

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Special Work Session Meeting - April 23, 2018 - 4:30 PM
District Administration Building

AGENDA

1. **CALL TO ORDER/ROLL CALL**

2. **ADMINISTRATIVE**

A. Hazel Reinhart - Enrollment Study

3

B. Attendance Area/School Boundary Committee Presentation

29

3. **SCHOOL BOARD**

4. **ADJOURN**

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.

WAYZATA PUBLIC SCHOOLS ISD#284

ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

3/26/2018

WAYZATA PUBLIC SCHOOLS ENROLLMENT PROJECTIONS

Executive Summary

In 2009, the Wayzata Public Schools began to close open enrollment by closing Grades 9 and 10. By 2012, open enrollment was totally closed

Since 2011-12

- Wayzata Public Schools' enrollment (excluding Early Childhood) increased by 1,211 students or 11.7 percent
- Student yield per single-family detached unit has increased since 2009
- Newly constructed single-family detached units have higher yields five years after construction than in the year they were built reflecting the presence of preschool children or new births. This means that new units effect enrollment growth for more than a single year

In ten years, that is, in 2027-28

- Wayzata Public Schools' enrollment (excluding Early Childhood) is projected to range from 14,234 to 15,130, an increase from the 2017-18 enrollment of 11,554 (excluding Early Childhood)
 - The timing of residential development is critical to how soon enrollment projections are realized
- K-5 enrollment projected to increase by 772 students or more in the next five years
- Kindergarten is projected to increase in size but to be "flat" beginning in 2022-23
- Kindergarten is projected to be larger than the previous year's Grade 12 except for the last year of the projection period
- Net in migration is projected to fall within the range of the recent past

What could occur to make these projections too high or too low

- Too high
 - More students open enrolling out of the Wayzata Public Schools
 - More competition from nonpublic schools and charter schools
 - A recession, which would slow residential growth
- Too low
 - More kindergarten students than projected

ENROLLMENT PROJECTIONS

Introduction

Public school enrollment is affected by the size of a school district's school age population and the education choices available to district residents. A district's school age population is closely related to other population characteristics of the district, especially the age of the district's population. For example, the age of adults, especially the number of women of prime childbearing age, effects the number of births, which translates into kindergarten classes five to six years later. The age of adults also effects population mobility. Older people move less frequently than younger people. The movement of families with children under 18 years also effects enrollment and in a mobile society, enrollment changes throughout the school year as families with children move. While most population trends find expression in school districts, there is also change that is unpredictable and sometimes very local.

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 a 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 other choices exist: a) dropping out of high school, and b) delaying starting kindergarten (academic redshirting).

Enrollment Trends

Enrollment in the Wayzata Public Schools

Current Enrollment/Past Trends

Enrollment trends play out over extended periods of time. As resident enrollment began to increase, the Wayzata School Board began to close open enrollment into the District. On February 9, 2009, Grades 9 and 10 were closed. On December 13, 2010, Grades 10 and 11 were closed and on October 10, 2011, Grades 11 and 12 were closed. On October 8, 2012, open enrollment was totally closed. Therefore, the enrollment data shown in the table below largely represents resident students. For example, in 2016-17, there were 506 nonresidents with 240 of them in the high school grades. In 2017-18, there were 442 nonresidents with 232 in the high school grades. As of 2017-18, only 3.8 percent of the students served were nonresidents. Over the next ten years, the number of nonresidents will continue to decrease because the elementary grades are averaging about 16 nonresidents per grade.

Since 2011-12, the number of students served (ADM enrollment) has increased by 1,211 students or 11.7 percent. This increase reflects the rapid increase in the number of housing units in the District.

TOTAL ADM ENROLLMENT (STUDENTS SERVED)										
2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
				10,343	10,453	10,496	10,569	10,731	11,257	11,554

Source: Wayzata Public Schools, Fall Enrollment. Excludes Early Childhood

To better understand enrollment change, it is important to understand the components of this change. Like all population change, school enrollment changes result 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. As the next table shows, since 2011-12, Wayzata Public Schools’ kindergarten classes were initially smaller than the previous year’s Grade 12, but kindergarten has been larger than the previous year’s Grade 12 in the past three years. Natural increase accounted for 30 students in the past six years.

COMPONENTS OF ENROLLMENT CHANGE				
October To October	Total		Natural Increase/ Decrease	Net Migration
	#	%		
2007 to 2008	---	---	---	---
2008 to 2009	---	---	---	---
2009 to 2010	---	---	---	---
2010 to 2011	---	---	---	---
2011 to 2012	110	1.1%	-50	160
2012 to 2013	43	0.4%	-157	200
2013 to 2014	73	0.7%	-14	87
2014 to 2015	162	1.5%	64	98
2015 to 2016	526	4.9%	96	430
2016 to 2017	297	2.6%	91	206
Total	1,211	---	30	1,181

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’s boundaries. 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 is expected 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 a 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 was positive every year. Since 2011-12, net migration resulted in a gain of 1,181 students. The combination of net migration and natural increase/decrease is the change in enrollment.

Student Choices in the Wayzata School District

The number of education options available affects enrollment in a district's schools. Nonpublic schools have been an option for many years. More recently, home schools became another nonpublic option. Since their 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.

The nonpublic schools in the District are at capacity and very few District residents are homeschooled. While some residents open enroll out of the District, open enrollment out is not a large factor. Therefore, with no new or expanded nonpublic schools on the horizon, student choices will not be analyzed in this report.

History of Enrollment by Grade

The history of enrollment contains several patterns with implications for future enrollment. First, the kindergarten class has increased by 268 students or 43.2 percent since 2011-12. This increase is also a reflection of the increase in the District's population. Based on the projected increase in housing units, kindergarten is projected to continue to increase in size.

The number of students per grade varies in the Wayzata Public Schools. A way of expressing the differences by grade is to look at the "average" number of students per grade. For example, in 2017-18, the average elementary grade (K-5) has 891 students. The average middle school grade (6-8) has 925 students and the average high school grade is 858 students. There is a consistent net inflow of students between Grade 5 and Grade 6, when some nonpublic students enter the Wayzata Public Schools. There is no discernible net inflow from Grade 8 to Grade 9. Based on current grade sizes, there is "built in" growth momentum from the larger elementary grades, which means this alone would result in future enrollment growth.

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 senior class lies in the future.

WAYZATA PUBLIC SCHOOLS ADM ENROLLMENT											
Grade	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K					621	694	629	748	808	829	889
1					817	719	806	721	803	881	879
2					835	828	738	823	754	870	913
3					765	852	837	755	845	811	918
4					772	788	891	844	767	884	833
5					819	785	814	902	864	796	916
6					856	858	816	836	939	956	855
7					839	879	870	845	868	952	974
8					803	852	884	865	832	891	945
9					827	807	848	877	855	872	904
10					807	812	809	823	864	857	854
11					838	793	792	786	799	860	845
12					744	786	762	744	733	798	829
Total					10,343	10,453	10,496	10,569	10,731	11,257	11,554

Source: Wayzata Public Schools, Fall Enrollment. Excludes Early Childhood
2016-17 based on 1.1.2017; 2016-17 based on 1.2.2018

Enrollment Projections

Projection Background

Some factors affecting future school enrollment are known. However, other crucial factors are less clear. The difficulty in quantifying the effect of these factors is a challenge. 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. Around 2020, for the first time in history, Minnesota's 65+ population is expected to exceed the 5-17 population (K-12 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. Further, the percentage of households with school age children will decline.
- **Fertility.** Today, completed fertility is near the replacement level and there is little reason to think that will be reversed. 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.

Unknowns

The unknowns reflect changes in the housing market, the economy and in international immigration.

- Recovery of the housing market. Residential construction has returned to pre-recession levels and home prices have recovered. Single-family detached unit construction has been robust in the Wayzata School District and these units have the highest per unit yield of school age children. The recovery of the housing market results in more mobility and this influences enrollment.
- The economy. Although the most recent recession has been over for some time, annual economic growth has been slow until recently. Further, another recession is likely sometime in the next ten years, i.e. in the projection period.
- Immigration. Both the economy and public policy are affecting international immigration. Future students from these streams are impossible to predict.
- Delay/postponement of childbearing. The Millennials are delaying marriage, childbearing and home ownership. What the long-term effects of these delays mean is unknown. Will there be a small baby boomlet in the future or will a higher percentage of this generation remain childless? The outcome of this delay will influence future school enrollment.
- Competition. The establishment of charter schools is hard to predict, and open enrollment continues to increase.

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. 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.

After aging the current enrollment, two key assumptions must be made. These assumptions concern the size of future kindergarten classes and the number of students who will move in or out of the district’s schools. Some of these students may physically move in or out of the district. Other students may transfer between the Wayzata Public Schools and other education options available to them. Both these phenomena effect the “survival rates.”

Once a grade or cohort has been “aged” to the next higher 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 because of migration as its progresses through the grades. For example, the 2011-12 kindergarten class had 621 members. This same cohort had 855 members in Grade 6 in 2017-18.

The future size of kindergarten classes is especially important in long-term enrollment projections because these students will be in school over the life of the projections. 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, in part, because the preschool population is more mobile than the school age population.

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 "district born" children who move out before enrolling in kindergarten will be replaced by children born elsewhere who move in 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 the potential students. Some kindergarten students attend private schools or are homeschooled. 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 or open enrolling into the district (in migration) than leaving (out 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 Public's kindergarten will be projected based on the Minnesota State Demography Center's projections of Minnesota 0-year-olds.

