	52%	53%	53%	54%	61%	62%

⁴ May only be teaching out of endorsement area on a limited basis

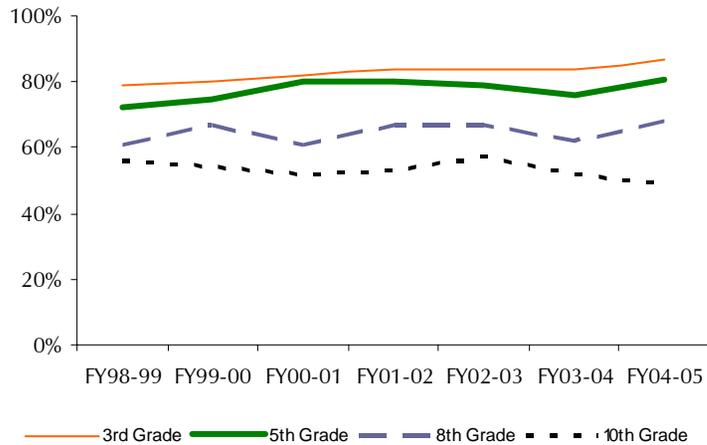
Gresham-Barlow School District

Student Performance

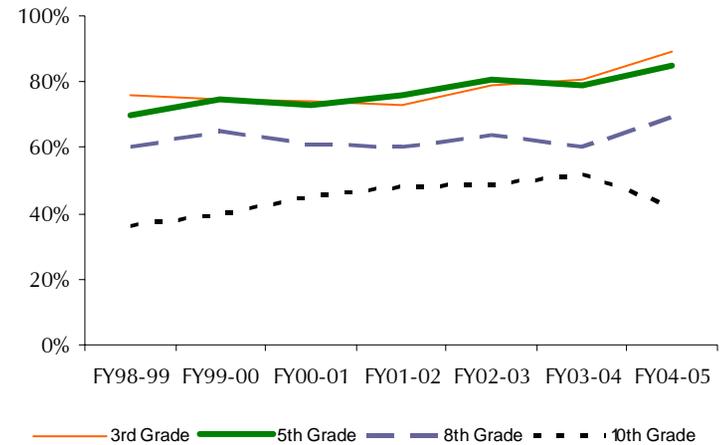
Since 1991, Oregon has assessed the academic performance of students enrolled in selected grades. The assessment program was initially intended to guide school improvement efforts. The 1991 (amended 1995) Oregon Educational Act for the 21st Century set academic standards for student knowledge and skills in content areas adopted by the State Board of Education.

Student performance for math and reading standards is very close to or above the state average for FY04-05 except for tenth graders. Student performance in reading and math has increased over the past seven years in third, fifth, and eighth grades.

Percent at or above Reading Standards



Percent at or above Math Standards



Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
Students scoring at or above reading standards								
3 rd grade	79%	80%	82%	84%	84%	84%	87%	89%
5 th grade	72%	75%	80%	80%	79%	76%	81%	85%
8 th grade	61%	67%	61%	67%	67%	62%	68%	65%
10 th grade	56%	54%	52%	53%	57%	52%	49%	56%
Students scoring at or above math standards								
3 rd grade	76%	75%	74%	73%	79%	81%	89%	88%
5 th grade	70%	75%	73%	76%	81%	79%	85%	87%
8 th grade	60%	65%	61%	60%	64%	60%	69%	66%
10 th grade	36%	40%	45%	48%	49%	52%	42%	49%

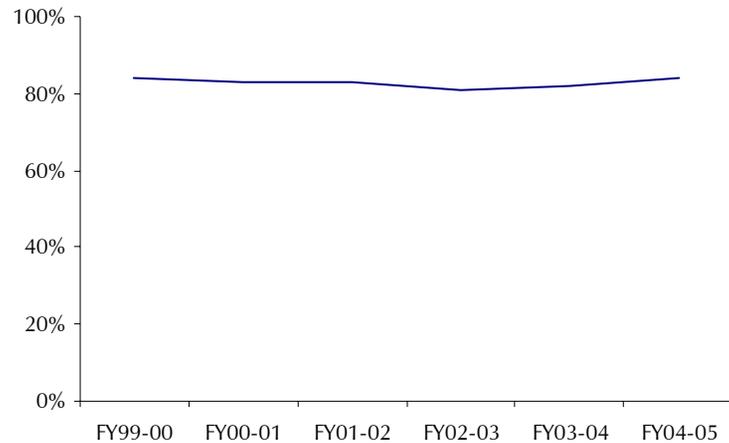
Gresham-Barlow School District

Student Performance

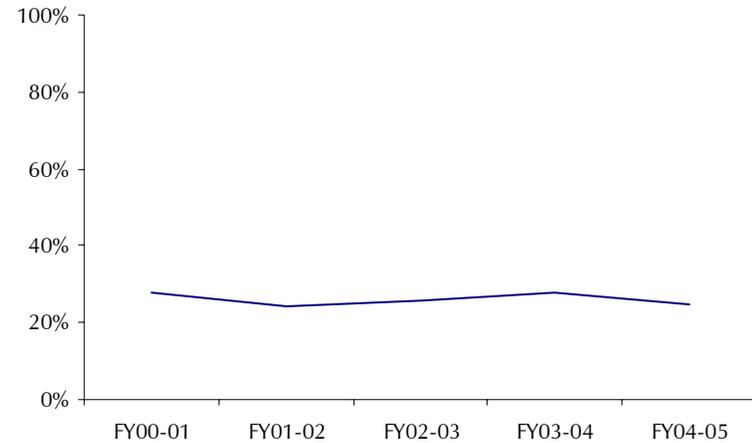
The senior completion rate has remained stable over the past six years while the dropout rate has fluctuated. The senior completion rate reflects the percent of twelfth graders who graduated. The dropout rate over four years reflects a formula from the Oregon Department of Education that represents the proportion of current ninth graders who are expected to dropout before they graduate.

Following adoption of the Oregon Education Act for the 21st Century, the assessment system took on the additional purpose of measuring individual achievement in order to award a Certificate of Initial Mastery (CIM) upon graduation. The percent of seniors receiving a CIM diploma has fluctuated 2-3 percentage points in the last five years.

Senior Completion Rate



Graduating with a CIM Diploma

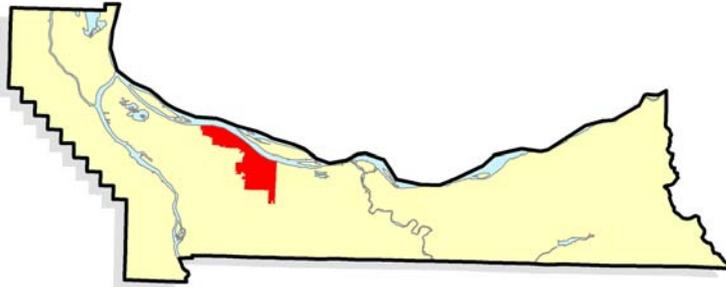


Student Performance	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
High school average dropout rate over 4 years	13.7%	13.6%	13.8%	7.2%	11%	--	--
Students retained in grade (K-8)	27	28	21	--	--	--	--
Senior completion rate	84%	83%	83%	81%	82%	84%	79%
Seniors graduating with a CIM diploma	--	28%	24%	26%	28%	25%	29%
Seniors taking SAT	43%	43%	43%	40%	39%	41%	--
Average verbal SAT score	517	507	511	513	505	517	--
Average math SAT score	526	517	518	514	513	521	--

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Parkrose School District

District Profile and Environment



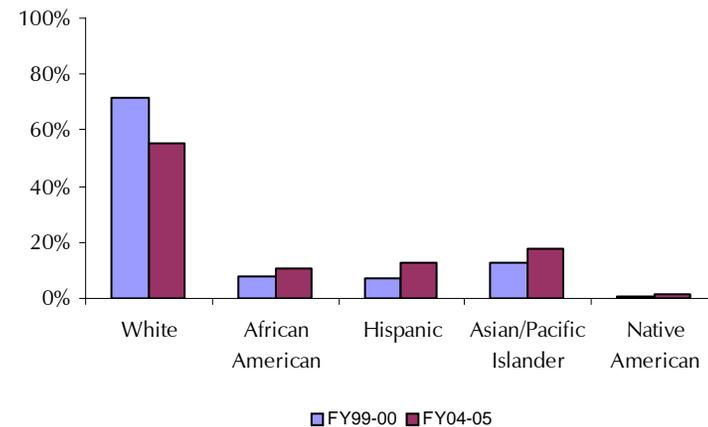
The mission of the Parkrose School District is: *“To develop globally responsible citizens by providing a personalized education in a multicultural context utilizing international business and community partnerships and a strong, empowered staff.”*

The Parkrose School District began in 1885 as a school house on Sandy Boulevard and 122nd Avenue. In 1991, the area the District serves was incorporated into the City of Portland. In FY04-05 the

District had one high school, one middle school, and four elementary schools.

The District’s student population has become increasingly diverse. In FY04-05, 45% of students were non-white in race or ethnicity, up from 29% in FY99-00. The number of students who speak English as a second language increased 62% in the last seven years.

Student Race/Ethnicity

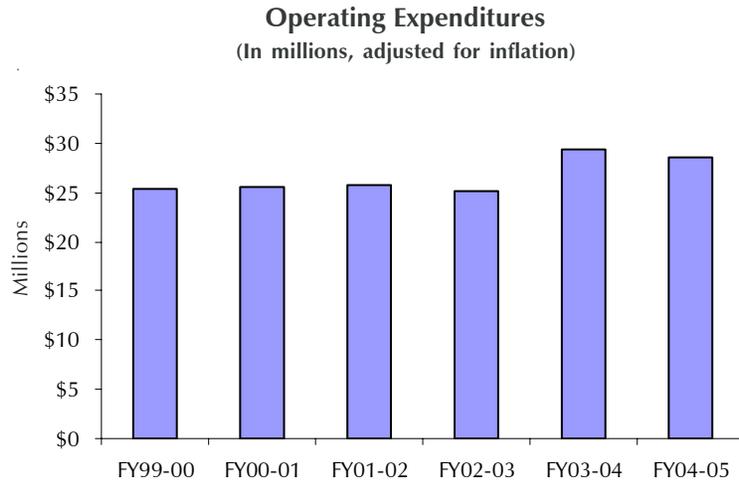


Students	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average Daily Membership resident (ADMr)	3,457	3,414	3,404	3,526	3,585	3,558	3,468
ESL students as percent of ADMr	10.2%	12.9%	15.6%	16.2%	17.1%	16.9%	16.4%
Special education students as percent of ADMr	--	12.4%	12.2%	13.2%	12.7%	11.8%	12.1%
TAG students as a percent of enrollment ¹	--	10.3%	8.4%	2.8%	2.3%	N/A	2.6%
Students eligible for free and reduced meals as percent of enrollment ¹	--	46.9%	40.9%	52.2%	52.3%	53.8%	59.7%
Student population by race/ethnicity (percent of total student population)							
White	--	71%	68%	65%	63%	59%	55%
African American	--	7%	8%	9%	10%	11%	11%
Hispanic	--	7%	8%	9%	11%	12%	13%
Asian/Pacific Islander	--	13%	15%	15%	15%	17%	18%
American Indian/Alaskan	--	1%	1%	2%	1%	2%	2%

¹ October 1 snapshot

Parkrose School District

Spending and Services



As defined for this report, operating expenditures for the District include general funds as well as dedicated revenue funds such as private grants, sales by nutrition services, and federal and state restricted funding. Operating expenditures have increased slightly in seven years.

