

Enrollment Data Analysis

1. Budget and Staffing

School Budget Per Student – Dollars budgeted for current year at each school divided by the total enrollment at that school as of October. Funds included are general funds (personnel, supplies, operations); grant funds (including Federal grants such as Title 1-A), and special revenue funds (including tuition paid for fee-based full-day kindergarten, and funding of personnel through fundraising/donations). Capital expenditures and centrally budgeted functions such as utilities and custodial services are not included. (Source: PeopleSoft Financial System – Budget Office)

Budget Rank (range) – Rank of this school's Budget per Student from highest (1) to lowest (number in range) within schools of similar level (e.g., elementary - 27: PK/K-5; multi-level - 33: PK/K-8, PK/K-12, and schools in transition to PK/K-8); middle school - 10: 6-8; high school - 15: 6-12, 9-12.

Free & Reduced – Percentage of this school's students (as of October count), whose families meet the income or other qualification for Free or Reduced Price Meals under federal nutrition program guidelines. (Source: PPS Data and Policy Analysis; data developed by Nutrition Services)

School Receives Title I Funds? - Does this school qualify for federal Title 1 grant funding in the current year? Yes or No. To receive a dollar allocation under this grant, the school percentage of students qualifying for Free & Reduced Price Meals (see above) must be 40% or higher, for elementary and middle schools; 75% or higher for high schools. Current year qualification for federal Title 1 grants is usually based on Free & Reduced percentages from the prior year. (Source: PPS Title 1 Office)

Special Education – Percentage of October enrollment at each school with records flagged indicating participation in Individualized Education Plans (IEP), that is, Special Education program students. (Source: eSIS Fall Membership Report)

English Language Learners – Percentage of October 2008 enrollment that are English Language Learners eligible for ESL/Bilingual Services based on a language other than English spoken in the home and a language proficiency assessment indicating limited English proficiency. (Source: ESL Department)

Talented and Gifted – Percentage of October 2008 enrollment that have been identified as academically talented or creatively gifted as measured by Talented and/or Gifted Program criteria. (Source: eSIS Membership Report)

Licensed FTE Allocation – An **FTE** (Full Time Equivalent) is defined as a regular staff (administrative, licensed, or classified) position scheduled to work eight hours

Enrollment Data Analysis

per day. FTE does not count people, but positions. Two individuals who each work half time (4 hours per day) equal 1.0 FTE.

A **Licensed** FTE refers to certified staff such as teachers, counselors, media specialists, psychologists, social workers, nurses, athletic trainers, occupational speech, and physical therapists. For **allocation** purposes, licensed equivalents are used for comparison purposes. For this calculation, two (2) classified FTE is equivalent to one (1) licensed FTE. Allocations are shown as licensed equivalent so that comparisons can be made across schools. Since principals choose different balances between teachers (licensed) and educational assistants (classified), a common measure – FTE in licensed equivalents is applied to allocate and compare resources across schools.

General Fund Staffing Allocations are based on each school's average enrollment – Average Daily Membership, adjusted for projected demographic trends, and school reconfigurations. General Fund allocations were divided into three categories –

Administrative Support FTE provides for Principal/Assistant Principals and Secretaries, and Counselors (depending on type and size of school);

Ratio FTE based on a student to teacher ratio that varies by school level (elementary schools and multilevel schools 23.3:1; middle schools 23.3:1; and high schools 22.7:1);

SES FTE a socio-Economic Status Factor by which five percent of the FTE allocation is based on the percentage of students at each school who are eligible for Free or Reduced Price Meals under federal nutrition service program guidelines. In High Schools, only schools with percentage eligibility greater than 40% received an SES allocation.

Additional allocations shown as One Time Adjustments were made based on special circumstances or particular need. These include FTE allocations designated by the Office of Schools to facilitate reconfiguration and to deal with other special circumstances.

These first several categories are funded by general funds of the district. The remainder of the staffing information shown represents positions funded by Grant and Special Revenue sources that have special purposes and restrictions on use.

Title 1 shows the amount of staff (in licensed equivalents) that were purchased with a school's federal Title 1 grant allocation. Within some general constraints, each school decides the proportion of its grant that is spent on staffing. This space will be blank if the school did not qualify for Title 1 funding.

Enrollment Data Analysis

Foundation and Fee-For-Service K shows the number of licensed equivalent FTE purchased by the school using local fundraising and donations (foundation) and fees paid by parents for Full Day Kindergarten programs. Note: These FTE are determined on a school basis and are not part of general fund allocations.

Other Grants is the number of FTE provided through grants other than Title 1. These might include state, federal or private grants obtained by the district or school for specific programs.

(Source: Staffing Management Tool (SMT), Budget Office)

2. Enrollment Characteristics

Enrollment – Enrollment counts include students enrolled in Portland Public Schools. Counts were compiled on the first school day in October of each year. An enrolled student is defined as a student who attends one or more schools or programs within the District. Regardless of the number of schools or programs attended, each student is counted only once; the counts are unduplicated.
(Source: eSIS Membership Report)

PK – Pre Kindergarten students, K – Kindergarten students, 1 through 12 – first through twelfth grade, N/A – grade not available, or students not assigned a grade.

