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# The Path Ahead: Future Enrollments in Portland Public Schools, 2002-2010, Based on October 2002 Enrollments

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**THE PATH AHEAD:  
FUTURE ENROLLMENTS IN  
PORTLAND PUBLIC SCHOOLS, 2002 TO 2010**

**Based on October 2002 Enrollments**

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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, 2000, and 2001 enrollments; this report relies on October 2002 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 between the present and 2010.

**Main Findings**

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

- If the current trends for the next decade, overall public school enrollments will decrease by about 400 students each year between 2002 and 2010. These annual decreases will reduce total enrollments from 50,388 students in the 2002-03 school year to about 47,200 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 600 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 6 to 8 and 9 to 12, with reductions of 8 to 10 percent from current levels between the present and 2010. Grades 3 to 5 enrollments would decline by about 5 percent in the same period. Kindergarten to grade 2 enrollments would remain about the same over the coming decade, with small decreases of about 1 percent from current levels.
- The immediate outlook is for continued declines, on the order of 300 to 500 students annually, for several years. The next three or four years will make apparent whether the current trends are 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 projections 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 go by, 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 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 2002 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 2002 to 2010.

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

There are two appendices at the end of the report. Appendix A provides information on data sources, the demographic model, and project staff. Appendix B presents six supporting tables that show observed enrollment by grade for the 1998-1991 to 2002-2003 school years and the forecasted enrollment by grade for the 2003-2004 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 61 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 elementary schools have pre-kindergarten programs. Middle schools consist of grades 6 to 8. High schools include grades 9 to 12. Several schools include special programs and many schools include some students who are not classified in a specific grade. All special programs and unclassified students, however, are included in the enrollment forecasts for schools and the total school district.

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 50,388 in the 2001-2002 school year. Enrollments decreased the most in recent years for the kindergarten to grades 2 years.

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. We reached four main conclusions in *Changing Times, Changing Enrollments: How Recent Demographic Trends are Affecting Enrollments in Portland Public Schools*:

- 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.

- There is conflicting 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). Available data, however, suggest that decreases in capture rates have been slight and have not been a major determinant of public school enrollment trends.
- 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 2002, the resident population in the area increased from 398,000 to 437,000, or an increase of 39,000.

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 annually to the housing stock in the Portland Public Schools area.

## ENROLLMENT FORECASTS

### Overall Enrollments

There were 50,388 students enrolled in Portland Public Schools in the 2002-03 year. Under the current trends assumptions 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 600 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 6 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:</i>	<i>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	49,042	47,154

## Kindergarten to grade 2

We next 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.

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 11,363 in the 2002-03 school year. If current trends persist, K-2 enrollments will remain at constant levels, dropping to 11,060 in 2005 and then increasing to 11,242 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	11,060	11,242

## 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 11,299 in 2002-2003. If current conditions continue, enrollments will decrease steadily to 2010, reaching a level of about 10,695 in 2010 -- 600 fewer students than at present, and a decline of 5 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	11,083	10,695

## 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 600 students, to 11,611 in the 2002-2003 school year. If current trends continue, grades 6 to 8 enrollments will decrease, dropping by about 1,100 students, or about 9 to 10 percent, to 10,489 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	11,139	10,489

## 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 15,539 students in the 2002-03 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 14,210 students in 2010, an overall decrease of about 1,300 students, or 8 to 9 percent less than current enrollments.

<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	15,218	14,210



## 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. A more detailed approach is used to prepare enrollment forecasts for students attending each elementary, middle, and high school. 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.

The enrollment data tables are the numbers of students by grade level that Population Research Center staff forecast to attend the elementary, middle, and high schools in Portland Public Schools. They are based on a variety of factors including enrollment trends, numbers of births, and migration trends.

### **Enrollment Forecasts for School Attendance Areas**

The first stage to forecast enrollment in schools requires the projection of school-age children that reside within the school district and each school attendance area. The projection is carried out in three tiers: (1) a district-wide forecast, (2) individual forecasts for 9 high school cluster areas, and (3) forecasts for students residing in each of the 61 elementary school attendance areas (ESAAs). These forecasts were made for the numbers of students residing within each of these areas: the results are referred to as the “by residing” forecast”. The enrollment figures used in the models were based on students assigned to their residences using geocoding (that is, converting student addresses to specific residential location).

