

# PCC Dual Credit

## 2024-2025 Annual Report



**Portland  
Community  
College®**

**Dual Credit Program**

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# 2024-2025 Dual Credit Annual Report

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## Introduction

The Portland Community College 2024-2025 Dual Credit Annual Report showcases the continued growth, reach and overall impact of our Dual Credit program across the Portland-metropolitan region. This year's report highlights the data from the 2024-2025 academic year. Since our last published annual report (2020-2021), the number of Dual Credit courses offered has steadily increased following the disruption of the COVID-19 Pandemic—reflecting the resilience of our partnerships with local high schools and our shared commitment to expanding college access for students.

Through Dual Credit, high school students can earn college credit at no cost while completing their regular high school coursework—saving money, building confidence, and getting a head start on their college goals. These experiences not only support student success and college readiness but also help strengthen the transition from high school to college. PCC partners with school districts and high school teachers directly to align curriculum, to uphold college standards, and to ensure that students experience the rigor and quality of college-level coursework.

The data shared in this report—including enrollment trends, participation by department, and tuition savings by district and school—reflect how Dual Credit contributes to both student achievement and PCC's overall enrollment growth. As more students experience the benefits of earning college credit early, they are more likely to continue their education at PCC and beyond. Together, these efforts advance our shared goal of increasing equitable access to higher education across our community.

This report represents the collaborative efforts of the PCC Dual Credit office, faculty, high school partners, and district leaders who work together to support student access and success. We are proud to share the progress made over the last year and remain committed to expanding meaningful college pathways for all students.

Kindly,

*Dual Credit*

# Dual Credit Benefits & Facts

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## Benefits to Students

- **Builds College-Ready Skills:** Helps students develop the academic skills and confidence needed for success in college-level coursework.
- **Saves Time and Money:** Students earn free college credit while in high school, reducing both the time and cost to complete a college degree after graduation.
- **Transferable Credits:** PCC credits transfer to all Oregon public universities and many other colleges and universities nationwide—how they apply to a student's academic goals, depends on the receiving institution.
- **Access to College Resources:** Dual Credit students have limited access to PCC support services, including the Library, Writing Center, and online Tutoring Services.
- **Stronger College Outcomes:** Dual Credit students are more likely to earn additional credits by their second year of college and are more likely to complete their degrees.

## Benefits to High Schools and PCC

- **Stronger Educational Partnerships:** Dual Credit fosters collaboration between PCC and high school educators to align curriculum, share teaching strategies, and enhance student learning.
- **Aligned Curriculum:** Coordinated efforts help reduce course redundancy and increase academic rigor between high school and college courses.
- **Boosts Postsecondary Success:** Students who participate in Dual Credit are more likely to continue their education after high school.

# Dual Credit by the Numbers

## 2024-2025

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- **52** Articulating High Schools
- **255** Articulating High School Faculty
- **50** New Articulating High School Faculty
- **38,057** PCC Credits Awarded
- **32** Lower Division Collegiate Program Areas
- **21** Career & Technical Program Areas
- **547** Active Articulation Agreements
- **6,421** Unduplicated Student Headcount
- **11,513** Duplicated Student Enrollment
- **525** Dual Credit CRNs Used
- **53** PCC Program Areas
- **65** PCC Faculty Liaisons
- **\$5.06 million dollars** in Tuition Savings by Students
- **1,077.9** FTE Generated from the State



### Class of 2025 Student Achievements

- **3,840** High School Seniors graduated with PCC Dual Credit
  - 2,545 students earned at least 1 PCC credit
  - 1,030 earned between 9-19 PCC credits
  - 265 earned more than 20 PCC credits

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### Definitions:

- **Duplicated Enrollment:** Students are counted for each course they enroll in—one student may be counted multiple times
- **Unduplicated Enrollment:** Each student is counted only once, regardless of how many dual credit courses they took
- **Tuition Savings:** Refers to the amount of money saved by calculating the number of credits multiplied by \$133 (cost per credit)

# Credits with a Purpose

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## Credits with a Purpose: Planning for the Future

Every college credit students earn now can shape their future. Taking Dual Credit courses with a clear goal helps students stay on track, avoid taking extra classes later, and make the most of their time and effort. Not all credits transfer the same way to every college, so planning ahead—based on their interests, career goals, or intended college—can save them time and money in the long run.

