

CRITICAL DATA / FLO ANALYTICS

Market Study Summary & Overall Insights for Portland Public Schools

October 2020



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- Critical Data completed one-on-one executive style telephone interviews with **335 parents/guardians** who have current or soon to be middle school-aged children in and reside within the southeast portion of the Portland Public School District. The interviews were broken out as follows:

SCHOOL	COMPLETED INTERVIEWS	PERCENTAGES
Arleta	20	6.0%
Atkinson	12	3.6%
Bridger	21	6.3%
Creative Science	23	6.9%
Creston	11	3.3%
Harrison Park	26	7.8%
Hosford	66	19.7%
Lane	46	13.7%
Lent	26	7.8%
Marysville	11	3.3%
Mt. Tabor	67	20.0%
Vestal	6	1.8%
TOTAL	335	100%

PROGRAM	COMPLETED INTERVIEWS	PERCENTAGES
Chinese Immersion	21	6.3%
Creative Science School	23	6.9%
Japanese Immersion	38	11.3%
Neighborhood Program	198	59.1%
Russian Immersion	6	1.8%
Spanish Immersion	49	14.6%
TOTAL	335	100%

RACE/ETHNICITY	COMPLETED INTERVIEWS	PERCENTAGES
Asian	39	11.6%
Black	40	11.9%
Latino	91	27.2%
Multiple/Asian/White	24	7.2%
Multiracial	28	8.4%
Native	3	0.9%
Pacific Islander	1	0.3%
White	109	32.5%
TOTAL	335	100%



(Summary and Overall Insights continued)

- 100% of the 335 respondents confirmed that they have current or soon to be middle school-aged children attending the Portland Public School District.
- 54.3% of all study respondents are aware of growth and program balancing challenges facing the southeast portion of the Portland Public School District, which will change the school attendance boundaries. The level of awareness varies markedly between groups.

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	85.7%	82.6%	68.4%	44.9%	50.0%	55.1%	54.3%
No	14.3%	17.4%	31.6%	54.5%	50.0%	44.9%	45.4%
Don't know/ Refused	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	51.3%	37.5%	50.5%	75.0%	64.3%	33.3%	0.0%	58.7%	54.3%
No	48.7%	62.5%	49.5%	25.0%	35.7%	66.7%	100%	40.4%	45.4%
Don't know/ Refused	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.3%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



(Summary and Overall Insights continued)

- Overall, only 29.9% of the responding parents and guardians are aware that the District is forming a Guiding Coalition committee to study and provide recommendations regarding enrollment and program balancing. Awareness levels vary significantly between program groups.

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	71.4%	69.6%	21.1%	21.7%	0.0%	36.7%	29.9%
No	28.6%	30.4%	78.9%	76.3%	100%	61.2%	68.7%
Don't know/ Refused	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	25.6%	12.5%	26.4%	45.8%	17.9%	0.0%	0.0%	41.3%	29.9%
No	74.4%	87.5%	70.3%	54.2%	82.1%	100%	100%	56.9%	68.7%
Don't know/ Refused	0.0%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	1.8%	1.5%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



(Summary and Overall Insights continued)

- Only one in four respondents overall (25.1%) are aware of the Portland Public School Vision describing the District's long-term aspirations.

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	38.1%	34.8%	47.4%	20.2%	16.7%	18.4%	25.1%
No	52.4%	65.2%	52.6%	75.3%	83.3%	77.6%	71.0%
Don't know/ Refused	9.5%	0.0%	0.0%	4.5%	0.0%	4.1%	3.9%
TOTAL	100%	100%	100%	100%	100%	100%	100%

