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**THE PATH AHEAD:
FUTURE ENROLLMENTS IN
PORTLAND PUBLIC SCHOOLS, 2001 TO 2010**

Based on October 2001 Enrollments

**Prepared by the Population Research Center
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**THE PATH AHEAD:
FUTURE SCHOOL ENROLLMENTS
IN PORTLAND PUBLIC SCHOOLS, 2000 to 2010**

EXECUTIVE SUMMARY

This report provides a school enrollment forecast, including demographic information, for Portland Public Schools. The report considers several factors that are likely to affect the school district's enrollments between the present and 2010, including the future number of births, net migrants, and the proportion of school-age children and youth enrolled in the public schools.

This is the third annual report that forecasts future enrollments for the Portland Public Schools. Previous annual reports were based on October 1999 and October 2000 enrollments; this report relies on October 2001 enrollments.

To take into account a variety of demographic and enrollment possibilities, this report describes an extrapolation of likely future trends for housing, population, and enrollment changes for the ten years between 2001 to 2010.

Main Findings

The main findings from the enrollment forecasts, presented in greater detail in this report, are as follows:

- If the Current Trends scenario is taken for the next decade, overall public school enrollments will decrease by about 200 to 500 students each year between 2001 and 2010. These annual decreases will reduce total enrollments from 51,650 students in the 2001-02 school year to about 48,400 in the 2010-2011 school year. This represents a decrease of about 6 to 7 percent in Portland Public Schools enrollments.
- In a previous report based on October 2000 enrollments, assumptions were made for five different assumptions about future housing and population change in the Portland Public School area. This work demonstrated that there is variation in the range of several thousand students in the forecasts for 2010. So, although the current trends forecast is for continuing decreases in school enrollments, there are variations in the forecasts for the size of the declines. It is most likely that school enrollment decreases will continue in the range of 200 to 500 students for the coming decade.
- Enrollment decreases are likely to occur at all grade levels. If current trends continue, the heaviest declines will occur in grades 3 to 5 and 6 to 8, with reductions of 8 to 9 percent from current levels between the present and 2010. Grades 9 to 12 enrollments would decline by about 6 percent in the same period. Kindergarten to grade 2 enrollments would remain about the same over the coming decade.
- The immediate outlook is for continued declines, on the order of 300 to 400 students annually, for several years. The next three or four years will make apparent whether the Current Trends scenario is likely to continue. If different conditions appear, then it would be appropriate to revise the enrollment projections, taking into account new assumptions.

Caveats

Forecasting school enrollments, like forecasting anything else, is difficult because it is impossible to know all the conditions that will affect enrollments in the future. However, we all rely on forecasting to some extent: to decide what to wear by judging the look of the weather or how many schools are needed by fathoming the future course of school enrollments. When it comes down to it, we must rely on a forecast in order to make decisions today for future planning. Toward the goal of making plans for future enrollments in the Portland Public Schools, this report presents a demographic analysis to help make informed judgments.

Several cautions should be kept in mind in interpreting the enrollment forecasts in this report.

First, the enrollments presented within each of the scenarios are derived from the assumptions themselves. But it is not possible to judge, at this time, which of the assumptions or combinations of assumptions may be closer to future events. For example, fertility rates are currently fairly low for the population residing in the Portland Public Schools area. Fertility rates are likely to change somewhat in the future, perhaps becoming a little higher or lower. Based on past trends, fertility rates are unlikely to change dramatically in the future. But even modest changes in fertility will influence future enrollments and would make a difference from an enrollment based exclusively on the continuation of current trends.

Second, variations in forecasts become larger as time goes on. Most of the students who will enroll in Portland Public Schools next year are currently enrolled in the schools this year. This helps to make a more accurate forecast for enrollments next year. But, as years progress, enrollments depend increasingly on assumptions about the numbers of school-age children and youth that move into and out of the school district. We therefore become less confident about enrollment forecasts for longer periods of time.

Finally, there is a temptation in interpreting several 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 Current Trends forecast in this report and that we will want to update them as future 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 Current Trend enrollment forecast presented in this report can best serve as a guideline in this process of monitoring and managing.

