High School Senior Survey – *What's Next*?

Results of the 2019 Mt. Hood Community College District

High School Seniors Survey

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Executive Summary

Mt. Hood Community College has seen a dramatic decrease in the number of in-district high school seniors attending MHCC the summer or fall after they graduate. The *What's Next* survey was developed in an effort to determine what seniors are doing after high school graduation. Additionally, MHCC's new strategic plan includes a specific priority regarding the college's relationships with school districts that lie within the MHCC district boundary; this effort was regarded as an opportunity to enhance and improve relationships with high school representatives within the district. This marks the fourth administration of the *What's Next* survey.

Methodology

- This year, MHCC's Analytics & Institutional Research (AIR) contacted principals at all twelve in-district high schools via email. For schools that participated in the previous administration of the survey, the email included an invitation and reminder of last year's effort. Schools that did not participate were provided an invitation and outline of the benefits to each high school. The AIR team worked with district high school principals and counselors to develop and administer the survey. The AIR team collated, analyzed, and prepared this report of findings.

- Of the twelve in-district high schools, six principals indicated a willingness to participate (Centennial, Gresham, Parkrose, Reynolds, Sandy, and Springwater Trail High Schools). Prior to the first administration, the AIR team met with the principals to identify the best method for collecting the data. It was determined that every high school participating had an exit process with graduating seniors. Administering the survey during that exit process was the easiest way to collect the data. Additionally, each school was provided a section of the survey they could use to ask specific questions of their students.

- An on-line survey was developed which included custom high school questions. Each participating school was provided a unique URL that automatically tagged their respondents to the school and presented the custom questions.

- Participation rates for the high schools are:
    - Centennial – 267 Seniors Responded (17.10% of Total Respondents)
    - Gresham – 247 Seniors Responded (15.82% of Total Respondents)
    - Parkrose – 238 Seniors Responded (15.25% of Total Respondents)
    - Reynolds – 501 Seniors Responded (32.09% of Total Respondents)
    - Sandy – 263 Seniors Responded (16.85% of Total Respondents)
    - Springwater Trail – 45 Seniors Responded (2.88% of Total Respondents)

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Findings

- Two thirds of seniors (65.09%) indicated they would be continuing their education.
  - Centennial – 63.30% Continuing Education
  - Gresham – 65.99% Continuing Education
  - Parkrose – 61.34% Continuing Education
  - Reynolds – 69.46% Continuing Education
  - Sandy – 63.88% Continuing Education
  - Springwater Trail – 48.89% Continuing Education

For those continuing their education:

- The distribution by type of institution is:

  4-Year Public – 31.35%
  4-Year Private – 10.62%
  Community College – 53.57%
  Trade/Tech. College – 1.88%
  Some Other College – 2.58%

  - **Centennial**

    4-Year Public – 28.57%
    4-Year Private – 8.33%
    Community College – 57.74%
    Trade/Tech. College – 1.19%
    Some Other College – 4.17%
  - **Gresham**

    4-Year Public – 33.95%
    4-Year Private – 12.96%
    Community College – 49.38%
    Trade/Tech. College – 1.85%
    Some Other College – 1.85%
  - **Parkrose**

    4-Year Public – 43.75%
    4-Year Private – 11.81%
    Community College – 40.97%
    Trade/Tech. College – 2.08%
    Some Other College – 1.39%
  - **Reynolds**

    4-Year Public – 28.24%
    4-Year Private – 10.37%
    Community College – 57.64%
    Trade/Tech. College – 2.02%
    Some Other College – 1.73%

- **Sandy**
  4-Year Public – 28.48%
  4-Year Private – 9.70%
  Community College – 55.15%
  Trade/Tech. College – 2.42%
  Some Other College – 4.24%
- **Springwater Trail**
  4-Year Public – 22.73%
  4-Year Private – 13.64%
  Community College – 59.09%
  Trade/Tech. College – 0.00%
  Some Other College – 4.55%

- The main reasons for selecting the institution chosen were *Programs Available of interest to me* and *Overall cost of attending*. These were the major reasons regardless of high school attending. Seniors bound to four-year institutions tended to place more importance on the reasons for attending than did their community college bound counterparts.

- Over forty-five percent (46.39%) received at least one scholarship. The median value of scholarship awards was $3,792.00.
  - **Centennial**
    Received Scholarship – 40.48%
    Median Value – $2,600.00
  - **Gresham**
    Received Scholarship – 51.23%
    Median Value – $6,282.50
  - **Parkrose**
    Received Scholarship – 44.44%
    Median Value – $5,000.00
  - **Reynolds**
    Received Scholarship – 47.98%
    Median Value – $3,400.00
  - **Sandy**
    Received Scholarship – 44.10%
    Median Value – $1,500.00
  - **Springwater Trail**
    Received Scholarship – 61.90%
    Median Value – $3,000.00

- The majority of seniors bound for 4-year Public Universities will attend:
  Portland State University – 44.7%
  University of Oregon – 20.2%
  Oregon State University – 19.7%

- **Centennial**
  Portland State University – 32.4%
  University of Oregon – 32.4%
  Oregon State University – 20.6%
- **Gresham**
  Portland State University – 50.0%
  University of Oregon – 21.4%
  Oregon State University – 21.4%
- **Parkrose**
  Portland State University – 53.1%
  University of Oregon – 20.4%
  Oregon State University – 18.4%
- **Reynolds**
  Portland State University – 56.5%
  University of Oregon – 12.9%
  Oregon State University – 11.3%
- **Sandy**
  Portland State University – 13.3%
  University of Oregon – 23.3%
  Oregon State University – 36.7%
- **Springwater Trail**
  Portland State University – 60.0%
  University of Oregon – 0.0%
  Oregon State University – 20.0%

- An equal proportion of Seniors indicated an intent to attend seven 4-year Private Universities:
  Concordia University – 30.0%
  George Fox University – 18.0%
  Linfield College – 18.0%
  Warner Pacific University – 16.0%

  - **Centennial**
    George Fox University – 50.0%
    Warner Pacific University – 33.3%
  - **Gresham**
    Linfield College – 36.4%
    Concordia University – 27.3%
  - **Parkrose**
    Concordia University – 50.0%
    Warner Pacific University – 25.0%
    University of Portland – 25.0%
  - **Reynolds**
    George Fox University – 35.3%
    Concordia University – 29.4%

- **Sandy**
  Linfield College – 75.0%
  Concordia University – 25.0%
- **Springwater Trail**
  No Seniors are attending a private four-year institution.

- The majority of Community College Bound Seniors will attend Portland Metropolitan Area Colleges:
  Mt. Hood Community College – 55.7%
  Portland Community College – 24.4%
  Clackamas Community College – 7.6%
  - **Centennial**
    Mt. Hood Community College – 60.9%
    Portland Community College – 29.0%
    Clackamas Community College – 5.8%
  - **Gresham**
    Mt. Hood Community College – 70.5%
    Portland Community College – 23.1%
    Clackamas Community College – 3.8%
  - **Parkrose**
    Mt. Hood Community College – 29.9%
    Portland Community College – 28.4%
    Clackamas Community College – 6.0%
  - **Reynolds**
    Mt. Hood Community College – 56.1%
    Portland Community College – 26.5%
    Clackamas Community College – 7.1%
  - **Sandy**
    Mt. Hood Community College – 56.1%
    Portland Community College – 15.9%
    Clackamas Community College – 14.6%
  - **Springwater Trail**
    Mt. Hood Community College – 66.7%
    Portland Community College – 16.7%
    Clackamas Community College – 8.3%

- Very few seniors indicated they would be attending a private trade/technical institution; less than three percent (2.36%) of continuing education seniors will attend this type of institution.

For seniors that are not continuing their education:

- High school seniors identified four reasons for not continuing their education:
  Cost – Mean = 4.07 out of 7
  Not interested – Mean = 3.63 out of 7
  Don't know what I want to do – Mean = 2.91 out of 7
  Grades aren't good enough – Mean = 2.95 out of 7

- **Centennial**
  Cost – Mean = 3.82 out of 7
  Not Interested – Mean = 3.57 out of 7
  Already Have a Job – Mean = 2.88 out of 7
- **Gresham**
  Not Interested – Mean = 4.07 out of 7
  Cost – Mean = 3.82 out of 7
  Don't Know What I Want to do Mean = 3.25 out of 7
- **Parkrose**
  Cost – Mean = 4.34 out of 7
  Feel Unprepared – Mean = 3.62 out of 7
  Not Interested – Mean = 3.55 out of 7
- **Reynolds**
  Cost – Mean = 3.52 out of 7
  Not Interested – Mean = 2.99 out of 7
  Grades Aren't Good Enough – Mean = 2.68 out of 7
- **Sandy**
  Cost – Mean = 4.93 out of 7
  Not Interested – Mean = 4.36 out of 7
  Don't Know What I Want to do Mean = 3.03 out of 7
- **Springwater Trail**
  Not Interested – Mean = 5.20 out of 7
  Cost – Mean = 4.90 out of 7
  Don't Know What I Want to do Mean = 3.20 out of 7

- Information content most likely to increase seniors continuing their education should focus on:
  Financial Aid / Scholarship availability – Mean = 3.09 out of 7
  Job placement services after graduation – Mean = 2.96 out of 7
  Flexible Schedules – Mean = 2.90 out of 7
  - **Centennial**
    Flexible Schedules – Mean = 3.22 out of 7
    Financial Aid / Scholarship availability – Mean = 2.96 out of 7
    Job placement services after graduation – Mean = 2.96 out of 7
  - **Gresham**
    Financial Aid / Scholarship availability – Mean = 3.13 out of 7
    Job placement services after graduation – Mean = 2.96 out of 7
    Flexible Schedules – Mean = 2.93 out of 7
  - **Parkrose**
    Financial Aid / Scholarship availability – Mean = 3.86 out of 7
    Job placement services after graduation – Mean = 3.43 out of 7
    Flexible Schedules – Mean = 3.40 out of 7
  - **Reynolds**
    Financial Aid / Scholarship availability – Mean = 2.98 out of 7
    Job placement services after graduation – Mean = 2.84 out of 7
    Services for Success (e.g. Tutoring) – Mean = 2.66 out of 7

- **Sandy**
  Financial Aid / Scholarship availability – Mean = 2.80 out of 7
  Job placement services after graduation – Mean = 2.63 out of 7
  Flexible Schedules – Mean = 2.58 out of 7
- **Springwater Trail**
  Job placement services after graduation – Mean = 3.11 out of 7
  Flexible Schedules – Mean = 2.78 out of 7
  Career Identification and Planning Services – Mean = 2.44 out of 7

Recommendations

- Data revealed that over a fifth of seniors (21.84%) either did not know or identified themselves as residing in a community college district other than MHCC. Unless students are commuting from outside their school district, all seniors reside within MHCC's district boundary. Efforts must be made to establish the college district that serves these high school seniors.

- Along similar lines, for seniors that are attending a community college in the Portland Metropolitan Area, less than two thirds (63.55%) have indicated they will attend MHCC. Over a third have indicated they will be attending either Portland Community College (27.83%) or Clackamas Community College (8.62%). This leakage must be addressed; MHCC must determine why students are choosing to attend these other colleges and corrective actions should be taken. A follow-up question was asked of seniors that indicated they were bound for a community college in the Portland Metropolitan Area about why they chose the particular college. Regardless of the college chosen by seniors, the comments centered on: (1) Location/Access/Convenience, (2) Programs available, and (3) Costs.

- A wealth of data regarding the types of information to provide both seniors that do plan to continue their education and those that do not was captured. Information content should be focused on costs, financial aid / scholarship availability, flexibility of schedules, and job placement services available to graduates. Perceptions of grades not being good enough and the college's ability to address it is another potential information topic. It is essential the communication start early, particularly to convince those that are not intending to continue their education that it is a viable option.

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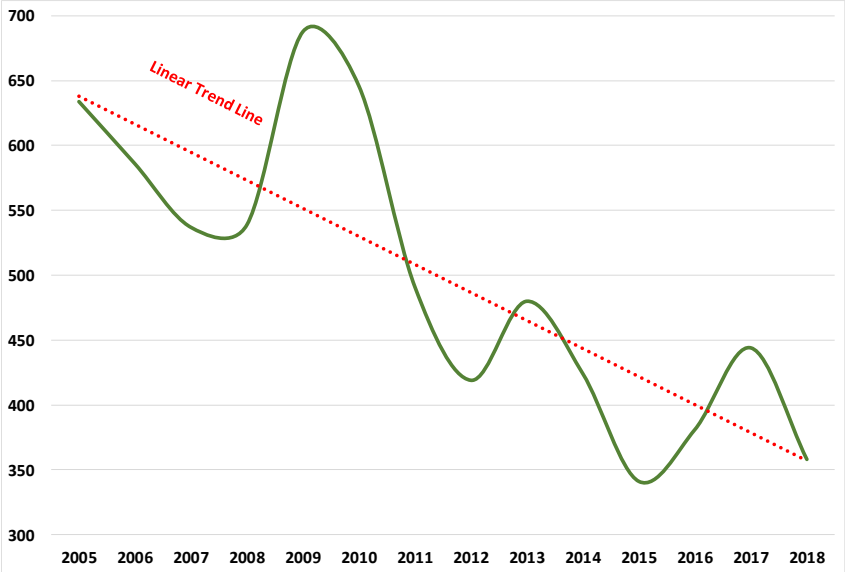
Introduction

Mt. Hood Community College (MHCC) has seen a steady decline in the enrollment of in-district high school graduates over the last thirteen years. As shown in Figure I1, the number of seniors from MHCC District high schools that attended the college in the summer and/or fall of the year they graduated has declined 39.91%. This trend is troubling to MHCC and warrants investigation into what seniors are doing.

Figure I1: MHCC District High School Graduates that Attended the College in the Summer and/or Fall of the Year They Graduated



Additionally, MHCC's Strategic Plan - http://www.mhcc.edu/Mission/ - specifically identifies establishing and maintaining relationships with school districts to encourage on-going educational goals. This on-going study is viewed as an opportunity for MHCC to reach out to the high schools and strengthen relationships. It is a mutually beneficial effort that provided valuable information for both the college and participating high schools.

This marks the fifth year the "What's Next?" Survey has been administered to in district high school seniors. The survey requires volunteer high schools to gather the data. For this administration, six of the nine in-district high schools participated: (1) Centennial, (2) Gresham, (3) Parkrose, (4) Reynolds, (5) Sandy, and (6) Springwater Trail.

At the request of the president, a research proposal was prepared. The proposal outlined the following Research Questions and Objectives:

Research Questions:

What are in-district high school seniors planning on doing once they receive their high school diploma?

Study Objectives:

O1) Determine in-district high school seniors' intent after they graduate.

O1a) Identify the percentage of in-district high school seniors intending to continue in post-secondary education.

O1b) Of those in Objective 01a, calculate the percentage that have applied, been accepted, and intend to go to a:

- Public 4-year Institution

- Private 4-year Institution
- Community College
- Private Technical College

O1c) Of those in Objective 01a, identify the institutions in-district high school seniors intending to continue in post-secondary education are attending.

O1d) Determine what in-district high school seniors who do not intend to continue in post-secondary education are planning to do once the graduate.

O1e) For in-district high school seniors who do not intend to continue in post-secondary education Identify reasons for not continuing.

O2) For in-district high school seniors that intend to go to a 4-year institution, identify reasons for not considering a community college.

O3) For in-district high school seniors that intend to go to a 2-year institution, identify reasons for choosing the institution they plan to attend.

Methodology

This year, MHCC's Analytics & Institutional Research (AIR) contacted principals at all nine in-district high schools via email. For schools that participated in the previous administration of the survey, the email included an invitation and reminder of previous years' effort. Schools that did not participate were provided an invitation and outline of the benefits to each high school. Five of the six participating schools in this year's administration had participated in previous administrations as well. This was the first time Reynolds participated in the study.

Table M1: Participating High Schools and Responses

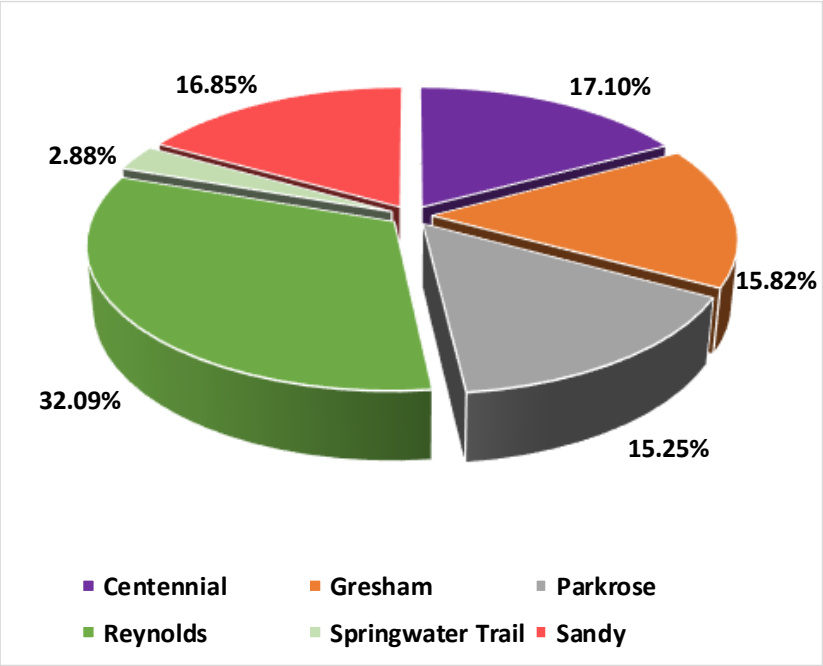
High School	# Respondents	% of Sample
Centennial	267	17.10%
Gresham	247	15.82%
Parkrose	238	15.25%
Reynolds	501	32.09%
Springwater Trail	45	2.88%
Sandy	263	16.85%
Total	**1561**	**100.00%**

All seniors, before graduating high school, go through an exit process. It was determined that the survey could be administered on-line during that process. The survey was created with a set of standard questions that would be asked of all seniors participating. Additionally, each school was allowed a section of the survey where they could ask specific questions of their seniors. One school had a set of questions already being asked of their seniors; these questions were incorporated into the school specific section of the survey. The other high schools worked with the AIR team to develop school specific questions. Reynolds high school opted not to ask any school specific questions.

The survey was prepared and representatives from each high school were allowed to review the instrument before it went live. A unique URL was provided to each school which allowed respondents to be tagged to the school they attended. The survey was opened for data collection in May and remained open through the second week of June. High school representatives were responsible for cycling students through computer labs to assure seniors completed the survey.

Participation rates are reported in Table M1. A total of 1629 high school seniors completed the survey and are included in the analysis of this report. The proportion of the total respondents from each high school is presented in Figure M1.

Figure M1: Proportion of Seniors Analyzed by High Schools



Indices

Throughout this report, indices are provided for individual high schools. An index score provides an indication of how close (or how far away) a reported number is from the total sample. For this report, an Index is calculated by dividing the reported value for a high school (usually the percentage or the mean value) by the value for all high schools then multiplying that quotient by 100. A score of 100 indicates the high school's proportion is the same as the total. An index score below 100 indicates the school's proportion was lower than the total and a score above 100 indicates the school's proportion was higher than the total. The further away from 100, the greater the difference from the total value.

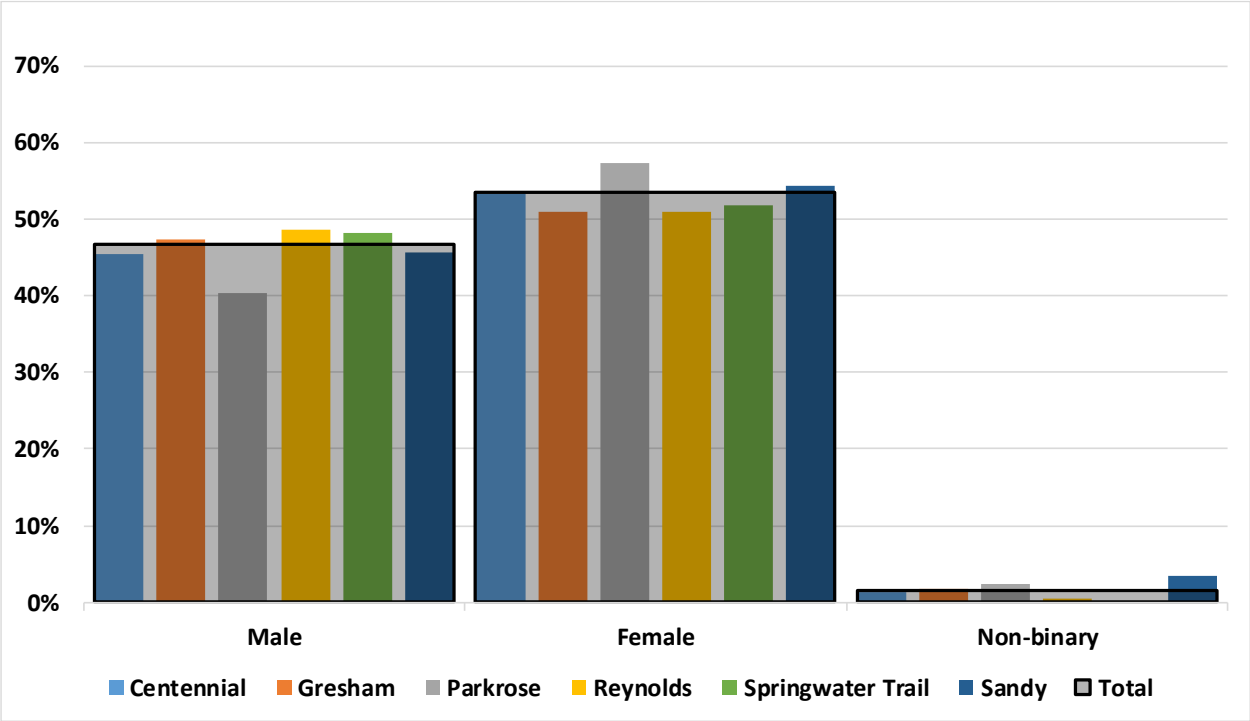
Results – Demographics

The survey asked four demographic questions of high school seniors: (1) Gender, (2) Ethnicity, (3) Grade Point Average, and (4) Parent's Education Level.

Gender

Results of the gender question are reported in Table RD1. Overall, results were evenly split between males and females. Just over fifty percent (52.16%) of the respondents were female; 46.25% were male. An additional 1.59% of respondents identified as Non-binary. Gender results are presented graphically in Figure RD1.

Figure RD1: Responses by Gender and High School



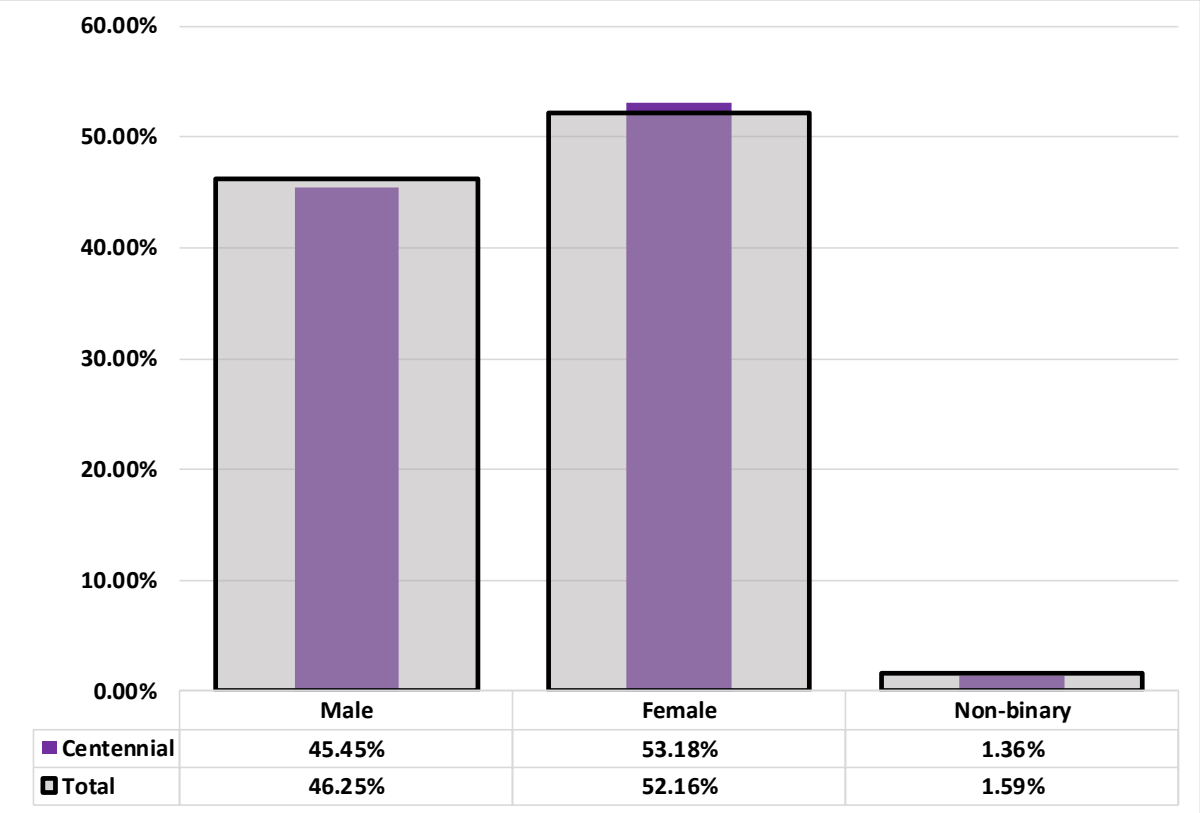
Gender - Centennial

Results of the gender question are reported in Table RDC1. Overall, results were evenly split between males and females. Just over fifty percent (52.16%) of the respondents were female; 46.25% were male; and a small proportion of respondents (1.59%) identified as non-binary. Centennial proportions based on gender were very close to the Total. Gender results are presented graphically in Figure RDC1.

Table RDC1: Respondents by Gender

Gender	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Male	100	45.45%	98	610	46.25%	100
Female	117	53.18%	102	688	52.16%	100
Non-binary	3	1.36%	86	21	1.59%	100
Total	**220**	**100.00%**		**1319**	**100.00%**	

Figure RDC1: Bar Chart of Centennial Respondents by Gender



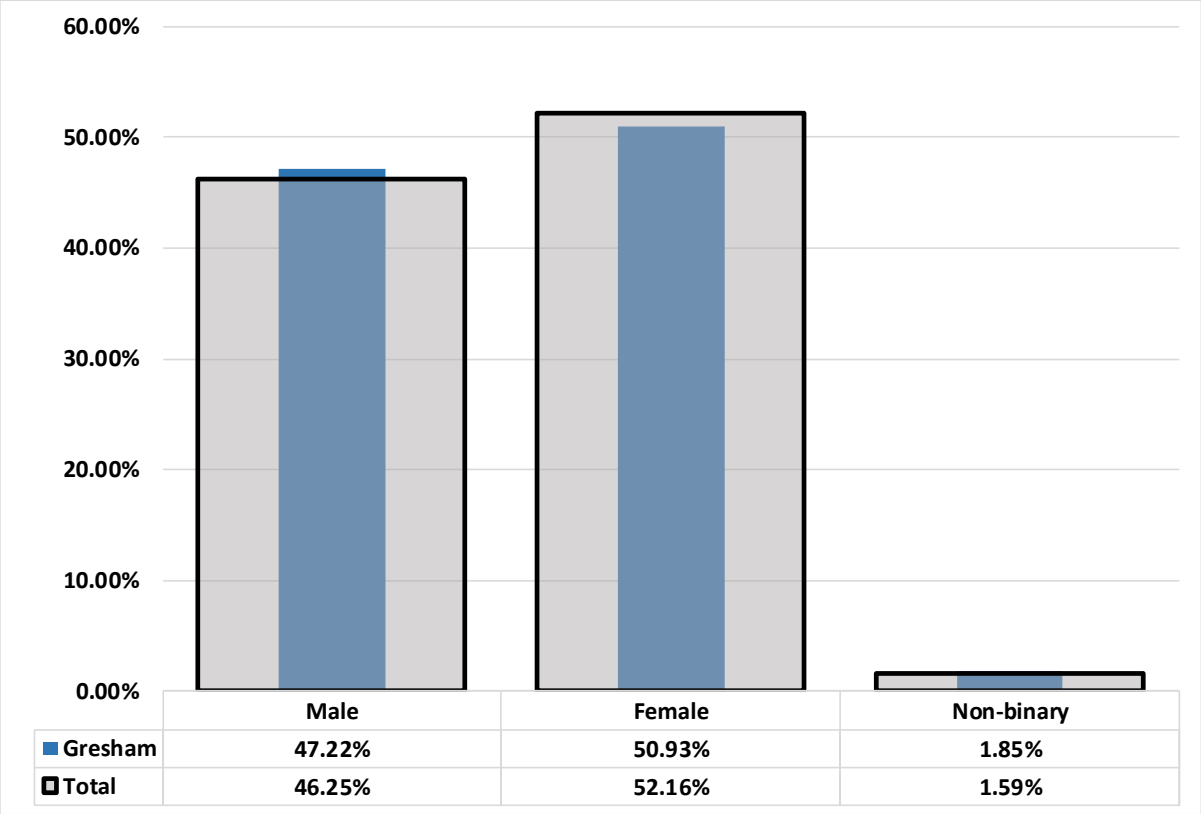
Gender - Gresham

Results of the gender question are reported in Table RDG1. Overall, results were evenly split between males and females. Just over fifty percent (52.16%) of the respondents were female; 46.25% were male; and a small proportion of respondents (1.59%) identified as non-binary. Gresham proportions based on gender were very close to the Total proportions. Gender results are presented graphically in Figure RDG1.

Table RDG1: Respondents by Gender

Gender	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Male	102	47.22%	102	610	46.25%	100
Female	110	50.93%	98	688	52.16%	100
Non-binary	4	1.85%	116	21	1.59%	100
Total	**216**	**100.00%**		**1319**	**100.00%**	

Figure RDG1: Bar Chart of Gresham Respondents by Gender



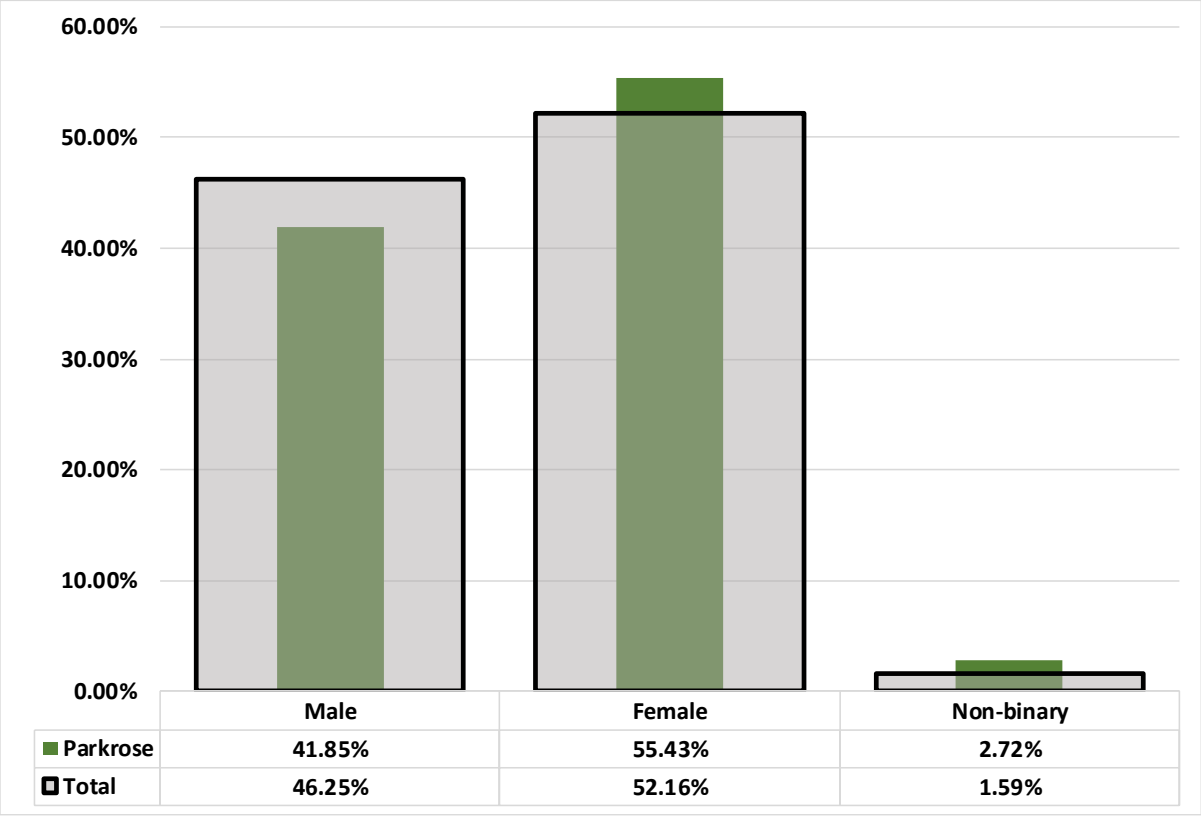
Gender – Parkrose

Results of the gender question are reported in Table RDP1. Overall, results were evenly split between males and females. Just over fifty percent (52.16%) of the respondents were female; 46.25% were male; and a small proportion of respondents (1.59%) identified as non-binary. For Parkrose, 55.43% were female and 41.85% were male. Parkrose also had the second highest proportion of students indicate they were non-binary (2.72%). Gender results are presented graphically in Figure RDP1.

Table RDP1: Respondents by Gender

Gender	Parkrose			Total		
	#	% Within	Index	#	% Within	Index
Male	77	41.85%	90	610	46.25%	100
Female	102	55.43%	106	688	52.16%	100
Non-binary	5	2.72%	171	21	1.59%	100
Total	**184**	**100.00%**		**1319**	**100.00%**	

Figure RDP1: Bar Chart of Parkrose Respondents by Gender



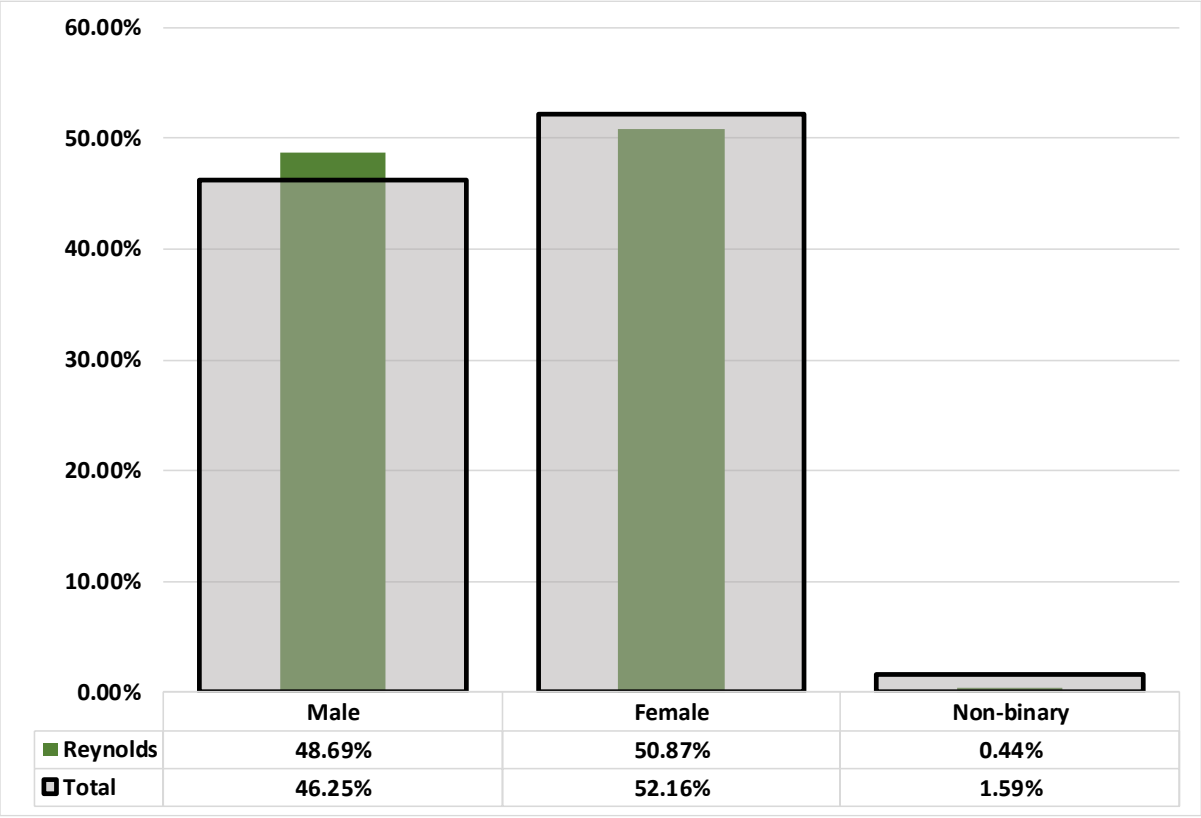
Gender – Reynolds

Results of the gender question are reported in Table RDR1. Overall, results were evenly split between males and females. Just over fifty percent (52.16%) of the respondents were female; 46.25% were male; and a small proportion of respondents (1.59%) identified as non-binary. For Reynolds, 50.87% were female and 48.69% were male. Reynolds had a very small proportion of students (0.44%) indicate they were non-binary. Gender results are presented graphically in Figure RDR1.

Table RDR1: Respondents by Gender

Gender	Reynolds			Total		
	#	% Within	Index	#	% Within	Index
Male	223	48.69%	105	610	46.25%	100
Female	233	50.87%	98	688	52.16%	100
Non-binary	2	0.44%	27	21	1.59%	100
Total	**458**	**100.00%**		**1319**	**100.00%**	

Figure RDR1: Bar Chart of Reynolds Respondents by Gender



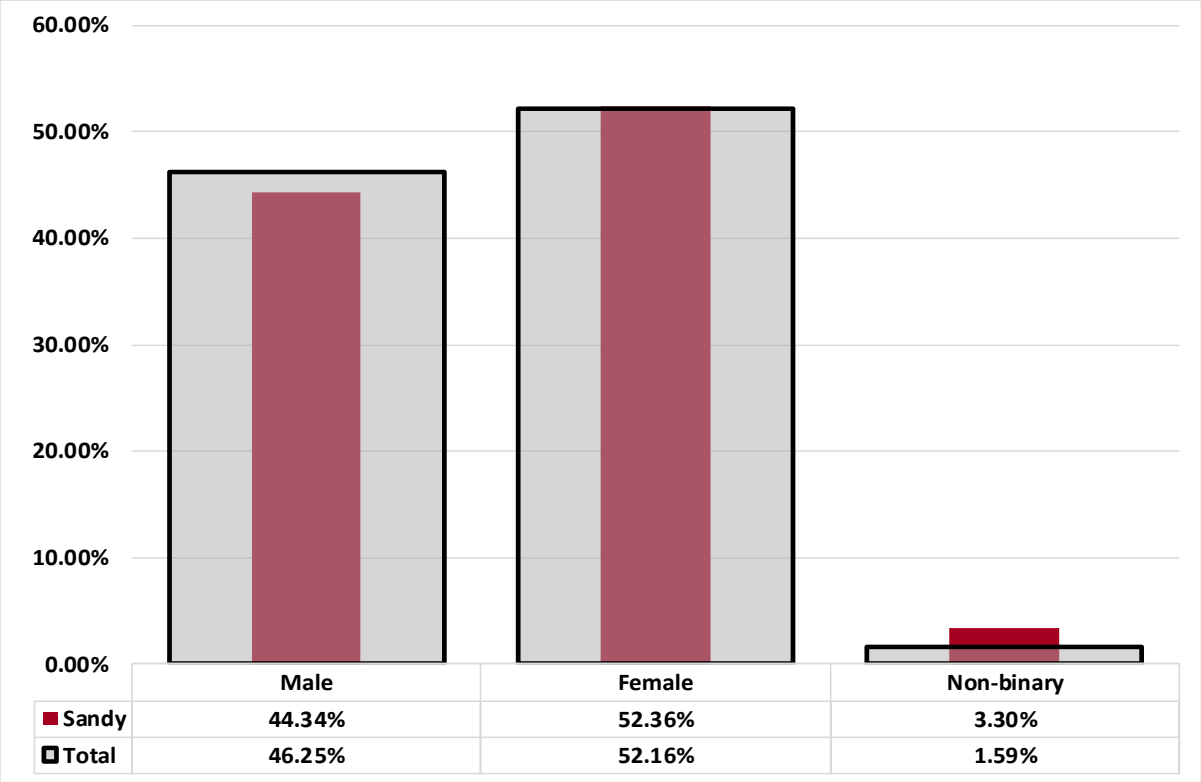
Gender – Sandy

Results of the gender question are reported in Table RDS1. Overall, results were evenly split between males and females. Just over fifty percent (52.16%) of the respondents were female; 46.25% were male; and a small proportion of respondents (1.59%) identified as non-binary. Sandy respondent proportions were very similar to the totals overall. For Sandy, 54.37% were female and 45.63% were male. Sandy did have the highest proportion of students (3.40%) identify as non-binary. Gender results are presented graphically in Figure RDS1.

Table RDS1: Respondents by Gender

Gender	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Male	94	44.34%	96	610	46.25%	100
Female	111	52.36%	100	688	52.16%	100
Non-binary	7	3.30%	207	21	1.59%	100
Total	**212**	**100.00%**		**1319**	**100.00%**	

Figure RDS1: Bar Chart of Sandy Respondents by Gender



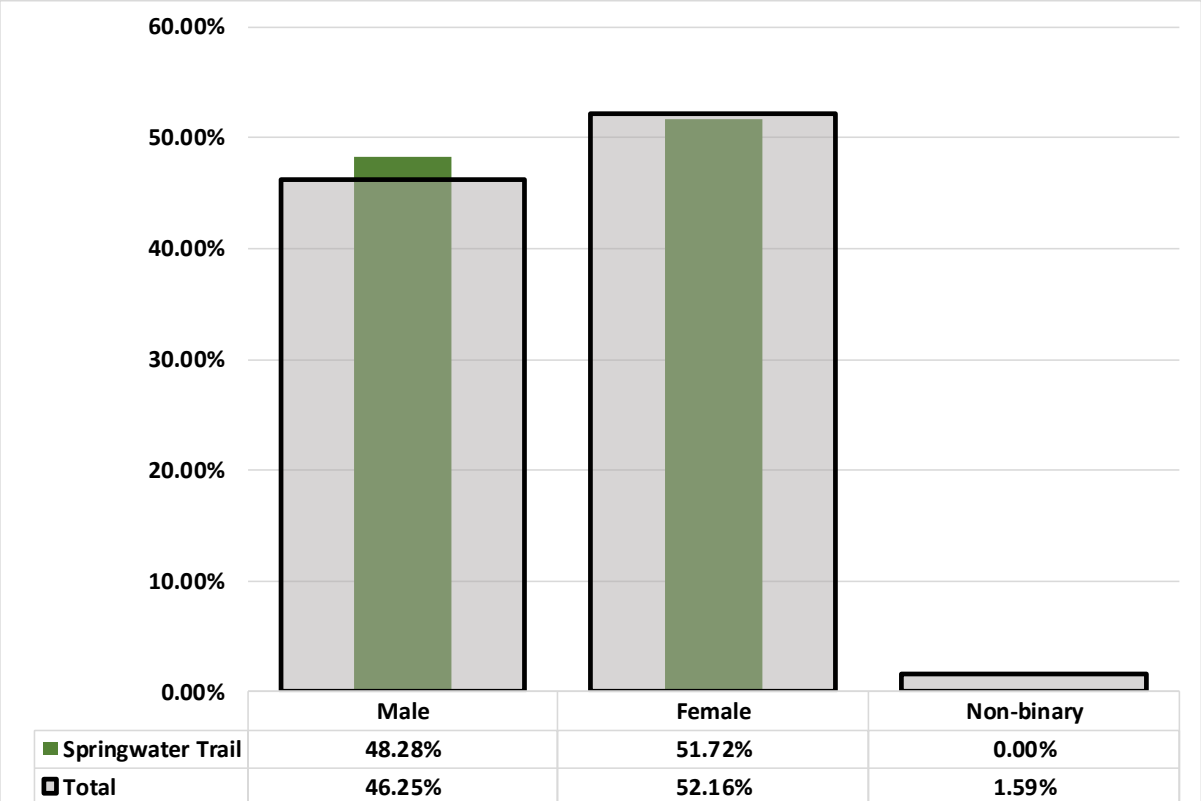
Gender – Springwater Trail

Results of the gender question are reported in Table RDST1. Overall, results were evenly split between males and females. Just over fifty percent (53.39%) of the respondents were female; 46.61% were male; and a small proportion of respondents (1.58%) identified as non-binary. Sandy respondent proportions were very similar to the totals overall. For Springwater Trail, 51.72% were female and 48.28% were male. Springwater Trail did not have any students identify as non-binary. Gender results are presented graphically in Figure RDST1.

Table RDST1: Respondents by Gender

Gender	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Male	14	48.28%	104	610	46.25%	100
Female	15	51.72%	99	688	52.16%	100
Non-binary	0	0.00%	0	21	1.59%	100
Total	**29**	**100.00%**		**1319**	**100.00%**	

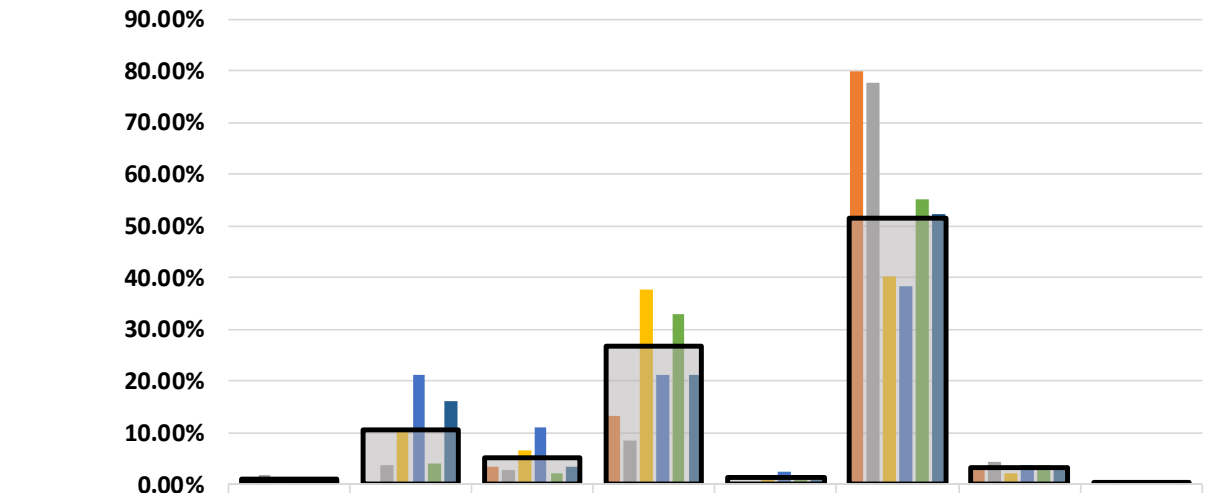
Figure RDST1: Bar Chart of Springwater Trail Respondents by Gender



Ethnicity

Results of the Ethnicity Question are reported in Table RD2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (51.45%) reported being white. Hispanic / Latino makes up the second highest proportion of students with 26.70% of the student body. Asian students made up the third largest proportion with 10.51% of the student body. Results of the ethnicity question are presented graphically in Figure RD2. Respondents that identified themselves as "Other" were asked to specify. Results are available in Appendix D.

Figure RD2: Distribution of Responses by Ethnicity and High School



	Native American	Asian	African American	Hispanic/ Latino	Pacific Islander	White	Other	Multi-race
Springwater Trail	0.00%	0.00%	3.33%	13.33%	0.00%	80.00%	3.33%	0.00%
Sandy	1.83%	3.65%	2.74%	8.68%	0.46%	77.63%	4.57%	0.46%
Reynolds	0.65%	10.32%	6.67%	37.85%	1.94%	40.22%	2.37%	0.00%
Parkrose	1.07%	21.39%	11.23%	21.39%	2.67%	38.50%	3.74%	0.00%
Gresham	0.91%	4.11%	2.28%	32.88%	0.91%	55.25%	3.65%	0.00%
Centennial	1.36%	16.29%	3.62%	21.27%	0.90%	52.49%	3.62%	0.45%
Total	1.04%	10.51%	5.37%	26.70%	1.42%	51.45%	3.36%	0.15%

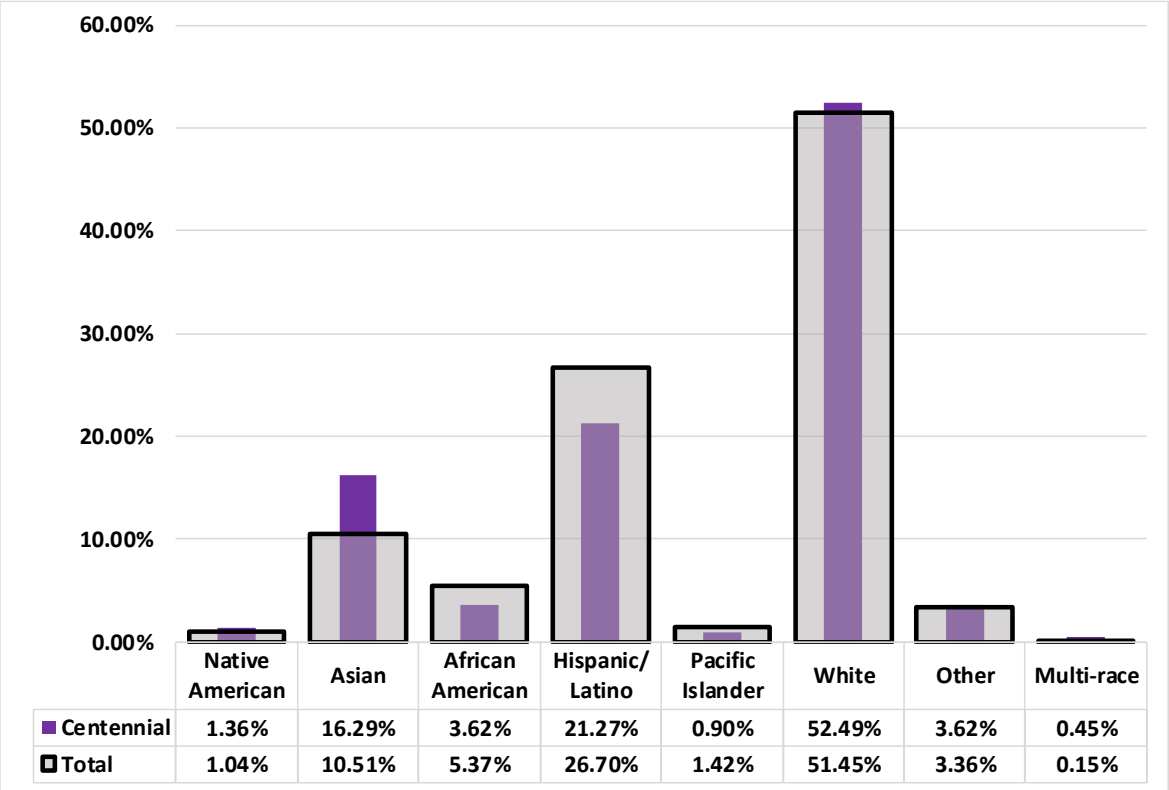
Ethnicity - Centennial

Results of the Ethnicity Question are reported in Table RDC2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (51.45%) reported being white. A slightly higher proportion of Centennial students (52.49%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 26.70% of the total student body. A lower proportion of Centennial students (21.27%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 10.51% of the total student body. Centennial had a higher proportion of students (16.29%) report being Asian. Although much smaller proportions are reported for other ethnic groups, Centennial reported higher proportions for Native Americans (1.36%). Results of the ethnicity question are presented graphically in Figure RDC2. Respondents that identified themselves as "Other" were asked to specify. Results are available in Appendix D.

Table RDC2: Centennial Respondents by Ethnicity

Ethnicity	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Native American	3	1.36%	130	14	1.04%	100
Asian	36	16.29%	155	141	10.51%	100
African American	8	3.62%	67	72	5.37%	100
Hispanic/ Latino	47	21.27%	80	358	26.70%	100
Pacific Islander	2	0.90%	64	19	1.42%	100
White	116	52.49%	102	690	51.45%	100
Other	8	3.62%	108	45	3.36%	100
Multi-race	1	0.45%	303	2	0.15%	100
Total	**221**	**100.00%**		**1341**	**100.00%**	

Figure RDC2: Bar Chart of Centennial Respondents by Ethnicity



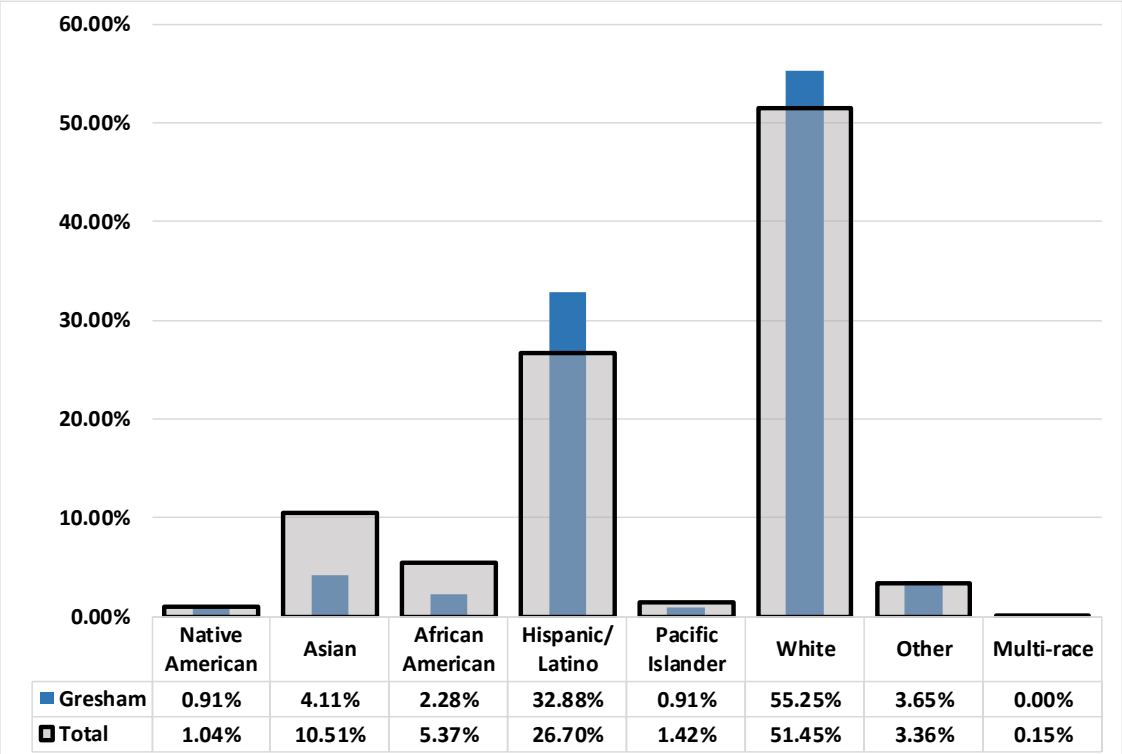
Ethnicity - Gresham

Results of the Ethnicity Question are reported in Table RDG2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (50.95%) reported being white. A slightly higher proportion of Gresham students (55.25%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 26.97% of the total student body. A higher proportion of Gresham students (32.88%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 10.57% of the total student body. Gresham had a much lower proportion of students (4.11%) report being Asian. Although much smaller numbers are reported for other ethnic groups, Gresham reported a higher proportion of "Other" ethnicities (3.65% compared to 3.28% of the total student body). Results of the ethnicity question are presented graphically in Figure RDG2. Respondents that identified themselves as "Other" were asked to specify. Results are available in Appendix D.

Table RDG2: Gresham Respondents by Ethnicity

Ethnicity	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Native American	2	0.91%	87	14	1.04%	100
Asian	9	4.11%	39	141	10.51%	100
African American	5	2.28%	43	72	5.37%	100
Hispanic/ Latino	72	32.88%	123	358	26.70%	100
Pacific Islander	2	0.91%	64	19	1.42%	100
White	121	55.25%	107	690	51.45%	100
Other	8	3.65%	109	45	3.36%	100
Multi-race	0	0.00%	0	2	0.15%	100
Total	**219**	**100.00%**		**1341**	**100.00%**	

Figure RDG2: Bar Chart of Gresham Respondents by Ethnicity



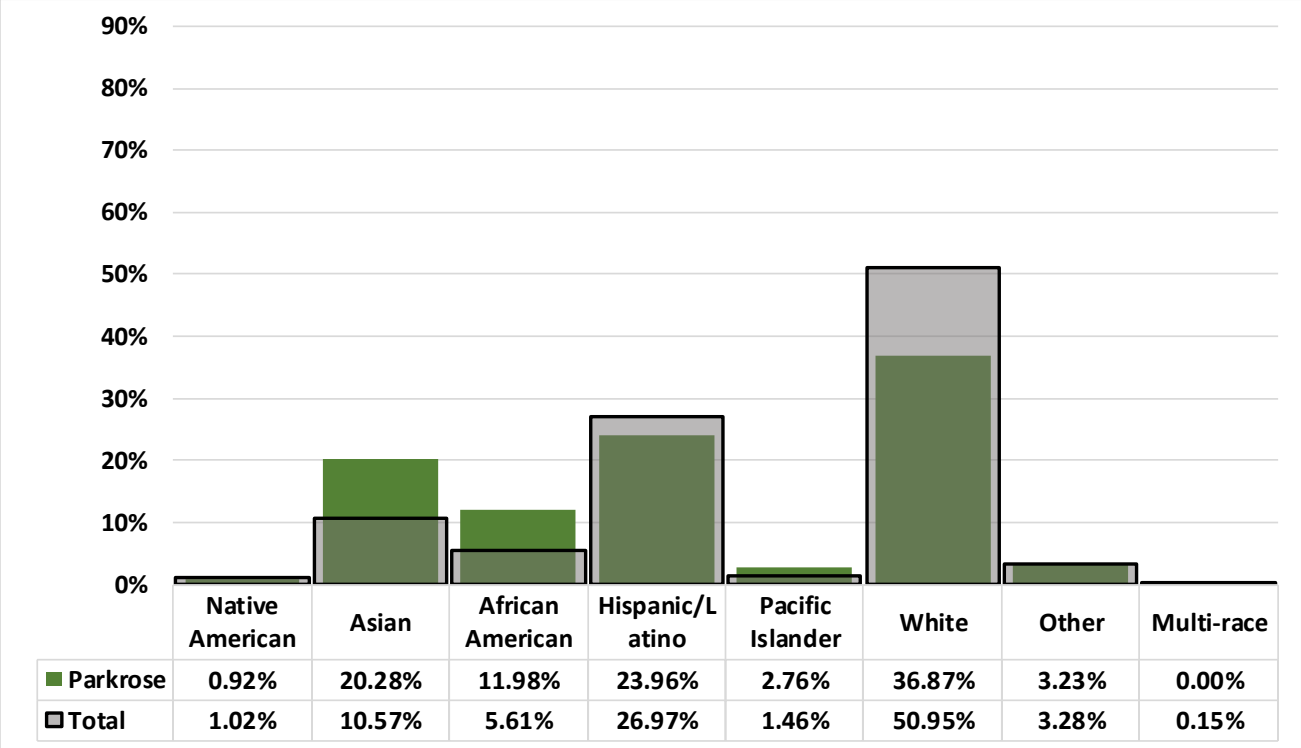
Ethnicity - Parkrose

Results of the Ethnicity Question are reported in Table RDP2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (51.45%) reported being white. A much lower proportion of Parkrose students (38.50%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 26.70% of the total student body. A slightly lower proportion of Parkrose students (21.39%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 10.51% of the total student body. Parkrose had a much higher proportion of students (21.39%) report being Asian. Although much smaller numbers are reported for other ethnic groups, Parkrose reported a much higher proportion of African Americans (11.23% compared to 5.37% of the total respondents). Results of the ethnicity question are presented graphically in Figure RDP2. Respondents that identified themselves as "Other" were asked to specify. Results are available in Appendix D.

Table RDP2: Parkrose Respondents by Ethnicity

Ethnicity	Parkrose			Total		
	#	% Within	Index	#	% Within	Index
Native American	2	1.07%	102	14	1.04%	100
Asian	40	21.39%	203	141	10.51%	100
African American	21	11.23%	209	72	5.37%	100
Hispanic/ Latino	40	21.39%	80	358	26.70%	100
Pacific Islander	5	2.67%	189	19	1.42%	100
White	72	38.50%	75	690	51.45%	100
Other	7	3.74%	112	45	3.36%	100
Multi-race	0	0.00%	0	2	0.15%	100
Total	**187**	**100.00%**		**1341**	**100.00%**	

Figure RDP2: Bar Chart of Parkrose Respondents by Ethnicity



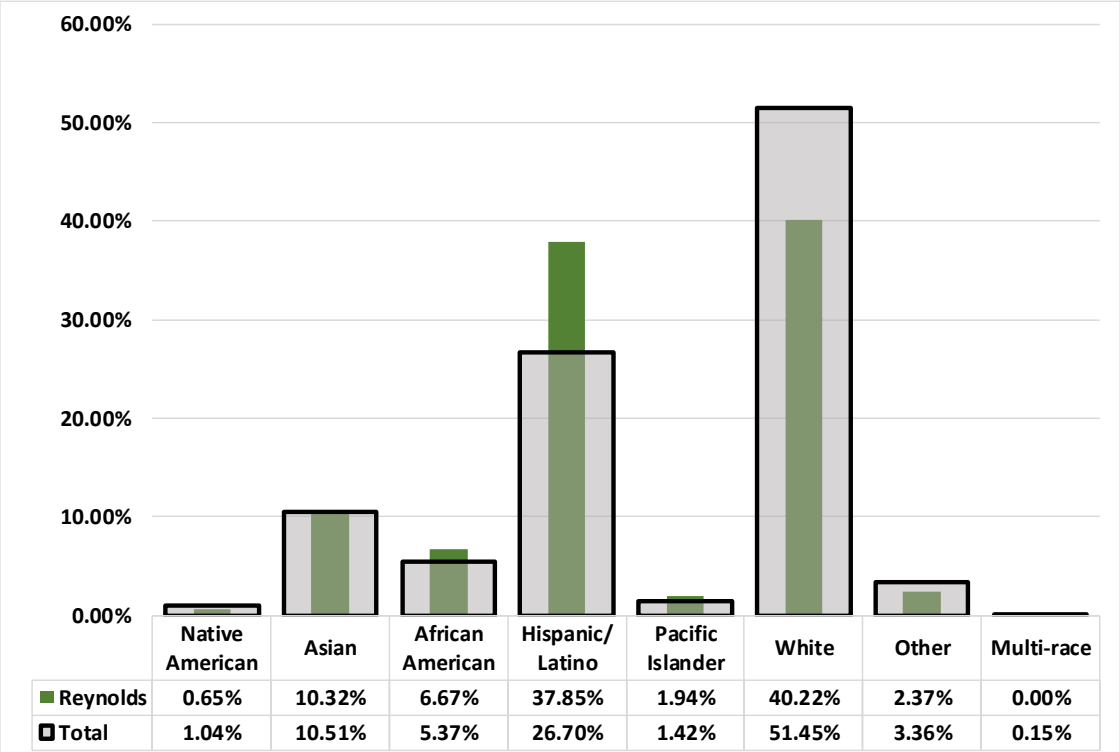
Ethnicity - Reynolds

Results of the Ethnicity Question are reported in Table RDR2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (51.45%) reported being white. A much lower proportion of Reynolds students (40.22%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 26.70% of the total respondents. A much higher proportion of Reynolds students (37.85%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 10.51% of the total respondents. Reynolds had a similar proportion of students (10.32%) report being Asian. Although much smaller numbers are reported for other ethnic groups, Reynolds reported higher proportions of African Americans (6.67% compared to 5.37% of the total respondents) and Pacific Islanders (1.94% of Reynolds Students comparted to 1.42% of the total respondents). Results of the ethnicity question are presented graphically in Figure RDR2. Respondents that identified themselves as "Other" were asked to specify. Results are available in Appendix D.

Table RDR2: Reynolds Respondents by Ethnicity

Ethnicity	Reynolds			Total		
	#	% Within	Index	#	% Within	Index
Native American	3	0.65%	62	14	1.04%	100
Asian	48	10.32%	98	141	10.51%	100
African American	31	6.67%	124	72	5.37%	100
Hispanic/ Latino	176	37.85%	142	358	26.70%	100
Pacific Islander	9	1.94%	137	19	1.42%	100
White	187	40.22%	78	690	51.45%	100
Other	11	2.37%	70	45	3.36%	100
Multi-race	0	0.00%	0	2	0.15%	100
Total	**465**	**100.00%**		**1341**	**100.00%**	

Figure RDR2: Bar Chart of Reynolds Respondents by Ethnicity



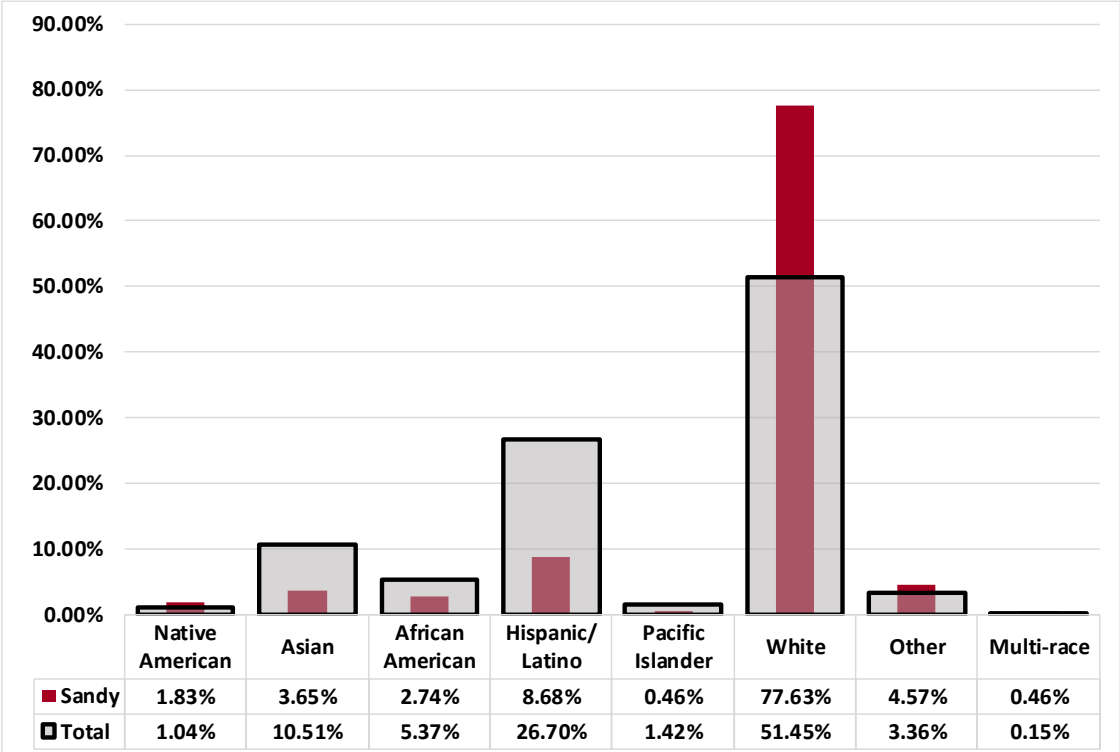
Ethnicity - Sandy

Results of the Ethnicity Question are reported in Table RDS2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (51.45%) reported being white. A much higher proportion of Sandy students (77.63%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 26.70% of the total student body. A much lower proportion of Sandy students (8.68%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 10.51% of the total student body. Sandy had a much smaller proportion of students (3.65%) report being Asian. Although much smaller numbers are reported for other ethnic groups, Sandy reported higher proportions of Native American (1.83% compared to 1.04% of the total respondents) and Other ethnicity (4.57% of Sandy Students comparted to 3.36% of the total student body). Results of the ethnicity question are presented graphically in Figure RDR2. Respondents that identified themselves as "Other" were asked to specify. Results are available in Appendix D.

Table RDS2: Sandy Respondents by Ethnicity

Ethnicity	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Native American	4	1.83%	175	14	1.04%	100
Asian	8	3.65%	35	141	10.51%	100
African American	6	2.74%	51	72	5.37%	100
Hispanic/ Latino	19	8.68%	32	358	26.70%	100
Pacific Islander	1	0.46%	32	19	1.42%	100
White	170	77.63%	151	690	51.45%	100
Other	10	4.57%	136	45	3.36%	100
Multi-race	1	0.46%	306	2	0.15%	100
Total	**219**	**100.00%**		**1341**	**100.00%**	

Figure RDS2: Bar Chart of Sandy Respondents by Ethnicity



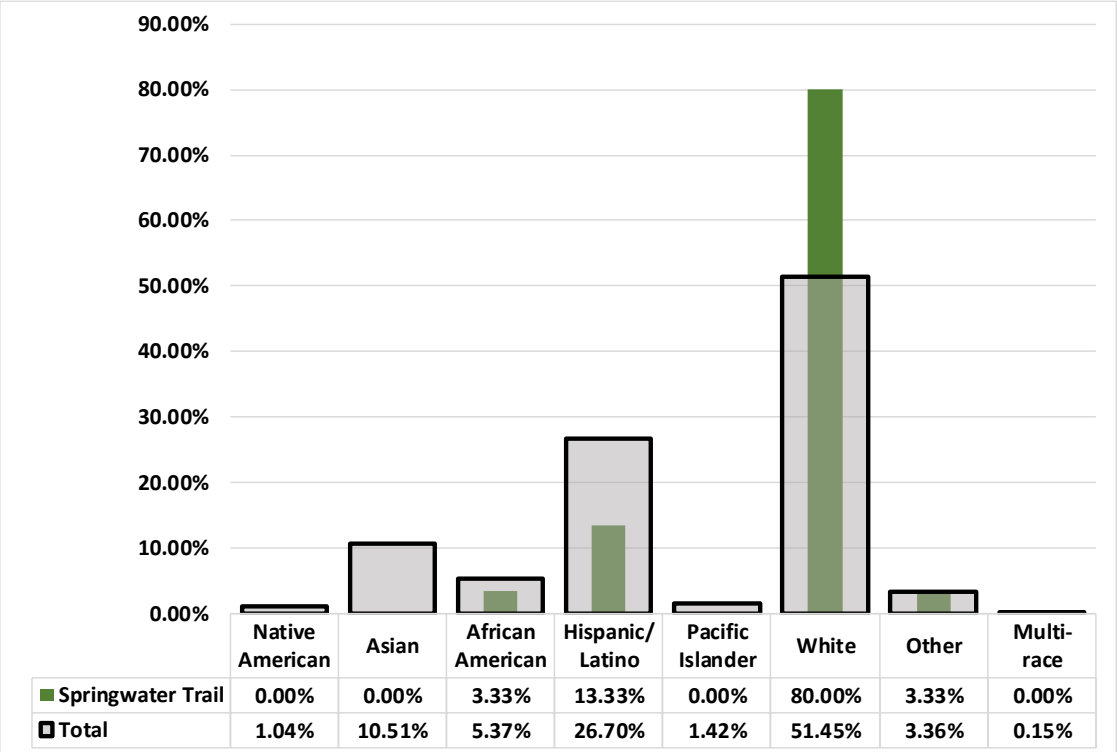
Ethnicity – Springwater Trail

Results of the Ethnicity Question are reported in Table RDST2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (51.45%) reported being white. A much higher proportion of Springwater Trail students (80.00%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 26.97% of the total respondents. A much lower proportion of Springwater Trail students (13.33%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 10.57% of the total respondents. Springwater Trail had no students report being Asian. Only one student reported being African American and one student reported being some other ethnicity. No students reported being any of the other races. The ethnicity data are presented graphically in Figure RDST2. Respondents that identified themselves as "Other" were asked to specify. Results are available in Appendix D.

Table RDST2: Springwater Trail Respondents by Ethnicity

Ethnicity	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Native American	0	0.00%	0	14	1.04%	100
Asian	0	0.00%	0	141	10.51%	100
African American	1	3.33%	62	72	5.37%	100
Hispanic/ Latino	4	13.33%	50	358	26.70%	100
Pacific Islander	0	0.00%	0	19	1.42%	100
White	24	80.00%	155	690	51.45%	100
Other	1	3.33%	99	45	3.36%	100
Multi-race	0	0.00%	0	2	0.15%	100
Total	**30**	**100.00%**		**1341**	**100.00%**	

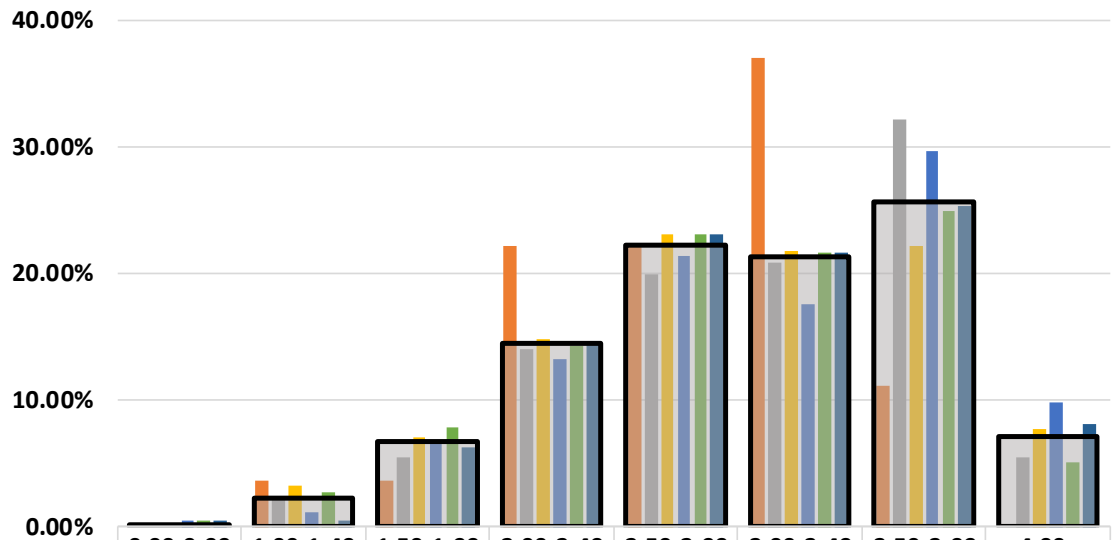
Figure RDST2: Bar Chart of Springwater Trail Respondents by Ethnicity



GPA

Results of senior's self-reported cumulative GPA are presented in Table RD3. The majority of students reported a GPA of between 3.50 and 3.99; 25.60% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.30% of respondents and between 3.00 and 3.49 with 21.32% of respondents. Figure RD3 present the results of GPA graphically.

Figure RD3: Distribution of Cumulative GPA by High School



	0.00-0.99	1.00-1.49	1.50-1.99	2.00-2.49	2.50-2.99	3.00-3.49	3.50-3.99	4.00+
Springwater Trail	0.00%	3.70%	3.70%	22.22%	22.22%	37.04%	11.11%	0.00%
Sandy	0.00%	2.26%	5.43%	14.03%	19.91%	20.81%	32.13%	5.43%
Reynolds	0.00%	3.23%	7.11%	14.87%	23.06%	21.77%	22.20%	7.76%
Parkrose	0.55%	1.10%	6.59%	13.19%	21.43%	17.58%	29.67%	9.89%
Gresham	0.46%	2.76%	7.83%	14.29%	23.04%	21.66%	24.88%	5.07%
Centennial	0.45%	0.45%	6.33%	14.48%	23.08%	21.72%	25.34%	8.14%
Total	0.23%	2.25%	6.68%	14.49%	22.30%	21.32%	25.60%	7.13%

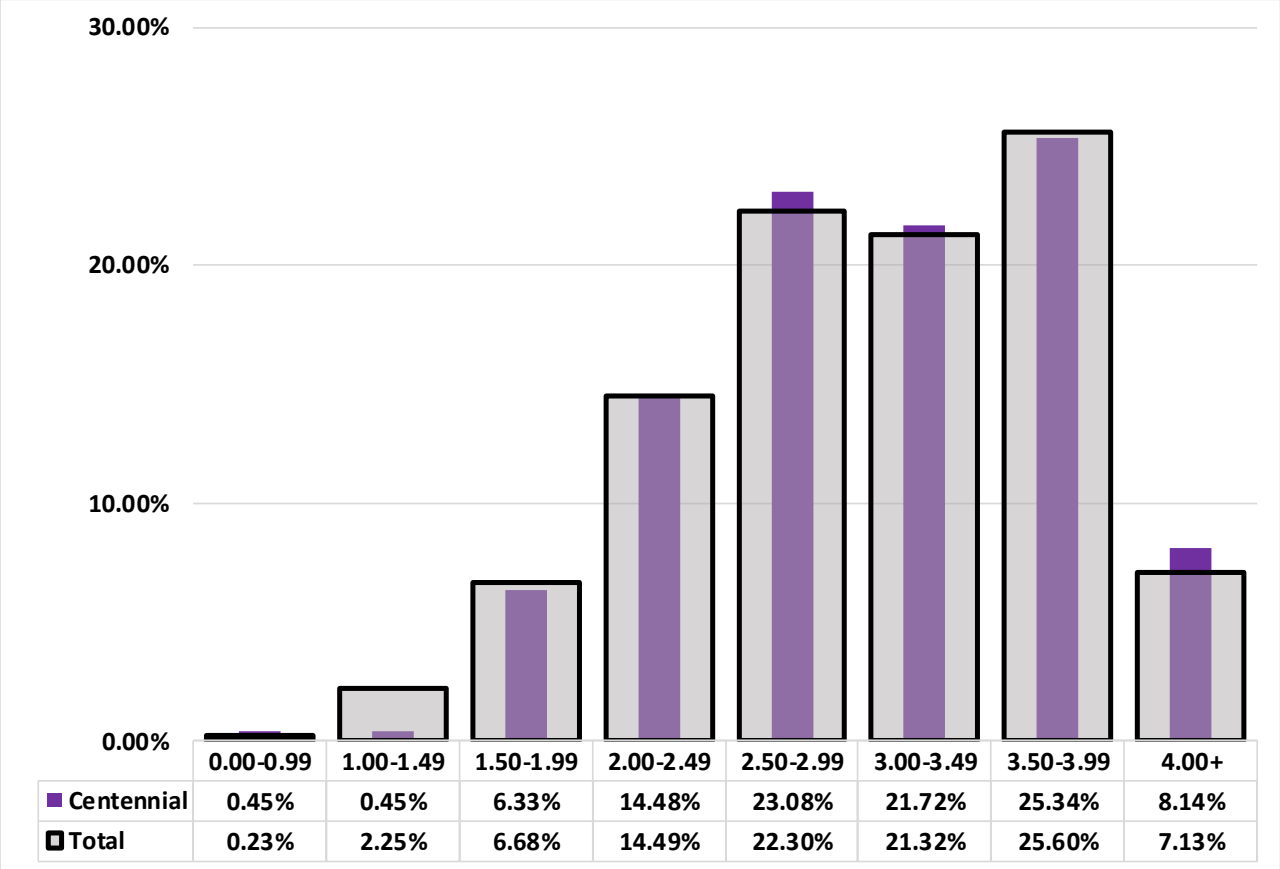
GPA - Centennial

Results of senior's self-reported cumulative GPA are presented in Table RDC3. Overall, the majority of students reported a GPA of between 3.50 and 3.99; 25.60% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.30% of respondents and between 3.00 and 3.49 with 21.32% of respondents. The proportion of Centennial students reporting cumulative GPA was very similar to the total respondents. A slightly higher proportion of Centennial students (8.14%) reported GPA's of 4.00 or greater. Figure RDC3 present the results of GPA graphically.

Table RDC3: Centennial Respondents by GPA

GPA	Centennial			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	1	0.45%	201	3	0.23%	100
1.00-1.49	1	0.45%	20	30	2.25%	100
1.50-1.99	14	6.33%	95	89	6.68%	100
2.00-2.49	32	14.48%	100	193	14.49%	100
2.50-2.99	51	23.08%	103	297	22.30%	100
3.00-3.49	48	21.72%	102	284	21.32%	100
3.50-3.99	56	25.34%	99	341	25.60%	100
4.00+	18	8.14%	114	95	7.13%	100
Total	**221**	**100.00%**		**1332**	**100.00%**	

Figure RDC3: Bar Chart of Centennial Seniors' Cumulative GPA



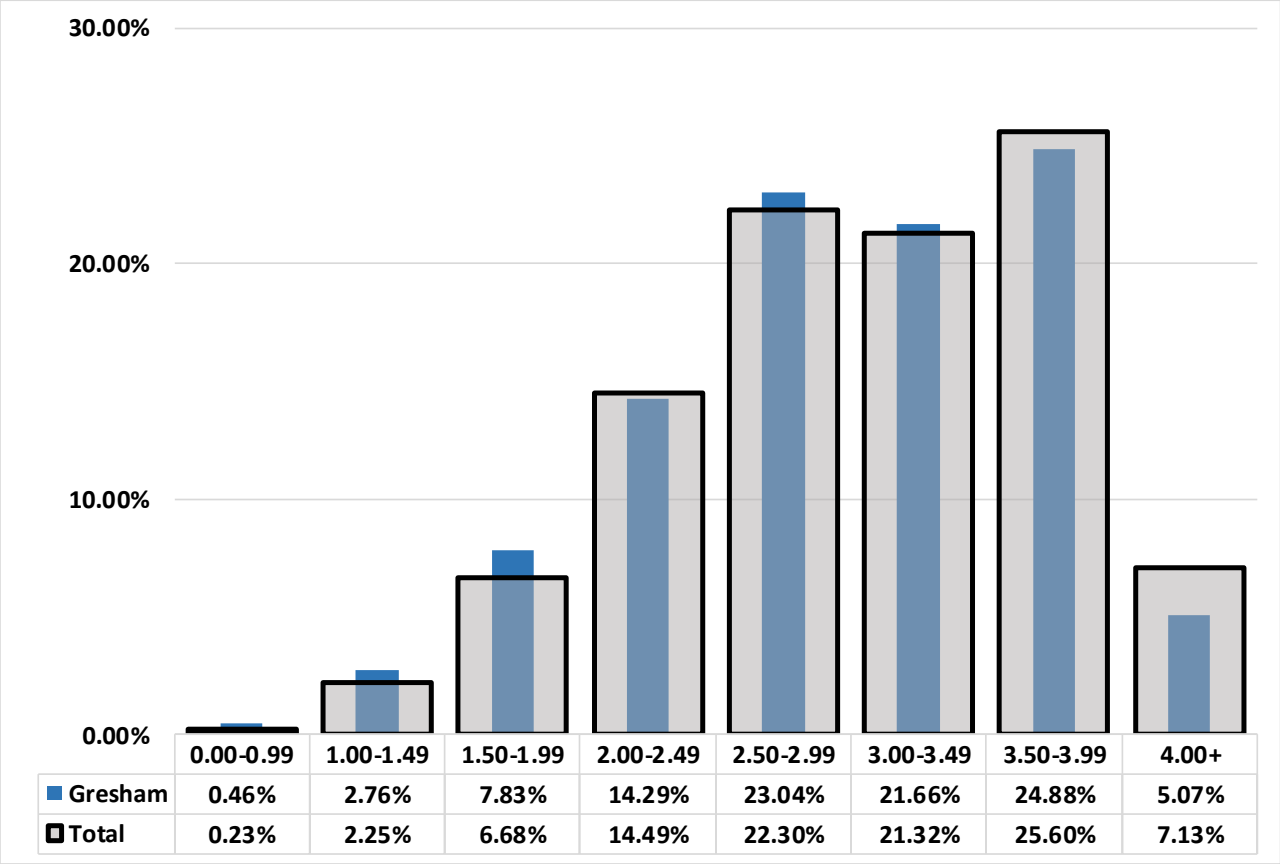
GPA - Gresham

Results of senior's self-reported cumulative GPA are presented in Table RDC3. Overall, the majority of students reported a GPA of between 3.50 and 3.99; 25.60% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.30% of respondents and between 3.00 and 3.49 with 21.60% of respondents. The proportion of Gresham students reporting cumulative GPA was very similar to the total respondents. Slightly higher proportions of Gresham students reported GPA's in the categories below 2.00 (7.83%, 2.76%, and 0.46% respectively for the three categories below 2.00). Figure RDG3 present the results of GPA graphically.

Table RDG3: Gresham Respondents by GPA

GPA	Gresham			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	1	0.46%	205	3	0.23%	100
1.00-1.49	6	2.76%	123	30	2.25%	100
1.50-1.99	17	7.83%	117	89	6.68%	100
2.00-2.49	31	14.29%	99	193	14.49%	100
2.50-2.99	50	23.04%	103	297	22.30%	100
3.00-3.49	47	21.66%	102	284	21.32%	100
3.50-3.99	54	24.88%	97	341	25.60%	100
4.00+	11	5.07%	71	95	7.13%	100
Total	**217**	**100.00%**		**1332**	**100.00%**	

Figure RDG3: Bar Chart of Gresham Seniors' Cumulative GPA



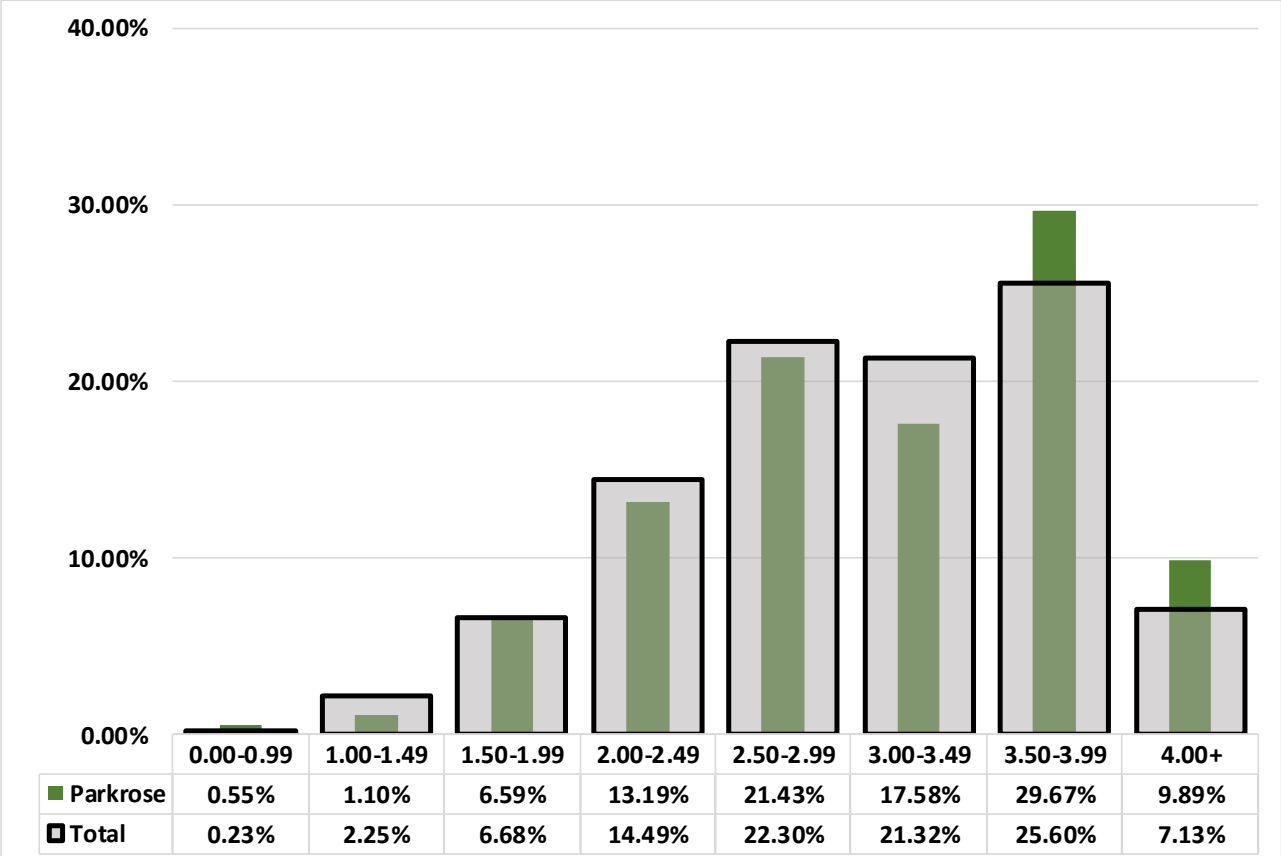
GPA - Parkrose

Results of senior's self-reported cumulative GPA are presented in Table RDP3. Overall, the majority of students reported a GPA of between 3.50 and 3.99; 25.60% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.30% of respondents and between 3.00 and 3.49 with 21.32% of respondents. The proportion of Parkrose students reporting cumulative GPA was similar to the total respondents. Slightly higher proportions of Parkrose students reported GPA's in two categories: (1) GPA of 4.00 – 9.89% Parkrose compared to 7.13% Total, (2) GPA of 3.50 to 3.99 – 29.67% Parkrose compared to 25.60% Total. Figure RDP3 present the results of GPA graphically.

Table RDP3: Parkrose Respondents by GPA

GPA	Parkrose			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	1	0.55%	244	3	0.23%	100
1.00-1.49	2	1.10%	49	30	2.25%	100
1.50-1.99	12	6.59%	99	89	6.68%	100
2.00-2.49	24	13.19%	91	193	14.49%	100
2.50-2.99	39	21.43%	96	297	22.30%	100
3.00-3.49	32	17.58%	82	284	21.32%	100
3.50-3.99	54	29.67%	116	341	25.60%	100
4.00+	18	9.89%	139	95	7.13%	100
Total	**182**	**100.00%**		**1332**	**100.00%**	

Figure RDP3: Bar Chart of Parkrose Seniors' Cumulative GPA



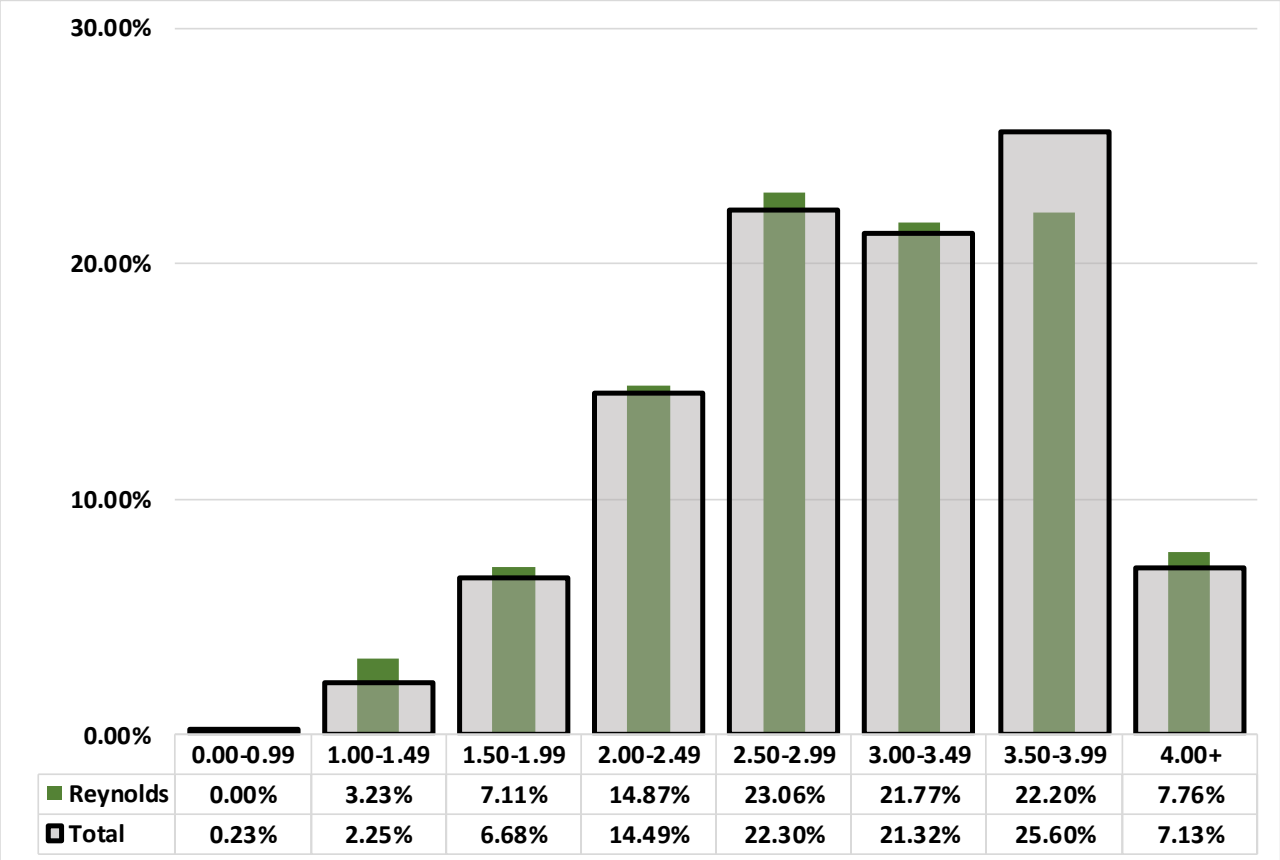
GPA - Reynolds

Results of senior's self-reported cumulative GPA are presented in Table RDR3. Overall, the majority of students reported a GPA of between 3.50 and 3.99; 25.60% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.30% of respondents and between 3.00 and 3.49 with 21.32% of respondents. The proportion of Reynolds students reporting cumulative GPA was similar to the total respondents. Slightly higher proportions of Reynolds students reported GPA's in six of the eight categories. No one reported earning a cumulative GPA of between 0.00 and 0.99. A lower proportion of Reynolds students reported earning a GPA of between 3.50 and 3.99. Figure RDR3 present the results of GPA graphically.

Table RDR3: Reynolds Respondents by GPA

GPA	Reynolds			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	0	0.00%	0	3	0.23%	100
1.00-1.49	15	3.23%	144	30	2.25%	100
1.50-1.99	33	7.11%	106	89	6.68%	100
2.00-2.49	69	14.87%	103	193	14.49%	100
2.50-2.99	107	23.06%	103	297	22.30%	100
3.00-3.49	101	21.77%	102	284	21.32%	100
3.50-3.99	103	22.20%	87	341	25.60%	100
4.00+	36	7.76%	109	95	7.13%	100
Total	**464**	**100.00%**		**1332**	**100.00%**	

Figure RDR3: Bar Chart of Reynolds Seniors' Cumulative GPA



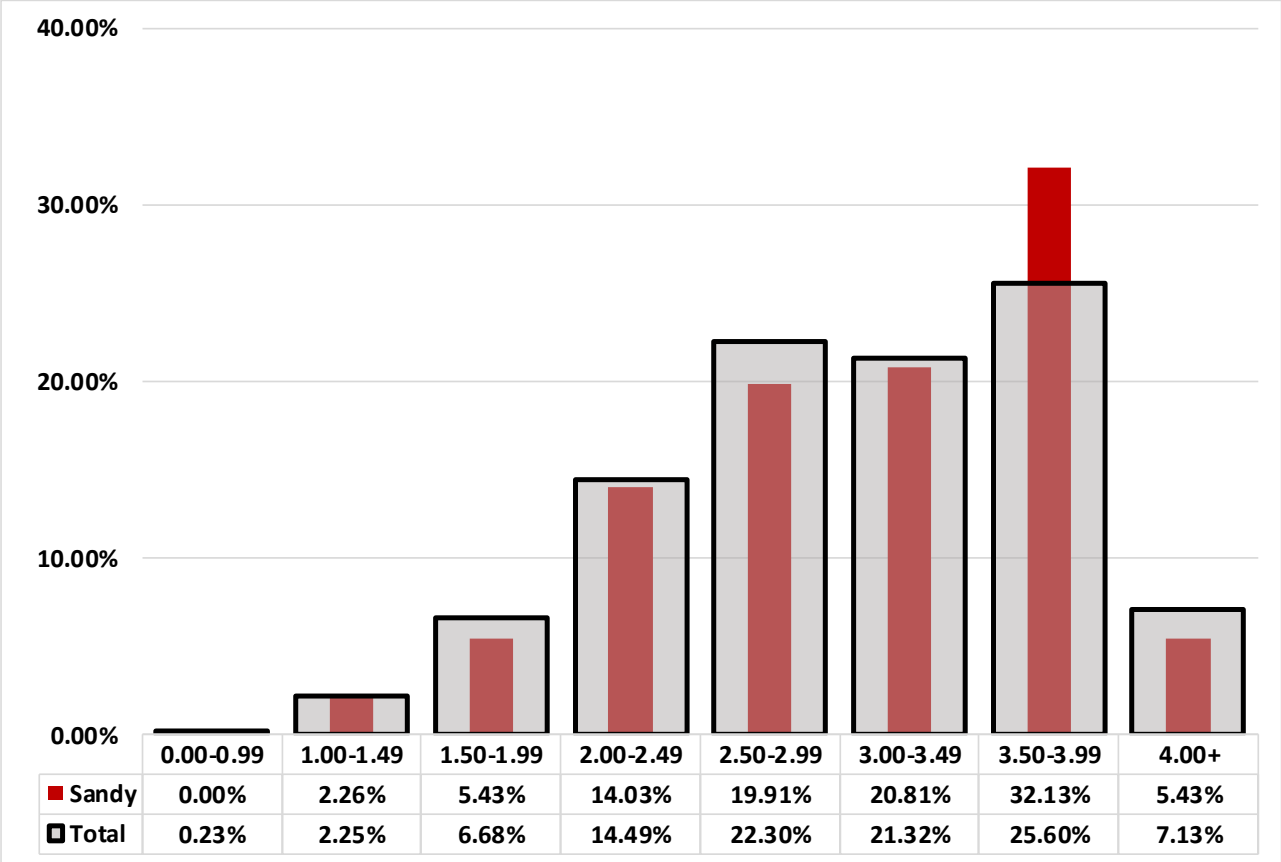
GPA - Sandy

Results of senior's self-reported cumulative GPA are presented in Table RDS3. Overall, the majority of students reported a GPA of between 3.50 and 3.99; 25.60% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.30% of respondents and between 3.00 and 3.49 with 21.32% of respondents. The proportion of Sandy students reporting cumulative GPA was similar to the total respondents. A higher proportion of Sandy students reported a GPA of between 3.50 and 3.99 than did students overall (32.13% of Sandy students compared to 25.60% for students overall. Figure RDS3 present the results of GPA graphically.

Table RDS3: Sandy Respondents by GPA

GPA	Sandy			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	0	0.00%	0	3	0.23%	100
1.00-1.49	5	2.26%	100	30	2.25%	100
1.50-1.99	12	5.43%	81	89	6.68%	100
2.00-2.49	31	14.03%	97	193	14.49%	100
2.50-2.99	44	19.91%	89	297	22.30%	100
3.00-3.49	46	20.81%	98	284	21.32%	100
3.50-3.99	71	32.13%	125	341	25.60%	100
4.00+	12	5.43%	76	95	7.13%	100
Total	**221**	**100.00%**		**1332**	**100.00%**	

Figure RDS3: Bar Chart of Sandy Seniors' Cumulative GPA



GPA – Springwater Trail

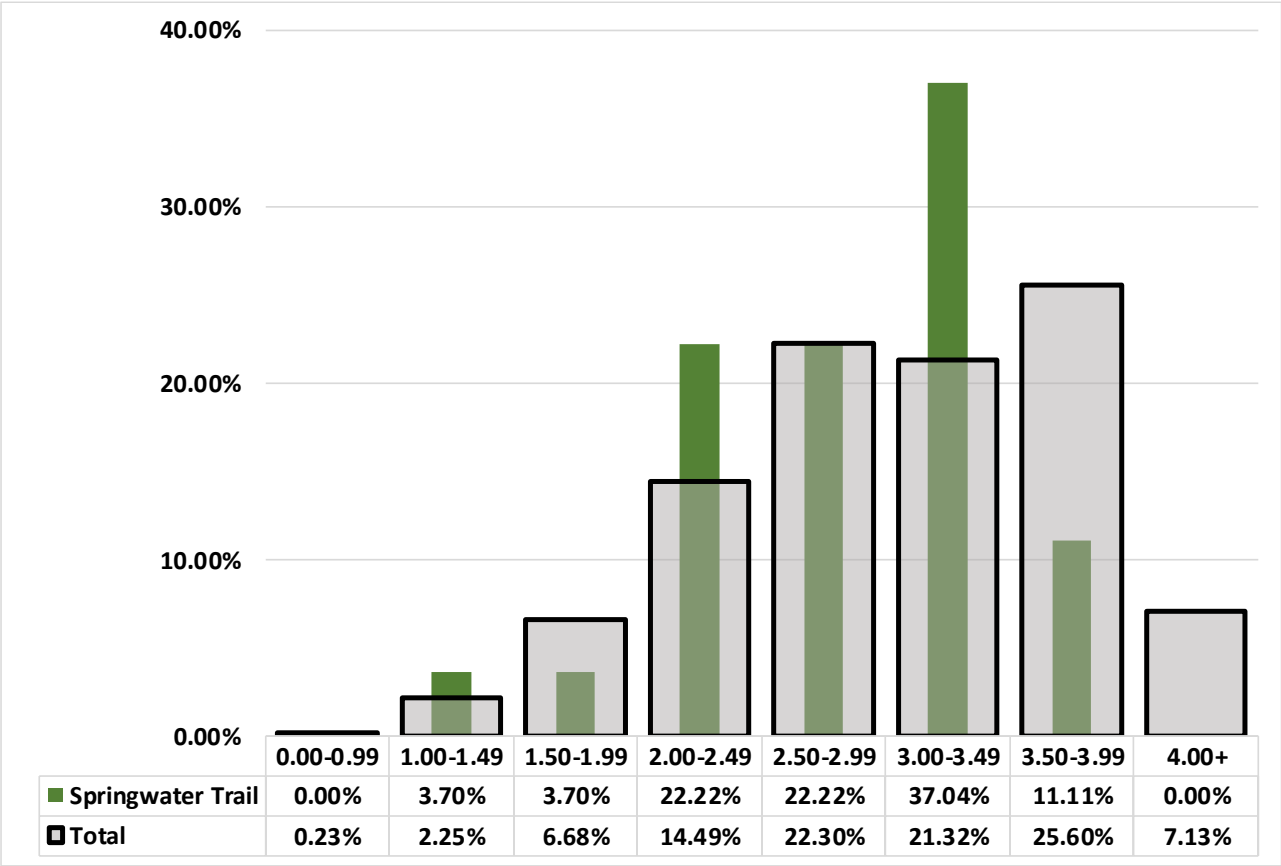
Results of senior's self-reported cumulative GPA are presented in Table RDST3. Overall, the majority of students reported a GPA of between 3.50 and 3.99; 25.60% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.30% of respondents and between 3.00 and 3.49 with 21.32% of respondents.

Table RDST3: Springwater Trail Respondents by GPA

GPA	Springwater Trail			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	0	0.00%	0	3	0.23%	100
1.00-1.49	1	3.70%	164	30	2.25%	100
1.50-1.99	1	3.70%	55	89	6.68%	100
2.00-2.49	6	22.22%	153	193	14.49%	100
2.50-2.99	6	22.22%	100	297	22.30%	100
3.00-3.49	10	37.04%	174	284	21.32%	100
3.50-3.99	3	11.11%	43	341	25.60%	100
4.00+	0	0.00%	0	95	7.13%	100
Total	**27**	**100.00%**		**1332**	**100.00%**	

The proportion of Springwater Trail students reporting cumulative GPA was higher for three ranges: (1) 3.50 to 3.99 – Springwater Trail 37.04% / Total Students 25.60%, (2) 2.00 to 2.49 – Springwater Trail 22.22% / Total Students 14.49%, and (3) 1.00 to 1.49 – Springwater Trail 3.70% / Total Students 2.25%. Figure RDS3 present the results of GPA graphically.

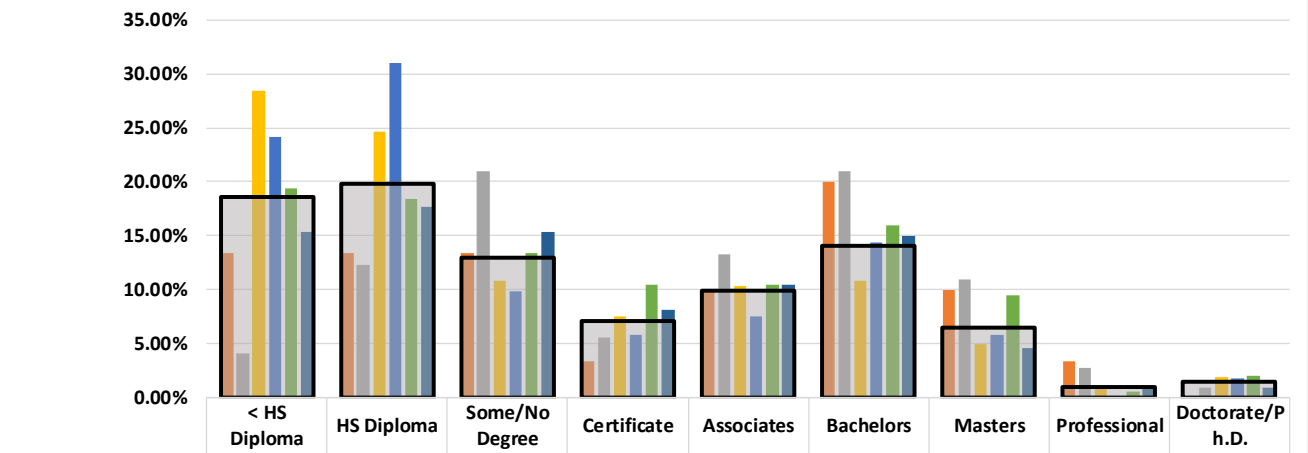
Figure RDST3: Bar Chart of Sandy Seniors' Cumulative GPA



Parent's Education Level

Results of Parent's Education Level are reported in Table RD4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Having at least one parent that graduated from high school was reported more often than any other education level. Over seventeen percent (17.89%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Parent's education level is reported graphically in Figure RD4.

Figure RD4: Parents' Highest Education Level by High School and Overall



	< HS Diploma	HS Diploma	Some/No Degree	Certificate	Associates	Bachelors	Masters	Professional	Doctorate/Ph.D.
Springwater Trail	13.33%	13.33%	13.33%	3.33%	10.00%	20.00%	10.00%	3.33%	0.00%
Sandy	4.11%	12.33%	21.00%	5.48%	13.24%	21.00%	10.96%	2.74%	0.91%
Reynolds	28.40%	24.65%	10.80%	7.51%	10.33%	10.80%	4.93%	0.70%	1.88%
Parkrose	24.14%	31.03%	9.77%	5.75%	7.47%	14.37%	5.75%	0.00%	1.72%
Gresham	19.40%	18.41%	13.43%	10.45%	10.45%	15.92%	9.45%	0.50%	1.99%
Centennial	15.38%	17.65%	15.38%	8.14%	10.41%	14.93%	4.52%	0.90%	0.90%
Total	18.57%	19.84%	12.98%	7.01%	9.92%	14.02%	6.49%	0.97%	1.42%

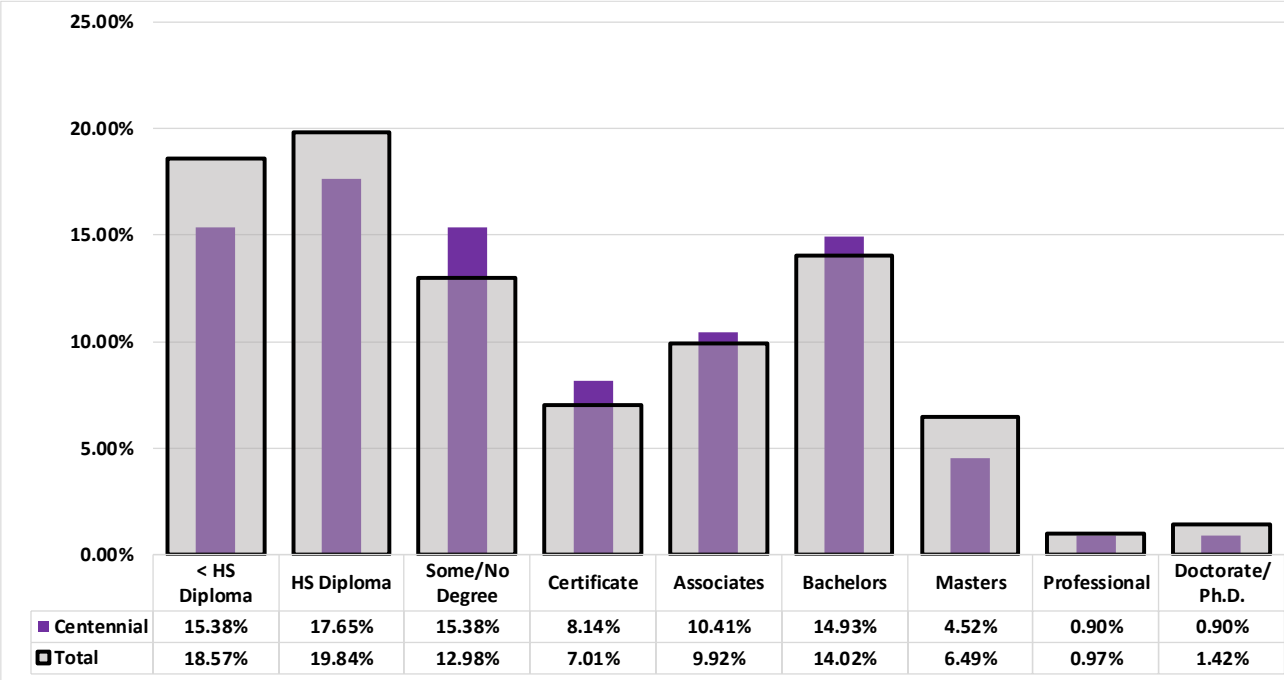
Parent's Education Level - Centennial

Results of Parent's Education Level are reported in Table RDC4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Having at least one parent that graduated from high school was reported more often than any other education level. Over nineteen percent (19.83%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Centennial Seniors had higher proportions of students reporting their parents' highest education level was Some College no Degree (15.38% compared to 12.83% overall) or a college certificate (8.14% compared to 7.22% overall). Centennial Seniors were also more likely to report at least one parent with an Associate's Degree (10.41%) or a Bachelor's Degree (14.93%). Centennial Seniors parents highest education level is reported graphically in Figure RDC4.

Table RDC4: Centennial Seniors Parents' Highest Education Level

Parents' Highest Education Level	Centennial			Total		
	#	% Within	Index	#	% Within	Index
< HS Diploma	34	15.38%	83	249	18.57%	100
HS Diploma	39	17.65%	89	266	19.84%	100
Some/No Degree	34	15.38%	119	174	12.98%	100
Certificate	18	8.14%	116	94	7.01%	100
Associates	23	10.41%	105	133	9.92%	100
Bachelors	33	14.93%	107	188	14.02%	100
Masters	10	4.52%	70	87	6.49%	100
Professional	2	0.90%	93	13	0.97%	100
Doctorate/Ph.D.	2	0.90%	64	19	1.42%	100
Total	**195**	**100.00%**		**1223**	**100.00%**	

Figure RDC4: Parents' Highest Education Level by Centennial High School and Overall



Parent's Education Level - Gresham

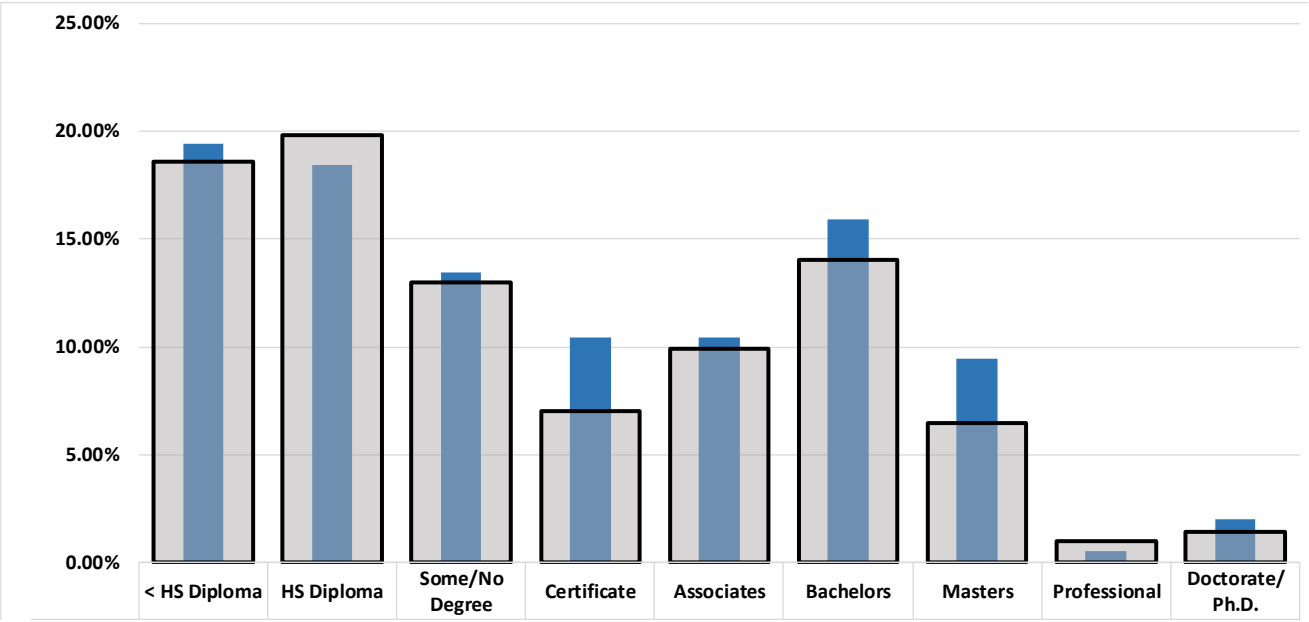
Results of Parent's Education Level are reported in Table RDG4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Over nineteen percent (19.83%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Gresham Seniors had higher proportions of students reporting their parents' highest education level was a certificate (10.45% compared to 7.01% overall), a Master's Degree (9.45% compared to 6.49% overall) or a Doctorate/Ph.D. Degree (1.99% compared to 1.42% overall). Gresham seniors were less likely to indicate they had at least one parent with a Professional Degree. They were about as likely as the overall to report a parent in one of the other categories. Gresham Seniors parents highest education level is reported graphically in Figure RDG4.

Table RDG4: Gresham Seniors Parents' Highest Education Level

Parents' Highest Education Level	Gresham #	Gresham % Within	Gresham Index	Total #	Total % Within	Total Index
< HS Diploma	39	19.40%	104	249	18.57%	100
HS Diploma	37	18.41%	93	266	19.84%	100
Some/No Degree	27	13.43%	104	174	12.98%	100
Certificate	21	10.45%	149	94	7.01%	100
Associates	21	10.45%	105	133	9.92%	100
Bachelors	32	15.92%	114	188	14.02%	100
Masters	19	9.45%	146	87	6.49%	100
Professional	1	0.50%	51	13	0.97%	100
Doctorate/ Ph.D.	4	1.99%	140	19	1.42%	100
Total	**201**	**100.00%**		**1223**	**100.00%**	

Figure RDG4: Parents' Highest Education Level by Gresham High School and Overall

This bar chart presents the highest level of education obtained by Centennial High School Seniors Parents and compares it to all survey respondents.