Two types of forecasting models were used: a “cohort-component” model for the District and the 9 high school clusters, and a “grade progression” model for the ESAAs. The “cohort-component” model is based mainly on birth rates, migration trends, and population age structure. It is a model that is generally preferred for longer- term forecasts (10 to 20 years) because it takes into account a number of underlying trends in the population. Projected enrollment numbers were derived from the forecast of school-age population based on 2000 census data.

The “grade progression” model is based mainly on (1) recent enrollment trends and (2) a pre-school age population determined through tabulation of the number of births by location. Because this model relies mainly on the trends over the past several years, it is best suited for short-term forecasts of two to five years.

The forecasts for each tier were made independently and, at the end, the forecasts for the high school clusters were adjusted to sum consistently by grade level to the district-wide forecast. The forecasts for the ESAAs were adjusted to sum to those for the high school cluster in which they were located. This is a “top down” forecast because the totals are controlled by the forecasts for the larger geographies.

The second stage in forecasting enrollment of students attending the various elementary, middle, and high schools was allocating K-12 students residing in each of the 61 ESAA's to the school they attended, based on probabilities derived from recent enrollment data. A cross-tabulation of students by ESAA residing -- by school attending and by grade -- was made, and then probabilities were calculated. Forecasts were made for each grade K-12 and for UN (ungraded) students. This report shows forecasts only for aggregations of grades: K-2, 3-5, 6-8, 9-12. Ungraded students are included and are assigned to one of the grade groups.

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.

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 imperfect 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. The forecasts for the individual schools are based mainly on births and enrollment trends in the ESAA's 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 variations 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 areas and actual enrollments will deviate from those shown here. The school enrollment forecasts probably will be correct more often than not, but given the large number of schools and the complexity of changing urban neighborhoods some will err in magnitude and perhaps direction.

## **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.

### **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.

Specifically, 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.

## 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, 1996, and 1999 to 2002 with their residential addresses. These data are valuable for examining the in and out-flows of students in elementary school attendance areas. We did not request nor obtain any student data with personal information.
- 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. He developed the methods and techniques for preparing enrollment forecasts for the overall school district and for school attendance areas.
- Risa Proehl is Demographic Analysis Coordinator 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. She prepared enrollment forecasts for elementary, middle, and high school attendance areas.

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

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**APPENDIX B**

**Supporting Tables**

**Table B-1. Enrollment Projections by Grade Level for Total School District**

**Table B-2. Enrollment Projections by Grade Level and School Attended, for Grades K-2**

**Table B-3. Enrollment Projections by Grade Level and School Attended, for Grades 3-5**

**Table B-4. Enrollment Projections by Grade Level and School Attended, for Grades K-5**

**Table B-5. Enrollment Projections by Grade Level and School Attended, for Grades 6-8**

**Table B-6. Enrollment Projections by Grade Level and School Attended, for Grades 9-12**

Table B.1. Portland Public School Enrollment Projection, by Grade Level, for Total School District: Observed Enrollments for 1998-2002; Projected Enrolments for 2003-2010

