

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Work Session Meeting - May 26, 2015 - 6:30 PM
Central Middle School

AGENDA

1. **Public Forum on Attendance Areas**

3

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.

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 valued employees;
- 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.

WAYZATA SCHOOL DISTRICT #284

RESIDENT ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

3/7/2015

WAYZATA SCHOOL DISTRICT RESIDENT ENROLLMENT PROJECTIONS

Executive Summary

- Wayzata Public School resident enrollment increased by 1,190 students or 13.6 percent in the past ten years
 - Total enrollment increased by 8.3 percent as nonresident enrollment was curtailed
 - In 2014-15, nonresidents accounted for 7.3 percent of K-12 enrollment
- Resident enrollment is projected to increase by 23 to 35 percent in the next ten years
 - In 2024-25, projected resident enrollment ranges from 12,154 students to 13,352 students. This compares to 9,917 students in 2014-15
 - More than 70 percent of the projected increase comes from net in migration making it the driving factor in these projections
 - Projections show that a significant number of additional single-family detached housing units will be built by 2024-25. Based on 2014 K-12 yield per new single-family detached unit, these new units could accommodate the projected resident enrollment increase

CHAPTER 1

DISTRICT WIDE RESIDENT ENROLLMENT PROJECTIONS

Introduction

In a school district, the school age population is closely related to the other population characteristics of the district. A prime example is the relationship between the age of adults and 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 to six years later. Another example is the relationship between age and changing one's residence. Older people move less often than younger people. Families with children under 18 years who move from one locale to another can have an effect on school enrollment. Further, in a mobile society, enrollment changes throughout the school year as families and children move.

While population changes affect the total number of school age children residing in a school district, Minnesota students and their families have education choices. These choices also effect enrollment in the district's schools. Therefore, when analyzing public school enrollment, choice must be considered as well as population dynamics. Choice includes nonpublic schools, home schools, and the public options 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 814 students or 8.3 percent higher in 2014-15 than in 2005-06. Resident enrollment increased by 1,190 students or 13.6 percent during the past ten years. Since 2011-12, nonresident enrollment has declined as open enrollment is being curtailed. Today, nonresidents make up 7.3 percent of the student body.

TOTAL K-12 ENROLLMENT									
2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
9,825	9,969	10,007	10,196	10,377	10,302	10,275	10,511	10,542	10,639

Source: Wayzata School District, ADMs except for 2014-15. Excludes Early Childhood but includes FAIR

RESIDENT K-12 ENROLLMENT									
2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
8,727	8,794	8,797	8,861	9,023	9,222	9,294	9,528	9,682	9,917

Source: Wayzata School District, ADMs except for 2014-15. Excludes Early Childhood

NONRESIDENT K-12 ENROLLMENT									
2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
1,098	1,175	1,210	1,335	1,354	1,085	909	881	886	780

Source: Wayzata School District, ADMs except for 2014-15. Excludes Early Childhood but includes FAIR

To better understand enrollment change, it is important to understand the components of change. Like all population change, school enrollment change results from two different phenomena—natural increase/decrease and net migration. 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. The life stage of a suburb is also reflected in natural increase/decrease. As the next table shows, Wayzata's resident kindergarten classes have been smaller than the previous year’s resident Grade 12 most years. This phenomenon accounted for a loss of -591 resident students in the past ten years.

COMPONENTS OF RESIDENT ENROLLMENT CHANGE				
Fall to Fall	Total		Natural Increase/Decrease	Net Migration
	#	%		
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	199	2.2	-8	207
2010 to 2011	72	0.8	-187	259
2011 to 2012	234	2.5	0	234
2012 to 2013	154	1.6	-84	238
2013 to 2014	235	2.4	47	188

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 students 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.

This 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 outside the district. 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.

Based on the described methodology, net migration has been positive every year for the past ten years. During these ten years, net migration added 1,781 resident students to the Wayzata Public Schools. All resident enrollment growth since 2005-06 is the result of net in migration.

Student Choices in the Wayzata School District

The number of education options available affects enrollment in a district's public schools. 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 every year. 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 students.

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 are faith based.

NONPUBLIC SETTINGS			
Year	Traditional Nonpublic Schools	Home Schools	Total
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
2011-12	1,541	134	1,675
2012-13	1,492	131	1,623
2013-14	1,379	143	1,522
2014-15	1,409	141	1,550

Source: Wayzata School District

In Minnesota, 7.4 percent of all enrolled students were enrolled in traditional nonpublic schools and 1.9 percent of enrolled students were home schooled in 2013-14. In Wayzata, 11.4 percent of enrolled students were in traditional nonpublic schools and 1.2 percent were home schooled.

The proportion of ISD #284 residents in nonpublic settings is higher than the statewide percentages. Combining home school students and nonpublic students, 12.6 percent of Wayzata district

residents were in nonpublic settings. In Minnesota, 9.2 percent were enrolled in nonpublic settings. In the past ten years, traditional nonpublic enrollment decreased statewide while home schooled children increased. The Wayzata School District followed the state wide trend for students in traditional public schools but home schooled students have not increased in the Wayzata District.

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 until 2008-09. Beginning in 2009-10, open enrollment was closed to new nonresident students in Grades 1-12. Kindergarten siblings of current open enrolled students have been and will continue to be given the option to attend the Wayzata Public Schools. In 2013-14, 777 nonresident students open enrolled into the Wayzata Public Schools while 735 district residents attended public schools elsewhere through open enrollment. In 2014-15, there were 698 nonresident students attending the Wayzata Public Schools, a reflection of the open enrollment policy change.

PUBLIC OPTIONS					
Year	In	Out			Net
	Open Enrollment	Open Enrollment	Charter Schools	Other	
2005-06	943	526	67	None	350
2006-07	1,004	562	99	None	343
2007-08	1,062	610	115	None	337
2008-09	1,180	677	153	None	350
2009-10	1,171	693	120	None	358
2010-11	1,109	558	134	None	387
2011-12	1,048	633	114	None	301
2012-13	946	690	115	None	141
2013-14	777	735	132	None	-59
2014-15	698	764	125	None	-191

*Students attending District #287 are included in open enrollment out as are other tuition out students
 Beginning in 2009-10, open enrollment was closed for Grades 1-12 except in rare circumstances
 Source: Wayzata School District

Nonresident students who open enroll into the Wayzata Public Schools accounted for 8.0 percent of Wayzata's total enrollment in 2013-14. Students leaving the district to attend public schools elsewhere represented 6.1 percent of district school age residents. In 2013-14, 7.4 percent of Minnesota students chose open enrollment.

Charter Schools. Charter schools are another public education option. While 4.7 percent of Minnesota students attend charter schools, only 1.1 percent of Wayzata School District residents attend charter schools.

Other Public Options. Other public options include tuition agreements and other special cases. Wayzata District residents attending alternative learning centers (ALCs) are included in open enrollment.

As the education choice data show, the largest number of district residents not attending the Wayzata Public Schools are enrolled in traditional nonpublic schools.

K-12 Capture Rate of District School Age Residents

To estimate a capture rate, there must be an estimate of a district’s school age population or more precisely, a district’s school age population enrolled in school. A district’s enrolled population can be constructed based on resident students in the district’s schools and then adding district residents attending traditional nonpublic schools, residents being home schooled and residents opting for open enrollment out, charter schools and other public options.

Based on 2005-06 and 2014-15, the estimated resident school age population increased from 11,083 to 12,356, an increase of 1,273 students or 11.5 percent. During this same period, resident enrollment in the Wayzata Public Schools increased by 1,190 students or 13.6 percent. These percentages indicate that the Wayzata Public Schools’ market share increased, which is atypical in Minnesota. (A capture rate is another term for market share.) Based on the estimated 2014-15 enrolled population of 12,356, the Wayzata Public Schools (K-12) captured 80.3 percent of the district’s school age population. In 2005-06, the capture rate was 78.7 percent. Wayzata's current market share is at the high end of the range for a suburban Twin Cities school district.

WAYZATA SCHOOL DISTRICT ESTIMATED RESIDENT SCHOOL AGE POPULATION				
Year	Wayzata Public Schools Resident Enrollment	Nonpublic Settings	Public Options	Total
2005-06	8,727	1,763	593	11,083
2006-07	8,794	1,795	661	11,250
2007-08	8,797	1,747	725	11,269
2008-09	8,861	1,738	830	11,429
2009-10	9,023	1,752	813	11,588
2010-11	9,222	1,760	692	11,674
2011-12	9,294	1,675	747	11,716
2012-13	9,528	1,623	805	11,956
2013-14	9,682	1,522	867	12,071
2014-15	9,917	1,550	889	12,356

History of Enrollment by Grade

The history of resident public school enrollment contains several patterns with implications for the future. First, the resident kindergarten class fluctuated in size, but in 2014-15, resident kindergarten was the largest it has been in ten years, the result of free all-day kindergarten. As a result of free all-day kindergarten, resident kindergarten will be larger in the future than it was in the past. With larger resident kindergarten classes, the entire resident K-5 population will increase.

The Wayzata Public Schools have more resident students in the elementary grades than in the high school grades. A way of expressing the differences by grade is to look at the “average” number of students per grade. For example, the average resident elementary grade (K-5) has 762 students. The average resident middle school grade has 794 students while the average resident high school grade has 741 students. The middle school grades reflect some net inflow from nonpublic schools. These current differences in grade sizes create growth momentum.

RESIDENT ENROLLMENT										
Grade	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
K	587	603	523	547	645	661	552	672	605	717
1	609	640	670	595	623	725	742	657	784	698
2	629	633	666	694	632	649	773	764	678	805
3	649	634	666	706	712	669	662	798	780	701
4	630	639	635	676	713	737	707	695	843	788
5	692	657	652	654	695	724	756	729	730	864
6	693	683	665	673	687	726	782	800	767	763
7	754	713	704	689	697	705	757	810	816	798
8	699	748	740	714	697	704	713	776	822	821
9	723	729	769	760	755	718	721	720	773	819
10	718	720	733	771	738	740	717	710	723	756
11	713	697	698	710	760	725	740	708	691	718
12	631	698	676	672	669	739	672	689	670	669
Total	8,727	8,794	8,797	8,861	9,023	9,222	9,294	9,528	9,682	9,917

Source: Wayzata School District, ADMs except for 2012-13. Excludes Early Childhood but includes FAIR

Minnesota's largest graduating high school class since 1978 graduated in 2009. State wide, graduating classes will be getting smaller. Based on Wayzata’s enrollment history, Wayzata’s largest recent resident senior class is still in the future.

Enrollment Projections

Projection Background

Some factors affecting future school enrollment are known. However, other important factors are less clear. 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.
- 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 (including 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.

- 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 Minnesota, White non-Hispanic women have below replacement fertility. (Replacement is 2.11 children per

female at the end of childbearing.) Fertility rates for Asian and Hispanic women are now near replacement. Black women (African-American and African-born) have the highest fertility level, just below 3, that is, just less than 3 children per woman at the end of childbearing.

- Births. Births fell after 1990 in the U.S. and in Minnesota; however, beginning in 2003 through 2007, births increased. 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). In 2008, 2009, 2010 and 2011, births fell in the U.S. and Minnesota, although in Minnesota, births were flat between 2010 and 2011 (+9 births). These declines are attributed to the poor economy and are the result of the decline in the fertility rates of women of color. In 2012 and 2013, Minnesota resident births began to increase.
- As the history of resident births shows, from 1999 to 2013, resident births in Minnesota increased 4.9 percent while resident births in Hennepin County increased 3.9 percent. In suburban Hennepin County resident births increased by 8.3 percent.

RESIDENT LIVE BIRTHS			
Calendar Year	Minnesota	Hennepin County	Suburban Hennepin County
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	68,407	15,955	9,854
2011	68,416	15,943	9,894
2012	68,783	16,345	10,294
2013	69,183	16,584	10,468

Source: Minnesota Department of Health

- Enrollment cycles. Births will increase again and a third enrollment cycle will occur in the first half of this century. Already, kindergarten classes are increasing in some 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.)

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 slow recovery. Furthermore, will attitude and behavior changes prompted by the recession, for example, delaying marriage and childbearing, continue?

- 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 changed with the collapse of the housing market and tighter credit. Recently, however, home prices have been increasing and new construction is occurring. Multi-family unit construction has been robust.
- The recession. Although the recession is officially over, the sluggish 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. Further, births to women of color and, hence, their fertility rates, dropped significantly. Whether lower fertility will continue for these women is unclear.

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 used to project 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 2005-06 kindergarten class had 587 members. This same cohort had 819 members in Grade 9 in 2014-15.

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. 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. However, no public school system captures all its potential. Some resident kindergarten students attend private schools or are home schooled. Others may attend a charter school or open enroll at another district. Therefore, a public school's kindergarten to birth ratio is expected to be less than 100 percent. If the ratio is 100 percent or higher, more preschool children are moving into the district than leaving (net in migration).

If births are used as a kindergarten proxy, kindergarten projections are available for only a few years into the future. To extend kindergarten projections another five years, Wayzata's kindergarten will be projected based on the Minnesota Demographic Center's resident births projections for Hennepin County.

Kindergarten Assumptions

Upon special request, the Minnesota Department of Health will provide resident births by address so births can be geocoded to a school district's boundaries. "Out-of-wedlock" births may be withheld because unmarried parents can choose whether to make birth information by address public; therefore, these data do not reflect all resident births. (All resident births are reported in published city and county data.)

The next table shows resident births by address for the Wayzata School District based on the months corresponding with the school year. As the birth data show, births fluctuate from year to year. Further, previous enrollment projection studies have shown that resident kindergarten is much higher than these births would suggest and does not closely follow the annual pattern of resident births by address.

DISTRICT RESIDENT LIVE BIRTHS SEPTEMBER 1 TO AUGUST 31	
1999-2000	645
2000-2001	617
2001-2002	577
2002-2003	514
2003-2004	583
2004-2005	536
2005-2006	497
2006-2007	537
2007-2008	489
2008-2009	500
2009-2010	549
2010-2011	547
2011-2012	556

Source: Minnesota Department of Health

Based on this past experience, the resident births of three cities wholly or with large areas in the Wayzata School District will be used as the proxy for resident births in the district. Their resident births are shown in the next table.

RESIDENT LIVE BIRTHS IN THREE PROXY CITIES				
Year	Medina	Plymouth	Wayzata	Total
1999	38	856	90	984
2000	41	863	93	997
2001	33	786	83	902
2002	27	765	72	864
2003	26	784	88	898
2004	23	834	84	941
2005	25	799	78	902
2006	22	762	77	861
2007	32	769	61	862
2008	22	825	70	917
2009	18	759	68	845
2010	21	860	77	958
2011	27	825	75	927
2012	19	853	76	948
2013	32	932	85	1,049

As these data show, resident births in these three proxy cities fluctuated from year to year. Further, these births, based on a calendar year, must be adjusted to the school year. As a rule of thumb, about one-third of births occur in the last third of a calendar year. This means that about one-third of the kindergarten class is born six years earlier not five years earlier. For example, one-third of the 2014-15 kindergarten class was born in 2008 and two-thirds were born in 2009. Adjusting birth years to fit the age requirements of kindergarten creates a kindergarten pool.

With city birth data available through 2013, the kindergarten classes through 2018-19 can be projected from actual births. The next table shows Wayzata’s kindergarten as a percentage of the proxy pool. In the past ten years, Wayzata’s kindergarten class fluctuated from 59.1 percent to 82.5 percent of the proxy pool, which is a wide range, indicating again that resident kindergarten does not closely follow resident births. This past year, 2014-15, posted the highest ratio (82.5 percent), which was the first year of free all-day kindergarten. (A number of other school districts also reported a larger kindergarten class and higher ratio this past fall.) The higher kindergarten to births ratio of the past year is likely to be the new “norm.”

Calculating an average of kindergarten to birth ratios for two or more years smooth out annual fluctuations and produces a more “typical” ratio for that period; however, the past ratios are meaningless based on free all-day kindergarten. With the rapid growth in additional housing units, the current ratio of 82.5 percent is probably the “low” ratio and an even higher ratio can be expected in the future. Based on this assumption, a high ratio of 85.0 percent will be used for the high kindergarten assumption and a ratio of 82.5 percent will be the low kindergarten assumption.

WAYZATA'S RESIDENT KINDERGARTEN AS A PERCENTAGE OF THE KINDERGARTEN POOL			
Birth Years	Kindergarten Pool	Percentage	Kindergarten Year
1999; 2000	993	59.1%	2005-06
2000; 2001	933	64.6%	2006-07
2001; 2002	877	59.6%	2007-08
2002; 2003	887	61.7%	2008-09
2003; 2004	926	69.7%	2009-10
2004; 2005	915	72.2%	2010-11
2005; 2006	875	63.1%	2011-12
2006; 2007	862	78.0%	2012-13
2007; 2008	898	67.4%	2013-14
2008; 2009	869	82.5%	2014-15
2009; 2010	921		2015-16
2010; 2011	937		2016-17
2011; 2012	941		2017-18
2012; 2013	1,016		2018-19

To extend kindergarten projections beyond 2018-19, projected Hennepin County resident births will be used as a guide. The table below shows that projected births have been very close to actual births. Therefore, the Hennepin County birth projections will be used to project proxy births. Since 2005, Wayzata's proxy births have increased from 5.3 percent to 6.2 percent of Hennepin County births. For the projections, it is assumed that Wayzata's proxy births will continue to be 6.2 percent of Hennepin County births.

