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# Portland Public Schools Enrollment Forecast, 2005-2015, Based on October 2004 Enrollments

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**Portland Public Schools  
Enrollment Forecast  
2005-2015**

**Based on October 2004 Enrollments**

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

**August 2005**

# **Portland Public Schools Enrollment Forecast 2005-2015**

**Based on October 2004 Enrollments**

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# **Portland Public Schools Enrollment Forecast: 2005-2015**

## **EXECUTIVE SUMMARY**

The Population Research Center has prepared district-wide and individual school enrollment forecasts for the Portland Public Schools (PPS) for the past 6 years. This year's forecast relies on October 2004 PPS enrollment figures. It considers several factors that are likely to affect the school district's enrollments between the October 2004 and 2015, including the future number of births, net migrants, and the proportion of school-age children and youth enrolled in the public schools. The forecasts do not take into account local factors such as changing school programs or future school reorganizations that may have a significant effect on an individual school's enrollment.

Forecasts were initially prepared for the District as a whole and for the students residing in the high school clusters and elementary school attendance areas. The students were then assigned to the schools they were predicted to attend. A longer, more detailed report describes the data sources and methods and presents enrollment forecasts for each school, by grade.

For the district-wide forecast, three scenarios of population and enrollment changes were developed to account for different demographic assumptions: a most-likely, or medium, growth scenario; a scenario for lower growth; and a higher growth scenario. The individual school forecasts are based on the most-likely growth scenario. All three growth scenarios for the PPS district-wide enrollment forecasts assume that current mortality, fertility, and capture rates will not change much during the next 11 years. Migration rates, a more difficult demographic factor to estimate than the other factors, are assumed to be a main factor affecting PPS enrollment changes. In each of the three scenarios, net migration in PPS during 2005 to 2015 is predicted to differ slightly.

### **Recent Enrollment Trends.**

Beginning in 1997 PPS began to see constant yearly decreases in enrollments with the highest declines occurring during 2001-2004. The average annual decrease from 1997 to 2001 was about 600 students (-1.1 percent), and from 2001 to 2004, the annual enrollment decreased by an average of 1,600 students (-3.3 percent).

Between 1998 and 2002, the greatest annual losses were at the elementary grade levels. In 2003, however, the greatest decrease was experienced at the middle school and high school levels. Because previously ungraded students were assigned to a grade in 2004 and despite a 1,200 decrease in total enrollment from 2003 to 2004, all grades levels except grades 3-5 experienced an increase in 2004. Middle and high school enrollment increased by about 300 students, and enrollment in grades K-2 increased by 30 students. There were 90 fewer students in grades 3-5.

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

The number of students residing in Lincoln and Marshall High School areas increased from 1998 to 2004. Students residing in the remaining High School areas have decreased during the same period. Jefferson and Grant High School areas have seen the largest loss of students. They lost over 1,900 and 1,000 students respectively during 1998 and 2004.

### **Recent Demographic Trends**

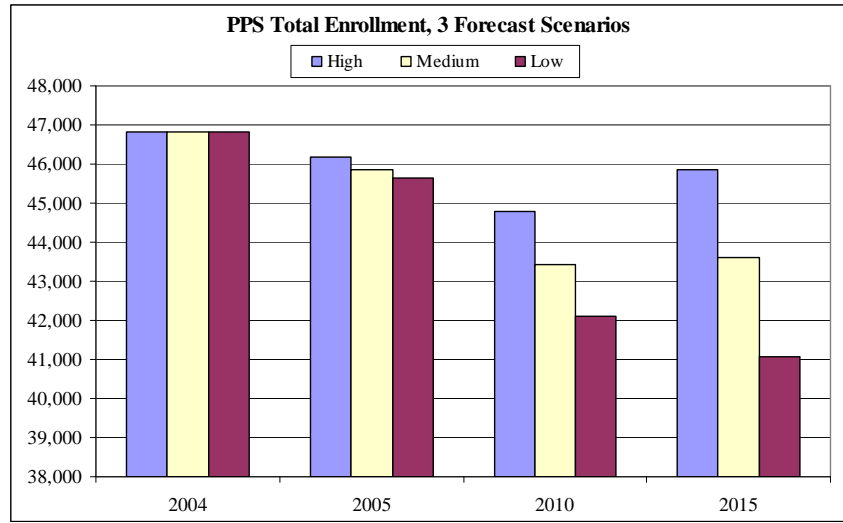
The school-age population in PPS has been increasing more slowly than the total population in recent years because there have been fewer births and school-age children have been leaving the PPS residential area. The other main demographic trends are:

- The annual number of births decreased from about 6,500 in the early 1990s to about 5,500 in the late 1990s. More births now occur in the Jefferson and Marshall High School areas than other areas.
- Housing and Households. Since 2000, about 2,400 new housing units have been added within the PPS district boundary annually. The addition of multi-family units, such as apartments and condominiums, outnumbered the increase of single-family dwellings during this period. Recent new housing developments, including rental and condominium units, have not attracted substantial numbers of families with children. Most of the housing growth during the 2000-2004 period occurred in Lincoln and Marshall High School areas
- Migration. In recent years there has been a decline in the numbers of students moving into the District, but the numbers moving out have been more constant. This has produced a greater net loss of students.
- PPS Capture Rates, and Private and Home School Enrollment. From available data, the numbers of children attending private or home school does not significantly affect PPS enrollments, nor do the small number of PPS students residing outside of the District influence PPS enrollment trends. It is estimated that the PPS capture rates have not changed much since 2000. About 84 out of 100 school age children residing in the District attend PPS schools. PPS students residing in Lincoln and Wilson High School areas are more likely attend their neighborhood school than those who live in other areas.

### **District-wide Forecast**

The different growth assumptions about recent trends each suggest a forecast that there will be continuing decreases in school enrollments before stabilizing in about 5 to 8 years. There are variations in the forecasts for the size of the declines and the timing at which enrollments might stabilize (see Figure 1).

Figure 1. Current and Projected Enrollment: Three Growth Scenarios



Under all three growth assumptions, enrollment in the elementary grade level is anticipated to stabilize in 5 to 6 years, and middle school enrollment will stabilize in about 6 to 8 years. The number of students in high school is anticipated to continue to decrease throughout the forecast period, and high school enrollment will account for most of the losses seen at the District-wide level. However, the size of decreases will become smaller in the 2010 to 2015 period.

The three enrollment forecasts have the following results:

- Low Growth. Under the low growth assumption, the decline in total enrollment from 2004 to 2015 is 12.3 percent, at an average annual rate of -1.2 percent. This decrease represents a loss of 5,738 students or an average loss of 522 students annually.
- Medium Growth. In the most-likely growth scenario, it is assumed that the economy will continue to recover moderately and net in-migration of families with children will increase somewhat. Enrollments in PPS are forecast to continue to decrease, but at a slower rate during the 2005 to 2011 period. A slight increase in enrollment is expected during 2011-2015. During the entire forecast period, however, there will be an overall decrease in public school enrollment averaging about 300 students each year between October 2004 and 2015. These annual decreases will reduce total enrollments from 46,823 students in the 2004-05 school year to about 43,601 in the 2015-2016 school year. This represents a decrease of about 7 percent in Portland Public Schools enrollments over the span of 11 years.
- High Growth. In the high growth scenario, only 971 fewer students are predicted to be enrolled in PPS in 2015 than in 2004. This minor loss of students over the 11-year period represents a 2.1 percent decline, with an average annual rate of only about -0.2 percent. Total enrollment begins to increase in 2012 and enrollment in 2015 is higher than in 2007.

## **High School Areas Forecasts**

Separate enrollment forecasts are available for each school attendance area and for high school attendance areas. Most High School areas will experience a decrease in the number of PPS students from 2004 to 2015. However, after an initial continued loss of students, Jefferson, Madison, and Franklin High School areas are expected to see an increase in the number of PPS students toward the end of the forecast period. Overall, between 2004 and 2015:

- Lincoln, Marshall, and Roosevelt High School areas are likely to experience modest enrollment increases, with about 20 to 40 more K-12 students each year.
- Franklin, Madison, and Wilson High School areas are likely to witness modest enrollment decreases, with about 20 to 60 fewer K-12 students each year.
- Cleveland, Grant, and Jefferson are likely to see moderate enrollment declines, with about 70 to 80 fewer K-12 students each year.

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## INTRODUCTION

This is the sixth annual report prepared by the Population Research Center (PRC) forecasting future enrollments for the Portland Public Schools (PPS). Previous annual reports were based on October 1999, 2000, 2001, 2002, and 2003 enrollments; this report relies on October 2004 PPS enrollment figures.

This report provides a district-wide enrollment forecast, enrollment forecasts for individual schools, and demographic information for the Portland Public Schools area. The report considers several factors that are likely to affect the school district's enrollments between the October 2004 and 2015, including the future number of births, net migrants, and the proportion of school-age children and youth enrolled in the public schools.

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

The different growth assumptions about recent trends each suggest a forecast that there will be continuing decreases in school enrollments before stabilizing in about 5 to 8 years. There are variations in the forecasts for the size of the declines and the timing at which enrollments might stabilize.

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

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

If recent trends continue, enrollments in PPS are forecasted to continue to decrease, but at a slower rate during the 2005 to 2011 period. A slight increase in enrollment is expected during 2011-2015. During the entire forecast period, however, there will be an overall decrease in public school enrollment averaging about 300 students each year between October 2004 and 2015. These annual decreases will reduce total enrollments from 46,823 students in the 2004-05 school-year to about 43,601 in the 2015-2016 school year. This represents a decrease of about 7 percent in Portland Public Schools enrollments over the span of 11 years.

### **A Note of Caution**

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

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

Second, variations in forecasts become larger in the long run. Most of the students who will enroll in Portland Public Schools next year are currently enrolled in schools this year. This helps to make a more accurate forecast in the short term. But, as years go by,

enrollments depend increasingly on assumptions about the numbers of school-age children and youth that move into and out of the school district and the number of births that occur in the district. Enrollment forecasts become less certain over 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 most-likely forecast and that we will want to update them as conditions evolve. Instead of "picking and planning" right now for one outcome over the next eleven years, we urge school officials and the public to "monitor and manage" the changing conditions that will affect future school enrollments. The most-likely enrollment forecast presented in this report can best serve as a guideline in this process of monitoring and managing.

## OVERVIEW OF THE REPORT

This report presents the results of a study conducted by the Population Research Center (PRC) to address the long-range planning needs of the Portland Public Schools (PPS). This report considers recent demographic changes experienced in the District and provides annual district-wide enrollment forecasts by grade for the PPS from 2005 to 2015. Also included are enrollment forecasts for selected grade levels (K-2, 3-5, 6-8, and 9-12) for each year from 2004 to 2015 for PPS individual schools.

For the district-wide forecasting, three scenarios of population, housing, and enrollment changes were developed to account for different probabilities of demographic events. Expected future enrollments that result from the most likely population trends in the District are presented in this report along with two additional district-wide enrollment forecasts based on lower and higher growth scenarios. The three scenarios presented here differ from those developed for earlier forecast reports. Each scenario is based on alternate future population growth assumptions predicted for the area in and around Portland Public Schools.

The report covers the following topics:

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

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

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

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

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

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

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

Several Appendices provide more detailed information, including:

Appendices 1 and 2. Detailed District-wide and school forecast tables.

Appendix 3. A summary of PPS school and boundary changes.

Appendix 4. Map vacant residential tax lots with PPS boundary.

Appendix 5. Detailed data sources.

## **DEMOGRAPHIC TRENDS AFFECTING PPS ENROLLMENTS**

### **Population**

It is estimated that the total population in PPS reached approximately 443,500 in 2004. PPS, by nature of its location within Multnomah County and the City of Portland, follows similar trends as the two larger areas. The population in PPS represents about 81 percent of Portland's population and 65 percent of Multnomah County's.

Since at least 2000, it is estimated that Portland's population has been increasing by about an average of 5,400 persons annually, providing most of the total population growth in Multnomah County. The average annual growth rate of the total population in Portland is estimated to be about 1 percent since 2000. The rate of increase of the school-age population in Multnomah County during recent years had typically been lower than the rate for the total population, and often lower than the rates in surrounding counties. However, Multnomah County has recovered a slightly higher growth rate of the school-age population in the past year. There was a 1.5 percent increase in the number school age children in Multnomah County, which was higher than any of the previous five years, and about the same rate as the total population. This level of increase was lower than in Washington County, but higher than Clackamas County and the State.