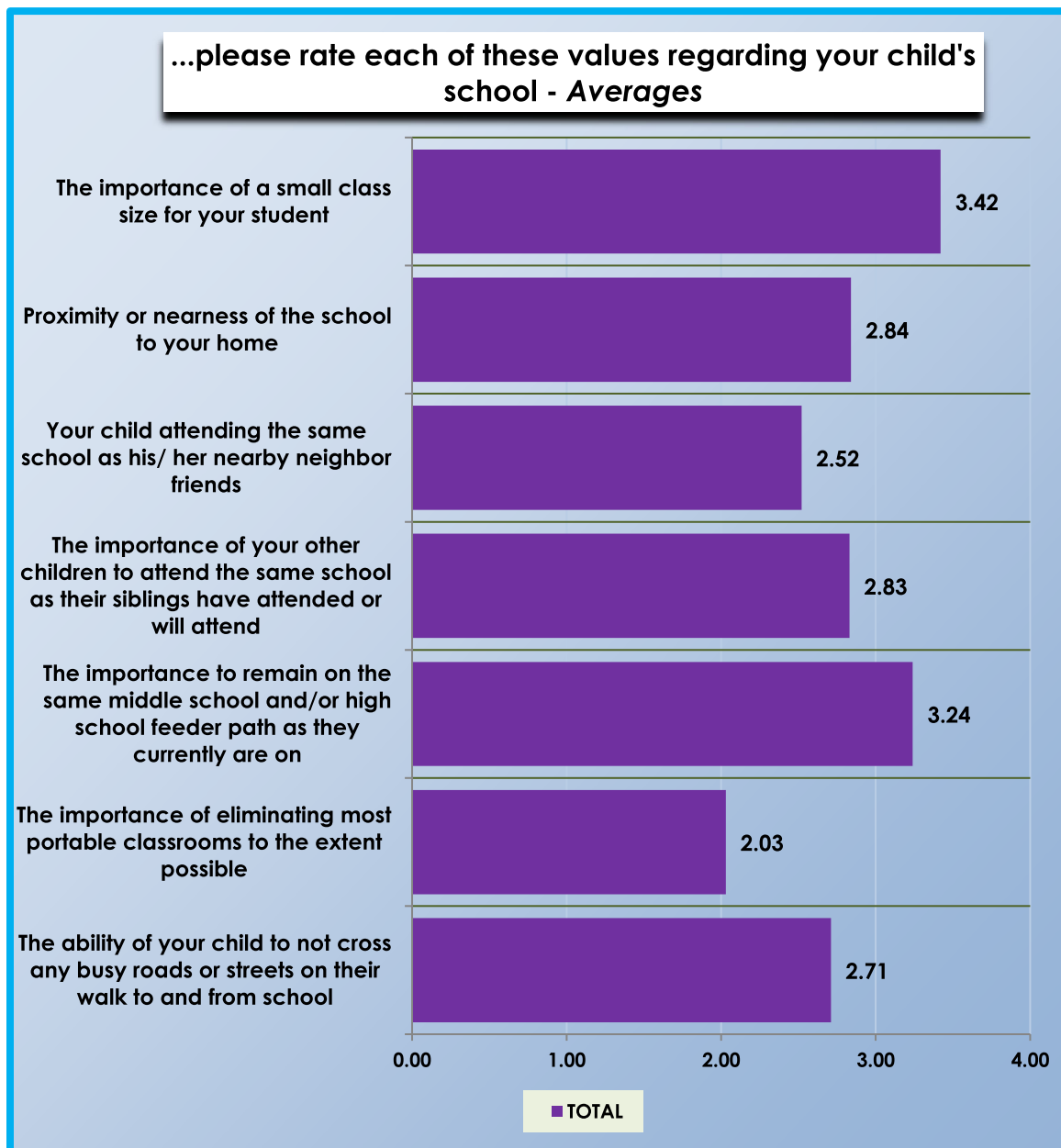
RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	30.8%	12.5%	24.2%	45.8%	28.6%	0.0%	0.0%	23.9%	25.1%
No	59.0%	87.5%	70.3%	54.2%	71.4%	100%	100%	72.5%	71.0%
Don't know/ Refused	10.3%	0.0%	5.5%	0.0%	0.0%	0.0%	0.0%	3.7%	3.9%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

- A low percentage of parents and guardians within the study area are aware of the growth challenges and program balancing facing the district. This lack of awareness extends to knowledge of the formation of the Guiding Coalition committee and the overall school vision for long-term aspirations. It is important that, prior to the implementation of planning, a concerted effort be made to increase awareness to those effected parents/guardians within the district.