INTRODUCTION

This report presents the results of a study conducted by the Population Research Center to address the long-range planning needs of the Portland Public Schools. It provides annual enrollment forecasts by grade for the Portland Public School district from 2001 to 2010. In addition to the future enrollments that are expected from the continuation of current trends, four additional scenarios are presented. The study also provides enrollment forecasts for selected grades (K-2, 3-5, 6-8, and 9-12) for each year from 2001 to 2010.

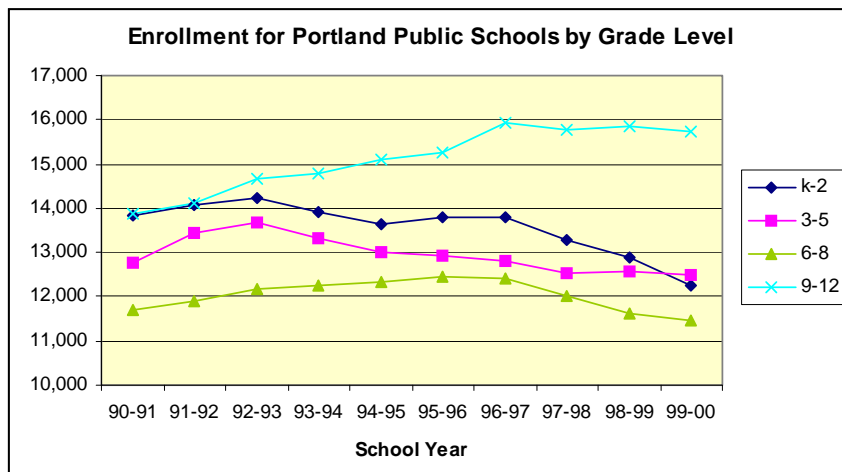
The report is divided into five parts. The first part describes recent enrollment and population trends. This is followed in part two by a description of the methods and data used in the development of the population and enrollment forecasts. Part three describes the specific demographic assumptions used, the circumstances that may change the assumptions and their effect on the forecasts. Part four presents enrollment forecasts, for all grade combined, for the school district. Finally, the fifth part shows enrollment forecasts for selected grades.

There are also two appendices at the end of the report. Appendix A provides information on data sources, the demographic model, and project staff. Appendix B has five supporting tables that show observed enrollment by grade for the 1990-1991 to 2001-2002 school years and the forecasted enrollment by grade for the 2002-2003 to 2010-2011 school years.

RECENT ENROLLMENT AND POPULATION TRENDS

The area within the boundaries of Portland Public Schools includes approximately two-thirds of the City of Portland, a small unincorporated area of Multnomah County, and very small portions of the cities of Lake Oswego and Beaverton. The school district includes 63 elementary schools, 17 middle schools, 10 high schools, and a variety of special programs and schools. The configuration of the grade levels for most elementary schools is kindergarten to grade 5; however, eight of the elementary schools have pre-kindergarten programs. Middle schools consist of grades 6 to 8. High schools consist of grades 9 to 12.

Total enrollments in the Portland Public Schools increased from 52,400 in 1990 to 54,800 in 1996. From 1997 to 1999, enrollments declined, to 51,950 in the 2001-2002 school year. Enrollments decreased the most in recent years for the kindergarten to grades 2 years, as illustrated in the following figure.



Our analysis begins by examining historic patterns of growth in the Portland Public Schools area since 1990. These results are discussed more fully in a report entitled *Changing Times, Changing Enrollments: How Recent Demographic Trends are Affecting Enrollments in Portland Public Schools*, prepared in conjunction with this report on enrollment forecasts for the Portland Public Schools and *Comings and Goings Between the Censuses: Factors Affecting Portland Public School Enrollments*, completed in 2002

and based on 1990 and 2000 census data. We reached four main conclusions from our analysis of past trends:

- First and foremost, public school enrollments have declined in recent years primarily because there have been sizeable decreases in the number of students entering kindergarten and the early elementary school grades. Smaller numbers of entering students are, in turn, the result of substantial reductions in the number of births -- reductions that began in 1991. Because there were fewer births in the early 1990s, fewer students enrolled in school in the late 1990s. The number of births declined in the 1980s primarily because there were decreases in the number of younger couples -- not because there were decreases in the average number of births per couples in the 1980s.
- The number of births has continued to decline in the 1990s. The lower number of births in the second half of the decade has not yet affected school enrollments. But they will add to declines in school enrollments in the future, starting after about 2002. Although there was net out-migration of school-age children in the 1980s and 1990s, net out-migration of school-age children appears to have increased in the late 1990s, further reducing enrollments. The overall effect of a declining number of births and continued out-migration of school-age children has been a decrease of about 6,000 students between 1990 and 2000. Reductions in the number of births in the Portland Public School attendance area has been the main factor causing lower enrollments.
- There is evidence from public, private, and home schooling data on changes in public school capture rates (the proportion of school age children enrolled in Portland Public Schools) that overall Portland Public School capture rates declined between 1990 and 2000. Census data suggest that 86 percent of school-age children in youth, in the kindergarten to grade 12 age groups, attended Portland Public Schools in 1990 and that the rate decreased to 84 percent in 2000. The capture rate between 1990 and 2000 apparently declined most for kindergarten to grade 2, decreased modestly for grades 3 to 8, and increased modestly for grades 9 to 12. The net effect of declining capture rates has been a decrease of about 1,400 students.
- Increased international migration into the Portland metropolitan area has ameliorated the decline in enrollments by adding several thousand foreign-born students to the Portland Public Schools. Immigrant couples are contributing an increasing number of births to the population. Births to immigrants partially counterbalance fertility declines among native-born residents.

Recent annual population growth rates for the Portland Public Schools area have fluctuated in the range of 0.6 to 0.7 percent since 1990. During the period 1990 to 2001, the resident population in the area increased from 398,000 to 434,000, or an increase of 36,000.

Population growth has apparently slacked since 1996, with annual increase of about 7,500 in the district in recent years. The population growth rate in the school district area is about the same as in the City of Portland.

Most of the land area within the Portland Public Schools area has been developed. There have been, however, some "in-fill" developments with new residential construction. In addition, there have been some conversions of commercial structure for residential housing. In recent years, we estimate that there have been about 1,000 to 1,500 new units added to the housing stock in the Portland Public Schools area.

METHODS AND DATA

This study relies on two approaches for making district-wide school enrollment forecasts: a cohort-component method and a housing unit method. Specific data sources are described in Appendix A.

Cohort-Component Method

This report primarily relies on a demographic forecasting method called “cohort-component method.” It models future populations and school enrollments as outcomes of demographic events that occur over time. These events include births, deaths, and migration into and out of the school district. The district population grows when there are births and in-migrants; the population decreases when there are deaths and out-migrants. These events occur in certain age groups, or birth cohorts. For example, people tend to move most often in the ages 18 to 30 years. The elderly are more likely to die than younger persons. The demographic model is based on age-specific rates for births, deaths, and in- and out-migration. The model begins with the resident population in the Portland Public School area in 1990 and moves it through time to the present, and then forward to 2010. By making assumptions about the levels of births, deaths, and migration, we produce a population that serves as the basis for calculating the school-age population and the numbers of children attending Portland Public Schools.

Most school-age children attend public schools; however, some children and youth attend private schools and others may attend schools outside of the district or be home-schooled. The model addresses this issue by calculating the proportion of school-age children “captured” or enrolled in the public schools, and making assumptions about future “capture rates.”

The cohort-component method relies on the availability of accurate data on the age and sex composition of the population residing in the Portland Public School area. The most accurate local population data is from the U.S. Census of Population. Data from the 1990 and 2000 censuses are used for the basis of the local population in this report. Data for births and deaths are from vital statistics reported for the Portland Public School area from 1990 to 2000, as collected by the Oregon Division of Vital Statistics. Data on net migration for the local area are taken from the 1990 and 2000 censuses, a special household survey conducted by the U.S. Census Bureau in Multnomah County in 1996 (the 1996 American Community Survey), and annual population estimates prepared by the Population Research Center.

We use the cohort-component method to develop the enrollment forecast for the Portland Public Schools district, starting with the initial population in 2000. The 2000 census population was organized into five-year age groups (for example, 0-4, 5-9, and so on). Each age group was survived five years at a time, using appropriate survival probabilities by age and sex. These survival probabilities represent the likelihood of people surviving five years, taking mortality into account. The process is repeated for each five-year projection until 2010.