Projected Enrollment in 2013 (K-12) – Enrollment projection for students Kindergarten through twelfth grade developed by Population Research Center, College of Urban and Public Affairs, Portland State University. (Note that enrollments for 2003-2008 shown above may include Pre-K students and thus must be adjusted for comparisons.)

(Source: Portland Public Schools Enrollment Forecast 2008-09 to 2020-21, Prepared by PSU Population Research Center, January 2009)

Racial/Ethnic Background - Percentage of various racial/ethnic backgrounds as reported in October 2008 enrollment counts. (Source: eSIS Membership Report)

3. Neighborhood Attendance Characteristics

Neighborhood PPS Student Population - Number of Portland Public School students who reside in the neighborhood boundary surrounding the school being profiled. The breakdown below describes by category where the PPS students who live in the neighborhood attend school. (Note: This number does not include students who live in the area but who attend private schools, are home-schooled, attend school in other school districts, or who do not attend school.)

Enrollment Data Analysis

Some special focus schools do not have a neighborhood boundary since they draw students from many areas of the District. This section is not applicable to schools lacking neighborhood boundaries.

Attending (Name of School in this Profile) – Number and percentage of neighborhood student population defined above that attend their neighborhood school. The percentage of neighborhood students attending their own neighborhood school is sometimes referred to as the school's *capture rate*. Head Start Early Childhood Education is excluded from the neighborhood calculation, since its inclusion would tend to lower the capture rate at and near the limited number of schools at which the program operates.

Other PPS Neighborhood Schools - Number and percentage of neighborhood student population attending a neighborhood school other than the school in this profile.

Selected Special Programs/Focus Options – Number and percentage of neighborhood student population attending one of the schools or programs listed below that because of their design draw students districtwide: Benson High School, Richmond Elementary (Japanese Immersion), Winterhaven, Alliance High School, daVinci Middle School, Metropolitan Learning Center, Native Montessori Program, Portland Evening H.S., ACCESS program at Sabin Elementary, Odyssey Program at Hayhurst, Buckman Arts Focus School, Creative Science School Program, Ockley Green K-5 Arts, and Sunnyside Environmental School, Jefferson-Tubman Academy for Young Women and Jefferson-Johnson Academy for Young Men. Also included are the Japanese Immersion programs at Mt. Tabor and Cleveland; Mandarin Immersion programs at Woodstock, Hosford and Cleveland; Russian Immersion program at Kelly; Spanish Immersion programs located at Ainsworth, Atkinson, Beach, Bridger, Clarendon, Cleveland, Hosford, Lent, Lincoln, Rigler and West Sylvan. Not all special focus programs at high schools are included here due to shortcomings of the data.

When a neighborhood student attends a special program/focus option that is located at their neighborhood school, they are counted as attending their neighborhood school. For example, if a Hayhurst neighborhood student attends Odyssey program at Hayhurst, they are counted as attending Hayhurst rather than as attending a special program/focus option. This assumption is applied to Odyssey at Hayhurst, Buckman Arts, Sunnyside Environmental School, as well as Language Immersion programs located in Neighborhood Schools.

Neighborhood calculations for Roosevelt and Marshall Campuses are at the campus rather than the small school level.

PPS Charter Schools – Number and percentage of the neighborhood student population attending one of the District Charter schools: Arthur Academy,

Enrollment Data Analysis

CM2's Opal School, Emerson Public Charter, Leadership and Entrepreneurship High School, Portland Village School, Self Enhancement Academy or Trillium Public Charter.

Special Services – Number and percentage of the neighborhood student population attending special education administered programs not in schools, day and residential treatment, and other special services.

Community Based Alternative Programs – Number and percentage of the neighborhood student population attending contract based alternative programs such as Albina Youth Opportunity School, DePaul Center, LISTOS, Mt. Scott Park Center for Learning, NAYA Early College Academy, New Avenues for Youth, Open Meadow, various PCC programs, Quest Schools, POIC, YouthBuilders, and others.

4. Educational Programs

Achievement Scores – Percent Meeting or Exceeding Benchmarks

Where available, a three year history is shown for Reading and Math test results for third, fifth, eighth and tenth grades as compiled in Portland Public Schools Research and Evaluation/Adequate Yearly Progress Reports. The scores for determining which students meet standards changed in 2006-07. The change made it harder for elementary students to meet/exceed standards, easier at high schools, and about the same for middle schools students. In order that comparisons between years are made on a consistent basis, the scores shown for 2005-06 are recalibrated using the 2006-07 standards. In other words, the scores shown for 2005-06 were recalculated to show what they would have been had the new standards been applied in that year. As a result, the percentage meeting and exceed for 2005-06 may be different from the percentages shown in the 2006-07 Enrollment Profiles. <http://www.pps.k12.or.us/depts-c/rne/results/2007/>

5. School Environment

This section shows selected data intended to summarize important indicators of school environment. In each case two measures are shown: a measure of the school profiled and an average on this same measure across all schools in the relevant group. Thus each elementary school (PK/K-5) is compared to the average comprised of all elementary schools, each Multi-level school PK/K-8 or K-12 school is compared to the average across Multi level schools, each Middle School (6-8), against the Middle School average, and High Schools (9-12, 6-12) against the High School average. These measures are calculated on an annual basis and thus the numbers shown are for the 2007-08 school year.