RESIDENT BIRTHS HENNEPIN COUNTY				
Year	Births			Adjusted Projection
	Original Projection	Actual	Difference	
2005	16,334	16,348	0.1%	
2006	16,291	16,780	2.9%	
2007	16,248	16,848	3.6%	
2008	16,205	16,566	2.2%	
2009	16,162	16,334	1.1%	
2010	16,119	15,955	-1.0%	
2011	16,224	15,943	-1.8%	
2012	16,329	16,345	0.1%	
2013	16,435	16,584	0.9%	
2014	16,540			
2015	16,645			
2016	16,732			
2017	16,819			
2018	16,905			

Source: Minnesota Demographic Center

The Minnesota Demographic Center’s most recent projections for Hennepin County, however, show that the number of 0-4 year-olds will decrease. Yet, to date, births are much closer to the earlier projections. The earlier projections will be used to make Wayzata resident kindergarten projections. This decision is supported by the fact that Hennepin County births have been 23 to 24 percent of state births for the past 15 years. Further, the Hennepin County birth projections shown above are 22 to 23 percent of projected state 0 year-olds for the respective projection years.

HENNEPIN COUNTY 0-4 YEAR-OLDS				
	2010	2015	2020	2025
Total	76,236	74,754	70,947	67,753
One year (1/5)	15,247	14,951	14,189	13,551

Source: Minnesota Demographic Center

KINDERGARTEN POOL	
Year	Proxy Pool
2015-16	921
2016-17	937
2017-18	941
2018-19	1,016
2019-20	1,026
2020-21	1,030
2021-22	1,036
2022-23	1,041
2023-24	1,046
2024-25	1,052

Applying the kindergarten to birth ratios discussed earlier to the projected kindergarten pool results in kindergarten projections. The low resident kindergarten projection results in 8,288 kindergarten students over ten years while the high projection produces 8,540 kindergarten students in ten years. This compares with 6,112 kindergarten students over the past ten years. New housing units are being built in the district. These units are attracting families with children and most likely will contain preschool children as well, making these resident kindergarten projections plausible.

The large Gen Y population will begin to enter its prime childbearing years after 2015. As the pool increases, so will the size of the kindergarten classes.

RESIDENT KINDERGARTEN PROJECTIONS		
Year	Proxy Pool	
	@82.5%	@85.0%
2014-15	717	717
2015-16	760	783
2016-17	773	796
2017-18	776	800
2018-19	838	864
2019-20	846	872
2020-21	850	876
2021-22	855	881
2022-23	859	885
2023-24	863	889
2024-25	868	894
Total	8,288	8,540

Net Migration Assumptions

The concept and method of calculating migration was explained earlier in this report. However, the limitations of the methodology are worth repeating. The method of calculating migration does not distinguish between physical movement across a 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 resident net migration fluctuated from year to year but was positive every year. The next table shows net migration aggregated by the resident elementary grades (Kindergarten-Grade 5), the middle school grades and the high school grades. Kindergarten to Grade 5 net in migration was positive every year and the numbers are large. These large numbers drive resident enrollment growth. During the past ten years, at the middle school grades, net migration was also positive every year. The high school grades experienced net out migration every year as students left for alternative programs or dropped out. Net out migration during the high school grades is typical in Minnesota, especially after Grade 10.

RESIDENT NET MIGRATION SCHOOL YEAR TO SCHOOL YEAR									
	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14
K-5	99	140	165	157	179	199	207	229	166
6-8	5	56	55	65	56	97	91	66	69
9-12	-9	-18	-27	-33	-28	-37	-64	-57	-47
Total	95	178	193	189	207	259	234	238	188

Net in migration between Kindergarten and Grade 1 is typical in Minnesota's public schools, although this may change with free all-day kindergarten. In the Wayzata Public Schools, net migration

was positive every year between Kindergarten and Grade 1 and the numbers were large. This large net in migration cannot be sustained with free all-day kindergarten. The progression from grade to grade in the remaining elementary grades fluctuates from year to year but was always positive. Wayzata has a relatively large and consistent net in migration from Grade 5 to Grade 6 apparently when nonpublic students transfer into the public schools. Recently, not many students entered at Grade 9. After Grade 10, the high school grades show losses most years.

RESIDENT NET MIGRATION BY GRADE									
SCHOOL YEAR TO SCHOOL YEAR									
	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14
K to 1	53	67	72	76	80	81	105	112	93
1 to 2	24	26	24	37	26	48	22	21	21
2 to 3	5	33	40	18	37	13	25	16	23
3 to 4	-10	1	10	7	25	38	33	45	8
4 to 5	27	13	19	19	11	19	22	35	21
5 to 6	-9	8	21	33	31	58	44	38	33
6 to 7	20	21	24	24	18	31	28	16	31
7 to 8	-6	27	10	8	7	8	19	12	5
8 to 9	30	21	20	41	21	17	7	-3	-3
9 to 10	-3	4	2	-22	-15	-1	-11	3	-17
10 to 11	-21	-22	-23	-11	-13	0	-9	-19	-5
11 to 12	-15	-21	-26	-41	-21	-53	-51	-38	-22
Total	95	178	193	189	207	259	234	238	188
Percent	1.1	2.0	2.2	2.1	2.3	2.8	2.5	2.5	1.9

For making projections, migration is converted into survival rates. Survival 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 SURVIVAL RATES									
SCHOOL YEAR TO SCHOOL YEAR									
	05 to 06	06 to 07	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14
K to 1	1.09	1.11	1.14	1.14	1.124	1.123	1.190	1.167	1.154
1 to 2	1.04	1.04	1.04	1.06	1.042	1.066	1.030	1.032	1.027
2 to 3	1.01	1.05	1.06	1.03	1.059	1.020	1.032	1.021	1.034
3 to 4	0.98	1.00	1.02	1.01	1.035	1.057	1.050	1.056	1.010
4 to 5	1.04	1.02	1.03	1.03	1.015	1.026	1.031	1.050	1.025
5 to 6	0.99	1.01	1.03	1.05	1.045	1.080	1.058	1.052	1.045
6 to 7	1.03	1.03	1.04	1.04	1.026	1.043	1.036	1.020	1.040
7 to 8	0.99	1.04	1.01	1.01	1.010	1.011	1.025	1.015	1.006
8 to 9	1.04	1.03	1.03	1.06	1.030	1.024	1.010	0.996	0.996
9 to 10	1.00	1.01	1.00	0.97	0.980	0.999	0.985	1.004	0.978
10 to 11	0.97	0.97	0.97	0.99	0.982	1.000	0.987	0.973	0.993
11 to 12	0.98	0.97	0.96	0.94	0.972	0.927	0.931	0.946	0.968

COMPARISON OF RESIDENT SURVIVAL RATES AVERAGED			
Grade	Past 10 years	Past 5 years	Past 2 years
K to 1	1.138	1.152	1.161
1 to 2	1.042	1.094	1.030
2 to 3	1.035	1.033	1.028
3 to 4	1.024	1.042	1.033
4 to 5	1.030	1.029	1.038
5 to 6	1.040	1.056	1.049
6 to 7	1.034	1.033	1.030
7 to 8	1.013	1.013	1.011
8 to 9	1.024	1.011	0.996
9 to 10	0.992	0.989	0.991
10 to 11	0.982	0.987	0.983
11 to 12	0.955	0.949	0.957

One of the advantages of the cohort survival method is that it produces projections for every grade, which requires migration assumptions for every grade. At first glance, the rates look similar. However, in the next ten years, the average of survival rates for the past five years results in the highest projection. The average of the past two years and the average of the past ten years produce results that differ by only 74 students in ten years. To reflect possibilities, two migration assumptions will be used. The desired outcome was a low end and a high end of recent experience. The average of the past two years will be the low assumption and the average of the past five years will be the high assumption. In the projections, the most recent survival rate between Grade 1 and Grade 2 will be used as the survival rate between Kindergarten and Grade 1 to adjust for free all-day kindergarten.

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.

PROJECTED RESIDENT SURVIVAL RATES		
Grade	Low (Past 2 Years)	High (Past 5 Years)
K to 1	1.030	1.030
1 to 2	1.030	1.094
2 to 3	1.028	1.033
3 to 4	1.033	1.042
4 to 5	1.038	1.029
5 to 6	1.049	1.056
6 to 7	1.030	1.033
7 to 8	1.011	1.013
8 to 9	0.996	1.011
9 to 10	0.991	0.989
10 to 11	0.983	0.987
11 to 12	0.957	0.949

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.

Four cohort projections are shown in the next table. In 2024-25, there is a 1,198 student difference between the lowest projection and the highest projection. The migration assumptions result in a difference of 773-908 students and the kindergarten assumptions result in a 290-425 student difference. In these projections, more than 60 percent of the enrollment increase comes from the migration assumptions making the migration assumptions the dominant assumptions.

The lowest projection is based on the low kindergarten and low migration assumptions. In this projection, resident enrollment increases by 2,237 students by 2024-25 or 22.6 percent. In five years, resident enrollment increases to 11,023 students, which is 1,106 students larger than in 2014-15.

The highest projection, based on the high kindergarten and high migration assumptions, shows a resident enrollment increase of 3,435 students or 34.6 percent between 2014-15 and 2024-25. In five years, resident enrollment increases by 1,725 students.

In between the highest and lowest projections are two other projections. In 2024-25, these two projections differ by 483 students. As a group, the four projections reflect a range of possibilities with all four showing substantial resident enrollment growth.

RESIDENT ENROLLMENT PROJECTIONS				
Year	Low K Low Mig	High K Low Mig	Low K High Mig	High K High Mig
2014-15	9,917	9,917	9,917	9,917
2015-16	10,146	10,169	10,211	10,322
2016-17	10,371	10,418	10,514	10,656
2017-18	10,575	10,647	10,794	10,967
2018-19	10,792	10,892	11,096	11,303
2019-20	11,023	11,152	11,402	11,642
2020-21	11,275	11,434	11,733	12,012
2021-22	11,543	11,734	12,083	12,399
2022-23	11,685	11,909	12,298	12,651
2023-24	11,884	12,140	12,580	12,970
2024-25	12,154	12,444	12,927	13,352

Excludes Early Childhood and ALC

Looking at the projections based on the elementary, middle school and high school grades is instructive. Resident K-5 enrollment increases throughout the projection period. The lowest projection shows elementary enrollment increasing by 497 students in the next five years, while the highest projection shows K-5 increasing by nearly a thousand students (967 students) in these five years.

RESIDENT ENROLLMENT PROJECTIONS				
	K-5	6-8	9-12	Total
2014-15	4,573	2,382	2,962	9,917
2019-20				
Low K/Low Mig	5,070	2,611	3,341	11,023
High K/Low Mig	5,199	2,611	3,341	11,152
Low K/High Mig	5,300	2,696	3,406	11,402
High K/High Mig	5,540	2,696	3,406	11,642
2024-25				
Low K/Low Mig	5,548	2,996	3,611	12,154
High K/Low Mig	5,716	3,087	3,640	12,444
Low K/High Mig	5,807	3,227	3,894	12,927
High K/High Mig	5,983	3,326	4,043	13,352

Middle school enrollment also increases throughout the projection period. In the first five projection years, the resident middle school grades are 229-314 students larger than today. These projections reflect the migration assumptions only. In the last five projection years, the kindergarten assumptions also effect the middle school projections.

Resident high school enrollment is projected to be significantly higher than today as well. The high migration projections yield the largest increase in the high school population. By 2024-25, Grades 9-12 could be 649-1,081 students larger than today. In the next five years, resident high school enrollment is 379-444 students larger than today. High school enrollment throughout the projection period is largely the result of the migration assumptions.

In 2024-25, the 2014-15 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 provides another way of projecting population and school enrollment. While the number of dwelling units (housing 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 also a key variable in the projection equation.

The chief reason to use the housing unit method is to understand the effect of additional housing units on enrollment. It could be said that housing stock is like DNA. It determines the size and characteristics of the resident school age population.

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, the housing starts method, is based on estimating the school age children per new unit and adding these students to the student population 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 these problems are overcome. A unit's status, i.e., new; existing but sold recently; and existing not sold recently, is also an important component in housing unit method projections. The student yield for each status type is different and the student yield also differs by geographic area within the district. Even with these major improvements, the method does not yield projections by grade.

Projections

The Wayzata School District has enough vacant land to support a large increase in single-family detached housing units, the type of units that yield the most school age children. The next table shows an estimate of additional single-family detached units, although when these units will be built is unclear. If these units yield 0.93 K-12 public school students, the 2014 yield for new units, the additional units would produce 2,284 students when occupied. Any preschool children and future births will produce a "long tail" of additional growth.

PROJECTED ADDITIONAL HOUSING UNITS		
	Single-Family Units	Time Line
Plymouth	1,500	2014-2019
Maple Grove	360	2018-
Corcoran	426	47 per year 2015-
Orono	negligible	
Medina	160	2014-2019
Wayzata	10	almost fully built out
Total	2,456	

The low kindergarten/low migration cohort projection shows an increase of 2,237 resident students from 2014-15 to 2024-25. At current K-12 yield per new single-family detached unit, new single-family detached housing units would accommodate the projected increase in resident enrollment.

Housing And Enrollment Study

Wayzata Public Schools

February 2015

**Dick Carlstrom,
Consulting
Geographer**

Wayzata Public School District Housing and Enrollment Study

Introduction

This report details the findings of a study of the enrolled student population of the Wayzata Independent School District 284 and the role that the district's housing stock plays in determining the structure and dynamics of that population.

The specific objectives of this study are to seek answers to the following housing/enrollment questions:

- What role does new home construction play in shaping the district's enrollment?
- What are the spatial patterns of the district's housing stock with respect to type, age and value?
- What is the distribution and density of the enrolled students throughout the district's neighborhoods?
- What is the per-unit student yield of single-family housing in the district?
- Do the numbers of enrolled students increase when single-family homes "turnover"?
- How does the district's K-12 student yield compare with other similar districts?
- What role does "aging-in-place" play in the district's demography?

Key findings

Recent Home Construction: Between the years 2000 and 2014 2,747 single family homes were built in the district. The student yield of these units is 0.93 students per home while the yield of all homes in the district is 0.53 students per home.

Home Sales: The 2,373 single-family homes sold in the district during January 1, 2012 to September 30, 2014, had a post-sale yield of 0.62 students per home. The overall K-12 yield in single-family homes is 0.53. Although there are differences in yield with respect to the age of the homes this does indicate that sales of single-family homes do result in a gain of new families with school-age children.

K-12 Density: Thirty percent of the single-family homes in the district have households with ISD 284 enrolled students, and 41 percent have households with residents "aging in place" over the age of 55.

K-12 Housing Type: Eighty percent of the K-12 enrolled students live in single family housing, while 10 percent live in multi-family units. Three percent of students live in condominium units, and 6 percent live in townhomes.

Student Yield: The districtwide student yield for single-family homes is 0.52 students per home. Yields for individual grade ranges are; 0.23 for grades K-5, 0.13 for grades 6-8, and 0.17 for grades 9-12.

Empty Nesters: High densities of aging-in-place households are dispersed throughout the older eastern and southern areas of the district. Because of modest median home values many of these householders without children may choose to remain in their homes rather than sell and move to a condominium or other housing alternative.

□ **Projected New Development:** Over the next three years the district will see the construction of more than 2,000 new single family homes and the development of more than 300 market rate apartment units.

□ **Comparisons with other school districts:** The district's K-12 student yield is 0.53 students per home. This is higher than other suburban districts in the west and southwest metropolitan area. Studies conducted by the author have found that yields for other districts are; St. Louis Park (0.24), Robbinsdale (0.26), Bloomington (0.33).

Age and Value Of Housing

The findings of this study are consistent with similar enrollment studies conducted in other suburban school districts built out from a larger core urban area.

In these districts, the *age and value of the single-family homes* is a major factor in the demographic pattern of the district. Study areas with large number of homes built before 1960 generally have lower K-12 yields, lower K-12 densities and higher percentages of households age 55+ than do areas with younger homes. This trend is similar but less pronounced for homes built during the decades of the 1960's and 70's. With respect to value of homes it appears that homes in the mid-value ranges have the highest student yields.

Methodology

Demographic and geographic data was obtained from the Wayzata district student information system and the Hennepin County tax and geographic information systems. From these data sources, characteristics of housing units, K-12 students and households were extracted and synthesized using geographic information system (GIS) technology. This GIS software is used to overlay student and residential characteristics onto a digital geographic representation of the school district. From this, statistics can then be developed regarding housing type and characteristics, and the distribution and density of K-12 students.

Analysis by Housing/Enrollment Study Areas

The detailed analysis of housing and demographic data was done by individual study areas, as shown in Map A.

