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Disaggregating Student Outcomes by Race and Income: Educational Equity in Oregon

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This research seeks to answer an emerging question in public school debates: whether race is just a proxy for income when it comes to disparities in educational outcomes among Oregon's K-12 students. This research set out to respond to this question, and draws from public school data records to answer the question. We investigated student test scores across three different environments: elementary schools, middle schools and high schools. We also investigated student graduation rates from high school. The pattern of findings is absolutely clear: regardless of the site or type of disparities, when we compare how low-income students fare, all outcomes for students of color are weaker than that of White students. Similarly, when we compare outcomes for higher-income students, all outcomes of students of color are weaker than that of White students. We conclude that educators must address elements of racism across their institutions to ensure that race-related disparities are comprehensively addressed. Phase 2 of this research will investigate these same questions for specific school districts in Oregon.

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Executive Summary

Race remains a significant predictor of educational challenges for students of color. Lower-income students of color continue to face considerable barriers to educational achievement, but income alone cannot explain their situation. Some people have suggested that racial disparities in academic achievement can be explained away by income disparities, as though race was a proxy for income. Our research contradicts this assumption. Among both lower-income and wealthier students, White students are much more likely to outperform peers of color at their income level. Indeed, significant income disparities do exist, and Oregon needs policies that address the impact of poverty on our students. However, the protective factor of income has its limits: the benefits of additional income for many wealthier students of color only begins to place them on equal footing with poor Whites when it comes to achievement in math, literacy, and high school graduation/completion. Already evident at the Kindergarten level, most racial disparities only increase throughout middle and high school, with African American disparities in math nearly quadrupling in size from Kindergarten to 11th grade. These data further underline the imperative that Oregon address issues that contribute to these racial disparities, including increased funding for culturally-specific services, increased opportunities for 5-year high school completion, and targeted initiatives focused on discipline and attendance among students of color in Oregon schools.

These data have also led us to discern a significant asset among students of color: that high school graduation/completion rates, when students stick around for a fifth year, increase markedly. The progress made in this 5th year of high school reveals important information: (1) students of color certainly have the academic skills, perseverance and grit to succeed at high school, and (2) the four-year expectations are perhaps inappropriate for low-income students. While we cannot yet confirm the reasons for these improvements, local narratives among advocates of color are that low-income students are missing too much school through a combination of discipline (being suspended from classes), employment (working to support themselves and/or their families), lack of stable housing, and difficulties getting to school (for pragmatic reasons such as transportation, as well as factors such as disengagement and negative self-image, partially caused by not "succeeding" in the traditional, expected path of graduating in four years). In terms of self-image, we aspire to change the discourse about student graduation rates, and confirm the immense value in completing high school in five years.

We know this is a shift in perspective among equity advocates. We no longer want to disregard the importance of the 5-year completion rates: it is time to affirm the strengths of our students and the efforts they are currently making to gain their diplomas.

The percentage of students of color continue to grow in Oregon schools, making up over 30% of the student population. If Oregon hopes to reach its goal of 100% high school graduation rate by 2025 and reaching the 40-40-20 goal, a renewed focus on racial equity—backed by strategic initiatives and targeted funding—is essential. Towards this end, we recommend the expansion of culturally-specific, evidence-based support services into educational systems statewide; increased community-based control and voice in educational policy-making and program implementation; programs to remedy the disproportionate use of discipline against students of color; expansion of affordable, accessible early childhood education programs for poor children of color; and exploration of unconventional timelines for high school completion including reconsideration of the standard 4-year graduation timeline.

Our findings underline the imperative that these and other initiatives are funded and implemented to make sure that racial disparities in Oregon do not continue to grow. Poverty remains a significant predictor of educational outcomes; so too does race. These findings need to compel us towards ensuring a brighter future for all of Oregon's students—and, as a result, a brighter future for Oregon.

Introduction

As examined in detail in the 2010 report, *"Communities of Color in Multnomah County: An Unsettling Profile,"* racial disparities in Multnomah County are significantly larger than national averages.[1] Given the prevalence of racial disparities in a variety of outcomes, from income to physical health, it may come as no surprise that racial disparities in education are a continuing problem as well.[2] While there has been a good amount of research on racial disparities in Multnomah County, the rest of the state of Oregon faces similar inequities and challenges. Students of color across Oregon face compound challenges: multiple inequities due to race, which are only magnified when embedded in an already-struggling educational system.

In the face of these inequities, some people argue that race is just a proxy for income: that the reasons behind lower average educational outcomes for many students of color can be explained away by the fact that more students of color live in poverty than do White students. If this were the case, then policies and programs intended to address income inequality would be sufficient to remedy racial disparities among Oregon's students of color. This reasoning assumes that we can solve racial inequalities by simply focusing on income—a much easier scenario than tackling two complex, intersecting issues, race as well as class.

In an attempt to better understand whether talk about the impact of race in educational achievement was really, at its core, just an issue of economic class, the Center to Advance Racial Equity (CARE) undertook this study, which explores the relationship between race and income in educational outcomes for students in the state of Oregon.

We set out to document and analyze the relationship between race and income in educational outcomes with data from the most recent years of cohort graduation/completion rates and OAKS test scores. In addition, we added three language-based race/ethnicity groupings: Slavic, African Immigrant/Refugee, and a handful of Asian/Pacific Islander (API) communities determined by the Coalition of Communities of Color to be "priority" communities. These "API Priority Communities" were found to experience disproportionately low outcomes in previous studies on Multnomah County,[3] and we wanted to learn more about educational outcomes for these students separately from their Asian and Pacific Islander peers. This study represents the first time that data from these communities have been disaggregated from the larger race/ethnicity categories of White, African American, and composite Asian and Pacific Islander communities, respectively. The intention behind this additional disaggregation was to determine whether educational outcomes among students from these communities were substantively different from other students in their larger race/ethnicity category (e.g., whether Slavic students graduated, on average, at higher or lower rates when compared to White students overall).

Methodology

Data were pulled from a variety of sources, including Oregon Department of Education (ODE) report cards, Kindergarten assessments, and high school cohorts, as well as data from the American Community Survey (ACS). ODE approved a data request from CARE to provide data to economists at EcoNorthwest. Data elements provided to EcoNorthwest from ODE collections included student enrollment, demographic variables, OAKS test scores, and high school graduation rates. Data cells

where student N=<6 were suppressed for reasons of confidentiality. EcoNorthwest provided data runs to CARE researchers for the following student groupings:

- African American/Black
- African (Immigrant/Refugee)
- Native American Indian/Alaska Native
- Asian
- Asian/Pacific Islander (API) Priority Communities
- English Language Learners (ELL)
- Hispanic/Latino
- Pacific Islander or Native Hawaiian
- Slavic
- White, non-Hispanic

Among these groupings, three were operationalized by first language or language spoken at home. The list of languages and some associated countries are:

- African Immigrant and Refugee languages
  - Amharic (Ethiopia)
  - Igbo (Nigeria)
  - Kinyarwanda (Rwanda, Burundi, Uganda)
  - Rundi (Burundi)
  - Lingala (Democratic Republic of the Congo, Republic of the Congo)
  - Maay-Maay (Somalia)
  - Oromo (Ethiopia, Kenya)
  - Somali (Somalia, Djibouti)
  - Swahili (Burundi, Democratic Republic of the Congo, Tanzania, Kenya, Uganda, Rwanda)
  - Tigrinya (Eritrea, Ethiopia)

- Asian/Pacific Islander (API) Priority Communities languages

  Pacific Islander Languages
  - Chuukese (Micronesia)
  - Pohnpeian (Micronesia)
  - Samoan (Samoan Islands)
  - Tongan (Tonga)

  Asian Languages
  - Burmese (Burma)
  - Dzongkha (Bhutan)
  - Cambodian/Khmer (Cambodia, Vietnam, Thailand)
  - Hindi (India)
  - Hmong (China, Laos, Thailand, Vietnam)
  - Korean (South and North Korea)
  - Lao (Laos, Thailand)
  - Pa'o (Karen) (Burma)
  - Pwo (Karen) (Burma, Thailand)
  - Sgaw (Karen) (Burma, Thailand)
  - Tamil (India, Sri Lanka, Malaysia, Singapore)
  - Thai (Thailand)

- Slavic languages
  - Albanian (Albania, Kosovo, Macedonia)
  - Finnish (Russia, Estonia)
  - Hungarian (Hungary)
  - Kurdish (Turkey, Syria, Armenia, Iran, Iraq)
  - Russian (Russia, Belarus, Kazakhstan, Kyrgyzstan)
  - Ukrainian (Ukraine)

Data related to student income were determined by eligibility for free or reduced lunch (FRL): students who qualified were considered lower-income, while students who did not qualify were considered higher-income. Data runs were requested for the entire state of Oregon (compiled) as well as for Clackamas, Klamath, Multnomah, and Washington counties, in addition to Salem-Keizer school district in Marion County, Beaverton School District in Washington County, and individual Multnomah County districts (Centennial, David Douglas, Gresham-Barlow, Parkrose, Portland, and Reynolds).

Data were disaggregated by the student groupings and income groupings as noted above. Educational outcomes were measured by the percentage of students who met or exceeded minimum scores for standardized OAKS tests in 2013-2014 (the most recent data available). OAKS data were compiled for elementary and middle schools: 3rd through 5th grade scores were compiled for reading and math, respectively, and 6th through 8th grade scores were compiled for reading and math, respectively. High school scores for multiple grades are not available, as OAKS tests are only given once in high school, in 11th grade. Because of this, the number of students (N values) whose high school OAKs tests we analyzed is much smaller than the numbers of students for middle and elementary school tests.

We also looked at two sets of 4-year graduation and 5-year high school completion rate data. The first set looked at 4-year and 5-year rates for 2012-2013 (the most recent data available). These four-year graduation rates refer to students who were first-time 9th graders in 2009-2010 that completed high school in 2012-2013 by receiving a regular diploma. These five-year completion rates refer to students who were first-time 9th graders in 2008-2009 (one year earlier) that completed high school in 2012-2013 by receiving adult high school diplomas, modified diplomas, extended diplomas, or general education diplomas (GEDs).[4] Thus, this first set of graduation data looks at two different cohorts of students, one of whom started high school a year before the other.

The second set of graduation data looked at a single cohort of students to compare how many more students finished when given a fifth year to complete. This data looked at students who were first-time 9th graders in 2008-2009 to see how many graduated in four years (2011-2012) and how many more completed in five years (2012-2013). Unfortunately, data specific to African, API Priority, ELL, and Slavic communities, as well as compiled student of color data, are not available for the single cohort of students as part of this report.

In addition to OAKS test and graduation rate data from ODE, additional data were accessed from the American Community Survey (ACS). These data included 2013 3-year estimates for household income in the past 12 months, adjusted for inflation, disaggregated by race. ACS data for population work status and number of hours worked were explored to determine the average number of hours worked per week among low-income students of color in Oregon. Additional data related to school racial demographics and percentage of students on free or reduced lunch were pulled from the ODE website.

While data were collected for several counties and school districts in Oregon, the analysis in this report focuses on statewide results for OAKS scores and cohort graduation rates. In addition, analysis in this report is limited to OAKS scores for reading and math. Additional data on specific counties and districts can be found in the appendices of this report.

Percentages in charts for OAKS test scores indicate the percent of students who met or exceeded minimum standards for that test. The N value represents the number of students included in that category. "ELL" stands for English Language Learners, and "API Priority" stands for the Asian and Pacific

Islander Priority Communities selected by the Coalition of Communities of Color for special attention in this study. In addition, many chart labels for race/ethnicity community categories have been shortened for easier presentation of data (i.e., "Native American" rather than "Native American and/or Alaska Native"), and some labels are used interchangeably, including Black and African Americans as well as Latino and Hispanic.

Limitations

The best and only available measure of income among student households is eligibility for free or reduced school lunch. The current threshold for eligibility for a family of four is just over $44,000 a year. However, this measure has several limitations.[5] Many schools rely on families to initiate applications for free/reduced lunch (FRL) or otherwise require families to return paperwork in order to be eligible, and some families do not apply despite being eligible. In addition, some schools utilize direct certification for students by accessing information on family utilization of SNAP, TANF or similar benefit programs, which is considered to be more accurate than individual application processes. Consequently, some students may be eligible for free/reduced lunch but not be eligible or be users of SNAP benefits. Also, some schools utilize provisions of the free and reduced lunch guidelines to certify an entire school for which the majority of students are low-income, which may result in some over-counting of students. Finally, eligibility information may not be updated throughout the year. Despite these issues, eligibility for free or reduced lunch remains the standard for determining student income status among researchers, and it is the best and only measure currently available to us.

Earlier research has demonstrated that communities of color are often undercounted, misrepresented, or otherwise excluded in population counts and data utilized by researchers.[6] This is most pronounced for survey-based data such as that used in the American Community Survey (ACS). The ODE data we used is not vulnerable to this, because student records exist for all students as opposed to a sampling of them. We do use ACS data to look at family income patterns and for hours students have worked during a week, and this data for communities of color may be susceptible to these issues. Also, variability in methods and definitions should be considered when making comparisons between ODE and ACS data sets.

Findings illustrated as percentages should take into account the N size for that specific group, which has been added into many of the charts. We tend to think of the low-income cutoff as being somewhat close to a 50/50 split of a community. Such is far from accurate for communities of color, although it holds approximately true for White students. Notice that the population sizes for wealthier students of color are particularly small. This is a concern in and of itself. From a research perspective, the smaller numbers of students of color who are not FRL status will tend to limit our ability to make generalizations based on those data. This does not call into question the accuracy of the findings (as the data are available for all enrolled students); however, the generalizability of these findings would be stronger if we were working with a larger number of higher-income students of color.

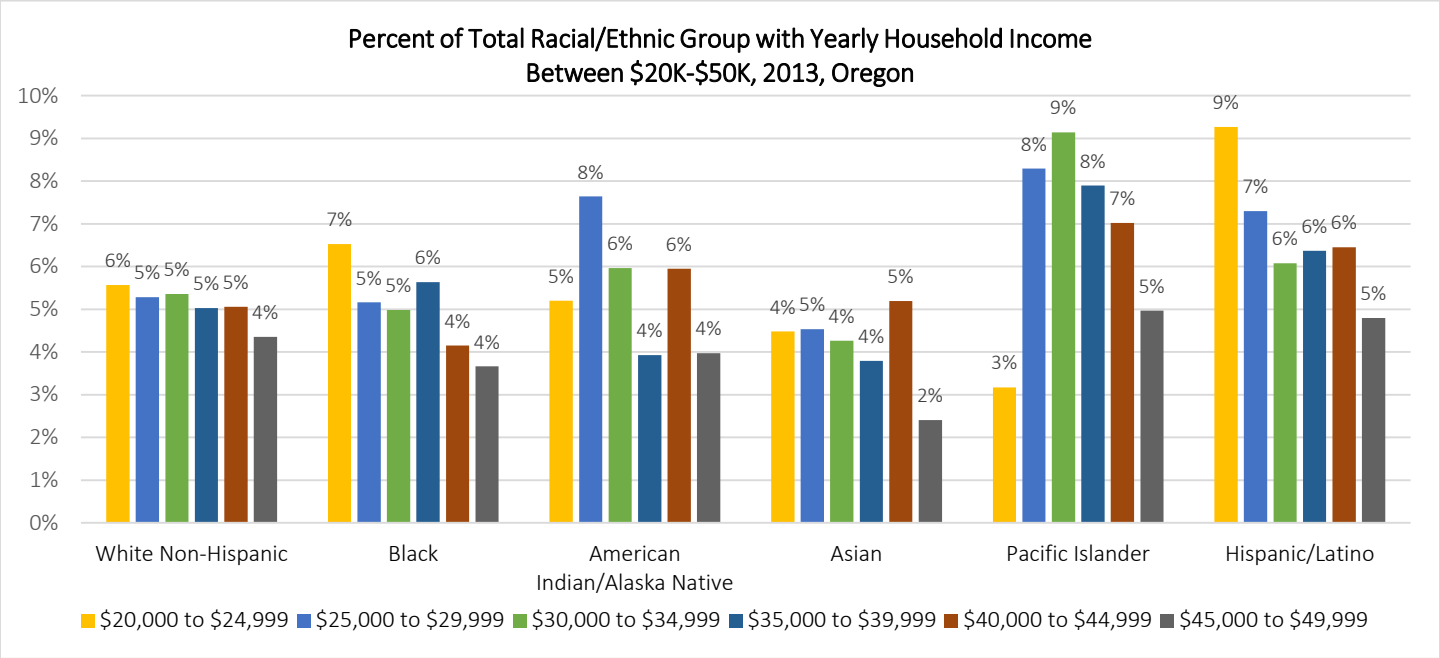
Findings: Overview

Early Analysis: Income Profiles within Racial/Ethnic Groups

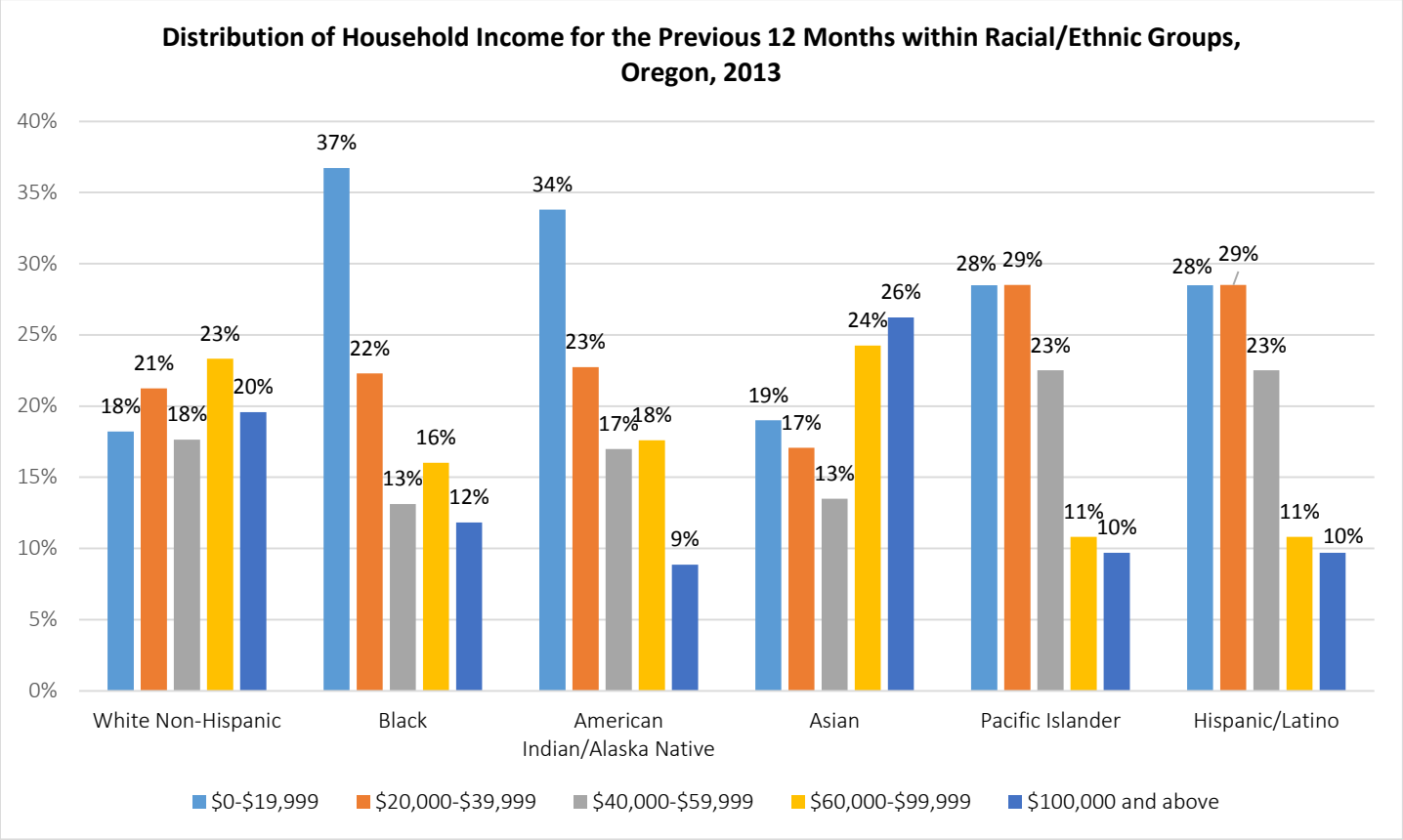
Before we dug into the details of how well low and higher-income students of color were faring in school, we used ACS data to take a closer look at our definitions of low vs. higher income. Since we were using student eligibility for free or reduced lunch (FRL) as our "low-income" measurement, this meant that students from families with moderate incomes were being lumped in with high-income families for our second category, the "Non-FRL" or "higher-income" category. With this measure, a student whose family earned just barely over the cut-off income to qualify for free or reduced lunch would be considered "higher-income" along with a family who earns $100K each year. By doing this, we risked making generalizations about moderate and high-income students when, in fact, there could be a lot more students right above this cut-off line for free/reduced lunch, which could skew our findings. That is, we wanted to see if there are a higher percentage of students of color who are just above the low-income cut-off who might really be living in relative deprivation, but who are nevertheless counted as "higher-income."

To that end, we analyzed data on income profiles within racial/ethnic groups. This allowed us to focus on the distribution of income among specific groups to look for a bump in the number of families of color with incomes just above the cut-off line for free/reduced lunch eligibility. We focused on the income range between $40,000-$50,000, at or above the requirements for reduced price meals for a family of four or five.

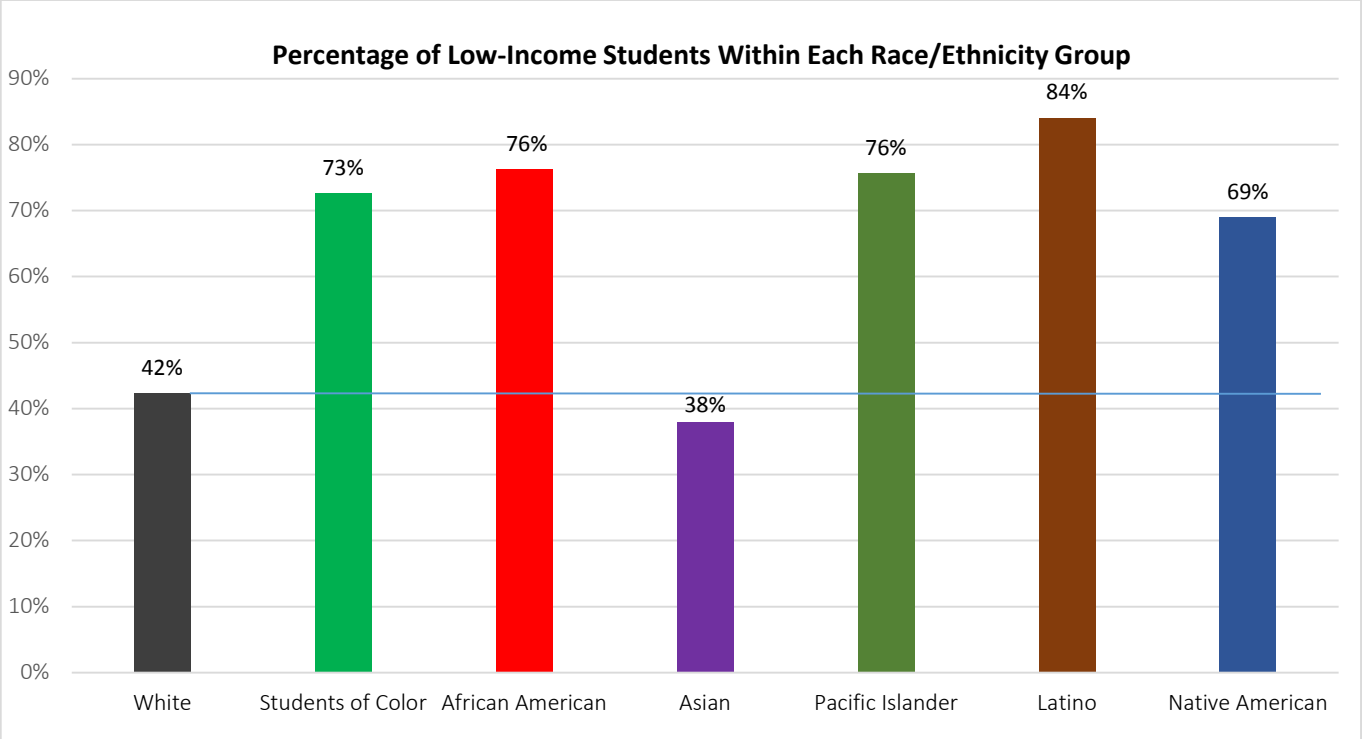
Overall, the percentage of families at or above this income level was not significantly larger than the percentage among lower income levels. A small increase in the percentage of Asian and American Indian/Alaska Native households is visible at the $40,000-$45,000 level, but this percentage drops at the $45,000-$50,000 level. These data let us trust that we were not ignoring a bump in the percentage of households of color earning just above the threshold for free/reduced lunch eligibility.



