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Portland Public Schools Enrollment Forecast, 2006-2015, Based on October 2005 Enrollments

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**Portland Public Schools
Enrollment Forecast
2006-2015**

Based on October 2005 Enrollments

**Prepared by:
Population Research Center
College of Urban and Public Affairs
Portland State University**

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Based on October 2005 Enrollments

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TABLE OF CONTENTS

Executive Summary	1
Introduction	5
Overview of the Report.....	8
Demographic Trends Affecting PPS Enrollments.	10
Specific Demographic Assumptions for the Forecasts	18
District-Wide Enrollment Forecast.	20
High School Cluster Demographic and Enrollment Trends	26
Methods and Data Sources for Enrollment Forecasts	40
APPENDIX 1 Detailed Results for District-Wide Enrollment Forecasts.....	49
APPENDIX 2 Enrollment Forecasts for Individuals Schools.	53
APPENDIX 3 Residing Forecasts for High School Cluster Areas.	62
APPENDIX 4 Summary of Boundary and School Changes.....	65
APPENDIX 5 Map of Vacant Residential Taxlots.	67
APPENDIX 6 High School Drop-outs.....	68
APPENDIX 7 Data Sources.....	69

Portland Public Schools Enrollment Forecast: 2006-2015

EXECUTIVE SUMMARY

The Population Research Center has prepared district-wide and individual school enrollment forecasts for the Portland Public Schools (PPS) for the past 7 years. This year's forecast relies on October 2005 PPS enrollment figures. It considers several factors that are likely to affect the school district's enrollments between the October 2005 and 2015, including the future number of births, net migrants, and the proportion of school-age children and youth enrolled in the public schools. The forecasts do not take into account local factors such as changing school programs or future school reorganizations that may have a significant effect on an individual school's enrollment. It does consider PPS Board approved changes in attendance area boundaries and in schools' grade configuration that were resolved prior to March 31, 2006.

Forecasts were initially prepared for the District as a whole and for the students residing in the high school clusters and elementary school attendance areas. The students were then assigned to the schools they were predicted to attend yielding the enrollment forecasts for the individual schools in PPS. The school assignment was based on the current pattern of where the students live and the schools that they attend.

For the district-wide forecast, three scenarios of population and enrollment changes were developed to account for different demographic assumptions: a most-likely, or medium, growth scenario; a scenario for lower growth; and a higher growth scenario. The individual school forecasts are based on the most-likely growth scenario. All three growth scenarios for the PPS district-wide enrollment forecasts assume that current mortality, fertility, and capture rates will not change much during the next 10 years. Migration rates, a more difficult demographic factor to estimate than the other factors, are assumed to be a main factor affecting PPS enrollment changes. In each of the three scenarios, net migration in PPS from 2005 to 2015 is predicted to differ slightly.

Recent Demographic Trends

The school-age population in PPS has been increasing more slowly than the total population in recent years because there have been fewer births and school-age children leaving the PPS residential area have not been replaced at the same rate. The other main demographic trends are:

- The annual number of births decreased from about 6,500 in the early 1990s to about 5,500 in the late 1990s, and has fluctuated between 5,400 and 5,700 since 1998. More births occur in the Jefferson and Marshall High School Cluster areas than in other areas.
- Housing and Households. Since 2000, about 2,700 new housing units have been added within the PPS district boundary annually. The addition of multi-family units, such as apartments and condominiums, outnumbered the increase of single-family dwellings during this period. Recent new housing developments, including

rental and condominium units, have not attracted substantial numbers of families with children. Most of the housing growth during the 2000-2005 period occurred in Lincoln, Madison, and Marshall High School Cluster areas.

- Migration. In recent years there has been a decline in the numbers of students moving into the District, but the numbers moving out have been more constant. This has produced a greater net loss of students.
- PPS Capture Rates, and Private and Home School Enrollment. From available data, the numbers of children attending private or home school does not significantly affect PPS enrollments, nor do the small number of PPS students residing outside of the District influence PPS enrollment trends. It is estimated that the PPS capture rates have not changed much since 2000. About 84 out of 100 school age children residing in the District attend PPS schools. PPS students residing in Lincoln and Wilson High School Cluster areas are more likely attend their neighborhood school than those who live in other areas.

Recent Enrollment Trends

Beginning in 1997 PPS began to see decreases in total enrollment each year with the highest declines occurring during 2001-2004. The average annual decrease from 1997 to 2001 was about 600 students (-1.1 percent), and from 2001 to 2004, the annual enrollment decreased by an average of 1,600 students (-3.3 percent). In 2005, however, the magnitude of student decline was less severe with 700 fewer students than in 2004 (-1.5 percent).

Between 1998 and 2002, the greatest annual losses were at the elementary grade levels. In 2003 and 2005, however, the greatest decrease was experienced at the middle school level.*

In the past, the largest share of PPS students resided in Jefferson High School Cluster area. However, since 2003, Marshall High School Cluster area has been home to the largest number of PPS students. The smallest shares of PPS students reside in the Lincoln and Cleveland High School Cluster areas.

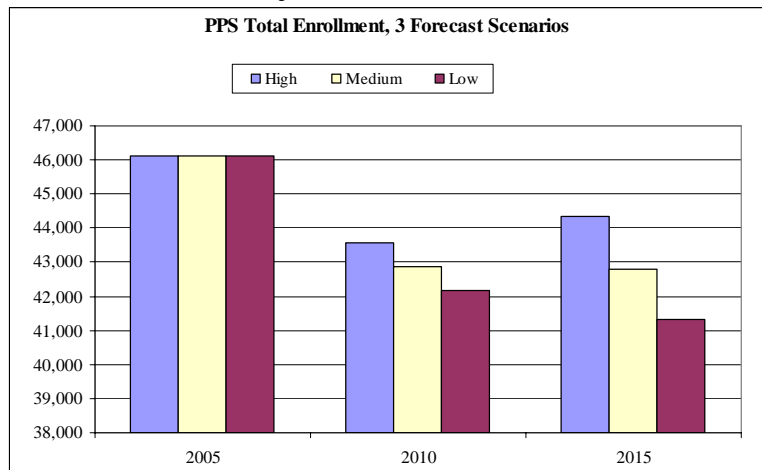
The number of students residing in PPS from 2000 to 2005 decreased in all High School Cluster areas except Lincoln and Marshall. The number of students residing in Lincoln High School Cluster area increased by 282. Marshall High School Cluster area also experienced an increase, but by only 13 students. Of the High School Cluster areas that lost students, Jefferson saw the greatest loss during the period. There were over 1,700 fewer students residing in Jefferson High School Cluster area in 2005 than in 2000. Students in the remaining High School Cluster areas decreased by between 275 and 675 students during the time period.

* Previously ungraded students were assigned to a grade in 2004 and despite a 1,200 decrease in total enrollment from 2003 to 2004, all grades levels except grades 3-5 showed an increase in 2004.

District-wide Forecast

The forecasts produced under the three different growth assumptions about recent trends each suggest that total enrollment will continue to decline before stabilizing in about 6 to 7 years. There are variations in the forecasts for the size of the declines and the timing at which enrollments might stabilize (see Figure 1).

Figure 1. Current and Projected Enrollment: Three Growth Scenarios



Under all three growth assumptions, enrollment in the elementary grade level is anticipated to stabilize in 2 to 4 years, and middle school enrollment will stabilize in about 6 years. The number of students in high school is anticipated to continue to decrease throughout the forecast period, and high school enrollment will account for most of the losses seen at the District-wide level. However, the size of the decreases will become smaller in the 2010 to 2015 period.

The three district-wide enrollment forecasts have the following results:

- **Medium Growth.** In the most-likely growth scenario, it is assumed that the economy will continue to recover moderately, net out-migration rates will decrease, and toward the end of the forecast period net migration rates will stabilize. Enrollments in PPS are forecast to continue to decrease during the 2005 to 2011 period, but a slight increase in enrollment is expected during 2011-2015. During the entire forecast period, however, there will be an overall decrease in PPS enrollment by 3,300 students, averaging about 330 students each year between October 2005 and 2015. These annual decreases will reduce total enrollments from 46,122 students in the 2005-06 school year to about 42,810 in the 2015-16 school year. This represents a decrease of about 7.2 percent in Portland Public Schools enrollments over the span of 10 years.
- **Low Growth.** The demographic trends of the past five years (2000 to 2005) are assumed to have more bearing on future enrollments in the low growth scenario. Although annual rates of decline have decreased from 2003 to 2005, the annual loss of students during the forecast period is greater in this scenario because the annual

rates of decline increased from 2000 to 2003. In this scenario, a slower recovery of the economy is implied and a net out-migration of families with children is continued. Under the low growth assumption, the decline in total enrollment from 2005 to 2015 is 10.4 percent, at an average annual rate of -1.1 percent. This decrease represents a loss of 4,785 students or an average loss of 478 students annually.

- High Growth. Under the high growth assumption, a stronger recovery of the economy leading to in-migration of families with children is anticipated. In this case, net out-migration rates will decrease at a faster pace than in the medium growth scenario. In the high growth scenario, 1,762 fewer students are predicted to be enrolled in PPS in 2015 than in 2005. This loss of students over the 10-year period represents a 3.8 percent decline, with an average annual rate of only about -0.4 percent. Total enrollment begins to increase in 2012 and enrollment in 2015 is about the same as in 2008.

High School Cluster Area Forecasts

Separate enrollment forecasts are available for each school and for PPS students residing in High School Cluster areas. Most High School Cluster areas will experience a decrease in the number of PPS students from 2005 to 2015. However, Marshall and Lincoln High School Cluster areas are expected to see very slight increases, and Roosevelt High School Cluster area's total enrollment will be the same in 2015 as in 2005. Overall, between 2005 and 2015:

- After an initial continued loss of students, Marshall, Jefferson, Madison, and Franklin High School Cluster areas are likely to experience increases in the number of PPS students toward the end the forecast period.
- Jefferson, Wilson, Madison, and Franklin High School Cluster areas are likely to witness modest enrollment decreases, with about 30 to 65 fewer K-12 students each year.
- Cleveland and Grant are likely to see moderate enrollment declines, with about 75 to 80 fewer K-12 students each year.

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INTRODUCTION

This is the seventh annual report prepared by the Population Research Center (PRC) forecasting future enrollments for the Portland Public Schools (PPS). Previous annual reports were based on past enrollments starting with October 1999 figures; this report relies on October 2005 PPS enrollments.

This report provides a district-wide enrollment forecast, enrollment forecasts for individual schools, and for PPS students residing in High School Cluster areas. It also includes demographic information for the PPS residential area. The report considers several factors that are likely to affect the school district's enrollments between October 2005 and 2015, including the future number of births, the number of people moving in and out of the PPS area (net migrants), and the proportion of school-age children enrolled in the public schools.

For the district-wide forecast, three scenarios of population, housing, and enrollment changes were developed to account for different probabilities of demographic events. Forecasted enrollments were developed for a most-likely, or medium, growth scenario, and for lower growth and higher growth situations.

The different growth assumptions about recent trends each suggest a forecast that there will be continuing decreases in PPS enrollment before stabilizing in about 6 to 7 years. There are variations in the forecasts for the size of the declines and the timing at which enrollments might stabilize. This year's forecasts for all 3 scenarios only differ slightly from the forecasts prepared last year.

Changes in enrollment in all grade levels - Kindergarten through 2nd, 3rd through 5th, 6th through 8th, and 9th through 12th - are expected to follow a similar pattern as the total enrollment. The magnitude of change and occurrence of change will vary, however. Enrollments in the lower grades will eventually rebound at a faster pace than enrollments in the higher grades. Enrollments in grades 6-8 will see modest increases by the end of the

forecast period. Enrollments in grades 9-12 will fluctuate throughout the period, and are expected to start to stabilize near the end of the period.

In the most-likely growth scenario, it is assumed that the local economy will continue to moderately recover after the downward trend experienced in recent years. The net immigration of families with children is predicted to increase somewhat. Additionally, rates at which public school enrollments have been decreasing will lessen and eventually stabilize.

If current trends continue, enrollments in PPS are forecasted to continue to decrease, but at a slower rate during the 2005 to 2011 period. A slight increase in enrollment is expected during 2011-2015. During the entire forecast period, however, there will be an overall decrease in public school enrollment averaging about 300 students each year between October 2005 and 2015. These annual decreases will reduce total enrollments from 46,122 students in the 2005-06 school year to about 42,810 in the 2015-16 school year. This represents a decrease of about 7 percent in Portland Public Schools enrollments over the span of 10 years.

A Note of Caution

Given the severity of recent PPS enrollment declines, several caveats should be kept in mind when interpreting the enrollment forecasts in this report.

First, the PPS enrollment projections represent a forecast derived from assumptions representing our best judgment of the possibilities for future conditions. It is not possible to judge at this time which of the assumptions or combinations of assumptions may best forecast future enrollments. The next three or four years will reveal better whether the modeled demographic trends are likely to occur. If different conditions arise, then it would be appropriate to revise the enrollment projections, taking into account new assumptions.

Second, enrollment forecasts become less certain over longer periods of time and variations in forecasts become larger in the long run. Most of the students who will enroll in Portland Public Schools next year are currently enrolled in schools this year. This helps to make a more accurate forecast in the short term. But, as years go by, the forecasted enrollments depend increasingly on assumptions about the numbers of school-age children and youth that move into and out of the school district and the number of births that occur in the district.

Finally, there is a temptation in interpreting forecasts to ask: "Which is the correct forecast?" Asking such a question implies that there is need to pick one forecast at present and then base future plans on it. The more appropriate use of this report is to consider that there is likely to be some variation around the most-likely forecast and that we will want to update them as conditions evolve. Instead of "picking and planning" right now for one outcome over the next ten years, we urge school officials and the public to "monitor and manage" the changing conditions that will affect future school enrollments. The most-likely enrollment forecast presented in this report can best serve as a guideline in this process of monitoring and managing.

OVERVIEW OF THE REPORT

This report presents the results of a study conducted by the Population Research Center (PRC) to address the long-range planning needs of the Portland Public Schools (PPS). This report considers recent demographic changes experienced in the District and provides annual district-wide enrollment forecasts by grade for the PPS from 2005 to 2015. Also included are enrollment forecasts for selected grade levels (K-2, 3-5, 6-8, and 9-12) for each year from 2005 to 2015 for PPS individual schools and for PPS students residing in High School Cluster areas.

Expected future enrollments that result from the most-likely population trends in the District are presented in this report along with two additional district-wide enrollment forecasts that are based on lower and higher growth scenarios. Each scenario is based on alternate future population growth assumptions predicted for the area in and around Portland Public Schools. The individual school forecasts are based on the most-likely growth scenario.

The report covers the following topics:

District Demographic Trends. A description of recent demographic trends and factors that influence population and enrollment changes in the District, including fertility, migration, and housing growth. Also included in this section is a description of some additional factors that influence enrollment changes – capture rates, and private and home schooling trends.

District Enrollment Trends. A brief description of historical and current enrollment patterns in the District.

Population Growth Assumptions. A description of the assumptions used in the low, medium, and high growth District forecasts.

The Most-Likely, and Low and High District Enrollment Forecasts (District-Wide Results). The results and analysis of the predicted enrollment changes.

Demographic and Enrollment Trends in High School Cluster Areas. A description of the significant population, housing, and enrollment trends that are specific to the individual geographic areas of the high school clusters.

Methods and Data Employed for District Forecast. A description of the population and enrollment model and data sources used for the district-wide forecast.

Methods and Data Employed for Individual School Forecasts. A description of the model and data used for these forecasts.

Several Appendices provide more detailed information, including:

Appendices 1 and 2. Detailed District-wide and individual school forecast tables; annual figures by grade level.

Appendix 3. Residing Forecasts for High School Cluster areas; forecast for students residing in individual High School Cluster areas and enrolled in PPS by grade level.

Appendix 4. A summary of PPS school and boundary changes that will take effect beginning in the 2006-07 school year.

Appendix 5. Map of vacant residential tax lots with PPS boundary.

Appendix 6. Detailed data sources.

DEMOGRAPHIC TRENDS AFFECTING PPS ENROLLMENTS

Population

The total population in PPS is estimated to be 448,200 in 2005 and assumed to have similar growth rates as Multnomah County and the City of Portland – about 1 percent per year since 2000. At this rate, about 4,500 persons are added annually to PPS’s residential area. The rate of increase of the school-age population in Multnomah County during recent years has typically been lower than the rate for the total population.

