

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

Results Mt. Hood Community College District

High School Seniors Survey Graduating Class of 2023



Prepared By: Tim Green
Research Associate
Analytics & Institutional Research
Mt. Hood Community College

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 goal calling for "Increase Our Visibility and Strengthen the Connection Between the College and Our Local and Regional Community Partners." This effort was regarded as an opportunity to enhance and improve relationships with high school representatives within the district. This marks the sixth administration of the *What's Next* survey and the first since the Covid-19 Pandemic.

Methodology

- This year, MHCC's Analytics & Institutional Research (AIR) contacted principals and previous contacts 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 previous efforts. 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 high schools indicated a willingness to participate (Centennial, Corbett, Gresham, Parkrose, Sam Barlow, and Springwater Trail High Schools). Most high schools sent out a link to the survey to their students and requested participation.
- 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 – 370 Seniors Responded (46.9% of Total Respondents)
 - Corbett - 16 Seniors Responded (2.0% of Total Respondents)
 - Gresham – 120 Seniors Responded (15.2% of Total Respondents)
 - Parkrose – 130 Seniors Responded (16.5% of Total Respondents)
 - Sam Barlow - 146 Seniors Responded (18.5% of Total Respondents)
 - Springwater Trail – 7 Seniors Responded (0.9% of Total Respondents)
- The low response rate from Springwater Trail resulted in analysis for the school being omitted from the report. While the Springwater Trail Senior responses are included in overall analyses, there are too few responses to break out in the report nor are the custom questions reported for the high school.

Findings

- Over half of seniors (54.9%) indicated they would be continuing their education.
 - Centennial – 48.6% Continuing Education
 - Corbett – 68.8% Continuing Education
 - Gresham – 59.2% Continuing Education
 - Parkrose – 63.8% Continuing Education
 - Sam Barlow – 58.2% Continuing Education

For those continuing their education:

- The distribution by type of institution is:
 - 4-Year Public – 38.4%
 - 4-Year Private – 12.2%
 - Community College – 42.0%
 - Trade/Tech. College – 3.3%
 - Some Other College – 4.1%
 - **Centennial**
 - 4-Year Public – 36.7%
 - 4-Year Private – 9.0%
 - Community College – 43.5%
 - Trade/Tech. College – 4.5%
 - Some Other College – 6.2%
 - **Corbett**
 - 4-Year Public – 54.5%
 - 4-Year Private – 36.4%
 - Community College – 9.1%
 - Trade/Tech. College – 0.0%
 - Some Other College – 0.0%
 - **Gresham**
 - 4-Year Public – 32.4%
 - 4-Year Private – 11.8%
 - Community College – 47.1%
 - Trade/Tech. College – 4.4%
 - Some Other College – 4.4%
 - **Parkrose**
 - 4-Year Public – 54.3%
 - 4-Year Private – 12.3%
 - Community College – 29.6%
 - Trade/Tech. College – 2.5%
 - Some Other College – 1.2%

- **Sam Barlow**
 - 4-Year Public – 29.1%
 - 4-Year Private – 16.5%
 - Community College – 50.6%
 - Trade/Tech. College – 1.3%
 - Some Other College – 2.5%

- 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 half of seniors surveyed (51.1%) received at least one scholarship. The median value of scholarship awards was \$4,500.00.
 - **Centennial**
 - Received Scholarship – 50.0%
 - Median Value – \$4,500.00
 - **Corbett**
 - Received Scholarship – 90.9%
 - Median Value – \$13,500.00
 - **Gresham**
 - Received Scholarship – 35.8%
 - Median Value – \$4,000.00
 - **Parkrose**
 - Received Scholarship – 56.8%
 - Median Value – \$10,000.00
 - **Sam Barlow**
 - Received Scholarship – 50.6%
 - Median Value – \$3,250.00

- The majority of seniors bound for 4-year Public Universities will attend:
 - Oregon State University – 36.8%
 - Portland State University – 33.0%
 - University of Oregon – 17.9%

 - **Centennial**
 - Oregon State University – 44.4%
 - Portland State University – 40.0%
 - University of Oregon – 13.3%
 - **Corbett**
 - Oregon State University – 25.0%
 - Portland State University – 25.0%
 - University of Oregon – 25.0%

- **Gresham**
 - Oregon State University – 30.0%
 - University of Oregon – 30.0%
 - Portland State University – 20.0%

- **Parkrose**
 - Portland State University – 34.5%
 - Oregon State University – 31.0%
 - University of Oregon – 20.7%

- **Sam Barlow**
 - Oregon State University – 35.3%
 - Portland State University – 23.5%
 - Western Oregon University – 17.6%
 - University of Oregon – 11.8%

- A majority of Seniors indicating an intent to attend 4-year Private Universities identified two institutions at higher rates than the others:
 - University of Portland – 38.1%
 - Linfield College – 28.6%

 - **Centennial**
 - Linfield College – 38.5%
 - University of Portland – 30.8%
 - **Corbett**
 - Corban University – 100.0%
 - **Gresham**
 - University of Portland – 100.0%
 - **Parkrose**
 - Linfield College – 33.3%
 - Reed College – 33.3%
 - University of Portland – 33.3%
 - **Sam Barlow**
 - George Fox University – 50.0%
 - University of Portland – 50.0%

- The majority of Community College Bound Seniors will attend Portland Metropolitan Area Colleges:
 - Mt. Hood Community College – 56.6%
 - Portland Community College – 19.1%
 - Clackamas Community College – 4.6%

- **Centennial**
 - Mt. Hood Community College – 64.9%
 - Portland Community College – 17.5%
 - Clackamas Community College – 5.3%
- **Corbett**
 - No seniors indicated an intent to attend any community college
- **Gresham**
 - Mt. Hood Community College – 35.3%
 - Portland Community College – 21.6%
 - Clackamas Community College – 5.9%
- **Parkrose**
 - Mt. Hood Community College – 71.4%
 - Portland Community College – 14.3%
 - Clackamas Community College – 0.0%
- **Sam Barlow**
 - Mt. Hood Community College – 66.7%
 - Portland Community College – 20.0%
 - Clackamas Community College – 3.3%

- 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 two reasons for not continuing their education at higher levels:

Cost –	Mean = 3.64 out of 7
Not interested –	Mean = 3.63 out of 7

 - **Centennial**

Not Interested –	Mean = 3.58 out of 7
Cost –	Mean = 3.31 out of 7
 - **Corbett**

Cost –	Mean = 4.75 out of 7
Not Interested –	Mean = 3.00 out of 7
 - **Gresham**

Not Interested –	Mean = 4.06 out of 7
Cost –	Mean = 3.94 out of 7
 - **Parkrose**

Cost –	Mean = 4.87 out of 7
Not Interested –	Mean = 3.40 out of 7
 - **Sam Barlow**

Not Interested –	Mean = 3.30 out of 7
Cost –	Mean = 3.26 out of 7
- For seniors not continuing their education, information content most likely to increase the likelihood of continuing their education should focus on:

Financial Aid / Scholarship availability – Mean = 2.94 out of 7
Job placement services after graduation – Mean = 2.80 out of 7

- **Centennial**
 - Financial Aid / Scholarship availability – Mean = 2.84 out of 7
 - Flexible Schedules – Mean = 2.80 out of 7
 - Job placement services after graduation – Mean = 2.74 out of 7
- **Corbett**
 - Financial Aid / Scholarship availability – Mean = 3.00 out of 7
 - Job placement services after graduation – Mean = 3.00 out of 7
- **Gresham**
 - Financial Aid / Scholarship availability – Mean = 3.15 out of 7
 - Job placement services after graduation – Mean = 2.90 out of 7
 - Flexible Schedules – Mean = 2.81 out of 7
- **Parkrose**
 - Job placement services after graduation – Mean = 4.00 out of 7
 - Career identification and planning services – Mean = 3.64 out of 7
 - Financial Aid / Scholarship availability – Mean = 3.57 out of 7
- **Sam Barlow**
 - Financial Aid / Scholarship availability – Mean = 2.60 out of 7
 - Flexible Schedules – Mean = 2.11 out of 7

Recommendations

- Data revealed that almost half of seniors (43.4%) 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 three quarters (70.5%) have indicated they will attend MHCC. Over a quarter have indicated they will be attending either Portland Community College (23.8%) or Clackamas Community College (5.7%). 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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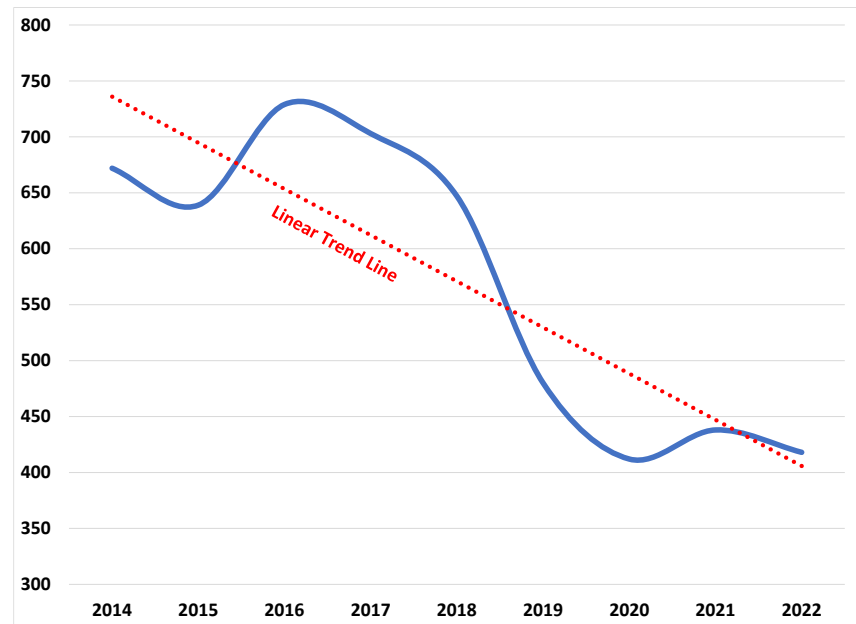
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Introduction

Mt. Hood Community College (MHCC) has seen a steady decline in the enrollment of in-district high school graduates over the last eight years. As shown in Figure I1, the number of seniors from MHCC District high schools that attended the college in the Academic Year of the year they graduated (e.g. student graduated high school in 2015 and attended MHCC in 2015-2016 academic year) has declined 37.8%. 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, one of MHCC's Strategic Plan - <https://www.mhcc.edu/StrategicPlan/> - goals is to: "Increase Our Visibility and Strengthen the Connection Between the College and Our Local and Regional Community Partners." 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 has provided valuable information for both the college and participating high schools.

During the Covid-19 Pandemic, district high schools were not contacted for the study; the survey was not administered for the 2019-2020, 2020-2021, nor the 2021-2022 graduating classes. This marks the sixth administration of 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) Corbett, (3) Gresham, (4) Parkrose, (5) Sam Barlow, and (6) Springwater Trail. Unfortunately, participation rates at Springwater Trail were too low (only seven seniors responded). While Springwater Trail responses are included in the overall results, they were not broken out nor were the custom questions analyzed or reported.

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:

01) 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
- 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 six participating schools in this year’s administration had participated in most of the previous administrations as well; this was the first time Corbett High School participated.

Seniors, from each of the participating high schools, were contacted via email with a link to the survey and request to complete the survey. Unfortunately, Corbett High School contacted their seniors after they had officially graduated; while their numbers were lower than desired, there was enough data to provide analyses on, at least, some of the questions. 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. Corbett 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

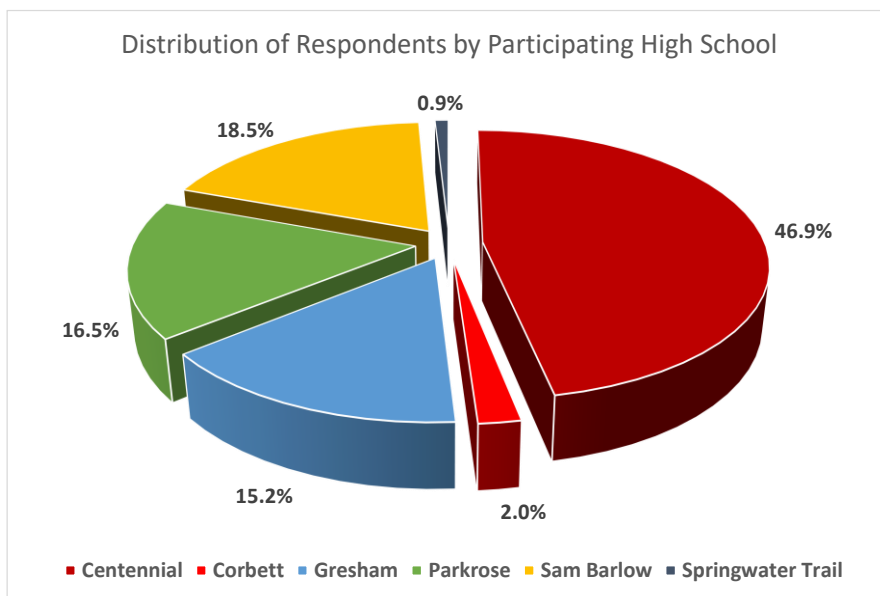
remained open through the second week of June. High school representatives were responsible for following up with seniors to ensure they completed the survey.

Participation rates are reported in Table M1. A total of 789 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.

Table M1: Participating High Schools and Responses

High School	Frequency	Percent
Centennial	370	46.9%
Corbett	16	2.0%
Gresham	120	15.2%
Parkrose	130	16.5%
Sam Barlow	146	18.5%
Springwater Trail	7	0.9%
Total	789	100.0%

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) Cumulative 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. Fifty percent (49.7%) of the respondents were female; forty five percent (45.6%) were male. An additional 3.0% of respondents identified as Non-binary and 1.7% preferred not to respond. Gender results are presented graphically in Figure RD1.

Figure RD1: Responses by Gender and High School

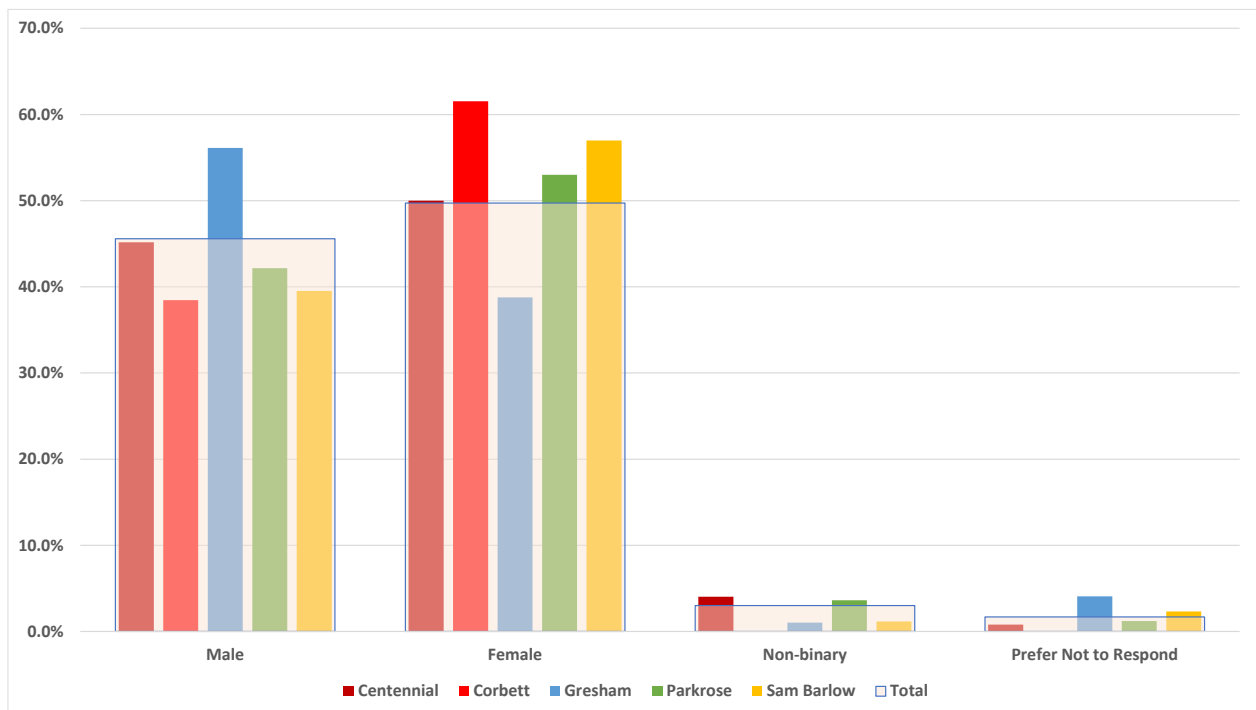


Table RD1:

Responses by Gender

<i>Gender</i>	Centennial		Corbett		Gresham		Parkrose		Sam Barlow		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Male	112	45.2%	5	38.5%	55	56.1%	35	42.2%	34	39.5%	242	45.6%
Female	124	50.0%	8	61.5%	38	38.8%	44	53.0%	49	57.0%	264	49.7%
Non-binary	10	4.0%	0	0.0%	1	1.0%	3	3.6%	1	1.2%	16	3.0%
Prefer Not to Respond	2	0.8%	0	0.0%	4	4.1%	1	1.2%	2	2.3%	9	1.7%
Total	248	100.0%	13	100.0%	98	100.0%	83	100.0%	86	100.0%	531	100.0%

Gender - Centennial

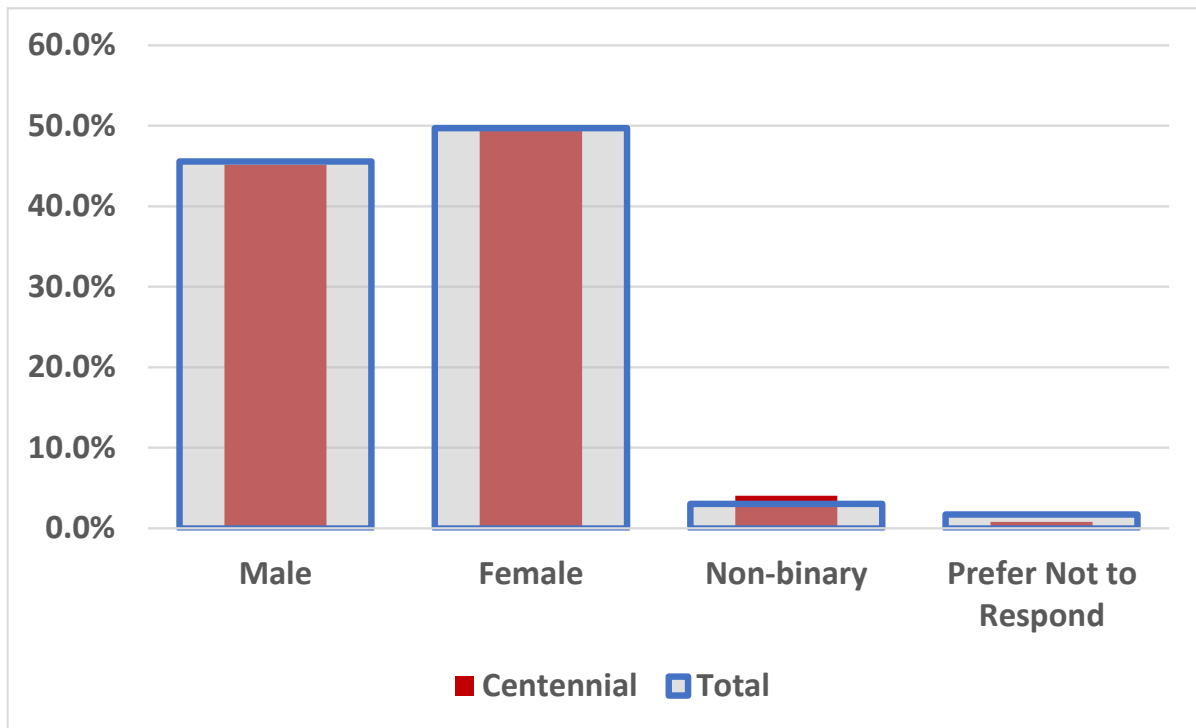
Results of the gender question are reported in Table RDCen1.

Centennial senior's proportions of gender were very close to the proportions overall. Fifty percent (50.0%) of the respondents were female; 45.2% were male. A larger proportion of Centennial seniors (4.0%) identified as non-binary compared to seniors overall. Just under one percent of Centennial seniors (0.8%) indicated they preferred not to respond to the gender question. Gender results are presented graphically in Figure RDCen1.

Table RDCen1: Respondents by Gender

Gender	Centennial		Total	
	Count	%	Count	%
Male	112	45.2%	99	45.6%
Female	124	50.0%	101	49.7%
Non-binary	10	4.0%	134	3.0%
Prefer Not to Respond	2	0.8%	48	1.7%
Total	248	100.0%	531	100.0%

Figure RDCen1: Bar Chart of Centennial Respondents by Gender



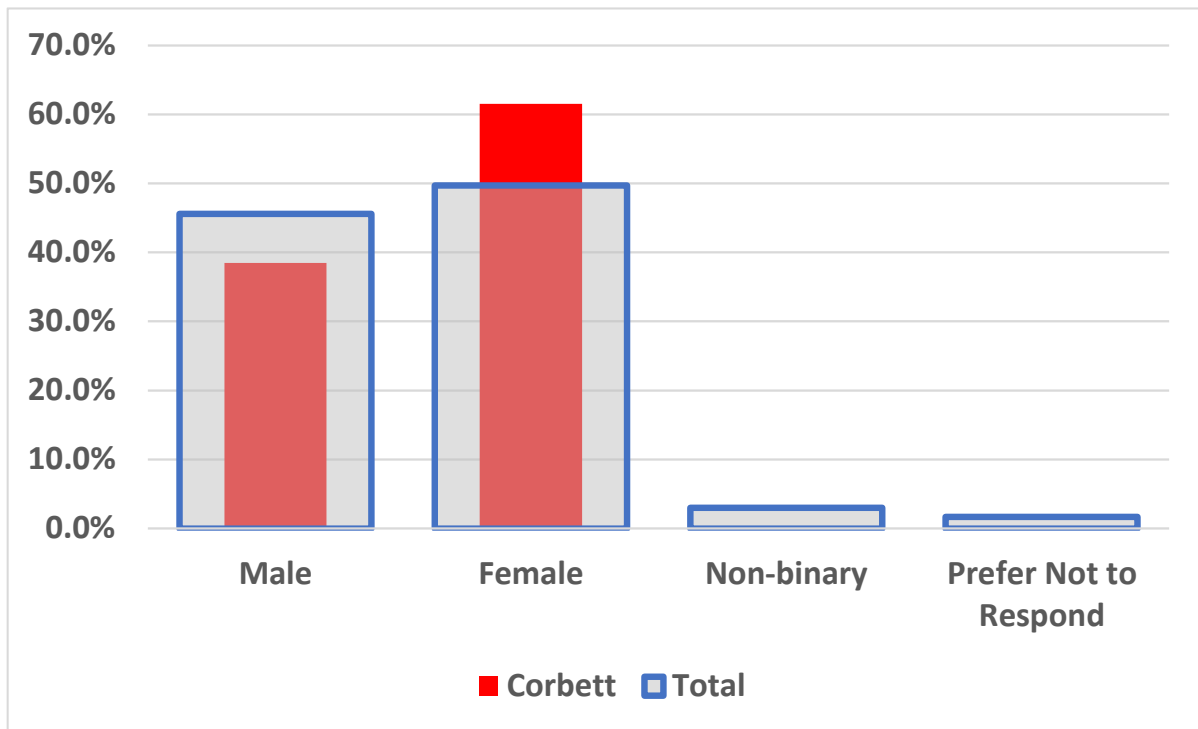
Gender - Corbett

Results of the gender question are reported in Table RDCor1. Corbett senior's proportions of gender were higher for females and lower for males. Over sixty percent (61.5%) of the respondents were female; 38.5% were male. No Corbett seniors identified as non-binary nor did any of the seniors prefer not to respond. Gender results are presented graphically in Figure RDCor1.

Table RDCor1: Respondents by Gender

Gender	Corbett		Total	
	Count	%	Count	%
Male	5	38.5%	84	45.6%
Female	8	61.5%	264	49.7%
Non-binary	0	0.0%	16	3.0%
Prefer Not to Respond	0	0.0%	9	1.7%
Total	13	100.0%	531	100.0%

Figure RDCor1: Bar Chart of Corbett Respondents by Gender



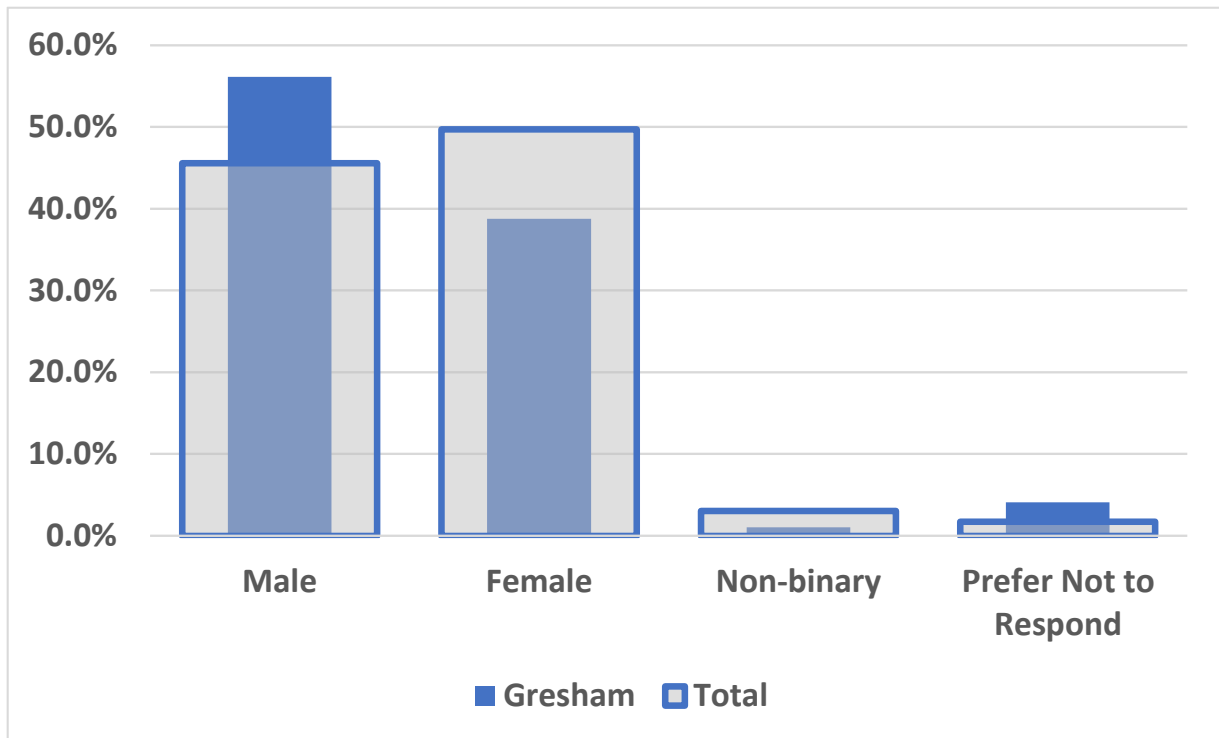
Gender - Gresham

Results of the gender question are reported in Table RDG1. Compared to all respondents, Gresham had a much lower percentage of females respond to the survey and higher percentage of males. Under forty percent (38.8%) of the respondents were female; 56.1% were male. A much smaller proportion of respondents (1.0%) identified as non-binary. A much higher proportion (4.1%) of Gresham seniors preferred not to respond. Gender results are presented graphically in Figure RDG1.

Table RDG1: Respondents by Gender

Gender	Gresham		Total		
	Count	%	Count	%	
Male	55	56.1%	123	242	45.6%
Female	38	38.8%	78	264	49.7%
Non-binary	1	1.0%	34	16	3.0%
Prefer Not to Respond	4	4.1%	241	9	1.7%
Total	98	100.0%	531	100.0%	

Figure RDG1: Bar Chart of Gresham Respondents by Gender



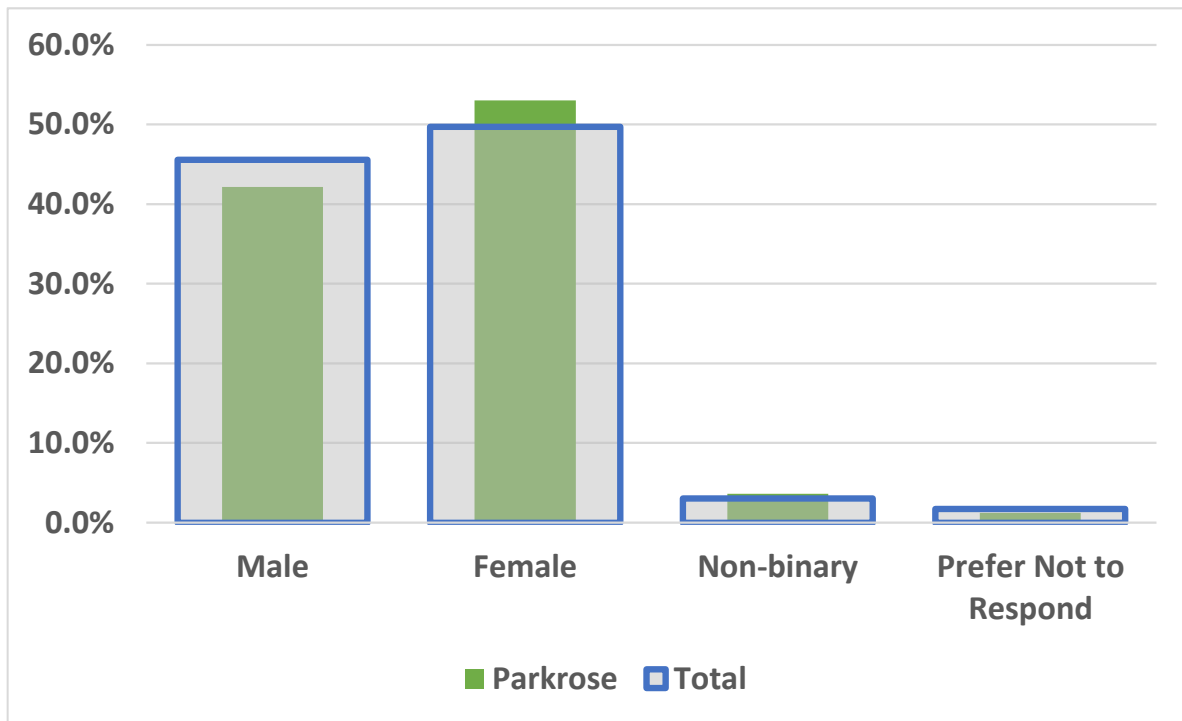
Gender - Parkrose

Results of the gender question are reported in Table RDP1. Compared to all respondents, Parkrose had a slightly higher percentage of females respond to the survey and lower percentage of males. Over fifty percent (53.0%) of the respondents were female; 42.2% were male. A slightly higher proportion of respondents (3.6%) identified as non-binary compared to 3.0% overall. Fewer (1.2%) Parkrose seniors preferred not to respond. Gender results are presented graphically in Figure RDG1.

Table RDP1: Respondents by Gender

Gender	Parkrose		Total	
	Count	%	Count	%
Male	35	42.2%	242	45.6%
Female	44	53.0%	264	49.7%
Non-binary	3	3.6%	16	3.0%
Prefer Not to Respond	1	1.2%	9	1.7%
Total	83	100.0%	531	100.0%

Figure RDP1: Bar Chart of Parkrose Respondents by Gender



Gender – Sam Barlow

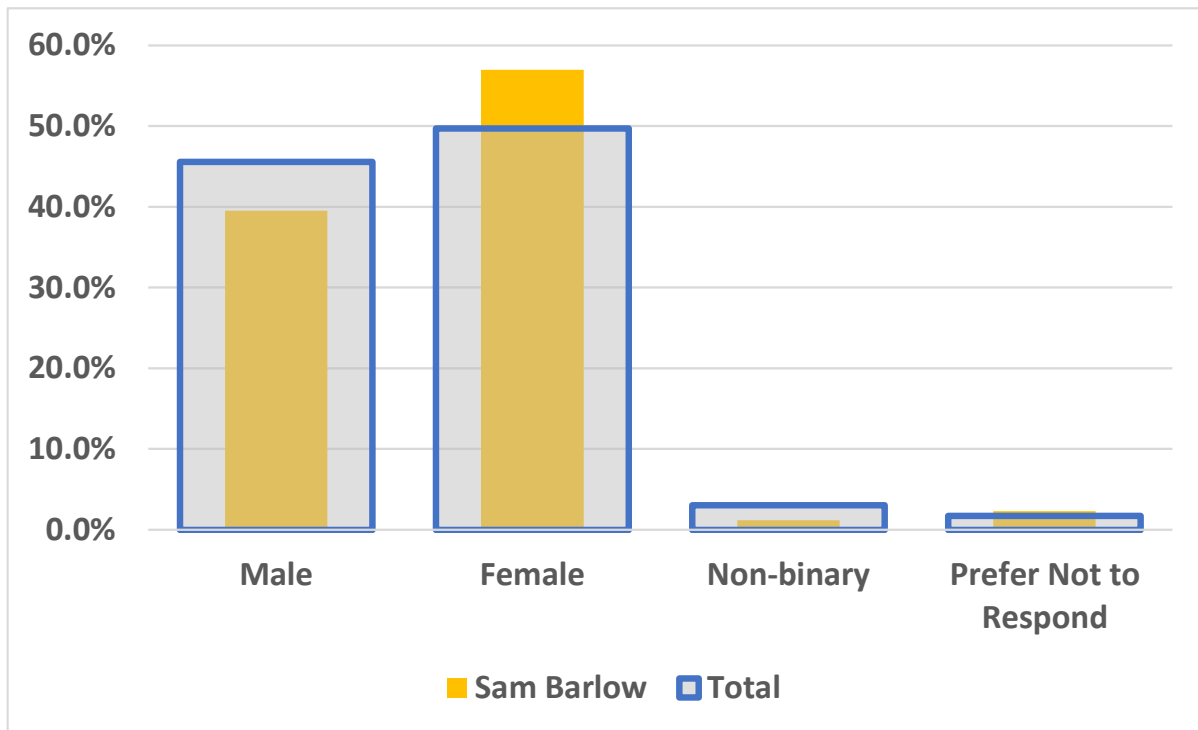
Results of the gender question are reported in Table RDSB1.

Compared to all respondents, Sam Barlow had a higher percentage of females respond to the survey and lower percentage of males. Over fifty-five percent (57.0%) of the respondents were female; 39.5% were male. A lower proportion of respondents (1.2%) identified as non-binary compared to 3.0% overall. More (2.3%) Sam Barlow seniors preferred not to respond than seniors overall. Gender results are presented graphically in Figure RDG1.

Table RDSB1: Respondents by Gender

Gender	Sam Barlow		Total	
	Count	%	Count	%
Male	34	39.5%	242	45.6%
Female	49	57.0%	264	49.7%
Non-binary	1	1.2%	16	3.0%
Prefer Not to Respond	2	2.3%	9	1.7%
Total	86	100.0%	531	100.0%

Figure RDSB1: Bar Chart of Sam Barlow 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/Caucasian. Overall, the majority of respondents (40.4%) reported being white. Hispanic / Latino makes up the second highest proportion of students with 24.6% of the student body. Asian students made up the third largest proportion with 15.6% 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

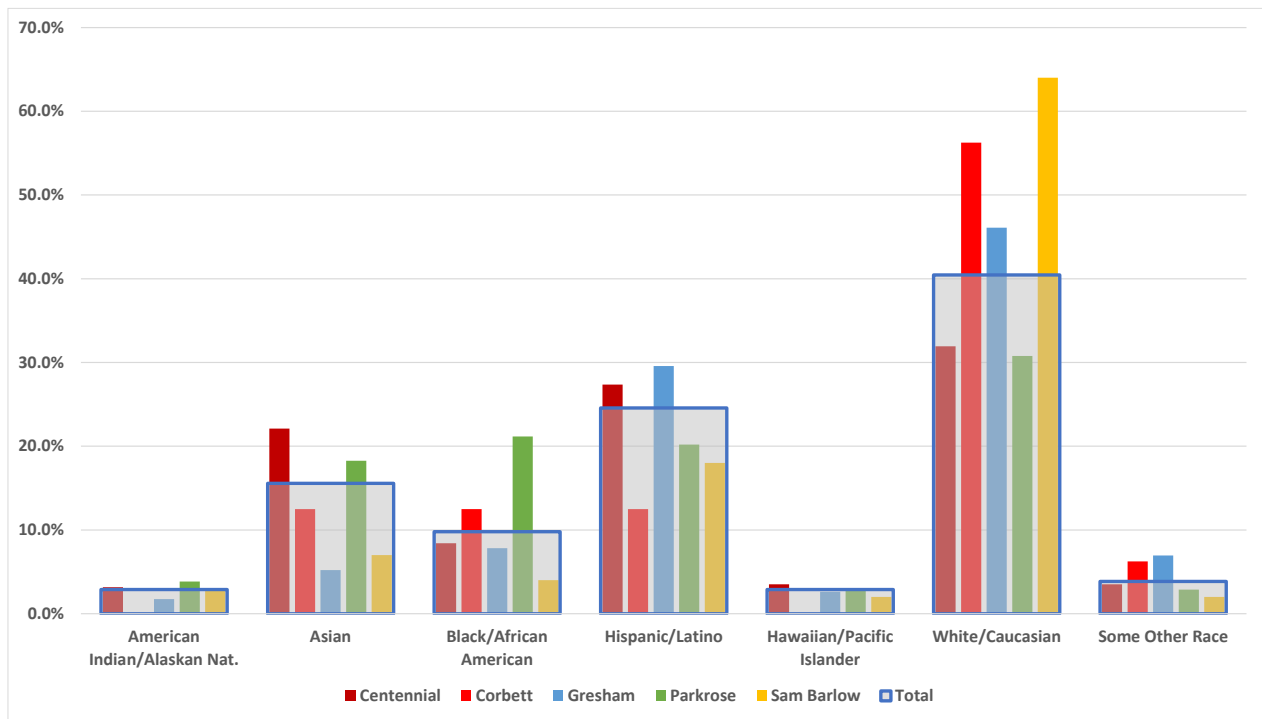


Table RD2: Responses by Ethnicity

Ethnicity	Centennial		Corbett		Gresham		Parkrose		Sam Barlow		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian/Alaskan Nat.	9	3.2%	0	0.0%	2	1.7%	4	3.8%	3	3.0%	18	2.9%
Asian	63	22.1%	2	12.5%	6	5.2%	19	18.3%	7	7.0%	97	15.6%
Black/African American	24	8.4%	2	12.5%	9	7.8%	22	21.2%	4	4.0%	61	9.8%
Hispanic/Latino	78	27.4%	2	12.5%	34	29.6%	21	20.2%	18	18.0%	153	24.6%
Hawaiian/Pacific Islander	10	3.5%	0	0.0%	3	2.6%	3	2.9%	2	2.0%	18	2.9%
White/Caucasian	91	31.9%	9	56.3%	53	46.1%	32	30.8%	64	64.0%	252	40.4%
Some Other Race	10	3.5%	1	6.3%	8	7.0%	3	2.9%	2	2.0%	24	3.9%
Total	285	100.0%	16	100.0%	115	100.0%	104	100.0%	100	100.0%	623	100.0%

Ethnicity - Centennial

Results of the Ethnicity Question are reported in Table RDCent2. Like the MHCC District as a whole, the high school student bodies are primarily White. Overall, the majority of respondents (40.4%) reported being White / Caucasian. A smaller proportion of Centennial students

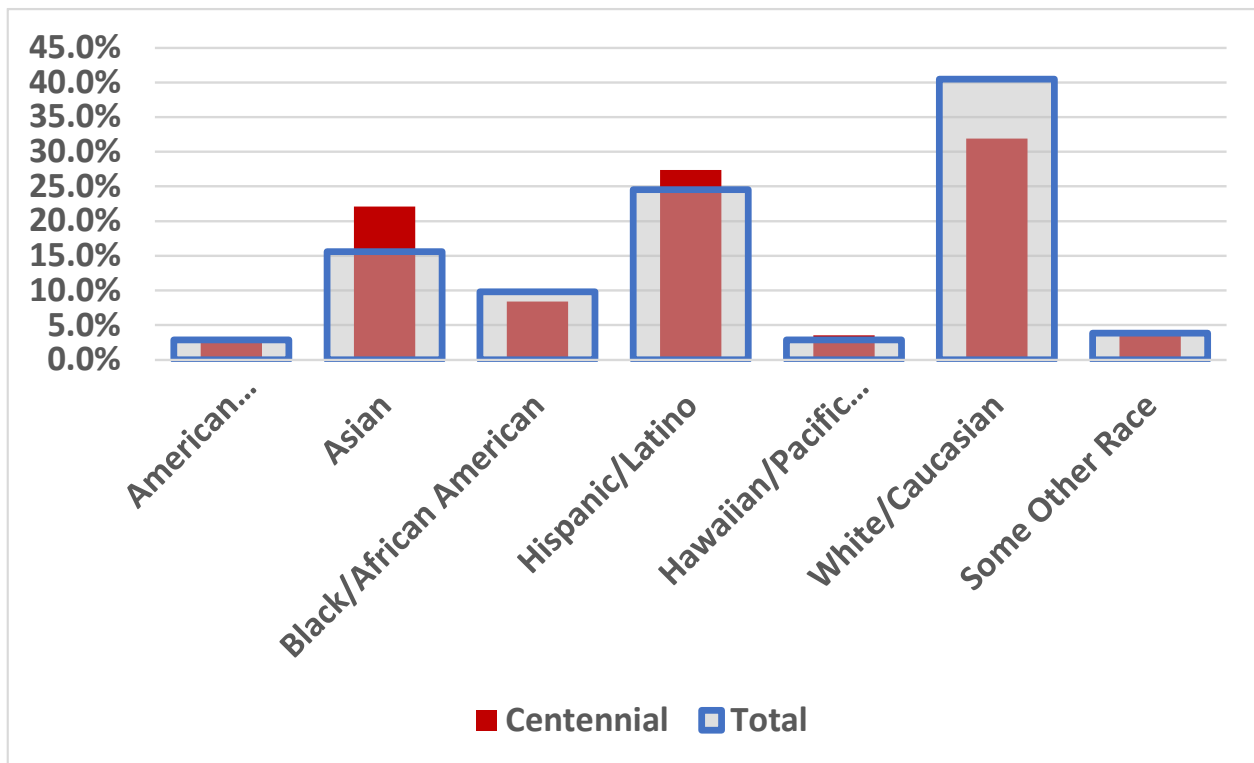
(31.9%) reported being White / Caucasian. Hispanic / Latino makes up the second highest proportion of students with 24.6% of the total respondents. A slightly higher proportion of Centennial students (27.4%) reported being Hispanic / Latino. Asian students made up the third largest proportion with over fifteen percent (15.6%) of the total respondents. Centennial had a much higher proportion of students (22.1%) report being Asian. Although much smaller proportions are reported for other ethnic groups, Centennial reported higher proportions for American Indian/Alaskan Native (3.2%) and Hawaiian/Pacific Islander (3.5%). Results of the ethnicity question are presented graphically in Figure RDCent2.

Respondents that identified themselves as “Some Other Race” were asked to specify. Results are available in [Appendix D](#).

Table RDCent2: Centennial Respondents by Ethnicity

Ethnicity	Centennial			Total	
	Count	%	Index	Count	%
American Indian/Alaskan Nat.	9	3.2%	109	18	2.9%
Asian	63	22.1%	142	97	15.6%
Black/African American	24	8.4%	86	61	9.8%
Hispanic/Latino	78	27.4%	111	153	24.6%
Hawaiian/Pacific Islander	10	3.5%	121	18	2.9%
White/Caucasian	91	31.9%	79	252	40.4%
Some Other Race	10	3.5%	91	24	3.9%
Total	285	100.0%		623	100.0%

Figure RDCent2: Bar Chart of Centennial Respondents by Ethnicity



Ethnicity - Corbett

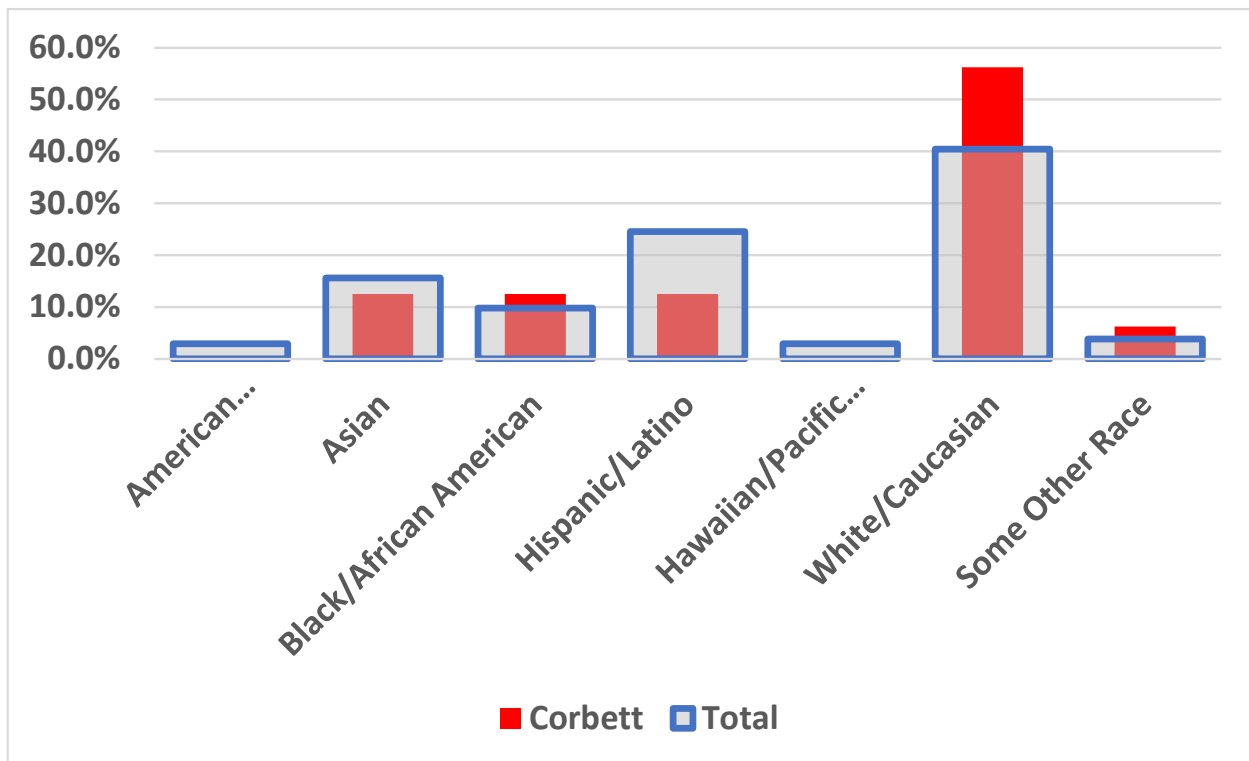
Results of the Ethnicity Question are reported in Table RDCor2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (40.4%) reported being White/Caucasian. A higher proportion of Corbett students (56.3%)

reported being White/Caucasian. While Hispanic / Latino and Asian make up the second and third highest proportions (24.6% and 15.6% respectively) of all senior respondents, the proportions were even and much lower for Corbett (12.5% for both ethnic categories). The same proportion of Corbett respondents (12.5%) also reported being Black/African American. Results of the ethnicity question are presented graphically in Figure RDCor2. Only one respondent identified as “Some Other Race;” that individual was asked to specify. Results are available in [Appendix D](#).

Table RDCent2: Corbett Respondents by Ethnicity

Ethnicity	Corbett			Total	
	Count	%	Index	Count	%
American Indian/Alaskan Nat.	0	0.0%	0	18	2.9%
Asian	2	12.5%	80	97	15.6%
Black/African American	2	12.5%	128	61	9.8%
Hispanic/Latino	2	12.5%	51	153	24.6%
Hawaiian/Pacific Islander	0	0.0%	0	18	2.9%
White/Caucasian	9	56.3%	139	252	40.4%
Some Other Race	1	6.3%	162	24	3.9%
Total	16	100.0%		623	100.0%

Figure RDCent2: Bar Chart of Corbett Respondents by Ethnicity



Ethnicity - Gresham

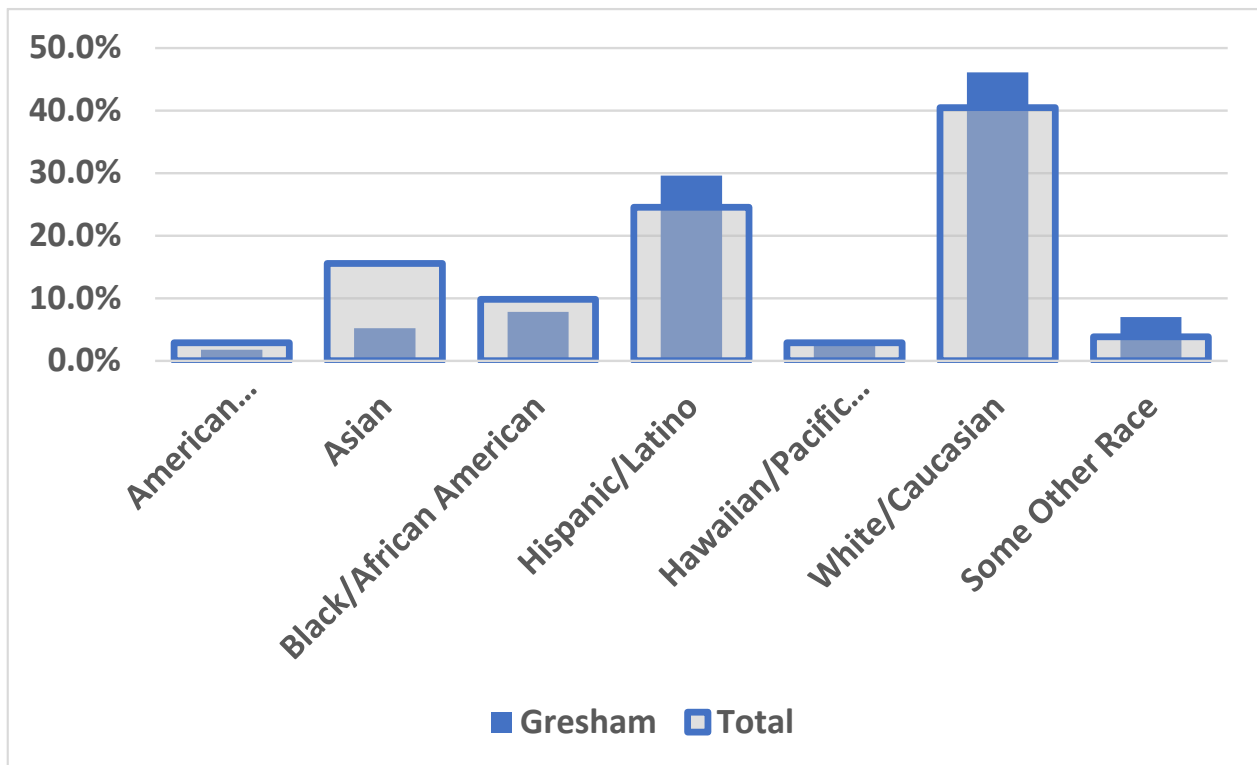
Results of the Ethnicity Question are reported in Table RDG2. Like the MHCC District as a whole, the high school student bodies are primarily White. Overall, the majority of respondents (40.4%) reported being White / Caucasian. A higher proportion of Gresham students (46.1%)

reported being White/Caucasian. Hispanic / Latino made up the second highest proportion of students with 24.6% of the total respondents. A higher proportion of Gresham students (29.6%) reported being Hispanic / Latino. Asian students made up the third largest proportion with over fifteen percent (15.6%) of the total respondents. Gresham had a substantially lower proportion of students (5.2%) report being Asian. For Gresham, all other categories reported much lower proportions than the high schools overall (with the exception of “Some Other Race”). Results of the ethnicity question are presented graphically in Figure RDG2. Respondents that identified themselves as “Some Other Race” were asked to specify. Results are available in [Appendix D](#).

Table RDG2: Gresham Respondents by Ethnicity

Ethnicity	Gresham			Total	
	Count	%	Index	Count	%
American Indian/Alaskan Nat.	2	1.7%	60	18	2.9%
Asian	6	5.2%	34	97	15.6%
Black/African American	9	7.8%	80	61	9.8%
Hispanic/Latino	34	29.6%	120	153	24.6%
Hawaiian/Pacific Islander	3	2.6%	90	18	2.9%
White/Caucasian	53	46.1%	114	252	40.4%
Some Other Race	8	7.0%	181	24	3.9%
Total	115	100.0%		623	100.0%

Figure RDG2: Bar Chart of Gresham Respondents by Ethnicity



Ethnicity - Parkrose

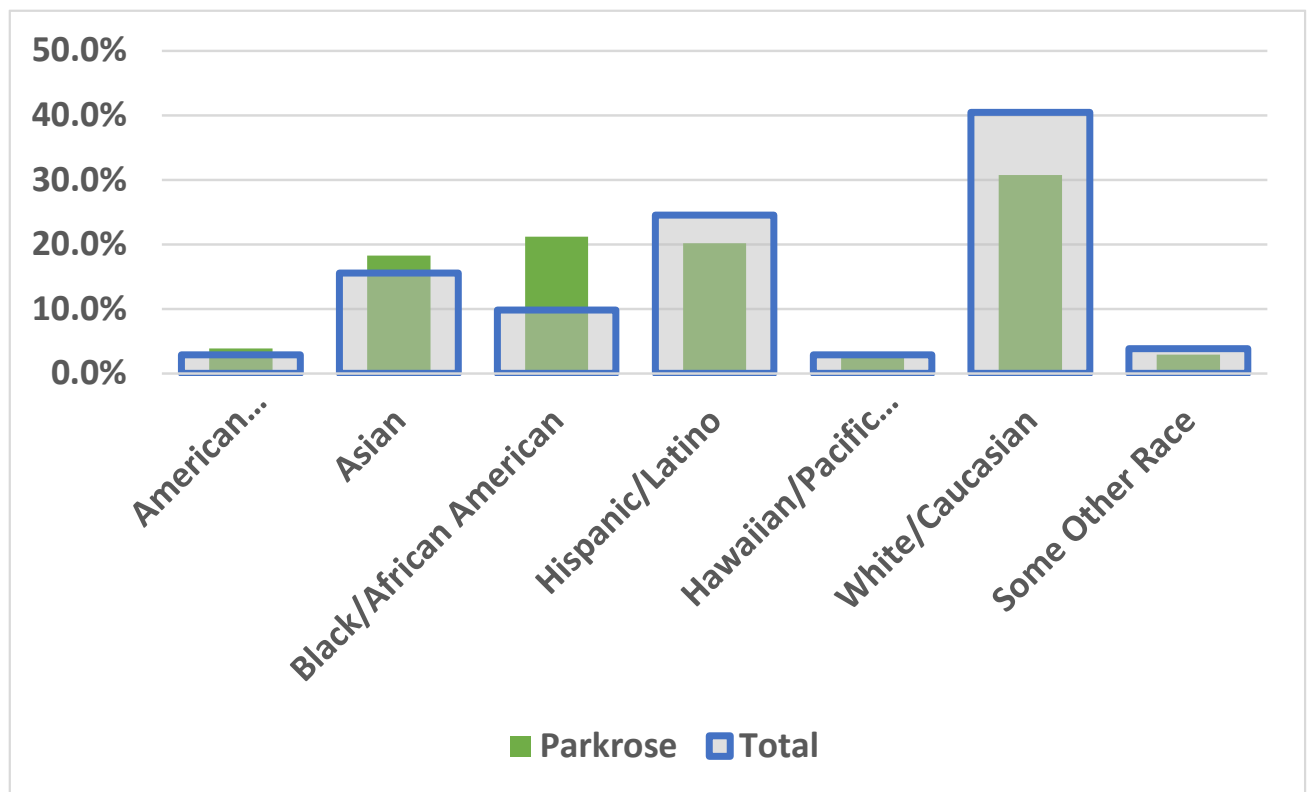
Results of the Ethnicity Question are reported in Table RDP2. Like the MHCC District as a whole, the high school student bodies are primarily White. Overall, the majority of respondents (40.4%) reported being White / Caucasian. A substantially smaller proportion of Parkrose

students (30.8%) reported being White / Caucasian. Hispanic / Latino makes up the second highest proportion of students with 24.6% of the total respondents. Again, a much smaller proportion of Parkrose students (20.2%) reported being Hispanic / Latino. Asian students made up the third largest proportion with over fifteen percent (15.6%) of the total respondents. Parkrose had a much higher proportion of students (18.3%) report being Asian. While Black / African American only made up about ten percent (9.8%) of the total respondents, 21.2% of Parkrose students reported being this ethnicity. Results of the ethnicity question are presented graphically in Figure RDP2. Respondents that identified themselves as “Some Other Race” were asked to specify. Results are available in [Appendix D](#).

Table RDP2: Parkrose Respondents by Ethnicity

Ethnicity	Parkrose			Total	
	Count	%	Index	Count	%
American Indian/Alaskan Nat.	4	3.8%	133	18	2.9%
Asian	19	18.3%	117	97	15.6%
Black/African American	22	21.2%	216	61	9.8%
Hispanic/Latino	21	20.2%	82	153	24.6%
Hawaiian/Pacific Islander	3	2.9%	100	18	2.9%
White/Caucasian	32	30.8%	76	252	40.4%
Some Other Race	3	2.9%	75	24	3.9%
Total	115	100.0%		623	100.0%

Figure RDP2: Bar Chart of Parkrose Respondents by Ethnicity



Ethnicity – Sam Barlow

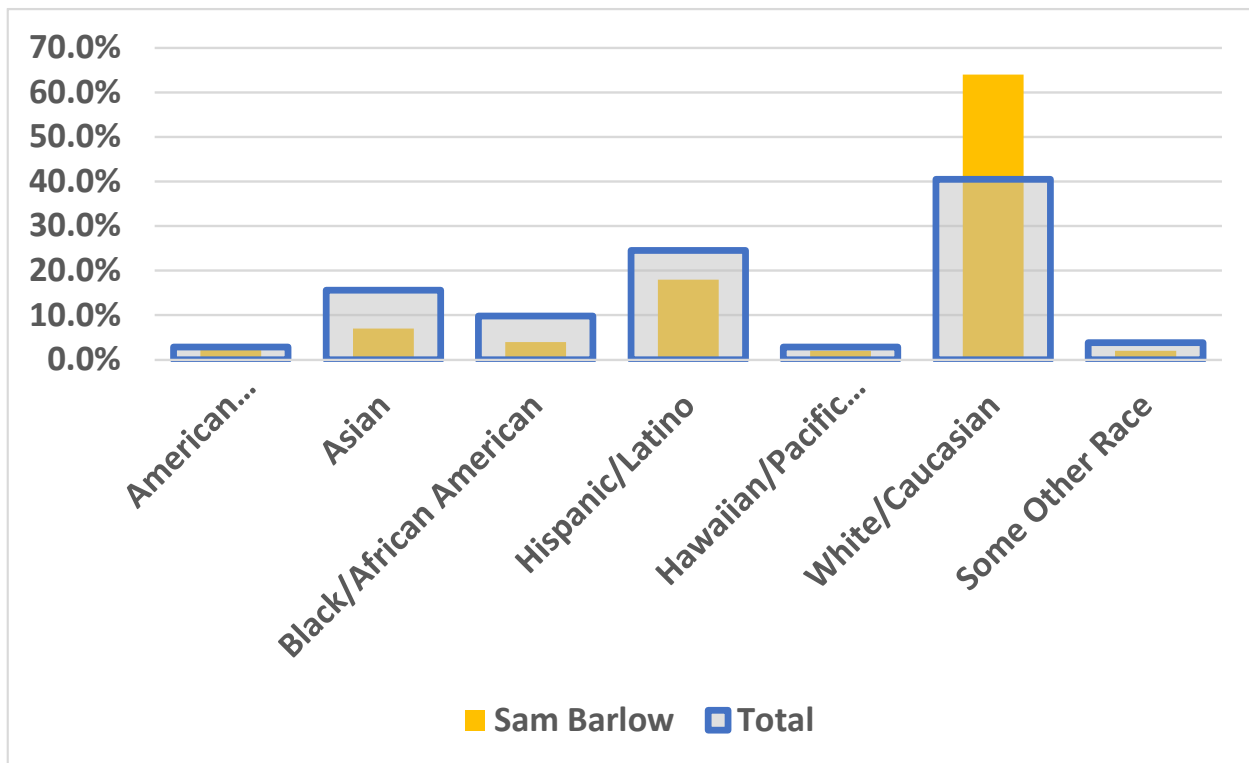
Results of the Ethnicity Question are reported in Table RDSB2. Like the MHCC District as a whole, the high school student bodies are primarily White. Overall, the majority of respondents (40.4%) reported being White / Caucasian. A substantially higher proportion of Sam Barlow

students (64.0%) reported being White/Caucasian. All other ethnic groups at Sam Barlow were substantially lower proportions than total respondents. Hispanic / Latino makes up the second highest proportion of students with 24.6% of the total respondents. While they are the second highest ethnicity group for Sam Barlow as well, a lower proportion of Sam Barlow students (18.0%) reported being Hispanic / Latino. Asian students made up the third largest proportion with over fifteen percent (15.6%) of the total respondents. While Asians were the third largest proportion at Sam Barlow as well (7.0%), it is a much smaller proportion than respondents overall. Results of the ethnicity question are presented graphically in Figure RDSB2. Respondents that identified themselves as “Some Other Race” were asked to specify. Results are available in [Appendix D](#).

Table RDSB2: Sam Barlow Respondents by Ethnicity

Ethnicity	Sam Barlow			Total	
	Count	%	Index	Count	%
American Indian/Alaskan Nat.	3	3.0%	104	18	2.9%
Asian	7	7.0%	45	97	15.6%
Black/African American	4	4.0%	41	61	9.8%
Hispanic/Latino	18	18.0%	73	153	24.6%
Hawaiian/Pacific Islander	2	2.0%	69	18	2.9%
White/Caucasian	64	64.0%	158	252	40.4%
Some Other Race	2	2.0%	52	24	3.9%
Total	100	100.0%		623	100.0%

Figure RDSB2: Bar Chart of Sam Barlow 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 3.00 and 3.49; 28.4% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 3.50 and 3.99 with 22.2% of respondents and between 2.50 and 2.99 with 21.6% of respondents. Figure RD3 present the results of GPA graphically.

Figure RD3: Distribution of Cumulative GPA by High School

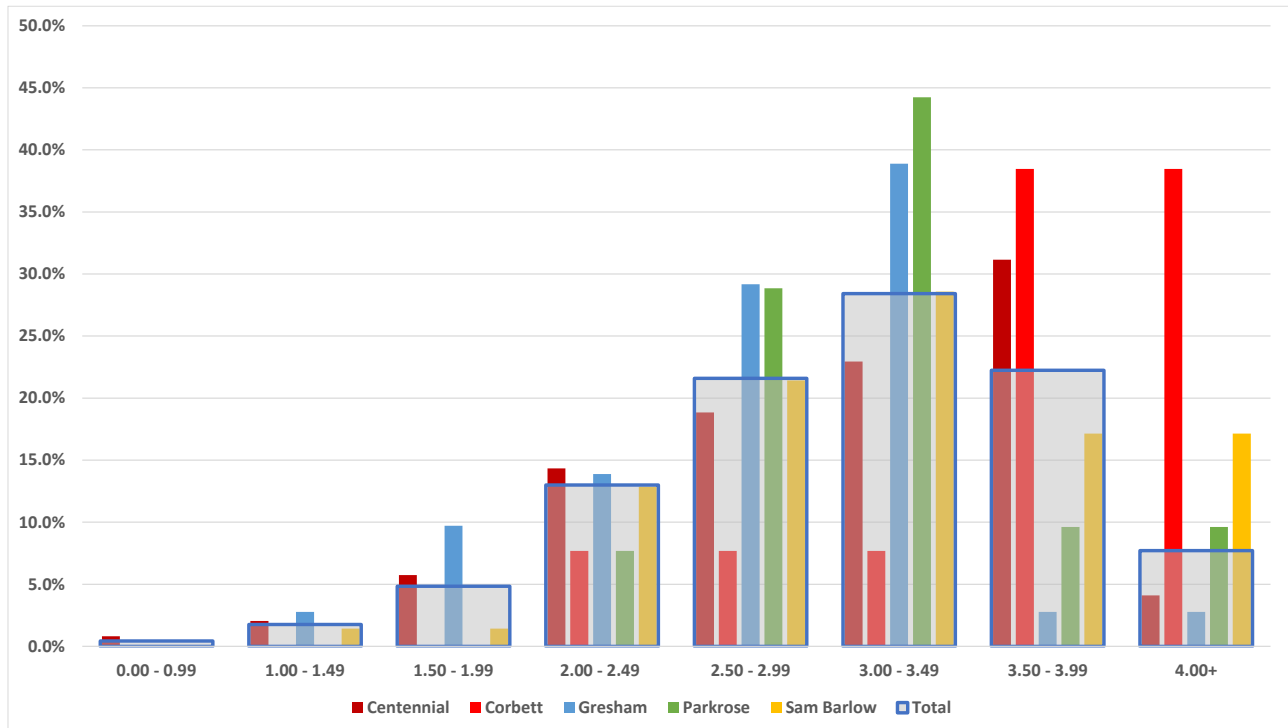


Table RD3: Responses by GPA

<i>Cummulative GPA</i>	Centennial		Corbett		Gresham		Parkrose		Sam Barlow		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
0.00 - 0.99	2	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.4%
1.00 - 1.49	5	2.0%	0	0.0%	2	2.8%	0	0.0%	1	1.4%	8	1.8%
1.50 - 1.99	14	5.7%	0	0.0%	7	9.7%	0	0.0%	1	1.4%	22	4.8%
2.00 - 2.49	35	14.3%	1	7.7%	10	13.9%	4	7.7%	9	12.9%	59	13.0%
2.50 - 2.99	46	18.9%	1	7.7%	21	29.2%	15	28.8%	15	21.4%	98	21.6%
3.00 - 3.49	56	23.0%	1	7.7%	28	38.9%	23	44.2%	20	28.6%	129	28.4%
3.50 - 3.99	76	31.1%	5	38.5%	2	2.8%	5	9.6%	12	17.1%	101	22.2%
4.00+	10	4.1%	5	38.5%	2	2.8%	5	9.6%	12	17.1%	35	7.7%
Total	244	100.0%	13	100.0%	72	100.0%	52	100.0%	70	100.0%	454	100.0%

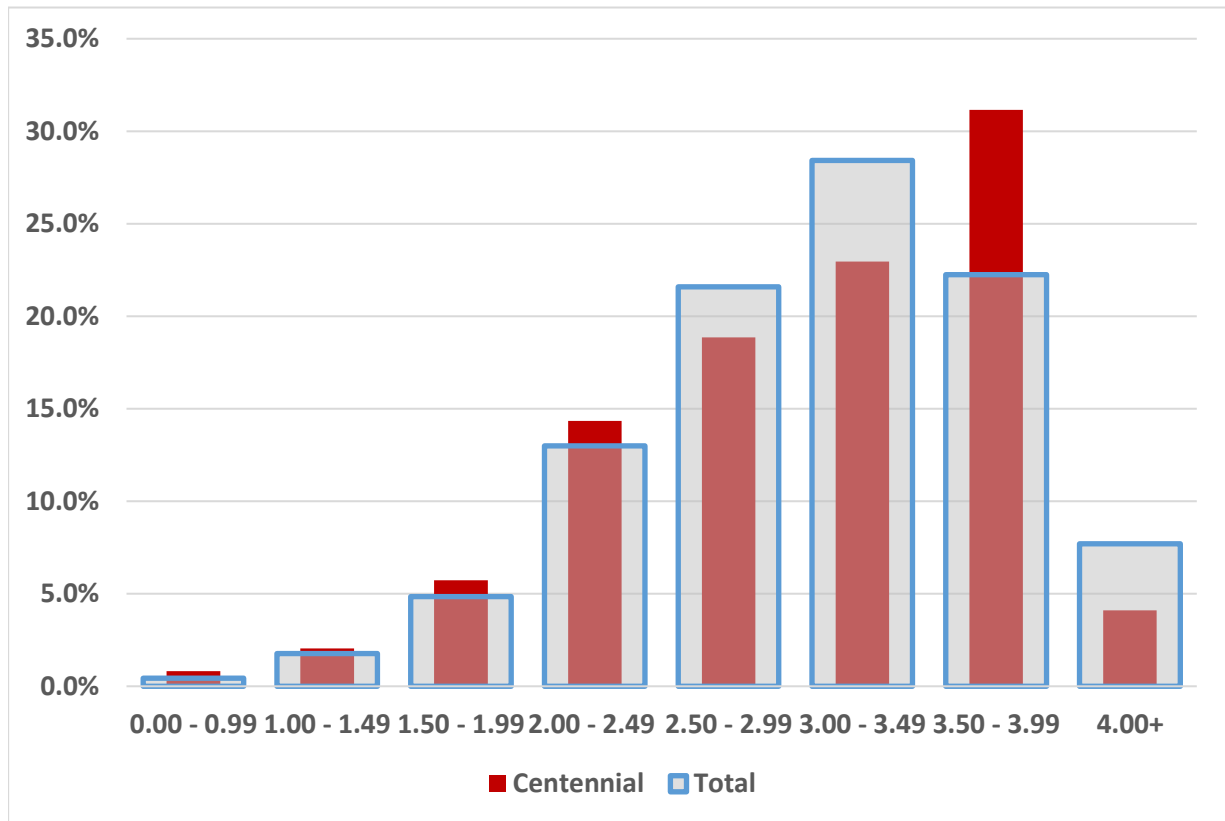
Cumulative GPA - Centennial
 Results of senior’s self-reported cumulative GPA are presented in Table RDCen3. The majority of Centennial Seniors reported a cumulative GPA of between 3.50 and 3.99; 31.1% of seniors reported a cumulative GPA in this category. This proportion is substantially higher than that reported by seniors overall. The next two most often cited cumulative GPA’s were between 3.00 and 3.49 with

Table RDCen3: Centennial Respondents by Cumulative GPA

Cumulative GPA	Centennial			Total	
	Count	%	Index	Count	%
0.00 - 0.99	2	0.8%	186	2	0.4%
1.00 - 1.49	5	2.0%	116	8	1.8%
1.50 - 1.99	14	5.7%	118	22	4.8%
2.00 - 2.49	35	14.3%	110	59	13.0%
2.50 - 2.99	46	18.9%	87	98	21.6%
3.00 - 3.49	56	23.0%	81	129	28.4%
3.50 - 3.99	76	31.1%	140	101	22.2%
4.00+	10	4.1%	53	35	7.7%
Total	244	100.0%		454	100.0%

23.0% of Centennial Seniors and between 2.50 and 2.99 with 18.9% of Centennial Seniors. These proportions were much lower than proportions reported by seniors overall. Figure RDCen3 present the results of cumulative GPA graphically.

Figure RDCen3: Bar Chart of Centennial Seniors’ Cumulative GPA



Cumulative GPA - Corbett

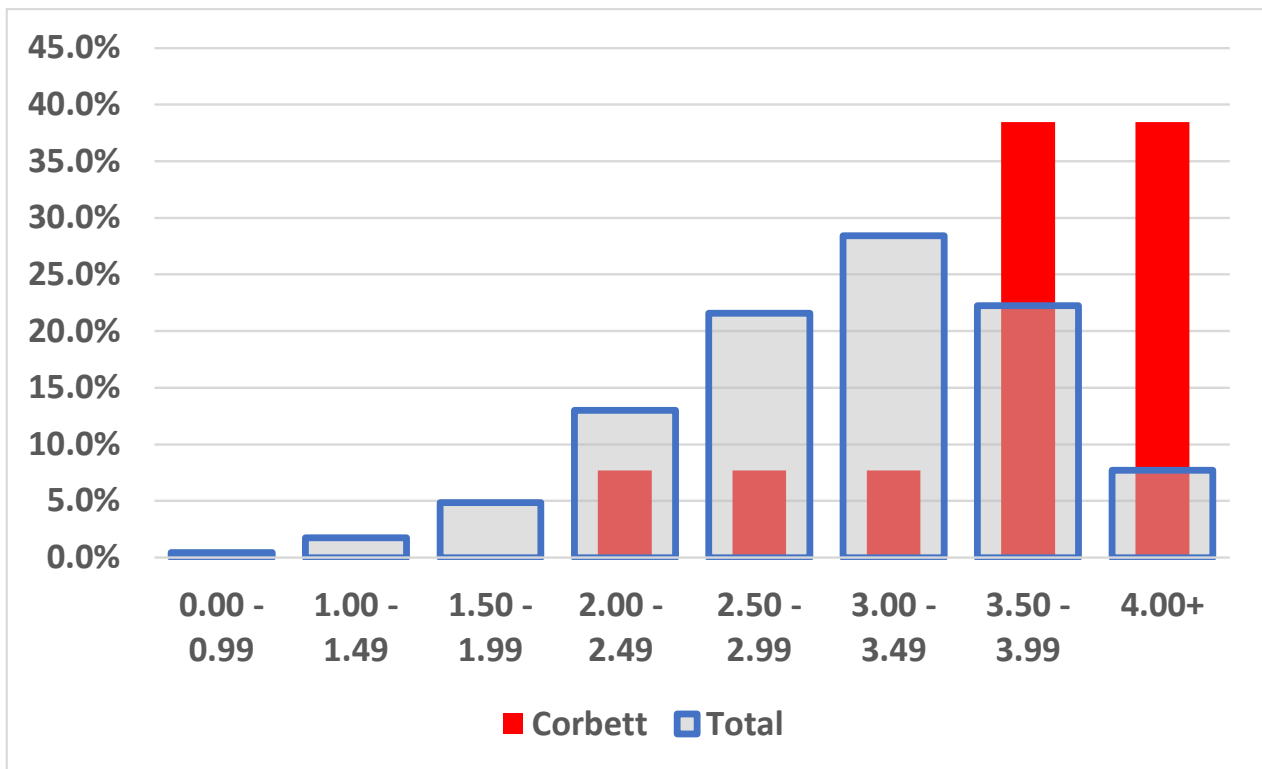
Results of senior’s self-reported cumulative GPA are presented in Table RDCor3. The majority of Corbett Seniors reported a cumulative GPA of between 3.50 and 3.99 or a cumulative GPA of 4.00+; 38.5% of seniors reported a cumulative GPA in one of these two categories. This proportion is substantially higher than that reported by seniors overall for both categories. An equal proportion

of Corbett seniors (7.7%) reported cumulative GPA’s in the next three lower categories: 3.00 – 3.49, 2.50 – 2.99, and 2.00 – 2.49. These proportions were much lower than proportions reported by seniors overall. Figure RDCor3 present the results of GPA graphically.

Table RDCor3: Corbett Respondents by Cumulative GPA

Cumulative GPA	Corbett			Total	
	Count	%	Index	Count	%
0.00 - 0.99	0	0.0%	0	2	0.4%
1.00 - 1.49	0	0.0%	0	8	1.8%
1.50 - 1.99	0	0.0%	0	22	4.8%
2.00 - 2.49	1	7.7%	59	59	13.0%
2.50 - 2.99	1	7.7%	36	98	21.6%
3.00 - 3.49	1	7.7%	27	129	28.4%
3.50 - 3.99	5	38.5%	173	101	22.2%
4.00+	5	38.5%	499	35	7.7%
Total	244	100.0%		454	100.0%

Figure RDCor3: Bar Chart of Corbett Seniors’ Cumulative GPA



Cumulative GPA - Gresham

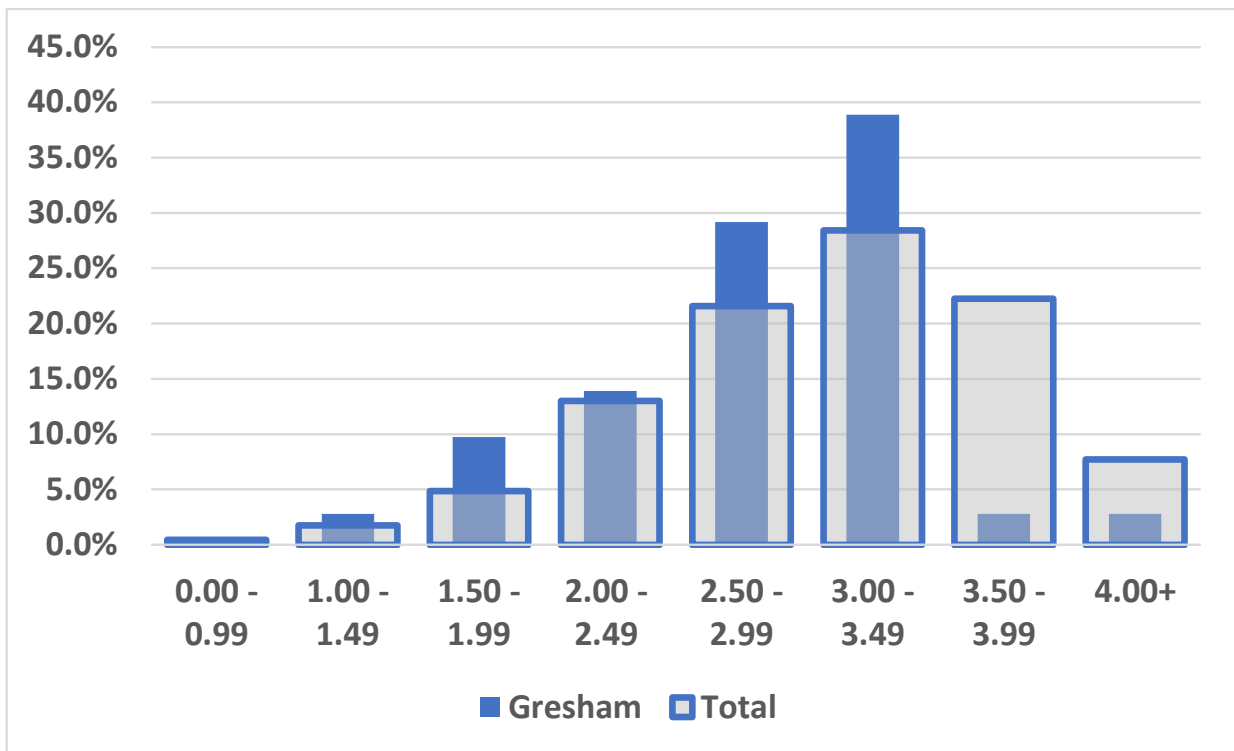
Results of senior’s self-reported cumulative GPA are presented in Table RDG3. The majority of Gresham Seniors reported a cumulative GPA of between 3.00 and 3.49; 38.9% of seniors reported a cumulative GPA in this category. This proportion is substantially higher than that reported by seniors overall. The next two most often cited cumulative GPA’s were between 2.50 and 2.99 with

29.2% of respondents and between 2.00 and 2.49 with 13.9% of respondents. For the 2.50 – 2.99 category, the proportion of Gresham seniors was substantially higher. For the 2.00 – 2.49 category, the proportion was slightly higher than seniors overall. Figure RDG3 present the results of cumulative GPA graphically.

Table RDG3: Gresham Respondents by Cumulative GPA

Cummulative GPA	Gresham			Total	
	Count	%	Index	Count	%
0.00 - 0.99	0	0.0%	0	2	0.4%
1.00 - 1.49	2	2.8%	158	8	1.8%
1.50 - 1.99	7	9.7%	201	22	4.8%
2.00 - 2.49	10	13.9%	107	59	13.0%
2.50 - 2.99	21	29.2%	135	98	21.6%
3.00 - 3.49	28	38.9%	137	129	28.4%
3.50 - 3.99	2	2.8%	12	101	22.2%
4.00+	2	2.8%	36	35	7.7%
Total	72	100.0%		454	100.0%

Figure RDG3: Bar Chart of Gresham Seniors’ Cumulative GPA



Cumulative GPA - Parkrose

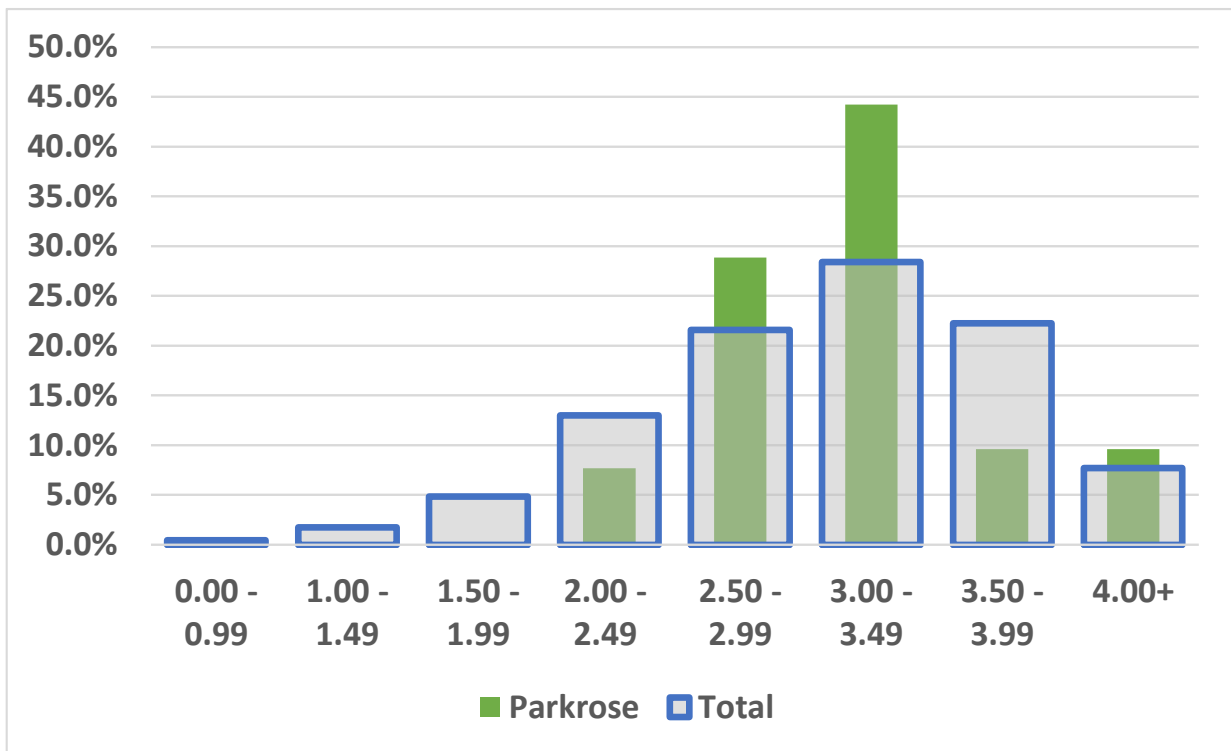
Results of senior’s self-reported cumulative GPA are presented in Table RDP3. The majority of Parkrose Seniors reported a cumulative GPA of between 3.00 and 3.49; 44.2% of seniors reported a cumulative GPA in this category. This proportion is substantially higher than that reported by seniors overall. The next most often cited cumulative GPA was between 2.50 and 2.99 with 28.8% of

Table RDP3: Parkrose Respondents by Cumulative GPA

Cumulative GPA	Parkrose			Total	
	Count	%	Index	Count	%
0.00 - 0.99	0	0.0%	0	2	0.4%
1.00 - 1.49	0	0.0%	0	8	1.8%
1.50 - 1.99	0	0.0%	0	22	4.8%
2.00 - 2.49	4	7.7%	59	59	13.0%
2.50 - 2.99	15	28.8%	134	98	21.6%
3.00 - 3.49	23	44.2%	156	129	28.4%
3.50 - 3.99	5	9.6%	43	101	22.2%
4.00+	5	9.6%	125	35	7.7%
Total	52	100.0%		454	100.0%

respondents. This proportion was much higher than proportions reported by seniors overall. A higher proportion of Parkrose Seniors (9.6%) also reported a cumulative GPA of 4.00+ compared to seniors overall (7.7%). Figure RDP3 present the results of cumulative GPA graphically.

Figure RDP3: Bar Chart of Parkrose Seniors’ Cumulative GPA



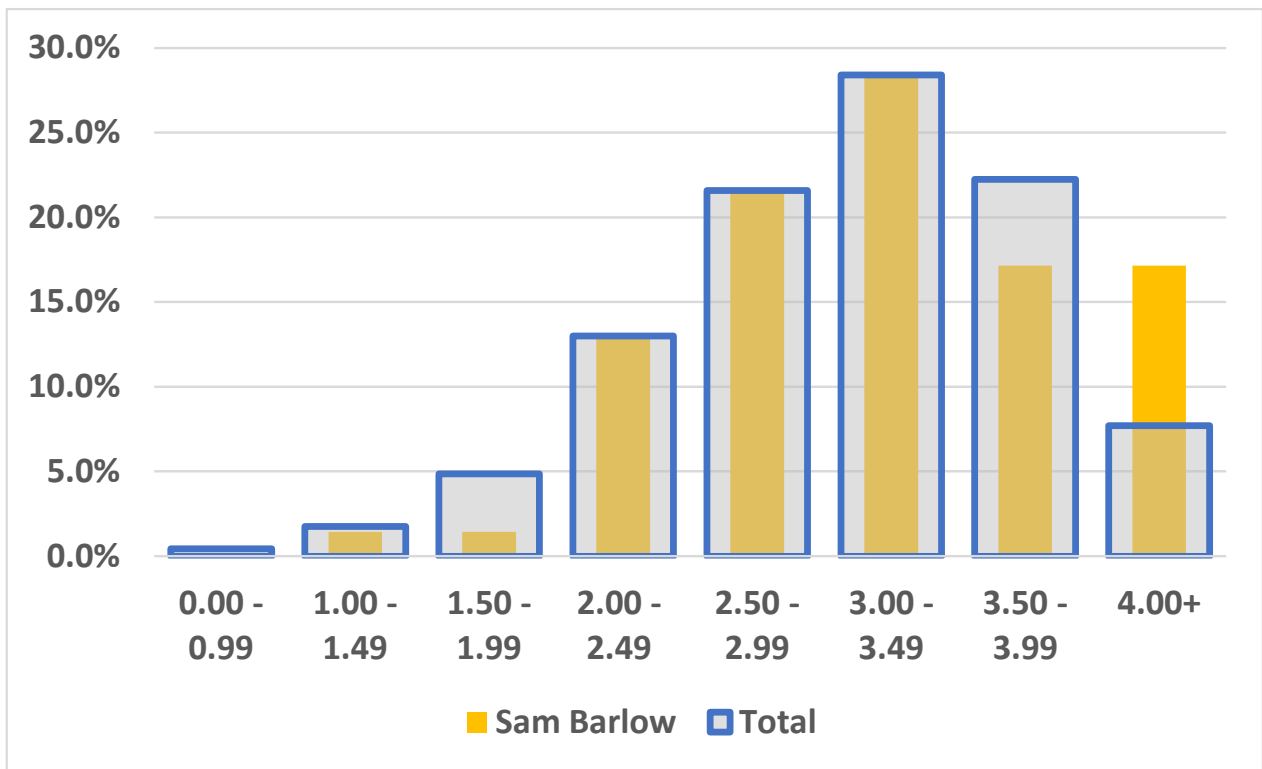
Cumulative GPA – Sam Barlow

Results of senior’s self-reported cumulative GPA are presented in Table RDSB3. The majority of Sam Barlow Seniors reported a cumulative GPA of between 3.00 and 3.49; 28.6% of seniors reported a cumulative GPA in this category. This proportion is equal to that reported by seniors overall. The second most often cited cumulative GPA’s was between 2.50 and 2.99 with 21.4% of respondents; again, about the same proportion as for seniors overall. Sam Barlow Seniors had equal proportions reporting cumulative GPA’s of between 3.50 and 3.99 and 4.00+ (17.1% of Sam Barlow Seniors for each). For cumulative GPA of between 3.50 and 3.99, Sam Barlow’s proportion was much lower than for seniors overall. For cumulative GPA of 4.00+, Sam Barlow’s proportion was much higher than for seniors overall. Figure RDSB3 present the results of cumulative GPA graphically.