During each five-year period, births occur to the resident population. The number of births in the Portland Public School district are calculated on the basis of the number of women in the childbearing years and the probability that they will have a live birth. The live birth probabilities are determined on the basis of the most recent birth registration data for the Portland Public School population. Newborns are “survived” into the population aged 0-4 for the five-year projection; afterwards, they survive through time like the rest of the population.

The estimate of in-migration and out-migration rates is a challenge for local population forecasts. In reality, the model is based on net migration rates – the difference between the in- and out-migration rates. If there are more in- than out-migrants, then there is a net in-migration. If in-migrants are fewer than out-migrants, then there is a net out-migration. Net migration rates were calculated first for the Portland Public School population on the basis of the experience between the 1990 and 2000 censuses. The rates were then adjusted in order to produce a population by age and sex that was as close as possible to the population in the U.S. Census Bureau’s 1996 American Community Survey and the 2000 decennial census. The migration data were further modified in order to be as close as possible to current population estimates

prepared by the Population Research Center and the actual enrollments experienced by the Portland Public Schools from 1990 to 2000.

Housing Unit Method

Because the cohort-component method does not explicitly account for such events as the construction of new housing in the area, a different version of the model was developed to adjust for the ways in which future housing trends would affect the local area population.

We used data on reports by the City of Portland on the location of new residential housing, demolitions of older housing, and either conversions of commercial structures to residential housing or conversions of residential housing to commercial use for the Portland Public School area since 1990. Based on 2000 census information on the number of residential units, this allows us to make adjustments of housing to the present.

We made assumptions about changes in the number of persons per housing unit, vacancy rates, and the number of school-age children per housing by housing type (that is, single or multiple unit structures). We also made assumptions about future housing change in the Portland Public School areas and forecast the implications for the number of school-age children. We used the results to double-check the projections that we obtained using the cohort-component method. The forecasts reported in this study rely on the cohort-component method, but they were compared to the housing unit methods to ensure that the two methods produce closely similar results.

SPECIFIC DEMOGRAPHIC ASSUMPTIONS

We make a “current trends” school enrollment forecast for Portland Public Schools assuming that current fertility, mortality, and net migration will continue relatively unchanged for the next ten years. This further assumes that there will be about 1,500 housing units added each year within the Portland Public Schools area and that the age-sex profile of net migrants will remain relatively constant.

Assumptions for Demographic Rates

The enrollment forecast involves demographic assumptions for fertility, mortality, and migration.

Fertility rates. Fertility rates have been relatively stable in Oregon communities for the past thirty years. There are variations, however, between communities. Based on recorded births for the population living in the Portland Public Schools area, the average number of children born to women in 1990 was about 2.0, or about the same as the average for the state of Oregon. The average number of children born apparently increased slightly, to about 2.04, in 1995. Since 1995, fertility rates have dropped considerably, reflecting the increasing proportion of single persons moving into Portland and the decreasing number of younger couples. The most recent birth data suggest that the average number of children born to women has fallen to about 1.7 in 1998. An overall fertility of 1.7 children is assumed for the forecast.

Mortality rates. Survival rates for a population reflect the chances for a birth cohort surviving to the next five-year period. Survival rates are very high for younger ages and almost 100 percent of school-age children survive five-year periods. Even if we had made different assumptions about the plausible future course of mortality, they would have had only modest effects on the school enrollment forecasts because virtually all school-age children survive from one period to the next.

Migration rates. Migration assumptions are the most difficult to make for a local area population forecast. Migration is affected by employment opportunities, the availability and cost of housing – in Portland and in comparison to nearby areas -- and a variety of other social and economic factors that influenced decisions to move. For this reason, it is important to consider many factors in thinking about the likely future course of migration in the Portland Public Schools area.

We make an initial estimate of net migration based on a comparison of the population living in the Portland Public Schools area in 1990 and 2000.

Capture Rates. We assume that the capture rates (the proportion of school-age children and youth residing the Portland Public School attendance area who attend public schools) declined slightly between 1990 and 2000, based on estimates using 1990 and 2000 census data. We assume that the 2000 capture rates remain unchanged for the enrollment projection period.

Forecast Scenario

The population residing in the Portland Public School area is diverse and changing. We do not have a magical crystal ball that allows us to predict with any certainty what will happen in the future. For purposes of making enrollment forecasts, we made assumptions about what might happen to enrollments assuming a continuation of current trends. We do not necessarily include all the complexities of factors that may change in the future.

