WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - August 22, 2011 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1. CALL TO ORDER/ROLL CALL 3
2. ADMINISTRATIVE
   A. Nobi Update/Presentation - C. Anderson - *40 minutes*
3. TEACHING AND LEARNING
4. FINANCIAL
   A. Enrollment Projections Report - H. Reinhart - *30 minutes* 4
   B. 2-Year and 10-Year Facility Improvement Plan - J. Westrum - *20 minutes*
   C. Facilities Study Update - J. Westrum - *20 minutes*
5. HUMAN RESOURCES
6. BOARD REPORTS
7. SCHOOL BOARD
   A. Tentative Board Agenda for September 12, 2011 - *5 minutes* 50
8. ADJOURN 51

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:
The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:
The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student–no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

Agenda Item 1

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – August 22, 2011

AGENDA SECTION: **1. CALL TO ORDER/ROLL CALL**

ITEM:

COMMENTS BY: **Board Chair Gleason**

Linda A. Cohen, Board Clerk, will call the roll:

	PRESENT	ABSENT
Ms. Linda A. Cohen	_____	_____
Ms. Susan H. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

To: Chace Anderson
School Board

From: Jim Westrum

Date: August 10, 2011

Re: Resident Enrollment Projection Report 8/10/2011

Attached please find the Resident Enrollment Projection Report dated August 10, 2011 prepared by demographer Hazel H. Reinhardt.

During the last ten years, the Wayzata district has experienced more than five percent growth in its resident K-12 student enrollment. Surprisingly, you may recall that during this same ten year period, previous enrollment projections projected slight growth until 2009, with stable to slightly declining resident student enrollment thereafter. However, due to the fact that actual resident student enrollment continues to exceed projections combined with the robust residential development in the northern portion of the district, it was deemed prudent to have a more comprehensive study performed this year. This study will be used as the basis for future planning and to adjust our future enrollment projections for known and anticipated changes.

While the results of the study would indicate that the district will experience moderate residential student growth over the next several years, it is important to note that the study is limited to resident students who will be served in one of the district's eleven buildings. As current building capacities include both resident students and non-resident students with open enrollment agreements, the initial results of the study would indicate that the projected resident student growth would be manageable simply by limiting future non-resident open enrollment agreements. Thus, the additional resident students would simply replace existing non-resident students as they age out through attrition. Thus, the district would effectively continue to serve approximately the same number of students and the only noticeable effect of the projected resident student growth would be that the mix of students served would reflect an increase in the resident student population.

Although building capacities is outside the scope of this report, it is important to briefly mention that capacity issues could be solved either by implementing attendance boundary shifts or by adding instructional spaces by building classroom additions to existing facilities. These items will be discussed in greater detail after our Fall enrollment is known on October 1, 2011 and for planning future years.

Please feel free to contact me at 763-745-5023 if you have any questions or comments.

WAYZATA SCHOOL DISTRICT #284

RESIDENT ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

8/10/2011

WAYZATA SCHOOL DISTRICT
RESIDENT ENROLLMENT PROJECTIONS

Executive Summary

- Resident K-12 enrollment projected to increase a whopping 18 percent in the next ten years. This compares to a 5.7 percent increase in the past ten years.
    - Resident enrollment projected to reach 11,000 (10,936) in 2020-21.
    - The resident high school enrollment projected to increase from 2,924 students to 3,507 students by 2020-21.
    - K-5 resident enrollment projected to increase from 4,161 students to 4,788 students in ten years.
    - Middle school (Grades 6-8) projected to increase from 2,134 to 2,640 students.

- Single-family detached housing units projected to increase by 1,068 by 2014-15.

- When existing single-family units sell (turnover), the number of students in these units increases. The district is slowly repopulating with school age children.

- Resident kindergarten appears to be volatile. This fall only 580 resident students expected after resident kindergartens of 663 and 645 in the past two years.

- Some attendance areas projected to grow significantly.
    - By 2014-15
        - Plymouth Creek projected to have 930 resident K-5 students.
        - Kimberly Lane projected to have 795 resident K-5 students.
        - Greenwood projected to have 766 resident K-5 students.
    - To accommodate this growth, open enrollment may need to be curtailed and more boundaries changes may be necessary.

CHAPTER 1

DISTRICT WIDE RESIDENT ENROLLMENT PROJECTIONS

Introduction

The Wayzata School District includes all or parts of eight cities in Hennepin County. The eight cities are: Corcoran, Maple Grove, Medicine Lake, Medina, Minnetonka, Orono, Plymouth and Wayzata. As of July 2011, the district had 14,269 single-family housing units. Nearly 80 percent of these units are in Plymouth and Minnetonka. Plymouth alone accounts for nearly 70 percent of these units. Minnetonka, with the next largest number, accounts for only 11 percent of the single-family homes. The following table shows the proportion of each municipality's single-family units in District #284.

SINGLE-FAMILY HOUSING UNITS JULY 2011				
Municipality	Total Single-Family Units	Single-Family Units in District #284	Percent of Municipality in District #284	Percent Distribution District #284
Corcoran	1,713	67	4%	0.5%
Maple Grove	15,267	1,131	7%	8%
Medicine Lake	122	122	100%	0.9%
Medina	1,559	720	49%	5%
Minnetonka	13,040	1,508	12%	11%
Orono	2,964	145	5%	1%
Plymouth	15,731	9,693	62%	68%
Wayzata	905	903	100%	6%
Total	51,301	14,269		

Source: Hennepin County Geographic Information System and Certificate of Occupancy data from Maple Grove and Plymouth

Land is available for future residential development. Most of the currently available land is in the northeast corner of the district. And although the current housing market has been sluggish, residential development continues in the Wayzata School District.

The Wayzata Public Schools have a good reputation and a large number of nonresidents attend the Wayzata Public Schools through open enrollment. Nonresident enrollment is subject to policy decisions that can be managed. Resident enrollment is affected by population changes. This chapter focuses on district wide K-12 resident enrollment and resident enrollment projections.

School age population is closely related to other population characteristics. For example, age can affect the number of births in a school district. A larger number of women of prime childbearing age results in more births and larger kindergarten classes five years later. Moving from one locale to another is also related to age; and the movement of families with children under 18 years of age can have a major effect on school enrollment. Population "turnover" is ongoing in a mobile society and enrollment changes throughout the school year as families and children move. In this study, enrollment projections are for resident Average Daily Membership (ADMs).

While population changes affect the total number of school age children residing in a school district, Minnesota students and their families have education choices. Therefore, when analyzing public school enrollment, choice must be considered as well as population dynamics. Choice includes nonpublic schools, home schools, and the public choices of open enrollment, charter schools and alternative schools. Two others choices exist: a) dropping out of high school, and b) attending a kindergarten alternative.

Enrollment Trends

Enrollment in the Wayzata Public Schools

Current Enrollment/Past Trends

Total enrollment in the Wayzata Public Schools is 879 students or 9.2 percent higher in 2010-11 than in 2001-02. During this same period, resident enrollment increased by 493 students or 5.7 percent.

K-12 TOTAL ENROLLMENT ADMs									
2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
9,583	9,608	9,704	9,710	9,825	9,969	10,007	10,196	10,377	10,462

Source: Wayzata School District, Fall Enrollment. Excludes Early Childhood

K-12 RESIDENT ENROLLMENT ADMs									
2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
8,725	8,691	8,704	8,656	8,727	8,794	8,797	8,861	9,023	9,219

Source: Wayzata School District, Fall Enrollment. Excludes Early Childhood

Like all population changes, school enrollment change results from two different phenomena. The difference between the size of the incoming kindergarten class and the previous year's Grade 12, called natural increase or decrease, measures the change in past birth numbers or cohort change. For example, the Baby Boom (1946-1964) and the Baby Bust (1965-1976) set in motion cycles of rising and falling enrollment that are reflected as natural increase/decrease. As the next table shows, Wayzata's resident kindergarten classes were smaller than the previous year's resident Grade 12 every year except one in the past ten years. This trend usually results in enrollment decline; however, in Wayzata, net in

migration resulting from residential development was large enough to offset the natural decrease averting resident enrollment decline.

COMPONENTS OF RESIDENT ENROLLMENT CHANGE				
Fall to Fall	Total		Natural Increase/ Decrease	Net Migration
	#	%		
2001 to 2002	-34	-0.4	5	-39
2002 to 2003	13	0.1	-38	51
2003 to 2004	-48	-0.6	-41	-7
2004 to 2005	71	0.8	-18	89
2005 to 2006	67	0.8	-28	95
2006 to 2007	3	0.1	-175	178
2007 to 2008	64	0.7	-129	193
2008 to 2009	162	1.8	-27	189
2009 TO 2010	196	2.2	-6	202

The other phenomenon affecting school enrollment is migration, an indirectly derived estimate. Migration is the term used when people move across a boundary or border, in this case, the school district boundary. Net migration is calculated by the progression from grade-to-grade of public school students. For example, public school Kindergarten students are moved to Grade 1 in the following year, Grade 1 students to Grade 2, etc. Because the probability of death is very low among children, the same number of children should be in the next higher grade the following year. Therefore, if the number of students changes, migration is assumed to have occurred. A positive number indicates a net flow into the public schools and a negative number reflects a net flow out of the public schools.

Net in migration accounted for all the resident enrollment growth in the Wayzata Public Schools. Resident net migration was negative for only two years more than six years ago (-39 and -7 students). In the past four years, resident net in migration has been substantial (+178, +193, +189 and +202). These large positive numbers reflect the net in migration of families with school age children.