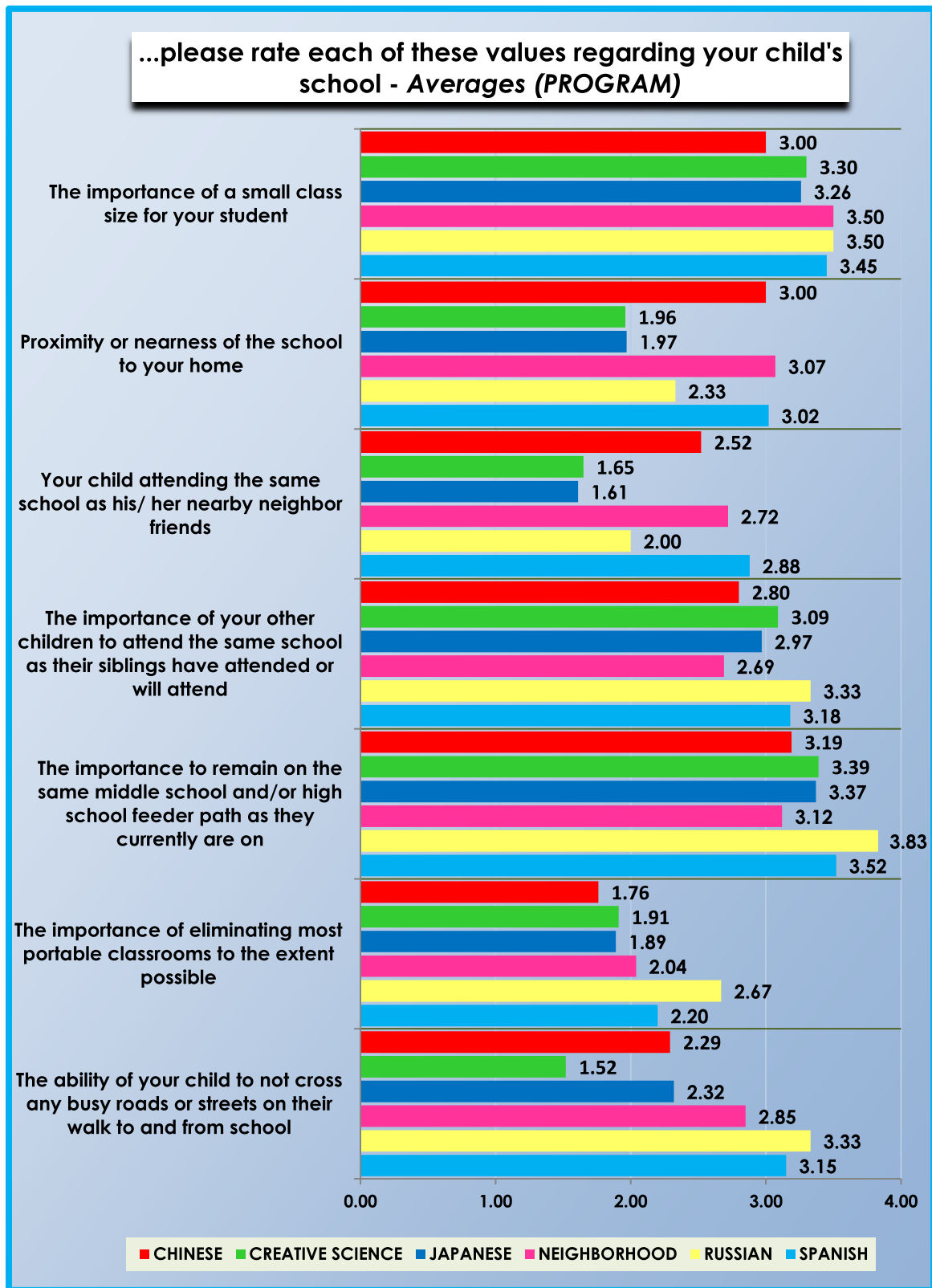
(Summary and Overall Insights continued)