Wayzata Public Schools Study Areas October 2014

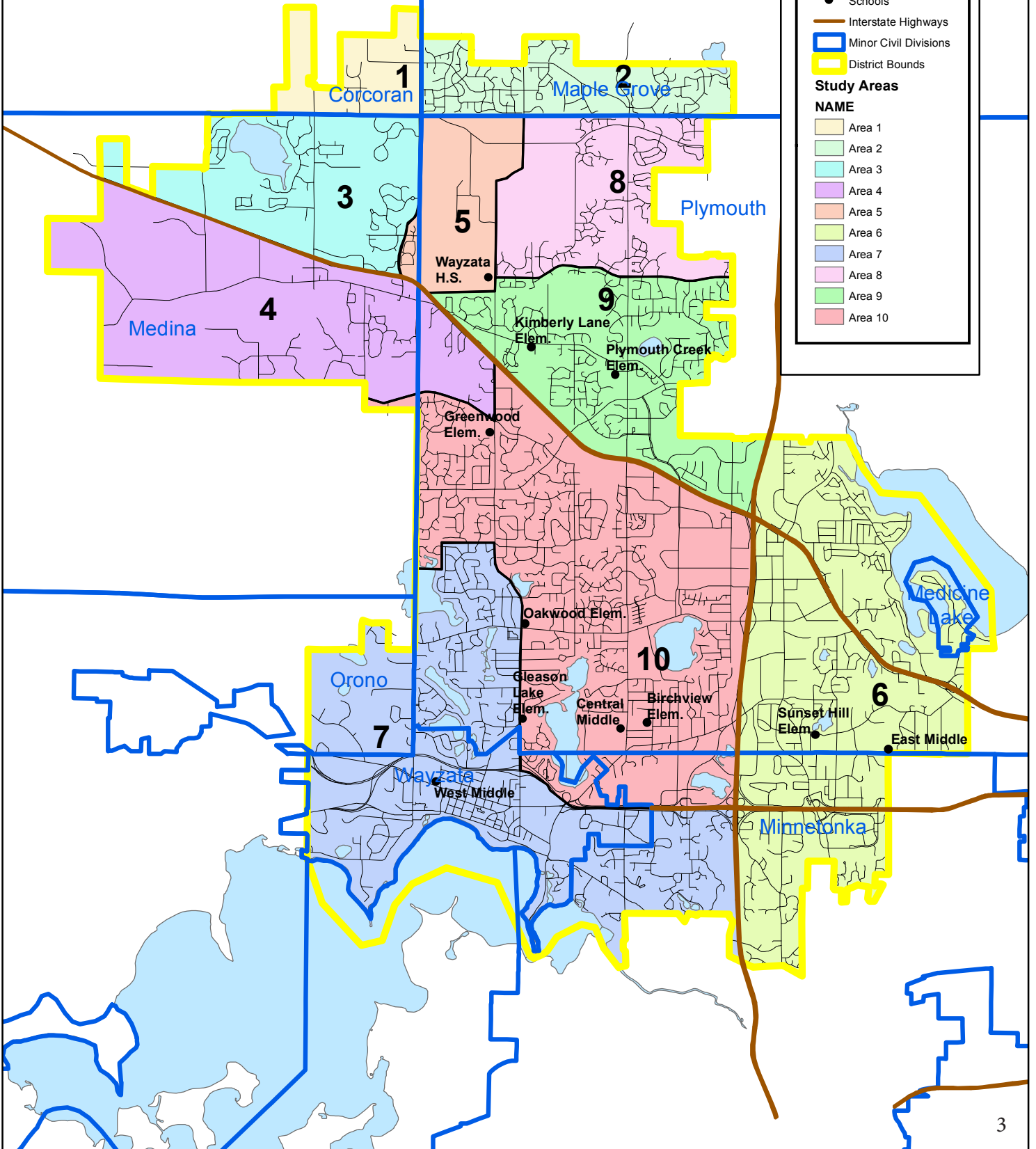
Map A

Legend

- Schools
- Interstate Highways
- Minor Civil Divisions
- District Bounds

Study Areas

- | NAME |
|---------|
| Area 1 |
| Area 2 |
| Area 3 |
| Area 4 |
| Area 5 |
| Area 6 |
| Area 7 |
| Area 8 |
| Area 9 |
| Area 10 |



Housing stock

The Wayzata Public School District contains a wide variety of housing types, including single-family homes, duplexes, townhomes, condominiums and apartments. Table 1 lists the counts by study area for housing types for which data is available. Because of the nature of their ownership, it is not possible to obtain comprehensive, detailed information for apartments.

The district contains 14,984 single-family homes, and 1,812 condominium units. The district contains 122 duplex units and throughout the district are an additional 275 “subdivided” duplex units. These properties were originally duplex units that have been divided into two separate dwellings and sold separately. The district also has 1,812 townhomes.

Table 1					
Wayzata Public Schools					
Unit Counts Of Major Housing Types					
By Study Area					
October 2014					
	Single Family	Condominium		Duplex	Split Duplex
Study Area	Homes	Units	Townhomes	Units	Units
1	85	0	0	0	0
2	1,247	0	59	0	88
3	581	0	0	2	0
4	522	18	37	2	25
5	60	87	0	2	68
5	2,879	206	131	28	32
7	2,641	188	124	54	8
8	934	194	608	0	38
9	1,855	214	853	4	12
10	4,180	905	1,446	30	4
TOTAL	14,984	1,812	3,258	122	275
Sources Of Data					
Hennepin County Geographic Information System					

Age and Value of single-family housing

Analysis of the value and age of single-family housing clearly shows a pattern of older, homes in the southeastern and southern areas of the district, with higher concentrations of newer homes in the northeast and north. Table 2-1 details the median value and decade built of the single-family homes in each study area. The lowest median values are in Area 6 (\$262,200) and Area 1 (\$229,000). Area 3 has the highest median value, \$575,000.

Thirty-one percent of the homes in Area 7, and 30 percent of the units in Area 6 were built before 1960. Area 8 has the highest percentage (86 percent) of homes built since the year 2000

Map B-1 illustrates the percentage of homes, for each study area, that were built prior to the year 1960. This map pictures the general demographic pattern in the district. Upcoming sections of this report will detail how the darker (older) areas of the district differ demographically from the lighter (younger) areas.

Table 2-1		Wayzata Public Schools												
Median Value Of Single Family Homes and Era Built		By Study Area												
October 2014		October 2014												
Study Area	Single Family Homes	Median Value Of Single Family Homes			Homes Built Pre 1960		Homes Built 1960-79		Homes Built 1980-99		Homes Built Post 2000		Percent Built	
		Family Homes	Pre 1960	1960-79	1980-99	Post 2000	Pre-1960	1960-79	1980-99	Post 2000	1980-99	Post 2000	1980-99	Post 2000
1	85	\$279,000	10	52	22	26%	61%	22	26%	1	1%	26%	1%	
2	1,247	\$414,300	18	27	423	34%	2%	423	34%	779	62%	34%	62%	
3	581	\$575,000	13	27	201	35%	5%	201	35%	340	59%	35%	59%	
4	522	\$250,550	79	117	167	32%	22%	167	32%	159	30%	32%	30%	
5	60	\$502,950	11	15	21	35%	25%	21	35%	13	22%	35%	22%	
6	2,879	\$262,200	862	1,043	844	29%	36%	844	29%	130	5%	29%	5%	
7	2,641	\$368,000	818	1,087	503	19%	41%	503	19%	236	9%	19%	9%	
8	934	\$447,700	57	45	32	3%	5%	32	3%	800	86%	3%	86%	
9	1,855	\$358,450	28	103	1,558	84%	6%	1,558	84%	165	9%	84%	9%	
10	4,180	\$289,550	471	2,027	1,559	37%	48%	1,559	37%	124	3%	37%	3%	
TOTALS	14,984		2,367	4,543	5,330	36%	30%	5,330	36%	2,747	18%	36%	18%	
Sources Of Data														
Hennepin County Geographic Information System														

Wayzata Public Schools Percentage of Single Family Homes Built Pre-1960 October 2014

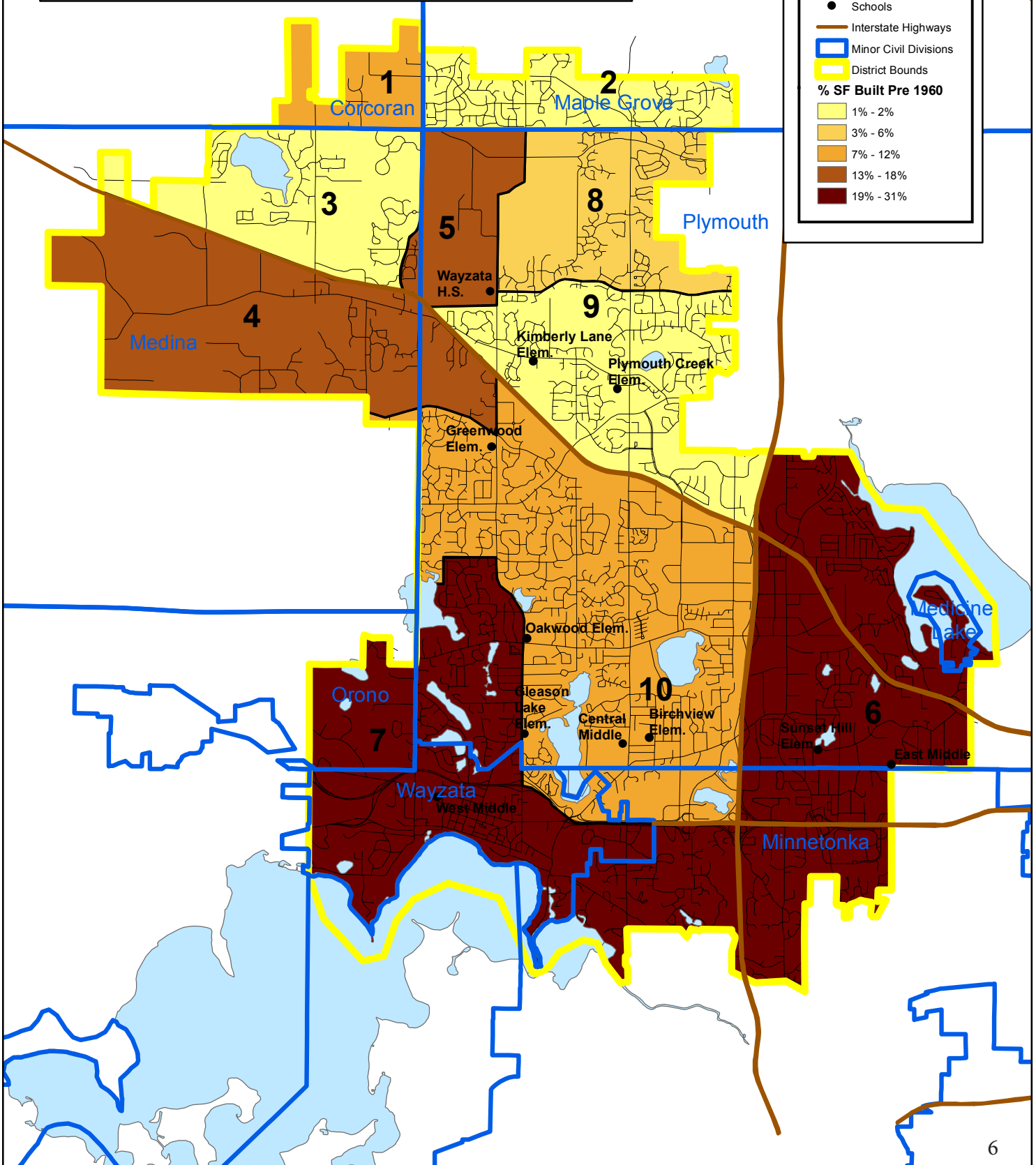
Map B-1

Legend

- Schools
- Interstate Highways
- ▭ Minor Civil Divisions
- ▭ District Bounds

% SF Built Pre 1960

- 1% - 2%
- 3% - 6%
- 7% - 12%
- 13% - 18%
- 19% - 31%



Recent Housing Development

The construction of new single family homes has a significant impact upon the enrollment of the district. Since the year 2000 there have been 2,747 single family units built. It will be shown that these homes have much higher student yields than other housing types in the district. Map B-2 shows the distribution throughout the district of the parcels upon which new homes were built during the years 2005-2014

Projected Development

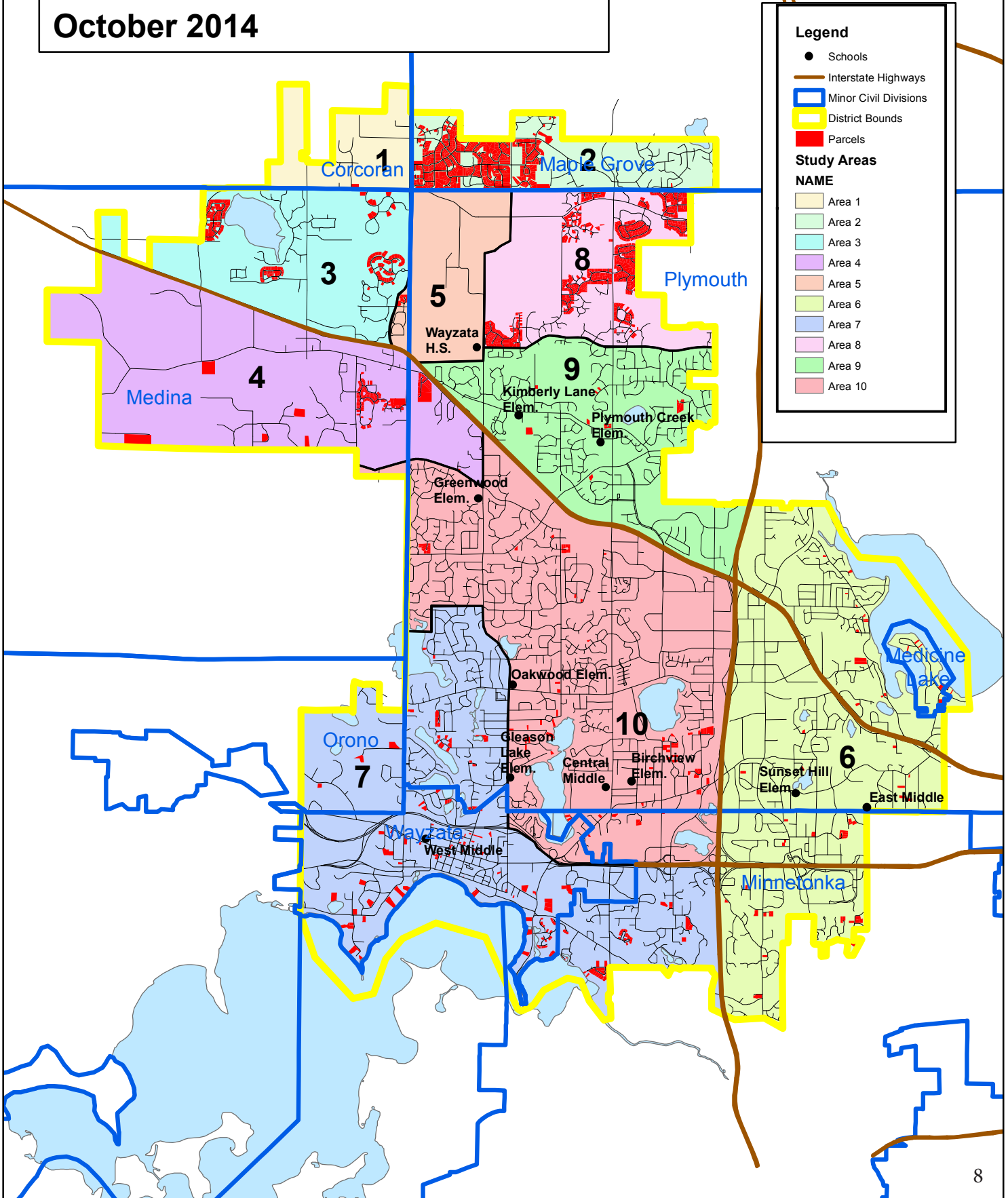
Municipal planning officials project that in the district over the next three years there will be construction of more than 2,000 single-family homes, 314 market rate apartments 12 townhomes, 124 condominium units, and 48 twin home units.

Table 2-2 details by city the types and numbers of units projected for future construction.

Table 2-2					
Wayzata Public Schools					
Projected Housing Development, 2015-2017					
By Municipality					
February 2015					
	Single	Market			
	Family	Rate	Condominium		
Municipality	Homes	Apartments	Units	Townhomes	Twin Homes
Corcoran	150	0	0	0	0
Maple Grove	360	0	0	0	0
Medina	560	0	0	0	0
Minnnetonka	46	289	18	12	28
Orono	0	0	0	0	0
Plymouth	898	0	0	0	20
Wayzata	0	25	106	0	0
TOTALS	2,014	314	124	12	48
Sources Of Data					
City Planning Departments					

**Wayzata Public Schools
Distribution of Parcels With Homes
Built 2005-2014
October 2014**

Map B-2



Births

Table 3 lists the number of live births reported by the Minnesota Department of Health for the period from September 1, 1999 to August 31, 2014. The highest number of births during this time frame was 632 during the 1999 to 2000 school year. During this multi-year period there has been a general downward trend but with recent upticks in the 2012-13 school year (611 births) and the 2013-14 school year (598 births).

Map C shows the distribution of births in the district for the years 2010-14

Table				
Table 3				
Wayzata Public Schools				
Live Births				
September 1, 1999- August 31, 2014				
October 2014				
School				
Year	Total			
1999-00	632			
2000-01	618			
2001-02	564			
2002-03	513			
2003-04	577			
2004-05	540			
2005-06	493			
2006-07	530			
2007-08	487			
2008-09	501			
2009-10	551			
2010-11	535			
2011-12	549			
2012-13	611			
2013-14	598			
Total	8,299			
Sources Of Data				
Minnesota Department Of Health				

Household/Structure and “aging-in-place”

Many inner and middle ring suburban communities are seeing the phenomenon of “aging-in-place” in which parents of children who have grown and moved away remain in their homes for their post-child-rearing years. These residents are commonly referred to as “empty nesters.” Many districts are now concerned about the increase in the numbers of these aging-in-place households because by remaining in their homes, they limit the number of single-family homes available to young families with school-age children. Of particular concern are those aging-in-place households living in the more modestly priced single-family homes. Householders in a home with a lower value may be very hesitant to sell and move because the proceeds from their home sale may not be adequate to allow them to purchase a condominium or townhouse of their liking. Thus, residents in lower-value homes may be less mobile than those in higher-value properties.

One method of trying to understand this phenomena in a particular school district is to use voter data to determine the number of homes with aging-in-place households. Table 4 lists the number of households residing in single-family detached homes that have at least one person over the age of 55 who is registered to vote. This then is an indicator of the number of aging-in-place households. Voter records such as these can be a reliable indicator of demographic patterns since the percentage of individuals over the age of 55 who are registered to vote is quite high. The table also lists the number of homes in which children of school age reside.