In pulling these data, the differences in the distribution of income among families of color and White families were stark. Among the entire population of Black households in Oregon, a full 20% earned less than $10,000 in the past 12 months, compared to 7% of White households. Almost half (48%) of all Black households in Oregon earned less than $30,000/year. Pacific Islander households fared just as badly, with 21% of all households earning less the $10,000 in the past 12 months and 40% of all Pacific Islander households earning less than $30,000/year. Nearly half (47%) of all American Indian/Alaska Native households in Oregon also earned less than $30,000 in the past 12 months. In contrast, 20% of all White households earned $100,000 or more in that same period.



This early analysis mirrored existing research that shows, overall, households of color are much more likely to live in poverty than White households. We see this trend in census data, and we saw it again in the state's educational data about student demographics and achievement. According to the ODE data, among all students of color, nearly three-fourths (73%) are low-income. Hispanic/Latino students are twice as likely (84%) to be low-income than White students (42%).



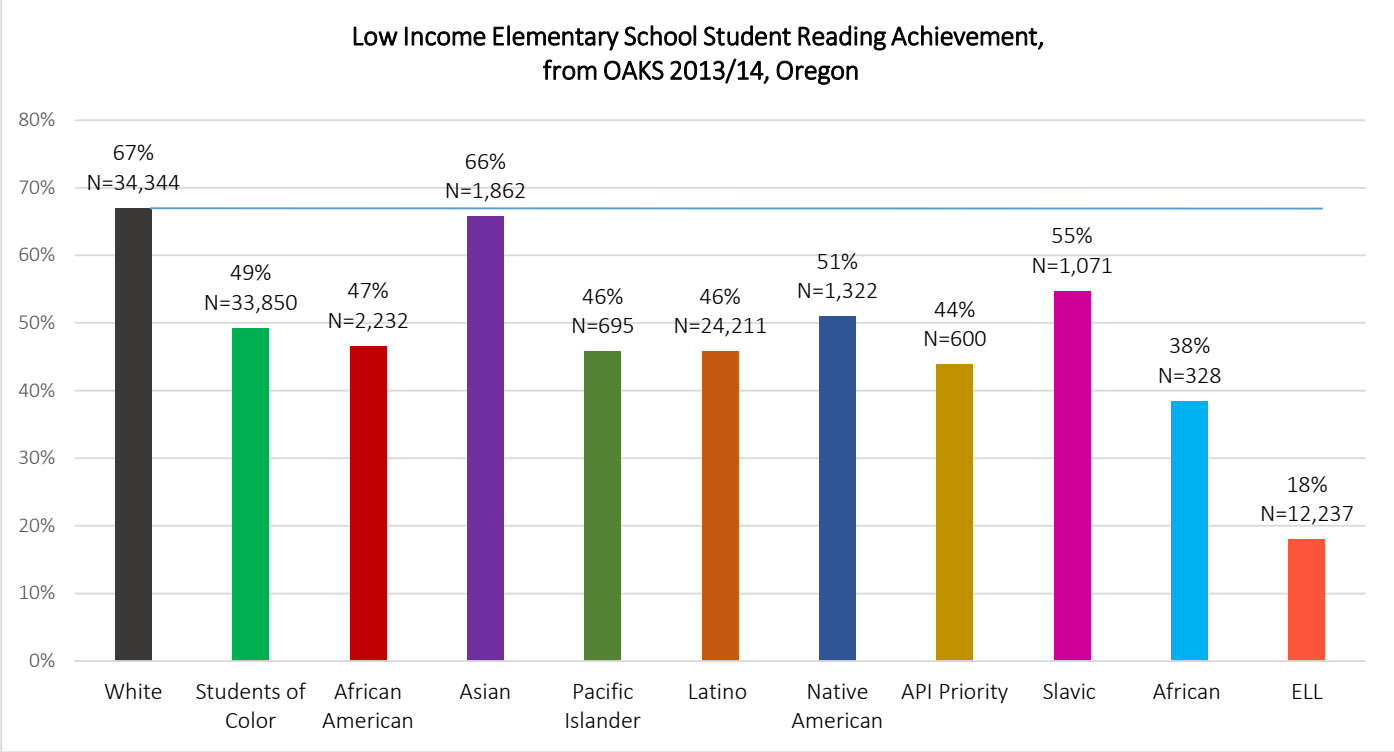
These data are a clear reminder that low-income students of color far outnumber their wealthier peers. If we are going to talk about the role of class and race on students, we need to first realize just how much more likely students of color are to be impacted by poverty than White students. When it comes to educational achievement, income may be a protective factor, but it applies to so few students of color. Any findings related to poor students of color are that much more significant, then; any inequity in educational achievement impacts students of color (except Asians) more than Whites due to the large number of students of color who are low-income. At the same time, any intervention that positively benefits poor students of color will see its impact magnified. Even a slight improvement in the educational achievements of low-income students of color indicates a positive effect for huge numbers of students.

Findings: Low-Income Students

Elementary School Reading

More and more attention is being paid to the importance of early reading skills in ensuring long-term academic success. Third grade reading, in particular, is a pivotal benchmark where instruction shifts from "learning to read" to "reading to learn"—where skills in reading comprehension become the basis for most every other form of instruction. Students who lack basic reading skills in elementary school are unlikely to improve those skills in middle or high school, where basic literacy is no longer the focus of education. That means that students who can't read by third grade are going to face serious challenges in trying to succeed during the rest of their years in school.

Disparities in elementary reading achievement will likely lead to further disparities later on in a student's K-12 journey. And when we look at reading achievement among Oregon's low-income students as a whole, the numbers are discouraging. However, low-income White students on average significantly outperform their low-income classmates of color; 67% of poor Whites achieve the standards for reading in elementary school, but less than half of students of color do.



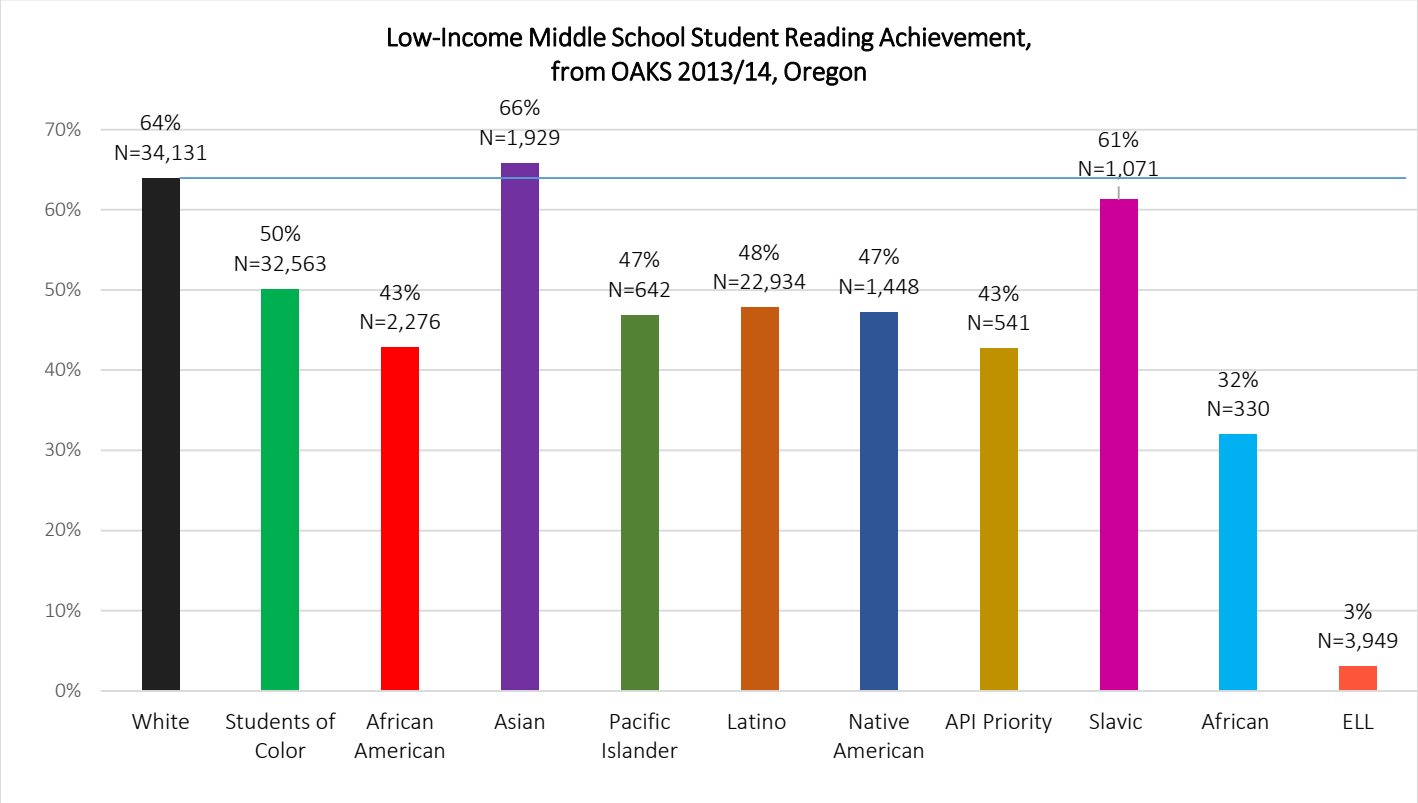
While low-income Asian students achieve at nearly the rate of poor White students (66% and 67%, respectively), low-income Slavic students score lower on average (55%) than their White counterparts (67%). Most groups of color see achievement rates in roughly the same range (mid to upper 40s) with low-income African Immigrant students faring worst (38%) among students of color. As a group, barely

one-fifth (18%) of English Language Learners (ELL) showed basic reading proficiency at the elementary school level.

A glance at the numbers of students (N value) represented by each bar shows just how many students are not achieving basic reading skills by this pivotal point in their development. If only 46% of Latino and Hispanic students have reading skills in elementary school, that means that the rest--28,421--are not meeting the minimum standards for reading at this level.

Middle School Reading

The numbers don't shift very much when we look at reading in middle school. The overall proficiency in reading among low-income students in middle school remains similar to that in elementary school, with low-income White students on average again outperforming their low-income classmates of color (with the exception of Asian students). Scores for low-income whites dropped slightly from 67% to 64%, but this number is twice that of low-income African Immigrants (32%).

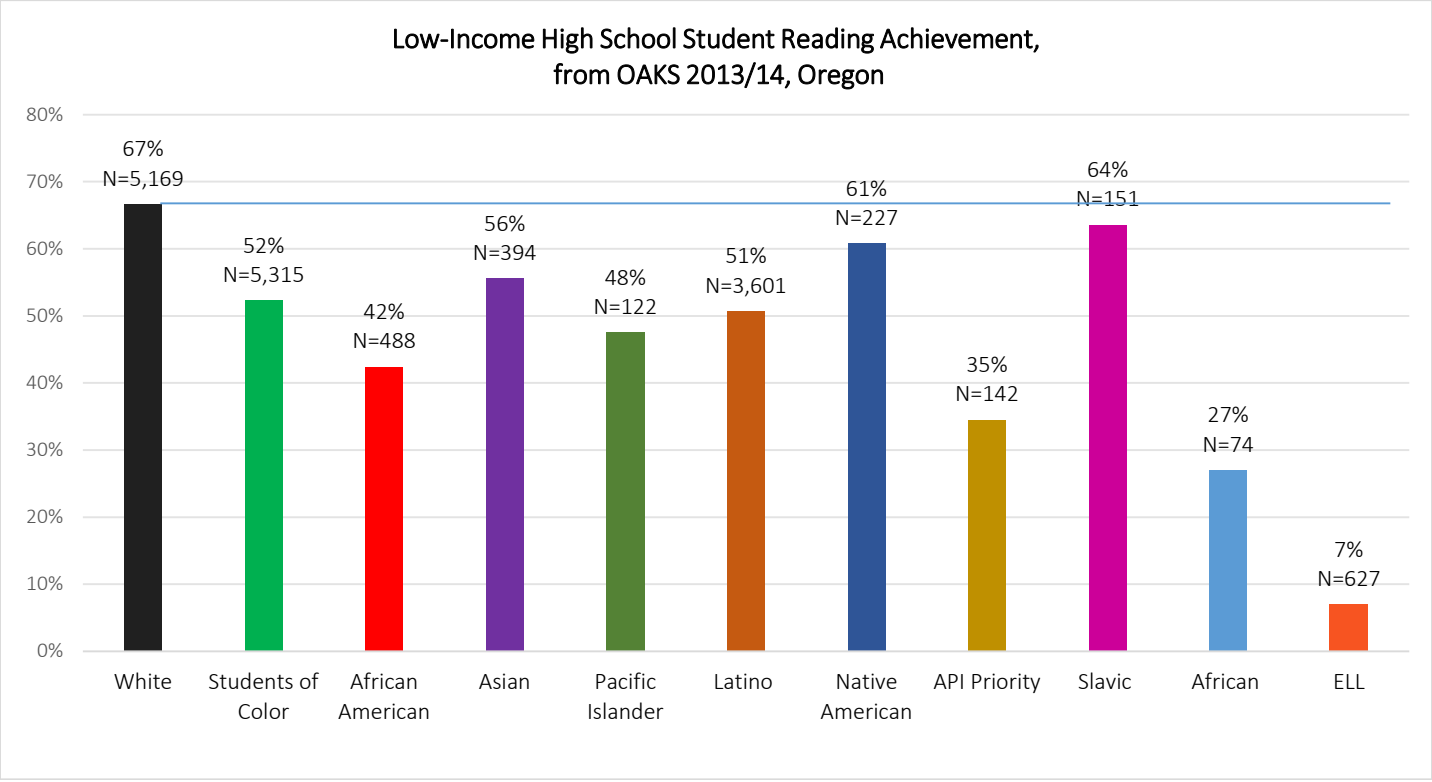


Slavic students narrow the gap with their other White classmates with scores pretty close (61%) to those of their low-income White peers (64%). Among students of color, poor Black students start to trail (43%) their peers of color (whose overall scores remain in the upper 40s). The most striking data are for ELL students, where only 3% of low-income ELL students met proficiency levels for reading at the middle school level—a drop of 15 points from the already-low 18% proficiency seen in elementary school. That's nearly 130,000 ELL students who didn't meet the minimum reading standards, even with

accommodations in testing (such as using a Spanish language test or having an interpreter to read the test aloud to the student).

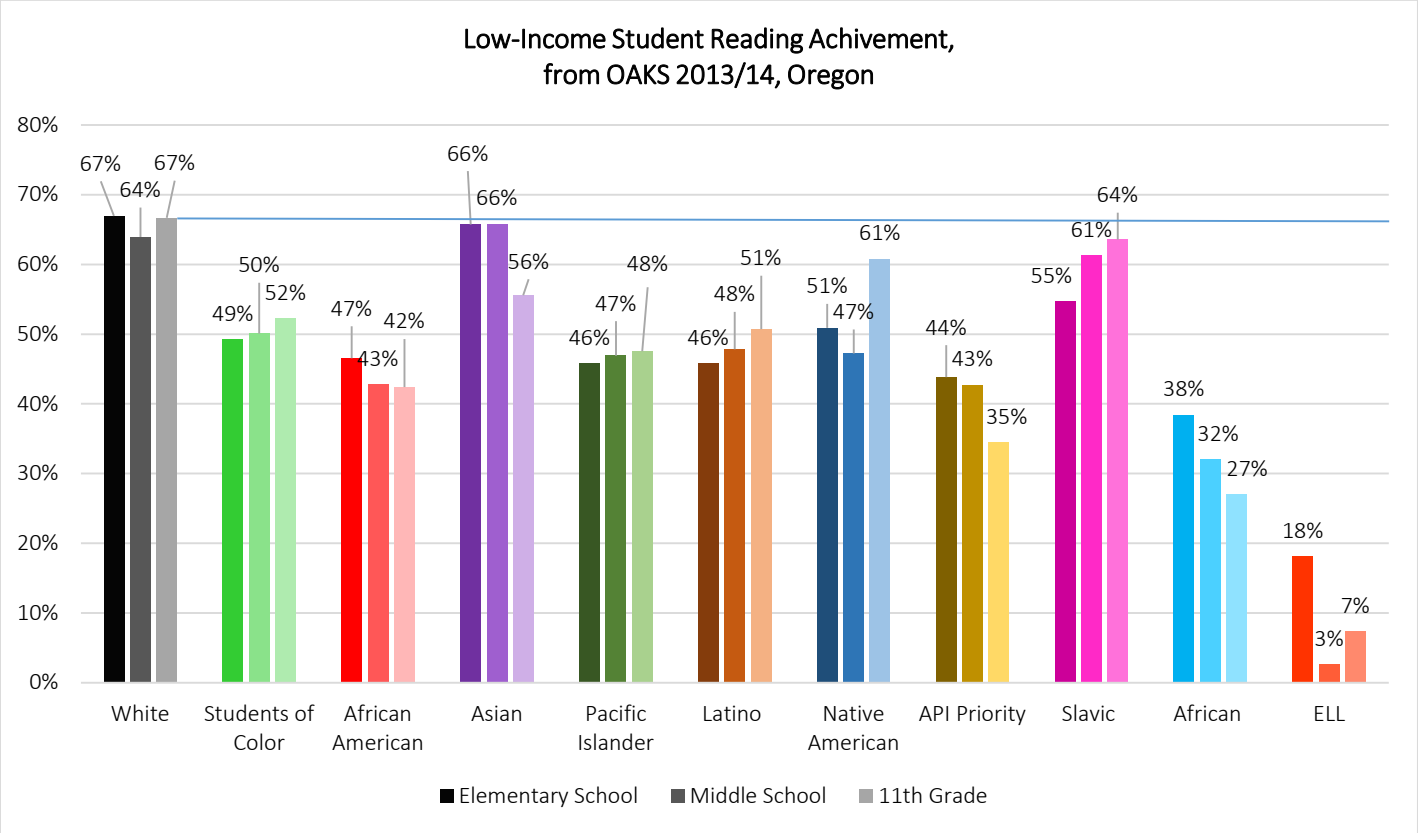
High School Reading

The same story continues in high school: again, low-income White students outperform their low-income peers of color at reading achievement. On the positive side, low-income Native American/Alaska Native students' overall achievement increases ten points over middle school levels to reach 61% (compared to White students at 67%). But poor Asian students' scores are lower (57%) on average than the scores among low-income Whites (67%)—a change from elementary and middle school, where low-income Asians scored at or above the overall achievement levels of low-income White students. African Immigrant students' average scores continue their steady decline: at the high school level, just over one-fourth (27%) of low-income African Immigrants students are reading at minimum proficiency, down from the mid- to upper-30s we see among such students in middle and elementary school. Low-income students in API Priority Communities also fare much worse at the high school level, with proficiency levels averaging about half (35%) the levels of poor Whites (67%). Again, ELL students' scores average under 10%, but improve slightly from their middle school levels (4%).



At all levels, from elementary to high school, low-income White students tend to outperform their low-income classmates of color in reading achievement. Poor students of color start out at a disadvantage compared to poor Whites, and they are unable to make up these disparities over time. And while low-income students of color from various races/ethnicities start out with similar achievement scores in elementary school, the variation between groups of students of color grows as students get older. This suggests that while low-income students of color tend to fare worse than their White classmates who

share their economic status, some students of color face more difficulties than others, and at different grade levels. The impact of race is apparent, although its impact changes depending on the group and age level.

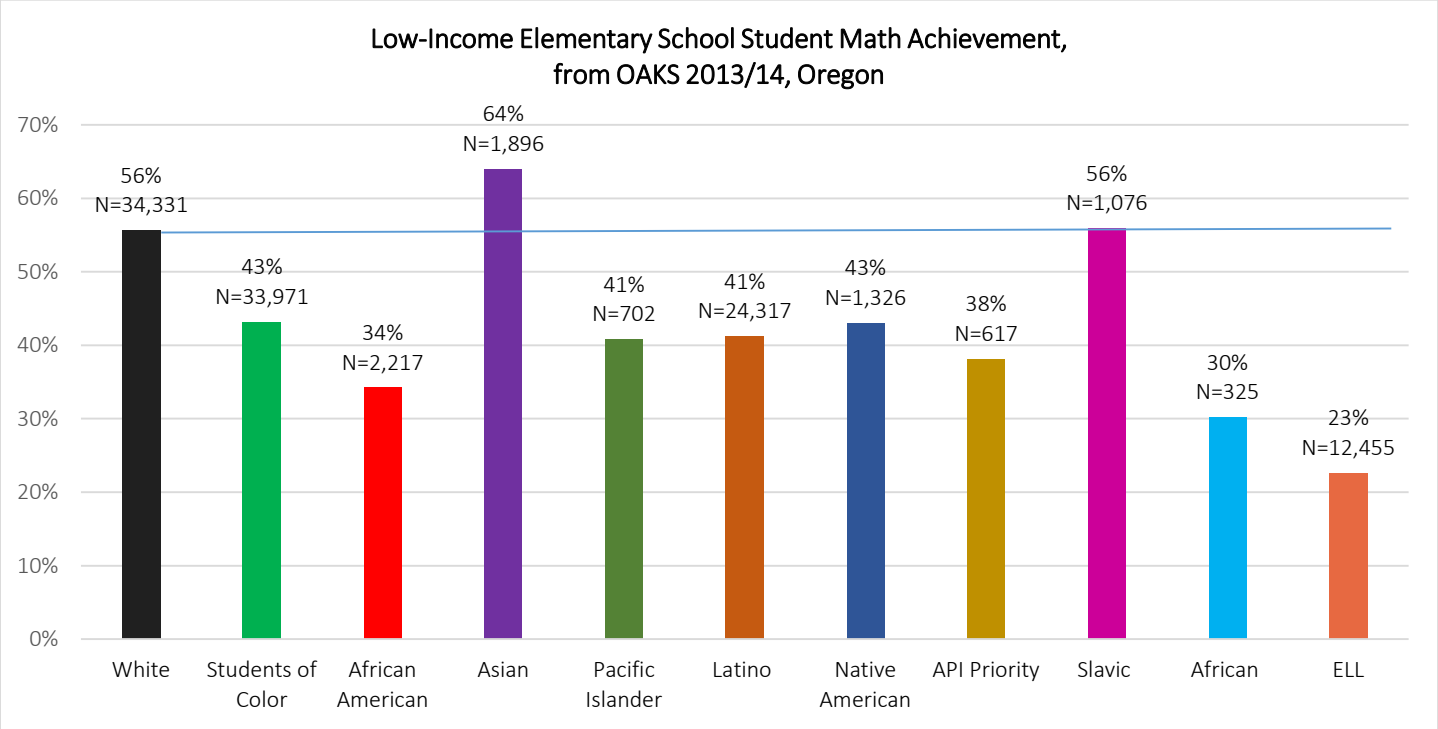


Elementary School Math

Like early reading skills, the basic math concepts and skills taught in elementary school are the building blocks for future understanding of everything from spatial relationships to measurement to simple logical reasoning. Without basic math proficiency, students will struggle to keep up with more complex mathematical courses in middle and high school—and, in turn, won't develop the skills that an increasingly tech-based economy requires. Disparities in math achievement at the elementary school level risk setting in motion a series of deficits that will compound any existing challenges that a low-income student of color might face.