In the past two years, high net in migration and a small natural decrease resulted in rapid resident enrollment growth (2 percent annually). Previously, resident enrollment increased by less than 1 percent annually.

Student Choices in the Wayzata School District

Minnesota students and their families have education choices. Nonpublic schools have been an option for many years. More recently, home schools became another option. Since its inception, public school options are attracting more students. Open enrollment allows residents of one district to attend public schools in another district. Charter schools are another public option. All these choices mean competition for a district's public schools.

Nonpublic Enrollment and Home Schools

Today, nonpublic enrollment falls into two categories—traditional nonpublic schools and home schools. Most traditional nonpublic schools are associated with religious institutions and many home school curriculums also have religious ties.

NONPUBLIC SETTINGS			
Year	Traditional Nonpublic Schools	Home Schools	Total
2001-02	1,428	141	1,569
2002-03	1,552	147	1,699
2003-04	1,567	150	1,717
2004-05	1,614	149	1,763
2005-06	1,625	138	1,763
2006-07	1,651	144	1,795
2007-08	1,600	147	1,747
2008-09	1,604	134	1,738
2009-10	1,611	141	1,752
2010-11	1,615	145	1,760

Source: Wayzata School District

In Minnesota, 8.4 percent of all enrolled students were enrolled in traditional nonpublic schools and 1.7 percent of enrolled students were home schooled in 2009-10. In the Wayzata School District, 14.0 percent of enrolled students were in traditional nonpublic schools and 1.2 percent were home schooled in 2009-10.

The proportion of students in nonpublic settings is higher than the statewide percentages. Combining home school students and nonpublic students, 15.3 percent of Wayzata district residents were in nonpublic settings. In Minnesota, 10.1 percent were enrolled in nonpublic settings. In the past ten years, traditional nonpublic enrollment decreased statewide while home schooled children increased. In the Wayzata School District, traditional nonpublic enrollment peaked at 1,651 students in 2006-07, which was 40 students higher than in 2009-10. The number of home schooled students is small and the number of students is essentially flat over the past ten years.

Public Options

Open Enrollment. Open enrollment allows Minnesota students to attend public schools outside their district of residence. The application to open enroll is made by the student and his/her parents and families generally provide their own school transportation. No tuition is charged.

Some students attend public schools outside their home district because their home district enters into an agreement with another district, usually to provide specialized services. This is called a tuition agreement, but this arrangement is not technically a student choice.

Since its beginning, open enrollment has attracted more and more students statewide and in the Wayzata School District. In 2009-10, 1,171 students open enrolled into the Wayzata Public Schools while 573 district residents attended public schools elsewhere through open enrollment.

PUBLIC OPTIONS					
	In	Out			
Year	Open Enrollment & Tuition	Open Enrollment & Tuition	Charter Schools (included in Open)	Other Options (included in Open)	Net
2001-02	584	540			+44
2002-03	683	529	--		+154
2003-04	774	506	14		+268
2004-05	843	549	43		+294
2005-06	943	526	67		+417
2006-07	1,004	562	99		+442
2007-08	1,062	610	115		+452
2008-09	1,180	677	153		+503
2009-10	1,171	693	120		+478
2010-11	1,109	720	134		+389

Source: Wayzata School District

Students who open enroll into the Wayzata Public Schools accounted for 11.3 percent of Wayzata's total enrollment in 2009-10. Students leaving the district to attend public schools elsewhere represented 6.0 percent of district school age residents. In 2009-10, 5.7 percent of Minnesota students chose open enrollment.

Charter Schools. Charter schools are another public education option. While 3.9 percent of Minnesota students attend charter schools, only 1.0 percent of Wayzata School District residents attend charter schools.

In 2009-10, public options resulted in a gain of 1,171 nonresident students and a loss of 693 resident students.

Summary of District School Age Residents

Based on 2001-02 and 2010-11, the estimated school age population residing in the district increased from 10,834 to 11,699, an increase of 865 students or 8.0 percent. During this same period, resident enrollment in the Wayzata Public Schools increased by 493 students or 5.7 percent. These percentages indicate that the Wayzata Public Schools' market share decreased. Market share can be expressed as a capture rate. Based on the estimated 2010-11 enrolled population of 11,699, the Wayzata Public Schools captured 78.8 percent of the district's school age population. In 2001-02, the capture rate was 80.5 percent. Wayzata's current market share is comparable to many other suburban Twin Cities school districts.

WAYZATA SCHOOL DISTRICT ESTIMATED RESIDENT SCHOOL AGE POPULATION				
Year	Wayzata Public Schools Resident Enrollment	Nonpublic Schools	Public Options	Total
2001-02	8,725	1,569	540	10,834
2002-03	8,691	1,699	529	10,919
2003-04	8,704	1,717	506	10,927
2004-05	8,656	1,763	549	10,968
2005-06	8,727	1,763	526	11,016
2006-07	8,794	1,795	562	11,151
2007-08	8,797	1,747	610	11,154
2008-09	8,861	1,738	677	11,276
2009-10	9,023	1,752	693	11,468
2010-11	9,219	1,760	720	11,699

History of Resident Enrollment by Grade

The history of public school enrollment contains several patterns with implications for the future. First, the resident kindergarten class size increased in the past two years after two low kindergarten years. Over the decade, resident kindergarten fluctuated annually; however, the fluctuations become larger recently. In 2010-11, there were 663 resident kindergarten students. In 2001-02,

RESIDENT ENROLLMENT ADMs										
Grade	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
K	565	582	588	560	587	603	523	547	645	663
1	669	606	629	629	609	640	670	595	623	723
2	664	669	631	639	629	633	666	694	632	648
3	706	671	686	632	649	634	666	706	712	668
4	671	710	666	686	630	639	635	676	713	736
5	694	658	727	661	692	657	652	654	695	723
6	712	708	677	737	693	683	665	673	687	724
7	715	704	712	696	754	713	704	689	697	705
8	710	713	710	698	699	748	740	714	697	705
9	695	703	739	724	723	729	769	760	755	719
10	688	688	691	733	718	720	733	771	738	739
11	659	653	647	656	713	697	698	710	760	727
12	577	626	601	605	631	698	676	672	669	739
Total	8,725	8,691	8,704	8,656	8,727	8,794	8,797	8,861	9,023	9,219

Source: Wayzata School District. Excludes Early Childhood

resident kindergarten was 565 students. As of August 1, 2011, resident kindergarten is estimated at 580, significantly below the past two years. Thirty (30) students plan to attend alternatives because full day kindergarten is not available. The large annual fluctuations make projecting difficult; however, future kindergarten classes will be larger as the number of housing units increases.

The number of resident students per grade is smaller in the elementary grades, which means the current grade distribution of resident students does not have any "built in" growth momentum. The average resident elementary class has 694 students. The average resident middle school class size is 711 students, while the average for Grades 9 through 12 is 731 students. The middle school and high school grades reflect some net inflow from nonpublic schools.

Minnesota's largest graduating Grade 12 since 1978 graduated in 2009. State wide, graduating classes will be getting smaller as the high school population gets smaller. Based on resident elementary enrollment and current migration patterns, resident enrollment in Wayzata's high school will increase.

Enrollment Projections

Projection Background

Some factors affecting future school enrollment are known. However, other important factors are less clear at this time. First, the trends around which there is confidence.

Trends Where Confidence is High

- Aging. The population in the U.S. and Minnesota is aging. By 2020, 16-17 percent of Minnesota's population will be 65 years old or older. In 2010, the elderly made up 12.9 percent of the population. There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce geographic mobility because older people move less frequently than younger people.

- Decrease in the school age population per household. From 2000 to 2010, the number of school age children per household decreased sharply as Baby Boomer households empty nested and started to "age in place." After 2010, households with children will be headed primarily by Generation X parents who are members of a much smaller generation. Gen X (1965-1976) is only 60 percent the size of the Baby Boom (1946-1964) generation, which means the percentage of households with 5-17-year-olds will continue to decrease but more slowly. After 2015, most parents will belong to Gen Y (1977-1995), the children of the Boomers who are also a large generation, and the student yield per household will increase slightly.

- Shift in size of key adult age groups. The size of the Baby Boom generation and the Baby Bust generation, reflected in the next table, will result in significant changes in the size of adult age groups, which in turn will affect the demand for new housing units. The modest increase in the 20-34 year-old population between 2010 and 2020 is especially significant for the demand for

"first" homes (includes apartments) and the decrease in 35-54 year-olds will affect the "move up" market. Growth in the 55+ year-old markets will create demand for housing for mature adults and seniors; however, these units will not yield school age children.

AGE TWIN CITIES METRO AREA POPULATION (11-COUNTIES)					
Age	2000	2010	2020	Change 2000-2010	Change 2010-2020
20-34 yrs	629,898	693,040	725,670	63,142	32,630
35-54 yrs	902,531	981,060	952,870	78,529	-28,190
55-64 yrs	217,880	359,720	460,080	141,840	100,360
65+ yrs	275,183	338,110	499,110	62,927	161,000
Sum	2,025,492	2,371,930	2,637,730	346,438	265,800

Source: Minnesota Demographic Center, 2007

These population changes by age point to a future very different from the recent past. Demand for additional housing will slow because the adult population age 20+ will increase more slowly and the 35-54 year-old age group that helped fuel the housing boom will decrease from 2010-2020. Furthermore, 60 percent of the increase in adults 20 years of age and older will be persons 65+ years of age. There may be more sellers than buyers in the housing market.

- Fertility. Today, completed fertility is near the replacement level. Completed fertility refers to the number of children born per woman throughout her childbearing years. In the U.S., White non Hispanic and Black women have near or below replacement fertility. (Replacement is 2.11 children per female at the end of childbearing.) Fertility rates are likely to remain at or near replacement levels. Hispanic women and immigrant women have higher fertility.

