

## 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 collected for fee-based full-day kindergarten, and funding of personnel through fundraising/donations). Capital expenditures and centrally budgeted functions such as utilities, custodial services, Special Education and English as a Second Language 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 among schools in the same category. The school categories used here and throughout these profiles, unless otherwise noted, are:

PK/K-5 (elementary) – 27 schools

PK/K-8, PK/K-12 (multi-level) – 33 schools

6-8 (middle school) – 10 schools

6-12, 9-12 (high school) – 12 schools

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. By regulation, certain programs (e.g., Headstart, Residential Child Care Institutions) and schools (Humboldt, King and Rosa Parks) are deemed 100% eligible. Community Based Alternative Programs and charter schools do not use the PPS Nutrition Services Program and thus Free and Reduced counts shown may be lower than potential eligibility, and are not verified through eSIS at this time. (Source: PPS Data and Policy Analysis; Nutrition Services; eSIS)

School Receives Title I Funds? - Whether or not this school qualifies for federal Title 1 grant funding in the current year. To receive a dollar allocation under this grant, the percentage of students qualifying for Free & Reduced Price Meals must be 40% or higher for elementary and middle schools and 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: PPS Special Education Department)

English Language Learners – Percentage of students enrolled in October who 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 enrollment identified as academically talented, intellectually gifted or TAG potential 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 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. 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, Counselors, and other Support Staff at High Schools (depending on type and size of school);

Ratio FTE based on a student to teacher ratio that varies by school level (for 2011-12 elementary schools are at 25:1, multilevel schools and middle schools are at 24.24:1; and high schools are at 29.1:1);

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 eligible for Free or Reduced Price Meals under federal nutrition service program guidelines.

Additional General Fund allocations shown as One Time Adjustments are allocations outside the allocation formula. Formula-based allocations cannot always reflect the special circumstances of a particular school and as a result some additional FTE is allocated for unusual school requirements or schools in transitioning situations.

These first several categories are funded from the General Fund. The remainder of the staffing shown represents positions funded by Grant and Special Revenue sources that have special purposes and restrictions on use:

Title 1 shows the staff (in licensed equivalents) 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 number will be zero if the school did not qualify for Title 1 funding.

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 per-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 one 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 2016 (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 2007-2011 shown above may include Pre-K students and thus must be adjusted for comparisons. Also note that K-5, K-8 and middle school 2016 forecasts were updated based on preliminary 2011 enrollment, where as high school projections rely on 2010 enrollment.)

(Source: Portland Public Schools Enrollment Forecast 2011-12 to 2025-26, Prepared by PSU Population Research Center, November 2011.)

Racial/Ethnic Background - Percentage of various racial/ethnic backgrounds as reported in October enrollment counts. Hispanic Ethnicity includes students identified as Hispanic/Latino regardless of race. Asian and Pacific Islander are shown in separate columns (in prior years they were combined). Multiple Races category includes students identified as two or more races, exclusive of Hispanic/Latino. (Source: eSIS Membership Report)

## Neighborhood Attendance Characteristics

Neighborhood PPS Student Population - Number of Portland Public School students who reside within the neighborhood boundary surrounding the school. The breakdown below categorizes the types of schools attended by PPS students. (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.)

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 those schools.

Jefferson Dual Assignment Area was created 2011-12 SY. For students in 9<sup>th</sup> to 12<sup>th</sup> grade living in the Jefferson neighborhood they have rights to attend either Jefferson Middle College or one of these Grant, Madison or Roosevelt neighborhood high schools, depending on residence. Grant, Madison and Roosevelt show their Jefferson “Dual Assignment” area characteristics as well as neighborhood attendance area characteristics.

Attending (Name of School in this Profile) – Number and percentage of Neighborhood PPS Student Population who attend their neighborhood school. This percentage 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, Jefferson Middle College, 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 and the Harriet Tubman Leadership Academy for Young Women. Also included are the Japanese Immersion programs at Mt. Tabor and Cleveland; Mandarin Immersion programs at Woodstock, Hosford and Cleveland; the Russian Immersion program at Kelly; and Spanish Immersion programs located at Ainsworth, Atkinson, Beach, Bridger, Clarendon, Cleveland, Hosford, Lent, Lincoln, Mt. Tabor, 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 and Sunnyside Environmental School, as well as Language Immersion programs located in Neighborhood Schools.