Kindergarten Assumptions

After 1990, births fell in the U.S. and in Minnesota; however, from 2003 through 2007, births increased and in 2007, U.S. births were higher than at any time since 1964. In 2008, 2009, 2010 and 2011, births fell in the U.S. and Minnesota. These declines are attributed to the poor economy. Beginning in 2012, Minnesota resident births began to increase but they have not returned to the 2007 level. Further, 2016 Minnesota resident births were lower than births in 2014 and 2015.

As the history of resident births shows, from 2001 to 2016, resident births in Minnesota increased by 3,129 or 4.7 percent while resident births in Hennepin County increased 1.0 percent. Residents births in Suburban Hennepin County increase 6.9 percent during this time.

About one-third (33 percent) of births occur between September 1 and December 31 every year. Therefore, about two-thirds of those eligible for kindergarten were born 5 years earlier and one-

third were born 6 years earlier. Adjusting resident births to fit the school year will be referred to as the kindergarten pool.

RESIDENT LIVE BIRTHS			
Calendar Year	Minnesota	Hennepin County	Suburban Hennepin
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
2014	69,916	16,770	10,536
2015	69,835	16,829	10,626
2016	69,746	16,485	10,400

Source: Minnesota Department of Health

RESIDENT LIVE BIRTHS SEPTEMBER 1 TO AUGUST 31	
Year	District
2001-2002	577
2002-2003	513
2003-2004	577
2004-2005	540
2005-2006	493
2006-2007	530
2007-2008	487
2008-2009	501
2009-2010	551
2010-2011	535
2011-2012	549
2012-2013	611
2013-2014	599
2014-2015	608
2015-2016	689
2016-2017	670

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. However, “out-of-wedlock” births may be withheld because unmarried parents may choose whether to make birth information by address public. This policy results in under reporting of births by address. Thus, using address data adds two additional sources of annual fluctuation to resident births—the percentage of “out-of-wedlock” births and the percentage of parents withholding reporting by address. Therefore, the advantage of an additional year of data needs to be evaluated against the potential negative effects of these additional sources of variability. Note the increase in the district’s resident live births since 2015-16, an indication of younger families.

The next table shows the Suburban Hennepin County kindergarten pool along with the percentage the Wayzata Public Schools’ kindergarten was of the pool. Like many other percentages, the ratio of kindergarten students to the pool fluctuates. Typically, a more stable trend appears when rates are averaged. (Calculating an average of the kindergarten to birth ratio for two or more years smooth out annual fluctuations and produces a more “typical” ratio for that period.)

As the percentages show, Wayzata’s kindergarten has been an increasing share of the Suburban Hennepin County kindergarten pool. Based on this trend and the projected increase in housing units, Wayzata’s future shares of the Suburban Hennepin County pool are likely to increase. Since 2011-12, Wayzata’s share increased from 6.10 percent to 8.74 percent or 43.3 percent. In the past three years, the share increased by 7.1 percent. If the ratio increases from 2017-18 to 2021-22 at the same rate as in the past three years, the ratio would be 9.36 percent in 2021-22. To project some variation, reasonable options are the ratio of the past year, that is, 8.74 percent and a 9.36 percent ratio in 2021-22. The lower ratio will be used as the low kindergarten assumption and the higher ratio will be used as the high kindergarten assumption.

WAYZATA'S KINDERGARTEN AS A PERCENTAGE OF THE SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOL			
Birth Years	Kindergarten Pool	Percentage	Kindergarten Year
2001; 2002	9,735	n.a.	2007-08
2002; 2003	9,874	n.a.	2008-09
2003; 2004	10,154	n.a.	2009-10
2004; 2005	10,153	n.a.	2010-11
2005; 2006	10,182	6.10%	2011-12
2006; 2007	10,430	6.65%	2012-13
2007; 2008	10,318	6.10%	2013-14
2008; 2009	10,081	7.42%	2014-15
2009; 2010	9,908	8.16%	2015-16
2010; 2011	9,881	8.39%	2016-17
2011; 2012	10,162	8.74%	2017-18
2012; 2013	10,411		2018-19
2013; 2014	10,513		2019-20

2014; 2015	10,596		2020-21
2015; 2016	10,445		2021-22

To extend kindergarten projections beyond 2021-22, projected Minnesota 0-year-olds will be used as a guide. The number of resident births in 2016 is 403 births lower than the projected 0-year-olds in 2016. Note that the projections of Minnesota 0-year-olds is essentially flat between 2016 and 2025. Even when extending the projections to 2050, the number of projected Minnesota 0-year-olds rarely reaches 70,600.

PROJECTED MINNESOTA 0-YEAR OLDS	
Year	Number
2016 Actual	69,746
2016	70,149
2017	70,312
2018	70,395
2019	70,373
2020	70,325
2021	70,274
2022	70,227
2023	70,191
2024	70,164
2025	70,164

Source: Minnesota Demographic Center

In the past sixteen years, Suburban Hennepin County resident births averaged 14.53 percent of Minnesota resident births; however, in the past five years the percentages have increased, and the average of the past five years is 15.06 percent. Therefore, it is reasonable to assume that Minnesota resident births are a good guide for predicting Suburban Hennepin County resident births.

Because Suburban Hennepin County’s share of resident births is still increasing, Minnesota’s annual rate of change in 0-year-olds will be doubled in the years it is positive, but projected percentages of decline beginning in 2019 will be kept the same as for the state. The results of these assumptions are shown in the next table. Of course, in the last four projection years, the Suburban Hennepin County kindergarten pool will not be the same every year as shown below; however, the projections show how “flat” these numbers are likely to be.

SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOL	
2018-19	10,411
2019-20	10,513
2020-21	10,596
2021-22	10,646
2022-23	10,670
2023-24	10,670
2024-25	10,669

2025-26	10,669
2026-27	10,669
2027-28	10,669

Pool based on actual births bolded

When the kindergarten to birth ratio is applied to the kindergarten pool, kindergarten projections result. The low kindergarten projection results in 9,280 kindergarten students over ten years while the high projection produces 9,844 kindergarten students over ten years. The last projection years will not have the same number of students every year as shown but are likely to fluctuate around these numbers.

KINDERGARTEN PROJECTIONS		
	@8.74%	@9.36%
2017-18	889	889
2018-19	910	927
2019-20	919	952
2020-21	926	977
2021-22	930	996
2022-23	933	999
2023-24	933	999
2024-25	932	999
2025-26	932	999
2026-27	932	999
2027-28	932	999
Total	9,280	9,844

Through 2021-22, the kindergarten projections are based on actual births. The low projections are moderately higher than the size of the 2017-18 kindergarten class while the high projections are 110 students higher than the current year’s kindergarten class size by 2022-23.

Net Migration Assumptions

The method for 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 district’s public schools. 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.

The next two tables show net migration in raw numbers. As these numbers show, in the past six years, annual net migration fluctuated from year to year but net in migration occurred every year. Net in migration was exceptionally high between 2015-16 and 2016-17 and low between 2013-14 and 2015-16.

The next table shows net migration for every grade transition. In the Wayzata Public Schools, net migration is positive between Kindergarten and Grade 1 and in the remaining elementary grades. There is a net inflow between Grade 5 and Grade 6, which the survival rates show clearly.

Unlike many other public schools, there is no net inflow at Grade 9, the beginning of high school. In Wayzata, the consistent net inflow is into middle school (Grade 6). This pattern suggests that many students attending private elementary schools continue in those schools through Grade 12.

NET MIGRATION OCTOBER TO OCTOBER										
	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17
K to 1					98	112	92	55	73	50
1 to 2					11	19	17	33	67	32
2 to 3					17	9	17	22	57	48
3 to 4					23	39	7	12	39	22
4 to 5					13	26	11	20	29	32
5 to 6					39	31	22	37	92	59
6 to 7					23	12	29	32	13	18
7 to 8					13	5	-5	-13	23	-7
8 to 9					4	-4	-7	-10	40	13
9 to 10					-15	2	-25	-13	2	-18
10 to 11					-14	-20	-23	-24	-4	-12
11 to 12					-52	-31	-48	-53	-1	-31
Total					160	200	87	98	430	206
Percent					1.5	1.9	0.8	0.9	4.0	1.8

The next table summarizes net migration by aggregating net migration by the elementary grades (Kindergarten-Grade 5), the middle school grades (6-8) and the high school grades (9-12). Net migration between 2015-16 and 2016-17 was exceptionally high at all grades. The most recent year, 2016-17 to 2017-18 was more like a couple of earlier years. Note that except for one year, the high school grades show net out migration. In Minnesota, most high schools show net out migration beginning in Grade 10 as students transfer to alternative schools or drop out.

NET MIGRATION OCTOBER TO OCTOBER										
	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17
K-5					162	205	144	142	265	184
5-8					75	48	46	56	128	70
9-12					-77	-53	-103	-100	37	-48
Total					160	200	87	98	430	206

Net migration numbers when compared to the number of students in a grade result in the percent of students retained, that is, survival rates. Survival rates are an effective way to analyze the number of students retained, added or lost each year at each grade. For example, 1.000 indicates no change or 100 percent of the grade progressed to the next highest grade. Any number over 1.000 reflects the percentage increase while a number below 1.000 reflects the percentage decrease. For example, 0.98 indicates a -2 percent decrease.