To support students in reaching their college and career goals, PCC focuses on offering courses that are directly aligned with various degree and certification requirements. This approach ensures that students earn meaningful credit that advances their educational pathways ([Credits with a Purpose](#)) rather than elective credit that may not transfer.

## Why Taking Credits with a Purpose Matters

Understanding the key differences between high school and college helps students make smarter choices about their future. College gives them more freedom, but it also expects more responsibility. Students have to manage their own time, stay motivated without reminders, and make decisions about their academic path. That's why taking college credits in high school—especially through dual credit—is a big opportunity, not just a checkbox.

Every credit students earn should move them closer to a goal: a degree, a certificate, a transfer plan, or a career you care about. Students are encouraged to ask themselves: Will this credit count toward the college or program I want? Does it help me explore what I'm interested in? Am I learning how to be successful in a college environment?

When students earn college credit with intention, they save time, save money, and build skills that will actually support their future—not just fill a transcript.



# PCC Dual Credit Options for High School Teachers

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PCC offers two distinct dual credit options for high school teachers seeking to provide college-level coursework to their students. The appropriate option is determined by whether the high school teacher meets the established [instructor qualifications](#) for a specific discipline.

## Standard Dual Credit

This option is for high school teachers who meet the required academic and professional qualifications to serve as a **PCC Dual Credit Faculty** member. These instructors are approved to deliver the course independently. Students who successfully complete the course will have the credit appear on both their college and high school transcripts.

## Sponsored Dual Credit

This pathway is designed for high school teachers who do not meet the full qualifications for Standard Dual Credit but are highly qualified in their discipline. In this model, the high school teacher works closely with a **PCC faculty member**, who serves as the instructor of record. This collaborative approach ensures the course maintains PCC's academic rigor and quality standards. As part of this option, teachers may be required to participate in **Professional Learning Committees (PLCs)** if mandated by their school district. Upon successful course completion, students receive credit that is transcribed at both the high school and college levels.

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Both **Standard** and **Sponsored Dual Credit** options at PCC are designed to align with Oregon's statewide dual credit standards and are overseen by the [Higher Education Coordinating Commission \(HECC\)](#) to ensure academic quality and rigor.

# Oregon Dual Credit Standards

## Standard Dual Credit

*Adopted by the Higher Education Coordinating Commission June 12, 2014  
Updated by the Oversight Committee for High School Based College Credit  
Partnerships May 16, 2019*



In Dual Credit courses, the high school teacher is qualified to act as a proxy faculty member for the college or university when teaching the course. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution. Through ORS 340.310, HECC was charged with developing the standards for Dual Credit and other high school-based college credit partnership programs.

Curriculum	
<b>Curriculum 1</b> (DC-C1)	College or university courses administered through a Dual Credit Program are cataloged courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions.
<b>Curriculum 2</b> (DC-C2)	College or university courses administered through a Dual Credit Program are recorded on the official academic record for students at the sponsoring college or university.
<b>Curriculum 3</b> (DC-C3)	College or university courses administered through a Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the college’s or university’s sponsoring academic departments.
Faculty	
<b>Faculty 1</b> (DC-F1)	Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.
<b>Faculty 2</b> (DC-F2)	The college or university provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before certifying the instructors to teach the college or university courses.
<b>Faculty 3</b> (DC-F3)	Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, access to essential academic resources, seminars, site visits, and ongoing communication with the college’s or university’s faculty and Dual Credit administrators. This interaction must occur before teaching the course and at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.

<b>Faculty 4</b> (DC-F4)	Dual Credit Program policies address instructor non-compliance with the college's or university's expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).
<b>Student</b>	
<b>Student 1</b> (DC-S1)	The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts.
<b>Student 2</b> (DC-S2)	Colleges or universities outline specific course requirements and prerequisites for students.
<b>Student 3</b> (DC-S3)	High school students are provided with a student guide that outlines students' rights and responsibilities as well as providing guidelines for the transfer of credit and credits with a purpose.
<b>Assessment</b>	
<b>Assessment 1</b> (DC-A1)	The college/university ensures Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
<b>Continuous Improvement</b>	
<b>Continuous Improvement 1</b> (DC-CI1)	The college or university conducts an end-of-term student course evaluation for courses offered through the Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

## Appendix: Key Terms

**Dual Credit**, as defined by the standards, refers to a course that is:

- a) Offered as part of the high school program,
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university,
- c) Sufficiently similar to the college/university course to enable the student to be described as "taking a course from the college or university". Dual credit students enroll in the college course and grading and transcription is consistent with those of like-courses at the college or university.
- d)

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This includes requiring the participating high school teacher to meet the qualifications to teach the course for the college/university.