Unfortunately, the data indicate that exactly those disparities are at play. Elementary school math achievement scores for low-income students show that, on average, White students significantly outperform (56%) their classmates of color (43%). While low-income Asian students overall fare better (64%) than poor Whites in math at this level, no other group of students of color comes close (with the exception of Slavic students), with most scores in the upper 30s to low 40s. Within low-income groups of color, African American (34%) and African Immigrant (30%) students averaged the lowest achievement scores; low-income Whites met achievement standards nearly twice as often as did low-

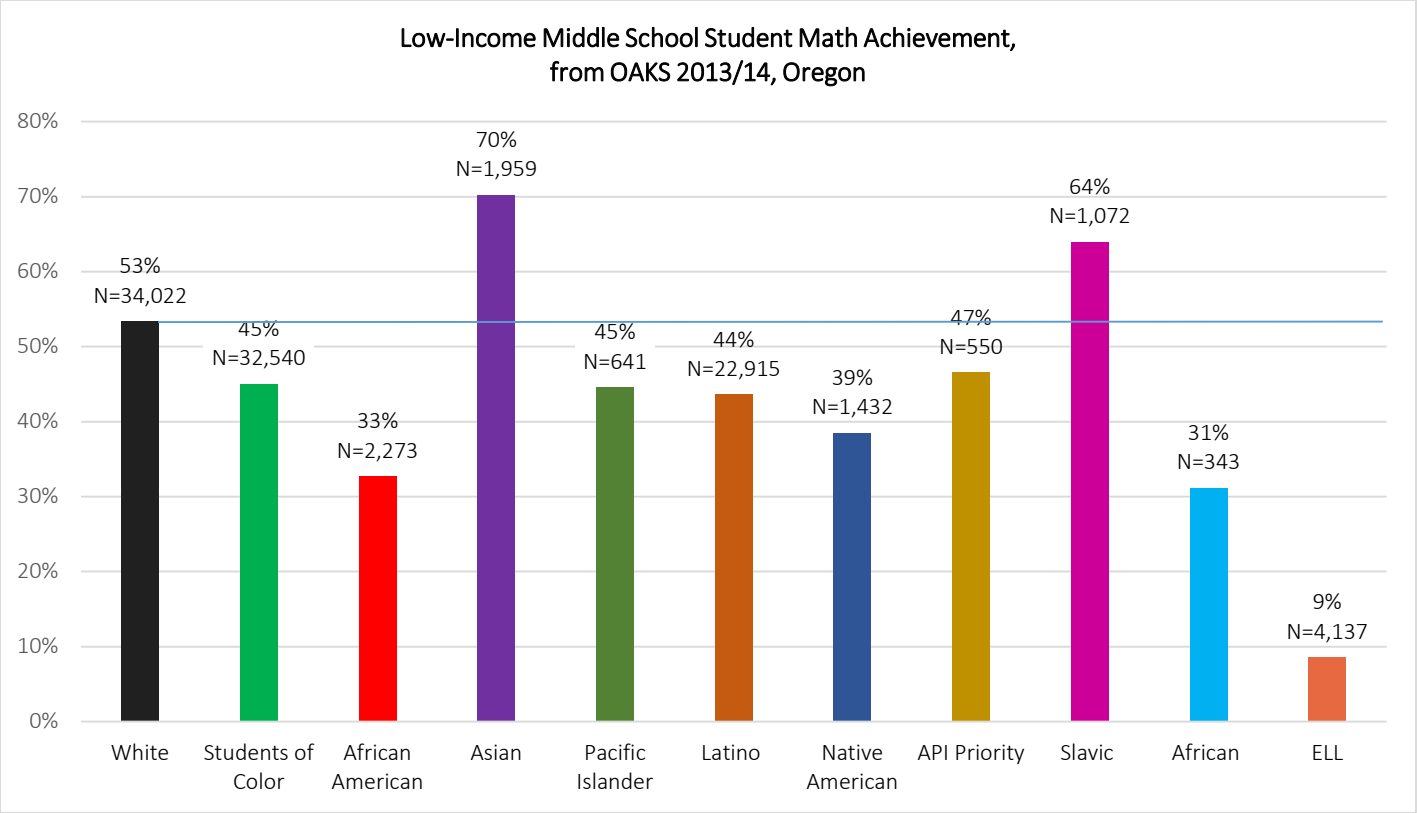
income African Immigrant students. Low-income ELL students fare better in math achievement than they do in reading achievement, with just under ¼ of ELL students meeting the achievement standards. This might be expected as ELL students are being tested here on concepts less based in a language students may not understand, but it still shows that the current educational system is failing to adequately teach ELL students the skills that they need in a way that is effective for them.



While low-income Black students' scores in elementary reading were on par with their peers of color, Black students tend to fare worse in elementary school math compared to other students of color. With an average achievement rate of just 34% in elementary math, low-income African American students are almost ten points behind the average for all students of color combined (43%)—which is, again, itself much lower than the average for low-income Whites (56%).

Middle School Math

The story continues: even with the same general level of income, low-income Whites outperform their low-income peers of color at middle school math. Overall racial disparities decline a bit from elementary to middle school, with 53% of low-income White students meeting achievement standards, compared to 45% of low-income students of color.



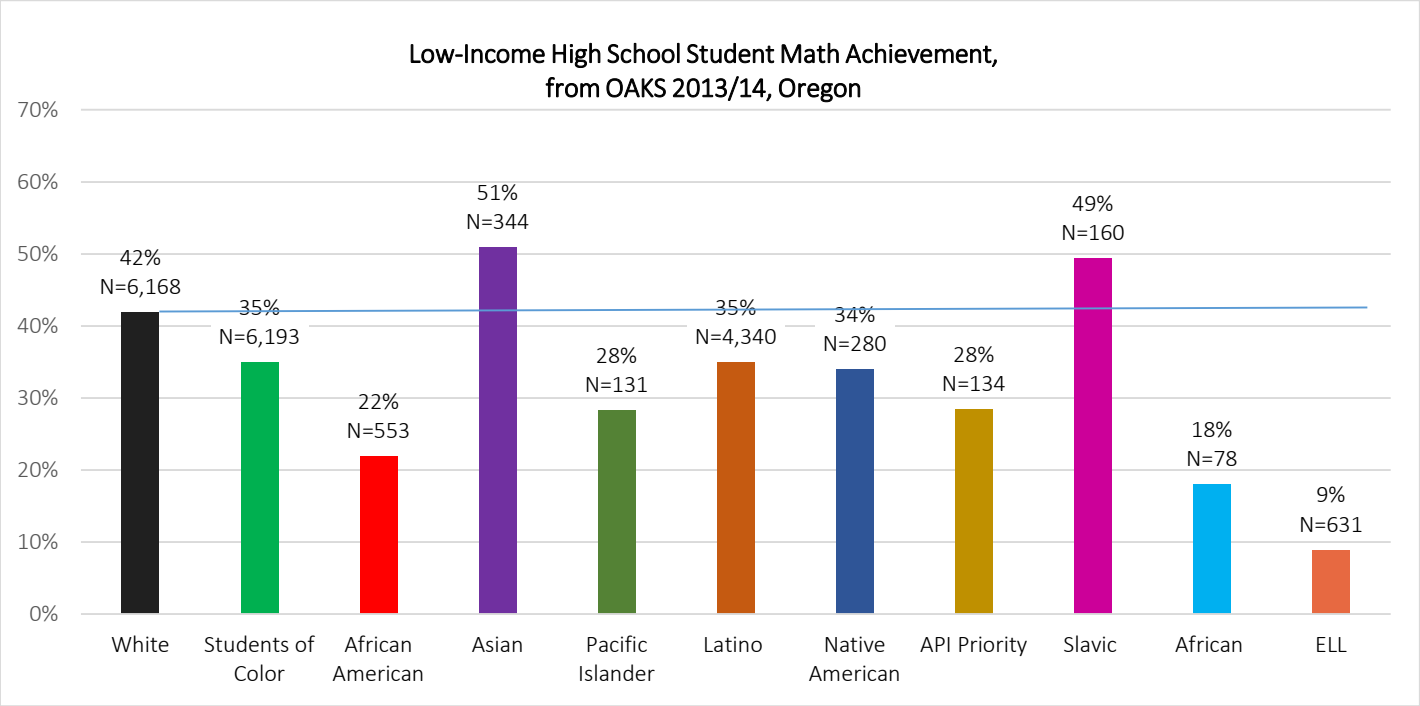
Low-income Asian and Slavic students increase their average achievement rates to further outpace White students in middle school math, but all other groups of color trail White students overall. Low-income students in API Priority Communities see their average scores climb to 47% (from 38% in elementary school) and small gains are also seen among Pacific Islander and Latino students. On the other hand, overall scores for low-income Native American students fall (39%) from their elementary school levels (43%). ELL students also see their achievement scores fall significantly from elementary school (23%) to middle school (9%).

African American (33%) and African Immigrant (31%) average achievement scores remain much worse than average scores among Whites (53%) and overall students of color combined (45%). Scores for low-income Black students don't change much from elementary to middle school, but they remain at unacceptable lows, with 2/3 of low-income Black students not meeting minimum proficiency in middle school math.

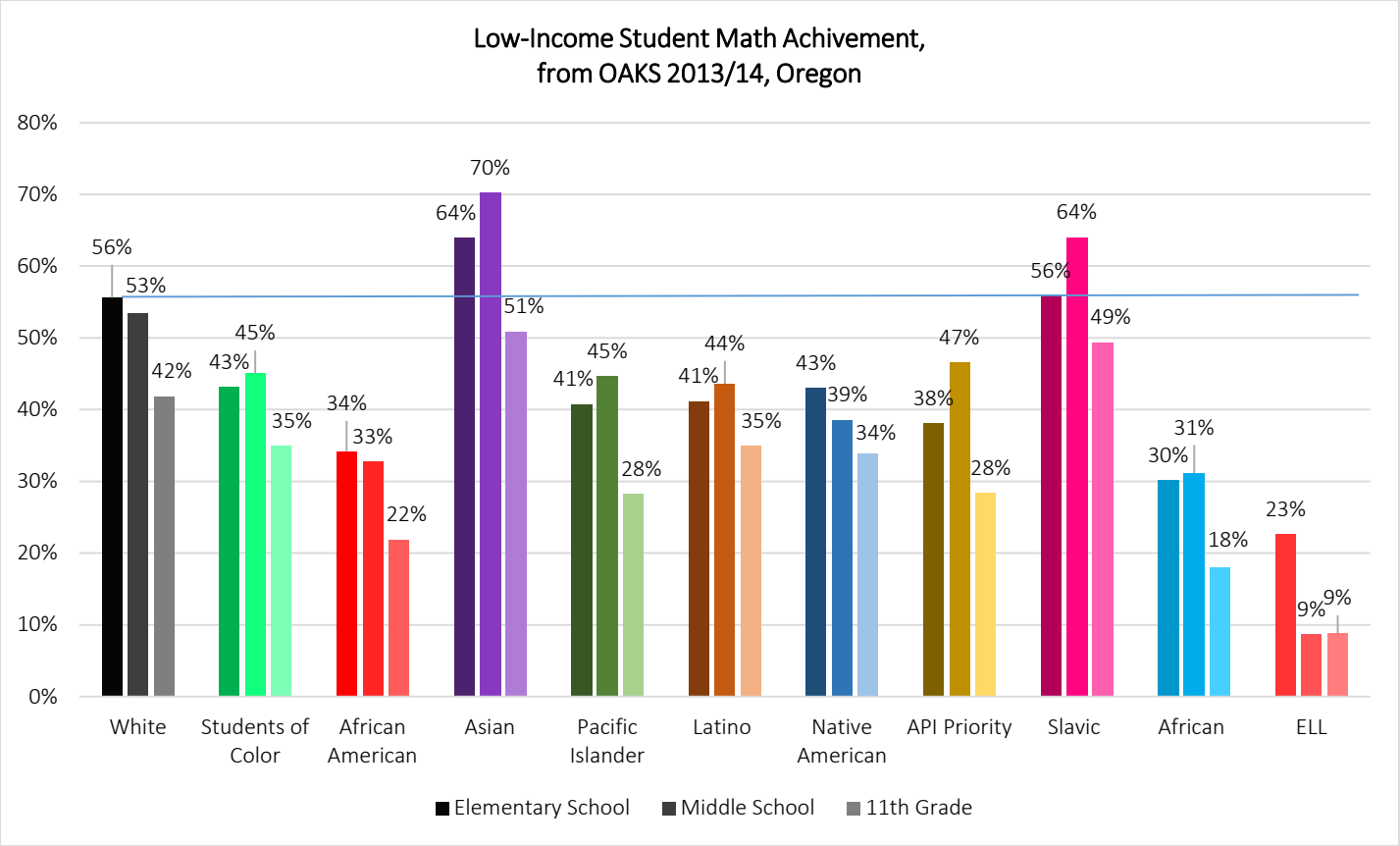
High School Math

Less than half of all low-income students meet math achievement standards in high school, and every group's average scores fall from those seen in middle school. But low-income White students continue to score higher averages on math achievement tests than do all groups of color (other than Asian and Slavic students). The racial disparities remain large: while poor White students' scores are low (42%), poor African Immigrant (18%), African American (22%), Pacific Islander (28%), and API Priority Community (28%) students' scores are *extremely* low. Less than half of low-income White students

meet achievement standards here, but low-income African American student achievement is about half that of Whites. ELL student scores remain steady at 9%.



The pattern is clear: low-income White students outperform students of color in math achievement overall, from elementary through high school. By the time low-income students of color reach high school, only 1/4 to 1/3 of them show the basic math skills expected of students at this level. Black students fare the worst, with poor White students averaging scores twice as high as African American and African Immigrant students within the same income range.



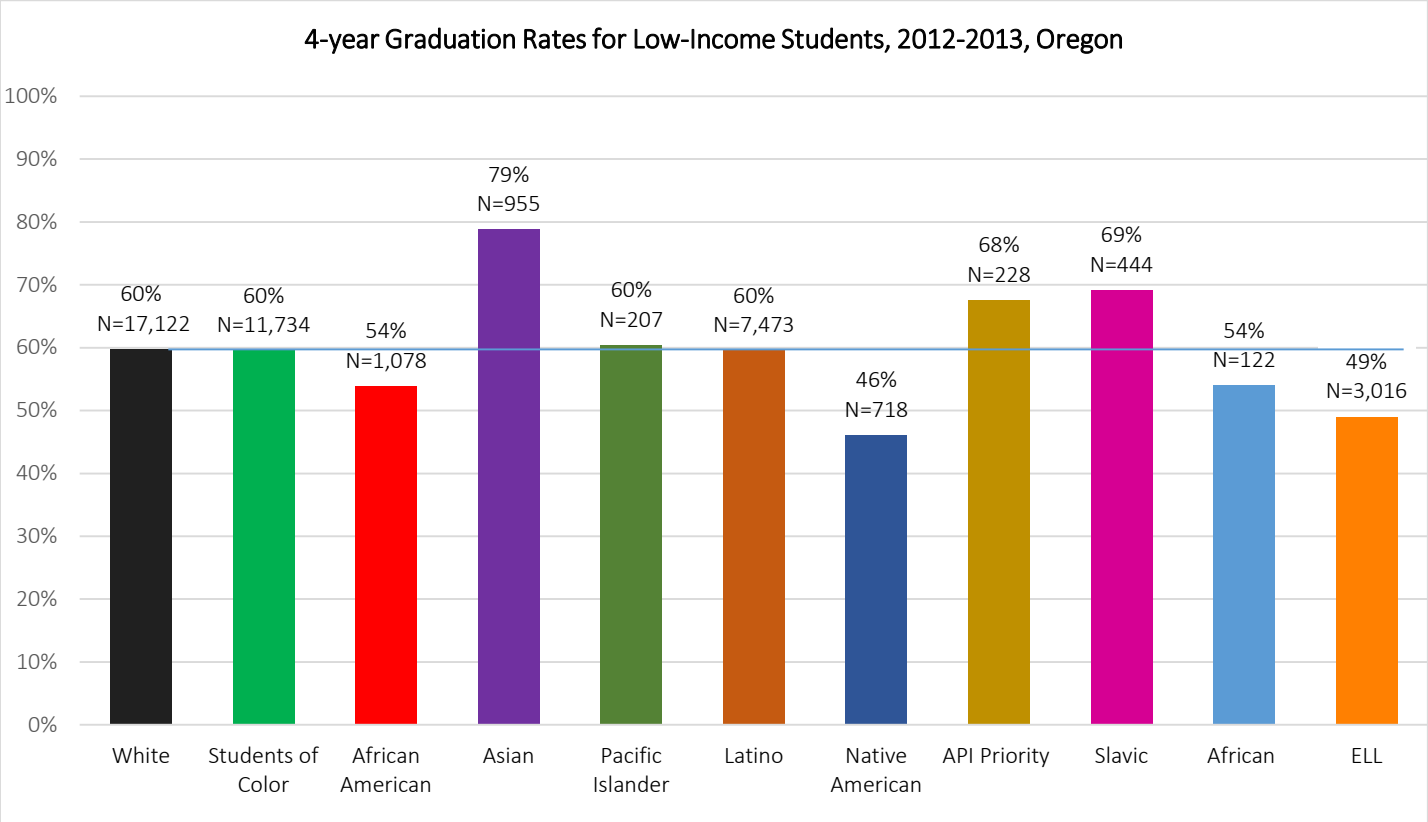
As we explore in a subsequent section on higher-income students, it is clear that low-income students, no matter their race, tend to receive lower achievement scores in math and reading than their wealthier classmates. However, when we look within the category of low-income students, serious racial disparities become apparent. And while some people might assume that since students of color are considered "minorities," these racial disparities in educational outcomes only impact a handful of students, this is untrue. The number of poor students of color rivals the number of poor Whites in elementary and middle school, and we see slightly more poor students of color than poor White students in high school. Any intervention that attempts to remedy educational disparities between low-income and wealthier students in Oregon without focusing on race is ignoring a key factor in achievement for half the student body. Only by focusing on racial disparities can we even begin to bring low-income students of color up to the level of low-income Whites in math and reading achievement.

4-Year Graduation Rates

Earning a high school diploma is a requirement for many doors to success in life, from getting certain jobs to applying to certain colleges. Traditionally, lower income students have been less likely to earn a high school diploma than wealthier students. As mentioned earlier, the state of Oregon has a poor track record when it comes to graduation rates, consistently placing near the bottom in national rankings. State initiatives such as the 40-40-20 plan (from SB 253) have set out to reverse this trend by aiming to achieve 100% high school graduation rates while also ensuring that 40% of the population has an

associate's degree, 40% have a bachelor's degree, and 20% of those who don't have a high school diploma earn one (or its equivalent)—all by the year 2025.

Oregon has a long way to go. 2012-2013 graduation rates among low-income students, especially low-income Black and Native American students, show us why.

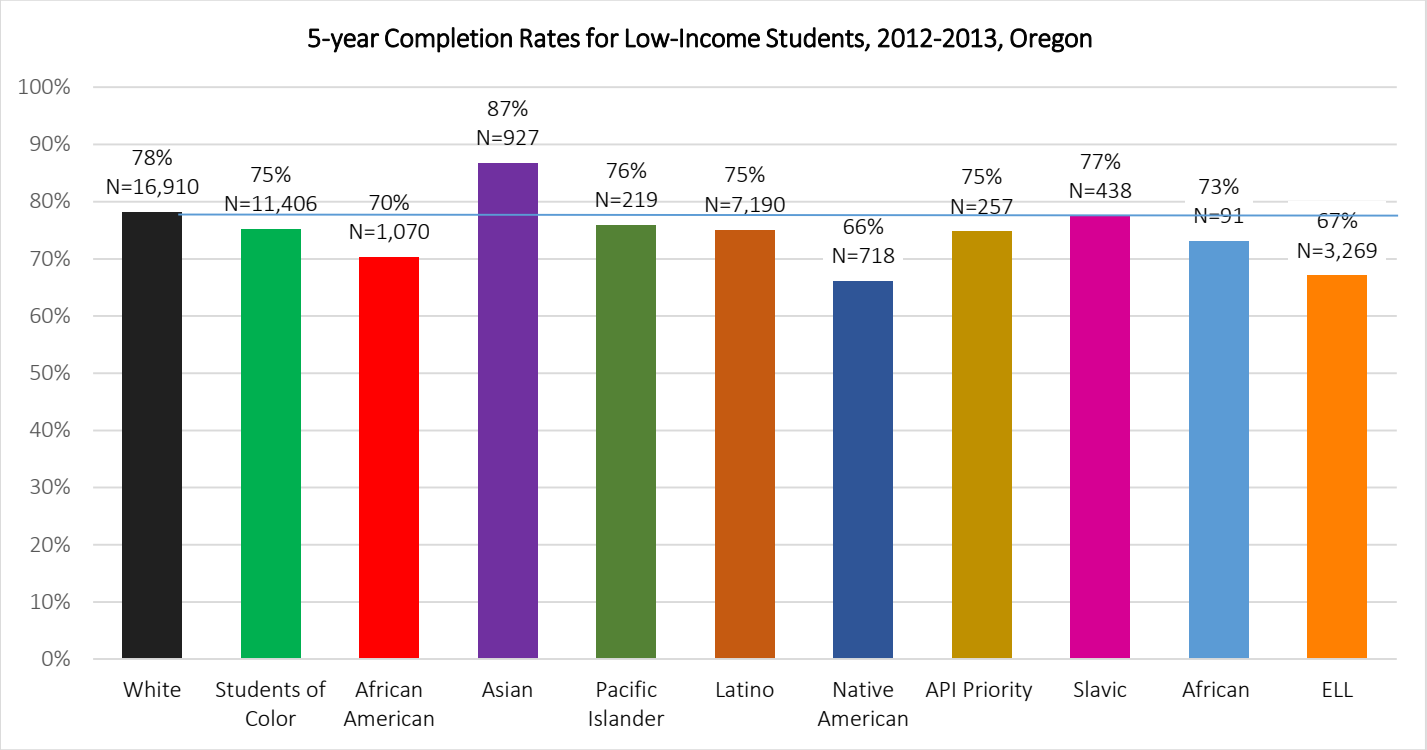


The racial disparities in 4-year graduation rates among low-income students are smaller than some disparities we have already seen in math and reading achievement. The impact of race on student graduation rates is more pronounced among wealthier students than among poorer students, as we will see in our analysis of higher-income student graduation rates. However, students of color are much more likely to be low-income than are White students. About 55% of White students were considered low-income in the 2012-2013 graduation data, while over 80% of students of color were low-income in that same year.