While both Multnomah County and the State of Oregon have seen similar trends for children's population age groups during 1999-2004, growth rates in Multnomah County slightly outpaced the State during the past year in the age groups between 5 and 17 years. The population growth rate of children ages 0-4, however, has declined in both Multnomah County and the State.

The population of whites in both Portland and Multnomah County has been decreasing in the last several years, while the ethnic minority population has been increasing. Since at least 1999, Hispanics and Asians have been increasing in both areas, while the black population has been decreasing in the city and increasing in the County. The Hispanic

population is increasing at the fastest rate. The Asian population has been increasing at a faster pace in the city than in the County, and the Native American population has remained stable in both areas.

### **Fertility and Births**

The total fertility rate in PPS was about 1.75 in 2000, meaning that the average woman would bear 1.75 children by the end of her child-bearing years. This rate is considerably below the State average of about 2 children. Age-specific fertility rates in the District are assumed to have remained stable and there has been no significant change in the annual number of births. Since 1998, there have been between 5,400 and 5,700 births in the District annually. Thus far, any increases in fertility from women in racial/ethnic groups associated with higher fertility moving into the District have been offset by others postponing child-bearing or deciding not to have children.

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

### **Housing and Households**

Since 2000, about 2,400 new housing units have been added within the PPS district boundary annually. The addition of multi-family units, such as apartments and condominiums, has outnumbered the increase of single-family dwellings during this period. Despite continued housing growth in the District, it appears that fewer families with school-age children are moving into the Portland area. Recent new housing developments, including rental and condominium units, have not attracted substantial numbers of families with children.

Most of the land area within the Portland Public Schools area has been developed. Most new residential construction has been “in-fill” developments as well as some conversions of commercial structures to residential housing. As of April 2004, the number of vacant developable tax lots in PPS that are zoned as residential is approximately 7,100. This number represents about 5.0 percent of all tax lots that are zoned residential within the District boundary. The number of possible housing units that may be built on this land in the future will be larger than the number of tax lots as multi-family structures may be built on one taxlot (see map in Appendix 4 for location of vacant residential lots).

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

## **Migration**

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

The majority of students moving out of the District are white. The number of minority students (mostly Hispanic) that had been moving into the District to offset student losses in previous years has declined. Additionally, there has been an increase in the number of minority students (mostly blacks) moving out of the district.



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

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

### **PPS Capture Rates, and Private and Home School Enrollment**

Capture rates, the rates that reflect the percentage of children who attend local public schools, was about .84 in PPS in 2000. It is estimated that the capture rates in 2004 have not changed much since 2000. This means that 84 out of 100 school age children residing in the District attend PPS schools. In 2000, the capture rate for grades 3-5 was the highest at .87, followed by grades 6-8 with a rate of .85. The capture rate for high schoolers is about .84. The lowest rate characterizes K-2 students at .82.

The number of students that reside outside of the District and attend PPS schools fluctuated between approximately 800 and 1,200 students during 1998 to 2004. In 2004, there were 1,191 out-of-district students attending PPS schools. About 40 percent of these students attended high school, 20 percent were enrolled in middle school, and 40 percent were in elementary school.

About 30 private schools were surveyed in the Portland metropolitan area to evaluate overall trends of private school attendance. Based on the survey responses, no significant changes were found in the number of students residing within the PPS boundary attending private school in recent years.

Analysis of data from the Oregon Department of Education suggests that growth rates of private school enrollment in the Portland metropolitan area are not as high now as they were in the mid-1990s, when there were more increases in private school enrollments, and no substantial changes were noted during the past year.

It appears that the percentage of home schooled students has increased slightly in Multnomah County during the past 2-3 years. However, the annual rate of growth of students in home school has fluctuated historically and it is not certain whether the increase in the percentage of home school students will continue.

The percentage of school-age children in home school in Multnomah County during 1998 to 2000 was around 1.5 percent and increased to 2.3 percent during the 2002-2003 and 2003-2004 school years. Approximately 2,500 children were reported to be home schooled in Multnomah County in the 2003-2004 school year. During the same period approximately 1,400 students residing in PPS are estimated to have been attending home school, an increase of about 400 students since 2000.

From available data, the numbers of children attending private or home school do not significantly impact changes in PPS enrollment, nor do the small number of PPS students residing outside of the District influence PPS enrollment trends.

### **PPS Enrollment Trends**

In the 2004-2005 school year, the school district included 59 elementary schools, 17 middle schools, 10 high schools, and a variety of special schools and programs. Since the development of last year's enrollment forecasts, 3 of the 10 high schools have created multiple smaller high schools located within each of the original high school campuses. In addition, at the end of the 2004-2005 school-year, five neighborhood elementary schools and one middle school closed.

The configuration of the grade levels for most elementary schools is kindergarten to grade 5; however, seven elementary schools offer pre-kindergarten programs and three include middle school grade levels. Middle schools consist of grades 6 to 8. High schools include grades 9 to 12. Several PPS schools include special programs, or focus options, and are included in this study.

During 1990 to 1996, PPS experienced enrollment increases during most years with an average annual increase of about 400 students. Beginning in 1997 PPS began to see constant yearly decreases in enrollments with the highest declines occurring during 2001-2004. The average annual decrease from 1997 to 2001 was about 600 students (-1.1 percent), and from 2001 to 2004, the annual enrollment decreased by an average of 1,600 students (-3.3 percent).

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

Between 1998 and 2002, the greatest annual losses consistently were at the elementary grade levels. In 2003, however, the greatest decrease was experienced at the middle school and high school levels. Because the previously ungraded students were assigned to a grade in 2004 and despite a 1,200 decrease in total enrollment from 2003 to 2004, all grades levels except grades 3-5 experienced an increase in 2004. Middle and high school enrollment increased by about 300 students, and enrollment in grades K-2 increased by 30 students. There were 90 fewer students in grades 3-5.

The explanation for the overall enrollment declines which began in 1997 is detailed in a report prepared by the Population Research Center entitled *Changing Times, Changing Enrollments: How Recent Demographic Trends are Affecting Enrollments in Portland Public Schools*. Causes of the accelerated enrollment in 2002 and in 2003 are analyzed in the report entitled *Anatomy of the Losses of Portland Public Schools Enrollment* by Richard Lycan. The main conclusions about the possible factors contributing to the declining enrollments in PPS as outlined in the reports are:

- 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 continued to decline throughout the 1990s. Declines in school enrollments starting after about 2002 are partly attributed to the lower number of births in the second half of the 1990s than in the early 1990s. But, with greater net out-migration of school-age children and the decline in births in recent years, PPS enrollment declines became larger in 2002 and 2003.
- 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 public school 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.
- More recently, there has been a decrease in the numbers of minority students in PPS.
- Recently there has been a decrease of in-migration to PPS rather than an increase of out-migration from PPS.

### **Enrollment by race/ethnicity**

Based on 2004 enrollments, white students represent about 59 percent of the total PPS enrollment. Blacks represent 16 percent, Hispanics, 12 percent, Asians 10 percent, and Native Americans about 2 percent. White enrollment has decreased in recent years. Of the ethnic minority groups, the shares that Hispanics and Asians represent have increased. Hispanic students in PPS are growing at the fastest pace of all ethnic minority groups. The share that black and Native American students represent has decreased slightly.

## **SPECIFIC DEMOGRAPHIC ASSUMPTIONS FOR THE ENROLLMENT FORECASTS**

The population of an area is determined by the number of births and deaths that occur in the same area, and number of net migrants moving in or out. The population in a given time period is illustrated in the following equation:

$$\text{Population in 2000} = \text{Population in 1990} + \text{Births during 1990 to 2000} - \text{Deaths during 1990 to 2000} \pm \text{Net Migration during 1990 to 2000}$$

The number of net migrants is influenced by factors such as housing availability and the economy. In addition to an area's population characteristics, capture rates also determine public school enrollment.

Three growth scenarios (low, medium, and high) were developed for the district-wide enrollment forecasts. The different scenarios are based on predictions of demographic trends in the PPS area and how quickly the economy will recover. The rate at which the population is predicted to increase is dependent on the extent at which the economy will recover. All three growth scenarios assume that current mortality, fertility, and capture rates will not change much during the forecast period. Migration rates, a more difficult demographic factor to estimate than the other factors, are assumed to be a main factor affecting PPS enrollment changes. In each of the three scenarios, net migration in PPS during 2005 to 2015 is predicted to differ slightly.

The economy is a major force influencing in and out-migration of population. Local and regional economists concur that the economic climate in the Portland metropolitan area will continue to improve, but the extent and pace of improvements is not certain.

The population growth assumptions in all three scenarios developed for this forecast have a milder impact on future PPS enrollments than have been observed in the past three years. The demographic trends that have led to decreasing enrollments are expected to lessen in magnitude and the recent dramatic enrollment declines that have occurred in PPS are not

anticipated to continue in the future. The differences between the scenarios' assumptions represent varying magnitudes curbing the recent trends of high net out-migration of PPS students.

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

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

Under the **high growth assumption**, the downward trends of recent years are assumed to rebound at a quicker pace than in the medium scenario, and a stronger recovery of the economy leading to in-migration of families with children is anticipated. In this case, smaller enrollment decreases are forecast for the District from 2004 to 2011. By 2012, in this scenario, increases in enrollment are seen.

## **DISTRICT-WIDE ENROLLMENT FORECAST**

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

Under all three growth assumptions, enrollment in the elementary grade level is anticipated to rebound in 5 to 6 years, and middle school enrollment will rebound in about 6 to 8 years. The number of students in high school is anticipated to continue to decrease throughout the forecast period, and high school enrollment will account for most of the losses seen at the District-wide level. However, the amount of decreases will become smaller as the end of the forecast period approaches.

Since 2000, the greatest average losses were seen in elementary school. Because relatively small cohorts of these age groups are moving through the system and progressing through the grade levels over time, changes in high school enrollment will be restrained during the forecast period. The increases of younger students expected in the District will affect high school enrollment after the forecast period.

### **Results**

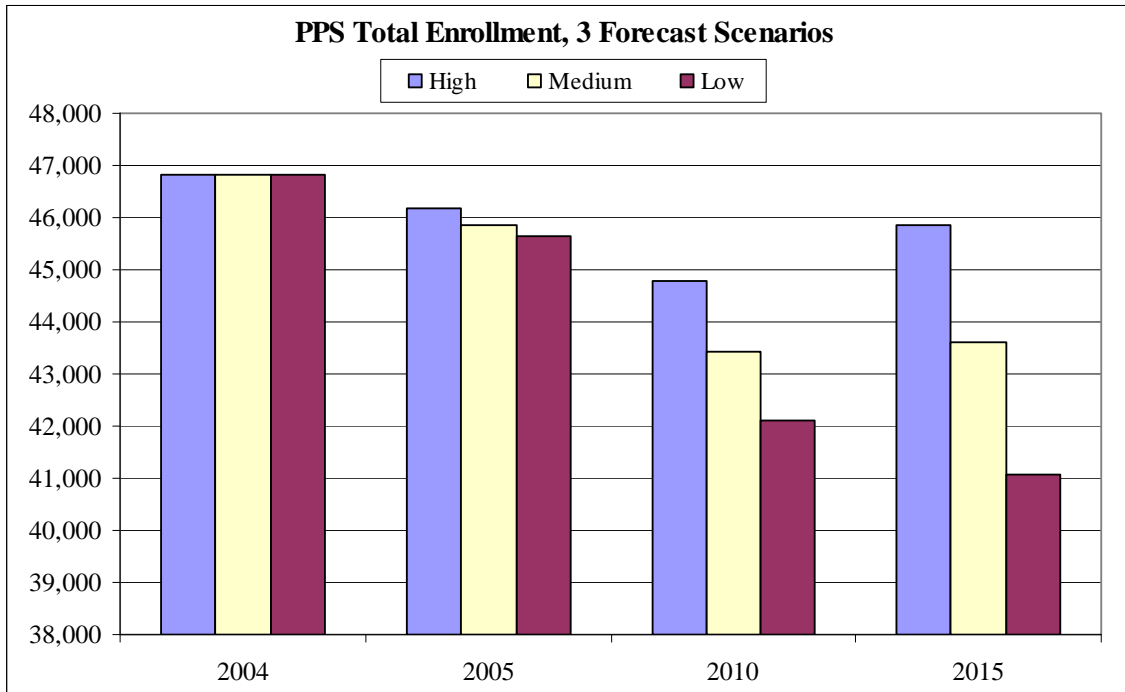
PPS enrollments in all three scenarios are predicted to decrease until at least 2012. As 2015 approaches, increases in enrollment will be seen under the medium and high growth assumptions, but enrollment will continue to decrease throughout the forecast period in the low growth scenario.