Specially, our Current Trends Scenario makes the following assumptions. This scenario assumes that the demographic trends occurring at present will continue unchanged through 2010. The scenario also assumes that the proportion of school-age children enrolled in the public schools will continue at present levels. The demographic assumptions for this scenario imply that there will be about 1,500 housing units added each year in the Portland Public School area. This is within the range of housing changes during recent years.

OVERALL ENROLLMENT FORECASTS

There were 51,650 students enrolled in Portland Public Schools in the 2001-02 year. Under the Current Trends scenario considered here, there will be decreases in school enrollments. It seems clear that public school enrollments are likely to decline in coming years. The extent of the decreases depends upon changes that will only become clearer in the next few years.

If current trends continue, enrollments would continue to drop by about 200 to 500 each year. The results suggest that the decline would be fairly even over the coming decade, with only small fluctuations each year. Overall, 2010 enrollments would be more than five percent smaller than at present.

The overall school enrollment forecasts, from kindergarten to grade 12, for the Portland Public Schools are as follows:

<i>Scenario: Total</i>	<i>1990</i>	<i>1995</i>	<i>2000</i>	<i>2005</i>	<i>2010</i>
<i>Enrollments</i>					
Current Trends	52,363	54,350	51,926	50,338	48,383

ENROLLMENT FORECASTS BY GRADE

In this part of the report, we present enrollment forecasts for selected grade categories: kindergarten to grade 2, grades 3 to 5, grades 6 to 8, and grades 9 to 12. Appendix B displays enrollment forecasts for each grade, from the present to 2010.

Kindergarten to grade 2

Enrollments in kindergarten to grade 2 fluctuated in the range of 13,300 to 13,800 during 1990 to 1996. Since 1996, K-2 enrollments have declined by about 1,700 students, to 11,500 in the 2001-02 school year. If current trends persist, K-2 enrollments will remain at constant levels, dropping to 11,300 in 2005 and then increasing to 11,500 in 2010.

<i>Scenario:</i> <i>Kindergarten to Grade 2 Enrollments</i>	<i>1990</i>	<i>1995</i>	<i>2000</i>	<i>2005</i>	<i>2010</i>
Current Trends	13,447	13,449	11,657	11,295	11,512

Grades 3 to 5

Public school enrollments in grades 3 to 5 have varied in the range of 12,500 to 13,600 students during the past ten years. Grades 3 to 5 enrollments are likely to decline, however, in the coming years, from the level of 12,000 in 2001-2002. If current conditions continue, enrollments will decrease steadily to 2010, reaching a level of about 11,000 in 2010 -- 1,000 fewer students than at present, and a decline of 8 to 9 percent from current enrollments.

<i>Scenario: Grades 3 to 5 Enrollments</i>	<i>1990</i>	<i>1995</i>	<i>2000</i>	<i>2005</i>	<i>2010</i>
Current Trends	12,548	12,619	12,281	11,399	10,963

Grades 6 to 8

Enrollments in grades 6 to 8 increased from 1990 to 1995, reaching a peak of 12,200 in the 1995-1996 school year. Since 1995, enrollments have declined by about 1,000 students, to 11,300 in the 2001-2002 school year. If current trends continue, grades 6 to 8 enrollments will fluctuate modestly around current levels until 2004. Afterwards, the Current Trends Scenario suggests that enrollments will decrease markedly, dropping by about 1,000 students, or about 8 to 9 percent, to 10,300 in 2010.

<i>Scenario: Grades 6 to 8 Enrollments</i>	<i>1990</i>	<i>1995</i>	<i>2000</i>	<i>2005</i>	<i>2010</i>
Current Trends	11,491	12,235	11,262	11,084	10,333

Grades 9 to 12

High school enrollments in grades 9 to 12 increased from 13,600 in 1990 to about 15,600 in 1996. Since 1996, enrollments have decreased by about 300 students, to 15,300 students in the 2001-02 school year. If current trends continue, grades 9 to 12 enrollments will decline slightly during the next four to five years and then decrease steadily to about 14,300 students in 2010, an overall decrease of about 1,000 students between the 2001-2002 and 2010-2011 school years.