The number of children in all age groups residing in Multnomah County, except for those ages 15-17 years, increased from 2000 to 2005. Children ages 0-4 years increased at the fastest pace at an average annual rate of 2.0 percent, which is higher than the rate for the State and Clackamas County. Despite a decrease in the number of children ages 15-17 by an average of less than one percent annually, an average annual increase of 0.5 percent for children of all school ages combined was seen during the same time period. This rate is slightly higher than the State, but lower than Washington County.

In 2000, whites accounted for 76 percent of the District’s population. Blacks represented the largest share of the ethnic minority population residing in the District (approximately 7 percent of the total population). Hispanics and Asians each represented about 6 percent, and under one percent of the population was Native American. Persons of ‘other’ racial groups, or two or more races captured a 4 percent share.

According to the Census Bureau’s American Community Survey, the population of whites in both the City of Portland and Multnomah County has been decreasing in the last several years, while the ethnic minority population has been increasing. Since at least 1999, the Hispanic and Asian populations have been increasing in both areas, while the black population has been fluctuating in the City and increasing in other areas of the County. The Hispanic population is increasing at the fastest rate. The Asian population has been

increasing at a faster pace in the city than in the County, and the Native American population has remained stable in both areas.

Births and Fertility

Since 1998, there have been between 5,400 and 5,700 births in the District annually. This represents a decrease from the early and mid-1990s when the average number of District births was 6,500 per year. The total fertility rate in the District was about 1.75 in 2000, meaning that the average woman would bear 1.75 children by the end of her child-bearing years. This rate is considerably below the State average of about 2.0 children per woman. Age-specific fertility rates in the District are assumed to have remained stable since at least 2000, and there has been no significant change in the annual number of births recently. Any decreases in fertility by women postponing child-bearing or deciding not to have children, thus far, have been offset by increases in fertility of women in racial/ethnic groups associated with higher fertility moving into the District.

In 2003, the most recent year for which data are available, 68 percent of all births in the District were white, 13 percent were Hispanic, 9 percent were black, 9 percent were Asian/Pacific Islander, and 1 percent were Native American. Since 1998, the numbers of births to whites and blacks have decreased slightly, while the numbers of Hispanic and Asian births have increased. The number of Native American births has been stable.

Housing and Households

Since 2000, about 2,700 new housing units have been added within the PPS district boundary annually. The addition of multi-family units, such as apartments and condominiums, has outnumbered the increase of single-family dwellings during this period. Despite continued housing growth in the District, it appears that fewer families with school-age children are moving into the Portland area. Recent new housing developments, including rental and condominium units, have not attracted substantial numbers of families with children.

Most of the land area within the Portland Public Schools district boundary has been developed. Most new residential construction has been “in-fill” development as well as some conversions of commercial structures to residential housing. As of November 2005, the number of vacant developable* tax lots in PPS that are zoned as residential is approximately 7,400. This number represents about 5.0 percent of all developable tax lots that are zoned residential within the District boundary. The number of possible housing units that may be built on this land in the future will be larger than the number of tax lots as multi-family structures may be built on one taxlot (see map in Appendix 5 for location of vacant residential lots).

Portland’s average number of persons per housing unit is estimated to be 2.47 for single-family housing units (the lowest of all surrounding sizable cities in the metropolitan area) and 1.64 for multi-family units (the lowest after Lake Oswego and West Linn). Portland’s low average number of persons per housing unit is another indication of the presence of large numbers of households with few or no children.

Migration

In recent years there has been a decline in the numbers of families with school-age children moving into the District, but the numbers moving out have been more constant. While an overall increase in the numbers of families with children moving out has not been observed, the result is still a net loss of school-age children because the children who have been leaving the District are not being replaced by newcomers as they were in previous years.

Analysis of student enrollment data shows that the majority of students moving out of the District are white. The number of minority students (mostly Hispanic) that had been moving into the District to offset student losses in previous years has declined.

* Developable tax lots do not include tax lots that are located in the City of Portland’s environmental preservation or conservation zones, or those with a 25 percent (12 degrees) or steeper slope.

Additionally, there has been an increase in the number of minority students (mostly blacks) moving out of the district.

Most of the students transferring in and out of the District reside in rental housing. Due to the lack of permanency associated with apartments and other rental housing, in times when the economy is in recession and unemployment rates are especially higher in the city, more renters than home-owners seek better-value housing and jobs elsewhere.

For a more detailed description of the results from an analysis of the student enrollment data and an explanation of possible causes for the recent decline of PPS enrollments, please refer to the report entitled *Anatomy of the Losses in Portland Public Schools Enrollment* prepared by Richard Lycan for PPS, dated February 2004.

PPS Capture Rates, and Private and Home School Enrollment

The capture rate, which reflects the percentage of children who attend local public schools, was about .84 in PPS in 2000. It is estimated that the capture rates in 2005 have not changed much since 2000. This means that 84 out of 100 school age children residing in the District attend PPS schools. In 2000, the capture rate for grades 3-5 was the highest at .87, followed by grades 6-8 with a rate of .85. The capture rate for high schoolers is about .84. The lowest rate characterizes K-2 students at .82.

Enrollment data from the Oregon Department of Education for private schools in the Portland metropolitan area were evaluated to determine overall trends of private school attendance. The data suggest that the number of students attending private school in the Portland area has fluctuated in recent years and that growth rates of private school enrollment in the Portland area are not as high now as they were in the mid-1990s, when there were more increases in private school enrollments. No substantial changes were noted during the past year.

The annual rate of growth of students in home school has fluctuated historically, but a slight increase in the percentage of home school students was seen in recent years. The percentage of school-age children in home school in Multnomah County during the 2004-05 school year was 2.0 percent. This represents a slight decrease from the previous year, but an increase from 1998-2000 when the percentage was around 1.5 percent. The percentage of home-school students in Multnomah County has been lower than the percentage in the State.

Approximately 2,200 children were reported to be home schooled in Multnomah County in the 2004-05 school year. During the same period approximately 1,300 students residing in PPS are estimated to have been attending home school, which are about 300 students more than in 2000.

The number of students that reside outside of the District and attend PPS schools fluctuated between approximately 800 and 1,200 students during 1998 to 2005. In 2005, there were 1,063 out-of-district students attending PPS schools. About 40 percent of these students attended high school, 20 percent were enrolled in middle school, and 40 percent were in elementary school.

From available data, the numbers of children attending private or home school do not significantly impact changes in PPS enrollment, nor do the small number of PPS students residing outside of the District influence PPS enrollment trends. Additionally, an increase in the number of children attending private or home school, or a decrease in the number of PPS students residing outside the District, do not appear to correspond to a decrease in PPS enrollments.

PPS Enrollment Trends

In the 2005-06 school year, PPS included 54 elementary schools, 16 middle schools, 10 high schools, and a variety of special schools and programs. In the 2004-05 school year, 3 of the 10 high schools started to house multiple smaller high schools located within each of

the original high school campuses. In addition, many PPS schools offer community-based, special education, focus options, or alternative programs. Students enrolled in these programs are included in this study.

The configuration of the grade levels for most elementary schools in the 2005-06 school year is kindergarten to grade 5; however, eight elementary schools offer pre-kindergarten programs and nine include middle school grade levels. Middle schools consist of grades 6 to 8. High schools include grades 9 to 12. Changes in the grade configuration of some schools have occurred in the past academic year, and changes of this type are scheduled to occur in the near future in several more schools. Most of these changes involve elementary schools converting from K-5 to K-8.

Historically, about 2 to 3 percent of PPS students in special education programs were not assigned a grade level, or were ungraded. The number of ungraded students increased from at least 1998 to 2003. In the 2003-04 school year, ungraded students represented almost 4 percent of the PPS total enrollment, or 1,769 students. The highest percentage of ungraded students attended high school (44 percent), 31 percent attended middle school, and 25 percent were enrolled in elementary school. In the 2004-05 school year, a new assignment of grades occurred, and except for 4 students, all students were integrated and were assigned a grade level. In 2005, there was only one ungraded student.

During 1990 to 1996, PPS experienced enrollment increases during most years, adding an average of about 400 students annually. In 1997 PPS began to see decreases in total enrollment each year with the highest declines occurring during 2001-2004. The average annual decrease from 1997 to 2001 was about 600 students (-1.1 percent), and from 2001 to 2004, the annual enrollment decreased by an average of 1,600 students (-3.3 percent). In 2005, however, the magnitude of student decline was less severe with 700 fewer students than in 2004 (-1.5 percent).

Between 1998 and 2002, the greatest annual losses consistently were at the elementary grade levels. In 2003 and 2005, however, the greatest decrease was experienced at the middle school level.*

Table 1. PPS October Enrollments, 1997-2005

	1997	1998	1999	2000	2001	2002	2003	2004	2005
K	4,099	3,931	3,700	3,743	3,711	3,720	3,546	3,589	3,643
1	4,570	4,354	4,103	3,859	3,947	3,808	3,700	3,742	3,618
2	4,393	4,372	4,173	4,055	3,876	3,835	3,660	3,608	3,612
3	4,296	4,244	4,153	4,118	3,995	3,694	3,663	3,600	3,505
4	4,125	4,109	4,135	4,127	3,972	3,790	3,486	3,653	3,537
5	3,959	4,003	3,973	4,036	4,026	3,815	3,637	3,442	3,505
6	4,002	3,769	3,835	3,896	3,863	3,802	3,341	3,547	3,233
7	3,869	3,873	3,614	3,732	3,734	3,783	3,511	3,501	3,458
8	3,991	3,815	3,831	3,634	3,709	3,637	3,523	3,608	3,420
9	4,634	4,533	4,316	4,286	4,089	4,047	3,558	3,753	3,570
10	4,196	4,112	4,075	4,005	4,060	3,744	3,577	3,654	3,734
11	3,511	3,642	3,783	3,671	3,717	3,852	3,396	3,548	3,624
12	3,199	3,343	3,303	3,400	3,427	3,440	3,662	3,573	3,663
K-2	13,062	12,657	11,976	11,657	11,534	11,363	10,906	10,939	10,873
3-5	12,380	12,356	12,261	12,281	11,993	11,299	10,786	10,695	10,547
6-8	11,862	11,457	11,280	11,262	11,306	11,222	10,375	10,656	10,111
9-12	15,540	15,630	15,477	15,362	15,293	15,083	14,193	14,528	14,591
Ungraded	1,194	1,253	1,348	1,364	1,524	1,472	1,769	5	0
Total	54,038	53,353	52,342	51,926	51,650	50,439	48,029	46,823	46,122

The explanation for the overall enrollment declines which began in 1997 is detailed in a report prepared by the Population Research Center entitled *Changing Times, Changing Enrollments: How Recent Demographic Trends are Affecting Enrollments in Portland Public Schools*. Causes of the accelerated enrollment in 2002 and in 2003 are analyzed in

* Because the previously ungraded students were assigned to a grade in 2004 and despite a 1,200 decrease in total enrollment from 2003 to 2004, all grades levels except grades 3-5 experienced an increase in 2004.

the report entitled *Anatomy of the Losses of Portland Public Schools Enrollment* by Richard Lycan of the Population Research Center.

Enrollment by race/ethnicity

Based on 2005 enrollments, white students represent about 58 percent of the PPS enrollment. Enrollment of white students has decreased in recent years, while the number of ethnic minority students in PPS has increased. Ethnic minority students represent about 42 percent of the PPS enrollment and increased by 4 percentage points since 2000. The share that ethnic minorities represent of the total PPS enrollment is at least 10 percentage points higher than their share of the total population residing in the District. Based on 2005 enrollments, Blacks represent 16 percent of PPS enrollment, Hispanics, 13 percent, Asians, 11 percent, and Native Americans about 2 percent.

Of the ethnic minority groups, Hispanics and blacks experienced the greatest change during 2000 to 2005. Hispanic students increased by over 1,300 and black students decreased by over 1,300. The shares that Hispanics represent of total PPS enrollment increased, while the share that black students represent, decreased. Asian students decreased in number, but their share of PPS enrollment actually increased slightly. Native American students decreased slightly, in both number and share of enrollment.

Table 2. Race/Ethnicity of PPS Students

Race/Ethnicity	Enrollment		Change	Share of Enrollment	
	2000	2005	2000-2005	2000	2005
White	32,261	26,657	-5,833	62.1%	57.8%
Black	8,723	7,476	-1,311	16.8%	16.2%
Asian	4,956	4,881	-117	9.5%	10.6%
Native American	1,246	971	-283	2.4%	2.1%
Hispanic	4,740	6,136	1,343	9.1%	13.3%
Total	51,926	46,122	-5,804	100.0%	100.0%

SPECIFIC DEMOGRAPHIC ASSUMPTIONS FOR THE ENROLLMENT FORECASTS

The population of an area is determined by the number of births and deaths that occur in the same area, and number of people moving in or out (net migrants). The number of net migrants is influenced by factors such as job and housing availability, and the economy. An area's population characteristics determine public school enrollment. In addition, capture rates, or the rates at which local public schools attract school-age children residing within the District area, also influence public school enrollments.

Three growth scenarios (low, medium, and high) were developed for the district-wide enrollment forecasts. The different scenarios are based on predictions of demographic trends in the PPS area and how quickly the economy will recover after it receded in the early 2000s. Local and regional economists concur that the economic climate in the Portland metropolitan area will continue to improve, but the extent and pace of improvements is not certain.

All three growth scenarios assume that current mortality, fertility, and capture rates will not change much during the forecast period. Migration rates, a more difficult demographic factor to estimate than the other factors, are assumed to be a main factor affecting PPS enrollment changes. In each of the three scenarios, net migration in PPS during 2006 to 2015 is predicted to differ slightly.

The population growth assumptions in all three scenarios developed for this forecast indicate milder changes to future PPS enrollments than those experienced during 2001 to 2004. The demographic trends that led to decreasing enrollments have already begun to lessen in magnitude and the recent dramatic enrollment declines that have occurred in PPS are not anticipated to be repeated during the forecast period. The differences between the scenarios' assumptions represent varying magnitudes curbing the recent trends of high net out-migration of school-age children and large PPS enrollment declines.

The **medium growth scenario** assumes that the current economic situation will continue to moderately rebound as it has in the past year, and further reduce the downward net out-migration trends of families with children recently experienced by the District. Although decreases in total enrollment are still expected during the next several years, the annual loss of students will be closer to the loss experienced in 2005 and will not be as great as in previous years. Net out-migration rates will decrease, and toward the end of the forecast period net migration rates will stabilize and thereby stabilize total enrollment.

The demographic trends during 1997 to 2005 are assumed to have more bearing on future enrollments in the **low growth scenario**. In this scenario, a slower recovery of the economy is implied and a higher net out-migration of families with children than in the medium growth scenario is continued. But because the annual rates of decline during 1997-2001 and were not as pronounced as during 2001-2004, the high rates of the loss of students seen during the 2001-2004 are tempered and the change in annual enrollment is less dramatic from 2005 to 2015 than it was during 1999-2005.

Under the **high growth assumption**, the downward trends of recent years are assumed to rebound at a quicker pace than in the medium scenario, and a stronger recovery of the economy leading to higher in-migration of families with children is anticipated. In this case, smaller enrollment decreases are forecast for the District from 2005 to 2011. By 2012, in this scenario, increases in enrollment are seen.

DISTRICT-WIDE ENROLLMENT FORECAST

Under the assumptions for population growth considered for the district-wide forecasts for all 3 growth scenarios, decreases in PPS school enrollment will continue but enrollment will stabilize during the forecast period. The rate and timing at which enrollments will begin to recover and the magnitude of the recovery differ in each of the three forecast scenarios.

Under all three growth assumptions, enrollment in the elementary grades is anticipated to stabilize in 1 to 2 years, and middle school enrollment will rebound in about 6 to 7 years. Enrollment in the elementary level is forecasted to increase from 2005 to 2015, but decrease in the middle school grades. The number of students in high school is predicted to continue to decrease throughout the forecast period, and high school enrollment will account for most of the losses seen at the District-wide level. However, the size of high school decreases will become smaller in the 2010 to 2015 period than during 2005-2010.

