



Board of Education Informational Report

MEMORANDUM

Date: January 16, 2014

To: Members of the Board of Education

From: Judy Brennan, Enrollment Director

Subject: 2013-14 Enrollment Data Analysis and Priorities for short term change

This Memorandum provides an update on enrollment status and priorities for the coming year.

Each year, in accordance with policy 4.10.045-P, staff conducts an enrollment and capacity analysis of schools and programs. This memorandum summarizes enrollment trends across the district, and highlights locations where student populations are larger than school capacity or smaller than program targets. A district-wide boundary review process will occur in 2014 to address most enrollment balancing issues. However, those changes are not expected to take effect until 2015 at the soonest. This memo also includes highlights a small set of schools and programs that require change in 2014.

Enrollment trends

PK-12 enrollment grew in Portland Public Schools for the fifth straight year. Even as larger cohorts of students advance through the system, it will take several more years for middle and high school enrollment to recover from historically low levels.

PPS Enrollment by grade: October 2012 versus October 2013 (preliminary)

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012	1006	4277	4146	3937	3918	3813	3660	3467	3336	3217	3065	3111	3090	3480	47523
2013	958	4213	4350	4071	3858	3890	3763	3539	3400	3345	3065	3056	2981	3591	48080
Change	-48	-64	204	134	-60	77	103	72	64	128	0	-55	-109	111	557

Enrollment at each school is compared to two measures: program size targets and amount of classroom space. A listing of all PPS neighborhood and focus option schools is attached. Program size targets are not applied to focus option schools. Pre-kindergarten students are not included in program size targets, however classrooms for pre-kindergarten programs are shown.

2013 PPS enrollment data analysis results

School type	Number of Schools	Under-enrolled: ES below 375 K-8 below 425 MS below 500 HS below 1200	Over-enrolled: ES/K-8/MS: At or above 100% utilization HS: Above 1500	Percentage of schools outside of enrollment targets
Elementary	26	4	6	10 of 26 schools, 38%
K-8	27	8	8	16 of 27 schools, 59%
Middle	9	4	0	4 of 10 schools, 40%
High	7	2	2	4 of 7 schools, 57%
Total	69	18	16	34 of 69 schools, 49%

One positive impact of enrollment growth is fewer schools where student populations are significantly below program targets, compared to past years. Changes to the equity formula have also helped bolster staff numbers at small schools with high percentages of historically underserved students.

At the same time, there are greater numbers of schools with more teachers than classrooms. Overcrowding can be viewed as a negative by-product of numerous positive forces, such as increased attendance from neighborhood families, class-size reduction and more arts teachers as a result of improved state and local funding, and expansion of popular programs, such as immersion. However, many PPS buildings are small and located on land parcels that present few opportunities for expansion. Therefore, shifting boundaries, school grade structures and program locations remain viable options for right-sizing enrollment at overcrowded schools.

Long-term vs short-term enrollment balancing strategies

PPS has partnered with the PSU Center for Public Service on a district-wide boundary review that is expected to result in more balanced enrollment across all schools. In anticipation of this project, numerous schools have agreed on short-term strategies to cope with enrollment challenges expected in the 2014-15 school year. A current list of schools with enrollment challenges and the range of options under consideration for next year is attached.

We acknowledge and appreciate the willingness of many school communities to hold steady without enrollment/program changes next year, even though this means they will likely experience some sacrifice and discomfort. At the same time, we recognize that there are a small set of school and program changes that must be proposed for 2014-15. By the end of January, staff will provide specific recommendations for the following:

- Dual Language Immersion expansion at up to four schools, in accordance with board direction
- Enrollment adjustment at Benson High School, addressing measures to improve enrollment stability and to balance the geographic distribution of students approved through the lottery.
- Temporary enrollment relief measures for Beverly Cleary K-8 and Lincoln High School.

Each of these school communities has been aware and involved in describing the enrollment challenge/opportunity, and in shaping options to improve conditions next year. School-based meetings are scheduled this month, in conjunction with site councils and PTAs, to refine and prioritize options for change. The Superintendent's Advisory Committee on Enrollment and Transfer will be briefed on these issues, as well. Stakeholder input will be incorporated into the final recommendations

Each year, PPS must announce by February 1 whether or not we will opt-in to the State's Open Enrollment provision for inter-district transfers. This topic will be included in the package of enrollment issues slated for Superintendent and School Board action later this month.

In addition to the list above, new locations for Pioneer High School and several Multiple Pathway programs will be proposed during the upcoming budget cycle.

Please contact me with any questions or concerns.

Attachments: 2013-14 enrollment data analysis charts
Beverly Cleary short-term enrollment relief options information packet
Lincoln HS enrollment relief options memo
Lincoln HS enrollment relief options draft resolution
Benson HS enrollment adjustment memo
Benson HS plan of operation
Benson HS regional balancer draft resolution
Interdistrict transfer status memo
4-year interdistrict transfer data
Open enrollment draft resolution



DRAFT

Recommendation to the Superintendent & Chief Academic Officer

MEMORANDUM

Date: January 16th, 2014

To: Carole Smith, Superintendent
Sue Ann Higgins, Chief Academic Officer

From: Judy Brennan, Enrollment Director
Trip Goodall, Director of High Schools
Jon Isaacs, Senior Policy Adviser to the Superintendent

Subject: 2014 – 2015 Benson Enrollment Adjustment Recommendations

Introduction & Key Background Information

This memo outlines recommended adjustments to the enrollment policy and lottery for admission to Benson Polytechnic High School for the 2014 enrollment and transfer process.

Currently, Benson enrollment is capped at a maximum of 850 for a single academic year. In the September 2010 Revised Superintendent's High School System Design Revised Action Plan Benson High School was projected to remain at an enrollment of 850 through 2014 [page 30]. This cap was put in place as a main strategy to achieve one of the primary goals of high school system re-design to *"bolster the enrollment stability and program offerings at every community school, providing a greater degree of flexibility and resilience in the face of expected declines in enrollment (based on current demographic projections) and likely budget reductions over the next four to 10 years (based on current budget assumptions and state revenue projections)."*[page 7]. It was identified that Benson was drawing students primarily from a few high school clusters, contributing to consistent enrollment instability in those schools. For the most part, this strategy has worked. Benson enrollment has held steady just above or below 850, while enrollment at Roosevelt, Madison and Jefferson has continued to steadily rise consistent with projections in the report.

However, the revised action plan laid the ground work for potential revision and adjustment to the Benson enrollment cap and projection of a maximum of 850 in the following three areas:

1. The percentage of total enrollment in focus option high schools was projected to be 12% in 2014 [page 30]. Currently, 10% of total enrollment in focus option schools leaving

room for growth in both Benson and Jefferson that would remain consistent with the revised action plan.

2. The report says, *“it is anticipated that focus schools, particularly Benson High School, would attract students from across the district in more balanced proportions than they do currently”* [page 10]. This has not been achieved. Even with the cap and steady growth at Roosevelt, Madison and Jefferson high schools, Benson continues to draw 68% of its students from those three clusters. Adjustments are clearly necessary to achieve this regional balance (see attachment 1).
3. The revised action plan states that *“we would work with the Benson Site Council and others to develop recommendations for the specific pathways that would be offered at Benson in 2011-12 and over the long term, and Benson’s optimal size within the projected enrollment range, so that it can support its CTE focus”*[page 10]. Further, it states that *“a PPS staff team would develop recommendations about recommended school size and pathways, based on this input, prior to the beginning of the 2011-12 enrollment and transfer cycle”* [page 24]. While we have not worked with the Benson Site Council to develop the optimal size recommendation, in several discussions with them, including one as recent as January 15th, it was clear that they do not consider 850 optimal to support Benson’s CTE focus as evidenced by the enrollment drop from 889 to 821 in 2013-2014. While strong work was completed to develop the CTE program pathways, a recommended school size has not been developed.

Today, our recommendations are being made in alignment with these three objectives of high school system design:

- Grow focus option enrollment to 12% of total high school enrollment
- Bring regional balance to the clusters Benson’s enrollment draws from
- Lay the foundation for sustainably growing Benson to an optimal size in future years.

Recommendation #1 – Increase Freshman & Sophomore Admission Slots

Our first recommendation is to get Benson to a strong base enrollment of at least 850. As stated, Benson’s enrollment fell to 821 this year. We recommend boosting 9th and 10th grade enrollment by adding 40 more slots between the two grades. We recommend increasing ninth grade slots from 250 to 275 with an increase in the waiting list from 50 to 100. We also recommend increasing tenth grade slots from 10 to 25 with an increase in the waiting list from 20 to 30.

Recommendation #2 – Pilot a One Year Regional Balancing Tool for the Benson Admission Lottery.

Even with the enrollment cap, Benson continues to draw over two thirds of its enrollment from the Roosevelt, Madison and Jefferson clusters. So while the cap has succeeded in limiting the number of students who choose to attend Benson instead of their community high school in those three clusters, it has proven to be a crude, imperfect tool that has failed to bring proportional regional balance to Benson’s student body. The Office of Enrollment & Transfer has developed a method for conducting the Benson lottery that will produce more regionally balanced results. The regional balancing tool allocates slots more equally across students from different high school boundaries than a standard lottery. Enrollment and transfer re-ran the 2012 and 2013 lotteries using the regional balancing tool and those models consistently showed that Benson’s current enrollment would be more regionally dispersed (attachment #2).