Enrollment Data Analysis

Highly Qualified Teaching Assignments. Under federal government legislation associated with the No Child Left Behind Act (NCLB), public school teachers must meet a set of standards associated with the level and type of subjects that they teach. The numbers shown indicate the percentage of core academic subject teaching assignments taught by highly qualified teachers at each school and a district average for similar schools. NCLB defines core academic subjects as English, Reading or Language Arts, Mathematics, Science, some World Languages (French, German, Spanish, Russian, Latin and Japanese), Social Studies, and the Arts.

Teacher Experience. This is the average number of years of teaching experience of teachers at each school and the average of similar schools in the District. Average years are weighted by the full time equivalent for each teacher. Thus a half-time teacher would be half-weighted in the calculation.

Staff Attendance Rate. This measure is not available at this time. However, it is being developed and will represent an average attendance rate computed in a manner similar to the Average Daily Student Attendance described below.

Average Daily Attendance. This number, derived from individual student data indicates the percentage of enrolled students who were present (in attendance) averaged across all school days during the school year. The Comparable District Average is the Average Daily Attendance for all schools in the comparable category (elementary, multi-level (PK/K-8, PK/K-12), Middle School or High School).

Average Class Size. This statistic for each school reflects the average number of students in homeroom or self contained classrooms (generally grades K-5, but sometimes also 6-8); or, for higher grades, on the average number of students in classes defined as “core” subjects by NCLB (see Highly Qualified for listing of subjects).

Stability Index. This is a measure of students who are enrolled for at least 145 days of the school year (approximately 175 days) divided by the official October enrollment count. Students who are not enrolled for the full year include those students who enroll after the start of the school year, students who leave before the end of the school year, and students who are enrolled sporadically. Those schools with results closer to 100% are likely to have a more stable student population than those with a lower percentage. Another measure (not shown in the school Environment section, but shown in the summary tables in the District Summary section of this publication) identifies the amount of student mobility there is in a school, by calculating a *Late Enrollee Ratio*, which measures how many students arrive after the first day in October.

Enrollment Data Analysis

Student Expulsions. Number of students expelled during the school year as a percentage of October enrollment. The comparable district average is based on average expulsions for the school type as described above.

Student Suspensions. Number of students suspended from school (out of school suspension) during the school year as a percent of October enrollment. If one student were to be suspended more than one time, the count would not be duplicated. The comparable district average is based on the average suspensions for the school type as described above.

6. Enrollment Indicators

These calculations are indicators that additional data and further review of the school may be needed.

Declining Enrollment. Student loss $\geq 5\%$ since 2007 AND $\geq 15\%$ since 2004? Yes if enrollment has declined by 5% or more compared to the prior year, accompanied by an enrollment decline of 15% or more over the past four years. No if enrollment has not met these conditions.

Neighborhood Capture Rate. Yes if the number of neighborhood students attending this school is less than 55% of Portland Public schools students who live within this school's neighborhood boundaries. No if 55% or more of neighborhood students attend this school.

Density Index. October 2008 Enrollment divided by Number of Classrooms. This is intended as an indicator of the classroom capacity of the building compared to the number of students using the physical space. A high number could indicate crowding; a low number might indicate potential excess capacity. This index is a broad indicator of capacity, and must be considered in light of actual space usage for special education classes, computer labs, Head Start classrooms, ESL and Title 1.

Number of Classrooms. Actual number of "potential" classroom space in a school including classrooms housing standard education programs, other district programs, outside programs/partnerships, Special Education classes, English Language Learner classes, and vacant rooms. Generally this number is greater than the number of rooms used for standard classroom purposes. (Prepared by PPS Facilities and Asset Management, Classroom Use Survey, December 2004.)

Building Density Index. Yes if the school's enrollment divided by the number of classrooms is less than 15 or greater than 20. No if the school's enrollment divided by the number of classrooms is between 15 and 20. Note that a building density index greater than 20 means there is little or no room left for growth in

Enrollment Data Analysis

School Profiles

Definitions/Data Key

that facility, whereas a number less than 15 may indicate the potential for excess capacity.

7. Comments/Issues

This section is intended for comments or mitigating factors with respect to the enrollment indicators (shown above) or for clarification of other data presented. This section is to be completed by the Principal and/or Area Director. It may be left blank.