4.10.051-P Student Enrollment and Transfers

BOARD POLICY

I. Policy Purpose

The purpose of this policy is to provide equal access to educational options for all resident students through an open, fair and accessible process and to promote equity and diversity in student transfers and admissions through alignment with the Educational Options Policy (6.10.022-P). The policy furthers the Student Achievement Policy (6.10.010-P), the district's Racial Educational Equity Policy (2.10.010-P), and other district policies and state and federal requirements.

II. General Policy Statement

All Portland Public School students have the right to attend their neighborhood school, except in extraordinary circumstances as described in Section IV. All Portland Public School students have the right to request a transfer to attend any grade- appropriate school or program in the district. The Board is committed to families and students having equitable access to a broad portfolio of educational options. The district has the responsibility, through its centralized coordination of information, outreach, and support services, to provide families and students with information and advice that will enable families and students to make informed decisions about their choice of educational options.

III. Definitions

(1) School and student terms

(a) Neighborhood school. A school serving a designated attendance area and as defined in 6.10.022-P .

(b) Focus option. A separate school or program structured around a unique curriculum or particular theme and as defined in 6.10.022-P.

(c) Transfer school. The school to which a student has transferred.

(d) Transfer student. A district student attending a school other than his/her neighborhood school.

(e) Resident student. A student who is a resident of the Portland Public School district.

(f) Nonresident. A student from another district attending a PPS district school on inter-district transfer.

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BOARD POLICY

(g) Sibling. Children with the same parent or supervising adult living together at the same address.

(2) Admission and transfer terms

(a) Transfer: A formal request by a district family for a student to attend a school other than their neighborhood school or to return to their neighborhood school. There are two types of transfers:

(A) Lottery transfers: a request to transfer to a focus option. Lottery transfers are based on space availability and preferences.

(B) Petition transfers: a request to transfer to a different neighborhood school, or to a focus option after the lottery transfer process has closed.

(b) Enrollment: The process for accounting for students in schools.

(c) Feeder pattern: A designated path for students to advance from one school grade grouping to another.

IV. Policy Scope

This policy does not apply to nonresident students, alternative education placements, pre-kindergarten admissions, or charter school admissions. In order to meet the educational needs of students with disabilities, those students may be assigned to specialized program services outside of their neighborhood school. The district also shall be in compliance with all federal and state laws and regulations regarding student enrollment and transfers.

V. Admission

(1) By area of residence. Students have a right to attend the neighborhood school where they reside with their parent or supervising adult, except as provided in Section IV. This right extends to students returning to their neighborhood school with a petition transfer request and to families with students new to the district.

(2) By transfer. All students have the right to request a transfer to a school or program other than their own assigned neighborhood school.

4.10.051-P Student Enrollment and Transfers

BOARD POLICY

(a) Transfers to a different neighborhood school: requests to transfer to a different neighborhood school will be considered through the petition process. Petitions will be considered on an individual basis based on a standard set of criteria, taking into consideration available space at the requested school.

(b) Transfers to a focus option: requests to transfer to a focus option shall be considered through a lottery process and a petition process after the lottery transfer process has closed. A transfer request to a focus option is granted based on an on-time transfer request, space availability, admission criteria if any and preferences.

(3) Admission criteria for focus option schools or programs

(a) Admission criteria to any District school or program shall be the same for neighborhood and transfer students.

(b) Admission criteria shall be clear, objective and directly related to the educational goals of the focus option and the district. A school or program may require the family and student to indicate an understanding of program expectations prior to enrollment.

(c) Middle and high school focus options may have admission criteria as specified in the operations plan required in 6.10.022-P.

(d) Elementary focus options shall have no admission criteria except for language criteria for dual language immersion and late entry for language immersion options.

VI. Enrollment

(1) Students are expected and encouraged to remain in the same program or school in which they are enrolled for the school year, except in cases of extraordinary circumstances. Schools shall collaborate with families, students and staff to meet the needs of students for that school year.

(2) Students enrolled in a transfer school do not have to reapply until completion of all grades in that school.

(3) Upon completion of a school grade grouping, students are enrolled in their neighborhood feeder pattern school, except as

4.10.051-P Student Enrollment and Transfers

provided in (4) and (5) below. Students who want to attend a school other than their neighborhood school shall follow the admission procedures in Section V.

(4) Students admitted to a focus option that continues from one school grade grouping to another do not need to reapply for admission during these transitions except as provided in the focus option plan of operations.

(5) Students enrolled in a curriculum that includes different school grade groupings may enroll in the school with the higher grade grouping after completion of the previous grade grouping.

VII. Preferences

(1) For focus option schools and programs, if lottery transfer requests exceed available spaces and the student meets admission criteria, if any, the following preferences determine priority placement in the following order:

(a) Students continuing from their previous school grade grouping if required by the focus option plan of operations.

(b) Students required by state or federal law or other district policy to receive priority.

(c) A student whose sibling is enrolled at the same time in the student's first choice elementary, middle school or high school or program that includes other school grade groupings.

(d) Students who qualify to receive free and reduced-price meals, or qualify for enrollment in a Head Start Program, in a proportion corresponding to a district-wide average. The preference will occur at schools where the rate of enrolled students who qualify for free and reduced-price meals is lower than the district-wide average.

(e) Resident students who have submitted an on-time lottery transfer request.

(2) If, after the lottery, staff identifies that there were applicants eligible for free and reduced meals, up to the district average, not approved due to the number of sibling applicants, the Board will review the order of preferences.

4.10.051-P Student Enrollment and Transfers

BOARD POLICY

(3) A focus option may make special provision in its Board-approved plan of operations for admitting students from particular attendance areas.

VIII. Student Transfer Process

(1) Student transfer decisions shall be facilitated by the administrator assigned to coordinate student transfers.

(2) The superintendent shall establish protocols and procedures, including deadlines and an appeals process, for lottery and petition transfers and for inter district transfers.

(3) The superintendent shall establish a process for determining if space is available in a particular school or program.

(4) For focus options, the superintendent shall establish a process for admitting students by a centrally administered lottery for students who submit an on-time lottery transfer request and meet admission criteria, if any, and there are more applicants than available space.

(5) For transfers to a different neighborhood school, or for transfers to a focus option after the lottery has closed, the petition transfer process will provide review of applications on an individualized basis. The superintendent shall establish clear, flexible, culturally relevant protocols and standards to the petition transfer process. In addition, the superintendent shall establish a process to collect and monitor data from petition transfer requests to ensure equitable processes and decision-making and to identify areas of improvement in neighborhood schools.

(6) To support overall district goals and equal educational opportunities for all students, the transfer process also shall include factors as needed to promote equity and diversity in student admissions. The factors shall be based on the district's Racial Educational Equity Policy (2.10.010-P) and the Student Achievement Policy (6.10.010-P). The factors and process for how they shall be weighted in the lottery process shall be approved by the Board.