- Total operating expenditures rose 13% between FY99-00 and FY04-05.
- Operating expenditures per student increased 11% from FY99-00 to FY04-05.
- Spending for special education as a percent of total operating expenditures grew over six years.
- Expenditures per meal served have declined.
- Spending on textbooks and educational media/libraries tends to fluctuate as a result of bond-supported purchasing, cyclical replacement schedules, textbook adoptions, and deferred spending due to budget cuts.

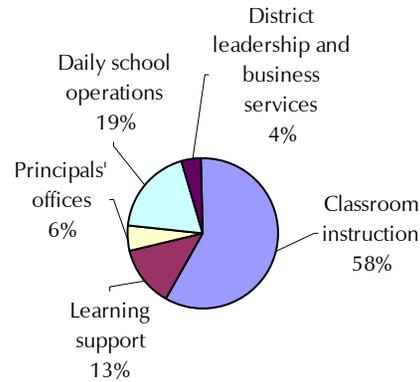
Spending by School Year (Adjusted for inflation)	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Total operating expenditures	--	\$25,282,243	\$25,581,808	\$25,783,919	\$25,109,560	\$29,354,570	\$28,486,884
Operating expenditures per student (ADMr)	--	\$7,405	\$7,515	\$7,300	\$7,004	\$8,251	\$8,215
Spending on services for special populations (as percent of total operating expenditures)							
Special education programs	--	8.5%	9.2%	11.5%	13.1%	11.5%	12.0%
Talented and gifted programs	--	.04%	.04%	.04%	.04%	.03%	.03%
English as a second language programs	--	2.1%	2.2%	2.3%	2.2%	2.4%	2.4%
Other spending							
Transportation per mile driven	\$4.09	\$5.16	\$6.73	\$4.66	\$4.55	\$5.89	\$5.99
Food services per meal served	\$2.10	\$2.08	\$1.82	\$1.71	\$1.77	\$1.64	\$1.71
Facilities and maintenance per square foot	--	\$3.18	\$3.46	\$3.72	\$3.22	\$3.66	\$3.60
Educational media/libraries per student (ADMr) ²	--	\$167.29	\$147.07	\$105.53	\$96.88	\$102.49	\$103.33
Textbooks per student (ADMr)	\$20.74	\$62.15	\$52.77	\$37.55	\$3.33	\$85.18	\$25.86
Instructional computers per student (ADMr)	--	--	--	--	--	\$51.50	\$49.11

² Media/Libraries may include textbook expenditures

Parkrose School District

District Profile and Environment

**Total Spending by Function *
FY04-05**



*Definition

- **Classroom Instruction:** general and special education
- **Learning Support:** counseling, attendance, health, speech pathology, audiology, library, extracurricular activities
- **Principals' Office:** principal and secretarial support
- **Daily School Operations:** student transportation, food services, facilities, technology, supplies
- **District Leadership and Business Services:** Board of Education, superintendent, business services, evaluation, information services, human resources

Parkrose School District has generally maintained stability in how it divides its resources among the major service areas described to the left. Changes include:

- There was an increase in percent of spending and staffing for classroom instruction.
- Percent of spending and staffing for learning support and principals' offices decreased.
- District leadership and business services, along with daily school operations, saw fluctuations in their spending and staffing.
- Benefits, as a percent of total compensation (salary + benefits), have generally increased over seven years.

Spending and Staffing by Function	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of expenditures on:							
Classroom Instruction	--	55.7%	55.5%	56.3%	57.2%	58.5%	57.9%
Learning Support	--	14.0%	13.7%	13.6%	13.5%	12.6%	12.9%
Principals' Office	--	7.0%	6.4%	6.6%	6.3%	5.8%	5.7%
Daily School Operations	--	18.5%	20.8%	19.4%	18.6%	19.0%	19.3%
District Leadership and Business Services	--	4.7%	3.7%	4.1%	4.3%	4.0%	4.2%
Percent of staffing on:							
Classroom Instruction	61.8%	63.1%	63.4%	63.3%	65.4%	66.8%	67.5%
Learning Support	9.3%	7.3%	6.5%	6.4%	4.8%	6.4%	6.3%
Principals' Office	8.0%	7.7%	7.1%	7.3%	7.2%	2.8%	2.8%
Daily School Operations	15.7%	17.8%	19.0%	18.4%	18.1%	19.1%	18.3%
District Leadership and Business Services	5.2%	4.1%	4.0%	4.6%	4.4%	4.9%	5.1%
Benefits as a percent of total compensation	23.5%	25.9%	27.2%	28.6%	30.0%	31.7%	29.9%

Parkrose School District

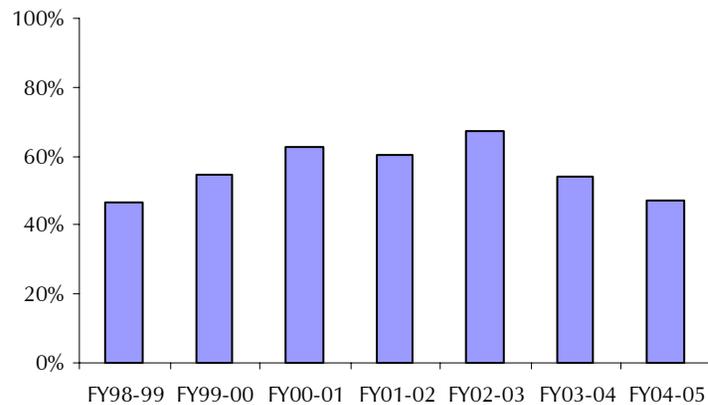
Spending and Services

Daily school operations are those auxiliary services that support school buildings but are indirectly linked to the classroom. These include buses to and from school, breakfast and lunch programs, maintenance of buildings, computers, and other supplies.

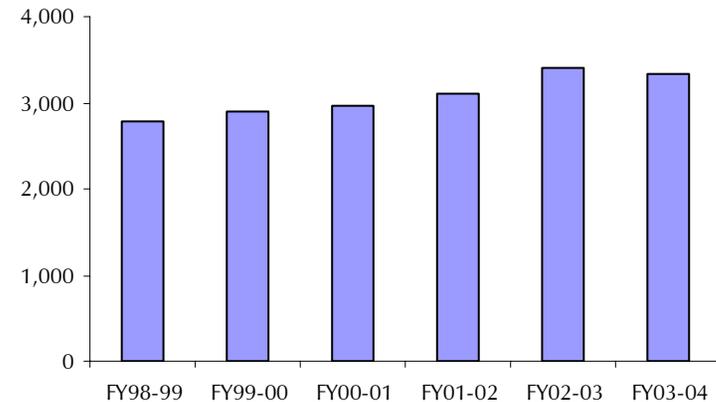
Of note on this page:

- The number of students transported each day has declined since FY02-03.
- The average number of meals served per day has increased 20% since FY98-99.
- Square feet per student included two buildings that the district leased out, therefore instructional space per student would be less.

Percent of Students Transported Daily



Average Number of Meals Served per Day

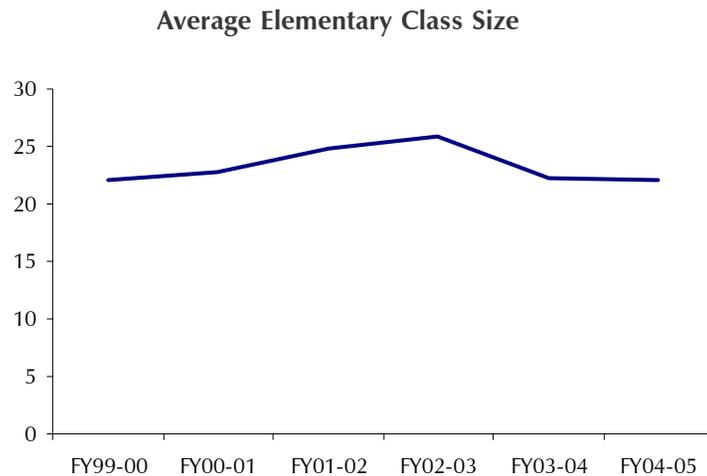


Daily School Operations	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of students transported daily (ADMr)	46.8%	54.8%	62.6%	60.5%	67.2%	53.7%	47.3%
Average length of routes (in miles)	68	55	44	47	51	19	18
Number of accidents	6	4	3	6	4	5	2
Number of miles between accidents	42,859	49,798	60,403	32,738	54,942	43,996	109,543
Average number of meals served per day	2,767	2,783	2,891	2,963	3,094	3,406	3,331
Food services revenues over (under) expenditures	\$16,483	\$4,149	\$16,387	\$58,858	\$38,733	\$42,273	\$18,152
Average age of buildings in years	--	35	36	37	38	39	40
Square feet per student (ADMr)	--	220	221	213	210	211	217

Parkrose School District

Spending and Services

The largest percent of district spending is for classroom teachers. The level of teacher expertise and the ratio of teachers to students are important factors in school success.



Of note on this page:

- The average teacher salary was \$51,360 in FY04-05.
- Average years of teacher experience declined overall.
- The average class size for elementary schools grew in FY01-02 and FY02-03 but has declined since then.
- The percent of teachers with master's degrees has grown over six years.
- New hires represent both new teaching positions and staff hired to replace retiring teachers and other vacancies.