**Wayzata Public Schools
Distribution of Households
With at Least One Live Birth
Years 2010-2014
October 2014**

Map C

Legend

- Household
- Schools
- Interstate Highways
- ▭ Minor Civil Divisions
- ▭ District Bounds

Study Areas

NAME	Color
Area 1	Light Orange
Area 2	Light Green
Area 3	Light Cyan
Area 4	Light Purple
Area 5	Light Orange
Area 6	Light Yellow-Green
Area 7	Light Blue
Area 8	Light Pink
Area 9	Light Green
Area 10	Light Red/Pink

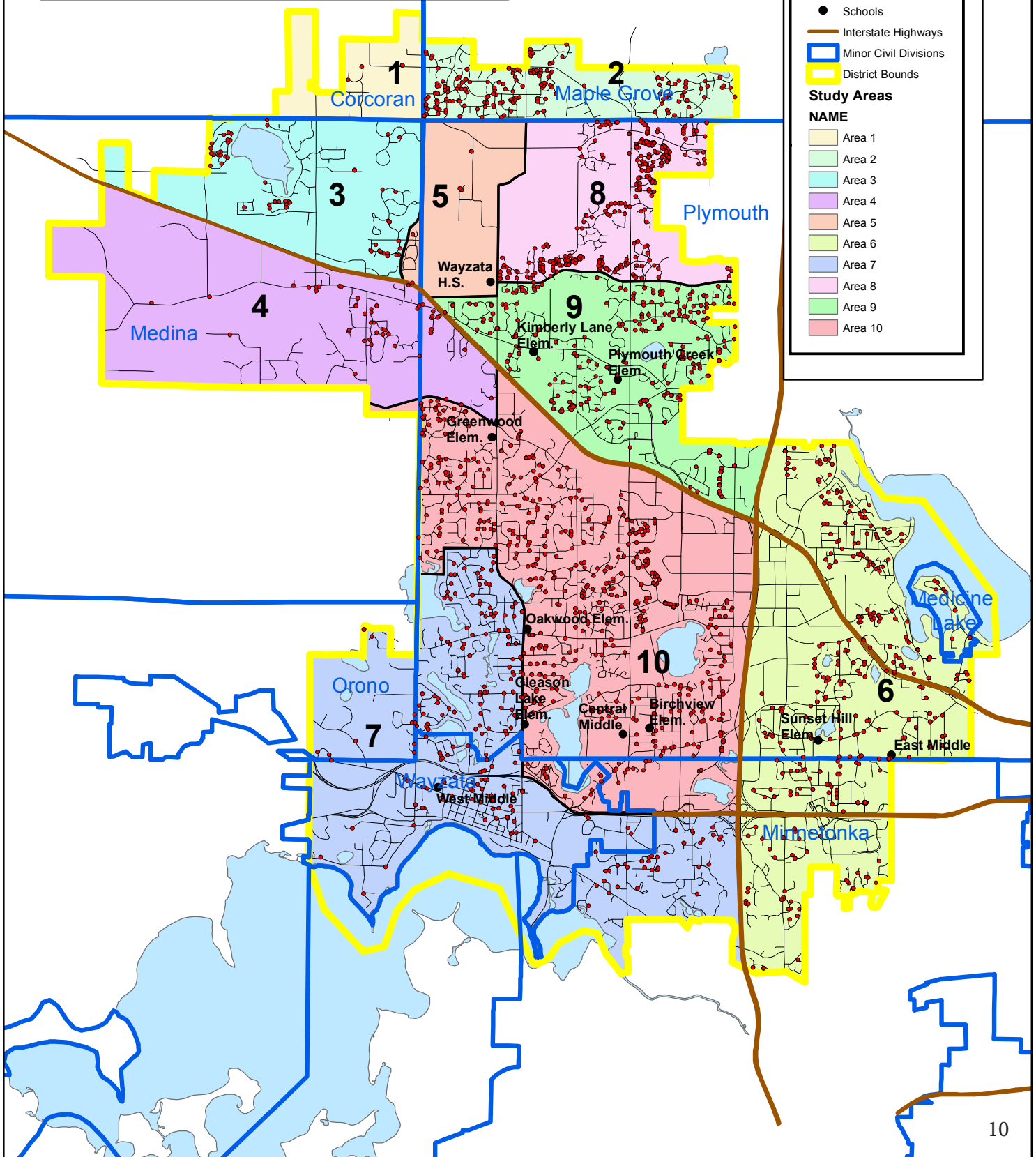


Table 4					
Wayzata Public Schools					
Proportion Of Single Family Homes					
With K-12 Students, and Registered Voters Age 55+					
Residing Within,					
By Study Area					
October 2014					
					Percentage Of
	Single	Single Family	Percentage	Single Family	Single Family
	Family	Homes With	Of Homes With	Homes With	Homes With
Study Aea	Homes	K-12 Students	K-12 Students	Voter	Voter
				Age 55+	Age 55+
1	85	15	18%	23	27%
2	1,247	743	60%	245	20%
3	581	256	44%	159	27%
4	522	119	23%	219	42%
5	60	11	18%	17	28%
6	2,879	577	20%	1,407	49%
7	2,641	491	19%	1,351	51%
8	934	474	51%	82	9%
9	1,855	682	37%	745	40%
10	4,180	1126	27%	1,869	45%
TOTAL	14,984	4,494	30%	6117	41%
Sources Of Data					
ISD 284 Student Information System					
Hennepin County Geographic Information System					
Minnesota Secretary Of State					

Table 4 shows that 30 percent of the single-family homes in the district have households with district-enrolled K-12 children and 41 percent have households with residents who are over the age of 55 and registered to vote. Areas 7 and 6 have the highest percentage of these older households with 51 percent and 49 percent respectively. The area with the highest percentage of homes with enrolled students in area 2 (60 percent. Areas 5 and 7 had the lowest proportions of homes with enrolled children with 18 percent and 9 percent respectively.

Median property values can shed light on the mobility of the aging-in-place households identified above. Although it does not have the highest percentages of aging-in-place households, Area 6 has 49 percent of its households to be aging-in-place. This area also has a low median home value of \$262,600. These lower values will quite likely be a barrier to residents selling their homes and therefore opening those units up for younger families with school-age children.

Map D shows the percentages by study area of registered voters over the age of 55.

**Wayzata Public Schools
Percent Single Family Homes
With Voter Age 55+
By Study Area, October 2014**

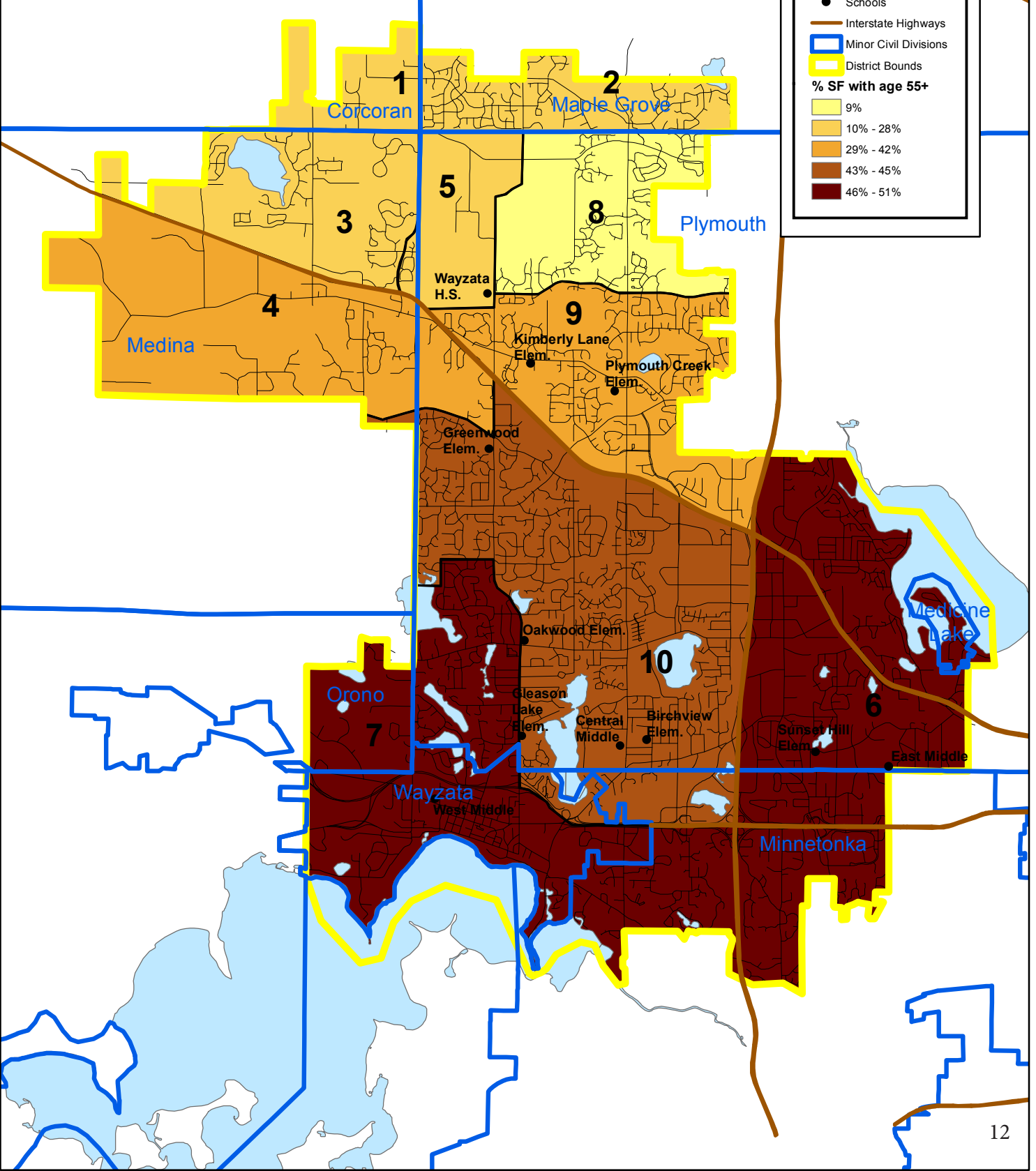
Map D

Legend

- Schools
- Interstate Highways
- Minor Civil Divisions
- District Bounds

% SF with age 55+

- 9%
- 10% - 28%
- 29% - 42%
- 43% - 45%
- 46% - 51%



K-12 students and housing type

Where students live and the type of housing they live in is detailed in Table 5. By far, the largest proportion (80 percent) of enrolled students live in single-family homes. Three percent live in condominium units. Apartment dwellers account for 10 percent, and those living in townhomes make up 6 percent. Areas 1 and 3 had the highest percentage of K-12 students in single-family homes each with 100% of students in single family units. Area 8 (63 percent) and 9 (72 percent) had the lowest. Area 9 had the highest proportion of students in apartments, with 20 percent.

Map E pictures the percentage, by attendance area, of homes with K-12 students residing within.

Table 5		Wayzata Public Schools																													
Housing Type Of Resident Enrolled K-12 Students*		October 2014																													
Study Area	Resident K-12 Students	Single-Family Homes			K-12 In Single-Family Homes			Condominium			K-12 In Condominium			Multi-Family**			K-12 In Multi-Family**			Apartment			K-12 In Apartment			Townhomes			K-12 In Townhomes		
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
1	24	24	100%	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
2	1,352	1,331	98%	1331	98%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
3	463	463	100%	463	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
4	233	217	93%	217	93%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
5	26	24	92%	24	92%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
6	1,335	993	74%	993	74%	52	4%	52	4%	252	19%	19%	14%	11	1%	11	0%	2	0%	2	0%	0	0%	0	0%	0	0%	0	0%		
7	1,048	882	84%	882	84%	7	1%	7	1%	142	14%	14%	3%	12	1%	12	0%	18	1%	18	0%	0	0%	0	0%	0	0%	0	0%		
8	1,412	885	63%	885	63%	105	7%	105	7%	46	3%	3%	20%	0	0%	0	0%	3	0%	3	0%	0	0%	0	0%	0	0%	0	0%		
9	1,636	1,174	72%	1,174	72%	22	1%	22	1%	335	20%	20%	9%	4	0%	4	0%	5	0%	5	0%	0	0%	0	0%	0	0%	0	0%		
10	2,390	1,923	80%	1,923	80%	110	5%	110	5%	223	9%	9%	10%	21	0%	21	0%	59	1%	59	1%	0	0%	0	0%	0	0%	0	0%		
TOTAL	9,919	7,916	80%	7,916	80%	296	3%	296	3%	1,002	10%	10%	10%	21	0%	21	0%	59	1%	59	1%	0	0%	0	0%	0	0%	0	0%		

*There are also 17 students that reside in mobile homes.

**Apartments, Cooperatives etc.

Sources Of Data
 ISD 284 Student Information System
 Hennepin County Geographic Information System

Wayzata Public Schools Percentage of Single Family Homes With Enrolled K-12 Students By Study Area, October 2014

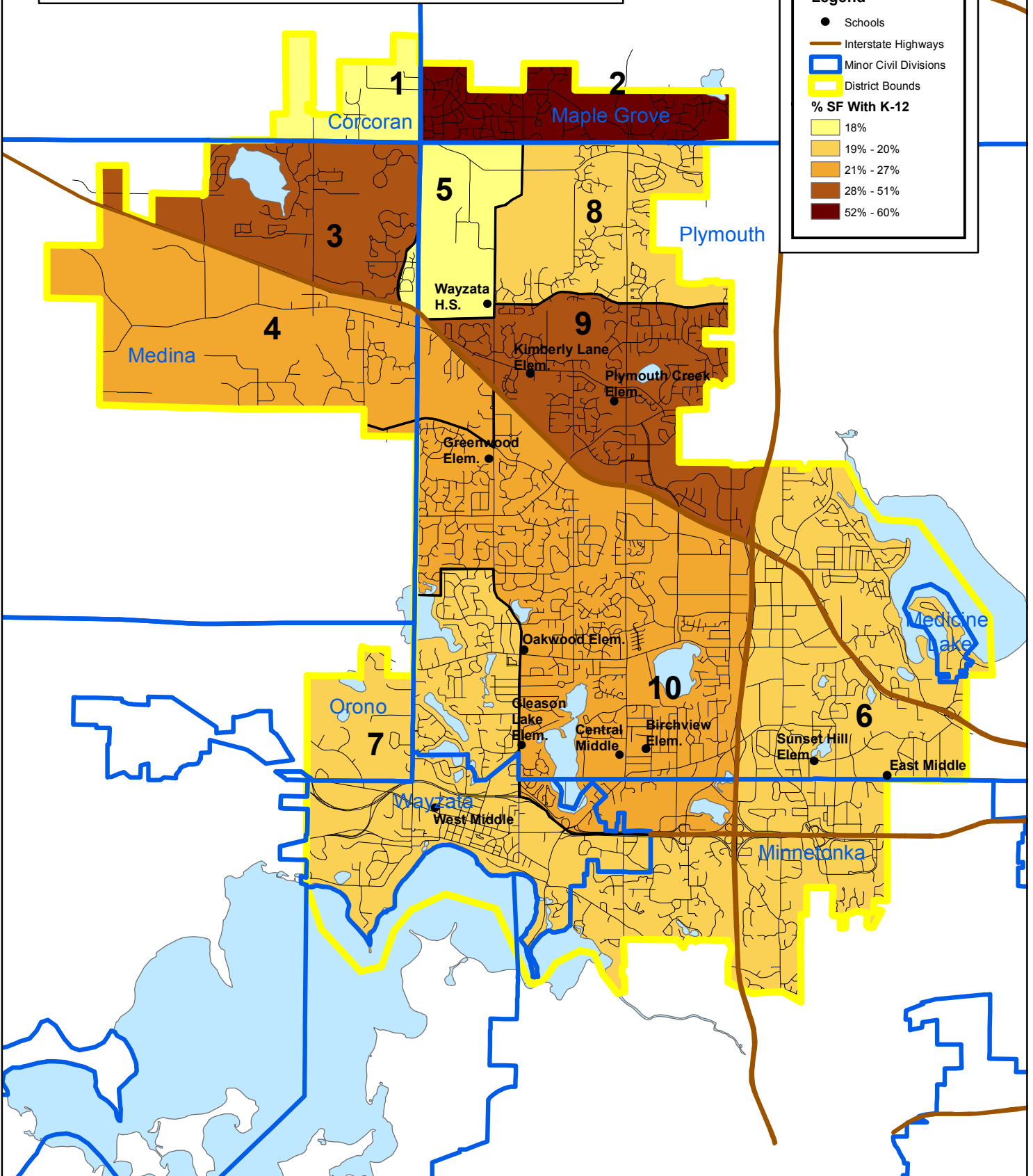
Map E

Legend

- Schools
- Interstate Highways
- ▭ Minor Civil Divisions
- ▭ District Bounds

% SF With K-12

- 18%
- 19% - 20%
- 21% - 27%
- 28% - 51%
- 52% - 60%



K-12 student yield of single-family housing

Table 6 illustrates the K-12 student yields for the single-family homes in the district. The districtwide student yield for single-family homes is 0.53. With respect to specific study areas, the highest yield is found in Area 2 (1.04 students). The lowest yields are found in Area 1 (0.28 students), and Area 7 (0.33 students)

The highest K-5 yield is in Area 8 (0.54 students). Area 2 (0.11 students) and Area 7 (0.13 students) have the lowest K-5 yields.

Map F pictures the K-12 student yields for the individual study areas.