Specifically, it showed that fewer students would have been drawn from the Roosevelt, Madison and Jefferson clusters, while more students would have been drawn from the rest of the clusters.

We recommend that the board adopt the use of this regional balancing tool as a one year pilot with the intention of making this change to the Benson lottery permanent in future years. If the regional balancing tool proves to work the same way it did in the models, it could lay the ground work for increasing Benson's overall enrollment further in future years. It would allow Benson's enrollment to grow without disrupting the steady enrollment growth that high school system design has produced.

Recommendation #3: Allow increased individual student referrals and improved retention strategies to increase Benson's enrollment above 850.

We recommend that PPS work to increase Benson enrollment by granting more upper grades students admission to Benson when it has been identified through individual referral process as a better educational option for them. We believe that increased outreach to high school counselors and teachers will identify more students who will have a better opportunity to succeed academically if they are encouraged and allowed to attend Benson's unique educational experience. We will also work with Benson to develop more aggressive strategies to retain students instead of allowing students to return to their community high school. In the past, PPS has allowed Benson's enrollment to grow above the 850 cap when year-to-year retention has come in above projections. We recommend that we continue and strengthen this practice.

We recommend that Benson enrollment be allowed to exceed 850 in 2013 – 2014 if these efforts are successful with a maximum enrollment of 1,000. While we don't expect enrollment to reach 1,000 this would still leave focus option enrollment below the target 12% of all high school students set in high school system redesign. Freshman and Sophomore lottery slots will still be capped at the recommended levels.

Conclusion

We know that Benson's unique CTE focused educational experience is successful (81% graduation rate) and in high demand. The Benson enrollment cap has helped achieve several goals of high school system design, including bringing academic stability to Benson. The district is currently updating plans to improve and increase access to CTE/cte educational opportunities for PPS students with the vision of building the strongest career education programs in the region. Continuing to support and build a strong Benson Polytechnic High School, combined with improved unique CTE offerings at community high schools, is identified as the essential factor in all of these plans. We believe these recommendations, once fully implemented, will allow for future Benson enrollment growth without undermining the improving health of the overall high school system. And it will affirm that Benson Polytechnic is essential to the future success of Portland Public Schools and the students we serve.

Attachments: Benson enrollment by comprehensive school
Regional balancer modeling results

Benson Enrollment (All School and by Student Catchment)

Percentages for the All Students row shows the percent of Benson students from each catchment. Remaining percentages are the percent of students for each demographic or program within the catchment group of students.

Group	Benson	Franklin	Jefferson	Jefferson/Grant	Jefferson/Madison	Jefferson/Roosevelt	Madison	Roosevelt	Other*
All Students	821 (100%)	108 (13%)	207 (25%)	40 (5%)	49 (6%)	118 (14%)	212 (26%)	141 (17%)	153 (19%)
Female	358 (44%)	41 (38%)	85 (41%)	17 (43%)	18 (37%)	50 (42%)	104 (49%)	62 (44%)	66 (43%)
Male	463 (55%)	67 (62%)	122 (59%)	23 (58%)	31 (63%)	68 (58%)	108 (51%)	79 (56%)	87 (57%)
Asian	129 (16%)	27 (25%)	11 (5%)	1 (3%)	1 (2%)	9 (8%)	53 (25%)	21 (15%)	17 (11%)
Black	170 (21%)	8 (7%)	63 (30%)	15 (38%)	20 (41%)	28 (24%)	38 (18%)	26 (18%)	35 (23%)
Hispanic	240 (29%)	27 (25%)	69 (33%)	18 (45%)	18 (37%)	33 (28%)	63 (30%)	53 (38%)	28 (18%)
Multi-Racial	35 (4%)	5 (5%)	11 (5%)	1 (3%)	1 (2%)	9 (8%)	7 (3%)	2 (1%)	10 (7%)
Native Amer	4 (<1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (<1%)	2 (1%)	1 (<1%)
Pac Isl	8 (1%)	1 (1%)	1 (<1%)	0 (0%)	0 (0%)	1 (1%)	4 (2%)	2 (1%)	0 (0%)
White	235 (29%)	40 (37%)	52 (25%)	5 (13%)	9 (0%)	38 (32%)	46 (22%)	35 (25%)	62 (41%)
ELL	27 (3%)	4 (4%)	6 (3%)	2 (5%)	1 (2%)	3 (3%)	10 (5%)	6 (4%)	1 (<1%)
Free/Reduced Price Meal Eligible	530 (65%)	76 (70%)	130 (63%)	29 (73%)	29 (59%)	72 (61%)	141 (67%)	96 (68%)	87 (57%)
SpEd	99 (12%)	11 (10%)	23 (11%)	6 (15%)	5 (10%)	12 (10%)	18 (8%)	16 (11%)	31 (20%)
TAG	93 (11%)	12 (11%)	23 (11%)	4 (10%)	6 (12%)	13 (11%)	23 (11%)	21 (15%)	14 (9%)

*Other includes:

Cleveland – 48

Grant – 48

Lincoln – 7

Wilson – 14

Out of District – 36

Franklin: Benson Enrollment of Neighborhood Students Compared with Catchment School Enrollment

Group	Benson All Students	Franklin Neighborhood Students Attending Benson	All Students Attending Franklin	Franklin Neighborhood Students Attending Franklin	Franklin Students from Other Catchments	Franklin Neighborhood Students Attending Other Schools Besides Benson
All Students	821 (100%)	108 (100%)	1439 (100%)	1287 (100%)	152 (100%)	652 (100%)
Female	358 (44%)	41 (38%)	679 (47%)	604 (47%)	75 (49%)	340 (52%)
Male	463 (55%)	67 (62%)	760 (53%)	683 (53%)	77 (51%)	312 (48%)
Asian	129 (16%)	27 (25%)	277 (19%)	246 (19%)	31 (20%)	103 (16%)
Black	170 (21%)	8 (7%)	79 (5%)	70 (5%)	9 (6%)	53 (8%)
Hispanic	240 (29%)	27 (25%)	245 (17%)	205 (16%)	40 (26%)	112 (17%)
Multi-Racial	35 (4%)	5 (5%)	65 (5%)	54 (4%)	11 (7%)	36 (6%)
Native Amer	4 (<1%)	0 (0%)	16 (1%)	16 (1%)	0 (0%)	17 (3%)
Pac Isl	8 (1%)	1 (1%)	15 (1%)	14 (1%)	1 (<1%)	11 (2%)
White	235 (29%)	40 (37%)	742 (52%)	682 (53%)	60 (39%)	320 (49%)
ELL	27 (3%)	4 (4%)	115 (8%)	102 (8%)	13 (9%)	42 (6%)
Free/Reduced Price Meal Eligible	530 (65%)	76 (70%)	768 (53%)	681 (53%)	87 (57%)	317 (49%)
SpEd	99 (12%)	11 (10%)	196 (14%)	171 (13%)	25 (16%)	115 (18%)
TAG	93 (11%)	12 (11%)	171 (12%)	161 (13%)	10 (7%)	82 (13%)

Jefferson: Benson Enrollment of Neighborhood Students Compared with Catchment School Enrollment

Group	Benson All Students	Jefferson Neighborhood Students Attending Benson	All Students Attending Jefferson	Jefferson Neighborhood Students Attending Jefferson	Jefferson Students from Other Catchments	Jefferson Neighborhood Students Attending Other Schools Besides Benson
All Students	821 (100%)	207 (100%)	501 (100%)	353 (100%)	148 (100%)	1371 (100%)
Female	358 (44%)	85 (41%)	271 (54%)	182 (52%)	89 (60%)	650 (47%)
Male	463 (55%)	122 (59%)	230 (46%)	171 (48%)	59 (40%)	721 (52%)
Asian	129 (16%)	11 (5%)	8 (2%)	7 (2%)	1 (1%)	40 (3%)
Black	170 (21%)	63 (30%)	289 (58%)	212 (60%)	77 (52%)	494 (36%)
Hispanic	240 (29%)	69 (33%)	63 (13%)	48 (14%)	15 (10%)	286 (21%)
Multi-Racial	35 (4%)	11 (5%)	35 (7%)	24 (7%)	11 (7%)	92 (7%)
Native Amer	4 (<1%)	0 (0%)	5 (1%)	2 (<1%)	3 (2%)	18 (1%)
Pac Isl	8 (1%)	1 (<1%)	15 (3%)	6 (2%)	9 (6%)	15 (1%)
White	235 (29%)	52 (25%)	86 (17%)	54 (15%)	32 (22%)	426 (31%)
ELL	27 (3%)	6 (3%)	30 (6%)	24 (7%)	6 (4%)	63 (5%)
Free/Reduced Price Meal Eligible	530 (65%)	130 (63%)	368 (73%)	262 (71%)	106 (72%)	825 (60%)
SpEd	99 (12%)	23 (11%)	69 (14%)	45 (13%)	24 (16%)	242 (18%)
TAG	93 (11%)	23 (11%)	37 (7%)	28 (8%)	9 (6%)	160 (12%)