(7) The wait list established for a focus option school or program shall be randomly determined by the lottery, incorporating preferences and weighting as provided in this policy.

4.10.051-P Student Enrollment and Transfers

BOARD POLICY

IX. Non-Discrimination

(1) All schools and programs offered by the district shall be open to all students without discrimination based on any factors provided for by state and federal laws and regulations and as provided in 1.80.020-P.

X. Policy Implementation and Effective Dates

(1)The superintendent shall develop administrative directives to implement this policy and a plan to transition to the new policy.

(2) This policy shall be implemented for the school year 2015-16.

Legal References:

History: Approved 5/12/03; Amended 1/24/2005; 1/2015

	Board Policy **Student Assignment to Neighborhood Schools**	**4.10.045-P**

I. Introduction

A. The purpose of the Student Assignment to Neighborhood Schools Policy is to:

1. Establish a process for assigning students to neighborhood schools
2. Provide consistent guidelines for changes to school boundaries

B. The Board acknowledges and values neighborhood school stability; however, it also recognizes the need to maintain flexibility to adjust neighborhood school boundaries in response to changes in the broader community.

II. Definitions

A. "Neighborhood school" means a school serving a designated attendance area.

B. "Supervising adult" means an adult in a parental relationship as that term is defined in ORS Chapter 339.

C. "Emancipated minor" means A person who has been so declared by the courts pursuant to ORS Chapter 419B or a similar out-of-state statute.

D. "School boundary" means the physical border that defines a designated attendance area for a neighborhood school.

E. "Feeder pattern" means the designated path for students to advance from one school grade grouping to another.

F. "Siblings" means children with the same parent or supervising adult living together at the same address.

III. Guidelines for Student Assignment to Neighborhood School

A. All students in grades K-12 are assigned to a neighborhood school based on the address:

1. Where the student resides with a parent or supervising adult
2. Where an emancipated minor resides

B. Students have the right to attend their neighborhood schools through the highest grade, except as provided in section III.D of this policy.

C. Students who have chosen to attend a school other than their neighborhood school through an approved transfer retain the right to return to their neighborhood school, as provided in the Student Enrollment and Transfers Policy (4.10.051-P).

D. Student assignment for special program services, including but not limited to Special Education, English as a Second Language and Alternative Education (Education Options), may supersede neighborhood school assignments.

IV. Student Assignment Review and Boundary Change Process

A. The Superintendent or designee shall regularly monitor enrollment, program demand and demographic trends to anticipate the need for school boundary changes and consider other viable options.

B. If the Superintendent or designee determines that conditions exist to warrant a school boundary change, the Superintendent shall develop recommendations to the Board that:

1. Incorporate input from families, students, staff and community members

2. Consider factors that contribute to optimal school boundaries, to the extent reasonable. The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:

a) A feeder pattern that allows as many students as possible to continue together from one school level to the next

b) Student body demographics

c) Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers

d) Optimal use of existing facilities

e) Program and enrollment stability in the surrounding schools

f) Limiting the impact of boundary changes to the smallest number of students possible

C. The Board shall have final approval of school boundary changes, with the intention that all changes be approved no later than January of the calendar year for the following school year.

V. Student Assignment Following Boundary Change

A. To promote continuity and stability for students and their families and except as provided in Section V.B.:

1. Students living in the neighborhood approved for a boundary change may remain at their current school through the highest grade
2. Younger siblings living in a neighborhood approved for a boundary change have a guarantee through the transfer process to attend the former neighborhood school if an older brother or sister currently attends and will be attending the former neighborhood school the following school year
3. Transfer students attending a school subject to a boundary change may remain at their current school through the highest grade

B. In cases of school boundary changes to relieve overcrowding or for the purpose of establishing a boundary for a new school, the Superintendent or Board may recommend an exception to Section V.A. Such exceptions must be approved by the Board.

VI. Exceptions and Implementation

A. This policy does not apply to:

1. The temporary closure of any school for renovation or remodeling when students are temporarily relocated to another facility
2. The closure or change of use of any building or other facility owned by the District not currently used for instructional purposes
3. The closure of any school for up to one year in response to emergencies, including major facility or environmentally related problems

B. The Superintendent shall develop administrative directives and procedures for implementing this policy as needed.

Legal References: ORS 339.133; ORS Chapter 419B; 4.10.051-P; 6.10.022-P

History: Adopted 6/23/08

BOARD POLICY

6.10.022-P Educational Options Policy

A central component of the mission of Portland Public Schools is to *"support all students in achieving their very highest educational and personal potential*. …" The district's Strategic Plan presents a framework of core values, strategic objectives and strategies to guide the district's efforts in fulfilling its mission.

Through the Student Achievement Policy (6.10.010-P) the Board states its commitment and support for increasing achievement for all students, and directs the superintendent to develop and implement the strategies and administrative directives necessary to carry out the district's core mission.

The Board is committed to providing a quality school near every student's home and an appropriate learning environment for all students, including those with special needs, within their home cluster. The Board also is committed to providing other educational options. The Board believes that all of these educational options contribute to the health of the district and the community.

The purpose of this policy is to implement goals included in the student achievement policy by offering Portland Public School District students and their families the support they need to make informed choices among a variety of educational options. This policy also is designed to provide consistent guidelines and procedures for educational options. The Board's intent is to provide an opportunity for all students to apply to educational options within the Portland Public School District, promote equity and diversity in the admission of students to educational options and minimize barriers to participation in educational options.

The Board encourages the purposeful development of a variety of educational options through the cooperative efforts of the district, educators, students, their families and the community.

I. Purpose of Educational Options

The purpose of educational options is to offer students and their families meaningful choices that meet the different learning needs and educational interests of all students. The Board values all options, a continuum of which complement each other in serving student and family needs within the Portland Public School District. Students and their families are the primary decision makers about their choice of options; the district may assist students and their families in making appropriate choices.

II. Definitions. These definitions apply to all district operations.

(1) *School.* An institution with a separate organizational structure that has an assigned administrator and a site council. It has a teaching staff, budget, a curriculum that meets state content standards, educational programs that lead to students earning a CIM or CAM and a high school diploma, and a school improvement process. A school may share the facilities, personnel,

6.10.022-P Educational Options Policy

and support services of another school or program, or it may be located in more than one facility. A school meets all state standards and other district policies.

(2) *Program.* An educational component of a school offering specialized instruction, a focus on a particular theme or instructional approach or other ways to meet student needs. Students participating in the program are considered enrolled in the school with which the program is affiliated.

(3) *Neighborhood school.* A school serving a designated attendance area. In addition to providing high quality educational opportunities, neighborhood schools offer students and their families the opportunity to build lasting friendships and a sense of community within their neighborhood. As a center for many community activities, neighborhood schools are also important to the neighborhood as a whole.