District Enrollment by Grade and Year		Actual >					Projected >						
Grade Level	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>K</b>	3,931	3,700	3,743	3,711	3,720	3,696	3,672	3,648	3,672	3,695	3,719	3,742	3,766
<b>1</b>	4,354	4,103	3,859	3,947	3,808	3,776	3,718	3,682	3,661	3,686	3,706	3,722	3,741
<b>2</b>	4,372	4,173	4,055	3,876	3,835	3,775	3,764	3,729	3,710	3,695	3,715	3,725	3,735
<b>3</b>	4,244	4,153	4,118	3,995	3,694	3,712	3,682	3,706	3,693	3,677	3,653	3,660	3,662
<b>4</b>	4,109	4,135	4,127	3,972	3,790	3,681	3,744	3,718	3,720	3,686	3,652	3,611	3,609
<b>5</b>	4,003	3,973	4,036	4,026	3,815	3,716	3,613	3,659	3,605	3,582	3,527	3,474	3,424
<b>6</b>	3,769	3,835	3,896	3,863	3,802	3,711	3,647	3,556	3,594	3,530	3,496	3,432	3,375
<b>7</b>	3,873	3,614	3,732	3,734	3,783	3,729	3,650	3,585	3,487	3,515	3,446	3,407	3,341
<b>8</b>	3,815	3,831	3,634	3,709	3,637	3,700	3,669	3,621	3,571	3,479	3,510	3,445	3,410
<b>9</b>	4,533	4,316	4,286	4,089	4,047	4,093	4,204	4,185	4,117	4,048	3,942	3,983	3,914
<b>10</b>	4,112	4,075	4,005	4,060	3,744	3,772	3,809	3,890	3,836	3,753	3,690	3,603	3,646
<b>11</b>	3,642	3,783	3,671	3,717	3,852	3,594	3,568	3,504	3,495	3,415	3,339	3,287	3,211
<b>12</b>	3,343	3,303	3,400	3,427	3,440	3,468	3,227	3,235	3,218	3,233	3,167	3,098	3,051
<b>UN</b>	1,265	1,355	1,356	1,503	1,421	1,409	1,366	1,325	1,313	1,302	1,291	1,280	1,269
<b>K-2</b>	12,657	11,976	11,657	11,534	11,363	11,248	11,153	11,060	11,043	11,076	11,140	11,189	11,242
<b>3-5</b>	12,356	12,261	12,281	11,993	11,299	11,110	11,040	11,083	11,018	10,946	10,832	10,746	10,695
<b>6-8</b>	11,457	11,280	11,262	11,306	11,222	11,140	10,966	10,761	10,652	10,524	10,452	10,285	10,127
<b>9-12</b>	15,630	15,477	15,362	15,293	15,083	14,926	14,808	14,813	14,665	14,449	14,138	13,970	13,822
<b>Total</b>	53,365	52,349	51,918	51,629	50,388	49,833	49,333	49,042	48,692	48,297	47,851	47,470	47,154

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



**Table B.2. Portland Public School Enrollment Projection, by Grade Level, for Grades K-2 and School Attended: Observed Enrollments for 1998-2002; Projected Enrollments for 2003-2010**

School No.	Elementary, K-2 School Name	Actual >					Projected >								
		1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
131	Abernethy	97	91	99	107	110	109	109	105	103	100	98	95	93	
132	Ainsworth	280	297	279	270	258	256	237	238	240	242	243	241	241	
134	Applegate	111	120	94	106	102	107	104	108	111	116	120	124	126	
136	Astor	166	162	154	134	125	121	114	111	104	95	85	77	70	
138	Ball	158	159	158	161	157	162	166	168	160	149	138	126	114	
140	Beach	347	291	253	220	208	208	207	199	190	179	168	158	150	
141	Boise-Eliot	307	335	333	329	312	308	306	300	295	290	287	283	280	
142	Bridlemile	219	183	205	195	199	187	197	192	193	192	191	193	195	
143	Buckman	269	268	251	262	273	266	259	252	250	249	249	248	247	
144	Capitol Hill	150	112	122	140	156	151	150	145	148	149	153	158	168	
146	Chapman	262	243	215	238	235	233	239	241	256	274	292	305	309	
148	Chief Joseph	197	158	137	134	135	131	138	137	138	138	138	138	138	
150	Clarendon	235	235	215	195	212	214	209	200	193	186	179	173	167	
152	Forest Park	105	119	152	176	206	209	202	193	192	205	227	250	279	
157	Glencoe	227	220	197	208	213	214	210	196	197	202	207	212	215	
160	Hayhurst	133	127	130	139	113	127	128	127	126	128	130	132	133	
164	Humboldt	220	171	146	132	133	132	121	116	111	106	101	92	86	
166	James John	312	278	274	259	258	274	278	276	270	264	258	252	247	
168	Kenton	91	101	95	90	88	86	79	77	76	75	73	72	71	
170	Markham	183	164	165	162	152	156	160	158	156	154	152	151	149	
172	Maplewood	156	142	151	142	138	129	136	136	138	143	149	154	157	
180	Peninsula	161	181	171	164	152	155	152	154	152	148	144	142	139	
183	Rieke	126	128	129	141	128	137	137	137	137	136	133	131	129	
184	Sitton	223	189	216	204	180	183	184	197	203	204	203	202	202	
186	Skyline	103	103	97	92	94	93	100	102	106	106	105	105	106	
188	Smith	130	124	104	116	120	110	107	107	109	112	116	120	123	
190	Stephenson	196	168	165	173	167	157	149	156	150	148	147	142	137	
191	Sunnyside	129	133	128	125	89	88	79	79	76	74	71	68	66	
230	Alameda	312	288	295	294	315	302	294	294	298	302	306	311	316	
232	Arleta	195	170	150	162	167	172	172	176	168	158	148	142	135	
234	Atkinson	302	295	270	257	271	269	265	261	259	256	252	247	243	
238	Bridger	147	147	133	147	198	193	192	193	191	189	187	185	183	
239	Brooklyn	87	64	75	72	69	70	69	69	66	63	60	57	55	