Madison: Benson Enrollment of Neighborhood Students Compared with Catchment School Enrollment

Group	Benson All Students	Madison Neighborhood Students Attending Benson	All Students Attending Madison	Madison Neighborhood Students Attending Madison	Madison Students from Other Catchments	Madison Neighborhood Students Attending Other Schools Besides Benson
All Students	821 (100%)	212 (100%)	1046 (100%)	821 (100%)	225 (100%)	685 (100%)
Female	358 (44%)	104 (49%)	521 (50%)	392 (48%)	129 (57%)	321 (47%)
Male	463 (55%)	108 (51%)	525 (50%)	429 (52%)	96 (43%)	364 (53%)
Asian	129 (16%)	53 (25%)	180 (17%)	145 (18%)	35 (16%)	104 (15%)
Black	170 (21%)	38 (18%)	182 (17%)	129 (16%)	53 (24%)	120 (18%)
Hispanic	240 (29%)	63 (30%)	221 (21%)	170 (21%)	51 (24%)	155 (23%)
Multi-Racial	35 (4%)	7 (3%)	60 (6%)	47 (6%)	13 (6%)	43 (6%)
Native Amer	4 (<1%)	1 (<1%)	25 (2%)	21 (3%)	4 (2%)	25 (4%)
Pac Isl	8 (1%)	4 (2%)	22 (2%)	17 (2%)	5 (2%)	7 (1%)
White	235 (29%)	46 (22%)	356 (34%)	292 (36%)	64 (28%)	231 (34%)
ELL	27 (3%)	10 (5%)	109 (10%)	81 (10%)	28 (12%)	49 (7%)
Free/Reduced Price Meal Eligible	530 (65%)	141 (67%)	680 (65%)	523 (64%)	157 (70%)	394 (58%)
SpEd	99 (12%)	18 (8%)	178 (17%)	126 (15%)	52 (23%)	125 (18%)
TAG	93 (11%)	23 (11%)	78 (7%)	62 (8%)	16 (7%)	57 (8%)

Roosevelt: Benson Enrollment of Neighborhood Students Compared with Catchment School Enrollment

Group	Benson All Students	Roosevelt Neighborhood Students Attending Benson	All Students Attending Roosevelt	Roosevelt Neighborhood Students Attending Roosevelt	Roosevelt Students from Other Catchments	Roosevelt Neighborhood Students Attending Other Schools Besides Benson
All Students	821 (100%)	141 (100%)	886 (100%)	726 (100%)	160 (100%)	519 (100%)
Female	358 (44%)	62 (44%)	395 (45%)	331 (46%)	64 (40%)	247 (48%)
Male	463 (55%)	79 (56%)	491 (55%)	395 (54%)	96 (60%)	272 (52%)
Asian	129 (16%)	21 (15%)	41 (5%)	39 (5%)	2 (1%)	35 (7%)
Black	170 (21%)	26 (18%)	195 (22%)	160 (22%)	35 (22%)	108 (21%)
Hispanic	240 (29%)	53 (38%)	307 (35%)	258 (36%)	49 (31%)	134 (26%)
Multi-Racial	35 (4%)	2 (1%)	41 (5%)	30 (4%)	11 (7%)	34 (7%)
Native Amer	4 (<1%)	2 (1%)	14 (2%)	13 (2%)	1 (<1%)	12 (2%)
Pac Isl	8 (1%)	2 (1%)	14 (2%)	13 (2%)	1 (<1%)	19 (4%)
White	235 (29%)	35 (25%)	274 (31%)	213 (29%)	61 (38%)	177 (34%)
ELL	27 (3%)	6 (4%)	101 (11%)	87 (12%)	14 (9%)	23 (4%)
Free/Reduced Price Meal Eligible	530 (65%)	96 (68%)	641 (72%)	533 (73%)	108 (68%)	332 (64%)
SpEd	99 (12%)	16 (11%)	174 (20%)	138 (19%)	36 (23%)	123 (24%)
TAG	93 (11%)	21 (15%)	72 (8%)	58 (8%)	14 (9%)	57 (11%)

Focus Option Plan of Operation		School Year: 2014-15	Date: 1/15/2014
1. Program Profile			
School/Program Name: Benson Polytechnic High School			
Location: 546 NE 12 th Ave		Contact Person: Curtis Wilson, Principal	
Administrator: Curtis Wilson		Contact Phone: 503-916-5100	
<i>1a. Mission/Purpose</i>			
<p><u>Mission</u> Benson's mission is to cultivate an environment that fosters diversity; our mission is to integrate hands-on career technical education and core academics today, for the innovations of tomorrow. The Benson Polytechnic High School community believes that strong career/technical skills are based on a solid academic foundation. We provide all students with an integrated curriculum of academic and career/technical experiences. Through these experiences Benson graduates are expected to be flexible thinkers with a highly developed work ethic and problem solving skills. Based on our Core Beliefs, the mission of Benson Polytechnic High School is to provide:</p> <ol style="list-style-type: none"> 1. Career Academics 2. Internships and Apprenticeships 3. Literacy, Math and Science academic support and college preparatory opportunities such as AP 4. Career experiences and training 5. Technical skill and professional behavior development, and integrated academic learning in preparation for any and all post high school experiences <p><u>Vision:</u> Benson Polytechnic High School is a place to design your future with real world, qualified instructors who combine Career Technical Education (CTE) knowledge with academic rigor to develop the skills students need to build careers. Benson Polytechnic High School fills a special niche as the districts only 100% CTE focused option school. Benson provides career preparation opportunities in the setting of a comprehensive high school that serves the entire district.</p> <p><u>How does your program fit within the PPS District Mission?</u> Benson Polytechnic High School provides a much needed opportunity for students interested in CTE in PPS. Our program offers options of programming and curriculum to students that will not be offered in the community comprehensive high school, while providing a rigorous college preparatory academic program.</p> <p>Benson students participate in two years of exploratory course work in Career and Technical programming during their 9th and 10th grade year. The curriculum is broad in scope and covers many of our basic courses for our three academies: Health Sciences, Industrial and Engineering and Communications Technology. Students in their junior year will select a major within one of the three academies to specialize in for their remaining two years of high school. These majors currently include Health Sciences: Nursing/Certified Nursing Assistant, Dental Assistant and Medical Professions. Industry ad Engineering: Building Construction Technology, Automotive/Aviation Technology, Manufacturing Technology and Electrical Technology. Communications Technology: Digital Media Production, Photography/Video Technology, Web Design/Video for the Web and Radio Broadcasting (KBPS). Students who successfully complete the coursework in these courses are eligible for PCC/MHCC dual</p>			

credit opportunities in each major.

As well completion of four years at Benson students will meet district graduation requirements and OUS admissions course recommendation. Benson offers an honors program and eight advanced placement courses. Students needing specialized instruction or language support will be provided these options as well.

1b. School/Program Descriptions

Please provide a brief description of your school/program:

Since its opening in 1915, Benson Polytechnic High School has provided unique educational experience for students combining rigorous academics with hands-on experiences in career technical education (CTE) classes. Benson is proud of its longstanding tradition of excellence in academics and career exploration and preparation. Benson provides three Career Academy options for students: Health Services, Industrial and Engineering and Communications Technology. Students participate in exploratory rotations in all three academy areas during their 9th and 10th grade years. Students then pick a “major” area to specialize in during their 11th and 12th grade years. In Industrial and Engineering the “majors” include Electrical Technology, Building Construction Technology, Automotive/Aviation Technology and Manufacturing Technology. Communication Technology majors include Photography/Video Technology, Web Design/Video for the Web and Radio Broadcasting. Health services include, Medical Professions, Nursing/Certified Nursing Assistant and Dental Assistant. Benson provides an AP program and Pre-AP Strategies in core content areas. Benson also provides support courses for students with specialized learning or language needs. Benson offers a full array of clubs and extracurricular activities and athletics.

2. Enrollment and Admission

How will students and their families become "interested and informed" about the school/programs?

Students have several options in how to become informed about what Benson has to offer. First, we will send out postcards inviting students and parents to attend the “Benson Tech Show” (February 13th and 14th 2014) where students can see the CTE programs in action, tour the facility and speak directly to teachers and students. Students are also invited to attend the two ½ day shadow opportunities on our campus (Jan. 28th and 29th 2014). We will also visit all the middle and K-8 campuses and present information to the 8th grade students during the month of January. Lastly students and parents may visit our website and see a video describing our school and programs in detail and find enrollment information and processes (throughout the enrollment transfer window and after).

Describe your communications plan (e.g. target audiences; timing; type of information).

Our communications are directly timed with the transfer and enrollment lottery cycle. We are targeting incoming 9th graders (275) and some 10th graders (25) slots for incoming 10th graders from all over PPS. We are using video presentations, flyers and postcards at open house nights, middle school visits and shadow days on our campus to communicate our information. For the upper grades (9-11) we will communicate with other PPS high schools with information regarding available slots in each CTE program.