The differences between the scenarios' assumptions are in the magnitude of curbing the recent trends of net out-migration and recovery of higher in-migration. The difference between the low, medium, and high assumptions becomes more pronounced after a few



years. In the immediate two or three years, there are relatively smaller differences between the three assumptions. By 2015, the differences are greater (see Figure 1).

Figure 1. Current and Projected Enrollment: Three Growth Scenarios



Tables 1, 2, and 3 below display the enrollment forecasts for summarized grade levels for each of the three scenarios. More detailed tables are located at the end of this report in Appendix 1. The enrollment forecast developed for each scenario is discussed below.

**Medium Growth (most-likely)**

The **medium growth assumption** indicates that overall school enrollments will decrease slightly from present levels of 46,823 in 2004 to 43,601 in 2015, a decline of 3,222 students. The decrease in enrollment for the district represents a 6.9 percent change distributed over 11 years. On average, total enrollment will decrease by 293 students per year, which is less than a one percent yearly decline.

Enrollments in all grade levels continue to decrease in the immediate years. Recovery of students is eventually seen at all grade levels except high school. Students in the grade levels that do recover will be at different rates. Recovery time is faster for the lower grades than for higher grades.

Decreases in K-2 enrollments will be seen in the next couple of years. However, under the medium growth assumption, beginning in 2007, students enrolled in the lower elementary grades will see annual increases that will continue throughout the rest of the forecast period. Overall, from 2004 to 2015, enrollment in grades k-2 will increase by 7.0 percent, or by 766 students.

Students in higher grade levels will take longer to stabilize. Enrollment in grades 3-5 will begin to see slight increases starting in 2010 so that by 2015 there will be only 23 fewer students than in 2004. By 2012, middle school enrollment is predicted to increase, but in 2015 there will be an overall loss of almost 1,200 middle school students from 2004. High school enrollment will see the greatest declines – about 2,800 fewer students are expected to attend PPS high school in 2015 than in 2004.

Table 1. Medium Growth District Enrollment Forecast

Medium Growth Scenario	2004	2005	2015	2004-2015 Change		Average Annual Change	
				Number	Percent	Number	Percent
<b>Elementary, K-2</b>	10,939	10,795	11,705	766	7.0%	70	0.6%
<b>Elementary, 3-5</b>	10,695	10,507	10,672	-23	-0.2%	-2	0.0%
<b>Middle School, 6-8</b>	10,656	10,218	9,486	-1,170	-11.0%	-106	-1.1%
<b>High School, 9-12</b>	14,528	14,354	11,738	-2,790	-19.2%	-254	-1.9%
<b>Total</b>	46,823*	45,875	43,601	-3,222	-6.9%	-293	-0.6%

\* Includes 5 ungraded students.

## Low Growth

Under the low growth assumption, the decline in total enrollment from 2004 to 2015 is 12.3 percent, at an average annual rate of -1.2 percent. This decrease represents a loss of 5,738 students, or an average loss of 522 students annually.

Enrollment in grades K-2 is expected to increase slightly during the forecast period with 95 additional students in 2015 than in 2004. Enrollments in all other grades are predicted to decrease during the period. There will be 647 fewer students in grades 3-5 than in 2004, and represents a change of about 6 percent. Middle school will see more dramatic losses with 1,731 fewer students (-16.2 percent) at the end of the forecast period. Even greater declines are expected at the high school level with a decline of 23.7 percent, or 3,449 fewer high school students in 2015 than in 2004.

Table 2. Preliminary Low Growth District Enrollment Forecast

Low Growth Scenario	2004	2005	2015	2004-2015 Change		Average Annual Change	
				Number	Percent	Number	Percent
<b>Elementary, K-2</b>	10,939	10,723	11,034	95	0.9%	9	0.1%
<b>Elementary, 3-5</b>	10,695	10,454	10,048	-647	-6.1%	-59	-0.6%
<b>Middle School, 6-8</b>	10,656	10,167	8,925	-1,731	-16.2%	-157	-1.6%
<b>High School, 9-12</b>	14,528	14,288	11,079	-3,449	-23.7%	-314	-2.5%
<b>Total</b>	46,823*	45,631	41,085	-5,738	-12.3%	-522	-1.2%

\* Includes 5 ungraded students.

## High Growth

In the high growth scenario, only 971 fewer students are predicted to be enrolled in PPS in 2015 than in 2004. This minor loss of students over the 11-year period represents a 2.1 percent decline, with an average annual rate of only about -0.2 percent. Total enrollment begins to increase in 2012 and enrollment in 2015 is higher than in 2007.

Over 1,300 additional students are expected to attend PPS in grades K-2 in 2015. More students in grades 3-5 are also anticipated to be enrolled in PPS in 2015 than in 2004; 532 more students in grades 3-5 are predicted to attend PPS elementary schools in 2015. Overall decreases for middle school and high school of 655 and 2,191 respectively, are foreseen from 2004 to 2015 under the high growth scenario.

Table 3. Preliminary High Growth District Enrollment Forecast

High Growth Scenario	2004	2005	2015	2004-2015 Change		Average Annual Change	
				Number	Percent	Number	Percent
<b>Elementary, K-2</b>	10,939	10,893	12,286	1347	12.3%	122	1.1%
<b>Elementary, 3-5</b>	10,695	10,574	11,227	532	5.0%	48	0.4%
<b>Middle School, 6-8</b>	10,656	10,284	10,001	-655	-6.1%	-60	-0.6%
<b>High School, 9-12</b>	14,528	14,438	12,337	-2,191	-15.1%	-199	-1.5%
<b>Total</b>	46,823*	46,188	45,852	-971	-2.1%	-88	-0.2%

\* Includes 5 ungraded students.

## **HIGH SCHOOL CLUSTER DEMOGRAPHIC AND ENROLLMENT TRENDS**

As a result of school closures in PPS, several attendance area boundary changes will affect 2005 and future school enrollments. Historical and current student enrollment data were compiled in this study to represent the new attendance areas boundaries. Previous enrollment forecasts were based on data compiled for earlier and different attendance area boundaries.

Another change that has occurred in PPS is in the configuration of grades that some schools offer. The elementary schools in the Jefferson high school cluster will convert from grades K-5 to grades K-6, and one middle school (also in Jefferson high school cluster) will offer grades K-8 instead of grades 6-8. These changes are scheduled to take place in fall of 2005 and 2006. For a summary of the changes that will take place starting in school-year 2005-2006 or 2006-2007, see Appendix 3 at the end of this document.

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

### **Population**

In 2000, Lincoln High School Cluster captured the largest share of the District's total population, followed by Jefferson and Cleveland, while Roosevelt, Grant and Madison had the smallest share. Of the school-age population, however, most children resided in Jefferson and Marshall, and the fewest lived in Lincoln and Grant. HSCLs with a higher

share of the District’s total population than school-age population indicate that there is a larger share of persons without children than in other HSCLs.

Table 4. HSCL Share of PPS Population

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

Source: US Census 2000

## **Housing**

Most of the housing growth during the 2000-2004 period occurred in Lincoln and Marshall HSCLs. The fewest number of units were added in Grant HSCL (see Table 5). More than half of the new housing constructed in all the high school clusters, except Jefferson, Roosevelt and Marshall, were multi-family units. In Cleveland, new multi-family dwellings accounted for 84 percent of the new residential units.

Table 5. Housing Units Added By HSCL

<b>Total Units Added</b>	<b>2000-2004</b>	<b>Percent of New Construction in PPS</b>	<b>Percent Multi-family Units*</b>
<b>Cleveland</b>	790	7%	84%
<b>Franklin</b>	378	3%	53%
<b>Grant</b>	306	3%	76%
<b>Jefferson</b>	846	7%	48%
<b>Lincoln</b>	5,892	49%	86%
<b>Madison</b>	838	7%	75%
<b>Marshall</b>	1,223	10%	42%
<b>Roosevelt</b>	963	8%	47%
<b>Wilson</b>	802	7%	51%
<b>District Total</b>	12,038		

\*includes condos and row houses.

Source: Building Permit Data, City of Portland, 2004

As of April 2004, Wilson and Lincoln HSCLs have the largest numbers of vacant developable tax lots that are zoned residential. Grant and Madison HSCLs have the fewest number of vacant residential tax lots (see Table 6 and map in Appendix 4).

Table 6. Vacant Tax lots that are Zoned Residential by HSCL

<b>HSCL</b>	<b>Number of Vacant Residential Tax Lots</b>	<b>Percent of All Residential Tax Lots in the HSCL</b>	<b>Percent of Vacant Residential Tax Lots in PPS</b>
<b>Cleveland</b>	759	4.5%	10.7%
<b>Franklin</b>	589	3.6%	8.3%
<b>Grant</b>	407	2.8%	5.7%
<b>Jefferson</b>	861	4.5%	12.1%
<b>Lincoln</b>	1,257	8.1%	17.7%
<b>Madison</b>	441	3.0%	6.2%
<b>Marshall</b>	838	6.1%	11.8%
<b>Roosevelt</b>	675	6.2%	9.5%
<b>Wilson</b>	1,281	6.3%	18.0%
<b>District Total</b>	7,108	5.0%	100.0%

Source: Metro RLIS Lite 2004

## Births

Of the total number of births in the District during 1998-2003, most occurred in the Jefferson, and Marshall HSCLs. They represented about 15 percent and 13 percent of all births in the District respectively. The fewest number of births, less than 10 percent of District births, occurred in Lincoln, Wilson, and Grant HSCLs (see Table 8).

Lincoln, Madison, Marshall, and Wilson were the only HSCLs in the District to experience an increase in births between 1998 and 2003 (see Table 8). Amongst these HSCLs, Lincoln had a 19 percent increase, and the other three HSCLs had less than 5 percent increases. Grant and Roosevelt HSCLs saw the greatest percentage decline in births during the same period (12 percent each).

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

Table 8. Births, 1998-2003

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



## **Students Attending their Neighborhood Schools**

PPS students in grades K through 12 that reside in Lincoln and Wilson HSCLs are most likely to attend their neighborhood school than those who live in other HSCLs in the District.

The percentage of PPS students that attend their neighborhood schools and reside in Jefferson HSCL is the lowest in the District, followed by those who reside in Madison HSCL.

A higher percentage of students in the elementary grade levels are enrolled in their neighborhood schools than in the other grades. High school students attending the schools in the neighborhood they reside in represent the lowest percentage.

Table 9. Percentage of PPS Students Attending Schools in their HSCL

<b>HSCL</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Cleveland</b>	77%	78%	67%	63%
<b>Franklin</b>	75%	73%	78%	59%
<b>Grant</b>	70%	71%	67%	70%
<b>Jefferson</b>	72%	73%	36%	26%
<b>Lincoln</b>	93%	93%	87%	83%
<b>Madison</b>	74%	76%	61%	48%
<b>Marshall</b>	81%	80%	69%	39%
<b>Roosevelt</b>	80%	81%	80%	53%
<b>Wilson</b>	88%	88%	90%	84%

## **PPS Students Residing Outside of the District**

Currently, in 2004, 1,191 PPS students reside outside of the District. Since 1998, the number of PPS students residing outside of the District had fluctuated between 780 and

900 students and represented about 1.5 to 1.7 percent of the PPS total enrollment each year. In the 2004-2005 school year, the percentage increased to 2.5 percent. Currently 40 percent of PPS students residing outside of the District, or 480 students, attend high school, 19 percent or 222 students attend middle school, and 489 students (41 percent) are enrolled in elementary school.

During 2004-2005, about 15 percent of PPS students residing outside the District attended special programs. Of students attending neighborhood schools, most elementary level students living outside the District attended Woodstock, Richmond, and King elementary schools or were enrolled in special programs. Mt. Tabor and Binnsmead Middle Schools attract most students outside of the district, while Benson and the Marshall Campus are high schools of choice for outside students.

### **Historical Enrollments of PPS Students Residing in HSCLs**

In the past, the largest share of PPS students resided in Jefferson HSCL. However, since 2003, Marshall HSCL has been home to the largest number of PPS students. The smallest share of PPS students reside in Lincoln HSCL followed by Cleveland HSCL. (see Table 10).

The number of students residing in Lincoln and Marshall HSCLs increased from 1998 to 2004. Students residing in the remaining HSCLs have decreased during the same period. Jefferson and Grant HSCLs have seen the largest loss of students. They lost over 1,900 and 1,000 students respectively.