(4) *Focus option.* A separate Board-recognized school or program structured around a unique curriculum or particular theme. Focus options may be part of or co-located in the same facility as a neighborhood school or other focus option. Focus options actively seek to create a sense of community in which racial, economic, and cultural isolation are reduced.

(5) *Alternative education option.* A school or separate or individualized program designed to meet the academic, social, and behavioral needs of an identified group of students. Alternative education options can be either public or private and are designated as such under Oregon Revised Statutes Chapter 336.

(6) *Public charter school.* An elementary or secondary school that offers a comprehensive instructional program, operating under a written agreement entered into between a sponsor and an applicant. The establishment and operation of charter schools are governed by Oregon Revised Statutes Chapter 338 and the Charter School policy (6.70.010-P).

III. Policy Scope

This policy does not address the establishment and operation of special education and English Language Learner (ELL) programs, which are governed by other district policies. However, the educational options within the scope of this policy are open to all students, including ELL and special education program participants, and are consistent with free and appropriate public education and IDEA requirements. The district shall be in compliance with all federal and state laws and regulations.

IV. Approval Process

(1)The Board shall have final approval of:

(a) All proposals for the establishment of new educational options

6.10.022-P Educational Options Policy

(b) The renewal or termination of and changes to the mission of an educational option.

(2)The approval process shall be consistent with the following criteria:

(a) Furthers the mission, core values, and strategic objectives of the district.

(b) Meets district identified budget priorities.

(c) Enhances the district's educational program and the Student Achievement Policy.

(d) Minimizes barriers to equal access to the option to meet the needs of all students in the district.

(e) Demonstrates an achievable program, including realistic space and staffing requirements and program needs with a budget appropriate to the proposed option, and the capability to implement the option.

(f) Demonstrates sustainable support by educators, students, their families and the community.

(g) Develops a written operations plan.

(3) Approval of educational options shall be contingent on funding availability.

V. District Administrative Support and Evaluation

(1) The district shall assist students and families to make appropriate choices with centralized coordination of accessible, comprehensive, and accurate outreach and information about educational options and for assistance with admissions and transfers.

(2) The district shall evaluate educational options on an established cycle, consistent with district objectives, other district policies, and statutory requirements.

(3) The district shall facilitate the siting of educational options to maximize the potential for cooperation and sharing of resources among different educational options and for distribution of options throughout the district.

(4) The district shall establish guidelines for governance of educational options, consistent with other district policies including the Citizen Involvement Process policy (7.10.010-P).

(5) The district shall minimize consolidated budget inequities among educational options with similar needs.

(6) The district shall collaborate with educational options to assess their ongoing assistance needs and determine their future status, including

6.10.022-P Educational Options Policy

renewal, modification, termination, replication, or transition from program to school.

(7) The Board shall have final approval whether an educational option is designated as a school. The district shall develop a process for making a recommendation to the Board.

(8) The district shall support focus options when staffing, recognizing the unique skills, preparation, and experience that staff may need for the characteristics of a particular option.

VI. Policy Implementation and Effective Dates

(1) The superintendent shall develop administrative directives to implement this policy.

(2) The superintendent shall develop a transition plan designed to accomplish the purpose and intent of this policy and consistent with other district policies. The transition plan shall include an analysis of family and student demand for options and a plan for achieving the long-range goal of equal access.

(3) This policy is effective immediately for any new educational option proposal submitted after adoption of this policy. The superintendent shall develop a process and timeline to transition existing educational options and district transfer, admission and other administrative support procedures into compliance with this policy.

(4) This policy shall be implemented and effective no later than the start of the 2004-2005 school year.

Legal References: ORS 327.006(8); ORS 329.485; ORS 336.615-665; ORS 338.005(2); 339.250(9); BA 2156.

History: Adpt 3/26/90; Amd 12/12/91; Amd 1/27/94; Amd 8/31/95; Amd 8/26/02, BA 2390; Amd 5/12/03, BA 2647.

SPANISH DUAL LANGUAGE IMMERSION HIGH SCHOOL REGIONAL ASSIGNMENT

NORTHEAST REGION

Madison High School

Students completing 8th grade Spanish DLI and home address is in the following attendance areas:

- Grant High School
- Jefferson/Grant Dual Assignment Zone
- Madison High School
- Jefferson/Madison Dual Assignment Zone

SOUTHEAST REGION

Franklin High School

Students completing 8th grade Spanish DLI and home address is in the following attendance areas:

- Franklin High School
- Cleveland High School

SOUTHWEST REGION

Lincoln High School

Students completing 8th grade Spanish DLI and home address is in the following attendance areas:

- Lincoln High School
- Wilson High School

NORTH REGION

Roosevelt High School

Students completing 8th grade Spanish DLI and home address is in the following attendance areas:

- Roosevelt High School
- Jefferson/Roosevelt Dual Assignment Zone

Upon completion of 8th grade Spanish DLI, students are assigned to a regional high school based on their home address.

- West Sylvan Middle School
  - Ainsworth Elementary School
- Mt. Tabor Middle School
  - Atkinson Elementary School
- Ockley Green Middle School
  - Beach Elementary School
- Bridger K-8 School
- Cesar Chavez K-8 School
- George Middle School (beginning 2020)
  - James John Elementary School
  - Sitton Elementary School
- Lent K-8 School
- Beaumont Middle School
  - Rigler Elementary School
- Roseway Heights Middle School (beginning 2020)
  - Scott Elementary School

CHINESE DLI

- Cleveland High School
  - Hosford Middle School
    - Woodstock Elementary School
- High School (TBD 2022)
  - Tubman Middle School
    - Martin Luther King Jr. Elementary
- Madison High School (2025)
  - Harrison Park K-8 School