<i>Scenario: Grades 9 to 12 Enrollments</i>	<i>1990</i>	<i>1995</i>	<i>2000</i>	<i>2005</i>	<i>2010</i>
Current Trends	13,628	14,910	15,362	15,189	14,260

APPENDIX A

Data Sources

This report is based on data obtained from several sources, including:

- 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 area. 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 area.
- Portland Public School Enrollment Data. Portland Public School staff furnished information on enrollments for recent decades, including enrollments by grade for the past decade. We also obtained data files on all students in 1993 and 1996-2001 with their residential addresses. These data are valuable for examining the in and out-flows of students in elementary school attendance areas.
- Birth and Death Data. Information on births and deaths reported for the Portland Public School area were obtained from the Oregon Health Division. 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 model. The second use was to note the residence of the births in order to examine the correspondence between births and enrollment changes.
- Immigration Data. The Immigration and Naturalization Service provides limited immigration data for local areas. Their data are restricted to the numbers of legal immigrants and refugees who declare that they intend to live in the metropolitan Portland area at the time of their arrival in the United States. Most of these arrivals do, in fact, move to their intended place of residence. The INS data are tabulated for countries-of-origin, providing information each year about how many legal immigrants and refugees arrive in metropolitan Portland.
- Private Schooling Data. 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 by a survey that we conducted in February 2000. We phoned all known private schools in the Portland area, requesting information about their enrollments and the places of residence for their students. We compared this information to the reports obtained by the Oregon Department of Education.
- Home Schooling Data. Information on the number of students in home schooling was obtained from the Multnomah Educational Service Department.

Demographic Model

Our demographic enrollment model uses a "cohort-component" model, moving cohorts or age groups through time based on the components of birth, death, and migration. Specifically, the model takes a beginning population in the Portland Public School District by age and sex, and moves the population five-years at a time, subject to fertility, mortality, and migration. The model uses the following definition:

$$\text{Population in 1995} = \text{Population in 1990} + \text{Births} - \text{Deaths} \pm \text{Net In-Migration}$$

The next step in the model is to calculate school enrollment based on the number of children in each age group. To do this, we assign children and youth in the school ages, for single age groups, to grade levels, kindergarten to 12th grade, assuming that most children are enrolled in school. Using 2000 census data, we calculate a "capture rate" that expresses the proportion of children in a grade level that are enrolled in the Portland Public Schools, using 2000 school enrollment data.

For the forecast, we used birth rates based on Multnomah County data published by the Oregon Health Division's vital statistics office. Death rates are from mortality rates for the State of Oregon.

Net migration is a key variable for our analysis. We make an initial estimate based on a comparison of the Portland Public School District's 1990 and 2000 population by age and sex. We adjust the historical net immigration data for Portland Public School District's population in order to predict adequately enrollment from 1990 to 2001. This "calibration" of the model is useful. It makes sure that the assumptions that we make about births, deaths, and migration correspond closely to actual changes in school enrollment from 1990 to 2000.

Project Staff

This report involves the work of faculty and staff at Portland State University, including:

- Barry Edmonston is the Director, Population Research Center, and Professor, School of Urban Studies and Planning. He was responsible for all aspects of the study and the preparation of the final report.
- Richard Lycan is Professor Emeritus of Geography, Population Research Center. He developed population and fertility estimates, analysis of the relationship of housing and enrollments, and offered his expertise for other data analyses.
- Risa Proehl is Research Assistant at the Population Research Center. She developed the research on population, enrollment, and migration trends and directed the data collection on private and home schooling enrollments.

The work for this report could not have been completed without the assistance and contributions of Portland Public School staff including Pam Brown, Cary Hampton, and Theresa White.

Dozens of educational staff also cooperated with the work, providing enrollment figures for private schools operating in the metropolitan Portland area. Although these people are too numerous to list, we thank them for their cooperation and assistance.

Our thanks also to Jennifer Woodward, Oregon Health Division, for her assistance in accessing the birth records for Multnomah County and to Bob Jones, Oregon Department of Education, who helped with the use of Oregon's private school data.