Table RDSB3: Sam Barlow Respondents by Cumulative GPA

Cumulative GPA	Sam Barlow			Total	
	Count	%	Index	Count	%
0.00 - 0.99	0	0.0%	0	2	0.4%
1.00 - 1.49	1	1.4%	81	8	1.8%
1.50 - 1.99	1	1.4%	29	22	4.8%
2.00 - 2.49	9	12.9%	99	59	13.0%
2.50 - 2.99	15	21.4%	99	98	21.6%
3.00 - 3.49	20	28.6%	101	129	28.4%
3.50 - 3.99	12	17.1%	77	101	22.2%
4.00+	12	17.1%	222	35	7.7%
Total	70	100.0%		454	100.0%

Figure RDSB3: Bar Chart of Sam Barlow 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). For seniors overall, having at least one parent that graduated from high school was reported more often than any other education level. Over twenty-five percent (25.3%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Interestingly, the second highest proportion for seniors overall was Less Than a High School Diploma; 20.0% of high school seniors responding indicated that neither parent had earned 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

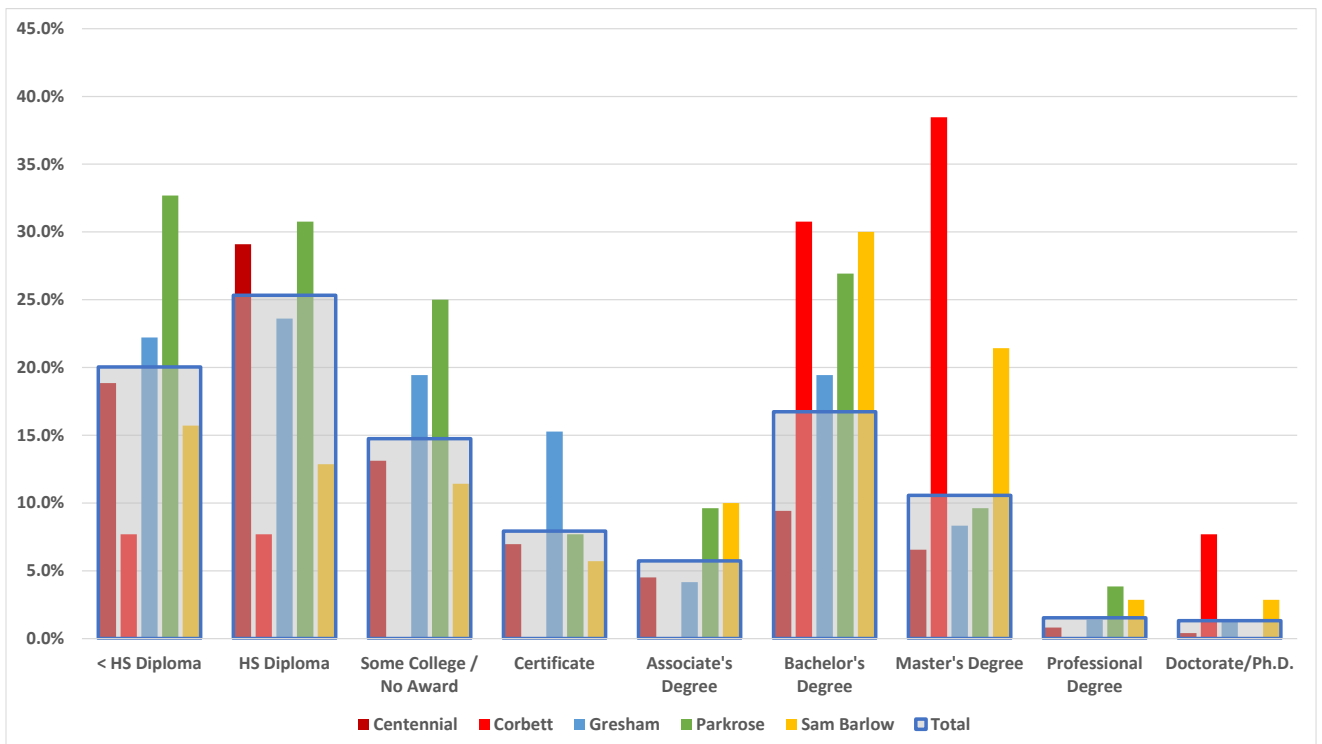


Table RD4: Responses by Parents' Education Level

<i>Parent's Education</i>	Centennial		Corbett		Gresham		Parkrose		Sam Barlow		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
< HS Diploma	46	18.9%	1	7.7%	16	22.2%	17	32.7%	11	15.7%	91	20.0%
HS Diploma	71	29.1%	1	7.7%	17	23.6%	16	30.8%	9	12.9%	115	25.3%
Some College / No Award	32	13.1%	0	0.0%	14	19.4%	13	25.0%	8	11.4%	67	14.8%
Certificate	17	7.0%	0	0.0%	11	15.3%	4	7.7%	4	5.7%	36	7.9%
Associate's Degree	11	4.5%	0	0.0%	3	4.2%	5	9.6%	7	10.0%	26	5.7%
Bachelor's Degree	23	9.4%	4	30.8%	14	19.4%	14	26.9%	21	30.0%	76	16.7%
Master's Degree	16	6.6%	5	38.5%	6	8.3%	5	9.6%	15	21.4%	48	10.6%
Professional Degree	2	0.8%	0	0.0%	1	1.4%	2	3.8%	2	2.9%	7	1.5%
Doctorate/Ph.D.	1	0.4%	1	7.7%	1	1.4%	0	0.0%	2	2.9%	6	1.3%
Total	219	100.0%	12	100.0%	83	100.0%	76	100.0%	79	100.0%	472	100.0%

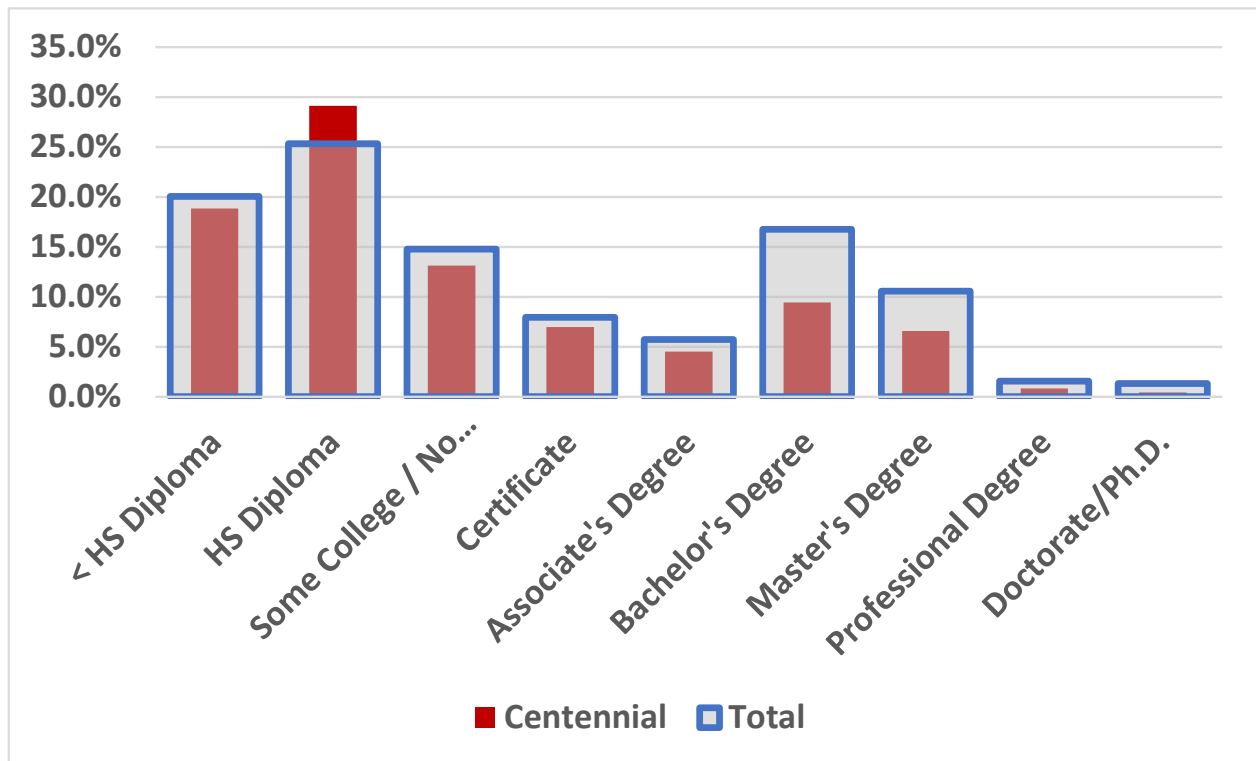
Parent's Education Level - Centennial

Results of Parent's Education Level are reported in Table RDCen4. 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 twenty-nine percent (29.1%) of Centennial Seniors indicated they had at least one parent whose highest education level was a high school diploma. This proportion was higher than for seniors overall (25.3%). For Centennial Seniors, the second highest proportion reported was for Less Than High School Diploma (18.9%); this proportion was lower than seniors overall (20.0%). All other categories were lower than for seniors overall. Centennial Seniors parent's highest education level is reported graphically in Figure RDCen4.

Table RDCen4: Centennial Seniors Parents' Highest Education Level

Parent's Education	Centennial			Total	
	Count	%	Index	Count	%
< HS Diploma	46	18.9%	94	91	20.0%
HS Diploma	71	29.1%	115	115	25.3%
Some College / No Award	32	13.1%	89	67	14.8%
Certificate	17	7.0%	88	36	7.9%
Associate's Degree	11	4.5%	79	26	5.7%
Bachelor's Degree	23	9.4%	56	76	16.7%
Master's Degree	16	6.6%	62	48	10.6%
Professional Degree	2	0.8%	53	7	1.5%
Doctorate/Ph.D.	1	0.4%	31	6	1.3%
Total	219	100.0%		472	100.0%

Figure RDCen4: Parents' Highest Education Level by Centennial High School and Overall



Parent's Education Level - Corbett

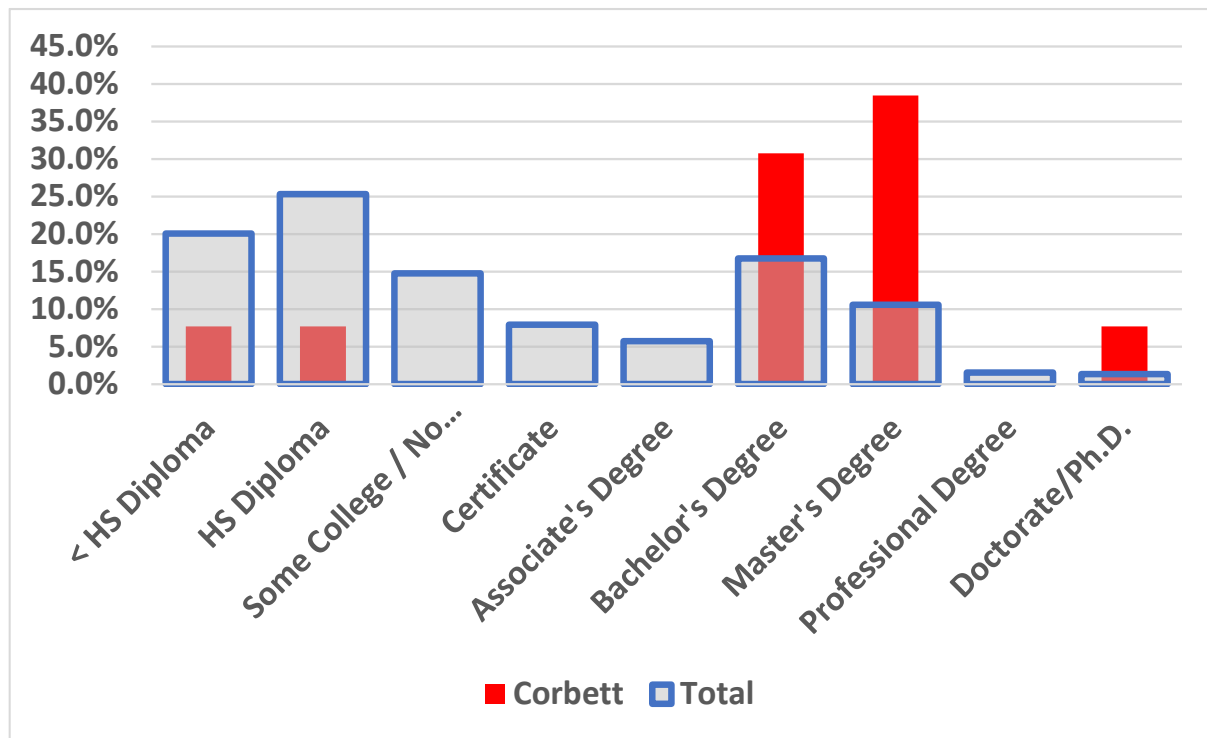
Results of Parent's Education Level are reported in Table RDCor4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent

Table RDCor4: Corbett Seniors Parents' Highest Education Level

Parent's Education	Corbett			Total	
	Count	%	Index	Count	%
< HS Diploma	1	7.7%	38	91	20.0%
HS Diploma	1	7.7%	30	115	25.3%
Some College / No Award	0	0.0%	0	67	14.8%
Certificate	0	0.0%	0	36	7.9%
Associate's Degree	0	0.0%	0	26	5.7%
Bachelor's Degree	4	30.8%	184	76	16.7%
Master's Degree	5	38.5%	364	48	10.6%
Professional Degree	0	0.0%	0	7	1.5%
Doctorate/Ph.D.	1	7.7%	582	6	1.3%
Total	12	100.0%		472	100.0%

two's highest education was a master's, the master's degree was returned). For Corbett Seniors, having at least one parent that had a Master's Degree was reported more often than any other education level. Over thirty-eight percent (38.5%) of Corbett Seniors indicated they had at least one parent whose highest education level was a Master's Degree. This proportion was Substantially higher than for seniors overall (10.6%). For Corbett Seniors, the second highest proportion reported was a Bachelor's Degree (30.8%); this proportion was substantially higher than seniors overall (16.7%). All other categories (except for Doctorate/Ph.D.) were lower than for seniors overall. Corbett Seniors parent's highest education level is reported graphically in Figure RDCor4.

Figure RDCor4: Parents' Highest Education Level by Corbett High School and Overall



Parent's Education Level - Gresham

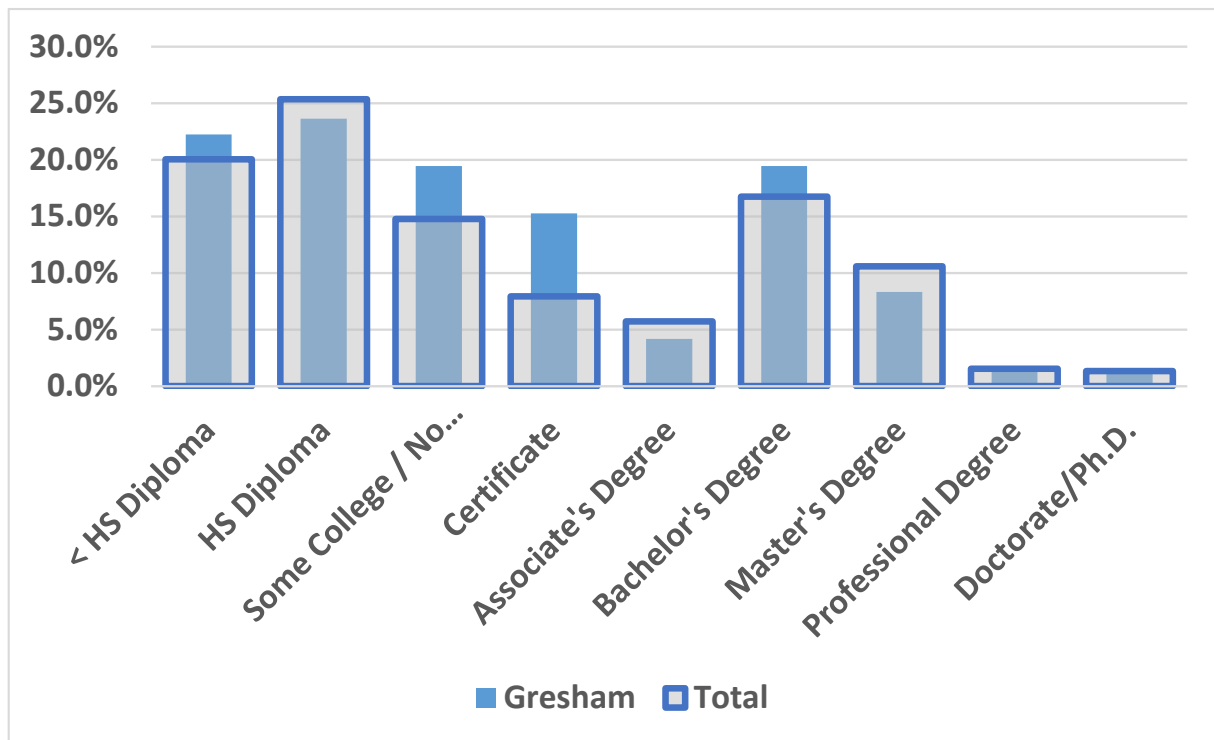
Results of Parent's Education Level are reported in Table RDG4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). For Gresham

Seniors, having at least one parent that graduated from high school was reported more often than any other education level. Over twenty-three percent (23.6%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. This proportion was slightly lower than for seniors overall (25.3%). For Gresham seniors, the second highest proportion reported was for Less Than High School Diploma (22.2%); this proportion was higher than for seniors overall (20.0%). Some College/No Award, Certificate, and Bachelor's Degree also had proportions higher the seniors overall. Gresham Seniors parent's highest education level is reported graphically in Figure RDG4.

Table RDG4: Gresham Seniors Parents' Highest Education Level

Parent's Education	Gresham			Total	
	Count	%	Index	Count	%
< HS Diploma	16	22.2%	111	91	20.0%
HS Diploma	17	23.6%	93	115	25.3%
Some College / No Award	14	19.4%	132	67	14.8%
Certificate	11	15.3%	193	36	7.9%
Associate's Degree	3	4.2%	73	26	5.7%
Bachelor's Degree	14	19.4%	116	76	16.7%
Master's Degree	6	8.3%	79	48	10.6%
Professional Degree	1	1.4%	90	7	1.5%
Doctorate/Ph.D.	1	1.4%	105	6	1.3%
Total	83	100.0%		472	100.0%

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



Parent's Education Level - Parkrose

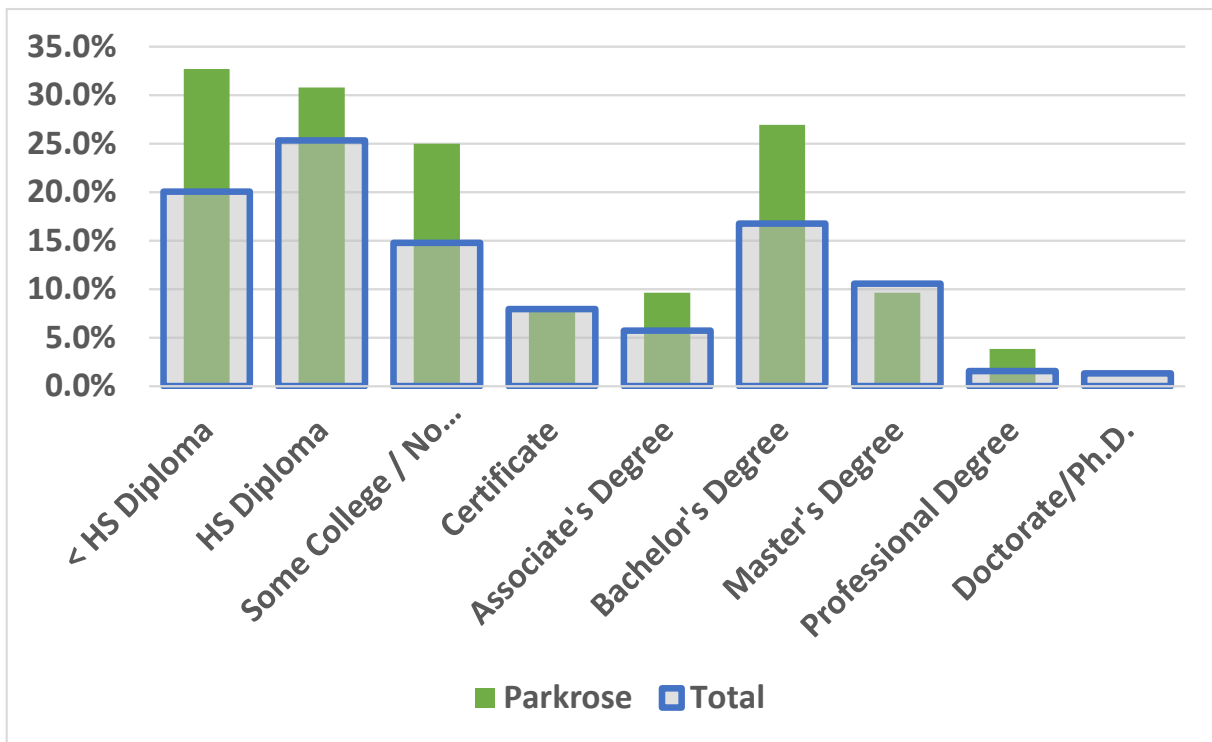
Results of Parent's Education Level are reported in Table RDP4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). For Parkrose

Seniors, having no parent that graduated from high school was reported more often than any other education level. Over thirty-two percent (32.7%) of Parkrose seniors indicated that neither parent graduated from high school. This proportion was substantially higher than for seniors overall (20.0%). For Parkrose Seniors, the second highest proportion reported was a High School Diploma (30.8%); this proportion was much higher than seniors overall (25.3%). For Parkrose Seniors, Some College/No Award, Associate's Degree, and Bachelor's Degree also had much higher proportions than seniors overall. Parkrose Seniors parent's highest education level is reported graphically in Figure RDP4.

Table RDP4: Parkrose Seniors Parents' Highest Education Level

Parent's Education	Parkrose			Total	
	Count	%	Index	Count	%
< HS Diploma	17	32.7%	163	91	20.0%
HS Diploma	16	30.8%	121	115	25.3%
Some College / No Award	13	25.0%	169	67	14.8%
Certificate	4	7.7%	97	36	7.9%
Associate's Degree	5	9.6%	168	26	5.7%
Bachelor's Degree	14	26.9%	161	76	16.7%
Master's Degree	5	9.6%	91	48	10.6%
Professional Degree	2	3.8%	249	7	1.5%
Doctorate/Ph.D.	0	0.0%	0	6	1.3%
Total	76	100.0%		472	100.0%

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



Parent’s Education Level – Sam Barlow

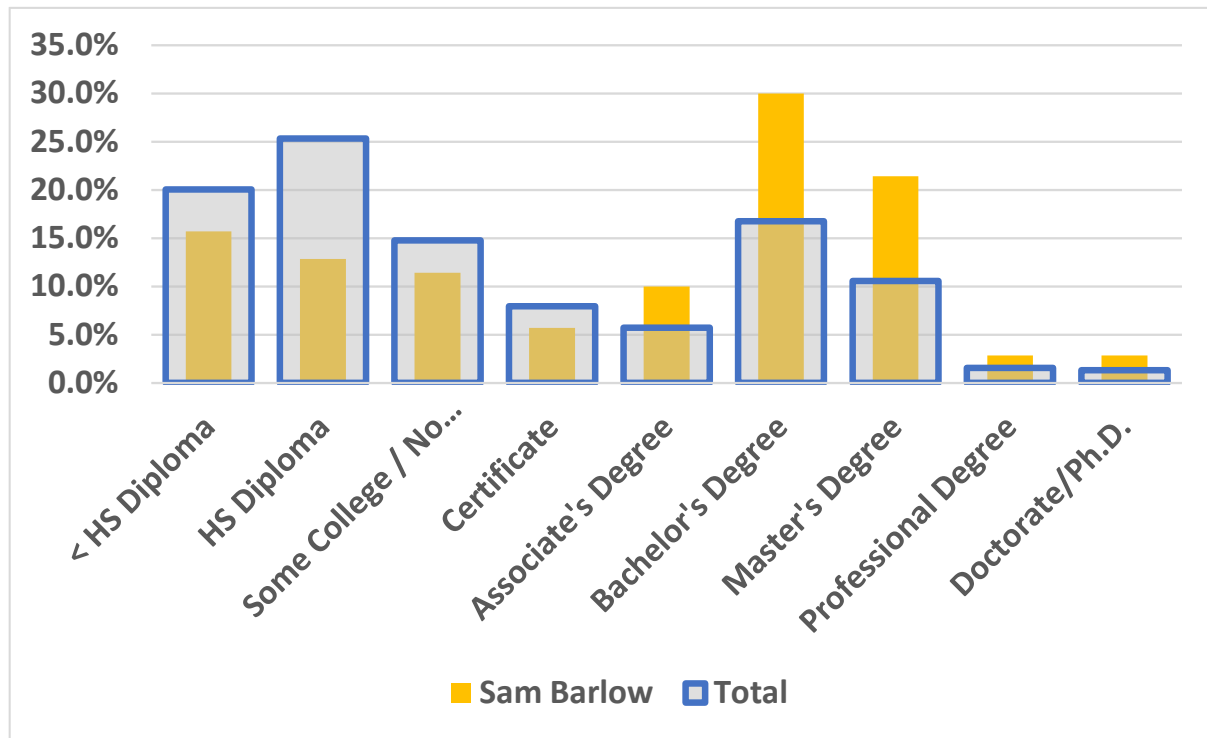
Results of Parent’s Education Level are reported in Table RDSB4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent’s education (e.g. if parent one’s highest education was a certificate and parent

Table RDSB4: Sam Barlow Seniors Parents’ Highest Education Level

Parent’s Education	Sam Barlow			Total	
	Count	%	Index	Count	%
< HS Diploma	11	15.7%	78	91	20.0%
HS Diploma	9	12.9%	51	115	25.3%
Some College / No Award	8	11.4%	77	67	14.8%
Certificate	4	5.7%	72	36	7.9%
Associate’s Degree	7	10.0%	175	26	5.7%
Bachelor’s Degree	21	30.0%	179	76	16.7%
Master’s Degree	15	21.4%	203	48	10.6%
Professional Degree	2	2.9%	185	7	1.5%
Doctorate/Ph.D.	2	2.9%	216	6	1.3%
Total	79	100.0%		472	100.0%

two’s highest education was a master’s, the master’s degree was returned). For Sam Barlow Seniors, having at least one parent that earned a Bachelor’s Degree was reported more often than any other education level. Thirty percent (30.0%) of respondents indicated they had at least one parent whose highest education level was a Bachelor’s Degree. This proportion was substantially higher than for seniors overall (16.7%). For Sam Barlow Seniors, all college award levels (with the exception of Certificate) had proportions that were at higher levels than reported by seniors overall. All other categories had proportions lower than for seniors overall. Sam Barlow Seniors parent’s highest education level is reported graphically in Figure RDSB4.

Figure RDSB4: Parents’ Highest Education Level by Sam Barlow High School and Overall



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 (54.9%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Forty-four percent (44.0%) indicated they would be working. The other activities were identified at much lower rates. “Traveling” had the next highest rate with over thirteen percent of respondents (13.6%) indicating this activity. “Doing Something Else” was the next highest proportion with just over ten percent of respondents (10.5%). “Doing Volunteer Work” had seven percent of respondents (7.0%). Military service was identified by under three percent (2.4%) of respondents. “Undecided / Don’t Know” was identified by just over seven percent of respondents (7.2%). 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

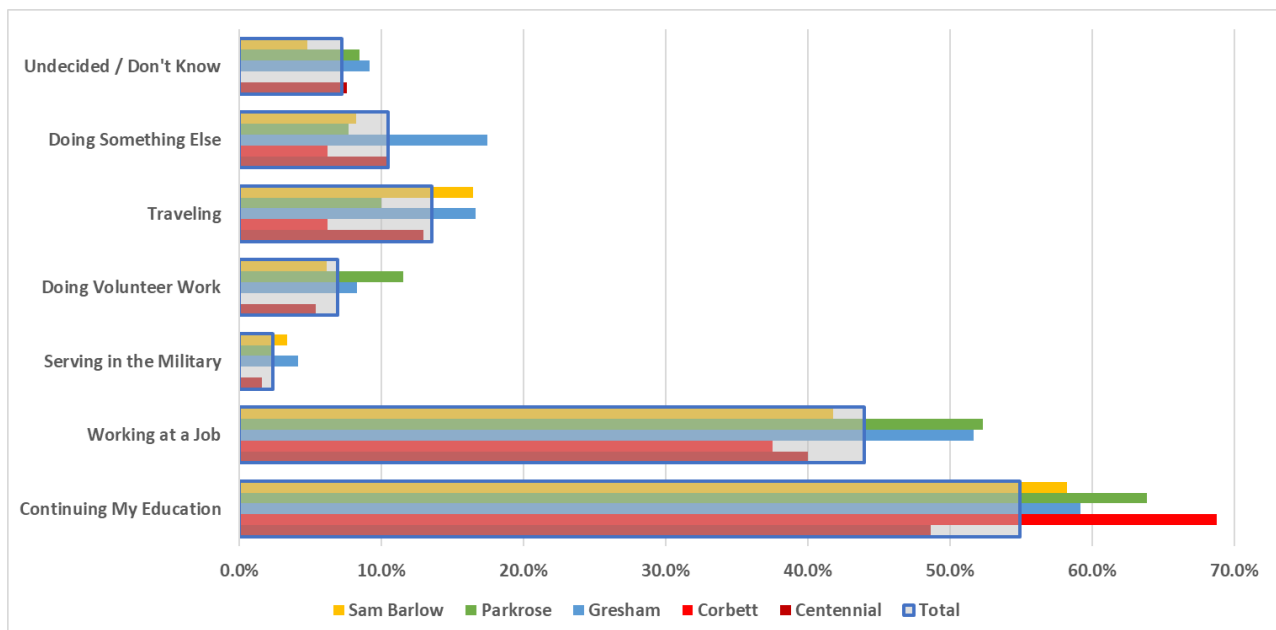


Table RFP1: Senior’s Future Plans by High School and Total

<i>Four months after I Graduate from High School, I plan to be...</i>	Centennial			Corbett			Gresham			Parkrose			Sam Barlow			Total	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%
Continuing My Education	180	48.6%	89	11	68.8%	125	71	59.2%	108	83	63.8%	116	85	58.2%	106	433	54.9%
Working at a Job	148	40.0%	91	6	37.5%	85	62	51.7%	117	68	52.3%	119	61	41.8%	95	347	44.0%
Serving in the Military	6	1.6%	67	0	0.0%	0	5	4.2%	173	3	2.3%	96	5	3.4%	142	19	2.4%
Doing Volunteer Work	20	5.4%	78	0	0.0%	0	10	8.3%	120	15	11.5%	166	9	6.2%	88	55	7.0%
Traveling	48	13.0%	96	1	6.3%	46	20	16.7%	123	13	10.0%	74	24	16.4%	121	107	13.6%
Doing Something Else	39	10.5%	100	1	6.3%	59	21	17.5%	166	10	7.7%	73	12	8.2%	78	83	10.5%
Undecided / Don't Know	28	7.6%	105	0	0.0%	0	11	9.2%	127	11	8.5%	117	7	4.8%	66	57	7.2%
Total	370	100.0%		16	100.0%		120	100.0%		130	100.0%		146	100.0%		789	100.0%

Future Plans - Centennial

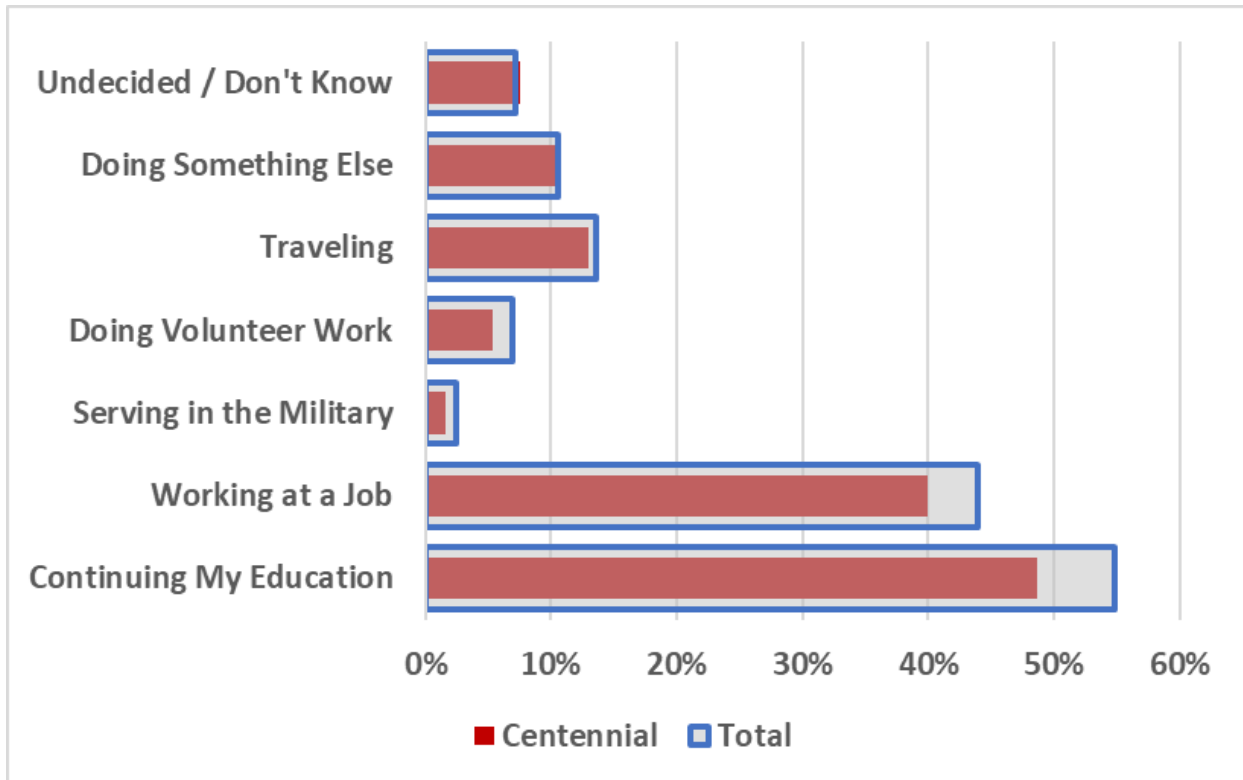
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPCen1. Students were asked to check all activities that applied to them. The total is the total number of unique respondents (not the sum of count) from Centennial and the percentages are calculated off this total – not on the total number of responses to the question.

RFPCen1: Future Plans Responses by Centennial Seniors and Total

<i>Four months after I Graduate from High School, I plan to be...</i>	Centennial			Total	
	Count	%	Index	Count	%
Continuing My Education	180	48.6%	89	433	54.9%
Working at a Job	148	40.0%	91	347	44.0%
Serving in the Military	6	1.6%	67	19	2.4%
Doing Volunteer Work	20	5.4%	78	55	7.0%
Traveling	48	13.0%	96	107	13.6%
Doing Something Else	39	10.5%	100	83	10.5%
Undecided / Don't Know	28	7.6%	105	57	7.2%
Total	370	100.0%		789	100.0%

The majority of Centennial Seniors (48.6%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Forty percent (40.0%) indicated they would be working. Centennial Seniors were less likely than seniors overall to indicate these two activities. The other activities were identified at much lower rates. “Traveling” had the next highest rate with over thirteen percent (13.0%) of seniors indicating this activity. “Doing Volunteer Work” had over five percent (5.4%) of respondents. Military service was identified by just under two percent (1.6%) of respondents. “Doing something else” and “Undecided / Don’t Know” both were identified by about ten percent of respondents (10.5% and 7.6% respectively). Except for these two activities (“Doing Something Else” and “Undecided / Don’t Know”), Centennial Seniors indicated all these activities 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 RFPCen1 presents the Centennial Seniors’ Future Plans Graphically.

Figure RFP Cen1: Bar Chart of Centennial Seniors' and Total Responses for Future Plans



Future Plans - Corbett

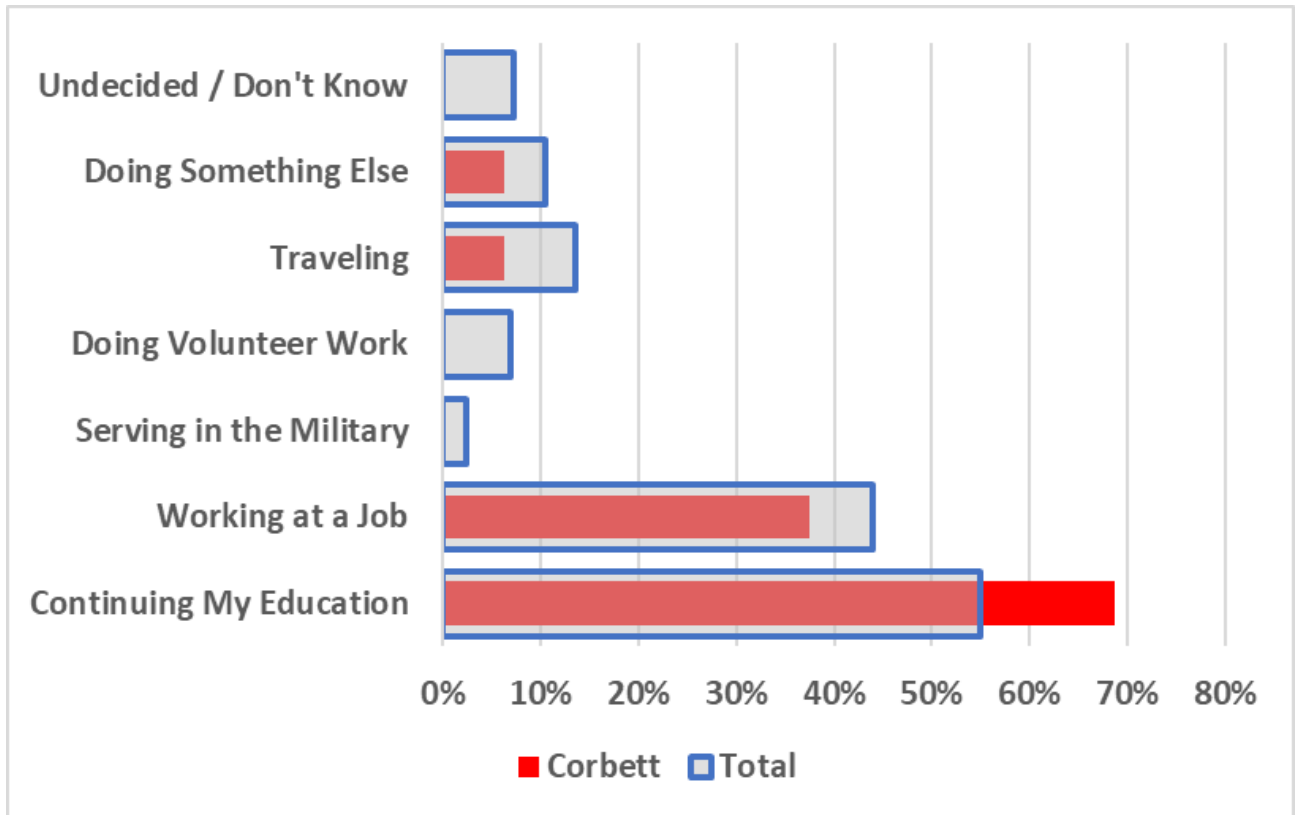
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPCor1. Students were asked to check all activities that applied to them. The total is the total number of unique respondents (not the sum of count) from Corbett and the percentages are calculated off this total – not on the total number of responses to the question.

RFPCor1: Future Plans Responses by Corbett Seniors and Total

<i>Four months after I Graduate from High School, I plan to be...</i>	Corbett			Total	
	Count	%	Index	Count	%
Continuing My Education	11	68.8%	125	433	54.9%
Working at a Job	6	37.5%	85	347	44.0%
Serving in the Military	0	0.0%	0	19	2.4%
Doing Volunteer Work	0	0.0%	0	55	7.0%
Traveling	1	6.3%	46	107	13.6%
Doing Something Else	1	6.3%	59	83	10.5%
Undecided / Don't Know	0	0.0%	0	57	7.2%
Total	16	100.0%		789	100.0%

The majority of Corbett Seniors (68.8%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Thirty-seven percent (37.5%) indicated they would be working. Corbett Seniors were much more likely than seniors overall to indicate they would be continuing their education. “Traveling” and “Doing Something Else” were the only other two activities Corbett Seniors identified. The proportions for these two activities were much lower than they were for 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 RFPCor1 presents the Corbett Seniors’ Future Plans Graphically.

Figure RFPCor1: Bar Chart of Corbett Seniors' and Total Responses for Future Plans



Future Plans - Gresham

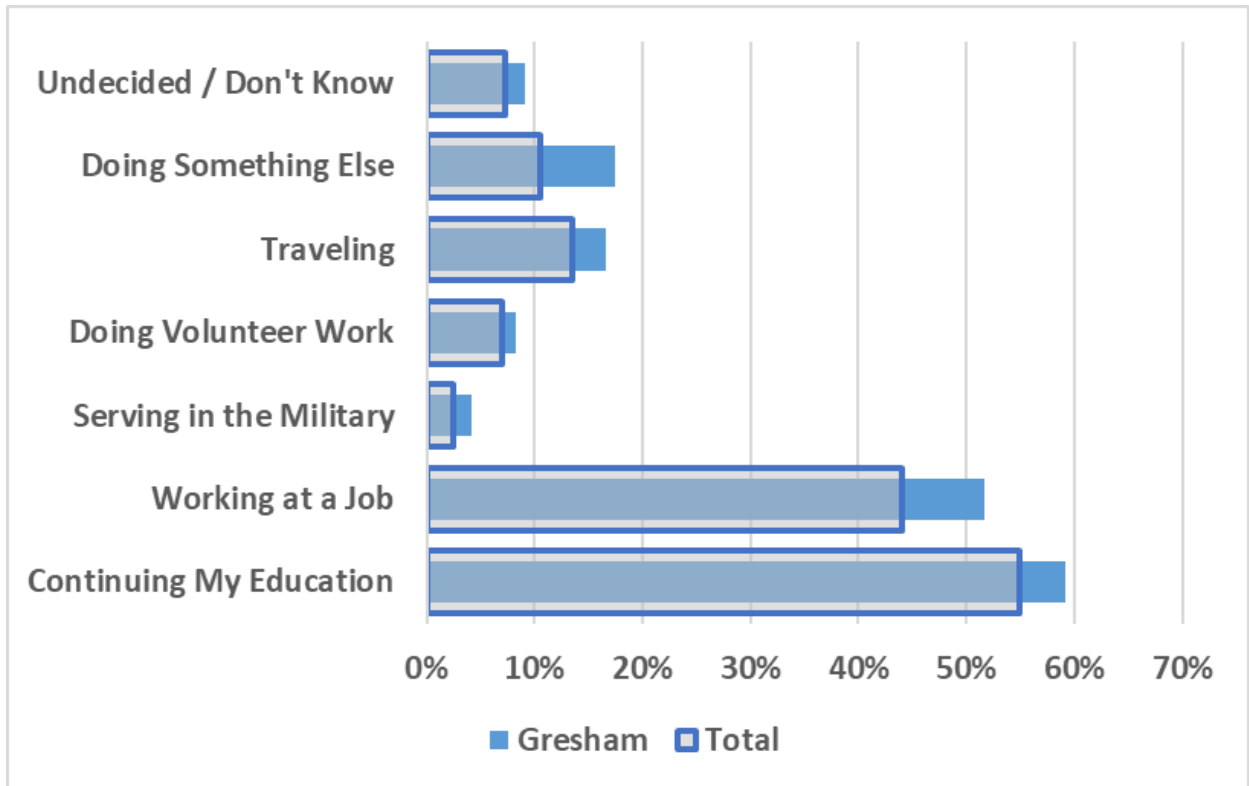
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPG1. Students were asked to check all activities that applied to them. The total is the total number of unique respondents (not the sum of count) from Gresham 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

<i>Four months after I Graduate from High School, I plan to be...</i>	Gresham			Total	
	Count	%	Index	Count	%
Continuing My Education	71	59.2%	108	433	54.9%
Working at a Job	62	51.7%	117	347	44.0%
Serving in the Military	5	4.2%	173	19	2.4%
Doing Volunteer Work	10	8.3%	120	55	7.0%
Traveling	20	16.7%	123	107	13.6%
Doing Something Else	21	17.5%	166	83	10.5%
Undecided / Don't Know	11	9.2%	127	57	7.2%
Total	120	100.0%		789	100.0%

The majority of Gresham Seniors (59.2%) 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 (51.7%) indicated they would be working. Every activity listed in the question had higher proportions of Gresham Seniors indicate they would be participating than seniors overall. “Traveling” and “Doing Something Else” had the next two highest proportions with 16.7% of seniors indicating traveling and 17.5% indicating they would be doing something else. Military service was identified by just over four percent (4.2%) of respondents (the highest proportion of any participating school). 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



Future Plans - Parkrose

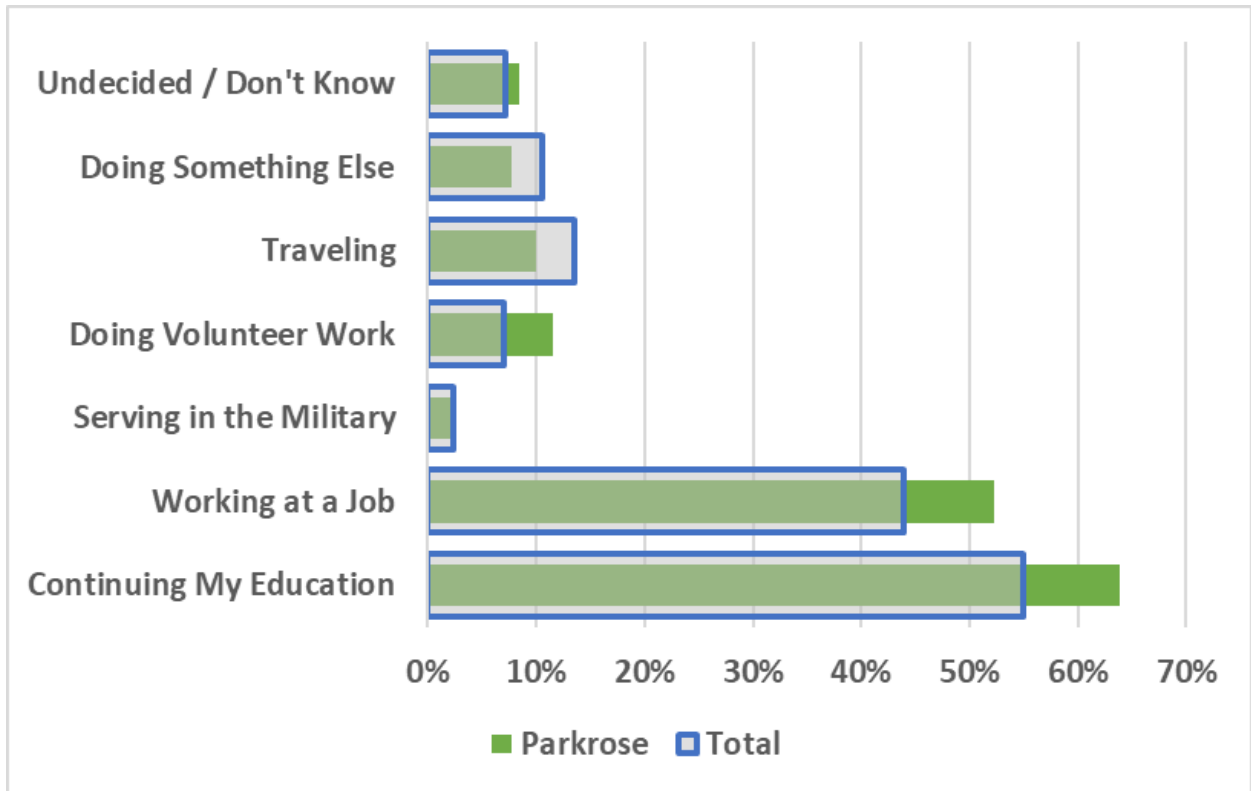
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPP1. Students were asked to check all activities that applied to them. The total is the total number of unique respondents (not the sum of count) from Parkrose 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

<i>Four months after I Graduate from High School, I plan to be...</i>	Parkrose			Total	
	Count	%	Index	Count	%
Continuing My Education	83	63.8%	116	433	54.9%
Working at a Job	68	52.3%	119	347	44.0%
Serving in the Military	3	2.3%	96	19	2.4%
Doing Volunteer Work	15	11.5%	166	55	7.0%
Traveling	13	10.0%	74	107	13.6%
Doing Something Else	10	7.7%	73	83	10.5%
Undecided / Don't Know	11	8.5%	117	57	7.2%
Total	130	100.0%		789	100.0%

The majority of Parkrose Seniors (63.8%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Over half of Parkrose Seniors (52.3%) indicated they would be working. Parkrose Seniors more likely than seniors overall to indicate these two activities. The other activities were identified at much lower rates. “Doing Volunteer Work” had the next highest rate with over eleven percent (11.5%) of seniors indicating this activity; this proportion was much higher than for seniors overall (7.0%). “Traveling” had ten percent (10.0%) of Parkrose Seniors indicating they would be participating; a lower proportion than for seniors overall. Military service was identified by two percent (2.3%) of respondents. “Doing something else” and “Undecided / Don’t Know” both were identified by under ten percent of respondents (7.7% and 8.5% respectively). Parkrose Seniors 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



Future Plans – Sam Barlow

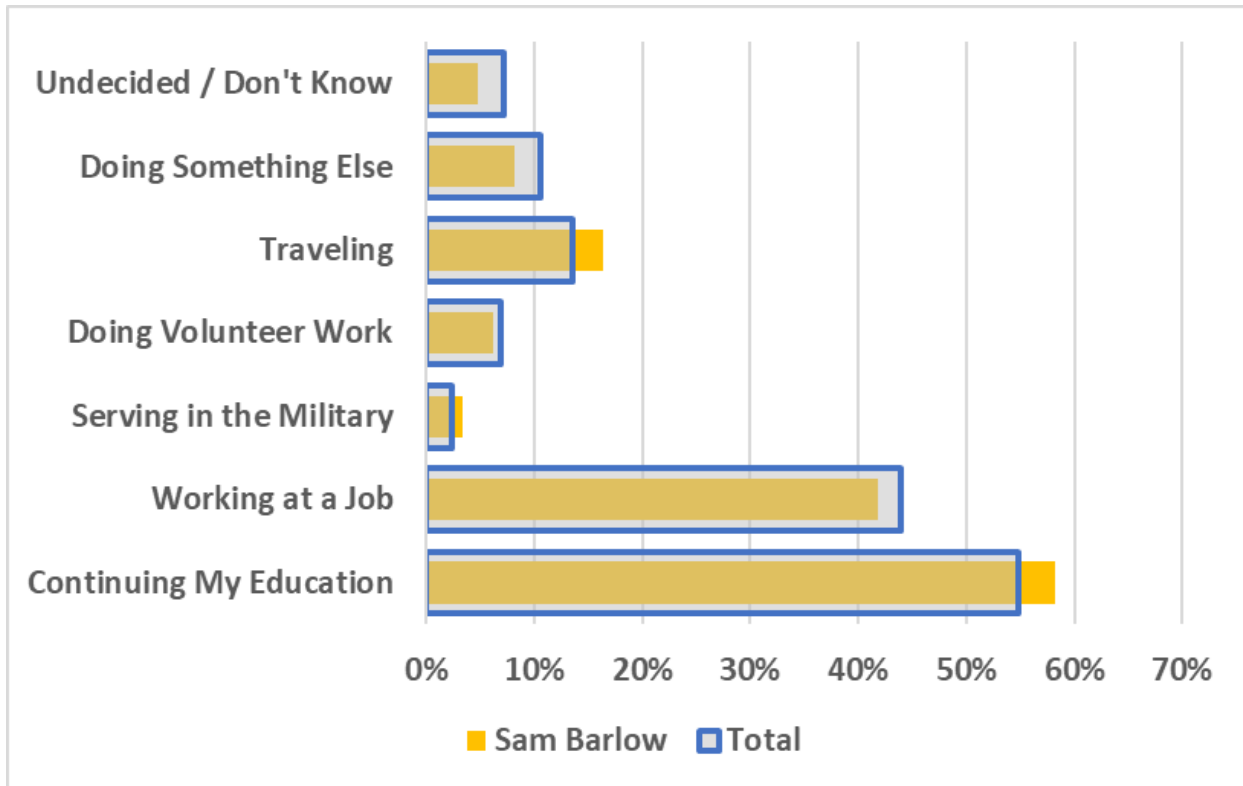
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPSB1. Students were asked to check all activities that applied to them. The total is the total number of unique respondents (not the sum of count) from Sam Barlow and the percentages are calculated off this total – not on the total number of responses to the question.

RFPSB1: Future Plans Responses by Sam Barlow Seniors and Total

<i>Four months after I Graduate from High School, I plan to be...</i>	Sam Barlow			Total	
	Count	%	Index	Count	%
Continuing My Education	85	58.2%	106	433	54.9%
Working at a Job	61	41.8%	95	347	44.0%
Serving in the Military	5	3.4%	142	19	2.4%
Doing Volunteer Work	9	6.2%	88	55	7.0%
Traveling	24	16.4%	121	107	13.6%
Doing Something Else	12	8.2%	78	83	10.5%
Undecided / Don't Know	7	4.8%	66	57	7.2%
Total	146	100.0%		789	100.0%

The majority of Sam Barlow Seniors (58.2%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Over forty percent (41.8%) indicated they would be working. Sam Barlow Seniors were slightly more likely than seniors overall to indicate they would continue their education; they were slightly less likely than seniors overall to indicate they would be working. “Traveling” had the next highest rate with over sixteen percent (16.4%) of seniors indicating this activity. Military service was identified by over three percent (3.4%) of respondents. Both these activities are being done by Sam Barlow Seniors at a higher rate than seniors overall. The other activities were identified at much lower rates than seniors overall. “Doing Volunteer Work” had over six percent (6.2%) of respondents. “Doing something else” and “Undecided / Don’t Know” both were identified by 8.2% and 4.8% (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 RFPSB1 presents the Sam Barlow Seniors’ Future Plans Graphically.

Figure RFPSB1: Bar Chart of Sam Barlow Seniors' and Total Responses for Future Plans



College Now / Dual Credit

Seniors were asked if they had ever taken a College Now / Dual Credit 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. Seniors that indicated they had taken a College Now / Dual Credit Course had a follow-up question asking which college provided the credit. 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; data are presented graphically in Figure RCN2.

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

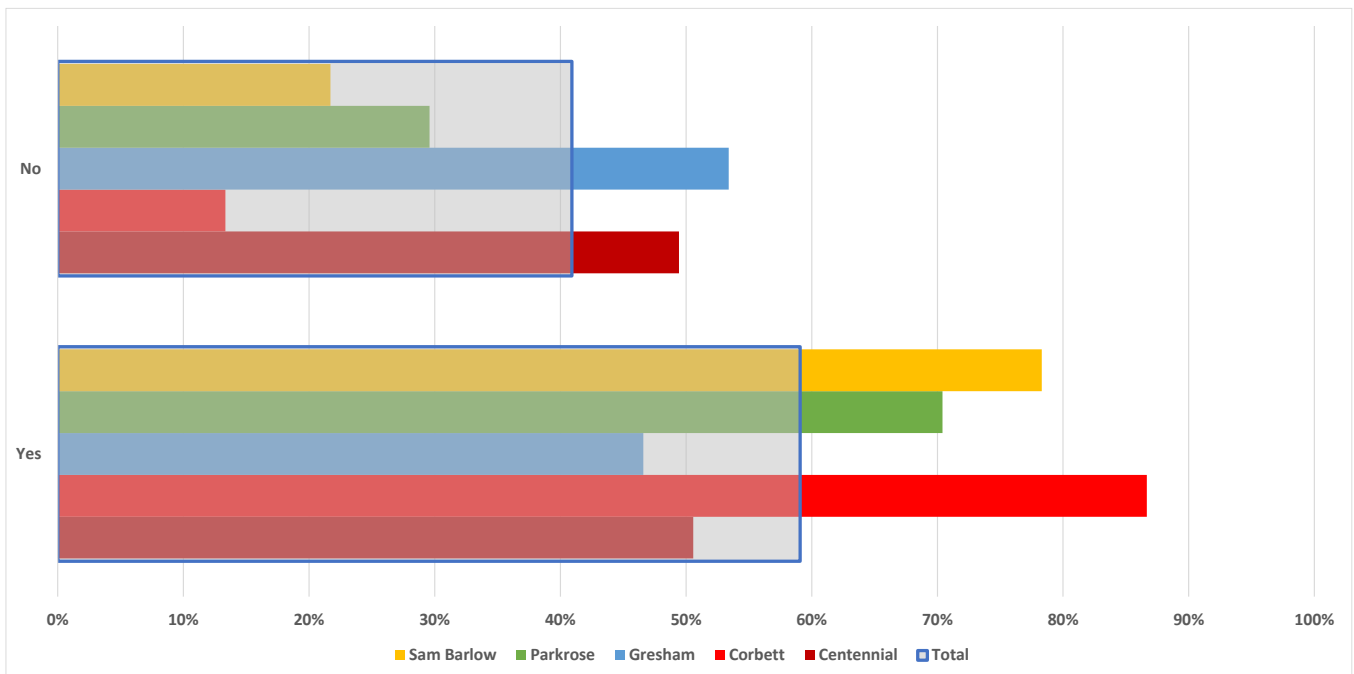


Figure RCN2: College Providing Credit for College Now / Dual Credit by High School and Total

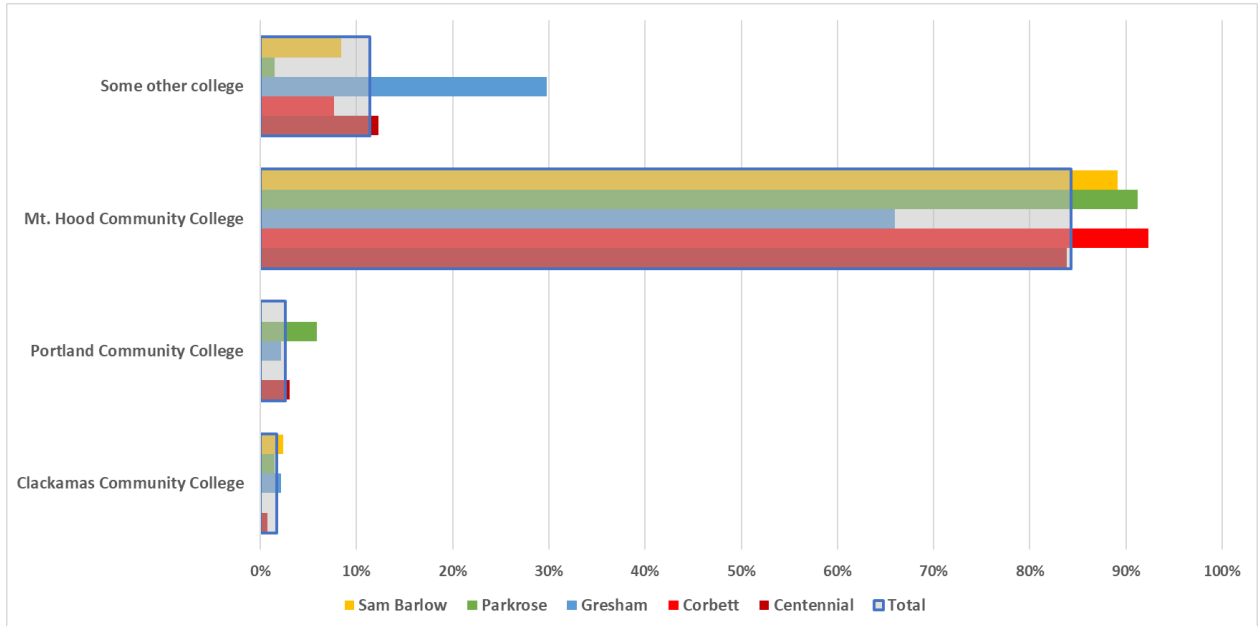


Table RCN1:

Taken a College Now / Dual Credit Course by High School and Total

<i>Ever taken a College Now / Dual Credit Course in High School</i>	Centennial			Corbett			Gresham			Parkrose			Sam Barlow			Total	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%
Yes	133	51%	86	13	87%	147	48	47%	79	69	70%	119	83	78%	133	348	59%
No	130	49%	121	2	13%	33	55	53%	131	29	30%	72	23	22%	53	241	41%
Total	263	100%		15	100%		103	100%		98	100%		106	100%		589	100%

Table RCN2:

Which College Provided the Credit for College Now / Dual Credit Courses by High School and Total

<i>What college provided you with the credit</i>	Centennial			Corbett			Gresham			Parkrose			Sam Barlow			Total	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%
Clackamas Community College	1	1%	44	0	0%	0	1	2%	122	1	1%	84	2	2%	138	6	2%
Portland Community College	4	3%	117	0	0%	0	1	2%	81	4	6%	224	0	0%	0	9	3%
Mt. Hood Community College	109	84%	100	12	92%	110	31	66%	78	62	91%	108	74	89%	106	289	84%
Some other college	16	12%	108	1	8%	68	14	30%	262	1	1%	13	7	8%	74	39	11%
Total	130	100%		13	100%		47	100%		68	100%		83	100%		343	100%

College Now - Centennial

Seniors were asked if they had ever taken a College Now / Dual Credit Course (a high school course for college credit); results are presented in Table RCNCen1. Responses were evenly split for Centennial Seniors; 50.6% indicated they had taken at least one College Now / Dual Credit course during their high school career and 49.4% indicated they had not. Centennial Seniors were less likely than seniors overall to have taken a College Now / Dual Credit course. Data are presented graphically in Figure RCNCen1.

When asked which college provided the credit, the majority (83.8%) indicated MHCC. Centennial Seniors were more likely than seniors overall to indicate Portland Community College had provided the credit. Results for which college provided the credit are presented in Table RCNCen2. Data are presented graphically in Figure RCNCen2.

Table RCNCen1: Taken a College Now Course by Centennial Seniors and Total Respondents

<i>Ever taken a College Now / Dual Credit Course in High School</i>	Centennial			Total	
	Count	%	Index	Count	%
Yes	133	50.6%	86	348	59.1%
No	130	49.4%	121	241	40.9%
Total	263	100.0%		589	100.0%

Table RCNCen2: Which College Provided the Credit by Centennial Seniors and Total Respondents

<i>What college provided you with the credit</i>	Centennial			All Other Colleges	
	Count	%	Index	Count	%
Clackamas Community College	1	0.8%	44	6	1.7%
Portland Community College	4	3.1%	117	9	2.6%
Mt. Hood Community College	109	83.8%	100	289	84.3%
Some other college	16	12.3%	108	39	11.4%
Total	130	100.0%		343	100.0%

Figure RCNCen1: Taken a College Now / Dual Credit Course by Centennial Seniors and Total Respondents

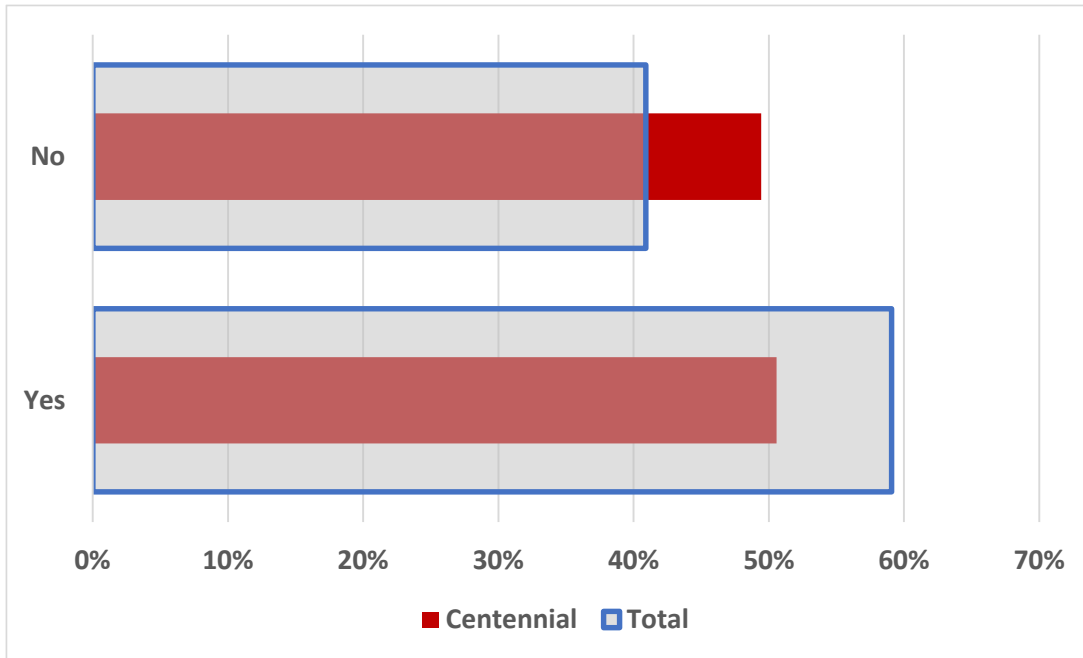
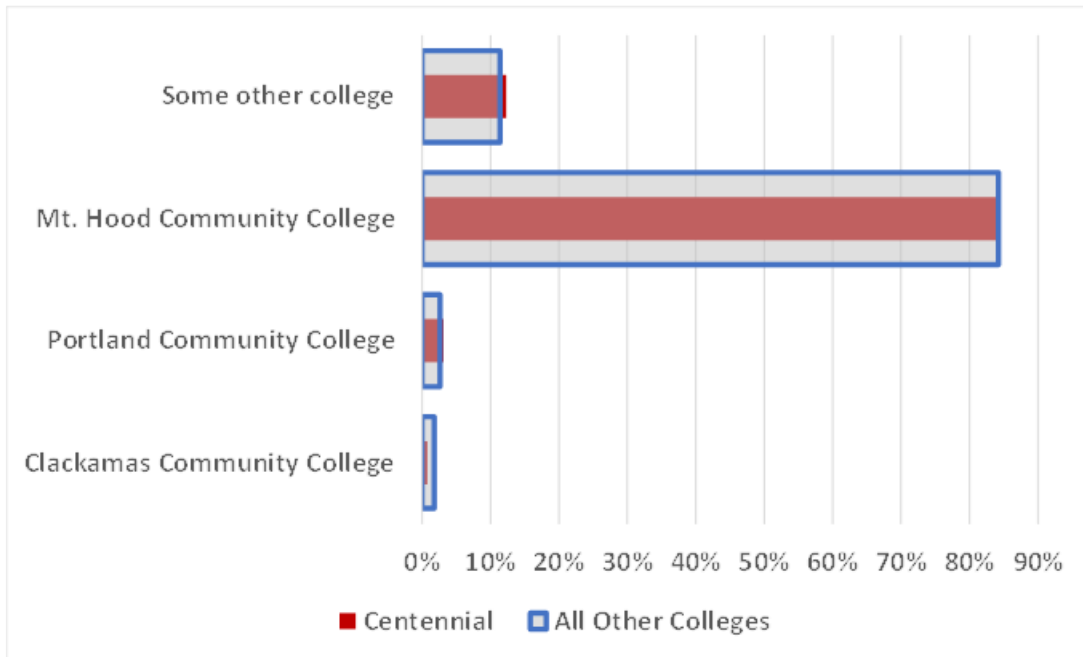


Figure RCNCen2: Which College Provided the Credit for College Now / Dual Credit Course(s) Taken by Centennial Seniors and Total Respondents



College Now - Corbett

Seniors were asked if they had ever taken a College Now / Dual Credit Course (a high school course for college credit); results are presented in Table RCNCor1. Corbett Seniors were very likely to have taken a College Now / Dual Credit Course; 86.7% indicated they had taken at least one College Now / Dual Credit course during their high school career and 13.3% indicated they had not. Corbett Seniors were far more likely than seniors overall to have taken a College Now / Dual Credit course. Data are presented graphically in Figure RCNCor1.

When asked which college provided the credit, the majority (92.3%) indicated MHCC. Only one Corbett Senior indicate Some other College had provided the credit. Results for which college provided the credit are presented in Table RCNCor2. Data are presented graphically in Figure RCNCor2.

Table RCNCor1: Taken a College Now / Dual Credit Course by Corbett Seniors and Total Respondents

<i>Ever taken a College Now / Dual Credit Course in High School</i>	Corbett			Total	
	Count	%	Index	Count	%
Yes	13	86.7%	147	348	59.1%
No	2	13.3%	33	241	40.9%
Total	15	100.0%		589	100.0%

Table RCNCor2: Which College Provided the Credit by Corbett Seniors and Total Respondents

<i>What college provided you with the credit</i>	Corbett			Total	
	Count	%	Index	Count	%
Clackamas Community College	0	0.0%	0	6	1.7%
Portland Community College	0	0.0%	0	9	2.6%
Mt. Hood Community College	12	92.3%	110	289	84.3%
Some other college	1	7.7%	68	39	11.4%
Total	13	100.0%		343	100.0%

Figure RCNCor1: Taken a College Now / Dual Credit Course by Corbett Seniors and Total Respondents

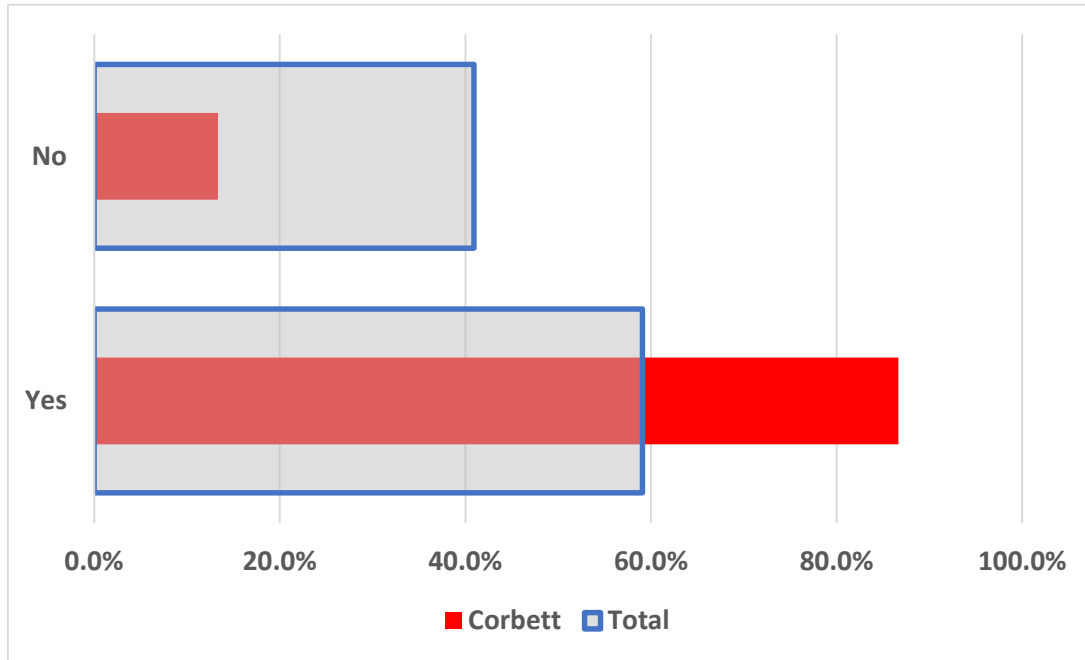
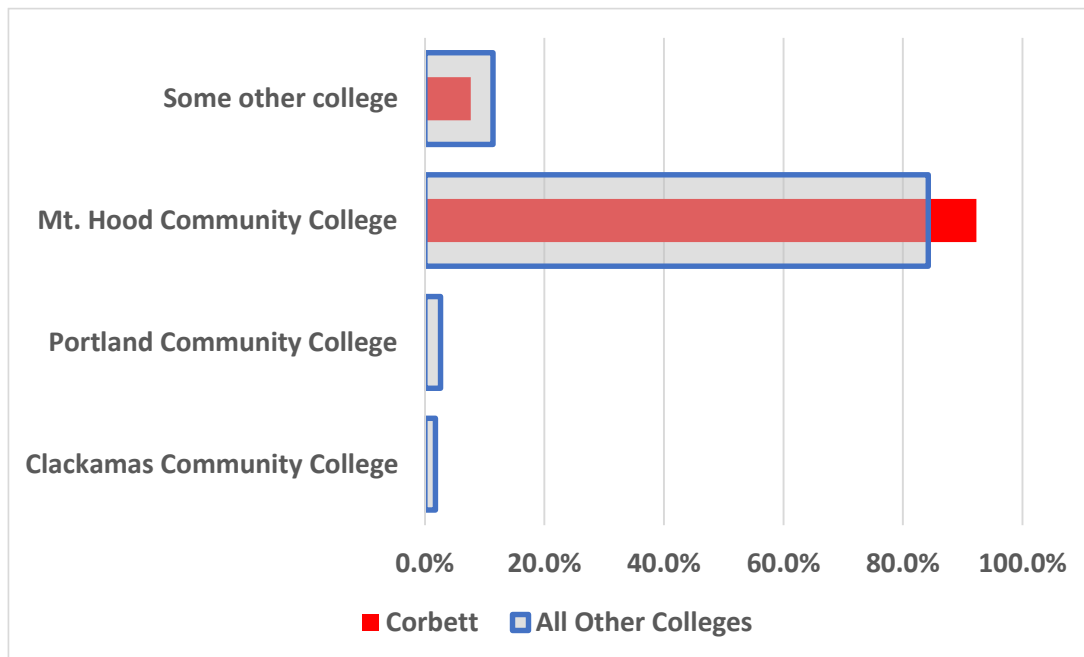


Figure RCNCor2: Which College Provided the Credit for College Now / Dual Credit Course(s) Taken by Corbett Seniors and Total Respondents



College Now - Gresham

Seniors were asked if they had ever taken a College Now / Dual Credit Course (a high school course for college credit); results are presented in Table RCNG1. Gresham Seniors were less likely to indicate they had taken a College Now / Dual Credit Course; 46.6% indicated they had taken at least one College Now / Dual Credit course during their high school career and 53.4% indicated they had not. Gresham Seniors were much less likely than seniors overall to have taken a College Now / Dual Credit course. Data are presented graphically in Figure RCNG1.

When asked which college provided the credit, the majority (66.0%) indicated MHCC. Gresham Seniors were more likely than seniors overall to indicate Some other College had provided the credit. Results for which college provided the credit are presented in Table RCNG2. Data are presented graphically in Figure RCNG2.

Table RCNG1: Taken a College Now / Dual Credit Course by Gresham Seniors and Total Respondents

<i>Ever taken a College Now / Dual Credit Course in High School</i>	Gresham			Total	
	Count	%	Index	Count	%
Yes	48	46.6%	79	348	59.1%
No	55	53.4%	131	241	40.9%
Total	103	100.0%		589	100.0%

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

<i>What college provided you with the credit</i>	Gresham			Total	
	Count	%	Index	Count	%
Clackamas Community College	1	2.1%	122	6	1.7%
Portland Community College	1	2.1%	81	9	2.6%
Mt. Hood Community College	31	66.0%	78	289	84.3%
Some other college	14	29.8%	262	39	11.4%
Total	47	100.0%		343	100.0%

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

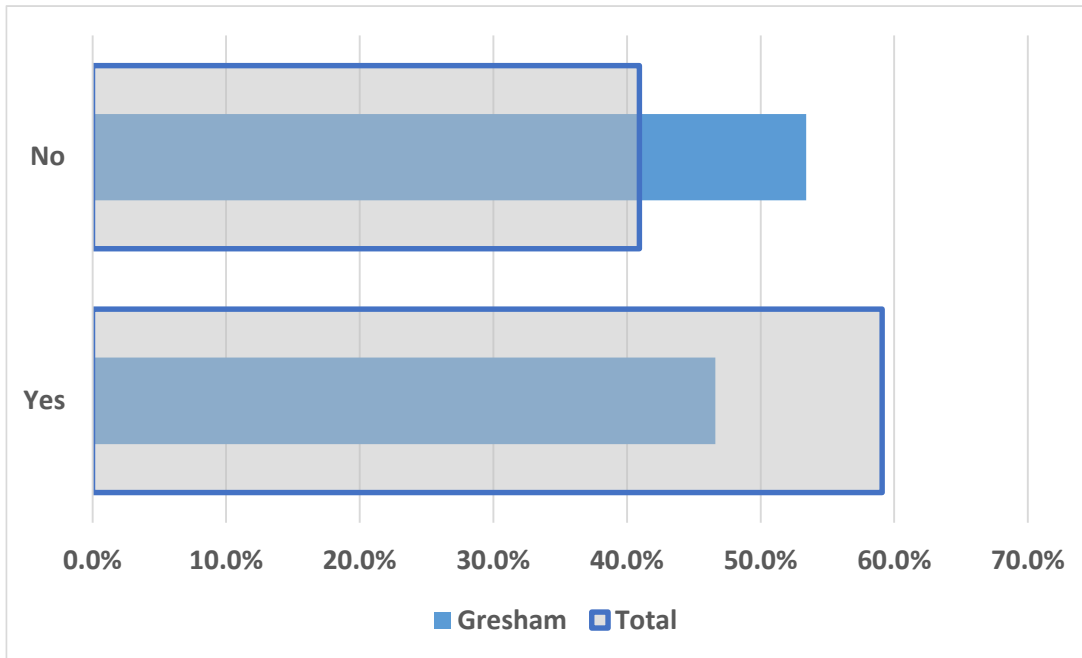
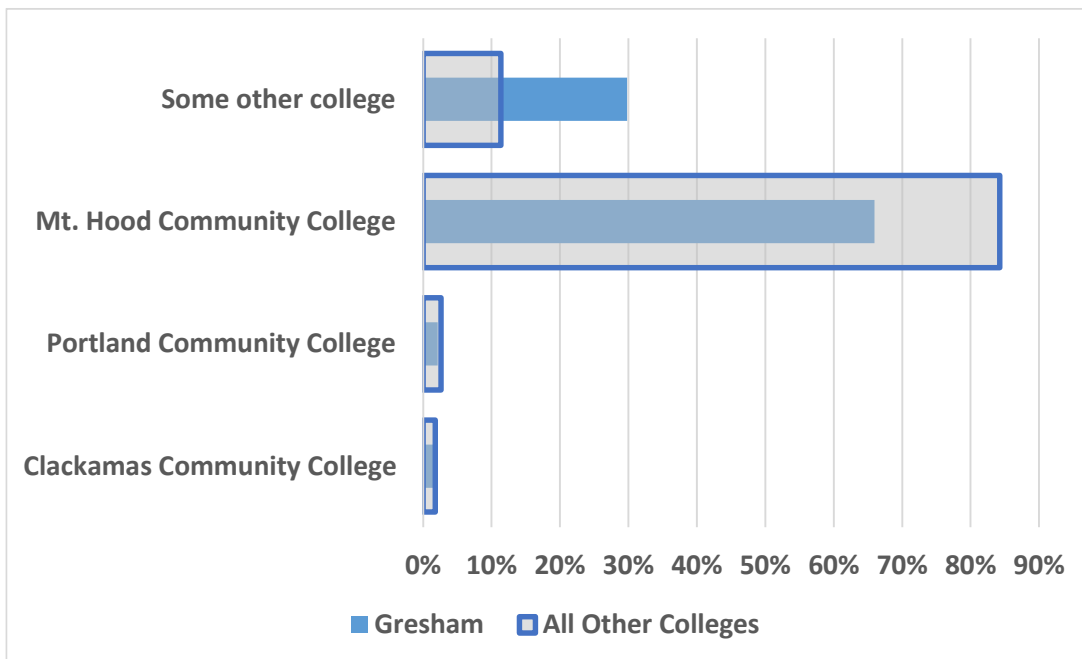


Figure RCNG2: Which College Provided the Credit for College Now / Dual Credit Course(s) Taken by Gresham Seniors and Total Respondents



College Now - Parkrose

Parkrose Seniors were asked if they had ever taken a College Now / Dual Credit Course (a high school course for college credit); results are presented in Table RCNP1. Parkrose Seniors were extremely likely to indicate they had taken a College Now / Dual Credit Course; 70.4% indicated they had taken at least one College Now / Dual Credit course during their high school career and 29.6% indicated they had not. Parkrose Seniors were far more likely than seniors overall to have taken a College Now / Dual Credit course. Data are presented graphically in Figure RCNP1.

When asked which college provided the credit, the majority (91.2%) indicated MHCC. Parkrose Seniors were much more likely than seniors overall to indicate Portland Community College had provided the credit. Results for which college provided the credit are presented in Table RCNP2. Data are presented graphically in Figure RCNP2.

Table RCNP1: Taken a College Now / Dual Credit Course by Parkrose Seniors and Total Respondents

<i>Ever taken a College Now / Dual Credit Course in High School</i>	Parkrose			Total	
	Count	%	Index	Count	%
Yes	69	70.4%	119	348	59.1%
No	29	29.6%	72	241	40.9%
Total	98	100.0%		589	100.0%

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

<i>What college provided you with the credit</i>	Parkrose			Total	
	Count	%	Index	Count	%
Clackamas Community College	1	1.5%	84	6	1.7%
Portland Community College	4	5.9%	224	9	2.6%
Mt. Hood Community College	62	91.2%	108	289	84.3%
Some other college	1	1.5%	13	39	11.4%
Total	68	100.0%		343	100.0%

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

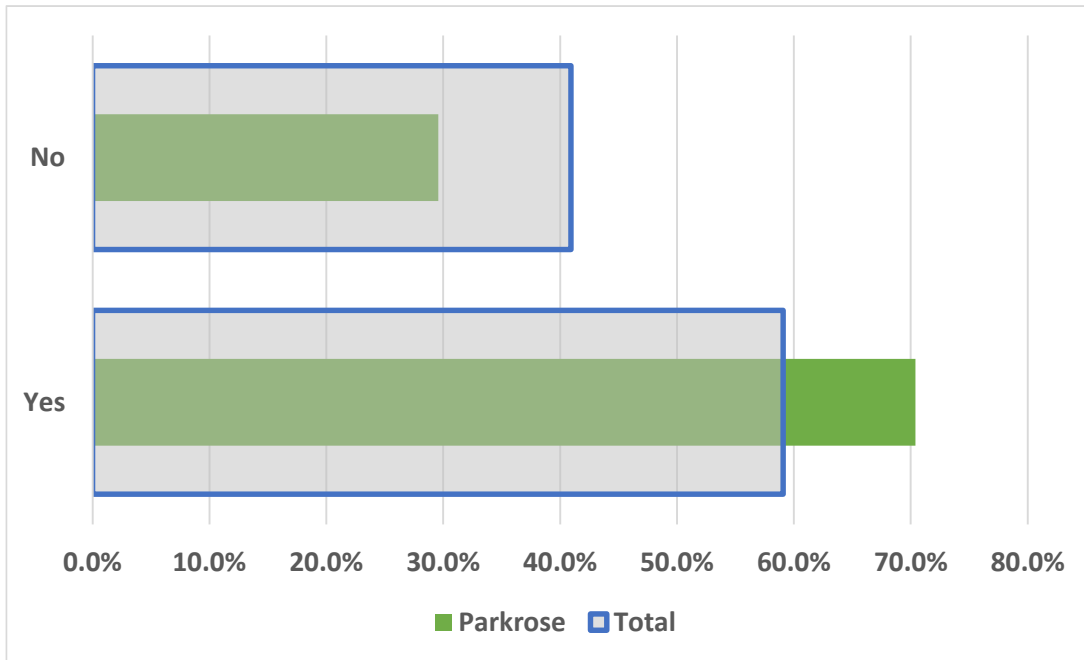
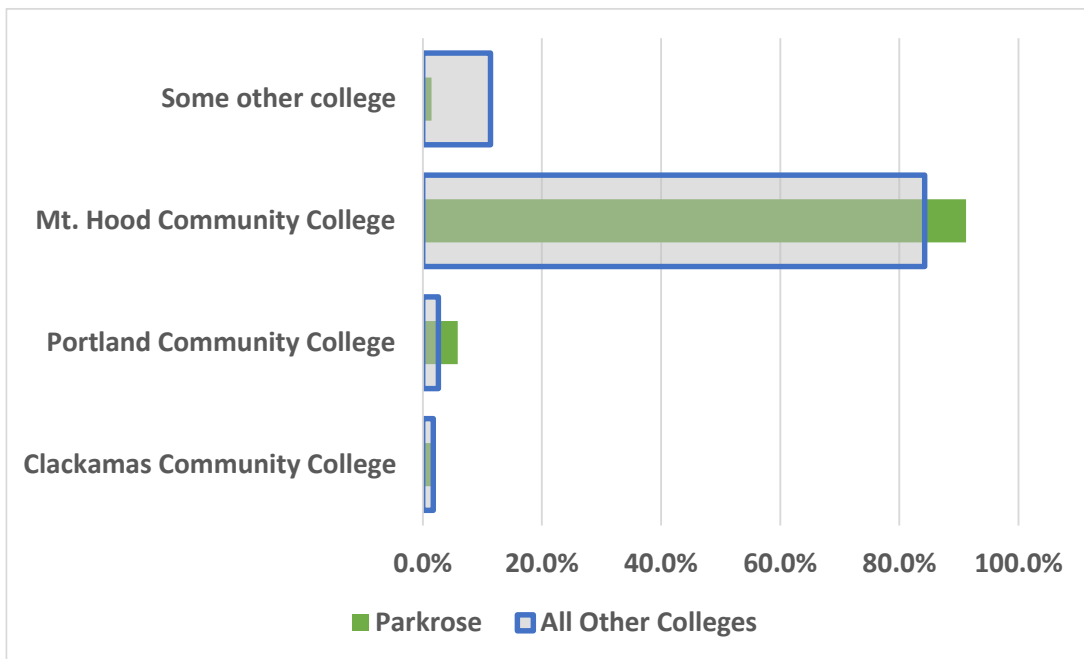


Figure RCNP2: Which College Provided the Credit for College Now / Dual Credit Course(s) Taken by Parkrose Seniors and Total Respondents



College Now – Sam Barlow

Seniors were asked if they had ever taken a College Now / Dual Credit Course (a high school course for college credit); results are presented in Table RCNSB1. Sam Barlow Seniors were more likely to have taken a College Now / Dual Credit Course; 78.3% indicated they had taken at least one College Now / Dual Credit course during their high school career and 21.7% indicated they had not. Sam Barlow Seniors were much more likely than seniors overall to have taken a College Now / Dual Credit course than seniors overall. Data are presented graphically in Figure RCNSB1.