- Births. Births fell after 1990 in the U.S. and in Minnesota; however, since 2003, births have been increasing. An uptick in births was expected in the late 1990s and early in this decade because births were higher in 1968. (Today, the median age for women giving birth is about 30 years of age.) In 2007, births were higher than at any time since 1964; however, 2007 births were well below the peak Minnesota birth year of 1959 (88,000 resident births). Births fell in the U.S. and Minnesota in 2008 and 2009 and the recession is likely to depress births in 2010 as well.

  As the history of resident births shows, from 1995 to 2009, resident births in Minnesota increased 11.6 percent while resident births in Hennepin County increased 6.6 percent. Resident births increased only 4.6 percent in suburban Hennepin County.

- Enrollment cycles. Births will increase again and a third enrollment cycle will occur in the first half of this century. Already, kindergarten class size is increasing in many districts, a sign of the beginning of this third enrollment cycle. The end of the third enrollment cycle is projected to be around 2040. (From start to finish, these cycles last about 30 years.)

RESIDENT LIVE BIRTHS			
Year	Minnesota	Hennepin County	Suburban Hennepin County
1995	63,259	15,317	9,578
1996	63,681	15,300	9,510
1997	64,491	15,459	9,397
1998	65,207	15,669	9,328
1999	65,953	15,968	9,670
2000	67,451	16,553	9,908
2001	66,617	16,327	9,729
2002	68,037	16,112	9,738
2003	70,053	16,440	9,941
2004	70,617	16,718	10,258
2005	70,950	16,348	10,101
2006	73,515	16,780	10,223
2007	73,675	16,848	10,532
2008	72,382	16,566	10,212
2009	70,617	16,334	10,017
2010	n.a.	n.a.	n.a.

Suburban Hennepin County is Hennepin County minus Minneapolis City
Source: Minnesota Department of Health

Unknowns

The unknowns reflect recent changes such as the collapse of the housing market and tighter credit. Another unknown is the longer-term effect of the recession on domestic migration and international immigration, especially in a jobless recovery. Furthermore, will attitude and behavior changes prompted by the recession last?

- Collapse of the housing market and tighter credit. A high level of mobility was possible with a robust housing market with rapid appreciation and easy credit. This has now changed with the collapse of the housing market and tighter credit. However, the decrease in housing prices may have made Wayzata homes more affordable for families with children. More families with children moved to the Wayzata School District in the past four years.

- The recession. Although the recession is officially over, the stagnant job market slowed population movement between and within states. Minnesota felt the effect of this change as fewer young and middle-aged adults moved to Minnesota slowing population growth in the Twin Cities metro area. The recession also increased public school enrollment as some families decided that nonpublic schools were beyond their current financial resources.

Cohort Survival Method

The most common and most robust model for projecting school enrollment is the cohort survival method. The first step in the cohort survival method is aging the population. In a standard cohort survival model, aging the population involves estimating the number of deaths expected in an age group before it reaches the next older age group. When the cohort survival method is applied to school enrollment, the first step is to move a grade to the next higher grade. However, because mortality is so low in the school age population, the entire grade is assumed to "survive" to the next higher grade in the following year.

Once a grade or cohort has been "aged" to the next grade, net migration is added to or subtracted from that grade. Using survival rates accomplishes both "aging" and migration in a single step. Over time, the size of a cohort will increase or decrease as a result of migration as its progresses through the grades. For example, the 2001-02 resident kindergarten class had 565 members. This same cohort had 719 members in Grade 9 in 2010-11.

The projection of future kindergarten class size is important in long-term enrollment projections because these students will be in school over the life of the projection. Growth in Wayzata's resident kindergarten accounted for only 20 percent of resident enrollment growth in the past ten years; however, the size of the resident kindergarten class is important because the number of "seats" available for open enrollment hinges on these numbers. If a school census exists, it is a resource for short-term kindergarten projections, i.e., a couple of years. However, school censuses are notoriously inaccurate for children less than four years of age.

To project kindergarten, the best theoretical approach, but the least practical, is to project births based on the age of the female population. These birth projections then must be survived to age five and then adjusted for migration to yield kindergarten projections. Determining the age of females in a school district is the first challenge and then, many assumptions must be made, making this approach impractical.

A simpler approach is to use resident births as a proxy for kindergarten five years later. Of course, not every child born in the district will enter the district's kindergarten classes five to six years later. However, some "native born" children who move out before enrolling in kindergarten will be replaced by children born elsewhere who move into the district before entering kindergarten. If the number of "ins" and "outs" are equal, the net effect is zero and the kindergarten class would be 100 percent of resident births.

Using earlier births as a proxy for kindergarten results in kindergarten projections for only a few years into the future. To extend kindergarten projections another five years, Wayzata's resident kindergarten will be projected based on the Minnesota Demographic Center's projection of Hennepin County resident births.

Kindergarten Assumptions

Although births five years earlier are a good proxy for a kindergarten class, kindergarten students must be 5 years-old by September 1. This age requirement means that about one-third of the kindergarten class is born six years earlier not five years earlier. For example, one-third of the 2010-11

kindergarten class was born in 2004 and two-thirds were born in 2005. Adjusting birth years to fit the age requirements of kindergarten creates a kindergarten pool.

Upon special request, the Minnesota Department of Health will provide resident births by address so the births can be geocoded to a school district's boundaries. Some "out-of-wedlock" births may be withheld because unmarried parents can choose whether to make birth information by address public. As long as this segment's behavior does not change, a history of a district's resident births should be reliable. All resident births are reported in city and county data. From 1995-96 to 2009-10, resident births in District #284 decreased.

DISTRICT RESIDENT LIVE BIRTHS SEPTEMBER 1 TO AUGUST 31	
1995-1996	624
1996-1997	589
1997-1998	607
1998-1999	659
1999-2000	645
2000-2001	617
2001-2002	577
2002-2003	514
2003-2004	583
2004-2005	536
2005-2006	497
2006-2007	538
2007-2008	488
2008-2009	510
2009-2010	552

Source: Minnesota Department of Health

A kindergarten pool was constructed based on district resident births. Applying a ratio of Wayzata's resident kindergarten to the kindergarten pool takes advantage of actual births in the past several years. With district birth data available through September 2010, the kindergarten classes through 2015-16 can be projected from actual births.

Wayzata's resident kindergarten as a percentage of the district pool shows that resident kindergarten classes are substantially larger than the pool. Furthermore, the annual percentages fluctuated widely (85.0 percent to 123.7 percent), with the past three years substantially larger than the earlier years. While there is a relationship between the district kindergarten pool and resident kindergarten, this relationship is getting weaker because a larger proportion of resident kindergarten students move into the district in their preschool years. Naturally, this in migration can fluctuate from year to year. The decline in district births but the increase in resident kindergarten makes projecting resident kindergarten based on district resident births more difficult. The district kindergarten pool is not an ideal proxy for Wayzata's resident kindergarten.

WAYZATA'S RESIDENT KINDERGARTEN AS A PERCENTAGE OF THE DISTRICT KINDERGARTEN POOL			
Birth Years	Wayzata District Pool	Percentage	Kindergarten Year
1995; 1996	624	90.5%	2001-02
1996; 1997	589	98.8%	2002-03
1997; 1998	607	96.9%	2003-04
1998; 1999	659	85.0%	2004-05
1999; 2000	645	91.0%	2005-06
2000; 2001	617	97.7%	2006-07
2001; 2002	577	90.6%	2007-08
2002; 2003	514	106.4%	2008-09
2003; 2004	583	110.6%	2009-10
2004; 2005	536	123.7%	2010-11
2005; 2006	497		2011-12
2006; 2007	538		2012-13
2007; 2008	488		2013-14
2008; 2009	510		2014-15
2009; 2010	552		2015-16

The resident kindergarten capture rate is much more stable when suburban Hennepin County resident births are the basis for the kindergarten pool (5.37 percent to 6.53 percent). Further, the

WAYZATA'S RESIDENT KINDERGARTEN AS A PERCENTAGE OF THE SUBURBAN HENNEPIN COUNTY POOL			
Birth Years	Suburban Hennepin County Pool	Percentage	Kindergarten Year
1995; 1996	9,533	5.93%	2001-02
1996; 1997	9,434	6.17%	2002-03
1997; 1998	9,351	6.29%	2003-04
1998; 1999	9,557	5.86%	2004-05
1999; 2000	9,829	5.97%	2005-06
2000; 2001	9,788	6.12%	2006-07
2001; 2002	9,735	5.37%	2007-08
2002; 2003	9,874	5.54%	2008-09
2003; 2004	10,154	6.35%	2009-10
2004; 2005	10,153	6.53%	2010-11
2005; 2006	10,182		2011-12
2006; 2007	10,430		2012-13
2007; 2008	10,318		2013-14
2008; 2009	10,081		2014-15
2009; 2010	n.a.		2015-16

capture rates of the past two years are not as different from those of the earlier years as is the case with the district pool. However, this proxy also has some drawbacks. The pool is very large compared to Wayzata's resident kindergarten, which makes the capture rate a small percentage of the pool. Factors affecting resident births in suburban Hennepin County may be different from those in the Wayzata School District, which could make the suburban pool problematic as well.