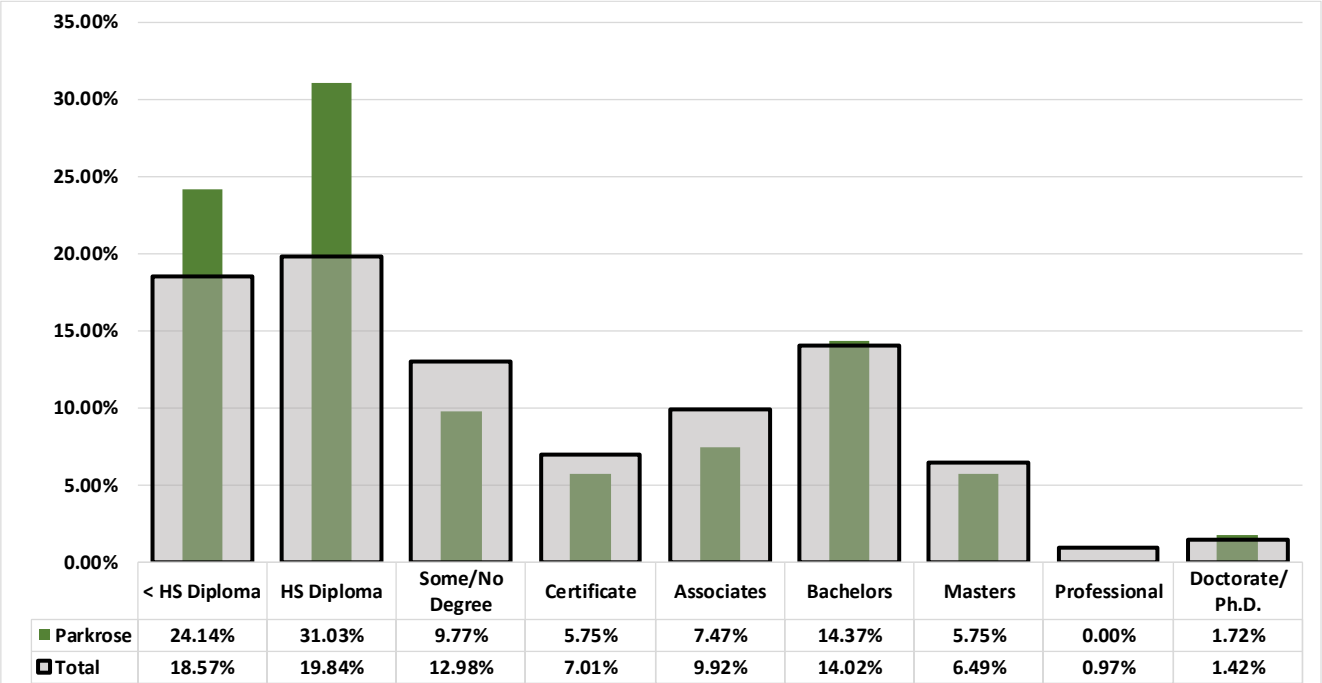
Parent's Education Level - Parkrose

Results of Parent's Education Level are reported in Table RDP4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Over nineteen percent (19.84%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Parkrose Seniors had higher proportions of students reporting their parents' highest education level was Less than High School Diploma (24.14% compared to 18.57% overall) or a High School Diploma (31.03% compared to 19.84% overall). No Parkrose students reported a parent with a professional degree. Parkrose Seniors parents highest education level is reported graphically in Figure RDP4.

Table RDP4: Parkrose Seniors Parents' Highest Education Level

Parents' Highest Education Level	Parkrose #	Parkrose % Within	Parkrose Index	Total #	Total % Within	Total Index
< HS Diploma	42	24.14%	130	249	18.57%	100
HS Diploma	54	31.03%	156	266	19.84%	100
Some/No Degree	17	9.77%	75	174	12.98%	100
Certificate	10	5.75%	82	94	7.01%	100
Associates	13	7.47%	75	133	9.92%	100
Bachelors	25	14.37%	102	188	14.02%	100
Masters	10	5.75%	89	87	6.49%	100
Professional	0	0.00%	0	13	0.97%	100
Doctorate/ Ph.D.	3	1.72%	122	19	1.42%	100
Total	**174**	**100.00%**		**1223**	**100.00%**	

Figure RDP4: Parents' Highest Education Level by Parkrose High School and Overall



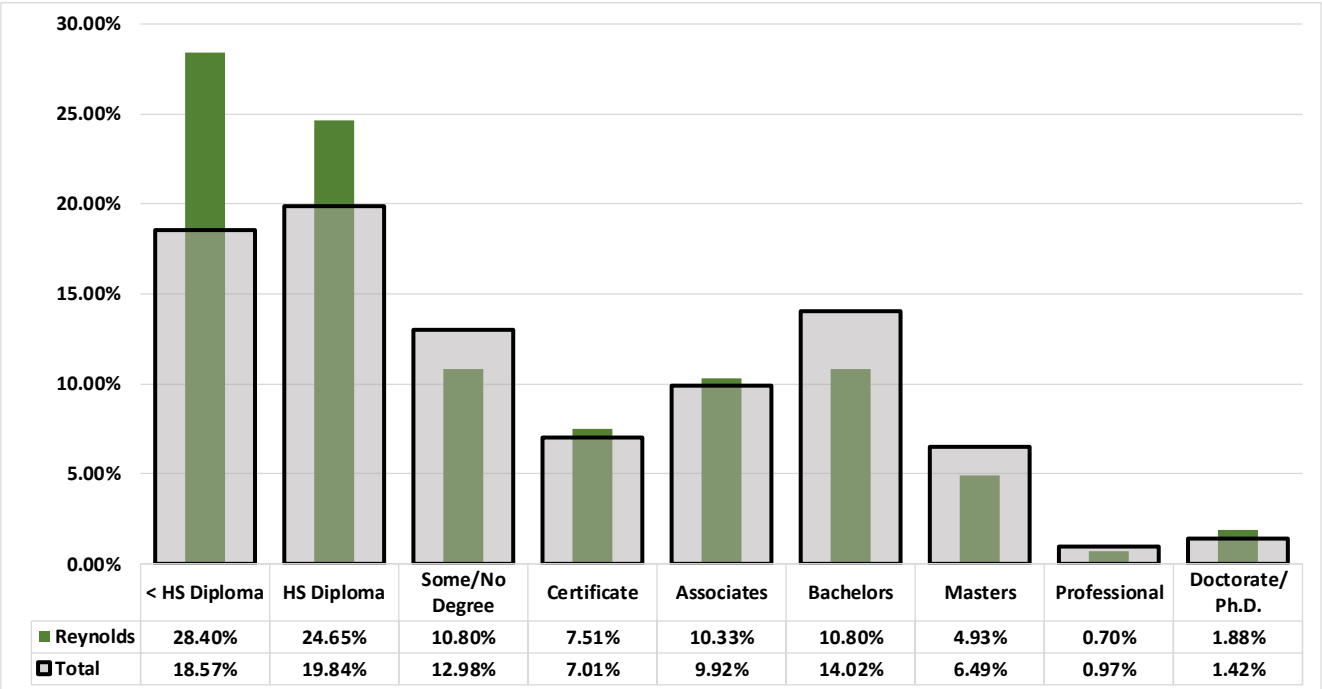
Parent's Education Level - Reynolds

Results of Parent's Education Level are reported in Table RDR4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Over nineteen percent (19.84%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Reynolds Seniors had higher proportions of students reporting their parents' highest education level was Less than High School Diploma (28.40% compared to 18.57% overall) or a High School Diploma (24.65% compared to 19.84% overall). Reynolds Seniors parents highest education level is reported graphically in Figure RDR4.

Table RDR4: Reynolds Seniors Parents' Highest Education Level

Parents' Highest Education Level	Reynolds #	Reynolds % Within	Reynolds Index	Total #	Total % Within	Total Index
< HS Diploma	121	28.40%	153	249	18.57%	100
HS Diploma	105	24.65%	124	266	19.84%	100
Some/No Degree	46	10.80%	83	174	12.98%	100
Certificate	32	7.51%	107	94	7.01%	100
Associates	44	10.33%	104	133	9.92%	100
Bachelors	46	10.80%	77	188	14.02%	100
Masters	21	4.93%	76	87	6.49%	100
Professional	3	0.70%	73	13	0.97%	100
Doctorate/ Ph.D.	8	1.88%	133	19	1.42%	100
Total	**426**	**100.00%**		**1223**	**100.00%**	

Figure RDR4: Parents' Highest Education Level by Reynolds High School and Overall



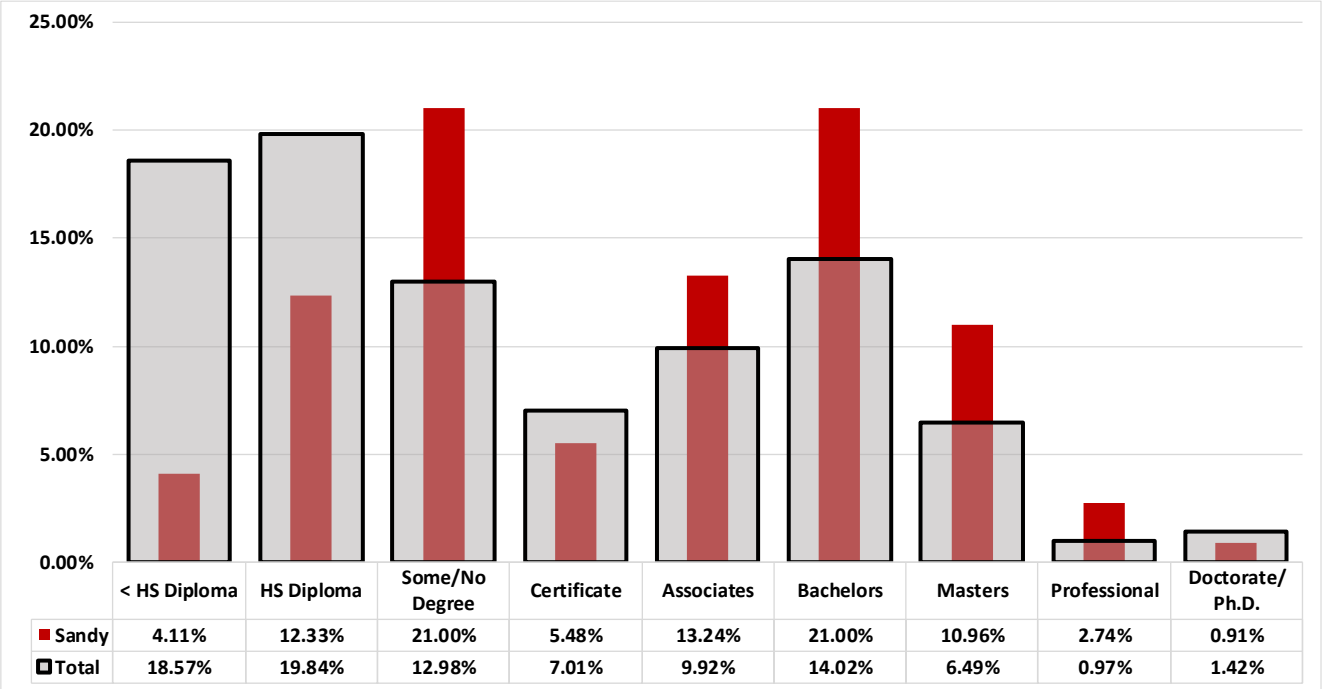
Parent's Education Level - Sandy

Results of Parent's Education Level are reported in Table RDS4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Over nineteen percent (19.84%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Sandy Seniors had higher proportions of students reporting their parents' highest education level was some type of degree (except for a Doctorate). Sandy Seniors parents highest education level is reported graphically in Figure RDS4.

Table RDS4: Sandy Seniors Parents' Highest Education Level

Parents' Highest Education Level	Sandy #	Sandy % Within	Sandy Index	Total #	Total % Within	Total Index
< HS Diploma	9	4.11%	22	249	18.57%	100
HS Diploma	27	12.33%	62	266	19.84%	100
Some/No Degree	46	21.00%	162	174	12.98%	100
Certificate	12	5.48%	78	94	7.01%	100
Associates	29	13.24%	134	133	9.92%	100
Bachelors	46	21.00%	150	188	14.02%	100
Masters	24	10.96%	169	87	6.49%	100
Professional	6	2.74%	283	13	0.97%	100
Doctorate/ Ph.D.	2	0.91%	64	19	1.42%	100
Total	**201**	**100.00%**		**1223**	**100.00%**	

Figure RDS4: Parents' Highest Education Level by Sandy High School and Overall



Parent's Education Level – Springwater Trail

Results of Parent's Education Level are reported in Table RDST4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Over nineteen percent (19.84%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Springwater Trail Seniors had higher proportions of students reporting their parents' highest education level was some type of degree (except for a Doctorate). Springwater Trail Seniors parents highest education level is reported graphically in Figure RDST4.

Table RDST4: Springwater Trail Seniors Parents' Highest Education Level

Parents' Highest Education Level	Springwater Trail #	Springwater Trail % Within	Springwater Trail Index	Total #	Total % Within	Total Index
< HS Diploma	4	13.33%	72	249	18.57%	100
HS Diploma	4	13.33%	67	266	19.84%	100
Some/No Degree	4	13.33%	103	174	12.98%	100
Certificate	1	3.33%	48	94	7.01%	100
Associates	3	10.00%	101	133	9.92%	100
Bachelors	6	20.00%	143	188	14.02%	100
Masters	3	10.00%	154	87	6.49%	100
Professional	1	3.33%	344	13	0.97%	100
Doctorate/ Ph.D.	0	0.00%	0	19	1.42%	100
Total	**26**	**100.00%**		**1223**	**100.00%**	

Figure RDST4: Parents' Highest Education Level by Springwater Trail High School and Overall

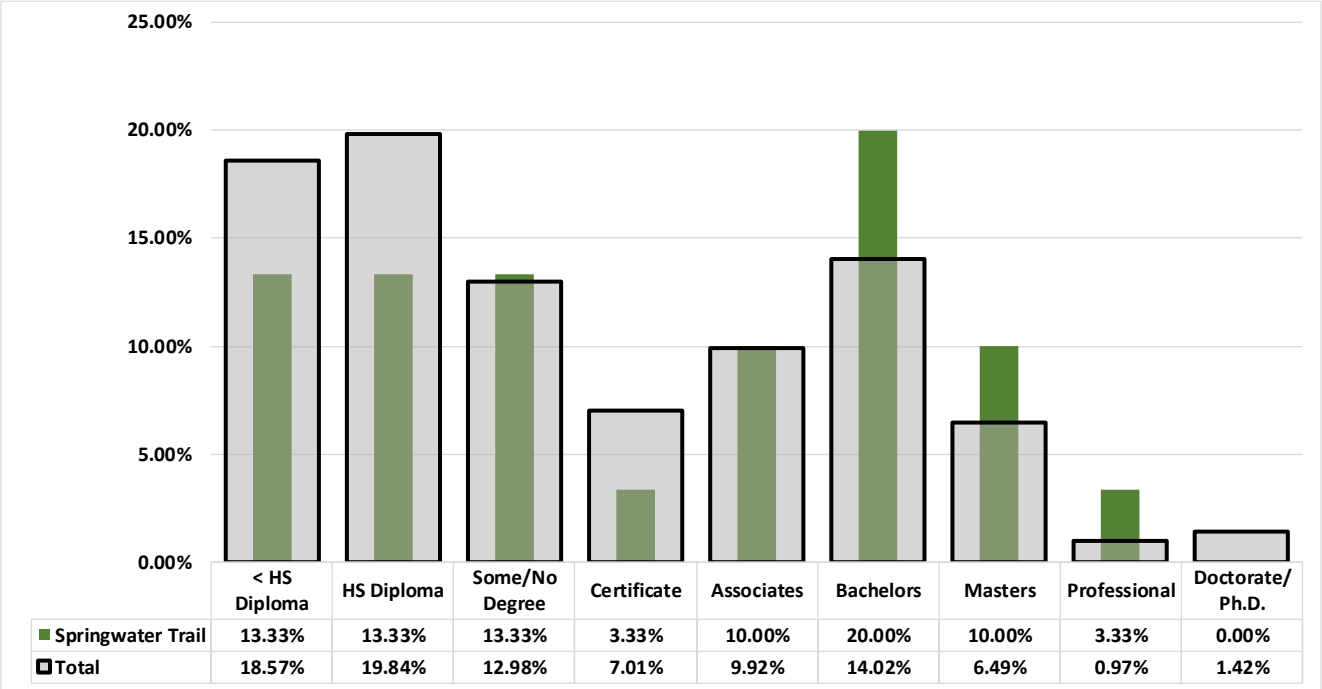


Table RD1: Responses by Gender

Gender / High School		Male	Female	Non-binary	Total
Centennial	#	100	117	3	220
	% Within	45.45%	53.18%	1.36%	100.00%
	Index	98	102	86	
Gresham	#	102	110	4	216
	% Within	47.22%	50.93%	1.85%	100.00%
	Index	102	98	116	
Parkrose	#	77	102	5	184
	% Within	41.85%	55.43%	2.72%	100.00%
	Index	90	106	171	
Reynolds	#	223	233	2	458
	% Within	48.69%	50.87%	0.44%	100.00%
	Index	105	98	27	
Sandy	#	94	111	7	212
	% Within	44.34%	52.36%	3.30%	100.00%
	Index	96	100	207	
Springwater Trail	#	14	15	0	29
	% Within	48.28%	51.72%	0.00%	100.00%
	Index	104	99	0	
Total	#	610	688	21	1319
	% Within	46.25%	52.16%	1.59%	100.00%
	Index	100	100	100	

Table RD2: Responses by Ethnicity

Ethnicity / High School		Native American	Asian	African American	Hispanic/ Latino	Pacific Islander	White	Other	Multi-race	Total
Centennial	#	3	36	8	47	2	116	8	1	**221**
	% Within	1.36%	16.29%	3.62%	21.27%	0.90%	52.49%	3.62%	0.45%	**100.00%**
	Index	130	155	67	80	64	102	108	303	
Gresham	#	2	9	5	72	2	121	8	0	**219**
	% Within	0.91%	4.11%	2.28%	32.88%	0.91%	55.25%	3.65%	0.00%	**100.00%**
	Index	87	39	43	123	64	107	109	0	
Parkrose	#	2	40	21	40	5	72	7	0	**187**
	% Within	1.07%	21.39%	11.23%	21.39%	2.67%	38.50%	3.74%	0.00%	**100.00%**
	Index	102	203	209	80	189	75	112	0	
Reynolds	#	3	48	31	176	9	187	11	0	**465**
	% Within	0.65%	10.32%	6.67%	37.85%	1.94%	40.22%	2.37%	0.00%	**100.00%**
	Index	62	98	124	142	137	78	70	0	
Sandy	#	4	8	6	19	1	170	10	1	**219**
	% Within	1.83%	3.65%	2.74%	8.68%	0.46%	77.63%	4.57%	0.46%	**100.00%**
	Index	175	35	51	32	32	151	136	306	
Springwater Trail	#	0	0	1	4	0	24	1	0	**30**
	% Within	0.00%	0.00%	3.33%	13.33%	0.00%	80.00%	3.33%	0.00%	**100.00%**
	Index	0	0	62	50	0	155	99	0	
Total	#	14	141	72	358	19	690	45	2	**1341**
	% Within	1.04%	10.51%	5.37%	26.70%	1.42%	51.45%	3.36%	0.15%	**100.00%**
	Index	100	100	100	100	100	100	100	100	

Table RD3: Responses by GPA

GPA / High School		0.00-0.99	1.00-1.49	1.50-1.99	2.00-2.49	2.50-2.99	3.00-3.49	3.50-3.99	4.00+	Total
	#	1	1	14	32	51	48	56	18	**221**
	Percent	0.45%	0.45%	6.33%	14.48%	23.08%	21.72%	25.34%	8.14%	**100.00%**
Centennial	Index	201	20	95	100	103	102	99	114	
	#	1	6	17	31	50	47	54	11	**217**
	Percent	0.46%	2.76%	7.83%	14.29%	23.04%	21.66%	24.88%	5.07%	**100.00%**
Gresham	Index	205	123	117	99	103	102	97	71	
	#	1	2	12	24	39	32	54	18	**182**
	Percent	0.55%	1.10%	6.59%	13.19%	21.43%	17.58%	29.67%	9.89%	**100.00%**
Parkrose	Index	244	49	99	91	96	82	116	139	
	#	0	15	33	69	107	101	103	36	**464**
	Percent	0.00%	3.23%	7.11%	14.87%	23.06%	21.77%	22.20%	7.76%	**100.00%**
Reynolds	Index	0	144	106	103	103	102	87	109	
	#	0	5	12	31	44	46	71	12	**221**
	Percent	0.00%	2.26%	5.43%	14.03%	19.91%	20.81%	32.13%	5.43%	**100.00%**
Sandy	Index	0	100	81	97	89	98	125	76	
	#	0	1	1	6	6	10	3	0	**27**
	Percent	0.00%	3.70%	3.70%	22.22%	22.22%	37.04%	11.11%	0.00%	**100.00%**
Springwater Trail	Index	0	164	55	153	100	174	43	0	
	#	3	30	89	193	297	284	341	95	**1332**
	Percent	0.23%	2.25%	6.68%	14.49%	22.30%	21.32%	25.60%	7.13%	**100.00%**
Total	Index	100	100	100	100	100	100	100	100	

Table RD4: Responses by Parents' Education Level

Parents' Highest Ed Level / High School		< HS Diploma	HS Diploma	Some/ No Degree	Certif-icate	Associate	Bachelors	Masters	Profes-sional	Doctorate / Ph.D.	Total
	#	34	39	34	18	23	33	10	2	2	**195**
	% Within	15.38%	17.65%	15.38%	8.14%	10.41%	14.93%	4.52%	0.90%	0.90%	**100.00%**
Centennial	**Index**	83	89	119	116	105	107	70	93	64	
	#	39	37	27	21	21	32	19	1	4	**201**
	% Within	19.40%	18.41%	13.43%	10.45%	10.45%	15.92%	9.45%	0.50%	1.99%	**100.00%**
Gresham	**Index**	104	93	104	149	105	114	146	51	140	
	#	42	54	17	10	13	25	10	0	3	**174**
	% Within	24.14%	31.03%	9.77%	5.75%	7.47%	14.37%	5.75%	0.00%	1.72%	**100.00%**
Parkrose	**Index**	130	156	75	82	75	102	89	0	122	
	#	121	105	46	32	44	46	21	3	8	**426**
	% Within	28.40%	24.65%	10.80%	7.51%	10.33%	10.80%	4.93%	0.70%	1.88%	**100.00%**
Reynolds	**Index**	153	124	83	107	104	77	76	73	133	
	#	9	27	46	12	29	46	24	6	2	**201**
	% Within	4.11%	12.33%	21.00%	5.48%	13.24%	21.00%	10.96%	2.74%	0.91%	**100.00%**
Sandy	**Index**	22	62	162	78	134	150	169	283	64	
	#	4	4	4	1	3	6	3	1	0	**26**
	% Within	13.33%	13.33%	13.33%	3.33%	10.00%	20.00%	10.00%	3.33%	0.00%	**100.00%**
Springwater Trail	**Index**	72	67	103	48	101	143	154	344	0	
	#	249	266	174	94	133	188	87	13	19	**1223**
	% Within	18.57%	19.84%	12.98%	7.01%	9.92%	14.02%	6.49%	0.97%	1.42%	**100.00%**
Total	**Index**	100	100	100	100	100	100	100	100	100	

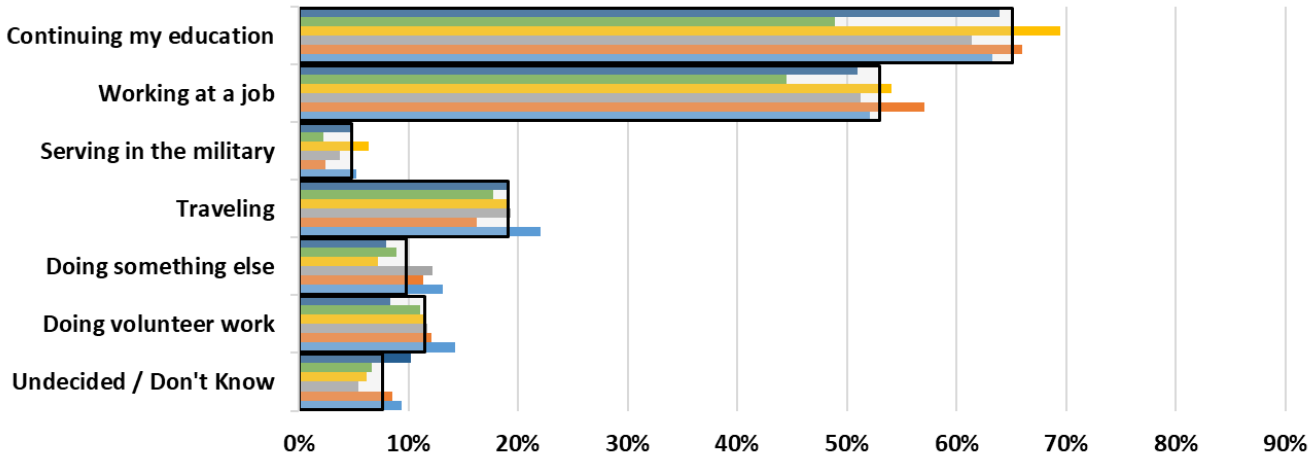
Results – MHCC Questions

Future Plans

Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFP1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from each school and the percentages are calculated off this total – not on the total number of responses to the question.

The majority of seniors (63.88%) indicated they would be continuing their education after graduating from high school. The next most often cited category was "working at a job." Over fifty percent (52.98%) indicated they would be working. The other activities were identified at much lower rates. "Traveling" had the next highest rate with almost twenty percent of respondents (19.09%) indicating this activity. "Doing Volunteer Work" had over ten percent of respondents (11.53%). Military service was identified by just under five percent (4.80%) of respondents. "Doing something else" and "Undecided / Don't Know" were both identified by about eight percent of respondents (9.80% and 7.69% respectively). Respondents that indicated they would be "Doing something else" were asked what else they would be doing. Responses to this question are available in Appendix D. Figure RFP1 presents the Future Plans Graphically.

Figure RFP1: Seniors' Future Plans Responses by High School and Total



	Undecided / Don't Know	Doing volunteer work	Doing something else	Traveling	Serving in the military	Working at a job	Continuing my education
Sandy	10.27%	8.37%	7.98%	19.01%	4.94%	50.95%	63.88%
Springwater Trail	6.67%	11.11%	8.89%	17.78%	2.22%	44.44%	48.89%
Reynolds	6.19%	11.38%	7.19%	18.96%	6.39%	54.09%	69.46%
Parkrose	5.46%	11.76%	12.18%	19.33%	3.78%	51.26%	61.34%
Gresham	8.50%	12.15%	11.34%	16.19%	2.43%	57.09%	65.99%
Centennial	9.36%	14.23%	13.11%	22.10%	5.24%	52.06%	63.30%
Total	7.69%	11.53%	9.80%	19.09%	4.80%	52.98%	65.09%

Table RFP1: Senior's Future Plans by High School and Total

Four Months after Graduation, I plan to be…		Cont. my education	Working at a job	Serving in the military	Traveling	Something else	Volunteer work	Undecided / Don't Know	**Total Respondents**
Centennial	**#**	169	139	14	59	35	38	25	**267**
	% Within	63.30%	52.06%	5.24%	22.10%	13.11%	14.23%	9.36%	**100.00%**
	Index	97	98	109	116	134	123	122	
Gresham	**#**	163	141	6	40	28	30	21	**247**
	% Within	65.99%	57.09%	2.43%	16.19%	11.34%	12.15%	8.50%	**100.00%**
	Index	101	108	51	85	116	105	111	
Parkrose	**#**	146	122	9	46	29	28	13	**238**
	% Within	61.34%	51.26%	3.78%	19.33%	12.18%	11.76%	5.46%	**100.00%**
	Index	94	97	79	101	124	102	71	
Reynolds	**#**	348	271	32	95	36	57	31	**501**
	% Within	69.46%	54.09%	6.39%	18.96%	7.19%	11.38%	6.19%	**100.00%**
	Index	107	102	133	99	73	99	80	
Sandy	**#**	168	134	13	50	21	22	27	**263**
	% Within	63.88%	50.95%	4.94%	19.01%	7.98%	8.37%	10.27%	**100.00%**
	Index	98	96	103	100	81	73	134	
Springwater Trail	**#**	22	20	1	8	4	5	3	**45**
	% Within	48.89%	44.44%	2.22%	17.78%	8.89%	11.11%	6.67%	**100.00%**
	Index	75	84	46	93	91	96	87	
Total	**#**	1016	827	75	298	153	180	120	**1561**
	% Within	65.09%	52.98%	4.80%	19.09%	9.80%	11.53%	7.69%	**100.00%**
	Index	100	100	100	100	100	100	100	

Future Plans - Centennial

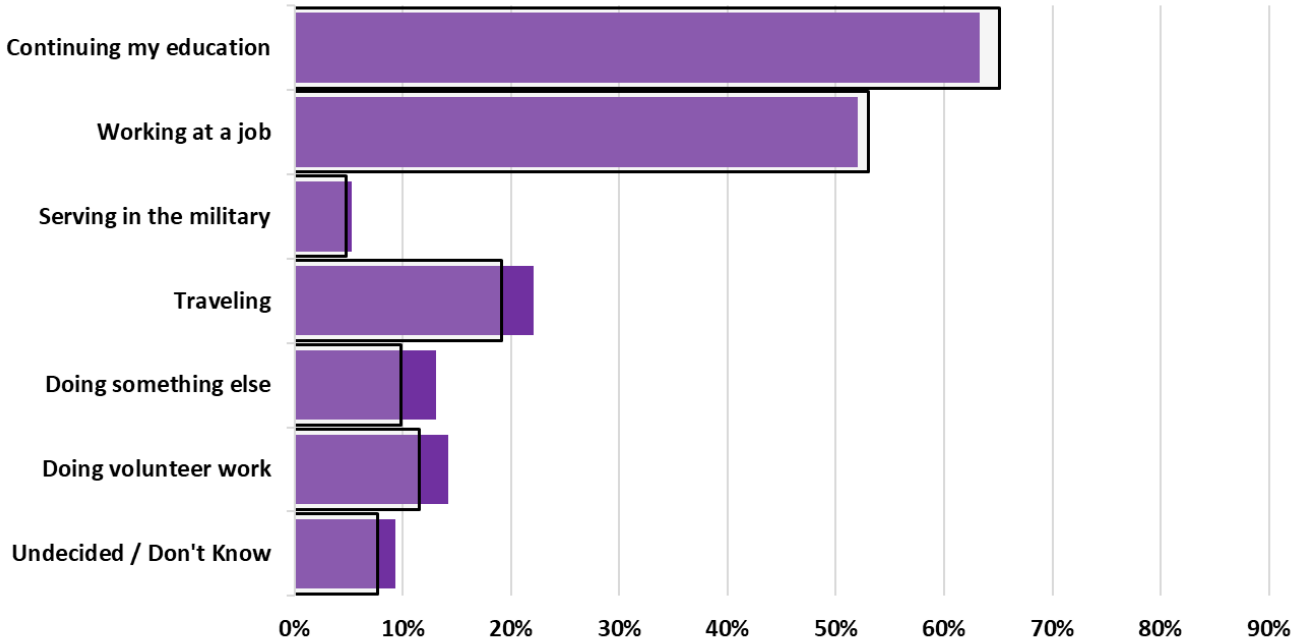
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPC1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Centennial and the percentages are calculated off this total – not on the total number of responses to the question.

RFPC1: Future Plans Responses by Centennial Seniors and Total

Four Months after Graduation I plan to be…	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Continuing my education	169	63.30%	97	1016	65.09%	100
Working at a job	139	52.06%	98	827	52.98%	100
Serving in the military	14	5.24%	109	75	4.80%	100
Traveling	59	22.10%	116	298	19.09%	100
Doing something else	35	13.11%	134	153	9.80%	100
Doing volunteer work	38	14.23%	123	180	11.53%	100
Undecided / Don't Know	25	9.36%	122	120	7.69%	100
Total Respondents	**267**	**100.00%**		**1561**	**100.00%**	

The majority of Centennial Seniors (63.30%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Over fifty percent (52.06%) indicated they would be working. Centennial Seniors were just about as likely as seniors overall to indicate these two activities. The other activities were identified at much lower rates. “Traveling” had the next highest rate with over twenty percent of respondents (22.10%) indicating this activity. “Doing Volunteer Work” had almost fifteen percent of respondents (14.23%). Military service was identified by just over five percent (5.24%) of respondents. “Doing something else” and “Undecided / Don’t Know” both were identified by about ten percent of respondents (13.11% and 9.36% respectively). Centennial Seniors indicated all these activities at a higher rate than respondents overall. Respondents that indicated they would be “Doing something else” were asked what else they would be doing. Responses to this question are available in Appendix D. Figure RFPC1 presents the Centennial Seniors’ Future Plans Graphically.

Figure RFPC1: Bar Chart of Centennial Seniors' and Total Responses for Future Plans



	Undecided / Don't Know	Doing volunteer work	Doing something else	Traveling	Serving in the military	Working at a job	Continuing my education
Centennial	9.36%	14.23%	13.11%	22.10%	5.24%	52.06%	63.30%
Total	7.69%	11.53%	9.80%	19.09%	4.80%	52.98%	65.09%

Future Plans - Gresham

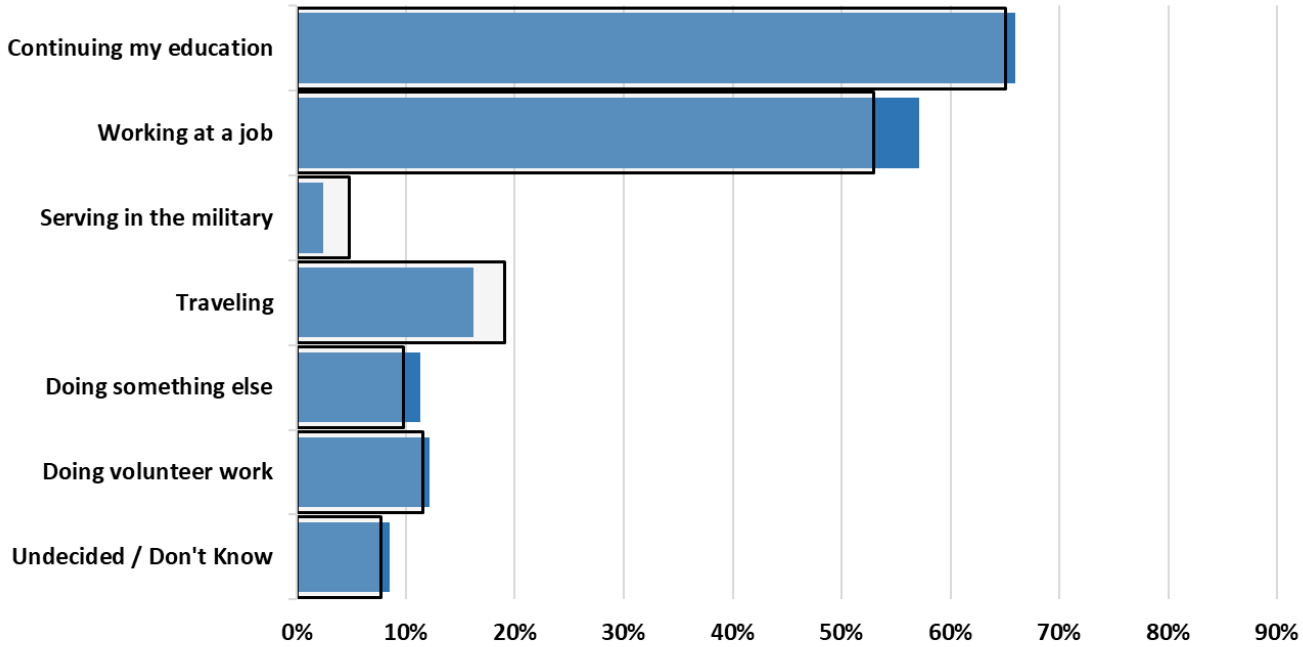
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPG1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Gresham and the percentages are calculated off this total – not on the total number of responses to the question.

RFPG1: Future Plans Responses by Gresham Seniors and Total

Four Months after Graduation I plan to be…	Gresham			Total		
				#	% Within	Index
Continuing my education	163	65.99%	101	1016	65.09%	100
Working at a job	141	57.09%	108	827	52.98%	100
Serving in the military	6	2.43%	51	75	4.80%	100
Traveling	40	16.19%	85	298	19.09%	100
Doing something else	28	11.34%	116	153	9.80%	100
Doing volunteer work	30	12.15%	105	180	11.53%	100
Undecided / Don't Know	21	8.50%	111	120	7.69%	100
Total Respondents	**247**	**100.00%**		**1561**	**100.00%**	

The majority of Gresham Seniors (65.99%) indicated they would be continuing their education after graduating from high school. The next most often cited category was "working at a job." Over fifty-five percent (57.09%) indicated they would be working. Centennial Seniors were just as likely as seniors overall to indicate they would continue their education; they were more likely than seniors overall to indicate they would be working at a job. The other activities were identified at much lower rates. "Traveling" had the next highest rate with over fifteen percent of respondents (16.19%) indicating this activity (a lower rate than seniors overall). "Doing Volunteer Work" had over ten percent of respondents (12.15%). Military service was identified by just less than three percent (2.43%) of respondents (a much lower rate than seniors overall). "Doing something else" and "Undecided / Don't Know" both were identified by about ten percent of respondents (11.34% and 8.50% respectively). Gresham Seniors indicated these activities at a slightly higher rate than respondents overall. Respondents that indicated they would be "Doing something else" were asked what else they would be doing. Responses to this question are available in Appendix D. Figure RFPG1 presents the Gresham Seniors' Future Plans Graphically.

Figure RFPG1: Bar Chart of Gresham Seniors' and Total Responses for Future Plans



	Undecided / Don't Know	Doing volunteer work	Doing something else	Traveling	Serving in the military	Working at a job	Continuing my education
Gresham	8.50%	12.15%	11.34%	16.19%	2.43%	57.09%	65.99%
Total	7.69%	11.53%	9.80%	19.09%	4.80%	52.98%	65.09%

Future Plans - Parkrose

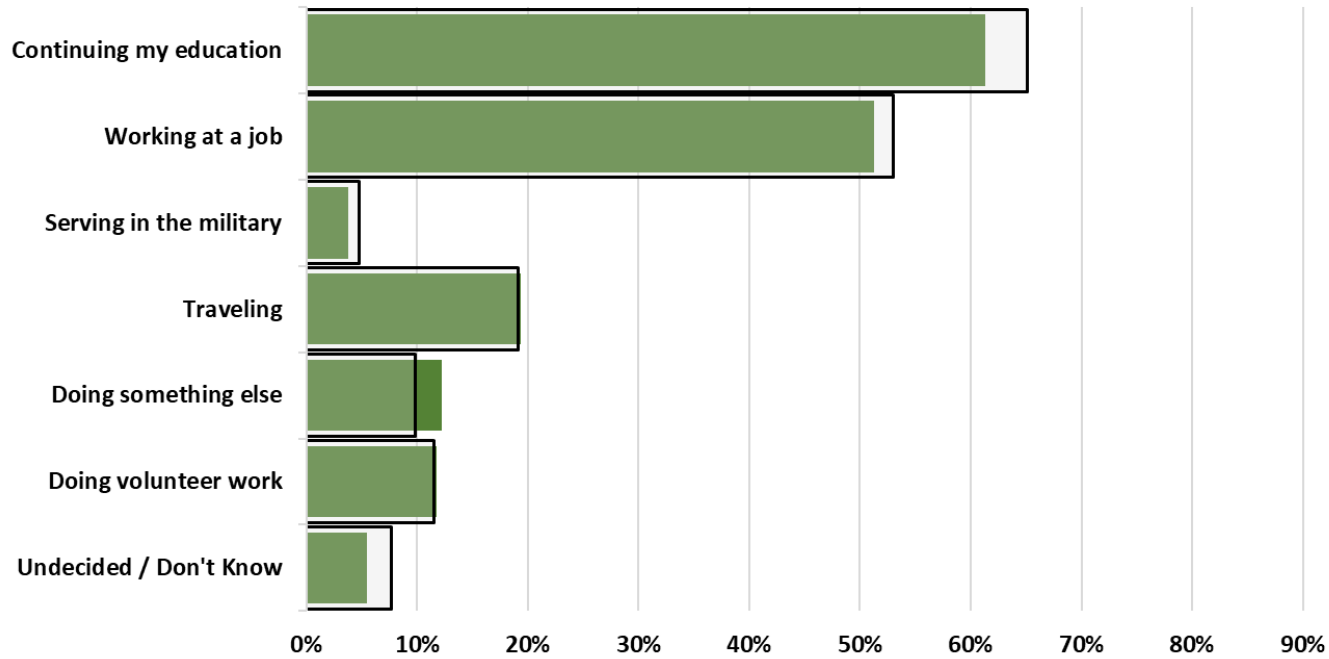
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPP1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Parkrose and the percentages are calculated off this total – not on the total number of responses to the question.

RFPP1: Future Plans Responses by Parkrose Seniors and Total

Four Months after Graduation I plan to be…	Parkrose			Total		
				#	% Within	Index
Continuing my education	146	61.34%	94	1016	65.09%	100
Working at a job	122	51.26%	97	827	52.98%	100
Serving in the military	9	3.78%	79	75	4.80%	100
Traveling	46	19.33%	101	298	19.09%	100
Doing something else	29	12.18%	124	153	9.80%	100
Doing volunteer work	28	11.76%	102	180	11.53%	100
Undecided / Don't Know	13	5.46%	71	120	7.69%	100
Total Respondents	**238**	**100.00%**		**1561**	**100.00%**	

The majority of Parkrose Seniors (61.34%) indicated they would be continuing their education after graduating from high school. The next most often cited category was "working at a job." Over fifty percent (51.26%) indicated they would be working. Parkrose Seniors were less likely than seniors overall to indicate they would continue their education; they were slightly less likely as seniors overall to indicate they would be working at a job. The other activities were identified at much lower rates. "Traveling" had the next highest rate with almost twenty percent of respondents (19.33%) indicating this activity. "Doing Volunteer Work" had over ten percent of respondents (11.76%). Both of these activities had proportions about equal to seniors overall. Military service was identified by just over three percent (3.78%) of respondents (a lower rate than seniors overall). "Doing something else" (12.18% of Parkrose Seniors) was identified at a higher rate than seniors overall. "Undecided / Don't Know" (5.46% of Parkrose Seniors) was identified at a lower rate than seniors overall. Respondents that indicated they would be "Doing something else" were asked what else they would be doing. Responses to this question are available in Appendix D. Figure RFPP1 presents the Parkrose Seniors' Future Plans Graphically.

Figure RFPP1: Bar Chart of Parkrose Seniors' and Total Responses for Future Plans



	Undecided / Don't Know	Doing volunteer work	Doing something else	Traveling	Serving in the military	Working at a job	Continuing my education
Parkrose	5.46%	11.76%	12.18%	19.33%	3.78%	51.26%	61.34%
Total	7.69%	11.53%	9.80%	19.09%	4.80%	52.98%	65.09%

Future Plans - Reynolds

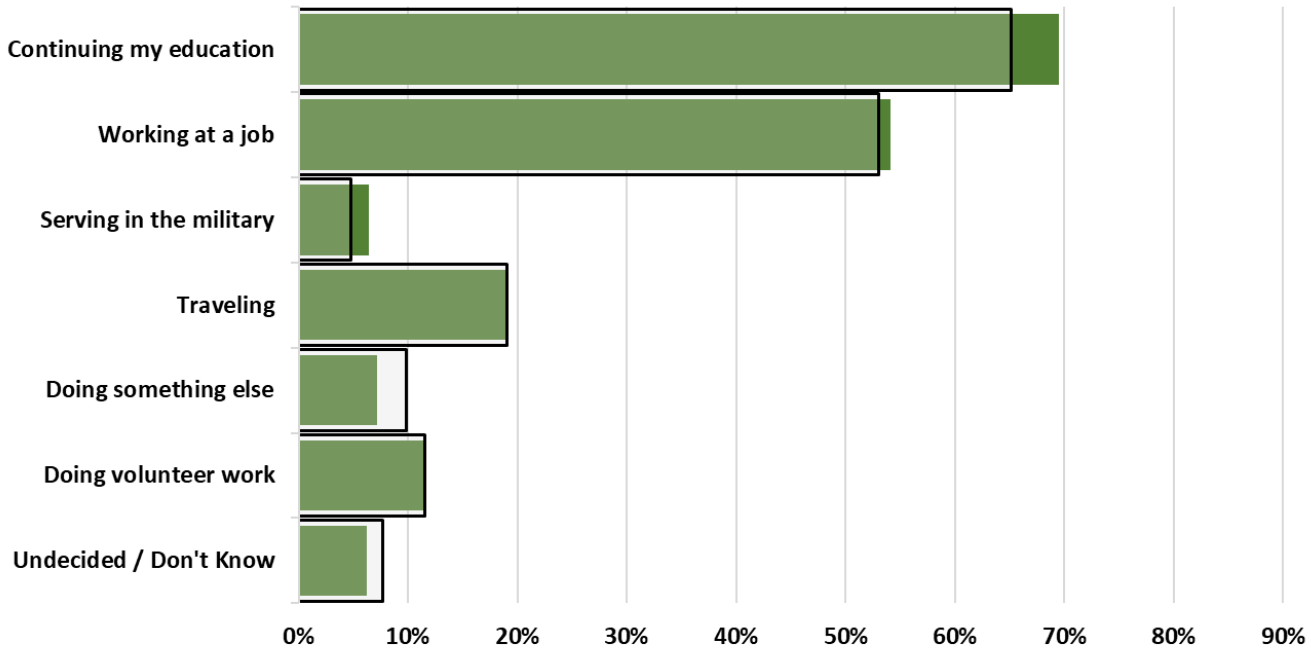
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPR1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Reynolds and the percentages are calculated off this total – not on the total number of responses to the question.

RFPR1: Future Plans Responses by Reynolds Seniors and Total

Four Months after Graduation I plan to be…	Reynolds			Total		
				#	% Within	Index
Continuing my education	348	69.46%	107	1016	65.09%	100
Working at a job	271	54.09%	102	827	52.98%	100
Serving in the military	32	6.39%	133	75	4.80%	100
Traveling	95	18.96%	99	298	19.09%	100
Doing something else	36	7.19%	73	153	9.80%	100
Doing volunteer work	57	11.38%	99	180	11.53%	100
Undecided / Don't Know	31	6.19%	80	120	7.69%	100
Total Respondents	**501**	**100.00%**		**1561**	**100.00%**	

The majority of Reynolds Seniors (69.46%) indicated they would be continuing their education after graduating from high school. The next most often cited category was "working at a job." Over fifty percent (54.09%) indicated they would be working. Reynolds Seniors were more likely than seniors overall to indicate they would be doing either of these activities. The other activities were identified at much lower rates. "Traveling" had the next highest rate with almost twenty percent of respondents (18.96%) indicating this activity. "Doing Volunteer Work" had over ten percent of respondents (11.38%). Both of these activities had proportions about equal to seniors overall. Military service was identified by over six percent (6.39%) of respondents (a much higher rate than seniors overall). "Doing something else" (7.19% of Reynolds Seniors) was identified at a lower rate than seniors overall. "Undecided / Don't Know" (6.19% of Reynolds Seniors) was also identified at a lower rate than seniors overall. Respondents that indicated they would be "Doing something else" were asked what else they would be doing. Responses to this question are available in Appendix D. Figure RFPR1 presents the Reynolds Seniors' Future Plans Graphically.

Figure RFPR1: Bar Chart of Reynolds Seniors' and Total Responses for Future Plans



	Undecided / Don't Know	Doing volunteer work	Doing something else	Traveling	Serving in the military	Working at a job	Continuing my education
Reynolds	6.19%	11.38%	7.19%	18.96%	6.39%	54.09%	69.46%
Total	7.69%	11.53%	9.80%	19.09%	4.80%	52.98%	65.09%

Future Plans - Sandy

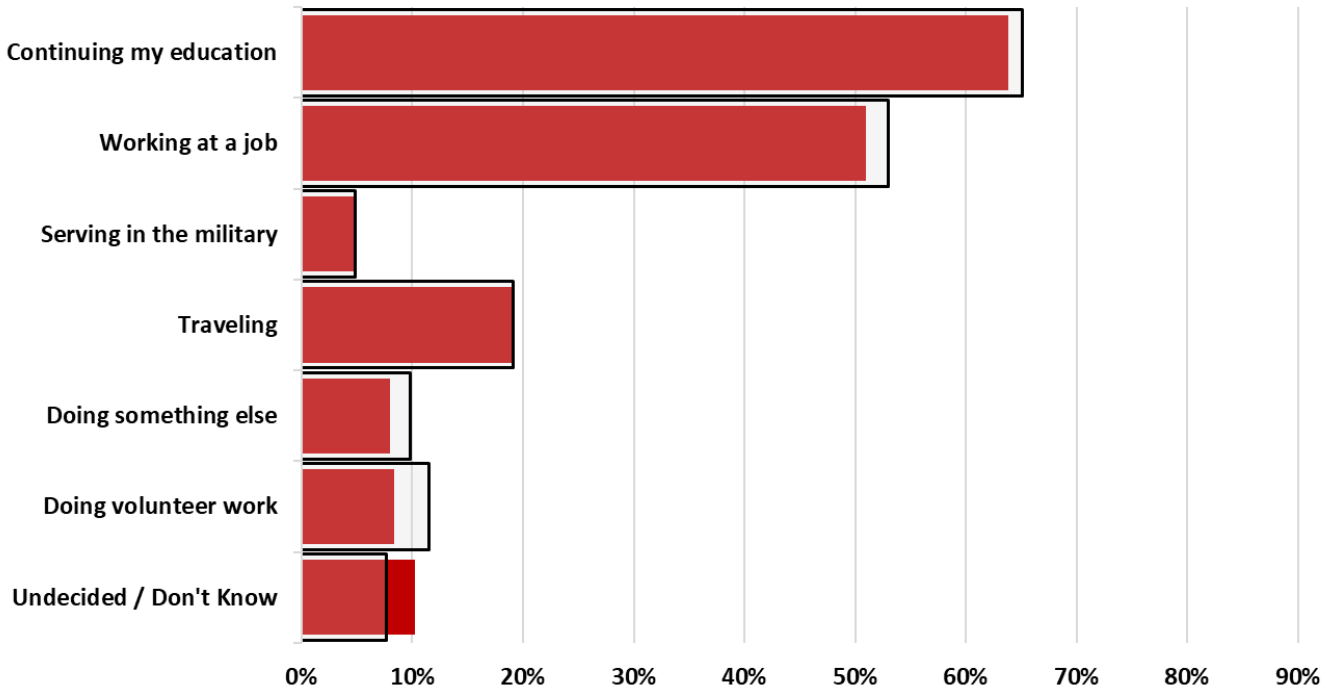
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPS1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Sandy and the percentages are calculated off this total – not on the total number of responses to the question.

RFPS1: Future Plans Responses by Sandy Seniors and Total

Four Months after Graduation	Sandy			Total		
I plan to be…	#	% Within	Index	#	% Within	Index
Continuing my education	168	63.88%	98	1016	65.09%	100
Working at a job	134	50.95%	96	827	52.98%	100
Serving in the military	13	4.94%	103	75	4.80%	100
Traveling	50	19.01%	100	298	19.09%	100
Doing something else	21	7.98%	81	153	9.80%	100
Doing volunteer work	22	8.37%	73	180	11.53%	100
Undecided / Don't Know	27	10.27%	134	120	7.69%	100
Total Respondents	**263**	**100.00%**		**1561**	**100.00%**	

The majority of Sandy Seniors (63.88%) indicated they would be continuing their education after graduating from high school. The next most often cited category was "working at a job." Over fifty percent (50.95%) indicated they would be working. Sandy Seniors were just as likely as seniors overall to indicate they would be doing either of these activities. The other activities were identified at much lower rates. "Traveling" had the next highest rate with almost twenty percent of respondents (19.01%) indicating this activity. Military service was identified by almost five percent (4.94%). Both of these activities had proportions about equal to seniors overall. "Doing Volunteer Work" had about eight percent of respondents (8.37%). "Doing something else" (7.19% of Sandy Seniors) was identified at a lower rate than seniors overall. Both of these activities were identified at a lower rate than seniors overall. "Undecided / Don't Know" (10.27% of Sandy Seniors) was identified at a higher rate than seniors overall. Respondents that indicated they would be "Doing something else" were asked what else they would be doing. Responses to this question are available in Appendix D. Figure RFPS1 presents the Sandy Seniors' Future Plans Graphically.

Figure RFPS1: Bar Chart of Sandy Seniors' and Total Responses for Future Plans



	Undecided / Don't Know	Doing volunteer work	Doing something else	Traveling	Serving in the military	Working at a job	Continuing my education
Sandy	10.27%	8.37%	7.98%	19.01%	4.94%	50.95%	63.88%
Total	7.69%	11.53%	9.80%	19.09%	4.80%	52.98%	65.09%

Future Plans – Springwater Trail

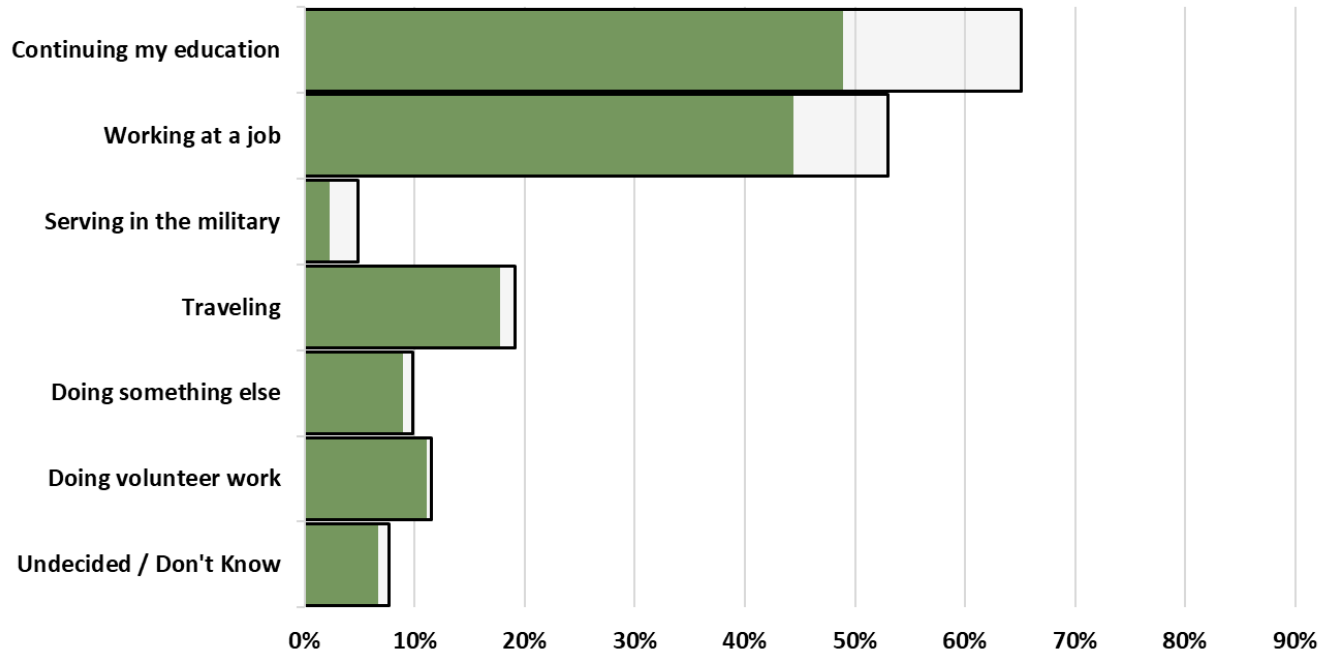
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPST1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Springwater Trail and the percentages are calculated off this total – not on the total number of responses to the question.

RFPST1: Future Plans Responses by Springwater Trail Seniors and Total

Four Months after Graduation	Springwater Trail			Total		
I plan to be…	#	% Within	Index	#	% Within	Index
Continuing my education	22	48.89%	75	1016	65.09%	100
Working at a job	20	44.44%	84	827	52.98%	100
Serving in the military	1	2.22%	46	75	4.80%	100
Traveling	8	17.78%	93	298	19.09%	100
Doing something else	4	8.89%	91	153	9.80%	100
Doing volunteer work	5	11.11%	96	180	11.53%	100
Undecided / Don't Know	3	6.67%	87	120	7.69%	100
Total Respondents	**45**	**100.00%**		**1561**	**100.00%**	

Interestingly, Springwater Trail Seniors were less likely than seniors overall to indicate they would be doing any of the identified activities. The majority of Springwater Trail Seniors (48.89%) indicated they would be continuing their education after graduating from high school. The next most often cited category was "working at a job." Almost forty-five percent (44.44%) indicated they would be working. The other activities were identified at much lower rates. "Traveling" had the next highest rate with over fifteen percent of respondents (17.78%) indicating this activity. Military service was identified by two percent (2.22%). "Doing Volunteer Work" had about eleven percent of respondents (11.11%). "Doing something else" was identified by over eight percent (8.89%) of Springwater Trail Seniors. "Undecided / Don't Know" was identified by over six percent (6.67%) of Springwater Trail Seniors. Respondents that indicated they would be "Doing something else" were asked what else they would be doing. Responses to this question are available in Appendix D. Figure RFPST1 presents the Springwater Trail Seniors' Future Plans Graphically.

Figure RFPST1: Bar Chart of Springwater Trail Seniors' and Total Responses for Future Plans

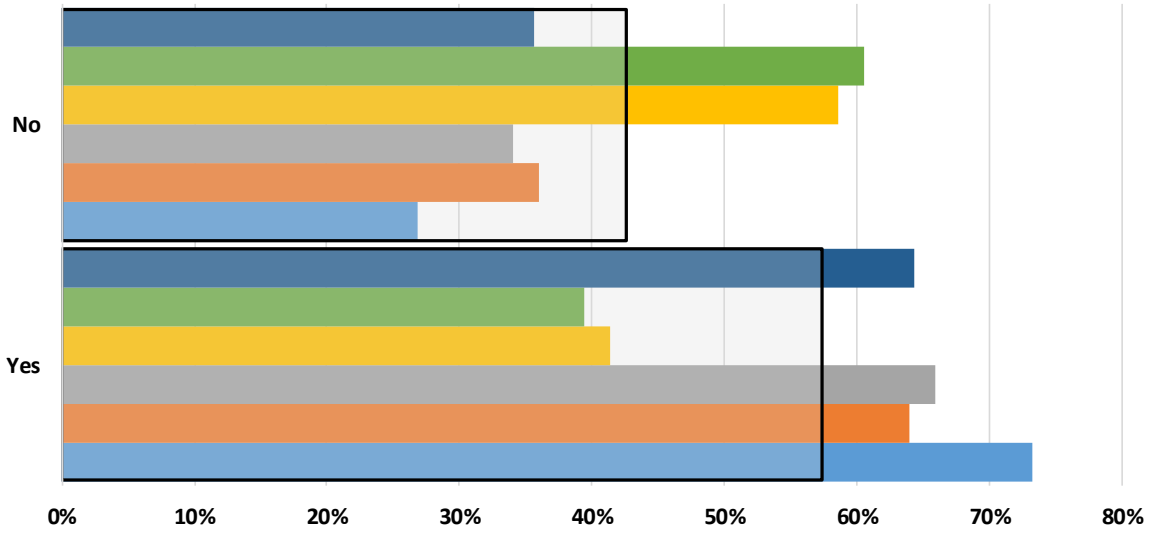


	Undecided / Don't Know	Doing volunteer work	Doing something else	Traveling	Serving in the military	Working at a job	Continuing my education
Springwater Trail	6.67%	11.11%	8.89%	17.78%	2.22%	44.44%	48.89%
Total	7.69%	11.53%	9.80%	19.09%	4.80%	52.98%	65.09%

College Now

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCN1. Over fifty-five percent (57.35%) indicated they had taken at least one college now course during their high school career. Data are presented graphically in Figure RCN1. When asked which college provided the credit, the majority (93.24%) indicated MHCC. Results for which college provided the credit are presented in Table RCN2.

Figure RCN1: Taken a College Now Course by High School and Total



	Yes	No
Sandy	64.38%	35.62%
Springwater Trail	39.39%	60.61%
Reynolds	41.36%	58.64%
Parkrose	65.98%	34.02%
Gresham	64.00%	36.00%
Centennial	73.21%	26.79%
Total	57.35%	42.65%

Table RCN1: Taken a College Now Course by High School and Total

Ever taken a College Now Course?		Yes	No	Total
Centennial	**#**	164	60	**224**
	% Within	73.21%	26.79%	**100.00%**
	Index	128	63	
Gresham	**#**	144	81	**225**
	% Within	64.00%	36.00%	**100.00%**
	Index	112	84	
Parkrose	**#**	128	66	**194**
	% Within	65.98%	34.02%	**100.00%**
	Index	115	80	
Reynolds	**#**	201	285	**486**
	% Within	41.36%	58.64%	**100.00%**
	Index	72	137	
Sandy	**#**	150	83	**233**
	% Within	64.38%	35.62%	**100.00%**
	Index	112	84	
Springwater Trail	**#**	13	20	**33**
	% Within	39.39%	60.61%	**100.00%**
	Index	69	142	
Total	**#**	800	595	**1395**
	% Within	57.35%	42.65%	**100.00%**
	Index	100	100	

College Now - Centennial

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNC1. Almost three quarters of Centennial Seniors (73.21%) indicated they had taken at least one college now course during their high school career. This is a much higher rate than seniors overall. Data are presented graphically in Figure RCNC1. When asked which college provided the credit, the majority (88.96%) indicated MHCC. Results for which college provided the credit are presented in Table RCNC2.

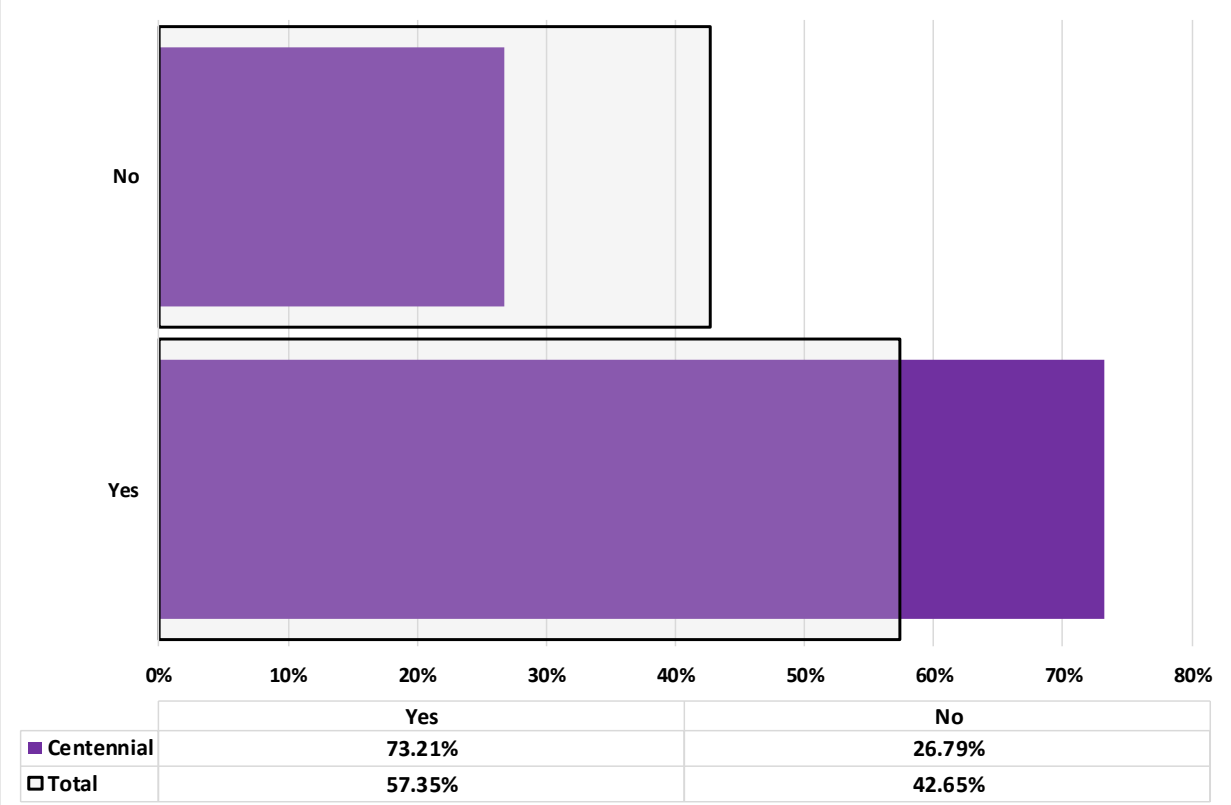
Table RCNC1: Taken a College Now Course By Centennial Seniors and Total

Ever taken a College Now course?	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Yes	164	73.21%	128	800	57.35%	100
No	60	26.79%	63	595	42.65%	100
Total	**224**	**100.00%**		**1395**	**100.00%**	

Table RCNC2: Which College Provided the Credit By Centennial Seniors and Total

What college provided you with the credit?	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	3	1.84%	121	12	1.52%	100
Portland Community College	8	4.91%	125	31	3.93%	100
Mt. Hood Community College	145	88.96%	100	702	88.97%	100
Some Other College	7	4.29%	77	44	5.58%	100
Total	**163**	**100.00%**		**789**	**100.00%**	

Figure RCNC1: Taken a College Now Course by Centennial Seniors and Total Respondents



College Now - Gresham

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNG1. Almost two thirds of Gresham Seniors (64.00%) indicated they had taken at least one college now course during their high school career. This is a much higher rate than seniors overall. Data are presented graphically in Figure RCNG1. When asked which college provided the credit, the majority (95.07%) indicated MHCC. Results for which college provided the credit are presented in Table RCNG2.

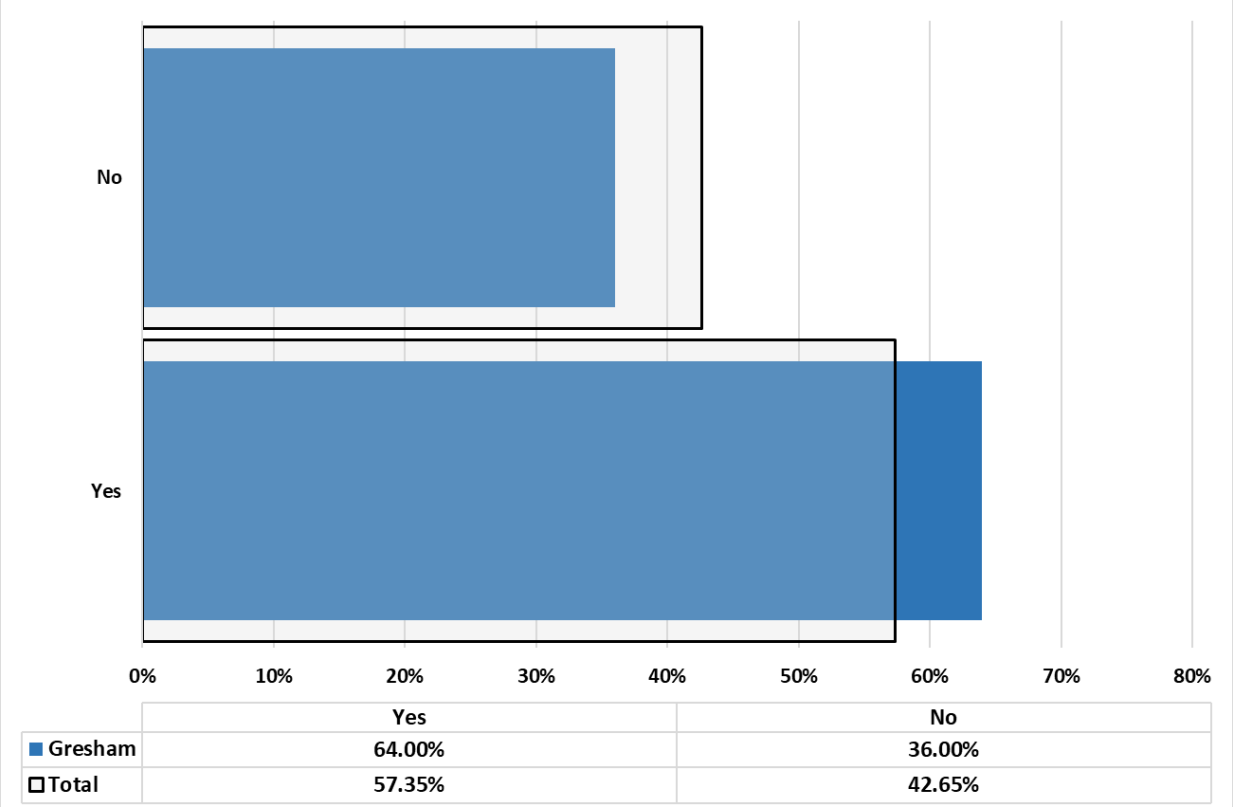
Table RCNG1: Taken a College Now Course By Gresham Seniors and Total

Ever taken a College Now course?	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Yes	144	64.00%	112	800	57.35%	100
No	81	36.00%	84	595	42.65%	100
Total	**225**	**100.00%**		**1395**	**100.00%**	

Table RCNG2: Which College Provided the Credit By Gresham Seniors and Total

What college provided you with the credit?	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	0	0.00%	0	12	1.52%	100
Portland Community College	4	2.82%	72	31	3.93%	100
Mt. Hood Community College	135	95.07%	107	702	88.97%	100
Some Other College	3	2.11%	38	44	5.58%	100
Total	**142**	**100.00%**		**789**	**100.00%**	

Figure RCNG1: Taken a College Now Course by Gresham Seniors and Total Respondents



College Now - Parkrose

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNP1. Almost two thirds of Parkrose Seniors (65.98%) indicated they had taken at least one college now course during their high school career. This is a much higher rate than seniors overall. Data are presented graphically in Figure RCNP1. When asked which college provided the credit, the majority (88.71%) indicated MHCC. Results for which college provided the credit are presented in Table RCNP2.

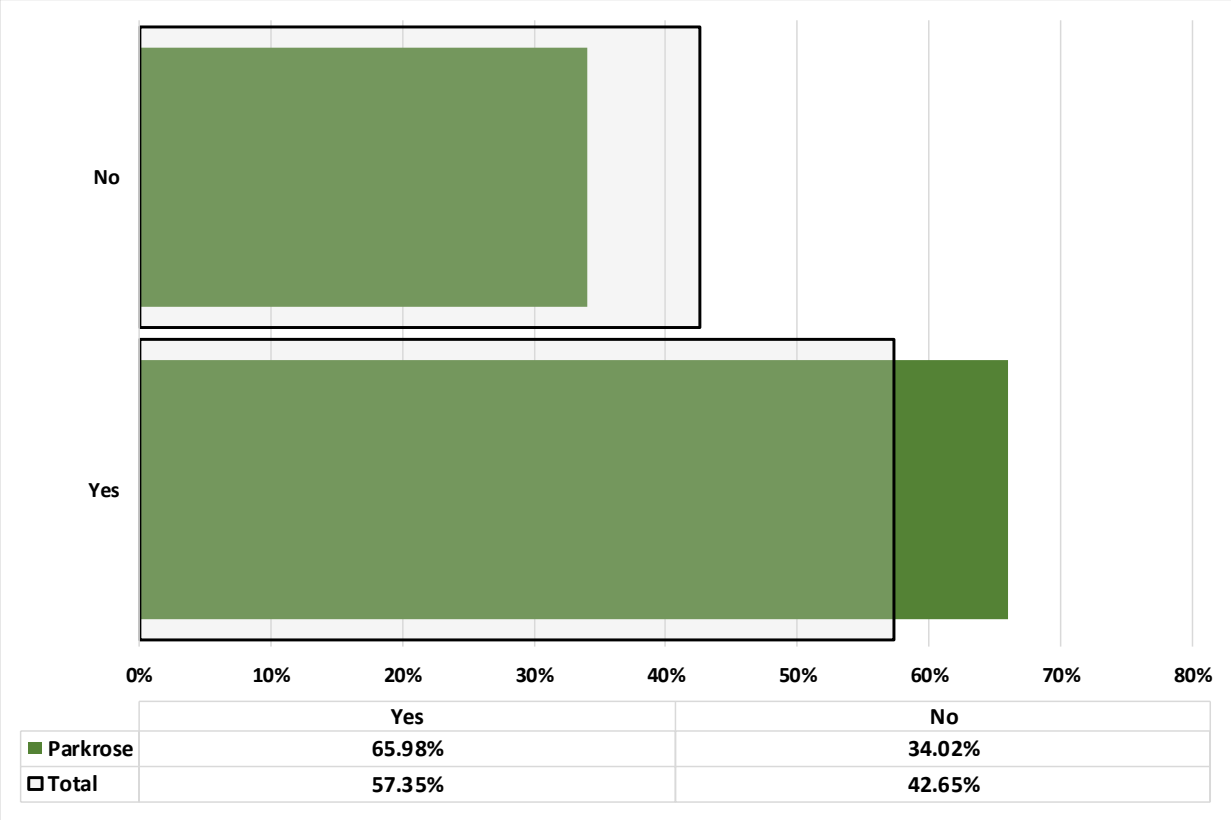
Table RCNP1: Taken a College Now Course By Parkrose Seniors and Total

Ever taken a College Now course?	Parkrose			Total		
	#	% Within	Index	#	% Within	Index
Yes	128	65.98%	115	800	57.35%	100
No	66	34.02%	80	595	42.65%	100
Total	**194**	**100.00%**		**1395**	**100.00%**	

Table RCNP2: Which College Provided the Credit By Parkrose Seniors and Total

What college provided you with the credit?	Parkrose			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	1	0.81%	53	12	1.52%	100
Portland Community College	9	7.26%	185	31	3.93%	100
Mt. Hood Community College	110	88.71%	100	702	88.97%	100
Some Other College	4	3.23%	58	44	5.58%	100
Total	**124**	**100.00%**		**789**	**100.00%**	

Figure RCNP1: Taken a College Now Course by Parkrose Seniors and Total Respondents



College Now - Reynolds

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNR1. Less than half of Reynolds Seniors (41.36%) indicated they had taken at least one college now course during their high school career. This is a much lower rate than seniors overall. Data are presented graphically in Figure RCNR1. When asked which college provided the credit, the majority (82.41%) indicated MHCC. Results for which college provided the credit are presented in Table RCNR2.

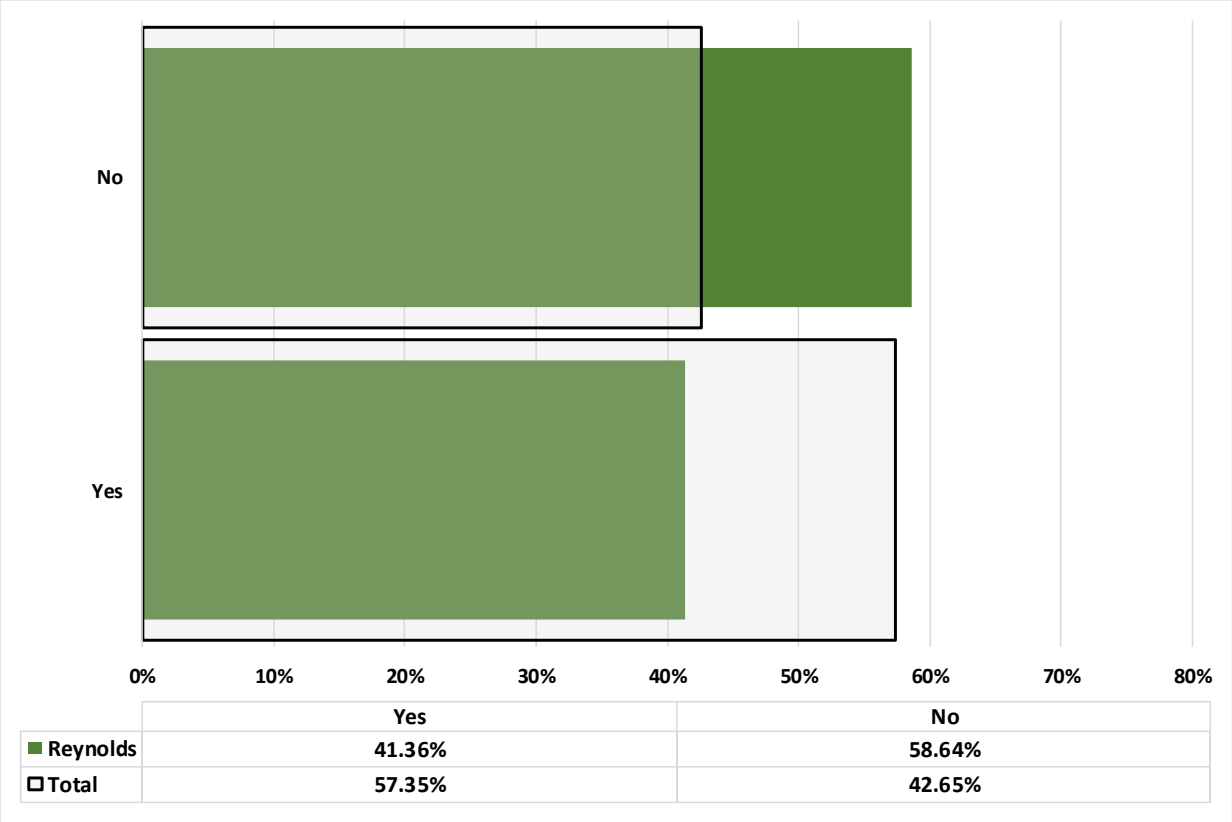
Table RCNR1: Taken a College Now Course By Reynolds Seniors and Total

Ever taken a College Now course?	Reynolds			Total		
	#	% Within	Index	#	% Within	Index
Yes	201	41.36%	72	800	57.35%	100
No	285	58.64%	137	595	42.65%	100
Total	**486**	**100.00%**		**1395**	**100.00%**	

Table RCNR2: Which College Provided the Credit By Reynolds Seniors and Total

What college provided you with the credit?	Reynolds			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	3	1.51%	99	12	1.52%	100
Portland Community College	8	4.02%	102	31	3.93%	100
Mt. Hood Community College	164	82.41%	93	702	88.97%	100
Some Other College	24	12.06%	216	44	5.58%	100
Total	**199**	**100.00%**		**789**	**100.00%**	

Figure RCNR1: Taken a College Now Course by Reynolds Seniors and Total Respondents



College Now - Sandy

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNS1. Almost two thirds of Sandy Seniors (64.38%) indicated they had taken at least one college now course during their high school career. This is a higher rate than seniors overall. Data are presented graphically in Figure RCNS1. When asked which college provided the credit, the majority (82.41%) indicated MHCC. Results for which college provided the credit are presented in Table RCNS2.

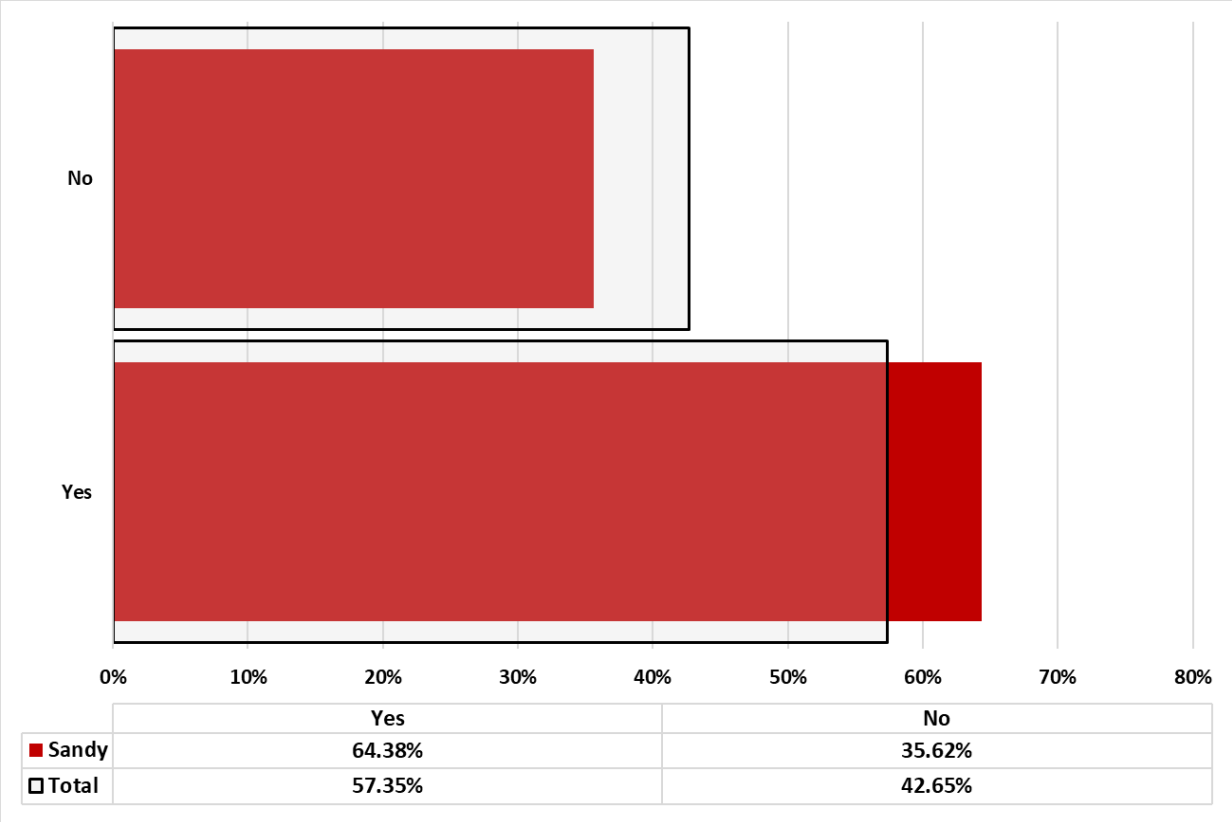
Table RCNS1: Taken a College Now Course By Sandy Seniors and Total

Ever taken a College Now course?	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Yes	150	64.38%	112	800	57.35%	100
No	83	35.62%	84	595	42.65%	100
Total	**233**	**100.00%**		**1395**	**100.00%**	

Table RCNS2: Which College Provided the Credit By Sandy Seniors and Total

What college provided you with the credit?	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	5	3.38%	222	12	1.52%	100
Portland Community College	2	1.35%	34	31	3.93%	100
Mt. Hood Community College	136	91.89%	103	702	88.97%	100
Some Other College	5	3.38%	61	44	5.58%	100
Total	**148**	**100.00%**		**789**	**100.00%**	

Figure RCNS1: Taken a College Now Course by Sandy Seniors and Total Respondents



College Now – Springwater Trail

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNST1. A low percentage of Springwater Trail Seniors (39.39%) indicated they had taken at least one college now course during their high school career. This is a much lower rate than seniors overall. Data are presented graphically in Figure RCNST1. When asked which college provided the credit, the majority (92.31%) indicated MHCC. Results for which college provided the credit are presented in Table RCNST2.

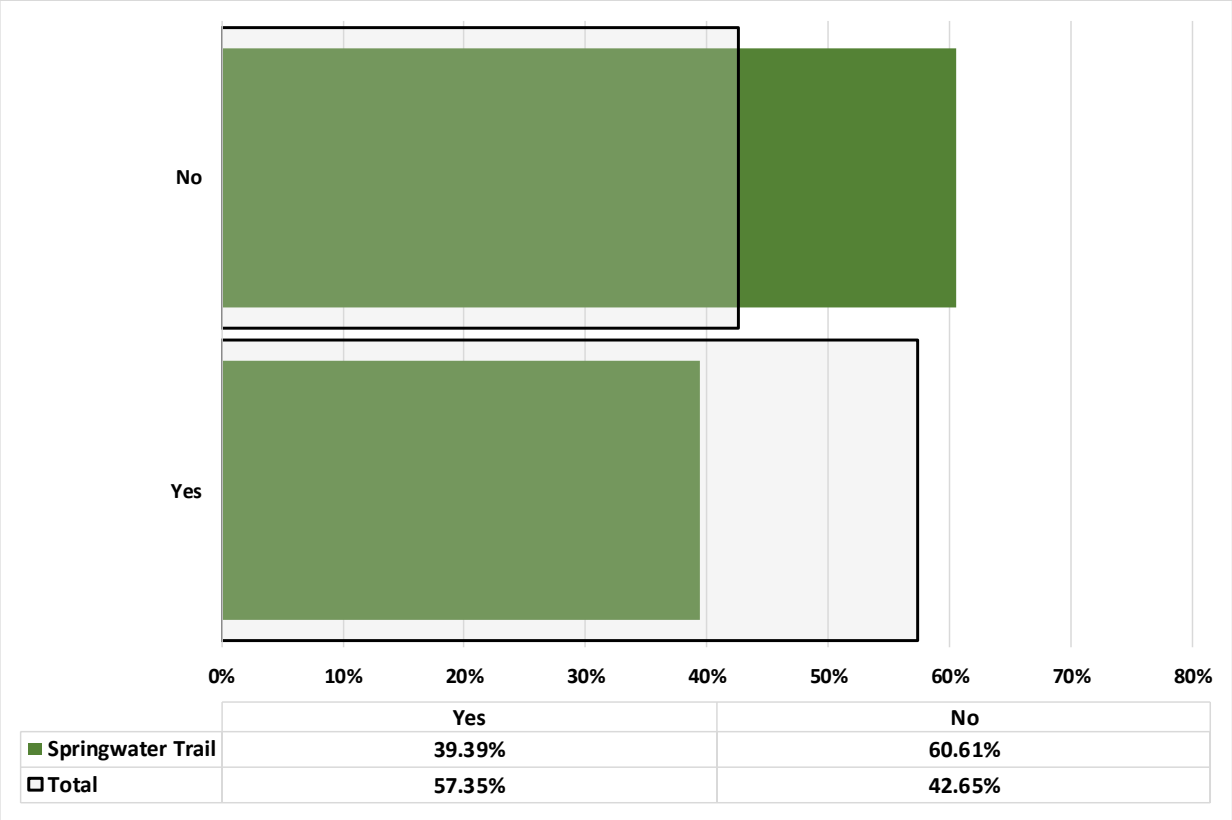
Table RCNST1: Taken a College Now Course By Springwater Trail Seniors and Total

Ever taken a College Now course?	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Yes	13	39.39%	69	800	57.35%	100
No	20	60.61%	142	595	42.65%	100
Total	**33**	**100.00%**		**1395**	**100.00%**	

Table RCNST2: Which College Provided the Credit By Springwater Trail Seniors and Total

What college provided you with the credit?	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	0	0.00%	0	12	1.52%	100
Portland Community College	0	0.00%	0	31	3.93%	100
Mt. Hood Community College	12	92.31%	104	702	88.97%	100
Some Other College	1	7.69%	138	44	5.58%	100
Total	**13**	**100.00%**		**789**	**100.00%**	

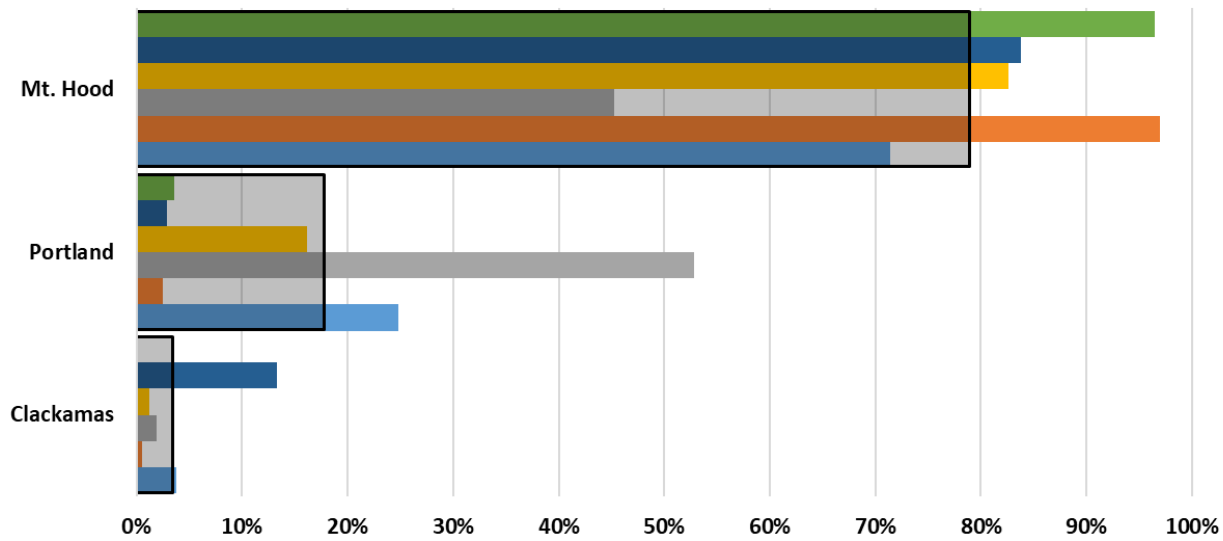
Figure RCNST1: Taken a College Now Course by Springwater Trail Seniors and Total Respondents



District Residence

Seniors were asked in which Community College District they reside. Results are presented in Table RDR1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary. The majority of seniors indicated they resided within MHCC's boundary. However, over a fifth of respondents (21.13%) indicated they lived either in one of the other two metro community college districts (Clackamas or Portland). Data are reported graphically in Figure RDR1.

Figure RDR1: Reported District Residence by High School and Total



	Clackamas	Portland	Mt. Hood
Springwater Trail	0.00%	3.57%	96.43%
Sandy	13.29%	2.89%	83.82%
Reynolds	1.24%	16.13%	82.63%
Parkrose	1.91%	52.87%	45.22%
Gresham	0.50%	2.50%	97.00%
Centennial	3.73%	24.84%	71.43%
Total	3.39%	17.74%	78.88%

Centennial – Seniors were much more likely to identify residing in the Portland Community College District (24.84% of Centennial Seniors compared to 17.74% overall).

Gresham – Seniors were the most likely to identify themselves residing in the MHCC District; 97.00% identified MHCC.

Parkrose – Seniors from Parkrose High School were least likely to identify MHCC as their district of residence (only 45.22% of Parkrose Seniors identified MHCC).

Reynolds – Seniors from Reynolds High School were slightly more likely than seniors overall to identify MHCC as their district of residence (82.63% of Reynolds seniors compared to 78.88% of all seniors surveyed).

Sandy – Seniors were much more likely to indicate they live in the Clackamas District than were seniors overall (13.29% of Sandy Seniors compared to 3.39% of seniors overall). Sandy seniors were also more likely to identify MHCC than seniors overall (83.82% of Sandy compared to 78.88% overall).

Springwater Trail – Seniors were much more likely to identify the MHCC District as their district of residence. All other categories were indicated at a much lower rate than seniors overall.

Table RDR1: Reported District of Residence by High School and Total

Community College District of Residence?		Clackamas	Portland	Mt. Hood	**Total**
Centennial	**#**	6	40	115	**161**
	% Within	3.73%	24.84%	71.43%	**100.00%**
	Index	110	140	91	
Gresham	**#**	1	5	194	**200**
	% Within	0.50%	2.50%	97.00%	**100.00%**
	Index	15	14	123	
Parkrose	**#**	3	69	64	**157**
	% Within	1.91%	52.87%	45.22%	**100.00%**
	Index	56	298	57	
Reynolds	**#**	5	65	333	**403**
	% Within	1.24%	16.13%	82.63%	**100.00%**
	Index	37	91	105	
Sandy	**#**	23	5	144	**173**
	% Within	13.29%	2.89%	83.82%	**100.00%**
	Index	393	16	106	
Springwater Trail	**#**	0	1	27	**28**
	% Within	0.00%	3.57%	96.43%	**100.00%**
	Index	0	20	122	
Total	**#**	38	185	877	**1122**
	% Within	3.39%	17.74%	78.88%	**100.00%**
	Index	100	100	100	

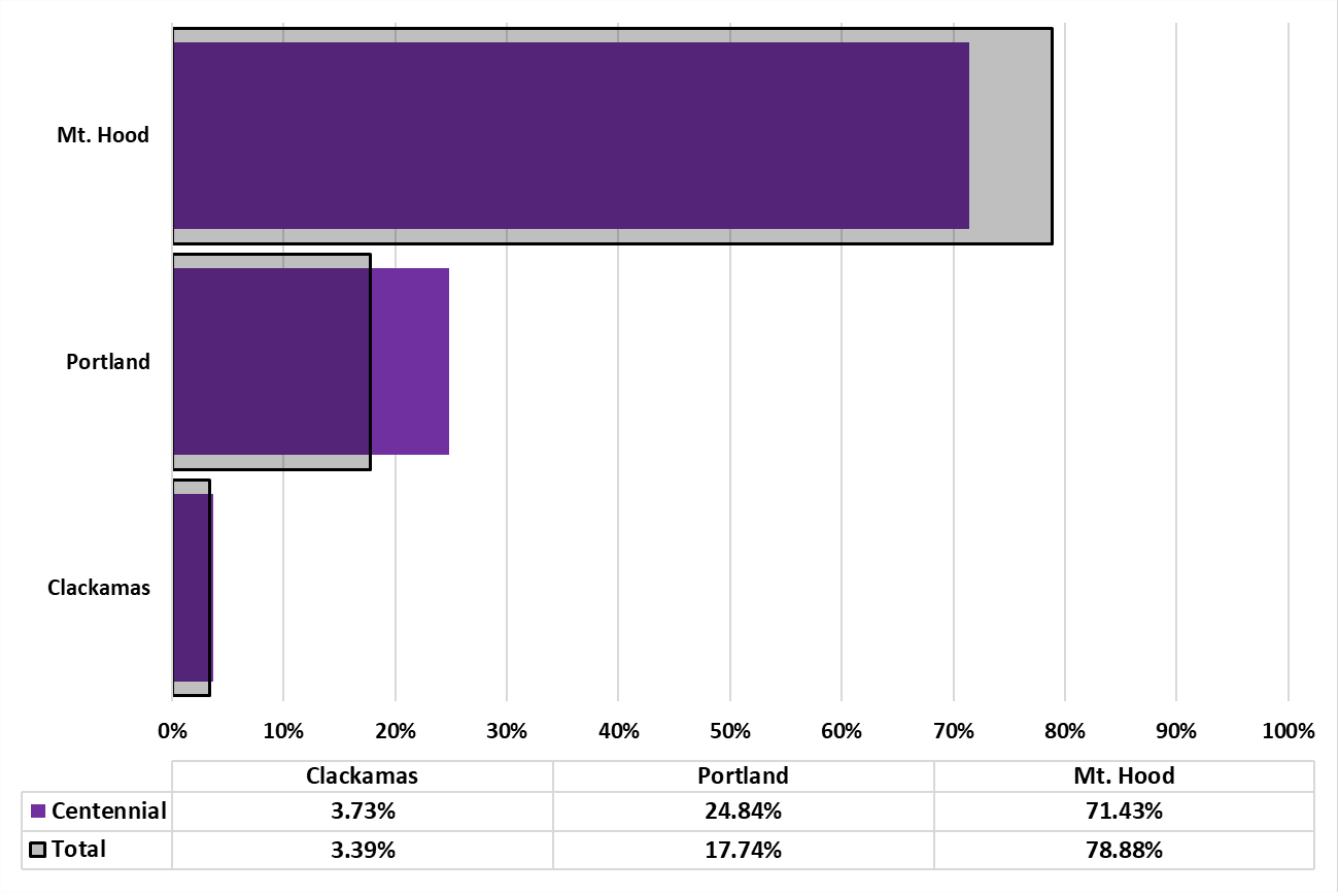
District Residence - Centennial

Seniors were asked in which Community College District they reside. Results are presented in Table RDRC1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary. Although the majority of Centennial Seniors (71.43%) indicated they resided within MHCC's boundary, this was a lower percentage than seniors overall. Additionally, over a quarter of Centennial Seniors (28.57%) indicated they lived in one of the other two metro community college districts (Clackamas or Portland). Centennial seniors were far more likely than seniors overall to indicate they resided in the Portland Community College District. Data are reported graphically in Figure RDRC1.

Table RDRC1: Identified College District Residence by Centennial and Seniors Overall

In which Community College District do you reside?	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Clackamas	6	3.73%	110	38	3.39%	100
Portland	40	24.84%	140	185	17.74%	100
Mt. Hood	115	71.43%	91	877	78.88%	100
Total	**161**	**100.00%**		**1122**	**100.00%**	

Figure RDRC1: Reported District Residence by Centennial Seniors and Total



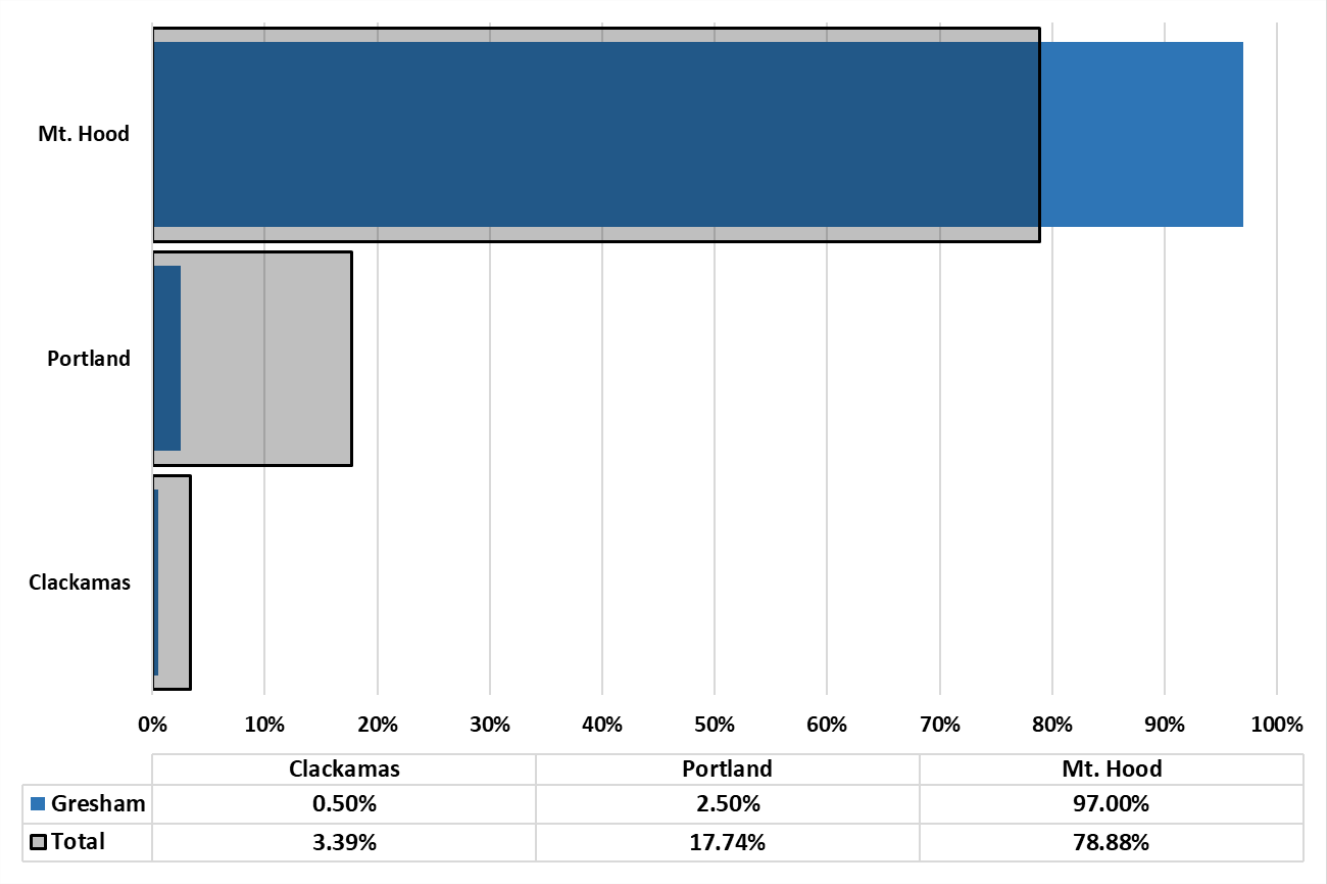
District Residence - Gresham

Seniors were asked in which Community College District they reside. Results are presented in Table RDRG1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary. An overwhelming majority of Gresham Seniors (97.00%) indicated they resided within MHCC's boundary. This was the highest percentage of any school participating. Data are reported graphically in Figure RDRG1.

Table RDRG1: Identified College District Residence by Gresham and Seniors Overall

In which Community College District do you reside?	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Clackamas	1	0.50%	15	38	3.39%	100
Portland	5	2.50%	14	185	17.74%	100
Mt. Hood	194	97.00%	123	877	78.88%	100
Total	**200**	**100.00%**		**1122**	**100.00%**	

Figure RDRG1: Reported District Residence by Gresham Seniors and Total



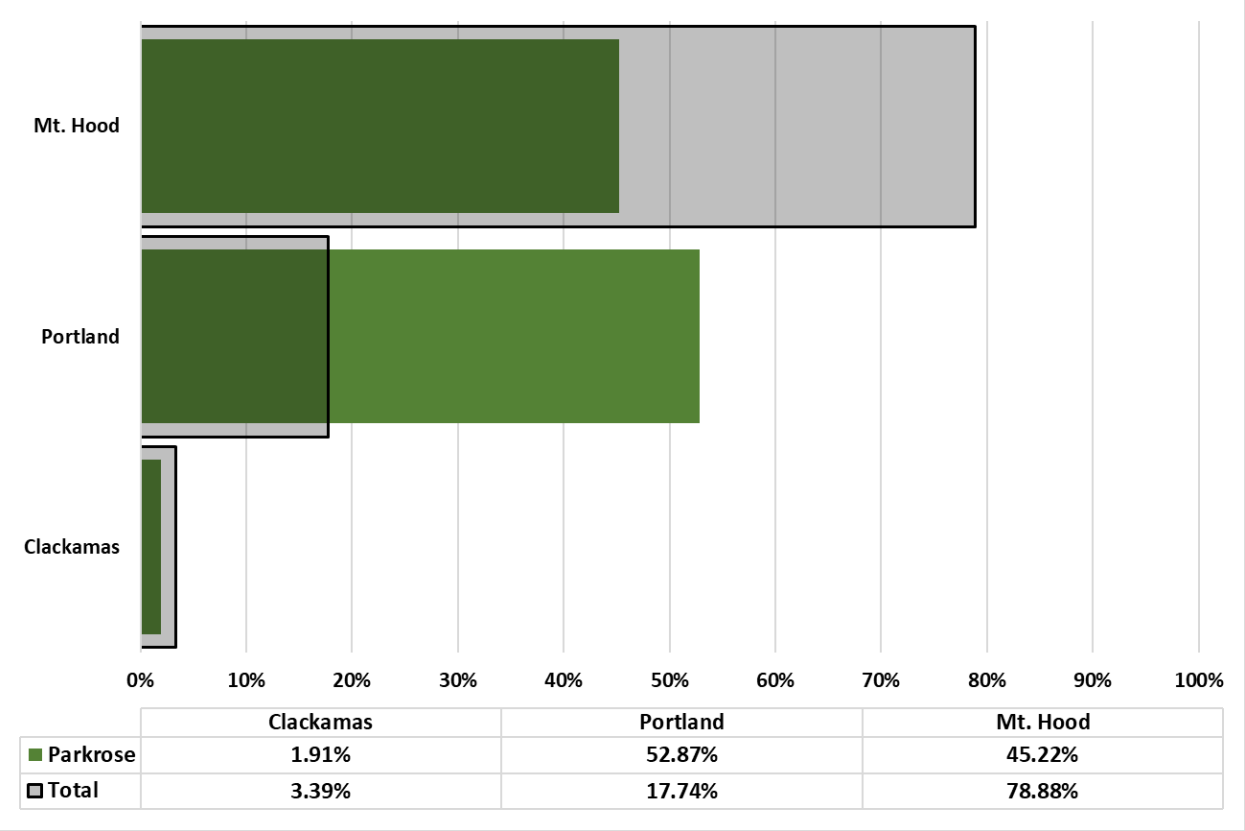
District Residence - Parkrose

Seniors were asked in which Community College District they reside. Results are presented in Table RDRP1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary. The majority of Parkrose Seniors (52.87%) indicated they resided within Portland Community College's boundary, this was a much higher proportion than seniors overall. Only forty-five percent (45.22%) of Parkrose Seniors identified MHCC as the district they reside in. Less than two percent (1.91%) identified Clackamas Community College. Data are reported graphically in Figure RDRP1.

Table RDRP1: Identified College District Residence by Parkrose and Seniors Overall

In which Community College District do you reside?	Parkrose			Total		
	#	% Within	Index	#	% Within	Index
Clackamas	3	1.91%	56	38	3.39%	100
Portland	69	52.87%	298	185	17.74%	100
Mt. Hood	64	45.22%	57	877	78.88%	100
Total	**157**	**100.00%**		**1122**	**100.00%**	

Figure RDRP1: Reported District Residence by Parkrose Seniors and Total



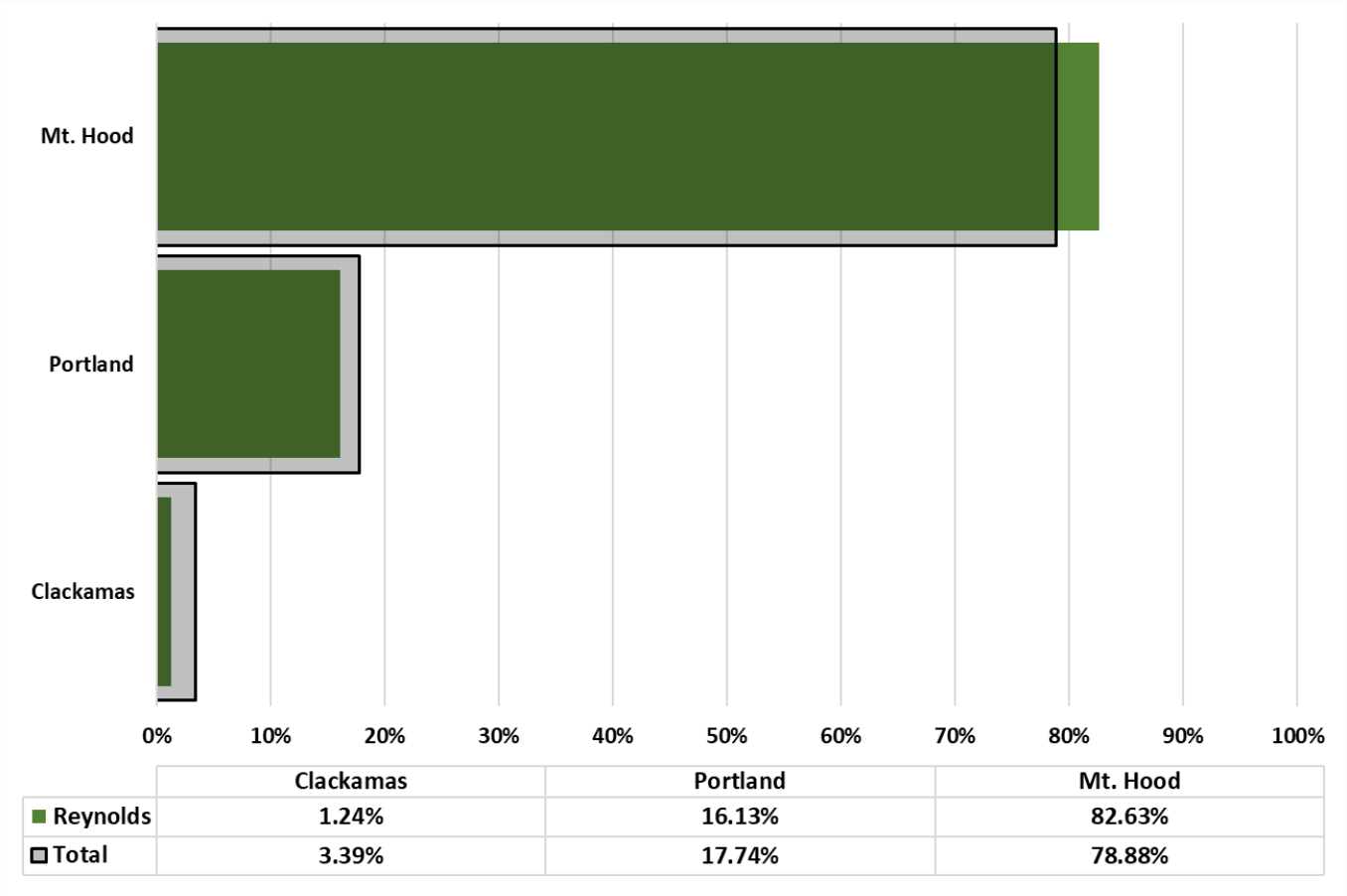
District Residence - Reynolds

Seniors were asked in which Community College District they reside. Results are presented in Table RDRR1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary. The majority of Reynolds Seniors (82.63%) indicated they resided within Mt. Hood Community College's boundary, this was a slightly higher proportion than seniors overall. A total of 17.73% of Reynolds seniors identified one of the other two community colleges as their district of residence. Data are reported graphically in Figure RDRR1.

Table RDRR1: Identified College District Residence by Reynolds and Seniors Overall

In which Community College District do you reside?	Reynolds			Total		
	#	% Within	Index	#	% Within	Index
Clackamas	5	1.24%	37	38	3.39%	100
Portland	65	16.13%	91	185	17.74%	100
Mt. Hood	333	82.63%	105	877	78.88%	100
Total	**403**	**100.00%**		**1122**	**100.00%**	

Figure RDRR1: Reported District Residence by Reynolds Seniors and Total



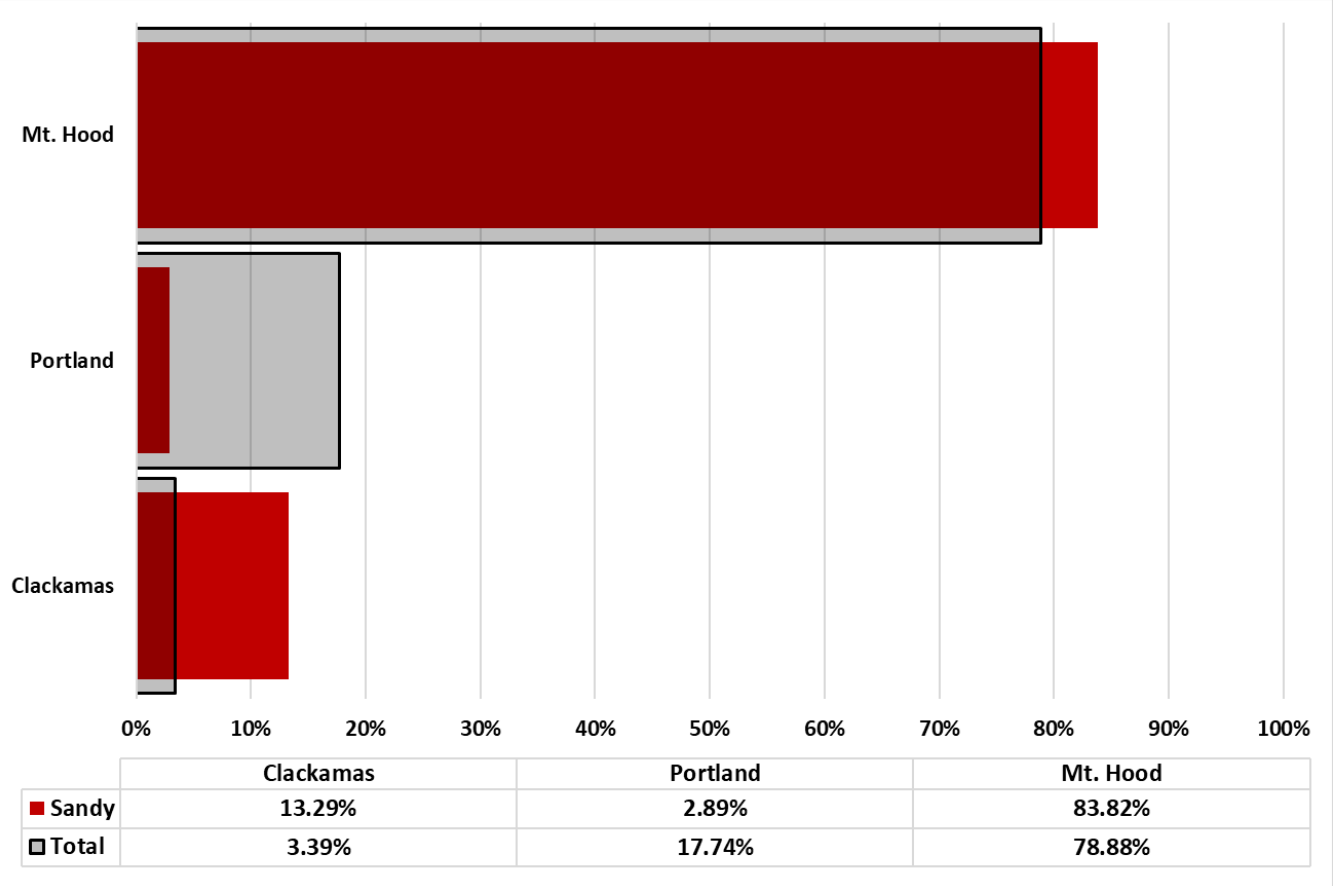
District Residence - Sandy

Seniors were asked in which Community College District they reside. Results are presented in Table RDRS1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary. The majority of Reynolds Seniors (82.63%) indicated they resided within Mt. Hood Community College's boundary, this was a slightly higher proportion than seniors overall. A total of 17.73% of Reynolds seniors identified one of the other two community colleges as their district of residence. Data are reported graphically in Figure RDRS1.

Table RDRS1: Identified College District Residence by Sandy and Seniors Overall

In which Community College District do you reside?	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Clackamas	23	13.29%	393	38	3.39%	100
Portland	5	2.89%	16	185	17.74%	100
Mt. Hood	144	83.82%	106	877	78.88%	100
Total	**173**	**100.00%**		**1122**	**100.00%**	

Figure RDRS1: Reported District Residence by Sandy Seniors and Total



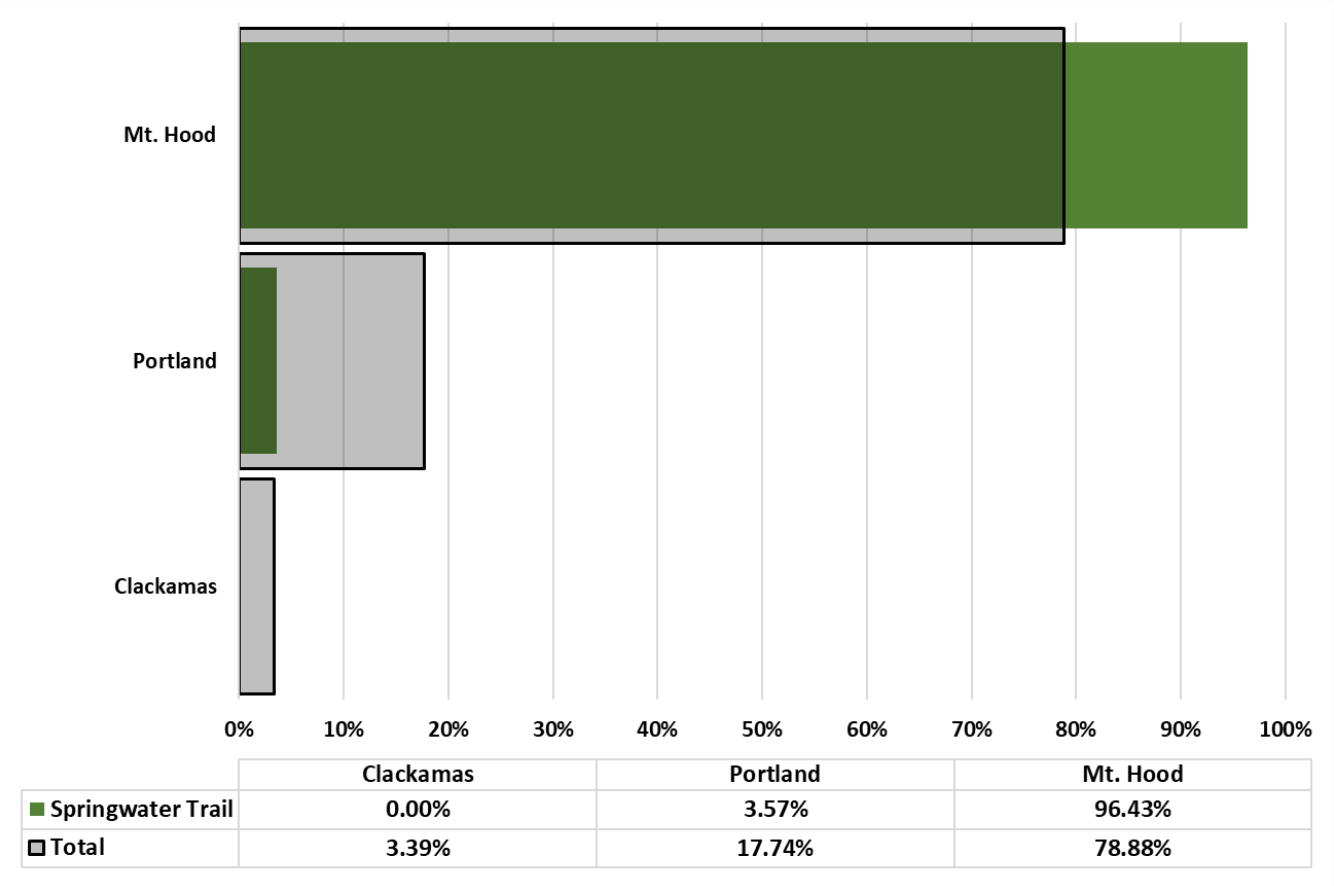
District Residence – Springwater Trail

Seniors were asked in which Community College District they reside. Results are presented in Table RDRST1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary. The majority of Reynolds Seniors (82.63%) indicated they resided within Mt. Hood Community College's boundary, this was a slightly higher proportion than seniors overall. A total of 17.73% of Reynolds seniors identified one of the other two community colleges as their district of residence. Data are reported graphically in Figure RDRST1.