Neighborhood calculations for Roosevelt Campuses are at the campus level 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, CM2’s Opal School, Emerson Public Charter, Leadership and Entrepreneurship High School, Portland Village School, Self Enhancement Academy or Trillium Public Charter. State-sponsored charter schools aren’t included in these profiles.

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.

### 3. 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 or exceed standards, easier for high schoolers, and about the same for middle schools students. In 2010-11 the percent meeting or exceeding declined in Math at many schools because of a higher threshold for “Meeting.” <http://www.pps.k12.or.us/depts-c/rne/results/2011/>

#### 4. 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 same category. Thus each elementary school (PK/K-5) is compared to the average comprised of all elementary schools, each multi-level (PK/K-8 or K-12) school is compared to the average across multi-level schools, each middle school (6-8) is compared to the middle school average, and each high school (9-12, 6-12) to the high school average. These measures are calculated on an annual basis and thus the numbers shown are for the 2010-11 school year.

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 they teach. The numbers shown indicate the percentage of core academic subject teaching assignments taught by highly qualified teachers. The Comparable District Average is the average percent for all schools in the comparable category (elementary, multi-level (PK/K-8, PK/K-12), middle school or high school). 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 for 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. The Comparable District Average is the average teacher experience for all schools in the comparable category (elementary, multi-level (PK/K-8, PK/K-12), middle school or high school).

Substitute Usage. This is the total days of substitute usage at the school by individuals in teaching positions, divided by the average number of licensed teachers (and others, such as counselors and media specialists, who receive substitutes when teaching classes). Special education and ESL teachers are included in this measure. The Comparable District Average is the average substitute usage for all schools in the comparable category (elementary, multi-level (PK/K-8, PK/K-12), middle school or high school).

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 6-8) or, for higher grades, in classes defined as “core” and other subjects. The Comparable District Average is the average for all schools in the comparable category (elementary, multi-level (PK/K-8, PK/K-12), middle school or high school). Classes taught by Special Education and ESL teachers are excluded from this calculation. This is a “snapshot” as of January 15, 2010. (Sources: eSIS and Staffing Management Tool (SMT). Students were matched with teachers, course codes, period of day, and room assignments.)

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 not enrolled for the full year include those who enroll after the start of the school year, leave before the end of the school year or are enrolled sporadically. Schools with a higher index generally have a more stable student population than those with a lower percentage. The Comparable District Average is the average for all schools in the comparable category (elementary, multi-level (PK/K-8, PK/K-12), middle school or high school). Another measure (not shown in the School Environment section, but in the District Summary section) identifies the amount of student mobility in a school by calculating a *Late Enrollee Ratio*, which measures how many students arrive after the first day in October.

Student Expulsions. Number of students expelled during the school year as a percentage of October enrollment. The Comparable District Average is the number of expulsions for all schools in the comparable category (elementary, multi-level (PK/K-8, PK/K-12), middle school or high school).

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 the number of expulsions for all schools in the comparable category (elementary, multi-level (PK/K-8, PK/K-12), middle school or high school).

## 5. Enrollment Indicators

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

Declining Enrollment. Student loss greater than or equal to ( $\geq$ ) 5% since 2010 AND  $\geq$  15% since 2007?

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 the 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 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 amount 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, and updated for the placement of modular buildings since that date.)

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

## **6. 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 Deputy Superintendent. It may be left blank.

Adequate Yearly Progress (AYP) is the minimum level of performance that school districts and schools must achieve each year as determined under the federal No Child Left Behind (NCLB) Act.

### 2011-12 Feeder Patterns and Jefferson Cluster Dual Assignment

The Comments/Issues section also lists all changes in school feeder patterns for 2011-12. These include several for schools in the Jefferson cluster. These comments refer to “Dual Assignment,” the policy giving students in the Jefferson cluster the choice to attend either the new Middle College program at Jefferson or a neighborhood comprehensive high school program at Roosevelt, Madison or Grant, depending on where they live within the Jefferson cluster boundaries.

These students also maintain the same placement options as all other PPS students, such as enrollment in a focus, charter or educational option school, and placement to a different school that can best serve their special education needs and possible eligibility for priority transfer to another comprehensive high school due to NCLB sanctions.