With no ideal kindergarten pool, resident kindergarten projections will be made based on both pools. Capture rates will be averaged to produce a trend line that reflects but smoothes out annual fluctuations. Based on the district pool, averaging the capture rates of the past two years yields a capture rate of 117.2 percent. The three year average is 113.6 percent. Based on the suburban Hennepin County pool, the recent years above 6 percent average 6.33 percent. The most recent year is 6.53 percent. As these capture rates show, the highest capture rate for both pools is the capture rate of the past year. In light of recent history, the low capture rate based on the district pool appears to be too low, so it will not be used in making kindergarten projections. The high district pool projections and the low suburban Hennepin county pool projections are quite similar, although the district pool shows larger annual fluctuations.

RESIDENT KINDERGARTEN PROJECTIONS BASED ON THE TWO POOLS Based on Actual Births				
	District Pool		Suburban Hennepin County Pool	
	Low @117.2	High @123.7	Low @6.33	High @6.53
2011-12	582	614	645	665
2012-13	631	666	660	681
2013-14	572	604	653	674
2014-15	598	631	638	658
2015-16	647	683	n.a.	n.a.

RESIDENT BIRTHS HENNEPIN COUNTY				
	Births			
Year	Original Projection	Actual	Difference	Adjusted Projection
2005	16,334	16,348	1.0009	
2006	16,291	16,780	1.0300	
2007	16,248	16,848	1.0369	
2008	16,205	16,566	1.0228	
2009	16,162	16,334	1.0106	
2010	16,119			16,388
2011	19,224			16,495
2012	16,329			16,602
2013	16,435			16,709
2014	16,540			16,816
2015	16,645			16,923

Adjusted projection is 1.0167% higher than original projection
Source: Minnesota Demographic Center

To extend the kindergarten projections beyond 2014-15 or 2015-16, Wayzata's resident kindergarten will be based on the Minnesota Demographic Center's projections of Hennepin County resident births. However, the birth projections for Hennepin County are slightly lower than actual births. To compensate for this small under projection, the Demographic Center's projections will be adjusted upward by 1.0167 percent, which is the average of the difference between the projection and the actual in the past two years.

To create a suburban Hennepin County kindergarten pool, suburban Hennepin County births must be projected. In the past five years, suburban Hennepin County resident births have been 61.49 percent to 61.83 percent of Hennepin County resident births. Future suburban Hennepin County births were projected to be 61.60 percent of the county's births, which is the four year average.

PROJECTED SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOL	
2015-16	10,070
2016-17	10,139
2017-18	10,205
2018-19	10,271
2019-20	10,338
2020-21	10,403

Starting in 2016-17, kindergarten projections based on the district pool will equal 6.521 percent of the suburban Hennepin County pool. This represents the average that district kindergarten projections are of the suburban pool in 2014-15 and 2015-16. Beginning in 2015-16, kindergarten projections based on the suburban pool will equal 6.33 percent of the suburban Hennepin County pool, which is the same percentage used for the earlier projection years.

Resident enrollment projections will be based on two resident kindergarten assumptions. These two assumptions are shown in the next table. One reflects the district pool and the other reflects the suburban pool.

RESIDENT KINDERGARTEN ASSUMPTIONS		
Year	District @123.7%	Suburban @6.33%
2011-12	614	645
2012-13	666	660
2013-14	604	653
2014-15	631	638
2015-16	683	637
2016-17	661	642
2017-18	665	646
2018-19	670	650
2019-20	674	654
2020-21	678	659

The district pool resident kindergarten projections fluctuate more and are higher in the later projection years than those based on the suburban pool. Both sets of projections fluctuate less beginning in 2016-17 because the suburban pool, on which both are based, is more stable.

Net Migration Assumptions

The method for estimating migration does not distinguish between physical movement across the district's boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in another public school. Further, students who move into or out of a school district but never enroll in the district's public schools are not reflected in the migration numbers in this report.

In the past ten years, annual net migration fluctuated from year to year but was positive all but two years. Since 2006-07, resident net in migration has increased. The next table shows resident net migration aggregated by the elementary grades (Kindergarten-Grade 5), the middle school grades and the high school grades. Kindergarten to Grade 5 net in migration accounted for a majority of the resident net in migration.

RESIDENT NET MIGRATION SCHOOL YEAR TO SCHOOL YEAR									
	01 to 02	02 to 03	03 to 04	04 to 05	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10
K-5	39	101	47	63	99	140	165	157	173
6-8	4	29	15	52	5	56	55	65	55
9-12	-82	-79	-69	-26	-9	-18	-27	-33	-26
Total	-39	51	-7	89	95	178	193	189	202

In the Wayzata Public Schools, resident net in migration occurs every year between Kindergarten and Grade 1. This is the typical pattern among Minnesota's public schools, especially when kindergarten is half-day. The progression from Grade 1 to Grade 2 and Grade 2 to Grade 3 tends to be large. This suggests that residential development brings younger elementary students. Wayzata also has relatively large and consistent net in migration from Grade 6 to Grade 7 and from Grade 8 to Grade 9, grades when nonpublic students transfer into the public schools. After Grade 10, the high school grades show losses.

Migration is converted to survival rates for projection purposes. These rates show the percentage change from grade to grade each year. For example, 1.00 indicates no change or 100 percent of the grade progressed to the next highest grade. Any number over 1.00 reflects the percentage increase while a number below 1.00 reflects the percentage decrease. For example, 0.98 indicates a 2 percent decrease.

RESIDENT NET MIGRATION BY GRADE SCHOOL YEAR TO SCHOOL YEAR									
	01 to 02	02 to 03	03 to 04	04 to 05	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10
K to 1	41	47	41	49	53	67	72	76	78
1 to 2	0	25	10	0	24	26	24	37	25
2 to 3	7	17	1	10	5	33	40	18	36
3 to 4	4	-5	0	-2	-10	1	10	7	24
4 to 5	-13	17	-5	6	27	13	19	19	10
5 to 6	14	19	10	32	-9	8	21	33	29
6 to 7	**-8**	**4**	**19**	**17**	**20**	**21**	**24**	**24**	**18**
7 to 8	-2	6	-14	3	-6	27	10	8	8
8 to 9	**-7**	**26**	**14**	**25**	**30**	**21**	**20**	**41**	**22**
9 to 10	-7	-12	-6	-6	-3	4	2	-22	-16
10 to 11	-35	-41	-35	-20	-21	-22	-23	-11	-11
11 to 12	-33	-52	-42	-25	-15	-21	-26	-41	-21
Total	-39	51	-7	89	95	178	193	189	202
Percent	-0.4	0.6	<-0.1	1.0	1.1	2.0	2.2	2.1	2.2

RESIDENT SURVIVAL RATES SCHOOL YEAR TO SCHOOL YEAR									
	01 to 02	02 to 03	03 to 04	04 to 05	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10
K to 1	1.07	1.08	1.07	1.09	1.09	1.11	1.14	1.14	1.12
1 to 2	1.00	1.04	1.02	1.00	1.04	1.04	1.04	1.06	1.04
2 to 3	1.01	1.03	1.00	1.02	1.01	1.05	1.06	1.03	1.06
3 to 4	1.01	0.99	1.00	1.00	0.98	1.00	1.02	1.01	1.03
4 to 5	0.98	1.02	0.99	1.01	1.04	1.02	1.03	1.03	1.01
5 to 6	1.02	1.03	1.01	1.05	0.99	1.01	1.03	1.05	1.04
6 to 7	0.99	1.01	1.03	1.02	1.03	1.03	1.04	1.04	1.03
7 to 8	0.98	1.01	0.98	1.00	0.99	1.04	1.01	1.01	1.01
8 to 9	0.99	1.04	1.02	1.04	1.04	1.03	1.03	1.06	1.03
9 to 10	0.99	0.98	0.99	0.99	1.00	1.01	1.00	0.97	0.98
10 to 11	0.95	0.94	0.95	0.97	0.97	0.97	0.97	0.99	0.99
11 to 12	0.95	0.92	0.94	0.96	0.98	0.97	0.96	0.94	0.97

To better understand survival rate changes since 2001-02, survival rates were averaged in three year time blocks (2001-02 to 2003-04, 2004-05 to 2007-08, and 2007-08 to 2010-11). The average of the first three years is the lowest while the average of the past three years is the highest. This exercise quickly demonstrates how survival rates increased over time, reflecting an increase in residential development.

COMPARISON OF RESIDENT SURVIVAL RATES AVERAGED			
Grade	2001-02-2003-04	2004-05-2007-08	2007-08-2010-11
K to 1	1.07	1.10	1.13
1 to 2	1.02	1.03	1.05
2 to 3	1.01	1.03	1.05
3 to 4	1.00	0.99	1.02
4 to 5	1.00	1.02	1.02
5 to 6	1.02	1.02	1.04
6 to 7	1.01	1.03	1.04
7 to 8	0.99	1.01	1.01
8 to 9	1.02	1.04	1.04
9 to 10	0.99	1.00	0.98
10 to 11	0.95	0.97	0.98
11 to 12	0.94	0.97	0.96

One of the advantages of the cohort survival method is that it produces projections for every grade. However, this requires migration assumptions for every grade. To mirror possibilities, two migration assumptions were considered. The desired outcome was a low end and a high end of recent experience. The average of survival rates from 2004-05 to 2007-08 could be used as the low assumption. However, the projected increase in single-family homes makes the low assumption unlikely. The high assumption is the average of the past three years.

PROJECTED RESIDENT SURVIVAL RATES		
Grade	Low	High
K to 1	1.10	1.13
1 to 2	1.03	1.05
2 to 3	1.03	1.05
3 to 4	0.99	1.02
4 to 5	1.02	1.02
5 to 6	1.02	1.04
6 to 7	1.03	1.04
7 to 8	1.01	1.01
8 to 9	1.04	1.04
9 to 10	1.00	0.98
10 to 11	0.97	0.98
11 to 12	0.97	0.96

Because net migration will be projected based on survival rates by grade, the percentage change will be the same each year while the actual number of students added or subtracted by grade may change from year to year.