- Parents/guardians were provided a list of seven attributes and asked to 'grade' each in their overall importance to them regarding their student's school. Those rated as most important using an A – F (0.00 – 4.00) scale were:
 - Importance of a small class size 3.42
 - Importance to remain on same middle/high school path 3.24
- Of the seven factors graded, the *least* important factors to parents and guardians were:
 - Eliminating most if not all portable classrooms 2.03
 - Attending same school as neighbors/friends 2.52



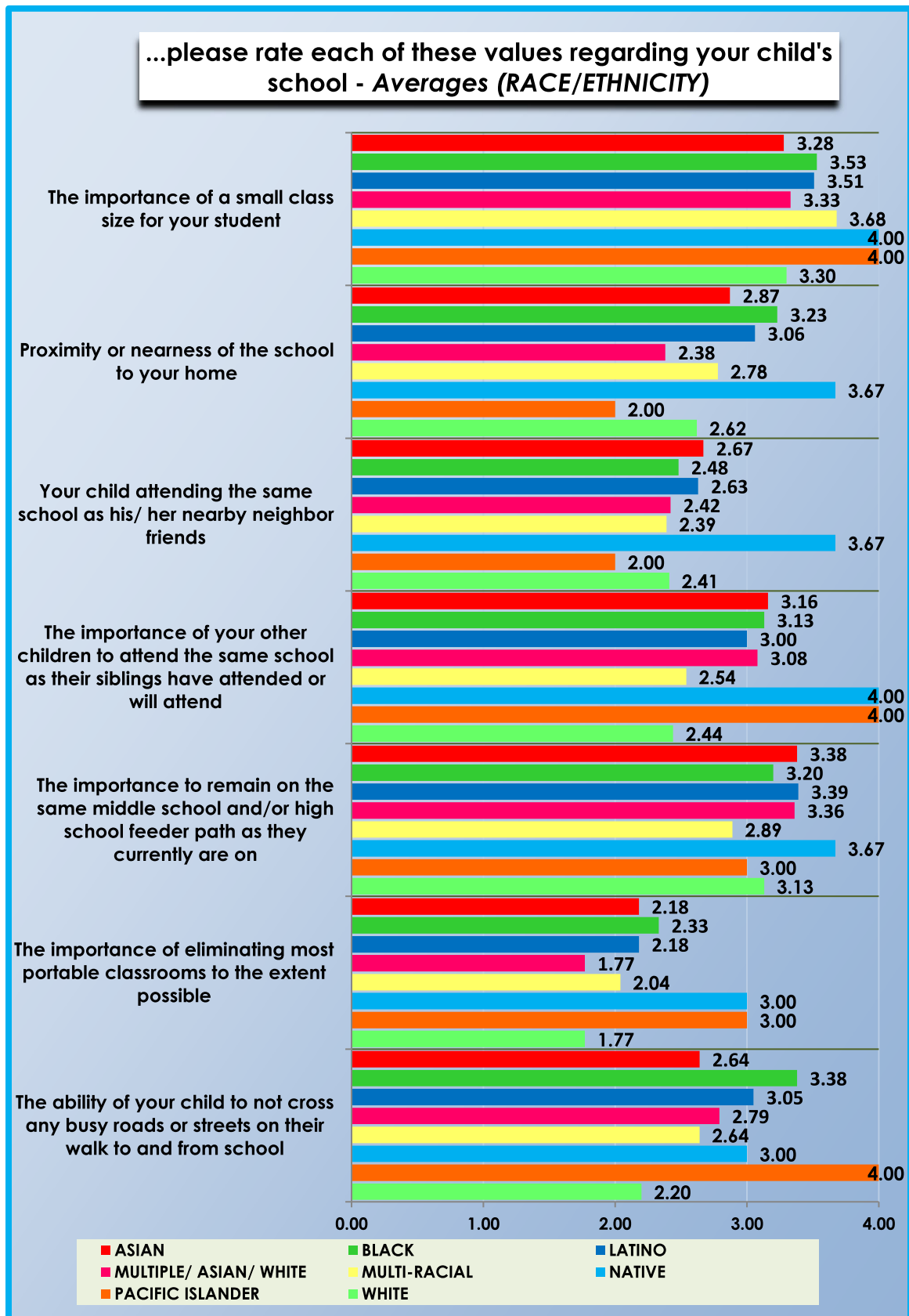


(Summary and Overall Insights continued)