Teaching	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average class size							
Elementary	--	22.1	22.7	24.9	25.8	22.2	22.1
Middle (core curriculum)	--	27.4	--	32.3	33.8	27.0	25.0
High school (core curriculum)	--	25.5	--	24.5	24.8	50.8	22.8
Average teacher experience (in years)	--	13.1	13.1	14.4	13.9	12.2	12.6
New teacher hires	21	8	8	3	16	35	15
New educational assistant hires	15	18	3	0	13	10	3
Percent of teachers teaching outside their endorsement area ³	4%	3%	1%	3%	4%	1%	5%
Percent of teachers with graduate (master's) degrees	--	47%	51%	51%	54%	55%	55%

³ May only be teaching out of endorsement area on a limited basis

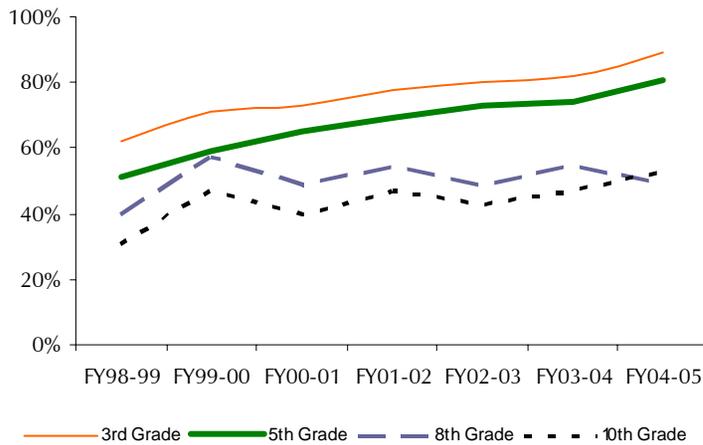
Parkrose School District

Student Performance

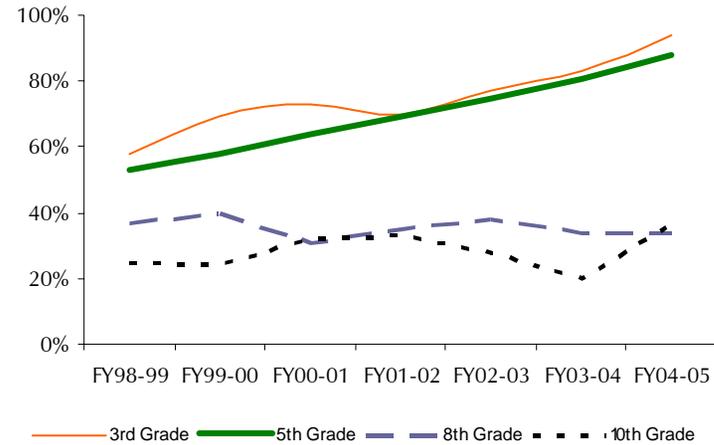
Since 1991, Oregon has assessed the academic performance of students enrolled in selected grades. The assessment program was initially intended to guide school improvement efforts. The 1991 (amended 1995) Oregon Educational Act for the 21st Century set academic standards for student knowledge and skills in content areas adopted by the State Board of Education.

Third and fifth grade students' performance on reading and math standards has increased over the past seven years, while eighth and tenth grade performance has fluctuated. Third graders are at or above the State average in reading and math.

Percent at or above Reading Standards



Percent at or above Math Standards



Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
Students scoring at or above reading standards								
3 rd grade	65%	71%	73%	78%	80%	82%	89%	89%
5 th grade	51%	59%	65%	69%	73%	74%	81%	85%
8 th grade	40%	57%	49%	54%	49%	55%	49%	65%
10 th grade	31%	47%	40%	47%	43%	47%	53%	56%
Students scoring at or above math standards								
3 rd grade	58%	69%	73%	70%	77%	83%	94%	88%
5 th grade	53%	58%	64%	69%	75%	81%	88%	87%
8 th grade	37%	40%	31%	35%	38%	34%	34%	66%
10 th grade	25%	24%	32%	33%	28%	20%	36%	49%

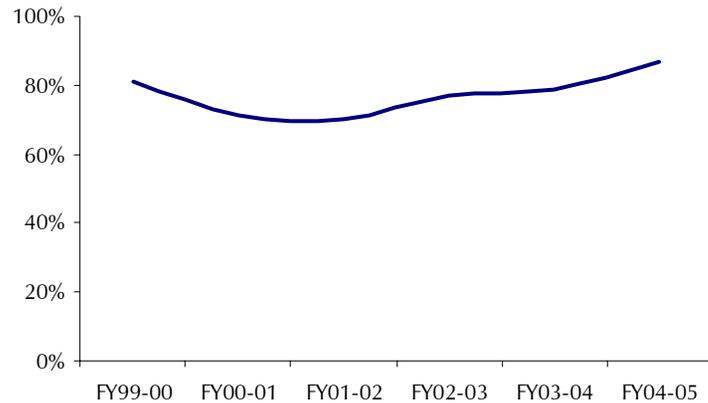
Parkrose School District

Student Performance

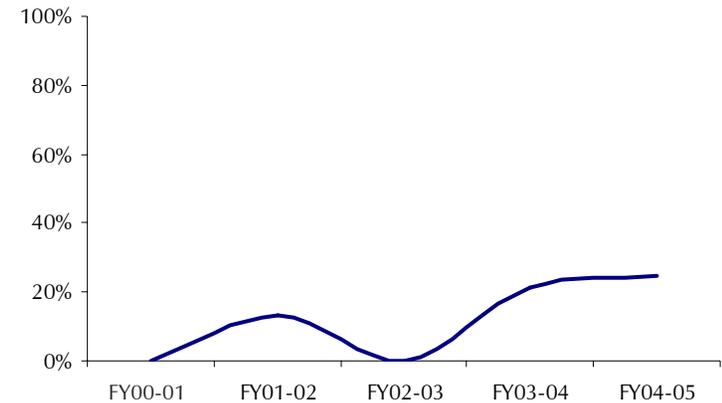
The senior completion rate is increasing again after a decrease in FY00-01 and FY01-02. The dropout rate decreased in FY02-03 after increasing the previous years. The senior completion rate reflects the percent of twelfth graders who graduated. The dropout rate over four years reflects a formula from the Oregon Department of Education that represents the proportion of current ninth graders who are expected to dropout before they graduate.

Following adoption of the Oregon Education Act for the 21st Century, the assessment system took on the additional purpose of measuring individual achievement in order to award a Certificate of Initial Mastery (CIM) upon graduation. The percent of seniors receiving a CIM diploma has been very unstable.

Senior Completion Rate



Graduating with a CIM Diploma

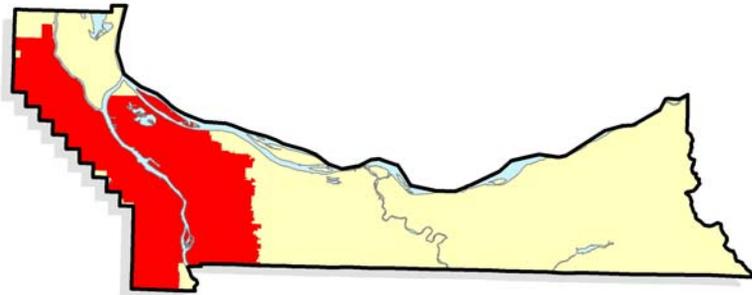


Student Performance	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
High school average dropout rate over 4 years	14.9%	15.0%	23.2%	13.0%	10.6%	--	--
Senior completion rate	81%	71%	70%	77%	79%	87%	79%
Seniors graduating with a CIM diploma	--	0%	13%	0%	21%	25%	29%
Seniors taking SAT	22%	25%	20%	33%	33%	30%	--
Average verbal SAT score	487	471	507	475	476	490	--
Average math SAT score	486	482	494	497	472	479	--

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Portland Public Schools

District Profile and Environment

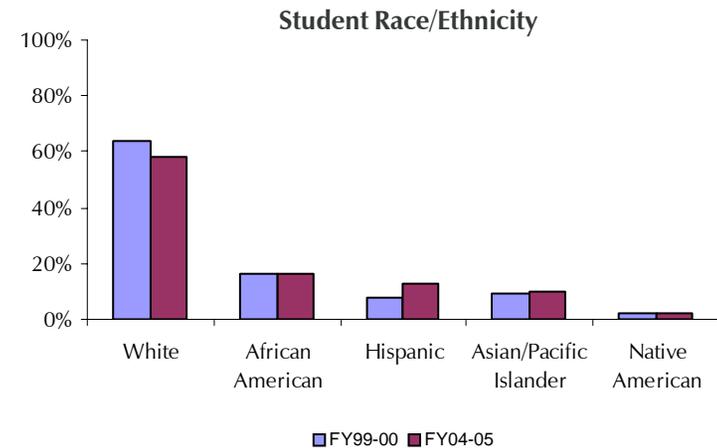


The mission of Portland Public Schools is: *“To support all students in achieving their very highest educational and personal potential, to inspire in them an enduring love for learning, and to prepare them to contribute as citizens of a diverse, multicultural, and international community.”*

The first Portland School Board was elected in 1851 and Portland had one of the first public high schools in the U.S. As of FY04-05, the District had 60 elementary schools, 18 middle schools, 16 high schools, and 27 alternative or support facilities. Some of these schools included “focus programs” that have concentrations in specific subject areas,

such as the arts, languages, science, or the environment. In addition, it also operated alternative programs such as evening/night school, vocational training, and teen parent programs.

The student population has decreased 11% and become slightly more diverse. Portland no longer has the highest proportion of ethnic and racial minority students of any district in the County at 42%. The number of students who speak English as a second language increased 20% from FY98-99 to FY04-05.



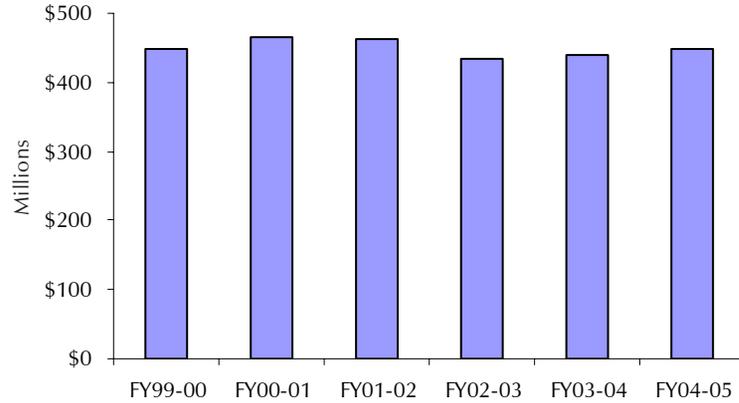
Students	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average Daily Membership resident (ADMr)	49,532	48,900	48,495	48,152	46,920	45,358	44,233
ESL students as percent of ADMr	8.1%	9.1%	9.8%	10.9%	11.3%	11.1%	10.9%
Special education students as percent of ADMr	--	12.7%	13.0%	13.0%	13.3%	13.6%	13.7%
TAG students as a percent of enrollment ¹	--	10.0%	10.6%	10.5%	10.3%	--	10.9%
Students eligible for free and reduced meals as percent of enrollment ¹	--	38.2%	39.1%	41.2%	41.2%	41.3%	45.1%
Student population by race/ethnicity (percent of total student population)							
White	--	64%	63%	62%	61%	60%	58%
African American	--	16%	17%	17%	17%	16%	16%
Hispanic	--	8%	9%	10%	11%	11%	13%
Asian/Pacific Islander	--	9%	9%	10%	10%	10%	10%
American Indian/Alaskan	--	2%	2%	2%	2%	2%	2%
Unknown/Multi-ethnic	--	0%	0%	0%	0%	1%	1%

¹ October 1 snapshot

Portland Public Schools

Spending and Services

Operating Expenditures
(In millions, adjusted for inflation)



As defined for this report, operating expenditures for the District include general funds as well as dedicated revenue funds such as private grants, sales by nutrition services, and federal and state funding. Operating expenditures have fluctuated over six years.