Projection Results

The kindergarten and net migration assumptions are trend lines, which remove annual fluctuations. However, the future, like the past, will be characterized by annual fluctuation, sometimes large. Because there is no reasonable way to forecast when fluctuations around trend lines will occur, it is arbitrary to project them. Furthermore, long-term projections are designed to approximate a future point in time not to yield the best projection for each intervening year between the present and the projection end date. For this reason, long-term projections should not be used for annual budgeting purposes. The district should continue to use its version of the cohort survival methodology for annual enrollment projections.

Two cohort projections are shown in the next table. The projections are very similar, in part because the migration assumptions are the same. Because nearly 1,100 new single-family units will be added before 2015, making projections with a low migration rate makes no sense.

In the suburban kindergarten projection, resident enrollment increases by 903 students or 9.8 percent from 2010-11 to 2015-16. By 2020-21, resident enrollment is 1,660 students or 18.0 percent higher than in 2010-11. This compares with a 5.7 percent increase from 2001-02 to 2010-11.

In the district kindergarten projection, resident enrollment increases 851 students or 9.2 percent between 2010-11 and 2015-16. Over the ten year projection period, resident enrollment increases by 1,717 resident students or 18.6 percent.

RESIDENT ENROLLMENT PROJECTIONS ADMs		
Year	District K High Mig	Suburban K High Mig
2010-11	**9,219**	**9,219**
2011-12	9,312	9,343
2012-13	9,501	9,530
2013-14	9,640	9,719
2014-15	9,832	9,926
2015-16	10,070	10,122
2016-17	10,284	10,315
2017-18	10,457	10,467
2018-19	10,614	10,600
2019-20	10,747	10,710
2020-21	10,936	10,879

Looking at the projections based on the elementary, middle school and high school grades is instructive. Resident K-5 enrollment is higher throughout the projection period; however, there is a slight decrease between 2015-16 and 2020-21 with the suburban kindergarten pool projections.

RESIDENT ENROLLMENT PROJECTIONS ADMs				
	K-5	6-8	9-12	Total
2010-11	**4,161**	**2,134**	**2,924**	**9,219**
2015-16				
District K/High Mig	4,582	2,387	3,100	10,070
Suburban K/High Mig	4,634	2,387	3,100	9,926
2020-21				
District K/High Mig	4,788	2,640	3,507	10,936
Suburban K/High Mig	4,616	2,710	3,553	10,879

Middle school resident enrollment is also larger than it is today. In 2015-16, grades resulting from the kindergarten assumptions have not yet reached the middle school so we see the effects of the migration assumptions only. Therefore, the two projections are the same. By 2020-21, the kindergarten assumptions effect the middle school population, which results in middle school resident enrollment continuing to increase.

Resident high school enrollment increases throughout the projection period as well. The kindergarten assumptions do not affect the high school projections until late in the projection period.

In 2020-21, the 2010-11 kindergarten class will be in Grade 10, which means that all the grades below Grade 10 are products of the projection assumptions. Detailed grade by year projections are at the end of this report.

Housing Unit Method

The housing unit method is another way of projecting population and school enrollment. While the number of dwelling units is related to the number of school age children, dwelling units alone do not determine the number of school age children. The number of school age children per unit is another critical variable.

The chief reason to use the housing unit method is to understand the effect of additional housing units. It could be said that housing stock is like DNA. It determines the size and characteristics of the resident school age population. In the past ten years, geographic information system (GIS) technology became more widely available. This has allowed for the overlay of students and housing. Housing type, age and value are determined from the tax assessment records for all residential property in a school district.

Year built and value emerge as important housing characteristics. Year built reflects how families lived in that era and is a proxy for square feet and characteristics such as number of bedrooms, number of bathrooms and number of garage spaces. The presence of a master suite, walk-in closets, etc. can also be inferred from year built. Value also implies some of these same characteristics plus lot size, location and interior amenities such as kitchen and bathroom appointments and finishes.

The relationship between housing unit characteristics and student numbers and characteristics have been established by work in three states. Findings based on school districts in three states include the following:

- Dwelling unit type affects the school age child per unit ratio. Detached single-family units have the highest school age child per unit ratio. Attached single-family units, such as townhouses, have significantly fewer children per unit than single-family detached units while apartment units have even fewer school age children per unit, although there are some local exceptions. For enrollment projection purposes, the change in single-family detached housing units is what affects the number of school age children in a district.

  Eighty-five (85) percent of resident students in the Wayzata Public Schools come from the district's single-family detached units. Yet, only about 65 percent of the district's dwelling units are single-family detached units.

- Newly constructed single-family units yield more students per unit than older units.

- As units sell (turnover) the student yield increases, especially in units that are more than 10-15 years old.

STUDENT YIELD FROM SINGLE-FAMILY DETACHED UNITS			
	Existing Units		
Grades	Non Movers	Movers (New Residents)	New Units
K-5	0.19	0.34	0.51
K-12	0.49	0.57	0.78

- The market value of single-family detached units affects the school age child per unit ratio with more moderately priced units having more school age children. In higher value units, children are usually older in most districts.

- Different racial/ethnic groups and/or major language groups have different housing patterns by unit type.

- As the population ages, more dwelling units are being built for mature adults (55+ years) and for seniors. These units will have zero school age children per unit.

Versions of the Housing Unit Method

The Housing Unit Method has two versions. One version is based on adding the projected number of dwelling units to the existing stock and then applying a child per dwelling unit estimate to the total dwelling unit count. The other version of the method or the housing starts method is based on estimating the school age children per new unit and adding these students to a "survived" student base from existing units. Both versions of the Housing Unit Method face some of the same challenges. Historically, the weakness of both versions was the difficulty in quantifying the effect of housing turnover and the demographic change that occurs when existing housing units are sold. With yield data

from the Housing and Enrollment study, some of the problems are overcome. A unit's status, i.e., new; existing but recently sold; and existing not sold recently, becomes an important element in the housing unit projections. The student yields for each status type are different and student yields also differ by geographic area within the district. Even with these major improvements, the method does not yield projections by grade.

Projections

Dwelling Unit Growth

As of July 2011, the Wayzata School District is estimated to have 19,222 dwelling units (housing units) not including apartments. Some of these units may be vacant, but for the purposes of this report, all dwelling units will be treated as occupied.

DWELLING UNITS (July 2011)	
Major Type*	Number
Single-family homes	14,289
Townhomes**	2,987
Condominiums	1,822
Duplex units	124

Source: Hennepin County Geographic Information System and Certificate of Occupancy data from Maple Grove and Plymouth

* Does not include apartments
**Includes subdivided duplexes

Based on developers' projections, about 1,100 single-family detached units will be built in the district in the next several years.

PROJECTED SINGLE-FAMILY DETACHED DEVELOPMENT (Revised January 2011)					
	2011-12	2012-13	2013-14	2014-15	Total
Birchview	2	2	1	0	5
Gleason Lake	19	15	12	0	46
Greenwood	178	270	137	45	630
Kimberly Lane	39	19	26	20	104
Oakwood	0	0	0	0	0
Plymouth Creek	88	112	59	24	283
Sunset Hill	0	0	0	0	0
District	326	418	235	89	1,068

Projections based on the housing unit method are in Chapter 2, which focuses on resident K-5 projections by attendance area and by school.

CHAPTER 2

RESIDENT ENROLLMENT PROJECTIONS BY ELEMENTARY SCHOOLS AND BY ATTENDANCE AREAS

Projecting resident K-5 enrollment by school or attendance area is fraught with potential errors because the enrollment at any one school or in any one attendance area is small, which magnifies annual fluctuations. For this reason along with the short time that existing students are part of the K-5 student body, projections will be made for five years rather than ten years. This chapter focuses on the seven Wayzata elementary schools and the district's seven elementary geographic attendance areas. Not all students living in an attendance area attend the elementary school where they live; therefore, the projection for a school and the attendance area by the same name are not always similar.

Past Trends

The following three tables show a five year history of resident enrollment, resident kindergarten and resident net migration by elementary school. Since 2006-07, resident enrollment increased by 355 students or 9.3 percent. This increase was concentrated at Plymouth Creek and Birchview. Much of the growth in K-5 residents occurred recently. More than 80 percent of the growth occurred in the past two years with nearly one-half the growth occurring in the past year.

RESIDENT ENROLLMENT					
School	2006-07	2007-08	2008-09	2009-10	2010-11
Birchview	465	497	524	545	584
Gleason Lake	658	599	582	589	624
Greenwood	597	597	582	568	510
Kimberly Lane	727	644	678	748	793
Oakwood	434	453	438	451	484
Plymouth Creek	458	560	621	661	707
Sunset Hill	467	461	447	458	459
Total	3,806	3,812	3,872	4,020	4,161

RESIDENT KINDERGARTEN					
School	2006-07	2007-08	2008-09	2009-10	2010-11
Birchview	79	74	83	93	114
Gleason Lake	113	68	83	99	100
Greenwood	80	70	75	73	75
Kimberly Lane	125	92	80	120	104
Oakwood	59	69	59	79	85
Plymouth Creek	81	73	94	110	118
Sunset Hill	66	77	73	71	67
Total	603	523	547	645	663

Resident kindergarten increased 10.0 percent; however, annual fluctuations are pronounced, especially at the building level. Trends by school vary. At Birchview, Oakwood and Plymouth Creek, kindergarten has trended upward. Resident kindergarten at Sunset Hill and Greenwood has been essentially flat, while Kimberly Lane's resident kindergarten is very volatile. District wide, resident kindergarten was especially large in the past two years compared to previous years.