SURVIVAL RATES OCTOBER TO OCTOBER										
	07 to 08	08 to 09	09 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17
K to 1					1.158	1.161	1.146	1.074	1.090	1.060
1 to 2					1.013	1.026	1.021	1.046	1.083	1.036
2 to 3					1.020	1.011	1.023	1.027	1.076	1.055
3 to 4					1.030	1.046	1.008	1.016	1.046	1.027
4 to 5					1.017	1.033	1.012	1.024	1.038	1.036
5 to 6					1.048	1.039	1.027	1.041	1.106	1.074
6 to 7					1.027	1.014	1.036	1.038	1.014	1.019
7 to 8					1.015	1.006	0.994	0.985	1.026	0.993
8 to 9					1.005	0.995	0.992	0.988	1.048	1.015
9 to 10					0.982	1.002	0.971	0.995	1.002	0.979
10 to 11					0.983	0.975	0.972	0.971	0.995	0.986
11 to 12					0.938	0.961	0.939	0.933	0.999	0.964

For the Wayzata Public Schools, most survival rates are above 1.000, especially in the elementary grades. Note the higher survival rates from Grade 5 to Grade 6.

Like many other enrollment measures, survival rates fluctuate from year to year. Calculating an average of two or more years is a way to smooth out these annual fluctuations. Survival rates were averaged for several different time periods (the past six years, the past six years omitting the highest year and the past four years). The Kindergarten to Grade 1 survival rate averaged 1.075 in both the past two years and past three years. However, the rate had been going down; therefore, the rate of the past year (1.060) will be used in all the projections. The average of the past six years omitting the highest year results in the lowest projection in ten years.

COMPARISON OF SURVIVAL RATES AVERAGED			
Grade	Past 6 years	Past 6 years omitting the highest year	Past 4 years
K to 1	1.060*	1.060*	1.060*
1 to 2	1.038	1.028	1.047
2 to 3	1.035	1.027	1.045
3 to 4	1.029	1.025	1.024
4 to 5	1.027	1.024	1.028
5 to 6	1.056	1.046	1.062
6 to 7	1.025	1.027	1.027
7 to 8	1.003	0.999	1.000
8 to 9	1.007	0.999	1.011

9 to 10	0.989	0.986	0.987
10 to 11	0.980	0.977	0.981
11 to 12	0.956	0.947	0.959

*Survival rate of the past year

COMPARISON OF SURVIVAL RATES ON A HYPOTHETICAL KINDERGARTEN CLASS OF 1,000			
Grade	Past 6 years	Past 6 years omitting the highest year	Past 3 years
K	1,000	1,000	1,000
1	1,060	1,060	1,060
2	1,100	1,090	1,110
3	1,139	1,119	1,160
4	1,172	1,147	1,188
5	1,204	1,175	1,221
6	1,271	1,229	1,297
7	1,303	1,262	1,332
8	1,307	1,266	1,332
9	1,316	1,275	1,347
10	1,302	1,261	1,329
11	1,276	1,236	1,304
12	1,220	1,182	1,250

The best way to understand the differences among these survival rates is to calculate the effect of each of the survival rates on a hypothetical kindergarten population of 1,000 students as it progresses through the grades. As the next table shows, the averages of selected time periods result in very different numbers by Grade 6, Grade 9 and Grade 12. Therefore, the migration assumptions based on these three survival rate schedules will result in very different projections. The average of the past four years gives more weight to the highest migration year, which could result in over projecting enrollment if this high year is an anomaly. The survival rate schedule omitting the highest year could result in projections that are too low. Note that the difference between the average of the past six years and the past four years produces a meaningful difference by Grade 6, indicating the difference in the survival rates at the elementary grades and the transition to middle school.

SUMMARY COMPARISONS OF SURVIVAL RATES ON A HYPOTHETICAL KINDERGARTEN CLASS OF 1,000						
Survival Rates	By Grade 6		By Grade 9		By Grade 12	
	#	%	#	%	#	%
Past 6 years	271	27.1%	316	31.6%	220	22.0%
Past 6 years omitting highest year adjusted	229	22.9%	275	27.5%	182	18.2%
Past 4 years	297	29.7%	347	34.7%	250	25.0%

Based on the analysis of these three sets of survival rates, a meaningful range of outcomes will come from projections that use the average of the past six years and the average of the past four years. The past four years will be called the high migration assumption because it has higher survival rates. The average of the past six years will be called the low migration assumption because its survival rates are lower.

PROJECTED SURVIVAL RATES		
Grade	Low (Past 6 years)	High (Past 4 Years)
K to 1	1.060	1.060
1 to 2	1.038	1.047
2 to 3	1.035	1.045
3 to 4	1.029	1.024
4 to 5	1.027	1.028
5 to 6	1.056	1.062
6 to 7	1.025	1.027
7 to 8	1.003	1.000
8 to 9	1.007	1.011
9 to 10	0.989	0.987
10 to 11	0.980	0.981
11 to 12	0.956	0.959

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 ten years, there is an 896-student difference between the lowest projection and the highest projection. The kindergarten assumptions account for a 661 to 671 student difference in the ten years. The migration assumptions account for a 225 to 235 student difference in ten years. These numbers show that the kindergarten assumptions account for more of the difference among the projections than the migration assumptions.

The lowest projection is based on the low kindergarten and low migration assumptions. In this projection, enrollment increases by 2,680 students or 23.2 percent by 2027-28. In five years, enrollment is 1,449 students or 12.5 percent higher than today.

The highest projection, based on the high kindergarten and high migration assumptions, shows enrollment increasing by 3,576 students or 31.0 percent between 2017-18 and 2027-28. In five years, enrollment increases by 1,815 students.

In between the highest and lowest projections are two other projections. In 2027-28, these two projections differ by 436 students. As a group, the four projections reflect a range of possibilities with all four projections showing large enrollment increases.

ENROLLMENT PROJECTIONS				
Year	Low K Low Mig	Low K High Mig	High K Low Mig	High K High Mig
2017-18	11,554	11,554	11,554	11,554
2018-19	11,821	11,844	11,838	11,861
2019-20	12,124	12,168	12,175	12,219
2020-21	12,447	12,514	12,552	12,619
2021-22	12,744	12,836	12,920	13,013
2022-23	13,003	13,118	13,253	13,369
2023-24	13,241	13,381	13,568	13,711
2024-25	13,570	13,735	13,976	14,145
2025-26	13,792	13,976	14,282	14,471
2026-27	14,072	14,275	14,646	14,857
2027-28	14,234	14,459	14,895	15,130

Excludes Early Childhood

The projections from 2017-18 to 2027-28 reflect the following changes in the components of enrollment change. The Wayzata Public Schools will continue to experience natural increase, that is, the incoming kindergarten class will be larger than the previous year's Grade 12. In the past three years, the Wayzata Public Schools experienced natural increase of 251 students or an average of 84 students per

COMPONENTS OF PROJECTED ENROLLMENT CHANGE				
Oct. to Oct. 2017 to 2027	Total		Natural Increase/ Decrease	Net Migration
	#	%		
Low K/Low Mig	2,680	23.2%	611	2,069
Low K/High Mig	2,905	25.1%	568	2,337
High K/Low Mig	3,341	28.9%	1,179	2,162
High K/High Mig	3,576	31.0%	1,136	2,440

year. In the next ten years, natural increase averages 57 to 61 per year in the low kindergarten projections and 114 to 118 in the high kindergarten projections. Net in migration continues throughout the projection period. The projections show net in migration averaging from 207 to 216 per year in the low migration projections and 234 to 244 in the high migration projections. In the past four years, net migration averaged 205 per year while in the past three years, net migration averaged 245 per year. The average of the past two years was 318, but the average of the past six years was only 197. The projections show natural increase falling in a range like the very recent past. The migration assumptions put projected net migration in the range of the recent past. However, the timing of development will be

very important and could make the low migration assumption too low in the short term while the high migration assumption could be too high in the long term.

Looking at the projections based on the elementary, middle school and high school grades is instructive. The first five projection years show K-5 enrollment increasing by 772 to 1,081 students. In ten years, K-5 could be 874 to 1,383 students larger than today. For the first five projection years, the kindergarten students have already been born.

ENROLLMENT PROJECTIONS				
	K-5	6-8	9-12	Total
2017-18	5,348	2,774	3,432	11,554
2022-23				
Low K/Low Mig	6,120	3,188	3,695	13,003
Low K/High Mig	6,178	3,225	3,715	13,118
High K/Low Mig	6,370	3,188	3,695	13,253
High K/High Mig	6,429	3,225	3,715	13,369
2027-28				
Low K/Low Mig	6,222	3,589	4,423	14,234
Low K/High Mig	6,281	3,662	4,515	14,459
High K/Low Mig	6,668	3,782	4,445	14,895
High K/High Mig	6,731	3,860	4,538	15,130

Excludes Early Childhood

In the first five projection years, middle school enrollment is 414 to 451 students higher than today. In the second five projection years, middle school enrollment continues to increase. In the second five projection years, the kindergarten assumptions effect the middle school projections but in the first five years only the current grade size and the migration assumptions are affecting the size of the middle school grades.

High school enrollment is projected to increase 263 to 283 students in the first five projection years. In the second five projection years, high school enrollment is 991 to 1,106 students larger than today. The high school projections are almost totally a result of the migration assumptions. The kindergarten assumptions have only a small effect on the high school projections.

In 2027-28, the 2017-18 kindergarten class will be in Grade 10, which means that all the grades below Grade 10 are products of the projection assumptions.

The cohort survival projections show large enrollment increases with the kindergarten assumptions playing a larger role in the difference among the projections.

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.

After dwelling unit type, year built, and market value emerge as the most 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 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 enrollment and student characteristics has been established by work in four states. Findings based on school districts in four states (Minnesota, Wisconsin, Illinois and Colorado) follow.