How will this plan reach families that are currently underrepresented in your school (such as by language group, disability, economic status, geographic region or gender).

Our program information will be sent to all families in three languages. Because Benson is open to students from all over Portland, our diversity reflects our motto of “United by Spirit, bonded by Name.”

(Anything focused on the Westside?)

Counselors, teachers and administration will be making visits to local middle/K-8 schools located on the Westside in order to give our 8th grade presentation about Benson to those students.

2a. Current and Target Enrollment by Grade

Targeted Grade Levels and Projected Total Enrollment: Enter the target enrollment for each grade, as well as the actual enrollment this year, and the number of lottery slots you recommend for this grade next year. All slots decisions must be approved by your Deputy Superintendent.

Grade Level>	9	10	11	12						Total
Target Enrollment	See note below									
2013-14 Enrollment	241	215	206	168						830
2014-15 Slot request	275	25	Individual referrals							

NOTE: Benson enrollment target was set at 850 in 2010, as part of the high school system design. Plans to improve retention and increase access for upper grades students may result in a higher number of students attending Benson in future years.

Minimum number of students needed in the school/program (total and by grade level): 1000

Maximum number of students the school/program can handle (total and by grade level): 1350 (same number as the high school re-design target)

Indicate any resources you will use to staff and run your program outside of the basic district allocation formula (list resource type and FTE or dollar equivalent):

Two additional licensed FTE provided by the Superintendent to support lower class sizes in the CTE classes due to safety concerns. One additional licensed FTE to provide support for essential skills requirement (reading and writing). One additional classified FTE to provide support for other programs housed in Benson (to take load off of main office/principal secretary).

What existing admission priorities do you have now (e.g. neighborhood, language group)?

Students fill out a Benson application commitment and the district Enrollment and Transfer paperwork. Students attend one of three information nights or view an on-line video of our school.

Are there admission priorities and/or entrance criteria you would like to add to your school/program?

If so, what program goals would the priorities/criteria help you reach?

We propose a regional balancer, to create a Benson enrollment that more closely represents PPS at large. Over the past 15 years, the majority of Benson applicants have come from North/Northeast and outer Southeast Portland. While Benson believes in serving all students well, we acknowledge that high rates of transfers from a particular school can have a negative impact on the comprehensive programs at that school.

The regional balancer would set a maximum number of transfer approvals from each comprehensive high school. Smaller amounts of transfer approvals will be allowed for focus option, alternative and other schools. The maximums will be based on the applicant pool each year.

The regional balancer adds a geographic factor to the lottery applicant pool. It does not cap the

number of students who can apply or be accepted from any one school. However, it does maximize the number of approvals from across all schools.

Example: In 2013 there were 63 (9th) grade applicants from the Franklin neighborhood and 80 applicants from the Roosevelt neighborhood. Without a geographic balancer, 38 students were selected from Franklin (60% of applicants), and 52 from Roosevelt (65% of applicants). If the regional balancer had been in place, 43 students would have been selected from Franklin and 44 from Roosevelt. The impact on each “sending” high school would have been evened out.

See attached lottery applicant and approval examples.

3. Facilities and Operations

Describe any space needs your school/program will face in order to reach your target enrollment:
Some of Benson’s CTE equipment may need to be upgraded to continue to meet industry standards. With the number of non-Benson affiliated programs in the building it makes it difficult to utilize all the space this building has to offer.

Please indicate any other space or facility concerns you have:

For programs that share a building with a neighborhood program: What efforts are made by the entire school community to maintain a harmonious working relationship? (e.g., problem-solving, discipline, duty, extended responsibility, fundraising)

I have a standard monthly meeting date set up with the supervisors of DART, Alliance of Portland, Evening Scholars, PISA and Reconnect. If there are any issues or concerns that need to be discussed this standard monthly meeting time slot allows everyone the ability to come together to discuss issues or concerns in regards to their programs here at Benson Tech.

4. Additional information

Please attach a copy of your:
-Schedule of information events
-Statement of understanding (if applicable)

Please include any additional information or data that you think is relevant to this plan:

Principal signature: Curtis Wilson Jr.

Date: January 15th 2014

Regional Administrator signature:

Date:



Beverly Cleary Short-Term Enrollment Relief Options: 2014-15

Issue: Beverly Cleary continues to grow at an unsustainable pace. This year's increase of 83 students has already filled the spaces that were repurposed into classrooms last year to accommodate more students. A long-term growth management plan will be part of the upcoming district-wide boundary review. However, those changes will not take place until 2015. Additional short-term strategies are needed for 2014-15. No feasible facility-based solutions remain, so other types of enrollment changes must be considered.

Enrollment change goal: Move enough students to free up at least one—and preferably two — classrooms at Hollyrood; free up at least one—and preferably two or more—classrooms at Fernwood. Reducing the number of students on each campus would also alleviate overcrowding in common areas.

Community's role in decision: Community input is valuable to help identify the strengths and weaknesses of several options for change. The final decision will be made by Superintendent Carole Smith and possibly (depending on the scope of change), the PPS School Board. Ideally, a decision will be made in February, since kindergarten registration and the annual school choice lottery happen that month and school staffing occurs soon after.

PPS staff developed the options for short-term enrollment relief shown below. Several other types of change are not under consideration at this time:

- Adding modulars to the Fernwood campus: Cost prohibitive, would not be complete by September, would not address overcrowding in common areas.
- Adding classrooms in gym or locker-room space on the Fernwood campus: cost prohibitive, would not address overcrowding in common areas.
- Moving grade 8 to Grant High School: Requires City code review, significant instructional program changes.
- Changes to high school assignments: Short-term relief for Beverly Cleary will NOT impact student's high school assignment.

Criteria for evaluating enrollment relief options

All of the options listed come with challenges and trade-offs. The following factors should be considered when evaluating the relative merits and weaknesses of each option:

- Maintain strong, consistent instructional program for all students
- Provide adequate relief for both campuses
- Minimize disruption for students, teachers and families
- Align resources needed for temporary change with long-term directions

Three types of short-term enrollment relief:

1. Create a third Beverly Cleary campus at Rose City Park School, sharing space with ACCESS.

- Any grades could be considered for the move, but grades K-1 are least likely to go to RCP
- 1st grade would likely move in whole or part to Fernwood
- All other grades could move to Rose City Park, alone or in combination. Examples:
 - Grades 2 & 3 to Rose City Park, Grade 1 to Fernwood
 - Grades 7 & 8 to Rose City Park, part or all of grade 1 to Fernwood
- Frees up six to eight classrooms across both Beverly Cleary campuses
- If this option is selected, additional specifics will be determined by school leaders, with input from community members:
 - Actual grade levels to move
 - Linkages with ACCESS (staffing for electives and supports, child care, etc)
 - Start times, transportation, etc
- This type of change does not require School Board approval
- Option benefits: Keeps current community together, provides plenty of relief
- Option challenges: Operating three sites, professional development limitations, logistical challenges for families with students on multiple campuses, possibility of splitting 1st grade between Hollyrood and Fernwood.

2. Assign some students to nearby schools based on address (temporary boundary change).

- Makes the Beverly Cleary boundary smaller for 2014-15. Incoming kindergartners and students at Hollyrood who live in the boundary change area would move to another school next year. They would be allowed to remain at the new school through 8th grade, or could return to Beverly Cleary in the future.
- Two examples:
 - Students in grades K-2 who reside west of 28th Street would attend Irvington instead of Beverly Cleary beginning next fall: Approximately 56 students, frees up 1-2 classrooms at Hollyrood and up to one classroom at Fernwood.
 - Students in grades K-2 who reside east of 47th Street would attend Roseway Heights or Rose City Park beginning next fall: Approximately 78 student, frees up 2 classrooms at Hollyrood and one classroom at Fernwood.
- If this option is selected, a boundary change process would occur, involving potential receiving schools and community members and resulting in recommendations for actual areas for reassignment, sibling provisions, etc.
- The School Board would make the final boundary change decision
- Option benefits: Students move to less crowded schools but keep access to excellent programs, may be the starter of a new neighborhood school for Rose City Park
- Option challenges: Highly disruptive to a small number of families, no assurance that boundary change will be permanent, provides a minimal amount of relief

3. Cap enrollment, non-neighborhood students transfer back to neighborhood schools

- Kindergarten enrollment would be limited to 81 students next year (27 students x 3 classrooms), overflow students would be assigned through a lottery to nearby schools with space
- All new neighborhood students at other grades would be assigned to nearby schools with space
- All non-Beverly Cleary neighborhood students, except for those assigned for special education services, would move to their actual neighborhood schools next year.
- If this type of change is selected, follow-up work will be done to determine which schools will serve as overflow sites, when a kindergarten lottery will be run and whether any preference will be given for siblings
- The School Board would have to approve this type of change
- Likely to free up one kindergarten classroom and possibly one 1st grade classroom. Class sizes would be reduced at all other grades, but change may not free up any classrooms in grades 2-8.
- Option benefits: Burden of change is spread across those who do not attend Beverly Cleary now or do not live in the Beverly Cleary neighborhood
- Option challenges: Overflow assignments add uncertainty for community and other schools, moves many students to other schools, but provides only minimal classroom spaces

What you can do next

Review the information packets: available tonight, online and at tables tomorrow and Tuesday.