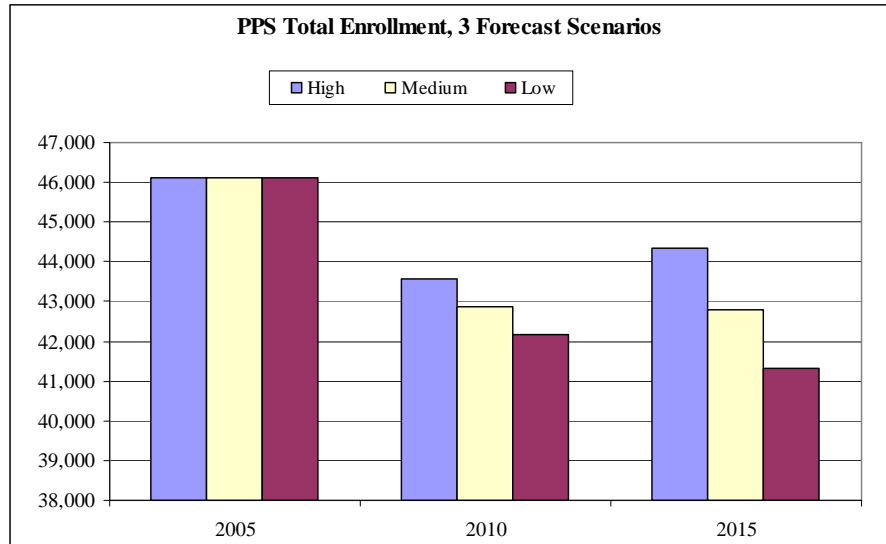
From 1997 to 2003, the greatest average losses were seen in the elementary grade levels. Because relatively small cohorts of these age groups are moving through the system and progressing through the grade levels over time, changes in high school enrollment will be restrained during the forecast period. The increases of younger students expected in the District will affect high school enrollment after the forecast period.

Results

The different growth assumptions about recent trends each suggest a forecast that there will be continuing decreases in school enrollments before stabilizing in about 6-7 years. There are variations in the forecasts for the size of the declines and the timing at which enrollments will begin to recover. The difference between the low, medium, and high assumptions is in the magnitude of curbing the recent trends of net out-migration and recovery of higher in-migration. The difference between the three growth scenarios become more pronounced after a few years. In the immediate two or three years, there are

relatively smaller differences between the three forecasts. By 2015, the differences are greater (see Figure 1).

Figure 1. Current and Projected Enrollment: Three Growth Scenarios



Tables 3, 4, and 5 below display the enrollment forecasts for summarized grade levels for each of the three scenarios. More detailed tables are located in Appendix 1. The enrollment forecast developed for each scenario is discussed below.

Medium Growth (most-likely) Scenario

In the most-likely growth scenario, enrollments in PPS are forecasted to continue to decrease during 2005-2011, but at slower rates as time progresses. A slight increase in enrollment is expected during 2012-2015, and in 2015 total enrollment will rebound to reach the enrollment level predicted for 2010. During the entire forecast period, however, there will be an overall decrease in public school enrollment averaging about 331 students each year between October 2005 and 2015. These annual decreases will reduce total enrollments from 46,122 students in the 2005-06 school year to about 42,810 in the 2015-16 school year. This represents a decrease of 7.2 percent in Portland Public Schools enrollments over the span of 10 years.

Enrollments in all grade levels continue to decrease in the immediate years. Stabilization and increase in enrollment are eventually seen at all grade levels except high school. The magnitude of enrollment increase will vary in the grade levels that do recover. Recovery time is faster for the lower grades than for higher grades.

Decreases in K-2 enrollments will be seen in the next couple of years. However, under the medium growth assumption, beginning in 2007, the lower elementary grades will see annual increases that will continue throughout the rest of the forecast period. Overall, from 2005 to 2015, enrollment in grades K-2 will increase by 7.0 percent, or by 708 students.

Enrollment in higher grade levels will take longer to stabilize. Grades 3-5 will begin to see slight increases starting in 2011 so that by 2015 there will be only 72 fewer students than in 2005. By 2012, enrollment in grades 6-8 is predicted to increase, but in 2015 there will be an overall loss of 932 students from 2005. High school enrollment will see the greatest declines – about 3,015 fewer students are expected to attend PPS high school in 2015 than in 2005.

Table 3. Medium Growth District Enrollment Forecast

Medium Growth Scenario	2005 (Actual)	2010	2015	2005-2015 Change		Average Annual Change	
				Number	Percent	Number	Percent
Elementary, K-2	10,873	11,049	11,581	708	6.5%	71	0.6%
Elementary, 3-5	10,547	10,095	10,475	-72	-0.7%	-7	-0.1%
Middle School, 6-8	10,111	9,036	9,179	-932	-9.2%	-93	-1.0%
High School, 9-12	14,591	12,671	11,576	-3,015	-20.7%	-302	-2.3%
Total	46,122	42,852	42,810	-3,312	-7.2%	-331	-0.7%

Low Growth Scenario

Under the low growth assumption, the decline in total enrollment from 2005 to 2015 is 10.4 percent. This decrease represents a loss of 4,785 students, or an average loss of 478 students annually. Average yearly decreases in total enrollment are forecasted to be quite minor during 2012-2015, however.

Enrollment in grades K-2 is expected to increase slightly during the forecast period with 300 additional students in 2015 than in 2005. Enrollments in all other grades are predicted to undergo an overall decrease during the forecast period. There will be 444 fewer students in grades 3-5 at the end of the period than in 2005, which represents a change of about 4 percent. Grades 6-8 will see more dramatic losses with 1,252 fewer students (-12.4 percent) by 2015. Even greater declines are expected at the high school level with a decrease of 23.2 percent, or 3,388 fewer high school students in 2015 than in 2005.

Table 4. Low Growth District Enrollment Forecast

Low Growth Scenario	2005 (Actual)	2010	2015	2005-2015 Change		Average Annual Change	
				Number	Percent	Number	Percent
Elementary, K-2	10,873	10,861	11,173	300	2.8%	30	0.3%
Elementary, 3-5	10,547	9,924	10,103	-444	-4.2%	-44	-0.4%
Middle School, 6-8	10,111	8,882	8,859	-1,252	-12.4%	-125	-1.3%
High School, 9-12	14,591	12,498	11,203	-3,388	-23.2%	-339	-2.6%
Total	46,122	42,165	41,337	-4,785	-10.4%	-478	-1.1%

High Growth Scenario

In the high growth scenario, 1,762 fewer students are predicted to be enrolled in PPS in 2015 than in 2005. This loss of students over the 10-year period represents a 3.8 percent decline. Total enrollment begins to increase in 2012 as in the medium growth scenario, but the amount of increase is expected to be greater under this scenario. Total enrollment in 2015 is predicted to be higher than in 2008 in the higher growth forecast.

Over 1,100 additional students are expected to attend PPS in grades K-2 in 2015 than in 2005. More students in grades 3-5 are also anticipated to be enrolled in PPS by the end of the forecast period, but only 319 more students in grades 3-5 are predicted to attend PPS elementary schools in 2015. Overall decreases for middle school and high school of 594 and 2,624 respectively, are foreseen from 2005 to 2015 under the high growth scenario.

Table 5. High Growth District Enrollment Forecast

High Growth Scenario	2005 (Actual)	2010	2015	2005-2015 Change		Average Annual Change	
				Number	Percent	Number	Percent
Elementary, K-2	10,873	11,243	12,009	1,136	10.5%	114	1.0%
Elementary, 3-5	10,547	10,272	10,866	319	3.0%	32	0.3%
Middle School, 6-8	10,111	9,195	9,517	-594	-5.9%	-59	-0.6%
High School, 9-12	14,591	12,850	11,967	-2,624	-18.0%	-262	-2.0%
Total	46,122	43,561	44,360	-1,762	-3.8%	-176	-0.4%

HIGH SCHOOL CLUSTER AREA DEMOGRAPHIC AND ENROLLMENT TRENDS

Boundary changes adopted for the 2006-07 school year and beyond occurred in 3 different regions of the District and affected 7 elementary school attendance areas (ESAA) and future enrollments. No middle school or high school attendance area boundaries were affected. Historical and current student enrollment data were compiled in this study to represent the new ESAA boundaries. Previous enrollment forecasts were based on data compiled for earlier and different attendance area boundaries.

Another change affecting future enrollments in PPS beginning in 2006-07 is in the configuration of grades that some schools offer. Four of eight elementary schools in the Jefferson High School Cluster (HSCL) will convert from grades K-5 or K-6 to grades K-8, and one middle school (also in Jefferson HSCL) will offer grades K-8 instead of grades 6-8, converting from a neighborhood school to an Option school. In addition, another middle school will begin offering grades 7-12 to girls and a program at Jefferson High School will offer grades 7-12 to boys. These changes are scheduled to take place beginning in fall of 2006 and the conversion process will continue over the course of 2-3 years. For a summary of the changes that will take place starting in school-year 2006-07, see Appendix 4 at the end of this document.

Different growth patterns occur in different parts of the District. Each of the nine high school clusters (HSCL) was examined for any significant demographic characteristics or changes in population or housing growth that might influence individual school forecasts. Factors that were analyzed are births, racial/ethnic composition, building activity (including the amount of available buildable vacant land that is zoned residential and future planned developments), school enrollment trends, and drop-out rates. It should be noted that enrollment trends of individual elementary school attendance areas may sometimes differ from the demographic trends of the surrounding HSCL area.

Population

In 2000, the Lincoln HSCL area captured the largest share of the District's total population, followed by Jefferson and Cleveland, while Roosevelt, Grant and Madison had the smallest shares. Of the school-age population, however, most children resided in Jefferson and Marshall HSCLs, and the fewest lived in Lincoln and Grant. HSCLs with a higher share of the District's total population than school-age population indicate that there is a larger share of persons without children than in other HSCLs.

Table 6. HSCL Share of PPS Population

High School Cluster Area	Proportion of District Population in 2000	Proportion of Population, Ages 5-19 in 2000
Cleveland HSCL	13.0%	10.5%
Franklin HSCL	11.1%	9.8%
Grant HSCL	9.4%	9.7%
Jefferson HSCL	12.8%	15.0%
Lincoln HSCL	13.8%	8.8%
Madison HSCL	10.0%	11.5%
Marshall HSCL	10.2%	12.4%
Roosevelt HSCL	7.7%	10.7%
Wilson HSCL	11.9%	11.5%

Source: US Census 2000

Housing

Most of the housing growth in the District during the 2000-2005 period occurred in Lincoln and Roosevelt HSCLs. Lincoln HSCL accounted for 45 percent of all new units constructed in PPS, and 11 percent of all new units were constructed in Roosevelt HSCL.

The fewest number of units were added in Grant and Franklin HSCLs (see Table 7). At least 48 percent of the new housing constructed in each of the high school clusters, except Franklin and Marshall, were multi-family units. In Lincoln HSCL, new multi-family dwellings accounted for 85 percent of the new residential units during the same period.

Table 7. Housing Units Added By HSCL in PPS Residential Area

Total Units Added	2000-2005	Percent of New Housing Units in PPS	Percent Multi-family Units*
Cleveland HSCL	893	5.9%	65.8%
Franklin HSCL	485	3.2%	43.9%
Grant HSCL	352	2.3%	53.4%
Jefferson HSCL	1,183	7.8%	47.5%
Lincoln HSCL	6,915	45.5%	85.4%
Madison HSCL	943	6.2%	67.6%
Marshall HSCL	1,485	9.8%	36.0%
Roosevelt HSCL	1,616	10.6%	50.6%
Wilson HSCL	1,331	8.8%	47.7%
District Total	15,203		66.3%

*includes condos and row houses.

Source: Building Permit Data, City of Portland, 2005

As of November 2005, Wilson and Lincoln HSCLs have the largest numbers of vacant developable tax lots that are zoned residential. Grant and Madison HSCLs have the fewest number of vacant residential tax lots (see Table 8 and map in Appendix 5).

Table 8. Vacant Tax lots that are Zoned Residential by HSCL

HSCL	Number of Vacant Residential Tax Lots	Percent of Vacant Residential Tax Lots in PPS
Cleveland HSCL	776	10.4%
Franklin HSCL	617	8.3%
Grant HSCL	413	5.6%
Jefferson HSCL	819	11.0%
Lincoln HSCL	1,103	14.9%
Madison HSCL	433	5.8%
Marshall HSCL	891	12.0%
Roosevelt HSCL	1,007	13.6%
Wilson HSCL	1,367	18.4%
District Total	7,426	100.0%

Source: Metro RLIS Lite, November 2005

Births

Of the total number of births in the District during 1998-2003, the largest number occurred in the Jefferson, and Marshall HSCLs. They represented about 15 percent and 13 percent of all births in the District respectively. The fewest number of births, less than 10 percent of District births, occurred in Lincoln, Wilson, and Grant HSCLs (see Table 9).

Lincoln, Madison, Marshall, and Wilson were the only HSCLs in the District to experience an increase in births between 1998 and 2003 (see Table 9). Amongst these HSCLs, Lincoln had a 19 percent increase, and the other three HSCLs had less than 5 percent increases. Grant and Roosevelt HSCLs saw the greatest percentage decline in births during the same period (12 percent each).

The number of births fluctuates from year to year. An HSCL with an increase in births between two years could easily show a decrease for a different two years during a similar time period.

Table 9. Births, 1998-2003

HSCL	1998		2000		2003		1998-2003
	Births	Share of District	Births	Share of District	Births	Share of District	1998-2003 Change
Cleveland HSCL	692	12.3%	654	11.6%	647	11.8%	-6.5%
Franklin HSCL	613	10.9%	627	11.1%	606	10.9%	-1.1%
Grant HSCL	583	10.3%	550	9.8%	514	9.6%	-11.8%
Jefferson HSCL	844	15.0%	886	15.7%	838	15.0%	-0.7%
Lincoln HSCL	415	7.4%	447	7.9%	493	8.1%	18.8%
Madison HSCL	617	11.0%	675	12.0%	642	11.3%	4.1%
Marshall HSCL	707	12.6%	740	13.1%	715	12.8%	1.1%
Roosevelt HSCL	604	10.7%	526	9.3%	532	10.0%	-11.9%
Wilson HSCL	558	9.9%	530	9.4%	564	10.1%	1.1%
District Total	5,633		5,635		5,551		-1.5%

Source: Oregon Center for Health Statistics, 2004

Students Attending their Neighborhood Schools

PPS students in grades K through 12 residing in Lincoln and Wilson HSCLs are more likely to attend their neighborhood school than those who live in other HSCLs in the District. The percentage of PPS students that attend their neighborhood schools and reside in Jefferson HSCL is the lowest in the District, followed by those who reside in Madison HSCL.

A higher percentage of students in the elementary grade levels are enrolled in their neighborhood schools than in the other grades. High school students attending the schools in the neighborhood they reside in represent the lowest percentage, except in Wilson HSCL where a high percentage of students in grades 9-12 attend their neighborhood high school.

Table 10. Percentage of PPS Students Attending Schools in their HSCL by Grade Level

HSCL	K-2	3-5	6-8	9-12
Cleveland HSCL	77.9%	79.5%	67.1%	67.8%
Franklin HSCL	74.3%	69.0%	75.1%	54.9%
Grant HSCL	83.3%	80.3%	66.1%	73.0%
Jefferson HSCL	69.3%	67.2%	46.1%	26.9%
Lincoln HSCL	94.4%	95.0%	87.3%	85.8%
Madison HSCL	73.8%	74.9%	65.6%	43.6%
Marshall HSCL	82.0%	80.4%	33.1%	25.0%
Roosevelt HSCL	81.6%	80.6%	77.5%	49.5%
Wilson HSCL	88.7%	87.9%	85.3%	92.1%

PPS Students Residing Outside of the District

In the 2005-06 school year, about 1,065 PPS students reside outside of the District. They represent 2.3 percent of PPS' total enrollment. Since at least 2000, the percentage of PPS students residing outside of the District has fluctuated between 1.5 and 2.3 percent, ranging from about 800 to 1,200 students each year. Most PPS students residing outside of the District attend elementary or high schools. Currently 39 percent of PPS students residing outside of the District, or 411 students, attend high school, 17 percent or 186 students attend grades 6-8, and 466 students (44 percent) are enrolled in elementary grade levels.