(Summary and Overall Insights continued)





(Summary and Overall Insights continued)

- Assuming that their student is safe, in an open-ended question parents and guardians were asked if they had other concerns relating to boundary issues. While a number of concerns were mentioned, the top named concern was identified more than twice as often as the others, and the second most named was significantly higher than all other responses:
 - Quality of the school and their teachers 49.6%
 - Focus programs/clubs/opportunities 21.8%

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Quality of the school and their teachers	38.1%	69.6%	55.3%	48.0%	83.3%	42.9%	49.6%
Focus programs/ clubs/ opportunities	47.6%	17.4%	31.6%	17.7%	16.7%	22.4%	21.8%
Racial and economic diversity of classmates	9.5%	17.4%	13.2%	11.6%	0.0%	16.3%	12.5%
Safety/ security	19.0%	13.0%	2.6%	12.6%	0.0%	12.2%	11.6%
Quality of their education/ curriculum	4.8%	17.4%	18.4%	9.6%	16.7%	6.1%	10.4%
Proximity to our home/ walkability	9.5%	8.7%	2.6%	10.6%	16.7%	8.2%	9.3%
Don't know/ Refused	0.0%	4.3%	2.6%	9.1%	0.0%	8.2%	7.2%
Same school as they have attended. I do not want them to change	14.3%	8.7%	0.0%	6.1%	0.0%	12.2%	6.9%
Go to the same school as their nearby neighborhood friends	33.3%	4.3%	2.6%	4.5%	0.0%	4.1%	6.0%
Size of their class	4.8%	8.7%	10.5%	6.1%	0.0%	2.0%	6.0%
Student well-being	0.0%	8.7%	5.3%	4.5%	0.0%	0.0%	3.9%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGHBORHOOD	RUSSIAN	SPANISH	TOTAL
Accessibility to special education services/ resources	0.0%	8.7%	0.0%	3.0%	0.0%	6.1%	3.3%
Same middle/ high school feeder path	9.5%	4.3%	0.0%	1.0%	0.0%	8.2%	2.7%
Concerned about bussing/ do not want my child to be bussed	4.8%	0.0%	5.3%	1.5%	0.0%	2.0%	2.1%
Good communication	0.0%	4.3%	2.6%	0.5%	0.0%	4.1%	1.5%
Quality of food/ food options	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	1.2%
Parent/ guardian input	0.0%	0.0%	2.6%	0.5%	0.0%	0.0%	0.6%
Siblings attend same school	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%

*335 responded to this question: 21-Chinese Immersion, 23-Creative Science School, 38-Japanese Immersion, 198-Neighborhood Program, 6-Russian Immersion and 49-Spanish Immersion
Question allowed for more than one response
Percentages based on number of respondents



(Summary and Overall Insights continued)