When asked which college provided the credit, the majority (89.2%) indicated MHCC. Sam Barlow Seniors were more likely than seniors overall to indicate Clackamas Community College had provided the credit. Results for which college provided the credit are presented in Table RCNSB2. Data are presented graphically in Figure RCNSB2.

Table RCNSB1: Taken a College Now / Dual Credit Course by Sam Barlow Seniors and Total Respondents

<i>Ever taken a College Now / Dual Credit Course in High School</i>	Sam Barlow			Total	
	Count	%	Index	Count	%
Yes	83	78.3%	133	348	59.1%
No	23	21.7%	53	241	40.9%
Total	106	100.0%		589	100.0%

Table RCNSB2: Which College Provided the Credit by Sam Barlow Seniors and Total Respondents

<i>What college provided you with the credit</i>	Sam Barlow			Total	
	Count	%	Index	Count	%
Clackamas Community College	2	2.4%	138	6	1.7%
Portland Community College	0	0.0%	0	9	2.6%
Mt. Hood Community College	74	89.2%	106	289	84.3%
Some other college	7	8.4%	74	39	11.4%
Total	83	100.0%		343	100.0%

Figure RCNSB1: Taken a College Now / Dual Credit Course by Sam Barlow Seniors and Total Respondents

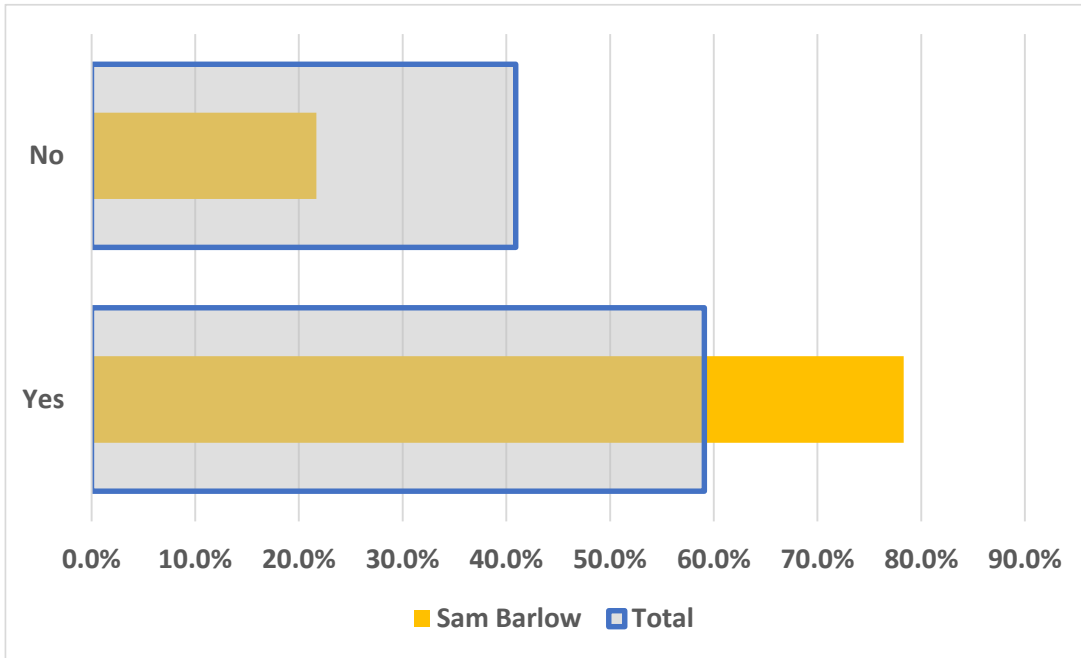
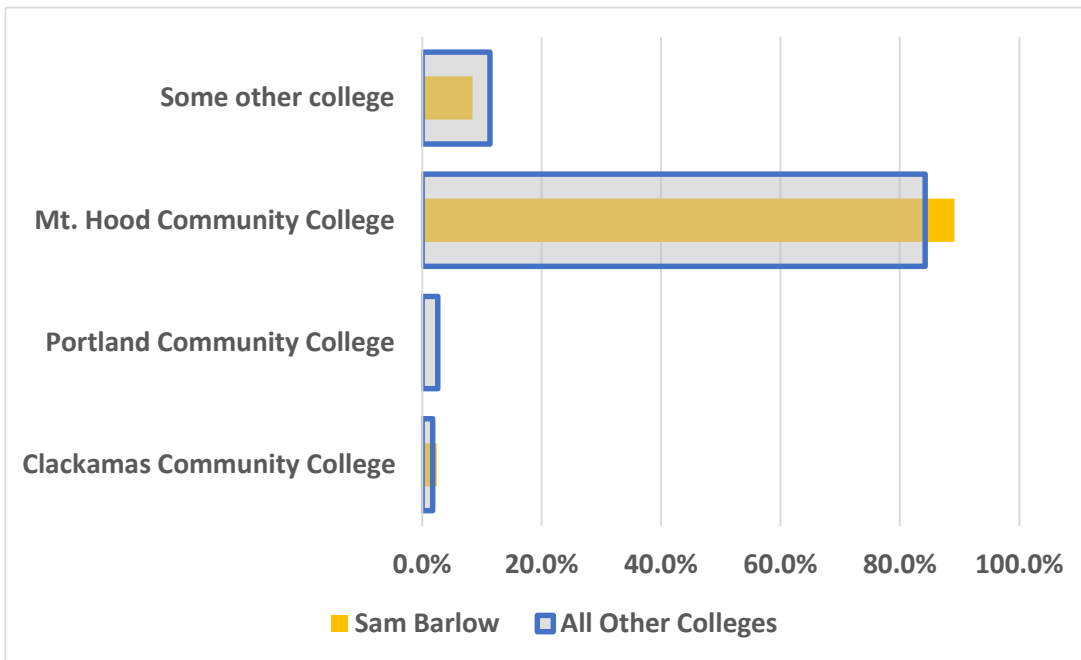


Figure RCNSB2: Which College Provided the Credit for College Now / Dual Credit Course(s) Taken by Sam Barlow Seniors and Total Respondents



District Residence

Seniors were asked in which Community College District they reside. Results are presented in [Table RDR1](#). 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 forty-three percent (43.4%) indicated they lived either in one of the other two metro community college districts (Clackamas or Portland) or did not know which district they lived in. Data are reported graphically in Figure RDR1.

Centennial – Forty-nine percent (49.8%) of Centennial Seniors identified MHCC as their district of residence. Almost twelve percent (11.8%) identified Portland Community College and over a third (35.5%) indicated they did not know which district they resided in.

Corbett – The majority of Corbett Seniors (92.3%) identified MHCC as their district of residence. Over seven percent (7.7% or 1 student) indicated the district of residence was unknown.

Gresham – Over two thirds (67.3%) of Gresham Seniors identified MHCC as their district of residence. Over five percent (5.1%) indicated they reside in the Clackamas Community College District and over seven percent (7.1%) indicated they resided in the Portland Community College District. Over twenty percent (20.4%) indicated they did not know which district they resided in.

Parkrose – Seniors from Parkrose High School were least likely to identify MHCC as their district of residence (only 36.9% of Parkrose Seniors identified MHCC). Over twenty percent (21.4%) identified Portland Community College District and another forty-one percent (41.7%) indicated they did not know. No one from Parkrose identified Clackamas Community College as their district of residence.

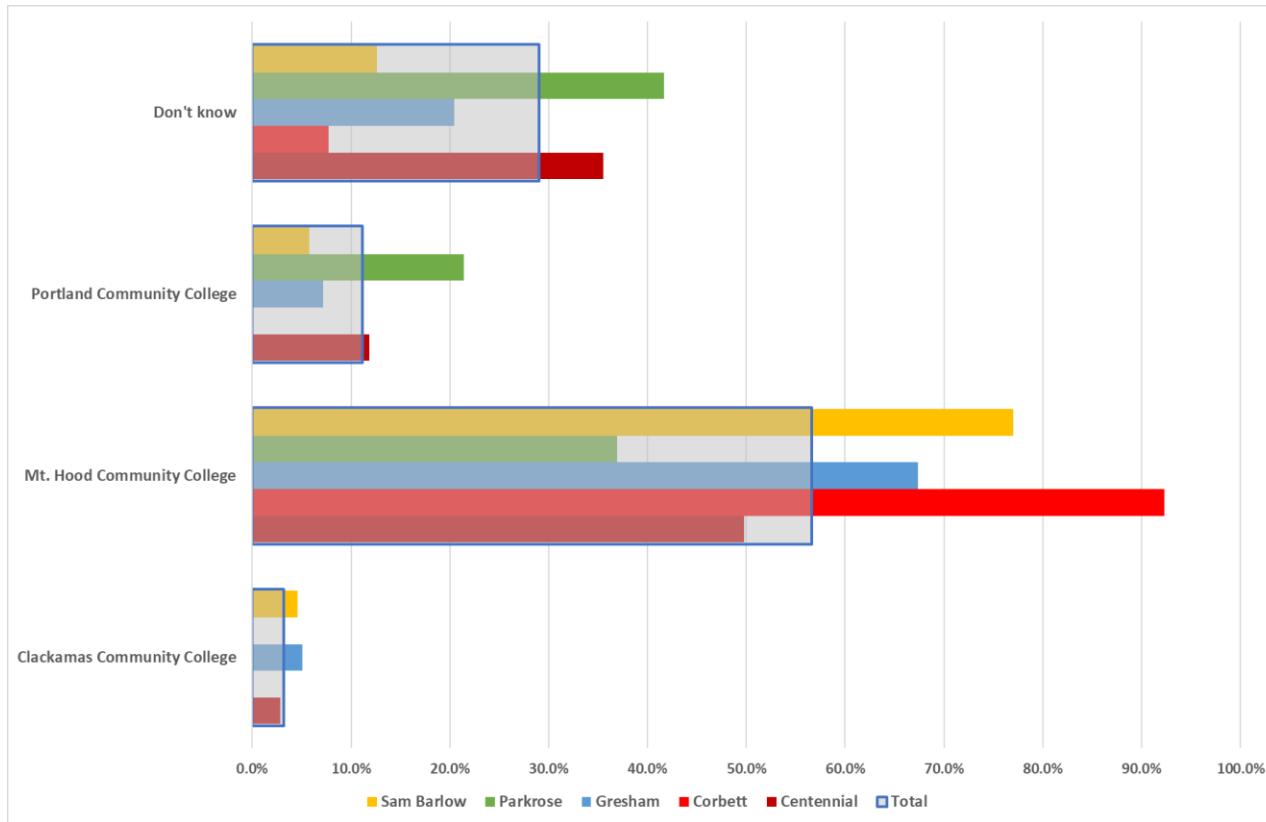
Sam Barlow – Over three quarters of Seniors from Sam Barlow High School (77.0%) identified MHCC as their district of residence. About five percent identified either Clackamas Community College or Portland Community College as their district of residence (4.6% and 5.7% respectively). Over twelve percent (12.6%) indicated they did not know which district they resided in.

Table RDR1:

Reported District of Residence by High School and Total

In which community college district do you reside	Centennial			Corbett			Gresham			Parkrose			Sam Barlow			Total	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%
Clackamas Community College	7	2.9%	89	0	0.0%	0	5	5.1%	159	0	0.0%	0	4	4.6%	143	17	3.2%
Mt. Hood Community College	122	49.8%	88	12	92.3%	163	66	67.3%	119	31	36.9%	65	67	77.0%	136	300	56.6%
Portland Community College	29	11.8%	106	0	0.0%	0	7	7.1%	64	18	21.4%	192	5	5.7%	52	59	11.1%
Don't know	87	35.5%	122	1	7.7%	26	20	20.4%	70	35	41.7%	143	11	12.6%	44	154	29.1%
Total	245	100.0%		13	100.0%		98	100.0%		84	100.0%		87	100.0%		530	100.0%

Figure RDR1: Reported District Residence by High School and Total



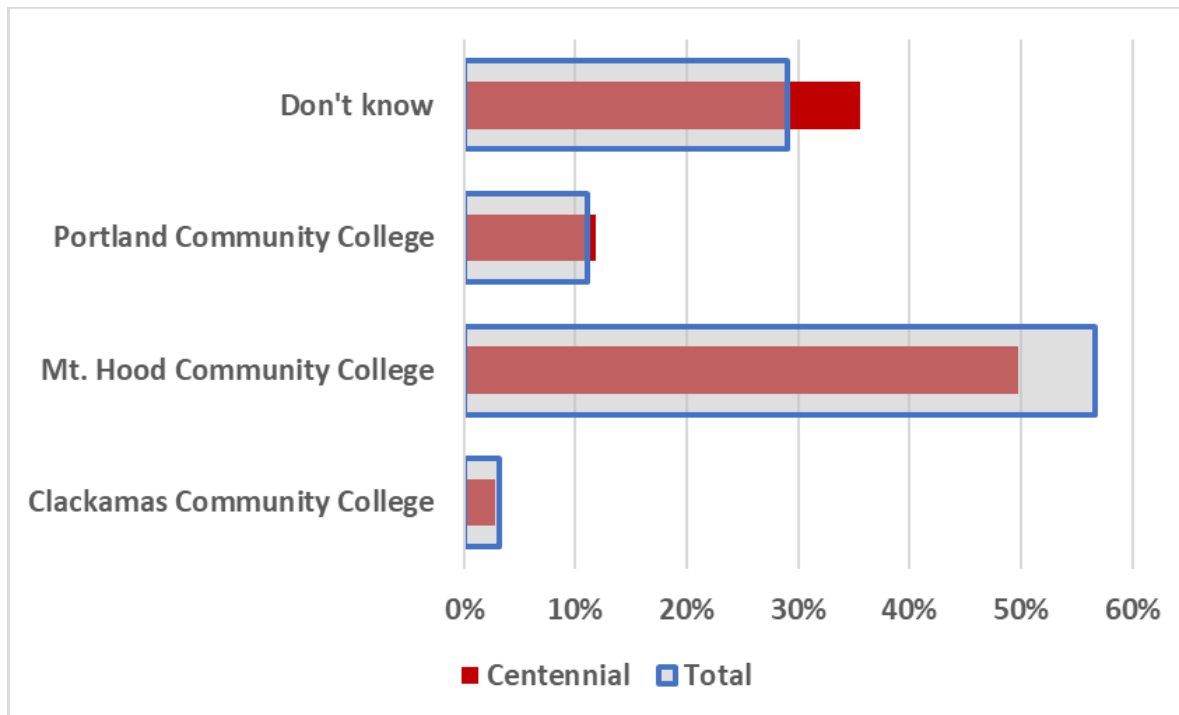
District Residence - Centennial

Seniors were asked in which Community College District they reside. Results are presented in Table RDRCCen1. Unless a student is commuting from another area to attend Centennial High School, all students should reside within the MHCC District Boundary. Although the majority of Centennial Seniors (49.8%) indicated they resided within MHCC's boundary, this was a lower percentage than seniors overall. Additionally, over a third of Centennial Seniors (35.5%) indicated they didn't know which community college district they lived in. Almost fifteen percent indicated they lived in either Clackamas or Portland Community Colleges Districts (2.9% and 11.8% respectively). Data are reported graphically in Figure RDRCCen1.

Table RDRCCen1: Identified College District Residence by Centennial Seniors and Seniors Overall

<i>In which community college district do you reside</i>	Centennial			Total	
	Count	%	Index	Count	%
Clackamas Community College	7	2.9%	89	17	3.2%
Mt. Hood Community College	122	49.8%	88	300	56.6%
Portland Community College	29	11.8%	106	59	11.1%
Don't know	87	35.5%	122	154	29.1%
Total	245	100.0%		530	100.0%

Figure RDRCCen1: Reported District Residence by Centennial Seniors and Total



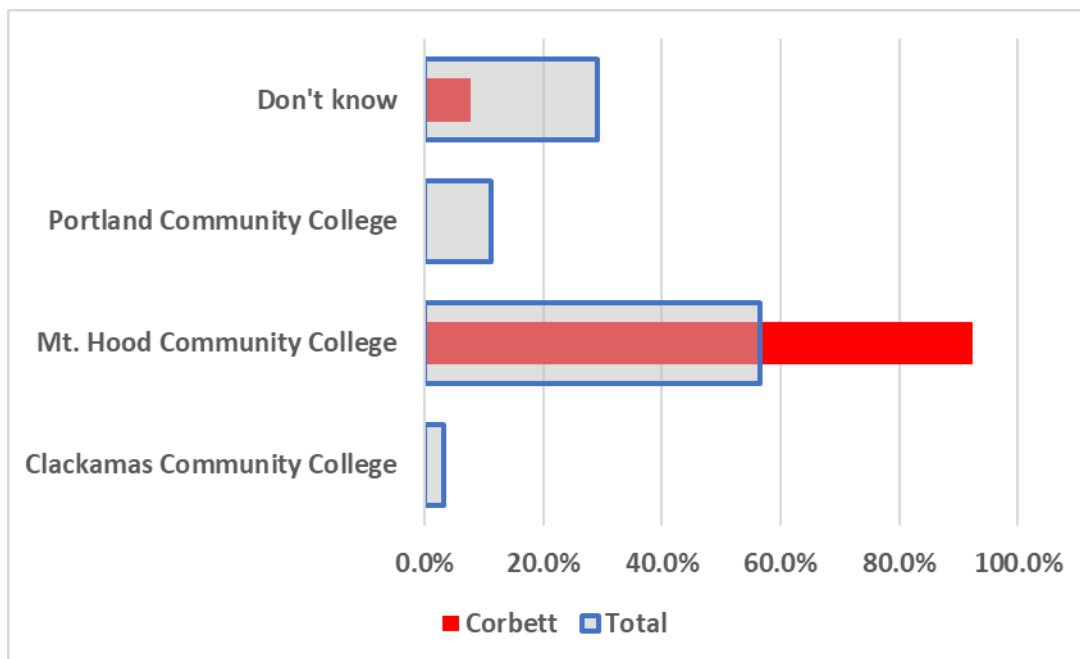
District Residence - Corbett

Seniors were asked in which Community College District they reside. Results are presented in Table RDRCor1. Unless a student is commuting from another area to attend Corbett High School, all students should reside within the MHCC District Boundary. Corbett Seniors had the highest proportion (92.3%) to indicate they resided within MHCC's boundary. None of Corbett Seniors indicated they resided in either Clackamas Community College nor Portland Community College Districts. Over seven percent (7.7% or 1 student) indicated the district of residence was unknown. Data are reported graphically in Figure RDRCor1.

Table RDRCor1: Identified College District Residence by Corbett Seniors and Seniors Overall

<i>In which community college district do you reside</i>	Corbett			Total	
	Count	%	Index	Count	%
Clackamas Community College	0	0.0%	0	17	3.2%
Mt. Hood Community College	12	92.3%	163	300	56.6%
Portland Community College	0	0.0%	0	59	11.1%
Don't know	1	7.7%	26	154	29.1%
Total	13	100.0%		530	100.0%

Figure RDRCor1: Reported District Residence by Corbett Seniors and Total



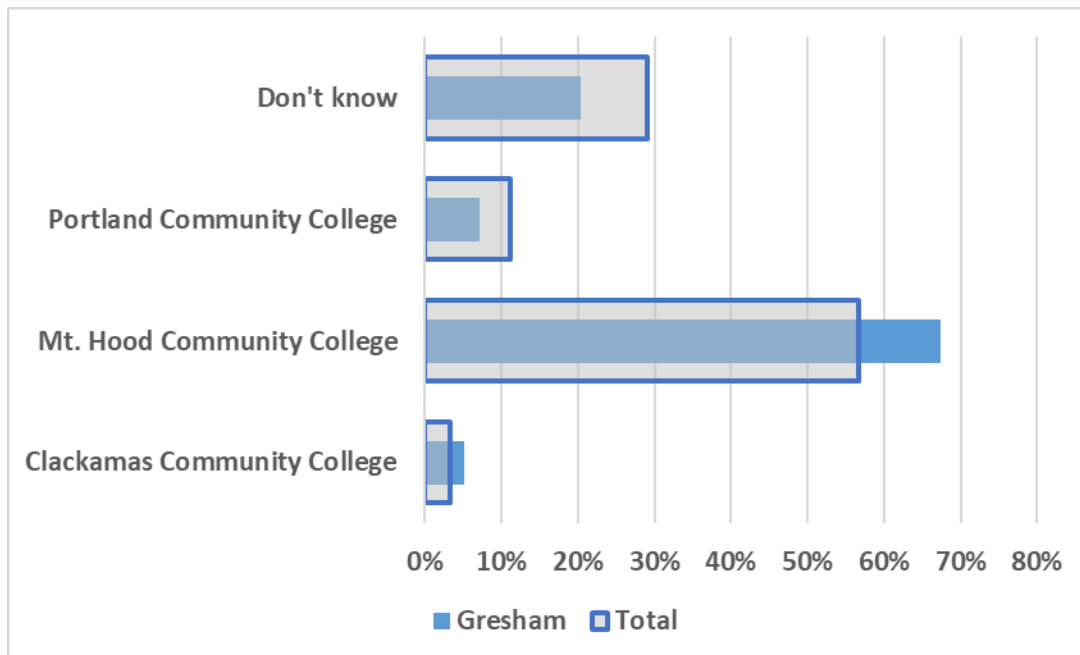
District Residence - Gresham

Seniors were asked in which Community College District they reside. Results are presented in Table RDRG1. Unless a student is commuting from another area to attend Gresham High School, all students should reside within the MHCC District Boundary. Over two thirds of Gresham Seniors (67.3%) indicated they resided within MHCC's district boundary. Although lower than seniors overall over one fifth (20.4%) of Gresham Seniors indicated they did not know what district they lived in. Additionally, twelve percent of Gresham Seniors (12.2%) indicated they lived in one of the other two metro community college districts (Clackamas or Portland). Gresham seniors were far more likely than seniors overall to indicate they resided in the Clackamas Community College District. Data are reported graphically in Figure RDRG1.

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

<i>In which community college district do you reside</i>	Gresham			Total	
	Count	%	Index	Count	%
Clackamas Community College	5	5.1%	159	17	3.2%
Mt. Hood Community College	66	67.3%	119	300	56.6%
Portland Community College	7	7.1%	64	59	11.1%
Don't know	20	20.4%	70	154	29.1%
Total	98	100.0%		530	100.0%

Figure RDRG1: Reported District Residence by Gresham Seniors and Total



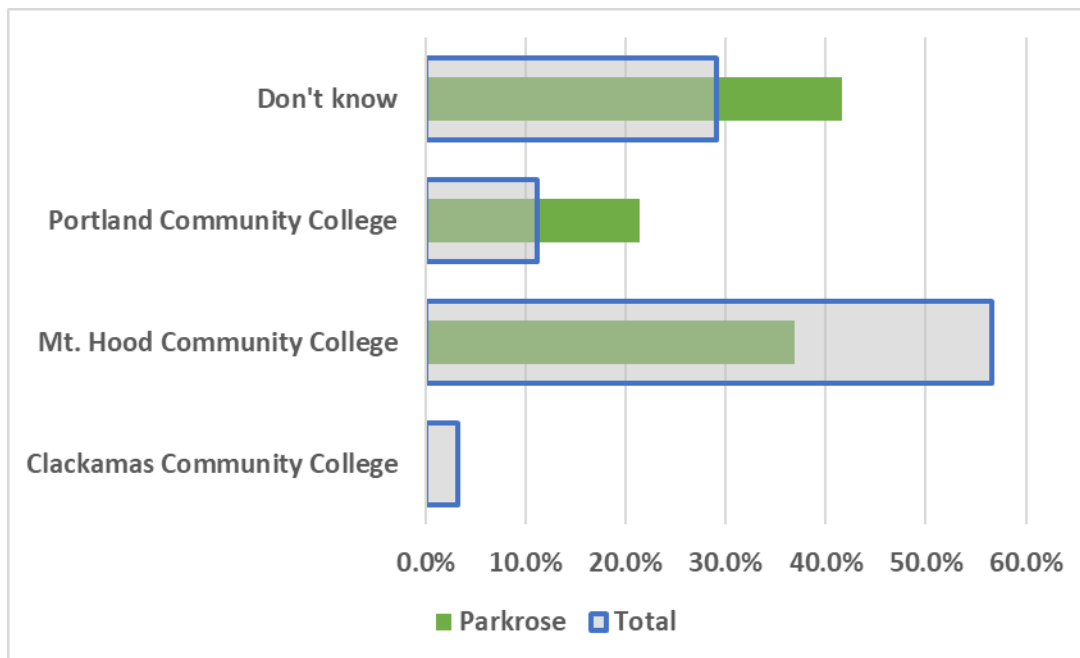
District Residence - Parkrose

Seniors were asked in which Community College District they reside. Results are presented in Table RDRP1. Unless a student is commuting from another area to attend Parkrose High School, all students should reside within the MHCC District Boundary. Parkrose Seniors were the least likely to identify MHCC as their district of residence; only (36.9%) of Parkrose Seniors indicated they resided within MHCC's boundary. Additionally, over a forty-one percent of Parkrose Seniors (41.7%) indicated they did not know which community college district they lived in. Parkrose Seniors were far more likely than seniors overall to indicate they resided in the Portland Community College District (21.4% of Parkrose Seniors). No seniors from Parkrose identified themselves as living in the Clackamas Community College District. Data are reported graphically in Figure RDRP1.

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

<i>In which community college district do you reside</i>	Parkrose			Total	
	Count	%	Index	Count	%
Clackamas Community College	0	0.0%	0	17	3.2%
Mt. Hood Community College	31	36.9%	65	300	56.6%
Portland Community College	18	21.4%	192	59	11.1%
Don't know	35	41.7%	143	154	29.1%
Total	84	100.0%		530	100.0%

Figure RDRP1: Reported District Residence by Parkrose Seniors and Total



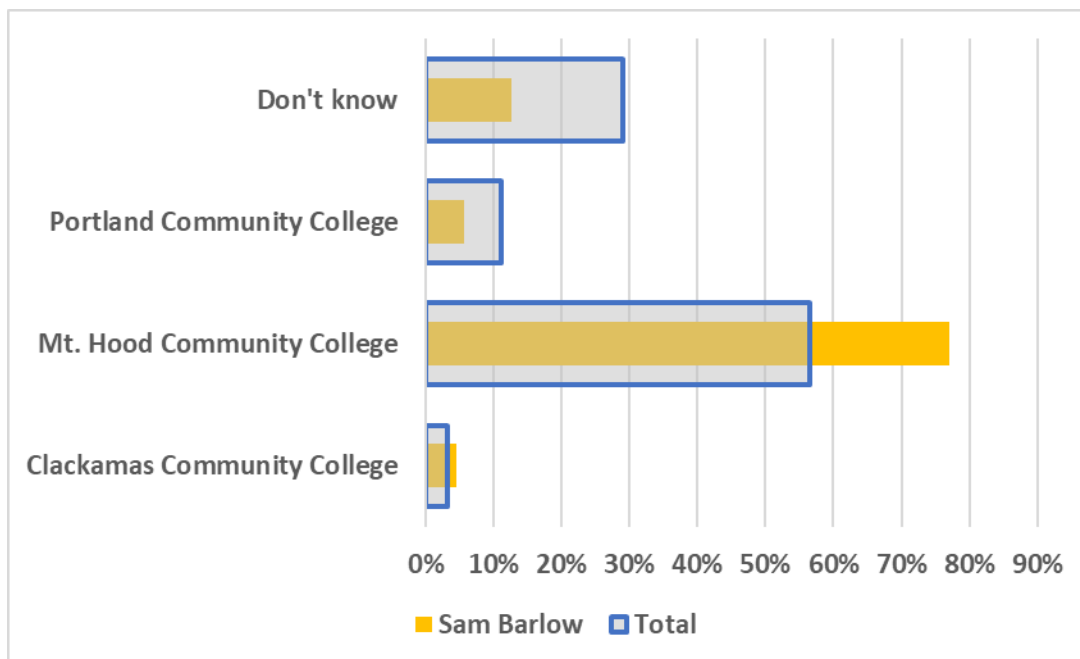
District Residence – Sam Barlow

Seniors were asked in which Community College District they reside. Results are presented in Table RDRSB1. Unless a student is commuting from another area to attend Sam Barlow High School, all students should reside within the MHCC District Boundary. Sam Barlow Seniors were more likely to indicated they resided within MHCC’s boundary; over three quarters of Sam Barlow Seniors (77.0%) identified MHCC. Additionally, over a ten percent of Sam Barlow Seniors (10.3%) indicated they lived in one of the other two metro community college districts (Clackamas or Portland). Another twelve percent (12.6%) did not know which district they resided in. Data are reported graphically in Figure RDRSB1.

Table RDRSB1: Identified College District Residence by Sam Barlow Seniors and Seniors Overall

<i>In which community college district do you reside</i>	Sam Barlow			Total	
	Count	%	Index	Count	%
Clackamas Community College	4	4.6%	143	17	3.2%
Mt. Hood Community College	67	77.0%	136	300	56.6%
Portland Community College	5	5.7%	52	59	11.1%
Don't know	11	12.6%	44	154	29.1%
Total	87	100.0%		530	100.0%

Figure RDRSB1: Reported District Residence by Sam Barlow 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. For tables RCP2 and RCP3, seniors could mark more than one answer. Totals are the unique numbers of respondents not the total number of responses to the question.

- Over eighty-five percent of seniors (85.7%) indicated they did have a career they were interested in pursuing. Figure RCP1 presents these data graphically.
- When asked how they decided that career would be a good fit, thirty-six percent (36.2%) indicated their personality seemed to be a good fit for the job. Twenty-six percent (26.5%) indicated they read or saw something about the job and eighteen (18.3%) indicated a class assignment, activity, or adult conversation. Additionally, nine percent of seniors indicated there was some other reason they feel the career would be a good fit. Students that identified some other reason were asked to specify the other reason they identified the career. Results of this open-ended question are available in [Appendix D](#). Figure RCP2 presents these data graphically.
- The most often cited career fields were Medical (16.9%), Business (15.1%), Engineering (9.1%), and Trades (9.0%); some other field was also identified by sixteen percent (16.3%) of seniors. A list of other fields identified by seniors is available in [Appendix D](#). Figure RCP3 presents these data graphically.

Table RCP1: Identify a Career by High School and Total Responses

<i>I can name one or more careers that I have serious plans to pursue</i>	Centennial			Corbett			Gresham			Parkrose			Sam Barlow			Total	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%
True	228	86.0%	100	12	80.0%	93	83	79.8%	93	89	88.1%	103	101	89.4%	104	516	85.7%
False	37	14.0%	98	3	20.0%	140	21	20.2%	141	12	11.9%	83	12	10.6%	74	86	14.3%
Total	265	100.0%		15	100.0%		104	100.0%		101	100.0%		113	100.0%		602	100.0%

Table RCP2: How Decide That Career Was A Good Fit by High School and Total Responses

<i>How did you decide that career was a good fit?</i>	Centennial			Corbett			Gresham			Parkrose			Sam Barlow			Total	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%
I read or saw something about it that interested me.	90	24.3%	92	6	37.5%	142	40	33.3%	126	38	29.2%	110	35	24.0%	90	209	26.5%
A class assignment, activity, adult conversation....	49	13.2%	73	2	12.5%	68	28	23.3%	128	27	20.8%	114	38	26.0%	143	144	18.3%
I took a career aptitude test.	20	5.4%	91	1	6.3%	105	5	4.2%	70	15	11.5%	194	6	4.1%	69	47	6.0%
Someone I know is in this career.	43	11.6%	80	1	6.3%	43	28	23.3%	161	15	11.5%	80	27	18.5%	128	114	14.4%
My personality seems like a good match....	111	30.0%	83	8	50.0%	138	54	45.0%	124	53	40.8%	112	60	41.1%	113	286	36.2%
Not sure / Undecided	11	3.0%	87	0	0.0%	0	4	3.3%	97	8	6.2%	180	4	2.7%	80	27	3.4%
Some other reason.	41	11.1%	123	3	18.8%	208	9	7.5%	83	8	6.2%	68	10	6.8%	76	71	9.0%
Total	370	100.0%		16	100.0%		120	100.0%		130	100.0%		146	100.0%		789	100.0%

Table RCP3: Career Area Interested in Pursuing by High School and Total Responses

What career are you interested in pursuing	Centennial			Corbett			Gresham			Parkrose			Sam Barlow			Total	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Index	Count	%
Law Enforcement	15	4.1%	86	0	0.0%	0	6	5.0%	107	5	3.8%	82	11	7.5%	161	37	4.7%
Law/Legal/Attorney	22	5.9%	112	0	0.0%	0	5	4.2%	78	9	6.9%	130	6	4.1%	77	42	5.3%
Social Services	16	4.3%	85	0	0.0%	0	6	5.0%	99	9	6.9%	137	9	6.2%	122	40	5.1%
Business	47	12.7%	84	2	12.5%	83	21	17.5%	116	25	19.2%	128	24	16.4%	109	119	15.1%
Medical	63	17.0%	101	2	12.5%	74	15	12.5%	74	24	18.5%	110	27	18.5%	110	133	16.9%
Teaching	13	3.5%	71	1	6.3%	126	13	10.8%	219	4	3.1%	62	6	4.1%	83	39	4.9%
Performing Arts	7	1.9%	47	3	18.8%	462	11	9.2%	226	5	3.8%	95	6	4.1%	101	32	4.1%
Fine Arts	18	4.9%	104	3	18.8%	400	8	6.7%	142	6	4.6%	98	2	1.4%	29	37	4.7%
Engineering	32	8.6%	95	0	0.0%	0	17	14.2%	155	9	6.9%	76	14	9.6%	105	72	9.1%
Computing	33	8.9%	121	2	12.5%	170	9	7.5%	102	7	5.4%	73	7	4.8%	65	58	7.4%
Retail / Sales	15	4.1%	107	0	0.0%	0	8	6.7%	175	5	3.8%	101	2	1.4%	36	30	3.8%
Trades	29	7.8%	87	2	12.5%	139	18	15.0%	167	7	5.4%	60	15	10.3%	114	71	9.0%
Manufacturing	12	3.2%	107	0	0.0%	0	6	5.0%	164		0.0%	0	6	4.1%	135	24	3.0%
Don't Know	8	2.2%	107	0	0.0%	0	1	0.8%	41	4	3.1%	152	3	2.1%	101	16	2.0%
Some Other Field	53	14.3%	88	5	31.3%	191	20	16.7%	102	26	20.0%	122	25	17.1%	105	129	16.3%
Total	370	100.0%		16	100.0%		120	100.0%		130	100.0%		146	100.0%		789	100.0%

Figure RCP1:

Can Identify Career by High School and Total Responses

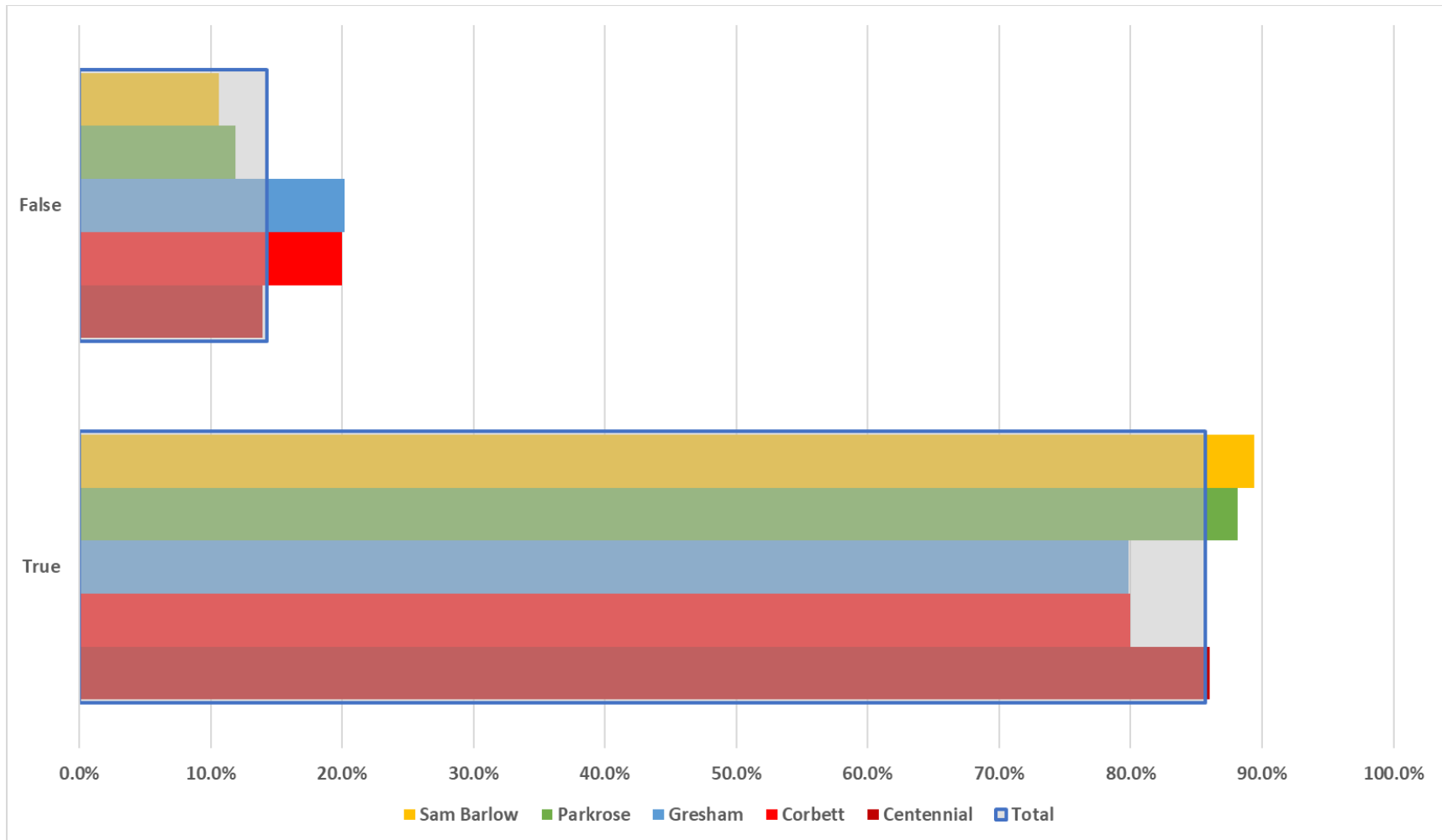


Figure RCP2:

How You Decided Career was a Good Fit by High School and Total Responses

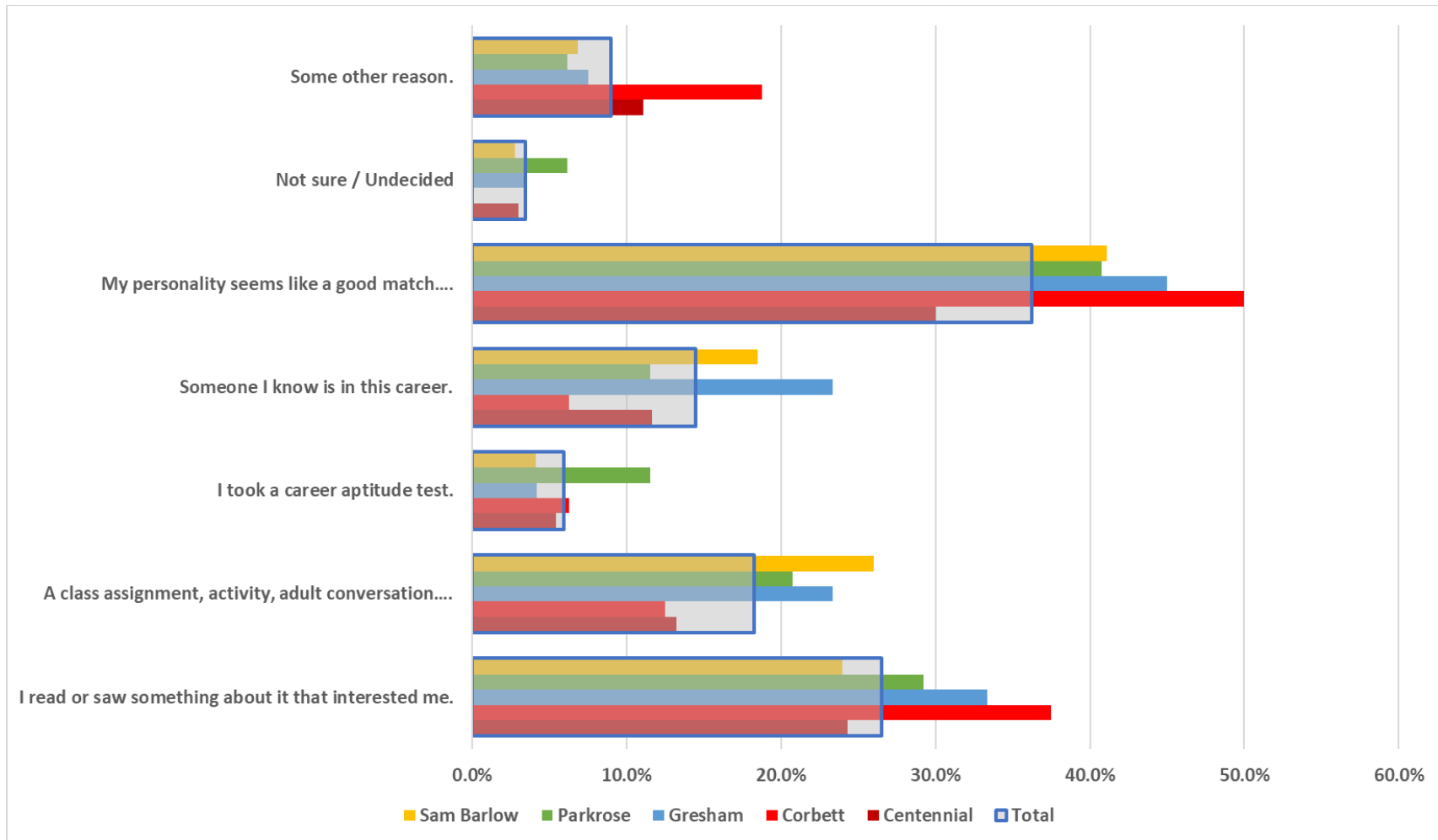
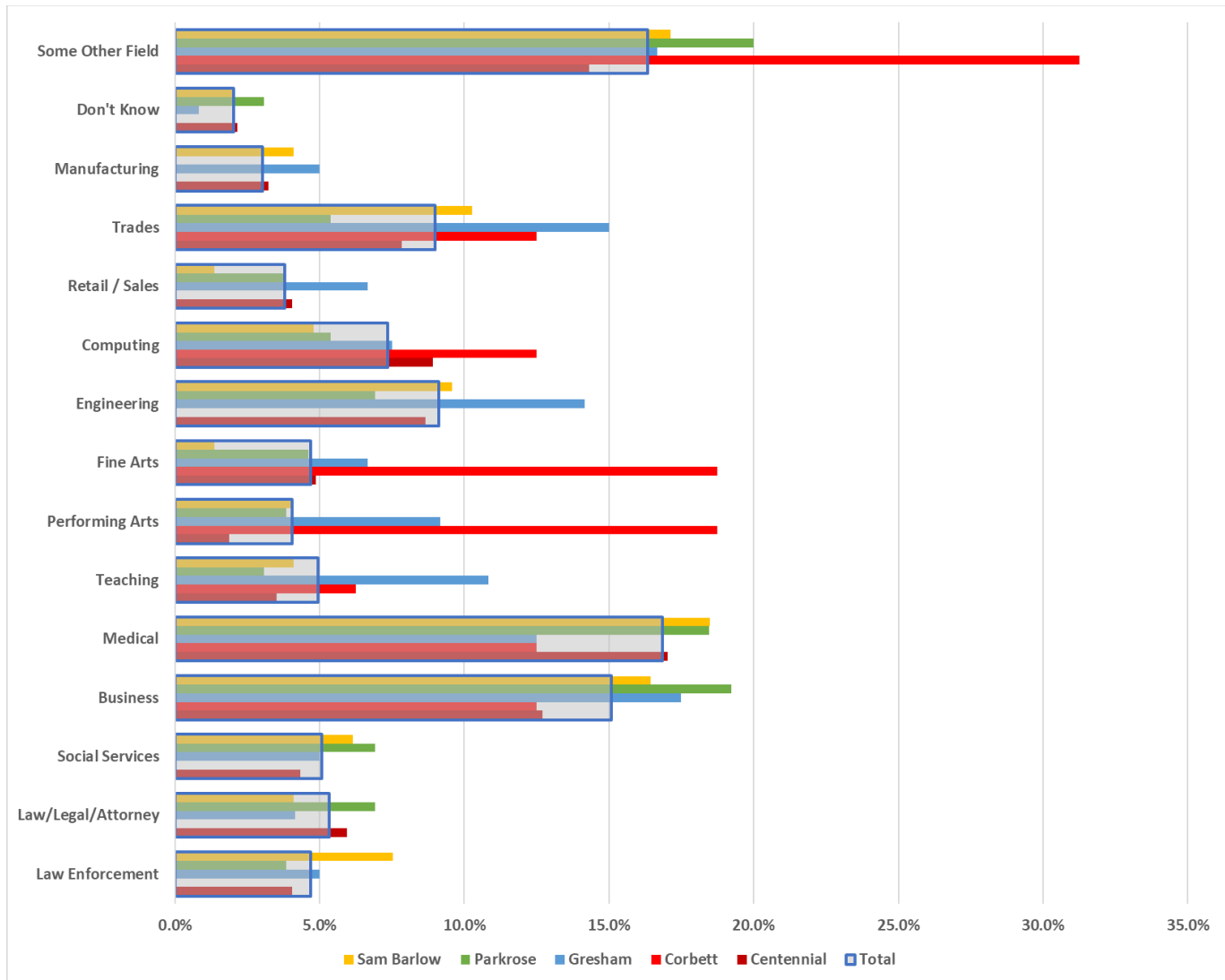


Figure RCP3:

Career Fields of Interest by High School and Total Responses



Career Plans – Centennial

A series of three questions were asked of Centennial 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 RCPCen1, RCPCen2, and RCPCen3 respectively. For tables RCPCen2 and RCPCen3, seniors could mark more than one answer. Percentages are calculated based on the unique numbers of respondents not the total number of responses to the question.

Centennial Seniors were just as likely to indicate they had a career in mind as seniors overall. Eighty-six percent of Centennial Seniors (86.0%) indicated they did have a career they were interested in pursuing (85.7% of seniors overall indicated they had a career in mind). These data are presented graphically in Figure RCPCen1.

When asked how they decided that career was a good fit, Centennial Seniors were more likely to indicate some other reason than were seniors overall (11.1% compared to 9.0% for seniors overall). Those that indicated some other reason were asked to identify the other reason; results of this open-ended question are available in [Appendix D](#). 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 (30.0% for Centennial Seniors compared to 36.2% for seniors overall). Centennial Seniors were also more likely to indicate a they read or saw something; however, at a lower rate than seniors overall (24.3% Centennial / 26.5% seniors overall). A class assignment, activity, or adult conversation was identified at a lower rate than by seniors overall (13.2% Centennial / 18.3% seniors overall). Centennial seniors were also less like than seniors overall to indicate that they know someone in the career (11.6% Centennial / 14.4% seniors overall). These data are presented graphically in Figure RCPCen2.

Centennial Seniors were most likely to identify a computing field as a career of interest; over eight percent (8.9% indicated an interest in a computer-related field while 7.4% of seniors overall indicated an interest). Seniors who identified some other field were asked to specify the other field they were interested in; results to this open-ended question are available in [Appendix D](#). Compared to Seniors Overall, Centennial Seniors identified six career fields at or above the rate of seniors overall:

- (1) Computing (8.9% Centennial / 7.4% Overall)
- (2) Law/Legal/Attorney (5.9% Centennial / 5.3% Overall)
- (3) Retail/Sales (4.1% Centennial / 3.8% Overall)
- (4) Manufacturing (3.2% Centennial / 3.0% Overall)
- (5) Fine Arts (4.9% Centennial / 4.7% Overall)
- (6) Medical (17.0% Centennial / 16.9% Overall)

These data are presented graphically in Figure RCPCen3.

Table RCPKen1: Identified a Career by Centennial Seniors and Total

<i>I can name one or more careers that I have serious plans to pursue</i>	Centennial			Total	
	Count	%	Index	Count	%
True	228	86.0%	100	516	85.7%
False	37	14.0%	98	86	14.3%
Total	265	100.0%		602	100.0%

Table RCPKen2: How You Decide by Centennial Seniors and Total

<i>How did you decide that career was a good fit?</i>	Centennial			Total	
	Count	%	Index	Count	%
I read or saw something about it that interested me.	90	24.3%	92	209	26.5%
A class assignment, activity, adult conversation....	49	13.2%	73	144	18.3%
I took a career aptitude test.	20	5.4%	91	47	6.0%
Someone I know is in this career.	43	11.6%	80	114	14.4%
My personality seems like a good match....	111	30.0%	83	286	36.2%
Not sure / Undecided	11	3.0%	87	27	3.4%
Some other reason.	41	11.1%	123	71	9.0%
Total	370	100.0%		789	100.0%

Table RCPKen3: Career Fields of Interest by Centennial Seniors and Total

<i>What career are you interested in pursuing</i>	Centennial			Total	
	Count	%	Index	Count	%
Law Enforcement	15	4.1%	86	37	4.7%
Law/Legal/Attorney	22	5.9%	112	42	5.3%
Social Services	16	4.3%	85	40	5.1%
Business	47	12.7%	84	119	15.1%
Medical	63	17.0%	101	133	16.9%
Teaching	13	3.5%	71	39	4.9%
Performing Arts	7	1.9%	47	32	4.1%
Fine Arts	18	4.9%	104	37	4.7%
Engineering	32	8.6%	95	72	9.1%
Computing	33	8.9%	121	58	7.4%
Retail / Sales	15	4.1%	107	30	3.8%
Trades	29	7.8%	87	71	9.0%
Manufacturing	12	3.2%	107	24	3.0%
Don't Know	8	2.2%	107	16	2.0%
Some Other Field	53	14.3%	88	129	16.3%
Total	370	100.0%		789	100.0%

Figure RCPcen1: Identified a Career by Centennial Seniors and Total

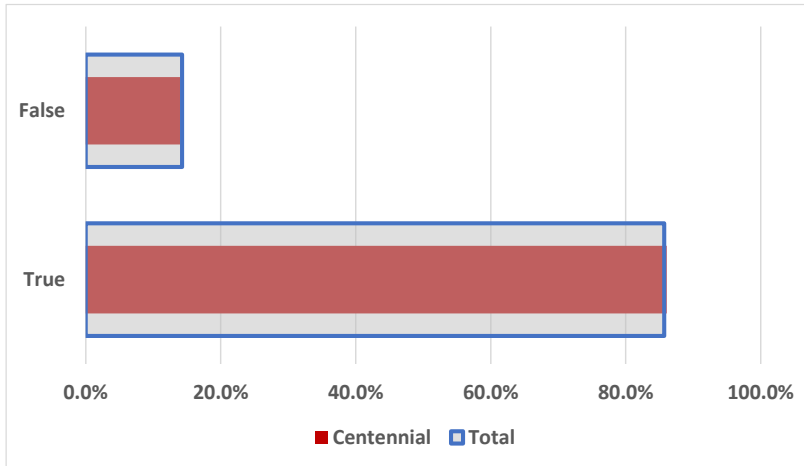


Figure RCPcen2: How You Decide by Centennial Seniors and Total

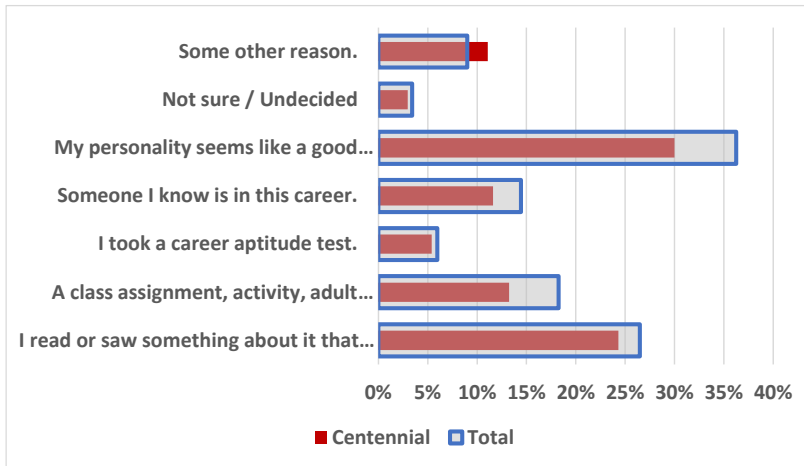
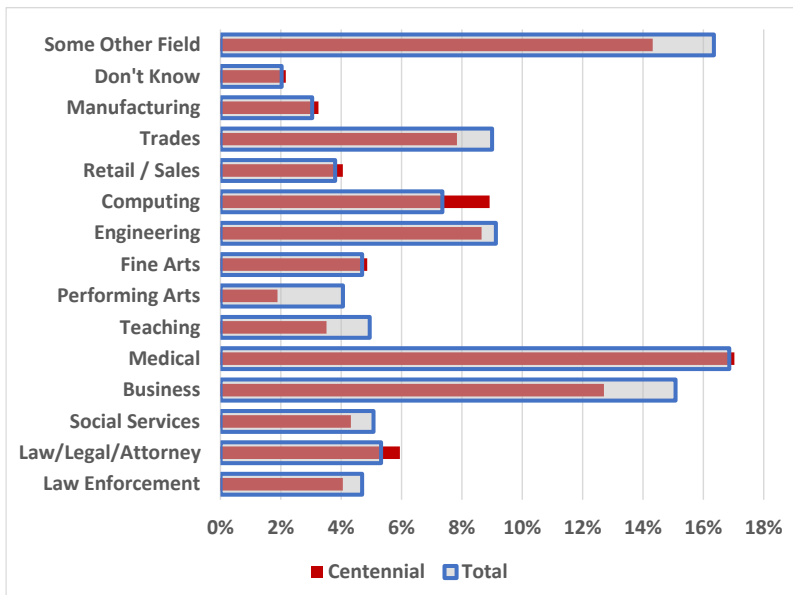


Figure RCPcen3: Career Fields of Interest by Centennial Seniors and Total



Career Plans – Corbett

A series of three questions were asked of Corbett 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 RCPCor1, RCPCor2, and RCPCor3 respectively. For tables RCPCor2 and RCPCor3, seniors could mark more than one answer. Percentages are calculated based on the unique numbers of respondents not the total number of responses to the question.

Corbett Seniors were less likely to indicate they had a career in mind as seniors overall. Eighty percent of Corbett Seniors (80.0%) indicated they did have a career they were interested in pursuing (85.7% of seniors overall indicated they had a career in mind). These data are presented graphically in Figure RCPCor1.

When asked how they decided that career was a good fit, Corbett Seniors were more likely to indicate some other reason than were seniors overall (18.8% compared to 9.0% for seniors overall). Those that indicated some other reason were asked to identify the other reason; results of this open-ended question are available in [Appendix D](#). The majority of Corbett Seniors indicated their personality was a good fit and did so at a substantially higher rate than seniors overall (50.0% for Corbett Seniors compared to 36.2% for seniors overall). Corbett Seniors were also more likely to indicate a they read or saw something and indicated this at a higher rate than seniors overall (37.5% Corbett / 26.5% seniors overall). A class assignment, activity, or adult conversation was identified at a much lower rate than by seniors overall (12.5% Corbett / 18.3% seniors overall). Corbett Seniors were also less like than seniors overall to indicate that they know someone in the career (6.3% Corbett / 14.4% seniors overall). These data are presented graphically in Figure RCPCor2.

Corbett Seniors were most likely to identify an arts field as a career of interest; over eighteen percent indicated Performing Arts or Fine Arts (18.8% indicated an interest in either performing or fine arts fields). Seniors who identified some other field were asked to specify the other field they were interested in; results to this open-ended question are available in [Appendix D](#). Compared to Seniors Overall, they identified five career fields at or above the rate of seniors overall:

- (1) Performing Arts (18.8% Corbett / 4.1% Overall)
- (2) Fine Arts (18.8% Corbett / 4.7% Overall)
- (3) Computing (12.5% Corbett / 7.4% Overall)
- (4) Trades (12.5% Corbett / 9.0% Overall)
- (5) Teaching (6.3% Corbett / 4.9% Overall)

Business and Medical fields were also identified but at lower rates than seniors overall. These data are presented graphically in Figure RCPCor3.

Table RCPCor1: Identified a Career by Corbett Seniors and Total

<i>I can name one or more careers that I have serious plans to pursue</i>	Corbett			Total	
	Count	%	Index	Count	%
True	12	80.0%	93	516	85.7%
False	3	20.0%	140	86	14.3%
Total	15	100.0%		602	100.0%

Table RCPCor2: How You Decide by Corbett Seniors and Total

<i>How did you decide that career was a good fit?</i>	Corbett			Total	
	Count	%	Index	Count	%
I read or saw something about it that interested me.	6	37.5%	142	209	26.5%
A class assignment, activity, adult conversation....	2	12.5%	68	144	18.3%
I took a career aptitude test.	1	6.3%	105	47	6.0%
Someone I know is in this career.	1	6.3%	43	114	14.4%
My personality seems like a good match....	8	50.0%	138	286	36.2%
Not sure / Undecided	0	0.0%	0	27	3.4%
Some other reason.	3	18.8%	208	71	9.0%
Total	16	100.0%		789	100.0%

Table RCPCor3: Career Fields of Interest by Corbett Seniors and Total

<i>What career are you interested in pursuing</i>	Corbett			Total	
	Count	%	Index	Count	%
Law Enforcement	0	0.0%	0	37	4.7%
Law/Legal/Attorney	0	0.0%	0	42	5.3%
Social Services	0	0.0%	0	40	5.1%
Business	2	12.5%	83	119	15.1%
Medical	2	12.5%	74	133	16.9%
Teaching	1	6.3%	126	39	4.9%
Performing Arts	3	18.8%	462	32	4.1%
Fine Arts	3	18.8%	400	37	4.7%
Engineering	0	0.0%	0	72	9.1%
Computing	2	12.5%	170	58	7.4%
Retail / Sales	0	0.0%	0	30	3.8%
Trades	2	12.5%	139	71	9.0%
Manufacturing	0	0.0%	0	24	3.0%
Don't Know	0	0.0%	0	16	2.0%
Some Other Field	5	31.3%	191	129	16.3%
Total	16	100.0%		789	100.0%

Figure RCPCor1: Identified a Career by Corbett Seniors and Total

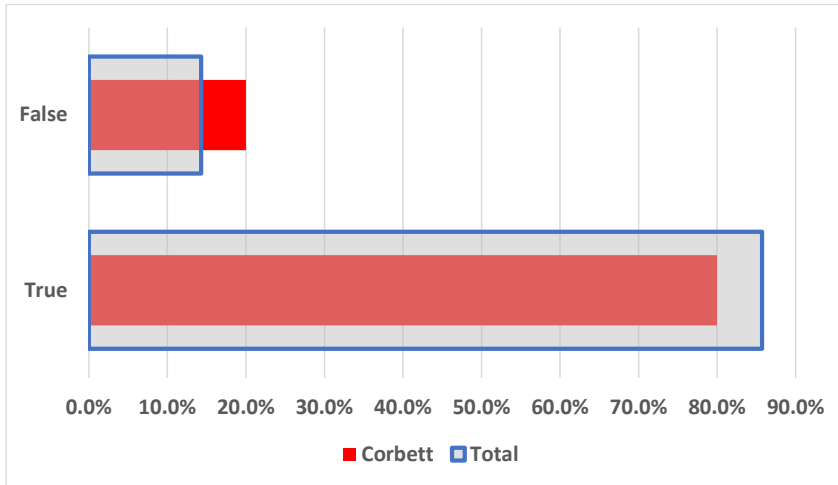


Figure RCPCor2: How You Decide by Corbett Seniors and Total

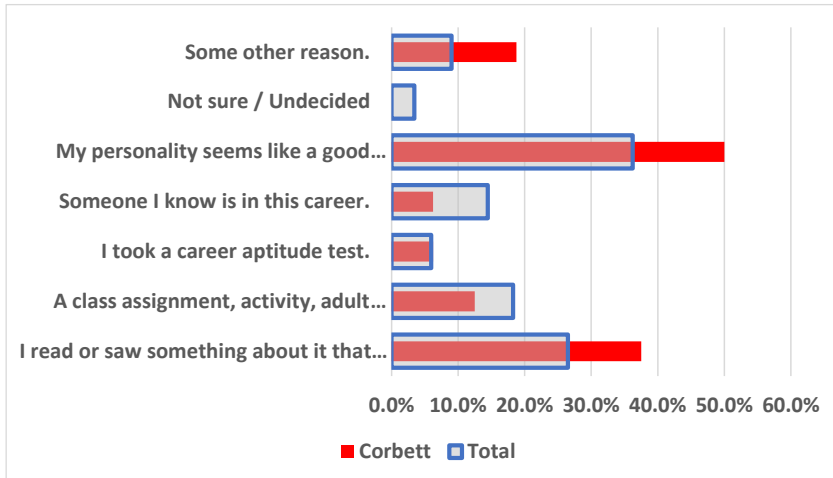
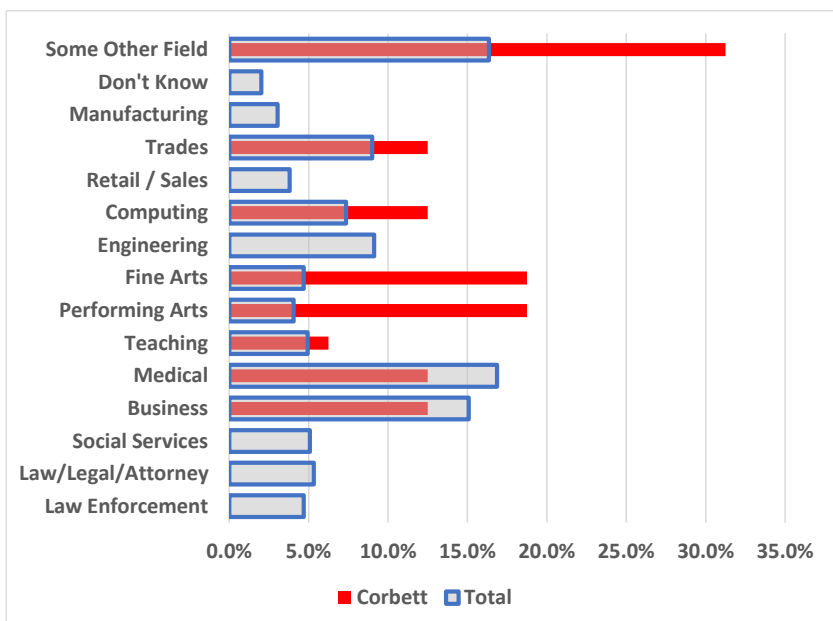


Figure RCPCor3: Career Fields of Interest by Corbett Seniors and Total



Career Plans – Gresham

A series of three questions were asked of Gresham 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. For tables RCPG2 and RCPG3, seniors could mark more than one answer. Percentages are calculated based on the unique numbers of respondents not the total number of responses to the question.

Gresham Seniors were slightly less likely to indicate they had a career in mind as seniors overall. Seventy-nine percent of Gresham Seniors (79.8%) indicated they did have a career they were interested in pursuing (85.7% of seniors overall indicated they had a career in mind). These data are presented graphically in Figure RCPG1.

When asked how they decided that career was a good fit, Gresham Seniors were less likely to indicate some other reason than were seniors overall (7.5% compared to 9.0% for seniors overall). Those that indicated some other reason were asked to identify the other reason; results of this open-ended question are available in [Appendix D](#). The majority of Gresham Seniors indicated their personality was a good fit more than the proportion for seniors overall (45.0% for Gresham Seniors compared to 36.2% for seniors overall). Gresham Seniors were also more likely to indicate a they read or saw something at a higher rate than seniors overall (33.3% Gresham Seniors / 26.5% seniors overall). An equal proportion of Gresham Seniors indicated “a class assignment, activity, or adult conversation” or “someone I know is in this career” (23.3% for both). These two reasons were identified by Gresham Seniors at higher rates than seniors overall (23.3% Gresham / 18.3% and 14.4% (respectively) seniors overall) These data are presented graphically in Figure RCPG2.

Gresham Seniors were most likely to identify Trades as a career of interest; fifteen percent (15.0% indicated an interest in a trades field). Seniors who identified some other field were asked to specify the other field they were interested in; results to this open-ended question are available in [Appendix D](#). Compared to Seniors Overall, they identified ten career fields at or above the rate of seniors overall:

- (1) Business (17.5% Gresham / 15.1% Overall)
- (2) Trades (15.0% Gresham / 9.3% Overall)
- (3) Engineering (14.2% Gresham / 9.1% Overall)
- (4) Teaching (10.8% Gresham / 4.9% Overall)
- (5) Performing Arts (9.2% Gresham / 7.4% Overall)
- (6) Computing (7.5% Gresham / 7.4% Overall)
- (7) Retail/Sales (6.7% Gresham / 3.8% Overall)
- (8) Fine Arts (6.7% Gresham / 4.7% Overall)
- (9) Manufacturing (5.0% Gresham / 3.0% Overall)
- (10) Law Enforcement (5.0% Gresham / 4.7% Overall)

These data are presented graphically in Figure RCPG3.

Table RCPG1: Identified a Career by Gresham Seniors and Total

<i>I can name one or more careers that I have serious plans to pursue</i>	Gresham			Total	
	Count	%	Index	Count	%
True	83	79.8%	93	516	85.7%
False	21	20.2%	141	86	14.3%
Total	104	100.0%		602	100.0%

Table RCPG2: How You Decide by Gresham Seniors and Total

<i>How did you decide that career was a good fit?</i>	Gresham			Total	
	Count	%	Index	Count	%
I read or saw something about it that interested me.	40	33.3%	126	209	26.5%
A class assignment, activity, adult conversation....	28	23.3%	128	144	18.3%
I took a career aptitude test.	5	4.2%	70	47	6.0%
Someone I know is in this career.	28	23.3%	161	114	14.4%
My personality seems like a good match....	54	45.0%	124	286	36.2%
Not sure / Undecided	4	3.3%	97	27	3.4%
Some other reason.	9	7.5%	83	71	9.0%
Total	120	100.0%		789	100.0%

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

<i>What career are you interested in pursuing</i>	Gresham			Total	
	Count	%	Index	Count	%
Law Enforcement	6	5.0%	107	37	4.7%
Law/Legal/Attorney	5	4.2%	78	42	5.3%
Social Services	6	5.0%	99	40	5.1%
Business	21	17.5%	116	119	15.1%
Medical	15	12.5%	74	133	16.9%
Teaching	13	10.8%	219	39	4.9%
Performing Arts	11	9.2%	226	32	4.1%
Fine Arts	8	6.7%	142	37	4.7%
Engineering	17	14.2%	155	72	9.1%
Computing	9	7.5%	102	58	7.4%
Retail / Sales	8	6.7%	175	30	3.8%
Trades	18	15.0%	167	71	9.0%
Manufacturing	6	5.0%	164	24	3.0%
Don't Know	1	0.8%	41	16	2.0%
Some Other Field	20	16.7%	102	129	16.3%
Total	120	100.0%		789	100.0%

Figure RCPG1: Identified a Career by Gresham Seniors and Total

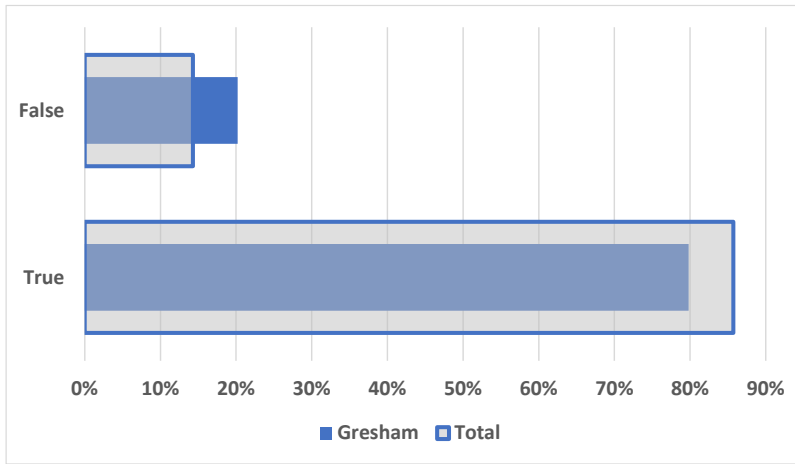


Figure RCPG2: How You Decide by Gresham Seniors and Total

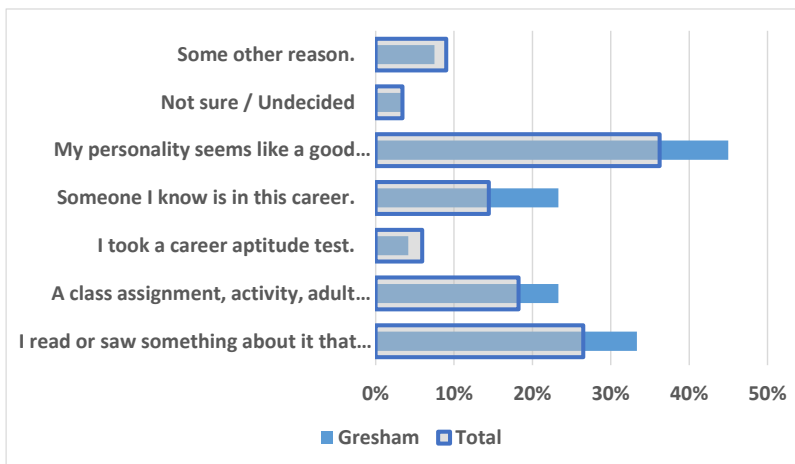
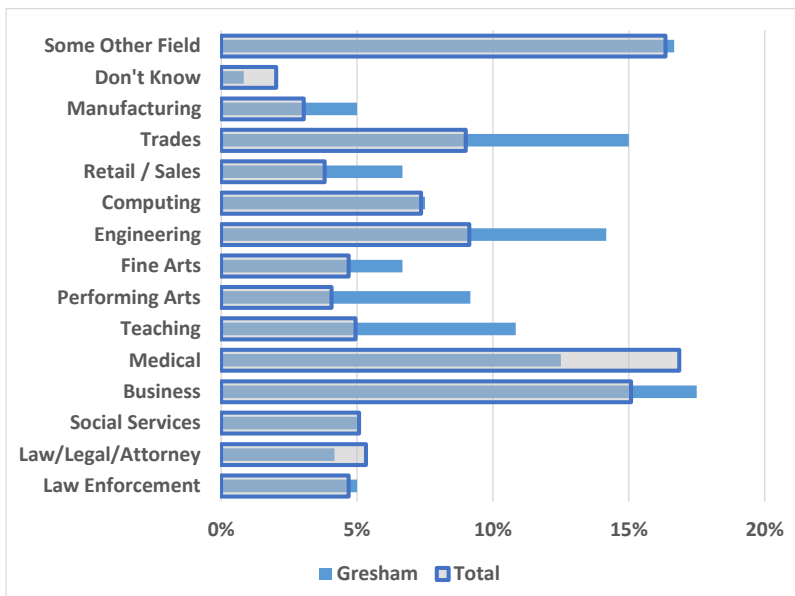


Figure RCPG3: Career Fields of Interest by Gresham Seniors and Total



Career Plans – Parkrose

A series of three questions were asked of Parkrose 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. For tables RCPP2 and RCPP3, seniors could mark more than one answer. Percentages are calculated based on the unique number of respondents not the total number of responses to the question.

Parkrose Seniors were slightly more likely to indicate they had a career in mind than seniors overall. Eighty-eight percent of Parkrose Seniors (88.1%) indicated they did have a career they were interested in pursuing (85.7% of seniors overall indicated they had a career in mind). These data are presented graphically in Figure RCPP1.

When asked how they decided that career was a good fit, Parkrose Seniors were less likely to indicate some other reason than were seniors overall (6.2% compared to 9.0% for seniors overall). Those that indicated some other reason were asked to identify the other reason; results of this open-ended question are available in [Appendix D](#). The majority of Parkrose Seniors indicated their personality was a good fit and the proportion of Parkrose Seniors indicating personality was higher than the proportion for seniors overall (40.8% for Parkrose Seniors compared to 36.2% for seniors overall). Parkrose Seniors were also more likely to indicate a they read or saw something (29.2% Parkrose / 26.5% seniors overall). A class assignment, activity, or adult conversation was identified at a higher rate than by seniors overall (20.8% Parkrose / 18.3% seniors overall). A high proportion of Parkrose Seniors indicated they had taken a career aptitude test (11.5% Parkrose Seniors / 6.0% seniors overall). Parkrose Seniors were also less like than seniors overall to indicate that they know someone in the career (11.5% Parkrose / 14.4% seniors overall). These data are presented graphically in Figure RCPP2.

Parkrose Seniors were most likely to identify a Law/Legal/Attorney and Social Services fields as a career of interest; almost seven percent (6.9% indicated an interest in each of these two fields). Seniors who identified some other field were asked to specify the other field they were interested in; results to this open-ended question are available in [Appendix D](#). Parkrose Seniors identified five career fields at or above the rate of seniors overall:

- (1) Business (19.2% Parkrose / 15.1% Overall)
- (2) Medical (18.5% Parkrose / 16.9% Overall)
- (3) Social Services (6.9% Parkrose / 5.1% Overall)
- (4) Law/Legal/Attorney (6.9% Parkrose / 5.3% Overall)
- (5) Manufacturing (3.2% Parkrose / 3.0% Overall)
- (6) Retail/Sales (3.8% Parkrose / 3.8% Overall)

These data are presented graphically in Figure RCPP3.

Table RCPP1: Identified a Career by Parkrose Seniors and Total

<i>I can name one or more careers that I have serious plans to pursue</i>	Parkrose			Total	
	Count	%	Index	Count	%
True	89	88.1%	103	516	85.7%
False	12	11.9%	83	86	14.3%
Total	101	100.0%		602	100.0%

Table RCPP2: How You Decide by Parkrose Seniors and Total

<i>How did you decide that career was a good fit?</i>	Parkrose			Total	
	Count	%	Index	Count	%
I read or saw something about it that interested me.	38	29.2%	110	209	26.5%
A class assignment, activity, adult conversation....	27	20.8%	114	144	18.3%
I took a career aptitude test.	15	11.5%	194	47	6.0%
Someone I know is in this career.	15	11.5%	80	114	14.4%
My personality seems like a good match....	53	40.8%	112	286	36.2%
Not sure / Undecided	8	6.2%	180	27	3.4%
Some other reason.	8	6.2%	68	71	9.0%
Total	130	100.0%		789	100.0%

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

<i>What career are you interested in pursuing</i>	Parkrose			Total	
	Count	%	Index	Count	%
Law Enforcement	5	3.8%	82	37	4.7%
Law/Legal/Attorney	9	6.9%	130	42	5.3%
Social Services	9	6.9%	137	40	5.1%
Business	25	19.2%	128	119	15.1%
Medical	24	18.5%	110	133	16.9%
Teaching	4	3.1%	62	39	4.9%
Performing Arts	5	3.8%	95	32	4.1%
Fine Arts	6	4.6%	98	37	4.7%
Engineering	9	6.9%	76	72	9.1%
Computing	7	5.4%	73	58	7.4%
Retail / Sales	5	3.8%	101	30	3.8%
Trades	7	5.4%	60	71	9.0%
Manufacturing		0.0%	0	24	3.0%
Don't Know	4	3.1%	152	16	2.0%
Some Other Field	26	20.0%	122	129	16.3%
Total	130	100.0%		789	100.0%

Figure RCPP1: Identified a Career by Parkrose Seniors and Total

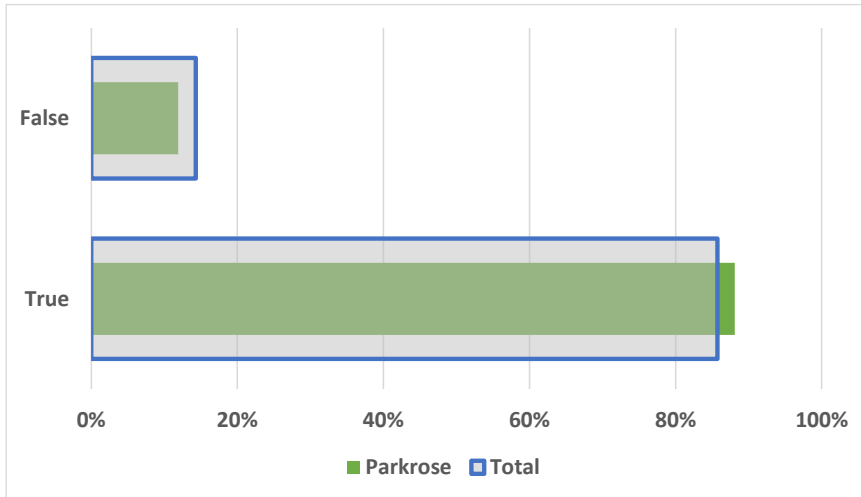


Figure RCPP2: How You Decide by Parkrose Seniors and Total

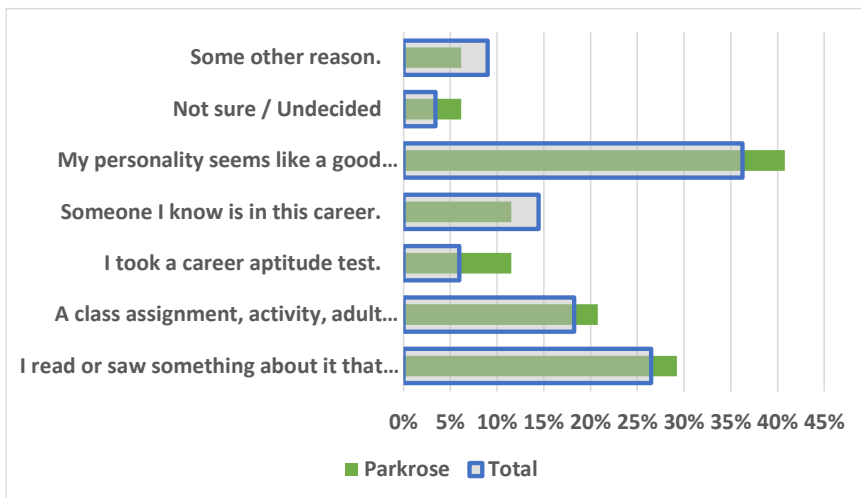
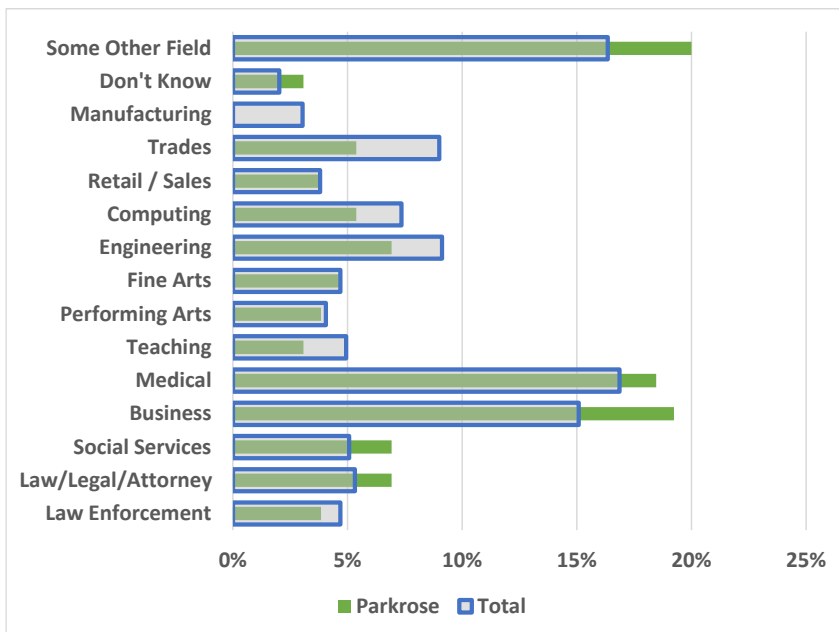


Figure RCPP3: Career Fields of Interest by Parkrose Seniors and Total



Career Plans – Sam Barlow

A series of three questions were asked of Sam Barlow 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 RCPSB1, RCPSB2, and RCPSB3 respectively. For tables RCPSB2 and RCPSB3, seniors could mark more than one answer. Percentages are calculated based on the unique number of respondents not the total number of responses to the question.

Sam Barlow Seniors were slightly more likely to indicate they had a career in mind than seniors overall. Eighty-nine percent of Sam Barlow Seniors (89.4%) indicated they did have a career they were interested in pursuing (85.7% of seniors overall indicated they had a career in mind). These data are presented graphically in Figure RCPSB1.

When asked how they decided that career was a good fit, Sam Barlow Seniors were most likely to indicate “my personality seems like a good match...” (40.8%). This was higher than the proportion of seniors overall that identified personality (36.2%). Sam Barlow Seniors indicated “A class assignment, activity, or adult conversation” at a higher rate (26.0%) than seniors overall (18.3%). A high proportion of Sam Barlow Seniors also indicated “I read or saw something about it that interested me” at a high rate (24.0%). However, this proportion was lower than the proportion for seniors overall (26.5%). Sam Barlow Seniors were less like to identify “some other reason” than seniors overall. Those that indicated some other reason were asked to identify the other reason; results of this open-ended question are available in [Appendix D](#). These data are presented graphically in Figure RCPSB2.

Sam Barlow Seniors were most likely to identify a medical field as a career path of interest. Seniors who identified some other field were asked to specify the other field they were interested in; results to this open-ended question are available in [Appendix D](#). Compared to Seniors Overall, Sam Barlow Seniors identified seven career fields at or above the rate of seniors overall:

- (1) Medical (18.5% Sam Barlow / 16.9% Overall)
- (2) Business (16.4% Sam Barlow / 15.1% Overall)
- (3) Trades (10.3% Sam Barlow / 9.0% Overall)
- (4) Engineering (9.6% Sam Barlow / 9.1% Overall)
- (5) Law Enforcement (7.5% Sam Barlow / 4.7% Overall)
- (6) Social Services (6.2% Sam Barlow / 5.1% Overall)
- (7) Manufacturing (4.1% Sam Barlow / 3.0% Overall)

These data are presented graphically in Figure RCPSB3.