Share your questions: tonight, at the info tables or online. A Q & A will start tonight, and will be added to over the course of this process.

Share your comments, concerns and ideas: Respond on paper or online:

<https://www.surveymonkey.com/s/BCSurveyJan2014>

Responses received through 1/22 will be included in summary presentation on 1/23.

Help others learn about the options: Share information with other families not in attendance tonight

Come back next week: We will meet here again next **Thursday, January 23**, to share the results of the feedback we received to date and provide any additional information available.

Stay involved: In the coming weeks, staff will make a recommendation to the Chief Academic Officer and Superintendent regarding the type of change we believe is the most viable. Our recommendation will be influenced by the feedback you give, and by input from school and central department leaders.

Recommending a type of enrollment change is the first step. More detailed work will be needed to develop a full proposal. There will be more opportunities for input as the process continues. The Superintendent and (depending on the scope of change) the School Board will make the final decision.

Like you, we recognize that all of these options mean loss and change for the Beverly Cleary community. We pledge to work with you to come up with a plan for short-term enrollment relief that is best for all the children who attend this school.



Beverly Cleary Short-term Enrollment Relief Options: Feedback

Please provide brief responses to the questions below or respond online :

<https://www.surveymonkey.com/s/BCSurveyJan2014>

In fairness to your fellow Beverly Cleary community members, please complete the survey only one time per person. Thank you.

	Option 1: Temporary Third BC campus	Option 2: Temporary boundary change	Option 3: Temporary Enrollment cap
What is appealing about this option?			
What problems do you see with this option?			

Of the options presented, which will be best for all the students served by this school? Why?

Of the options presented, which will be least beneficial for all the students served by this school? Why?

What additional ideas would you like us to consider?

Please describe your relationship with Beverly Cleary School:

___ Live in the Beverly Cleary neighborhood. Nearest intersection: _____

___ Teach/work at Beverly Cleary school. Job title: _____

___ Parent of student(s) at Beverly Cleary school. Grade(s): _____

___ Other: _____

Question? Contact the Enrollment and Transfer Center: 503-916-3205, enrollment-office@pps.net



MEMORANDUM

Date: January 2, 2014
To: Sue Ann Higgins, Chief Academic Officer
From: Judy Brennan, Enrollment Director
Subject: 2014 Interdistrict transfer status report and recommendations

In 2011 and 2013, the Oregon Legislature passed new laws regarding student transfers across district lines. Of particular note:

- Each year by February 1, districts must announce whether they will participate in an open enrollment lottery that allows students to transfer into a different district without receiving permission from their resident district.
- Beginning in 2014, districts cannot ask for or use information about a non-resident student's demographics, background or abilities when considering a transfer request.
- The legislature is expected to take up the issue again in the coming special session and provide additional guidelines for inter-district transfers.

In the long-term, PPS interdistrict transfer rules will change as part of the broader enrollment and transfer overhaul being undertaken by Superintendent's Advisory Committee on Enrollment and Transfer (SACET). However, short-term decisions are needed to bring 2014 practices into compliance with recent laws. This memo contains background and recommendations on inter-district transfer issues that must be resolved in advance of the 2014-15 transfer cycle:

Open Enrollment

The provision to allow school districts to accept non-resident students without seeking permission from resident districts was approved by the legislature in 2011 and is scheduled to sunset in 2017. PPS did not participate in open enrollment in the 2012 or 2013 transfer cycles. However, several nearby districts have accepted PPS resident students through open enrollment, increasing the overall numbers of students transferring out of PPS by a third between 2011 and 2012 (see attachment 1).

In addition to open enrollment, PPS has seen fewer net interdistrict transfers as other districts have tightened restrictions on allowing students to attend schools elsewhere. However, these reductions have come at the same time as continued overall enrollment growth in PPS.

An analysis of students approved to other districts through open enrollment found that about half were former residents of other districts who are staying in schools they attended prior to moving in to the PPS boundary. The remaining group of students had not been attending a PPS school prior to applying for open enrollment transfer, including students in private schools and those paying tuition to attend other public schools.

Open enrollment is a limited transfer option during a specific lottery cycle, and does not affect students who move or seek transfer at other times. Since space is very limited in most PPS schools, the number of non-resident students approved during the annual lottery has dropped in the past four years (see attachment 2). While open enrollment would allow PPS to retain students for longer periods without seeking permission from their resident districts, it would not necessarily lead to more transfers since open enrollment rules require that resident students be placed before non-residents.

Lottery compatibility

The existing PPS transfer process is incompatible with state rules that, beginning this year, will apply not just to open enrollment applicants but to all students seeking transfer in or out of PPS. In the current lottery system, weights are applied to promote socio-economic and gender balance and staff can review a student's IEP to ensure there is appropriate space in the requested school.

Enrollment and transfer policies are expected to be revised substantially in 2014, but the changes will not take effect until 2015. In the meantime, a separate lottery is recommended for non-resident students who wish to transfer into PPS for the 2014-15 school year. A reasonable timeframe for an interdistrict transfer lottery would have it occur in late March-early April, after the upcoming special legislative session ends and the PPS lottery application period closes. It should include only openings at schools/programs that were not filled during the PPS lottery, to reduce confusion and false hopes for non-resident applicants.

Unfortunately, this timeframe for a separate interdistrict transfer lottery is outside the state rules which require open enrollment transfer slots to be announced by March 1. Thus, students who participate in a separate lottery outside the open enrollment window would still need to receive permission from their resident district to transfer into PPS.

Non-lottery interdistrict agreements

According to a law approved last summer that will take effect in September 2014, districts are no longer allowed to look at student demographics or history when deciding whether to approve or deny a non-resident transfer request. Currently, PPS screens non-resident applicants for attendance, behavior and academic achievement information, and can deny a transfer request if a student has not met minimal standards. Additionally, the new law states that all new interdistrict applicants have to be approved through a lottery mechanism. Since most interdistrict requests are from students who have moved in or out of the district and wish to remain at their current school, it is unclear how a lottery mechanism would work for these mid-year requests. We expect greater clarity to come out of the coming special legislative session.

Recommendations

Given the continued uncertainty around new interdistrict agreement laws, and the coming changes to PPS enrollment and transfer policy, I recommend that PPS continue to opt out of the open enrollment provision. Instead, we should commit to offering non-resident students a separate interdistrict transfer lottery in late March-early April, and offers clear and realistic choices to non-resident students. Outside of a lottery, I recommend that we commit resources to updating forms and procedures and provide training for front office school staff, to ensure that we effectively implement new state laws regarding interdistrict transfers.

Please contact me with questions or concerns.

Attachment

Cc: Harriet Adair, Jon Isaacs, Amanda Whalen, David Williams



MEMORANDUM

TO: Carole Smith, Superintendent

FROM: Trip Goodall, Director of High Schools
Judith Brennan, Enrollment Director

DATE: January 18, 2014

RE: Temporary enrollment relief option for Lincoln High School

OVERVIEW

Lincoln High School is facing serious overcrowding next year. Long-term enrollment change will be considered as part of the upcoming district-wide boundary review process, however results from that work will not take effect until the 2015-16 school year. In the meantime, staff recommends that all Lincoln neighborhood students have the option to transfer to Wilson High School next year, as a voluntary measure to prevent further crowding.

Through the annual lottery, Lincoln students can choose to attend other schools that are less crowded than Lincoln, including Roosevelt, Jefferson Middle College, Benson and Madison. In addition to these choices, staff also recommends that any student who lives in the Lincoln neighborhood be allowed to transfer to Wilson next year. Interested students must apply during the annual lottery timeframe, but all requests will be granted. Wilson will not be open to other students through the lottery.

Staff anticipates that 30-50 students may take advantage of the transfer opportunities. Wilson is relatively close to many Lincoln neighborhood households and offers a strong, competitive academic and elective program. There is sufficient space for even more students at Wilson, and other schools, should there be greater interest in transfer out of Lincoln than anticipated.

If a lower number of students choose transfer out of Lincoln, the Wilson guarantee option will remain open beyond the lottery timeframe. Low participation may lead to implementation of additional steps to relieve overcrowding, including assigning new neighborhood students to other schools with space instead of Lincoln, and returning students who live in other areas to their neighborhood comprehensive schools.

BACKGROUND

Enrollment at Lincoln has grown steadily since 2008. Transfers have been strictly curtailed, so growth is primarily due to increasing numbers of neighborhood students choosing Lincoln instead of other PPS and private school choices.

Table 1: Lincoln High School Historic and Current Enrollment and Neighborhood Population

School Year	Total Enrollment	Neighborhood Students	Transfer Students	All Neighborhood HS Students In PPS Schools	Neighborhood Capture Rate
2008-09	1335	1132	203	1345	84%
2009-10	1395	1164	231	1380	84%
2010-11	1410	1222	188	1426	86%
2011-12	1476	1277	199	1484	86%
2012-13	1513	1332	181	1546	86%
2013-14	1565	1378	187	1579	87%

Rapid growth brings significant concerns because Lincoln High School has the smallest number of classrooms of all PPS comprehensive high schools. While Lincoln staff and community members work together to serve every child well, the facility is not large enough to accommodate additional students.