Table 10. Historical PPS Enrollment by Area of Residence\*

HSCL	PPS Students Residing In HSCL							1998-2004 Change		1998-2004 Average Annual Change	
	1998	1999	2000	2001	2002	2003	2004	Number	Percent	Number	Percent
<b>Cleveland</b>	5,056	4,808	4,875	4,700	4,608	4,423	4,440	-616	-12.2%	-103	-2.2%
<b>Franklin</b>	5,213	5,003	4,878	4,832	4,748	4,505	4,483	-730	-14.0%	-122	-2.5%
<b>Grant</b>	5,774	5,464	5,204	5,023	4,864	4,600	4,761	-1,013	-17.5%	-169	-3.2%
<b>Jefferson</b>	8,444	8,146	7,906	7,658	7,258	6,602	6,484	-1,960	-23.2%	-327	-4.4%
<b>Lincoln</b>	3,703	3,787	3,807	3,902	3,935	3,904	4,009	306	8.3%	51	1.3%
<b>Madison</b>	5,553	5,470	5,572	5,506	5,437	5,214	4,909	-644	-11.6%	-107	-2.1%
<b>Marshall</b>	6,671	6,673	6,801	6,913	6,915	6,648	6,845	174	2.6%	29	0.4%
<b>Roosevelt</b>	5,345	5,347	5,272	5,265	5,074	4,573	4,633	-712	-13.3%	-119	-2.4%
<b>Wilson</b>	5,454	5,363	5,255	5,386	5,258	5,010	5,064	-390	-7.2%	-65	-1.2%
<b>District</b>	51,213	50,061	49,570	49,185	48,097	45,479	45,628	-5,585	-10.9%	-931	-1.9%

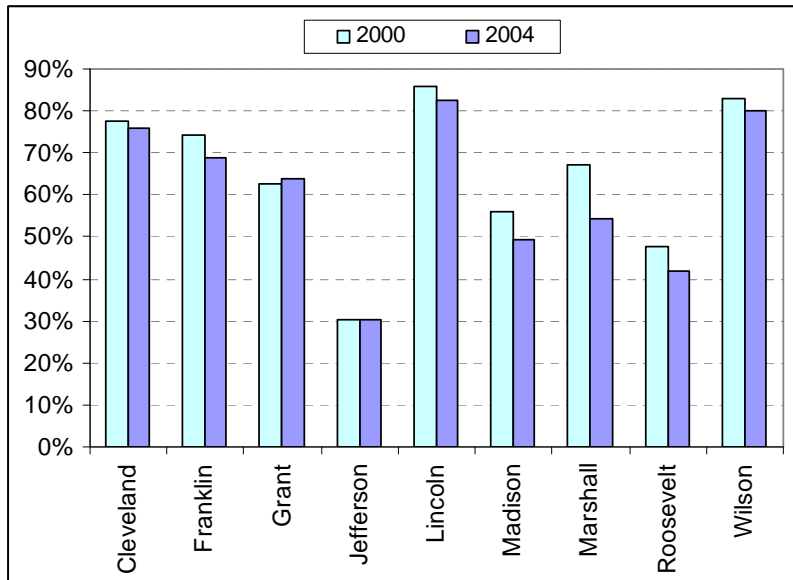
\*This table does not include ungraded students nor students residing outside of the district.

### Race/Ethnicity of Students Residing in High School Clusters

In the District, enrollment of white students has been decreasing over the last several years. The share that whites represented of all PPS students declined from 62 percent in 2000 to 59 percent 2004. The same pattern holds true in all HSCLs except Grant and Jefferson. The share of white students residing in Grant HSCL increased slightly, and in Jefferson HSCL the share has remained stable. The HSCLs that have seen the greatest change during the same period are Marshall and Madison. The number of white students residing in these HSCLs decreased by 13 percentage points and 7 points respectively.

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

Figure 2. White Student Enrollment in PPS



From at least 2000, the numbers of black PPS students residing in Jefferson, Cleveland, and Grant, and Roosevelt HSCLs have decreased. However, Jefferson HSCL accounted for 94 percent of the District’s loss of black students with over 1,000 fewer black students residing there in 2004 than in 2000. The numbers of black students increased in Madison, Marshall, and Wilson HSCLs during the same period, and the numbers of black PPS students residing in Franklin and Lincoln HSCLs remained stable.

All HSCLs have seen an increase in the number Hispanic students during the past few years. Marshall, Roosevelt, and Franklin HSCLs experienced the greatest increase in their Hispanic PPS student population during 2000 to 2004. They increased by 384, 291 and 107 Hispanic students, respectively. The remaining HSCLs saw increases of under 100 Hispanic students during the time period.

The number of Asian students residing in PPS increased from 2000 to 2004 in Lincoln and Marshall HSCLs while they decreased in Jefferson, Madison, and Roosevelt HSCLs. The remaining HSCLs saw only slight changes in the number of Asian students.

The number of Native American students has decreased slightly in most of the HSCLs except for Marshall HSCL, which has seen only a slight increase in recent years.

Based on 2004 enrollments, most ethnic minority PPS students reside in Jefferson, Madison, Roosevelt, and Marshall. Fifty-three percent of PPS students residing outside of the district are minority students, most of which are black, Asian, or Hispanic.

Blacks represent the greatest proportion of all minority students enrolled in PPS (16.1%), followed by Hispanics (12.4%) and Asians (10.1%). The largest number of black students reside in Jefferson and Grant HSCLs. The largest share of the District’s Hispanic students reside in Roosevelt, Marshall, and Madison HSCLs. Marshall, Madison, and Franklin are the HSCLs where most Asian PPS students reside.

Table 11. Share of PPS Enrollment by Residence of High School Cluster and Race/Ethnicity, 2004

<b>HSCL</b>	<b>White</b>	<b>Black</b>	<b>Asian</b>	<b>Native American</b>	<b>Hispanic</b>	<b>Other Race</b>
<b>Cleveland</b>	75.8%	5.6%	8.5%	6.8%	2.1%	1.1%
<b>Franklin</b>	68.9%	6.6%	13.2%	8.7%	2.1%	0.4%
<b>Grant</b>	63.7%	23.1%	5.1%	6.3%	1.3%	0.5%
<b>Jefferson</b>	30.4%	45.9%	6.5%	14.0%	2.7%	0.6%
<b>Lincoln</b>	82.7%	2.7%	9.1%	4.1%	0.9%	0.5%
<b>Madison</b>	49.2%	16.4%	14.9%	16.7%	2.5%	0.3%
<b>Marshall</b>	54.1%	8.0%	16.1%	18.6%	2.8%	0.4%
<b>Roosevelt</b>	41.7%	20.2%	9.2%	25.2%	3.4%	0.3%
<b>Wilson</b>	79.9%	5.2%	6.4%	6.2%	1.4%	1.0%
<b>Out District</b>	46.7%	22.3%	14.4%	12.0%	2.3%	2.3%

### **Forecasted PPS Students Residing in HSCLs**

Most HSCLs will experience a decrease in the number of student residents from 2004 to 2015. After an initial continued loss of students, Jefferson, Madison, and Franklin HSCLs are expected to see modest increases in the number of PPS students toward the end of the

forecast period; the increases in later years are not large, however, and enrollments in Jefferson, Madison, and Franklin HSCLs experience overall declines from 2004 to 2015. The number of students residing in Roosevelt, Lincoln, and Marshall HSCLs are anticipated to increase during the period.

Table 12. PPS Enrollment by Area of Residence\*

	PPS Students Residing In HSCL				2004-2015 Change		2004-2015 Average Annual Change	
	Actual	Projected						
HSCL	2004	2005	2010	2015	Number	Percent	Number	Percent
Cleveland	4,440	4,373	3,837	3,642	-798	-18.0%	-73	-1.8%
Franklin	4,483	4,355	3,954	4,032	-451	-10.1%	-41	-1.0%
Grant	4,761	4,698	4,098	3,827	-934	-19.6%	-85	-2.0%
Jefferson	6,484	6,139	5,362	5,576	-908	-14.0%	-83	-1.4%
Lincoln	4,009	4,045	4,237	4,283	274	6.8%	25	0.6%
Madison	4,909	4,765	4,217	4,282	-627	-12.8%	-57	-1.2%
Marshall	6,845	6,830	6,885	7,038	193	2.8%	18	0.3%
Roosevelt	4,633	4,723	4,978	5,054	421	9.1%	38	0.8%
Wilson	5,064	5,044	4,892	4,854	-210	-4.2%	-19	-0.4%
District	45,628	44,971	42,458	42,587	-3,041	-6.7%	-276	-0.6%

\*This table does not include ungraded students nor students residing outside of the District.

## METHODS AND DATA SOURCES FOR ENROLLMENT FORECASTS

Long-term forecasting of PPS school enrollments required two main stages: 1) forecasting the number of students residing in the district and its sub-areas (high school clusters and elementary school attendance areas), and 2) allocating the students to the schools they are predicted to attend. Two types of forecasting models were utilized to prepare the district-wide and attendance area forecasts, described in more detail below. The cohort-component model was used for the district and each of its high school clusters. The grade progression model was utilized for each elementary school attendance area. The cohort-component model best predicts student population over the 11-year forecast period. The grade progression model is better suited to account for annual fluctuations in enrollment over the forecasting period.

### **Cohort-Component Model**

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

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

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

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



cohort that would survive during a given time period (such as the 5 years between 1990 and 1995) to become the next older cohort. This process is repeated for each five-year age and time interval between 1990 and 2015. Forecasting a known population and its age distribution enables appropriate adjustments to be made to the model so that the forecasted population becomes aligned with the actual population and ensures the accuracy of the model's projections.

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

The most difficult part is to estimate the in- and out-migration of an area. In reality, since little reliable data are available to study in- and out-migration, one works with net migration rates, or the balance between in- and out-migration. Net migration can be calculated if the population is known at the beginning and the end of a time period, as well as the number of births and deaths. Net migration is positive when more people move into the area than leave it; it is negative if the opposite is true. Net migration rates used in the cohort-component model can be interpreted as the number of people who are added to (or subtracted from) a given cohort per each 100 persons due to migration over a given period of time (in this case, five years). The initial net migration rates for the cohort-component model were derived from the 1990 and 2000 population cohorts for the census tracts that are located within the school district boundaries as well as births and deaths that occurred in the same area during 1990-2000. The rates were adjusted so that the forecasted population for the year 2000 fit the actual population obtained from the 2000 Census. The net migration rates used to forecast the District's population in 2002-2010 were further modified to reflect the most likely future migration patterns; these migration patterns are

greatly influenced by housing growth in the area, both current and forecasted. When making the final adjustments to the net migration rates, consideration was given to what local planners predict will happen in the area. This study assumes that migration is and will remain the major force behind the rates of population and enrollment growth in the District.

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

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

### **Grade Progression Model**

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

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

The 2004 enrollments were multiplied by the GPR weighted averages to forecast 2005 enrollments. The same GPRs were then applied to the 2005 enrollments to calculate the forecasted 2006 enrollments and so on until the 2015 enrollments were calculated. To account for predicted changes in the demographic factors that influence school enrollments, adjustments were made to the weighted average GPRs on an individual year basis for each grade level by applying a multiplier to accelerate or hinder growth. The factors that were considered for every attendance area are the annual number of births, residential building activity, racial/ethnic composition of student population, and enrollment trends. The adjustments were based on findings from the analysis of data on student enrollment and geocoded student addresses, birth, building permit, and land division records.

**Kindergarten Forecasts for Attendance Areas.** The numbers of students entering kindergarten from 2005 to 2015 were forecasted by another method. To predict the number of kindergartners that will attend PPS, a “kindergarten capture rate”, the ratio of the actual number of PPS kindergarten students in an attendance area to the number of births in the same attendance area five years earlier, was calculated for four separate years. A weighted average of the “kindergarten capture rates” for each attendance area was multiplied by the number of births in the corresponding area to forecast the number of kindergartners that will attend PPS schools in 2005 to 2015. Birth data are only available up to 2002, therefore, to predict PPS kindergartners after 2007, the number of annual births during 2003 through 2010 had to be predicted. The births were projected based on four-year historical trends from 1998 to 2002. After the births were predicted, the kindergarten capture rate was applied to forecast the number of kindergartners 5 years later.