JAPANESE DLI

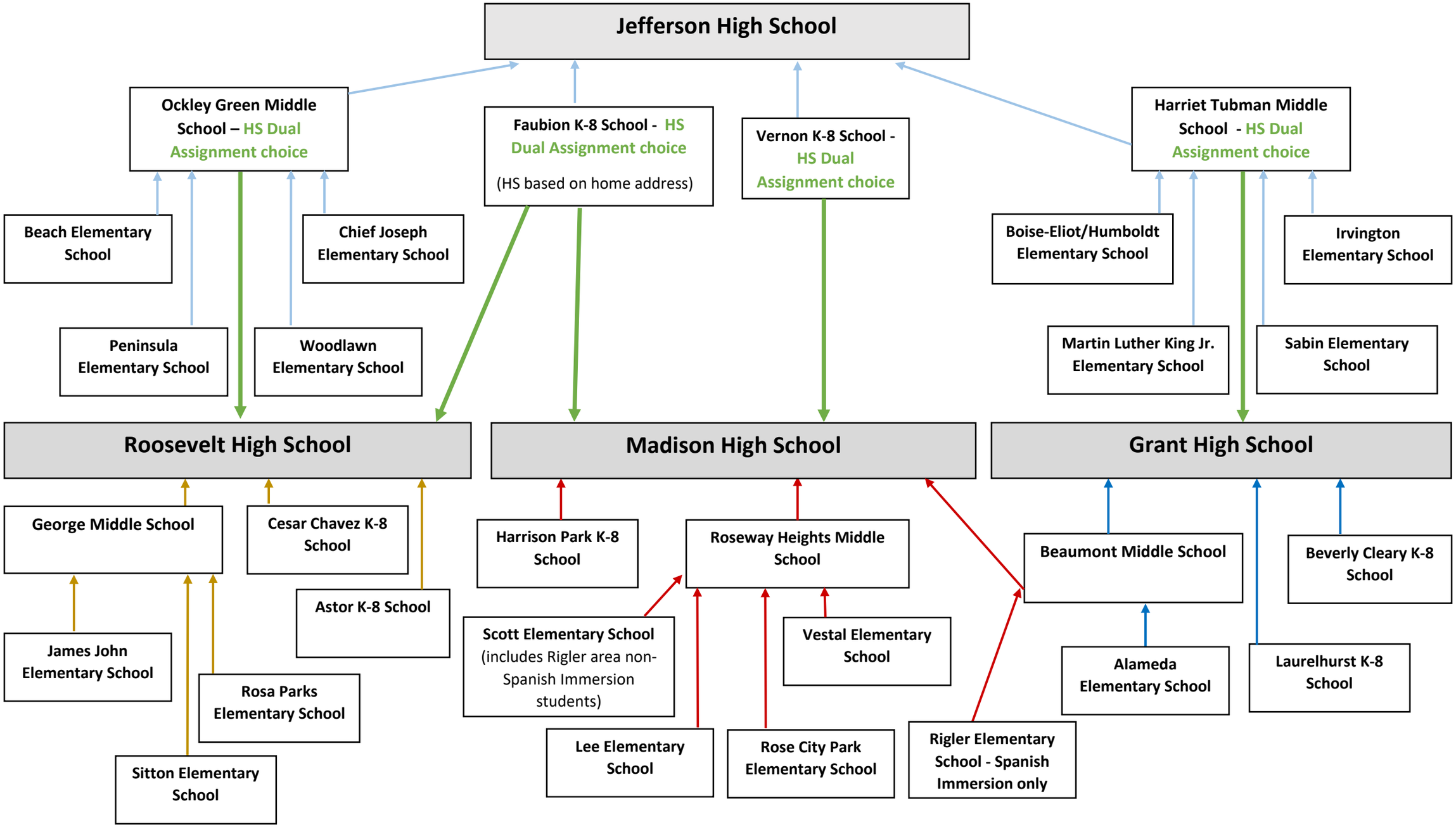
- Grant High School
  - Mt. Tabor Middle School
    - Richmond Elementary School