Several facility strategies have been implemented in recent years to manage growth. For example, significant portions of the cafeteria and kitchen areas have been converted into classrooms as well as space for the bookkeeper, student store, tutoring and robotics. Lincoln staff and community members have been actively involved in these and other efforts to creatively address overcrowding.

RECOMMENDATION DETAILS

The transfer guarantee proposed now is an extension of the opportunity that students in the Bridlemile neighborhood have had in place since 2004. Below are the numbers of students who have transferred from Bridlemile neighborhood to Wilson for the past five years. The option must be exercised during the annual lottery, and is available for middle grades students who wish to attend Robert Gray Middle School instead of East/West Sylvan Middle School, as well.

Table 2: Bridlemile Transfer Guarantees

	2009	2010	2011	2012	2013
Lincoln to Wilson	5	11	6	3	13
W. Sylvan to Gray	6	12	13	11	17

Should this recommendation be approved, Lincoln neighborhood students will receive information about all transfer options, including the Wilson guarantee, through direct mail and school websites. Wilson staff will host additional meetings and shadow dates for interested students.

The transfer option will be available during the lottery application period. Staff will report results in the spring and, if the number of requests is low, propose other methods to manage overenrollment at Lincoln. Possibilities could include:

- Extending the Wilson guarantee option through the end of the school year
- Assigning new students who move in to the Lincoln neighborhood to other high schools with available space
- Assigning some portion of students who have transferred into Lincoln or who have moved out of the Lincoln neighborhood to their neighborhood school (may not apply to seniors, or students in special education or Spanish Immersion programs).

Long-term enrollment planning for all schools will be undertaken through the district-wide boundary review process. PPS is partnering with the PSU Center for Public Service on the effort, which is in its initial assessment stage. Work will continue through fall 2014, and results are expected to take effect beginning in 2015. Long-term enrollment change options include boundary change, and program moves.

In the longer-term, change could come through a complete facility modernization that would increase Lincoln's size to that of other comprehensive high schools. This modernization may be an option in future bond measures that will require voter-approval. Timing for that eventuality is not known at this time. Best effort given discussions that occurred around the 2012 bond would be a second bond measure moving forward in November 2016. If Lincoln were included in that bond and it was approved by voters, construction still remains at least five years away.

We look forward to your feedback on this recommendation.

Lottery applicants and approvals--9th grade Benson*

Total

2012 Actual	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other (MLC, YWLA, etc)	
applicants	22	54	42	51	4	96	91	9	11	
approvals	13	38	27	34	3	68	65	7	5	260
% approved	59%	70%	64%	67%	75%	71%	71%	78%	45%	

2012 lottery WITH regional balance factor in place. No high school neighborhood would have more than 47 students approved to Benson.

	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other (MLC, YWLA, etc)	
applicants	22	54	42	51	4	96	91	9	11	
approvals	22	47	42	31	4	47	47	9	11	260
% approved	100%	87%	100%	61%	100%	49%	52%	100%	100%	
Difference from 2012 actual	9	9	15	-3	1	-21	-18	2	6	

2013 Actual	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other (MLC, Trillium)	
applicants	45	63	41	51	3	106	80	5	4	
approvals	31	38	26	30	2	65	52	4	2	250
% approved	69%	60%	63%	59%	67%	61%	65%	80%	50%	

2013 lottery WITH regional balance factor in place. No high school neighborhood would have more than 41 students approved to Benson.

	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other (MLC, etc)	
applicants	45	63	41	51	3	106	80	5	4	
approvals	41	41	41	33	3	41	41	5	4	250
% approved	91%	65%	100%	65%	100%	39%	51%	100%	100%	
Difference from 2013 actual	10	3	15	3	1	-24	-11	1	2	

2013 lottery results with 275 slots and regional balance factor in place. No high school neighborhood would have more than 47 students approved to Benson.

	Cleveland	Franklin	Grant	Jefferson**	Lincoln	Madison	Roosevelt	Wilson	Other (MLC, etc)	
applicants	45	63	41	51	3	106	80	5	4	
approvals	45	47	41	36	3	47	47	5	4	275
% approved	100%	75%	100%	71%	100%	44%	59%	100%	100%	
Diff from '13	14	9	15	6	1	-18	-5	1	2	

* First choice applicants meeting criteria

** Jefferson includes all students who forecast to Jefferson through the dual assignment process. Jefferson neighborhood students who forecast to their regional comprehensive school are

included in the counts for that school

School Information			K-8 Enrollment			Utilization		
Cluster	School	Grade Structure	2013	2012	Change	Class-rooms	Teachers	Utilization
Cleveland	Abernethy	K-5	529	505	24	23	22.1	96%
Lincoln	Ainsworth	K-5	569	569	0	26	25.1	97%
Grant	Alameda	K-5	769	769	0	31	33.6	108%
Franklin	Arleta	K-8	475	463	12	29	25.3	87%
Roosevelt	Astor	K-8	496	478	18	22	25.8	117%
Franklin	Atkinson	K-5	439	440	-1	23	21.5	93%
Jefferson	Beach	K-8	616	594	22	34	30.5	90%
Grant	Beaumont	6-8	583	585	-2	36	26.8	74%
Grant	Beverly Cleary	K-8	814	731	83	34	35.4	104%
Jefferson	Boise-Eliot/Humboldt*	K-8	485	535	-50	35	31.0	89%
Franklin	Bridger	K-8	408	406	2	23	22.3	97%
Lincoln	Bridlemile	K-5	449	457	-8	25	20.3	81%
Cleveland	Buckman	K-5	450	460	-10	29	23.1	80%
Wilson	Capitol Hill	K-5	406	403	3	19	18.3	96%
Roosevelt	César Chávez	K-8	483	474	9	27	26.3	97%
Jefferson	Ch Joseph/Ockley Green	K-8	641	459	182	51	34.3	67%
Lincoln	Chapman	K-5	639	592	47	27	27.5	102%
Madison	Creative Science**	K-8	425	388	37	23	22.1	96%
Franklin	Creston	K-8	349	346	3	18	15.5	86%
Grant	da Vinci Arts	6-8	467	470	-3	32	21.0	66%
Cleveland	Duniway	K-5	435	423	12	25	19.6	79%
Jefferson	Faubion*	K-8	467	434	33	23	22.9	100%
Lincoln	Forest Park	K-5	488	501	-13	21	20.6	98%
Roosevelt	George	6-8	373	386	-13	27	22.6	84%
Franklin	Glencoe	K-5	501	472	29	25	20.3	81%
Wilson	Gray	6-8	464	423	41	28	19.1	68%
Cleveland	Grout	K-5	376	371	5	27	21.3	79%
Madison	Harrison Park	K-8	743	758	-15	38	41.3	109%
Wilson	Hayhurst	K-8	416	414	2	22	17.3	79%
Cleveland	Hosford	6-8	576	537	39	34	27.3	80%
Grant	Irvington	K-8	479	461	18	29	23.3	80%
Wilson	Jackson	6-8	531	534	-3	38	24.3	64%
Roosevelt	James John**	K-5	460	440	20	26	25.3	97%
Franklin	Kelly**	K-5	622	627	-5	27	31.3	116%
Jefferson	King*	K-8	309	292	17	34	20.2	59%
Franklin	Lane	6-8	508	486	22	38	25.5	67%
Grant	Laurelhurst	K-8	670	661	9	28	28.9	103%
Madison	Lee	K-8	494	497	-3	25	25.6	102%
Franklin	Lent	K-8	603	575	28	33	32.9	100%
Cleveland	Lewis	K-5	414	400	14	19	19.4	102%
Cleveland	Llewellyn	K-5	568	583	-15	23	25.8	112%
Wilson	Maplewood	K-5	332	327	5	16	14.6	91%
Wilson	Markham	K-5	392	383	9	24	20.9	87%
Franklin	Marysville	K-8	415	352	63	26	19.0	73%
Franklin	Mt. Tabor	6-8	630	606	24	32	25.8	81%
Roosevelt	Peninsula	K-8	376	367	9	28	23.8	85%
Franklin	Richmond*	K-5	637	612	25	31	27.6	89%
Wilson	Rieke	K-5	387	388	-1	17	16.6	98%
Madison	Rigler	K-5	461	449	12	28	23.8	85%
Roosevelt	Rosa Parks*	K-5	384	388	-4	25	23.8	95%