Table RDRST1: Identified College District Residence by Springwater Trail and Seniors Overall

In which Community College District do you reside?	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Clackamas	0	0.00%	0	38	3.39%	100
Portland	1	3.57%	20	185	17.74%	100
Mt. Hood	27	96.43%	122	877	78.88%	100
Total	**28**	**100.00%**		**1122**	**100.00%**	

Figure RDRST1: Reported District Residence by Springwater Trail Seniors and Total



Career Plans

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables RCP1, RCP2, and RCP3 respectively. Almost ninety percent of seniors (87.37%) indicated they did have a career they were interested in pursuing; Figure RCP1 presents these data graphically. When asked how they decided on that career, thirty percent (30.52%) indicated their personality seemed to be a good fit for the job. An additional twenty percent (24.35%) indicated they read or saw something about the job. Figure RCP2 presents these data graphically. The most often cited career fields were Medical (16.46%), Business (11.03%), and Engineering (9.65%); some other field was also identified by thirteen percent (12.99%) of seniors. Figure RCP3 presents these data graphically. A list of other fields identified by seniors is available in Appendix D.

Figure RCP1: Identified a Career by High School

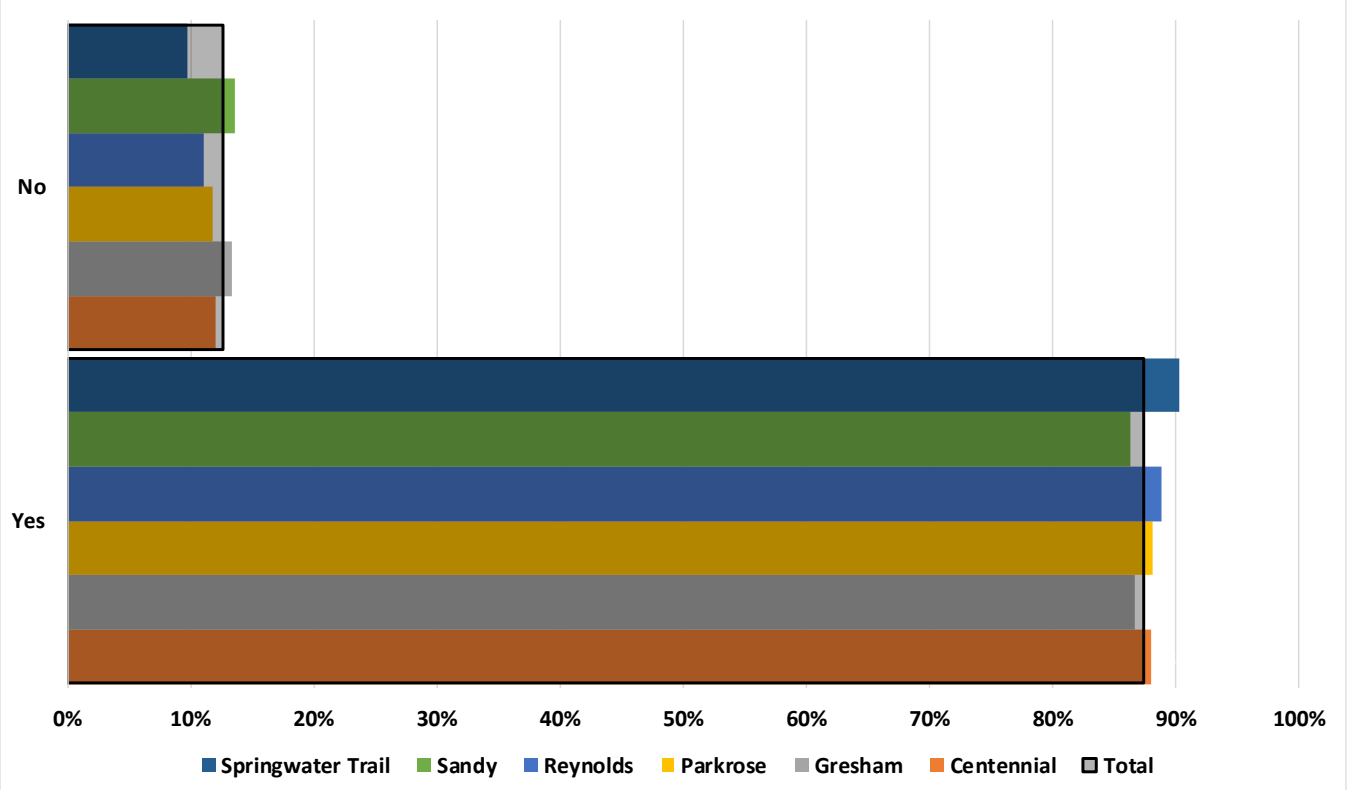


Figure RCP2: How You Decide by High School

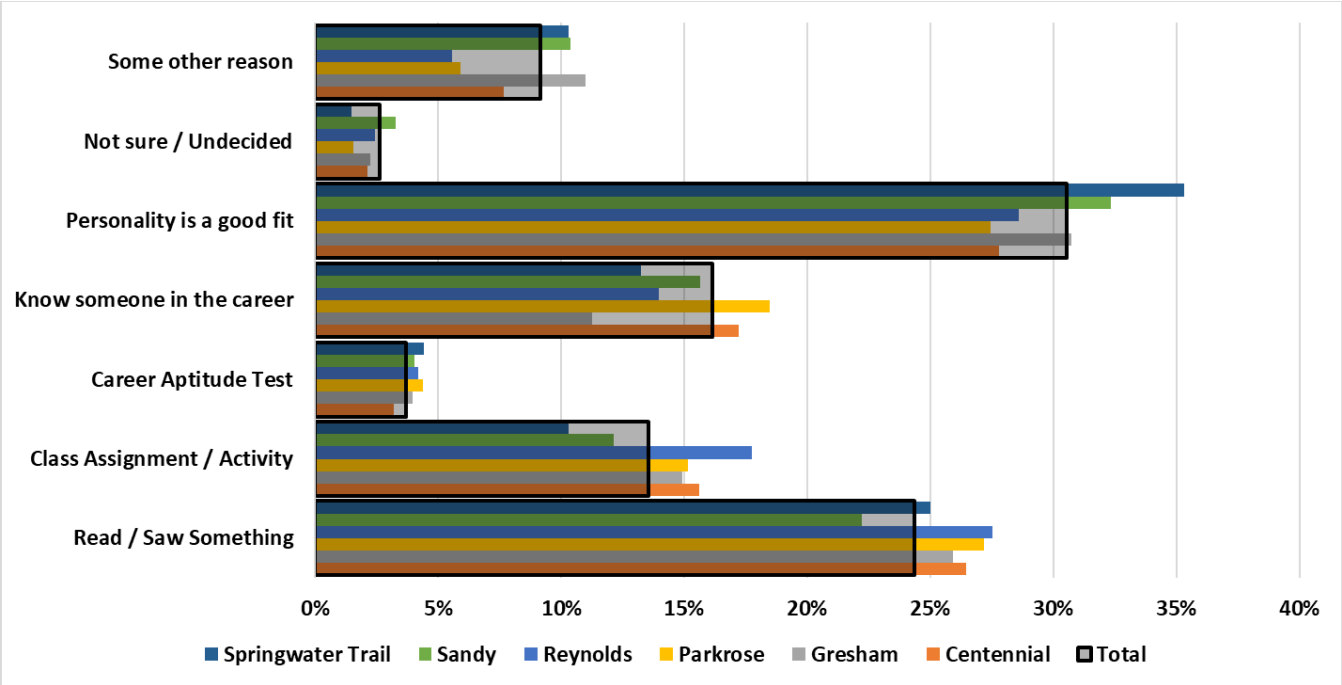
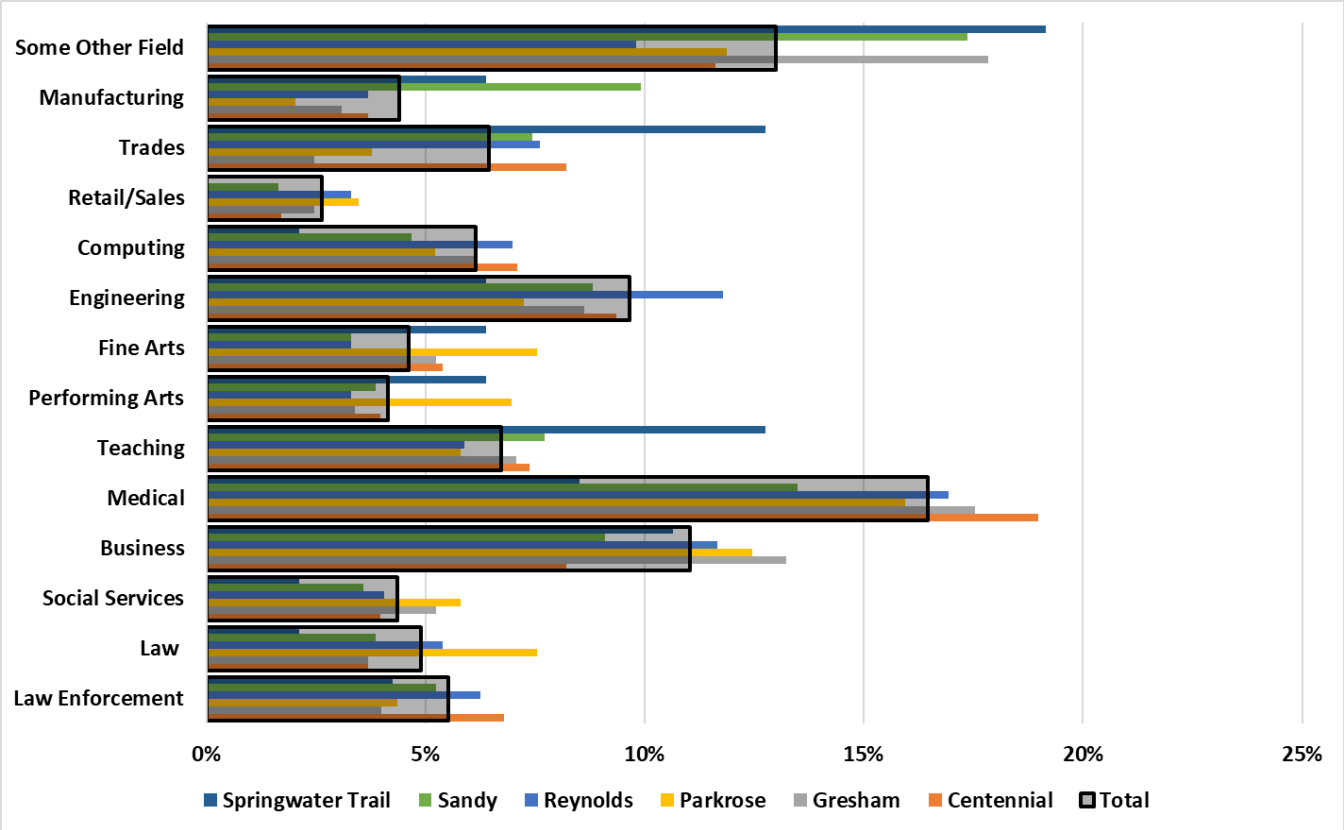


Figure RCP3: Career Fields of Interest by High School



Centennial – Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-eight percent of Centennial seniors (88.00%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind).

When asked how they decided that career was a good fit, Centennial Seniors were more likely to indicate a class assignment / activity than were seniors overall (15.61% compared to 13.54% for seniors overall). The majority of Centennial Seniors indicated their personality was a good fit; however, the proportion of seniors indicating personality was smaller than the proportion for seniors overall (27.78% for Centennial Seniors compared to 30.52% for seniors overall). Centennial seniors were also more likely to indicate a they read or saw something (26.46% Centennial / 24.35% seniors overall) or that they know someone in the career (17.20% Centennial / 16.15% seniors overall).

Centennial Seniors were most likely to identify a medical field as a career of interest; almost nineteen percent (18.98% indicated an interest in a medical-related field). Compared to Seniors Overall, they identified six career fields at a higher rate than seniors did overall:
(1) Trades (8.22% Centennial / 6.45% Overall)
(2) Law Enforcement (6.80% Centennial / 5.52% Overall)
(3) Fine Arts (5.38% Centennial / 4.63% Overall)
(4) Computing (7.08% Centennial / 6.14% Overall)
(5) Medical (18.98% Centennial / 16.46% Overall)
(6) Teaching (7.37% Centennial / 6.72% Overall).

Gresham – Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-six percent of Gresham seniors (86.67%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind).

When asked how they decided that career was a good fit, Gresham Seniors were more likely to indicate a class assignment / activity than were seniors overall (14.93% compared to 13.54% for seniors overall). The majority of Gresham Seniors indicated their personality was a good fit; this proportion of seniors was similar to the proportion for seniors overall (30.70% for Gresham Seniors compared to 30.52% for seniors overall). Gresham seniors were also more likely to indicate they took a career aptitude test (3.94% Gresham / 3.68% seniors overall) or that they read / saw something (25.92% Gresham / 24.35% seniors overall).

Gresham Seniors were most likely to identify a medical field as a career of interest; over seventeen percent (17.54% indicated an interest in a medical-related field). Compared to Seniors Overall, they identified five career fields at a higher rate than seniors did overall:
(1) Social Services (5.23% Gresham / 4.36% Overall)
(2) Business (13.23% Gresham 11.03% Overall)
(3) Fine Arts (5.23% Gresham / 4.63% Overall)
(4) Medical (17.54% Gresham / 16.46% Overall)
(5) Teaching (7.08% Gresham / 6.72% Overall).

Parkrose – Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-eight percent of Parkrose seniors (88.21%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind).

When asked how they decided that career was a good fit, Parkrose Seniors were more likely to indicate a career aptitude test than were seniors overall (4.36% compared to 3.68% for seniors overall). The majority of Parkrose Seniors indicated their personality was a good fit; however, the proportion of Parkrose Seniors was smaller than the proportion for seniors overall (27.44% for Parkrose Seniors compared to 30.52% for seniors overall). Parkrose seniors were also more likely to indicate they know someone in the career (18.46% Parkrose / 16.15% seniors overall), read or saw something (27.18% Parkrose / 24.35% seniors overall), or a class assignment or activity (15.13% Parkrose / 13.54% seniors overall).

Parkrose Seniors were most likely to identify a medical field as a career of interest; almost sixteen percent (15.94% indicated an interest in a medical-related field). Compared to Seniors Overall, they identified six career fields at a higher rate than seniors did overall:
(1) Performing Arts (6.96% Parkrose / 4.14% Overall)
(2) Fine Arts (7.54% Parkrose / 4.63% Overall)
(3) Law (7.54% Parkrose / 4.89% Overall)
(4) Social Services (5.80% Parkrose / 4.36% Overall)
(5) Retail Sales (3.48% Parkrose / 2.62% Overall)
(6) Business (12.46% Parkrose / 11.03% Overall).

Reynolds – Seniors were slightly more likely to indicate they had a career in mind as seniors overall. Almost Eighty-nine percent of Reynolds seniors (88.91%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind).

When asked how they decided that career was a good fit, Reynolds Seniors were more likely to indicate a class assignment / activity than were seniors overall (17.75% compared to 13.54% for seniors overall). The majority of Reynolds Seniors indicated their personality was a good fit; however, the proportion of Reynolds Seniors was smaller than the proportion for seniors overall (28.59% for Reynolds Seniors compared to 30.52% for seniors overall). Reynolds seniors were also more likely to indicate career aptitude test (4.20% Reynolds / 3.68% seniors overall), or they read / saw something (27.51% Reynolds / 24.35% seniors overall).

Reynolds Seniors were most likely to identify a medical field as a career of interest; over sixteen percent (16.93% indicated an interest in a medical-related field). Compared to Seniors Overall, they identified seven career fields at a higher rate than seniors did overall:
(1) Retail/Sales (3.31% Reynolds / 2.62% Overall)
(2) Engineering (11.78% Reynolds / 9.65% Overall)
(3) Trades (7.61% Reynolds / 6.45% Overall)
(4) Computing (6.99% Reynolds / 6.14% Overall)
(5) Law Enforcement (6.26% Reynolds / 5.52% Overall)
(6) Law (5.40% Reynolds / 4.89% Overall)
(7) Business (11.66% Reynolds / 11.03% Overall).

Sandy – Seniors were as likely to indicate they had a career in mind as seniors overall. Eighty-six percent of Sandy seniors (86.38%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind).

When asked how they decided that career was a good fit, Sandy Seniors were more likely to indicate they took a career aptitude test than were seniors overall (4.04% compared to 3.68% for seniors overall). The majority of Sandy Seniors indicated their personality was a good fit; the proportion of Sandy Seniors was higher than the proportion for seniors overall (32.32% for Sandy Seniors compared to 30.52% for seniors overall). Sandy seniors were also much more likely to indicate they were not sure / undecided (3.28% Sandy / 2.61% seniors overall).

Sandy Seniors were most likely to identify a medical field as a career of interest; over thirteen percent (13.50%) indicated an interest in a medical-related field. Compared to Seniors Overall, they identified three career fields at a higher rate than seniors did overall:
(1) Manufacturing (9.92% Sandy / 4.40% Overall)
(2) Trades (7.44% Sandy / 6.45% Overall)
(3) Teaching (7.71% Sandy / 6.72% Overall)

Springwater Trail – Seniors were slightly more likely to indicate they had a career in mind than seniors overall. Over ninety percent of Springwater Trail seniors (90.32%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind).

When asked how they decided that career was a good fit, Springwater Trail Seniors were more likely to indicate they took a career aptitude test than were seniors overall (4.41% compared to 3.68% for seniors overall). The majority of Springwater Trail Seniors indicated their personality was a good fit; the proportion of Springwater Trail Seniors was higher than the proportion for seniors overall (35.29% for Springwater Trail Seniors compared to 30.52% for seniors overall). Sandy seniors were also more likely to indicate they read / saw something (25.00% Springwater Trail / 24.35% seniors overall).

Springwater Trail Seniors were equally likely to identify Teaching and Trades as a careers of interest; over twelve percent (12.77%) indicated an interest in a Teaching or Trade fields. Compared to Seniors Overall, they identified five career fields at a higher rate than seniors did overall:
(1) Trades (12.77% Sandy / 6.45% Overall)
(2) Teaching (12.77% Springwater Trail / 6.72% Overall)
(3) Performing Arts (6.38% Springwater Trail / 4.14% Overall)
(4) Manufacturing (6.38% Springwater Trail / 4.40% Overall)
(5) Fine Arts (6.38% Springwater Trail / 4.63% Overall)

Table RCP1: I Can Name a Career I'm Interested in Pursing by High School and Total

I can name a career I'm interested in pursuing	Centennial #	Centennial % Within	Centennial Index	Gresham #	Gresham % Within	Gresham Index	Parkrose #	Parkrose % Within	Parkrose Index	Total #	Total % Within	Total Index
Yes	198	88%	101	195	87%	99	172	88%	101	429	87%	100
No	27	12%	95	30	13%	106	23	12%	93	62	13%	100
Total	**225**	**100%**		**225**	**100%**		**195**	**100%**		**491**	**100%**	**100**

I can name a career I'm interested in pursuing	Reynolds #	Reynolds % Within	Reynolds Index	Sandy #	Sandy % Within	Sandy Index	Springwater Trail #	Springwater Trail % Within	Springwater Trail Index	Total #	Total % Within	Total Index
Yes	433	89%	102	203	86%	99	28	90%	103	429	87%	100
No	54	11%	88	32	14%	108	3	10%	77	62	13%	100
Total	**487**	**100%**		**235**	**100%**		**31**	**100%**		**491**	**100%**	**100**

Table RCP2: Good Fit by High School and Total

How did you decide that career was a good fit?	Centennial #	Centennial % Within	Centennial Index	Gresham #	Gresham % Within	Gresham Index	Parkrose #	Parkrose % Within	Parkrose Index	Total #	Total % Within	Total Index
Read / Saw Something	100	26.46%	109	92	25.92%	106	106	27.18%	112	205	24.35%	100
Class Assignment / Activity	59	15.61%	115	53	14.93%	110	59	15.13%	112	114	13.54%	100
Career Aptitude Test	12	3.17%	86	14	3.94%	107	17	4.36%	118	31	3.68%	100
Know someone in career	65	17.20%	106	40	11.27%	70	72	18.46%	114	136	16.15%	100
Personality is a good fit	105	27.78%	91	109	30.70%	101	107	27.44%	90	257	30.52%	100
Not sure / Undecided	8	2.12%	81	8	2.25%	86	6	1.54%	59	22	2.61%	100
Some other reason	29	7.67%	84	39	10.99%	120	23	5.90%	64	77	9.14%	100
Total Respondents	**378**	**100.00%**		**355**	**100.00%**		**390**	**100.00%**		**842**	**100.00%**	

How did you decide that career was a good fit?	Reynolds #	Reynolds % Within	Reynolds Index	Sandy #	Sandy % Within	Sandy Index	Springwater Trail #	Springwater Trail % Within	Springwater Trail Index	Total #	Total % Within	Total Index
Read / Saw Something	203	27.51%	113	88	22.22%	91	17	25.00%	103	205	24.35%	100
Class Assignment / Activity	131	17.75%	131	48	12.12%	90	7	10.29%	76	114	13.54%	100
Career Aptitude Test	31	4.20%	114	16	4.04%	110	3	4.41%	120	31	3.68%	100
Know someone in career	103	13.96%	86	62	15.66%	97	9	13.24%	82	136	16.15%	100
Personality is a good fit	211	28.59%	94	128	32.32%	106	24	35.29%	116	257	30.52%	100
Not sure / Undecided	18	2.44%	93	13	3.28%	126	1	1.47%	56	22	2.61%	100
Some other reason	41	5.56%	61	41	10.35%	113	7	10.29%	113	77	9.14%	100
Total Respondents	**738**	**100.00%**		**396**	**100.00%**		**68**	**100.00%**		**842**	**100.00%**	

Table RCP3: Field of Interest by High School and Total

What field or fields are you interested in?	Centennial #	Centennial % Within	Centennial Index	Gresham #	Gresham % Within	Gresham Index	Parkrose #	Parkrose % Within	Parkrose Index	Total #	Total % Within	Total Index
Law Enforcement	24	6.80%	123	13	4.00%	73	15	4.35%	79	124	5.52%	100
Law	13	3.68%	75	12	3.69%	75	26	7.54%	154	110	4.89%	100
Social Services	14	3.97%	91	17	5.23%	120	20	5.80%	133	98	4.36%	100
Business	29	8.22%	74	43	13.23%	120	43	12.46%	113	248	11.03%	100
Medical	67	18.98%	115	57	17.54%	107	55	15.94%	97	370	16.46%	100
Teaching	26	7.37%	110	23	7.08%	105	20	5.80%	86	151	6.72%	100
Performing Arts	14	3.97%	96	11	3.38%	82	24	6.96%	168	93	4.14%	100
Fine Arts	19	5.38%	116	17	5.23%	113	26	7.54%	163	104	4.63%	100
Engineering	33	9.35%	97	28	8.62%	89	25	7.25%	75	217	9.65%	100
Computing	25	7.08%	115	20	6.15%	100	18	5.22%	85	138	6.14%	100
Retail/Sales	6	1.70%	65	8	2.46%	94	12	3.48%	133	59	2.62%	100
Trades	29	8.22%	127	8	2.46%	38	13	3.77%	58	145	6.45%	100
Manufacturing	13	3.68%	84	10	3.08%	70	7	2.03%	46	99	4.40%	100
Some Other Field	41	11.61%	89	58	17.85%	137	41	11.88%	91	292	12.99%	100
Total	**353**	**100.00%**		**325**	**100.00%**		**345**	**100.00%**		**2248**	**100.00%**	

What field or fields are you interested in?	Reynolds #	Reynolds % Within	Reynolds Index	Sandy #	Sandy % Within	Sandy Index	Springwater Trail #	Springwater Trail % Within	Springwater Trail Index	Total #	Total % Within	Total Index
Law Enforcement	51	6.26%	113	19	5.23%	95	2	4.26%	77	124	5.52%	100
Law	44	5.40%	110	14	3.86%	79	1	2.13%	43	110	4.89%	100
Social Services	33	4.05%	93	13	3.58%	82	1	2.13%	49	98	4.36%	100
Business	95	11.66%	106	33	9.09%	82	5	10.64%	96	248	11.03%	100
Medical	138	16.93%	103	49	13.50%	82	4	8.51%	52	370	16.46%	100
Teaching	48	5.89%	88	28	7.71%	115	6	12.77%	190	151	6.72%	100
Performing Arts	27	3.31%	80	14	3.86%	93	3	6.38%	154	93	4.14%	100
Fine Arts	27	3.31%	72	12	3.31%	71	3	6.38%	138	104	4.63%	100
Engineering	96	11.78%	122	32	8.82%	91	3	6.38%	66	217	9.65%	100
Computing	57	6.99%	114	17	4.68%	76	1	2.13%	35	138	6.14%	100
Retail/Sales	27	3.31%	126	6	1.65%	63	0	0.00%	0	59	2.62%	100
Trades	62	7.61%	118	27	7.44%	115	6	12.77%	198	145	6.45%	100
Manufacturing	30	3.68%	84	36	9.92%	225	3	6.38%	145	99	4.40%	100
Some Other Field	80	9.82%	76	63	17.36%	134	9	19.15%	147	292	12.99%	100
Total	**815**	**100.00%**		**363**	**100.00%**		**47**	**100.00%**		**2248**	**100.00%**	

Career Plans – Centennial

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables RCPC1, RCPC2, and RCPC3 respectively. Centennial Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-eight percent of Centennial seniors (88.00%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind); Figure RCPC1 presents these data graphically. When asked how they decided that career was a good fit, Centennial Seniors were more likely to indicate a Class Assignment / Activity than were seniors overall (15.61% compared to 13.54% for

Table RCPC1: Identified a Career by Centennial Seniors and Total

I can name a career I'm interested in pursuing	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Yes	198	88.00%	101	429	87.37%	100
No	27	12.00%	95	62	12.63%	100
Total	**225**	**100.00%**		**491**	**100.0%**	**100**

Table RCPC2: How You Decide by Centennial Seniors and Total

How did you decide that career was a good fit?	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Read / Saw Something	100	26.46%	109	205	24.35%	100
Class Assignment / Activity	59	15.61%	115	114	13.54%	100
Career Aptitude Test	12	3.17%	86	31	3.68%	100
Know someone in the career	65	17.20%	106	136	16.15%	100
Personality is a good fit	105	27.78%	91	257	30.52%	100
Not sure / Undecided	8	2.12%	81	22	2.61%	100
Some other reason	29	7.67%	84	77	9.14%	100
Total Respondents	**378**	**100.00%**		**842**	**100.00%**	

Table RCPC3: Career Fields of Interest by Centennial Seniors and Total

What field or fields are you interested in?	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	24	6.80%	123	124	5.52%	100
Law	13	3.68%	75	110	4.89%	100
Social Services	14	3.97%	91	98	4.36%	100
Business	29	8.22%	74	248	11.03%	100
Medical	67	18.98%	115	370	16.46%	100
Teaching	26	7.37%	110	151	6.72%	100
Performing Arts	14	3.97%	96	93	4.14%	100
Fine Arts	19	5.38%	116	104	4.63%	100
Engineering	33	9.35%	97	217	9.65%	100
Computing	25	7.08%	115	138	6.14%	100
Retail/Sales	6	1.70%	65	59	2.62%	100
Trades	29	8.22%	127	145	6.45%	100
Manufacturing	13	3.68%	84	99	4.40%	100
Some Other Field	41	11.61%	89	292	12.99%	100
Total	**353**	**100.00%**		**2248**	**100.00%**	

Figure RCPC1: Identified a Career by Centennial Seniors and Total

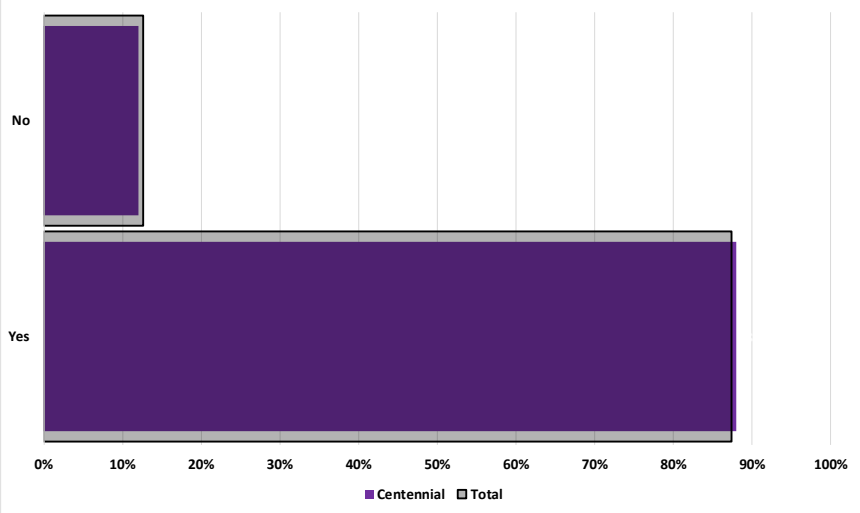


Figure RCPC2: How You Decide by Centennial Seniors and Total

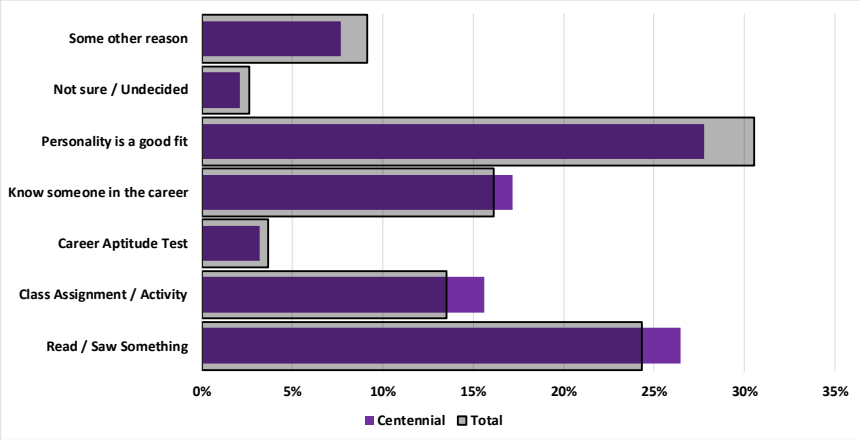
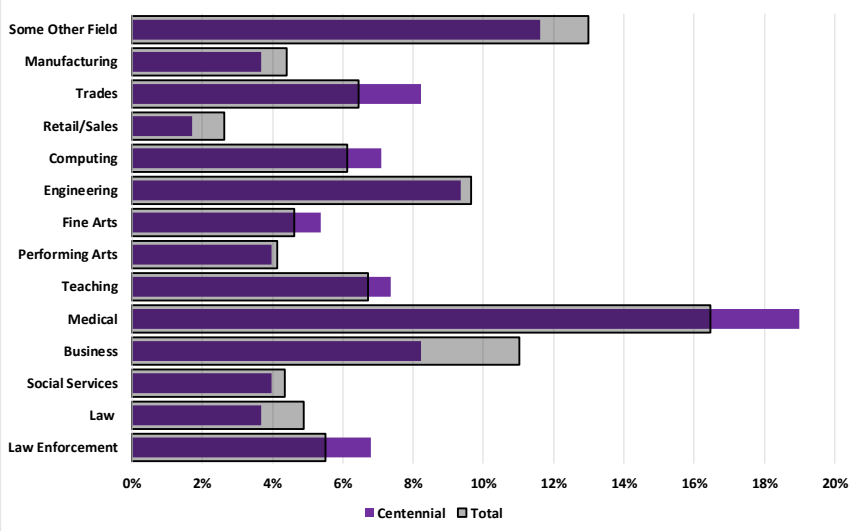


Figure RCPC3: Career Fields of Interest by Centennial Seniors and Total



seniors overall). Centennial seniors were also more likely to indicate they read or saw something about the career (26.46% compared to 24.35% for seniors overall). Finally, they were more likely to indicate they know someone in the career (17.20% compared to 16.15% for seniors overall). The majority of Centennial Seniors indicated their personality was a good fit; however, the proportion was smaller than the proportion of seniors overall (27.78% Centennial compared to 30.52% seniors overall). Figure RCPC2 presents these data graphically. Centennial Seniors identified five careers at a higher rate than seniors did overall: (1) Trades, (2) Law Enforcement, (3) Fine Arts, (4) Medical, and (5) Computing. Centennial Seniors were less likely than seniors overall to indicate Business or Law.

Career Plans – Gresham

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables RCPG1, RCPG2, and RCPG3 respectively. Gresham Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-six percent of Gresham seniors (86.67%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind); Figure RCPG1 presents these data graphically. When asked how they decided that career was a good fit, Gresham Seniors were more likely to indicate a Class Assignment / Activity than were seniors overall (14.93% compared to 13.54% for

Table RCPG1: Identified a Career by Gresham Seniors and Total

I can name a career I'm interested in pursuing	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Yes	195	86.67%	99	429	87.37%	100
No	30	13.33%	106	62	12.63%	100
Total	**225**	**100.00%**		**491**	**100.0%**	**100**

Table RCPG2: How You Decide by Gresham Seniors and Total

How did you decide that career was a good fit?	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Read / Saw Something	92	25.92%	106	205	24.35%	100
Class Assignment / Activity	53	14.93%	110	114	13.54%	100
Career Aptitude Test	14	3.94%	107	31	3.68%	100
Know someone in the career	40	11.27%	70	136	16.15%	100
Personality is a good fit	109	30.70%	101	257	30.52%	100
Not sure / Undecided	8	2.25%	86	22	2.61%	100
Some other reason	39	10.99%	120	77	9.14%	100
Total Respondents	**355**	**100.00%**		**842**	**100.00%**	

Table RCPG3: Career Fields of Interest by Gresham Seniors and Total

What field or fields are you interested in?	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	13	4.00%	73	124	5.52%	100
Law	12	3.69%	75	110	4.89%	100
Social Services	17	5.23%	120	98	4.36%	100
Business	43	13.23%	120	248	11.03%	100
Medical	57	17.54%	107	370	16.46%	100
Teaching	23	7.08%	105	151	6.72%	100
Performing Arts	11	3.38%	82	93	4.14%	100
Fine Arts	17	5.23%	113	104	4.63%	100
Engineering	28	8.62%	89	217	9.65%	100
Computing	20	6.15%	100	138	6.14%	100
Retail/Sales	8	2.46%	94	59	2.62%	100
Trades	8	2.46%	38	145	6.45%	100
Manufacturing	10	3.08%	70	99	4.40%	100
Some Other Field	58	17.85%	137	292	12.99%	100
Total	**325**	**100.00%**		**2248**	**100.00%**	

Figure RCPG1: Identified a Career by Gresham Seniors and Total

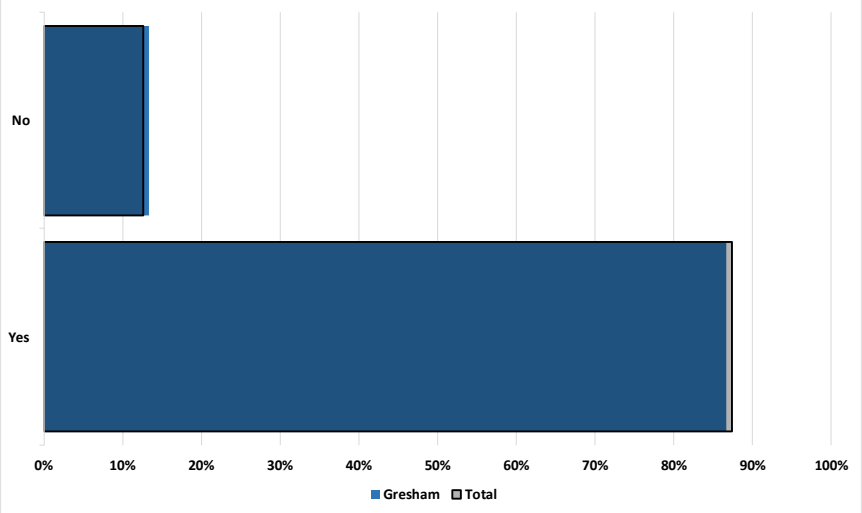


Figure RCPG2: How You Decide by Gresham Seniors and Total

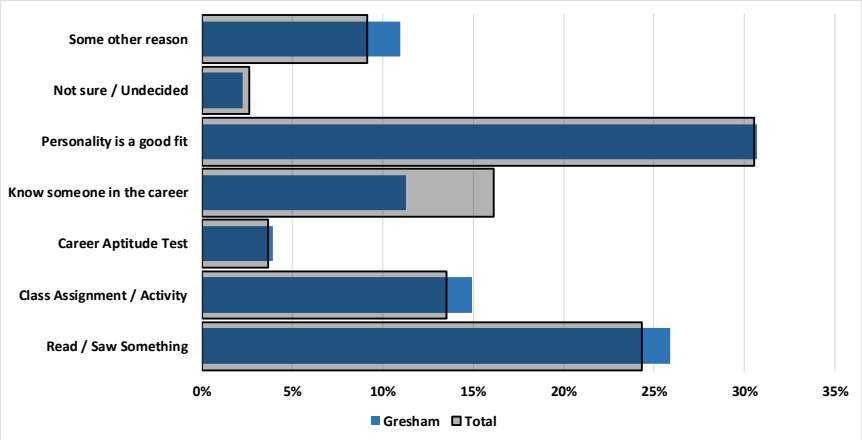
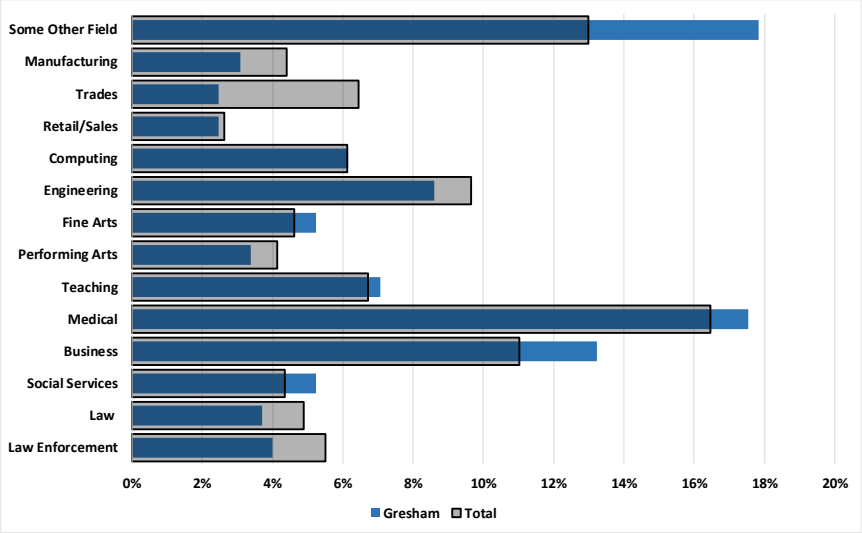


Figure RCPG3: Career Fields of Interest by Gresham Seniors and Total



seniors overall). Gresham seniors were also more likely to indicate they took a Career Aptitude Test (3.94% compared to 3.68% for seniors overall). Finally, they were more likely to indicate they read or saw something about the career (25.92% compared to 24.35% for seniors overall). The majority of Gresham Seniors indicated their personality was a good fit; this proportion was similar to the proportion of seniors overall (30.70% Gresham compared to 30.52% seniors overall). Figure RCPG2 presents these data graphically. Gresham Seniors identified five careers at a higher rate than seniors did overall: (1) Social Services, (2) Business, (3) Fine Arts, (4) and Medical. Gresham Seniors were less likely than seniors overall to indicate Trades or Manufacturing. These data are presented graphically in Figure RCPG3.

Career Plans – Parkrose

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables RCPP1, RCPP2, and RCPP3 respectively. Parkrose Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-eight percent of Parkrose seniors (88.21%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind); Figure RCPP1 presents these data graphically. When asked how they decided that career was a good fit, Parkrose Seniors were more likely to indicate they took a Career Aptitude Test than were seniors overall (4.36% compared to 3.68%

Table RCPP1: Identified a Career by Parkrose Seniors and Total

I can name a career I'm interested in pursuing	Parkrose			Total		
	#	% Within	Index	#	% Within	Index
Yes	172	88.21%	101	429	87.37%	100
No	23	11.79%	93	62	12.63%	100
Total	**195**	**100.00%**		**491**	**100.0%**	**100**

Table RCPP2: How You Decide by Parkrose Seniors and Total

How did you decide that career was a good fit?	Parkrose			Total		
	#	% Within	Index	#	% Within	Index
Read / Saw Something	106	27.18%	112	205	24.35%	100
Class Assignment / Activity	59	15.13%	112	114	13.54%	100
Career Aptitude Test	17	4.36%	118	31	3.68%	100
Know someone in the career	72	18.46%	114	136	16.15%	100
Personality is a good fit	107	27.44%	90	257	30.52%	100
Not sure / Undecided	6	1.54%	59	22	2.61%	100
Some other reason	23	5.90%	64	77	9.14%	100
Total Respondents	**390**	**100.00%**		**842**	**100.00%**	

Table RCPP3: Career Fields of Interest by Parkrose Seniors and Total

What field or fields are you interested in?	Parkrose			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	15	4.35%	79	124	5.52%	100
Law	26	7.54%	154	110	4.89%	100
Social Services	20	5.80%	133	98	4.36%	100
Business	43	12.46%	113	248	11.03%	100
Medical	55	15.94%	97	370	16.46%	100
Teaching	20	5.80%	86	151	6.72%	100
Performing Arts	24	6.96%	168	93	4.14%	100
Fine Arts	26	7.54%	163	104	4.63%	100
Engineering	25	7.25%	75	217	9.65%	100
Computing	18	5.22%	85	138	6.14%	100
Retail/Sales	12	3.48%	133	59	2.62%	100
Trades	13	3.77%	58	145	6.45%	100
Manufacturing	7	2.03%	46	99	4.40%	100
Some Other Field	41	11.88%	91	292	12.99%	100
Total	**345**	**100.00%**		**2248**	**100.00%**	

Figure RCPP1: Identified a Career by Parkrose Seniors and Total

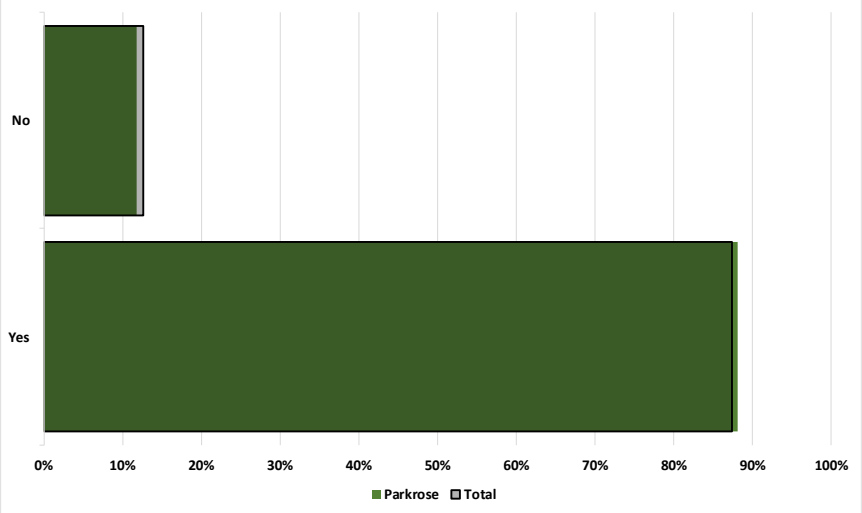


Figure RCPP2: How You Decide by Parkrose Seniors and Total

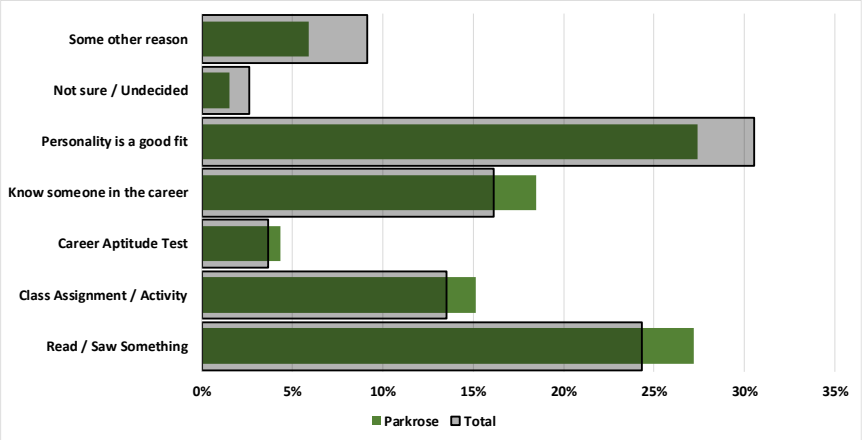
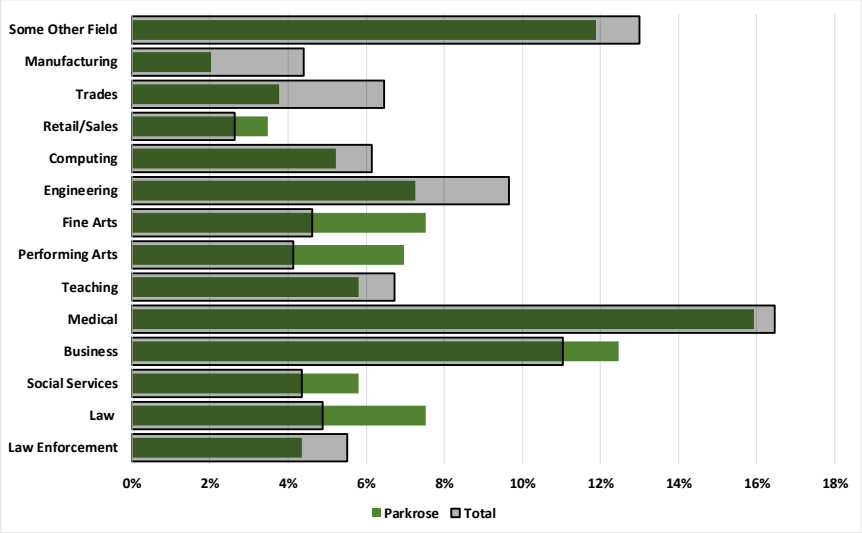


Figure RCPP3: Career Fields of Interest by Parkrose Seniors and Total



for seniors overall). Parkrose seniors were also more likely to indicate they know someone in the career (18.46% compared to 16.15% for seniors overall). Finally, they were more likely to indicate they read or saw something about the career (27.18% compared to 24.35% for seniors overall) or learned about it through a class assignment or activity (15.13% compared to 13.54% for seniors overall). The majority of Parkrose Seniors indicated their personality was a good fit; however, this proportion was smaller than the proportion of seniors overall (27.44% Parkrose compared to 30.52% seniors overall). Figure RCPP2 presents these data graphically. Parkrose Seniors identified six careers at a higher rate than seniors did overall: (1) Performing Arts, (2) Fine Arts, (3) Law, (4) Social Services, (5) Retail / Sales, and (6) Business. Parkrose Seniors were less likely than seniors overall to indicate Manufacturing or Trades. These data are presented graphically in Figure RCPP3.

Career Plans – Reynolds

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables RCPR1, RCPR2, and RCPR3 respectively. Reynolds Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-eight percent of Reynolds seniors (88.91%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind); Figure RCPR1 presents these data graphically. When asked how they decided that career was a good fit, Reynolds Seniors were more likely to indicate a class assignment or activity than were seniors overall (17.75% compared to 13.54%

Table RCPR1: Identified a Career by Reynolds Seniors and Total

I can name a career I'm interested in pursuing	Reynolds			Total		
	#	% Within	Index	#	% Within	Index
Yes	433	88.91%	102	429	87.37%	100
No	54	11.09%	88	62	12.63%	100
Total	**487**	**100.00%**		**491**	**100.0%**	**100**

Table RCPR2: How You Decide by Reynolds Seniors and Total

How did you decide that career was a good fit?	Reynolds			Total		
	#	% Within	Index	#	% Within	Index
Read / Saw Something	203	27.51%	113	205	24.35%	100
Class Assignment / Activity	131	17.75%	131	114	13.54%	100
Career Aptitude Test	31	4.20%	114	31	3.68%	100
Know someone in the career	103	13.96%	86	136	16.15%	100
Personality is a good fit	211	28.59%	94	257	30.52%	100
Not sure / Undecided	18	2.44%	93	22	2.61%	100
Some other reason	41	5.56%	61	77	9.14%	100
Total Respondents	**738**	**100.00%**		**842**	**100.00%**	

Table RCPR3: Career Fields of Interest by Reynolds Seniors and Total

What field or fields are you interested in?	Reynolds			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	51	6.26%	113	124	5.52%	100
Law	44	5.40%	110	110	4.89%	100
Social Services	33	4.05%	93	98	4.36%	100
Business	95	11.66%	106	248	11.03%	100
Medical	138	16.93%	103	370	16.46%	100
Teaching	48	5.89%	88	151	6.72%	100
Performing Arts	27	3.31%	80	93	4.14%	100
Fine Arts	27	3.31%	72	104	4.63%	100
Engineering	96	11.78%	122	217	9.65%	100
Computing	57	6.99%	114	138	6.14%	100
Retail/Sales	27	3.31%	126	59	2.62%	100
Trades	62	7.61%	118	145	6.45%	100
Manufacturing	30	3.68%	84	99	4.40%	100
Some Other Field	80	9.82%	76	292	12.99%	100
Total	**815**	**100.00%**		**2248**	**100.00%**	

Figure RCPR1: Identified a Career by Reynolds Seniors and Total

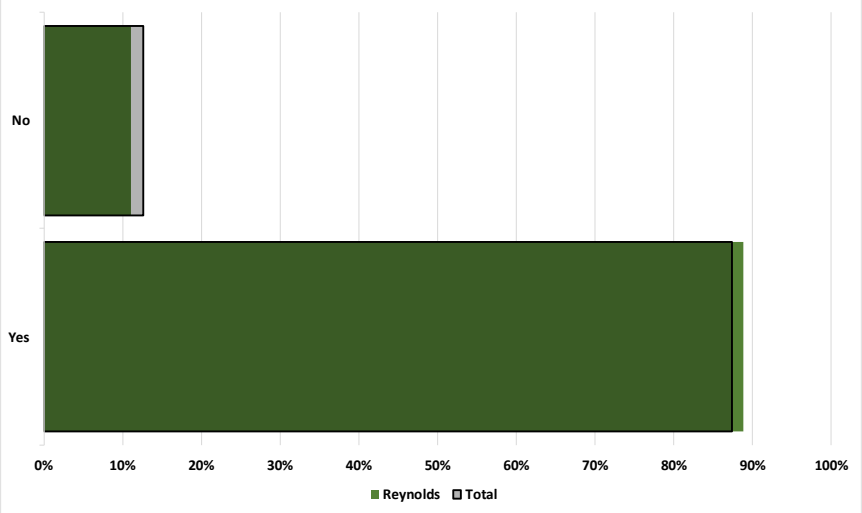


Figure RCPR2: How You Decide by Reynolds Seniors and Total

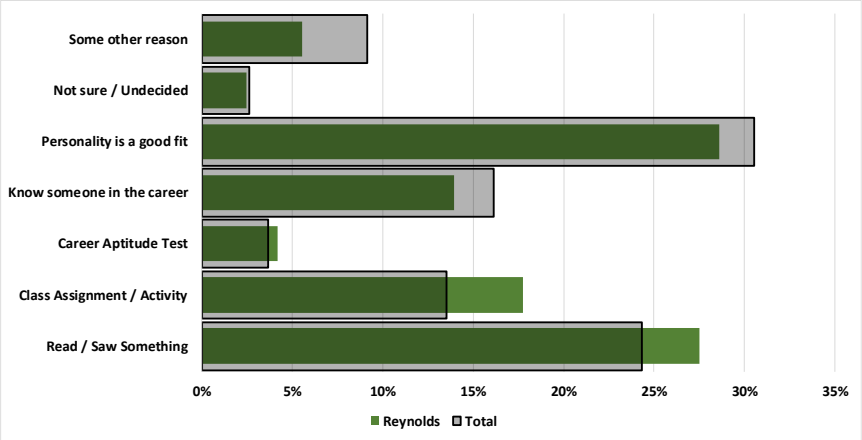
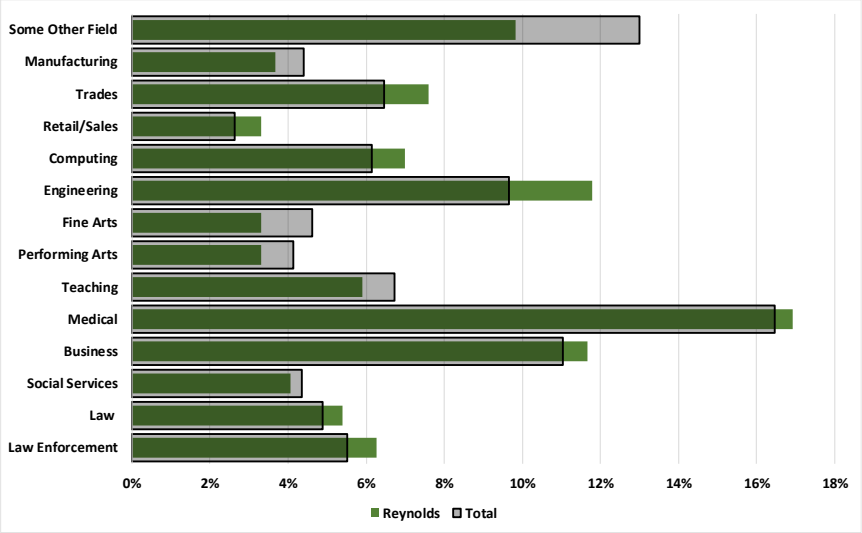


Figure RCPR3: Career Fields of Interest by Reynolds Seniors and Total



for seniors overall). Reynolds seniors were also more likely to indicate they took a Career Aptitude Test (4.20% compared to 3.68% for seniors overall). Finally, they were more likely to indicate they read or saw something about the career (27.51% compared to 24.35% for seniors overall). The majority of Reynolds Seniors indicated their personality was a good fit; however, this proportion was smaller than the proportion of seniors overall (28.59% Reynolds compared to 30.52% seniors overall). Figure RCPR2 presents these data graphically. Reynolds Seniors identified six careers at a higher rate than seniors did overall: (1) Retail Sales, (2) Engineering, (3) Trades, (4) Computing, (5) Law Enforcement, and (6) Law. Reynolds Seniors were less likely than seniors overall to indicate Fine Arts. These data are presented graphically in Figure RCPR3.

Career Plans – Sandy

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables RCPS1, RCPS2, and RCPS3 respectively. Sandy Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-six percent of Reynolds seniors (86.38%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind); Figure RCPS1 presents these data graphically. When asked how they decided that career was a good fit, Sandy Seniors were more likely to indicate a Career Aptitude Test than were seniors overall (4.04% compared to 3.68%

Table RCPS1: Identified a Career by Sandy Seniors and Total

I can name a career I'm interested in pursuing	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Yes	203	86.38%	99	429	87.37%	100
No	32	13.62%	108	62	12.63%	100
Total	**235**	**100.00%**		**491**	**100.0%**	**100**

Table RCPS2: How You Decide by Sandy Seniors and Total

How did you decide that career was a good fit?	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Read / Saw Something	88	22.22%	91	205	24.35%	100
Class Assignment / Activity	48	12.12%	90	114	13.54%	100
Career Aptitude Test	16	4.04%	110	31	3.68%	100
Know someone in the career	62	15.66%	97	136	16.15%	100
Personality is a good fit	128	32.32%	106	257	30.52%	100
Not sure / Undecided	13	3.28%	126	22	2.61%	100
Some other reason	41	10.35%	113	77	9.14%	100
Total Respondents	**396**	**100.00%**		**842**	**100.00%**	

Table RCPS3: Career Fields of Interest by Sandy Seniors and Total

What field or fields are you interested in?	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	19	5.23%	95	124	5.52%	100
Law	14	3.86%	79	110	4.89%	100
Social Services	13	3.58%	82	98	4.36%	100
Business	33	9.09%	82	248	11.03%	100
Medical	49	13.50%	82	370	16.46%	100
Teaching	28	7.71%	115	151	6.72%	100
Performing Arts	14	3.86%	93	93	4.14%	100
Fine Arts	12	3.31%	71	104	4.63%	100
Engineering	32	8.82%	91	217	9.65%	100
Computing	17	4.68%	76	138	6.14%	100
Retail/Sales	6	1.65%	63	59	2.62%	100
Trades	27	7.44%	115	145	6.45%	100
Manufacturing	36	9.92%	225	99	4.40%	100
Some Other Field	63	17.36%	134	292	12.99%	100
Total	**363**	**100.00%**		**2248**	**100.00%**	

Figure RCPS1: Identified a Career by Sandy Seniors and Total

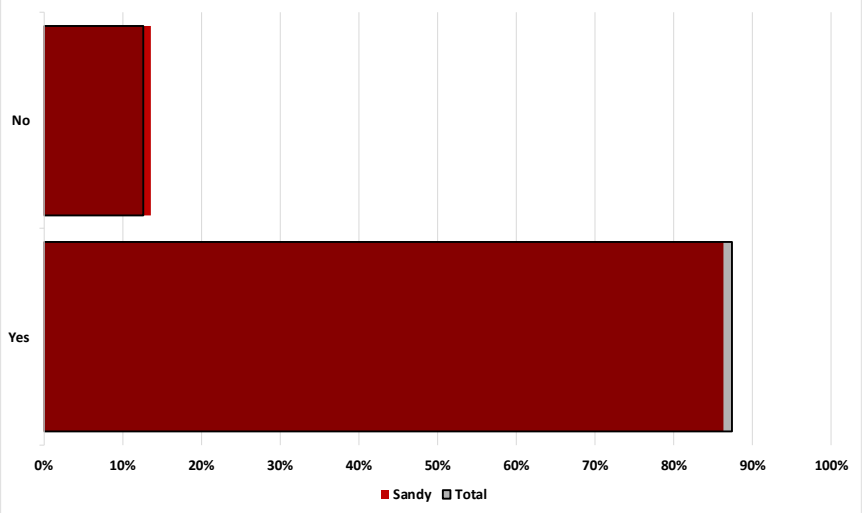


Figure RCPS2: How You Decide by Sandy Seniors and Total

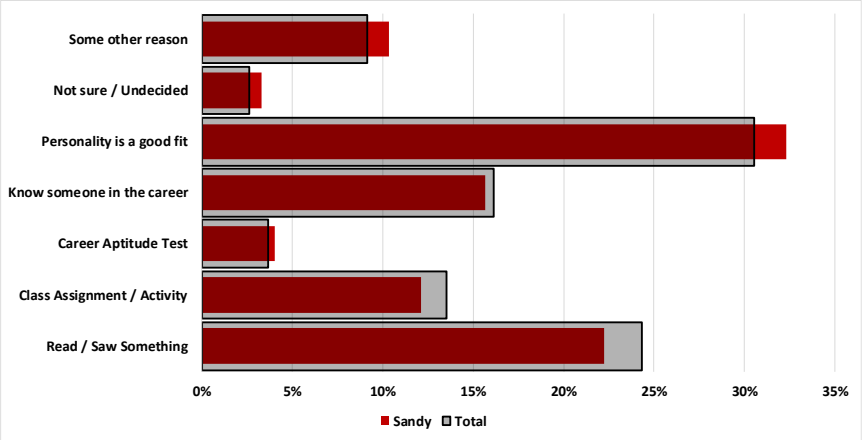
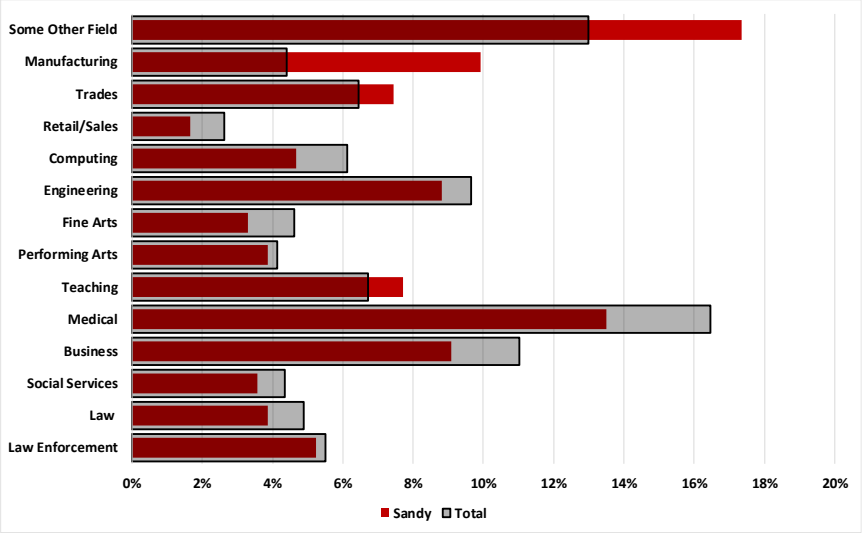


Figure RCPS3: Career Fields of Interest by Sandy Seniors and Total



for seniors overall). Sandy seniors were also more likely to indicate their Personality was a good fit (32.32% compared to 30.52% for seniors overall). Finally, they were more likely to indicate they were not sure or undecided (3.28% compared to 2.61% for seniors overall). Figure RCPS2 presents these data graphically. Sandy Seniors identified three careers at a higher rate than seniors did overall: (1) Manufacturing, (2) Teaching, and (3) Trades. Sandy Seniors were less likely than seniors overall to indicate Retail Sales or Fine Arts. These data are presented graphically in Figure RCPS3.

Career Plans – Springwater Trail

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables RCPST1, RCPST2, and RCPST3 respectively. Springwater Trail Seniors were slightly more likely to indicate they had a career in mind than seniors overall. Over ninety percent of Springwater Trail seniors (90.32%) indicated they did have a career they were interested in pursuing (87.37% of seniors overall indicated they had a career in mind); Figure RCPST1 presents these data graphically. When asked how they decided that career was a good fit, Springwater Trail Seniors were more likely to indicate a career aptitude test than were seniors overall

Table RCPRST1: Identified a Career by Springwater Trail Seniors and Total

I can name a career I'm interested in pursuing	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Yes	28	90.32%	103	429	87.37%	100
No	3	9.68%	77	62	12.63%	100
Total	**31**	**100.00%**		**491**	**100.0%**	**100**

Table RCPST2: How You Decide by Springwater Trail Seniors and Total

How did you decide that career was a good fit?	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Read / Saw Something	17	25.00%	103	205	24.35%	100
Class Assignment / Activity	7	10.29%	76	114	13.54%	100
Career Aptitude Test	3	4.41%	120	31	3.68%	100
Know someone in the career	9	13.24%	82	136	16.15%	100
Personality is a good fit	24	35.29%	116	257	30.52%	100
Not sure / Undecided	1	1.47%	56	22	2.61%	100
Some other reason	7	10.29%	113	77	9.14%	100
Total Respondents	**68**	**100.00%**		**842**	**100.00%**	

Table RCPST3: Career Fields of Interest by Springwater Trail Seniors and Total

What field or fields are you interested in?	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	2	4.26%	77	124	5.52%	100
Law	1	2.13%	43	110	4.89%	100
Social Services	1	2.13%	49	98	4.36%	100
Business	5	10.64%	96	248	11.03%	100
Medical	4	8.51%	52	370	16.46%	100
Teaching	6	12.77%	190	151	6.72%	100
Performing Arts	3	6.38%	154	93	4.14%	100
Fine Arts	3	6.38%	138	104	4.63%	100
Engineering	3	6.38%	66	217	9.65%	100
Computing	1	2.13%	35	138	6.14%	100
Retail/Sales	0	0.00%	0	59	2.62%	100
Trades	6	12.77%	198	145	6.45%	100
Manufacturing	3	6.38%	145	99	4.40%	100
Some Other Field	9	19.15%	147	292	12.99%	100
Total	**47**	**100.00%**		**2248**	**100.00%**	

Figure RCPST1: Identified a Career by Springwater Trail Seniors and Total

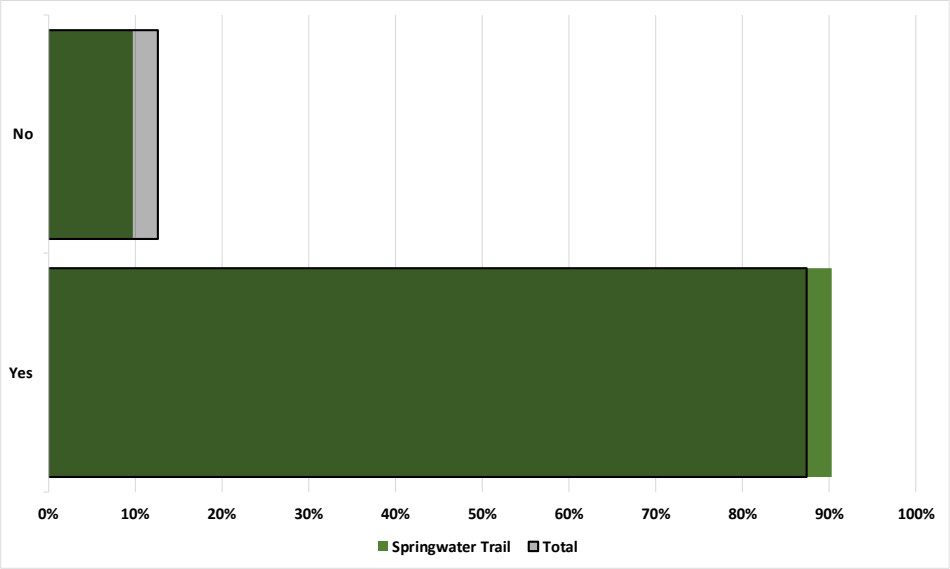


Figure RCPST2: How You Decide by Springwater Trail Seniors and Total

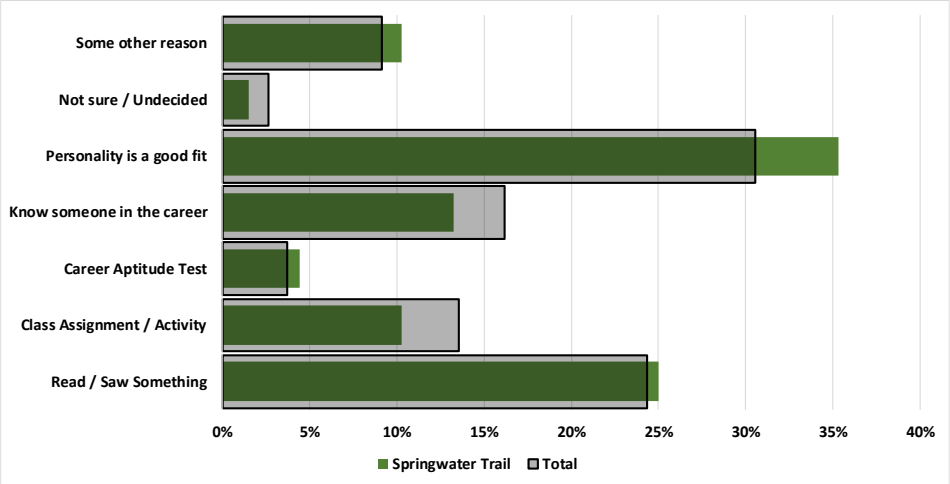
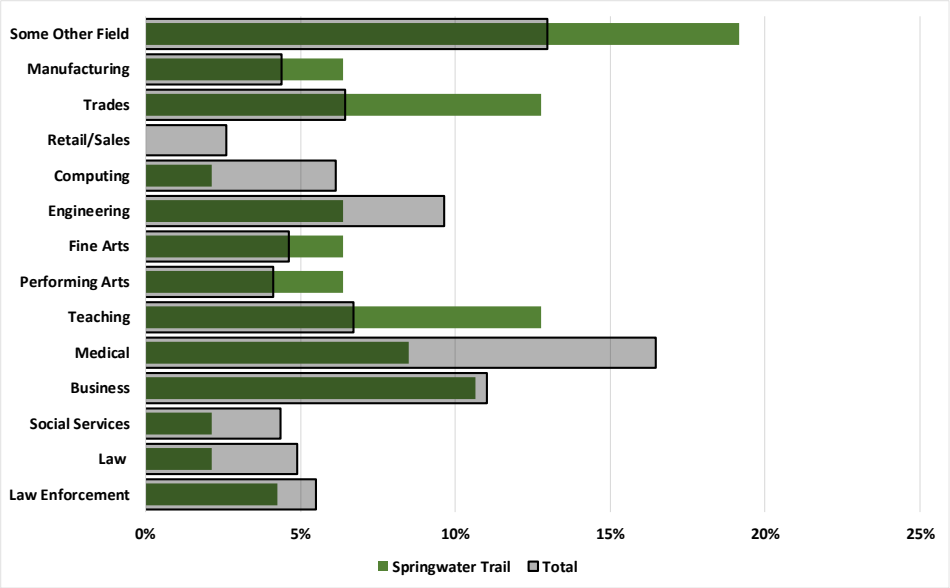


Figure RCPST3: Career Fields of Interest by Springwater Trail Seniors and Total



(4.41% compared to 3.68% for seniors overall). Springwater Trail seniors were also more likely to indicate their personality was a good fit (35.29% compared to 30.52% for seniors overall). Figure RCPST2 presents these data graphically. Springwater Trail Seniors identified five careers at a higher rate than seniors did overall: (1) Trades, (2) Teaching, (3) Performing Arts, (4) Manufacturing, and (5) Fine Arts. Springwater Trail Seniors were less likely than seniors overall to indicate Computing. These data are presented graphically in Figure RCPST3.

Results - For Seniors Not Continuing Their Education

Overall Results

For all students that indicated - in the Future Plans Question - they would be doing anything other than continuing their education, a series of questions were asked related to reasons for not continuing their education and information that could be provided to increase the likelihood of their continuing their education. A total of 544 seniors indicated they would not be continuing their education.

Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.

Reasons for Not Continuing

Seniors that indicated they would not be continuing their education were asked to rate – on a seven point scale (1=Not a Reason and 7=An Extreme Reason) – ten reasons for not continuing their education. Results for all participating schools are presented in Table RNC1. Overwhelmingly, *Cost* was the reason for not continuing education. Over forty-eight percent (48.8%) of seniors indicated this was a Somewhat Major to Extreme Reason for not continuing. The average score for the *Cost* item (mean = 4.07, s.d. 2.17) was 0.44 points higher than the next highest reason for not continuing (*Not Interested:* mean = 2.63, s.d. 2.20). Almost forty percent of seniors (38.8%) indicated *Not Interested* was a Somewhat Major to Extreme Reason for not attending. Mean scores for the ten reasons were plotted and are presented in Figure RNC1.

Figure RNC1: Mean Scores for Reasons for Not Continuing Education

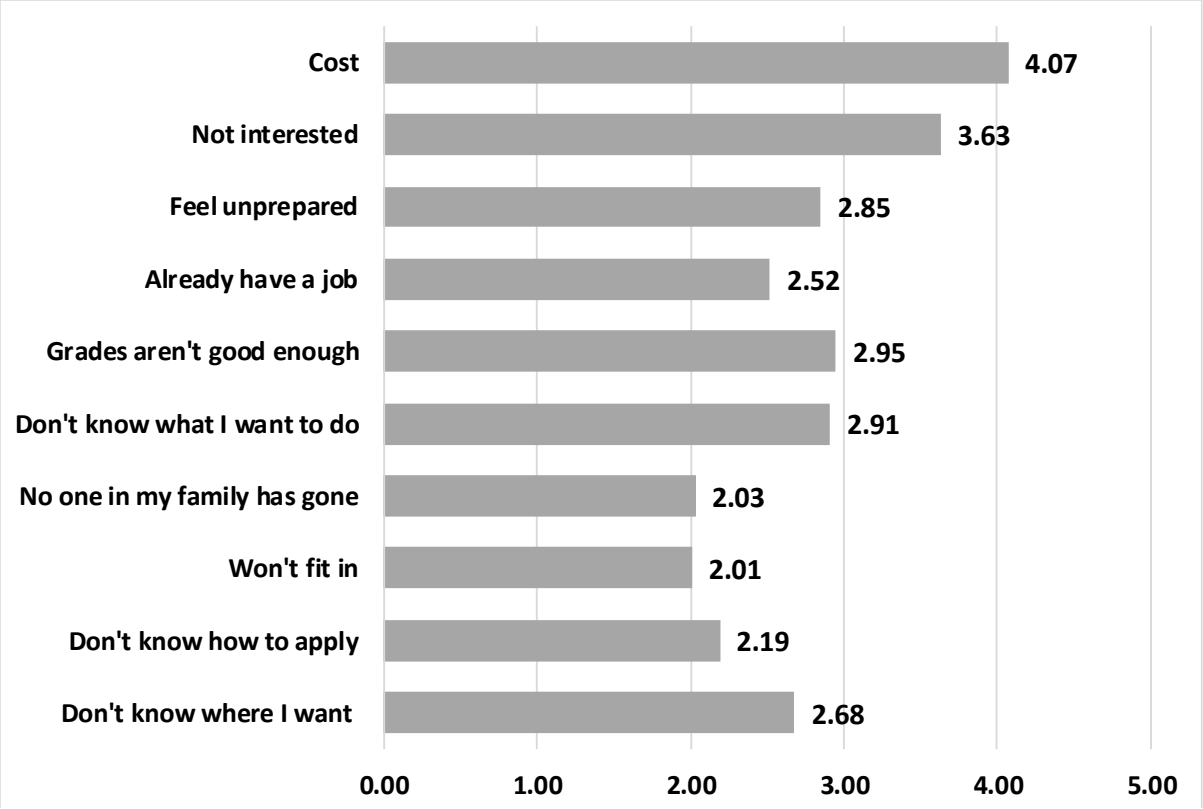


Table RNC1: Reasons for Not Continuing Education – All High Schools Combined

Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.		Index
Cost	76	36	35	40	57	58	63	365	4.07		100
	20.8%	9.9%	9.6%	11.0%	15.6%	15.9%	17.3%	100.0%	2.17		
Not interested	100	48	29	45	43	44	53	362	3.63		100
	27.6%	13.3%	8.0%	12.4%	11.9%	12.2%	14.6%	100.0%	2.20		
Feel unprepared	143	50	39	43	43	22	22	362	2.85		100
	22.0%	13.8%	10.8%	11.9%	11.9%	6.1%	6.1%	100.0%	1.96		
Already have a job	176	43	26	52	30	16	16	359	2.52		100
	15.0%	12.0%	7.2%	14.5%	8.4%	4.5%	4.5%	100.0%	1.86		
Grades aren't good enough	136	60	28	45	46	21	28	364	2.95		100
	7.0%	16.5%	7.7%	12.4%	12.6%	5.8%	7.7%	100.0%	2.01		
Don't know what I want to do	147	41	45	43	35	24	29	364	2.91		100
	40.4%	11.3%	12.4%	11.8%	9.6%	6.6%	8.0%	100.0%	2.03		
No one in my family has gone	229	31	24	42	19	10	7	362	2.03		100
	63.3%	8.6%	6.6%	11.6%	5.2%	2.8%	1.9%	100.0%	1.60		
Won't fit in	231	33	19	44	16	12	6	361	2.01		100
	64.0%	9.1%	5.3%	12.2%	4.4%	3.3%	1.7%	100.0%	1.59		
Don't know how to apply	197	50	31	44	23	11	7	363	2.19		100
	54.3%	13.8%	8.5%	12.1%	6.3%	3.0%	1.9%	100.0%	1.62		
Don't know where I want to go	158	54	32	46	36	18	20	364	2.68		100
	43.4%	14.8%	8.8%	12.6%	9.9%	4.9%	5.5%	100.0%	1.91		

Information That Would Change Likelihood of Continuing Education

Seniors were presented with nine different types of information sources and asked if each would increase the likelihood of their continuing their education – based on a seven point scale (1 = "Not Change" to 7 = "Dramatic Increase"). Overall Results are presented in Table RNCI1. Average scores indicate that information would have little impact on seniors' decisions to continue their education (all average scores were below 4.00). Seniors did indicate *Financial Aid/Scholarship Information* (average score: 3.09, s.d. 1.99) would have the greatest impact on the likelihood of continuing their education; this makes sense as *Cost* was the most likely reason for not attending. Information regarding *Job placement services after graduation* (average score: 2.96, s.d. 1.90) and *Flexible Schedules* (average score: 2.90, s.d. 1.84) also appear to have some impact on the likelihood of seniors continuing their education. Mean scores are presented in Figure RNCI1.

Figure RNCI1: Mean Scores for Information Sources That would Increase the Likelihood of Continuing Education

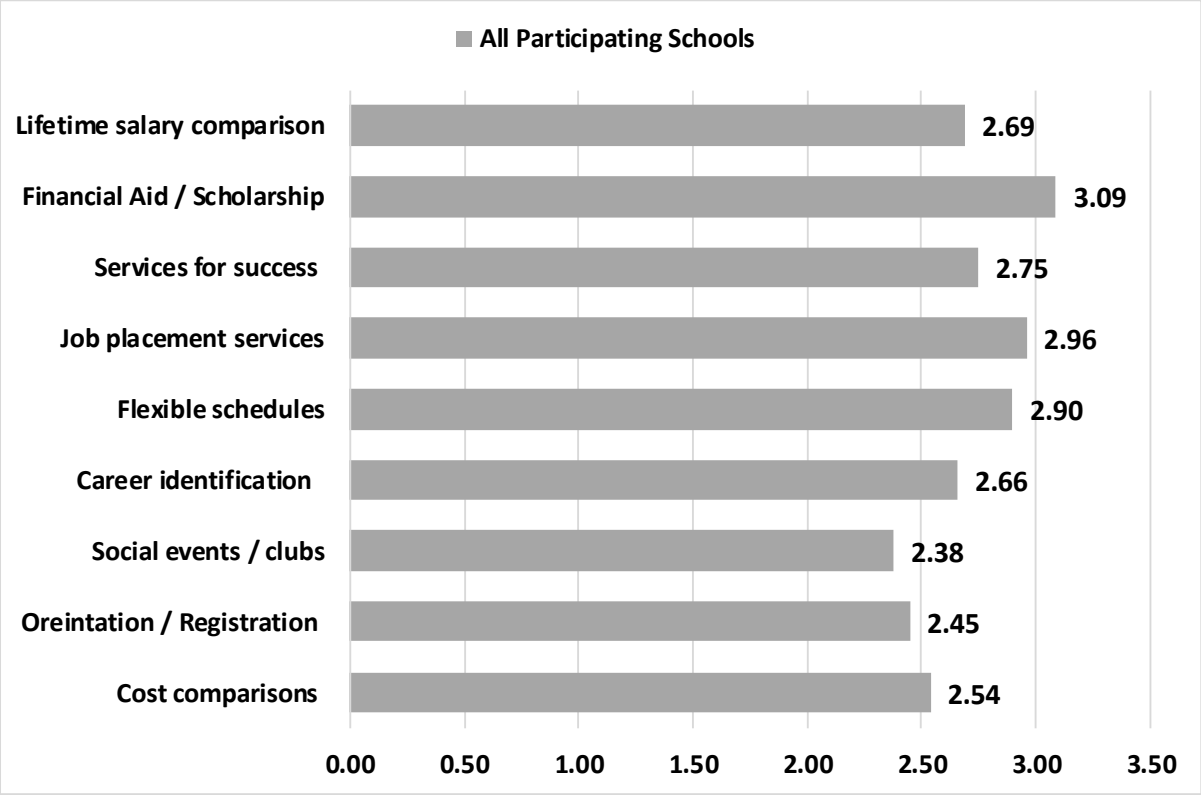


Table RNCI1: Information Sources That Would Change the Likelihood of Seniors Continuing Their Education – All Schools Combined

Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.		Index
Lifetime salary comparison	142	38	58	65	24	13	15	355	2.69		100
	40.0%	10.7%	16.3%	18.3%	6.8%	3.7%	4.2%	100.0%	1.76		
Financial Aid / Scholarship	119	44	42	70	17	35	26	353	3.09		100
availability	33.7%	12.5%	11.9%	19.8%	4.8%	9.9%	7.4%	100.0%	1.99		
Services for success	137	50	42	69	22	18	17	355	2.75		100
(e.g. free tutoring)	38.6%	14.1%	11.8%	19.4%	6.2%	5.1%	4.8%	100.0%	1.82		
Job placement services	128	41	38	80	21	28	19	355	2.96		100
after graduation	36.1%	11.5%	10.7%	22.5%	5.9%	7.9%	5.4%	100.0%	1.90		
Flexible schedules	124	49	42	77	22	24	17	355	2.90		100
	34.9%	13.8%	11.8%	21.7%	6.2%	6.8%	4.8%	100.0%	1.84		
Career identification	144	41	55	63	21	22	9	355	2.66		100
and planning services	40.6%	11.5%	15.5%	17.7%	5.9%	6.2%	2.5%	100.0%	1.73		
Social events / clubs	179	41	42	51	13	18	12	356	2.38		100
	50.3%	11.5%	11.8%	14.3%	3.7%	5.1%	3.4%	100.0%	1.74		
Oreintation / Registration	158	48	53	61	14	13	10	357	2.45		100
/ Getting Started services	44.3%	13.4%	14.8%	17.1%	3.9%	3.6%	2.8%	100.0%	1.65		
Cost comparisons	159	39	53	56	25	9	15	356	2.54		100
of similar schools	44.7%	11.0%	14.9%	15.7%	7.0%	2.5%	4.2%	100.0%	1.74		

Centennial Results for Seniors Not Continuing Their Education

For all students that indicated - in the Future Plans Question - they would be doing anything other than continuing their education, a series of questions were asked related to reasons for not continuing their education and information that could be provided to increase the likelihood of their continuing their education. A total of 98 Centennial Seniors indicated they would not be continuing their education.

Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.

Reasons for Not Continuing

Results of the Reasons for Not Continuing Education for Centennial High School are reported in Table RNCC1. A total of ninety-eight seniors indicated they would not be continuing their education. Compared to seniors overall, Centennial Seniors rated five items higher. They were more likely to indicate: *won't fit in* (Centennial mean = 2.47, s.d. 1.91 compared to overall mean = 2.01, s.d. 1.59), *no one in my family has gone before* (Centennial mean = 2.33, s.d. 1.79 compared to overall mean = 2.03, s.d. 1.60), and *already have a job* (Centennial mean = 2.88, s.d. 2.19 compared to overall mean = 2.52, s.d. 1.86). *Cost* was still the most major reason for not continuing (Centennial mean = 3.82, s.d. 2.30). Results are reported graphically in Figure RNCC1.

Figure RNCC1: Reasons for Not Continuing Education Centennial Seniors Compared to Seniors Overall

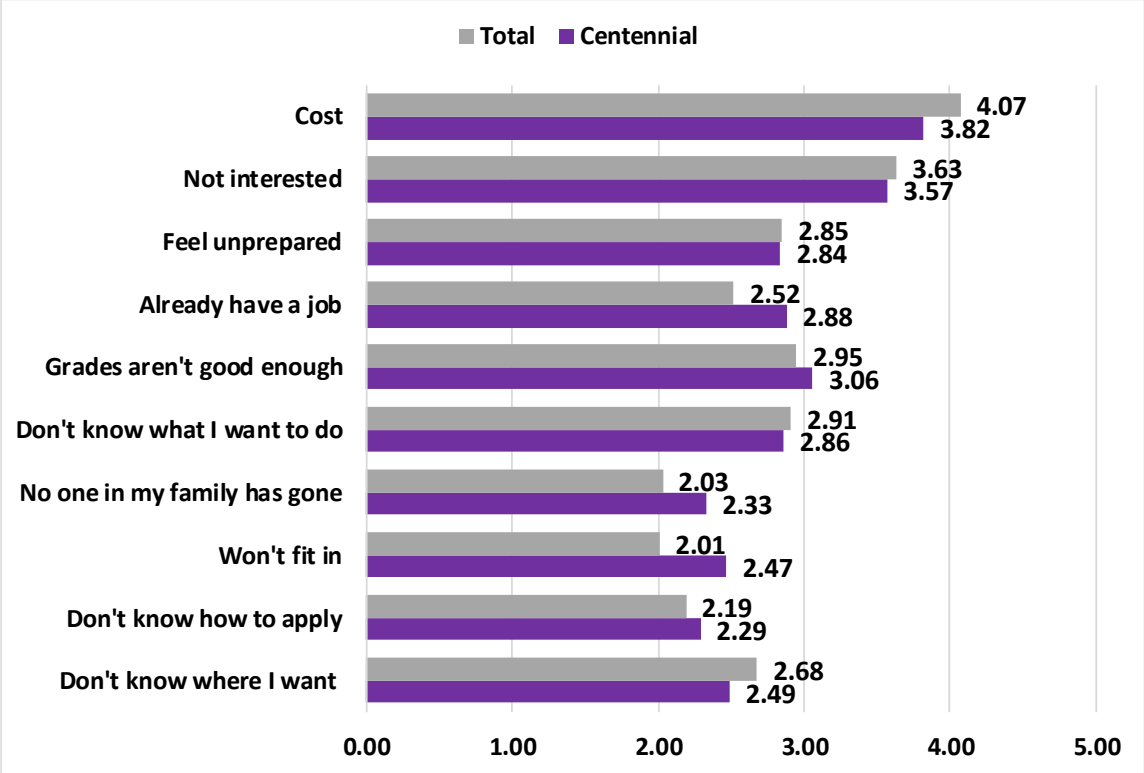


Table RNCC1: Centennial High School Seniors – Reasons for Not Continuing Education

Centennial											
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	All Mean s.d.	Index
Cost	13 25.0%	4 7.7%	10 19.2%	5 9.6%	4 7.7%	5 9.6%	11 21.2%	52 100.0%	3.82 2.30	4.07 2.17	94
Not interested	16 30.8%	4 7.7%	5 9.6%	8 15.4%	6 11.5%	7 13.5%	6 11.5%	52 100.0%	3.57 2.20	3.63 2.20	98
Feel unprepared	19 36.5%	6 11.5%	9 17.3%	7 13.5%	5 9.6%	5 9.6%	1 1.9%	52 100.0%	2.84 1.84	2.85 1.96	100
Already have a job	25 48.1%	4 7.7%	2 3.8%	6 11.5%	8 15.4%	2 3.8%	5 9.6%	52 100.0%	2.88 2.19	2.52 1.86	114
Grades aren't good enough	16 30.8%	10 19.2%	4 7.7%	8 15.4%	7 13.5%	5 9.6%	2 3.8%	52 100.0%	3.06 1.93	2.95 2.01	104
Don't know what I want to do	19 36.5%	6 11.5%	10 19.2%	3 5.8%	9 17.3%	4 7.7%	1 1.9%	52 100.0%	2.86 1.86	2.91 2.03	98
No one in my family has gone	30 58.8%	2 3.9%	4 7.8%	5 9.8%	7 13.7%	3 5.9%	0 0.0%	51 100.0%	2.33 1.79	2.03 1.60	115
Won't fit in	28 53.8%	4 7.7%	4 7.7%	5 9.6%	6 11.5%	4 7.7%	1 1.9%	52 100.0%	2.47 1.91	2.01 1.59	123
Don't know how to apply	28 53.8%	5 9.6%	5 9.6%	6 11.5%	6 11.5%	1 1.9%	1 1.9%	52 100.0%	2.29 1.71	2.19 1.62	105
Don't know where I want to go	25 48.1%	6 11.5%	6 11.5%	7 13.5%	4 7.7%	1 1.9%	3 5.8%	52 100.0%	2.49 1.86	2.68 1.91	93

Information Sources Likely to Increase Continuing Education

Results of information sources likely to increase Centennial Seniors continuing their education is presented in Table RNCC2. Centennial Seniors were less likely to indicate all but one of the information sources would increase the likelihood of their continuing their education compared to seniors overall. Centennial Seniors were more likely than seniors overall to indicate that information related to *Social events / clubs* (Centennial mean = 2.75, s.d. 1.79 compared to overall mean = 2.62, s.d. 1.86). Although rated lower than seniors overall, *Flexible Schedules* (Centennial Mean = 2.87, s.d. 1.71) and *Financial Aid/Scholarship Availability* (Centennial Mean = 2.83, s.d. 1.87) were most likely to have an impact on Centennial Seniors continuing their education.

Figure RNCC2: Likelihood of Information Sources Increasing Centennial Seniors Continuing Education Compared to Seniors Overall

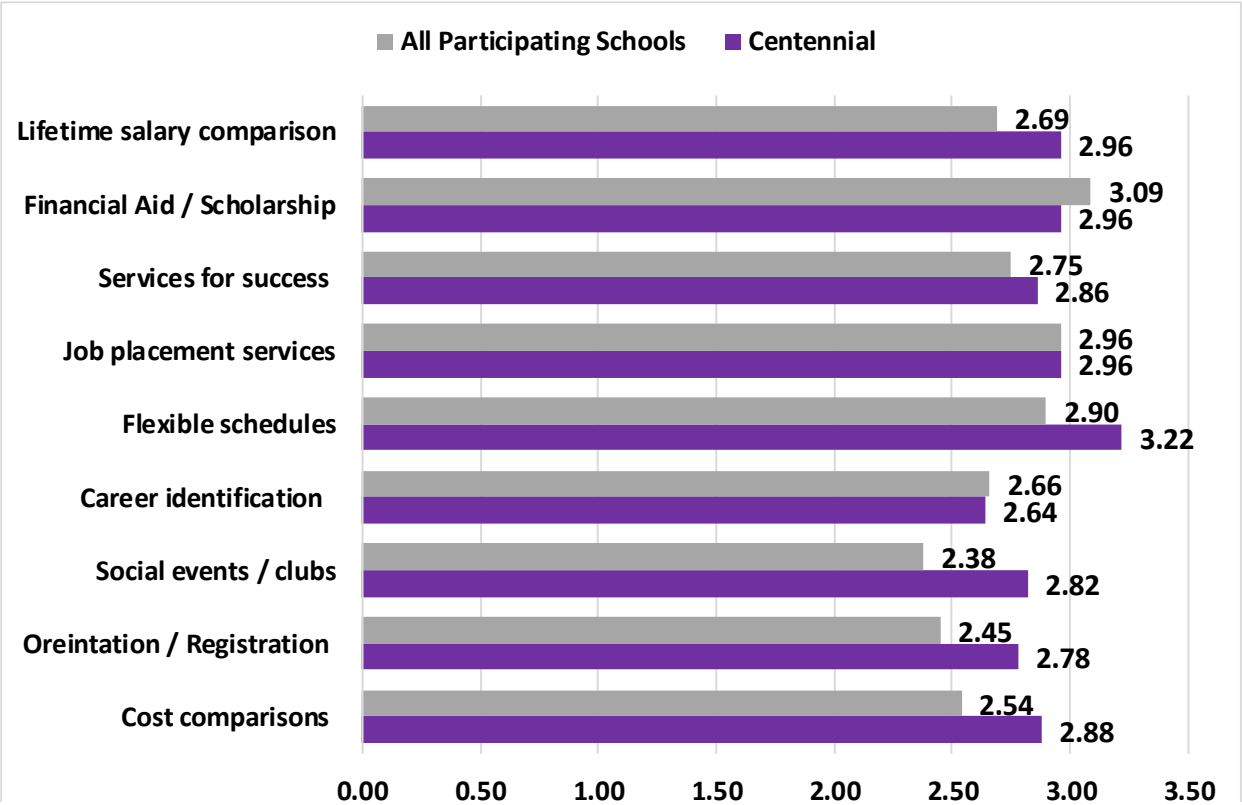


Table RNCC2: Centennial High School Seniors – Information Sources Likely to Increase Continuing Education

Centennial											
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	All Mean s.d.	Index
Lifetime salary comparison	14	5	15	9	4	4	1	52	2.96	2.69	110
	26.9%	9.6%	28.8%	17.3%	7.7%	7.7%	1.9%	100.0%	1.65	1.76	
Financial Aid / Scholarship	17	5	8	11	5	4	1	51	2.96	3.09	96
availability	33.3%	9.8%	15.7%	21.6%	9.8%	7.8%	2.0%	100.0%	1.78	1.99	
Services for success	17	8	8	8	5	5	1	52	2.86	2.75	104
(e.g. free tutoring)	32.7%	15.4%	15.4%	15.4%	9.6%	9.6%	1.9%	100.0%	1.81	1.82	
Job placement services	17	7	8	10	3	6	1	52	2.96	2.96	100
after graduation	32.7%	13.5%	15.4%	19.2%	5.8%	11.5%	1.9%	100.0%	1.84	1.90	
Flexible schedules	11	11	8	11	3	6	2	52	3.22	2.90	111
	21.2%	21.2%	15.4%	21.2%	5.8%	11.5%	3.8%	100.0%	1.81	1.84	
Career identification and	20	5	8	12	2	4	0	51	2.64	2.66	99
planning services	39.2%	9.8%	15.7%	23.5%	3.9%	7.8%	0.0%	100.0%	1.65	1.73	
Social events / clubs	19	7	8	10	1	5	2	52	2.82	2.38	118
	36.5%	13.5%	15.4%	19.2%	1.9%	9.6%	3.8%	100.0%	1.87	1.74	
Oreintation / Registration /	17	9	7	11	3	4	1	52	2.78	2.45	113
Getting Started services	32.7%	17.3%	13.5%	21.2%	5.8%	7.7%	1.9%	100.0%	1.72	1.65	
Cost comparisons of similar	16	8	8	12	3	4	1	52	2.88	2.54	113
schools	30.8%	15.4%	15.4%	23.1%	5.8%	7.7%	1.9%	100.0%	1.73	1.74	

Gresham Results for Seniors Not Continuing Their Education

For all students that indicated - in the Future Plans Question - they would be doing anything other than continuing their education, a series of questions were asked related to reasons for not continuing their education and information that could be provided to increase the likelihood of their continuing their education. A total of 84 Gresham Seniors indicated they would not be continuing their education.

Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.

Reasons for Not Continuing

Results of the Reasons for Not Continuing Education for Gresham High School are reported in Table RNCG1. A total of eighty-four Gresham seniors indicated they would not be continuing their education. Compared to seniors overall, Gresham Seniors rated two reasons for not continuing higher. They were more likely to indicate: *not interested* (Gresham mean = 4.07, s.d. 2.15 compared to overall mean = 3.63, s.d. 2.20) and *don't know what I want to do* (Gresham mean = 3.25, s.d. 2.26 compared to overall mean = 2.91, s.d. 2.03). *Cost* was the second highest rated reason for not continuing (Gresham mean = 3.82, s.d. 2.30); however, it was rated lower than by seniors overall (mean 4.07, s.d. 2.17). Results are reported graphically in Figure RNCG1.

Figure RNCG1: Reasons for Not Continuing Education Gresham Seniors Compared to Seniors Overall

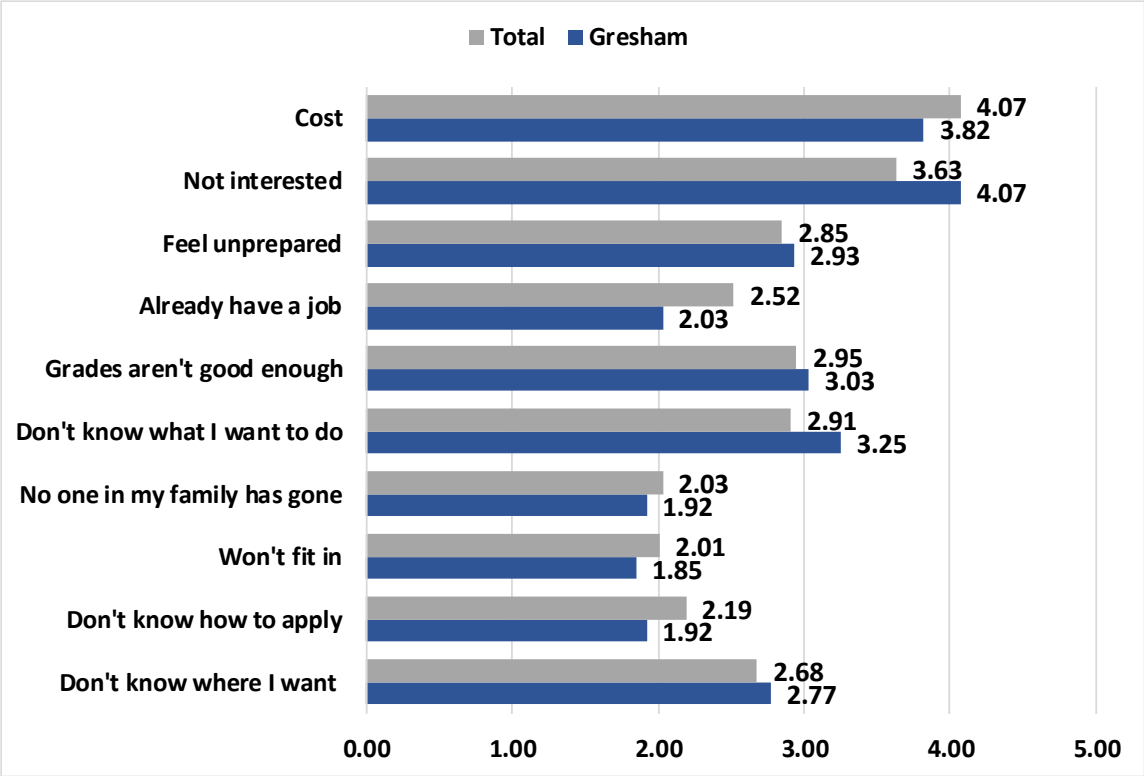


Table RNCG1: Gresham High School Seniors – Reasons for Not Continuing Education

Gresham											
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.		Index
Cost	13	4	10	5	4	5	11	52	3.82	4.07	94
	25.0%	7.7%	19.2%	9.6%	7.7%	9.6%	21.2%	100.0%	2.30	2.17	
Not interested	14	8	2	8	10	12	8	62	4.07	3.63	112
	22.6%	12.9%	3.2%	12.9%	16.1%	19.4%	12.9%	100.0%	2.15	2.20	
Feel unprepared	26	7	5	9	7	4	4	62	2.93	2.85	103
	41.9%	11.3%	8.1%	14.5%	11.3%	6.5%	6.5%	100.0%	2.02	1.96	
Already have a job	38	4	4	12	1	3	0	62	2.03	2.52	81
	61.3%	6.5%	6.5%	19.4%	1.6%	4.8%	0.0%	100.0%	1.48	1.86	
Grades aren't good enough	24	7	3	9	9	4	5	61	3.03	2.95	103
	39.3%	11.5%	4.9%	14.8%	14.8%	6.6%	8.2%	100.0%	2.10	2.01	
Don't know what I want to do	23	10	2	9	4	6	8	62	3.25	2.91	112
	37.1%	16.1%	3.2%	14.5%	6.5%	9.7%	12.9%	100.0%	2.26	2.03	
No one in my family has gone	38	9	2	10	3	0	0	62	1.92	2.03	95
	61.3%	14.5%	3.2%	16.1%	4.8%	0.0%	0.0%	100.0%	1.33	1.60	
Won't fit in	42	6	2	9	1	2	0	62	1.85	2.01	92
	67.7%	9.7%	3.2%	14.5%	1.6%	3.2%	0.0%	100.0%	1.41	1.59	
Don't know how to apply	35	13	2	6	4	1	0	61	1.92	2.19	88
	57.4%	21.3%	3.3%	9.8%	6.6%	1.6%	0.0%	100.0%	1.38	1.62	
Don't know where I want to go	25	10	6	7	6	4	4	62	2.77	2.68	103
	40.3%	16.1%	9.7%	11.3%	9.7%	6.5%	6.5%	100.0%	2.00	1.91	

Information Sources Likely to Increase Continuing Education

Results of information sources likely to increase Gresham Seniors continuing their education is presented in Table RNCG2. Gresham Seniors identified five information sources at about an equal rate to seniors overall. However, none of the information sources were likely to impact Gresham Seniors at a higher rate than seniors overall. Mean scores are plotted and presented in Figure RNCG2.

Figure RNCG2: Likelihood of Information Sources Increasing Gresham Seniors Continuing Education Compared to Seniors Overall

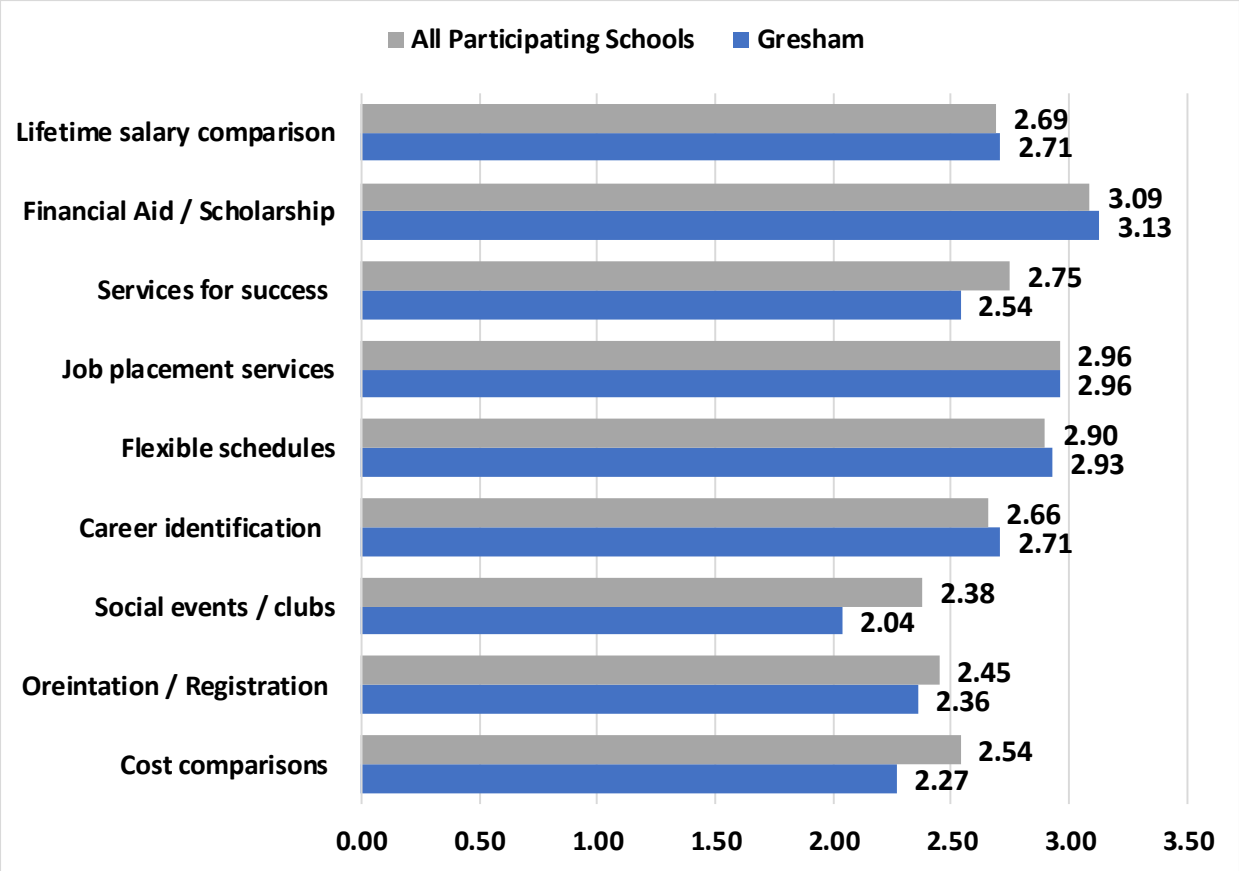


Table RNCG2: Gresham High School Seniors – Information Sources Likely to Increase Continuing Education

Gresham											
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.		Index
Lifetime salary comparison	23	6	12	8	3	2	4	58	2.71	2.69	101
	39.7%	10.3%	20.7%	13.8%	5.2%	3.4%	6.9%	100.0%	1.88	1.76	
Financial Aid / Scholarship	17	8	7	14	3	5	4	58	3.13	3.09	101
availability	29.3%	13.8%	12.1%	24.1%	5.2%	8.6%	6.9%	100.0%	1.94	1.99	
Services for success	23	11	6	9	5	2	2	58	2.54	2.75	92
(e.g. free tutoring)	39.7%	19.0%	10.3%	15.5%	8.6%	3.4%	3.4%	100.0%	1.74	1.82	
Job placement services	22	5	7	12	5	4	3	58	2.96	2.96	100
after graduation	37.9%	8.6%	12.1%	20.7%	8.6%	6.9%	5.2%	100.0%	1.94	1.90	
Flexible schedules	20	8	5	13	5	4	2	57	2.93	2.90	101
	35.1%	14.0%	8.8%	22.8%	8.8%	7.0%	3.5%	100.0%	1.85	1.84	
Career identification and	22	6	11	8	5	5	1	58	2.71	2.66	102
planning services	37.9%	10.3%	19.0%	13.8%	8.6%	8.6%	1.7%	100.0%	1.76	1.73	
Social events / clubs	32	9	4	8	3	2	0	58	2.04	2.38	86
	55.2%	15.5%	6.9%	13.8%	5.2%	3.4%	0.0%	100.0%	1.41	1.74	
Oreintation / Registration /	24	8	11	10	2	2	0	57	2.36	2.45	96
Getting Started services	42.1%	14.0%	19.3%	17.5%	3.5%	3.5%	0.0%	100.0%	1.46	1.65	
Cost comparisons of similar	30	6	7	7	6	1	1	58	2.27	2.54	89
schools	51.7%	10.3%	12.1%	12.1%	10.3%	1.7%	1.7%	100.0%	1.66	1.74	

Parkrose Results for Seniors Not Continuing Their Education

For all students that indicated - in the Future Plans Question - they would be doing anything other than continuing their education, a series of questions were asked related to reasons for not continuing their education and information that could be provided to increase the likelihood of their continuing their education. A total of 48 Parkrose Seniors indicated they would not be continuing their education.

Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.

Reasons for Not Continuing

Results of the Reasons for Not Continuing Education for Parkrose High School are reported in Table RNCP1. A total of forty-eight Parkrose seniors indicated they would not be continuing their education. Compared to seniors overall, Parkrose Seniors rated five reasons for not continuing higher. They were more likely to indicate: *won't fit in* (Parkrose mean = 2.62, s.d. 1.76 compared to overall mean = 2.01, s.d. 1.59), *feel unprepared* (Parkrose mean = 3.62, s.d. 2.00 compared to overall mean = 2.85, s.d. 1.96), *grades aren't good enough* (Parkrose mean = 3.53, s.d. 2.09 compared to overall mean = 2.95, s.d. 2.01), *don't know where I want to go* (Parkrose mean = 3.19, s.d. 1.81 compared to overall mean = 2.68, s.d. 1.91), and *No one in my family has gone before* (Parkrose mean = 2.40, s.d. 1.77 compared to overall mean = 2.03, s.d. 1.60). *Cost* was the highest rated reason for not continuing (Parkrose mean = 4.34, s.d. 1.95); it was rated slightly higher than by seniors overall (mean 4.07, s.d. 2.17). Results are reported graphically in Figure RNCP1.

Figure RNCP1: Reasons for Not Continuing Education Parkrose Seniors Compared to Seniors Overall

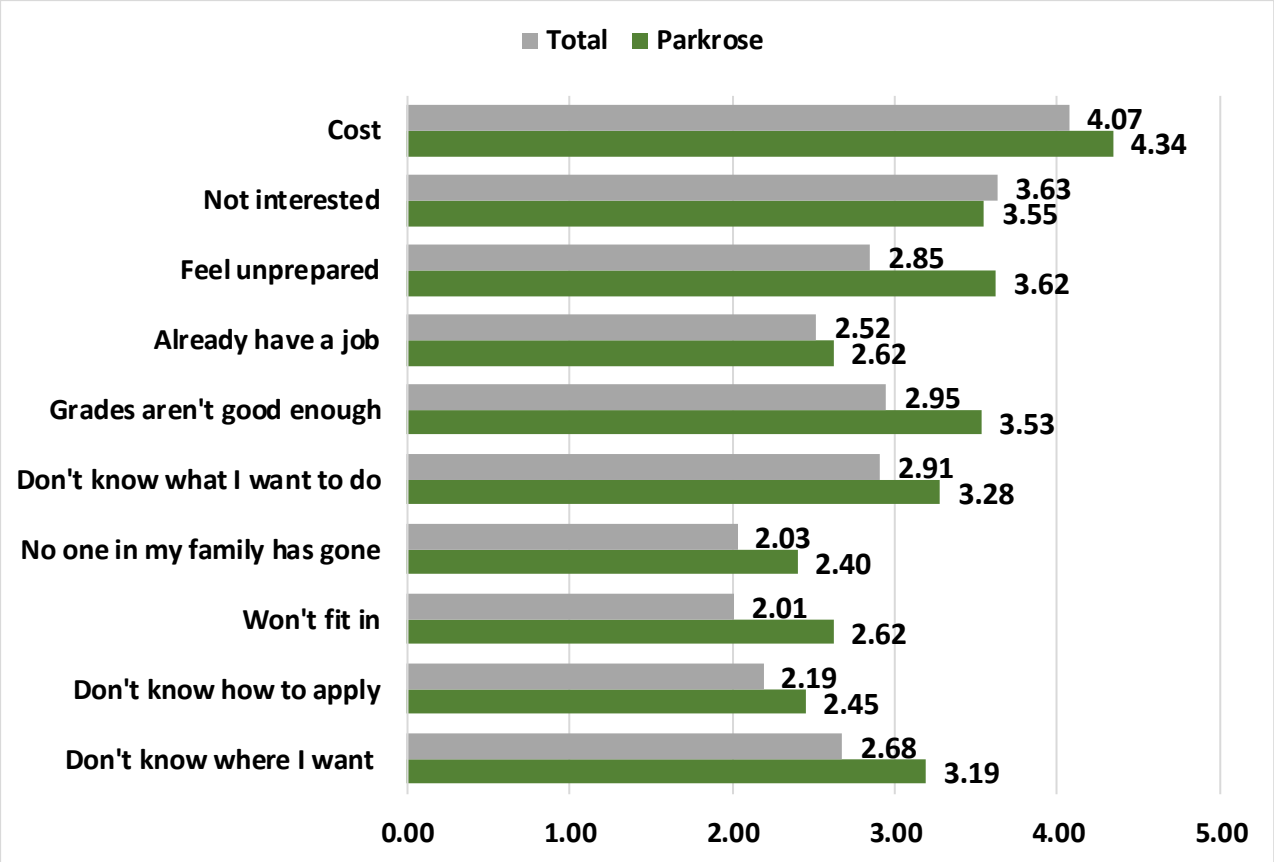


Table RNCP1: Parkrose High School Seniors – Reasons for Not Continuing Education

Parkrose											
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.		Index
Cost	6	4	4	10	7	9	8	48	4.34	4.07	107
	12.5%	8.3%	8.3%	20.8%	14.6%	18.8%	16.7%	100.0%	1.95	2.17	
Not interested	11	8	2	12	7	1	7	48	3.55	3.63	98
	22.9%	16.7%	4.2%	25.0%	14.6%	2.1%	14.6%	100.0%	2.07	2.20	
Feel unprepared	12	4	3	12	7	5	4	47	3.62	2.85	127
	25.5%	8.5%	6.4%	25.5%	14.9%	10.6%	8.5%	100.0%	2.00	1.96	
Already have a job	20	6	4	10	4	2	1	47	2.62	2.52	104
	42.6%	12.8%	8.5%	21.3%	8.5%	4.3%	2.1%	100.0%	1.74	1.86	
Grades aren't good enough	16	1	2	12	10	2	5	48	3.53	2.95	120
	33.3%	2.1%	4.2%	25.0%	20.8%	4.2%	10.4%	100.0%	2.09	2.01	
Don't know what I want to do	15	3	6	13	4	3	4	48	3.28	2.91	113
	31.3%	6.3%	12.5%	27.1%	8.3%	6.3%	8.3%	100.0%	1.98	2.03	
No one in my family has gone	27	2	1	12	3	3	0	48	2.40	2.03	118
	56.3%	4.2%	2.1%	25.0%	6.3%	6.3%	0.0%	100.0%	1.77	1.60	
Won't fit in	22	3	4	13	3	2	1	48	2.62	2.01	130
	45.8%	6.3%	8.3%	27.1%	6.3%	4.2%	2.1%	100.0%	1.76	1.59	
Don't know how to apply	24	3	4	10	5	2	0	48	2.45	2.19	112
	50.0%	6.3%	8.3%	20.8%	10.4%	4.2%	0.0%	100.0%	1.69	1.62	
Don't know where I want to go	13	7	4	13	5	5	1	48	3.19	2.68	119
	27.1%	14.6%	8.3%	27.1%	10.4%	10.4%	2.1%	100.0%	1.81	1.91	

Information Sources Likely to Increase Continuing Education

Results of information sources likely to increase Parkrose Seniors continuing their education is presented in Table RNCP2. Parkrose Seniors rated all information sources at about higher rate than seniors overall. It seems all information would increase the likelihood of Parkrose Seniors continuing their education. Mean scores are plotted and presented in Figure RNCP2.