Low-income White, Pacific Islander, and Latino students average the same 4-year graduation rates (60%), with low-income Asian (90%) and API Priority (68%) students outperforming low-income Whites. Rates among low-income African American students match those among low-income African Immigrant students (54%) and, along with low-income Native America/Alaska Native (46%) and low-income ELL students (49%), hold the lowest 4-year graduation rates overall.

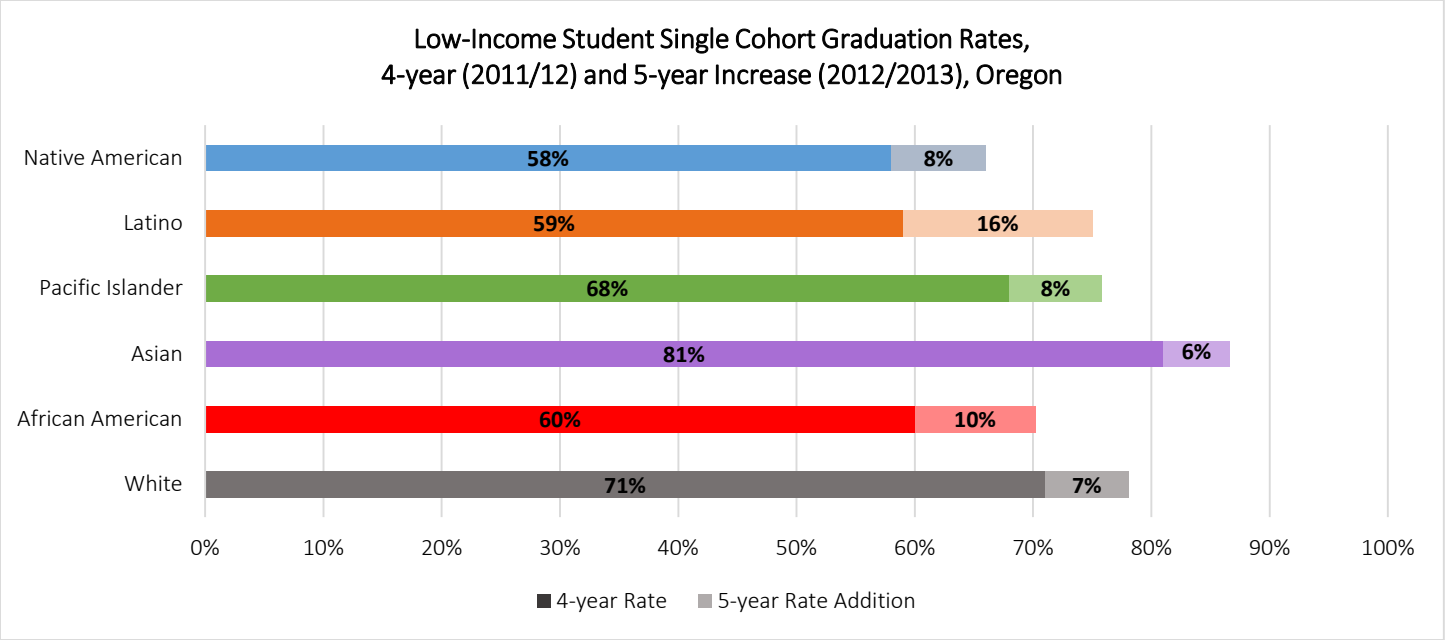
5-Year Completion Rates

When we consider 5-year completion rates in addition to 4-year graduation rates, the percentages for low-income students jump from 50s-60s and up into the 70s—a huge improvement from 4-year rates.



These improvements are notable across the board, with gains for poor students of color as well as White students. Low-income Native American/Alaska Native students show an increase from 46% in 4-year rates to 66% in 5-year rates; low-income African American students' rates jump from 54% (4-year) to 70% (5-year). However, low-income Native American students fare worst overall, completing at rates (66%) just below those we see among ELL students (67%).

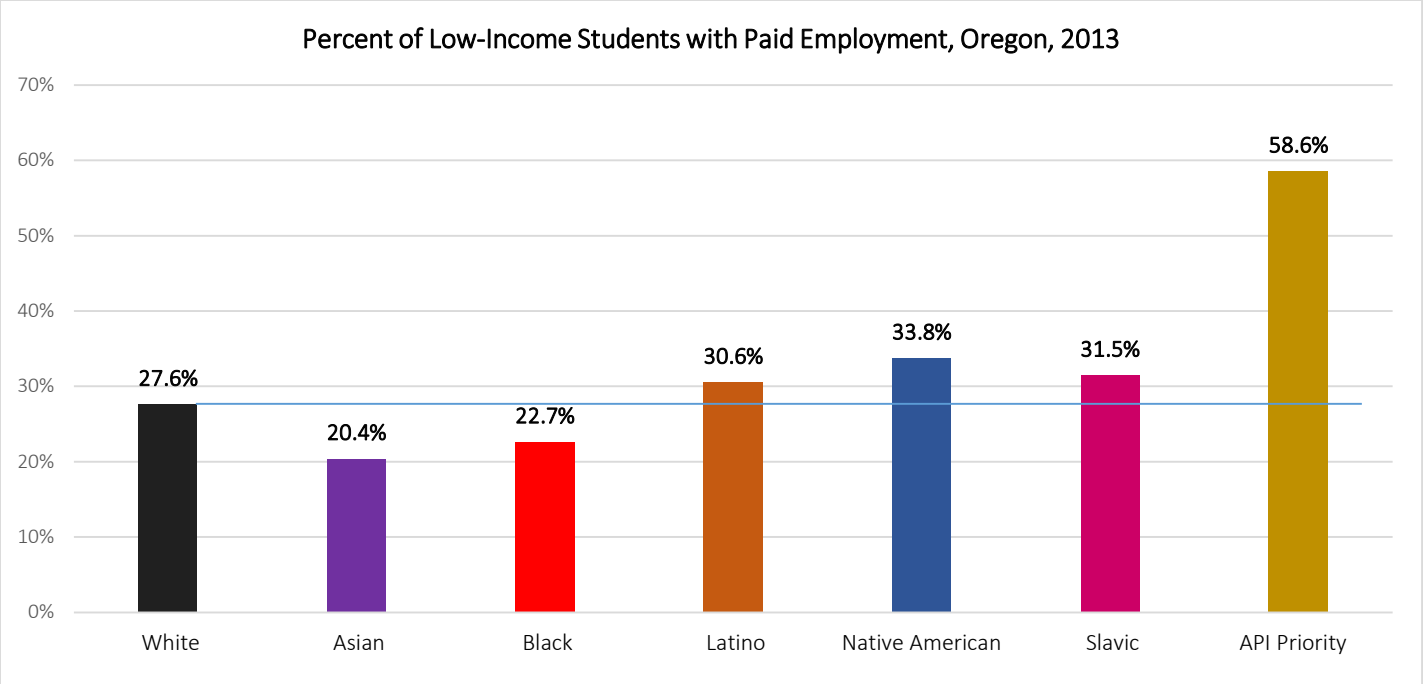
The above charts look at students who completed in the year 2012-2013, but the group who finished in four years and those who finished in 5 years are not part of the same cohort. Since the 4-year group began high school a year later than the 5-year group above, it makes it difficult to trace accurate level of improvements from one year to the next. Instead, if we look at one single cohort—the group of students who began high school in the school year 2008-2009—we can again see what gains are made among low-income students when given an extra year to complete. (Unfortunately, data specific to the African, API Priority, Slavic, and ELL communities are not available for the single cohort analysis as part of this report.)



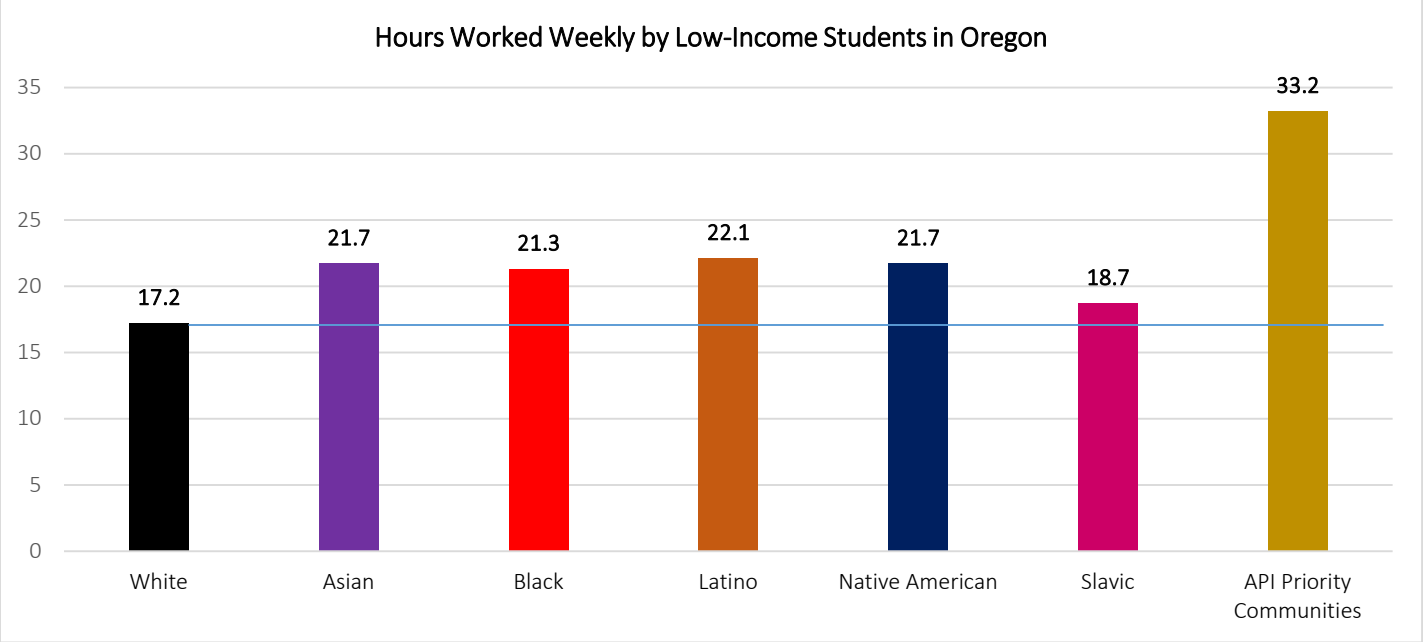
Among this single cohort, the 2011/2012 4-year graduation rates were much lower among low-income students of color (except Asian students) than among low-income White students (in contrast to the 4-year graduation rates for the following year, 2012/13, shown in the previous charts). While we again see huge gains in the number of students able to complete high school if given that 5th year, low-income Black, Native American, Latino and Pacific Islander students still lag behind low-income White students in their completion rates. In fact, the extra year doesn't bring Native American students (64%) up to the 4-year level for White students (71%); the extra year for Black students (70%) puts them on par with this 4-year rate for Whites. But while all groups saw gains in the 5th year, these gains were generally higher for low-income students of color than for low-income White students. Latino students saw an increase in 5th year completion more than double (16%) that seen in Whites (7%).

A variety of factors could be at play in causing this delay to graduation among low-income students, and among low-income students of color in particular. While we lack the data to consider elements such as dropout rates, failure rates, suspensions and expulsions, all of these could play a role, and these should be considered in future research. Any barrier to racking up the required number of classroom hours to achieve graduation would be a potential reason why a student might need five years to finish instead of four.

One factor could be the need among low-income households of color for students to find paid employment that can financially support the larger household. We explored this option by looking at ACS data for the percent of low-income students who work outside of school, as well as the number of average hours such students worked per week. (Unfortunately, employment data for African students was not available as part of this report.)



About one in four low-income White students hold paid employment outside of school. Low-income Asian and Black students are slightly less likely than low-income Whites to work, but Latino and Native American students work at higher rates than Whites. Students among the API Priority Communities worked at significantly higher rates than all other groups, with well over half of all low-income students in these communities working outside of school.



While low-income White students are more likely to work than Asian and Black low-income students, White students average fewer hours worked per week; in fact, White students work fewer hours per week on average (17.2) than any other group of students. Asian, Black, Latino, and Native American students all average between 21-22 hours per week, while Slavic students work slightly fewer hours weekly (18.7). Students within the low-income API Priority Communities not only work at higher rates; they also work far more hours per week than their low-income classmates, logging an average of nearly 33 hours a week. This is a significant workload for a student who also attends school and is expected to complete homework on a regular basis.

These findings show that, overall, lower-income students of color are working more hours per week than are lower-income White students. The amount of hours that low-income students of all races work may have an impact on their "normal" educational progress towards finishing high school in the typical four year timeframe. But again, we see differences in the numbers of hours worked on average between White students and students of color. While a difference of four or five hours each week may not seem like a lot, those are four or five hours each week that could be spent on schoolwork, and that could make the difference between a passing or non-passing grade in a class.

However, a number of complex factors could be at work here: while cultural traditions among certain communities of color might value or expect students to hold paid employment, teenagers have some of the highest unemployment rates in the country, and teens of color are often passed over by White employers who hire White teens with whom they are familiar or who are part of their social networks. Since social networks play important roles in finding employment among both adults and youth, such networks privilege the culture and race of the dominant culture—the individuals most likely to be managers and those in charge of hiring decisions. And since most people still maintain social networks segregated by race, it is unlikely that a student of color would be the worker for whom a White manager might "pull some strings" to get a job. All of these considerations should be taken into account when examining the rates of employment among lower-income high school students, as well as potential reasons why low-income students are taking longer to graduate than their higher-income classmates.

The clear, stark racial disparities that we see in reading and math achievement among low-income students become less straightforward when we look at graduation rates, given the variability between years and the complex factors that could be at play in delaying graduation. In addition, the way in which graduation rates have been measured have changed since this data was collected, with new measures rolled out for the 2013-2014 school year. Additional research is needed to determine whether racial inequities are persisting in graduation rates among low-income students.

However, when we examine graduation rates among higher-income (non-FRL) students, those racial disparities reappear. While affluence may be a protective factor for wealthier White students, its impact on wealthier students of color may be less pronounced. We will examine higher-income students in the next section of this report.

The takeaway from our findings on low-income students is simple: low-income students in general struggle to meet minimum proficiency standards in reading and math, and many need an extra year to complete high school. However, low-income White students outperform low-income students of color on achievement tests at all levels, from elementary to high school. Low-income students in Oregon may all feel the negative impact that poverty can have on educational achievement, but that impact is disproportionately burdening our low-income students of color.

Findings: Higher-Income Students

There is no doubt about the benefits that wealth can provide to students on their developmental and educational growth. Higher income students fare better on average in educational achievement measures in all subjects and at all grade levels. Wealthier families have opportunities to provide quality preschool and child care, to offer tutoring and specialized support services for struggling students, to use their social status to advocate for better quality schools and teachers, and to offer the music lessons, team sports, and other opportunities for learning outside of school that may not be accessible to poor students.

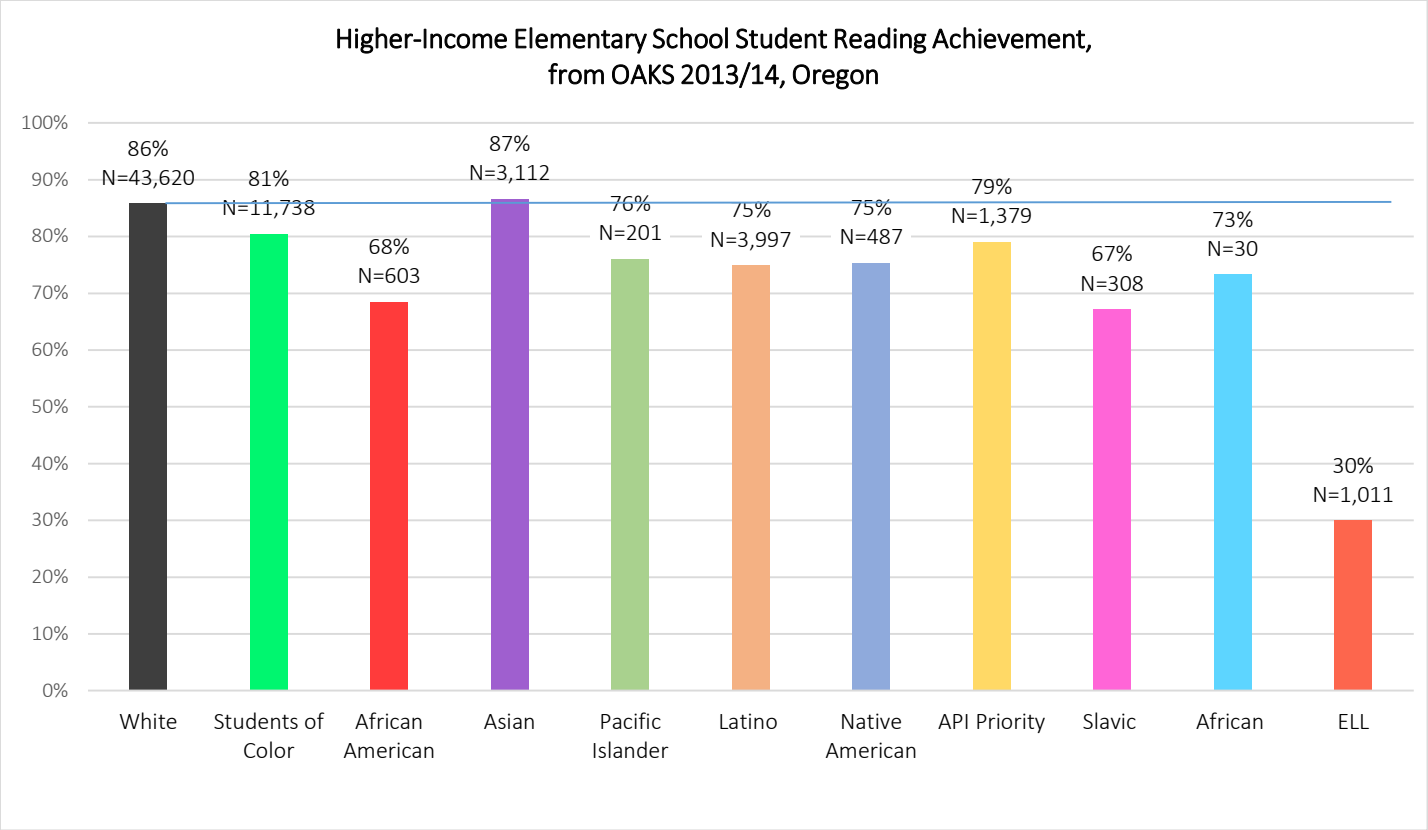
But when we look at achievement and graduation outcomes for higher income students—that is, students whose household incomes exceed eligibility for free or reduced lunch (FRL)—it becomes clear that these benefits and opportunities, and their positive impact, is not distributed equally among all students. We saw that low-income students of color consistently fared worse than their low-income White classmates in graduation rates, as well as in math and reading achievement. We see the same trend when we look at higher income students. In reading and math achievement, from elementary to middle to high school, higher income White students on average outperform higher income students of color—despite access to similar opportunities and benefits.

We set out to determine whether, when it comes to disparities in educational outcomes, race was just a proxy for income: whether a focus on race when examining lower achievement levels among students of color was just masking the influence of economic class. Indeed, it's clear that higher income students of color fare much better than their low-income classmates of color. And when we talk about higher income students of color, we are talking about a much smaller number of students. As discussed earlier, income is not evenly distributed between or within races, with about half of students in the low-income category and half of students in the higher income category. This isn't even close to reality. When it comes to students of color, the vast majority are low-income.

For the small group of students of color who are higher income, they far outperform their poorer classmates of color. In fact, wealth has more of a protective factor for students of color than it does for Whites, as we see larger disparities in achievement between wealthier and poorer students of color than among wealthier and poorer White students. The largest such disparity is seen among students in the API Priority Communities. But when we disaggregate students by race and economic status, the consistently lower levels of academic achievement among students of color makes the influence of race unavoidable. Our findings reflect the ongoing negative impact of race on students of color—no matter their income.

Elementary School Reading

As mentioned before, elementary school reading skills are crucial in setting the stage for future learning success. When we look at elementary reading achievement among higher income students, rates are relatively high, with most student groups scoring in the 70s or 80s, indicating that 7-8 out of every 10 higher income students meets or exceeds standards for proficiency in elementary school reading.

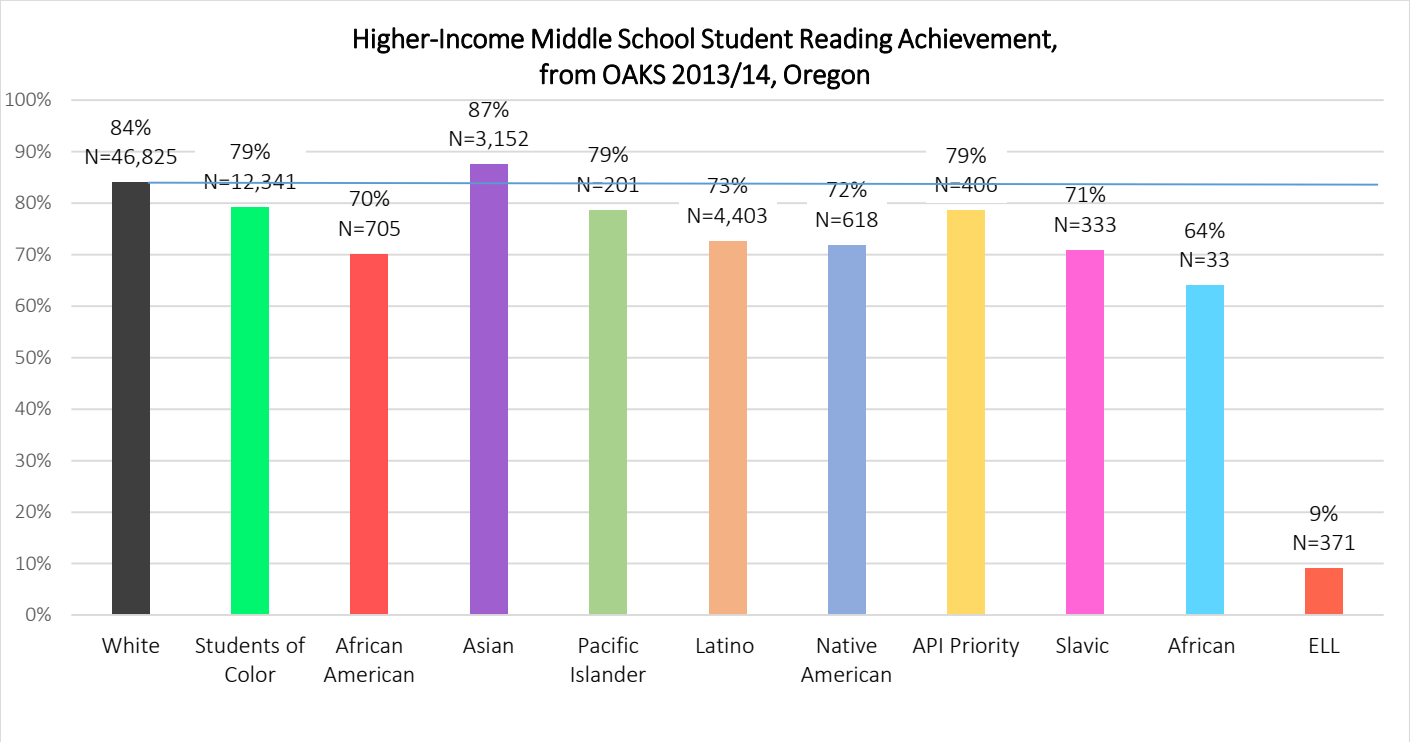


We can compare these achievement levels with those seen among lower income students: across all races, wealthier students score higher in reading at the elementary level on average than poorer students. However, White students still out-perform students of color. We see this trend both within groups of poorer students and within groups of wealthier students, even though the racial disparity is more pronounced among low-income students at the elementary level. The disparities remain significant, though. Among African American and Slavic students, the protective factor of income only brings wealthier students to the level of low-income White students (67%).