Table RCPSB1: Identified a Career by Sam Barlow Seniors and Total

<i>I can name one or more careers that I have serious plans to pursue</i>	Sam Barlow			Total	
	Count	%	Index	Count	%
True	101	89.4%	104	516	85.7%
False	12	10.6%	74	86	14.3%
Total	113	100.0%		602	100.0%

Table RCPSB2: How You Decide by Sam Barlow Seniors and Total

<i>How did you decide that career was a good fit?</i>	Sam Barlow			Total	
	Count	%	Index	Count	%
I read or saw something about it that interested me.	35	24.0%	90	209	26.5%
A class assignment, activity, adult conversation....	38	26.0%	143	144	18.3%
I took a career aptitude test.	6	4.1%	69	47	6.0%
Someone I know is in this career.	27	18.5%	128	114	14.4%
My personality seems like a good match....	60	41.1%	113	286	36.2%
Not sure / Undecided	4	2.7%	80	27	3.4%
Some other reason.	10	6.8%	76	71	9.0%
Total	146	100.0%		789	100.0%

Table RCPSB3: Career Fields of Interest by Sam Barlow Seniors and Total

<i>What career are you interested in pursuing</i>	Sam Barlow			Total	
	Count	%	Index	Count	%
Law Enforcement	11	7.5%	161	37	4.7%
Law/Legal/Attorney	6	4.1%	77	42	5.3%
Social Services	9	6.2%	122	40	5.1%
Business	24	16.4%	109	119	15.1%
Medical	27	18.5%	110	133	16.9%
Teaching	6	4.1%	83	39	4.9%
Performing Arts	6	4.1%	101	32	4.1%
Fine Arts	2	1.4%	29	37	4.7%
Engineering	14	9.6%	105	72	9.1%
Computing	7	4.8%	65	58	7.4%
Retail / Sales	2	1.4%	36	30	3.8%
Trades	15	10.3%	114	71	9.0%
Manufacturing	6	4.1%	135	24	3.0%
Don't Know	3	2.1%	101	16	2.0%
Some Other Field	25	17.1%	105	129	16.3%
Total	146	100.0%		789	100.0%

Figure RCPSB1: Identified a Career by Sam Barlow Seniors and Total

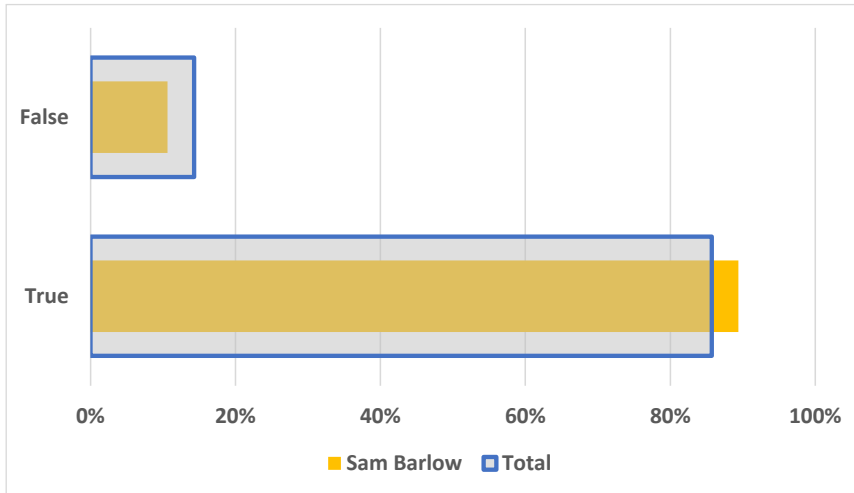


Figure RCPSB2: How You Decide by Sam Barlow Seniors and Total

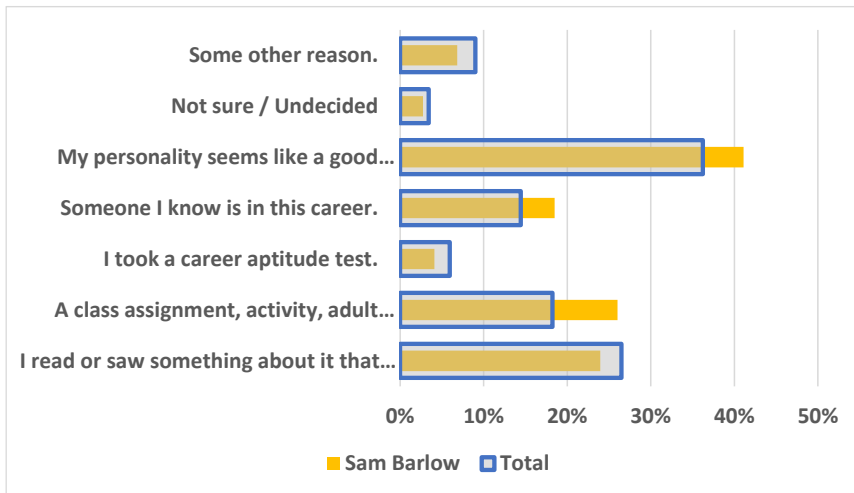
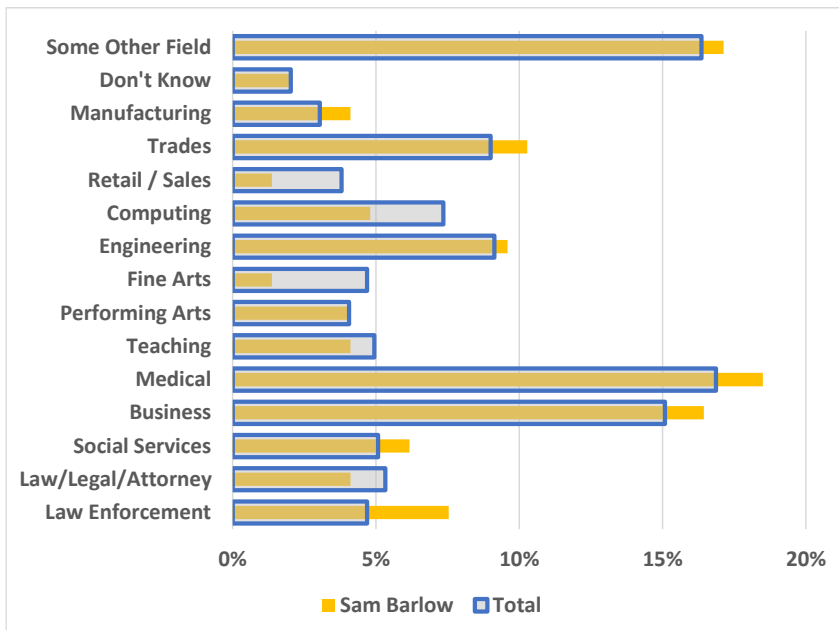


Figure RCPSB3: Career Fields of Interest by Sam Barlow Seniors and Total



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 356 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 a discussion 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* and *I'm just not interested* were reasons for not continuing education. Over forty percent (41.3%) of seniors indicated *Cost* was a Somewhat Major to Extreme Reason for not continuing their education. Forty percent (40.8%) of seniors indicated *I'm just not interested* was a Somewhat Major to Extreme Reason for not continuing. The average score for the *Cost* item was mean = 3.64, s.d. 2.2 and the average score for the *I'm not interested* item was mean = 3.63, s.d. 2.2. Average (mean) scores for reasons to not continue your education were plotted and are presented in Figure RNC1.

Figure RNC1: Mean Scores for Reasons for Not Continuing Education

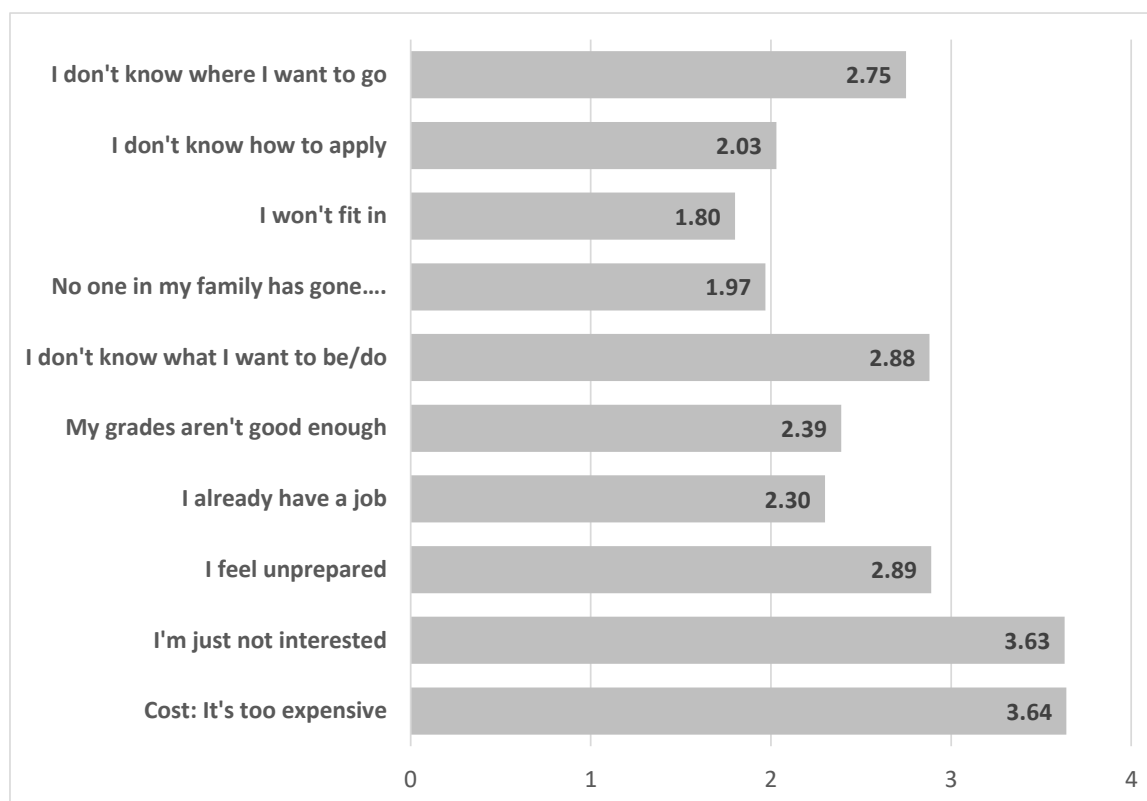


Table RNC1: Reasons for Not Continuing Education – All High Schools Combined

<i>Reasons for not continuing education</i>	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Minor nor Major	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Average s.d.
Cost: It's too expensive	42 28%	18 12%	13 9%	15 10%	23 15%	19 13%	20 13%	150 100%	3.64 2.2
I'm just not interested	45 30%	16 11%	16 11%	13 9%	20 13%	20 13%	22 14%	152 100%	3.63 2.2
I feel unprepared	58 38%	24 16%	16 11%	15 10%	17 11%	13 9%	9 6%	152 100%	2.89 2.0
I already have a job	84 56%	16 11%	13 9%	15 10%	14 9%	1 1%	8 5%	151 100%	2.30 1.8
My grades aren't good enough	81 54%	18 12%	11 7%	14 9%	11 7%	8 5%	7 5%	150 100%	2.39 1.9
I don't know what I want to be/	68 45%	14 9%	13 9%	16 11%	17 11%	10 7%	13 9%	151 100%	2.88 2.1
No one in my family has gone....	106 71%	5 3%	9 6%	10 7%	10 7%	8 5%	2 1%	150 100%	1.97 1.7
I won't fit in	102 68%	16 11%	8 5%	10 7%	9 6%	3 2%	1 1%	149 100%	1.80 1.4
I don't know how to apply	98 64%	17 11%	7 5%	13 8%	7 5%	6 4%	5 3%	153 100%	2.03 1.7
I don't know where I want to gc	69 45%	20 13%	11 7%	17 11%	13 9%	11 7%	11 7%	152 100%	2.75 2.0

Information That Would Change Likelihood of Continuing Education

Seniors not continuing their education 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 RNC2. Average scores indicate that information would have little impact on seniors’ decisions to continue their education (all average scores were below 3.00). Seniors did indicate *Financial Aid/Scholarship Information* (mean = 2.94, s.d. 2.0) 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* (mean = 2.80, s.d. 2.0) and *Flexible Schedules* (mean = 2.69, s.d. 1.8) also appear to have some impact on the likelihood of seniors continuing their education. Mean scores are presented in Figure RNC2.

Figure RNC2: Mean Scores for Information Sources That Would Increase the Likelihood of Continuing Education (All Non-continuing Education Seniors)

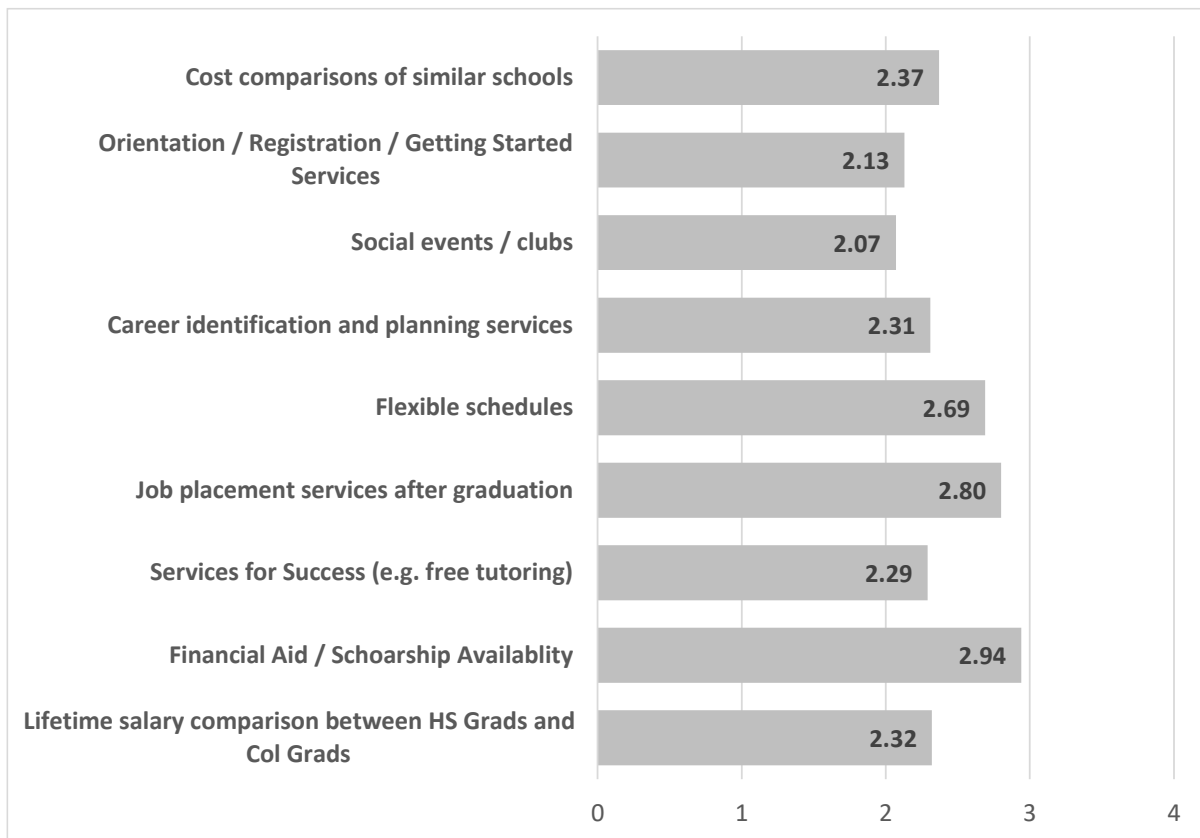


Table RNC2: Information Sources That Would Change the Likelihood of Seniors Continuing Their Education – All Schools Combined

<i>Information sources likelihood of increasing continuing</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Average s.d.
Lifetime salary comparison between HS Grads and Col	71 51%	16 12%	15 11%	20 14%	10 7%	5 4%	2 1%	139 100%	2.32 1.6
Financial Aid / Schoarship Availability	54 39%	17 12%	13 9%	25 18%	9 6%	14 10%	8 6%	140 100%	2.94 2.0
Services for Success (e.g. free tutoring)	72 52%	15 11%	14 10%	25 18%	7 5%	2 1%	4 3%	139 100%	2.29 1.6
Job placement services after graduation	61 45%	15 11%	10 7%	23 17%	8 6%	10 7%	10 7%	137 100%	2.80 2.0
Flexible schedules	58 42%	16 12%	14 10%	25 18%	13 9%	5 4%	6 4%	137 100%	2.69 1.8
Career identification and planning services	77 56%	8 6%	16 12%	20 15%	6 4%	5 4%	5 4%	137 100%	2.31 1.8
Social events / clubs	81 59%	15 11%	9 7%	21 15%	6 4%	4 3%	1 1%	137 100%	2.07 1.5
Orientation / Registration / Getting Started Services	78 57%	16 12%	10 7%	19 14%	7 5%	4 3%	2 1%	136 100%	2.13 1.6
Cost comparisons of similar schools	74 53%	15 11%	10 7%	20 14%	9 6%	7 5%	4 3%	139 100%	2.37 1.8

Centennial Results for Seniors Not Continuing Their Education

For all Centennial Seniors 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 190 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 a discussion of Index Scores.

Reasons for Not Continuing

Centennial Seniors were presented with ten reasons for not continuing their education and asked to rate whether each was a minor or major reason on a seven-point scale (1=Not a Reason to 7=Extreme Reason). Results are reported in Table RNCCen1. A total of 190 seniors indicated they would not be continuing their education. Like seniors overall, Centennial Seniors were most likely to indicate that *Cost* (mean = 3.31, s.d. 2.1) and *I'm just not interested* (mean 3.58, s.d. 2.2) as the main reasons for not continuing their education. Centennial Seniors next highest rated reason for not continuing their education was *I don't know what I want to be/do* (mean = 2.75, s.d. 2.1); this did have a lower mean for Centennial Seniors than for seniors overall. Centennial Seniors were more likely than seniors overall to indicate *I already have a job* (mean = 2.41, s.d. 1.9 Centennial / mean 2.30, s.d. 1.8 seniors overall). Results are reported graphically in Figure RNCCen1.

Figure RNCCen1: Reasons for Not Continuing Education Centennial Seniors Compared to Seniors Overall

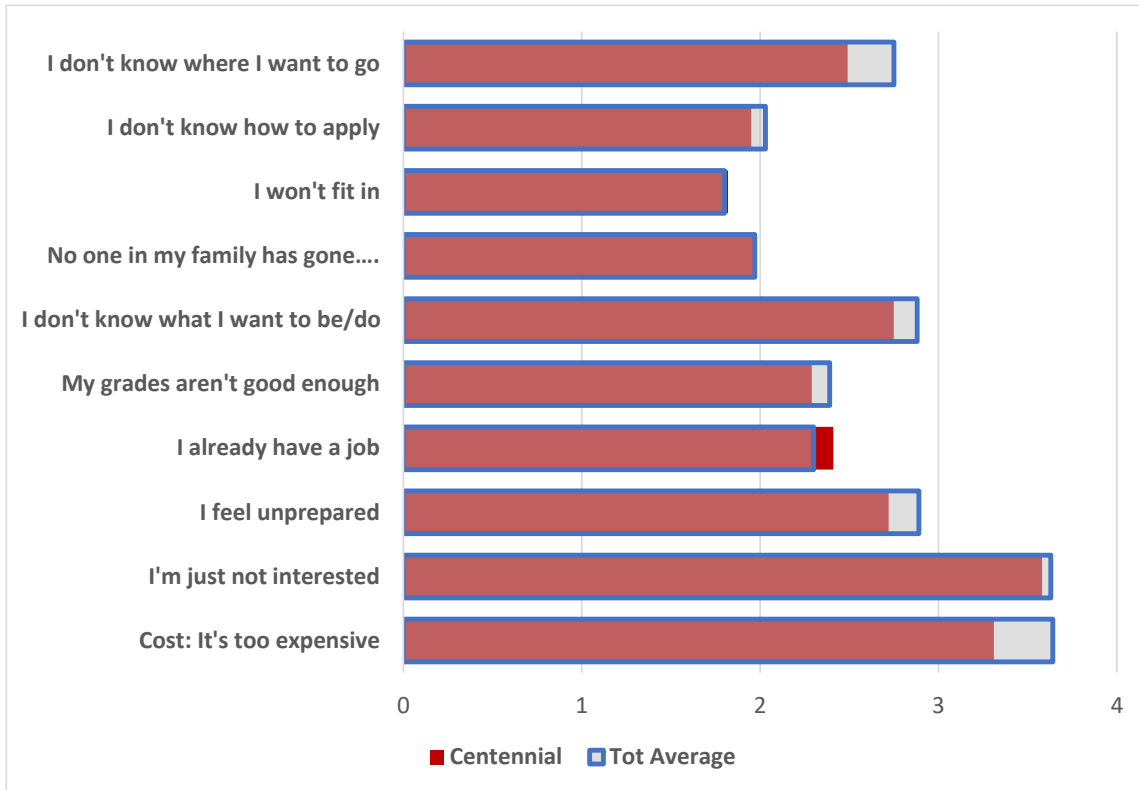


Table RNCCen1: Centennial High School Seniors – Reasons for Not Continuing Education

<i>Reasons for not continuing education</i>	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Minor nor Major	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Average s.d.	Tot Average s.d.	Index
Cost: It's too expensive	42 28%	18 12%	13 9%	15 10%	23 15%	19 13%	20 13%	150 100%	3.31 2.1	3.64 2.2	91
I'm just not interested	45 30%	16 11%	16 11%	13 9%	20 13%	20 13%	22 14%	152 100%	3.58 2.2	3.63 2.2	99
I feel unprepared	58 38%	24 16%	16 11%	15 10%	17 11%	13 9%	9 6%	152 100%	2.72 2.0	2.89 2.0	94
I already have a job	84 56%	16 11%	13 9%	15 10%	14 9%	1 1%	8 5%	151 100%	2.41 1.9	2.30 1.8	105
My grades aren't good enough	81 54%	18 12%	11 7%	14 9%	11 7%	8 5%	7 5%	150 100%	2.29 1.8	2.39 1.9	96
I don't know what I want to be/	68 45%	14 9%	13 9%	16 11%	17 11%	10 7%	13 9%	151 100%	2.75 2.1	2.88 2.1	95
No one in my family has gone...	106 71%	5 3%	9 6%	10 7%	10 7%	8 5%	2 1%	150 100%	1.97 1.7	1.97 1.7	100
I won't fit in	102 68%	16 11%	8 5%	10 7%	9 6%	3 2%	1 1%	149 100%	1.82 1.4	1.80 1.4	101
I don't know how to apply	98 64%	17 11%	7 5%	13 8%	7 5%	6 4%	5 3%	153 100%	1.95 1.7	2.03 1.7	96
I don't know where I want to go	69 45%	20 13%	11 7%	17 11%	13 9%	11 7%	11 7%	152 100%	2.49 1.9	2.75 2.0	91

Information Sources Likely to Increase Continuing Education

Centennial Seniors were presented with nine information sources and asked to rate the impact of each on the likelihood of their continuing their education based on a seven-point scale (1=Not Change to 7=Dramatic Increase). Results are presented in Table RNCCen2. Centennial Seniors were presented with nine information sources and asked to rate the impact of each on the likelihood of their continuing their education based on a seven-point scale (1=Not Change to 7=Dramatic Increase). None of the information sources was likely to have a dramatic impact on changing the minds of non-continuing Centennial Seniors (all information sources had average scores below three). Centennial Seniors indicated two information sources would increase the likelihood of their continuing their education at a higher rate than seniors overall: (1) *Flexible Schedules* (Centennial Seniors mean = 2.80, s.d. 1.9 / seniors overall mean = 2.69, s.d. 1.8) and (2) *Cost comparisons of similar schools* (Centennial Seniors mean = 2.43, s.d. 1.9 / seniors overall mean = 2.37, s.d. 1.8). All other information sources were rated at levels very similar to seniors overall. *Financial Aid/Scholarship Information* (Centennial Senior mean = 2.84, s.d. 1.9) was the highest rated information source for Centennial Seniors. *Job placement services after graduation* (Centennial Senior mean = 2.74, s.d. 1.9) was the third highest rated information source (after *Flexible Schedules*) for Centennial Seniors. Information source mean scores are presented graphically in Figure RNCCen2.

Figure RNCCen2: Likelihood of Information Sources Increasing Centennial Seniors Continuing Education Compared to Seniors Overall

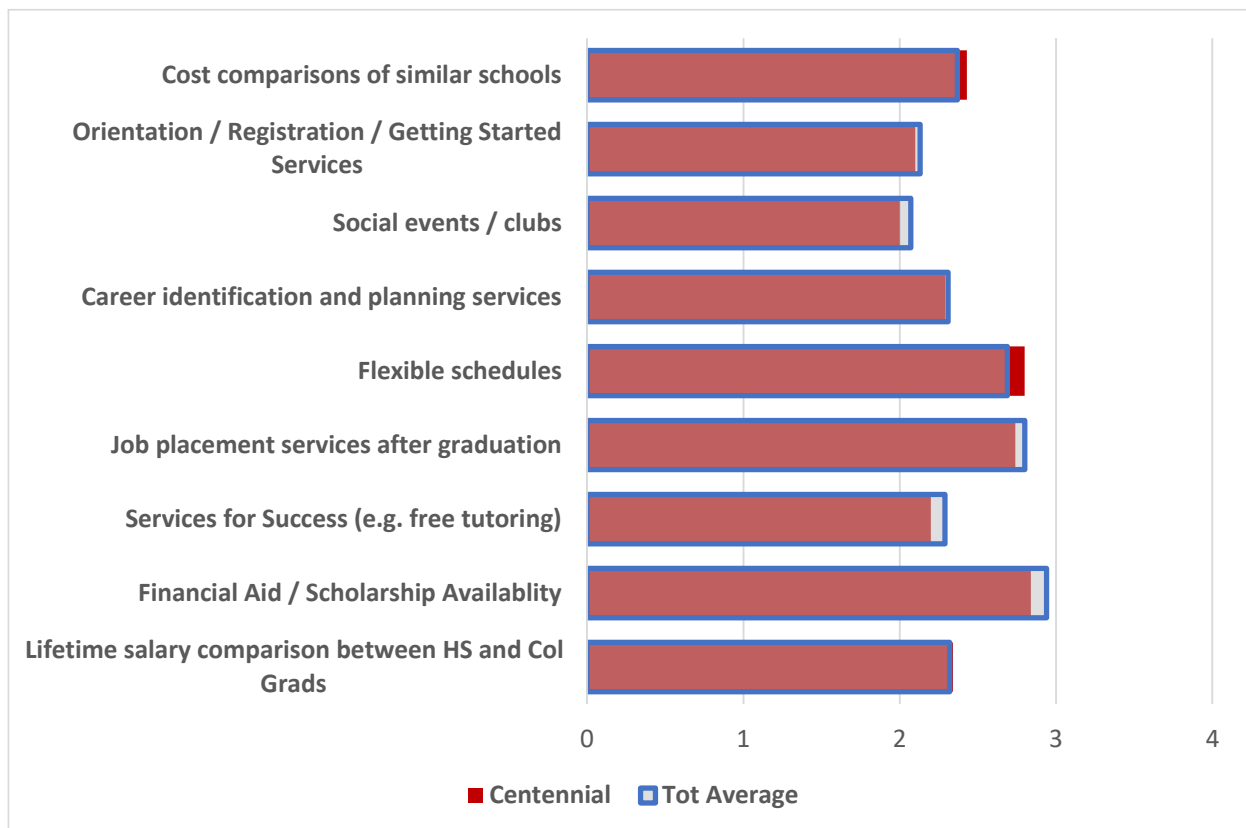


Table RNCCen2: Centennial High School Seniors – Information Sources Likely to Increase Continuing Education

<i>Information sources likelihood of increasing continuing</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Average s.d.	Tot Average s.d.	Index
Lifetime salary comparison between HS and Col Grads	36 51%	10 14%	7 10%	5 7%	7 10%	3 4%	2 3%	70 100%	2.34 1.8	2.32 1.6	101
Financial Aid / Scholarship Availability	27 39%	10 14%	6 9%	12 17%	4 6%	7 10%	3 4%	69 100%	2.84 1.9	2.94 2.0	97
Services for Success (e.g. free tutoring)	36 52%	9 13%	7 10%	11 16%	4 6%	1 1%	1 1%	69 100%	2.20 1.5	2.29 1.6	96
Job placement services after graduation	29 41%	10 14%	7 10%	10 14%	5 7%	6 9%	3 4%	70 100%	2.74 1.9	2.80 2.0	98
Flexible schedules	28 41%	9 13%	7 10%	11 16%	7 10%	2 3%	5 7%	69 100%	2.80 1.9	2.69 1.8	104
Career identification and planning services	39 57%	4 6%	6 9%	11 16%	3 4%	3 4%	2 3%	68 100%	2.29 1.8	2.31 1.8	99
Social events / clubs	42 62%	7 10%	4 6%	9 13%	4 6%	2 3%	0 0%	68 100%	2.00 1.5	2.07 1.5	97
Orientation / Registration / Getting Started Services	37 54%	8 12%	8 12%	10 15%	4 6%	1 1%	0 0%	68 100%	2.10 1.4	2.13 1.6	99
Cost comparisons of similar schools	36 52%	9 13%	3 4%	10 14%	4 6%	4 6%	3 4%	69 100%	2.43 1.9	2.37 1.8	103

Corbett Results for Seniors Not Continuing Their Education

For all Corbett Seniors 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 five Corbett Seniors indicated they would not be continuing their education¹.

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

Corbett Seniors were presented with ten reasons for not continuing their education and asked to rate whether each was a minor or major reason on a seven-point scale (1=Not a Reason to 7=Extreme Reason). Results are reported in Table RNCCor1. A total of five Corbett Seniors indicated they would not be continuing their education. Like seniors overall, Corbett Seniors were most likely to indicate that *Cost* (mean = 4.75, s.d. 2.6) and *I'm just not interested* (mean 3.00, s.d. 2.8) as the main reasons for not continuing their education. Corbett Seniors were more likely than seniors overall to indicate *My grades aren't good enough* (mean = 3.00, s.d. 2.8 Corbett / mean 2.39, s.d. 1.9 seniors overall) and *I don't know where I want to go* (mean = 3.00, s.d. 2.8 Corbett / mean 2.75, s.d. 2.0 seniors overall). Results are reported graphically in Figure RNCCor1.

¹ The number of respondents to the following questions was very small; caution should be used when interpreting the results as reflective of the entire Corbett Seniors not continuing their education population.

Figure RNCCor1: Reasons for Not Continuing Education Corbett Seniors Compared to Seniors Overall

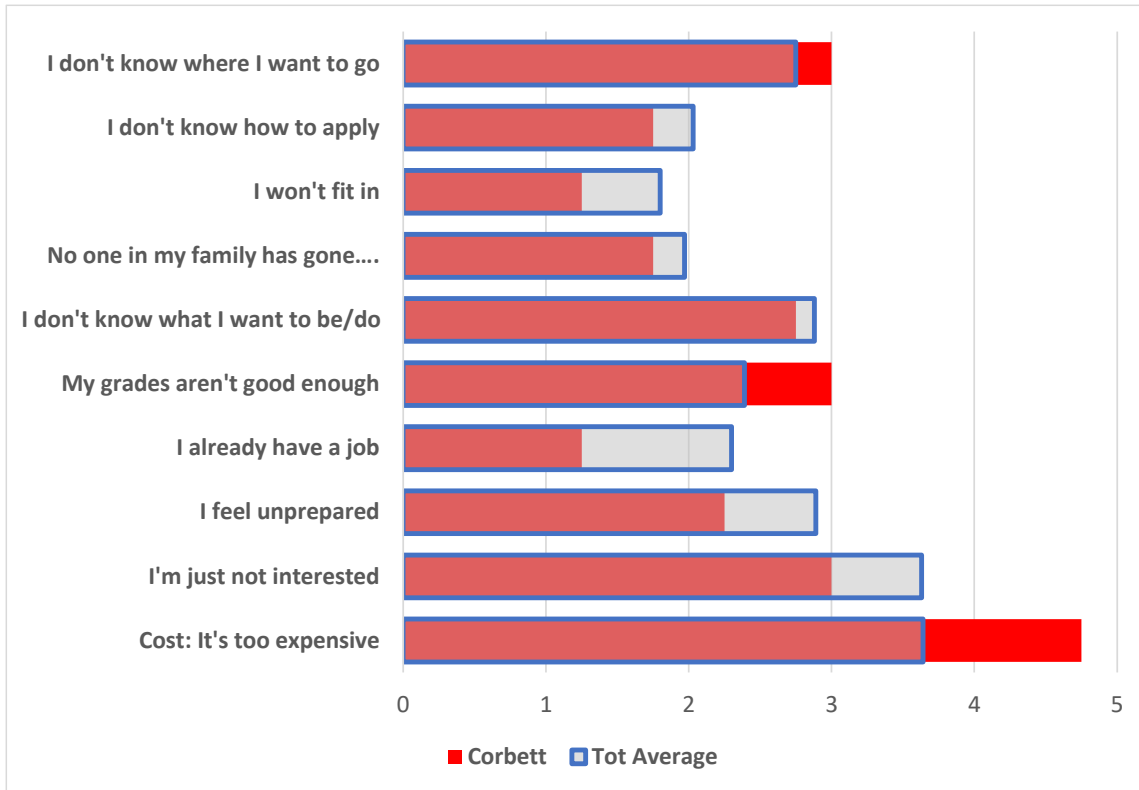


Table RNCCor1: Corbett High School Seniors – Reasons for Not Continuing Education

<i>Reasons for not continuing education</i>	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Minor nor Major	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Average s.d.	Tot Average s.d.	Index
Cost: It's too expensive	1 25%	0 0%	0 0%	0 0%	1 25%	1 25%	1 25%	4 100%	4.75 2.6	3.64 2.2	130
I'm just not interested	2 50%	0 0%	1 25%	0 0%	0 0%	0 0%	1 25%	4 100%	3.00 2.8	3.63 2.2	83
I feel unprepared	2 50%	1 25%	0 0%	0 0%	1 25%	0 0%	0 0%	4 100%	2.25 1.9	2.89 2.0	78
I already have a job	3 75%	1 25%	0 0%	0 0%	0 0%	0 0%	0 0%	4 100%	1.25 0.5	2.30 1.8	54
My grades aren't good enough	2 50%	0 0%	1 25%	0 0%	0 0%	0 0%	1 25%	4 100%	3.00 2.8	2.39 1.9	126
I don't know what I want to be/do	2 50%	1 25%	0 0%	0 0%	0 0%	0 0%	1 25%	4 100%	2.75 2.9	2.88 2.1	95
No one in my family has gone...	3 75%	0 0%	0 0%	1 25%	0 0%	0 0%	0 0%	4 100%	1.75 1.5	1.97 1.7	89
I won't fit in	3 75%	1 25%	0 0%	0 0%	0 0%	0 0%	0 0%	4 100%	1.25 0.5	1.80 1.4	69
I don't know how to apply	3 75%	0 0%	0 0%	1 25%	0 0%	0 0%	0 0%	4 100%	1.75 1.5	2.03 1.7	86
I don't know where I want to go	2 50%	0 0%	1 25%	0 0%	0 0%	0 0%	1 25%	4 100%	3.00 2.8	2.75 2.0	109

Information Sources Likely to Increase Continuing Education

Corbett Seniors were presented with nine information sources and asked to rate the impact of each on the likelihood of their continuing their education based on a seven-point scale (1=Not Change to 7=Dramatic Increase). Results are presented in Table RNCCor2. None of the information sources was likely to have a dramatic impact on changing the minds of non-continuing Corbett Seniors (all information sources had average scores of three or below). Corbett Seniors indicated four information sources would increase the likelihood of their continuing their education at a higher rate than seniors overall: (1) *Career identification and planning services* (Corbett Seniors mean = 2.67, s.d. 2.9 / seniors overall mean = 2.31, s.d. 1.8), (2) *Social events / clubs* (Corbett Seniors mean = 2.33, s.d. 1.5 / seniors overall mean 2.07, s.d. 1.5), (3) *Cost comparisons of similar schools* (Corbett Seniors mean = 2.67, s.d. 2.9 / seniors overall mean 2.37, s.d. 1.8), and (4) *Job placement services after graduation* (Corbett Seniors mean = 3.00, s.d. 2.6 / seniors overall mean = 2.80, s.d. 2.0). The Corbett Seniors mean and seniors overall mean were very close for *Financial Aid/Scholarship Information* (Corbett Senior mean = 3.00, s.d. 2.6 / seniors overall mean 2.94, s.d. 2.0). All other information sources were rated at levels below seniors overall. Information source mean scores are presented graphically in Figure RNCCor2.

Figure RNCCor2: Likelihood of Information Sources Increasing Corbett Seniors Continuing Education Compared to Seniors Overall

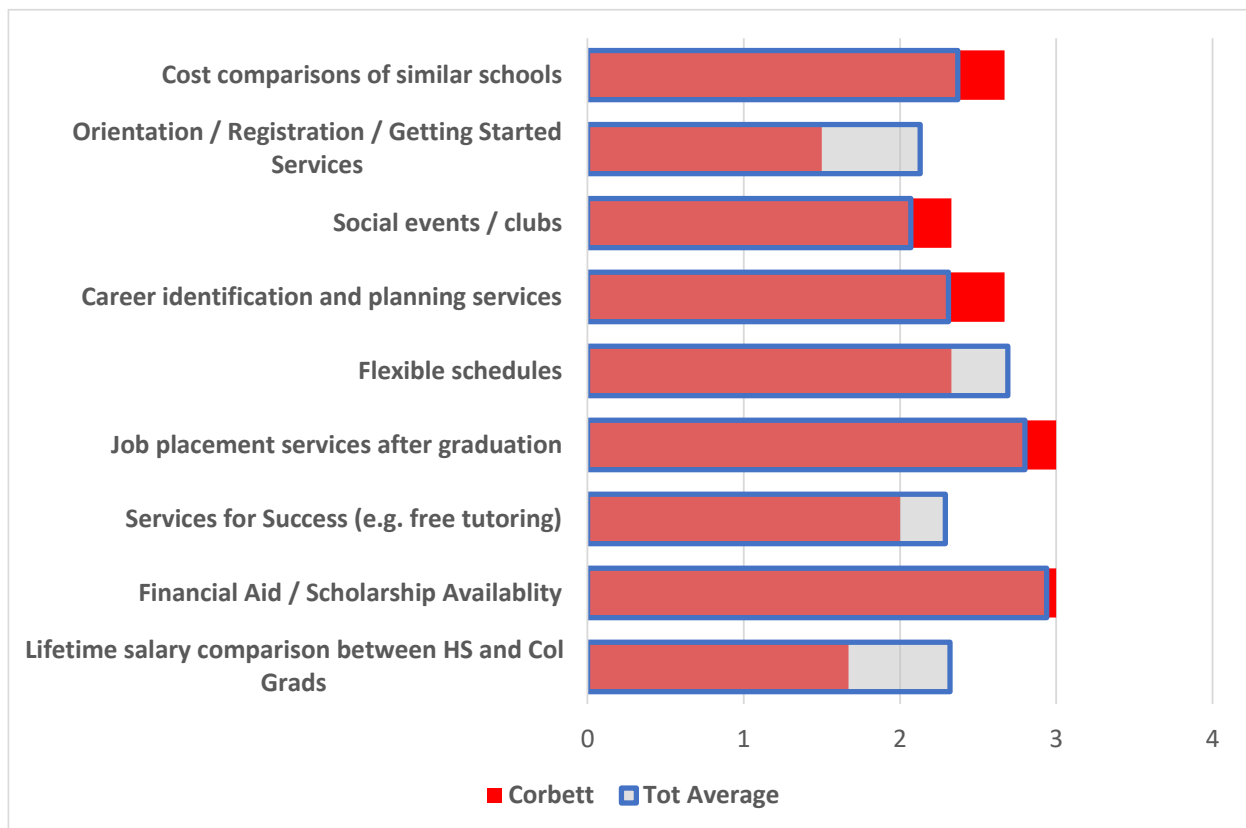


Table RNCCor2: Corbett High School Seniors – Information Sources Likely to Increase Continuing Education

<i>Information sources likelihood of increasing continuing</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Average s.d.	Tot Average s.d.	Index
Lifetime salary comparison between HS and Col Grads	1 33%	2 67%	0 0%	0 0%	0 0%	0 0%	0 0%	3 100%	1.67 0.6	2.32 1.6	72
Financial Aid / Scholarship Availability	1 33%	1 33%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	3.00 2.6	2.94 2.0	102
Services for Success (e.g. free tutoring)	1 33%	1 33%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	2.00 1.7	2.29 1.6	87
Job placement services after graduation	1 33%	1 33%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	3.00 2.6	2.80 2.0	107
Flexible schedules	1 33%	1 33%	0 0%	1 33%	0 0%	0 0%	0 0%	3 100%	2.33 1.5	2.69 1.8	87
Career identification and planning services	2 67%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	2.67 2.9	2.31 1.8	116
Social events / clubs	1 33%	1 33%	0 0%	1 33%	0 0%	0 0%	0 0%	3 100%	2.33 1.5	2.07 1.5	113
Orientation / Registration / Getting Started Services	1 50%	1 50%	0 0%	0 0%	0 0%	0 0%	0 0%	2 100%	1.50 0.7	2.13 1.6	70
Cost comparisons of similar schools	2 67%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	2.67 2.9	2.37 1.8	113

Gresham Results for Seniors Not Continuing Their Education

For all Gresham Seniors 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 49 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

Gresham Seniors were presented with ten reasons for not continuing their education and asked to rate whether each was a minor or major reason on a seven-point scale (1=Not a Reason to 7=Extreme Reason). Results are reported in Table RNCG1. A total of 49 seniors indicated they would not be continuing their education. Like seniors overall, Gresham Seniors were most likely to indicate that *Cost* (mean = 3.94, s.d. 2.0) and *I'm just not interested* (mean 4.06, s.d. 2.3) were the main reasons for not continuing their education. Gresham Seniors rated all but two of the items higher than seniors overall.

- *I don't know what I want to do/be*
(Gresham Seniors mean = 3.52, s.d. 2.2 / seniors overall mean = 2.88, s.d. 2.1)
- *I don't know how to apply*
(Gresham Seniors mean = 2.47, s.d. 1.9 / seniors overall mean = 2.03, s.d. 1.7)
- *No one in my family has gone before*
(Gresham Seniors mean = 2.38, s.d. 2.1 / seniors overall mean = 1.97, s.d. 1.7)
- *I feel unprepared*
(Gresham Seniors mean = 3.27, s.d. 1.9 / seniors overall mean = 2.89, s.d. 2.0)
- *I'm just not interested*
(Gresham Seniors mean = 4.06, s.d. 2.3 / seniors overall mean = 3.63, s.d. 2.2)
- *Cost: It's too expensive*
(Gresham Seniors mean = 3.94, s.d. 2.0 / seniors overall mean = 3.64, s.d. 2.2)
- *I don't know where I want to go*
(Gresham Seniors mean = 2.88, s.d. 2.2 / seniors overall mean = 2.75, s.d. 2.0)

Results are reported graphically in Figure RNCG1.

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

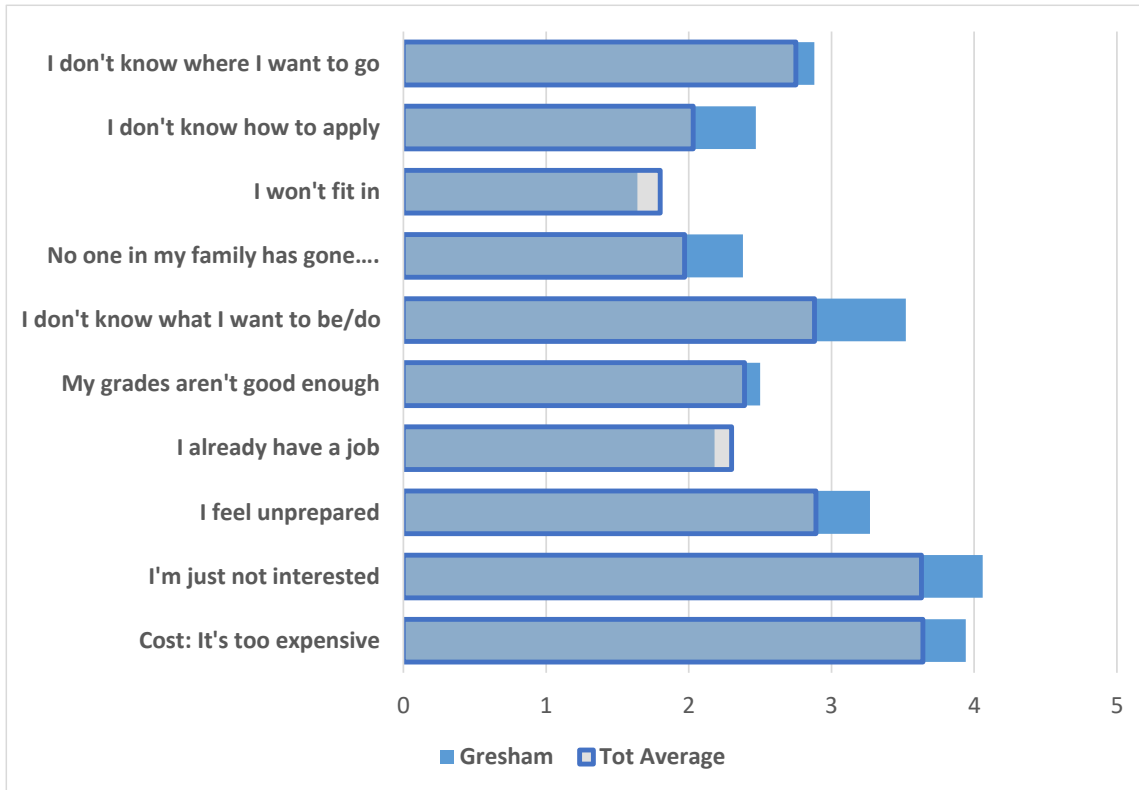


Table RNCG1: Gresham High School Seniors – Reasons for Not Continuing Education

<i>Reasons for not continuing education</i>	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Minor nor Major	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Average s.d.	Tot Average s.d.	Index
Cost: It's too expensive	6 19%	3 9%	5 16%	3 9%	6 19%	6 19%	3 9%	32 100%	3.94 2.0	3.64 2.2	108
I'm just not interested	9 27%	1 3%	4 12%	2 6%	6 18%	4 12%	7 21%	33 100%	4.06 2.3	3.63 2.2	112
I feel unprepared	10 30%	4 12%	2 6%	7 21%	5 15%	4 12%	1 3%	33 100%	3.27 1.9	2.89 2.0	113
I already have a job	17 52%	6 18%	4 12%	3 9%	1 3%	0 0%	2 6%	33 100%	2.18 1.7	2.30 1.8	95
My grades aren't good enough	18 56%	2 6%	2 6%	2 6%	5 16%	2 6%	1 3%	32 100%	2.50 2	2.39 1.9	105
I don't know what I want to be/do	11 33%	2 6%	3 9%	4 12%	6 18%	3 9%	4 12%	33 100%	3.52 2.2	2.88 2.1	122
No one in my family has gone before	21 66%	0 0%	2 6%	2 6%	3 9%	2 6%	2 6%	32 100%	2.38 2.1	1.97 1.7	121
I won't fit in	23 70%	5 15%	2 6%	0 0%	3 9%	0 0%	0 0%	33 100%	1.64 1.2	1.80 1.4	91
I don't know how to apply	16 50%	5 16%	2 6%	2 6%	4 13%	2 6%	1 3%	32 100%	2.47 1.9	2.03 1.7	122
I don't know where I want to go	14 42%	4 12%	5 15%	1 3%	4 12%	1 3%	4 12%	33 100%	2.88 2.2	2.75 2.0	105

Information Sources Likely to Increase Continuing Education

Gresham Seniors were presented with nine information sources and asked to rate the impact of each on the likelihood of their continuing their education based on a seven-point scale (1=Not Change to 7=Dramatic Increase). Results are presented in Table RNCG2. None of the information sources was likely to have a dramatic impact on changing the minds of non-continuing Gresham Seniors (all information sources had average scores of below four on a seven-point scale). Gresham Seniors indicated all but two of the information sources would increase the likelihood of their continuing their education at a higher rate than seniors overall:

- *Services for success (e.g. free tutoring)*
(Gresham Seniors mean = 2.53, s.d. 1.9 / seniors overall mean = 2.29, s.d. 1.6)
- *Financial Aid / Scholarship Availability*
(Gresham Seniors mean = 3.15, s.d. 2.1 / seniors overall mean = 2.94, s.d. 2.0)
- *Orientation / Registration / Getting Started Services*
(Gresham Seniors mean = 2.25, s.d. 1.8 / seniors overall mean = 2.13, s.d. 1.6)
- *Cost comparisons of similar schools*
(Gresham Seniors mean = 2.48, s.d. 1.8 / seniors overall mean = 2.37, s.d. 1.8)
- *Job placement services after graduation*
(Gresham Seniors mean = 2.90, s.d. 2.0 / seniors overall mean = 2.80, s.d. 2.0)
- *Flexible schedules*
(Gresham Seniors mean = 2.81, s.d. 1.9 / seniors overall mean = 2.69, s.d. 1.8)
- *Social events / clubs*
(Gresham Seniors mean = 2.13, s.d. 1.5 / seniors overall mean = 2.07, s.d. 1.5)

Information source mean scores are presented graphically in Figure RNCG2.

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

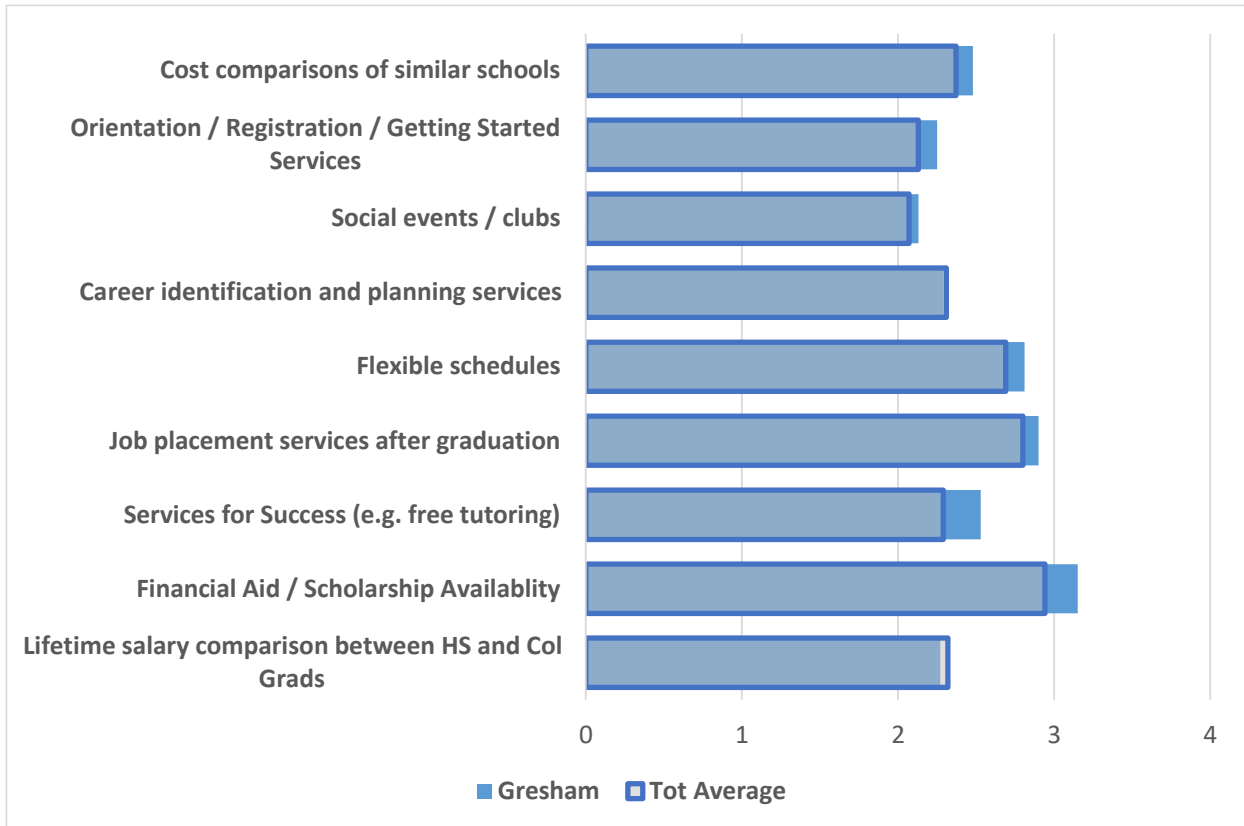


Table RNCG2: Gresham High School Seniors – Information Sources Likely to Increase Continuing Education

<i>Information sources likelihood of increasing continuing</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Average s.d.	Tot Average s.d.	Index
Lifetime salary comparison between HS and Col Grads	1 33%	2 67%	0 0%	0 0%	0 0%	0 0%	0 0%	3 100%	2.27 1.5	2.32 1.6	98
Financial Aid / Scholarship Availability	1 33%	1 33%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	3.15 2.1	2.94 2.0	107
Services for Success (e.g. free tutoring)	1 33%	1 33%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	2.53 1.9	2.29 1.6	110
Job placement services after graduation	1 33%	1 33%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	2.90 2.0	2.80 2.0	104
Flexible schedules	1 33%	1 33%	0 0%	1 33%	0 0%	0 0%	0 0%	3 100%	2.81 1.9	2.69 1.8	104
Career identification and planning services	2 67%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	2.29 1.6	2.31 1.8	99
Social events / clubs	1 33%	1 33%	0 0%	1 33%	0 0%	0 0%	0 0%	3 100%	2.13 1.5	2.07 1.5	103
Orientation / Registration / Getting Started Services	1 50%	1 50%	0 0%	0 0%	0 0%	0 0%	0 0%	2 100%	2.25 1.8	2.13 1.6	106
Cost comparisons of similar schools	2 67%	0 0%	0 0%	0 0%	0 0%	1 33%	0 0%	3 100%	2.48 1.8	2.37 1.8	105

Parkrose Results for Seniors Not Continuing Their Education

For all Parkrose Seniors 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 47 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

Parkrose Seniors were presented with ten reasons for not continuing their education and asked to rate whether each was a minor or major reason on a seven-point scale (1=Not a Reason to 7=Extreme Reason). Results are reported in Table RNCP1. A total of 47 seniors indicated they would not be continuing their education. Parkrose Seniors were most likely to indicate that *Cost* (mean = 4.87, s.d. 2.3), *I feel unprepared* (mean 3.73, s.d. 1.9), *My grades aren't good enough* (mean = 3.67, s.d. 2.0), and *I don't know where I want to go* (mean = 3.67, s.d. 2.0) were the main reasons for not continuing their education. Parkrose Seniors placed more emphasis on seven of the ten reasons for not continuing than seniors overall.

- *My grades aren't good enough*
(Parkrose Seniors mean = 3.67, s.d. 2.0 / seniors overall mean = 2.39, s.d. 1.9)
- *I won't fit in*
(Parkrose Seniors mean = 2.67, s.d. 2.0 / seniors overall mean = 1.80, s.d. 1.4)
- *Cost: It's too expensive*
(Parkrose Seniors mean = 4.87, s.d. 2.3 / seniors overall mean = 3.64, s.d. 2.2)
- *I don't know where I want to go*
(Parkrose Seniors mean = 3.67, s.d. 2.0 / seniors overall mean = 2.75, s.d. 2.0)
- *I feel unprepared*
(Parkrose Seniors mean = 3.73, s.d. 1.9 / seniors overall mean = 2.89, s.d. 2.0)
- *I don't know how to apply*
(Parkrose Seniors mean = 2.47, s.d. 1.6 / seniors overall mean = 2.03, s.d. 1.7)
- *No one in my family has gone before*
(Parkrose Seniors mean = 2.21, s.d. 1.8 / seniors overall mean = 1.97, s.d. 1.7)

Results are reported graphically in Figure RNCP1.

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

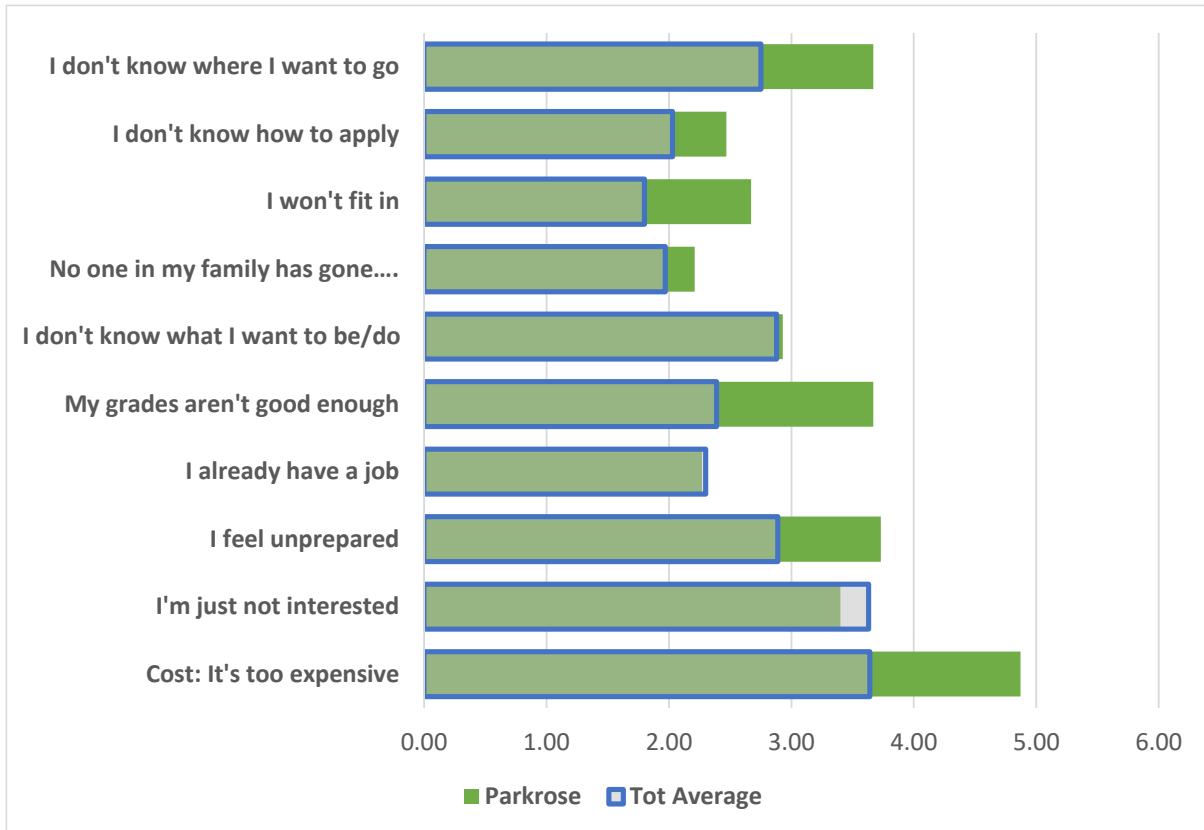


Table RNCP1: Parkrose High School Seniors – Reasons for Not Continuing Education

<i>Reasons for not continuing education</i>	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Minor nor Major	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Average s.d.	Tot Average s.d.	Index
Cost: It's too expensive	3 20%	0 0%	0 0%	3 20%	2 13%	1 7%	6 40%	15 100%	4.87 2.3	3.64 2.2	134
I'm just not interested	6 40%	1 7%	1 7%	2 13%	1 7%	1 7%	3 20%	15 100%	3.40 2.5	3.63 2.2	94
I feel unprepared	3 20%	0 0%	4 27%	3 20%	2 13%	2 13%	1 7%	15 100%	3.73 1.9	2.89 2.0	129
I already have a job	8 53%	1 7%	1 7%	4 27%	1 7%	0 0%	0 0%	15 100%	2.27 1.5	2.30 1.8	99
My grades aren't good enough	4 27%	1 7%	0 0%	5 33%	2 13%	2 13%	1 7%	15 100%	3.67 2.0	2.39 1.9	154
I don't know what I want to be/do	7 47%	0 0%	2 13%	3 20%	1 7%	0 0%	2 13%	15 100%	2.93 2.2	2.88 2.1	102
No one in my family has gone before	8 57%	2 14%	0 0%	2 14%	1 7%	1 7%	0 0%	14 100%	2.21 1.8	1.97 1.7	112
I won't fit in	8 53%	0 0%	1 7%	3 20%	1 7%	2 13%	0 0%	15 100%	2.67 2.0	1.80 1.4	148
I don't know how to apply	6 40%	3 20%	1 7%	4 27%	0 0%	1 7%	0 0%	15 100%	2.47 1.6	2.03 1.7	122
I don't know where I want to go	4 27%	1 7%	0 0%	4 27%	4 27%	1 7%	1 7%	15 100%	3.67 2.0	2.75 2.0	133

Information Sources Likely to Increase Continuing Education

Parkrose Seniors were presented with nine information sources and asked to rate the impact of each on the likelihood of their continuing their education based on a seven-point scale (1=Not Change to 7=Dramatic Increase). Results are presented in Table RNCP2. None of the information sources was likely to have a dramatic impact on changing the minds of non-continuing Parkrose Seniors (all information sources had average scores of four or below on a seven-point scale). The top three information sources that would impact the likelihood of Parkrose Seniors continuing their education were: (1) *Job placement services after graduation* (mean = 4.00, s.d. 2.5), (2) *Career identification and planning services* (mean = 3.64, s.d. 2.1), and (3) *Financial Aid Scholarship Availability* (mean = 3.57, s.d. 2.0). All information sources presented to Parkrose Seniors would have a greater increase on the likelihood of their continuing their education than for seniors overall. The most dramatic differences were:

- *Social events / clubs*
(Parkrose Seniors mean = 3.36, s.d. 1.9 / seniors overall mean = 2.07, s.d. 1.5)
- *Career identification and planning services*
(Parkrose Seniors mean = 3.64, s.d. 2.1 / seniors overall mean = 2.31, s.d. 1.8)
- *Job placement services after graduation*
(Parkrose Seniors mean = 4.00, s.d. 2.5 / seniors overall mean = 2.80, s.d. 2.0)
- *Orientation / Registration / Getting Started Services*
(Parkrose Seniors mean = 3.00, s.d. 2.0 / seniors overall mean = 2.13, s.d. 1.6)

Information source mean scores are presented graphically in Figure RNCP2.

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

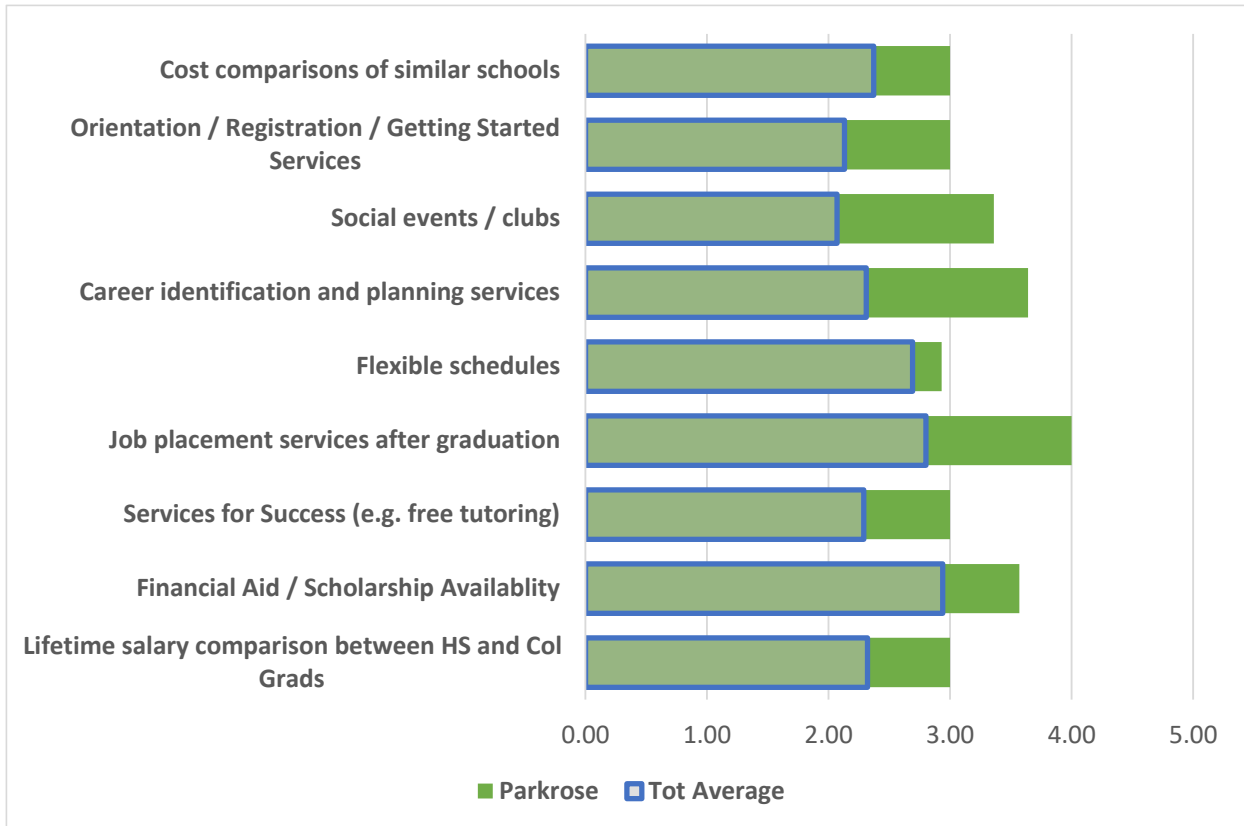


Table RNCP2: Parkrose High School Seniors – Information Sources Likely to Increase Continuing Education

<i>Information sources likelihood of increasing continuing</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Average s.d.	Tot Average s.d.	Index
Lifetime salary comparison between HS and Col Grads	4 29%	0 0%	3 21%	6 43%	1 7%	0 0%	0 0%	14 100%	3.00 1.4	2.32 1.6	129
Financial Aid / Scholarship Availability	4 29%	0 0%	1 7%	5 36%	2 14%	1 7%	1 7%	14 100%	3.57 2.0	2.94 2.0	121
Services for Success (e.g. free tutoring)	4 29%	2 14%	2 14%	4 29%	1 7%	0 0%	1 7%	14 100%	3.00 1.8	2.29 1.6	131
Job placement services after graduation	4 29%	1 7%	0 0%	4 29%	0 0%	1 7%	4 29%	14 100%	4.00 2.5	2.80 2.0	143
Flexible schedules	5 36%	1 7%	0 0%	6 43%	2 14%	0 0%	0 0%	14 100%	2.93 1.6	2.69 1.8	109
Career identification and planning services	3 21%	1 7%	3 21%	4 29%	0 0%	0 0%	3 21%	14 100%	3.64 2.1	2.31 1.8	158
Social events / clubs	4 29%	1 7%	1 7%	5 36%	1 7%	1 7%	1 7%	14 100%	3.36 1.9	2.07 1.5	162
Orientation / Registration / Getting Started Services	5 36%	2 14%	1 7%	3 21%	1 7%	1 7%	1 7%	14 100%	3.00 2.0	2.13 1.6	141
Cost comparisons of similar schools	5 36%	0 0%	1 7%	6 43%	2 14%	0 0%	0 0%	14 100%	3.00 1.6	2.37 1.8	127

Sam Barlow Results for Seniors Not Continuing Their Education

For all Sam Barlow Seniors 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 61 Sam Barlow 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

Sam Barlow Seniors were presented with ten reasons for not continuing their education and asked to rate whether each was a minor or major reason on a seven-point scale (1=Not a Reason to 7=Extreme Reason). Results are reported in Table RNCSB1. A total of 61 seniors indicated they would not be continuing their education. Like seniors overall, Sam Barlow Seniors were most likely to indicate that *Cost* (mean = 3.26, s.d. 2.3) and *I'm just not interested* (mean 3.30, s.d. 2.1) were the main reasons for not continuing their education. For two of the reasons presented, Sam Barlow Seniors were slightly more likely than seniors overall to indicate it was major reason: (1) *I don't know where I want to go* (mean = 2.87, s.d. 1.9 Sam Barlow / mean = 2.75, s.d. 2.0 seniors overall) and (2) *I already have a job* (mean = 2.35, s.d. 2.0 Sam Barlow / mean = 2.30, s.d. 1.8 seniors overall). All other reasons were rated as less of a reason for Sam Barlow Seniors than seniors overall. Results are reported graphically in Figure RNCSB1.

Figure RNCSB1: Reasons for Not Continuing Education Sam Barlow Seniors Compared to Seniors Overall

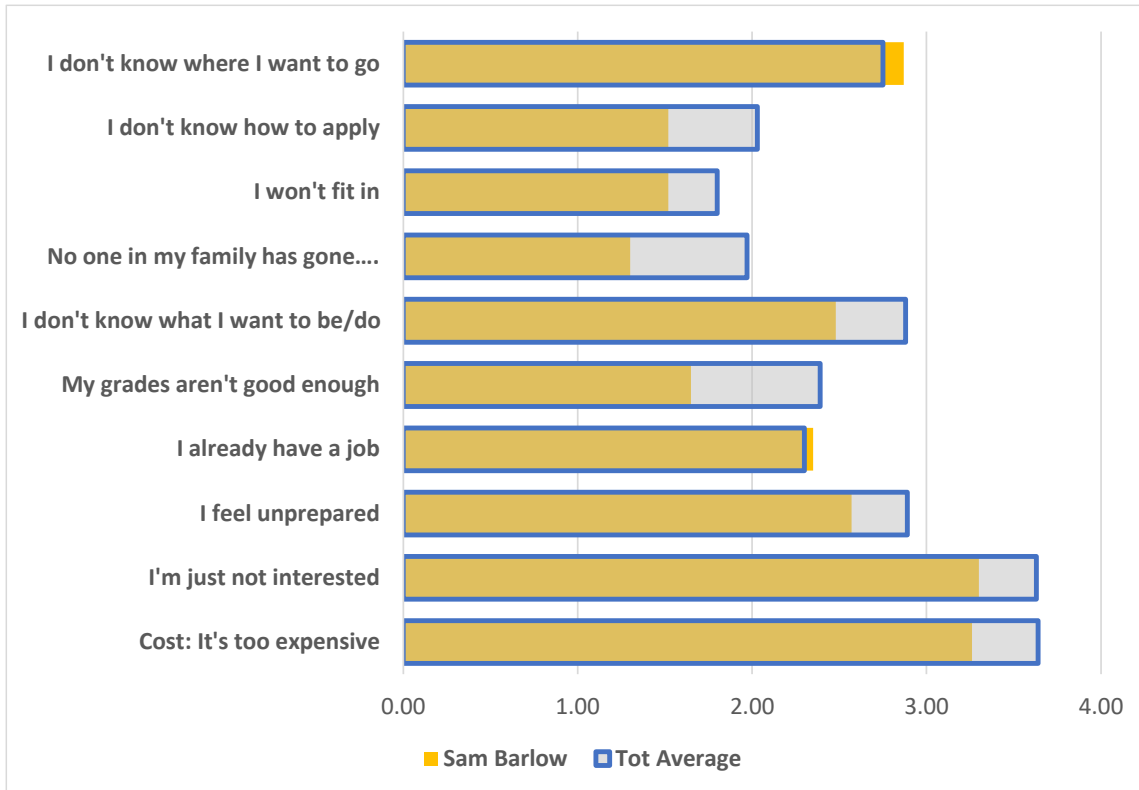


Table RNCSB1: Sam Barlow High School Seniors – Reasons for Not Continuing Education

<i>Reasons for not continuing education</i>	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Minor nor Major	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Average s.d.	Tot Average s.d.	Index
Cost: It's too expensive	8 35%	4 17%	2 9%	0 0%	3 13%	4 17%	2 9%	23 100%	3.26 2.3	3.64 2.2	90
I'm just not interested	6 26%	5 22%	3 13%	1 4%	2 9%	5 22%	1 4%	23 100%	3.30 2.1	3.63 2.2	91
I feel unprepared	11 48%	4 17%	1 4%	2 9%	2 9%	2 9%	1 4%	23 100%	2.57 2.0	2.89 2.0	89
I already have a job	13 57%	3 13%	0 0%	4 17%	1 4%	0 0%	2 9%	23 100%	2.35 2.0	2.30 1.8	102
My grades aren't good enough	16 70%	3 13%	1 4%	2 9%	1 4%	0 0%	0 0%	23 100%	1.65 1.2	2.39 1.9	69
I don't know what I want to be/do	12 52%	3 13%	1 4%	2 9%	2 9%	3 13%	0 0%	23 100%	2.48 1.9	2.88 2.1	86
No one in my family has gone before	19 83%	2 9%	1 4%	1 4%	0 0%	0 0%	0 0%	23 100%	1.3 0.8	1.97 1.7	66
I won't fit in	19 83%	1 4%	0 0%	1 4%	2 9%	0 0%	0 0%	23 100%	1.52 1.3	1.80 1.4	84
I don't know how to apply	20 87%	1 4%	0 0%	0 0%	0 0%	1 4%	1 4%	23 100%	1.52 1.6	2.03 1.7	75
I don't know where I want to go	10 43%	4 17%	1 4%	2 9%	1 4%	3 13%	2 9%	23 100%	2.87 2.2	2.75 2.0	104

Information Sources Likely to Increase Continuing Education

Sam Barlow Seniors were presented with nine information sources and asked to rate the impact of each on the likelihood of their continuing their education based on a seven-point scale (1=Not Change to 7=Dramatic Increase). Results are presented in Table RNCSB2. None of the information sources was likely to have a dramatic impact on changing the minds of non-continuing Sam Barlow Seniors (all information sources had average scores of below three on a seven-point scale). Sam Barlow Seniors indicated none of the information sources would increase the likelihood of their continuing their education at a higher rate than seniors overall. *Financial Aid/Scholarship Information* (Sam Barlow Senior mean = 2.60, s.d. 2.0) was the highest rated information source for Sam Barlow Seniors. Information source mean scores are presented graphically in Figure RNCSB2.

Figure RNCSB2: Likelihood of Information Sources Increasing Sam Barlow Seniors Continuing Education Compared to Seniors Overall

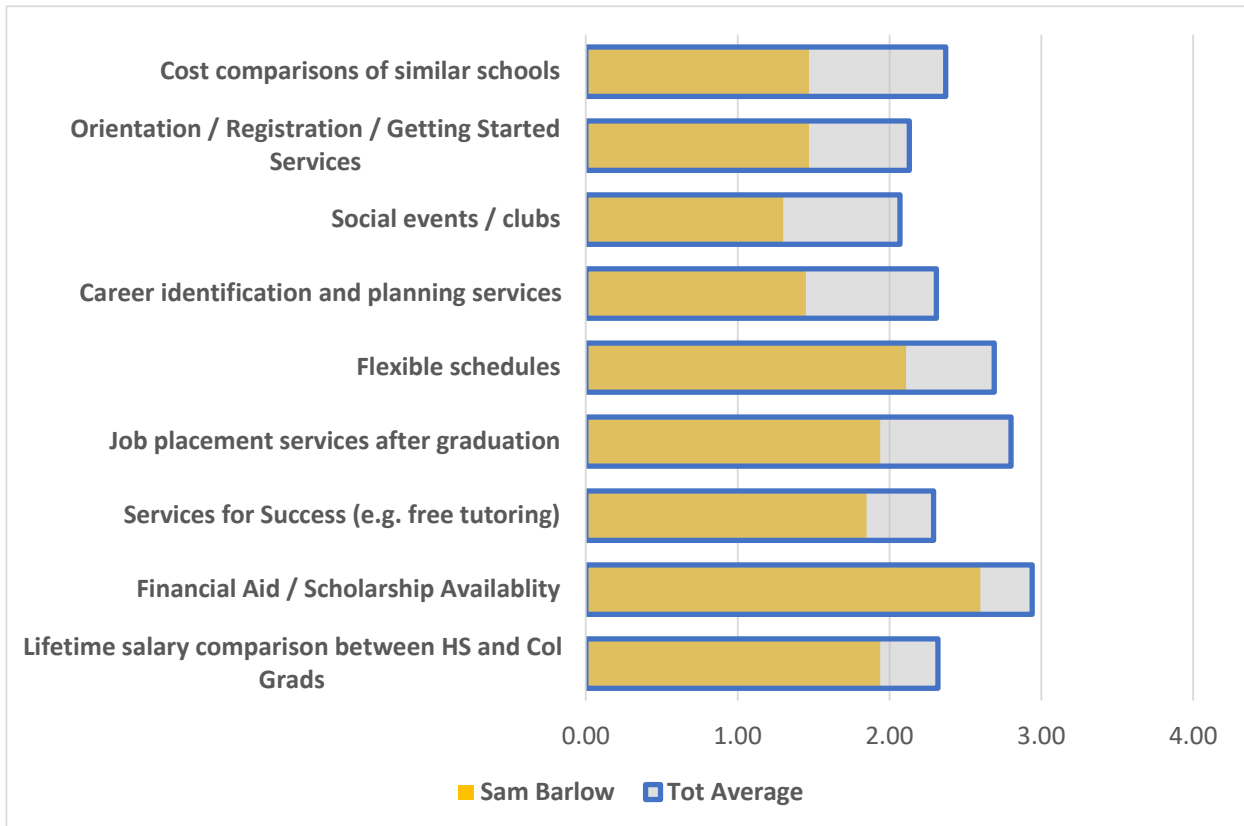


Table RNCSB2: Sam Barlow High School Seniors – Information Sources Likely to Increase Continuing Education

<i>Information sources likelihood of increasing continuing</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Average s.d.	Tot Average s.d.	Index
Lifetime salary comparison between HS and Col Grads	12 67%	1 6%	1 6%	3 17%	0 0%	1 6%	0 0%	18 100%	1.94 1.6	2.32 1.6	84
Financial Aid / Scholarship Availability	9 45%	3 15%	2 10%	3 15%	0 0%	2 10%	1 5%	20 100%	2.60 2.0	2.94 2.0	88
Services for Success (e.g. free tutoring)	13 65%	2 10%	0 0%	5 25%	0 0%	0 0%	0 0%	20 100%	1.85 1.3	2.29 1.6	81
Job placement services after graduation	12 67%	2 11%	0 0%	3 17%	0 0%	0 0%	1 6%	18 100%	1.94 1.7	2.80 2.0	69
Flexible schedules	11 58%	2 11%	1 5%	4 21%	0 0%	1 5%	0 0%	19 100%	2.11 1.6	2.69 1.8	78
Career identification and planning services	16 80%	1 5%	1 5%	2 10%	0 0%	0 0%	0 0%	20 100%	1.45 1	2.31 1.8	63
Social events / clubs	17 85%	1 5%	1 5%	1 5%	0 0%	0 0%	0 0%	20 100%	1.30 0.8	2.07 1.5	63
Orientation / Registration / Getting Started Services	16 84%	0 0%	0 0%	3 16%	0 0%	0 0%	0 0%	19 100%	1.47 1.1	2.13 1.6	69
Cost comparisons of similar schools	15 79%	1 5%	2 11%	0 0%	1 5%	0 0%	0 0%	19 100%	1.47 1.1	2.37 1.8	62

Results – For Seniors Planning to Continue Their Education

Overall Results

A total of 433 high school seniors (54.9% 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.

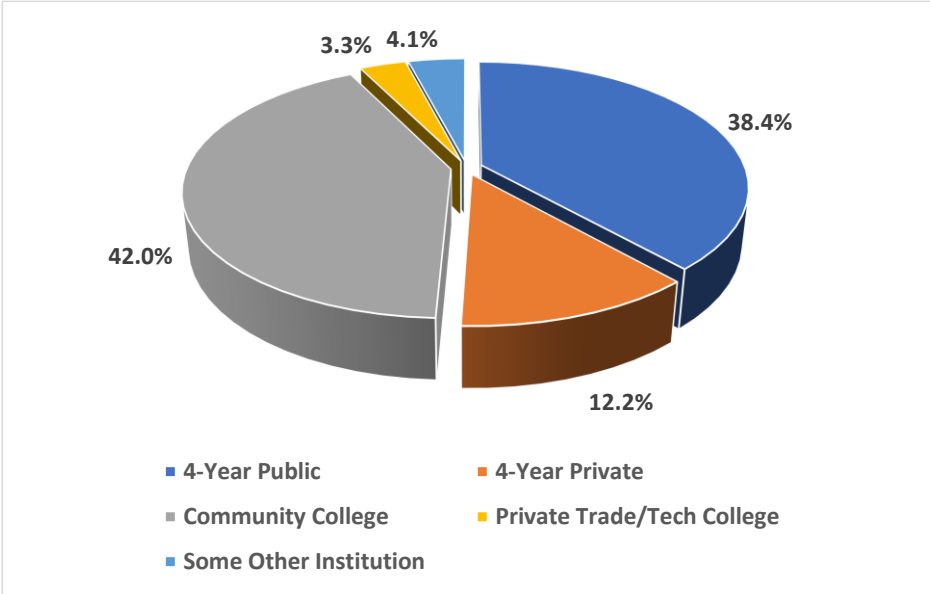
Type of Institution Attending

Results of the institution type seniors are attending are presented in Table CIA1. The majority of seniors (42.0%) indicated they will be attending a community college. An additional thirty-eight percent (38.4%) indicated they will be attending a four-year public university. Twelve percent (12.2%) 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 (3.3%) or some other type of institution (4.1%). Data are presented graphically in Figure CIA1.

Table CIA1: All Continuing Education Seniors by the Type of Institution They Are Attending

Institution Type	Count	% Within
4-Year Public	161	38.4%
4-Year Private	51	12.2%
Community College	176	42.0%
Private Trade/Tech College	14	3.3%
Some Other Institution	17	4.1%
Total	419	100.0%

Figure CIA1: 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 of attending* and *Programs available of interest to me* items each had just over eighty percent (81.6% each) of seniors identify it as “Somewhat Important” to “Totally Important.” The mean for the cost item was 5.85 (s.d. 1.4). The programs available item had a mean of 5.71 (s.d. 1.5). The *Availability of financial assistance*, and *Post graduate opportunities* items both had over seventy-seven percent (77.5% and 78.7% respectively) of seniors identify them as “Somewhat Important” to “Totally Important.” Mean scores for these two items were above 5.50 on a seven-point scale (*Availability of financial assistance* = 5.62, s.d. 1.6 and *Post graduate opportunities* mean = 5.59, s.d. 1.5). Four additional items had mean scores over five points on the seven-point scale: (1) *Access / convenient location / easy to get to* (mean = 5.28, s.d. 1.5), (2) *School / Program Reputation* (mean = 5.23, s.d. 1.6), (3) *Location / out of town / away from home* (mean = 5.07, s.d. 1.7), and (4) *Intangibles (The campus feels right)* (mean = 5.02, s.d. 1.6). The data are presented graphically in Figure CRS1.