Since 2006-07, elementary net in migration has been substantial and the past year saw a big increase in students attributable to net in migration. While the rate of change fluctuates from year to year, the trend line shows net in migration increasing. Like kindergarten, the net migration numbers illustrate how small populations fluctuate from year to year.

RESIDENT NET MIGRATION				
School	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10 to 2010-11
Birchview	26	24	20	20
Gleason Lake	-8	2	10	39
Greenwood	44	19	18	-8
Kimberly Lane	-41	62	61	70
Oakwood	11	11	12	-14
Plymouth Creek	107	55	27	32
Sunset Hill	1	-8	9	2
Total	140	165	157	173

Resident K-5 Projections

Individual Elementary Schools

The cohort survival method will be used to make individual school projections. The strength of this method is that it begins with aging the student population. Therefore, any difference in grade size is reflected in the projections as these classes enter and/or leave the elementary grades.

Kindergarten

Kindergarten projections by individual school are based on the district kindergarten pool assumption. In 2011-12, this projection is closest to the estimated 2011-12 resident kindergarten. In addition, the annual fluctuations in this assumption may be similar to what will actually occur. While the suburban kindergarten pool assumption results in less dramatic annual fluctuations, the numbers are not that different making the selection of a kindergarten assumption for building level projections a tossup.

RESIDENT KINDERGARTEN PROJECTIONS	
Year	District Pool
2011-12	614
2012-13	666
2013-14	604
2014-15	631
2015-16	683
2016-17	661
2017-18	665
2018-19	670
2019-20	674
2020-21	678

The district kindergarten pool projections will be allocated to each school according to each school's share of kindergarten over the past three years; its estimated share in 2011-12; and the trend in its kindergarten class size. Kindergarten projections by school sum to the district wide projection.

The 2011-12 estimate of kindergarten by building reflects the district's decision to bus some kindergarten students to schools outside their attendance area to better utilize the district's physical plant. This means that some kindergarten students residing in the Plymouth Creek, Kimberly Lane and Birchview attendance areas will attend kindergarten at Greenwood and Oakwood. This pattern is imbedded in the kindergarten projections by building and is a major reason for the projections by building being different from the projections by attendance area.

PERCENT OF RESIDENT KINDERGARTEN CLASS AT EACH SCHOOL							
School	2006-07	2007-08	2008-09	2009-10	2010-11	Past 3 yr. avg	2011-12 Estimate
Birchview	13.1%	14.1%	15.2%	14.4%	17.2%	15.6%	14.3%
Gleason Lake	18.7%	13.0%	15.2%	15.4%	15.1%	15.2%	21.6%
Greenwood	13.3%	13.4%	13.7%	11.3%	11.3%	12.1%	15.9%
Kimberly Lane	20.7%	17.6%	14.6%	18.6%	15.7%	16.3%	11.6%
Oakwood	9.8%	13.2%	10.8%	12.2%	12.8%	11.9%	11.4%
Plymouth Creek	13.4%	14.0%	17.2%	17.1%	17.8%	17.4%	13.4%
Sunset Hill	11.0%	14.7%	13.3%	11.0%	10.1%	11.5%	11.9%

RESIDENT KINDERGARTEN PROJECTIONS						
School	**2010-11**	2011-12	2012-13	2013-14	2014-15	2015-16
Birchview	**114**	85^	87	84	85	87
Gleason Lake	**100**	76	84	75	78	84
Greenwood	**75**	144*	157	139	150	159
Kimberly Lane	**104**	74^	80	73	76	90
Oakwood	**85**	85*	85	85	82	85
Plymouth Creek	**118**	79^	100	77	87	105
Sunset Hill	**67**	71	73	71	73	73
District wide	**663**	614	666	604	631	683

^Birchview 10 kindergarten to Oakwood; Kimberly Lane 10 kindergarten to Oakwood; Plymouth Creek 42 kindergarten to Greenwood *Greenwood 42 kindergarten from Plymouth Creek; Oakwood 10 kindergarten from Birchview and Kimberly Lane

Migration

Each school's survival rates for the past three years were averaged. This is the same time period used in the district wide projections. The three year average produces some anomalies for Birchview, Oakwood and Plymouth Creek. For these three schools, survival rates for selected grades were based on trends since 2006-07. Averaging survival rates is desirable because averages moderate the effects of annual fluctuations.

PROJECTED SURVIVAL RATES					
School	K to 1	1 to 2	2 to 3	3 to 4	4 to 5
Birchview	1.094	1.027	1.019	1.008	1.113
Gleason Lake	1.135	1.057	1.038	0.978	0.997
Greenwood	1.076	1.038	1.017	0.994	0.994
Kimberly Lane	1.242	1.106	1.114	1.078	1.055
Oakwood	0.989	1.164	0.923	1.158	0.883
Plymouth Creek	1.216	1.037	1.085	1.029	1.031
Sunset Hill	1.125	0.928	1.025	0.988	0.965
District wide	1.13	1.05	1.05	1.02	1.02

Projection Results

Resident enrollment projections by school will extend only five years into the future. The 2010-11 resident kindergarten will be in Grade 5 in 2015-16. Therefore, enrollment in the last projection year (2015-16) is largely derived from the assumptions. A summary of the cohort survival projections by school is shown in the next table and more detailed projections are in the following table with background data in the Appendix. These projections are based on the district kindergarten pool assumption and correspond to the same migration assumption as the district wide projections.

The sum of the individual school projections is only 23 students higher than the district wide projection, making the individual school projections a good fit with the district wide projection. District wide elementary enrollment is projected to increase by 379 students or 9.1 percent in five years.

Individual school projections are effected by the shifting of kindergarten students in 2011-12, which under projects the schools that “lost” kindergarten students, especially Plymouth Creek. Greenwood’s kindergarten will increase, but the kindergarten projection is probably too high early in the projection period. Greenwood increases by 391 students, which is not surprising because most of the projected residential growth is in Greenwood's attendance area. Further, some students from other attendance areas are being shifted to Greenwood this fall. Plymouth Creek shows an increase of 156 students. Again, residential growth is projected for this school's attendance area. Kimberly Lane is projected to decrease as is Gleason Lake, although the reasons are different. The boundary changes of November 2010 removed much of the projected new development from Kimberly Lane. Gleason Lake's decrease is a function of its current population. Birchview and Sunset Hill are projected to be flat. Oakwood shows a small increase in resident enrollment. All in all, the projections by building look reasonable given the boundary changes and the shifting of kindergarten students to make the best use of the current facilities.

COHORT SURVIVAL METHOD PROJECTIONS BY SCHOOL RESIDENT ENROLLMENT ADMs				
			Change	
School	2010-11	2015-16	Number	Percentage
Birchview	584	590	6	1.0%
Gleason Lake	624	545	-79	-12.7%
Greenwood	510	901	391	76.7%
Kimberly Lane	793	728	-65	-8.2%
Oakwood	484	509	25	5.2%
Plymouth Creek	707	863	156	22.1%
Sunset Hill	459	452	-7	-1.5%
Sum		4,563		
District wide	4,161	4,540	379	9.1%

Attendance Area Projections

Attendance area projections will be made using the housing starts method. These projections show the potential of each attendance area to produce resident K-5 students. Unfortunately, there is no base year, such as 2010-11, to compare to the projections.

Method

The Housing Occupancy and Enrollment Study for the Wayzata School District provide K-5 yields for existing units and new units. Yield data for existing units is broken out for recently sold units and units that did not turnover. The housing starts method will be calculated as follows:

New Single-Family Detached Units X K-5 yield = Projected students (A)

Existing Single-Family Detached Units X Percent Sold Annually = Units with movers (new residents) and units with non movers (no change)

--Existing Single-Family Detached Units (not sold) X K-5 yield = Projected students (B)
--Existing Single-Family Detached Units (sold) X K-5 yield = Projected students (C)

Add Projected Students from A, B and C = Projected students from Single-Family Detached Units

Add Projected Students from Single-Family Detached Units to Projected Students from Non Single-Family Detached Units = Total Resident Student Population by Attendance Area

Projected residential development shows substantial increases in the number of single-family detached homes through 2014-15. New home projections were revised upward in January 2011. These

newest projections show an increase of 1,068 single-family detached homes between 2011-12 and 2014-15. About 60 percent of the new units are projected to be in the Greenwood attendance area. Based on the current yield of K-5 students in the district, this pace of development will result in resident K-5 enrollment growth.

PROJECTED NEW SINGLE-FAMILY DETACHED UNITS (Revised January 2011)					
Attendance Area	2011-12	2012-13	2013-14	2014-15	Total
Birchview	2	2	1	0	5
Gleason Lake	19	15	12	0	46
Greenwood	178	270	137	45	630
Kimberly Lane	39	19	26	20	104
Oakwood	0	0	0	0	0
Plymouth Creek	88	112	59	24	283
Sunset Hill	0	0	0	0	0
District	326	418	235	89	1,068

The next two tables show estimated annual single-family detached unit sales and the K-5 Wayzata Public School yields by attendance area. The sales and yield data are based on sales in 2008, 2009, 2010 and early 2011 and will be used to project K-5 enrollment by attendance area.

The rate of sales each year differs by attendance area. Kimberly Lane (North) and Plymouth Creek have very high rates of sales. Turnover is much slower in Sunset Hill (North), Birchview (South) and Gleason Lake (North).