Figure RNCP2: Likelihood of Information Sources Increasing Parkrose Seniors Continuing Education Compared to Seniors Overall

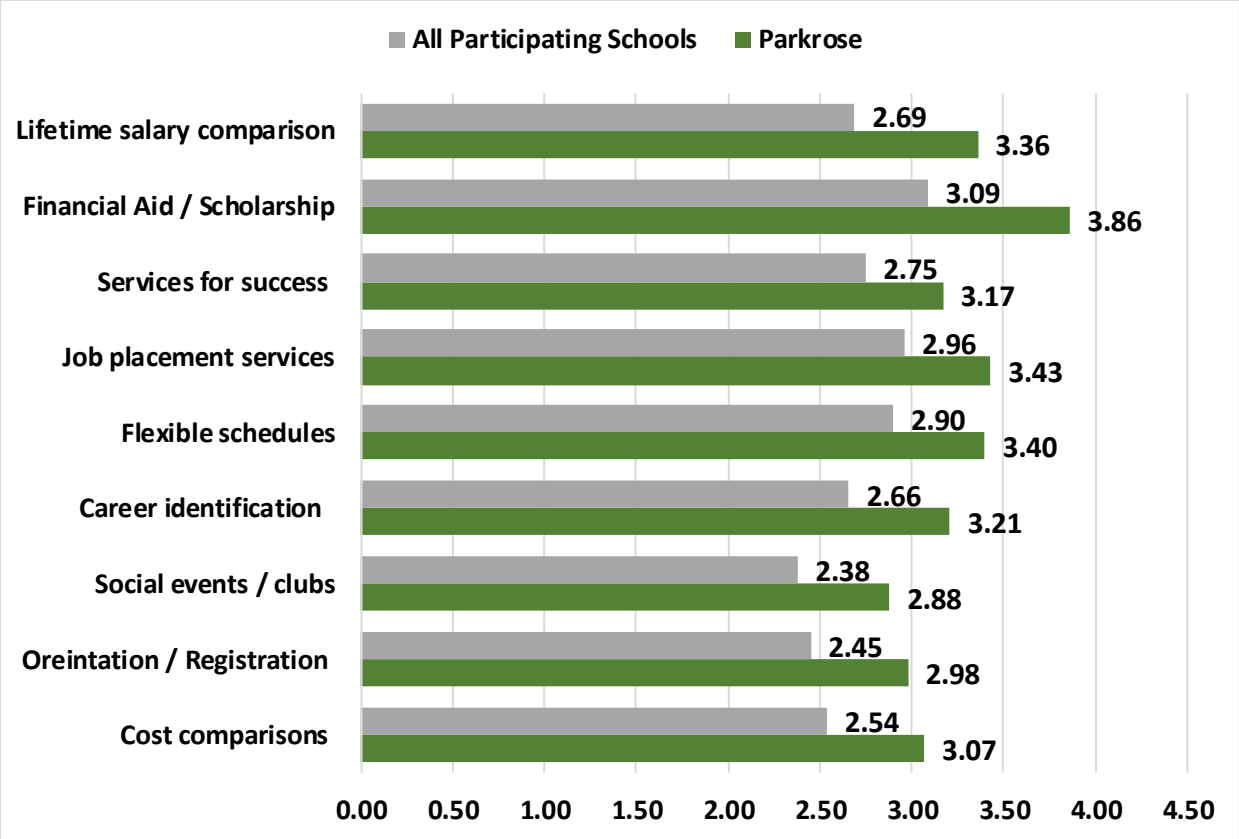


Table RNCP2: Parkrose High School Seniors – Information Sources Likely to Increase Continuing Education

Parkrose											
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.		Index
Lifetime salary comparison	14	2	7	13	5	4	2	47	3.36	2.69	125
	29.8%	4.3%	14.9%	27.7%	10.6%	8.5%	4.3%	100.0%	1.85	1.76	
Financial Aid / Scholarship	12	2	4	13	3	7	6	47	3.86	3.09	125
availability	25.5%	4.3%	8.5%	27.7%	6.4%	14.9%	12.8%	100.0%	2.10	1.99	
Services for success	15	4	5	15	4	3	2	48	3.17	2.75	115
(e.g. free tutoring)	31.3%	8.3%	10.4%	31.3%	8.3%	6.3%	4.2%	100.0%	1.86	1.82	
Job placement services	11	5	4	16	4	5	2	47	3.43	2.96	116
after graduation	23.4%	10.6%	8.5%	34.0%	8.5%	10.6%	4.3%	100.0%	1.85	1.90	
Flexible schedules	12	1	9	16	2	6	1	47	3.40	2.90	117
	25.5%	2.1%	19.1%	34.0%	4.3%	12.8%	2.1%	100.0%	1.78	1.84	
Career identification and	13	3	9	14	3	4	1	47	3.21	2.66	121
planning services	27.7%	6.4%	19.1%	29.8%	6.4%	8.5%	2.1%	100.0%	1.75	1.73	
Social events / clubs	21	1	6	10	4	4	2	48	2.88	2.38	121
	43.8%	2.1%	12.5%	20.8%	8.3%	8.3%	4.2%	100.0%	1.89	1.74	
Oreintation / Registration /	13	7	11	10	4	2	1	48	2.98	2.45	122
Getting Started services	27.1%	14.6%	22.9%	20.8%	8.3%	4.2%	2.1%	100.0%	1.60	1.65	
Cost comparisons of similar	16	2	11	9	3	2	3	46	3.07	2.54	121
schools	34.8%	4.3%	23.9%	19.6%	6.5%	4.3%	6.5%	100.0%	1.88	1.74	

Reynolds Results for Seniors Not Continuing Their Education

For all students that indicated - in the Future Plans Question - they would be doing anything other than continuing their education, a series of questions were asked related to reasons for not continuing their education and information that could be provided to increase the likelihood of their continuing their education. A total of 128 Reynolds Seniors indicated they would not be continuing their education.

Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.

Reasons for Not Continuing

Results of the Reasons for Not Continuing Education for Reynolds High School are reported in Table RNCR1. A total of 128 Reynolds seniors indicated they would not be continuing their education. Compared to seniors overall, Reynolds Seniors rated all presented reasons for not continuing their education equal to or lower. *Cost* was the highest rated reason for not continuing (Reynolds mean = 3.52, s.d. 2.04); however, it too was rated lower than by seniors overall (mean = 4.07, s.d. 2.17). Results are reported graphically in Figure RNCR1.

Figure RNCR1: Reasons for Not Continuing Education Reynolds Seniors Compared to Seniors Overall

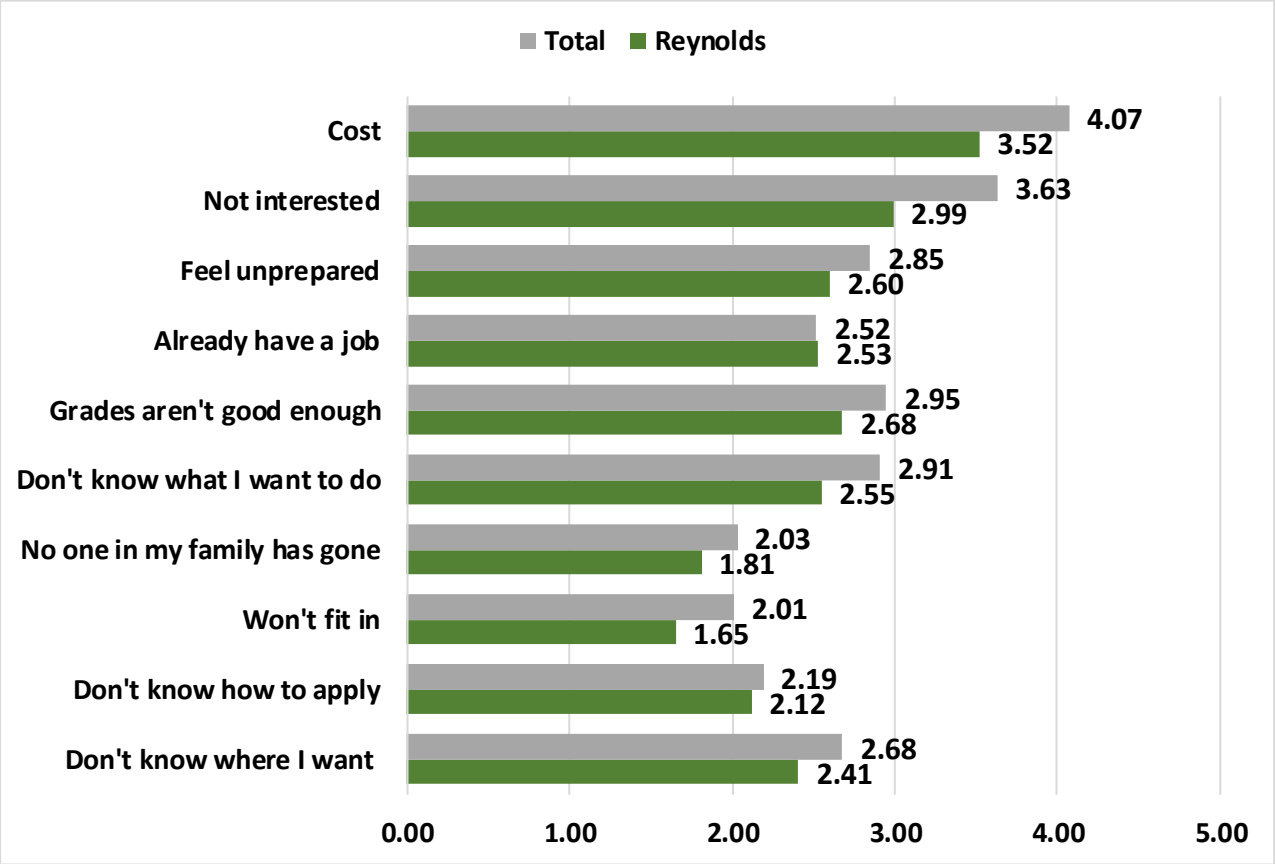


Table RNCR1: Reynolds High School Seniors – Reasons for Not Continuing Education

Reynolds											
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.		Index
Cost	30	18	16	13	22	19	9	127	3.52	4.07	86
	23.6%	14.2%	12.6%	10.2%	17.3%	15.0%	7.1%	100.0%	2.04	2.17	
Not interested	43	23	16	13	12	12	10	129	2.99	3.63	82
	33.3%	17.8%	12.4%	10.1%	9.3%	9.3%	7.8%	100.0%	2.03	2.20	
Feel unprepared	50	27	16	8	13	6	6	126	2.60	2.85	91
	39.7%	21.4%	12.7%	6.3%	10.3%	4.8%	4.8%	100.0%	1.85	1.96	
Already have a job	57	19	12	16	10	6	5	125	2.53	2.52	100
	45.6%	15.2%	9.6%	12.8%	8.0%	4.8%	4.0%	100.0%	1.82	1.86	
Grades aren't good enough	48	27	15	11	13	8	5	127	2.68	2.95	91
	37.8%	21.3%	11.8%	8.7%	10.2%	6.3%	3.9%	100.0%	1.81	2.01	
Don't know what I want to do	59	15	15	14	12	7	6	128	2.55	2.91	88
	46.1%	11.7%	11.7%	10.9%	9.4%	5.5%	4.7%	100.0%	1.86	2.03	
No one in my family has gone	81	15	12	10	3	2	3	126	1.81	2.03	89
	64.3%	11.9%	9.5%	7.9%	2.4%	1.6%	2.4%	100.0%	1.42	1.60	
Won't fit in	86	16	6	10	5	2	0	125	1.65	2.01	82
	68.8%	12.8%	4.8%	8.0%	4.0%	1.6%	0.0%	100.0%	1.20	1.59	
Don't know how to apply	67	21	15	13	7	4	1	128	2.12	2.19	97
	52.3%	16.4%	11.7%	10.2%	5.5%	3.1%	0.8%	100.0%	1.48	1.62	
Don't know where I want to go	54	24	13	15	15	3	3	127	2.41	2.68	90
	42.5%	18.9%	10.2%	11.8%	11.8%	2.4%	2.4%	100.0%	1.65	1.91	

Information Sources Likely to Increase Continuing Education

Results of information sources likely to increase Reynolds Seniors continuing their education is presented in Table RNCR2. Reynolds Seniors rated all information sources at a lower rate than seniors overall (except *already have a job* which was rated at the same level as seniors overall). It seems there is little information that would increase the likelihood of Reynolds Seniors continuing their education. Mean scores are plotted and presented in Figure RNCR2.

Figure RNCR2: Likelihood of Information Sources Increasing Reynolds Seniors Continuing Education Compared to Seniors Overall

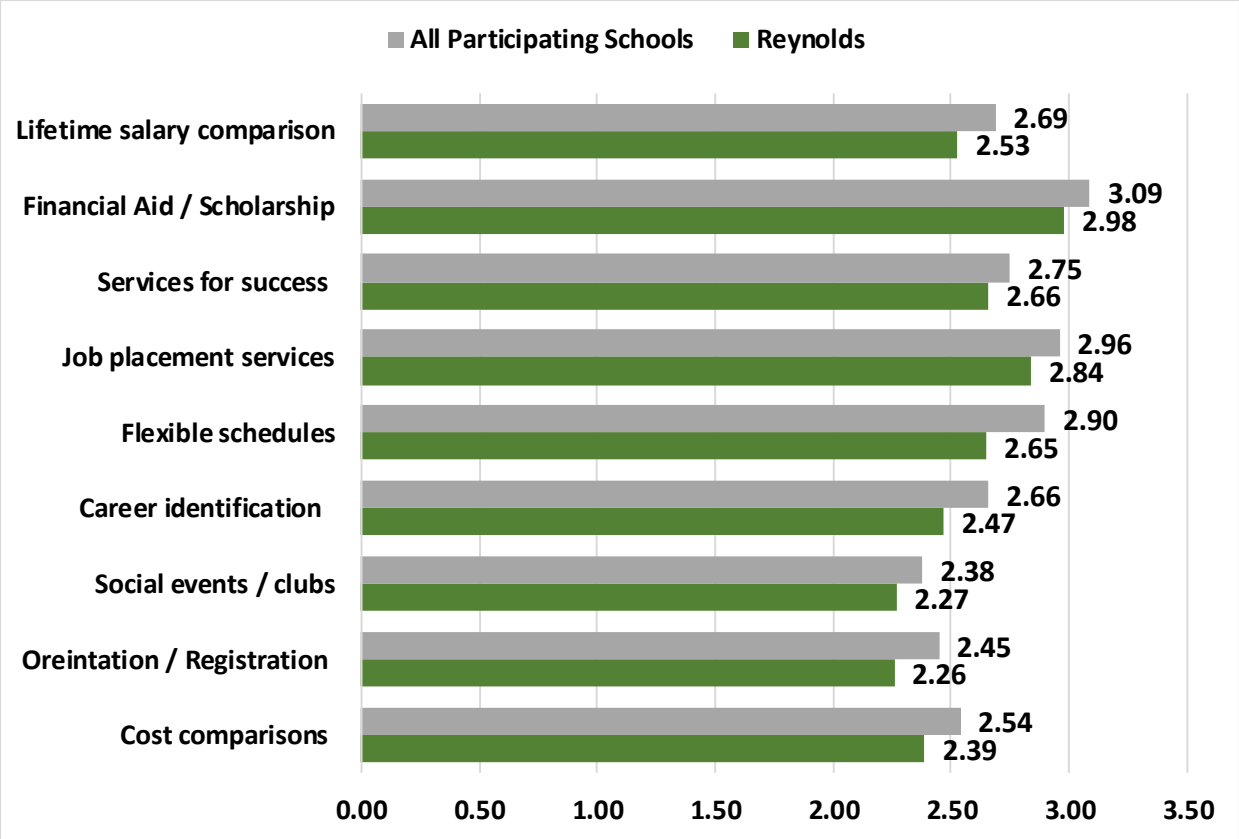


Table RNCR2: Reynolds High School Seniors – Information Sources Likely to Increase Continuing Education

Reynolds											
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.		Index
Lifetime salary comparison	50	20	18	24	10	1	4	127	2.53	2.69	94
	39.4%	15.7%	14.2%	18.9%	7.9%	0.8%	3.1%	100.0%	1.60	1.76	
Financial Aid / Scholarship	42	14	19	26	4	14	6	125	2.98	3.09	96
availability	33.6%	11.2%	15.2%	20.8%	3.2%	11.2%	4.8%	100.0%	1.89	1.99	
Services for success	46	21	17	24	7	5	5	125	2.66	2.75	97
(e.g. free tutoring)	36.8%	16.8%	13.6%	19.2%	5.6%	4.0%	4.0%	100.0%	1.69	1.82	
Job placement services	46	16	15	30	5	7	8	127	2.84	2.96	96
after graduation	36.2%	12.6%	11.8%	23.6%	3.9%	5.5%	6.3%	100.0%	1.84	1.90	
Flexible schedules	50	19	13	26	9	6	5	128	2.65	2.90	91
	39.1%	14.8%	10.2%	20.3%	7.0%	4.7%	3.9%	100.0%	1.75	1.84	
Career identification and	51	21	19	21	7	6	4	129	2.47	2.66	93
planning services	39.5%	16.3%	14.7%	16.3%	5.4%	4.7%	3.1%	100.0%	1.64	1.73	
Social events / clubs	63	14	19	19	2	4	5	126	2.27	2.38	95
	50.0%	11.1%	15.1%	15.1%	1.6%	3.2%	4.0%	100.0%	1.59	1.74	
Oreintation / Registration /	60	19	14	21	4	4	3	125	2.26	2.45	92
Getting Started services	48.0%	15.2%	11.2%	16.8%	3.2%	3.2%	2.4%	100.0%	1.54	1.65	
Cost comparisons of similar	56	19	21	21	5	2	4	128	2.39	2.54	94
schools	43.8%	14.8%	16.4%	16.4%	3.9%	1.6%	3.1%	100.0%	1.55	1.74	

Sandy Results for Seniors Not Continuing Their Education

For all students that indicated - in the Future Plans Question - they would be doing anything other than continuing their education, a series of questions were asked related to reasons for not continuing their education and information that could be provided to increase the likelihood of their continuing their education. A total of 67 Sandy Seniors indicated they would not be continuing their education.

Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.

Reasons for Not Continuing

Results of the Reasons for Not Continuing Education for Sandy High School are reported in Table RNCS1. A total of sixty-seven Sandy seniors indicated they would not be continuing their education. Compared to seniors overall, Sandy Seniors rated two reasons for not continuing their education higher. *Cost* was the highest rated reason for not continuing (Sandy mean = 4.93, s.d. 2.39 compared to seniors overall mean = 4.07, s.d. 2.17). Sandy Seniors also indicated *not interested* at a higher rate than seniors overall (Sandy mean = 4.36, s.d. 2.38 compared to seniors overall mean = 3.63, s.d. 2.20). Results are reported graphically in Figure RNCS1.

Figure RNCS1: Reasons for Not Continuing Education Sandy Seniors Compared to Seniors Overall

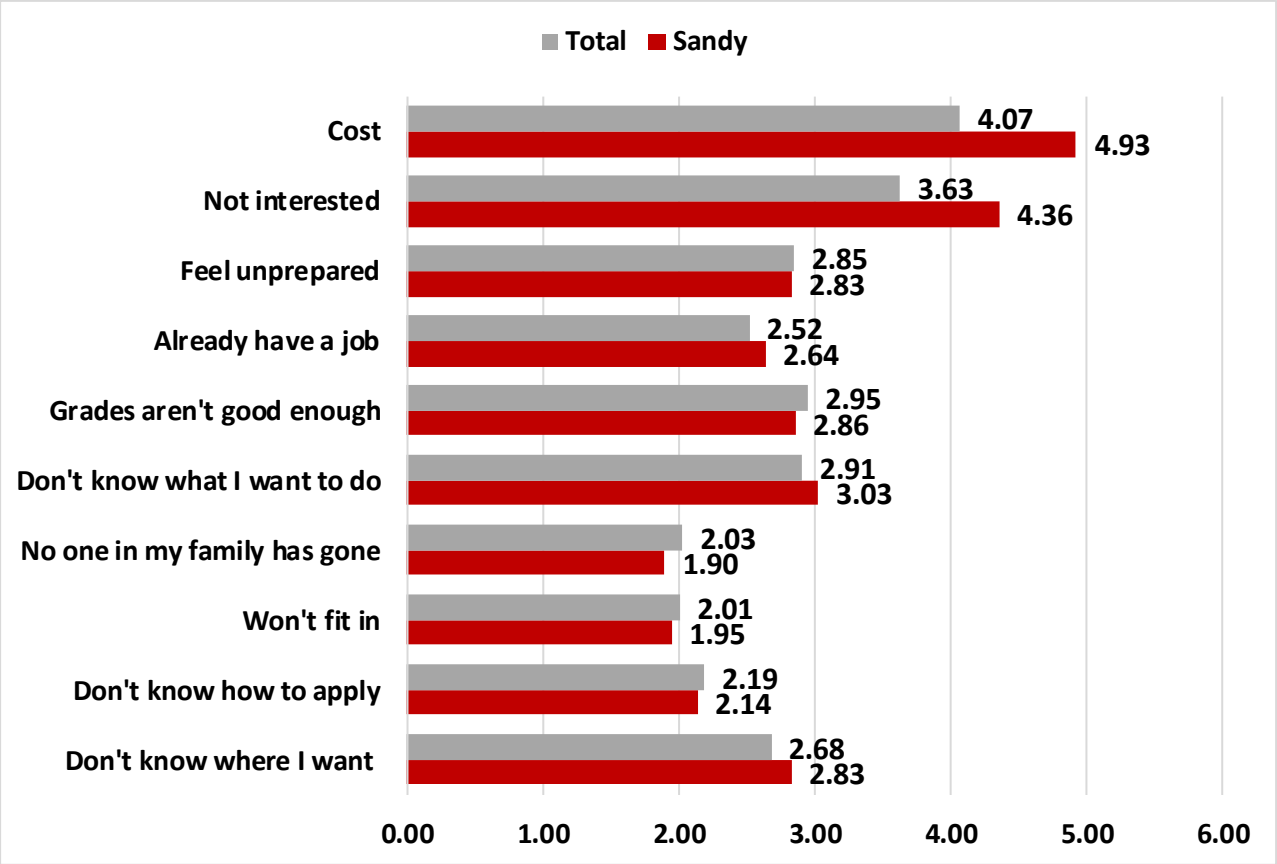


Table RNCS1: Sandy High School Seniors – Reasons for Not Continuing Education

Sandy											
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	All Mean s.d.	Index
Cost	12	1	3	4	8	12	27	67	4.93	4.07	121
	17.9%	1.5%	4.5%	6.0%	11.9%	17.9%	40.3%	100.0%	2.39	2.17	
Not interested	14	5	4	7	7	11	17	65	4.36	3.63	120
	21.5%	7.7%	6.2%	10.8%	10.8%	16.9%	26.2%	100.0%	2.38	2.20	
Feel unprepared	33	5	3	7	10	1	7	66	2.83	2.85	99
	50.0%	7.6%	4.5%	10.6%	15.2%	1.5%	10.6%	100.0%	2.22	1.96	
Already have a job	31	10	4	7	4	3	5	64	2.64	2.52	105
	48.4%	15.6%	6.3%	10.9%	6.3%	4.7%	7.8%	100.0%	2.07	1.86	
Grades aren't good enough	28	15	3	3	6	2	10	67	2.86	2.95	97
	41.8%	22.4%	4.5%	4.5%	9.0%	3.0%	14.9%	100.0%	2.29	2.01	
Don't know what I want to do	28	7	9	2	6	4	9	65	3.03	2.91	104
	43.1%	10.8%	13.8%	3.1%	9.2%	6.2%	13.8%	100.0%	2.25	2.03	
No one in my family has gone	47	3	4	3	3	2	4	66	1.90	2.03	94
	71.2%	4.5%	6.1%	4.5%	4.5%	3.0%	6.1%	100.0%	1.75	1.60	
Won't fit in	49	3	1	6	1	1	4	65	1.95	2.01	97
	75.4%	4.6%	1.5%	9.2%	1.5%	1.5%	6.2%	100.0%	1.84	1.59	
Don't know how to apply	37	7	5	8	1	2	5	65	2.14	2.19	98
	56.9%	10.8%	7.7%	12.3%	1.5%	3.1%	7.7%	100.0%	1.76	1.62	
Don't know where I want to go	34	7	3	3	6	4	9	66	2.83	2.68	106
	51.5%	10.6%	4.5%	4.5%	9.1%	6.1%	13.6%	100.0%	2.33	1.91	

Information Sources Likely to Increase Continuing Education

Results of information sources likely to increase Sandy Seniors continuing their education is presented in Table RNCS2. Sandy Seniors rated all information sources at a lower rate than seniors overall. It seems there is little information that would increase the likelihood of Sandy Seniors continuing their education. Mean scores are plotted and presented in Figure RNCS2.

Figure RNCS2: Likelihood of Information Sources Increasing Sandy Seniors Continuing Education Compared to Seniors Overall

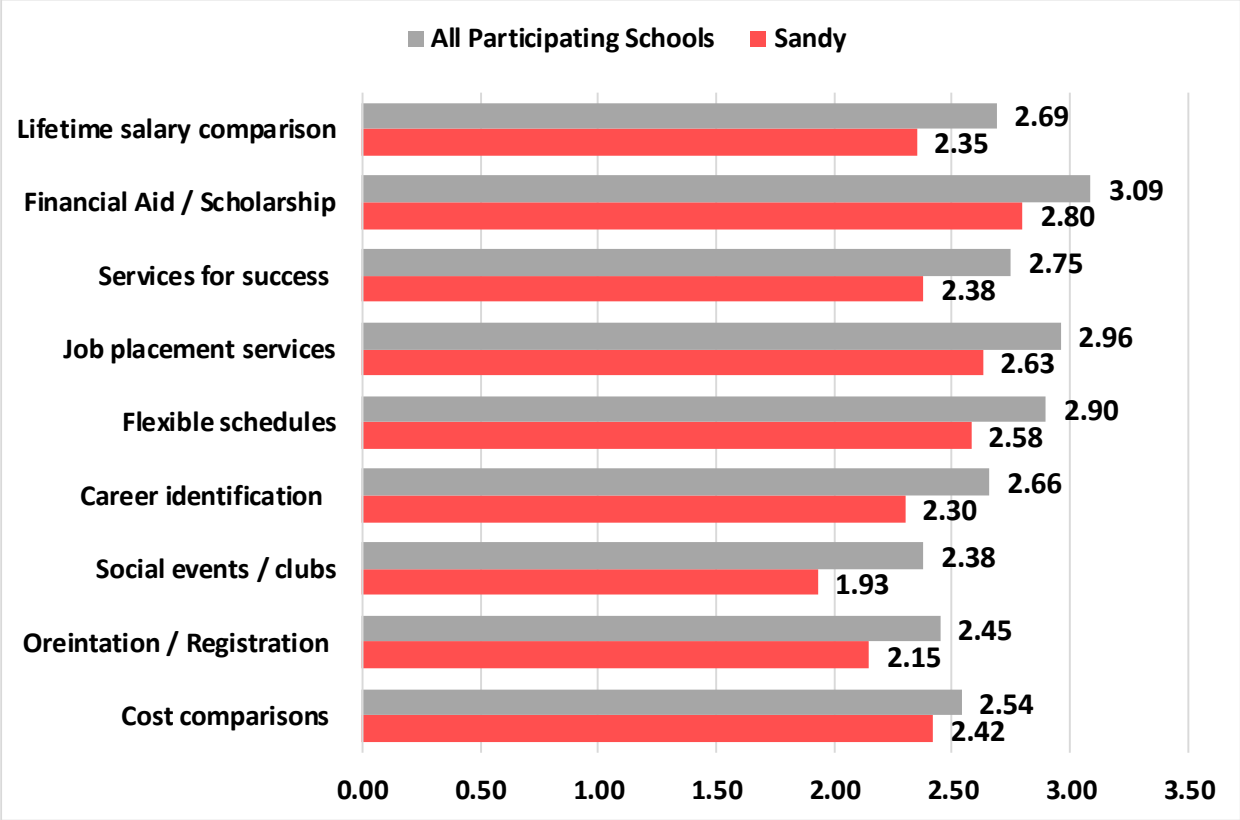


Table RNCS2: Sandy High School Seniors – Information Sources Likely to Increase Continuing Education

Sandy											
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.		Index
Lifetime salary comparison	34	5	6	10	2	2	4	63	2.35	2.69	87
	54.0%	7.9%	9.5%	15.9%	3.2%	3.2%	6.3%	100.0%	1.82	1.76	
Financial Aid / Scholarship	26	14	4	6	2	4	8	64	2.80	3.09	91
availability	40.6%	21.9%	6.3%	9.4%	3.1%	6.3%	12.5%	100.0%	2.15	1.99	
Services for success	31	6	6	11	1	3	5	63	2.38	2.75	87
(e.g. free tutoring)	49.2%	9.5%	9.5%	17.5%	1.6%	4.8%	7.9%	100.0%	1.79	1.82	
Job placement services	28	9	3	11	2	6	4	63	2.63	2.96	89
after graduation	44.4%	14.3%	4.8%	17.5%	3.2%	9.5%	6.3%	100.0%	1.90	1.90	
Flexible schedules	26	10	7	11	2	2	5	63	2.58	2.90	89
	41.3%	15.9%	11.1%	17.5%	3.2%	3.2%	7.9%	100.0%	1.83	1.84	
Career identification and	32	7	8	8	2	2	3	62	2.30	2.66	86
planning services	51.6%	11.3%	12.9%	12.9%	3.2%	3.2%	4.8%	100.0%	1.72	1.73	
Social events / clubs	38	10	4	4	2	3	3	64	1.93	2.38	81
	59.4%	15.6%	6.3%	6.3%	3.1%	4.7%	4.7%	100.0%	1.87	1.74	
Oreintation / Registration /	37	5	7	9	1	1	4	64	2.15	2.45	88
Getting Started services	57.8%	7.8%	10.9%	14.1%	1.6%	1.6%	6.3%	100.0%	1.73	1.65	
Cost comparisons of similar	35	4	5	7	8	0	5	64	2.42	2.54	95
schools	54.7%	6.3%	7.8%	10.9%	12.5%	0.0%	7.8%	100.0%	1.93	1.74	

Springwater Trail Results for Seniors Not Continuing Their Education

For all students that indicated - in the Future Plans Question - they would be doing anything other than continuing their education, a series of questions were asked related to reasons for not continuing their education and information that could be provided to increase the likelihood of their continuing their education. A total of ten Springwater Trail Seniors indicated they would not be continuing their education.

Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.

Reasons for Not Continuing

Results of the Reasons for Not Continuing Education for Springwater Trail High School are reported in Table RNCST1. A total of ten Springwater Trail seniors indicated they would not be continuing their education. Compared to seniors overall, Springwater Trail Seniors rated four reasons for not continuing their education higher. *Not Interested* (Springwater Trail mean = 5.20, s.d. 2.44 compared to seniors overall mean = 3.63, s.d. 2.20), *Cost* (Springwater Trail mean = 4.90, s.d. 2.38 compared to seniors overall mean = 4.07, s.d. 2.17), *Won't fit in* (Springwater Trail mean = 2.30, s.d. 1.70 compared to seniors overall mean = 2.01, s.d. 1.59), and *Don't know what I want to do* (Springwater Trail mean = 3.20, s.d. 1.93 compared to seniors overall mean = 2.91, s.d. 2.03). *Not Interested* was the highest rated reason for Springwater Trail Seniors not continuing their education. Results are reported graphically in Figure RNCST1.

Figure RNCST1: Reasons for Not Continuing Education Springwater Trail Seniors Compared to Seniors Overall

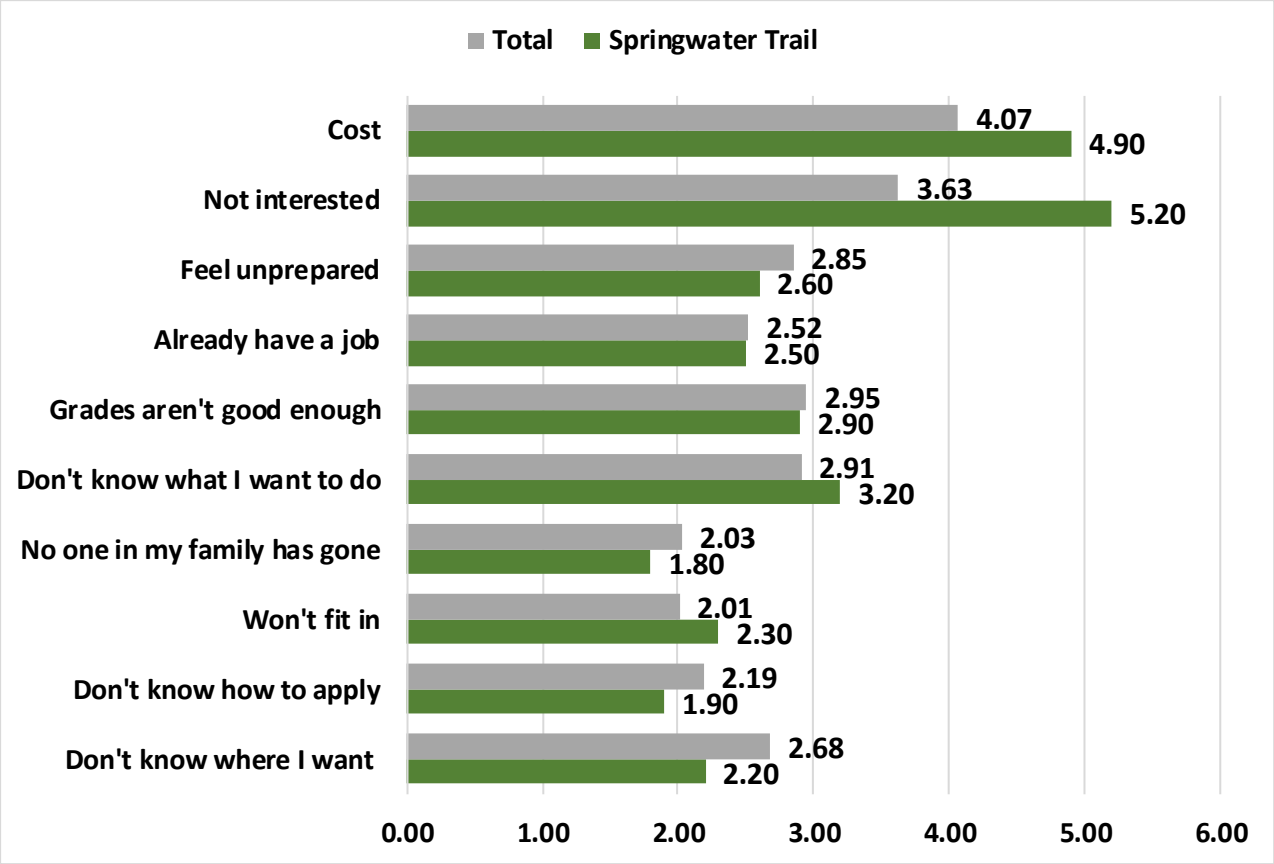


Table RNCST1: Springwater Trail High School Seniors – Reasons for Not Continuing Education

Springwater Trail											
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	All Mean s.d.	Index
Cost	2	0	1	0	1	3	3	10	4.90	4.07	120
	20.0%	0.0%	10.0%	0.0%	10.0%	30.0%	30.0%	100.0%	2.38	2.17	
Not interested	2	0	0	1	1	1	5	10	5.20	3.63	143
	20.0%	0.0%	0.0%	10.0%	10.0%	10.0%	50.0%	100.0%	2.44	2.20	
Feel unprepared	4	1	3	0	1	1	0	10	2.60	2.85	91
	40.0%	10.0%	30.0%	0.0%	10.0%	10.0%	0.0%	100.0%	1.78	1.96	
Already have a job	6	0	0	1	3	0	0	10	2.50	2.52	99
	60.0%	0.0%	0.0%	10.0%	30.0%	0.0%	0.0%	100.0%	1.96	1.86	
Grades aren't good enough	4	1	1	2	1	0	1	10	2.90	2.95	98
	40.0%	10.0%	10.0%	20.0%	10.0%	0.0%	10.0%	100.0%	2.08	2.01	
Don't know what I want to do	3	0	3	2	1	0	1	10	3.20	2.91	110
	30.0%	0.0%	30.0%	20.0%	10.0%	0.0%	10.0%	100.0%	1.93	2.03	
No one in my family has gone	7	0	1	2	0	0	0	10	1.80	2.03	89
	70.0%	0.0%	10.0%	20.0%	0.0%	0.0%	0.0%	100.0%	1.32	1.60	
Won't fit in	5	1	2	1	0	1	0	10	2.30	2.01	114
	50.0%	10.0%	20.0%	10.0%	0.0%	10.0%	0.0%	100.0%	1.70	1.59	
Don't know how to apply	7	1	0	1	0	1	0	10	1.90	2.19	87
	70.0%	10.0%	0.0%	10.0%	0.0%	10.0%	0.0%	100.0%	1.73	1.62	
Don't know where I want to go	7	0	0	1	1	1	0	10	2.20	2.68	82
	70.0%	0.0%	0.0%	10.0%	10.0%	10.0%	0.0%	100.0%	1.99	1.91	

Information Sources Likely to Increase Continuing Education

Results of information sources likely to increase Springwater Trail Seniors continuing their education is presented in Table RNCST2. Springwater Trail Seniors rated all information sources except one at a lower rate than seniors overall. *Job placement services after graduation* was rated at a slightly higher rate by Springwater Trail seniors (Springwater Trail mean = 3.11, s.d. 2.26 compared to seniors overall mean = 2.96, s.d. 1.90) It seems there is little information that would increase the likelihood of Springwater Trail Seniors continuing their education. Mean scores are plotted and presented in Figure RNCST2.

Figure RNCST2: Likelihood of Information Sources Increasing Springwater Trail Seniors Continuing Education Compared to Seniors Overall

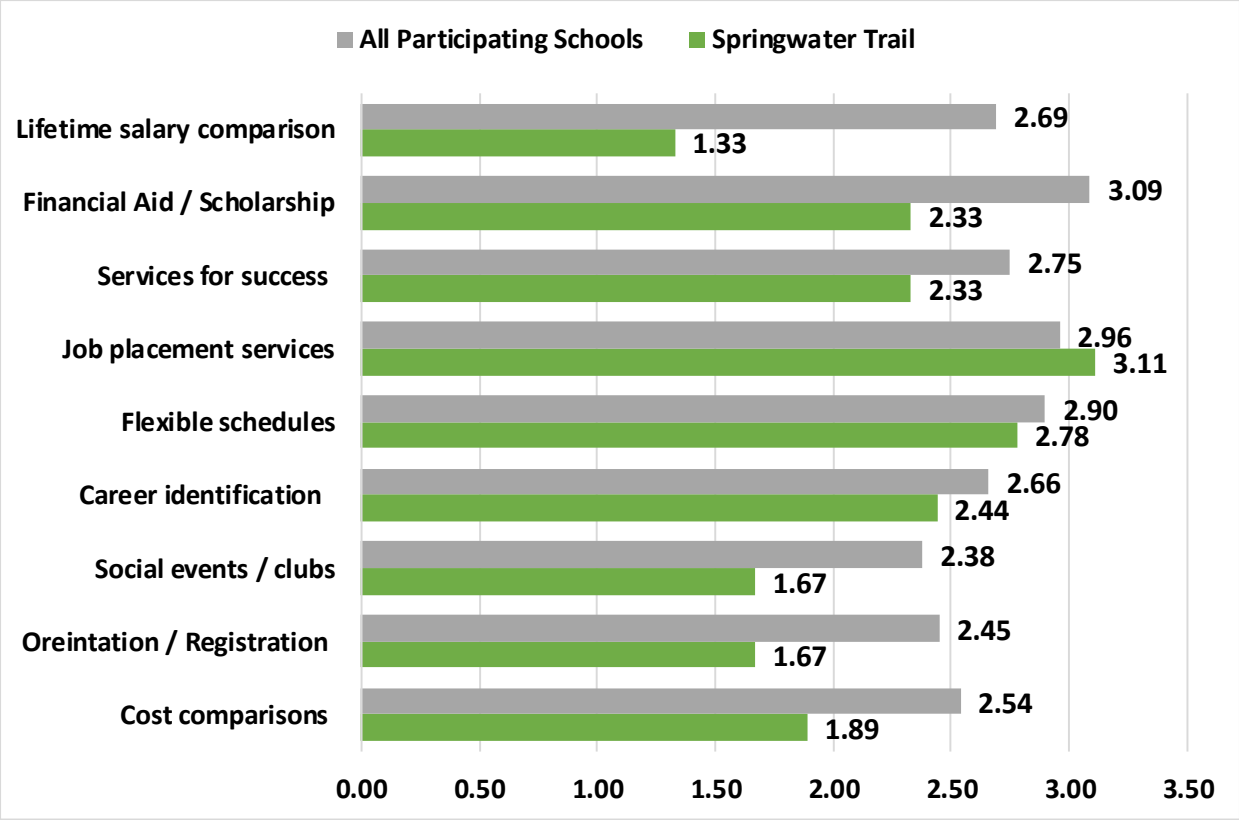


Table RNCST2: Springwater Trail High School Seniors – Information Sources Likely to Increase Continuing Education

Springwater Trail											
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	All Mean s.d.	Index
Lifetime salary comparison	8	0	0	1	0	0	0	9	1.33	2.69	49
	88.9%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%	100.0%	1.00	1.76	
Financial Aid / Scholarship	6	1	0	0	0	1	1	9	2.33	3.09	75
availability	66.7%	11.1%	0.0%	0.0%	0.0%	11.1%	11.1%	100.0%	2.40	1.99	
Services for success	6	0	0	2	0	0	2	10	2.33	2.75	85
(e.g. free tutoring)	60.0%	0.0%	0.0%	20.0%	0.0%	0.0%	20.0%	100.0%	2.18	1.82	
Job placement services	4	0	1	1	2	0	1	9	3.11	2.96	105
after graduation	44.4%	0.0%	11.1%	11.1%	22.2%	0.0%	11.1%	100.0%	2.26	1.90	
Flexible schedules	6	0	0	0	1	0	2	9	2.78	2.90	96
	66.7%	0.0%	0.0%	0.0%	11.1%	0.0%	22.2%	100.0%	2.73	1.84	
Career identification and	6	0	0	0	2	1	0	9	2.44	2.66	92
planning services	66.7%	0.0%	0.0%	0.0%	22.2%	11.1%	0.0%	100.0%	2.19	1.73	
Social events / clubs	7	0	1	0	1	0	0	9	1.67	2.38	70
	77.8%	0.0%	11.1%	0.0%	11.1%	0.0%	0.0%	100.0%	1.41	1.74	
Oreintation / Registration /	8	0	0	0	0	0	1	9	1.67	2.45	68
Getting Started services	88.9%	0.0%	0.0%	0.0%	0.0%	0.0%	11.1%	100.0%	2.00	1.65	
Cost comparisons of similar	7	0	1	0	0	0	1	9	1.89	2.54	74
schools	77.8%	0.0%	11.1%	0.0%	0.0%	0.0%	11.1%	100.0%	2.03	1.74	

Results – For Seniors Planning to Continue Their Education

Overall Results

A total of 1008 high school seniors (64.57% of respondents) indicated they would be continuing their education. For those continuing their education, questions were asked in four broad areas: (1) The type of institution attending, (2) Reasons for selecting the institution chosen, (3) Scholarships, and (4) Institution selection process.

Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.

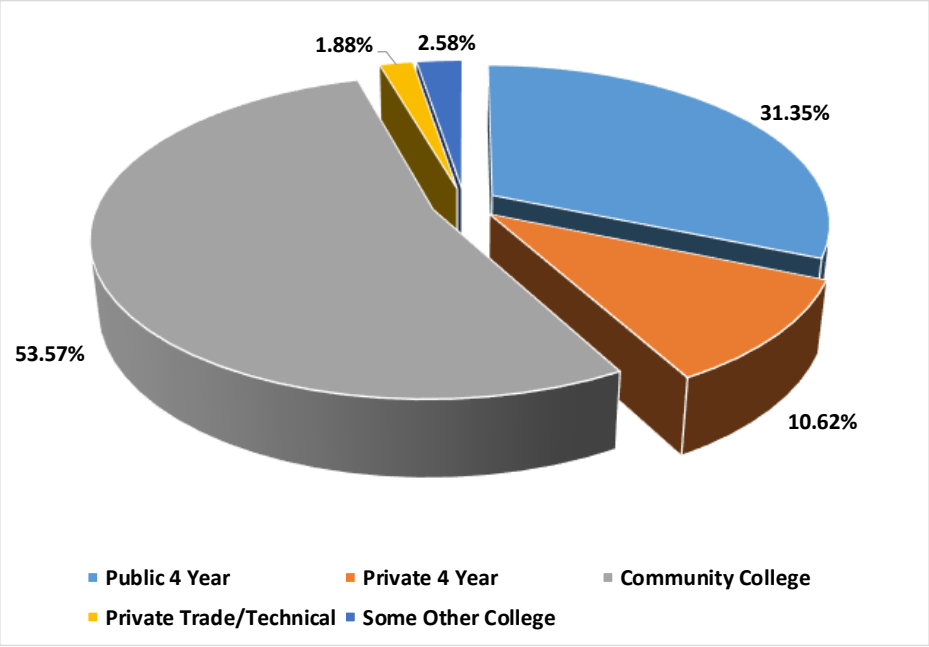
Type of Institution Attending

Results of the institution type seniors are attending are presented in Table CTIA1. The majority of seniors (53.57%) indicated they will be attending a community college. An additional thirty-one percent (31.35%) indicated they will be attending a four year public university. Ten percent (10.62%) indicated they will be going to a four year private institution. The remaining seniors indicated they will be attending either a private trade/technical school (1.88%) or some other type of institution (2.58%). Data are presented graphically in Figure CTIA1.

Table CTIA1: All Continuing Education Seniors by the Type of Institution They Are Attending

What Type of Institution Are You Attending	Total #	Total % Within	Index
Public 4 Year	316	31.35%	100
Private 4 Year	107	10.62%	100
Community College	540	53.57%	100
Private Trade/Technical	19	1.88%	100
Some Other College	26	2.58%	100
Total	1008	100.00%	

Figure CTIA1: Pie Chart of Seniors by Institution Type Attending



Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results are presented in Table CRS1. Four items were identified as more important than the others: (1) *Overall cost of attending*, (2) *Programs available of interest to me*, (3) *Availability of financial aid,* and (4) *Post graduate opportunities*. The overall cost item had just over eighty percent (80.4%) of seniors identify it as "Somewhat Important" to "Totally Important." The average score for this item was 5.81 (s.d. 1.42). The programs available of interest, availability of financial aid, and post graduate opportunities items all had over seventy-five percent (78.6%, 76.7%, and 76.1% respectively) of seniors identify them as "Somewhat Important" to "Totally Important." Mean scores for two of these items were above 5.60 on a seven-point scale (Programs available mean = 5.69, s.d. 1.44 and Availability of financial aid mean = 5.65, s.d. 1.80 respectively). The post graduate opportunities item had a mean score over 5.50 (mean = 5.53, s.d. 1.42). Two additional items had mean scores over five points on the seven-point scale: (1) *Location – convenient / easy to get to* (mean = 5.21, s.d. 1.53) and (2) *School / Program Reputation* (mean = 5.14, s.d. 1.48). The data are presented graphically in Figure CRS1.

Figure CRS1: Bar Chart of Mean Importance Ratings for Reasons for Selecting a College / University

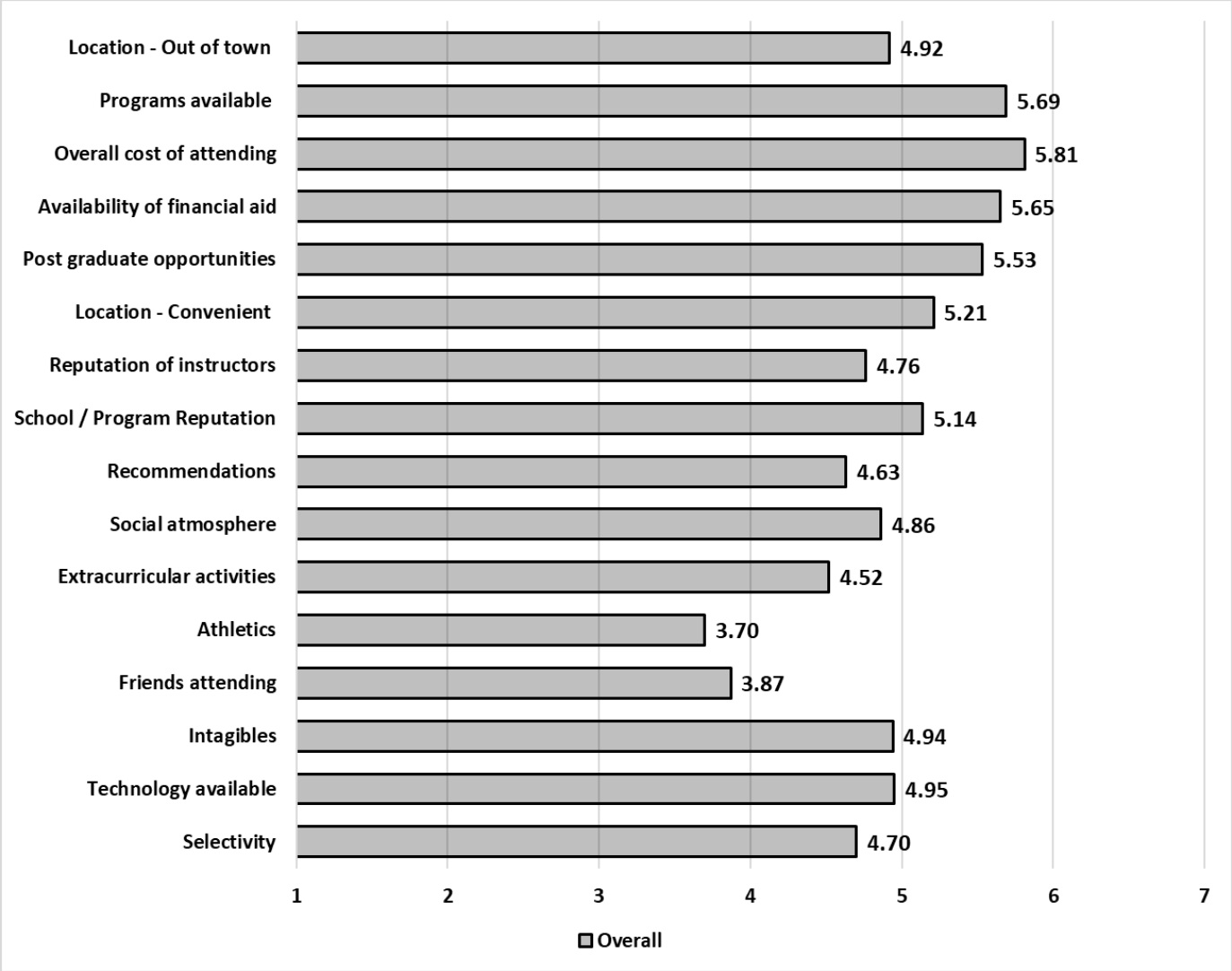


Table CRS1: Reasons for Selecting a College/University

All Participating Schools										
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Index
Location - Out of town	51	39	43	244	183	239	166	965	4.92	100
/ away from home	5.3%	4.0%	4.5%	25.3%	19.0%	24.8%	17.2%	100.0%	1.60	
Programs available	23	18	23	143	103	317	341	968	5.69	100
of interest to me	2.4%	1.9%	2.4%	14.8%	10.6%	32.7%	35.2%	100.0%	1.44	
Overall cost of attending	21	13	29	127	92	283	402	967	5.81	100
	2.2%	1.3%	3.0%	13.1%	9.5%	29.3%	41.6%	100.0%	1.42	
Availability of financial aid	34	6	26	159	110	263	367	965	5.65	100
	3.5%	0.6%	2.7%	16.5%	11.4%	27.3%	38.0%	100.0%	1.80	
Post graduate opportunities	25	16	19	171	154	297	285	967	5.53	100
	2.6%	1.7%	2.0%	17.7%	15.9%	30.7%	29.5%	100.0%	1.42	
Location - Convenient	40	26	37	189	165	319	193	969	5.21	100
/ easy to get to	4.1%	2.7%	3.8%	19.5%	17.0%	32.9%	19.9%	100.0%	1.53	
Reputation of instructors	45	41	58	277	180	252	106	959	4.76	100
	4.7%	4.3%	6.0%	28.9%	18.8%	26.3%	11.1%	100.0%	1.52	
School / Program Reputation	40	20	30	222	188	296	170	966	5.14	100
	4.1%	2.1%	3.1%	23.0%	19.5%	30.6%	17.6%	100.0%	1.48	
Recommendations	48	46	59	305	202	207	96	963	4.63	100
from others	5.0%	4.8%	6.1%	31.7%	21.0%	21.5%	10.0%	100.0%	1.51	
Social atmosphere	37	37	50	263	207	258	114	966	4.86	100
	3.8%	3.8%	5.2%	27.2%	21.4%	26.7%	11.8%	100.0%	1.47	
Extracurricular activities	59	53	60	311	209	172	96	960	4.52	100
	6.1%	5.5%	6.3%	32.4%	21.8%	17.9%	10.0%	100.0%	1.55	
Athletics	198	106	65	288	117	110	82	966	3.7	100
	20.5%	11.0%	6.7%	29.8%	12.1%	11.4%	8.5%	100.0%	1.9	
Friends attending	115	119	86	308	164	123	45	960	3.87	100
	12.0%	12.4%	9.0%	32.1%	17.1%	12.8%	4.7%	100.0%	1.66	
Intagibles	44	31	45	249	196	254	147	966	4.94	100
(Campus feels right)	4.6%	3.2%	4.7%	25.8%	20.3%	26.3%	15.2%	100.0%	1.53	
Technology available	41	39	43	236	190	280	135	964	4.95	100
	4.3%	4.0%	4.5%	24.5%	19.7%	29.0%	14.0%	100.0%	1.52	
Selectivity	49	38	45	314	196	223	103	968	4.70	100
(Requirements / Eligibility)	5.1%	3.9%	4.6%	32.4%	20.2%	23.0%	10.6%	100.0%	1.50	

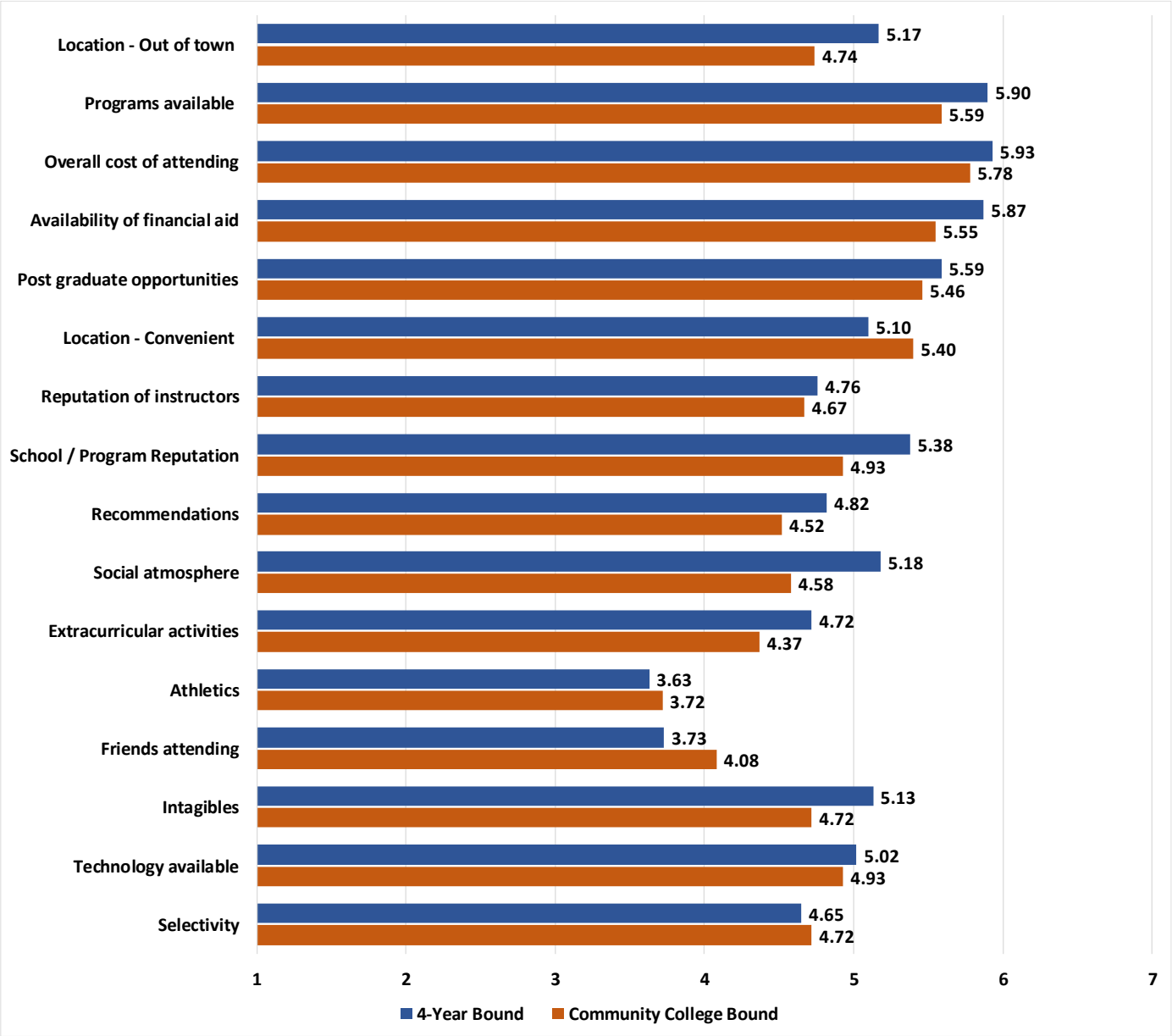
Reasons for Selecting a College / University – Differences between University and Community College Bound Seniors

The Importance of Attributes data was examined to determine if there were differences between community college bound seniors and 4-year public university bound seniors. The data are presented in Table CRS2. Generally, seniors bound to 4-year public universities rated the items more important than their 2-year college bound counterparts. Of the sixteen items assessed, 2-year college bound seniors only rated four items more important than the 4-year bound counterparts: (1) *Location – Convenient / easy to get to*, (2) *Athletics,* (3) *Friends attending*, and (4) *Selectivity*. An Independent Samples t-test was conducted to determine if differences between 4-year public university 2-year college bound seniors' importance ratings were statistically significant. Ten items revealed statistically significant differences. Seniors bound for 4-year public universities rated eight of the items significantly more important than their 2-year bond counterparts: *Location – Out of town/away from home* ($t = -3.38$, $df = 820$, $p \leq .001$), *Programs available of interest to me* ($t = 3.14$, $df = 675.11$, $p \leq .002$), *Availability of financial aid* ($t = 2.89$, $df = 663.78$, $p \leq .004$), *School / program reputation* ($t = 4.56$, $df = 820$, $p \leq .000$), *Recommendations from others* ($t = 2.71$, $df = 815$, $p \leq .007$), *Social Atmosphere* ($t = 5.83$, $df = 818$, $p \leq .000$), *Extracurricular activities* ($t = 3.07$, $df = 813$, $p \leq .002$), and *Intangibles* ($t = 3.77$, $df = 819$, $p \leq .000$). Seniors bound for community college rated two items significantly more important than 4-year university bound seniors: *Location – convenient / easy to get to* ($t = -2.96$, $df = 821$, $p \leq .003$) and *Friends attending* ($t = -2.93$, $df = 811$, $p \leq .003$) Mean importance scores by type of institution attending are presented graphically in Figure CRS2.

Table CRS2: Mean Importance Scores of Institution Attributes for Selecting A College/University by 4-Year and 2-Year College Bound Seniors

Reasons for selecting a college/university	**Total Mean** s.d.	**2-Year Mean** s.d.	**4-Year Mean** s.d.	**t-Test (t value, df, p≤)**
Location - Out of town / away from home	4.91 1.59	4.74 1.63	5.17 1.50	3.38, 820, .001
Programs available of interest to me	5.96 1.40	5.59 1.44	5.90 1.30	3.14, 675.11, .002
Overall cost of attending	5.82 1.41	5.78 1.44	5.93 1.35	
Availability of financial aid	5.66 1.47	5.55 1.48	5.87 1.37	2.89, 663.78, .004
Post graduate opportunities	5.52 1.40	5.46 1.39	5.59 1.43	
Location - Convenient / easy to get to	5.27 1.47	5.40 1.41	5.10 1.52	-2.96, 821, .003
Reputation of instructors	4.71 1.50	4.67 1.56	4.76 1.42	
School / Program Reputation	5.09 1.47	4.93 1.49	5.38 1.36	4.56, 820, .000
Recommendations from others	4.61 1.47	4.52 1.46	4.82 1.46	2.71, 815, .007
Social atmosphere	4.81 1.45	4.58 1.46	5.18 1.35	5.83, 818, .000
Extracurricular activities	4.50 1.56	4.37 1.57	4.72 1.45	3.07, 813, .002
Athletics	3.69 1.91	3.72 1.95	3.63 1.81	
Friends attending	3.96 1.62	4.08 1.58	3.73 1.64	-2.93, 811, .003
Intagibles (Campus feels right)	4.89 1.52	4.72 1.56	5.13 1.42	3.77, 819, .000
Technology available	4.96 1.53	4.93 1.50	5.02 1.54	
Selectivity (Requirements / Eligibility)	4.69 1.48	4.72 1.43	4.65 1.53	

Figure CRS2: Mean Importance Scores of Institution Attributes by 4-Year and Community College Bound Seniors



Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CS1. Almost half (46.39%) of college/university bound seniors indicated they had been awarded at least one scholarship. The average (mean) scholarship award was $10,790. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean ($6,885) is also reported. The median value of scholarships was $3,792. The average number of awards seniors received was 1.61. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

Table CS1: Seniors Receiving Scholarships and Summary Statistics for Scholarship Amounts

Awarded Scholarships?	#	Total % Within	Index
Yes	476	46.39%	100
No	550	53.61%	100
Total	1026	100.00%	
Summary Statistics for Scholarships Awarded	Value	Total	Index
Mean		$10,790.45	100
s.d.		$21,560.93	100
Trimmed Mean (5%)		$6,885.30	100
Median Value		$3,792.00	100
Min		$1.00	
Max		$177,224.00	
Average # of Awards		1.61	100

Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; this information is presented in Appendix C. They were then directed to a list of similar institutions and asked to identify all the schools they (1) applied to, (2) were accepted, and (3) will attend. Results of In-State and Out-of-State bound status are reported in Table CIS1. For seniors heading to a 4- year institution, over a seventeen percent (17.63%) indicated they would be heading out-of-state. Two-year bound seniors were more likely to indicate they would be staying in-state. Only 4.95% of seniors bound for two-year institutions indicated they were heading out-of-state.

Table CIS1: In-State and Out-of-State Bound Status by Type of Institution

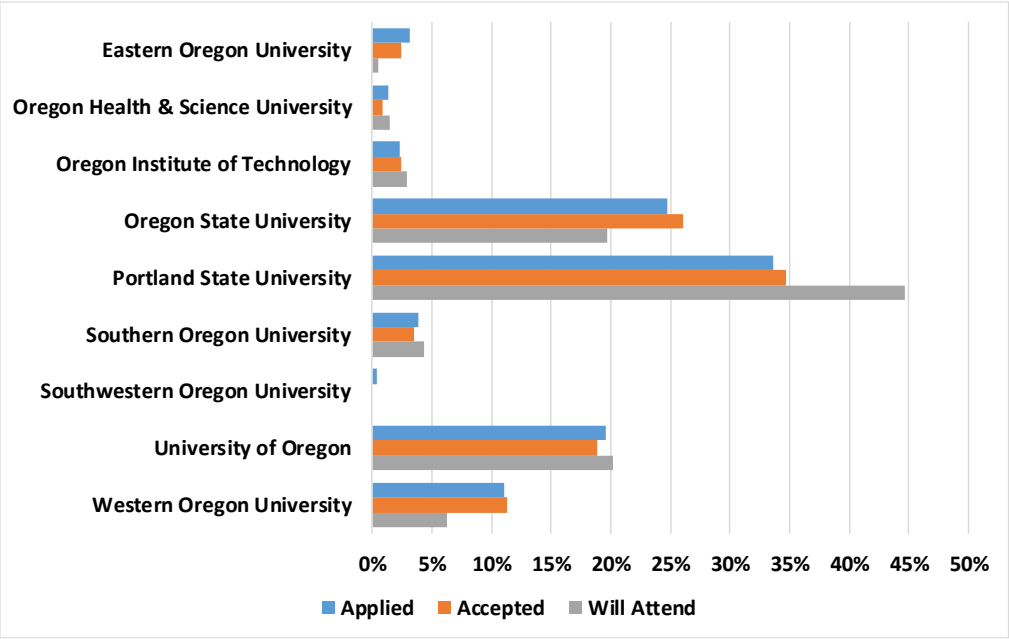
In-State/Out-of-State Bound		#	Total % Within	Index
4-Year Bound	In-State	341	82.37%	100
	Out-of-State	73	17.63%	100
Total 4-Year Bound		414	100.00%	
2-Year Bound	In-State	518	95.05%	100
	Out-of-State	27	4.95%	100
Total 2-Year Bound		545	100.00%	
Both	In-State	859	89.57%	100
	Out-of-State	100	10.43%	100
Total Both		959	100.00%	

Table CIS2: Seniors Bound to Four Year Public Universities by Institution Attending

Institution	Total								
	Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	16	3.1%	100	11	2.4%	100	1	0.5%	100
Oregon Health & Science University	7	1.4%	100	4	0.9%	100	3	1.4%	100
Oregon Institute of Technology	12	2.3%	100	11	2.4%	100	6	2.9%	100
Oregon State University	128	24.8%	100	120	26.0%	100	41	19.7%	100
Portland State University	174	33.7%	100	160	34.7%	100	93	44.7%	100
Southern Oregon University	20	3.9%	100	16	3.5%	100	9	4.3%	100
Southwestern Oregon University	2	0.4%	100	0	0.0%	0	0	0.0%	0
University of Oregon	101	19.5%	100	87	18.9%	100	42	20.2%	100
Western Oregon University	57	11.0%	100	52	11.3%	100	13	6.3%	100
Total	517	100.0%		461	100.0%		208	100.0%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CIS2. Seniors were most likely to apply to Portland State University (33.7% Applied) or Oregon State University (24.8% Applied). The University of Oregon (19.5% Applied) was the third highest institution for applications. Western Oregon University was the fourth most often applied to public university with 11.0% of seniors applying. All other four-year public institutions had less than 5% of seniors apply. Of the 517 seniors that applied to public universities, 461 were accepted (an 89.2% acceptance rate). Proportions of those that applied were similar to those accepted (proportions between the two categories were within 1.2%). For seniors indicating they would be attending a four-year public university, three institutions had the highest proportions: (1) Portland State University (44.7% will attend), (2) University of Oregon (20.2% will attend), and (3) Oregon State University (19.7% will attend). All other public universities had less than 5% of seniors indicating they would attend; the exception being Western Oregon University with 6.3% of seniors indicating they will attend. The data are presented graphically in Figure CIS1.

Figure CIS1: Proportions of Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

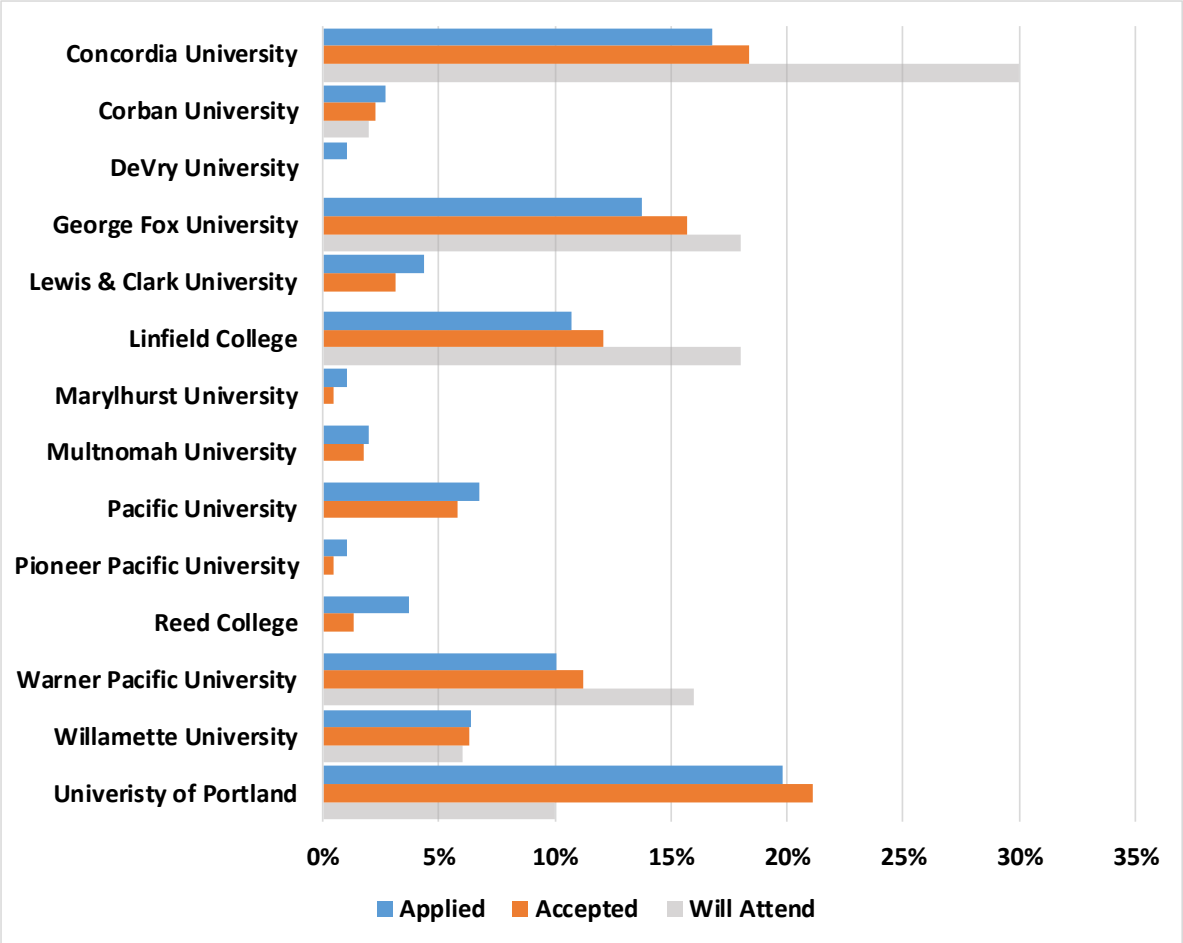


For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CIS3. A total of 298 private university applications were submitted. For seniors that applied to private institutions, University of Portland (19.8%), Concordia University (16.8%), and George Fox University (13.8 %) had the highest proportions. Both Linfield College and Warner Pacific College had just over ten percent of the applications. All other private institutions listed had applied proportions below 10%. Of the 298 applications to a private institution, 223 were accepted (a 74.8% acceptance rate). The proportions of students accepted were not substantially different from the proportion of applications (generally applications were within ±2%. Of the 223 applications that were accepted, fifty students indicated they would attend a private institution. The majority of students indicated they would attend Concordia University (30% of those attending a private university). An equal proportion indicated they would attend George Fox University (18.0%) and Linfield College (18.0%). Warner Pacific University (16.0% will attend and University of Portland (10.0%) had higher proportions of seniors indicating they will attend. Corban University (2.0% attending) and Willamette University (6.0% attending) were the only two other private institutions that seniors indicated they would be attending. Figure CIS2 presents the four-year private institution data graphically.

Table CIS3: Seniors Bound to Four-Year Private Universities by Institution Attending

Institution	Total								
	Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index
Concordia University	50	16.8%	100	41	18.4%	100	15	30.0%	100
Corban University	8	2.7%	100	5	2.2%	100	1	2.0%	100
DeVry University	3	1.0%	100	0	0.0%		0	0.0%	
George Fox University	41	13.8%	100	35	15.7%	100	9	18.0%	100
Lewis & Clark University	13	4.4%	100	7	3.1%	100	0	0.0%	
Linfield College	32	10.7%	100	27	12.1%	100	9	18.0%	100
Marylhurst University	3	1.0%	100	1	0.4%	100	0	0.0%	
Multnomah University	6	2.0%	100	4	1.8%	100	0	0.0%	
Pacific University	20	6.7%	100	13	5.8%	100	0	0.0%	
Pioneer Pacific University	3	1.0%	100	1	0.4%	100	0	0.0%	
Reed College	11	3.7%	100	3	1.3%	100	0	0.0%	
Warner Pacific University	30	10.1%	100	25	11.2%	100	8	16.0%	100
Willamette University	19	6.4%	100	14	6.3%	100	3	6.0%	100
Univeristy of Portland	59	19.8%	100	47	21.1%	100	5	10.0%	100
Total	298	100.0%		223	100.0%		50	100.0%	

Figure CIS2: Proportions of Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

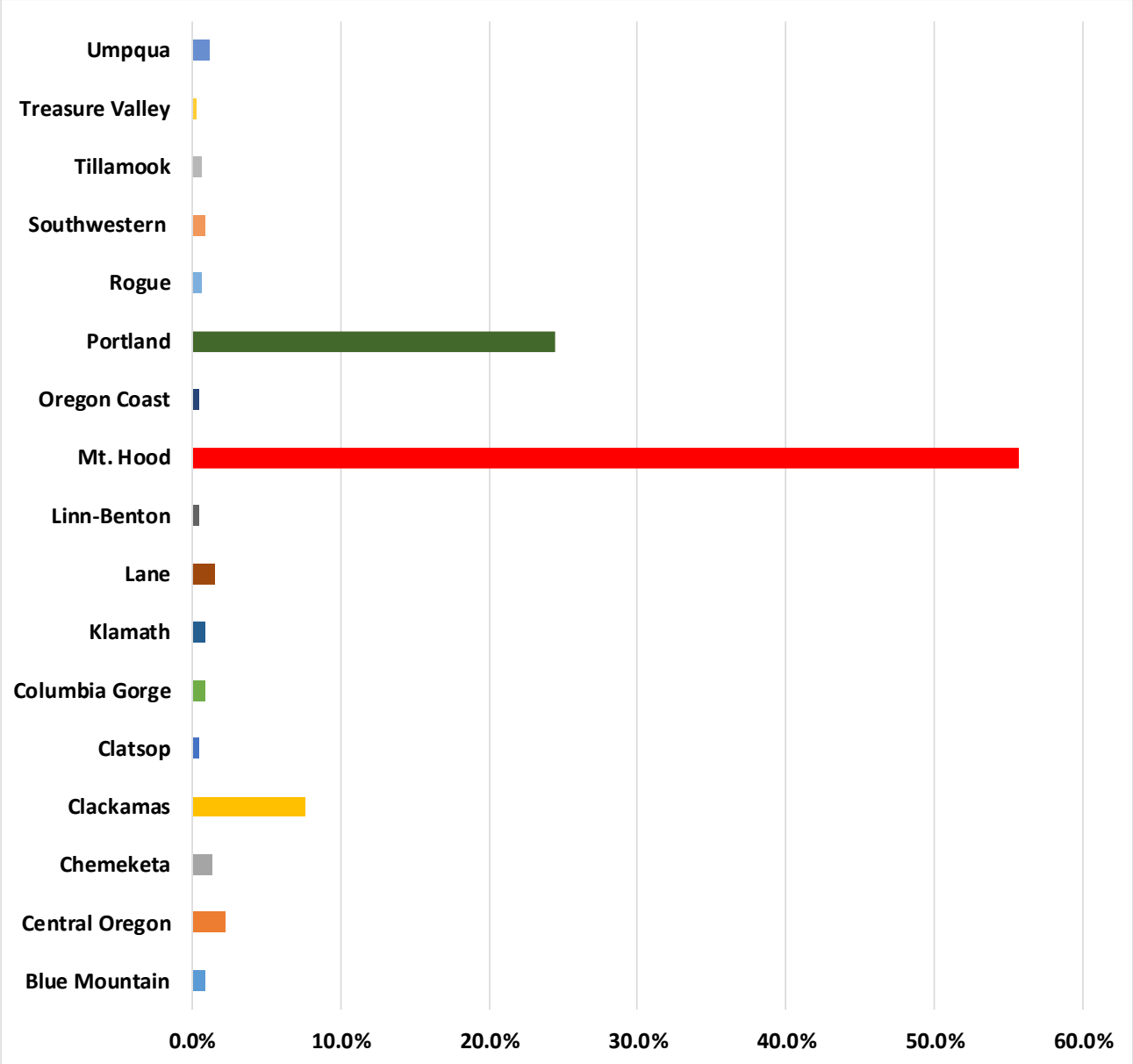


For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of the community college data are presented in Table CIS4. A total of 463 seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated they would be attending Mt. Hood Community College (55.7% will attend). Almost a third (32.0%) indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (7.6%) and Portland Community College (24.4%). All other Oregon Community Colleges had at or below 2.0% of seniors indicate they would attend. The Community College attending data are presented graphically in Figure CIS3.

Table CIS4: Seniors Bound for Community College by Institution Attending

Institution	Total		
	Will Attend		
Community College	#	%	Index
Blue Mountain	4	0.9%	100
Central Oregon	10	2.2%	100
Chemeketa	6	1.3%	100
Clackamas	35	7.6%	100
Clatsop	2	0.4%	100
Columbia Gorge	4	0.9%	100
Klamath	4	0.9%	100
Lane	7	1.5%	100
Linn-Benton	2	0.4%	100
Mt. Hood	258	55.7%	100
Oregon Coast	2	0.4%	100
Portland	113	24.4%	100
Rogue	3	0.6%	100
Southwestern	4	0.9%	100
Tillamook	3	0.6%	100
Treasure Valley	1	0.2%	100
Umpqua	5	1.1%	100
Total	463	100.0%	

Figure CIS3: Proportion of Seniors Planning to Attend a Community College by Institution



Data regarding attending one of the three Portland Metropolitan Community Colleges was investigated further. The data for the three colleges – Clackamas, Mt. Hood, and Portland – are presented in Table CIS5. Of the 463 seniors that planned to attend a community college, 406 (87.69%) plan to attend a college within the Portland Metropolitan Area. Although all seniors surveyed attended high schools within the Mt. Hood Community College District, over a third (36.45%) indicated they would attend one of the other two colleges. This constitutes leakage from the MHCC District. The data are presented graphically in Figure CIS4. For high school seniors that indicated they would be attending one of the Portland Metropolitan Community Colleges, an open-ended follow-up question was asked: "What was it about [Insert Selected College] that made you choose it over the other two alternatives in the Portland Metropolitin Area?" Actual comments are available in Appendix D. Regardless of the college chosen by seniors, the comments centered on: (1) Location/Access/Convenience, (2) Programs available, and (3) Costs. Interestingly a number of comments from seniors going to Mt. Hood Community College also mentioned the Oregon Promise Grant.

Table CIS5: Seniors Attending Portland Metropolitan Community Colleges

Metro CC's	Plan to Attend	Percent
Clackamas	35	8.62%
Mt. Hood	258	63.55%
Portland	113	27.83%
Total	406	100.00%

Figure CIS4: Seniors Attending Portland Metropolitan Community Colleges

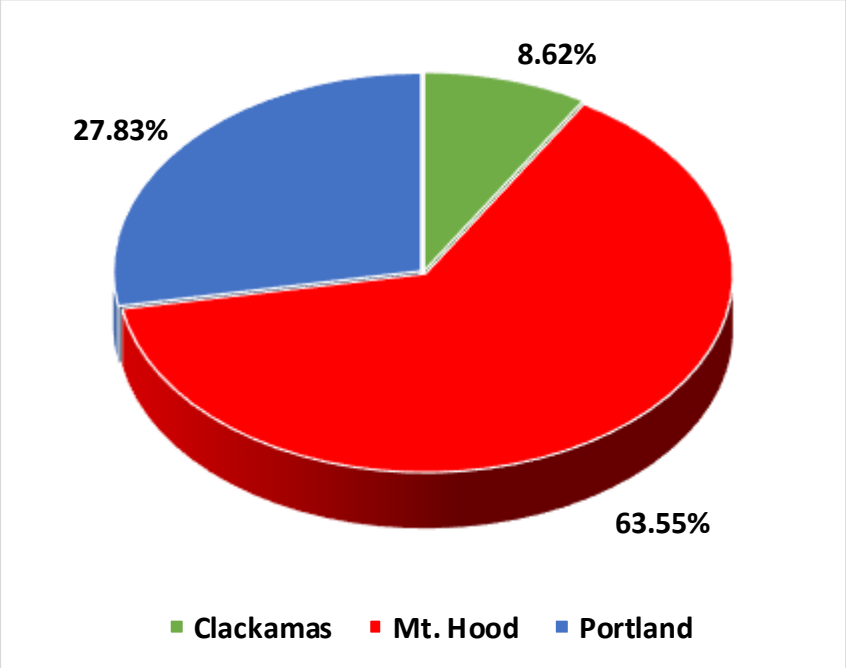
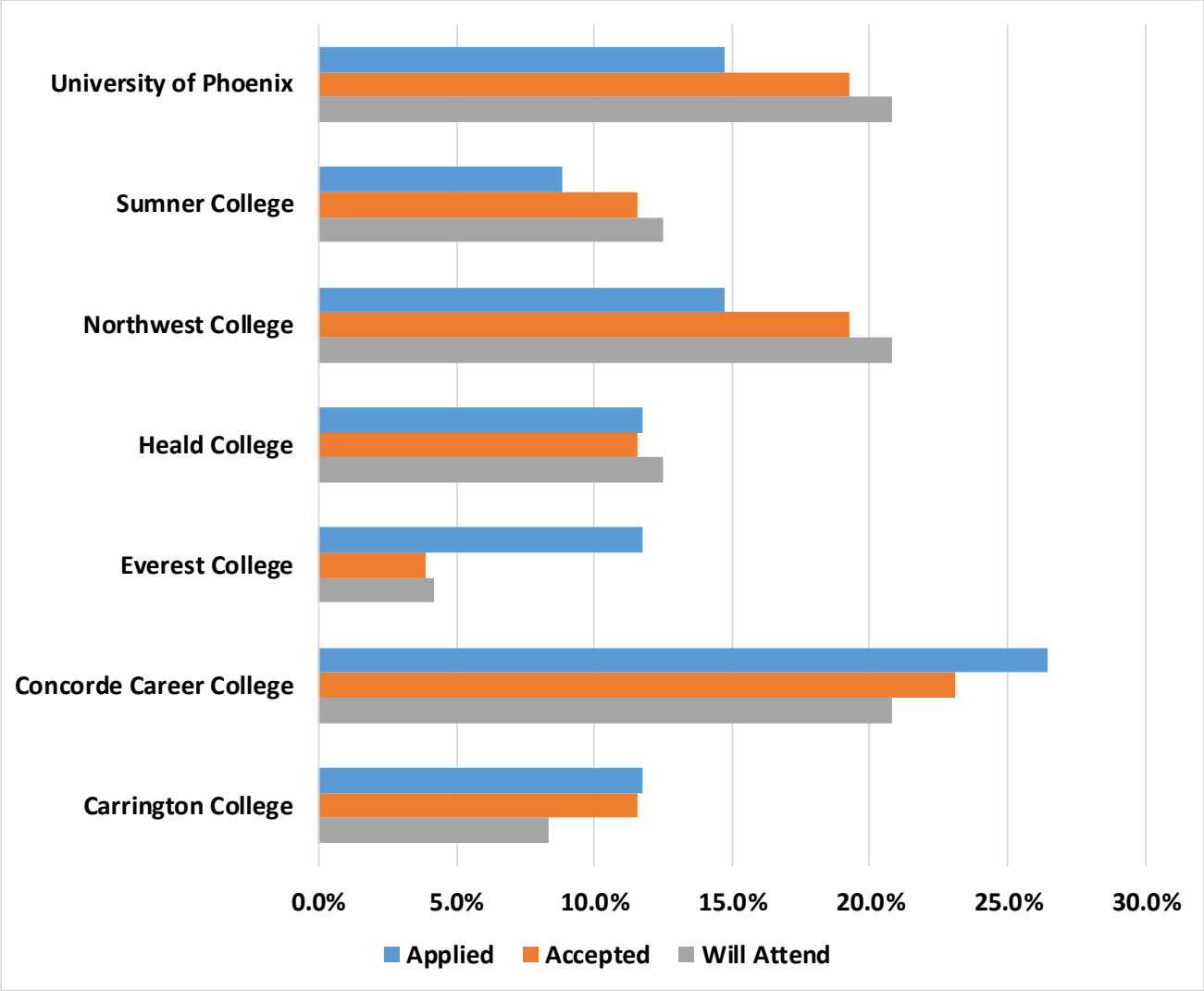


Table CIS6: Seniors Bound to Two-Year Private Trade/Technical Schools by Institution Attending

	Total								
Institution	Applied			Accepted			Will Attend		
2-Year Private	#	%	Index	#	%	Index	#	%	Index
Carrington College	4	11.8%	100	3	11.5%	100	2	8.3%	100
Concorde Career College	9	26.5%	100	6	23.1%	100	5	20.8%	100
Everest College	4	11.8%	100	1	3.8%	100	1	4.2%	100
Heald College	4	11.8%	100	3	11.5%	100	3	12.5%	100
Northwest College	5	14.7%	100	5	19.2%	100	5	20.8%	100
Sumner College	3	8.8%	100	3	11.5%	100	3	12.5%	100
University of Phoenix	5	14.7%	100	5	19.2%	100	5	20.8%	100
Total	34	100.0%		26	100.0%		24	100.0%	

A total of thirty-four seniors applied to a private trade / technical college. The distribution of applications was fairly evenly dispersed. Concorde Career College had a higher proportion than the other schools (27.3%). Sumner College had a lower proportion (8.8%). Of the thirty-four seniors that applied, twenty-six were accepted – a 76.47% acceptance rate. The proportion of seniors accepted by institution was similar to the application rate with four notable exceptions: (1) Concorde Career College had a lower acceptance rate (26.5% Applied / 23.1% Accepted), (2) Everest College (11.8% Applied / 3.8% Accepted), (3) Northwest College (14.7% Applied / 19.2% Accepted), and (4) University of Phoenix (14.7% Applied / 19.2% Accepted). Of the twenty-six that were accepted, twenty-four indicated they would attend a private trade / technical college. Three private institutions had attendance rates higher than the others: (1) Concorde Career College, (2) Northwest College, and (3) University of Phoenix. Data are presented graphically in Figure CIS5.

Figure CIS5: Proportions of Seniors That Applied, Were Accepted, and Plan to Attend Two-year Private Trade/Technical Institutions



Continuing Education Results for Centennial

Type of Institution Attending

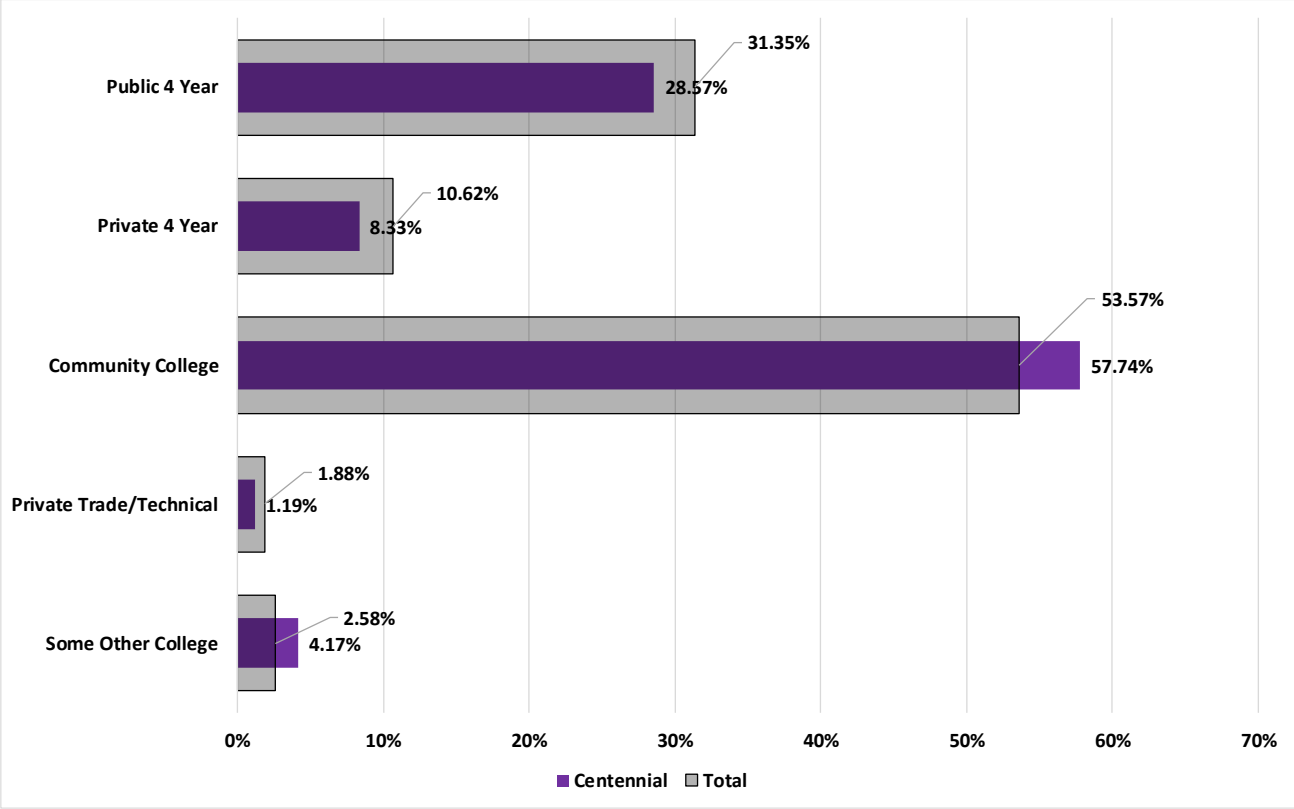
Results of the institution type Centennial Seniors are attending are presented in Table CTIAC1 along with the totals for all seniors continuing their education. The majority of Centennial Seniors (57.74%) indicated they will be attending a community college.

Table CTIAC1: Centennial Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	Centennial #	Centennial % Within	Centennial Index	Total #	Total % Within	Total Index
Public 4 Year	48	28.57%	91	316	31.35%	100
Private 4 Year	14	8.33%	79	107	10.62%	100
Community College	97	57.74%	108	540	53.57%	100
Private Trade/Technical	2	1.19%	63	19	1.88%	100
Some Other College	7	4.17%	162	26	2.58%	100
Total	168	100.00%		1008	100.00%	

Centennial Seniors were more likely to indicate they were attending a community college than seniors overall. Centennial Seniors were less likely to indicate they would be attending the other specific types of institutions. Over a quarter (28.57%) indicated they will be attending a four-year public university. Very few Centennial Seniors indicated they would attend either a private four-year institution (8.33%) or a private trade / technical college (1.19%). There was a higher proportion of Centennial Seniors indicating they would attend "Some Other College" (seniors were asked to identify the other college; these data are available in Appendix D). Data are presented graphically in Figure CTIAC1.

Figure CTIAC1: Plot of Centennial Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Centennial Seniors are presented in Table CRSC1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Mean scores for Centennial Seniors were similar to the overall scores. Centennial Seniors were more likely to identify *Athletics* (Centennial Mean = 4.07, s.d. 1.98 / Overall Mean = 3.70, s.d. 1.90) and *Friends Attending* (Centennial Mean = 4.43, s.d. 1.72 / Overall Mean = 3.87, s.d. 1.66) than were seniors overall.

Although the mean importance scores were similar to seniors overall, three items were rated more important by Centennial Seniors than the other items in the list. The *Overall cost of attending* was identified as the most important item for Centennial Seniors (Mean = 5.79, s.d. 1.41). The second highest rated item for Centennial Seniors was *Programs available of interest to me* (Mean = 5.64, s.d. 1.55). The third most important item for Centennial Seniors was *Availability of Financial Aid* (Mean =5.56, s.d. 1.63). All three of these items had over seventy percent of Centennial Seniors rate the importance between "Somewhat Important" to "Totally Important." An additional four items had average importance scores above 5.00: (1) *Post graduate opportunities,* (2) *Location – Convenient,* (3) *Location – Out-of-Town,* and (4) *School Program Reputation*. The data are presented graphically in Figure CRSC1.

Figure CRSC1: Mean Rating Scores for Institution Selection Items by Centennial Seniors and Seniors Overall

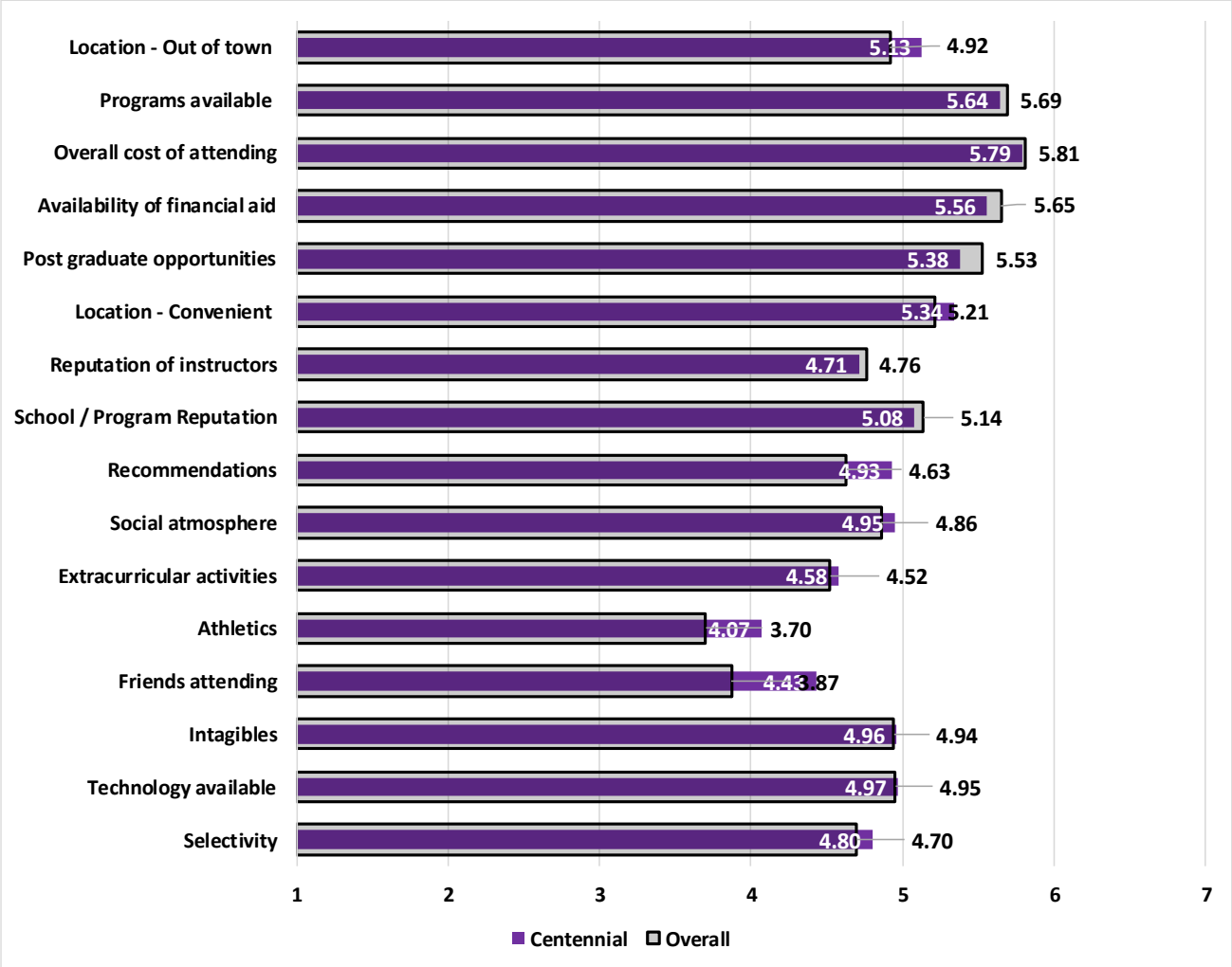


Table CRSC1: Centennial Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

Centennial											
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	6	4	8	37	27	48	29	159	5.13	4.92	104
/ away from home	3.8%	2.5%	5.0%	23.3%	17.0%	30.2%	18.2%	100.0%	1.53	1.60	
Programs available	5	4	6	27	13	50	55	160	5.64	5.69	99
of interest to me	3.1%	2.5%	3.8%	16.9%	8.1%	31.3%	34.4%	100.0%	1.55	1.44	
Overall cost of attending	4	2	5	23	13	47	64	158	5.79	5.81	100
	2.5%	1.3%	3.2%	14.6%	8.2%	29.7%	40.5%	100.0%	1.41	1.42	
Availability of financial aid	8	3	4	26	13	44	58	156	5.56	5.65	98
	5.1%	1.9%	2.6%	16.7%	8.3%	28.2%	37.2%	100.0%	1.63	1.80	
Post graduate opportunities	6	5	5	28	27	42	47	160	5.38	5.53	97
	3.8%	3.1%	3.1%	17.5%	16.9%	26.3%	29.4%	100.0%	1.60	1.42	
Location - Convenient	6	3	8	29	27	48	39	160	5.34	5.21	102
/ easy to get to	3.8%	1.9%	5.0%	18.1%	16.9%	30.0%	24.4%	100.0%	1.54	1.53	
Reputation of instructors	12	6	7	48	26	40	19	158	4.71	4.76	99
	7.6%	3.8%	4.4%	30.4%	16.5%	25.3%	12.0%	100.0%	1.64	1.52	
School / Program Reputation	8	3	8	41	24	46	30	160	5.08	5.14	99
	5.0%	1.9%	5.0%	25.6%	15.0%	28.8%	18.8%	100.0%	1.59	1.48	
Recommendations	9	6	7	39	34	43	21	159	4.93	4.63	106
from others	5.7%	3.8%	4.4%	24.5%	21.4%	27.0%	13.2%	100.0%	1.55	1.51	
Social atmosphere	9	7	8	33	30	48	25	160	4.95	4.86	102
	5.6%	4.4%	5.0%	20.6%	18.8%	30.0%	15.6%	100.0%	1.64	1.47	
Extracurricular activities	10	5	13	54	29	30	19	160	4.58	4.52	101
	6.3%	3.1%	8.1%	33.8%	18.1%	18.8%	11.9%	100.0%	1.59	1.55	
Athletics	27	13	7	46	21	25	20	159	4.07	3.70	110
	17.0%	8.2%	4.4%	28.9%	13.2%	15.7%	12.6%	100.0%	1.98	1.90	
Friends attending	15	10	9	48	29	30	18	159	4.43	3.87	114
	9.4%	6.3%	5.7%	30.2%	18.2%	18.9%	11.3%	100.0%	1.72	1.66	
Intagibles	9	8	7	32	30	50	24	160	4.96	4.94	100
(Campus feels right)	5.6%	5.0%	4.4%	20.0%	18.8%	31.3%	15.0%	100.0%	1.67	1.53	
Technology available	9	6	6	38	26	47	28	160	4.97	4.95	100
	5.6%	3.8%	3.8%	23.8%	16.3%	29.4%	17.5%	100.0%	1.65	1.52	
Selectivity	8	8	7	50	27	40	20	160	4.80	4.70	102
(Requirements / Eligibility)	5.0%	5.0%	4.4%	31.3%	16.9%	25.0%	12.5%	100.0%	1.53	1.50	

Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSC1. For Centennial Seniors, two fifths (40.48%) indicated they had received at least one scholarship. This was slightly lower ratio than seniors overall (46.39%). The average (mean) scholarship award was $5,570 this was much lower than the average award for seniors overall. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean ($4,813) is also reported and is a more accurate reflection of the average award. The median value of scholarship awards was $2,600; this, also, is lower than for seniors overall. The average number of awards Centennial Seniors received was 1.58, about the same as the average (1.61) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

Table CSC1: Summary Statistics of Scholarship Awards for Centennial Seniors and Seniors Overall

Awarded Scholarships?	Centennial #	Centennial % Within	Centennial Index	Total #	Total % Within	Total Index
Yes	68	40.48%	87	476	46.39%	100
No	100	59.52%	111	550	53.61%	100
Total	168	100.00%		1026	100.00%	
Summary Statistics for Scholarships Awarded	Centennial Value		Centennial Index	Total Value		Total Index
Mean	$5,570.52		52	$10,790.45		100
s.d.	$6,477.10		30	$21,560.93		100
Trimmed Mean (5%)	$4,813.22		70	$6,885.30		100
Median Value	$2,600.00		69	$3,792.00		100
Min	$290.00			$1.00		
Max	$25,000.00			$177,224.00		
Average # of Awards	1.58		98	1.61		100

Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state colleges. Results of In-State and Out-of-State bound status for Centennial Seniors are reported in Table CISC1. For all seniors heading to a four-year institution, 17.63% indicated they would be heading out-of-state. Centennial Seniors were just as likely to indicate they would attend an institution out of state than were seniors overall; 16.13% of Centennial Seniors indicated they were heading to a four year out of state institution. Two-year bound Centennial Seniors had lower proportions heading out-of-state. For Centennial Seniors bound for two-year institutions, 8.81% indicated they were heading out-of-state compared to 4.95% of seniors overall.

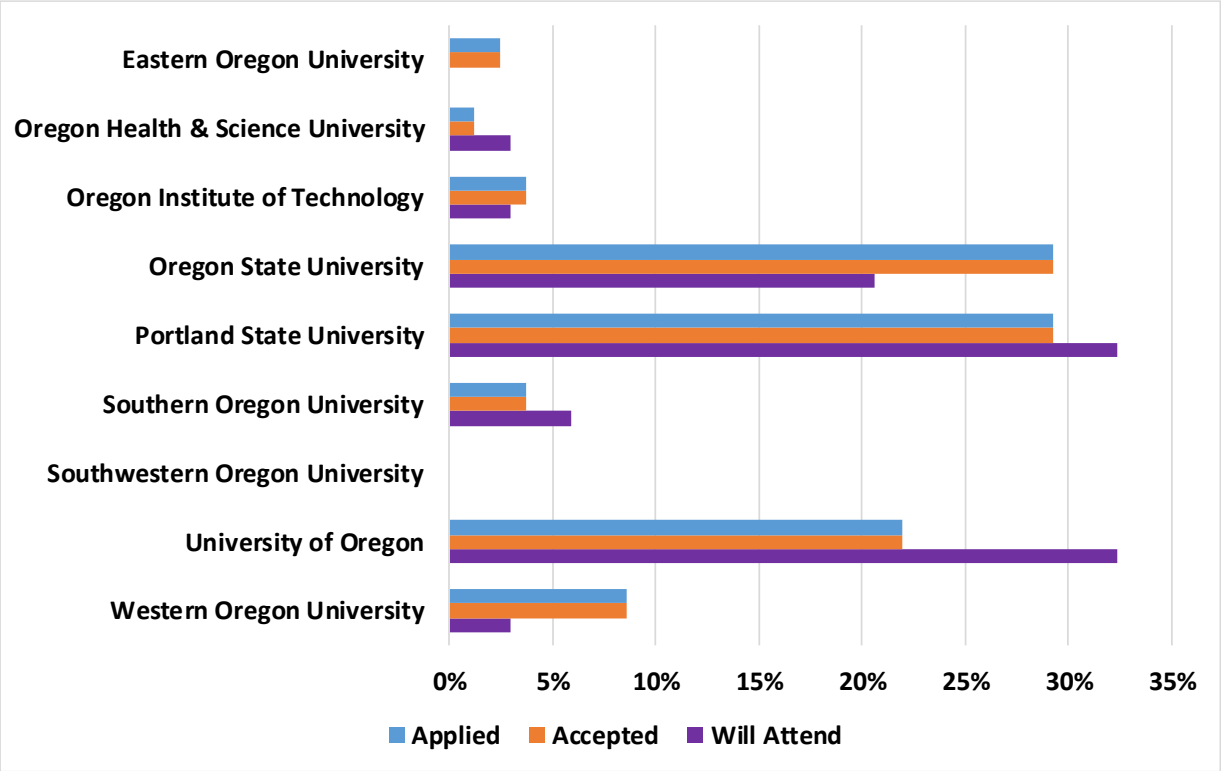
Table CISC1: In-State and Out-of-State Bound for Two and Four Year Institutions by Centennial Seniors and Seniors Overall

In-State/Out-of-State Bound		Centennial #	Centennial % Within	Centennial Index	Total #	Total % Within	Total Index
4-Year Bound	In-State	52	83.87%	102	341	82.37%	100
	Out-of-State	10	16.13%	91	73	17.63%	100
Total 4-Year Bound		62	100.00%		414	100.00%	
2-Year Bound	In-State	93	95.88%	101	518	95.05%	100
	Out-of-State	4	4.12%	83	27	4.95%	100
Total 2-Year Bound		97	100.00%		545	100.00%	
Both	In-State	145	91.19%	102	859	89.57%	100
	Out-of-State	14	8.81%	84	100	10.43%	100
Total Both		159	100.00%		959	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISC2. Centennial Seniors were equally likely to apply to Oregon State University (29.3% Applied) or Portland State University (29.3% Applied). For Oregon State University, the proportion of Centennial Seniors that applied was higher than the proportion of seniors overall. For Portland State University, this proportion was lower than for seniors overall. An additional twenty-two percent of Centennial Seniors also applied to The University of Oregon (22.0% Applied); this is a higher proportion compared to seniors overall. A smaller proportion of Centennial Seniors applied to Western Oregon University (8.5%); this was a much lower proportion than seniors overall. A small number (less than five for each) applied to all other public 4-year institutions. No Centennial Seniors applied to Southwestern University.

Of the eighty-two Centennial Seniors that applied to public universities, eighty-two were accepted (a 100% acceptance rate). The proportions of those accepted were identical to the proportions of those that applied. Comparing the acceptance proportions for Centennial Seniors to seniors overall reveals the proportions accepted to most of the public universities were higher than the proportions of seniors overall with three exceptions. Eastern Oregon University's acceptance rate was similar to the acceptance rate overall. Both Portland State University and Western Oregon University had Centennial Senior acceptance rates that were lower than seniors overall.

Figure CISC1: Proportions of Centennial Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions



The majority of Centennial Seniors indicating they would be attending a four-year public university identified Oregon State University (20.6% Attending), University of Oregon (32.4% Attending), and Portland State University (32.4% Attending). Compared to seniors overall, the proportion of Centennial Seniors attending 4-year Public Universities is higher for all but two institutions: (1) Portland State University and (2) Western Oregon University. Figure CISC1 presents the data graphically.

Table CISC2: Centennial Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	2	2.4%	79	2	2.4%	102	0	0.0%	0	16	3.1%	100	11	2.4%	100	1	0.5%	100
Oregon Health & Science University	1	1.2%	90	1	1.2%	141	1	2.9%	204	7	1.4%	100	4	0.9%	100	3	1.4%	100
Oregon Institute of Technology	3	3.7%	158	3	3.7%	153	1	2.9%	102	12	2.3%	100	11	2.4%	100	6	2.9%	100
Oregon State University	24	29.3%	118	24	29.3%	112	7	20.6%	104	128	24.8%	100	120	26.0%	100	41	19.7%	100
Portland State University	24	29.3%	87	24	29.3%	84	11	32.4%	72	174	33.7%	100	160	34.7%	100	93	44.7%	100
Southern Oregon University	3	3.7%	95	3	3.7%	105	2	5.9%	136	20	3.9%	100	16	3.5%	100	9	4.3%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	0.4%	100	0	0.0%	0	0	0.0%	0
University of Oregon	18	22.0%	112	18	22.0%	116	11	32.4%	160	101	19.5%	100	87	18.9%	100	42	20.2%	100
Western Oregon University	7	8.5%	77	7	8.5%	76	1	2.9%	47	57	11.0%	100	52	11.3%	100	13	6.3%	100
Total	82	100.0%		82	100.0%		34	100.0%		517	100.0%		461	100.0%		208	100.0%	

For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISC3. A total of thirty-four private university applications were submitted by Centennial Seniors. For Centennial Seniors that applied to private institutions, University of Portland (20.6% Applied) had the highest proportion. Almost fifteen percent of the Centennial Seniors that applied to private institutions applied to Concordia University and George Fox University (14.7% for each). Just over ten percent (11.8%) of Centennial Seniors also applied to Lewis and Clark College and Linfield College. All other private institutions listed had applied proportions below 10%. Although the number of applications were small, the Centennial Seniors proportions compared to the proportions of seniors overall were very high for three of institutions identified: (1) DeVry University, (2) Lewis and Clark College, (3) and Pacific University.

Of the thirty-five applications to a private institution, twenty-seven were accepted (a 77% acceptance rate). For most private institutions, the proportion of Centennial Seniors accepted was higher compared to the proportion of all seniors combined. Three institutions were an exception. Warner Pacific University had 7.4% of Centennial Seniors indicate they were accepted (compared to 11.2% of seniors overall). Concordia University had 11.1% of Centennial Seniors indicate they were accepted (compared to 18.4% of seniors overall). And Willamette University had 3.7% of Centennial Seniors indicate they were accepted (compared to 6.3% of seniors overall). Compared to seniors overall, the proportion of Centennial Seniors accepted to private institutions was higher for six of the fourteen private institutions identified: (1) Corban University, (2) George Fox University, (3) Lewis & Clark College, (4) Linfield College, (5) Pacific University and (6) University of Portland. Index scores were well over 100 for all of these institutions. Of the twenty-seven applications that were accepted, only six Centennial Seniors indicated they would attend a private institution. Three indicated they would attend George Fox University; two indicated they would attend Warner Pacific University; and one indicated Linfield College. Figure CIS2 presents the four-year private institution data graphically.

Figure CISC2: Proportions of Centennial Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

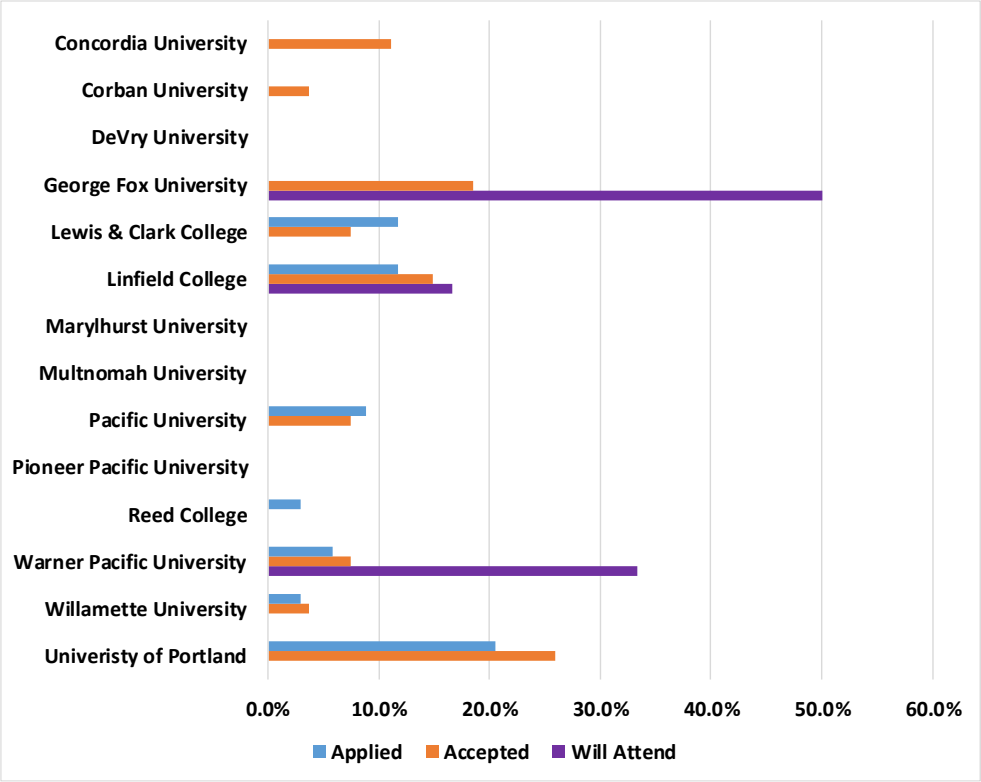


Table CISC3: Centennial Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending

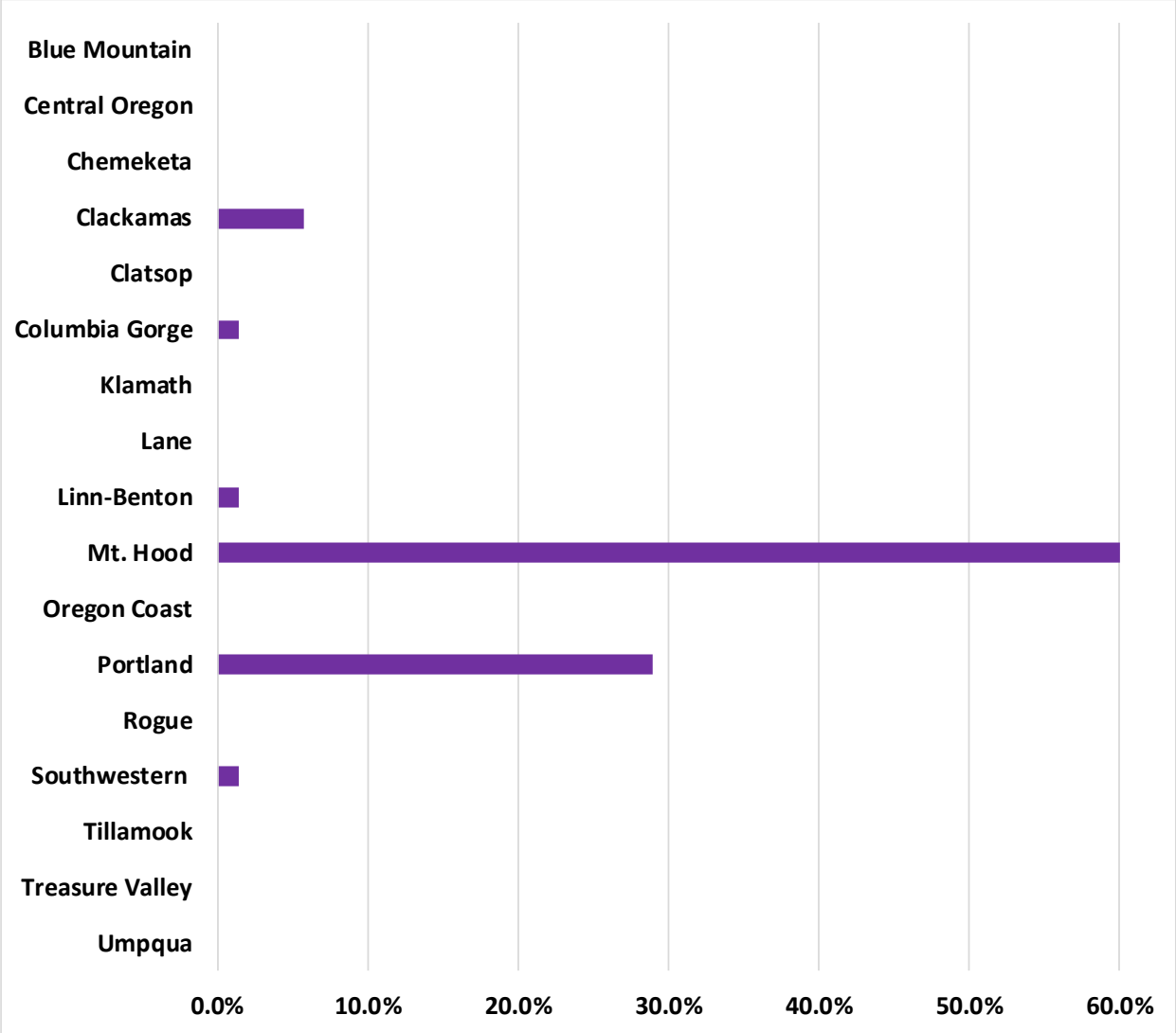
Institution	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Concordia University	8	22.9%	122	2	13.3%	167	1	50.0%	350	9	18.8%	100	2	8.0%	100	1	14.3%	100
Corban University	2	5.7%	91	0	0.0%		0	0.0%		3	6.3%	100	0	0.0%		0	0.0%	
DeVry University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
George Fox University	4	11.4%	69	2	13.3%	56	0	0.0%	0	8	16.7%	100	6	24.0%	100	1	14.3%	100
Lewis & Clark University	2	5.7%	137	2	13.3%	167	1	50.0%	350	2	4.2%	100	2	8.0%	100	1	14.3%	100
Linfield College	2	5.7%	91	1	6.7%	167	0	0.0%		3	6.3%	100	1	4.0%	100	0	0.0%	
Marylhurst University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Multnomah University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	2.1%	100	1	4.0%	100	1	14.3%	100
Pacific University	2	5.7%	69	1	6.7%	56	0	0.0%	0	4	8.3%	100	3	12.0%	100	1	14.3%	100
Pioneer Pacific University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Reed College	2	5.7%	137	1	6.7%	167	0	0.0%		2	4.2%	100	1	4.0%	100	0	0.0%	
Warner Pacific University	1	2.9%	69	1	6.7%	83	0	0.0%	0	2	4.2%	100	2	8.0%	100	1	14.3%	100
Willamette University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Univeristy of Portland	12	34.3%	118	5	33.3%	119	0	0.0%	0	14	29.2%	100	7	28.0%	100	1	14.3%	100
Total	35	100.0%		15	100.0%		2	100.0%		48	100.0%		25	100.0%		7	100.0%	

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Centennial Seniors and seniors overall indicating they will be attending a community college are presented in Table CISC4. A total of 69 Centennial Seniors indicated they planned to attend a community college in Oregon. The majority of Centennial Seniors indicated they would be attending Mt. Hood Community College (60.9% Attending). Over a third indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (5.8% Attending) and Portland Community College (29.0% Attending). Although all of the Centennial School District lies within the Mt. Hood District Boundary, over a third of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Centennial Students are attending Portland Community College at a much higher rate (29.0% compared to 24.4% overall). They are attending Mt. Hood at a slightly higher rate compared to seniors overall (60.9% compared to 55.7% overall). Finally, they are attending Clackamas at a lower rate to seniors overall (7.0% compared to 6.6% overall). Of the other community colleges in the state, only three were identified by one Centennial Senior each: (1) Columbia Gorge, (2) Linn-Benton, and (3) Southwestern. The Community College attending data are presented graphically in Figure CISC3.