APPENDIX B

Supporting Tables

PPS: Current Trends Model

<i>Enrollment by Grade and Year</i>																							
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	<i>Actual > / Projected ></i>		2002	2003	2004	2005	2006	2007	2008	2009	2010
K	4,412	4,473	4,599	4,350	4,398	4,509	4,460	4,099	3,931	3,700	3,743	3,711	3,716	3,720	3,725	3,730	3,754	3,778	3,802	3,827	3,851		
1	4,589	4,658	4,691	4,607	4,535	4,559	4,566	4,570	4,354	4,103	3,859	3,947	3,873	3,839	3,797	3,767	3,755	3,773	3,793	3,811	3,832		
2	4,446	4,554	4,497	4,476	4,390	4,382	4,383	4,393	4,372	4,173	4,055	3,876	3,897	3,822	3,808	3,799	3,794	3,793	3,806	3,817	3,829		
3	4,483	4,513	4,596	4,352	4,299	4,278	4,323	4,296	4,244	4,153	4,118	3,995	3,887	3,916	3,828	3,796	3,778	3,765	3,751	3,752	3,754		
4	4,193	4,465	4,415	4,422	4,163	4,200	4,111	4,125	4,109	4,135	4,127	3,972	3,924	3,837	3,888	3,816	3,791	3,767	3,739	3,708	3,697		
5	3,871	4,236	4,493	4,282	4,258	4,141	4,137	3,959	4,003	3,973	4,036	4,026	3,916	3,868	3,764	3,787	3,695	3,649	3,603	3,555	3,512		
6	4,009	3,928	4,201	4,287	4,104	4,140	4,085	4,002	3,769	3,835	3,896	3,863	3,865	3,772	3,755	3,678	3,711	3,616	3,560	3,505	3,451		
7	3,824	3,964	3,846	4,008	4,125	3,992	3,995	3,869	3,873	3,614	3,732	3,734	3,742	3,767	3,699	3,691	3,609	3,630	3,528	3,468	3,411		
8	3,658	3,808	3,953	3,743	3,906	4,104	4,024	3,991	3,815	3,831	3,634	3,709	3,733	3,752	3,786	3,715	3,693	3,602	3,623	3,527	3,471		
9	3,838	3,896	4,429	4,490	4,315	4,327	4,670	4,634	4,533	4,316	4,286	4,089	4,171	4,221	4,266	4,314	4,220	4,184	4,081	4,112	4,007		
10	3,639	3,623	3,690	3,803	3,852	3,920	4,013	4,196	4,112	4,075	4,005	4,060	3,944	4,018	4,006	3,972	3,958	3,848	3,817	3,733	3,767		
11	3,237	3,383	3,248	3,271	3,421	3,423	3,570	3,511	3,642	3,783	3,671	3,717	3,690	3,560	3,602	3,575	3,534	3,519	3,424	3,400	3,328		
12	2,914	2,954	3,099	2,959	3,189	3,240	3,326	3,199	3,343	3,303	3,400	3,427	3,418	3,397	3,282	3,329	3,309	3,274	3,263	3,177	3,157		
Other	1,249	1,235	838	1,007	1,054	1,137	1,162	1,194	1,253	1,348	1,364	1,524	1,392	1,385	1,378	1,371	1,359	1,348	1,337	1,326	1,315		
K-2	13,447	13,685	13,787	13,433	13,323	13,449	13,408	13,062	12,657	11,976	11,657	11,534	11,485	11,381	11,330	11,295	11,303	11,344	11,401	11,454	11,512		
3-5	12,548	13,215	13,504	13,056	12,720	12,619	12,572	12,380	12,356	12,261	12,281	11,993	11,728	11,621	11,480	11,399	11,263	11,181	11,093	11,015	10,963		
6-8	11,491	11,700	12,000	12,038	12,135	12,235	12,103	11,862	11,457	11,280	11,262	11,306	11,340	11,291	11,240	11,084	11,013	10,848	10,711	10,500	10,333		
9-12	13,628	13,856	14,466	14,523	14,777	14,909	15,580	15,540	15,630	15,477	15,362	15,293	15,223	15,196	15,156	15,189	15,021	14,825	14,585	14,422	14,260		
Other	1,249	1,235	838	1,007	1,054	1,137	1,162	1,194	1,253	1,348	1,364	1,524	1,392	1,385	1,378	1,371	1,359	1,348	1,337	1,326	1,315		
Total	52,363	53,691	54,595	54,057	54,009	54,349	54,825	54,038	53,353	52,342	51,926	51,650	51,168	50,874	50,584	50,338	49,960	49,545	49,126	48,717	48,383		