PERCENT OF EXISTING SINGLE-FAMILY DETACHED UNITS WITH TURNOVER ANNUALLY (2008, 2009, 2010, 2011)	
Attendance Area	%
Birchview (North)	3.2%
Birchview (South)	2.9%
Gleason Lake (North)	2.9%
Gleason Lake (South)	3.5%
Greenwood	3.1%
Kimberly Lane (North)	4.4%
Kimberly Lane (South)	3.1%
Oakwood	3.6%
Plymouth Creek	3.9%
Sunset Hill (North)	2.8%
Sunset Hill (South)	3.0%

The K-5 yields in the two parts of the Birchview, Gleason Lake, Kimberly Lane and Sunset Hill are sufficiently different to warrant separate treatment in the projections. Therefore, the component parts

will be projected separately but the results will be combined in subsequent tables. New units were assigned the highest yield for their respective attendance areas.

New units in Birchview (South) have the highest K-5 yield; however, the number of new units is small (9). New units in Kimberly Lane (North) and Plymouth Creek also have very high K-5 yields. Both these areas had a substantial number of new homes built in 2008, 2009, 2010 and early 2011. The K-5 yield for Greenwood may be lower today than it will be in a couple of years. Only 53 new homes were built from 2008-2011. More than 600 new single-family detached units are projected for Greenwood over the next four years.

Substantial differences also exist in the K-5 yield in recently sold existing units. Kimberly Lane (North) units when sold result in a yield of 0.68 per unit. Greenwood and Plymouth Creek also have high yields when units turn. Kimberly Lane (North) has the highest K-5 yield (0.46) for units that did not turnover. The differences in K-5 yields by attendance area result in more student growth when units sell or new units are constructed in some areas than in other areas.

K-5 RESIDENT STUDENT YIELD FROM SINGLE-FAMILY UNITS						
	Existing Units				New Units (2008-2011)	
	Non Movers		Movers (New Residents)			
Attendance Area	#	Yield	#	Yield	#	Yield
Birchview (North)	764	0.17	80	0.36	2	0.00
Birchview (South)	1,057	0.16	98	0.17	9	0.78
Gleason Lake (North)	1,488	0.16	144	0.35	14	0.21
Gleason Lake (South)	1,252	0.10	147	0.18	24	0.38
Greenwood	1,703	0.22	176	0.45	53	0.43
Kimberly Lane (North)	713	0.46	109	0.68	305	0.55
Kimberly Lane (South)	415	0.27	42	0.36	0	0.00
Oakwood	1,678	0.16	202	0.35	7	0.29
Plymouth Creek	1,275	0.24	168	0.41	137	0.50
Sunset Hill (North)	1,574	0.13	147	0.16	4	0.25
Sunset Hill (South)	461	0.12	44	0.20	1	0.00
District wide	12,378	0.19	1,357	0.34	556	0.51

Students also reside in non single-family detached units. The K-5 yield is very different in single-family detached units and single-family attached units (townhomes). The next table dramatically illustrates this difference in the Wayzata School District. Townhomes yield very few K-5 students.

RESIDENT STUDENT YIELD BY DWELLING UNIT TYPE			
Dwelling Type	Number	K-5 Yield	K-12 Yield
Single-Family Detached	14,269	0.22	0.51
Townhomes*	2,987	0.06	0.13

*Individually platted

Resident K-5 students also reside in non single-family detached units. These other unit types include townhomes, duplexes, condos and apartments. Most of the students from these other types of

units are in apartments. Rather than trying to project resident students from these units, the 2010-11 student numbers will be used throughout the projection period. This assumption has some weaknesses but overall, is less problematic than trying to project students in these units.

STUDENTS FROM OTHER DWELLING UNIT TYPES* 2010-11	
Attendance Area	K-5 Resident Students
Birchview	233
Gleason Lake	95
Greenwood	17
Kimberly Lane	51
Oakwood	131
Plymouth Creek	369
Sunset Hill	156
District wide	1,052

*Townhomes, Condos, Duplexes and Apartments

The housing unit method projections show the potential of the current and projected new units to yield K-5 resident students if the current yields remain in effect. As mentioned earlier, there is no base year to compare with these projections. The district total is the sum of the attendance area projections.

HOUSING UNIT METHOD PROJECTIONS K-5 WAYZATA PUBLIC SCHOOL STUDENTS BY ATTENDANCE AREA 2014-15			
	K-5 Resident Students		
Attendance Area	Single-Family Units	All Other Units	Total
Birchview	354	233	587
Gleason Lake	471	95	566
Greenwood	749	17	766
Kimberly Lane	744	51	795
Oakwood	350	131	481
Plymouth Creek	561	369	930
Sunset Hill	295	156	451
District wide	3,524	1,052	4,576

School and Attendance Area Projections

The attendance area projections and the cohort projections by school are very similar in 2014-15. The housing unit method projects 4,576 K-5 resident students in the Wayzata School District. The cohort survival method based on the district kindergarten pool projects 4,540 resident K-5 students, a difference of only 36 students (0.8). The cohort survival method based on the suburban kindergarten pool projects 4,634 resident K-5 students, which is 58 students (1.3 percent) higher than the housing unit method. The three projections are very similar, although the school projections are for ADMs while the attendance area projections represent head count. If development occurs as projected and K-5 yields remain much as they are, these projections should be realized.

K-5 RESIDENT ENROLLMENT PROJECTIONS		
Year	School	Attendance Area
2010-11	4,161	
2011-12	4,235	4,043
2012-13	4,333	4,299
2013-14	4,432	4,472
2014-15	4,540	4,576
2015-16	4,582	

The vast majority of Wayzata School District residents attend elementary school in their attendance area. There are no magnet schools and the number of intra-district transfers initiated by families is very small. Only 72 resident K-5 students requested and were allowed to attend school outside their attendance area. Comparing the school projections with the attendance area projections quickly shows where capacity issues could occur. However, most of the schools currently have nonresidents (open enrollment students). As resident enrollment increases, open enrollment will need to be curtailed and more boundary changes may be needed.

K-5 RESIDENT ENROLLMENT PROJECTIONS 2014-15		
	School	Attendance Area
Birchview	601	587
Gleason Lake	571	566
Greenwood	797	766
Kimberly Lane	782	795
Oakwood	502	481
Plymouth Creek	867	930
Sunset Hill	443	451
Sum	4,563	
District	4,540	4,576

The school and attendance area projections are virtually identical for Gleason Lake and Sunset Hill. Because the kindergarten projections shifted students among the schools, the attendance area projections were expected to be higher than the school projections for Kimberly Lane and Plymouth Creek and they are. The attendance area projection for Birchview should have been the higher projection and it is not, although the difference between the two projections is small. The school projections were expected to be higher than the attendance area projections for Greenwood and Oakwood and they are. Therefore, the differences are as expected based on the kindergarten assumptions. (In 2011-12, Plymouth Creek "transferred" 42 kindergarten students to Greenwood while Kimberly Lane and Birchview each "transferred" ten students to Oakwood. These students will "transfer" back to their "home" school for Grade 1. However, the effect of the 2011-12 shifts in students continues throughout the projection period.) If attendance area boundaries are changed in the future, these "mismatches" between attendance areas and elementary schools will be eliminated.

NOTE: The housing unit totals in this study cannot be compared with the totals in the first housing study. A number of parcels in the Plymouth Creek attendance area designated as single-family detached in 2009 have been changed to townhomes. This reduced the overall count of single-family units and increased the count of townhomes. Also, some duplex units have been divided into two parcels and sold as such. In 2009, these units were listed as duplexes; today they are closer in structure type and tenure to townhomes and have been counted as townhomes in 2011. Attendance area boundaries were changed in November 2011, which makes the counts in selected attendance areas no longer comparable. Finally, in 2011, the student data extract is from the end of the school year, which results in fewer resident students than the October 1, 2010 count. This has a minor effect on the yields per unit.

APPENDIX

WAYZATA RESIDENT
BIRCHVIEW

ENROLLMENT HISTORY					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
K	79	74	83	93	114
1	80	89	80	90	104
2	85	91	89	83	94
3	73	88	96	86	86
4	80	75	84	98	90
5	68	80	92	95	96
Total	465	497	524	545	584

NET MIGRATION				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10 to 2010-11
K to 1	10	6	7	11
1 to 2	11	0	3	4
2 to 3	3	5	-3	3
3 to 4	2	-4	2	4
4 to 5	0	17	11	-2
Total	26	24	20	20

SURVIVAL RATES				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10 to 2010-11
K to 1	1.127	1.081	1.084	1.118
1 to 2	1.138	1.000	1.038	1.044
2 to 3	1.035	1.055	0.966	1.036
3 to 4	1.027	0.955	1.021	1.047
4 to 5	1.000	1.227	1.131	0.980

WAYZATA RESIDENT
GLEASON LAKE

ENROLLMENT HISTORY					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
K	113	68	83	99	100
1	100	116	76	90	119
2	111	98	115	82	99
3	109	110	102	115	88
4	106	105	104	99	117
5	120	102	102	104	101
Total	658	599	582	589	624

NET MIGRATION				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	3	8	7	20
1 to 2	-2	-1	6	9
2 to 3	-1	4	0	6
3 to 4	-4	-6	-3	2
4 to 5	-4	-3	0	2
Total	-8	2	10	39

SURVIVAL RATES				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	1.027	1.118	1.084	1.202
1 to 2	0.980	0.991	1.079	1.100
2 to 3	0.991	1.041	1.000	1.073
3 to 4	0.963	0.945	0.971	1.017
4 to 5	0.962	0.971	1.000	1.020