Table CISC4: Centennial Seniors and Seniors Overall Bound for Community College by Institution Attending

Institution	Centennial			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	0	0.0%		4	0.9%	100
Central Oregon	0	0.0%		10	2.2%	100
Chemeketa	0	0.0%		6	1.3%	100
Clackamas	4	5.8%	77	35	7.6%	100
Clatsop	0	0.0%		2	0.4%	100
Columbia Gorge	1	1.4%	168	4	0.9%	100
Klamath	0	0.0%		4	0.9%	100
Lane	0	0.0%		7	1.5%	100
Linn-Benton	1	1.4%	336	2	0.4%	100
Mt. Hood	42	60.9%	109	258	55.7%	100
Oregon Coast	0	0.0%		2	0.4%	100
Portland	20	29.0%	119	113	24.4%	100
Rogue	0	0.0%		3	0.6%	100
Southwestern	1	1.4%	168	4	0.9%	100
Tillamook	0	0.0%		3	0.6%	100
Treasure Valley	0	0.0%		1	0.2%	100
Umpqua	0	0.0%	0	5	1.1%	100
Total	69	100.0%		463	100.0%	

Figure CISC3: Proportion of Centennial Seniors Planning to Attend a Community College by Institution



A total of ten Centennial Seniors indicated they applied, were accepted, and will be attending a private trade/technical college. All applications were accepted and all Centennial Seniors that were accepted indicated they would attend. The majority indicated they will attend Concorde Career College (30%) or Northwest College (20%).

Continuing Education Results for Gresham

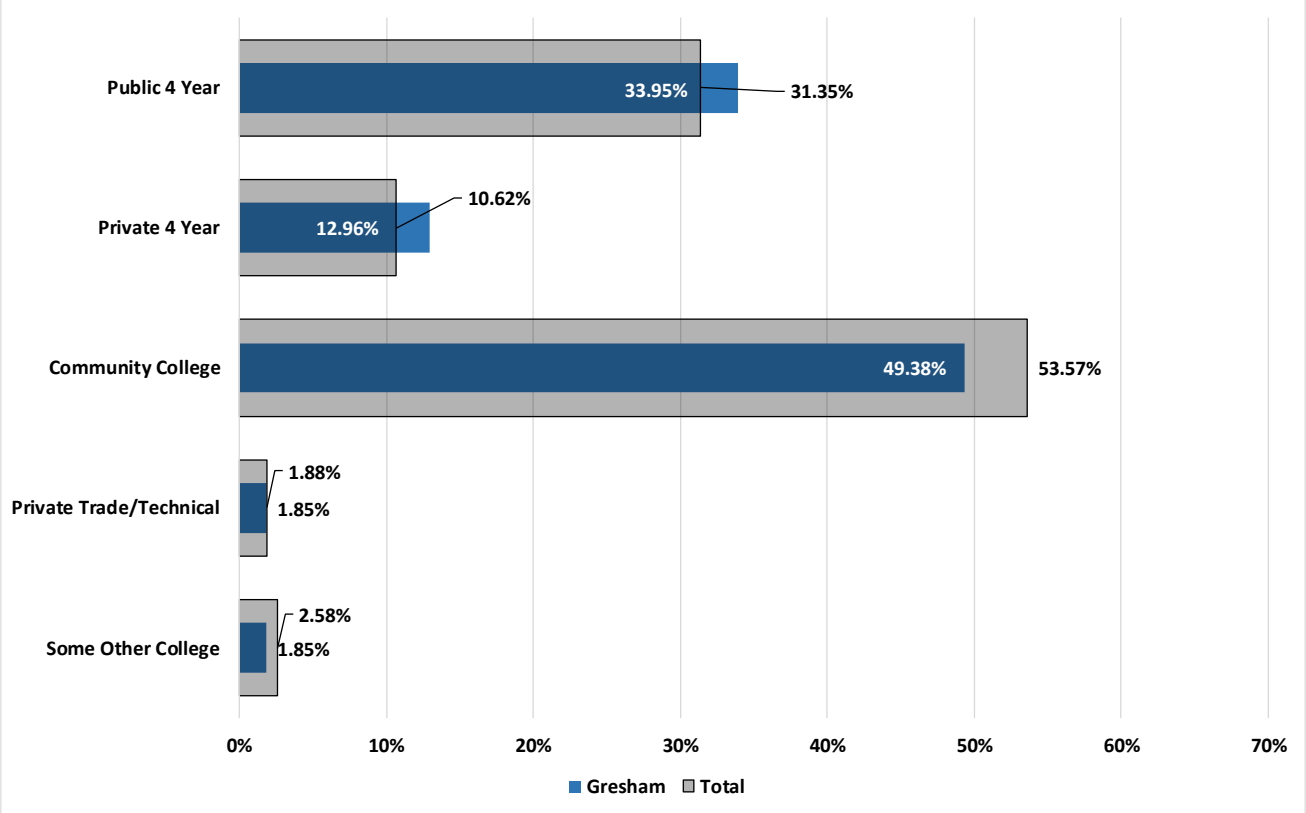
Type of Institution Attending

Results of the institution type Gresham Seniors are attending are presented in Table CTIAG1 along with the totals for all seniors continuing their education. The majority of Gresham Seniors (49.38%) indicated they will be attending a community college. Gresham Seniors were less likely to indicate they were attending a community college than seniors overall. Gresham Seniors were more likely to indicate they would be attending some type of four-year institution. Over a third (33.95%) indicated they will be attending a four-year public university. Over ten percent of Gresham Seniors indicated they would attend private four-year institution (12.96%). Much lower proportions of Gresham seniors indicated they would be attending either a private trade/technical college or some other college (seniors were asked to identify the other college; these data are available in Appendix D). Data are presented graphically in Figure CTIAG1.

Table CTIAG1: Gresham Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	Gresham			Total		
	#	**% Within**	**Index**	**#**	**% Within**	**Index**
Public 4 Year	55	33.95%	108	316	31.35%	100
Private 4 Year	21	12.96%	122	107	10.62%	100
Community College	80	49.38%	92	540	53.57%	100
Private Trade/Technical	3	1.85%	98	19	1.88%	100
Some Other College	3	1.85%	72	26	2.58%	100
Total	162	100.00%		1008	100.00%	

Figure CTIAG1: Plot of Gresham Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Gresham Seniors are presented in Table CRSG1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Mean scores for Gresham Seniors were similar to the overall scores. Gresham Seniors were not likely to identify any of the items at a rate higher or lower than were seniors overall.

Although the mean importance scores were similar to seniors overall, three items were rated more important by Gresham Seniors than the other items in the list. The *Programs available of interest to me* was identified as the most important item for Gresham Seniors (Mean = 5.62, s.d. 1.58). The second highest rated item for Gresham Seniors was *Overall cost of attending* (Mean = 5.54, s.d. 1.63). The third most important item for Gresham Seniors was *Availability of Financial Aid* (Mean =5.43, s.d. 1.66). All three of these items had over seventy percent of Gresham Seniors rate the importance between

"Somewhat Important" to "Totally Important." An additional two items had average importance scores above 5.00: (1) *Location – Convenient* and (2) *Post graduate opportunities.* The data are presented graphically in Figure CRSG1.

Figure CRSG1: Mean Rating Scores for Institution Selection Items by Gresham Seniors and Seniors Overall

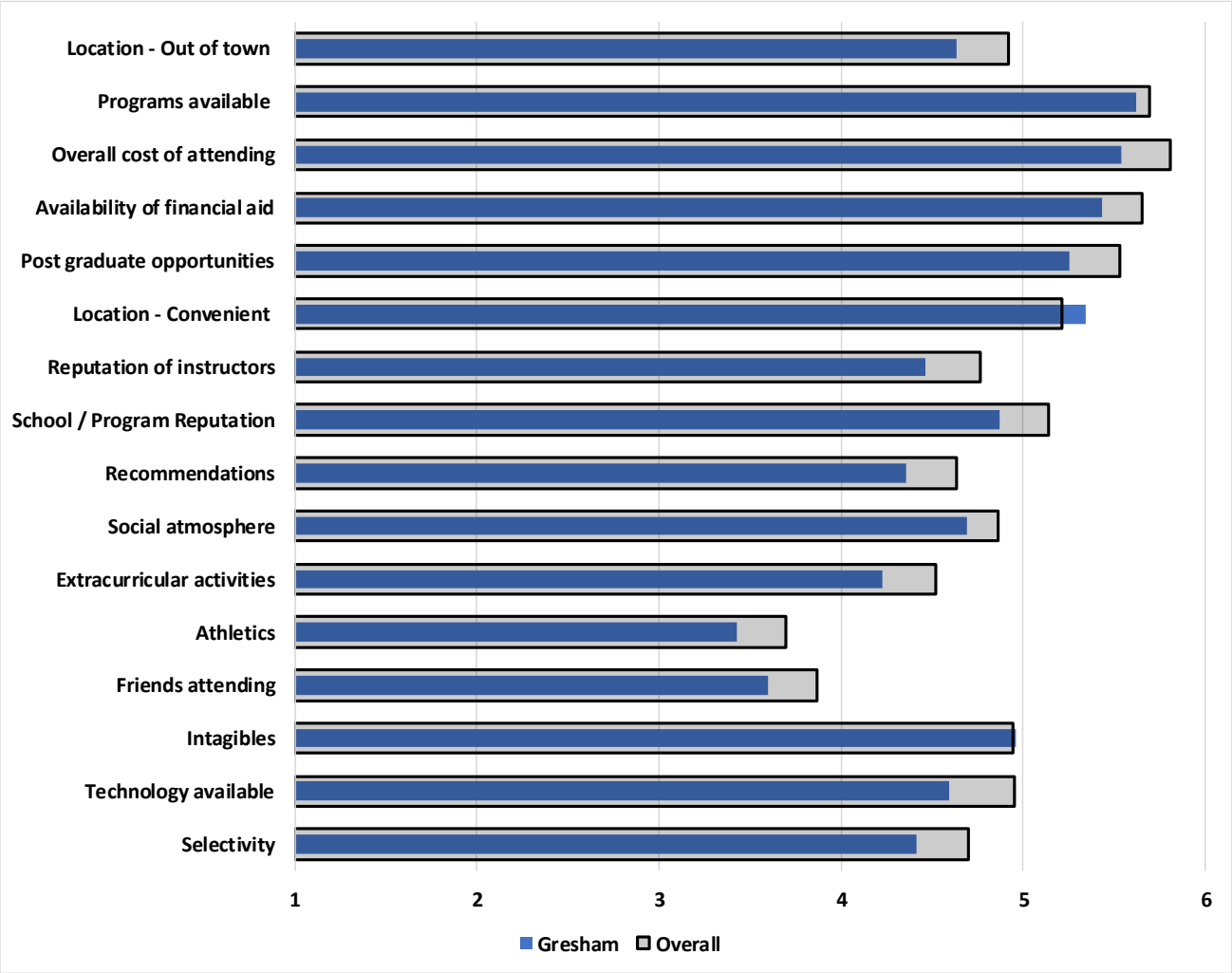


Table CRSG1: Gresham Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

Gresham											
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	13	8	15	38	23	35	25	157	4.63	4.92	94
/ away from home	8.3%	5.1%	9.6%	24.2%	14.6%	22.3%	15.9%	100.0%	1.77	1.60	
Programs available of	6	3	6	21	14	48	60	158	5.62	5.69	99
interest to me	3.8%	1.9%	3.8%	13.3%	8.9%	30.4%	38.0%	100.0%	1.58	1.44	
Overall cost of attending	6	3	7	24	18	38	63	159	5.54	5.81	95
	3.8%	1.9%	4.4%	15.1%	11.3%	23.9%	39.6%	100.0%	1.63	1.42	
Availability of financial aid	7	2	7	31	12	39	59	157	5.43	5.65	96
	4.5%	1.3%	4.5%	19.7%	7.6%	24.8%	37.6%	100.0%	1.66	1.80	
Post graduate opportunities	6	1	5	32	32	44	38	158	5.25	5.53	95
	3.8%	0.6%	3.2%	20.3%	20.3%	27.8%	24.1%	100.0%	1.46	1.42	
Location - Convenient	12	2	11	36	30	47	21	159	5.34	5.21	102
/ easy to get to	7.5%	1.3%	6.9%	22.6%	18.9%	29.6%	13.2%	100.0%	1.54	1.53	
Reputation of instructors	8	7	13	53	34	26	16	157	4.46	4.76	94
	5.1%	4.5%	8.3%	33.8%	21.7%	16.6%	10.2%	100.0%	1.48	1.52	
School / Program Reputation	9	3	7	41	38	37	23	158	4.87	5.14	95
	5.7%	1.9%	4.4%	25.9%	24.1%	23.4%	14.6%	100.0%	1.50	1.48	
Recommendations	12	8	13	54	28	30	13	158	4.36	4.63	94
from others	7.6%	5.1%	8.2%	34.2%	17.7%	19.0%	8.2%	100.0%	1.55	1.51	
Social atmosphere	7	2	9	49	46	35	10	158	4.69	4.86	97
	4.4%	1.3%	5.7%	31.0%	29.1%	22.2%	6.3%	100.0%	1.31	1.47	
Extracurricular activities	12	11	11	54	42	13	15	158	4.23	4.52	94
	7.6%	7.0%	7.0%	34.2%	26.6%	8.2%	9.5%	100.0%	1.52	1.55	
Athletics	38	19	11	48	20	15	7	158	3.43	3.70	93
	24.1%	12.0%	7.0%	30.4%	12.7%	9.5%	4.4%	100.0%	1.81	1.90	
Friends attending	24	23	13	52	24	14	5	155	3.60	3.87	93
	15.5%	14.8%	8.4%	33.5%	15.5%	9.0%	3.2%	100.0%	1.62	1.66	
Intagibles	8	4	8	45	37	32	24	158	4.96	4.94	100
(Campus feels right)	5.1%	2.5%	5.1%	28.5%	23.4%	20.3%	15.2%	100.0%	1.50	1.53	
Technology available	12	7	8	47	30	36	18	158	4.59	4.95	93
	7.6%	4.4%	5.1%	29.7%	19.0%	22.8%	11.4%	100.0%	1.61	1.52	
Selectivity	11	5	11	60	29	23	17	156	4.41	4.70	94
(Requirements / Eligibility)	7.1%	3.2%	7.1%	38.5%	18.6%	14.7%	10.9%	100.0%	1.52	1.50	

Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSG1. For Gresham Seniors, over half (51.23%) indicated they had received at least one scholarship. This was a higher ratio than seniors overall (46.39%). The average (mean) scholarship award was $8,824 this was much lower than the average award for seniors overall. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean ($10,537) is also reported and is a more accurate reflection of the average award and is much higher than the award for seniors overall. The median value of scholarship awards was $6,282; this, also, is higher than for seniors overall. The average number of awards Gresham Seniors received was 1.40, lower than the average number of awards (1.61) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

Table CSG1: Summary Statistics of Scholarship Awards for Gresham Seniors and Seniors Overall

Awarded Scholarships?	Gresham #	Gresham % Within	Gresham Index	Total #	Total % Within	Total Index
Yes	83	51.23%	110	476	46.39%	100
No	79	48.77%	91	550	53.61%	100
Total	162	100.00%		1026	100.00%	
Summary Statistics for Scholarships Awarded	**Gresham Value**		**Gresham Index**	**Total Value**		**Total Index**
Mean	$8,824.78		82	$10,790.45		100
s.d.	$29,887.86		139	$21,560.93		100
Trimmed Mean (5%)	$10,537.75		153	$6,885.30		100
Median Value	$6,282.50		166	$3,792.00		100
Min	$5.00			$1.00		
Max	$177,224.00			$177,224.00		
Average # of Awards	1.40		87	1.61		100

Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state colleges. Results of In-State and Out-of-State bound status for Gresham Seniors are reported in Table CISG1. For all seniors heading to a four-year institution, 17.63% indicated they would be heading out-of-state. Gresham Seniors were much more likely to indicate they would attend an institution out of state than were seniors overall; 29.33% of Gresham Seniors indicated they were heading to a four year out of state institution. Two-year bound Gresham Seniors had much lower proportions heading out-of-state. For Gresham Seniors bound for two-year institutions, 2.41% indicated they were heading out-of-state compared to 4.95% of seniors overall.

Table CISG1: In-State and Out-of-State Bound for Two and Four Year Institutions by Gresham Seniors and Seniors Overall

In-State/Out-of-State Bound		Gresham #	Gresham % Within	Gresham Index	Total #	Total % Within	Total Index
4-Year Bound	In-State	53	70.67%	86	341	82.37%	100
	Out-of-State	22	29.33%	166	73	17.63%	100
Total 4-Year Bound		75	100.00%		414	100.00%	
2-Year Bound	In-State	81	97.59%	103	518	95.05%	100
	Out-of-State	2	2.41%	49	27	4.95%	100
Total 2-Year Bound		83	100.00%		545	100.00%	
Both	In-State	134	84.81%	95	859	89.57%	100
	Out-of-State	24	15.19%	146	100	10.43%	100
Total Both		158	100.00%		959	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISG2. Gresham Seniors were most likely to apply to Oregon State University (OSU), Portland State University (PSU), or University of Oregon (UofO). Although a much smaller proportion, Western Oregon University had just over 7.9% of the applications. Gresham Seniors were equally likely to apply to OSU (25.0% Applied) or PSU (32.9% Applied) as were seniors overall. Gresham Seniors were more likely than seniors overall to apply to the UofO (25.0% Applied), Southwestern Oregon University (1.3% Applied), or Oregon Institute of Technology (2.6% Applied). All other institutions had lower proportions of Gresham Seniors apply than seniors overall.

Of the seventy-six Gresham Seniors that applied to public universities, sixty-three were accepted (a 82% acceptance rate). The proportions of those accepted to the big three institutions (OSU, PSU, and UofO) were similar to the proportions that applied; OSU had a slightly higher acceptance proportion with 28.6% accepted compared to 25.0% applied. Comparing the acceptance proportions for Gresham Seniors to seniors overall reveals the proportions accepted UofO and OSU were higher than the proportions of seniors overall. PSU's proportion of accepted Gresham Seniors was equal to seniors overall. All other institutions had acceptance proportions lower than the proportions for seniors overall.

The majority of Gresham Seniors indicating they would be attending a four-year public university identified PSU (50.0% Attending). An equal proportion of Gresham Seniors indicated they would be attending OSU (21.4% Attending) and UofO (21.4% Attending). Compared to seniors overall, the proportion of Gresham Seniors attending 4-year Public Universities is higher for all but one institution: Western Oregon University. Figure CISG1 presents the data graphically.

Figure CISG1: Proportions of Gresham Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

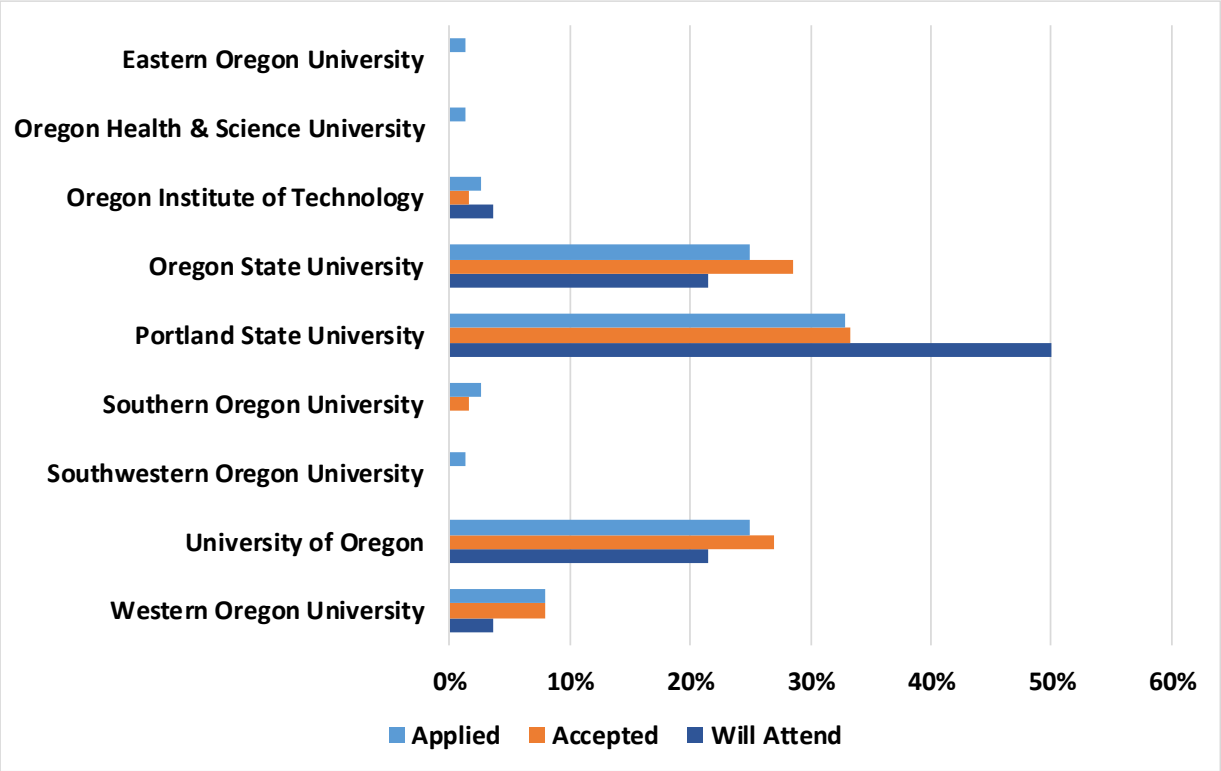


Table CISG2: Gresham Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution	Gresham									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	1	1.3%	43	0	0.0%	0	0	0.0%		16	3.1%	100	11	2.4%	100	1	0.5%	100
Oregon Health & Science University	1	1.3%	97	0	0.0%	0	0	0.0%		7	1.4%	100	4	0.9%	100	3	1.4%	100
Oregon Institute of Technology	2	2.6%	113	1	1.6%	67	1	3.6%	124	12	2.3%	100	11	2.4%	100	6	2.9%	100
Oregon State University	19	25.0%	101	18	28.6%	110	6	21.4%	109	128	24.8%	100	120	26.0%	100	41	19.7%	100
Portland State University	25	32.9%	98	21	33.3%	96	14	50.0%	112	174	33.7%	100	160	34.7%	100	93	44.7%	100
Southern Oregon University	2	2.6%	68	1	1.6%	46	0	0.0%	0	20	3.9%	100	16	3.5%	100	9	4.3%	100
Southwestern Oregon University	1	1.3%	340	0	0.0%	0	0	0.0%	0	2	0.4%	100	0	0.0%	0	0	0.0%	0
University of Oregon	19	25.0%	128	17	27.0%	143	6	21.4%	106	101	19.5%	100	87	18.9%	100	42	20.2%	100
Western Oregon University	6	7.9%	72	5	7.9%	70	1	3.6%	57	57	11.0%	100	52	11.3%	100	13	6.3%	100
Total	76	100.0%		63	100.0%		28	100.0%		517	100.0%		461	100.0%		208	100.0%	

For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISG3. A total of sixty-seven private university applications were submitted by Gresham Seniors. For Gresham Seniors that applied to private institutions, Concordia University (19.4% of the applications) had the highest proportion. Three additional institutions had applied proportions over ten percent: University of Portland (16.4% of the applications), George Fox University (13.4% of the applications). And Willamette University (11.9% of applications). All other private institutions listed had applied proportions below 10%. Compared to seniors overall, Gresham seniors were much more likely to apply to seven of the fourteen institutions identified.

Of the sixty-seven applications to a private institution, fifty-three were accepted (a 79% acceptance rate). For five of the ten private institutions where Gresham Seniors were accepted, the proportion was higher compared to the proportion of all seniors combined. The institution with the highest number of accepted applications was Concordia University (24.5% of the Gresham Seniors' applications accepted) followed by George Fox University and University of Portland (17.0% of the accepted applications). Compared to seniors overall, the proportion of Gresham Seniors accepted to private institutions was higher for five of the fourteen private institutions identified: (1) Willamette University, (2) Corban University, (3) Concordia University, (4) George Fox University, and (5) Multnomah University. Index scores were well over 100 for all of these institutions. Of the fifty-three applications that were accepted, only eleven Gresham Seniors indicated they would attend a private institution. Four indicated they would attend Linfield College; three indicated they would attend Concordia; two identified Willamette University; and, one each identified Corban University and University of Portland. Figure CISG2 presents the four-year private institution data graphically.

Figure CISG2: Proportions of Gresham Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

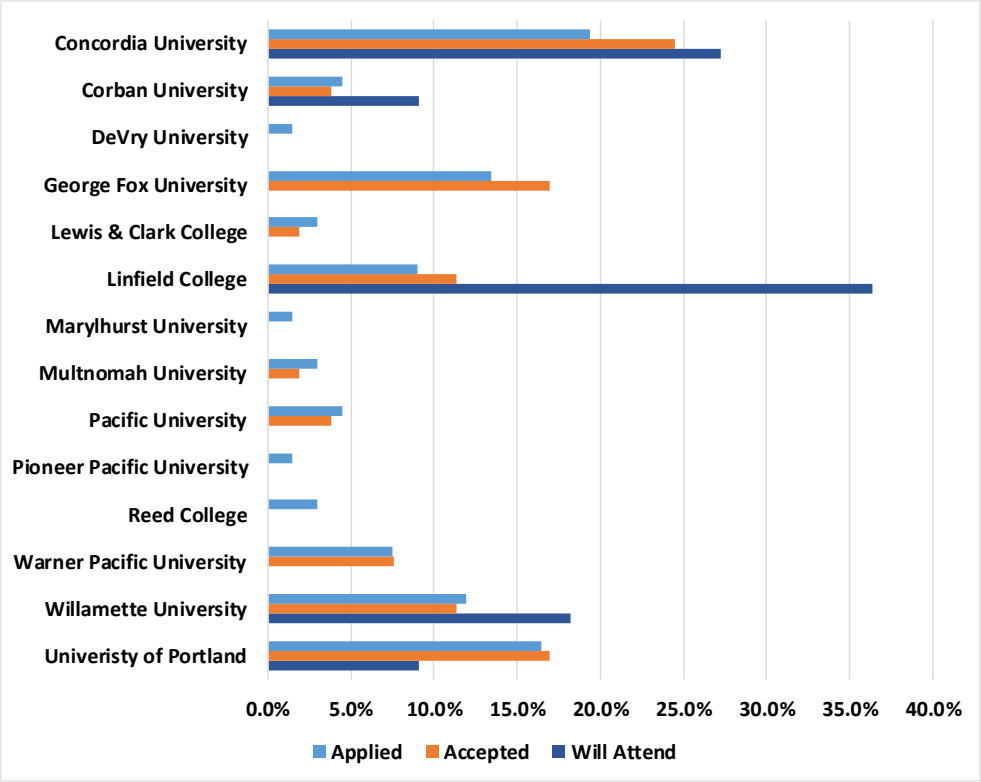


Table CISG3: Gresham Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending

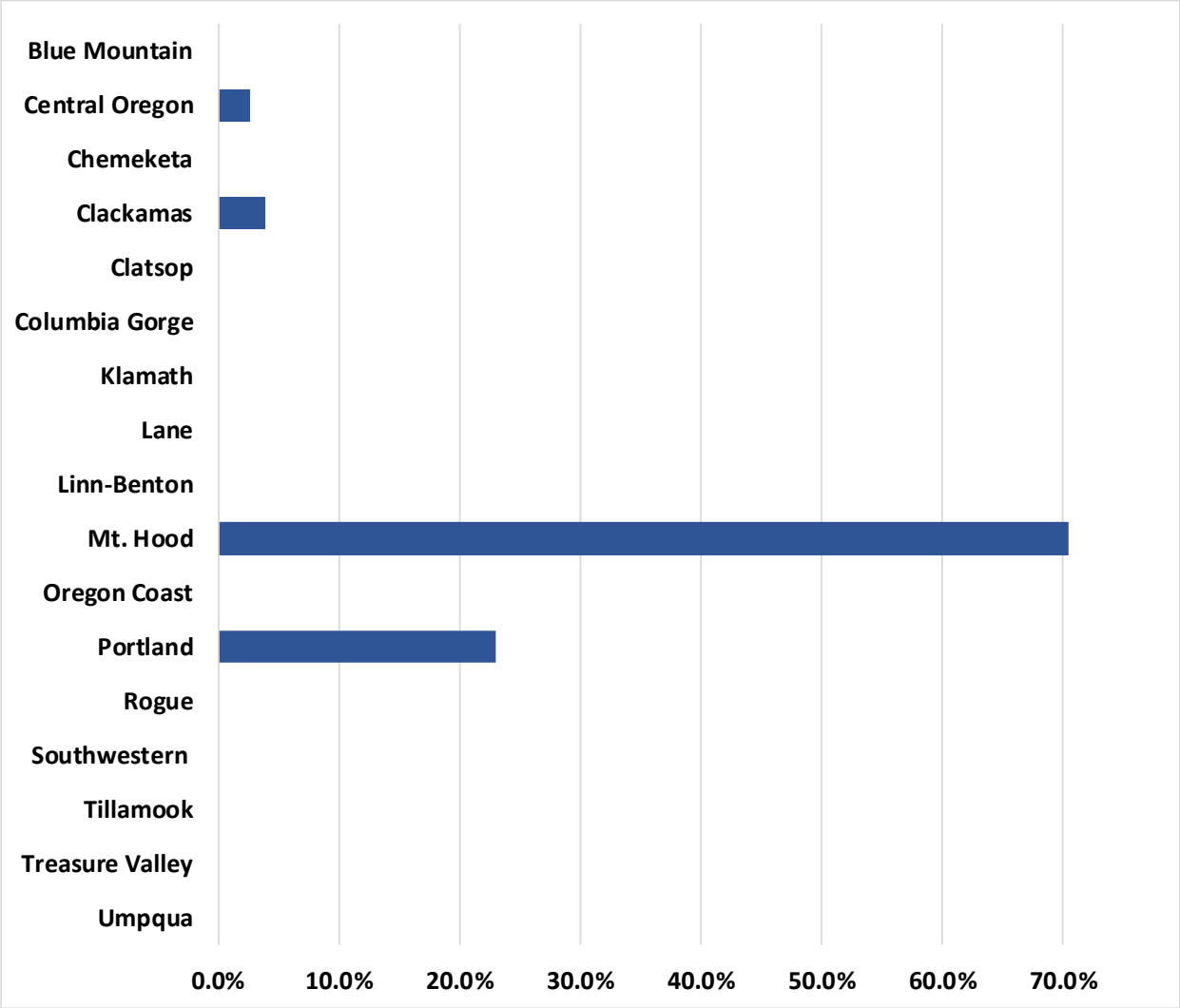
Institution	Gresham									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Concordia University	13	19.4%	116	13	24.5%	133	3	27.3%	91	50	16.8%	100	41	18.4%	100	15	30.0%	100
Corban University	3	4.5%	167	2	3.8%	168	1	9.1%	455	8	2.7%	100	5	2.2%	100	1	2.0%	100
DeVry University	1	1.5%	148	0	0.0%		0	0.0%	0	3	1.0%	100	0	0.0%		0	0.0%	
George Fox University	9	13.4%	98	9	17.0%	108	0	0.0%	0	41	13.8%	100	35	15.7%	100	9	18.0%	100
Lewis & Clark College	2	3.0%	68	1	1.9%	60	0	0.0%	0	13	4.4%	100	7	3.1%	100	0	0.0%	
Linfield College	6	9.0%	83	6	11.3%	94	4	36.4%	202	32	10.7%	100	27	12.1%	100	9	18.0%	100
Marylhurst University	1	1.5%	148	0	0.0%		0	0.0%	0	3	1.0%	100	1	0.4%	100	0	0.0%	
Multnomah University	2	3.0%	148	1	1.9%	105	0	0.0%	0	6	2.0%	100	4	1.8%	100	0	0.0%	
Pacific University	3	4.5%	67	2	3.8%	65	0	0.0%	0	20	6.7%	100	13	5.8%	100	0	0.0%	
Pioneer Pacific University	1	1.5%	148	0	0.0%		0	0.0%	0	3	1.0%	100	1	0.4%	100	0	0.0%	
Reed College	2	3.0%	81	0	0.0%		0	0.0%	0	11	3.7%	100	3	1.3%	100	0	0.0%	
Warner Pacific University	5	7.5%	74	4	7.5%	67	0	0.0%	0	30	10.1%	100	25	11.2%	100	8	16.0%	100
Willamette University	8	11.9%	187	6	11.3%	180	2	18.2%	303	19	6.4%	100	14	6.3%	100	3	6.0%	100
Univeristy of Portland	11	16.4%	83	9	17.0%	81	1	9.1%	91	59	19.8%	100	47	21.1%	100	5	10.0%	100
Total	67	100.0%		53	100.0%		11	100.0%		298	100.0%		223	100.0%		50	100.0%	

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Gresham Seniors and seniors overall indicating they will be attending a community college are presented in Table CISG4. A total of 78 Gresham Seniors indicated they planned to attend a community college in Oregon. The majority of Gresham Seniors indicated they would be attending Mt. Hood Community College (70.5% Attending). Just over a quarter indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (3.8% Attending) and Portland Community College (23.1% Attending). Although all of the Gresham School District lies within the Mt. Hood District Boundary, over a quarter of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Gresham Students are attending Portland Community College at a lower rate (23.1% compared to 24.4% overall). They are attending Mt. Hood at a slightly higher rate compared to seniors overall (70.5% compared to 55.7% overall). Finally, they are attending Clackamas at a much lower rate to seniors overall (3.8% compared to 6.6% overall). Of the other community colleges in the state, only Central Oregon Community College was identified by two Gresham Seniors. The Community College attending data are presented graphically in Figure CISG3.

Table CISG4: Gresham Seniors and Seniors Overall Bound for Community College by Institution Attending

Institution	Gresham			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	0	0.0%		4	0.9%	100
Central Oregon	2	2.6%	119	10	2.2%	100
Chemeketa	0	0.0%		6	1.3%	100
Clackamas	3	3.8%	51	35	7.6%	100
Clatsop	0	0.0%		2	0.4%	100
Columbia Gorge	0	0.0%		4	0.9%	100
Klamath	0	0.0%		4	0.9%	100
Lane	0	0.0%		7	1.5%	100
Linn-Benton	0	0.0%		2	0.4%	100
Mt. Hood	55	70.5%	127	258	55.7%	100
Oregon Coast	0	0.0%		2	0.4%	100
Portland	18	23.1%	95	113	24.4%	100
Rogue	0	0.0%		3	0.6%	100
Southwestern	0	0.0%		4	0.9%	100
Tillamook	0	0.0%		3	0.6%	100
Treasure Valley	0	0.0%		1	0.2%	100
Umpqua	0	0.0%		5	1.1%	100
Total	78	100.0%		463	100.0%	

Figure CISG3: Proportion of Gresham Seniors Planning to Attend a Community College by Institution



Only two Gresham Seniors indicated they applied, were accepted, and will be attending a private technical college: Concorde Career College and University of Phoenix. No analysis or data are presented.

Continuing Education Results for Parkrose

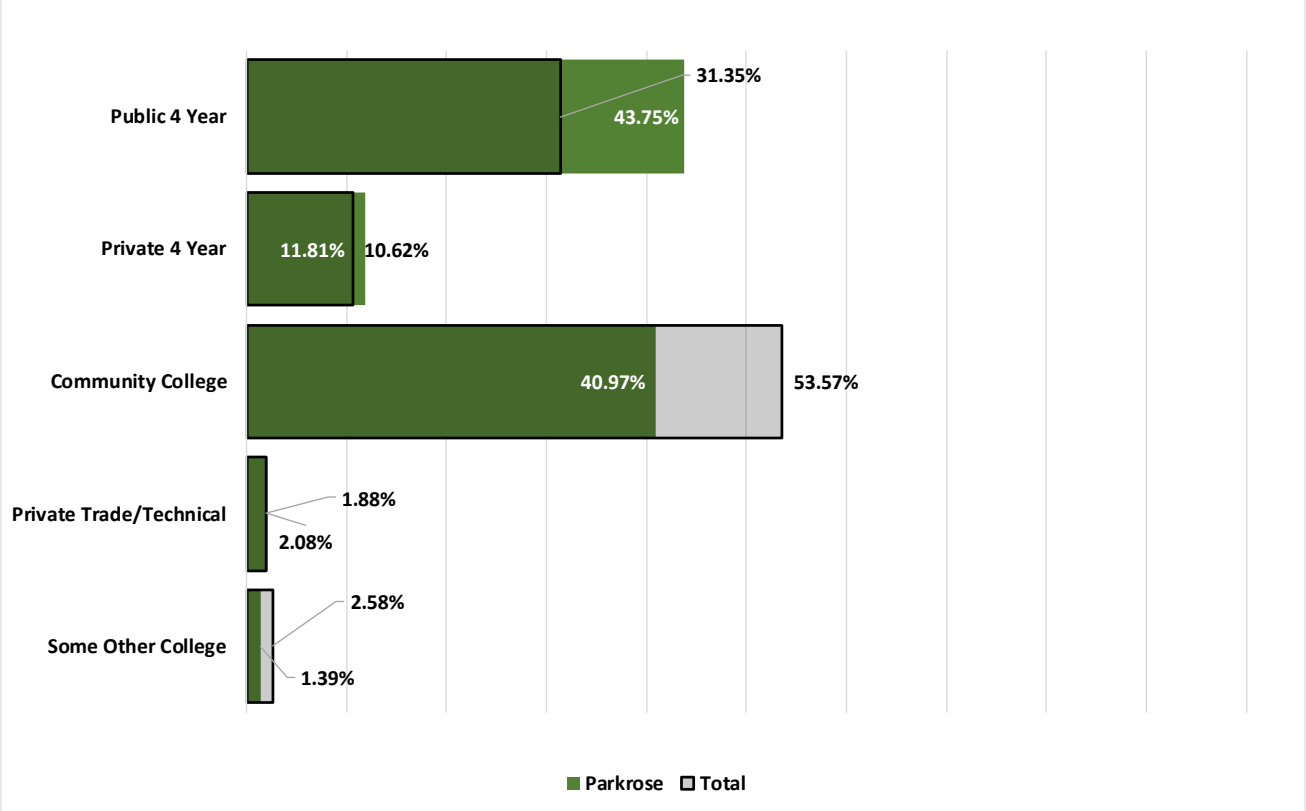
Type of Institution Attending

Results of the institution type Parkrose Seniors are attending are presented in Table CTIAP1 along with the totals for all seniors continuing their education. The majority of Parkrose Seniors (43.75%) indicated they will be attending a 4-year Public Institution. Parkrose Seniors were more likely than seniors overall to indicate they would be attending some type of 4-year institution. Parkrose Seniors were less likely to indicate they were attending a community college than seniors overall. Just behind public 4-year universities, forty percent (40.97%) of Parkrose Seniors indicated they will be attending a community college. Over ten percent (12.96%) of Parkrose Seniors indicated they would attend private four-year institution. Much lower proportions of Parkrose Seniors indicated they would be attending either a private trade/technical college or some other college (seniors were asked to identify the other college; these data are available in Appendix D). Data are presented graphically in Figure CTIAP1.

Table CTIAP1: Parkrose Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	**Parkrose**			**Total**		
				#	**% Within**	**Index**
Public 4 Year	63	43.75%	140	316	31.35%	100
Private 4 Year	17	11.81%	111	107	10.62%	100
Community College	59	40.97%	76	540	53.57%	100
Private Trade/Technical	3	2.08%	111	19	1.88%	100
Some Other College	2	1.39%	54	26	2.58%	100
Total	144	100.00%		1008	100.00%	

Figure CTIAP1: Plot of Parkrose Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Parkrose Seniors are presented in Table CRSP1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Mean scores for Parkrose Seniors were similar to the overall scores. Parkrose Seniors were not likely to identify any of the items at a rate higher or lower than were seniors overall.

Although the mean importance scores were similar to seniors overall, three items were rated more important by Parkrose Seniors than the other items in the list. The *Overall cost of attending* was identified as the most important item for Parkrose Seniors (Mean = 5.87, s.d. 1.45). The second highest rated item for Parkrose Seniors was *Availability of Financial Aid* (Mean = 5.74, s.d. 1.38). The third most important item for Parkrose Seniors was *Programs available of interest to me* (Mean =5.66, s.d. 1.33). All three of these items had over seventy percent of Parkrose Seniors rate the importance between "Somewhat Important" to "Totally Important." An additional four items had average importance scores above 5.00: (1) *Post graduate opportunities,* (2) *Location – Convenient*, (3) *School/Program Reputation,* and (4) *Social Atmosphere.* The data are presented graphically in Figure CRSP1.

Figure CRSP1: Mean Rating Scores for Institution Selection Items by Parkrose Seniors and Seniors Overall

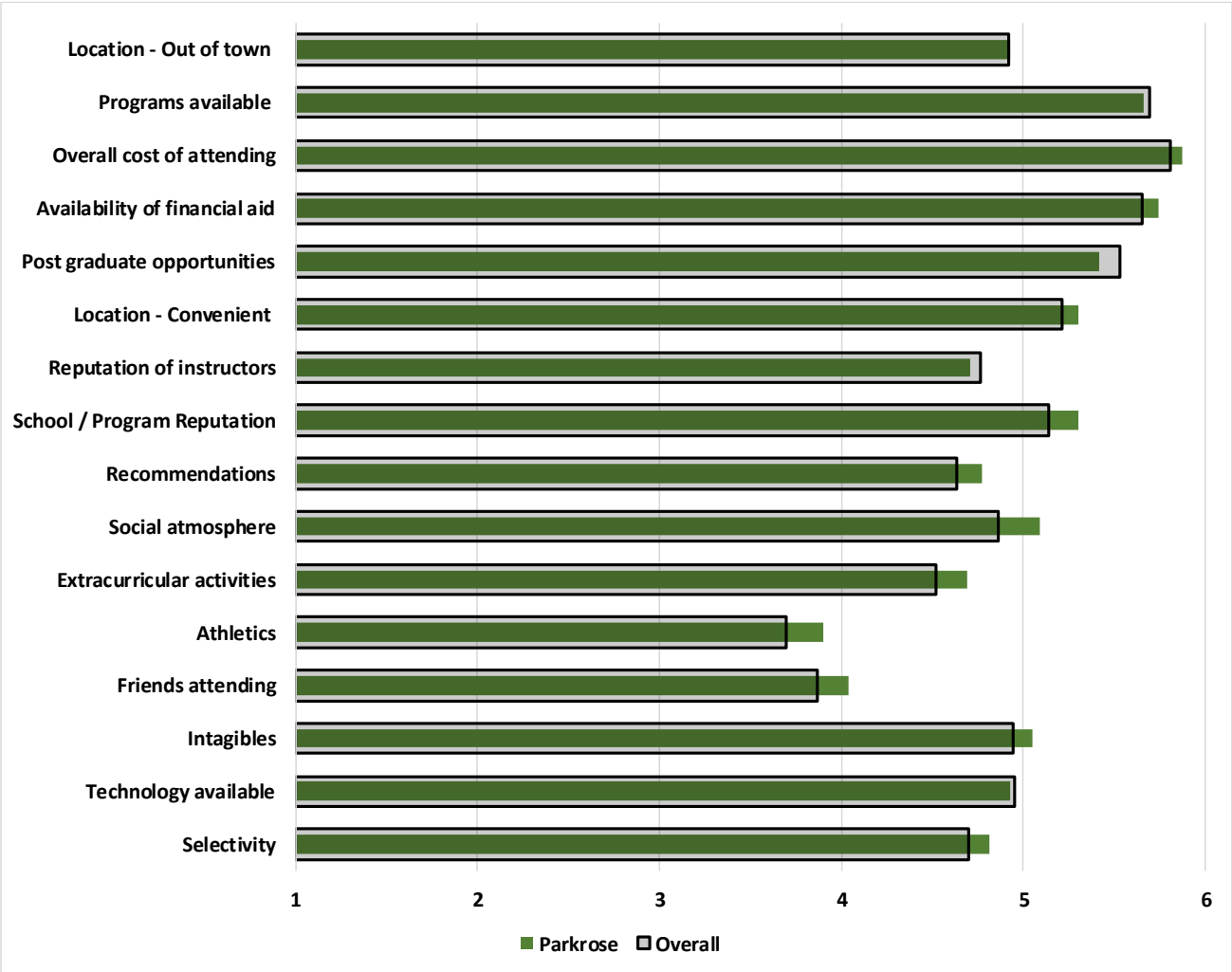


Table CRSP1: Parkrose Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

Parkrose											
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	8	3	4	56	29	35	29	164	4.93	4.92	100
/ away from home	4.9%	1.8%	2.4%	34.1%	17.7%	21.3%	17.7%	100.0%	1.54	1.60	
Programs available of	1	2	4	32	19	50	56	164	5.66	5.69	99
interest to me	0.6%	1.2%	2.4%	19.5%	11.6%	30.5%	34.1%	100.0%	1.33	1.44	
Overall cost of attending	3	1	6	25	12	37	79	163	5.87	5.81	101
	1.8%	0.6%	3.7%	15.3%	7.4%	22.7%	48.5%	100.0%	1.45	1.42	
Availability of financial aid	2	0	5	38	14	38	67	164	5.74	5.65	102
	1.2%	0.0%	3.0%	23.2%	8.5%	23.2%	40.9%	100.0%	1.38	1.80	
Post graduate opportunities	5	5	4	34	18	46	51	163	5.42	5.53	98
	3.1%	3.1%	2.5%	20.9%	11.0%	28.2%	31.3%	100.0%	1.58	1.42	
Location - Convenient	5	5	4	41	15	58	36	164	5.30	5.21	102
/ easy to get to	3.0%	3.0%	2.4%	25.0%	9.1%	35.4%	22.0%	100.0%	1.50	1.53	
Reputation of instructors	10	5	10	54	22	42	19	162	4.71	4.76	99
	6.2%	3.1%	6.2%	33.3%	13.6%	25.9%	11.7%	100.0%	1.59	1.52	
School / Program Reputation	4	4	3	41	24	47	40	163	5.30	5.14	103
	2.5%	2.5%	1.8%	25.2%	14.7%	28.8%	24.5%	100.0%	1.47	1.48	
Recommendations	5	6	7	64	28	35	19	164	4.77	4.63	103
from others	3.0%	3.7%	4.3%	39.0%	17.1%	21.3%	11.6%	100.0%	1.44	1.51	
Social atmosphere	3	3	7	52	26	45	27	163	5.09	4.86	105
	1.8%	1.8%	4.3%	31.9%	16.0%	27.6%	16.6%	100.0%	1.39	1.47	
Extracurricular activities	9	6	5	58	32	33	20	163	4.69	4.52	104
	5.5%	3.7%	3.1%	35.6%	19.6%	20.2%	12.3%	100.0%	1.55	1.55	
Athletics	29	13	9	59	20	21	13	164	3.90	3.70	105
	17.7%	7.9%	5.5%	36.0%	12.2%	12.8%	7.9%	100.0%	1.83	1.90	
Friends attending	12	18	14	67	23	25	5	164	4.04	3.87	104
	7.3%	11.0%	8.5%	40.9%	14.0%	15.2%	3.0%	100.0%	1.50	1.66	
Intagibles	2	5	7	50	29	43	28	164	5.05	4.94	102
(Campus feels right)	1.2%	3.0%	4.3%	30.5%	17.7%	26.2%	17.1%	100.0%	1.39	1.53	
Technology available	5	8	11	41	24	46	26	161	4.93	4.95	100
	3.1%	5.0%	6.8%	25.5%	14.9%	28.6%	16.1%	100.0%	1.56	1.52	
Selectivity	7	6	10	54	27	38	22	164	4.81	4.70	102
(Requirements / Eligibility)	4.3%	3.7%	6.1%	32.9%	16.5%	23.2%	13.4%	100.0%	1.55	1.50	

Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSP1. For Parkrose Seniors, under half (44.44%) indicated they had received at least one scholarship. This was a similar ratio to seniors overall (46.39%). The average (mean) scholarship award was $14,091 this was much higher than the average award for seniors overall. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean ($9,808) is also reported and is a more accurate reflection of the average award; this is much higher than the award for seniors overall ($6,885). The median value of scholarship awards was $5,000; this, also, is higher than for seniors overall ($3,792). The average number of awards Parkrose Seniors received was 1.67, about the same as the average number of awards (1.61) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

Table CSP1: Summary Statistics of Scholarship Awards for Parkrose Seniors and Seniors Overall

Awarded Scholarships?	Parkrose #	Parkrose % Within	Parkrose Index	Total #	Total % Within	Total Index
Yes	64	44.44%	96	476	46.39%	100
No	80	55.56%	104	550	53.61%	100
Total	144	100.00%		1026	100.00%	
Summary Statistics for Scholarships Awarded	Parkrose Value		Parkrose Index	Total Value		Total Index
Mean	$14,091.04		131	$10,790.45		100
s.d.	$25,595.50		119	$21,560.93		100
Trimmed Mean (5%)	$9,808.63		142	$6,885.30		100
Median Value	$5,000.00		132	$3,792.00		100
Min	$1.00			$1.00		
Max	$151,350.00			$177,224.00		
Average # of Awards	1.67		104	1.61		100

Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state institutions. Results of In-State and Out-of-State bound status for Parkrose Seniors are reported in Table CISP1. For all seniors heading to a four-year institution, 17.63% indicated they would be heading out-of-state. Parkrose Seniors were much less likely to indicate they would attend an institution out of state than were seniors overall; 7.50% of Parkrose Seniors indicated they were heading to a four-year out of state institution. Two-year bound Parkrose Seniors had much higher proportions heading out-of-state. For Parkrose Seniors bound for two-year institutions, 10.17% indicated they were heading out-of-state compared to 4.95% of seniors overall.

Table CISP1: In-State and Out-of-State Bound for Two and Four Year Institutions by Parkrose Seniors and Seniors Overall

In-State/Out-of-State Bound		Parkrose #	Parkrose % Within	Parkrose Index	Total #	Total % Within	Total Index
4-Year Bound	In-State	74	92.50%	112	341	82.37%	100
	Out-of-State	6	7.50%	43	73	17.63%	100
Total 4-Year Bound		80	100.00%		414	100.00%	
2-Year Bound	In-State	53	89.83%	95	518	95.05%	100
	Out-of-State	6	10.17%	205	27	4.95%	100
Total 2-Year Bound		59	100.00%		545	100.00%	
Both	In-State	127	91.37%	102	859	89.57%	100
	Out-of-State	12	8.63%	83	100	10.43%	100
Total Both		139	100.00%		959	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISP2. Parkrose Seniors were most likely to apply to Oregon State University (OSU), Portland State University (PSU), or University of Oregon (UofO). Although a smaller proportion, Western Oregon University had 11.1% of the applications. Parkrose Seniors were equally likely to apply to OSU (23.8% Applied) as seniors overall (24.8% Applied). They were more likely to apply to PSU (39.7% Applied) or Eastern Oregon University (4.0% Applied) than seniors overall (33.7% and 3.1% Applied respectively). Parkrose Seniors were less likely than seniors overall to apply to the UofO (17.5% Applied compared to 19.5% of seniors overall). All other institutions had lower proportions of Parkrose Seniors apply than seniors overall.

Of the 126 Parkrose Seniors that applied to public universities, 126 were accepted (a 100% acceptance rate). The proportions of those accepted were the same.

The majority of Parkrose Seniors indicating they would be attending a four-year public university identified PSU (53.1% Attending). Almost twenty percent of Parkrose Seniors indicated they would be attending OSU (18.4% Attending). Just over twenty percent of Parkrose Seniors indicated they would be attending UofO (20.4% Attending). Compared to seniors overall, the proportion of Parkrose Seniors attending 4-year Public Universities is lower for three institutions: (1) Oregon State University, (2) Southern Oregon University, and (3) Western Oregon University. Figure CISP1 presents the data graphically.

Figure CISP1: Proportions of Parkrose Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

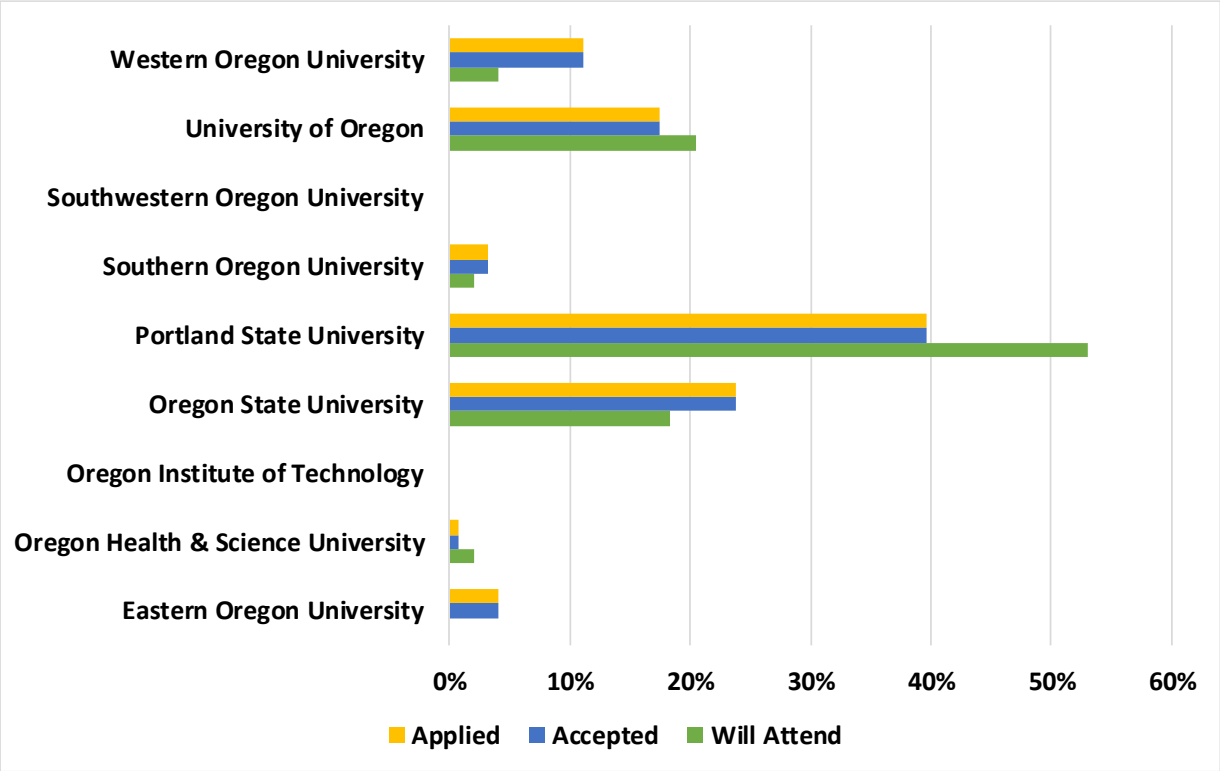


Table CISP2: Parkrose Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution	Parkrose									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	5	4.0%	128	5	4.0%	166	0	0.0%	0	16	3.1%	100	11	2.4%	100	1	0.5%	100
Oregon Health & Science University	1	0.8%	59	1	0.8%	91	1	2.0%	141	7	1.4%	100	4	0.9%	100	3	1.4%	100
Oregon Institute of Technology	0	0.0%	0	0	0.0%	0	0	0.0%	0	12	2.3%	100	11	2.4%	100	6	2.9%	100
Oregon State University	30	23.8%	96	30	23.8%	91	9	18.4%	93	128	24.8%	100	120	26.0%	100	41	19.7%	100
Portland State University	50	39.7%	118	50	39.7%	114	26	53.1%	119	174	33.7%	100	160	34.7%	100	93	44.7%	100
Southern Oregon University	4	3.2%	82	4	3.2%	91	1	2.0%	47	20	3.9%	100	16	3.5%	100	9	4.3%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	0.4%	100	0	0.0%	0	0	0.0%	0
University of Oregon	22	17.5%	89	22	17.5%	93	10	20.4%	101	101	19.5%	100	87	18.9%	100	42	20.2%	100
Western Oregon University	14	11.1%	101	14	11.1%	99	2	4.1%	65	57	11.0%	100	52	11.3%	100	13	6.3%	100
Total	126	100.0%		126	100.0%		49	100.0%		517	100.0%		461	100.0%		208	100.0%	

For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISP3. A total of fifty-five private university applications were submitted by Parkrose Seniors. For Parkrose Seniors that applied to private institutions, University of Portland (20.0% of the applications) had the highest proportion. Two additional institutions had applied proportions over ten percent: Warner Pacific University (18.2% of the applications) and Concordia University (16.4% of the applications). All other private institutions listed had applied proportions below 10% (most were below 5%). Compared to seniors overall, Parkrose seniors were much more likely to apply to seven of the fourteen institutions identified.

Of the fity-five applications to a private institution, thirty-four were accepted (a 61% acceptance rate). For five of the ten private institutions where Parkrose Seniors were accepted, the proportion was higher compared to the proportion of all seniors combined. Three institutions had an equal number of Parkrose Seniors accepted and were higher than the other four; eight seniors each were accepted to Concordia University, Warner Pacific University, and University of Portland. Compared to seniors overall, the proportion of Parkrose Seniors accepted to private institutions was higher for five of the fourteen private institutions identified: (1) Warner Pacific University, (2) Pacific University, (3) Lewis & Clark College, (4) Concordia University, and (5) University of Portland. Index scores were well over 100 for all of these institutions. Of the fifty-three applications that were accepted, only twelve Parkrose Seniors indicated they would attend a private institution. six indicated they would attend Concordia University; three indicated they would attend Warner Pacific University; and three indicated they will attend University of Portland. Figure CISP2 presents the four-year private institution data graphically.

Figure CISP2: Proportions of Parkrose Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

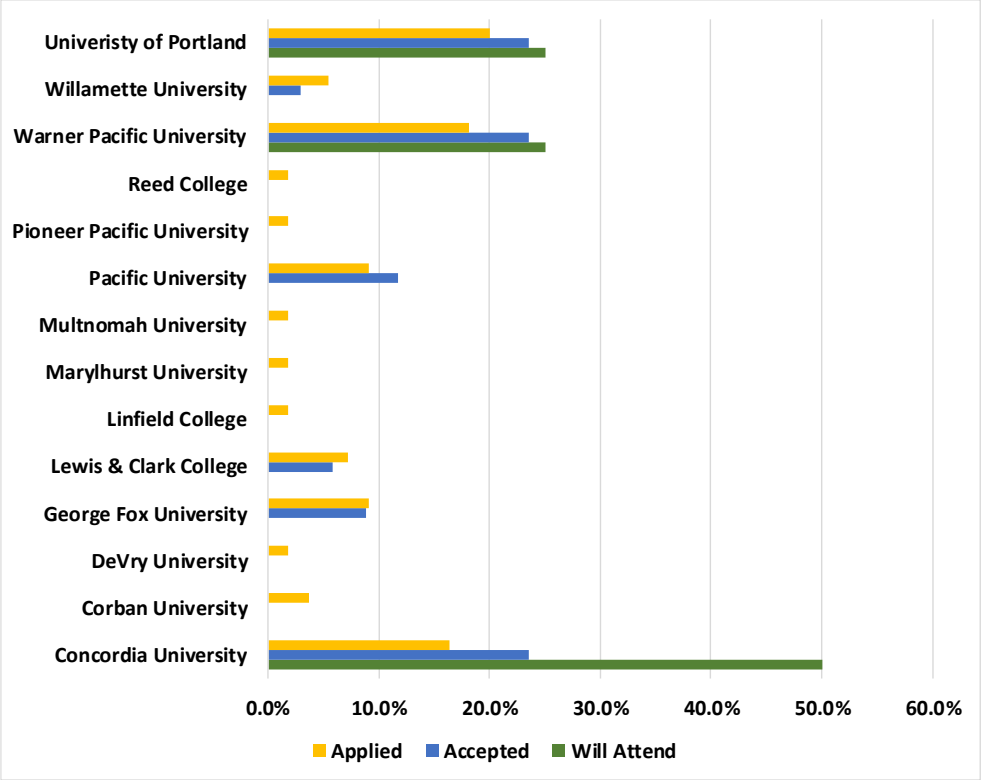


Table CISP3: Parkrose Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending

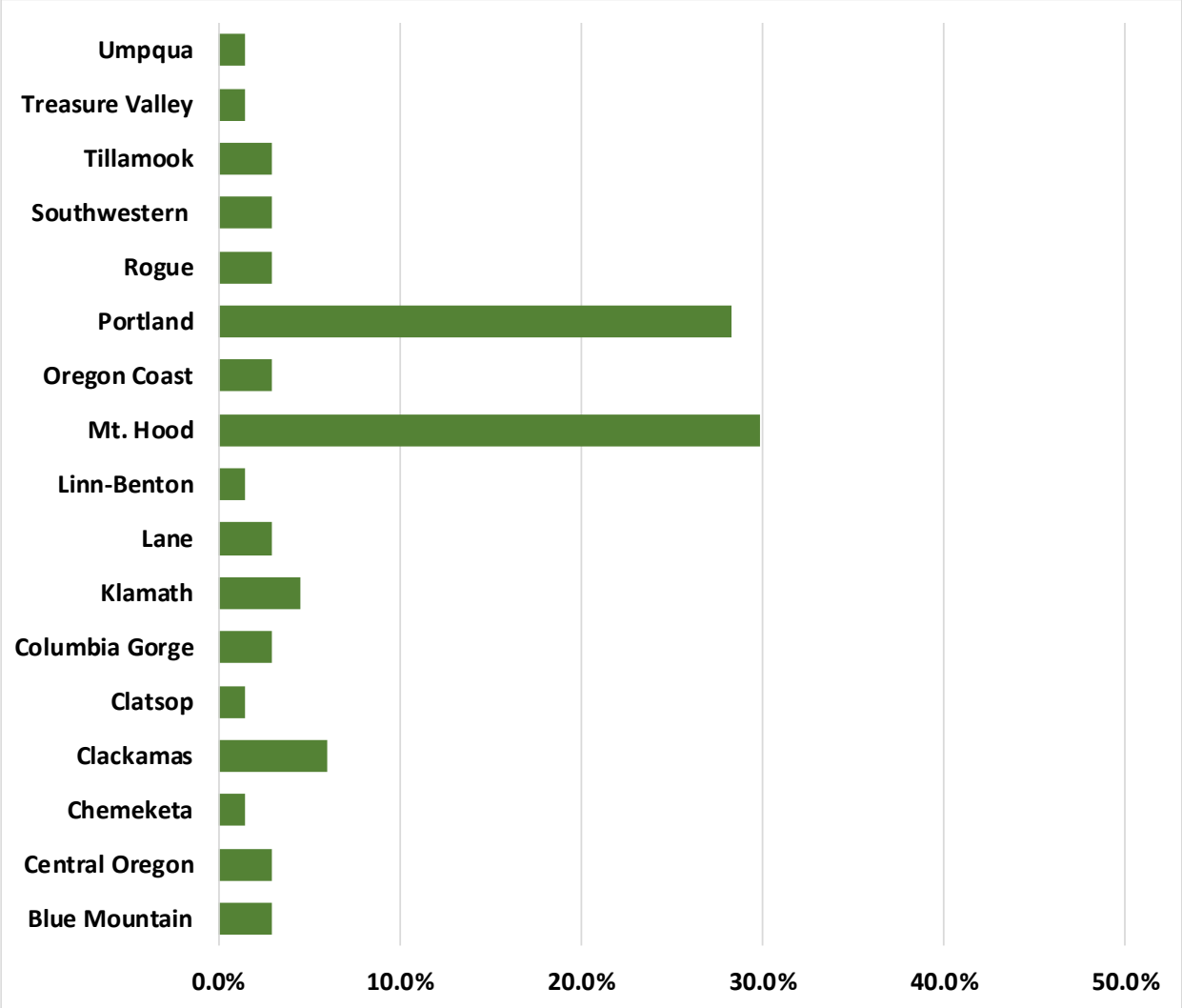
Institution	Parkrose									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Concordia University	9	16.4%	98	8	23.5%	128	6	50.0%	167	50	16.8%	100	41	18.4%	100	15	30.0%	100
Corban University	2	3.6%	135	0	0.0%	0	0	0.0%	0	8	2.7%	100	5	2.2%	100	1	2.0%	100
DeVry University	1	1.8%	181	0	0.0%		0	0.0%	0	3	1.0%	100	0	0.0%		0	0.0%	
George Fox University	5	9.1%	66	3	8.8%	56	0	0.0%	0	41	13.8%	100	35	15.7%	100	9	18.0%	100
Lewis & Clark College	4	7.3%	167	2	5.9%	187	0	0.0%	0	13	4.4%	100	7	3.1%	100	0	0.0%	
Linfield College	1	1.8%	17	0	0.0%	0	0	0.0%	0	32	10.7%	100	27	12.1%	100	9	18.0%	100
Marylhurst University	1	1.8%	181	0	0.0%		0	0.0%	0	3	1.0%	100	1	0.4%	100	0	0.0%	
Multnomah University	1	1.8%	90	0	0.0%		0	0.0%	0	6	2.0%	100	4	1.8%	100	0	0.0%	
Pacific University	5	9.1%	135	4	11.8%	202	0	0.0%	0	20	6.7%	100	13	5.8%	100	0	0.0%	
Pioneer Pacific University	1	1.8%	181	0	0.0%	0	0	0.0%	0	3	1.0%	100	1	0.4%	100	0	0.0%	
Reed College	1	1.8%	49	0	0.0%	0	0	0.0%	0	11	3.7%	100	3	1.3%	100	0	0.0%	
Warner Pacific University	10	18.2%	181	8	23.5%	210	3	25.0%	156	30	10.1%	100	25	11.2%	100	8	16.0%	100
Willamette University	3	5.5%	86	1	2.9%	47	0	0.0%	0	19	6.4%	100	14	6.3%	100	3	6.0%	100
Univeristy of Portland	11	20.0%	101	8	23.5%	112	3	25.0%	250	59	19.8%	100	47	21.1%	100	5	10.0%	100
Total	55	100.0%		34	100.0%		12	100.0%		298	100.0%		223	100.0%		50	100.0%	

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Parkrose Seniors and seniors overall indicating they will be attending a community college are presented in Table CISP4. A total of 67 Parkrose Seniors indicated they planned to attend a community college in Oregon. The majority of Parkrose Seniors were evenly split between their intent to attend Mt. Hood Community College (29.9% Attending) and Portland Community College (28.4% Attending). An additional six percent (6.0% Attending) of Parkrose Seniors indicated they will be attending Clackamas Community College. Although all of the Parkrose School District lies within the Mt. Hood District Boundary, over a third of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Parkrsoe Students are attending Portland Community College at a higher rate (28.4% compared to 24.4% overall). They are attending Mt. Hood at a much lower rate compared to seniors overall (29.9% compared to 55.7% overall). Finally, they are attending Clackamas at a much lower rate to seniors overall (6.0% compared to 7.6% overall). Interestingly, Parkrose is the only school to indicate at least one senior is attending every community college in the state. The Community College attending data are presented graphically in Figure CISP3.

Table CISP4: Parkrose Seniors and Seniors Overall Bound for Community College by Institution Attending

Institution	Parkrose			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	2	3.0%	346	4	0.9%	100
Central Oregon	2	3.0%	138	10	2.2%	100
Chemeketa	1	1.5%	115	6	1.3%	100
Clackamas	4	6.0%	79	35	7.6%	100
Clatsop	1	1.5%	346	2	0.4%	100
Columbia Gorge	2	3.0%	346	4	0.9%	100
Klamath	3	4.5%	518	4	0.9%	100
Lane	2	3.0%	197	7	1.5%	100
Linn-Benton	1	1.5%	346	2	0.4%	100
Mt. Hood	20	29.9%	54	258	55.7%	100
Oregon Coast	2	3.0%	691	2	0.4%	100
Portland	19	28.4%	116	113	24.4%	100
Rogue	2	3.0%	461	3	0.6%	100
Southwestern	2	3.0%	346	4	0.9%	100
Tillamook	2	3.0%	461	3	0.6%	100
Treasure Valley	1	1.5%	691	1	0.2%	100
Umpqua	1	1.5%	138	5	1.1%	100
Total	67	100.0%		463	100.0%	

Figure CISP3: Proportion of Parkrose Seniors Planning to Attend a Community College by Institution



Only three Parkrose Seniors indicated they applied, were accepted, and will be attending a private technical college: Heald College, Northwest College, and University of Phoenix. No analysis or data are presented.

Continuing Education Results for Reynolds

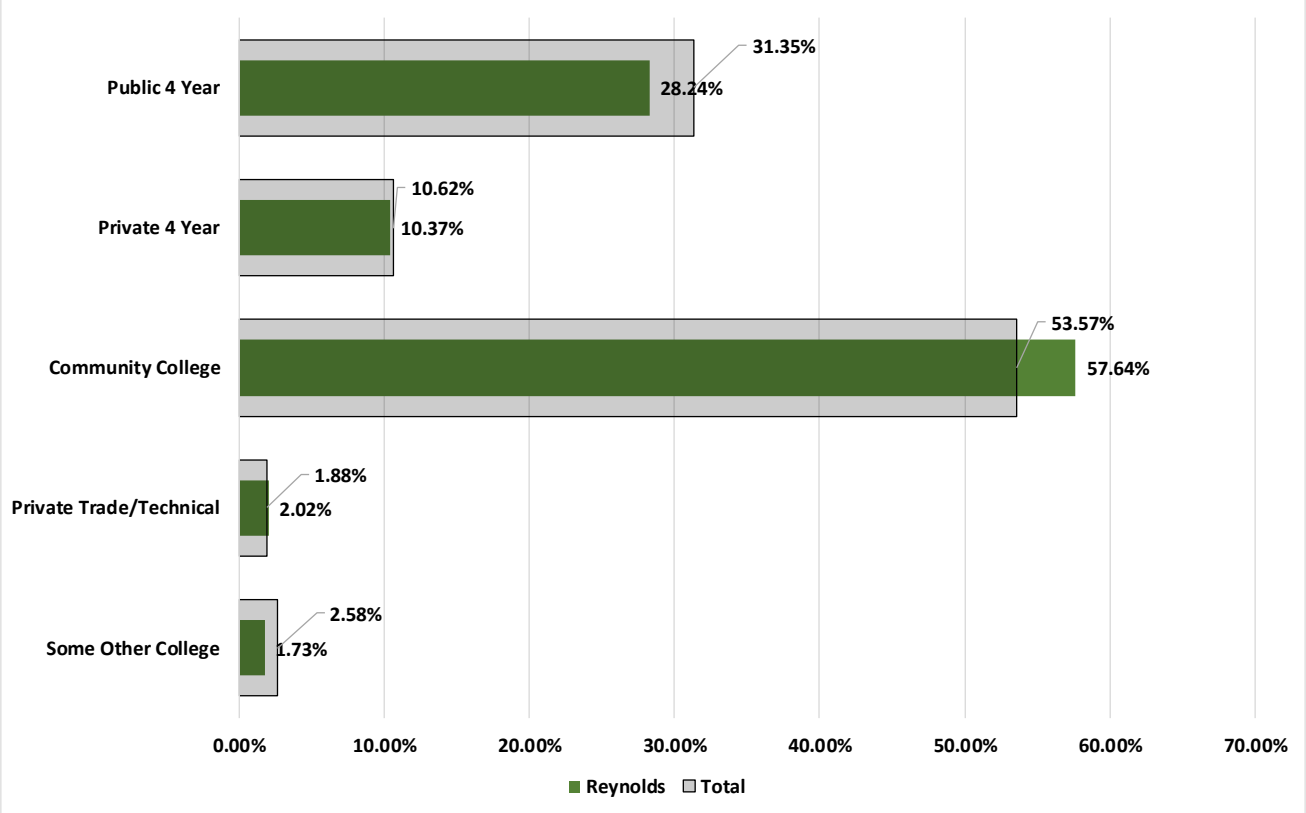
Type of Institution Attending

Results of the institution type Reynolds Seniors are attending are presented in Table CTIAR1 along with the totals for all seniors continuing their education. The majority of Reynolds Seniors (57.64%) indicated they will be attending a community college. Reynolds Seniors were more likely to indicate they were attending a community college than seniors overall. Reynolds Seniors were less likely to indicate they would be attending some type of four-year institution. Over twenty-five percent (28.24%) indicated they will be attending a four-year public university. Over ten percent of Reynolds Seniors indicated they would attend private four-year institution (10.37%). Much lower proportions of Reynolds seniors indicated they would be attending either a private trade/technical college or some other college (seniors were asked to identify the other college; these data are available in Appendix D). Data are presented graphically in Figure CTIAR1.

Table CTIAR1: Reynolds Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	Reynolds			Total		
	#	**% Within**	**Index**	**#**	**% Within**	**Index**
Public 4 Year	98	28.24%	90	316	31.35%	100
Private 4 Year	36	10.37%	98	107	10.62%	100
Community College	200	57.64%	108	540	53.57%	100
Private Trade/Technical	7	2.02%	107	19	1.88%	100
Some Other College	6	1.73%	67	26	2.58%	100
Total	347	100.00%		1008	100.00%	

Figure CTIAR1: Plot of Reynolds Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Reynolds Seniors are presented in Table CRSR1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Mean scores for Reynolds Seniors were similar to the overall scores. Reynolds Seniors were not likely to identify any of the items at a rate higher or lower than were seniors overall.

Although the mean importance scores were similar to seniors overall, three items were rated more important by Reynolds Seniors than the other items in the list. The *Availability of Financial Aid* was identified as the most important item for Reynolds Seniors (Mean = 5.88, s.d. 1.30). The second highest rated item for Reynolds Seniors was *Overall cost of attending* (Mean = 5.82, s.d. 1.31). The third most important item for Reynolds Seniors was *Programs available of interest to me* (Mean =5.76, s.d. 1.32). All three of these items had over seventy percent of Reynolds Seniors rate the importance between "Somewhat Important" to "Totally Important." An additional four items had average importance scores above 5.00: (1) *Post graduate opportunities,* (2) *Location – Convenient*, (3) *School/Program Reputation,* and (4) *Reputation of Instructions.* The data are presented graphically in Figure CRSR1.

Figure CRSR1: Mean Rating Scores for Institution Selection Items by Reynolds Seniors and Seniors Overall

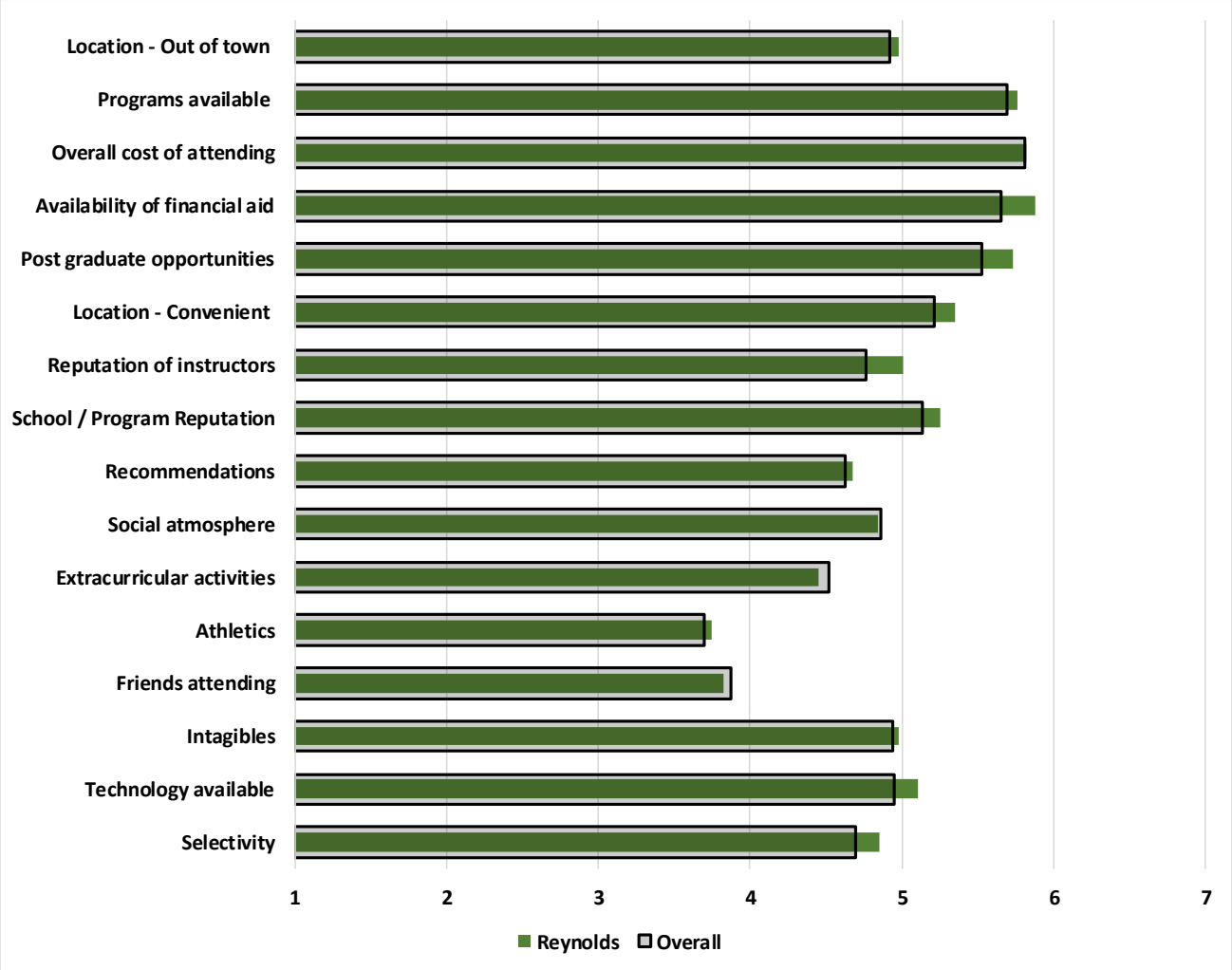


Table CRSR1: Reynolds Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

Reynolds											
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	9	16	10	92	65	87	53	332	4.98	4.92	101
/ away from home	2.7%	4.8%	3.0%	27.7%	19.6%	26.2%	16.0%	100.0%	1.49	1.60	
Programs available of	6	4	5	49	37	114	115	330	5.76	5.69	101
interest to me	1.8%	1.2%	1.5%	14.8%	11.2%	34.5%	34.8%	100.0%	1.32	1.44	
Overall cost of attending	5	4	10	45	32	116	120	332	5.82	5.81	100
	1.5%	1.2%	3.0%	13.6%	9.6%	34.9%	36.1%	100.0%	1.31	1.42	
Availability of financial aid	8	1	4	44	43	95	138	333	5.88	5.65	104
	2.4%	0.3%	1.2%	13.2%	12.9%	28.5%	41.4%	100.0%	1.30	1.80	
Post graduate opportunities	4	3	2	59	52	101	110	331	5.73	5.53	104
	1.2%	0.9%	0.6%	17.8%	15.7%	30.5%	33.2%	100.0%	1.27	1.42	
Location - Convenient	9	9	8	63	58	114	69	330	5.35	5.21	103
/ easy to get to	2.7%	2.7%	2.4%	19.1%	17.6%	34.5%	20.9%	100.0%	1.42	1.53	
Reputation of instructors	7	12	19	87	60	102	43	330	5.01	4.76	105
	2.1%	3.6%	5.8%	26.4%	18.2%	30.9%	13.0%	100.0%	1.42	1.52	
School / Program Reputation	9	5	9	75	58	120	55	331	5.25	5.14	102
	2.7%	1.5%	2.7%	22.7%	17.5%	36.3%	16.6%	100.0%	1.37	1.48	
Recommendations	11	16	19	107	79	66	30	328	4.68	4.63	101
from others	3.4%	4.9%	5.8%	32.6%	24.1%	20.1%	9.1%	100.0%	1.40	1.51	
Social atmosphere	9	16	14	95	72	92	33	331	4.84	4.86	100
	2.7%	4.8%	4.2%	28.7%	21.8%	27.8%	10.0%	100.0%	1.40	1.47	
Extracurricular activities	11	21	17	111	73	60	32	325	4.45	4.52	98
	3.4%	6.5%	5.2%	34.2%	22.5%	18.5%	9.8%	100.0%	1.44	1.55	
Athletics	53	42	26	105	39	37	28	330	3.75	3.70	101
	16.1%	12.7%	7.9%	31.8%	11.8%	11.2%	8.5%	100.0%	1.80	1.90	
Friends attending	34	44	33	105	63	37	11	327	3.82	3.87	99
	10.4%	13.5%	10.1%	32.1%	19.3%	11.3%	3.4%	100.0%	1.56	1.66	
Intagibles	13	6	19	84	73	84	50	329	4.98	4.94	101
(Campus feels right)	4.0%	1.8%	5.8%	25.5%	22.2%	25.5%	15.2%	100.0%	1.46	1.53	
Technology available	9	10	9	85	62	112	44	331	5.11	4.95	103
	2.7%	3.0%	2.7%	25.7%	18.7%	33.8%	13.3%	100.0%	1.37	1.52	
Selectivity	15	9	11	97	80	89	30	331	4.85	4.70	103
(Requirements / Eligibility)	4.5%	2.7%	3.3%	29.3%	24.2%	26.9%	9.1%	100.0%	1.40	1.50	

Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSR1. For Reynolds Seniors, under half (47.98%) indicated they had received at least one scholarship. This was a similar ratio to seniors overall (46.39%). The average (mean) scholarship award was $9,580. This was much lower than the average award for seniors overall ($10,790). The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean ($5,764) is also reported and is a more accurate reflection of the average award; this is much lower than the award for seniors overall ($6,885). The median value of scholarship awards was $3,400; this, also, is lower than for seniors overall ($3,792). The average number of awards Reynolds Seniors received was 1.70, slightly higher than the average number of awards (1.61) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

Table CSR1: Summary Statistics of Scholarship Awards for Reynolds Seniors and Seniors Overall

Awarded Scholarships?	Reynolds #	Reynolds % Within	Reynolds Index	Total #	Total % Within	Total Index
Yes	166	47.98%	103	476	46.39%	100
No	180	52.02%	97	550	53.61%	100
Total	346	100.00%		1026	100.00%	
Summary Statistics for Scholarships Awarded	Reynolds Value		Reynolds Index	Total Value		Total Index
Mean	$9,580.82		89	$10,790.45		100
s.d.	$20,714.31		96	$21,560.93		100
Trimmed Mean (5%)	$5,764.88		84	$6,885.30		100
Median Value	$3,400.00		90	$3,792.00		100
Min	$1.00			$1.00		
Max	$160,000.00			$177,224.00		
Average # of Awards	1.70		106	1.61		100

Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state institutions. Results of In-State and Out-of-State bound status for Reynolds Seniors are reported in Table CISR1. For all seniors heading to a four-year institution, 17.63% indicated they would be heading out-of-state. Reynolds Seniors were less likely to indicate they would attend an institution out of state than were seniors overall; 14.62% of Reynolds Seniors indicated they were heading to a four-year out of state institution. Two-year bound Reynolds Seniors had similar proportions to seniors overall heading out-of-state. For Reynolds Seniors bound for two-year institutions, 4.98%% indicated they were heading out-of-state compared to 4.95% of seniors overall.

Table CISR1: In-State and Out-of-State Bound for Two and Four Year Institutions by Reynolds Seniors and Seniors Overall

In-State/Out-of-State Bound		Reynolds #	Reynolds % Within	Reynolds Index	Total #	Total % Within	Total Index
4-Year Bound	In-State	111	85.38%	104	341	82.37%	100
	Out-of-State	19	14.62%	83	73	17.63%	100
Total 4-Year Bound		130	100.00%		414	100.00%	
2-Year Bound	In-State	191	95.02%	100	518	95.05%	100
	Out-of-State	10	4.98%	100	27	4.95%	100
Total 2-Year Bound		201	100.00%		545	100.00%	
Both	In-State	302	91.24%	102	859	89.57%	100
	Out-of-State	29	8.76%	84	100	10.43%	100
Total Both		331	100.00%		959	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISR2. Reynolds Seniors were most likely to apply to Oregon State University (OSU), Portland State University (PSU), or University of Oregon (UofO). Although a smaller proportion, Western Oregon University had 13.8% of the applications. Reynolds Seniors were less likely to apply to OSU (20.0% Applied) and UofO than seniors overall (24.8% and 19.5% (respectively) Applied). They were more likely to apply to PSU (38.1% Applied), Western Oregon University (13.8% Applied), or Southern Oregon University (4.4% Applied) than seniors overall (33.7%, 11.0%, and 3.9% (respectively) Applied). All other institutions had lower proportions of Reynolds Seniors apply than seniors overall.

Of the 160 Reynolds Seniors that applied to public universities, 126 were accepted (an 85% acceptance rate). The proportion of Reynolds Seniors that were accepted to PSU, Western Oregon University, and Southern Oregon University were all higher than for seniors overall.

The majority of Reynolds Seniors indicating they would be attending a four-year public university identified PSU (56.5% Attending). The UofO had the next highest proportion of Reynolds Seniors indicate they would be attending (12.9% Attending). OSU had 11.3% or Reynolds Seniors indicate they would be attending. All other public institutions had proportions of Reynolds Seniors below ten percent. Compared to seniors overall, the proportion of Reynolds Seniors attending 4-year Public Universities is much higher for three institutions: (1) Western Oregon University, (2) Southern Oregon University, and (3) Portland State University. Figure CISR1 presents the data graphically.

Figure CISR1: Proportions of Reynolds Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

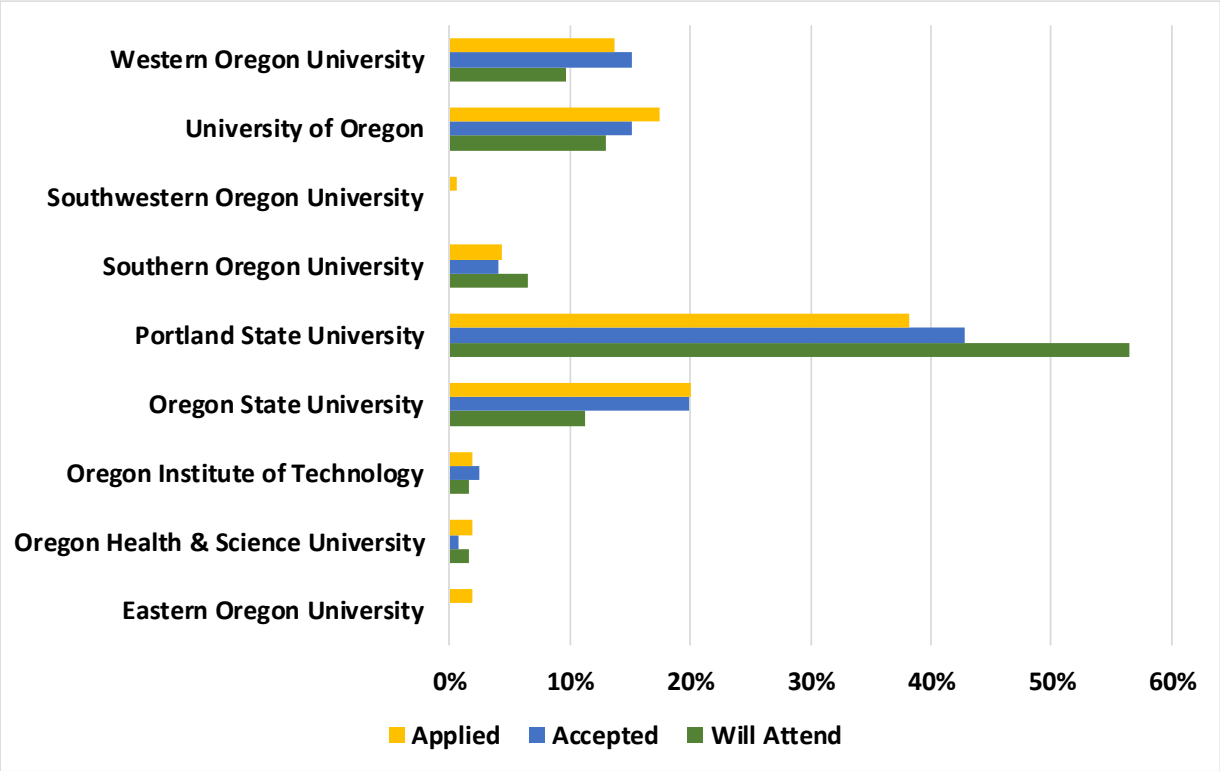


Table CISR2: Reynolds Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution	Reynolds									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	3	1.9%	61	0	0.0%	0	0	0.0%		16	3.1%	100	11	2.4%	100	1	0.5%	100
Oregon Health & Science University	3	1.9%	138	1	0.8%	91	1	1.6%		7	1.4%	100	4	0.9%	100	3	1.4%	100
Oregon Institute of Technology	3	1.9%	81	3	2.4%	100	1	1.6%	56	12	2.3%	100	11	2.4%	100	6	2.9%	100
Oregon State University	32	20.0%	81	25	19.8%	76	7	11.3%	57	128	24.8%	100	120	26.0%	100	41	19.7%	100
Portland State University	61	38.1%	113	54	42.9%	123	35	56.5%	126	174	33.7%	100	160	34.7%	100	93	44.7%	100
Southern Oregon University	7	4.4%	113	5	4.0%	114	4	6.5%	149	20	3.9%	100	16	3.5%	100	9	4.3%	100
Southwestern Oregon University	1	0.6%	162	0	0.0%	0	0	0.0%	0	2	0.4%	100	0	0.0%	0	0	0.0%	0
University of Oregon	28	17.5%	90	19	15.1%	80	8	12.9%	64	101	19.5%	100	87	18.9%	100	42	20.2%	100
Western Oregon University	22	13.8%	125	19	15.1%	134	6	9.7%	155	57	11.0%	100	52	11.3%	100	13	6.3%	100
Total	160	100.0%		126	100.0%		62	100.0%		517	100.0%		461	100.0%		208	100.0%	

For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISR3. A total of 109 private university applications were submitted by Reynolds Seniors. For Reynolds Seniors that applied to private institutions, University of Portland (22.9% of the applications) had the highest proportion. Four additional institutions had applied proportions over ten percent: Concordia University (17.4% of the applications), George Fox University (13.8% of the applications), Linfield College (12.8% of the applications), and Warner Pacific University (11.9% of the applications). All other private institutions listed had applied proportions well below 10% (most were below 5%). Compared to seniors overall, Parkrose seniors were much more likely to apply to seven of the fourteen institutions identified.

Of the 109 applications to a private institution, eighty-four were accepted (a 77% acceptance rate). For five of the twelve private institutions where Reynolds Seniors were accepted, the proportion was higher compared to the proportion of all seniors combined. University of Portland had the highest number of Reynolds Seniors accepted (22.6%). Concordia University, George Fox University, Linfield College, and Warner Pacific University all had over ten percent of the accepted applications. Compared to seniors overall, the proportion of Reynolds Seniors accepted to private institutions was higher for five of the fourteen private institutions identified: (1) Pioneer Pacific University, (2) Linfield College, (3) Warner Pacific University, (4) University of Portland, and (5) Corban University. Index scores were well over 100 for all of these institutions. Of the eighty-four applications that were accepted, only seventeen Reynolds Seniors indicated they would attend a private institution. six indicated they would attend George Fox University; five indicated they would attend Concordia University; three indicated they will attend Warner Pacific University; and one each identified Linfield College, Willamette University, and University of Portland. Figure CISR2 presents the four-year private institution data graphically.

Figure CISR2: Proportions of Reynolds Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

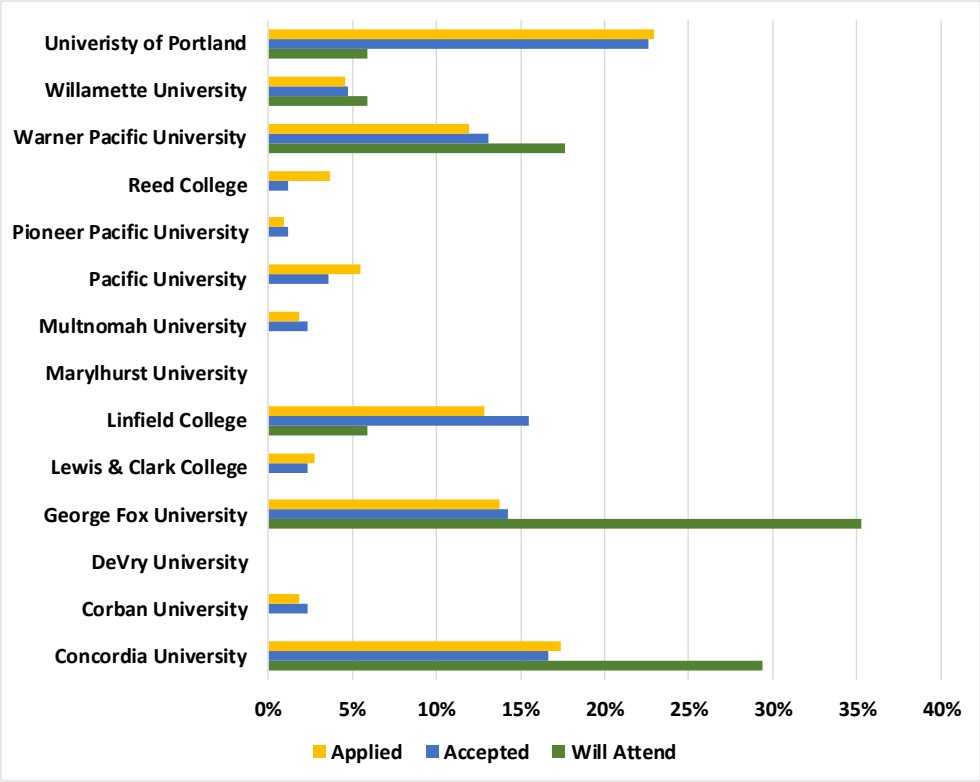


Table CISR3: Reynolds Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending

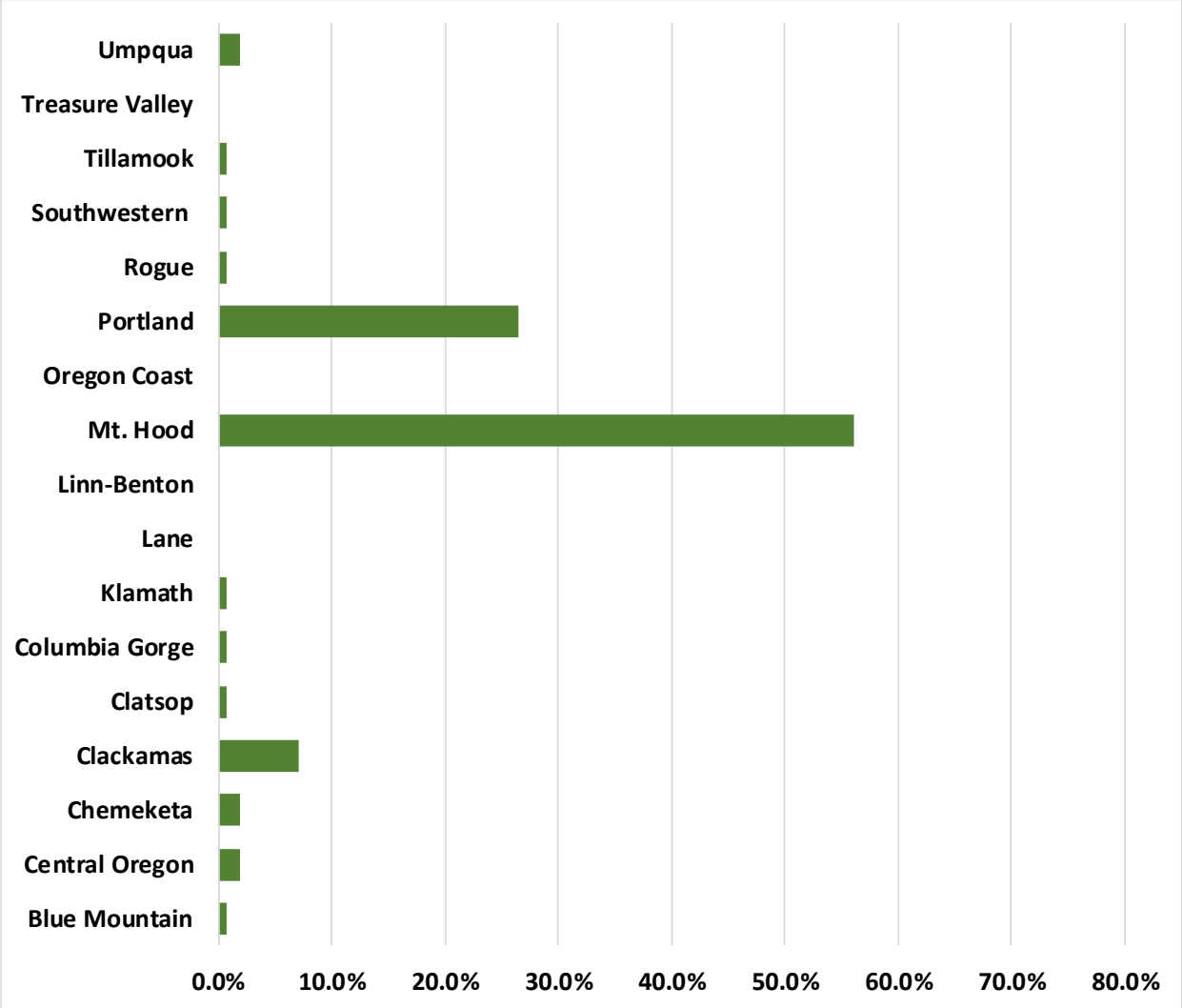
Institution	Reynolds									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Concordia University	19	17.4%	104	14	16.7%	91	5	29.4%	98	50	16.8%	100	41	18.4%	100	15	30.0%	100
Corban University	2	1.8%	68	2	2.4%	106	0	0.0%	0	8	2.7%	100	5	2.2%	100	1	2.0%	100
DeVry University	0	0.0%	0	0	0.0%		0	0.0%	0	3	1.0%	100	0	0.0%		0	0.0%	
George Fox University	15	13.8%	100	12	14.3%	91	6	35.3%	196	41	13.8%	100	35	15.7%	100	9	18.0%	100
Lewis & Clark College	3	2.8%	63	2	2.4%	76	0	0.0%	0	13	4.4%	100	7	3.1%	100	0	0.0%	
Linfield College	14	12.8%	120	13	15.5%	128	1	5.9%	33	32	10.7%	100	27	12.1%	100	9	18.0%	100
Marylhurst University	0	0.0%	0	0	0.0%		0	0.0%	0	3	1.0%	100	1	0.4%	100	0	0.0%	
Multnomah University	2	1.8%	91	2	2.4%		0	0.0%	0	6	2.0%	100	4	1.8%	100	0	0.0%	
Pacific University	6	5.5%	82	3	3.6%	61	0	0.0%	0	20	6.7%	100	13	5.8%	100	0	0.0%	
Pioneer Pacific University	1	0.9%	91	1	1.2%	265	0	0.0%	0	3	1.0%	100	1	0.4%	100	0	0.0%	
Reed College	4	3.7%	99	1	1.2%	88	0	0.0%	0	11	3.7%	100	3	1.3%	100	0	0.0%	
Warner Pacific University	13	11.9%	118	11	13.1%	117	3	17.6%	110	30	10.1%	100	25	11.2%	100	8	16.0%	100
Willamette University	5	4.6%	72	4	4.8%	76	1	5.9%	98	19	6.4%	100	14	6.3%	100	3	6.0%	100
Univeristy of Portland	25	22.9%	116	19	22.6%	107	1	5.9%	59	59	19.8%	100	47	21.1%	100	5	10.0%	100
Total	109	100.0%		84	100.0%		17	100.0%		298	100.0%		223	100.0%		50	100.0%	

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Reynolds Seniors and seniors overall indicating they will be attending a community college are presented in Table CISR4. A total of 155 Reynolds Seniors indicated they planned to attend a community college in Oregon. The majority of Reynolds Seniors indicated intent to attend Mt. Hood Community College (56.1% Attending). Over a quarter of Reynolds Seniors indicated intent to attend Portland Community College (26.5% Attending). An additional seven percent (7.1% Attending) of Reynolds Seniors indicated they will be attending Clackamas Community College. Although all of the Reynolds School District lies within the Mt. Hood District Boundary, just over a third of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Reynolds Students are attending Portland Community College at a higher rate (26.5% compared to 24.4% overall). They are attending Mt. Hood at an equal rate compared to seniors overall (56.1% compared to 55.7% overall). Finally, they are attending Clackamas at a somewhat lower rate to seniors overall (7.1% compared to 7.6% overall). For the other Community Colleges in the state that Reynolds Seniors indicated an intent to attend, less than two percent indicated they would be attending. The Community College attending data are presented graphically in Figure CISR3.

Table CISR4: Reynolds Seniors and Seniors Overall Bound for Community College by Institution Attending

Institution	Reynolds			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	1	0.6%	75	4	0.9%	100
Central Oregon	3	1.9%	90	10	2.2%	100
Chemeketa	3	1.9%	149	6	1.3%	100
Clackamas	11	7.1%	94	35	7.6%	100
Clatsop	1	0.6%	149	2	0.4%	100
Columbia Gorge	1	0.6%	75	4	0.9%	100
Klamath	1	0.6%	75	4	0.9%	100
Lane	0	0.0%		7	1.5%	100
Linn-Benton	0	0.0%		2	0.4%	100
Mt. Hood	87	56.1%	101	258	55.7%	100
Oregon Coast	0	0.0%		2	0.4%	100
Portland	41	26.5%	108	113	24.4%	100
Rogue	1	0.6%	100	3	0.6%	100
Southwestern	1	0.6%	75	4	0.9%	100
Tillamook	1	0.6%	100	3	0.6%	100
Treasure Valley	0	0.0%		1	0.2%	100
Umpqua	3	1.9%	179	5	1.1%	100
Total	155	100.0%		463	100.0%	

Figure CISR3: Proportion of Reynolds Seniors Planning to Attend a Community College by Institution



Nine Reynolds Seniors indicated they applied, were accepted, and will be attending a private technical college. One Reynolds Senior each indicated an intent to attend: Carrington College, Concorde Career College, and Heald College. Two Reynolds Seniors each indicated an intent to attend: Northwest College, Sumner College, and Univeristy of Phoenix. No analysis or data are presented.

Continuing Education Results for Sandy

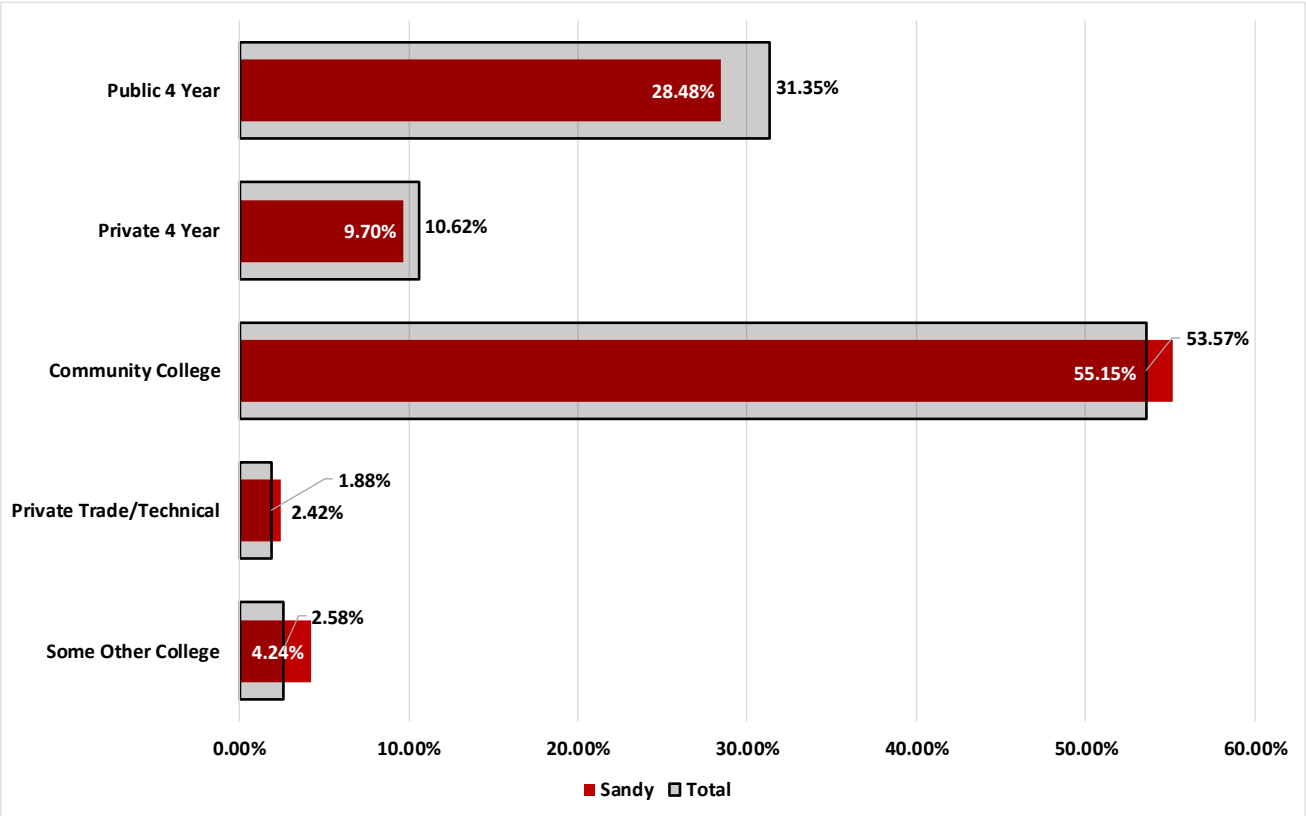
Type of Institution Attending

Results of the institution type Sandy Seniors are attending are presented in Table CTIAS1 along with the totals for all seniors continuing their education. The majority of Sandy Seniors (55.15%) indicated they will be attending a community college. Sandy Seniors were somewhat more likely to indicate they were attending a community college than seniors overall. Sandy Seniors were less likely to indicate they would be attending some type of four-year institution. Over twenty-five percent (28.48%) indicated they will be attending a four-year public university. Just under ten percent of Sandy Seniors indicated they would attend private four-year institution (9.70%). Much lower proportions of Sandy seniors indicated they would be attending either a private trade/technical college or some other college (seniors were asked to identify the other college; these data are available in Appendix D). Data are presented graphically in Figure CTIAS1.

Table CTIAS1: Sandy Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	Sandy			Total		
	#	**% Within**	**Index**	**#**	**% Within**	**Index**
Public 4 Year	47	28.48%	91	316	31.35%	100
Private 4 Year	16	9.70%	91	107	10.62%	100
Community College	91	55.15%	103	540	53.57%	100
Private Trade/Technical	4	2.42%	129	19	1.88%	100
Some Other College	7	4.24%	164	26	2.58%	100
Total	165	100.00%		1008	100.00%	

Figure CTIAS1: Plot of Sandy Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Sandy Seniors are presented in Table CRSS1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Mean scores for Sandy Seniors were similar to the overall scores. Sandy Seniors were not likely to identify any of the items at a rate higher or lower than were seniors overall.

Although the mean importance scores were similar to seniors overall, three items were rated more important by Sandy Seniors than the other items in the list. The *Overall cost of attending* was identified as the most important item for Sandy Seniors (Mean = 6.02, s.d. 1.33). The second highest rated item for Sandy Seniors was *Programs available of interest to me* (Mean = 5.68, s.d. 1.48). The third most important item for Reynolds Seniors was *Post graduate opportunities* (Mean =5.59, s.d. 1.38). All three of these items had over seventy percent of Sandy Seniors rate the importance between "Somewhat Important" to "Totally Important." An additional three items had average importance scores above 5.00: (1) *Availability of Financial Aid,* (2) *Location – Convenient*, and (3) *School/Program Reputation.* The data are presented graphically in Figure CRSS1.

Figure CRSS1: Mean Rating Scores for Institution Selection Items by Sandy Seniors and Seniors Overall

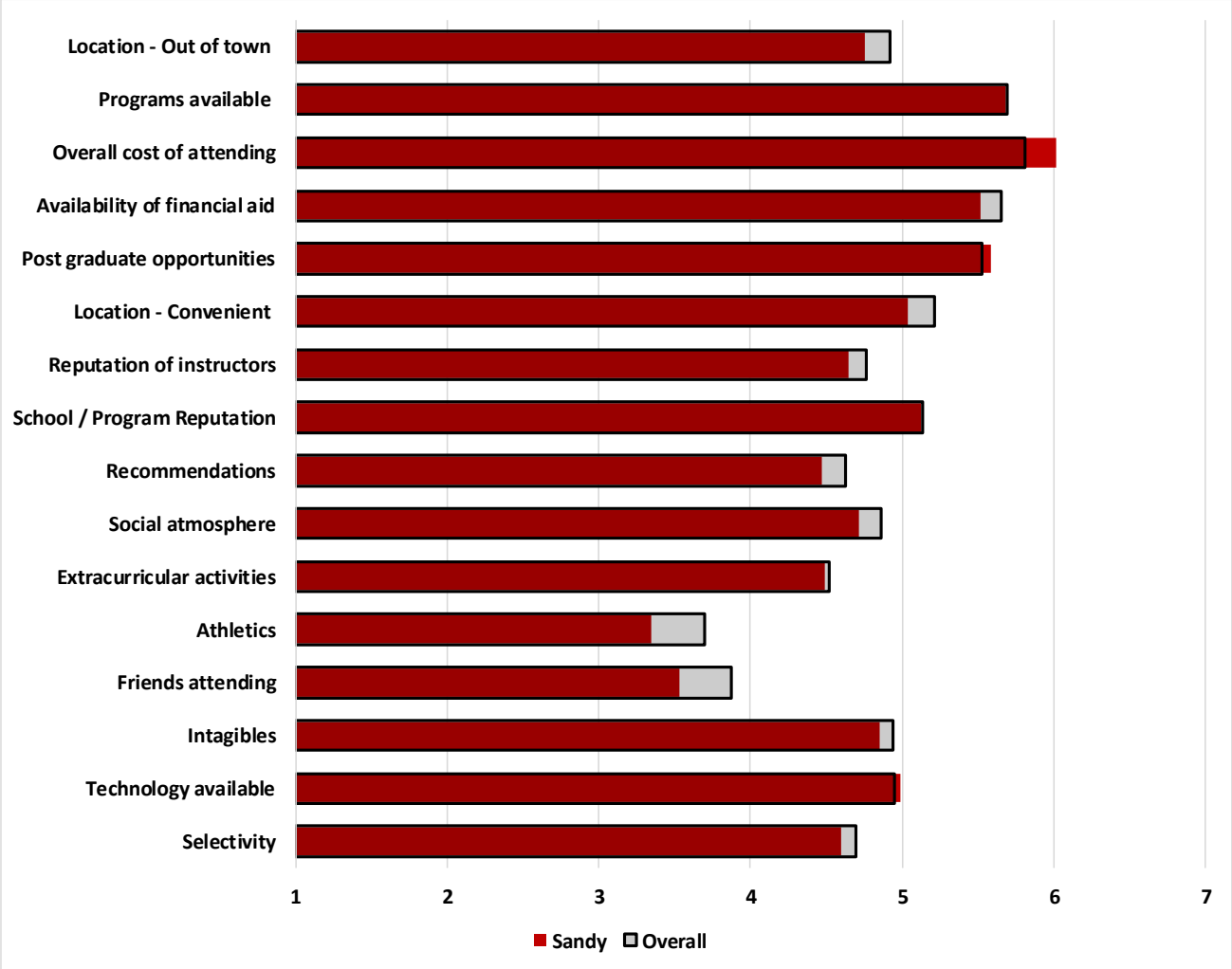


Table CRSS1: Sandy Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

Sandy											
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	15	7	5	31	39	35	25	157	4.75	4.92	97
/ away from home	9.6%	4.5%	3.2%	19.7%	24.8%	22.3%	15.9%	100.0%	1.70	1.60	
Programs available of	5	5	1	21	19	55	52	158	5.68	5.69	100
interest to me	3.2%	3.2%	0.6%	13.3%	12.0%	34.8%	32.9%	100.0%	1.48	1.44	
Overall cost of attending	2	3	2	17	14	42	77	157	6.02	5.81	104
	10.0%	1.9%	1.3%	10.8%	8.9%	26.8%	49.0%	100.0%	1.33	1.42	
Availability of financial aid	7	0	6	27	26	46	45	157	5.52	5.65	98
	4.5%	0.0%	3.8%	17.2%	16.6%	29.3%	28.7%	100.0%	1.42	1.80	
Post graduate opportunities	4	3	3	24	24	55	45	158	5.59	5.53	101
	2.5%	1.9%	1.9%	15.2%	15.2%	34.8%	28.5%	100.0%	1.38	1.42	
Location - Convenient	8	7	7	29	33	50	24	158	5.04	5.21	97
/ easy to get to	5.1%	4.4%	4.4%	18.4%	20.9%	31.6%	15.2%	100.0%	1.55	1.53	
Reputation of instructors	7	11	9	41	35	41	12	156	4.65	4.76	98
	4.5%	7.1%	5.8%	26.3%	22.4%	26.3%	7.7%	100.0%	1.52	1.52	
School / Program Reputation	8	5	2	31	40	44	26	156	5.13	5.14	100
	5.1%	3.2%	1.3%	19.9%	25.6%	28.2%	16.7%	100.0%	1.51	1.48	
Recommendations	10	8	13	47	34	32	12	156	4.47	4.63	97
from others	6.4%	5.1%	8.3%	30.1%	21.8%	20.5%	7.7%	100.0%	1.52	1.51	
Social atmosphere	8	9	10	41	32	38	18	156	4.71	4.86	97
	5.1%	5.8%	6.4%	26.3%	20.5%	24.4%	11.5%	100.0%	1.58	1.47	
Extracurricular activities	15	10	9	40	36	36	11	157	4.49	4.52	99
	9.6%	6.4%	5.7%	25.5%	22.9%	22.9%	7.0%	100.0%	1.59	1.55	
Athletics	44	20	11	38	17	15	12	157	3.35	3.70	91
	28.0%	12.7%	7.0%	24.2%	10.8%	9.6%	7.6%	100.0%	1.95	1.90	
Friends attending	26	25	17	44	25	14	6	157	3.53	3.87	91
	16.6%	15.9%	10.8%	28.0%	15.9%	8.9%	3.8%	100.0%	1.68	1.66	
Intagibles	11	8	3	46	23	43	23	157	4.85	4.94	98
(Campus feels right)	7.0%	5.1%	1.9%	29.3%	14.6%	27.4%	14.6%	100.0%	1.61	1.53	
Technology available	5	8	6	32	46	37	21	155	4.99	4.95	101
	3.2%	5.2%	3.9%	20.6%	29.7%	23.9%	13.5%	100.0%	1.43	1.52	
Selectivity	7	9	6	58	31	30	16	157	4.60	4.70	98
(Requirements / Eligibility)	4.5%	5.7%	3.8%	36.9%	19.7%	19.1%	10.2%	100.0%	1.44	1.50	

Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSS1. For Sandy Seniors, under half (44.10%) indicated they had received at least one scholarship. This was a similar ratio to seniors overall (46.39%). The average (mean) scholarship award was $1,419. This was much lower than the average award for seniors overall ($10,790). The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean ($1,409) is also reported and is a more accurate reflection of the average award; this is much lower than the award for seniors overall ($6,885). The median value of scholarship awards was $1,500; this, also, is lower than for seniors overall ($3,792). Interestingly, the average number of awards Sandy Seniors received was 1.81, higher than the average number of awards (1.61) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

Table CSS1: Summary Statistics of Scholarship Awards for Sandy Seniors and Seniors Overall

Awarded Scholarships?	Sandy #	Sandy % Within	Sandy Index	Total #	Total % Within	Total Index
Yes	71	44.10%	95	476	46.39%	100
No	90	55.90%	104	550	53.61%	100
Total	161	100.00%		1026	100.00%	
Summary Statistics for Scholarships Awarded	Springwater Trail Value		Springwater Trail Index	Total Value		Total Index
Mean	$1,419.67		13	$10,790.45		100
s.d.	$1,109.74		5	$21,560.93		100
Trimmed Mean (5%)	$1,409.74		20	$6,885.30		100
Median Value	$1,500.00		40	$3,792.00		100
Min	$18.00			$1.00		
Max	$3,000.00			$177,224.00		
Average # of Awards	1.81		112	1.61		100

Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state institutions. Results of In-State and Out-of-State bound status for Sandy Seniors are reported in Table CISS1. For all seniors heading to a four-year institution, 17.63% indicated they would be heading out-of-state. Sandy Seniors were much more likely to indicate they would attend an institution out of state than were seniors overall; 25.00% of Sandy Seniors indicated they were heading to a four-year out of state institution. Two-year bound Sandy Seniors had slightly higher proportions to seniors overall heading out-of-state. For Sandy Seniors bound for two-year institutions, 5.43% indicated they were heading out-of-state compared to 4.95% of seniors overall.