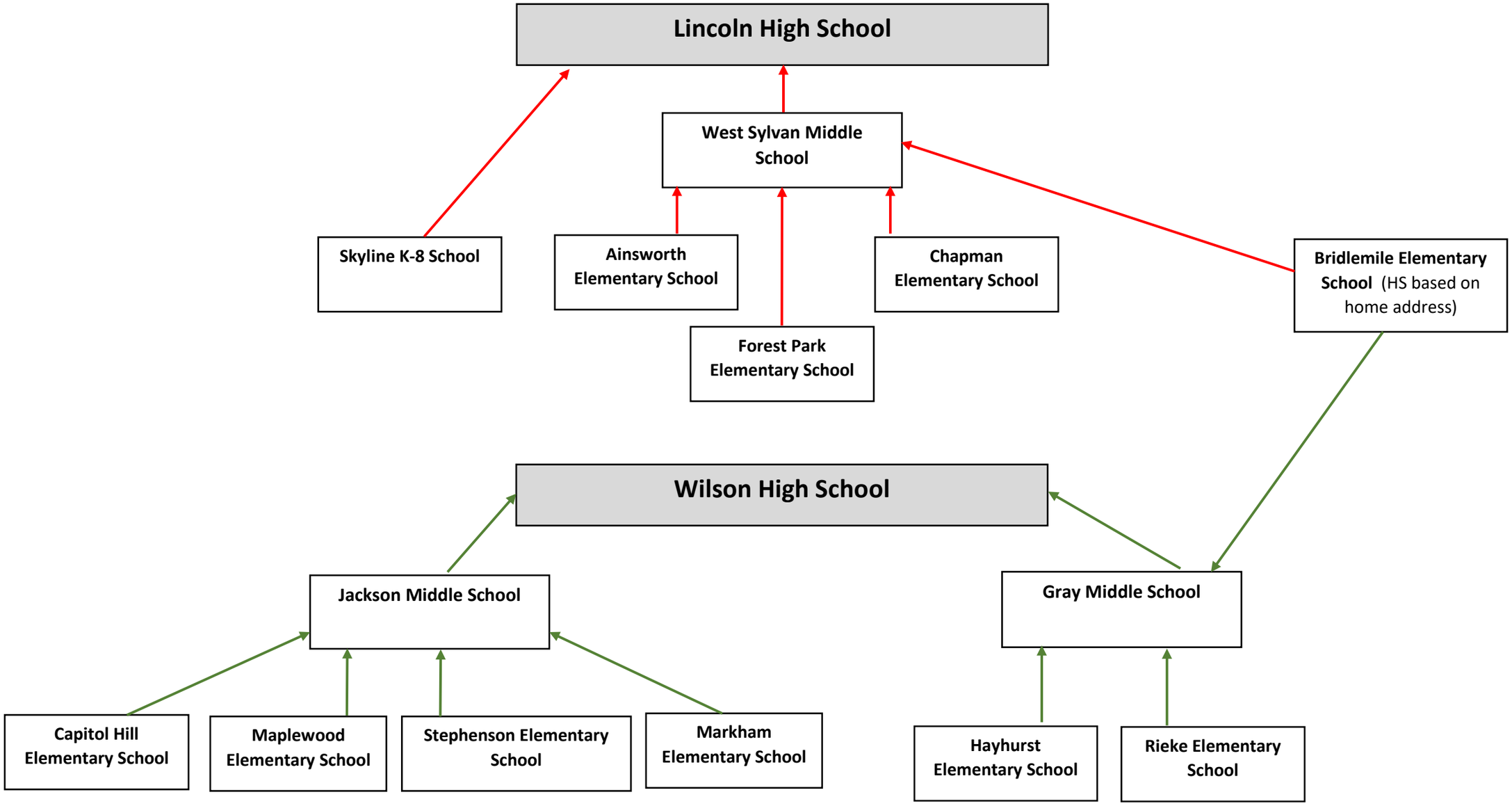
RUSSIAN DLI

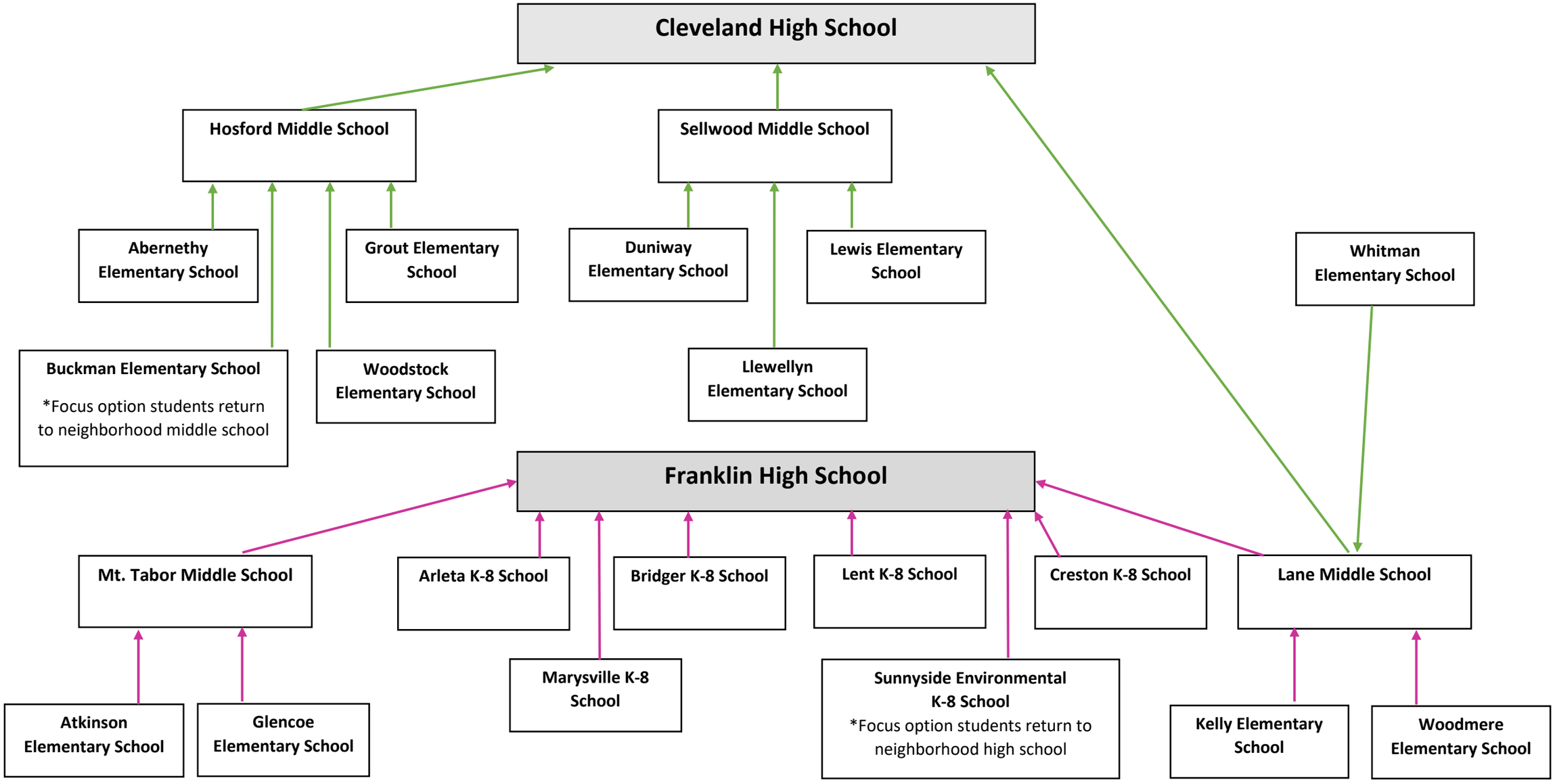
- Franklin High School
  - Lane Middle School
    - Kelly Elementary School

VIETNAMESE DLI

- Madison High School (2023)
  - Roseway Heights Middle School (beginning 2020)
    - Rose City Park Elementary School


Jefferson High School
Ockley Green Middle School – HS Dual Assignment choice
Faubion K-8 School - HS Dual Assignment choice
(HS based on home address)
Vernon K-8 School - HS Dual Assignment choice
Harriet Tubman Middle School - HS Dual Assignment choice
Beach Elementary School
Chief Joseph Elementary School
Peninsula Elementary School
Woodlawn Elementary School
Boise-Eliot/Humboldt Elementary School
Irvington Elementary School
Martin Luther King Jr. Elementary School
Sabin Elementary School
Roosevelt High School
Madison High School
Grant High School
George Middle School
Cesar Chavez K-8 School
Astor K-8 School
James John Elementary School
Rosa Parks Elementary School
Sitton Elementary School
Harrison Park K-8 School
Roseway Heights Middle School
Scott Elementary School (includes Rigler area non-Spanish Immersion students)
Lee Elementary School
Rose City Park Elementary School
Vestal Elementary School
Rigler Elementary School - Spanish Immersion only
Beaumont Middle School
Beverly Cleary K-8 School
Alameda Elementary School
Laurelhurst K-8 School


Lincoln High School
West Sylvan Middle School
Skyline K-8 School
Ainsworth Elementary School
Chapman Elementary School
Forest Park Elementary School
Bridlemile Elementary School (HS based on home address)
Wilson High School
Jackson Middle School
Gray Middle School
Capitol Hill Elementary School
Maplewood Elementary School
Stephenson Elementary School
Markham Elementary School
Hayhurst Elementary School
Rieke Elementary School


Cleveland High School
Hosford Middle School
Sellwood Middle School
Abernethy Elementary School
Grout Elementary School
Duniway Elementary School
Lewis Elementary School
Whitman Elementary School
Buckman Elementary School
*Focus option students return to neighborhood middle school
Woodstock Elementary School
Llewellyn Elementary School
Franklin High School
Mt. Tabor Middle School
Arleta K-8 School
Bridger K-8 School
Lent K-8 School
Creston K-8 School
Lane Middle School
Atkinson Elementary School
Glencoe Elementary School
Marysville K-8 School
Sunnyside Environmental K-8 School
*Focus option students return to neighborhood high school
Kelly Elementary School
Woodmere Elementary School

PETITION DECISIONS BY REQUESTED SCHOOL COMPARISON

2014-15 vs 2018-19 (Petitions received through October 1 each year)