Wealthier Slavic students on average perform worse (67%) than their White counterparts, as well as worse than wealthy students of color overall. Scores among wealthy Slavic elementary school students are about the same as African American students (68%). These two groups—Slavic and Black students—average significantly worse scores than their wealthier White classmates. Slavic students appear to face barriers to achievement not shared by other White students. Pacific Islander, Latino, and Native American students have similar scores (around 75%). Wealthier ELL students score relatively well, all things considered, with about 1/3 of ELL students meeting reading achievement levels for elementary school. All said, though, higher income White students start out elementary school with advantages in reading that are not shared equally by their wealthy peers of color.

Middle School Reading

Again, White students score higher on average in middle school reading than do students of color. We saw this among low-income students, and we see it again among higher income students. The overall racial disparities among poorer students were much larger than among wealthier students at the middle school level, although African American and African Immigrant communities still fare the worst.

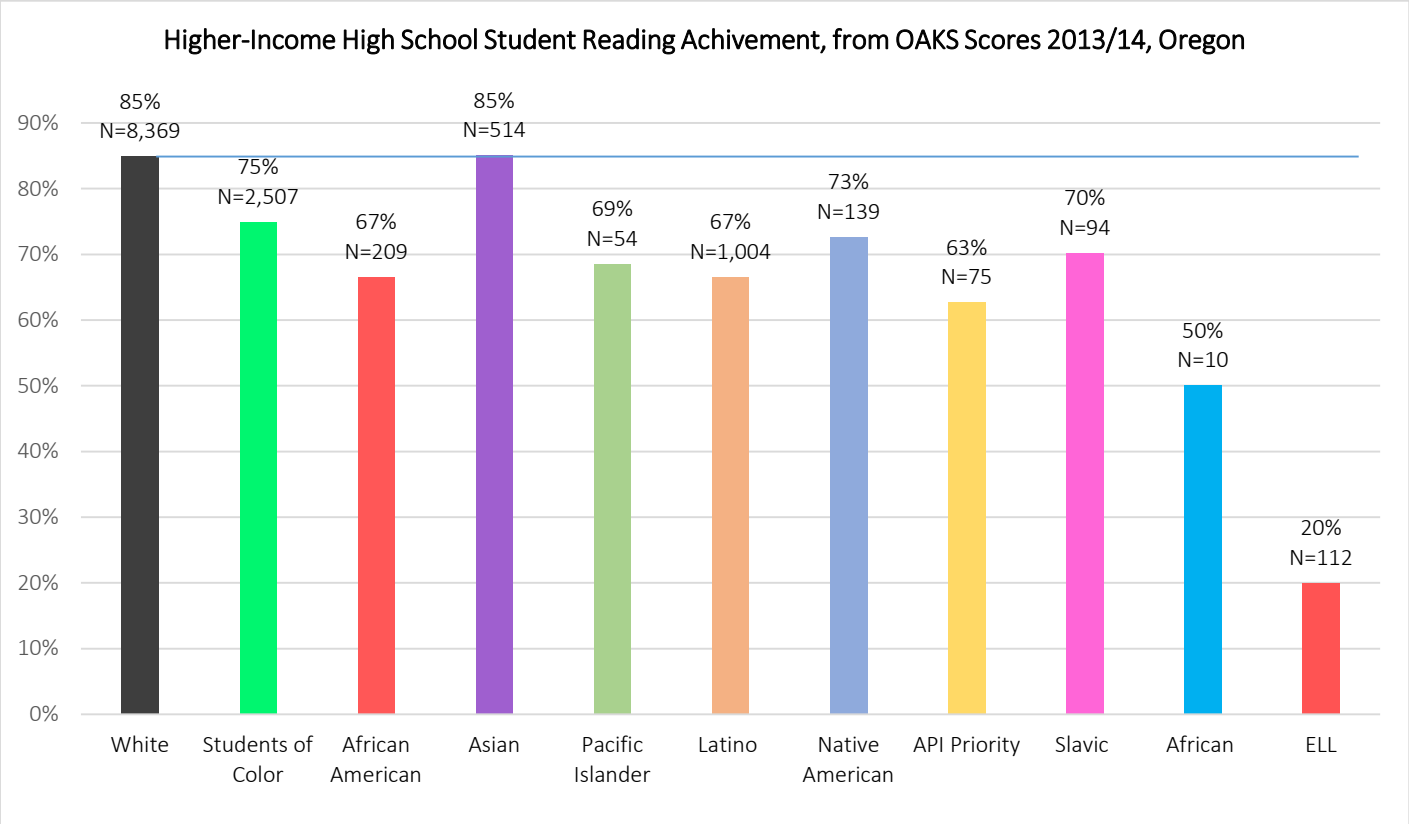


Asian students slightly outperform White students at this level, and this holds true for both poorer and richer students. Average scores among low-income Slavic students are closer to scores among other White students in middle school than they were at the elementary level. However, differences between low-income and wealthy Slavic students are relatively small, which indicates that the protective factor of income is less influential in this community than it is among Whites and students of color overall. The average middle school reading scores for ELL students are extremely low, with wealthier ELL students only averaging 9% in reading achievement—far lower than any other student group. This is a significant drop for higher-income ELL students from the 30% proficiency average we saw in elementary school.

High School Reading

Once we get to high school reading achievement for higher income students, the disparity between White students and students of color doubles from its middle school level. White students perform much better on average in high school reading than do students of color. Among African American, Pacific Islander, Latino, and API Priority Community students, even wealthier students' average achievement scores rise only to the same level as poorer Whites (67%). This shows the significant

impact of race on student achievement: even with the additional opportunities and access offered by increased income, students of color barely reach achievement levels on par with low-income White students, students who didn't have those same economic opportunities and access. The relative costs and benefits of class and race become difficult to ignore.



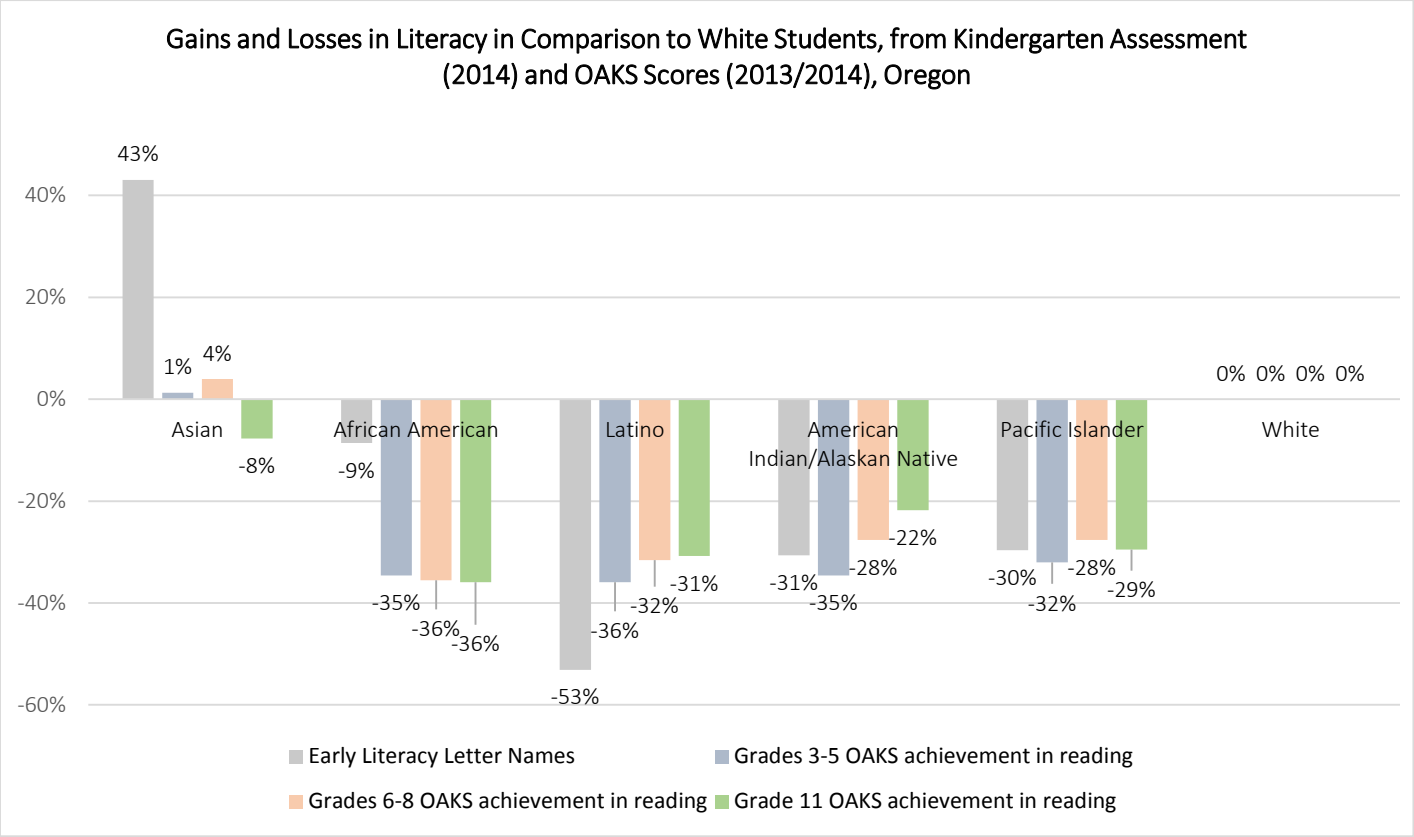
In high school, significant drops in average achievement rates are notable among certain higher income groups of color, such as Pacific Islander, Latino, API Priority Communities, and African Immigrant students. One positive improvement is seen among wealthier ELL students, where average achievement in reading more than doubled in comparison to middle school levels.

Wealthier students average much higher scores in reading achievement than do lower income students. But students of color fare worse than White students at their same income level, whether we look at lower income or higher income students. This trend remains the same at all grade levels: when we disaggregate by race and income, it's clear that race remains a significant predictor of educational achievement for Oregon students.

Comparisons in Literacy, Kindergarten to High School

We can see that early disparities in educational attainment continue throughout middle and high school. It is clear that White students enter school with certain advantages over students of color. With new kindergarten measures of literacy preparedness, we are able to see whether students enter school—at

the earliest level, kindergarten—with these same disparities. While disaggregated data for lower and higher income students are not available for this measure, we compiled total scores within racial and ethnic groups to look for any changes in disparities over time. Scores from kindergarten assessments (scores that test knowledge of letter names) were added to OAKS scores to measure changes in racial disparities among student groups from kindergarten through elementary, middle, and high school. The graph below illustrates the relative ratio of students who met or exceeded benchmarks in reading/literacy in comparison to White students. Only five groups are compared (Asian, African American, Latino/Hispanic, American Indian/Alaska Native, and Pacific Islander) as Kindergarten assessment data was not available for all the race/ethnicity/language groups included elsewhere in this report.

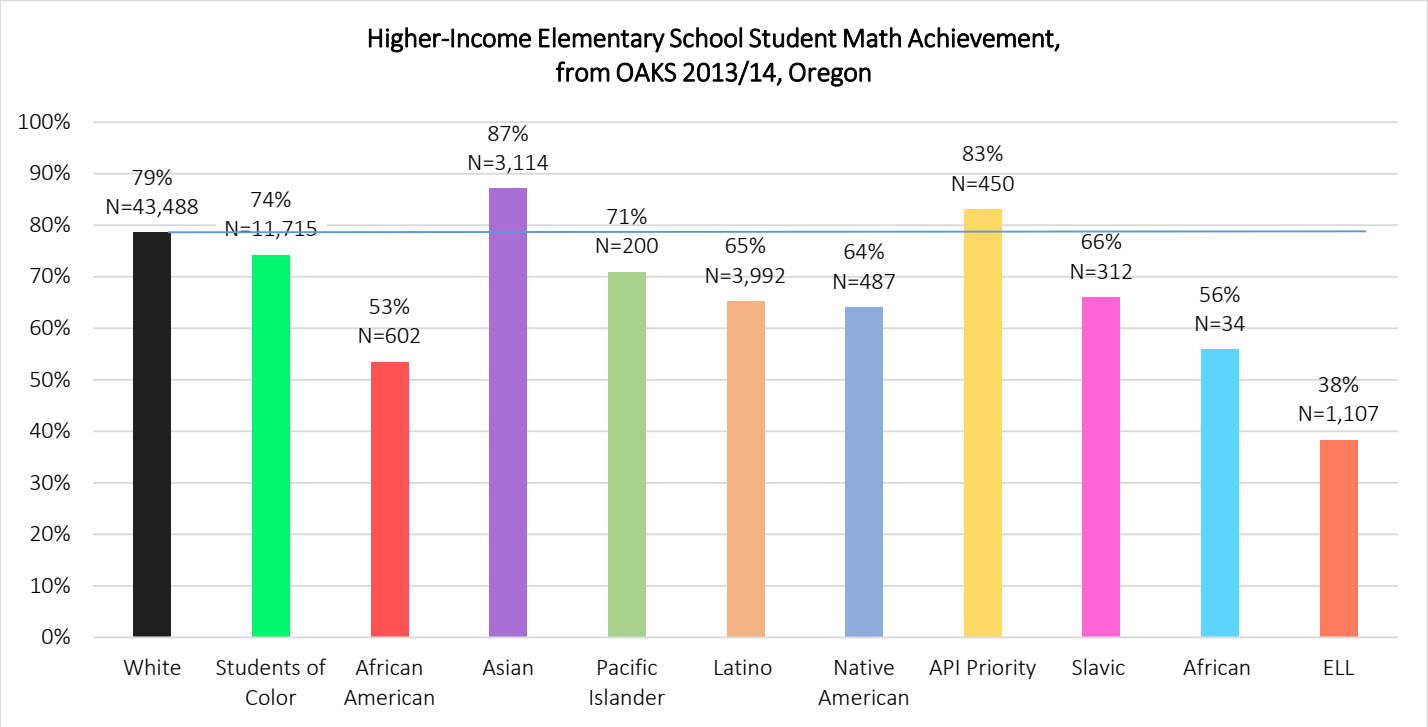


Statewide, students of color enter kindergarten with pronounced racial disparities compared to White students. Only Asian students tend to start out with better literacy skills than White students upon entry to kindergarten. Racial disparities increase in early grade school for all groups and continue from middle school through high school. By 11th grade, every group of students of color, including Asians, fare poorer in literacy than do White students. However, Latino students make significant gains relative to White students between kindergarten and elementary school, but such improvements disappear in middle and high school.

What this shows is that students of color (except Asian students) start school—as early as the kindergarten level—with a disadvantage in literacy relative to White students. In the case of African American students, this disadvantage jumps in size from kindergarten to elementary school, and remains in place through high school. Disparities between White and Latino, Native American, and Pacific Islander students may get slightly smaller or larger from grade level to grade level, but overall, these disadvantages remain in place through students' K-12 experience.

Elementary School Math

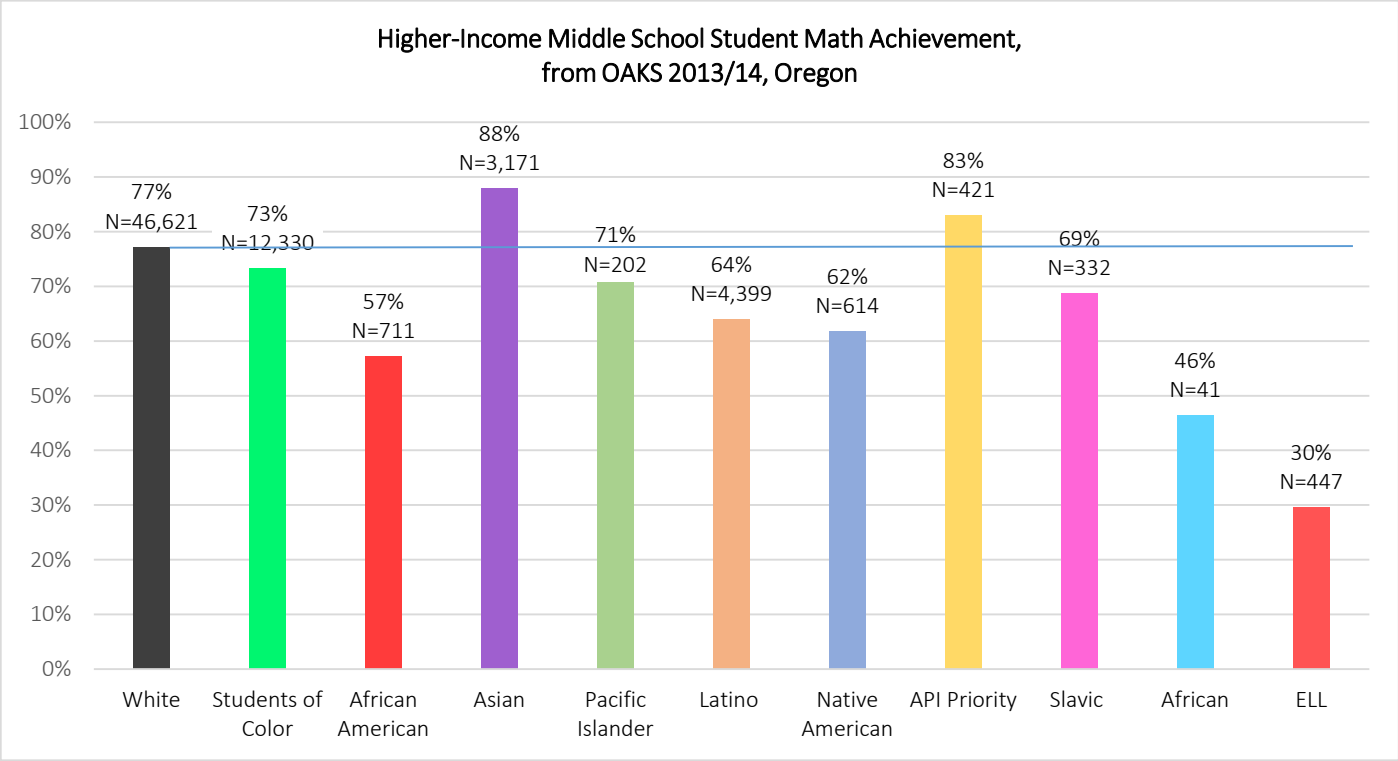
We have seen that wealthier White students meet minimum proficiency standards for reading at higher rates than do wealthy students of color. We see the exact same thing when it comes to achievement in math.



Higher income White students perform slightly better (79%) on average in elementary school math (Grades 3-5) than do higher income students of color (74%). And achievement among higher income Asian and API Priority Community students is stronger on average than among higher income Whites. Still, significant racial disparities exist: just over half (53%) of higher income African American students met math achievement standards, while four out of every five (79%) higher income White students met the standards. Even wealthier African American students don't score as high (53%) as poorer White students do (56%) at this level. Again, we see examples of wealthy students of color with educational achievement rates that are closer to White classmates in the low-income category than White classmates who share their economic status. Both African American and African Immigrant students show the lowest levels of math achievement on average in elementary school, with ELL students faring even lower at 38%.

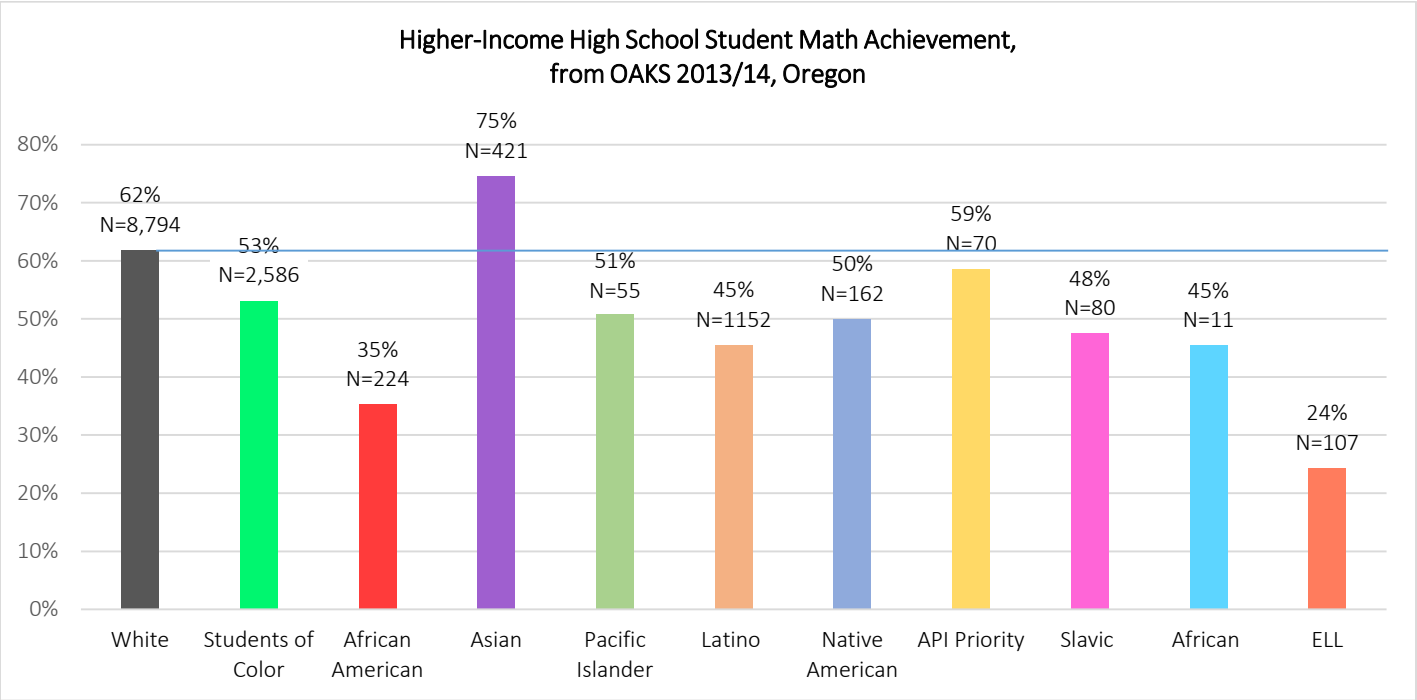
Middle School Math

The overall racial disparities in math achievement between higher income White students and higher income students of color (compiled) are minimal at the middle school level—a change from what we see among low-income students. However, African American and African Immigrant students still face significant racial disparities compared to White students on average, with lower-income White students (again) scoring nearly the same or better than higher-income African American and African Immigrant students. The positive benefit of income for wealthier Black students is only enough to put them on equal footing with poorer White students in middle school math achievement.