In the current school year, about 30 percent of PPS students residing outside the District attended special programs. Of students attending neighborhood schools, most elementary level students living outside the District attended Woodstock, and Creston elementary schools or were enrolled in special programs. Mt. Tabor Middle School attracts most students in grades 6-8 from outside of the district, while Benson, Madison and Franklin are the high schools of choice for outside students.

Historical Enrollment of PPS Students Residing in HSCLs

In the past, the largest share of PPS students residing within the district boundary resided in Jefferson HSCL. However, since 2003, Marshall HSCL has been home to the largest number of PPS students. The smallest share of PPS students reside in Lincoln HSCL (see Table 11).

Table 11. Percentage of PPS Students by HSCL of Residence

HSCL	2000	2005
Cleveland HSCL	9.8%	9.8%
Franklin HSCL	9.8%	9.9%
Grant HSCL	10.5%	10.4%
Jefferson HSCL	16.1%	13.6%
Lincoln HSCL	7.6%	9.1%
Madison HSCL	11.2%	11.0%
Marshall HSCL	13.8%	15.1%
Roosevelt HSCL	10.7%	10.2%
Wilson HSCL	10.5%	11.0%
District	100%	100%

All HSCLs, except Lincoln and Marshall, were home to fewer PPS students in 2005 than in 2000. Jefferson and Roosevelt HSCLs experienced the largest loss of students. They lost almost 1,800 and 700 students, respectively. However, Jefferson HSCL alone accounted for almost 40 percent of PPS' total enrollment decline since 2000. The number of students residing in Lincoln HSCL, increased by almost 300 during the same time period. Marshall HSCL also experienced an increase, but by only 13 PPS students.

Table 12. Historical PPS Enrollment by Area of Residence*

HSCL	PPS Students Residing In HSCL						2000-2005 Change		2000-2005 Average Annual Change	
	2000	2001	2002	2003	2004	2005	#	%	#	%
Cleveland HSCL	4,875	4,700	4,608	4,423	4,440	4,399	-476	-10%	-95	-2%
Franklin HSCL	4,878	4,832	4,748	4,505	4,483	4,451	-427	-9%	-85	-2%
Grant HSCL	5,204	5,023	4,864	4,600	4,761	4,671	-533	-10%	-107	-2%
Jefferson HSCL	7,906	7,658	7,258	6,602	6,484	6,127	-1,779	-23%	-356	-5%
Lincoln HSCL	3,807	3,902	3,935	3,904	4,009	4,089	282	7%	56	1%
Madison HSCL	5,572	5,506	5,437	5,214	4,909	4,934	-638	-11%	-128	-2%
Marshall HSCL	6,801	6,913	6,915	6,648	6,845	6,814	13	0%	3	0%
Roosevelt HSCL	5,272	5,265	5,074	4,573	4,633	4,597	-675	-13%	-135	-3%
Wilson HSCL	5,255	5,386	5,258	5,010	5,064	4,977	-278	-5%	-56	-1%
Outside of PPS	997	941	870	781	1,190	1,063	66	6.6%	7	
District	49,570	49,185	48,097	45,479	45,628	45,059	-4,511	-9%	-902	-2%

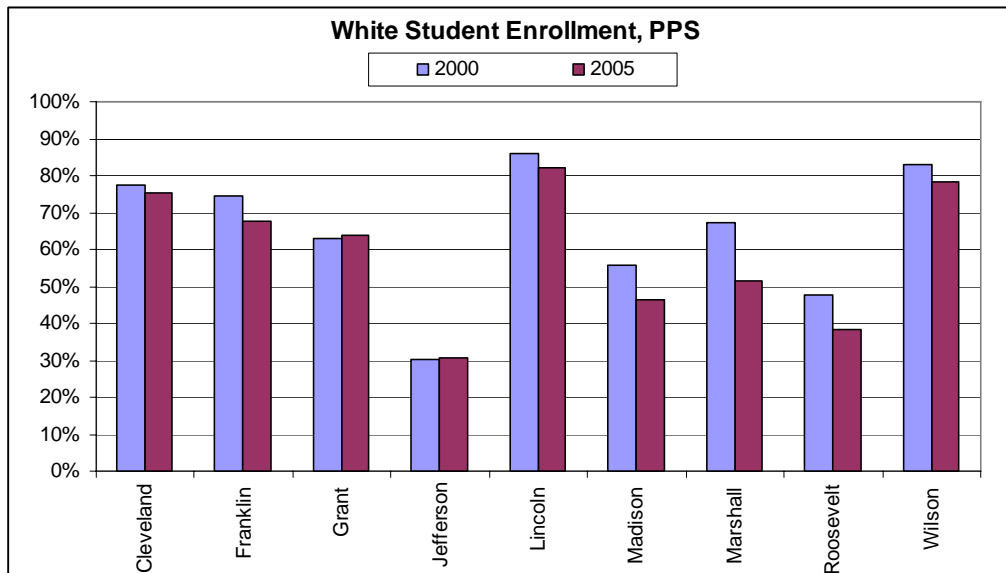
*This table does not include ungraded students.

Race/Ethnicity of Students Residing in High School Clusters

In the District, enrollment of white students has been decreasing over the last several years. The share that whites represented of all PPS students declined from 62 percent in 2000 to 58 percent in 2005. The same pattern holds true in all HSCLs except Grant and Jefferson. The share of white students residing in Grant HSCL increased slightly, and in Jefferson HSCL the share has remained stable. The HSCLs that have seen the greatest change during the same period are Marshall, Madison and Roosevelt. The number of white students residing in these HSCLs decreased by 16 percentage points, 10 points, and 9 points respectively.

Lincoln and Wilson HSCLs capture the largest shares of white student residents, and Jefferson and Roosevelt HSCLs the smallest.

Figure 2. White Student Enrollment in PPS



Based on 2005 enrollments, most ethnic minority PPS students reside in Jefferson, Roosevelt, Madison, and Marshall. Fifty-four percent of PPS students residing outside of the district are minority students, most of whom are black, Asian, or Hispanic.

Blacks represent the greatest proportion of all minority students enrolled in PPS (16%), followed by Hispanics (13%) and Asians (11%). Most black students reside in Jefferson and Grant HSCLs. The largest shares of the District's Hispanic students reside in Roosevelt, Marshall, and Madison HSCLs. Marshall, Madison, and Franklin are the HSCLs where most Asian PPS students reside.

Table 13. Share of PPS Enrollment by Area of Residence and Race/Ethnicity, 2005

HSCL	White	Black	Asian	Native American	Hispanic
Cleveland HSCL	76.3%	6.3%	8.4%	2.2%	6.8%
Franklin HSCL	68.3%	7.3%	13.5%	2.0%	9.0%
Grant HSCL	64.1%	23.6%	5.0%	1.3%	6.0%
Jefferson HSCL	30.8%	44.6%	6.8%	2.1%	15.6%
Lincoln HSCL	82.5%	2.8%	9.3%	1.1%	4.3%
Madison HSCL	46.5%	16.8%	15.0%	2.5%	19.3%
Marshall HSCL	51.6%	8.8%	18.0%	2.7%	18.9%
Roosevelt HSCL	38.5%	21.9%	8.9%	3.4%	27.3%
Wilson HSCL	79.2%	5.5%	6.8%	1.4%	7.1%
Outside of PPS	46.5%	20.6%	15.5%	1.8%	15.7%
District	57.8%	16.2%	10.6%	2.1%	13.3%

From at least 2000, the numbers of black PPS students residing in Jefferson, and Grant, and Roosevelt HSCLs have decreased. The loss in Jefferson HSCL, however, was greater than the total loss of black students District-wide, with over 1,300 fewer black students residing there in 2005 than in 2000. The number of black students increased in Madison, Marshall, and Wilson HSCLs during the same period, and the number of black PPS students residing in Franklin and Lincoln HSCLs remained stable.

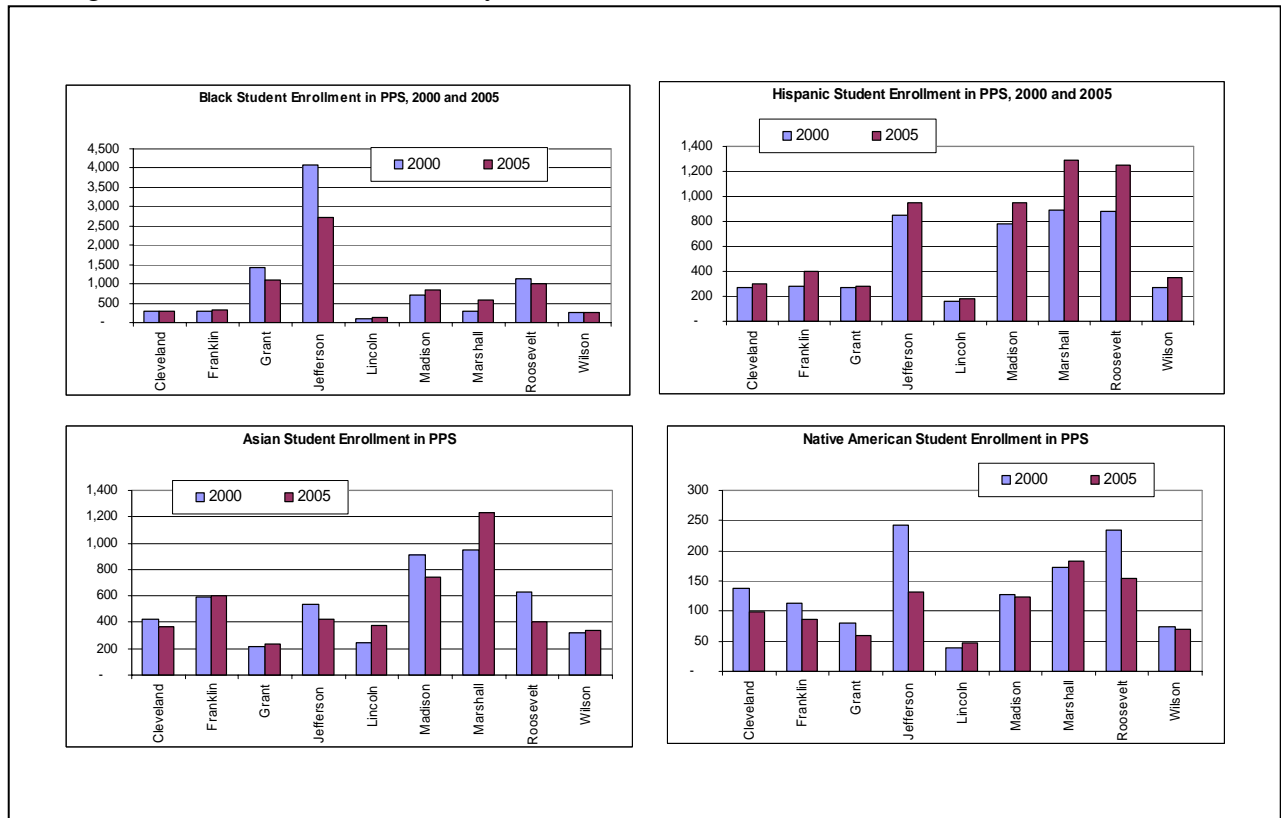
All HSCLs have seen an increase in the number Hispanic students during 2000-2005. Marshall, Roosevelt, and Madison HSCLs experienced the greatest increase in their Hispanic PPS student population. They increased by 401, 377 and 167 Hispanic students, respectively. The remaining HSCLs saw increases of under 120 Hispanic students during the time period.

The number of Asian students residing in PPS increased from 2000 to 2005 in Lincoln and Marshall HSCLs by 274 and 136 students, respectively. The number of Asian students decreased in Roosevelt HSCL by 219 and in Jefferson by 117. The remaining HSCLs saw only slight changes in the number of Asian students.

The number of Native American students has decreased slightly or remained stable in all of the HSCLs during 2000 to 2005.

See Figure 3 below.

Figure 3. Enrollment of Minority Students Enrolled in PPS, 2000 and 2005*



*Caution: the scales are not the same on all charts.

Forecasted PPS Students Residing in HSCLs

All but three HSCLs will experience an overall decrease of at least 300 student residents from 2005 to 2015. After an initial continued loss of students, Jefferson, Marshall, Madison, and Franklin HSCLs are expected to see modest increases in the number of PPS students toward the end of the forecast period; the increases in later years are not large, however, and enrollments in Jefferson, Madison, and Franklin HSCLs experience overall declines from 2005 to 2015. Fewer students in 2015 than in 2005 residing in Marshall HSCL, along with Roosevelt, and Lincoln HSCLs, is not anticipated, but the number of students is expected be almost the same at the end of the forecast period as in the beginning in these areas. For more detailed results of the HSCL area forecasts, see Appendix 3.

Table 14. PPS Enrollment Forecast by Area of Residence

	2005 (Actual)	2010	2015	2005-2015 Change		Average Annual Change	
				Number	Percent	Number	Percent
HSCL							
Cleveland HSCL	4,399	3,865	3,660	-739	-16.8%	-74	-1.8%
Franklin HSCL	4,451	4,073	4,156	-295	-6.6%	-30	-0.7%
Grant HSCL	4,671	4,133	3,881	-790	-16.9%	-79	-1.9%
Jefferson HSCL	6,127	5,177	5,498	-629	-10.3%	-63	-1.1%
Lincoln HSCL	4,089	4,181	4,092	3	0.1%	0	0.0%
Madison HSCL	4,934	4,421	4,467	-467	-9.5%	-47	-1.0%
Marshall HSCL	6,814	6,721	6,860	46	0.7%	5	0.1%
Roosevelt HSCL	4,597	4,596	4,597	0	0.0%	0	0.0%
Wilson HSCL	4,977	4,593	4,429	-548	-11.0%	-55	-1.2%
Outside of PPS	1,063	1,090	1,168	105	9.9%	11	0.9%

METHODS AND DATA SOURCES FOR ENROLLMENT FORECASTS

Long-term forecasting of PPS school enrollments required two main stages: 1) forecasting the number of students residing in the district and its sub-areas (high school clusters and elementary school attendance areas), and 2) allocating the students to the schools they are predicted to attend. Two types of forecasting models were utilized to prepare the district-wide and attendance area forecasts, described in more detail below. The cohort-component model was used for the district and each of its high school clusters. The grade progression model was utilized for each elementary school attendance area. The cohort-component model best predicts student population over the 10-year forecast period. The grade progression model is better suited to account for annual fluctuations in enrollment over the forecasting period.

Cohort-Component Model

A demographic projection model called the Cohort-Component Model was used to forecast school-age children residing and enrolled in PPS. It models future populations and school enrollments as outcomes of the life events that occur in populations over time. These events are comprised of **births**, **deaths**, and relocations (**migrations**) into or out of the area. Thus, the District population grows when births outnumber deaths and more people move into the District than leave it. These events occur more often in certain age groups, or **cohorts**, than in others. For example, people tend to move around the most when they are in their 20s and the elderly have lower chances than people in their 40s to survive over the next 5 years. Applying appropriate age- and gender-specific rates of birth, death and migration to the existing population cohorts of the District would produce its future population including school-age children. Most of these children would attend the area's public schools, however, some of them would not be "captured" by the system: some might attend private schools, be home-schooled, or attend schools outside of the local school district. To address this phenomenon, **capture rates** have to be applied to derive figures of future public school enrollment.

The cohort-component method of forecasting enrollment depends on the availability of accurate data on the age and sex composition of the District's population. The most precise information about population age structure in an area is usually provided by the most recent U.S. Census of Population. The cohort-component model is also sensitive to the rates of life events that are applied to the known population cohorts. These rates are usually derived from known data such as those provided by the U.S. Census, and then modified to account for the most recent trends as well as for future ones. Examples of such trends that may affect the future population of an area include the recent tendency among women of childbearing ages to delay having their first child, or a predisposition of young men (ages 20 to 24) to be more mobile than women in the same age cohort. A set of assumptions is developed to address likely changes in the initial rates of life events based on judgment about how the trends might evolve in the study area. Since the existing population structure defines future population composition of the area, the method works best in the short and medium range.