- *Dwelling unit type affects the school age child per unit yield. Single-family detached units have the highest school age child per unit yield. Single-family attached, 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.*

Eighty (80.4) percent of Wayzata resident students live in single-family detached units. Single-family detached units yield slightly more than one-half student per unit (0.55). Ten (10.1) percent of students reside in multi-family units where yield most often ranges from 0.11 to 0.20. The student yield in duplex units (0.27) is higher than in single-family attached units (0.21); however, there are very few duplexes and split duplex units.

WAYZATA PUBLIC SCHOOLS HOUSING TYPE BY STUDENT YIELD			
Housing Type	Units	K-12 Students	K-12 Yield
Single-Family Detached	16,305	8,908	0.55
Single-Family Attached*	3,301	688	0.21
Multi-Family	n.a.	1,116	n.a.
Condominium Units	1,833	228	0.12
Duplex	122	33	0.27
Split Duplex	303	82	0.27
Mobile Home	n.a.	30	n.a.
Total	n.a.	11,085	n.a.

*Townhomes,

Source: Hennepin County Geographic Information System and Student Information System

- *Newer single-family detached units yield more students per unit than older single-family detached units.*

Like most other school districts, there is a significant difference in student yield by the age of the unit. Units built in 2000 or later have a yield of 0.90 students per unit while units built before 1960 yield only 0.24 students per unit. Today, 27 percent of all single-family detached units were built in 2000 or later. In the next ten years, with the projected housing unit growth, the district will have an even higher percentage of new units with high student yields.

WAYZATA PUBLIC SCHOOLS SINGLE-FAMILY DETACHED RESIDENT STUDENT YIELD BY YEAR BUILT			
Year Built	Units	Resident K-12	
		#	Yield
Pre 1960	2,294	547	0.24
1960-79	4,431	1,790	0.40
1980-99	5,253	2,688	0.51
2000 or later	4,327	3,883	0.90
Total	16,305	8,908	0.55

Source: Hennepin County Geographic Information System and District Student Information System

- *As single-family detached units sell (turnover), student yield usually increases in the newer units. In older units, yield is likely to decrease.*

Newly built single-family detached units have a per unit student yield of 0.58, which is higher than that of older units. The difference in yields between existing units that sold recently and ones that did not is negligible. Therefore, sales of existing units have very little effect on enrollment currently.

WAYZATA PUBLIC SCHOOLS SINGLE-FAMILY DETACHED UNITS BY SALES STATUS (Sold January 1, 2016 to December 31, 2017)		
Status	Units	K-12 Yield
New (Built 2016-17)	847	0.58
Existing (Pre-2016)		
Not Sold	13,860	0.54
Sold	1,598	0.55
Total	16,305	0.55

Source: Hennepin County Geographic Information System and District Student Information System

- *The market value of single-family detached units affects the school age child per unit yield. Moderately priced to higher priced units yield more school age children than the lowest priced units.*

Again, like most other school districts, higher valued single-family units have the highest student yields. The highest yield per unit comes from units valued at \$500,000-\$749,999 (0.74) followed by units valued at \$750,000 or more (0.63). More moderately priced units have lower yields.

WAYZATA PUBLIC SCHOOLS SINGLE-FAMILY DETACHED RESIDENT STUDENT YIELD BY MARKET VALUE			
Estimated Market Value	Single-Family Units	Resident K-12	
		#	Yield
\$249,999 or less	2,627	866	0.33
\$250,000 - \$499,999	9,207	4,872	0.53
\$500,000-\$749,999	3,166	2,351	0.74
\$750,000 or more	1,304	819	0.63
Total	16,304	8,908	0.55

Source: Hennepin County Geographic Information System and District Student Information System

- 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.

Currently, 38 percent of the district’s single-family detached units contain at least one person age 55 or older, while 32 percent of single-family detached units contain at least one Wayzata Public Schools student.

WAYZATA SCHOOL DISTRICT SINGLE-FAMILY DETACHED HOMES WITH PUBLIC SCHOOL K-12 STUDENTS OR REGISTERED VOTERS AGE 55+*					
Attendance Area	Single-Family Detached	With K-12 Wayzata Public School Students	Percentage with K-12 Wayzata Public School Students	With Registered Voter 55+	Percentage with Registered Voter 55+
District-wide	16,305	5,192	32%	6,117	38%

*November 2016 voter data

Source: Hennepin County Geographic Information System and District Student Information System

Looking further at the age of at least one adult in single-family detached units shows that 2,917 (17.9 percent) have at least one person age 65 or above. Seven (6.9) percent of single-family units (1,119) have at least one person age 75 or above. Less than one (0.6) percent of single-family detached units (93) have at least one person 85 years of age or above. These percentages suggest that advanced age will have only a small effect on the turnover of single-family housing units in the next ten years.

The next table provides information on the component parts of the district. Note how K-12 student yield varies by municipality with the highest per single-family detached unit yields in Maple

Grove where the yield is 1.04 students. Student per unit yield is also high in Medina (0.67). Yield in Wayzata City is low (0.28).

WAYZATA PUBLIC SCHOOLS RESIDENT STUDENT YIELD BY MINOR CIVIL DIVISION				
Minor Civil Division	Single-Family Detached Homes	Median Value of Single-Family Detached Homes	K-12 Students	K-12 Student Yield
Corcoran	219	\$382,500	105	0.48
Maple Grove	1,262	\$470,400	1,312	1.04
Medicine Lake	119	\$670,000	36	0.30
Medina	1,176	\$518,000	789	0.67
Minnetonka	1,561	\$403,900	460	0.29
Orono	143	\$620,000	45	0.31
Plymouth	10,943	\$519,000	5,915	0.54
Wayzata	882	\$527,000	246	0.28
Total	16,305		8,908	0.55

Source: Hennepin County Geographic Information System and District Student Information System

Projections

The construction of new single-family detached units has increased virtually every year since 2011 as the next table shows.

NEW SINGLE-FAMILY DETACHED UNITS BY YEAR	
Year	New Units
2011	253
2012	328
2013	378
2014	357
2015	407
2016	413
2017*	434

*Building permits

Based on data from the communities in the district (less the units built in 2017), Plymouth would still have 526 (minimum) to 1,087 (maximum) potential single-family detached units to be built, Medina would have 454 and Corcoran would have 992. After these potential units are built, most of the available land in the District, except for land in Medina, will have been developed. If demand is strong, these areas could be developed by 2027, which would leave the District virtually fully developed except for a portion of the District in the City of Medina.

Projections for the next three years are in the two following tables. Most of the projected units are single-family detached units.

PROJECTED DEVELOPMENT FOR NEXT THREE YEARS (2018-2020)			
City	Single-Family Detached	Townhomes	Condominium
Corcoran	210	0	0
Maple Grove	14	0	0
Medicine Lake	0	0	0
Medina	60	0	0
Minnetonka	42	0	0
Orono	0	0	0
Plymouth	713	0	0
Wayzata	10	47	61
Total	1,049	47	61

PROJECTED NEW SINGLE-FAMILY DETACHED UNITS						
Attendance Area	2018	2019	2020			Total
Birchview	7	7	7			21
Gleason Lake	16	10	10			36
Greenwood	95	65	20			180
Kimberly Lane	59	16	0			75
Meadow Ridge	151	7	0			158
Oakwood	0	0	0			0
Oakwood (N)	143	272	109			524
Plymouth Creek	18	36	0			54
Sunset Hill	1	0	0			1
Total	490	413	146			1,049

Since 2009, the Wayzata Public Schools' student yield per single-family unit has increased, especially the per unit yield of K-5 students. This past year saw the largest increase in yield.

WAYZATA PUBLIC SCHOOLS STUDENT YIELD PER SINGLE-FAMILY DETACHED UNIT		
Year	K-12 Yield	K-5 Yield
2009	0.53	0.22
2014	0.53	0.23
2016	0.53	0.23
2017	0.55	0.25

One of the more interesting findings is shown in the next table. This table shows that new units either contain preschool children or children are born after the family is in the district. This finding is logical, but a very important finding because it shows that the effect of a new unit goes well beyond its initial year. Therefore, when projecting the number of students from newly constructed units, the longer-term effect is greater than the immediate short-term effect.

Based on the longer-term effect of newly constructed single-family detached housing units, the two cohort survival low kindergarten projections are reasonable. However, the timing of the construction of these new units will determine whether the cohort projections for 2027-28 are realized or not.