- Spending on facilities generally has declined.
- Spending on food service and transportation operations has fluctuated.
- Spending on textbooks, instructional computers, and educational media/libraries tends to fluctuate as a result of bond-supported purchasing, cyclical replacement schedules, textbook adoptions, and deferred spending due to budget cuts.

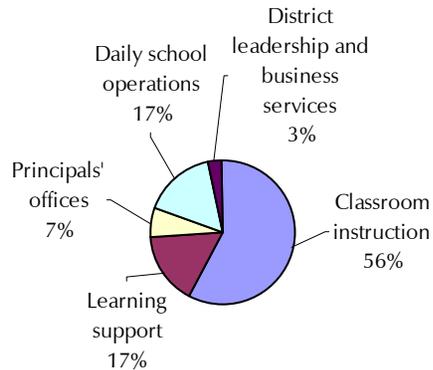
Spending by School Year (Adjusted for inflation)	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Total operating expenditures	--	\$447,230,056	\$464,836,967	\$461,670,331	\$432,593,451	\$440,677,031	\$448,399,253
Operating expenditures per student (ADMr)	--	\$9,146	\$9,585	\$9,588	\$9,220	\$9,716	\$10,138
Spending on services for special populations (as percent of total operating expenditures)							
Special education programs	--	14.0%	11.3%	12.5%	10.7%	9.0%	10.0%
Talented and gifted programs	--	0.2%	0.2%	0.1%	0.5%	0.5%	0.5%
English as a second language programs	--	2.8%	2.7%	2.9%	2.9%	2.9%	2.7%
Other spending							
Transportation per mile driven	--	\$4.56	\$4.90	\$5.14	\$4.68	\$4.92	\$5.38
Food services per meal served	--	--	\$1.89	\$2.03	\$1.62	\$1.87	\$2.04
Facilities and maintenance per square foot	--	\$4.13	\$4.00	\$3.55	\$3.18	\$3.24	\$3.54
Educational media/libraries per student (ADMr) ²	--	\$198.86	\$198.91	\$163.09	\$168.82	\$143.93	\$133.69
Textbooks per student (ADMr)	\$86.89	\$81.76	\$63.29	\$30.69	\$48.82	\$58.52	\$41.39
Instructional computers per student (ADMr)	--	--	\$45.61	\$26.28	\$49.74	\$79.36	\$36.40

² Media/Libraries may include textbook expenditures

Portland Public Schools

Spending and Services

**Total Spending by Function *
FY04-05**



Portland Public Schools has generally maintained stability in how it divides its resources among the major service areas described below. Changes include:

- The percent of spending in classroom instruction declined.
- The percent of expenditures on principals' offices grew.
- Percent of spending on daily school operations dropped in FY01-02.
- Benefits as a percent of total compensation have remained at about 30% for the last four years after growing the previous three.

*Definition

- **Classroom Instruction:** general and special education
- **Learning Support:** counseling, attendance, health, speech pathology, audiology, library, extracurricular activities
- **Principals' Office:** principal and secretarial support
- **Daily School Operations:** student transportation, food services, facilities, technology, supplies
- **District Leadership and Business Services:** Board of Education, superintendent, business services, evaluation, information services, human resources

Spending and Staffing by Function	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of expenditures on:							
Classroom Instruction	--	58.4%	58.9%	58.1%	58.5%	57.7%	57.1%
Learning Support	--	16.6%	14.8%	16.2%	15.6%	16.3%	16.6%
Principals' Office	--	3.7%	6.1%	6.5%	6.5%	6.3%	6.6%
Daily School Operations	--	17.1%	16.3%	15.8%	16.0%	16.4%	16.7%
District Leadership and Business Services	--	4.3%	3.8%	3.3%	3.3%	3.3%	3.0%
Percent of staffing on:							
Classroom Instruction	--	--	--	63.9%	67.0%	63.8%	64.1%
Learning Support	--	--	--	11.1%	13.1%	14.9%	15.5%
Principals' Office	--	--	--	7.0%	7.0%	7.9%	7.7%
Daily School Operations	--	--	--	15.5%	10.1%	10.5%	10.1%
District Leadership and Business Services	--	--	--	2.4%	2.5%	2.9%	2.5%
Benefits as a percent of total compensation	24.5%	26.4%	27.9%	29.4%	30.9%	30.7%	29.3%

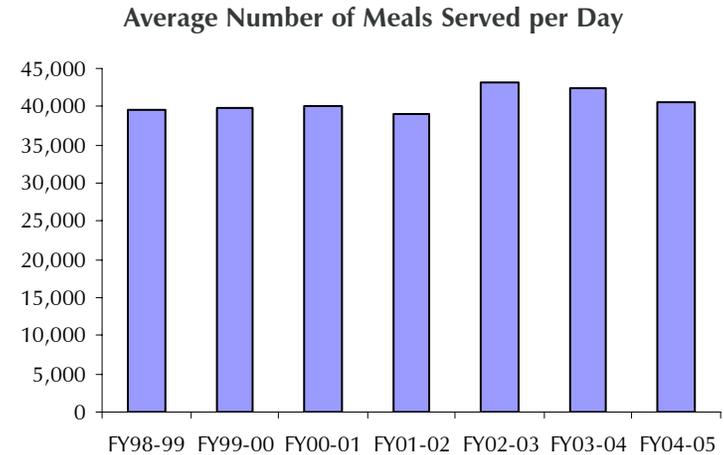
Portland Public Schools

Spending and Services

Daily school operations are those auxiliary services that support school buildings but are indirectly linked to the classroom. These include buses to and from school, breakfast and lunch programs, maintenance of buildings, computers, and other supplies.

Of note on this page:

- Over seven years, food services had both surpluses and shortfalls.
- Because the student population is declining, the number of square feet per student is going up.

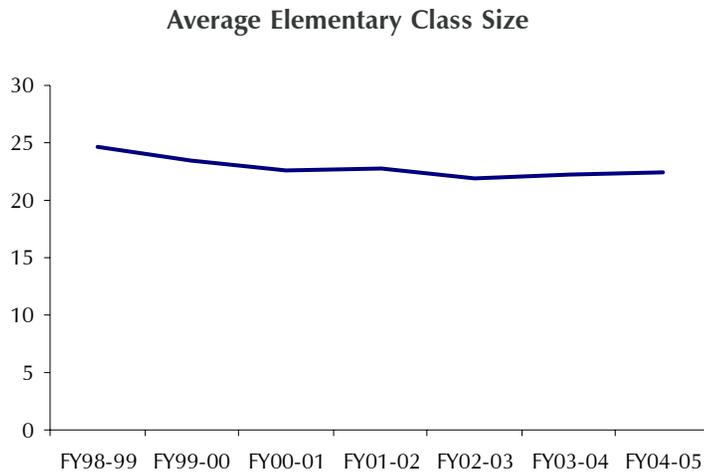


Daily School Operations	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average number of students transported daily on school buses	13,825	12,033	11,624	11,690	9,777	9,571	10,021
Average number of students provided Tri-Met passes	--	638	1,300	1,867	2,030	2,665	3,143
Average length of routes (in miles)	78	80	75	72	79	75	72
Number of accidents	229	174	175	170	181	106	142
Number of miles between accidents	15,165	20,112	18,820	19,180	19,547	30,851	21,027
Average number of meals served per day	39,686	39,814	40,163	38,941	43,070	42,453	40,543
Food services revenues over (under) expenditures	\$703,600	\$(278,500)	\$(1,040,200)	\$(25,000)	\$572,400	\$730,714	\$(383,827)
Average age of buildings in years	--	--	--	--	61.7	63.0	64
Square feet per student (ADMr)	--	196	197	198	201	209	212

Portland Public Schools

Spending and Services

The largest percent of district spending is for classroom teachers. The level of teacher expertise and the ratio of teachers to students are important factors in school success.



Of note on this page:

- The average teacher salary in the district was \$46,051 in FY04-05.
- The average class size in elementary schools decreased 9% over seven years, from 24.7 to 22.5.
- Average years of teacher experience has dropped slightly overall.
- The number of new teacher and educational assistant hires has dropped dramatically over the seven years. New hires represent both new teaching positions and staff hired to replace retiring teachers or other vacancies.
- The percent of teachers with master's degrees has grown substantially over seven years.

Teaching	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average class size							
Elementary	24.7	23.5	22.6	22.7	21.9	22.2	22.5
Middle (core curriculum)	--	24.9	23.8	24.0	24.4	--	23.5
High school (core curriculum)	--	25.8	25.7	25.6	26.0	--	20.8
Average teacher experience (in years)	15.4	15.1	14.3	14.7	14.6	13.6	14.4
New teacher hires	275	323	338	108	83	180	83
New educational assistant hires	92	161	152	129	85	18	20
Percent of teachers teaching outside their endorsement area ³	--	--	--	2.4%	3.45%	0%	0%
Percent of teachers with graduate (master's) degrees	41.7%	41.9%	45.0%	47.0%	48.0%	63%	66%

³ May only be teaching out of endorsement area on a limited basis

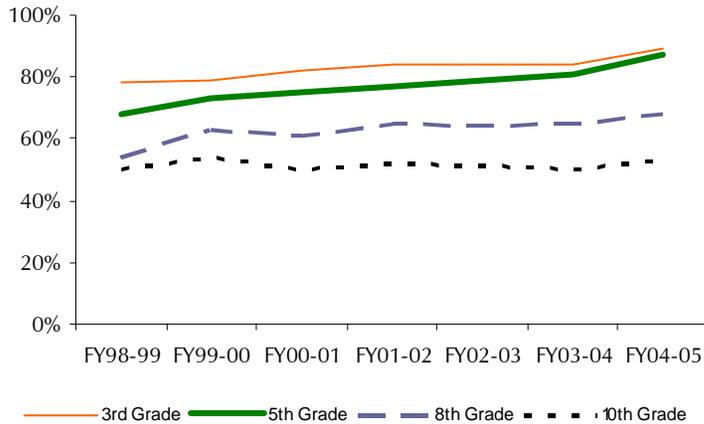
Portland Public Schools

Student Performance

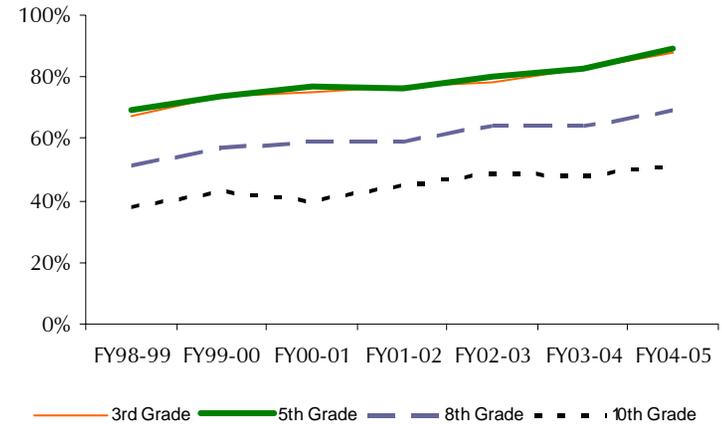
Since 1991, Oregon has assessed the academic performance of students enrolled in selected grades. The assessment program was initially intended to guide school improvement efforts. The 1991 (amended 1995) Oregon Educational Act for the 21st Century set academic standards for student knowledge and skills in content areas adopted by the State Board of Education.