**Table B.2. Portland Public School Enrollment Projection, by Grade Level, for Grades K-2 and School Attended: Observed Enrollments for 1998-2002; Projected Enrollments for 2003-2010 (continued)**

240	Clark	256	259	279	292	289	281	278	272	278	281	281	277	276
243	Creston	183	188	166	162	135	128	128	124	121	116	110	105	101
244	Duniway	219	206	201	203	209	198	198	195	199	206	215	220	225
246	Edwards	117	108	110	105	97	95	92	90	88	85	83	81	78
248	Faubion	144	148	127	123	137	137	133	131	128	126	124	123	121
255	Grout	181	181	160	138	113	111	106	107	108	109	111	113	115
256	Hollyrood	149	135	142	140	165	160	159	160	163	165	168	170	172
258	Kelly	289	283	266	226	234	237	239	235	238	243	251	263	272
259	Irvington	270	278	274	271	270	263	266	262	264	270	278	285	289
262	King	389	354	345	357	290	289	289	289	279	269	259	253	246
264	Lee	191	195	187	189	204	218	216	211	207	205	205	204	203
265	Laurelhurst	197	191	191	198	244	241	232	229	227	228	228	227	227
266	Lent	217	212	194	189	184	185	184	191	204	222	244	267	287
267	Lewis	142	140	145	136	146	144	141	146	148	149	150	152	154
268	Marysville	215	189	191	198	204	201	195	189	187	186	185	187	188
269	Llewellyn	167	155	162	133	151	145	142	135	135	137	140	143	145
270	Meek	124	111	87	86	92	87	87	87	90	94	99	104	108
275	Richmond	258	250	236	226	213	208	204	199	197	195	193	191	190
276	Rigler	236	217	249	224	221	215	221	224	229	235	242	250	257
278	Rose City Park	238	219	206	227	237	233	234	233	246	265	285	304	323
279	Sabin	223	201	182	163	142	137	142	145	145	146	149	153	155
282	Scott	256	226	219	209	209	206	208	212	213	213	212	210	209
284	Vernon	280	237	217	201	175	163	163	158	154	151	148	145	142
286	Vestal	129	111	114	109	188	177	174	172	171	169	168	166	165
290	Whitman	225	199	204	215	201	193	193	192	198	207	217	226	236
292	Wilcox	100	104	100	101	Closed								
294	Woodlawn	278	261	271	228	202	207	203	206	198	190	182	177	170
296	Woodmere	225	218	215	248	246	256	262	249	252	262	277	287	297
297	Woodstock	147	162	179	196	183	178	175	177	179	180	182	183	184
298	Youngson	92	100	90	92	Closed								
154	Metropolitan Learning Center	70	65	68	66	70	69	68	68	68	68	68	69	69
375	Winterhaven (at Brooklyn)	16	42	37	39	39	38	38	37	36	36	36	36	36
Spec.	Other Special Programs	98	65	85	98	140	138	136	135	134	133	133	133	132
<b>K-2 Total</b>	<b>Total</b>	<b>12,657</b>	<b>11,976</b>	<b>11,657</b>	<b>11,534</b>	<b>11,363</b>	<b>11,248</b>	<b>11,153</b>	<b>11,060</b>	<b>11,043</b>	<b>11,076</b>	<b>11,140</b>	<b>11,189</b>	<b>11,242</b>

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

**Table B.3. Portland Public School Enrollment Projection, by Grade Level, for Grades 3-5 and School Attended: Observed Enrollments for 1998-2002; Projected Enrollments for 2003-2010**