EFFECT OF NEWLY CONSTRUCTED SINGLE-FAMILY DETACHED UNITS OVER TIME			
Year		Students as of January 2, 2018	
Built	Number of Units	K-12 Students	K-12 Yield
2012	328	362	1.10
2013	377	400	1.06
2014	356	305	0.86
2015	407	339	0.83
2016	413	315	0.76
2017	434	189*	0.44*

*Not all units may be occupied as of January 2, 2018

Housing Data by Current Elementary Attendance Areas

PERCENT OF EXISTING SINGLE-FAMILY DETACHED UNITS WITH TURNOVER ANNUALLY (Years 2016 – 2017)	
Attendance Area	%
Birchview	5.0%
Gleason Lake	5.5%
Greenwood	6.5%
Kimberly Lane	12.5%
Meadow Ridge	9.5%
Oakwood	4.5%
Oakwood (N)	16.0%
Plymouth Creek	5.0%
Sunset Hill	4.5%
Total	6.5%

K-5 RESIDENT STUDENT YIELD FROM SINGLE-FAMILY UNITS						
Attendance Area	Existing Units (per year)				New Units (2016-2017)	
	Non-Movers		Movers (New Residents)			
	#	Yield	#	Yield	#	Yield
Birchview	1,193	0.16	122	0.21	21	1.05
Gleason Lake	2,686	0.14	314	0.17	29	0.07
Greenwood	2,106	0.30	229	0.39	192	0.26
Kimberly Lane	905	0.41	174	0.51	212	0.49
Meadow Ridge	1,374	0.40	192	0.46	225	0.43
Oakwood	1,598	0.17	161	0.33	6	0.83
Oakwood (N)	103	0.14	24	0.33	133	0.30
Plymouth Creek	1,280	0.32	137	0.51	13	0.15
Sunset Hill	2615	0.15	245	0.17	16	0.50
Total	13,860	0.23	1,598	0.32	847	0.39

RESIDENT STUDENT YIELD BY DWELLING UNIT TYPE				
Dwelling Type	Number	K-5 Yield	6-8 Yield	9-12 Yield
Single-Family Detached	16,305	0.25	0.13	0.17
Single-Family Attached	3,301	0.10	0.05	0.06

RESIDENT STUDENTS FROM OTHER DWELLING UNIT TYPES* 2017-18	
Attendance Area	K-5 Resident Students
Birchview	257
Gleason Lake	107
Greenwood	28
Kimberly Lane	221
Meadow Ridge	29
Oakwood	142
Oakwood (N)	0
Plymouth Creek	203
Sunset Hill	212
Total	1,199

*Townhomes, Condominium units, duplex, Apartments, Mobile Homes

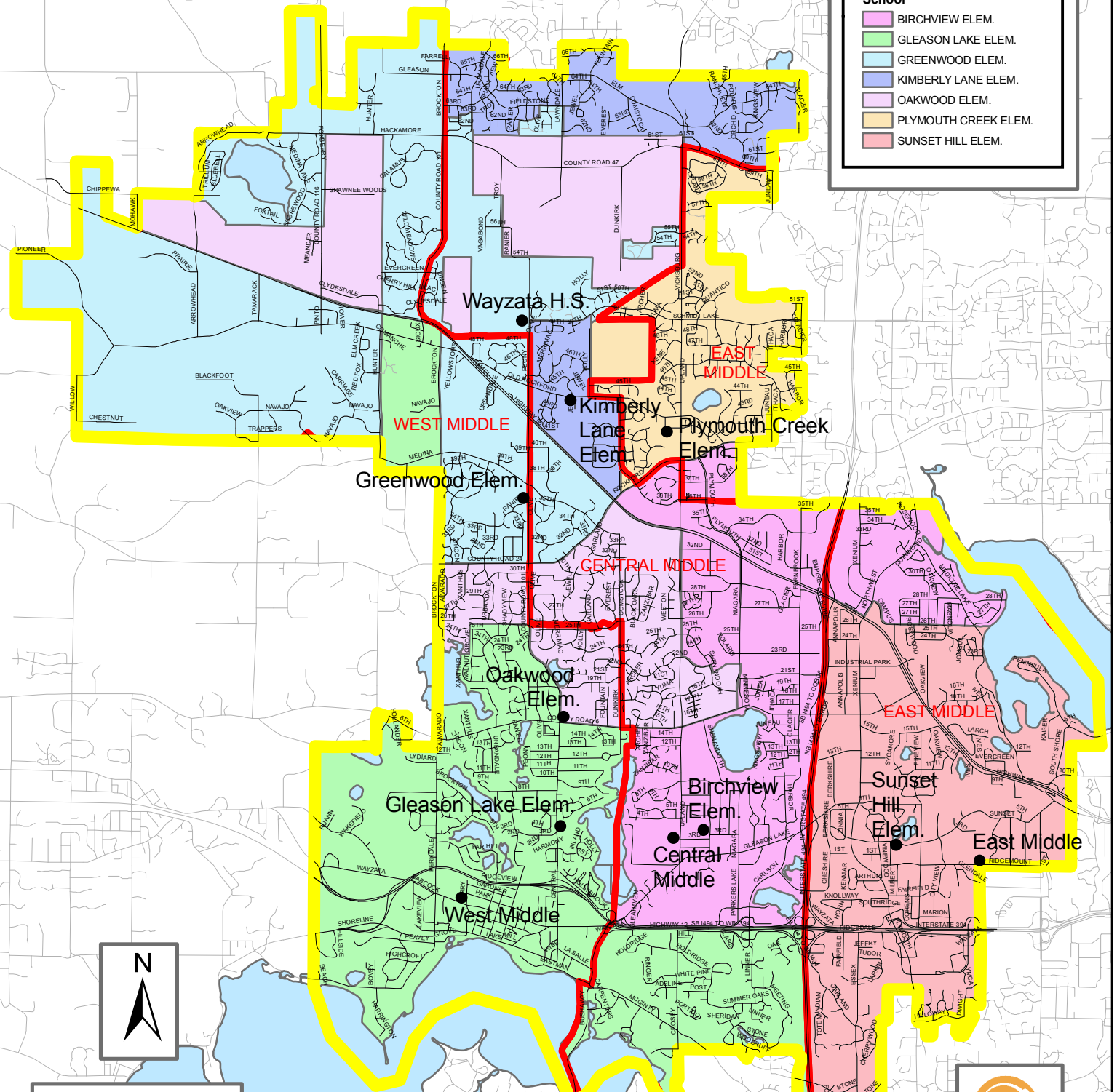
RESIDENTS BY ATTENDANCE AREAS AND SCHOOL ATTENDED										
Schools	Elementary Attendance Areas									Total
	Birchview	Gleason Lake	Greenwood	Kimberly Lane	Meadow Ridge	Oakwood	Oakwood (N)	Plymouth Creek	Sunset Hill	
Birchwood	477	0	1	5	1	5	1	1	6	491
Gleason Lake	3	531	2	1	2	4	0	0	6	543
Greenwood	0	0	784	1	0	0	0	1	0	786
Kimberly Lane	0	0	1	753	0	3	0	0	0	757
Meadow Ridge	2	3	5	17	764	2	38	3	2	834
Oakwood	11	4	4	4	1	451	23	3	2	501
Plymouth Creek	4	2	1	6	0	0	0	672	2	685
Sunset Hill	0	0	0	1	1	1	0	2	626	631
Total	497	540	798	788	769	466	62	682	644	5,228
% in Area	96.0%	98.3%	98.2%	95.6%	99.3%	96.8%	---	98.5%	97.2%	---

Wayzata Public Schools

School Attendance Areas
Adopted: December 10, 2012

Legend

- Schools
 - ▭ District Bounds
 - ▭ Middle School Bounds
 - ▭ Elementary School Bounds
- School**
- ▭ BIRCHVIEW ELEM.
 - ▭ GLEASON LAKE ELEM.
 - ▭ GREENWOOD ELEM.
 - ▭ KIMBERLY LANE ELEM.
 - ▭ OAKWOOD ELEM.
 - ▭ PLYMOUTH CREEK ELEM.
 - ▭ SUNSET HILL ELEM.



Sources of Data:
Metropolitan
Council, Wayzata
Public Schools



Elementary Boundaries 2016-17 School Year



Elementary Schools

- Birchview
- Gleason Lake
- Greenwood
- Kimberly Lane
- Meadow Ridge
- Oakwood
- Plymouth Creek
- Sunset Hill
- Elementary School Boundary