SCHOOL	1ST CHOICE REQUESTS			ACCEPTED SCHOOL (All Choices)		
	2014-15	2018-19	Net Change 14 to 18	2014-15	2018-19	Net Change 14 to 18
Abernethy E.S.	3	12	9	2	5	3
Ainsworth E.S.	16	64	48	15	14	-1
Alameda E.S.	6	19	13	6	2	-4
Arleta K-8 School	8	10	2	2	5	3
Astor K-8 School	15	36	21	4	10	6
Atkinson E.S.	15	42	27	12	14	2
Beach E.S	17	23	6	14	10	-4
Beaumont M.S.	16	44	28	8	29	21
Beverly Cleary K-8 School	6	81	75	5	49	44
Boise-Eliot/Humboldt E.S.	16	17	1	17	14	-3
Bridger K-8 School	10	35	25	9	27	18
Bridlemile E.S.	2	5	3	1	3	2
Buckman E.S.	7	16	9	6	8	2
Capitol Hill E.S.	3	13	10	0	9	9
César Chávez K-8 School	24	65	41	15	42	27
Chapman E.S.	5	11	6	2	5	3
Chief Joseph E.S.	21	19	-2	16	11	-5
Creative Science School	9	32	23	6	4	-2
Creston K-8 School	5	12	7	4	11	7
DaVinci Arts M.S.	40	84	44	23	18	-5
Duniway E.S.	2	9	7	2	4	2
Faubion PK-8 School	9	60	51	10	21	11
Forest Park E.S.	1	4	3	1	1	0
George M.S.	5	8	3	4	6	2
Glencoe E.S.	4	6	2	4	0	-4
Grout E.S.	4	3	-1	5	2	-3
Harrison Park K-8 School	2	25	23	2	11	9
Hayhurst E.S.	2	12	10	1	8	7
Hosford M.S.	4	15	11	3	7	4
Irvington E.S.	4	15	11	4	7	3
Jackson M.S.	5	13	8	4	8	4
James John E.S.	13	31	18	11	17	6
Kelly E.S.	12	20	8	10	13	3
Lane M.S.	3	5	2	3	3	0
Laurelhurst K-8 School	3	11	8	3	3	0
Lee E.S.	3	6	3	3	2	-1
Lent K-8 School	14	29	15	9	22	13
Lewis E.S.	5	10	5	4	6	2
Llewellyn E.S.	7	10	3	6	5	-1
Maplewood E.S.	6	6	0	4	4	0
Markham E.S.	4	5	1	3	3	0
Martin Luther King Jr. E.S.	20	25	5	20	20	0
Marysville K-8 School	1	24	23	0	1	1
Mt. Tabor M.S.	11	53	42	6	13	7
Ockley Green M.S.	0	31	31	0	16	16
Odyssey Program K-8	0	11	11	0	8	8

SCHOOL	1ST CHOICE REQUESTS			ACCEPTED SCHOOL (All Choices)		
	2014-15	2018-19	Net Change 14 to 18	2014-15	2018-19	Net Change 14 to 18
Peninsula E.S.	19	11	-8	18	7	-11
Richmond E.S.	7	34	27	0	15	15
Rieke E.S.	5	12	7	6	7	1
Rigler E.S.	12	21	9	12	9	-3
Robert Gray M.S	11	21	10	10	18	8
Rosa Parks E.S.	8	8	0	9	6	-3
Rose City Park E.S.	0	38	38	0	26	26
Roseway Heights M.S.	29	10	-19	22	6	-16
Sabin E.S.	13	24	11	8	11	3
Scott E.S.	9	22	13	8	16	8
Sellwood M.S.	11	19	8	3	2	-1
Sitton E.S.	7	17	10	3	12	9
Skyline K-8 School	4	7	3	4	0	-4
Stephenson E.S.	7	11	4	6	8	2
Sunnyside Environmental School	8	20	12	5	5	0
Tubman M.S.	0	34	34	0	24	24
Vernon K-8 School	13	29	16	7	17	10
Vestal E.S.	4	8	4	4	6	2
West Sylvan M.S.	12	28	16	10	16	6
Whitman E.S.	2	3	1	1	1	0
Winterhaven School	10	37	27	8	0	-8
Woodlawn E.S.	7	7	0	7	8	1
Woodmere E.S.	0	6	6	0	4	4
Woodstock E.S.	16	21	5	10	6	-4
Total K-8 Schools	**602**	**1535**	**933**	**450**	**731**	**281**
Benson H.S.	80	96	16	41	39	-2
Cleveland H.S.	26	27	1	16	9	-7
Franklin H.S.	46	110	64	26	21	-5
Grant H.S.	41	87	46	27	25	-2
Jefferson H.S.	32	23	-9	29	13	-16
Lincoln H.S.	18	72	54	9	43	34
Madison H.S.	28	35	7	24	20	-4
Roosevelt H.S.	16	39	23	14	23	9
Wilson H.S.	19	28	9	17	22	5
Total High Schools	**306**	**517**	**211**	**203**	**215**	**12**
Metropolitan Learning Ctr		55	55		19	19
Total Other Schools		**55**	55		**19**	19
Total All Requested Schools	**908**	**2107**	**1199**	**653**	**965**	**312**

Data prepared for the PPS Enrollment & Forecasting Committee by the Enrollment and Transfer Center
Revised 2/19/2019

PETITION DECISIONS BY FORECAST SCHOOL COMPARISON

2014-15 vs 2018-19 (Petitions received through October 1 each year)

	1ST CHOICE REQUESTS OUT			ACCEPTED OUT (All Choices)		
FORECAST SCHOOL	2014-15	2018-19	Net Change 14 to 18	2014-15	2018-19	Net Change 14 to 18
Abernethy E.S.	2	11	9	1	3	2
ACCESS Academy	1	7	6	1	4	3
Ainsworth E.S.	6	20	14	2	10	8
Alameda E.S.	7	5	-2	7	1	-6
Arleta K-8 School	9	23	14	6	9	3
Astor K-8 School	6	25	19	5	11	6
Atkinson E.S.	1	15	14	1	7	6
Beach E.S.	22	27	5	20	11	-9
Beaumont M.S.	9	21	12	8	14	6
Beverly Cleary K-8 School	10	20	10	10	9	-1
Boise-Eliot/Humboldt E.S.	17	25	8	11	9	-2
Bridger K-8 School	19	54	35	11	19	8
Bridlemile E.S.	0	5	5	0	2	2
Buckman E.S.	6	19	13	4	11	7
Capitol Hill E.S.	7	19	12	3	12	9
César Chávez K-8 School	23	49	26	16	28	12
Chapman E.S.	11	30	19	11	11	0
Chief Joseph E.S.	17	13	-4	12	7	-5
Creative Science School	4	2	-2	3	1	-2
Creston K-8 School	13	26	13	8	4	-4
DaVinci Arts M.S.	6	4	-2	3	3	0
Duniway E.S.	4	11	7	3	4	1
Faubion PK-8 School	11	28	17	11	10	-1
Forest Park E.S.	0	2	2	0	1	1
George M.S.	14	39	25	8	18	10
Glencoe E.S.	1	15	14	1	7	6
Grout E.S.	4	28	24	2	6	4
Harrison Park K-8 School	15	48	33	9	17	8
Hayhurst E.S.	8	17	9	8	8	0
Hosford M.S.	10	32	22	4	8	4
Irvington E.S.	11	27	16	10	21	11
Jackson M.S.	5	15	10	4	7	3
James John E.S.	10	38	28	5	27	22
Kelly E.S.	10	26	16	9	13	4
Lane M.S.	6	25	19	2	11	9
Laurelhurst K-8 School	4	14	10	3	7	4
Lee E.S.	8	22	14	7	10	3
Lent K-8 School	14	29	15	13	17	4
Lewis E.S.	0	9	9	0	6	6
Llewellyn E.S.	2	7	5	1	2	1
Maplewood E.S.	3	11	8	3	4	1
Markham E.S.	10	31	21	7	21	14
Martin Luther King Jr. E.S.	23	28	5	19	12	-7
Marysville K-8 School	17	20	3	12	11	-1
Mt. Tabor M.S.	8	17	9	8	5	-3
Ockley Green M.S.	0	54	54	0	24	24
Odyssey Program K-8	0	1	1	0	1	1