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

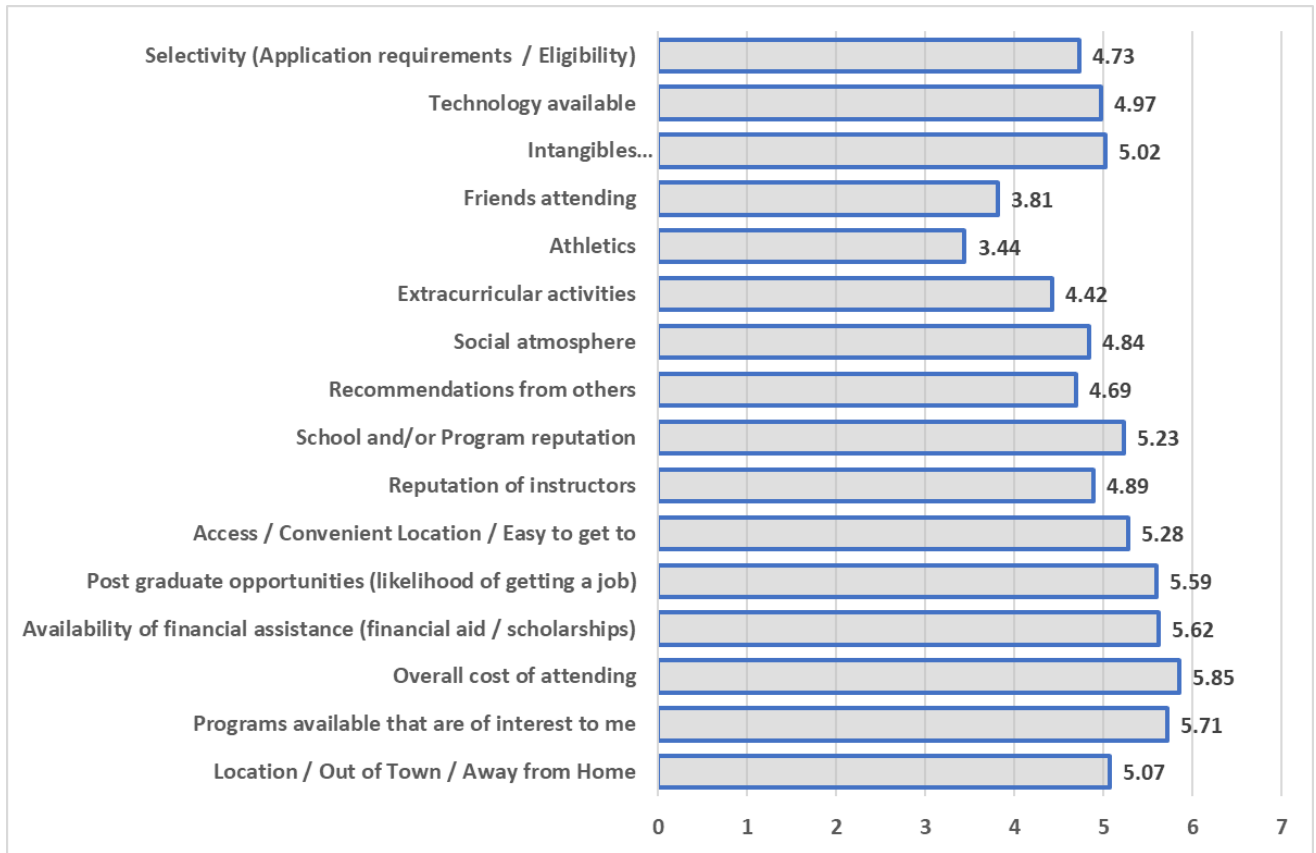


Table CRS1: Reasons for Selecting a College/University

<i>Reason for Selecting a college / university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Overall Mean s.d.	Index
Location / Out of Town / Away from Home	23 6.1%	15 4.0%	12 3.2%	71 18.9%	76 20.3%	98 26.1%	80 21.3%	375 100.0%	5.07 1.7	5.07 1.7	100
Programs available that are of interest to me	18 4.8%	3 0.8%	6 1.6%	42 11.2%	49 13.1%	114 30.4%	143 38.1%	375 100.0%	5.71 1.5	5.71 1.5	100
Overall cost of attending	8 2.1%	3 0.8%	10 2.7%	48 12.8%	47 12.5%	92 24.5%	168 44.7%	376 100.0%	5.85 1.4	5.85 1.4	100
Availability of financial assistance (financial aid / scholarships)	17 4.5%	8 2.1%	5 1.3%	54 14.4%	45 12.0%	103 27.5%	142 38.0%	374 100.0%	5.62 1.6	5.62 1.6	100
Post graduate opportunities (likelihood of getting a job)	16 4.3%	4 1.1%	11 2.9%	49 13.0%	58 15.4%	109 29.0%	129 34.3%	376 100.0%	5.59 1.5	5.59 1.5	100
Access / Convenient Location / Easy to get to	14 3.8%	8 2.1%	10 2.7%	67 18.0%	85 22.8%	105 28.2%	84 22.5%	373 100.0%	5.28 1.5	5.28 1.5	100
Reputation of instructors	21 5.6%	9 2.4%	16 4.3%	107 28.8%	70 18.8%	88 23.7%	61 16.4%	372 100.0%	4.89 1.6	4.89 1.6	100
School and/or Program reputation	19 5.1%	10 2.7%	8 2.1%	68 18.1%	72 19.2%	119 31.7%	79 21.1%	375 100.0%	5.23 1.6	5.23 1.6	100
Recommendations from others	24 6.4%	14 3.7%	19 5.0%	107 28.4%	87 23.1%	85 22.5%	41 10.9%	377 100.0%	4.69 1.6	4.69 1.6	100
Social atmosphere	26 6.9%	14 3.7%	12 3.2%	99 26.4%	81 21.6%	77 20.5%	66 17.6%	375 100.0%	4.84 1.7	4.84 1.7	100
Extracurricular activities	29 7.8%	25 6.7%	35 9.4%	106 28.4%	71 19.0%	65 17.4%	42 11.3%	373 100.0%	4.42 1.7	4.42 1.7	100
Athletics	90 23.9%	57 15.2%	27 7.2%	95 25.3%	45 12.0%	31 8.2%	31 8.2%	376 100.0%	3.44 1.9	3.44 1.9	100
Friends attending	63 16.8%	44 11.7%	35 9.3%	95 25.3%	65 17.3%	48 12.8%	26 6.9%	376 100.0%	3.81 1.8	3.81 1.8	100
Intangibles (The campus feels right)	20 5.4%	11 2.9%	16 4.3%	93 24.9%	62 16.6%	98 26.3%	73 19.6%	373 100.0%	5.02 1.6	5.02 1.6	100
Technology available	20 5.4%	13 3.5%	19 5.1%	86 23.1%	75 20.2%	88 23.7%	71 19.1%	372 100.0%	4.97 1.6	4.97 1.6	100
Selectivity (Application requirements / Eligibility)	23 6.1%	13 3.4%	19 5.0%	117 30.9%	78 20.6%	74 19.5%	55 14.5%	379 100.0%	4.73 1.6	4.73 1.6	100

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

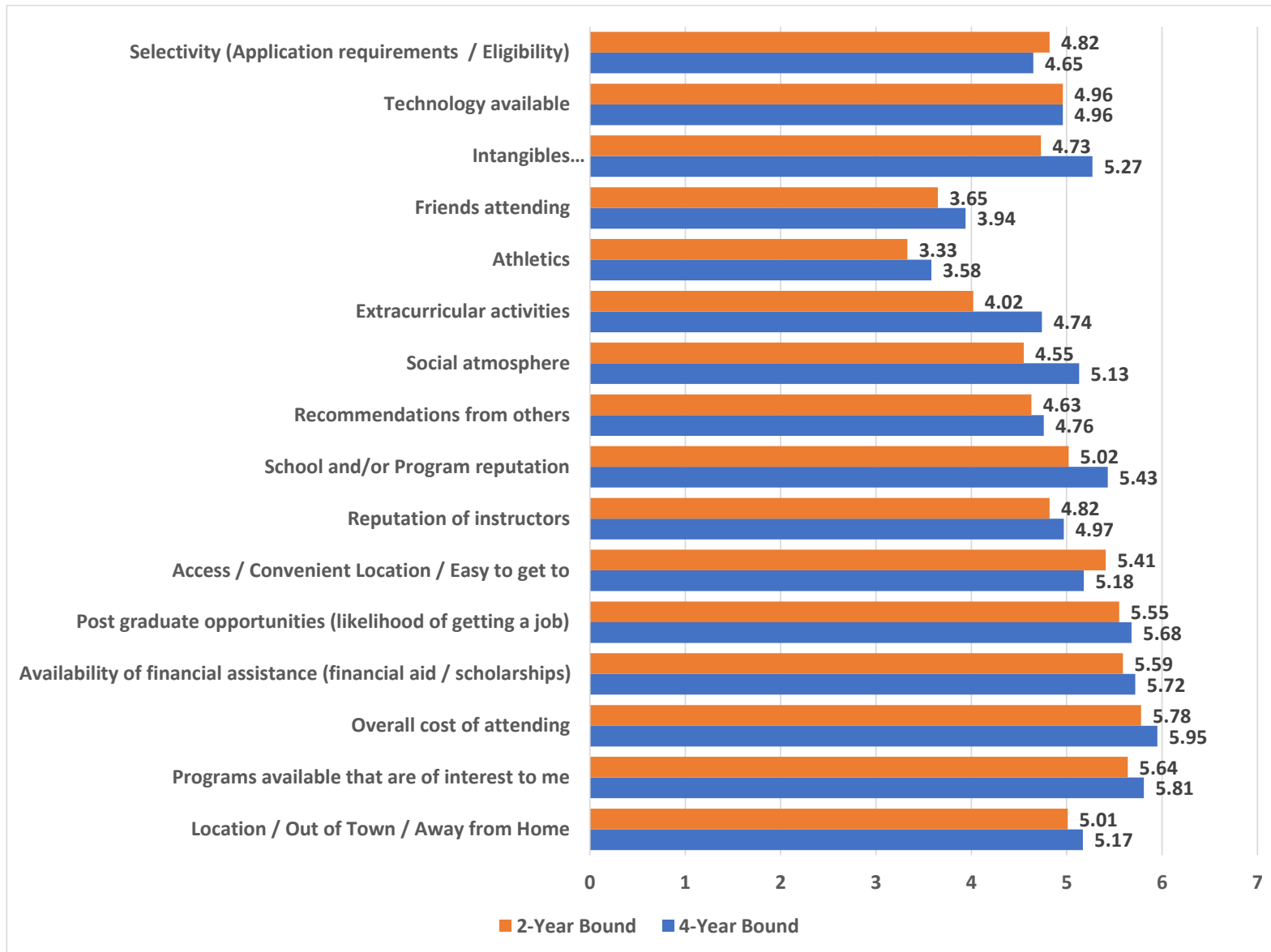
The Importance of Attributes data was examined to determine if there were differences between 2-year institution bound seniors and 4-year institution bound seniors. The data are presented in Table CRS2. Generally, seniors bound to 4-year institutions rated the items more important than their 2-year bound counterparts. Of the sixteen items assessed, 2-year institution bound seniors only rated one item more important than their 4-year bound counterparts: *Access / convenient location / easy to get to* (mean = 5.18, s.d. 1.5 4-year bound / mean = 5.41, s.d. 1.5 2-year bound). One additional item – *Technology available* – was rated at the same importance level (mean = 4.96, s.d. 1.6) for both 2-year and 4-year bound seniors. Mean importance scores by type of institution attending are presented graphically in Figure CRS2.

An Independent Samples t-test was conducted to determine if differences between 4-year institution and 2-year institution bound seniors' importance ratings were statistically significant. Four items revealed statistically significant differences. Seniors bound for 4-year institutions rated all of the items significantly more important than their 2-year bound counterparts: (1) *School / program reputation* ($t = 2.47, df = 357, p \leq .014$), (2) *Social Atmosphere* ($t = 3.38, df = 357, p \leq .001$), (3) *Extracurricular activities* ($t = 4.12, df = 356, p \leq .001$), and (4) *Intangibles* ($t = 3.16, df = 355, p \leq .002$).

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

<i>Reason for Selecting a college / university</i>	Total s.d.	4-Year Bound s.d.	2-Year Bound s.d.	t-Test (t value, df, p≤)
Location / Out of Town / Away from Home	5.07 1.7	5.17 1.6	5.01 1.8	
Programs available that are of interest to me	5.71 1.5	5.81 1.5	5.64 1.6	
Overall cost of attending	5.85 1.4	5.95 1.4	5.78 1.4	
Availability of financial assistance (financial aid / scholarships)	5.62 1.6	5.72 1.6	5.59 1.5	
Post graduate opportunities (likelihood of getting a job)	5.59 1.5	5.68 1.4	5.55 1.6	
Access / Convenient Location / Easy to get to	5.28 1.5	5.18 1.5	5.41 1.5	
Reputation of instructors	4.89 1.6	4.97 1.6	4.82 1.6	
School and/or Program reputation	5.23 1.6	5.43 1.5	5.02 1.6	2.469, 357, p≤.014
Recommendations from others	4.69 1.6	4.76 1.6	4.63 1.6	
Social atmosphere	4.84 1.7	5.13 1.6	4.55 1.7	3.381, 357, p≤.001
Extracurricular activities	4.42 1.7	4.74 1.6	4.02 1.7	4.117, 356, p≤.001
Athletics	3.44 1.9	3.58 2.0	3.33 1.9	
Friends attending	3.81 1.8	3.94 1.9	3.65 1.8	
Intangibles (The campus feels right)	5.02 1.6	5.27 1.5	4.73 1.7	3.163, 355, p≤.002
Technology available	4.97 1.6	4.96 1.6	4.96 1.6	
Selectivity (Application requirements / Eligibility)	4.73 1.6	4.65 1.6	4.82 1.6	

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.

Over half (51.1%) of college/university bound seniors indicated they had been awarded at least one scholarship. The average (mean) scholarship award was \$17,826. 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 (\$11,320.10) is also reported.

The median value of scholarships was \$4,500. The average number of awards seniors received was 2.00. Seniors were also asked to provide the name of each scholarship they received. These data are presented in [Appendix B](#).

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

<i>Awarded any scholarships</i>	Count	%
Yes	213	51.1%
No	204	48.9%
Total	417	100.0%
<i>Summary Statistics for Scholarships</i>		Total
<i>Awarded</i>	Value	Index
Average Amount Awarded	\$17,826.00	100
s.d. of Amount Awarded	\$50,628.00	100
Trimmed Mean (5%)	\$11,320.10	100
Median Value of Awards	\$4,500.00	100
Minimum	\$1.00	
Maximum	\$400,000.00	
Average Number of Awards	2.00	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, eighteen percent (18.1%) indicated they would be heading out-of-state. Two-year bound seniors were more likely to indicate they would be staying in-state. Only 5.6% 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

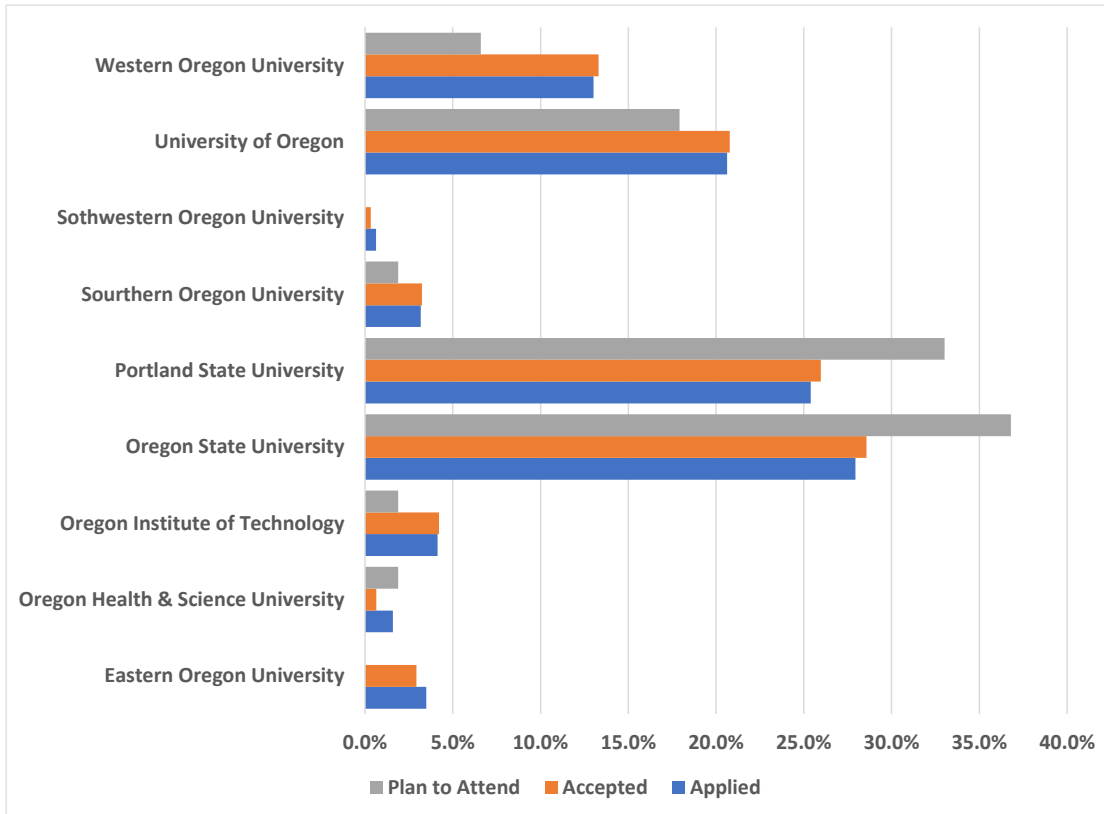
<i>In-State / Out-of-State Bound</i>		Count	Total %	Index
4-Year College / University Bound	In-State	158	81.9%	100
	Out-of-State	35	18.1%	100
	Total	193	100.0%	
2-Year College Bound	In-State	168	94.4%	100
	Out-of-State	10	5.6%	100
	Total	178	100.0%	
All Continuing Education Seniors	In-State	326	87.9%	100
	Out-of-State	45	12.1%	100
	Total	371	100.0%	

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

<i>Institution</i>	Applied			Total Accepted			Plan to Attend		
	Count	%	Index	Count	%	Index	Count	%	Index
Eastern Oregon University	11	3.5%	100	9	2.9%	100	0	0.0%	100
Oregon Health & Science University	5	1.6%	100	2	0.6%	100	2	1.9%	100
Oregon Institute of Technology	13	4.1%	100	13	4.2%	100	2	1.9%	100
Oregon State University	88	27.9%	100	88	28.6%	100	39	36.8%	100
Portland State University	80	25.4%	100	80	26.0%	100	35	33.0%	100
Southern Oregon University	10	3.2%	100	10	3.2%	100	2	1.9%	100
Sothwestern Oregon University	2	0.6%	100	1	0.3%	100	0	0.0%	100
University of Oregon	65	20.6%	100	64	20.8%	100	19	17.9%	100
Western Oregon University	41	13.0%	100	41	13.3%	100	7	6.6%	100
Total	315	100.0%		308	100.0%		106	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 Oregon State University (27.9% Applied) or Portland State University (25.4% Applied). The University of Oregon (20.6% Applied) was the third highest institution for applications. Western Oregon University was the fourth most often applied to public university with 13.0% of seniors applying. All other four-year public institutions had less than 5% of seniors apply. Of the 315 seniors that applied to public universities, 308 were accepted (an 97.8% acceptance rate). Proportions of those that applied were similar to those accepted (proportions between the two categories were within 1.0%). For seniors indicating they would be attending a four-year public university, three institutions had the highest proportions: (1) Oregon State University (36.8% plan to attend), (2) Portland State University (33.0% plan to attend), and (3) University of Oregon (17.9% plan to attend). All other public universities had less than 5% of seniors indicating they plan to attend; the exception being Western Oregon University with 6.6% of seniors indicating they plan to 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



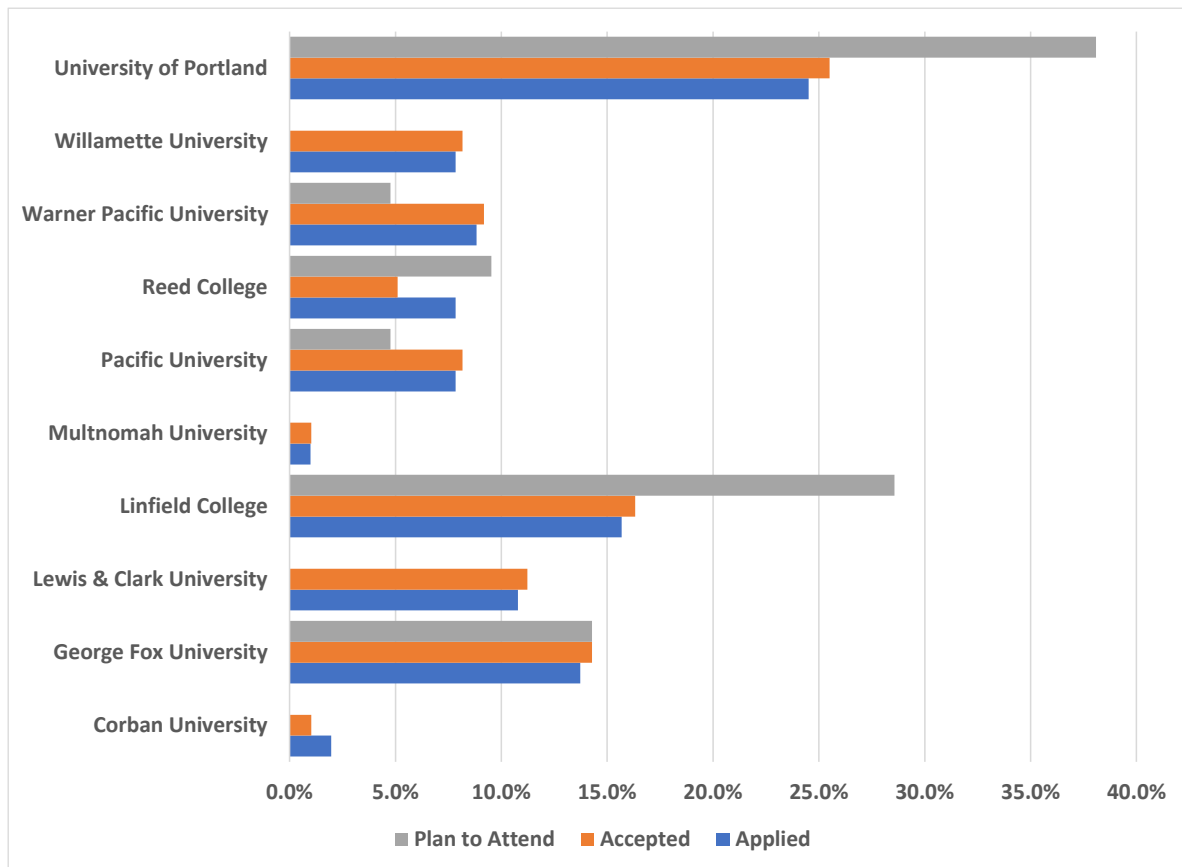
For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CIS3. A total of 102 private university applications were submitted. For seniors that applied to private institutions, University of Portland (24.5%), Linfield College (15.7%), George Fox University (13.7%), and Lewis & Clark University (10.8%) had the highest proportions. Pacific University, Reed College, Warner Pacific College, and Willamette University each had just under ten percent of the application (7.8% 7.8%, 8.8%, and 7.8% respectively). All other private institutions listed had applied proportions at or below 2%. Of the 102 applications to a private institution, 98 were accepted (a 96.1% acceptance rate). The proportions of students accepted were not substantially different from the proportion of applications (generally applications were within $\pm 1\%$; Reed College was the exception with 5.1% proportion being accepted (2.7% lower than the proportion of applications)). Of the 98 applications that were accepted, twenty-one students indicated they would attend a private institution. The majority of students indicated they plan to attend University of Portland (38.1% of those attending a private university) or Linfield College (28.6% of those attending a private university). The next highest proportion indicated they plan to be attending George Fox University (14.3%). Reed College had just under ten percent (9.8%) of those attending. The remaining universities had less than five percent of those planning to attend a private university. Figure CIS2 presents the four-year private institution data graphically. Seniors were also

asked if the private institution they planned to attend was not on the list to provide the name of that institution; results are available in [Appendix D](#).

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

Institution	Applied			Total Accepted			Plan to Attend		
	Count	%	Index	Count	%	Index	Count	%	Index
Corban University	2	2.0%	100	1	1.0%	100	0	0.0%	100
George Fox University	14	13.7%	100	14	14.3%	100	3	14.3%	100
Lewis & Clark University	11	10.8%	100	11	11.2%	100	0	0.0%	100
Linfield College	16	15.7%	100	16	16.3%	100	6	28.6%	100
Multnomah University	1	1.0%	100	1	1.0%	100	0	0.0%	100
Pacific University	8	7.8%	100	8	8.2%	100	1	4.8%	100
Reed College	8	7.8%	100	5	5.1%	100	2	9.5%	100
Warner Pacific University	9	8.8%	100	9	9.2%	100	1	4.8%	100
Willamette University	8	7.8%	100	8	8.2%	100	0	0.0%	100
University of Portland	25	24.5%	100	25	25.5%	100	8	38.1%	100
Total	102	100.0%		98	100.0%		21	100.0%	

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

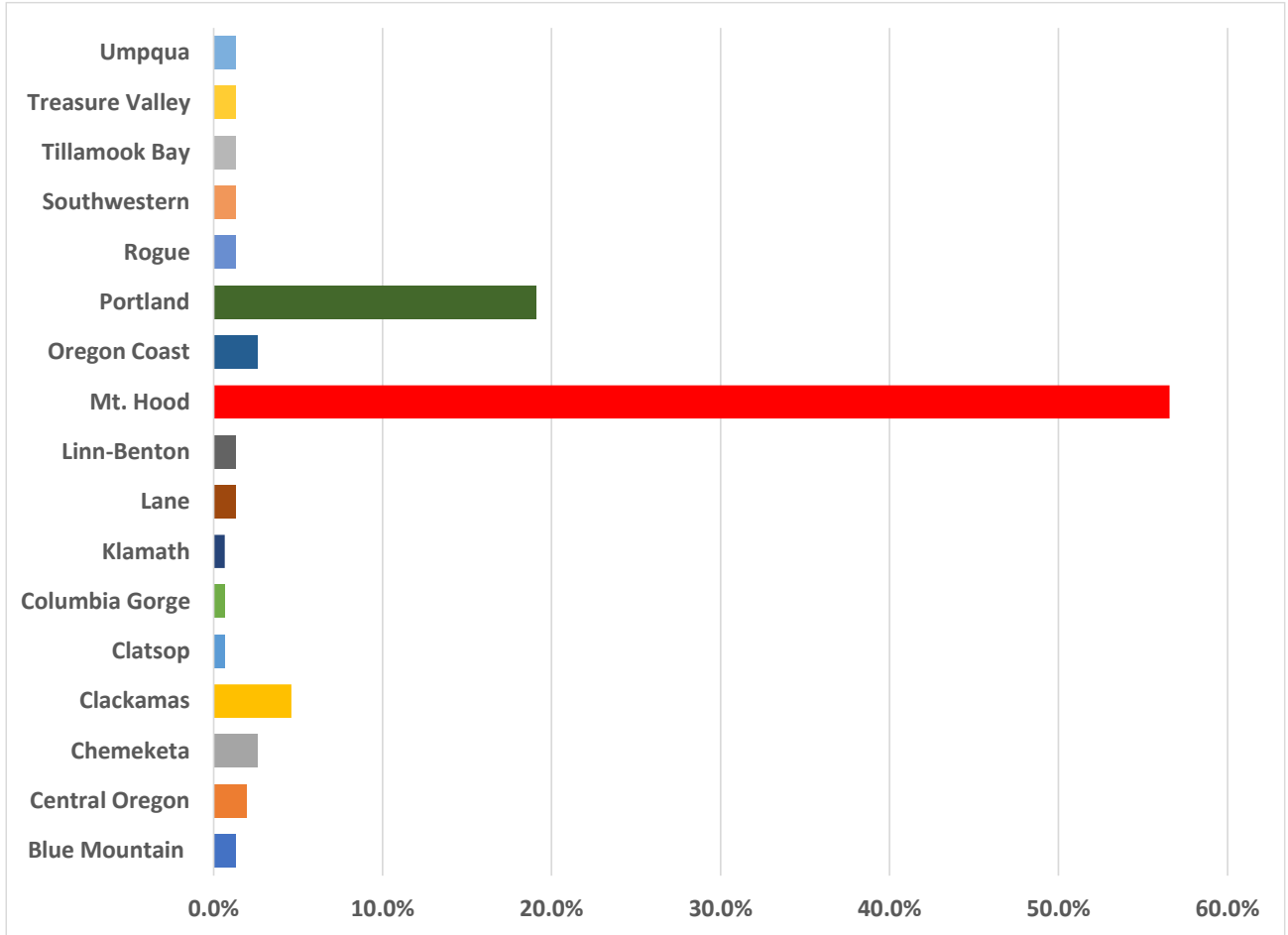


For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical 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 152 seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated they would be attending Mt. Hood Community College (56.6% plan to attend). Almost a quarter (23.7%) indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (4.6%) and Portland Community College (19.1%). Both Chemeketa and Oregon Coast Community Colleges has almost three percent (2.6% each) indicating they will attend. 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

<i>Institution</i>	Total Plan to Attend		
	Count	%	Index
Blue Mountain	2	1.3%	100
Central Oregon	3	2.0%	100
Chemeketa	4	2.6%	100
Clackamas	7	4.6%	100
Clatsop	1	0.7%	100
Columbia Gorge	1	0.7%	100
Klamath	1	0.7%	100
Lane	2	1.3%	100
Linn-Benton	2	1.3%	100
Mt. Hood	86	56.6%	100
Oregon Coast	4	2.6%	100
Portland	29	19.1%	100
Rogue	2	1.3%	100
Southwestern	2	1.3%	100
Tillamook Bay	2	1.3%	100
Treasure Valley	2	1.3%	100
Umpqua	2	1.3%	100
Total	152	100.0%	

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

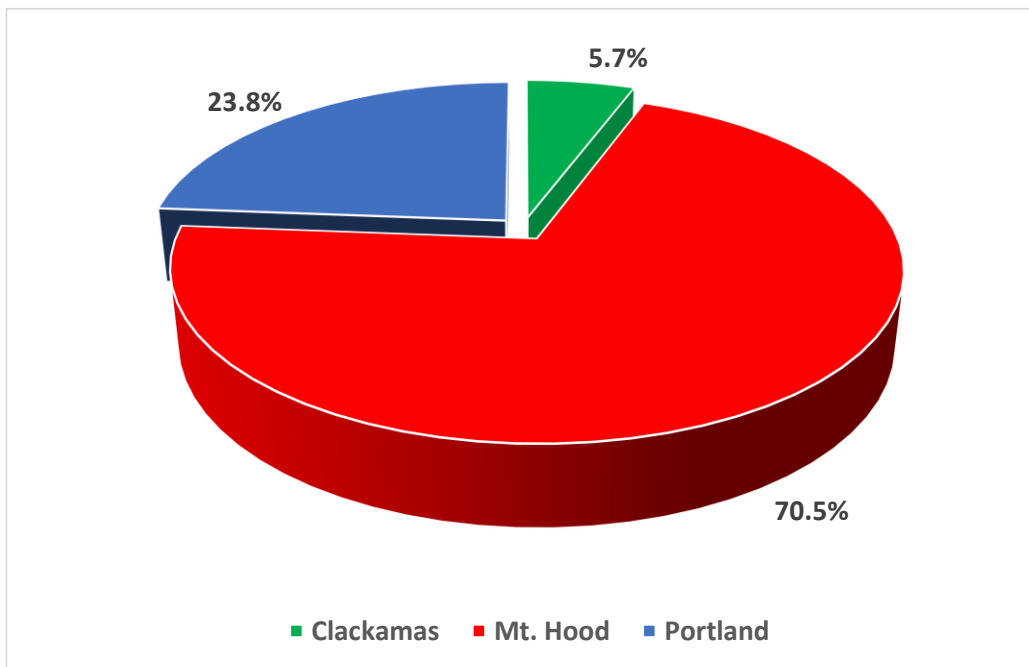


Data regarding attending one of the three Portland Metropolitan Community Colleges was investigated further. The data for the three colleges – Clackamas, Mt. Hood, and Portland – are presented in Table CIS5. Of the 152 seniors that planned to attend a community college, 122 (80.3%) plan to attend a college within the Portland Metropolitan Area. Although all seniors surveyed attended high schools within the Mt. Hood Community College District, over a quarter (29.5%) 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 Metropolitan 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 Community Colleges	Count	%
Clackamas	7	5.7%
Mt. Hood	86	70.5%
Portland	29	23.8%
Total	122	100.0%

Figure CIS4: Seniors Attending Portland Metropolitan Community Colleges



Past administrations of the survey revealed that very few seniors indicated they would attend a private technical college or some other institution. This year, instead of identifying from a list, seniors were asked to write in the private institution or some other college they planned to attend. This year a total of thirty-one seniors identified a private technical college or other institution. These seniors were asked to write-in the institution they planned to attend. Results are available in [Appendix D](#).

Continuing Education Results for Centennial

Type of Institution Attending

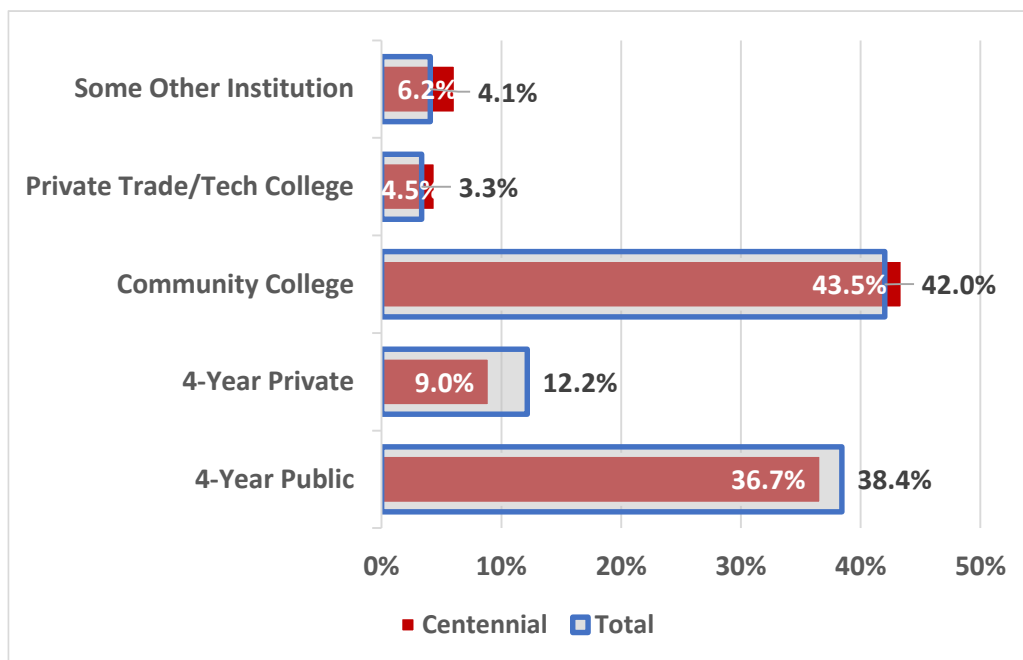
Results of the institution type Centennial Seniors are attending are presented in Table CTIACen1 along with the totals for all seniors continuing their education. The majority of Centennial Seniors (43.5%) indicated they will be attending a community college. Centennial Seniors were just as likely to indicate they

Table CTIACen1: Centennial Seniors and Seniors Overall by Type of Institution Attending

<i>What Type of Institution Are You Attending</i>	Centennial			Total	
	Count	% Within	Index	Count	% Within
4-Year Public	65	36.7%	96	161	38.4%
4-Year Private	16	9.0%	74	51	12.2%
Community College	77	43.5%	104	176	42.0%
Private Trade/Tech College	8	4.5%	135	14	3.3%
Some Other Institution	11	6.2%	153	17	4.1%
Total	177	100.0%		419	100.0%

were attending a community college than seniors overall 43.5% Centennial compared to 42.0% seniors overall). Centennial Seniors were just as likely as seniors overall to indicate they would be attending a 4-year public institution (36.7% Centennial compared to 38.4% seniors overall). Centennial Seniors were much less likely to indicate they would be attending a 4-year private institution (9.0% Centennial Seniors compared to 12.2% seniors overall). A higher proportion of Centennial Seniors indicated they would attend a Private Trade/Technical College or Some Other Institution. Centennial Seniors were asked to identify either the Private Trade/Technical College or Some other institution; these data are available in [Appendix D](#). Data are presented graphically in Figure CTIACen1.

Figure CTIACen1: Plot of Centennial Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Centennial 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 CRSCen1. The table includes the mean (and standard deviation) for Centennial Seniors and the mean (and standard deviation) for all participating high school seniors; the latter are highlighted in alternating grey and white. 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.

For Centennial Seniors, three items were considered more important than the others: (1) *Overall cost of attending* (mean = 5.95, s.d. 1.4), (2) *Programs available of interest to me* (mean = 5.65, s.d. 1.6), and (3) *Availability of financial assistance* (mean = 5.65, s.d. 1.7). All three of these items had over seventy-five percent of Centennial Seniors rate the importance between “Somewhat Important” and “Totally Important.” An additional four items had average importance scores above 5.00: (1) *Post graduate opportunities* (mean = 5.55, s.d. 1.6), (2) *Access / Convenient Location / Easy to get to* (mean = 5.38, s.d. 1.5), (3) *School / Program Reputation* (mean = 5.23, s.d. 1.6) and (4) *Technology available* (mean = 5.07, s.d. 1.6). The data are presented graphically in Figure CRSCen1.

Figure CRSCen1: Mean Rating Scores for Institution Selection Items by Centennial Seniors and Seniors Overall

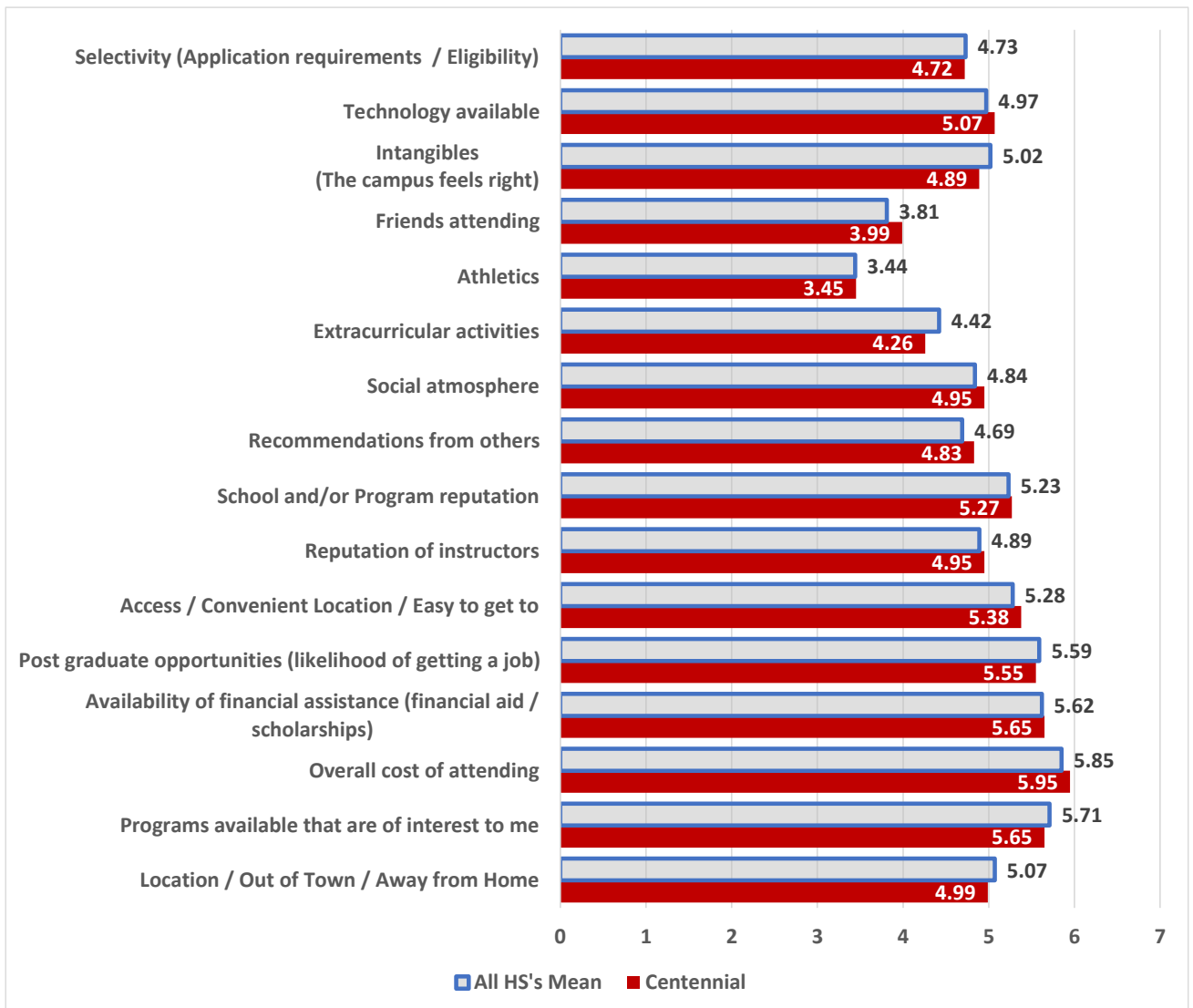


Table CRSCen1: Centennial Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

<i>Reason for Selecting a college / university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	All HS's Mean s.d.	Index
Location / Out of Town / Away from Home	11 6.6%	10 6.0%	5 3.0%	32 19.3%	31 18.7%	40 24.1%	37 22.3%	166 100.0%	4.99 1.8	5.07 1.7	98
Programs available that are of interest to me	10 6.1%	1 0.6%	2 1.2%	21 12.7%	18 10.9%	50 30.3%	63 38.2%	165 100.0%	5.65 1.6	5.71 1.5	99
Overall cost of attending	4 2.4%	1 0.6%	5 3.0%	18 11.0%	15 9.1%	40 24.4%	81 49.4%	164 100.0%	5.95 1.4	5.85 1.4	102
Availability of financial assistance (financial aid / scholarships)	8 4.8%	5 3.0%	1 0.6%	23 13.9%	19 11.5%	39 23.6%	70 42.4%	165 100.0%	5.65 1.7	5.62 1.6	101
Post graduate opportunities (likelihood of getting a job)	8 4.8%	3 1.8%	6 3.6%	20 12.0%	27 16.3%	39 23.5%	63 38.0%	166 100.0%	5.55 1.6	5.59 1.5	99
Access / Convenient Location / Easy to get to	6 3.6%	3 1.8%	5 3.0%	29 17.5%	33 19.9%	45 27.1%	45 27.1%	166 100.0%	5.38 1.5	5.28 1.5	102
Reputation of instructors	11 6.7%	3 1.8%	8 4.9%	41 25.0%	28 17.1%	44 26.8%	29 17.7%	164 100.0%	4.95 1.6	4.89 1.6	101
School and/or Program reputation	9 5.5%	4 2.4%	2 1.2%	32 19.4%	29 17.6%	50 30.3%	39 23.6%	165 100.0%	5.27 1.6	5.23 1.6	101
Recommendations from others	12 7.2%	5 3.0%	5 3.0%	44 26.5%	38 22.9%	36 21.7%	26 15.7%	166 100.0%	4.83 1.6	4.69 1.6	103
Social atmosphere	10 6.1%	6 3.6%	5 3.0%	42 25.5%	33 20.0%	36 21.8%	33 20.0%	165 100.0%	4.95 1.6	4.84 1.7	102
Extracurricular activities	15 9.0%	14 8.4%	14 8.4%	47 28.3%	37 22.3%	24 14.5%	15 9.0%	166 100.0%	4.26 1.7	4.42 1.7	96
Athletics	42 25.3%	24 14.5%	9 5.4%	43 25.9%	19 11.4%	14 8.4%	15 9.0%	166 100.0%	3.45 2.0	3.44 1.9	100
Friends attending	23 13.9%	19 11.4%	15 9.0%	41 24.7%	29 17.5%	26 15.7%	13 7.8%	166 100.0%	3.99 1.8	3.81 1.8	105
Intangibles (The campus feels right)	12 7.3%	5 3.0%	8 4.8%	43 26.1%	28 17.0%	34 20.6%	35 21.2%	165 100.0%	4.89 1.7	5.02 1.6	97
Technology available	9 5.5%	4 2.4%	9 5.5%	37 22.6%	28 17.1%	39 23.8%	38 23.2%	164 100.0%	5.07 1.6	4.97 1.6	102
Selectivity (Application requirements / Eligibility)	12 7.2%	8 4.8%	9 5.4%	41 24.7%	37 22.3%	33 19.9%	26 15.7%	166 100.0%	4.72 1.7	4.73 1.6	100

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 CSCen1. For Centennial Seniors, responses were evenly split between

Table CSCen1: Summary Statistics of Scholarship Awards for Centennial Seniors and Seniors Overall

<i>Awarded any scholarships</i>	Centennial		All High Schools	
	Count	%	Count	%
Yes	89	50.0%	213	51.1%
No	89	50.0%	204	48.9%
Total	178	100.0%	417	100.0%
<i>Summary Statistics for Scholarships Awarded</i>	Centennial		All High Schools	
	Value	Index	Value	Index
Average Amount Awarded	\$21,809.20	122	\$17,826.00	100
s.d. of Amount Awarded	\$68,033.90	134	\$50,628.00	100
Trimmed Mean (5%)	\$16,401.90	145	\$11,320.10	100
Median Value of Awards	\$4,500.00	100	\$4,500.00	100
Minimum	\$500.00		\$1.00	
Maximum	\$400,000.00		\$400,000.00	
Average Number of Awards	1.57	79	2.00	100

scholarship recipients and none recipients. Exactly half (50.0%) of Centennial Seniors continuing their education indicated they had received at least one scholarship. This was similar ratio to seniors overall (51.1%). The average (mean) scholarship award was \$21,809.20 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 (\$16,401.90) is also reported and is a more accurate reflection of the average award. The median value of scholarship awards was \$4,500.00; this, also, is the same as median value of awards for seniors overall. The average number of awards Centennial Seniors received was 1.57, less than the average (2.00) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in [Appendix B](#).

Institution Selection

Based on the response to the type of institution they were attending, Centennial Seniors were first asked if they were planning to attend an in-state or out-of-state institution. Centennial 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 CISCen1. For all seniors heading to a four-year institution, 18.1% indicated they would be heading out-of-state. Centennial Seniors were much less likely to indicate they would attend an institution out-of-state than were seniors overall; 7.7% 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, 3.6% indicated they were heading out-of-state compared to 5.6% of seniors overall.

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

<i>In-State / Out-of-State Bound</i>		Centennial			All High Schools	
		Count	%	Index	Count	%
4-Year College / University Bound	In-State	72	92.3%	113	158	81.9%
	Out-of-State	6	7.7%	42	35	18.1%
	Total	78	100.0%		193	100.0%
2-Year College Bound	In-State	80	96.4%	102	168	94.4%
	Out-of-State	3	3.6%	64	10	5.6%
	Total	83	100.0%		178	100.0%
All Continuing Education Seniors	In-State	152	94.4%	107	326	87.9%
	Out-of-State	9	5.6%	46	45	12.1%
	Total	161	100.0%		371	100.0%

For Centennial 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 each institution. Results for four-year public institutions are provided in Table CISCen2. The most likely institutions Centennial Seniors were likely to apply to were: (1) Oregon State University (29.2% Applied), (2) Portland State University (28.3% Applied), and (3) University of Oregon (22.5% Applied). Centennial seniors were more likely than seniors overall to apply to all three of these schools. Although a smaller proportion of Centennial Seniors applied to Oregon Health & Sciences University (4.3% Applied) and Southwestern University (1.7% Applied), the proportions were substantially higher than for seniors overall. For all other public universities, Centennial Seniors applied at a much lower rate than did seniors overall.

Of the 120 Centennial Seniors that applied to public universities, 112 were accepted (a 93.3% acceptance rate). The proportions of those accepted were similar 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. The proportion of Centennial Seniors accepted to Eastern Oregon University was smaller than the proportion accepted overall. The proportion of Centennial Seniors accepted to Southern Oregon University was much smaller than the proportion accepted overall. The proportion of Centennial Seniors accepted to Western Oregon University was substantially smaller than the proportion accepted overall.

The majority of Centennial Seniors indicating they would be attending a four-year public university identified Oregon State University (44.4% Plan to Attend), Portland State University (40.0% Plan to Attend), and University of Oregon (13.3% Plan to Attend). The only other institution Centennial Seniors indicated they plan to be attending was Oregon Health & Science University (2.2% Plan to Attend). Compared to seniors overall, the proportion of Centennial Seniors attending 4-year Public Universities is higher for: (1) Oregon State University, (2) Portland State University and (3) Oregon Health & Science University. The proportion of Centennial Seniors that plan to attend University of Oregon is substantially smaller than the proportion for seniors overall. Figure CISCen1 presents the data graphically.

Figure CISCen1: Proportions of Centennial Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

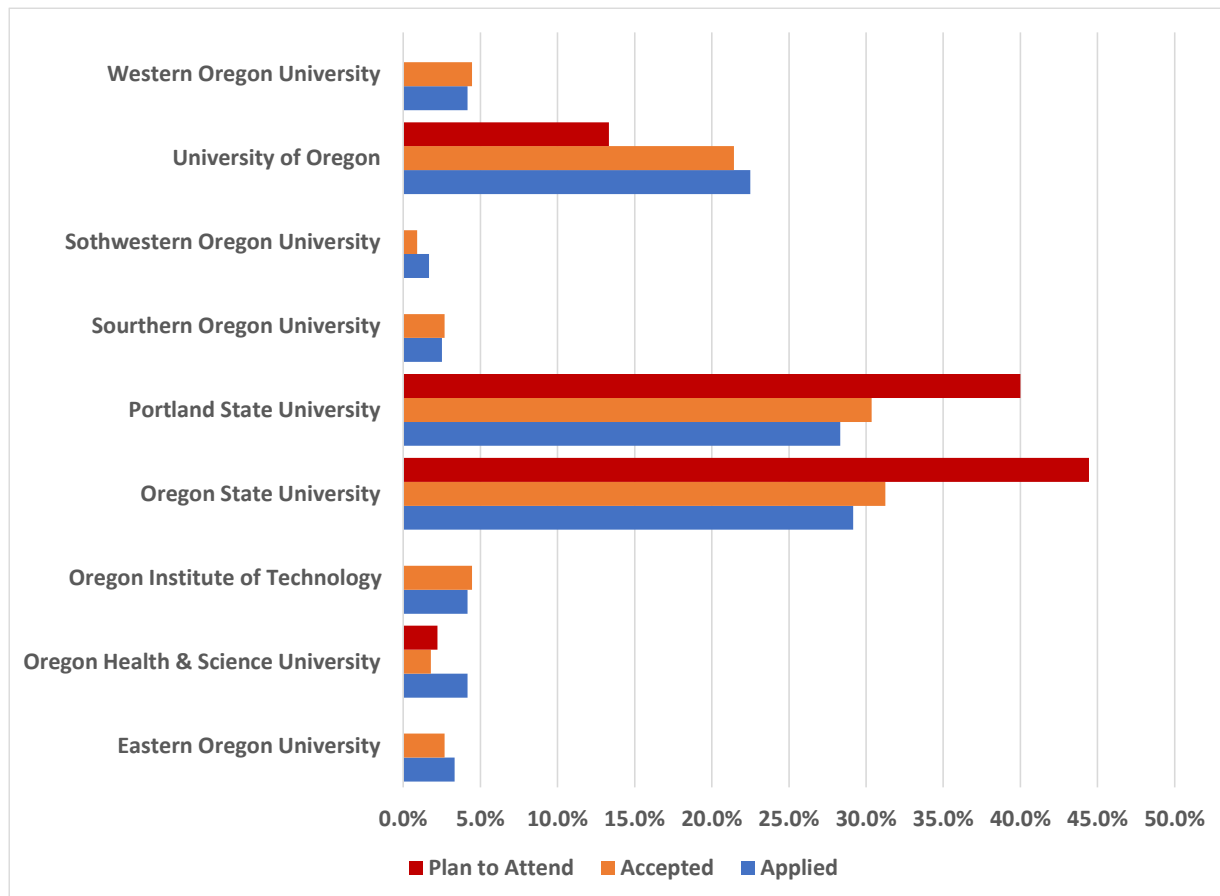


Table CISCen2: Centennial Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend a Four-Year Public Universities by Institution Attending

<i>Institution</i>	Applied			Centennial Accepted			Plan to Attend			Applied		All High Schools Accepted		Plan to Attend	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Count	%	Count	%
Eastern Oregon University	4	3.3%	95	3	2.7%	92	0	0.0%		11	3.5%	9	2.9%	0	0.0%
Oregon Health & Science University	5	4.2%	263	2	1.8%	275	1	2.2%	118	5	1.6%	2	0.6%	2	1.9%
Oregon Institute of Technology	5	4.2%	101	5	4.5%	106	0	0.0%	0	13	4.1%	13	4.2%	2	1.9%
Oregon State University	35	29.2%	104	35	31.3%	109	20	44.4%	121	88	27.9%	88	28.6%	39	36.8%
Portland State University	34	28.3%	112	34	30.4%	117	18	40.0%	121	80	25.4%	80	26.0%	35	33.0%
Southern Oregon University	3	2.5%	79	3	2.7%	83	0	0.0%	0	10	3.2%	10	3.2%	2	1.9%
Sothwestern Oregon University	2	1.7%	263	1	0.9%	275	0	0.0%		2	0.6%	1	0.3%	0	0.0%
University of Oregon	27	22.5%	109	24	21.4%	103	6	13.3%	74	65	20.6%	64	20.8%	19	17.9%
Western Oregon University	5	4.2%	32	5	4.5%	34	0	0.0%	0	41	13.0%	41	13.3%	7	6.6%
Total	120	100.0%		112	100.0%		45	100.0%		315	100.0%	308	100.0%	106	100.0%

For Centennial Seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, Centennial Seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISCen3. A total of fifty-four private university applications were submitted by Centennial Seniors. For Centennial Seniors that applied to private institutions, University of Portland (24.1% Applied) had the highest proportion. Sixteen percent (16.7% Applied) of Centennial Seniors that applied to private institutions applied to Linfield College. An equal proportion (13.0% Applied) of Centennial Seniors applied to George Fox University and to Lewis & Clark University. All other private institutions listed had applied proportions below 10%. Although the number of applications were small, the Centennial Seniors proportions of applications to Multnomah University, Lewis & Clark University, and Reed College compared to the proportions of seniors overall were very high.

Of the fifty-four applications to a private institution, forty-nine were accepted (a 90.7% acceptance rate). For most private institutions, the proportion of Centennial Seniors accepted was higher or similar compared to the proportion of all seniors combined. Four institutions were an exception: (1) Corban University, (2) Multnomah University, (3) Pacific University, and (4) Willamette University. For these institutions, the proportions of Centennial Seniors were much lower than the proportions for seniors overall. Compared to seniors overall, the proportion of Centennial Seniors accepted to private institutions was much higher for two of the ten private institutions identified: (1) Lewis & Clark University, and (2) Reed College.

Of the twenty-seven applications that were accepted, thirteen Centennial Seniors indicated they plan to attend a private institution. Five (38.5%) indicated they plan to attend Linfield College. Four (30.8%) indicated they plan to attend University of Portland. Finally, one each (7.7% each) indicated they plan to attend George Fox University, Pacific University, Reed College, and Warner Pacific University. Figure CISCen2 presents the four-year private institution data graphically.

Figure CISCen2: Proportions of Centennial Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

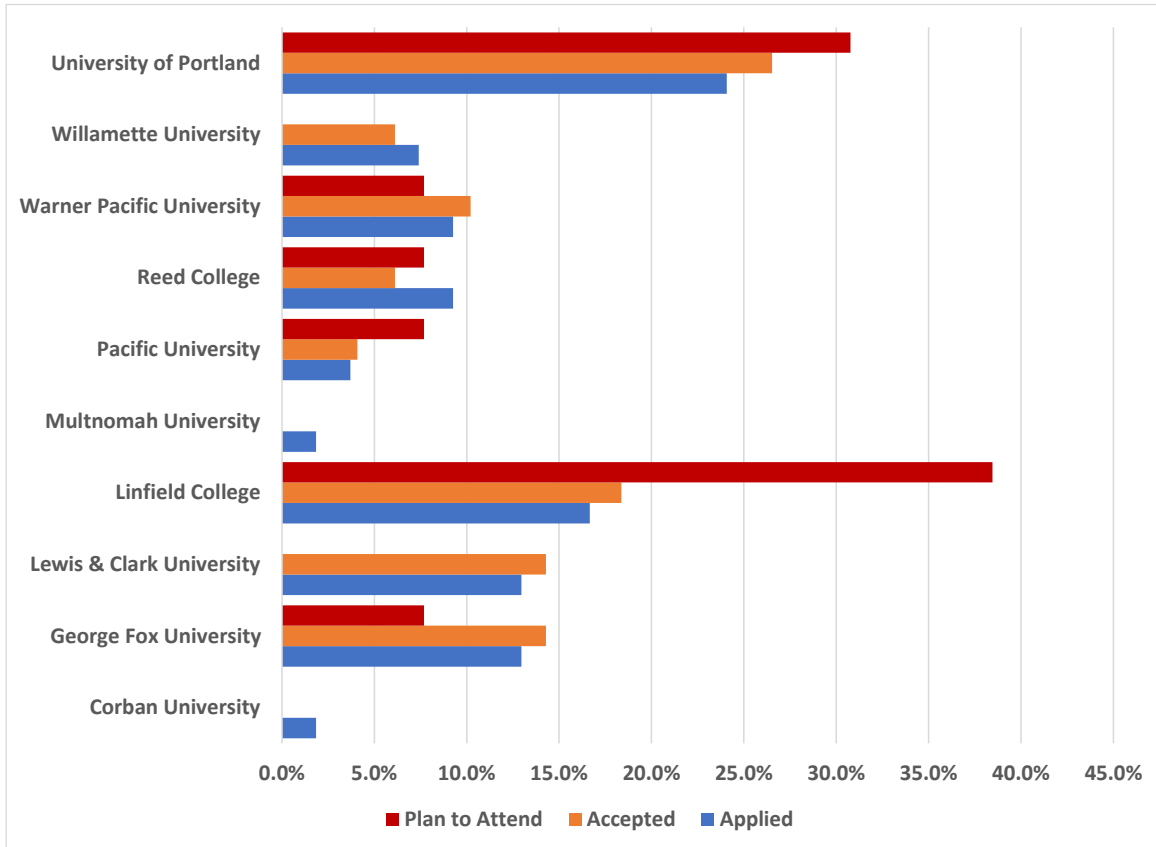


Table CISCen3: Centennial Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend Four-Year Private Universities by Institution Attending

<i>Institution</i>	Applied			Centennial Accepted			Plan to Attend			Applied		All High Schools Accepted		Plan to Attend	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Count	%	Count	%
Corban University	1	1.9%	94	0	0.0%	0	0	0.0%		2	2.0%	1	1.0%	0	0.0%
George Fox University	7	13.0%	94	7	14.3%	100	1	7.7%	54	14	13.7%	14	14.3%	3	14.3%
Lewis & Clark University	7	13.0%	120	7	14.3%	127	0	0.0%		11	10.8%	11	11.2%	0	0.0%
Linfield College	9	16.7%	106	9	18.4%	113	5	38.5%	135	16	15.7%	16	16.3%	6	28.6%
Multnomah University	1	1.9%	189	0	0.0%	0	0	0.0%		1	1.0%	1	1.0%	0	0.0%
Pacific University	2	3.7%	47	2	4.1%	50	1	7.7%	162	8	7.8%	8	8.2%	1	4.8%
Reed College	5	9.3%	118	3	6.1%	120	1	7.7%	81	8	7.8%	5	5.1%	2	9.5%
Warner Pacific University	5	9.3%	105	5	10.2%	111	1	7.7%	162	9	8.8%	9	9.2%	1	4.8%
Willamette University	4	7.4%	94	3	6.1%	75	0	0.0%		8	7.8%	8	8.2%	0	0.0%
University of Portland	13	24.1%	98	13	26.5%	104	4	30.8%	81	25	24.5%	25	25.5%	8	38.1%
Total	54	100.0%		49	100.0%		13	100.0%		102	100.0%	98	100.0%	21	100.0%

Table CISCen4: Centennial Seniors and Seniors Overall Bound for Community College by Institution Attending

<i>Institution</i>	Centennial Plan to Attend			All High Schools Plan to Attend		
	Count	%	Index	Count	%	Index
Blue Mountain	1	1.8%	133	2	1.3%	100
Central Oregon	1	1.8%	89	3	2.0%	100
Chemeketa	1	1.8%	67	4	2.6%	100
Clackamas	3	5.3%	114	7	4.6%	100
Clatsop	0	0.0%	0	1	0.7%	100
Columbia Gorge	0	0.0%	0	1	0.7%	100
Klamath	1	1.8%	267	1	0.7%	100
Lane	0	0.0%	0	2	1.3%	100
Linn-Benton	0	0.0%	0	2	1.3%	100
Mt. Hood	37	64.9%	115	86	56.6%	100
Oregon Coast	1	1.8%	67	4	2.6%	100
Portland	10	17.5%	92	29	19.1%	100
Rogue	1	1.8%	133	2	1.3%	100
Southwestern	0	0.0%	0	2	1.3%	100
Tillamook Bay	0	0.0%	0	2	1.3%	100
Treasure Valley	0	0.0%	0	2	1.3%	100
Umpqua	1	1.8%	133	2	1.3%	100
Total	57	100.0%		152	100.0%	

For Centennial 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 CISCen4. A total of 57 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 (64.9% Attending). Over seventeen percent (17.5%) indicated they plan to attend Portland Community College. An additional five percent (5.3%) indicated the plan to attend Clackamas Community College. Centennial Seniors identified their plan to attend seven additional community colleges. One each (1.8%) indicated they plan to attend: (1) Blue Mountain, (2) Central Oregon, (3) Chemeketa, (4) Klamath, (5) Oregon Coast, (6) Rogue, and (7) Umpqua. The Community College attending data are presented graphically in Figure CISCen3.

Figure CISCen3: Proportion of Centennial Seniors Planning to Attend a Community College by Institution

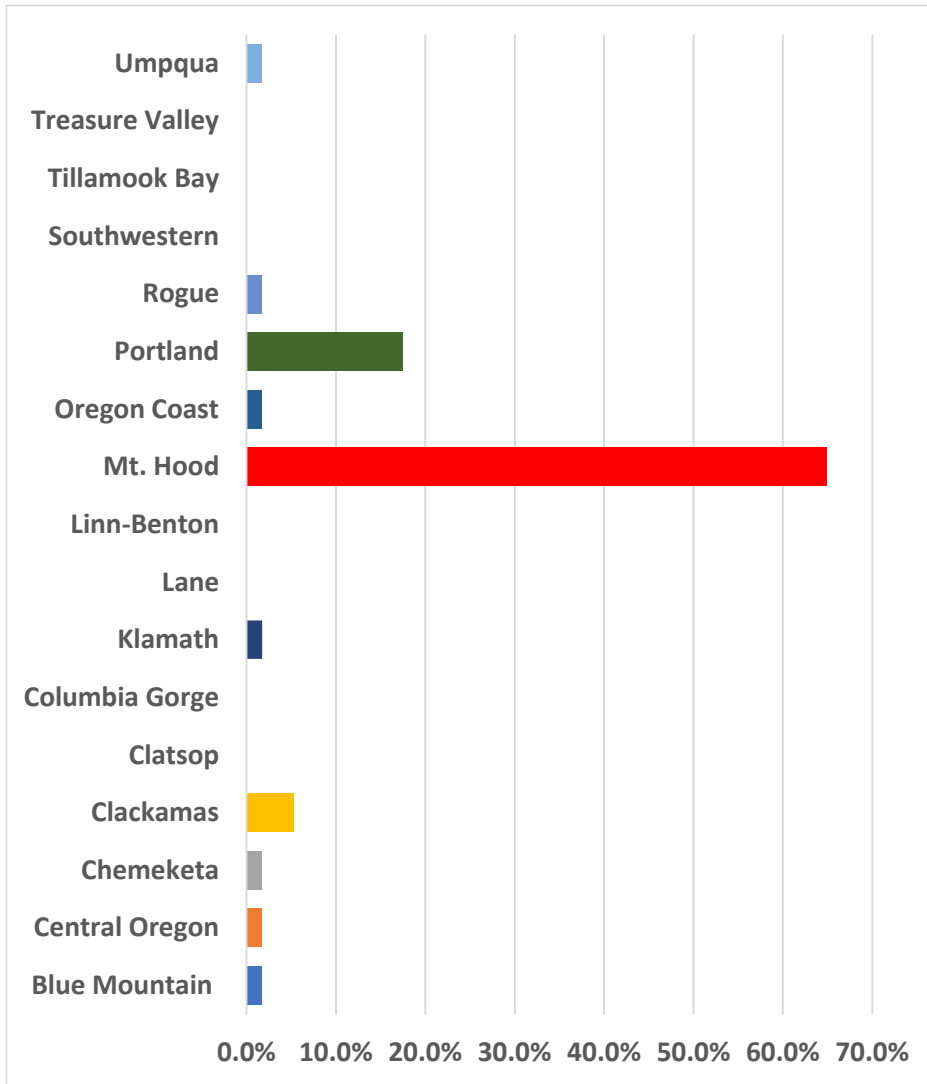


Table CISCen5: Proportion of Centennial Seniors Planning to Attend a Portland Metropolitan Community College by Institution

Metro Community Colleges	Centennial			Total	
	Count	%	Index	Count	%
Clackamas	3	6.0%	105	7	5.7%
Mt. Hood	37	74.0%	105	86	70.5%
Portland	10	20.0%	84	29	23.8%
Total	50	100.0%		122	100.0%

Additional analysis was completed for the three Portland Metropolitan Community Colleges. For all high schools participating in the study, their district boundaries fall completely within the MHCC District. Any student the opts to attend one of the other two metro colleges constitutes leakage and should be addressed. While the majority of Centennial Seniors are planning to attend MHCC, over a quarter (26%) have indicated they plan to attend one of the other two colleges. Compared to seniors overall, the proportion of Centennial Students that are planning to attend Clackamas Community College is slightly higher (6.0% Centennial Seniors compared to 5.7% seniors overall). They plan to attend MHCC at a slightly higher rate compared to seniors overall (74.0% compared to 70.5% overall). Finally, they plan to attend Portland Community College at a lower rate to seniors overall (20.0% compared to 23.8% overall). Centennial Seniors that indicated they planned to attend one of the three Portland Metropolitan Community Colleges were asked why they chose the college they plan to attend. Comments are available in [Appendix D](#).

Centennial Seniors that indicated they would be attending a private trade/technical college or some other type of institution were asked to identify the institution. The data are available for review in [Appendix D](#).

Continuing Education Results for Corbett

Type of Institution Attending

Results of the institution type Corbett Seniors are attending are presented in Table CTIACor1 along with the totals for all seniors continuing their education. The majority of Corbett Seniors (54.5%) indicated they will be attending a 4-Year Public Institution.

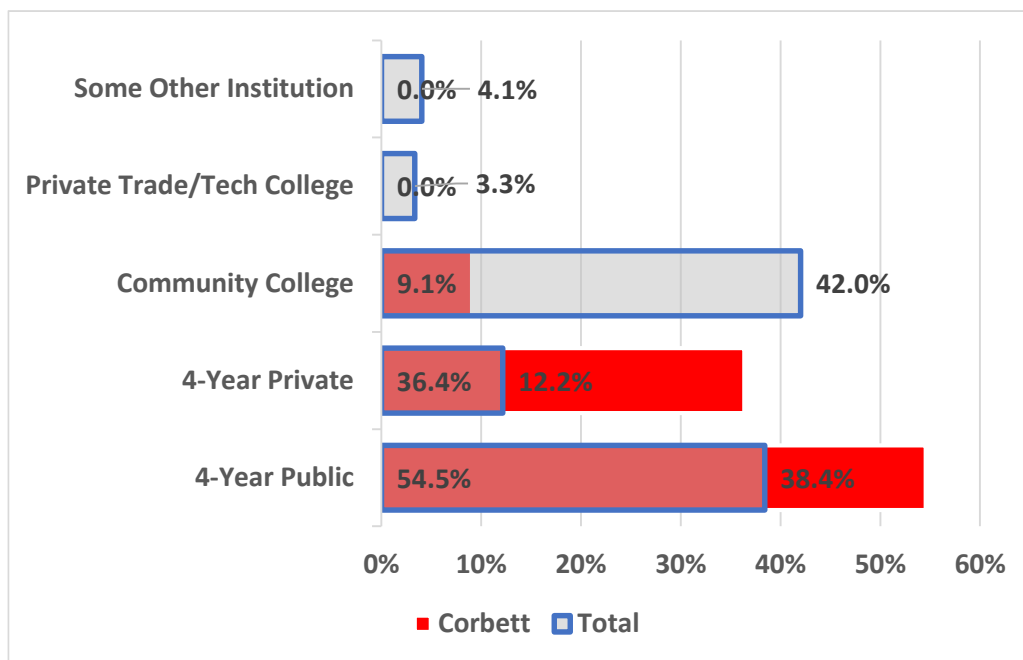
Corbett Seniors were much more likely to indicate they

were planning to attend a 4-Year Public Institution than seniors overall (54.5% Corbett compared to 38.4% seniors overall). Corbett Seniors were substantially more likely than seniors overall to indicate they would be attending a 4-year Private Institution (36.4% Corbett compared to 12.2% seniors overall). Corbett Seniors were substantially less likely to indicate they would be attending a Community College (9.1% Centennial Seniors compared to 42.0% seniors overall). No Corbett Seniors indicated they would be attending a Private Trade/Technical College nor did they identify any other type of institution. Data are presented graphically in Figure CTIACor1.

Table CTIACor1: Corbett Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	Corbett			Total	
	Count	% Within	Index	Count	% Within
4-Year Public	6	54.5%	142	161	38.4%
4-Year Private	4	36.4%	299	51	12.2%
Community College	1	9.1%	22	176	42.0%
Private Trade/Tech College	0	0.0%	0	14	3.3%
Some Other Institution	0	0.0%	0	17	4.1%
Total	11	100.0%		419	100.0%

Figure CTIACor1: Plot of Corbett Seniors and Seniors Overall by Institution Type Attending



Reasons for Selecting

Corbett 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 Corbett Seniors are presented in Table CRSCor1. The table includes the mean (and standard deviation) for Corbett Seniors and the mean (and standard deviation) for all participating high school seniors; the latter are highlighted in alternating grey and white. Corbett Seniors were more likely to identify five attributes as more important than seniors overall.

- *Reputation of instructors*
(Corbett Mean = 5.70, s.d. 0.8 / All Seniors Mean = 4.89, s.d. 1.6)
- *Programs available that are of interest to me*
(Corbett Mean = 6.50, s.d. 0.5 / All Seniors Mean = 5.71, s.d. 1.5)
- *Social Atmosphere*
(Corbett Mean = 5.50, s.d. 1.4 / All Seniors Mean = 4.84, s.d. 1.7)
- *School and/or Program Reputation*
(Corbett Mean = 5.90, s.d. 1.4 / All Seniors Mean = 5.23, s.d. 1.6)
- *Post graduate opportunities (likelihood of getting a job)*
(Corbett Mean = 6.20, s.d. 1.3 / All Seniors Mean = 5.59, s.d. 1.5)

For Corbett Seniors, five items were considered more important than the others: (1) *Programs available of interest to me* (mean = 6.50, s.d. 0.5), (2) *Post graduate opportunities (likelihood of getting a job)* (mean = 6.20, s.d. 1.3), (3) *Overall cost of attending* (mean = 5.90, s.d. 0.9), (4) *School and/or Program reputation* (mean = 5.90, s.d. 1.4), and (5) *Availability of financial assistance (financial aid / scholarships)* (mean = 5.80, s.d. 1.4). All five of these items had over eighty percent of Corbett Seniors rate the importance between “Somewhat Important” and “Totally Important.” An additional five items had average importance scores above 5.00: (1) *Reputation of instructors* (mean = 5.70, s.d. 0.8), (2) *Social Atmosphere* (mean = 5.50, s.d. 1.4), (3) *Intangibles* (mean = 5.40, s.d. 1.2), (4) *Location / Out of Town / Away from Home* (mean = 5.00, s.d. 1.9), and (5) *Selectivity (Application requirements/Eligibility)* (mean = 5.00, s.d. 1.6). The data are presented graphically in Figure CRSCor1.

Figure CRSCor1: Mean Rating Scores for Institution Selection Items by Corbett Seniors and Seniors Overall

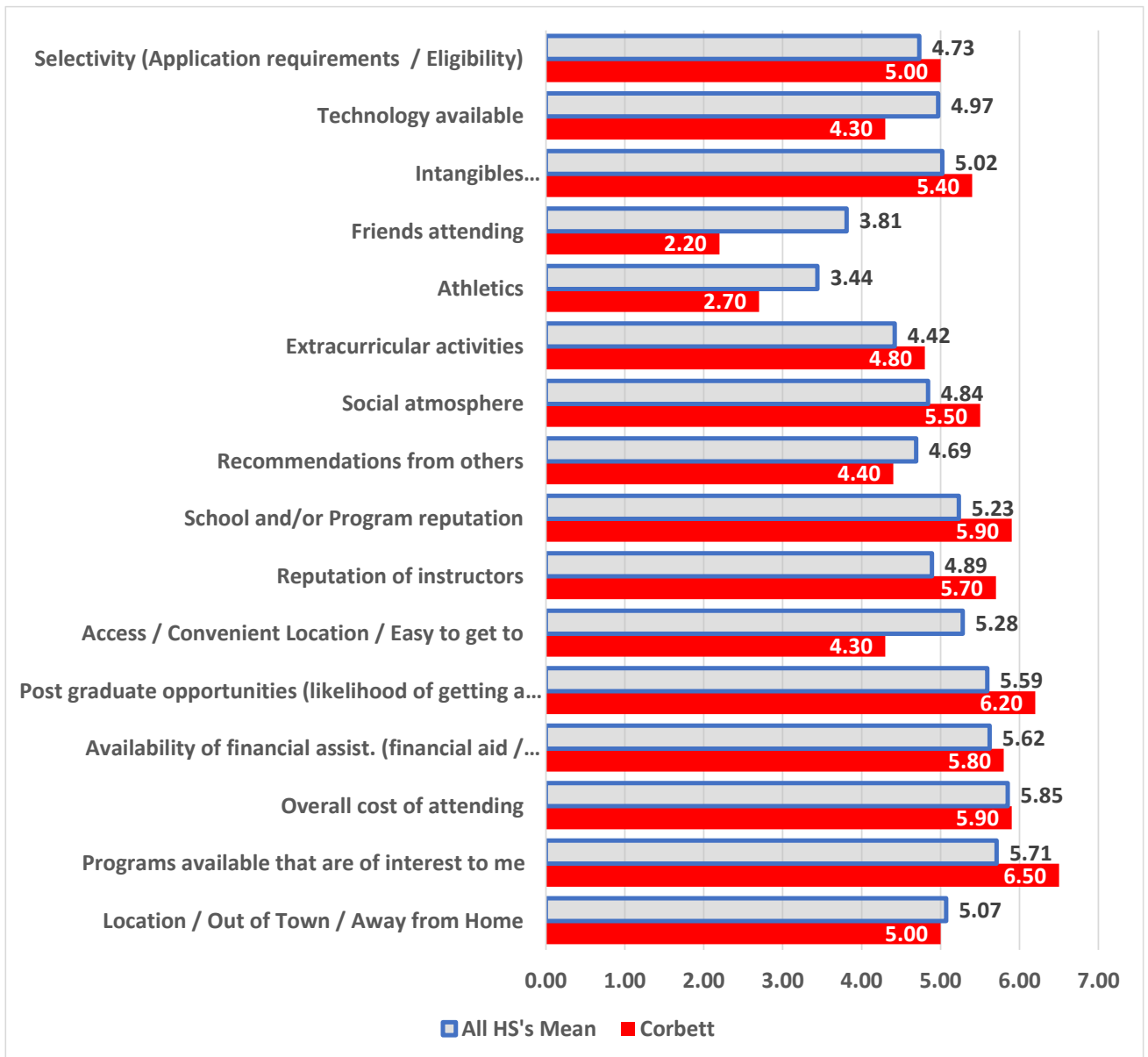


Table CRSCor1: Corbett Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

<i>Reason for Selecting a college / university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	All HS's Mean s.d.	Index
Location / Out of Town / Away from Home	0 0.0%	2 20.0%	1 10.0%	0 0.0%	1 10.0%	4 40.0%	2 20.0%	10 100.0%	5.00 1.9	5.07 1.7	99
Programs available that are of interest to me	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	5 50.0%	5 50.0%	10 100.0%	6.50 0.5	5.71 1.5	114
Overall cost of attending	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 40.0%	3 30.0%	3 30.0%	10 100.0%	5.90 0.9	5.85 1.4	101
Availability of financial assist. (financial aid / scholarships)	0 0.0%	0 0.0%	1 10.0%	1 10.0%	1 10.0%	3 30.0%	4 40.0%	10 100.0%	5.80 1.4	5.62 1.6	103
Post graduate opportunities (likelihood of getting a job)	1 10.0%	2 20.0%	0 0.0%	1 10.0%	3 30.0%	2 20.0%	1 10.0%	10 100.0%	6.20 1.3	5.59 1.5	111
Access / Convenient Location / Easy to get to	1 10.0%	2 20.0%	0 0.0%	1 10.0%	3 30.0%	2 20.0%	1 10.0%	10 100.0%	4.30 2.0	5.28 1.5	81
Reputation of instructors	0 0.0%	0 0.0%	0 0.0%	0 0.0%	5 50.0%	3 30.0%	2 20.0%	10 100.0%	5.70 0.8	4.89 1.6	117
School and/or Program reputation	0 0.0%	0 0.0%	1 10.0%	0 0.0%	3 30.0%	1 10.0%	5 50.0%	10 100.0%	5.90 1.4	5.23 1.6	113
Recommendations from others	1 10.0%	1 10.0%	0 0.0%	3 30.0%	1 10.0%	0 0.0%	4 40.0%	10 100.0%	4.40 1.8	4.69 1.6	94
Social atmosphere	0 0.0%	1 10.0%	0 0.0%	0 0.0%	2 20.0%	6 60.0%	1 10.0%	10 100.0%	5.50 1.4	4.84 1.7	114
Extracurricular activities	0 0.0%	0 0.0%	2 20.0%	2 20.0%	2 20.0%	4 40.0%	0 0.0%	10 100.0%	4.80 1.3	4.42 1.7	109
Athletics	3 30.0%	2 20.0%	2 20.0%	2 20.0%	0 0.0%	1 10.0%	0 0.0%	10 100.0%	2.70 1.6	3.44 1.9	78
Friends attending	4 40.0%	4 40.0%	0 0.0%	1 10.0%	0 0.0%	1 10.0%	0 0.0%	10 100.0%	2.20 1.6	3.81 1.8	58
Intangibles (The campus feels right)	0 0.0%	0 0.0%	1 10.0%	1 10.0%	2 20.0%	5 50.0%	1 10.0%	10 100.0%	5.40 1.2	5.02 1.6	108
Technology available	0 0.0%	2 20.0%	1 10.0%	2 20.0%	3 30.0%	1 10.0%	1 10.0%	10 100.0%	4.30 1.6	4.97 1.6	87
Selectivity (Application requirements / Eligibility)	0 0.0%	1 10.0%	0 0.0%	4 40.0%	0 0.0%	3 30.0%	2 20.0%	10 100.0%	5.00 1.6	4.73 1.6	106

Scholarships

College/University bound Corbett Seniors were asked if they had been awarded any scholarships and, if so, the name and amount of each. Corbett Seniors being awarded scholarships and summary statistics regarding the awards are presented in Table CScor1. For Corbett Seniors, the majority were scholarship recipients. Over

Table CScor1: Summary Statistics of Scholarship Awards for Corbett Seniors and Seniors Overall

<i>Awarded any scholarships</i>	Corbett		All High Schools	
	Count	%	Count	%
Yes	10	90.9%	213	51.1%
No	1	9.1%	204	48.9%
Total	11	100.0%	417	100.0%
<i>Summary Statistics for Scholarships Awarded</i>	Corbett		All High Schools	
	Value	Index	Value	Index
Average Amount Awarded	\$19,475.00	109	\$17,826.00	100
s.d. of Amount Awarded	\$19,926.50	39	\$50,628.00	100
Trimmed Mean (5%)			\$11,320.10	100
Median Value of Awards	\$13,500.00	300	\$4,500.00	100
Minimum	\$1,800.00		\$1.00	
Maximum	\$64,000.00		\$400,000.00	
Average Number of Awards	1.33	67	2.00	100

ninety percent (90.9%) of Corbett Seniors continuing their education indicated they had received at least one scholarship. This was a substantially higher proportion compared to seniors overall (51.1%). The average (mean) scholarship award was \$19,472.00 this was 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 is also reported; unfortunately, there is insufficient data to calculate a trimmed mean. The median value of scholarship awards was \$13,500.00; this is the substantially higher than the median value of awards for seniors overall. The average number of awards Corbett Seniors received was 1.33, less than the average (2.00) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in [Appendix B](#).

Institution Selection

Based on the response to the type of institution they were attending, Corbett Seniors were first asked if they were planning to attend an in-state or out-of-state institution. Corbett Seniors that indicated an out-of-state school were asked to identify the name and state/country of the institution; please see [Appendix C](#) for a list of out-of-state colleges Corbett Seniors. Results of In-State and Out-of-State bound status for Corbett Seniors are reported in Table CISCOR1. For all high school seniors heading to a four-year institution, 18.1% indicated they would be heading out-of-state. Corbett Seniors were substantially more likely to indicate they would attend an institution out-of-state than were seniors overall; 60.0% of Corbett Seniors indicated they were heading to a four-year out-of-state institution. No Corbett Seniors indicated they were planning to attend a 2-year college.

Table CISCOR1: In-State and Out-of-State Bound for Two- and Four-Year Institutions by Corbett Seniors and Seniors Overall

<i>In-State / Out-of-State Bound</i>		Corbett			All High Schools	
		Count	%	Index	Count	%
4-Year College / University Bound	In-State	4	40.0%	49	158	81.9%
	Out-of-State	6	60.0%	331	35	18.1%
	Total	10	100.0%		193	100.0%
2-Year College Bound	In-State	0			168	94.4%
	Out-of-State	0			10	5.6%
	Total	0			178	100.0%
All Continuing Education Seniors	In-State	4	40.0%	46	326	87.9%
	Out-of-State	6	60.0%	495	45	12.1%
	Total	10	100.0%		371	100.0%

For Corbett 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 each institution. Results for four-year public institutions are provided in Table CISCOR2. Corbett Seniors were most likely to apply to: (1) Oregon State University (36.4% Applied), (2) University of Oregon (27.3% Applied), and (3) Portland State University (18.2% Applied). Corbett seniors were more likely than seniors overall to apply to Oregon State University and University of Oregon; they were less likely than seniors overall to apply to Portland State University. One additional application each (9.1%) was submitted to Southern Oregon University and Western Oregon University.

Of the eleven Corbett Seniors that applied to public universities, eleven were accepted (a 100.0% acceptance rate). The proportions of those accepted were identical. Comparing the acceptance proportions for Corbett Seniors to seniors overall reveals the proportions accepted to most of the public universities were higher than the proportions of seniors overall with two exceptions. The proportion of Corbett Seniors accepted to Portland State University was substantially smaller than the proportion accepted overall. The proportion of Corbett Seniors accepted to Western Oregon University was much smaller than the proportion accepted overall. Again, there was a 100% acceptance rate for Corbett Seniors, these proportional differences reflect the relatively small number of students going to a 4-year institution.

Only four Corbett Seniors indicating they plan to attend a four-year public university. One student each plans to attend Oregon State University (25.0% Plan to Attend), Portland State University (25.0% Plan to Attend), University of Oregon (25.0% Plan to Attend) and Western Oregon University (25.0% Plan to Attend). Figure CISCOR1 presents the data graphically.

Figure CISCOR1: Proportions of Corbett Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

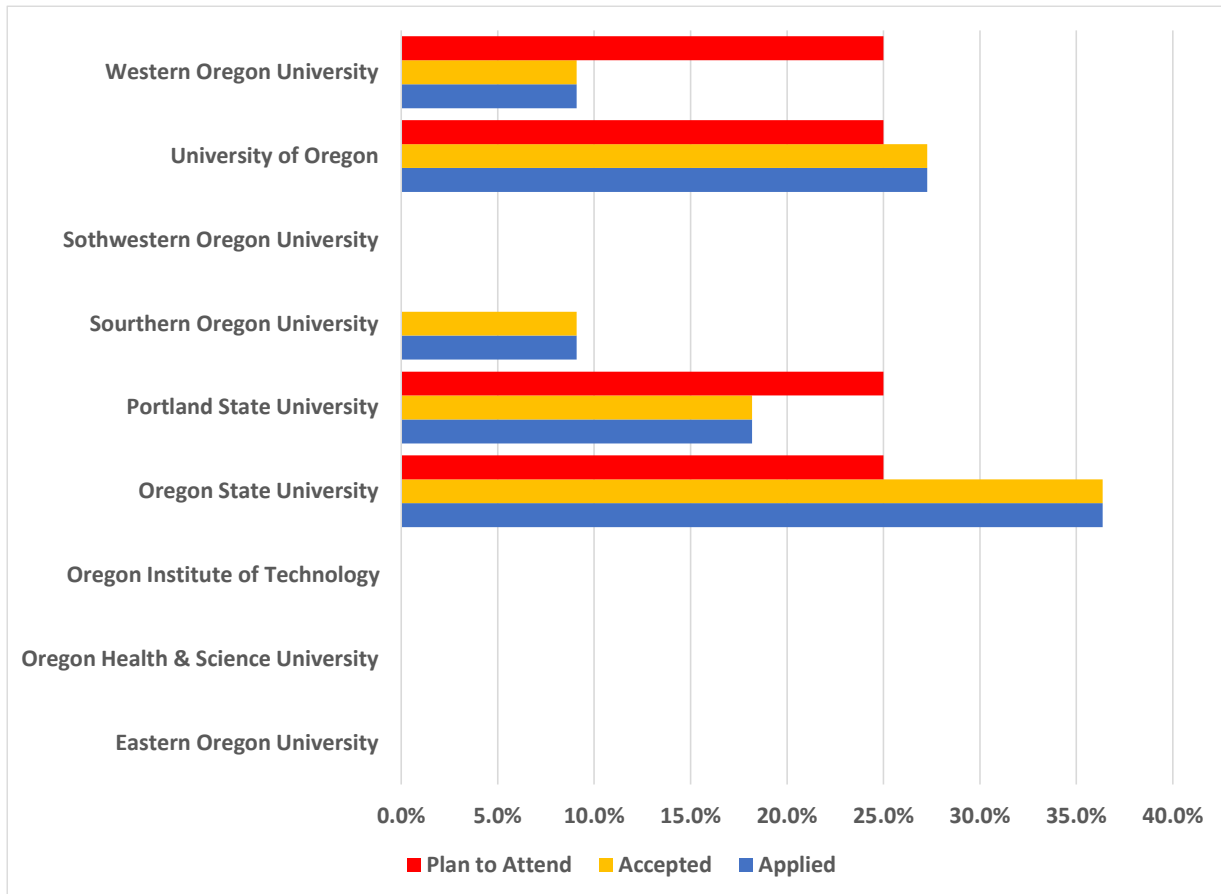


Table CISCOR2: Corbett Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend a Four-Year Public Universities by Institution Attending

Institution	Corbett			Corbett			Corbett			All High Schools					
	Count	Applied %	Index	Count	Accepted %	Index	Count	Plan to Attend %	Index	Count	Applied %	Accepted %	Plan to Attend %	Index	
Eastern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	11	3.5%	9	2.9%	0	0.0%
Oregon Health & Science Unive	0	0.0%	0	0	0.0%	0	0	0.0%	0	5	1.6%	2	0.6%	2	1.9%
Oregon Institute of Technology	0	0.0%	0	0	0.0%	0	0	0.0%	0	13	4.1%	13	4.2%	2	1.9%
Oregon State University	4	36.4%	130	4	36.4%	127	1	25.0%	68	88	27.9%	88	28.6%	39	36.8%
Portland State University	2	18.2%	72	2	18.2%	70	1	25.0%	76	80	25.4%	80	26.0%	35	33.0%
Southern Oregon University	1	9.1%	286	1	9.1%	280	0	0.0%	0	10	3.2%	10	3.2%	2	1.9%
Sothwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	0.6%	1	0.3%	0	0.0%
University of Oregon	3	27.3%	132	3	27.3%	131	1	25.0%	139	65	20.6%	64	20.8%	19	17.9%
Western Oregon University	1	9.1%	70	1	9.1%	68	1	25.0%	379	41	13.0%	41	13.3%	7	6.6%
Total	11	100.0%		11	100.0%		4	100.0%		315	100.0%	308	100.0%	106	100.0%

For Corbett Seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, Corbett Seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Three Corbett Seniors submitted five applications to private four-year universities; all five of the applications were accepted. No Corbett seniors indicated they planned to attend a private four-year institution in Oregon. The institutions applied to (and were accepted) were: (1) Lewis & Clark University, (2) Pacific University, (3) Reed College, (4) Warner Pacific University, and (5) Willamette University.

No Corbett Seniors indicated they would be attending any type of 2-year institution. No information is available.

Continuing Education Results for Gresham

Type of Institution Attending

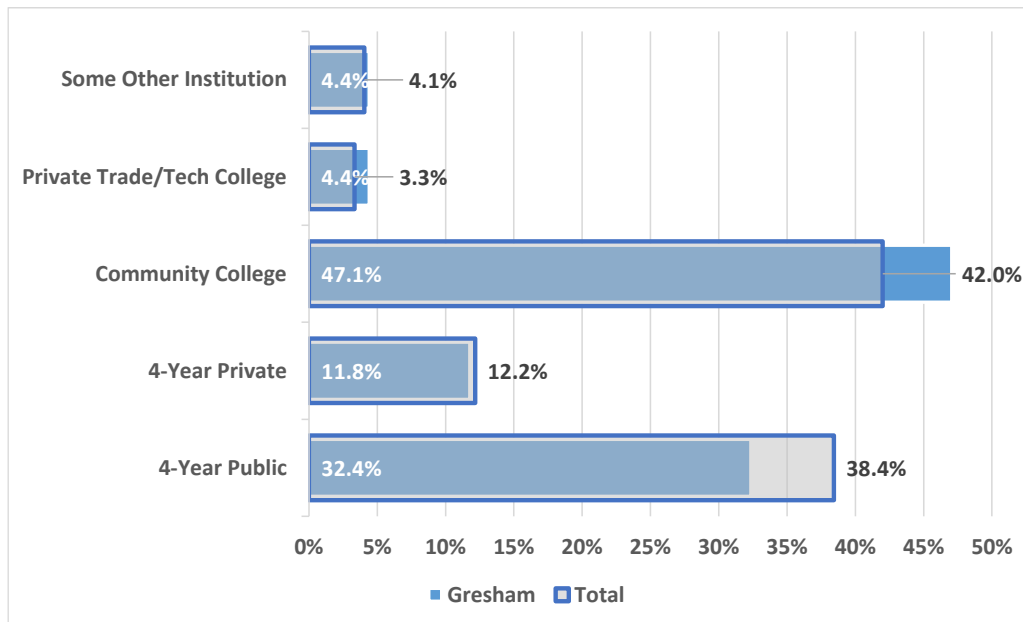
Results of the institution type Gresham Seniors are attending are presented in Table CTIAG1 along with the totals for all seniors continuing their education. The majority of Gresham Seniors (47.1%) indicated they were planning to attend a community college. Gresham Seniors were more likely to indicate they were

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

What Type of Institution Are You Attending	Gresham			Total	
	Count	% Within	Index	Count	% Within
4-Year Public	22	32.4%	84	161	38.4%
4-Year Private	8	11.8%	97	51	12.2%
Community College	32	47.1%	112	176	42.0%
Private Trade/Tech College	3	4.4%	132	14	3.3%
Some Other Institution	3	4.4%	109	17	4.1%
Total	68	100.0%		419	100.0%

attending a community college than seniors overall (47.1% Gresham Seniors compared to 42.0% seniors overall). Gresham Seniors were less likely than seniors overall to indicate they would be attending a 4-year public institution (32.4% Gresham Seniors compared to 38.4% seniors overall). Gresham Seniors were just as likely to indicate they would be attending a 4-year private institution (11.8% Gresham Seniors compared to 12.2% seniors overall). A higher proportion of Gresham Seniors indicated they were planning to attend a Private Trade/Technical College or Some Other Institution. Gresham Seniors were asked to identify either the Private Trade/Technical College or Some other institution; these data are available in [Appendix D](#). Data are presented graphically in Figure CTIAG1.

