

K-8 School Analysis: Right-Sizing Challenges and Classroom Opportunities

A right-sized school has enrollment sufficient to provide a full core program without having to rely on non-standard resources (such as equity or foundation funds) and sufficient classroom space to accommodate teachers. This chart and accompanying map show the challenges and opportunities for right-sizing K-8 schools, and was prepared by PPS staff for the District-wide Boundary Review Advisory Committee to use during enrollment balancing deliberations. Version 1. January 8, 2015

Key

PPS analysis of classrooms needed for K-8 school configuration types:

At least 23 classrooms for a 2-section (50 student per grade level) low-poverty school

At least 27 classrooms for a 2-section (50 student per grade level) high-poverty school

At least 33 classrooms for a 3-section (75 student per grade level) low-poverty school

At least 44 classrooms for a 3-section (75 student per grade level) high-poverty school

K-8 School Name	2015 School Enrollment	2014 Direct Certify Rate (1)	2015 School Utilization - (2)	2015 Average enrollment per grade (3)	Classrooms (4)
Skyline	300	11%	100%	33.3	15
Creston ⁽⁵⁾	392	25%	106%	43.6	17
Bridger	476	30%	105%	52.9	23
Astor	493	33%	109%	54.8	25
Marysville	390	50%	98%	43.3	26
Sunnyside Environmental	574	15%	106%	63.8	26
Vestal	412	40%	97%	45.8	26
Lee	456	46%	104%	50.7	27
Peninsula	374	35%	83%	41.6	28
Arleta	456	35%	93%	50.7	29
César Chávez	522	65%	103%	58.0	29
Irvington	493	14%	85%	54.8	30
Laurelhurst	691	7%	106%	76.8	30
Scott	473	50%	97%	52.6	30
Faubion	479	40%	87%	53.2	31
Sabin	568	19%	88%	63.1	31
Vernon	407	31%	77%	45.2	31
Woodlawn	426	45%	90%	47.3	31
Beach	631	32%	98%	70.1	32
Lent	564	60%	99%	62.7	33
Beverly Cleary	859	8%	118%	95.4	34
Boise-Eliot/Humboldt	540	49%	87%	60.0	36
King	400	52%	70%	44.4	38
Harrison Park	729	58%	108%	81.0	39
Roseway Heights	697	22%	100%	77.4	39
Chief Joseph/Ockley Green	604	32%	62%	67.1	52

NOTES

(1) Percentage of enrolled students who qualified for free meals due to direct certification from state or federal agencies. For this analysis, rates above 40% are labeled as high poverty. High poverty schools receive additional staff and support services and require more classroom space than low poverty (below 40% DC) schools with the same enrollment.

(2) School utilization is a comparison of the number of staff who would typically be assigned to a classroom against the number of classrooms in a school.

(3) PPS analysis indicates that schools with at least 75 students per grade level (equal to 3 sections) are most likely to provide a full core program without having to rely on non-standard resources. There is greater risk when enrollment is between 50 and 75 student per grade level (Between two and three sections) . Neighborhood schools with fewer than 50 students per grade level (less than two sections) are at highest risk of needing additional resources for core program.

(4) School utilization is a comparison of the number of staff who would typically be assigned to a classroom against the number of classrooms in a school.

(5) Does not include Annex