FORECAST SCHOOL	1ST CHOICE REQUESTS OUT			ACCEPTED OUT (All Choices)		
	2014-15	2018-19	Net Change 14 to 18	2014-15	2018-19	Net Change 14 to 18
Peninsula E.S.	4	18	14	4	13	9
Richmond School	7	0	-7	6	0	-6
Rieke E.S.	3	7	4	3	2	-1
Rigler E.S.	8	36	28	7	17	10
Robert Gray M.S	4	20	16	3	8	5
Rosa Parks E.S.	23	28	5	19	15	-4
Rose City Park E.S.	0	50	50	0	36	36
Roseway Heights M.S.	4	29	25	3	8	5
Sabin E.S.	10	10	0	7	3	-4
Scott E.S.	24	34	10	16	22	6
Sellwood M.S.	7	9	2	4	3	-1
Sitton E.S.	13	32	19	8	17	9
Skyline K-8 School	5	8	3	4	6	2
Stephenson E.S.	0	7	7	0	4	4
Sunnyside Environmental School	10	18	8	10	7	-3
Tubman M.S.	0	52	52	0	20	20
Vernon K-8 School	20	49	29	13	20	7
Vestal E.S.	8	31	23	4	10	6
West Sylvan M.S.	9	29	20	7	22	15
Whitman E.S.	6	13	7	4	6	2
Winterhaven School	3	7	4	2	4	2
Woodlawn E.S.	20	39	19	19	22	3
Woodmere E.S.	8	18	10	6	9	3
Woodstock E.S.	12	6	-6	9	2	-7
Total K-8 Schools	**602**	**1564**	**962**	**450**	**740**	**290**
Alliance H.S.	0	3	3	0	2	2
Benson H.S.	43	31	-12	39	21	-18
Cleveland H.S.	24	63	39	14	18	4
Franklin H.S.	34	57	23	26	22	-4
Grant H.S.	21	61	40	15	26	11
Jefferson H.S.	53	66	13	37	25	-12
Lincoln H.S.	17	34	17	17	25	8
Madison H.S.	61	108	47	24	28	4
Roosevelt H.S.	40	41	1	22	13	-9
Wilson H.S.	7	65	58	5	42	37
Total High Schools	**300**	**529**	**229**	**199**	**222**	**23**
Metropolitan Learning Center	3	8	5	3	2	-1
Non-Resident	3	6	3	1	1	0
Total Other Schools	**6**	**14**	**8**	**4**	**3**	**-1**
Total All Forecast Schools	**908**	**2107**	**1199**	**653**	**965**	**312**

Data prepared for the PPS Enrollment & Forecasting Committee by the Enrollment and Transfer Center
Revised 2/19/2019

PETITION DECISIONS AND DEMOGRAPHIC COMPARISON
2014-15 to 2018-19 (applications processed through October 1 for each year)

	K-12 Petition Total	Accepted		Denied	
		Number	%	Number	%
2014-15 Petitions	**908**	653	71.9%	255	28.1%
2018-19 Petitions	**2107**	965	45.8%	1142	54.2%
Year to Year Difference	**1199**	**312**		**887**	
% Change	**132.0%**				

APPLICANTS

	Hispanic	Not Hispanic Ethnicity									
	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	ELL	F/R Meals	TAG	SP ED
2014-15 Petitions	166	153	61	5	4	326	72	83	433	83	138
	21%	19%	8%	1%	1%	41%	9%	11%	55%	11%	18%
District Comparison*	*16%*	*10%*	*7%*	*1%*	*1%*	*57%*	*9%*	*10%*	*49%*	*9%*	*13%*
2018-19 Petitions	380	255	116	11	14	946	206	158	677	192	287
	20%	13%	6%	1%	1%	49%	11%	8%	35%	10%	15%
District Comparison*	*16%*	*9%*	*7%*	*1%*	*1%*	*57%*	*10%*	*8%*	*36%*	*11%*	*14%*

ACCEPTED

	Hispanic	Not Hispanic Ethnicity									
	Any Race	African American Race	Asian Race	Native American Race	Pacific Islander Race	White Race	Multiple Race	ELL	F/R Meals	TAG	SP ED
2014-15 Petitions	123	111	45	4	3	253	53	62	327	63	101
	21%	19%	8%	1%	1%	43%	9%	10%	55%	11%	17%
District Comparison*	*16%*	*10%*	*7%*	*1%*	*1%*	*57%*	*9%*	*10%*	*49%*	*9%*	*13%*
2018-19 Petitions	238	122	51	7	11	428	99	95	356	87	133
	25%	13%	5%	1%	1%	45%	10%	10%	37%	9%	14%
District Comparison*	*16%*	*9%*	*7%*	*1%*	*1%*	*57%*	*10%*	*8%*	*36%*	*11%*	*14%*

NOTES:

Demographic data provided for applicants enrolled in PPS. Applicants who did not enroll in PPS are not included in the demographic tables.

2014-15	Demographics available for **787** of 908 applicants.
2018-19	Demographics available for **1928** of 2107 applicants.