Table CISS1: In-State and Out-of-State Bound for Two and Four Year Institutions by Sandy Seniors and Seniors Overall

In-State/Out-of-State Bound		Sandy #	Sandy % Within	Sandy Index	Total #	Total % Within	Total Index
4-Year Bound	In-State	45	75.00%	91	341	82.37%	100
	Out-of-State	15	25.00%	142	73	17.63%	100
Total 4-Year Bound		60	100.00%		414	100.00%	
2-Year Bound	In-State	87	94.57%	99	518	95.05%	100
	Out-of-State	5	5.43%	110	27	4.95%	100
Total 2-Year Bound		92	100.00%		545	100.00%	
Both	In-State	132	86.84%	97	859	89.57%	100
	Out-of-State	20	13.16%	126	100	10.43%	100
Total Both		152	100.00%		959	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISS2. Sandy Seniors were most likely to apply to Oregon State University (OSU), Portland State University (PSU), or University of Oregon (UofO). All other institutions had similar proportions of Sandy Seniors apply. Sandy Seniors were more likely to apply to OSU (33.3% Applied) and UofO (21.2% Applied) than seniors overall (24.8% and 19.5% (respectively) Applied). They were much less likely to apply to PSU (16.7% Applied), Western Oregon University (7.6% Applied). All other institutions had much higher proportions of Sandy Seniors apply than seniors overall.

Of the sixty-six Sandy Seniors that applied to public universities, fifty-seven were accepted (an 86% acceptance rate). The proportion of Sandy Seniors that were accepted to Eastern Oregon University, Oregon Institute of Technology, OSU, and Southern Oregon University were all higher than for seniors overall.

The majority of Sandy Seniors indicating they would be attending a four-year public university identified OSU (36.7% Attending). The UofO had the next highest proportion of Sandy Seniors indicate they would be attending (23.3% Attending). Although PSU had the third highest proportion of Sandy Seniors Attending (13.3% Attending) the proportion was substantially lower than for seniors overall. All other public institutions had proportions of Sandy Seniors at or below ten percent. Compared to seniors overall, the proportion of Sandy Seniors attending 4-year Public Universities is much higher for all institutions except PSU. Figure CISS1 presents the data graphically.

Figure CISS1: Proportions of Sandy Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

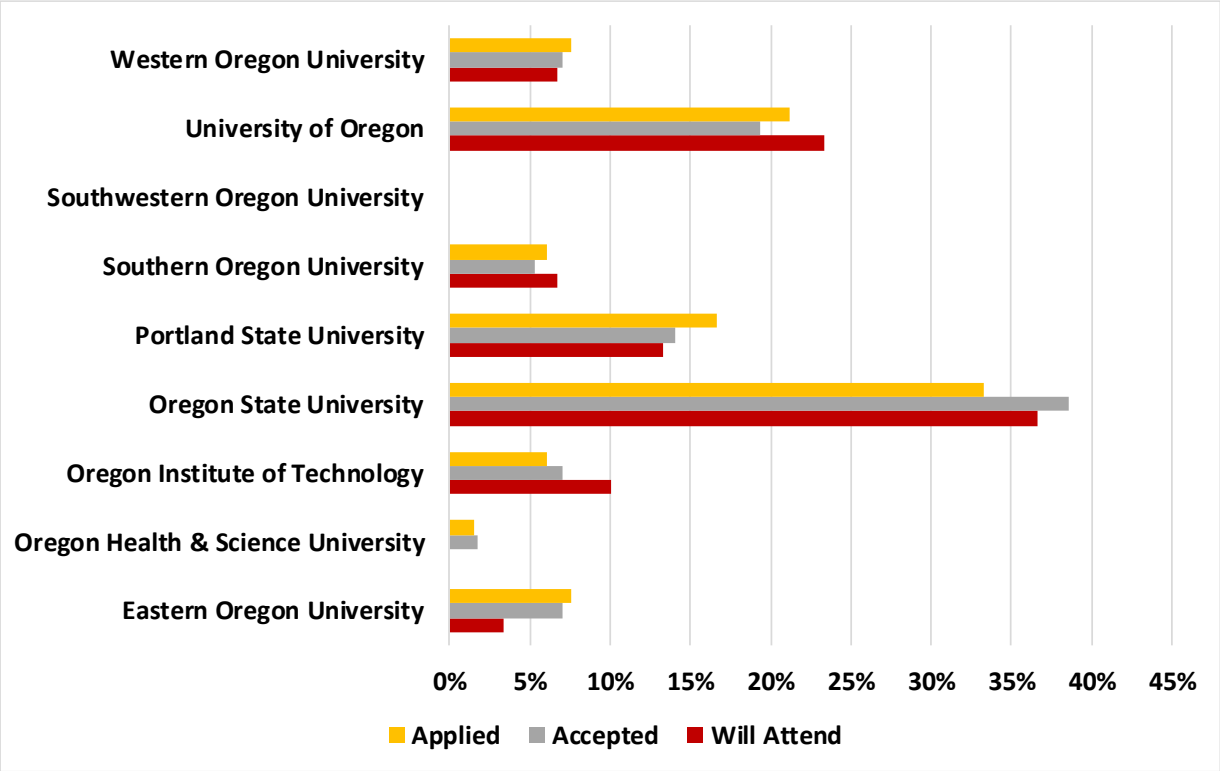


Table CISS2: Sandy Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution	Sandy									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	5	7.6%	245	4	7.0%	294	1	3.3%	693	16	3.1%	100	11	2.4%	100	1	0.5%	100
Oregon Health & Science University	1	1.5%	112	1	1.8%	202	0	0.0%	0	7	1.4%	100	4	0.9%	100	3	1.4%	100
Oregon Institute of Technology	4	6.1%	261	4	7.0%	294	3	10.0%	347	12	2.3%	100	11	2.4%	100	6	2.9%	100
Oregon State University	22	33.3%	135	22	38.6%	148	11	36.7%	186	128	24.8%	100	120	26.0%	100	41	19.7%	100
Portland State University	11	16.7%	50	8	14.0%	40	4	13.3%	30	174	33.7%	100	160	34.7%	100	93	44.7%	100
Southern Oregon University	4	6.1%	157	3	5.3%	152	2	6.7%	154	20	3.9%	100	16	3.5%	100	9	4.3%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	0.4%	100	0	0.0%	0	0	0.0%	0
University of Oregon	14	21.2%	109	11	19.3%	102	7	23.3%	116	101	19.5%	100	87	18.9%	100	42	20.2%	100
Western Oregon University	5	7.6%	69	4	7.0%	62	2	6.7%	107	57	11.0%	100	52	11.3%	100	13	6.3%	100
Total	66	100.0%		57	100.0%		30	100.0%		517	100.0%		461	100.0%		208	100.0%	

For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISS3. A total of thirty-three private university applications were submitted by Sandy Seniors. For Sandy Seniors that applied to private institutions, George Fox University and Linfield College had the same and highest proportions (21.2% of the applications). Two additional institutions had applied proportions over ten percent: University of Portland (15.2% of applications and Concordia University (12.1% of the applications). All other private institutions listed had applied proportions well below 10%. Compared to seniors overall, Parkrose seniors were much more likely to apply to six of the fourteen institutions identified.

Of the thirty-three applications to a private institution, twenty-five were accepted (a 75% acceptance rate). For seven of the twelve private institutions where Sandy Seniors were accepted, the proportion was higher compared to the proportion of all seniors combined. George Fox University had the highest proportion of Sandy Seniors accepted (24.0%). Linfield College, University of Portland, and Concordia University all had over ten percent of the accepted applications. Compared to seniors overall, the proportion of Sandy Seniors accepted to private institutions was higher for seven of the fourteen private institutions identified: (1) Marylhurst University, (2) Reed College, (3) Multnomah University, (4) George Fox University, (5) Pacific University, (6) Linfield College, and (7) Willamette University. Index scores were well over 100 for all of these institutions. Of the twenty-five applications that were accepted, only four Sandy Seniors indicated they would attend a private institution. Three indicated they would attend Linfield College and one identified Concordia University. Figure CISS2 presents the four-year private institution data graphically.

Figure CISS2: Proportions of Sandy Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

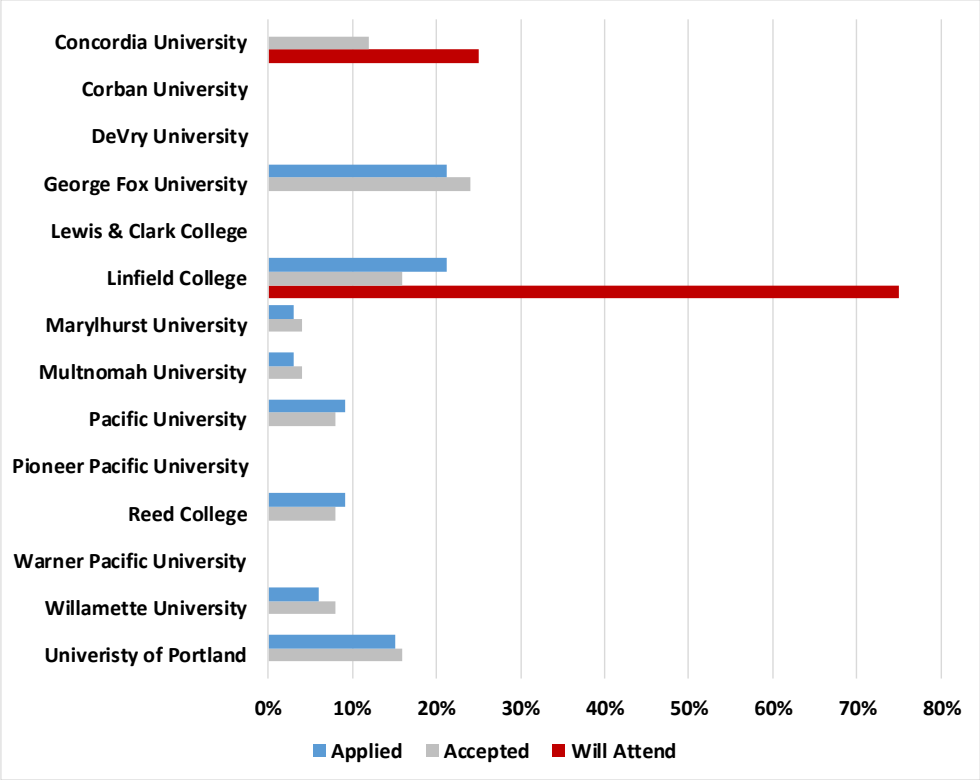


Table CISS3: Sandy Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending

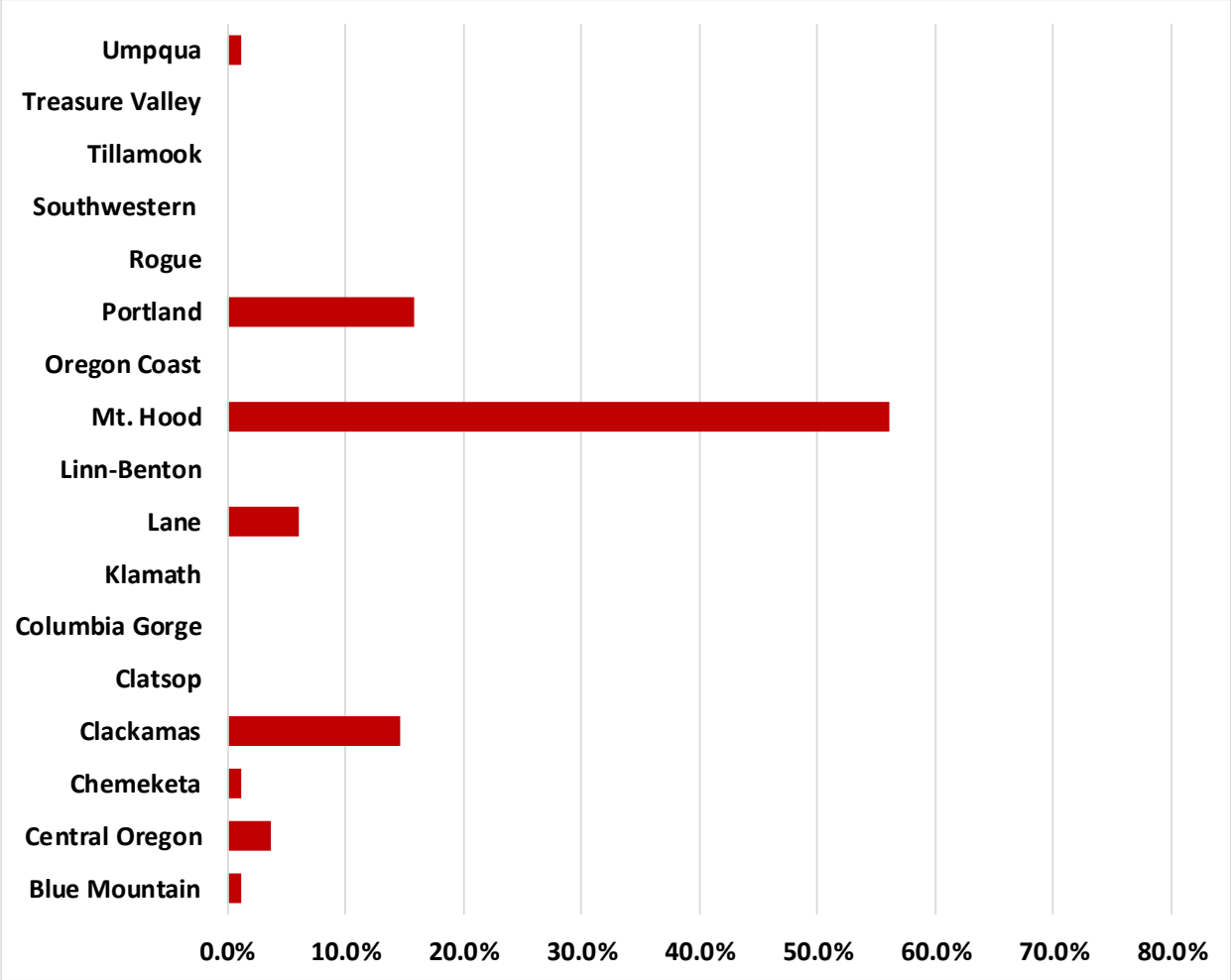
Institution	Sandy									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Concordia University	4	12.1%	72	3	12.0%	65	1	25.0%	83	50	16.8%	100	41	18.4%	100	15	30.0%	100
Corban University	0	0.0%	0	0	0.0%	0	0	0.0%	0	8	2.7%	100	5	2.2%	100	1	2.0%	100
DeVry University	0	0.0%	0	0	0.0%		0	0.0%		3	1.0%	100	0	0.0%		0	0.0%	
George Fox University	7	21.2%	154	6	24.0%	153	0	0.0%	0	41	13.8%	100	35	15.7%	100	9	18.0%	100
Lewis & Clark College	0	0.0%	0	0	0.0%	0	0	0.0%	0	13	4.4%	100	7	3.1%	100	0	0.0%	
Linfield College	7	21.2%	198	4	16.0%	132	3	75.0%	417	32	10.7%	100	27	12.1%	100	9	18.0%	100
Marylhurst University	1	3.0%	301	1	4.0%	892	0	0.0%	0	3	1.0%	100	1	0.4%	100	0	0.0%	
Multnomah University	1	3.0%	151	1	4.0%	223	0	0.0%	0	6	2.0%	100	4	1.8%	100	0	0.0%	
Pacific University	3	9.1%	135	2	8.0%	137	0	0.0%	0	20	6.7%	100	13	5.8%	100	0	0.0%	
Pioneer Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	3	1.0%	100	1	0.4%	100	0	0.0%	
Reed College	3	9.1%	246	2	8.0%	595	0	0.0%	0	11	3.7%	100	3	1.3%	100	0	0.0%	
Warner Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	30	10.1%	100	25	11.2%	100	8	16.0%	100
Willamette University	2	6.1%	95	2	8.0%	127	0	0.0%	0	19	6.4%	100	14	6.3%	100	3	6.0%	100
Univeristy of Portland	5	15.2%	77	4	16.0%	76	0	0.0%	0	59	19.8%	100	47	21.1%	100	5	10.0%	100
Total	33	100.0%		25	100.0%		4	100.0%		298	100.0%		223	100.0%		50	100.0%	

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Sandy Seniors and seniors overall indicating they will be attending a community college are presented in Table CISS4. A total of eighty-two Sandy Seniors indicated they planned to attend a community college in Oregon. The majority of Sandy Seniors indicated intent to attend Mt. Hood Community College (56.1% Attending). Over a fifteen percent (15.9%) of Sandy Seniors indicated intent to attend Portland Community College. Just under fifteen percent (14.6% Attending) of Sandy Seniors indicated they will be attending Clackamas Community College. Although all of the Sandy School District lies within the Mt. Hood District Boundary, almost a third of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Sandy Seniors are attending Portland Community College at a lower rate (15.9% compared to 24.4% overall). They are attending Mt. Hood at an equal rate compared to seniors overall (56.1% compared to 55.7% overall). Finally, they are attending Clackamas at a much higher rate to seniors overall (14.6% compared to 7.6% overall). For the other Community Colleges in the state that Sandy Seniors indicated an intent to attend, less than five percent indicated they would be attending. Lane was the exception with 6.1% of Sandy Seniors indicating they would attend. The Community College attending data are presented graphically in Figure CISS3.

Table CISS4: Sandy Seniors and Seniors Overall Bound for Community College by Institution Attending

Institution	Sandy			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	1	1.2%	141	4	0.9%	100
Central Oregon	3	3.7%	169	10	2.2%	100
Chemeketa	1	1.2%	94	6	1.3%	100
Clackamas	12	14.6%	194	35	7.6%	100
Clatsop	0	0.0%		2	0.4%	100
Columbia Gorge	0	0.0%		4	0.9%	100
Klamath	0	0.0%		4	0.9%	100
Lane	5	6.1%	403	7	1.5%	100
Linn-Benton	0	0.0%		2	0.4%	100
Mt. Hood	46	56.1%	101	258	55.7%	100
Oregon Coast	0	0.0%		2	0.4%	100
Portland	13	15.9%	65	113	24.4%	100
Rogue	0	0.0%		3	0.6%	100
Southwestern	0	0.0%		4	0.9%	100
Tillamook	0	0.0%		3	0.6%	100
Treasure Valley	0	0.0%		1	0.2%	100
Umpqua	1	1.2%	113	5	1.1%	100
Total	82	100.0%		463	100.0%	

Figure CISS3: Proportion of Sandy Seniors Planning to Attend a Community College by Institution



No Sandy Seniors indicated they applied, were accepted, and will be attending a private technical college. No analysis or data are presented.

Continuing Education Results for Springwater Trail

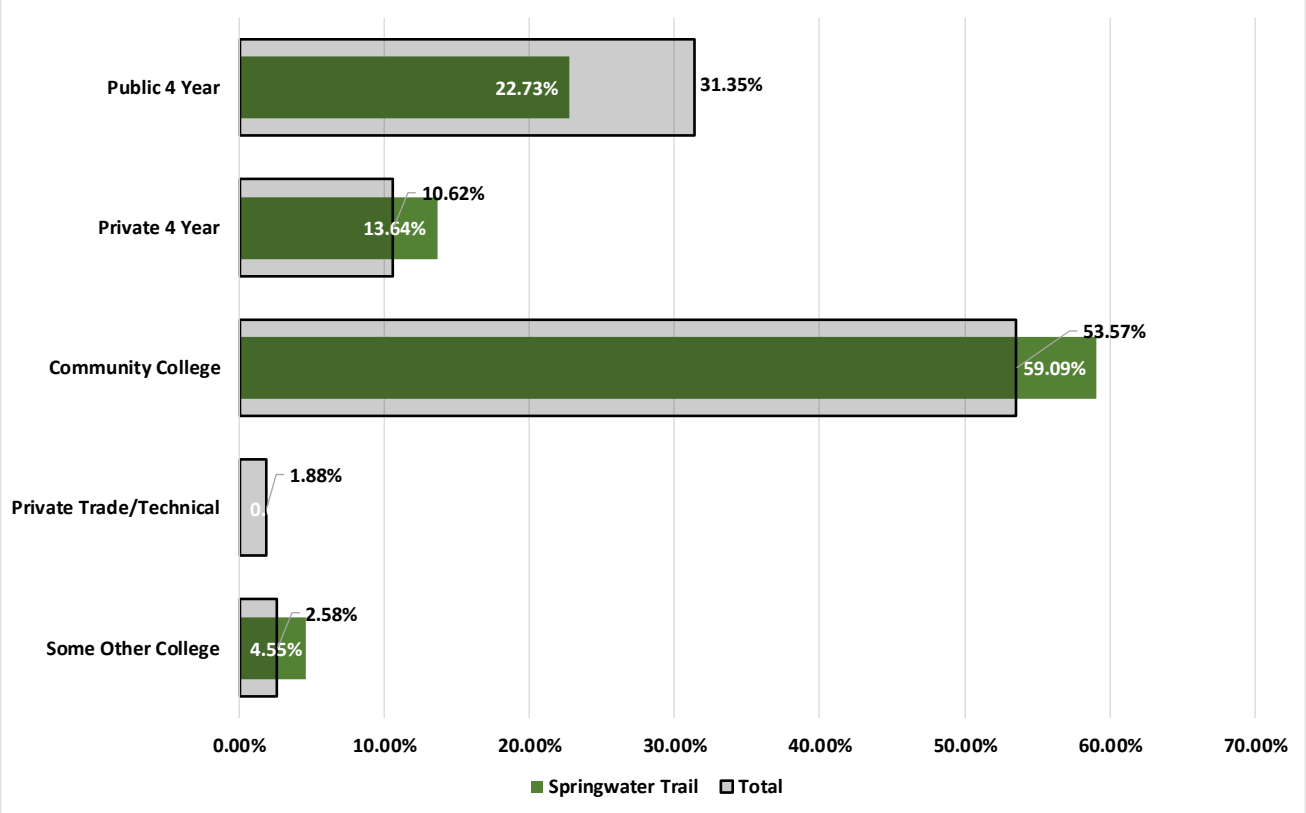
Type of Institution Attending

Results of the institution type Springwater Trail Seniors are attending are presented in Table CTIAST1 along with the totals for all seniors continuing their education. The majority of Springwater Trail Seniors (59.09%) indicated they will be attending a community college. Springwater Trail Seniors were more likely to indicate they were attending a community college than seniors overall. Springwater Trail Seniors were less likely to indicate they would be attending a public four-year institution. Over twenty percent (22.73%) indicated they will be attending a four-year public university. Over ten percent of Springwater Trail Seniors indicated they would attend private four-year institution (13.64%). Much lower proportions of Sandy seniors indicated they would be attending either a private trade/technical college or some other college (seniors were asked to identify the other college; these data are available in Appendix D). Data are presented graphically in Figure CTIAST1.

Table CTIAST1: Springwater Trail Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	**Springwater Trail**			**Total**		
				#	**% Within**	**Index**
Public 4 Year	5	22.73%	72	316	31.35%	100
Private 4 Year	3	13.64%	128	107	10.62%	100
Community College	13	59.09%	110	540	53.57%	100
Private Trade/Technical	0	0.00%	0	19	1.88%	100
Some Other College	1	4.55%	176	26	2.58%	100
Total	22	100.00%		1008	100.00%	

Figure CTIAST1: Plot of Springwater Trail Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Springwater Trail Seniors are presented in Table CRSST1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Mean scores for Springwater Trail Seniors were similar to the overall scores with one exception. Springwater Trail Seniors were much more likely to rate *Location – convenient / east to get to* as more important than seniors overall (Springwater Trail Mean = 6.06, s.d. 1.00 seniors overall Mean = 5.21, s.d. 1.53). Sandy Seniors were not likely to identify any of the other items at a rate higher or lower than were seniors overall.

Although the mean importance scores were similar to seniors overall, four items were rated more important by Springwater Trail Seniors than the other items in the list. The *Location – Convenient* was identified as the most important item for Sandy Seniors (Mean = 6.06, s.d. 1.00). The second highest rated item for Sandy Seniors was *Overall cost of attending* (Mean = 5.94, s.d. 1.51). *Programs available of interest to me* (Mean = 5.72, s.d. 1.45) and *Post graduate opportunities* (Mean 5.72, s.d. 0.96) were considered equally important. All four of these items had over eighty percent of Springwater Trail Seniors rate the importance between "Somewhat Important" to "Totally Important." An additional

three items had average importance scores above 5.00: (1) *Availability of Financial Aid,* (2) *Location – Convenient*, and (3) *School/Program Reputation.* The data are presented graphically in Figure CRSS1.

Figure CRSST1: Mean Rating Scores for Institution Selection Items by Springwater Trail Seniors and Seniors Overall

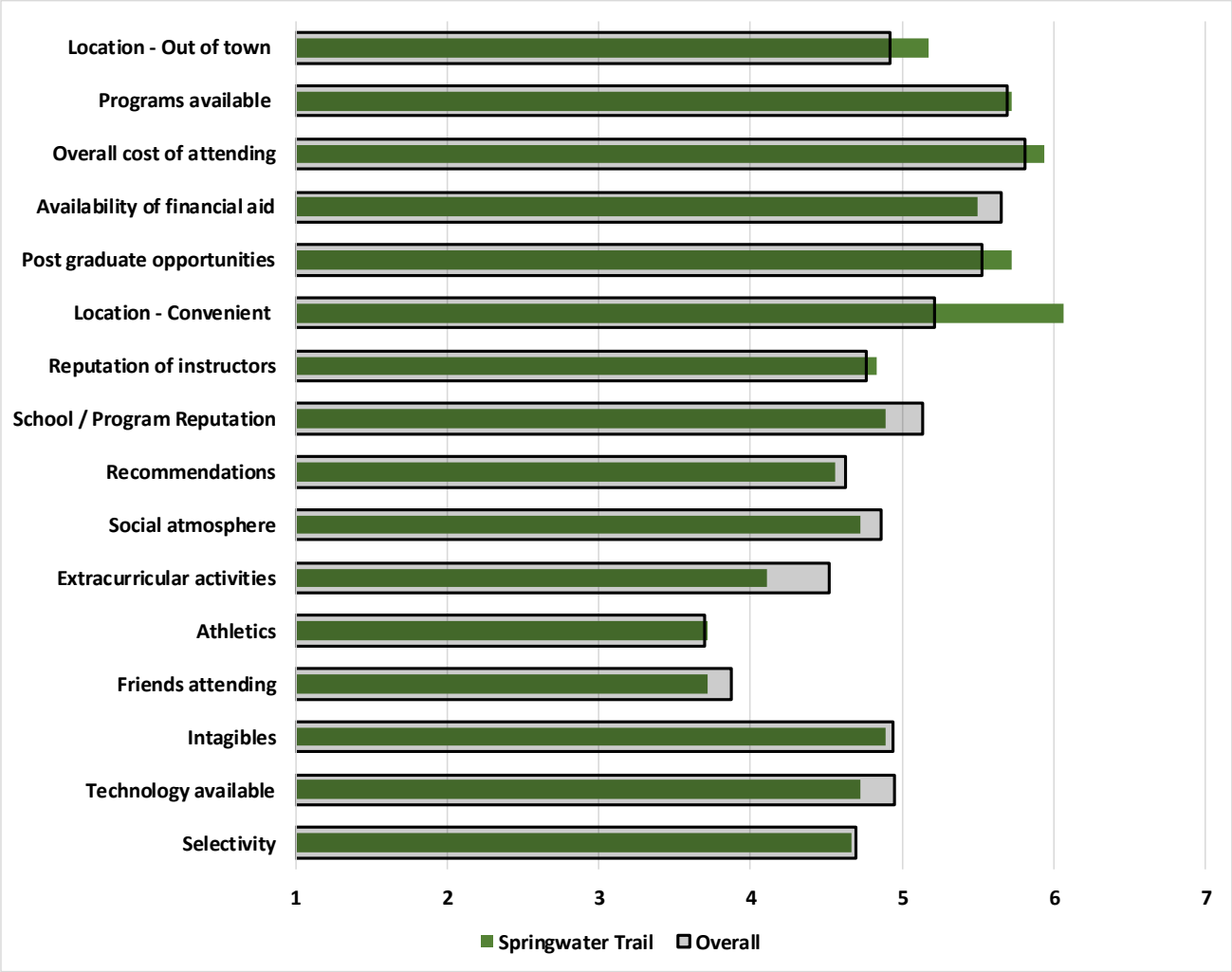


Table CRSST1: Springwater Trail Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

Springwater Trail											
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	0	1	1	5	3	3	6	19	5.17	4.92	105
/ away from home	0.0%	5.3%	5.3%	26.3%	15.8%	15.8%	31.6%	100.0%	1.54	1.60	
Programs available of	0	0	2	2	3	5	9	21	5.72	5.69	101
interest to me	0.0%	0.0%	9.5%	9.5%	14.3%	23.8%	42.9%	100.0%	1.45	1.44	
Overall cost of attending	1	0	0	1	4	7	8	21	5.94	5.81	102
	4.8%	0.0%	0.0%	4.8%	19.0%	33.3%	38.1%	100.0%	1.51	1.42	
Availability of financial aid	2	0	1	2	3	7	6	21	5.50	5.65	97
	9.5%	0.0%	4.8%	9.5%	14.3%	33.3%	28.6%	100.0%	1.65	1.80	
Post graduate opportunities	0	0	0	3	3	11	3	20	5.72	5.53	103
	0.0%	0.0%	0.0%	15.0%	15.0%	55.0%	15.0%	100.0%	0.96	1.42	
Location - Convenient	0	0	0	2	2	9	8	21	6.06	5.21	116
/ easy to get to	0.0%	0.0%	0.0%	9.5%	9.5%	42.9%	38.1%	100.0%	1.00	1.53	
Reputation of instructors	1	1	1	3	6	5	2	19	4.83	4.76	101
	5.3%	5.3%	5.3%	15.8%	31.6%	26.3%	10.5%	100.0%	1.62	1.52	
School / Program Reputation	2	0	1	4	6	7	1	21	4.89	5.14	95
	9.5%	0.0%	4.8%	19.0%	28.6%	33.3%	4.8%	100.0%	1.41	1.48	
Recommendations	2	2	0	5	4	6	2	21	4.56	4.63	98
from others	9.5%	9.5%	0.0%	23.8%	19.0%	28.6%	9.5%	100.0%	1.76	1.51	
Social atmosphere	1	1	2	4	3	4	6	21	4.72	4.86	97
	4.8%	4.8%	9.5%	19.0%	14.3%	19.0%	28.6%	100.0%	1.74	1.47	
Extracurricular activities	2	1	5	5	1	5	1	20	4.11	4.52	91
	10.0%	5.0%	25.0%	25.0%	5.0%	25.0%	5.0%	100.0%	1.81	1.55	
Athletics	7	1	1	6	2	1	3	21	3.72	3.70	101
	33.3%	4.8%	4.8%	28.6%	9.5%	4.8%	14.3%	100.0%	2.19	1.90	
Friends attending	4	3	1	5	3	4	1	21	3.72	3.87	96
	19.0%	14.3%	4.8%	23.8%	14.3%	19.0%	4.8%	100.0%	1.90	1.66	
Intagibles	1	1	1	3	6	6	3	21	4.89	4.94	99
(Campus feels right)	4.8%	4.8%	4.8%	14.3%	28.6%	28.6%	14.3%	100.0%	1.68	1.53	
Technology available	1	0	4	3	4	7	2	21	4.72	4.95	95
	4.8%	0.0%	19.0%	14.3%	19.0%	33.3%	9.5%	100.0%	1.64	1.52	
Selectivity	1	1	0	8	1	6	3	20	4.67	4.70	99
(Requirements / Eligibility)	5.0%	5.0%	0.0%	40.0%	5.0%	30.0%	15.0%	100.0%	1.61	1.50	

Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSST1. For Springwater Trail Seniors, almost two thirds (61.90%) indicated they had received at least one scholarship. This was a much higher ratio than seniors overall (46.39%). The average (mean) scholarship award was $9,891. This was lower than the average award for seniors overall ($10,790). The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean ($7,829) is also reported and is a more accurate reflection of the average award; this is higher than the award for seniors overall ($6,885). The median value of scholarship awards was $3,000; this is lower than for seniors overall ($3,792). Interestingly, the average number of awards Springwater Trail Seniors received was 1.00, much lower than the average number of awards (1.61) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

Table CSST1: Summary Statistics of Scholarship Awards for Springwater Trail Seniors and Seniors Overall

Awarded Scholarships?	**Springwater Trail**			**Total**		
	#	**% Within**	**Index**	**#**	**% Within**	**Index**
Yes	13	61.90%	133	476	46.39%	100
No	8	38.10%	71	550	53.61%	100
Total	21	100.00%		1026	100.00%	
Summary Statistics for Scholarships Awarded	**Sandy**			**Total**		
	Value		**Index**	**Value**		**Index**
Mean		$9,891.16	92		$10,790.45	100
s.d.		$13,977.07	65		$21,560.93	100
Trimmed Mean (5%)		$7,829.84	114		$6,885.30	100
Median Value		$3,000.00	79		$3,792.00	100
Min		$400.00			$1.00	
Max		$60,000.00			$177,224.00	
Average # of Awards		1.00	62		1.61	100

Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state institutions. Results of In-State and Out-of-State bound status for Sandy Seniors are reported in Table CISS1. For all seniors heading to a four-year institution, 17.63% indicated they would be heading out-of-state. Sandy Seniors were much more likely to indicate they would attend an institution out of state than were seniors overall; 25.00% of Sandy Seniors indicated they were heading to a four-year out of state institution. Two-year bound Sandy Seniors had slightly higher proportions to seniors overall heading out-of-state. For Sandy Seniors bound for two-year institutions, 5.43% indicated they were heading out-of-state compared to 4.95% of seniors overall.

Table CISST1: In-State and Out-of-State Bound for Two and Four Year Institutions by Springwater Trail Seniors and Seniors Overall

In-State/Out-of-State Bound		Springwater Trail #	Springwater Trail % Within	Springwater Trail Index	Total #	Total % Within	Total Index
4-Year Bound	In-State	6	85.71%	104	341	82.37%	100
	Out-of-State	1	14.29%	81	73	17.63%	100
Total 4-Year Bound		7	100.00%		414	100.00%	
2-Year Bound	In-State	13	100.00%	105	518	95.05%	100
	Out-of-State	0	0.00%	0	27	4.95%	100
Total 2-Year Bound		13	100.00%		545	100.00%	
Both	In-State	19	95.00%	106	859	89.57%	100
	Out-of-State	1	5.00%	48	100	10.43%	100
Total Both		20	100.00%		959	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISST2. A total of seven applications were submitted by Springwater Trail Seniors. They applied to three of the institutions: Oregon State University (OSU), Portland State University (PSU), or Western Oregon University (WOU). Springwater Trail Seniors were less likely to apply to OSU (14.3% Applied). They were much more likely to apply to PSU (42.9% Applied) or Western Oregon University (42.9% Applied).

Of the seven Springwater Trail Seniors that applied to public universities, seven were accepted (an 100% acceptance rate). The proportions of Springwater Trail Seniors that were accepted were the same as the proportions that applied.

The majority of Springwater Trail Seniors indicating they would be attending a four-year public university identified PSU (60.0% Attending). The other two institutions OSU and WOU each had one Springwater Trail Senior indicate they were attending. PSU had the highest proportion of Springwater Trail Seniors Attending (60.0% Attending) this proportion was much higher than for seniors overall. The proportion attending OSU was the same as seniors overall. The proportion attending WOU was substantially higher than seniors overall. Figure CISST1 presents the data graphically.

Figure CISST1: Proportions of Springwater Trail Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

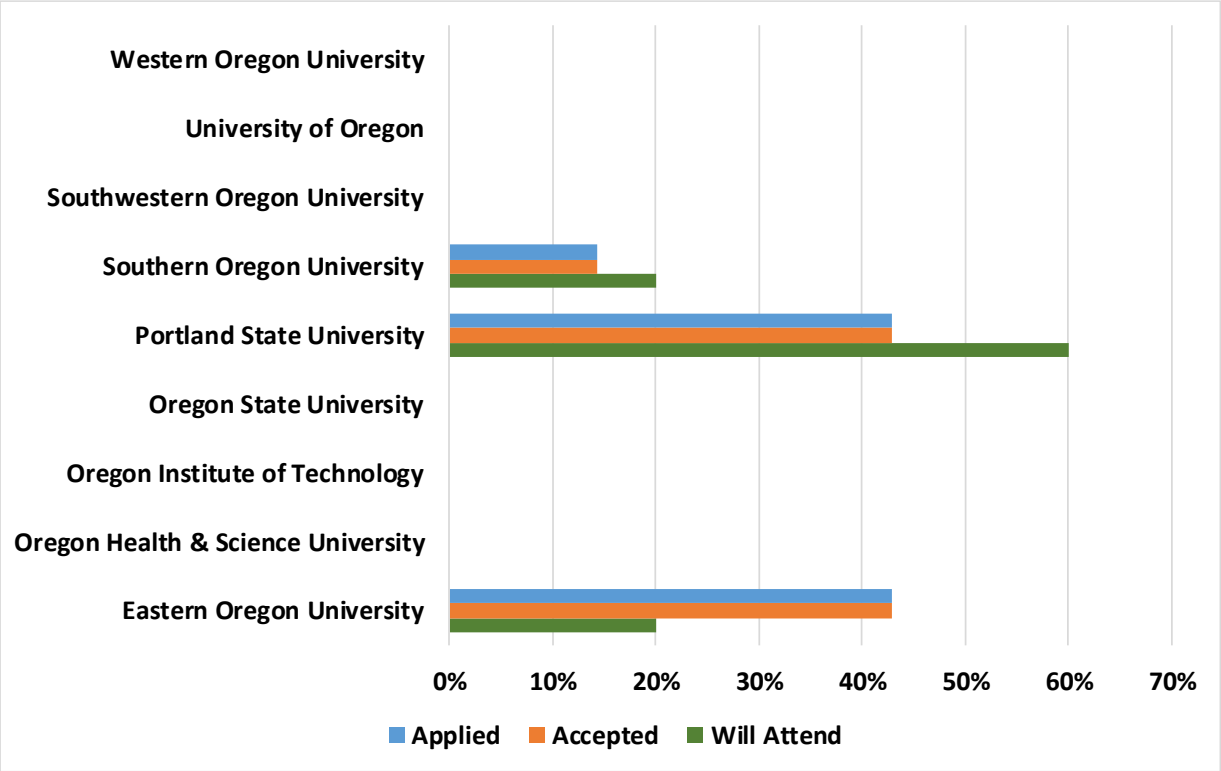


Table CISST2: Springwater Trail Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution	Springwater Trail									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	16	3.1%	100	11	2.4%	100	1	0.5%	100
Oregon Health & Science University	0	0.0%	0	0	0.0%	0	0	0.0%	0	7	1.4%	100	4	0.9%	100	3	1.4%	100
Oregon Institute of Technology	0	0.0%	0	0	0.0%	0	0	0.0%	0	12	2.3%	100	11	2.4%	100	6	2.9%	100
Oregon State University	1	14.3%	58	1	14.3%	55	1	20.0%	101	128	24.8%	100	120	26.0%	100	41	19.7%	100
Portland State University	3	42.9%	127	3	42.9%	123	3	60.0%	134	174	33.7%	100	160	34.7%	100	93	44.7%	100
Southern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	20	3.9%	100	16	3.5%	100	9	4.3%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	0.4%	100	0	0.0%	0	0	0.0%	0
University of Oregon	0	0.0%	0	0	0.0%	0	0	0.0%	0	101	19.5%	100	87	18.9%	100	42	20.2%	100
Western Oregon University	3	42.9%	389	3	42.9%	380	1	20.0%	320	57	11.0%	100	52	11.3%	100	13	6.3%	100
Total	7	100.0%		7	100.0%		5	100.0%		517	100.0%		461	100.0%		208	100.0%	

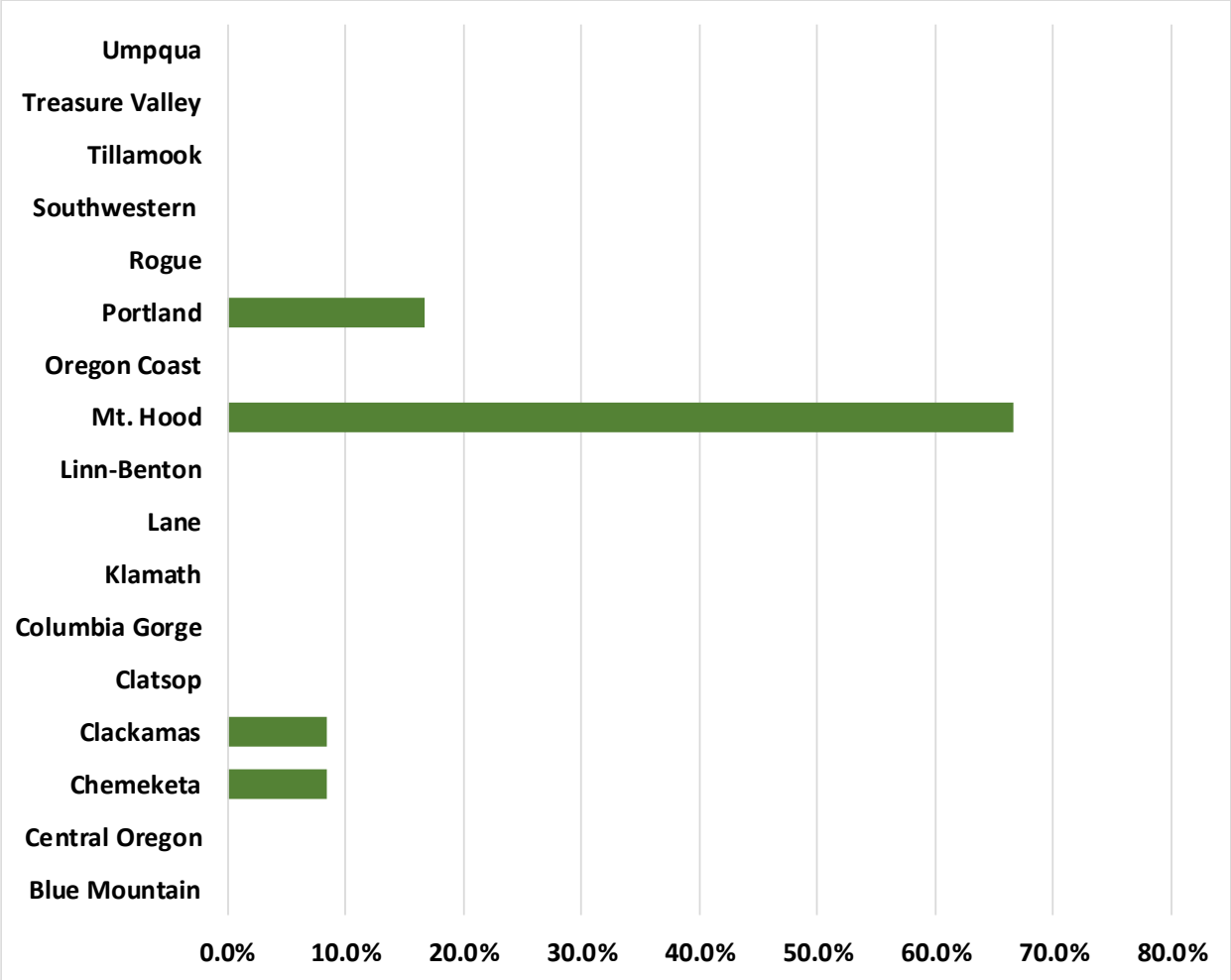
No Springwater Trail seniors provided information on 4-year Private Oregon Institutions. No data are presented.

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Springwater Trail Seniors and seniors overall indicating they will be attending a community college are presented in Table CISST4. A total of twelve Springwater Trail Seniors indicated they planned to attend a community college in Oregon. The majority of Springwater Trail Seniors indicated intent to attend Mt. Hood Community College (66.7% Attending). Over a fifteen percent (16.7%) of Springwater Trail Seniors indicated intent to attend Portland Community College. Just under ten percent (8.3% Attending) of Springwater Trail Seniors indicated they will be attending Clackamas Community College. Although all of the Sandy School District lies within the Mt. Hood District Boundary, a quarter of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Springwater Trail Seniors are attending Portland Community College at a lower rate (16.7% compared to 24.4% overall). They are attending Mt. Hood at a higher rate compared to seniors overall (66.7% compared to 55.7% overall). Finally, they are attending Clackamas at a higher rate to seniors overall (8.3% compared to 7.6% overall). One Springwater Trail senior indicated they will be attending Chemeketa Community College. The Community College attending data are presented graphically in Figure CISST3.

Table CISST4: Springwater Trail Seniors and Seniors Overall Bound for Community College by Institution Attending

Institution	Spingwater Trail			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	0	0.0%		4	0.9%	100
Central Oregon	0	0.0%		10	2.2%	100
Chemeketa	1	8.3%	643	6	1.3%	100
Clackamas	1	8.3%	110	35	7.6%	100
Clatsop	0	0.0%		2	0.4%	100
Columbia Gorge	0	0.0%		4	0.9%	100
Klamath	0	0.0%		4	0.9%	100
Lane	0	0.0%		7	1.5%	100
Linn-Benton	0	0.0%		2	0.4%	100
Mt. Hood	8	66.7%	120	258	55.7%	100
Oregon Coast	0	0.0%		2	0.4%	100
Portland	2	16.7%	68	113	24.4%	100
Rogue	0	0.0%		3	0.6%	100
Southwestern	0	0.0%		4	0.9%	100
Tillamook	0	0.0%		3	0.6%	100
Treasure Valley	0	0.0%		1	0.2%	100
Umpqua	0	0.0%		5	1.1%	100
Total	12	100.0%		463	100.0%	

Figure CISS3: Proportion of Springwater Seniors Planning to Attend a Community College by Institution



No Springwater Trail Seniors indicated they applied, were accepted, and will be attending a private technical college. No analysis or data are presented.

Results – Centennial High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. Centennial High School had an existing exit survey that was used by the counseling department. That survey was incorporated into this effort and questions asked were presented prior to the MHCC questions.

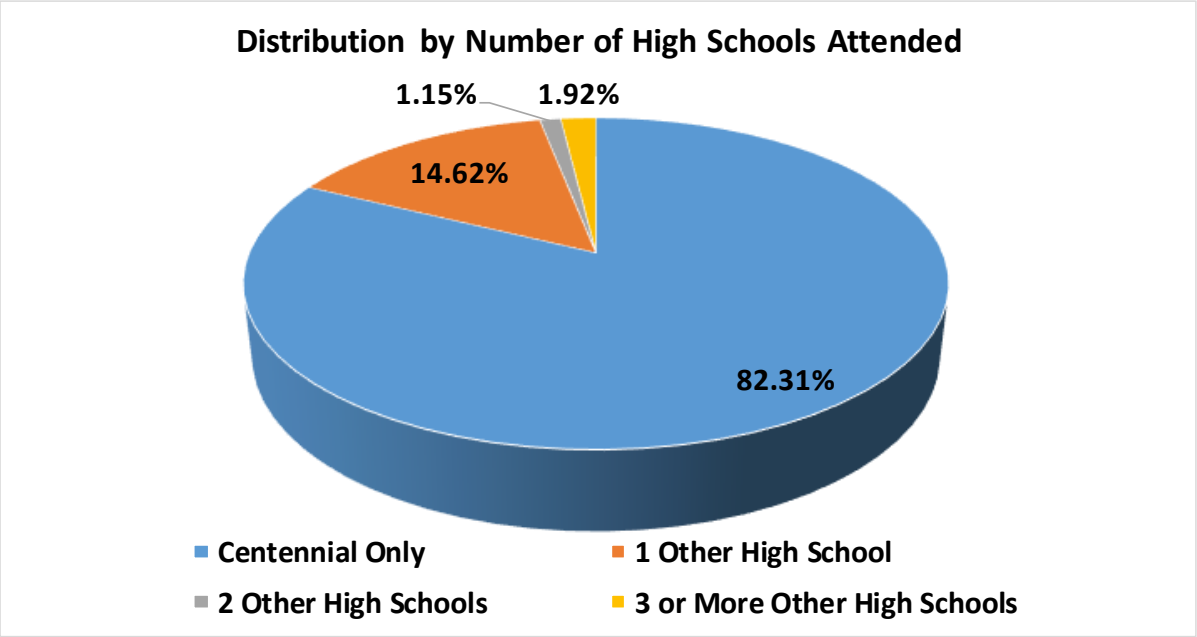
Number of High Schools

Centennial Seniors were asked how many high schools they had attended. Data are reported in Table CQC1. Over eighty percent of seniors (82.31%) indicated that Centennial was the only high school they had attended. Just over fourteen percent (14.62%) indicated they had attended one other high school. Three percent (3.08%) indicated they had attended two or more high schools. Data are presented graphically in Figure CQC1.

Table CQC1: Number of High Schools Attended

How many High Schools Attended	Responses	Percent
Centennial Only	214	82.31%
1 Other High School	38	14.62%
2 Other High Schools	3	1.15%
3 or More Other High Schools	5	1.92%
Total	260	100.00%

Figure CQC1: Pie Chart of Number of High Schools Attended



Career Questions

Career questions were asked of Centennial Seniors in the first administration of the survey. They were deemed valuable enough to ask all participating high school seniors. Results of the career questions are reported in the main section of the report (see Career Plans).

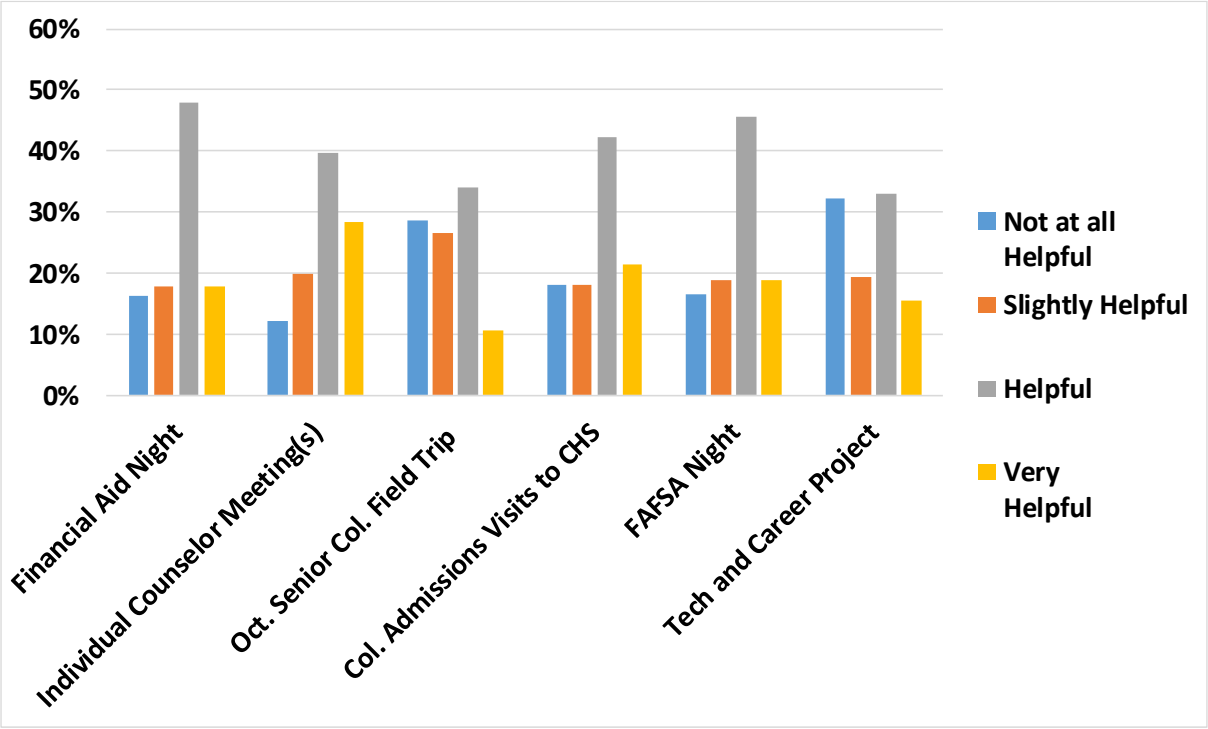
Centennial High School Events

Table CQC2: Centennial High School Events

Helpfulness of CHS Events	Not at all Helpful	Slightly Helpful	Helpful	Very Helpful	Total Resp	Did Not Attend
Financial Aid Night	20	22	59	22	123	144
	16.3%	17.9%	48.0%	17.9%	100%	53.9%
Individual Counselor Meeting(s)	27	44	88	63	222	45
	12.2%	19.8%	39.6%	28.4%	100%	16.9%
Oct. Senior Col. Field Trip	27	25	32	10	94	173
	28.7%	26.6%	34.0%	10.6%	100%	64.8%
Col. Admissions Visits to CHS	26	26	61	31	144	123
	18.1%	18.1%	42.4%	21.5%	100%	46.1%
FAFSA Night	21	24	58	24	127	140
	16.5%	18.9%	45.7%	18.9%	100%	52.4%
Tech and Career Project	50	30	51	24	155	112
	32.3%	19.4%	32.9%	15.5%	100%	41.9%

Centennial Seniors were provided with a list of six events and asked to rate the helpfulness of each on a four point scale (1=Not at all Helpful to 4=Very Helpful). Seniors that did not attend a given event were asked to indicate that. Results are presented in Table CQC2. Individual Counselor Meetings were the most helpful of the events listed. sixty percent (60.0%) of students rated these meetings as “Helpful” or “Very Helpful.” Additionally, more Centennial Seniors participated in counselor meetings than any other event identified; A total of 222 seniors rated this event. Three other events were had over sixty percent of Centennial Seniors (that attended) rate them as “Helpful” or “Very Helpful.” All three of these events had somewhat similar numbers rate them. The Financial Aid Night appears to be the second most helpful of the events listed. Financial Aid Night was identified by 65.9% of Centennial Seniors as being “Helpful” or “Very Helpful.” A total of 123 seniors rated this event. FAFSA Night was the third most helpful event with 64.6% of seniors indicating it was “Helpful” or “Very Helpful;” 127 seniors rated this event. College Admissions Visits to CHS was the fourth most helpful event with 63.9% indicating it was “Helpful” or “Very Helpful.” A total of 144 seniors rated this event. Both the Tech and Career Project and The October Senior College Field Trip appeared to be the less helpful. Just under fifty percent (48.4%) of seniors that participated in the Tech and Career Project indicated it was “Helpful” or “Very Helpful.” This event did have the second highest number of students rating it: 155. The October Senior College Field Trip had even lower ratings with 44.7% indicating it was “Helpful” or “Very Helpful.” It also had the lowest number of seniors rate it of any of the events (94 seniors). Ratings are presented graphically in Figure CQC2.

Figure CQC2: Helpfulness of Centennial High School Events



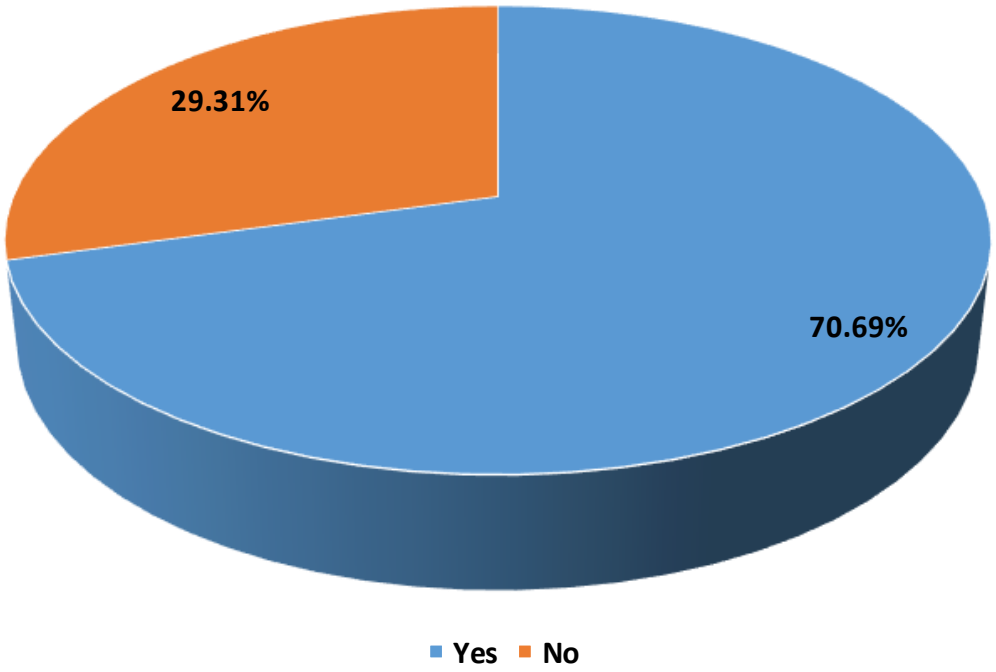
Student Behavior

Centennial Seniors were asked if they had taken any Honors, Advanced Placement, or College Preparatory courses during their high school career. Table CQC3 presents the results. Over seventy percent (70.69%) indicated they had taken at least one of these types of courses. Data are presented graphically in Figure CQC3.

Table CQC3: Honors/AP/College Prep Classes

Honors / AP / College Prep Classes	Responses	Percent
Yes	164	70.69%
No	68	29.31%
Total	232	100.00%

Figure CQC3: Honors/AP/College Prep Classes

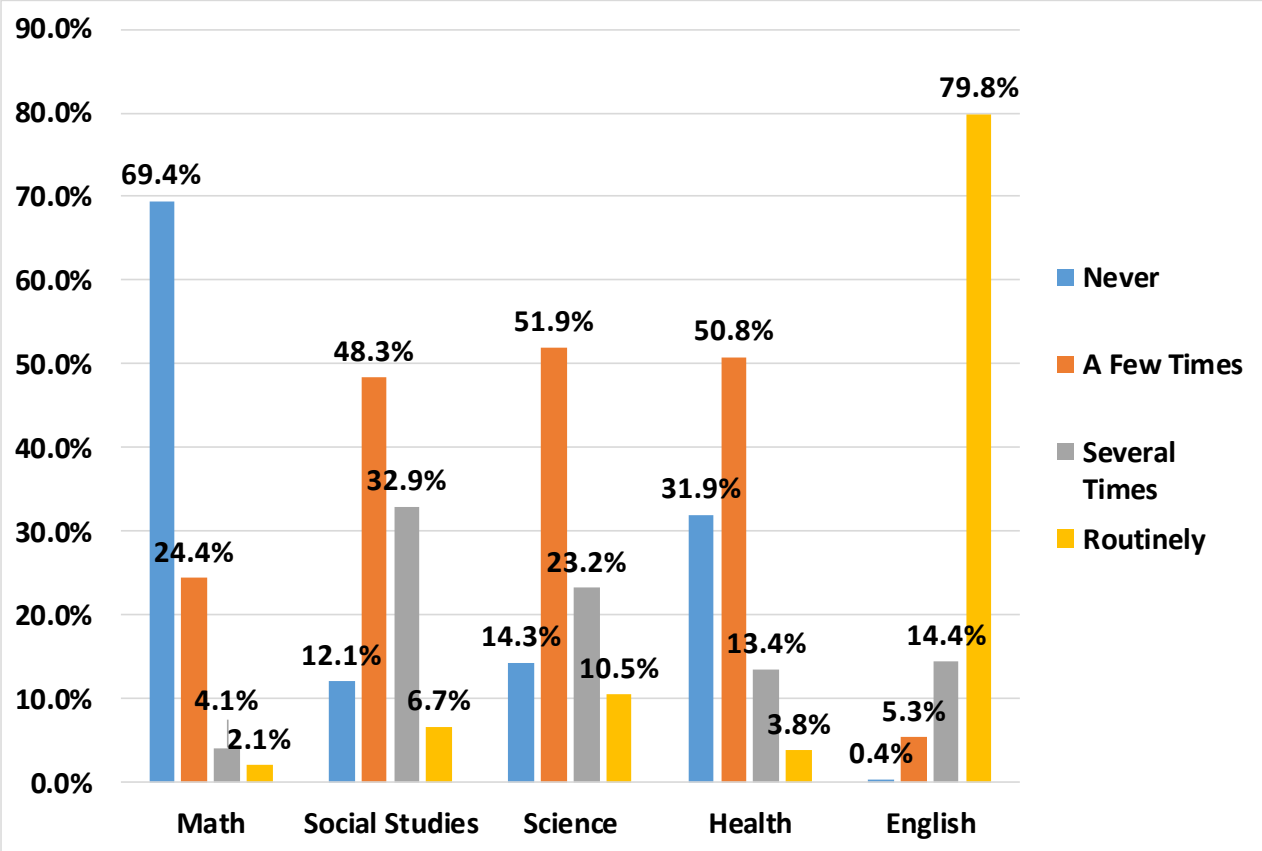


Seniors were asked if they had written any papers of one page or more in five subject areas: (1) Math, (2) Social Studies, (3) Science, (4) Health, and (5) English. Responses are presented in Table CQC4. For Math, 69.4% indicated they had never written any one page or longer papers. An additional 24.4% indicated they had only written a one page or longer paper a few times. The majority of responses for the three categories (Social Studies, Science, and Health) were "A Few Times" or "Several Times." For Social Studies, 48.3% indicated "A Few Times" and 32.9% indicated "Several Times." For Science, 51.9% indicated "A Few Times" and 23.2% indicated Several Times." For Health, 50.8% indicated "A Few Times" and 13.4% indicated "Several Times." English was the subject that seniors were most likely to write a paper of one page or more. Almost eighty percent (79.8%) of seniors indicated they had "Routinely" written a paper of one page or more. Data are presented graphically in Figure CQC4.

Table CQC4: Written Papers of One Page or More by Subject Area

Written papers 1 Page or More	Never	A Few Times	Several Times	Routinely	Total
Math	168	59	10	5	242
	69.4%	24.4%	4.1%	2.1%	100.0%
Social Studies	29	116	79	16	240
	12.1%	48.3%	32.9%	6.7%	100.0%
Science	34	123	55	25	237
	14.3%	51.9%	23.2%	10.5%	100.0%
Health	76	121	32	9	238
	31.9%	50.8%	13.4%	3.8%	100.0%
English	1	13	35	194	243
	0.4%	5.3%	14.4%	79.8%	100.0%

Figure CQC4: Written Papers of One Page or More by Subject Area



Respondents were asked if, during their senior year, they had prepared two or more drafts of a paper before turning it in. Table CQC5 presents the results. During their senior year, respondents were most likely to indicate they had prepared two or more drafts "Never" (26.2%) or "A Few Times" (37.7%). An additional 21.3% of Centennial seniors indicated "Several Times." Much fewer seniors indicated "Routinely" (14.8%). Data are presented graphically in Figure CQC5.

Table CQC5: Prepared Two or More Drafts of a Paper During Senior Year

Prepared 2 or More Drafts of a paper before turning it in	Never	A Few Times	Several Times	Routinely	Total
	64	92	52	36	244
	26.2%	37.7%	21.3%	14.8%	100.0%

Figure CQC5: Prepared Two or More Drafts of a Paper During Senior Year

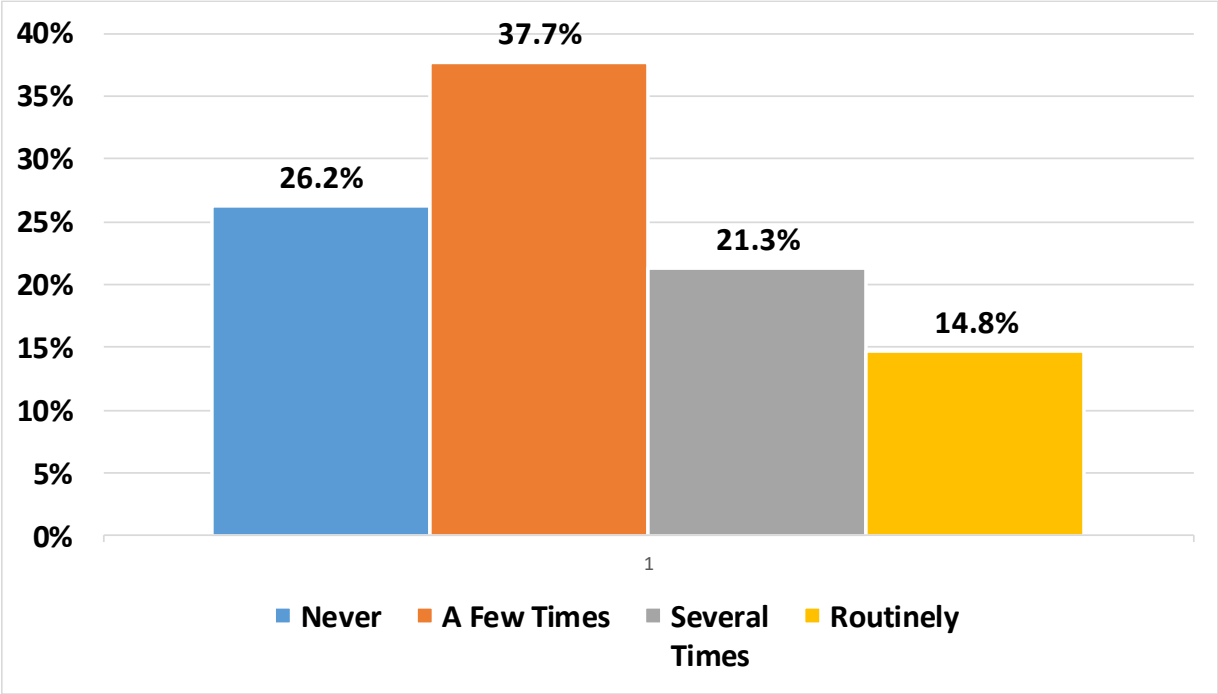


Table CQC6: Reading Frequency by Type of Material

Frequency of Reading	Never	A Few Times A Week	3-4 Times A Week	Daily	Total
Assigned Reading	67	124	37	17	245
(Course Materials or Textbooks)	27.3%	50.6%	15.1%	6.9%	100.0%
Personal Reading	133	71	23	18	245
(Magazines, Books, etc.)	54.3%	29.0%	9.4%	7.3%	100.0%
On-line Reading	67	90	48	38	243
(Blogs, Web Pages, Ezines)	27.6%	37.0%	19.8%	15.6%	100.0%

Centennial Seniors were asked about the frequency they read three different types of material in a typical week. Data are presented in Table CQC6. For assigned reading, Centennial Seniors were most likely to indicate "A Few Times A Week" (50.6%) or "Never" (27.3%). For personal reading, they were most likely to indicate "Never" (54.3%) or "A Few Times A Week" (29.0%). Centennial Seniors were more likely to participate in On-line Reading. Although the majority indicated "Never" (27.6%) or "A Few Times A Week" (37.0%), the other two responses had substantially higher responses than the other types of reading: the "3-4 Times a Week" had 19.8% of responses and "Daily" had 15.6% of responses. Data are presented graphically in Figure CQC6.

Figure CQC6: Frequency of Reading by Type of Material

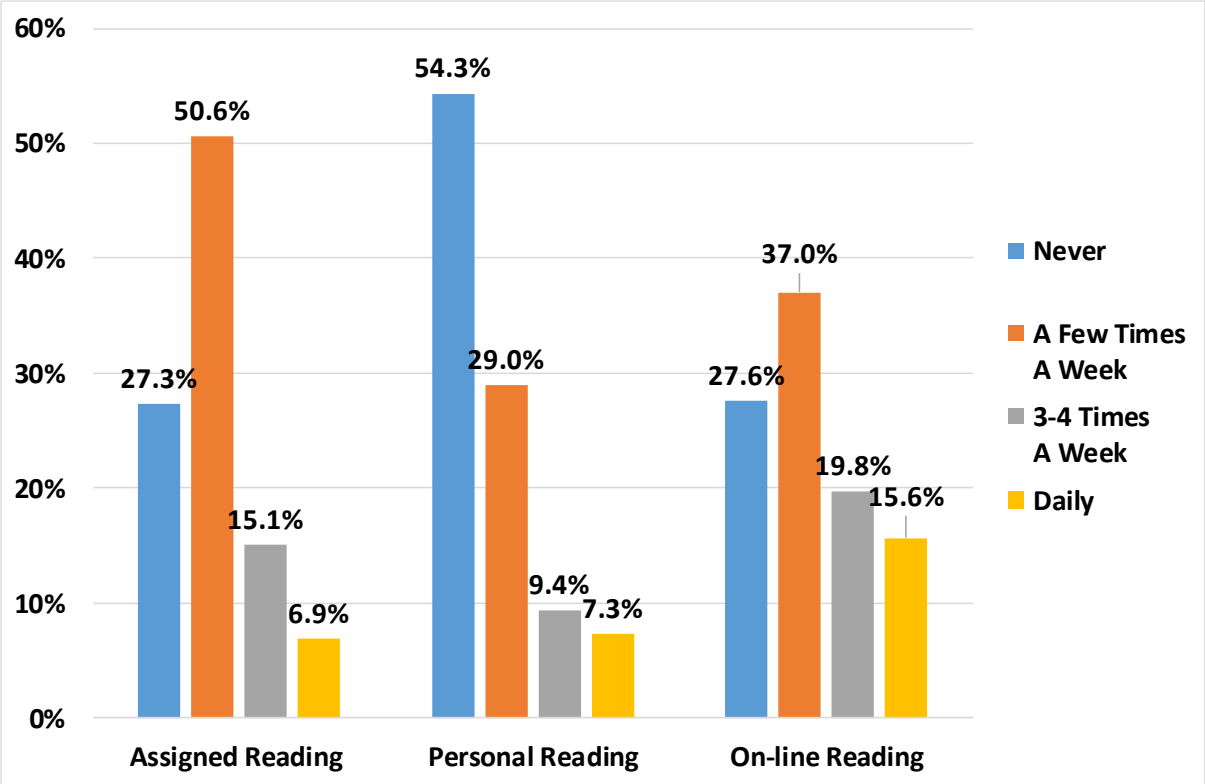
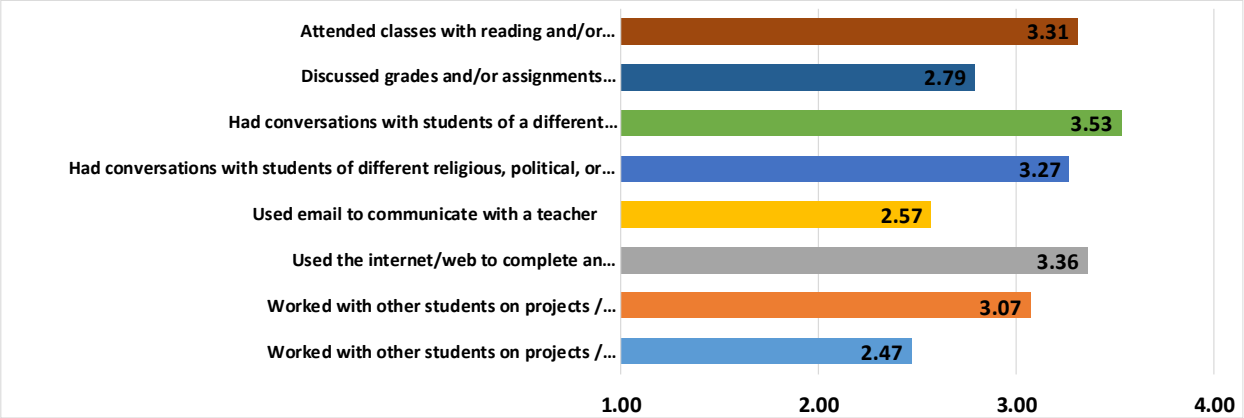


Table CQC7: Frequency of Student Behaviors

During Senior Year, How Often Have You:	Never	A Few Times	Several Times	Fre-quently	Total	Mean s.d.
Attended classes with reading and/or assignments completed	7 2.9%	37 15.5%	69 28.9%	126 52.7%	239 100.0%	3.31 0.84
Discussed grades and/or assignments with a teacher	9 3.8%	96 40.0%	71 29.6%	64 26.7%	240 100.0%	2.79 0.88
Had conversations with students of a different race or ethnicity than my own	10 4.2%	25 10.4%	32 13.3%	173 72.1%	240 100.0%	3.53 0.84
Had conversations with students of different religious, political, or personal beliefs	16 6.6%	42 17.4%	45 18.6%	139 57.4%	242 100.0%	3.27 0.97
Used email to communicate with a teacher	35 14.5%	87 36.1%	66 27.4%	53 22.0%	241 100.0%	2.57 0.99
Used the internet/web to complete an assignment	7 2.9%	37 15.4%	58 24.2%	138 57.5%	240 100.0%	3.36 0.85
Worked with other students on projects / assignments during class	5 2.1%	62 25.7%	84 34.9%	90 37.3%	241 100.0%	3.07 0.84
Worked with other students on projects / assignments outside of class	42 17.4%	91 37.8%	60 24.9%	48 19.9%	241 100.0%	2.47 1.00

The final question in this section of Centennial-specific Questions asked respondents to indicate the frequency they had done a variety of student behaviors during their senior year on a four point scale (1=Never to 4=Frequently). Data are presented in Table CQC7. The item "Had conversations with students of a different race or ethnicity than my own" had the highest frequency with a mean score of 3.53 (s.d. 0.84); 72.1% of Centennial Seniors indicated they had done this frequently. "Used the internet/web to complete an assignment" (Mean = 3.36, s.d. 0.85), "Attended classes with reading and/or assignments completed" (Mean = 3.31, s.d. 0.84), "Had conversations with students of different religious, political, or personal beliefs" (Mean 3.27, s.d. 0.97), and "Worked with other students on projects/assignments during class" (Mean 3.07, s.d. 0.84) were the next most frequently cited items and were very close with regard to the distribution. "Discussed grades and/or assignments with a teacher" (Mean = 2.79, s.d. 0.88), "Used email to communicate with a teacher" (Mean = 2.57, s.d. 0.99), and "Worked with other students on projects/assignments outside of class" (Mean = 2.47, s.d. 1.00) happened less frequently. Data are presented graphically in Figure CQC7.

Figure CQC7: Frequency of Student Behaviors



Student Experience

This section of the Centennial-specific Questions asked respondents to indicate their level of agreement on a four-point scale (1=Strongly Disagree to 4=Strongly Agree) with twenty-eight statements related to their experience at Centennial High School. Table CQC8 presents the results. Seniors generally agreed with all statements presented (mean scores for all items are over two on a four point scale). Four items had very high agreement levels. "There is at least one adult in my school who cares about me and knows me well" had a mean score of 3.24 (s.d. 0.71). "I think it is important to make good grades" had a mean score of 3.18 (s.d. 0.73). "I have the skills and abilities to complete my work" had a mean score of 3.13 (s.d. 0.63). "I place a high value on learning" had a mean score of 3.09 (s.d. 0.68). Three items appear to have similar distributions and had the lowest level of agreement. "I think school rules are

Table CQC8: Student Experience Statements

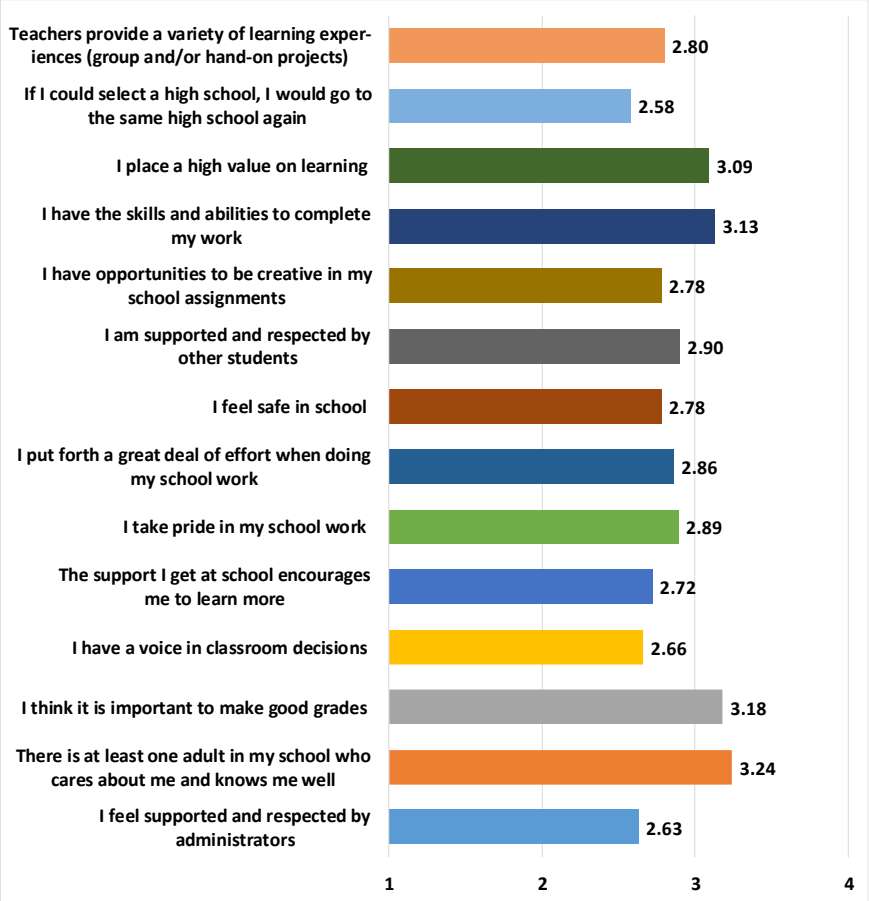
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Mean s.d.
Teachers provide a variety of learning experiences (group and/or hand-on projects)	11 4.8%	47 20.4%	148 64.3%	24 10.4%	230 100.0%	2.80 0.68
If I could select a high school, I would go to the same high school again	43 18.6%	37 16.0%	124 53.7%	27 11.7%	231 100.0%	2.58 0.92
I place a high value on learning	5 2.2%	29 12.6%	138 59.7%	59 25.5%	231 100.0%	3.09 0.68
I have the skills and abilities to complete my work	6 2.6%	15 6.5%	153 66.5%	56 24.3%	230 100.0%	3.13 0.63
I have opportunities to be creative in my school assignments	13 5.7%	49 21.3%	143 62.2%	25 10.9%	230 100.0%	2.78 0.71
I am supported and respected by other students	10 4.4%	32 14.0%	157 68.9%	29 12.7%	228 100.0%	2.90 0.66
I feel safe in school	20 8.7%	41 17.8%	138 60.0%	31 13.5%	230 100.0%	2.78 0.79
I put forth a great deal of effort when doing my school work	12 5.2%	44 19.2%	137 59.8%	36 15.7%	229 100.0%	2.86 0.74
I take pride in my school work	14 6.1%	35 15.2%	144 62.3%	38 16.5%	231 100.0%	2.89 0.74
The support I get at school encourages me to learn more	17 7.4%	55 24.0%	131 57.2%	26 11.4%	229 100.0%	2.72 0.76
I have a voice in classroom decisions	24 10.4%	50 21.6%	137 59.3%	20 8.7%	231 100.0%	2.66 0.78
I think it is important to make good grades	10 4.3%	13 5.7%	132 57.4%	75 32.6%	230 100.0%	3.18 0.73
There is at least one adult in my school who cares about me and knows me well	6 2.6%	18 7.8%	120 52.2%	86 37.4%	230 100.0%	3.24 0.71
I feel supported and respected by administrators	39 17.0%	33 14.4%	131 57.2%	26 11.4%	229 100.0%	2.63 0.90

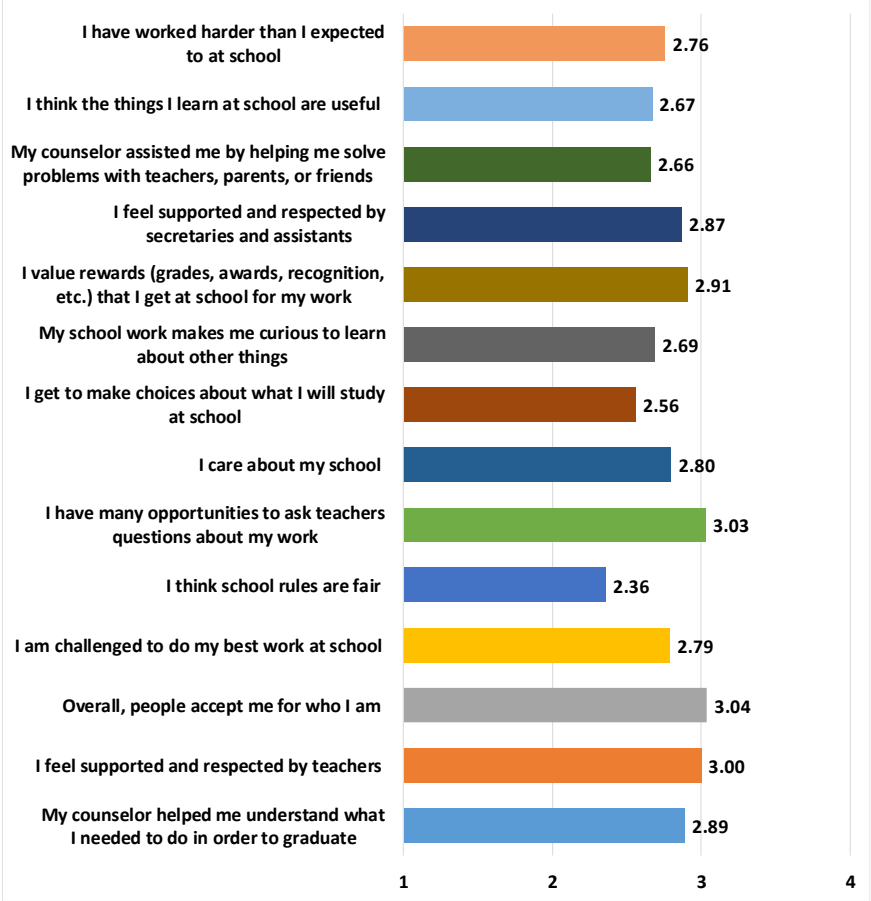
Table CQC8(Continued): Student Experience Statements

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Mean s.d.
I have worked harder than I expected to at school	19 8.3%	61 26.6%	104 45.4%	45 19.7%	229 100.0%	2.76 0.86
I think the things I learn at school are useful	22 9.6%	54 23.7%	129 56.6%	23 10.1%	228 100.0%	2.67 0.79
My counselor assisted me by helping me solve problems with teachers, parents, or friends	31 13.4%	48 20.8%	121 52.4%	31 13.4%	231 100.0%	2.66 0.88
I feel supported and respected by secretaries and assistants	15 6.5%	37 16.1%	140 60.9%	38 16.5%	230 100.0%	2.87 0.76
I value rewards (grades, awards, recognition, etc.) that I get at school for my work	17 7.4%	35 15.3%	129 56.3%	48 21.0%	229 100.0%	2.91 0.81
My school work makes me curious to learn about other things	20 8.7%	53 22.9%	137 59.3%	21 9.1%	231 100.0%	2.69 0.76
I get to make choices about what I will study at school	33 14.5%	56 24.6%	117 51.3%	22 9.6%	228 100.0%	2.56 0.86
I care about my school	19 8.3%	37 16.1%	144 62.6%	30 13.0%	230 100.0%	2.80 0.77
I have many opportunities to ask teachers questions about my work	7 3.1%	25 10.9%	151 65.9%	46 20.1%	229 100.0%	3.03 0.66
I think school rules are fair	43 18.9%	71 31.1%	103 45.2%	11 4.8%	228 100.0%	2.36 0.84
I am challenged to do my best work at school	13 5.6%	51 22.1%	138 59.7%	29 12.6%	231 100.0%	2.79 0.73
Overall, people accept me for who I am	9 4.0%	20 8.8%	151 66.5%	47 20.7%	227 100.0%	3.04 0.67
I feel supported and respected by teachers	9 3.9%	22 9.6%	158 69.0%	40 17.5%	229 100.0%	3.00 0.66
My counselor helped me understand what I needed to do in order to graduate	23 10.0%	24 10.5%	138 60.3%	44 19.2%	229 100.0%	2.89 0.83

fair" had a mean score of 2.36 (s.d. 0.84). "I get to make choices about what I will study at school" had a mean score of 2.56 (s.d. 0.86). "If I could select a high school, I would go to the same high school again" had a mean score of 2.58 (s.d. 0.92). Data are presented graphically in FigureCQC8.

Figure CQC8: Mean Scores for Student Experience Statements





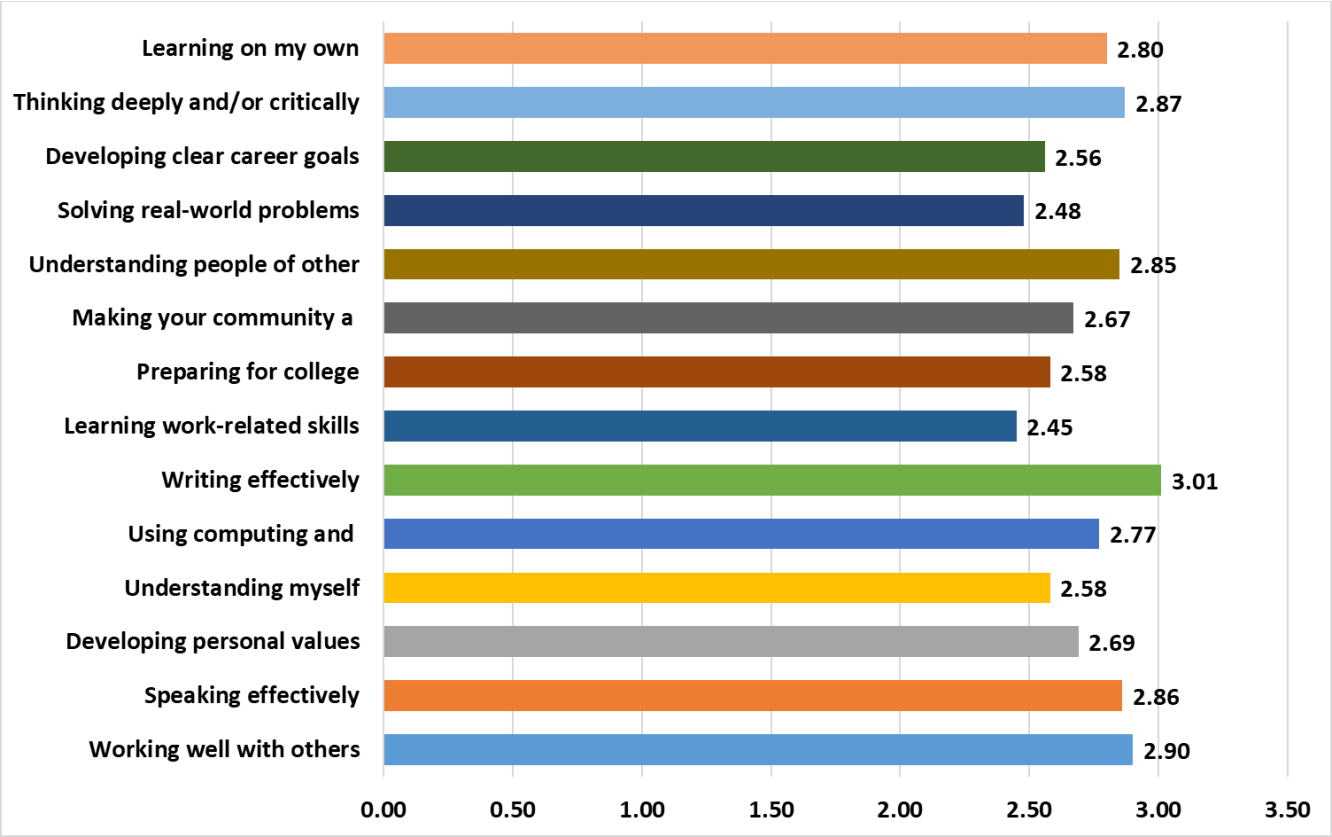
Student Growth

Seniors were asked how Centennial High School contributed to their growth in fourteen areas. Seniors were asked to indicate the contribution of Centennial High School on a four-point scale (1=Not at all to 4=A Lot). Results are presented in Table CQC9. Centennial contributed most to seniors "Writing effectively" (Mean = 3.01, s.d. 0.79), "Working well with others" (Mean = 2.90, s.d. 0.80), "Speaking effectively" (Mean = 2.86, s.d. 0.82), and "Understanding people of other racial/ethnic backgrounds" (Mean 2.85, s.d. 0.89). Centennial had little contribution in two areas identified. "Learning work-related skills" had a mean score of 2.45 (s.d. 0.86). "Solving real-world problems" had a mean score of 2.48 (s.d. 0.81). Mean scores for all areas are plotted in Figure CQC9.

Table CQC9: Centennial High School Contribution to Senior Growth

CHS Contribution to Growth In the Following Areas	Not at All	A Little	Quite A Bit	A Lot	Total	Mean s.d.
Learning on my own	23	55	96	56	230	2.80
	10.0%	23.9%	41.7%	24.3%	100.0%	0.92
Thinking deeply and/or critically	11	59	109	51	230	2.87
	4.8%	25.7%	47.4%	22.2%	100.0%	0.81
Developing clear career goals	36	66	89	38	229	2.56
	15.7%	28.8%	38.9%	16.6%	100.0%	0.95
Solving real-world problems	25	91	91	22	229	2.48
	10.9%	39.7%	39.7%	9.6%	100.0%	0.81
Understanding people of other racial/ethnic backgrounds	18	55	99	57	229	2.85
	7.9%	24.0%	43.2%	24.9%	100.0%	0.89
Making your community a better place	25	61	110	34	230	2.67
	10.9%	26.5%	47.8%	14.8%	100.0%	0.86
Preparing for college	29	74	90	36	229	2.58
	12.7%	32.3%	39.3%	15.7%	100.0%	0.90
Learning work-related skills	33	85	88	24	230	2.45
	14.3%	37.0%	38.3%	10.4%	100.0%	0.86
Writing effectively	10	40	115	63	228	3.01
	4.4%	17.5%	50.4%	27.6%	100.0%	0.79
Using computing and information technology	24	53	103	49	229	2.77
	10.5%	23.1%	45.0%	21.4%	100.0%	0.90
Understanding myself	38	54	101	35	228	2.58
	16.7%	23.7%	44.3%	15.4%	100.0%	0.94
Developing personal values	34	46	108	42	230	2.69
	14.8%	20.0%	47.0%	18.3%	100.0%	0.94
Speaking effectively	14	54	112	49	229	2.86
	6.1%	23.6%	48.9%	21.4%	100.0%	0.82
Working well with others	14	43	125	49	231	2.90
	6.1%	18.6%	54.1%	21.2%	100.0%	0.80

Figure CQC9: Mean Scores of CHS Contribution to Life Skills



Open Comments

The Centennial-specific Section of the survey asked seniors three open-ended questions:

1. In general, what positive things do your teachers do that you'd like to see more of?
2. In general, how could teachers change their instruction to make classes better?
3. Please share any comments about specific things that made your CHS experience great or not so great.

Actual comments for each of the three questions are available in Appendix D. Word clouds were created for each of the three questions to give some indication of common threads within each. Word clouds simply identify unique words in a series of text and count the frequency they occur. The more often a word is stated the larger it is in the cloud. The word clouds for each question are available in Figures CQC10a, CQC10b, and CQC10c respectively.

Figure CQC10a: Word Clouds for Centennial Open-ended Questions

In general, what positive things do your teachers do that you'd like to see more of?

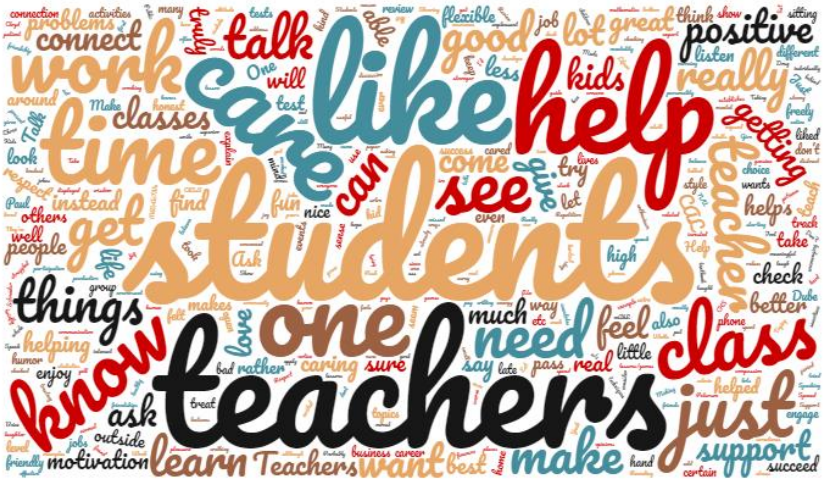


Figure CQC10b: Word Clouds for Centennial Open-ended Questions

In general, how could teachers change their instruction to make classes better?

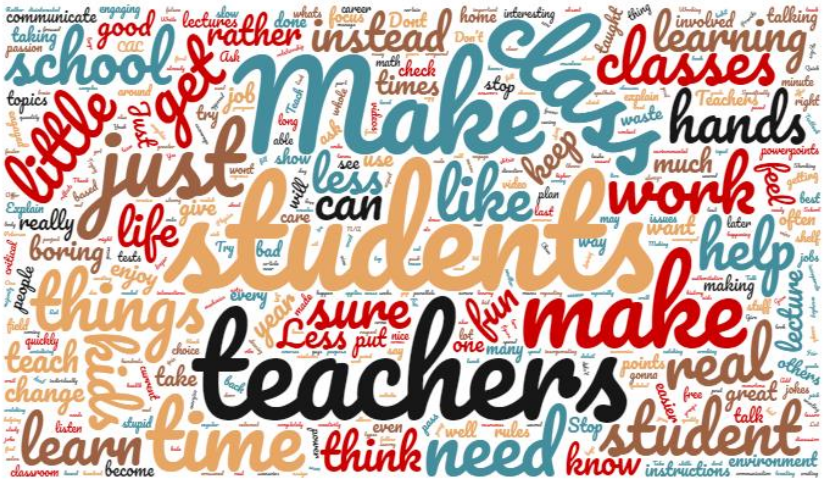
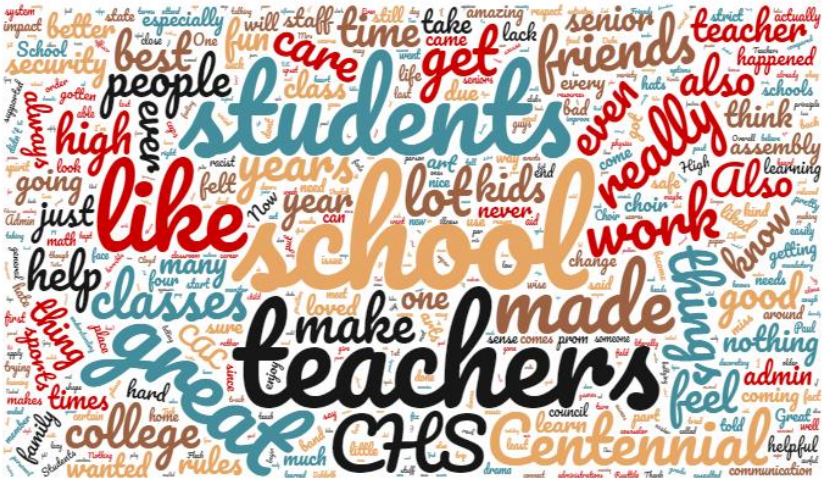


Figure CQC10c: Word Clouds for Centennial Open-ended Questions

Please share any comments about specific things that made your CHS experience great or not so great.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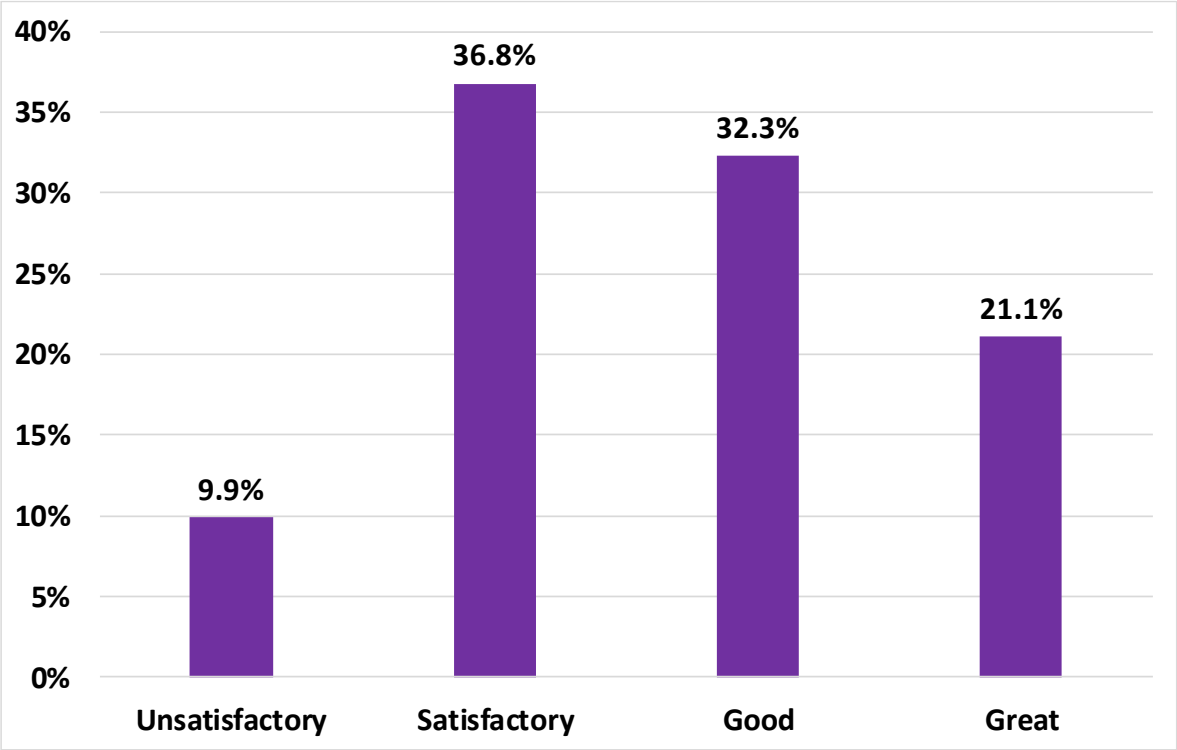
Jostens

The final question in the Centennial-specific Section asked to rate seniors' satisfaction with Jostens. Seniors were asked to rate their experience with the vendor on a four-point scale (1=Unsatisfactory to 4=Great). Data are presented in Table CQC10. The majority of respondents indicated Herff-Jones did a "Satisfactory" (36.8%) or "Good" Job (32.3%). An additional 21.1% indicated the vendor did a "Great" Job. Under ten percent (9.9%) indicated Jostens was "Unsatisfactory" Data are presented graphically in Figure CQC11.

Table CQC10: Satisfaction with Jostens

Jostens Rating	Responses	Percent
Unsatisfactory	22	9.9%
Satisfactory	82	36.8%
Good	72	32.3%
Great	47	21.1%
Total	223	100.0%

Figure CQC11: Seniors' Satisfaction with Jostens



Results – Gresham High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. The participating Gresham Barlow School District High Schools (Gresham and Springwater Trail High Schools) worked with MHCC to develop a series of questions that they wanted addressed; these school-specific questions were incorporated into the survey and were presented to their respective seniors prior to the MHCC questions.

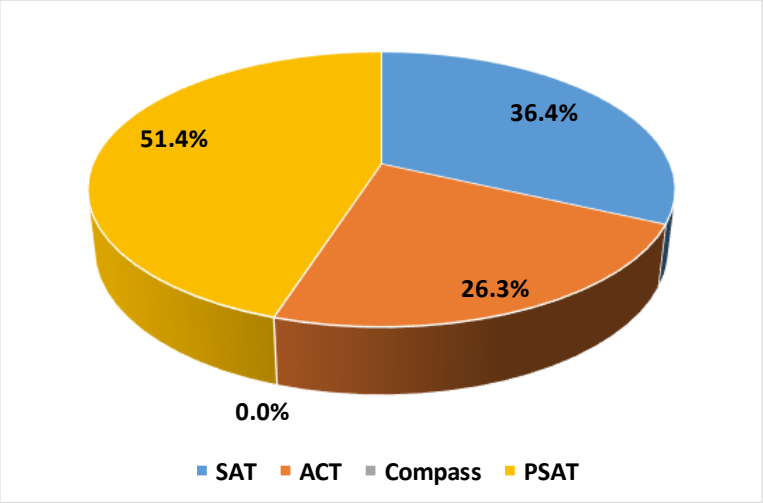
College Tests

Gresham High School Seniors were asked if they had taken any of the college placement tests. A list of tests was presented and respondents were asked to check the tests they had taken. The data are presented in Table CQG1. The percentages in the table are based on the number of Gresham Seniors that responded to the survey – not the number that responded to the question. The PSAT was taken by more seniors (51.4%) than any other test. The SAT was taken by over thirty-five percent (36.4%) and the ACT was taken by over a quarter of Gresham Seniors (26.3%) No Gresham Seniors indicated they had taken the Compass Test. Figure CQG1 presents the data graphically.

Table CQG1: Placement Tests Taken by Gresham Seniors

College Tests	Gresham	
	Took Test	Percent
SAT	90	36.4%
ACT	65	26.3%
Compass	0	0.0%
PSAT	127	51.4%
Total Respondents	247	100.0%

Figure CQG1: Pie Chart of Gresham Seniors Taking Placement Tests



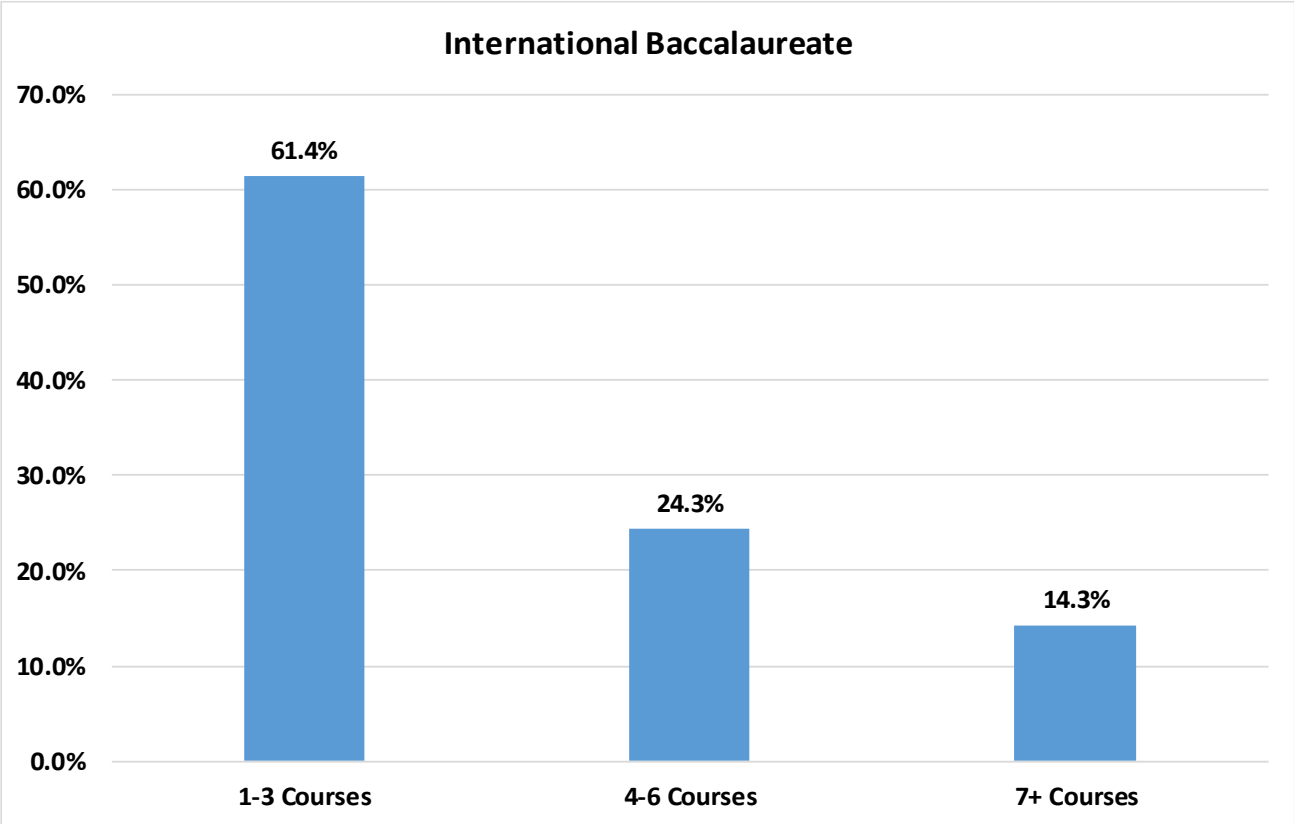
International Baccalaureate Courses

Gresham Seniors were asked how many International Baccalaureate (IB) Courses they had taken in their high school career. Results are presented in Table CQG2. Of the seniors that responded to the question, 82.2% indicated they had taken at least one IB course. The majority of the Gresham Seniors (61.4%) indicated they had taken between one and three IB courses. Almost a quarter (24.3%) indicated they had taken between four and six IB courses. Almost fifteen percent (14.3%) indicated they had taken seven or more IB courses. The data are presented graphically in Figure CQG2.

Table CQG2: Number of International Baccalaureate Courses Taken

Coursework	1-3 Courses	4-6 Courses	7+ Courses	Total	Did Not Take
International Baccalaureate	116	46	27	189	41
(Gresham)	61.4%	24.3%	14.3%	100.0%	

Figure CQG2: Number of International Baccalaureate Courses Taken



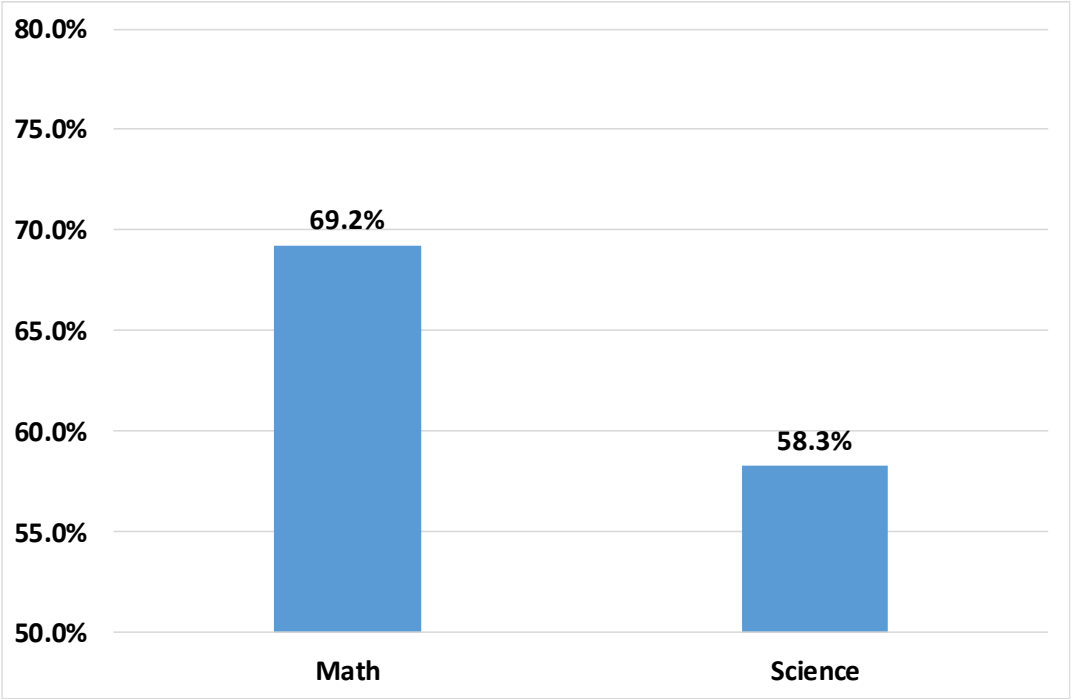
Fourth Year Coursework in Subjects

Gresham Seniors were asked if they had taken fourth year coursework in the subject areas of Math or Science. Results are presented in Table CQG3. Percentages reported are based on the number of respondents to the survey, not the number that responded to the question. Almost seventy percent (69.2%) of Gresham Seniors indicated they had taken a fourth year of Math. Almost sixty percent (58.3%) indicated they had taken a fourth year science class. The proportions are presented graphically in Figure CQG3.

Table CQG3: Fourth Year Coursework by Subject

4th Year Coursework	Gresham Respondents	Gresham Percent
Math	171	69.2%
Science	144	58.3%
Total Respondents	247	100.0%

Figure CQG3: Proportions of Gresham Seniors That Took Fourth Year Coursework by Math and Science



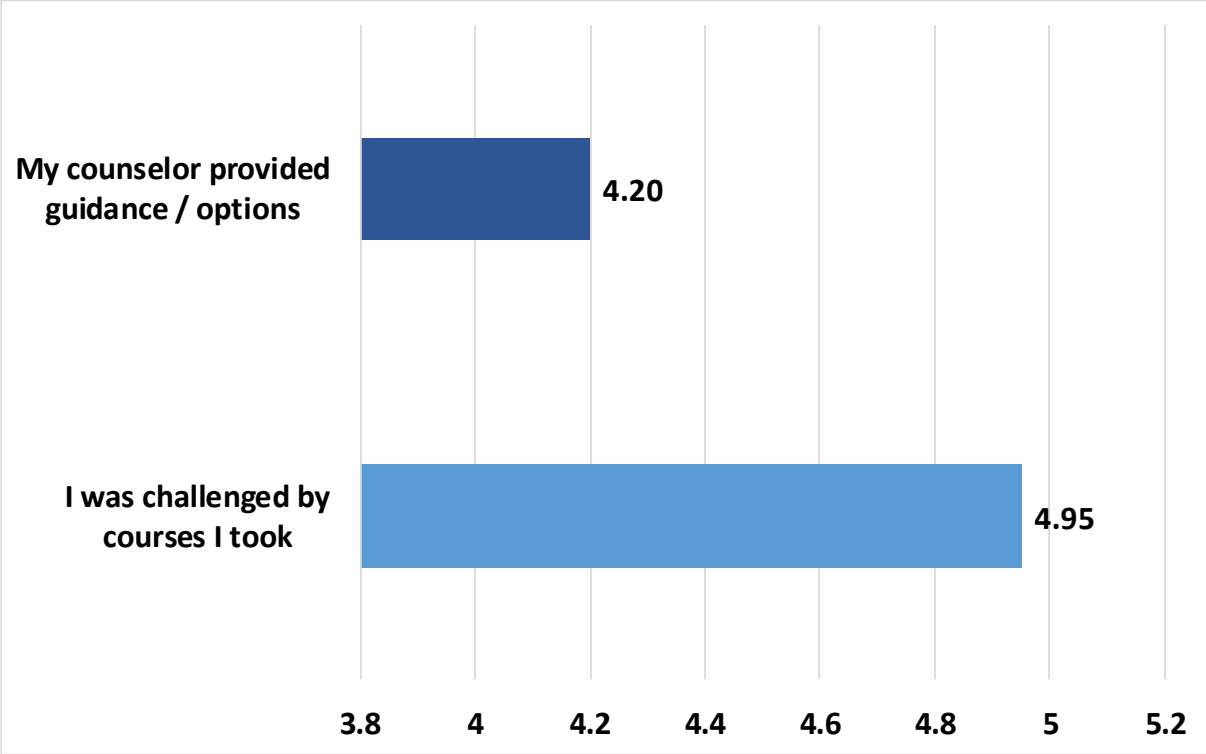
Student Experience

Table CQG4: Student Experience Statement Agreement

Stetements	Strongly Disagree	Disagree	Somewhat Disagree	Neither / Nor	Somewhat Agree	Agree	Strongly Agree	Total	Mean s.d.
I was challenged by	3	14	20	31	61	86	14	229	4.95
courses I took	1.3%	6.1%	8.7%	13.5%	26.6%	37.6%	6.1%	100.0%	1.37
My counselor provided	26	26	26	34	53	41	22	228	4.20
guidance / options	11.4%	11.4%	11.4%	14.9%	23.2%	18.0%	9.6%	100.0%	1.84

Gresham Seniors were provided two statements regarding their experience at the high school and asked to indicate their level of agreement on a seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree). Results are presented in Table CQG4. For the statement "I was challenged by the courses I took," Gresham Seniors agreed. Almost three quarters (70.3%) "Somewhat Agreed" to "Strongly Agreed" with the statement. The average (mean) score for this statement was 4.95 (s.d. 1.37). For the statement "My counselor provided guidance / options," agreement was lower but still strong; 50.9% of Gresham Seniors "Somewhat Agreed to "Strongly Agreed" with the statement. The average (mean) score was 4.20 (s.d. 1.84). A plot of the mean scores for both statements is provided in Figure CQG4.

Figure CQG4: Average Scores for Agreement with Student Experience Statements



Activity Participation

Table CQG5: Activity Participation Rates

Activity Paticipation	1 Year	2 Years	3 Years	4+ Years	Total Participants	Did Not Participate
Athletics	28	25	15	59	127	87
	22.0%	19.7%	11.8%	46.5%	100.0%	
Activities	12	9	8	10	39	175
(e.g. Cheer, Dance)	30.8%	23.1%	20.5%	25.6%	100.0%	
Performing Arts	28	19	16	43	106	113
(e.g. Band, Choir)	26.4%	17.9%	15.1%	40.6%	100.0%	
National Honors	20	24	8	5	57	163
Society / Key Club	35.1%	42.1%	14.0%	8.8%	100.0%	
Social Clubs	26	21	5	12	64	152
(e.g. Robotics, MeCha)	40.6%	32.8%	7.8%	18.8%	100.0%	

Gresham Seniors were provided a list of five school-sponsored activities and asked how often they participated in each (1, 2, 3, 4 or more years). Results of participation are presented in Table CQG5. Athletics had the highest participation rates with 127 seniors indicating they had participated at least one year – 59.3% of those that responded to the question. Performing Arts had the second highest participation rate with 106 seniors indicating they had participated at least one year – 48.4% of those that responded to the question. Activities and National Honors Society / Key Club had much lower participation rates; thirty-nine Gresham Seniors indicated they had participated in Activities and fifty-seven indicated participation in National Honors Society / Key Club. Sixty-four Gresham Seniors indicated participation in Social Clubs. The distribution by years of participation are presented in Figure CQG5. For all activities identified. Participation declines over the first three years. If a senior participates for three years they are more likely to participate that final year. The only exception to this is National Honors Society / Key Club. Participation in this activity declines over the final three years.