Figure CTIACen1: Plot of Centennial Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Gresham 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 mean (and standard deviation) for Gresham Seniors and the mean (and standard deviation) for all participating high school seniors; the latter are highlighted in alternating grey and white. Mean scores for Gresham Seniors were similar to the overall scores. Gresham Seniors were not more or less likely to identify any of the attributes than seniors overall.

For Gresham Seniors, three items were considered more important than the others: (1) *Post Graduate Opportunities* (mean = 5.68, s.d. 1.3), (2) *Overall cost of attending* (mean = 5.61, s.d. 1.4), and (3) *Availability of financial assistance* (mean = 5.54, s.d. 1.5). All three of these items had at or over seventy-five percent of Gresham Seniors rate the importance between “Somewhat Important” and “Totally Important.” An additional five items had average importance scores above 5.00: (1) *Programs available that are of interest to me* (mean = 5.39, s.d. 1.5), (2) *Access / Convenient Location / Easy to get to* (mean = 5.30, s.d. 1.1), (3) *Technology available* (mean = 5.09, s.d. 1.3), (4) *Intangibles (The campus feels right)* (mean = 5.08, s.d. 1.4), and (5) *School / Program Reputation* (mean = 5.06, s.d. 1.6). The data are presented graphically in Figure CRSG1.

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

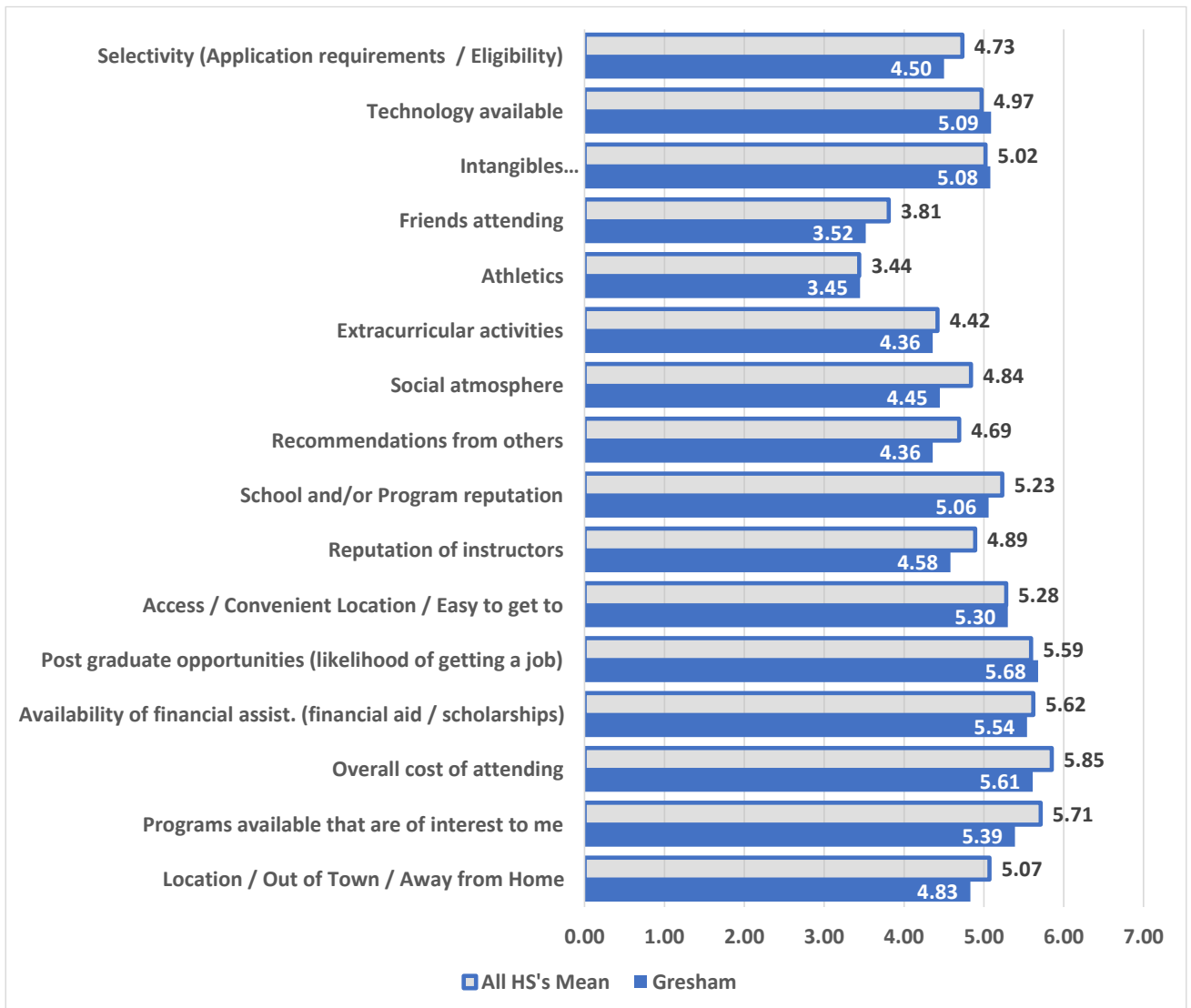


Table CRSG1: Gresham Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

<i>Reason for Selecting a college / university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	All HS's Mean s.d.	Index
Location / Out of Town / Away from Home	4 6.3%	2 3.1%	2 3.1%	17 26.6%	13 20.3%	20 31.3%	6 9.4%	64 100.0%	4.83 1.5	5.07 1.7	95
Programs available that are of interest to me	3 4.5%	1 1.5%	2 3.0%	9 13.6%	15 22.7%	18 27.3%	18 27.3%	66 100.0%	5.39 1.5	5.71 1.5	94
Overall cost of attending	1 1.5%	0 0.0%	3 4.5%	13 19.4%	9 13.4%	18 26.9%	23 34.3%	67 100.0%	5.61 1.4	5.85 1.4	96
Availability of financial assist. (financial aid / scholarships)	2 3.1%	2 3.1%	1 1.5%	9 13.8%	8 12.3%	26 40.0%	17 26.2%	65 100.0%	5.54 1.5	5.62 1.6	99
Post graduate opportunities (likelihood of getting a job)	1 1.5%	1 1.5%	1 1.5%	11 16.7%	6 9.1%	27 40.9%	19 28.8%	66 100.0%	5.68 1.3	5.59 1.5	102
Access / Convenient Location / Easy to get to	0 0.0%	1 1.6%	2 3.1%	13 20.3%	17 26.6%	23 35.9%	8 12.5%	64 100.0%	5.30 1.1	5.28 1.5	100
Reputation of instructors	3 4.6%	4 6.2%	3 4.6%	21 32.3%	15 23.1%	14 21.5%	5 7.7%	65 100.0%	4.58 1.5	4.89 1.6	94
School and/or Program reputation	4 6.2%	3 4.6%	1 1.5%	12 18.5%	11 16.9%	25 38.5%	9 13.8%	65 100.0%	5.06 1.6	5.23 1.6	97
Recommendations from others	5 7.6%	4 6.1%	3 4.5%	20 30.3%	18 27.3%	16 24.2%	0 0.0%	66 100.0%	4.36 1.5	4.69 1.6	93
Social atmosphere	5 7.8%	4 6.3%	4 6.3%	19 29.7%	14 21.9%	12 18.8%	6 9.4%	64 100.0%	4.45 1.6	4.84 1.7	92
Extracurricular activities	6 9.4%	6 9.4%	6 9.4%	15 23.4%	12 18.8%	10 15.6%	9 14.1%	64 100.0%	4.36 1.8	4.42 1.7	99
Athletics	14 21.5%	9 13.8%	7 10.8%	16 24.6%	11 16.9%	4 6.2%	4 6.2%	65 100.0%	3.45 1.8	3.44 1.9	100
Friends attending	14 21.2%	6 9.1%	8 12.1%	19 28.8%	10 15.2%	7 10.6%	2 3.0%	66 100.0%	3.52 1.7	3.81 1.8	92
Intangibles (The campus feels right)	1 1.6%	2 3.2%	3 4.8%	20 31.7%	7 11.1%	19 30.2%	11 17.5%	63 100.0%	5.08 1.4	5.02 1.6	101
Technology available	0 0.0%	3 4.7%	3 4.7%	14 21.9%	16 25.0%	21 32.8%	7 10.9%	64 100.0%	5.09 1.3	4.97 1.6	102
Selectivity (Application requirements / Eligibility)	4 6.1%	0 0.0%	4 6.1%	27 40.9%	16 24.2%	12 18.2%	3 4.5%	66 100.0%	4.50 1.3	4.73 1.6	95

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, far fewer received scholarships. Just over a third

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

<i>Awarded any scholarships</i>	Gresham		All High Schools	
	Count	%	Count	%
Yes	24	35.8%	213	51.1%
No	43	64.2%	204	48.9%
Total	67	100.0%	417	100.0%
<i>Summary Statistics for Scholarships Awarded</i>	Gresham		All High Schools	
	Value	Index	Value	Index
Average Amount Awarded	\$7,932.52	44	\$17,826.00	100
s.d. of Amount Awarded	\$10,942.20	22	\$50,628.00	100
Trimmed Mean (5%)			\$11,320.10	100
Median Value of Awards	\$4,000.00	89	\$4,500.00	100
Minimum	\$0.00		\$1.00	
Maximum	\$15,000.00		\$400,000.00	
Average Number of Awards	1.44	72	2.00	100

(35.8%) of Gresham Seniors continuing their education indicated they had received at least one scholarship. This was a smaller ratio compared to seniors overall (51.1%). The average (mean) scholarship award was \$7,932.52 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 is also reported; unfortunately, there is insufficient data to calculate a trimmed mean for Gresham. The median value of scholarship awards was \$4,000.00; this is lower than the median value of awards for seniors overall. The average number of awards Gresham Seniors received was 1.44, less than the average (2.00) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. These data are presented in [Appendix B](#).

Institution Selection

Based on the response to the type of institution they were attending, Gresham Seniors were first asked if they were planning to attend an in-state or out-of-state institution. Gresham Seniors that indicated an out-of-state school were asked to identify the name and state/country of the institution; please see [Appendix C](#) for a list of out-of-state institutions. 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, 18.1% 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; 24.1% of Gresham Seniors indicated they were heading to a four-year out-of-state institution. Two-year bound Gresham Seniors had substantially higher proportions heading out-of-state. For Gresham Seniors bound for two-year institutions, 14.7% indicated they were heading out-of-state compared to 5.6% of seniors overall.

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

<i>In-State / Out-of-State Bound</i>		Gresham			All High Schools	
		Count	%	Index	Count	%
4-Year College / University Bound	In-State	22	75.9%	93	158	81.9%
	Out-of-State	7	24.1%	133	35	18.1%
	Total	29	100.0%		193	100.0%
2-Year College Bound	In-State	29	85.3%	90	168	94.4%
	Out-of-State	5	14.7%	262	10	5.6%
	Total	34	100.0%		178	100.0%
All Continuing Education Seniors	In-State	51	81.0%	92	326	87.9%
	Out-of-State	12	19.0%	157	45	12.1%
	Total	63	100.0%		371	100.0%

For Gresham 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 each institution. Results for four-year public institutions are provided in Table CISG2. The most likely institutions Gresham Seniors were likely to apply to were: (1) Oregon State University (35.0% Applied), (2) Portland State University (25.0% Applied), and (3) University of Oregon (22.5% Applied). Gresham Seniors were more likely than seniors overall to apply to both Oregon State University and University of Oregon. They were just as likely as seniors overall to apply to Portland State University. Much smaller proportions of Gresham Seniors applied to four additional public universities: (1) Western Oregon University (7.5% Applied), (2) Oregon Institute of Technology (5.0% Applied), (3) Eastern Oregon University (2.5% Applied), and (4) Southern Oregon University (2.5% Applied).

Of the Forty Gresham Seniors that applied to public universities, twenty-nine were accepted (a 72.5% acceptance rate). The proportions of those accepted were similar to the proportions of those that applied. Some of the smaller proportion institutions (Eastern Oregon University and Southern Oregon University) applicants were not accepted. The proportion of accepted applications to the University of Oregon did increase (from 22.5% Applied to 27.6% Accepted). Comparing the acceptance proportions for Gresham Seniors to seniors overall reveals the proportions accepted to most of the public universities were higher than the proportions of seniors overall with two exceptions. The proportion of Gresham Seniors accepted to Oregon Institute of Technology was much smaller than the proportion accepted overall. The proportion of Gresham Seniors accepted to Western Oregon University was substantially smaller than the proportion accepted overall.

A total of ten Gresham Seniors indicated they intend to attend a 4-year public institution in Oregon. The majority of Gresham Seniors indicating they plan to attend a four-year public university identified Oregon State University (30.0% Plan to Attend), University of Oregon (30.0% Plan to Attend), and Portland State University (20.0% Plan to Attend). One each (10.0%) indicated plans to attend Oregon Institute of Technology and Western Oregon University. Compared to seniors overall, the proportion of Gresham Seniors attending 4-year Public Universities is higher for: (1) University of Oregon, (2) Oregon Institute of Technology and (3) Western Oregon University. The proportion of Gresham Seniors that plan to attend both Oregon State University and Portland State University is smaller than the proportion for seniors overall. Figure CISG1 presents the data graphically.

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

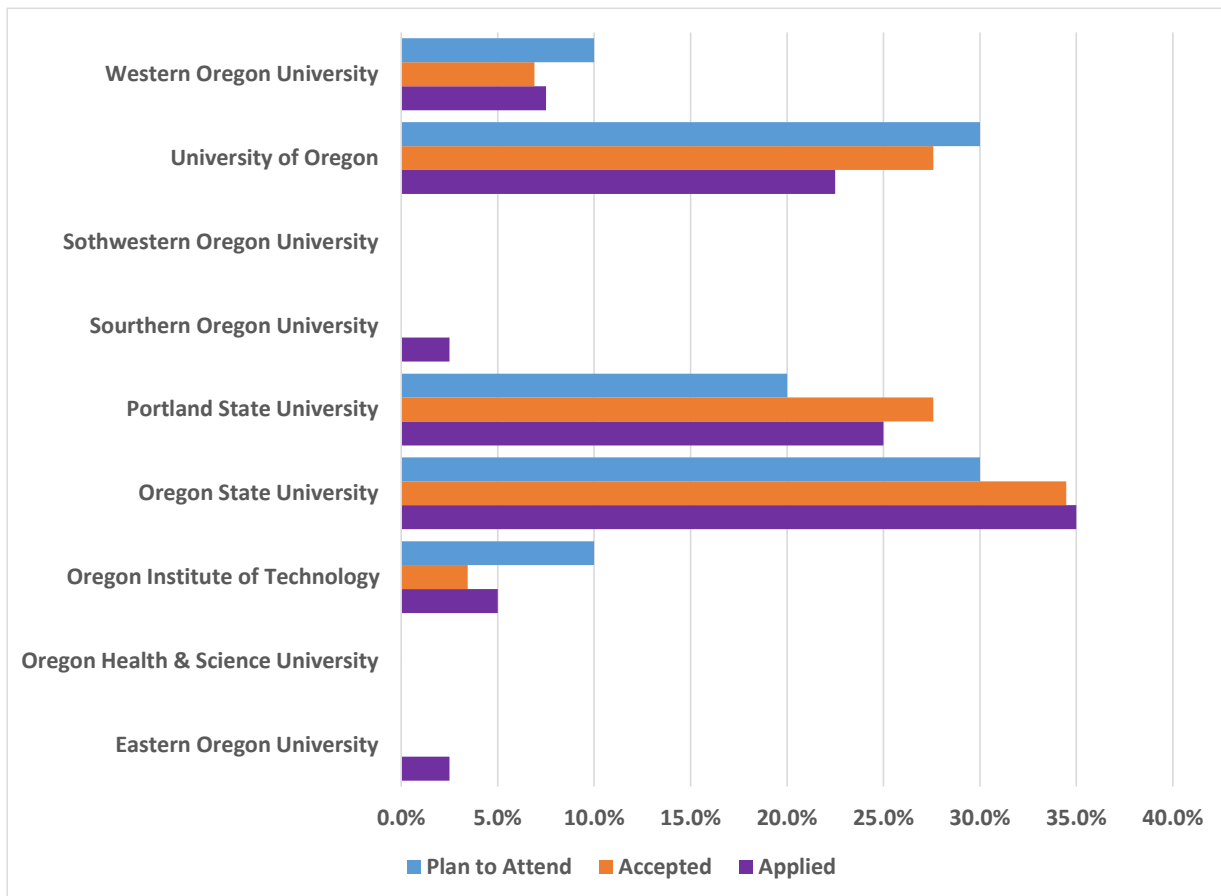


Table CISG2: Gresham Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend Oregon Four-Year Public Universities by Institution Attending

Institution	Gresham			Gresham			Gresham			All High Schools		All High Schools		All High Schools	
	Count	Applied %	Index	Count	Accepted %	Index	Count	Plan to Attend %	Index	Count	Applied %	Count	Accepted %	Count	Plan to Attend %
Eastern Oregon University	1	2.5%	72	0	0.0%	0	0	0.0%	0	11	3.5%	9	2.9%	0	0.0%
Oregon Health & Science Unive	0	0.0%	0	0	0.0%	0	0	0.0%	0	5	1.6%	2	0.6%	2	1.9%
Oregon Institute of Technology	2	5.0%	121	1	3.4%	82	1	10.0%	530	13	4.1%	13	4.2%	2	1.9%
Oregon State University	14	35.0%	125	10	34.5%	121	3	30.0%	82	88	27.9%	88	28.6%	39	36.8%
Portland State University	10	25.0%	98	8	27.6%	106	2	20.0%	61	80	25.4%	80	26.0%	35	33.0%
Southern Oregon University	1	2.5%	79	0	0.0%	0	0	0.0%	0	10	3.2%	10	3.2%	2	1.9%
Sothwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	0.6%	1	0.3%	0	0.0%
University of Oregon	9	22.5%	109	8	27.6%	133	3	30.0%	167	65	20.6%	64	20.8%	19	17.9%
Western Oregon University	3	7.5%	58	2	6.9%	52	1	10.0%	151	41	13.0%	41	13.3%	7	6.6%
Total	40	100.0%		29	100.0%		10	100.0%		315	100.0%	308	100.0%	106	100.0%

For Gresham Seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, Gresham 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 eleven private university applications were submitted by Gresham Seniors. For Gresham Seniors that applied to private institutions, University of Portland (36.4% Applied) had the highest proportion. Two Gresham Seniors applied each to George Fox University, Linfield College, and Willamette University. One Gresham Senior applied to Reed College.

Of the eleven applications to a private institution, nine were accepted (an 81.8% acceptance rate). Because of the small numbers of accepted Gresham Senior applications proportions were very high. All four applications to the University of Portland were accepted. Both applications were accepted for George Fox University and Willamette University. One application was accepted for Linfield College.

Of the nine applications that were accepted, one Gresham Senior indicated plans to attend a private institution: 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

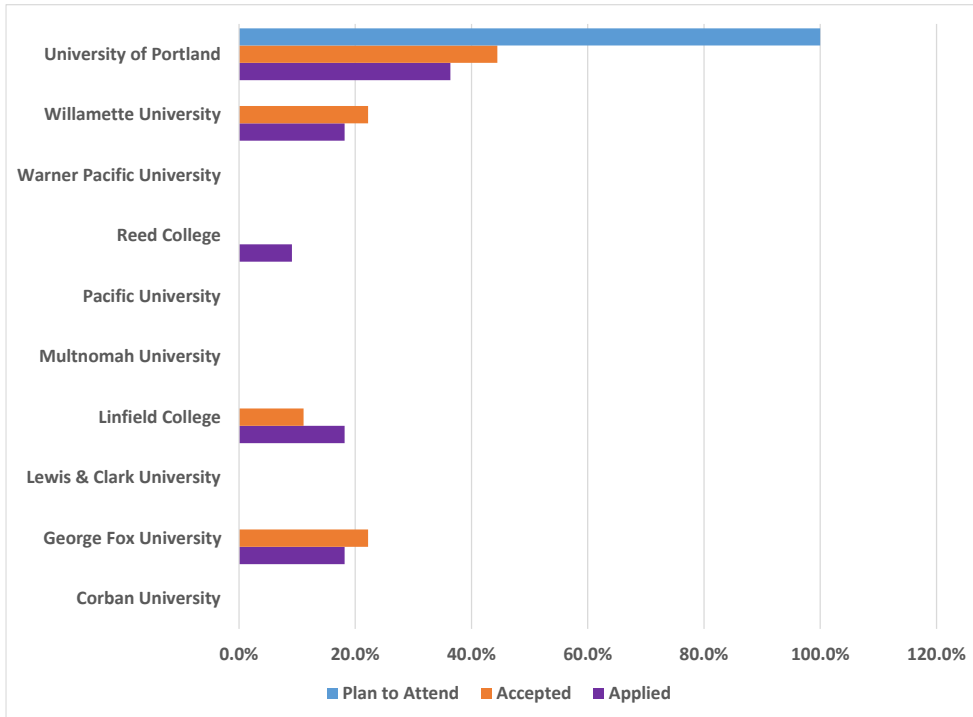


Table CISG3: Gresham Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend Four-Year Private Universities by Institution Attending

Institution	Gresham			Gresham			Gresham			All High Schools		All High Schools		All High Schools	
	Count	Applied %	Index	Count	Accepted %	Index	Count	Plan to Attend %	Index	Count	Applied %	Count	Accepted %	Count	Plan to Attend %
Corban University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	2.0%	1	1.0%	0	0.0%
George Fox University	2	18.2%	132	2	22.2%	156	0	0.0%	0	14	13.7%	14	14.3%	3	14.3%
Lewis & Clark University	0	0.0%	0	0	0.0%	0	0	0.0%	0	11	10.8%	11	11.2%	0	0.0%
Linfield College	2	18.2%	116	1	11.1%	68	0	0.0%	0	16	15.7%	16	16.3%	6	28.6%
Multnomah University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	1.0%	1	1.0%	0	0.0%
Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	8	7.8%	8	8.2%	1	4.8%
Reed College	1	9.1%	116	0	0.0%	0	0	0.0%	0	8	7.8%	5	5.1%	2	9.5%
Warner Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	9	8.8%	9	9.2%	1	4.8%
Willamette University	2	18.2%	232	2	22.2%	272	0	0.0%	0	8	7.8%	8	8.2%	0	0.0%
University of Portland	4	36.4%	148	4	44.4%	174	1	100.0%	263	25	24.5%	25	25.5%	8	38.1%
Total	11	100.0%		9	100.0%		1	100.0%		102	100.0%	98	100.0%	21	100.0%

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

<i>Institution</i>	Gresham Plan to Attend			All High Schools Plan to Attend		
	Count	%	Index	Count	%	Index
Blue Mountain	1	2.0%	149	2	1.3%	100
Central Oregon	1	2.0%	99	3	2.0%	100
Chemeketa	2	3.9%	149	4	2.6%	100
Clackamas	3	5.9%	128	7	4.6%	100
Clatsop	1	2.0%	298	1	0.7%	100
Columbia Gorge	1	2.0%	298	1	0.7%	100
Klamath	1	2.0%	298	1	0.7%	100
Lane	2	3.9%	298	2	1.3%	100
Linn-Benton	1	2.0%	149	2	1.3%	100
Mt. Hood	18	35.3%	62	86	56.6%	100
Oregon Coast	1	2.0%	75	4	2.6%	100
Portland	11	21.6%	113	29	19.1%	100
Rogue	1	2.0%	149	2	1.3%	100
Southwestern	2	3.9%	298	2	1.3%	100
Tillamook Bay	2	3.9%	298	2	1.3%	100
Treasure Valley	2	3.9%	298	2	1.3%	100
Umpqua	1	2.0%	149	2	1.3%	100
Total	51	100.0%		152	100.0%	

For Gresham 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 CISCen4. A total of fifty-one 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 (35.3% Attending). Over twenty percent (21.6%) indicated they plan to attend Portland Community College. An additional five percent (5.9%) indicated the plan to attend Clackamas Community College. Nine of the other community colleges had one Gresham Senior indicate their plan to attend. Five of the other community colleges had two Gresham Seniors indicate their plan to attend. All seventeen community colleges have at least one Gresham Senior planning to attend. The Community College attending data are presented graphically in Figure CISG3.

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

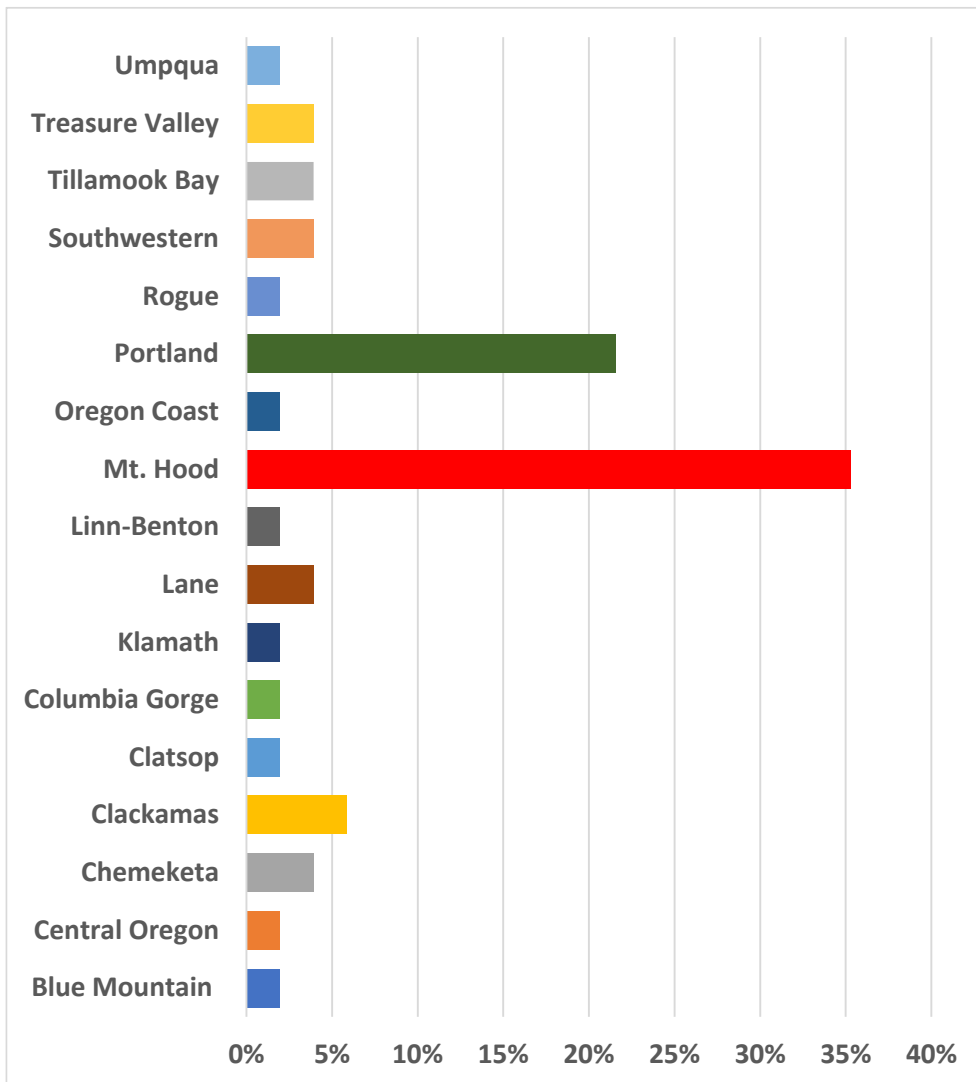


Table CISG5: Proportion of Gresham Seniors Planning to Attend a Portland Metropolitan Community College by Institution

Metro Community Colleges	Gresham			Total	
	Count	%	Index	Count	%
Clackamas	3	9.4%	163	7	5.7%
Mt. Hood	18	56.3%	80	86	70.5%
Portland	11	34.4%	145	29	23.8%
Total	32	100.0%		122	100.0%

Additional analysis was completed for the three Portland Metropolitan Community Colleges. For all high schools participating in the study, their district boundaries fall completely within the MHCC District. Any student the opts to attend one of the other two metro colleges constitutes leakage and should be addressed. While the majority of Gresham Seniors are planning to attend MHCC (56.3%), almost half (44.7%) have indicated they plan to attend one of the other two colleges. Compared to seniors overall, the proportion of Gresham Students that are planning to attend both Clackamas Community College (9.4% Gresham Seniors compared to 5.7% seniors overall) and Portland Community College (34.4% Gresham Seniors compared to 23.8% seniors overall) are substantially higher. Gresham Seniors that indicated they planned to attend one of the three Portland Metropolitan Community Colleges were asked why they chose the college they plan to attend. Comments are available in [Appendix D](#).

Gresham Seniors that indicated they would be attending a private trade/technical college or some other type of institution were asked to identify the institution. The data are available for review in [Appendix D](#).

Continuing Education Results for Parkrose

Type of Institution Attending

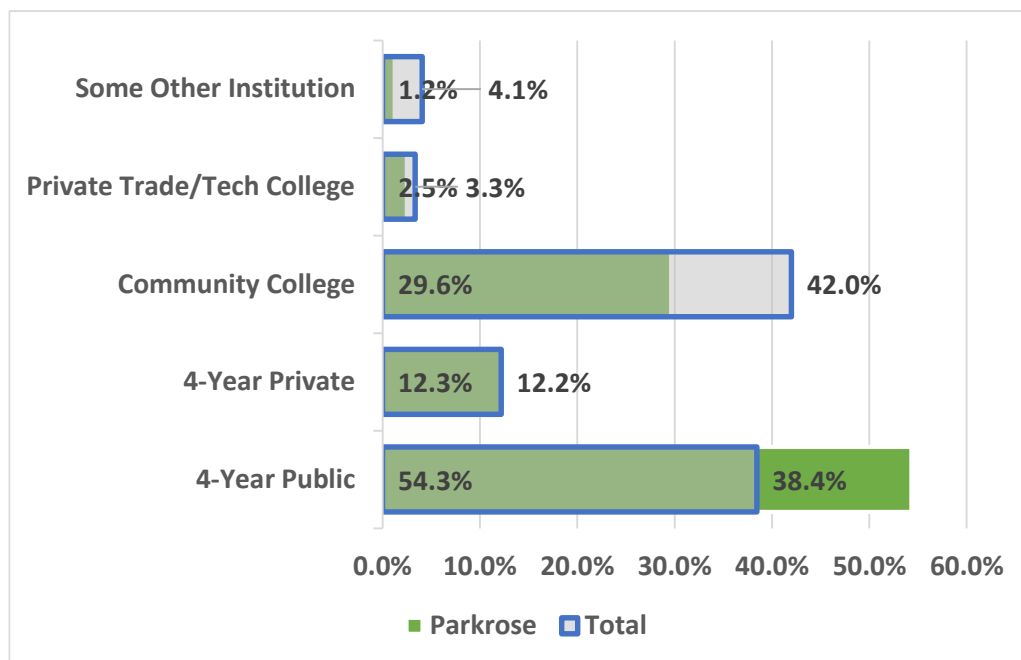
Results of the institution type Parkrose Seniors are attending are presented in Table CTIAP1 along with the totals for all seniors continuing their education. The majority of Parkrose Seniors (54.3%) indicated they will be attending a 4-year Public Institution.

Parkrose Seniors were substantially more likely to indicate they were attending a 4-year Public Institution than seniors overall (54.3% Parkrose compared to 38.4% seniors overall). Parkrose Seniors were just as likely as seniors overall to indicate they would be attending a 4-year Private Institution (12.3% Parkrose compared to 12.2% seniors overall). Parkrose Seniors were much less likely to indicate they would be attending a community college (29.6% Parkrose Seniors compared to 42.0% seniors overall). Smaller proportions of Parkrose Seniors indicated they would attend a Private Trade/Technical College or Some Other Institution. Parkrose Seniors were asked to identify either the Private Trade/Technical College or Some other institution; 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	
	Count	% Within	Index	Count	% Within
4-Year Public	44	54.3%	141	161	38.4%
4-Year Private	10	12.3%	101	51	12.2%
Community College	24	29.6%	71	176	42.0%
Private Trade/Tech College	2	2.5%	74	14	3.3%
Some Other Institution	1	1.2%	30	17	4.1%
Total	81	100.0%		419	100.0%

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



Reasons for Selecting

Parkrose 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 mean (and standard deviation) for Parkrose Seniors and the mean (and standard deviation) for all participating high school seniors; the latter are highlighted in alternating grey and white. Mean scores for Parkrose Seniors were generally similar or slightly higher than the overall scores. Parkrose Seniors were more likely to identify *Friends Attending* (Parkrose Mean = 4.54, s.d. 1.6 / Overall Mean = 3.81, s.d. 1.8) and *Extracurricular Activities* (Parkrose Mean = 5.01, s.d. 1.6 / Overall Mean = 4.42, s.d. 1.7) than were seniors overall.

For Parkrose Seniors, three items were considered more important than the others: (1) *Overall cost of attending* (mean = 6.17, s.d. 1.3), (2) *Availability of financial assistance* (mean = 5.87, s.d. 1.5) and (3) *Post graduate opportunities* (mean = 5.67, s.d. 1.4). All three of these items had over seventy percent of Parkrose Seniors rate the importance between “Somewhat Important” and “Totally Important.” Parkrose Seniors rated all the items as important (average importance scores at or above 5.00). Two exceptions had average importance scores below 5.00: (1) *Friends attending* (4.54, s.d. 1.6) and (2) *Athletics* (mean = 3.80, s.d. 2.0). The data are presented graphically in Figure CRSP1.

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

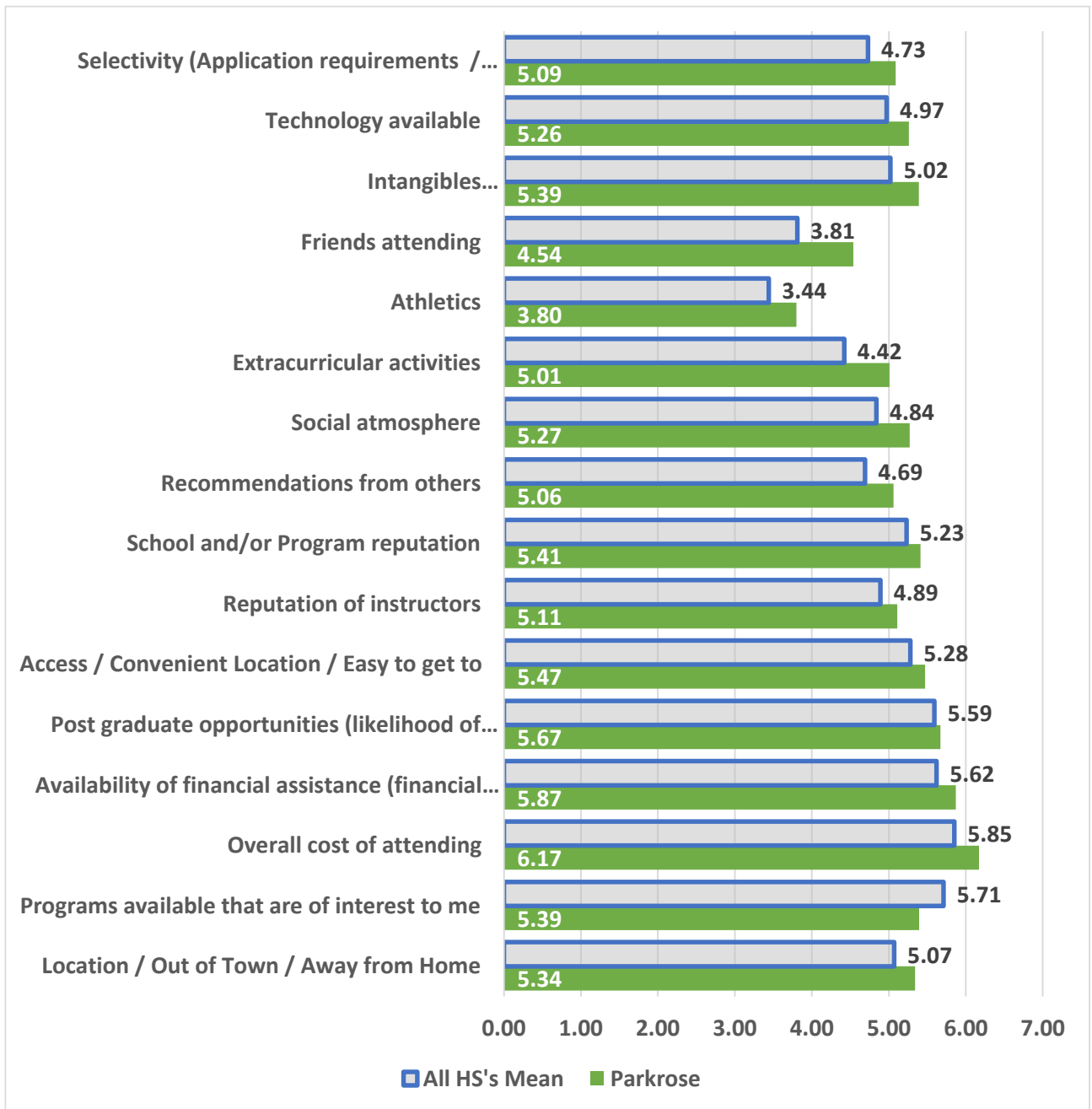


Table CRSP1: Parkrose Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

<i>Reason for Selecting a college / university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	All HS's Mean s.d.	Index
Location / Out of Town / Away from Home	4 6.3%	2 3.1%	2 3.1%	17 26.6%	13 20.3%	20 31.3%	6 9.4%	64 100.0%	5.34 1.6	5.07 1.7	105
Programs available that are of interest to me	3 4.5%	1 1.5%	2 3.0%	9 13.6%	15 22.7%	18 27.3%	18 27.3%	66 100.0%	5.39 1.4	5.71 1.5	94
Overall cost of attending	1 1.5%	0 0.0%	3 4.5%	13 19.4%	9 13.4%	18 26.9%	23 34.3%	67 100.0%	6.17 1.3	5.85 1.4	105
Availability of financial assistance (financial aid / scholarships)	2 3.1%	2 3.1%	1 1.5%	9 13.8%	8 12.3%	26 40.0%	17 26.2%	65 100.0%	5.87 1.5	5.62 1.6	104
Post graduate opportunities (likelihood of getting a job)	1 1.5%	1 1.5%	1 1.5%	11 16.7%	6 9.1%	27 40.9%	19 28.8%	66 100.0%	5.67 1.4	5.59 1.5	101
Access / Convenient Location / Easy to get to	0 0.0%	1 1.6%	2 3.1%	13 20.3%	17 26.6%	23 35.9%	8 12.5%	64 100.0%	5.47 1.4	5.28 1.5	104
Reputation of instructors	3 4.6%	4 6.2%	3 4.6%	21 32.3%	15 23.1%	14 21.5%	5 7.7%	65 100.0%	5.11 1.6	4.89 1.6	104
School and/or Program reputation	4 6.2%	3 4.6%	1 1.5%	12 18.5%	11 16.9%	25 38.5%	9 13.8%	65 100.0%	5.41 1.5	5.23 1.6	103
Recommendations from others	5 7.6%	4 6.1%	3 4.5%	20 30.3%	18 27.3%	16 24.2%	0 0.0%	66 100.0%	5.06 1.3	4.69 1.6	108
Social atmosphere	5 7.8%	4 6.3%	4 6.3%	19 29.7%	14 21.9%	12 18.8%	6 9.4%	64 100.0%	5.27 1.5	4.84 1.7	109
Extracurricular activities	6 9.4%	6 9.4%	6 9.4%	15 23.4%	12 18.8%	10 15.6%	9 14.1%	64 100.0%	5.01 1.6	4.42 1.7	113
Athletics	14 21.5%	9 13.8%	7 10.8%	16 24.6%	11 16.9%	4 6.2%	4 6.2%	65 100.0%	3.80 2.0	3.44 1.9	110
Friends attending	14 21.2%	6 9.1%	8 12.1%	19 28.8%	10 15.2%	7 10.6%	2 3.0%	66 100.0%	4.54 1.6	3.81 1.8	119
Intangibles (The campus feels right)	1 1.6%	2 3.2%	3 4.8%	20 31.7%	7 11.1%	19 30.2%	11 17.5%	63 100.0%	5.39 1.4	5.02 1.6	107
Technology available	0 0.0%	3 4.7%	3 4.7%	14 21.9%	16 25.0%	21 32.8%	7 10.9%	64 100.0%	5.26 1.5	4.97 1.6	106
Selectivity (Application requirements / Eligibility)	4 6.1%	0 0.0%	4 6.1%	27 40.9%	16 24.2%	12 18.2%	3 4.5%	66 100.0%	5.09 1.5	4.73 1.6	108

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, slightly

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

<i>Awarded any scholarships</i>	Parkrose		All High Schools	
	Count	%	Count	%
Yes	46	56.8%	213	51.1%
No	35	43.2%	204	48.9%
Total	81	100.0%	417	100.0%
<i>Summary Statistics for Scholarships Awarded</i>	Parkrose		All High Schools	
	Value	Index	Value	Index
Average Amount Awarded	\$29,235.80	164	\$17,826.00	100
s.d. of Amount Awarded	\$64,215.90	127	\$50,628.00	100
Trimmed Mean (5%)	\$29,235.80	258	\$11,320.10	100
Median Value of Awards	\$10,000.00	222	\$4,500.00	100
Minimum	\$500.00		\$1.00	
Maximum	\$376,396.00		\$400,000.00	
Average Number of Awards	3.21	161	2.00	100

more indicated they had received at least one scholarship. Over fifty-six percent (56.8%) of Parkrose Seniors continuing their education indicated they had received a scholarship. This was a higher ratio than seniors overall (51.1%). The average (mean) scholarship award was \$29,235.80 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 is also reported; unfortunately, there is insufficient data to calculate a trimmed mean for Parkrose. The median value of scholarship awards was \$10,000.00; the median value of awards was substantially higher than for seniors overall (\$4,500.00). The average number of awards Parkrose Seniors received was 3.21, more than the average (2.00) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. These data are presented in [Appendix B](#).

Institution Selection

Based on the response to the type of institution they were attending, Parkrose Seniors were first asked if they were planning to attend an in-state or out-of-state institution. Parkrose 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 Parkrose Seniors are reported in Table CISP1. For all seniors heading to a four-year institution, 18.1% indicated they would be heading out-of-state. Parkrose Seniors were slightly more likely to indicate they would attend an institution out-of-state than were seniors overall; 19.1% of Parkrose Seniors indicated they were heading to a four-year out-of-state institution. Two-year bound Parkrose Seniors had lower proportions heading out-of-state. For Parkrose Seniors bound for two-year institutions, 4.2% indicated they were heading out-of-state compared to 5.6% of seniors overall.

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

<i>In-State / Out-of-State Bound</i>		Parkrose			All High Schools	
		Count	%	Index	Count	%
4-Year College / University Bound	In-State	38	80.9%	99	158	81.9%
	Out-of-State	9	19.1%	106	35	18.1%
	Total	47	100.0%		193	100.0%
2-Year College Bound	In-State	23	95.8%	102	168	94.4%
	Out-of-State	1	4.2%	74	10	5.6%
	Total	24	100.0%		178	100.0%
All Continuing Education Seniors	In-State	61	85.9%	98	326	87.9%
	Out-of-State	10	14.1%	116	45	12.1%
	Total	71	100.0%		371	100.0%

For Parkrose 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 each institution. Results for four-year public institutions are provided in Table CISP2. The most likely institutions Parkrose Seniors applied to were: (1) Portland State University (26.4% Applied), (2) Oregon State University (23.6% Applied), and (3) Western Oregon University (23.6% Applied). The University of Oregon received slightly fewer applications from Parkrose Seniors (19.8% Applied). Parkrose seniors were substantially more likely than seniors overall to apply to Western Oregon University. They were just as likely as seniors overall to apply to Portland State University and the University of Oregon. They were less likely to apply to Oregon State University than seniors overall. For all other public universities, Parkrose Seniors applied at a much lower rate than did seniors overall.

Of the 106 Parkrose applications to public universities, 106 were accepted (a 100.0% acceptance rate). The proportions of those accepted were exactly the same as the proportions of those that applied.

The majority of Parkrose Seniors indicating they plan to be attending a four-year public university identified Portland State University (34.5% Plan to Attend), Oregon State University (31.0% Plan to Attend), and University of Oregon (20.7% Plan to Attend). Parkrose seniors identified two additional public institutions: (1) Southern Oregon University (6.9% Plan to attend) and (2) Western Oregon University (6.9% Plan to Attend). Figure CISP1 presents the data graphically.

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

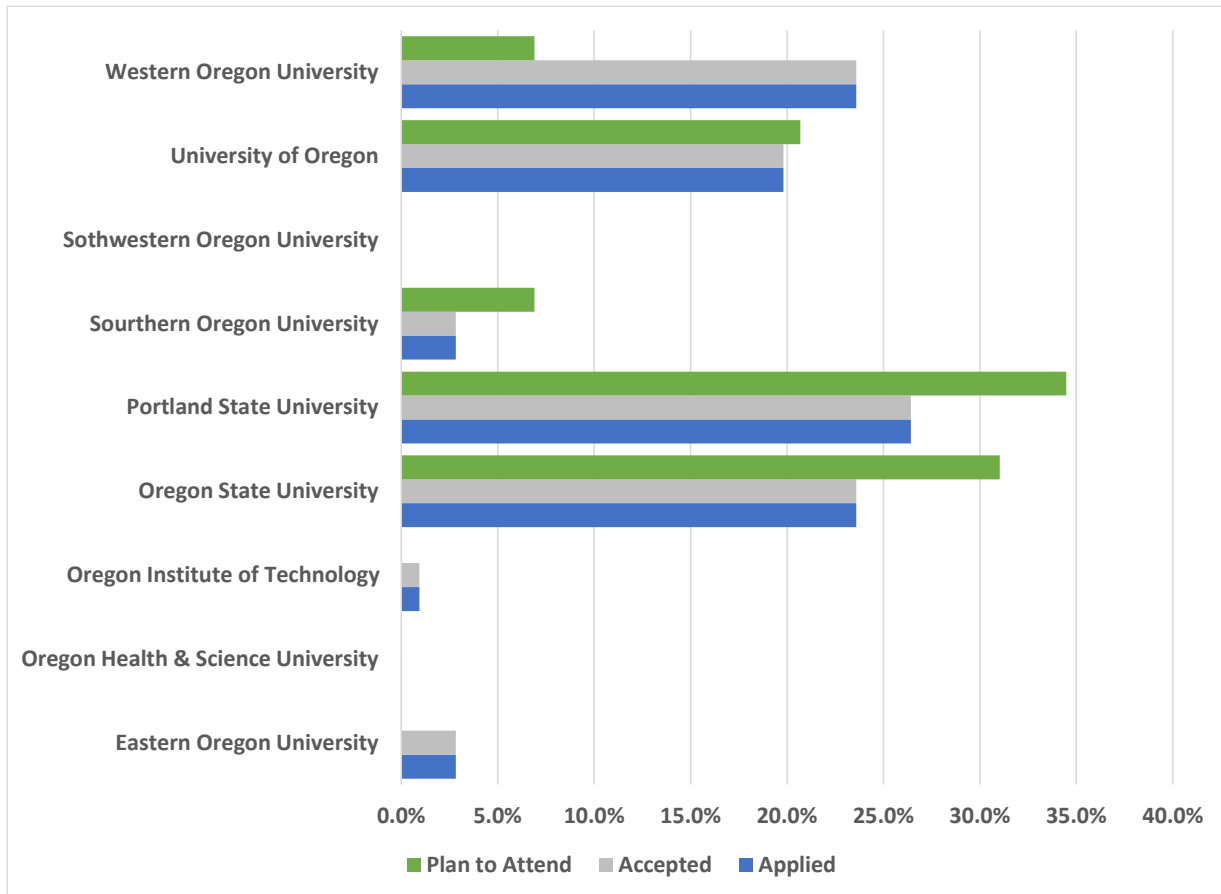


Table CISP2: Parkrose Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend Four-Year Public Universities by Institution Attending

Institution	Applied			Parkrose Accepted			Plan to Attend			All High Schools Applied		All High Schools Accepted		All High Schools Plan to Attend	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Count	%	Count	%
Eastern Oregon University	3	2.8%	81	3	2.8%	97	0	0.0%		11	3.5%	9	2.9%	0	0.0%
Oregon Health & Science University	0	0.0%	0	0	0.0%	0	0	0.0%	0	5	1.6%	2	0.6%	2	1.9%
Oregon Institute of Technology	1	0.9%	23	1	0.9%	22	0	0.0%	0	13	4.1%	13	4.2%	2	1.9%
Oregon State University	25	23.6%	84	25	23.6%	83	9	31.0%	84	88	27.9%	88	28.6%	39	36.8%
Portland State University	28	26.4%	104	28	26.4%	102	10	34.5%	104	80	25.4%	80	26.0%	35	33.0%
Southern Oregon University	3	2.8%	89	3	2.8%	87	2	6.9%	366	10	3.2%	10	3.2%	2	1.9%
Sothwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%		2	0.6%	1	0.3%	0	0.0%
University of Oregon	21	19.8%	96	21	19.8%	95	6	20.7%	115	65	20.6%	64	20.8%	19	17.9%
Western Oregon University	25	23.6%	181	25	23.6%	177	2	6.9%	104	41	13.0%	41	13.3%	7	6.6%
Total	106	100.0%		106	100.0%		29	100.0%		315	100.0%	308	100.0%	106	100.0%

For Parkrose Seniors that indicated they were bound to a four-year institution, a list of major private four-year universities in Oregon was provided. Again, Parkrose 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 nineteen private university applications were submitted by Parkrose Seniors. For Parkrose Seniors that applied to private institutions, University of Portland (33.3% Applied) had the highest proportion. Twenty-one percent (21.1% Applied) of Parkrose Seniors that applied to private institutions applied to Linfield College. Pacific University received three (15.8% Applied) Parkrose applications. An equal proportion (10.5% Applied) of Parkrose Seniors applied to George Fox University and to Lewis & Clark University. The only other applications (5.6% Applied) was submitted to Reed College and Warner Pacific University.

Of the nineteen applications to a private institution, nineteen were accepted (a 100.0% acceptance rate). For private institutions, the proportion of Parkrose Seniors accepted was exactly the same.

Of the nineteen applications that were accepted, three Parkrose Seniors indicated they plan to attend a private institution. One each (33.3%) indicated they plan to attend Linfield College, Reed College, and 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

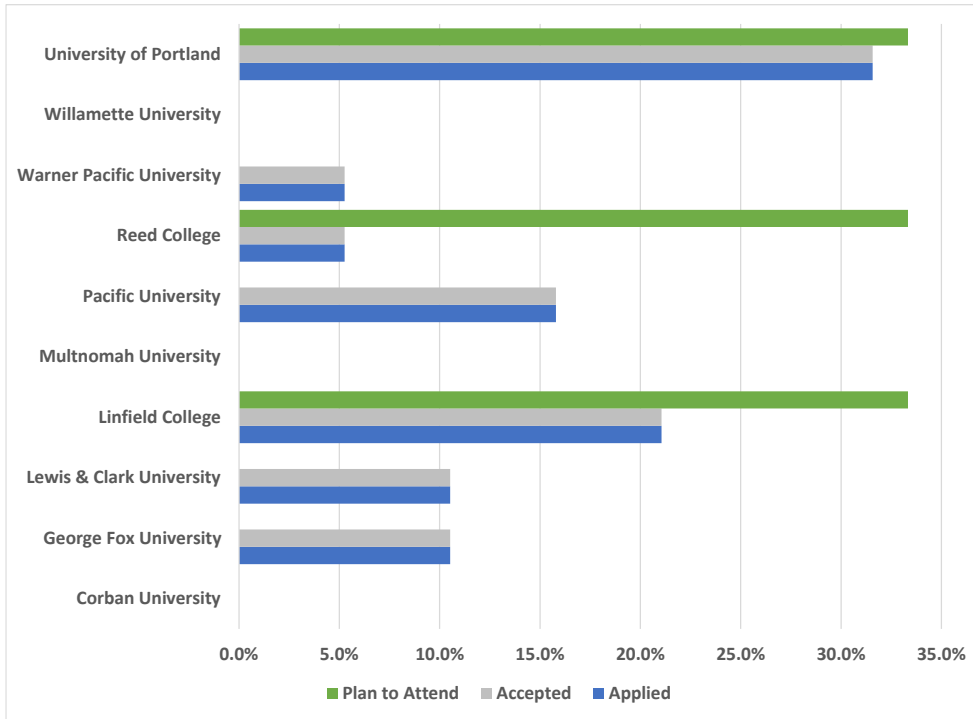


Table CISP3: Parkrose Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend a Four-Year Public Universities by Institution Attending

Institution	Applied			Parkrose Accepted			Plan to Attend			All High Schools Applied		All High Schools Accepted		All High Schools Plan to Attend	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Count	%	Count	%
Corban University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	2.0%	1	1.0%	0	0.0%
George Fox University	2	10.5%	77	2	10.5%	74	0	0.0%	0	14	13.7%	14	14.3%	3	14.3%
Lewis & Clark University	2	10.5%	98	2	10.5%	94	0	0.0%	0	11	10.8%	11	11.2%	0	0.0%
Linfield College	4	21.1%	134	4	21.1%	129	1	33.3%	117	16	15.7%	16	16.3%	6	28.6%
Multnomah University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	1.0%	1	1.0%	0	0.0%
Pacific University	3	15.8%	201	3	15.8%	193	0	0.0%	0	8	7.8%	8	8.2%	1	4.8%
Reed College	1	5.3%	67	1	5.3%	103	1	33.3%	350	8	7.8%	5	5.1%	2	9.5%
Warner Pacific University	1	5.3%	60	1	5.3%	57	0	0.0%	0	9	8.8%	9	9.2%	1	4.8%
Willamette University	0	0.0%	0	0	0.0%	0	0	0.0%	0	8	7.8%	8	8.2%	0	0.0%
University of Portland	6	31.6%	129	6	31.6%	124	1	33.3%	88	25	24.5%	25	25.5%	8	38.1%
Total	19	100.0%		19	100.0%		3	100.0%		102	100.0%	98	100.0%	21	100.0%

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

<i>Institution</i>	Parkrose Plan to Attend			All High Schools Plan to Attend		
	Count	%	Index	Count	%	Index
Blue Mountain	0	0.0%	0	2	1.3%	100
Central Oregon	0	0.0%	0	3	2.0%	100
Chemeketa	0	0.0%	0	4	2.6%	100
Clackamas	0	0.0%	0	7	4.6%	100
Clatsop	0	0.0%	0	1	0.7%	100
Columbia Gorge	0	0.0%	0	1	0.7%	100
Klamath	0	0.0%	0	1	0.7%	100
Lane	0	0.0%	0	2	1.3%	100
Linn-Benton	0	0.0%	0	2	1.3%	100
Mt. Hood	10	71.4%	126	86	56.6%	100
Oregon Coast	2	14.3%	543	4	2.6%	100
Portland	2	14.3%	75	29	19.1%	100
Rogue	0	0.0%	0	2	1.3%	100
Southwestern	0	0.0%	0	2	1.3%	100
Tillamook Bay	0	0.0%	0	2	1.3%	100
Treasure Valley	0	0.0%	0	2	1.3%	100
Umpqua	0	0.0%	0	2	1.3%	100

For Parkrose 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 fourteen Parkrose Seniors indicated they planned to attend a community college in Oregon. The majority of Parkrose Seniors indicated they would be attending Mt. Hood Community College (71.4% Attending). Two Parkrose Seniors (14.3%) indicated they plan to attend Portland Community College and two (14.3%) indicated they planned to attend Oregon Coast Community College. The Community College attending data are presented graphically in Figure CISP3.

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

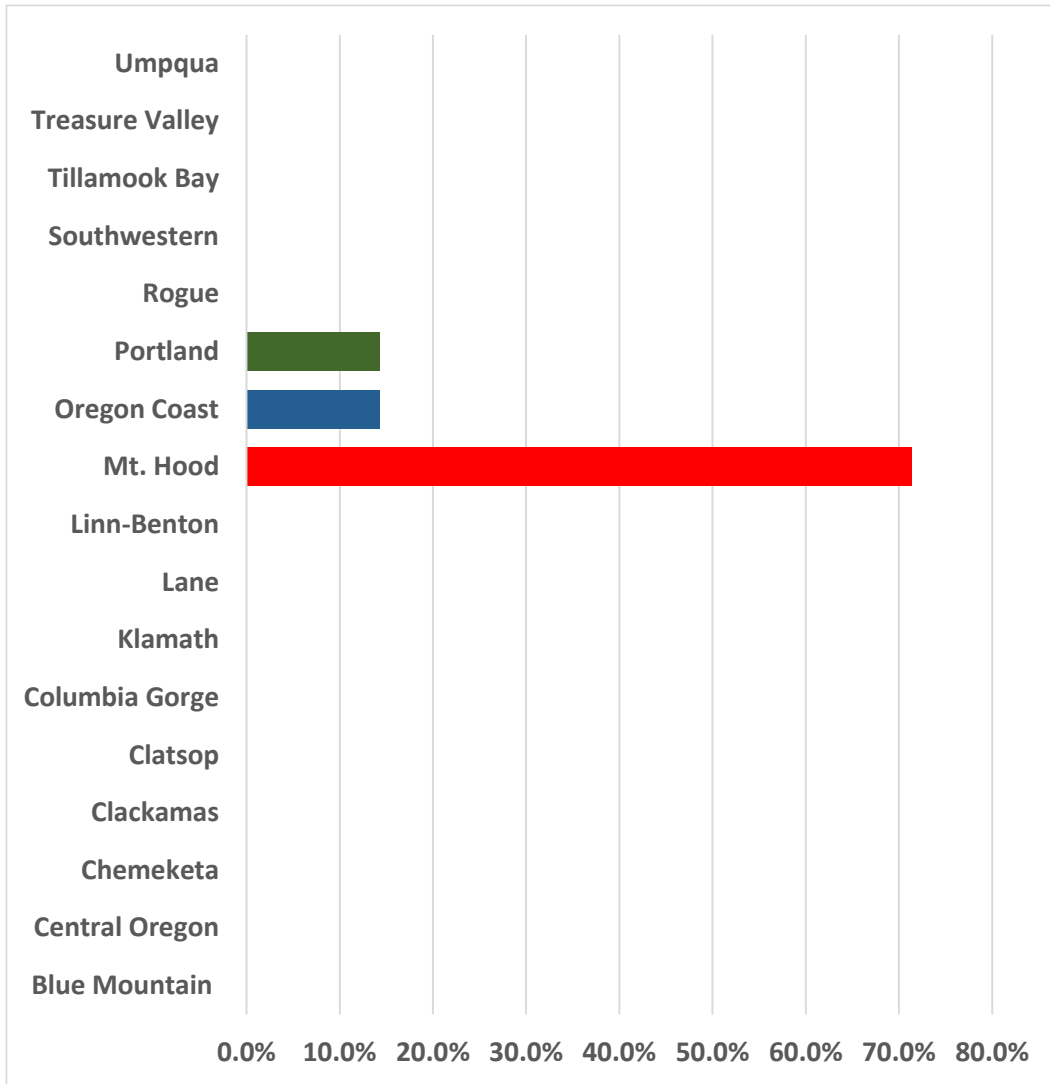


Table CISP5: Proportion of Parkrose Seniors Planning to Attend a Portland Metropolitan Community College by Institution

Metro Community Colleges	Parkrose			Total	
	Count	%	Index	Count	%
Clackamas	0	0.0%	0	7	5.7%
Mt. Hood	10	83.3%	118	86	70.5%
Portland	2	16.7%	70	29	23.8%
Total	12	100.0%		122	100.0%

Additional analysis was completed for the three Portland Metropolitan Community Colleges. For all high schools participating in the study, their district boundaries fall completely within the MHCC District. Any student the opts to attend one of the other two metro colleges constitutes leakage and should be addressed. Parkrose has the smallest leakage rate of all participating high schools, eighty-three percent of Parkrose Seniors attending a Portland Metropolitan Community College (83.3%) have indicated they plan to attend MHCC. Parkrose Seniors that indicated they planned to attend one of the three Portland Metropolitan Community Colleges were asked why they chose the college they plan to attend. Comments are available in [Appendix D](#).

Parkrose Seniors that indicated they would be attending a private trade/technical college or some other type of institution were asked to identify the institution. The data are available for review in [Appendix D](#).

Continuing Education Results for Sam Barlow

Type of Institution Attending

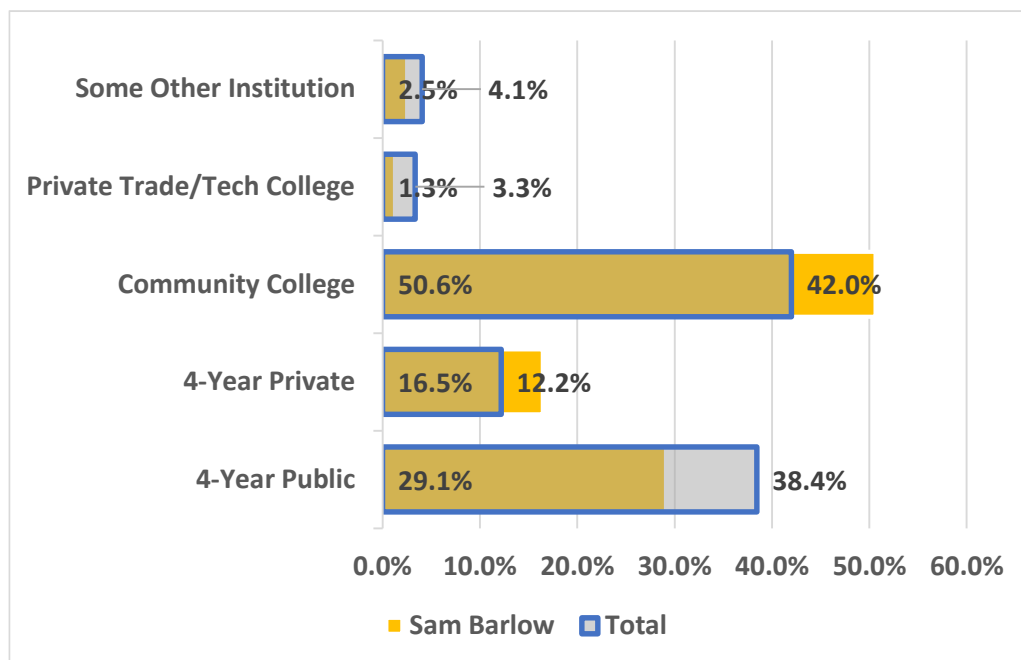
Results of the institution type Sam Barlow Seniors are attending are presented in Table CTIASB1 along with the totals for all seniors continuing their education. The majority of Sam Barlow Seniors (50.6%) indicated they will be attending a community college. Sam Barlow Seniors were more likely to indicate they were

Table CTIASB1: Sam Barlow Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	Count	Sam Barlow		Total	
		% Within	Index	Count	% Within
4-Year Public	23	29.1%	76	161	38.4%
4-Year Private	13	16.5%	135	51	12.2%
Community College	40	50.6%	121	176	42.0%
Private Trade/Tech College	1	1.3%	38	14	3.3%
Some Other Institution	2	2.5%	62	17	4.1%
Total	79	100.0%		419	100.0%

attending a community college as seniors overall (50.6% Sam Barlow compared to 42.0% seniors overall). Sam Barlow Seniors were less likely as seniors overall to indicate they would be attending a 4-year public institution (29.1% Sam Barlow compared to 38.4% seniors overall). Sam Barlow Seniors were much more likely to indicate they would be attending a 4-year private institution (16.5% Sam Barlow Seniors compared to 12.2% seniors overall). A much lower proportion of Sam Barlow Seniors indicated they would attend a Private Trade/Technical College or Some Other Institution. Sam Barlow Seniors were asked to identify either the Private Trade/Technical College or Some other institution; these data are available in [Appendix D](#). Data are presented graphically in Figure CTIASB1.

Figure CTIASB1: Plot of Sam Barlow Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Sam Barlow 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 Sam Barlow Seniors are presented in Table CRSSB1. The table includes the mean (and standard deviation) for Sam Barlow Seniors and the mean (and standard deviation) for all participating high school seniors; the latter are highlighted in alternating grey and white. Mean scores for Sam Barlow Seniors were slightly lower than the overall scores. Only two attributes had scores slightly higher than seniors overall. Sam Barlow Seniors were more likely to identify *Location / Out of Town / Away from Home* (Sam Barlow Mean = 5.25, s.d. 1.6 / Overall Mean = 5.07, s.d. 1.7) and *Programs available that are of interest to me* (Sam Barlow Mean = 5.77, s.d. 1.5 / Overall Mean = 5.71, s.d. 1.5) than were seniors overall.

For Sam Barlow Seniors, three items were considered more important than the others: (1) *Programs available of interest to me* (mean = 5.77, s.d. 1.5), (2) *Overall cost of attending* (mean = 5.50, s.d. 1.5), and (3) *Post graduate opportunities* (mean = 5.37, s.d. 1.6). All three of these items had over seventy percent of Sam Barlow Seniors rate the importance between “Somewhat Important” and “Totally Important.” An additional three items had average importance scores at or above 5.00: (1) *Availability of financial assistance* (mean = 5.27, s.d. 1.7), (2) *Location / Out of Town / Away from Home* (mean = 5.25, s.d. 1.6), and (3) *School / Program Reputation* (mean = 5.00, s.d. 1.5). The data are presented graphically in Figure CRSSB1.

Figure CRSSB1: Mean Rating Scores for Institution Selection Items by Sam Barlow Seniors and Seniors Overall

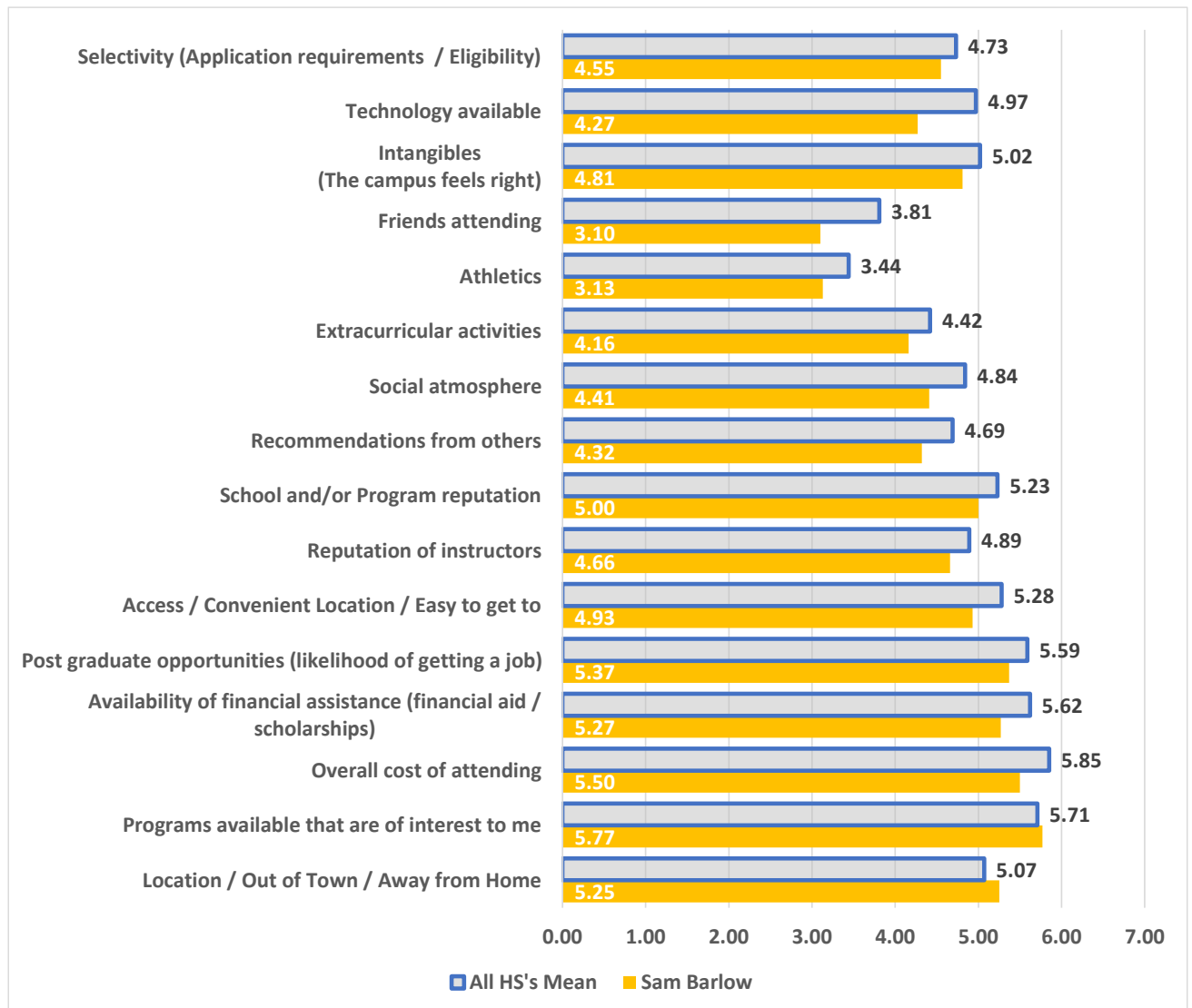


Table CRSSB1: Sam Barlow Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

<i>Reason for Selecting a college / university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	All HS's Mean s.d.	Index
Location / Out of Town / Away from Home	4 6.3%	2 3.1%	2 3.1%	17 26.6%	13 20.3%	20 31.3%	6 9.4%	64 100.0%	5.25 1.6	5.07 1.7	104
Programs available that are of interest to me	3 4.5%	1 1.5%	2 3.0%	9 13.6%	15 22.7%	18 27.3%	18 27.3%	66 100.0%	5.77 1.5	5.71 1.5	101
Overall cost of attending	1 1.5%	0 0.0%	3 4.5%	13 19.4%	9 13.4%	18 26.9%	23 34.3%	67 100.0%	5.50 1.5	5.85 1.4	94
Availability of financial assistance (financial aid / scholarships)	2 3.1%	2 3.1%	1 1.5%	9 13.8%	8 12.3%	26 40.0%	17 26.2%	65 100.0%	5.27 1.7	5.62 1.6	94
Post graduate opportunities (likelihood of getting a job)	1 1.5%	1 1.5%	1 1.5%	11 16.7%	6 9.1%	27 40.9%	19 28.8%	66 100.0%	5.37 1.6	5.59 1.5	96
Access / Convenient Location / Easy to get to	0 0.0%	1 1.6%	2 3.1%	13 20.3%	17 26.6%	23 35.9%	8 12.5%	64 100.0%	4.93 1.7	5.28 1.5	93
Reputation of instructors	3 4.6%	4 6.2%	3 4.6%	21 32.3%	15 23.1%	14 21.5%	5 7.7%	65 100.0%	4.66 1.5	4.89 1.6	95
School and/or Program reputation	4 6.2%	3 4.6%	1 1.5%	12 18.5%	11 16.9%	25 38.5%	9 13.8%	65 100.0%	5.00 1.5	5.23 1.6	96
Recommendations from others	5 7.6%	4 6.1%	3 4.5%	20 30.3%	18 27.3%	16 24.2%	0 0.0%	66 100.0%	4.32 1.6	4.69 1.6	92
Social atmosphere	5 7.8%	4 6.3%	4 6.3%	19 29.7%	14 21.9%	12 18.8%	6 9.4%	64 100.0%	4.41 1.7	4.84 1.7	91
Extracurricular activities	6 9.4%	6 9.4%	6 9.4%	15 23.4%	12 18.8%	10 15.6%	9 14.1%	64 100.0%	4.16 1.5	4.42 1.7	94
Athletics	14 21.5%	9 13.8%	7 10.8%	16 24.6%	11 16.9%	4 6.2%	4 6.2%	65 100.0%	3.13 1.9	3.44 1.9	91
Friends attending	14 21.2%	6 9.1%	8 12.1%	19 28.8%	10 15.2%	7 10.6%	2 3.0%	66 100.0%	3.10 1.7	3.81 1.8	81
Intangibles (The campus feels right)	1 1.6%	2 3.2%	3 4.8%	20 31.7%	7 11.1%	19 30.2%	11 17.5%	63 100.0%	4.81 1.7	5.02 1.6	96
Technology available	0 0.0%	3 4.7%	3 4.7%	14 21.9%	16 25.0%	21 32.8%	7 10.9%	64 100.0%	4.27 1.8	4.97 1.6	86
Selectivity (Application requirements / Eligibility)	4 6.1%	0 0.0%	4 6.1%	27 40.9%	16 24.2%	12 18.2%	3 4.5%	66 100.0%	4.55 1.7	4.73 1.6	96

Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Sam Barlow Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSSB1. For Sam Barlow Seniors, responses were evenly split

Table CSSB1: Summary Statistics of Scholarship Awards for Sam Barlow Seniors and Seniors Overall

<i>Awarded any scholarships</i>	Sam Barlow		All High Schools	
	Count	%	Count	%
Yes	41	53.2%	213	51.1%
No	36	46.8%	204	48.9%
Total	77	100.0%	417	100.0%
<i>Summary Statistics for Scholarships Awarded</i>	Sam Barlow		All High Schools	
	Value	Index	Value	Index
Average Amount Awarded	\$9,764.78	55	\$17,826.00	100
s.d. of Amount Awarded	\$20,659.50	41	\$50,628.00	100
Trimmed Mean (5%)	\$8,030.81	71	\$11,320.10	100
Median Value of Awards	\$3,250.00	72	\$4,500.00	100
Minimum	\$100.00		\$1.00	
Maximum	\$120,000.00		\$400,000.00	
Average Number of Awards	2.10	105	2.00	100

between scholarship recipients and none recipients. Just over half (53.2%) of Sam Barlow Seniors continuing their education indicated they had received at least one scholarship. This was a similar ratio to seniors overall (51.1%). The average (mean) scholarship award was \$9,764.78 this was much lower than the average award for seniors overall (\$17,826.00). 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 (\$8,030.81) is also reported and is a more accurate reflection of the average award. The median value of scholarship awards was \$3,250.00; this is lower than the median value of awards for seniors overall. The average number of awards Sam Barlow Seniors received was 2.10, slightly higher than the average (2.00) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in [Appendix B](#).

Institution Selection

Based on the response to the type of institution they were attending, Sam Barlow Seniors were first asked if they were planning to attend an in-state or out-of-state institution. Sam Barlow 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 Sam Barlow Seniors are reported in Table CISSB1. For all seniors heading to a four-year institution, 18.1% indicated they would be heading out-of-state. Sam Barlow Seniors were much more likely to indicate they would attend an institution out-of-state than were seniors overall; 25.0% of Sam Barlow Seniors indicated they were heading to a four-year out-of-state institution. Two-year bound Sam Barlow Seniors had much lower proportions heading out-of-state. For Sam Barlow Seniors bound for two-year institutions, 2.8% indicated they were heading out-of-state compared to 5.6% of seniors overall.

Table CISSB1: In-State and Out-of-State Bound for Two- and Four-Year Institutions by Sam Barlow Seniors and Seniors Overall

<i>In-State / Out-of-State Bound</i>		Sam Barlow			All High Schools	
		Count	%	Index	Count	%
4-Year College / University Bound	In-State	21	75.0%	92	158	81.9%
	Out-of-State	7	25.0%	138	35	18.1%
	Total	28	100.0%		193	100.0%
2-Year College Bound	In-State	35	97.2%	103	168	94.4%
	Out-of-State	1	2.8%	49	10	5.6%
	Total	36	100.0%		178	100.0%
All Continuing Education Seniors	In-State	56	87.5%	100	326	87.9%
	Out-of-State	8	12.5%	103	45	12.1%
	Total	64	100.0%		371	100.0%

For Sam Barlow 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 each institution. Results for four-year public institutions are provided in Table CISSB2. Sam Barlow Seniors were most likely to apply to: (1) Oregon State University (27.5% Applied), (2) Portland State University (15.7% Applied), (3) University of Oregon (15.7% Applied), and (4) Western Oregon University (15.7% Applied). A high proportion of Sam Barlow Seniors (11.8%) also applied to Oregon Institute of Technology. Interestingly, the proportions of Sam Barlow applications were smaller for Oregon State and much smaller for both Portland State and University of Oregon than seniors overall. The proportion of Sam Barlow applications to both Western Oregon and Oregon Institute of Technology were much higher than the proportion of applications overall. The proportions of applications for all other public four-year institutions was below ten percent. That said, when compared to seniors overall, the proportions of Sam Barlow applications were higher.

Of the fifty-one Sam Barlow applications to public universities, fifty-one were accepted (a 100.0% acceptance rate). The proportions of those accepted are exactly the same to the proportions of those that applied.

The majority of Sam Barlow Seniors indicating they would be attending a four-year public university identified Oregon State University (35.3% Plan to Attend), Portland State University (23.5% Plan to Attend), Western Oregon University (17.6% Plan to Attend), and University of Oregon (13.3% Plan to Attend). Compared to seniors overall, the proportion of Sam Barlow Seniors attending 4-year Public Universities is lower for: (1) Oregon State University, (2) Portland State University and (3) University of Oregon. The proportion of Sam Barlow Seniors that plan to attend Western Oregon University is substantially higher than the proportion for seniors overall. Figure CISSB1 presents the data graphically.

Figure CISSB1: Proportions of Sam Barlow Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

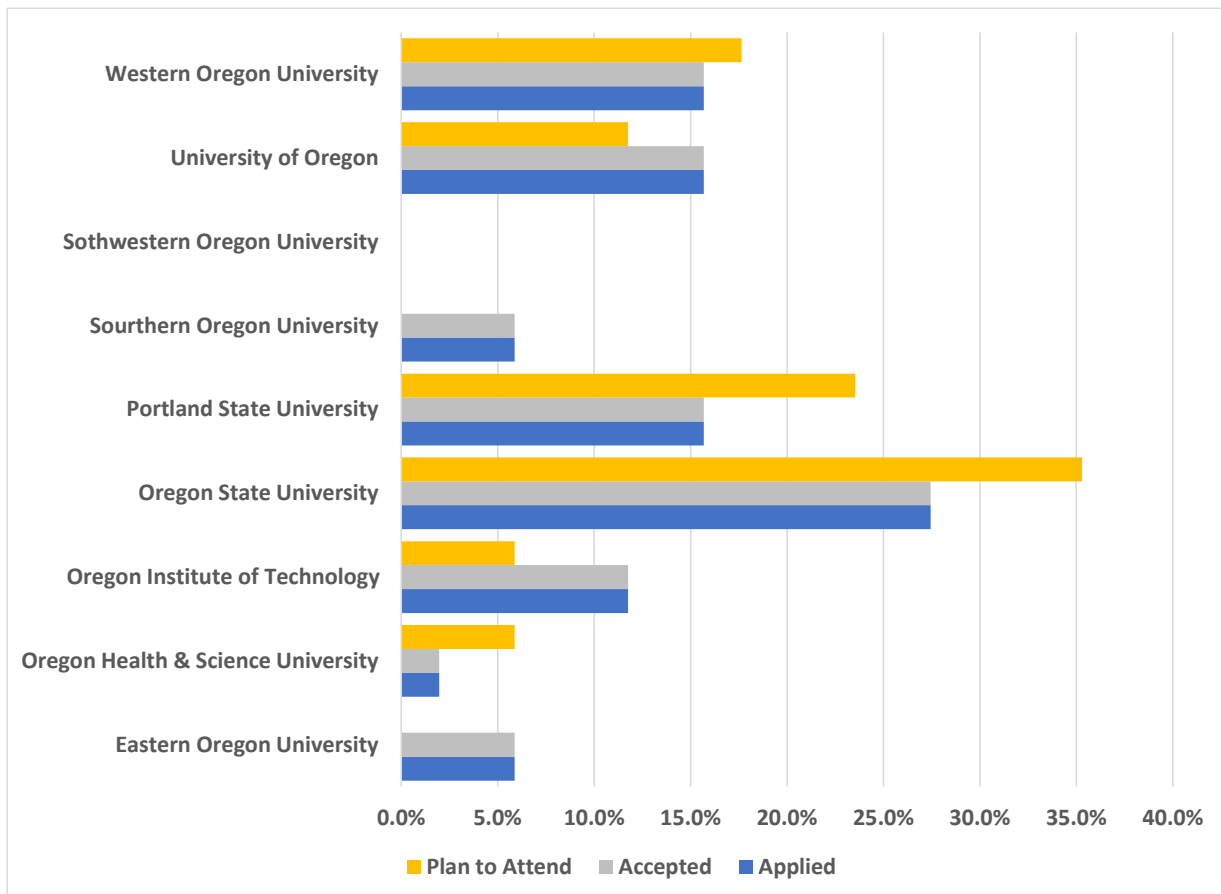


Table CISSB2: Sam Barlow Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend a Four-Year Public Universities by Institution Attending

Institution	Applied			Sam Barlow Accepted			Plan to Attend			Applied		All High Schools Accepted		Plan to Attend	
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Count	%	Count	%
Eastern Oregon University	3	5.9%	168	3	5.9%	201	0	0.0%		11	3.5%	9	2.9%	0	0.0%
Oregon Health & Science University	1	2.0%	124	1	2.0%	302	1	5.9%	312	5	1.6%	2	0.6%	2	1.9%
Oregon Institute of Technology	6	11.8%	285	6	11.8%	279	1	5.9%	312	13	4.1%	13	4.2%	2	1.9%
Oregon State University	14	27.5%	98	14	27.5%	96	6	35.3%	96	88	27.9%	88	28.6%	39	36.8%
Portland State University	8	15.7%	62	8	15.7%	60	4	23.5%	71	80	25.4%	80	26.0%	35	33.0%
Southern Oregon University	3	5.9%	185	3	5.9%	181	0	0.0%	0	10	3.2%	10	3.2%	2	1.9%
Sothwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%		2	0.6%	1	0.3%	0	0.0%
University of Oregon	8	15.7%	76	8	15.7%	75	2	11.8%	66	65	20.6%	64	20.8%	19	17.9%
Western Oregon University	8	15.7%	121	8	15.7%	118	3	17.6%	267	41	13.0%	41	13.3%	7	6.6%
Total	51	100.0%		51	100.0%		17	100.0%		315	100.0%	308	100.0%	106	100.0%

For Sam Barlow Seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, Sam Barlow Seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISSB3. A total of Seventeen private university applications were submitted by Sam Barlow Seniors; every institution identified had at least one application submitted. For Sam Barlow Seniors that applied to private institutions, George Fox University (17.6% of applications submitted) had the highest proportion of applications. An equal amount of applications (2 or 11.8% each of applications submitted) were submitted to Linfield College, Pacific University, Warner Pacific University, Willamette University, and University of Portland. One application each (5.9%) was submitted to Corban University, Lewis & Clark University, Multnomah University, and Reed College.

Of the seventeen applications to a private institution, seventeen were accepted (a 100.0% acceptance rate). The proportions for accepted applications was exactly the same.

Of the seventeen applications that were accepted, four Sam Barlow Seniors indicated they plan to attend a private institution. Two each (50.0%) indicated they plan to attend George Fox University or University of Portland. The proportion of Sam Barlow Seniors that plan to attend these institutions is much higher than the proportions for seniors overall. Figure CISSB2 presents the four-year private institution data graphically.