High School Math

While the overall percentage of high-income high school students who met math achievement standards drops substantially at the high school level, even with this drop in overall achievement, White students' average achievement levels continue to exceed those seen among students of color. Where the number of higher income White students who met the standards dropped 15 points from middle to high school, the drop among higher income students of color was 20 points.

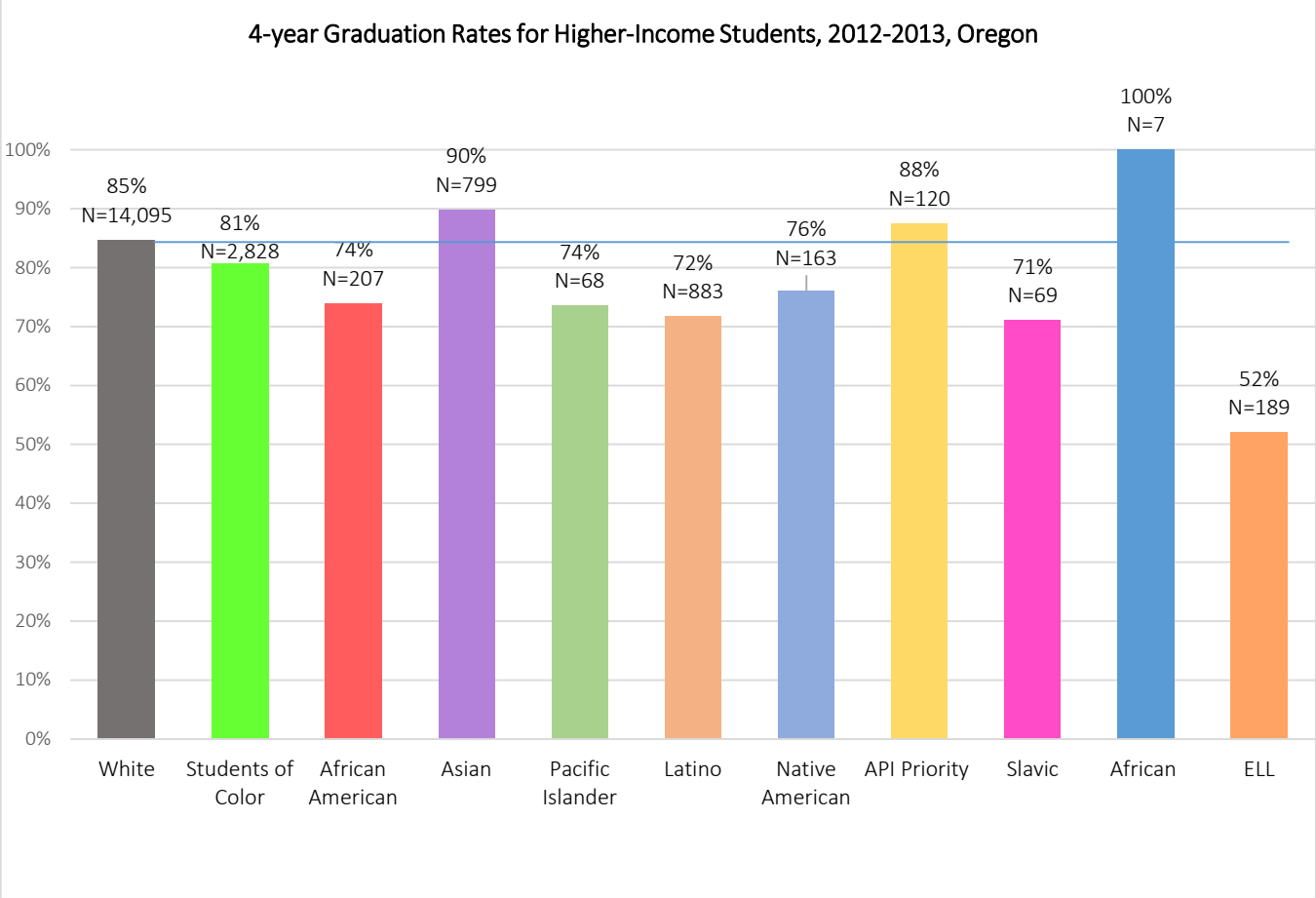


Where just over half of higher income African American students met math proficiency levels in middle school, just over 1 in 3 wealthy Black students met the standards in high school. Nearly all other groups of higher income students of color saw drops in their achievement scores of over 20 points. Only African Immigrant students maintained levels seen in middle school (at about 45%).

The levels of academic achievement in reading and math among Oregon students is unacceptable. The disparities that are apparent between White students and students of color—whether low-income or higher income—are even more unacceptable. It is clear that the current educational system is failing our students of color, and that race is the key factor.

4-Year Graduation Rates

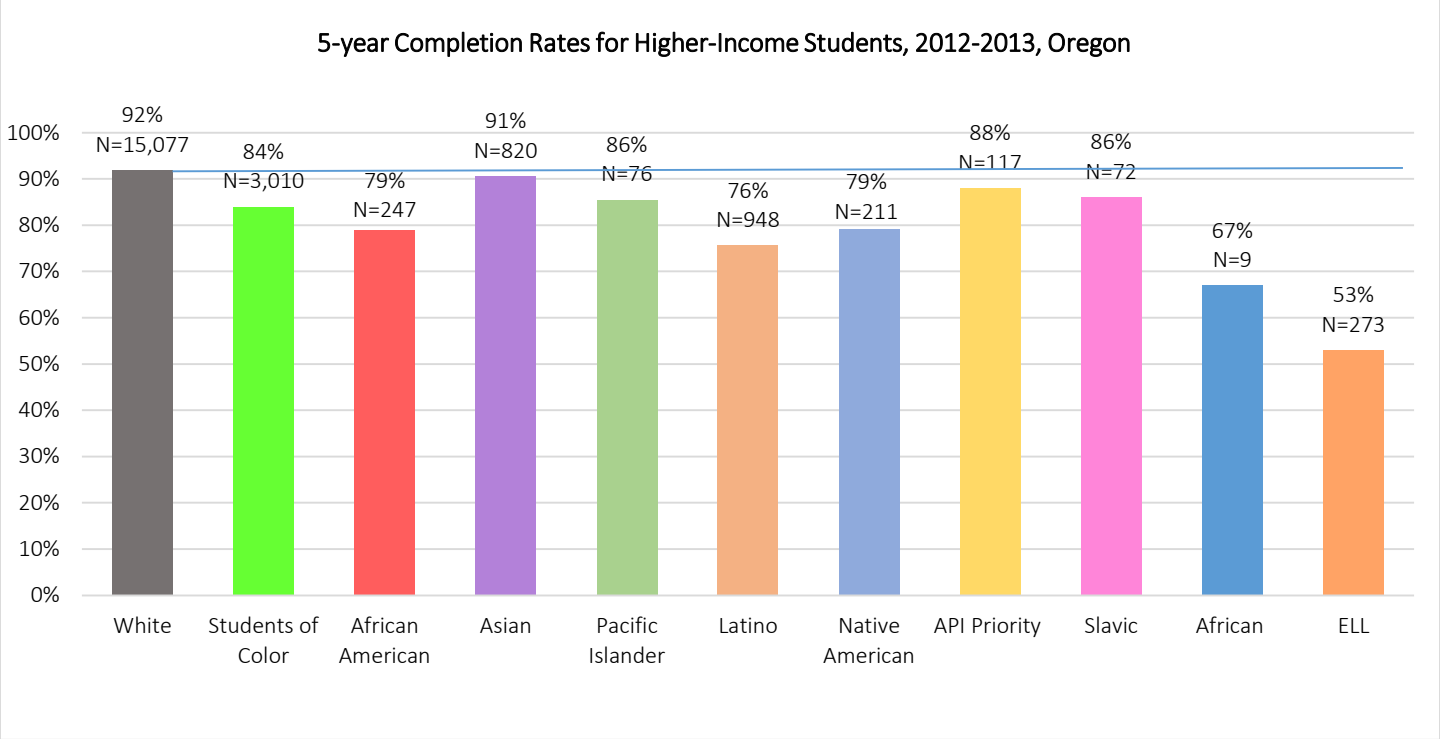
Just as with low-income students, higher income students in Oregon are more likely to graduate if they are White than if they are students of color. Wealthier students showed a wider range of 4-year graduation rates than did low-income students in 2012-13, with an extremely small number (N=7) of wealthier African Immigrant students showing 100% 4-year graduation rates. Wealthier ELL students averaged just over half that rate (52%). While the 100% graduation rate among wealthier African Immigrant students is impressive, this statistic is simultaneously disheartening: the low N value (N=7) indicates that among this cohort of African Immigrant students, all but seven were poor enough to qualify for free or reduced lunch.



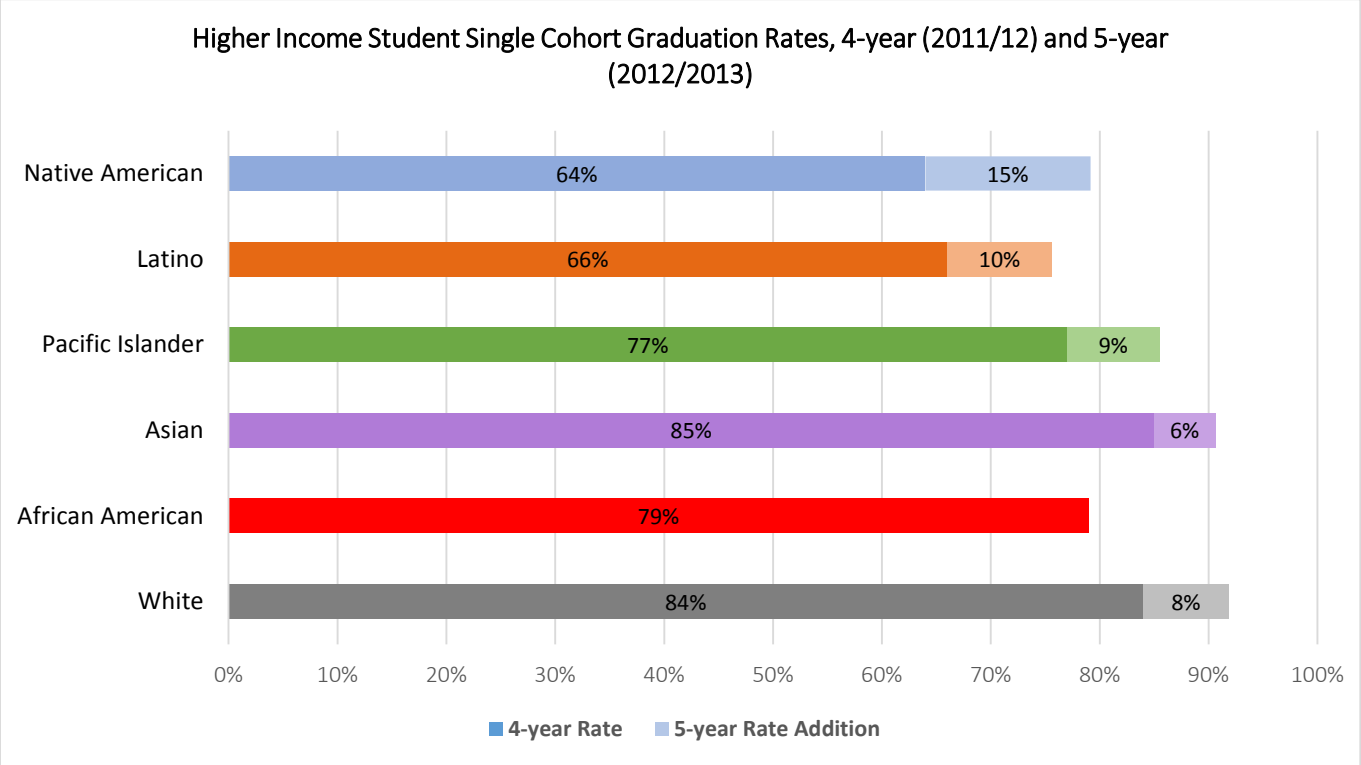
While the graduation rates for this group of higher-income students show more racial disparities than among their lower-income classmates, these disparities are closer to those seen in the second set of graduation data that we examined—the data that looked at a single cohort that began high school in 2008-2009. First, we will look just at the 5-year completion rates for this cohort.

5-Year Completion Rates

The overall 5-year completion rates for White students in 2012-13 are higher than rates among students of color overall; this holds for both poorer and wealthier students. Indeed, low-income White students' completion rates (78%) are about the same as rates among wealthier Native American/Alaska Native (79%), African American (79%), and Latino (76%) students. The protective factor of income was only enough to put these wealthier students of color on equal footing with low-income Whites. However, in comparison to 4-year graduation rates among students in the cohort that followed this one, the rates for 5-year completion are much higher among almost all groups, with rates among low-income students gaining significantly. These 5-year completion rates show much smaller racial as well as income disparities. Income disparities are virtually nonexistent among Latinos in particular (75% vs 76%). The rate among poorer ELL students (67%) actually exceeds the rate for wealthier ELL students (53%), which remained basically unchanged from 4-year rates. Wealthier African Immigrant students' 5-year completion rates (73%) also fall behind those of their low-income African Immigrant classmates (67%), although few such students exist (N=9).



When we again look at year-over-year improvements among a single cohort of students, significant gains are made among many students of color when provided a fifth year to finish high school. In these 4-year graduation data, wealthy White and Asian students again lead in the percent of students who graduate, while higher income African American, Pacific Islander, Latino and Native American students still graduate at lower rates than Whites.



Even among higher income students of color, a significant number of students complete high school when provided an additional year to do so, and students of color (except Asians) show higher gains in this fifth year than do White students. Native American students improve at nearly double the rate of White students in this fifth year. What is interesting is that African American students in this cohort did not see their graduation rates improve in the fifth year. This could be an anomaly from this specific cohort, or it could show a deeper issue among higher income Black students in particular. More research needs to be done to investigate this further.

Overall, when we look at higher income students in Oregon, White students outperform their peers of color on every measure that we examined: reading scores, math scores, and graduation rates. These findings reflect those from our analysis of low-income students as well. While income may play an important role in determining the likelihood of academic success for Oregon students, race remains a substantial factor for students at all income levels.

Analysis & Recommendations

Race remains a predictor of educational outcomes.
Our research set out to explore whether, as some argue, race is just a proxy for income when it comes to disparities in educational outcomes among Oregon K-12 students. We found that this is not the case. When we examine various indicators of student academic achievement disaggregated by race and income, we see that race remains a significant predictor of educational challenges for students of color, regardless of whether these students are lower- or higher-income. Indeed, many racial disparities are worse among low-income students. While income remains a protective factor for all student groups, even economically advantaged students of color (with the exception of students in the Asian community) are, on average, unable to gain the educational results attained by economically advantaged White students. In fact, many wealthier groups of students of color exhibit educational outcomes at or near the levels exhibited by low-income Whites: the advantages provided by increased income are only enough to put wealthier students of color on equal footing with low-income Whites.

The salience of race in these findings shows that students of color are getting an education that is subpar to White students. Left without significant investments in equity and without clearly demonstrated budgetary investments in place for how to address racial disparities for both income groups, families of color are left with narrowed prospects for their futures. Communities of color know, however, what their children and youth need, and an array of culturally specific organizations are working effectively to rectify the damages done in mainstream institutions, and to address the learning shortcomings that are currently in place. Accordingly, there are strong recommendations in this report for ensuring that culturally specific organizations are provided with expanded roles and funding to reach more students of color across the state to remedy this urgent situation.

We recommend:

- Expansion of culturally-specific support services integrated into educational systems, including culturally-specific parent and family engagement
- Increased recruitment and retention of teachers of color throughout the state
- Continued research into disproportionate use of discipline among students of color, and programs to remedy this disparity
- Research into the relationship between absenteeism and academic achievement among students of color in Oregon
- Increased community-based control and voice in educational policy-making and program implementation

Racial disparities in education begin in early childhood.
When we trace the size of racial disparities in literacy from kindergarten through high school, we find that all groups (with the exception of Asians) enter kindergarten with significant disparities in literacy, which indicates that students of color enter the educational system in Oregon with a disadvantage compared to White students. Indeed, preschool enrollment in Oregon overall lags behind the national average (41% vs. 47%, respectively) with only 44% of Native American children and 39% of Hispanic children enrolled vs. 51% of White children enrolled.[7] These disparities increase from kindergarten to elementary school for all groups except Latino students, and the disparities remain steady throughout middle and high school. The racial disparity in literacy between African American students and White students triples from kindergarten to elementary school. By high school, all groups of students of

color—including Asian students—exhibit literacy/reading achievement averages lower than those exhibited by White students.

We recommend:

- Expansion of affordable, accessible early childhood education programs for children of color, especially low-income children of color, with substantial budgets allocated for this investment
- Targeted evidence-based programs to remedy racial disparities from pre-K through elementary school
- Support for an integrated "cradle to career" educational system for all students

Graduation rates are poor, but 5-year completion rates begin to level the playing field.
Four-year graduation rates for lower income Whites and students of color in Oregon lag far behind the national average of 81%.[8] Rates for low-income African Americans (54%) fall even farther behind the national average, and Native American/Alaska Native students in Oregon graduate at barely over half (46%) the national average. These weak graduation rates translate into thousands fewer high school diplomas awarded to poor students of color in Oregon each year. If Oregon was able to raise these rates to match the national average of 81%, an additional 2,616 Latino students, 539 African American students, and 546 Native American/Alaska Native students in Oregon would have graduated in 2013. This has a significant economic impact on the state, as individuals who do not achieve a high school diploma are more likely than graduates to be unemployed, to receive public assistance, and to become incarcerated.

However, the differences between 4-year graduation and 5-year completion rates are particularly significant, as they suggest that students of color, especially low-income students of color, have a much higher likelihood of completing high school when given five instead of four years to finish. These findings indicate that there is no doubt that students of color have the intelligence and capacity to complete high school, but barriers are keeping students from completing as quickly as their peers.

We recommend:

- Continued research into potential barriers that delay high school completion among low-income students of color, including discipline rates, absenteeism, and the need to work outside of school
- Exploration of unconventional timelines for high school completion and reconsideration of the standard 4-year graduation timeline as well as "credit recovery" initiatives

Our findings underline the imperative that these and other initiatives are funded and implemented to ensure that the racial disparities among Oregon students does not continue to grow. Poverty remains a significant problem and predictor of educational outcomes; so too does race. These findings need to compel us towards ensuring a brighter future for all Oregon's students.

Appendices

Appendix A: Graduation Rates for Lower-Income Students, Selected Oregon Counties and Districts

Table 1. 4-Year Graduation Rates for Lower-Income Students, 2012-2013, Selected Oregon Counties and Districts: Percent of Cohort Graduated

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	60%	60%	54%	79%	60%	60%	46%	68%	69%	54%	49%
Clackamas	62%	63%	69%	84%	67%	57%	54%	92%	66%	*	51%
Klamath	56%	42%	*	*	*	40%	34%	*	*	*	*
Marion	66%	64%	54%	78%	*	64%	44%	*	78%	*	50%
Multnomah	64%	63%	57%	78%	*	58%	58%	58%	74%	*	52%
Washington	70%	69%	67%	86%	79%	66%	55%	84%	81%	*	53%
Beaverton SD 48J	64%	60%	67%	88%	*	52%	35%	88%	86%	*	48%
Centennial SD 28J	67%	52%	*	67%	*	46%	*	*	*	*	*
David Douglas SD 40	70%	68%	*	77%	*	66%	*	*	79%	*	56%
Gresham-Barlow SD 10J	60%	63%	*	77%	*	60%	*	*	*	*	*
Parkrose SD 3	45%	63%	*	71%	*	59%	*	*	*	*	60%
Portland SD 1J	53%	57%	50%	78%	*	57%	37%	*	72%	*	54%
Reynolds SD 7	51%	51%	*	*	*	44%	*	*	*	*	*
Salem-Keizer SD 24J	62%	63%	69%	79%	*	64%	40%	*	*	*	*

Table 2. 4-Year Graduation Rates for Lower-Income Students, 2012-2013, Selected Oregon Counties and Districts: Number of Cohort Graduated

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	17,122	11,734	1,078	955	207	7,473	718	228	444	122	3,016
Clackamas	1,589	847	45	76	15	537	39	25	132	*	311

Klamath	302	183	*	*	*	121	32	*	*	*	*
Marion	1,318	1,704	54	51	*	1,395	45	*	74	*	522
Multnomah	1,770	2,216	507	440	*	970	62	98	168	*	612
Washington	1,396	1,791	138	241	19	1,262	31	50	27	*	532
Beaverton SD 48J	601	779	78	140	*	461	17	41	21	*	284
Centennial SD 28J	179	183	*	46	*	90	*	*	*	*	*
David Douglas SD 40	297	397	*	122	*	152	*	*	73	*	151
Gresham-Barlow SD 10J	356	233	*	13	*	161	*	*	*	*	*
Parkrose SD 3	66	142	*	42	*	56	*	*	*	*	57
Portland SD 1J	835	1,247	432	187	*	423	54	*	29	*	235
Reynolds SD 7	252	331	*	*	*	213	*	*	*	*	*
Salem-Keizer SD 24J	820	1,161	32	43	*	912	30	*	*	*	*

Table 3. 5-Year Completion Rates for Lower-Income Students, 2012-2013, Selected Oregon Counties and Districts: Percent of Cohort Graduated

	White	**Students of Color**	**African American**	**Asian**	**Pacific Islander**	**Latino**	**Native American**	API Priority	**Slavic**	**African**	**ELL**
Statewide	78%	75%	70%	87%	76%	75%	66%	75%	77%	73%	67%
Clackamas	79%	74%	72%	93%	67%	70%	68%	73%	72%	*	63%
Klamath	87%	80%	*	*	*	81%	73%	*	*	*	*
Marion	82%	80%	68%	89%	*	81%	67%	*	82%	*	72%
Multnomah	80%	76%	74%	87%	77%	73%	67%	73%	86%	*	69%
Washington	83%	80%	78%	93%	74%	78%	64%	89%	90%	*	70%
Beaverton SD 48J	80%	74%	69%	95%	75%	67%	63%	93%	*	*	66%
Centennial SD 28J	77%	74%	*	88%	*	71%	*	*	*	*	*
David Douglas SD 40	79%	77%	*	88%	*	74%	*	*	81%	*	70%
Gresham-Barlow SD 10J	73%	68%	*	88%	*	61%	*	*	*	*	*