Elementary, 3-5		1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
School No.	School Name													
131	Abernethy	101	79	84	97	103	100	101	97	98	98	95	91	88
132	Ainsworth	267	268	273	279	299	302	309	292	296	279	283	284	284
134	Applegate	128	110	100	92	94	90	97	96	99	96	99	101	104
136	Astor	165	165	174	174	161	161	167	164	159	148	143	135	126
138	Ball	160	144	131	118	115	114	114	114	118	119	120	116	110
140	Beach	305	302	263	246	219	202	193	191	189	187	179	171	161
141	Boise-Eliot	269	261	249	245	245	234	217	212	207	205	200	195	191
142	Bridlemile	268	280	254	230	214	230	215	224	217	232	229	229	226
143	Buckman	278	295	285	268	261	243	239	240	235	231	224	220	218
144	Capitol Hill	169	182	155	157	141	154	154	165	160	159	154	155	155
146	Chapman	262	285	272	256	229	216	218	229	239	254	260	275	291
148	Chief Joseph	154	161	162	146	133	136	134	140	135	142	139	140	140
150	Clarendon	220	221	202	198	204	191	188	184	185	178	170	165	160
152	Forest Park	79	106	132	158	171	196	212	223	216	202	192	188	198
157	Glencoe	213	222	233	241	211	224	227	242	238	231	213	210	212
160	Hayhurst	161	161	129	132	146	141	138	135	150	152	151	149	151
164	Humboldt	164	152	162	175	135	131	130	132	130	119	113	107	102
166	James John	303	338	318	305	293	285	286	300	312	308	303	297	293
168	Kenton	112	116	115	105	119	116	118	110	106	98	96	94	92
170	Markham	193	208	190	180	163	170	156	171	177	183	180	177	174
172	Maplewood	148	153	154	167	141	150	132	132	126	134	135	137	141
180	Peninsula	132	150	152	164	171	170	165	166	167	162	163	160	157
183	Rieke	158	150	159	166	138	131	126	126	133	134	134	133	132
184	Sitton	182	198	201	204	164	161	160	154	153	150	158	162	164
186	Skyline	121	118	106	117	107	110	103	110	116	128	134	141	141
188	Smith	124	115	130	136	131	121	121	111	99	96	96	98	102
190	Stephenson	210	217	204	220	186	187	198	185	178	171	178	172	168
191	Sunnyside	136	126	139	127	102	97	107	104	103	94	92	88	84
230	Alameda	356	342	330	311	316	299	292	282	272	266	267	267	267
232	Arleta	197	200	201	173	152	153	165	161	164	161	162	151	140
234	Atkinson	222	242	288	278	259	248	256	267	266	258	250	246	241
238	Bridger	120	131	133	134	213	207	209	208	205	203	203	199	194
239	Brooklyn	88	66	72	58	52	46	39	38	40	40	39	37	34

**Table B.3. Portland Public School Enrollment Projection, by Grade Level, for Grades 3-5 and School Attended: Observed Enrollments for 1998-2002; Projected Enrollments for 2003-2010 (continued)**

240	Clark	277	278	252	240	267	280	284	288	287	288	285	289	288
243	Creston	185	184	164	173	161	159	154	150	142	139	133	127	120
244	Duniway	211	210	208	217	211	214	202	208	199	200	197	200	204
246	Edwards	99	93	108	107	105	100	103	100	99	96	93	89	86
248	Faubion	159	158	192	164	153	141	138	141	140	135	133	129	127
255	Grout	183	173	163	157	135	131	134	130	129	124	125	124	123
256	Hollyrood	63	51	54	51	43	41	40	41	40	40	40	40	40
258	Kelly	284	271	260	255	257	253	252	260	269	275	272	272	274
259	Irvington	231	223	237	239	236	229	211	208	202	206	203	203	205
262	King	288	295	307	273	222	202	193	182	181	181	181	174	167
264	Lee	197	180	211	205	200	194	201	205	219	219	214	209	205
265	Laurelhurst	331	310	329	319	306	307	312	319	314	308	305	301	297
266	Lent	160	174	199	199	192	186	191	173	178	181	190	201	217
267	Lewis	128	123	147	158	148	141	153	151	151	148	154	154	153
268	Marysville	201	208	209	197	190	190	194	205	205	203	199	196	192
269	Llewellyn	195	175	174	172	158	158	150	168	163	161	151	149	150
270	Meek	136	131	111	103	86	81	78	71	66	67	68	70	73
275	Richmond	250	240	241	244	230	220	219	222	218	213	206	201	197
276	Rigler	285	263	269	239	231	231	226	232	228	236	240	242	245
278	Rose City Park	280	279	252	232	240	224	218	216	213	216	215	225	240
279	Sabin	184	164	157	147	105	98	91	86	83	84	85	84	83
282	Scott	257	261	248	261	218	214	202	205	204	210	216	216	214
284	Vernon	196	213	223	184	174	167	156	151	140	139	133	128	124
286	Vestal	118	122	127	118	179	199	201	208	195	193	192	188	184
290	Whitman	188	199	214	221	195	189	194	201	196	199	199	204	209
292	Wilcox	73	81	95	96	Closed								
294	Woodlawn	226	206	229	243	221	213	215	207	210	204	204	196	188
296	Woodmere	266	270	259	255	244	232	237	251	266	274	262	262	266
297	Woodstock	147	133	138	158	162	170	172	168	162	158	159	158	158
298	Youngson	95	97	95	85	Closed								
154	Metropolitan Learning Center	90	82	87	77	86	83	82	82	82	82	81	80	80
375	Winterhaven (at Brooklyn)	43	40	44	43	44	43	42	43	42	42	41	40	40
Spec.	Other Special Programs	165	110	126	104	112	108	108	107	107	105	105	104	103
<b>3-5 Total</b>	<b>Total</b>	<b>12,356</b>	<b>12,261</b>	<b>12,281</b>	<b>11,993</b>	<b>11,299</b>	<b>11,110</b>	<b>11,040</b>	<b>11,083</b>	<b>11,018</b>	<b>10,946</b>	<b>10,832</b>	<b>10,746</b>	<b>10,695</b>