Figure CISSB2: Proportions of Sam Barlow Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

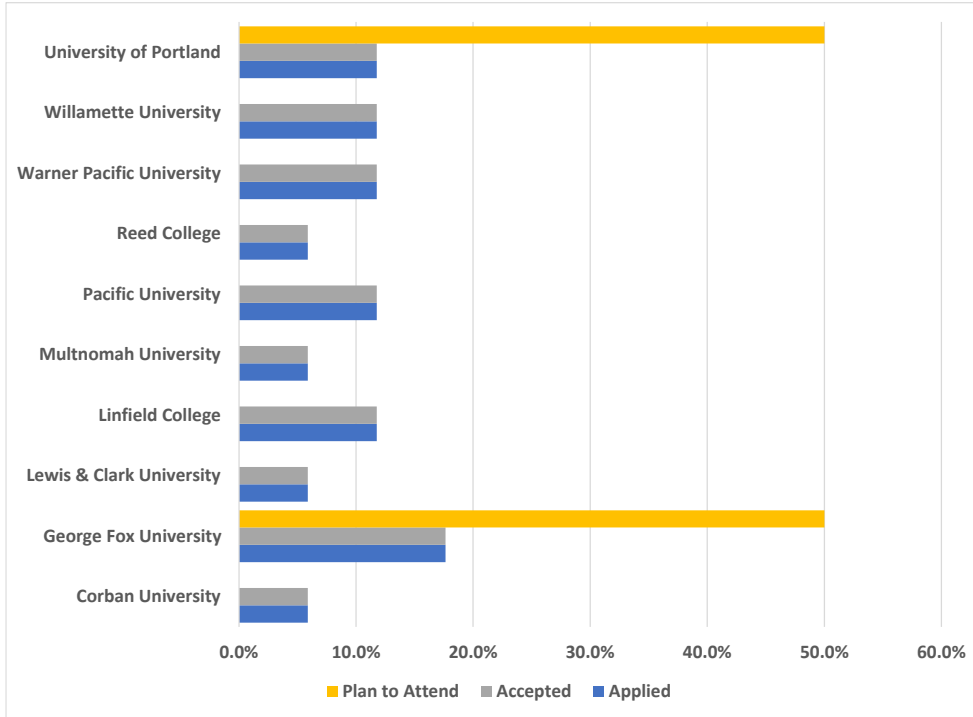


Table C1SSB3: Sam Barlow Seniors and Seniors Overall That Applied, Were Accepted, and Plan to Attend a Four-Year Private Universities by Institution Attending

Institution	Applied			Sam Barlow Accepted			Plan to Attend			All High Schools					
	Count	%	Index	Count	%	Index	Count	%	Index	Count	%	Count	%	Count	%
Corban University	1	5.9%	300	1	5.9%	576	0	0.0%		2	2.0%	1	1.0%	0	0.0%
George Fox University	3	17.6%	129	3	17.6%	124	2	50.0%	350	14	13.7%	14	14.3%	3	14.3%
Lewis & Clark University	1	5.9%	55	1	5.9%	52	0	0.0%		11	10.8%	11	11.2%	0	0.0%
Linfield College	2	11.8%	75	2	11.8%	72	0	0.0%	0	16	15.7%	16	16.3%	6	28.6%
Multnomah University	1	5.9%	600	1	5.9%	576	0	0.0%		1	1.0%	1	1.0%	0	0.0%
Pacific University	2	11.8%	150	2	11.8%	144	0	0.0%	0	8	7.8%	8	8.2%	1	4.8%
Pioneer Pacific University	0	0.0%		0	0.0%		0	0.0%		0	0.0%	0	0.0%	0	0.0%
Reed College	1	5.9%	75	1	5.9%	115	0	0.0%	0	8	7.8%	5	5.1%	2	9.5%
Warner Pacific University	2	11.8%	133	2	11.8%	128	0	0.0%	0	9	8.8%	9	9.2%	1	4.8%
Willamette University	2	11.8%	150	2	11.8%	144	0	0.0%		8	7.8%	8	8.2%	0	0.0%
University of Portland	2	11.8%	48	2	11.8%	46	2	50.0%	131	25	24.5%	25	25.5%	8	38.1%
Total	17	100.0%		17	100.0%		4	100.0%		102	100.0%	98	100.0%	21	100.0%

Table CISSB4: Sam Barlow Seniors and Seniors Overall Bound for an Oregon Community College by Institution Attending

<i>Institution</i>	Sam Barlow Plan to Attend			All High Schools Plan to Attend		
	Count	%	Index	Count	%	Index
Blue Mountain	0	0.0%	0	2	1.3%	100
Central Oregon	1	3.3%	169	3	2.0%	100
Chemeketa	1	3.3%	127	4	2.6%	100
Clackamas	1	3.3%	72	7	4.6%	100
Clatsop	0	0.0%	0	1	0.7%	100
Columbia Gorge	0	0.0%	0	1	0.7%	100
Klamath	0	0.0%	0	1	0.7%	100
Lane	0	0.0%	0	2	1.3%	100
Linn-Benton	1	3.3%	253	2	1.3%	100
Mt. Hood	20	66.7%	118	86	56.6%	100
Oregon Coast	0	0.0%	0	4	2.6%	100
Portland	6	20.0%	105	29	19.1%	100
Rogue	0	0.0%	0	2	1.3%	100
Southwestern	0	0.0%	0	2	1.3%	100
Tillamook Bay	0	0.0%	0	2	1.3%	100
Treasure Valley	0	0.0%	0	2	1.3%	100
Umpqua	0	0.0%	0	2	1.3%	100
Total	30	100.0%		152	100.0%	

For Sam Barlow 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 Sam Barlow Seniors and seniors overall indicating they will be attending a community college are presented in Table CISSB4. A total of thirty Sam Barlow Seniors indicated they planned to attend a community college in Oregon. The majority of Sam Barlow Seniors indicated they would be attending Mt. Hood Community College (66.7% Attending). Six (20.0%) indicated they plan to attend Portland Community College. One each (3.3%) indicated they planned to attend: Central Oregon, Chemeketa, Clackamas, Linn-Benton. The Community College attending data are presented graphically in Figure CISCen3.

Figure CISCen3: Proportion of Sam Barlow Seniors Planning to Attend a Community College by Institution

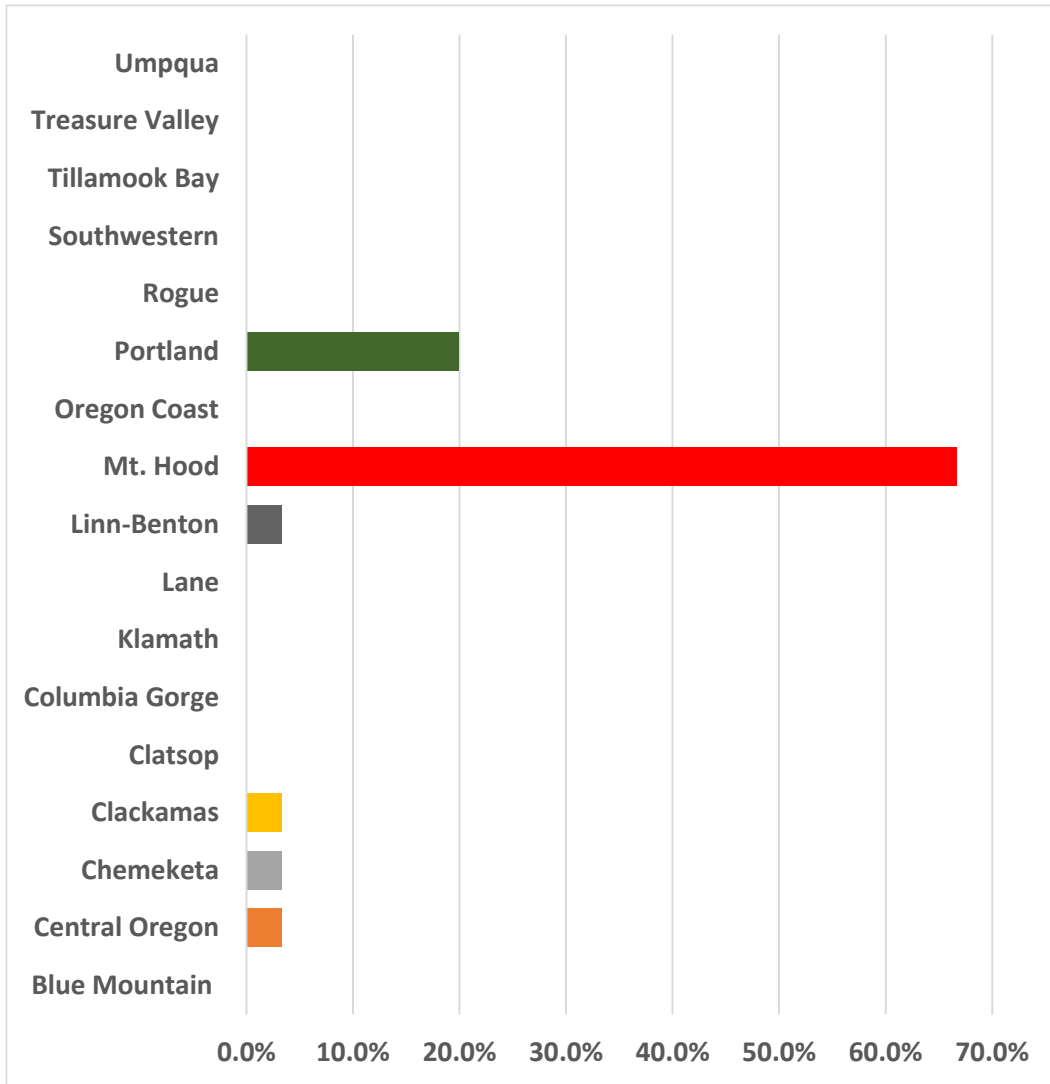


Table CISSB5: Proportion of Sam Barlow Seniors Planning to Attend a Portland Metropolitan Community College by Institution

Metro Community Colleges	Sam Barlow			Total	
	Count	%	Index	Count	%
Clackamas	1	3.7%	65	7	5.7%
Mt. Hood	20	74.1%	105	86	70.5%
Portland	6	22.2%	93	29	23.8%
Total	27	100.0%		122	100.0%

Additional analysis was completed for the three Portland Metropolitan Community Colleges. For all high schools participating in the study, their district boundaries fall completely within the MHCC District. Any student the opts to attend one of the other two metro colleges constitutes leakage and should be addressed. While the majority of Sam Barlow Seniors are planning to attend MHCC, over a quarter (25.9%) have indicated they plan to attend one of the other two colleges. Compared to seniors overall, the proportion of Sam Barlow Seniors that are planning to attend Clackamas Community College is much lower (3.7% Sam Barlow Seniors compared to 5.7% seniors overall). They plan to attend MHCC at a slightly higher rate compared to seniors overall (74.1% compared to 70.5% overall). Finally, they plan to attend Portland Community College at a lower rate to seniors overall (22.2% compared to 23.8% overall). Sam Barlow Seniors that indicated they planned to attend one of the three Portland Metropolitan Community Colleges were asked why they chose the college they plan to attend. Comments are available in [Appendix D](#).

Sam Barlow Seniors that indicated they would be attending a private trade/technical college or some other type of institution were asked to identify the institution. The data are available for review in [Appendix D](#).

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 exit survey – used in previous *What's Next* versions – was edited for this administration. Questions were presented prior to the main survey.

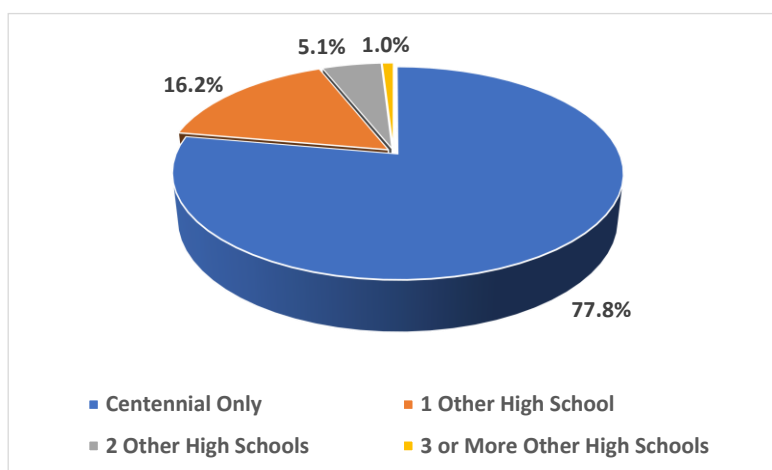
Number of High Schools

Centennial Seniors were asked how many high schools they had attended. Data are reported in Table CQC1. Over three quarters of seniors (77.8%) indicated that Centennial was the only high school they had attended. Just over sixteen percent (16.2%) indicated they had attended one other high school. Five percent (5.1%) indicated they had attended two other high schools. Finally, one percent (1.0%) of Centennial Seniors indicated they had attended three or more high schools. Data are presented graphically in Figure CQC1.

Table CQC1: Number of High Schools Attended














<i># High Schools Attended</i>	Count	%
Centennial Only	245	77.8%
1 Other High School	51	16.2%
2 Other High Schools	16	5.1%
3 or More Other High Schools	3	1.0%
Total	315	100.0%

Figure CQC1: Pie Chart of Number of High Schools Attended



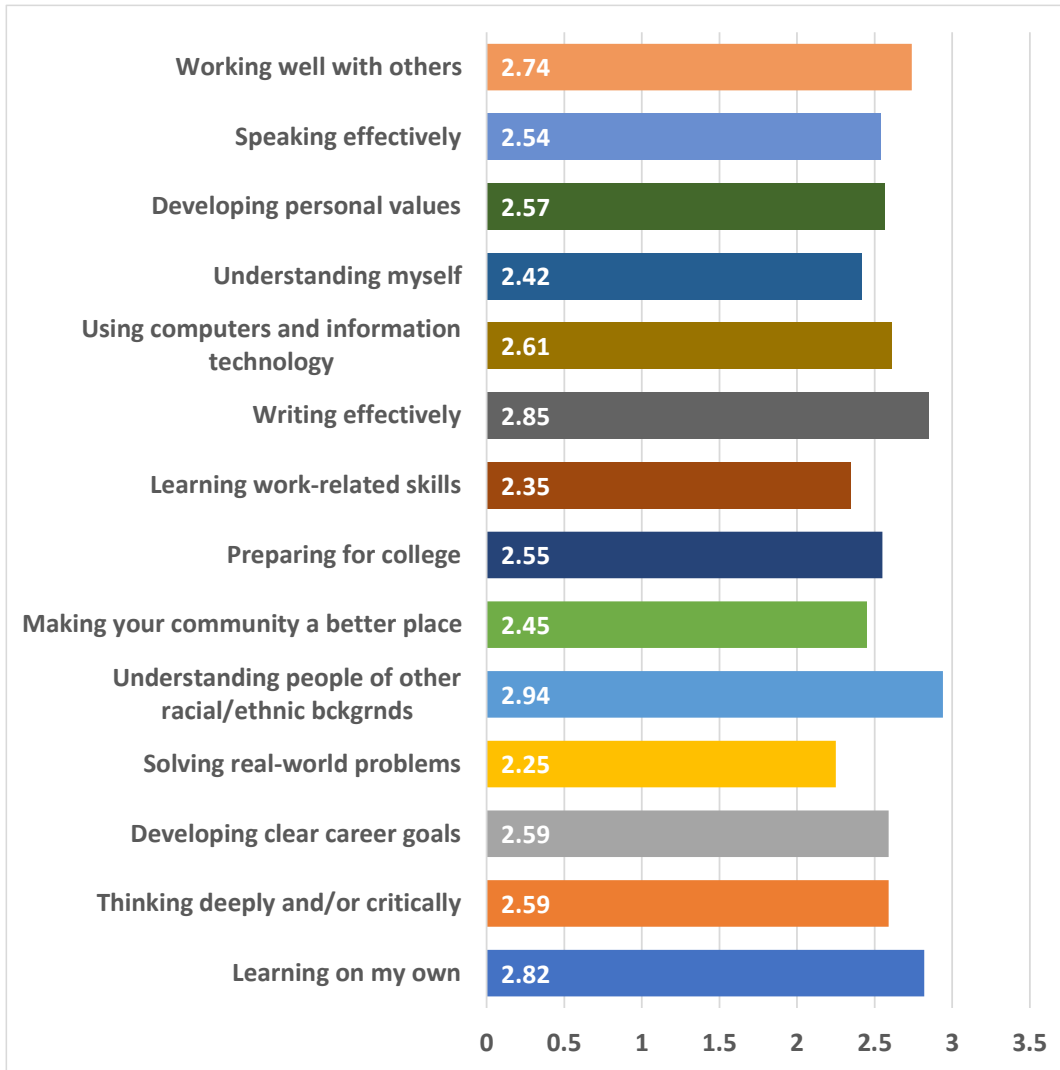
Centennial High School Contribution to Growth

Table CQC2: Centennial High School Events

<i>Contribution to growth in the following areas</i>	A Little, but				Total	Mean s.d.
	Not At All	Not Much	Quite A Bit	A Lot		
Learning on my own	14 4.9%	77 26.7%	144 50.0%	53 18.4% 	288 100.0%	2.82 0.8
Thinking deeply and/or critically	23 8.1%	104 36.5%	124 43.5%	34 11.9% 	285 100.0%	2.59 0.8
Developing clear career goals	37 12.9%	90 31.4%	114 39.7%	46 16.0% 	287 100.0%	2.59 0.9
Solving real-world problems	51 18.0%	133 46.8%	79 27.8%	21 7.4% 	284 100.0%	2.25 0.8
Understanding people of other racial/ethnic bckgrnds	23 8.1%	55 19.3%	124 43.5%	83 29.1% 	285 100.0%	2.94 0.9
Making your community a better place	39 13.7%	115 40.4%	95 33.3%	36 12.6% 	285 100.0%	2.45 0.9
Preparing for college	48 16.7%	85 29.6%	103 35.9%	51 17.8% 	287 100.0%	2.55 1.0
Learning work-related skills	47 16.5%	119 41.8%	92 32.3%	27 9.5% 	285 100.0%	2.35 0.9
Writing effectively	18 6.3%	69 24.2%	137 48.1%	61 21.4% 	285 100.0%	2.85 0.8
Using computers and information technology	28 9.8%	98 34.4%	116 40.7%	43 15.1% 	285 100.0%	2.61 0.9
Understanding myself	56 19.6%	98 34.3%	87 30.4%	45 15.7% 	286 100.0%	2.42 1.0
Developing personal values	44 15.5%	87 30.6%	101 35.6%	52 18.3% 	284 100.0%	2.57 1.0
Speaking effectively	42 14.6%	98 34.1%	98 34.1%	49 17.1% 	287 100.0%	2.54 0.9
Working well with others	32 11.2%	69 24.1%	125 43.7%	60 21.0%	286 100.0%	2.74 0.9

Centennial Seniors were provided with a list of fourteen personal growth statements and asked to rate how well the high school contributed to their development on a four-point scale (1=Not At All to 4=A Lot). Results are presented in Table CQC2. The majority of responses fell between “A Little, but Not Much” and “Quite A Bit” (average scores were between two and three on the four-point scale). Three statements do stand out. First, “Understanding people of other racial/ethnic backgrounds” had the highest average score of all the items listed (mean=2.94, s.d. 0.9). This statement had over seventy percent of seniors rate it “Quite A Bit” or “A Lot.” The second statement is “Writing effectively” (mean=2.85, s.d. 0.8). Sixty-nine percent (69.5%) of seniors rated this item either “Quite a Bit” or “A Lot.” The third highest rated item in the list was “Learning on my own” (mean=2.82, s.d. 0.8). Sixty-eight percent (68.4%) of seniors rated this item either “Quite a Bit” or “A Lot.” Mean scores for the fourteen items are presented in Figure CQC2.

Figure CQC2: Contribution of Centennial High to Personal Growth Areas



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.

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, Sam Barlow, and Springwater Trail High Schools) worked with MHCC to develop a series of questions that they wanted addressed. For this administration of the survey the former questions were reviewed, edited, and/or deleted. For the most part, the questions were the same (Gresham is an International Bachelorette School / Sam Barlow is an Advanced Placement School). The school-specific questions were incorporated into the survey and were presented to their respective seniors prior to the MHCC questions.

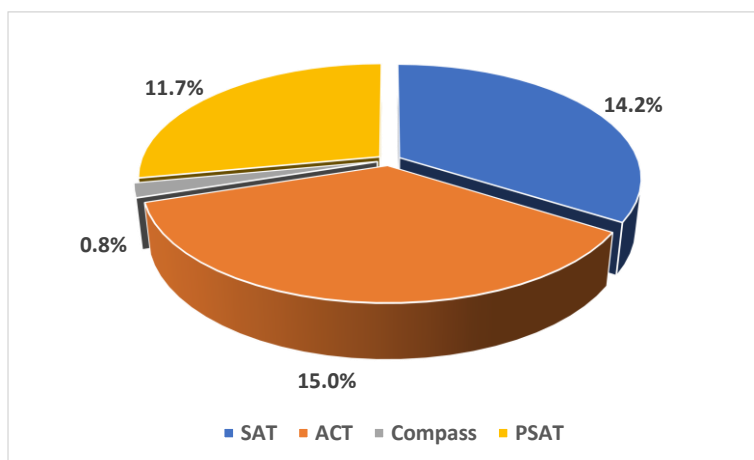
College Tests

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 ACT was taken by more seniors (15.0%) than any other test. The SAT was taken by over fourteen percent (14.2%) and the PSAT was taken by over eleven percent of Gresham Seniors (11.7%). One Gresham Senior (0.8%) indicated they had taken the Compass Test. Figure CQG1 presents the data graphically.

Table CQG1: Placement Tests Taken by Gresham Seniors

<i>College Placement Tests</i>	Count	%
SAT	17	14.2%
ACT	18	15.0%
Compass	1	0.8%
PSAT	14	11.7%
Total Gresham Respondents	120	100.0%

Figure CQG1: Pie Chart of Gresham Seniors Taking Placement Tests



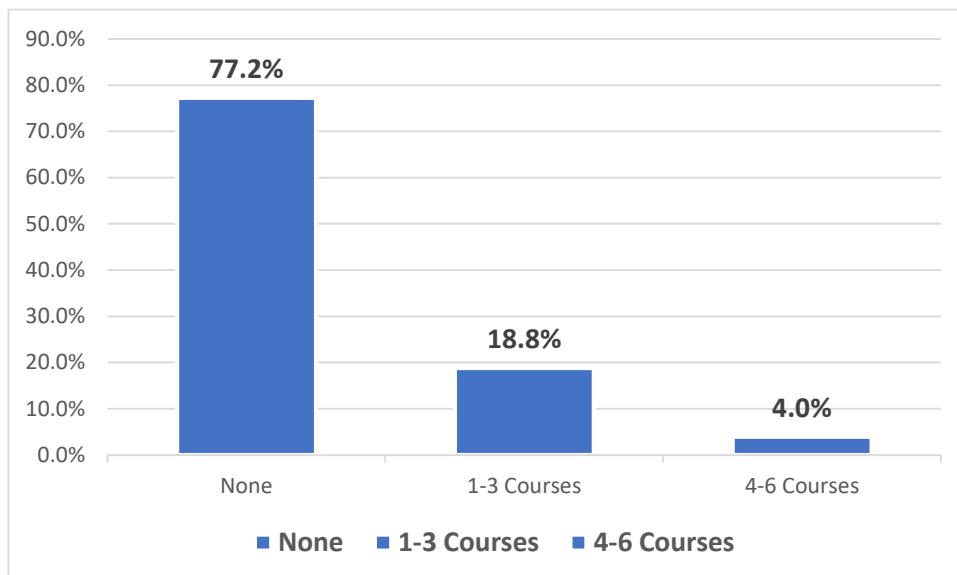
International Baccalaureate Courses

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, 77.2% indicated they had not taken an IB course. The majority of the Gresham Seniors that took an IB course (18.8%) indicated they had taken between one and three. Four percent (4.0%) indicated they had taken between four and six IB courses. No Gresham Seniors (0.0%) 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

<i>Number of International Baccalaureate Courses Taken</i>	Count	%
None	78	77.2%
1-3 Courses	19	18.8%
4-6 Courses	4	4.0%
7+ Courses	0	0.0%
Total	101	100.0%

Figure CQG2: Number of International Baccalaureate Courses Taken



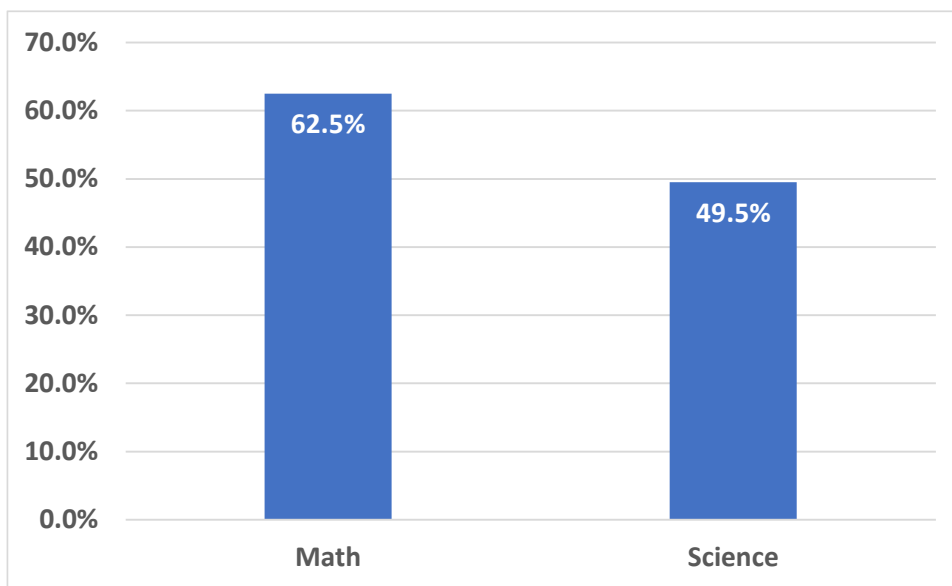
Fourth Year Coursework in Subjects

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. Over sixty percent (62.5%) of Gresham Seniors indicated they had taken a fourth-year of Math. Almost half (49.5%) indicated they had taken a fourth-year science class. The proportions are presented graphically in Figure CQG3.

Table CQG3: Fourth Year Coursework by Subject

<i>Did you take four years of...</i>	Yes	No	Total
Math	65 62.5%	39 37.5%	104 100.0%
Science	51 49.5%	52 50.5%	103 100.0%

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



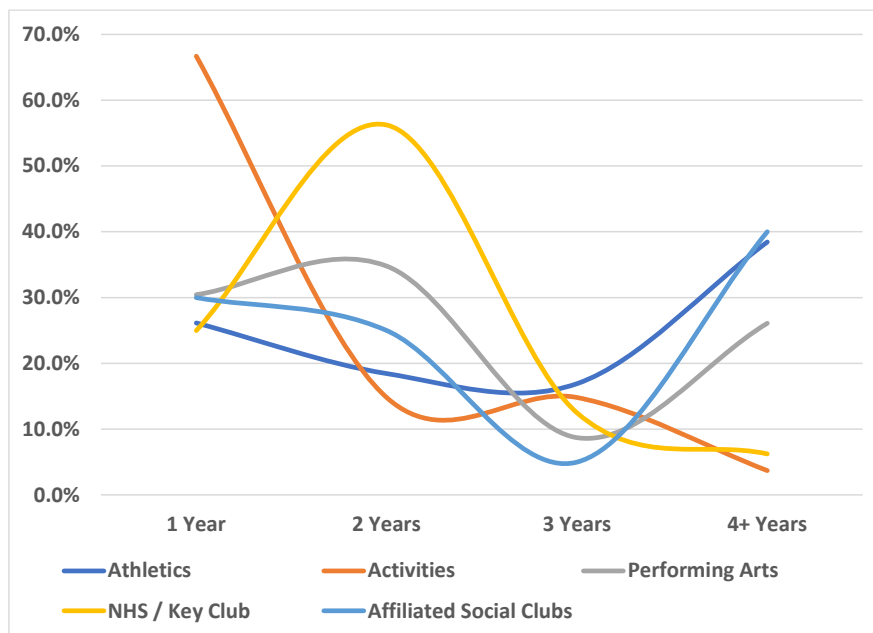
Activity Participation

Table CQG5: Activity Participation Rates

<i>Activity Participation</i>	1 Year	2 Years	3 Years	4+ Years	Total	Did not Participate
Athletics	17 26.2%	12 18.5%	11 16.9%	25 38.5%	65 100.0%	39
Activities (e.g. Renaissance, Student Council, etc.)	18 66.7%	4 14.8%	4 14.8%	1 3.7%	27 100.0%	77
Performing Arts (e.g. Band, Choir, Drama)	14 30.4%	16 34.8%	4 8.7%	12 26.1%	46 100.0%	58
National Honors Society and/or Key Club	4 25.0%	9 56.3%	2 12.5%	1 6.3%	16 100.0%	87
Affiliated Social Clubs (e.g. Robotics, MeCha, SUN, etc.)	6 30.0%	5 25.0%	1 5.0%	8 40.0%	20 100.0%	84

Gresham Seniors were provided a list of five school-sponsored activities and asked how often they participated in each (1, 2, 3, or 4+ years). Results of participation are presented in Table CQG5. *Athletics* had the highest participation rates with sixty-five seniors indicating they had participated at least one year – 62.5% of those that responded to the question (65 of 104 responses). *Performing Arts* had the second highest participation rate with forty-six seniors indicating they had participated at least one year – 44.2% of those that responded to the question (46 of 104 responses). *Activities* and *Affiliated Social Clubs* had much lower participation rates; twenty-seven Gresham Seniors indicated they had participated in *Activities* and twenty indicated participation in *Affiliated Social Clubs*. *National Honors Society and/or Key Club* had the lowest participation rate with only sixteen participants – 15.5% of those that responded to the question (16 of 103 responses). 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



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.

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

<i>Activity Participation</i>	1 Year	2 Years	3 Years	4+ Years	Did not Participate
Athletics	58.8%	58.3%	9.1%	64.0%	56.4%
Activities	38.9%	75.0%	100.0%	100.0%	53.2%
Performing Arts	64.3%	56.3%	25.0%	58.3%	53.4%
NHS / Key Club	75.0%	88.9%	100.0%	100.0%	64.4%
Affiliated Social Clubs	16.7%	40.0%	100.0%	50.0%	57.1%

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 Cumulative 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*, 58.8% of seniors that participated for one year reported a Cumulative GPA of 3.00 or better. For seniors that participated in *Athletics* their entire high school career (4 or more years), 64.0% earned a Cumulative 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 for the specified year. 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.

Note: a small number of Gresham Seniors responded to both the cumulative GPA and Activity Participation questions. These small numbers make percentages much more volatile; results should be treated with caution. Additionally, the seniors graduating in 2023 (and 2024) were in high school during the pandemic; participation rates were impacted by quarantine and social distancing.

For *Athletics*, the proportion of Gresham Seniors that participated for one or two years and earned a GPA of 3.00 or better (58.8% and 58.3% respectively) was similar to non-participants (56.4%). Seniors that participated for three years in athletics and earned a GPA of 3.0 or better was much lower than for non-participants (9.1% for *Athletics* compared to 56.4% for non-participants). The proportions for athletes that participated four or more years (64.0%) was much higher than for those that had not participated.

For *Activities*, the proportions of 3.0 Cumulative GPA for participants at two, three, and four years were substantially higher than for non-participants (75.0%, 100.0%, and 100.0% respectively compared to 53.2% of non-participants). For *Activities* participants involved for one year, the proportion earning a GPA of 3.0 or greater (38.9%) are much lower than the proportions for non-participants.

For seniors that participated in *Performing Arts*, the proportions earning a Cumulative GPA of 3.00 or better were higher than non-participants for one, two, or four or more years of participation (64.3%, 56.3%, and 58.3% respectively compared to 53.4% of non-participants). Like *Athletics*, they were much lower for participants that indicated they were involved for three years (25.0% reported an earned cumulative GPA of 3.0 or better).

Not surprisingly, the proportion of seniors that participated in the *Honors Society and/or Key Club* had cumulative GPA's of 3.00 or better was much higher than non-participants regardless of the number of years participating. The proportions were 75.0%, 88.9%, 100.0%, and 100.0% for one, two, three, and four years participation (respectively).

For *Affiliated Social Clubs*, the proportions were higher for participants of three years only (100.0% for three years of participation compared to 57.1% for non-participants). Participants in *Affiliated Social Clubs* may have been more impacted by the pandemic than participants in other activities identified.

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

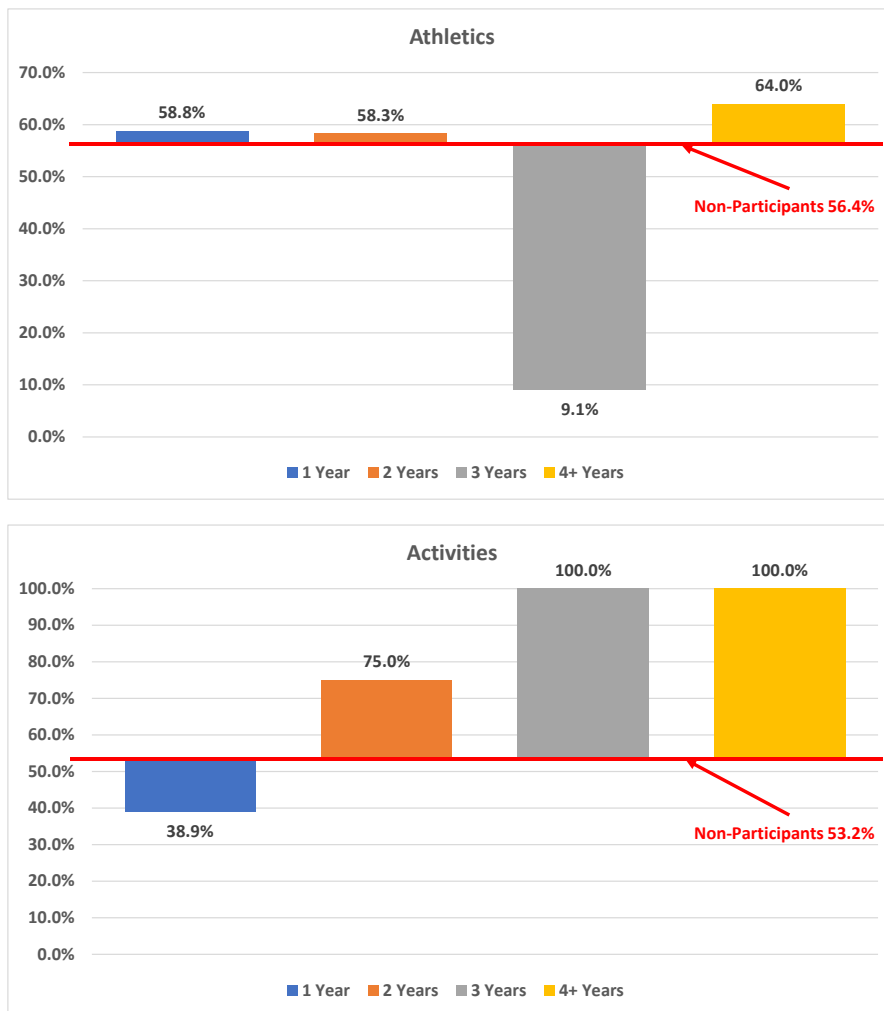
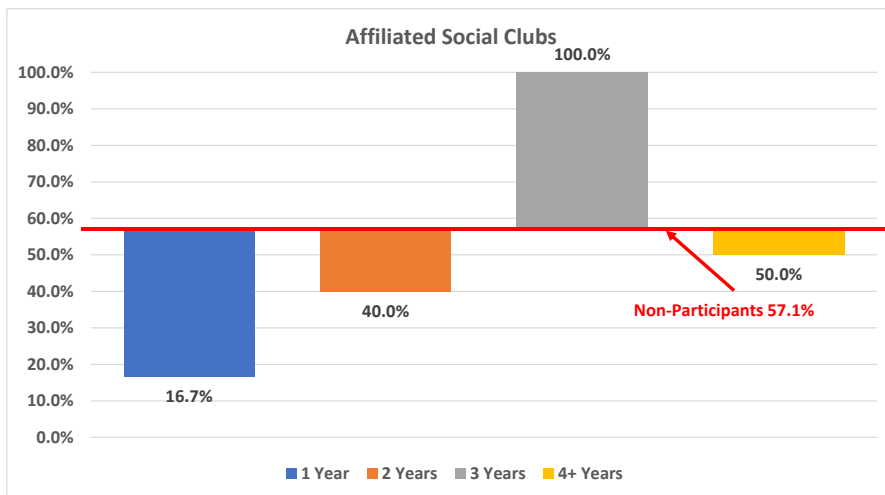
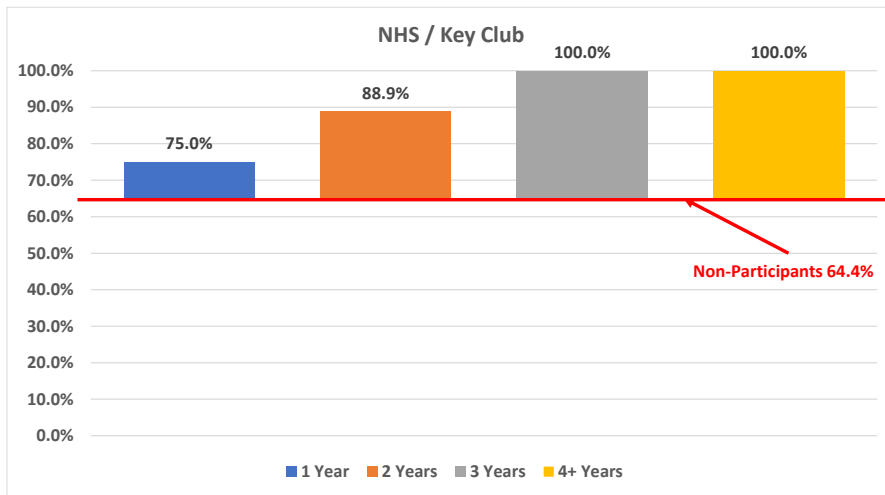
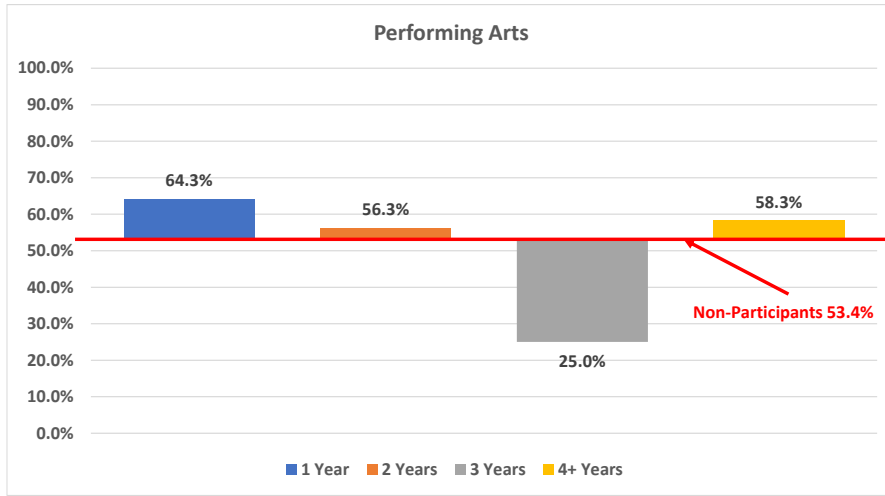


Figure CQG6: Proportion of Seniors Earning a Cumulative 3.00 or Better GPA by Years of Activity Participation (Continued)



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. Parkrose High School worked with MHCC to develop a series of questions that they wanted addressed. For this administration of the survey the former questions were reviewed, edited, and/or deleted. The school-specific questions were incorporated into the survey and were presented to Parkrose Seniors prior to the MHCC questions.

Parkrose Environment

Parkrose Seniors were provided a list of twenty-one statements and asked to indicate their level of agreement on a seven-point scale (1= “Strongly Disagree” / 7= “Strongly Agree”). Results are presented in Table CQP1. Two of the statements had high levels of agreement. *My teachers expect I will attend college or another training program* had a mean score of 5.69 (s.d. 1.2) 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 5.68 (s.d. 1.1). An additional seven items had average agreement scores at or above 5.20:

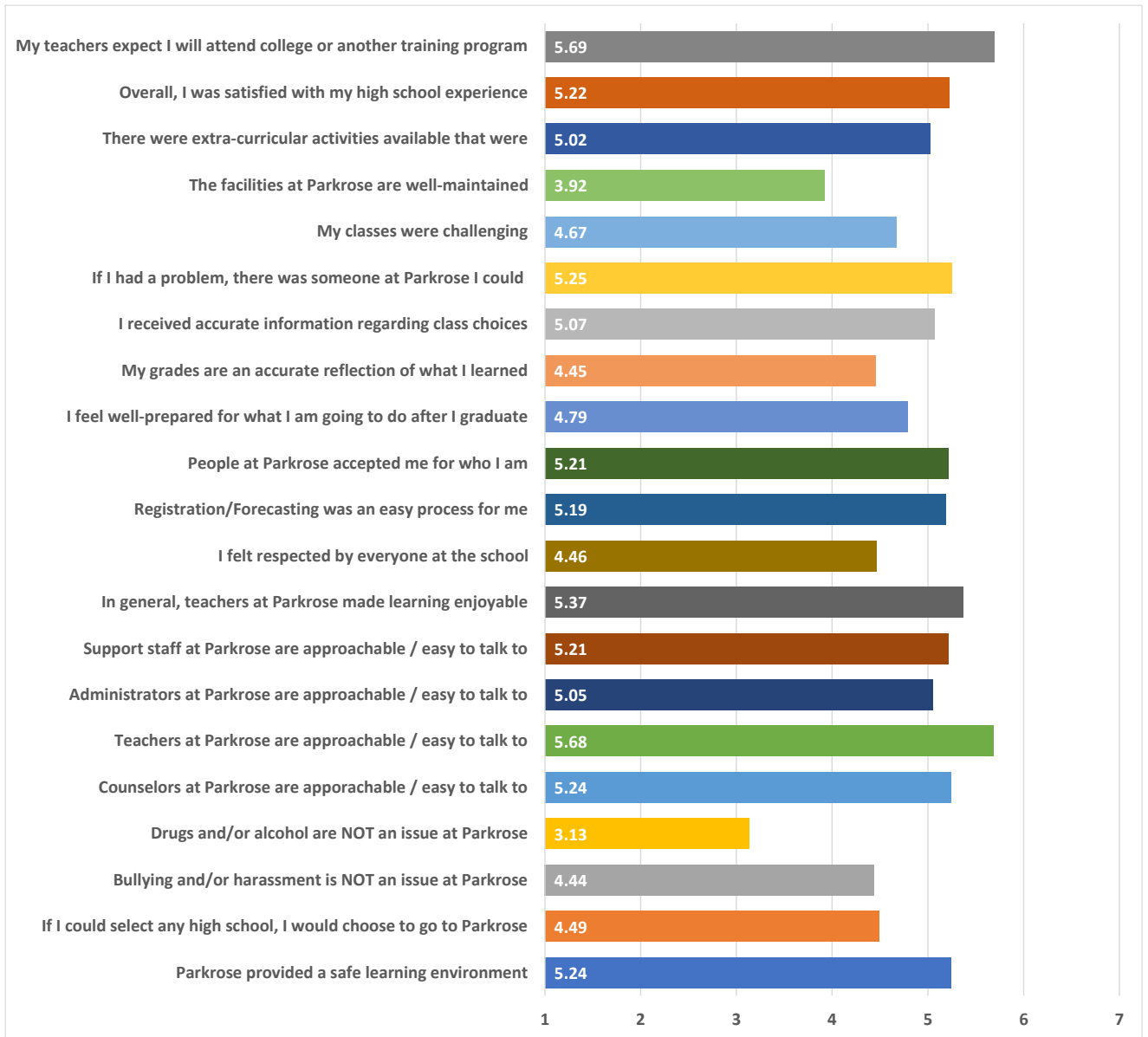
- *In general, teachers at Parkrose made learning enjoyable* (mean=5.37, s.d. 1.2)
- *If I had a problem, there was someone at Parkrose I feel I could talk to* (mean=5.25, s.d. 1.4)
- *Parkrose provided a safe learning environment* (mean=5.24, s.d. 1.2)
- *Counselors at Parkrose are approachable and/or easy to talk to* (mean=5.24, s.d. 1.4)
- *Overall, I was satisfied with my high school experience* (mean=5.22, s.d. 1.4)
- *Support staff at Parkrose are approachable and/or easy to talk to* (mean=5.21, s.d. 1.4)
- *People at Parkrose accepted me for who I am* (mean=5.21, s.d. 1.5)

Two statements had much lower average scores than others and were much closer to the Neutral response stem: (1) *Drugs and/or alcohol are NOT an issue at Parkrose* (mean=3.13, s.d. 1.8) and (2) *The facilities at Parkrose are well maintained* (mean=3.92, s.d. 1.5). Data are presented graphically in Figure CQP1.

Table CQP1: Parkrose Environment Agreement Statements








<i>Statement</i>	Strongly Disagree	Disagree	Somewhat Disagree	Neither / Nor	Somewhat Agree	Agree	Strongly Agree	Total	Mean s.d.
Parkrose provided a safe learning environment	1 1.0%	2 2.0%	5 4.9%	18 17.6%	28 27.5%	34 33.3%	14 13.7%	102 100.0%	5.24 1.2
If I could select any high school, I would choose to go to Parkrose	12 11.8%	4 3.9%	11 10.8%	22 21.6%	13 12.7%	28 27.5%	12 11.8%	102 100.0%	4.49 1.8
Bullying and/or harassment is NOT an issue at Parkrose	8 7.9%	9 8.9%	9 8.9%	27 26.7%	13 12.9%	23 22.8%	12 11.9%	101 100.0%	4.44 1.8
Drugs and/or alcohol are NOT an issue at Parkrose	28 27.5%	17 16.7%	14 13.7%	18 17.6%	11 10.8%	10 9.8%	4 3.9%	102 100.0%	3.13 1.8
Counselors at Parkrose are approachable / easy to talk to	3 3.0%	2 2.0%	6 5.9%	16 15.8%	22 21.8%	34 33.7%	18 17.8%	101 100.0%	5.24 1.4
Teachers at Parkrose are approachable / easy to talk to	1 1.0%	1 1.0%	2 2.0%	7 6.9%	23 22.5%	49 48.0%	19 18.6%	102 100.0%	5.68 1.1
Administrators at Parkrose are approachable / easy to talk to	2 2.0%	2 2.0%	10 9.8%	18 17.6%	27 26.5%	29 28.4%	14 13.7%	102 100.0%	5.05 1.4
Support staff at Parkrose are approachable / easy to talk to	2 2.0%	1 1.0%	5 5.0%	25 24.8%	18 17.8%	33 32.7%	17 16.8%	101 100.0%	5.21 1.4
In general, teachers at Parkrose made learning enjoyable	1 1.0%	2 2.0%	3 2.9%	10 9.8%	37 36.3%	34 33.3%	15 14.7%	102 100.0%	5.37 1.2
I felt respected by everyone at the school	8 7.8%	6 5.9%	8 7.8%	24 23.5%	27 26.5%	23 22.5%	6 5.9%	102 100.0%	4.46 1.6
Registration/Forecasting was an easy process for me	2 2.0%	3 2.9%	6 5.9%	15 14.7%	27 26.5%	35 34.3%	14 13.7%	102 100.0%	5.19 1.4
People at Parkrose accepted me for who I am	5 4.9%	2 2.0%	4 3.9%	20 19.6%	14 13.7%	39 38.2%	18 17.6%	102 100.0%	5.21 1.5
I feel well-prepared for what I am going to do after I graduate	5 4.9%	6 5.9%	9 8.8%	15 14.7%	30 29.4%	24 23.5%	13 12.7%	102 100.0%	4.79 1.6
My grades are an accurate reflection of what I learned in	7 6.9%	8 7.8%	14 13.7%	13 12.7%	30 29.4%	23 22.5%	7 6.9%	102 100.0%	4.45 1.6
I received accurate information regarding class choices	1 1.0%	2 2.0%	6 5.9%	22 21.6%	31 30.4%	29 28.4%	11 10.8%	102 100.0%	5.07 1.2
If I had a problem, there was someone at Parkrose I could	2 2.0%	4 3.9%	7 6.9%	11 10.8%	25 24.5%	36 35.3%	17 16.7%	102 100.0%	5.25 1.4
My classes were challenging	1 1.0%	6 5.9%	12 11.8%	22 21.6%	33 32.4%	22 21.6%	6 5.9%	102 100.0%	4.67 1.3
The facilities at Parkrose are well-maintained	8 7.8%	10 9.8%	25 24.5%	17 16.7%	26 25.5%	13 12.7%	3 2.9%	102 100.0%	3.92 1.5
There were extra-curricular activities available that were of	2 2.0%	6 5.9%	7 6.9%	17 16.8%	22 21.8%	35 34.7%	12 11.9%	101 100.0%	5.02 1.5
Overall, I was satisfied with my high school experience	2 2.0%	3 2.9%	7 6.9%	13 12.7%	26 25.5%	36 35.3%	15 14.7%	102 100.0%	5.22 1.4
My teachers expect I will attend college or another training program	2 2.0%	1 1.0%	1 1.0%	11 10.9%	17 16.8%	44 43.6%	25 24.8%	101 100.0%	5.69 1.2

Figure CQP1: Parkrose Environment Agreement Statement Mean Scores (on a 7-point scale)



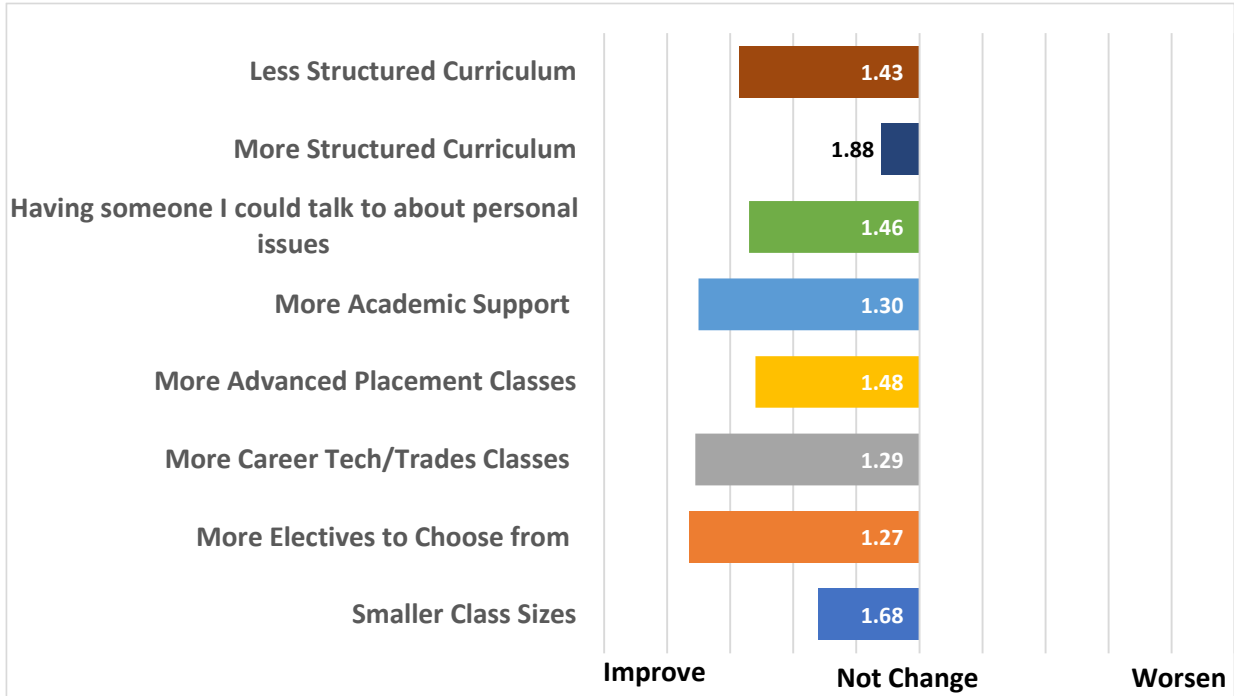
Elements to Improve the Parkrose Experience

Table CQP2: Parkrose Improvement Impacts and Mean Scores

<i>Things to improve the Parkrose Experience</i>	Improve	Not Change	Worsen	Total	Mean s.d.
Smaller Class Sizes	34 33.3%	67 65.7%	1 1.0% 	102 100.0%	1.68 0.5
More Electives to Choose from (e.g. Visual Arts, Performing Arts)	76 74.5%	24 23.5%	2 2.0% 	102 100.0%	1.27 0.5
More Career Tech/Trades Classes (e.g. Construction, Auto Tech)	73 71.6%	28 27.5%	1 1.0% 	102 100.0%	1.29 0.5
More Advanced Placement Classes	56 54.9%	43 42.2%	3 2.9% 	102 100.0%	1.48 0.6
More Academic Support (e.g. Advising, Counseling, Tutoring)	73 71.6%	27 26.5%	2 2.0% 	102 100.0%	1.30 0.5
Having someone I could talk to about personal issues	59 58.4%	38 37.6%	4 4.0% 	101 100.0%	1.46 0.6
More Structured Curriculum (e.g. PHS decides classes needed and	28 27.5%	58 56.9%	16 15.7% 	102 100.0%	1.88 0.6
Less Structured Curriculum (e.g. You have more control over classes	60 58.8%	40 39.2%	2 2.0%	102 100.0%	1.43 0.5

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 1.27 (s.d. 0.5). *More Career Technical/Trades Classes* had a mean score of 1.29 (s.d. 0.5). *More Academic Support* had a mean score of 1.30 (s.d. 0.5). Mean scores for the eight items are plotted in Figure CQP2.

Figure CQP2: Parkrose Improvement Impact Mean Scores



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

<i>Are you continuing your education?</i>	Count	Percent
Yes	97	96.0%
No	4	4.0%
Total	101	100.0%

Results – Sam Barlow 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, Sam Barlow, and Springwater Trail High Schools) worked with MHCC to develop a series of questions that they wanted addressed. For this administration of the survey the former questions were reviewed, edited, and/or deleted by current high school principals. For the most part, the questions were the same between the high schools (Gresham is an International Bachelorette School / Sam Barlow is an Advanced Placement School). The school-specific questions were incorporated into the survey and were presented to their respective seniors prior to the MHCC questions.

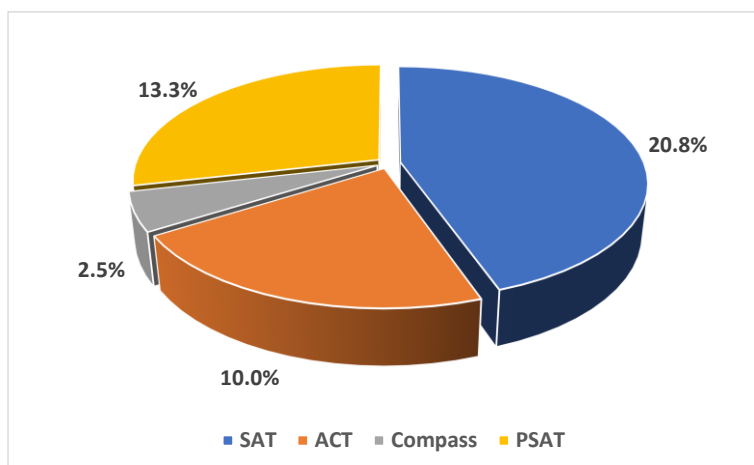
College Tests

Sam Barlow 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 CQSB1. The percentages in the table are based on the number of Sam Barlow Seniors that responded to the survey – not the number that responded to the question. The SAT was taken by more seniors (20.8%) than any other test. The PSAT was taken by over Thirteen percent (13.3%). The ACT was taken by ten percent (10.0%) of Sam Barlow Seniors. Three Sam Barlow Seniors (2.5%) indicated they had taken the Compass Test. Figure CQG1 presents the data graphically.

Table CQSB1: Placement Tests Taken by Sam Barlow Seniors

<i>College Placement Tests</i>	Count	%
SAT	25	20.8%
ACT	12	10.0%
Compass	3	2.5%
PSAT	16	13.3%
Total Gresham Respondents	120	100.0%

Figure CQG1: Pie Chart of Sam Barlow Seniors Taking Placement Tests



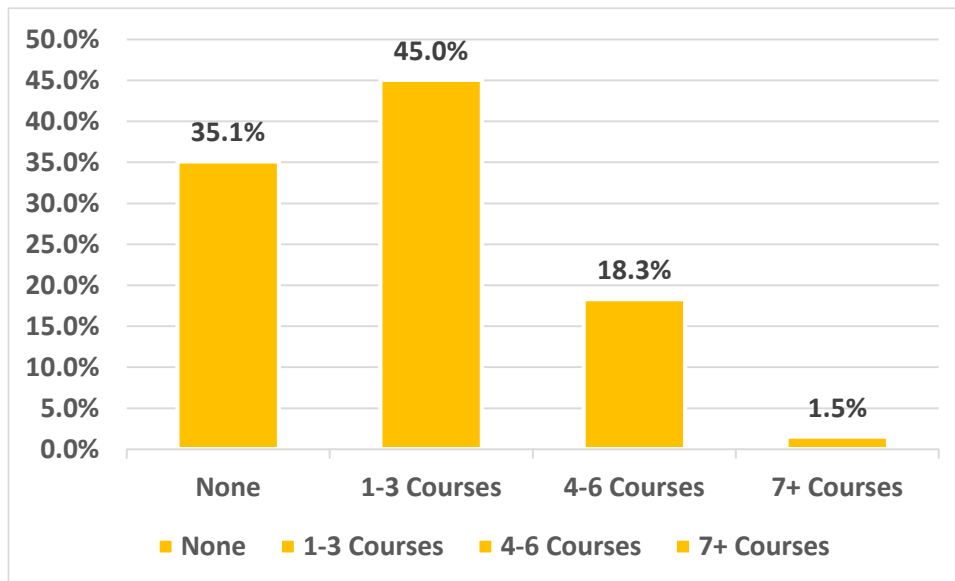
Advanced Placement Courses

Sam Barlow Seniors were asked how many Advanced Placement (AP) Courses they had taken in their high school career. Results are presented in Table CQSB2. Of the seniors that responded to the question, 35.1% indicated they had not taken an AP course. The majority of the Sam Barlow Seniors (45.0%) indicated they had taken between one and three AP courses. Eighteen Percent (18.3%) indicated they had taken between four and six AP courses. A very small proportion of Sam Barlow Seniors (1.5%) indicated they had taken seven or more AP courses. The data are presented graphically in Figure CQSB2.

Table CQSB2: Number of Advanced Placement Courses Taken Sam Barlow Seniors

<i>Number of Advanced Placement Courses Taken</i>	Count	%
None	46	35.1%
1-3 Courses	59	45.0%
4-6 Courses	24	18.3%
7+ Courses	2	1.5%
Total	131	100.0%

Figure CQSB2: Percent of Advanced Placement Courses Taken by Sam Barlow Seniors



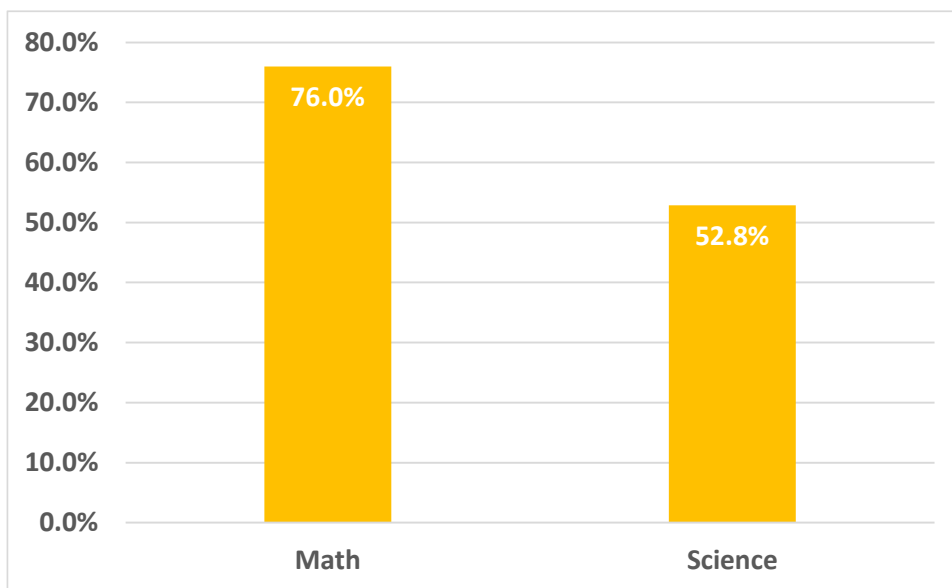
Fourth Year Coursework in Subjects

Sam Barlow Seniors were asked if they had taken fourth year coursework in the subject areas of Math or Science. Results are presented in Table CQSB3. Over three quarters (76.0%) of Sam Barlow Seniors indicated they had taken a fourth-year of Math. Just over half (52.8%) indicated they had taken a fourth-year science class. The proportions are presented graphically in Figure CQG3.

Table CQSB3: Fourth Year Coursework by Subject

<i>Did you take four years of...</i>	Yes	No	Total
Math	95 76.0%	30 24.0%	125 100.0%
Science	65 52.8%	58 47.2%	123 100.0%

Figure CQSB3: Proportions of Sam Barlow Seniors That Took Fourth Year Coursework by Math and Science

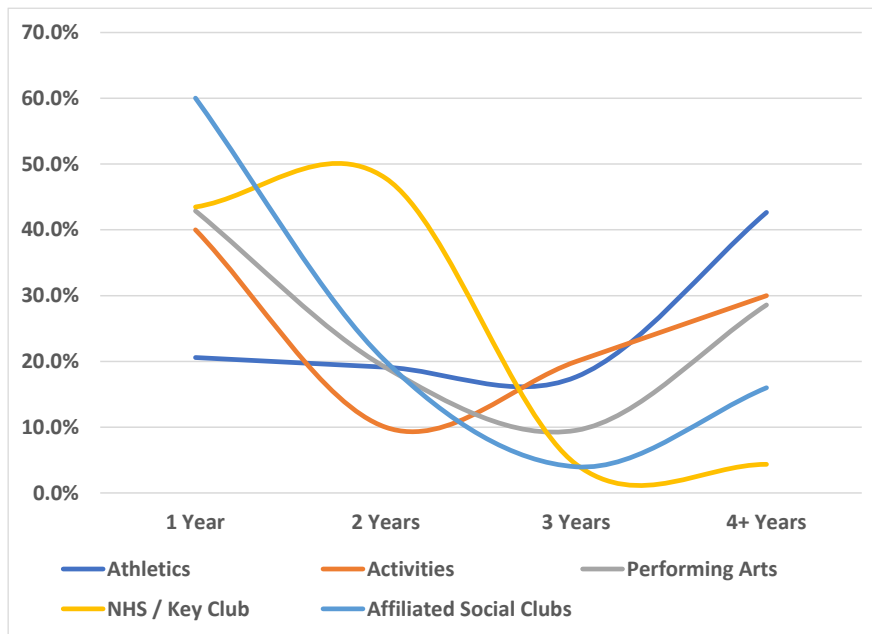


Activity Participation

Table CQSB5: Activity Participation Rates

<i>Activity Participation</i>	1 Year	2 Years	3 Years	4+ Years	Total	Did not Participate
Athletics	14 20.6%	13 19.1%	12 17.6%	29 42.6%	68 100.0%	47
Activities (e.g. Renaissance, Student Council, etc.)	8 40.0%	2 10.0%	4 20.0%	6 30.0%	20 100.0%	87
Performing Arts (e.g. Band, Choir, Drama)	18 42.9%	8 19.0%	4 9.5%	12 28.6%	42 100.0%	67
National Honors Society and/or Key Club	10 43.5%	11 47.8%	1 4.3%	1 4.3%	23 100.0%	86
Affiliated Social Clubs (e.g. Robotics, MeCha, SUN, etc.)	15 60.0%	5 20.0%	1 4.0%	4 16.0%	25 100.0%	83

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



Sam Barlow Seniors were provided a list of five school-sponsored activities and asked how often they participated in each (1, 2, 3, or 4+ years). Results of participation are presented in Table CQSB5. *Athletics* had the highest participation rates with sixty-eight seniors indicating they had participated at least one year – 59.1% of those that responded to the question (68 of 115 responses). *Performing Arts* had the second highest participation rate

with forty-six seniors indicating they had participated at least one year – 38.5% of those that responded to the question (42 of 109 responses). *Activities*, *National Honors Society and/or Key Club*, and *Affiliated Social Clubs* had lower participation rates. Twenty-five Sam Barlow Seniors indicated participation in *Affiliated Social Clubs*. Twenty-three participated in *National Honors Society and/or Key Club*. Twenty Sam Barlow Seniors indicated they had participated in *Activities*; this was the lowest participation rate of all activities identified – 18.7% of those that responded to the question (20 of 107 responses). 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.

Table CQSB6: Years of Activity Participation by Activity and Cumulative Grade Point Average 3.00 or Greater

<i>Activity Participation</i>	1 Year	2 Years	3 Years	4+ Years	Did not Participate
Athletics	50.0%	61.5%	50.0%	44.8%	55.3%
Activities	50.0%	50.0%	75.0%	66.7%	48.3%
Performing Arts	44.4%	75.0%	75.0%	66.7%	44.8%
NHS / Key Club	60.0%	100.0%	100.0%	100.0%	41.9%
Affiliated Social Clubs	60.0%	60.0%	0.0%	50.0%	48.2%

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 Cumulative 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 CQSB6 shows the proportion of students that earned a 3.00 or better by their participation in the identified activities. That is, for *Athletics*, 50.0% of seniors that participated for one year reported a Cumulative GPA of 3.00 or better. For seniors that participated in *Athletics* their entire high school career (4 or more years), 44.8% earned a Cumulative GPA of 3.00 or better. The data are reported for each activity graphically in Figure CQSB6. 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 for the specified year. 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.

Note: a small number of Sam Barlow Seniors responded to both the cumulative GPA and Activity Participation questions. These small numbers make percentages much more volatile; results should be treated with caution. Additionally, the seniors graduating in 2023 (and 2024) were in high school during the pandemic; the activity participation rates were likely impacted by quarantine and social distancing.

For *Athletics*, the proportion of Sam Barlow Seniors that participated for two years and earned a GPA of 3.00 or better (61.5%) was higher than non-participants (55.3%). For all other years of *Athletics* participation, Sam Barlow Seniors that participated and earned a GPA of 3.0 or better was much lower than for non-participants. The proportion of one-year participants earning a cumulative GPA of 3.0 or better was 50.0%. This was the same proportion for three-year participants. The proportion of four or more-year participants earning a cumulative GPA of 3.0 or better was 44.8%.

For *Activities*, the proportions of 3.0 Cumulative GPA participants three and four years of participation were substantially higher than for non-participants (75.0% and 66.7% respectively compared to 48.3% of non-participants). For *Activities* participants involved for one year and two years, the proportion earning a GPA of 3.0 or greater (50.0% each) were similar to the proportions for non-participants.

For seniors that participated in *Performing Arts*, the proportions earning a Cumulative GPA of 3.00 or better were higher than non-participants for two, three, and four or more years of participation (75.0%, 75.0%, and 66.7% respectively compared to 44.8% of non-participants). For seniors that participated in *Performing Arts* for one year, the proportion earning a Cumulative GPA of 3.00 or greater was the same as for non-participants (44.4%).

Not surprisingly, the proportion of seniors that participated in the *Honors Society and/or Key Club* had cumulative GPA's of 3.00 or better was much higher than non-participants regardless of the number of years participating. The proportions were 60.0%, 100.0%, 100.0%, and 100.0% for one, two, three, and four or more years participation (respectively). The proportion of non-participants was 41.9%.

For *Affiliated Social Clubs*, the proportions were higher for participants of one, two, and four or more years only (60.0%, 60.0%, and 50.0% respectively participation compared to 57.1% for non-participants). No respondents that indicated they had participated in this activity reported a Cumulative GPA of 3.00 or greater. Participants in *Affiliated Social Clubs* may have been more impacted by the pandemic than participants in other activities identified.

Figure CQSB6: Proportion of Seniors Earning a Cumulative 3.00 or Better GPA by Years of Activity Participation

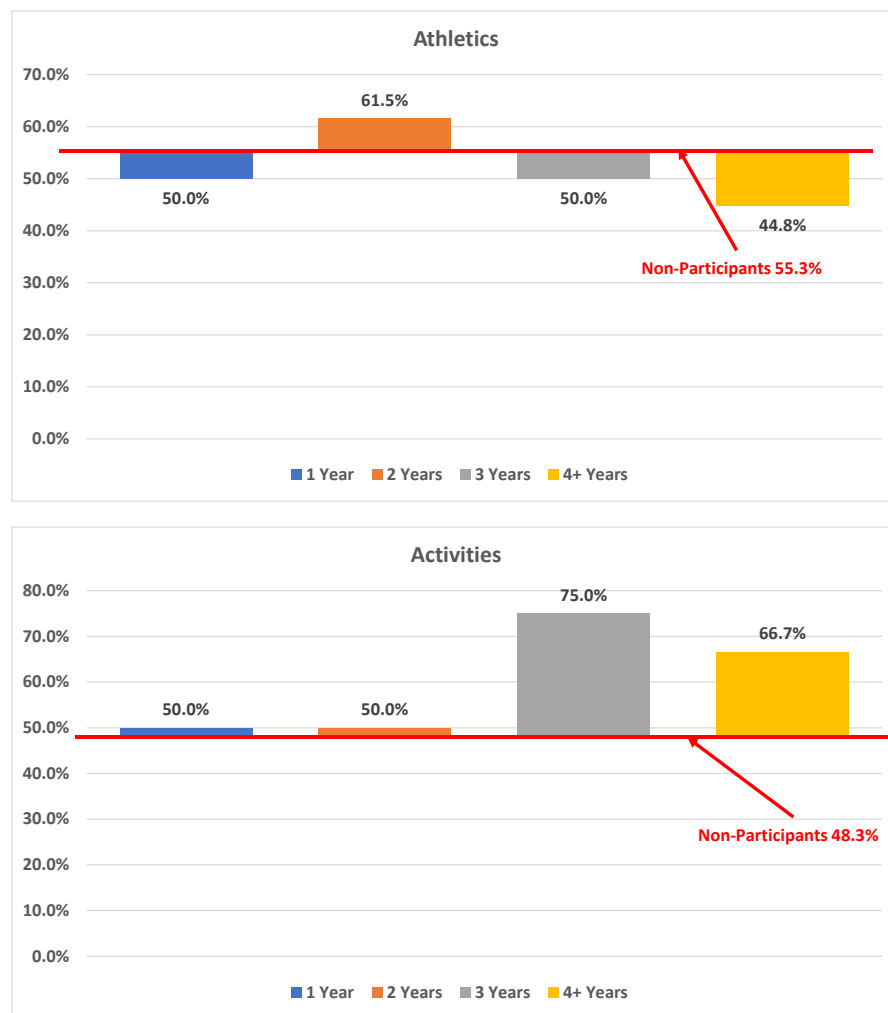
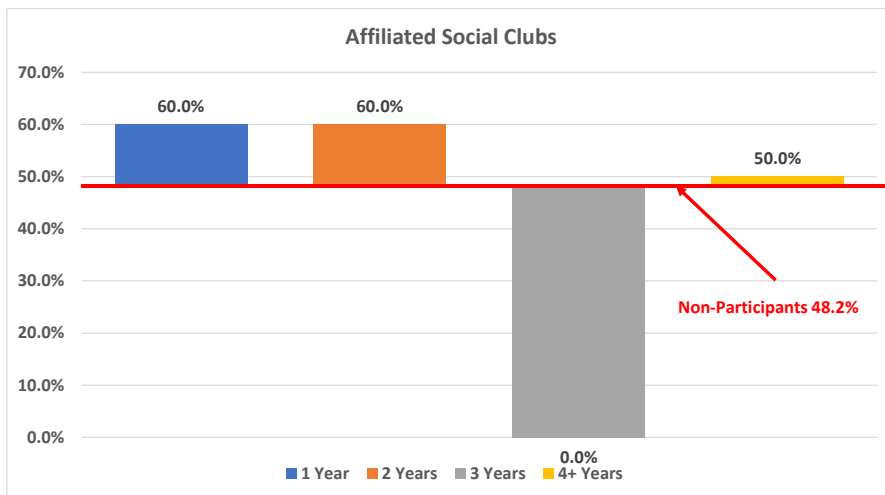
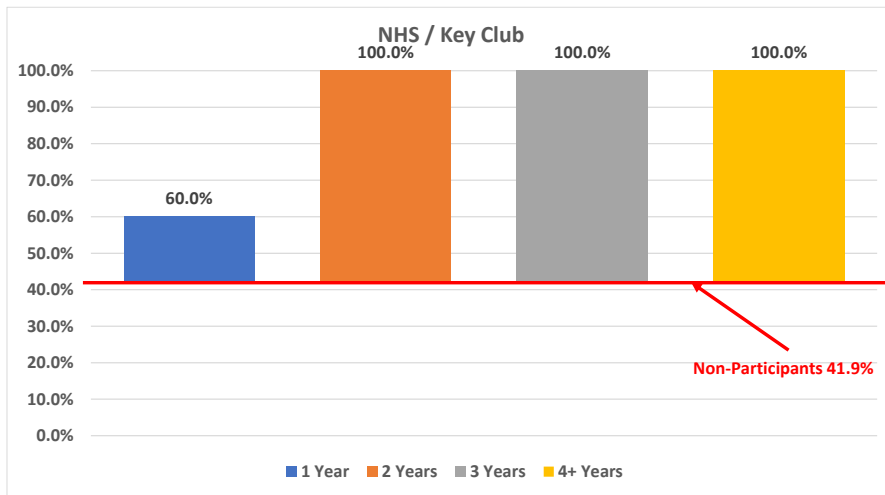
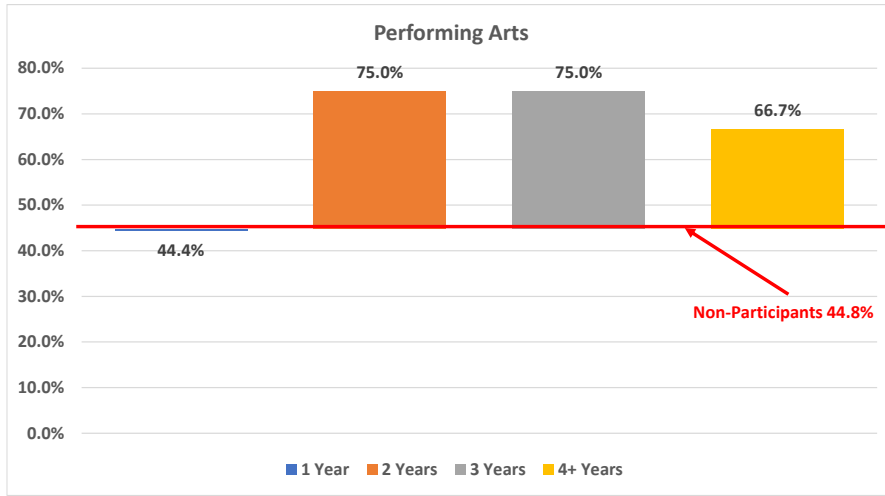


Figure CQG6: Proportion of Seniors Earning a Cumulative 3.00 or Better GPA by Years of Activity Participation (Continued)



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. Over half of seniors (54.9%) indicated they plan to continue their education.
- Almost half of the respondents (44.0%) indicated they would be working four months after graduating.
- Over thirteen percent (13.6%) of respondents indicated they would be travelling and seven percent (7.0%) indicated they would be doing volunteer work.
- Over ten percent (10.5%) said they would be doing something else (review of comments revealed most were very specific with regard to schools attending).
- Seven percent (7.2%) indicated they didn't know what they would be doing.
- A much smaller percentage indicated they would be serving in the military (2.4%).

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.
- Over half of seniors (54.9%) indicated they plan to continue their education.
- O1b)** Of those in Objective O1a, calculate the percentage that have applied, been accepted, and intend to go to a:
- Public 4-year Institution
 - Over a third of seniors (38.4%) indicated they would be attending a public 4-year institution.
 - A total of 315 applications were submitted to in-state 4-year public universities.
 - Of the 315 applications, 308 were accepted; this is an 97.8% acceptance rate.
 - Of the 308 accepted applications, 106 seniors (34.4% of accepted applications) are actually planning to attend a 4-year public institution.

- Private 4-year Institution
 - Over ten percent (12.2%) of seniors surveyed indicated they plan to attend a private 4-year institution.
 - Seniors submitted 102 applications to private in-state 4-year institutions.
 - Of the 102 applications, 98 were accepted: a 96.1% acceptance rate.
 - Of the 98 accepted applications, twenty-one seniors indicated they would be attending a 4-year private institution; that is 21.4% of the accepted applications.
 - Community College
 - Over forty percent (42.0%) of surveyed seniors indicated they plan to attend a community college.
 - The application process is different for community colleges; everyone that applies is accepted.
 - A total of 152 surveyed seniors indicated they would be attending a community college.
 - Private Trade/Technical College
 - Two separate questions were asked identify other institutions seniors would be using to continue their education. First, students that identified some other type of institution when asked what type of institution they would be attending were asked to specify the type. Second, for private trade/technical colleges, the survey asked them to specify the name of the college. A review of the data reveals the most common type of institution identified was related to cosmetology.
- 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. Oregon State University had the highest proportion of seniors indicating they will be attending; 36.8% of seniors attending a public 4-year institution will attend OSU. Portland State University was a close second with a third of seniors attending a public 4-year institution (33.0%) indicating an intent to attend PSU. Under a fifth of the students indicating they would attend a public 4-year institution (17.9%) identified University of Oregon.
 - For seniors bound to private 4-year institutions, an overwhelming majority (38.1% of seniors attending a private institution) indicated they would be attending University of Portland. Linfield College had over a quarter of the students intending to go to a private 4-year institution (28.6%) identify Linfield. The only other institution identified by over ten percent of those intending to go to a private college / university was George Fox University (14.3% intend to go here).
 - For seniors bound to community colleges, the majority will go to MHCC (56.6% Attending). That said, a large proportion of high school seniors will be going to Portland Community College (19.1% Attending) and Clackamas Community College (4.6% Attending).

- When looking at all three Portland Metropolitan Area Colleges, almost a third (29.5%) of MHCC district seniors surveyed will be attending one of the other two colleges.
- 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 (32.9% of those not continuing education).
 - A roughly equal percentage not continuing their education will be Traveling (9.8%), Doing something else (11.2%), and/or are Undecided (14.89%).
 - An equal percentage of seniors that indicated they would not be continuing their education indicated they would be Doing Volunteer Work (2.8%) or Serving in the Military (2.8%).
- 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: It's too expensive* as the reason. This item had an average (mean) score of 3.64 out of 7 and was the highest scoring reason in the list of ten.
 - The second strongest identified reason for seniors was *I'm just not interested* (mean 3.63).
 - The next two highest rated reasons were *I feel unprepared* and *I don't know what I want to be/do*; these two items had similar mean scores (2.89 and 2.88 respectively).
 - In addition to identifying reasons for not continuing, the survey asked seniors not planning on continuing their education to identify information sources that would increase the likelihood of their continuing. Although none of the information sources would dramatically increase the likelihood (no items had an average (mean) score above 3.00), 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 2.94 out of 7.
 - Information regarding *Job placement services after graduation* (mean score of 2.80 out of 7) and *Flexible schedules* (mean score of 2.69 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*, and *Post graduate opportunities*, 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 their community college bound counterparts. Statistically significant differences between 4-year bound and 2-year bound seniors were found for four reasons for selecting an institution: (1) *School and/or Program reputation* (4-year bound mean = 5.43 vs. CC bound mean = 5.02), (2) *Intangibles (The campus feels right)* (4-year bound mean = 5.27 vs. CC bound mean = 4.02), (3) *Social Atmosphere* (4-year bound mean = 5.13 vs. CC bound mean = 4.55), and (4) *Extracurricular Activities* (4-year bound mean = 4.72 vs. CC bound mean = 4.37).
- 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 the reasons for attending lower than their 4-year bound counterparts. *Access / Convenient Location / Easy to get to* (4-year bound mean = 5.18 vs. CC bound mean = 5.41) was the only reason for selecting that community college bound seniors were more likely to rate higher than their 4-year bound counterparts.

Recommendations

- Data revealed that just under half of the seniors surveyed (43.4%) 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 three quarters (70.5%) have indicated they will attend MHCC. Over thirty-six percent have indicated they will be attending either Portland Community College (23.8%) or Clackamas Community College (5.7%). 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. The following pages are downloaded from the survey software. They include display and skip logic that was used to determine what questions were displayed based on answers to previous questions. Although this provides an accurate reflection of what was asked of seniors, the actual on-line survey looks much different.

High School Seniors – What's Next

Start of Block: Introduction

QIntro1 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.

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

Page Break

Cent1.0 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 (1) _____

Cent1.1 Other than Centennial High School, how many high schools have you attended?

Centennial is the only High School I've attended (1)

1 Other High School (2)

2 Other High Schools (3)

3 or More Other High Schools (4)



Cent1.2 How much has Centennial High School contributed to your growth in the following areas?

	Not At All (1)	A Little, But Not Much (2)	Quite A Bit (3)	A Lot (4)
Learning on my own (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking deeply and/or critically (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing clear career goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving real-world problems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making your community a better place (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for college (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning work-related skills (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing effectively (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding myself (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing personal values (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking effectively (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well with others (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cent1.3 In general, what positive things do your teachers do that you'd like to see more of?

Cent1.4 In general, how could teachers change their instruction to make classes better?

Cent1.5 Please share any comments about specific things that made your CHS experience great or not so great.

End of Block: Centennial

Start of Block: Corbett

Corb2.1 Please click on the Next Button (">>") to continue to the survey

End of Block: Corbett

Start of Block: David Douglas

Davi3.1 Please click on the Next Button (">>") to continue to the survey

End of Block: David Douglas

Start of Block: Gresham

Gres4.1 Have you taken any of the college placement tests identified below? Please check all that apply.

- SAT (1)
 - ACT (2)
 - Compass (3)
 - PSAT (4)
-

Gres4.2 How many International Baccalaureate (IB) courses have you taken?

- None (1)
 - 1-3 Courses (2)
 - 4-6 Courses (3)
 - 7 or More Courses (4)
-

Page Break

Gres4.3 Did you take the following subjects for four years?

	Yes (1)	No (2)
Math (1)	<input type="radio"/>	<input type="radio"/>
Science (2)	<input type="radio"/>	<input type="radio"/>

Page Break



Gres4.4 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)	1 Year (2)	2 Years (3)	3 Years (4)	4+ Years (5)
Athletics (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities (e.g. Renaissance, Student Council, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing Arts (e.g. Band, Choir, or Drama) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Honors Society and/or Key Club (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated Social Clubs (e.g. Robotics, MeCHa, SUN Clubs, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Gresham

Start of Block: Parkrose

Park5.1 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 (1) _____



Park5.2 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 (1)	Disagree (2)	Somewhat Disagree (3)	Neither Agree nor Disagree (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
Parkrose provided a safe learning environment. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could select any high school, I would choose to go to Parkrose. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying and/or Harassment is NOT an issue at Parkrose. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs and/or Alcohol are NOT an issue at Parkrose (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselors at Parkrose are approachable and/or easy to talk with. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at Parkrose are approachable and/or easy to talk with. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators at Parkrose are approachable and/or easy to talk with. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff at Parkrose are approachable and/or easy to talk with. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, teachers at Parkrose made learning enjoyable. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt respected by everyone at the school. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Registration/Forecasting was an easy process for me. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People at Parkrose accepted me for who I am. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel well-prepared for what I am going to do after I graduate. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grades are an accurate reflection of what I learned in classes. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received accurate information regarding class choices for what I want to do next. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had a problem, there was someone that works at Parkrose I feel I could talk to. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes were challenging. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilities at Parkrose are well maintained. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were extra-curricular activities available that were of interest to me. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with my high school experience. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers expect I will attend college or another training program (i.e. trade school) (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Park5.3 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 (1)	Not Change (2)	Worsen (3)
Smaller Class Sizes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More Electives to Choose From (e.g. visual arts, performing arts, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More Career Technical / Trades Classes (e.g. construction, automotive, technology, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More Advanced Placement Classes (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More Academic Support (e.g. Advising, Counseling, Tutoring, etc.) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having someone I could talk to about personal issues (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More Structured Curriculum (e.g. PHS decides what classes you need to take and when) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less Structured Curriculum (You have more control over classes taken based on your interests) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Park5.4 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.

Page Break

Park5.5 We'll ask again later, but are you continuing with your education.

Yes (1)

No (2)

Display This Question:

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

Park5.6 You indicated you will be continuing your education. Parkrose High School will send your final transcript to an institution you identify. Please use the space below to indicate where you'd like your transcript sent.

End of Block: Parkrose

Start of Block: Reynolds

Reyn6.1 Please click on the Next Button (">>") to continue to the survey

End of Block: Reynolds

Start of Block: Sam Barlow

SamB7.1 Have you taken any of the college placement tests identified below? Please check all that apply.

- SAT (1)
 - ACT (2)
 - Compass (3)
 - PSAT (4)
-

SamB7.2 How many Advanced Placement (AP) courses have you taken?

- None (1)
 - 1-3 Courses (2)
 - 4-6 Courses (3)
 - 7 or More Courses (4)
-

Page Break

SamB7.3 Did you take the following subjects for four years?

	Yes (1)	No (2)
Math (1)	<input type="radio"/>	<input type="radio"/>
Science (2)	<input type="radio"/>	<input type="radio"/>

Page Break



SamB7.4 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)	1 Year (2)	2Years (3)	3 Years (4)	4+ Years (5)
Athletics (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities (e.g. Renaissance, Student Council, Equestrian, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing Arts (e.g. Choir, Band, or Drama) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Honor Society and/or Key Club (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated Social Clubs (e.g. Robotics, MeCHa, SUN clubs, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Sam Barlow

Start of Block: Sandy

Sand8.1 Please click on the Next Button (">>") to continue to the survey

End of Block: Sandy

Start of Block: SpringwaterTrail

Spri9.1 Have you taken any of the college placement tests identified below? Please check all that apply.

- SAT (1)
 - ACT (2)
 - Compass (3)
 - PSAT (4)
-

Spri9.2 Did you take the following subjects for four years?

	Yes (1)	No (2)
Math (1)	<input type="radio"/>	<input type="radio"/>
Science (2)	<input type="radio"/>	<input type="radio"/>

Page Break



Spri9.3 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)	1 Year (2)	2 Years (3)	3 Years (4)	4+ Years (5)
Athletics (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities (e.g. Renaissance, Student Council, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing Arts (e.g. Band, Choir, or Drama) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Honor Society and/or Key Club (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated Social Clubs (e.g. Robotics, MeCHa, SUN clubs, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: SpringwaterTrail

Start of Block: Default Question Block

Q10.1 Four months after I graduate from High School, I plan to be...
(Please check all that apply)

- Continuing my Education (1)
- Working at a Job (2)
- Serving in the Military (3)
- Doing Volunteer Work (e.g. peace corps, mission/church work, Habitat for Humanity, etc.) (6)
- Traveling (4)
- Doing something else (5)
- Undecided / Don't Know (7)

Display This Question:

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

Q10.2 Please describe what else you will be doing four months after graduating from high school in the space below.

Page Break

Q10.3 I can name one or more careers that I have serious plans to pursue.

True (1)

False (2)

Skip To: Q10.6 If I can name one or more careers that I have serious plans to pursue. = False

Q10.4 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. (1)

A class assignment, activity, or adult conversation brought this career to my attention. (2)

I took a career aptitude test. (7)

Someone I know is in this career. (3)

My personality seems like it would be a good match with this career. (4)

Not sure / Undecided (5)

Some Other Reason. (Please Specify): (6)

Page Break

Q10.5 What career(s) are you interested in pursuing?
(Please check all that apply)

- Law Enforcement (1)
 - Law/Legal/Attorney (2)
 - Social Services (3)
 - Business (4)
 - Medical (5)
 - Teaching (6)
 - Performing Arts (15)
 - Fine Arts (7)
 - Engineering (8)
 - Computing (9)
 - Retail/Sales (10)
 - Trades (11)
 - Manufacturing (12)
 - Don't Know (13)
 - Some Other Field (Please Specify) (14)
-

Page Break

Q10.6 During your high school education have you ever taken a College Now / Dual Credit Course (a High School course for college credit)?