Students in the Portland Public Schools scored close to the state average for reading and math standards in FY04-05. Student performance has increased across all grades in reading and math standards over the past seven years.

Percent at or above Reading Standards



Percent at or above Math Standards



Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
Students scoring at or above reading standards								
3 rd grade	78%	79%	82%	84%	84%	84%	89%	89%
5 th grade	68%	73%	75%	77%	79%	81%	87%	85%
8 th grade	54%	63%	61%	65%	64%	65%	68%	65%
10 th grade	50%	54%	50%	52%	51%	50%	53%	56%
Students scoring at or above math standards								
3 rd grade	67%	74%	75%	77%	78%	83%	88%	88%
5 th grade	69%	74%	77%	76%	80%	83%	89%	87%
8 th grade	51%	57%	59%	59%	64%	64%	69%	66%
10 th grade	38%	43%	40%	45%	49%	48%	51%	49%

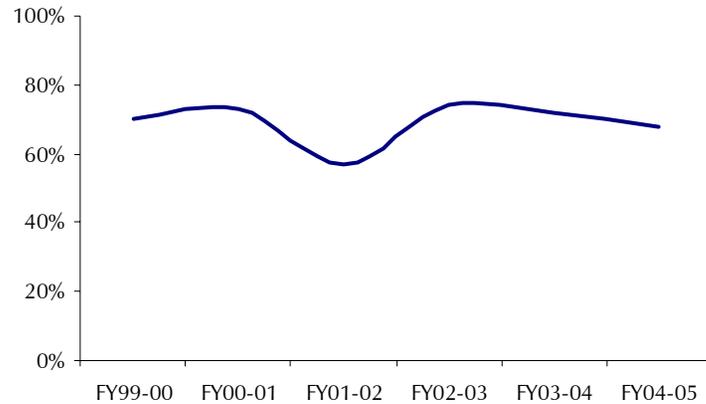
Portland Public Schools

Student Performance

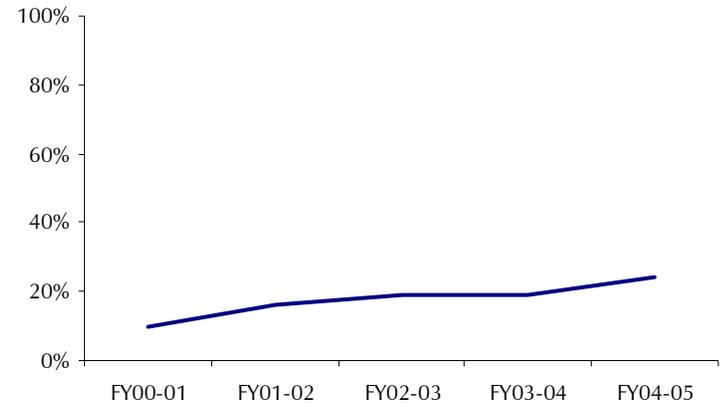
The senior completion rate has fluctuated around 70% over most of the last six years. The dropout rate has decreased steadily over the past five years. The senior completion rate reflects the percent of twelfth graders who graduated. The dropout rate over four years reflects a formula from the Oregon Department of Education that represents the proportion of current ninth graders who are expected to dropout before they graduate.

Following adoption of the Oregon Education Act for the 21st Century, the assessment system took on the additional purpose of measuring individual achievement in order to award a Certificate of Initial Mastery (CIM) upon graduation. The percent of seniors receiving a CIM diploma has steadily increased over the past five years.

Senior Completion Rate



Graduating with a CIM Diploma

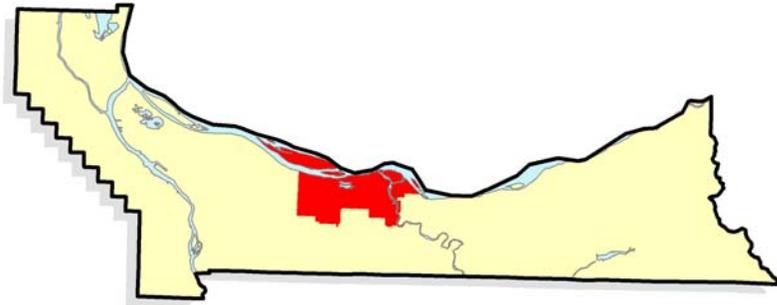


Student Performance	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
High school average dropout rate over 4 years	19.1%	17.9%	16.9%	14.1%	12.2%	--	--
Senior completion rate	70%	73%	57%	74%	72%	68%	79%
Seniors graduating with a CIM diploma	--	10%	16%	19%	19%	24%	29%
Seniors taking SAT	56%	51%	52%	52%	43%	37%	--
Average verbal SAT score	498	500	499	518	494	520	--
Average math SAT score	510	513	515	525	503	527	--

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Reynolds School District

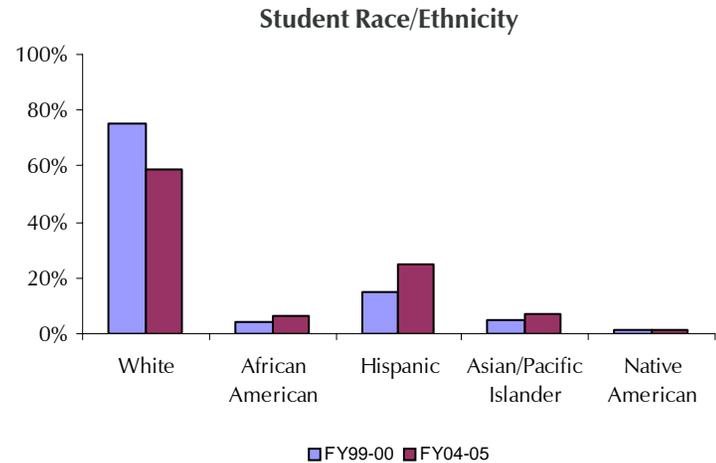
District Profile and Environment



The mission of the Reynolds School District is: *“To empower all students for the choices and challenges of the 21st century.”*

Reynolds School District was formed when the elementary school districts of Fairview, Troutdale, and Wilkes consolidated. In 1975, Rockwood School District merged with Reynolds. As of FY04-05, the District had one high school, three middle schools, and eleven elementary schools.

The student population has grown 21% and has become increasingly diverse. Hispanic students now represent 25% of the total student population. The number of students who speak English as a second language has more than doubled in the last seven years and represents 23% of the total students.



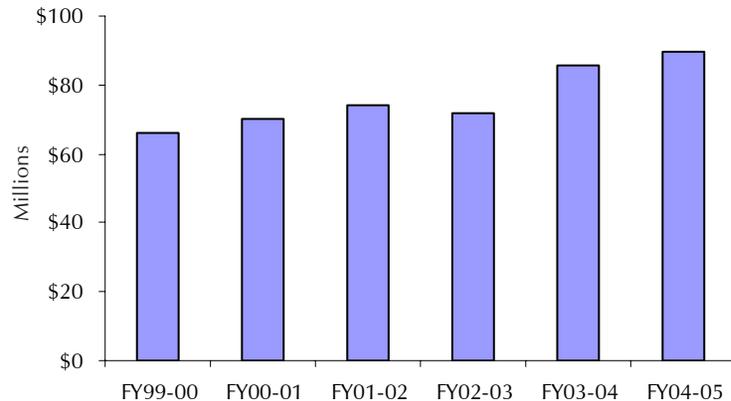
Students	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average Daily Membership resident (ADMr)	8,502	8,896	9,147	9,547	10,005	10,046	10,328
ESL students as percent of ADMr	12.6%	15.7%	16.6%	19.5%	20.9%	22.6%	22.6%
Special education students as percent of ADMr	--	12.3%	14.3%	14.9%	15.2%	15.9%	15.4%
TAG students as a percent of enrollment ¹	--	8.7%	7.8%	8.3%	--	--	5.5%
Students eligible for free and reduced meals as percent of enrollment ¹	--	46.6%	41.8%	45.8%	50.5%	54.7%	55.6%
Student population by race/ethnicity (percent of total student population)							
White	--	75%	72%	69%	66%	63%	59%
African American	--	4%	4%	5%	6%	6%	6%
Hispanic	--	15%	17%	20%	21%	23%	25%
Asian/Pacific Islander	--	5%	5%	6%	6%	6%	7%
American Indian/Alaskan	--	1%	1%	1%	1%	1%	1%
Unknown/Multi-ethnic	--	0%	0%	0%	0%	0%	1%

¹ October 1 snapshot

Reynolds School District

Spending and Services

Operating Expenditures
(In millions, adjusted for inflation)



As defined for this report, operating expenditures for the District include general funds as well as dedicated revenue funds such as private grants, sales by nutrition services, and federal and state funding.

- Total operational spending was up 36% over FY99-00.
- As a percent of total operational expenditures, special education spending grew to 13.6%.
- Transportation expenditures per mile driven increased.
- Food services expenditures per meal served dropped.
- Spending on textbooks, instructional computers, and educational media/libraries tends to fluctuate as a result of bond-supported purchasing, cyclical replacement schedules, textbook adoptions, and deferred spending due to budget cuts.

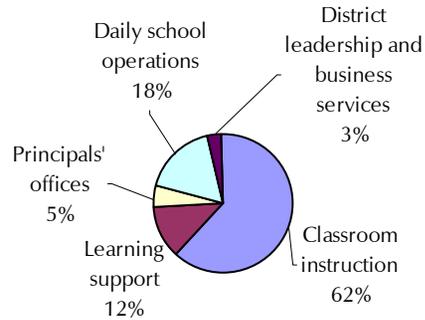
Spending by School Year (Adjusted for inflation)	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Total operating expenditures	--	\$65,913,737	\$69,964,636	\$73,923,548	\$72,113,678	\$85,802,533	\$89,577,386
Operating expenditures per student (ADMr)	--	\$7,409	\$7,649	\$7,743	\$7,208	\$8,541	\$8,674
Spending on services for special populations (as percent of total operating expenditures)							
Special education programs	--	8.8%	11.2%	12.7%	13.2%	12.6%	13.6%
Talented and gifted programs	--	0.3%	0.3%	0.2%	0.2%	0.2%	0.1%
English as a second language programs	--	1.8%	2.1%	2.4%	2.3%	2.7%	2.8%
Other spending							
Transportation per mile driven	\$4.00	\$3.40	\$3.80	\$4.28	\$4.86	\$4.33	\$4.78
Food services per meal served	\$2.66	\$2.43	\$2.18	\$2.10	\$2.11	\$2.20	\$2.10
Facilities and maintenance per square foot	--	\$4.97	\$4.95	\$4.53	\$4.77	\$6.75	\$6.84
Educational media/libraries per student (ADMr) ²	--	\$175.17	\$167.57	\$165.86	\$138.87	\$155.77	\$158.00
Textbooks per student (ADMr)	\$37.84	\$49.62	\$51.74	\$34.49	\$10.01	\$62.26	\$56.26
Instructional computers per student (ADMr)	\$13.21	\$8.32	\$5.76	\$19.05	\$2.35	\$70.89	\$14.18

² Media/Libraries may include textbook expenditures

Reynolds School District

Spending and Services

**Total Spending by Function *
FY04-05**



*Definition

- **Classroom Instruction:** general and special education
- **Learning Support:** counseling, attendance, health, speech pathology, audiology, library, extracurricular activities
- **Principals' Office:** principal and secretarial support
- **Daily School Operations:** student transportation, food services, facilities, technology, supplies
- **District Leadership and Business Services:** Board of Education, superintendent, business services, evaluation, information services, human resources

Reynolds School District has generally maintained stability in how it divides its resources among the major service areas described to the left.