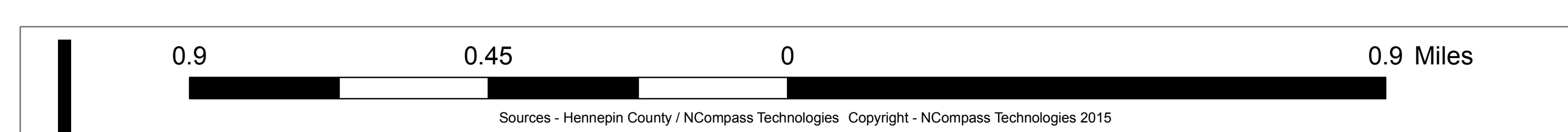
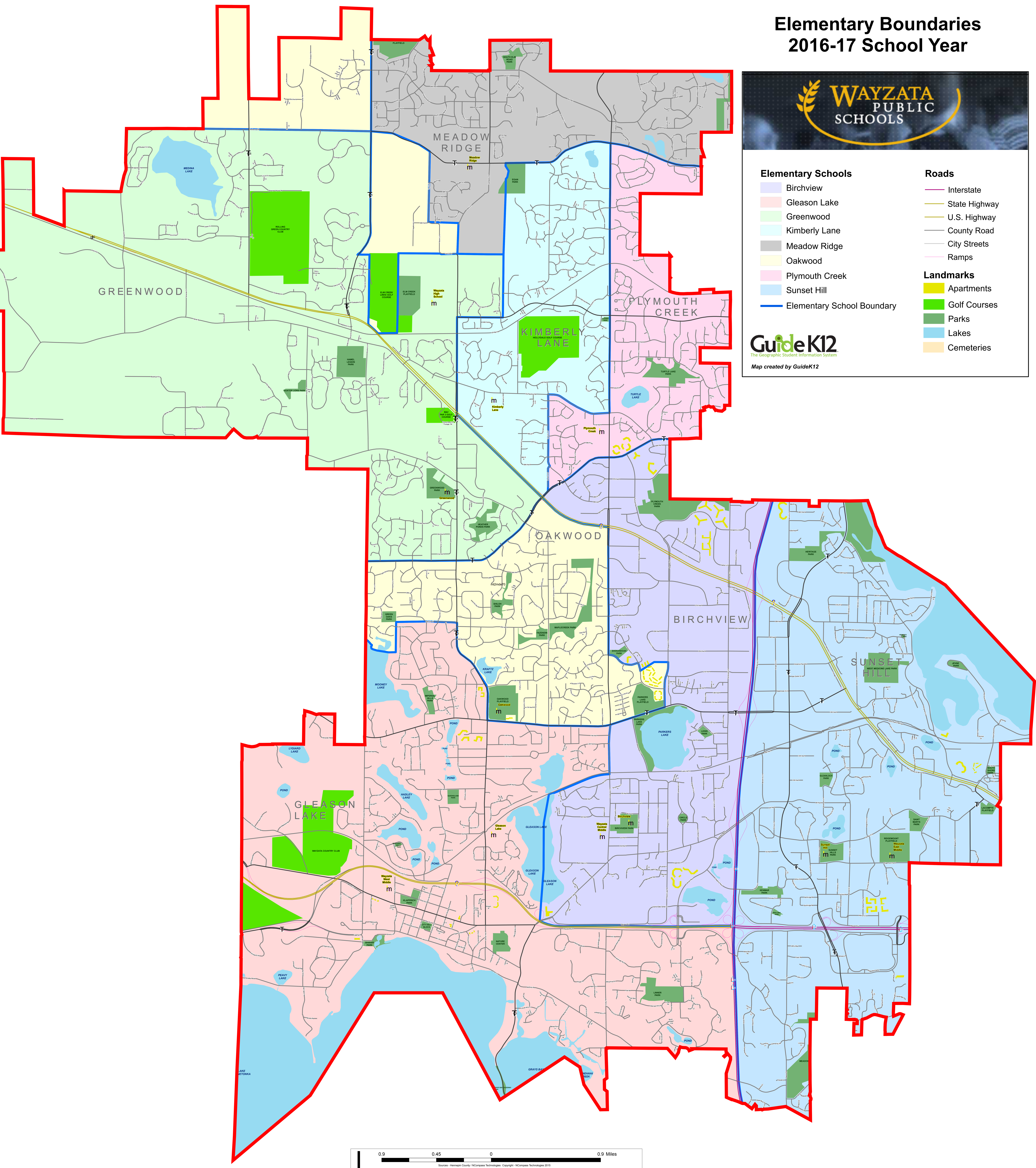
Roads

- Interstate
- State Highway
- U.S. Highway
- County Road
- City Streets
- Ramps

Landmarks

- Apartments
- Golf Courses
- Parks
- Lakes
- Cemeteries

GuideK12
The Geographic Student Information System
Map created by GuideK12



Source: Hennepin County / iCompass Technologies. Copyright: iCompass Technologies 2015.

Middle School Boundaries 2016-17 School Year



Middle Schools

- Wayzata Central Middle
- Wayzata East Middle
- Wayzata West Middle
- Middle School Boundary

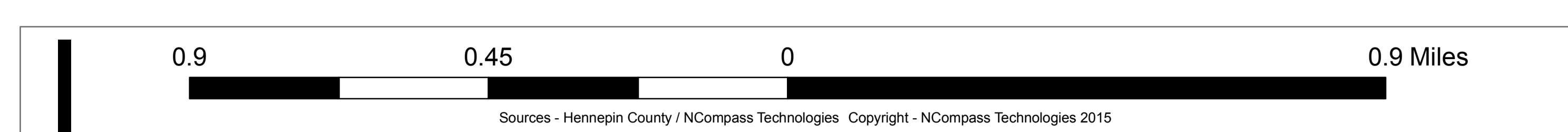
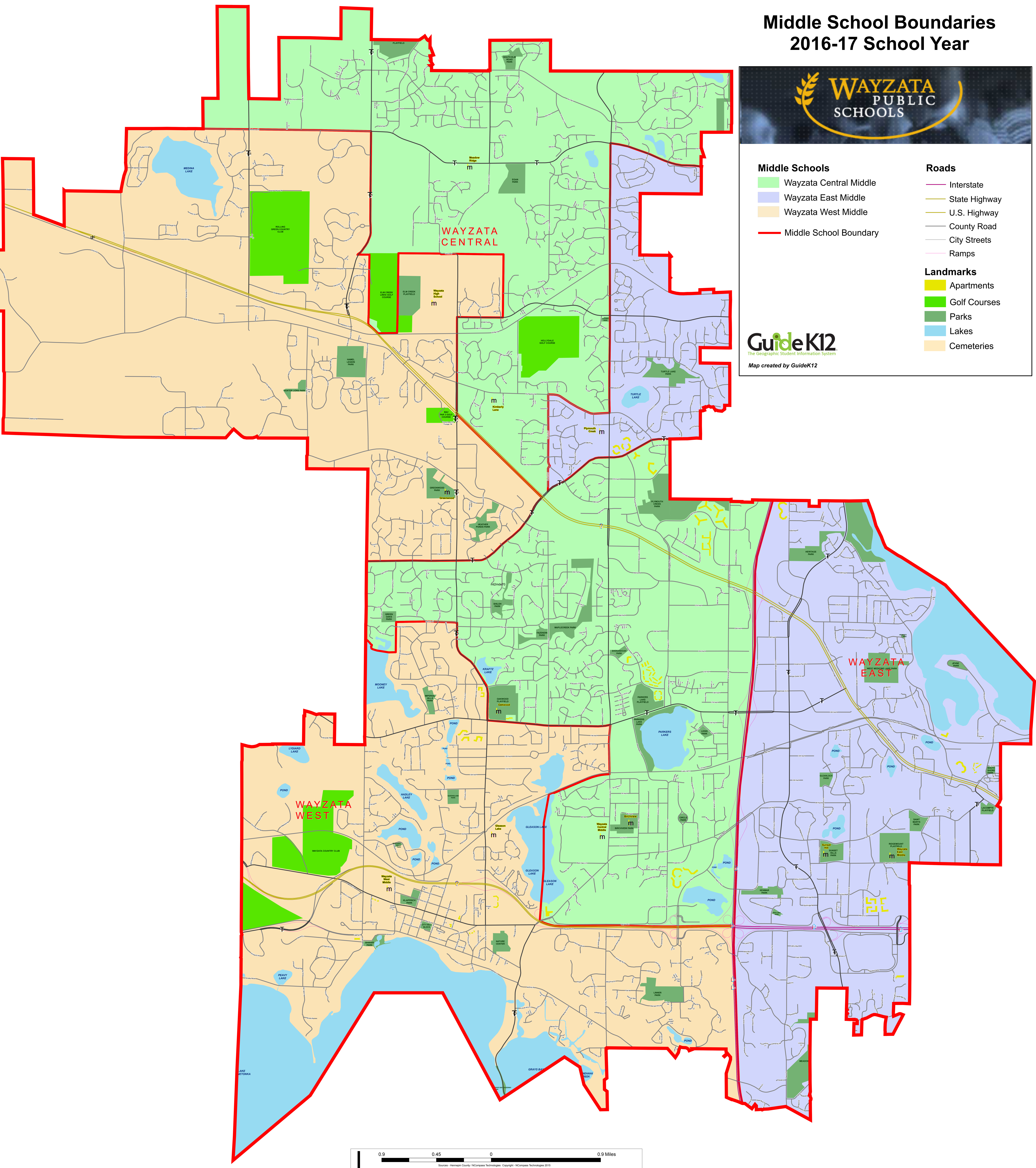
Roads

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- U.S. Highway
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- City Streets
- Ramps