The population and housing data came from the 1990 and 2000 Censuses of Population and Housing; additional housing information and building permit data were obtained from the Metro Data Resource Center and the Portland Bureau of Planning; the Oregon Health Division provided information on fertility and mortality; the Department of Education and the Portland Public Schools furnished past and current enrollment data and information about home schooling; and PRC conducted a survey of local private schools.

The 1990 and 2000 population of PPS was derived from the 1990 and 2000 Census at the census-block level by age group and sex. The census blocks were allocated into the District's boundaries using Geographic Information Systems (GIS); the allocation was required since the census blocks did not match the District's boundaries. The 1990 population data were then organized into five-year age cohorts, such as 0 to 4 years, 5 to 9 years, and so on. Each of these cohorts was then "survived", or aged into the next cohort by the year 1995. "Surviving" the cohorts is accomplished by applying age- and sex-specific survival rates. These rates represent the proportion of population in each younger cohort that would survive during a given time period (such as the 5 years between 1990

and 1995) to become the next older cohort. This process is repeated for each five-year age and time interval between 1990 and 2015. Forecasting a known population and its age distribution enables appropriate adjustments to be made to the model so that the forecasted population becomes aligned with the actual population and ensures the accuracy of the model's projections.

During each five-year interval, a certain number of live births occur to the women in childbearing ages. To calculate the number of newly born residents of the District, age-specific fertility rates were applied to the numbers of women in childbearing cohorts (10-14, 15 to 19, 20 to 24, and so on up to 45 years and over). Fertility rates indicate how many children women in a given age group are likely to give birth to during each five-year period. Once born, children become subject to survival rates and are "moved", or "aged", through the system like all the other cohorts.

The most difficult part is to estimate the in- and out-migration of an area. In reality, since little reliable data are available to study in- and out-migration, one works with net migration rates, or the balance between in- and out-migration. Net migration can be calculated if the population is known at the beginning and the end of a time period, as well as the number of births and deaths. Net migration is positive when more people move into the area than leave it; it is negative if the opposite is true. Net migration rates used in the cohort-component model can be interpreted as the number of people who are added to (or subtracted from) a given cohort due to migration over a given period of time (in this case, five years) per each 100 persons. The initial net migration rates for the cohort-component model were derived from the 1990 and 2000 population cohorts for the census tracts that are located within the school district boundaries as well as births and deaths that occurred in the same area during 1990-2000. The rates were adjusted so that the forecasted population for the year 2000 fit the actual population obtained from the 2000 Census. The net migration rates used to forecast the District's population from 2005 to 2010 were further modified to reflect the most likely future migration patterns; these migration patterns are greatly influenced by housing growth in the area, both current and forecasted.

When making the final adjustments to the net migration rates, consideration was given to what local planners predict will happen in the area.

High School Clusters. The development of the forecasts of students residing in each of the nine PPS high school clusters (HSCLs) utilized the same methodology as the district-wide forecasting described in the section above. A unique set of demographic data were compiled for each of the district's high school clusters. Trends specific to each high school cluster were considered when making adjustments to the cohort component models.

Forecasting PPS Students Residing Outside of the District. The small percentage of PPS students who do not reside within the district were forecasted by a different method. Students residing outside the district were projected by extrapolation of numbers based on recent 4-year trends. These students were then allocated to particular schools in the same manner as the other students.

Grade Progression Model

To prepare the small area forecasts of students a grade progression model was created for each elementary school attendance area (ESAA). The grade progression models are comprised of recent grade progression ratios (GPR) for PPS students residing in each attendance area by grade level. The GPR is the proportion of students enrolled in one grade level divided by the number of students enrolled in the preceding grade level in the previous year. One ratio is associated with each grade level for students entering grades 1 through 12. Recent local trends are captured in the construction of the GPR model. The model accounts for the effects of migration, changes in population, housing growth due to new construction, dropout rates, and the percentage of students residing within the attendance area who are attending private schools or being home-schooled.

In order to determine the GPRs for the future, weighted averages of the ratios for each grade level from the past four years were calculated. A heavier weight is applied to the years that are assumed to have more bearing on future enrollments, allowing the trends of those to dominate over the other years.

The 2005 enrollments were multiplied by the GPR weighted averages to forecast 2006 enrollments. The same GPRs were then applied to the 2006 enrollments to calculate the forecasted 2007 enrollments and so on until the 2015 enrollments were calculated. To account for predicted changes in the demographic factors that influence school enrollments, adjustments were made to the weighted average GPRs on an individual year basis for each grade level by applying a multiplier to accelerate or hinder growth. The factors that were considered for every attendance area are the annual number of births, residential building activity, racial/ethnic composition of student population, and enrollment trends. The adjustments were based on findings from the analysis of data on student enrollment and geocoded student addresses, birth, building permit, and land division records.

Kindergarten Forecasts for Attendance Areas

The numbers of students entering kindergarten from 2006 to 2015 were forecasted by another method. To predict the number of kindergartners that will attend PPS, a “kindergarten capture rate”, the ratio of the actual number of PPS kindergarten students in an attendance area to the number of births in the same attendance area five years earlier, was calculated for four separate years. A weighted average of the “kindergarten capture rates” for each attendance area was multiplied by the number of births in the corresponding area to forecast the number of kindergartners that will attend PPS schools in 2006 to 2015. Birth data are only available up to 2003, therefore, to predict PPS kindergartners after 2008, the number of annual births during 2004 through 2010 had to be predicted. The births were projected based on five-year historical trends from 1998 to 2003. After the births were predicted, the kindergarten capture rate was applied to forecast the number of kindergartners 5 years later.

New Columbia Housing Development

Adjustments were made to the forecast of students residing in the ESAs to account for the construction of the New Columbia Housing Community located in Ball and Clarendon ESAs in the Roosevelt HSCL. The first housing units will become available in 2005 with construction ending in 2007. The number of PPS students expected to reside in New Columbia are assumed to be moving from other areas in the District. PPS students were added to Ball and Clarendon ESAs and subtracted from other ESAs during the first 2 years of the forecast period. A detailed description of the methods used to estimate the number of PPS students that are expected to reside in New Columbia and the impact that the new housing is predicted to have on PPS enrollments are described in the Addendum to the Portland Public Schools Enrollment Forecast 2004-2015 prepared by PRC in August 2004.

There was one revision to the methodology to estimate the number of PPS students residing in New Columbia that will be attending Ball and Clarendon Elementary Schools for this forecast. In the forecast prepared in the previous two years, 85 percent of New Columbia students enrolled in PPS were assumed to be residing in the Clarendon ESAA and 15 percent in Ball ESAA, as was the case in Columbia Villa (the previous housing development situated in this area). The footprint of the new replacement housing development of New Columbia, however, is such that 86 percent of the housing units lie in the Ball ESAA and 14 percent are in the Clarendon ESAA. This situation was accounted for when this year's forecast was developed; it was assumed that 86 percent of PPS students residing in New Columbia would be located in the Ball ESAA and 14 percent in the Clarendon ESAA.

Reconciliation of Small-area Forecasts and the District-wide Forecast

The sum of the HSCL forecasts served as a control to which the district-wide forecast under the most-likely scenario was reconciled. The forecast for the district was adjusted by

grade level to equal the sum of enrollments in the HSCL for each year of the forecast period. The adjustment produced minor changes in the enrollment numbers

The forecasts for the ESAs were adjusted so that their sum would be equal to the forecast of the HSCL in which the ESAs are located. In the end, the sum of the ESAA forecasts add up to the sum of the HSCL forecasts, and District-wide forecast equals the sum of the HSCL forecasts.

Allocating the Forecasted Students Residing in ESAs to Individual Schools

After the forecasts of students residing in the ESAs were reconciled to the HSCL and district-wide forecasts, the students residing in the ESAs were then allocated to the school they were predicted to attend based on past patterns of where students live and which schools they attend. Cross-tabulations were made of students by the school they attend and by the ESAA where they reside. A cross-tabulation was created for each grade level, K-2, 3-5, 6-8, and 9-12. Adjustments were made to each of the cross-tabulations to account for school closures, new feeder patterns, and new grade configuration of schools that will take effect in the 2005-06 school year and beyond. Probabilities for the number of students residing in each ESAA to attend each school were calculated and utilized to assign students to the appropriate schools each year in the forecast period.

Accounting for Boundary Changes and Changes in Schools' Grade Configuration

Due to elementary school attendance area boundary changes or changes in an elementary school's grade configuration, some PPS students will be assigned to a different neighborhood school beginning in the next academic year. A newly assigned school is either a school in a different location, as in the case of a boundary change; or is the same neighborhood elementary school that is offering additional grades rather than the neighborhood middle school.

The forecasts of enrollment in the schools that were affected by boundary or grade configuration changes were developed under the assumption that students attending their neighborhood school prior to the changes will attend their newly assigned neighborhood school after the changes take effect. The boundary and grade configuration changes accounted for in this enrollment forecast report are those that the PPS Board approved by March 31, 2006 (see Appendix 4).

General Comments About PPS Enrollment Forecasts

The longer the time span of the forecast, the more likely it is that conditions change, and thus increase the uncertainty in rates and assumptions. It is crucial to have recent data that would allow testing, or calibrating, the assumptions used in the model. The District's historical enrollment helps to calibrate and adjust original migration rates so that a better fit between actual and predicted enrollment figures could be achieved. In the long-run, however, the local economy and conditions affecting school enrollments is likely to change in ways not currently anticipated.

All population and enrollment forecasts are based on a combination of a beginning population, various rates, and the forecasters' judgment about future trends. They may err through imprecise data or unexpected shifts in demographic trends. Generally forecasts for larger geographical areas, such as the entire school district, are more reliable than those for small areas, such as for an individual elementary school attendance area. The forecasts for the individual schools are based mainly on births and enrollment trends in the ESAAs over the past 4 years. Although they are adjusted to conform to the longer-term forecasts for the high school clusters and the district as a whole, this does not take into account local factors such as changing school programs that may have a significant effect on an individual school's enrollment. These forecasts may be used as a guide to enrollments for individual schools over the next few years. But changes in local areas will surely affect enrollments in some schools and actual enrollments will deviate from those shown here. Given the large number of schools, the ongoing changes in schools' grade configuration,

program offerings, and boundary changes, and in the complexity of changing urban neighborhoods, differences between the forecasted and actual enrollments will vary in magnitude and perhaps direction.

In the forecast tables accompanying this report, the original calculations for the enrollment forecasts use decimal fractions. Because the fractions are rounded to show whole numbers, the numbers may not add exactly to the totals.

APPENDIX 1
Portland Public Schools District-wide Enrollment Forecasts
Detailed Results, 2005-2015

Medium Growth Scenario, District Enrollment by Grade and Year

Grade Level	< Actual						> Projected >									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
K	3,743	3,711	3,720	3,546	3,589	3,643	3,652	3,673	3,693	3,715	3,739	3,765	3,790	3,814	3,835	3,861
1	3,859	3,947	3,808	3,700	3,742	3,618	3,647	3,644	3,660	3,681	3,707	3,741	3,782	3,823	3,861	3,907
2	4,055	3,876	3,835	3,660	3,608	3,612	3,547	3,600	3,590	3,590	3,603	3,635	3,677	3,722	3,764	3,813
3	4,118	3,995	3,694	3,663	3,600	3,505	3,485	3,435	3,475	3,457	3,452	3,477	3,517	3,554	3,590	3,631
4	4,127	3,972	3,790	3,486	3,653	3,537	3,478	3,464	3,400	3,419	3,387	3,388	3,420	3,451	3,478	3,509
5	4,036	4,026	3,815	3,637	3,442	3,505	3,425	3,358	3,328	3,247	3,257	3,240	3,257	3,283	3,307	3,335
6	3,896	3,863	3,802	3,341	3,547	3,233	3,241	3,150	3,090	3,077	3,012	3,055	3,065	3,080	3,099	3,125
7	3,732	3,734	3,783	3,511	3,501	3,458	3,287	3,303	3,177	3,077	3,041	2,975	3,028	3,032	3,040	3,059
8	3,634	3,709	3,637	3,523	3,608	3,420	3,351	3,180	3,194	3,077	2,982	2,987	2,949	2,997	2,991	2,995
9	4,286	4,089	4,047	3,558	3,753	3,570	3,491	3,459	3,290	3,312	3,189	3,118	3,133	3,079	3,103	3,079
10	4,005	4,060	3,744	3,577	3,654	3,734	3,592	3,487	3,414	3,224	3,222	3,098	3,021	3,008	2,919	2,922
11	3,671	3,717	3,852	3,396	3,548	3,624	3,592	3,429	3,320	3,262	3,096	3,111	2,993	2,908	2,875	2,774
12	3,400	3,427	3,440	3,662	3,574	3,663	3,615	3,529	3,337	3,224	3,164	3,006	3,024	2,913	2,826	2,802
K-2	11,657	11,534	11,363	10,906	10,939	10,873	10,846	10,917	10,943	10,986	11,049	11,141	11,249	11,359	11,461	11,581
3-5	12,281	11,993	11,299	10,786	10,695	10,547	10,388	10,257	10,204	10,122	10,095	10,105	10,193	10,289	10,375	10,475
6-8	11,262	11,306	11,222	10,375	10,656	10,111	9,879	9,632	9,461	9,231	9,036	9,017	9,042	9,110	9,129	9,179
9-12	15,362	15,293	15,083	14,193	14,529	14,591	14,291	13,904	13,361	13,023	12,671	12,333	12,172	11,907	11,723	11,576
Other	1,326	1,469	1,427	1,769	4	0	0	0	0	0	0	0	0	0	0	0
Total	51,888	51,595	50,394	48,029	46,823	46,122	45,404	44,711	43,968	43,361	42,852	42,596	42,656	42,666	42,688	42,810

The enrollment figures do not include students enrolled in the Columbia Regional programs.

Low Growth Scenario, Preliminary District Enrollment by Grade and Year

Grade Level	<Actual						> Projected >									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
K	3,743	3,711	3,720	3,546	3,589	3,643	3,639	3,647	3,655	3,664	3,674	3,687	3,699	3,709	3,716	3,728
1	3,859	3,947	3,808	3,700	3,742	3,618	3,639	3,620	3,623	3,631	3,645	3,665	3,690	3,716	3,738	3,769
2	4,055	3,876	3,835	3,660	3,608	3,612	3,539	3,581	3,555	3,542	3,542	3,561	3,588	3,618	3,644	3,676
3	4,118	3,995	3,694	3,663	3,600	3,505	3,477	3,417	3,445	3,411	3,393	3,405	3,431	3,454	3,476	3,502
4	4,127	3,972	3,790	3,486	3,653	3,537	3,470	3,444	3,369	3,376	3,329	3,317	3,335	3,354	3,367	3,384
5	4,036	4,026	3,815	3,637	3,442	3,505	3,417	3,338	3,296	3,203	3,202	3,171	3,175	3,190	3,201	3,217
6	3,896	3,863	3,802	3,341	3,547	3,233	3,232	3,130	3,059	3,035	2,959	2,991	2,987	2,992	2,999	3,015
7	3,732	3,734	3,783	3,511	3,501	3,458	3,279	3,284	3,146	3,035	2,989	2,913	2,956	2,947	2,943	2,952
8	3,634	3,709	3,637	3,523	3,608	3,420	3,344	3,162	3,165	3,038	2,934	2,928	2,880	2,918	2,899	2,892
9	4,286	4,089	4,047	3,558	3,753	3,570	3,484	3,442	3,263	3,274	3,141	3,060	3,064	3,000	3,013	2,975
10	4,005	4,060	3,744	3,577	3,654	3,734	3,585	3,471	3,387	3,189	3,177	3,043	2,957	2,932	2,834	2,827
11	3,671	3,717	3,852	3,396	3,548	3,624	3,585	3,414	3,296	3,229	3,055	3,059	2,932	2,836	2,794	2,685
12	3,400	3,427	3,440	3,662	3,574	3,663	3,609	3,514	3,313	3,193	3,125	2,959	2,965	2,845	2,749	2,715
K-2	11,657	11,534	11,363	10,906	10,939	10,873	10,846	10,917	10,943	10,986	11,049	11,141	11,249	11,359	11,461	11,581
3-5	12,281	11,993	11,299	10,786	10,695	10,547	10,388	10,257	10,204	10,122	10,095	10,105	10,193	10,289	10,375	10,475
6-8	11,262	11,306	11,222	10,375	10,656	10,111	9,879	9,632	9,461	9,231	9,036	9,017	9,042	9,110	9,129	9,179
9-12	15,362	15,293	15,083	14,193	14,529	14,591	14,291	13,904	13,361	13,023	12,671	12,333	12,172	11,907	11,723	11,576
Other	1,326	1,469	1,427	1,769	4	0	0	0	0	0	0	0	0	0	0	0
Total	51,888	51,595	50,394	48,029	46,823	46,122	45,298	44,464	43,571	42,819	42,165	41,758	41,659	41,510	41,375	41,337

The enrollment figures do not include students enrolled in the Columbia Regional programs.