Study Areas	Single Family Homes	Median Value Of All Single-Family Detached Homes	All K-12 Students In Single Family Homes	K-12			6-8			9-12		
				Students Per Home	Students Grades	Students Per Home	Students Grades	Students Per Home	Students Grades	Students Per Home		
1	85	\$279,000	24	0.28	9	0.11	8.00	0.09	7	0.08		
2	1,247	\$414,300	1331	1.07	607	0.49	328.00	0.26	396	0.32		
3	581	\$575,000	463	0.80	204	0.35	110.00	0.19	149	0.26		
4	522	\$250,550	217	0.42	119	0.23	48.00	0.09	50	0.10		
5	60	\$502,950	24	0.40	12	0.20	7.00	0.12	5	0.08		
6	2,879	\$262,200	993	0.34	432	0.15	248.00	0.09	313	0.11		
7	2,641	\$368,000	882	0.33	344	0.13	255.00	0.10	283	0.11		
8	934	\$447,700	885	0.95	504	0.54	193.00	0.21	188	0.20		
9	1,855	\$358,450	1174	0.63	469	0.25	284.00	0.15	422	0.23		
10	4,180	\$289,550	1923	0.46	754	0.18	473.00	0.11	695	0.17		
TOTAL	14,984		7,916	0.53	3,454	0.23	1,954.00	0.13	2,508	0.17		
Sources Of Data												
ISD 284 Student Information System												
Hennepin County Geographic Information System												

Wayzata Public Schools Yield of K-12 Students In Single Family Homes By Study Area, October 2014

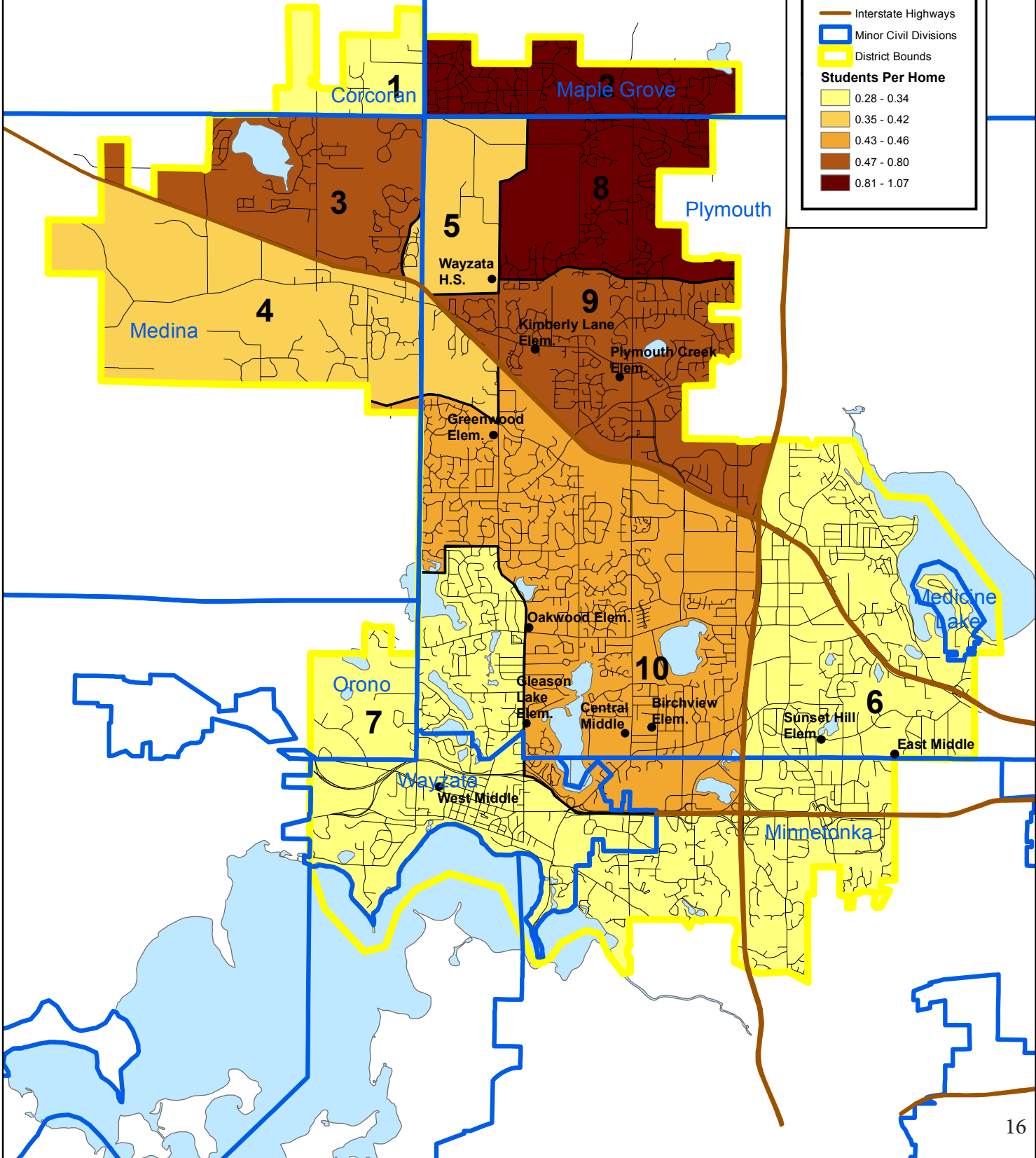
Map F

Legend

- Schools
- Interstate Highways
- Minor Civil Divisions
- District Bounds

Students Per Home

Lightest Yellow	0.28 - 0.34
Light Orange	0.35 - 0.42
Orange	0.43 - 0.46
Dark Orange	0.47 - 0.80
Dark Red	0.81 - 1.07



K-12 student yield in single family homes by era built

Table 7 details the yields of K-12 enrolled students in single family homes classified by era built. Homes built prior to 1960 had a K-12 yield of 0.25 students per home, while single family units built since 2000 had a yield of 0.93.

Table 7			
Wayzata Public Schools			
Yield Of K-12 Students			
In Single Family Homes			
By Era Built			
October 2014			
			K-12 Yield
	Single Family Homes	K-12 Students In Single Family Homes	Of Students In Single Family Homes
Era Built	Homes	Family Homes	Family Homes
Pre 1960	2,367	597	0.25
1960 - 79	4,540	1,750	0.39
1980 - 99	5,330	3,019	0.57
Post 2000	2,747	2,550	0.93
TOTAL	14,984	7,916	0.53
Sources Of Data			
ISD 284 Student Information System			
Hennepin County Geographic Information System			

K-12 student yield in single family homes by value classification

Table 8, lists the yields of single family homes by four classifications of estimated market values. Higher valued homes exhibit higher yields than do single-family units in lower ranges. This is consistent with other districts with homes of similar age and style.

Tables 9 and 10 show yields for grade ranges K-5 also by era built and value class. Results here are similar to tables 7 and 8.

Table 8			
Wayzata Public Schools			
Yield of K-12 Students			
In Single Family Homes			
By Value Class (Estimated Market Value)			
October 2014			
			K-12 Yield
	Single Family Homes	K-12 Students In Single Family Homes	Of Students In Single Family Homes
Estimated Market Value	Homes	Family Homes	Family Homes
-\$249,999	3,928	1,311	0.33
\$250,000 - \$499,999	8,285	4,924	0.59
\$500,000-\$749,999	1,892	1,304	0.69
\$750,000+	879	377	0.43
TOTAL	14,984	7,916	0.53
Sources Of Data			
Hennepin County Geographic Information System			

Table 9			
Wayzata Public Schools			
Yield Of K-5 Students			
In Single Family Homes			
By Era Built			
October 2014			
			K-5 Yield
	Single	K-5 Students	Of Students
Era Built	Family	In Single	In Single
	Homes	Family Homes	Family Homes
Pre 1960	2,367	242	0.10
1960 - 79	4,540	690	0.15
1980 - 99	5,330	1,222	0.23
Post 2000	2,747	1300	0.47
TOTAL	14,984	3,454	0.23
Sources Of Data			
ISD 284 Student Information System			
Hennepin County Geographic Information System			

Table 10			
Wayzata Public Schools			
Yield of K-5 Students			
In Single Family Homes			
By Value Class (Estimated Market Value)			
October 2014			
			K-5 Yield
	Single	K-5 Students	Of Students
Estimated	Family	In Single	In Single
Market Value	Homes	Family Homes	Family Homes
\$0-\$249,999	3,928	638	0.16
\$250,000 - \$499,999	8,285	2,122	0.26
\$500,000-\$749,999	1,892	564	0.30
\$750,000+	879	130	0.15
TOTAL	14,984	3,454	0.23
Sources Of Data			
Hennepin County Geographic Information System			

Sales of single-family homes and resulting student yield

Table 11 shows the number of single-family homes that were sold in each area between January 1, 2012, and September 30, 2014. During that period, 2,373 (16 percent) of the district's single-family homes were sold. Area 8 showed the highest percentage of homes sold. Areas 6, 9, and 10 all had the lowest percentage of homes sold (11 percent).

Tables 12 and 13 break out the sales by year built and value classification.

Map G portrays the percentage of homes sold by study area.

The role of home sales in enrollment change is detailed in Table 14. For the time frame cited above, the table shows the yields of enrolled students in the homes sold post sale. As has been stated, on a districtwide basis, the K-12 student yield in single family homes is 0.53 students per home. After the sales, the yield was 0.62. This indicates that home sales in the district are resulting in an enrollment increase.

Table 11				
Wayzata Public Schools				
Single Family Homes Sold During January 1, 2012 - Sept 30, 2014				
By Study Area				
October 2014				
		Median Value	All	
	All Single	Of All Single-	Single Family	
Study Area	Family	Family Detached	Homes Sold	Percent
	Homes	Homes	10-14	Homes Sold
1	85	\$279,000	18	21%
2	1,247	\$414,300	227	18%
3	581	\$575,000	153	26%
4	522	\$250,550	168	32%
5	60	\$502,950	10	17%
6	2,879	\$262,200	310	11%
7	2,641	\$368,000	342	13%
8	934	\$447,700	467	50%
9	1,855	\$358,450	210	11%
10	4,180	\$289,550	468	11%
TOTAL	14,984		2,373	16%
Sources Of Data				
ISD 284 Student Information System				
Hennepin County Geographic Information System				

Table 12			
Wayzata Public Schools			
Sales of Single Family Homes by Era Built			
Units Sold January 1, 2012 - September 30, 2014			
October 2014			
	Single		
	Family	Single Family	Percent
Era Built	Homes	Homes Sold	Homes Sold
Pre 1960	2,367	298	13%
1960-79	4,540	482	11%
1980 - 99	5,330	608	11%
Post 2000	2,747	985	36%
TOTAL	14,984	2,373	16%
Sources Of Data			
ISD 284 Student Information System			
Hennepin County Geographic Information System			

Table 13			
Wayzata Public Schools			
Sales of Single Family Homes by Value Class			
Units sold January 1, 2012 - September 30, 2014			
October 2014			
	Single		
	Family	Single Family	Percent
Estimated	Homes	Homes Sold	Homes Sold
Market Value			
\$0-\$249,999	3,928	772	20%
\$250,000 - \$499,999	8,285	1,103	13%
\$500,000-\$749,999	1,892	348	18%
\$750,000+	879	150	17%
TOTAL	14,984	2,373	16%
Sources Of Data			
Hennepin County Geographic Information System			

**Wayzata Public Schools
Percent of Single Family Homes
Sold January 2012-September 2014
By Study Area, October 2014**

Map G

Legend

- Schools
 - Interstate Highways
 - ▭ Minor Civil Divisions
 - ▭ District Bounds
- % Homes Sold**
- 11%
 - 12% - 13%
 - 14% - 21%
 - 22% - 32%
 - 33% - 50%

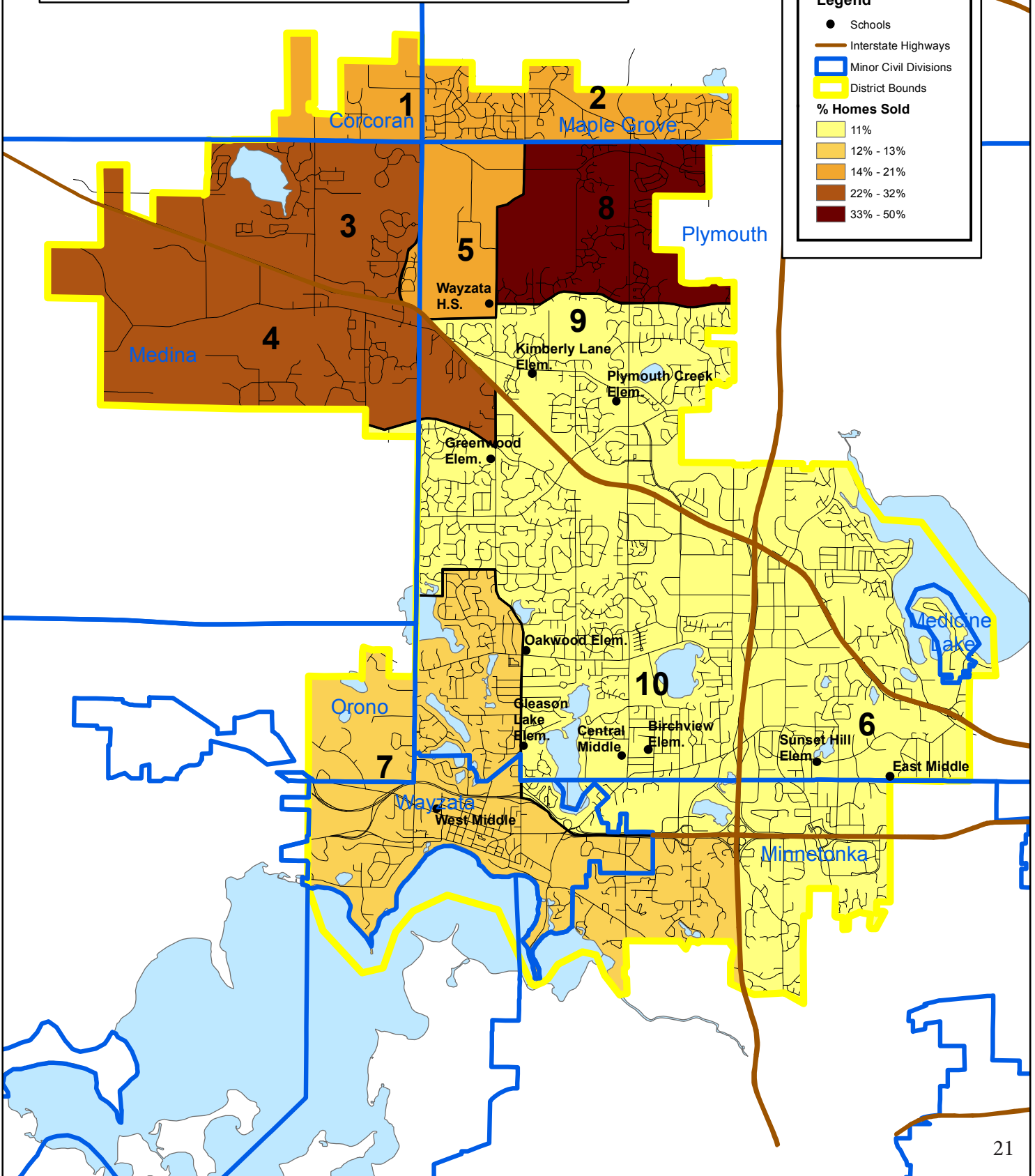


Table 15 details the yields of K-5 students in the homes sold. K-5 student yield in the district overall is 0.23. The K-5 yield in homes sold is 0.39 indicating gain from the home sales. Comparing the areas, Areas 6 and 7 showed lower yields while 2, 3 and 8 exhibit higher yields from home sales

Tables 16 and 17 show sales and yields for homes sold by era built and value class. Homes built pre-1960 had the lowest post sale yield of 0.29. The highest yield by era built is 0.83 for the post 2000 period. The mid-range valued homes had the highest post sale yield of the four value ranges.