Parkrose SD 3	73%	69%	72%	*	*	*	*	*	*	*	*
Portland SD 1J	78%	73%	72%	82%	83%	72%	59%	76%	77%	*	67%
Reynolds SD 7	72%	66%	*	78%	*	66%	*	*	*	*	61%
Salem-Keizer SD 24J	81%	78%	68%	89%	*	78%	69%	*	*	*	66%

Table 4. 5-Year Completion Rates for Lower-Income Students, 2012-2013, Selected Oregon Counties and Districts: Number of Cohort Graduated

	White	**Students of Color**	**African American**	**Asian**	**Pacific Islander**	**Latino**	**Native American**	API Priority	**Slavic**	**African**	**ELL**
Statewide	16,910	11,406	1,070	927	219	7,190	718	257	438	91	3,269
Clackamas	1,550	730	32	68	15	487	28	15	119	*	321
Klamath	281	143	*	*	*	90	33	*	*	*	*
Marion	1,425	1,677	53	64	*	1,370	43	*	88	*	594
Multnomah	1,728	2,134	509	409	47	942	46	106	161	*	659
Washington	1,339	1,712	106	219	31	1,207	28	66	31	*	575
Beaverton SD 48J	586	768	62	136	20	445	16	43	*	*	302
Centennial SD 28J	143	179	*	49	*	79	*	*	*	*	*
David Douglas SD 40	306	375	*	85	*	160	*	*	73	*	169
Gresham-Barlow SD 10J	308	221	*	17	*	152	*	*	*	*	*
Parkrose SD 3	70	146	32	*	*	*	*	*	*	*	*
Portland SD 1J	879	1,281	454	199	41	424	51	54	31	*	259
Reynolds SD 7	291	367	*	54	*	229	*	*	*	*	123
Salem-Keizer SD 24J	905	1,134	31	57	*	887	29	*	*	*	341

Appendix B: Graduation Rates for Higher-Income Students, Selected Oregon Counties and Districts

Table 5. 4-Year Graduation Rates for Higher-Income Students, 2012-2013, Selected Oregon Counties and Districts: Percent of Cohort Graduated

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	85%	81%	74%	90%	74%	72%	76%	88%	71%	100%	52%
Clackamas	88%	85%	80%	92%	67%	81%	65%	91%	84%	*	59%
Klamath	71%	77%	*	*	*	73%	*	*	*	*	*
Marion	91%	84%	60%	88%	*	82%	100%	*	86%	*	33%
Multnomah	88%	85%	85%	96%	*	71%	100%	80%	93%	*	60%
Washington	93%	92%	92%	94%	90%	86%	83%	95%	79%	*	73%
Beaverton SD 48J	91%	94%	90%	96%	*	86%	89%	98%	78%	*	75%
Centennial SD 28J	79%	82%	*	95%	*	64%	*	*	*	*	*
David Douglas SD 40	79%	98%	*	100%	*	91%	*	*	83%	*	100%
Gresham-Barlow SD 10J	89%	77%	*	100%	*	61%	*	*	*	*	*
Parkrose SD 3	88%	52%	*	80%	*	17%	*	*	*	*	44%
Portland SD 1J	87%	76%	80%	88%	*	57%	89%	*	57%	*	20%
Reynolds SD 7	72%	67%	*	*	*	17%	*	*	*	*	*
Salem-Keizer SD 24J	91%	86%	63%	89%	*	84%	100%	*	*	*	*

Table 6. 4-Year Graduation Rates for Higher-Income Students, 2012-2013, Selected Oregon Counties and Districts: Number of Cohort Graduated

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	14,095	2,828	207	799	68	883	163	120	69	7	189
Clackamas	2,223	399	30	126	12	110	20	22	19	*	34
Klamath	154	30	*	*	*	11	*	*	*	*	*
Marion	1,147	237	10	32	*	110	12	*	7	*	6
Multnomah	1,788	440	54	134	*	126	14	10	14	*	30

Washington	2,479	661	49	319	10	134	18	65	14	*	44
Beaverton SD 48J	1,035	423	21	219	*	72	9	49	9	*	32
Centennial SD 28J	102	39	*	19	*	14	*	*	*	*	*
David Douglas SD 40	108	40	*	19	*	11	*	*	6	*	6
Gresham-Barlow SD 10J	355	62	*	8	*	23	*	*	*	*	*
Parkrose SD 3	32	27	*	10	*	12	*	*	*	*	9
Portland SD 1J	1,053	288	46	72	*	89	9	*	7	*	25
Reynolds SD 7	109	24	*	*	*	6	*	*	*	*	*
Salem-Keizer SD 24J	830	192	8	28	*	82	10	*	*	*	*

Table 7. 5-Year Completion Rates for Higher-Income Students, 2012-2013, Selected Oregon Counties and Districts: Percent of Cohort Graduated

	White	**Students of Color**	**African American**	**Asian**	**Pacific Islander**	**Latino**	**Native American**	API Priority	**Slavic**	**African**	**ELL**
Statewide	92%	84%	79%	91%	86%	76%	79%	88%	86%	67%	53%
Clackamas	92%	87%	72%	97%	100%	79%	80%	100%	78%	*	80%
Klamath	96%	86%	*	*	*	82%	88%	*	*	*	*
Marion	96%	87%	57%	92%	*	87%	81%	*	88%	*	50%
Multnomah	94%	88%	89%	93%	75%	83%	75%	90%	95%	*	50%
Washington	96%	94%	93%	96%	100%	92%	94%	97%	88%	*	81%
Beaverton SD 48J	95%	94%	95%	96%	100%	88%	86%	96%	*	*	84%
Centennial SD 28J	94%	89%	*	92%	*	91%	*	*	*	*	*
David Douglas SD 40	89%	83%	*	79%	*	89%	*	*	*	*	33%
Gresham-Barlow SD 10J	92%	80%	*	71%	*	74%	*	*	*	*	*
Parkrose SD 3	86%	85%	100%	*	*	*	*	*	*	*	*
Portland SD 1J	94%	75%	82%	77%	71%	57%	60%	42%	92%	*	19%

Reynolds SD 7	81%	81%	*	100%	*	63%	*	*	*	*	29%
Salem-Keizer SD 24J	96%	87%	43%	91%	*	89%	83%	*	*	*	50%

Table 8. 5-Year Completion Rates for Higher-Income Students, 2012-2013, Selected Oregon Counties and Districts: Number of Cohort Graduated

	White	**Students of Color**	**African American**	**Asian**	**Pacific Islander**	**Latino**	**Native American**	API Priority	**Slavic**	**African**	**ELL**
Statewide	15,077	3,010	247	820	76	948	211	117	72	9	273
Clackamas	2,461	412	29	121	7	137	15	19	23	*	50
Klamath	205	29	*	*	*	11	8	*	*	*	*
Marion	1,225	211	7	25	*	101	16	*	8	*	12
Multnomah	1,776	450	73	120	16	114	16	10	21	*	36
Washington	2,640	692	44	358	12	146	16	61	8	*	57
Beaverton SD 48J	1,131	458	20	251	7	91	7	50	*	*	43
Centennial SD 28J	112	38	*	12	*	11	*	*	*	*	*
David Douglas SD 40	107	35	*	14	*	9	*	*	*	*	6
Gresham-Barlow SD 10J	396	71	*	7	*	27	*	*	*	*	*
Parkrose SD 3	56	20	7	*	*	*	*	*	*	*	*
Portland SD 1J	972	315	66	81	7	89	10	12	12	*	63
Reynolds SD 7	139	37	*	14	*	8	*	*	*	*	7
Salem-Keizer SD 24J	829	183	7	23	*	84	12	*	*	*	10

Appendix C: Lower-Income Student Achievement in Math and Reading, Selected Oregon Counties and Districts

Table 9. Percent of Lower-Income Students Who Meet/Exceed Standard in Math OAKS Achievement, 2013-2014, Selected Oregon Counties and Districts

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	53%	43%	32%	66%	41%	42%	40%	41%	59%	29%	19%
Elementary School	56%	43%	34%	64%	41%	41%	43%	38%	56%	30%	23%
Middle School	53%	45%	33%	70%	45%	44%	39%	47%	64%	31%	9%
11th Grade	42%	35%	22%	51%	28%	35%	34%	28%	49%	18%	9%
Clackamas	56%	44%	32%	77%	49%	41%	49%	61%	61%	25%	18%
Elementary School	60%	46%	34%	79%	48%	42%	46%	62%	60%	*	23%
Middle School	55%	45%	31%	78%	*	41%	52%	*	65%	*	7%
11th Grade	43%	32%	29%	47%	*	30%	38%	*	41%	*	9%
Klamath	47%	39%	18%	62%	*	41%	37%	*	*	*	19%
Elementary School	51%	43%	6%	89%	*	46%	*	*	*	*	26%
Middle School	44%	38%	*	*	*	42%	30%	*	*	*	*
11th Grade	32%	21%	*	*	*	20%	*	*	*	*	*
Marion	58%	46%	33%	74%	43%	45%	48%	45%	63%	17%	21%
Elementary School	56%	40%	36%	66%	37%	39%	42%	36%	63%	*	24%
Middle School	61%	52%	*	80%	51%	51%	57%	*	*	*	11%
11th Grade	47%	45%	*	88%	29%	46%	37%	*	*	*	8%
Multnomah	53%	39%	30%	62%	34%	35%	33%	31%	56%	28%	15%
Elementary School	53%	38%	31%	58%	33%	33%	38%	26%	52%	28%	17%
Middle School	54%	42%	31%	68%	36%	39%	30%	38%	63%	*	10%
11th Grade	40%	30%	20%	45%	23%	30%	30%	24%	48%	*	13%
Washington	58%	44%	40%	70%	42%	41%	43%	53%	63%	37%	19%
Elementary School	62%	47%	42%	73%	44%	44%	48%	59%	64%	38%	25%
Middle School	56%	43%	43%	70%	41%	39%	40%	52%	*	*	6%
11th Grade	46%	32%	25%	55%	41%	30%	20%	30%	*	*	7%
Beaverton SD 48J	61%	49%	43%	71%	49%	46%	44%	62%	68%	44%	22%
Elementary School	64%	51%	44%	73%	48%	47%	46%	65%	*	*	29%

Middle School	61%	51%	47%	71%	51%	47%	*	64%	71%	47%	8%
11th Grade	47%	34%	22%	55%	33%	32%	*	33%	*	*	9%
Centennial SD Middle8J	52%	39%	19%	52%	*	38%	*	38%	55%	*	15%
Elementary School	46%	33%	11%	40%	*	34%	*	29%	*	*	17%
Middle School	57%	43%	*	59%	*	42%	*	*	65%	*	*
11th Grade	54%	50%	*	68%	*	41%	*	*	*	*	*
David Douglas SD 40	58%	48%	36%	66%	40%	46%	42%	29%	64%	*	19%
Elementary School	54%	44%	*	62%	*	40%	*	19%	55%	*	20%
Middle School	65%	58%	39%	77%	*	57%	*	*	76%	*	19%
11th Grade	40%	29%	*	29%	*	31%	*	*	57%	*	7%
Gresham-Barlow SD Elementary 0J	51%	36%	37%	44%	44%	33%	28%	31%	48%	*	9%
Elementary School	52%	32%	41%	43%	38%	29%	25%	27%	40%	*	9%
Middle School	49%	42%	37%	*	*	40%	*	*	55%	*	*
11th Grade	52%	33%	27%	*	*	30%	*	*	47%	*	*
Parkrose SD 3	42%	36%	22%	63%	*	30%	*	25%	49%	*	14%
Elementary School	52%	39%	*	59%	*	31%	*	*	*	*	20%
Middle School	34%	37%	17%	70%	*	*	*	31%	*	*	*
11th Grade	25%	15%	*	43%	*	*	*	*	*	*	*
Portland SD 1J	56%	41%	31%	65%	34%	37%	37%	35%	47%	25%	17%
Elementary School	59%	42%	32%	64%	36%	36%	43%	34%	52%	*	20%
Middle School	55%	43%	32%	69%	*	38%	31%	38%	*	*	10%
11th Grade	36%	30%	19%	51%	*	30%	33%	28%	*	*	17%
Reynolds SD 7	45%	30%	22%	49%	25%	28%	8%	25%	54%	19%	13%
Elementary School	45%	30%	24%	47%	26%	28%	*	26%	53%	*	15%
Middle School	48%	30%	*	55%	*	29%	6%	*	*	*	*
11th Grade	27%	26%	*	30%	*	28%	*	*	*	*	*

Salem-Keizer SD Middle4J	60%	50%	37%	75%	42%	49%	54%	44%	66%	17%	23%
Elementary School	55%	43%	32%	65%	35%	42%	45%	33%	56%	*	26%
Middle School	66%	58%	*	83%	*	57%	67%	*	*	*	*
11th Grade	57%	49%	*	88%	*	49%	31%	*	*	*	*

Table 10. Number of Lower-Income Students Who Meet/Exceed Standard in Math OAKS Achievement, 2013-2014, Selected Oregon Counties and Districts

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	74,521	72,704	5,043	4,199	1,474	51,572	3,038	1,301	2,308	746	17,223
Elementary School	34,331	33,971	2,217	1,896	702	24,317	1,326	617	1,076	325	12,455
Middle School	34,022	32,540	2,273	1,959	641	22,915	1,432	550	1,072	343	4,137
11th Grade	6,168	6,193	553	344	131	4,340	280	134	160	78	631
Clackamas	5,511	3,927	154	279	59	2,824	101	69	424	8	1,083
Elementary School	2,400	1,821	67	119	31	1,324	41	29	183	*	730
Middle School	2,663	1,788	70	143	*	1,269	52	*	214	*	321
11th Grade	448	318	17	17	*	231	8	*	27	*	32
Klamath	1,768	1,212	33	21	*	712	271	*	*	*	143
Elementary School	825	557	16	9	*	323	*	*	*	*	99
Middle School	806	544	*	*	*	313	122	*	*	*	*
11th Grade	137	111	*	*	*	76	*	*	*	*	*
Marion	7,190	12,659	231	234	399	10,975	178	218	470	30	3,939
Elementary School	3,414	5,995	105	104	182	5,217	69	107	217	*	3,005
Middle School	3,194	5,581	*	113	183	4,840	82	*	*	*	823
11th Grade	582	1,083	*	17	34	918	27	*	*	*	111
Multnomah	9,187	16,691	3,379	2,309	417	8,647	276	674	1,252	534	4,118
Elementary School	4,343	7,939	1,497	1,049	218	4,211	115	316	598	239	2,939
Middle School	4,126	7,329	1,542	1,063	164	3,725	134	276	565	*	993
11th Grade	718	1,423	340	197	35	711	27	82	89	*	186
Washington	5,871	12,105	544	816	275	9,533	131	260	102	169	3,403
Elementary School	2,713	5,637	220	355	131	4,490	64	121	50	69	2,416

Middle School	2,723	5,427	251	390	127	4,223	57	119	*	*	843
11th Grade	435	1,041	73	71	17	820	10	20	*	*	144
Beaverton SD 48J	2,606	5,302	340	530	113	3,848	45	173	69	108	1,550
Elementary School	1,193	2,472	130	232	50	1,845	24	81	*	*	1,076
Middle School	1,199	2,338	165	258	57	1,641	*	77	34	53	395
11th Grade	214	492	45	40	6	362	*	15	*	*	79
Centennial SD 28J	912	1,310	146	236	*	729	*	97	208	*	427
Elementary School	415	604	71	100	*	348	*	42	*	*	306
Middle School	427	594	*	111	*	322	*	*	99	*	*
11th Grade	70	112	*	25	*	59	*	*	*	*	*
David Douglas SD 40	1,555	2,686	531	574	57	1,238	36	168	475	*	712
Elementary School	726	1,242	*	259	*	579	*	78	229	*	518
Middle School	698	1,160	235	264	*	517	*	*	211	*	140
11th Grade	131	284	*	51	*	142	*	*	35	*	54
Gresham-Barlow SD 10J	1,525	1,826	134	72	25	1,364	39	35	133	*	503
Elementary School	670	856	54	35	13	647	16	15	53	*	366
Middle School	698	791	65	*	*	582	*	*	65	*	*
11th Grade	157	179	15	*	*	135	*	*	15	*	*
Parkrose SD 3	335	925	196	170	*	399	*	28	53	*	168
Elementary School	163	432	*	70	*	194	*	*	*	*	121
Middle School	152	409	87	86	*	*	*	16	*	*	*
11th Grade	20	84	*	14	*	*	*	*	*	*	*
Portland SD 1J	3,437	6,828	1,950	1,003	151	2,814	139	195	177	288	1,265
Elementary School	1,680	3,245	845	464	78	1,383	60	89	91	*	871
Middle School	1,524	3,022	906	459	*	1,220	61	81	*	*	324
11th Grade	233	561	199	80	*	211	18	25	*	*	70
Reynolds SD 7	1,247	3,078	419	250	91	2,081	24	151	206	52	1,037
Elementary School	608	1,545	203	120	53	1,050	*	82	101	*	754

Middle School	548	1,332	*	107	*	902	17	*	*	*	*
11th Grade	91	201	*	23	*	129	*	*	*	*	*
Salem-Keizer SD 24J	4,700	8,605	137	206	377	7,211	127	205	194	6	2,632
Elementary School	2,249	4,121	68	93	173	3,466	53	102	80	*	2,005
Middle School	2,105	3,790	*	96	*	3,165	61	*	*	*	*
11th Grade	346	694	*	17	*	580	13	*	*	*	*

Table 11. Percent of Lower-Income Students Who Meet/Exceed Standard in Reading OAKS Achievement, 2013-2014, Selected Oregon Counties and Districts

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	66%	50%	44%	65%	46%	47%	50%	42%	58%	34%	14%
Elementary School	67%	49%	47%	66%	46%	46%	51%	44%	55%	38%	18%
Middle School	64%	50%	43%	66%	47%	48%	47%	43%	61%	32%	3%
11th Grade	67%	52%	42%	56%	48%	51%	61%	35%	64%	27%	7%
Clackamas	65%	52%	46%	71%	49%	47%	66%	60%	59%	13%	13%
Elementary School	67%	52%	49%	75%	47%	46%	65%	57%	55%	*	18%
Middle School	62%	50%	42%	65%	*	45%	63%	53%	60%	*	3%
11th Grade	73%	61%	50%	79%	*	55%	89%	100%	76%	*	6%
Klamath	57%	49%	48%	70%	*	50%	44%	*	*	*	17%
Elementary School	58%	50%	40%	78%	*	54%	*	*	*	*	22%
Middle School	56%	48%	*	*	*	48%	40%	*	*	*	*
11th Grade	61%	41%	*	*	*	35%	*	*	*	*	*
Marion	67%	47%	49%	70%	39%	45%	61%	38%	64%	22%	15%
Elementary School	68%	43%	52%	64%	39%	41%	59%	39%	61%	*	19%
Middle School	66%	49%	*	75%	39%	47%	59%	*	*	*	2%
11th Grade	74%	58%	*	72%	33%	58%	76%	*	*	*	6%
Multnomah	64%	47%	41%	61%	43%	42%	48%	35%	54%	33%	11%
Elementary School	64%	46%	42%	61%	43%	40%	50%	36%	51%	37%	14%
Middle School	63%	48%	39%	64%	41%	45%	46%	37%	58%	*	2%
11th Grade	63%	46%	42%	48%	53%	44%	52%	23%	52%	*	7%
Washington	69%	50%	52%	69%	50%	46%	59%	56%	68%	41%	14%

Elementary School	71%	50%	57%	72%	47%	46%	61%	59%	63%	*	19%
Middle School	68%	49%	50%	69%	51%	46%	*	52%	72%	41%	2%
11th Grade	67%	48%	41%	57%	58%	47%	*	56%	67%	*	6%
Beaverton SD 48J	69%	51%	52%	70%	49%	45%	66%	59%	67%	45%	15%
Elementary School	71%	51%	55%	72%	43%	45%	64%	61%	*	*	20%
Middle School	68%	51%	52%	68%	52%	45%	*	55%	71%	43%	3%
11th Grade	70%	52%	42%	65%	56%	49%	*	70%	*	*	10%
Centennial SD Middle8J	57%	45%	35%	53%	*	44%	*	29%	50%	*	12%
Elementary School	52%	41%	34%	49%	*	40%	*	33%	*	*	16%
Middle School	60%	49%	*	55%	*	48%	*	*	59%	*	*
11th Grade	62%	52%	*	58%	*	51%	*	*	*	*	*
David Douglas SD 40	63%	53%	44%	63%	57%	51%	61%	35%	61%	*	14%
Elementary School	63%	52%	*	62%	*	48%	*	36%	59%	*	18%
Middle School	64%	56%	42%	69%	*	54%	*	*	64%	*	2%
11th Grade	56%	46%	*	36%	*	49%	*	*	58%	*	5%
Gresham-Barlow SD Elementary 0J	64%	45%	50%	60%	52%	42%	44%	41%	48%	*	8%
Elementary School	64%	42%	50%	74%	62%	37%	38%	53%	38%	*	10%
Middle School	64%	48%	49%	*	*	46%	*	*	60%	*	*
11th Grade	61%	47%	57%	*	*	44%	*	*	27%	*	*
Parkrose SD 3	59%	51%	40%	72%	*	43%	*	54%	42%	*	13%
Elementary School	64%	51%	*	*	*	42%	*	*	*	*	17%
Middle School	56%	52%	38%	74%	*	*	*	50%	*	*	*
11th Grade	22%	35%	*	*	*	*	*	*	*	*	*
Portland SD 1J	69%	49%	41%	62%	44%	44%	45%	41%	45%	31%	11%
Elementary School	71%	49%	43%	62%	41%	43%	50%	40%	44%	*	14%
Middle School	66%	48%	39%	65%	*	45%	40%	45%	46%	*	2%
11th Grade	71%	50%	41%	54%	*	49%	47%	30%	40%	*	9%

Reynolds SD 7	57%	37%	35%	50%	24%	35%	50%	25%	59%	27%	9%
Elementary School	56%	36%	37%	54%	22%	33%	*	27%	59%	*	12%
Middle School	58%	38%	*	50%	*	38%	47%	*	*	*	*
11th Grade	50%	32%	*	24%	*	27%	*	*	*	*	*
Salem-Keizer SD Middle4J	68%	49%	57%	70%	37%	47%	67%	37%	64%	*	17%
Elementary School	67%	45%	58%	65%	37%	43%	60%	38%	54%	*	21%
Middle School	68%	51%	*	76%	*	50%	69%	*	*	*	*
11th Grade	80%	61%	*	72%	*	61%	81%	*	*	*	*

Table 12. Number of Lower-Income Students Who Meet/Exceed Standard in Reading OAKS Achievement, 2013-2014, Selected Oregon Counties and Districts