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of the school and their teachers	35.9%	50.0%	53.8%	50.0%	39.3%	33.3%	0.0%	54.1%	49.6%
Focus programs/ clubs/ opportunities	25.6%	22.5%	17.6%	29.2%	17.9%	33.3%	0.0%	22.9%	21.8%
Racial and economic diversity of classmates	7.7%	20.0%	6.6%	12.5%	14.3%	0.0%	0.0%	16.5%	12.5%
Safety/ security	15.4%	7.5%	14.3%	4.2%	21.4%	0.0%	100%	8.3%	11.6%
Quality of their education/ curriculum	15.4%	10.0%	11.0%	0.0%	14.3%	0.0%	0.0%	10.1%	10.4%
Proximity to our home/ walkability	10.3%	7.5%	8.8%	8.3%	10.7%	0.0%	0.0%	10.1%	9.3%
Don't know/ Refused	10.3%	10.0%	7.7%	0.0%	3.6%	66.7%	0.0%	5.5%	7.2%
Same school as they have attended. I do not want them to change	10.3%	7.5%	8.8%	4.2%	3.6%	0.0%	0.0%	5.5%	6.9%
Go to the same school as their nearby neighborhood friends	12.8%	5.0%	3.3%	8.3%	0.0%	0.0%	0.0%	7.3%	6.0%
Size of their class	2.6%	0.0%	3.3%	12.5%	7.1%	0.0%	0.0%	10.1%	6.0%
Student well-being	0.0%	7.5%	3.3%	4.2%	7.1%	0.0%	0.0%	3.7%	3.9%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Accessibility to special education services/ resources	0.0%	0.0%	5.5%	0.0%	7.1%	33.3%	0.0%	2.8%	3.3%
Same middle/ high school feeder path	2.6%	0.0%	2.2%	4.2%	0.0%	0.0%	0.0%	4.6%	2.7%
Concerned about bussing/ do not want my child to be bussed	2.6%	0.0%	3.3%	4.2%	3.6%	0.0%	0.0%	0.9%	2.1%
Good communication	2.6%	0.0%	2.2%	0.0%	3.6%	0.0%	0.0%	0.9%	1.5%
Quality of food/ food options	5.1%	0.0%	1.1%	0.0%	3.6%	0.0%	0.0%	0.0%	1.2%
Parent/ guardian input	2.6%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Siblings attend same school	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%

*335 responded to this question: 39-Asian, 40-Black, 91-Latino, 24-Multiple/Asian/White, 38-Multiracial, 3-Native, 1-Pacific Islander, and 109-White

Question allowed for more than one response

Percentages based on number of respondents

(Summary and Overall Insights continued)

- Nearly two thirds (65.4%) of the responding parents and guardians stated that they have additional concerns in the event that their child would need to attend another school.
 - Overall combining all responses from all groups, the top concerns are:
 - "I do not want my child to change schools" 26.0%
 - Proximity to our home/walkability 21.0%
 - Attend same school as neighborhood friends 19.8%
 - Focus programs/clubs/opportunities 18.3%
 - Focus programs are especially important to Chinese (53.8%) and Japanese (46.7%) immersion program families
 - Spanish immersion families are extremely concerned (37.5%) regarding walkability and program proximity to home
- Three out of four parents/guardians (76.7%) in this study have no plans to move to another home within the upcoming three or four years.

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH-BORHOOD	RUSSIAN	SPANISH	TOTAL
Yes	76.2%	87.0%	84.2%	74.7%	83.3%	73.5%	76.7%
No	14.3%	8.7%	10.5%	18.2%	16.7%	16.3%	16.1%
Don't know/ Refused	9.5%	4.3%	5.3%	7.1%	0.0%	10.2%	7.2%
TOTAL	100%	100%	100%	100%	100%	100%	100%

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Yes	79.5%	60.0%	74.7%	87.5%	64.3%	66.7%	100%	84.4%	76.7%
No	10.3%	30.0%	15.4%	12.5%	25.0%	0.0%	0.0%	12.8%	16.1%
Don't know/ Refused	10.3%	10.0%	9.9%	0.0%	10.7%	33.3%	0.0%	2.8%	7.2%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%



(Summary and Overall Insights continued)

- Of those who do not plan to remain in their current home, two thirds (66.7%) still plan to remain and reside within the Portland Public School District.
- Of those, 47.2% are unsure as to where within the district they plan to reside.

RESPONSE	TIMES MENTIONED	PERCENTAGES
Don't know/ Not sure	17	47.2%
Southeast Portland	8	22.2%
Franklin School boundary	5	13.9%
Northeast Portland	3	8.3%
Brentwood-Darlington area	1	2.8%
Buckman area	1	2.8%
Closer to Downtown Portland	1	2.8%
Closer to the college	1	2.8%
Concordia area	1	2.8%
Kellogg School boundary	1	2.8%
One of the suburbs	1	2.8%
Rose City Park area	1	2.8%
North Tabor area	1	2.8%
Sunnyside area	1	2.8%

**36 responded to this question: 1-Chinese Immersion, 1-Creative Science School, 4-Japanese Immersion, 23-Neighborhood Program, 1-Russian Immersion, and 6-Spanish Immersion. 3-Asian, 8-Black, 9-Latino, 3-Multiple/Asian/White, 4-Multiracial, 0-Native, 0-Pacific Islander, and 9-White
Question allowed for more than one response*