Table 14					
Wayzata Public Schools					
K-12 Post Sale Yield in Single Family Homes					
Sold During January 1, 2012 - September 30, 2014					
By Study Area					
October 2014					
	All Single	Median Value	All	K-12	Post Sale
	Family	Of All Single-	Single Family	Students In	Post Sale
Study Area	Homes	Family Detached	Homes Sold	Homes Sold	K-12
		Homes	12-14	Post Sale	Student Yield
1	85	\$279,000	18	9	0.50
2	1,247	\$414,300	227	200	0.88
3	581	\$575,000	153	136	0.89
4	522	\$250,550	168	116	0.69
5	60	\$502,950	10	4	0.40
6	2,879	\$262,200	310	99	0.32
7	2,641	\$368,000	342	139	0.41
8	934	\$447,700	467	398	0.85
9	1,855	\$358,450	210	150	0.71
10	4,180	\$289,550	468	227	0.49
TOTAL	14,984		2,373	1,478	0.62
Sources Of Data					
ISD 284 Student Information System					
Hennepin County Geographic Information System					

Table 15					
Wayzata Public Schools					
K-5 Post Sale Yield in Single Family Homes					
Sold During January 1, 2012 - September 1, 2014					
By Study Area					
October 2014					
	All Single	Median Value	All	K-5	Post Sale
	Family	Of All Single-	Single Family	Students In	Post Sale
Study Area	Homes	Family Detached	Homes Sold	Homes Sold	K-5
		Homes	10-14	Post Sale	Student Yield
1	85	\$279,000	18	4	0.22
2	1,247	\$414,300	227	125	0.55
3	581	\$575,000	153	91	0.59
4	522	\$250,550	168	69	0.41
5	60	\$502,950	10	4	0.40
6	2,879	\$262,200	310	72	0.23
7	2,641	\$368,000	342	70	0.20
8	934	\$447,700	467	244	0.52
9	1,855	\$358,450	210	94	0.45
10	4,180	\$289,550	468	145	0.31
Total	14,984		2,373	918	0.39
ISD 284 Student Information System					
Hennepin County Geographic Information System					

Table 16				
Wayzata Public Schools				
K-12 Yield (Post Sale) of Single Family Homes Sold				
By Era Built				
Units Sold January 1, 2012 - September 30, 2014				
October 2014				
	Single		K-12	
Era Built	Family	Single Family	In Homes Sold	K-12 Yield
	Homes	Homes Sold	Post Sale	In Homes Sold
Pre 1960	2,367	298	86	0.29
1960-79	4,540	482	214	0.44
1980 - 99	5,330	608	359	0.59
Post 2000	2,747	985	819	0.83
TOTAL	14,984	2,373	1,478	0.62
Sources Of Data				
ISD 284 Student Information System				
Hennepin County Geographic Information System				

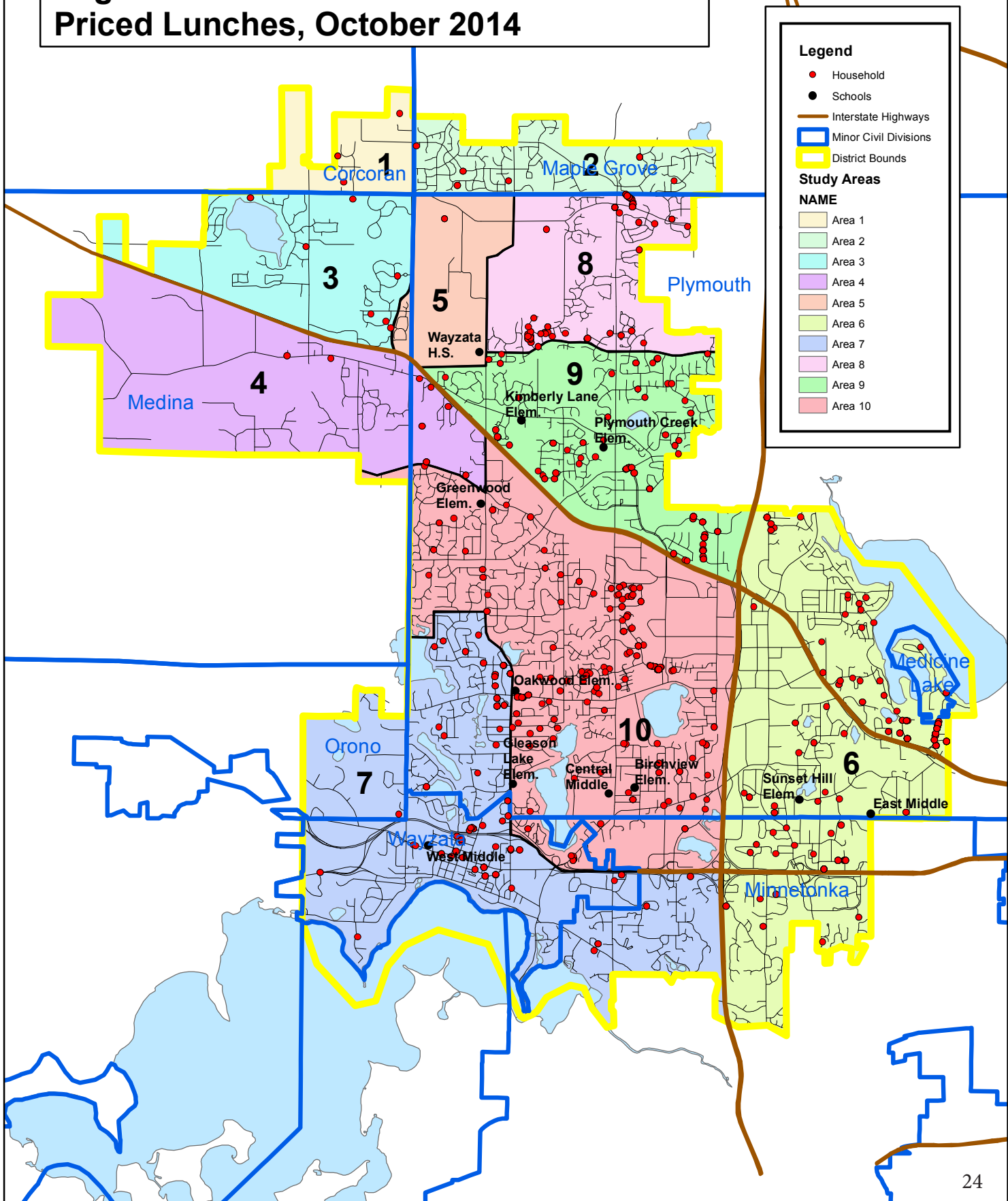
Table 17				
Wayzata Public Schools				
K-12 Yield (Post Sale) of Single Family Homes Sold				
By Value Class				
Units sold January 1, 2012 - September 30 ,2014				
October 2014				
	Single		K-12 In	
Estimated	Family	Single Family	Homes Sold	Yield of K-12 In
Market Value	Homes	Homes Sold	Post Sale	Homes Sold
\$0-\$249,999	3,928	772	431	0.56
\$250,000 - \$499,999	8,285	1,103	695	0.63
\$500,000-\$749,999	1,892	348	261	0.75
\$750,000+	879	150	91	0.61
TOTAL	14,984	2,373	1,478	0.62
Sources Of Data				
Hennepin County Geographic Information System				

Socioeconomic patterns

Maps H and I portray, respectively, the distribution throughout the district of students eligible for free and reduced priced lunches, and English language learners.

Wayzata Public Schools Distribution of Households with Students Eligible for Free and Reduced Priced Lunches, October 2014

Map H



Wayzata Public Schools Distribution of Households With English Language Learners October 2014

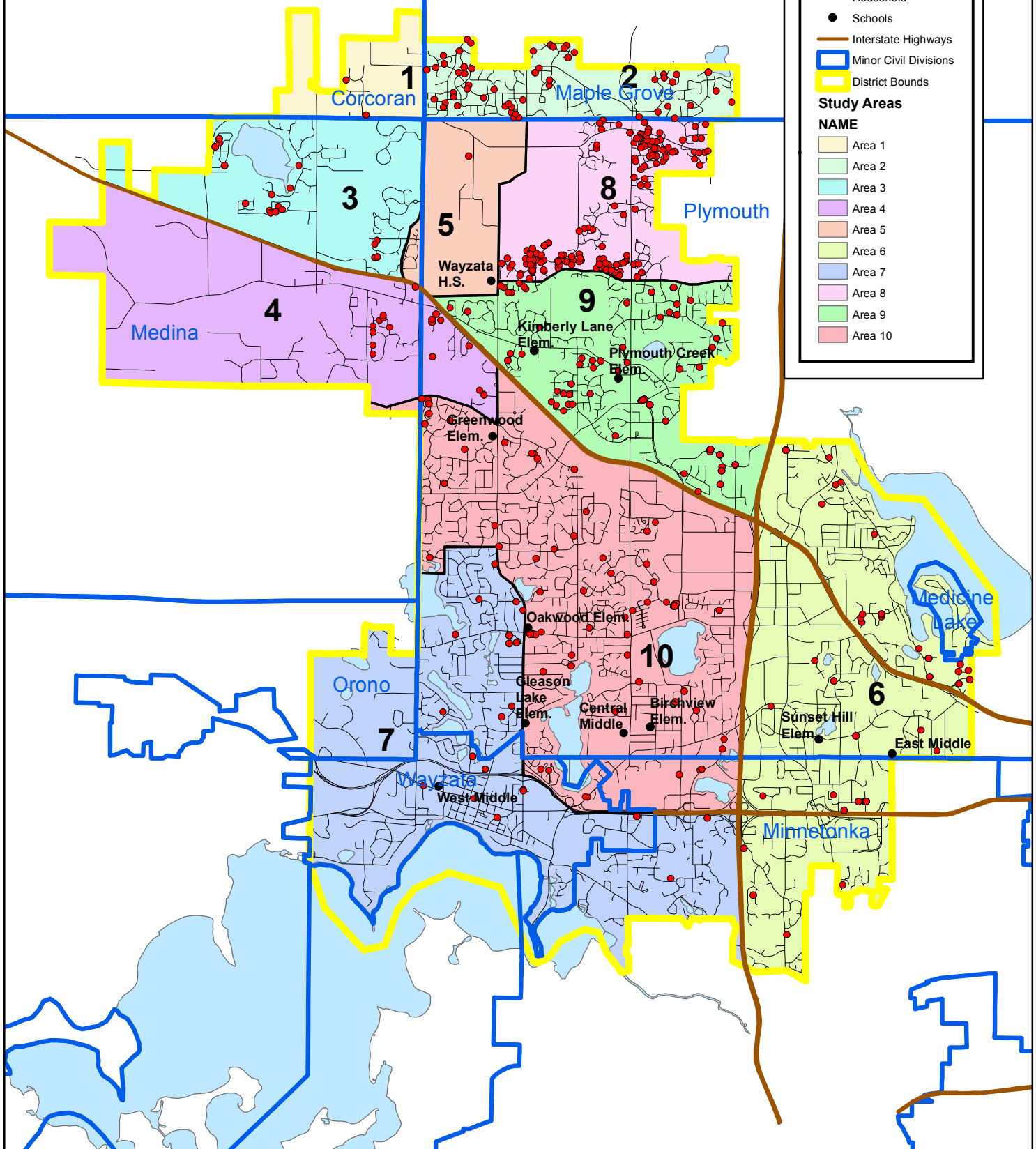
Map I

Legend

- Household
- Schools
- Interstate Highways
- Minor Civil Divisions
- District Bounds

Study Areas

- NAME**
- Area 1
 - Area 2
 - Area 3
 - Area 4
 - Area 5
 - Area 6
 - Area 7
 - Area 8
 - Area 9
 - Area 10





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Target Building Utilization / Capacity Plans

Elementary Schools



ISD # 284 - WAYZATA PUBLIC SCHOOLS

Wayzata, MN

DRAFT: May 6, 2015

Minnesota
Illinois
Michigan
Colorado
Iowa



ASSUMPTIONS FOR TARGET CAPACITY ANALYSIS

A. Each Building shall have space allotted for the following:

- (1) Art Room
- (1) Music Room
- (2) Computer Labs
- (1) Home Base
- (1) Intervention Room

B. Notes:

- 1. No dedicated space for World Language.

SUMMARY OF ELEMENTARY SCHOOL TARGET CAPACITY

Birchview Elementary	550 Students
Gleason Lake Elementary	690 Students
Greenwood Elementary	780 Students
Kimberly Lane Elementary	710 Students
Oakwood Elementary	640 Students
Plymouth Creek Elementary	710 Students
Sunset Hill Elementary	660 Students
New Elementary	690 Students

TOTAL ELEMENTARY TARGET CAPACITY 5,430 STUDENTS



GRADE	NO. ROOM SECTIONS
K	4
1	4
2	4
3	4
4	4
5	4

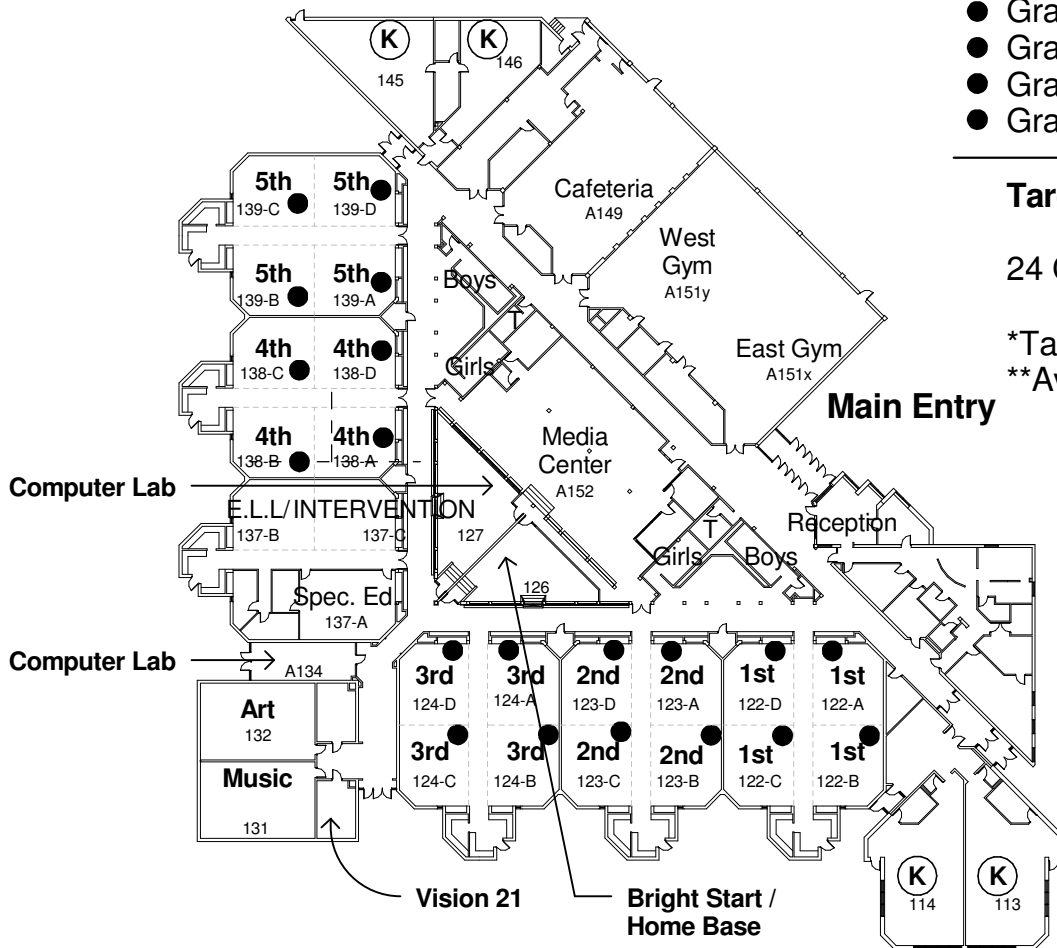
TARGET CAPACITY

- (K)** Kindergarten 4 x 19* = 76
- Grade 1 4 x 21* = 84
- Grade 2 4 x 22* = 88
- Grade 3 4 x 24* = 96
- Grade 4 4 x 26* = 104
- Grade 5 4 x 26* = 104

Target Capacity = 552
OR
24 Classrooms x 23** = 552

*Target Class Size
**Average of all Target Class Sizes.

=550



Birchview Elementary School Target Utilization / Capacity

1/64" = 1'-0"



GRADE	NO. ROOM SECTIONS
K	5
1	5
2	5
3	5
4	5
5	5

TARGET CAPACITY

- (K)** Kindergarten 5 x 19* = 95
- Grade 1 5 x 21* = 105
- Grade 2 5 x 22* = 110
- Grade 3 5 x 24* = 120
- Grade 4 5 x 26* = 130
- Grade 5 5 x 26* = 130

Target Capacity = 690

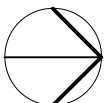
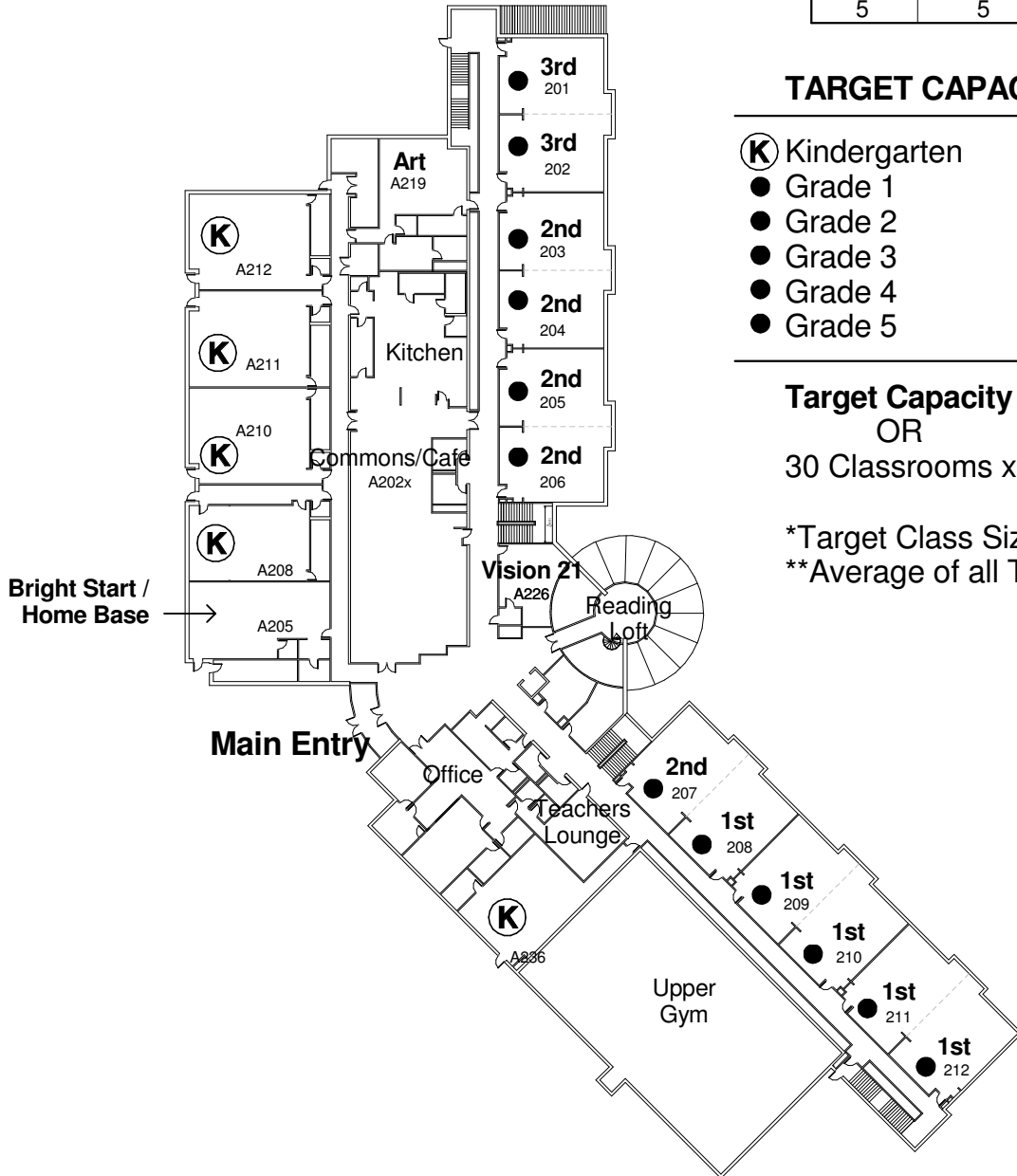
OR