### **New Columbia Housing Development**

Adjustments were made to the forecast of students residing in the ESAAs to account for the construction of the New Columbia Housing Community located in Ball and Clarendon ESAAs in the Roosevelt HSCL. The first housing units will become available in 2005 with construction ending in 2007. The number of PPS students expected to reside in New Columbia are assumed to be moving from other areas in the District. PPS students were added to Ball and Clarendon ESAAs and subtracted from other ESAAs during the first 3 years of the forecast period. A detailed description of the methods used to estimate the number of PPS students that are expected to reside in New Columbia and the impact that the new housing is predicted to have on PPS enrollments are described in the Addendum to the Portland Public Schools Enrollment Forecast 2004-2015 prepared by PRC in August 2004.

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

The sum of the HSCL forecasts served as a control to which the district-wide forecast under the most-likely scenario would reconcile. The forecast for the district was adjusted by grade level to equal the sum of enrollments in the HSCL for each year of the forecast period. The adjustment produced minor changes in the enrollment numbers

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

### **Allocating the Forecasted Students Residing in ESAs to Individual Schools**

After the forecasts of students residing in the ESAs were reconciled to the HSCL and district-wide forecasts, the students residing in the ESAs were then allocated to the school they were predicted to attend based on past patterns of where students live and which schools they attend. Cross-tabulations were made of students by the school they attend and by the ESA where they reside. A cross-tabulation was created for each grade level, K-2, 3-5, 6-8, and 9-12. Adjustments were made to each of the cross-tabulations to account for school closures, new feeder patterns, and new grade configuration of schools that will take effect in the 2005-2006 school year and beyond. Probabilities for how many students residing in each ESA to attend which schools were calculated and utilized to assign students to the appropriate schools each year in the forecast period.

### **General Comments About PPS Enrollment Forecasts**

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

All population and enrollment forecasts are based on a combination of a beginning population, various rates, and the forecasters' judgment about future trends. They may err through imprecise data or unexpected shifts in demographic trends. Generally forecasts for larger geographical areas, such as the entire school district, are more reliable than those for small areas, such as for an individual elementary school. The forecasts for the individual schools are based mainly on births and enrollment trends in the ESAs over the past 4 years. Although they are adjusted to conform to the longer-term forecasts for the high school clusters and the district as a whole, this does not take into account local factors such

as changing school programs that may have a significant effect on an individual school's enrollment. These forecasts may be used as a guide to enrollments for individual schools over the next few years. But changes in local areas will surely affect enrollments in some areas and actual enrollments will deviate from those shown here. Given the large number of schools and the complexity of changing urban neighborhoods, some differences between the forecasted and actual enrollments will vary in magnitude and perhaps direction.

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

**APPENDIX 1**  
**Portland Public Schools District-wide Enrollment Forecasts**  
**Detailed Results, 2004-2015**

**Medium Growth Scenario, District Enrollment by Grade and Year**

Actual > Projected >

Grade Level	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>K</b>	3,748	3,715	3,723	3,548	3,589	3,566	3,605	3,644	3,685	3,727	3,774	3,794	3,812	3,828	3,849	3,869
<b>1</b>	3,861	3,951	3,811	3,702	3,742	3,643	3,628	3,661	3,702	3,745	3,791	3,834	3,860	3,893	3,939	3,981
<b>2</b>	4,062	3,879	3,838	3,662	3,608	3,585	3,543	3,546	3,580	3,614	3,651	3,691	3,734	3,761	3,808	3,855
<b>3</b>	4,122	3,999	3,696	3,665	3,600	3,501	3,517	3,484	3,480	3,505	3,531	3,566	3,605	3,643	3,673	3,713
<b>4</b>	4,131	3,976	3,793	3,488	3,653	3,554	3,499	3,520	3,472	3,448	3,456	3,478	3,512	3,546	3,581	3,604
<b>5</b>	4,037	4,029	3,817	3,639	3,442	3,451	3,347	3,285	3,296	3,234	3,205	3,223	3,254	3,286	3,324	3,356
<b>6</b>	3,898	3,866	3,804	3,342	3,547	3,325	3,407	3,298	3,210	3,208	3,135	3,130	3,161	3,189	3,226	3,256
<b>7</b>	3,734	3,737	3,785	3,512	3,501	3,445	3,249	3,301	3,183	3,090	3,083	3,033	3,044	3,072	3,100	3,122
<b>8</b>	3,637	3,712	3,639	3,524	3,608	3,448	3,435	3,224	3,274	3,157	3,058	3,083	3,058	3,067	3,092	3,107
<b>9</b>	4,291	4,095	4,051	3,560	3,753	3,718	3,602	3,577	3,352	3,391	3,259	3,184	3,218	3,170	3,162	3,161
<b>10</b>	4,011	4,067	3,750	3,579	3,654	3,642	3,608	3,460	3,439	3,228	3,271	3,159	3,084	3,090	3,011	2,977
<b>11</b>	3,677	3,726	3,860	3,400	3,548	3,459	3,442	3,373	3,239	3,215	3,032	3,080	2,964	2,875	2,863	2,763
<b>12</b>	3,409	3,437	3,450	3,668	3,574	3,537	3,423	3,381	3,317	3,190	3,182	2,997	3,044	2,931	2,843	2,837
<b>Other</b>	1,308	1,462	1,423	1,739	4	0	0	0	0	0	0	0	0	0	0	0
<b>K-2</b>	11,671	11,545	11,372	10,911	10,939	10,795	10,776	10,851	10,967	11,086	11,216	11,318	11,406	11,482	11,595	11,705
<b>3-5</b>	12,290	12,003	11,306	10,792	10,695	10,507	10,363	10,289	10,248	10,188	10,192	10,267	10,371	10,475	10,578	10,672
<b>6-8</b>	11,268	11,314	11,228	10,379	10,656	10,218	10,091	9,823	9,667	9,455	9,277	9,246	9,263	9,328	9,418	9,486
<b>9-12</b>	15,389	15,326	15,110	14,208	14,529	14,354	14,075	13,791	13,347	13,025	12,744	12,420	12,310	12,066	11,879	11,738
<b>Total</b>	51,926	51,650	50,439	48,029	46,823	45,875	45,304	44,754	44,229	43,753	43,429	43,252	43,350	43,350	43,470	43,601

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



**Low Growth Scenario, District Enrollment by Grade and Year**

Actual > Projected >

Grade Level	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>K</b>	3,743	3,711	3,720	3,546	3,506	3,467	3,487	3,506	3,526	3,546	3,566	3,588	3,611	3,634	3,657	3,680
<b>1</b>	3,859	3,947	3,808	3,700	3,559	3,513	3,480	3,505	3,527	3,544	3,562	3,585	3,612	3,640	3,668	3,696
<b>2</b>	4,055	3,876	3,835	3,660	3,600	3,504	3,504	3,495	3,521	3,533	3,545	3,564	3,590	3,619	3,647	3,675
<b>3</b>	4,118	3,995	3,694	3,663	3,543	3,510	3,434	3,435	3,416	3,424	3,426	3,437	3,459	3,482	3,506	3,530
<b>4</b>	4,127	3,972	3,790	3,486	3,506	3,433	3,431	3,359	3,342	3,300	3,294	3,299	3,317	3,336	3,354	3,373
<b>5</b>	4,036	4,026	3,815	3,637	3,398	3,393	3,276	3,230	3,132	3,091	3,037	3,044	3,066	3,087	3,104	3,120
<b>6</b>	3,896	3,863	3,802	3,341	3,366	3,213	3,259	3,152	3,091	2,976	2,925	2,899	2,932	2,958	2,976	2,991
<b>7</b>	3,732	3,734	3,783	3,511	3,274	3,299	3,117	3,124	3,007	2,942	2,830	2,817	2,819	2,849	2,865	2,872
<b>8</b>	3,634	3,709	3,637	3,523	3,385	3,177	3,209	3,027	3,027	2,908	2,842	2,763	2,769	2,762	2,774	2,772
<b>9</b>	4,286	4,089	4,047	3,558	3,622	3,522	3,347	3,394	3,204	3,207	3,083	3,042	2,970	2,960	2,929	2,919
<b>10</b>	4,005	4,060	3,744	3,577	3,435	3,555	3,445	3,239	3,270	3,085	3,086	2,979	2,939	2,850	2,818	2,766
<b>11</b>	3,671	3,717	3,852	3,396	3,291	3,121	3,182	3,049	2,853	2,878	2,712	2,717	2,617	2,567	2,473	2,429
<b>12</b>	3,400	3,427	3,440	3,662	3,286	3,167	2,967	3,003	2,876	2,695	2,720	2,567	2,568	2,466	2,411	2,314
<b>K-2</b>	11,657	11,534	11,363	10,906	10,665	10,484	10,471	10,506	10,574	10,623	10,673	10,736	10,813	10,893	10,971	11,051
<b>3-5</b>	12,281	11,993	11,299	10,786	10,447	10,336	10,141	10,025	9,889	9,815	9,757	9,780	9,842	9,905	9,965	10,022
<b>6-8</b>	11,262	11,301	11,222	10,375	10,025	9,689	9,585	9,303	9,124	8,826	8,597	8,479	8,521	8,570	8,615	8,635
<b>9-12</b>	15,362	15,293	15,089	14,193	13,634	13,366	12,941	12,684	12,203	11,865	11,602	11,305	11,094	10,844	10,631	10,429
<b>UN</b>	1,326	1,474	1,421	1,769	1,486	1,457	1,431	1,406	1,382	1,358	1,335	1,331	1,327	1,323	1,319	1,315
<b>Total</b>	51,888	51,595	50,394	48,029	46,258	45,330	44,570	43,923	43,173	42,488	41,963	41,631	41,596	41,534	41,502	41,453

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

### High Growth Scenario, District Enrollment by Grade and Year

Actual > Projected >

Grade Level	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>K</b>	3,743	3,711	3,720	3,546	3,545	3,544	3,592	3,641	3,690	3,739	3,790	3,842	3,896	3,950	4,004	4,060
<b>1</b>	3,859	3,947	3,808	3,700	3,580	3,576	3,578	3,625	3,671	3,714	3,760	3,820	3,894	3,971	4,051	4,131
<b>2</b>	4,055	3,876	3,835	3,660	3,628	3,560	3,602	3,623	3,668	3,702	3,738	3,797	3,877	3,964	4,052	4,142
<b>3</b>	4,118	3,995	3,694	3,663	3,582	3,589	3,540	3,579	3,586	3,612	3,634	3,683	3,755	3,832	3,910	3,989
<b>4</b>	4,127	3,972	3,790	3,486	3,560	3,541	3,579	3,527	3,543	3,526	3,536	3,570	3,628	3,689	3,748	3,808
<b>5</b>	4,036	4,026	3,815	3,637	3,466	3,532	3,460	3,439	3,350	3,337	3,303	3,330	3,380	3,432	3,481	3,527
<b>6</b>	3,896	3,863	3,802	3,341	3,441	3,363	3,468	3,386	3,339	3,230	3,204	3,202	3,257	3,308	3,353	3,395
<b>7</b>	3,732	3,734	3,783	3,511	3,345	3,452	3,321	3,364	3,262	3,213	3,106	3,123	3,152	3,203	3,240	3,270
<b>8</b>	3,634	3,709	3,637	3,523	3,447	3,307	3,401	3,247	3,279	3,178	3,129	3,060	3,099	3,117	3,147	3,164
<b>9</b>	4,286	4,089	4,047	3,558	3,678	3,643	3,520	3,620	3,461	3,506	3,405	3,385	3,322	3,345	3,338	3,344
<b>10</b>	4,005	4,060	3,744	3,577	3,488	3,672	3,615	3,449	3,535	3,385	3,433	3,345	3,317	3,231	3,224	3,189
<b>11</b>	3,671	3,717	3,852	3,396	3,338	3,224	3,339	3,245	3,084	3,163	3,030	3,067	2,972	2,928	2,832	2,807
<b>12</b>	3,400	3,427	3,440	3,662	3,328	3,260	3,104	3,183	3,090	2,941	3,018	2,882	2,905	2,807	2,758	2,661
<b>K-2</b>	11,657	11,534	11,363	10,906	10,753	10,681	10,772	10,889	11,029	11,156	11,287	11,459	11,667	11,885	12,107	12,333
<b>3-5</b>	12,281	11,993	11,299	10,786	10,608	10,662	10,579	10,545	10,479	10,476	10,474	10,583	10,763	10,953	11,139	11,324
<b>6-8</b>	11,262	11,301	11,222	10,375	10,234	10,122	10,190	9,997	9,880	9,621	9,439	9,385	9,508	9,628	9,740	9,829
<b>9-12</b>	15,362	15,293	15,089	14,193	13,832	13,799	13,579	13,497	13,170	12,995	12,886	12,678	12,516	12,311	12,152	12,000
<b>UN</b>	1,326	1,474	1,421	1,769	1,520	1,524	1,509	1,494	1,480	1,467	1,453	1,460	1,468	1,476	1,484	1,493
<b>Total</b>	51,888	51,595	50,394	48,029	46,947	46,788	46,629	46,422	46,039	45,714	45,539	45,566	45,922	46,253	46,623	46,979