WAYZATA RESIDENT
GREENWOOD

ENROLLMENT HISTORY					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
K	80	70	75	73	75
1	85	94	77	87	71
2	116	97	101	81	86
3	98	120	98	105	81
4	105	107	126	97	99
5	114	110	105	125	98
Total	597	597	582	568	510

NET MIGRATION				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	14	7	12	-2
1 to 2	12	7	4	-1
2 to 3	4	1	4	0
3 to 4	9	6	-1	-6
4 to 5	5	-2	-1	1
Total	44	19	18	-8

SURVIVAL RATES				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	1.175	1.100	1.160	0.973
1 to 2	1.141	1.074	1.052	0.989
2 to 3	1.034	1.010	1.040	1.000
3 to 4	1.092	1.050	0.990	0.943
4 to 5	1.048	0.981	0.992	1.010

WAYZATA RESIDENT
KIMBERLY LANE

ENROLLMENT HISTORY					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
K	125	92	80	120	104
1	122	116	110	105	146
2	112	109	126	125	115
3	118	114	128	130	142
4	117	105	123	139	139
5	132	109	111	129	147
Total	727	644	678	748	793

NET MIGRATION				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	-9	18	25	26
1 to 2	-13	10	15	10
2 to 3	2	19	4	17
3 to 4	-13	9	11	9
4 to 5	-8	6	6	8
Total	-41	62	61	70

SURVIVAL RATES				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	0.928	1.196	1.313	1.217
1 to 2	0.893	1.086	1.136	1.095
2 to 3	1.018	1.174	1.032	1.136
3 to 4	0.890	1.079	1.086	1.069
4 to 5	0.932	1.057	1.049	1.058

WAYZATA RESIDENT
OAKWOOD ELEMENTARY

ENROLLMENT HISTORY					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
K	59	69	59	79	85
1	85	67	78	62	77
2	68	83	69	85	65
3	80	71	86	66	91
4	80	78	68	94	74
5	61	84	78	65	92
Total	434	453	438	451	484

NET MIGRATION				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	8	9	3	-17
1 to 2	-2	2	7	23
2 to 3	3	3	-3	-19
3 to 4	-2	-3	8	28
4 to 5	4	0	-3	-29
Total	11	11	12	-14

SURVIVAL RATES				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	1.136	1.130	1.051	0.785
1 to 2	0.976	1.030	1.090	1.371
2 to 3	1.044	1.036	0.957	0.776
3 to 4	0.975	0.958	1.093	1.424
4 to 5	1.050	1.000	0.956	0.691

WAYZATA RESIDENT
PLYMOUTH CREEK ELEMENTARY

ENROLLMENT HISTORY					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
K	81	73	94	110	118
1	78	114	98	103	133
2	63	102	122	103	102
3	85	89	112	134	109
4	73	94	98	107	138
5	78	88	97	104	107
Total	458	560	621	661	707

NET MIGRATION				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	33	25	9	23
1 to 2	24	8	5	-1
2 to 3	26	10	12	6
3 to 4	9	9	-5	4
4 to 5	15	3	6	0
Total	107	55	27	32

SURVIVAL RATES				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	1.407	1.342	1.096	1.209
1 to 2	1.308	1.070	1.051	0.990
2 to 3	1.413	1.098	1.098	1.058
3 to 4	1.106	1.101	0.955	1.030
4 to 5	1.205	1.032	1.061	1.000

WAYZATA RESIDENT
SUNSET HILL ELEMENTARY

ENROLLMENT HISTORY					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
K	66	77	73	71	67
1	90	74	76	86	73
2	78	86	72	73	87
3	71	74	84	76	71
4	78	71	73	79	79
5	84	79	69	73	82
Total	467	461	447	458	459

NET MIGRATION				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	8	-1	13	15
1 to 2	-4	-2	-3	-13
2 to 3	-4	-2	4	3
3 to 4	0	-1	-5	3
4 to 5	1	-2	0	-6
Total	1	-8	9	2

SURVIVAL RATES				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	1.121	0.987	1.178	1.211
1 to 2	0.956	0.973	0.961	0.849
2 to 3	0.949	0.977	1.056	1.041
3 to 4	1.000	0.986	0.940	1.039
4 to 5	1.013	0.972	1.000	0.924

WAYZATA RESIDENT ELEMENTARY TOTAL

ENROLLMENT HISTORY					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
K	603	523	547	645	663
1	640	670	595	623	723
2	633	666	694	632	648
3	634	666	706	712	668
4	639	635	676	713	736
5	657	652	654	695	723
Total	3,806	3,812	3,872	4,020	4,161

NET MIGRATION				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	766	72	76	78
1 to 2	26	24	37	25
2 to 3	33	40	18	36
3 to 4	1	10	7	24
4 to 5	13	19	19	10
Total	140	165	157	173

SURVIVAL RATES				
	2006-07 to 2007-08	2007-08 to 2008-09	2008-09 to 2009-10	2009-10-2010-11
K to 1	1.11	1.14	1.14	1.12
1 to 2	1.04	1.04	1.06	1.04
2 to 3	1.05	1.06	1.03	1.06
3 to 4	1.00	1.02	1.01	1.03
4 to 5	1.02	1.03	1.03	1.01

HOUSING UNIT PROJECTIONS

HOUSING START PROJECTION BIRCHVIEW					
	2010-11	2011-12	2012-13	2013-14	2014-15
Single-Family Units					
Carry Forward		1,821	1,823	1,825	1,826
Non Movers					
Movers					
New		2	2	1	0
Projections					
Non Movers		320	309	300	291
Movers		16	30	45	59
New		2	3	4	4
Total		338	342	349	354
Non S-F Units	**233**	233	233	233	233
Total		571	575	582	587

HOUSING START PROJECTION GLEASON LAKE					
	2010-11	2011-12	2012-13	2013-14	2014-15
Single-Family Units					
Carry Forward		3,069	3,088	3,103	3,115
Non Movers					
Movers					
New		19	15	12	0
Projections					
Non Movers		393	381	369	357
Movers		26	51	74	97
New		7	13	17	17
Total		426	445	460	471
Non S-F Units	**95**	95	95	95	95
Total		521	540	555	566

HOUSING START PROJECTION GREENWOOD					
	2010-11	2011-12	2012-13	2013-14	2014-15
Single-Family Units					
Carry Forward		1,932	2,110	2,380	2,517
Non Movers					
Movers					
New		178	270	137	45
Projections					
Non Movers		412	399	387	375
Movers		27	53	78	103
New		77	193	252	271
Total		516	645	717	749
Non S-F Units	**17**	17	17	17	17
Total		533	662	734	766

HOUSING START PROJECTION KIMBERLY LANE					
	2010-11	2011-12	2012-13	2013-14	2014-15
Single-Family Units					
Carry Forward		1,584	1,623	1,642	1,668
Non Movers					
Movers					
New		39	19	26	20
Projections					
Non Movers		615	590	565	542
Movers		39	76	112	145
New		21	32	46	57
Total		675	698	723	744
Non S-F Units	**51**	51	51	51	51
Total		726	749	774	795

HOUSING START PROJECTION OAKWOOD					
	2010-11	2011-12	2012-13	2013-14	2014-15
Single-Family Units					
Carry Forward		1,885	1,885	1,885	1,885
Non Movers					
Movers					
New		0	0	0	0
Projections					
Non Movers		291	280	270	260
Movers		24	47	69	90
New		--	--	--	--
Total		315	327	339	350
Non S-F Units	**131**	131	131	131	131
Total		446	458	470	481

HOUSING START PROJECTION PLYMOUTH CREEK					
	2010-11	2011-12	2012-13	2013-14	2014-15
Single-Family Units					
Carry Forward		1,580	1,668	1,780	1,839
Non Movers					
Movers					
New		88	112	59	24
Projections					
Non Movers		364	350	336	323
Movers		25	50	73	96
New		44	100	130	142
Total		433	500	539	561
Non S-F Units	**369**	369	369	369	369
Total		802	869	908	930

HOUSING START PROJECTION SUNSET HILL					
	2010-11	2011-12	2012-13	2013-14	2014-15
Single-Family Units					
Carry Forward		2,231	2,231	2,231	2,231
Non Movers					
Movers					
New		0	0	0	0
Projections					
Non Movers		277	269	261	254
Movers		11	21	32	41
New		--	--	--	--
Total		288	290	293	295
Non S-F Units	**156**	156	156	156	156
Total		444	446	449	451

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - September 12, 2011 - 7:00 PM
Wayzata City Hall, 600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
   Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member of citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
   A. Approval of Minutes
      1. Regular Meeting - August 8, 2011
   B. Approve Election Judge Salaries for the November 8, 2011 General Election
   C. Finance and Business Recommendations
   D. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
   A. September Employee of the Month -
   B. Wayzata Public Schools 2011-2012 Retirees
5. REPORTS FROM ORGANIZATIONS
   This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
   A. Student Council
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
   A. Superintendent
      1. Report on the Start of the 2011-2012 School Year
   B. Teaching and Learning
      1. Summer Professional Development Report - S. Nelson
   C. Finance and Business Services
      1. Monthly Financial Reports
   D. Human Resource Services
      1. Approval of the Contract with the Wayzata Education Association for Fiscal Years 2011-2013
7. OTHER BOARD ACTION
   A. Resolution Relating to the Appointment of Election Judges for the General Election on November 8, 2011
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
   This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
   A. Superintendent Evaluation/Compensation Committee - J. Moroz
10. NEW BUSINESS
11. ADJOURN

Agenda Item 8

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – August 22, 2011

AGENDA SECTION: 8. ADJOURN

ITEM:

COMMENTS BY: Board Chair Gleason

If there is no additional business before the School Board, the Chair will adjourn the meeting.