Changes include:

- There was a small increase in the percent of classroom instruction staff.
- Staffing for learning support has fluctuated, as have spending and staffing on daily school operations.
- Benefits as a percent of total compensation (salary + benefits) have either grown modestly or dropped during the past seven years.

Spending and Staffing by Function	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of expenditures on:							
Classroom Instruction	--	60.2%	60.9%	63.1%	60.8%	59.2%	61.4%
Learning Support	--	11.8%	11.0%	10.2%	10.2%	10.8%	12.4%
Principals' Office	--	6.1%	6.0%	5.9%	6.0%	5.4%	5.3%
Daily School Operations	--	18.8%	18.2%	17.2%	18.1%	21.2%	17.7%
District Leadership and Business Services	--	3.1%	3.8%	3.5%	4.9%	3.5%	3.3%
Percent of staffing on:							
Classroom Instruction	63.5%	64.5%	63.3%	65.7%	65.1%	64.7%	65.3%
Learning Support	12.4%	11.7%	10.1%	7.6%	11.6%	9.9%	10.0%
Principals' Office	2.6%	2.5%	2.4%	2.3%	2.5%	7.6%	7.6%
Daily School Operations	18.1%	18.0%	20.6%	21.1%	18.2%	16.2%	15.2%
District Leadership and Business Services	3.4%	3.3%	3.6%	3.4%	2.7%	1.5%	1.9%
Benefits as a percent of total compensation	23.0%	24.6%	24.7%	25.1%	24.0%	23.3%	23.7%

Reynolds School District

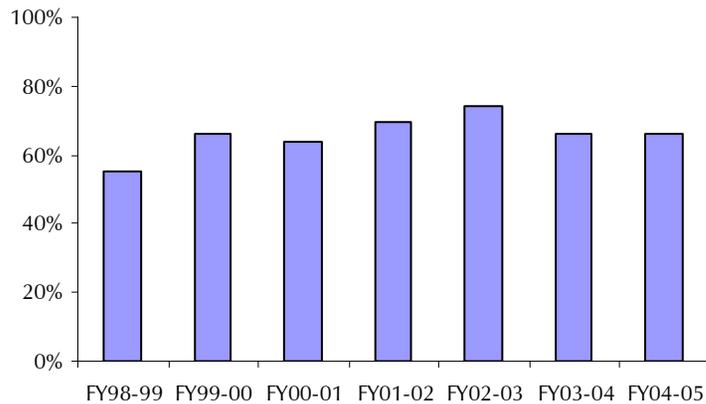
Spending and Services

Daily school operations are those auxiliary services that support school buildings but are indirectly linked to the classroom. These include buses to and from school, breakfast and lunch programs, maintenance of buildings, computers, and other supplies.

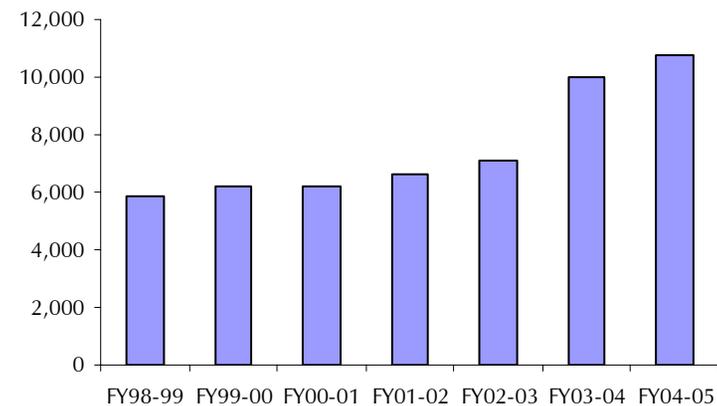
Of note on this page:

- The number of students transported each day has increased over seven years.
- The number of accidents has increased.
- Average number of meals served per day has almost doubled.
- Square footage of buildings per student has fluctuated.

Percent of Students Transported Daily



Average Number of Meals Served per Day

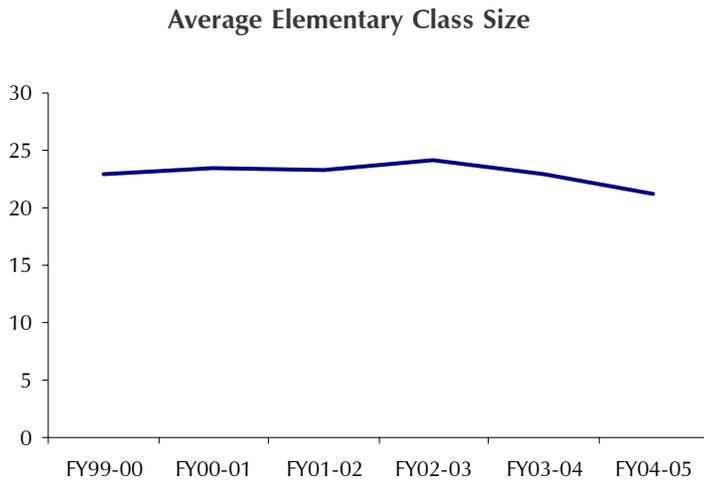


Daily School Operations	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of students transported daily (ADMr)	55.1%	66.1%	63.5%	69.3%	73.9%	66.1%	65.9%
Average length of routes (in miles)	--	--	--	--	61.5	64.8	66.9
Number of accidents	4	11	12	19	5	16	20
Number of miles between accidents	180,358	68,839	67,111	43,387	157,424	54,963	44,657
Average number of meals served per day	5,874	6,179	6,238	6,637	7,136	9,994	10,732
Food services revenues over (under)expenditures	\$(135,931)	\$(560,274)	\$149,591	\$139,451	\$324,825	\$109,380	\$164,554
Average age of buildings in years	--	38	39	40	41	36	37
Square feet per student (ADMr)	--	133	129	124	118	126	123

Reynolds School District

Spending and Services

The largest percent of district spending is for classroom teachers. The level of teacher expertise and the ratio of teachers to students are important factors in school success.



Of note on this page:

- The average teacher salary was \$56,092 in FY04-05.
- Elementary class size has decreased.
- The average teacher experience has declined and percent of teachers with master's degrees has increased overall.
- New hires represent both new teaching positions and staff hired to replace retiring teachers and other vacancies.

Teaching	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average class size							
Elementary	--	23.0	23.5	23.2	24.2	23.0	21.2
Middle (core curriculum)	--	25.8	24.4	--	23.5	13.5	--
High school (core curriculum)	--	--	--	--	22.7	34.3	21.5
Average teacher experience (in years)	--	12.8	13.3	13.1	13.5	12.0	11.2
New teacher hires	55	62	75	61	33	96	63
New educational assistant hires	34	22	30	40	14	57	58
Percent of teachers teaching outside their endorsement area ³	1%	2%	1%	3%	3%	4%	5%
Percent of teachers with graduate (master's) degrees	--	42%	44%	48%	46%	49%	50%

³ May only be teaching out of endorsement area on a limited basis

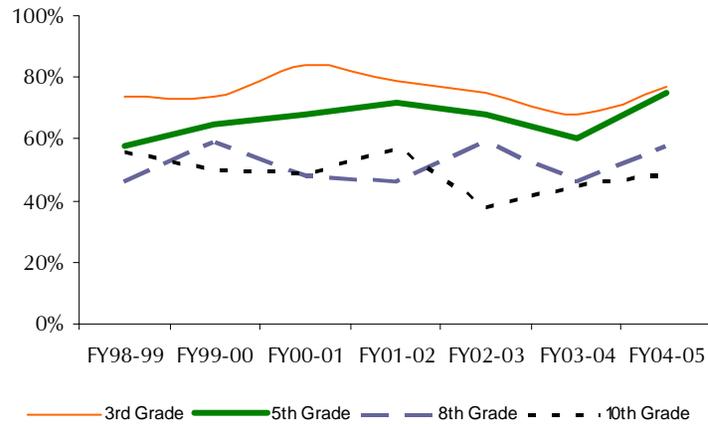
Reynolds School District

Student Performance

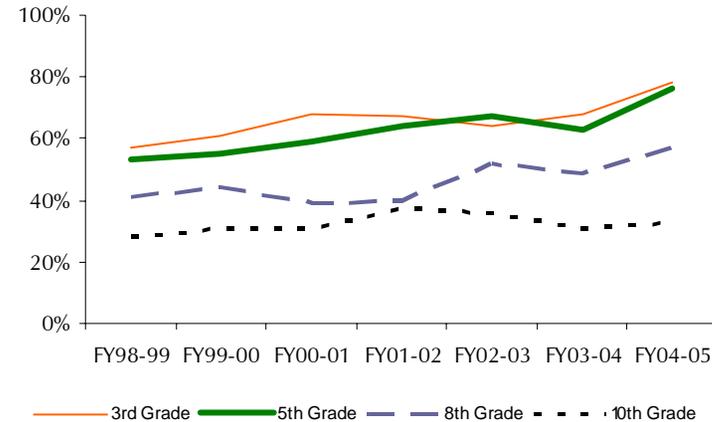
Since 1991, Oregon has assessed the academic performance of students enrolled in selected grades. The assessment program was initially intended to guide school improvement efforts. The 1991 (amended 1995) Oregon Educational Act for the 21st Century set academic standards for student knowledge and skills in content areas adopted by the State Board of Education.

Student performance on reading standards fluctuated over the past seven years. Students performance on math standards increased for all grades and at a higher rate than reading standards.