High Growth Scenario, Preliminary District Enrollment by Grade and Year

<Actual | Projected >

Grade Level	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
K	3,743	3,711	3,720	3,546	3,589	3,643	3,665	3,699	3,733	3,769	3,806	3,846	3,886	3,924	3,960	4,000
1	3,859	3,947	3,808	3,700	3,742	3,618	3,655	3,668	3,698	3,732	3,772	3,821	3,877	3,935	3,989	4,053
2	4,055	3,876	3,835	3,660	3,608	3,612	3,555	3,620	3,626	3,639	3,665	3,712	3,770	3,832	3,891	3,956
3	4,118	3,995	3,694	3,663	3,600	3,505	3,493	3,454	3,506	3,504	3,512	3,551	3,606	3,659	3,711	3,768
4	4,127	3,972	3,790	3,486	3,653	3,537	3,487	3,484	3,432	3,463	3,447	3,462	3,507	3,553	3,594	3,640
5	4,036	4,026	3,815	3,637	3,442	3,505	3,434	3,379	3,361	3,291	3,313	3,313	3,342	3,381	3,418	3,459
6	3,896	3,863	3,802	3,341	3,547	3,233	3,249	3,169	3,122	3,121	3,066	3,121	3,145	3,173	3,203	3,242
7	3,732	3,734	3,783	3,511	3,501	3,458	3,296	3,323	3,209	3,120	3,096	3,039	3,104	3,122	3,141	3,172
8	3,634	3,709	3,637	3,523	3,608	3,420	3,359	3,198	3,223	3,117	3,033	3,048	3,019	3,079	3,087	3,104
9	4,286	4,089	4,047	3,558	3,753	3,570	3,499	3,477	3,318	3,352	3,239	3,178	3,205	3,161	3,197	3,187
10	4,005	4,060	3,744	3,577	3,654	3,734	3,600	3,504	3,441	3,260	3,269	3,155	3,089	3,087	3,007	3,021
11	3,671	3,717	3,852	3,396	3,548	3,624	3,599	3,445	3,345	3,297	3,138	3,165	3,058	2,982	2,961	2,868
12	3,400	3,427	3,440	3,662	3,574	3,663	3,622	3,544	3,360	3,256	3,205	3,055	3,085	2,984	2,907	2,892
K-2	11,657	11,534	11,363	10,906	10,939	10,873	10,846	10,917	10,943	10,986	11,049	11,141	11,249	11,359	11,461	11,581
3-5	12,281	11,993	11,299	10,786	10,695	10,547	10,388	10,257	10,204	10,122	10,095	10,105	10,193	10,289	10,375	10,475
6-8	11,262	11,306	11,222	10,375	10,656	10,111	9,879	9,632	9,461	9,231	9,036	9,017	9,042	9,110	9,129	9,179
9-12	15,362	15,293	15,083	14,193	14,529	14,591	14,291	13,904	13,361	13,023	12,671	12,333	12,172	11,907	11,723	11,576
Other	1,326	1,469	1,427	1,769	4	0	0	0	0	0	0	0	0	0	0	0
Total	51,888	51,595	50,394	48,029	46,823	46,122	45,512	44,964	44,375	43,920	43,561	43,464	43,693	43,872	44,064	44,360

The enrollment figures do not include students enrolled in the Columbia Regional programs.

APPENDIX 2
Portland Public Schools Enrollment Forecasts
for Individual Schools, 2005-2015

K-2 Enrollment by School and Year

< Actual Projected >

School No.	Grades K-2 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
822	Abernethy	99	107	110	101	98	177	181	178	171	170	168	169	171	174	177	180
823	Ainsworth	279	270	258	240	219	229	218	218	216	218	222	226	231	232	232	231
824	Alameda	295	294	315	310	313	333	320	325	332	334	336	338	342	346	346	353
825	Applegate	94	106	102	102	56	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
826	Arleta	150	162	167	180	158	142	141	141	138	131	126	122	122	121	123	125
827	Astor	154	134	125	113	138	143	149	148	158	169	180	179	174	171	173	175
828	Atkinson	270	257	271	288	319	302	305	303	293	293	295	300	302	308	311	316
829	Ball	158	161	157	127	124	147	193	221	231	231	233	237	244	247	245	244
830	Beach	253	220	208	197	208	210	208	209	212	215	217	220	223	225	227	229
833	Boise-Eliot	333	329	312	275	260	228	225	219	222	217	214	215	217	220	222	224
834	Bridger	133	147	198	153	177	180	180	172	169	166	164	163	162	164	165	167
835	Bridlemile	205	195	199	206	212	206	206	194	184	183	185	186	187	186	185	183
837	Buckman	251	262	273	273	272	263	266	256	254	251	247	247	250	254	257	261
838	Capitol Hill	122	140	156	131	129	170	179	179	178	183	186	191	197	200	204	207
839	Chapman	215	238	235	217	207	224	214	225	230	242	253	257	258	259	263	268
840	Chief Joseph	137	134	135	124	110	181	182	191	193	194	196	197	197	199	204	204
841	Clarendon	215	195	212	191	182	162	160	156	157	164	172	176	172	170	170	169
842	Clark	279	292	289	259	244	246	241	246	243	246	249	251	254	257	259	261
843	Creston	166	162	135	134	116	156	156	155	148	141	135	133	134	135	136	137
844	Duniway	201	203	209	230	213	211	215	217	214	212	210	212	217	223	229	233
845	Edwards	110	105	97	93	89	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
847	Faubion	127	123	137	135	137	147	143	146	153	160	165	169	173	174	176	178
850	Glencoe	197	208	213	216	233	274	275	275	277	283	286	294	306	317	325	333
854	Grout	160	138	113	156	170	164	149	150	140	135	132	131	131	130	127	125
855	Hayhurst	130	139	113	85	139	150	133	126	128	126	125	125	126	126	125	125
857	Hollywood	142	140	165	170	159	156	155	154	148	144	141	141	141	141	141	141
860	Humboldt	146	132	133	124	122	116	114	108	115	119	125	129	133	136	139	141
861	Irvington	274	271	270	263	259	224	218	223	222	223	225	225	225	227	230	233
862	James John	274	259	258	242	240	236	232	238	245	257	268	272	263	259	259	262
864	Kelly	266	226	234	239	267	269	276	273	275	280	286	292	299	305	310	315
865	Kenton	95	90	88	93	74	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
866	King	345	357	290	257	239	193	188	186	191	196	202	205	208	210	212	215
868	Laurelhurst	191	198	244	242	241	253	250	250	238	235	233	233	237	239	240	239
869	Lee	187	189	204	187	159	144	143	152	152	148	145	143	148	153	157	160
870	Lent	194	189	184	155	176	188	190	204	197	198	200	203	206	209	212	215
871	Lewis	145	136	146	140	126	153	151	147	141	135	132	132	133	134	136	137
872	Llewellyn	162	133	151	148	161	153	147	146	152	151	149	150	154	157	161	164
873	Maplewood	151	142	138	141	146	155	162	164	165	163	160	161	161	159	158	157
875	Marysville	191	198	204	187	178	164	158	165	173	182	192	198	203	207	212	216
879	Peninsula	171	164	152	132	135	130	141	141	145	145	144	143	144	145	145	142
883	Richmond	236	226	213	201	194	161	157	158	157	158	159	161	163	166	167	170

continued on next page

The enrollment figures do not include students enrolled in the Columbia Regional programs, and do not include ungraded students.

K-2 Enrollment by School and Year, continued

School No.	Grades K-2 School Name	< Actual							> Projected									
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
884	Rigler	249	224	221	225	222	218	221	221	220	224	229	235	239	243	246	251	
885	Rose City Park	206	227	237	193	217	232	242	245	247	244	242	244	248	252	254	257	
886	Sabin	182	163	142	143	160	177	174	169	171	172	172	173	172	172	171	171	
887	Scott	219	209	209	202	211	198	195	195	192	194	197	201	204	210	217	222	
889	Sitton	216	204	180	170	163	147	144	152	158	160	162	162	160	154	150	148	
890	Skyline	97	92	94	106	105	94	92	97	100	99	101	101	105	106	107	108	
891	Smith	104	116	120	118	100	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
892	Stephenson	165	173	167	159	144	136	128	118	117	115	114	114	111	110	110	110	
893	Sunnyside	128	125	89	92	106	125	127	123	120	123	126	130	135	139	142	144	
895	Vernon	217	201	175	194	190	187	182	186	193	197	202	205	208	208	211	212	
896	Vestal	114	109	188	161	160	142	131	130	129	131	134	135	137	137	138	140	
900	Whitman	204	215	201	216	232	221	231	229	237	241	246	251	253	255	257	263	
902	Woodlawn	271	228	202	204	184	235	243	253	256	259	262	267	270	281	287	301	
903	Woodmere	215	248	246	255	230	226	221	236	248	246	243	244	253	257	262	266	
904	Woodstock	179	196	183	179	178	181	176	175	172	169	167	167	170	172	174	177	
1278	Markham	165	162	152	159	165	186	180	179	184	189	194	196	197	200	204	206	
1299	Rieke	129	141	128	134	125	128	132	133	132	127	123	119	116	113	111	109	
2413	Forest Park	152	176	206	206	239	263	281	287	283	265	244	232	218	212	206	201	
-	Brooklyn	75	72	69	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
-	Meek	87	86	92	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
-	Wilcox	100	101	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
-	Youngson	90	92	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
916	Metropolitan Learning Center	68	66	70	71	76	76	75	76	77	77	78	79	79	80	81	82	
1364	Winterhaven (at Brooklyn)	37	39	39	70	80	87	85	84	82	81	80	80	81	82	82	83	
Spec.	Other Special Programs	85	98	140	192	257	274	264	267	269	273	277	282	286	289	291	295	
Gr. K-2	Total	11,657	11,534	11,363	10,906	10,943	10,873	10,846	10,917	10,943	10,986	11,049	11,141	11,249	11,359	11,461	11,581	

The enrollment figures do not include students enrolled in the Columbia Regional programs, and do not include ungraded students.

3-5 Enrollment by School and Year

< Actual | Projected >

School No.	Grades 3-5 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
822	Abernethy	84	97	103	98	105	189	180	178	177	178	174	168	169	170	171	171
823	Ainsworth	273	279	299	282	280	263	267	247	247	235	235	234	236	241	244	247
824	Alameda	330	311	316	300	317	336	330	315	311	298	301	308	313	317	320	321
825	Applegate	100	92	94	96	82	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
826	Arleta	201	173	152	137	174	171	161	141	133	132	132	130	125	122	119	118
827	Astor	174	174	161	150	149	136	137	135	128	123	122	128	135	141	140	139
828	Atkinson	288	278	259	242	234	256	255	257	261	261	257	251	254	258	262	263
829	Ball	131	118	115	99	104	124	149	171	171	180	185	190	188	188	191	199
830	Beach	263	246	219	177	174	173	166	158	153	153	153	154	156	159	161	166
833	Boise-Eliot	249	245	245	231	213	194	184	180	174	171	167	169	168	168	169	172
834	Bridger	133	134	213	200	210	208	197	198	199	197	189	186	185	184	183	183
835	Bridlemile	254	230	214	242	238	253	251	259	261	260	246	236	234	235	235	235
837	Buckman	285	268	261	253	257	274	265	272	271	272	262	260	260	260	261	263
838	Capitol Hill	155	157	141	140	126	165	156	163	167	174	173	171	176	179	183	187
839	Chapman	272	256	229	213	207	229	226	206	207	200	212	217	229	239	243	243
840	Chief Joseph	162	146	133	126	124	170	168	164	171	173	178	178	181	183	185	187
841	Clarendon	202	198	204	147	157	163	170	177	170	163	156	155	160	165	168	169
842	Clark	252	240	267	256	255	254	252	243	232	226	229	226	229	232	233	235
843	Creston	164	173	161	147	130	134	129	129	136	137	137	132	127	123	120	120
844	Duniway	208	217	211	223	230	232	218	213	212	213	215	213	214	216	218	221
845	Edwards	108	107	105	96	110	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
847	Faubion	192	164	153	128	132	136	135	138	139	137	139	143	151	156	161	165
850	Glencoe	233	241	211	214	209	236	236	244	244	244	245	249	258	264	272	282
854	Grout	163	157	135	158	150	146	154	137	139	127	127	120	117	116	116	115
855	Hayhurst	129	132	146	127	166	149	151	156	154	145	138	139	138	137	136	137
857	Hollywood	54	51	43	55	52	59	60	62	62	61	60	58	57	57	57	56
860	Humboldt	162	175	135	113	115	113	102	102	99	100	96	100	104	109	112	117
861	Irvington	237	239	236	228	214	221	220	221	218	211	215	214	217	220	221	222
862	James John	318	305	293	272	241	222	214	203	206	207	212	215	224	232	237	234
864	Kelly	260	255	257	252	211	215	215	228	235	238	233	235	239	245	249	254
865	Kenton	115	105	119	105	92	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
866	King	307	273	222	213	226	222	207	200	194	191	188	193	199	206	210	214
868	Laurelhurst	329	319	306	308	317	328	327	320	327	322	318	307	306	306	306	309
869	Lee	211	205	200	188	174	165	163	149	142	140	147	147	145	144	143	148
870	Lent	199	199	192	172	179	178	174	162	173	173	184	177	178	180	183	185
871	Lewis	147	158	148	149	145	148	151	147	149	146	142	137	133	132	132	132
872	Llewellyn	174	172	158	148	137	148	151	148	138	131	129	136	137	137	138	139
873	Maplewood	154	167	141	147	139	160	154	160	155	160	160	160	158	156	155	154
875	Marysville	209	197	190	180	171	172	175	171	165	159	163	170	181	190	196	201
879	Peninsula	152	164	171	154	136	124	128	132	136	143	139	141	140	137	137	140
883	Richmond	241	244	230	214	199	148	146	146	147	146	145	145	146	148	149	151

continued on next page

The enrollment figures do not include students enrolled in the Columbia Regional programs, and do not include ungraded students.

3-5 Enrollment by School and Year, continued

< Actual | Projected >

School No.	Grades 3-5 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
884	Rigler	269	239	231	254	244	224	209	207	221	223	221	220	226	233	240	243
885	Rose City Park	252	232	240	228	216	197	196	207	211	217	217	217	216	217	219	222
886	Sabin	157	147	105	110	166	172	162	162	152	150	145	148	149	151	152	151
887	Scott	248	261	218	218	166	171	161	158	153	152	152	152	156	160	164	166
889	Sitton	201	204	164	163	175	153	143	139	142	143	151	154	154	155	155	157
890	Skyline	106	117	107	108	92	107	105	101	89	88	93	97	96	98	97	102
891	Smith	130	136	131	120	119	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
892	Stephenson	204	220	186	193	204	189	173	157	148	141	132	131	131	131	132	130
893	Sunnyside	139	127	102	75	109	84	84	82	86	85	83	82	85	89	92	94
895	Vernon	223	184	174	191	161	142	134	134	130	126	127	132	135	140	143	146
896	Vestal	127	118	179	183	162	152	145	136	133	121	120	119	123	126	127	129
900	Whitman	214	221	195	187	189	183	178	181	174	181	176	181	185	189	193	194
902	Woodlawn	229	243	221	188	187	210	200	190	194	202	208	209	213	217	223	227
903	Woodmere	259	255	244	222	228	223	237	229	223	218	230	240	239	238	238	246
904	Woodstock	138	158	162	150	165	157	158	158	164	161	160	158	158	157	157	159
1278	Markham	190	180	163	156	136	212	200	202	197	193	191	197	204	209	211	212
1299	Rieke	159	166	138	142	141	139	152	139	138	135	135	133	129	125	121	118
2413	Forest Park	132	158	171	201	217	254	266	288	298	307	306	296	274	249	234	218
-	Brooklyn	72	58	52	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Meek	111	103	86	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Wilcox	95	96	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Youngson	95	85	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
916	Metropolitan Learning Center	87	77	86	75	72	79	77	76	75	75	74	74	75	76	77	78
1364	Winterhaven (at Brooklyn)	44	43	44	66	84	90	90	88	87	86	84	83	83	84	84	85
Spec.	Other Special Programs	126	104	112	176	182	195	194	192	192	190	191	192	195	198	200	203
Gr. 3-5	Total	12,281	11,993	11,299	10,786	10,696	10,547	10,388	10,257	10,204	10,122	10,095	10,105	10,193	10,289	10,375	10,475

The enrollment figures do not include students enrolled in the Columbia Regional programs, and do not include ungraded students.