Figure CQG5: Plot of Participation Rates by Years of Participation and Activity

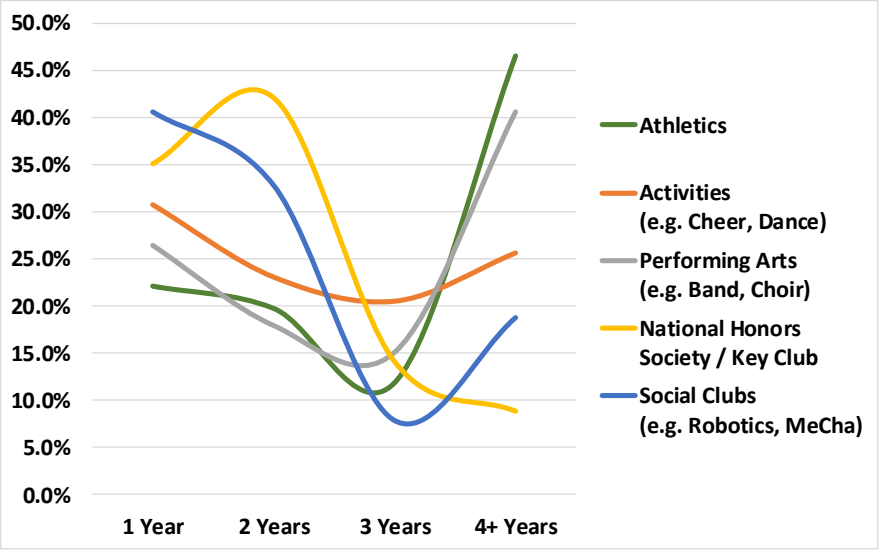
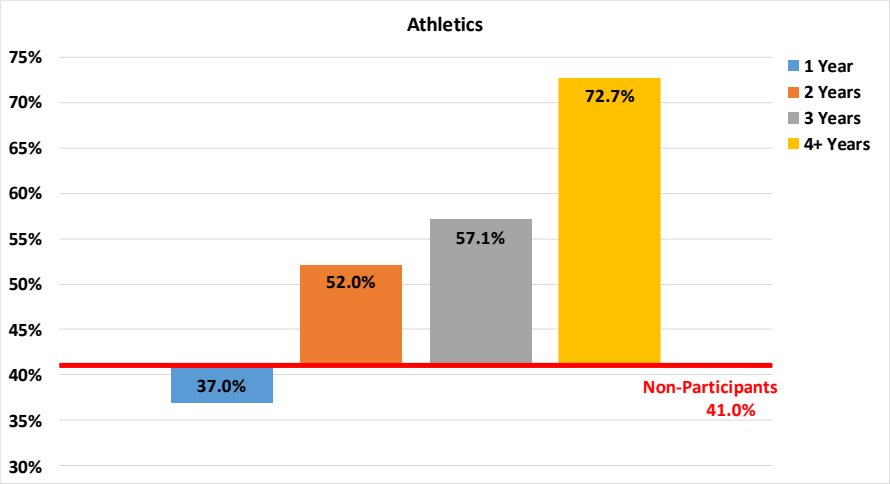


Table CQG6: Years of Activity Participation by Activity and Grade Point Average 3.00 or Greater

GPA 3.0 or Higher	Non Part	1 Year	2 Years	3 Years	4+ Years
Athletics	41.0%	37.0%	52.0%	57.1%	72.7%
Activities	46.4%	50.0%	77.8%	83.3%	77.8%
Performing Arts	41.9%	38.5%	63.2%	60.0%	72.1%
Honors Society	37.8%	89.5%	90.9%	85.7%	100.0%
Social Clubs	54.9%	47.6%	66.7%	62.5%	77.8%

Data available in the survey provided the opportunity to explore these participation rates in greater detail. Students were asked in the survey to report their GPA (in Categories from 0.00-0.99 to 4.00 or more). Students that reported a GPA of 3.00 or greater were compared with years of activity participation. Table CQG6 shows the proportion of students that earned a 3.00 or better by their participation in the identified activities. That is, for Athletics, 41.0% of seniors that never participated reported a GPA of 3.00 or better. For seniors that participated in athletics their entire high school career (4 or more years), 72.7% earned a GPA of 3.00 or better. The data are reported for each activity graphically in Figure CQG6. For each activity, the proportion of non-participants that earned a 3.00 or better is indicated by the red line. Each bar represents the proportion of activity participants that earned a 3.00 or better. Bars that fall below the non-participant line indicate that the proportion was lower than for non-participants; above the line indicates that proportions were higher. For Athletics, the proportion of Gresham Seniors that

Figure CQG6: Proportion of Seniors Earning 3.00 or Better by Years of Activity Participation



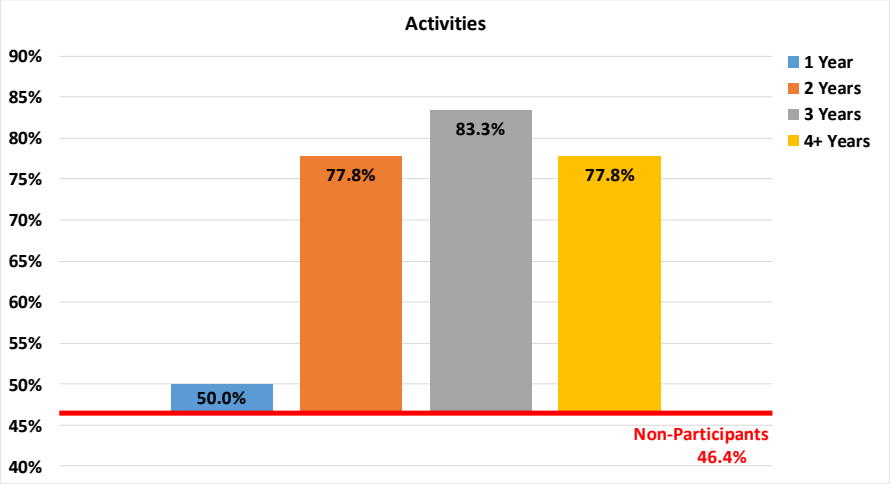
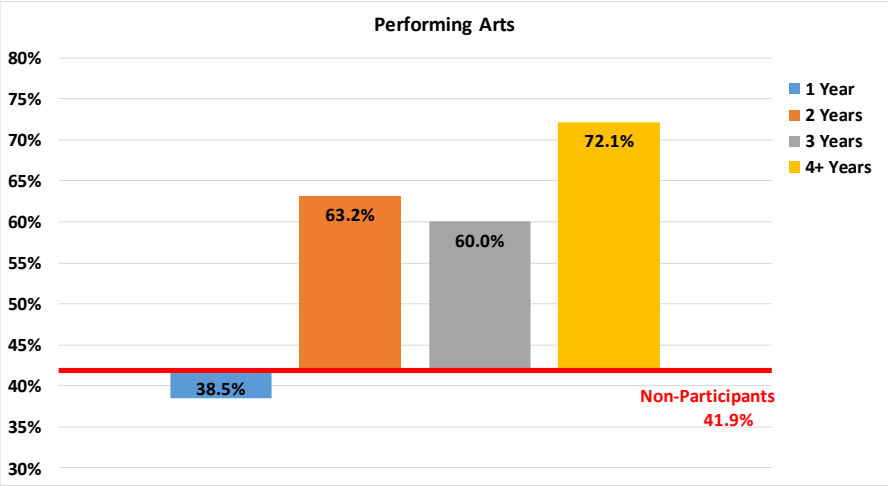
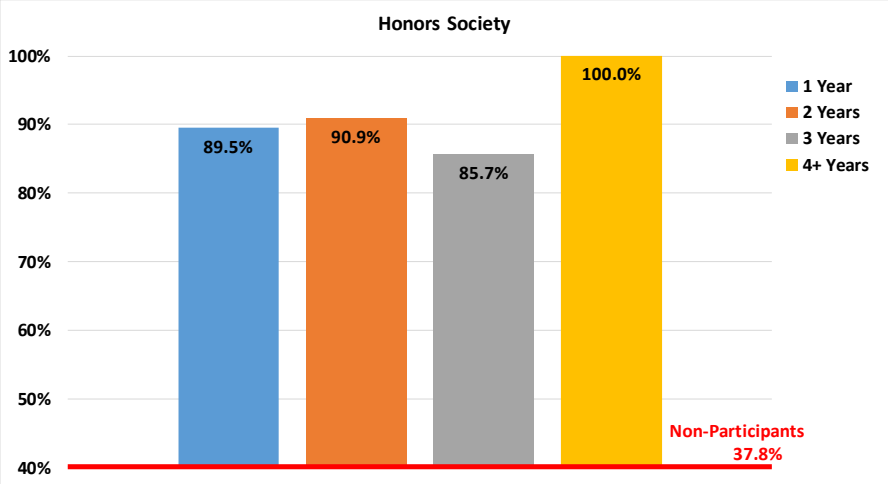
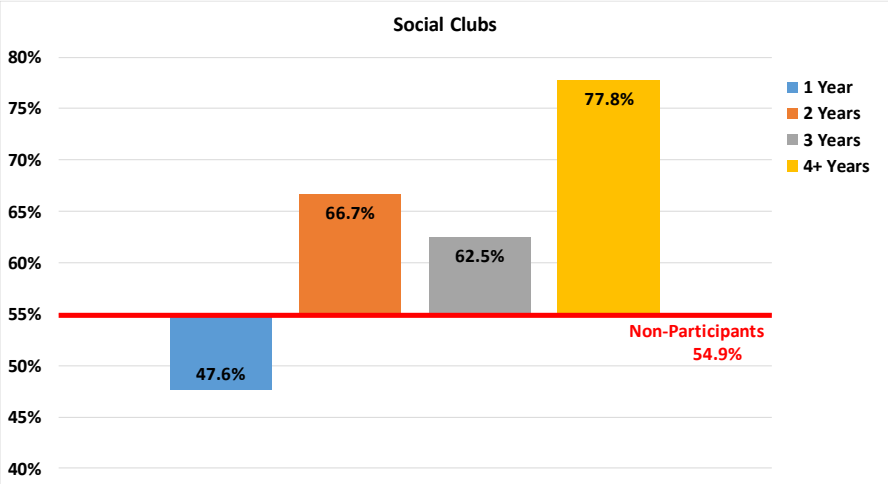


Figure CQG6: Proportion of Seniors Earning 3.00 or Better by Years of Activity Participation (Continued)







participated for two or three years and earned a GPA of 3.00 or better (52.0% and 57.1% respectively) was higher than Non-participants (59.8%). Seniors that participated for four years and earned a GPA of 3.0 or better was much higher than for non-participants (67.7% for athletics compared to 41.0% for non-participants). The proportions were about equal for one year of participation compared to non-participants. For Activities, the proportions for participants at two, three, and four years were substantially higher than for non-participants (77.8%, 83.3%, and 77.8% respectively compared to 46.4% of non-participants). For Activities participants involved for one year, the proportions earning a GPA of 3.0 or greater are slightly higher than the proportions for non-participants. For seniors that participated in Performing Arts, the proportions earning at 3.00 or better were higher than non-participants for two, three, or four or more years. Seniors participating in Performing Arts for four years had the highest proportion earning a 3.00 or better GPA (72.1%)

compared to non-participants (41.9%). Not surprisingly, the proportion of seniors that participated in the Honors Society and had GPA's of 3.00 or better was much higher than non-participants regardless of the number of years participating. For Social Clubs, the proportions were higher for participants of two or more years. Participants that were only involved for one year had substantially lower proportions than non-participants.

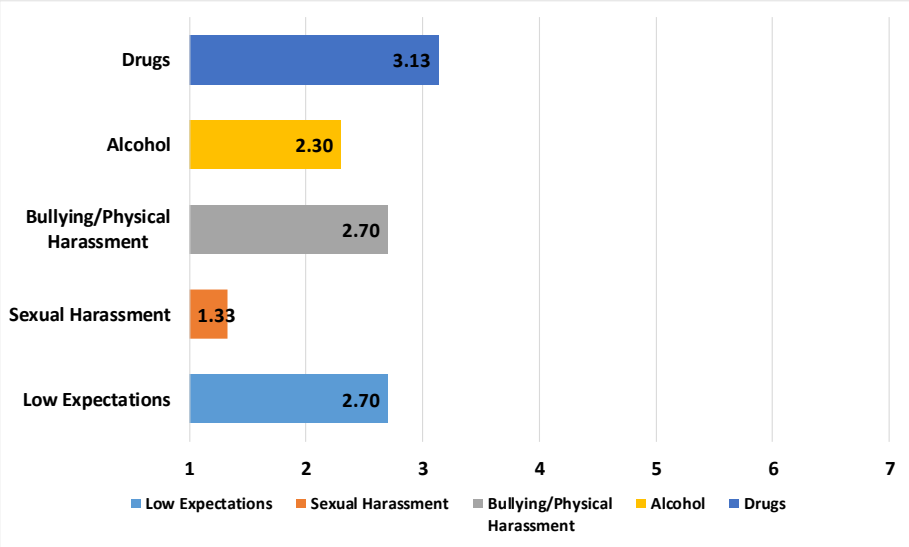
Issues on Campus

Table CQG7: Issues on Campus

Issues	Not an Issue	Minor Issue	Somewhat Minor Issue	Neither/Nor	Somewhat Major Issue	Major Issue	Extreme Issue	Total	Mean s.d.
Drugs	58	18	24	41	56	17	12	226	3.52
	25.7%	8.0%	10.6%	18.1%	24.8%	7.5%	5.3%	100.0%	1.88
Alcohol	70	29	22	45	39	11	9	225	3.10
	31.1%	12.9%	9.8%	20.0%	17.3%	4.9%	4.0%	100.0%	1.83
Bullying/Physical Harassment	67	26	24	43	37	19	10	226	2.24
	29.6%	11.5%	10.6%	19.0%	16.4%	8.4%	4.4%	100.0%	1.89
Sexual Harassment	87	24	19	51	20	10	15	226	2.92
	38.5%	10.6%	8.4%	22.6%	8.8%	4.4%	6.6%	100.0%	1.92
Low Expectations	62	27	16	33	38	29	20	225	3.56
	27.6%	12.0%	7.1%	14.7%	16.9%	12.9%	8.9%	100.0%	2.08

Gresham Seniors were presented with a list of five issues and asked how much of an issue each was on a seven-point scale (1=Not an Issue to 7=Extreme Issue). Results are presented in Table CQG7. An examination of the mean scores for each of the issues identified indicates that none were particularly big issues for Gresham High School; all the issues had mean scores well below 4.00 on a seven-point scale. The biggest issue identified by Gresham Seniors was "Low Expectations" (Mean = 3.56, s.d. 2.08). The second and third biggest issues were "Drugs" (Mean = 3.52, s.d. 1.88) and "Alcohol" (Mean = 3.10, s.d. 1.83). "Sexual Harassment" was identified at a slightly lower rate (Mean = 2.92, s.d. 1.92). "Bullying / Physical Harassment" was identified as a much lower issue (Mean = 2.24, s.d. 1.89). Mean scores for each of the issues are plotted and presented in Figure CQG7. Although mean scores were relatively low for all issues identified, there were still large proportions that identified each as a "Somewhat Major" to Extreme" issue. Over a third of Gresham Seniors (37.6%) identified *Drugs* as a "Somewhat Major" to Extreme" issue. Both *Alcohol* and *Bullying/Physical Harassment* were identified by over a quarter of Gresham Seniors as being a "Somewhat Major to "Extreme" Issue (26.2% and 29.2% respectively). Although somewhat lower, a fifth of seniors (19.9%) identified *Sexual Harassment* as a "Somewhat Major" to "Extreme" Issue.

Figure CQG7: Mean Scores for Issues on the Gresham Campus



Results – Parkrose High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. Sandy administrators and counselors identified areas that they wanted addressed in the school specific area of the survey and worked with MHCC to develop question format. These school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

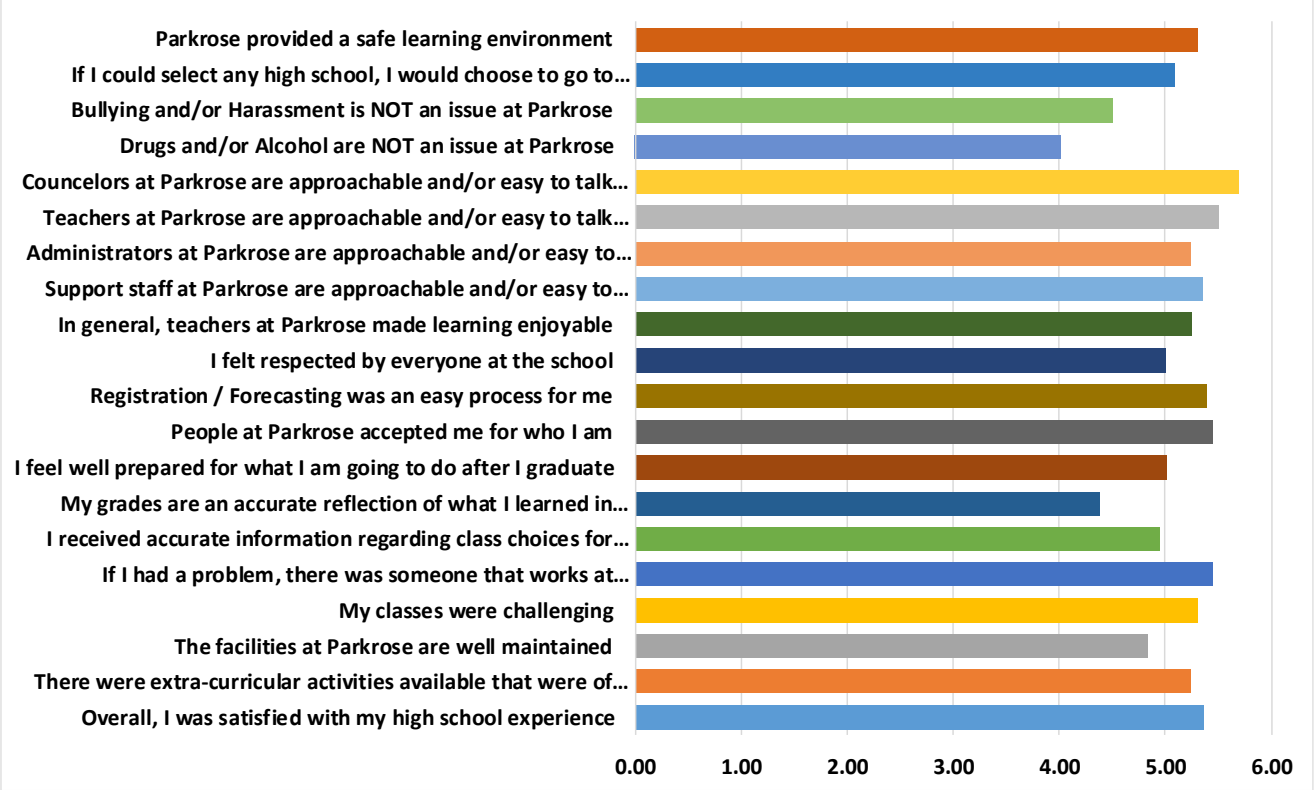
Parkrose Environment

Table CQP1: Parkrose Environment Agreement Statements

Statement	Strongly Disagree	Disagree	Somewhat Disagree	Niether / Nor	Somewhat Agree	Agree	Strongly Agree	Total	Mean s.d.
Parkrose provided a safe learning environment	5 2.5%	6 3.0%	9 4.5%	31 15.6%	32 16.1%	84 42.2%	32 16.1%	199 100.0%	5.31 1.41
If I could select any high school, I would choose to go to Parkrose	7 3.5%	12 6.0%	11 5.5%	39 19.6%	33 16.6%	52 26.1%	45 22.6%	199 100.0%	5.09 1.64
Bullying and/or Harassment is NOT an issue at Parkrose	13 6.5%	14 7.0%	18 9.0%	50 25.1%	37 18.6%	53 26.6%	14 7.0%	199 100.0%	4.50 1.61
Drugs and/or Alcohol are NOT an issue at Parkrose	25 12.6%	24 12.1%	23 11.6%	52 26.3%	18 9.1%	38 19.2%	18 9.1%	198 100.0%	4.01 1.85
Councelors at Parkrose are approachable and/or easy to talk	3 1.5%	3 1.5%	6 3.0%	24 12.2%	35 17.8%	58 29.4%	68 34.5%	197 100.0%	5.70 1.35
Teachers at Parkrose are approachable and/or easy to talk	1 0.5%	4 2.0%	10 5.1%	25 12.6%	39 19.7%	78 39.4%	41 20.7%	198 100.0%	5.50 1.25
Administrators at Parkrose are approachable and/or easy to talk	5 2.5%	9 4.5%	15 7.5%	25 12.6%	34 17.1%	72 36.2%	39 19.6%	199 100.0%	5.24 1.53
Support staff at Parkrose are approachable and/or easy to talk	1 0.5%	7 3.5%	10 5.1%	30 15.2%	40 20.2%	75 37.9%	35 17.7%	198 100.0%	5.35 1.31
In general, teachers at Parkrose made learning enjoyable	7 3.5%	4 2.0%	9 4.5%	22 11.1%	52 26.3%	79 39.9%	25 12.6%	198 100.0%	5.25 1.38
I felt respected by everyone at the school	8 4.0%	8 4.0%	9 4.5%	37 18.7%	46 23.2%	69 34.8%	21 10.6%	198 100.0%	5.00 1.47
Registration / Forecasting was an easy process for me	4 2.0%	3 1.5%	12 6.0%	24 12.1%	35 17.6%	92 46.2%	29 14.6%	199 100.0%	5.39 1.31
People at Parkrose accepted me for who I am	6 3.0%	4 2.0%	6 3.0%	28 14.1%	32 16.2%	80 40.4%	42 21.2%	198 100.0%	5.44 1.41
I feel well prepared for what I am going to do after I graduate	8 4.0%	9 4.5%	13 6.6%	33 16.7%	45 22.7%	58 29.3%	32 16.2%	198 100.0%	5.02 1.56
My grades are an accurate reflection of what I learned in	12 6.1%	25 12.6%	16 8.1%	43 21.7%	42 21.2%	44 22.2%	16 8.1%	198 100.0%	4.38 1.68
I received accurate information regarding class choices for what I	4 2.0%	8 4.0%	17 8.6%	40 20.2%	45 22.7%	64 32.3%	20 10.1%	198 100.0%	4.95 1.40
If I had a problem, there was someone that works at Parkrose I	3 1.5%	9 4.5%	8 4.0%	27 13.6%	32 16.1%	68 34.2%	52 26.1%	199 100.0%	5.45 1.46
My classes were challenging	1 0.5%	3 1.5%	5 2.5%	34 17.3%	63 32.0%	65 33.0%	26 13.2%	197 100.0%	5.30 1.12
The facilities at Parkrose are well maintained	5 2.5%	12 6.1%	17 8.6%	34 17.2%	50 25.3%	67 33.8%	13 6.6%	198 100.0%	4.84 1.43
There were extra-curricular activities available that were of	8 4.1%	11 5.6%	9 4.6%	22 11.2%	32 16.2%	79 40.1%	36 18.3%	197 100.0%	5.23 1.59
Overall, I was satisfied with my high school experience	4 2.0%	5 2.5%	10 5.0%	31 15.6%	33 16.6%	78 39.2%	38 19.1%	199 100.0%	5.36 1.39

Parkrose Seniors were provided a list of twenty statements and asked to indicate their level of agreement on a seven-point scale. Results are presented in Table CQP1. Three of the statements had high levels of agreement. "Counselors at Parkrose are approachable and/or easy to talk to" had a mean score of 5.70 (s.d. 1.35) and had the highest level of agreement of any of the statements presented. "Teachers are approachable and/or easy to talk to" had a mean score of 5.50 (s.d. 1.25). "If I had a problem, there was someone that works at Parkrose I could talk to" had a mean score of 5.45 (s.d. 1.46). And finally, "People at Parkrose accepted me for who I am" had a mean score of 5.44 (s.d. 1.41). Two statements had much lower agreement scores than the others. "Drugs and/or alcohol are NOT an issue at Parkrose" had a mean score of 4.01 (s.d. 1.85). And, "My grades are an accurate reflection of what I learned in school" had a mean of 4.38 (s.d. 1.68). Data are presented graphically in Figure CQP1.

Figure CQP1: Parkrose Environment Agreement Statement Mean Scores



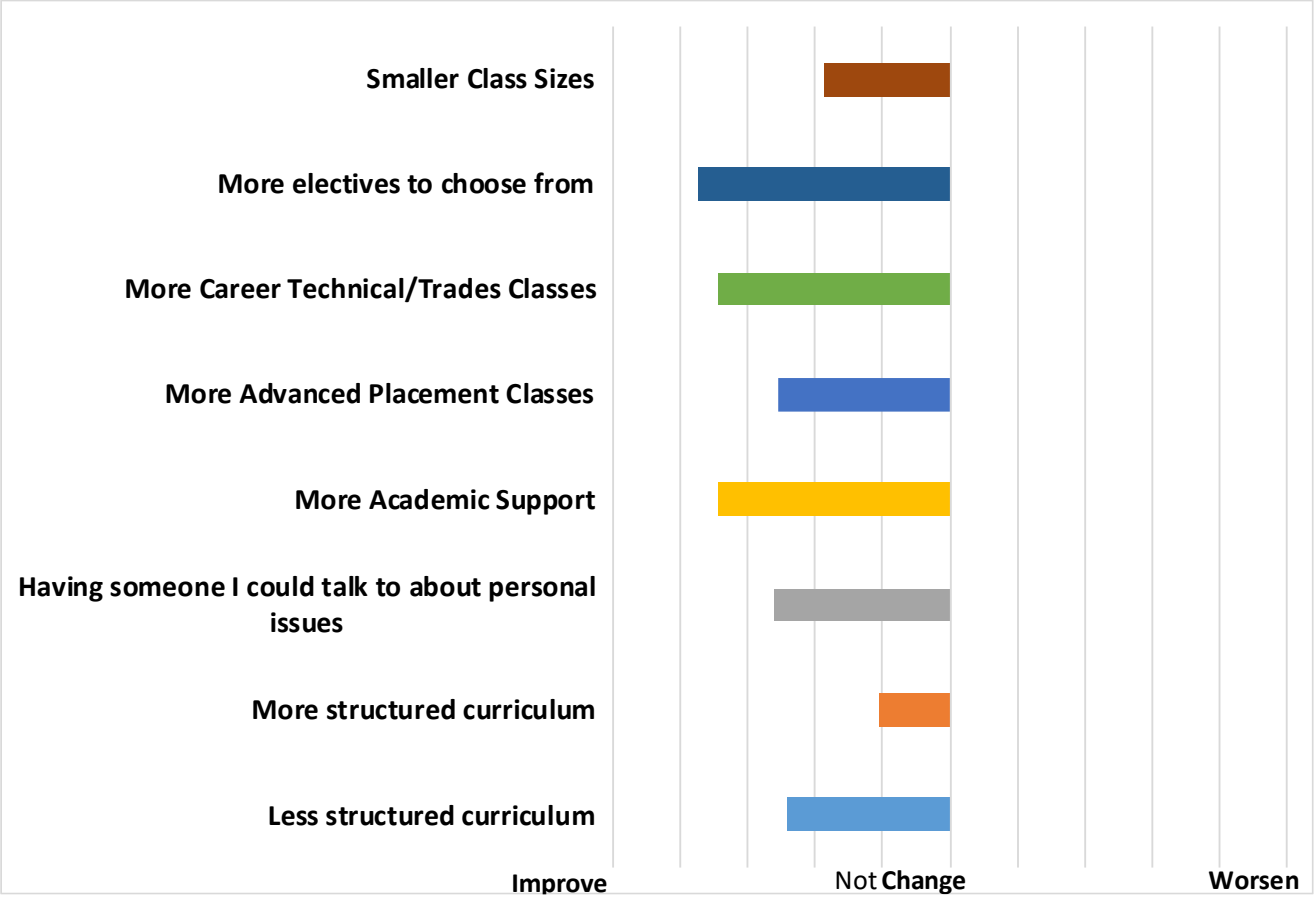
Elements to Improve the Parkrose Experience

Table CQP2: Parkrose Improvement Impacts and Mean Scores

Statement	Improve	Not Change	Worsen	Total	Mean s.d.
	76	98	9	183	1.63
Smaller Class Sizes	98.0%	53.6%	4.9%	100.0%	0.58
	143	36	5	184	1.25
More electives to choose from	77.7%	19.6%	2.7%	100.0%	0.49
More Career Technical/Trades	132	49	4	185	1.31
Classes	71.4%	26.5%	2.2%	100.0%	0.51
More Advanced Placement	102	75	8	185	1.49
Classes	55.1%	40.5%	4.3%	100.0%	0.58
	133	47	5	185	1.31
More Academic Support	71.9%	25.4%	2.7%	100.0%	0.52
Having someone I could talk to	102	76	6	184	1.48
about personal issues	55.4%	41.3%	3.3%	100.0%	0.56
	75	72	37	184	1.79
More structured curriculum	40.8%	39.1%	20.1%	100.0%	0.75
	105	63	17	185	1.52
Less structured curriculum	56.8%	34.1%	9.2%	100.0%	0.66

Parkrose Seniors were presented with eight elements and asked if each were implemented would it "Improve," "Not Change," or "Worsen" the high school experience. Results are presented in Table CQP2. All eight items had scores that indicated they would improve the Parkrose experience. Three of the eight items indicate they would substantially improve the experience. The lower the mean score the more seniors that indicated it would improve their experience. "More electives to choose from" had a mean score of 1.25 (s.d. 0.49). "More Career Technical/Trades Classes" had a mean score of 1.31 (s.d. 0.51). And, "More Academic Support" had a mean score of 1.31 (s.d. 0.52). Mean scores for the eight items are plotted in Figure CQP2.

Figure CQP2: Parkrose Improvement Impact Mean Scores



Senior All Night Party

Parkrose Seniors were asked their status with regard to the Senior All Night Party. Results are presented in Table CQP3. The majority (43.5%) of seniors indicated they did not plan to go. About an equal number of seniors indicated they were planning on buying a ticket soon (22.3%) or that they wanted to go but couldn't afford it (20.7%). Only 13.5% had indicated they had already bought a ticket.

Table CQP3: Senior All Night Party Status

Senior All Night Party	Count	Percent
Already bought my ticket	26	13.5%
I'm planning on buying my ticket soon	43	22.3%
I want to go but can't afford a ticket	40	20.7%
I don't plan to go	84	43.5%
Total	193	100.0%

Table CQP4: Share Contact Information for the Senior All Night Party Grants

Notify School of my interest	Count	Percent
Yes, Share information with the School	29	76.3%
No, Don't share information with the school	9	23.7%
Total	38	100.0%

Seniors that indicated they could not afford to go to the Senior All Night Party were informed of grants available at the high school to help defer the costs associated with going to the party. They were asked if they wanted to share their contact information with the high school to determine if they were eligible for grant monies. Table CQP4 presents the results.

Continuing Education

Parkrose Seniors were asked in the Custom Questions if they were continuing their education. This was asked so that Parkrose could follow-up about sending transcripts to a specific college and/or university. Table CQP5 Presents the results. These data are presented here to be comprehensive in the data collected. Where students wanted their transcripts sent is available in Appendix D. Note: where students provided direct contact information (e.g. phone number, email, mailing address) the data has been omitted.

Table CQP5: Seniors Continuing Their Education

Continuing Education	Count	Percent
Yes	175	91.1%
No	17	8.9%
Total	192	100.0%

Results – Reynolds High School Custom Questions

Reynolds High School did not include any custom questions in this round of the survey.

Results – Sandy High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. Sandy administrators and counselors identified areas that they wanted addressed in the school specific area of the survey and worked with MHCC to develop question format. These school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

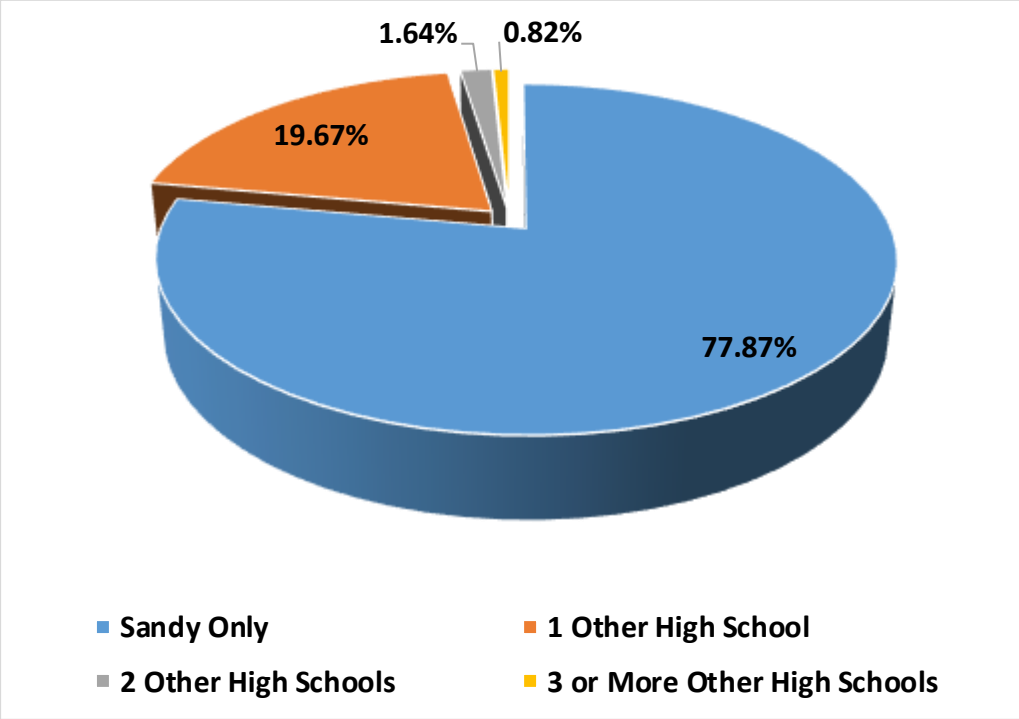
Number of High Schools

Sandy Seniors were asked how many high schools they had attended. Data are reported in Table CQS1. Over seventy-five percent of seniors (77.87%) indicated that Sandy was the only high school they had attended. Almost twenty percent (19.67%) indicated they had attended one other high school. Two and a half percent (2.46%) indicated they had attended two or more high schools. Data are presented graphically in Figure CQS1.

Table CQS1: Number of High Schools Attended

How many High Schools Attended	Responses	Percent
Sandy Only	190	77.87%
1 Other High School	48	19.67%
2 Other High Schools	4	1.64%
3 or More Other High Schools	2	0.82%
Total	244	100.00%

Figure CQS1: Pie Chart of Number of High Schools Attended



Sandy High School Events

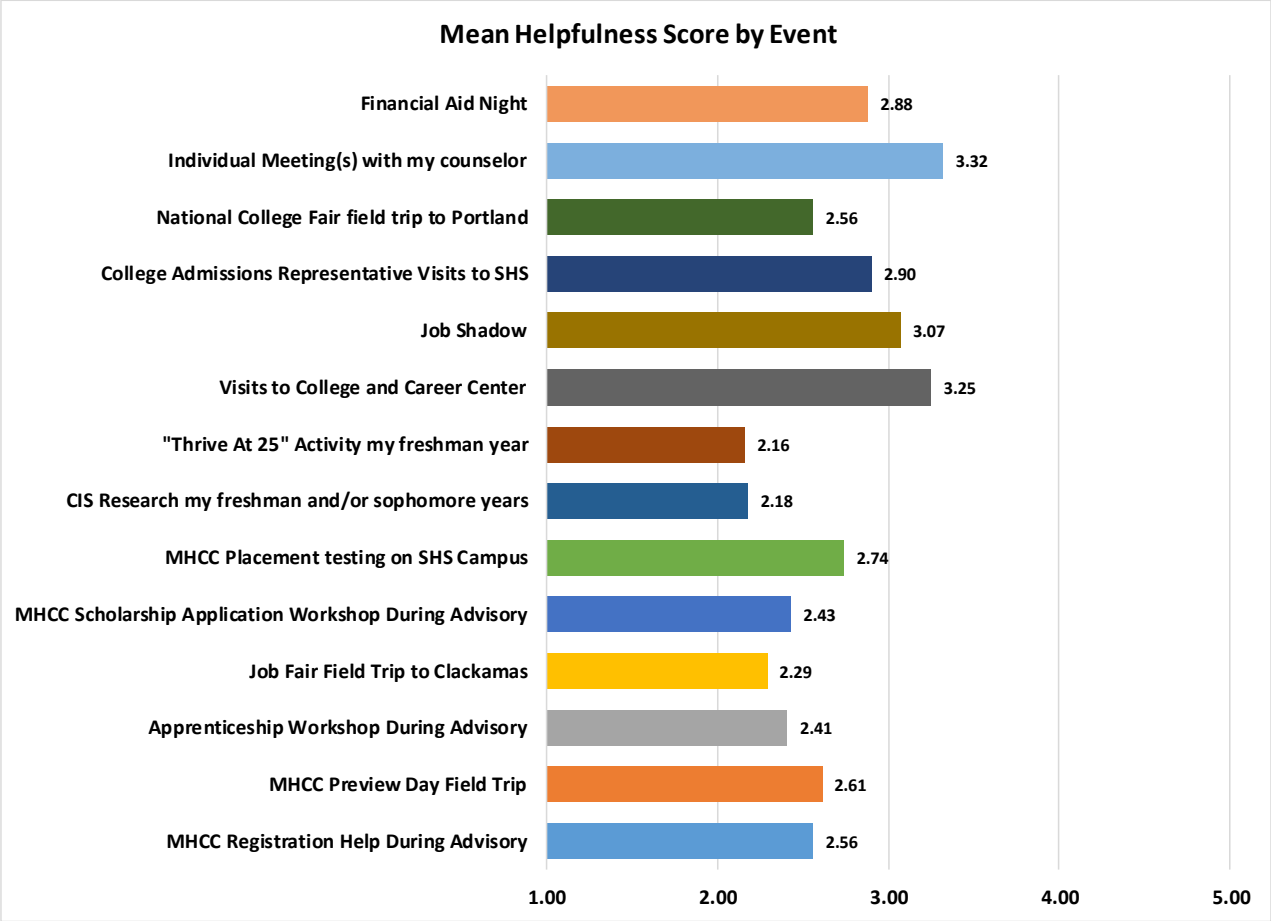
Table CQS2: Sandy High School Event Helpfulness

Item	Not at all Helpful	Slightly Helpful	Moderately Helpful	Very Helpful	Extremely Helpful	Total	Mean s.d.	Did Not Attend
Financial Aid Night	13	21	24	24	6	88	2.88	175
	14.77%	23.86%	27.27%	27.27%	6.82%	100.00%	1.17	66.54%
Individual Meeting(s) with my counselor	17	36	52	72	32	209	3.32	54
	8.13%	17.22%	24.88%	34.45%	15.31%	100.00%	1.17	20.53%
National College Fair field trip to Portland	21	14	23	11	6	75	2.56	188
	28.00%	18.67%	30.67%	14.67%	8.00%	100.00%	1.27	71.48%
College Admissions Representative Visits to SHS	20	17	29	29	9	104	2.90	159
	19.23%	16.35%	27.88%	27.88%	8.65%	100.00%	1.25	60.46%
Job Shadow	30	43	75	53	33	234	3.07	29
	12.82%	18.38%	32.05%	22.65%	14.10%	100.00%	1.22	11.03%
Visits to College and Career Center	13	34	45	48	27	167	3.25	96
	7.78%	20.36%	26.95%	28.74%	16.17%	100.00%	1.18	36.50%
"Thrive At 25" Activity my freshman year	81	38	40	19	11	189	2.16	74
	42.86%	20.11%	21.16%	10.05%	5.82%	100.00%	1.25	28.14%
CIS Research my freshman and/or sophomore years	64	62	40	20	6	192	2.18	71
	33.33%	32.29%	20.83%	10.42%	3.13%	100.00%	1.10	27.00%
MHCC Placement testing on SHS Campus	25	17	16	11	17	86	2.74	177
	29.07%	19.77%	18.60%	12.79%	19.77%	100.00%	1.50	67.30%
MHCC Scholarship Application Workshop During Advisory	33	20	26	13	8	100	2.43	163
	33.00%	20.00%	26.00%	13.00%	8.00%	100.00%	1.29	61.98%
Job Fair Field Trip to Clackamas	21	8	9	4	6	48	2.29	215
	43.75%	16.67%	18.75%	8.33%	12.50%	100.00%	1.43	81.75%
Apprenticeship Workshop During Advisory	27	20	21	13	5	86	2.41	177
	31.40%	23.26%	24.42%	15.12%	5.81%	100.00%	1.24	67.30%
MHCC Preview Day Field Trip	23	9	16	7	11	66	2.61	197
	34.85%	13.64%	24.24%	10.61%	16.67%	100.00%	1.48	74.90%
MHCC Registration Help During Advisory	32	25	22	19	11	109	2.56	154
	29.36%	22.94%	20.18%	17.43%	10.09%	100.00%	1.34	58.56%

Sandy Seniors were provided a list of fourteen events and asked to rate the helpfulness of each on a five-point scale (1=Not at all Helpful to 5=Extremely Helpful). Seniors that did not attend a given event were asked to indicate that. Results are presented in Table CQS2. *Individual Counselor Meetings* and *Visits to the College and Career Center* appear to be the most helpful of the events listed. Over seventy percent (74.64% and 71.86% respectively) of students rated these meetings as "Moderately Helpful" to "Extremely Helpful." Additionally, both events were well attended by Sandy Seniors; a total of 209 Sandy Seniors participated in *Individual Counselor Meetings* and *a total* 167 made *Visits to College and Career Center*. The *Job Shadow* event was the most well attended event in the list (234 Sandy Seniors participated) and was also very helpful; 68.80% of Sandy Seniors rated this event as "Moderately Helpful" to "Extremely Helpful." Two events had similar proportions of Sandy Seniors identifying them as helpful: (1) *College Admissions Representative Visits to SHS* and (2) *Financial Aid Night.* Both of these events had over sixty percent (64.42% and 61.36% respectively) of Sandy Seniors rate them as

"Moderately Helpful" to "Extremely Helpful." Attendance for these two events were moderate with 104 indicating participating in *College Admissions Representative Visits to SHS* and 88 indicating participating in *Financial Aid Night. "Thrive At 25" Activity my freshman year"* and "*CIS Research my freshman and/or sophomore years*" were considered the least helpful of the activities identified. Less than forty percent (37.04% and 34.38% respectively) rated these events as "Moderately Helpful" to "Extremely Helpful." Data are presented graphically in Figure CQS2.

Figure CQS2: Helpfulness of Sandy High School Events



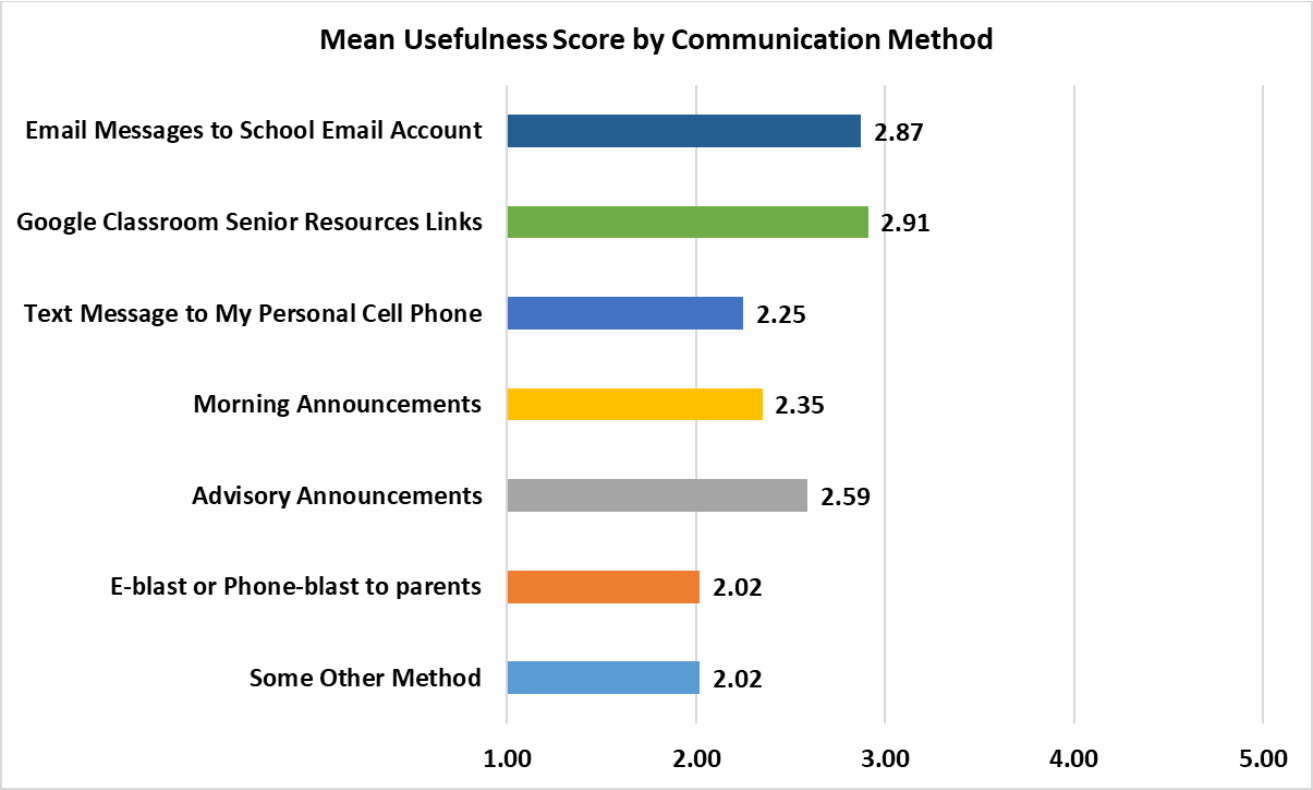
Communication Methods

Table CQS3: Sandy High School Usefulness of Communication Methods

Communication Method	Not at all Useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful	Total	Mean s.d.
Email Messages to School Email Account	28 11.91%	62 26.38%	74 31.49%	54 22.98%	17 7.23%	235 100.00%	2.87 1.12
Google Classroom Senior Resources Links	26 11.06%	65 27.66%	67 28.51%	59 25.11%	18 7.66%	235 100.00%	2.91 1.13
Text Message to My Personal Cell Phone	94 40.17%	45 19.23%	48 20.51%	37 15.81%	10 4.27%	234 100.00%	2.25 1.25
Morning Announcements	78 33.19%	58 24.68%	52 22.13%	33 14.04%	14 5.96%	235 100.00%	2.35 1.24
Advisory Announcements	50 21.19%	65 27.54%	67 28.39%	40 16.95%	14 5.93%	236 100.00%	2.59 1.17
E-blast or Phone-blast to parents	106 45.49%	51 21.89%	49 21.03%	19 8.15%	8 3.43%	233 100.00%	2.02 1.14
Some Other Method	54 60.67%	6 6.74%	9 10.11%	13 14.61%	7 7.87%	89 100.00%	2.02 1.42

Sandy Seniors were provided a list of seven methods for communicating with them and asked to rate each method's usefulness on a five-point scale (1=Not at all Useful to 5=Extremely Useful). Results are presented in Table CQS3. Although none of the items were rated particularly high (all methods had mean usefulness scores below three), two were rated higher than the other methods. *Goggle Classroom Senior Resources Links* had the highest mean score of all the items listed (Mean = 2.91, s.d. 1.13). *Email Messages to School Email Account* had the second highest mean score (Mean = 2.87, s.d. 1.12). Both these items had over sixty percent of Sandy Seniors rate them "Moderately Useful" to "Extremely Useful" (61.28% and 61.70% respectively). The *E-blast or Phone-blast to parents* was rated substantially lower than the other items in the list (Mean = 2.02, s.d. 1.14). Mean Scores are plotted and presented in Figure CQS3.

Figure CQS3: Mean Usefulness Scores for Communication Methods



Results – Springwater Trail High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. The participating Gresham Barlow School District High Schools (Gresham and Springwater Trail High Schools) worked with MHCC to develop a series of questions that they wanted addressed; these school-specific questions were incorporated into the survey and were presented to their respective seniors prior to the MHCC questions.

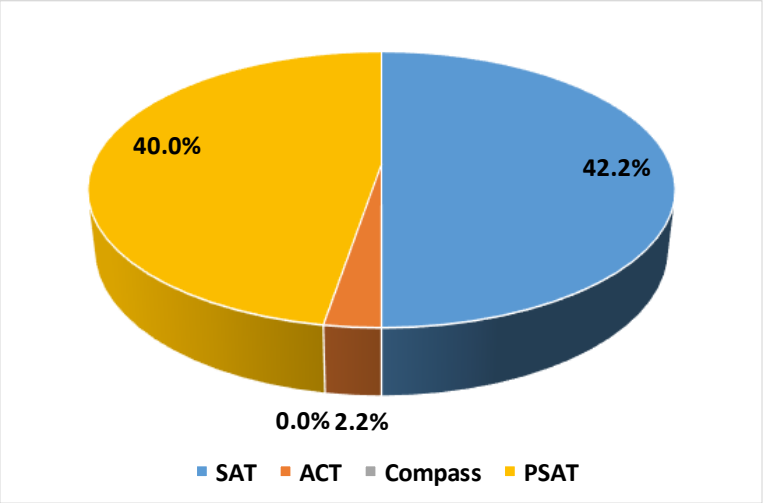
College Tests

Springwater Trail High School Seniors were asked if they had taken any of the college placement tests. A list of tests was presented and respondents were asked to check the tests they had taken. The data are presented in Table CQST1. The percentages in the table are based on the number of Springwater Trail Seniors that responded to the survey – not the number that responded to the question. The PSAT was taken by more seniors (42.2%) than any other test. The SAT was taken by forty percent (40.0%) and the ACT was taken by less than three percent of Springwater Trail Seniors (2.2%) No Springwater Trail Seniors indicated they had taken the Compass Test. Figure CQST1 presents the data graphically.

Table CQST1: Placement Tests Taken by Springwater Trail Seniors

College Tests	Spingwater Trail	
	Took Test	Percent
SAT	19	42.2%
ACT	1	2.2%
Compass	0	0.0%
PSAT	18	40.0%
Total Respondents	38	100.0%

Figure CQST1: Pie Chart of Springwater Trail Seniors Taking Placement Tests



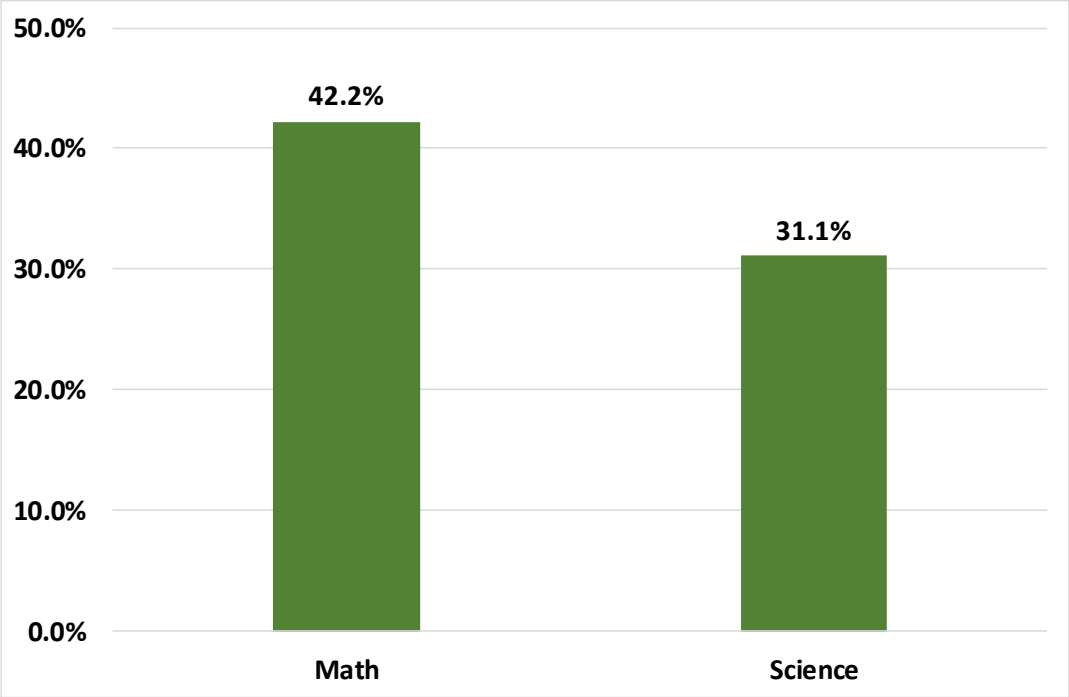
Fourth Year Coursework in Subjects

Springwater Trail Seniors were asked if they had taken fourth year coursework in the subject areas of Math or Science. Results are presented in Table CQST3. Percentages reported are based on the number of respondents to the survey, not the number that responded to the question. Over forty percent (42.2%) of Springwater Trail Seniors indicated they had taken a fourth year of Math. Over thirty percent (31.1%) indicated they had taken a fourth year science class. The proportions are presented graphically in Figure CQST3.

Table CQST3: Fourth Year Coursework by Subject

4th Year Coursework	Springwater Trail Respondents	Springwater Trail Percent
Math	19	42.2%
Science	14	31.1%
Total Respondents	33	100.0%

Figure CQST3: Proportions of Springwater Trail Seniors That Took Fourth Year Coursework by Math and Science



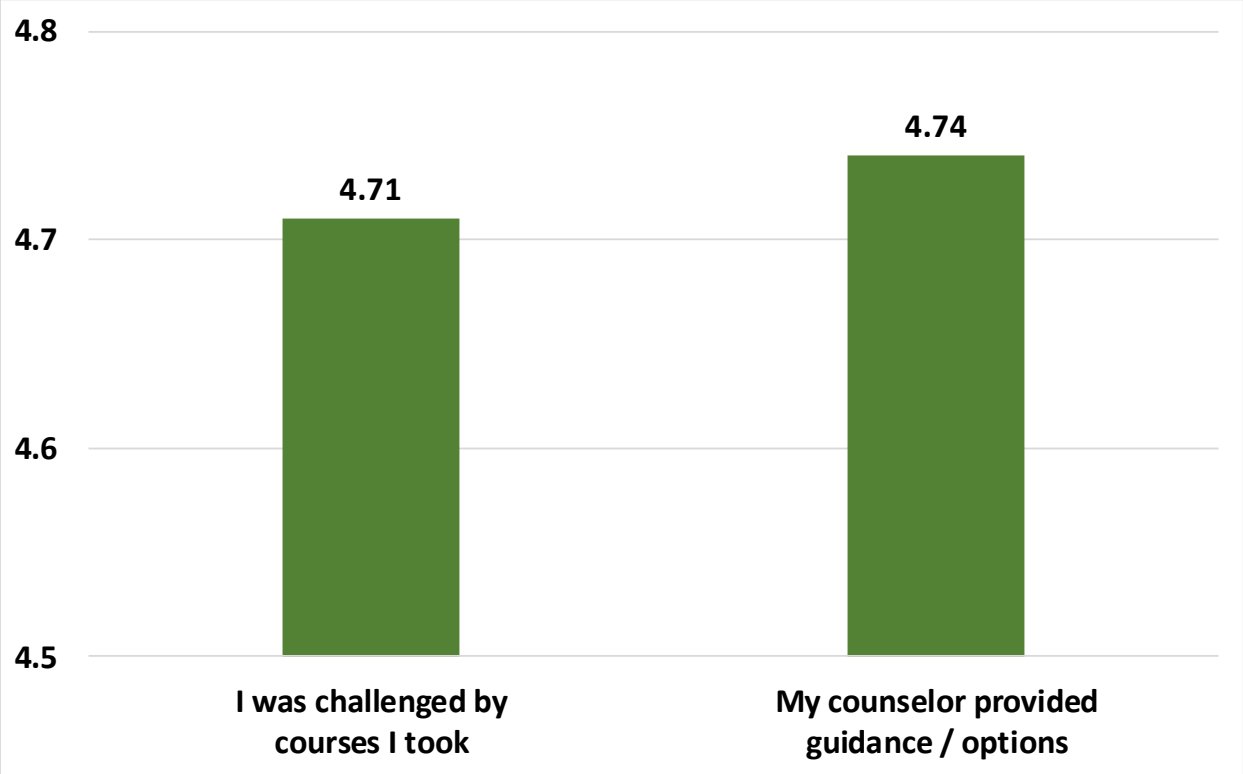
Student Experience

Table CQST4: Student Experience Statement Agreement

Stetements	Strongly Disagree	Disagree	Somewhat Disagree	Neither / Nor	Somewhat Agree	Agree	Strongly Agree	Total	Mean s.d.
I was challenged by	2	2	2	7	8	11	2	34	4.71
courses I took	5.9%	5.9%	5.9%	20.6%	23.5%	32.4%	5.9%	100.0%	1.57
My counselor provided	4	1	3	7	5	5	9	34	4.74
guidance / options	11.8%	2.9%	8.8%	20.6%	14.7%	14.7%	26.5%	100.0%	1.99

Springwater Trail Seniors were provided two statements regarding their experience at the high school and asked to indicate their level of agreement on a seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree). Results are presented in Table CQST4. For the statement "I was challenged by the courses I took," Springwater Trail Seniors agreed. Almost two thirds (61.8%) "Somewhat Agreed" to "Strongly Agreed" with the statement. The average (mean) score for this statement was 4.71 (s.d. 1.57). For the statement "My counselor provided guidance / options," agreement levels were about the same; 55.9% of Springwater Trail Seniors "Somewhat Agreed to "Strongly Agreed" with the statement. The average (mean) score was 4.74 (s.d. 1.99). A plot of the mean scores for both statements is provided in Figure CQST4.

Figure CQST4: Average Scores for Agreement with Student Experience Statements



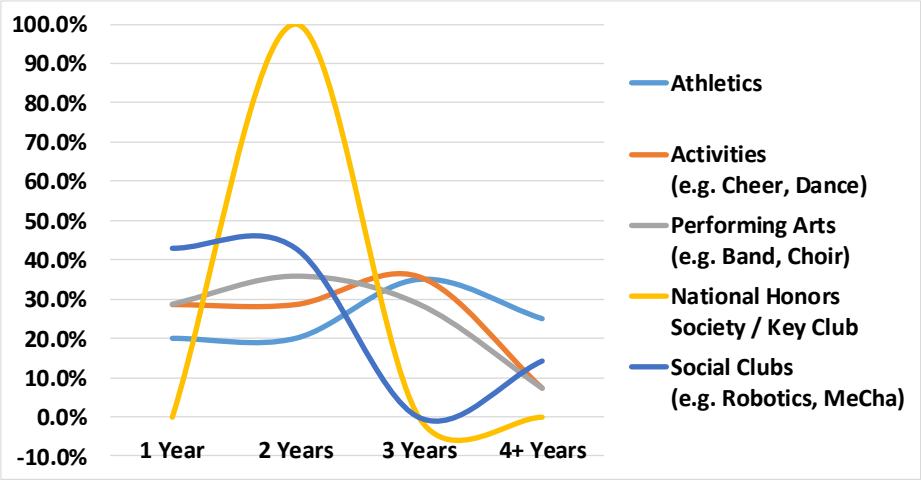
Activity Participation

Table CQST5: Activity Participation Rates

Activity Paticipation	1 Year	2 Years	3 Years	4+ Years	Total Participants	Did Not Participate
Athletics	4	4	7	5	20	13
	20.0%	20.0%	35.0%	25.0%	100.0%	
Activities	4	4	5	1	14	19
(e.g. Cheer, Dance)	28.6%	28.6%	35.7%	7.1%	100.0%	
Performing Arts	4	5	4	1	14	19
(e.g. Band, Choir)	28.6%	35.7%	28.6%	7.1%	100.0%	
National Honors	0	2	0	0	2	31
Society / Key Club	0.0%	100.0%	0.0%	0.0%	100.0%	
Social Clubs	3	3	0	1	7	26
(e.g. Robotics, MeCha)	42.9%	42.9%	0.0%	14.3%	100.0%	

Springwater Trail Seniors were provided a list of five school-sponsored activities and asked how often they participated in each (1, 2, 3, 4 or more years). Results of participation are presented in Table CQST5. Athletics had the highest participation rates with 20 seniors indicating they had participated at least one year – 60.6% of those that responded to the question. Performing Arts and Activities had an equal number of seniors and the second highest participation rates with 14 seniors each indicating they had participated at least one year – 42.4% of those that responded to the question. National Honors Society / Key Club and Social Clubs had much lower participation rates; two Springwater Trail Seniors indicated they had participated in National Honors Society / Key Club and seven participated in Social Clubs. The distribution by years of participation are presented in Figure CQST5. Generally, participation is somewhat stable for three years then declines in the fourth year.

Figure CQST5: Plot of Participation Rates by Years of Participation and Activity



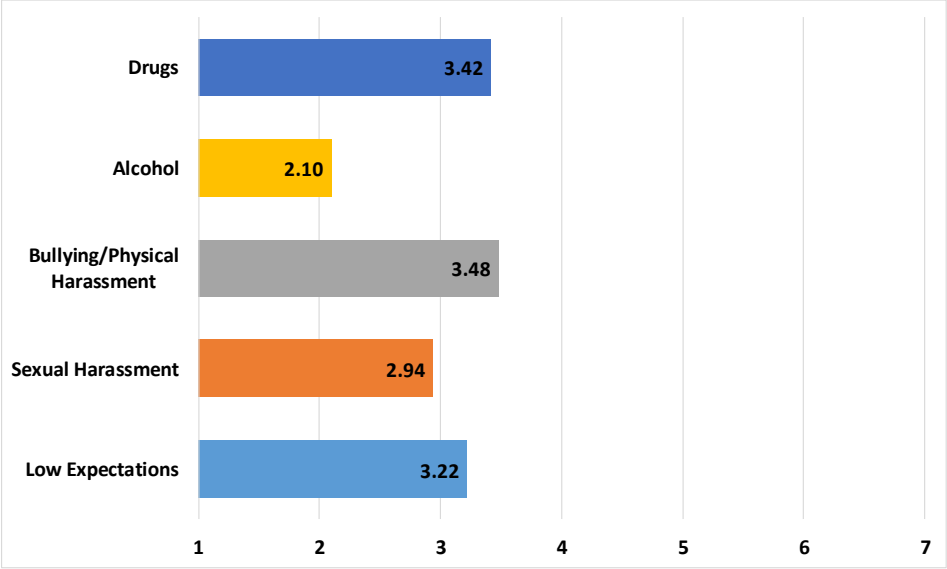
Issues on Campus

Table CQST7: Issues on Campus

Issues	Not an Issue	Minor Issue	Somewhat Minor Issue	Neither/Nor	Somewhat Major Issue	Major Issue	Extreme Issue	Total	Mean s.d.
Drugs	13	5	3	3	4	3	0	31	3.42
	41.9%	16.1%	9.7%	9.7%	12.9%	9.7%	0.0%	100.0%	3.10
Alcohol	18	4	0	7	1	1	0	31	2.10
	58.1%	12.9%	0.0%	22.6%	3.2%	3.2%	0.0%	100.0%	1.54
Bullying/Physical Harassment	11	6	3	6	3	1	1	31	3.48
	35.5%	19.4%	9.7%	19.4%	9.7%	3.2%	3.2%	100.0%	3.04
Sexual Harassment	17	5	3	2	2	1	1	31	2.94
	54.8%	16.1%	9.7%	6.5%	6.5%	3.2%	3.2%	100.0%	3.16
Low Expectations	16	6	4	3	1	0	2	32	3.22
	50.0%	18.8%	12.5%	9.4%	3.1%	0.0%	6.3%	100.0%	3.42

Springwater Trail Seniors were presented with a list of five issues and asked how much of an issue each was on a seven-point scale (1=Not an Issue to 7=Extreme Issue). Results are presented in Table CQST7. An examination of the mean scores for each of the issues identified indicates that none were particularly big issues for Springwater Trail High School; all the issues had mean scores well below 4.00 on a seven-point scale. The biggest issue identified by Springwater Trail Seniors was "Bullying/Physical Harassment" (Mean = 3.48, s.d. 3.04). The second biggest issue was "Drugs" (Mean = 3.42, s.d. 3.10). "Low Expectations" was the third biggest issue (Mean = 3.22, s.d. 3.42) "Sexual Harassment" was identified at a slightly lower rate (Mean = 2.94, s.d. 3.16). "Alcohol" was identified as a much lower issue (Mean = 2.10, s.d. 1.54). Mean scores for each of the issues are plotted and presented in Figure CQST7. Although mean scores were relatively low for all issues identified, there were still large proportions that identified each as a "Somewhat Major" to Extreme" issue. Over a fifth of Gresham Seniors (22.6%) identified *Drugs* as a "Somewhat Major" to Extreme" issue. Both *Harassment* issues (Bullying/Physical and Sexual) were identified by over a ten percent of Springwater Trail Seniors as being a "Somewhat Major to "Extreme" Issue (16.1% and 12.9% respectively).

Figure CQST7: Mean Scores for Issues on the Springwater Trail Campus



Conclusions / Recommendations

The High School Senior What's Next Survey was a successful effort that provided much needed insights into seniors' next steps after graduation. Additionally, it established a cooperative and mutually beneficial relationship with the participating high schools. MHCC intends to continue the effort with in-district high schools and will make efforts to bring more of the nine high schools onboard for future administrations.

The research question and study objectives are outlined below along with conclusions / recommendations based on study findings:

Research Question:

What are in-district high school seniors planning on doing once they receive their high school diploma?

- The majority of seniors surveyed indicated they will be continuing their education after graduating from high school. Almost two-thirds of seniors (65.09%) indicated they would continue their education.
- Over half of the respondents (52.98%) indicated they would be working four months after graduating.
- Almost twenty percent (19.09%) of respondents indicated they would be travelling and over ten percent (11.83%) indicated they would be doing volunteer work.
- Just over nine percent (9.80%) said they would be doing something else (review of comments revealed most were very specific with regard to schools attending).
- Seven percent (7.69%) indicated they didn't know what they would be doing.
- A smaller percentage indicated they would be serving in the military (4.80%).

Study Objectives:

O1) Determine in-district high school seniors' intent after they graduate.

O1a) Identify the percentage of in-district high school seniors intending to continue in post-secondary education.

- Almost two-thirds of seniors surveyed (65.09%) indicated they would be continuing their education.

O1b) Of those in Objective 01a, calculate the percentage that have applied, been accepted, and intend to go to a:

- Public 4-year Institution
  - Almost a third of seniors (31.35%) indicated they would be attending a public 4-year institution.
  - A total of 517 applications were submitted to in-state 4-year public universities.
  - Of the 517 applications, 461 were accepted; this is an 89.17% acceptance rate.
  - Of the 461 accepted applications, 208 seniors (45.12% of accepted applications) are actually attending a 4-year public institution.

- Private 4-year Institution
  - About five percent (5.21%) of seniors surveyed indicated they would be attending a private 4-year institution.
  - Seniors submitted 298 applications to private in-state 4-year institutions.
  - Of the 298 applications, 223 were accepted: a 74.83% acceptance rate.
  - Of the 223 accepted applications, fifty seniors indicated they would be attending a 4-year private institution; that is 22.42% of the accepted applications.

- Community College
  - Almost half (48.28%) of surveyed seniors indicated they would be attending a community college.
  - The application process is different for community colleges; everyone that applies is accepted.
  - A total of 463 surveyed seniors indicated they would be attending a community college.

- Private Trade/Technical College
  - A very small percentage (2.50%) indicated they would be attending a private trade/technical institution.
  - Thirty-six applications were submitted to private trade/technical institutions; of those, twenty-seven were accepted and twenty-four seniors indicated they would attend the private trade/technical college they selected.

O1c) Of those in Objective 01a, identify the institutions in-district high school seniors intending to continue in post-secondary education are attending.

- For seniors bound to public 4-year institutions, the three largest schools in the state will see the biggest proportions of high school seniors attending. Portland State University had the highest proportion of seniors indicating they will be attending 44.7% of seniors attending a public 4-year institution will attend PSU. Oregon State University and University of Oregon had virtually identical proportions attending (19.7% and 20.2% attending, respectively).

- For seniors bound to private 4-year institutions, an overwhelming majority (30% of seniors attending a private institution) indicated they would be attending Concordia University.

- For seniors bound to community colleges, the majority will go to MHCC (55.7% Attending). That said, a large proportion of high school seniors will be going to Portland Community College (24.4% Attending) and Clackamas Community College (7.6% Attending). When looking at all three Portland Metropolitan Area Colleges, over a third (36.45%) of MHCC district seniors surveyed will be attending one of the other two colleges.

- Only twenty-four seniors indicated they would be attending a private trade/technical college. Three institutions had higher proportions than the others: (1) Carrington College, (2) Northwest College, and (3) University of Pheonix.

O1d) Determine what in-district high school seniors who do not intend to continue in post-secondary education are planning to do once the graduate.

- The majority of seniors that are not continuing their education have indicated they will be working (50.18% of those not continuing education).

- A roughly equal percentage not continuing their education will be Traveling (13.97%), Doing something else (14.52%), and/or are Undecided (14.89%).

- A roughly equal percentage of seniors that indicated they would not be continuing their education indicated they would be Doing Volunteer Work (6.81%) or Serving in the military (8.46%).

O1e) For in-district high school seniors who do not intend to continue in post-secondary education Identify reasons for not continuing.

- Overwhelmingly, seniors that were not continuing their education identified *Costs* as the reason. This item had an average score of 4.07 out of 7.

- The second strongest identified reason was seniors *Not Interested* (Mean 3.63). The next two highest rated reasons were *Don't know what I want to do* and *Grades aren't good enough*; these two items had similar mean scores (2.91 and 2.95 respectively).

- In addition to identifying reasons for not continuing, the survey asked respondents to identify information sources that would increase the likelihood of their continuing their education. Although none of the information sources would dramatically increase the likelihood, three information sources did indicate a chance of increasing seniors' decision to continue their education.

    - Paralleling the costs reason for not attending, information associated with *Financial Aid/Scholarship Information* would have the greatest impact on seniors continuing their education. The mean score for this item was 3.09 out of 7.

    - Information regarding *Job placement services after graduation* (mean score of 2.96 out of 7) and *Flexible schedules* (mean score of 2.90 out of 7) would also have an impact.

O2) For in-district high school seniors that intend to go to a 4-year institution, identify reasons for not considering a community college.

- For 4-year bound seniors, *Overall cost of attending*, *Programs available of interest to me*, *Availability of financial aid, Post graduate opportunities*, and *School / Program Reputation* were rated as the most important reasons for selecting the institution they chose.

- Data revealed that, generally, seniors bound to 4-year institutions rated reasons as more important than the community college bound counterparts. *Programs available of interest to me* (4-year bound mean = 5.93 vs. CC bound mean = 5.78), *Location – Out of town/away from home* (4-year bound mean = 5.17 vs. CC bound mean = 4.74), *Availability of Financial Aid* (4-year bond mean = 5.87 vs. CC bound mean =5.55), *School / Program Reputation* (4-year bound mean = 5.38 vs. CC bound mean = 4.93), *Recommendation from others* (4-year bound mean = 4.82 vs. CC bound mean = 4.52), *Social Atmosphere* (4-year bound mean = 5.18 vs. CC bound mean = 4.58), *Extracurricular Activities* (4-year bound mean = 4.72 vs. CC bound mean = 4.37), and *Intangibles* (4-year bound mean =5.13 vs. CC bound mean = 4.72) were all significantly more important reasons for 4 year bond seniors compared to their community college bound counterparts.

O3) For in-district high school seniors that intend to go to a 2-year institution, identify reasons for choosing the institution they plan to attend.

- For community college bound seniors, *Overall cost of attending*, *Programs available of interest to me*, *Availability of financial aid,* and *Post graduate opportunities* were rated as most important reasons for selecting the college they chose.

- In general, community college bound seniors rated most of the reasons for attending lower than their 4-year bound counterparts. *Convenient Location* (4-year bound mean = 5.40 vs. CC bound mean = 5.10) and *Friends Attending* (4-year bound mean = 3.73 vs. CC bound mean = 4.08) were the only reasons for selecting that community college bound seniors were significantly more likely to rate higher than their 4-year bound counterparts.

Recommendations

- Data revealed that a fifth of seniors (21.84%) either did not know or identified themselves as residing in a community college district other than MHCC. Unless students are commuting from outside their school district, all seniors reside within MHCC's district boundary. Efforts must be made to establish the college district that serves these high school seniors.

- Along similar lines, for seniors that are attending a community college in the Portland Metropolitan Area, less than two thirds (63.55%) have indicated they will attend MHCC. Over thirty-six percent have indicated they will be attending either Portland Community College (27.83%) or Clackamas Community College (8.62%). This leakage must be addressed. Data revealed that those attending one of the other two metropolitan colleges (Portland or Clackamas) perceived them to: (1) be more conveniently located, (2) have programs that were a better fit, or (3) have more reasonable costs.

- A wealth of data regarding the types of information to provide both seniors that do plan to continue their education and those that do not was captured. Information content should be focused on costs, financial aid / scholarship availability, flexibility of schedules, and job placement services available to graduates. Perceptions of grades not being good enough and the college's ability to address it is another potential information topic. It is essential the

communication start early; particularly to convince those that are not intending to continue their education that it is a viable option.

Appendix A: The Survey

The following pages contain screen shots of the on-line survey as it was presented to seniors. The high school-specific questions are included in the screen shots. Each school was provided with a unique URL for the survey. The unique URL allowed students to be tagged to their high school and suppressed questions specific to other participating high schools.

Introduction Page

qualtrics

Welcome to the High School Senior "What's Next" Survey.

Your school district is conducting this study in conjunction with the local community college in order to determine what high school seniors are planning four months after graduation. The survey takes about fifteen minutes to complete.

This survey is strictly confidential. Data collected will be reported in aggregate form only; at no time will your answers be directly connected with you.

To encourage your participation in the study, we are giving away an Ipad Air valued at $580! Everyone completing the survey will have the opportunity to provide their Student ID Number; this information will not be connected to your responses. At the conclusion of the study we will randomly select one survey completer to win the prize.

Click the Next Button (">>") to get started.

>>

Centennial Specific Questions

qualtrics

Other than Centennial High School, how many high schools have you attended?

- Centennial is the only High School I've attended
- 1 Other High School
- 2 Other High Schools
- 3 or More Other High Schools

qualtrics

Listed below are CHS Events created to help increase your knowledge and readiness for pursuing your goals after high school. Please tell us how helpful each event was by clicking on the appropriate level.

	Not at all Helpful	Slightly Helpful	Helpful	Very Helpful	Did Not Attend
Financial Aid Night					
Individual Meeting(s) with my counselor					
October Senior College Field Trip					
College Admission Visits to CHS					
FAFSA Night					
Tech Apps 2 Career Project					

>>

Thinking about your Senior Year, how often have you prepared two or more drafts of a paper or assignment before turning it in?

Never	A Few Times	Several Times, But Not Routinely	Routinely
○	○	○	○

In a typical week, how frequently do you read the following types of materials? Please click on the response that most closely describes the frequency of reading the identified materials.

	Never or Hardly Ever	A Few Times a Week	3-4 Times a Week	Daily or Almost Daily
Assigned Reading (i.e. textbooks or other course materials)	○	○	○	○
Personal Reading (i.e. magazines, books, newspapers)	○	○	○	○
On-line reading (i.e. blogs, web pages, ezines)	○	○	○	○

>>

Thinking about your senior year, how often have you done each of the following?

	Never	A Few Times	More Than A Few Times, But Not Frequently	Frequently
Attended classes with reading and/or assignments completed	○	○	○	○
Discussed grades and/or assignments with a teacher	○	○	○	○
Had conversations with students of a different race or ethnicity than my own	○	○	○	○
Had conversations with students of different religious beliefs, political opinions, and/or personal values	○	○	○	○
Used email to communicate with a teacher	○	○	○	○
Used the internet/web to complete an assignement	○	○	○	○
Worked with other students on projects and/or assignments during class	○	○	○	○
Worked with other students on projects and/or assignments outside of class	○	○	○	○

>>

qualtrics

Listed below are statements about your high school experience. For each, please indicate your agreement by clicking the level that most closely matches your opinion.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I value rewards (grades, awards, recognition, etc.) that I get at school for my work.	○	○	○	○
I have the skills and abilities to complete my work.	○	○	○	○
My teachers don't just lecture, they provide a variety of learning experiences, including working with groups and/or hands-on projects.	○	○	○	○
I feel safe in school.	○	○	○	○
I feel supported and respected by other students.	○	○	○	○
I take pride in my school work.	○	○	○	○
Overall, people accept me for who I am.	○	○	○	○
	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel supported and respected by secretaries and assistants.	○	○	○	○
I have many opportunities to ask teachers questions about my work.	○	○	○	○
I think it is important to make good grades.	○	○	○	○
If I could select a high school, I would go to the same high school again.	○	○	○	○
I have worked harder than I expected to at school.	○	○	○	○
I have a voice in classroom decisions.	○	○	○	○
I care about my school.	○	○	○	○
	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel supported and respected by teachers.	○	○	○	○
The support I get at school encourages me to learn more.	○	○	○	○
My school work makes me curious to learn about other things.	○	○	○	○
My counselor demonstrated a thorough knowledge of the graduation requirements and helped me understand what I needed to do in order to graduate.	○	○	○	○
There is at least one adult in my				

Continued from previous page.

There is at least one adult in my school who cares about me and knows me well.	○	○	○	○
I think school rules are fair.	○	○	○	○
I feel supported and respected by administrators.	○	○	○	○
	Strongly Disagree	Disagree	Agree	Strongly Agree
I think the things I learn at school are useful.	○	○	○	○
I have opportunities to be creative in my school assignments.	○	○	○	○
My counselor assisted me in becoming more successful by helping me solve problems with one (or more) of my teachers, parents, and/or friends.	○	○	○	◉
I place a high value on learning.	○	○	○	○
I put forth a great deal of effort when doing my school work.	○	○	○	○
I get to make choices about what I will study at school.	○	○	○	○
I am challenged to do my best work at school.	○	○	○	○

>>

How much has Centennial High School contributed to your growth in the following areas?

	Not At All	A Little, But Not Much	Quite A Bit	A Lot
Learning on my own				
Thinking deeply and/or critically				
Developing clear career goals				
Solving real-world problems				
Understanding people of other racial and ethnic backgrounds				
Making your community a better place				
Preparing for college				
Learning work-related skills				
Writing effectively				
Using computing and information technology				
Understanding myself				
Developing personal values				
Speaking effectively				
Working well with others				

>>

qualtrics

In general, what positive things do your teachers do that you'd like to see more of?

In general, how could teachers change their instruction to make classes better?

Please share any comments about specific things that made your CHS experience great or not so great.

>>

qualtrics

Overall, how would you rate your experience in working with and obtaining your graduation materials through Herff-Jones?

Unsatisfactory	Satisfactory	Good	Great
○	○	○	○

>>

Springwater Trail Specific Questions

qualtrics

Have you taken any of the college placement tests identified below? Please check all that apply.

- [ ] SAT
- [ ] ACT
- [ ] Compass
- [ ] PSAT

qualtrics

Did you take fourth year courses in the following subjects?

	Yes	No
Math	○	○
Science	○	○

Listed below are statements related to your high school experience. For each statement please indicate your agreement by clicking on the appropriate level.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I was challenged by the courses I took in high school.	○	○	○	○	○	○	○
My counselor provided guidance and/or options to help me select the best classes for my post-high school choice.	○	○	○	○	○	○	○

>>

qualtrics

Were you involved in athletics, activities, and/or clubs while in high school? For each activity, please indicate your level of involvement.

	Not At All	1 Year	2Years	3 Years	4+ Years
Athletics					
Activities (e.g. Cheer, Dance, Equestrian, etc.)					
Performing Arts (e.g. Choir, Band, or Drama)					
National Honor Society and/or Key Club					
Affiliated Social Clubs (e.g. Robotics, MeCHa, MESA, etc.)					

>>

qualtrics

Listed below are a number of issues that can negatively impact students' high school experience. In your opinion, how much of an issue is each at your high school?

	Not an Issue at All	Minor Issue	Somewhat Minor Issue	Neither a Minor nor Major Issue	Somewhat Major Issue	Major Issue	Extreme Issue
Drugs							
Alcohol							
Bullying and/or Physical Harassment							
Sexual Harassment							
Low Expectations							

>>

Gresham Specific Question

Have you taken any of the college placement tests identified below? Please check all that apply.

- [ ] SAT
- [ ] ACT
- [ ] Compass
- [ ] PSAT

How many International Baccalaureate (IB) courses have you taken?

- ○ None
- ○ 1-3 Courses
- ○ 4-6 Courses
- ○ 7 or More Courses

>>

Did you take fourth year courses in the following subjects?

	Yes	No
Math	○	○
Science	○	○

Listed below are statements related to your high school experience. For each statement please indicate your agreement by clicking on the appropriate level.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I was challenged by the courses I took in high school.	○	○	○	○	○	○	○
My counselor provided guidance and/or options to help me select the best classes for my post-high school choice.	○	○	○	○	○	○	○

>>

qualtrics

Were you involved in athletics, activities, and/or clubs while in high school? For each activity, please indicate your level of involvement.

	Not At All	1 Year	2 Years	3 Years	4+ Years
Athletics					
Activities (e.g. Cheer, Dance)					
Performing Arts (e.g. Band, Choir, or Drama)					
National Honors Society and/or Key Club					
Affiliated Social Clubs (e.g. Robotics, MeCHa, MESA, etc.)					

>>

qualtrics

Listed below are a number of issues that can negatively impact students' high school experience. In your opinion, how much of an issue is each at your high school?

	Not an Issue at All	Minor Issue	Somewhat Minor Issue	Neither a Minor nor Major Issue	Somewhat Major Issue	Major Issue	Extreme Issue
Drugs							
Alcohol							
Bullying and/or Physical Harassment							
Sexual Harassment							
Low Expectations							

>>

Parkrose Specific Questions

The following information is requested in order to inventory the seniors that have completed the survey. Remember, this **survey is strictly confidential**; at no time will your personal information be connected with the answers you provide.

Student ID Number

>>

Listed below are statements related to your Parkrose High School experience. For each statement, please indicate your agreement by clicking on the appropriate level.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Registration/Forecasting was an easy process for me.	○	○	○	○	○	○	○
I feel well-prepared for what I am going to do after I graduate.	○	○	○	○	○	○	○
Support staff at Parkrose are approachable and/or easy to talk with.	○	○	○	○	○	○	○
There were extra-curricular activities available that were of interest to me.	○	○	○	○	○	○	○
People at Parkrose accepted me for who I am.	○	○	○	○	○	○	○
In general, teachers at Parkrose made learning enjoyable.	○	○	○	○	○	○	○
My classes were challenging.	○	○	○	○	○	○	○

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Teachers at Parkrose are approachable and/or easy to talk with.	O	O	O	O	O	O	O
Drugs and/or Alcohol are **NOT** an issue at Parkrose	O	O	O	O	O	O	O
Parkrose provided a safe learning environment.	O	O	O	O	O	O	O
Overall, I was satisfied with my high school experience.	O	O	O	O	O	O	O
My grades are an accurate reflection of what I learned in classes.	O	O	O	O	O	O	O
The facilities at Parkrose are well maintained.	O	O	O	O	O	O	O
I felt respected by everyone at the school.	O	O	O	O	O	O	O

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
If I had a problem, there was someone that works at Parkrose I feel I could talk to.	O	O	O	O	O	O	O
If I could select any high school, I would choose to go to Parkrose.	O	O	O	O	O	O	O
Bullying and/or Harassment is **NOT** an issue at Parkrose.	O	O	O	O	O	O	O
Counselors at Parkrose are approachable and/or easy to talk with.	O	O	O	O	O	O	O
I received accurate information regarding class choices for what I want to do next.	O	O	O	O	O	O	O
Administrators at Parkrose are approachable and/or easy to talk with.	O	O	O	O	O	O	O

>>

Listed below are things Parkrose High School could do to make students' experience better. For each, please indicate if it would Improve, Not Change, or Worsen the high school experience.

	Improve	Not Change	Worsen
More Career Technical / Trades Classes (e.g. construction, automotive, technology, etc.)	○	○	○
Smaller Class Sizes	○	○	○
More Advanced Placement Classes	○	○	○
Having someone I could talk to about personal issues	○	○	○
More Academic Support (e.g. Advising, Counseling, Tutoring, etc.)	○	○	○
More Structured Curriculum (e.g. PHS decides what classes you need to take and when)	○	○	○
Less Structured Curriculum (You have more control over classes taken based on your interests)	○	○	○
More Electives to Choose From (e.g. visual arts, performing arts, etc.)	○	○	○

Do you have any other suggestions on how Parkrose High School could improve students' experience? Please use the space below to identify anything else that might improve the high school experience.

>>

Are you planning to attend the Senior All Night Party?

- ◯ Already bought my ticket
- ◯ I'm planning on buying my ticket soon
- ◯ I want to go but can't afford a ticket
- ◯ I don't plan to go

>>

Parkrose High School offers waivers to students that cannot afford a ticket to the Senior All Night Party. If you are interested in going to the party, please indicate yes below. The school will be notified of your interest.

- ◯ Yes. Please let Parkrose High school know I want to attend the Senior All Night Party.
- ◯ No. I don't want to share that information with the High School.

>>

We would also like to get information to follow-up with you after you graduate. Please provide the following contact information so that we may send you additional information that may be useful.

Best contact email:
(Remember your school email will be deleted over the summer)

We'll ask again later, but are you continuing with your education.

- ◯ Yes
- ◯ No

>>

Reynolds Specific Questions

Reynolds did not ask any school specific questions.

Sandy Specific Questions

Other than Sandy High School, how many other high schools have you attended?

- ○ Sandy High School is the only high school I have attended
- ○ One other high school
- ○ Two other high schools
- ○ Three or more other high schools

>>

Listed below are Sandy High School events created to help increase your knowledge and readiness for pursuing your goals after high school. Please tell us how helpful each event was by clicking the appropriate level. If you did not attend an event, please click "Did Not Attend."

	Not at all Helpful	Slightly Helpful	Moderately Helpful	Very Helpful	Extremely Helpful	Did Not Attend
Financial Aid Night	O	O	O	O	O	O
Individual Meeting(s) with my counselor	O	O	O	O	O	O
National College Fair field trip to Portland	O	O	O	O	O	O
College admissions representative visits to Sandy High School	O	O	O	O	O	O
Job Shadow	O	O	O	O	O	O
Drop-in visits to our College and Career Center	O	O	O	O	O	O
"Thrive at 25" activity my freshman year	O	O	O	O	O	O
CIS research my freshman / sophomore years	O	O	O	O	O	O
MHCC placement testing on our campus	O	O	O	O	O	O
MHCC Scholarship Application workshop during Advisory	O	O	O	O	O	O
Job Fair field trip to Clackamas	O	O	O	O	O	O
Apprenticeship workshop during Advisory	O	O	O	O	O	O
MHCC Preview Day field trip	O	O	O	O	O	O
MHCC registration help during Advisory	O	O	O	O	O	O

>>

Listed below are communication methods Sandy High School uses to let you know important information. Please mark how useful each method is by selecting the appropriate level.

	Not at all Useful	Slightly Useful	Moderately Useful	Very Useful	Extremely Useful
Email messages to school email account	○	○	○	○	○
Google Classroom Senior Resources links	○	○	○	○	○
Text message to my personal cell phone	○	○	○	○	○
Morning announcements	○	○	○	○	○
Advisory announcements	○	○	○	○	○
E-blast or Phone-blast to parents	○	○	○	○	○
Some other method (Please Describe):	○	○	○	○	○

>>

What would you do to improve Sandy High School Career and Counseling Services of the future? Please use the space below to let us know how to improve the Career and Counseling Services.

>>

Springwater Trail Specific Questions

Have you taken any of the college placement tests identified below? Please check all that apply.

- ☐ SAT
- ☐ ACT
- ☐ Compass
- ☐ PSAT

Did you take the following subjects for four years?

	Yes	No
Math	○	○
Science	○	○

>>

Listed below are statements related to your high school experience. For each statement please indicate your agreement by clicking on the appropriate level.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I was challenged by the courses I took in high school.	○	○	○	○	○	○	○
My counselor provided guidance and/or options to help me select the best classes for my post-high school choice.	○	○	○	○	○	○	○

>>

Were you involved in athletics, activities, and/or clubs while in high school? For each activity, please indicate your level of involvement.

	Not At All	1 Year	2 Years	3 Years	4+ Years
Athletics	○	○	○	○	○
Activities (e.g. Renaissance, Student Council, etc.)	○	○	○	○	○
Performing Arts (e.g. Band, Choir, or Drama)	○	○	○	○	○
National Honor Society and/or Key Club	○	○	○	○	○
Affiliated Social Clubs (e.g. Robotics, MeCHa, SUN Clubs, etc.)	○	○	○	○	○

>>

Listed below are a number of issues that can negatively impact students' high school experience. In your opinion, how much of an issue is each at your high school?

	Not an Issue at All	Minor Issue	Somewhat Minor Issue	Neither a Minor nor Major Issue	Somewhat Major Issue	Major Issue	Extreme Issue
Drugs	○	○	○	○	○	○	○
Alcohol	○	○	○	○	○	○	○
Bullying and/or Physical Harassment	○	○	○	○	○	○	○
Sexual Harassment	○	○	○	○	○	○	○
Low Expectations by Staff / Parent / Self	○	○	○	○	○	○	○

>>

MHCC Questions (Asked of all respondents)

qualtrics

Four months after I graduate from High School, I plan to be...
(Please check all that apply)

- [ ] Continuing my Education
- [ ] Working at a Job
- [ ] Serving in the Military
- [ ] Doing Volunteer Work
  (e.g. peace corps, mission/church work, Habitat for Humanity, etc.)
- [ ] Travelling
- [ ] Doing something else
- [ ] Undecided / Don't Know

>>

qualtrics

I can name one or more careers that I have serious plans to pursue.

- ○ True
- ○ False

qualtrics

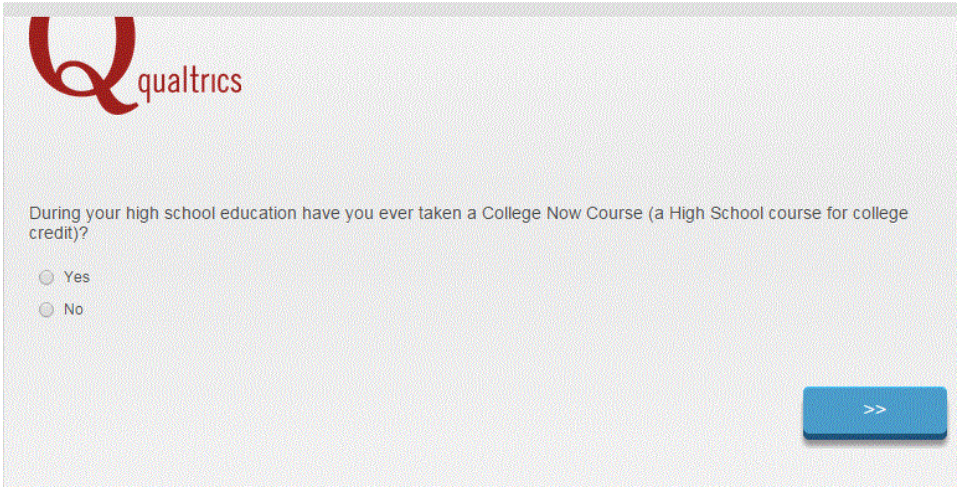
How did you decide that career / those careers would be a good match for you?
(Please check all that apply)

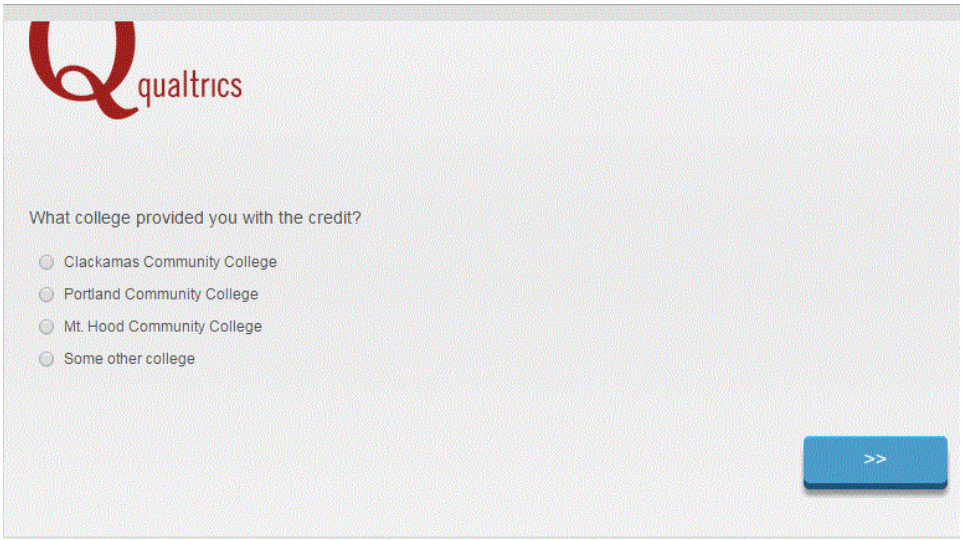
- [ ] I read or saw something about it that interested me.
- [ ] A class assignment, activity, or adult conversation brought this career to my attention.
- [ ] I took a career aptitude test.
- [ ] Someone I know is in this career.
- [ ] My personality seems like it would be a good match with this career.
- [ ] Not sure / Undecided
- [ ] Some Other Reason. (Please Specify):

What career(s) are you interested in pursuing?
(Please check all that apply)

- [ ] Law Enforcement
- [ ] Law
- [ ] Social Services
- [ ] Business
- [ ] Medical
- [ ] Teaching
- [ ] Performing Arts
- [ ] Fine Arts
- [ ] Engineering
- [ ] Computing
- [ ] Retail/Sales
- [ ] Trades
- [ ] Manufacturing
- [ ] Don't Know
- [ ] Some Other Field (Please Specify)

>>


qualtrics
During your high school education have you ever taken a College Now Course (a High School course for college credit)?
Yes
No
>>


qualtrics
What college provided you with the credit?
Clackamas Community College
Portland Community College
Mt. Hood Community College
Some other college
>>

The following questions were asked of any senior that did not indicate they would be continuing their education in the preceding question: "Four months after I graduate from high school, I plan to be…"

qualtrics

Listed below are a number of reasons for **NOT** going to college/university. Please indicate whether each minor or major reason for you deciding not to continue your education by clicking the appropriate level.

	Not a Reason at All	Minor Reason	Somewhat Minor Reason	Neither a Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason
Just not interested	○	○	○	○	○	○	○
Don't know what I want to be/do	○	○	○	○	○	○	○
Won't fit in	○	○	○	○	○	○	○
Cost	○	○	○	○	○	○	○
Feel unprepared	○	○	○	○	○	○	○
Already have a job	○	○	○	○	○	○	○
No one in my family has gone before	○	○	○	○	○	○	○
Don't know where I want to go	○	○	○	○	○	○	○
My grades aren't good enough	○	○	○	○	○	○	○
Don't know how to apply	○	○	○	○	○	○	○

Are there some other reasons for **NOT** continuing your education? Please use the space below to identify other reasons for not going to college / university.

>>

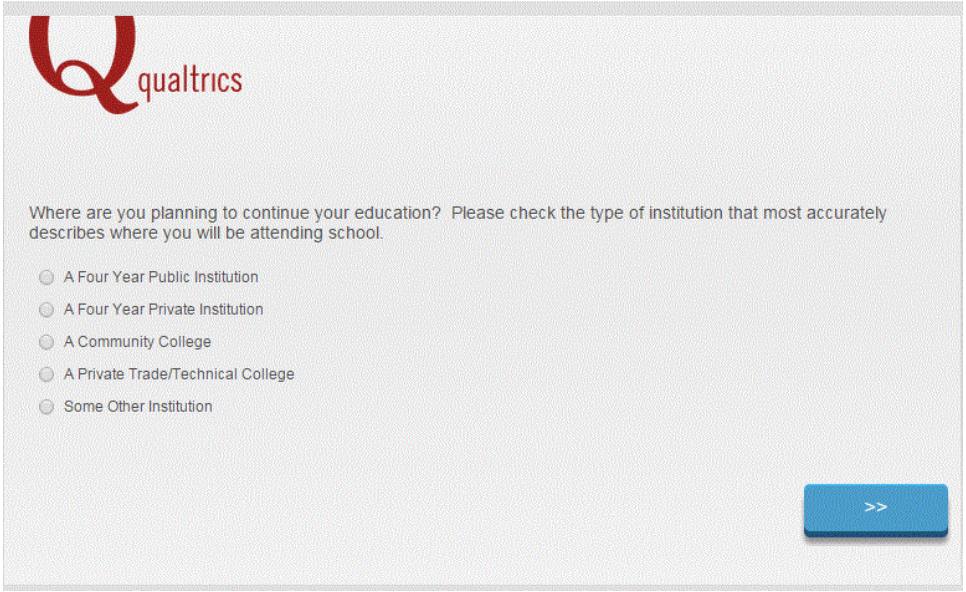
qualtrics

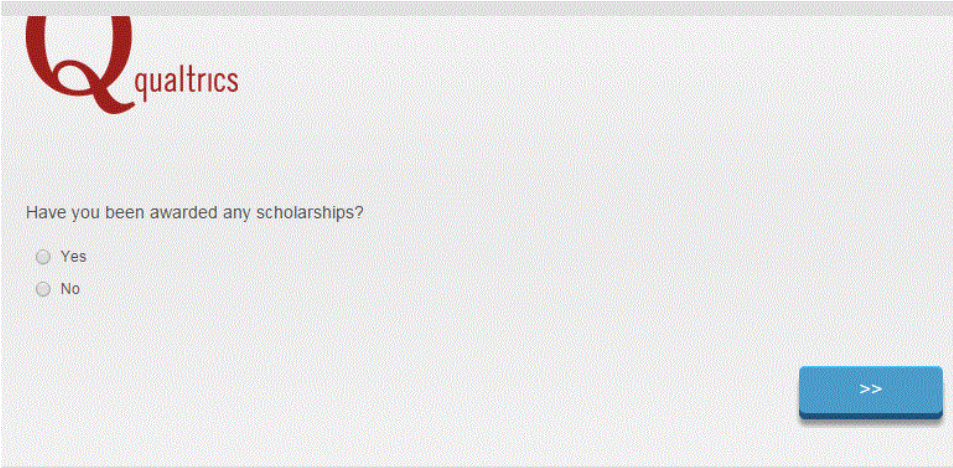
Listed below are information and services that could be available from any college / university. For each, please indicate if it would impact the likelihood of your continuing your education by checking the appropriate level.

	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase
Lifetime salary comparison between HS Grads and College Grads	○	○	○	○	○	○	○
Career Identification and Planning Services	○	○	○	○	○	○	○
Cost comparison of similar schools	○	○	○	○	○	○	○
Financial Aid / Scholarship Availability	○	○	○	○	○	○	○
Orientation / Registration / Getting Started Services	○	○	○	○	○	○	○
Services for Success (e.g. free tutoring)	○	○	○	○	○	○	○
Job Placement Services after Graduation	○	○	○	○	○	○	○
Social Events / Clubs	○	○	○	○	○	○	○
Flexible Schedules	○	○	○	○	○	○	○

>>

The following questions were asked of any senior that indicated they would be continuing their education in the preceding question: “Four months after I graduate from high school, I plan to be…”





If the answer to above is No, Skip to Question “Listed below are major reasons students choose a particular campus. For each reason, please let us know how important it was in selecting….”

qualtrics

Please use the space below to provide the Name and amount of each scholarship you have been awarded. For the award amount, please just enter the numerical value (no "$" needed).

Scholarship 1 Name	
Scholarship 1 Amount	
Scholarship 2 Name	
Scholarship 2 Amount	
Scholarship 3 Name	
Scholarship 3 Amount	
Scholarship 4 Name	
Scholarship 4 Amount	
Scholarship 5 Name	
Scholarship 5 Amount	

>>

qualtrics

Were you awarded more than five scholarships?

- Yes
- No

>>

How many other scholarships have you been awarded? Please provide the number of additional scholarships awarded and the total value of those scholarships in the space below.

Total Number of Additional Scholarships Awarded	
Total Value of These Additional Scholarships	

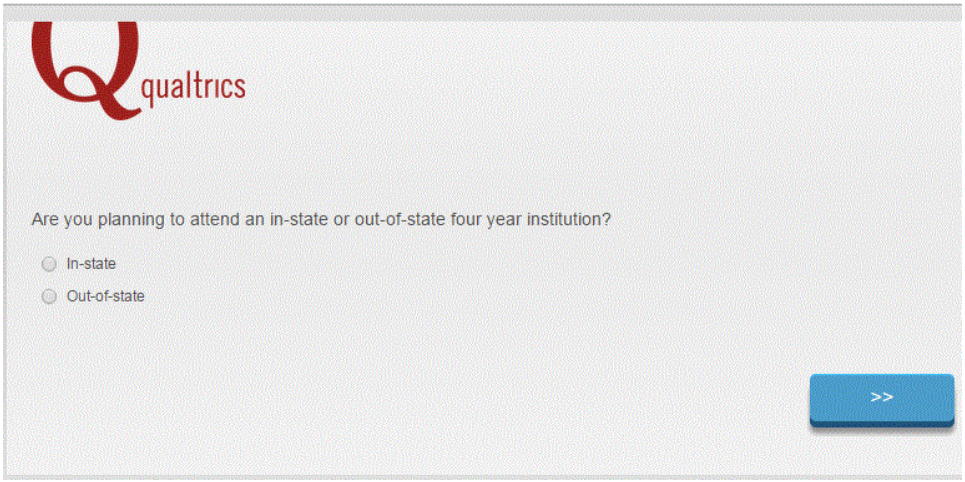
>>

Listed below are major reasons students choose a particular campus. For each reason, please let us know how important it was in your decision to select the institution you are attending by checking the appropriate box.

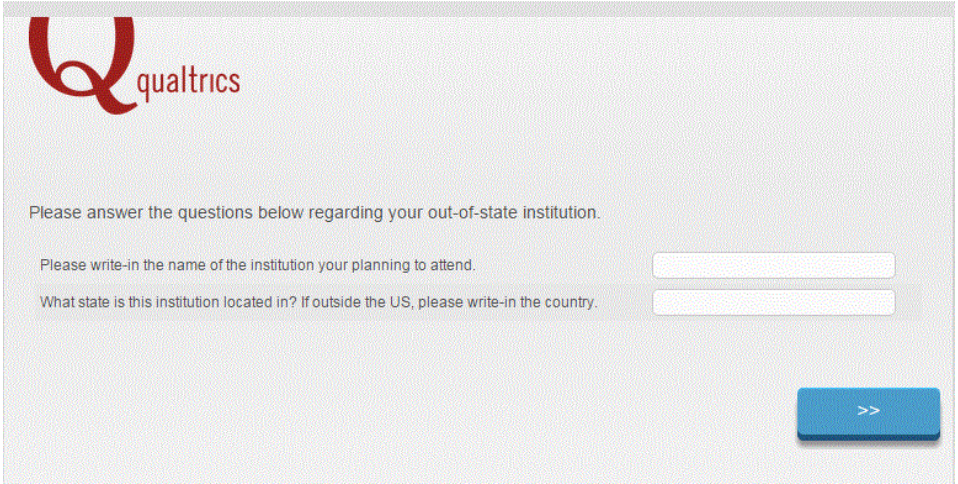
	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important
Intangibles (Campus feels right)							
Overall cost of attending							
School / Program Reputation							
Location / Out of town / Away from home							
Extracurricular activities							
Technology available							
Recommendations from others							
Friends attending							
Selectivity (Application requirements / Eligibility vs. Open Enrollment)							
Athletics							
Availability of financial assistance (financial aid/scholarships)							
Reputation of instructors							
Programs available that are of interest to me							
Post graduate opportunities (likelihood of getting a job)							
Social atmosphere							
Access / Convenient Location / Easy to get to							

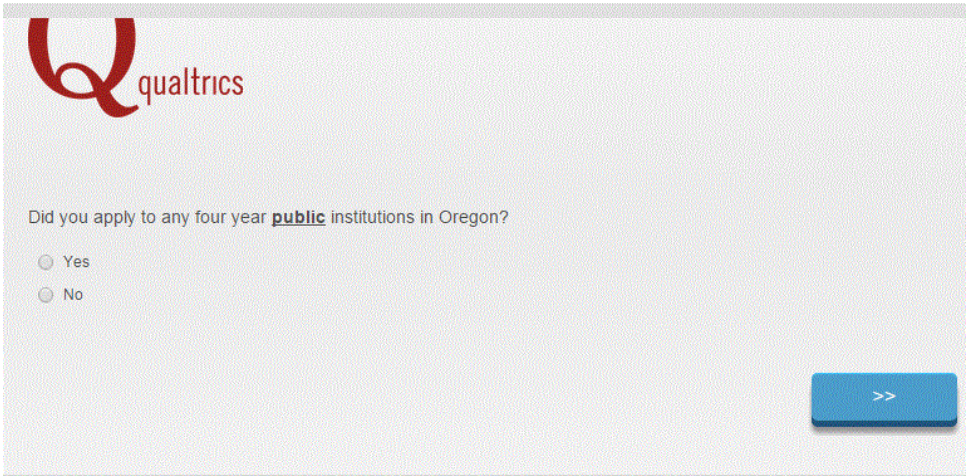
>>

Display if response to the question “Where are you planning to continue your education?” is “A public 4 Year Institution” or “A Private 4 Year Institution.”

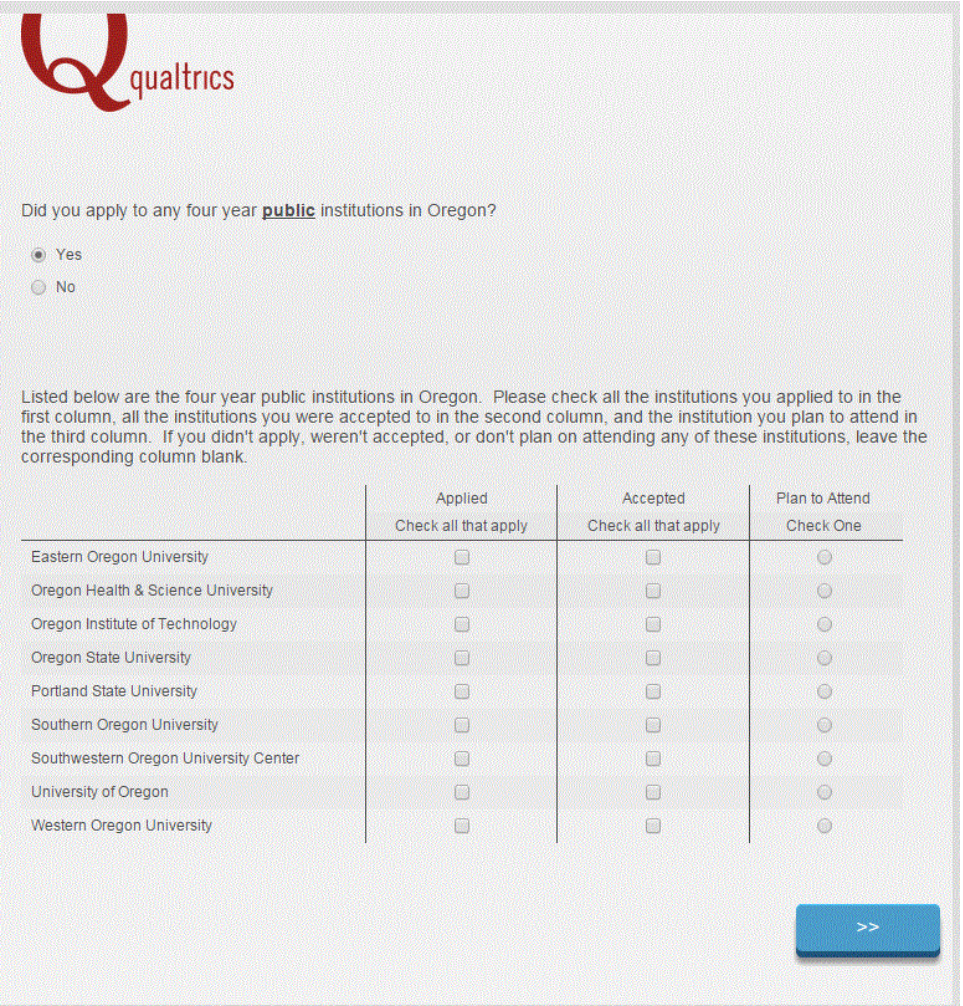


Display if preceding question is “Out-of-state.”





Display if answer to the preceding question is “Yes.”



Qualtrics

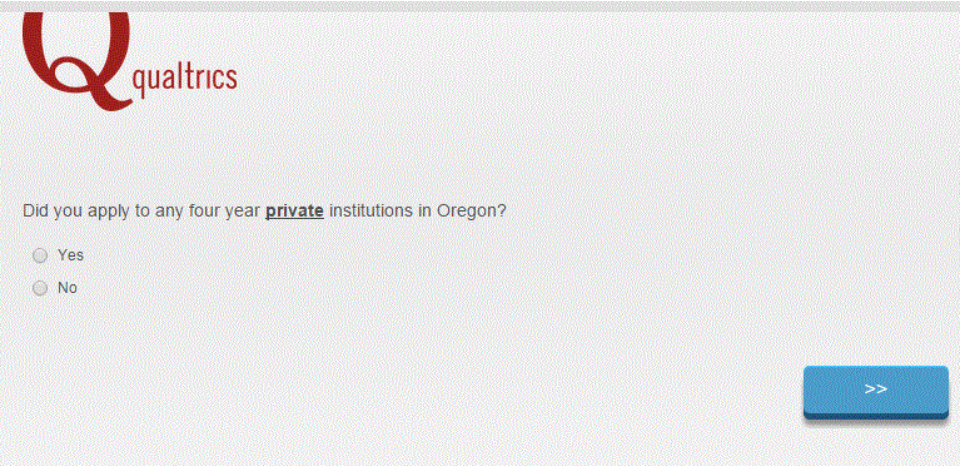
Did you apply to any four year **public** institutions in Oregon?

- (●) Yes
- ( ) No

Listed below are the four year public institutions in Oregon. Please check all the institutions you applied to in the first column, all the institutions you were accepted to in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted, or don't plan on attending any of these institutions, leave the corresponding column blank.

	Applied Check all that apply	Accepted Check all that apply	Plan to Attend Check One
Eastern Oregon University	☐	☐	○
Oregon Health & Science University	☐	☐	○
Oregon Institute of Technology	☐	☐	○
Oregon State University	☐	☐	○
Portland State University	☐	☐	○
Southern Oregon University	☐	☐	○
Southwestern Oregon University Center	☐	☐	○
University of Oregon	☐	☐	○
Western Oregon University	☐	☐	○

>>



Qualtrics

Did you apply to any four year **private** institutions in Oregon?

- ( ) Yes
- ( ) No

>>

Display if answer to the preceding question is “Yes.”

Did you apply to any four year **private** institutions in Oregon?

- (●) Yes
- ( ) No

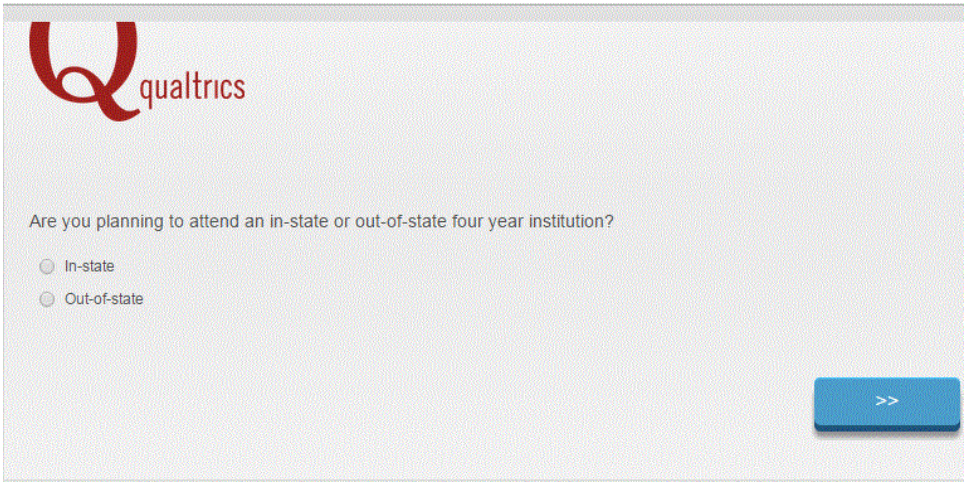
Listed below are the major four year Private institutions in Oregon. Please check all the institutions you applied to in the first column, all the institutions you were accepted to in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted, or don't plan on attending any of these institutions, leave the corresponding column blank.

	Applied Check all that apply	Was Accepted Check all that apply	Plan to Attend Check one
Concordia University	☐	☐	○
Corban University	☐	☐	○
DeVry University	☐	☐	○
George Fox University	☐	☐	○
Lewis & Clark University	☐	☐	○
Linfield College	☐	☐	○
Marylhurst University	☐	☐	○
Multnomah University	☐	☐	○
Pacific University	☐	☐	○
Pioneer Pacific University	☐	☐	○
Reed College	☐	☐	○
Warner Pacific University	☐	☐	○
Willamette University	☐	☐	○
University of Portland	☐	☐	○

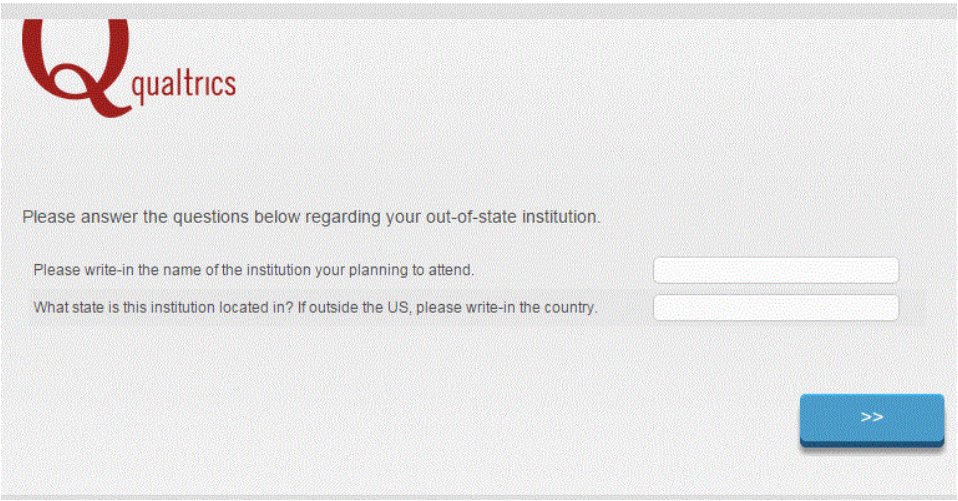
Is the college/university you're planning on attending not in the list? Please write-in the name of the institution you're attending in the space below.

>>

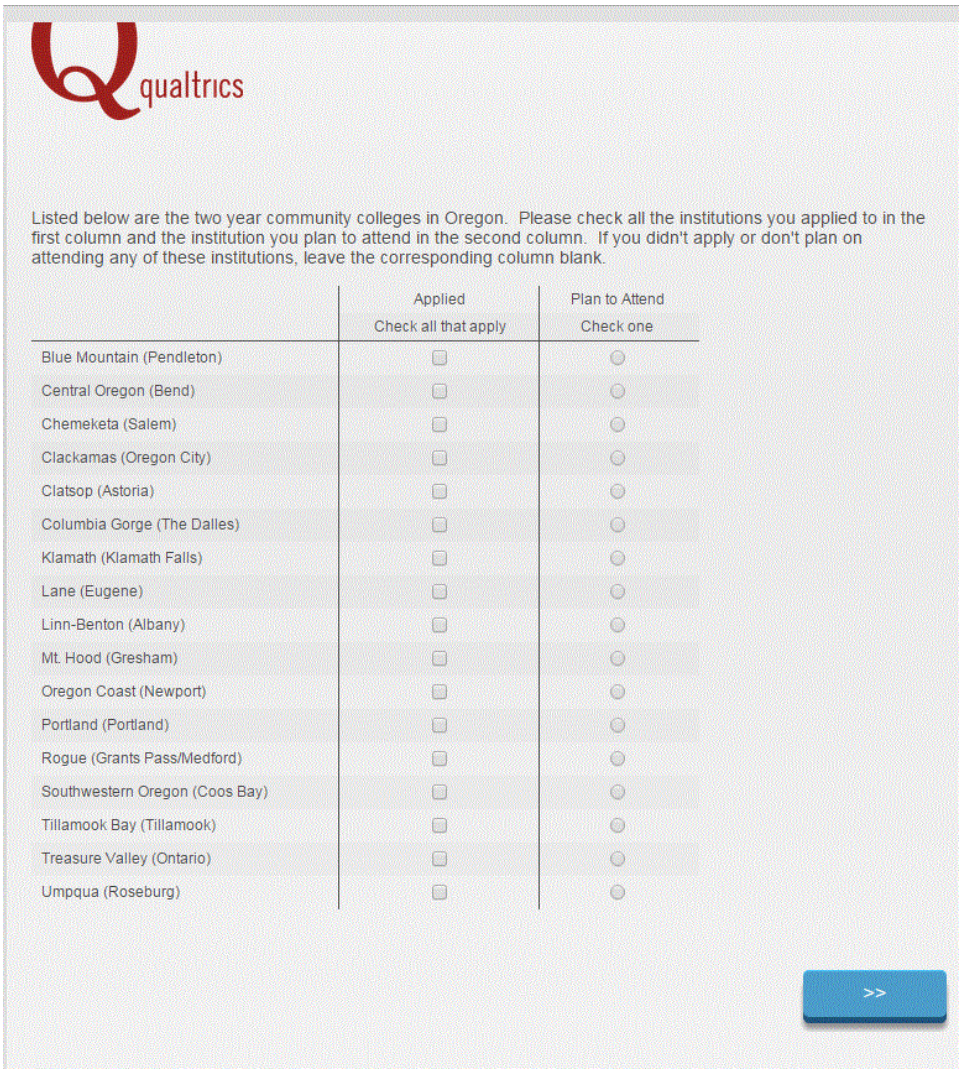
Display if response to the question “Where are you planning to continue your education?” is “A Community College” or “A Private Trade/Technical Institution.”