Percent at or above Reading Standards



Percent at or above Math Standards



Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
Students scoring at or above reading standards								
3 rd grade	74%	74%	84%	79%	75%	68%	77%	89%
5 th grade	58%	65%	68%	72%	68%	60%	75%	85%
8 th grade	46%	59%	48%	46%	59%	46%	58%	65%
10 th grade	56%	50%	49%	57%	38%	45%	49%	56%
Students scoring at or above math standards								
3 rd grade	57%	61%	68%	67%	64%	68%	78%	88%
5 th grade	53%	55%	59%	64%	67%	63%	76%	87%
8 th grade	41%	44%	39%	40%	52%	49%	57%	66%
10 th grade	28%	31%	31%	37%	36%	31%	33%	49%

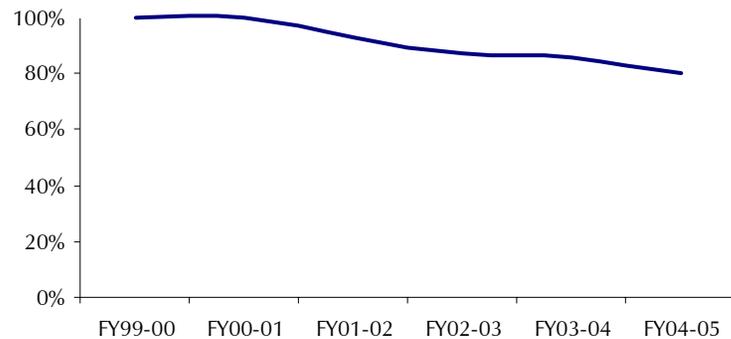
Reynolds School District

Student Performance

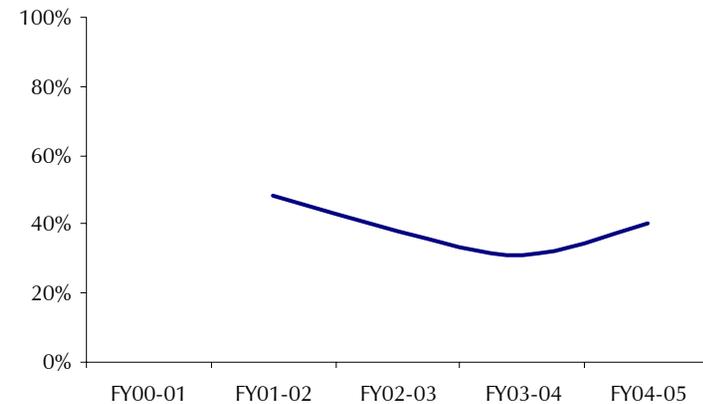
Reynold’s senior completion rate has decreased substantially over the past four years, while the dropout rate has fluctuated. The senior completion rate reflects the percent of twelfth graders who graduated. The dropout rate over four years reflects a formula from the Oregon Department of Education that represents the proportion of current ninth graders who are expected to dropout before they graduate.

Following adoption of the Oregon Education Act for the 21st Century, the assessment system took on the additional purpose of measuring individual achievement in order to award a Certificate of Initial Mastery (CIM) upon graduation. The percent of seniors receiving a CIM diploma increased in FY04-05, and represents a high percent of graduating seniors.

Senior Completion Rate



Graduating with a CIM Diploma

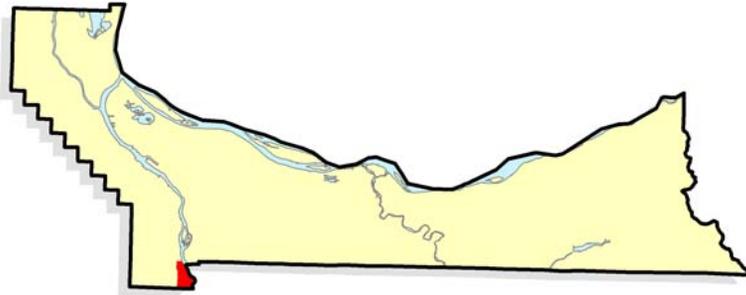


Student Performance	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
High school average dropout rate over 4 years	19.2%	14.9%	14.7%	19.6%	13.1%	--	--
Senior completion rate	100%	100%	93%	87%	86%	80%	79%
Seniors graduating with a CIM diploma	--	--	46%	38%	31%	40%	29%
Seniors taking SAT	28%	32%	32%	27%	26%	26%	--
Average verbal SAT score	509	508	507	514	501	506	--
Average math SAT score	515	513	519	516	502	519	--

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Riverdale School District

District Profile and Environment

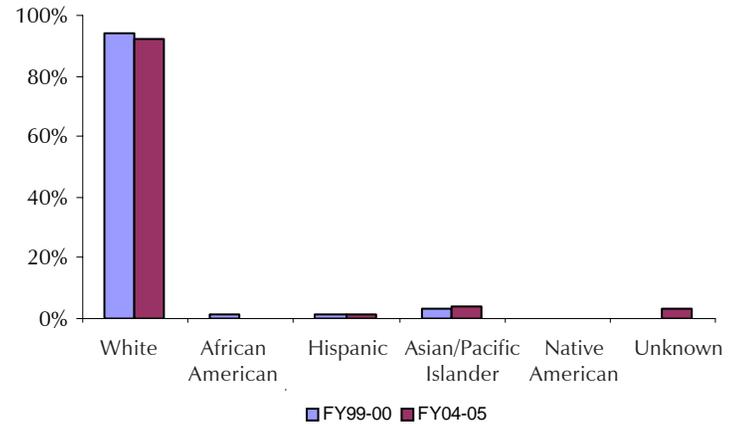


The mission of the Riverdale School District is:
“To provide an exceptional education. High expectations and individual accountability challenge students to become thoughtful and productive global citizens.”

Riverdale School District was established in 1888 and the high school opened in 1996. As of FY04-05, the District had one high school and one elementary/middle school. The high school is physically located within the Portland Public School District’s boundaries.

The District’s student population increased 24% and is among the least diverse in the County.

Student Race/Ethnicity

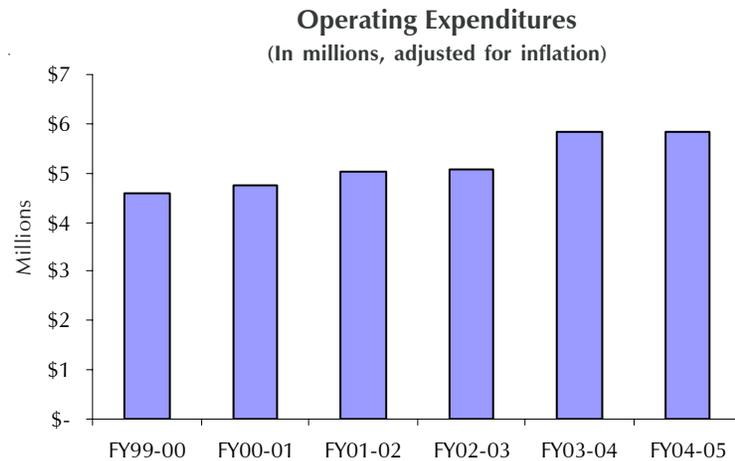


Students	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average Daily Membership resident (ADMr)	371	385	420	454	474	460	460
ESL students as percent of ADMr	0%	0.8%	0.7%	0.2%	0%	0%	0%
Special education students as percent of ADMr	--	11.9%	10.5%	9.7%	7.2%	6.5%	8.3%
TAG students as a percent of enrollment ¹	--	17.7%	20.1%	16.6%	--	--	18.0%
Students eligible for free and reduced meals as percent of enrollment ¹	--	1.5%	1.3%	2.6%	3.2%	2.9%	2.4%
Student population by race/ethnicity (percent of total student population)							
White	--	94%	94%	92%	93%	92%	92%
African American	--	1%	1%	2%	1%	1%	0%
Hispanic	--	1%	1%	1%	1%	1%	1%
Asian/Pacific Islander	--	3%	5%	5%	5%	5%	4%
American Indian/Alaskan	--	0%	0%	0%	0%	0%	0%
Unknown/Multi-ethnic	--	0%	0%	0%	0%	0%	3%

¹ October 1 snapshot

Riverdale School District

Spending and Services



As defined for this report, operating expenditures for the District include general funds as well as dedicated revenue funds such as private grants and federal and state funding. Operating expenditures increased over six years.

- Total operational spending grew by 27%.
- The district contracts for transportation services and does not provide food services.
- Spending on text books, instructional computers, and educational media/libraries tends to fluctuate as a result of bond supported purchasing, cyclical replacement schedules, textbook adoptions, and deferred spending due to budget cuts.

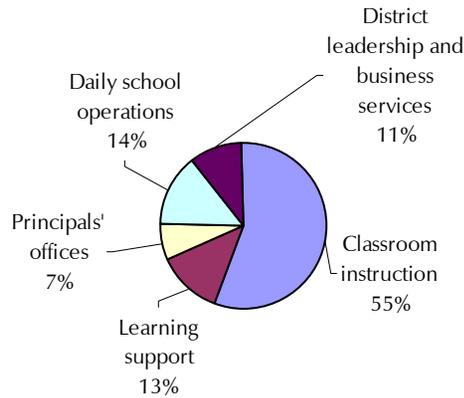
Spending by School Year (Adjusted for inflation)	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Total operating expenditures	--	\$4,605,361	\$4,736,572	\$5,047,118	\$5,069,996	\$5,839,003	\$5,847,053
Operating expenditures per student (ADMr)	--	\$11,962	\$11,278	\$11,117	\$10,696	\$12,701	\$12,717
Spending on services for special populations (as percent of total operating expenditures)							
Special education programs	--	4.0%	4.0%	5.3%	4.4%	3.2%	4.1%
Talented and gifted programs	--	.03%	.05%	.03%	.04%	.04%	.62%
English as a second language programs	--	--	--	--	--	--	--
Other spending							
Transportation per mile driven	--	--	--	--	--	--	--
Food services per meal served	--	--	--	--	--	--	--
Facilities and maintenance per square foot	--	--	--	--	\$6.05	\$8.09	\$5.72
Educational media/libraries per student (ADMr) ²	--	\$316.29	\$349.47	\$167.45	\$273.42	\$450.41	\$422.77
Textbooks per student (ADMr)	\$38.78	\$11.46	\$22.81	\$33.96	\$34.22	\$30.33	\$64.52
Instructional computers per student (ADMr)	\$123.12	\$103.84	\$32.44	\$34.19	\$143.03	\$106.09	\$0.74

² Media/Libraries may include textbook expenditures

Riverdale School District

Spending and Services

**Total Spending by Function *
FY04-05**



- *Definition
- **Classroom Instruction:** general and special education
 - **Learning Support:** counseling, attendance, health, speech pathology, audiology, library, extracurricular activities
 - **Principals' Office:** principal and secretarial support
 - **Daily School Operations:** student transportation, food services, facilities, technology, supplies
 - **District Leadership and Business Services:** Board of Education, superintendent, business services, evaluation, information services, human resources

Riverdale School District has generally maintained stability in how it divides its resources among the major service areas described here. Some changes may be due to the small size of the district. A staff change of one person in a small district can have a large effect on averages. The changes include:

- There has been a decrease in the percent of spending and staffing for classroom instruction and an increase for learning support.
- There have been increases in the staffing percentage for daily school operations although there have not been substantial increases in spending in this category.
- The percent of total spending on district leadership and business services has increased but the staffing has declined.
- Benefits as a percent of total compensation (salaries + benefits) have fluctuated over the seven years.