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

**Table B.4. Portland Public School Enrollment Projection, by Grade Level, for Grades K-5 and School Attended: Observed Enrollments for 1998-2002; Projected Enrolments for 2003-2010**

School No.	Total Elementary School Name	Actual >					Projected >								
		1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	
131	Abernethy	209	185	198	204	213	217	217	210	208	205	200	193	187	
132	Ainsworth	547	565	552	549	557	557	545	530	535	521	526	525	524	
134	Applegate	252	242	203	212	209	208	212	215	221	223	230	235	241	
136	Astor	354	349	352	337	311	307	306	298	286	266	251	234	218	
138	Ball	318	303	289	279	272	277	280	281	278	269	258	243	224	
140	Beach	652	593	516	466	427	410	399	390	379	366	348	329	311	
141	Boise-Eliot	600	620	607	600	578	566	546	535	524	518	509	500	492	
142	Bridlemile	490	475	477	449	436	436	430	433	428	442	437	439	439	
143	Buckman	547	563	536	530	534	508	499	492	485	480	473	468	465	
144	Capitol Hill	331	305	285	310	308	316	315	320	318	318	317	323	333	
146	Chapman	550	558	513	527	484	476	484	496	520	553	578	605	624	
148	Chief Joseph	362	326	320	298	287	283	288	292	288	296	292	293	293	
150	Clarendon	455	456	417	393	416	406	397	385	378	364	349	338	327	
152	Forest Park	184	226	284	334	377	406	414	417	408	408	419	438	478	
157	Glencoe	451	453	430	449	424	440	440	441	438	436	423	425	430	
160	Hayhurst	294	288	259	271	259	268	266	262	276	280	281	282	284	
164	Humboldt	384	323	308	307	268	262	252	247	241	225	213	199	188	
166	James John	625	618	592	564	551	560	564	576	583	573	561	550	540	
168	Kenton	240	250	249	233	252	240	234	224	218	209	204	201	198	
170	Markham	395	393	370	358	333	344	333	346	349	353	349	344	339	
172	Maplewood	304	295	305	309	279	280	268	269	264	277	284	291	299	
180	Peninsula	293	331	323	328	333	327	320	322	321	313	309	304	298	
183	Rieke	284	278	288	307	266	267	262	264	270	270	268	264	260	
184	Sitton	423	404	436	421	371	362	363	369	373	372	379	381	384	
186	Skyline	225	221	203	209	201	203	203	212	222	235	239	246	248	
188	Smith	254	239	234	252	251	231	228	218	208	209	212	218	224	
190	Stephenson	406	385	369	393	353	344	347	341	329	318	325	315	306	
191	Sunnyside	296	292	297	281	229	218	218	214	209	197	192	186	179	
230	Alameda	685	652	641	622	648	619	603	593	586	585	589	594	600	
232	Arleta	407	387	369	352	339	342	354	355	348	335	327	310	292	
234	Atkinson	533	545	566	543	536	524	528	534	532	521	509	500	491	
238	Bridger	284	301	284	309	431	423	423	422	417	412	410	404	397	
239	Brooklyn	187	139	156	140	121	123	115	114	113	109	105	100	95	