For more information visit: [Accelerated Learning Policy and Pathways](#)

# Sponsored Dual Credit

*Adopted by the Higher Education Coordinating Commission June 9, 2016  
Updated by the Oversight Committee for High School Based College Credit  
Partnerships May 16, 2019*



In Sponsored Dual Credit courses, a high school teacher partners with a sponsoring faculty member at a college or university to offer the course. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution. Through ORS 340.310, HECC was charged with developing standards for these sponsored dual credit programs.

Curriculum	
<b>Curriculum 1</b> (SDC-C1)	College or university courses administered through a Sponsored Dual Credit Program are cataloged courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions and student learning outcomes.
<b>Curriculum 2</b> (SDC-C2)	College or university courses administered through a Sponsored Dual Credit Program are administered in a manner that is consistent with like courses at the sponsoring college or university and recorded similarly on the official academic record for the sponsoring college or university.
<b>Curriculum 3</b> (SDC-C3)	College or university courses administered through a Sponsored Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college or university department/program where the credit will be awarded.
<b>Curriculum 4</b> (SDC-C4)	The syllabi for college or university courses administered through a Sponsored Dual Credit Program are consistent with the syllabi from the sponsoring college or university and include clearly defined learning outcomes and student expectations. Syllabi are reviewed and approved by the academic faculty in the partnership from the sponsoring college or university department/program where the credit will be awarded.
<b>Curriculum 5</b> (SDC-C5)	Credits for college or university courses administered through a Sponsored Dual Credit Program are awarded based on documented student achievement consistent with the student learning outcomes and course content.
Faculty	
<b>Faculty 1</b> (SDC-F1)	High School teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with corresponding institutional policies, procedures and practices.
<b>Faculty 2</b> (SDC-F2)	The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria,

	course philosophy, and Sponsored Dual Credit administrative requirements before they begin to teach the college or university courses.
<b>Faculty 3</b> (SDC-F3)	<p>The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs before teaching the course and at least once a quarter/semester*.</p> <p>*College or university faculty partners may determine that more interactions are appropriate, based on the high school teacher's level of expertise, teaching experience, and experience working in Sponsored Dual Credit Programs. However, in all cases, the interaction must occur at least once a quarter/semester.</p>
<b>Faculty 4</b> (SDC-F4)	Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college's or university's expectations for courses offered through Sponsored Dual Credit Programs (for example, non-participation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit.
<b>Faculty 5</b> (SDC-F5)	Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications, and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships.
<b>Faculty 6</b> (SDC-F6)	The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before they begin to teach the college or university courses.
<b>Faculty 7</b> (SDC-F7)	High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded.
<b>Student</b>	
<b>Student 1</b> (SDC-S1)	The sponsoring college or university officially registers or admits Sponsored Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Sponsored Dual Credit Program on official sponsoring college or university transcripts. Registration, grading, and transcription procedures and timelines are reasonably consistent with those for other students taking the same courses from the sponsoring college or university.
<b>Student 2</b> (SDC-S2)	The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs.

<b>Student 3</b> (SDC-S3)	High school students in Sponsored Dual Credit Programs are provided with a student guide that outlines students' rights and responsibilities and provides guidelines for the transfer of credit and credits with a purpose.
<b>Assessment</b>	
<b>Assessment 1</b> (SDC-A1)	The college/university ensures Sponsored Dual Credit Program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.
<b>Continuous Improvement</b>	
<b>Continuous Improvement 1</b> (SDC-CI1)	The sponsoring college or university conducts an end-of-term student course evaluation for courses offered through a Sponsored Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

## Appendix: Key Terms

**Sponsored Dual Credit**, as defined by the standards, refers to a course that is:

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university.

While the proposed Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though the high school may not have teachers who meet the higher education institution’s qualifications for teaching the college or university courses.

For more information visit: [Accelerated Learning Policy and Pathways](#)

# The Last Five Years of Dual Credit

The chart below is a **five-year summary** of the overall student participation in the PCC Dual Credit program.