Spending and Staffing by Function	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of expenditures on:							
Classroom Instruction	--	59.7%	57.9%	59.6%	55.1%	49.9%	55.2%
Learning Support	--	5.8%	9.4%	8.1%	11.7%	13.6%	12.6%
Principals' Office	--	7.6%	6.6%	6.8%	6.8%	6.0%	7.2%
Daily School Operations	--	17.7%	18.6%	17.4%	18.3%	19.3%	14.4%
District Leadership and Business Services	--	9.1%	7.5%	8.1%	8.1%	11.2%	10.7%
Percent of staffing on:							
Classroom Instruction	74.1%	73.5%	74.0%	73.0%	66.8%	66.2%	66.8%
Learning Support	7.0%	7.1%	7.0%	6.9%	7.7%	10.1%	10.2%
Principals' Office	7.8%	7.9%	7.8%	7.6%	7.2%	8.7%	9.8%
Daily School Operations	5.3%	4.5%	3.9%	5.2%	11.5%	9.6%	8.2%
District Leadership and Business Services	5.3%	6.9%	7.4%	7.3%	6.8%	5.2%	4.9%
Benefits as a percent of total compensation	26.5%	28.6%	29.6%	30.3%	28.8%	27.4%	29.1%

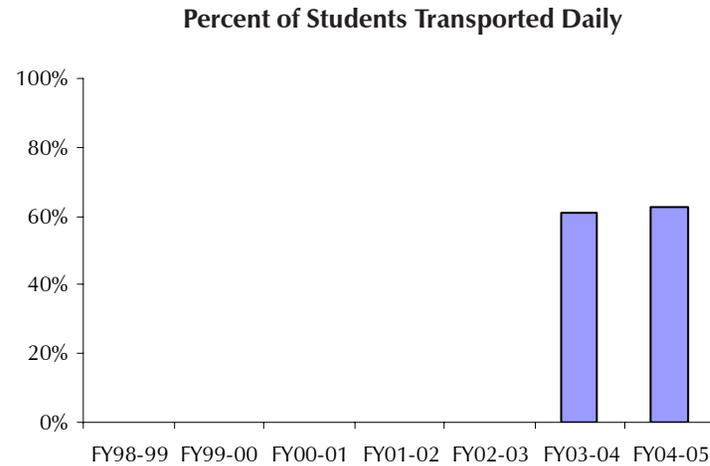
Riverdale School District

Spending and Services

Daily school operations are those auxiliary services that support school buildings but are indirectly linked to the classroom. These include buses to and from school, breakfast and lunch programs, maintenance of buildings, computers, and other supplies.

Of note on this page:

- About 60% of students were transported in the last two years.
- Food services are paid for directly by Riverdale parents and are not offered by the district.

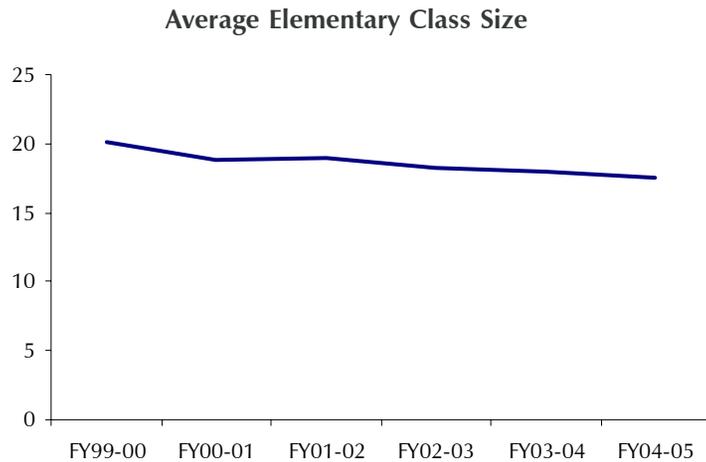


Daily School Operations	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Percent of students transported daily (ADMr)	--	--	--	--	--	61%	63%
Average length of routes (in miles)	--	--	--	--	--	173	187
Number of accidents	--	--	--	--	--	0	0
Number of miles between accidents	--	--	--	--	--	No accidents	No accidents
Average number of meals served per day	--	--	--	--	--	--	--
Food services revenues over (under)expenditures	--	--	--	--	--	--	--
Average age of buildings in years	--	--	--	--	--	--	56.6
Square feet per student (ADMr)	--	--	--	--	197.4	227.4	227.4

Riverdale School District

Spending and Services

The largest percent of District spending is for classroom teachers. The level of teacher expertise and the ratio of teachers to students are important factors in school success.



Of note on this page:

- The average teacher salary was \$53,737 in FY04-05.
- The average elementary class size has dropped by almost three students in six years.
- The average years of teacher experience increased until FY02-03 and has since dropped.
- The percent of teachers with master's degrees increased 30% in six years.
- New hires represent both new teaching positions and staff hired to replace retiring teacher and other vacancies.

Teaching	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05
Average class size							
Elementary	--	20.1	18.8	19.0	18.2	18.0	17.5
Middle (core curriculum)	--	--	--	--	--	--	--
High school (core curriculum)	--	11.8	12.5	13.3	21.5	19.8	17.5
Average teacher experience (in years)	--	9.5	10.6	11.7	13.2	12.6	12.0
New teacher hires	8	10	2	3	2	1	5
New educational assistant hires	2	1	0	1	0	0	0
Percent of teachers teaching outside their endorsement area ³	--	0%	9%	6%	6%	5%	5%
Percent of teachers with graduate (master's) degrees	--	54%	60%	60%	67%	65%	70%

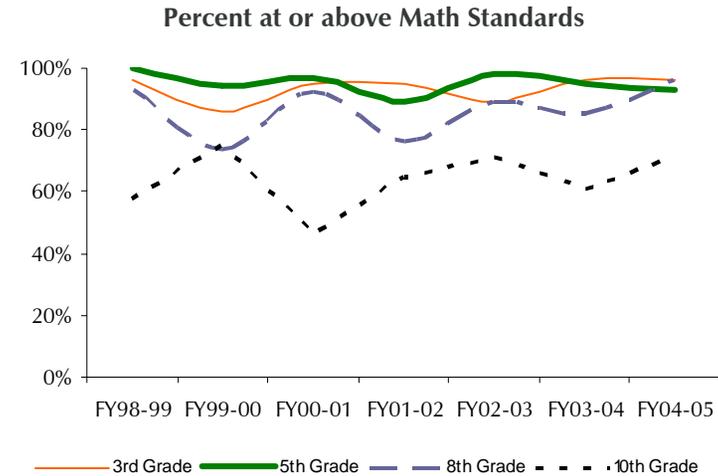
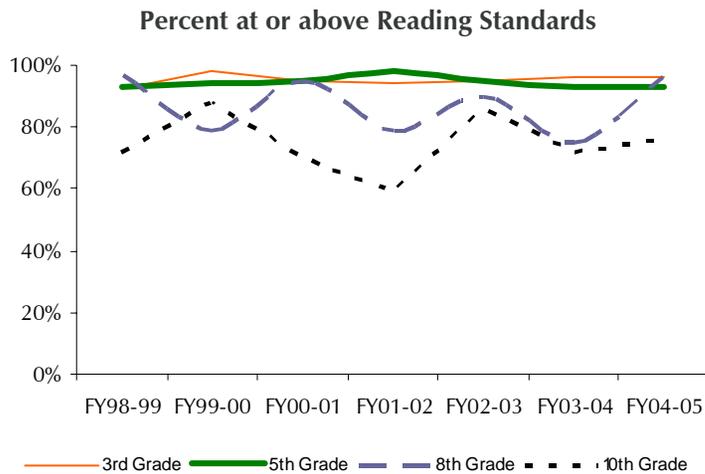
³ May only be teaching out of endorsement area on a limited basis

Riverdale School District

Student Performance

Since 1991, Oregon has assessed the academic performance of students enrolled in selected grades. The assessment program was initially intended to guide school improvement efforts. The 1991 (amended 1995) Oregon Educational Act for the 21st Century set academic standards for student knowledge and skills in content areas adopted by the State Board of Education.

Students in all grades scored well above the state average for both reading and math standards in FY04-05. Overall, student performance seems fairly consistent over the past five years. Tenth graders appear to have the most variance in performance, but still generally improved from FY98-99 to FY04-05.

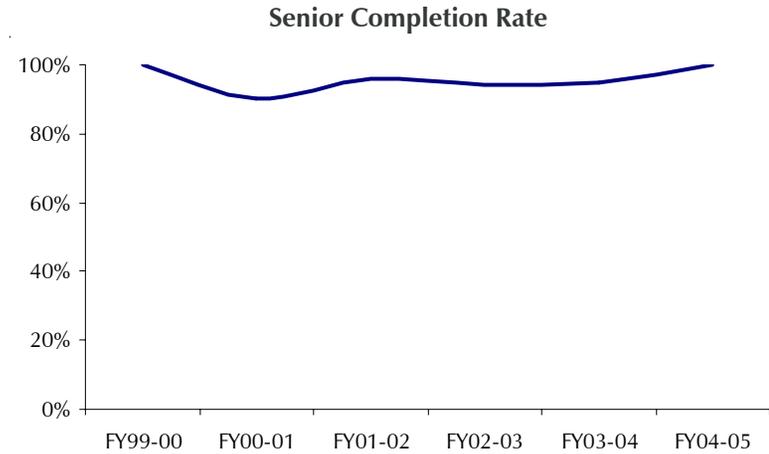


Student Performance	FY98-99	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
Students scoring at or above reading standards								
3 rd grade	92%	98%	>95%	94%	95%	>95%	>95%	89%
5 th grade	93%	94%	95%	>95%	95%	93%	93%	85%
8 th grade	97%	79%	95%	79%	90%	75%	>95%	65%
10 th grade	72%	88%	70%	59%	86%	72%	76%	56%
Students scoring at or above math standards								
3 rd grade	96%	86%	95%	>95%	89%	>95%	>95%	88%
5 th grade	100%	94%	>95%	89%	98%	95%	93%	87%
8 th grade	93%	74%	92%	76%	89%	85%	>95%	66%
10 th grade	58%	75%	45%	65%	71%	61%	71%	49%

Riverdale School District

Student Performance

The senior completion rate reflects the percent of twelfth graders who graduated. The dropout rate over four years reflects a formula from the Oregon Department of Education that represents the proportion of current ninth graders who are expected to dropout before they graduate.



Student Performance	FY99-00	FY00-01	FY01-02	FY02-03	FY03-04	FY04-05	State Average FY04-05
High school average dropout rate over 4 years	0%	0%	0%	2.4%	0%	0%	--
Senior completion rate	100%	90%	96%	94%	95%	100%	79%
Seniors graduating with a CIM diploma	--	--	--	--	--	--	29%
Seniors taking SAT	100%	71%	78%	55%	70%	88%	--
Average verbal SAT score	568	605	596	584	573	574	--
Average math SAT score	508	562	570	585	566	542	--

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