School Information			K-8 Enrollment			Utilization		
Cluster	School	Grade Structure	2013	2012	Change	Class-rooms	Teachers	Utilization
Madison	Roseway Heights	K-8	605	616	-11	41	31.0	76%
Grant	Sabin	K-8	485	420	65	31	21.7	70%
Madison	Scott	K-8	505	519	-14	26	27.5	<i>106%</i>
Cleveland	Sellwood	6-8	<i>487</i>	455	26	33	21.2	64%
Roosevelt	Sitton**	K-5	376	360	16	22	22.8	104%
Lincoln	Skyline	K-8	<i>262</i>	273	-11	14	14.2	<i>102%</i>
Wilson	Stephenson	K-5	<i>319</i>	329	-10	20	13.6	68%
Franklin	Sunnyside	K-8	<i>587</i>	606	-19	27	24.6	91%
Jefferson	Vernon	K-8	<i>394</i>	440	-46	30	21.4	71%
Madison	Vestal	K-8	<i>401</i>	397	4	25	22.8	91%
Lincoln	West Sylvan	6-8	<i>942</i>	888	54	55	37.5	68%
Cleveland	Whitman	K-5	<i>349</i>	351	-2	25	18.3	73%
Cleveland	Winterhaven	K-8	<i>356</i>	352	4	16	13.5	84%
Jefferson	Woodlawn*	K-8	<i>428</i>	421	7	29	27.8	96%
Franklin	Woodmere	K-5	<i>373</i>	385	-12	22	20.3	92%
Cleveland	Woodstock	K-5	<i>500</i>	508	-8	26	22.0	85%
HIGH SCHOOLS								
	Cleveland	9-12	1521	1532	-11			
	Franklin	9-12	1462	1469	-7			
	Grant	9-12	1490	1536	-46			
	Lincoln	9-12	1563	1513	50			
	Madison	9-12	1075	1107	-32			
	Roosevelt	9-12	915	828	87			
	Wilson	9-12	1230	1236	-6			

Italics indicates schools operating below program size targets or above 100% utilization

Utilization compares teachers to classrooms as follows:

TEACHERS

Teachers excludes PE teachers (who don't need a room)
 Teachers half weights ESL teachers (assuming they can double up in ar room or push into a classroom, thus may not require a whole classroom)
 Teacher data is from the SMT pulled 9-25-2013

CLASSROOMS

Classrooms are potential classroom spaces as published in the 2012-13 profiles.
<http://www.pps.k12.or.us/departments/data-analysis/4606.htm>

*In addition to the students and teachers shown above, 4 schools also use one classroom for a PK program: Boise/Eliot Humboldt, Faubion, King, Rosa Parks, Woodlawn

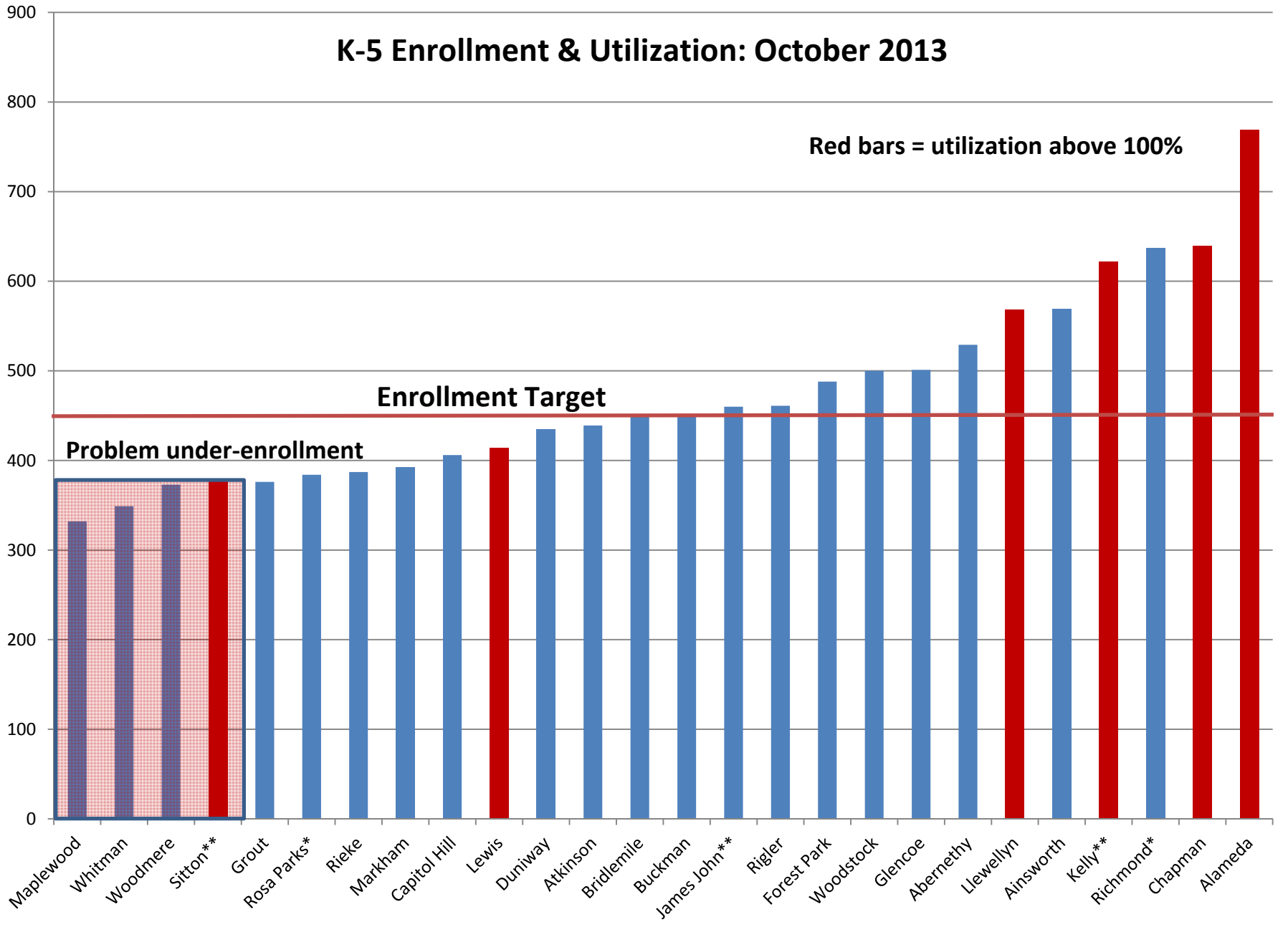
**In addition to the students and teachers shown above, 4 schools also use the following classrooms for Head Start P
 Creative Science School: 3 classrooms
 Creston Annex, 4 classrooms
 James John, 2 classrooms
 Kelly Annex, 5 classrooms
 Sitton, 2 classrooms