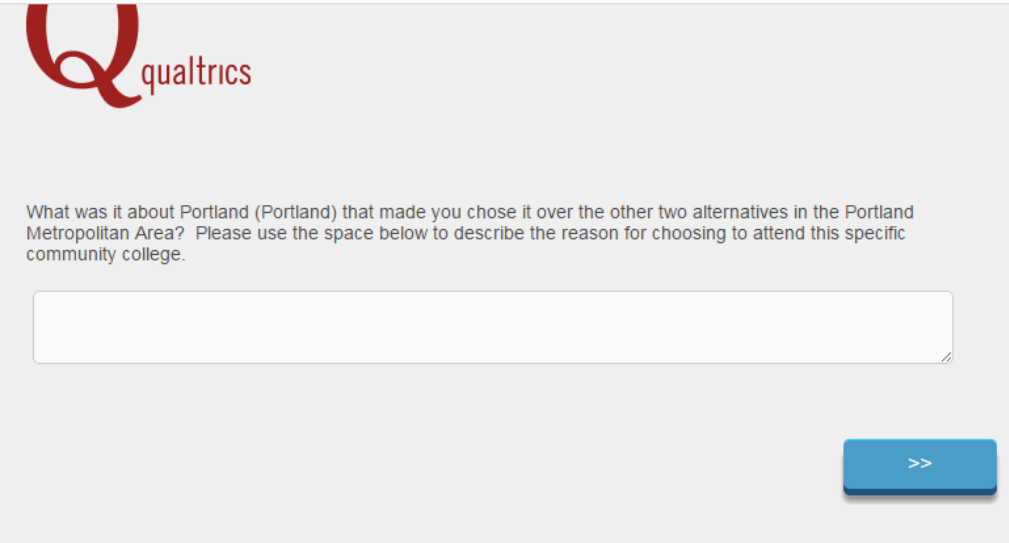
Display if the answer to the preceding question is “Out-of-state.”



Display if the answer to the preceding question is “Yes.”



Question displays if student identified Portland, Mt. Hood, or Clackamas Community College in the previous question. Note: The college selected is displayed in this question.



Did you apply or are you planning to attend a **Private Trade/Technology College** in Oregon?

- Yes
- No

>>

Display if the answer to the preceding question is “Yes.”

Listed below are major two year private trade/technology colleges in Oregon. Please check all the institutions you applied to in the first column, institutions that accepted your application in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted, or don't plan on attending any of these institutions, leave the corresponding column blank.

	Applied Check all that apply	Accepted Check all that apply	Plan to Attend Check one
Everest College	☐	☐	○
Heald College	☐	☐	○
ITT Technical Institute	☐	☐	○
Northwest College	☐	☐	○
Sumner College	☐	☐	○
University of Phoenix	☐	☐	○

Is the trade/technology college you're planning on attending not in the list? Please write-in the name of the institution you're attending in the space below.

>>

Display the following questions to all respondents.

qualtrics

In which community college district do you reside? Please check the college district that you live in.

- Clackamas Community College District
- Portland Community College District
- Mt. Hood Community College District
- Don't Know

>>

qualtrics

Are you:

- Male
- Female

What is your race/ethnicity? Please check all race/ethnicity descriptions that apply to you.

- American Indian / Alaskan Native
- Asian
- Black / African American
- Hispanic / Latino
- Native Hawaiian / Pacific Islander
- White / Caucasian
- Some Other Race / Ethnicity (Please Specify)

What is your cumulative GPA?

- 0.00 - 0.99
- 1.00 - 1.49
- 1.50 - 1.99
- 2.00 - 2.49
- 2.50 - 2.99
- 3.00 - 3.49
- 3.50 - 3.99
- 4.00+

What is the **highest level** of education your parents have obtained? For each parent, please indicate their highest level of education by clicking the appropriate level.

	Parent 1	Parent 2
Less Than High School Diploma	○	○
High School Diploma	○	○
Some College No Degree	○	○
Some College - Certificate	○	○
Associate's Degree	○	○
Bachelor's Degree	○	○
Master's Degree	○	○
Professional Degree	○	○
Doctorate / PhD	○	○
Don't Know	○	○

>>

qualtrics

The following information is requested in order to inventory the seniors that have completed the survey. Remember, this **survey is strictly confidential**; at no time will your personal information be connected with the answers you provided.

Student ID Number

>>

qualtrics

We thank you for your time spent taking this survey.
Your response has been recorded.

Appendix B: Scholarship Awards

The following pages list all the scholarships awarded and amounts as identified by seniors. The data are organized by High School and Scholarship Name. No effort was made to correct senior spelling of the scholarship name or award amounts.

Centennial	Scholarship Name	Amount
	oregon promise	290
	Al Forthan	500
	Jim Owens presidential scholarship	500
	Armstrong Scholarship	500
	Pcc foundation	500
	Future connect scholarship	600
	Oregon Thespians Scholarship	750
	OACA Presidents and Directors Scholarship	1000
	FAFSA	1000
	College specific awards	1300
	EMAR	1500
	pcc foundation	1500
	I don't remember the name, but it's provided by OSU to those who keep a gpa at 4.0 or above.	1500
	Finley Scholarship	1500
	PCC Foundation Scholarship	1500
	Finely Academic Scholarship	1500
	Pcc Foundations	1500
	Kaiser Health Carrer Scholarship	2000
	Dale Krueger	2000
	Dale Krueger	2000
	Dale Krueger	2000
	Dale Krueger	2000
	Dale Krueger	2000
	oci	2000
	Kaiser Permanent Scholarship	2000
		2000
	Earl Blumenauer	2000
	CEF	2000
	Psu four years free	2400
	Fafsa	2800
	Opportunity Grant	3300
	Oregon Opportunity Grant	3300
	Oregon Promise	3400
	OSAC	3500
		3500
	Renaissance Scholarship	4000
	Renaissance	4000
	Athletic scholarship	4300
	Mt. Hood Community College Foundation Scholarship	4500
	Dean scholarship	6000
	FAFSA	6000
	UO Summit	6000
	UO Diversity	6500

Centennial	Scholarship Name	Amount
	Diversity of Excellence	6500
	CU Merit scholarship	8000
	Dale Kruger	8000
	Diedrich College of Communication Scholarship	8000
	UO Presidential	9000
	Oregon Promise	10000
	UO Pathway	12825
	Pathway	12825
	Athletic scholarship	16000
	Renaissance Scholarship	16000
	Dell Scholarship	20000
	George Fox scholarships	20000
	UO Summit Scholarship	24000
	Psu Academics scholarship	24000
	Dunno the name the college gave me it.	25000

Gresham	Scholarship Name	Amount
	Future Connect Scholarship	5
	Rhythmette Scholarship	250
	Resident Opportunity Scholarship	437
	Finley Academic Excellence	500
	Armstrong	500
	OSEA Gresham-Barlow Classified Employees Scholarship	600
	4 years free	700
	Gresham Breakfast Lions Club Scholarship	1000
	careers that work	1000
	Gresham Brekfast Lions Club	1000
	Gresham Lion's Breakfast Club Scholarship	1000
	Gresham Lion's Breakfast Club	1000
	PSU Viking Scholars	1000
	Fed Supplemental Ed Opportunity grant	1050
	future connect	1200
	Finley Academic Excellence	1500
	Oregon promise	1639
	Oregon Promise	2000
	Zeno Scholarship	2500
	Oregon grant	2500
	Clackamas County Bank Business Scholarship	2500
	FAFSA	2700
	Honors College Scholarship	2700
	Oregon Opportunity Grant	3300
	Oregon Opportunity Grant	3300
	Oregon Promise	3684
	Oregon promises grant	4000
	Renaissance Scholarship	4000
	Kaiser Permanente Scholarship	5000
	I literally don’t know	6000
	Quest whole person	6000
	Music Achievement Award	6000
	ACE Mentor Program of Oregon Scholarship	6000
	Pell grant	6000
	Federal spell Grant	6195
	Federal Pell Grant	6195
	SIU Grant-Inst Funded New	6370
	WUE	7000
	Winston Purvine Presidential	8000
	Future connect scholarship	8000
	Merit Scholarship	8000
	Pell Grant	9000
	Presidential Scholarship	9000
	Summit Scholarship	9000

Gresham	Scholarship Name	Amount
	Joint Recruitment with Sisters Fire Full Ride	10000
	Oregon Promise	10000
	Western Undergraduate Exchange	10000
	Pathway Oregon	10761
	Portland State University Four Years Free Program	10828
	Concordia Universoty	11000
	George Fox	11500
	Golden Eagle	13000
	I don't know the names, they're all packaged into my financial aid plan through my college	13000
	New American Scholarship	14500
	Renaissance Foundation Scholarship	16000
	Menlo College Resident Bonus Award	16000
	WUE scholarship	16500
	Western Undergraduate Exchange Scholarship	16700
	Scholar Merit Scholarship	18000
	Presidential Merit Scholarship	20000
	Willamette Debate Award	20000
	Linfield scholarship	21000
	Linfield Trustee Scholarship	22500
	Baseball Athletic Scholarship	23000
	Summit Scholarship	24000
	Dance Conservatory Scholarship	30000
	Access UVa Scholarship II (Grant)	50224
	Willamette Award	76000
	Presidential Scholarship	100000
	Trustees Scholarship	100000
	ASU New American Scholar - National Merit	120000
	Menlo College Valedictorian Scholarship	177224

Parkrose	Scholarship Name	Amount
	Federal SEOG Grant	400
	Finely Academic Scholarship	500
	NE district OHSET scholarship	500
	Clackamas County 4H Horse	500
	Clackamas County Dairy Women	500
	Booster Club Award	500
	Clackamas County Dairy Women	750
	AHBAO	750
	FFA Alumni Scholarship	1000
	early application scholarship	1000
	Basketball	1000
	University scholar award	1000
	Engineering Honors Scholarship	1000
	Arthur Gilmore	1000
	Finley Academic Excellence Scholarship at Oregon State University	1000
	Participation Award	1000
	Finley Academic	1500
	Finely Academic Scholarship	1500
	Oregon Tech Supplemental Grant	1500
	PSU Four Years Free	2000
	Bellevue College Softball	2000
	Kaiser Permante Health Care Career Scholarship	2000
	Winston Purvine Presidential	2000
	Churchil Scholarship	2400
	Baldor Award	2500
	BYU Institutional Scholarship	2896
	PSU GANAS program	3000
	Antelope Scholarship	3000
	Finley Academic Excellence Scholarship	3000
	Athletic Scholarship	3600
	Early registration	4000
	College Grant	4800
	Honors	5000
	Oregon Promise	5000
	FAFSA	5000
	Honors College	5700
	Summit	6000
	OU Excellence	6000

Parkrose	Scholarship Name	Amount
	Finley Academic Award	6500
	Art Skipper Memorial	10000
	Univeristy of Oregon Apex Scholarship	12000
	George fox merit scholarship	15000
	Pell Grant	16000
	ConocoPhillips Dependent Scholarship	16000
	PSU	17000
	Linfield	17000
	GPA Scholarship	18000
	GCU Dean's Scholarship	22000
	Linfield Trustee Scholarship	22500
	Summit	24000
	Rensselaer Medalist	25000
	USC Presidential	28000
	University of Oregon Summit Scholarship	30000
	University of Idaho athletic aid	30000
	Achievement Scholarhsip	48000
	Stamps	60000
	Lewis and Clark Pioneer Award	60000

Reynolds	Scholarship Name	Amount
	Future Connect	1
	Future connect	6
	Opportunity grant	250
	Oregon Promise	280
	Oregon promise	280
	RHS Arts Leader	300
	Oregon promise	300
	RHS Artist of the Year	300
	oregon promise	323
	Resident Opportunity Scholarship	341
	AVID Spirit Scholarship	400
	AVID Scholarship	400
	AVID Spirit Scholarship	400
	Bourse d'étudiant	450
	Federal SEOG	450
	Pay it Forward	500
	MHCC Scholar	500
	REA	500
	Reynolds High School class of 1968	500
	reading scholarship	500
	Future connect	500
	PSU	500
	Bourse au mérite	500
	Avid elective	500
	Avid	500
	AVID Elective Scholarship	500
	RHS Senior Class Council First Generation Scholarship	500
	Armstrong	500
	Future connect	600
	PCC Future Connect	600
	Red Cross	600
	Oregon Promise	850
	Oregon promise	850
	Millar Scholarship	1000
	Finley Academic Excellence Scholarship	1000
	Cesar Chavez Scholarship	1000
	IDK	1000
	WOU Deans scholarship	1000
	IBEW 280	1000
	City Builder	1000
	OIT Engineering	1000
	Legacy mt.hood	1000
	Four years free	1109
	Oregon Promise	1200
	Bridge to Success Program Grant	1200
	Four years free	1300
	Finley Scholarship	1500

Reynolds	Scholarship Name	Amount
	Millar scholarship	1500
	Millar scholarship	1500
	The Millar	1500
	Oregon Promise	1500
	Millar	1500
	General Application Scholarship	1500
	Millar	1500
	Resident Opportunity	1518
	Oregon opportunity	1650
	resident opportunity scholarship	1707
	Dale Krueger Scholarship	2000
	Dale Kreuger	2000
	Future Connect	2000
	PCC future con	2000
	Dale Krueger	2000
	Dale Krueger	2000
	Dale Kruege Scholarship	2000
	Pcc	2000
	Winston Purvine	2000
	Miller Scholarship	2000
	Dale Krugger	2000
	REA Education scholarship	2000
	Hispanic Metropolitan Chamber	2500
	Opportunity grant	2500
	Hispanic Metropolitan Scholarship	2500
	Comcast Leaders and Achievers	2500
	Pull Grant	2700
	Oregon Promise	2700
	osac	2700
	Osac	2700
	Oregon Opportunity	2700
	OSAC	2700
	Oregon Promise	3000
	GANAS Scholarship	3000
	Financial Aid	3000
	Competition	3000
	Federal College Work Study	3000
	Oregon Opportunity Grant	3300
	Oregon Opportunity Grant	3300
	pell grant	3500
	Oregon Promise	3500
	Oregon Promise	3684

Reynolds	Scholarship Name	Amount
	Oregon Promise	3684
	Oregon Promise	3684
	Federal Work Study	3900
	OIT Athletic Award	4000
	ACE Senior Scholarship	4000
	Oregon Promise	4000
	Wou Supplementary fund	4000
	Renaissance Foundation	4000
	Early action award	4000
	Fred G. Lee Memorial	4000
	Hispanic Metropolitan	4000
	Future connect	5000
		5000
	Deans Award	5500
	Federal Pell Grant	5845
	FAFSA	6000
	fafsa	6000
	Summit Scholarship	6000
	Summit Scholarship (University of Oregon)	6000
	Pell Grant	6000
	Dale Kruger	6000
	FAFSA	6095
	Federal Pell Grant	6195
	4 Years Free	6252
	PCC Future Connect	7488
	PCC Future Connect	7488
	Dale Kruger	8000
	Dale Krueger	8000
	Cavalier Merit Scholarship	8000
	Dale Krueger Scholarship	8000
	Dale Krueger	8000
	4 years free	8000
	Dale Krueger	8000
	Dale Kreuger	8000
	Dale Krueger	8000
	St. Scholastica	8000
	Dale Krueger	8000
	Provost Scholarship	8000
	Krueger Scholarship	8000

Reynolds	Scholarship Name	Amount
	Krueger	8000
	Resident Opportunity- PSU	8400
	george fox unvisity	9000
	Athletic	9000
	Tuition Grant Scholarship	9000
	4YF	10000
	Merit based college	10000
	Taco Bell Live Mas Scholarship	10000
	George Fox Merit	10000
	Central East Portland Rotary	10000
	pathway oregon	10000
	Kaiser permenante	10000
	Kaiser Permanente Scholarship	10000
	Dean Merit Scholarship	11000
	WUE	12000
	Pathways Scholarship	12000
	Pathways Oregon	12300
	Colby Sawyer Grant	12692
	Pathway	12825
	Merrit Scholarship	14000
	Four Years Free	14000
	Pathways Oregon Scholarship	15000
	Trailhead award	15000
	Stand for children	16000
	Renaissance Foundation	16000
	Linfield award	17000
	future connect	20000
	Dell scholarship	20000
	PSU	20000
	Ford Foundation Scholarship	20000
	Dell Scholarship	20000
	CCPA New Student Scholarship	22000
	Pathway Oregon	24000
	Lawrence University Scholarship and Grants	29100
	orsaa	33000
	Pathway Oregon	43044
	Pathway Oregon	47460
	Pathway Oregon	51300
	Regents	68000
	Presidential Scholarship	76000
	George fox	87000
	bassoon scholarship?	118000
	ActSix Scholarship	120000
	Renaissance scholarship	160000

Sandy	Scholarship Name	Amount
	Red Cross	250
	Oregon Promise	284
	Raise me	455
	Charlie momerial scholarship	500
	future connect scholarship	600
	Future Connect Scholarship	600
	Portland State University	999
	Iu-Mienh Scholarship	1000
	Finley Academic	1000
	City Builders Warner Pacific	1000
	Renaissance	1000
	City Builder Scholarship	1000
	unknown	1000
	Vancouver Master Chorale Scholarship	1000
	Future leaders Scholarship	1000
	PresIdential	1000
	Oregon Promise Grant	1288
	Finley Academic	1500
	Finley Academic Excellence Scholarship	1500
	MAC Scholar Athlete Scholarship	1500
	Kaiser Scholarship	2000
	Oregon Promise	2228
	Financial Aid	2400
	Comcast Leaders and Achievers Scholarship	2500
	Honors College Scholarship	2700
	Oregon Opportunity Grant	2700
	Future Connect	3000
	Future Connect	3000
	Bilingual teacher scholarship	3000
	Oregon pell grant	3300
	Oregon Opportunity Grant	3300
	Warner Pacific Scholarship	3500
	Renaissance	4000
	PCC Future Connect Scholarship	4000
	Renaissance	4000
	Federal Pell Grant	4445
	The best one	5000
	Steve Rudman Opportunity Scholarship	5000
	Kaiser Scholarship	5000
	Home forward Scholarship	5000
		5000
	Oregon Pathway	5080
	Pcc future connect	6000
	WOU Diversity	6000
	pell grant	6000
	Diversity Scholars	6000

Springwater Trail	Scholarship Name	Amount
	Oregon promise	18
	PCC Future Connect	500
	Gresham Lions Breakfast Club Scholarship	1000
	Zeno Katterele	2000
	Kaiser Scholarship	2000
	Rodary	3000

Appendix C: Out-of-State Colleges and Universities High School Seniors Will Attend

When seniors indicated they would be attending an Out-of-state institution (both four-year and two-year institutions), they were asked to provide the name of the institution and the state or country they would be attending. The following is a list of Out-of-state institutions seniors indicated they would be attending sorted by high school.

Centennial High School

High School	Institution Attending	State/Country	2 Yr / 4 Yr	Count
Centennial	Edmonds Community College	WA	2 Yr	1
	Embry Riddile Aeronautical University		4 Yr	1
	Marquette University	WI	4 Yr	1
	New York University	NY	4 Yr	1
	Northland College	WI	4 Yr	1
	University of Montana	MT	4 Yr	1

Gresham High School

High School	Institution Attending	State/Country	2 Yr / 4 Yr	Count
Gresham	Arizona State University	AZ	4 Yr	1
	byu idaho	ID	4 Yr	1
	CBU	CA	4 Yr	1
	Colorado State University	CO	4 Yr	1
	Eastern Florida State College	FL	4 Yr	1
	Eastern Washington University	WA	4 Yr	1
	Haas school of business	CA	4 Yr	1
	Menlo College	CA	4 Yr	1
	Oral Roberts University	OK	4 Yr	1
	Simpson University	CA	4 Yr	1
	Southern Illinois University	IL	4 Yr	1
	Swarthmore College	PA	4 Yr	1
	Universidad Autónoma	Spain	4 Yr	1
	University of California, Los Angeles	CA	4 Yr	1
	University of Hawaii at Manoa	HI	4 Yr	2
	University of Nevada, Las Vegas	NV	4 Yr	1
	University of Virginia	VA	4 Yr	1
	Washington state university	WA	4 Yr	1
	Whitworth University	WA	4 Yr	1

Parkrose High School

High School	Institution Attending	State/Country	2 Yr / 4 Yr	Count
Parkrose	Boston University	MA	4 Yr	1
	Brigham Young University	UT	4 Yr	1
	Grand Canyon University	AZ	4 Yr	1
	Santa Clara University	CA	4 Yr	1
	University of Washington	WA	4 Yr	1

Reynolds

High School	Institution Attending	State/Country	2 Yr / 4 Yr	Count
Reynolds	BYU-I	ID	4 Yr	1
	Clark Atlanta university	GA	4 Yr	1
	Colby Sawyer College	NH	4 Yr	1
	Concordia University Chicago	IL	4 Yr	1
	CSU - LB	CA	4 Yr	1
	Grand Canyon University	AZ	4 Yr	2
	Idaho state university	ID	4 Yr	1
	Lawrence University	WI	4 Yr	1
	Lille 3	France	4 Yr	1
	Northern Arizona University	AZ	4 Yr	1
	Roosevelt University	IL	4 Yr	1
	Saint Martin's University	WA	4 Yr	2
	san diego state	CA	4 Yr	1
	Sciences Po Grenoble	France	4 Yr	1
	Stanford	CA	4 Yr	1
	University of Houston	TX	4 Yr	1
	University of Texas at Austin	TX	4 Yr	1

Sandy

High School	Institution Attending	State/Country	2 Yr / 4 Yr	Count
Sandy	Brigham Young University	UT	4 Yr	1
	Columbia College Hollywood	CA		1
	Grand Canyon University	AZ	4 Yr	2
	Pacific Lutheran University	WA	4 Yr	1
	Purdue University	IN	4 Yr	1
	Saint Michael's College	VT	4 Yr	1
	San Diego State University	CA	4 Yr	1
	The University of Arizona	AZ	4 Yr	1
	University of Idaho	ID	4 Yr	1
	University of Lyon	France	4 Yr	1
	University of Southern California	CA	4 Yr	1
	UVU	UT	4 Yr	1
	Walla Walla University	WA	4 Yr	1

Springwater Trail High School

High School	Institution Attending	State/Country	2 Yr / 4 Yr	Count
Springwater Trail	Brigham Young University	UT	4 Yr	1

Appendix D: Open Comments

Several questions in the main survey asked follow-up questions to get more specific information. The comments are provided in the following tables. No effort was made to correct spelling nor were the comments edited for content.

Additionally, Centennial High School asked three open ended comments in their section of the survey. Results of the open-ended questions are provided in the Centennial Open Comments section of this appendix. Again, no effort was made to make corrections to the comments provided nor were they edited for content.

When seniors clicked “Doing something else” in the question “Four months after I graduate from High School, I plan to be…,” they were prompted to provide information on what else they would be doing. Table AD1 lists the responses provide by High School.

Table AD1: Responses to What Else Will You Be Doing?

Centennial	Other Activities Seniors Will Be Doing
	animation
	College
	Crying and having an existential crisis
	Eating waffles (hope to god its not not store bought).
	Exploring
	Go to college
	Going to tradeschool
	Helping my family
	I dont want to share this with you. Its not you really care.
	I may go to an university and work a job that fits my schedule
	I plan to attend college get my classes that I need and get on a nursing program to become a neonatal nurse in the mean while I would still have a job.
	I planning going to Portland Community College, and while I go to college, and I planning going part work.
	i will be traveling and going to school and living my best life.
	I will be working and getting mentored on creating my own business,
	I will go to PSU to continue my education and take my major as accounting
	I would be searching for, and keeping a summer job.
	LDS mission
	Looking for job
	Making my own musics.
	NO
	Non of yall business
	Outdoor stuff
	Playing racquetball and doing pole vault.
	prepare for college and work
	r
	SCHOOL
	sleeping
	sleeping my depression away
	take some day off and rest. vacation
	work
	Working / Training for a Good Job
	Writing

Gresham	Other Activities Seniors Will Be Doing
	Building my twitch audience
	College
	Enjoying life
	Getting money
	Getting surgery
	Global Citizen Year Gap Program
	I am moving to South Dakota and I am going to do an internship.
	I want to continue to do computer graphics and art so that I can become a developer
	I will be focusing on music and moving out
	I will continue to pursue my music career and have a job for the side
	I will do fun adventures.
	I will i will be devoting my full-time to my network marketing business in which I am an Independent Distributor.
	I will work while I continue to harness and master my skills as a computer programmer and Hacker. to then use any money that i have saved to take any classes that i may use.
	I'll be doing cooking then travel to different places and learn more about food
	It won't let me go back to click further my education. I will be going to barber school.
	moving to la to become an editor
	preparing for college
	School
	Sleeping in
	Starting college
	Trade school or college
	work, work, work, and work
	Working and saving money, then moving into a place with my friend
	Working my ass off

Parkrose	Other Activities Seniors Will Be Doing
	finding a job
	Having a business
	I wasn't sure if it counted as "continuing education", but I also planned to learn a trade.
	I will be exploring what my career goals are, internalizing my ethics and moral goals, planning out college work, interning at a specific business, and continuing with my education.
	I will be growing my business.
	I will closely be working with my mentor.
	I'll be out of boot camp and getting ready to go to college while in the Marine Corps Reserve
	I'm going to be in the business of Herbalife with my parents.! Who knows, maybe I'll become a public speaker for the younger ones to teach them about this company :D
	Idk
	Ima take a year or 2 off then decode if i wanna go to college or not i plan on becoming an actor.
	Intership with Kaiser Permanente
	LEAP
	learn how to trade a stock
	Maybe moving out
	Modeling
	Playing soccer at Warner Pacific University
	Saving up money for things.
	studying tattoo art and/or Piercing
	Taking music lessons and finding new hobbies for college
	Work
	work trade work sleep
	working
	Working a job and making music
	Working full time and trying to make a career out of a hobby I love doing.
	Working, paying rent, hopefully college

Reynolds	Other Activities Seniors Will Be Doing
	4 months after graduating hopefully i will be in a community college and hopefully i will be working to save up for a place
	Being an electrician's apprentice
	College
	Enjoying life
	Focusing on my minor that I am passionate for
	Friendgazing
	Gap year +a few classes at mt. Hood
	Going to College
	Going to flight school
	Going to look for trade school
	Going to Mexico and getting a job probably at amazon
	Have fun and got money to support for my education
	I plan on taking a gap year to figure out what i want to go college for
	I will be acquiring loans for my record label so bigger projects can be done and so we can get better cover art for artists
	I will be enjoying my freedom
	I will be enlisting into the army.
	Making music
	Probably learning more about myself or working
	Sell drugs
	Signing up for college classes
	sleep
	sleeping
	spending money
	Taking a year off
	Trying to figure out myself and try to be the best version of myself before i go to college
	trying to get into neca-ibew
	Trying to improve my position at work
	turning up
	Watching my daughter, taking a year off from school
	Weight Training
	Working
	Working on my health
	Works and running

Sandy	Other Activities Seniors Will Be Doing
	Building an asset.
	Getting that money
	Going to Oregon Tech for college.
	Helping out around my house
	I dont know
	I might later go to a trade school.
	I want to work at north west technologies after i graduate, get a really nice manual coupe and deck it out.
	Living my life
	Modeling and Art
	Moving in with my gf, and moving out.
	Part-time anywhere, save up so I can move out of my parents house and live by my own rules.
	taking a gap year and doing college credit classes and traveling
	teaching in china
	trying to become an electrician
	Volleyball, work, road trips and workouts
	Walking dogs for money
	Working on my screen writing career

High School	Other Activities Seniors Will Be Doing
Springwater Trail	I will be going to job corp in yachats and learning how to become ether a carpenter or brick mason
	I will be taking care of my 9 moth old babygirl
	Metro East STEAM Internship
	streaming

One of the choices in the Question asking seniors how they knew their career choice would be a good fit was “Some Other Reason.” Seniors were asked to please describe the other reason. Responses are provided in Table AD2.

Table AD2: Other Reasons Career Choice was a Good Fit

Centennial	Some Other Reason (for good career fit)
	A Bet
	A Summer Camp
	Ahhaha s
	Been around others in the field and took a keen interest to the profession and field area.
	Cal has helped me
	CAL prepared me
	Experience in the field
	Experience of what happened in my family.
	Heard about CALs Programs and went into their medical program and I`m wanting to be an ER Doctor because thats why I`m taking this Program at CAL for this specific career and was really interested in the medical field and is offered at CAL than the High School.
	I joined CAL
	I just enjoy doing it. Writing.
	i just started doing it
	I made the business
	I met with my TRIO advisor and he helped me work through possible career paths by identifying things I enjoy, and don't enjoy etc.
	I researched a lot of careers and decided which one interested me the most
	I spent some time in this field and enjoyed it
	I took Child Development
	I went to college possible, they helped me more than any class in this school and without them I wouldn't be going to college.
	I've known what I wanted to do since I was seven. This has always been right for me. The rest just... made me more certain.
	I’ve wanted to be a doctor since I was a little kid.
	idk
	It was something that no one in my family had done and I don't really want to be stuck at an office job for the rest of my life because it makes more money.
	Laziness
	my friend showed me
	my mom inspired me
	The entire class got me interested.
	the school offer opportunity job
	The trade expo
	Trade and career fair

High School	Some Other Reason (for good career fit)
Gresham	$
	A class I took in high school was really enjoyable and closely related to the things that job would require.
	Always had interests related to field.
	CAL
	CAL (Center for Advanced Learning)
	career day at my high school
	Experiences that I had through my church helped me to realize that I wanted to work with people in either athletics or a ministry environment.
	Fascinated about the subject since a young age
	Have always wanted todo career.
	Hobby
	I am in CAL for dental hygiene
	I attended the Center for Advanced Learning that helped shape my career goals, as well as going on college visits to learn about my specific career
	I do it already
	I grew up with animals, influencing me to pursue that specific career.
	I have a passion for animals, math and science, therefore I am studying veterinary
	I have lots of enjoyable experience in this field and I think it's great fit for me.
	I joined CAL and did the Dental and Fashion program
	I like it.
	I want to prove to my family that I can succeed with my passion of music and make it so I can also change the world
	I wanted to be a hacker when I was little. Investigated how to become one. In which I read that I had to know programming first. And since then I got in to it.
	I went to a booth for the Navy and it looked interesting.
	I went to CAL to get specified training, and overall a vastly better education.
	I'm interested in where it can take my current skills
	I've always known that I wanted to get into the career that i want because I love what I have to do.
	i've had my pursuit decided for years.
	In CAL for this specific career.
	It was a childhood passion and still is.
	It's what I've dreamed of.
	job shadow
	Many mentors and distributors already in my life.
	My classes at Cal Charter
	My dream career
	My teacher at CAL and internships
	Personal experience with this career field
	Saw my grandpa it his funeral look better than he had for many years. They made him look healthy and brought peace to the famliy.
	Taking private Japanese classes well before entering high school, for a total of 7 years.
	The Debate Team

Parkrose	Some Other Reason (for good career fit)
	I have a passion for rugby and I've already been invited to play for a couple men's club teams.
	Electives that were open to me to explore
	i had surgery that changed my life
	I have always wanted to do this
	I just wanna be able to take control of my own life and not be managed by others.
	I love the subjects.
	I made a song that I strongly feel should go viral.
	I needed to get out of Oregon
	I play basketball
	i want to stay close to sports.
	I'm trying something I think it might suit me
	I've grown up with the beach and I love photography (marine photography)
	It is something I wanted to do as a child.
	It will provide a solid financial base for my future.
	its just a passion of mine
	mom suggested it
	Mr.Humes Health Services classes!! Best class I ever took!! And AP Government!!
	My brother brought it to my attention that he thought I would be fit for the position because of my passion and appreciation for the field.
	Navy recruiter
	Personally just caught my interest in general.
	That is all my dream jobs.
	Video/TV News specifically were the classes that influenced me to pursue Film/Communications as both a major and a career path.

Reynolds	Some Other Reason (for good career fit)
	I know what my passions are and what to purse them.
	Always wanted to do something in the medical field
	Business or musician, technical engineering
	cal
	Cause I like weed
	Family business
	Family members involved in these careers
	Friend showed me
	Have been helped immensely by someone in this career field.
	I did multiple kinds of community service that guided me towards what I enjoyed doing and I could see myself doing in the future.
	I did personal research and made direct conclusions between the median of pay versus student loan debt
	I did the ACE program 2018-2019
	I have always wanted to serve in the military
	I heard it pays good money
	I like it and I'm good at it
	I saw it and liked it
	I think of it as a hobby
	I took a class in CAL (Center for Advanced Learning) and I thought it was interesting.
	I took classes that specified in the major I am interested in at Center for Advanced Learning
	I was in the dental program at the Center for Advanced Learning (CAL) during my junior and senior year. I was very intrigued in the program and it guided me to pursue dentistry.
	I was told how much people in the trades get
	I went to a summer camp that helped me with this process.
	I went to the Center Of Advance Learning and I really liked the dental program.
	I went to the Center of Advance Learning and was in the dental program
	I will go to the cornerstone school
	I've always been deeply inspired by film, and I want to inspire people, give people those emotional reactions and realizations that I had and continue to have today
	I've known I've wanted to go into it for a very long time, since Middle School.
	I've been interested in this industry for a very long time and I'm good at what little I've done in it.
	It is my favorite job that doesn't require moving.
	Jrotc gave me some opportunities for a live as an adult.
	My mom told me to
	my personal interest
	My want to go into the fields of law or education spawned from being in Mr. May's A.P Government class.
	Outdoor School
	Really like dealing with cars so why not
	Sports
	The Center for Advanced Learning!
	Theatre
	Tried it out and decided i liked it

Sandy	Some Other Reason (for good career fit)
	i have the talent for it
	It's in the general category of things I'm interested in and think would be fun as well as providing a decent pay.
	A class I took
	Also studied in class
	always had a calling to what i wanted to do for as long as i can remember
	Being in classes at sandy high school
	CTE Classes. Manufacturing was the best experience I could've possibly had coming out of Highschool.
	Family served in Navy. I like the structure. Met the recruiter
	I already had a lot of experience in the field.
	I also have connections with companies
	i always liked these things
	I got a job in the field.
	I have family history in this career
	I just always knew what I wanted to do. Probably starting with family involvement, but not entirely because none of my family do this thing.
	i learned much of the career's entry level knowledge on my own, and I liked it
	i love the fact of taking risks in business
	i spent a lot of time engaging in this field.
	I took an internship
	I want to serve my country
	I was in a class that helped me decide that I wanted to be involved in a career that involves these skills
	i was on a college tour and met someone majoring in something that would be useful for me
	I've always loved the idea of being part of the two jobs
	I've always worked in and loved film. I'm gonna pursue other mediums as a back up.
	I've kind of always wanted to
	I've known since I was a kid
	Intern type program
	it is my hobby and I am very passionate about it.
	It's one of the only career pathways that genuinely interests me.
	It’s been my decision to work in Special education for a couple years now after becoming a peer mentor
	Its what i enjoy to do, and always have.
	Learning about the career outside of school
	My family and school counselor
	My father forced me to do something else that wasnt a hobby I enjoyed, and I found inspiration in itz
	Not sure
	Panula is really creating a lot of jobs owe it all to him
	Planned prom and leadership got me involved
	The classes I took senior year
	Took quizzes online and took that as well as money into consideration
	Went to a hospital, found it was something I cared for
	Wex
	Wrestling season

Springwater Trail	Some Other Reason (for good career fit)
	Cadet Teaching was a big influence on my decision to be a teacher
	CAL DMD program.
	I enjoy doing things with my hands and making things.
	I enjoy working with my hands and making things.
	I like Art.
	I worked quite a bit with it before I thought of it as a career.
	It is something that has always interested me.

After a list of careers was presented and seniors were asked to check all that they were interested in pursuing, seniors were asked to identify other fields they might be interested in. Responses are provided in Table AD3.

Table AD3: Other Career Fields of Interest

Centennial	Some Other Field (Please Specify)
	Accounting
	Aviation
	biochemistry, psychology
	Commercial Airline Pilot
	computer science
	Computer science
	Computer Science
	cooking
	culinary
	Cyber Security (thanks CAL)
	Dental assistant
	Dental Hygiene
	Ecology (Science)
	Embalming
	Environmental science
	Environmental sciences
	Firefighting
	Forensic tech.
	Forensics
	Forestry
	Graphic Designer
	Humanities
	I would like to pursue a career in being a paramedic firefighter.
	Marine Biology
	Media
	Nursing
	Pediatrician
	Professor of History or Mythology at a University level. Published author.
	Psychology
	Psychology, Environmental Science,
	Research Scientist
	Science
	Science and research, linguistics
	selling houses
	soccer player
	Social Science
	Sound engineering
	Sports
	Surgeon
	The Next Walt Disney
	Zoology

Gresham	Some Other Field (Please Specify)
	$
	A degree in psychology, linked with either law or business
	A veterinarian field.
	aerospace engineering
	Architecture
	Auto tech
	Biochemistry
	Biology
	Biomimicry
	childcare
	Computer Use
	Coding
	Graphic Arts
	Construction
	cosmetology
	Cosmetology
	Culinaire school
	Cyber Security
	Dental
	Dental Hygiene
	Dietetics
	Environmental Science
	Environmental Sciences
	experimental Psychology
	fashion design
	film
	Fire Fighter
	Growing crops
	Information Security, and eventually a pursuit of info sec laws.
	journalism
	Journalism
	Linguistics
	literature, and therapist
	Medical- Massage therapy
	Online business- influencer/ blogger
	Military in the future
	Ministry
	Graphic Design
	Athletics
	Mortician
	Music career (rapping) and many more genres making my own brand and expand the love of what i have to offer
	nah.
	Neuroscience
	occupational therapy
	pre vet
	biology
	Product Design
	Psychology
	Racing/NHRA Mechanic
	Real Estate
	science, child development
	Special education and interpreter
	Theology or Ministry Studies
	Twitch Streamer
	Veterinary Medicine
	Welding
	Wildland firefighter

Parkrose	Some Other Field (Please Specify)
	(Astro)Physicist
	And writhing poetry. and finish my play that I am start writhing it right new.
	Architecture
	Athletic trainer
	Athletic Trainer
	Aviation:Pilot
	Biochemist
	coding or mathematics
	Community Development Representative
	cosmetology
	Dental
	Dental Hygienist
	film
	Film
	Film / entertainment / software development
	Forest ranger
	Forestry
	Good match up for me
	government
	Language
	Marine Photography
	Media and Television News.
	Minor in law. Major in Nursing!
	Molding
	Music and music education.
	Natural Science
	nurse or doctor that my plan
	Nursing
	photog
	photographer & Interpreter/Translator
	psychology
	Real Estate
	Scientist
	Social Work
	something in the air force
	Speech and Communications
	sports agency
	Video Production or Graphic Designer
	Video/film. If anything, taking video class at parkrose has let me break out of my shell and is genually fund to do when you can take on a nutty idea and bring it to life on a screen. I also plan on making a hobby into a career at some point, making YouTube videos for entertainment.
	Youth Ministry

Reynolds	Some Other Field (Please Specify)
	Cyber security
	Architectural Desighn + Drafting
	Architecture
	Army and firefighter.
	astrology and nails.
	Automotive
	Biologist
	Biology
	Construction
	Cornerstone
	Cosmetics
	Cosmetics , Barbering .
	Cosmetics/ barbering
	cosmetology
	Criminal justice
	Criminal Justice.
	Culinary
	Cyber Security
	dental
	Dental
	Dental field
	Dentistry
	Digital Media
	Distribution
	Drug dealer
	Early childhood education
	Electrician
	Elementary Education
	Entrepreneurship
	Environment
	Environmental science
	Environmental, Science, Botanical, Research
	Exercise/Sports Physiology
	Film and videography.
	Firefighter
	Firefighting
	Flight attendant
	Forensic Science, Mortician
	Forensics
	Historian
	History
	Human Resources
	librarian
	Linguistics
	Marine biologist
	Marine biologist, scientist
	Math majors
	Mathematics
	mechanics
	Media Arts
	Military
	Music (Record Label)

Reynolds	Some Other Field (Please Specify)
	Photographer
	Plain caption in the airforce
	Political science/government
	Psychology
	Psychology and criminal justice
	Real estate investing and real estate law
	Science (Astrophysics)
	Science, Environmental, Botanical, or Agricultural
	Specifically I would like to be an animator, but anything in the feild of creating films, cartoons or otherwise I would gladly persue
	Sports medicine (to be specific)
	Teaching
	Technical Theatre
	Therapist
	To work at a trucking company or FedEx.
	Translator
	Vet Tech
	Veterinarian
	Veterinary Technology
	writing, filmmaking

Sandy	Some Other Field (Please Specify)
	Flooring or carpentry.
	Veterinarian
	3d modling/animation
	Aesthetics
	Anime, Music
	Anthropologie
	Archaeology, Museum technician, history conservator
	Archetecture
	Architecture and Film Production
	ASL
	Biochemistry
	boat driving
	carpenter
	forest management technician
	Chef
	Chemistry
	Cosmetic
	Cosmetology
	Culinary
	Cybersecurity
	Diesel Mechanics
	Economics
	Economics or chemistry
	electrical
	English Writer
	Environmental studies and economics and policy
	Fire science or fire fighting and or the military
	Firefighter
	Firefighting
	Foreign Aid
	Forestry/park management

Sandy	Some Other Field (Please Specify)
	Game design and development.
	I.t.
	Labor and Delivery Nurse
	Math and chemistry
	Military
	Music
	Naturopathic Medicine
	paleontology or archeology
	Physical Therapy, or Physical Education
	Politics
	Professional wrestler
	psychology
	Racing/Action sports
	save the rap game
	Science- Chemistry
	Special education Speech therapy Occupational therapy
	Sports writing
	Starting my own business
	Sustainability
	Traveling, flight attendant
	United States Military
	Veterinarian Forensic psychology
	Veterinary
	Voice Acting, Screen Writing, (Some) Cyber Security, (Some) Editing schools, Managing, Orator, (Possibly) New Publisher, (Possibly) Acting, General Business.
	Welding
	why isn't journalism on here????
	Zoology/ animal scientist/ zookeeper

Springwater Trail	Some Other Field (Please Specify)
	Cosmetology
	Education
	Game Design
	game streaming
	Graphic design
	Military service
	Photography, Videography, Cinematography
	Psychology
	Science

After evaluating reasons for not continuing their education, Seniors were asked if there were any other reasons for not continuing. Responses to the question "Are there some other reasons for **not** continuing your education?" are provided in Table AD4.

Table AD4: Response to the Question: Are There Some Other Reasons for Not Continuing Your Education?

Centennial	Other Reasons for Not Continuing Education
	College is a waste of time for those who dont know what to go for, schools gotta stop making it seem like thats the only option cause if you wanna do want you wanna do then do it
	because i don't like school and its not for me
	college just isn't for me i don't like school
	Dont want to
	Family and it's just not in the placement for me
	For me, I just don't like learning things that aren't base on my interest.
	For the career I plan on pursuing there is no need to go to college.
	I am going to Mt. Hood you asked about 4 years from now dude
	I don't know
	I don't want to have to work for the rest of my life, and having to repay my debt to go to college in the first place.
	It doesnt matter, im donw with you CHS...
	n/a
	N/A
	No
	not sure
	Of
	Trade school is my cup of tea

Gresham	Other Reasons for Not Continuing Education
	depending on what job I get I won't be applying right now
	I do not want a piece of paper to define my skills. I want to show what I am capable of
	I just feel as if I already have learned enough and I will continue to learn from videos and people and also experiences I have for my future
	I want to wait six months before going back
	MONEY
	none other then personal aspirations and things i wanna do
	Not everyone needs a degree to be successful, the trades pay very good and teach extremely important life lessons. There will always be a need for trades people. And college is way to expensive.
	Not having a plan of what to do after college so that it won't be a waste of time.
	who cares lmfao

Parkrose	Other Reasons for Not Continuing Education
	Because all teacher I have had tells everyone to go to college. If you don't go to college you won't be very succesful. I don't believen in that at all.
	Because it wont make me wealthy.
	Dont know wht to do/be later on in lifeee
	I strongly hate school.
	I would like a break to just experience the real world.
	idk
	im gonna go
	Military
	no
	NO

Reynolds	Other Reasons for Not Continuing Education
	Having a disability
	How to be a drug dealer
	I am going to college. I'm doing both military and college
	I do plan on going to college I just plan to take a little break from school and work a little more.
	I don't know what I want to be
	I don't know which college I would like to attend to.
	I dont have the money for it and i don't have the credits for it.
	I dont think it is for me, i plan to start working now
	I have been pursuing my dream as a toddler and I am positive that I don't need college in order for me to do what I want to achieve.
	I just dont think im the best when it comes to school
	I just dont want too
	I plan to later, gap year, I need a break from the constant drugery that has been my education thus far
	i want to think about if i really want a degree in stead of following other people.
	I'm just taking a year off
	I'll be taking a gap year to work & then return to school next fall.
	I'm not prepared to go to college
	It's a waste of my time and money when I can learn all I need to while working and getting paid.
	maybe I will take a break from school and save up money and start next years term.
	My English is not to perfect.
	Ni
	no
	No
	NO
	No I will be studying while enlisted
	The other was cost of college too expensive
	My English skill not good enough either

Sandy	Other Reasons for Not Continuing Education
	An apprenticeship.
	Because I don't want to pay for a class that teaches me something I already know
	Because i have a career
	College is a fat scam and takes way way more value than it adds. Not only that they are a peatree dish for leftism. And they teach non wisdom.
	continuing school seems like a waste of time and money
	Don't want debt.
	Don’t like school and don’t know what I want to do so why waste time at school not knowing what you’re doing.
	i already know what i'm doing and it doesn't require college and pays really well
	I am planning to get an EMT certification through a fire department run school then going to get my Paramedic certification through a first responder school
	I don't feel ready to attend a university YET, I want to serve in the military to gain experience and start a life for myself somewhere else. Community college is my back up option. Universities are too expensive to attend without being CERTAIN of the investment being made. I want to have a greater mental capacity, time, and assurance before entering into a career.
	I hate school
	I want a break from school and I don’t want student loans. The military will provide schooling and give me a much needed break
	I want to go to work straight off.
	I would rather not go into crippling debt before I turn 30.
	Idk
	Isnt really a point to it anymore.
	It is just way too expensive for something that isn't needed in my career field.
	Just because I'm graduating and not going to college doesn't mean I'm done learning
	My own business
	The schools that are affordable don’t have the class selection I’m looking for.

Springwater Trail	Other Reasons for Not Continuing Education
	I think it's awful that you people push college like its snake oil. there are trade jobs begging for people and all you guys do is push college. over the 4 years I've been here I've heard college, college,college and more college with maybe a sprinkling of talking about trades. I don't understand what makes you think it's such a great idea to send these kids out into the world to get a piece of paper and 200,000+ dollars of debt. half of these kids don't even know what they want to do with their lives but you people treat college like its gonna solve all their problems.
	I took Middle College courses at Mt. Hood and while I enjoyed some classes, it was hard deal with others. My writing 122 class was, 3 hours long with an unengaging professor. One hour was spent every class writing a paper that had to 15 pages long and was to be turned in by the end of class without exception. On top of that there was exsorbitant amount of homework. I would get home after school and would be working till two am, then I would get up at five am to finish working and the cycle continued for half the school year. I would forget to eat, sleep, brush my teath, take a shower, change my clothes. I was so burnt out by college that I didn't care anymore. It was this class that showed me I might not be as cut out for college as others and with the physical and mental wasting away of myself, slaving away at 15 page essays everyday, I'd rather not go back.

For Seniors that indicated they would be continuing their education, they were asked to identify the type of institution they would be attending (e.g. four year public, four year private, etc.). For those that identified "some other type of institution," they were asked to identify the other type of institution. Results are presented in Table AD5.

Table AD5: Other Types of Institutions Seniors Will Be Attending

Centennial	Other Type of Institution
	2 years of community college, and 2 years of university
	Online Courses ei Coursera, Kahn Academy
	oregon culinary institue
	trade school

Gresham	Other Type of Institution
	a trade school
	Oregon Culinary School

Parkrose	Other Type of Institution
	I'm planned to study abroad
	Portland State University

Reynolds	Other Type of Instituion
	I'm going to cornerstone
	International collegue
	New Mexico Military Institute
	Public post high education at cornerstone

Sandy	Other Type of Institution
	Beauty school
	I don't know
	job corps

Springwater Trail	Other Type of Instituion
	NW college of construction

For seniors that indicated they were attending a 4-year Private University or attending a 2-year private trade/technical College, they were asked to identify private institutions not in the list. Responses are provided in Table AD6.

Table AD6: Other 4-year and Other 2-Year Institutions Seniors Are Attending

Centennial	Other 4Yr Private
	Nothland College
	Warner Pacific University
Centennial	**Other 2 Yr Private**
	Oregon Institute of Technology
	Oregon Institute of Technology

Gresham	Other 4Yr Private
	Washington State University
Gresham	**Other 2Yr Private**
	Undecided

Parkrose	Other 4Yr Private
	Still deciding
Parkrose	**Other 2Yr Private**
	Film connection

Reynolds	Other 4Yr Private
	Linfield college
	Oregon State University
	Portland State University
	Portland State University
	Stanford University
Reynolds	**Other 2Yr Private**
	IBEW 48
	Mt. Hood
	nece ibew
	NECE IBEW Electrical Training Center
	Northwest college of construction

Sandy	Other 4yr Private
	Grand Canyon University
	I got wait listed though
	Pacific University
Sandy	**Other 2yr Private**
	Portland
	Portland culinary institute

No Springwater Trail Seniors Identified additional private 4-year nor 2-year institutions.

In the community college section of the survey, students that identified they would be attending a Portland Metropolitan Area college (Clackamas, Mt. Hood, or Portland) were asked the reason they chose that college over the other two alternatives. Responses are provided in Table AD7.

Table AD7: Reasons for selecting Portland Metro College Over Alternatives

Centennial	Reason for Selecting Metro Community College
Attending Clackamas	I grew up around there and i know some of the teachers that work there and I wish to get into auto body
	Medical field
	Near my home. In case the Mt. Hood one doesn't work out.
	Softball Scholarship and friends on team.
Attending MHCC	fgnghgmyrf
	Because my mom has been there before as a student and she knows a lot of people at the college
	Because the subject i wanted to study is apart of these colleges.
	Brother attended
	Cheap and close
	CLOSE BY AND MY OLDER BROTHER WENT THERE
	Close to home plus it is a backup plan
	Close to home, and very cheap.
	Close to my house
	Cost and location.
	Easy to get to, both parent went, close by, people i know are going
	Free parking, reputation of instructors, and financial support.
	Good nursing program
	I already had credits at MHCC, and it was easy just to go there and not transfer them. Also it is the one that you hear about the most, so it seems the best and more of my friends are going to it. Also my mom didn't like the area that the other alternatives are located in.
	I can live at home and I can go there before I go to Concordia.
	I chose it because it was constantly being recommended to me by teachers and other students, and I got college credits for it as well.
	I chose Mt. Hood because it was one of the few colleges I knew to be nearby, and it would help to get better opportunities in pursuing a career.
	I just thought I'd check em out.
	It has the program I'm looking for
	it is close to home and communit college is what i can afford
	It is closer compared to other schools, convenient, and I already have college now credits that are transferable; it seemed like a good fit.
	It seems to have more opportunities

Centennial	Reason for Selecting Metro Community College
Attending MHCC	It's close to home and it's one of the lowest costing colleges.
	It's closest and cheap.
	It's closest to home and the most accessible out of the three and it has a solid baseball program.
	IT's convenient since my family goes there
	It's the closest to my house.
	It's the most convenient
	It's closer to home
	Its close and I already have credit there.
	Know people who attended, and know how to apply
	Law Enforcement
	Location and cost
	Low cost, close to home, and many people I know have went, will go, or are going to Mt. Hood.
	Medical program
	Parent went there
	The cost is more affordable, and the location is close to home.
	They gave me a scholarship and it's nearby.
	They're convenient and they have great programs.
Attending PCC	Because I live in Portland and is near my house
	Because the subject i wanted to study is apart of these colleges.
	because, I feel like it would be a good match for me
	Close and easy
	Closest to me and won a scholarship there.
	heard that their criminal justice is taught by someone retired from police department
	I just thought I'd check em out.
	I know a few friends that go there and it's pretty close to my house. Also because the have a program that I'm interested in.
	I like Portland
	i like portland area
	i live here
	I want to get into this medical program
	I'm going to PCC in the fall at the cascade campus because it was the best program for the EMT program and cascade is the only one that has the EMT program. It was also recommended by many of my cadet advisors.
	I'm playing soccer there
	It's closer to home
	its near where i live
	Location and cost
	Recommendations, close and cheap
	Success of students in college possible
	They have more opinions and my friends and boyfriend are there.

Gresham	Reason for Selecting Metor Communinty College
Attending Clackamas	Close to me and they have the classes i need to become a police officer
	Mt. Hood has a great program and both of them are close to home.
	they are near my home and are easy to get into
Attending MHCC	Because it has the program i want to be in and its the best school i know for the program
	Because my friends are attending Mt.Hood.
	because they are close to home
	Because they are the most convincing
	Close
	Close by
	Close proximity and many people I know are going there
	Close to me and they have the classes i need to become a police officer
	close to my house, has the necessary programs, and the place i plan to get a job hires straight out of Mt.
	Closer to home and it offers the automotive class is great
	Closer to home, pzrovidesthe career path I want to follow
	Convenience and specific options of my desired field together.
	Cost and location
	Easy access and cheap
	For Mt. Hood it's really close by to home and provide the classes I need. Portland was just a second choice because of others who have been there is still going there say it's a great school to go too.
	I already had over 35 credits at Mt. Hood Community College through the College Now program, so it only made sense to finish my associates degree there. Next I plan to finish at BYU Idaho with a degree in
	I chose to go to mt. hood because they have the EOU program that I want to do because I want to become a teacher and I've heard great things about the program.
	I didn't really see what other community colleges had for what I need and that has to involve what I wanted to
	I know people that went there and graduated and they said they had good tools to use.
	I plan to attend Mt. Hood because I didn't want to start with a university I wanted to start with community than transfer to university and aslo it is close to my house.
	Im broke and mt hood is cheap
	It has an amazing program for the field I'm in.
	It is close to home and cheaper as well. I know I will still be able to work. It also has a nursing program that I am interested in.
	It is close to me, provides me with the ability to continue my education with the career choice I have chosen for myself. Also it will not make me go broke.
	It is close, and has the classes that I am thinking about taking.
	It is closer to my home. And it was recommended by family members who had attended the school.
	It provides the courses I want to take for my future career choice and it's conveniently near where I live.
	It was close to home and my friends are going there.

Gresham	Reason for Selecting Metor Communinty College
Attending MHCC	It was closest to home and got good amount of financial aid
	It was the closest
	It's close to home and affordable. They also have ties with Linfield College for their RN to BSN transfer program which I am interested in.
	It's close to home, and I plan on getting my associates degree
	It's close to where I live and it has a dental hygiene program.
	It's close to where I live and the campus is really great and also their band program is amazing.
	It's close, and it's affordable. I would have loved to have gone to Portland State University, but I don't have the GPU to attend the school. So, I'll be attending this more local and affordable college, in order to get my GPU back up, and collect some money in order to attend the college I want.
	Its closer to home and the one that was catering to my current high school the most. My high school didnt really talk to me about other schools.
	its near my house and my friends are going there
	Location
	MHCC, is close to home and I haven't chosen a career path for myself yet, so I figured it would be a great place to start. Also I have the Oregon Promise.
	Most convenient to get to from my current residence.
	Mt. Hood has a great program and both of them are close to home.
	Mt. Hood is near me and provides the resources to transfer to a four year college with course credit.
	Provides one of the few, certified cyber security programs in the entire united states, and by default out performs every other college, including ivy league
	recommended and nearby. As well as having credit.
	super close to wear I live and it has a great criminal justice program
	That it give you a free two years to attend and it’s more available then other schools
	The area
	They are both closer to my home and offer financial aid.
	they are near my home and are easy to get into
	They gave me a big baseball scholarship
	They have a great dental program.
	Video program
Attending PCC	because they are close to home
	Because they are the most convincing
	Close by
	Close to me and they have the classes i need to become a police officer
	Didn’t want to go to MHCC so I chose PCC
	For Mt. Hood it’s really close by to home and provide the classes I need. Portland was just a second choice because of others who have been there is still going there say it’s a great school to go too.
	I dont go far away from my famiy
	I know people that went there and graduated and they said they had good tools to use.
	I was offered a scholarship that will help financially
	It's near the area where I live. It has a specific program that I'd like to attend too.
	Most convenient to get to from my current residence.
	pcc was the fastest to give me a scholarship and was fast at talking to me and walking through the steps and mount hood got back to me 2 months later almost to late in my opinion
	The atmosphere seems chill. I got awarded a scholarship for two years free at that college and i plan to transfer to a university after the two years.
	The future connect scholarship
	They are both closer to my home and offer financial aid.
	they are near my home and are easy to get into
	they were the ones who responded to me the fastest and gave me a scholarship the fastest and the only other school was mount hood that i applied to and they got back to me till 2 months later

Parkrose	Reason for Selecting Metor Communinty College
Attending Clackamas	Because I want to attend a two-year college first and transfer to a four-year college, also I choose them because they are close to my house.
	I need a 2 year community college to see if i want to go to a university.
	The Athletics is great
	They all close my city.
Attending MHCC	Because I want to attend a two-year college first and transfer to a four-year college, also I choose them because they are close to my house.
	Because it's the one I heard most about and it has the classes I want to take.
	business classes
	I chose this community college due to my opportunity of attending middle college my senior year through parkrose high school there. I have credits with the school giving me a chance to be ahead that helped me make the choice to continue with the school.
	It has the film classes I want
	It was the only community college i applied to and it's close to home.
	It's very close to home so getting there wouldn't be an issue. Also, I'm currently getting college credit for AVID at Mt. Hood.
	It's cheaper.
	It's close and I feel like I can be successful there.
	Ive always been drawn to Mt. hood, even since late middle school. When I visited the campus, it just felt like the one.
	location
	Mt. Hood is down the street from my house, so it's easier to get to.
	My college credit is already located there and the college accepts the Oregon Promise program.
	The Video Degree
	They all close my city.
	They had the major I wanted
	They have a great integrated media program that teaches stuff that not even a four year has
Attending PCC	Because I want to attend a two-year college first and transfer to a four-year college, also I choose them because they are close to my house.
	business classes
	I choosed this community college because it's close from my house also and that the most important they have a programs for the things i want to study.
	I got offered the Future Connect scholarship.
	I like living in Portland
	I need a 2 year community college to see if i want to go to a university.
	i want to further my basketball career anywhere i can
	I was far more aware of this college than others and I was hearing about all the programs available so I simply explored this college without looking at the others.
	Is cheaper and near
	It is the closest to where my family lives.
	It was close to home, has a program I'm interested in, and allows me to save money.
	It's cheaper.
	It's close, convenient, a good community college, and my friends go there and love it so I've heard great things.
	Portland community College is closer to home and have read a lot about the school and the opportunities given. I do plan on going to the campus at cascade
	They all close my city.

Reynolds	Reason for Selecting Metor Communinty College
Attending Clackamas	Amazing theater program
	Because it is close to where I live and the job I want takes place at clackamas
	I have been told they have good automotive courses which will help me alot
	I heard it was a decent school to attend after high school and it's also close to home.
	I like the campus, it's very close to a lot of fun places and my best friend's house (where I spend a lot of my time) is five minutes away. My friend might be going there as well so that's great. Location is good and the school seems like it has a good reputation.
	Some have EMT courses as well as a Paramedics program and two have a fire science program
	The classes that they can provide to me, also the locations they are at their campus look nice and the and I felt a nice asmofire
	These three colleges had a higher level of education in the fields I'm looking into
	They are more closer to where I live
Attending MHCC	I already did it
	Really easy to apply and really close to my house. I want to my college to be close to where I live.
	Already have lots of credits from doing Middle College. I plan to finish there with my associates and then transfer to university
	Because I live really close to mt. Hood
	Because it is close to where I live and the job I want takes place at clackamas
	Because it's closer to home and will provide me with more business knowledge
	because it's closer to my house and there's scholarships that's will help me a lot
	Better medical education
	By my house and cheaper then university
	Close
	Close by and has the classes that I'm looking to study.
	Close to home
	Close to my house
	close to where i live
	Closer to my house and has the program I want
	Closest
	Convenience, price, and reputation made me choose mt hood over all other schools in the Portland metro area.
	Digital Media
	Family members
	Good college in general
	Heard a lot of good news!
	I am a middle college student so I choose to finish my associates degree there and then transfer.
	I chose these two colleges because they offer programs at 4 year universities at their facility for more than half the tuition. I also chose these colleges because it's more convenient for me to get there.
	I chose to go to Mt.Hood because it is closer to home. I want to be closer to my family.
	I have been told they have good automotive courses which will help me alot
	I just picked MT hood because it's closer to my house and they have classes I would like to in.
	I think it made me choose it because it's more close to home, and my cousin went there and she liked it, so it would be a good fit for me.
	I think the location is right for me to commute. It seems like a nice community college, not too big but still supportive. The people there seem nice too
	I thought it was cool idk
	I'm a middle college student at MHCC and I personally believe it's more convenient to stay and finish my associates degree where I already started.

Reynolds	Reason for Selecting Metor Communinty College
	I've heard very good things about each school and they are close and in the area so I'm able to get there.
	I'm playing softball for Mt Hood
	It has a nice campus and is close to where I live.
	It has a nice campus and it is close to where I live.
	It is cheaper and closer to home.
	It is close to home
	It is close to my house
	It is very close to my house and I am able to cover tuition costs
	It was close to home, it's a good college
	It was closer to home plus a lot of my friends would be attending
	It was closest to home and my sister goes there.
	It was more convenient to attend
	It was the closest college and the campus is amazing, as well as tbe staff.
	It's close to home
	It's closer to my home
	It's easy to get too and I like the campus
	It's the closest, and it is the college that I already have 16 credits for.
	It's a good school and it's close to where I live and I can take the bus there if anything happens to my car.
	It's close to home
	It's close to home and I get to think about what I want to truly do later on.
	It's close to my house, extremely convenient, and the campus/atmosphere is comfortable
	It's closer to home and more affordable and transfers over to PSU, which is the university I plan to attend after getting my associates degree.
	It's closest to me and more convinient . It has programs I'm interested in
	It's easier to get to and it has good programs.
	It's free and close to home
	Its cheap, near by and has feilds im interested in
	Its more suitable for me, I can easily get to the school.
	Its the closest
	Las enforcement
	Less expensive
	Location and price
	Location and program I am planning to attend
	MHCC was the closest to me, and I got the oregon promise
	More classes that I would like to take.
	Mount hood is closer to me and I've heard that PCC is a very good school
	Mt Hood has great programs.
	Mt. Hood is close to home where I can live at home and save money to move out. Also I can have job while going to school.
	My cousin went to mount hood and the school offers good programs taht interest me

Reynolds	Reason for Selecting Metor Communinty College
	My sister went to Mt. Hood, she said it was a very good school so I would like to attend there as well. It is within my range and it is a little more affordable for me .
	Some have EMT courses as well as a Paramedics program and two have a fire science program
	Some of the reasons why i chose to go to Mt.Hood is because it is close to my home, A GPA is not needed and I can afford it.
	Super close to home, has a good reputation, my dad went there, and I know the campus pretty well
	The credits that I received at the Center For Advanced Learning gave me a head tart in my courses and credits.
	These three colleges had a higher level of education in the fields I'm looking into
	They are more closer to where I live
	They have a very reputable Cosmetology program.
	They have an amazing program for esthetics and cosmetics
	They have great options that I was interested in. It is close to where I live.
	They have many opportunities and things that I need like engineers and computer science.
	They would be easy to do to and finish anything I need for trade school
	this college is a good distance from where i live
	This college is the closest to me so it is more accessible there. Also my sister went there and she said it's an amazing school so I will follow her steps.
	Well it used to have the major that I was planning to take but they removed it. Since it's close to me I will be going there.
	When attending Center for Advanced Learning and having Mt Hood instructors as my teacher, made me really like the teaching style of the instructors. I also had college credits coming from Mt Hood as well.
Attending PCC	Because it's in my living area
	Because it's very convenient for me and what I want to do with schooling they have a good course in Portland at pcc that would work well for me.
	Being honest, I chose this school because its the most affordable place to continue my education and also I am on the waiting list for the future connect program. (I am going to a summer connect class over the summer).
	choose pcc
	close by
	Close to home
	close to where i live
	Heard a lot of good news!
	I am attending Portland Community College in the fall because I got Future Connect scholarship.
	I can afford it and it was close to home.
	I chose PCC because it was close to home and it was an easy commute from my house to campus
	I chose Portland because I received a scholarship from that campus. I'm looking forward for the resource help I'll be receiving and the support I'll get to. It's in the Portland area and I like that type of environment to explore as I continue my post high school plans.

Reynolds	Reason for Selecting Metor Communinty College
	I chose these two colleges because they offer programs at 4 year universities at their facility for more than half the tuition. I also chose these colleges because it's more convenient for me to get there.
	I got a scholarship with future connect that pays my tuition for 2 years
	I got the future connect scholarship. Many people recommended it for me to still improve my English.
	I heard they had a good dentistry program
	I just like Portland but other than that nothing much.
	I like their campus, and I feel they offer more classes.
	I plan attend Portland Community College because their paramedic program is very good and I was awarded the Future Connect Scholarship.
	I think Portland Community College is going to be a great environment for me because it's more accessible from home transportation wise. But I think that shouldn't be an issue if it's about because educationally successful. Since I was awarded the Future Connect Scholarship here, I will really benefit from it because as an only child, the support I'm going to receive from my coach and resources is going to be with me along with my post-secondary education. They want me to be successful and that's what they're going to help me with.
	I want to realky get out there and mest different people,they also have a good crininal justice program.
	I was raised so I felt like it was home.
	I've heard very good things about each school and they are close and in the area so I'm able to get there.
	It was a different environment that would allow me to grow more as a person
	It wasn't that far and it can connect me to university's since some professors there teach at the universities.
	It's better
	it's cheaper & it's a smaller campus
	Mount hood is closer to me and I've heard that PCC is a very good school
	Portland is an overall great school. I've heard good thing about the staff and the program I plan on taking.
	Private
	Some have EMT courses as well as a Paramedics program and two have a fire science program
	The location
	These three colleges had a higher level of education in the fields I'm looking into
	They are more closer to where I live
	They gave good scholarship
	They have a Vet Tech program
	They have great options that I was interested in. It is close to where I live.
	They would be easy to do to and finish anything I need for trade school

Sandy	Reason for Selecting Metor Communinty College
Attending Clackamas	Athletics
	I knew of them
	I live in Portland and Portland Community College has a medical imaging program and no other community college does. I am considering Clackamas because the advisors are easier to work with.
	It's very close to where I live and not too far from home and work
	The manufacturing program.
	The programs and school is better then mhcc
	they are cheap community colleges that are by family members
	They have great nursing programs programs
	They were the only school to personally reach out to me and help me understand college more. I also am very interested in their nursing program.
	Wrestling
Attending MHCC	Close to home for the first year reliable school enough to get into a university next year
	$35,000 a year at Concordia < ~$10,000 at MHCC
	A teacher came to talk about the programs at MHCC. It has the best CTE program. The program will help me get a job after I get a degree.
	Affordability
	Already have class credits there
	Closer to home
	Closer to me, have heard good things
	Closest to home and a lot more simple than other colleges
	Closest to home and I already have credits there
	Closest to my house. Have a good dental hygiene program.
	Easy access cheaper option.
	Honestly? Because I don't really have another option. It's the closest and I can't afford to move out on my own. It's cheap, and their theatre program is pretty nice. That's it.
	I already have 8 credits through them and it's close enough for me to stay at home in order to save money.
	I already have college credit through that college and it is convenient for my location
	I chose MHCC because it was affordable and I am familiar with it. Also it has allowed me the most opportunities.
	I chose Mt. Hood because it was close to home, my friends are going there , I have college credit there and I've heard from others how it's a good college to go to
	I have credits there already. I heard that they have an awesome registered nursing program. I know a lot of people that went there and they loved it.
	I knew of them
	it is a good school and it will help me get to where I need to go in the real world.
	It is close and has a nursing program
	It is close, cheaper than other schools, and I already have several classes that I have taken for credit at sandy high school that transfer to Mt. Hood.
	It is closer and has a good reputation. Also, I have family that has gone there and said it was a good school
	it is closer to home
	It is closest to where I live so commuting will be easy and it's close to my job.
	It is local, I have heard very good things about the campus that make me feel at ease and more comfortable.
	it was the the best fit for what i wanted for the first year
	It's close
	It's close to home and I can commute there much more easily than if I chose another school elsewhere.
	It's close and free with Oregon promise
	It's close and I know a lot about it

Sandy	Reason for Selecting Metor Communinty College
	It's close to home and a good opportunity thete
	It's close to home and I won't have to worry so much about housing costs and it being super expensive. Plus Mount Hood has a lot of the courses I want and need in ordered to begin my career in the medical field
	It's close, I have friends that go there and I'm playing volleyball there
	It's somewhat close and I like the campuses and the have a girls basketball team
	It's the closest to me
	It's the closet to me
	It's very close to where I live and not too far from home and work
	Its close to my home. Its very involved in my high school. It should be free.
	local
	Many of the credits that I have which carry over to college are only accepted by MHCC.
	they are cheap community colleges that are by family members
	They had the program that I want to pursue
Attending PCC	Veterinarian technician degree
	Affordability
	I knew of them
	I live in Portland and Portland Community College has a medical imaging program and no other community college does. I am considering Clackamas because the advisors are easier to work with.
	Im moving to Tigars
	It is closer for me to get to because of where I live. PCC has the course I want to take to be a Vet Tech, where as MHCC doesn't offer that program.
	It's close
	It's very close to where I live and not too far from home and work
	The Diesel Program
	They had the best program for the career I am pursuing.
	They have great nursing programs programs

Springwater Trail	Reason for Selecting Metor Communinty College
Attending Clackamas	chemeketa has a good fire science program.
Attending MHCC	Has the prerequisites I need. Also close to my home.
	I had to pick something close that also had business courses
	It is close to my house and job. This will make things easier for me to plan my schedule.
	It was the nearest one.
	It's close, low cost to me, and has the program I was looking for. I have also heard good things about the instructor/program I would have mainly.
	It's close.
	Its five minutes from my house. Also it has a big art area, and my brother goes there.
	The location, resources and opportunities available.
Attending PCC	Location
	The reason I chose this specific college was for the PCC Future connect college adviser.

In the Race / Ethnicity Questions, seniors were provided an opportunity to identify an “Other” category. When the clicked on this category, they were asked to specify their other race / ethnicity. Results are provided in Table AD9.

Table AD9: Other Race/Ethnicities Identified

Centennial	Other Race
	haitian american
	Middle Eastern
	middle eastren
	Mixed
	syrian
Gresham	**Other Race**
	attack helicopter
	Chuukese/Carolinian
	German
	It doesn't matter stop making this a "statistic" so you can group people.
	Italian & Norwegian also American qwf
	Mayan & Japanese
	middle eastern
Parkrose	**Other Race**
	African
	Middle east
	African
	Habesh
	Habesha
	mayan descendant
Reynolds	**Other Race**
	Black and white
	Egyptian
	French
	Middle Eastern
	Russian
	Swedish
	White
Sandy	**Other Race**
	A helicopter
	Doesn't matter
	indian dutchmen irish german
	Indian, Dutchmen Irish, and German
	Native American
	No respond
	Russian
	Swedish
	Ukrainian
Springwater Trail	**Other Race**
	Whaite / Caucasian

Centennial Open Comments

In Centennial High School Custom Questions, three open ended questions were asked of seniors. The following pages provide the comments entered. No effort was made to make corrections to the comments provided nor were they edited for content.

Question 1: In general, what positive things do your teachers do that you'd like to see more of?

In general, what positive things do your teachers do that you'd like to see more of?
All teachers should learn from Mr. Peterson One of the best all around guys ive ever met. having more teachers like him will make kids enjoy school.
They help me to study, And pleasure to have me in class
A lot of my teachers have worked on getting to know their students. It makes their classes a much better environment and makes the students feels as if someone believes in them.
A lot of them actually develope friendships with students, and they all care a lot about most of them.
A majority of the teachers that I've had actually seem invested in us as students and want us to succeed.
A positive attitude is the most important. If a teacher is passionate about their job students will notice. Students also enjoy having projects that are more hands on and less lectures.
Actually address student's problems and understand that students have other classes not just their own
Actually caring about and liking their jobs, for one. I appreciate that my teachers respect me.
Actually look at my work
add lessons into their cirriculum that we can use in the real world instead of just use to pass a test
allowing us to speak our minds and allow us to have a say in how our school is ran.
Ask about our personal lives.
Ask me how I'm doing check up on me look at me beyond grades but rather a person
Ask the class for input on assignments and scheduling. Crunching multiple projects at the end of the year in each class is extremely stressful please chill out. Especially with presentations they do barely anything for me or the people I know to expand their learning.
Asking students about outside of school things, like sports, home life, etc.
Be more relaxed. It helps me and others stress less.
Be more understanding with your personal life.
be understanding
Becoming more involved in events
Being able to talk to them about other things besides school.
Being compassionate and understanding, and reaching out to their students more.
Being flexible when it comes to moving deadlines for students when the deadline is unreasonable for the students.
Being flexible with kids that have jobs and work many hours in a week. Kids shouldnt be expected to go to school, work for 6 hours, then come home and do homework until 3am.
Being kind to others and not just asshats to the students
Being nice and helpful is good.
Being respectful and getting to know their students well.
Better or build relationship with students.
Build strong connections with students that makes the students feel comfortable in the classroom and want to participate.
care more about students
Caring and also helping students when they a senior
check in with me
Check in with students one on one.
Check up on students
Checking up on students

In general, what positive things do your teachers do that you'd like to see more of?
coming up and making sure that the student understands the situation, but not harping on them i they are an excelling student.
Communicate and genuinely care for others
Connect more with students.
connecting with students
Connecting with students on a more personal level
Creative projects, and congratulating success
Don't yell at me when im late and just mind their own business
Eat more waffles.
eeeeee
encourage
encourage kids to go to Center for Advance Learning
Encourage us and get along with the students.
Encouraging students to be creative and ya know not so stressed and anxious. Only one teacher has demonstrated this and more should.
Engaging students and involving current events. Starting a conversation and letting it go wherever . students feel like it should.
Explaining work and being lenient when it came to work assignments
First, the teachers helps me to be more educated and always were friendly to me. But with some of the teacher i can talk about anything.
Genuine concern for students' success.
Get involved with students during projects.
Getting into a lecture with a student, learning their students learning styles.
getting to know all your students even shy ones
give feedback and be positive and good energy
give out assignment with requirement list! Doing hands on work.
Give up interesting assignments or group assignments
give you multiple opportunities in the classroom
Giving you their time if you need extra help with stuff or need help raising your grades.
Good attitudes towards learning.
Grading things on time.
Hands on activities.
have lots of resources that they can give me when I am struggling or are able to teach me in a different way.
have real honest conversations
have the 1 on 1 time
having a genuine connection with individual students
Having students chose topics that they are passionate about.
Help me
Help me get good grades by motivating me
help me out
Helping and support
Helping students a much as possible.

In general, what positive things do your teachers do that you'd like to see more of?
helping students maintain good grades through the course
Helping students one on one
helping students out individually
helping the student and support them all the time
I deeply appreciated when teachers took the time to see and understand how I learn and tried to come at teaching me with a different way that satisfied my needs.
I don't exactly know. I don't pay too much attention to it.
I don't know
I dont care
I like a majority of my teachers. I understand that their goal is to help me succeed, but more often than not, it's not really helpful
I like for more teachers to be flexible with students turn in late work.
I like it when a teacher is able to communicate with each and every one of their students, and feeling genuinely cared about in a classroom.
I like it when teachers are just genuinely nice and create a good environment for students instead of trying to instill fear in them or make them feel bad.
I like see my teacher are good to all students, and they always helpful to students whom doesn't understand in English.
I like the teachers that actually care about what they teach.
I like to bond with teachers as a friend, not just as a student
I like when teachers check in with us individually, and when we have class discussions.
I like when teachers give a day to review before test. It helps a ton with understanding. I also liked when teachers do a fun little activity before class to get us into the topic.
I love how my teachers care about me and check in on me whenever I'm down, I love that I can just go to them and talk about anything and they'll listen.
I love Ryan Ruuttila.
I love when my teacher sincerely care about me and are very friendly, I like to feel that my teachers are just another human being trying to support me.
I really like teachers like Mr. Paul and Mrs. Dube who can really connect with students. I have had them both as AP teachers, and their general outlooks are just fantastic and positive. I feel like that really helped me connect and succeed in their classes.
I think that they are very supportive and understand other people's situations
I think the relationships between the students and teachers is the only reason why Centennial was a great school. The teachers truly care for the wellbeing of their students and want them to truly learn.
I would like to see more encouragement and openness to listening to students.
I would like to see more of CAL teacher proficient because my teachers helped me out significantly to my career path due to their background knowledge which are Medical Instructors and has open me to a greater insider of my future career in the medical field. And felt like the high school did little minimal to help me in a sense, but is not your fault. Just wanted more opportunities which CAL has given me.
I would like to see more teachers who are more understanding about student's personal business and problems.
I would love to see teachers wanting to help the student out if they don’t understand something and help them make sense of it rather than saying they don’t have enough time to do that during class.
I’d like them to act like Cal teachers, respectful. Treat us like college students
Inspire me by being more enthusiastic about teaching.
Interact with us about the content outside of the lecture and engage us with personal interest and support from them.
Interactive with the students.
It is very rare for me to find the perfect teacher giving out the perfect amount of support and one on one personal connections with their students but I have had a few teachers with the following things and it has impacted so much motivation for me to aim for my best, even if I am not as smart as my peers around me.
Just getting to know students a little better personally. Remember to say hi in the hallways sometimes randomly to show you care.
just keep teaching me the way they have been doing.

In general, what positive things do your teachers do that you'd like to see more of?
Let kids do whatever they want. If they want to learn let them learn. If there is some kid using his phone let him make that choice. Don't ban phones for everyone. ^^ apply this mentality to everything
listening to input
Made class interesting and got me excited for what wee were learning
Make learning interesting instead of making it be something you have to do.
Make stronger connections with student, have a better relationship with them
mAkE tHe ClAsS iNtErAcTiVe AnD fUn
Making it known that they care about us and that we can come to them if we need something. That establishes an important connection that helps with learning.
many of my teachers really take the time help me when I need help and they take the time and explain the work very very well.
Many of them really wanted to connect with us more and not treat us like children. I liked that a lot, although they were still my superior it felt nice to be talked to like an adult.
More communication with their student and checking up on them.
More group work with people of your choice
More participation.
More review days before tests. More working one on one and walking around the classroom to see if students need help.
More words of wisdom and friendship. motivation speech
Ms. Lifson, Dube, Watts, etc. They all make class enjoyable but productive. Teachers need to find the balance like they have.
My teachers help me with work that I am stuck on
n/a
N/A
NA
not be an asshole
not sure
Nothing
Nothing really
One of the things I see my teachers do is be more helpful with students, and i'd like to see more of that in the future.
One on one time
personal conversations that aren't school related
Pff
Presentations because they're fun
Probably enthusiasm, but I think that would be asking a lot since they already do a great job.
Push students to try their hardest
Really care and ask about our well being when we have missed class.
Repetition and connecting topics to each other.
Respect my personal learning style and techniques
Review games for tests, interactive lessons/games to build community in the classroom,
Rounding grades
Show that they understand or care
Showing they truly care
sitting individually with students talk about how they're doing in their classes and ask if they are on track or not how they could get them where they want to be
Some of the teachers care about the students. They encourage students to learn and to grow, and to help solve problems in their lives. I would like to see more of this. Some teachers could care less and only care about getting the students in and out if their class. They don't encourage students to learn. I would hope that more teachers will come to do this.

In general, what positive things do your teachers do that you'd like to see more of?
Some teachers are willing to bring their personal situations into the students' education. For example, in a financial mathematics class it is useful to listen to personal anecdotes about finances rather than a textbook by a financial expert.
Some teachers care and get to know me.
Speak to me personally and be able to talk to me freely.
Speaking to their students on a personal level to develop a healthy relationship.
Spread joy and laughter
Support students
Take the time to talk one on one with students to help them when they need it instead of sitting behind a desk the entire period.
take time and talking to students one on one
Taking students' phone away when it distract the whole class.
Talk and connect with students
Talk freely and be compassion to yourself with the students, spent sometime to understand the student and let the student know who you are and you can support them.
talk to students and get to know them briefly
Talk to your students
talking about real life out of school
talking indvidually with kids
Teachers should try to make us feel better in our work we do.
Teachers that connect to the students
Teachers that spend time out of class or during work time to get to know their students and develop personal relationships are always more effective teachers because they earn respect by respecting students. Some examples that come to mind are Brice Cloyd, Kellie McCarty, Joel McKee, Doug Paul, and Kathy Thiebes.
TEahcingn
that they help me to understand certain projects and encourage me to work hard and to try my best
The only teacher who do positive things is Ehren Schneider, so ask him.
The positive things that my teachers do is to be patient and understand what the students knows.
The positive things that some teachers do is allow them to conversant and engage with students. I loved the teachers that cared about their students and made sure they put their students first than the what the curriculum tells them to do. The students find a teacher that wants to listen and care and want to further their education. The motivation will be hand to hand that the admin wants on paper and statistics.
The teachers do a great job at what they do so just keep it up.
The teachers that I had actually took the time to make sure that I was on track and get to know me so they can help me in places I struggled in.
Them encouraging us not to give up, actually caring about how their class can help their students, actually caring about the students, them treating us like normal people and not just another set of student that need to be taught the same lesson (I connect and learn more with teachers who are comfortable having open discussions from time to time)
There are starting to be less lecture style activities and more interactive projects which is helpful. My English classes allowing meaningful discussion.
There isn't much positive things that I like to see from teachers.
they are great and supportive
They are mostly all enjoyable people who are fun to interact with. No one has ever displayed an unpleasant personality.
they ask for the opinions of students
They encourage us
They go through the study guide before the test which is really helpful

In general, what positive things do your teachers do that you'd like to see more of?
they help me a lot and we have a great friends ship and respect each other
They help with problems outside of school.
They look like they enjoy what they are teaching.
They make their classes fun
They seem concerned when I don't do everything they ask. They ask why and find ways to help me.
They show that they care about you by making small talk with you even if you aren't the loudest kid in their classroom. Especially certain teachers who are truly kind.
They smile and say hi.
they talk about real life out of high school
They teach me moral values.
They're supportive and on my ass
To be honest, I've checked out of CHS mental and consider myself a CAL student. I just make jokes and laugh with the teachers to the pass the time. Public high school is a joke to me and I don't have to try to pass. So I would say humor. Teachers with good humor I would like to see more of.
to found more what is you good at!
Trying their best to see if you gat what u need to know
We could get help from them in the morning or after school
We need more teachers caring about the kids that have no motivation or don't come to school and get to the bottom of why they aren't present at school or getting bad grades.
When they helped me to understand my work and explain with patience
when they treat us like adults
Work one on one with students
Yeah

Question 2: In general, how could teachers change their instruction to make classes better?

In general, how could teachers change their instruction to make classes better?
All teachers should learn from Mr. Peterson One of the best all around guys ive ever met. having more teachers like him will make kids enjoy school.
I do no attended Centennial classses, all my answers are about Center for Adavanced learning
A lot of teachers could very easily stop making the curriculum so textbook and actually make the students feel engaged to listen what they are learning about.
Add more visual teaching methods
adjust so that people who learn differently are accomidated
Allow students more free time.
Ask Ehren Schneider.
Ask us what we would like to do more often
assesments
At lease 15 kids in class
Be less boring
be more engaged
Be more helpful to students
Be more laid back about everything. Make the vibe and the environment more welcoming
Be more specific about what they are trying to say/do most of the time.
be more specific and go over is multiple times
be more understanding about our situations outside of school
be passionate, and understanding of students
Be passionate.
Be sure to offer help if one is struggling. Another thing that I'd say is to make assignments more involved, either with classmates or something. More hands-on assignments are my way of learning something effectively, and they may make students get more involved in the classwork instead of just not listening. I've had a lot of times in classes where I had completed all of my work and had to just sit there and wait for everybody else to finish, and that's kind of what made school boring for me. Make class fun.
Being able to listen to a student and help them
Being little more care free
Being very thorough on things and being hands on and not being very critical when I don't understand something.
Better classroom management.
Better representation of student body in teachers. Fair rules. Being more understanding that some of us have jobs to help out at home so school is not our only worry.
break it down
By allowing students to be more creative and express their passions.
change in attitude where they can make class environment fun for all and not be monotone.
communicate
Communicate and genuinely care for others
connect what we learn to what we know
Do examples as a whole class before handing out the assignment.
Do more creative ideas.
Do more examples in class and provide samples to take home.
Do the assignments as a class
Don't have so many lectures.
Don't make students feel stupid for asking questions
Don’t get as frustrated
Don’t take so long to explain the instructions.
Dont just give kids stupid assignments that wont help them with anything in their life. Dont waste our time and we wont waste your time.
Eat more waffles.
eeeeeee
energy we need more

In general, how could teachers change their instruction to make classes better?
Engage with students and frequently check on them
Explain and show what and how to do the assignment.
Explain in depth or have other things like videos or guest speakers explain the work
Explaining more and reminders.
Gave the student more choice on what they want to do in their assignment.
Give students examples instead of just going over powerpoints
going over directions differently easier to understand demonstrate at times .
Good as it is
Have more discussions with the rest of the students. Have fun activities to get students to want to participate/
have more time for assignments
Help others stay on track
I don't know
I don't know. It's their job to handle that, not mine.
I don't think the teachers need to change a thing.
I Dont knonw
I dont know
I feel like a large portion of teachers should try to challenge their students a little bit more. Freshman and Sophomore year were both pretty brain dead for me even though I was taking the advanced courses. A few could definitely be a little more engaging as well. I feel that as someone who took 9 AP classes, I just wasn't challenged enough. I could get great grades without putting in that much effort. Senior year hasn't been much different. Having 5 AP classes and going home and not having to do any homework was nice and all, but I'll probably develop a bad habit because of it.
I feel that some teachers are too scared to get out of the curriculum, and teach the alternatives. The school is so consumed by critical thinking that sometimes we need to step back and learn the basic before diving in. If they want to expand. USE BETTER EXAMPLES. Also don't talk too much about your personal life, or be more sensitive to your political opinions.
I liked my experience with teachers
I need real life examples and stories to remember information.
I think it would really help if teachers had the opportunity to get a general survey or class vote in the beginning of the year to really see what would most likely impact their students in a positive way and help gain confidence in themselves.
I think teachers could manage the pace of their instruction by not making it go too fast nor too slow.
I think teachers should allow us to be more creative and less workbooks. Workbooks get boring.
I think that so far, the teachers have been going a good job with giving instructions, and I can't really think of what they could do better.
I work well with how teachers teach at this school
I'm not sure
Ice breakers? maybe jokes, help students smile and be comfortable.
idk
Idk

In general, how could teachers change their instruction to make classes better?
Idont care
If teachers could understand students more and understand that everyone is different and unique and therefore many people have different perspectives of how they wanna be treated.
Include background information. For math show the bases of a problem.
It's not the teachers that need change it's what is taught. Preferably teachers that aren't bad at their job.
just focus on the student's capabilities rather than the structured curriculum
Just keep going at it. Change little and keep going on.
Just make it fun but effective.
Just n say for more times to do some work
just need to have more harder rules about using a phones.
keeps politics out of school
Less boring lecture
Less but more specific instruction. It’s a waste of our class time when we don’t get to work in class when we have resources at our disposal like the teacher to ask questions.
less homework
Less memorization based, more on understanding concepts and how they are related to real life and or current events. Instead of long multiple choice tests that have nothing to do with Ap classes more of what college biology does like presenting a scenario and coming up with a solution. Or like how calculus have creative projects that students can actually enjoy.
Less of crunch time near the end of the school year. Less harshly paced semesters.
less talking more 1 on 1 conversations with students.
Less work
Let student pick what they learn about/have as essay topics. Teach them to love writing, rather see it as something they have to do to pass. Basically, copy CAL's English program. Personally, I think (and so do my mhcc professors) that after sophomore year, all classes should be cut and your last two years should be career oriented. Think of like what CAL does; where you choose your field, learn a little about the broad field and find things you enjoy to learn more about. Just become CAL. Make it mandatory, or something of the sort. Public HS is a joke.
Let’s kids turn things in after due dates for full points because some of us have jobs
make everyone be a prat of the class
Make it a little slower and easier to understand.
Make it appropriate for all learning types.
Make it geared more towards career goals and higher level students.
Make it less boring and more involved by not talking at the kids
Make it less robotic
Make it more engaging and not just a 30 minute lecture
Make it more fun and hands on
Make it more hands on assignments not read a article and fill out a sheet.
make it more interactive rather than a lecture
Make notes to follow along with during lectures or powerpoints.
Make some jokes or other activities to wake students especially after lunch.
make stuff in class based on real life issues political, environmental and all
Make sure both the teacher and students respect one another. Try to develop a good relationship with students.
Make sure the students are understanding to lessons being taught and not just teaching it to get through it.
Make their help easier to obtain
Make things a little more related to the real world (ex. Physics: teaching driving mechanics, Chem: teaching about cleaning mixtures, etc.)
Make things more interactive compared to point blank instructions.
Make time in class if they need to slow down for certain students.
Making sure their is more group work

In general, how could teachers change their instruction to make classes better?
match the speed of struggling students
Maybe a little more hands on
Maybe be a little more on top of things, although I didn’t complain
Maybe incorporating more classroom discussions on relevant and important issues, even if they don't completely go with what we're learning in class.
Maybe spend a little more time getting the things they need to get done done, and then after they finish their tasks then they can use their time to do personal stuff. If they are gonna ask that of me, I am gonna ask that of them.
More activities that encourage creativity.
more caring about students and not just "doing my job"
more conversations rather than lectures
More detail
more discussions
More hands on
More hands on activities and more interactive.
more hands on and one on one
More hands on learning
More hands on learning and fewer power points that just throw information at us as opposed to explaining it.
more interactive and interesting
More interesting topics.
More personal interactions between students and teachers. Some students need a strict authoritative figure who provide the means for the students to understand the objective. For others, students may need a more personal teacher who is able to push students to seeks a direction rather than an objective.
more real world learning
my teachers do it all right
N/A
NA
No need they´re really good
no repeating everything every day
Not be mean or rude
not call students out
Not just expect us to learn from videos and power points
Not lecture all the time
Not lecture the whole time.
not sure
nothing
Nothing
Nothing. From my understanding there is not much leeway in terms of the curriculum. They only teach the students to "prepare" them for college instead of the real world. They fail to draw parallels between what is being taught, and how it applies to the real world. This creates a gap between the information, and the student, as they see no purpose in it and become disinterested. The teachers should be encouraged to engage their students through real world scenarios and applications instead of "you'll use this later in life", or "you'll use this in college". I have heard this so many times, and it has caused me not even wanting to go to school. I used to enjoy school and now, I hate every second. I would rather be out working instead of school, because it's the same things everyday. School has become more focused on getting you out the door, and "ready" for college, instead of the real world which, guess what, most people will be going into. Shocking right. This reflects onto the teachers and their curriculum. This needs to change.
Off

In general, how could teachers change their instruction to make classes better?
Offer more chances for students to check what they know, often students think they understand until it comes to actually taking a quiz or test.
Provide an environment that is more welcoming to have a strong discussion.
put in grades faster
Quick and concise
some of teachers make good rules for their classes, so then students can force to study.
Some of the teachers I had quickly went through the lesson plan instead of taking the time to make sure we all got it. It made it difficult to keep up sometimes.
Somehow give the kids who get done with their assignments quickly fun activities like mazes or extra math problems that are not a part of the curriculum to keep the from boredom.
Stop just reading things off the book and take time actually explaining the work
Stop talking about personal life so much
stop treating students like kids, stop having last minute assignments
Stop with the worksheets from watching a video. Those gave me aids .
take input
Take more time in making sure that everyone understands whats going on, not just the majority.
Talk less.
talk to student about their grade
Teach things that I'll use later in life.
Teachers can make class fun so student would want to go to class, by more positive and nice, help students that know that won't pass or have bad grades.
Teachers could put themselves out there more when helping kids. Rather than waiting for a kid to come to them, cause that doesn't always happen, they could check in with students individually more often.
teachers could try to teach students about current event and things happening around the world we live in instead of having student learn about history in each class because it might help them be be aware for the real world.
Teachers of "regular" classes could have a deeper understanding of their topics and greater passion. Specifically, classes like economics and health seem to have apathetic teachers that make the classes mundane.
Textbook work doesn't work for everyone. Make hands on lessons and make sure everyone knows whats going on when their out sick or something.
The teachers could be more related to the students
The teachers here make sure to keep in contact with the class and keep us updated.
Their already great
their teaching is great
There was no problem with their way of instruction.
They can give handouts and have a shelf where if the student was absent they can look on the shelf and start catching up with all the information needed to do so. They can also talk about it first and then give a handout.
They can incorporate real world skills into lessons that will be helpful for kids in the future. Thank you Petersen.
they communicate with student better and being their best to teach classes great.
They could prepare better their classes or assignments
They could try to put more team project to make class better
they don't need to change anything
They need to have better communication with other teachers about assignments and tests.
They should focus less on the quantity of work that they assign, and they should focus more on the quality of the assignments and how the students view the work that they are being assigned.
They should show more passion for what they teach.
To not just put a video on and hope we learn from it
Try to energize us.
Trying to communicate with kids more
understand every student is different
well they do good just to make it more exciting
Working in groups allows socializing and new ideas,
Write a plan on the wall with a clear goal.
Yeah
Yes

Question 3: Please share any comments about specific things that made your CHS experience great or not so great.

Please share any comments about specific things that made your CHS experience great or not so great.
All teachers should learn from Mr. Peterson One of the best all around guys ive ever met. having more teachers like him will make kids enjoy school.
A few teachers.
a lot of talking in classes from students. its annoying
Admin at CHS is absolute garbage. Administration and counselors do not care about what's best for the students, only about what makes themselves look good. So many students at centennial suffer from mental illness and no one high up seems to care. Then, when kids are too sad and tired to get out of bed to come to school, they are punished and stripped of privileges like dances and events that make high school worth it, so why would they come? Schloth had the nerve to basically tell kids who came to him about going to prom that mental illness IS NOT an excuse to miss school. He told one senior that her missing school because a close family member died was not a valid excuse and denied her attendance to prom. For the kids who did get to go to dances, they were lame and not fun because friends couldn't go due to attendance, venues and music sucked. Admin also does not care about what students have to say/believe in. After going to this school for four years and working hard to do well, seniors were told that graduation IS NOT about us seniors, but for our parents. We were told that we can't decorate our graduation caps, and when many students signed a petition about it they were denied any kind of discussion about it. That is unprofessional and not fair. The only good thing about this school is the few teachers who like to make coming to class fun and care about their students. Everything else about centennial is pretty awful, and nobody could ever pay me to go back and do it again.
Administration needs to take into consideration how students feel about certain topics and not be so strict when it comes to dealing with students. A lot of them end up seeming like they don't actually understand the kids they are working with and end up coming off as ignorant and a bully.
All my teachers were very helpful to me especially ms.wood
All the friends I've made and all the teachers I've met have made it great.
Always encourage me to do my best
Anne Haverkamp made my experience great
Art programs like choir and theater made it enjoyable
Being in CHS was great I liked almost all my teachers except some but they were friendly and good
Being involved in things after school like eagle expo.
Centennial High School did very very little to help me apply for college. I wanted to go out of state for college, and there were almost no resources available for me to do so. All the college resources are for local community colleges or UO, it seems. I had to learn about the college admissions process through the internet and my family. If I didn't have an older sister who went to college out of state, I would have been lost and had no idea where to begin, and may have never ended up applying or getting into a college out of state. Also, prestigious private colleges are a lot more affordable than most students think (every one of the colleges I applied to would have been cheaper than UO for me, thanks to need-based financial aid), and there is no system in place that educates students about financial aid options for out of state schools, so kids just assume they can't afford it and never look into it. I think counselors are too focused on getting kids into a college, and at all focused on which college they get into. It is no wonder why few students ever leave Oregon, and even fewer ever go to prestigious schools. Also, communication about scholarships is atrocious. Also, allow hats. None of the reasons even make any sense. Hats don't have to obstruct faces, so they don't have to "cause a threat to school security." A ban on hats that obstruct the face might make sense, but banning beanies does not. Also, many things may obstruct a face. Someone could easily sneak into a classroom with their head down or with a paper covering their face and achieve the same anonymity as they would with a hat. And hats are almost never gang-related. Gang violence is not a major issue at Centennial, and banning hats will not impact that issue whatsoever. Also, the lack of arts funding is ridiculous. I don't have access to this information, but I think administrators should look at the budgeting of sports and arts per student. How much funding does football get per player, and h

Please share any comments about specific things that made your CHS experience great or not so great.
Centennial is relaxed and has diverse community.
Centennial was one the best experiences I had. Here teachers and classmates helped me to understand everything since English wasn't my first language
Centennial wasn't that bad for me the first two years of high school. The school was a open to discussion because student bodies were heard. The upperclassmen then, were being listened to and were looked as leaders. Now as the years gone by, you an tell those admin that purely enjoyed those past classes had favoritism. Now it's hard to be have the same replication of those people that wanted change. EVERY YEAR, the class of 2019 wanted the same kind of sense of community but in our own ways. You restricted many of us to enjoy our last years at this school. We were your guinea pigs. We were the ones that you tried new curriculum's on us, when they were guarantee to not have any direction or use until the following years. I'm okay with changing for the better but you shouldn't being forcing kids to be your experiment. Class of 2019 did not get to experience and have the benefits like the past. For example, my sophomore year Honors English was being redone but have the time I did not understand anything from the class. My freshmen year, we were forced to do the PSAT, so in total I've done the PSAT three times. Also the whole integrated math curriculum system. Now the school is dumbing down science classes. Balogh was forced to change the chemistry unit. Now you have conceptual physics that is so easy but realistically it's going to get harder in college. I also feel that the admin does not do anything for the students. I have had multiple times that I;ve spoken to the super indent but not to OUR admin. Our senior year has been so terrible. I've always wanted to take part of SADD week but your soften it, which is sucky because these kids will always be reckless. I have more to speak about but listen to the fishbowl and change some stuff. SERIOUSLY>
Che experience was great because teachers are so helpful and support their students
Choir was the best part of my high school experience. I really enjoyed every single part of it and it makes me extremely upset that the administrators do not put more support to choir, band, and drama programs. They should be supported just as much as sport programs and its really frustrating. Choir was where my lifelong friends are and it was my main support system.
CHS is the best school and I feel more safe and support, also I learn lot of things that i don't know and the CHS is not so great because i don't like is the food.
CHS use to show a lot school spirit at the games assembly and in general the school was what they said it was good, fun chill school. Now school has felt like its been shutting down.
Counselors and admin suck. For 4 years I have tried to go and get help from these people. Almost every time they were unable to help. I submitted my classes a year ahead , they then decide to cancel my class 2 weeks in. This destroyed my senior year schedule. Also had ms. Veatch (Physics teacher that was literally on crack) went to counselors and they couldn’t help me. Went to principle and she didn’t do anything about it. Ended up with an 88 because my work for the last 2 months ended up as 0’s because she never graded it. Please fix this
Definitely all the child development, ECE, and infant toddler work experience classes and those teachers, Mrs. Dube, Mr. Ruuttila, Mr. Young, all made my experience great.
eeeeeEe
Eh
Even though I did not go to prom, as I did not care about it, I think that the 90% attendance thing was really bullshit. It makes it seem all this school cares about are rewards and not the students. I got that vibe throughout my school career here. Overall, the teachers are great and care about you and your learning, but the administration does not.
Everyone is very supportive
Everything is good, but maybe during senior prank day the teachers they should not over react about it.
friends
Friends
friends and having fun with sports at school
Friends were the only thing that kept me going.
Going to cal
Gone for a week + due to commitments and sickness, asked teachers if any important work was coming up they said no, i come back and lots of important things happened and no one informed me once i came back, only found out due to other students and grades dropping.

Please share any comments about specific things that made your CHS experience great or not so great.
Great - Brice Cloyd and the choir family that he and everybody else in concert choir has built. They are a family and it has become a home to so many kids and I honestly think it's because when you sing with someone for so long, you develop such a raw and emotional connect to those people and Cloyd has been nothing but supportive to these kids and it's such an admirable thing to see. Watching the people you care about grow closer because you a common thread is amazing.
Great- Choir, Ceramics, the art programs in general, Not So Great- Having news be spread and known by students before staff are even aware, not being strict enough about having sex in school but getting on heads about 90% attendance, decorating caps and gowns, and SAFE, HARMLESS senior pranks that weren't approved by admin and then blaming the activities director for it, having a fire alarm followed by a lockout occurring a few weeks before the end of the year, lunches could be better, security needs tightening up (some security cams don't even work, so what's the point of having them around??)
Hardin specifically made my CHS experience great.
High school was neither here nor there. It was a once in a lifetime experience that I wouldn’t give up for anything. However, there were a lot of rough patches that could’ve been made much easier by the school and my peers. Such as all sorts of harassment and bullying
I didn't mind Centennial, I thought it was a pretty good school, and a majority of teachers were very understanding and helpful. I really appreciate how helpful administration is in situations regarding grades. I remember when I failed physics due to my teacher (Veatch) not entering my grades right in the grade book, and didn't even put my 1st semester final in for the 1st semester(which I passed). It was discovered that I actually was supposed to have a C and not an F in her class. The staff at CHS really went out of the way for me in order to get the issue resolved, and they succeeded after a lot of work. One thing that I didn't really like about Centennial was the fact that I was a CAL student. The communication between CAL and Centennial is absolutely awful, especially when I switched over to AM CAL. There were Centennial events that I was bound to miss due to the lack of communication between the two schools. One thing that really frustrated me was when the mandatory senior assembly happened. I chose to skip my CAL classes in order to attend the assembly. The sheet of paper outside of the office said that the assembly was going to begin at 9:22 AM. I proceeded to wake up at 8 and get ready to come to the assembly, when a half hour later I got a text saying that the assembly had already began and it was only 8:30. Not only did I miss CAL, but I missed the assembly as well. I also hadn't really gotten most of the information about things that are coming up for seniors due to not being at the school in the mornings. I know it was a choice to attend CAL, but maybe improve it just a little bit so you can spare the students in the future from that stress? Or at least make the information on the sheets correct?? thx centennial peaceeeeeeeee
I don't know
I dont care
I enjoyed extracurricular activities like clubs and sports. I also had a great deal of amazing teachers like Mr.Mei, Mr.Ruuttila, Mr.Petersen, Mrs.Dube, Mrs.Lifson and more
I feel like Centennial is terrible at security. They need to secure parameters better and make sure everyone's safe. I honestly do not feel that safe there. Also, CHS needs to support their art programs better. Students deserve to have music, art, and drama classes if they want. I feel like the athletic programs get more recognition and support compared to the arts. It honestly feels like the art programs get nothing compared to sports. It is really upsetting to feel like this and I doubt it will ever change because nothing has happened even after people have brought it up on multiple occasions. I have even filled out a previous survey for Centennial and I do not know if they have done anything about it.

Please share any comments about specific things that made your CHS experience great or not so great.
I feel like I've grown as a person, and I've made many relationships that I'll continue to have even after high school.
i felt like the school wanted my only option to be going to college which isn't what i wanted
I had a lot of fun with the staff and students but my education was greatly unsupported for my advanced learning abilities. Even in AP classes, I was to able to pass by on tests scores alone and was never helped with learning to do meaningful work and putting my best effort into work other than tests. I feel like students of high caliber can easily skate by on talent alone and never learn to truly work for education, this hurts greatly when tasks are put forth that require more work and when students start slipping into routines of not doing work there is no support to help them with that.
I had a lot of great teachers and classmates. Policies could improve.
i hate it here im just here to graduate and move on
I hate the Tech and Careers course that I was required to take. I have gotten a job and already know how to do everything in the class. It shouldn't be a requirement because I had to give up on taking Jazz because of it. Economics is a fine required course, but also a little bit on the slow side. Maybe it's just me personally, but I don't think that Tech and Careers/CTE should be required because of how pointless it feels. Fire Mr. Hansen. He is the worst teacher I've ever had the 'pleasure' to meet. How he got hired, I do not know. He is one piece of work. He has said some highly racist things and is a complete psychopath. I'm pretty sure that's not accepted behavior for a teacher, especially in a school that is around 50% minorities. Great teachers that I've had though have been Mr. Watts, Ms. Thiebes, Mr. Ruuttilla, Mr. Perez, Mr. Cottrell, Ms. Dube, Mr. Paul, Ms. Vanderpool, Mr. Johnson/Jaime, and so many more. I'm just grateful for getting to meet these people as they have made a huge impact on my life, and it's always kind of hard to say goodbye. I'll still have to visit these teachers when I'm in town.
I like how some of my teachers are friendly and like teaching us.
I like the amount of classes with independent work in my senior year. I also bought a chromebook that I could specifically take to school and work on assignments on. The lack of WiFi really made it difficult for me to work on assignments when I had free time. The school and specifically arts department has always struggled with budgets which affected my own exploration of opportunities and personal growth as a person.
I like the band program, and so do a lot of other students. Why do you guys keep trying to cut funding or even just cut the band out? People need this! You wouldn't drop choir would you?
I love Centennial This school Give for me everthing
I loved my CHS community because I always felt there was someone supporting and rooting for me.
i loved the school for these 2 years attending it
I loved the sense of family and community.
I loved the teachers I had, I loved cheering all four years on the cheer team, my friends were amazing to have all four years here, doing track was also fun and taking child development.
I really dont care about CHS, its not a great school but its not the worse.
I really like Centennial High School, because most my ELD teacher are help me about to graduate high school, and I like CHS make 10/10 rules for students.
I think senior year was way too late to start talking to students about college. At the very least, students should start learning how to apply to college, how to get accepted into college, how to get scholarships, and the steps to take to go to a university during around the middle to end of junior

Please share any comments about specific things that made your CHS experience great or not so great.
I think some of my favorite teachers and friends made it great.
I was sexually assaulted on school grounds and when I came forward the first time I was pressured by security and secretary staff despite me clearly stating multiple times that I wanted to wait for my mom. I was also swiftly shut down with a there is nothing we can do¨. The second time I came forward, a student resource officer not only showed me no respect, but also called me an inconvenience. I was also assaulted by a partner close to this time, but due to the previous experience, decided it was better to deal with it by myself. Neither of the times that I came forward resulted in a ¨mandatory¨ report and I have even had classes with my aggressors. I have never been able to feel safe here knowing that the school does not care about me or my problems even when it effects my academic health. On top of it the school kept a racist, sexist, lazy ¨teacher¨ even post retirement and only finally made sure she was gone after an incident where she was again racist and it caused enough buzz for them to be worried about the image of the school and parent backlash. This school is ultimately a place full of manipulative people, creeps, and staff who just turn a blind eye. The only refuge I have ever gotten was through the art programs and even then I have had to be fully on guard. This has by far been the worst 4 years of my life. Thank you for testing my resilience.
I would like to note, on the previous page the scores were not low because the school is inefficient, but because I believe strongly in cultivating myself, and I have always relied on the counsel of my own mind and my mothers', not the school. So I believe my preparedness is entirely a result of me, not the school. Also: My teachers were mostly wonderful, with only a few bad apples in the mix. I am proud of all of them. Mr. Poetsch, Mr. Paul, and Mr. Huff were all magnificent influences on me, and Mr. Poetsch and Mr. Paul in particular helped to shape my career path. They all make wonderful mentors.
I would say Ms. Loeung has made CHS a amazing enivorment because she has gotten to know her students, looking out for the best interest at heart. not letting people slack off to make sure we graduate on time. I haven't been in her class since sophomore year and she still checks in to make sure me and my friends are on track.
I'm going to miss, Ryan Ruuttila. He's a great guy.
I've been inspired to do my best every day.
idk
in general high school wasn't a good experience for me but centennial is not at fault but one thing they should work on is student council and how it functions
It didn’t because what we learn hasn’t helped me at all
it sucked and i hate everything about this school. teachers sucked, admin sucks and still does, classes suck. you made me hate myself hellllllaaaaa
it was a cool 4 years
it was a experience, 4 years in high school
It was a great experience
It was good overall
it was great and it was the best years of my life
It was great because everyone surrounding me had a positive impact on me
It was great that teachers were nice and understanding. They would help me succeed.
it was ight
It was okay.
Lack of communication with the counselor.
letting classes before us have more advantages when it comes to senior amendaties
Library was great
Making new friends made my CHS experience great but they also distract me.
math was horrible, I literally was about to die since my grade was dropping so low, but I hope I did well with the final.
more options for Dances and other things
Most all of my teachers have been very supportive and so kind to me
Most teachers were great, nice teachers.
Most teachers were nice enough to connect with me as a student and understand me and my abilities.
Mostly all my teachers were there for me and supported what i wanted to do life.
Mr Schloth is an asshole and he made my last year suck.
Mrs. Currie made my whole high school experience easier

Please share any comments about specific things that made your CHS experience great or not so great.
ms currie
my CHS teacher Mr. Schneider was probably the best teacher i have ever had because he really takes the time to help you and he is just real with you about life and the work we learn. Some teachers are annoying and should not be a teacher if they dont want to be a teacher.
My experience has not been too great or bad
My experience here was really annoying because I always felt like the administrators were against the students than for them. Only certain teachers were helpful in trying to change some of the rules. The rules here are discriminating and doesn't make me feel safe here.
my experience was good i learned so much. The way they teach
my friends
N/A
NA
Need to fix student council
Neutral
no
Not being able to decorate my graduation cap greatly disappointed me.
Not much of a variety of sports. I would have liked to do lacrosse.
not sure
Nothing
Nothing ever happened. I learned more from myself and my friends than I did from any staff.
nothing made it great it was horrible
Off
One of the things that made my time in CHS great was that I didn't involve myself in a lot of high school drama.
Overall my CHS experience was great. I spent my time doing what I liked and gained experience social wise and education wise. However I was a member of student council for all four years, dealing and trying to run things by with admin was difficult and irritating. It felt like we couldn't do a lot of the things we had planned with little to no explanation. At times it felt like the administration was against us, the people who represent the students. In turn because of the administrations actions, we as a group faced a lot of backlash with many students.
Personally, I loved Attending CAL. They made high school a breeze and I credit who I am to them. High school was fun because of social teachers. HS has become to easy, I think harder core classes would make it better.
please make admin care about the students go bless them
Read the above panel
School policy and time school starts
School spirit. Football games were my favourite. Finding a community to fit in with.
Seriously eat more waffles.
Sharing experiences with teachers that involved things besides school work is so amazing. The field trips I had created some of the best memories.
Some teachers weren’t good at their jobs and that reflected on my grades
Sometimes teachers and administrators treat us like children
sports and friends
Sports made it great
SPORTS were the biggest reason I came to school. Close Up was a super fun trip too. Certain teachers like Havrilla, Lifson, Davidson,Cirbo, and Fleck.
Staff made it terrible but a few made it ok
Stop focusing only on sports we have plenty of other very talented clubs and people at this school use them.
Students were dramatic. Admin (Swaezy) were on heads about nothing.

Please share any comments about specific things that made your CHS experience great or not so great.
Support from friends
Teachers that are lazy
Teachers who care.
The administration is terrible, they do not take any consideration of the students inputs, my counselor especially seemed to not care about my wellbeing but rather making herself look good.
The arts at CHS were the highlight of my time there, and with better support and funding, could help a lot of students discover a passion for growth and learning.
The biggest positive impact I have ever received at Centennial was a feeling of community. Very few schools in my personal experience tend to sponsor a feeling of community rather than a place of engaging classroom activity, The biggest detractor from Centennial was the lack of interaction between students and administrators. Students do not usually the names of administrators unless they interact with administrators routinely or are older and have heard the names of their administrators. However, even as a senior I do not know the name of the superintendent or any administrator beyond our principle which is a shame as it produces only ignorance and a lack of empathy from the view of students to administrators.
The cafeteria is nasty guys please wash the tables. Also I don't know any of the administrators and all they do is make decisions without consulting us which made me very upset multiple times in my four years here. Its hard to respect rules made for you when you don't understand anyone's reasoning.
The camping field trip in AP Environmental Science is really fun and I also liked the Pathways to Manufacturing classes
The CHS is one of the best school were ever i been, it is hard to say because there is a lot of great things at school. I like that felt safety all the time, and get more help for administrations and teachers which always supported me by every thing. Thank you CHS!!!
the dress code and administration's rules about everything
The fact that I feel so unsafe at this school. There are no metal detectors and no proper security. The security we have doesn't monitor the doors and who comes in the school. We should have students wear their student ID's with a lanyard at all times so the security knows who is coming in. There are doors all over the school that security doesn't monitor that people can easily get into and frankly, I'm surprised nothing seriously bad has happened yet. I'm graduating but my brother still goes to school here and I'd like to feel like nothing bad will happen to him when he walks into the school.
The fact that I got called in more times about my attendance than I ever did when asking for a 504 plan to help with my anxiety and depression.
The Interactive Media Club. My club is what made my experience great.
The School has no spirit at all!
The strict rules on graduation. Very offensive and disregarding of the students feelings and accomplishments. We don't get to be ourselves by not decorating our caps and don't get to share this accomplishment with our friends by not sitting by them
the struggle that I had to go through in order to graduate was ridicules.
The students and a few teachers made my CHS experience great.
The students that I got to meet and become friends with really made my experience great. What didn’t make it great is how teachers only really care about you getting the work done and not caring if you understand it or not. Along with strict rules that are enforced, especially this year with the police officer that treats the students like criminals when we are not.
The teacher know what to expect from the student and take reflection from student they use to teach
The teachers
The teachers are great
the teachers made it great
The teachers were very supportive and human which made my expirience great.
The teachers! Especially Lifson, Petersen, Fleck and Mckee! Also the diversity of the school makes my heart happy.
The theater class and technical theater class
the way i was treated differently from a girl was suspended with the same thing as me wasn't right
The whole 90% attendance thing is very unfair and selfish on the school's part. Many kids have stuff going on at home that they cannot avoid and when they are told that they can't go to prom because of those things is messed up. I do enjoy a lot of the staff and the wide variety of art classes. I do not enjoy the lack of funding for the band and choir.
There's too much bullying or negative terms allowed at school going unpunished.

Please share any comments about specific things that made your CHS experience great or not so great.
this place is garbo
Too many people that aren't effected by rules making rules, *cough* *cough* admins. Also graduation IS about me so let me decorate my damn cap and gown ❤
We have a new administration who is very stupid
What made my CHS experience unforgettable was the nice and friendly community which is rare and hard to find in other schools. I liked how certain restrictions have actually helped shape our school into a better and more improved version of itself. Another random comment is that although we as a school have lost multiple loved ones, we've still held each other close and have stayed strong as one lucky family. <3
Whats great about CHS is that most teachers are fun to talk too.
When 98% of what we learn in school is a waste and there is actually only a few things that matter. Economics, financial math, English (honors, college, etc...), health, basic math. Those classes are actual somewhat used in the real world, not in some fantasy land where everything in school is useful and important, since that is such an obvious lie. That and the student body council (not in it just someone who knows a friend who has a friend in it) is not god they do not have the power that every faculty member has and should not be treated as such when something goes wrong especially if something out of their control. The punishments for public indecency that has recently happened needs to be taken care of appropriately there should be no reason not to punish that behavior. Centennial is so relaxed when comes to these type of people that I honestly have no respect for Centennial for not cracking down harder on things like that. The only good things about Centennial were my friends. Other wise nothing to write home about.
When there isn't visible aid to help minority students it can take a toll on their mental health and ultimately deplete their attendance and grades. In high school people are coming of age and sometimes need guidance to come to terms with themselves and they need to know that there are others like them out there and that they will be accepted for who they are in their school at least, if not at home.
working together in community and help one another.
Yeah