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

**APPENDIX 2**  
**Portland Public Schools Enrollment Forecasts**  
**for Individual Schools, 2004-2015**

**K-2 Enrollment by School and Year**

Actual > Projected >

School No.	Elementary, K-2 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
822	Abernethy	99	107	110	101	98	142	142	137	137	137	136	139	142	145	148	151
823	Ainsworth	279	270	258	240	219	230	228	236	238	243	248	250	252	252	253	256
824	Alameda	295	294	315	310	313	312	295	302	303	304	306	310	315	320	324	329
825	Applegate	94	106	102	102	56	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
826	Arleta	150	162	167	180	158	156	163	164	162	158	153	150	149	147	144	141
827	Astor	154	134	125	113	138	134	136	135	147	161	173	177	177	177	179	181
828	Atkinson	270	257	271	288	319	312	311	305	303	307	311	316	318	321	326	331
829	Ball	158	161	157	127	124	134	137	141	147	151	156	155	153	150	149	147
830	Beach**	253	220	208	197	208	192	184	184	192	197	201	202	202	202	202	204
833	Boise-Eliot	333	329	312	275	260	253	256	254	258	258	259	258	258	256	256	253
834	Bridger	133	147	198	153	177	180	184	173	170	168	166	164	160	157	154	151
835	Bridlemile	205	195	199	206	212	219	220	216	208	205	204	201	197	193	190	186
837	Buckman	251	262	273	273	272	264	262	255	256	255	256	257	261	264	271	277
838	Capitol Hill	122	140	156	131	129	153	163	160	163	165	165	164	166	167	171	173
839	Chapman	215	238	235	217	207	202	191	199	205	217	228	237	243	251	258	265
840	Chief Joseph**	137	134	135	124	110	158	158	158	159	161	162	161	155	151	147	144
841	Clarendon	215	195	212	191	182	215	271	309	323	338	350	354	352	348	345	342
842	Clark	279	292	289	259	244	230	229	239	244	247	252	255	258	260	262	266
843	Creston	166	162	135	134	116	127	126	124	122	117	112	108	106	104	101	97
844	Duniway	201	203	209	230	213	208	204	207	207	206	205	207	212	217	221	226
845	Edwards	110	105	97	93	89	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
847	Faubion*	127	123	137	135	137	136	130	129	135	143	149	154	157	161	164	169
850	Glencoe	197	208	213	216	233	248	251	249	252	256	259	267	275	285	294	304
854	Grout	160	138	113	156	170	182	173	172	167	165	162	161	158	157	154	150
855	Hayhurst	130	139	113	85	139	152	154	156	154	151	148	147	149	150	151	152
857	Hollyrood	142	140	165	170	159	161	156	153	150	145	141	140	139	139	138	138
860	Humboldt*	146	132	133	124	122	112	110	108	114	120	125	129	133	137	141	146
861	Irvington	274	271	270	263	259	247	235	237	239	241	243	246	249	253	256	261
862	James John	274	259	258	242	240	239	239	241	253	267	281	286	283	278	277	275
864	Kelly	266	226	234	239	267	261	256	250	252	261	269	274	275	277	282	285
865	Kenton	95	90	88	93	74	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
866	King*	345	357	290	257	239	228	227	232	243	254	265	271	278	284	289	295
868	Laurelhurst	191	198	244	242	241	241	235	232	231	228	225	225	229	232	235	239
869	Lee	187	189	204	187	159	149	142	147	143	142	142	141	137	134	132	131
870	Lent	194	189	184	155	176	168	171	183	185	188	193	197	199	201	204	207
871	Lewis	145	136	146	140	126	131	128	128	124	120	116	114	111	108	105	104
872	Llewellyn	162	133	151	148	161	160	152	150	152	154	155	158	164	169	174	179
873	Maplewood	151	142	138	141	146	157	160	161	163	163	163	165	171	175	178	182
875	Marysville	191	198	204	187	178	174	157	158	167	179	189	195	202	210	218	226
879	Peninsula	171	164	152	132	135	140	146	140	143	144	146	144	138	135	131	133
883	Richmond***	236	226	213	201	194	158	156	155	156	158	159	161	163	164	166	168

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\* Grades K-6 beginning in 2007.

\*\* Grades K-6 beginning in 2006

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

**K-2 Enrollment by School and Year, continued**

Actual > Projected >

School No.	Elementary, K-2 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
884	Rigler	249	224	221	225	222	221	223	226	234	242	250	257	264	271	277	283
885	Rose City Park	206	227	237	193	217	219	221	229	232	231	230	233	237	241	244	247
886	Sabin	182	163	142	143	160	158	157	152	147	148	148	149	146	146	145	145
887	Scott	219	209	209	202	211	199	196	189	182	177	174	176	178	183	187	194
889	Sitton	216	204	180	170	163	169	172	185	190	193	198	199	198	193	191	186
890	Skyline	97	92	94	106	105	102	100	109	111	111	110	107	109	109	109	109
891	Smith	104	116	120	118	100	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
892	Stephenson	165	173	167	159	144	155	154	139	133	133	133	134	133	133	133	132
893	Sunnyside	128	125	89	92	106	113	108	100	102	107	112	116	121	127	133	139
895	Vernon*	217	201	175	194	190	181	178	183	189	194	198	200	200	200	200	202
896	Vestal	114	109	188	161	160	161	157	157	158	161	164	166	168	170	172	173
900	Whitman	204	215	201	216	232	230	236	228	235	242	251	258	262	264	268	270
902	Woodlawn*	271	228	202	204	184	222	226	231	234	235	241	246	255	260	272	276
903	Woodmere	215	248	246	255	230	224	235	257	273	274	271	271	278	282	286	291
904	Woodstock	179	196	183	179	178	173	175	177	179	179	179	180	183	184	187	190
1278	Markham	165	162	152	159	165	219	210	212	210	214	218	223	228	235	239	244
1299	Rieke	129	141	128	134	125	132	132	135	127	121	116	113	108	105	101	97
2413	Forest Park	152	176	206	206	239	253	267	274	268	256	246	244	242	242	241	240
-	Brooklyn	75	72	69	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Meek	87	86	92	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Wilcox	100	101	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Youngson	90	92	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
916	Metropolitan Learning Cente	68	66	70	71	76	73	73	73	73	73	74	74	75	76	77	78
1364	Winterhaven (at Brooklyn)	37	39	39	70	80	79	77	76	76	75	75	75	76	77	77	78
Spec.	Other Special Programs	85	98	140	192	257	244	242	242	245	248	252	255	258	260	264	268
<b>K-2 Total</b>	<b>Total</b>	11,657	11,534	11,363	10,906	10,943	10,795	10,776	10,851	10,967	11,086	11,216	11,318	11,406	11,482	11,595	11,705

\* Grades K-6 beginning in 2005.

\*\*\* Neighborhood School is closed, and the figure is for Japanese immersion program only beginning in 2005.

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

**3-5 Enrollment by School and Year**

Actual > Projected >

School No.	Elementary, 3-5 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
822	Abernethy	84	97	103	98	105	171	160	156	144	144	139	139	140	141	143	145
823	Ainsworth	273	279	299	282	280	248	253	240	250	248	257	260	265	270	273	275
824	Alameda	330	311	316	300	317	298	295	276	274	258	262	263	266	270	275	278
825	Applegate	100	92	94	96	82	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
826	Arleta	201	173	152	137	174	171	162	151	153	156	157	156	155	153	150	149
827	Astor	174	174	161	150	149	158	157	166	161	161	159	169	179	186	188	192
828	Atkinson	288	278	259	242	234	238	232	234	230	228	221	219	224	229	233	233
829	Ball	131	118	115	99	104	108	108	109	110	110	110	113	114	114	113	113
830	Beach**	263	246	219	177	174	175	181	172	162	155	155	160	164	166	168	170
833	Boise-Eliot	249	245	245	231	213	203	190	189	185	190	187	188	188	188	187	188
834	Bridger	133	134	213	200	210	202	186	194	198	199	187	183	181	179	177	173
835	Bridlemile	254	230	214	242	238	237	231	234	238	238	234	226	225	223	220	215
837	Buckman	285	268	261	253	257	255	245	242	237	234	229	230	231	232	234	236
838	Capitol Hill	155	157	141	140	126	159	148	157	155	162	160	163	166	167	166	167
839	Chapman	272	256	229	213	207	206	197	180	177	169	176	182	192	200	208	214
840	Chief Joseph**	162	146	133	126	124	172	180	185	188	190	188	187	187	187	186	180
841	Clarendon	202	198	204	147	157	204	275	303	298	297	307	315	321	324	327	331
842	Clark	252	240	267	256	255	249	241	226	217	215	221	225	227	230	233	236
843	Creston	164	173	161	147	130	137	131	131	131	130	127	125	122	118	114	112
844	Duniway	208	217	211	223	230	224	211	206	201	198	200	202	202	203	204	207
845	Edwards	108	107	105	96	110	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
847	Faubion*	192	164	153	128	132	146	142	146	144	141	139	145	153	160	166	170
850	Glencoe	233	241	211	214	209	230	219	221	219	220	216	220	226	231	239	245
854	Grout	163	157	135	158	150	152	155	143	148	143	143	141	141	141	140	137
855	Hayhurst	129	132	146	127	166	162	171	174	181	181	182	180	178	175	174	176
857	Hollyrood	54	51	43	55	52	54	55	55	55	53	52	51	51	50	50	50
860	Humboldt*	162	175	135	113	115	125	112	111	103	106	104	110	115	120	125	130
861	Irvington	237	239	236	228	214	216	215	212	204	194	195	195	197	199	202	204
862	James John	318	305	293	272	241	234	232	236	241	247	252	258	264	270	273	275
864	Kelly	260	255	257	252	211	213	224	237	233	228	222	223	229	233	236	237
865	Kenton	115	105	119	105	92	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
866	King*	307	273	222	213	226	209	193	185	183	185	189	198	207	215	222	229
868	Laurelhurst	329	319	306	308	317	320	316	311	307	297	290	288	286	284	284	285
869	Lee	211	205	200	188	174	160	163	146	141	136	141	138	139	140	139	136
870	Lent	199	199	192	172	179	176	172	161	156	158	167	168	170	173	177	178
871	Lewis	147	158	148	149	145	137	138	134	139	136	134	130	127	123	120	117
872	Llewellyn	174	172	158	148	137	147	150	153	152	145	144	147	150	152	155	159
873	Maplewood	154	167	141	147	139	161	164	172	169	170	171	174	175	176	179	183
875	Marysville	209	197	190	180	171	166	181	183	179	161	161	168	180	188	194	200
879	Peninsula	152	164	171	154	136	138	135	140	145	151	146	146	143	141	138	134
883	Richmond	241	244	230	214	199	157	153	153	152	151	149	150	152	153	156	157

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\* Grades K-6 beginning in 2005.

\*\*Grades K-6 beginning in 2006.

