ucation &

èvelopment

- graduation rates
- school facilities
- knowledge-based economy
- multi-purpose community centers
- family-wage jobs
- mix of educational institutions
- recreational spaces
- training and skills

WHY IS THIS IMPORTANT?

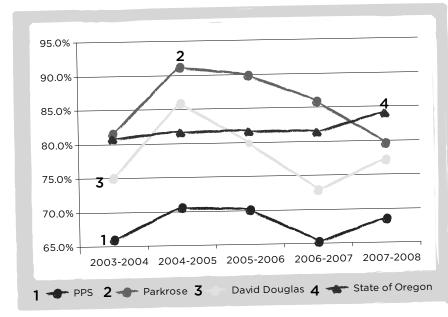
In an economy that is increasingly fueled by knowledge, opportunities for higher education or other specialized training are essential to respond to economic changes and attract family wage jobs to the city.

Portland is fortunate to have a strong mix of educational institutions at the community college, university, specialty and trade school levels.

How well students are prepared at an early age and in high school predicts the likelihood of finding satisfying, stable jobs that pay well.

Schools are often neighborhood anchors. School facilities provide space for community events, both in school buildings and yards and in adjacent city parks. While schools are not funded or operated by the City directly, ensuring that school facilities contribute to urban livability is an issue that can be addressed throughout the planning process.

High School Graduation for Portland School Districts and the State of Oregon, 2003-2008





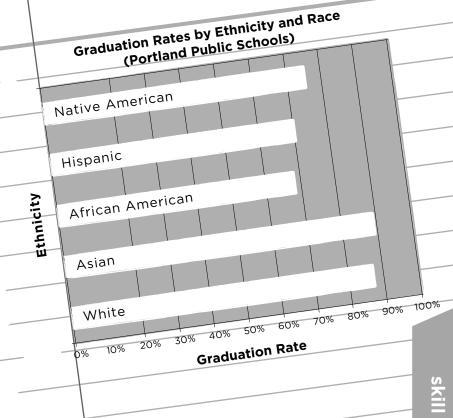
HOW ARE WE DOING?

High School Graduation Rate

High school graduation rates in the state and in most Portland high schools are improving. Graduation rates at Portland Public Schools improved by three percent between 2007 and 2008. However, we still have a long way to go to raise the graduation rate and make sure all students graduate on time.

Although the graduation rate at Portland Public Schools is on the rise, the graduation rate for African American, Native American and Hispanic students is still not equal to that of Asian American or white students. Schools, community members and local governments need to work together to close the educational achievement gap.

Closing the achievement gap needs to start early. Portland Public Schools recently set benchmarks for student achievement starting at the first grade. By the first grade, students should be ready to read and by the third grade, they should be reading to learn. By middle school, students should write well and understand algebra. By the end of high school, students should be ready for work and college.



NOV 12 DRAFT

of the local businesses in her neighborhood have closed; others are struggling. Melissa would like to go back to school and get trained in a new skill for a new job, but she doesn't know what to study because it's not clear what kind of jobs will be available. She's gotten a few shifts at a local fast food restaurant, but she worries about

not being able to make rent next

Melissa grew up in Northeast

Madison High School a few years

been struggling to find another

job in the tough economy. Some

Portland and graduated from

back. She recently was laid off from her job in a construc-

tion company office and has

month. http://www.pcc.edu/career/

Third Grade Achievement

By the end of third grade, students should exceed the benchmark on the state reading test and should be reading to learn.

Status: 42% of students exceed the benchmark.

Target: In 2009, the percentage of will increase by 5 points to 47%.

Source: Portland Public Schools. All data is for the 2008-2009 school year.

Middle School Achievement

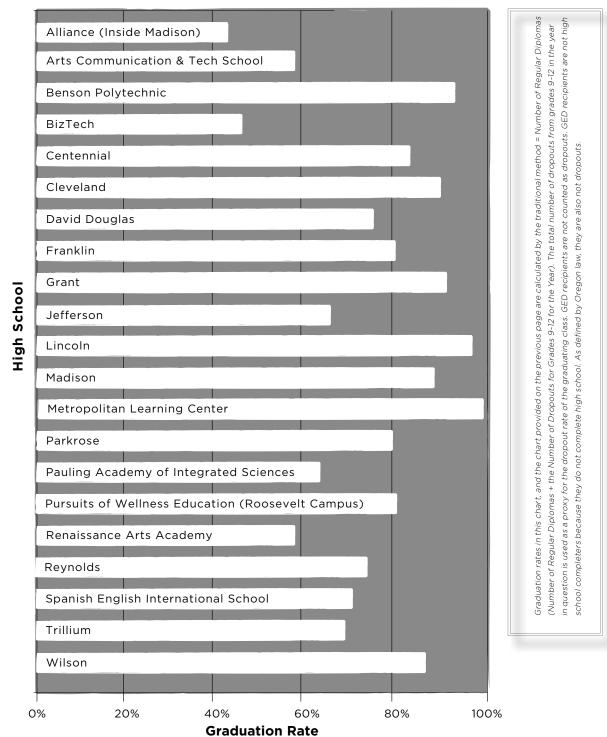
In the seventh grade, students should meet the benchmark on the state writing test.

Status: 55% of students meet benchmark.

Target: In 2009, the percentage of students meeting the seventh grade writing benchmark will increase by 5 points to 60%.

Source: Portland Public Schools. All data is for the 2008-2009 school year.

High School Graduation Rate (2007-08)



students exceeding the benchmark

How Educated is Our Workforce?

15% Graduate or professional degree

24% Bachelors degree

7% Associates degree

23% Some college, no degree

22% High school diploma or equivalency

10% Less than high school diploma (without basic education)

(Figures do not equal to 100% due to rounding) Source: American Community Survey, 2007

Thirty-nine percent of adult Portlanders (age 25 and above) have a bachelor's degree or above, compared to 33 percent of the Portland-Vancouver Metropolitan Statistical Areas (MSA) as a whole. Among the 50 largest MSAs in the country, Portland ranks 15th in the percentage of residents with a bachelors degree or higher.

Career Training Enrollment (at Portland Community College)

Career Tech

Read more...

Portland Plan Reports

Related Reports and Projects

Public Schools • Urban Form

tion Report to the Community

2007-08 2008-09 19,584 21,816

Continuing Education

2007-08 2008-09 12,255 12,828

Source: http://www.pcc.edu/ir/Factbook/2008-09/annual/ swrcwhd200809.pdf

Consider...

graduation rates?																																																	
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1 What can we do to improve

2	Should the City of Portland lead the
	charge with the State of Oregon on
	creating adequate funding for building
	new school facilities that serve multiple
	purposes in the local neighborhoods
	and community?

3	What can we do to strengthen the role
	of schools in the community?
	Should the City of Portland and local
	school districts partner more to provide
	community services at school facilities and
	educational opportunities at City facilities?

4 Should schools be a magnet for
neighborhood groups and individuals to
participate in activities in and around
the school?

5 As school districts upgrade aging buildings
what should the proritize? Ensuring warm
and dry buildings? Modernizing technology
and classrooms? Improving accessibility and
security? Improving energy efficiency?

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6 Looking forward 25 years, what new skills do you think you might need?

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Links to all listed reports and projects are provided at the end of this handbook

Cully-Concordia Community Assessment and Action Plan • East Portland Action Plan • Portland Schools Foundation's Ninth Grade Counts • Chalkboard Project's 2008-09 Educa-