30 Classrooms x 23 = 690**

*Target Class Size

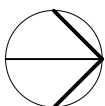
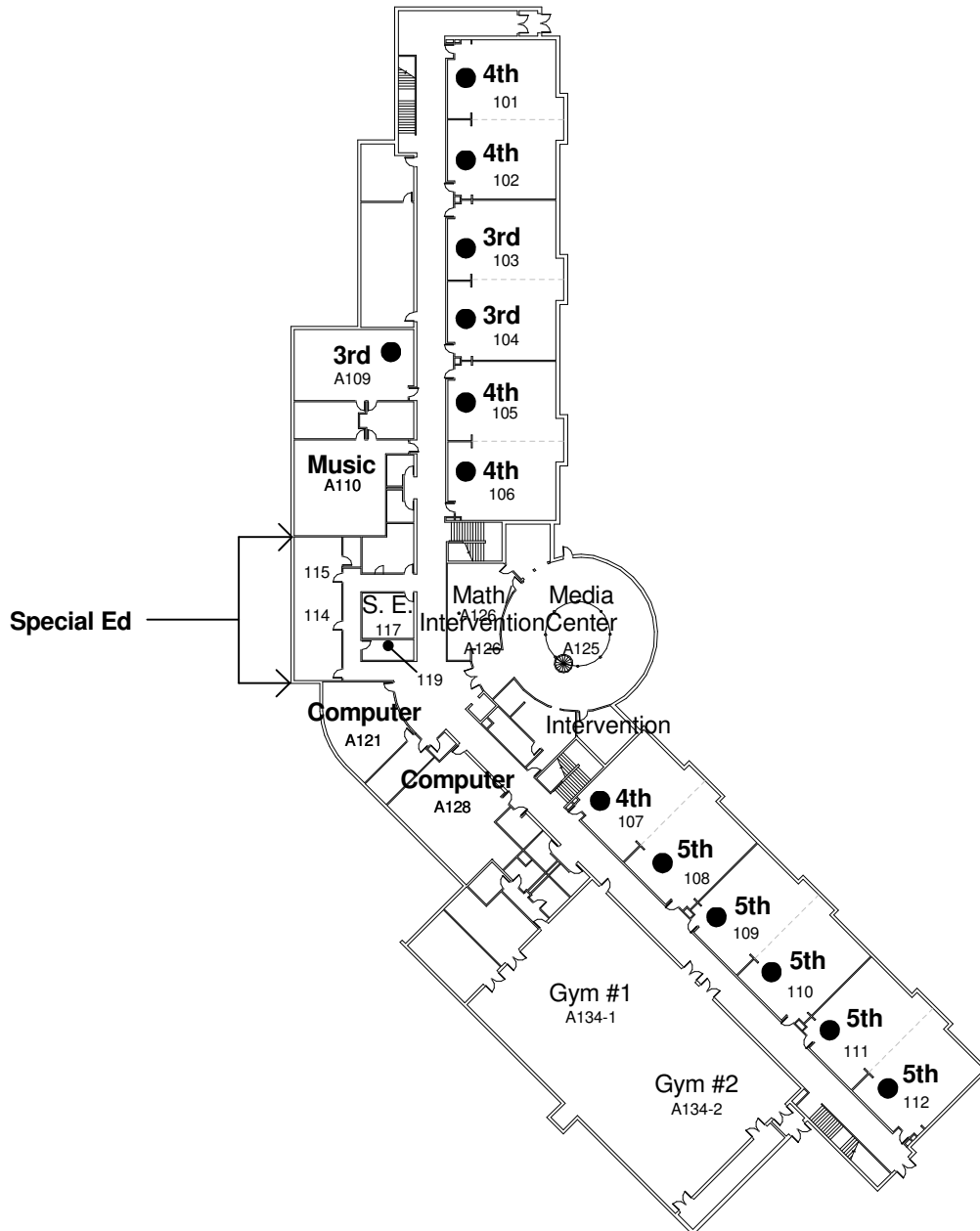
**Average of all Target Class Sizes.

=690



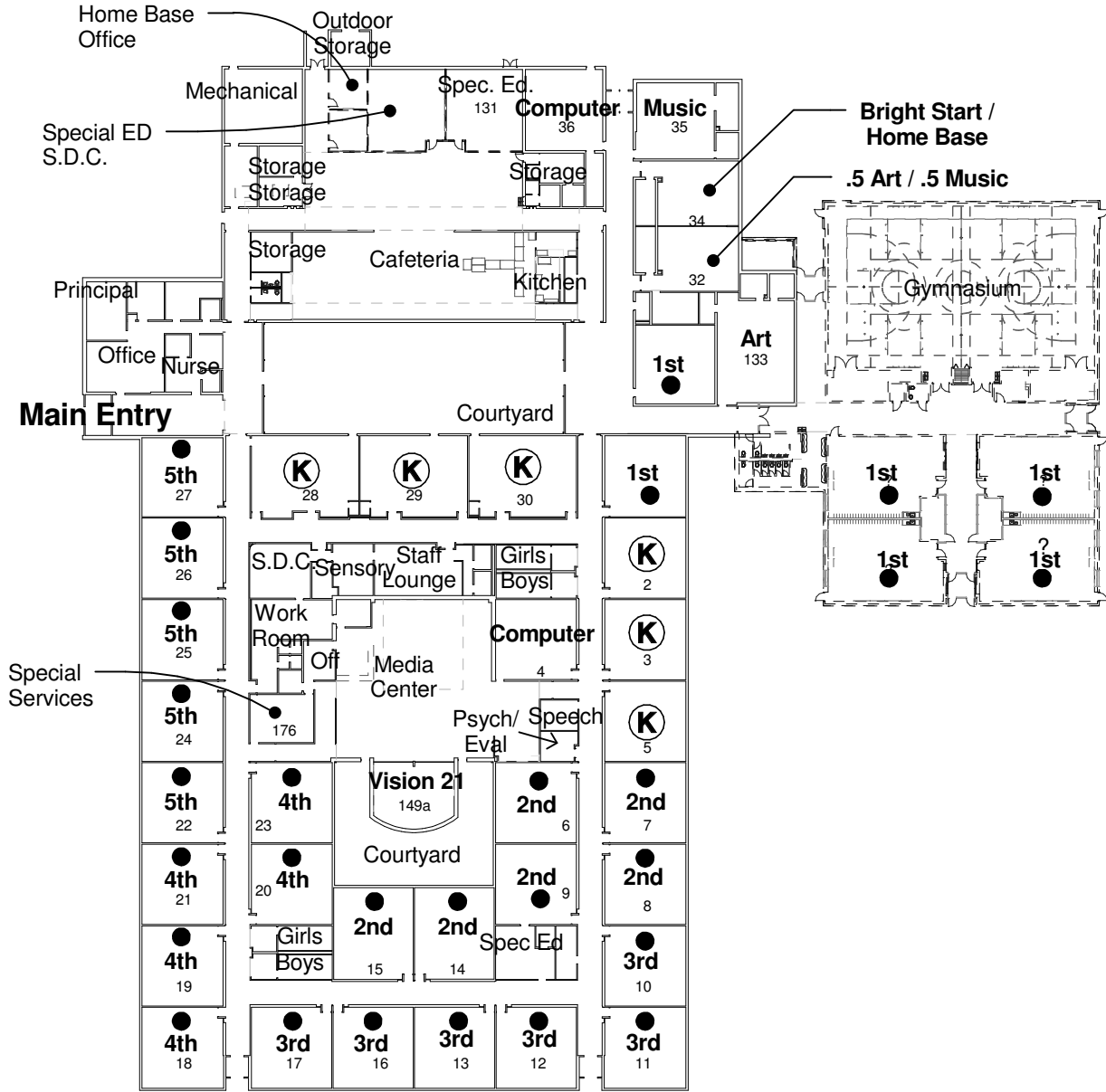
Gleason Lake Elementary School Main Level Target Utilization / Capacity

1/64" = 1'-0"



Gleason Lake Elementary School Lower Level Target Utilization / Capacity

1/64" = 1'-0"



TARGET CAPACITY

GRADE	NO. ROOM SECTIONS
K	6
1	6
2	6
3	6
4	5
5	5

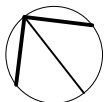
- Ⓚ Kindergarten 6 x 19* = 114
- Grade 1 6 x 21* = 126
- Grade 2 6 x 22* = 132
- Grade 3 6 x 24* = 144
- Grade 4 5 x 26* = 130
- Grade 5 5 x 26* = 130

OR
34 Classrooms x 23** = 782

*Target Class Size
**Average of all Target Class Sizes.

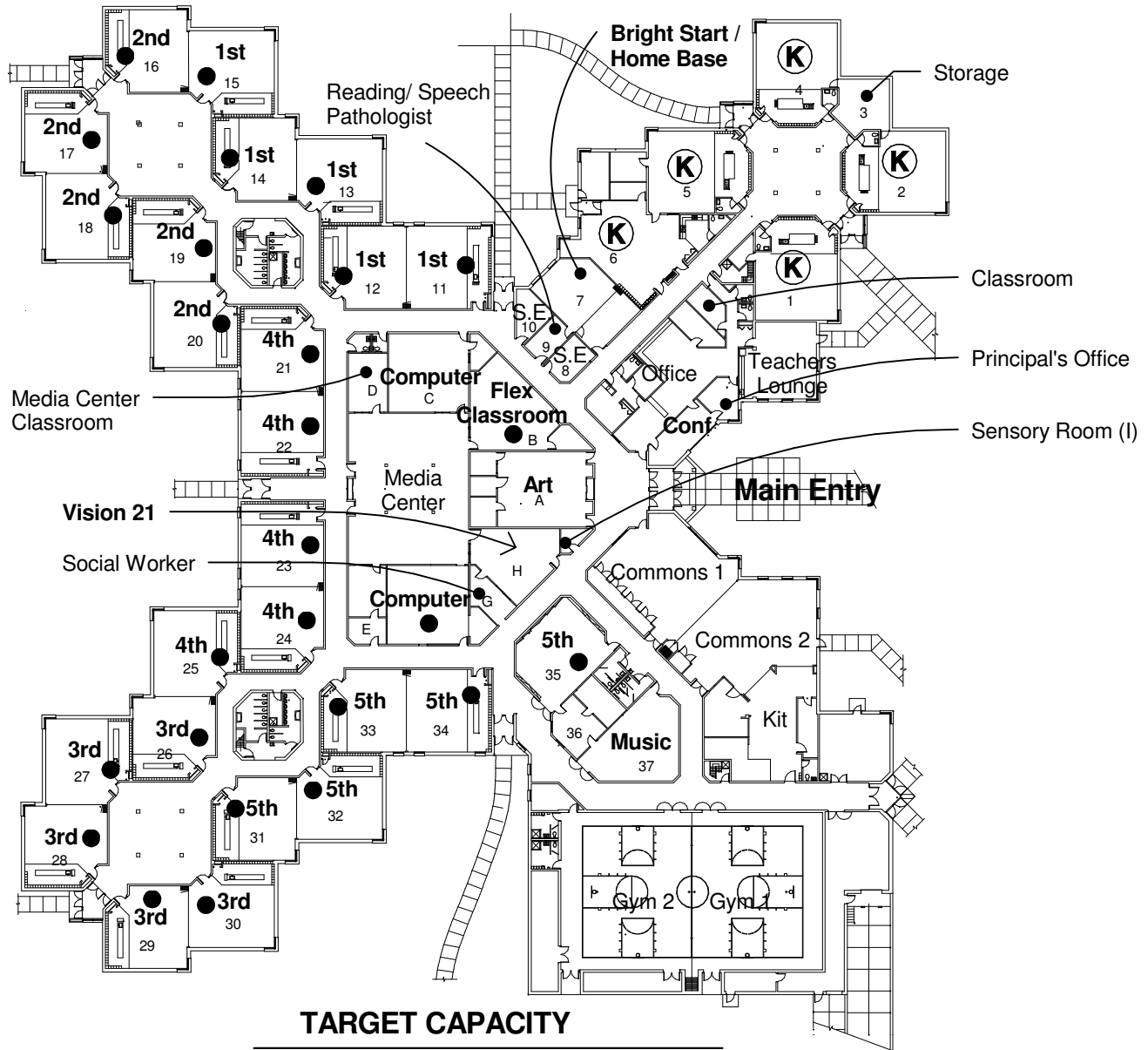
Target Capacity = 776

=780



Greenwood Elementary School Target Utilization / Capacity

1/64" = 1'-0"



TARGET CAPACITY

GRADE	NO. ROOM SECTIONS
K	5
1	5
2	5
3	5
4	5
5	5
Flex	1

- **K** Kindergarten 5 x 19* = 95
- Grade 1 5 x 21* = 105
- Grade 2 5 x 22* = 110
- Grade 3 5 x 24* = 120
- Grade 4 5 x 26* = 130
- Grade 5 5 x 26* = 130
- Flex Classroom 1 x 23* = 23

OR
31 Classrooms x 23** = 713

*Target Class Size
**Average of all Target Class Sizes.

Target Capacity = 713

=710



Kimberly Lane Elementary School Target Utilization / Capacity

1/64" = 1'-0"

GRADE	NO. ROOM SECTIONS
K	5
1	5
2	5
3	5
4	4
5	4

TARGET CAPACITY

(K) Kindergarten	5 x 19* = 95
● Grade 1	5 x 21* = 105
● Grade 2	5 x 22* = 110
● Grade 3	5 x 24* = 120
● Grade 4	4 x 26* = 104
● Grade 5	4 x 26* = 104