School Year	Articulating High School Dual Credit Faculty	Unduplicated Student Headcount	Total PCC Credits Earned	Tuition Savings
2020-2021*	206	4,230	26,851	\$3,302,673
2021-2022	214	5,006	33,561	\$4,128,003
2022-2023	211	4,790	30,325	\$3,881,600
2023-2024	239	5,540	35,628	\$4,738,524
<b>2024-2025</b>	<b>255</b>	<b>6,421</b>	<b>38,057</b>	<b>\$5,061,581</b>

\***NOTE:** Not all high school courses were able to be offered during the 2020-2021 school year due to the COVID-19 Pandemic. Due to campus closures, in-person instructional components were not able to be satisfied. As a result, there were a total of 68 Dual Credit courses that were not able to be offered during the 2020-2021 school year resulting in lower than average Dual Credit enrollment.

## Enrollment by PCC Department

PCC Department	Course CRNs Created	High School Dual Credit Faculty	Duplicated Student Enrollment	Total Credits Earned
American Sign Language (ASL)	4	1	35	140
Anthropology (ATH)	2	1	137	548
Architectural Design & Drafting (ARCH)	6	1	62	195
Art (ART)	4	4	48	192
Automotive Service Technology (AM)	6	4	57	228
Biology (BI)	22	10	922	3,829
<b>Biology (BI) Sponsored Dual Credit</b>	34	21	1,448	5,933
Bioscience Technology (BIT)	5	5	132	264
Building Construction Technology (BCT)	27	9	213	677
Business Administration (BA)	25	13	532	2,065
Chemistry (CH)	1	1	29	145
Civil and Construction Engineering Technology (CCET)	1	1	16	48
College Success and Career Guidance (CG)	59	27	2,006	1,136
Communication (COMM)	3	1	15	60
Computer Aided Design & Drafting (CADD)	13	7	162	507
Computer Information Systems (CIS)	2	2	3	12
Computer Science (CS)	11	6	64	256
Criminal Justice (CJA)	4	2	150	450
Early Childhood Education (ECE)	9	5	134	402
Economics (EC)	2	1	115	460
Education (ED)	7	6	71	213
Electronic Engineering Technology (EET)	2	1	30	75
English (ENG)	8	5	296	1,184
Environmental Science (ESR)	5	3	263	1,052
Exercise Science (FT)	2	2	34	128
Fire Protection (FP)	9	5	135	405
French (FR)	2	1	12	48
Geography (GEO)	3	3	23	92

PCC Department	Course CRNs Created	High School Dual Credit Faculty	Duplicated Student Enrollment	Total Credits Earned
General Science (GS)	1	1	31	124
Health Studies (HE)	8	6	233	434
History (HST)	14	4	1,067	4,268
Integrated Reading and Writing (IRW)	3	3	125	750
Japanese (JPN)	1	1	4	20
Journalism (J)	1	1	12	48
Landscape Technology (LAT)	2	1	8	30
Machine Manufacturing Technology (MCH)	6	3	38	120
Management and Supervisory Development (MSD)	9	4	120	298
Math (MTH)	44	27	1,294	5,220
<b>Math (MTH) Sponsored Dual Credit</b>	5	5	150	600
Medical Professions (MP)	14	13	176	602
Microelectronics Technology (MT)	6	3	56	91
Multimedia (MM)	6	4	32	119
Music and Sonic Arts (MUC)	1	1	1	1
Music (MUS)	22	6	77	99
Physics (PHY)	3	1	6	24
<b>Physics (PHY) Sponsored Dual Credit</b>	1	1	58	232
Political Science (PS)	2	1	64	256
Psychology (PSY)	2	1	227	692
Religion (R)	4	3	181	724
Spanish (SPA)	8	6	134	469
Statistics (STAT)	5	4	159	636
Theatre Arts (TA)	6	4	48	192
Welding (WLD)	17	5	76	219
Writing (WR)	24	16	1,114	4,456
<b>Writing (WR) Sponsored Dual Credit</b>	14	13	726	2,904