**Table B.4. Portland Public School Enrollment Projection, by Grade Level, for Grades K-5 and School Attended: Observed Enrollments for 1998-2002; Projected Enrollments for 2003-2010 (continued)**

240	Clark	545	537	531	532	556	561	562	560	565	569	566	565	564
243	Creston	380	398	361	353	327	314	308	299	288	279	268	256	244
244	Duniway	430	416	419	431	432	419	408	410	406	414	420	427	436
246	Edwards	216	201	218	212	202	195	195	191	187	182	176	170	164
248	Faubion	318	319	334	302	299	290	284	285	280	273	269	264	259
255	Grout	364	354	323	295	248	242	240	237	237	234	236	237	238
256	Hollyrood	213	186	196	191	208	201	199	201	203	205	208	210	212
258	Kelly	585	554	526	481	491	490	491	495	506	518	523	535	546
259	Irvington	501	501	511	510	506	492	477	471	466	476	481	487	494
262	King	678	649	652	630	512	492	482	471	460	450	440	427	413
264	Lee	402	391	409	408	419	427	430	429	440	436	431	426	421
265	Laurelhurst	536	512	526	526	561	557	553	556	550	544	542	536	533
266	Lent	390	397	401	400	383	380	384	373	391	412	443	476	512
267	Lewis	270	263	292	294	294	285	294	297	299	298	304	306	307
268	Marysville	416	397	400	395	394	391	389	393	393	389	384	383	380
269	Llewellyn	362	330	336	311	315	306	295	306	301	301	294	295	298
270	Meek	260	242	198	198	189	173	169	163	161	166	172	178	186
275	Richmond	508	490	477	470	443	428	423	421	414	408	399	393	387
276	Rigler	544	506	525	492	474	467	467	476	476	491	501	511	521
278	Rose City Park	529	510	467	470	489	468	463	459	470	491	510	540	572
279	Sabin	418	372	352	324	257	246	244	241	238	241	244	246	248
282	Scott	539	520	492	512	457	452	442	448	447	453	458	456	453
284	Vernon	492	472	462	405	366	349	339	327	312	308	299	292	285
286	Vestal	257	243	241	227	367	378	377	382	368	365	362	357	352
290	Whitman	413	417	453	475	433	415	419	423	425	436	446	459	475
292	Wilcox	173	185	195	197	Closed	0	0	0	0	0	0	0	0
294	Woodlawn	516	477	509	482	423	427	425	419	414	401	394	380	365
296	Woodmere	491	488	474	503	490	489	499	500	518	536	538	549	563
297	Woodstock	320	322	337	372	364	368	367	365	360	358	360	360	362
298	Youngson	187	197	185	177	Closed	0	0	0	0	0	0	0	0
154	Metropolitan Learning Center	160	147	155	143	156	152	151	150	149	149	149	149	149
375	Winterhaven (at Brooklyn)	59	82	81	82	83	82	80	79	79	78	77	76	75
Spec.	Other Special Programs	263	175	211	202	252	247	244	242	241	239	238	236	235
<b>ES Total</b>	<b>Elementary Total</b>	<b>25,556</b>	<b>24,810</b>	<b>24,477</b>	<b>24,138</b>	<b>23,244</b>	<b>22,934</b>	<b>22,752</b>	<b>22,685</b>	<b>22,599</b>	<b>22,555</b>	<b>22,499</b>	<b>22,459</b>	<b>22,456</b>

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

**Table B.5. Portland Public School Enrollment Projection, by Grade Level, for Grades 6-8 and School Attended: Observed Enrollments for 1998-2002; Projected Enrollments for 2003-2010**