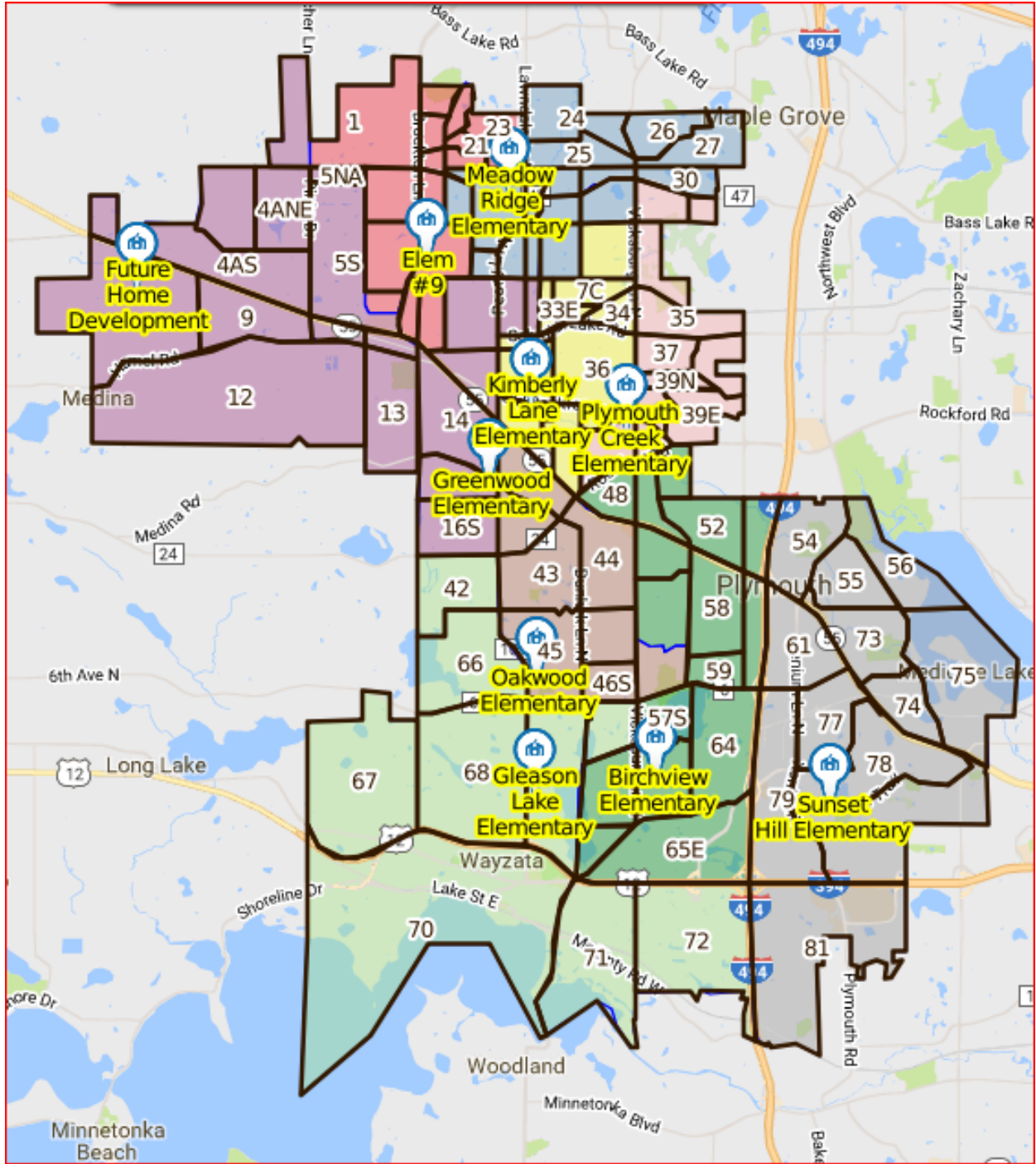
Landmarks

- Apartments
- Golf Courses
- Parks
- Lakes
- Cemeteries

GuideK12
The Geographic Student Information System
Map created by GuideK12



Source: Hennepin County / NCompass Technologies. Copyright: NCompass Technologies 2015.



Attendance Area Reconfiguration Committee

April 26, 2018

School Board

Work Session



Excellence. For each and every student.

Community Representation

- 24 community members
- Families with children preschool-age through high school
- All schools and general areas of the district were represented
- Asked to be objective and have a district-wide perspective
- The committee was supported by district staff and experts



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Guiding Principles

School boundaries should be designed to effectively utilize our facilities and meet our growing population.

These Guiding Principles serve as a compass for decision making. Not ALL of the Guiding Principles may be possible to achieve in every situation and at times may be in conflict with each other. In the event this conflict occurs, the District Strategic Road Map, as much as possible, will guide the decision-making process.



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Attendance areas will serve our district for a goal of 3-5 years with as long a horizon as possible to limit transitions.

Attendance areas should be largely contiguous.

Consider a walk area for each school.

Allow for initially smaller school populations in schools with higher anticipated growth rates to maximize longevity of the boundaries.

When possible, middle school boundaries should align with elementary boundaries, if that is not feasible, a significant portion of the elementary school should attend the middle school.



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All children will be expected to attend their new school. Students will not be “grandfathered” to attend their previous school. The district’s intra-district process continues to be in place.

Transportation routes should be as efficient as possible, giving consideration to minimizing ride times within acceptable parameters while being within budget parameters.

Open enrolled students may be considered a “neighborhood” and could be moved with a cohort of students from their school. Open enrolled students would not be isolated from their school peers.

Adhere to all State and Federal laws and guidelines.



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Foundational Learning

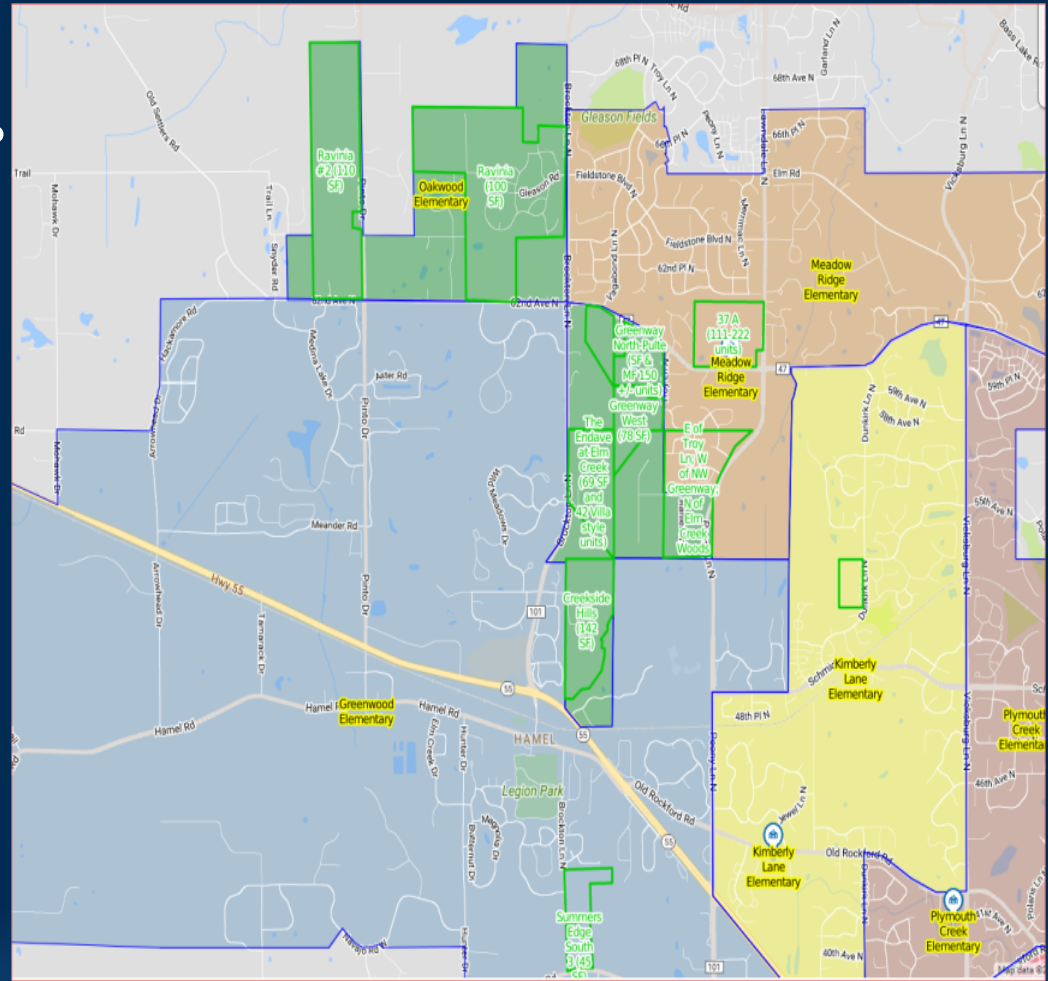
- Housing Study-Dick Carlstrom
- Housing growth information from City Staff
- Building target capacities-Wold Architects
- Transportation and routing



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Snapshot of Housing Growth

Accounting for future growth for the next several years



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Housing Growth

The Housing Study indicates 1000 new homes by 2020 within the Wayzata Schools boundaries.

Data from the cities' staff reflects over 1300 homes in the near future. The pace of growth of which is determined by the economy and prospective buyers



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Large and Small Group Work

- Committee members worked in three teams to apply the Guiding Principles and knowledge from the studies
- Small groups worked independently in GuideK12 with the same data to develop models
- Data such as capacity was reviewed for each model
- Patterns emerged through multiple models



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Large and Small Group Work

- A synthesis of the models was developed and reviewed by large group
- Multiple models of the synthesis were developed and reviewed
- With each model the new homes and families were included
- A single, final recommendation was decided as a group