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	73,644	71,728	4,996	4,185	1,459	50,746	2,997	1,283	2,293	732	16,813
Elementary School	34,344	33,850	2,232	1,862	695	24,211	1,322	600	1,071	328	12,237
Middle School	34,131	32,563	2,276	1,929	642	22,934	1,448	541	1,071	330	3,949
11th Grade	5,169	5,315	488	394	122	3,601	227	142	151	74	627
Clackamas	5,501	3,949	156	305	57	2,825	100	73	438	8	1,060
Elementary School	2,355	1,792	67	116	30	1,306	40	28	182	*	712
Middle School	2,655	1,782	69	142	*	1,268	51	36	215	*	316
11th Grade	491	375	20	47	*	251	9	9	41	*	32
Klamath	1,706	1,164	33	20	*	679	257	*	*	*	138
Elementary School	827	557	15	9	*	324	*	*	*	*	99
Middle School	812	549	*	*	*	312	125	*	*	*	*
11th Grade	67	58	*	*	*	43	*	*	*	*	*
Marion	7,098	12,397	229	230	391	10,732	176	216	465	32	3,827
Elementary School	3,378	5,909	111	102	181	5,128	69	106	215	*	2,928
Middle School	3,194	5,557	*	110	177	4,828	82	*	*	*	786
11th Grade	526	931	*	18	33	776	25	*	*	*	113
Multnomah	9,063	16,473	3,335	2,277	412	8,529	273	652	1,221	515	4,000
Elementary School	4,336	7,894	1,495	1,020	213	4,200	115	301	596	232	2,875

Middle School	4,125	7,310	1,544	1,041	165	3,722	135	271	561	*	935
11th Grade	602	1,269	296	216	34	607	23	80	64	*	190
Washington	5,855	12,091	551	819	282	9,488	130	267	108	172	3,368
Elementary School	2,739	5,720	230	362	132	4,542	64	123	52	*	2,423
Middle School	2,755	5,481	253	388	131	4,260	*	119	50	76	803
11th Grade	361	890	68	69	19	686	*	25	6	*	142
Beaverton SD 48J	2,646	5,403	347	535	121	3,911	47	180	73	114	1,553
Elementary School	1,228	2,579	142	239	51	1,920	25	83	*	*	1,107
Middle School	1,227	2,406	167	256	61	1,693	*	77	35	51	374
11th Grade	191	418	38	40	9	298	*	20	*	*	72
Centennial SD 28J	895	1,282	147	230	*	711	*	91	205	*	399
Elementary School	407	587	67	95	*	341	*	36	*	*	284
Middle School	427	598	*	111	*	323	*	*	99	*	*
11th Grade	61	97	*	24	*	47	*	*	*	*	*
David Douglas SD 40	1,516	2,633	521	563	56	1,214	36	158	460	*	691
Elementary School	726	1,237	*	253	*	581	*	72	228	*	510
Middle School	693	1,150	234	254	*	519	*	*	208	*	126
11th Grade	97	246	*	56	*	114	*	*	24	*	55
Gresham-Barlow SD 10J	1,500	1,808	133	73	25	1,351	39	34	129	*	493
Elementary School	668	853	54	35	13	645	16	15	53	*	362
Middle School	700	788	65	*	*	580	*	*	65	*	*
11th Grade	132	167	14	*	*	126	*	*	11	*	*
Parkrose SD 3	320	882	185	158	*	386	*	26	52	*	166
Elementary School	162	431	*	*	*	197	*	*	*	*	120
Middle School	149	408	86	86	*	*	*	16	*	*	*
11th Grade	9	43	*	*	*	*	*	*	*	*	*
Portland SD 1J	3,445	6,820	1,937	1,010	149	2,810	137	194	175	277	1,226
Elementary School	1,687	3,223	846	450	74	1,378	60	87	91	*	847

Middle School	1,527	3,024	910	452	*	1,220	62	80	74	*	305
11th Grade	231	573	181	108	*	212	15	27	10	*	74
Reynolds SD 7	1,219	3,011	409	238	93	2,036	24	149	200	51	1,018
Elementary School	605	1,548	206	118	55	1,048	*	82	100	*	749
Middle School	550	1,321	*	103	*	898	17	*	*	*	*
11th Grade	64	142	*	17	*	90	*	*	*	*	*
Salem-Keizer SD 24J	4,641	8,485	134	203	370	7,106	130	203	193	*	2,569
Elementary School	2,224	4,071	69	91	172	3,418	53	101	79	*	1,962
Middle School	2,104	3,777	*	94	*	3,163	61	*	*	*	*
11th Grade	313	637	*	18	*	525	16	*	*	*	*

Appendix D: Higher-Income Student Achievement in Math and Reading, Selected Oregon Counties and Districts

Table 13. Percent of Higher-Income Students Who Meet/Exceed Standard in Math OAKS Achievement, 2013-2014, Selected Oregon Counties and Districts

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	76%	72%	53%	87%	68%	62%	61%	81%	65%	50%	35%
Elementary School	79%	74%	53%	87%	71%	65%	64%	83%	66%	56%	38%
Middle School	77%	73%	57%	88%	71%	64%	62%	83%	69%	46%	30%
11th Grade	62%	53%	35%	75%	51%	45%	50%	59%	48%	45%	24%
Clackamas	77%	74%	57%	87%	66%	61%	64%	82%	61%	*	32%
Elementary School	80%	78%	65%	87%	67%	69%	69%	80%	64%	*	36%
Middle School	78%	74%	61%	88%	*	60%	67%	*	66%	*	25%
11th Grade	58%	48%	34%	65%	*	42%	47%	*	34%	*	25%
Klamath	72%	58%	50%	84%	*	54%	50%	*	*	*	20%
Elementary School	76%	64%	43%	93%	*	59%	*	*	*	*	25%
Middle School	70%	61%	*	*	*	56%	63%	*	*	*	*
11th Grade	58%	27%	*	*	*	29%	*	*	*	*	*
Marion	78%	69%	67%	83%	51%	65%	68%	85%	69%	43%	26%
Elementary School	77%	66%	50%	79%	21%	61%	65%	80%	64%	*	29%
Middle School	81%	75%	*	88%	75%	71%	70%	*	*	*	21%
11th Grade	66%	58%	*	79%	57%	56%	71%	*	*	*	14%
Multnomah	80%	70%	45%	81%	67%	61%	61%	57%	63%	38%	24%
Elementary School	81%	72%	47%	79%	68%	66%	69%	57%	64%	58%	29%
Middle School	80%	72%	50%	84%	69%	61%	60%	56%	64%	*	17%
11th Grade	65%	47%	23%	66%	56%	39%	40%	57%	59%	*	17%
Washington	82%	80%	63%	91%	68%	65%	75%	90%	75%	58%	48%
Elementary School	83%	82%	62%	92%	72%	69%	74%	90%	72%	50%	49%
Middle School	82%	81%	65%	91%	66%	66%	82%	92%	*	*	46%
11th Grade	68%	61%	56%	81%	60%	48%	50%	64%	*	*	30%
Beaverton SD 48J	86%	87%	64%	94%	86%	73%	84%	93%	80%	62%	63%
Elementary School	88%	89%	62%	95%	95%	75%	72%	93%	*	*	62%

Middle School	87%	88%	67%	95%	77%	77%	*	94%	88%	71%	66%
11th Grade	69%	67%	55%	86%	86%	49%	*	76%	*	*	60%
Centennial SD Middle8J	73%	73%	52%	71%	*	72%	*	65%	56%	*	22%
Elementary School	69%	65%	44%	62%	*	62%	*	71%	*	*	24%
Middle School	78%	78%	*	78%	*	78%	*	*	53%	*	*
11th Grade	71%	76%	*	75%	*	80%	*	*	*	*	*
David Douglas SD 40	73%	72%	50%	83%	88%	61%	57%	44%	59%	*	21%
Elementary School	70%	72%	*	82%	*	59%	*	33%	54%	*	28%
Middle School	81%	79%	53%	91%	*	69%	*	*	71%	*	11%
11th Grade	46%	36%	*	25%	*	33%	*	*	38%	*	0%
Gresham-Barlow SD Elementary 0J	67%	58%	28%	63%	83%	54%	52%	53%	59%	*	20%
Elementary School	67%	62%	50%	62%	67%	56%	60%	44%	73%	*	20%
Middle School	70%	60%	28%	*	*	59%	*	*	56%	*	*
11th Grade	59%	41%	0%	*	*	38%	*	*	50%	*	*
Parkrose SD 3	66%	56%	35%	70%	*	46%	*	22%	86%	*	17%
Elementary School	76%	65%	*	80%	*	56%	*	*	*	*	27%
Middle School	67%	56%	46%	69%	*	*	*	33%	*	*	*
11th Grade	37%	20%	*	33%	*	*	*	*	*	*	*
Portland SD 1J	86%	76%	50%	85%	76%	70%	76%	73%	74%	56%	37%
Elementary School	87%	79%	51%	84%	86%	75%	82%	74%	74%	*	38%
Middle School	86%	78%	57%	88%	*	71%	76%	73%	*	*	33%
11th Grade	75%	51%	28%	75%	*	40%	50%	71%	*	*	36%
Reynolds SD 7	58%	48%	25%	74%	37%	33%	35%	47%	61%	13%	19%
Elementary School	61%	51%	30%	69%	43%	43%	*	47%	60%	*	26%
Middle School	57%	48%	*	78%	*	28%	27%	*	*	*	*
11th Grade	37%	29%	*	73%	*	23%	*	*	*	*	*

Salem-Keizer SD Middle4J	80%	71%	69%	86%	48%	67%	75%	84%	80%	43%	27%
Elementary School	78%	66%	52%	81%	23%	61%	70%	79%	68%	*	29%
Middle School	85%	77%	*	90%	*	73%	77%	*	*	*	*
11th Grade	72%	64%	*	85%	*	61%	83%	*	*	*	*

Table 14. Number of Higher-Income Students Who Meet/Exceed Standard in Math OAKS Achievement, 2013-2014, Selected Oregon Counties and Districts

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	98,903	26,631	1,537	6,706	457	9,543	1,263	941	724	86	1,661
Elementary School	43,488	11,715	602	3,114	200	3,992	487	450	312	34	1,107
Middle School	46,621	12,330	711	3,171	202	4,399	614	421	332	41	447
11th Grade	8,794	2,586	224	421	55	1,152	162	70	80	11	107
Clackamas	14,434	3,463	144	917	56	1,210	109	125	235	*	280
Elementary School	6,362	1,478	49	413	21	498	26	59	86	*	171
Middle School	6,910	1,679	66	467	*	560	64	*	120	*	89
11th Grade	1,162	306	29	37	*	152	19	*	29	*	20
Klamath	1,247	234	14	25	*	99	40	*	*	*	10
Elementary School	555	106	7	15	*	44	*	*	*	*	8
Middle School	567	98	*	*	*	41	19	*	*	*	*
11th Grade	125	30	*	*	*	14	*	*	*	*	*
Marion	7,222	1,775	63	223	37	937	78	34	83	7	115
Elementary School	3,211	696	26	102	14	337	31	15	39	*	84
Middle School	3,317	863	*	107	16	469	40	*	*	*	24
11th Grade	694	216	*	14	7	131	7	*	*	*	7
Multnomah	14,417	5,132	533	1,411	91	1,557	129	162	244	34	352
Elementary School	6,866	2,352	217	624	47	688	54	63	118	12	221
Middle School	6,480	2,320	242	683	35	689	60	78	99	*	102
11th Grade	1,071	460	74	104	9	180	15	21	27	*	29
Washington	16,349	7,230	358	3,039	114	2,001	96	492	120	26	522
Elementary School	7,369	3,467	154	1,499	60	896	42	260	57	10	366
Middle School	7,789	3,256	161	1,381	44	912	44	207	*	*	136

11th Grade	1,191	507	43	159	10	193	10	25	*	*	20
Beaverton SD 48J	6,848	4,152	183	2,185	49	801	37	405	71	13	319
Elementary School	3,157	2,004	77	1,097	20	345	18	216	*	*	220
Middle School	3,231	1,884	86	987	22	375	*	172	40	7	89
11th Grade	460	264	20	101	7	81	*	17	*	*	10
Centennial SD 28J	580	305	23	129	*	94	*	17	34	*	41
Elementary School	235	121	9	53	*	34	*	7	*	*	29
Middle School	279	150	*	60	*	50	*	*	15	*	*
11th Grade	66	34	*	16	*	10	*	*	*	*	*
David Douglas SD 40	706	389	36	162	8	106	7	18	78	*	52
Elementary School	310	151	*	60	*	39	*	6	39	*	36
Middle School	333	202	19	90	*	55	*	*	31	*	9
11th Grade	63	36	*	12	*	12	*	*	8	*	7
Gresham-Barlow SD 10J	2,141	511	32	56	12	244	25	15	37	*	25
Elementary School	827	213	8	29	6	99	10	9	11	*	20
Middle School	987	215	18	*	*	98	*	*	16	*	*
11th Grade	327	83	6	*	*	47	*	*	10	*	*
Parkrose SD 3	194	172	26	81	*	37	*	9	7	*	18
Elementary School	82	66	*	30	*	18	*	*	*	*	11
Middle School	85	91	13	45	*	*	*	6	*	*	*
11th Grade	27	15	*	6	*	*	*	*	*	*	*
Portland SD 1J	9,311	3,041	347	786	37	815	70	56	53	9	104
Elementary School	4,734	1,495	144	377	21	393	33	23	31	*	63
Middle School	4,078	1,304	149	356	*	340	29	26	*	*	27
11th Grade	499	242	54	53	*	82	8	7	*	*	14
Reynolds SD 7	864	617	63	163	27	241	17	47	31	16	108
Elementary School	421	263	30	61	14	96	*	17	15	*	61
Middle School	378	306	*	91	*	119	11	*	*	*	*

11th Grade	65	48	*	11	*	26	*	*	*	*	*
Salem-Keizer SD 24J	4,778	1,397	54	194	33	696	56	32	46	7	93
Elementary School	2,098	539	21	85	13	249	20	14	25	*	69
Middle School	2,165	681	*	96	*	346	30	*	*	*	*
11th Grade	515	177	*	13	*	101	6	*	*	*	*

Table 15. Percent of Higher-Income Students Who Meet/Exceed Standard in Reading OAKS Achievement, 2013-2014, Selected Oregon Counties and Districts

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	76%	72%	53%	87%	68%	62%	61%	81%	65%	50%	35%
Elementary School	79%	74%	53%	87%	71%	65%	64%	83%	66%	56%	38%
Middle School	77%	73%	57%	88%	71%	64%	62%	83%	69%	46%	30%
11th Grade	62%	53%	35%	75%	51%	45%	50%	59%	48%	45%	24%
Clackamas	77%	74%	57%	87%	66%	61%	64%	82%	61%	*	32%
Elementary School	80%	78%	65%	87%	67%	69%	69%	80%	64%	*	36%
Middle School	78%	74%	61%	88%	*	60%	67%	*	66%	*	25%
11th Grade	58%	48%	34%	65%	*	42%	47%	*	34%	*	25%
Klamath	72%	58%	50%	84%	*	54%	50%	*	*	*	20%
Elementary School	76%	64%	43%	93%	*	59%	*	*	*	*	25%
Middle School	70%	61%	*	*	*	56%	63%	*	*	*	*
11th Grade	58%	27%	*	*	*	29%	*	*	*	*	*
Marion	78%	69%	67%	83%	51%	65%	68%	85%	69%	43%	26%
Elementary School	77%	66%	50%	79%	21%	61%	65%	80%	64%	*	29%
Middle School	81%	75%	*	88%	75%	71%	70%	*	*	*	21%
11th Grade	66%	58%	*	79%	57%	56%	71%	*	*	*	14%
Multnomah	80%	70%	45%	81%	67%	61%	61%	57%	63%	38%	24%
Elementary School	81%	72%	47%	79%	68%	66%	69%	57%	64%	58%	29%
Middle School	80%	72%	50%	84%	69%	61%	60%	56%	64%	*	17%
11th Grade	65%	47%	23%	66%	56%	39%	40%	57%	59%	*	17%
Washington	82%	80%	63%	91%	68%	65%	75%	90%	75%	58%	48%
Elementary School	83%	82%	62%	92%	72%	69%	74%	90%	72%	50%	49%

Middle School	82%	81%	65%	91%	66%	66%	82%	92%	*	*	46%
11th Grade	68%	61%	56%	81%	60%	48%	50%	64%	*	*	30%
Beaverton SD 48J	86%	87%	64%	94%	86%	73%	84%	93%	80%	62%	63%
Elementary School	88%	89%	62%	95%	95%	75%	72%	93%	*	*	62%
Middle School	87%	88%	67%	95%	77%	77%	*	94%	88%	71%	66%
11th Grade	69%	67%	55%	86%	86%	49%	*	76%	*	*	60%
Centennial SD Middle8J	73%	73%	52%	71%	*	72%	*	65%	56%	*	22%
Elementary School	69%	65%	44%	62%	*	62%	*	71%	*	*	24%
Middle School	78%	78%	*	78%	*	78%	*	*	53%	*	*
11th Grade	71%	76%	*	75%	*	80%	*	*	*	*	*
David Douglas SD 40	73%	72%	50%	83%	88%	61%	57%	44%	59%	*	21%
Elementary School	70%	72%	*	82%	*	59%	*	33%	54%	*	28%
Middle School	81%	79%	53%	91%	*	69%	*	*	71%	*	11%
11th Grade	46%	36%	*	25%	*	33%	*	*	38%	*	0%
Gresham-Barlow SD Elementary 0J	67%	58%	28%	63%	83%	54%	52%	53%	59%	*	20%
Elementary School	67%	62%	50%	62%	67%	56%	60%	44%	73%	*	20%
Middle School	70%	60%	28%	*	*	59%	*	*	56%	*	*
11th Grade	59%	41%	0%	*	*	38%	*	*	50%	*	*
Parkrose SD 3	66%	56%	35%	70%	*	46%	*	22%	86%	*	17%
Elementary School	76%	65%	*	80%	*	56%	*	*	*	*	27%
Middle School	67%	56%	46%	69%	*	*	*	33%	*	*	*
11th Grade	37%	20%	*	33%	*	*	*	*	*	*	*
Portland SD 1J	86%	76%	50%	85%	76%	70%	76%	73%	74%	56%	37%
Elementary School	87%	79%	51%	84%	86%	75%	82%	74%	74%	*	38%
Middle School	86%	78%	57%	88%	*	71%	76%	73%	*	*	33%
11th Grade	75%	51%	28%	75%	*	40%	50%	71%	*	*	36%
Reynolds SD 7	58%	48%	25%	74%	37%	33%	35%	47%	61%	13%	19%

Elementary School	61%	51%	30%	69%	43%	43%	*	47%	60%	*	26%
Middle School	57%	48%	*	78%	*	28%	27%	*	*	*	*
11th Grade	37%	29%	*	73%	*	23%	*	*	*	*	*
Salem-Keizer SD Middle4J	80%	71%	69%	86%	48%	67%	75%	84%	80%	43%	27%
Elementary School	78%	66%	52%	81%	23%	61%	70%	79%	68%	*	29%
Middle School	85%	77%	*	90%	*	73%	77%	*	*	*	*
11th Grade	72%	64%	*	85%	*	61%	83%	*	*	*	*

Table 16. Number of Higher-Income Students Who Meet/Exceed Standard in Reading OAKS Achievement, 2013-2014, Selected Oregon Counties and Districts

	White	Students of Color	African American	Asian	Pacific Islander	Latino	Native American	API Priority	Slavic	African	ELL
Statewide	98,903	26,631	1,537	6,706	457	9,543	1,263	941	724	86	1,661
Elementary School	43,488	11,715	602	3,114	200	3,992	487	450	312	34	1,107
Middle School	46,621	12,330	711	3,171	202	4,399	614	421	332	41	447
11th Grade	8,794	2,586	224	421	55	1,152	162	70	80	11	107
Clackamas	14,434	3,463	144	917	56	1,210	109	125	235	*	280
Elementary School	6,362	1,478	49	413	21	498	26	59	86	*	171
Middle School	6,910	1,679	66	467	*	560	64	*	120	*	89
11th Grade	1,162	306	29	37	*	152	19	*	29	*	20
Klamath	1,247	234	14	25	*	99	40	*	*	*	10
Elementary School	555	106	7	15	*	44	*	*	*	*	8
Middle School	567	98	*	*	*	41	19	*	*	*	*
11th Grade	125	30	*	*	*	14	*	*	*	*	*
Marion	7,222	1,775	63	223	37	937	78	34	83	7	115
Elementary School	3,211	696	26	102	14	337	31	15	39	*	84
Middle School	3,317	863	*	107	16	469	40	*	*	*	24
11th Grade	694	216	*	14	7	131	7	*	*	*	7
Multnomah	14,417	5,132	533	1,411	91	1,557	129	162	244	34	352
Elementary School	6,866	2,352	217	624	47	688	54	63	118	12	221
Middle School	6,480	2,320	242	683	35	689	60	78	99	*	102
11th Grade	1,071	460	74	104	9	180	15	21	27	*	29

Washington	16,349	7,230	358	3,039	114	2,001	96	492	120	26	522
Elementary School	7,369	3,467	154	1,499	60	896	42	260	57	10	366
Middle School	7,789	3,256	161	1,381	44	912	44	207	*	*	136
11th Grade	1,191	507	43	159	10	193	10	25	*	*	20
Beaverton SD 48J	6,848	4,152	183	2,185	49	801	37	405	71	13	319
Elementary School	3,157	2,004	77	1,097	20	345	18	216	*	*	220
Middle School	3,231	1,884	86	987	22	375	*	172	40	7	89
11th Grade	460	264	20	101	7	81	*	17	*	*	10
Centennial SD 28J	580	305	23	129	*	94	*	17	34	*	41
Elementary School	235	121	9	53	*	34	*	7	*	*	29
Middle School	279	150	*	60	*	50	*	*	15	*	*
11th Grade	66	34	*	16	*	10	*	*	*	*	*
David Douglas SD 40	706	389	36	162	8	106	7	18	78	*	52
Elementary School	310	151	*	60	*	39	*	6	39	*	36
Middle School	333	202	19	90	*	55	*	*	31	*	9
11th Grade	63	36	*	12	*	12	*	*	8	*	7
Gresham-Barlow SD 10J	2,141	511	32	56	12	244	25	15	37	*	25
Elementary School	827	213	8	29	6	99	10	9	11	*	20
Middle School	987	215	18	*	*	98	*	*	16	*	*
11th Grade	327	83	6	*	*	47	*	*	10	*	*
Parkrose SD 3	194	172	26	81	*	37	*	9	7	*	18
Elementary School	82	66	*	30	*	18	*	*	*	*	11
Middle School	85	91	13	45	*	*	*	6	*	*	*
11th Grade	27	15	*	6	*	*	*	*	*	*	*
Portland SD 1J	9,311	3,041	347	786	37	815	70	56	53	9	104
Elementary School	4,734	1,495	144	377	21	393	33	23	31	*	63
Middle School	4,078	1,304	149	356	*	340	29	26	*	*	27
11th Grade	499	242	54	53	*	82	8	7	*	*	14

Reynolds SD 7	864	617	63	163	27	241	17	47	31	16	108
Elementary School	421	263	30	61	14	96	*	17	15	*	61
Middle School	378	306	*	91	*	119	11	*	*	*	*
11th Grade	65	48	*	11	*	26	*	*	*	*	*
Salem-Keizer SD 24J	4,778	1,397	54	194	33	696	56	32	46	7	93
Elementary School	2,098	539	21	85	13	249	20	14	25	*	69
Middle School	2,165	681	*	96	*	346	30	*	*	*	*
11th Grade	515	177	*	13	*	101	6	*	*	*	*

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[4] The method for counting "graduates" in Oregon changed in 2013-2014 to include students who completed in four years but did not earn a diploma due to specific funding-related rules, rules which often allow high school students to begin taking college courses before they receive a diploma. This year the state also began counting modified diplomas in their count of regular graduates.

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