		Actual > Projected >												
School No.	Total Middle School School Name	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
156	George	571	555	549	558	546	536	552	538	530	531	542	559	558
158	Gray	523	507	508	526	533	519	528	529	531	503	499	514	520
174	Jackson	842	808	796	807	823	786	780	739	758	751	750	724	711
176	Mt. Tabor	678	672	670	700	707	701	694	676	669	669	672	652	625
178	Ockley Green	519	486	408	490	475	457	437	420	407	408	403	400	393
182	Portsmouth	460	403	434	489	522	506	510	531	529	534	535	545	538
191	Sunnyside	48	60	58	82	47	70	69	66	65	64	64	62	60
196	West Sylvan	881	878	907	915	947	953	973	990	1,027	1,022	1,025	1,009	1,004
199	Tubman	508	565	541	517	463	456	438	409	390	379	368	363	354
235	Beaumont	670	629	631	670	610	594	548	525	501	484	463	443	436
236	Binnsmead	646	647	699	735	769	762	764	770	781	786	766	747	732
249	Fernwood	556	591	575	608	632	654	643	606	604	590	589	567	554
254	Gregory Heights	769	781	812	821	740	752	759	752	737	727	731	730	723
257	Hosford	434	431	426	374	386	390	367	353	335	330	318	309	298
261	Kellogg	635	645	645	667	671	675	645	635	633	635	611	591	578
263	Lane	658	657	678	696	652	664	626	628	607	608	619	619	621
270	Meek	0	0	0	9	30	32	29	28	27	26	24	22	22
283	Sellwood	542	533	584	602	619	606	609	585	567	540	548	525	510
288	Whitaker	705	703	675	482	441	434	413	409	400	392	387	378	376
154	Metropolitan Learning Center	144	146	131	135	126	124	122	118	116	115	114	113	112
359	Environmental Middle School	182	185	190	218	225	227	223	219	213	208	205	201	198
373	Da Vinci	312	318	316	319	320	321	313	305	298	295	292	284	278
375	Winterhaven (at Brooklyn)	84	83	78	87	84	84	82	81	79	78	78	77	76
294	Woodlawn	26	0	0	0	0	0	0	0	0	0	0	0	0
Spec.	Other Special Programs	402	385	344	232	243	240	233	227	222	219	219	216	213
<b>MS Total</b>	<b>Middle School Total</b>	<b>11,795</b>	<b>11,668</b>	<b>11,655</b>	<b>11,739</b>	<b>11,611</b>	<b>11,542</b>	<b>11,356</b>	<b>11,139</b>	<b>11,027</b>	<b>10,895</b>	<b>10,820</b>	<b>10,650</b>	<b>10,489</b>

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

**Table B.6. Portland Public School Enrollment Projection, by Grade Level, for Grades 9-12 and School Attended: Observed Enrollments for 1998-2002; Projected Enrollments for 2003-2010**

		Actual > Projected >												
School No.	Total High School School Name	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
115	Benson	1,457	1,486	1,475	1,479	1,502	1,477	1,466	1,468	1,457	1,430	1,390	1,367	1,344
118	Jefferson	916	842	892	855	826	792	776	764	749	730	695	667	647
120	Lincoln	1,357	1,304	1,374	1,469	1,429	1,428	1,426	1,425	1,420	1,427	1,429	1,443	1,463
124	Roosevelt	1,118	1,155	1,131	1,141	989	991	967	975	978	972	960	946	960
126	Wilson	1,514	1,576	1,614	1,644	1,631	1,628	1,620	1,638	1,613	1,608	1,584	1,566	1,567
213	Cleveland	1,255	1,242	1,322	1,366	1,381	1,354	1,330	1,328	1,313	1,284	1,243	1,228	1,203
215	Franklin	1,547	1,464	1,488	1,470	1,460	1,446	1,424	1,422	1,409	1,371	1,343	1,334	1,323
217	Grant	1,907	1,912	1,794	1,798	1,848	1,786	1,789	1,769	1,729	1,694	1,609	1,563	1,501
218	Madison	1,239	1,236	1,241	1,204	1,262	1,245	1,233	1,243	1,225	1,216	1,204	1,206	1,195
220	Marshall	1,348	1,332	1,278	1,222	1,103	1,116	1,122	1,123	1,126	1,113	1,118	1,113	1,112
154	Metropolitan Learning Center	122	133	133	140	138	136	134	133	132	129	126	124	122
313	Vocational Village	198	205	192	160	188	185	185	185	183	179	174	173	171
SFCB	Special Focus Community Based	168	131	132	106	141	139	137	135	134	130	127	124	122
Spec.	Other Special Programs	1,868	1,853	1,720	1,693	1,639	1,642	1,616	1,609	1,599	1,565	1,529	1,507	1,481
<b>HS Total</b>	<b>High School Total</b>	<b>16,014</b>	<b>15,871</b>	<b>15,786</b>	<b>15,747</b>	<b>15,539</b>	<b>15,365</b>	<b>15,225</b>	<b>15,218</b>	<b>15,067</b>	<b>14,847</b>	<b>14,532</b>	<b>14,361</b>	<b>14,210</b>

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