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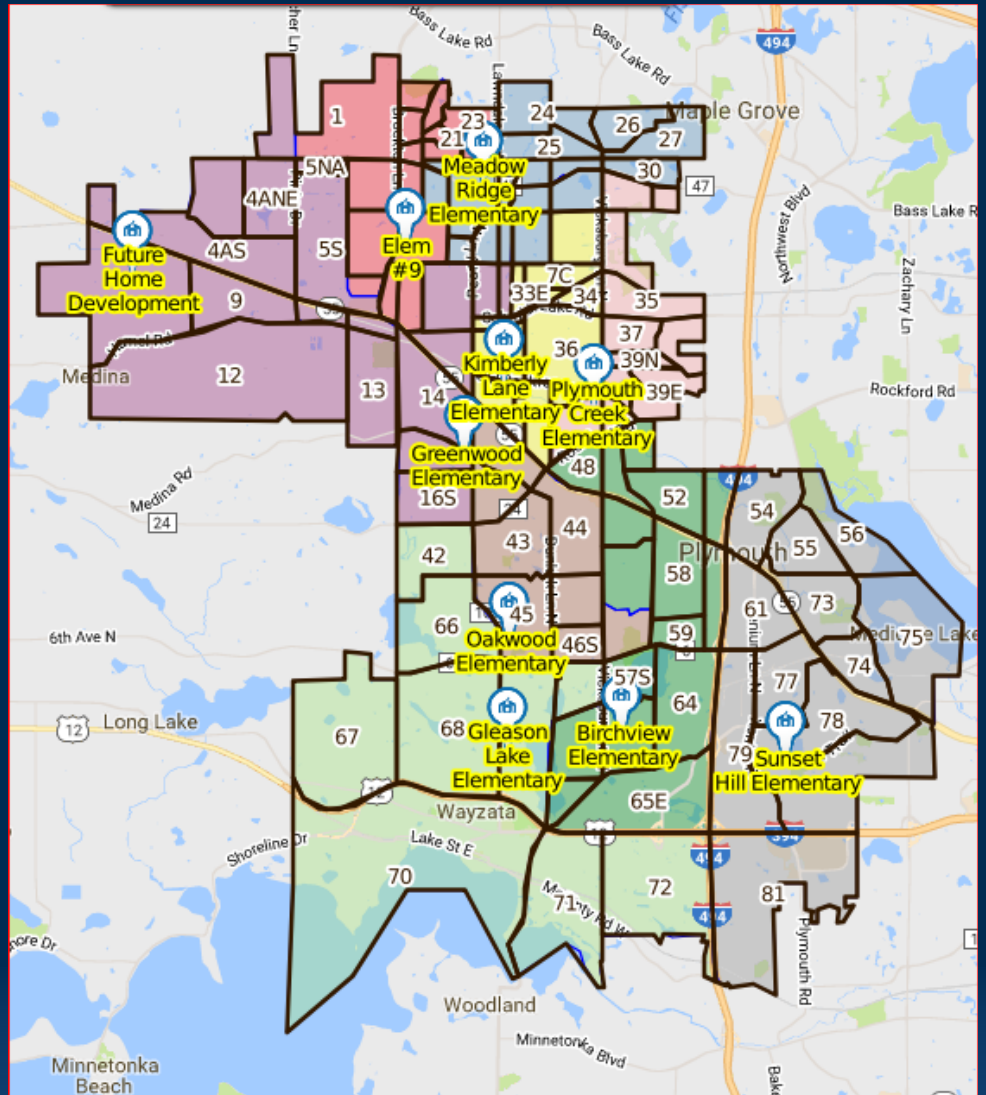
Data Review

- Several district staff members reviewed the scenario from differing perspectives
- Housing growth was reviewed to ensure capacity in schools where new neighborhoods being developed
- Transportation routes and ride times were reviewed



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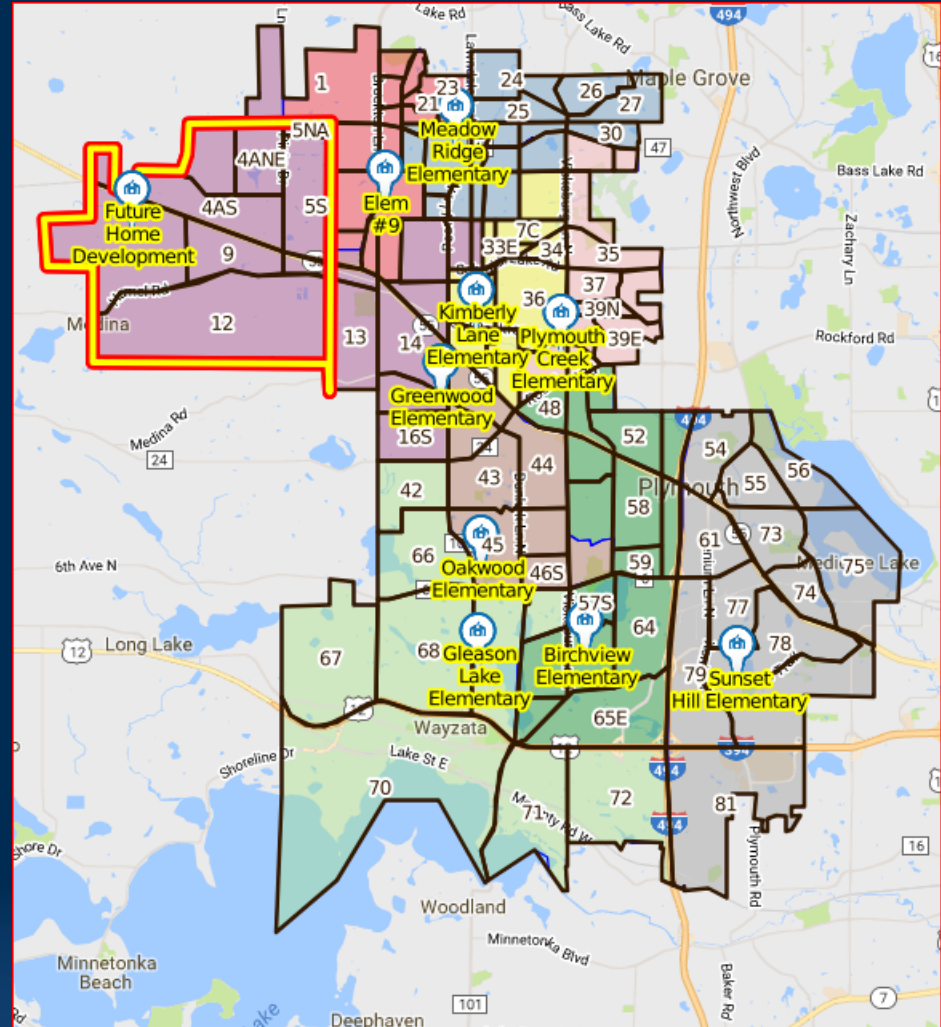
Recommended Elementary Scenario



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Recommendation for Future Development

Although all current students will attend Greenwood, future developments may be administratively assigned to a different elementary school



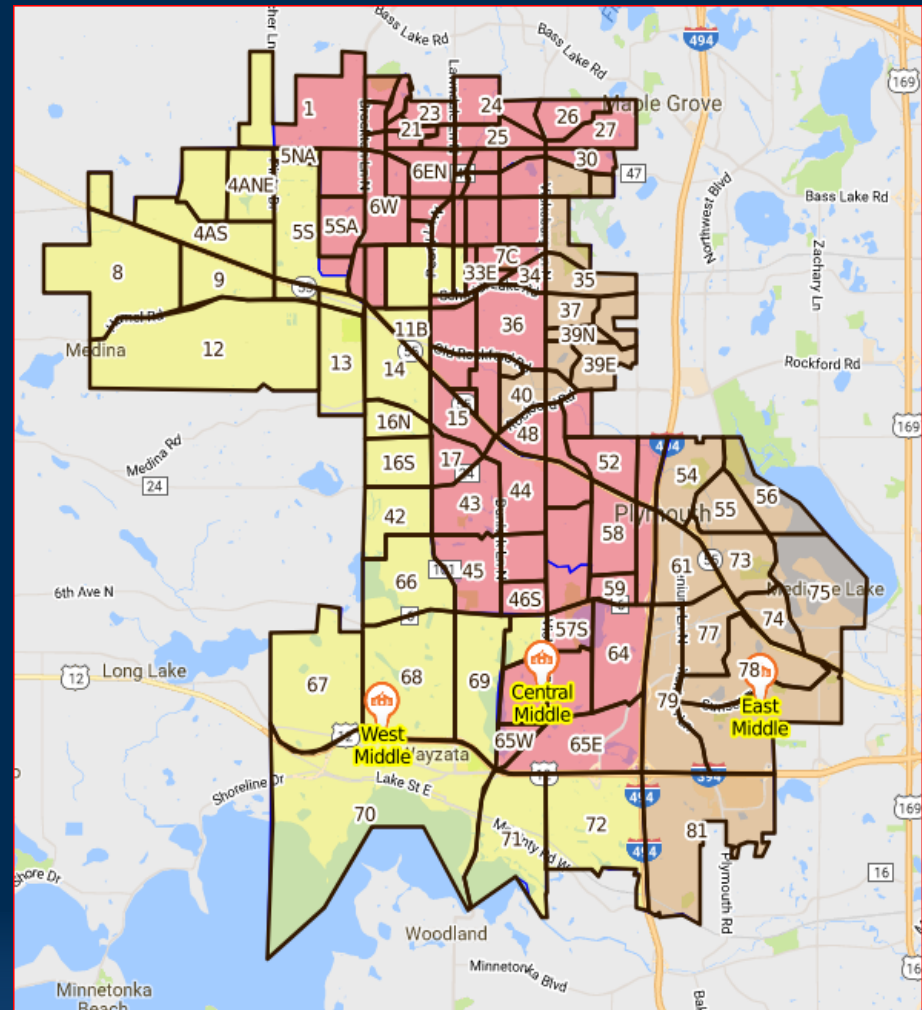
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Recommended Middle School Scenario

EMS
Plymouth Creek & Sunset Hill

WMS
Greenwood & Gleason Lake

CMS
Birchview, Oakwood, Kimberly Lane, Meadow Ridge, & Elem #9



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Acknowledgements

Moving neighborhoods and families is not an easy task. The group supports this scenario but wants to acknowledge some of the possible concerns.

The Bonaire neighborhoods were moved to create a base of established homes for Meadow Ridge. Unfortunately with all the growth in the northern part of the district all our modeling and review indicates that the same holds true for #9.



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Neighborhood 42- Greentree Forest and Greentree West areas have been moved more than once. The committee struggled with this however feel that we need to move neighborhoods south.

The committee also would support the grandfathering of middle school students with transportation so as not to disrupt relationships.

Lastly, there was some support for all of Medina south of Highway 55 to attend Gleason Lake. This creates additional space in northern schools but there were concerns around “driving past” other schools.



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Conclusion

- The design meets the Guiding Principles
- Thoroughly vetted by district staff
- Supported by the Attendance Area
Reconfiguration Committee



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