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

**3-5 Enrollment by School and Year, continued**

Actual > Projected >

School No.	Elementary, 3-5 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
884	Rigler	269	239	231	254	244	229	220	226	228	230	232	239	248	257	264	272
885	Rose City Park	252	232	240	228	216	194	194	194	198	199	205	207	207	209	212	216
886	Sabin	157	147	105	110	166	155	145	143	143	142	139	137	137	138	139	138
887	Scott	248	261	218	218	166	170	162	166	161	157	150	145	142	140	142	144
889	Sitton	201	204	164	163	175	178	170	162	175	183	197	198	195	195	195	197
890	Skyline	106	117	107	108	92	98	104	102	99	97	106	109	108	107	104	107
891	Smith	130	136	131	120	119	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
892	Stephenson	204	220	186	193	204	192	181	173	181	180	164	160	162	164	166	164
893	Sunnyside	139	127	102	75	109	114	109	107	107	103	98	100	105	109	113	117
895	Vernon*	223	184	174	191	161	169	155	154	150	149	152	156	159	162	165	167
896	Vestal	127	118	179	183	162	155	138	134	136	132	130	130	133	136	138	140
900	Whitman	214	221	195	187	189	193	193	212	213	215	205	209	215	221	226	230
902	Woodlawn*	229	243	221	188	187	256	246	235	233	241	243	243	245	251	256	269
903	Woodmere	259	255	244	222	228	224	228	221	218	225	243	254	253	250	249	256
904	Woodstock	138	158	162	150	165	157	154	154	158	159	161	163	164	165	167	169
1278	Markham	190	180	163	156	136	207	199	191	190	180	182	181	186	191	195	198
1299	Rieke	159	166	138	142	141	138	142	133	138	137	139	132	127	122	118	113
2413	Forest Park	132	158	171	201	217	239	235	242	250	262	265	258	245	235	233	231
-	Brooklyn	72	58	52	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Meek	111	103	86	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Wilcox	95	96	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Youngson	95	85	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
916	Metropolitan Learning Cente	87	77	86	75	72	69	66	66	65	65	65	65	66	67	67	68
1364	Winterhaven (at Brooklyn)	44	43	44	66	84	82	82	81	81	80	79	79	80	80	81	81
Spec.	Other Special Programs	126	104	112	176	182	172	168	165	166	164	166	166	169	170	174	176
<b>3-5 Total</b>	<b>Total</b>	<b>12,281</b>	<b>11,993</b>	<b>11,299</b>	<b>10,786</b>	<b>10,696</b>	<b>10,507</b>	<b>10,363</b>	<b>10,289</b>	<b>10,248</b>	<b>10,188</b>	<b>10,192</b>	<b>10,267</b>	<b>10,371</b>	<b>10,475</b>	<b>10,578</b>	<b>10,672</b>

\*Grades K-6 beginning in 2005.

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

**K-5 Total Enrollment by School and Year**

Actual > Projected >

School No.	Total Elementary School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
822	Abernethy	198	204	213	199	203	313	302	293	281	281	275	278	281	286	291	296
823	Ainsworth	552	549	557	522	499	478	480	476	489	491	505	510	517	522	526	531
824	Alameda	641	622	648	631	630	610	590	578	578	563	568	573	582	590	598	607
825	Applegate	203	212	209	198	138	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
826	Arleta	369	352	339	330	332	327	325	315	315	314	310	306	304	299	294	291
827	Astor	352	337	311	283	287	292	294	302	308	322	332	345	355	363	367	372
828	Atkinson	566	543	536	537	553	550	543	539	533	535	533	535	542	550	559	564
829	Ball	289	279	272	226	228	241	245	251	257	262	266	268	267	264	262	260
830	Beach**	516	466	427	374	382	367	365	356	353	352	356	362	366	369	371	374
833	Boise-Eliot	607	600	578	527	473	456	446	443	443	448	446	446	446	444	443	442
834	Bridger	284	309	431	378	387	382	370	367	368	367	353	347	341	336	331	324
835	Bridlemile	477	449	436	460	450	456	451	450	446	443	438	428	421	416	410	401
837	Buckman	536	530	534	526	529	519	507	497	493	490	484	487	492	497	504	513
838	Capitol Hill	285	310	308	282	255	312	311	317	318	327	325	328	331	334	337	340
839	Chapman	513	527	484	449	414	408	388	379	383	386	405	419	435	451	466	479
840	Chief Joseph**	320	298	287	266	234	330	338	343	347	351	350	347	343	338	332	324
841	Clarendon	417	393	416	338	339	419	545	612	622	635	656	669	673	672	673	673
842	Clark	531	532	556	515	499	479	470	465	461	462	473	480	484	489	495	501
843	Creston	361	353	327	301	246	264	257	255	252	246	239	233	228	222	215	209
844	Duniway	419	431	432	453	443	432	414	413	409	404	405	408	413	419	425	433
845	Edwards	218	212	202	189	199	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
847	Faubion*	334	302	299	272	269	282	273	275	280	283	288	299	310	320	330	339
850	Glencoe	430	449	424	430	442	478	470	470	471	476	476	487	501	516	533	549
854	Grout	323	295	248	314	320	334	328	315	314	307	305	302	300	298	294	287
855	Hayhurst	259	271	259	212	305	314	325	329	335	332	330	327	327	325	325	328
857	Hollyrood	196	191	208	225	211	215	211	209	205	198	193	191	190	189	188	187
860	Humboldt*	308	307	268	237	237	237	223	219	218	226	229	239	248	257	266	276
861	Irvington	511	510	506	491	473	463	449	448	443	434	438	441	446	452	458	465
862	James John	592	564	551	514	481	474	471	477	494	515	533	544	547	547	550	549
864	Kelly	526	481	491	491	478	474	481	488	486	489	491	496	503	511	518	522
865	Kenton	249	233	252	225	166	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
866	King*	652	630	512	470	465	437	420	417	426	439	454	469	485	499	511	525
868	Laurelhurst	526	526	561	561	558	560	551	542	537	524	516	513	515	517	520	524
869	Lee	409	408	419	387	333	310	304	292	284	278	282	279	277	274	271	268
870	Lent	401	400	383	335	355	344	343	344	341	347	360	365	369	373	381	385
871	Lewis	292	294	294	289	271	268	266	262	263	256	250	244	237	231	225	220
872	Llewellyn	336	311	315	302	298	307	302	303	305	299	299	306	314	321	329	338
873	Maplewood	305	309	279	288	285	318	323	333	332	332	334	339	346	351	357	365
875	Marysville	400	395	394	367	349	340	338	341	345	340	350	364	381	398	412	427
879	Peninsula	323	328	333	293	271	277	281	280	288	296	292	290	281	275	269	268
883	Richmond	477	470	443	415	393	315	309	308	308	309	309	311	314	317	322	326

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\* Grades K-6 beginning in 2005.

\*\* Grades K-6 beginning in 2006.

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



**K-5 Total Enrollment by School and Year, continued**

Actual > Projected >

School No.	Elementary, K-5 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
884	Rigler	525	492	474	489	466	450	442	452	462	472	482	495	512	527	542	555
885	Rose City Park	467	470	489	446	433	413	415	423	429	430	435	439	445	450	456	463
886	Sabin	352	324	257	265	326	314	302	295	290	291	288	285	284	284	284	283
887	Scott	492	512	457	442	377	369	359	355	343	334	325	321	320	323	330	338
889	Sitton	436	421	371	359	338	347	342	347	365	376	395	397	393	388	386	383
890	Skyline	203	209	201	214	197	200	204	210	210	208	217	216	218	217	213	215
891	Smith	234	252	251	238	219	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
892	Stephenson	369	393	353	352	348	348	335	312	314	312	297	294	295	297	299	297
893	Sunnyside	297	281	229	167	215	227	218	207	209	210	210	217	226	236	246	256
895	Vernon*	462	405	366	405	351	350	333	337	340	343	350	356	359	362	365	369
896	Vestal	241	227	367	344	322	316	296	291	294	293	294	296	301	306	310	313
900	Whitman	453	475	433	431	421	424	428	441	448	458	456	467	477	485	494	501
902	Woodlawn*	509	482	423	402	371	478	472	466	467	476	484	489	499	510	528	545
903	Woodmere	474	503	490	477	458	448	463	479	491	499	514	525	531	532	535	547
904	Woodstock	337	372	364	345	343	330	329	332	337	338	340	343	347	350	355	359
1278	Markham	370	358	333	330	301	426	409	402	400	394	400	405	414	425	435	443
1299	Rieke	288	307	266	276	266	270	274	268	265	258	256	245	235	227	219	210
2413	Forest Park	284	334	377	407	456	492	502	517	519	518	512	502	487	477	474	470
-	Brooklyn	156	140	121	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Meek	198	198	189	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Wilcox	195	197	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
-	Youngson	185	177	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
916	Metropolitan Learning Cente	155	143	156	146	148	142	139	138	138	139	139	140	141	142	144	146
1364	Winterhaven (at Brooklyn)	81	82	83	136	164	161	158	156	156	155	154	154	156	157	158	158
Spec.	Other Special Programs	211	202	252	368	439	416	410	408	411	412	416	421	427	430	438	444
<b>ES Total</b>	<b>Elementary Total</b>	<b>24,477</b>	<b>24,138</b>	<b>23,244</b>	<b>22,141</b>	<b>21,639</b>	<b>21,302</b>	<b>21,139</b>	<b>21,139</b>	<b>21,216</b>	<b>21,273</b>	<b>21,408</b>	<b>21,585</b>	<b>21,777</b>	<b>21,956</b>	<b>22,173</b>	<b>22,377</b>

\* Grades K-6 beginning in 2005.

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

**6-8 Total Enrollment by School and Year**

Actual > Projected >

School No.	Total Mid Schl or Gr. 6-8 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
831	Beaumont	631	670	610	577	542	587	560	529	502	476	458	455	452	455	456	459
832	Binnsmead	699	735	769	687	687	685	710	703	686	669	640	627	621	640	655	668
848	Fernwood	575	608	632	644	582	551	548	535	537	527	519	508	494	492	490	486
849	George	549	558	546	467	473	444	432	398	390	382	370	383	404	428	445	459
852	Gray	508	526	533	497	520	553	558	540	530	547	551	559	558	562	552	539
853	Gregory Heights	812	821	740	718	630	705	675	644	625	611	594	589	592	602	604	606
855	Hayhurst					48	47	46	46	45	45	44	44	44	44	44	44
858	Hosford	426	374	386	377	405	402	387	382	373	362	349	341	339	334	334	333
863	Kellogg	645	667	671	633	591	550	540	534	522	502	497	501	505	496	492	486
877	Mt. Tabor	670	700	707	729	696	637	637	627	622	597	597	590	591	580	585	591
878	Ockley Green**	408	490	475	427	385	348	327	310	301	288	274	269	281	290	299	303
881	Portsmouth	434	489	522	466	460	493	515	512	493	476	471	466	483	490	514	533
886	Sabin					47	45	45	43	43	41	41	40	40	41	42	42
888	Sellwood	584	602	619	593	603	584	561	537	530	521	509	506	491	489	486	479
893	Sunnyside	218	271	272	269	244	239	233	228	224	216	210	206	203	201	204	206
894	Tubman	541	517	463	373	294	284	261	243	233	217	209	204	212	219	233	244
898	West Sylvan	907	915	947	897	884	896	935	930	937	944	923	941	934	956	952	951
899	Whitaker	675	482	441	357	289	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
916	Metropolitan Learning Cente	131	135	126	146	153	150	148	143	141	138	135	134	133	135	137	139
1243	Lane	678	696	652	638	592	567	531	521	522	529	546	544	554	560	577	586
1277	Jackson	796	807	823	768	773	714	729	732	737	710	701	706	698	677	673	679
1363	Da Vinci	316	319	320	327	350	343	332	324	318	307	299	294	293	293	296	298
1364	Winterhaven (at Brooklyn)	78	87	84	118	132	125	121	118	116	115	113	112	111	111	112	112
-	Meek	0	9	30	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Spec.	Other Special Programs	344	232	243	216	276	269	257	246	241	233	229	226	229	232	238	242
<b>MS Total</b>	<b>Middle School Total</b>	<b>11,625</b>	<b>11,710</b>	<b>11,611</b>	<b>10,561</b>	<b>10,656</b>	<b>10,218</b>	<b>10,091</b>	<b>9,823</b>	<b>9,667</b>	<b>9,455</b>	<b>9,277</b>	<b>9,246</b>	<b>9,263</b>	<b>9,328</b>	<b>9,418</b>	<b>9,486</b>

\*\* Grades K-8 beginning in 2006.