(Summary and Overall Insights continued)

- Parents were asked what the most important thing for the Portland Public School District to consider when embarking upon and implementing this process. While a number of responses were offered, the most important were:
 - Equal opportunities at all schools for all students 17.0%
 - The quality of their curriculum and education 14.3%
 - Racial and economic diversity 11.9%
 - Focused programs, clubs and opportunities 10.7%

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Equal opportunities at all the schools/ for all students	14.3%	17.4%	26.3%	16.2%	16.7%	14.3%	17.0%
Quality of their education/ curriculum	28.6%	13.0%	13.2%	13.6%	66.7%	6.1%	14.3%
Racial and economic diversity of classmates	9.5%	4.3%	21.1%	10.6%	0.0%	16.3%	11.9%
Don't know/ Refused	9.5%	0.0%	10.5%	12.1%	16.7%	16.3%	11.6%
Focus programs/ clubs/ opportunities	42.9%	43.5%	10.5%	4.0%	0.0%	10.2%	10.7%
Quality of the school and their teachers	9.5%	8.7%	2.6%	12.1%	0.0%	8.2%	9.9%
Safety/ security	4.8%	0.0%	7.9%	13.1%	0.0%	4.1%	9.6%
Size of their class	9.5%	13.0%	5.3%	10.6%	0.0%	2.0%	8.7%
Limit student disruption	9.5%	17.4%	5.3%	6.6%	0.0%	8.2%	7.5%
Student well-being	0.0%	4.3%	5.3%	6.6%	33.3%	8.2%	6.6%
Proximity to our home/ walkability	4.8%	8.7%	2.6%	6.6%	0.0%	8.2%	6.3%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Concerned about bussing/ do not want my child to be bussed	4.8%	4.3%	5.3%	3.0%	0.0%	12.2%	4.8%
Parent/ guardian input	0.0%	17.4%	0.0%	5.1%	0.0%	4.1%	4.8%
Same school as they have attended. I do not want them to change	9.5%	21.7%	2.6%	2.0%	0.0%	8.2%	4.8%
Accessibility to special education services/ resources	0.0%	0.0%	0.0%	6.6%	0.0%	4.1%	4.5%
COVID-19 concerns	4.8%	4.3%	2.6%	5.1%	0.0%	2.0%	4.2%
Good communication	0.0%	4.3%	0.0%	5.1%	0.0%	6.1%	4.2%
Boundary flexibility/ exceptions	4.8%	13.0%	0.0%	2.5%	0.0%	4.1%	3.3%
Go to the same school as their nearby neighborhood friends	4.8%	4.3%	5.3%	2.0%	0.0%	6.1%	3.3%
Logical/ clear boundaries	4.8%	8.7%	0.0%	2.0%	0.0%	4.1%	2.7%
Future growth	0.0%	4.3%	7.9%	1.5%	0.0%	0.0%	2.1%
Limit overcrowding/ overflow	4.8%	0.0%	5.3%	2.0%	0.0%	0.0%	2.1%
Financial/ budget responsibility	0.0%	0.0%	5.3%	1.0%	0.0%	0.0%	1.2%
Same middle/ high school feeder path	0.0%	0.0%	2.6%	1.0%	0.0%	2.0%	1.2%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	CHINESE	CREATIVE SCIENCE	JAPANESE	NEIGH- BORHOOD	RUSSIAN	SPANISH	TOTAL
Keep up the good work	0.0%	4.3%	0.0%	0.5%	0.0%	2.0%	0.9%
Quality of food/ food options	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	0.9%
Everything is important	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%
Siblings attend same school	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%

*335 responded to this question: 21-Chinese Immersion, 23-Creative Science School, 38-Japanese Immersion, 198-Neighborhood Program, 6-Russian Immersion and 49-Spanish Immersion
Question allowed for more than one response
Percentages based on number of respondents



(Summary and Overall Insights continued)