K-5 Total Enrollment by School and Year

< Actual | Projected >

School No.	Total Grades K-5 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
822	Abernethy	198	204	213	199	203	366	362	356	348	348	342	337	341	345	348	351
823	Ainsworth	552	549	557	522	499	492	485	465	462	453	457	460	467	473	476	478
824	Alameda	641	622	648	631	630	669	650	641	643	632	637	647	655	662	666	674
825	Applegate	203	212	209	198	138	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
826	Arleta	369	352	339	330	332	313	302	282	271	263	257	253	247	243	242	243
827	Astor	352	337	311	283	287	279	286	283	286	293	302	307	309	312	313	314
828	Atkinson	566	543	536	537	553	558	560	559	554	554	552	550	555	566	573	579
829	Ball	289	279	272	226	228	271	342	392	402	411	418	427	433	436	437	443
830	Beach	516	466	427	374	382	383	374	368	366	368	371	374	379	384	388	396
833	Boise-Eliot	607	600	578	527	473	422	409	400	396	388	381	384	386	387	391	396
834	Bridger	284	309	431	378	387	388	376	370	367	363	353	348	347	348	348	350
835	Bridlemile	477	449	436	460	450	459	456	453	445	443	431	422	421	421	420	419
837	Buckman	536	530	534	526	529	537	531	529	525	523	509	506	510	514	518	523
838	Capitol Hill	285	310	308	282	255	335	335	342	345	356	359	362	372	380	388	394
839	Chapman	513	527	484	449	414	453	440	431	437	442	465	474	487	498	505	511
840	Chief Joseph	320	298	287	266	234	351	350	355	363	367	375	375	378	382	388	391
841	Clarendon	417	393	416	338	339	325	330	333	327	327	328	331	332	335	338	338
842	Clark	531	532	556	515	499	500	493	488	475	472	478	477	482	488	492	496
843	Creston	361	353	327	301	246	290	285	284	284	278	272	265	260	258	256	257
844	Duniway	419	431	432	453	443	443	433	430	426	425	425	424	431	439	446	454
845	Edwards	218	212	202	189	199	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
847	Faubion	334	302	299	272	269	283	278	285	292	297	304	312	323	330	336	343
850	Glencoe	430	449	424	430	442	510	511	519	521	528	531	543	564	581	597	615
854	Grout	323	295	248	314	320	310	304	286	279	262	258	251	248	246	243	240
855	Hayhurst	259	271	259	212	305	299	284	283	282	271	262	263	264	263	262	262
857	Hollywood	196	191	208	225	211	215	215	215	210	205	201	199	198	198	198	197
860	Humboldt	308	307	268	237	237	229	217	210	214	220	220	229	237	244	251	258
861	Irvington	511	510	506	491	473	445	438	444	440	434	439	439	442	447	452	455
862	James John	592	564	551	514	481	458	446	442	451	464	481	487	487	491	495	496
864	Kelly	526	481	491	491	478	484	491	501	510	518	519	527	538	550	559	569
865	Kenton	249	233	252	225	166	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
866	King	652	630	512	470	465	415	396	386	385	387	390	398	407	416	422	429
868	Laurelhurst	526	526	561	561	558	581	577	570	565	557	551	540	543	545	546	547
869	Lee	409	408	419	387	333	309	306	301	294	289	292	290	292	297	300	308
870	Lent	401	400	383	335	355	366	364	366	370	371	384	380	384	389	395	399
871	Lewis	292	294	294	289	271	301	302	294	290	281	274	268	265	266	267	269
872	Llewellyn	336	311	315	302	298	301	298	294	290	282	279	285	290	294	298	304
873	Maplewood	305	309	279	288	285	315	316	324	320	322	321	321	319	315	313	311
875	Marysville	400	395	394	367	349	336	333	336	338	341	354	368	384	397	408	417
879	Peninsula	323	328	333	293	271	254	269	273	280	288	284	284	284	282	282	282
883	Richmond	477	470	443	415	393	309	303	303	303	303	303	305	310	314	316	321

continued on next page

The enrollment figures do not include students enrolled in the Columbia Regional programs, and do include ungraded students.

K-5 Total Enrollment by School and Year, continued

School No.	Total Grades K-5 School Name	< Actual							> Projected									
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	
884	Rigler	525	492	474	489	466	442	430	428	441	447	449	455	465	476	486	494	
885	Rose City Park	467	470	489	446	433	429	438	452	458	461	459	461	464	469	473	480	
886	Sabin	352	324	257	265	326	349	336	330	323	321	318	321	321	323	323	323	
887	Scott	492	512	457	442	377	369	357	353	344	345	349	353	360	370	380	389	
889	Sitton	436	421	371	359	338	300	286	291	300	303	313	316	315	309	305	304	
890	Skyline	203	209	201	214	197	201	197	198	188	187	194	198	202	204	204	209	
891	Smith	234	252	251	238	219	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
892	Stephenson	369	393	353	352	348	325	301	275	265	257	246	245	242	242	242	240	
893	Sunnyside	297	281	229	167	215	209	210	205	206	208	209	213	220	227	234	238	
895	Vernon	462	405	366	405	351	329	316	320	323	323	330	337	343	348	353	358	
896	Vestal	241	227	367	344	322	294	276	265	262	252	254	254	260	263	265	269	
900	Whitman	453	475	433	431	421	404	408	410	411	422	421	432	438	443	450	457	
902	Woodlawn	509	482	423	402	371	445	443	443	450	461	469	477	483	497	510	528	
903	Woodmere	474	503	490	477	458	449	458	465	472	465	473	483	491	495	500	512	
904	Woodstock	337	372	364	345	343	338	334	334	336	330	327	326	327	329	331	336	
1278	Markham	370	358	333	330	301	398	380	381	382	382	385	393	401	409	414	418	
1299	Rieke	288	307	266	276	266	267	284	272	270	262	258	252	245	238	232	227	
2413	Forest Park	284	334	377	407	456	517	548	575	581	572	550	528	492	462	440	419	
-	Brooklyn	156	140	121	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
-	Meek	198	198	189	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
-	Wilcox	195	197	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
-	Youngson	185	177	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	
916	Metropolitan Learning Center	155	143	156	146	148	155	153	153	152	152	152	153	155	156	158	160	
1364	Winterhaven (at Brooklyn)	81	82	83	136	164	177	175	172	170	167	164	163	164	165	167	168	
Spec.	Other Special Programs	211	202	252	368	439	469	457	459	461	463	468	474	482	487	491	499	
Gr. K-5	Total	24,477	24,138	23,244	22,141	21,639	21,420	21,234	21,175	21,146	21,108	21,145	21,246	21,442	21,648	21,836	22,056	

The enrollment figures do not include students enrolled in the Columbia Regional programs, and do include ungraded students.

Gr. 6-8 Total Enrollment by School and Year

School No.	Grades 6-8 School Name	< Actual						> Projected >									
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
831	Beaumont	631	670	610	577	542	536	510	490	463	442	427	418	413	417	426	431
832	Binnsmead	699	735	769	687	687	680	693	677	666	649	617	610	604	623	619	629
848	Fernwood	575	608	632	644	582	466	455	450	459	453	448	451	444	445	433	431
849	George	549	558	546	467	473	403	390	360	343	326	308	315	330	356	373	391
852	Gray	508	526	533	497	520	496	491	474	466	478	477	469	462	455	451	441
853	Gregory Heights	812	821	740	718	630	691	658	627	610	589	570	571	585	599	600	601
858	Hosford	426	374	386	377	405	448	429	421	407	402	388	389	383	379	368	364
863	Kellogg	645	667	671	633	591	482	476	477	464	444	426	427	424	417	404	391
877	Mt. Tabor	670	700	707	729	696	676	663	647	651	641	648	653	653	650	644	649
878	Ockley Green*	408	490	475	427	385	318	274	230	187	180	170	176	187	199	203	207
881	Portsmouth	434	489	522	466	460	429	445	437	420	397	388	382	400	409	427	441
888	Sellwood	584	602	619	593	603	564	540	526	524	515	499	490	481	477	475	467
894	Tubman	541	517	463	373	294	273	234	171	147	139	135	138	144	147	151	157
898	West Sylvan	907	915	947	897	884	878	899	906	924	937	935	941	928	927	914	906
899	Whitaker	675	482	441	357	289	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
1243	Lane	678	696	652	638	592	553	519	513	498	500	502	501	512	520	535	541
1277	Jackson	796	807	823	768	773	694	686	677	676	638	634	626	625	615	618	628
830	Beach*						11	27	50	81	76	69	66	68	70	72	73
833	Boise-Eliot*							15	29	44	41	40	37	34	31	32	29
847	Faubion*						26	24	22	22	22	22	22	23	24	25	27
855	Hayhurst					48	59	58	57	57	58	57	56	55	55	55	55
860	Humboldt*						21	19	17	15	14	13	13	13	13	14	15
866	King*						37	43	62	55	52	48	47	47	47	49	52
886	Sabin					47	52	50	49	48	47	46	46	47	48	48	49
893	Sunnyside	218	271	272	269	244	234	224	221	222	217	213	215	215	213	211	212
895	Vernon*						34	50	68	63	58	55	53	53	55	58	60
902	Woodlawn*						48	45	42	39	37	34	34	37	40	41	42
916	Metropolitan Learning Center	131	135	126	146	153	156	149	143	141	138	135	135	136	138	139	141
1363	Da Vinci	316	319	320	327	350	380	370	361	354	344	339	340	342	344	342	343
1364	Winterhaven (at Brooklyn)	78	87	84	118	132	162	155	151	148	144	143	143	143	142	141	141
-	Meek	0	9	30	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Spec.	Other Special Programs	344	232	243	216	276	304	289	278	267	257	250	249	253	257	261	267
Gr. 6-8	Total	11,625	11,710	11,611	10,924	10,656	10,111	9,879	9,632	9,461	9,231	9,036	9,017	9,042	9,110	9,129	9,179

*Converting to K-6 or K-8, beginning in 2005 or 2006.

The enrollment figures do not include students enrolled in the Columbia Regional programs, and do include ungraded students.

Gr. 9-12 Total Enrollment by School and Year

< Actual | Projected >

School No.	Grades 9-12 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
906	Benson	1,475	1,479	1,502	1,498	1,501	1,452	1,416	1,368	1,303	1,251	1,200	1,157	1,131	1,105	1,085	1,069
909	Cleveland	1,322	1,366	1,381	1,388	1,332	1,449	1,406	1,366	1,314	1,277	1,233	1,198	1,190	1,164	1,143	1,125
911	Franklin	1,488	1,470	1,460	1,528	1,547	1,404	1,364	1,320	1,257	1,231	1,201	1,172	1,161	1,143	1,132	1,124
912	Grant	1,794	1,798	1,848	1,835	1,848	1,815	1,750	1,688	1,585	1,547	1,490	1,452	1,450	1,402	1,384	1,363
914	Lincoln	1,374	1,469	1,429	1,483	1,444	1,485	1,493	1,487	1,463	1,464	1,470	1,459	1,472	1,455	1,451	1,447
915	Madison	1,241	1,204	1,262	1,194	1,063	983	954	928	886	859	824	791	775	748	737	726
922	Wilson	1,614	1,644	1,631	1,580	1,531	1,631	1,607	1,568	1,521	1,478	1,451	1,417	1,402	1,388	1,355	1,337
-	Marshall Campus*	1,278	1,222	1,103	949	906	955	960	952	953	945	935	928	908	888	878	864
2175	Marshall Night School					98	100	100	99	97	95	92	90	88	86	85	84
4,153	BizTech High					217	297	300	297	299	297	295	294	287	281	278	272
4,154	Linus Pauling Academy					200	282	282	281	281	278	276	274	268	261	259	254
4,155	PDX Academy of Int'l Studies					198	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
4,156	Renaissance Arts Academy					193	276	278	275	276	275	273	271	265	260	258	254
-	Jefferson Campus*	892	855	826	702	661	647	608	568	534	499	471	446	428	419	408	404
4160	School of Champions					347	299	282	264	249	234	220	209	200	196	190	188
4161	School of Pride					314	348	325	304	285	266	250	237	227	223	218	216
-	Roosevelt Campus*	1,131	1,141	989	825	850	778	789	776	740	713	689	655	630	608	590	577
4162	A.C.T. School					303	282	286	281	267	257	248	236	227	219	212	206
4163	P.O.W.E.R. School					46	284	287	282	269	259	250	237	230	221	215	211
4164	Spanish-English International					240	212	215	213	204	196	191	181	174	168	163	159
4165	Two Rivers Community School					261	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
916	Metropolitan Learning Center	133	140	138	140	138	136	133	129	123	119	115	113	111	109	107	106
920	Vocational Village	192	160	188	158	146	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Spec.	Other Special Programs	1,852	1,799	1,780	1,684	1,561	1,856	1,812	1,753	1,680	1,639	1,591	1,543	1,513	1,477	1,453	1,434
Gr. 9-12	Total	15,786	15,747	15,539	14,964	14,528	14,591	14,290	13,904	13,360	13,022	12,671	12,332	12,171	11,907	11,723	11,575

* Divided into multiple small schools beginning in 2004.

The enrollment figures do not include students enrolled in the Columbia Regional programs, and do include ungraded students.