Target Capacity = 638

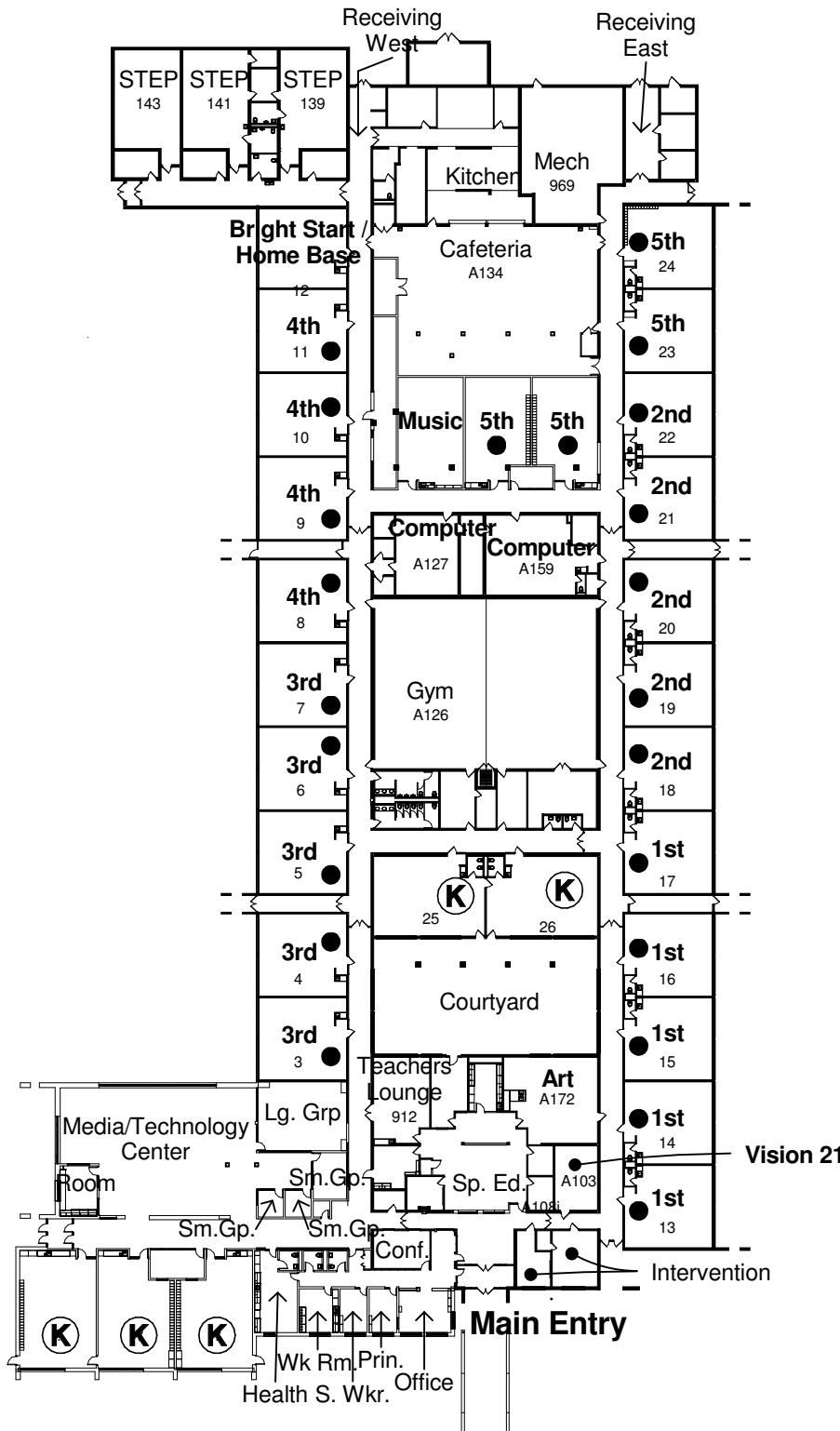
OR

28 Classrooms x 23** = 644

*Target Class Size

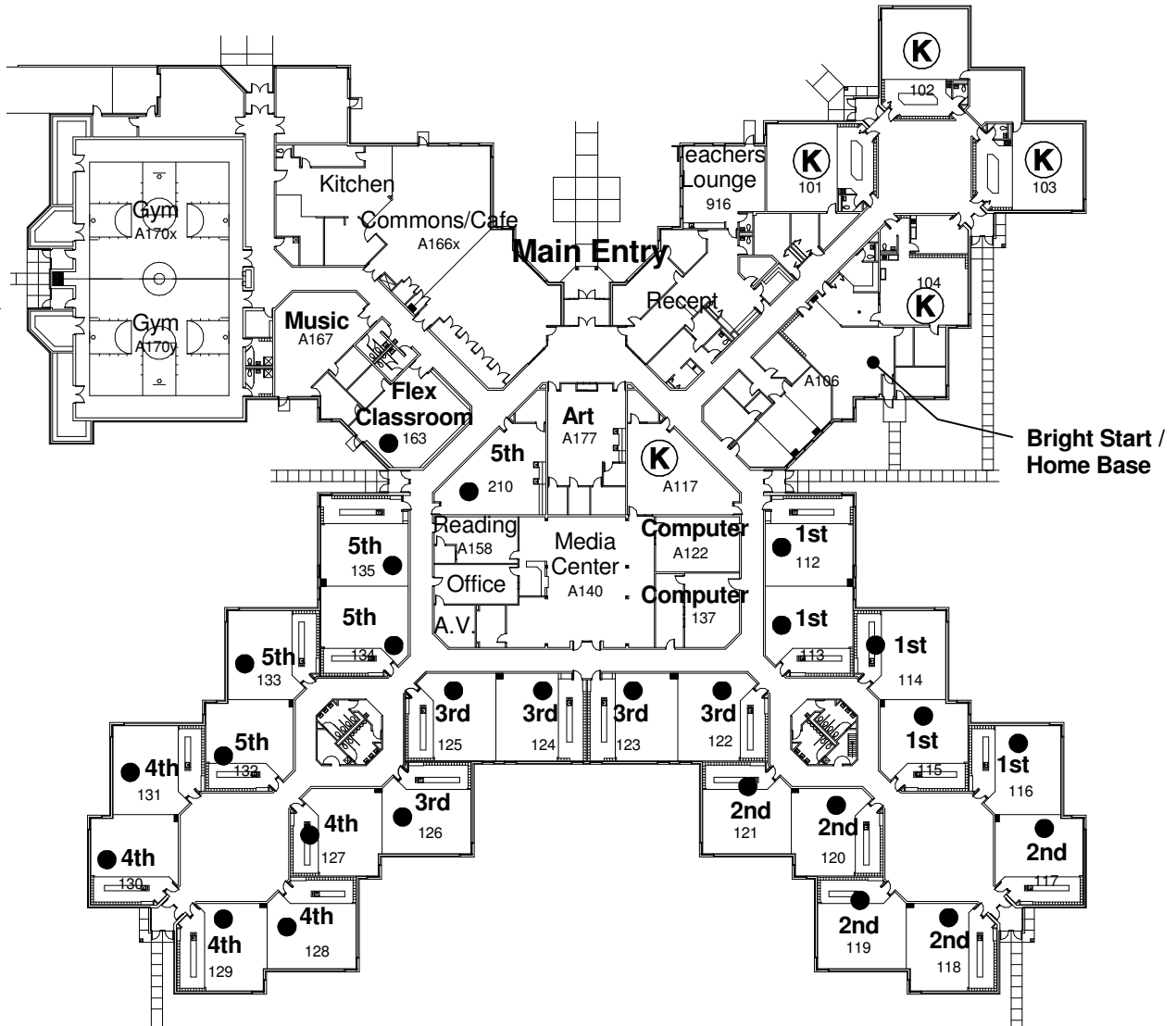
**Average of all Target Class Sizes.

=640



Oakwood Elementary School Target Utilization / Capacity

1/64" = 1'-0"



TARGET CAPACITY

GRADE	NO. ROOM SECTIONS
K	5
1	5
2	5
3	5
4	5
5	5
Flex	1

- Ⓚ Kindergarten 5 x 19* = 95
- Grade 1 5 x 21* = 105
- Grade 2 5 x 22* = 110
- Grade 3 5 x 24* = 120
- Grade 4 5 x 26* = 130
- Grade 5 5 x 26* = 130
- Flex Classroom 1 x 23* = 23

OR
31 Classrooms x 23** = 713

*Target Class Size
**Average of all Target Class Sizes.

Target Capacity = 713

=710

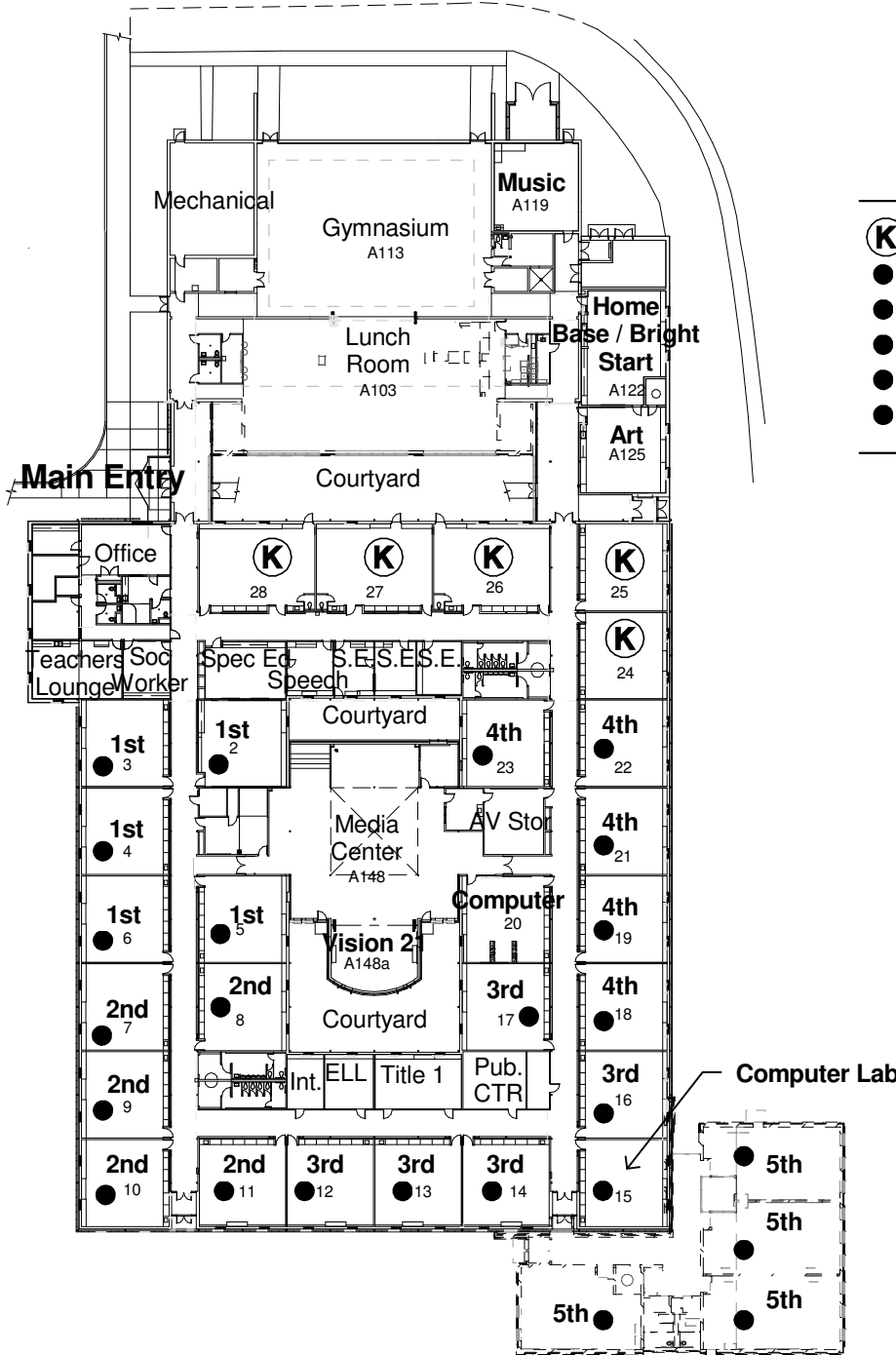


Plymouth Creek Elementary School Target Utilization / Capacity

1/64" = 1'-0"



GRADE	NO. ROOM SECTIONS
K	5
1	5
2	5
3	5
4	5
5	4



TARGET CAPACITY

- Ⓚ Kindergarten 5 x 19* = 95
- Grade 1 5 x 21* = 105
- Grade 2 5 x 22* = 110
- Grade 3 5 x 24* = 120
- Grade 4 5 x 26* = 130
- Grade 5 4 x 26* = 104

Target Capacity = 664
OR
29 Classrooms x 23** = 667

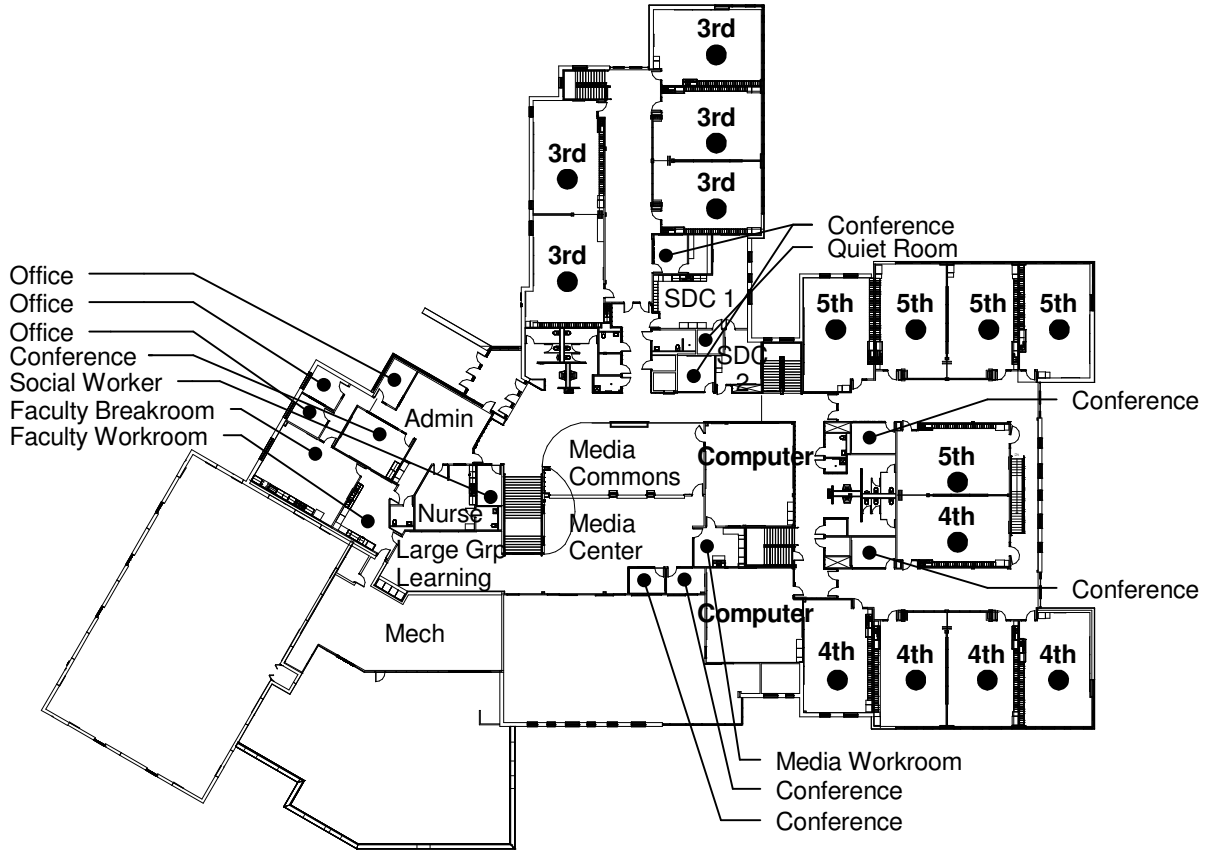
*Target Class Size
**Average of all Target Class Sizes.

=660



Sunset Hill Elementary School Target Utilization / Capacity

1/64" = 1'-0"



TARGET CAPACITY

GRADE	NO. ROOM SECTIONS
K	5
1	5
2	5
3	5
4	5
5	5

- Ⓚ Kindergarten 5 x 19* = 95
- Grade 1 5 x 21* = 105
- Grade 2 5 x 22* = 110
- Grade 3 5 x 24* = 120
- Grade 4 5 x 26* = 130
- Grade 5 5 x 26* = 130

OR
30 Classrooms x 23** = 690

*Target Class Size
**Average of all Target Class Sizes.

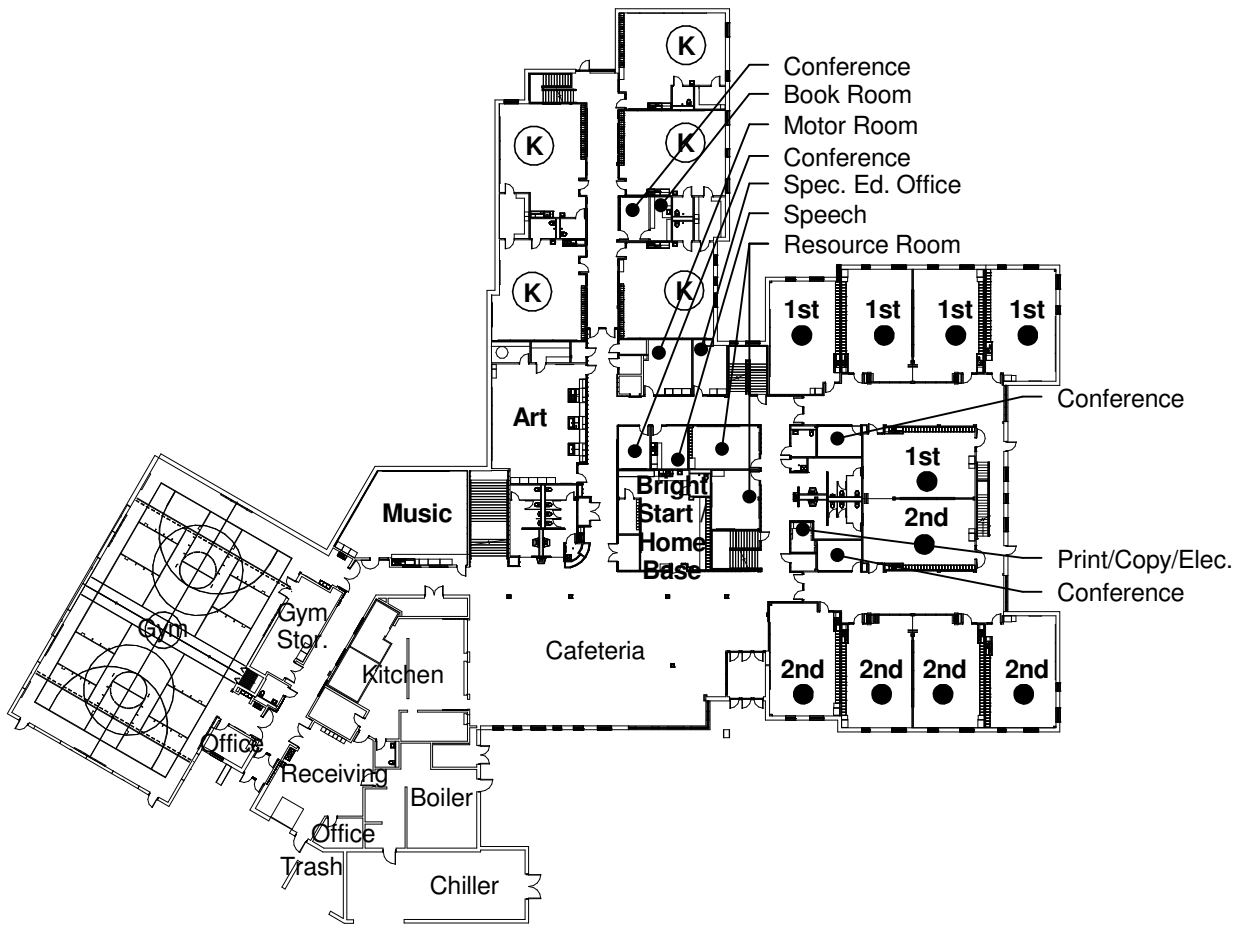
Target Capacity = 690

=690



New Elementary School Main Level Target Utilization / Capacity

1/64" = 1'-0"



New Elementary School Lower Level Target Utilization / Capacity

1/64" = 1'-0"