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Equal opportunities at all the schools/ for all students	7.7%	12.5%	11.0%	20.8%	28.6%	0.0%	0.0%	23.9%	17.0%
Quality of their education/ curriculum	15.4%	12.5%	11.0%	4.2%	17.9%	0.0%	0.0%	19.3%	14.3%
Racial and economic diversity of classmates	7.7%	12.5%	11.0%	12.5%	17.9%	0.0%	0.0%	12.8%	11.9%
Don't know/ Refused	10.3%	12.5%	14.3%	8.3%	25.0%	0.0%	0.0%	7.3%	11.6%
Focus programs/ clubs/ opportunities	23.1%	2.5%	5.5%	12.5%	10.7%	0.0%	0.0%	13.8%	10.7%
Quality of the school and their teachers	5.1%	12.5%	15.4%	12.5%	0.0%	0.0%	0.0%	8.3%	9.9%
Safety/ security	10.3%	22.5%	11.0%	12.5%	0.0%	0.0%	0.0%	5.5%	9.6%
Size of their class	7.7%	7.5%	6.6%	4.2%	7.1%	0.0%	100%	11.9%	8.7%
Limit student disruption	7.7%	2.5%	7.7%	8.3%	3.6%	33.3%	0.0%	9.2%	7.5%
Student well-being	2.6%	7.5%	11.0%	4.2%	3.6%	0.0%	0.0%	5.5%	6.6%
Proximity to our home/ walkability	10.3%	15.0%	3.3%	12.5%	0.0%	0.0%	0.0%	4.6%	6.3%
Concerned about bussing/ do not want my child to be bussed	2.6%	10.0%	7.7%	8.3%	3.6%	0.0%	0.0%	0.9%	4.8%

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(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Parent/ guardian input	2.6%	2.5%	3.3%	0.0%	3.6%	0.0%	0.0%	9.2%	4.8%
Same school as they have attended. I do not want them to change	5.1%	0.0%	6.6%	8.3%	0.0%	0.0%	0.0%	5.5%	4.8%
Accessibility to special education services/ resources	0.0%	5.0%	5.5%	4.2%	7.1%	66.7%	0.0%	2.8%	4.5%
COVID-19 concerns	5.1%	10.0%	3.3%	8.3%	3.6%	0.0%	0.0%	1.8%	4.2%
Good communication	5.1%	5.0%	5.5%	0.0%	0.0%	0.0%	0.0%	4.6%	4.2%
Boundary flexibility/ exceptions	2.6%	0.0%	4.4%	0.0%	7.1%	0.0%	0.0%	3.7%	3.3%
Go to the same school as their nearby neighborhood friends	10.3%	2.5%	1.1%	4.2%	0.0%	33.3%	0.0%	2.8%	3.3%
Logical/ clear boundaries	5.1%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	4.6%	2.7%
Future growth	5.1%	0.0%	2.2%	0.0%	3.6%	0.0%	0.0%	1.8%	2.1%
Limit overcrowding/ overflow	10.3%	2.5%	1.1%	0.0%	0.0%	0.0%	0.0%	0.9%	2.1%
Financial/ budget responsibility	0.0%	0.0%	1.1%	4.2%	0.0%	0.0%	0.0%	1.8%	1.2%
Same middle/ high school feeder path	0.0%	0.0%	2.2%	4.2%	0.0%	0.0%	0.0%	0.9%	1.2%
Keep up the good work	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%

Table Continued



(Summary and Overall Insights continued)

TABLE CONTINUED

RESPONSE	ASIAN	BLACK	LATINO	MULTIPLE/ ASIAN/ WHITE	MULTI- RACIAL	NATIVE	PACIFIC ISLANDER	WHITE	TOTAL
Quality of food/ food options	0.0%	2.5%	0.0%	4.2%	3.6%	0.0%	0.0%	0.0%	0.9%
Everything is important	0.0%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Siblings attend same school	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%

*335 responded to this question: 39-Asian, 40-Black, 91-Latino, 24-Multiple/Asian/White, 38-Multiracial, 3-Native, 1-Pacific Islander, and 109-White

Question allowed for more than one response

Percentages based on number of respondents