*District Comparison: The percentages of students enrolled in standard PPS K-5, K-8 and middle schools are included for comparison purposes. Does not include students enrolled in alternative, special or charter schools

Revised 11/21/2019

NEIGHBORHOOD SCHOOL ASSIGNMENTS

High School	Middle School	Elementary School
Cleveland H.S.	Hosford M.S.	Abernethy E.S.
Cleveland H.S.	Hosford M.S.	Buckman E.S.
Cleveland H.S.	Hosford M.S.	Grout E.S.
Cleveland H.S.	Hosford M.S.	Woodstock E.S.
Cleveland H.S.	Lane M.S.	Whitman E.S.
Cleveland H.S.	Sellwood M.S.	Duniway E.S.
Cleveland H.S.	Sellwood M.S.	Lewis E.S.
Cleveland H.S.	Sellwood M.S.	Llewellyn E.S.
Jefferson/Grant Dual Assignment	Harriet Tubman M.S.	Boise-Eliot/Humboldt E.S.
Jefferson/Grant Dual Assignment	Harriet Tubman M.S.	Irvington E.S.
Jefferson/Grant Dual Assignment	Harriet Tubman M.S.	Martin Luther King Jr. E.S.
Jefferson/Grant Dual Assignment	Harriet Tubman M.S.	Sabin E.S.
Jefferson/Madison Dual Assignment	Faubion PK-8 (partial)	Faubion PK-8
Jefferson/Madison Dual Assignment	Vernon K-8	Vernon K-8
Jefferson/Roosevelt Dual Assignment	Faubion PK-8 (partial)	Faubion PK-8
Jefferson/Roosevelt Dual Assignment	Ockley Green M.S.	Beach E.S.
Jefferson/Roosevelt Dual Assignment	Ockley Green M.S.	Chief Joseph E.S.
Jefferson/Roosevelt Dual Assignment	Ockley Green M.S.	Peninsula E.S.
Jefferson/Roosevelt Dual Assignment	Ockley Green M.S.	Woodlawn E.S.
Franklin H.S.	Arleta K-8	Arleta K-8
Franklin H.S.	Bridger K-8	Bridger K-8
Franklin H.S.	Creston K-8	Creston K-8
Franklin H.S.	Lane M.S.	Kelly E.S.
Franklin H.S.	Lane M.S.	Woodmere E.S.
Franklin H.S.	Lent K-8	Lent K-8
Franklin H.S.	Marysville K-8	Marysville K-8
Franklin H.S.	Mt Tabor M.S.	Atkinson E.S.
Franklin H.S.	Mt Tabor M.S.	Glencoe E.S.
Franklin H.S.	Sunnyside Environmental K-8	Sunnyside Environmental K-8
Grant H.S.	Beaumont M.S.	Alameda E.S.

Grant H.S.	Beverly Cleary K-8	Beverly Cleary K-8
Grant H.S.	Laurelhurst K-8	Laurelhurst K-8
Grant H.S.	Mt Tabor M.S.	Richmond E.S.
Lincoln H.S.	Skyline K-8	Skyline K-8
Lincoln H.S.	West Sylvan M.S.	Ainsworth E.S.
Lincoln H.S.	West Sylvan M.S.	Bridlemile E.S. (partial)
Lincoln H.S.	West Sylvan M.S.	Chapman E.S.
Lincoln H.S.	West Sylvan M.S.	Forest Park E.S.
Madison H.S.	Beaumont M.S.	Rigler E.S.-Spanish Immersion only
Madison H.S.	Harrison Park K-8	Harrison Park K-8
Madison H.S.	Roseway Heights M.S.	Lee E.S.
Madison H.S.	Roseway Heights M.S.	Rose City Park E.S.
Madison H.S.	Roseway Heights M.S.	Scott E.S.
Madison H.S.	Roseway Heights M.S.	Rigler area-non-Spanish Immersion students
Madison H.S.	Roseway Heights M.S.	Vestal E.S.
Roosevelt H.S.	Astor K-8	Astor K-8
Roosevelt H.S.	Cesar Chavez K-8	Cesar Chavez K-8
Roosevelt H.S.	George M.S.	James John E.S.
Roosevelt H.S.	George M.S.	Rosa Parks E.S.
Roosevelt H.S.	George M.S.	Sitton E.S.
Wilson H.S.	Jackson M.S.	Capitol Hill E.S.
Wilson H.S.	Jackson M.S.	Maplewood E.S.
Wilson H.S.	Jackson M.S.	Markham E.S.
Wilson H.S.	Jackson M.S.	Stephenson E.S.
Wilson H.S.	Robert Gray M.S.	Bridlemile E.S. (partial)
Wilson H.S.	Robert Gray M.S.	Hayhurst E.S.
Wilson H.S.	Robert Gray M.S.	Rieke E.S.

Spanish Immersion K-8 Feeder Pattern		
See below for HS Assignments based	West Sylvan M.S.	Ainsworth E.S.
upon home address	Mt. Tabor M.S.	Atkinson E.S.
	Ockley Green M.S.	Beach E.S.
	Bridger K-8	Bridger K-8
	Cesar Chavez K-8	Cesar Chavez K-8
	George M.S. (2020)	James John E.S.
	Lent K-8	Lent K-8
	Beaumont M.S.	Rigler E.S.
	George M.S. (2020)	Sitton E.S.
	Roseway Heights M.S.	Scott E.S.

Spanish Immersion High School Feeder Pattern	
Students who complete 8th grade in a Spanish DLI program are assigned to HS based on their home address and SI regional pattern	
Neighborhood High School	**Spanish Immersion Program Assignment**
Cleveland H.S.	Franklin H.S.
Franklin H.S.	Franklin H.S.
Grant H.S.	Madison H.S.
Jefferson/Grant Dual Assignment	Madison H.S.
Jefferson/Madison Dual Assignment	Madison H.S.
Jefferson/Roosevelt Dual Assignment	Roosevelt H.S.
Lincoln	Lincoln H.S.
Madison	Madison H.S.
Roosevelt H.S.	Roosevelt H.S.
Wilson H.S.	Lincoln H.S.

Chinese Immersion K-12 Feeder Pattern		
Cleveland H.S.	Hosford M.S.	Woodstock E.S.
TBD (2023)	Harriet Tubman M.S.	Martin Luther King Jr. E.S.
Madison H.S. (2026)	Harrison Park K-8 (2023)	Harrison Park K-8

Japanese Immersion K-12 Feeder Pattern		
Grant H.S.	Mt. Tabor M.S.	Richmond E.S.
Russian Immersion K-12 Feeder Pattern		
Franklin H.S.	Lane M.S.	Kelly E.S.
Vietnamese Immersion K-12 Feeder Pattern		
Madison HS (2023)	Roseway Heights M.S. (2020)	Rose City Park E.S.

Alternative and Focus Option Assignment Patterns		
Program Name	**Grade Structure**	**Assignment after highest grade**
Buckman Arts	K-5	Middle or K-8 school based on home address
Creative Science	K-8	HS based on home address
DaVinci Arts	6-8	HS based on home address
Odyssey	K-8	HS based on home address
Sunnyside Envoronmental	K-8	HS based on home address
Winterhaven	K-8	HS based on home address
Metro Learning Center	K-12	N/A
ACCESS	1-5 @ Vestal, 6-8 @ Lane	HS based on home address OR Grant HS