## Tuition Savings by School

High School	Unduplicated Student Enrollment	Total Credits Earned	Tuition Savings
Alliance High School	4	12	\$1,596
Aloha High School	96	464	\$61,712
Banks High School	14	50	\$6,650
Beaverton Academy of Science & Engineering (BASE)	33	227	\$30,191
Beaverton High School	169	990	\$131,670
Benson Polytechnic High School	70	360	\$47,880
Caldera High School	42	84	\$11,172
Canby High School	51	168	\$22,344
Central Catholic High School	204	2,076	\$276,108
Central Linn High School	5	15	\$1,995
Century High School	91	274	\$36,442
Cleveland High School	22	66	\$8,778
De La Salle North Catholic High School	23	164	\$21,812
Douglas High School	2	6	\$798
Forest Grove High School	244	1,647	\$219,051
Franklin High School	295	1,604	\$213,332
Glencoe High School	138	564	\$75,012
Grant High School	775	5,140	\$683,620
Helensview School	1	1	\$133
Hillsboro High School	53	170	\$22,610
Ida B. Wells High School	301	1,072	\$142,576
Jefferson High School	111	631	\$83,923
Jesuit High School	115	653	\$86,849
Lake Oswego High School	99	548	\$72,884
Lakeridge High School	311	3,072	\$408,576
Leodis V. McDaniel High School	224	1,104	\$146,832
Liberty High School	143	778	\$103,474
Lincoln High School	176	764	\$101,612
McMinnville High School	147	1,052	\$139,916
Merlo Community School	28	89	\$11,837
Metropolitan Learning Center (MLC)	14	38	\$5,054

High School	Unduplicated Student Enrollment	Total Credits Earned	Tuition Savings
Mountainside High School	12	55	\$7,315
Newberg High School	66	516	\$68,628
Portland YouthBuilders	5	15	\$1,995
Roosevelt High School	249	1,400	\$186,200
Scappoose High School	77	375	\$49,875
Sherwood High School	426	5,437	\$723,121
Southridge High School	79	271	\$36,043
St. Helens High School	23	108	\$14,364
Sunset High School	98	374	\$49,742
Tigard High School	330	2,817	\$374,661
Tualatin High School	80	344	\$45,752
West Linn High School	102	375	\$49,875
Westview High School	274	1,859	\$247,247
Wilsonville High School	16	48	\$6,384
Valley Catholic High School	76	304	\$40,432

# School District Articulation Summary

## Beaverton School District

High School	Unduplicated Student Enrollment	Total Credits Earned	Tuition Savings
Aloha High School	96	464	\$61,712
Beaverton Academy of Science and Engineering (BASE)	33	227	\$30,191
Beaverton High School	169	990	\$131,670
Merlo Community High School	28	89	\$11,837
Mountainside High School	12	55	\$7,315
Southridge High School	79	271	\$36,043
Sunset High School	98	374	\$49,742
Westview High School	274	1,859	\$247,247
BSD Health Options at Beaverton	118	732	\$97,356
BSD Auto Options at Aloha	18	200	\$26,600
Terra Nova Science & Sustainability	44	176	\$23,408
<b>TOTAL</b>	<b>969</b>	<b>5,437</b>	<b>\$723,121</b>

## Hillsboro School District

High School	Unduplicated Student Enrollment	Total Credits Earned	Tuition Savings
Century High School	91	274	\$36,442
Glencoe High School	138	564	\$75,012
Hillsboro High School	53	170	\$22,610
Liberty High School	143	778	\$103,474
<b>TOTAL</b>	<b>425</b>	<b>1,786</b>	<b>\$237,538</b>

### Lake Oswego School District

High School	Unduplicated Student Enrollment	Total Credits Earned	Tuition Savings
Lake Oswego High School	99	548	\$72,884
Lakeridge High School	311	3,072	\$408,576
<b>TOTAL</b>	<b>410</b>	<b>3,620</b>	<b>\$481,460</b>

### Portland Public Schools

High School	Unduplicated Student Enrollment	Total Credits Earned	Tuition Savings
Alliance High School	4	12	\$1,596
Benson Polytechnic High School	70	360	\$47,880
Cleveland High School	22	66	\$8,778
Franklin High School	295	1,604	\$213,332
Grant High School	775	5,140	\$683,620
Ida B. Wells High School	301	1,072	\$142,576
Jefferson High School	111	631	\$83,923
Leodis V. McDaniel High School	224	1,104	\$146,832
Lincoln High School	176	764	\$101,612
Metropolitan Learning Center	14	38	\$5,054
Roosevelt High School	249	1,400	\$186,200
<b>TOTAL</b>	<b>3230</b>	<b>12191</b>	<b>\$1,621,403</b>

### Tigard-Tualatin School District

High School	Unduplicated Student Enrollment	Total Credits Earned	Tuition Savings
Tigard High School	330	2817	\$374,661
Tualatin High School	80	344	\$45,752
<b>TOTAL</b>	<b>410</b>	<b>3,161</b>	<b>\$420,413</b>