K-5 Enrollment & Utilization: October 2013

Red bars = utilization above 100%

Enrollment Target

Problem under-enrollment

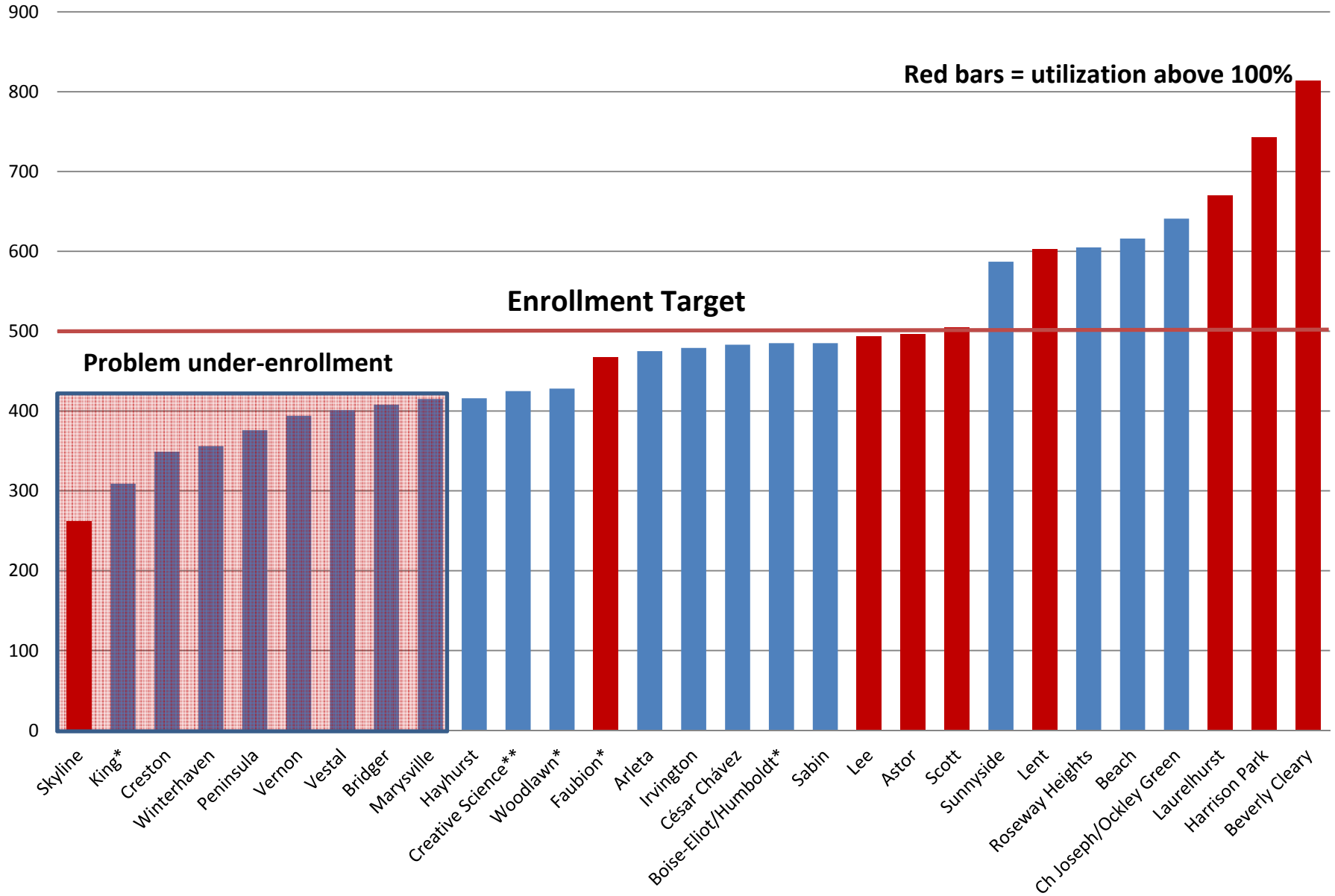


K-8 Enrollment & Utilization: October 2013

Red bars = utilization above 100%

Enrollment Target

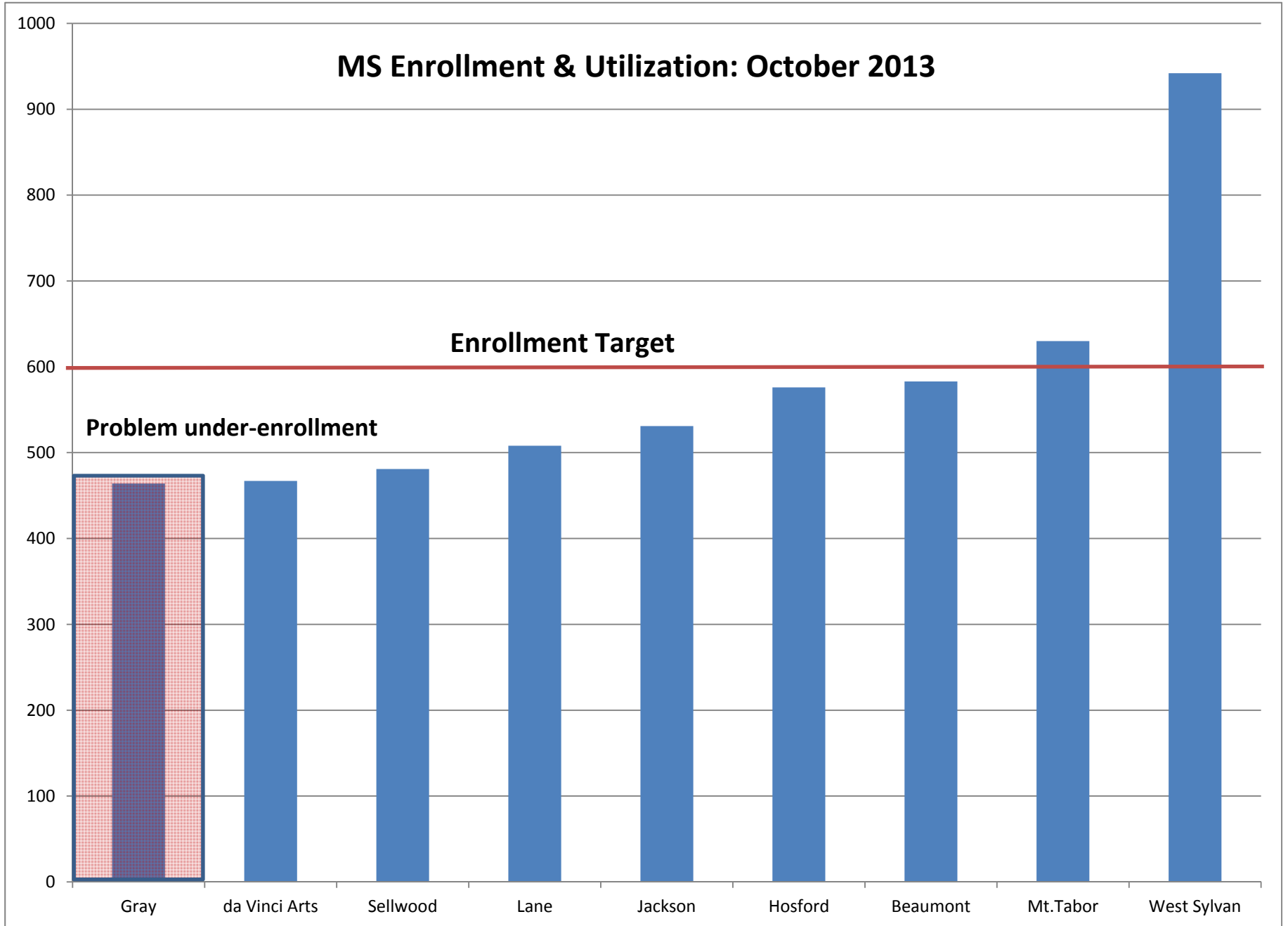
Problem under-enrollment



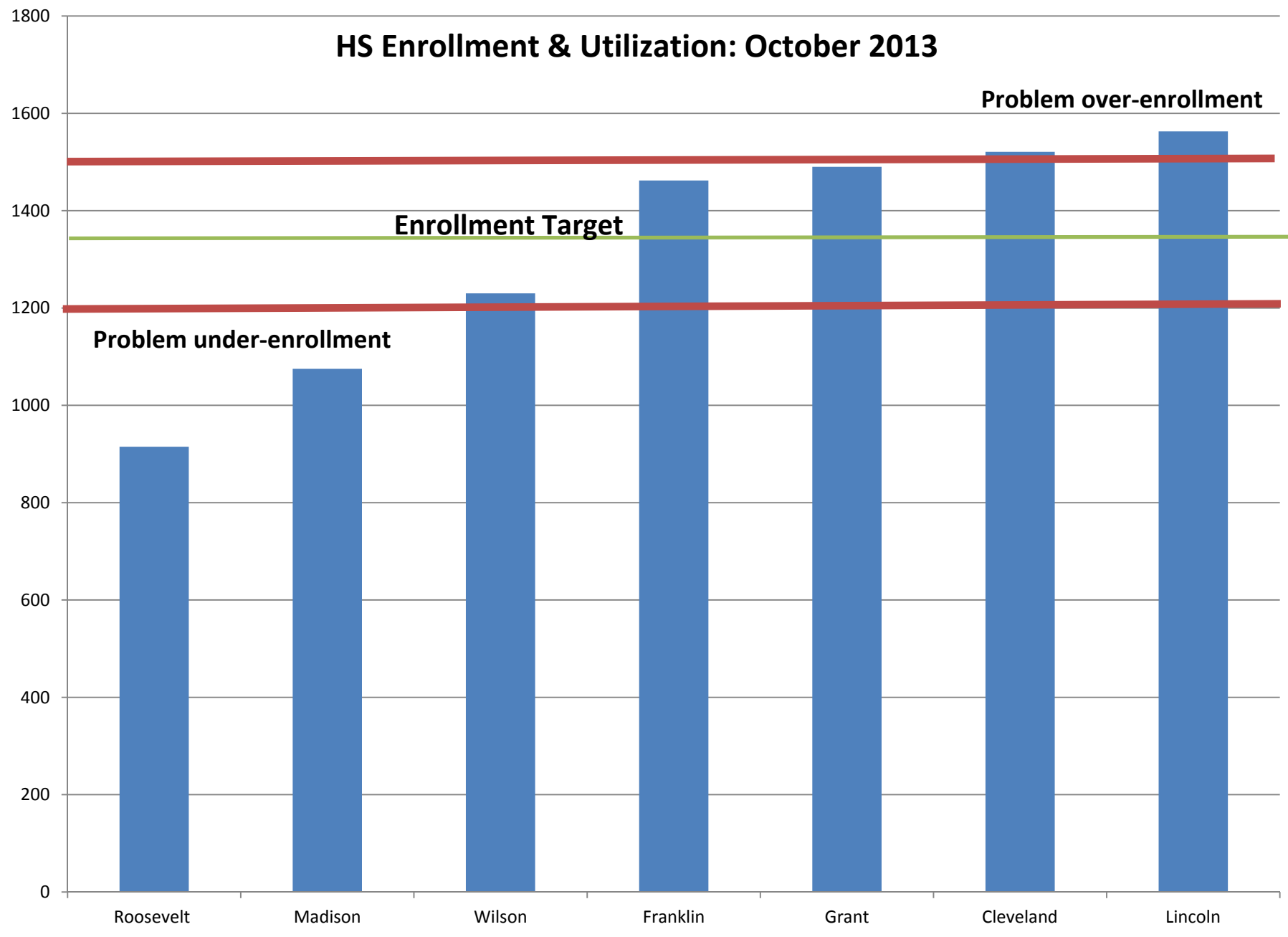
MS Enrollment & Utilization: October 2013

Enrollment Target

Problem under-enrollment



HS Enrollment & Utilization: October 2013



Problem under-enrollment

Enrollment Target

Problem over-enrollment

Roosevelt

Madison

Wilson

Franklin

Grant

Cleveland

Lincoln