APPENDIX 3
Residing Forecast for High School Cluster Areas

PPS Enrollment by Area of Residence and School Year*

High School Cluster	<Actual						Projected>									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Cleveland HSCL																
K-2	1118	1035	1017	1,053	1,039	1,053	1,035	1,018	987	963	942	941	953	968	979	988
3-5	1196	1151	1087	1,002	1,011	1,015	1,004	971	952	927	906	886	878	873	873	874
6-8	1077	1066	1059	995	1,051	1,003	962	938	919	896	862	844	822	806	784	765
9-12	1484	1448	1445	1,373	1,339	1,328	1,286	1,252	1,218	1,191	1,155	1,129	1,112	1,083	1,059	1,033
Total	4875	4700	4608	4,423	4,440	4,399	4,287	4,178	4,076	3,977	3,865	3,800	3,765	3,731	3,694	3,660
Franklin HSCL																
K-2	1067	1081	1089	1,060	1,040	1,098	1,112	1,102	1,074	1,062	1,053	1,063	1,086	1,113	1,136	1,158
3-5	1189	1141	1045	966	1,010	1,009	998	993	1,017	1,023	1,012	996	998	1,006	1,018	1,033
6-8	1135	1125	1150	1,084	1,040	967	952	949	950	932	925	943	939	922	895	881
9-12	1487	1485	1464	1,395	1,393	1,377	1,304	1,245	1,157	1,117	1,083	1,055	1,065	1,067	1,078	1,084
Total	4878	4832	4748	4,505	4,483	4,451	4,367	4,289	4,198	4,133	4,073	4,057	4,089	4,108	4,127	4,156
Grant HSCL																
K-2	1143	1120	1105	1,104	1,127	1,117	1,079	1,066	1,046	1,026	1,009	1,004	1,007	1,012	1,014	1,017
3-5	1194	1141	1066	1,024	1,053	1,067	1,048	1,017	998	960	947	933	926	921	917	913
6-8	1256	1203	1148	1,046	1,060	977	961	944	947	928	908	893	858	847	830	814
9-12	1611	1559	1545	1,426	1,521	1,510	1,458	1,417	1,334	1,310	1,270	1,234	1,243	1,189	1,162	1,138
Total	5204	5023	4864	4,600	4,761	4,671	4,546	4,445	4,325	4,223	4,133	4,064	4,033	3,969	3,923	3,881
Jefferson HSCL																
K-2	1959	1914	1814	1,673	1,574	1,513	1,497	1,527	1,571	1,608	1,647	1,675	1,701	1,727	1,758	1,790
3-5	2050	1936	1773	1,585	1,501	1,419	1,349	1,310	1,299	1,297	1,308	1,337	1,377	1,419	1,454	1,489
6-8	1590	1581	1530	1,369	1,427	1,272	1,175	1,096	1,031	973	922	919	953	999	1,040	1,075
9-12	2307	2227	2141	1,975	1,982	1,923	1,780	1,634	1,507	1,398	1,300	1,240	1,203	1,174	1,154	1,144
Total	7906	7658	7258	6,602	6,484	6,127	5,801	5,568	5,407	5,277	5,177	5,171	5,234	5,317	5,406	5,498
Lincoln HSCL																
K-2	830	845	871	873	882	899	896	906	896	891	891	887	883	879	876	872
3-5	891	907	883	916	928	979	988	972	972	962	965	950	941	934	924	915
6-8	906	886	934	862	893	891	920	934	956	971	967	975	959	959	944	937
9-12	1180	1264	1247	1,253	1,306	1,320	1,333	1,334	1,323	1,335	1,357	1,358	1,380	1,365	1,367	1,368
Total	3807	3902	3935	3,904	4,009	4,089	4,137	4,146	4,147	4,159	4,181	4,171	4,164	4,137	4,112	4,092

*October enrollments of where PPS students reside; ungraded students not included.

continued on next page

PPS Enrollment by Area of Residence and School Year*

High School Cluster	<Actual Projected>															
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Madison HSCL																
K-2	1260	1249	1275	1,174	1,168	1,166	1,168	1,179	1,174	1,176	1,182	1,196	1,218	1,242	1,264	1,286
3-5	1370	1332	1243	1,252	1,105	1,079	1,037	1,016	1,025	1,018	1,019	1,015	1,026	1,042	1,059	1,078
6-8	1263	1277	1229	1,151	1,053	1,073	1,039	990	949	911	880	889	901	918	917	919
9-12	1679	1648	1690	1,637	1,583	1,616	1,559	1,516	1,445	1,403	1,340	1,279	1,247	1,204	1,195	1,184
Total	5572	5506	5437	5,214	4,909	4,934	4,803	4,702	4,593	4,508	4,421	4,379	4,392	4,406	4,435	4,467
Marshall HSCL																
K-2	1697	1745	1701	1,622	1,667	1,638	1,649	1,677	1,697	1,718	1,739	1,762	1,788	1,816	1,844	1,871
3-5	1724	1720	1689	1,641	1,618	1,592	1,581	1,568	1,550	1,542	1,547	1,559	1,582	1,605	1,625	1,648
6-8	1468	1550	1583	1,546	1,586	1,561	1,533	1,496	1,465	1,439	1,412	1,400	1,413	1,440	1,458	1,475
9-12	1912	1898	1942	1,839	1,974	2,023	2,045	2,031	2,035	2,037	2,022	2,010	1,964	1,922	1,901	1,867
Total	6801	6913	6915	6,648	6,845	6,814	6,808	6,773	6,748	6,737	6,721	6,731	6,748	6,783	6,828	6,860
Roosevelt HSCL																
K-2	1328	1285	1278	1,193	1,154	1,126	1,193	1,237	1,283	1,321	1,357	1,366	1,355	1,338	1,331	1,325
3-5	1293	1270	1234	1,124	1,103	1,077	1,102	1,125	1,117	1,127	1,135	1,158	1,178	1,197	1,209	1,220
6-8	1172	1193	1160	993	1,048	1,009	1,013	966	925	872	839	840	881	920	965	1,003
9-12	1479	1517	1402	1,263	1,328	1,385	1,422	1,409	1,348	1,304	1,265	1,195	1,146	1,111	1,072	1,049
Total	5272	5265	5074	4,573	4,633	4,597	4,730	4,736	4,673	4,624	4,596	4,559	4,561	4,567	4,577	4,597
Wilson HSCL																
K-2	1057	1092	1054	1,013	1,035	1,004	993	976	981	979	976	979	981	982	985	988
3-5	1218	1245	1148	1,132	1,131	1,103	1,076	1,069	1,048	1,032	1,008	1,009	1,012	1,012	1,013	1,009
6-8	1277	1300	1330	1,234	1,276	1,172	1,161	1,134	1,126	1,102	1,099	1,080	1,067	1,046	1,045	1,040
9-12	1703	1749	1726	1,631	1,622	1,698	1,673	1,632	1,579	1,534	1,509	1,474	1,460	1,444	1,410	1,392
Total	5255	5386	5258	5,010	5,064	4,977	4,904	4,811	4,734	4,647	4,593	4,542	4,520	4,485	4,453	4,429
Out																
K-2	202	168	159	141	253	259	221	229	233	240	253	268	278	282	275	285
3-5	157	150	131	144	235	207	207	217	225	235	248	262	274	280	281	296
6-8	118	125	99	95	222	186	163	184	195	208	220	233	248	254	251	270
9-12	520	498	481	401	480	411	430	435	414	391	369	358	351	346	325	317
Total	997	941	870	781	1,190	1,063	1,022	1,064	1,067	1,075	1,090	1,122	1,151	1,161	1,132	1,168

*October enrollments of where PPS students reside; ungraded students not included.

APPENDIX 4

Summary of PPS Boundary and School Changes as of March 31, 2006 Affecting the 2006-07 School Year and Beyond

Board Approved:

Southwest Portland

1. Reike/Hayhurst ESAA
 - Redraw boundary to redistribute students from 2 housing centers.
 - Reike ESAA absorbs a portion of Hayhurst ESAA.

North and Northeast Portland

1. Ball, Clarendon, and Astor ESAA
 - Redraw boundaries between Ball and Clarendon and Astor ES (to redistribute students due to redevelopment of New Columbia area).
 - Clarendon absorbs some of Ball, and Ball absorbs some of Clarendon.
 - Astor absorbs some of both.
2. Scott and Lee ESAA
 - boundary adjustment
 - portion of Scott ESAA absorbed by Lee ESAA to redistribute students due to construction of Columbia Knoll Housing Development (residents in ES attend Lee).
3. Jefferson Cluster Schools
 - Ockley Green MS: convert to K-8 Option School in 2006-07.
 - Current Tubman Middle School: creation of a Young Women's Academy, offering grades 7-12, to be phased in during a 2-3 year period, beginning in 2006-07.
 - Jefferson Campus: creation of 1) a Young Men's Academy, offering grades 7-12; and 2 small schools offering grades 9-12; to be phased in during a 2-3 year period, beginning in 2006-07.
4. Jefferson Cluster Elementary Schools: King, Beach, Boise-Eliot, and Vernon ES.
 - Expand to include grades 7 and 8 (offering Pre K-8).
 - Beginning in 2006-07, Beach, Boise Eliot, King and Vernon will add one grade per year.
 - In 2006-07, Beach and Boise Eliot will add 6th grade.
 - In 2006-07, King and Vernon will add 7th grade.

Pending Proposals

1. Ockley Green MS
 - School Board will decide next year if students living in current Ockley Green MSAA will have preference in attending Ockley Green K-8 School.
2. Skyline ES
 - Expand to include grades 6, 7, and 8 (offering K-8) over the next three years; requires evidence of critical mass of 6th graders enrolling at Skyline before first year implementation will be approved.
2. Jefferson Cluster Elementary Schools: Humboldt, Woodlawn, Faubion
 - Expand to include grades 7 and 8 (offering K-8) over the next three years.
 - Implementation requires further Board action.

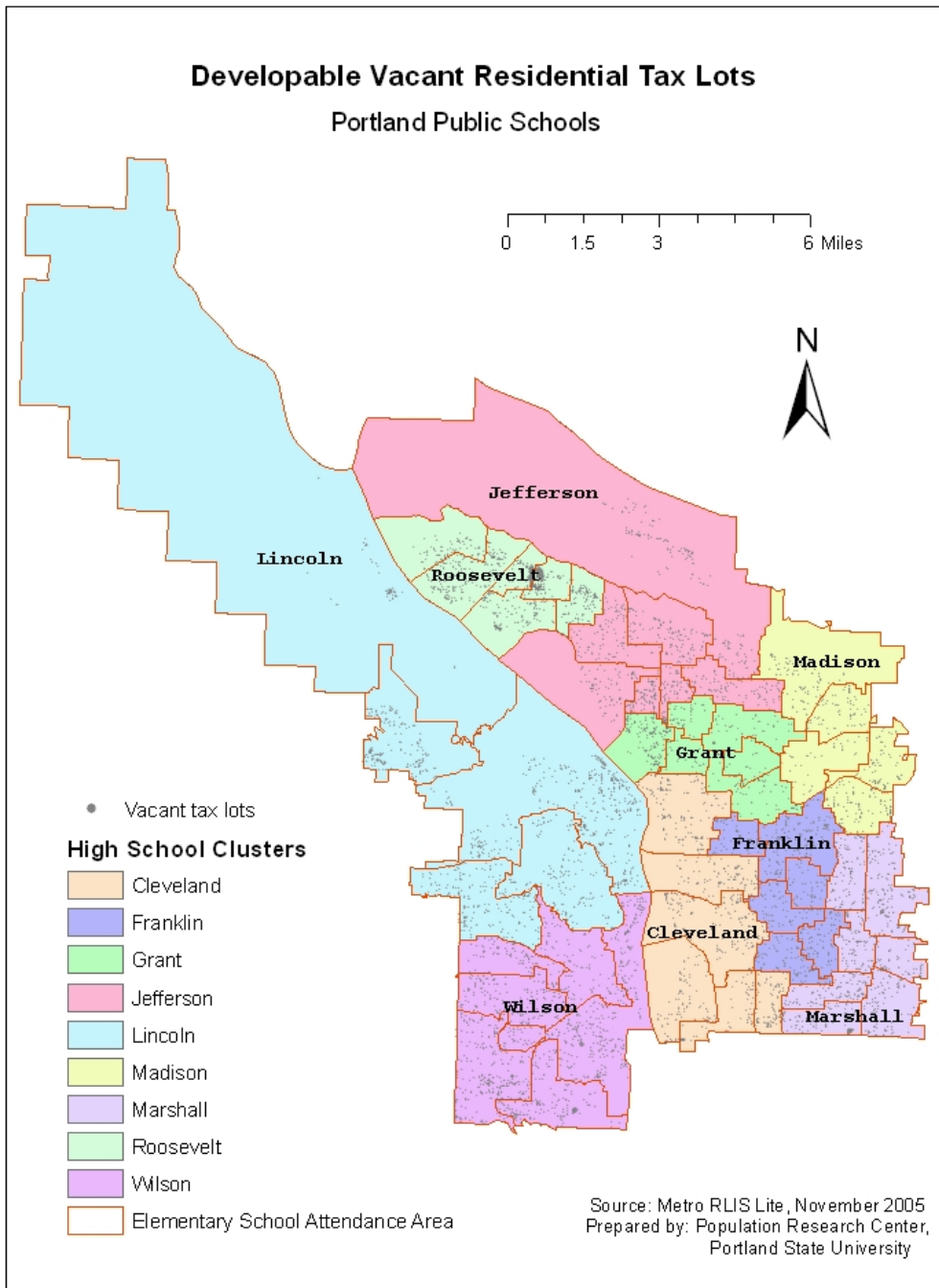
Other Changes

Jefferson Cluster ES: Chief Joseph ES

- Will continue to offer grades K-5.
- This is a reversal of the Board resolution in March 2005 to expand to include grade 6 beginning in 2006-07.

APPENDIX 5

Map of Vacant Residential Taxlots within PPS Boundary



APPENDIX 6

High School Drop-outs

Benson Polytechnic High School typically has had the lowest drop-out rates of all the high schools in PPS. Cleveland and Madison High Schools' rates have been declining since 2000. Aside from PPS Alternative Programs, Roosevelt and Marshall High Schools have had the highest drop-out rates at least since 1999.

1-Year Dropout Rates	1999-00	2000-01	2001-02	2002-03	2003-04
Benson Polytechnic High School	2.2	2.3	2.4	2.9	1.7
Cleveland High School	5.5	6.7	5.1	5.0	4.0
Franklin High School	6.9	7.7	5.3	4.2	4.8
Grant High School	2.8	3.7	4.0	3.2	2.2
Jefferson High School	6.5	7.4	6.0	6.3	4.1
Lincoln High School	4.2	3.4	3.8	0.8	2.6
Madison High School	4.2	5.0	4.8	4.4	3.8
Marshall High School	11.7	7.7	7.7	5.7	13.4
Roosevelt High School	8.1	9.5	10.3	8.2	9.8
Wilson High School	2.5	3.7	4.3	2.1	2.5
PPS Alternative Programs	42.7	38.1	34.6	40.7	36.0
PPS District-wide	12.8	11.1	10.1	9.8	9.3
Multnomah County	9.5	8.6	7.7	7.3	7.2
Oregon Statewide Totals	6.3	5.3	4.9	6.3	5.3

Source: Oregon Department of Education

APPENDIX 7

Data Sources

This enrollment forecast report is based on data obtained from several sources. Much of the data were aggregated to the district or attendance area level of geography by PRC staff. The data sources include:

- **Decennial Census.** The decennial census is the only source of data collected for small areas across the nation. We used 1990 and 2000 census data to calculate the population, by age and sex, residing in the Portland Public School District. We compared the changes from 1990 to 2000 to develop an estimate of the age-sex profile for net migrants.
- **American Community Survey.** This is a new U.S. Census Bureau survey that is being tested in Multnomah County and several other sites in the United States. It was begun in 1996, with a large survey of households in Multnomah County, followed by smaller surveys in 1997 and following years. The American Community Survey asks the same questions as the 1990 census. We used the 1990 and 2000 Censuses and 1996 American Community Survey data to develop estimates of household and population change, including estimates of net migration for the Portland Public School District.
- **Annual Population Estimates.** Annual population estimates for cities and counties of Oregon are prepared by the Population Research Center at Portland State University. Records on State income tax returns, births, deaths, and Medicare enrollment, and information about changes in housing stock are utilized in developing the population estimates. We used population estimates of Multnomah County and the City of Portland from 1990 to 2005 in this study to help to approximate area growth trends in and around Portland Public School District.
- **Portland Public School Enrollment and Student Record Data.** Portland Public School staff furnished information on school enrollments by grade for 1990 through 2005 and

data files on all students in 1996 through 2005. The student data records include the students' race and ethnicity in addition to the location of student residences. These data are valuable for examining the racial and ethnic composition and the in and out-flows of students in elementary school attendance areas. We did not request nor obtain any student data with personal information.

- **Building Permit Data.** Information about building permits issued for construction of residential housing during 1990 to 2003 was obtained from Metro's Regional Land Information System. Additional building permit data were furnished by the City of Portland, Bureau of Planning for years 1995-2005.
- **Land Division Records.** These data were obtained from the City of Portland, Development Services Department for years 2002-2005. The data provide information about where in Portland new residential development is planned to occur.
- **Birth and Death Data.** Information on births and deaths reported for the Portland Public School area were obtained from the Oregon Health Division for years 1989 to 2003. The data were used for two purposes. One use was for calculating overall fertility and mortality rates for the School District. These rates were used in the demographic models. The second use was to note the residence of the births in order to examine the correspondence between births and enrollment changes.
- **Private School Data.** We monitor these data to detect any changes in private school enrollment trends in the Portland area. We rely on two sources of information on private schooling for this report. One source is from the Oregon Department of Education. These data originate from reports at the local level about the number of students who attend private schools. A second source was obtained through a survey that we conducted in October 2004. We surveyed all known private schools in the Portland area, requesting information about their enrollments and the places of residence for their students.

- Home School Data. Information on the number of students in home schooling was obtained from the Oregon Department of Education.
- PPS Attendance Area Boundary Files. Portland Public School staff supplied the 2006-07 attendance area boundary files for PPS elementary, middle, and high schools. These files are used for mapping and for aggregating student, demographic and other data by attendance areas to determine trends and to enter into the forecasting models.