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

9-12 Total Enrollment by School and Year

Actual > Projected >

School No.	Total High School, gr. 9-12 School Name	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
906	Benson	1,475	1,479	1,502	1,498	1,501	1,464	1,430	1,389	1,336	1,286	1,243	1,209	1,184	1,163	1,140	1,119
909	Cleveland	1,322	1,366	1,381	1,388	1,332	1,318	1,301	1,268	1,224	1,190	1,153	1,113	1,112	1,081	1,054	1,039
911	Franklin	1,488	1,470	1,460	1,528	1,547	1,530	1,490	1,450	1,390	1,359	1,329	1,299	1,277	1,265	1,240	1,230
912	Grant	1,794	1,798	1,848	1,835	1,848	1,835	1,781	1,736	1,636	1,583	1,520	1,471	1,469	1,415	1,388	1,362
914	Lincoln	1,374	1,469	1,429	1,483	1,444	1,436	1,430	1,453	1,446	1,465	1,497	1,469	1,486	1,455	1,452	1,462
915	Madison	1,241	1,204	1,262	1,194	1,063	1,036	986	948	902	871	835	812	799	773	764	747
916	Metropolitan Learning Center	133	140	138	140	138	135	132	129	124	120	116	114	112	110	108	106
920	Vocational Village	192	160	188	158	146	143	140	136	130	126	122	119	117	114	112	110
922	Wilson	1,614	1,644	1,631	1,580	1,531	1,520	1,497	1,473	1,457	1,429	1,429	1,395	1,397	1,398	1,391	1,393
-	Marshall Campus*	1,278	1,222	1,103	949	906	914	933	927	930	922	909	914	900	884	872	853
2175	Marshall Night School					98	98	100	99	98	96	93	93	93	91	90	89
4,153	BizTech High					217	220	225	223	224	221	217	218	216	213	210	206
4,154	Linus Pauling Academy					200	202	206	206	208	208	206	208	204	199	196	191
4,155	PDX Academy of International Studies					198	200	203	202	203	201	198	199	196	192	190	185
4,156	Renaissance Arts Academy					193	194	198	197	198	196	194	195	192	189	186	182
-	Jefferson Campus*	892	855	826	702	661	629	602	575	549	520	495	476	457	446	432	420
4160	School of Champions					347	330	316	302	287	272	258	248	239	233	225	219
4161	School of Pride					314	299	286	274	262	248	237	228	219	214	207	201
-	Roosevelt Campus*	1,131	1,141	989	825	850	851	843	839	809	783	767	733	719	707	695	688
4162	A.C.T. School					303	304	304	302	291	281	274	263	257	253	248	244
4163	P.O.W.E.R. School					46	259	254	252	243	236	232	222	217	214	210	208
4164	Spanish-English International					240	242	241	241	232	225	220	210	206	203	200	198
4165	Two Rivers Community School					261	46	44	44	43	41	41	38	38	37	37	37
Spec.	Other Special Programs	1,852	1,799	1,780	1,684	1,561	1,544	1,509	1,468	1,414	1,371	1,329	1,296	1,280	1,254	1,231	1,209
<b>HS Total</b>	<b>High School Total</b>	<b>15,786</b>	<b>15,747</b>	<b>15,539</b>	<b>14,964</b>	<b>14,528</b>	<b>14,354</b>	<b>14,075</b>	<b>13,791</b>	<b>13,347</b>	<b>13,025</b>	<b>12,744</b>	<b>12,420</b>	<b>12,310</b>	<b>12,066</b>	<b>11,879</b>	<b>11,738</b>

\* Divided into multiple small schools.

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

## APPENDIX 3

### Summary of PPS Boundary and School Changes

#### Board Approved during 2004-2005 School Year:

##### Southeast Portland

1. Richmond ES
  - close neighborhood school in 2005 and convert to an all-school Japanese Immersion Program
  - boundary for Richmond ESAA dissolved and merged into Creston, Glencoe and Abernathy ESAAs.
  - Fall 2005, previous year 5<sup>th</sup> graders go to Mt. Tabor MS
  - Fall 2006, previous year 5<sup>th</sup> graders go to Kellog MS
2. Edwards ES
  - close school in 2005
  - boundary for Edwards ESAA dissolved and merged with Abernathy ESAA.
3. Glencoe ESAA
  - absorbs sliver of Atkinson ESAA and part of Richmond ESAA in 2005.
4. Laurelhurst ESAA
  - absorbs a sliver of Glencoe ESAA in 2005.

##### Southwest Portland

1. Smith ES
  - close school in 2005.
  - boundary for Smith ESAA merged with Markham, Maplewood, and Capitol Hill ESAAs.
  - Fall 2005, previous year 5<sup>th</sup> graders in Maplewood section of Smith ESAA go to Jackson MS.
  - Fall 2006, previous year 5<sup>th</sup> graders in Maplewood section of Smith ESAA go to Grey MS.

##### North Portland

1. Woodlawn ES
  - convert to K-6 in 2005
  - Fall 2005, previous year 5<sup>th</sup> graders go to Woodlawn except Applegate students.
  - Fall 2006, previous year 5<sup>th</sup> graders go to Woodlawn ES.
  - Fall 2006, previous year 6<sup>th</sup> graders go to Ockley Green (as in past feeder pattern).

2. Applegate ES
  - close school in 2005.
  - boundary for Applegate ESAA merges with Woodlawn ESAA.
  - Fall 2005, previous year 5<sup>th</sup> graders go to Ockley Green.
3. Kenton ES
  - close school in 2005.
  - boundary for Kenton ESAA merges with Chief Joseph ESAA.
4. Chief Joseph ES
  - convert to K-6 in 2006.
  - Fall 2005, previous year 5<sup>th</sup> graders go to Ockley Green MS.
5. Beach ES
  - convert to K-6 in 2006.
  - but Spanish Immersion previous year 5<sup>th</sup> graders will stay and attend 6<sup>th</sup> grade at Beach and not move on to Ockley Green.
  - Fall 2006, all previous year 5<sup>th</sup> graders stay for 6<sup>th</sup> grade.
- 6-9. Faubion, Humboldt, King, and Vernon ES
  - convert to K-6 in 2005.
  - Fall 2005, previous year 5<sup>th</sup> graders stay on for 6<sup>th</sup> grade.
10. Ockley Green MS
  - convert to K-8 Option School in 2006.
11. Rigler ES
  - feeds into Gregory Heights beginning in 2005.
  - switch Rigler ESAA from Whitaker MSAA to Gregory Heights MSAA.
  - keep Rigler ES in Madison Cluster and Rigler ESAA in Madison HSAA.
12. Boise-Eliot ES
  - Fall 2005 and later, previous year 5<sup>th</sup> graders go to Beaumont MS.
13. Vernon ES
  - Vernon ESAA becomes part of Jefferson HSAA (used to be in Madison HSAA) in 2005.
14. Whitaker MS
  - close school in 2005.
  - merge Whitaker ESAA (without Rigler ESAA) with Tubman MSAA.
  - Fall 2005, students in grades 7-8 go to Tubman MS.
15. MSAA and HSAA boundary changes to align with nested ESAA changes

- Hosford, Mt. Tabor, Grey and Jackson, Gregory Heights and Tubman MSAAAs
- Franklin and Cleveland HSAAAs.

16. Tubman MS convert to grades 7-8.

Notes

\*5 neighborhood ES closings (Richmond building to remain open to Japanese immersion only).

\*7 ES schools in NE (Jefferson HSCL) converting to K-6: 5 in 2005, 2 in 2006.

\*1 MS closing (Whitaker) – students go to Tubman.

\*1 MS converting to K-8 in 2006 (Ockley Green).

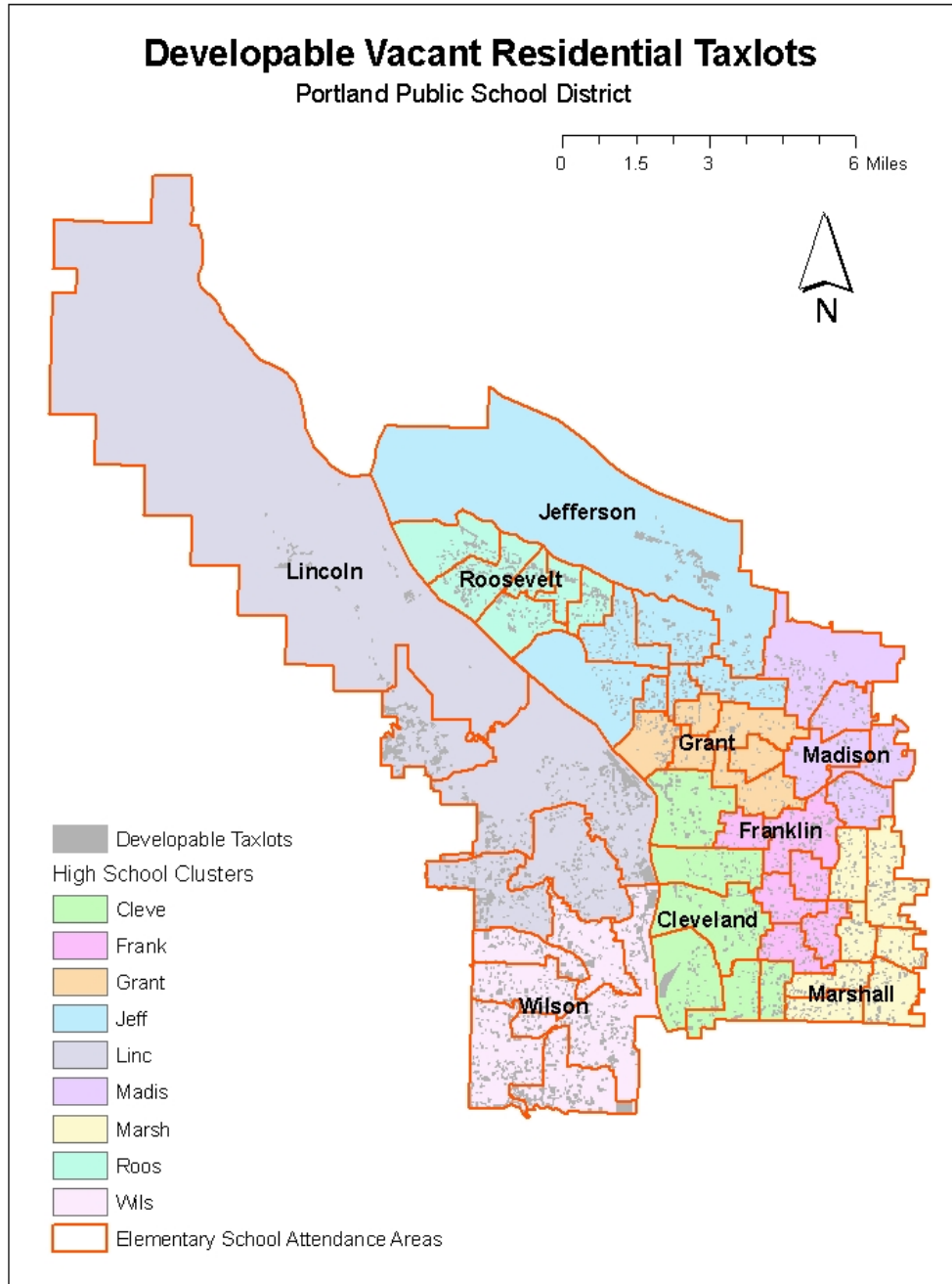
\*Feeder changes in 2005: Boise-Eliot to Beaumont and Rigler to Gregory Heights.

**Pending Proposals**

1. Jefferson Campus
  - expand to include grades 7-8 in Fall 2006.
  - if approved, students from all ES in high school cluster will feed into Jefferson Campus 7-8 schools.
  - Board will vote for resolution in 2006.
2. Tubman MS
  - if Jefferson expansion is approved, students go to Jefferson Campus for grades 7-8 (ES in old Whitaker MSAA converted to K-6) in 2006.
3. Ockley Green MS
  - School Board will decide next year if students living in current Ockley Green MSAA will have preference in attending Ockley Green K-8 school.
4. Reike/Hayhurst ES
  - boundary change to redistribute students from 2 housing centers.
  - Board will vote for resolution in 2006.

# APPENDIX 4

## Map of Vacant Residential Taxlots within PPS Boundary



## **APPENDIX 5**

### **Data Sources**

This enrollment forecast 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 District. We compared the changes from 1990 to 2000 to develop an estimate of the age-sex profile for net migrants.
- **American Community Survey.** This is a new U.S. Census Bureau survey that is being tested in Multnomah County and several other sites in the United States. It was begun in 1996, with a large survey of households in Multnomah County, followed by smaller surveys in 1997 and following years. The American Community Survey asks the same questions as the 1990 census. We used the 1990 and 2000 Censuses and 1996 American Community Survey data to develop estimates of household and population change, including estimates of net migration for the Portland Public School District.
- **Annual Population Estimates.** Annual population estimates for cities and counties of Oregon are prepared by the Population Research Center at Portland State University. Records on State income tax returns, births, deaths, and Medicare enrollment, and information about changes in housing stock are utilized in developing the population estimates. We used population estimates of Multnomah County and the City of Portland from 1990 to 2004 in this study to help to approximate area growth trends in and around Portland Public School District.
- **Portland Public School Enrollment and Student Record Data.** Portland Public School staff furnished information on school enrollments by grade for 1990 through 2004 and data files on all students in 1996 through 2004. The student data records include the students' race and ethnicity in addition to the location of student residences. These data



are valuable for examining the racial and ethnic composition and the in and out-flows of students in elementary school attendance areas. We did not request nor obtain any student data with personal information.

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

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