- Yes (1)
- No (2)

Display This Question:

If During your high school education have you ever taken a College Now / Dual Credit Course (a High... = Yes

Q10.7 What college provided you with the credit?

- Clackamas Community College (1)
- Portland Community College (2)
- Mt. Hood Community College (3)
- Some other college (4)

End of Block: Default Question Block

Start of Block: NotContinuingEd



Q11.1 Listed below are a number of reasons for **NOT** going to college/university. Please indicate whether each is minor or major reason for you deciding not to continue your education by clicking the appropriate level.

	Not a Reason at All (1)	Minor Reason (2)	Somewhat Minor Reason (3)	Neither a Major nor Minor Reason (4)	Somewhat Major Reason (5)	Major Reason (6)	Extreme Reason (7)
Cost: It is too expensive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm just not interested (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel unprepared (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I already have a job (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grades aren't good enough (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know what I want to be/do (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No one in my family has gone before (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I won't fit in (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know how to apply (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know where I want to go (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11.2 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.

Page Break



Q11.3 Listed below are information and services that could be available from any college / university. For each, please indicate if it would change your mind about continuing your education by checking the appropriate level.

	Not Change (1)	Minor Increase (2)	Somewhat Minor Increase (3)	Increase (4)	Somewhat Major Increase (5)	Major Increase (6)	Dramatic Increase (7)
Lifetime salary comparison between HS Grads and College Grads (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid / Scholarship Availability (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services for Success (e.g. free tutoring) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Placement Services after Graduation (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible Schedules (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Identification and Planning Services (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Events / Clubs (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation / Registration / Getting Started Services (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost comparison of similar schools (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: NotContinuingEd

Start of Block: ContinuingEd

Q12.1 Where are you planning to continue your education? Please check the type of institution that most accurately describes where you will be attending school.

- A Four Year Public Institution (1)
- A Four Year Private Institution (2)
- A Community College (3)
- A Private Trade/Technical College (4)
- Some Other Institution (5)

Display This Question:

If Where are you planning to continue your education? Please check the type of institution that most... = Some Other Institution

Q12.2 What other type of institution are you planning to attend? Please use the space below to describe the type of institution you will be attending.

Page Break

Q12.3 Have you been awarded any scholarships?

Yes (1)

No (2)

Display This Question:

If Have you been awarded any scholarships? = Yes

Q12.4 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 (1) _____

Scholarship 1 Amount (2) _____

Scholarship 2 Name (3) _____

Scholarship 2 Amount (4) _____

Scholarship 3 Name (5) _____

Scholarship 3 Amount (6) _____

Scholarship 4 Name (7) _____

Scholarship 4 Amount (8) _____

Scholarship 5 Name (9) _____

Scholarship 5 Amount (10) _____

Display This Question:

*If If Please use the space below to provide the Name and amount of each scholarship you have been award...
Text Response Is Not Empty*

Q12.5 Were you awarded more than five scholarships?

Yes (1)

No (2)

Display This Question:

If Were you awarded more than five scholarships? = Yes

Q12.6 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 (1)

Total Value of These Additional Scholarships (2)

Page Break



Q12.7 Listed below are major reasons students choose a particular college/university. 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 (1)	Unimportant (2)	Somewhat Unimportant (3)	Neutral (4)	Somewhat Important (5)	Important (6)	Totally Important (7)
Location / Out of town / Away from home (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs available that are of interest to me (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall cost of attending (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of financial assistance (financial aid/scholarships) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post graduate opportunities (likelihood of getting a job) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access / Convenient Location / Easy to get to (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of instructors (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School / Program Reputation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations from others (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social atmosphere (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Athletics (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends attending (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intangibles (Campus feels right) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology available (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selectivity (Application requirements / Eligibility) (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: ContinuingEd

Q13.1 Are you planning to attend an in-state or out-of-state four year institution?

- In-state (1)
- Out-of-state (2)

Display This Question:

If Are you planning to attend an in-state or out-of-state four year institution? = Out-of-state

Q13.2 Please answer the questions below regarding your out-of-state institution.

- Please write-in the name of the institution your planning to attend. (1)

- In what state is this institution located? If outside the US, please write-in the country. (2)

Page Break

Q13.3 Did you apply to any four year **public** institutions in Oregon?

Yes (1)

No (2)

Display This Question:

If Did you apply to any four year public institutions in Oregon? = Yes

Q13.4 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	Accepted	Plan to Attend
	Check all that apply (1)	Check all that apply (1)	Check One (1)
Eastern Oregon University (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon Health & Science University (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon Institute of Technology (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oregon State University (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portland State University (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Southern Oregon University (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Southwestern Oregon University Center (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University of Oregon (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Western Oregon University (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page Break

Q13.5 Did you apply to any four year private institutions in Oregon?

Yes (1)

No (2)

Display This Question:

If Did you apply to any four year private institutions in Oregon? = Yes

Q13.6 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	Was Accepted	Plan to Attend
	Check all that apply (1)	Check all that apply (1)	Check one (1)
Corban University (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
George Fox University (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lewis & Clark University (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linfield College (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multnomah University (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific University (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reed College (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warner Pacific University (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willamette University (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University of Portland (14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Did you apply to any four year private institutions in Oregon? = Yes

Q13.7 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.

End of Block: 4YearContEd

Start of Block: 2YearCollege

Q14.1 Are you planning to attend an in-state or out-of-state institution?

- In-state (1)
- Out-of-state (2)

Display This Question:

If Are you planning to attend an in-state or out-of-state institution? = Out-of-state

Q14.2 Please provide information about the out-of-state institution

- Please write-in the name of the institution you're planning to attend (1)

- What state is this institution located in? If you're planning to attend an institution outside the US, please write in the country. (2) _____

Page Break

Q14.3 Did you apply or are you planning to attend a **Public** Community College in Oregon?

Yes (1)

No (2)

Display This Question:

If Did you apply or are you planning to attend a Public Community College in Oregon? = Yes

Q14.4 Listed below are the two year community colleges in Oregon. Please check all the institutions you applied to in the first column and the institution you plan to attend in the second column. If you didn't apply or don't plan on attending any of these institutions, leave the corresponding column blank.

	Applied	Plan to Attend
	Check all that apply (1)	Check one (1)

Blue Mountain (Pendleton) (1)	<input type="checkbox"/>	<input type="checkbox"/>
Central Oregon (Bend) (2)	<input type="checkbox"/>	<input type="checkbox"/>
Chemeketa (Salem) (3)	<input type="checkbox"/>	<input type="checkbox"/>
Clackamas (Oregon City) (4)	<input type="checkbox"/>	<input type="checkbox"/>
Clatsop (Astoria) (5)	<input type="checkbox"/>	<input type="checkbox"/>
Columbia Gorge (The Dalles) (6)	<input type="checkbox"/>	<input type="checkbox"/>
Klamath (Klamath Falls) (7)	<input type="checkbox"/>	<input type="checkbox"/>
Lane (Eugene) (8)	<input type="checkbox"/>	<input type="checkbox"/>
Linn-Benton (Albany) (9)	<input type="checkbox"/>	<input type="checkbox"/>
Mt. Hood (Gresham) (10)	<input type="checkbox"/>	<input type="checkbox"/>
Oregon Coast (Newport) (11)	<input type="checkbox"/>	<input type="checkbox"/>
Portland (Portland) (12)	<input type="checkbox"/>	<input type="checkbox"/>
Rogue (Grants Pass/Medford) (13)	<input type="checkbox"/>	<input type="checkbox"/>
Southwestern Oregon (Coos Bay) (14)	<input type="checkbox"/>	<input type="checkbox"/>

Tillamook Bay (Tillamook) (15)

Treasure Valley (Ontario) (16)

Umpqua (Roseburg) (17)

Display This Question:

If Listed below are the two year community colleges in Oregon. Please check all the institutions you... : Plan to Attend = Clackamas (Oregon City) [Check one]

Or Listed below are the two year community colleges in Oregon. Please check all the institutions you... : Plan to Attend = Mt. Hood (Gresham) [Check one]

Or Listed below are the two year community colleges in Oregon. Please check all the institutions you... : Plan to Attend = Portland (Portland) [Check one]

Q14.5 What was it about $\{Q14.4\%232/ChoiceGroup/SelectedChoicesForAnswer/1\}$ that made you chose it over the other two alternatives in the Portland Metropolitan Area? Please use the space below to describe the reason for choosing to attend this specific community college.

Page Break

Q14.6 Are you planning to attend a **Private Trade/Technology College** in Oregon?

Yes (1)

No (2)

Display This Question:

If Are you planning to attend a Private Trade/Technology College in Oregon? = Yes

Q14.7 Please enter the name of the **Private Trade/Technology College** you plan to attend in the space below.

End of Block: 2YearCollege

Start of Block: FinalQs

Q15.1 In which community college district do you reside? Please check the college district that you live in.

- Clackamas Community College District (1)
- Portland Community College District (2)
- Mt. Hood Community College District (3)
- Don't Know (4)

Page Break

Q15.2 Are you:

- Male (1)
 - Female (2)
 - Non-binary (3)
 - Prefer Not to Respond (5)
-

Q15.3 What is your race/ethnicity? Please check all race/ethnicity descriptions that apply to you.

- American Indian / Alaskan Native (1)
 - Asian (2)
 - Black / African American (3)
 - Hispanic / Latino (4)
 - Native Hawaiian / Pacific Islander (5)
 - White / Caucasian (6)
 - Some Other Race / Ethnicity (Please Specify) (7)
-

Q15.4 What is your cumulative GPA?

0.00 - 0.99 (1)

1.00 - 1.49 (2)

1.50 - 1.99 (3)

2.00 - 2.49 (4)

2.50 - 2.99 (5)

3.00 - 3.49 (6)

3.50 - 3.99 (7)

4.00+ (8)

Q15.5 What is the **highest level** of education your parents/guardians have obtained? For each parent/guardian, please indicate their highest level of education by clicking the appropriate level.

	Less Than High School Diploma (1)	High School Diploma (2)	Some College No Degree (3)	Some College - Certificate (4)	Associate's Degree (5)	Bachelor's Degree (6)	Master's Degree (7)	Professional Degree (8)	Doctorate / PhD (9)	Don't Know (10)
Parent/Guardian 1 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Guardian 2 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q15.6 Your high school may want to follow-up with you again. If you have a personal email that could be used to contact you again, please provide it below (your high school email address will be removed over the summer). Remember, this survey is strictly confidential. At no time will your responses be associated with you directly.

Please enter your personal email address (1)

End of Block: FinalQs

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
	130000	8000
	Dale Krueger	8000
	Academic	18000
	oregon promise 1500	
	Oregon promise	636
	Oregon Maple Scholarship	28000
	Dale Kreuger	8000
	Oregon Promise	1416
	Oregon promise	5000
	OSU acess grant	2580
	finley academic excellence	4500
	Finley Scholarship OSU	4500
	Dale Krueger Scholarship	8000
	Finley Grant	4500
	Oregon Promise (amount per term)	1413
	Finley	4500
	Summit Scholarship	20000
	The Gates Scholarship	400000
	future connect	
	Misclick	
	Psu free scholarship	40000
	Dale Krueger	2000
	Frances R Scholarship	27000
	OSU finley academic	4500
	Dale Krueger	8000
	Future connect	686
	UO Summit Scholarship	20000
	Four Years Free	12000
	Oregon promise	
	Earl Bleumanaur	2000
	Finnely Academic	3000
	Finley Award	4500
	Amazon Scholarship	40000
	Finnely	2000
	California pipe trade	2500
	UO pathways	80000
	Oregon promise	
	oregon promise geant	9000
	Dale Kruger	8000
	N/A	
	Oregon promise	1417
	OSEA Scholarship	500

Centennial	Scholarship Name	Amount
	CHS Faculty Scholarship	500
	Oregon Maple	26000
	OSAC	5000
	Jhonny Hobbs	
	Dale Krueger	
	Oregon promise Grant	1500
	Good in the hood	2500
	Dale Krueger	2000
	Dale Kruger	8000
	Dale Krueger scholarship	2000
	Dean	8000
	Oregon State Merit Scholarship	8000
	Finley Academic Excellence	13500
	Finley Academic Excellence	2000
	Edward Ammer Jr Scholar/ENG	2000
	dean's engineering scholarship OSU	2000
	Oregon Oppotunity	3000
	Presidential Scholarship	104000
	Amazon Future Engineers	40000
	Finley scholarship	2000
	First generation scholarship	5500
	OSU	18000
	Catalyst Scholarship	10000
	Gates Scholarship	400000
	Local UA 290	2000
	ORABSE	2000
	Finley	2000
	Dale Krueger Scholarship	2000
	OSU low-income	5000
	Dale Kreuger	2000
	OSU grant	3880
	Steven J Cambell scholarship	2000
	Rotary club	2000
	Ron Pennington	500

Corbett	Scholarship	Amount
	Merit Scholarship	22000
	Trustee Scholarship	64000
	honor grant	30000
	Finley Academic Excellence	4500
	Honors Program	1800
	Summit scholarship	5000
	Academics	26000
	Stanton	2500

Gresham	Scholarship	Amount
	Oregon opportunity grant	4812
	Montana State University Leaders Edge Scholarship	48000
	Oregon promise	
	Frances R Linfield scholarship	27000
	(WOU) Merit Scholarship	1000
	Dale Krueger	2000
	Basketball scholarship	1
	Lions Club	1000
	Dale Krueger	2000
	Finley Academic Excellence Scholarship	4000
	Summit award	20000
	Oregon Promise	
	Don Adams Award	1000
	Tuition free degree	
	Academic scholarship	12000
	Finley Academic Excellence Scholarship	4500
	Finley Academic Excellence	4500
	pacific university	20000
	NDC Presidential Scholarship	19000
	UO	8000
	Oregon promise award	
	First generation scholarship	5500
	UA Local 290	2000
	Leadership award	500
	Dale Kreuger Scholarship	2000
	Acrobatics & Tumbling Athletic Scholarship	3000
	First place for history exam	5000
	Visit scholarship	500
	American Association of State Troopers	1000

Parkrose	Scholarship	Amount
	Summit	20000
	Renaissance	16000
	Four Years Free	11000
	Jack Kent Cooke	10000
	SEI Scholarship	32000
	Pathway Oregon	44000
	Renaissance	16000
	Diversity Scholars Program.	6000
	Meritt	3000
	renissance	16000
	Apex Scholarship	8000
	sue carter low	500
	diversity	7200
	Merit scholarship	3000
	Presidential	103000
	Beat the odds	16000
	Ford family foundation scholarship	
	Rose Festival Princess	3500
	Oregon promise	
	Sports Scholarships	2000
	Oregon promise	2000
	Oregon State Scholarship	3000
	Yale University Grants	376396
	OregonPathway	
	Four Years Free PSU	42000
	Sue-Carter Low Memorial	500
	ganas	3000
	Presidential	100000
	Finley scholarship	4500
	Laverne Bagedly Brown HBCU Scholarship	1000
	Merit Scholarships	3000
	Horatio Alger Association Scholarship	10000
	Tuition free degree (PSU)	
	Pride Foundation	5000
	Academic	5000
	Jordan Wings Scholarship	38000
	Renaissance Scholars	16000
	Central East Rotary	10000
	Rose	5000

Sam Barlow	Scholarship	Amount
	Sally Lamm elks club	1500
	Elks Lodge	1000
	Bruin pride	500
	Chick-fil-A Remarkable Futures Scholarship	2500
	Marty Brill	100
	Western Oregon University	8000
	Bruin Pride	500
	University of Portland presidential scholarship	120000
	Bruin Pride	500
	MeCha	200
	Free tuition	40000
	Finley Academic Excellence	4500
	Dale Krueger	8000
	Rose city grant	2500
	WOU Merit	5000
	Oregon promise	8000
	Finley Award	4500
	IDK	100000
	Merit Scholarship	2000
	USU nonresident presidential	47000
	Fasfa	4000
	National Science Foundation S-STEM	6444
	Oregon promise	8000
	finely academic scholarship	4500
	3.9 or higher gpa	21000
	Gresham lions club	1000
	Bruin Pride	500
	Premier Eagle Club (Biola)	500
	Elks Lodge Gateway Gresham	1500
	Dale Krueger	2000
	Future Connect Scholarship	
	Merit scholarships	20000
	George Fox Scholars	10000
	OSU Merit Scholarship	18000
	Future connect	12000
	Joel C Bramwell	1250
	East County Metro Realtors association	1500
	School aid	6000
	Future connect	7200
	Water polo	5000
	Marty brill	100
	Outstanding Senior	600

Sam Barlow	Scholarship	Amount
	Campus Visit (Biola)	500
	Elks Lodge District Scholarship	1800
	Super Positive video Contest	2000
	Gresham Bruins Lions Club	1000
	Bridge To Success	12000
	East Metro Realtors Association	2000
	Bruin pride scholarship	500
	Dale Kruger	8000
	Barlow NHS	300
	President Academic Scholarship (Biola)	22000
	Dale Kreuger Scholarship	8000
	OACA Dave Johnson	2500
	merit scholarships	15000
	Dale Krueger	8000
	OSU Finley Academic scholarship	4500
	Cascade Athletic Club	1000
	Biola University Award	243
	Grand Canyon Chancellor Scholarship	9050
	East Metro Realtors Association Interview	100

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

Centennial	Institution Attending	State/Country	2 Yr / 4 Yr
	Ozarks Technical Community College	Missouri	2 Yr
	California State Polytechnic University - San Luis Obispo	CA	4 Yr
	Gailvan		4 Yr
	Harvard University	Massachusetts	4 Yr
	Harvard University	Massachusetts	4 Yr
	Jhonny Hobbs		4 Yr

Corbett High School

Corbett	Institution Attending	State/Country	2 Yr / 4 Yr
	Boston University	Massachussetts	4 Yr
	Columbia University	New York	4 Yr
	new school, the	new york	4 Yr
	Rice University	TX	4 Yr
	Seattle University	Washington	4 Yr
	University of San Francisco	CA	4 Yr

Gresham High School

Gresham	Institution Attending	State/Country	2 Yr / 4 Yr
	Clark college	Washington	2 Yr
	Clark College	Washington	2 Yr
	LA FILMMSCHOOL	California	2 Yr
	Redwood	California	2 Yr
	Arizona state	Arizona	4 Yr
	GCU	Arizona	4 Yr
	Montana State University	Montana	4 Yr
	Notre Dame College	Ohio	4 Yr
	Point Loma Nazarene	California	4 Yr
	University of Arizona	Arizona	4 Yr
	Washington State University	Washington, Pullman	4 Yr

Parkrose High School

Parkrose	Institution Attending	State/Country	2 Yr / 4 Yr
	Sheridan	Canada	2 Yr
	Clark Atlanta University	GA	4 Yr
	Full Sail University	Florida	4 Yr
	Howard University	Washington, d.c.	4 Yr
	Portland state	oregon	4 Yr
	Texas State University	TX	4 Yr
	University of Mary Washington	Fredericksburg, VA	4 Yr
	University of Southern California	Los Angeles	4 Yr
	Virginia Military Institute	VA	4 Yr

Sam Barlow High School

Sam Barlow	Institution Attending	State/Country	2 Yr / 4 Yr
	ISU	Idaho	2 Yr
	Biola University	California	4 Yr
	Boston university	Massachusetts	4 Yr
	grand canyon university	arizona	4 Yr
	Grand Canyon University	Arizona	4 Yr
	Utah State University	Utah	4 Yr

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.

Table AD1:

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.

Responses to What Else Will You Be Doing?

Centennial	Other Activities Seniors Will Be Doing
	I am planning on going to college for four years.
	Definitely working, might train for soccer tournaments and think about what i wanna do later in life.
	going to ctc and going to collage for two years.
	Hanging out with friends, going to the gym, or going out somewhere
	Having Fun, finding myself
	Ho to the internship program
	I don't know really. I'm hoping to get a job just to get an income, but with depression, I'd have to schedule meetings that might get in the way with work hours. I'd have to prioritize either money to get a stable financial life, or mental health which costs money and time that could be taken away from work.
	I either will be working, or going to college.
	I have no idea dude. I'm trying to get my own place and I'll decide after i meet that goal.
	I plan on growing my business / building a business and if I choose to do so, go to college / university
	i plan on working and spend more time with family
	I wanna have 2 jobs and start saving money for investm
	I will be pursuing my boxing career
	I will be serving a 2 year mission in Mexico City.
	I will be working and saving up money to buy house for my parents and car for my brother for my other family to
	I will become an entrepreneur and more importantly i'll become a fine artist.
	I will continue working and training with my father and coaches. I plan on further improving my education but on my own through resources and people
	I will focus on working and getting my drivers license before getting into cosmetology school.
	I'll work and get more education.
	Just enjoy life, make the best out of it.
	learning and working
	Moving into the dorms of my college
	N/A
	nothing
	Nothing
	Planning on going to trade school and become a welder
	spending more time with family and my cat

Centennial	Other Activities Seniors Will Be Doing
	spending time with family
	taking classes to be a nail technician
	tattoo artist
	Things I actually like to do.
	Traveling all over the world
	work
	Working and getting far away from here
	Working out and getting my learners permit.

Corbett	Other Activities Seniors Will Be Doing
	making sick beats and stuff

Gresham	Other Activities Seniors Will Be Doing
	After graduating from high school, I'm going to an adult living program.
	Building a portfolio and gaining an audience to do commissions for.
	drawing and the arts
	Getting a job, continuing wrestling, do more gaming
	Going to trade school
	hopefully living happily married
	I plan on working, and cutting hair on the side. Also travel
	I plan to be a freelance artist, while being a personal support worker. And doing part time jobs.
	I will be taking a gap year to travel in August.
	i'm going to be working at the airport or some other place i'm not sure yet but i'll be figuring out what i wanna do with my life and i have a lot of time to do so
	Living with my best friends
	Making money and getting happier !!
	Playing baseball
	Trade school
	Trades, music education, travel places to places out of state
	Working a job or having to go to a community college
	Working and Gresham fire cadet program

Parkrose	Other Activities Seniors Will Be Doing
	Attend programs
	beauty school
	Doing stuff that interests me like photography
	entrepreneurship
	I will be doing research to plan for moving into an apartment.

Parkrose	Other Activities Seniors Will Be Doing
	I will be working at either shake shack or UPS and I will be driving to places I haven't been to before going off to college
	Life
	Living
	meet ups more

Sam Barlow	Other Activities Seniors Will Be Doing
	Baseball
	College!
	I will be in Arizona taking my emt course
	I will be working full time after taking a few weeks of vacation with my husband :)
	I'll try to decide on what to finally do while I work at the farmers market
	Playing collegiate soccer
	Probably working or something similar Hitler has only got one ball, Goering has two but very small, Himmler has something similar but poor old Goebells has no balls at all (to the tune colonel bogey)
	Travel
	work
	Working and preparing for college

Table AD2:

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.

Other Reasons Career Choice was a Good Fit

Centennial	Some Other Reason
	family related
	After Roe v wade got overturned i wanted to do something so i want to be an OBGYN to be able to stand up for others and their rights
	At a young age I just always knew and my mind never changed
	Because I don't want to work under anyone nor for someone , so I think investing and starting up my own business is the way to go , to be my own boss
	CAL
	CAL
	Did my own research and found out about it through TV as a kid.
	Durring Covid and lockdown, I really fell in love with doing hair. It was mostly chance.
	Everything about CAL encouraged my further interest and developing skills into my career of choice.
	Family history
	Favorite show growing up was Law and Order Special Victims Unit
	I already work in this field and am quite good at my job.
	I am choosing a career I which I make the rules and don't have to be told what to do as well as it let's me be creative
	I decided I want to pursue engineering when I visited Legoland in 3rd grade, learning about how one gear and a battery can make a lot of movement.
	i decided when i was kid so i'm gonna do it
	I discovered it on accident during covid time
	I found out by naturally being good and enjoying the career since I was a child thanks to my grandpa and dad.
	I had an epiphany.
	I joined the Dental program in CAL
	I know what I wanna do.
	I like food
	I really like it and Im good at it
	i took business classes
	I want to be a vet tech, I think it can help gain knowledge and skills to be able to work in wildlife conservations
	I went to CAL and that help me learn about the health feald
	I've always been interested in this career and because of always having the heart to help people as much as I can I thought this career was a good fit for me
	i've known since elementary

Centennial	Some Other Reason
	Is my hobby that why I can do it
	It fits my personality in what I think would make me happy and provide growth.
	It's something that I enjoy
	I've always wanted to pursue this career and it never changed.
	Medical K-dramas
	My father showed me videos on zoomusicology.
	my personal experiences
	Natural talent
	Oregon National Guard Youth Challenge Program
	Saw it and wanted to do it
	School has never been my thing and I've always tried to settle for careers that I didn't really have desire for. When I moved to centennial I also went to CAL because my friend recommended it and it was one of the best decisions of my life. The classes and the teachers clicked with me and gave me a clear future in what I want to do. I was in the entrepreneur program.
	Taking child development and going into the middle school to already be put to helping kids with the disabilities and then growing up with it madenme want to be an EA
	What I have is not a dream but a goal because I will make it a reality.

Corbett	Some Other Reason
	I already have attained work in the field.
	I have loved animation since I was a child and continue to have a passion for art
	I have some experience and observation in the field and am very passionate about it.

Gresham	Some Other Reason
	i did a thingy called antfarm
	I really liked the subject that it is in
	I thought of a career, and I thought, "is this really a career?" I researched it, and the career I'm pursuing is a real career, and it's something I want to do.
	I've been doing it since as long as I can remember and so I have decided to pursue my dream.
	i've been taking a class a cal that made me decide.
	I've drawn for years, and it only seems readonable that as I improve my skill, I could probably attempt to make some art off of it while making things that people enjoy
	Out of school experiences
	personal reasons
	Pretty much what i wanted to do as a girl due personal experience

Parkrose	Some Other Reason
	Always knew what i wanted tl be
	I am not in perfect health. I go to and from the emergency room many times a year, sometimes for days, for many different things. I am tired of relying on unstable medical care that leaves me needing more and more constantly. I know other people feel the same. I have found more help in natural medicine then I have in anything else.
	I struggled with mental health in the past and I want to help make a change as a therapist
	I've just always been interested in this work field and overall enjoy it.
	it has always been a big part of my life given how I grew up.
	Just something I've found myself
	My mom thought that it would be a good fit for me and that I'd make enough money to cover finances when I live on my own
	Personal research

Sam Barlow	Some Other Reason
	Enjoy my job and want to continue in the field and study it.
	I like the mystery of the ocean
	i took a class involving my career i want to pursue and discovered my love for it
	I was inspired by events that occurred in my life
	I went to the center for advanced learning in interest of dental and found a love for that career path.
	Introduced to the skill during an extracurricular activity.
	I've been interested in Astronomy since I was a kid.
	my choir teacher
	Volunteering for same job

Table AD3:

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.

Other Career Fields of Interest

Centennial	Some Other Field
	Aeronautics (pilot)
	Architecture
	Automotive
	Automotive Technician
	Beauty
	Biology/Zoomusicology.
	Biomedical Sceinces
	Boxing, nutritionist, and sports
	businesses
	Communication/Language
	Computer science
	Construction
	cosmetics
	Cosmetology
	Cosmetology
	Cosmology
	CSI/Forensics Scientist
	Data Analysts
	Dog training
	Esthetician
	Fashion Industry
	Food Science
	Forestry
	I love cleaning, and I want to do something with instruments and song
	I work in retail, but also would like to work with animals in some way down the road.
	Illustration, and 2d animation
	Information Technology (IT)
	Literature and Journalism
	Literature, Journalism
	Making music, performing as an artist
	Marine Biologist
	Master Technician (Automotive)
	music
	Music
	nail tech
	NBA

Centennial	Some Other Field
	Nursing
	Nursing
	Nursing
	Psychology
	Psychology
	Psychology
	psychology
	radiology
	Science feild
	soccer
	Soccer
	Sports
	Sports/Fitness
	Tattooing
	Things such as counseling, and help

Corbett	Some Other Field
	Criminal justice
	Environmental, English
	I'd like to work in the animation industry and pursue a career in teaching art
	Politics
	Veterinary medicine.

Gresham	Some Other Field
	bio-chemical research and engineering
	Cosmetology
	Cosmetology
	Environmental science
	Firefighting
	Firefighting
	Firemen
	Forensic science with a biology focua
	Game Development
	Graphic Design
	History or something like it
	Marine corps
	Mental health counselor
	Music producing and recording
	Real estate architecture
	Real-estate

Gresham	Some Other Field
	sorting cans
	Spanish teacher
	sports
	Veterinarian

Parkrose	Some Other Field
	Architecture
	Asian Natural Medicine Therapy
	Astrophysics or Environmental Sciences
	beauty
	beauty services
	English
	Flight attendant
	Flight Attendant
	funeral sciences / biology
	global development
	Healthcare
	I want to be an Author
	I would like to get into criminology and criminal justice or into journalism by the film industry
	Journalism
	Marine Biology
	Military Officer
	Mortician
	Natural Science
	psychology
	Sports journalism
	STEM based
	the health field with nursing
	Therapy
	Veterinarian
	Wildlife conservation
	zoology

Sam Barlow	Some Other Field
	Agriculture
	Astronomy
	Aviation
	Commercial Pilot
	Cybersecurity
	dental assistant

Sam Barlow	Some Other Field
	Digital media
	Electrical
	Environmental biology
	fashion design and merchandising
	Forensics
	Hospitality Management
	Marine biology
	Media influence
	Military, and science
	Product design
	Psychology
	Psychology
	Public relations and strategic communications
	Public relations and strategic communications
	Songs, writing movies
	STEM. Science (biology/marine biology)
	Veterinarian medicine
	Veterinarian or Culinary

Table AD4:

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.

Response to the Question: Are There Some Other Reasons for Not Continuing Your Education?

Centennial	Other Reasons For Not Continuing Education
	my English is not well but am going to take 1 year after that I am going to continue my education .
	,
	6 years of education in highschool was enough for me and I just want to continue working at my job full time.
	Because of my disability it is hard for me
	cosmetology doesn't require college
	Half of the degrees you can get don't even pay enough for you to pay off your loans, and a lot of people that continue their education end up not even getting a job in that field.
	I not ready to go to college cause I will go to college when I am ready cause I don't wanna go right it way cause i don't know if I will be good or not Justin cause think about it and going to college when I am ready to go
	I don't want to go to college
	I honestly feel that at this time it isn't necessary but later it might be and if it is then we will deal with it then
	I just don't feel like anything that I need or want to do I need to go to college for
	I just don't know what I want to do with my life
	I will go to college, just not right now. I want to take a gap year,, or two...
	I'm not against it, I just think now and says there are many ways to make money and collage isn't the only way
	i'm not planning to go to college in the fall just because i feel that i need a little more time away from school being that i've done it for the last 13 years
	it sonds good but no
	It took me 6 years to graduate high school, just the thought of school gives me severe anxiety sickness, and I already have a job.
	Just wanna work
	Just want a gap year
	Me and my family will be moving to another state. Which is why I would rather start college when i am ready and not in the middle of moving.
	no
	no
	No
	no
	no
	No reason

Centennial	Other Reasons For Not Continuing Education
	no.
	none.
	Not
	Not sure where to get money, and I do not want to be in debt.
	Nothing
	Risky enough, what I want to do doesn't involve college
	Well, I believe that sometimes after college, you end up in major debt from student loans and end up paying almost twice the amount of the original loan. Plus, I've done budgeting for a made up scenario where I'm an entry level agricultural engineer making around 50k or so, and I still ended up in debt based on the bare minimum + student loans. I'm also very stressed when it comes to social situations or education. I'd prefer to learn on my own or one on one. It would give me the chance to assess what I know vs what I don't.
	You already pursuing your career

Gresham	Other Reasons For Not Continuing Education
	Because I need to move on
	First gen, so I have no one to guide me
	Should be anything could also have a job get hired
	The reason why I can't go to college is because I have autism and epilepsy (seizures) and I would have a hard time learning there instead I'm going to the adult living program so it's easy to learn there and easy to find a job after high school.

Parkrose	Other Reasons For Not Continuing Education
	I could go to a college that would be away from my boyfriend and where he works.
	I have family to take care of. Their health comes before my education.
	N/A
	No
	Nope
	Nope

Sam Barlow	Other Reasons For Not Continuing Education
	I don't feel the need to
	I never got help to figure those things out
	Need a break.
	no
	taking a gap year then trying to get into fashion school the next year

Table AD5:

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 a “Private Trade/Technical School” or “Some Other Type of Institution,” they were asked to provide the name of the private trade school or other type of institution. Results are presented in Table AD5.

Private Trade/Technical and Other Types of Institutions Seniors Will Be Attending

Centennial	Other Types of Institutions Identified
	An program throug OHSU to learn assitant nursing
	Aveda Institute
	Beauty school for estheticians
	beautybschool
	clackamas community
	Cosmetology
	Cosmetology school
	I won't be taking any
	Idk honestly
	It's okay
	Linfield
	Manufacturing, etc.
	North West College of Beauty
	Northwest College of Beauty
	Not sure
	OIT or EOU
	Point of view tattoo school
	possibly Concorde

Gresham	Other Types of Institutions Identified
	Cosmetology
	IBEW power professionals
	Network security
	Portland cosmetology school

Parkrose	Other Types of Institutions Identified
	Beauty School

Sam Barlow	Other Types of Institutions Identified
	I don't have one yet but I got to do a little more research
	Service Academy
	University of Western States
	UTI

Table AD6:

For seniors that indicated they were attending a 4-year Private University and the institution they were planning on attending was not in the list, they were asked to identify private institutions. Responses are provided in Table AD6.

Other 4-year Private Institutions Seniors Are Attending

Centennial	Other Private 4 Year Institution
	Portland State University

Corbett	Other Private 4 Year Institution
	Columbia University

Gresham	Other Private 4 Year Institution
	Bushnell university
	Point Loma Nazarene University

Table AD7:

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.

Reasons for selecting Portland Metro College Over Alternatives

Centennial	Reason For Selecting Metro Community College
Attending Clackamas	It not so far where I live
	The school has a Collision and Repair (autobody) program
	trades program
Attending MHCC	It is closer to my home and it has the courses i'm interested in
	Accessibility, cost, convenience
	Close to home and has the major that'll help me get into a career.
	close to my house and its a good place to gain experience, and I can always get my 4 years in any different college.
	Close, cheap, good rep from friends and family, and pre-earned credits.
	Closest to me. Others were in unfavorable areas as well
	College Now
	i heard a lot of good things about this school
	I want to attend Mt. Hood, because its not that far from where i live and also i wanna experience whats it like in Mt. Hood.
	It has a good nursing program it is near where I live
	It is close to where I live and will save me the cost of not having a dorm
	It was really close and I knew many people going to it.
	It was the closest one and the only one that I knew of.
	It was the closest one to me
	It's a community college, it's free-ish, it has good introductions to certain career choices and hobbies outside of High School, and it's a nice place.
	It's close and my friends are going
	It's close home and it will let me transfer to PSU later down the line
	it's close to home
	It's closer to home
	It's closest and I know most about it
	It's close and has a good automotive course.
	It's close, and it's where my brother's went too
It's just where the rest of my family went	
It's more closer and popular and has the better transfer option	
Attending MHCC	Mainly because its not far away, i have friends going there, and it has a good criminal justice program
	Mt. Hood is closer to home and has a single campus. The other colleges either don't have the classes I want or have them at very far and inaccessible locations.
	Proximity and Programs
	They had my program

Centennial	Reason For Selecting Metro Community College
	They have a great Automotive Technology program. I have obtained an apprenticeship from Toyota and I will be furthering my experience and education in the field at Mt. Hood.
	just because they are close to where i live, otherwise id also would've chosen some community colleges by the oregon coast
	mt. hood is very close collage to my home and my parents wish for me to go there. PCC is close to be to and there might be classes there for me i could attend
Attending PCC	It has my program that I want and I feel it's a better college than mt. Hood
	It has the ability to do a transfer degree
	It's really close compared to other colleges and my sister might be going there too.
	The location and class
	The location of the school is placed within a job site that I have connections too. Plus the programs that come with it could be beneficial to me when I get my certificate.
	The simpler style of the website and I got awarded things
	This college provides me a better environment to learn in. The community here is very good as well as the care for other people. It is in Portland which puts me in the city which is my comfort location. It is also one of the cheapest community colleges I can attend in Portland.

Gresham	Reason For Selecting Metro Community College
Attending Clackamas	Clackamas has a ton of courses that I seem very interested in and Mt.Hood does as well. They both are close to relatives and my home. The weather and environment outside the school are good for me.
	I have family that goes there and it's in state
	Trying to apply at Mt.Hood community college
Attending MHCC	Because I can just transfer after two years to a university.
	Because they have an emt program
	Close
	I did not want to go to the other alternatives.
	It is closer and some family members are already attending mt. Hood
	It's close location, the fact it had some programs I'm interested it and I have some Mt. Hood credits that I earned in Highschool.
	It's closest and it has a good social work program, which is what I plan to do.
	my mom is helping me with the processes
	Opportunity to learn Game Development and Business, as well as other classes I plan on attending.
	Mt. Hood cause that's close to where i live, it's somewhere my mom and my brother went.

Gresham		Reason For Selecting Metro Community College
Attending MHCC		Well right now I'm going to CAL, which has a mount hood medical unit so that has inspired me but also it's in Gresham so it's close to me and I really love that! I wanted to find a community college close to me and here's mount hood perfect for me!
Attending MHCC and PCC		I decided these two colleges would be the best for me due to the location and me not wanting to go out of state for school. ive heard of the selected colleges and i havent heard anytging bad about them They were the most recommended
Attending PCC		i chose portland because it has more sources to choose from. itts closer to home,feels like a place i could have fun and be social,there's alot of people walking outside campus there Moving closer to hillsboro. With PCC being close by I decided it would suit me best The medical program/opportunities and location

Parkrose		Reason For Selecting Metro Community College
Attending MHCC		Good band program
		I already had dual credits with Mt Hood and I know the pathway I want to follow through MHCC to get my degree.
		I chose to attend Mt. hood because it is closest to me and I've heard that they have a good band program. I also know a few people attending there.
		I know some friends who are attending mt hood, and i also received the oregon promise so mt hood should be little to no cost. i also currently have dual credits with mt hood.
		It is close and they accept a lot of people. just 2 near option
		My counselor informed me that it has classes for careers that I've been interested in.
		The location of the colleges and the good things i hear about the teacher's .
Attending PCC		Closer to my house, there's a program that I want to take.

Sam Barlow		Reason For Selecting Metro Community College
Attending Clackamas		The wildland fire fighting program
Attending MHCC		2 year transfer with Oregons benefits with community college. Baseball and their trades programs Close to home Close to home so won't have to pay for housing while I'm going to school. Close to home, and has a great music program as well as courses I plan on taking Close to home. Easy to transfer. It's close by and I'll save a lot of money for my first two years It's close to my house and was just the easiest option

Sam Barlow	Reason For Selecting Metro Community College
	It's closer to home and I don't like Portland so I don't want to go to school down there
	It's the nearest to my work and nearest to my house
	It's the closest college to my house.
	Many people I know have gone there and it's really close to home.
	My mom went there and I know a good teacher there, close to home
	The offer it gives for a teaching degree along with transferring to a University and etc.
	They have a dental hygienist program that's what I wanted to do.
	They have a great dental hygiene program and it's close enough to my house where I can save money and stay at home till I'm completed with the course
Attending MHCC and PCC	Both are the closest to me
Attending PCC	For a fresh start, far but not too far. They have courses that apply to what I want to do for my future.
	It's close and I got the Future Connect Scholarship
	Scholarship

Table AD9:

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.

Other Race/Ethnicities Identified

Centennial	Other Race
	Afgahan
	Arab
	Half white half asian
	I don's know
	Jewish
	Middle eastern
	Sephardic Jewish
	slavic
	Syrian

Corbett	Other Race
	Mixed

Gresham	Other Race
	I speak Spanish from mexico
	Mexican
	Thank you for not putting latinx
	Ukrainian
	White / American & Mexican
	White/ Arab
	White/asian

Parkrose	Other Race
	Hungarian
	middle eastern
	white and asian

Sam Barlow	Other Race
	Syrian
	Will not say

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?
having a joke on the day you can star the class with positive mind.
math, working and communication
For me everything they do is fine
I liked how they explained class work and have a one on one with you, and just checking up on you if someone is struggling with something.
Offer help to the students.
To be understanding
.trying to figure out what you need
Acting in care and compassion.
Allowing for time to study in class.
Almost all of my teachers I have had have been friendly, caring, and genuinely want to create a bond. Most of my teachers are passionate and want to see students succeed.
Ask how student are doing
Ask us how we are doing and what we've been up, just like a genuine check in. Treat us like adults, not children. Have everything all planned out on a calendar, so we know what to expect.
asking students if they need help. some students won't and will never speak up and ask for help. so being able to identify when this happens would really help students all around.
Assist a student with questions one on one.
At least last year some of them were understanding with me when I had stuff going on.
be happy
Be more helpful and aware of where a student is currently at.
Be nice and just listen to students and there needs
Being able to understand and reach out when needed
Being clear and concise about instructions, and being firm, but not too demanding.
Being flexible and understanding. Help with understanding what they teach
Being flexible yet stern and understanding. Also allowing students to have their own freedom in regards of work ethic. As long as they get their work done
Being helpful with the student
Being interactive with students and the amount of one on one time was good.
Being postive and overall helpful
Being realistic with what's expected of us after high school.
Being understanding of everyone's situation.
Being understanding that life exists outside of school and that your skill set is not based on one test.
Believing in me
bonding with students

In general, what positive things do your teachers do that you'd like to see more of?
care about students, they are always checking up on them and i think that a good way to show that they care
care more about our personal lives
Caring about students individually. Listening to students, and giving them what the need. Being 100% honest with students. Treating students like they are adults and not kids. Having self respect for themselves, and not getting taken advantage of.
Caring for me when I was absent from school. Helping me try to graduate.
catch up days
Challenging kids and also letting them do their thing, especially when you're a junior or senior, we are adults too
Check ins
checking in and being understanding when something is going on in our lives
Checking in and making sure that the student is absorbing the information.
checking on individual students and where they stand in their academic level
Close connections with students
Communicating with their students.
Connecting more with students
Cooperating with students who can't follow through with them.
Creating an environment that allows the students to want to learn and want to engage
Doing more community based work.
engage the class more
Engage with their students and be patient. Being judge free.
Engaging with students even when they are no longer in their class
Enjoying their job and really giving their students the motivation they need!
Explaining it really carefully
Explaining things well that they want us to do. Or talk to us by asking us if we understand what we are doing.
Feeling like they care about my emotions, and not just my skills in the classroom. And respecting my identity
For student that learn differently letting them learn their way and explaining thing in a way that make sense
Fun
get to know their students
Getting the class to work together. I feel like it's too easy to tune out and not focus on the topic.
Give clear instructions and help students one on one
Give students more freedom
Giving me extra time when I need it most
Giving no homework
Giving out snacks, after school help
Giving reasonable work load
Giving students food in classes
Hands on projects, communication with students

In general, what positive things do your teachers do that you'd like to see more of?
Have high energy and show passion in teaching
Have more independent work and less groupthink
Having a better connection with students. Being understanding. Being flexible.
Having a positive attitude
Having intentional relationships with students
Having one on one teachings in area when I struggled
Help 1 on 1
Help me a lot wit stuff that I don't understand, and I really love it.
Help more
Help students one on one.
Help students when they are stuck on a problem.
Help us with our work.
Helping me one on one with understanding problems
Helping me when I have a hard time understanding.
Helping other, asked questions come when you need something that you don't understand
Helping others students who can't speak Spanish
Helping the students when they need it
Honestly all a teacher has to do is sympathize and actually try to understand where their students are coming from and not just treat them like any other student, everyone is different. Oh, and have a sense of humor, you'll be miserable without it.
I appreciate having teachers who show deep interest in their work, I find it so much more interesting to learn the subject when the teachers are passionate.
I appreciated when mommy teachers actually took the time to understand me, and find ways to help or support me.
I feel like I'd like to see more of how teachers feel about what they teach.
I like how mrs.church is kind and let's do us our work and come to her if we need help and has personal meetings every now and then.
I like how the teachers are always available and are happy to help me throughout these years at centennial
I like it when a teacher is quirky, down to earth, funny, understanding, and enthusiastic.
I like it when teachers interact with students more and try to create a supportive heathy bond with their students. You can tell when teaches really care about what they do and that they try their best to help you.
I like it when teachers make it clear that they care about our education and when they actually seem like they enjoy what they're teaching. It makes the class more fun for the students.
I like teachers like ms longo she really cared and helped everyone
I like teachers that are kind, caring, and understanding of their students. Teachers that interact and talk to the students, not only about class but also about their personal lives. A teacher who can develop a connection with their students makes every class infinitely more fun and engaging than one who just makes you take notes.
I like teachers who create projects or activities where you would have to work with another group. I also like teachers who guide student's throughout an assignment instead of just telling them what to do.

In general, what positive things do your teachers do that you'd like to see more of?
I like that there's a teacher who can help me and always be there for me. Someone I can count on when I don't think anyone else can help me.
I like that they're sometimes available for us when we needed help in and outside of school. Whether if it's with schoolwork or mental health problems.
I like them to actively try to connect with students more
I like when my teachers are supportive. I can tell that some of them really want to see me succeed.
I like when teachers take the time to see what each of their students need specifically.
i like when they have humor
I like when they help people the most they can, but it sucks when it's for the wrong people. It's fun to see them at after-school events. Letting students eat lunch in their room is also cool.
I really like group work related to the topic we are learning about in class.
I really like when our teachers do more interactive learning and hands-on activities rather than lecture speaking.
I very much the the hands on learning I. Like how they use paper have us not be on chromebooks
I wish teachers would see students as young adults instead of little kids, because making friends with students can make your job possible better.
I would like more check ins.
I would like them to continue keeping a positive attitude and being the awesome teachers that they are.
I would love to see more teachers see there jobs as interacting with other young adults instead of kids, and make people feel like they are just little kids.
i'd like to see more teachers like mr. stutevoss. he was a good teacher in a way he leveled with his students in a way his room felt like comforting and a sage space to be in.
I'd like to see teachers who seem genuinely interested in what they are teaching, it make the learning experience so much more meaningful
Id like them to create more group assignments
I'd like to see teachers be more empathetic and understanding towards their students.
Idk
Idk
incorporate the entire class in way that keeps kids engaged but not scared to make a mistake in front of everyone. idk if that makes sense.
interact with students more frequently
Interacting with students, and making topics engaging.
Interacting with the students more personally and being more helpful
Interaction one on one
interactive
Involve students in learning
I've noticed that teachers are focused on their work and trying to get the point of their lessons across. Although some teachers are more lax than others and make for an either entertaining class or highly confusing or boring class.

In general, what positive things do your teachers do that you'd like to see more of?
Just being helpful
Just being there for kids and understanding that mental health should come first.
Just being there for the students
Just conversating and being nice, I think when a teacher says stuff like good morning or just makes small talk it makes me feel way more comfortable around them as a person.
just getting to know the students
Just helping out or being understanding
Just taking and making time for us.
Kahoots
kindness and understand kids more
Learning and understanding each student in order to also understand how to help each student.
Learning more about the students
let us used notes on test when we had a lot formulas
Letting students know that just because they don't have a plan for their future now, doesn't mean they won't have a future at all.
Letting us express ourselves
Letting us go to study hall to work on assignments that aren't from their class when we're finished with their assignments.
like doing work and try to take carc of me
Listening
Lol
Make me feel save and easy to learn
Make you feel comfortable in classroom and use sense of humor
Making conversation with students and making learning more fun. Being understanding as well with situations that occur.
Making everyone participate and make those who participate feel like there answer wasn't good or good enough.
Many of the centennial teachers are very understanding of issues that someone is going through and I love to see that.
Maybe things like checking in on students and also making assignments that have to do with things we like
More activities that ACTUALLY relate to things that we would use in real life.
More actual fun things i guess
More checks making sure students are good
more fun and engaging activities that students actually like and is not based on their own opinions.
More fun things to get the stuedents involved
More hands on help n talk about non school things sometimes
More interactive with students, get fun out of the topic we're learning about
More of be a little strict
More willingness to help

In general, what positive things do your teachers do that you'd like to see more of?
most of my teachers are nice to everyone and they were all understanding of any problems that students had.
Most of my teachers make classes fun so i would like to see more of that
My teachers from my experience really care about their students and want to see them succeed and that care is something all teachers should have.
n/a
nicer kids
Not enforce rules like a helicopter parent. Because I feel like if students can feel comfortable and at a safe space with their teachers learning would be more effective
Not for me, it's all good
Not giving up on students, even if the student starts turning stuff in like at the end of the month, some teachers will still accept it and try to get that student to pass.
Not sure I don't like people
Nothing
Nothing
Nothing
nothing besides understanding a students thoughts and concerns.
Offer lots of time and help to do assignments and lists links in Google classroom
One on one and teaching/ studying
one on one help
one positive thing is that teachers are really understanding. they understand that you have other things going on in life and school isn't the only thing you're focused on.
Opening up about their personal lives
Positive things that I have noticed that teachers have done that I would like to see more of is always the face-to-face learning, and always checking in if the student understanding is good.
Provide support
Providing a supportive and positive atmosphere
Providing one on one support for students and checking in on us
provoking conversation
Reaching out to help
Really caring about their students and treating them more like people then just another face in the crowd. Teachers who really take the time to help their students out and not leave them behind when they're struggling is very helpful.
relations with students.
Reminders, kind reminders always help.
Respect for the students as well as encouragement and support
seeing that they care for their students. Example is being understanding
some of teacher knew why i couldn't come to school or was late and didn't show up.
Some teacher are nice and don't punish me because i was late they instead talk to me
Some teachers are a lot more understanding of people's situations and things going on which i like. Also teachers who rewards people who are doing better or what's asked of them rather than being strict with everyone.

In general, what positive things do your teachers do that you'd like to see more of?
Some teachers are very good listeners and understandable make me feel much better when I'm sharing something to them
sometimes when they have conversations about stories or relatable things. wish we can see who the really are.
Stay after school to help students if they need any help.
Step by step help
Study guides
support outside of school
Support students and help them correct homework or essays
Talk me through things
Talk more personally try to build a connection or understand them more.
talk through problems and help everyone any way they can
Talking to me as a person, not just as a student
Teach
Teach and showing different methods of teaching. Teaching in a non conventional way.
Teachers actually having relationship with there students
Teachers are willing to help and develop a deeper understanding of the current topic.
Teachers being interactive with students inside and outside of class, being a friend to the students instead of just a teacher
Teacher's speaking, asking questions and learning in other classes
Teachers that are understanding of students and their situations at home.
That they try to understand where you come from, and how they never really assume anything about you. So I think they should keep doing that.
The attention they give us and the concern that we are well .
The attention they give us and the concern that we are well.
The communicate with us more
The way the teachers are very understanding and talk well to the students, I would like to see more of.
Their positivity!
There are a couple teachers who seem to have an extremely strong understanding of students like myself trying to manage school, work and a personal life. Most teachers I have had this year that understand this, and have worked towards ensuring their focus goes towards helping me make sure my work gets done.
There really wasn't much good they did.
They are understanding
They are very interactive with students and keep the class fun while also being able to learn and complete work.
They are very understanding.
They ask me how my day was, and ask if I'm caught up on work.
They bond with us
They care for their students
They explain things well and are patient with me
They form friendships with students and connect with them on a more personal level

In general, what positive things do your teachers do that you'd like to see more of?
they help me a lot in class
they helped me a lot with asking what i need to do.
They made me feel comfortable enough to ask for help
they never once judged
They showed concern not only for our academic performance but also for how we felt
They treat me like a person and not less than for being younger.
Though it's hard due to having trimesters, I like when assignments are scheduled a ton in advance and we're given work days. Mr Bates is very considerate of our time.
Treating students as if they are teachers and using appropriate language and mannerisms to remain professional and kind at the same time.
Treating us as fellow adults as we're no longer children by the end of highschool.
Trying to engage students with one another. Often times people have their own clicks and the ones without many friends or friends are by themselves and teachers don't do anything about it. I think at the very least teachers could help these students with assignments / work or they could do more things that partner these students with other students.
trying to get to know your students more and be on a cool level. The teacher understands us at times.
Trying to incorporate real life usage/comparison for what they teach
Understand that kids may feel overwhelmed and help them rather than make them feel dumb.
Understanding that things happen
Understanding who you are as a person.
When they show appreciation to the students
work days- independent work times
Projects and times to be creative and not just repeated non interesting work
Working towards building a respectful and non-hostile relationship with students.
Worry about students

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?
I'm no sure.
Maybe explain slowly to people who didn't understand at first.
to give more time for essays and projects
.
.
. Give you more work time
A 1 on 1 talk with folks who are lost and still do not understand even when simplified to.
a fun way of doing things
A lot less writing. It takes up so much time that I feel more than 50% of class time is spent writing and not learning
actually showing that they want to be here, I've had so many teachers that look like they don't want to be here and it makes me not even want to come to school knowing my teacher doesn't ever have a good attitude
all of my teachers have instructed very well, although i did have my physics teacher go very fast when instead he should have broken down things better and be patient.
all of them
Allow us to talk and be ourselves
Be a bit more strict about turn in dates
be clear
Be creative, I know a lot of teachers thing doing things by the book is best but where is the creativity? Teachers should teach in fun and creative ways.
Be engaging with the students and not sound like they hate their job.
Be less of a robot and talk more and be more human. Mrs. Davidson is a prime example of being a human.
Be more clearer with their instructions and dumb it downer when explaining complex things.
be more directions on school work
Be more enhanced and excited
Be more hands on
Be more organized. Understand the Students more.
Be more respectful to the students because we are people too.
Be more specific. Be coordinated with the students in making sure they aren't stressing students out too much with the amount of instructions and work.
Be more understanding with everything and more flexible. Some are good at this others arent at a;;
Be nicer
Be nicer and more relatable to students and be clear with what you want
Because I like working independent, I rather do projects that only require myself and not others around me.
Being better
Being firm enough for students to feel obligated to listen, but being friendly and peer like enough for students to find them likable.

In general, how could teachers change their instruction to make classes better?
Being more forward and more openminded to the situation of their students.
Being more in touch during lessons like communicating with the class more often would make it much better.
Being more personable.
Being understanding
Better attitude and a nice room to be welcomed to
Bring the class together and include everyone in the discussion.
By adapting to the students needs and how they learn.
By going over what we worked on
By including examples of what would acceptable.
By letting students know any upcoming things in advanced
by making some of the work more clear about what to do and what the assignments are asking for.
By making their instructions easier to understand.
By not letting kids go to the bathroom every time
Check-in with students, adapt projects and lessons to participate more without boredom, and trust the students a little more.
Coming to school and looking like they actually like their job. As much as they don't think, but their attitude and energy effects us as students
Depends on each teacher but teachers who let students who are done with work or doing well go on their phones
Differentiate between students, they will feel more cared for. Digital game-based learning, as I realized I learned things better. And creating a welcoming enviornment. Teachers are a huge factor into how I learned.
Do it with the class
Do more hands on learning especially with classes that can create scenarios with
Do work with us in the beginning of the unit instead of just thinking we can do it by ourselves
Doing more hands on activities
Don't just give us packets to work out of.
Don't make it boring by just putting slides up and just talking for the hour that we have
Don't make lecture to long. It will make a lot of students to wonder. Make study slides or lecture slides and use assignments that fill in the blank so students are able to listen and really focus. I believe group projects shouldn't be a thing. A lot of students get stressed out when someone or something goes wrong. Not a lot of people like to communicate with each other.
don't know
don't make it boring as mrs. bates did, with only slide show and talking the whole class period
Due dates need to be longer
engage with the students in a way everyone can learn the subject or topic
Everything is ok for now
explain more to students that are quiet

In general, how could teachers change their instruction to make classes better?
Explain their opinions on sensitive matters to start conversations between students about the real world.
Explain thoroughly not just explaining the basics
Focus more on group discussions on topics to learn a different point of view and to learn something a student might not have seen previously.
For me, the classes are fine like this.
For them to know that kids don't always purposely skip homework or school work, sometimes our mental health just takes over.
give a good description on what you are wanting the student to do
Give clear instructions
Give more attention to needs more help
give more of a choice in the direction the class takes
Give resonablw work load and difficulty on test and quizzes
Give the students 1 more day of finishing the assignment if they're nowhere done with their work.
Give us a better strucker.
Give us longer to complete assignments
Go through presentations slower and sending the class the google slide shows they use.
Going a little slower, it's easier to absorb information if its given to us in a slower fashion.
good
Hands on projects instead of work sheets being handed out
Have both explained and printed out instructions as well as letting students work at their own pace
have little activities sometimes because i know most students go on their phones most of the time in class once they're done with their work. Make it a fun learning environment.
Have mabey for intractions with the subject
Have more independent work
Have some sample work
Help with outlines on how to do the assignments
Helping talking with the students
helping understanding that some class is it so difficult for us .
honestly nothing, the teachers here are so nice they make learning fun and interesting.
I already work well with my teachers teaching styles.
I believe more interactive activities would make learning more fun as well as develop a better understanding of the topic.
I believe techniques like more examples or personal debriefing should be held more.
I do CVA so I don't kno how to answer this
I feel like teachers should really try to understand the student feels in their point of view.
I feel like they should make it more fun in a way.
i find it easier to learn in class when teachers are more open to students in class by greeting me and when they are telling step by step instructions at a reasonable pace and making sure we understand after they are finished explaining each individual step.

In general, how could teachers change their instruction to make classes better?
I think all of teachers do a great job with instruction.
I think give more instruction or make sure everyone is working
I think it would be cool if teachers regularly talked to each other about fun things they do in class, and maybe incorporate in their own teachings. Sometimes teachers lecture for too long. Maybe if they went over the main points first, gave out the assignment, and then went more in depth after. So that way students who don't need the in depth lecture can move at a faster pace for them. I don't know, a lot of teachers just lecture for a long time and I don't think it's necessary. Also have different ways of learning available, like hands on learning for those who learn better that way, or for those who learn better by reading text etc.
I think its fine, each teacher has their own way if doing things
I think it's underestimated how many students are hands on learners, so if more curriculums had hands on activites that'd be cool. Plus going outside for regular class time is awesome.
I think maybe not singling anyone else out
I think most staff here do a pretty good job here.
I think most teachers are good at adapting to students at the students pace
I think some teachers need to challange students more and also let them work alone and ask questions when needed. theres been too many times when i want to figure something hard out on my own but the teacher explains everything to me.
I think teachers do as well of a job that they can given they aren't given the proper support from admin
I think teachers do well with instructions it's just that some students don't out in the effort to learn.
I think teachers should work more with students rather than dumping a lot of work on them and just wishing them luck.
I think that the school should have less note-taking packet-style busywork and teach through engaging activities instead.
I think their instructions are fine
I think they could let students sometimes lead the assignments and pick something that they want to learn more about concerning the subject. Let students become more hands on in their learning. When students are interested in engaged in what they are learning they tend to absorb the information better. Especially if they have to apply their knowledge of the subject.
I would say just limit the note taking.
I'm not to sure my teachers where kind and understanding
I'd like to see teachers interacting with students more. It sometimes just feels like the teacher is simply trying to get by sometimes and not really looking for feedback from the students. It gets boring and hard to listen to when everything is facts and no reasoning behind those facts.
ldk
idk
ldk
ldk
idk

In general, how could teachers change their instruction to make classes better?
If more teachers could actually debrief more with students then we could solve more problems.
if students are confused, going over the instructions step by step and maybe breaking the instructions down even more.
Im not sure
Im not sure just be clear
I'm not sure, I think it's been pretty good so far I don't think I would change anything
Impossible all students have different learning styles
In reference to my AP stats class, show and demonstrate multiple problems over and over, needs to stop going off topic, let's us know what we need to work on when grading homework
Include more activities that combine learning and active participation to result in a more valuable lesson achieved by the students being engaged.
Instead of going the normal route, a.k.a by the book, show some creativity. teachers expect that from us but so do we. Class is so much more fun and worth engaging in when it's fun, otherwise it's really draining.
Instead of just reading off the curriculum and just handing us work, be more engaging and enthusiastic about the work and encourage asking questions. As well as updating curriculum in general.
instead of showing slides actually explain and teach us
Instead of teaching and giving out homework, I think that we're missing something that get the student engage and interest in the topic that they're learning. Doing activities or something that helps them learn better.
Interact with their students more.
It all depends on the teachers.
it was beneficial enough
It's hard to say, as someone like me gets great benefit from guided notes, which a lot of students may find boring or frustrating and lose focus, however I think just trying to find a mix of student/teacher interaction when learning and also a healthy mix of allowing students to do their own thing, that is what I felt worked for me incredibly this year and led me to a far more successful school year compared to prior years.
Just don't be difficult and be clear
Just talk to us normally of what we need to do and don't baby us.
Less having our eyes glued to notes and more hands on learning.
Less instruction, more time to do work.
Less instruction, more time to work
Less notes packets and actually teaching/hands on
Less slideshows and actual teaching and speaking with kids?
Less talking
Make class a little more fun and engaging
Make class more interesting and fun
Make it a quieter environment for students

In general, how could teachers change their instruction to make classes better?
Make it more interactive and interesting. Allow students the ability to sometimes pick what they would like to learn more about.
make it more optional meaning give options and choices- give us a packet and give the option to work with the teacher or by yourself- teacher can have a small group or go around for questions Each kid learns differently
Make it so it's more understanding, more hands on and not lecture base that way we can actually grasp the knowledge
Make more time dedicated to individual work instead of lectures.
Make sure to take their time with each topic.
Make the learning meaningful
Make things more clear
making it more clear
Making lessons more individualized. When some students don't understand how the subject works when the teacher teaches it one way, they need to find another way to teach the students so that they can fully understand and be more successful,
Making sure students finish assignments.
Maybe have less group work since im not a big fan of it
Maybe incooperate fun ways too
Maybe not go so fast through lessons
Maybe provide more information regarding learning that can actually help us in the real world.
More active review of the subject and willingness to answer questions with answers that prove they know what they are teaching or at least can help students self advocate.
more details
More explanation on why the subject/topic/lesson is significant
more hands on learning it's easier for a lot of their kids
More self learning, researching, etc.
More talking time
My classes are good thanks to the teachers
My teachers are doing fine teaching us.
N/A
n/a
N/a
No
No clue. More engaging?
no idea
not calling out people
Not much it's already pretty good
Not really
Not sure
Not sure

In general, how could teachers change their instruction to make classes better?
Not using the same slide shows for 10 years.
Nothing
Nothing
Nothing
Nothing
Nothing
nothing much
nothing perfect
Nothing really I had really great teachers
Nothing they're doing good
Nothing.
Personally every class I have been through has been alright I was able to adjust to their teaching style so everything they do is fine.
Plan things out more. Make a schedule
Post daily work that was done in class for students that missed a day.
Previous question
Put it into slideshows.
Shorter class periods
Show examples on assignments and go over instructions together.
Since it's a long period do all of the instructions at the beginning and give the rest of the class to students to work
Slow down and talking slow
Slowing down assignments
Some are very mad and having anger issues
Some classes left bare instructions without much input from the teacher, so this could use a little workshopping
Some teachers have to stop acting like it's 1990, some teachers will force you to put your backpack on the wall and hang your phone on the wall before and during class, and that is a big red flag.
Some teachers go off topic for 20 minutes and that can be hard to focus on the actual thing we're learning.
Some teachers may have an all work no play type attitude to class, which can make great students. However, they need to understand that we have many things going on in our lives, so every once in a while just giving students time to work on their own at their own pace to absorb the information given rather than constantly learning new ones will give some much needed breathing room to better understand the topics that we learn.
speak more clearly
stop being so boring
Stop being so strict
stop being so strict, we learn and listen better when you are nice and chill
Student input
Taking away phones and no second chances.

In general, how could teachers change their instruction to make classes better?
Talk more about current events
Teach for 25 minutes then for the rest of the class let the student work.
Teachers can change their instructions to make it better by being more involved. I feel like sometimes, teachers teach just to teach but they themselves don't really enjoy it or understand it.
Teachers can make sure their instructions are more in depth, & set up a calendar plan of the lesson plans.
Teachers could have more activities where students can participate
Teachers should have a copy of their slides or in class instructions in Google classroom for not only the absent students, but students who just didn't catch what was said in class.
That's too long of a topic to speak on.
The classes are fine like this .
The learning process was beneficial enough to me, I don't recommend changes.
They can get the students more involved like asking them questions about the agenda today, or they could just break down the instructions piece by piece to make things easier.
They can go slower because the teachers tend to speak fast and not a lot of people can catch what they are saying
They could always give clear and very detailed instructions, which is always very appreciated.
They could be more personalized and offer more freedom to the students to choose what they want to learn.
They could give us oregonlive.com freedom with our education.
They could just be more thorough on certain things.
They do a good job already
They don't really
They should explain the work in details for the class so that the student can understand what theyre working on.
They talk to me bout it slowly so I uncomfortable
they're doing a great job.
To take their teaching slower and not give homework.
Try to bring the class together more often.
Try to make understanding to a certain level for others to understand better
Try to relate to the students, understand that each person learns at their own pace, and that the system of grading students based on their learning level is broke.
Try to think about their students
Understand not every student should be taught the same way. There are free ways to change the way your students view education. We want the change but we don't see the effort
Understand, asking
Yes I feel they could

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.
teachers were patient with me
<p>CHS offered credits through college now from mhcc and this was really good. I also enjoyed the diversity and encouragement to be more open minded and experimental. I went to CAL and that environment was extremely better in comparison to CHS. Being at CAL made me feel like my own person and in a place I could make mistakes and learn from them. CHS always made me feel very uncomfortable because it has never felt like the staff are invested in the students and that it is just a job to them to bring in money. It would have been nice to have more respect as another human individual rather than feeling like I was less than everyone else including the staff. The staff always had the energies of being better than the students and like they had so much power and they enjoyed being able to control and put down the students. Overall CHS was not a great experience because of the way I was treated by all the staff. My suggestion would be to encourage the staff to treat the students as equals that are still learning as well as be more respectful and encouraging to them.</p>
cooking
<p>It was great because I had the opportunity to belong to the school's soccer team and expand my knowledge.</p>
<p>snack and drink prices made it not great. And the school food was bad</p>
<p>That the teachers are excellent</p>
<p>.</p>
<p>.</p>
<p>. I don't have any, it was decent</p>
<p>A lot of weeks the work in all of my classes occurred in similar times. Not the best for stress</p>
<p>As far as Track goes, I'm disappointed that we never get to go to big, high class track meets like the Oregon Relays, while all of the neighboring schools get to go. Obviously COVID made my high school experience pretty bad but couldn't do much about that. Also you can't really avoid this in High School, but all of the hatred, swearing, and negative thing being said around the school is not the great learning environment.</p>
<p>As mentioned earlier, there are a couple teachers who made the year extremely successful, and I hope that other teachers learn from them in understanding and doing their best to help students with particularly unique mental health cases.</p>
<p>At CHS I liked that people are making an effort to change things around the school. One thing that made my experience not so great is the amount of threats within the school or around the school.</p>
<p>Baen</p>
<p>CHS is experience great</p>
<p>CHS overall was a good experience and the classes provided and the overall school environment was a great experience.</p>

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

CHS was a pretty relaxed school until the principal resigned and the new one tightened up security drastically. The heightened security, seemingly aggressive students who came out of the woodworks to fight each other every week, and the sheer lack of understanding from the higher ups and students are making this school fall apart. Heightened security and the principal's ignorance are the biggest problems, as we spend so much time and effort on trivial things like another set of doors that we don't even address the most basic problems like broken heaters.

CHS was very diverse and I believe that helped establish a deep connection and community for the students to be able to relate to anyone

Classes with notebooks that'd be filled with the same notes everyday.

covid affected a lot, coaches and administration suck,

Dirty school, dirty bathrooms, unenthusiastic teachers, poor leadership and communication in certain areas

Do sports trust bro you'll never regret it

electives aren't very good, not being able to let kids in through the doors is annoying, most classes need their curriculum updated...

Everyone at CHS is very helpful.

Everything seems fine with me for my whole 4 years there.

Freshman year felt a lot more hands on and fun, a lot of it is just notes now.

Friends and Teachers!

Getting to meet different people that all come from different backgrounds.

Good people to be around

Great - I had a lot of staff and teachers that made me feel cared for and like my education really was important to them. I befriended a lot of teachers here and I can say some of them were truly great mentors.

Not so great - Students doing hard drugs in the bathrooms, constant fights, racism, homophobia, transphobia, and some teachers expect us to be perfect. I am a trans man at Centennial High school and I can definitely say I was treated like a joke for my identity. I had to work incredibly hard for any amount of respect and have endured irreversible trauma. The school also doesn't take sexual assault seriously and as a student who has experienced this a lot at Centennial and has reported it, only to be rejected by admin for what happened to me. It's not fair for me or anyone who endured this. Centennial is a joke.

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

Great stuff, would have to be the friends I've made and the impact I've made for this school to be able to be a better place. Like, my club providing the menstruation stations for students who need menstrual products (for free).

The bad stuff would be how the school treats us like prisoners. They want to keep a close eye on us at all times and treat everyone like they are a danger to themselves and others. I also hate how, I as a transgender male, have to walk across the school to use the gender neutral restroom. I was harassed and threatened whenever I had used the mens restroom and when I reported it, there was no action taken from there. I have also been harassed by so many other students when just sitting in an environment. Treated like the punchline of the joke and belittled by my peers. Staff does not do enough to emotionally help their students unless you seek them out. They go, "if you need help, go to _____" and leave it as that. They spend more money on security stuff around the school, but not for compensating the staff and students who are in dire need of therapy. I've witnessed people getting harassed and hatecrimed and the staff turn a blind eye to it. The meetings that they have for students to express their voice made me feel outcasted after a while. I was laughed at and people only listened to me when I was nearly in tears. My pain shouldn't have to be displayed for people to actually care about my well being. I've had to do more as a student than I have seen some staff members do themselves. Granted, I know some staff members that do above and beyond for the students, however, I have endured more issues from this school than I have had endure positive aspects.

Growing and gaining the skills to talk wit people

Had a closer relationship with a few of my teachers because they took the opportunity to listen and got to know me.

Having college possible available to me really helped steer me in the direction of actually attending a college. Without it I would have been lost and wouldn't have known where to even start.

Having options for classes

Having the opportunity to meet great friends

helpfull people

I believe job fairs were important and can make students start thinking about their future career paths.

i didn't like the constant changing of terms (semesters to quads to trimesters)

I do have a few things: Freshman year of CHS was a genuine fun year, before Covid all teachers were entertaining and even seniors cared about underclassmen. Now, it's almost as if everything's gone down the drain.

Throughout all my years, I've created bonds with specific teachers that make me emotional thinking about leaving. Now, students and SOME teachers are rude, and disrespectful. Don't like teenagers? Then please don't work with them, you're trapping yourself at that point. Throughout my high-school years I've never gone to my counselor besides for schedule changes. And the one time I've gone to my counselor about a very serious topic they would scoff and laugh at it. Definitely re-evaluate the counselors at the school, as it seems that they only care about raises and higher paychecks. Also, many teachers deserve raises for what they go through.☹️

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

I don't have much but the teachers I met here were a great working bunch and have a interesting personalities.

I don't know

I don't like not being able to go out during lunch

I don't like going to assembly's too much, I kind of wish they went back to the old model of letting the people who want to go the assembly go to the assembly and everyone else can go to the cafeteria. I also do not like the fact that the bathrooms are closed sometimes, It can make things a little inconvenient. I feel like since we've had a new principle there has been a lot of new rules that I don't think should be applied to high school students, they seems quite elementary to me.

I don't like how many biased teachers we have.

I don't like how the bathrooms get ignored and don't get cleaned or fixed right away.

I enjoyed connecting with people and the teachers

I feel as if the school doesn't really have much of problem solving involving drama knowledge. I often feel as if sides are being chosen. For example some students were told by assistant principal "you'll end up in jail is that what you want?" But then he got detained for other reasons. This proves that some chs staff aren't there to help but really just there for the job.

I feel like the more the I was in CHS, I have experience a lot of things that made me realize more about reality.

I got bulid all 4 years and right in front of a teacher who did nothing so that made me hate school

I had good and bad experiences.

I had only two of my teachers reach out to me with open arms and I sincerely thank them. They're the only few people who got me through the year.

I hate how much students aren't allowed to leave the school. I get it for a safety reason, but it's so over done that it feels like a prison. I also think hall passes are pretty bad, or at least not done well because students will just take the pass for the majority of class, and then other students can't go. It's also really hot in this school. Just always

i have been taught how to communicate better and work well with others.

i have nothing :)

I like how school is diverse.

I like that we are starting to make rules stricter and I feel like people are now in class and doing what they're supposed to do, one thing that we need to improve is doing something about drugs use throughout the school area, especially the bathrooms.

I liked the relationships I created here and the opportunities I was given. I was not very fond of our losing record and lack of community.

I love all the students here

I love the great teachers they have at CHS.

I love the sports staffs.

I loved soccer and feeling that I was a part of something that was bigger than me and having to carry the weight of our school.

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

I loved student council. Mr. Mei was my biggest supporter and the one person i could go to if i ever needed help with something

I loved the separate communities. The bathrooms are in need of an upgrade, it's the most disgusting place in the school.

i make new friends with a lot of good people in the school, also my favorite class is weight lifting, because i like to lift heavy weight. i took that class, because i want to be more strong even though i am skinny but i can still lift heavy weight.

I personally didn't like being told what to do or how to think, but that was more or less personal to my experience and had nothing to do with the school itself.

I share with my two favorite teachers because they always helping me when i need help with anything and is it a good school to attend .

I spent most of my time at cal but there was a few teachers that made CHS a lot better

I think a lot of the students made my school year hard

I think CHS is a good school, we've gone through a pandemic so it made things difficult and caused us to adapt with what we had.

I think I it was a great year experience at CHS. Just not the online school part because I got lazy at home.

I think more school spirit event but with actual student input. I felt as though there were not enough "events" planned to look forward to and that most of the students were out of the loop. Most students didn't know what events were happening unless they were close friends with someone on student council.

I think that all the staff was postive and helpful I just noticed all lot more drama near the end and aslo the fights

I think that CHS was a fun school to me, I feel like the school could have done better but in general I had fun and enjoyed my time here.

I think that i had a pretty good experience

i was targeted by the principal and unfairly treated based on my appearance by staff

I was working really hard for different things, trying to get good grades, but never did it really guide me along to getting actually good values for relationships or myself. All it taught me was to work hard, or else you fail. Period.

I wish they didn't judge people as much, or didn't treat other kids different than others

I'd say that teachers who have impacted my experience positively are those that were pushed to the point of leaving

I'm not sure I think the students were always friendly towards each other

idk

Idk

In my 3 months so far at this school id say that while I like the late start, maybe having a 2 hour late start every other week would be better

Is a school where I learn a lot of stuff I wish they will continue

It sucks

It was a good experience for me because classes were fun and i felt motivated to keep going.

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

It was an okay experience i am not sure what to say.

It was great because I had the opportunity to join the soccer team and expand my knowledge.

It was Great overall the teachers were fantastic. The community.

It was lght

It was ight, I can't complain.

It was not so great because there aren't any class in the field that I want to work in. We very minimal CTE's you can complete compared to surrounding schools.

It was ok just wish I had more fun

It's been good here, just an average high school experience

It's cool should've gone to a bigger school

It's good that most of my teachers are very nice

Its has been way better then my other school

It's normal

Just getting to know anyone. The school made me feel welcomed when i first came here last year.

Lots of fights and drug use.

Many teacher force group work and don't give enough explanation available. Not letting students work at their pace

Miller doin a lot for no reason

my CHS experience has gone very well, i love my school.

My CHS experience was great by not really having any problems with anyone.

My experience at CHS was good I made good memories, made friends, lost friends, and learned but didn't learn much even though every event cost a lot I had a good time I guess. maybe next time in the future there could be more decorations at events not just 2 streamers, other than that I had a good time and a couple of good teachers that supported me and helped me through the years.

My friends

My friends for sure and a good handfull of teachers were amazing, others not so much.

My school year was because I've been learning more about the government and supplement career.

My senior year has been the most dull high school experience out of all 4 years (besides online). I feel like school has just been a burden and not important to me. My career goal involves nothing that I am currently learning in school, and the only real college help that I received was from Mr. Henderson. My focus right now is working 40 hours a week and getting ready for college, I do not care about the anatomy of a crayfish or Shakespeare's work. I wish that the senior year was more centered around the real world and careers rather than learning unnecessary topics.

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

My teachers were always cool with me and never had any problems, although they didn't really interact with me all that much. That might seem like a bad thing but I was very introverted so it was okay with me. And honestly the only bad thing I can think of is the students, the teachers tried their best and I respect them for being able to put up with those annoying and disrespectful students. Maybe I was just a bit more mature than most so I always treated my teachers with the respect that they deserve so I'd be annoyed when students were so self centered and selfish. anyways it was definitely an experience I guess not so great but not so bad. y'all stay safe, peace. 🙏

my track team was great

My volleyball teammates and coaches. Playing sports helped me keep track of my grades a lot and it encourages me to get better.

N/A

N/a

N/A

N/A

n/a

N/a

N/A

N\A

na

No

No

No

No comment

no idont

no wife and my college website was block on chorobook so this the worse.

None

None

None

None

Not great

not great some of the wild thing that students said right in the teachers said and the teacher didn't do anything or when I was in my English class this semester and a boy wrote his opinion on a poster that was supposed to be facts and was very unpleasant to look at and the teacher still wrote a question and kept the poster.

Not much.

Not much.

Not really an experience but I would recommend painting the walls a brighter color to make the school look more warm and inviting

Not so great it felt a prison

Nothing

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

Nothing

Nothing

nothing

Nothing

Nothing

Nothing for now

Nothing I got bullied right in front of teachers and they did nothing for all 4 years I'm more than happy to be out of this school

nothing much

Nothing specific I can say, I wasn't very involved at school so what was happening or changes that have been made didn't affect me much!

One change I'd like to see is the staff trusting the upperclassmen more. My fellow classmates and I felt like we were being babied and being treated like elementary school kids when most of us were basically adults. I also think that too many things like fundraising and events are being regulated. I believe that the student council and the staff should try to plan more events similar to other schools that the students actually want to do. I also know that with all the new rules, many traditions and things that had been done in the past were canceled and or had to be changed and it bummed students out. For example, many clubs would fundraise in school by selling food, but new rules prevented that and events had to be canceled. Another example is the student store, they were unable to expand their product list and unable to plan events that were done in the past, and they were not allowed to complete student wishes of having digital payment. Many students wish that some rules hadn't changed to make school more enjoyable. Some of the rules felt unnecessary and useless as well. I think the students need more liberty to plan events and fewer regulations to plan them. I also know that a lot of teachers didn't like the rules and constantly agreed with students since they were also being micromanaged.

One of the things that made my experience in CHS great was the inclusion and diversity that exists here, being able to make friends from all over the world was the best

one thing that made it difficult for me to stay in a classroom that i was struggling in was when a teacher would shame students for not having certain assignments turned in on time of being tardy. i understand i was giving specific orders for a classroom but if i am tardy i'm already stressed and i'm just glad i made it for the end of class and it made it difficult for me to ask for help because it felt like the teachers didn't want to waste their time on helping me.

Perez

Recently there has been more cultural involvement which I have enjoyed a lot.

Socializing with friends

some of the teacher could be more nice.

Some students made the experience not so well, to many hassles around but also good students who are aware.

Some teacher could improve

some teacher that I enjoyed their classes (Ms. Aschbacher) and many others.

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

Some teachers didn't give me the best experience like their teaching was fine but the way they treated some students weren't so great.

Some things that make CHS great is the care for students and ensurance that there would not be any bullying. I also like the fun events they run after school sometime and how much time they put in extracurricular events.

Sometimes the bathroom stank and I know the janitors work really hard, but sometimes the school itself needs a reuping because smell can really disrupt one's learning

Spirit week. Students and staff participating to make holidays and activities fun and spread eagle pride.

Spirit weeks was always fun, seeing people participate was a great experience.

teachers and CAL. it was a really fun program and i feel like a lot of people should try it out.

Teachers had snacks in there room or different forms of comfort items that were a big help

The best part of my CHS experience was winning Spring Formal King and Prom King

the community made the experience great

The community of the school made it fun

The community, the teachers, the people is what made my experience great!

The diverse community creates opportunities for many people feel at home at CHS; and because most of us share similar experiences it is comforting to be able to relate to your peers more easily than at other schools.

The environment for centennial is great.

the friends

The friends I made, and almost every single teacher I had made it a great experience. The bullying and lack of discipline for the students bullying myself and others, as well as the general lack of discipline in many of my classes did not make my experience as great.

The great thing about CHS is the teachers are there to help and support.

The greatest experience was meeting ms longo she's actually wanna of the best teachers she always helped anyone

The newer students are out of control which can make school feel unsafe at times

The only thing I didn't like is that this school feels outdated in many aspects. The grounds outside are not as well-maintained and landscaped as they should be, and much of the school's interior feels dark and dingy due to old failing lighting fixtures and outdated brown paint on the walls; the floors have a lot of scuff-marks due to infrequent cleaning, the lunchroom tables feel dirty, and the bathrooms are all but completely unusable, often exuding foul odors out into the halls that make me hold my breath when I walk by.

the people

The people both simultaneously made it good and worse. The staff are usually respectful if you treat them with respect, other students not quite.

the people but the ruels

The people you meet

The school not being very clean

The schools community was a lot better this year

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

The screamers on the doors honestly concern me, safety wise, if we were to have a shooting and chose to exit the building, it's a great point out to a group or person might be

I feel like the lack of credit options made my experience long and boring.. there is not much options for kids who aren't interested in music or art

The strict rules and colored hallway passes feel slightly extreme and I feel as if we don't have freedom

I know other students have ruined it but I feel that there is a better way especially to control the behavior between FOUR year age differences rather than everyone being punished

The staff here has been awful to me. The principal this year had targeted me because of the way I look. The focus wasn't on helping students get where they need to be it was focused on forcing students to go to classes that they're skipping for a reason. The staff did not care about the students at all this year.

The teachers name it great. And the online learning did not

The teachers that i became close with made my experience a lot more fun.

The teachers, students, and overall atmosphere made CHS an enjoyable experience. However, one thing I would critique is the school lunch.

The trimesters made the CHS experience not so great because as a high-achieving student self-studying 4 AP classes on my own with different new classes during the third trimester brought problems and a feeling of even more difficulty as reaching to teachers were hard.

There was a lot of hurt and sick people. And I feel like not a lot of people and teachers had no idea how to help. For the kids who or after me, please love on them and give them a safe place to relax.

there's lots of fights and the school speaks too much about politics and pushes democratic views on us

Things like fighting, virtue signaling, and getting involved in the sexuality of children are things that made me extremely uncomfortable with the way that the school is ran.

This is one of the worst school I've been to and I've been to a few. The kids do whatever they want and say whatever they want. The staff is racist and rude and discriminated against kids they "think" are bad. The school is teaching us absolutely nothing that will help us in our lives and does the worst job at preparing us for college and even adult hood. They are not realistic with punishments or the way they make rules. The world is changing everyday. Change with it and stop fighting it and maybe you will have better results.

This last year was dissappointing with all the new rules.

Threw out the years I was there, the teachers almost cared less and less as I got older

Was okay

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

Well, I had depression throughout high school and almost nothing was done about it. I talked to my teachers about my mental illnesses and recent developments and why I haven't been showing up a whole lot due to said illness and meetings. One teacher in particular said they'd be understanding, and the next week they berate me on not showing up and being skeptical about my depression and said that I should take an online class when we're halfway done with the school year. I've been turning in the work, although late sometimes because of mental illness, but I still don't understand why they had to go the extra mile to berate me when I'm trying to deal with my own issues on top of school. I'd like to see more understanding over mental illness and the impact school has on stress and interaction with work.

What made it good was the ability to connect with students. What made it not so good was how teachers often focused more on accuracy instead of progress and getting better. Another thing that was so good was how if a student were absent for being sick they'd almost get punished and not get to partake in events because of something they couldn't control even if they were passing all their classes.

What made me have a fun year at CHS are the people
One bad thing is the Edgar's and all the thugs in the hallway not caring so if they don't care send them home with phone calls

When these 2 teachers showed that they cared about my future and my choice of college, I think that just showed that teaching is more than a job to them and that they really care about their students.

Parkrose Open Comments

In Parkrose High School's Custom Questions, one open-ended question was 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: Do you have any other suggestions on how Parkrose High School could improve students' experience?

Do you have any other suggestions on how Parkrose High School could improve students' experience?
no
no.
AP Calculus BC class
BAN ALL DRUGS ENTERING THE SCHOOL
Be more assertive to effectively enforce rules
Bathrooms are gross, passing time too short, counselors aren't super supportive unless you are popular
Don't try to solve issues with half-measures, fully commit to the problem solving.
have more school events
Have more trade school or lifestyle type classes
having the bathrooms in order is best
I can't think of anything right now.
I love Parkrose!
its not really the faculty's fault for making the experience bad but more of the students who made it hard to enjoy.
Kids should really start focusing on school because in the future they are going to need it.
Make sure students are not skipping:)
More college application related processes
More fun activities that make more time for student bonding. Reynolds did a fun carnival like day in school hours creating more fun for their school.
more promotion for students to participate in school board discussions! the public comments sections!
More specialized opportunities
Mrs. Grant is wonderful the counselor's comment was not about her. Please get trained counselors. Having athletic coaches as counselors was one of my worst experiences. They would pull students out of class to talk about sports. It was kind of ridiculous. Also please find teachers that are passionate about their job. It hurts my soul when teachers dislike their class more than I do.
N/A
Na
no
No
no

Do you have any other suggestions on how Parkrose High School could improve students' experience?

no

no

No

no

No

No

no

No I don't

No.

nope

Nope

nope

Nope!

nope.

Parkrose will be fine!

Please fix the bathrooms or the security near the bathrooms I can rarely use them this year.

Stop locking the bathrooms at random and put soap in the soap dispenser. also more interesting clubs

Teachers and staff should all take a class or program to be more open minded to people of color, being more mindful of what they say, learning what micro-aggressions are. Overall understanding and sympathizing for students who face this problem everyday at school.

To have fun and get good grades.